

FACULTY OF EDUCATION

SYLLABUS

FOR

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

(SEMESTER: I–IV)

Examinations: 2019–20



GURU NANAK DEV UNIVERSITY

AMRITSAR

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SEMESTER-I

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

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

SEMESTER-II

Sr. No.	Paper No.	Paper Code	Course Title	Credits		Marks
				Teaching	Practical	
1.	I	P-V	Assessment for Learning	4	1	100
2.	II	P-VI	Introduction to Research Methodology	4		100
3.	III	P-VII	Integrating ICT in Teaching Learning	2	1	50
4.	IV	P-VIII	Fundamentals of Teacher Education	2	1	50
5.	V	PS-I(B)	Pedagogy of School subject- I (PS-I) Part- B(As selected in the first semester)	2		50
			i. Pedagogy of Punjabi			
			ii. Pedagogy of Hindi			
			iii. Pedagogy of English			
			iv. Pedagogy of Social Science			
			v. Pedagogy of History			
			vi. Pedagogy of Geography			
			vii. Pedagogy of Political Science			
			viii. Pedagogy of Economics			
			ix. Pedagogy of Commerce			
			x. Pedagogy of Mathematics			
			xi. Pedagogy of Computer Science			
			xii. Pedagogy of Science			
			xiii. Pedagogy of Physical Science			
			xiv. Pedagogy of Life Science			
			xv. Pedagogy of Home Science			
			xvi. Pedagogy of Physical Education			
			xvii. Pedagogy of Music			
	xviii. Pedagogy of Fine Art					
6.	VI	PS-II(B)	Pedagogy of School subject- I (PS-II) Part- B(As selected in the first semester)	2		50
			i. Pedagogy of Punjabi			
			ii. Pedagogy of Hindi			
			iii. Pedagogy of English			
			iv. Pedagogy of Social Science			
			v. Pedagogy of History			
			vi. Pedagogy of Geography			
			vii. Pedagogy of Political Science			
			viii. Pedagogy of Economics			
			ix. Pedagogy of Commerce			
			x. Pedagogy of Mathematics			
			xi. Pedagogy of Computer Science			
			xii. Pedagogy of Science			
			xiii. Pedagogy of Physical Science			
			xiv. Pedagogy of Life Science			
			xv. Pedagogy of Home Science			
			xvi. Pedagogy of Physical Education			
			xvii. Pedagogy of Music			
	xviii. Pedagogy of Fine Art					
7.	VII	P-IX	Inclusive Education	2		50
8.	VIII	P-X	Optional Course (Opt any One)	2	1	50
			(i) Vocational and Work Education			
			(ii) Health and Physical Education			
			(iii) Environment Education			
			(iv) Peace and Value Education			
	(v) Guidance and Counselling					
9.	IX	EPC III	Reading and Reflecting on texts	1	2	50
10.	X	I- II	Field Engagement with Perspective Papers		2	50
Total				21	8	600

SEMESTER-III

Sr. No.	Paper No.	Paper Code	Course Title	Credits	Marks
1.	I	P-IX	School Management	2	50
2.	II	P-X	Curriculum Development	2	50
3.	III	I-3	School Internship Pedagogy of School Subject – I (PS I) Pedagogy of School Subject – II (PS II)	16*	400
4.	IV	I-4	Field Engagement with Community	2	50
5.	V	EPC-IV	Self Development (Sessional Work)	2	50
Total				24	600

- Note: Pre-practice Teaching programme of 3 weeks in Teacher Education Institution
- 13 Weeks in practicing School

SEMESTER-IV

Sr. No.	Paper No.	Paper Code	Course Title	Credits	Marks
1.	I	P- XI	Philosophy of Education	4	100
2.	II	P- XII	Psychology of Learning and Development	4	100
3.	III	P- XIII	Trends in Teacher Education	4	100
4.	IV	P-XIV	Advanced Educational Research Methodology	4	100
5.	V	P-XV	SPECIALISATION(Elementary/Secondary and Senior Secondary Stage) Students will choose one stage specific specialization		
			SPECIALISATION --- CORE COURSES There are core courses of 4 credits which are compulsory for all the students.		
			XV-A(E) Elementary stage Specialisation		
			XV-A (S) Secondary and SeniorSecondary stage specialisation		
			a) Elementary Stage – System, Structure , Issues andConcerns b) Elementary Stage-Curriculum, Pedagogy and Assessment	2	50
			a) secondary and senior secondary stage - Institutions, Systems And Structures b) Secondary and senior secondary Stage Curriculum,Pedagogy and Assessment	2	50
6.	VI	P-XVI	*Dissertation (Formulation of Synopsis)	2	50
7.	VII	I-5	Exposure to Curriculum Development Institutions	2	50
Total				24	600

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

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

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

COURSE OBJECTIVES:-

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

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

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

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

SECTION-B**THE CONSTITUTIONAL CONTEXT**

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

SECTION–C**POLICY FRAMEWORK**

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

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

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

SESSIONAL WORK

Performance in unit tests and house examination: 10 Marks

Attendance: 05 Marks

Assignments on the following (any two): 15 Marks

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

REFERENCES:

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

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

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

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

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

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

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

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

SECTION-B**UNDERSTANDING INDIVIDUAL DIFFERENCES**

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

SECTION–C**MULTICULTURISM AND LEARNING**

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

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

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

SESSIONAL WORK

Performance in unit tests and house examination: 10 Marks

Attendance: 05 Marks

Assignments on the following (any two): 15 Marks

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

REFERENCES:

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

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

PAPER–III
P - III
LEARNING AND TEACHING

Time: 3 Hrs.

Total Marks: 100

Theory: 70

Sessional Work: 30

Instructions for the Paper Setters:-

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

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

COURSE OBJECTIVES:-

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

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

SECTION–A

THEORETICAL PERSPECTIVE ON LEARNING

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

SECTION–B

ASPECTS OF TEACHING

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

SECTION–C

TEACHING LEARNING PROCESS

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

SECTION-D**MODELS OF TEACHING**

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

SESSIONAL WORK

Performance in unit tests and house examination: 10 Marks

Attendance: 05 Marks

Assignments on the following (any two): 15 Marks

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

REFERENCES:-

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

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

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

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

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

SECTION-A**LANGUAGE AND ITS ISSUES**

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

SECTION-B

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

SECTION-C**DEVELOPMENT OF LANGUAGE**

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

SECTION-D

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

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

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

REFERENCES:

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

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

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

ਉਦੇਸ਼

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

ਇਕਾਈ-1

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

ਇਕਾਈ-2

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

ਇਕਾਈ-3

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

ਇਕਾਈ-4

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

ਸੈਸ਼ਨਲ ਵਰਕ:-

Performance in Unit tests and House examination-05 marks

Attendance -02 marks

Assignment on the following -08 marks

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

ਸਹਾਇਕ ਪੁਸਤਕਾਂ ਦੀ ਸੂਚੀ

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

SEMESTER-I

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

हिन्दी शिक्षण

Time: 1.30 Hrs.

Total Marks: 50

Theory: 35

Sessional Work

Instructions for the Paper Setters:-

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

उद्देश्य

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

ईकाई-1

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

ईकाई-2

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

ईकाई-3

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

ईकाई-4

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

सैशनल कार्य:

Performance in Unit tests and House examination-05 marks

Attendance -02 marks

Assignment on the following -08 marks

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

सहायक पुस्तक सूची:

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

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

Time: 1.30 Hrs.

Total Marks: 50
Theory: 35
Sessional Work: 15

Instructions for the Paper Setters:-

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

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

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

SECTION–A

English as a subject in the present context

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

SECTION–B

Developing Language Skills: Listening and Speaking

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

SECTION–C

Reading and Writing:

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

SECTION–D

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

SESSIONAL WORK

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

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

REFERENCES:

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

SEMESTER-I

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

Time: 1.30 Hrs.

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

Instructions for the Paper Setters:-

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

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

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

SECTION-A

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

SECTION-B

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

SECTION-C

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

SECTION-D

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

SESSIONAL WORK

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

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

REFERENCES:

1. **Aggarwal, J.C. (2003)**, *Teaching of Social Studies*. Vikas Publishers, New Delhi
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3. **Dash, B.N. (2005)**, *Content – cum – Methods of Teaching of Social Studies*. Kalyani Publishers, New Delhi.
4. **Dhanija, Neelam (1993)**, *Multi Media Approaches in Teaching Social Studies*. Harman Publishing House, New Delhi.
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9. **Shaida, B.D. (1962)**, *Teaching of Social Studies*. Panjab Kitab Ghar, Jalandhar.
10. **Shaida, B.D. and Shaida, A. K. (2005)**, *Teaching of Social Studies*. Arya Book Depot, New Delhi.

