2016-17



A.S. COLLEGE OF EDUCATION

(CO-EDUCATIONAL)

(Recognized by NCTE, Jaipur & Affiliated to Panjab University, Chandigarh)
Kalal Majra, Samrala Road Khanna -141402
Ph.-01628-226570 (P), 226170 (O)

Stepping Towards Academic Excellence...

A
hand
Book of
Information

A venture of

A.S. HIGH SCHOOL KHANNA TRUST & MANAGEMENT SOCIETY(Estd.1932)



Principal's Message

Our country is facing a huge challenge in its systematic education arrangement and the prevailing commercialization and western trends fusion intends more challenge for the teaching fraternity. So, it is of paramount importance to be equipped students with appropriate knowledge, habits, attitudes and values leading to holistic development. The college has been rendering a great service to the students by maintaining high standards of education and imparting training a teacher education programme. Equipped with positive and scientific approach, the future generalized an play a constructive role in nation building.

Uniqueness of our institution lies in that it is successfully running under the aegis of A.S. High School Khanna Trust and Management Society which has commitment, devotion and progressive thinking towards upliftment of education.

The teaching and learning process and other co-curricular activities always remain the goal of an educational institution and this college has been working hard to achieve this target excellently. Although the college keeps the potential to provide all possible support to students, the infrastructure is being constantly upgraded to make it relevant to the challenges ahead.

It has been an endeavour of this college to explore the talent of students for their role in tuning the society. We are committed to make the students a role model for the coming generation in moral values, hard work, and seriousness of purpose and leadership qualities with the co-operation of best teaching faculty and supporting staff to take care of their curricular and co-curricular needs.

I am positive that in times to come we will continue this journey with elevated enthusiasm and persistently provide a platform of holistic learning to the future teachers.

"Reach high, for stars lie hidden in you. Dream deep, for every dream precedes the goal."

Rabindranath Tagore

Mrs. Vimal Vidushy Officiating Principal

The A.S. High School Khanna Trust and Management Society (Regd.1932)

An Introduction

Keeping in view the ever changing role of teachers in the global era, the qualitative improvement in education, the A.S. High School Khanna Trust and Management Society decided to start the college of Education in the year 2007. The college endeavours at harmonious and all round development of the students by providing healthy and congenial atmospheres necessary for intellectual, moral, aesthetic and physical growth as well as emotional stability. Recognizing these needs the managing committee, Principal and faculty members of A.S. College of Education worked untiringly with a sense of devotion, zeal, rigour and commitment to set up this college.

The Management is an organization of donors and philanthropists who raise funds from time to time for the progressive development of its institutions. The Seven Institutions already running under this management are:

1. A. S. Sr. Sec. School, Khanna. (Affiliated to P.S.E.B. Mohali)

2. A. S. College, Khanna.

(A premier Multi- faculty Post-graduate co-educational college, NAAC accredited A+Institution)

3. A. S. Modern Sr. Sec. School, Khanna. (Affiliated to C.B.S.E. New Delhi)

4. A. S. College for Women, Khanna.

(A Multi- faculty Post-graduate Women College)

5. M.G.C.A.S. junior Model School, Khanna.

(Affiliated to P.S.E.B. Mohali)

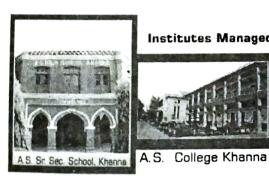
6. A.S.College of Education, Kalal Majra, khanna. (Affiliated to Panjab University, Chandigarh)

7. A.S. Group of Institutes.

(Affiliated to P.T.U, Jalandhar)

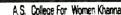
These educational institutions hold a significant place on the educational map of Punjab. The main focus is to regenerate mankind and transform society through quality education. It is the matter of immense pride that the A.S. College of Education, Kalal Majra, Samrala Road, Khanna has completed its Eight sessions & is serving the people of Khanna and surrounding areas.

It is hoped that with an inbuilt momentum, this institution will continue to march towards a better tomorrow in the service of the nation.



Institutes Managed by A.S. High School Trust & Management Society









A.S. Modern Sr. Sec. School, Khanna

A.S. College of Education

The motto of our College is "Stepping Towards Academic Excellence......" through Hard work, Critical thinking and Effective decision making.

Our Vision

A.S. College of Education is committed to provide modern and quality education. Our Vision is to impart the highest level of training to future teachers to keep pace with modernization and globalization.

The fundamental objective of the college is to shape, sensitize and imbibe in the prospective teachers a desire for excellence combined with right attitudes, values and ideologies to;

- Developing right attitudes, values and ideals.
- Achieve academic excellence and Facilitate learning among pupils through appropriate skill and methodologies in a congenial environment.
- Exercise responsible leadership and render selfless service to the community.
- To promote among them high sense of discipline, respect for Indian way of life and traditions.
- To make them responsible, enlightened and useful citizens of the country capable of contributing effectively to the realization of national goals.
- To encourage teaching Staff to update their subject Knowledge.

Our Mission

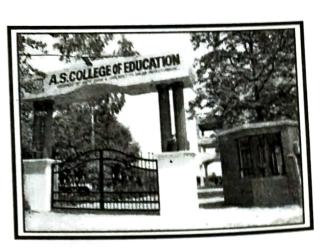
To create through education, training and research a qualitative renewable talent bank of dedicated committed educators for educating the emerging generation who are

- Intellectually well developed
- Morally upright
- Socially Concerned
- Spiritually Oriented
- Emotionally Stable

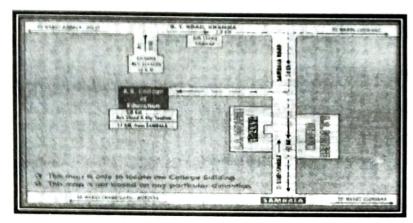
LOCATION AND BUILDING:

The College is located at Kalal-Majra, Samrala Road Khanna adjoining to A.S. College, Khanna in a clean, pollution free locality. It is built on a five acre land. It is approximately 5 k.m. from Bus Stand.





MAP:



The college building is very well designed with the provision of:

- Spacious and airy class-rooms fitted with new furniture.
- Attractive and well stocked library with latest books, journals and periodicals.
- Modern and well equipped ICT Resource Centre with internet facility.
- Multipurpose Seminar Hall, Psychology Resource Centre, Science & Mathematics Resource Centre & Placement cell, Art & Craft resource Centre.
- Well equipped NSS Cum Physical Education Resource Centre and vast play ground.
- Commodious and well furnished Canteen Cum girls Common room.
- Cafeteria for new ideas.

Faculty members

Name:

Vacant

Designation:

Principal

Name:

Mrs. Vimal Vidushy

Designation:

Officiating Principal

Qualification:

M.A. (Pol. Sci.), M.Ed, UGC-NET (Pol.Sci.), M.Phil

Name:

Mrs. Harjeet Kaur

Designation:

Asst. Professor

Qualification:

M.A.(Pbi.), M.A (Eng.), M.Ed, UGC-NET (Edu. and Pbi.) M.Phil.

Name:

Mrs. Alka Sharma

Designation:

Asst. Professor

Qualification:

M.Sc (Maths), M.Ed, M.Phil, UGC-NET (Edu.)

Name:

Ms. Yashoda Chopra

Designation:

Asst. Professor

Qualification:

M.Com, M.Ed, UGC-NET (Edu.)

