

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 (I to IV Semester)

For the Examinations - 2020-2021

1.3 Instructions for Paper –Setters, Examiners and students:

- I. The external theory examination (Foundation papers, pedagogy papers and elective papers) will be of Three hours duration. The Paper with 50 marks are divided into two parts- 40 marks for external written examination and 10 marks for Internal assessment. External question paper 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 to IV. Each question carries 8 marks. Unit V will be compulsory with 4 short answer-type questions set from the whole syllabus of the paper. Each question will be of 2 marks. Therefore the total marks will be $(4 \times 8 + 2 \times 4 = 40)$.
- II. For EPC papers, the external practical will be of 20 marks based on the file work and viva voce to be evaluated by the examiner appointed by the university.
- III. Internal assessment will be based on the performance of the candidate in term paper, house test, class assignments, attendance, and participation in discussions/seminars/tutorials, related practical and sessional work. It will be assessed and prepared by the concerned teacher on the basis of file work and viva voce. 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.
- IV. Assessment for Engagement with the field(Pre-Internship) will be based on the student's performance in various field related activities, practical, project work, community related work, diaries, student portfolios, field observations, visit to innovative pedagogy and learning centre, education resource centre etc.

SYLLABUS

Bachelor of Education

SEMESTER-I

Paper	Nomenclature	External Marks	Internal Marks	Total Marks
F-1.1	Philosophical Bases of Education	40	10	50
F-1.2	Growth and Development of the Learner	40	10	50
F-1.3	Techniques of Teaching	40	10	50
F-1.4	Education in Contemporary India	40	10	50
F-1.5	ICT Skill Development	40	10	50
P-1.1	Pedagogy-I*	40	10	50
P-1.2	Pedagogy-II*	40	10	50
EPC-1.1	Teaching through Drama and Music	20	05	25
EPC-1.2	Simple Expressional Competencies	20	05	25
EPC-1.3	Participation in Sports and Yoga	-	25	25
EPC-1.4	Pre Internship	-	25	25
		320	130	450

SEMESTER-II

Paper	Nomenclature	External Marks	Internal Marks	Total Marks
F-2.1	Sociological Bases of Education	40	10	50
F-2.2	Understanding the Learner	40	10	50
F-2.3	Assessment for Learning	40	10	50
F-2.4	Knowledge, Curriculum and Understanding Disciplines	40	10	50
F-2.5	School Management	40	10	50
P-2.1	Pedagogy-I*	40	10	50
P-2.2	Pedagogy-II*	40	10	50
EPC-2.1	Work Experience Programme**	20	05	25
EPC-2.2	ICT Practical	20	05	25
EPC-2.3	Participation in Sports and Yoga	25	-	25
EPC-2.4	Pre Internship	-	25	25
		345	105	450

Pedagogy of School Subjects (any two) of the following (P-1.1/1.2 and P2.1/2.2):

- i. Pedagogy of Agriculture
- ii. Pedagogy of Commerce
- iii. Pedagogy of Computer Science
- iv. Pedagogy of Economics
- v. Pedagogy of English
- vi. Pedagogy of Fine Arts
- vii. Pedagogy of Geography
- viii. Pedagogy of Physical Education
- ix. Pedagogy of Hindi
- x. Pedagogy of History
- xi. Pedagogy of Home Science
- xii. Pedagogy of Life Science
- xiii. Pedagogy of Mathematics
- xiv. Pedagogy of Music
- xv. Pedagogy of Physical Science
- xvi. Pedagogy of Political Science
- xvii. Pedagogy of Public Administration
- xviii. Pedagogy of Punjabi
- xix. Pedagogy of Sanskrit
- xx. Pedagogy of Science
- xxi. Pedagogy of Social Studies
- xxii. Pedagogy of Sociology

****Work Experience Programme: (One of the Following)**

- Candle Making
- Clay Modeling
- Gardening
- Home Craft
- Interior Decoration
- Photography

SEMESTER-III

Paper	Nomenclature	External Marks	Internal Marks	Total Marks
F-4.1	Gender , School and Society	40	10	50
F-4.2	Guidance and Counseling	40	10	50
F-4.3	Inclusive Education	40	10	50
F-4.4	Understanding the Self	40	10	50
F-4.5	Reading and Reflecting on Text	40	10	50
E-4.1	Elective Option-I***	40	10	50
E-4.2	Elective Option-II***	40	10	50
EPC-4.1	Participation in Community Service/ Cultural Activities/ Educational Tour/Trip	-	25	25
EPC-4.2	Communication, Employability and Resource Development Skill	20	5	25
		300	100	400

*****Elective Options: (Any two of the following)**

- | | |
|---|--|
| (i) Distance Education and Life Long Learning | (ii) Environmental Education |
| (iii) Health and Physical Education | (iv) Human Rights and Peace Education |
| (v) Life Skills Education | (vi) E-Education Resource Development |
| (vii) Population Education | (viii) School Library and Information Services |

SEMESTER-IV

Paper	Nomenclature	External Marks	Internal Marks	Total Marks
EPC-3.1	School Internship (16 Weeks)	20+20 By School Principal/Mentor		40
	Skill in Teaching Practical	100+100	30+30 (By Subject Teacher)	260
		240	60	300

Total Marks: 1600

SEMESTER- I

F-1.1

PHILOSOPHICAL BASES OF EDUCATION

Total Marks: 50
External Theory: 40
Internal Practical: 10

Objectives:

- To have insight into the concept, types and role of education.
- To acquire conceptual understanding of ideology of (Idealism, Naturalism and Pragmatism) different philosophies.
- To study the philosophical views of Dewey, Rousseau, Tagore, Gandhi, Aurobindo and Abdul Kalam.
- To explain the concept, sources, facets and role of teacher in knowledge construction.
- To have insight into education and values.

Course Content:

UNIT-I: Conceptual Framework of Education

- a) Education: meaning, concept- Indian and Western.
- b) Types of education- formal, informal and non-formal.
- c) Role and functions of education in individual and national life.

UNIT-II: Educational Philosophy

- a) Educational Philosophy: meaning, relationship between philosophy and education.
- b) Philosophies of education: Idealism, Naturalism and Pragmatism.
- c) Educational philosophies: contribution of Dewey, Rousseau, Tagore and Gandhi.

UNIT-III: Facets of Knowledge

- a) Knowledge- Concept, nature and sources of knowledge.
- b) Facets of knowledge- local and universal, concrete and abstract, theoretical and practical, contextual and textual, school and out of school and their relationship.
- c) Role of teacher in construction of knowledge.

UNIT-IV: Values

- a) Values- Concept, types of values.
- b) Sources of values and erosion of values.
- c) Value Education- Role of education for inculcation of values.

Sessional Work (Internal):

- Any two of the following:
 - Life sketch of Dr. APJ Abdul Kalam and his contribution to Education.
 - Value system of any religion.
 - Preparing scrap book- 10 Indian & 10 Western educational thinkers and brief note about their contribution to education.

Suggested Readings:

Bhatia, K.K. (2005). *Education in Emerging Indian Society*. Ludhiana: Kalyani Publishers.

Bhatia, K.K. & Narang, C.L. (2008). *Philosophical and Sociological Bases of Education*. Ludhiana: Tandon Publications.

Biswal, U.N. (2005). *Philosophy of Education*. New Delhi: Dominant Publishers and Distributors.

Blake, N.; Smeyers, P; Smith, R. & Standish, P. (2003). *The Blackwell Guide to the Philosophy of Education*. USA: Blackwell Publishing.

Brondy, H.S. (1965). *Building a Philosophy of Education*. Prentice-Hall of India (Private) Ltd., New Delhi.

Brubacher, J. S. (1969). *Modern Philosophies of Education*. New Delhi: Tata Mcgraw Hill.

Chaube, S.P. (1997). *Philosophical and Sociological Foundation of Education*. Ravi, Noudarnalya, 5th rev. ed. Agra.

Chaube, S.P. (1981). *Philosophical and Sociological Foundations of Education*. Agra: Ravi, Noudarnalya.

Dash, B.N. (2004). *Theories of Education & Education in the Emerging Indian Society*. New Delhi: Dominant Publishers and Distributors.

Dewey, J. (1961). *Democracy and Education*. New York: Macmillan Company.

Goel, A. & Goel, S.L. (2005). *Human Values and Education*. New Delhi: Deep and Deep Publications Pvt. Ltd.

Howard, O. & Sam, C. (1976). *Philosophical Foundation of Education*. Columbus: Charles E., Merrill.

Kabir, H. (1961). *Indian Philosophy of Education*. Bombay: Asia Publishing House.

Kneller, G.F. (1967). *Foundations of Education*. John Wiley & Sons, New York London Sydney.

Lakshmi, T.K.S. & M.S. Yadav (1992). "Education: its Evolving Characteristics", in New Frontiers in Education, XXII (4).

Mathur, S.S. (1997). Philosophical and Sociological Foundations of Education. Agra: Vinod Pustak Mandir.

Ministry of Education, Govt. of India: Value Education Source Book (1994), NCERT, New Delhi.

Mohanty, J. (1994). Indian Education in the Emerging Society. New Delhi: Sterling Pvt. Ltd.

National Council of Teacher Education (1999). Gandhi on Education. New Delhi: NCERT.

Pandey, R.S. (2001). Principles of Education. Vinod Pustak Mandir, Agra.

Pandey, R.S. (2006). Philosophising Education. Kanishka Publishers, New Delhi.

Safaya, R.N. & Shaida, B.D. (1983). Principles and Techniques of Education. Dhanpat Rai and Sons, Delhi.

Sodhi, T.S. & Suri, A. (2006). Philosophical and Sociological Foundations of Education. Bawa Publication, Patiala.

Evaluation Scheme: The external theory examination will be of three hours duration. External question paper 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 to IV. Each question carries 8 marks. Unit –V will be compulsory with 4 short answer-type questions set form the whole syllabus of the paper. Each question will be of 2 marks.

F-1.2**GROWTH AND DEVELOPMENT OF THE LEARNER**

Total Marks: 50
 External Theory: 40
 Internal Practical: 10

Objectives:

To enable the pupil teachers to:

- Understand the concept, principles, factors affecting human growth and development.
- Get familiar with different stages of growth and development and its educational implications.
- Understand relevance and applicability of various theories of development.
- Get acquainted with importance of heredity and environment and human diversity.
- Get familiar with the role of family, school, society, media and self in developmental process of the children.
- Understand the importance of group dynamics and social cognition for development of personality.
- Understand and critically examine the concept of Discipline and its implementation in Indian classrooms.
- Learn the process of application of theory into practice.

Course Content:**UNIT- I: Understanding Growth and Development**

- (a) Human growth and development- concept, characteristics and difference of growth and development.
- (b) Principles and factors affecting growth and development.
- (c) Stages of development- characteristics of different stages with special reference to developmental characteristics, needs and problems of adolescence period.

UNIT- II: Learner as a Developing Individual

- (a) Relevance and applicability of various theories of development- Piaget (Cognitive), Erickson (Social), Kohlberg (Moral) and Vygotsky's theory (Contextual).
- (b) Heredity and Environment- meaning, laws of heredity and role of heredity and environment in development, Nature-nurture debate.
- (c) Human Diversity- nature and concept of human diversity, variations and developmental components, causes and implications.

UNIT- III: Learner in Socio-Cultural Perspective

- (a) Role of family, school and society in cognitive, affective and psychomotor development of the children.
- (b) Role of media (Printed and Electronic) on developmental aspects of children with special reference to adolescents.
- (c) Understanding development of self-concept from diverse aspects: Social, Cultural, Community, Religion, Caste, Gender, Location, Language, Socio-economic status and literacy of parents.

UNIT- IV: Group Behaviour-Implication for Teachers

- (a) Group Dynamics- meaning, types of groups, factors of group behaviour and role of teacher in promoting classroom as a cohesive group.
- (b) Discipline- Developmental model, role of school, critical examination of enforcement of discipline in Indian classrooms.
- (c) Role of different methods of discipline in character education, truancy & drop-out.

Sessional Work (Internal)

Each pupil teacher will conduct any one of the practical works:

- Observe and Interact with at least five children keeping in mind gender, location, category, SES of children and compare their characteristics and problems.
- View any two movies out of the following :
 - 1 Tare Zameen Par
 2. Apna Asmaan
 3. Slumdog Millionaire
- Discuss the content, picturization, character in the context of issues and concerns of childhood / adolescence.

Suggested Readings:

Baron, R.A. and Misra, G. (2014). *Psychology* (5/e). South Asia: Dorling Kindersley (India) Private Limited.

Chauhan, S.S. (1992). *Advanced Educational Psychology*. New Delhi: Vikas Publications House.

Ciccarelli, S.K. and Meyer, G.E. (2014). *Psychology* (11/e). South Asia: Dorling Kindersley (India) Private Limited.

Dandapani, S. (2010). *A Text Book of Advanced Educational Psychology* (4/e). New Delhi: Anmol Publications Pvt. Ltd.

Mangal, S.K. (2013). *Advanced Educational Psychology* (2/e). New Delhi: PHI Learning Private Limited.

Morgan, C.T., King, R.A., Weisz, J.R. and Schopler, J. (2013). *Introduction to Psychology*. New Delhi: McGraw Hill Education (India) Private Limited.

Radford, J. and Govier, E. (1991). *A Text Book of Psychology* (2/e). London: Routledge.

Ramalingam, P. (2013). *Educational Psychology*. New Delhi: McGraw Hill Education (India) Private Limited.

Ranganathan, N. (2006). *The Primary School Child- Development and Education*. Hyderabad: Orient Longman Private Limited.

Sharma, N. (2013). *Understanding Adolescence*. New Delhi: National Book Trust.

Skinner, C.E. (2012). *Educational Psychology* (4/e). New Delhi: PHI Learning Private Limited.

Sprinthall, N.A. and Sprinthall, R.C. (1987). *Educational Psychology: A Developmental Approach*. New York: Random House.

Verma, L.N. (2013). *Educational Psychology*. Jaipur: Rawat Publications.

Woolfolk, A. (2013). *Educational Psychology* (9/e). South Asia: Dorling Kindersley (India) Private Limited.

Evaluation Scheme: The external theory examination will be of three hours duration. External question paper 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 to IV. Each question carries 8 marks. Unit –V will be compulsory with 4 short answer-type questions set form the whole syllabus of the paper. Each question will be of 2 marks.

F-1.3 TECHNIQUES OF TEACHING

Total Marks: 50
External Theory: 40
Internal Practical: 10

Objectives:

- To gain insight and reflect on the concept of teaching and the status of teaching as a profession;
- To obtain total perspective of the role of techniques in educational practice.
- To create an awareness about models of teaching and teaching-learning aids in Educational Technology.
- To distinguish between communication and instruction in order to design sound instructional system.

Course Content:

UNIT- I: Teaching as a Profession

- a) Teaching: Concept, nature, characteristic, principles and maxims.
- b) Teaching as a Profession, professional ethics of teachers and Teacher accountability.
- c) Reflective teaching: concept and strategies for making teachers reflective practitioners.

UNIT –II: Teaching Technology

- a) Simulated Teaching: Concept, Procedure, Merits and Limitations
- b) Micro Teaching: Concept, Procedure, Merits and Limitations, Skills of Micro Teaching (Introduction, Questioning, Explanation, Reinforcement, Stimulus Variation).
- c) Programmed Instructions and its Types, Computer Assisted Instruction (CAI)

UNIT-III: Models of Teaching

- a) Models of Teaching: Concept, characteristics, assumptions and fundamental elements of a teaching Model
- b) Concept Attainment Model
- c) Inquiry Training Model and Inductive thinking model.

UNIT-IV: Teaching as Communication

- a) Communication: Concept, Types, principles and barriers in communication.
- b) Multimedia in Education: Tele-Conferencing, Internet and use of multimedia presentation and Satellite Communication
- c) Recent Trends in Teaching: e-learning. M-learning, Open educational resources, MOOCs and role of social media in teaching.

Sessional Work (Internal)

- Any two of the following:

- Preparing and practicing any two micro skills.
- Enlist open education resources
- Preparation of Programmed Instructions

Suggested Readings

Caggart, G.L. (2005): Promoting Reflective Thinking in Teachers. Crowin Press.

De Cecco J. P. (1996). Learning and Instruction. New Delhi: Prentice Hall of India Pvt.Ltd.

Dr. Usha Rao, Advanced Educational Psychology Himalaya Publication House New Delhi-2008

Irvine, J.J. (2003): Educating teachers for diversity: Seeing with a cultural eye. New York: Teachers College Press.

Joyce, Bruce.,Wheal, Marsha. (2003). Modals of Teaching (7th Ed.). Boston: Allyn & Bacon.

Lampert, M. (2001). Teaching problems and the problems of teaching. New Haven: Yale University Press.

Linda Darling Hammond & John Bransford (ed) (2005): Preparing Teachers for a Changing World. Jossey-Bass, San Francisco.11

Martin, D. J. & Kimberly S. Loomis (2006): Building Teachers: A constructivist approach to introducing education. Wadsworth Publishing, USA.

Ram, S. (1999): Current Issues in Teacher Education. Sarup & Sons Publications, New Delhi.

Schon, D. (1987): Educating the Reflective Practioner: Towards a New Design for Teaching and Learning in the Professions. New York, Basic Books

Evaluation Scheme: The external theory examination will be of three hours duration. External question paper 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 to IV. Each question carries 8 marks. Unit –V will be compulsory with 4 short answer-type questions set form the whole syllabus of the paper. Each question will be of 2 marks.

F-1.4 EDUCATION IN CONTEMPORARY INDIA

Total Marks: 50
External Theory: 40
Internal Practical: 10

Objectives:

- To have insight into constitution of India in relation to education.
- To understand features, ideals, values and diversities in Indian education.
- To explain recommendations of various educational committees, commissions and contemporary policies
- To acquainted with the Indian educational system in post-independence era
- To acquainted with the current initiatives being taken in Indian education, and
- To sensitised to the emerging issues of concern in the field of education.

Course Content

UNIT-I

- a) Constitutional provisions – preamble, Fundamental right and Duties and constitutional values in the context of education.
- b) Meaning of Diversity, inequality and Marginalization (Economic, Social, Religious, Language) in society in implication for education
- c) Impact of Liberlization, Privatization, Globalization (LPG) on School education of India.

UNIT-II

- a) Post- independence era :University Education Commission (1948-49) Secondary Education Commission (1952-53), Kothari Commission (1964-66),
- b) National Policy of Education (1968, 1986), Programme of Action (1992): Major recommendations
- c) National Curriculum Framework for School Education' (NCF)-2005

UNIT-III

- a) Yash Pal Committee Report (1993) 'Learning without burden'.
- b) Rashtrya Madhyamik Shiksha Abhyan (RMSA)
- c) Rashtrya Uchchar Shiksha Abhyan (RUSA).

UNIT-IV

- a) Contemporary Indian schools: types, functioning and problems.
- b) Sarv Shiksha Abhyan (SSA)
- c) Right of children to free and compulsory education act- 2009.

Sessional Work (Internal Assessment)

Each student will undertake any one of the following activities:

- Preparing reports on any of the centrally sponsored programmes like Sarv Shiksha Abhyan (SSA) Rashtrya Madhyamik Shiksha Abhyan (RMSA), Mid-day Meal.
- Presentations on various educational policies/ programmes.
- Undertaking local level surveys on issues/problems related to school education.

Suggested Readings:

Aggarwal, J.C. (2007). Modern Indian education. Shipra Publications, New Delhi.

Aggarwal, J.C. (2013). Landmarks in history of modern Indian education. Vikas Publishing House, New Delhi.

Bhatia, K.K. and Narang, C.L. (1992). The teacher and education in emerging Indian society. Tandon Publications, Ludhiana.

Ghosh, S. C. (2007). The history of education in modern India, 1757-2007. Orient black Swan Private Limited. New Delhi.

Government of India (1992, 1998). National policy on education, 1986 (modified in 1992). Retrieved from http://mhrd.gov.in/sites/upload_files/mhrd/files/NPE86-mod92.pdf

Government of India (1993). Learning without burden. Ministry of Human Resource Development, Department of Education.

Government of India. (1966). Report of the education commission: Education and national development. New Delhi: Ministry of Education. Available at www.mhrd.gov.in/

Government of India. (1986). National policy of education.

Government of India (2009). The right of children to free and compulsory education act, 2009. Retrieved from http://mhrd.gov.in/sites/upload_files/mhrd/files/rte.pdf

Govinda, R. (ed). (2002) India education report: a profile of basic education. New Delhi: Oxford University Press.

Mid Day Meal Programme. available at www.archive.india.gov.in/sectors/education/index.php?id=7

Mukherjee, S.N. (1966). History of education in India: modern period. Acharya Book Depot. Baroda.

Naik, J.P. (1979) Education Commission and After. A P H Publishing Corporation: New Delhi. Also available in Hindi

NCF-2005 available on www.ncert.ac.in

PROBE (1999) Public report on basic education in India. New Delhi: Oxford University Press. 4 available on www.academia.edu

Rashtrya Madhyamik Shiksha Abhyan. Available at <http://www.wbsed.gov.in/wbsed/readwrite/rastriya-madhymic-shiksha-mission-RMSM.pdf>

Rashtrya Uchchatar Shiksha Abhyan (RUSA). Available at http://mhrd.gov.in/sites/upload_files/mhrd/files/upload_document/RUSA_final090913.pdf

Sarv Shiksha Abhyan. Available at ssa.nic.in

Saxena, S. (2012, Dec. 8). Is equality an outdated concern in education? Political and Economic Weekly 47(49), 61-68. Online links: Acharya Ramamurthy Report (Programme of Action) (1990). Available at www.ncert.ac.in

Evaluation Scheme: The external theory examination will be of three hours duration. External question paper 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 to IV. Each question carries 8 marks. Unit –V will be compulsory with 4 short answer-type questions set form the whole syllabus of the paper. Each question will be of 2 marks.

F-1.5 ICT SKILL DEVELOPMENT

Total Marks: 50
External Theory: 40
Internal Practical: 10

Objectives:

- To demonstrate understanding of the main components of the computer hardware in use.
- To use various digital technologies (hardware and software) for creating resources and Providing learning experiences for all types of learners (including differently abled)
- To acquire the skills of operating a computer in multifarious activities pertaining to teaching
- To understanding features of MS office and their operations.
- To develop skill in using MS-Word, PowerPoint and Spreadsheet
- To integrate technology in to classroom teaching learning strategies

UNIT I: Introduction to Computers

- a) An Introduction to Computer, Need, Importance, Nature and Advantages
- b) Importance of Computer Education in Indian Schools (Elementary, Secondary and Higher Level)
- c) Information & Communication Technology: Concept, Need and Scope

UNIT II: Elements of Computer

- a) Computer hardware fundamentals (anatomy, input devices, output devices, storage devices, display devices), types of computers and Computer Network
- b) Software – Meaning and types; System software and Application software
- c) Off-line Learning (Meaning, Importance), On-line Learning-(Synchronous and Asynchronous)

UNIT III: Operating System

- a) Operating system: types and importance (Dos & Windows)
- b) Introduction to office applications (Word processing, Spreadsheet, Presentations, Databases, Drawing tools, Multimedia tools, File formats and conversion, utility tools)
- c) Virus: Meaning, Types and Causes

UNIT IV: Internet and Networking

- a) Internet: its need and Importance
- b) Networking: its types and importance of Networking
- c) Social Sites: Blog its need, Importance and Advantages

Sessional Work:

- Organise seminar/ debates on ICT supported teaching learning strategies
- Prepare your Curriculum Vitae using computer and obtain its printout.
- Visit an institution having interactive white board and learn its features and functioning and prepare a report.
- Prepare a social site page or a blog

Suggested Readings:

Copetake, S. (2004). Exel 2002. New Delhi: Drem Tech Press.

Hahn, H. (1998). The internet-complete reference. New Delhi: Tata McGrow Hill Publication.

Intel Education, NCTE (2007). Hand book for teacher educators. Bangalore

Kumar, Sunil (2017). Understanding of ICT Skill Development, ISBN 978-93-82181-11-8 GBD Publications, Gurusar Sadhar

Leao, A.M.(2001). Computer for everyone. New Delhi: Vikas Publishing house.

Petzold, C.(1998). Programming windows. USA: Microsoft Press.

Rajaraman, Fundamental of Computers, New Delhi, Prentice Hall of India Pvt. Ltd.

Singh, S. & Kumar, G. (2015). Understanding of ICT. Patiala: Twenty First Century Publication.

Sinha, P. K., Computer Fundamentals, New Delhi, BPB, 1992.

Srinivasam, T.M. (2002). Use of Computers and Multimedia in Education. Jaipur: Aavisakar Publication.

Stone, E. (1996). How to use Microsoft Access. California: Emergyville.

Sundararajan, K. (1998). Internet. Chennai: Kannadhasan Publications.

Evaluation Scheme: The external theory examination will be of three hours duration. External question paper 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 to IV. Each question carries 8 marks. Unit –V will be compulsory with 4 short answer-type questions set form the whole syllabus of the paper. Each question will be of 2 marks.

P-1.1 & P-1.2

PEDAGOGY OF AGRICULTURE

Total Marks: 50
External Theory: 40
Internal Practical: 10

Objectives:

- To appreciate the importance of the subject.
- To correlate Agriculture with other disciplines
- To develop power of critical thinking.
- To use different methodologies and approaches for teaching Agriculture at the school stage.
- To make students aware about various agricultural implements.
- To transfer skills of sowing of Rabbi and Kharif crops in India to their students.
- To use the audio-visual aids in teaching of Agriculture.

Course Content:**UNIT-I: Introduction**

- (a) Meaning and Scope of Agriculture.
- (b) Aims of Teaching Agriculture and its Place in the School Curriculum.
- (c) Taxonomy of Educational Objectives by Bloom.

UNIT-II: Methods and Techniques

- (a) Correlation of Agriculture with Economics, Geography, Ecology and Biology.
- (b) Methods of Teaching Agriculture: Demonstration, Discussion, Problem-solving, Project and observation.
- (c) Types and use of various agricultural implements.

UNIT-III: Teaching Learning Material

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

UNIT-IV: Basic Concepts of Agriculture

- (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, Potassium and Phosphoric Manures.

Sessional Work (Internal)

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

Suggested Readings:

Cook, G. S. A. Hand book of Teaching Vocational Agriculture

Garric ,E. W. Teaching Vocational Agriculture

Hamlin, H. M. Agriculture Education in Community Schools

Hammends, G. Teaching of agriculture

Handbook of Agriculture. Ludhiana: PAU.

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

Sharma, R.C. Modern Science Teaching.

Evaluation Scheme: The external theory examination will be of three hours duration. External question paper 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 to IV. Each question carries 8 marks. Unit –V will be compulsory with 4 short answer-type questions set form the whole syllabus of the paper. Each question will be of 2 marks.

P-1.1 & P-1.2
PEDAGOGY OF COMMERCE

Total Marks: 50
External Theory: 40
Internal Practical: 10

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

Course Content:

Unit-I: Introduction

- a) Meaning, nature and scope of commerce. Correlation of commerce with economics, mathematics, social science and geography.
- b) Place of commerce in secondary school curriculum.
- c) Aims and objectives of teaching commerce with special reference to Blooms Taxonomy of educational objectives. Writing instructional objectives in behavioural terms.

Unit –II: Methods and Techniques

- a) Methods of teaching commerce: lecture cum demonstration method, discussion method and inductive deductive method.
- b) Survey and market studies, project method.

- c) Techniques of teaching commerce: Brain-storming, Assignment, simulation and role playing, Excursions and Field Trips.

Unit III: Instructional Material and Evaluation

- a) Instructional Material in Commerce- Concept and importance, Classification (Projected and non- projected material), Criterion for the selection of effective instructional material.
- b) Construction and uses of achievement tests, unit tests and objective based test items in commerce.
- c) Diagnostic tests: Concept and uses. Remedial teaching in commerce.

Unit-IV: Professional Development of Teacher

- a) Programmes for quality improvement in teaching of commerce- role of seminar, workshops and projects.
- b) Internship in Teaching Commerce: Concept and Importance
- c) Multimedia in learning commerce- Educational broadcasting, telecasting and videoconferencing.

Sessional Work (Internal)

- Collection of newspaper and magazine articles related to any current topic and analyze them.
- Construction of objective based test items on any topic of commerce.

Suggested Readings:

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.

Evaluation Scheme: The external theory examination will be of three hours duration. External question paper 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 to IV. Each question carries 8 marks. Unit –V will be compulsory with 4 short answer-type questions set form the whole syllabus of the paper. Each question will be of 2 marks.

P-1.1 & P-1.2
PEDAGOGY OF COMPUTER SCIENCE

Total Marks: 50
External Theory: 40
Internal Practical: 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 skills required in preparing daily lesson plans and unit lesson plans using various methods and approaches
- To develop among students the skills required to 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
- To enable students to Use the knowledge of computers in class room teaching

Course Content:**UNIT I: The Techniques and Technology of Computer**

- a) Meaning, Characteristics and importance of Computers;
- b) Principles of Computing; Techniques of computing;
- c) Hardware and Software;

UNIT –II: Nature and Scope of Computer Science

- a) Nature of Computer Science – Meaning and Characteristics; basic concepts, facts and generalizations in Computer Science
- b) Scope of Computer Science – Relation with other Sciences and its uses in day to day life.
- c) Role of ICT in teacher education

Unit – III: Aims and Objectives of Teaching Computer Science

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

Unit – IV: Instructional Methods, Techniques and Planning For Teaching

- a) Strategies: Team teaching, lecture cum Demonstration, Inductive-Deductive, Analytic-synthetic, Problem solving, seminar, small group strategies, cooperative learning, group learning, debate, discussion, Individualized strategies, Web based learning
- b) Computer assisted learning (CAL) and Computer Managed Learning(CML)
- c) Techniques: Brainstorming, Buzz session, Simulation, symposium, Team teaching – Meaning, organization and importance

Sessional Work:

- Design cover pages for Magazines, Books etc. (Minimum 5 designs)
- Multimedia presentation (Minimum of 10 slides)

Suggested Readings:

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

- Goel H.K. (2005). Teaching of Computer Science. New Delhi: RL. Lall Book Depot.
- Haseen Taj. (2006), Educational Technology, H.P. Bhargava Book House, Agra
- Haseen Taj. (2008), Current challenges in Education. Neelkamal publications pvt., ltd. Hyderabad.
- Singh, Y.K. (2009). Teaching Practice. New Delhi: APH Publishing Corporation.
- Intel (2003): Intel Innovation in Education, Intel, Teach to the Future-Students Work Book.
- 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.
- Kumar Hemant, R. Lal Publisher, Meerut.
- Kumar, Sunil (2017). *Teaching of Computer Science*. Gurusar Sadhar: GBD Publications.
- 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.
- 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.

Evaluation Scheme: The external theory examination will be of three hours duration. External question paper 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 to IV. Each question carries 8 marks. Unit –V will be compulsory with 4 short answer-type questions set form the whole syllabus of the paper. Each question will be of 2 marks.

P-1.1 & P-1.2
PEDAGOGY OF ECONOMICS

Total Marks: 50
External Theory: 40
Internal Practical: 10

Objectives:

- To acquire a conceptual understanding of Economics.
- To acquire basic knowledge and skills to analyze and transact the Economics curriculum.
- To develop an understanding of aims and objectives of teaching of Economics
- To sensitize and equip student teachers to handle Economic issues and concerns in a responsible manner.
- To enable student teachers to 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 reflect upon her/his own experiential knowledge in the process of becoming an Economics teacher.

Course Content:

UNIT I: Economics: Context and Concerns

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

Unit - II: Pedagogical Issues

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

UNIT III: Curriculum and Professional Development

- a) Concept of curriculum and role of curricula in development of economic values and critical thinking.
- b) Text- Books; Importance and Qualities, Supplementary Material.
- c) Economics Teacher: Qualities and Professional development (concept, need and ways of professional development)

UNIT IV: Content from NCERT Text books

- a) Sectors of Indian Economy
- b) Agriculture and national Economy
- c) Poverty as challenge

Suggested Activities:

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

Suggested Readings:

Aggarwal, J.C. (2005). Teaching of Economics - A Practical Approach. Agra: Vinod Pustak Mandir.

Arora, P.N. (1985). Evaluation in Economics. New Delhi: NCERT.

Dhillon, S. and Chopra, K. (2002).Teaching of Economics. Ludhiana: Kalyani Publishers.

Heller, F. (1986).The use and abuse of Social Sciences, London: Sage Publications, 1986.

Kanwar, B.S. (1973). Teaching of Economics. Ludhiana: Prakash Brothers.

Kegan Paul.Sexena, N.R.; Mishra, B.K. and Mohanty, R.K. (2004).Teaching of Economics. Merrut: R. Lall Book Depot.

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

Lee, N. (Ed.) (1975). Teaching Economics. London: Heinemann Educational Books.

Mittal, R.L., ArthShastar Da Adhiapan. Patiala: Punjabi University Press.

Narang, V (2015) Teaching of Economics Om Publishers and distributors, New Delhi.

National Curriculum Frame Work 2005, NCERT, New Delhi.

Position Paper by National Focus Group on Teaching of Social Sciences

Robinson, K. and Wulson, R. (Eds.) (1977).Extending Economics within the Curriculum. London: Rutledge and

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, T.; Singh A. & Singh P. (2014). Teaching of Economics, Jalandhar: SG Publication.

Singh, Yogesh (2005). Aratha Shaster Sikshan. New Delhi: Ashish Publication.

Yadav, Amita (2005). Teaching of Economics. New Delhi: Publication Pvt. Ltd.

Evaluation Scheme: The external theory examination will be of three hours duration. External question paper 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 to IV. Each question carries 8 marks. Unit –V will be compulsory with 4 short answer-type questions set form the whole syllabus of the paper. Each question will be of 2 marks.

P-1.1 & P-1.2
PEDAGOGY OF ENGLISH

Total Marks: 50
External Theory: 40
Internal Practical: 10

Objectives:

- To provide knowledge about nature of Language
- To enable the students to understand the pedagogy of the Language
- To improve linguistic skills of the students.
- To improve practical use of the Language.
- To provide detailed knowledge about Grammar.

Course Content:

UNIT-I: Introduction

- a) Meaning and Nature of the Language, English language in Indian Context (English as a colonial language, English in post-colonial times, Status of English Language in present context.)
- b) Objectives, Principles(Linguistic and General) ,Maxims of Teaching English, Conditions of teaching -learning English in Indian Schools, Suggestions for improvement.
- c) Different Methods and Approaches of Teaching English in Schools (Grammar Translation Method, Direct Method, Structural Approach, Communicative Approach)

UNIT-II: Methods and Techniques

- a) Importance of Listening and Speaking in Language Teaching, Developing listening and speaking skills, Phonetics- Phonetic transcription (Vowels, Consonants and Diphthongs), Features of Connected Speech (Stress, Intonation, Rhythm and Juncture).
- b) Teaching Mechanics of Reading: Methods of teaching Reading, Types of Reading (Intensive Reading and Extensive Reading) Importance of Loud Reading and Silent Reading, Reading Comprehension, Use of Dictionary and Thesaurus.
- c) Teaching Mechanics of Writing: Essential marks of good handwriting, Importance of Writing Skill, Causes of Spelling Mistakes and Suggested Remedies.

UNIT-III: Resource Material

- a) Language Course Book-Importance, Characteristics and Review
- b) Library-Importance, Management of Library, Role of Language Library in developing reading habits among the students.
- c) Language Curriculum-Meaning, Importance and Principles of Curriculum Construction.

UNIT-IV: Content

- a) Parts of Speech
- b) Antonyms, Synonyms and One Word Substitution.
- c) Sentences-Types of Sentences, Transformation of Sentences, Punctuation.

Sessional Work (Internal)

- Review of English Course Book
- Translation of Editorials from Punjabi and Hindi Newspapers (Two Each) in English.

Suggested Readings:

Balasubramaniam, T. (1981). A Textbook of English Phonetics for Indian Students.

Mumbai: Macmillan India Ltd.

Bhatia, K.K. (2006). Teaching and Learning English as a Foreign Language. New Delhi: Kalyani Publishers.

Bhatia, K.K. & Kaur, Navneet. (2015). Teaching and Learning English as a Foreign Language. Ludhiana: Kalyani Publishers.

Doff, A. (1988). Teach English: A Training Course for Teachers. Cambridge: The British Council and Cambridge University Press.

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.

Evaluation Scheme: The external theory examination will be of three hours duration. External question paper 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 to IV. Each question carries 8 marks. Unit –V will be compulsory with 4 short answer-type questions set form the whole syllabus of the paper. Each question will be of 2 marks.