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

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

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

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

SECTION-A

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

SECTION-B

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

SECTION-C

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

SECTION-D

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

SESSIONAL WORK

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

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

REFERENCES:

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

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

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

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

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

SECTION-A

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

SECTION-B

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

SECTION-C

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

SECTION-D

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

SESSIONAL WORK

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

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

REFERENCES:

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

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

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

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

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

SECTION-A

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

SECTION-B

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

SECTION-C

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

SECTION-D

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

SESSIONAL WORK

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

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

REFERENCES:

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

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

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

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

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

SECTION-A

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

SECTION-B

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

SECTION-C

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

SECTION-D

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

SESSIONAL WORK

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

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

REFERENCES:

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

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

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

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

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

SECTION-A

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

SECTION-B

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

SECTION-C

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

SECTION-D

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

SESSIONAL WORK

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

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

REFERENCES:

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

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

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

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

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

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

1. Meaning and nature of mathematics- Science of logical reasoning, mathematical language & symbolism,
2. Pure and applied mathematics (axioms, postulates, patterns and language of Mathematics)
3. Scope and Significance of Mathematics in present day curriculum.

SECTION-B

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

SECTION-C

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

SECTION-D

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

SESSIONAL WORK

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

Attendance **02 Marks**

Assignments on the following **08 Marks**

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

References:

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

SEMESTER-I

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

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

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

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

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

SECTION-A

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

SECTION-B

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

SECTION-C

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

SECTION-D

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

SESSIONAL WORK

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

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

REFERENCES:

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

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

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

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

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

SECTION-A

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

SECTION – B

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

SECTION-C

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

SECTION-D

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

SESSIONAL WORK

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

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

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

REFERENCES:

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

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

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

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

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

SECTION-A

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

SECTION-B

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

SECTION-C

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

SECTION–D

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

SESSIONAL WORK

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

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

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

REFERENCES:-

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

SEMESTER-I

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

Time: 1.30 Hrs.

Total Marks: 50
Theory: 35
Sessional Work: 15

Instructions for the Paper Setters:-

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

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

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

SECTION-A

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

SECTION-B

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

SECTION-C

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

SECTION-D

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

SESSIONAL WORK

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

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

REFERENCES:

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

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

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

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

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

SECTION-A

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

SECTION-B

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

SECTION-C

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

SECTION-D

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

SESSIONAL WORK

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

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

Books Recommended:

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

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

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

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

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

SECTION-A

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

SECTION-B

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

SECTION-C

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

SECTION-D

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

SESSIONAL WORK

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

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

REFERENCES:

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

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

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

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

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

SECTION-A

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

SECTION-B

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

SECTION-C

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

SECTION-D

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

SESSIONAL WORK

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

Attendance **02 Marks**

Assignments on the following **08 Marks**

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

REFERENCES:

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

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

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

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

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

SECTION-A

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

SECTION-B

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

SECTION-C

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

SECTION-D

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

SESSIONAL WORK

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

Practical Work:

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

REFERENCES:

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

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

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

SECTION-A

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

SECTION-B

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

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

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

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

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

Note:

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

REFERENCES:-

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

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

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

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

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

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

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

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

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

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

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

REFERENCES:-

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

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

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

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

Note:-

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

Note:-

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

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

Time: 3 Hrs.

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

Instructions for the Paper Setters:-

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

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

Course Objectives:-

After Completion of Course the Students will be able to:

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

SECTION–A**OVERVIEW OF ASSESSMENT**

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

SECTION–B**ASSESSMENT OF LEARNING**

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

SECTION – C**TOOLS OF ASSESSMENT**

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

SECTION–D**INTERPRETING SCORES**

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

SESSIONAL WORK

Performance in unit tests and house examination: 10 Marks

Attendance: 05 Marks

Assignments on the following (any two): 15 Marks

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

REFERENCES:-

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

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

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

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

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

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

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

SECTION-A**EDUCATIONAL RESEARCH**

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

SECTION-B**HYPOTHESES AND SAMPLING**

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

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

SECTION–C

DEVELOPMENT OF TEST AND TOOLS

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

SECTION–D

STATISTICS

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

SESSIONAL WORK

Performance in unit tests and house examination: 10 Marks

Attendance: 05 Marks

Assignments on the following (any two): 15 Marks

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

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

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

REFERENCES:-

1. **Best J.W. (1999).** *Research in Education.* New Delhi: Prentice Hall of India Pvt. Ltd.
2. **Borg, W.R. & Gall, M.D. (1983).** *Educational Research – An Introduction.* New York: Longman, Inc.
3. **Christensen, L. (2007).** *Experimental Methodology.* Boston: Allyn& Bacon.
4. **Clive Opie (2004).** *Doing Educational Research- A Guide for First time researchers.* New Delhi: Vistar Publications.
5. **Cohen, L. & Lawrence, M. (1994)** *Research Methods in Education.* New York: Holt Rinchart and Winston Inc.
6. **Fraenkel, J.R., Wallen, N.E. (1996).** *How to Design and Evaluate Research in Education.* New York: McGraw Hill.
7. **Flick, U. (1996).** *An Introduction to Qualitative Research.* London: sage publication.
8. **Garett, H.E. (1958).** *Statistics in Psychology and Education.* New York. Longman's green and Co.
9. **Kaul, L. (1984).** *Methodology of Educational Research.* New Delhi: Vikas Publications.
10. **Keeves, J.P. (1990).** *Educational Research Methodology and Measurement: An International Handbook.* New York: Pergamo Press
11. **Kerlinger, F.N. (1986).** *Foundations of Behavioural Research.* Fort Worth, TX: Harcourt Bmce Jovanovich.
12. **Kirkpatrick, D.L. (2005).** *Evaluating training Programmes: The four Levels.* San Francisco: Brrett-Kochler.
13. **Jill P. & Penny, L. (2005).** *Researching Learning Difficulties- A Guide for Practitioners.* Paul Chapman Publishing.
14. **Maykut, P. & Richard, M. (1994).** *Beginning Qualitative Research- A Philosophic and Practical Guide.* London: TheFalmer Press.
15. **Patton. M.Q. (2002).** *Qualitative Research and Evaluation Methods.* Thousand Oaks: C.A: SAGE.
16. **Reason, P. & Bradbury, H. (2006).** *Handbook of action research.* Thousand Oaks, CA: Sage.
17. **Scott, D. & Usher, R. (1996).** *Understanding Educational Research.* New York: Rout ledge.
18. **Shank, G.D. (2002).** *Qualitative Research.* Columbus, ott: Merrill, Prentice Hall.
19. **Sharma, B. (2004).** *Methodology of Educational Research.* New Delhi: Vohra Publishers and Distributors.
20. **Sharma, S.R. (2003).** *Problems of Educational Research.* New Delhi: Anmol Publications Pvt. Ltd.
21. **Stake, R. E. (1995).** *The Art of Case Study Research.* Thousand Oaks: C.A: Sage.
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SEMESTER-II**PAPER-III****P-VII****INTEGRATING ICT IN TEACHING LEARNING****Time: 1.30 Hrs.****Total Marks: 50****Theory: 35****Sessional Work: 15****Instructions for the Paper Setters:-**

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

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

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

SECTION-A**INSTRUCTIONAL DESIGN**

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

SECTION-B

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

SECTION-C**ICT IN TEACHING LEARNING**

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

SECTION-D

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

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

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

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

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

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

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

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

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

SECTION–B

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

Comparative study of teacher education: UK, USA and India

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

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

SECTION–D

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

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

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

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SEMESTER-II
PAPER: V AND VI
PEDAGOGY OF PUNJABI
PS I and II (B) Option-i

ਪੰਜਾਬੀ ਅਧਿਆਪਨ

Time: 1.30 Hrs.

Total Marks: 50

Theory: 35

Sessional Work: 15

Instructions for the Paper Setters:-

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

ਉਦੇਸ਼:-

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

ਇਕਾਈ-1

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

ਇਕਾਈ-2

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

ਇਕਾਈ-3

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

ਇਕਾਈ-4

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

ਸੈਸ਼ਨਲ ਵਰਕ:-

Performance in Unit tests and House examination-05 marks

Attendance -02 marks

Assignment on the following -08 marks

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

ਸਹਾਇਕ ਪੁਸਤਕਾਂ ਦੀ ਸੂਚੀ:-

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

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

हिन्दी शिक्षण

Time: 1.30 Hrs.