Name:

Ms. Harneet kaur

Designation:

Asst. Professor

Qualification:

M.A(Eng), M.Ed, UGC-NET (Edu.)

Name:

Vacant

Designation:

Asst. Professor in Hindi

Name :

Vacant

Designation:

Fine Arts Teacher

Name:

Vacant

Designation:

Librarian

Name :

Mr. Piyush Kant

Designation:

Computer Teacher cum Tech. Asst.

Name:

Vacant

Designation:

Physical Education teacher

SUPPORTING STAFF

Mr. Avtar Singh(Clerk)

Mr. Raj kumar Sharma(Accounts Clerk)

RULES & REGULATIONS FOR ADMISSION TO B.ED COURSE

For session 2016-17 admission will be through Joint B.Ed Entrance Test Conducted by GNDU, Amritsar.

CERTIFICATES TO BE ATTACHED

Every student seeking admission to the B.Ed. course shall be required to attach the attested copies of following documents and original certificates will have to be produced at the time of interview.

- 1. A Character certificate from the last attended institution, in case of the teacher from head of the institution in which He/She worked last.
- 2. Date of Birth certificate.
- Domicile certificate.
- 4. Degree of (B.A, B.Sc, B.Com, Part I,II & III, M.A, M.Sc, M.Com and any other) along with detail marks certificate.
- 5. Certificate for Special claims: Candidates seeking admission on the basis of special claim like Border Area, Sports, Freedom fighter, Disabled, Defence, Para Military, Riot- affected, Widow/Divorced, Ex-Servicemen themselves and Andeman/Nicobar. Such candidate shall produce a certificate from the competent authority as specified in the application form supporting the claim. Provisional admission is not permissible. Incomplete form will be rejected without any obligation whatsoever.
- 6. Application should be submitted regarding not to join any other Institution or Part Time Job During the tenure of the B.Ed Course.
- 7. In case of rural area Candidates the rural area certificate counter signed by District Education officers for schools affiliated to state board for CBSE/ICSE school is required.

MIGRATION RULES

Candidates from Universities other than Panjab university will have to submit the Migration Certificate in original and original detailed marks card of last class passed within 30 days from the date of enrolment failing which they will have to pay Rs. 1000/- as Late fee to as per the rules and instruction of Panjab University, Chandigarh...

MODE OF PAYMENT OF COLLEGE DUES (FEES)

- Fee Structure for Session 2016-17 will be announced at the time of counseling.
- The dates of payment of dues will be notified by the Principal from time to time according

to the Panjab University, Chandigarh schedule.

IMPORTANT NOTE

- Fees once paid shall not be refunded.
- The candidate who fails to deposit his fees and thus misses his chance for admission will have no claim for admission on subsequent dates.
- 3. If any student does not attend the college within a week of the opening day, as announced by the College, his admission will stand Cancelled.
- 4. Students admitted under SC/ST category will have to submit their original SC/ST certificate at the time of admission or else their admission will stand cancelled.
- 5. Supplementary admission will be made as per the decision of the Centralized Admission Committee.
- All dues must be cleared before final examinations.

LEAVE RULES

- 1. Leave for absence from the college should be applied personally by a student on the prescribed form available from the college office.
- 2. Leave will be sanctioned by the Principal on the recommendation of the tutor of the student and must be got sanctioned before it is availed of. In case of illness the application should be supported by a medical certificate.

RULES GOVERNING THE REFUND OF SECURITY

- The security will remain intact at the time of sending University admission forms and the issue of roll number.
- Students leaving the college without completing their course can claim refund of security only in November 2018.
- 3. The security will be refunded till 31 march after the declaration of B.Ed. result.

EXAMINATIONS / ATTENDANCE

- 1. Examinations will be held as per Panjab University schedule semester wise.
- 2. Monthly tests in all the subjects will be mandatory for B.Ed. class.
- 3. At least 80% attendance will essential to appear in the examination. Special reward will be given to those with 100% attendance.
- 4. Strict disciplinary action will be taken against students who absent themselves from the Examination or Monthly tests.

UNIFORM

Wearing of the College uniform is compulsory during College hours and at the College functions.

FOR GIRLS - Uniform consists of all over peach Colour Suit and days of wearing uniform are Monday.

FOR BOYS - Uniform consists of fawn Shirt and Brown pent Brown Turban (optional) and days of wearing uniform are Monday.

IMPORTANT RULES AND REGULATIONS

- At the time of admission each student is issued a library-cum- identity card. Always keep this
 card in purse it can be checked any time.
- The college will start at 9 A.M. All students should be punctual. Students who are coming from far off places should make their own arrangements. No excuse will be entertained for their coming late to the college.
- Students will not be allowed to miss the classes while in the campus. Strict disciplinary action shall be taken against the defaulters.
- 4. Leave must be sanctioned from college authorities in advance up to 2 days from the Tutor

and more than up to 2 days from Principal.

- Medical leave will be granted by the Principal. The leave application should be supported by 5. a valid medical certificate, and recommended by your tutor.
- Students are advised to see the notice board daily. No excuse will be entertained if a student 6. fails to read any important notice. The consequences of this neglect will rest upon the student. Students are not allowed to remove any notice from the notice board, which has been put up by the college. Such students if identified will be fined or liable to disciplinary action.
- Students are advised to actively participate in all activities of the college, so their teachers can 7. help them in identifying their talents. Always keep perfect discipline and decorum.

GENERAL RULES

- The college is pledged to strict vegetarianism. Taking of meat, eggs, fish or any non vegetarian 1. preparation thereof is strictly prohibited in the college campus.
- The college enforces simplicity in dress. The wearing of all kinds of gold and diamond 2. ornaments is also discouraged.
- A student who wishes to withdraw from the college can do so by sending an application 3. addressed to the Principal duly signed by the guardian.
- Guardians and parents will please note that visitors are not allowed to see the students during 4. college hours.
- The visiting hours for general public to meet the Principal are from 12.00noon to 1.30 p.m. 5.
- Any Student who misbehaves or creates nuisance in the college will be fined heavily. 6.

CODE OF CONDUCT

Every Prospective Teacher should:

- Make it a habit to see the college notice board daily. 1.
- Be regular and punctual to class. 2.
- Practice and promote integrity, sincerity and self discipline at all times. 3.
- Be brief in talk whether on phone or in person. 4.
- Use his time fruitfully and in a planned way to complete the various tasks and go college 5. library during free period. 6.
- Promote the concept of 'dignity of labour' and help in keeping the college premises neat and
- Use college property with care and park your vehicles at the proper place only. 7.

No Prospective Teacher will:

- Put up or remove any notice board without permission of the Principal. 1.
- Organize any meetings or programmes or collect money within the college premises without 2. the prior permission of the Principal.
- Gossip in the hall or loiter in college lawns during free periods. 3.
- Meet visitors during college hours without permission. 4.
- 5. Take leave unless absolutely necessary and that too without permission from the Principal. In any emergency, the leave letter should be submitted immediately after leave.

LIBRARY AND READING ROOM

The college has a well equipped library and reading room with a wide variety of books on different subjects which provide ample opportunity to the students for study, self education and general knowledge. It remains open during college hours. The college subscribes to a large number of Indian and foreign journals and periodicals in education.

