

PANJAB UNIVERSITY, CHANDIGARH-160014 (INDIA)

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

FACULTY OF EDUCATION

SYLLABI

FOR

BACHELOR OF EDUCATION (B.Ed.) (Semester
System)

REGULAR COURSE AND THROUGH
CORRESPONDENCE

Two Year Programme

(Syllabus of Semester I & III)

2016-2018

APPLICABILITY OF REGULATIONS FOR THE TIME BEING IN FORCE

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

Panjab University Chandigarh

B.Ed. Two Years Programme

Scheme, Outlines of tests, syllabi and course of readings for Bachelor of Education (B.Ed.) General (Four Semesters) Examination, 2015-17

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

Preface

The new B.Ed. syllabus has been developed by the Board of Studies in Education, P.U. with the active participation and feedback from the Principals and faculty members of affiliated Colleges of Education, keeping in view the guidelines provided in 'Curriculum Framework for two year B.Ed. Programme' by NCTE and also to meet the requirements of school system of the region. The present syllabus of Two-year B.Ed course is the outcome of Panjab University sponsored 'Curriculum Development Workshops' organised in 4 colleges of education namely GGS College of Education for Women, Giddarhbaha, GHG Khalsa College of Education, Gurusar Sadhar (Ludhiana), Partap College of Education, Ludhiana and Babeke College of Education, Daudhar, in May-June 2015 under the supervision and guidance provided by Dr N.R.Sharma, Dean, Faculty of Education, Dr H.S.Brar, Convenor, Board of Studies in Education, PU; and Prof. S.K.Yadav, Academic Consultant, NCTE, New Delhi. The rich contributions by all the invited resource persons from other universities and teacher educators are duly acknowledged.

The new syllabus integrates the study of subject knowledge, human development, pedagogical knowledge, and communication skills. The programme comprises three broad curricular areas: Perspectives in Education, Curriculum and Pedagogical studies, and Engagement with the field.

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

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

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

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

Semester -I

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

B.Ed. Semester -II

S.No.	Course Code	Name of the Paper/Subject	External	Internal	Total
1	C-9	Language across the curriculum	40	10	50
2	C-10	Learning and Teaching	80	20	100
	C-11	Assessment for Learning	80	20	100
3					
4	C-12	Understanding of ICT(EPC-1)	25	25	50
6	C-13	Drama & Art in Education (EPC-2)	25	25	50
7	C-14	Pedagogy of school subject-1	40	10	50
8	C-15	Pedagogy of school subject -2	40	10	50
9	C-16	Participation in Sports and Yoga		20	20
10	C-17	Pre- Internship -2 (2 Weeks) Field Engagement	----	30	30
		Total	330	170	500

B.Ed. Semester-III

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

B.Ed. Semester -IV

S.No.	Course Code	Name of the Paper/Subject	External	Internal	Total
1	C-19	Knowledge and Curriculum	80	20	100
2	C-20	Creating Inclusive School	40	10	50
3	C-21	Gender School and Society	40	10	50
4	C-22	Understanding the Self (EPC- III)	25	25	50
5	C-23	Reading & Reflecting on Text (EPC -IV)	25	25	50
6		Elective (Options) (Any One from the following)	40	10	50
	E-1	(i) Guidance & Counselling			
	E-2	(ii) Health &Physical Education			
	E-3	(iii) Peace Education			
	E-4	(iv) Vocational and Work Education			
	E-5	(v) Environmental Education			
7	C-24	Participation in Community Service, Cultural activities, Educational Tour/Trip		30	30
8	C-25	Participation in Sports & Yoga		20	20
Total			250	150	400