Total Marks: 50

Theory: 35

Sessional Work: 15

Instructions for the Paper Setters:-

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

ईकाई-1

1. भाषायी कौशल:

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

2. हिन्दी शिक्षण:

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

ईकाई-2

- 1. व्याकरण शिक्षण: व्याकरण का अर्थ, उद्देश्य, महत्व, विधियां
- 2. नाटक शिक्षण: अर्थ, उद्देश्य, महत्व, विधियां

ईकाई-3

- 1. पाठ्य पुस्तक एवं पुस्तकालय: अर्थ, उपयोगिता, विद्यार्थियों की रुचि विकसित करने के उपाय।
- 2. मूल्यांकन: अर्थ एवं परिभाषाएं, उद्देश्य, महत्व व अच्छे मूल्यांकन की विशेषताएं।

ईकाई-4

- 1. दृश्य श्रव्य साधन: अर्थ, महत्व, प्रयोग व प्रयोग में सावधानियां
- 2. पाठ-योजना – अर्थ, महत्व, उद्देश्य
सूक्ष्म शिक्षण कौशल – अर्थ एवं पाठ योजनाएं

सैशनल कार्य:

Performance in Unit tests and House examination-05 marks

Attendance -02 marks

Assignment on the following -08 marks

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

सहायक पुस्तक सूची:

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

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

Time: 1.30 Hrs.

Total Marks: 50
Theory: 35
Sessional Work: 15

Instructions for the Paper Setters:-

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

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

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

SECTION–A

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

SECTION–B

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

SECTION–C

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

SECTION-D

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

SESSIONAL WORK

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

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

REFERENCES:

1. **Balasubramaniam, T. (1981):** *A Textbook of English Phonetics for Indian Students.* Macmillan India Limited, Mumbai.
2. **Bhandari, C.S. and others (1966):** *Teaching of English: A Handbook for Teachers.* Orient Longmans, New Delhi.
3. **Bhatia, K.K. (2006):** *Teaching and Learning English as a Foreign Language.* Kalyani Publishers, New Delhi.
4. **Bindra, R. (2005):** *Teaching of English.* Radha Krishan Anand and Co, Jammu.
5. **Bright, J.A. and Mc Gregor, G.P. (1981):** *Teaching English as a Second Language.* Longmans, ELBS.
6. **Carroll, B.J. (1972):** *Systems and Structures of English.* Oxford University Press, London.
7. **Doff, A. (1998).** **Teach English: A Training Course for Teachers.** The British Council and Cambridge University Press, Cambridge.
8. **French, F.G. (1963):** *Teaching English as an International Language.* OUP, London.
9. **Gokak, V.K. (1963):** *English In India, Its Present and Future.* Asia Publishing House,
10. **Hornby, A.S. (1962):** *The Teaching of Structural Words and Sentence Patterns.* OUP, London.
11. **Kohli, A.L. (1999):** *Techniques of Teaching English.* Dhanpat Rai and Company, New Delhi.
12. **Lamba, D. and Others (2007):** *Techniques of Teaching English.* 21st Century Publication, Patiala.
13. **Manzel, E.W. (1994):** *Suggestions for the Teaching of Reading In India.* OUP, London.
14. **Palmer, H.E. (1980):** *Grammar of Spoken English.* Heffer, Cambridge.
15. **Ryburn, W.M. (1963):** *Teaching of English In India.* OUP, Mumbai.
16. **Thompson, M.S. and Wyatt, H. G. (1995):** *Teaching of English in India.* OUP, Mumbai.
17. **Tickoo, M.L. (2005):** *Teaching and Learning English.* Orient Longman, New Delhi.
18. **Wright, T. (1988):** *Roles of Teachers and Learners.* Oxford University Press, Oxford.

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

Time: 1.30 Hrs.

Total Marks: 50
Theory: 35
Sessional Work: 15

Instructions for the Paper Setters:-

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

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

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

SECTION–A

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

SECTION–B

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

SECTION–C

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

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

SECTION-D

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

SESSIONAL WORK

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

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

REFERENCE BOOK:

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

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

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

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

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

SECTION-A

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

SECTION-B

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

SECTION-C

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

SECTION-D

1. Lesson planning – meaning, characteristics and steps of construction of composite lesson plan. Integration of projected and non projected teaching aids with lesson planning.
2. Specific topic for composite lesson plan:
 - The Mughal Empire.
 - Monumental Architecture.
 - Revolution of 1857.
 - Indian Freedom movement.
 - Harappa civilization

SESSIONAL WORK

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

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

REFERENCES:

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

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

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

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

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

SECTION–A

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

SECTION–B

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

SECTION–C

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

SECTION–D

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

SESSIONAL WORK

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

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

References:

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

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

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

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

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

SECTION–A

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

SECTION – B

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

SECTION–C

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

SECTION–D

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

SESSIONAL WORK

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

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

References:

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

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

Time: 1.30 Hrs.

Total Marks: 50
Theory: 35
Sessional Work: 15

Instructions for the Paper Setters:-

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

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

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

SECTION–A

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

SECTION–B

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

SECTION–C

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

SECTION–D

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

SESSIONAL WORK

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

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

REFERENCES:

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

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

Time: 1.30 Hrs.

Total Marks: 50
Theory: 35
Sessional Work: 15

Instructions for the Paper Setters:-

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

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

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

SECTION–A

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

SECTION–B

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

SECTION–C

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

SECTION–D

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

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

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

REFERENCES:

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

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

Time: 1.30 Hrs.

Total Marks: 50
Theory: 35
Sessional Work: 15

Instructions for the Paper Setters:-

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

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

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

SECTION-A

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

SECTION-B

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

SECTION-C

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

SECTION-D

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

SESSIONAL WORK

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

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

REFERENCES:

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

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

Time: 1.30 Hrs.

Total Marks: 50
Theory: 35
Sessional Work: 15

Instructions for the Paper Setters:-

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

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

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

SECTION-A

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

SECTION-B

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

SECTION-C

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

SECTION-D

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

SESSIONAL WORK

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

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

REFERENCES:

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

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

Time: 1.30 Hrs.

Total Marks: 50
Theory: 35
Sessional Work: 15

Instructions for the Paper Setters:-

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

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

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

SECTION-A

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

SECTION-B

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

SECTION-C

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

SECTION-D

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

SESSIONAL WORK

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

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

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

REFERENCES:

1. **Aggarwal D.D (2001):** *Modern Methods of Teaching Biology*. Sarup Teaching Series Sarup & Sons, New Delhi.
2. **Bhaskara Rao, D (2000):** *Teaching of Biology*, Nagarjuna Publishers, Gunter
3. **Bloom, Benjamin, S., Ed. (1958):** *Taxonomy of Educational Objectives*, Handbook I- Cognitive Domain, Harcourt Brace & World Inc., New York.
4. **Chikara, M.S. and S. Sarma (1985):** *Teaching of Biology*, Prakash brothers, Ludhiana
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11. **Sood, K.J. (1989):** *New Directions in Science Teaching*, Kohli Publishers, Chandigarh.
12. **Vaidya, N (1996):** *Science Teaching for the 21st Century* Deep & Deep Publications, New Delhi.
13. **Gupta S.K. (1983):** *Technology of Science Education*, Vikas Publishing House Pvt Ltd, Delhi.

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

Time: 1.30 Hrs.

Total Marks: 50
Theory: 35
Sessional Work: 15

Instructions for the Paper Setters:-

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

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

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

SECTION-A

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

SECTION-B

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

SECTION-C

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

SECTION-D

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

SESSIONAL WORK

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

REFERENCES:

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

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

Time: 1.30 Hrs.

Total Marks: 50
Theory: 35
Sessional Work: 15

Instructions for the Paper Setters:-

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

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

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

SECTION-A

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

SECTION-B

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

SECTION-C

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

SECTION-D

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

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

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

REFERENCES:

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

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

Time: 1.30 Hrs.

Total Marks: 50
Theory: 35
Sessional Work: 15

Instructions for the Paper Setters:-

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

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

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

SECTION-A

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

SECTION-B

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

SECTION-C

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

SECTION-D

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

SESSIONAL WORK

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

Attendance **02 Marks**

Assignments on the following **08 Marks**

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

Books Recommended:

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

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

Time: 1.30 Hrs.

Total Marks: 50
Theory: 35
Sessional Work: 15

Instructions for the Paper Setters:-

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

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

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

SECTION-A

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

SECTION-B

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

SECTION-C

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

SECTION-D

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

SESSIONAL WORK

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

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

REFERENCES:

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

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

Time: 1.30 Hrs.

Total Marks: 50
Theory: 35
Sessional Work: 15

Instructions for the Paper Setters:-

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

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

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

SECTION-A

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

SECTION-B

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

SECTION-C

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

SECTION-D

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

SESSIONAL WORK

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

Practical Work on Raag and Tal of UNIT I

REFERENCES:

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

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

Time: 1.30 Hrs.

Total Marks: 50
Theory: 35
Sessional Work: 15

Instructions for the Paper Setters:-

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

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

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

SECTION-A

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

SECTION-B

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

SECTION-C

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

SECTION-D

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

SESSIONAL WORK

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

Practical Work:

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

REFERENCES:

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

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

Time: 1.30 Hrs.