LIBRARY RULES

- Two books are issued to a student for a period of 10 days only. 1. 2.
- The books will be re-issued if they are not in demand by other students.

- 3. A fine of Rs. 1/- per day per volume is charged for the book returned after the due date.
- Books will be re-issued for the specified period.
- 5. Reference books, text books, rare books & periodicals shall not be issued except for consultation in the Library premises.
- 6. The students are required to possess their identity Card while inside the library and reading
- 7. Books issued from the Library should be kept very carefully and in no case be underlined and disfigured. If the book is already damaged in any form, it should be got checked by the issuing clerk or by the Librarian, otherwise the responsibility will be of the student.
- 8. The loss of book should be reported to Librarian before the due date, in the absence of which, fine will be charged till the information given. The borrower will be required to replace it. He/She will have to pay double the price along with his/her next college dues if the book could not replaced.
- 9. The students are expected to observe perfect silence in the reading room and not to disturb others in any way.
- 10. Students should check whether all pages are intact or not before getting the books issued. If pages are found missing at the time of returning, then they will be fined heavily. Inform the Librarian or issuing clerk regarding the missing pages at the time of getting the books issued and get the signature of Librarian along with the notification of missing pages.

COLLEGE ACTIVITIES

CO-CURRICULAR ACTIVITIES

Special attention is paid to co-curricular activities in order to develop their talents, bring out creativity and provide opportunity for self-expression of students. An emphasis is laid on all round development of personality.

SOCIETIES AND CLUBS

A number of literary societies and clubs are set up which are managed by the students under the guidance of college staff, clubs like:

- 1. Human rights club
- 2. Activity club
- 3. Nature Zone Club
- 4. Social service club
- 5. Science club

CELLS

- Adult Education cell
- Placement cell
- Alumni cell
- Legal Aid cell

SEMINARS

Weekly seminars are organized for informal discussion on the current issues and topics related with the curriculum.

WORKSHOPS

Various workshops are organized in our college before teaching practice to familiarize the prospective teachers with the various methods of teaching to make teaching learning process effective.

GAMES AND SPORTS

The College authorities take special interest in games and sports. The college has extensive

and well maintained play grounds and facilities for outdoor and indoor games. Our student at p. and well maintained play grounds and ladinate and well maintained play grounds and ladinate at Panjab grounds and ladinate and well maintained play grounds and ladinate at Panjab grounds and ladinate grounds and ladinat university Chd. TUTORIAL GROUP

RIAL GROUP

To provide intimate contact with teachers, each student is assigned a Tutor whose duty is to guide students throughout their stay in the college. guide students throughout their case and guide students throughout throughout their case and guide students throughout the guide students throughout throughout their case and guide students throughout their case and guide students throughout the guide students throughout throughout throughout throughout throughout throughout the guide students throughout througho

Good speakers, good writers & quiz masters.

- Folk songs, Geet Ghazal, Monoacting, Histrionics and Shabad (Bhajan). 2.
- Handwriting and B.B. writing competition, Preparation of charts/Models or posters. 3.
- Playing of musical instruments Tabla, Harmonium, Guitar, Sitar etc.
- 4. 5.
- Rangoli, flower arrangement and salad preparation competitions.

All the tutors maintain a record of the activities undertaken by each student. The inter house All the tutors mannand record activities at the end of session. The best house of the HOUSES

The purpose of having 'houses' is to provide opportunities to students for self expression, inculcate leadership qualities to help students to shoulder responsibilities & help them to understand the concept of co-operation & team spirit. The students from both the sections are divided into four 1. Guru Tagore House

- Mahatma Gandhi House 2.
- 3. Vikram Sarabai House
- Radha Krishnan House 4.

Each house functions under the charge of two teachers and remain on duty for one calendar month.

- To organize at least one seminar and one inter house competition.
- To check cleanliness of the campus and to maintain discipline in the campus. 2.
- To check late comers and wrong parking of vehicles.

EXTENSION LECTURES

Extension lectures by eminent persons are arranged in various areas of education. These help the students to develop insight in to the subject and get latest information and knowledge about COLLEGE TRIPS/TOURS

In order to stimulate national and emotional integration and a sense of responsibility, a college Trip/tour is organized by the college in the every year. All places of historical, cultural and educational values are given special emphasis during the trip/tour. Three day educational tour was

For academic excellence, training and development of pupil teachers college has proper provision of remedial teaching for all. NATIONAL SERVICE SCHEME

One N.S.S. unit of 50 students under self financing scheme exist in the college. Every effort is to instill and promote the spirit of control among the made to instill and promote the spirit of social service, patriotism and national integration among the

GUIDANCE AND PLACEMENT CELL

The college has set up a Guidance and Placement Cell manned by competent faculty members to guide the students regarding availability to jobs in surrounding areas and schedule of admission to various courses.

Every time college organizes coaching for B.Ed enterance and Punjab state teacher eligibility test classes for future teachers.

SCHEME, OUTLINES OF TESTS, SYLLABI AND COURSES OF READING FOR BACHELOR OF EDUCATION(B.Ed), 2015-17 WILL BE AS PER P.U. NOTIFICATION. Semester-I

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

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	20	100	
3	C-3	Understanding Disciplines and Subjects	40	10	50
4	C-4	Language across the	30	20	50
5	C-5	School Management	40	10	50
6	C-6	Pedagogy of school subject-1	40	10	50
7	C-7	Pedagogy of school subject	40	10	50
8	C-8	Participation in Sports and Yoga		20	20
9	C-9,	Pre-Internship- 1(2 Weeks)		30	30
		Engagement with Field			
Total			350	150	500

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

- 1. Teaching of English
- 2. Teaching of Hindi
- 3. Teaching of Punjabi
- 4. Teaching of Sanskrit
- Teaching of History
- Teaching of Geography
- Teaching of Economics
- Teaching of Social Studies
- Teaching of Commerce
- 10. Teaching of Mathematics
- 11. Teaching of Science
- 12 Teaching of Life Science
- Teaching of Physical Science
- Teaching of Home Science
- 15. Teaching of Fine Arts
- 16. Teaching of Music

- 17. Teaching of Health and Physical Education
- Teaching of Agriculture
- Teaching of Computer Science
- 20. Teaching of Political Science
- 21. Teaching of Public Administration
- 22. Teaching of Sociology

Rules and Regulations/Guidelines:

- 1. 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:
- Candidates with atleast Fifty Percent Marks either in Bachelor's degree and/or in the Master's al 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.
- The reservation and relaxation for SC/ST/OBC/PWD and other categories shall be as per **b**) 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.
- $\pmb{VII}.$ 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 at least 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
- 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
- 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.
- the examination hall.