P-1.1 & P-1.2 PEDAGOGY OF FINE ARTS

Total Marks: 50
External Theory: 40
Internal Practical: 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: Introduction

- a) What is Art : Concept, Importance and Scope/different forms of Art
- b) Aims and objectives of teaching Fine Arts at secondary level; Role of art in daily life.
- c) Principles of teaching Fine Arts.

UNIT-II: Art in School Curriculum

- a) Importance of Exhibitions & Competitions in encouraging creative Expressions among Students.
- b) Principles of curriculum construction at secondary level.
- c) Importance of Art Room - its organization and various requirements, Art criticism and aesthetic judgment in evaluating an art object.

UNIT-III: Methods and Techniques

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

UNIT-IV: Content

- a) Art as an occupation.
- b) Design- Its meaning & types.
- c) Colour- Types and effects.

Sessional Work:

Practical work to be submitted by students during the session:

- One Canvas in size 18'X 22'
- One utility item.
- Size-1/2 Imperial Size Sheet. I. Landscapes - 2 II. Design – 2 44

Suggested Readings:

Brown, Percy (1953). Indian Painting, Calcutta.

Chawla, S.S. (1986). Teaching of Art Patiala: Publication Bureau, Punjabi University.

Harriet, Goldstein (1964). Art in Everyday Life. Calcutta: Oxford and IBH Publishing Company.

Jaswani, K.K., Teaching and Appreciation of Art in Schools.

LowenfeldViktor .Creative and Mental Growth.

Margaret, Marie Deneck (1976). Indian Art. London: The Himalata Publication.

Read, Herbert. Education through art [paperback]. Shelar, Sanjay. Still Life. Jyotsna Prakashan.

Sharma, L.C., History of Art, Goel Publishing House, Meerut.

Evaluation Scheme: The external theory examination will be of three hours duration. External question paper 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 to IV. Each question carries 8 marks. Unit –V will be compulsory with 4 short answer-type questions set form the whole syllabus of the paper. Each question will be of 2 marks.

P-1.1 & P-1.2
PEDAGOGY OF GEOGRAPHY

Total Marks: 50
 External Theory: 40
 Internal Practical: 10

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

- Acquire conceptual understanding of the processes of teaching and learning Geography at secondary level.
- Acquire basic knowledge and skills to analyze and transact the Geography curriculum effectively following wide-ranging teaching learning strategies.
- Use different Instructional strategies for enhancing Geography learning in the real classroom situation.
- Explore the relevance of different teaching learning resources and materials related to Geography.
- Prepare teaching aids for effective Geography teaching.

Course Content:

UNIT I: Introduction

- a) Meaning, Nature, Scope and Importance of Geography as a school subject.
- b) Aims and Instructional objectives of teaching Geography: Blooms revised taxonomy of writing behavioural objectives.
- c) Understanding Geography teaching in relation to divisions: Physical geography (Geomorphology, Climatology, Biogeography & Hydro geography) and Human geography (Political, Population, Economic, Historical, Agriculture & Urban Geography).

Unit - II: Instructional Strategies and Methods

- a) Instructional Strategies and Methods: Meaning & Need.
- b) Methods of teaching Geography: Observation, Excursion, Laboratory, Discussion, Problem Solving, Project, Source and Cooperative learning Method.
- c) Creating an interactive classroom environment, encouraging participatory learning, connecting child's knowledge and local knowledge with the text book and utilizing community resources.

UNIT III: Teaching Learning Material

- a) Need, importance and classification of teaching learning material with special reference to Edgar Dale's Cone of Experiences.

- b) Instructional Aids in Geography teaching: Meaning, importance, classification and use of instructional aids including Atlases, Maps, Globe, Geomorphologic models and Topographical sheets.

UNIT –IV: Recent Trends in Teaching Of Geography

- a) Remote Sensing and Geographical Information System (GIS).
- b) Use of e-learning resources in Geography teaching.
- c) MHRD, Government of India Sakshat Education Portal for e-learning.

Sessional Work:

- Any two of the following
- Writing report about five national / international Geography Research journals.
- Preparing a weather report for One week of local area.
- Preparation of any two models.
- Evaluation of Geography Text Book of any class.

Suggested Readings:

Aggarwal, D.D. (2000). Modern Method of Teaching Geography. New Delhi: Sarup & Sons Publisher.

Arora, K.L. (1989). Teaching of Geography. Ludhiana: Prakash Brothers (in Punjabi, English, Hindi).

Basha, S.A. Salim (2004). Method of Teaching of Geography (Hindi). Delhi: A.P.H. Publisher.

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

Brar, J.S. (2001). Teaching of Geography. Ludhiana: Hind Publisher.

Broadman David (1985). New Directions in Geography Education. Fehur Press, London: Philadiphla.

Ch. Orelly, R.J. (1970). Frontiers in Geography Teaching. London: Mathews and Co. Ltd.

Curriculum Frame Work 2005, NCERT, New Delhi.

Srivastva, Kanti. Mohan Geography Teaching. Agra: Sahitya Prakshan.

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

Kaul, A.K., "Why and How of Geography Teaching. Ludhiana: Vinod Publisher.

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

Rao, M.S. (1999). Teaching of Geography. New Delhi: Anmol Publisher Pvt. Ltd.

Shaida, B.D. and Sharma, J.C. (2010). Teaching of Geography. Jalandhar: Dhanpat Rai & Sons.

Siddiqui, Mujibul Hassan (2004). Teaching of Geography. New Delhi: A.P.H. Publisher.

Singh, R.P. (2004). Teaching of Geography. Meerut: R. Lall Book Depot.

Verma, J.P. (1960). Bhugol Adhyan. Agra: Vinod Pustak Mandir.

Verma, O.P. (1984). Geography Teaching. New Delhi: Sterling Publication Ltd.

Yogesh, K. Singh (2004). Teaching of Geography (Hindi). Delhi: A.P.H. Publisher.

Zaidi, S.M., Modern Teaching of Geography. New Delhi: Anmol Publisher.

Evaluation Scheme: The external theory examination will be of three hours duration. External question paper 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 to IV. Each question carries 8 marks. Unit –V will be compulsory with 4 short answer-type questions set form the whole syllabus of the paper. Each question will be of 2 marks.

P-1.1 & P-1.2
Pedagogy of Hindi
Font- Kruti Dev 010

Total Marks: 50
 External Theory: 40
 Internal Practical: 10

उद्देश्य :- भावी शिक्षकों को :

- भाषा के स्वरूप एवं व्यवस्था का ज्ञान करवाना ।
- भाषा सीखने की पद्धति एवं प्रक्रिया का बोध करवाना ।
- भाषाई कौशलों में दक्षता का विकास करना ।
- भाषा के व्यावहारिक प्रयोग में निपुणता लाना ।
- व्याकरण की विस्तृत जानकारी देना ।

इकाई – I : भाषा का स्वरूप

- क) भाषा का अर्थ, आधार, प्रकृति एवं हिन्दी भाषा की उत्पत्ति तथा विकास ।
 ख) देवनागरी लिपि की विशेषताएँ एवं सीमाएँ तथा हिन्दी भाषा का महत्त्व मातृभाषा, राष्ट्रीय भाषा एवं अन्तर्राष्ट्रीय भाषा के रूप में ।
 ग) हिन्दी शिक्षण— उद्देश्य, सामान्य सिद्धान्त एवं सूत्र

इकाई II : भाषाई कौशल

- क) श्रवण कौशल विकसित करने की विधियाँ, बोलचाल के गुण, अशुद्ध उच्चारण के कारण व निवारण
 ख) पठन कौशल की विधियाँ व प्रकार (सूक्ष्म एवं स्थूल)। सस्वर पाठ एवं मौन पाठ का महत्त्व ।
 ग) लेखन कौशल का महत्त्व, अवस्थाएँ, अशुद्धियों के कारण व निवारण।

इकाई III : पुस्तक एवं पाठ्यक्रम

- क) पाठ्य पुस्तक का महत्त्व, विशेषताएँ व समीक्षा ।
 ख) भाषा पुस्तकालय की उपयोगिता व व्यवस्था तथा छात्रों में पठन रुचि विकसित करने के उपाय
 ग) पाठ्यक्रम— अर्थ, महत्त्व एवं निर्माण के सिद्धान्त ।

इकाई IV : व्याकरण बोध

- क) वर्ण विचार – वर्णमाला, मात्राएँ, उच्चारण स्थल व प्राण तत्व ।
 ख) शब्द भेद – अर्थ, उत्पत्ति व व्युत्पत्ति के आधार वर, विपरितार्थक, वाक्यांश के लिए एक शब्द ।
 ग) वाक्य – प्रकार, वाक्य परिवर्तन, विराम चिन्ह ।

प्रायोगिक कार्य :-

- किसी एक बाल पत्रिका की समीक्षा।
- किसी अंग्रेजी समाचार पत्र के चार सम्पादकीय का हिन्दी में अनुवाद।

सन्दर्भ पुस्तक सूची :

- कश्यप, रेणु. (2001). 'राजभाषा हिन्दी का स्वरूप' विश्लेषण, पटना: जिज्ञासा प्रकाशन।
- कुमार, योगेश. (2004). आधुनिक हिन्दी शिक्षण' नई दिल्ली: ए.पी. एच. पब्लिशिंग कॉरपोरेशन।
- कौर सर्वजीत (2009) हिन्दी शिक्षण, नई दिल्ली : कल्याणी पब्लिकेशन।
- खन्ना, ज्योति (2006), हिन्दी शिक्षण, नई दिल्ली : धनपत राय एण्ड कम्पनी।
- नीरू त्रिखा एवं मनीषा शर्मा (2010) हिन्दी व्याकरण एवं रचना : नई दिल्ली, तरुण पब्लिकेशन ।
- मंगल उमा (2010) हिन्दी शिक्षण, नई दिल्ली, आर्य बुक डिपो ।
- पाण्डेय, रामशकल. (2004). 'नूतन हिन्दी शिक्षण' आगरा: विनोद पुस्तक मन्दिर ।
- पारीक, ममता. (2006). 'हिन्दी शिक्षण जयपुर : कल्पना पब्लिकेशन्स ।
- भाटिया, कैलाशचन्द्र एवं मोतीलाल चतुर्वेदी. (2001). 'हिन्दी भाषा विकास और स्वरूप', नई दिल्ली : ग्रंथ अकादमी।
- व्यास भगवतीलाल एवं वेद प्रकाश. (2004). हिन्दी शिक्षण के नये आयामः आगरा : राधा प्रकाशन मन्दिर ।
- सफाया रघुनाथ (2005) हिन्दी शिक्षण विधियाँ, जालन्धर, पंजाब बुक डिपो।
- सिंह, निरंजन कुमार. (2006). 'माध्यमिक विद्यालयों में हिन्दी शिक्षण' राजस्थान: हिन्दी ग्रन्थ अकादमी, तिलकनगर।
- सिंह सावत्री (2006), हिंदी शिक्षण, मेरठ, लॉयल बुक डिपो।
- शर्मा, ज्योति भनोट, (2000) हिन्दी शिक्षण लुधियाना: टण्डन पब्लिकेशन।

hindi-grammer.soft112.com

www.hindikunj.com

www.hindistudent.com

www.youtube.com/watch?v=iKaa8RKDV2Q

www.youtube.com/watch?v=UYpXWQHqrEc

Evaluation Scheme: The external theory examination will be of three hours duration. External question paper 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 to IV. Each question carries 8 marks. Unit –V will be compulsory with 4 short answer-type questions set form the whole syllabus of the paper. Each question will be of 2 marks.

P-1.1 & P-1.2
PEDAGOGY OF HISTORY

Total Marks: 50
External Theory: 40
Internal Practical: 10

Objectives:

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

Course Content:

UNIT I: Concept of History

- a) Concept, Nature, Scope, and Importance of teaching History.
- b) Co-relation of History with Art, Literature, Geography, Economics, Civics, and Science.
- c) Aims and Objectives of teaching History at middle and secondary school level with reference to Bloom's Taxonomy.

Unit - II: Methods and Techniques of Teaching History

- a) Methods of Teaching: Lecture method, Story Telling method, Source method, Discussion method, Project method. Cooperative learning Method.
- b) Devices and Techniques of Teaching: Narration, Explanation, Dramatization, Description, and Field Trips.
- c) Problems in exploring true historical facts and genuine records. Role of Museums and monuments in teaching and learning history.

UNIT III: Curriculum and Teaching Learning Material

- a) History curriculum at secondary and senior secondary stage- Features, issues and recommendations of NCF 2005.
- b) Resource for Learning (Primary and Secondary) - Meaning, examples, advantages and limitations. Dale's Cone of Experiences.

c) Maps, Charts, Globe, Models (Working & Still), Time Line, specimens, and Multimedia as teaching aids in History teaching.

UNIT IV: Current trends in Teaching of History

- a) ICT Based Approach- Power Point Presentations and e-learning.
- b) Cooperative Learning Approach- Concept, Procedure, Advantages and Limitations.
- c) Constructivist Approach- Meaning, Characteristics, Strengths and Limitations.

Sessional Work (Internal)

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

Ballord. M. (1979). New Movement in Study Teaching of History. London: Temple Smith.

Bhatia, R.L. (2005). Contemporary Teaching of History. Delhi: Surjit Publications.

Bhatia, S.K., & Jindal, S. ((2016). A Text Book of Curriculum, Pedagogy and Evaluation. New Delhi: Parago International Publisher.

Burston, W.H. & Green, C.W. (Eds.) (1962). Handbook for History Teachers. London: Methuen Educational.

Choudhury, K.P. (1995). Effective Teaching of History in India: A Handbook for History Teachers. New Delhi: NCERT.

Dash, B.N. (2004). Teaching of History: Modern Methods. New Delhi: A.P.H. Publishing Corporation.

Elton, G.R. (1967). The Practice of History. London: Methuen.

Ghate, V.D. (1962). The Teaching of History. Calcutta: Oxford University Press.

Ghate, V.D. (1973): Teaching of History. Calcutta: Oxford University Press.

Johnson, H. (1962). Teaching of History. New York: Macmillan.

Kochhar, S.K. (1985). Teaching of History. New Delhi: Sterling Publishers.

NCERT A Handbook for History Teachers. New Delhi: NCERT.

NCERT and state textbooks of History at secondary level

NCERT, (1970). Teaching History in secondary school publication, Delhi

Pathak, S.P. (2007). Teaching of History. New Delhi: Kanishka Publications.

Shaida, B.D. (1996). Teaching of History: A Practical Approach. New Delhi: Dhanpat Rai and Sons.

Singh, D.R., (1959). The Teaching of History and Civics. Jullandar: University press.

Singh, R.R. (2004). Teaching of History. Meerut: R. Lall Book Depot.

Singh, Y.K. (2007). Teaching of History, Modern Methods. New Delhi: A.P.H.

Srinivas, M. (2004). Methods of Teaching History. New Delhi: Discovery Publishing House.

Steele, I. (1976). Developments in History Teaching. London: Open Books.

Tyagi, G. (2006). Teaching of History. Agra: Radha Prakashan Mandir.

Vajeshwari, R. (1973). A Handbook for History Teacher. Bombay; Allied Publishers.

Yadav, N. (1994). Teaching of History. New Delhi: Anmol Publications.

Evaluation Scheme: The external theory examination will be of three hours duration. External question paper 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 to IV. Each question carries 8 marks. Unit –V will be compulsory with 4 short answer-type questions set form the whole syllabus of the paper. Each question will be of 2 marks.

P-1.1 & P-1.2 PEDAGOGY OF HOME SCIENCE

Total Marks: 50
External Theory: 40
Internal Practical: 10

Objectives:

- To develop an understanding of the meaning and nature of Home Science for determining the aims and strategies of teaching learning.
- To integrate Home Science knowledge with other school subjects
- To identify and formulate aims and objectives of Home science Teaching.
- To critically evaluate the existing home science curriculum at secondary level.
- To apply various approaches and methods of teaching home science.
- To analyse different pedagogical issues in teaching home science

Course Content:**Unit-I: Introduction**

- 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: Aims and Objectives

- 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.

Unit-III: Methods and Techniques

- 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: Content

- 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.

Sessional Work (Internal):

- Any two of the following
 - Flower arrangement and Rangoli
 - Visit to an industry related to food processing/ home decoration / textile and report writing.
 - Activities for aesthetic development.

Suggested Readings:

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.

Grover, Meenu (2012) Teaching of Home Science, Saurabh Publishing House, New

Kapoor, Ritu (1994) Teaching of Home Science. Parkash Book Depot, Ludhiana.

Mago, Neelam: Teaching of Home Science. Tandon Publications, Ludhiana.

Seshaiah, 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.

Sharma, B.L. and Saxena, B.M.(2012) Teaching of Home Science. R. Lall Book Depot, Meerut.

Siddiqui, MujibulHasan (2007) Teaching of Home Science. A.P.H. Publishing Corporation, New Delhi.

Yadav, Seema (1994) Teaching of Home Science. Anmol Publications, New Delhi.

Evaluation Scheme: The external theory examination will be of three hours duration. External question paper 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 to IV. Each question carries 8 marks. Unit –V will be compulsory with 4 short answer-type questions set form the whole syllabus of the paper. Each question will be of 2 marks.

P-1.1 & P-1.2

PEDAGOGY OF LIFE SCIENCE

Total Marks: 50

External Theory: 40

Internal Practical: 10

Objectives:

- To gain insights on the meaning and nature of Life Science.
- To appreciate Life Science as dynamic and expanding body of knowledge.
- To identify and formulate aims and objectives of Life Science learning.
- To use various methods and approaches of teaching learning Life Science.
- To critically analyse the existing curricula in life science.
- To select and use appropriate learning resources in Life Science.
- To evaluate and select appropriate text books in life science.

- To prepare as well as to select suitable instructional aids in teaching life science.
- To develop insights into current trends in teaching of Life Sciences.

Course Content:

UNIT–I: Background for Teaching of Life Science

- 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: Methods and Techniques

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

UNIT- III: Learning Resources and Instructional Aids

- a) Learning resources in Life Science: Text books, reference books, journals, community resources.
- b) Life Science curriculum: rationale and value, analysis of text books and biology syllabi of NCERT/PSEB at Secondary and Senior Secondary stage.
- c) Instructional Aids: Meaning, importance, classification, principles of selection. Use of Chalk Board, Charts, Models, LCD projector, computer, EDUSAT.

UNIT –IV: Current Trends in Teaching of Life Science

- a) e -learning: meaning, principles, goals; e-resources : e-books , e-journals
- b) e- assessment: concept, importance and methods
- c) web based learning, blended learning, mobile learning.

Sessional Work (Internal)

- Any two of the following:
 - 1) Contributions of eminent life scientists (any three)
 - 2) Preparation of any two models.
 - 3) Conducting and preparing action research report in life science during teaching practice.

Suggested Readings

- Ahmad, J. (2011). *Teaching Of Biological Sciences* PHI
- Bhandula, N. (1989). *Teaching of Science*. Ludhiana: Parkash Brothers.
- Das, R.C. 2012, *Science teaching in schools*, Sterling Publishers Pvt Ltd., New Delhi.
- Ediger, M. (2007). *School Science Education*, Discovery Publishing House, New Delhi
- Kohli, V.K. (2006). *How to Teach Science*. Ambala: Vivek Pub. 2006.
- Lakshmi, G.D. (2004). *Methods of teaching Life Sciences*, Discovery Publishing House, New Delhi.
- Liversidge, T; Cochrane, M. Kerfoot, B. & Thomson, J. 2010, *Teaching Science*, SAGE Pub. India Pvt. Ltd., New Delhi.
- Mangal, S.K. (1997). *Teaching of Science*. Arya Book Depot, New Delhi.
- Radha, M. (2007). *Innovative Science Teaching*, Prentice Hall of India Pvt Ltd., Delhi.
- Ramakrishna, A. (2012). *Methodology of Teaching Life Science*; Dorling Kindersley (India) Pvt Ltd.
- 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.

Evaluation Scheme: The external theory examination will be of three hours duration. External question paper 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 to IV. Each question carries 8 marks. Unit –V will be compulsory with 4 short answer-type questions set from the whole syllabus of the paper. Each question will be of 2 marks.

P-1.1 & P-1.2
PEDAGOGY OF MATHEMATICS

Total Marks: 50
External Theory: 40
Internal Practical: 10

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

- Develop an insight into the meaning, nature, scope and objective of mathematics education;
- Appreciate the role of mathematics in day-to-day life;
- Appreciate the aesthetic aspect of mathematics;
- Appreciate mathematics to strengthen the student's resource;
- Learn important mathematics: mathematics is more than formulas and mechanical procedures;
- Channelize, evaluate, explain and reconstruct their thinking;
- Construct appropriate assessment tools for evaluating mathematics learning;
- appreciate the process of developing a concept;
- Develop ability to use the concepts for life skills;
- Develop competencies for teaching-learning mathematics through various measures
- Understanding the nature of children's mathematical thinking through direct observations of children's thinking and learning processes.

Course Content:

Unit I: Nature and Scope of Mathematics

- a. Concept of Mathematics: Meaning, nature (Truth, logic, reasoning, mathematical language & symbolism) and building blocks of Mathematics (Axioms, Propositions, Postulates, Quantifiers)
- b. Mathematical propositions-Types (truth values, truth tables, Open sentences, logically valid conclusions, implications - necessary and sufficient conditions) and Proofs (direct, converse, inverse and contrapositive)
- c. Contribution of mathematicians - Aryabhata, Ramanujan, Pythagoras & Euclid; Aesthetics by Birkhoff.

Unit II: Aims, Objectives and Approaches to Teaching School Mathematics

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

- b. Writing specific objectives and teaching points of various content areas in mathematics like Algebra, Geometry, Trigonometry with special reference to Bloom's Taxonomy
- c. Approaches - Activity based, Inductive- Deductive, Analytic-synthetic and Problem Solving.

UNIT III: Learning Resources in Mathematics

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

UNIT IV: Current Trends in Teaching and Learning Mathematics

- a. Concepts: Meaning, nature, concept formation and concept assimilation; Concept Attainment Model in teaching mathematics
- b. Cooperative Learning: concept and approaches
- c. Supplementary text material, summer programmes, correspondence course

Sessional Work:

- Any two of the following:
 - Analysis of PSEB textbook of any one class from VI to X
 - Analysis of famous quotations on Mathematics
 - Preparing Instructional aids.

Suggested Readings:

Anthony, Glende and Walshaw, Margaret (2009). Effective Pedagogy in Mathematics. Gonnet Imprimeur, 01300 Belley, France.

Arora, S.K. (2000). How to Teach Mathematics. New Delhi: Sterling Publishers Pvt. Ltd.

Gakhar, S.C. and Jaidka, M.L. (2003). Teaching of Mathematics. Panipat: M/s N.M. Publishers.

Hukum, Avtar Ram and Singh, V.P. (2005). A Handbook for Designing Mathematics Laboratory in Schools. New Delhi: NCERT.

Mangal, S. K. (2007). Teaching of Mathematics. New Delhi: Arya Book Depot

N.C.E.R.T. Text Books 6th to 10th Standard.

National Focus on Teaching of Mathematics. Publication Department by the Secretary, National Council of Educational Research and Training, Sri Aurobindo Marg, New Delhi 110016.

Pedagogy of Mathematics: Textbook for two year B.Ed Course. Publication Department by the Secretary, National Council of Educational Research and Training, Sri Aurobindo Marg, New Delhi 110016.

Shankaran & Gupta, H. N. (1984). Content-cum-Methodology of Teaching Mathematics. New Delhi: NCERT

Siddiqui, Hasan. Mujibul (2005). Teaching of Mathematics. New Delhi: A.P.H Publishing co-operation.

Sidhu, K.S. (1998). Teaching of Mathematics. New Delhi: Sterling Publication Pvt. Ltd.

Thomas, A. S. (1993). Mathematics for Elementary Teachers (An Interactive Approach). Florida: HBJ Publishers

Websites

[http:// www.ncert.nic.in](http://www.ncert.nic.in)

<http://rse.Sage pub.com>

[http //www.edfac.unimelb.ed.ac](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>

Evaluation Scheme: The external theory examination will be of three hours duration. External question paper 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 to IV. Each question carries 8 marks. Unit –V will be compulsory with 4 short answer-type questions set form the whole syllabus of the paper. Each question will be of 2 marks.

**P-1.1 & P-1.2
PEDAGOGY OF MUSIC**

Total Marks: 50
External Theory: 40
Internal Practical: 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: Introduction

- 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: Methods and Techniques

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

UNIT-III: Curriculum and Planning

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

UNIT-IV: Content

- (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

Sessional Work (Internal)

- Preparing a scrap book on any two famous Musicians and their contribution.
- 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

Evaluation Scheme: The external theory examination will be of three hours duration. External question paper 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 to IV. Each question carries 8 marks. Unit –V will be compulsory with 4 short answer-type questions set form the whole syllabus of the paper. Each question will be of 2 marks.

P-1.1 & P-1.2 PEDAGOGY OF PHYSICAL EDUCATION

Objectives:

- To develop an understanding of aims, objectives and importance of phy.edu.in schools
- To understand the significance and practical use of Audio Visual Aid
- To make the Teaching of Physical Education. More interesting and innovative
- To develop awareness regarding first aid
- To develop awareness regarding Physical fitness and organic efficiency in individual and social life.
- To promote Physical Education through means and methods of teaching
- To describe the relationship of Physical Education with other subjects
- To understand the importance of Physical Education room, equipment and play field.

Course Content:**Unit-I: Introduction to Physical Education**

- a) Physical Education: Meaning, need and importance and aims and objectives of Physical Education in teaching Physical Education
- b) Relationship of Physical Education with Health Education, Psychology, Sociology and General Education.
- c) Basic concepts of teaching and learning in teaching Physical Education.

Unit-II: Methods and Techniques

- a) Teaching Methods: Concepts and Factor affecting of teaching methods.
- b) Intensive study of Lecture Method ,Command Method, Project Method, Discussion Method, Demonstration Method, and Whole Part Whole Method.
- c) Audio-Visual Aids: Meaning, importance of A.V. Aids in teaching Physical Education, Classification of A. V. Aids: Charts, 3D Model, Black board, LCD and OHP.

Unit-III: Infrastructure and Evaluation

- a) Need and Importance of Physical Education room, Equipment and Playfield (Indoor and Outdoor).
- b) Posture: Meaning, importance of good posture, common postural defects and remedial exercises.
- c) Supervision and Evaluation: Meaning, need and importance in teaching Physical Education.

Unit-IV: Current Trends in Physical Education

- a) Yoga: Meaning, need and importance of yoga asana in the society.
- b) Physical Fitness; Meaning and components of Physical Fitness.
- c) First Aid: Meaning, Principles, need and importance.

Sessional Work (Internal)

- Any two of the following:
 1. Classification of Track and Field Events
 2. Rules and regulations; Shot-Put and Long Jump
 3. Asanas; Any two Method and benefits of asanas.

Suggested Readings:

Atwal & Kansal, (2003). A Textbook of Health, Physical Education and Sports. Jalandhar: A.P. Publisher.

Brar, R.S., Rathi, N.K., & Gill, M. K. (2004). Creative Teaching of Physical Education. Ludhiana: Kalyani Publishers.

Brar, T.S. (2002). Officiating Techniques in Track and Field. Gwalior: Bhargava Press.

Bucher, C.A., (1964). Foundations of Physical Education. New York: Mosby and Company.

Kamlesh, M.L. (1983). Psychology in Physical Education and Sports. New Delhi: Metropolitan Book Company.

Kenney, W.L., Willmore, J., & Costall, D. (2017). Physiology of Sports and Exercise (6th Ed.). Champaign IL: Human Kinetics Language Book Society.

Malik, N. & Malik, R. (2005). Health and Physical Education. Gurur Sar Sadhar: Gurur Sar Book Depot Publications.

Manjul, J.U.S., (1965). School Swasthya Shiksha. Agra: Universal Publisher

Sandhu, S.S. (2013). Teaching of Physical Education. Ludhiana: Chetna Parkashan.

Singh, A., Bains, J., Gill, J.S., & Brar, R.S. (2016). Essentials of Physical Education (5th Ed.). Ludhiana: Kalyani Publishers.

Thomas, J.P. (1967). Organizations of Physical Education. Madras: Gnanodaya Press.

Voltmeter, F.V., & Esslinger, A.E. (1964). The Organisation and Administration of Physical Education (3rd Ed.). Bombay: The Times of India Press.

Evaluation Scheme: The external theory examination will be of three hours duration. External question paper 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 to IV. Each question carries 8 marks. Unit –V will be compulsory with 4 short answer-type questions set form the whole syllabus of the paper. Each question will be of 2 marks.

P-1.1 & P-1.2
PEDAGOGY OF PHYSICAL SCIENCE

Total Marks: 50
External Theory: 40
Internal Practical: 10

Objectives:

- 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.
- Prepare as well as to select suitable instructional aids in teaching Physical Science and stimulate curiosity among the students.
- Construct a blue print of question paper in Physical Science.
- Understand recent trends in teaching learning of Physical Science.

Course Content:**Unit-I: Introduction**

- a) Physical Science: Concept, Importance, Scope 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, Instructional objectives of teaching Physical Science at secondary and senior secondary level.
- c) Formulating Instructional objectives in behavioral terms (Mager's and RCEM approach).

Unit-II: Methods and Techniques

- a) Methods- Scientific method, Project Method, Problem Solving Method and Lecture cum Demonstration method.
- b) Approaches- Inductive & Deductive Approach, Cooperative Learning, Constructivist and Enquiry based approach
- c) Micro-teaching: Concept, Phases and Skills (Introduction, Stimulus Variation, Reinforcement, Questioning, Explanation).

Unit- III: Instructional Aids and Evaluation in Physical Science

- a) Instructional Aids in Physical Sciences: Meaning, importance, classification,
- b) Principles of selection and use of various instructional aids such as Chalk Board, Charts, Models and animations.
- c) Objectives based test items: Concept, types and construction; Preparation of blue print of a question paper.

Unit –IV: Recent Trends in Teaching of Physical Science

- a) MOOC platforms for Physical Sciences and their relevance for teachers and students.
- b) CBCS: Concept, Need and Significance for discipline-centred as well as interdisciplinary teaching learning in Sciences.
- c) Blended Learning in Physical Science: Concept, Mechanism and Importance for a Global Knowledge Society.

Sessional Work (Internal)

- Any two of the following:
 - 1) Evaluation of Physics/Chemistry Text Book of any class.
 - 2) Preparation of any two models.
 - 3) Information about five journals contributing in the field of Physics/ Chemistry.
 - 4) Construction of objectives based test on three topics of Physics/ Chemistry.

Suggested Readings

- Ahmed J. (2008): Teaching of Life Sciences; PHI Learning Pvt. Ltd., New Delhi.*
- 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.*
- Joshi, S.R. (2008): Teaching of Science, Concept Publishing House, New Delhi.*
- 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.*
- NCERT (2013). Pedagogy of Science Part-1 & 2: NCERT, 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., New Delhi.*
- Siddiqui, N.H. and Siddiqui, M.N. (1983). Teaching of Science Today and Tomorrow. Delhi: Doaba House.*

Evaluation Scheme: The external theory examination will be of three hours duration. External question paper 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 to IV. Each question carries 8 marks. Unit –V will be compulsory with 4 short answer-type questions set form the whole syllabus of the paper. Each question will be of 2 marks.

P-1.1 & P-1.2
PEDAGOGY OF POLITICAL SCIENCE

Total Marks: 50
External Theory: 40
Internal Practical: 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 Content:**UNIT I: Concept, Aims and Objectives of Pedagogy of Political Science/Civics**

- a) Concept, scope and nature of Political Science/Civics. Importance of teaching Political Science/Civics.
- b) Correlation of Political Science/Civics with Social Science, Languages, Mathematics, Arts and Science.
- c) Aims and Objectives of teaching Political Science/Civics at middle and secondary school level with reference to Bloom's Taxonomy.

Unit - II: Methods and Techniques of teaching Political Science/Civics

- a) Lecture Method, Discussion Method and Problem Solving Method,
- b) Project Method, Source Method and Socialized recitation method.
- c) Techniques of Teaching: Description, Supervised Study, Jurisprudential Enquiry, Dramatization, Brain-Storming, and Field Trip.

UNIT III: Curriculum and Teaching Learning Material

- a) Political Science/Civics curriculum at secondary stage-Features, issues and recommendations of NCF 2005.
- b) Resource for Learning (Primary and Secondary) - Meaning, examples, advantages and limitations. Dale's Cone of Experiences.
- c) Maps, Charts, Globe, Graphs, Models (Working & Still), Realia and specimens, and Multimedia as teaching aids in Political Science/Civics.

UNIT IV: Current trends in Teaching of Political Science/Civics

- a) ICT Based Approach- Power Point Presentations and e-learning.
- b) Cooperative Learning Approach- Concept, Procedure, Advantages and Limitations
- c) Constructivist Approach- Meaning, Characteristics, Strengths and Limitations.

Sessional Work (Internal)

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

Suggested Readings:

Aggarwal, J.C. (1983). Teaching of Political Science and Civics. New Delhi: Vikas Publication.

Bhatia, S.K., & Jindal, S. ((2016). A Text Book of Curriculum, Pedagogy and Evaluation. New Delhi: Parago International Publisher.

Chopra, J.K. (2005). Teaching of Political Science. New Delhi: Commonwealth Publishers.

Dyke, V.V. (Ed.) (1977). Teaching Political Science: The Professor and the Polity. Atlantic Highlands, New Jersey: Humanities Press.

Kashyap, S. (2011). Indian Constitutions (5th Ed.). Delhi: National Book Trust.

Preston, R.C. (1955). Teaching of World Understanding. New York: Prentice Hall, Inc.

Preston, R.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.

Singh, G. & Kaur, J. (2007). Teaching of Social Studies. Ludhiana: Kalyani Publishers.

Singh, G. (2008). Samajik Adhain da Adhiapan. Ludhiana: Chetna Parkashan.

Singh, G. (2009). Teaching of Social Studies. Ludhiana: Chetna Parkashan.

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

Evaluation Scheme: The external theory examination will be of three hours duration. External question paper 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 to IV. Each question carries 8 marks. Unit –V will be compulsory with 4 short answer-type questions set form the whole syllabus of the paper. Each question will be of 2 marks.

P-1.1 & P-1.2
PEDAGOGY OF PUBLIC ADMINISTRATION

Total Marks: 50
 External Theory: 40
 Internal Practical: 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: Introduction

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

UNIT-II: Approaches and Methods

- a) Difference between approaches, strategies and methods and Types of approaches- Inductive, Deductive
- b) Methods of teaching: Lecture method, Source method, Discussion method, Problem solving method, Project method and Survey method
- c) Techniques and devices of teaching: Assignments, Seminars, Symposium, Dramatization, Illustration, Questioning, Brain storming and quiz

UNIT-III: Lesson Planning

- a) Emerging areas of Public Administration: New public administration, new public management, educational Administration, local government (rural and urban).
- b) Lesson/Unit Plan: Need, importance and steps of developing.
- c) 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: Content and ICT

- a) Principles of Public Administration: Planning, Coordination, Communication, Centralization & Decentralization of administration
- b) Local Government: Main provisions of 73rd and 74th Constitutional Amendment Act.
- c) Role of ICT in Public Administration

Sessional Work (Internal):

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.

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

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

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

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

Evaluation Scheme: The external theory examination will be of three hours duration. External question paper 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 to IV. Each question carries 8 marks. Unit –V will be compulsory with 4 short answer-type questions set form the whole syllabus of the paper. Each question will be of 2 marks.