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

Instructions for the Paper Setters:-

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

COURSE OBJECTIVES:-

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

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

SECTION-A

INTRODUCTION TO INCLUSIVE EDUCATION

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

SECTION-B

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

SECTION-C

CHILDREN WITH DIVERSE NEEDS

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

SECTION–D

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

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

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

REFERENCES:

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

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

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

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

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

SECTION-A**VOCATIONAL EDUCATION**

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

SECTION-B

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

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

SECTION-C**DEVELOPING WORK EDUCATION**

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

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

SECTION-D

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

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

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

REFERENCES:-

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

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

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

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

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

SECTION-A**HEALTH EDUCATION**

a) Health : Concept, Dimensions, Determinants and Importance

SECTION-B

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

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

SECTION-C**PHYSICAL EDUCATION**

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

SECTION-D

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

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

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

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

REFERENCES

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

**SEMESTER-II
PAPER-VIII(iii)
P-X**

ENVIRONMENTAL EDUCATION

Time: 1.30 Hrs.

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

Instructions for the Paper Setters:-

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

COURSE OBJECTIVES:-

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

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

SECTION-A

ENVIRONMENTAL EDUCATION

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

SECTION-B

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

SECTION-C

ENVIRONMENTAL PRESERVATION

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

SECTION-D

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

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

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

REFERENCES:

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

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

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

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

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

SECTION-A**PEACE EDUCATION**

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

SECTION-B

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

SECTION-C**VALUE EDUCATION**

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

SECTION-D

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

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

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

REFERENCES:-

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

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

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

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

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

SECTION-A**GUIDANCE IN SCHOOL**

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

SECTION-B

Guidance Services

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

SECTION-C**COUNSELLING IN SCHOOL**

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

SECTION-D

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

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

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

REFERENCES:

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

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

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

SECTION-A

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

SECTION-B

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

Evaluation scheme**Internal Scoring****Attendance: 5 marks**Sessional work related to Unit I-**5 marks**Sessional work related to **SECTION-B-5 marks**Review and Evaluation of the following -**10 marks**

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

External (25 marks)

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

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

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

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

The student will undertake any three of the following activity:

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

Note:

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

SEMESTER–III**PAPER–I: SCHOOL MANAGEMENT**

Credits: 2
Time: 1.30 hrs.

Total Marks: 50
Theory: 35
Sessional Work: 15

Instructions for the Paper Setters:-

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

COURSE OBJECTIVES:

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

- Understands school as a platform for conducive learning environment.
- Understand the role of teacher and the principal in ensuring a vibrant school climate.
- Familiarise with the concept of Quality Enhancement and Management in school.

SECTION–A**SCHOOL ORGANISATION AND MANAGEMENT**

- a) School Organization and Management: Meaning, need, functions and latest trends
- b) Norms and conditions of opening a school according to CBSE/PSEB

SECTION–B

- a) Total Quality Management: Concept, need and importance.
- b) Significance of TQM to schools with special reference to physical resources, human resources, healthy practices for staff and students with special reference to IQAC.

SECTION–C**FUNCTIONS OF SCHOOL**

- a) Principal –The Leadership role: Importance, Qualities, Relation with others, Duties and functions
- b) Mechanism for co-ordinated functioning in school, Planning of annual school calendar, Time Table, Co-curricular activities

SECTION–D

- a) Registers and Records: Meaning, need and importance ; Stock register, Admission register, Attendance register,
- b) Cumulative record card and Anecdotal records

SESSIONAL WORK**Performance in unit tests and house examination 05 Marks****Files to be prepared and submitted for evaluation 10 Marks****Assignments on the following (any two)**

- Preparation of the Cumulative Record and Anecdotal record
- Preparation of time table for secondary class

References:-

- Mathur, S.S. (1990).*Educational Administration and Management*. Ambala: The Indian Press.
- Mohanty, J. (1998).*Educational Administration: Supervision and School Management*. New Delhi: Deep and Deep Publications.
- Sachdeva, M.S. (2001).*School Management*. Ludhiana: Bharat Book Centre.
- Safaya, R., & Shaida, B.D. (1979).*School Organization*. Delhi: Dhanpat Rai.
- Sarkaria, M.S., Singh, J., & Gera, M. (2008).*Modern school management*. Ludhiana: Kalyani Publisher.

SEMESTER–III**PAPER–II: CURRICULUM DEVELOPMENT****Credits: 2****Time: 1.30 hrs.****Total Marks: 50****Theory: 35****Sessional Work: 15****Instructions for the Paper Setters:-**

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

COURSE OBJECTIVES:

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

- Understand the meaning of curriculum
- Identify the components of curriculum
- Describe the various principles of curriculum development
- Explain various determinants of curriculum
- Develop a broad perspective on curriculum development
- Study types and approaches of curriculum development.
- Study various models and steps in curriculum development

SECTION–A**CONCEPT OF CURRICULUM AND DEVELOPMENT**

- a) Meaning and Concept of Curriculum, Objectives and Components of Curriculum.
- b) Current Issues and Trends in Curriculum Organization and Development; NCF-2005.

SECTION–B**Bases and Determinants of Curriculum:**

- i) Philosophical ii) Psychological iii) Sociological iv) Ideological.

SECTION–C**Types of Curriculum**

- a) Types: Subject centred or Traditional Curriculum ,Activity Centred Curriculum, Experience Centred Curriculum
- b) Undifferentiated Curriculum, Basic Education Curriculum

SECTION–D**Approaches of curriculum**

- a) **Humanistic Curriculum:** Characteristics, Purpose, Role of the Teacher, Psychological basis of Humanistic Curriculum.
- b) **Social Reconstructionist Curriculum:** Characteristics, Purpose, Role of the Teacher in Reconstructionist Curriculum.

SESSIONAL WORK**Performance in unit tests and house examination 05 Marks****Files to be prepared and submitted for evaluation 10 Marks****Assignments on the following (any one)**

- Comparison between the curriculum of two boards of Education (PSEB & CBSE)
- Critical analysis of existing syllabi of 10+2 of any one board.

REFERENCES:-

- Aggarwal, D. (2007). *Curriculum development: Concept, Methods and Techniques*. New Delhi: Book Enclave
- Daniel, T., & Lawel, N.T. (1975). *Curriculum Development theory into practice*. New York: Mac Millan Publishing co. Inc.
- Diamond, R.M. (1986). *Designing and Improving Courses in Higher Education: A Systematic Approach*. California: Jossey-Bass Inc. Publication.
- Joseph, P.B. et al. (2000). *Cultures of Curriculum (studies in Curriculum Theory)*. New York: Teacher College Press.
- Mrunalini Talla. (2012). *Curriculum Development: Perspectives, Principles and Issues*. India: Pearson Education.
- Hilda, T. (1962). *Curriculum Development: Theory and Practice*. New York: Harcourt Brace, Jovanovich Inc.

SEMESTER–III**I- 3 SCHOOL INTERNSHIP (16 WEEKS)****Total Marks: 400****External Marks: 200****Sessional/Internal: 200****DIVISION OF 16 WEEKS INTERNSHIP IS AS UNDER:**

- a) Pre-Internship programme of 3 weeks in Teacher Education Institution :
- i) 4 demonstration lessons in each subject (2 lessons based on models of teaching)
 - ii) **Workshop -I**
 - Integrating different teaching skills,(integrated lesson plans – 5 in each subject)
 - Correlation with different subjects as well as with real life experiences (Biographies, Anecdotes of childhood)- 5 lessons
 - Writing a self- reflective journal; 1
 - Preparation of one achievement and one diagnostic test
 - Steps for conducting action research- one assignment of action plan for action research
 - Steps for case study- preparation of one template
 - Activities related to EPC I, II , III & IV be prescribed to be undertaken in the school during school internship.(Performa to be prepared)
 - iii) **Workshop-II** (Self Development)
 - Yoga and its role in wellbeing- 30 minutes session each working day along with write up in reflective journal
 - Communication Skills (Listening, Speaking, Reading and Writing)- five sessions and its input report
 - Life skills and Social skills (Take any three at institutional level- practice- follow up- write up after internship)
 - Screening of an educational film/documentary followed by critical analysis.(Written Report)
- b) **School Internship of 13 weeks in a recognized school is Compulsory**