 Pedagogy of Social sciences i.e. Teaching of Economics / History / Sociology / Policel

 Pedagogy of Social sciences i.e. Teaching are equivalent to Pedagogy of Social sciences. Pedagogy of Social sciences i.e. reading Polical Science / Geography / Public administration are equivalent to Pedagogy of Social studies and science / Geography / Public administration are equivalent to Pedagogy of Social studies and 8. vice-versa for the purpose of employment as S.St. teachers / TGT / PGT in schools

1.3 Instructions for Paper - Setters, Examiners and students:

- 1.3 Instructions for Paper Settlers, Land Maximum time for the subjects with 1. The external theory examination will be of Three hours duration for the subjects with 1. The external theory examination will be subjects with maximum 100 marks (course code C-1,2,10,11,19); and Maximum time for the subject with maximum 100 marks (course code 01,2,13,14,15,20,21,22,23,E-1 to 5) will be of Two hours duration.
- n.
 The Paper with 100 marks are divided into two parts-80 marks for external written (a) The Paper with 100 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.
- The paper with maximum 50 marks i.e. course code C-3,5,6,7,14,15,20,21,and E. (b) 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). The syllabus of a paper where there are three units, the 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).
- EPC-I.II.III and IV (course code-12,13,22,23) are assigned 25 marks for external 0 examination and 25 marks for internal assessment. External written examination will be of 2 hours duration. Question paper will contain 4 units-Unit-I,II,III and IV, First three units-I,II,III, will have two questions from each unit and candidate will attempt one question from each unit. Each question carry 7 marks. Unit-IV will be compulsory, will comprise of 2 short answer type questions with 2 marks each. (3X7=21+2+2=25)
- (d) The course code C-4 has 30 marks for external exam and 20 marks for internal assessment. Question paper will have 3 units with two questions from each unit and candidate is required to attempt one question from each unit. Each question have 10 marks. (3X10=30)

II. Internal assessment will be based on the performance of the candidate in term paper, house 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

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. 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.

> 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

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

Unit-II

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

Unit-III

- Intelligence:-Meaning, Theories(Howard Gardner's theory of multiple intelligence, Guilford's SOI), Measurement of Intelligence
- 2. Dealing with Gifted & backward children, Concept of Emotional Intelligence
- 3. Personality:-Concept, Theories of Personality (Type trait psychoanalytic theory), 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 etc.
- 3. Motivation: Concept & types.

Practical work/Sessional work:

- 1. Administration, scoring and interpretation of any two of the following:
 - I. Intelligence test (individual/group test)
 - II. Personality test
 - III. Creativity Test-Verbal/Non-Verbal Test of Creative Thinking;
- 2. Observation of Learner's behavior having diverse socio-economic & Cultural backgrounds (During play and community activities etc.) and submission of the report.

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 Vikas Marg Shakarpur, Delhi.
- Tharpe Louis P -- Child Psychology & Development -- The Ronald Press Company, New York

Grover Sarla--Child Development --Kiran Gupta Printwell Publication Tilak Nagar Jaipur Grover Sarla--Child Develophic APH Publishing Corporation Darya Ganj, New Delhi Tandon R.K.-- Child Psychology --APH Publishing Corporation Darya Ganj, New Delhi Tandon R.K.-- Child Psychology Park Delhi Siddiqui, Mujibul Hasan-- Early Childhood Education-- APH Publishing Corporation Da Ganj , New Delhi Ganj, New Delhi S.N. Reddy, Reddy G. Narayana: Managing Childhood Problems—rjfKanishka Publicati Distribution New Delhi Distribution New Dellin

Jerrsild , Arthur T , Telford, Charlesw, Sawrey James M-Child Psychology -- Prentice- Hall India, Private Limited New Delhi Sharma, Ram Nath Sharma Rachna-Child Psychology, Atlantic Publication & distributor Rajouri Garden New Delhi Rajouri Garden New Bellin Hurlock, E.B 2005 Child Growth and Development Tata Mc. Graw Hill Publishing Compar New York Hurlock, E.B 2006 developmental Psychology-A life Span Approach Tata Mc. Graw Hi Publishing Company New York Meece, JS & 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., Under standing Human 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 -

Clark H.H. Clark E.V. (1977) Psychological And Language : An Introduction to Psycholinguistics New York 12 Kail and Pellegrino Jw. 1985 Human Intelligence Perspective and 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 LLC Parekh, B. C 2000 Rethinking Multi Culturalism: Cultural Diversity And Political Theory

Piaget, J. (1997 Development And Leaning Sharma, N(2003) Understanding Adolescence; NBT India

Rinchart AND Winston, New York

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)

Grover Sarla--Child Development --Kiran Gupta Printwell Publication Tilak Nagar Jaipur Grover Sarla--Child Development Jaipu
Tandon R.K.-- Child Psychology -- APH Publishing Corporation Darya Ganj, New Delhi
Tandon R.K.-- Child Psychology -- APH Publishing Composition Darya Ganj, New Delhi Tandon R.K.-- Child Psychology In The Delhi Siddiqui, Mujibul Hasan-- Early Childhood Education-- APH Publishing Corporation Dany Ganj , New Delhi Ganj, New Delhi S.N. Reddy, Reddy G. Narayana: Managing Childhood Problems—rjfKanishka Publicatio Distribution New Delhi Distribution New Dellin Jerrsild ,Arthur T, Telford, Charlesw, Sawrey James M-Child Psychology -- Prentice- Hall of the Parks. 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 Hil Publishing Company New York Meece, JS & 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., Under standing Human Nature London: George Allen & Unvin 1927 Ausubel, D., (1958) Theory and Problem of Child Development, New York: Grune & Stratlon

Montagu, A The Direction of Human Development. New York: Harper &Row

Dollard, J. and Miller N.E (1950) CITED BY JESS Fiest ; Theories of personality: Holt -

Clark H.H& Clark E.V. (1977) Psychological And Language :An Introduction to

Kail and Pellegrino J w. 1985 Human Intelligence Perspective and Prospects. New York: Freeman

Dweck, C. (2006) Mindset: The New Psychology of Success Random House And LLC Parekh, B. C 2000 Rethinking Multi Culturalism: Cultural Diversity And Political Theory

> Course Code: C- 2 CONTEMPORARY INDIA AND EDUCATION

Campbell (1980) The Sense of Well Being in Americans New York .MC. Graw Hill

Obert, S.Feldman-(2009) Understanding Psychology Tata Mc. Graw Hill

Erikson, E., Childhood And Society .New York : W.W.norton& Company Inc. 1950

Inc.

Publishers.inc., 1950

Rinchart AND Winston, New York

Piaget, J. (1997 Development And Leaning

Sharma, N(2003) Understanding Adolescence; NBT India

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

Vygotsky, L 1997 Interaction between Learning and development.

Psycholinguistics New York 12

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

- Education-Concept (Indian and Western), Aims of Education.
- b) Driving forces of Indian society: Social, Economical, Political, Historical and Geographical; The Unified and diversified forces promoting national integration.
- Impact of Liberalization, Privatization, Globalization and stratification on school education in India.

Unit-II

- Educational Policies- NPE 1986, Programme of action-1992, National Curricular Framework (NCF)-2005.
- b) Salient features of Education in British period (Chapter Act-1813) Macaulay's Minutes (1835), Woods's Despatch (1854) Gokhle Bill (1912) Sergeant Report (1944)

Unit-III

- a) Constitutional provisions of India in relation to Education, Fundamental Rights and Duties, Directive Principles of state Policy.
- b) Concept of Social diversity at level of individual, caste, religion, minorities, languages tribes etc.
- Measures to promote equality of opportunities through Educational programmes for special groups, socially disadvantaged and women.