**P-1.1 & P-1.2
PEDAGOGY OF PUNJABI**

(Font : Amrit)

Total Marks: 50
External Theory: 40
Internal Practical: 10

ਉਦੇਸ਼

- ਭਾਸ਼ਾ ਦੇ ਸਰੂਪ ਅਤੇ ਵਿਵਸਥਾ ਬਾਰੇ ਜਾਣਕਾਰੀ ਦੇਣਾ ।
- ਭਾਸ਼ਾ ਸਿੱਖਣ ਦੇ ਤਰੀਕੇ ਅਤੇ ਪ੍ਰਕਿਰਿਆ ਬਾਰੇ ਜਾਣਕਾਰੀ ਦੇਣਾ ।
- ਭਾਸ਼ਾ ਕੌਸ਼ਲਾਂ ਵਿੱਚ ਨਿਪੁੰਨਤਾ ਲਿਆਉਣਾ ।
- ਭਾਸ਼ਾ ਦੇ ਵਿਵਹਾਰਿਕ ਪ੍ਰਯੋਗ ਵਿੱਚ ਨਿਪੁੰਨਤਾ ਲਿਆਉਣਾ ।
- ਵਿਆਕਰਨ ਦੀ ਵਿਸਥਾਰਪੂਰਵਕ ਜਾਣਕਾਰੀ ਦੇਣਾ ।

ਇਕਾਈ 1

- ੳ) ਭਾਸ਼ਾ – ਪਰਿਭਾਸ਼ਾ, ਆਧਾਰ, ਪ੍ਰਕਿਰਤੀ, ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਨਿਕਾਸ ਅਤੇ ਵਿਕਾਸ
- ਅ) ਲਿਪੀ ਦੀ ਅਰਥ, ਗੁਰਮੁਖੀ ਲਿਪੀ ਦੀ ਪ੍ਰਚੀਨਤਾ ਅਤੇ ਅਨੁਕੂਲਤਾ
ਮਾਤ-ਭਾਸ਼ਾ ਦੀ ਸਿੱਖਿਆ ਦੇ ਉਦੇਸ਼, ਮਹੱਤਵ, ਸਿਧਾਂਤ, ਸੂਤਰ

ਇਕਾਈ 2

- ੳ) ਭਾਸ਼ਾ ਸਿੱਖਿਆ ਵਿੱਚ ਸੁਣਨ ਅਤੇ ਬੋਲਚਾਲ ਦਾ ਮਹੱਤਵ, ਸੁਣਨ ਸ਼ਕਤੀ ਦੇ ਵਿਕਾਸ ਲਈ ਲੋੜੀਂਦੇ ਅਭਿਆਸ, ਚੰਗੀ ਬੋਲਚਾਲ ਦੇ ਗੁਣ, ਅਸ਼ੁੱਧ ਉਚਾਰਨ ਦੇ ਕਾਰਨ ਅਤੇ ਸੁਧਾਰ ।
- ਅ) ਪੜ੍ਹਨਾ ਸਿਖਾਉਣ ਦੀਆਂ ਵਿਧੀਆਂ ਅਤੇ ਪੜ੍ਹਾਈ ਸਿਖਿਆ ਦੀਆਂ ਕਿਸਮਾਂ – ਸੁਖਮ ਪੜ੍ਹਾਈ ਅਤੇ ਸਥੂਲ ਪੜ੍ਹਾਈ, ਉਚੀ ਪਾਠ ਅਤੇ ਮੌਨ ਪਾਠ ਦਾ ਮਹੱਤਵ ।
- ੲ) ਲਿਖਣ ਕਲਾ ਦਾ ਮਹੱਤਵ, ਲਿਖਣਾ ਸਿਖਾਉਣ ਦੀਆਂ ਅਵਸਥਾਵਾਂ ਅਤੇ ਅਸ਼ੁੱਧ ਸ਼ਬਦ-ਜੋੜਾਂ ਦੇ ਕਾਰਨ ਅਤੇ ਸੁਧਾਰ।

ਇਕਾਈ 3

- ੳ) ਮਾਤ-ਭਾਸ਼ਾ ਦੀ ਪਾਠ-ਪੁਸਤਕ – ਮਹੱਤਵ, ਵਿਸ਼ੇਸ਼ਤਾਵਾਂ ਅਤੇ ਸਮੀਖਿਆ
- ਅ) ਭਾਸ਼ਾ ਪੁਸਤਕਾਲਾ – ਮਹੱਤਵ, ਵਿਵਸਥਾ ਅਤੇ ਪੜ੍ਹਨ ਰੁਚੀਆਂ ਦਾ ਵਿਕਾਸ
- ੲ) ਮਾਤ ਭਾਸ਼ਾ ਦਾ ਪਾਠਕ੍ਰਮ – ਅਰਥ, ਮਹੱਤਵ ਅਤੇ ਨਿਰਮਾਣ ਦੇ ਸਿਧਾਂਤ

ਇਕਾਈ 4

- ੳ) ਵਰਨ ਬੋਧ – ਸਵਰ, ਵਿਅੰਜਨ, ਅਨੁਨਾਸਿਕ, ਦੁੱਤ ਅੱਖਰ, ਲਗਾਂ-ਮਾਤਰਾਂ, ਲਗਾਘਰ।
- ਅ) ਸ਼ਬਦ ਬੋਧ- ਸ਼ਬਦਾਂ ਦੇ ਭੇਦ, ਸ਼ਬਦ ਰਚਨਾ, ਵਿਰੋਧੀ ਸ਼ਬਦ, ਬਹੁਤੇ ਸ਼ਬਦਾਂ ਦੀ ਥਾਂ ਇੱਕ ਸ਼ਬਦ, ਬਹੁ-ਅਰਥਕ ਸ਼ਬਦ

ੲ) ਵਾਕ ਬੋਧ – ਪ੍ਰਕਾਰ, ਵਾਕ ਵਟਾਂਦਰਾ, ਵਿਸ਼ਰਾਮ ਚਿੰਨ੍ਹ ।

ਪ੍ਰਯੋਗਿਕ ਕਾਰਜ

1. ਬਾਲ ਪੱਤਿਰਕਾ ਦਾ ਮੁਲਾਂਕਣ
2. ਅੰਗਰੇਜ਼ੀ ਦੇ ਅਖਬਾਰ ਵਿਚੋਂ ਚਾਰ ਸੰਪਾਦਕੀ ਦਾ ਪੰਜਾਬੀ ਵਿੱਚ ਅਨੁਵਾਦ ।

ਸਹਾਇਕ ਪੁਸਤਕਾਂ

ਇੰਦਰਦੇਵ ਨੰਦਰਾ – ਆਧੁਨਿਕ ਪੰਜਾਬੀ ਅਧਿਆਪਨ ਟੈਂਡਨ ਪਬਲਿਸ਼ਰਜ਼
 ਸੁਖਵਿੰਦਰ ਸਿੰਘ ਸੇਖੋ ਅਤੇ ਮਨਦੀਪ ਕੌਰ ਸੇਖੋ – ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਅਧਿਆਪਨ ਕਲਿਆਣੀ ਪਬਲਿਸ਼ਰਜ਼
 ਡਾ ਅਮਰਜੀਤ ਕੌਰ – ਪੰਜਾਬੀ ਅਧਿਆਪਨ ਸੂਰੀਆ ਪਬਲਿਸ਼ਰਜ਼
 ਜਸਵੰਤ ਸਿੰਘ ਜੱਸ – ਮਾਤ ਭਾਸ਼ਾ ਦੀ ਸਿੱਖਿਆ ਵਿਧੀ ਮਹਿਤਾਬ ਸਿੰਘ (ਨਿਊ ਬੁੱਕ ਕੰਪਨੀ)
 ਜੀ ਬੀ ਸਿੰਘ – ਗੁਰਮੁੱਖੀ ਲਿਪੀ ਦਾ ਜਨਮ ਅਤੇ ਵਿਕਾਸ ਪੰਜਾਬ ਯੂਨੀਵਰਸਿਟੀ, ਚੰਡੀਗੜ੍ਹ
 ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਵਿਆਰਕਨ ਅਤੇ ਬਣਤਰ ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ
 ਕੰਗ, ਕੁਲਬੀਰ ਸਿੰਘ ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਵਿਗਿਆਨ, ਜਲੰਧਰ : ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਅਕਾਦਮੀ ।

Evaluation Scheme: The external theory examination will be of three hours duration. External question paper 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 to IV. Each question carries 8 marks. Unit –V will be compulsory with 4 short answer-type questions set form the whole syllabus of the paper. Each question will be of 2 marks.

P-1.1 & P-1.2
PEDAGOGY OF SANSKRIT
(Kruti Dev 010)

Total Marks: 50
 External Theory: 40
 Internal Practical: 10

उद्देश्य : भावी शिक्षकों को :

- भाषा के स्वरूप एवं व्यवस्था का ज्ञान करवाना ।
- भाषा सीखने की पद्धति एवं प्रक्रिया का बोध करवाना ।
- भाषाई कौशलों में दक्षता का विकास करना ।
- भाषा के व्यावहारिक प्रयोग में निपुणता लाना ।
- व्याकरण की विस्तृत जानकारी देना ।

इकाई – I : भाषा का स्वरूप

- क) भाषा का अर्थ, आधार, प्रकृति एवं संस्कृत भाषा की उत्पत्ति तथा विकास ।
 ख) संस्कृत भाषा का अन्य भाषाओं से सम्बन्ध व संस्कृत भाषा का महत्त्व
 ग) संस्कृत शिक्षण— उद्देश्य, सामान्य सिद्धान्त एवं सूत्र

इकाई II : भाषाई कौशल

- क) श्रवण कौशल विकसित करने की विधियाँ, बोलचाल के गुण, अषुद्ध उच्चारण के कारण व निवारण
 ख) पठन कौशल की विधियाँ व प्रकार (सूक्ष्म एवं स्थूल)। सस्वर पाठ एवं मौन पाठ का महत्त्व ।
 ग) लेखन कौशल का महत्त्व, अवस्थाएँ, अषुद्धियों के कारण व निवारण।

इकाई III : पुस्तक एवं पाठ्यक्रम

- क) पाठ्य पुस्तक का महत्त्व, विशेषताएँ व समीक्षा ।
 ख) पुस्तकालय की उपयोगिता व व्यवस्था तथा छात्रों में पठन रुचि विकसित करने के उपाय ।
 ग) पाठ्यक्रम— अर्थ, महत्त्व एवं निर्माण के सिद्धान्त ।

इकाई IV : व्याकरण बोध

- क) धातु –रूप (लट् एवं लङ् लकार)
 ख) समास
 ग) सन्धि

प्रायोगिक कार्य :-

- किसी एक संस्कृत पाठ्य पुस्तक की समीक्षा (छठी से दसवीं तक) ।
- किसी हिन्दी समाचार पत्र के चार सम्पादकीय का संस्कृत में अनुवाद ।

सन्दर्भ ग्रंथ सूची :-

चौबे, विजय नारायण (2002)संस्कृत शिक्षण विधि,उत्तर प्रदेश हिन्दी संस्थान लखनऊ ।

पाण्डे, आर.एस. (2000) संस्कृत शिक्षण, आगरा: विनोद पुस्तक मन्दिर

पाण्डेय, राम शुक्ल (2008).संस्कृत शिक्षण, आगरा: विनोद पुस्तक मन्दिर ।

मित्तल, सन्तोष (2002).संस्कृत शिक्षण, मेरठ: आर लाल बुक डिपो

मिश्र, प्रभाशंकर (1979). संस्कृत-शिक्षण: चण्डीगढ़, हरियाण ग्रन्थ अकादमी ।

राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण, (जून 2009) : राष्ट्रीय पाठ्यचर्या की रूपरेखा 2005, भारतीय भाषाओं का शिक्षण, राष्ट्रीय फोकस समूह का आधार पत्र

सफाया, रघुनाथ(2000). संस्कृत-शिक्षण, चण्डीगढ़: हरियाणा साहित्य अकादमी

सिंह, एस. डी. एवम् शर्मा (1999). संस्कृत शिक्षण, आगरा: राधा प्रकाशन मंडी ।

शास्त्री एवम् शास्त्री (2000)संस्कृत शिक्षण, जयपुर: राजस्थान प्रकाशन ।

शर्मा, नन्दराम, 2007 : संस्कृत –शिक्षण, साहित्य चन्द्रिका, प्रकाशन, जयपुर

Evaluation Scheme: The external theory examination will be of three hours duration. External question paper 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 to IV. Each question carries 8 marks. Unit –V will be compulsory with 4 short answer-type questions set form the whole syllabus of the paper. Each question will be of 2 marks.

P-1.1 & P-1.2
PEDAGOGY OF SCIENCE

Total Marks: 50
External Theory: 40
Internal Practical: 10

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

- Understand the nature of science and appreciate science as dynamic and expanding body of knowledge.
- Identify and formulate aims and objectives of science teaching.
- Understand and use various methods and approaches of teaching science and develop scientific attitude among the students.
- Select and use appropriate learning resources in science.
- Understand the current trends in teaching of science.

Course Content:

Unit-I: Introduction

- a) Meaning, nature and scope of science, impact of science and technology on society.
- b) 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.
- c) Formulation of specific objectives in behavioral terms (Mager's approach and RCEM approach).

Unit-II: Methods and Techniques in Science Teaching

- a) Methods of Teaching Science- Problem solving method, Lecture cum demonstration method, Project method,
- b) Approaches of Teaching Science: Inductive and Deductive approach, Cooperative learning, inquiry based approach. Heuristic approach.
- c) Scientific Attitude and its development.

Unit- III: Instructional Material and Aids

- a) Instructional resources in Science: Meaning, importance, classification,
- b) Principles of selection and use of various instructional aids such as Chalk Board, Charts, Models and animations.
- c) E-learning: concept, and use of e-books and e-journals in science.

Unit- IV: Current Trends in Science Education

- a) MOOC platforms for Science Education and their relevance for teachers and students.
- b) CBCS: Concept, Need and Significance for discipline-centred as well as interdisciplinary teaching learning in Sciences.
- c) Promotion and Innovation in Science Education: Meaning, Importance and Initiatives (Such as KVPY, IISERs, HBCSE, Science Olympiads).

Sessional Work (Internal)

- Any two of the following:
 - 1) Contribution of any two Nobel Prize winners in science,
 - 2) General Information about any two Scientific Institutes of national Importance.
 - 3) Information about five journals contributing in the field of Science.

Suggested Readings

- Ahmed J. (2008): Teaching of Life Science. PHI Learning Pvt. Ltd., New Delhi.*
- Bhandula, N. (1989). Teaching of Science. Ludhiana: Parkash Brothers.*
- Das , R.C. (1992). Science Teaching in School. New Delhi: Sterling Publishing.*
- Davar ,M.(2012).Teaching of Science. New Delhi: PHI Learning Private Limited.*
- Garg, K.K., Singh, R and Kaur, I. (2007). A Text book of Science of Class X, New Delhi: NCERT.*
- Joshi S.R. (2007). Teaching of Science . New Delhi: APH Publishing Corporation.*
- Kohli , V.K. (2006). How to Teach Science. Ambala: Vivek Pub.2006.*
- Liversidge T., Cochrane M., Kerfoot B. and Thomas J. (2009). Teaching Science: Developing as a Reflective Secondary Teacher. New Delhi: SAGE Publications India Private Limited.*
- Mangal, S.K. (1997). Teaching of Science. New Delhi: Arya Book Depot*
- Mohan, R. (2007). Innovative Physical Science Teaching Method, P.H.I., New Delhi.*
- NCERT (2013). Pedagogy of Science Part-1 & 2: NCERT, New Delhi.*
- New UNSECO Source Book for Science. France: UNSECO.*
- Sharma, R.C. (2010). 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.*

Thurber, W. and Collete , A. (1964). Teaching Science in Today's Secondary Schools. Boston: Allen and Becon.

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.

Evaluation Scheme: The external theory examination will be of three hours duration. External question paper 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 to IV. Each question carries 8 marks. Unit –V will be compulsory with 4 short answer-type questions set form the whole syllabus of the paper. Each question will be of 2 marks.

P-1.1 & P-1.2 PEDAGOGY OF SOCIAL STUDIES

Total Marks: 50

External: 40

Internal: 10

Objectives:

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

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

- a) Concept, scope and nature of Social Studies, Distinguish between Social Studies and Social Science.
- b) Correlation of Social studies with Social Science, Languages, Mathematics, Arts and Science.
- c) Aims and Objectives of teaching Social Studies at middle and secondary school level with reference to Bloom's Taxonomy.

Unit - II: Methods and Techniques of teaching Social Studies

- a) Lecture Method, Discussion Method and Problem Solving Method
- b) Project Method, Source Method, Socialized recitation method.
- c) Techniques of Teaching: Explanation, Supervised Study, Jurisprudential Enquiry, Dramatization, Brain-Storming, and Field Trip.

UNIT III: Curriculum and Teaching Learning Material

- a) Social Studies curriculum at secondary stage-Features, issues and recommendations of NCF 2005.
- b) Resource for Learning (Primary and Secondary) - Meaning, examples, advantages and limitations. Dale's Cone of Experiences.
- c) Maps, Charts, Globe, Graphs, Models (Working & Still), Realia and specimens, and Multimedia as teaching aids in Social studies teaching.

UNIT IV: Current trends in Teaching of Social Studies

- a) ICT Based Approach- Power Point Presentations and e-learning.
- b) Cooperative Learning Approach- Concept, Procedure, Advantages and Limitations
- c) Constructivist Approach- Meaning, Characteristics, Strengths and Limitations.

Sessional Work (Internal)

- Qualitative Analysis of Social Studies Curriculum (secondary school stage) – PSEB/ CBSE/ICSE.
- 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 Vivekananda, Vinoba Bhave, Abraham Lincoln, Mahatma Jyoti Rao Phule, Yousafzai Malala, Kailash Satyarthi, and Nelson Mandela.

Suggested Readings:

Bhatia, S.K., & Jindal, S. ((2016). A Text Book of Curriculum, Pedagogy and Evaluation. New Delhi: Parago International Publisher.

Bining, A.C. & Bining, D.H. (1952). Teaching Social Studies in Secondary Schools. New York: McGraw, Hill Book Company, Inc.

Dash, B.N. (2006). *Content-cum-Method of Teaching of Social Studies*. New Delhi: Kalyani Publication.

Fleming J. (1949). *The Teaching of Social Studies in Secondary School*. London: Longman Green and Co.

Heller, F. (1986). *The use and abuse of Social Sciences*. London: Sage Publications.

Hemming, J. (1953). *The Teaching of Social Studies in Secondary Schools*. London: Longman Green and Company

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

Kochhar, S.K.; (1968). *The Teaching of Social Studies*. New Delhi: Sterling Publisher Pvt. Ltd.

Mofatt, M.R. (1955). *Social Studies Instruction*. New York: Prentice Hall.

National Curriculum Frame Work (2005). New Delhi: NCERT.

Pathak, R.P. (2012). *Teaching of Social Studies*. New Delhi: Pearson.

Position Paper by National Focus Group on Teaching of Social Sciences

Preston, R.C. & Herman (1974). *Social Studies in the Elementary School*. New York: Rhinehart and Company.

Preston, R.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.

Sansanwal, D.N. & Tyagi, S.K. (2006). *Multiple Discriminant Type Item*. *MERI Journal of Education*, 1(1), 18-25.

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

Sharma, P.L. (2002). *Modern Methods of Teaching Political Science*. New Delhi: Sarup & Sons.

Singh, G. & Kaur, J. (2007). *Teaching of Social Studies*. Ludhiana: Kalyani Publishers.

Singh, G. (2008). *Samajik Adhain da Adhiapan*. Ludhiana: Chetna Parkashan.

Singh, G. (2009). *Teaching of Social Studies*. Ludhiana: Chetna Parkashan.

Taneja, V.K. (1992). *Teaching of Social Studies*. Ludhiana: Vinod Publication.

Trigg, R. (1985). *Understanding Social Studies*. New York: Basics Black Well.

Wesley, E.B. (1951). Teaching of Social Studies. Boston: D.C. Herth and Co.

Evaluation Scheme: The external theory examination will be of three hours duration. External question paper 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 to IV. Each question carries 8 marks. Unit –V will be compulsory with 4 short answer-type questions set form the whole syllabus of the paper. Each question will be of 2 marks.

P-1.1 & P-1.2 PEDAGOGY OF SOCIOLOGY

Total Marks: 50
External Theory: 40
Internal Practical: 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: Introduction

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

UNIT-II: Methods and Techniques

- a) Methods of teaching: Lecture method, Source method, Discussion method and Problem solving method,
- b) Project method, Survey method and Sociometric technique

- c) Modern techniques and Devices: Assignment, Seminars, Symposium
Dramatization, Illustration, Questioning, ICT in teaching of sociology

UNIT-III: Curriculum Construction

- a) Principle for the construction and thematic organization of sociology curriculum.
b) Approaches of organization of Sociology curriculum: Unit, Concentric and Topical
c) Critical analysis of Sociology syllabus at the Senior Secondary Stage.

UNIT-IV: Content

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

Sessional Work (Internal):

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.

Evaluation Scheme: The external theory examination will be of three hours duration. External question paper 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 to IV. Each question carries 8 marks. Unit –V will be compulsory with 4 short answer-type questions set form the whole syllabus of the paper. Each question will be of 2 marks.

EPC-1.1**DRAMA AND MUSIC IN TEACHING**

Total Marks: 50

External: 40

Internal: 10

Objectives:

- To understand concept and scope of Drama and Music in Education.
- To develop their aesthetic sensibilities.
- To bring the Drama and Music into the center of exploration.
- To explore the adaptive strategies of artistic expression.
- To recognize the role of Drama and Music in education at school level.
- To learn to identify areas that suit learning process through Drama and Music.
- To explore the Role of teacher as a creative guide.

Course Content:

- 1) Prepare and present two skits with expression to teach any topic from their own teaching subjects
- 2) Practice and present two folk songs related to social evils / patriotic songs.
- 3) Collect and present five poems with rhythm and action in each teaching subject.

Note:- Students will practice the above skills with the help of teacher.

Sessional Work:

- Analyse any two Folk songs and discuss their significance in education.
- Dialogue writing on any topic from the content of respective teaching subjects

Suggested Readings:

John, B., Yogin, C., &Chawla, R. (2007). Playing for real: Using drama in the classroom. Macmillan Noida

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

National Centre for the Performing Arts -

http://www.tata.com/0_our_commitment/community_initiatives/arts/ncpa.htm

NCERT: Position paper National Focus Group on Arts, Music, Dance and Theatre, Publication Department Secretary, NCERT, New Delhi, 2006.

Prasad, D. (1998). Art as the basis of education. National Book Trust.

http://www.vidyaonline.net/list.php?pageNum_books=2&totalRows_books=62&l2=b1%20&l1=b1%20&l3=b1tp

Athiemoalam, L. Drama-In-Education and its effectiveness in English Second/Foreign classes, www.uni-oldenburg.de/zsn

Boudreault, C.: The benefits of using drama in the ESL/EFL classroom, <http://iteslj.org/Articles/Boudreault-Drama.html>

Drama in education, <https://www.questia.com/library/education/curriculum-andinstruction/drama-in-education>

Drama Games, http://en.wikipedia.org/wiki/Drama_Teaching_Techniques

Drama Strategies, <http://dramaresource.com/strategies/69-drama-techniques>

Kappinen, T.: UNESCO-ARTS IN EDUCATION, Drama and Theatre in School Education, tintti.karppinen@welho.com

U.Tulay: The advantages of using drama as a method of education in elementary schools.

Evaluation Scheme: The external theory examination will be of three hours duration. External question paper 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 to IV. Each question carries 8 marks. Unit –V will be compulsory with 4 short answer-type questions set form the whole syllabus of the paper. Each question will be of 2 marks.

EPC-1.2

SIMPLE EXPRESSSIONAL COMPETENCIES

Total Marks: 25

External Practical: 20

Internal Practical: 5

Objectives:

- To acquaint them with sketching for expression and communication purpose.
- To develop sense of organization and an aesthetic sense in them.
- To prepare/improve teaching aids for effective teaching learning.
- To write legibly on Chalk Board.
- To learn to handle and display teaching material.

Course Content:

PART-A

- 1) Drawing and Sketching - 15 sheets
 - a) Pencil sketches - 2 sheets
 - b) Landscapes - 2 sheets
 - c) Collages - 2 sheets (1 each from Teaching Subjects)*
 - d) Alphabets writing in blocks (A to Z)

- | | | | |
|----------------------------------|---|---|---|
| Capital | : | - | 5 sheets |
| Small | : | - | 1 sheet |
| e) Number drawing (0 to 9) | | - | 1 sheet |
| f) Cutting and Pasting | | - | 2 sheets (1 each from Teaching Subject)* |
| 2) Motto writing | | - | 2 sheets |
| (1 English and 1 Mother tongue) | | | |
| 3) Action Drawing | | - | 2 sheets |
| 4) Black Board plans | | - | 4 sheets (2 each from teaching Subjects)* |
| 5) Charts (Display and write-up) | | - | 2 (one for each Teaching Subjects)* |

Sessional Work: Students will maintain a file of all these activities.

PART-B

B.B. Writing and Sketching on any topics from two teaching subjects:

General Instructions for Simple Expressional Competencies

- a) Only Poster and water colours in flat or graded tone.
- b) Cutting, Pasting and Display of 2 pictures on display board.
- c) Block lettering in ink or color on paper in English, Gurmukhi/Devnagari
- d) Writing in Gurmukhi, Devnagari or Roman script and sketching on chalkboard
- e) Simple freehand sketching of diagrams, figures, outline maps, fields, block diagrams of respective teaching subjects.

Sessional Work: Keep record of these activities duly signed by the subject teachers.

EPC-1.3

PARTICIPATION IN SPORTS AND YOGA

Total Marks: 25
External Practical: 20
Internal Practical: 5

Objectives:

- To understand the concept of health sports and yoga
- To make pupil teachers aware regarding the aims and objects of health and physical fitness components
- to inculcate interest for sports participation among pupil teachers
- To give them knowledge about layout and rules and regulations of the games
- to inculcate awareness for yoga and meditation
- to impart knowledge about good posture
- To inculcate the habit of taking a healthy diet

Course Content:

1. General awareness of Health and Physical Fitness (Posture and postural deformities and remedial measures, Balanced Diet and its importance).

2. Preparation of file on any two games including lay- out of grounds, rules and regulations.
 - a) Kho-Kho
 - b) Volleyball
 - c) Badminton
 - d) Basketball
3. Preparing file and performing yoga asanas any five.

EPC-1.4

PRE-INTERNSHIP

Total – 25
Preparation of report - 15
Presentation / sharing of the report- 10

Duration: 2 weeks

Course Content:

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

F-2.1

SOCIOLOGICAL BASIS OF EDUCATION

Total Marks: 50
External Theory: 40
Internal Practical: 10

Objectives:

The course aims at enabling the students to

- Study education in a sociological perspective and comprehend the role of education as an agent of social change.
- Imbibe the national ideals, national integration and appreciate the value of international understanding.
- Critically examine the social, cultural and political aspects of educational process.

Course Content

Unit-I: Education and Sociology

- a) Concept, nature and relationship between education and sociology.
- b) Socialization: role of family, peer and school.
- c) Social mobility and education.

Unit-II: Education and Society

- a) Nature and aspirations of Indian society. Indian society and education.
- b) Society as a determinant of aims of education.
- c) National Development and Education: concept, scope and indicators of national development.

Unit-III: Education and Culture

- a) Culture: concept, characteristics and its interactions with education.
- b) Social change: concept and factors responsible for social change.
- c) Education and its role in the process of cultural and social change.

Unit-IV: Education in Socio-Political context

- a) Education in and for Democracy.
- b) Education for national and emotional integration.
- c) Education for international understanding and global peace.

Sessional Work (Internal):

- Any one of the following:

Visit any one high/secondary/senior secondary school and observe and record various activities being organized to promote: Democratic values, national and emotional integration, global peace.

Suggested readings:

Aggarwal, J.C. (2005): Theory and Principles of Education Philosophical and Sociological Basis of Education, New Delhi, Vikas Publishing House Pvt. Ltd.

Banerjee, A.C. & Sharma, S.R. (1999): Sociological and Philosophical Issues in Education. Jaipur: Book Enclave.

Beyer, L.E. (Ed.) (1996). Creating democratic classrooms: The struggle to integrate theory and Practice. New York: Teachers College Press.

Bhatia, K.K. and Narang, C.L. (2008). Philosophical and Sociological Bases of Education. Ludhiana: Tandon Publications.

Brubacher, John S. (1969). Modern Philosophies of Education. New Delhi: Tata McGraw Hill.

Chaube, S.P. (1981). Philosophical and Sociological Foundations of Education. Agra: Ravi, Noudarnalya.

Dash, B.N. (2004). Theories of Education & Education in the Emerging Indian Society. New Delhi: Dominant Publishers and Distributors.

Dewey, John. (1915). The School and Society. The University of Chicago Press

Dewey, John (1961). Democracy and Education. New York: Macmillan Company.

Dhankar, Rohit(2006) Shiksha Aur Samajh. Haryana: Aadhar Prakashan

Goff, Phil (2001). Test your E-Sills. London : Hobler & Stoughton.

Halsey, A.H.; Lander, H.; Brown, P. and Nells, A.S. (1997). Education: Culture, Economy and Society. New York: Oxford University Press.

Kumar, Krishna. 1977. Raaj Samajaur Shiksha. Delhi: Rajkamal

Mathur, S.S. (1997). Philosophical and Sociological Foundations of Education. Agra: Vinod Pustak Mandir.

Mathur, S.S. (1985). Sociological Approach to Indian Education. Agra: Vinod Pustak Mandir. Mohanty, J. (1994). Indian Education in the Emerging Society. New Delhi: Sterling Pvt. Ltd.

NCERT, (2005). National curriculum framework. New Delhi.

Panday, K.P. (2010). Perspectives in Social Foundations of Education. New Delhi: Shipra Publication.

Taneja, V.R. (2005). Foundation of education. Chandigarh: Abhishek Publishers.

Evaluation Scheme: The external theory examination will be of three hours duration. External question paper 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 to IV. Each question carries 8 marks. Unit –V will be compulsory with 4 short answer-type questions set form the whole syllabus of the paper. Each question will be of 2 marks.

F-2.2

UNDERSTANDING THE LEARNER

Total Marks: 50
External Theory: 40
Internal Practical: 10

Objectives: To enable the pupil teachers to:

- Understand nature of learning, factors affecting learning, various theories of learning and educational implications of transfer of learning.
- Understand the importance of intelligence, different theories of intelligence and measurement of intelligence and its uses.
- Make the student teachers familiar with the concept of emotional intelligence and their role in promotion of emotional intelligence.
- Get familiar with the identification and promotion of creativity among learners.
- Understand the concept of personality and its assessment.
- Know the concept and importance of mental health and motivation.
- Get familiar with children with special needs.
- Understand the basic concepts of elementary statistics.
- Get acquainted with the administration and interpretation of psychological tests.

Course Content:

Unit- I:

- (a) Nature of Learning- learning as a process and as an outcome, characteristics and factors affecting learning.
- (b) Theories of learning: Stimulus Response theories of learning- Trial and Error theory, Pavlov's classical conditioning theory, Operant Conditioning theory and Insight learning.
- (c) Transfer of learning- types, theories and educational implications of transfer of training.

Unit –II:

- (a) Intelligence- Meaning, theories of intelligence (Unitary, Spearman, Thurston and Guilford's), measurement of intelligence, uses and limitations of intelligence tests.
- (b) Emotional intelligence- concept, dimensions, role of teacher in promoting emotional intelligence.
- (c) Creativity- concept, difference between creativity and intelligence, identification of creative child and methods of fostering creativity.

Unit –III:

- (a) Personality- concept, determinants of personality and Assessment.
- (b) Mental health- meaning, importance, causes of mental illness and improvement of mental health of children.
- (c) Motivation- meaning, types, techniques and educational implications.

Unit- IV:

- (a) Education of the Children with special needs- Meaning, Types, Identification and intervention: Gifted, Delinquents and Educationally Backward Children.

- (b) Elementary Educational Statistics: meaning, uses and computation of measures of Central Tendency (Mean, Median and Mode).
- (c) Measures of Variability (Standard Deviation) and Coefficient of correlation by Rank order Method.

Sessional Work (Internal):

Administration and interpretation of any one psychological test, selecting one from the mentioned below:

- (a) Learning
- (b) Intelligence

Suggested Readings:

Baron, R.A. and Misra, G. (2014). *Psychology* (5/e). South Asia: Dorling Kindersley (India) Private Limited.

Chauhan, S.S. (1992). *Advanced Educational Psychology*. New Delhi: Vikas Publications House.

Ciccarelli, S.K. and Meyer, G.E. (2014). *Psychology* (11/e). South Asia: Dorling Kindersley (India) Private Limited.

Garrett, Henry.E.(1981). *Statistics in Psychology and Education*. Bombay: Vakils, Feffer and Simons Ltd.

Dandapani, S. (2010). *A Text Book of Advanced Educational Psychology* (4/e). New Delhi: Anmol Publications Pvt. Ltd.

Dash,M. (2007). *Education of Exceptional Children*. New Delhi : Atlantic Publishers.

Goleman, D. (2013). *Emotional Intelligence Why it can matter more than IQ*. New Delhi: Bloomsbury.

Mangal, S.K. (2013). *Advanced Educational Psychology* (2/e). New Delhi: PHI Learning Private Limited.

Mangal,S.K.(2007). *Educating Exceptional Children: An Introduction to Special Education*. New Delhi : Prentice-Hall of India.

Morgan, C.T., King, R.A., Weisz, J.R. and Schopler, J. (2013). *Introduction to Psychology*. New Delhi: McGraw Hill Education (India) Private Limited.

Panda, K.C. (1999). *Education of Exceptional Children*. New Delhi: Vikas Publications House.

Radford, J. and Govier, E. (1991). *A Text Book of Psychology* (2/e). London: Routledge.

Ramalingam, P. (2013). *Educational Psychology*. New Delhi: McGraw Hill Education (India) Private Limited,.

Sidhu, K.S. (2015). *Statistics in Education and Psychology*. (11/e). New Delhi: Sterling Publishers Private Limited.

Singh, D. (2006). *Emotional Intelligence at Work* (3/e). New Delhi: Response Books, A Division of Sage Publications.

Skinner, C.E. (2012). *Educational Psychology* (4/e). New Delhi: PHI Learning Private Limited.

Verma, L.N. (2013). *Educational Psychology*. Jaipur: Rawat Publications.

Woolfolk, A. (2013). *Educational Psychology* (9/e). South Asia: Dorling Kindersley (India) Private Limited.

Evaluation Scheme: The external theory examination will be of three hours duration. External question paper 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 to IV. Each question carries 8 marks. Unit –V will be compulsory with 4 short answer-type questions set form the whole syllabus of the paper. Each question will be of 2 marks.

F-2.3

ASSESSMENT FOR LEARNING

Total Marks: 50
External Theory: 40
Internal Practical: 10

Objectives:

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

Course Content:

Unit-I: Overview of Assessment and Evaluation

- a) Basic Concepts: Assessment for learning, assessment of learning, test, examination, measurement, evaluation.
- b) Objectives and Purpose of Assessment – Behaviorist and Constructivist Paradigm
- c) Types of evaluation- Teacher made and standardized tests, Norm referenced and criterion referenced testing;

Unit-II: Assessment Tools

- a) Test: Types (Essay, Objective, Objective based); characteristics of good tool (validity, reliability and usability).
- b) Construction of a Test: Planning (Blue Print), Preparation, Try Out and Evaluation
- c) Techniques of Assessment: Project work, Assignments, Practical work, Performance based activities.

Unit-III: Analysis and Implementation of Assessment

- a) Scoring procedure - manual and electronic, development of Rubrics
- b) Analysis and Interpretation: Calculation of percentages, Frequency distribution, Percentile Rank, Pie Chart, Bar Graph, Histogram, Frequency Polygon,
- c) Normal probability Curve- Meaning, characteristics and uses.

Unit-IV: Trends and Issues in Assessment

- a) Existing Practices: Continuous and Comprehensive Evaluation (CCE), Grading, Choice Based Credit System, Feedback in Improving learning and learners' development.
- b) Issues and Problems: Non-Detention Policy, the menace of coaching.
- c) Emerging Practices in Assessment: Standard Based Assessment, Online, Computer Based and Open Book Examinations.

Sessional Work (Internal)

- Any two of the following:
 - 1) Construction of an Achievement Test on One Topic.
 - 2) Compilation of result of one class at school level and its analysis (Mean, Median, Mode) and graphical representation.
 - 3) Report on grading system in schools.

Suggested Readings:

Aggarwal, R.N. & Vipin Asthana (1983). Educational Measurement & Evaluation, Agra : Vinod Pustak Mandir.

Aggarwal, Y.P. (1989): Statistical Methods. Concepts Application & Computation, New Delhi : Sterling Publishers.

Anastasi, A. (1983): Psychological Testing.., 6th Ed. New York, The Macmillan Co. 6th Edition.

Asthana Bipin(2011) Measurement and Evaluation in Psychology and Education. Agrwal Publications, Agra.

Ebel, L.R. and Frisbie, D.A. (1991) : Essentials of Educational Measurement, New Delhi., Prentice Hall of India Pvt. Ltd.,

Garrett, H.E. (1973): Statistics in Education and Pshychology, Bombay, Vakils Febber and Simons.

GOI (2009) The right of children to free and compulsory education act(2009) Retrieved from [http:// mhrd.gov.in/sites/upload-files/mhrd/files/rte.pdf](http://mhrd.gov.in/sites/upload-files/mhrd/files/rte.pdf).