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

Grand Total = 1600

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

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

1.2 Rules and Regulations/Guidelines:

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

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

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

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

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

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

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

2. Candidates who have passed Shastri/Gyani/Parbhakar/Honours in a language/Elective subjects in languages can opt for two language combinations provided they have studied the other language for at least one year/one semester at graduation/post-graduation level.
3. Pedagogy subjects shall be taught by the concerned teacher educators with specialization in the subject.
4. Pedagogy of Health and Physical Education shall be taught by Asst. Prof. in Physical Education (M.A.Physical Education/M.P.Ed.)
5. Pedagogy of Computer Science shall be taught by an Asst. Prof. in Computer Science(M.C.A./M.Sc.-IT/CS/M.Tech. or similar qualifications with B.Ed. preferably with M.Ed. But ICT components (EPC-I) may be taken up by Computer Instructor(PGDCA/M.Sc IT/CS/B.E./B.Tech.(CS) or higher qualification from a recognized institution.
6. Pedagogy subjects selected at semester-I will remain the same in all the semesters.
7. Use of all brands of non-programmable calculators having signs of addition, subtraction, multiplication and division and square root etc. only, is allowed in the examination centre but these will not be provided by the University/College. Radio, pagers/mobiles are not allowed in the examination hall.
8. Pedagogy of Social sciences i.e. Teaching of Economics/History/Sociology/Potical science/Geography/Public administration are equivalent to Pedagogy of Social studies and vice-versa for the purpose of employment as S.St. teachers/TGT/PGT in schools.

1.3 Instructions for Paper –Setters, Examiners and students:

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

The syllabus of a paper where there are three units, the question paper will have 4 units-Unit-I,II,III and IV. Unit I to III will have two questions from each unit of the syllabus and candidate will attempt one question from each unit, Unit IV of question

paper will have two short answer questions from the whole syllabus, each question carry 5 marks, will be compulsory.($3 \times 10 = 30 + 5 + 5 = 40$ marks)

- (c) EPC-I,II,III and IV (course code-12,13,22,23) are assigned 25 marks for external examination and 25 marks for internal assessment. External written examination will be of 2 hours duration. Question paper will contain 4 units-Unit-I,II,III and IV, First three units-I,II,III, will have two questions from each unit and candidate will attempt one question from each unit.Each question carry 7 marks. Unit-IV will be compulsory, will comprise of 2 short answer type questions with 2 marks each.($3 \times 7 = 21 + 2 + 2 = 25$)
- (d) The course code C-4 has 30 marks for external exam and 20 marks for internal assessment. Question paper will have 3 units with two questions from each unit and candidate is required to attempt one question from each unit. Each question have 10 marks. ($3 \times 10 = 30$)
- ii. Internal assessment will be based on the performance of the candidate in term paper, house test,class assignments, attendance, participation in discussions/seminars/tutorials, related practical and sessional work. It will be assessed and prepared by the concerned teacher. The final list of internal assessment of all the papers in a semester will be prepared by a panel of 3 senior teachers moderated by the principal.
- iii Assessment for Engagement with the field(Pre-Internship) will be based on the student's performance in various field related activities, practicals, project work, community related work, diaries, student portfolios, field observations, visit to a innovative pedagogy and learning centre, education resource centre etc.

Semester I

Course Code: C-I

CHILDHOOD AND GROWING UP

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

Objectives of the Course:

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

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

Course Content:

Unit –I

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

Unit-II

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

Unit –III

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

Unit –IV

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

Practical work /Sessional work (Internal) :

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

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

Suggested Readings:

- Johnson & Medinnus: Child Psychology –Behaviour & Development, Wiley International Editor

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

- Parekh, B.C 2000 Rethinking Multi Culturalism: Cultural Diversity And Political Theory
- Piaget, J. (1997) Development And Learning
- Sharma, N (2003) Understanding Adolescence; N B T India
- Vygotsky, L 1997 Interaction between Learning and development.

Course Code: C- 2

CONTEMPORARY INDIA AND EDUCATION

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

Objectives

To enable Students:

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

Course Content:

Unit-I

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

Unit-II

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

Unit-III

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

Unit-IV

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

Project Work / Sessional Work (Internal):

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

- Critical analysis of Sarva Shiksha Abhiyan (SSA) – A local level Survey
- Rashtriya Madhyamik Siksha Abhiyan (RMSA) – A local level Survey
- A local survey on Mid-day Meal Program in Secondary School.