Unit-IV

- a) Major recommendations of Secondary Education Commission (1952-1953); Indian Education Commission (1964-66)
- b) Right to Education Act-2009 & Sarva Shiksha Abhiyan (SSA)
- c) Rashtriya Madhiyamik Siksha Abhiyan (RMSA)

Project Work / Sessional Work (Internal):

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

- a. Critical analysis of Sarva Shiksha Abhiyan (SSA) A local level Survey
- b. Rashtriya Madhiyamik Siksha Abhiyan (RMSA) A local level Survey
- c. A local survey on Mid-day Meal Program in Secondary School.
- d. Debate on medium of Schooling or Three language formula

Suggested Books:

- Aggarwal, J.C. (1993): Landmarks in the History of Modern Indian Education. Vikas Publishing House, New Delhi.
- 2. Aggarwal, J.C. (2002): Development and Planning of Modern Education. Vikas Publishing House, New Delhi.
- 3. B. C.Rai: History of Indian Education. Parkashan Kendra, Sitapur Road, Luckhnow.
- 4. Bhatia, K.K, and Narang, C.L. (1996): The Teacher and Education in Emerging Indian Society. Tandon Publications, Ludhiana.
- 5. Bhatia, K.K, and Narang, C.L. (1992): Philosophical and Sociological Foundations of Education. Doaba House, Delhi.
- 6. Bhatt, B.D. (2005): Modern Indian Education. Planning and Development. Kanishka

- Publishers, New Delhi.
- Publishers, New Delhi.
 Chaube, S.P. (1997): Philosophical ans Sociological Foundation of Education. 7. Ravi, Noudarnalya, 5th rev. ed. Agra.
- Ravi, Noudarnalya, 5th rev. ed. Agid. Lakshmi, T.K.S. and M.S. Yadav, "Education: its Evolving Characteristics", in New Frontiers in
- Education, Vol. XXII, No. 4, Oct-Dec., 1992 8.
- Education, Vol. XXII, No. 4, Oct-2001, 2011 Education, Vinod Pustak Mandir, Agra, Mathur, S.S. (1997): Sociological Approach to Indian Education. Vinod Pustak Mandir, Agra, 9.
- 10th Ed. Mohanty, Jagannath: Studies in Distance Education, Deep and Deep Publication Pvt. Ltd., 10. New Delhi, 2001. Pandey, R.S. (2001): Principles of Education. Vinod Pustak Mandir, Agra.
- 11.
- Pandey, R.S. (1992): National Policy on Education, Horizon Publishers, Allahabad. 12.
- Rao, Digumarti Bhaskara: Education for the 21st century, Discovery Publishing House, New 13. Delhi, 2004.
- Safaya, R.N. and Shaida, B.D. (1983): Principles and Techniques of Education. Dhanpat Rai 14. and Sons, Delhi.
- Sodhi, T.S. and Suri, Aruna (2006): Philosophical and Sociological Foundations of 15. Education. Bawa Publication, Patiala.
- MHRD, Report of Education Commission 1964-66, Ministry of Education, Govt. of India. 16.
- Ministry of Education, Govt. of India: Value Education Source Book (1994), NCERT, New 17. Delhi.
- Oad L.K. (Ed). (1988): Shisha ke Nutam Ayam, Rajasthan Hindi Granth Academy, Jaipur 18.
- Ruhela & Vyas, (1969): Sociological perspectives in school education, Indian Publishers. 19. Distributors, Delhi.
- Ruhela & Vyas, (1996): The Emerging Concept of Education in Human Values, Regency 20. Publication, New Delhi.
- Gupta, V.K. (1998): Education in Emerging Indian Society, New Academic Publishing 21. House, Jalandhar.

C-3

UNDERSTANDING DISCIPLINES AND SUBJECTS

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

Objectives: The course will enable student teachers to

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

Unit-I Structure of the Disciplines

- Disciplines: Meaning, Types, Importance and relationship with subjects
- Core ideas of Developing Discipline: Meaning and organization
- Philosophical views in different discipline by John Dewey & Krishna Murthy in modern context.

Unit-II Understanding the organization of school subjects

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

Unit-III Analyzing relationship between school subjects.

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

Sessional work

Project on nature of different disciplines like natural sciences, humanities, social sciences, earth science, Bio sciences, and their branches etc. (preparation of written report)

Suggested Readings:

- 1. Butchvarov, P. (1970), The concept of Knowledge, Evanston, Illinois: Western University Press.
- 2. Debra H. Martin, H. Pam C. & Lingard, B. (2007), Teachers and Schooling: making a difference. Australia: Allen and Unwin.
- 3. Gardner, H. (1993), Creating Minds, New York: Basic Books.
- 4. Noddings, N. (2007), Critical Lessons: What our schools should teach, Cambridge University Press.
- 5. Ornstein, Allen C., Edward F.P. & Stacey B.O. (2006) Contemporary issues in curriculum, Allyn & Bacon.
- 6. Bruner, J.S. ((2006) In Search of Pedagogy, Vol-I &II, (he selected works), London: Routledge.
- 7. Kneller, G.F.,(1963) Foundations of Education, London and New York: John Wiley & Sons, Inc.
- 8. NCERT (2005), National Curriculum Framework, New Delhi.

C-4

Language across the Curriculum

Total Marks: -50 (External assessment: -30 + Internal Assessment: -20)

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

- Role of Language as a means of construction of reality and gaining experiences
- 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

Suggested Projects:

- 1. To elaborate their theoretical understanding, students should undertake a project involving listening to children's reading, miscue analysis, developing a reading test and administering it.
- 2. Analysis of text books languages and other materials used in different subjects from the point

of view of registers and styles used in them.

Project on Language environment of school

3. Suggested References:

1. https://en.wikipedia.org/wiki/**Register_(sociolinguistics)**

- 2. www.genconnection.com/English/ap/LanguageRegisters.htm
- 3. www.edmondschools.net/Portals/3/docs/LanguageRegisters.pdf 3. www.edmondschools.net/Portais/3/docs/2013 Semiotic: the social interpretation of language and 4. Halliday, M. A. K. (1978), Language as Social Semiotic: the social interpretation of language and
- meaning, Edward Arnold: London. 5. Trudgill, P. (1992), Introducing language and society. London: Penguin.
- 5. Iruagiii, F. (1992), Introduction to Sociolinguistics (2nd ed.), Cambridge: Blackwell 6. Wardhaugh, R. (1986), Introduction to Sociolinguistics (2nd ed.), Cambridge: Blackwell
- 7. Reid, T. B. (1956), "Linguistics, structuralism, philology", Archivum Linguisticum
- 7. Reid, T.B. (1956), "Linguisius, structurality of the control of
- Cambridge University Press.

Course Code: C-5 **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.

COURSE CONTENTS

UNIT-I: ORGANIZATION AND MANAGEMENT

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

UNIT-II: ESSENTIAL FACETS OF SCHOOL ORGANIZATION

- Leadership: Concept, Need & Development of Leadership Qualities among teachers and (a) students.
- School Time Table: Importance, types and principles of time table construction. (b)
- (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

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

PRACTICAL WORK

Construction of Time Table of a school (a)

(b) Observation of school Registers

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 Boo k Depot.

Dash, B.N. (1996). School Organisation Administration & Management. Hyderabad: Neel Kamal Publications Pvt. Ltd.

Khanna Jyoti, Nangia Anita, (2015), Co-Curricular Activites 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-Eazam Printing Press.