GOI (2011) Sarva Shiksha Abhiyan-Framework for implementation based on the right of children to free and Compulsory Education Act,2009. GOI Retrieved from [http:// www.upefa.com/upefaweb/admin/myuploads/SSA_frame_work_revised_9.6.2011](http://www.upefa.com/upefaweb/admin/myuploads/SSA_frame_work_revised_9.6.2011) Pdf.

Kubiszyn, Tom and Borich Gary(1993) Educational Testing and Measurement. Harper Collins college publishers.

Ronald Jay Cohen, Mark, E. Swerdlik and Medhe M. Kumtheker (2014) Psychological testing and Assessment, Mc Graw Hill Education (India) Private limited.

Sharma, R.A.(2010) Essentials of Measurement in Education and Psychology. R. Lall Book Depot, Meerut.

Thorndike R. L and Thorndike Christ Tracy (2010) Measurement and Evaluation in Psychology and Education. PHI Learning Private Limited, New Delhi.

Thorndike, R.L., & Hagen E. (1977) : Measurement and Evaluation on Psychology and Education. . New York, John Wiley and Sons, Inc.

Ved Prakash, et al (2000) Grading in school, NCERT, Published at the publication division by the secretary, NCERT, Sri Aurobindo Marg, New Delhi.

Evaluation Scheme: The external theory examination will be of three hours duration. External question paper 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 to IV. Each question carries 8 marks. Unit –V will be compulsory with 4 short answer-type questions set form the whole syllabus of the paper. Each question will be of 2 marks.

F-2.4 CURRICULUM AND UNDERSTANDING THE DISCIPLINES

Total Marks: 50
External Theory: 40
Internal Practical: 10

Objectives:

- To explain the concept, principles, approaches and types of curriculum
- To analyze various curriculum frameworks
- To explain the concept and types of discipline
- To understand the nature, changes in disciplines and subjects in terms of social, political and intellectual context
- To study the relationship between academic disciplines and school subjects.

Course Content:

Unit-I: Conceptual Framework of Curriculum

- (a) Curriculum: Concept and Importance
- (b) Principles of Curriculum Construction
- (c) Types of Curriculum: Core curriculum and Hidden curriculum

Unit-II: Essentials of Curriculum

- (a) Approaches to Curriculum Development: Subject Centered, Learner Centered and Community Centered.
- (b) Role of teacher in Curriculum Development
- (c) Curriculum visualized in NCF (2005)

Unit-III: Structure of Disciplines

- (a) Discipline: Meaning, Types and Importance
- (b) Core idea of Developing Disciplines: Meaning and Organization
- (c) Meaning of Inter-disciplinary approach to education and its effect on school subjects

Unit-IV: Analyzing Relationship between School Subjects

- (a) Nature, Importance and Historical Perspective of Science, Social Science, Mathematics and Languages
- (b) Correlation among different school subjects (Science, Social Science, Mathematics and Languages) and its effect on curriculum framework
- (c) Changes in school subjects in terms of social, political and intellectual context

Sessional Work (Internal)

Any two of the following:

Critical Analysis of any one of the following:

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

Suggested Readings:

Butchvarov, P. (1970), The concept of Knowledge, Evanston, Illinois: Western University Press.

Debra H. Martin, H. Pam C. & Lingard, B. (2007), Teachers and Schooling :making a difference. Australia: Allen and Unwin.

Gardner, H. (1993), Creating Minds, New York: Basic Books.

Noddings, N. (2007), Critical Lessons: What our schools should teach, Cambridge University Press.

Ornstein, Allen C., Edward F.P.& Stacey B.O.(2006) Contemporary issues in curriculum, Allyn & Bacon.

Bruner, J.S. ((2006) In Search of Pedagogy, Vol-I &II, (he selected works), London: Routledge. 16

Kneller, G.F.,(1963) Foundations of Education, London and New York: John Wiley & Sons,Inc.

NCERT (2005), National Curriculum Framework, New Delhi.

Kamala Bhatia and B.D. Bhatia: Theory and principle of education. Doaba House NaiSarak Delhi.

SP Chaube Foundation of education, Vikas publishing house, Noida.

J.C. Aggarwal: Curriculum reforms in India Nai Sarak Delhi.

Janadran Prasad: Advanced curriculum construction Kanishka Publishers, New Delhi.

Malla Reddy Mamdi: Curriculum development and educational technology, Sterling Publishers, New Delhi.

R.M. Kalra: Curriculum construction for youth development, Sterling Publishers, New Delhi.

SK Murty: Essentials of Curriculum Development. Allied Book Centre Hyderabad.

Evaluation Scheme: The external theory examination will be of three hours duration. External question paper 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 to IV. Each question carries 8 marks. Unit –V will be compulsory with 4 short answer-type questions set form the whole syllabus of the paper. Each question will be of 2 marks.

F-2.5 SCHOOL MANAGEMENT

Total Marks: 50
External Theory: 40
Internal Practical: 10

Objectives:

- To understand the concept and operational components of school management.
- To enlist the physical resources of the school and the importance of their maintenance.
- To understand the importance of social life in school and the Role of administrators and the Teachers.
- To become successful teachers in their future endeavour of teaching.
- To develop practical skills in organizing school programmes and activities.

Course Content:

UNIT-I: Organization and Management

- a) School as an organization: Meaning, Objectives and Principles of school organization, Types of administration and management.
- b) School Plant: Meaning, Importance, Essential characteristics, Maintenance and Selection of site.
- c) Institutional Planning: Meaning, objectives, characteristics, and advantages of Institutional planning.

UNIT-II: Essential Facets of School Organization

- a) School Time Table: Importance, Types and Principles of time table construction.
- b) Co-curricular Activities: Meaning, Importance, Principles of organizing co-curricular activities (Especially Morning Assembly, NSS, NCC, Field trips).
- c) Discipline: Concept, Need, Causes of indiscipline and Remedial measures.

UNIT-III: Quality Enhancement and Management in Schools

- (a) Leadership: Concept, Need & Development of Leadership Qualities.
- (b) Supervision: Meaning, Objectives and Principles, Role of Educational Administrators (at school level, Block, District, State level)
- (c) School Records and Registers: Need and Importance, Types, Characteristics and Maintenance.

UNIT-IV: Recent Trends in School Management

- (a) Total Quality Management (TQM): Concept, Need and Importance, Characteristics and Principles. Development of human resource through TQM.
- (b) Biometric Attendance System: Concept, Significance and Challenges in Indian context.
- (c) Feedback of teachers and Administrators: Concept, Need and Importance, Role of reflective teaching.

Sessional Work (Internal)

- Any two of the following:
 - Construction of a Time-Table of school.
 - Maintenance of any one school record/ register.
 - Report on the best practices followed in the school to maintain quality of education.

Suggested Readings:

Bhatia, K.K., & Singh, J. (2002). Principles & Practice of School Management. Ludhiana: Tandon Publications.

Bhatnagar,R.P.& 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.

Gupta, S. (2007). School Management, New Delhi: Shipra Publications.

Khanna J., & Nangia A. (2015), Co-Curricular Activities in Schools, Ludhiana: Tandon Publications.

Loomba, K. & Loomba, P. (2015). School Management, Jalandhar: Saanjh Parkashan.

Mangal, S. K. (2009). School Management, Ludhiana: Tandon Publications.

Mathur, S. S.(2008). School Management, Agra : Vinod Publications.

Mohanty, J. (2004). School Management, New Delhi: Deep and Deep Publications.

Sachdeva, M. S. (2001). School Management. Ludhiana: Bharat Book Centres.

Sarkaria, M. S. (2013). School Management. Ludhiana: Kalyani Publishers.

Sharma, T. S. (2005). School Management and Administration. Patiala: Shaheed-E-Azam Printing Press.

Sodhi,T. S. & Suri,Anaina(2002), Management of School Education. Patiala: Bawa Publication.

Evaluation Scheme: The external theory examination will be of three hours duration. External question paper 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 to IV. Each question carries 8 marks. Unit –V will be compulsory with 4 short answer-type questions set form the whole syllabus of the paper. Each question will be of 2 marks.

P-2.1 & P-2.2
PEDAGOGY OF AGRICULTURE

Total Marks: 50
External Theory: 40
Internal Practical: 10

Objectives:

- To conduct field studies and surveys independently.
- To utilize leisure time usefully and fruitfully by engaging students in various types of constructive activities.
- To write unit plans and lesson plans for effective teaching learning of Agriculture.
- To organize co-curricular activities related to Agriculture.
- To evaluate and select appropriate text books in Agriculture.
- To organize practical work in Agriculture.
- To construct appropriate assessment tools for evaluating learning of Agriculture.
- To join various platforms available for professional growth.

Course Content:

UNIT-I: Curriculum Construction

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

UNIT-II: Planning and Evaluation

- (a) Text Book in Agriculture – Its Need, Importance and Qualities, Reference Books and Agriculture Journals.
- (b) Unit planning and Lesson Planning- Concept, importance, types, steps and preparation.
- (c) Evaluation – Concept, Importance, different types of tests for theory and practical.

UNIT-III: Professional Development of Teacher

- (a) Agriculture Teacher and his professional growth.
- (b) Importance of Practical work in Agriculture, Organization of Agriculture Club and Agriculture fair in the school.
- (c) Agriculture Farm and Laboratory.

Unit-IV: Content

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

Sessional Work (Internal):

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

Suggested Readings:

Cook,G.S.A. Hand book of Teaching Vocational Agriculture

Garric,E.W. Teaching Vocational Agriculture

Hamlin,H.M. Agriculture Education in Community Schools

Hammends,G. Teaching of Agriculture

Handbook of Agriculture. Ludhiana: PAU.

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

Sharma, R.C. Modern Science Teaching.

Evaluation Scheme: The external theory examination will be of three hours duration. External question paper 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 to IV. Each question carries 8 marks. Unit –V will be compulsory with 4 short answer-type questions set form the whole syllabus of the paper. Each question will be of 2 marks.

**P-2.1 & P-2.2
PEDAGOGY OF COMMERCE**

Total Marks: 50
External Theory: 40
Internal Practical: 10

Objectives:

- To acquire a conceptual understanding of the nature of commerce
- To acquire the knowledge of different activities organized by commerce associations
- To develop an appreciation towards the role of commerce in daily life
- To develop an understanding of planning daily lessons and unit lessons
- To explore the use and relevance of different learning resources in learning different contents in commerce
- To reflect upon his/her own experimental knowledge in the process of becoming a commerce teacher

Course Content:**Unit 1: Lesson Planning**

- a) Unit Analysis, Content Analysis and Task Analysis: Concept and uses.
- b) Lesson planning: concept, steps for preparation, need and importance. Construction of lesson plans- ICT based, Diary based, test based and model based.

- c) Unit plan- Steps, format, advantages of unit planning; Difference between Unit Plan and Lesson Plan.

Unit II: Learning Resources

- a) Commerce Text book: Need and importance, Criterion for evaluation of text books.
- b) Commerce club or association activities school bank-school co-operative society.
- c) Commerce laboratory- teacher's diary, records and registers to be maintained, equipment, essentials and desirable

Unit III: Qualities and Professional Ethics of Commerce Teacher

- d) Qualities of a Commerce teacher, concept and Need of professional development of commerce teacher.
- a) Need and Importance of in service teacher training of commerce teachers.
- b) Ethics in teaching of commerce.

Unit IV: Basic Concepts of Commerce

- a) Forms of business ownership: Sole Proprietor, Partnership, Joint stock companies and co-operative societies -Meaning, features, advantages and limitations;
- b) Multinational companies- meaning, features, advantages and limitations.
- c) Concept of Book-keeping and Accountancy, Accounting procedure.
- d) Final Accounts- objectives of preparing financial statements, Trading A/C, Profit and Loss A/C, Balance Sheet.

Sessional Work (Internal):

- 1) Dummy filling of Bank forms
- 2) Participation in discussion on any economic topic/ budget/ act and prepare a report.

Suggested Readings:

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.

Evaluation Scheme: The external theory examination will be of three hours duration. External question paper 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 to IV. Each question carries 8 marks. Unit –V will be compulsory with 4 short answer-type questions set form the whole syllabus of the paper. Each question will be of 2 marks.

P-2.1 & P-2.2

PEDAGOGY OF COMPUTER SCIENCE

Total Marks: 50
External Theory: 40
Internal Practical: 10

Objectives:

- To develop an understanding of the content in computer science
- To develop the understanding of resources for teaching computer science.
- To develop the understanding of the various curricular activities in the teaching of computer science.
- To develop an understanding of evaluation and the concept of E-learning

Course Content:

UNIT-I: Basic Content

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

UNIT-II: Resources for Teaching Computer Science

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

UNIT-III: Curricular Activities

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

UNIT-IV: E-Learning and Evaluation in Computer Science

- a) E-Learning: -Concept, Meaning, Characteristics and Types:
 - i. Off-line Learning (Meaning, Importance)
 - ii. On-line Learning-(Synchronous and Asynchronous)
- b) Difference between Measurement and Evaluation, Concept of Evaluation and its Importance.
- c) E-Evaluation: Concept, importance and role of computer in evaluation.
- d) Blue print of Question Paper in Computer Science.

Sessional Work (Internal):

- 1) Create a Blog
- 2) Lesson plan using computer
- 3) Organize computer quiz/seminar

Suggested Readings:

Intel (2003). Intel Innovation in Education, Intel, Teach to the Future-Students Work Book.

Kumar Hemant, R.Lal Publisher, Meerut.

Kumar, Sunil (2017), Teaching of Computer Science, ISBN 978-93-82181-12-5 GBD Publications, Gurusar Sadhar

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

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

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

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

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

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

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

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

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

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

- Singh, Y.K. (2009). Teaching Practice. New Delhi: APH Publishing Corporation.
- Stephen, M. A., & Stanley, R. (1985). Computer instruction: Methods and development. NJ: Prentice Hall.
- Stone, E. (1996). How to use Microsoft access. Californi: Emergy ville.
- Vanaja, M. (2006). Educational Technology. Hyderabad: Neelkamal Publications Pvt.

Evaluation Scheme: The external theory examination will be of three hours duration. External question paper 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 to IV. Each question carries 8 marks. Unit –V will be compulsory with 4 short answer-type questions set form the whole syllabus of the paper. Each question will be of 2 marks.

P-2.1 & P-2.2 PEDAGOGY OF ECONOMICS

Total Marks: 50
External Theory: 40
Internal Practical: 10

Objectives:

- To acquire the conceptual understanding of pedagogic planning
- To enable the students frame behavioural objectives
- To acquire basic skills of lesson planning
- To sensitize the students about various types of learning material, resources and teaching aids
- To enable the pupil teachers to implement assessment and evaluation tools and techniques
- To reflect on the content areas listed in curriculum

Course Content:

Unit I: Pedagogic planning

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

Unit II: Teaching Learning Material

- a) Importance and classification of teaching learning material with special reference to Edgar Dale's Cone of Experiences

b) Charts, Graphs, Models – Working & Still, Specimens & Objects, Multimedia in Economics teaching

c) Learning Resource : Primary and Secondary

Unit – III: Assessment and Evaluation

a) Concept, importance and tools of Evaluation

b) Peer assessment; use of Rubrics and Portfolio in assessment of Economics

c) Open-book tests: Strengths and limitations.

Unit – IV: Content from NCERT Text books

a) Globalization and Indian Economy

b) Consumer Rights

c) Food security in India

Sessional Work (Internal)

Any two of the following:

1. Conducting survey in a locality with references to any economic activity.

2. Debate on the state of Indian economy.

Suggested Readings:

Aggarwal, J.C. (2005). Teaching of Economics - A Practical Approach. Agra: Vinod Pustak Mandir.

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

Kegan Paul. Sexena, N.R.; Mishra, B.K. and Mohanty, R.K. (2004). Teaching of Economics. Merrut: R. Lall Book Depot.

Sharma, Seema (2004). Modern Teaching Economics. New Delhi: Anmol Publication Pvt. Ltd.

Siddiqui, M.H. (2004). Teaching of Economics. New Delhi: Asish Publishing House.

Singh, Yogesh (2005). Aratha Shaster Sikshan. New Delhi: Ashish Publication.

Yadav, Amita (2005). Teaching of Economics. New Delhi: Publication Pvt. Ltd.

National Curriculum Frame Work 2005, NCERT, New Delhi.

Position Paper by National Focus Group on Teaching of Social Sciences

Heller, F. (1986).The use and abuse of Social Sciences, London: Sage Publications, 1986.

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

Kaur Manminder (2010), Teaching of Economics, Ludhiana: Tandon Publications

Singh, Tirath, Arjinder;Pargat Singh (2014). Teaching of Economics, Jalandhar: SG Publication.

Evaluation Scheme: The external theory examination will be of three hours duration. External question paper 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 to IV. Each question carries 8 marks. Unit –V will be compulsory with 4 short answer-type questions set form the whole syllabus of the paper. Each question will be of 2 marks.

P-2.1 & P-2.2 PEDAGOGY OF ENGLISH

Total Marks: 50
External Theory: 40
Internal Practical: 10

Objectives:

- To provide knowledge about various forms of Literature and methods of Teaching English.
- To enhance teaching skills of the students
- To enable the students to prepare teaching aids and their uses
- To provide knowledge about preparation of lesson plan
- To develop evaluative skills of the students.

Course Content:

UNIT I: Teaching Skills

a) Poetry-Objectives, Methods and Steps of teaching Poetry.

- b) Prose- Objectives, Methods and Steps of teaching Prose.
- c) Grammar-Objectives, Types, Methods (Inductive and Deductive Methods), Importance, Steps of teaching Grammar.

UNIT II: Lesson Planning and Language Teacher

- a) Lesson Planning-Meaning, Types, Objectives and Importance.
- b) Writing Lesson Plan- Poem, Story. Essay, Grammar, Prose
- c) Language Teacher-Qualities, Present Status of English Teacher and Suggestion for improvement.

UNIT III: Audio-Visual Aids and Evaluation

- a) Audio Visual Aids (Types, Importance, Uses), Language Laboratory (It's set up and Uses).
- b) Types of Examination-Oral and Written (Objective Type, Short Answer Type and Essay type) Principles of good question paper, Defects in present Examination System and Suggestions for improvement.
- c) Evaluation of Language Skills-Concept, Difference between Test and Examination, Continuous and Comprehensive Evaluation, Evaluation Techniques.

UNIT IV: Grammar

- a) Composition-Paragraph Writing, Letter Writing, Notice Writing, Dialogue Writing.
- b) Idioms, Proverbs
- c) Reported Speech, Voice

Sessional Work (Internal)

- Any two of the following:
 1. Preparation of Annual Question Paper.
 2. Action Research(Speaking and Writing Errors)

Suggested Readings:

Balasubramaniam, T. (1981). A Textbook of English Phonetics for Indian Students. Mumbai: Macmillan India Ltd.

Bhatia, K.K. (2006). Teaching and Learning English as a Foreign Language. New Delhi: Kalyani Publishers.

Bhatia, K.K. & Kaur, Navneet. (2015). Teaching and Learning English as a Foreign Language. Ludhiana: Kalyani Publishers.

Doff, A. (1988). Teach English: A Training Course for Teachers. Cambridge: The British Council and Cambridge University Press.

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.

Evaluation Scheme: The external theory examination will be of three hours duration. External question paper 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 to IV. Each question carries 8 marks. Unit –V will be compulsory with 4 short answer-type questions set form the whole syllabus of the paper. Each question will be of 2 marks.

P-2.1 & P-2.2 PEDAGOGY OF FINE ARTS

Total Marks: 50
External Theory: 40
Internal Practical: 10

Objectives: To enable student teachers to:

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

Course Content:

UNIT-I: Lesson Planning and Audio-Visual Aids

- a) Lesson planning to teach: (Micro/Macro/ICT Based, Diary Based/ Test Based/ Model based)
 - Line
 - Colour
 - Design
 - Still Life
 - Poster
- b) Audio-Visual Aids in teaching of Fine Arts.
- c) Teaching the Art classes (art at Primary level, elementary level & Higher Classes) (Art according to the stages of development in children)

UNIT-II: Significance of Fine Arts

- a) Significance of Fine Arts& its correlation with other school subjects.
- b) Importance of Field trips and Excursions in Fine Arts.
- c) Use of Textbooks in teaching Fine Arts: Theoretical part and criteria of selection. Reference books and supplementary readings.
- d) Contributions of Artists: Jamini Roy, Raja Ravi Verma, M.F. Hussain, Abanindranath Tagore

UNIT-III: Professional Development of Arts Teacher

- a) Qualities and professional competencies of a fine arts teacher.
- b) Still Life (concept, Principles of still life)
- c) Composition
- d) Appreciation of art.

UNIT-IV: Content

- a) Elements of Art.
- b) Six limbs of Indian Art (Shadanga).
- c) Fine Arts & Society.
- d) Creativity and Imagination in art

Sessional Work:

- Any two of the following:
 1. One Canvas size 20"X22"
 2. Best out of waste (one)
 3. Six Sheets (Any medium)- 2- Portraits, 2- Land Scape, 2 Flower Painting

Suggested Readings:

Brown, Percy (1953). Indian Painting, Calcutta.

Chawla, S.S. (1986). Teaching of Art. Patiala: Publication Bureau, Punjabi University.

Harriet, Goldstein (1964). Art in Everyday Life. Calcutta: Oxford and IBH Publishing Company.

Jaswani, K.K., Teaching and Appreciation of Art in Schools.

LowenfeldViktor .Creative and Mental Growth.

Margaret, Marie Deneck (1976). Indian Art. London: The Himalata Publication.

Sharma, L.C., History of Art, Goel Publishing House, Meerut.

Read, Herbert. Education through art [paperback].

Shelar, Sanjay. Still Life. Jyotsna Prakashan.

Evaluation Scheme: The external theory examination will be of three hours duration. External question paper 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 to IV. Each question carries 8 marks. Unit –V will be compulsory with 4 short answer-type questions set form the whole syllabus of the paper. Each question will be of 2 marks.

P-2.1 & P-2.2
PEDAGOGY OF GEOGRAPHY

Total Marks: 50
 External Theory: 40
 Internal Practical: 10

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

- Understanding the concept of pedagogic planning in teaching Geography.
- Prepare Geography Lesson plans of different types & based upon different approaches.
- Gain insight into the general aims and specific objectives of teaching Geography.
- Select and use appropriate learning resources in teaching Geography.
- Realize Geography teacher's role as a facilitator in enhancing Geography learning in the real classroom situation.
- Set Geography Labs in schools and make effective use of the Geography laboratory Equipments.
- Professionally develop them by participating in subject related conferences, seminars, workshops and projects.

Course Content:

Unit I: Pedagogic Planning

- a) Lesson Planning: Concept, Importance and Approaches of lesson planning: Herbartian Approach, RCEM approach and Constructivist approach.
- b) Writing behavioural objectives in context of Geography Lesson plans.
- c) Types of Lesson Planning (Macro, Micro, ICT-based, Test-based, Models of Teaching based and Diary Lessons) and their limitations.

Unit II: Learning Resources in Geography

- a) Geography Text books – Need, importance and Characteristics of good quality Geography text books and Reference books.
- b) Geography lab: Plan, Need and importance of Geography laboratory at secondary level for teachers and students.
- c) Equipments for Geography laboratory: Selection, purchase and maintenance.

Unit – III: Evaluation and Professional Development

- a) Evaluation: Concept, Importance and Use Continuous and comprehensive evaluation in Geography.

- b) Geography teacher: Eligibility/ qualification, Professional Competencies and qualities required for becoming an ideal Geography teacher.
- c) Professional development of Geography teachers: Participation in In-service training programmes, conferences, seminars, workshops, projects and role of National Association of Geographers of India in professional development of Geography teachers.

UNIT IV: Content Area and Pedagogical Analysis

- a) Landform features formed by Rivers, Glaciers and Wind.
- b) India: Climate, Vegetation & Relief.
- c) Drainage pattern of India.

Sessional Work (Internal):

- Any two of the following:
 1. Preparation of one ICT based Geography Lesson Plan.
 2. Writing report about the use of Topographic maps in Geography teaching at secondary level.
 3. Class seminar on any environmental issue of your local area or country.
 4. Writing report about Metrological equipment.

Suggested Readings:

Aggarwal, D.D. (2000). Modern Method of Teaching Geography. New Delhi: Sarup & Sons Publisher.

Arora, K.L. (1989). Teaching of Geography. Ludhiana: Prakash Brothers (in Punjabi, English, Hindi).

Basha, S.A. Salim (2004). Method of Teaching of Geography (Hindi). Delhi: A.P.H. Publisher.

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

Brar, J.S. (2001). Teaching of Geography. Ludhiana: Hind Publisher.

Broadman David (1985). New Directions in Geography Education. Fehur Press, London: Philadipha.

Ch. Orelly, R.J. (1970). Frontiers in Geography Teaching. London: Mathews and Co. Ltd.

Curriculum Frame Work 2005, NCERT, New Delhi.

Srivastva, Kanti. Mohan Geography Teaching. Agra: Sahitya Prakshan.

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

Kaul, A.K., "Why and How of Geography Teaching. Ludhiana: Vinod Publisher.

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

Rao, M.S. (1999). Teaching of Geography. New Delhi: Anmol Publisher Pvt. Ltd.

Shaida, B.D. and Sharma, J.C. (2010). Teaching of Geography. Jalandhar: Dhanpat Rai & Sons.

Siddiqui, Mujibul Hassan (2004). Teaching of Geography. New Delhi: A.P.H. Publisher.

Singh, R.P. (2004). Teaching of Geography. Meerut: R. Lall Book Depot.

Verma, J.P. (1960). Bhugol Adhyan. Agra: Vinod Pustak Mandir.

Verma, O.P. (1984). Geography Teaching. New Delhi: Sterling Publication Ltd.

Yogesh, K. Singh (2004). Teaching of Geography (Hindi). Delhi: A.P.H. Publisher.

Zaidi, S.M., Modern Teaching of Geography. New Delhi: Anmol Publisher.

Evaluation Scheme: The external theory examination will be of three hours duration. External question paper 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 to IV. Each question carries 8 marks. Unit –V will be compulsory with 4 short answer-type questions set form the whole syllabus of the paper. Each question will be of 2 marks.

P-2.1 & P-2.2

हिन्दी शिक्षण (PEDAGOGY OF HINDI) (Kruti Dev 010)

कुल अंक 50 ; (40+10 आन्तरिक मूल्यांकन)

उद्देश्य :- भावी शिक्षकों को –

- साहित्य की विभिन्न विधाओं व शिक्षण प्रक्रियाओं का ज्ञान करवाना।
- भाषायी कौशलों में दक्षता प्रदान करना।
- सहायक शिक्षण सामग्री के निर्माण व प्रयोग के योग्य बनाना।
- पाठ-योजना निर्माण का ज्ञान प्रदान करना।
- मूल्यांकन की योग्यता विकसित करना।

इकाई – I

- क) कविता शिक्षण– उद्देश्य, सोपान तथा विधियाँ।
ख) गद्य शिक्षण– उद्देश्य, सोपान तथा विधियाँ।
ग) व्याकरण शिक्षण– महत्त्व, उद्देश्य, सोपान तथा विधियाँ।

इकाई II

- घ) पाठ-योजना : अर्थ, प्रकार, उद्देश्य, तथा गुण।
ड.) पाठ-योजना लेखन : कविता, कहानी, निबन्ध, व्याकरण, गद्य।
च) हिन्दी अध्यापक के गुण, वर्तमान स्थिति व सुधार के उपाय।

इकाई III

- छ) दृश्य-श्रव्य सामग्री : प्रकार, महत्त्व व उपयोग।
ज) परीक्षा प्रणाली के प्रकार : { मौखिक लिखित (निबन्धात्मक, लघुत्तर, वस्तुनिष्ठ) }, प्रश्न पत्र निर्माण के सिद्धान्त, परीक्षा प्रणाली के दोष व सुधार के उपाय।
झ) भाषा कौशलों का मूल्यांकन – धारणा, मूल्यांकन की तकनीक, परीक्षा व मूल्यांकन में अन्तर।

इकाई IV

- ञ) रचना – गद्यांश, पत्र, सूचना, सम्वाद।
ट) मुहावरे, लोकोक्तियाँ, सूक्तियाँ।
ठ) कारक, वाच्य परिवर्तन।

प्रायोगिक कार्य :-

1. वार्षिक प्रश्न –पत्र का निर्माण।
2. क्रियात्मक अनुसन्धान (उच्चारण व लेखन की अशुद्धियाँ)।

सन्दर्भ पुस्तक सूची : –

- कश्यप, रेणु. (2001). 'राजभाषा हिन्दी का स्वरूप' विश्लेषण, पटना: जिज्ञासा प्रकाशन।
कुमार, योगेश. (2004). आधुनिक हिन्दी शिक्षण' नई दिल्ली: ए.पी. एच. पब्लिशिंग कॉरपोरेशन।
कौर सर्वजीत (2009) हिन्दी शिक्षण, नई दिल्ली : कल्याणी पब्लिकेशन।

खन्ना, ज्योति (2006), हिन्दी शिक्षण, नई दिल्ली : धनपत राय एण्ड कम्पनी ।
नीरू त्रिखा एवं मनीषा शर्मा (2010) हिन्दी व्याकरण एवं रचना : नई दिल्ली, तरुण पब्लिकेशन ।
मंगल उमा (2010) हिन्दी शिक्षण, नई दिल्ली, आर्य बुक डिपो ।
पाण्डेय, रामशकल. (2004). 'नूतन हिन्दी शिक्षण' आगरा: विनोद पुस्तक मन्दिर ।
पारीक, ममता. (2006). 'हिन्दी शिक्षण जयपुर : कल्पना पब्लिकेशन्स ।
भाटिया, कैलाशचन्द्र एवं मोतीलाल चतुर्वेदी. (2001). 'हिन्दी भाषा विकास और स्वरूप', नई दिल्ली : ग्रंथ अकादमी ।
व्यास भगवतीलाल एवं वेद प्रकाश. (2004). हिन्दी शिक्षण के नये आयाम: आगरा : राधा प्रकाशन मन्दिर ।
सफाया रघुनाथ (2005) हिन्दी शिक्षण विधियाँ, जालन्धर, पंजाब बुक डिपो ।
सिंह, निरंजन कुमार. (2006). 'माध्यमिक विद्यालयों में हिन्दी शिक्षण' राजस्थान: हिन्दी ग्रन्थ अकादमी, तिलकनगर ।
सिंह सावत्री (2006), हिंदी शिक्षण, मेरठ, लायल बुक डिपो ।
शर्मा, ज्योति भनोट, (2000) हिन्दी शिक्षण लुधियाना: टण्डन पब्लिकेशन ।
www.hindi-grammer.soft112.com
www.hindikunj.com
www.hindistudent.com
www.youtube.com/watch?v=iKaa8RKDV2Q
www.youtube.com/watch?v=UYpXWQHqrEc

Evaluation Scheme: The external theory examination will be of three hours duration. External question paper 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 to IV. Each question carries 8 marks. Unit –V will be compulsory with 4 short answer-type questions set form the whole syllabus of the paper. Each question will be of 2 marks.

P-2.1 & P-2.2
Pedagogy of History

Total Marks: 50
External Theory: 40
Internal Practical: 10

Objectives:

- To develop an understanding about planning in teaching of history.
- To acquire basic knowledge and skills to analyze and transact the historical issues
- To sensitize and equip student teachers to handle historical issues.
- To develop an understanding about the need of equipments in teaching of history
- To develop an understanding about different ways of assessing learner's performance

Course Content:**Unit I: Pedagogic planning**

1. Concept, Need and importance of a lesson plan and its approaches (Herbartian Approach, RCEM approach and Constructivist approach)
2. Planning for teaching of History – Annual plan, Unit plan, Lesson plan and Short/Diary Lesson plan.
3. Writing ICT based, Model based, and Test based lesson plan.

Unit II: Teacher, Text book, laboratory

1. History Teacher- Qualities and qualification, and Role. Professional development- Concept, need and ways, Role of ICSSR and NCERT.
2. History Text Book- Meaning, Features (of good text book), and Importance (For teacher and students).
3. History Room: Need and Importance, Equipments required, and management of the room.

Unit – III: Assessment and Evaluation in History Education

1. Peer assessment, use of Rubrics and Portfolio in assessment of History.
2. Open-book tests- Strengths and limitations, Techniques of evaluating student's answer books/Assessing project work.
3. Construction of an Achievement test.

Unit – IV: Content from NCERT Text books

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

Sessional Work (Internal)

- Any two of the following:
 1. Collection of Newspaper cuttings related to history issues
 2. Prepare a class Test based on a school class history syllabus.
 3. CClass seminar on any historical event.

Suggested Readings:

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

Ballord. M. (1979). New Movement in Study Teaching of History. London: Temple Smith.

- Bhatia, R.L. (2005). Contemporary Teaching of History. Delhi: Surjit Publications.
- Bhatia, S.K., & Jindal, S. ((2016). A Text Book of Curriculum, Pedagogy and Evaluation. New Delhi: Parago International Publisher.
- Burston, W.H. & Green, C.W. (Eds.) (1962). Handbook for History Teachers. London: Methuen Educational.
- Choudhury, K.P. (1995). Effective Teaching of History in India: A Handbook for History Teachers. New Delhi: NCERT.
- Dash, B.N. (2004). Teaching of History: Modern Methods. New Delhi: A.P.H. Publishing Corporation.
- Elton, G.R. (1967). The Practice of History. London: Methuen.
- Ghate, V.D. (1962). The Teaching of History. Calcutta: Oxford University Press.
- Ghate, V.D. (1973): Teaching of History. Calcutta: Oxford University Press.
- Johnson, H. (1962). Teaching of History. New York: Macmillan.
- Kochhar, S.K. (1985). Teaching of History. New Delhi: Sterling Publishers.
- NCERT A Handbook for History Teachers. New Delhi: NCERT.
- NCERT and state textbooks of History at secondary level.
- NCERT, (1970). Teaching History in secondary school publication, Delhi
- Pathak, S.P. (2007). Teaching of History. New Delhi: Kanishka Publications.
- Shaida, B.D. (1996). Teaching of History: A Practical Approach. New Delhi: Dhanpat Rai & Sons.
- Singh, D.R., (1959). The Teaching of History and Civics. Jullandar: University press.
- Singh, R.R. (2004). Teaching of History. Meerut: R. Lall Book Depot.
- Singh, Y.K. (2007). Teaching of History, Modern Methods. New Delhi: A.P.H.
- Srinivas, M. (2004). Methods of Teaching History. New Delhi: Discovery Publishing House.
- Steele, I. (1976). Developments in History Teaching. London: Open Books.
- Tyagi, G. (2006). Teaching of History. Agra: Radha Prakashan Mandir.
- Vajeshwari, R. (1973). A Handbook for History Teacher. Bombay; Allied Publishers.
- Yadav, N. (1994). Teaching of History. New Delhi: Anmol Publications

Evaluation Scheme: The external theory examination will be of three hours duration. External question paper 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 to IV. Each question carries 8 marks. Unit –V will be compulsory with 4 short answer-type questions set form the whole syllabus of the paper. Each question will be of 2 marks.

P-2.1 & P-2.2 PEDAGOGY OF HOME SCIENCE

Total Marks: 50
External Theory: 40
Internal Practical: 10

Objectives:

- To understand and use appropriate learning resources in Home Science.
- To organize Co – curricular activities in Home Science.
- To acquaint themselves with the organization of Home Science department and its maintenance.
- To write unit plans and lesson plans for effective teaching in Home Science.
- To prepare as well as select suitable instructional aids in teaching Home Science.
- To understand the qualities and competencies of Home Science teacher.

Course Content:

Unit – I: Learning Resources

- (a) Learning resources in Home Science –Text Books, reference books, journals, e-resources and community Resources
- (b) Learning beyond classroom – Importance, planning and organization of co-curricular activities –Home Science club, exhibitions and excursions
- (c) Practical work in Home Science – Need, importance and its organization

Unit – II: Pedagogic Planning

- (a) Organization of Home Science department – Importance and principles.
- (b) Selection, purchase and maintenance of equipment's and furnishings for Home Science laboratory. Upkeep and Management of Home Science department
- (c) Lesson planning and Unit planning in Home Science, Meaning, Importance, essentials and steps (Herbartian approach and constructive approach) of lesson planning

Unit – III: Instructional Material

- (a) Meaning, importance, classification, selection and use of various instructional aids in Home Science
- (b) Professional competencies and professional development of Home Science teacher, teacher as a Researcher and facilitator

Unit – IV: Content

- (a) Home Science and Environmental Issues

- (b) Home Science and Sustainable Development
- (c) Identification and properties of fibres-Silk, Cotton, Wool and Nylon
- (d) Savings and Investments

Sessional Work (Internal):

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

Suggested Readings:

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.