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

Sr. No.	Activities During School Internship Program	Marks
1	4 Discussion lesson (Two in each Pedagogy),10 marks per lesson per subject	40
2	Preparation of lesson plans (20 general lesson plans for each subject), 10 marks for each subject	20
3.	Preparation of innovative lesson plans (20 lesson plans for each subject), 10 marks for each subject	20
4	Performance during Internship: 1. Practice through micro teaching 2. Use of Teaching aids 3. Use Innovations Techniques 4. Supervisory duties in Examination at respective school. 5. Checking of Answer Scripts 6. Formulation of School Time table 7. Overall Conduct	20
5	Observation of at least 20 lessons delivered by peer group and observation of 10 lessons delivered by senior teachers	5
6	Maintenance of attendance register, admission register, result records, stock registers etc.	5
7	Organization of a Co-Curricular activity (at least one, such as morning assembly, debate, declamation etc.) and submission of report	5
8	Reflective Journal writing	10
9	Correction of home-work notebooks	5
10	Construction, administration and analysis of one achievement test and submission of report	10
11	Preparation of Diagnostic test followed by remedial measures	10
12	Case Study of a child with deviant behaviour	10
13	Action research related with classroom/ institutional problems	10
14	Report on analysis of school'sfunctioning in terms of infrastructure, learning resources,innovative practices and governance etc.	10
15	Prescribed activities for EPC I, II, III, IV and V practically implemented in school – Analysis Report	20
	Total	200

Note:

15 general nature lesson plans + 5 hollistic lesson plans having components of ICT, values, construtvism, gender, incluvisness

EXTERNAL EXAMINATION

- i. There will be two external examinations in pedagogy of school subject I and II for 50 marks each to be conducted in the school or in the college with school students .This examination will be conducted by the internal examiners and external examiners (subject specific school teacher preferably at least 5 years of experience), coordinated by Principal of any other College of Education affiliated to G.N.D.U., Amritsar/ Faculty, Department of Education GNDU. The school Internship program will be of 16 weeks duration for regular students. The school experience program will be carried in the third semester in a practicing school or in two different types of schools in rotation. All lessons are to be supervised either by the mentor appointed for this purpose or concerned pedagogy Teachers. Comments will be entered in the note books & feedback will be given to the students.
 - i) All the records prepared by the intern during internship in school will be evaluated by the external examiner and marks will be awarded out of 50.
 - ii) Viva voce examination will be conducted for the activities carried out during Pre-Internship programme (workshop I and II) and will be evaluated out of 50

SESSIONAL / INTERNAL ASSESSMENT

- (i) A candidate who does not complete 2 composite discussion lessons and 50 lessons in each subjects (40+10) i.e.; 40 Composite lessons and 10 Micro lessons in each subject and 15 observations, (10+05) i.e.; 10 composite and 5 observations of lesson delivered by senior teachers of the school in each teaching subjects .The 40 composite lessons will be further divided as 20 composites lesson of general nature, with steps based on Harbartian approach (Modified by the respective college/ institution), 05 value based composite lessons, 10 model based lessons (based on Model of Teaching) and 05 lessons on ICT integration. The Principal will intimate the names and roll numbers of such candidates, to the University immediately after the completion of school internship program so that the result of the semester examination of these candidates may be withheld, If any candidate fails to complete the 16 weeks teaching practice in the session/year, his/her candidature will be cancelled and result be filed.(15 general nature lesson plans+5 holistic lesson plans having components of ICT, values, constructivism, gender and inclusiveness)
- (ii) In addition to the above condition, there will be a school experience program of 200 marks, the school experience program will consist of various activities as described below.

Note:-

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

SEMESTER–III**I- 4 Field Engagement with Community****Credits: 2****Duration: 3 weeks****Total Marks: 50**

Internal – 25 marks

External – 25 marks

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

Working in any two social service centre of the following

- (a) Pingalwara
- (b) Orphanages
- (c) NGO's : NanhiChaoon, Red Cross, Mahila Kendra, Nehru Yuva Kendra, Red Ribbon clubs, etc
- (d) Old Age Homes, Blind Schools
- (e) Theoretical orientation to the concept of Nai Taleem propagated by Mahatama Gandhi including experiential learning & work education.

Note:-

- File to be reported w.r.t. cleanliness, environment awareness, legal awareness, child right drive etc. for developing awareness among society.
- Student will maintain the record of activities undertaken by him/ her in two weeks at the respective service centre to the supervisor.
- External Evaluation will be done on the basis of files prepared by students including pictures, short videos, material, viva in examination.
- For internal evaluation a committee of three teachers (concerned teacher, HOD and a senior faculty nominated by the principal) will be constituted at the institution level and coordinated by the principal of the concerned college.
- The committee will assess the performance of the students and evaluate the records. The award list will be forwarded to the university by the principal of the institution.
- The record in the form of files, CD, pendrive be retained for at least three years in the institution.
- In case of any aberration or any complaint the university / external agency is authorized to review the internal awards.

SEMESTER-III

EPC-IV Self Development

Credit: 2
Marks: 50

Sessional Work

SEMESTER-IV**PAPER-I: PHILOSOPHY OF EDUCATION****Credits: 4****Time: 3 Hrs.****Total Marks: 100****Theory: 70****Sessional Work: 30****Instructions for the Paper Setters:-**

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

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

COURSE OBJECTIVES:

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

- Explain the doctrines, different functions & branches of philosophy.
- Identify the significant features of Schools of Indian Philosophy.
- Discuss & enumerate the Ultimate & Proximate aims & goals of Education in Indian Philosophical Traditions for the present Indian Education System.
- Elucidate the contributions to educational thinking of great Indian Thinkers.
- Explain the concepts, fundamental thinking & also critically analyse the different Western Schools of philosophy.

SECTION-A**EDUCATIONAL PHILOSOPHY**

- a) Philosophy : Concept, nature, functions(Speculative, Normative and Analytical)
- b) Education: Concept (Indian and Western) Types, and difference with related terms(Instruction, Training, Teaching and Indoctrination
- c) Relationship between Education and Philosophy, Difference between educational philosophy and philosophy of education.

SECTION-B**BRANCHES OF PHILOSOPHY**

- a) Education and Metaphysics: Metaphysical problems confronting educationists related to the nature of the world and nature of man and society.
- b) Epistemology and Education: Knowledge, Types of Knowledge, Methods of acquiring knowledge with special reference to logical analysis, positive relativism and logical empiricism.
- c) Axiology and Education: Meaning, classification and hierarchy of values, Role of education in inculcation of values.

SECTION-C**INDIAN SCHOOLS OF PHILOSOPHY**

- a) Sankhya, Vedanta, Buddhism, Jainism with special reference to the concepts of reality, knowledge and values, their educational implications for aims, contents and methods of education.
- b) Contribution of following Thinkers on Education: Swami Vivekanand, Rabindranath Tagore, Aurobindo Ghosh

SECTION-D**WESTERN SCHOOLS OF PHILOSOPHY**

- a) Idealism, Naturalism, Pragmatism, Logical, Positivism, Empiricism with special reference to the concepts of reality, knowledge and values, their educational implications for aims, contents and methods of education.
- b) Contribution of following Thinkers on Education: John Dewey, Rousseau, Karl Marx

SESSIONAL WORK**Performance in unit tests and house examination 10 Marks****Files to be prepared and submitted for evaluation 20 Marks****Assignments on the following (any two)**

- Case study of any educational institution with respect to its philosophy (metaphysics, epistemology, axiology, aims of education, curriculum, text books, discipline, role of teacher and methods of teaching).
- Contribution made by any institution for the development of values in the present day scenario.
- Critical appraisal of a thinker/book in terms of philosophy of life, values and ethics.
- Identify the different instruments of knowledge used by a proficient teacher in a classroom situation and explain them briefly.

REFERENCES:-

- Ansari, S.H. (2003). *Philosophical Foundations of Education*. New Delhi: Sanjay Prakashan.
- Black, N. et al. (2003). *Philosophy of Education*. UK: Blackwell Publishers.
- Broudy, H.S. (1955). *Building a Philosophy of Education*. New Delhi : Prentice Hall of India.
- Chaube, S.P. (2007). *Foundations of Education*. New Delhi: Vikas Publishing House.
- Dewey, J. (1916/1966). *Democracy and Education. An Introduction to the Philosophy of Education*. New York: Free Press.
- Gnanakan, K. (2011). *Integrated Learning*. New Delhi: Oxford University Press.
- Gupta, S., & Singh, A. (Eds.). (2008). *Value based education: Dimensions and directions*. Mandi Gobindgarh, Punjab: Desh Bhagat Group of Institutions.
- Kabir, H. (1962). *Indian Philosophy of Education*. New Delhi: Asia Publishing House.
- Pathak, A. (2004). *Social Implications of Schooling: Knowledge, Pedagogy and Consciousness*. Noida: Rainbow Publishers.
- Pathak, R.P. (2012). *Philosophical and Sociological Principles of Education*. New Delhi: Pearson.
- Pring, R. (2004). *Philosophy of Education – Aims, Theory, Common Sense and Research*. New York: Continuum.
- Rajput, J.S. (2006). *Human Values and Education*. New Delhi: Pragun Publications.
- Sarup, M. (1978). *Marxism and Education*. London: Routledge & Kegan Paul.
- Taneja, V.R. (1998). *Educational Thought and Practice*. New Delhi: Sterling Publishers Pvt. Ltd.