Teaching of School Subjects: Course Work

Semester I

C-6&7

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: Social Studies: Context and Concerns

- Historical development of Social studies as a school subject, Nature, scope and importance of Social Studies, Distinguish Social Studies from Social Science
- 2. Integration of Social studies with Social Science, languages, Mathematics, Art and Science.
- 3. Aims and Objective of teaching Social Studies at Elementary(6-8th class) and Secondary (9-10 class) Level in light of NCF-2005

Unit - II: Pedagogical Issues

- 1. Methods of Teaching: Lecture, Discussion Method, Problem Solving Method, Project Method, Source Method, Co-operative learning Method
- 2. Devices and Techniques of Teaching: Supervised Study, Jurisprudential Enquiry,

Dramatization, Description, Brain-Storming and Field Trip

UNIT III: Curriculum and Professional Development III: Curriculum and Professional — III: Curriculum at secondary stage — features, issues at NCF 2005 recommendations of NCF 2005 1.

recommendations of NCF 2000 re 2. Social Studies Curriculum

Social Studies Curriculum

Qualities of Social Studies Teacher, Professional development of Social Studies Teacher

Qualities of Social Studies Teacher, Professional development, role of different Qualities of Social Studies reacher, relations, role of different agencies (Concept, need and ways of professional development, role of different agencies) 3. (ICSSR,NIRD,NGRI,NRSA in brief only)

UNIT IV: Content from NCERT Text books:

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

Suggested Activities(Internal):

- Qualitative Analysis of school textbook 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 Dayanand Saraswati, Vinoba Bhave, Abraham lincon, Mahatma JyotiRaoPhule, Yousafzai Malala, Kailash Satyarthi, Nelson Mandela etc.

Semester I 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
- 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 1: NATURE AND SCOPE OF MATHEMATICS

Meaning and building blocks of Mathematics- Axioms, Propositions, Postulates, Quantifiers etc.; Nature of mathematics. Total Axioms, Propositions, Postulates, Quantifiers etc.; Nature of mathematics- Truth, Logic, Reasoning, Deductive, Problem Solving; Scope of mathematics. A mathematical theorem and its Invariants- converse, inverse and contrapositive, proofs and types of proofs, Difference between proof and verification; Aesthetics by Birkhoff.

3. History of mathematics with special emphasis on teaching of mathematics, contribution of mathematicians- Aryabhatta, Ramanjunan, Pythagoras & Euclid.

UNIT II: AIMS AND OBJECTIVES OF TEACHING SCHOOL MATHEMATICS

 Need for establishing general objectives for teaching mathematics; Study of the aims and general objectives of teaching mathematics vis-a-vis the objectives of school education;

2. Writing specific objectives and teaching points of various content areas in mathematics like

Algebra, Geometry, Trigonometry, etc.

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

Nature of concepts; concept formation and concept assimilation; Concept Attainment Model.

2. Strategies for mathematical concepts- Activity based, Inductive- Deductive, Problem Solving,

Project Method.

Cooperative Learning ensuring equal partnership of learners with special needs; Pedagogical
analysis of topics in mathematics; Difference between teaching of Mathematics and teaching
of Science

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: The students may undertake and one of the following activities:

Assignment on construction of Test times

- Analysis of famous quotations on Mathematics
- Preparing Instructional aids.

Semester I

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 Economics learning 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

- I: Economics: Context and Concerns

 I: Economics: Context and Concerns

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

Unit - II: Pedagogical Issues

- II: Pedagogical Issues

 Methods of Teaching: Lecture, Discussion Method, Inductive- deductive method, Project Method, Survey Method, Cooperative learning Method
- Method, Survey Method, Cooperative reasons.

 Techniques of Teaching: Supervised Study, Jurisprudential Enquiry, Dramatization. 2. Brain-Storming, Field trip and Simulation

UNIT III: Curriculum and Professional Development

- Critical Analysis of Economics Text Book and Curriculum 1.
- Development of economic values and Critical thinking 2.
- Development of economic values and State S 3. **UNIT IV: Content from NCERT Text books**

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

Suggested Activities:

- Preparing mock budget of their home/school for a financial year.
- Preparing mock outget of the Preparing mock o Chanakay (Kautilay), Amartaya Sen, Adam, Smith, Marshal and Pigou

Semester I

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
- To develop an understanding of planning daily lessons and unit plan. To apply the knowledge of methodology in their teaching

UNIT- 1: 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 & limited and kinds; partnership Firms - Meaning, features, Types

Advantages & limitations, Applicability; contemporary issues in Business (concepts only); Banking-Meaning and characteristics. Meaning and characteristics of Banks, different types of accounts, advantages of Bank accounts. UNIT- 2: NATURE AND SCOPE OF COMMERCE

- Meaning and nature of commerce. History of India's Freedom Movement in Commerce

- Constitutional obligation, India's common cultural heritage.
- Need and importance of Teaching & Learning of Commerce
- Structure of commerce as a subject
- Correlation of Commerce with Economics, Mathathematics, Geography, Social Science.
- Place of Commerce in school curriculum.
- Importance of Commerce in daily life.

UNIT -3: OBJECTIVES OF TEACHING & LEARNING COMMERCE

- General aims and objectives of teaching Commerce.
- 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 - 4: 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: Review, Field work, interview

Lesson Planning

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 Sessional Work:

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

SEMESTER - I

C-6&7

TEACHING 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

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

Unit-II

- Methods of Teaching Science- Problem solving method, Lecture cum demonstration 1. method, Projectmethod, Heuristic method.
- Approaches of Teaching Science: Inductive and Deductive approach, Cooperative learning, 2.

inquiry based approach.

Scientific Attitude and its development. 3.

Unit-III

- Evaluation-concept, need, types and process. Construction of objective based test items, preparation of blue print. 1.
- Construction of objective based less items, properties of construction o 2. 3.
- Pedagogical analysis of following top-Pedagogical analysis of following top-Selaws Motion, Acid and Bases, Chemical Bonding, Circulatory system, food chain and food web. Unit-IV
- Metals and Non-Metals Physical and Chemical properties. 1.
- Force and its types. 2.
- Micro-organisms-Bacteria and Virus. 3.
- Biogeochemical Cycles-Water and Nitrogen Cycle. 4.

INTERNAL PRACTICAL

- RNAL PRACTICAL

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

Suggested Readings

as, 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 Limted. Siddiqui, N.H. and Siddiqui, M.N. (1983). Teaching of Science Today and Tomorrow. Delhi: Doaba

Davar, M. (2012). Teaching of Science. New Delhi: PHI Learning Private Limted.

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

Joshi S.R. (2007). Teaching of Science. New Delhi: APH Publishing Corporation.

C- 6&7

Total Marks: 50 (Theory: 40 + Internal Assessment: 10) PEDAGOGY OF ENGLISH - I

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
- Apply pedagogical approaches for the teaching in different situations.

cantent

LINH F-1

Make of language and position of English in India

- Nature of language: Linguistic principles & their pedagogical implications. al
- t anguage and society: With special reference to gender, identity, power and class (society). W
- thus of English language in the Indian context: English as a colonial language, English in post-4 reducted times, English as a language of knowledge; position of English as second language in hicha: English and role of mother tongue; English as a link language in global context; challenges of leaching and learning English

UNITH

Newhork and Approaches of Language Teaching Methods

- Crammar Translation Method
- Direct/Natural Method 10
- Audio-Lingual Method

Approaches

- Structural-Situational Approach 2)
- Communicative Approach 1
- Multilingual Approach 0)
- Constructive Approach 4)

UNIT-III

Acquisition of Language Skills

- Acquisition of language skills: Listening and speaking, Developing listening skills: al Identification of sounds, understanding syntactic patterns, identifying emotional/attitudinal tone Tasks, materials and resources for developing the listening and speaking skills: Storytelling, dialogues, situational conversations, role plays, simulations, speech, games and contexts, discussions, debates, workshops and seminars
- Teaching of Grammar (Inductive and Deductive approach) 6)
- Teaching of Vocabulary 6)

UNIT-IV

Evaluation of language proficiency of student teacher in the areas of (according to CBSE and PSEB pattern).