Suggested Books:

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

Course Code: C- 3

UNDERSTANDING DISCIPLINES AND SUBJECTS

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

Objectives: The course will enable student teachers to

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

Unit-I Structure of the Disciplines

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

Unit-II Understanding the organization of School Subjects

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

Unit-III Analyzing relationship between school subjects.

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

Sessional work (Internal)

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

Suggested Readings:

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

Course Code: C-4

SCHOOL MANAGEMENT

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

Objectives:

After the course, pupil teachers will be able to:

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

COURSE CONTENTS

UNIT-I: Organization and Management

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

UNIT-II: Essential Facets of School Organization

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

UNIT-III: Quality Enhancement and Management in Schools

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

Practical work/ Sessional Work (Internal)

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

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

Suggested readings:

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

SEMESTER- I: TEACHING OF SCHOOL SUBJECTS**Course Code: C-5&6****PEDAGOGY OF SOCIAL STUDIES-I****Total Marks: 50 (Theory: 40 + Internal Assessment: 10)****Objectives of teaching Social Studies:**

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

Course Outline**UNIT I: Concept of Social Studies**

1. Concept and scope of Social Studies, Distinguish between Social Studies and Social Science

2. Correlation of Social studies with Social Science, languages, Mathematics, Arts and Science.
3. Aims and Objectives of teaching Social Studies at upper primary (6-8th class) and Secondary (9-10 class) Level.

Unit - II: Methods of teaching Social Studies

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

UNIT III: Curriculum and Professional Development

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

UNIT IV: Content from NCERT Text books:

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

Suggested Activities (Internal):

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

Suggested Readings:

- Bining, Arthur, C., and Bining, David, H., Teaching Social Studies in Secondary Schools, McGraw, Hill Book Company, Inc., New York 1952
- Dash, B.N. (2006).Content-cum-Method of Teaching of Social Studies. New Delhi: Kalyani Publication.
- James, Hemming (1953), The Teaching of Social Studies in Secondary Schools, Longman Green and Company, London
- James Fleming: The Teaching of Social Studies in Secondary School. Longman Green and Co., London.
- Heller, F. : The use and abuse of Social Sciences. London: Sage Publications, 1986.
- Kochhar, S.K.; (1999). The Teaching of History: Benglor sterling Publisher Pvt. Ltd.
- Kochhar, S.K.: Methods and Techniques of Teaching. New Delhi: Sterling Publishers Pvt. Ltd., 1986.
- Sansanwal, D.N. and Tyagi, S.K.: Multiple Discriminant Type Item. MERI Journal of Education, Vol.1, No. 1, 2006, pp. 18 – 25.
- Trigg, R.(1985) Understanding Social Studies. New York: Basics Black Well,
- Mofatt, M.R. (1955). Social Studies Instruction. New York: Prentice Hall.
- National Curriculum Frame Work 2005, NCERT, New Delhi.
- Position Paper by National Focus Group on Teaching of Social Sciences

- Preston, Ralph C. (1955). Handbook of Social Studies in the Elementary School. New York: Rhinehart and Company.
- Preston, Ralph C. (1959). Teaching Social Studies in the Elementary School. New York: Rinehart and Company.
- Sahu, B.K. (2007). Teaching of Social Studies. New Delhi; Kalyani Publishers.
- Shaida, B.D. (1962). Teaching of Social Studies. Jalandhar: Panjab KitabGhar.
- Taneja, V.K. (1992). Teaching of Social Studies. Ludhiana: Vinod Pub.
- Wesley, Edgar Bruce (1951). Teaching of Social Studies. Boston: D.C. Herth and Co.