SEMESTER-IV**PAPER-II: PSYCHOLOGY OF LEARNING AND DEVELOPMENT**

Credits: 4
Time: 3 Hrs.

Total Marks: 100
Theory: 70
Sessional Work: 30

Instructions for the Paper Setters:-

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

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

COURSE OBJECTIVES:

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

- Understand the concept of human development
- Explore the different approaches of individual development.
- Explain the different approaches concerning the process of learning.

SECTION-A**HUMAN DEVELOPMENT**

- a) Concept of Human Development, stages of human development; physical, cognitive, social, emotional, psychological and moral.
- b) Nature and characteristics of Human Behaviour, Scientific ways of studying human behaviour and Factors affecting human behaviour.
- c) Concept, types of groups, interrelationship and interdependence between individual and group in learning environment.

SECTION-B**PROCESS OF LEARNING**

- a) Hull's Reinforcement theory, Tolman's Theory of learning and Lewin's Field theory of learning
- b) Learning as construction of knowledge (with special reference to learner, teacher and learning environment)
- c) Learning as socio-culturally mediated process (Experiential learning, Cognitive negotiability, Socio-Cultural mediation)

SECTION-C**LEARNING AND MOTIVATION**

- a) Motivation: concept, types and techniques
Role of motivation in learning: meaning of motivation, various approaches to motivation (humanistic approach; cognitive approach, attribution theory-Weiner)
- b) Maslow hierarchical theory
- c) Achievement motivation, strategies for motivating learner- intrinsic and extrinsic motivation

SECTION-D**MENTAL HEALTH AND ADJUSTMENT**

- a) Mental health: Concept, factors affecting mental health of teachers and students, characteristics of mentally healthy person.
- b) Mental hygiene: Concept, principles of mental hygiene- preventive, constructive and curative measures.
- c) Concept, types and mechanism of adjustment

SESSIONAL WORK**Performance in unit tests and house examination 10 Marks****Files to be prepared and submitted for evaluation 20 Marks****Assignments on the following**

Administration and Interpretation of any two of the following tests:

- Adjustment inventory, Achievement motivation, Test of mental health
- Analysis of a case of maladjusted learner

REFERENCES:-

- Allport, G.W. (1955). *Becoming basic considerations for a psychology of personality*. New York: Yale University Press.
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- Bhatia, K.K., Narang, C.L., & Sidhu, H.S. (2001). *Foundations of teaching learning process*. Ludhiana: Tandon Publishers.
- Brown, R. (2000). *Group Processes: Dynamics Within and Between Groups*. (2nd Edition). Blackwell Publishers.
- Bruner, R.F. (1978). *Psychology applied to teaching*. Boston: Houghton Mifflin.
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- Garret, H.E. (2005). *Statistics in psychology and education*. New Delhi: Paragon International Publishers.
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- Mangal S.K. (2002). *Advanced Educational Psychology*. New Delhi: Prentice Hall of India.
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- Piaget, J. (1999). *Judgment and reasoning in the child*. London: Routledge.
- John, S. (2011). *Educational Psychology. (4th edition)*. Tata McGraw Hill.
- Sekav, S.V.K. (2005). *Education Society and Pedagogy*. New Delhi: Arise Publishers and Distributors.
- Srivastava, G.N.P. (1986). *Recent Approaches to Personality Study*. Agra: APRC
- Synder, C.R., & Lopez, S.J. (2007). *Positive psychology*. U.K.: SAGE Publications.
- Vygotsky, L. (1986). *Thought and language (A. Kazulin, Trans)*. Cambridge, M.A.: MIT Press.
- Woolfolk, A. (2011). *Educational Psychology. (9th edition)*. Pearson Publications Inc. and Dorling Kindersley.

SEMESTER-IV**PAPER-III: TRENDS IN TEACHER EDUCATION****Credits: 4****Time: 3 Hrs.****Total Marks: 100****Theory: 70****Sessional Work: 30****Instructions for the Paper Setters:-**

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

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

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

- Understand the Concept, Development and Agencies of Teacher Education.
- Understand the Need For Teacher Education at Tertiary Level.
- Understand the Recommendations of Various Commissions for Teacher Education.
- Understand the Issues, Problems and Innovative Practices in Teacher Education.
- Research and Professionalism in Teacher Education.
- Understand various methods to managing Teacher Education.

SECTION-A**TEACHERS AND TEACHING PROFESSION**

- a) Teaching as a profession: Components (with respect to Subject, Pedagogical and curriculum knowledge) professional ethics for teachers.
- b) Teaching: Concept, nature of teaching, reflective teaching, Relevance and strategies for making teachers as reflective practitioners.
- c) Teacher educators: Characteristics w.r.t cognitive, affective and conative domain, Role and responsibilities of teacher educators for developing teaching as a profession.

SECTION-B**CURRICULUM FRAMEWORK ON TEACHER EDUCATION**

- a) National Curriculum Framework 2005 and its implications for Teacher Educators.
- b) National Curriculum Framework 1998 & 2009 and its implications for Teacher Educators.
- c) Recent national initiatives for quality in teacher education: National knowledge commission and Justice Verma committee report.

SECTION-C**MANAGEMENT OF TEACHER EDUCATION**

- a) Instructional Methods In Teacher Education: concept, procedure, relevance and evaluation
- b) Fieldwork/ Practice teaching/ Internship: Objectives, mechanism, evaluation
- c) Feedback: Types of feedback for internship, field engagement, innovative practices

SECTION-D**EVALUATION PRACTICES IN TEACHER EDUCATION**

- a) Recognition, assessment and accreditation of teacher education institutions: Role of NCTE & NAAC
- b) Current Trends in teacher education:
 - i. Interdisciplinary approach
 - ii. Community Living
 - iii. Role of distance Education
 - iv. ICT
 - v. Inclusive
- c) Research in Teacher Education

SESSIONAL WORK**Performance in unit tests and house examination 10 Marks****Files to be prepared and submitted for evaluation 20 Marks****Assignments on the following (any two)**

- A review of research in any one area of research in teacher education and write the policy implications
- A review of a research article in teacher education and write implications for practitioners.
- Case study of an innovative programme organised by NCERT (RIE's), DIET

REFERENCES:-

- Kauts, A. (2013). *Quality Concerns in Teacher Education*. Patiala: 21st Century Publication.
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- Charushila, G. (1967). *New Era in Teacher Education*. New Delhi: Sterling Publishers.
- Charushila, G. (1977). *Challenges and innovations in Education*. New Delhi: Sterling Publication (Pvt) Ltd.
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- Hillard, F.H. (1971). *Teaching the Teacher Education*. London: George Allen and unwin Ltd.
- Jangira, N.K. (1978). *An Experiment in Teachers in Teacher Education and Teacher Effectiveness*. Delhi: Frank Brothers and Co.
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- Kinney, L.B. (1964). *Certification in Education*. London: Englewood Cliffs
- Lomax, D.E. (1973). *The Education of Teachers in Britain*. London: Johnwiley and Sons.
- Mangla, S. (2002). *Teacher Education- Trends and Strategies*. New Delhi: Sage Publishers.
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- NCERT (1991a). *Elementary Teacher Education Curriculum – Guidance and syllabus*. New Delhi: NCERT.
- NCTE (1988). *National Education curriculum – A Framework*. New Delhi.
- NCTE (1978). *Teacher Education Curriculum. A Framework*. New Delhi: NCERT.
- Panigrahi, S.C., & Biswal, A. (2012). *Teacher Education*. New Delhi: APA Publishing Corporation.
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- Rao, D. (2002). *Teacher Education in India*. New Delhi: Discovery Publishing House
- Rao, D. (2003). *Teachers in a changing world*. New Delhi: Discovery Publishing House.
- Report of the Secondary Education (1954).
- Report of the University Education (1947-48).
- Sharma, R.A. (1999). *Teacher Education*. Meerut: Loyal Publishers Pvt. Ltd.
- Sharma, S.P. (2003). *Teacher Education*. New Delhi: Kanishka Publishers.
- Smith, E.R. (1962). *Teacher Education. A Reappraisal*. New York: Harper Row Publishers.
- Stinnet, T.M. (1965). *The Professional of Teaching*. New Delhi: Prentice Hall of the India Pvt. Ltd.
- Stone, J.C. (1970). *Breakthrough in Teacher Education*. San Francisco: Jossey Bass Inc.