Seshaiah, 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 Sabena, B.M. (2012). Teaching of Home Science. R. Lall Book Depot, Meerut.

Grover, Meenu (2012). Teaching of Home Science, Saurabh Publishing House, New Delhi.

Evaluation Scheme: The external theory examination will be of three hours duration. External question paper 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 to IV. Each question carries 8 marks. Unit –V will be compulsory with 4 short answer-type questions set form the whole syllabus of the paper. Each question will be of 2 marks.

P-2.1 & P-2.2
PEDAGOGY OF LIFE SCIENCE

Total Marks: 50
 External Theory: 40
 Internal Practical: 10

Objectives:

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

- Write unit plans and lesson plans for effective teaching learning in Life Science.
- Organise co-curricular activities related to Science
- Organise practical work and improvise Life Science apparatus
- Construct appropriate assessment tools for evaluating learning of life science.
- Construct a blue print of question paper in Life Science.
- Join various platforms to bring professional growth

Course Content:

Unit-I: Instructional Planning and Evaluation

- a) Unit planning and Lesson planning: Meaning, importance and Types
- b) Preparation of lesson plans: ICT based, Diary format, model based (inquiry training, concept attainment, inductive thinking)
- c) Evaluating learning in Life Science: concept, types, steps and importance; Choice based Credit System.

Unit-II: Learning Beyond the Classrooms

- a) Setting up Biology Laboratory at Senior Secondary Stage: Selection, purchase and maintenance of apparatus and equipment in it, First aid in laboratory. Improvising apparatus and low cost experiments in Life Science
- b) Learning Beyond the classrooms: Importance, planning and organising co-curricular activities – Science clubs, science fair, Excursions and field visits.
- c) Organizing and evaluating practical work in Life Science.

Unit –III: Professional Development and Ethics

- a) Life science teacher: Qualifications, Qualities, Role in nurturing creativity
- b) Professional development: Meaning, professional development programmes
- c) Ethics of life science teacher, role of reflective practices in professional development.

Unit-IV: Course Content and Pedagogical Analysis

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

e) Pedagogical analysis of the topics: environmental pollution, levels of organization.

Sessional Work (Internal)

A

Any two of the following:

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

Suggested Readings:

Ahmad, J. (2011). *Teaching of Biological Sciences* PHI

Bhandula, N. (1989). *Teaching of Science*. Ludhiana: Parkash Brothers.

Das, R.C. 2012, *Science teaching in schools*, Sterling Publishers Pvt Ltd., New Delhi.

Ediger, M. (2007). *School Science Education*, Discovery Publishing House, New Delhi

Kohli, V.K. (2006). *How to Teach Science*. Ambala: Vivek Pub. 2006.

Lakshmi, G.D. (2004). *Methods of teaching Life Sciences*, Discovery Publishing House, New Delhi.

Liversidge, T.; Cochrane, M. Kerfoot, B. & Thomson, J. 2010, *Teaching Science*, SAGE Pub. India Pvt. Ltd., New Delhi.

Mangal, S.K. (1997). *Teaching of Science*. Arya Book Depot, New Delhi.

Radha, M. (2007). *Innovative Science Teaching*, Prentice Hall of India Pvt Ltd. Delhi.

Ramakrishna, A. 2012, *Methodology of Teaching Life Science*; Dorling Kindersley (India) Pvt Ltd.

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.

Evaluation Scheme: The external theory examination will be of three hours duration. External question paper 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 to IV. Each question carries 8 marks. Unit –V will be compulsory with 4 short answer-type questions set from the whole syllabus of the paper. Each question will be of 2 marks.

P-2.1 & P-2.2
PEDAGOGY OF MATHEMATICS

Total Marks: 50
External Theory: 40
Internal Practical: 10

Objectives:

- To develop an understanding about pedagogical planning in teaching mathematics
- To appreciate the need of developing different types of lesson plans
- To develop the ability to understand the learner's strengths and weaknesses in mathematics
- To develop the skill of designing and using mathematics laboratory
- To develop an understanding in basic concepts of mathematics
- To develop an understanding about professional development and ethics of mathematics teachers

Course Content:**UNIT I: PLANNING FOR TEACHING-LEARNING MATHEMATICS**

- Unit planning- Meaning and Characteristics
- Lesson Planning- Meaning, Need and Importance, steps for preparation and construction of lesson plans
- Types of Lesson Plan: Diary format, ICT based, test based and model based lesson plans

UNIT II: EXPLORING LEARNERS

- a) Identifying learner's strength and weaknesses; Activities enriching mathematics learning – assisting learning,
- b) Development of interest and attitudes towards mathematics;
- c) Cultivating learner's sensitivity like intuition, probing and developing confidence;

Unit III: MATHEMATICS FOR ALL

- a) Mathematics club and Laboratory: importance and functioning at school level
- b) Recreational activities—games, puzzles and riddles in mathematics, stimulating creativity and inventiveness in mathematics.
- c) Teaching Aids in mathematics: Concept, Characteristics and types

UNIT IV: PROFESSIONAL DEVELOPMENT OF MATHEMATICS TEACHERS

- a) Qualities of mathematics teacher: general, specific and professional
- b) Professional development of mathematics teachers-participation in conferences, seminars, workshops, projects; Journals and other resource materials in mathematics education, role of reflections in professional development.
- c) i) Number System: Natural Number, Whole Number, Integers, Rational Number, Irrational Number and Operations with Numbers; ii) Polynomial. iii) Equations: Linear, Simultaneous and Quadratic Equations and their solution; iv) Geometrical Concepts: Point, Line, Line Segment, Ray, Angle, Triangle; v) Types of Angles,

Triangles and quadrilaterals; vi) Trigonometry: Introduction, Trigonometric ratios identity, height and distances; vii) Probability; viii) Sequence and series; ix) Mensuration.

Sessional Work:

- Any One of the following:
 1. Organize a Group puzzles activity and write report on it.
 2. Preparation and demonstration of teaching model
 3. Organize and write a report on at least two mathematics club activities

Suggested Readings:

Anthony, Glende and Walshaw, Margaret (2009). Effective Pedagogy in Mathematics. Gonnet Imprimeur, 01300 Belley, France.

Arora, S.K. (2000). How to Teach Mathematics. New Delhi: Sterling Publishers Pvt. Ltd.

Gakhar, S.C. and Jaidka, M.L. (2003). Teaching of Mathematics. Panipat: M/s N.M. Publishers.

Hukum, Avtar Ram and Singh, V.P. (2005). A Handbook for Designing Mathematics Laboratory in Schools. New Delhi: NCERT.

Mangal, S. K. (2007). Teaching of Mathematics. New Delhi: Arya Book Depot
N.C.E.R.T. Text Books 6th to 10th Standard.

National Focus on Teaching of Mathematics. Publication Department by the Secretary, National Council of Educational Research and Training, Sri Aurobindo Marg, New Delhi 110016.

Padagogy of Mathematics: Textbook for two year B.Ed Course. Publication Department by the Secretary, National Council of Educational Research and Training, Sri Aurobindo Marg, New Delhi 110016.

Shankaran & Gupta, H. N. (1984). Content-cum-Methodology of Teaching Mathematics. New Delhi: NCERT

Siddiqui, Hasan. Mujibul (2005). Teaching of Mathematics. New Delhi: A.P.H Publishing co-operation.

Sidhu, K.S. (1998). Teaching of Mathematics. New Delhi: Sterling Publication Pvt. Ltd.

Thomas, A. S. (1993). Mathematics for Elementary Teachers (An Interactive Approach). Florida: HBJ Publishers

Websites

[http:// www.ncert.nic.in](http://www.ncert.nic.in)

<http://rse.Sage pub.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>

Evaluation Scheme: The external theory examination will be of three hours duration. External question paper 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 to IV. Each question carries 8 marks. Unit –V will be compulsory with 4 short answer-type questions set form the whole syllabus of the paper. Each question will be of 2 marks.

P-2.1 & P-2.2 PEDAGOGY OF MUSIC

Total Marks: 50
External Theory: 40
Internal Practical: 10

Objectives:

- To enable student teacher to understand the importance aims and objectives of teaching of Indian Music.
- To provide knowledge of different methods and techni
- 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) Instruments for learning of music- variety, simple introduction of instruments.
(b) Knowledge of Notation & Rhythm (c) Settings of Music Room (Vocal and Instrumental)

UNIT-II

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

UNIT-III

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

UNIT-IV

- (a) Description of following Ragas -malkauns, Bhairav, Yaman, Bhupali.
- (b) Notation of fast khayal/Rajakhani gat of the following Ragas: Malkauns, Bhairvi, Bhairav, Yaman & Bhupali Internal

Sessional work:

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

Suggested Readings :

Khanna, Jyoti (2015).

Sangeet Adhyapan. Ludhiana: Tandon Publications.

Saryu Kalekar - Teaching of Music Panna Lal Madare - Teaching of Music.

Evaluation Scheme: The external theory examination will be of three hours duration. External question paper 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 to IV. Each question carries 8 marks. Unit –V will be compulsory with 4 short answer-type questions set form the whole syllabus of the paper. Each question will be of 2 marks.

P-2.1 & P-2.2
PEDAGOGY OF PHYSICAL EDUCATION

Total Marks: 50
External Theory: 40
Internal Practical: 10

Objectives:

- Make the teaching of Physical Education More interesting and innovative
- To describe the relationship of Physical Education with other subjects
- To understand the importance of Physical Education text book
- To know balance diet good food habits and common communicable diseases.

Unit-I: Lesson Planning

- a) Lesson Plan: Meaning, need and importance and steps of lesson plan.
- b) Types of lesson plan: General lesson plan, diary lesson plan, ICT lesson plan, test based lesson plan, and model based lesson plan.
- c) Construction of lesson plan: General and specific.

Unit-II: Resource Material

- a) Text Book: Meaning, need and importance.
- b) Class Management: Meaning and importance. Factors affecting class management.
- c) Motivation: concept, importance and types.

Unit-III: Professional Development of Teacher

- a) Qualifications, Qualities and responsible of Physical Education teacher.
- b) Athletic Meet meaning importance and role of Physical Education teacher in organizing athletic meet at school level.
- c) Role of Physical Education teacher developing national integration and international understanding among people.

Unit-IV: Content

- a) Balance Diet: meaning, function of food, and good food habits, elements of balance diet and malnutrition.
- b) Communicable diseases: mode of transmission, common symptoms and Chickenpox, Typhoid, Malaria, Measles, Hepatitis (A, B and C).
- c) Rules and regulations: Volleyball, Kho-Kho and Badminton.

Sessional Work (Internal)

- Any two of the following:
 - a) Project of calculating BMI of 5 person and writing report.
 - b) Writing and performing any three type yoga asanas.
 - c) Marking of 400 metre track.

Suggested Readings:

Atwal & Kansal, (2003). A Textbook of Health, Physical Education and Sports. Jalandhar: A.P. Publisher.

Brar, R.S., Rathi, N.K., & Gill, M. K. (2004). Creative Teaching of Physical Education. Ludhiana: Kalyani Publishers.

Brar, T.S. (2002). Officiating Techniques in Track and Field. Gwalior: Bhargava Press.

Bucher, C.A., (1964). Foundations of Physical Education. New York: Mosby and Company.

Kamlesh, M.L. (1983). Psychology in Physical Education and Sports. New Delhi: Metropolitan Book Company.

Kenney, W.L., Willmore, J., & Costall, D. (2017). Physiology of Sports and Exercise (6th Ed.). Champaign IL: Human Kinetics Language Book Society.

Malik, N. & Malik, R. (2005). Health and Physical Education. Gurur Sar Sadhar: Gurur Sar Book Depot Publications.

Manjul, J.U.S., (1965). School Swasthya Shiksha. Agra: Universal Publisher

Sandhu, S.S. (2013). Teaching of Physical Education. Ludhiana: Chetna Parkashan.

Singh, A., Bains, J., Gill, J.S., & Brar, R.S. (2016). Essentials of Physical Education (5th Ed.). Ludhiana: Kalyani Publishers.

Thomas, J.P. (1967). Organizations of Physical Education. Madras: Gnanodaya Press.

Voltmeter, F.V., & Esslinger, A.E. (1964). The Organisation and Administration of Physical Education (3rd Ed.). Bombay: The Times of India Press.

Evaluation Scheme: The external theory examination will be of three hours duration. External question paper 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 to IV. Each question carries 8 marks. Unit –V will be compulsory with 4 short answer-type questions set form the whole syllabus of the paper. Each question will be of 2 marks.

P-2.1 & P-2.2**PEDAGOGY OF PHYSICAL SCIENCE**

Total Marks: 50
 External Theory: 40
 Internal Practical: 10

Objectives:

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

- Write lesson plans for effective teaching in Physical Science.
- Select and use appropriate learning resources in Physical Science.
- Organize practical work and improvise Physical Science apparatus
- Understand the intricacies and significance of evaluation in Physical science.
- Join various platforms to bring professional growth.

Course Content:**UNIT–I: Planning for Effective Teaching**

- (a) Lesson Planning: Concept, Importance, Approaches (Herbartian approach and Constructivist approach), Types (Macro, Micro, ICT-based, Test-based, Models of Teaching based and Diary Lessons) and their limitations,
- (b) Learning Beyond the classrooms- Importance, planning and organizing co-curricular activities – Science clubs, science museum, science fair, Excursions.
- (c) Practical work in physical science- Need, importance and planning/organization.

Unit II: Learning Resources in Physical Science

- (a) Text books- Need, Importance and evaluation criteria; Reference books, Journals, e-resources: Need, Importance.
- (b) Designing laboratories of Physics and Chemistry- Need and Importance of laboratory for teachers and students, Design of Physics and Chemistry labs.
- (c) Selection, purchase and maintenance of apparatus and equipment in laboratory, First aid in laboratory, Development of science kits, improvising apparatus and low cost experiments in Physical Science.

UNIT III: Evaluation and Professional Development

- (a) Evaluating Learning in Physical Science-Concept, need, types (Formative, Summative and Diagnostic) and Process.
- (b) Teacher Evaluation in Physical Science: Concept, Need and Types (Peer and Student Evaluation).
- (c) Physical Science teacher- Need and Importance, Professional Competencies and Professional Development Programmes, Role of Teacher as a facilitator.

UNIT IV: Content Area and Pedagogical Analysis

- a) Force, Motion and Energy: Concept, Types and Application
- b) Reflection and Refraction: Concept, Laws and Application ,

- c) Atomic Structure (Bohr's Model) and Periodic Table (Trends in groups & periods).
- d) Chemical Bonding: Concept, Types and applications.

Sessional Work (Internal)

- Any two of the following:

- 1) Preparation of any two lesson plans of Physics/Chemistry.
- 2) Study of e-resource in physical science and prepare the report.
- 3) Construction of any two improvised apparatus/ low cost demonstration activities.

Suggested Readings:

- Ahmed J. (2008): Teaching of Life Science. PHI Learning Pvt. Ltd., New Delhi.
- Bhandula, N. (1989). Teaching of Science. Ludhiana: Parkash Brothers.
- Das , R.C. (1992). Science Teaching in School. New Delhi: Sterling Publishing.
- Davar ,M.(2012).Teaching of Science. New Delhi: PHI Learning Private Limited.
- Garg, K.K., Singh, R and Kaur, I. (2007). A Text book of Science of Class X, New Delhi: NCERT.
- Joshi S.R. (2007). Teaching of Science . New Delhi: APH Publishing Corporation.
- Kohli , V.K. (2006). How to Teach Science. Ambala: Vivek Pub.2006.
- Liversidge T., Cochrane M., Kerfoot B. and Thomas J. (2009). Teaching Science: Developing as a Reflective Secondary Teacher. New Delhi: SAGE Publications India Private Limited.
- Mangal, S.K. (1997). Teaching of Science. New Delhi: Arya Book Depot
- Mohan, R. (2007). Innovative Physical Science Teaching Method, P.H.I., New Delhi.
- NCERT (2013). Pedagogy of Science Part-1 & 2: NCERT, New Delhi.
- New UNSECO Source Book for Science. France: UNSECO.
- Sharma, R.C. (2010). 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.
- Thurber, W. and Collete , A. (1964). Teaching Science in Today's Secondary Schools. Boston: Allen and Becon.
- 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.

Evaluation Scheme: The external theory examination will be of three hours duration. External question paper 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 to IV. Each question carries 8 marks. Unit –V will be compulsory with 4 short answer-type questions set form the whole syllabus of the paper. Each question will be of 2 marks.

P-2.1 & P-2.2 PEDAGOGY OF POLITICAL SCIENCE

Total Marks: 50
External Theory: 40
Internal Practical: 10

Objectives:

- To develop an understanding about planning in teaching of political science.
- To acquire basic knowledge and skills to analyze and transact the political issues
- To sensitize and equip student teachers to handle political issues.
- To develop an understanding about the need of equipments in teaching of political science
- To develop an understanding about different ways of assessing learner's performance in political science

Course Content:

Unit I: Pedagogic planning

1. Concept, Need and importance of a lesson plan and its approaches (Herbartian Approach, RCEM approach and Constructivist approach)
2. Planning for teaching of Political Science/Civics – Annual plan, Unit plan, Lesson plan and Short/Diary Lesson plan.
3. Writing ICT based, Model based, and Test based lesson plan.

Unit II: Teacher, Text book, laboratory

1. Political Science/Civics Teacher-Qualities and qualification, and Role. Professional development- Concept, need and ways, Role of ICSSR and NCERT.
2. Political Science/Civics Text Book- Meaning, Features (of good text book), and Importance (For teacher and students).
3. Political Science/Civics Room: Need and Importance, Equipments required, and management of the room.

Unit III: Assessment and Evaluation in Political Science/Civics Education

1. Peer assessment, use of Rubrics and Portfolio in assessment of Political Science/Civics.
2. Open-book tests- Strengths and limitations, Techniques of evaluating student's answer books/Assessing project work.
3. Construction of an Achievement test.

Unit IV: Content from NCERT Text books

1. Structure of UNO
2. Steps in Electoral Process Internal practical Critical evaluation of existing text book of political Science at Senior Secondary school level

Sessional Work (Internal)

- Any two of the following:
 - Observation of recorded ICT based lesson of social studies prepared by student teacher with lesson of edusat, educomp
 - Prepare an Open Book Test

Suggested Readings:

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. 72

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

Shaida, B.D. (1962). Teaching of Political Science. Jalandhar: PanjabKitabGhar, 1962

Singh, Gurmit (2008). SamajikAdhain da Adhiapan. Ludhiana: ChetnaParkashan.

Singh, R.L., Teaching of History of Civics. Syed, M.H. (2004). Modern Teaching of Civics/Political Science. New Delhi: Anmol Publications

Evaluation Scheme: The external theory examination will be of three hours duration. External question paper 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 to IV. Each question carries 8 marks. Unit –V will be compulsory with 4 short answer-type questions set form the whole syllabus of the paper. Each question will be of 2 marks.

P-2.1 & P-2.2
PEDAGOGY OF PUBLIC ADMINISTRATION

Total Marks: 50
External Theory: 40
Internal Practical: 10

Objectives:

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

UNIT-I Curriculum Construction

- a) Principles of constructing curriculum of public administration.
- b) Approaches of organization of public administration curriculum.
 - (i) Unit (ii) Concentric (iii) Topical
- c) Role of public administration in developing national integration and internationalism.

UNIT-II: Learning Resources

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

UNIT-III: Public Administration Teacher and Evaluation

- a) Critical analysis of public administration syllabus at the senior secondary stage.
- b) Teacher of public administration–Importance, qualities and competence.
- c) Evaluation- Types of test items and development of achievement test in Public Administration.

UNIT-IV: Educational and Health Administration

- a) Concept and Principles of Educational Administration.
- b) Health Administration: Primary, secondary and tertiary health services.

Sessional Work:

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

Suggested Readings:

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

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

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

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

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

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

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

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

Evaluation Scheme: The external theory examination will be of three hours duration. External question paper 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 to IV. Each question carries 8 marks. Unit –V will be compulsory with 4 short answer-type questions set form the whole syllabus of the paper. Each question will be of 2 marks.

P-2.1 & P-2.2
PEDAGOGY OF PUNJABI
(Font : Amrit)

Total Marks: 50
External Theory: 40
Internal Practical: 10

ਉਦੇਸ਼

1. ਵਿਦਿਆਰਥੀ ਅਧਿਆਪਿਕਾ ਨੂੰ ਸਾਹਿਤ ਦੇ ਵਿਭਿੰਨ ਰੂਪਾਂ ਅਤੇ ਅਧਿਆਪਨ ਢੰਗਾਂ ਬਾਰੇ ਜਾਣਕਾਰੀ ਦੇਣਾ ।
2. ਭਾਸ਼ਾ ਅਧਿਆਪਨ ਵਿੱਚ ਵਿਆਕਰਨ ਦੇ ਮਹੱਤਵ ਤੇ ਜਾਣੂ ਕਰਵਾਉਣਾ ।
3. ਵੱਖ ਵੱਖ ਅਧਿਆਪਨ ਕੌਸ਼ਲਾਂ ਵਿੱਚ ਨਿਪੁੰਨ ਕਰਨਾ।
4. ਸਹਾਇਕ ਸਮੱਗਰੀ ਦੇ ਨਿਰਮਾਣ ਅਤੇ ਪ੍ਰਯੋਗ ਕਰਨ ਦੇ ਯੋਗ ਬਣਾਉਣਾ ।
5. ਪਾਠ ਯੋਜਨਾ ਨਿਰਮਾਣ ਦੇ ਯੋਗ ਬਣਾਉਣਾ ।
6. ਮੁਲਾਂਕਣ ਦੀ ਯੋਗਤਾ ਦਾ ਵਿਕਾਸ ਕਰਨਾ ।

ਅਧਿਆਪਨ ਯੁਗਤਾਂ

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

ਪਾਠ ਸਮੱਗਰੀ

ਇਕਾਈ ੧

1. ਕਵਿਤਾ ਦੀ ਸਿੱਖਿਆ – ਪਰਿਭਾਸ਼ਾ, ਉਦੇਸ਼ ਅਧਿਆਪਨ ਦੀਆਂ ਵਿਧੀਆਂ
2. ਵਾਰਤਕ ਦੀ ਸਿੱਖਿਆ – ਉਦੇਸ਼, ਅਧਿਆਪਨ ਦੇ ਚਰਨ ਅਤੇ ਵਿਧੀਆਂ
3. ਵਿਆਕਰਨ ਦੀ ਸਿੱਖਿਆ – ਉਦੇਸ਼, ਕਿਸਮਾਂ, ਮਹੱਤਵ ਅਤੇ ਵਿਧੀਆਂ

ਇਕਾਈ ੨

1. ਪਾਠ ਯੋਜਨਾ – ਅਰਥ, ਕਿਸਮਾਂ ਅਤੇ ਗੁਣ
2. ਪਾਠ ਯੋਜਨਾ ਦੀ ਤਿਆਰੀ – ਕਵਿਤਾ, ਕਹਾਣੀ, ਨਿਬੰਧ, ਵਿਆਕਰਨ, ਵਾਰਤਕ
3. ਭਾਸ਼ਾ ਸਿੱਖਿਆ ਦਾ ਅਧਿਆਪਨ – ਗੁਣ, ਵਰਤਮਾਨ ਸਥਿਤੀ ਤੇ ਸੁਧਾਰ ਲਈ ਸੁਝਾਅ

ਇਕਾਈ ੩

1. ਦ੍ਰਿਸ਼ਟੀ ਸਰੋਤ ਸਹਾਇਕ ਸਾਧਨ – ਮਹੱਤਵ, ਕਿਸਮਾਂ ਅਤੇ ਉਪਯੋਗ
2. ਪ੍ਰੀਖਿਆ ਦੀਆਂ ਕਿਸਮਾਂ – ਮੌਖਿਕ, ਲਿਖਤੀ (ਨਿਬੰਧਾਤਮਕ, ਵਸਤੂਨਿਸ਼ਟ, ਲਘੂ ਉੱਤਰ), ਮੌਜੂਦਾ ਪ੍ਰੀਖਿਆ ਪ੍ਰਣਾਲੀ ਵਿੱਚ ਦੋਸ਼ ਅਤੇ ਸੁਧਾਰ ਲਈ ਸੁਝਾਅ, ਆਦਰਸ਼ ਪ੍ਰਸ਼ਨਉੱਤਰ ਦੇ ਨਿਰਮਾਣ ਦੇ ਸਿਧਾਂਤ।
3. ਭਾਸ਼ਾ ਕੌਸ਼ਲਾਂ ਦਾ ਮੁਲਾਂਕਣ – ਮੁਲਾਂਕਣ ਦੀ ਧਾਰਨਾ, ਪ੍ਰੀਖਿਆ ਅਤੇ ਮੁਲਾਂਕਣ ਵਿੱਚ ਅੰਤਰ, ਮੁਲਾਂਕਣ ਦੇ ਸਾਧਨ।

ਇਕਾਈ ੪

4. ਰਚਨਾ – ਪੈਰਾ ਰਚਨਾ, ਚਿੱਠੀ ਪੱਤਰ, ਸੰਵਾਦ, ਸੂਚਨਾ ।
5. ਮੁਹਾਵਰੇ ਅਤੇ ਅਖੌਤਾਂ
6. ਕਾਰਕ ਅਤੇ ਵਾਚ (ਕਿਸਮਾਂ)

ਪ੍ਰਯੋਗਿਕ ਕਾਰਜ (ਅੰਦਰੂਨੀ)

1. ਸਲਾਨਾ ਪ੍ਰਸ਼ਨ ਪੱਤਰ ਦਾ ਨਿਰਮਾਣ
2. ਭਾਸ਼ਾ ਹੁਨਰਾਂ ਨਾਲ ਸਬੰਧਤ ਕਿਰਿਆਤਮਕ ਖੋਜ (ਉਚਾਰਨ ਅਤੇ ਲਿਖਣ ਦੀ ਗਲਤੀਆਂ)

ਸਹਾਇਕ ਪੁਸਤਕਾਂ

1. ਇੰਦਰਦੇਵ ਨੰਦਰਾ – ਆਧੁਨਿਕ ਪੰਜਾਬੀ ਅਧਿਆਪਨ ਟੈਂਡਨ ਪਬਲਿਸ਼ਰਜ਼
2. ਸੁਖਵਿੰਦਰ ਸਿੰਘ ਸੇਖੋ ਅਤੇ ਮਨਦੀਪ ਕੌਰ ਸੇਖੋ – ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਅਧਿਆਪਨ ਕਲਿਆਣੀ ਪਬਲਿਸ਼ਰਜ਼
3. ਡਾ ਅਮਰਜੀਤ ਕੌਰ – ਪੰਜਾਬੀ ਅਧਿਆਪਨ ਸੂਰੀਆ ਪਬਲਿਸ਼ਰਜ਼
4. ਜਸਵੰਤ ਸਿੰਘ ਜੱਸ – ਮਾਤ ਭਾਸ਼ਾ ਦੀ ਸਿੱਖਿਆ ਵਿਧੀ ਮਹਿਤਾਬ ਸਿੰਘ (ਨਿਊ ਬੁੱਕ ਕੰਪਨੀ)
5. ਜੀ ਬੀ ਸਿੰਘ – ਗੁਰਮੁੱਖੀ ਲਿਪੀ ਦਾ ਜਨਮ ਅਤੇ ਵਿਕਾਸ ਪੰਜਾਬ ਯੂਨੀਵਰਸਿਟੀ, ਚੰਡੀਗੜ੍ਹ
6. ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਵਿਆਰਕਨ ਅਤੇ ਬਣਤਰ ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ

Evaluation Scheme: The external theory examination will be of three hours duration. External question paper 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 to IV. Each question carries 8 marks. Unit –V will be compulsory with 4 short answer-type questions set form the whole syllabus of the paper. Each question will be of 2 marks.

P-2.1 & P-2.2

संस्कृत शिक्षण (PEDAGOGY OF SANSKRIT) (Kruti Dev 010)

Total Marks: 50

External Theory: 40

Internal Practical: 10

उद्देश्य :-

भावी शिक्षकों को –

- साहित्य की विभिन्न विधाओं व शिक्षण प्रक्रियाओं का ज्ञान करवाना ।
- भाषायी कौशलों में दक्षता प्रदान करना ।
- सहायक शिक्षण सामग्री के निर्माण व प्रयोग के योग्य बनाना ।
- पाठ- निर्माण योजना का ज्ञान प्रदान करना ।
- मूल्यांकन की योग्यता विकसित करना ।

इकाई – ।

- क) कविता शिक्षण- उद्देश्य, सोपान तथा विधियाँ ।
- ख) गद्य शिक्षण- उद्देश्य, सोपान तथा विधियाँ ।
- ग) व्याकरण शिक्षण- महत्त्व, उद्देश्य, सोपान तथा विधियाँ ।

इकाई ॥

- घ) पाठ-योजना : अर्थ, प्रकार, उद्देश्य, तथा गुण ।
- ड.) पाठ-योजना लेखन : कविता, कहानी, निबन्ध, व्याकरण, गद्य ।
- च) संस्कृत अध्यापक के गुण, वर्तमान स्थिति व सुधार के उपाय ।

इकाई ॥॥

- छ) दृश्य-श्रव्य सामग्री : प्रकार, महत्त्व व उपयोग ।
- ज) परीक्षा प्रणाली के प्रकार : { मौखिक व लिखित (निबन्धात्मक, लघुत्तर, वस्तुनिष्ठ) }, प्रश्न पत्र निर्माण के सिद्धान्त, परीक्षा प्रणाली के दोष व सुधार के उपाय ।
- झ) भाषा कौशलों का मूल्यांकन – धारणा, मूल्यांकन की तकनीक, परीक्षा व मूल्यांकन में अन्तर ।

इकाई |ट

- ज) रचना – गद्यांश, पत्र, सूचना, व सम्वाद ।
 ट) प्लोक व सूक्तियाँ ।
 ठ) कारक, वाच्य परिवर्तन ।

प्रायोगिक कार्य :-

1. वार्षिक प्रश्न –पत्र का निर्माण ।
2. क्रियात्मक अनुसन्धान (उच्चारण व लेखन की अष्टुद्धियाँ ।

सन्दर्भ पुस्तक सूची : –

- चौबे, विजय नारायण (2002)संस्कृत शिक्षण विधि,उत्तर प्रदेश हिन्दी संस्थान लखनऊ ।
- पाण्डे, आर.एस. (2000) संस्कृत शिक्षण, आगरा: विनोद पुस्तक मन्दिर
- पाण्डेय, राम शुक्ल (2008).संस्कृत शिक्षण, आगरा: विनोद पुस्तक मन्दिर ।
- मित्तल, सन्तोष (2002).संस्कृत शिक्षण, मेरठ: आर लाल बुक डिपो
- मिश्र, प्रभाशंकर (1979). संस्कृत–शिक्षण: चण्डीगढ़, हरियाण ग्रन्थ अकादमी ।
- राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण, (जून 2009) : राष्ट्रीय पाठ्यचर्या की रूपरेखा 2005, भारतीय भाषाओं का शिक्षण, राष्ट्रीय फोकस समूह का आधार पत्र
- सफाया, रघुनाथ(2000). संस्कृत–शिक्षण, चण्डीगढ़: हरियाणा साहित्य अकादमी
- सिंह, एस. डी. एवम् शर्मा (1999). संस्कृत शिक्षण, आगरा: राधा प्रकाशन मंडी ।
- शास्त्री एवम् शास्त्री (2000)संस्कृत शिक्षण, जयपुर: राजस्थान प्रकाशन ।
- शर्मा, नन्दराम, 2007 : संस्कृत –शिक्षण, साहित्य चन्द्रिका, प्रकाशन, जयपुर

Evaluation Scheme: The external theory examination will be of three hours duration. External question paper 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 to IV. Each question carries 8 marks. Unit –V will be compulsory with 4 short answer-type questions set form the whole syllabus of the paper. Each question will be of 2 marks.

P-2.1 & P-2.2
PEDAGOGY OF SCIENCE

Total Marks: 50
External Theory: 40
Internal Practical: 10

Objectives:

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

- Plan lessons for effective teaching in science.
- Organize various co-curricular activities in science.
- Organize practical work and improvise science apparatus.
- Develop insight into various learning resources in science.
- Understand evaluation and Construct blue print of a question paper.
- Analyze the content pedagogically.

Course Content:**UNIT -I: Planning for Effective Teaching**

- a) Lesson Planning: Concept, Importance, Approaches (Herbartian approach and Constructivist approach), Types (Macro, Micro, ICT-based, Test-based, Models of Teaching based and Diary Lessons) and their limitations,
- b) Learning Beyond the classrooms- Importance, planning and organizing co-curricular activities – Science clubs, science museum, science fair, Excursions.
- c) Practical work in science- Need, importance and planning/organization.

UNIT –II: Learning Resources in Science

- a) Text books- Need, Importance and evaluation criteria;
- b) Designing laboratories - Need and Importance of laboratory for teachers and students, Design of Science laboratory.
- c) Selection, purchase and maintenance of apparatus and equipment in laboratory, First aid in laboratory, Development of science kits, improvising apparatus and low cost experiments/ demonstrations in Science.

UNIT-III: Evaluation and Professional Development

- a) Evaluation in Science: Concept, need, types (Formative, Summative and Diagnostic) and Process. Preparing blue print of a question paper.
- b) Teacher Evaluation in Science: Concept, Need and Types (Peer and Student Evaluation).
- c) Professional Development: Need, Importance, Professional Competencies and Programmes for Science Teacher; Role of Teacher as a facilitator.

UNIT-IV: Content Area and Pedagogical Analysis

- a) Metals and Non-Metals –Physical and Chemical properties.
- b) Environmental Problems- Global warming, greenhouse effect, acid rain, ozone

layer depletion.

- c) Force, Motion and Energy: Concept, Types and Application
- d) Periodic Table: Development, Significance and Trends across groups & periods of Periodic Table.

Sessional Work (Internal)

- Any two of the following:

- 1) Preparation of a blue print and construction of test items for Achievement test in science
- 2) Construction of any one improvised apparatus
- 3) Critical evaluation of a science text book.

Suggested Readings

- Ahmed J. (2008): Teaching of Life Science. PHI Learning Pvt. Ltd., New Delhi.
- Bhandula, N. (1989). Teaching of Science. Ludhiana: Parkash Brothers.
- Das , R.C. (1992). Science Teaching in School. New Delhi: Sterling Publishing.
- Davar, M. (2012). Teaching of Science. New Delhi: PHI Learning Private Limited.
- Garg, K.K., Singh, R and Kaur, I. (2007). A Text book of Science of Class X, New Delhi: NCERT.
- Joshi S.R. (2007). Teaching of Science. New Delhi: APH Publishing Corporation.
- Kohli, V.K. (2006). How to Teach Science. Ambala: Vivek Pub.2006.
- Liversidge T., Cochrane M., Kerfoot B. and Thomas J. (2009). Teaching Science: Developing as a Reflective Secondary Teacher. New Delhi: SAGE Publications India Private Limited.
- Mangal, S.K. (1997). Teaching of Science. New Delhi: Arya Book Depot
- Mohan, R. (2007). Innovative Physical Science Teaching Method, P.H.I., New Delhi.
- NCERT (2013). Pedagogy of Science Part-1 & 2: NCERT, New Delhi.
- New UNSECO Source Book for Science. France: UNSECO.
- Sharma, R.C. (2010). 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.
- Thurber, W. and Collete , A. (1964). Teaching Science in Today's Secondary Schools. Boston: Allen and Becon.
- 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.

Evaluation Scheme: The external theory examination will be of three hours duration. External question paper 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 to IV. Each question carries 8 marks. Unit –V will be compulsory with 4 short answer-type questions set form the whole syllabus of the paper. Each question will be of 2 marks.

P-2.1 & P-2.2
PEDAGOGY OF SOCIAL STUDIES

Total Marks: 50
External Theory: 40
Internal Practical: 10

Objectives:

- To acquaint the pupil teachers with Plan lessons, Units based on different approaches to facilitate learning of Social Studies.
- To enable student teachers examine the prevailing pedagogical practices in classrooms critically and to reflect on the desired changes.
- Realize her/his role as facilitator in enhancing Social Studies learning in the real classroom situation.
- Explore the use and relevance of different learning resources and materials in learning different units in Social Sciences.
- To understand different ways of assessing learner performance and providing additional support to the learners.

Course Content:**Unit I: Pedagogic planning**

- Concept, Need and importance of a lesson plan and its approaches (Herbartian Approach, RCEM approach and Constructivist approach)
- Planning for teaching of Social Studies – Annual plan, Unit plan, Lesson plan and Short/Diary Lesson plan.
- Writing ICT based, Model based, and Test based lesson plan.