C-6&7

PEDAGOGY OF ECONOMICS-I

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

Objectives of Pedagogy of Economics:

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

Course Outline

UNIT I: Economics: Context and Concerns

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

Unit - II: Pedagogical Issues

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

UNIT III: Curriculum and Professional Development

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

UNIT IV: Content from NCERT Text books

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

Suggested Activities:

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

Suggested Readings :

- Aggarwal, J.C. (2005). Teaching of Economics - A Practical Approach. Agra: VinodPustakMandir.
- Arora, P.N. (1985). Evaluation in Economics. New Delhi: NCERT.
- Dhillon, S. and Chopra, K. (2002). Teaching of Economics. Ludhiana: Kalyani Publishers.
- Kanwar, B.S. (1973). Teaching of Economics. Ludhiana: Prakash Brothers.
- Lee, N. (Ed.) (1975). Teaching Economics. London: Heinemann Educational Books.
- Mittal, R.L., ArthShastar Da Adhiapan. Patiala: Punjabi University Press.
- Robinson, K. and Wulson, R. (Eds.) (1977). Extending Economics within the Curriculum. London: Routledge and
- Kegan Paul. Sexena, N.R.; Mishra, B.K. and Mohanty, R.K. (2004). Teaching of Economics. Merrut: R. Lall Book Depot.
- Sharma, Seema (2004). Modern Teaching Economics. New Delhi: Anmol Publication Pvt. Ltd.
- Siddiqui, M.H. (2004). Teaching of Economics. New Delhi: Asish Publishing House.
- Singh, Yogesh (2005). Aratha Shaster Sikshan. New Delhi: Ashish Publication.
- Yadav, Amita (2005). Teaching of Economics. New Delhi: Publication Pvt. Ltd.
- National Curriculum Frame Work 2005, NCERT, New Delhi.
- Position Paper by National Focus Group on Teaching of Social Sciences
- Heller, F. (1986). The use and abuse of Social Sciences, London : Sage Publications, 1986.
- Kochhar, S.K. (1986). Methods and Techniques of Teaching. New Delhi : Sterling Publishers Pvt. Ltd.,
- Singh, Tirath, Arjinder; Pargat Singh (2014). Teaching of Economics, Jalandhar: SG Publication.
- Narang, V (2015) Teaching of Economics Om Publishers and distributors, New Delhi.

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

Aims of History

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

Course Outline

UNIT I: FOUNDATIONS OF HISTORY EDUCATION

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

Unit - II: Pedagogical Issues

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

UNIT III: Curriculum and Professional Development

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

UNIT IV: Content of History

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

Suggested Activities: Internal Work

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

Suggested Readings:

- Aggarwal, J.C. Teaching of History: A Practical Approach, Eastern Book House, Guwahati (1997)

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

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

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

Course Outline**UNIT I: Geography: Context and Concerns**

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

Unit - II: Pedagogical Issues

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

UNIT III: Curriculum and Professional Development

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

UNIT IV:

1. Landforms formed by River, Glacier, Wind,
2. Composition and structure of atmosphere
3. Factors affecting climate of a region
- 4.

Internal practical:

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

Suggested Readings :

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

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

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

UNIT-I

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

UNIT-II

- 1) Difference between approaches, strategies and methods.
- 2) Types of approaches- Inductive, Deductive
- 3) Methods of teaching:
 - (a) Lecture method (d) Source method
 - (b) Discussion method (e) Problem solving method
 - (c) Project method (f) Survey method

- 4) Techniques and devices of teaching:
- (a) Assignments (d) Seminars
 - (b) Symposium (e) Dramatization
 - (c) Illustration (f) Questioning
 - (g) Brain storming (h) quiz

UNIT-III

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

UNIT-IV

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

INTERNAL PRACTICAL:

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

SUGGESTED READINGS :

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

C-6&7

PEDAGOGY OF SOCIOLOGY-I

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

OBJECTIVES

- To enable the pupil teachers to develop an understanding of aims and objectives of teaching of sociology.
- To acquaint pupil teachers with different methods and techniques of teaching of sociology.