SEMESTER-IV**PAPER-IV: ADVANCED EDUCATIONAL RESEARCH METHODOLOGY**

Credits: 4
Time: 3 Hrs.

Total Marks: 100
Theory: 70
Sessional Work: 30

Instructions for the Paper Setters:-

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

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

COURSE OBJECTIVES:-

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

- Understand the concept of Research and Educational Research.
- Explain the characteristics of quantitative, qualitative and mixed research.
- Select and explain the method appropriate for a research study.
- Understand basics of qualitative research and techniques of qualitative data analysis. .
- Understand the role and use of statistics in educational research.
- Explain the importance of documentation and dissemination of researches in education.
- Represent the data graphically.
- Analyse the data and draw useful inferences.

SECTION-A**QUANTITATIVE – QUALITATIVE METHODS OF RESEARCH**

a) Quantitative Methods: Types of research: survey studies, descriptive studies, co-relational Studies, developmental studies, comparative studies, causal comparative studies, Classification by time: cross- sectional and longitudinal studies

b) Experimental Research:

- i) Nature of experimental research, variables in experimental research- independent, dependent and confounding variables
- ii) Experimental Research Designs: Single group pre test, post tests design, pre test- post test control group design, post- test only control group design and factorial design. Quasi-experimental design: non- equivalent comparison group design, time series design.
- iii) Internal and external validity of results in experimental research

c) Qualitative Method:

- i) Qualitative research: Meaning, steps and characteristics- phenomenology, ethnomethodology, naturalistic inquiry
- ii) Historical Research- Meaning, significance, steps, primary and secondary sources of information, external and internal criticism of the source

SECTION-B**TECHNIQUES OF QUALITATIVE DATA ANALYSIS**

- a) Content Analysis
- b) Coding and Classification
- c) Categorization
- d) Triangulation
- e) Frequency and percentage Analysis
- f) Trend Analysis
- g) Utilization Of Corroborative evidences

SECTION-C**ANALYSIS AND INTERPRETATION OF DATA**

- a) Testing of Hypothesis
- b) Normal Distribution: Skewness, Kurtosis, Theoretical and Empirical Distributions, Deviation from Normality and Underlying causes, Characteristics of Normal Probability Curve and its Applications, Relative Positions Percentile Rank ,z-scores.
- c) Bi-serial, Point bi-serial – partial and, multiple correlation, tetrachoric and phi-coefficient.
- d) Regression equation and predictions

SECTION-D**INFERENCE STATISTICS**

- a) Meaning of inference
- b) Uses and computation of chi-square test (equal and normal distribution)
- c) Assumption and Applications of analysis of variance.
- d) Data Analysis using computers – EXCEL/SPSS

SESSIONAL WORK

Performance in unit tests and house examination 10 Marks

Files to be prepared and submitted for evaluation 20 Marks

Assignments on the following (any two)

- Critical analysis of research paper for qualitative research
- Critical assessment of statistical techniques used in a research report/ thesis
- Analysis of data using any one computer based statistical package

REFERENCES:-

- Best, J.W., & Kahn. *Research in Education (10th Ed.)*. NewDelhi: Prentice of India, Pvt.Ltd.
- Bogdan, R., & Taylor, S.L. (1975). *Introduction to qualitative Research Methods*. New Delhi: John Wiley and sons.
- Buch, M.B. (1974). *A survey of Research in Education (Centre of advanced studied in education, M.S. University Baroda,)*
- Creswell, J.W. (2011). *Educational Research: Planning, conducting, and Evaluating, Quantitative and Qualitative Research*. New Delhi: PHI learning Pvt. Ltd.

- Garrett, H.E. (1976). *Statistics in Education and Psychology*. Yakills Fitter & Simsons Pvt. Ltd.
- Gay, L.R., Mills, G.E., & Airasian, P. (2009). *Educational Research: Competencies for Analysis and Applications*. New Jersey: Merrill and Pearson.
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- Albert, K.J., & Samuel, T.M. (1981). *Statistics in Education and Psychology*. Narousa Publishing House
- Singh, K. (2001). *Methodology and Techniques of social Research*. New Delhi: Kanishka publishers.
- Tuckman, B.W. (1978). *Conducting educational Research*. New York: Harcourt Brace Javanovich Inc.
- Tuckman, B.W. (1972). *Conducting Fundamental Research*. New York: Harcourt Brace Javanovich Inc.

SEMESTER-IV**SPECIALISATION-CORE COURSE****PAPER-V A (E)****a) ELEMENTARY STAGE- SYSTEMS, STRUCTURES, ISSUES AND CONCERNS****Credits: 2****Time: 1.30 Hrs.****Total Marks: 50****Theory: 35****Sessional Work: 15****Instructions for the Paper Setters:-**

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

COURSE OBJECTIVES

On Completion of this course the students will be able to:

- Understand the various institutions of education
- Gain insight into the structure of elementary education
- Familiarize with the administrative system of elementary education

SECTION-A**SYSTEM AND STRUCTURE OF ELEMENTARY EDUCATION IN INDIA**

- a) Elementary Education: Concept and development
- b) Structure and Administrative System of Elementary Education at state and national level

SECTION-B

- a) Programmes launched by government at elementary level-objectives, importance and limitations SSA(Sarva Shiksha Abhiyan), NPE (National Policy on Education 1986, as modified in 1992), DPEP (District Primary Education Programme), ECCE (Early Childhood Care and Education), Mid day meal programme.

SECTION-C**PROBLEMS AND CHALLENGES OF ELEMENTARY EDUCATION IN INDIA**

- a) Universalisation of Elementary Education (UEE) : Issues and concerns
- b) Problems and challenges of elementary education (access, enrolment, dropout, achievement and equality of educational opportunities, education of girls, disadvantaged and differently able children)

SECTION-D

Government interventions for Quality concerns in Elementary Education with special emphasis on SSA and RTE.

SESSIONAL WORK**Performance in unit tests and house examination 05 Marks****Files to be prepared and submitted for evaluation 10 Marks****Assignments on the following (any one)**

- Case study of Anganwadi, pre-school centres
- Study of present status of ECCE in a State/District

REFERENCES:-

- Aggarwal, J.C., & Gupta, S. (2007). *Early Childhood Care and Education (1st Ed.)*. New Delhi: Shipra Publications.
- Government of India (1986). *National Policy on Education*. Department of Education, New Delhi.
- Mishra, R.C. (2005). *Early Childhood Education Today*. Prentice Hall Publisher
- NCERT. (2005). *National Curriculum Framework*. New Delhi.
- NCTE. (2005). *Report on ECCE Teacher Education: Curriculum Framework and Syllabus Outline*. New Delhi
- Gupta, V.K., & Gupta, A. (2005). *Development of education system in India*. Ludhiana: Vinod publication.
- Jayapalan, N. (2002). *Problems of Indian education*. New Delhi: Bhargava Publication.
- Sachadeva, M.S., & Umesh. (2005). *A Modern approach to education in emerging Indiansociety*. Ludhiana: Vinod publication.
- Sodhi, T.S. (2005). *Development of Education System in India*. Patiala: Bawa Publications.
- http://en.wikipedia.org/wiki/Sarva_Shiksha_Abhiyan
- http://www.karmayog.org/education/education_5295.htm
- <http://www.educationforallinindia.com/page112.html>

SEMESTER-IV**SPECIALISATION-CORE COURSE****PAPER-IV A (E)****c) ELEMENTARY STAGE- CURRICULUM, PEDAGOGY AND ASSESSMENT****Credits: 2****Total Marks: 50****Time: 1½ Hrs. Theory: 35****Sessional Work: 15****Instructions for the Paper Setters:-**

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

COURSE OBJECTIVES

On completion of this course the students will be able to:

- gain insight into the structure of curriculum and pedagogy
- evolve concepts of pedagogical knowledge
- familiarize with the assessments suggested with national reports
- study various models of curriculum assessment

SECTION-A**CURRICULUM AND PEDAGOGY**

- a) Issues of teaching and learning, medium of instruction, personalizing knowledge, the process of transforming subject- matter knowledge into teaching material and pedagogic strategies for elementary classroom.

SECTION-B

Evolving conceptions of pedagogical knowledge as an integration of knowledge about the learner, disciplinary knowledge, knowledge of curriculum and the educational contexts and aims; nurturing inquiry and supporting children's learning.

SECTION-C**CURRICULUM AND ASSESSMENT**

- a) Assessment of curriculum suggested through the national report (NCF, 2005) on elementary stage education.

SECTION-D

Assessment Models of Curriculum Development: Need Assessment Model, Hilda Model, Vocational / Training Model, with special reference to analysis of needs, Selection of objectives, Selection and Organization of content / learning experiences and evaluation.