Unit II: Teacher, Text book, laboratory

- Social Studies Teacher-Qualities and qualification, and Role. Professional development- Concept, need and ways, Role of ICSSR and NCERT.
- Social Studies Text Book- Meaning, Features (of good text book), and Importance (For teacher and students).
- Social Studies Room: Need and Importance, Equipments required, and management of the room.

Unit – III: Assessment and Evaluation in Social Studies Education

- a) Peer assessment, use of Rubrics and Portfolio in assessment of Social Studies.
- b) Open-book tests- Strengths and limitations, Techniques of evaluating student's answer books/Assessing project work.
- c) Construction of an Achievement test.

Unit – IV: Content from NCERT Text books

- a) Constitutional Design
- b) Agriculture and National Economy
- c) Globalization and Indian Economy, Consumer rights

Sessional Work (Internal)

- Any two of the following:

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

Suggested Readings:

Bhatia, S.K., & Jindal, S. ((2016). A Text Book of Curriculum, Pedagogy and Evaluation. New Delhi: Parago International Publisher.

Bining, A.C. & Bining, D.H. (1952). Teaching Social Studies in Secondary Schools. New York: McGraw, Hill Book Company, Inc.

Dash, B.N. (2006).Content-cum-Method of Teaching of Social Studies. New Delhi: Kalyani Publication.

Fleming J. (1949). The Teaching of Social Studies in Secondary School. London: Longman Green and Co.

Heller, F. (1986). The use and abuse of Social Sciences. London: Sage Publications.

Hemming, J. (1953). The Teaching of Social Studies in Secondary Schools. London: Longman Green and Company

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

Kochhar, S.K.; (1968). The Teaching of Social Studies. New Delhi: Sterling Publisher Pvt. Ltd.

Mofatt, M.R. (1955). Social Studies Instruction. New York: Prentice Hall.

National Curriculum Frame Work (2005). New Delhi: NCERT.

Pathak, R.P. (2012). Teaching of Social Studies. New Delhi: Pearson.

Position Paper by National Focus Group on Teaching of Social Sciences

Preston, R.C. & Herman (1974). Social Studies in the Elementary School. New York: Rhinehart and Company.

Preston, R.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.

Sansanwal, D.N. & Tyagi, S.K. (2006). Multiple Discriminant Type Item. MERI Journal of Education, 1(1), 18-25.

Shaيدا, B.D. (1962). Teaching of Social Studies. Jalandhar: Panjab Kitab Ghar.

Singh, G. (2007). Teaching of Social Studies. Ludhiana: Kalyani Publishers.

Singh, G. (2008). Samajik Adhain da Adhiapan. Ludhiana: Chetna Parkashan.

Singh, G. (2009). Teaching of Social Studies. Ludhiana: Chetna Parkashan.

Taneja, V.K. (1992). Teaching of Social Studies. Ludhiana: Vinod Publication.

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

Wesley, E.B. (1951). Teaching of Social Studies. Boston: D.C. Herth and Co.

Evaluation Scheme: The external theory examination will be of three hours duration. External question paper 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 to IV. Each question carries 8 marks. Unit –V will be compulsory with 4 short answer-type questions set form the whole syllabus of the paper. Each question will be of 2 marks.

P-2.1 & P-2.2 PEDAGOGY OF SOCIOLOGY

Total Marks: 50
External Theory: 40
Internal Practical: 10

OBJECTIVES

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

UNIT-I: Construction of Curriculum

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

UNIT-II:

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

UNIT-III: Recent Trends

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

UNIT-IV:

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

Sessional Work:

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

Suggested Readings :

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

Evaluation Scheme: The external theory examination will be of three hours duration. External question paper 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 to IV. Each question carries 8 marks. Unit –V will be compulsory with 4 short answer-type questions set form the whole syllabus of the paper. Each question will be of 2 marks.

EPC-2.1**WORK EXPERIENCE PROGRAMME - CANDLE MAKING**

Total Marks: 25
 External Practical: 20
 Internal Practical: 05

Objectives:

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

Course Content:

- (1) Wax- Introduction of different types of wax.
- (2) Basic requirements of candle making
- (3) Procedure of candle making
- (5) Safety measures in candle making.

Sessional Work:

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

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

EPC-2.1**WORK EXPERIENCE PROGRAMME - CLAY MODELLING**

Total Marks: 25
 External Practical: 20
 Internal Practical: 05

Objectives:

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

Course Content:

To prepare a file and any 10 items of the following:

- i. Dancing Figure
- ii. Mother and child
- iii. Man in resting pose
- iv. Any animal
- v. Animal in action
- vi. Labourer in action
- vii. Mountain

- viii. Carry capture (Cartoon)
- ix. Political Leader
- x. Any Player
- xi. Any face (Man, Woman, Child)
- xii. One educational model in teaching subject is compulsory.

EPC-2.1

WORK EXPERIENCE PROGRAMME - GARDENING

Total Marks: 25
External Practical: 20
Internal Practical: 05

Course Content

- a) Gardening: Meaning and Importance
- b) Soil: Types and Fertility
- c) Manures and Fertilizers- Farm yard Manure, Green Manure, Nitrogenous, Phosphate and Potassic Fertilizers.
- d) Parts of a typical Flowering Plant
- e) Seed Germination
- f) Gardening Tools and Equipments
- g) Methods of Irrigation
- h) Weeds: Important Weeds of Crops and their Control
- i) Growing of Important Crops like Brinjal, Onion, Cabbage, Cauliflower, Spinach and Radish.
- j) Procedure for Potting a Plant

Sessional Work:

- a) Preparation of a lawn/flowerbed/kitchen garden
- b) Potting the Plants
- c) Collection of Seeds and Leaves
- d) Preparation of Practical Note Book

EPC-2.1**WORK EXPERIENCE PROGRAMME - - HOME CRAFT**

Total Marks: 25
 External Practical: 20
 Internal Practical: 05

Objectives

- I. To provide hands on experience and develop dignity for work.
- ii. To develop sense of organization and aesthetic sense in students. Hi. To provide opportunities for creative expression
- Iv. To acquaint the students with different methods of cooking

Course Content:

- (A) Table setting for different meals: Breakfast. Lunch, Dinner and evening tea.
Table Manners
- (B) Different methods of cooking
Cooking of any 5 recipes (Indian. Mexican. Italian. Chinese)
- (C) Making one sample each of the following embroidery stitches:
 - Satin stitch
 - French knot
 - Chain stitch
 - Stem stitch
 - Lazy dizzy
- (D) Construction of any two utility items (Apron. Chapati, Wnp4s, Multi-purpose hangings)

Books suggested:

Mehta. Nita (2009). Low Calorie Cooking for the Indian Kitchen, New Delhi:

Variety Book Depot

Mehta Nita (2004) Mexican: cooking for the Indian Kitchen. New Delhi:\$110 Publishers

Chin, Leann and Crocker, Betty (1990) Betty Crocker'sx new Chinese Cook Book.
Macmillan

EPC-2.1**WORK EXPERIENCE PROGRAMME - INTERIOR DECORATION**

Total Marks: 25
 External Practical: 20
 Internal Practical: 05

To prepare any seven out of the following:

- i. Making and arranging flowers of paper and cloth (Minimum three (3) types).
- ii. Using waste articles for preparation of decorative items.
- iii. Wall hanging for decoration (glass painting mural making etc.)
- iv. Paper mashing work.
- v. Collage making for preparing any innovative item (using any material). Fabric painting
- vi. Pot painting
- vii. Floor decoration (Rangoli, Alpana, paper cutting etc. minimum 2'x2')
- viii. Tile painting and decoration (minimum 1'x1')

Sessional Work:

Preparation of any one item using the concept of modern art/abstract art. (Canvas board, hard board, drawing sheet etc.)

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

EPC-2.1**WORK EXPERIENCE PROGRAMME - PHOTOGRAPHY**

Total Marks: 25
 External Practical: 20
 Internal Practical: 05

Creative Photography on the following topics (Eight Photographs)

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

Books Suggested:

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

EPC-2.2

ICT PRACTICAL

Total Marks: 25
External Practical: 20
Internal Practical: 05

Objectives: The practical course will enable the student teachers to-

- Demonstrate understanding of the main components of the computer hardware in use.
- Use various digital technologies (hardware and software) for creating resources and Providing learning experiences for all types of learners (including differently abled)
- Understand features of MS office and their operations.
- Develop skill in using MS-Word, PowerPoint and Spreadsheet
- Integrate technology with classroom teaching learning strategies

Course Content

- Preparation of Resume
- Preparation of result sheet using spreadsheet
- Make two Presentations of your teaching subjects
- Develop an educational blog

Sessional Work:

Create e-mail id or social site page

EPC-2.3

PARTICIPATION IN SPORTS AND YOGA

Total Marks: 25
External Practical: 20
Internal Practical: 5

1. Safety measures on road signs, in school, in swimming pool and playfields.
2. Participation in the college athletic meet
3. Preparing the lay- out of any three athletic field events
 - a) Shot-put
 - b) Discus throw
 - c) Javelin throw
 - d) Long jump
 - e) High jump

External practical and viva will be held by the external examiner.

EPC-2.4

PRE-INTERNSHIP

Duration: 2 weeks

Preparation of Report – 15

Presentation / sharing of the report- 10

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. Types of Grants and Scholarships received by school
 5. Record of any one stock register
 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.

SEMESTER III

F-4.1

GENDER, SCHOOL AND SOCIETY

Total Marks: 50
External Theory: 40
Internal Practical: 10

Objectives:

- The course content aims at enabling students to
- Develop basic understanding of key concepts Gender bias, gender stereotype, empowerment, equity and equality, patriarchy, masculinity and feminism.
 - Learn about the gender issues in school curriculum, text books and pedagogical processes in the classroom and its interaction with class, caste, religion and region.
 - Understand the role of education in ensuring gender equity and equality.
 - Appreciate the policy initiatives taken in relation to gender issues.

Course Content:

Unit-I: Key Concepts in Gender

- a) Conceptual foundations : Sex and Gender , Gender biases, gender equality and Gender stereotypes
- b) Concepts of Patriarchy, Masculinity and Feminism

Unit-II: School and Gender Education

- a) Gender bias in schooling and textbooks, curricular choices and hidden curriculum. (Teacher attitudes, classroom interaction and peer culture).
- b) Schooling of girls: Inequalities and resistances, issues of access, retention and exclusion

Unit-III: Gender and Society

- a) Gender Identities and socialization practices in family, school, other formal and informal organizations.
- b) Role of education in dealing with social Issues: Domestic violence against women, female foeticide and infanticide and dowry.

Unit-IV: Gender Issues

- a) Gender equity and equality in India in relation to caste, class, religion, disability and region. (rural, urban and tribal areas);
- b) Policy initiatives for Gender equality and women empowerment in India

Sessional Work:

- Any one from the following:
 1. Preparing analytical report on gender issues in print or electronic media.

2. Development of a project on the organizational climate of two schools single sex and co-educational school.
3. Analysis of textual materials from the perspective of gender bias and stereotype
4. Post screening analysis of the films on gender issues.

Suggested Readings:

Bandyopadhyay, Madhumita and Subrahmanian, Ramya (2008). *Gender Equity in Education: A Review of Trends and Factors*. Project Report. Consortium for Research on Education Access, Transitions and Equity (CREATE), Falmer, UK

Beasley, Chris. 1999. *What is Feminism: An Introduction to Feminist Theory*. Sage: New Delhi

Bhattacharjee, Nandini (1999). *Through the looking-glass: Gender Socialisation in a Primary School in T. S. Saraswathi (ed.) Culture, Socialization and Human Development: Theory, Research and Applications in India*. Sage: New Delhi.

Chanana, Karuna. 1988 *Socialization, Education and Women*. Nehru Memorial Museum and Library: New Delhi

Ganesh, K. 1999. 'Patrilineal Structure and Agency of Women: Issues in Gendered Socialization' in T. S. Saraswathi (ed.), *Culture, Socialization and Human Development* Delhi: Sage Publication India Pvt. Ltd.

Geetha, V . (2007). *Gender. Stree: Calcutta*.

Ghai, Anita (2008). *Gender and Inclusive education at all levels* In Ved Prakash & K. Biswal (ed.) *Perspectives on education and development: Revising Education commission and after*, National University of Educational Planning and Administration: New Delhi.

Government of India. 1975 a. *Towards Equality: Report of the Committee on the Status of Women in India* (Delhi: Department of Social Welfare, Government of India)

Government of India. (1994). *The Girl Child and the Family: An Action Research Study*. Department of Women and Child Development Delhi: HRD Ministry, Government of India

Kumar, Krishna. 2010. 'Culture, State and Girls: An Educational Perspective' *Economic and Political Weekly* Vol. XLV No. 17 April 24.

Inglehart, Ronald (2003). *Rising Tide Gender Equality and Cultural change around the World*. Cambridge: Press Syndicate of the University of Cambridge.

Lips, Hilary M. (1989) *Sex and Gender an Introduction*, California: Mountain view, Mayfield Publishing Company.

Macdonald, M. (1980). Schooling and the Reproduction of Class and Gender Relations. In L.Barton, R. Meighan and S.Walker, (Eds.) Schooling, Ideology and the curriculum, Lewes. UK : The Falmer Press. 29-49.

Manjrekar, N. (2003), 'Contemporary Challenges to Women's Education : Towards an elusive goal?' *Economical and Political Weekly*, 38 (43), 4577-4582.

National Council of Educational Research and Training (2006) : Gender issues in Education, National Focus Group, Position Paper New Delhi, NCERT.

Page, Elspeth (2009). Exploring the Bias Gender and Stereotyping in Secondary Schools. United Kingdom: Commonwealth Secretariat, Marlborough House, Pall Mall, London, SW1Y 5HX.

Ramachandran, Bimala. (2004). Gender and Social Equity in Education : Hierarchies of Access. New Delhi : Sage.

Ramachandran, Vimala (2009). Mid Decade Assessment towards Gender Equality in Education. Project Report, Published by NUEPA, 17-B, Sri Aurobindo Marg, New Delhi-110016.

Ridgeway, Cecilia L. and Correll, Shelley J. 2004. 'Unpacking the Gender System: A Theoretical Perspective on Gender Beliefs and Social Relations', *Gender and Society*, Vol. 18, No. 4 Aug.

UNESCO. (2003). EFA Global Monitoring Report : Gender and Education for All : The Leap to Equality.

UNESCO. (2004). EFA Global Monitoring Report : Education for All : The Quality Imperative.

United Nations Girls Education Initiative (UNGEI), New York, (2012) Gender Analysis in Education : A Conceptual Overview, Available at <http://www.ungei.org>

Evaluation Scheme: The external theory examination will be of three hours duration. External question paper 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 to IV. Each question carries 8 marks. Unit –V will be compulsory with 4 short answer-type questions set from the whole syllabus of the paper. Each question will be of 2 marks.

F-4.2**GUIDANCE AND COUNSELING**

Total Marks: 50
External Theory: 40
Internal Practical: 10

Objectives:

- To help the pupil teachers to understand the meaning, aims and objectives, principles and scope of guidance.
- To acquaint them with various services of guidance.
- To enable them to differentiate between guidance and counselling.
- To help the pupil teachers to understand counselling and its various approaches
- To enable the pupil teachers to understand their students by applying testing and non-testing techniques.
- To help them to organize guidance and counseling cell in the school.
- To acquaint them with the methods of Job analysis
- To acquaint the pupil teachers with recent trends in guidance and counselling and guidance need of Indian adolescents

Course Content:**UNIT-I: Understanding Guidance and Counselling**

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

UNIT-II: Guidance and Counselling Services

- a) Guidance services: occupational information service, placement service and follow up service.
- b) Organization of Guidance and Counselling services at secondary and senior secondary level, problems faced in organization of the programme in Indian schools.
- c) Role of Counsellor, Headmaster and teacher in Guidance.

UNIT-III: Techniques for Understanding the Individual

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

UNIT-IV: Approaches, Recent Trends, Guidance Needs

- a) Directive, non-directive and eclectic approaches to Counselling
- b) Recent trends in guidance and counselling
- c) Guidance needs of Indian adolescents

Sessional Work:

- 1) Prepare a profile of a student by assessing his/her achievement, aptitude, interest, personality
- 2) Prepare one power point presentation of any career talk and deliver it in the adjacent school in the community.

Suggested Readings:

Aggarwal, J.C. (1989). *Educational & Vocational Guidance and Counseling*. Jalandhar: Doaba House

Asch, M. (2000). *Principles of Guidance and Counseling*. New Delhi: Sarup and Sons.

Bhatia, K.K. (2000). *Principles of Guidance and Counseling*. Ludhiana: Kalyani Publishers.

Bhatnagar, A. & Gupta, N. (1999). *Guidance and Counseling, Vol.1&2: A practical approach*. New Delhi, Vikas publishers.

Gibson, R.L. & Mitchell, M.H. (2003). *Introduction to Counseling and Guidance*. New Delhi, Pearson Education.

Jones, R.N. (2000). *Introduction to Counseling Skills: Text and Activities*. New Delhi, Sage Publications.

Kinra, A.K. (2008). *Guidance and Counselling*. New Delhi: Pearson Longman

Seligman, L. (1994). *Developmental Career Counseling and Assessment*. (2nd Ed.). London Sage Publications.

Pandey, K.P. (2000). *Educational and Vocational Guidance in India*. Varanasi: VishwaVidyalayaPrakashan.

Rathus, S.A. & Nevied, J.S. (1980). *Adjustment and growth: The challenge of life*. New York: Rinehart and Winston.

Robinson (2005). *Principles and Procedures in Student Counselling*. New York: Harper & Row.

Safaya, B.N. (2002). *Guidance and Counselling*. Chandigarh: Abhishek Publications.

Sharma, R.A. (2008). *Fundamentals of Guidance and Counselling*. Meerut: R. Lall Book Depot.

Sharma, T.C. (2002). *Modern Methods of Guidance and Counselling*. New Delhi: Sarup and Sons.

Shertzer, B. & Stone, S.C. (1974). *Fundamentals of Counselling*. London: HoughtonMissli.

Sidhu, H.S. (2012). *Guidance and Counselling*. Patiala: Twenty First Century Publication.

Sodhi, T.S. &Suri, S.P. (1999). *Guidance and Counselling*. Patiala: Bawa Publication

Starng, R. (2005). *Counselling Techniques in Colleges and Secondary Schools*. New York: Harper and Brothers.

Evaluation Scheme: The external theory examination will be of three hours duration. External question paper 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 to IV. Each question carries 8 marks. Unit –V will be compulsory with 4 short answer-type questions set form the whole syllabus of the paper. Each question will be of 2 marks.

F-4.3

INCLUSIVE SCHOOL

Total Marks: 50
External Theory: 40
Internal Practical: 10

Objectives:

- To understand Diversity, Disability and Inclusion
- To inculcate healthy attitude towards inclusive school.
- To use different teaching strategies for inclusive education
- To understand the role of teachers, parents and community for supporting inclusion
- To understand the recommendation of various polices.

Course Content:

Unit-I: Understanding Inclusion in Education

- a) Definition, concept, need and its importance of inclusive school
- b) Historical perspectives on education of children with diverse needs.
- c) Difference between special , integrated and inclusive education , barriers in inclusive education

Unit-II: Understanding Children with Diverse Needs

- a) Concept and classification of CWDN (Physical, Social, Psychological, Cultural and Economic diversity)
- b) Learning disabilities – Concept, identification and educational programme (Dyslexia, Dysgraphia, Discalculia)
- c) Sensory Impairment –Definition, identification and educational programme (Visual, hearing)

Unit-III: Initiatives to Promote Inclusive Education

- a) Innovative practices and strategies for promoting inclusive education.
- b) Assistive technology in inclusive education in special reference to computer accessibility
- c) Role of administration, teacher, parents and community in inclusive School

Unit-VI: Policy Perspective

- a) United Nation convention on the rights of persons with disabilities (UNCRPD)2006
- b) Role of Rehabilitation Council of India in inclusive education.
- c) Inclusive education in RTE 2010

Sessional Work (Internal)

- Any two of the following:-

- a) Report on a visit to school practicing inclusion / Special School.
- b) Prepare a case study on any of the categories (mentioned above) of children with diverse needs.

Suggested Readings:

Ainscow, M. (1999). Understanding the Development of Inclusive Schools. London: Falmer

Alur, M. (2002). Introduction in Hegarty, S & Alur M (Eds.), Education and Children with Special Needs: From Segregation to Inclusion. New Delhi: Sage Publications.

Archer L, Hutchings M. and Ross A (2003). Higher Education and Social Class Issues of Exclusion and Inclusion. London: Routledge Falmer Taylor and Francis Group.

Balsara, Maitraya. (2011). Inclusive Education for Special Children. Delhi: Kanishka

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

Bender, W. N. (1995) Identification and Teaching Strategies for Learning Disabilities. New York: Allyn & Bacon.

Chadha, A. (2002) A guide to educating children with Learning Disabilities. New Delhi: Vikas publication.

Ghai, A. (2002). Disability in the Indian Context: Post-Colonial Perspectives, In M. Corker and T. Shakespeare (Eds.) Disability/Post-modernity. Embodying Disability Theory (88- 100). London: Continuum.

Jha, M.M. (2002). School without Walls: Inclusive Education for All. New Delhi: Madhuban Educational Books.

Mangal, S.K. (2002). Advanced Educational Psychology. New Delhi: Prentice Hall of India.

Mukhopadhyay Sudesh (2005). Inclusive Education in the Context of EFA, In Mithu Alur & Michael Bach, Inclusive Education from Rhetoric to Reality, Viva Books Ltd, New Delhi.

Narayan, J. (2003) Educating Children with Learning Problems in Regular Schools, Secunderabad: NIMH.

Panda, K.C. (2001). Education of Exceptional Children. New Delhi: Vikas Publishing House Pvt. Ltd.

Sharma, Yogendra K. (2014) Inclusive education. New Delhi: Kaniksha Publishers

www.mhrd.gov.in

<https://www.un.org>

www.ascd.org

www.education.vic.gov.au

www.rehabcouncil.nic.in

Evaluation Scheme: The external theory examination will be of three hours duration. External question paper 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 to IV. Each question carries 8 marks. Unit –V will be compulsory with 4 short answer-type questions set form the whole syllabus of the paper. Each question will be of 2 marks.

F-4.4**UNDERSTANDING THE SELF**

Total Marks: 50
 External Theory: 40
 Internal Practical: 10

Objectives:

- To enable the student teacher to discover oneself.
- To develop holistic and integrated understanding of the human self and personality.
- To develop positive thinking among student teachers.
- To encourage future teachers to develop the capacity for self-regulation and conflict resolution.
- To help student teachers develop the capacity for sensitivity, effective ways of communication to establish peace and harmony.
- To equip student teachers with skills for empathic listening and self-expression
- To evolve as a progressive and flexible teacher.

Course Content:**Unit-I: Understanding and Development of Self**

- a) Defining the self (awareness & acceptance), self-perception theory and determinants of self.
- b) Self-esteem : Concept, techniques for development of self esteem
- c) Self-realization : Concept and importance

Unit-II: Social Process and Exploring Self

- a) Factors affecting self-identity: Family, Culture, Gender, Religion & Language.
- b) Role of individual self in development of society
- c) Role of positive thinking in self-development.

Unit-III: Social Influence and Role of Education

- a) The influence of peer group, media, technology and globalization on identity formation.
- b) Schooling as a process of identity formation: Developing national, secular and humanistic identity.
- c) Constructive role of education in moving towards peaceful living.

Unit- IV: Techniques for Self-Regulation

- a) Development of self through meditation, yoga, values and spirituality.
- b) Conflicts: Concept and Resolving intrapersonal and interpersonal conflicts
- c) Empathic listening- understanding and appreciating divergent points of view.

Sessional Work:

- Any two of the following:
 - 1) Critically evaluate oneself as a 'Prospective teacher' (Self-Appraisal Report)
 - 2) Self-expression through diary writing/self-reflecting journal
 - 3) SWOC Analysis of self (Strengths, Weaknesses, Opportunities and Challenges)

Suggested Readings:

Dalal, A.S. (2001). *Our many selves*. Pondicherry, India: Sri Aurobindo Ashram.

Dayal, L.H. (2005). *Hints for Self-Culture*. New Delhi: Jaico Publishing House

Frankl, V. (1946). *Man's search for meaning*. New York : Pocket Books.

Joshi, K. (ed) (2005). *The Aim of Life*. Auroville, India: Saiier.

Krishnamurti, J. (1953). *Education and the significance of life*, Ojai, California. USA : Krishnamurti Foundation Trust.

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

Wilson, T.D. (2002). *Stranger to ourselves: Discovering the adaptive coconscious* Harvard University Press.

Chatterjee, D. (1998). *Leading consciously*, M.A, USA: Butterworth-Heinemann.

Csikzentmihalyi, M. (1993). *The Evolving Self: A Psychology for the Third Millennium*, New York : Harper Collins.

Dalal, A.S. (1987). *Living Within*, Pondicherry, India: Sri Aurobindo Ashram Trust.

Gibran, K. (1996). *The Prophet*, Calcutta, India: Rupa & Co.

Haldar, B. (2006). *A Life Less Ordinary*, New Delhi : Penguin Books. Translated by Urvashi Butalia.

Joshi, P. (2006). *Negotiating Identity : Voices of Children with Disabilities in Regular Schools*. *Contemporary Education Dialogue*. 3 (2), 1175-195.

NCERT, (2006). *Education for Peace, Position Paper*. New Delhi: NCERT.

Walk with Me: A Guide for Inspiring Citizenship Action. (2006). New Delhi: Pravah Pub

Evaluation Scheme: The external theory examination will be of three hours duration. External question paper 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 to IV. Each question carries 8 marks. Unit –V will be compulsory with 4 short answer-type questions set form the whole syllabus of the paper. Each question will be of 2 marks.

F-4.5**READING AND REFLECTING ON TEXT**

Total Marks: 50
 External Theory: 40
 Internal Practical: 10

Objective:

- To promote an understanding of language characteristics of learners, language usage.
- To enable the students to understand socio-cultural aspects of language learning, language as a process and the functional use of language across the curriculum.
- To enable to read, analyze and reflect on variety of texts.
- To develop meta-cognitive awareness to become conscious about thinking processes.
- To enable to write with a sense of purpose.
- To enable student teachers to enhance their capacities as readers and writers

Course Content**UNIT-I: Language and Learning**

- a) General Principles of language learning, Role of Language as a means of construction of reality and gaining experiences
- b) Role of home and school language in classroom instructions
- c) Multilingualism : Concept and techniques

UNIT-II: Linguistic and Reading Skills

- a) Development of language and linguistic skills, Discussion and questioning as tools of language learning
- b) Mechanics of Reading- Environment, Posture and Skills involved in Reading.
- c) Special study of reading: cognitive basis of reading, analysis of the tasks involved in reading, motivation to read, stages of learning to read, reading ability

UNIT-III: Scope & Nature of Reading

- a) Components and levels of Reading Comprehensions (Lexical, Literal, Interpretive, Applied and Affective).
- b) Methods and Importance of Reading Types of reading: Aloud and silent reading, Intensive and Extensive reading.
- c) Reflective Reading- Concept, Components and factors

Unit –IV: Evaluation of Reading Skills

- a) Evaluation of Reading skills with special reference to test of rates of reading- (Time limit methods & amount limit method)
- b) Developing Skills and Techniques for searching Information from reference sources

c) Problems faced by children in reading - causes and remedies

Sessional work (Internal)

- 1) Developing a reading test on school students for miscue analysis.
- 2) Analysis of any language text book.
- 3) Analysis of two articles/editorials/advertisements from a newspaper/Magazine etc.
- 4) Writing a book review and critically analyzing the contents and language of the text.

Suggested Readings:

Halliday, M. A. K. (1978), *Language as Social Semiotic: the social interpretation of language and meaning*, Edward Arnold: London.

Trudgill, P. (1992), *Introducing language and society*. London: Penguin.

Wardhaugh, R. (1986), *Introduction to Sociolinguistics* (2nd ed.), Cambridge: Blackwell

Reid, T. B. (1956), "Linguistics, structuralism, philology", *Archivum Linguisticum*

Swales, J. (1990), *Genre Analysis. English in Academic and Research Settings*, Cambridge: Cambridge University Press.

Alan Robinson H.(Ed.)(1964): Meeting Individual Difference in Reading, The University of Chicago Press Chicago.

Blanton,W.E. Fae (Ed.) (1976): Measuring reading performance International Reading Association,New York,.

Dechant,E.V. (1964): Improving the Teaching of Reading, Prentice Hall Englewood cliff's,Inc..

EK Wall E.E. (1971)., Diagnosis and Remediation of the disabled Readers, Allyn and Bacon,Boston,

Hanter, L.E. (1964): Improving Reading in secondary schools, Macmillan Co. New York,.

Kaur, B. (2017) Language Across the Curriculum, First Ed.,Patiala:21st Century Publications

Shri Vastav B.P. -(1971); The Teaching of Reading.BhartiPublishers,new delhi

[https://en.wikipedia.org/wiki/Register_\(sociolinguistics\)](https://en.wikipedia.org/wiki/Register_(sociolinguistics))

www.genconnection.com/English/ap/LanguageRegisters.htm

www.edmondschools.net/Portals/3/docs/LanguageRegisters.pdf

Evaluation Scheme: The external theory examination will be of three hours duration. External question paper 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 to IV. Each question carries 8 marks. Unit –V will be compulsory with 4 short answer-type questions set form the whole syllabus of the paper. Each question will be of 2 marks.

E-4.1 & 4.2**DISTANCE EDUCATION & LIFE LONG LEARNING**

Total Marks: 50
 External Theory: 40
 Internal Practical: 10

Objectives:

- To acquaint the student teachers with the concept, need and potential of Distance Education and Open learning.
- To help them understand the opportunities and challenges in the field of Distance education and open learning.
- To enable them to appreciate and use the methods and techniques of Distance education/open learning in the emerging knowledge society.
- To enable the student teachers to develop an understanding of the meaning and concept of Life Long Learning.
- To impart knowledge to student teachers about the problems and difficulties coming in the way of achieving full literacy in the country.
- To prepare them to create awareness among illiterate adults for their development.
- To acquaint the student teachers with chief characteristics of an adult learner, different methods and evaluation of Life Long Learning.
- To enlighten the student teachers about the Life Long Learning policies of the country.

Unit-1 Distance Education - Introduction, Concept and History

- a. Distance Education & Open Learning Concept, Need and Characteristics.
- b. Distance Education in Independent India: Achievements and Challenges, NPE-86 (relating to DEOL).
- c. Distance Education at Different Levels: School level, Higher Education & Vocational Education with examples of course being offered.

Unit-II Learner Support Services in Distance education

- a. Learner Support Services: Meaning, Need and importance.
- b. DDE's & State Open Universities: Need, Importance and Functions.
- c. Print and Multimedia/Online Learner Support Services for DEOL: Study Material, AV Aids and Websites/Webpage, Tele/Video Conferencing.

Unit –III Life Long Learning

- a. Concept, aims and objectives of Life Long Learning.
- b. Need and Importance of Life Long Learning for the development of an individual for social change
- c. Problems and suggestive measures for Life Long Learning.

Unit-IV Programme for Life Long Learning

- a. Various programmes of Life Long Learning in India with special reference to ; NAEP, NPE & NLM
- b. Adult learner- characteristics, problems and motivation
- c. Lifelong teaching- Different methods, Role of Mass Media.
 Evaluation of Life Long Learning

Sessional Work:

- 1) Preparing a project report on the functioning of any one DEOL system at school/higher education/ vocational level.
- 2) Field based project work
- 3) Assignment, seminar and overall performance

Suggested Readings:

- Anand, S.P. (1979). *University without Walls-Correspondence Education in India*. New Delhi: Vikas Publishing House.
- Bahanagar, S. (1997). *Distance Education-A system under Stress*. New Delhi: Concept Publishing House.
- Bandhu, D. (1994). *Distance Education in India*. Jammu: Vinod Publisher & Distributors.
- Kumar, Anil (1997). *Learner Performance in Distance Education*. New Delhi: Commonwealth Publishers.
- Madhavan, K. and Roy, M. (2001). *Role of Distance education in Developing Countries*. Ambala Cantt: The Indian Publications.
- Rai, Amarnath (2005). *Distance Education*. New Delhi: Author Press.
- Rai, D.P.; Bajpai, R.P. and Singh, N. (2007). *Management and Services of Distance Education*. New Delhi: APH Publishers.
- Raj, Shalini (2004). *Distance Education*. New Delhi: Sarup & Sons.
- Ramanujam, P.R. (2007). *Distance Open Learning-Challenges of Developing Countries*. New Delhi: Shipra Publications.
- Rao, V.K. (2010). *Distance Education*. New Delhi: APH Publishing Corporation.
- Sharma, B.M. (1994). *Distance Education*. New Delhi: Commonwealth Publishers.
- Singh, U.K. (1996). *Distance Education*. New Delhi: Discovery Publications.
- Chopra, Rita (1993). *Adult Education*. Bombay: Himalaya Publishing House.
- Kundu, C.L. (1987). *Adult Education Principles: Practice & Prospects*. New Delhi: Sterling Publishers Pvt. Ltd.
- Ministry of Education (1987). *Adult Education Research- Future Directions*.
- Prasad, Rajinder (2008). *Adult Education*. New Delhi: APH Publishing Corporation.
- Singh, A.K. (1988). *A Micro Analysis of Adult Education in India*. New Delhi: National Book Organisation.
- Sodhi, T.S. and Multani (1989). *Comparative Studies in Adult Education*. Ambala: The Association Publishers.
- Thakur, Devendra (1980). *Adult Education and Mass Literacy*. New Delhi: Deep & Deep Publications.
- Thrope, Mary & Grangeon, David (1987). *Open Learning for Adults*. U.K.: Longman Groups.
- Tiwari, B.N. (1980). *Adult Education and Libraries*. Allahabad: Vohra Publishers and Distributors.

Evaluation Scheme: The external theory examination will be of three hours duration. External question paper 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 to IV. Each question carries 8 marks. Unit –V will be compulsory with 4 short answer-type questions set form the whole syllabus of the paper. Each question will be of 2 marks.

E-4.1 & 4.2**E- EDUCATION RESOURCE DEVELOPMENT**

Total Marks: 50
 External Theory: 40
 Internal Practical: 10

Objectives:

- To introduce the student teachers to the concept of systems and its Application in Information Management.
- To familiarize the student teachers with the concepts and practice of e-communication, e-learning and e-education.
- To acquaint the student teachers with the elementary theory and practice of multimedia—graphics, audio and video processing.
- To assist the student teachers to design and develop e-education resources and e-education management on the existing portals.

Unit –I E -Education and Multimedia

- a. E- Education: Introduction, Need and Importance. Benefits of E-Education in contrast with traditional method.
- b. Multimedia: Concept, types and implications of multimedia in teaching learning process.
- c. Systems: Concept, Elements, types, SDLC (System Development Life Cycle).

Unit-II-Designing Electronic Content

- a. Electronic content (E- content): Designing and development
- b. Different formats of E-content development in context with the popularity and their designing
- c. Evaluation of students through E-content/resources/tools. Using E-content mobile on mobile devices

Unit-III E-Content Development Tools

- a. Images : Imaging Devices (Scanner and Digital Camera) Steps to Scan a picture and the availability of formats
- b. Audio : Equipments, formats, Steps to record and edit an audio
- c. Video : Equipments, formats, Steps to record and edit a video

Unit –IV Internet and Virtual Learning Environments

- a. Internet: Basics, Web browser, application of internet in education and learning internet protocols.
- b. Virtual Learning Environment : Concept, elements, popular virtual systems available and their usage
- c. Freeware, open source, proprietary source & public domain

Sessional Work:

- 1) Recording and editing of three audio files in different formats.
- 2) Digitize at least 10 images in at least three formats using a scanner.
- 3) Recording and editing of at least three video clips of approximately five minutes duration.

Suggested Readings:

Campbell, Katy (2004). *E-effective Writing for E-Learning Environments*. U.S.A.: Information Science Publishing (an imprint of Idea Group Inc.).
 Holmes, Bryn and Gardener, John (2006). *E-Learning Concepts and Practices*. London: SAGE Publications Ltd.

Pawlowski, Jan Martin (2006). *Hanbook on Quality and Standardisation in E-Learning*. New York: Springer Heidelberg

Evaluation Scheme: The external theory examination will be of three hours duration. External question paper 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 to IV. Each question carries 8 marks. Unit –V will be compulsory with 4 short answer-type questions set form the whole syllabus of the paper. Each question will be of 2 marks.