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

COURSE CONTENT

UNIT-I

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

UNIT-II

1. Methods of teaching
 - a. Lecture method
 - b. Source method
 - c. Discussion method
 - d. Problem solving method
 - e. Project method
 - d. Survey method
 - f. Sociometric technique
2. Modern techniques and Devices:
 - a) Assignment
 - b) Symposium
 - c) Illustration
 - d) Seminars
 - e) Dramatization,
 - f) Questioning
 - g) ICT in teaching of sociology

UNIT-III

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

UNIT-IV

1. Social Institutions – Marriage, Family, Kinship.
2. Social Structure – Meaning, Elements – Status, role, norms, values, power and prestige.
3. Brief Contributions of Social Thinkers:

Shri Guru Nanak Devji, S.C.Dube, Swami Vivekananda, Mahatma Gandhi

INTERNAL PRACTICAL

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

Suggested Readings :

- Bottomors, T.B. (1975). *Introduction to Sociology*. Bombay: Blackie and Dans.
- Dharma, R.N. (2001). *Samajshastra Ka Sidhant*. New Delhi: Atlantic Publishers.

- Giddens, Anthony (2001). *Sociology: A Textbook for the Nineties*. London: Polity.
- Jha, Jainendra Kumar (Ed.) (2001). *Encyclopaedia of Teaching of Sociology*. Institute for Sustainable Development.
- Rao, Shankar, C.N. (2005). *Sociology- Primary Principles*. New Delhi: S.C. Chand and Company Ltd.
- Shaida, B.D. (1962). *Teaching of Political Science*. Jalandhar: Panjab Kitab Ghar, 1962.
- Syed, M.H. (2004). *Modern Teaching of Civics/Political Science*. New Delhi: Anmol Publications Pvt. Ltd.

C-6&7

PEDAGOGY OF POLITICAL SCIENCE-I

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

Objectives:

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

Course Outline

Unit I: Political Science: Context and Concerns

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

Unit-II: Pedagogical Issues

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

Unit III: Curriculum and Professional Development

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

Unit IV: Content

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

INTERNAL PRACTICAL

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

BOOKS RECOMMENDED:

- Aggarwal, J.C. Teaching of Political Science and Civics. New Delhi: Vikas Publication.
- Chopra, J.K. (2005). Teaching of Political Science. Commonwealth Publishers, New Delhi, 2005.
- Faria, B.L., Indian Political System.
- Kashyap, Subash, Indian Constitutions.
- Preston, R.C., Teaching of World Understanding.
- Preston, Ralph C. (1959). Teaching Social Studies in the Elementary School. New York: Rinehart and Company.
- Sahu, B.K. (2007). Teaching of Social Studies. New Delhi; Kalyani Publishers.
- Shaida, B.D. (1962). Teaching of Political Science. Jalandhar: Panjab Kitab Ghar, 1962
- Singh, Gurmit (2008). ;wkfie nfXn?B dk nfXnkgB (Samajik Adhain da Adhiapan). Ludhiana: Chetna Parkashan.
- Singh, R.L., Teaching of History of Civics.
- Syed, M.H. (2004). Modern Teaching of Civics/Political Science. New Delhi: Anmol Publications Pvt. Ltd.

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

OBJECTIVES

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

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

COURSE CONTENT

UNIT-I

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

Unit-II

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

Unit- III

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

Unit- IV

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

INTERNAL PRACTICAL

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

Suggested Readings

- Das , R.C. (1992). *Science Teaching in School*. New Delhi: Sterling Publishing.
- Bhandula, N. (1989). *Teaching of Science*. Ludhiana: Parkash Brothers.
- Gerg, K.K.; Singh, Raguvir and Kaur, Inderjeet (2007). *A Text book of Science of Class X*, New Delhi: NCERT.