- Grammar: Parts of speech, Reported speech, voice and vocabulary items. a)
- 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: Kalvani 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. Hornb y, 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. 45 C-6&7 Pedagogy.

C-6&7 Pedagogy of Punjabi (Ajitjanmeja22) Total Marks: 50 (Theory: 40 + Internal Assessment: 10)

ਅਧਿਅਪਨ ਯੁਗਤਾਂ :-

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

ਪਾਠ ਸਮੱਗਰੀ :-

ਇਕਾਈ 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

- । 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 (ਵਾਰਤਾਲਪ, 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 ਅਜ਼ੁੱਧ ਸ਼ਬਦ ਜੋੜਾਂ ਦੇ ਕਾਰਨ ਅਤੇ ਸੁਧਾਰ ।

ਇਕਾਈ 3 :**-**

- ਮਾਤ-ਭਾਸ਼ਾ ਦੀ ਪਾਠ-ਪੁਸਤਕ ਮਹੱਤਵ, ਵਿਸ਼ੇਸਤਾਵਾਂ ਅਤੇ ਸਮੀਖਿਆ । 1
- ਭਾਸ਼ਾ ਪੁਸਤਰਾਲਾ ਮਹੱਤਵ ਅਤੇ ਪੜ੍ਹਨ ਰੁਚੀਆਂ ਦਾ ਵਿਕਾਸ । 2
- ਭਾਸ਼ਾ ਪ੍ਰਯੋਗਸ਼ਾਲਾ ਅਰਥ, ਉਦੇਸ਼ ਅਤੇ ਉਪਯੋਗੀ ਮਹੱਤਵ । 3
- ਮਾਤ-ਭਾਸ਼ਾ ਦਾ ਪਾਠਕੂਮ ਅਰਥ, ਮਹੱਤਵ ਅਤੇ ਨਿਰਮਾਣ ਦੇ ਸਿਧਾਂਤ ।

ਇਕਾਈ 4:-

ਵਰਨ ਬੰਧ - ਸਵਰ, ਵਿਅੰਜਨ, ਅਨੁਨਾਸਿਕ, ਦੁੱਤ ਅੱਖਰ, ਲਗਾਂ-ਮਾਤਰਾਂ, ਲਗਾਖ਼ਰ, ਸ਼ਬਦ ਜੋੜਾਂ ਦੇ ਨਿਯਮ ।

ਸ਼ਬਦ ਬੋਧ, ਸ਼ਬਦਾਂ ਦੇ ਭੇਦ - ਸ਼ਬਦ ਸ਼੍ਰੇਣੀਆਂ, ਸ਼ਬਦ ਰਚਨਾ, ਵਿਧੇਤਰ, ਵਿਰੋਧੀ ਸ਼ਬਦ, ਬਹੁਤੇ ਸ਼ਬਦਾਂ ਦੀ ਥਾਂ ਇੱਕ ਸ਼ਬਦ. ਬਹ-ਅਰਥਕ ਸ਼ਬਦ ।

ਅੰਦਰੂਨੀ ਪ੍ਰਯੋਗ :-

। ਨਿਰਧਾਰਤ ਪਾਠ-ਪੁਸਤਕ ਦਾ ਮੁਲਾਂਕਣ (6ਵੀਂ ਤੋਂ 10ਵੀਂ ਤੱਕ)

2 Translation of one article in English (3/4 pages) into Punjabi language

ਸਹਾਇਕ ਪੁਸਤਕਾਂ :-

ਪੰਜਾਬੀ ਬਾਰੇ, ਪਟਿਆਲਾ ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ । ਸਿੰਘ, ਹ (1966).

ਪੰਜਾਬੀ ਸ਼ਬੰਦ ਰੂਪ ਅਤੇ ਸ਼ਬਦ । ਸਿੰਘ, ਹਰਕੀਰਤ

भिਘ, **नी**. (1971). ਗਰਮੁਖੀ ਲਿਪੀ ਬਾਰੇ, ਲੁਧਿਆਣਾ ਲਾਹ਼ੈਰ ਬੁੱਕ ਸਾਪ ।

मिथ, नी.घी. (1950). ਗਰਮਖੀ ਲਿਪੀ ਦਾ ਜਨਮ ਤੇ ਵਿਕਾਸ ਚੰਡੀਗੜ੍ਹ : ਪੰਜਾਬ ਯੂਨੀਵਰਸਿਟੀ ।

ਪੰਜਾਬੀ ਅਧਿਆਪਨ. । ਐਸ.ਜੀ. ਪਬਲਿਸ਼ਰਜ਼, ਜਲੰਧਰ ਸਿੰਘ, ਤੀਰਥ,

ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਪਿਛੋਕੜ । ਸਿੰਘ, ਪ੍ਰੇਮ ਪ੍ਰਕਾਸ਼.

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 ।

ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਵਿਗਿਆਨ, ਜਲੰਧਰ : ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਅਕਾਦਮੀ । ਸੰਘਾ, ਸ.ਸ. (2004).

ਭਾਸ਼ਾ ਵਿਗਿਆਨ, ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਤੇ ਗੁਰਮੁਖੀ ਲਿਪੀ । ਰੰਗ, ਕਲਬੀਰ ਸਿੰਘ,

ਜਸ, ਜਸਵੰਤ ਸਿੰਘ (2012). ਮਾਤ-ਭਾਸ਼ਾ ਦੀ ਸਿੱਖਿਆ ਵਿਧੀ. ਜਲੰਧਰ : ਨਿਊ ਬੁੱਕ ਕੰਪਨੀ ।

ਨੰਦਰਾ, ਇੰਦਰਦੇਵ ਸਿੰਘ (2008). ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਅਧਿਆਪਨ, ਪਟਿਆਲਾ ੈ ਟਵੈਟੀ ਫਸਟ ਸੈਂਚੁਰੀ ਪਬਲੀਕੇਸ਼ਨਜ਼ ਨੰਦਰਾ, ਇੰਦਰਦੇਵ ਸਿੰਘ ਅਤੇ ਸਫਾਇਆ, ਰ.ਕ. (2008). ਆਧੁਨਿਕ ਪੰਜਾਬੀ ਅਧਿਆਪਨ : ਲੁਧਿਆਣਾ ਵਿਨੱਦ

ਪਬਲੀਕੇਸ਼ਨਜ਼

ਪਦਮ, ਪਿਆਰਾ ਸਿੰਘ (1969). ਪੰਜਾਬੀ ਬੋਲੀ ਦਾ ਇਤਿਹਾਸ, ਪਟਿਆਲਾ : ਕਲਮ ਮੈਦਿਰ ।

ਵਿਆਕਰਨ ਅਤੇ ਬਣਤਰ, ਪਟਿਆਲਾ : ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ । ਪੰਜਾਬੀ ਭਾਸ਼ਾ.