E-4.1 & 4.2**ENVIRONMENTAL EDUCATION**

Total Marks: 50
 External Theory: 40
 Internal Practical: 10

Objectives:

- To acquaint the student teachers with the concept of Environment and Ecology.
- To create awareness and generate interest of student teachers in Environmental Education.
- To provide knowledge to the student teachers about Pollution and its control.
- To sensitize student teachers towards Global Environmental Problems.
- To sensitize student teachers towards need of Conservation of Natural resources.
- To develop desirable attitude, values and respect for the environment.
- To acquaint the student teachers with the initiative of government and local bodies in environmental conservation.

UNIT I: Environmental Education

- a. Concept of Environment, Components of Environment, Ecology, Biosphere, Concept of Population and Community, Eco System.
- b. Environmental Education: Concept, Objectives, need & importance, Principles of Environmental Education.

- c. Programmes for School, Strengthening Environmental Education in School System

UNIT II: Eco System and Natural Resources

- a. Concept of Ecosystem: Biotic and Abiotic factors, Food Chain, Food Web and Flow of Energy.
- b. Major Ecosystems of the World (Tropical forests, Grasslands and Freshwater).
- c. Conservation of Natural Resources: Concept of Conservation and need of its sensitization, Classification of Natural Resources and Conservation of water, soil, air and Endangered Species.

UNIT III: Environmental Hazards and Disaster Management

- a) Environmental Pollution: Types, Effects and Control
- b) Global Environmental Issues: Global Warming, Climatic Change, Ozone layer depletion, Deforestation.
- c) Disaster Management: Phases (Before, during and after the disaster) in Earthquake, Fire and Floods.

UNIT IV: Efforts towards Environmental Awareness

- a) Environmental Projects: Ganga Action Plan, Save Tiger Project, UNO's Agenda 21 (section ii).
- b) Rain Water harvesting, Eco Schools, Eco tourism, Environmental Ethics
- c) Environmental Education: Multidisciplinary and Interdisciplinary approach, Role of Mass Media in Environmental Education

Sessional Work:

1. Carrying out any one Environmental Awareness Activity of the following:
2. Preparing a Scrap File along with suggestions of student-teacher related to Environmental Problems.
3. Carrying out a Project on Environment and preparing its detailed report.

Suggested Readings:

Dani, H.M. (1996). Environmental Education. Chandigarh: Panjab University Publication Bureau.

Kaur, A. (2003). Scientific Approach to Environmental Education: Ludhiana, Tandon Publications.

Khoshoo, T.N. (1999). Environmental Concerns and Strategies. New Delhi: Ashish Publication House.

Kohli, V.K and Kohli, Vikas (1995). Environmental Pollution and Management. Ambala: Vivek Publishers.

Trivedi, P.R. (2000). Encyclopedia of Environmental Pollution Planning and Conservation. I-VI, New Delhi: A.P.H. Co.

Website: www.unep.org

Evaluation Scheme: The external theory examination will be of three hours duration. External question paper 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 to IV. Each question carries 8 marks. Unit –V will be compulsory with 4 short answer-type questions set form the whole syllabus of the paper. Each question will be of 2 marks.

E-4.1 & 4.2

HEALTH AND PHYSICAL EDUCATION

Total Marks: 50
External Theory: 40
Internal Practical: 10

Objectives:

- To enable the student teachers to develop an understanding about Health & Physical Education.
- To create awareness on different aspects of health and fitness among student-teachers.
- To understand meaning, concept, aims and objectives of Health and Physical Education in school curriculum.
- To learn good health habits: acquire knowledge of common communicable diseases.
- To understand the nature of injuries and to take care during emergencies and provide first aid.
- To understand the diet modification in the treatment of under-weight and obesity.
- To clearly understand concept of recreation and how to organize recreational games.
- To understand various Yoga Asanas and techniques.

UNIT-I: Concept, Aims and Objectives

- a) Health Education: Concept, Aims and objectives, importance and principles of Health Education in School Curriculum.
- b) Physical Education: Concept, aims and objectives, need and importance of Physical Education in school curriculum.
- c) School Health Programmes: Health services, Health supervision and Health instruction.

UNIT-II: Nutrition, Health Problems and Diseases

- a) Nutrition: Functions of food and food habits, elements of a balanced diet and malnutrition.

- b) Contemporary health problems and prevention: Drug abuse, Alcoholism, Smoking, Obesity, Stress and Depression.
- c) Communicable diseases: mode of transmission, common symptoms and prevention of spread of Aids, Hepatitis (A, B and C) Chickenpox, Typhoid.

UNIT-III: First Aid, Posture and Yoga

- a) First Aid: Concept, need, importance and principles of first aid, first aid kit.
- b) Posture: meaning and importance of good posture, common postural deformities: causes, preventive measures, remedial exercises.
- c) Yoga: Concept, types, need and importance, benefits of specific yoga asanas with their techniques (Surya Namaskar, Tad Asana, Padma Asana, Chakra Asana, Dhanus Asana)

Unit –IV: Layout of Grounds and Athletic Meet

- a) Recreation: Concept, importance of recreation programme in school curriculum and how to organize a recreation game in school.
- b) Layout of the grounds with rules and regulations of the following games: Badminton, Volleyball and Kho-Kho
- c) Athletic meet – Meaning, Need and Importance, Organization of athletic meet at school level.

Sessional Work:

1. Project on calculating BMI of 5 persons and write a report.
2. Practice and perform any three yoga asanas.
3. Three types of Sports Ground.

Suggested Readings:

Dambrosa, D., & Robert, D. (1993). Prevention and treatment and running injuries. New Jersey: Slack Incorpor Road.

Dhanajoy, S., & Seema, K. (2007). Lesson planning: Teaching methods and class management in physical education. New Delhi: Khal Sahitya Kendra.

Eriksson, O.B. (1990)/ Sports medicine, health and medication. Enfield: Guinness Publishing Road.

Hedge, (1997). How to maintain good health, New Delhi: UBPSD Publishers.

Kanele., B.S., & Kumar, C.P. (1996). Text book on health and physical education, Ludhiana: Kalyana Publishers.

Krishna, G. (1993). The purpose of yoga. New Delhi : UBS Publishers Ltd.
Ramachandran, L.t., & Dharmalingam. (1993). Health Education, A new approach, New Delhi: Vikas Publishers Ltd.

Malik, Neeru and Malik, Rakesh (2005). Health and Physical Education, Gurusar Sadhar: GBD Publications.

Mangal, S.K. (2005)/ Health and Physical Education, Ludhiana: Tandon Publication Book Market.

- Nash T.N. (2006). Health and Physical Education, Hyderabad: Nilkamal Publishers.
- Prasad, Y.V. (2006). Method of teaching Physical Education, New Delhi: Discovery Publishing House.
- Sachdeva, M.S. (2006). School Organization, Administration and Management, Ludhiana: Dandon Publication,
- Chandra, S., Sothi, & Krishnan. P. (2005). Health Education and Physical Education. Delhi: Surjeet Publications.
- Reema, K. (1996). Physical fitness. New Delhi:Khel Sahitya Sports Publication.
- Sandhu, S.S. (2008), Health and Physical Education, Ludhiana: Chetna Parkashan.
- Tiwari, O.P. (2002). Asana: Why and how, India: Kanalyadhama.

Evaluation Scheme: The external theory examination will be of three hours duration. External question paper 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 to IV. Each question carries 8 marks. Unit –V will be compulsory with 4 short answer-type questions set form the whole syllabus of the paper. Each question will be of 2 marks.

E-4.1 & 4.2

HUMAN RIGHTS AND PEACE EDUCATION

Total Marks: 50
External Theory: 40
Internal Practical: 10

Objectives:

- To acquaint students with human rights and peace education
- To realize the importance and need of peace education , human rights and child rights
- To develop attitudes for resolving conflicts at personal and social level through education
- To orient curricular and educational processes to promote peace
- To counter the negative influence of media and local community to weed out negative effects by influencing parents, families and local community.
- To understand challenges to world peace

UNIT I: Human Rights in existing scenario

- a) Need and Importance of human rights in existing social scenario
- b) Human Rights Education: Meaning, Need and Scope
- c) History of Human Rights

UNIT II: Agencies of Human Rights Education

- a) Agencies of Human Rights Education – School, Family , Community, Teacher
- b) Role of Education in promoting Human Rights
- c) Role of Different Govt. and Non Govt. organization in human rights educations

UNIT III: Understanding Peace as Dynamic Social Reality

- a) Meaning, concept, need and scope of peace education
- b) Aims & objectives of peace education
- c) Challenges to peace and role of education for world peace and international understanding

UNIT IV: Orienting Education for Peace Building

- a) Teaching approaches to peace education, Peace education in NPE (1986) ,NCF-2005
- b) Constitutional provisions vis-à-vis peace values
- c) Role of UNO, IAEWP in promoting peace education

Sessional Work:

1. Formation of Human rights and peace club & write a report on activities.
2. Prepare a report on the contribution of Human rights activists and Nobel peace prize winners

Suggested Readings:

Adams. D (Ed) (1997) UNESCO and a culture of Peace: Promoting a Global Movement. Paris UNESCO.

Haseen, T. (2005) National Concerns and Education, Neelkamal Publications Pvt. Ltd.

Haseen, T. (2005) Current challenges in Education, Neelkamal Publications Pvt. Ltd.

Bhargava, M. and Haseen, T. (2006). Glimpses of Higher Education, Rakhi Prakashan, Agra-2

<http://www.un.org/cyberschoolbus/peace/content.htm>

Singh, A.P. & Singh, P (2017). *Peace Education*. Ludhiana: Tondon Brothers.

Evaluation Scheme: The external theory examination will be of three hours duration. External question paper 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 to IV. Each question carries 8 marks. Unit –V will be compulsory with 4 short answer-type questions set form the whole syllabus of the paper. Each question will be of 2 marks.

4.1 & 4.2

LIFE SKILLS EDUCATION

Total Marks: 50
External Theory: 40
Internal Practical: 10

Objectives:

- To acquaint students with the concept and importance of Life Skills
- To acquaint students with the role of education in developing life skills
- To develop attitude of students towards developing life skills through education
- To integrate life skills with the teaching learning process

Unit I: Life Skills and Life Skills Education

- a) Life Skills – Concept, need and Importance
- b) Life Skills Education-Concept, Need and Importance for Teacher
- c) Core Life Skills as prescribed by W.H.O.

Unit II: Life Skills and Education

- a) Skill of effective communication : Concept, need and importance teachers
- b) Skill of Problem solving and decision making : Concept and Importance for Educationists
- c) Skill of Critical and Creative thinking

Unit III: Enhancing Life Skills

- a) Livelihood Skills and Life Skills
- b) Ways and means of enhancing Life Skills among students
- c) Key issues and concerns of adolescents for life Skills education in emerging Indian context

Unit IV: Integration of Life Skills

- a) Self-Awareness, empathy and learning to live together
- b) Coping stress and emotions as life skills
- c) Skill of building Inter Personal relationships : Importance for teachers and integration with teaching learning process

Sessional Work:

- 1) Workshop on core life skills
- 2) Case study / Story telling / debate on core life skills

Evaluation Scheme: The external theory examination will be of three hours duration. External question paper 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 to IV. Each question carries 8 marks. Unit –V will be compulsory with 4 short answer-type questions set form the whole syllabus of the paper. Each question will be of 2 marks.

E-4.1 & 4.2

POPULATION EDUCATION

Total Marks: 50
External Theory: 40
Internal Practical: 10

Objectives:

- To be aware of population trends in the world
- To understand that population becomes stable when there is little difference between birth and death rates.
- To develop among themselves a health, rational and scientific attitude toward the natural phenomena of the birth and death
- To realize that the solution to the problem lies in the acceptance of small family norms.
- To develop an attitude that would promote living in peace and harmony along the nature

Course Contents

Unit I: Population Dynamics

- a) Concept of Population Education: Objectives, Scope and Approaches of Population Education, Misconceptions regarding Population education.
- b) Effects of Population Growth – Malthus Theory, basic components of population dynamics – population distribution, structure, fertility , mortality, migration, sex – ratio, life expectancy.
- c) Population Situation in India on the world's perspective, India's Population policy.

Unit II: Populations Growth and its effects

- a) Effect of Population Growth on Social Development and Economic Development.
- b) Effect of Population Growth on Educational Development and Health and nutrition
- c) Effect of Population Growth on Environmental and Natural Resources

Unit III: Population Control

- a) Population equilibrium: Measures of control- clinical and educational approach
- b) Family planning and Family welfare programme in India
- c) Role of different agencies viz.. Home, School, Community, Govt. and non Government agencies and mass media population control.

Unit IV: Population Education in School Curriculum

- a) Need and problem in curriculum development of population education

- b) Need of research in population education, role of teachers in population education programme
- c) Integration of Population Concept in different School Subjects, Population Education through Co-Curricular activities

Sessional Work:

Conducting anyone of the following surveys and preparing a report: Progress in the field of literacy, Health awareness, AIDS awareness, Environmental awareness, Balanced Diet, Vaccination, Cleanliness, Number of children.

Suggested Readings:

Aggarwal, S.N. (1985). *India's Population Problems*. New Delhi: Tata McGraw Hill Pub. House.

Parakh, B.S. (1985). *Population Education Inception to Institutional*. New Delhi: NCERT.

Rao, D.G. (1974). *Population Education: A Guide to Curriculum and Teacher Education*. New Delhi: Sterling Publishers, Pvt. Ltd.

Sharma, R.C. (1988). *Population Resources, Environmental and Quality of Life: Hand Book on Population Education*. New Delhi: Rai & Sons.

Sodhi T.S. (2006). *Population Education*. Patiala: Bawa Publications

Evaluation Scheme: The external theory examination will be of three hours duration. External question paper 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 to IV. Each question carries 8 marks. Unit –V will be compulsory with 4 short answer-type questions set form the whole syllabus of the paper. Each question will be of 2 marks.

E-4.1 & 4.2

SCHOOL LIBRARY AND INFORMATION SERVICES

Total Marks: 50
External Theory: 40
Internal Practical: 10

Objectives:

- To enable the student- teachers to develop an understanding of meaning, concept and nature of school library services.
- To impart knowledge to student teachers about the need and importance of library services in the present school education.
- To acquaint them with basic principles of school libraries.
- To acquaint and prepare student-teachers for the application of information technologies in school libraries.

Unit I: Aims, Objectives and Importance of School Library

- a) Meaning, Aims and Objectives of School Library in Education
- b) Need and Importance of School Library in School Education
- c) Five Laws of Library Science and their Implications

Unit II: Classification and Cataloguing

- a) Library Classification: meaning, need and purpose
- b) Library Cataloguing: meaning, objectives and importance
- c) Circulation system: Ledger, Browne and Newark system of charging and discharging

Unit III: Library Accession

- a) Accession Register, Library Staff and Qualities of School Librarian
- b) Open and Close Access System, Library Rules and Regulations
- c) Periodicals : Types, Importance and Uses; Stock verification of Library

Unit IV: Specific Problems of School Library and Role of Teacher in developing School Library

- a) Library centered teaching and role of role of teacher in developing and making use of library
- b) Library period, Reference service, Reference books, Library software, E-Library
- c) Specific problems of School Library and their solutions

Sessional Work:

- 1) To prepare entries of 15 books in the accession register
- 2) Classification of 15 titles at 3 digit level according to Dewey decimal Classification (DDC)
- 3) Important websites for E-books, E-journals and other study material for schools

Suggested Readings:

Devi, Savitri and Johri, Nutan (1986). *Bibliographic Reprints: Library Science and Informatics*. New Delhi: NASSDOC

Kaur, Sumeet *School Library and Information Services*. Ludhiana: Tandon Publications.

Kumar, Krishana (1997). *Library Organization*. Vikas Publishing House Pvt Ltd.

Singh, Sewa (1985-1990). *Indian Library and Information Science Literature*. New Delhi: Ess Ess Publications.

Singh, Sewa; Vir Malhan, Inder and Arora, R.L. (1971-1980). *Indian Library Literature*. New Delhi: Today and Tomorrow's.

Upneja, Sunil K. (2007). *School Libray Services*. Ludhiana: Tandon Publishers.

Wadhawan, Rajan (2009). *School Library Services*. Ludhiana: Tandon Publications.

Evaluation Scheme: The external theory examination will be of three hours duration. External question paper 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 to IV. Each question carries 8 marks. Unit –V will be compulsory with 4 short answer-type questions set form the whole syllabus of the paper. Each question will be of 2 marks.

EPC-4.1**Participation in Community Service/ Cultural Activities/ Educational Tour/Trip**

Total Marks: 25

Internal Assessment: 20

Internal Viva Voce: 05

Objectives:

- To develop an understanding about social welfare
- To develop an attitude towards clean environment
- To develop an understanding about national integration

Course Content:

Participation in any three of the following and report writing:

- a) One day trip
- b) NSS activities
- c) NCC
- d) Celebration of national days
- e) Social Awareness rally
- f) Blood Donation
- g) Swachh Bharat Abhiyan
- h) Social Club

EPC-4.2**COMMUNICATION, EMPLOYABILITY AND RESOURCE DEVELOPMENT SKILL**

Total Marks: 25

External Assessment: 20

Internal Assessment: 05

Objectives:

- To develop effective communication skills among students teachers
- To develop speaking skills among students teachers in front of a small group
- To develop skill of article writing for magazine / newspaper
- To develop the skill of searching of topic from reference book
- To develop the skill of preparing e-learning resources for smart classrooms

Unit –I Communication Skills

- a) Communication – Concept and types of communication, overcoming barriers of communication.
- b) Exposure (Native Speaker) to be given to students by using ICT followed by discussion
- c) Narrating/ describing a related account from one's life experience (in front of a smaller group) by student teacher.

Unit –II Engaging with Journalistic Writing

- a) Selection of text from newspaper/magazine, articles on topic of contemporary issues
- b) Analysis of structure of the article by identifying sub heading, keywords, sequencing of ideas, use of concrete details and statistical representation etc.
- c) Writing articles on the topic of interest for college magazine /newspaper /wall magazine etc.

Unit -III Engaging with Subject related reference books

- a) Selecting a specific topic in the related subject area for research from a set of available reference books.
- b) Searching relevant reference books from Library/Internet sources and extract relevant information in some schematic form (Flow Diagram me/ Mind Map etc.)
- c) Making notes on these presentations with display and oral comments to a larger group

Unit –IV Preparing E-Learning Resources

- a) Learning Resources; Development of E –content of (both opted teaching subjects) using different formats
- b) Searching free educational resources on internet and using a virtual learning environment.
- c) Workshop on CV writing and conducting Mock Interviews

Sessional Work:

The students will maintain a record in the form of project file / audio /video recording / E-content CDs of both teaching subjects and will be evaluated by External examiner

SEMESTER –IV

EPC-3.1

SCHOOL INTERNSHIP PROGRAMME

Total marks – 300
 Pedagogical subjects (In each Subject)
 External-100
 Internal-30
 Assessment by concerned school – 40
 (100 + 30 + 100 + 30 + 40 = 300)

Duration: 16 Week

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

Phase-1 : Pre-Practice Duration: 2 week (In parent institute)

1. Student teachers will learn to write and demonstrate micro, macro, diary, ICT, test based and teaching model based lesson plans.
2. Every student teacher should go through one week 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- 08
- ICT Based Lesson Plans- 05
- Unit Test Based Lesson Plans- 04 (Preparing blue print & conducting unit tests)
- Lessons Plans based on Models of Teaching - 03

(B) Peer teaching observation - **10 +10** in each subject

(C) Micro lesson plans – 5 + 5 in each subject

(D) Discussion lesson – 02 (one in each teaching subject)

Phase II. Assessment of students' performance: Assessment record on the basis of unit tests.

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
- 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- 300 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 – **40 marks (20+20 in each subject)** on assessment **performa - A**
- Internal assessment on the basis of submitted records and discussion lesson - 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 (**100+100 in each subject =200**) under the supervision of external Internship Programme Coordinator appointed by the university.
- Breakup of external evaluation for each teaching subject (100 marks) is as follows:
 - Written Lesson - 10 Marks
 - Presentation - 60 Marks
 - Teacher Traits - 20 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: 40 (20+20) for two teaching subjects

Teaching Subject:

Name of the Student			
Roll No.			
Name of the School			
Session			
Sr.No.	Teaching Aspects	Marks for the area	Marks Obtained
1.	Adherence to school's rules & regulations (Punctuality, Attendance & General behavior)	4	
2.	Organization and participation in morning assembly and co-curricular activities.	4	
3.	Development and use of teaching learning material (audio visual aids)	2	
4.	Maintenance of School Records & Registers	2	
5.	Participation in evaluative techniques (Developing question papers, making marking papers, helping & preparing results and assigning grades)	4	
6.	Use of teaching strategies (knowledge of subject content, methodology, class room interaction, class control etc)	4	
Marks		Total	20

Signature of School Advisor/Coordinator/Mentor teacher:

Signature of Teacher Educator:

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

Date:

PANJAB UNIVERSITY, CHANDIGARH-160014 (INDIA)
(Estd. Under the Panjab University Act VII of 1947 – enacted by the Govt. of India)



FACULTY OF EDUCATION
SYLLABI
FOR
M.Ed. (GENERAL)
Two Year (Regular Course) Semester System
(I to IV Semesters)
&
CREDIT BASED SYSTEM
EXAMINATIONS 2020-2021

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.

M.ED. (GENERAL)

TWO YEARS REGULAR COURSE CREDIT BASED SEMESTER SYSTEM SEMESTER-WISE OUTLINE OF SYLLABI, COURSES OF READING AND TESTS FOR THE DEGREE OF M.ED. (GENERAL) FOR THE EXAMINATIONS OF 2020-2021

GENERAL OBJECTIVE

To prepare students as Teacher Educators, Administrators and Researchers for various institutions engaged in Teaching, Educational Research and Educational Planning.

SPECIFIC OBJECTIVES: The objectives for M.Ed. (General) course are as follows:

- To prepare teacher educators and other education professionals including curriculum developers, educational policy analysts, planners, administrators, supervisors, school principals and researchers.
- To prepare professionals for teaching in colleges of education.
- To train professionals for psychological testing; personal, educational and vocational guidance; statistical analysis with an educational orientation.
- To orient students for participation in programmes of educational evaluation and examination reforms.
- To train professionals for organizing curriculum development and preparation of instructional materials.
- To prepare teacher educators through systematic study and research in order to contribute to the development of educational literature and lead to the growth of education as a discipline.

GUIDELINES FOR CONTINUOUS INTERNAL ASSESSMENT

The following are the guidelines, mode of testing and evaluation for Continuous Internal Assessment of students. It will include written/house test, snap test, participation in discussion in the class, sessional work, term papers, attendance etc. The Colleges/Departments will conduct these and assign weightages as quantified below:

1. Written Test	:	50 marks
2. Snap Test	:	15 marks
3. Participation in Class discussion	:	10 marks
4. Term Paper/Assignment/Presentation	:	15 marks
5. Attendance	:	10 marks

Total: 100 (reduced to 20)

Weightage of three marks for attendance component out of 20 marks for Continuous Internal Assessment shall be available only to those students who attend 80% and more of classroom lectures. The break-up of marks for attendance component for theory papers shall be as under:

Attendance Component	Marks for Theory Papers
a) Below 80%	Nil
b) 80% and above up to 85%	1
c) Above 85%	2

Duration of each paper in the semester end examinations will be of three hours.

Outlines of tests, syllabi and courses of reading for M.Ed. (General) 2 Year Syllabus

M.Ed. General Semester I

Program Code: MEDGN-I

Paper	Course Code	Course Title	Credits	External		Internal		Total
				Theory	Practical	Assessment	Sessional work/ Practical	
I	C01-PIE-I	Perspectives in Education-I	4	70	-	20	10 (sessional work)	100
II	C02-LLP-I	Learner and Learning Process-I	4	60	10	20	10 (Practical)	100
III	C03-ERS-I	Educational Research and Statistics-I	4	70	-	20	10 (sessional work)	100
IV	C04-HOE-I	History of Education-I	4	70	-	20	10 (sessional work)	100
V	C05-TED-I	Teacher Education-I	4	70	-	20	10 (sessional work)	100
VI	C06-DIS-I	Dissertation – I (Orientation to writing a synopsis)	-	-	-	-	-	-

Aggregate of Semester - I = 500 marks Total Credits = 20

One Credit= 1 hour/week

M.Ed General Semester II

Program Code: MEDGN-II

Paper	Course Code	Course Title	Credits	External		Internal		Total
				Theory	Practical	Assessment	Sessional work/Practical	
I	C07-PED-II	Process of Education-II	4	70	-	20	10 (sessional work)	100
II	C08-PIS-II	Psychology for Individual and Social Development-II	4	60	10	20	10 (Practical)	100
III	C09-ERS-II	Educational Research and Statistics-II	4	70	-	20	10 (sessional work)	100
IV	C10-DIS-II	Dissertation-II (submission of Research Proposal)	1	-	-	25	-	25
V	C11-SDS-II	Self Development Skills –II (Yoga, Communication and Professional Skills)	1	-	-	25	-	25
VI	Any one of the following:							
	E01-PSE-II	Pedagogy of Science Education-II	4	70	-	20	10 (sessional work)	100
	E02-PSS-II	Pedagogy of Social Science Education-II	4	70	-	20	10 (sessional work)	100
	E03-PLE-II	Pedagogy of Language Education-II	4	70	-	20	10 (sessional work)	100
	E04-PME-II	Pedagogy of Mathematics Education-II	4	70	-	20	10 (sessional work)	100

Aggregate of Semester - II = 450 marks

Total Credits = 18

One credit= 1 hour/week

M.Ed General Semester III

Program Code: MEDGN-III

Paper	Course Code	Course Title	Credits	External		Internal		Total
				Theory	Practical	Assessment	Sessional work/Practical	
I	C12-ESD-III	Education for Sustainable Development & Global Peace-III	4	70	-	20	10 (sessional work)	100
II	C13-GNC-III	Guidance and Counselling-III	4	60	10	20	10 (Practical)	100
III	C14-MEV-III	Measurement, Assessment and Evaluation-III	4	70	-	20	10 (sessional work)	100
IV	C15-EPF-III	Educational Management, Policy Planning -III	4	70	-	20	10 (sessional work)	100

Aggregate of Semester - III = 400 marks

Total Credits = 16

One credit= 1 hour

M.Ed General Semester IV
Program Code: MEDGN-IV

Paper	Course Code	Course Title	Credits	External		Internal		Total
				Theory	Practical	Assessment	Sessional work/Practical	
I	C16-EDT-IV	Educational Technology and ICT-IV	4	60	10	20	10 (Practical)	100
II	C17-DIS-II	Dissertation-IV (Viva Voce)	5	100	-	25	-	125
III	C18-FAI-III	Field Attachment/Internship-IV (only Assessment)	2	50	-	-	-	50
IV	C19-SDS-II	Self Development Skills –II (Yoga, Communication and Professional Skills)	1	-	-	25	-	25
V,VI & VII	Any three of the following:							
	E05-INE-IV	Education for Differently Able-IV	4	60	10	20	10 (Practical)	100
	E06-CRS-IV	Curriculum Studies-IV	4	70	-	20	10 (sessional work)	100
	E07-CME-IV	Comparative Education-IV	4	70	-	20	10 (sessional work)	100
	E08-LLL-IV	Life Long Learning-IV	4	70	-	20	10 (sessional work)	100
	E09-ECE-IV	Economics of Education-IV	4	70	-	20	10 (sessional work)	100
VIII	C20-FAI-III	Field Attachment/Internship (Actual Conduct)	2	-	-	50	-	50

Aggregate of Semester - IV = 650 marks

Total Credits = 26

One credit= 1 hour

Aggregate of Semester I, II, III and IV = 500 + 450 + 400 +650 = 2000 Marks Total Credits = 20 + 18 + 16 + 26= 80

**OUTLINES OF SYLLABI, COURSES OF READING AND TESTS FOR M.ED.
(GENERAL) – SEMESTER SYSTEM FOR THE EXAMINATION OF 2020-2021**

SEMESTER-I

PROGRAM CODE: MEDGN-I

PAPER-I

COURSE CODE: C01-PIE-I

COURSE TITLE: Perspectives in Education - I

Credits= 4

Total Marks= 100

External= 70 Theory

Internal= (Assessment=20; Sessional work=10)

COURSE OBJECTIVES

At the end of the course students will be able to:

- explain assumptions and principles of education.
- explain epistemological and axiological issues in education.
- discuss concepts and theoretical perspectives of sociology of education.
- explain the meaning of modernization, social change and role of school as a place for social change.
- explain the concept of social equity & equality; social mobility and social stratification.

NOTE: Examiner will set 9 questions, two from each unit and one question (Question No.9) covering the entire syllabus will consist of four short answer type questions. Students are required to attempt **five** questions in all, selecting one question from each unit and Question No. 9 which is compulsory. All questions carry equal marks. Duration of external examination will be three hours.

COURSE CONTENT

Unit-I

- a) Concepts, Principles and Assumptions of education, critical analysis of education as a discipline or area of study; connecting knowledge across disciplinary boundary.
- b) Prioritizing the aims of education in the context of national values enshrined in the constitution of India

Unit-II

- a) Epistemology and Education: Knowledge; methods of acquiring valid knowledge with special reference to logical analysis, positive relativism and constructivism.
- b) Axiological issues in education

Unit-III

- a) Sociology of Education: Concept and Theoretical Perspectives (Functionalist, Conflict & Interactionist).
- b) Secondary School Education: Status and Contemporary Challenges, Multiple School Contexts.
- c) Social Change: Concept and determinants of Social Change, Modernization, Education as an agency of Social Change.

Unit-IV

- a) Education as related to social equity and equality of educational opportunities with special reference to socio-economically disadvantaged sections of society based on caste, gender, locale, income disparity and different disabilities.
- b) Social Stratification and Social Mobility; Concepts, Factors affecting; Education in relation to Social stratification and Social Mobility with special reference to Indian Society.

Sessional Work: Visit to a rural, urban (slum), alternative, innovative, secondary schools; observation of activities and preparation of a reflective diary. **(10 marks)**

SUGGESTED READINGS

1. Aggarwal, J.C. (2005). Theory and principles of education. New Delhi: Vikas Publishing House Pvt. Ltd.
2. Banerjee, A.C. & Sharma S. R. (1998). Sociological and philosophical issues in education, Jaipur: Book Enclave.
3. Beyer, L.E. (Ed.) (1996). Creating democratic classrooms: The struggle to integrate theory and Practice. New York: Teachers College Press.
4. Blake, N., Smeyers. P. et.al. (2008). The Blackwell guide to the philosophy of education. U.S.A.: Blackwell Publishing Ltd.
5. Brubacher, J. S. (1969). Modern philosophies of education. New Delhi: Tata McGraw-Hill Publishing Company Pvt. Ltd.
6. Bruner, J.S. (1960/1977). The Process of education. Cambridge, M.A.: Harvard University Press.
7. Bruner, J.S. (1996). The Culture of education. Cambridge, M.A.: Harvard University Press.
8. Bruner, J.S. (2006). In search of pedagogy Vol. I and II (The selected works). London: Routledge.

9. Butchvarov, P. (1970). The concept of knowledge. Evanston, Illinois: North Western University Press.
10. Chaudhary, K. (2008). A handbook of philosophy of Education. New Delhi: Mahamaya Publishing House.
11. Dearden R. F. (1984). Theory and practice in education. Routledge K Kegan & Paul.
12. Debra H., Martin H., Pam C. & Lingard, B. (2007) Teachers and schooling: Making a difference. Australia: Allen and Unwin.
13. Edgerton, S.H. (1997). Translating the curriculum: Multiculturalism into the Cultural Studies. Routledge.
14. Eqan, K. (1986). Individual development and the curriculum. Hyperion Books.
15. Etta, R. H. (1996). Transforming curriculum for a culturally Diverse Society. New Jersey: Lawrence Erlbaum Associates Publishers.
16. Gardner, H. (1993). Creating minds. New York: Basic Books.
17. Hiriyanna, M. (1995). The essentials of Indian philosophy. Motilal Banarasidas Publishers.
18. Jonathon C. M. (1966). Social foundations of education: Current readings from the behavioural sciences. New York: The Macmillian Company.
19. Kenkel, W.F. (1980). Introduction to sociology. New York: Harper and Row.
20. Kneller, G.F. (1963). Foundations of education. London and New York: John Wiley and Sons, Inc.
20. Khanna Jyoti, Nangia Anita, Sareen Seema (2015) Education as a field of study. Tandon Publications, Ludhiana.
21. Matheson, D. (2004). An Introduction to the study of education. (2nd edition). David Fulton Publish.
22. Mathur S.S., (2008). A Sociological approach to Indian education. Agra: Vinod Pustak Mandir.
23. MHRD, (1992). Programme of action. Government of India, New Delhi.
24. MHRD, Government of India (1992). National policy on education (revised). New Delhi.
25. NCERT, (2005). National curriculum framework. New Delhi.
26. NCTE, (2009). National curriculum framework for teacher education. New Delhi.
27. Noddings, N. (2007). Critical lessons: what our schools should teach. Cambridge University Press.
28. Ornstein, Allen C., Edward F. P. & Stacey B. O. (2006). Contemporary issues in curriculum. Allyn & Bacon.
29. Pandey, R.S. (1997). East West Thoughts on Education. Allahabad: Horizon Publishers.
30. Peters, R.S. (1967). The concept of education. United Kingdom: Routledge.
31. Peters, R.S. (ed.) (1975). The philosophy of education. London: Oxford University Press.
32. Phenix, P.H. (1960). Philosophy of education. New York: Holt, Rinehart and Winston.
33. Rao, D.M. (2004). Education for the 21st century. New Delhi : Discovery Publishing House.
34. Seetharamu, A.S. (2004). Philosophies of education. New Delhi: Ashish Publishing House.
35. Sharma, A.P. (1999). An approach to philosophy of education. The Indian Publications.
36. Sodhi T.S. & Suri A. (1998). Philosophical and sociological foundation of education. Patiala: Bawa Publications.
37. Taneja, V.R. (2005). Foundation of education. Chandigarh: Abhishek Publishers.
38. Wall, E. (2001). Educational theory: philosophical and political perspectives. Prometheus Books.

PAPER-II

COURSE CODE: C02-LLP-I

COURSE TITLE: Learner and Learning Process-I

Credits= 4

Total Marks= 100

External= 70 (Theory=60; Practical=10)

Internal= 30(Assessment=20; Practical=10)

COURSE OBJECTIVES

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

- understand learner in psycho-social context
- explain growth development and problems of adolescents
- analyse the learning process based on theoretical approaches of learning
- understand environments conducive to learning

It is assumed that the students are aware of role of Educational Psychology in theory and Practice of Education.

NOTE: Examiner will set 9 questions, two from each unit and one question (Question No.9) covering the entire syllabus will consist of four short answer type questions. Students are required to attempt **five** questions in all, selecting one question from each unit and Question No. 9 which is compulsory. All questions carry equal marks. Duration of external examination will be three hours.

COURSE CONTENT

Unit-I

Dynamics of Individual Development

- (a) Growth and Development: Concept, Difference, Principles of Development.
- (b) Cognitive process (Sensation, Attention, Perception, concept formation), Piagetian Model of Cognitive Development.
- (c) Development during Adolescence: Physical, Cognitive, Social and Emotional
- (d) Problems of Adolescents, Educational support required for adolescents

Unit-II

Learning Environment

- a) Essentials of good physical environment, Characteristics of class room, school and community environment that enhance learning
- b) Coping with diversity in learning contexts—crowded class rooms, language, ethnic and social diversities, different types of disadvantage that children suffer
- c) Demands of inclusive environment in a class for all learners
- d) Multiple ways of organizing learning - individual, self learning, group learning, cooperative learning.

Unit-III

Theoretical Bases of Learning and its Implications

- (a) Cognitive and Contextual Theories: Bandura, Vygotsky
- (b) Strategies for developing logical thinking , critical thinking and problem solving
- (c) Creativity: concept, assessment and nurturing

Unit-IV

Psychosocial Dimensions of Learners' Contexts

- (a) Social Learning: Concept and importance, Factors affecting Social Learning, Social Competence.
- (b) Classroom Dynamics: Concept, Need and its Relevance, Strategies for promoting healthy psycho-social environment in class.
- (c) Addressing classroom Aggression in Schools: Types (Bullying, Punishment, Vandalism, Cyber Violence etc) and their effects, Measures to manage aggressive behavior.