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

C-6&7

PEDAGOGY OF PHYSICAL SCIENCE-I

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

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

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

COURSE CONTENT

UNIT-I

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

UNIT-II

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

Unit- III

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

Unit –IV

- Motion- Concept and types
- Force and its types.
- Chemical Reactions-Concept and its types.
- Chemistry in daily life- Food preservation, Medicine and clothing.

Internal Practical (Any two)

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

SUGGESTED READINGS

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

C-6&7**PEDAGOGY OF LIFE SCIENCE-I**

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

OBJECTIVES:

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

- Gain insights on the meaning and nature of Life Science.
- Appreciate LifeScience as dynamic and expanding body of knowledge.
- Identify and formulate aims and objectives of Life Science learning.
- Use various methods and approaches of teachinglearning LifeScience.
- Stimulate curiosity amongst life science students.

- Write unit plans and lesson plans for effective teaching learning in Life Science.
- Prepare as well as to select suitable instructional aids in teaching life science
- Join various platforms to bring professional growth

COURSE CONTENT

UNIT-I

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

UNIT-II

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

Unit- III

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

Unit -IV

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

Internal Practical

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

SUGGESTED READINGS

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

- Ramakrishna,A. 2012, Methodology of Teaching Life Science; Dorling Kindersley(India) Pvt Ltd.
- Das, R.C. 2012, Science teaching in schools, Sterling Publishers Pvt Ltd., New Delhi.

C-6&7

PEDAGOGY OF COMPUTER SCIENCE-I

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

OBJECTIVES

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

Unit I-THE TECHNIQUES AND TECHNOLOGY OF COMPUTER

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

Unit -II: NATURE AND SCOPE OF COMPUTER SCIENCE

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

Unit – III: AIMS & OBJECTIVES OF TEACHING COMPUTER SCIENCE

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

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

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

Sessional Work (Internal):

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

SUGGESTED READINGS :

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

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

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

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

Unit-I

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

Unit-II

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

Unit-III

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

Unit-IV

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

Practical work (Internal) Any two of the following

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

BOOKS SUGGESTED:

- Begum, Fahmeeda (2006) Modern Teaching of Home Science. Anmol Publications, New Delhi.
- Bhargava, Priya (2004) Teaching of Home Science. Commonwealth Publishers, New Delhi.
- Chandra, Arvinda, Shah, Anupama and Joshi, Uma (1995) Fundamentals of Teaching of Home Science. Sterling Publisher, New Delhi.
- Das, R.R. and Ray, Binita (1985) Teaching of Home Science Sterling Publishers, New Delhi.
- Kapoor, Ritu (1994) Teaching of Home Science. Parkash Book Depot, Ludhiana.
- Mago, Neelam: Teaching of Home Science. Tandon Publications, Ludhiana.
- Seshaiyah, Ponnana Rama (2004) Methods of Teaching Home Science. Discovery Publishing House, New Delhi.
- Sharma, Shaloo (2002) Modern Methods of Teaching Home Science. Sarup & Sons, New Delhi.
- Siddiqui, Mujibul Hasan (2007) Teaching of Home Science. A.P.H. Publishing Corporation, New Delhi.
- Yadav, Seema (1994) Teaching of Home Science. Anmol Publications, New Delhi.
- Sharma, B.L. and Saxena, B.M. (2012) Teaching of Home Science. R. Lall Book Depot, Meerut.
- Grover, Meenu (2012) Teaching of Home Science, Saurabh Publishing House, New Delhi.
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C-6&7
PEDAGOGY OF MATHEMATICS-I
Total Marks: 50 (Theory: 40 + Internal Assessment: 10)

OBJECTIVES:

After completion of course the students will be able to:

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

Course Content:

Unit I: NATURE AND SCOPE OF MATHEMATICS

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

Unit II: AIMS AND OBJECTIVES OF TEACHING MATHEMATICS

1. Need for establishing general objectives for teaching mathematics; Aims and objectives of teaching mathematics
2. Writing specific objectives and teaching points of various content areas in mathematics like Algebra, Geometry, Trigonometry.