C-6&7

Pedagogy of Hindi-I (Agra Font) Total Marks: 50 (Theory: 40 + Internal Assessment: 10)

- 1- भाशा की विभिन्न भूमिकाओं को जानना ।
- 2- भाशा के स्वरूप और व्यवस्था को समझना ।
- 3- भाशा सीखने के तरीके और प्रक्रिया को जानना ।
- ४. भाशायी की''ालो में दक्षता ।
- ५. भाशा के व्यावहारिक प्रयोग में निपुणता लाना ।
- ६. साहित्य विभिन्न विद्याओं का ज्ञान करवाना
- ७. पाठ-योजना निर्माण के योग्य बनाना ।
- ८. मूल्याकन की योग्यता का विकास करना ।
- सहायक शिक्षण सामग्री के निर्माण तथा प्रयोग के योग्य बनाना ।

इकाई (क)

भाशा का स्वरूप

- क. हिंदी भाशा तथा उसकी बोलियाँ, देवनागरी लिपि की विशेशताएँ तथा सीमाएँ।
- ख. हिंदी पढ़ने-पढ़ाने की चुनौतियाँ।
- ग. भाशा की भूमिका- समाज में, विद्यालय में, तथा शिक्षा के माध्यम के रूप में A
- घ. हिंदी शिक्षण के सिद्धान्त और सूत्र ।

इकाई (ख)

भाशायी दक्षतायें/ कीशल -

- क. श्रवण कीशल अर्थ, उददेशय, विकसित करने की विधियाँ ।
- ख. मौखिक अभिव्यक्ति अर्थ, उददेशय, गुण, विधियाँ ।
- ग. पठन् कौशल अर्थ, उबदेशय (कहानी, कविता)।
- घ. लेखन कौशाल अर्थ, उददेशय, सोपान एवं विधियाँ (निबन्ध, पत्र, रिपोर्ट लिखने का अभ्यास)

इकाई (ग)

क सहायक शिक्षण सामगी - अर्थ, उपयोगिता, प्रकार- पत्रिकाओं, समाचार पत्रों, रेडियो तथा कम्प्यूटर का शिक्षण सामग्री के रूप में उपयोग तथा प्रयोग । ख पाठ योजना - अर्थ, महत्त्व, उददेशय, सोपान ।

इकाई :घन्द

- क हिन्दी शब्दों का वर्गीकरण अर्थ ए उत्पति ए व्युत्पति
- ख हिन्दी ध्वनियों का वर्गीकरण मात्रायेंए उच्चारण स्थल ए प्राण तत्व प्रायोगिक कार्य
 - क. अंगरेज़ी तथा क्षेत्रीय भाशा के अनुच्छेद का हिंदी में अनुवाद ।
 - ख. अपनी पसंद की निम्न में से किसी एक साहित्यिक विधा पर तीन मीलिक रचनाएँ (कविता, लघु कथा, निबंध, लघु नाटक, सम्वाद) ।

पुस्तक सुची :-

- 9. जीत, योगेन्द्र भाई (१९७२) हिन्दी शिक्षण आगराः विनोद पुस्तकमदिर
- 2. खन्ना, ज्योति (2015) हिन्दी शिक्षण : घनपतराय एण्ड कम्पनी,
- ३. सफाया, रघुनाथ (१६६७) हिन्दी शिक्षण विधि जालन्धरः पंजाब किताब घर
- ४. भाटिया के के. और नारंग, सी. एल (१९८६) आधुनिक हिन्दी विधियां, प्रकाश पब्लिशर, ब्रदर्ज बराड़,

Note: This booklet is information only and does not constitute in any way a legal document. The information is subject to attention and modification.

ADMISSION FORM B.ED. 2016-17

A. S. College of Education Kalal-Majra, Samrala Road, Khanna-141402



College Roll No.		
Alloted		
Quota		Space for
(Pb./AIQ/MQ)		Passport Size Photograph
Category		
1 Name in (Block Letters)	titi ele elle elle elle elle elle elle e	
	e their names according to their matri	
	OccupationIncome p	
	OccupationIncome p	
	ed not to write their Husband Name)	
4 (a) Permanent Address	·····	******************************
b) Correspondence Address	~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~	***************************************
5. Panjab University Regd. No	Married/	Unmarried
6 At present Regd. with	Universit	y
7. Date of Birth (in figures)	~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~	***************************************
(in words)	~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~	***************************************
8 Employed : Yes/No		
(if employed, attach No Objecti	ion Certificate from Employing Authority	N
9. Qualification		

Exam Passed	Board/ Uni.	Name of Institution	Westium	Year	Roll No.	Mæx. Mærks	Marks Obt.	% of Marks	Subjects passed
Matric			O COLUMN TO THE PARTY OF THE PA						
10+9									
B.A. / B.Sc. (10+2+3)									
M.A. / M.Sc.									
Any Addi. Sub. Passed in B.A.									
Any Other Exam.									

● Hostel Facility required	Yes/No				
we required	Yes/No				
Lagree to abide by the rules and re	gulations of the college and declare that:				
i) I was never disqualified by any t	university or Board.				
ii) Information given by me in this formation properties.	orm is correct to the best of my knowledge and nothing				
iii) If found ineligible for admission personally responsible for consecutive	by the P.U. at any time during the session, I shall be quences thereof.				
iv) I have attached attested copies of	of the following certificates.				
1. Matric Certificate	6. Reserved Category Certificate				
2. B.A./B.Sc. Certificate	7. Co-Curricular Activities Certificate				
3. M.A./M.Sc. Certificate	8. NCC/NSS				
4. P.U. Regd. Number	9. Zonal/Inter-zonal Youth Festival				
5. Character Certificate					
Signature of the Father/Guardian	Signature of the Appliciant				
Date					
-	IDERTAKING				
	ring admission in the college. If I leave the college iny refund of fees, either through management or				
Date					
Place	Signature of the Applicant				
FOR O	FFICE USE ONLY				
1. Category of admission.					
2. Total marks					
3. Certificate wanted (if any)	*************				
Received Payment					
Receipt NoDate					

Signature of the Clerk	Signature of the Lecturer				
	Admit.				

प्रार्थना

इतनी शक्ति हमें देना दाता, मन का विश्वास कमजोर हो न। हम चलें नेक रस्ते पे हमसे, भूलकर भी कोई भूल हो ना।

हर तरफ जुल्म है बेबसी है सहमा-सहमा सा हर आदमी है। पाप का बोझ बढ़ता ही जाये। जाने कैसे ये घरती थमी है बोझ ममता से तूने उठाये तेरी रचना का ही अन्त हो ना हम चलें नेक हम अन्धेरों में हैं रोशनी दे, खो न दे खुद को ही दुश्मनी से। हम सजा पाएँ अपने किये की, मौत भी हो तो सह लें खुशी से। कल जो गुजरा है फिर से ना गुजरे आने वाला वो कल ऐसा हो ना हम चलें नेक

हम न सोचे हमें क्या मिला है, हम ये सोचे किया क्या है अर्पण, फूल खुशियों के बांटे सभी को, सबका जीवन ही बन जाये मधुवन, अपनी करूणा का जल तू बहा के, कर दे पावन हर ईक मन का कोना। हम चलें नेक