SESSIONAL WORK**Performance in unit tests and house examination 05 Marks****Files to be prepared and submitted for evaluation 10 Marks****Assignments on the following (any one)**

- Preparing status report on elementary education in a chosen block/district with reference to enrolment, equity and achievement.
- Critical assessment of curriculum suggested through national report (NCF, 2005) on elementary education.

REFERENCES:-

- NCERT. (1991). *Elementary Teacher Education Curriculum*. New Delhi: Guidelines and Syllabi.
- Aggarwal, D. (2007). *Curriculum development: Concept, Methods and Techniques*. New Delhi: Book Enclave.
- Tanner, D., & Tanner, L. (1975). *Curriculum Development theory into practice*. New York: Mac Millan Publishing Co. Inc.
- Diamond, R.M. (1986). *Designing and Improving Courses in Higher Education: A Systematic Approach*. California: Jossey-Bass Inc. Publication.
- Joseph, P.B. et al. (2000). *Cultures of Curriculum (studies in Curriculum Theory)*. New York: Teacher College Press.
- Mrunalini, T. (2012). *Curriculum Development: Perspectives, Principles and Issues*. India: Pearson Education.
- Oliva, P.F. (1988). *Developing the Curriculum*. Scott, and Foresman and Co.
- Hilda, T. (1962). *Curriculum Development: Theory and Practice*. New York: Harcourt Brace, Jovanovich Inc.
- <http://www.ncert.nic.in/html/pdf/schoolcurriculum/ncfsc/ch2.pdf>
- http://en.wikipedia.org/wiki/Continuous_and_Comprehensive_Evaluation
- <http://www.cbse.nic.in/cce/index.html>

Specialisation–Core Course**PAPER–IV A (S)****a) SENIOR AND SENIOR SECONDARY STAGE- INSTITUTIONS, SYSTEMS AND STRUCTURES****Credits: 2****Time: 1.30 Hrs.****Total Marks: 50****Theory: 35****Sessional Work: 15****Instructions for the Paper Setters:-**

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

Course Objectives:

On Completion of this course the students will be able to:

- Understand the various institutions of secondary education
- Gain insight into the structure of secondary education
- Familiarize with the administrative system of secondary education

SECTION–A**SYSTEM AND STRUCTURE OF SECONDARY EDUCATION IN INDIA**

- a) Secondary education: Concept and development
- b) Structure and Administrative System of secondary education:
 - i) at state level
 - ii) at national level

SECTION–B

- a) Bodies/Boards Governing Secondary Education:
Structure and functions of CBSE (Central Board of Secondary education), ICSE (Indian Council of Secondary Education), NIOS (National Institute of Open Schooling)

SECTION–C**PROBLEMS AND CHALLENGES OF SECONDARY EDUCATION IN INDIA**

- a) Universalization of Secondary Education (USE): Issues and Concerns
- b) Problems and challenges of secondary education (access, enrolment, dropout, achievement and equality of educational opportunities, education of girls, disadvantaged and differently able children)

SECTION–D

Government interventions for Quality concerns in Secondary and Higher Secondary Education with special emphasis on RMSA.

SESSIONAL WORK**Performance in unit tests and house examination 05 Marks****Files to be prepared and submitted for evaluation 10 Marks****Assignments on the following (any one)**

Report on norms and conditions for affiliation to

- PSEB
- CBSE

REFERENCES:-

- Aggarwal, J.C., & Gupta, S. (2007). *Secondary education-history, problem and management*. New Delhi: Shipra publications.
- Nayak. A.K., & Rao, V.K. (2010). *Secondary education*. Darya Ganj, New Delhi: APH.
- Mathur, S.S. (2011). *Teacher and secondary education*. Agra-2: Aggarwal Publications.
- Gupta, V.K., & Gupta, A. (2005). *Development of education system in India*. Ludhiana: Vinod publication.
- Jayapalan, N. (2002). *Problems of Indian education*. New Delhi: Bhargava Publication.
- Sachadeva, M.S., & Umesh. (2005). *A Modern approach to education in emerging Indiansociety*. Ludhiana: Vinod publication.
- Sodhi, T.S. (2005). *Development of Education System in India*. Patiala: Bawa Publications.
- <http://cbse.nic.in/>
- <http://www.nios.ac.in/>
- <http://www.pseb.ac.in/>
- http://en.wikipedia.org/wiki/Diet,_India
- <http://www.educationforallinindia.com/page112.html>
- http://en.wikipedia.org/wiki/Central_Institute_of_Educational_Technology
- <http://ciet.nic.in/>

SEMESTER-IV**Specialisation-Core Course****PAPER-IV A (S)****c) SECONDARY AND SENIOR SECONDARY STAGE- CURRICULUM, PEDAGOGY AND ASSESSMENT****Credits: 2****Total Marks: 50****Time: 1.30 Hrs. Theory: 35****Sessional Work: 15****Instructions for the Paper Setters:-**

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

Course Objectives

On completion of this course the students will be able to:

- Gain insight into the structure of curriculum and pedagogy
- Evolve concepts of pedagogical knowledge
- Familiarize with the assessments suggested by national reports
- Study various models of curriculum assessment

SECTION-A**CURRICULUM AND PEDAGOGY**

- a) Issues of teaching and learning, medium of instruction, personalizing knowledge, the process of transforming subject-matter knowledge into teaching material and pedagogic strategies for secondary classroom.

SECTION-B

Evolving conceptions of pedagogical knowledge as an integration of knowledge about the learner, disciplinary knowledge, knowledge of curriculum and the educational contexts and aims; nurturing inquiry and supporting children's learning.

SECTION-C**CURRICULUM AND ASSESSMENT**

- a) Assessment of curriculum suggested through the national report (NCF, 2005) on secondary stage education.

SECTION-D

Assessment Models of Curriculum Development: Need Assessment Model, Taba Model, Vocational/Training Model, with special reference to analysis of needs, Selection of Objectives, Selection and Organization of Content / Learning Experiences and Evaluation.

SESSIONAL WORK**Performance in unit tests and house examination 05 Marks****Files to be prepared and submitted for evaluation 10 Marks****Assignments on the following (any one)**

- Critical assessment of curriculum suggested through national report (NCF, 2005) on secondary education
- Critical assessment of any one model of development of curriculum (need assessment model, Tabamodel, vocational / training model)

REFERENCES:-

- Aggarwal, D. (2007). *Curriculum development: Concept, Methods and Techniques*. New Delhi: Book Enclave
- Diamond, R.M. (1986). *Designing and Improving Courses in Higher Education: A Systematic Approach*. California: Jossey-Bass Inc. Publication.
- Hilda, T. (1962). *Curriculum Development: Theory and Practice*. New York: Harcourt Brace, Jovanovich Inc.
- Joseph, P.B. et al. (2000). *Cultures of Curriculum (studies in Curriculum Theory)*. New York: Teacher College Press.
- Mrunalini, T. (2012). *Curriculum Development: Perspectives, Principles and Issues*. India: Pearson Education.
- NCERT (2005). *National Curriculum Framework*. New Delhi
- Oliva, P.F. (1988). *Developing the Curriculum*. Scott, and Foresman and Co.
- Tanner, D., & Tanner, L. (1975). *Curriculum Development theory into practice*. New York: Mac Millan Publishing Co. Inc.

SEMESTER-IV**PAPER-VI: DISSERTATION (FORMULATION OF SYNOPSIS)****Credits: 2 Marks: 50 (25 Internal & 25 External)**

Every candidate shall submit the synopsis on an educational problem under the guidance of supervisor from department of the university/institute/college at the end of semester IV upto 15th April. This must be finalized in the in house interaction meet of the research committee formulated in the University Department/ College/ Institution. For internal evaluation a committee of three members (supervisor, HOD and a senior faculty nominated by the principal) will be constituted. The synopsis will be externally evaluated by the members of the Board of Studies constituted by Guru Nanak Dev University, Amritsar.

SEMESTER-IV**I- 5 EXPOSURE TO CURRICULUM DEVELOPMENT INSTITUTIONS****Duration: 2 WEEKS****Total Marks: 50****Sessional: 50**

Students will visit curriculum development institutions, text book agency, policy making bodies (NCERT, HIEPA, NUEPA, All India Radio, HRDC's), state education department (SCERT's, DIET's) etc. relevant to understanding educational practices.

Note:-

- The students will visit the above mentioned institutions and critically analyse the curriculum or the text books and will submit the report to the supervisor.
- For internal evaluation a committee of three teachers (concerned teacher, HOD and a senior faculty nominated by the principal) will be constituted at the institution level and coordinated by the principal of the concerned college.
- The committee will assess the performance of the whole year and evaluate the records. The award list will be forwarded to the university by the principal of the institution.
- The record in the form of files, CD, pen drive be retained for at least three years in the institution.
- In case of any aberration or any complaint the university / external agency is authorized to review the internal awards.