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

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

2. Strategies for mathematical concepts- Activity based, Inductive- Deductive, Problem Solving, Project Method.
3. Cooperative Learning ensuring equal partnership of learners with special needs
4. Pedagogical analysis of topics in mathematics

UNIT IV: PLANNING FOR TEACHING-LEARNING MATHEMATICS

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

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

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

Suggested Readings :

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

Websites :

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

C-6&7
PEDAGOGY OF HEALTH AND PHYSICAL EDUCATION
Total Marks: 50 (Theory: 40 + Internal Assessment: 10)

Objectives:

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

COURSE CONTENT

Unit : I

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

Unit : II

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

Unit : III

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

UNIT: IV

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

Internal Practical:

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

RECOMMENDED BOOKS:

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

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

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

UNIT- I: MEANING, NATURE AND SCOPE OF COMMERCE

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

UNIT –II: OBJECTIVES OF TEACHING & LEARNING COMMERCE

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

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

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

UNIT- IV: BUSINESS AND BANKING

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

Sessional Work: (Internal) Any one of the following

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

References

- Kaura & Chopra (2015). Pedagogy of Commerce. Ludhiana: Tandon Brothers.
- Aggarwal (2008) Teaching of Commerce: A Practical Approach (2nd ed) UP: Vikas Publishing House Pvt. Ltd.
- Bhatia & Bhatia, (2000). The Principles and Methods of Teaching, Delhi: Doaba House
- Kochhar, S.K., (1997) Methods and Techniques of Teaching, Sterling Publishers Pvt. Ltd.
- Chauhan S.S (2008) Innovations in Teaching Learning Process. UP: Vikas Publishing House Pvt. Ltd.

- Dhand, H (2009). Techniques of Teaching, New Delhi: APH Publishing Corporation.
- Sharma, R.N. (2008) Principles and Techniques of Education. New Delhi: APH Publishing Corporation.
- Siddiqui, M.H. (2009). Techniques of Classroom Teaching. New Delhi APH Publishing Corporation
- Singh, Y.K. (2009) Teaching of Commerce. New Delhi: APH Publishing Corporation.

C-6&7

PEDAGOGY OF AGRICULTURE-I

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

OBJECTIVES

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

COURSE CONTENT

UNIT-I

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

UNIT-II

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

UNIT-III

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

UNIT-IV

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

Internal Practical/ sessional work :

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

BOOKS SUGGESTED:

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

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

OBJECTIVES

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

COURSE CONTENT

UNIT-I

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

UNIT-II

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

UNIT-III

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

UNIT-IV

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

Internal Practical

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

Suggested Readings :

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

Saryu Kalekar - Teaching of Music

Panna Lal Madare - Teaching of Music

C- 6&7
PEDAGOGY OF FINE ARTS-I

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

OBJECTIVES:

To enable student teachers to:

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

COURSE CONTENT:

UNIT-I

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

UNIT-II

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

UNIT-III

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

UNIT-IV

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

INTERNAL PRACTICAL

Practical work to be submitted by students during the session:

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

BOOKS RECOMMENDED:

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

C- 6&7**PEDAGOGY OF ENGLISH – I**

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

Objectives

After completion of course the student will be able to

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

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

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

UNIT-II Methods and Approaches of Language Teaching

Methods

- a) Grammar Translation Method
- b) Direct/Natural Method
- c) Audio-Lingual Method

Approaches

- a) Structural-Situational Approach
- b) Communicative Approach
- c) Multilingual Approach
- d) Constructive Approach

UNIT-III Acquisition of Language Skills

- a) Acquisition of language skills :- Listening and speaking,
Developing listening skills: Identification of sounds, understanding syntactic patterns, identifying emotional/attitudinal tone

Tasks, materials and resources for developing the listening and speaking skills: Story-telling, dialogues, situational conversations, role play, simulation, speech, game and context, discussion, debate, workshop and seminar.

- b) Teaching of Grammar (Inductive and Deductive approach)
- c) Teaching of Vocabulary

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

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

SESSIONAL WORK

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

Suggested Readings :

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

C-6&7

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

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

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

इकाई (क)

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

इकाई (ख)

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

इकाई (ग)

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

इकाई (घ)

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

प्रायोगिक कार्य

क. श्रुत ले-।

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

पुस्तक सूची :-

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

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

ਅਧਿਆਪਨ ਯੁਗਤਾਂ :-

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

ਪਾਠ ਸਮੱਗਰੀ :-

ਇਕਾਈ 1

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

ਇਕਾਈ 2

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

ਇਕਾਈ 3 :-

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

ਇਕਾਈ 4 :-

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

ਅੰਦਰੂਨੀ ਪ੍ਰਯੋਗ :-

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

ਸਹਾਇਕ ਪੁਸਤਕਾਂ :-

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

C- 6 & 7

Teaching of Sanskrit – I

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

(Font: SG-13)

Semester-I

क्ष

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Suggested Reading:

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

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

Objectives of School Internship Programme

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

SEMESTER- I

Course Code: C-8

Pre-Internship- 1

Internal Assessment Total – 30

Preparation of

report - 15

Duration: 2 weeks

Presentation / sharing of the report- 15

COURSE DETAILS

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

A student teacher (or a group of student teachers) needs to visit at least two types of schools: in the first week to one type of school; and in the second week to another type of school.

A brief orientation programme can be arranged before sending the student teachers to schools to acquaint them with the objectives and modalities of such programme.

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

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

SEMESTER -II

Course Code: C-17 Pre-Internship-2

Internal Assessment Total – 30

Preparation of report - 15

Duration: 2 weeks

Presentation / sharing of the report- 15

COURSE DETAILS

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

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

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

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

SYLLABUS OF SEMESTER -III

Course Code: C-18

SCHOOL INTERNSHIP PROGRAMME

Total marks – 250

Duration: 16 Week

Assessment by concerned school – 50 marks

Pedagogical subjects- 100 in each subject

(External-70 + Internal-30)

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

Phase-1 : Pre-Practice

Duration: 1 week (In parent institute)

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

Phase-2: Teaching Practice

Duration: 14 weeks

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

- ***Nomination of Mentor Teachers:*** During the internship different teachers of the schools may be nominated as mentor teachers. The role of the mentor teacher would be to share his/her professional experiences, present model lessons, assess student teachers' performance, and provide on-site guidance and support during internship.

- **Identification of supervisors:** The faculty members of the parent institute would be allotted to different schools as supervisors during the internship period. The supervisor shall coordinate the activities of the mentor teachers of the school; and assess student teachers' performance, and provide on-site guidance and support during internship at least twice a week.

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

Phase I. Planning and Facilitating Teaching Learning

- (A) Preparing and delivering 120 lesson plans in two teaching subjects - **(60 + 60)**
- Macro Lesson Plans-40
 - Diary form Lesson Plans- 07
 - ICT Based Lesson Plans- 05
 - Unit Test Based Lesson Plans- 04 (Preparing blue print & conducting unit tests)
 - Lessons Plans based on Models of Teaching - 04
- (B) Peer teaching observation - **20 +20** in each subject

Phase II. Assessment of students' performance:

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

III. Participation in School Activities

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

Records to be submitted by a Pupil teacher:

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

Phase – III

Post-Practice and Evaluation

Duration: 1 Week

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

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

Evaluation (Total- 250 marks)

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

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

Performa-A: Assessment for School Internship
(To be given by Teaching Subject School Mentor Teacher and Teacher Educator for each Teaching Subject)
Total Marks : 50 (25+25) For two teaching subjects

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

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

Signature of School Advisor/Coordinator/Mentor teacher:

Signature of Teacher Educator:

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