PRACTICALS (20 marks)

Conduct and interpretation of following tests/experiments-

1. Learning Curve
2. Transfer of learning using mirror drawing apparatus
3. Achievement Motivation Test
4. Social Competence Scale /Assessment of Social Skills

BOOKS RECOMMENDED

1. Baron, R.A. (2007): Psychology. India: Porling Kindersley & Pearson Education.
2. Bigge, M., L. & Hun,t M., P. (1968) : Psychological foundations of education, 2nd Edition, N.Y. Harper & Row.
3. Bigge, Morris. L (1971): Learning theories for teachers (2nd Edition). New York: Harper & Row.
4. Chauhan S.S. (1978): Advanced Educational Psychology. Vikas Publishing House.
5. Damon, W. (1983): Social and Personality Development Infancy Through Adolescence.New York: Norton.
6. Dash. M. (1994): Educational Psychology. New Delhi: Deep& Deep Publications.
7. Dececco John, P. (1968): The Psychology of Learning and Instruction. New Delhi: Prentice Hall of India.
8. Engler, B. (1991): Personality Theories: An Introduction (3rd Ed.). Boston: Houghton Mifflin Company.
9. Good, T. L., & Brophy, J. E. (1990). Educational psychology: A realistic approach. New York: Longman.
10. Gagné, R. M. (1965). The conditions of learning and theory of instruction. New York, NY: Holt, Rinehart & Winston.

11. Goleman, D., (1995) Emotional Intelligence. New York, England: Bantam Books, Inc.
12. Hall, C. S. & Lindzey, G. (1970). Theories of personality (2nd edition). New York: John Wiley & Sons, Inc.
13. Hilgard, E.R. & Bower, S.H., (1975): Theories of Learning. Englewood Cliffs, New Jersey: Prentice Hall.
14. Hurlock, E. B. (2004): Developmental Psychology: A Life span Approach (5th Ed. New Delhi) Tata McGraw- Hill Publishing Co. Ltd.
15. Kundu, C.L. & Tutoo, D.N. (1989): Educational Psychology. New Delhi: Sterling Publishers Pvt. Ltd.
16. Lazrus, R. S. (1963): Personality and Adjustment. Englewood Cliffs, NJ: Prentice Hall.
17. Mangal, S.K. (2006): Advanced Education Psychology. New Delhi: Prentice Hall of India
18. Mathur, S.S., (1986): Educational Psychology, Revised and Enlarged Text Edition. Agra: Vinod Pustak Mandir.
19. Mazur, J.E. (1994): Learning and Behaviour. (3rd ed.). Englewood Cliffs. New Jersey; Prentice Hall 16
20. Rani, A. (2011): Psychology of Learning Behavior. New Delhi, Centrum Press.
21. Singh, D. (2000): Emotional Intelligence at work. New Delhi: Sage.
22. Vergas, J.S. (1977): Behaviour Psychology for Teachers. New York: Harper Row.
23. Wang. M.C. & Walberg, H.J. (eds) (1985): Adapting instruction to Individual Differences. Berkeley, CA: McCutchan Publishing Corporation.
24. Woolfolk, A. E. (1987): Educational Psychology (3rd Ed.) Englewood Cliffs. Prentice Hall.
25. Zohar, D. & Marshal, I. (2001): Spiritual Intelligence: The ultimate intelligence, New York: Bloomsbury Publishing.

PAPER-III

COURSE CODE: C03-ERS-I

COURSE TITLE: Educational Research and Statistics-I

Credits= 4

Total Marks= 100

External= 70 Theory

Internal= (Assessment=20; Sessional work=10)

COURSE OBJECTIVES

At the end of the course, the students will be able to:

- define research problem.
- formulate a hypothesis.
- select a sample and forward reasons in support of his/her decisions.
- understand the meaning and importance of statistics.
- understand the meaning and compute measures of central tendency, measures of variability, measures of relationship.
- understand the meaning and application of normal probability curve.
- select and conduct the statistical analysis of data by applying the statistics suitable for the problem.

NOTE: Examiner will set 9 questions, two from each unit and one question (Question No.9) covering the entire syllabus will consist of four short answer type questions. Students are required to attempt **five** questions in all, selecting one question from each unit and Question No. 9 which is compulsory. All questions carry equal marks. Duration of external examination will be three hours.

Table of critical values for statistical inference, e.g., F-ratio, t-ratio, r, chi-square, NPC areas, NPC ordinates, Wilcoxon- Mann- Whitney table etc. may be provided to the students.

COURSE CONTENT

Unit-I

- a) Meaning and steps of scientific method. Educational Research: Meaning, Need and Importance, Classification: Fundamental, Applied and Action Research.
- b) Qualitative Research: Meaning, Characteristics, Merits and limitations.
- c) Selection of research problem, areas of research, identification and statement of research problem, survey of related literature and research proposal

Unit-II

- a) Hypothesis: definition, importance, types and formulation of hypothesis. Testing of hypothesis, Type-I and Type –II Errors.
- b) Sampling: meaning and steps. Methods of sampling: Non-Probability and Probability, types of Non-Probability and Probability sampling, Sampling Error

Unit-III

- a) Meaning and importance of statistics
- b) Measures of Central tendency and Graphical representation of data: Histogram, Frequency Polygon, Ogive, pie diagram and box plot
- c) Measures of Variability: Range, Average Deviation, Quartile deviation and standard deviation.

Unit-IV

- a) Measures of relationship: Rank Order Correlation, Product Moment method of Correlation and significance of correlation.
- b) Normal Probability Curve: Concept, Characteristics and Application.

Sessional work: (10 marks)

Writing research proposal

SUGGESTED READINGS

1. Ary, Donald & Jacob (1976): Introduction to Statistics, Purpose and Procedures. New Delhi: Holt Rinehart and Winston.
2. Best, J.W. & Kahn J.V. (1995). Research Education. New Delhi: Prentice Hall of India Pvt. Ltd.
3. Chow, S. L. (1996) Statistical Significance. New Delhi: Sage Publications.
4. Collican, H. (2014): Research methods and Statistics in Psychology. New York: Psychology Press.
5. Craig, A.M. (2015): Introduction to Educational Research. New Delhi: Sage Publications.
6. Crano, W.D., Brewer, M.B. & Lac, A. (2014) : Principles and methods of social research. London: Routledge.
7. Edwards, A.L. (1960): Experimental designs in Psychological Research. New York: Holt's. (Revised Ed.)
8. Ferguson, G.A. & Takane Yoshio (1989) : Statistical Analysis in Psychology and Education. New York: McGraw Hill.
9. Garrett, H.E. (1986): Statistics in Psychology and Education. Bombay: Vakils Feiffer's and Simons Pvt. Ltd.
10. Guilford, J.P. & Fruchter, B. (1978): Fundamental Statistics in Psychology and Education. New York: McGraw Hill.

11. Jackson, S.L. (2010). Research methods and statistics. Jacksonville University. New Delhi: Cengage Learning.
12. Hinton, P.R. (2014) : Statistics Explained. London: Routledge.
13. Hustler, D., Cassidy, T. & Cuff, T. (1986) : Action Research in classrooms and Schools. UK: Allen & Unwin (Publishers) Ltd.
14. Kaul Lokesh (1984): Methodology of Educational Research. New Delhi: Vikas Publishing House Pvt. Ltd.
15. Kerlinger, F.N. (2009): Foundations of Behavioural Research. New Delhi: Surjeet Publications.
16. Kumar, R. (2005): Research Methodology- A step by step guide for beginners. New Delhi: Pearson Education.
17. Lambert, M. (2012): A beginners guide to doing your education research project. London: Sage Publications
18. Lindquist, E.F. (1953): Designs and analysis of experiments in education and psychology. Boston: Houghton Mifflin Co.
19. Ljungberg, M.K. (2015): Reconceptualising Qualitative Research. New Delhi: Sage Publications.
20. Panneerselvam, R. (2011): Research Methodology. New Delhi: PHI Learning Pvt. Ltd.
21. Siegel Sidney (1965): Non Parametric Statistics. New York: McGraw Hill Books Company.
22. Tuckman, B.W. (1972): Conducting Educational research. Javanovich: Harcourt Brace.
23. Verman, M. (1965): Introduction to Educational and psychological research. London: Asia Publishing House.
24. Wayne, K.H. & Curt, M.A (2015) Quantitative Research In Education. New Delhi: Sage Publications.

PAPER-IV

COURSE CODE: C04-HOE-I

COURSE TITLE: History of Education-I

Credits= 4

Total Marks= 100

External= 70 Theory

Internal= (Assessment=20; Sessional work=10)

COURSE OBJECTIVES

At the end of this course, students will be able to:

- trace the progress of education in ancient and medieval India – Vedic, Post Vedic and Buddhist Education, Islamic education
- explain education during pre and post-independent India
- explain the various committees and commission formed for the progress of education during pre and post-independent India
- explain the various issues and trends of education in India

NOTE: Examiner will set 9 questions, two from each unit and one question (Question No.9) covering the entire syllabus will consist of four short answer type questions. Students are required to attempt **five** questions in all, selecting one question from each unit and Question No. 9 which is compulsory. All questions carry equal marks. Duration of external examination will be three hours.

COURSE CONTENT

Unit-I

Education in ancient India

Education in the Ancient period with special reference to :

- a) Vedic and Buddhist period
- b) Jainism and Islamic tradition

Unit-II

Education in British period

a) Study and review the impact of the following on Indian Education System:

Macaulay's Minutes and its Effect, Woods Dispatch, The Education Commission (1882), The University Commission (1902), The Sargent Report(1944)

b) Efforts by Indian reformers for education during British period such as Raja Ram Mohan Roy, Gopal Krishan Gokhale, Maulana Azad and Mahatama Gandhi

Unit-III

A critical review of: Education in the post- Independence period

- a) The University Education Commission (1948)
- b) Secondary Education Commission (1952)
- c) Indian Education Commission (Kothari Commission) (1964-66)
- d) National Policy on Education (1986&1992)
- e) Universalization of elementary education RTE Act (2009)

Unit-IV

Trends and issues in Education

- a) Dynamics of colonial and post colonial encounters and their influence on Indian education system. Education in India in the 21st century.
- b) Millennium Development Goal given by UNESCO Highlighting Education
- c) The status and challenges of existing structure of secondary school education
- d) Impact of LPG policies on Indian education

Sessional Work (10 marks)

Critique of POA/NCF-2005/RTE/Draft of NPE 2019 Book review of Education in India(Altekar,1944)/The Education Commission and After(Naik,1997)

SUGGESTED READINGS

1. Aggarwal, J.C. (1973): Recent Educational Development - In the World. New Delhi: Arya Book Depot, Vol. 1.
2. Altekar, A.S. (1944): Education - In Ancient India. Benaras :Nand Kishore& Bros.
3. Blackwell, Fritz (2004), *India: A Global Studies Handbook*, ABC-CLIO, Inc., ISBN 1-57607-348-3.
4. Chauhan, C. P.S. (1990): Higher Education - In India. New Delhi: Ashish Publishing House.
5. Dash, M.(2000),*Education in India: Problems and Perspectives*, Delhi: Eastern Book Corporation.
6. Ellis, Catriona. (2009). Education for All: Reassessing the Historiography of Education in Colonial India.*History Compass*, (March 2009), 7#2,pp 363–375
7. Ghosh, D.K. (1983): University System in India. Jabalpur: Rahul Publications.
8. Ghosh S. C. (2007), *History of Education in India*, New Delhi: Eastern Book Corporation.
9. Govt. of India: Programme of Action – National Policy on Education, Ministry of Human Resource Development, New Delhi, 1986.
10. GOI. (1966). Report of the education commission: Education and national development. New Delhi: Ministry of Education.
11. GOI. (1986). National policy of education. GOI.
GOI. (1992, 1998). National policy on education, 1986 (As modified in 1992). Retrieved from http://mhrd.gov.in/sites/upload_files/mhrd/files/NPE86-mod92.pdf
12. GOI. (2009). The right of children to free and compulsory education act, 2009. Retrieved from http://mhrd.gov.in/sites/upload_files/mhrd/files/rte.pdf
13. GOI. (2011). Sarvashikshaabhiyan- Framework for implementation based on the right of children to free and compulsory education act, 2009. GOI. Retrieved from [http://www.upefa.com/upefaweb/admin/myuploads/SSA_Frame_work_\(revised\)_9-6-2011.pdf](http://www.upefa.com/upefaweb/admin/myuploads/SSA_Frame_work_(revised)_9-6-2011.pdf)
14. Joshi, K.L. (1977): Problems of Higher Education in India. Bombay: Popular Prakashan.
15. Koul, J.N. (1975): Higher Education, Social Change and National Development. Shimla: Indian Institute of Advance Study.
16. Lall M. (2005) *The Challenges for India's Education System*. London: Chatham House.
17. Mathur, V.S. (1970): *Crucial Problems in Indian Education*. New Delhi: Arya Book Depot.
18. Ministry of Education (1978): Report of the Education Commission 1964-64-66. New Delhi: Govt. of India.
19. Mohanty, J. (1987): *Education in India*. New Delhi: Deep & Deep Publications.
20. Mookerji, R. K. (1990) *Ancient Indian Education: Brahmanical and Buddhist*. Delhi: MotilalBanarsidass Publishers.
21. Mukerji, S.N. (1965): *Education in India – Today and Tomorrow*. Baroda: Acharya Book Depot (Rev. Ed.).
22. NCERT (2005). *National Curriculum Framework-2005*, NCERT, Sri Aurobindo Marg, New Delhi.
23. Nurulla, Syed & Naik J. P.(1945).*A Student's History of Education in India (1800-1984.)* Bombay.
24. Ramchandra, P. & Ram Kumar ,V. (2005), *Education in India*. New Delhi:Eastern Book Corporation.

25. Rawat, P. L. (1956) History of Indian Education: Ancient to Modern. Delhi: Bharat Publication
26. Reyhner J. (2004) History of Indian Education, Allahabad:Vohra Publishers.
27. Sharma R (2006) History of Indian Education, Delhi: Shubhi Publishers
28. Taneja, V.R. (1983): Trust with Education. New Delhi: Sterling Publishers.
29. Vashist R. (2005), History of Education in India.New Delhi:Eastern Book Corporation.
30. Draft of NPE 2019.

PAPER-V

COURSE CODE: C05-TED-I

COURSE TITLE: Teacher Education-I

Credits= 4
Total Marks= 100
External= 70 Theory
Internal= (Assessment=20; Sessional work=10)

COURSE OBJECTIVES

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

- describe the scope and importance of teacher education.
- appreciate the roles and responsibilities of teachers.
- discuss the functions of agencies regulating teacher education in India.
- trace changes in teacher education in light of NCF, 2005 and NCFTE, 2009.
- explain the objectives, scope and components of pre-service teacher education.
- discuss the methods employed for curriculum transaction in pre-service teacher education.
- discuss the concept and importance of professional development of teachers.
- explain strategies of professional development of teachers.
- discuss the agencies for in-service education.
- discuss the concept of teaching and professional ethics of teachers.
- explain the mode off teacher selection, appointment and induction.
- explain the assessment and evaluation techniques in teacher education.

NOTE: Examiner will set 9 questions, two from each unit and one question (Question No.9)covering the entire syllabus will consist of four short answer type questions. Students are required to attempt **five** questions in all, selecting one question from each unit and Question No. 9 which is compulsory. All questions carry equal marks. Duration of external examination will be three hours.

COURSE CONTENT

Unit-I

- (a) Importance of Teacher Education, Teacher Educators, their roles and responsibilities. Scope of Teacher Education-Preparing teachers for Secondary and Higher Education. New courses in Teacher Education.
- (b) Agencies regulation Teacher Education in India (NCERT, NCTE: roles and responsibilities, Policy documents).
- (c) Tracing the changes in Teacher Education in light of National Curriculum Framework, 2005 and national Curriculum Framework for Teacher Education, 2009.

Unit-II

- (a) Pre-service training: Objectives and Scope.
- (b) Components of Pre-service secondary teacher education: Core and Specialization courses, practicum, internship, co-curricular activities, working with the community and work experience.
- (c) Curriculum transaction in Pre-Service secondary teacher education: Teaching methods, lecture-cum-discussion, Group discussion, Brain storming, use of ICT, internship program.

Unit-III

- (a) Continuing Professional Development of In-Service Teachers-Concept and importance of Professional Development.
- (b) Strategies of Professional Development: workshops, seminars, symposium, panel discussions, conferences self-study, extension lectures, refresher courses, research colloquium.
- (c) Agencies for in-service education (Institutional Programmes, DIET, NCTE, NCERT, SCERT, Academic Staff College, (HRD Department) Extension Department).

Unit-IV

- (a) Concept of teaching as a profession, professional ethics of teachers, Teacher accountability and performance appraisal of teachers.
- (b) Selection, appointment of teachers and induction programmes for teachers
- (c) Assessment and Evaluation in teacher education programme.

Sessional Work (10 marks)

Critical Analysis of NCFTE, 2009 and 2014.

SUGGESTED READINGS

1. Aggarwal, J.C. (1984): Landmark in the History of Modern India Education, New Delhi, Vikas Publishing House, Ansari Road.

2. Barker, I. (2006): Teachers and Trainers. New Delhi: Cambridge University Press India Pvt Ltd.
3. Chaurasia, G. (1976): New Era in Teacher Education. New Delhi.
4. Cockburn, A & Handscomb, G,(2012) Teaching Children 3-11 A Student's guide,New Delhi, SAGE Publications India Pvt Ltd.
5. Devedi, Prabhakar (1990): Teacher Education- a Resource Book, New Delhi, N.C.E.R.T.
6. Govt. of India (1966): Education and National Development, New Delhi, Report of Education.
7. Govt. of India (1992): Report of C.A.B.E. Committee Department of Education, New Delhi.
8. Govt. of India (1986): National Policy of Education, Ministry of Human Resource and Development , New Delhi
9. Khan, Mohd. Sharif (1983): Teacher Education in India and Abroad, New Delhi, Sheetal Printing Press.
10. Khera, S.(2011) Education and Teacher Professionalism, New Delhi, Rawat Publication
11. Kohli, V.K. (1992): Teacher Education in India, Ambala, Vivek Publishers.
12. Misra, K.S. (1993): Teachers and their Education, New Delhi, Associated Publication.
13. Mohan, R. (2011) Teacher Education. New Delhi: PHI Learning Private Ltd.
14. Mohanty, J.N. (1988): Modern Trends in India Education, New Delhi, Deep and Deep Publication.
15. Naik, N. (2011): Teaching English Language Through Literature,New Delhi, Sarup Book Publishers Pvt Ltd.
16. Naqvi, T. (2010): Teachers in classroom. The Perceptual Roadblocks, Delhi, Shipra Publications
17. NCERT (2005): National Curriculum Framework, NCERT, New Delhi.
18. NCTE (2009): National Curriculum Framework of Teacher Education, New Delhi.
19. N.I.E.P.A. (1984): Report on Status of Teachers, New Delhi.
20. Mohanty, J.N. (1993): Adult and National Education, New Delhi, Deep and Deep Publication.
21. Rao, D.B. (1988): Teacher Education in India, New Delhi, Discovery Publishing House.
22. Sharma., R.A. (2005) : Teacher Education, Meerut, Loyal Book Depot.
23. Sharma, S.P. (2005) : Teacher Education, New Delhi, Kanishka Publisher.
24. Singh, L.C (1983): Third National Survey of Scholastic Education in India, New Delhi, N.C.E.R.T.
25. Srivastava, R.C & Bose K. (1973) : Theory & Practice of Teaching Education in India, Allahabad, Chugh Publications.
26. Stones & Morris (1973): Teaching Practice Problems and Prospective, London, Mathuen & Co.
27. Udayveer (2006): Modern Teacher Training, New Delhi, Anmol Publications.

PAPER-VI

COURSE CODE: C06-DIS-I

COURSE TITLE: Dissertation-I (Orientation to Writing a synopsis)

Credits=Nil

Marks=Nil

COURSE OBJECTIVES

- Orient students to the process of research.
- Enable them to identify a problem for undertaking the research project
- Enable them to prepare a synopsis on which they will submit a research proposal in Semester II.

COURSE REQUIREMENT

A research problem will be taken up by each candidate under the supervision of a guide allotted to them by the college/department's Academic Committee. They will follow steps of preparing a synopsis and report to their guides for its finalization.

SEMESTER II

PROGRAM CODE: MEDGN-II

PAPER-I

COURSE CODE: C07-PED-II

COURSE TITLE: Process of Education-II

Credits= 4

Total Marks= 100

External= 70 Theory

Internal= (Assessment=20; Sessional work=10)

COURSE OBJECTIVES

At the end of the course, students will be able to:

- explain the educational implications of some schools of philosophy in Western Thought and Indian Philosophy.
- examine critically the concerns arising from the vision of great Western and Indian thinkers.
- reflect on changing political context of education and support system of education.
- discuss the changing socio-cultural dimensions in the context of education.

NOTE: Examiner will set 9 questions, two from each unit and one question (Question No.9) covering the entire syllabus will consist of four short answer type questions. Students are required to attempt **five** questions in all, selecting one question from each unit and Question No. 9 which is compulsory. All questions carry equal marks. Duration of external examination will be three hours.

COURSE CONTENT

Unit-I

Vision derived from synthesis of different schools of philosophy: Indian (Sankhya-Yoga; Vedanta) and Western (Realism, Existentialism)

Unit-II

Critical analysis of educational thoughts of great thinkers: Dr. Radhakrishnan, Swami Vivekananda, J. Krishnamurthy, John Dewey Paulo Freire, Evan Illich

Unit-III

(a) Connections and interactions in the process of education-Nature of connections and interaction involved: Between the child and the environment; in linking the school practices

with life outside the school; in relating subject knowledge with real life experiences of the child; between the knowledge and practices; between the content and the pedagogy; Between ICT and teaching -learning process

- (b) Relationship of Education and Politics with special reference to Democracy and Secularism in Indian context.

Unit-IV

- a) Process of socialization and acculturation of the child-critical appraisal of the role of school, parent, peer-group and the community.
- b) Economy and Education- Impact of LPG (Liberalisation, Privatization and Globalisation) on education.

Sessional Work: Reading of original texts of Rabindernath Tagore /M.K Gandhi/SriAurobindo/John Dewey /J.Krishnamurthy and writing of review of a book written by any of the above authors or any contemporary Educational thinker. (**10 marks**)

SUGGESTED READINGS

1. Bonks, J.A. (2001). Cultural diversity and education. Foundations curriculum and teaching (4th ed.). Boston: Allyn and Bacon.
2. Brubacher, J. S. (1962): Modern philosophy of education. New Jersey: Prentice-Hall Inc., Englewood Cliffs.
1. Brubacher, J.S. (1962). Eclectic philosophy of education. New Jersey: Prentice-Hall Inc., Englewood Cliffs.
1. Coulby, D. & Zambeta, G. (2005). Globalization & nationalism in education. Routledge.
1. Das, M. (1999). Sri Aurobindo one education. New Delhi: NCTE.
2. Debra H., Martin H., Pam C. & Lingard, B. (2007). Teachers and schooling: Making a difference. Australia: Allen and Unwin.
3. Dewey, J. (1916/1977). Democracy and education: An introduction to the philosophy of education. New York: Macmillan.
1. Edgerton, S.H. (1997). Translating the curriculum: Multiculturalism into the Cultural Studies. Routledge.
1. Etta, R. H. (1996). Transforming curriculum for a culturally Diverse Society. New Jersey: Lawrence Erlbaum Associates Publishers.
1. Freire, P. (1970). Pedagogy of the oppressed. New York: Continuum.
2. Freire, P. and Shor, I. (1987). A Pedagogy of liberation. London: Macmillan Education.
1. Khanna Jyoti, Nangia Anita, Sareen Seema (2015) Education as a field of study. Tandon Publications, Ludhiana.
13. MHRD, (1992). Programme of action. Government of India, New Delhi.
14. MHRD, Government of India (1992). National policy on education (revised). New Delhi.
15. Naik, J.P. (1975). Equality, quality and quantity: The elusive triangle of Indian education. Bombay: Allied Publications.
16. NCERT, (2005). National curriculum framework. New Delhi.

17. NCTE, (2009). National curriculum framework for teacher education. New Delhi.
18. Noddings, N. (2007). Critical lessons: what our schools should teach. Cambridge University Press.
19. Ornstein, Allen C., Edward F. P. & Stacey B. O. (2006). Contemporary issues in curriculum. Allyn & Bacon.
1. Palmer, J. A. (2001). Fifty Modern thinkers on education: From Piaget to the present Day. London, USA, Canada: Routledge.
2. Pankajam, G. (2005). Educational & Development. New Delhi: Gyan Publishing House.
3. Park, J. (1961). The Philosophy of education. New York: The Macmillan Company.
4. Taneja, V.R. (2005). Foundation of education. Chandigarh: Abhishek Publishers.
5. Wall, E. (2001). Educational theory: philosophical and political perspectives. Prometheus Books.
6. Weber, C.O. (1960). Basic philosophies of education. New York: Holt, Rinehart and Winston.
26. Weerasinghe, S.G.M. (1993). The Sankhya Philosophy: A Critical Evaluation of its Origins and Development. Delhi: Sri Satguru Publications, A Division of Indian Books Centre.
27. Winch, C. (1986). Philosophy of human learning. London: Routledge.
1. Winch, C. (1st edition). (1996). Key Concepts in the philosophy of education. Routledge.

PAPER-II

COURSE CODE: C08-PIS-II

COURSE TITLE: Psychology for Individual and Social Development-II

Credits = 4

Total Marks= 100

External= 70 (Theory=60; Practical=10)

Internal= 30(Assessment=20; Practical=10)

COURSE OBJECTIVES

At the end of this course, the student will be able to

- explain concept of learning and motivation
- gain knowledge about the concept and theories of personality and its assessment
- differentiate between characteristics of adjusted and maladjusted learners
- understand and measure the learner's cognitive abilities with special reference to intelligence
- get acquainted with concept and nature of children with special needs

It is assumed that the students are aware of role of Educational Psychology in theory and practice of Education.

NOTE: Examiner will set 9 questions, two from each unit and one question (Question No.9) covering the entire syllabus will consist of four short answer type questions. Students are required to attempt **five** questions in all, selecting one question from each unit and Question No. 9 which is compulsory. All questions carry equal marks. Duration of external examination will be three hours.

COURSE CONTENT

Unit-I

Learning and Motivation

- (a) Learning: Concept, nature, factors affecting Learning, Latent Learning, Gagne's Hierarchy of Learning
- (b) Transfer of Learning: Concept, Types, Theories and Educational Implications
- (c) Motivation: Concept, Types, its relation with learning, Achievement Motivation

Unit-II

Personality and Adjustmen

- a) Concept of Personality, western theories by Cattell, Eysenk, Allport, Freud; Vedantic concept of Personality (Panchkosh)
- b) Assessment and implications for teacher and learner
- c) Adjustment, causes and manifestations of maladjustment, Defence Mechanisms, Conflicts and their management

Unit-III

Understanding Intelligence

- a) Evolution of concept of Intelligence (from unitary to multiple intelligence)
- b) Theories of intelligence by Gardner and Sternberg, assessment of multiple intelligence
- c) Developing Emotional and Spiritual Intelligence

Unit-IV

Understanding Children with Diverse Needs

- a) Children with diverse needs/different abilities: Concept, Classification, Role of Teacher
- b) Concept, characteristics, identification of the following- Learning Disabled (Dyscalculia, Dyslexia & Dysgraphia), Slow Learners, Children with ADHD & with ADD
- c) Inclusive Education: Concept, Process and Barriers

PRACTICALS (20 marks)

- 1. Intelligence test
- 2. Personality test/ Word Association Test
- 3. Test of adjustment/ analysis of a case of a maladjusted learner
- 4. DTLD/Test to identify ADHD

SUGGESTED READINGS

1. Baron, R.A. (2007): Psychology. India: Porling Kindersley & Pearson Education.
2. Bigge, M., L. & Hunt, M., P. (1968) : Psychological foundations of education, 2nd Edition, N.Y. Harper & Row.
3. Bigge, Morris. L (1971): Learning theories for teachers (2nd Edition). New York: Harper & Row.
4. Chand, J. (2010): Psychological Foundations of Education. New Delhi, Anshah Publishing House.
5. Chauhan S.S. (1978): Advanced Educational Psychology. Vikas Publishing House.
6. Damon, W. (1983): Social and Personality Development Infancy Through Adolescence. New York: Norton.
7. Dash. M. (1994): Educational Psychology. New Delhi: Deep & Deep Publications.
8. Dececco John, P. (1968): The Psychology of Learning and Instruction. New Delhi: Prentice Hall of India.
9. Engler, B. (1991): Personality Theories: An Introduction (3rd Ed.). Boston: Houghton Mifflin Company.
10. Fox, C. (2014): Educational Psychology: Its Problems and Methods. New Delhi: Sarup Books Publication.
11. Good, T. L., & Brophy, J. E. (1990). Educational psychology: A realistic approach. New York: Longman.
12. Gagné, R. M. (1965). The conditions of learning and theory of instruction. New York, NY: Holt, Rinehart & Winston.
13. Goleman, D., (1995) Emotional Intelligence. New York, England: Bantam Books, Inc.
14. Hall, C. S. & Lindzey, G. (1970). Theories of personality (2nd edition). New York: John Wiley & Sons, Inc.
15. Harze & Moghaddam (2012): Psychology for the third Millennium. New Delhi, Sage Publications.
16. Hilgard, E.R. & Bower, S.H., (1975): Theories of Learning. Englewood Cliffs, New Jersey: Prentice Hall.
17. Hurlock, E. B. (2004): Developmental Psychology: A Life span Approach (5th Ed. New Delhi) Tata McGraw- Hill Publishing Co. Ltd.
18. Joseph, C.S. (2014): Experimental and Testing Psychology. New Delhi: Anmol Publications.
19. Kundu, C.L. & Tutoo, D.N. (1989): Educational Psychology. New Delhi: Sterling Publishers Pvt. Ltd.
20. Lazrus, R. S. (1963): Personality and Adjustment. Englewood Cliffs, NJ: Prentice Hall.
21. Mangal, S.K. (2006): Advanced Education Psychology. New Delhi: Prentice Hall of India
22. Mathur, S.S., (1986): Educational Psychology, Revised and Enlarged Text Edition. Agra: Vinod Pustak Mandir.
23. Mazur, J.E. (1994): Learning and Behaviour. (3rd ed.). Englewood Cliffs. New Jersey; Prentice Hall
24. Sandhya, K.P. (2013): General Psychology. New Delhi, Anmol Publication.
25. Singh, D. (2000): Emotional Intelligence at work. New Delhi: Sage.
26. Vergas, J.S. (1977): Behaviour Psychology for Teachers. New York: Harper Row.
27. Wang. M.C. & Walberg, H.J. (eds) (1985): Adapting instruction to Individual Differences. Berkeley, CA: McCutchan Publishing Corporation.

28. Woolfolk, A. E. (1987): Educational Psychology (3rd Ed.) Englewood Cliffs. Prentice Hall.
29. Zohar, D. & Marshal, I. (2001): Spiritual Intelligence: The ultimate intelligence, New York: Bloomsbury Publishing.

PAPER-III

COURSE CODE: C9-ERS-II

COURSE TITLE: Educational Research and Statistics-II

Credits= 4

Total Marks= 100

External= 70 Theory

Internal= (Assessment=20; Sessional work=10)

COURSE OBJECTIVES

At the end of the course, the students will be able to:

- select the tools for studying different variables.
- understand historical, descriptive and experimental method of research.
- select/ formulate the design of the study by controlling and classifying the variables demanded by the design.
- understand the meaning and compute ANOVA, Chi square, Wilcoxon Signed Rank Test Mann- Whitney Test.
- report the research work in accordance with the current trends and procedures of report writing.
- select and conduct the statistical analysis of the data by applying the statistics suitable for the problem.

NOTE: Examiner will set 9 questions, two from each unit and one question (Question No.9)covering the entire syllabus will consist of four short answer type questions. Students are required to attempt **five** questions in all, selecting one question from each unit and Question No. 9 which is compulsory. All questions carry equal marks. Duration of external examination will be three hours.

Table of critical values for statistical inference, e.g., F-ratio, t-ratio, r, chi-square, NPC areas, NPC ordinates, Wilcoxon- Mann- Whitney table etc. may be provided to the students.

COURSE CONTENT

Unit-I

- a) Tools: Characteristics of a good tool, Meaning and methods of reliability and validity.
- b) Psychological tests, questionnaire, rating scales, attitude scale (Thurston and Likert's scale).
- c) Technique: observation and interview.

Unit-II

- a) Historical Method: Meaning, Value, Difficulties, Types and steps.
- b) Descriptive Method: Meaning, Value and types.
- c) Experimental Method: Meaning and purpose, Variables: Independent, Dependent, Treatment, control, Intervening, Extraneous. Essential characteristics of experiment method, Steps.
- d) Experimental Designs: Meaning, criteria for selecting an experimental design, Pre Experimental, True Experimental, Quasi Experimental, Factorial designs. (2x2)
- e) Writing Research Report.

Unit-III

- a) Significance of Statistics (Mean Only), Significance of difference between means: Large and small, Independent and correlated.
- b) ANOVA(one way)

Unit-IV

Qualitative Research

- a) Phenomenology, case study, Ethnography
- b) Reliability and validity of qualitative research, analysis of Qualitative data

Sessional Work: (10 marks)

Development of an attitude scale./Achievement Test

SUGGESTED READINGS

1. Ary, Donald & Jacob (1976): Introduction to Statistics, Purpose and Procedures. New Delhi: Holt Rinehart and Winston
2. Best, J.W. & Kahn J.V. (1995). Research Education. New Delhi: Prentice Hall of India Pvt. Ltd.
3. Chow, S. L. (1996) Statistical Significance. New Delhi: Sage Publications.
4. Collican, H. (2014): Research methods and Statistics in Psychology. New York: Psychology Press.
5. Craig, A.M. (2015): Introduction to Educational Research. New Delhi: Sage Publications.
6. Crano, W.D., Brewer, M.B. & Lac, A. (2014): Principles and methods of social research. London: Routledge.
7. Edwards, A.L. (1960): Experimental designs in Psychological Research. New York: Holt's. (Revised Ed.)
8. Ferguson, G.A. & Takane Yoshio (1989): Statistical Analysis in Psychology and Education. New York: McGraw Hill.

9. Garrett, H.E. (1986): Statistics in Psychology and Education. Bombay: Vakils Feiffer's and Simons Pvt. Ltd.
10. Guilford, J.P. & Fruchter, B. (1978): Fundamental Statistics in Psychology and Education. New York: McGraw Hill.
11. Jackson, S.L. (2010). Research methods and statistics. Jacksonville University. New Delhi: Cengage Learning.
12. Hinton, P.R. (2014): Statistics Explained. London: Routledge.
13. Hustler, D., Cassidy, T. & Cuff, T. (1986) : Action Research in classrooms and Schools. UK: Allen & Unwin (Publishers) Ltd.
14. Kaul Lokesh (1984): Methodology of Educational Research. New Delhi: Vikas Publishing House Pvt. Ltd.
15. Kerlinger, F.N. (2009): Foundations of Behavioural Research. New Delhi: Surjeet Publications.
16. Kumar, R. (2005): Research Methodology- A step by step guide for beginners. New Delhi: Pearson Education.
17. Lambert, M. (2012): A beginners guide to doing your education research project. London: Sage Publications
18. Lindquist, E.F. (1953): Designs and analysis of experiments in education and psychology. Boston: Houghton Mifflin Co.
19. Ljungberg, M.K. (2015): Reconceptualising Qualitative Research. New Delhi: Sage Publications.
20. Panneerselvam, R. (2011): Research Methodology. New Delhi: PHI Learning Pvt. Ltd.
21. Siegel Sidney (1965): Non Parametric Statistics. New York: McGraw Hill Books Company.
22. Tuckman, B.W. (1972): Conducting Educational research. Javanovich: Harcourt Brace.
23. Verman, M. (1965): Introduction to Educational and psychological research. London: Asia Publishing House.
24. Wayne, K.H. & Curt, M.A (2015) Quantitative Research In Education. New Delhi: Sage Publications.

PAPER-IV

COURSE CODE: C10-DIS-II

COURSE TITLE: Dissertation-II (Submission of Research Proposal)

Credits=1

Internal=25

Under the supervision of their guides they will undertake all the steps of writing research proposal to finalize and submit the research synopsis. The students will submit dissertation in the month of March.

PAPER-V

COURSE CODE: C11-SDS-II

COURSE TITLE: Self Development Skills-II (Yoga, communication and professional skills)

Credit=1

Internal=25

COURSE OBJECTIVES

1. To create effective communicators
2. To master yogasanas and maintain fitness

COURSE CONTENT

UNIT-I

- a) Importance of communication Purpose of communication - -Effective communication skills : verbal and non- verbal
- b)-Barriers to effective communication –
- c) Technological advances in communication, Communication media

UNIT-II

- a) Patanjali's yoga Sutras
- b) Basic yoga exercises and *asanas* (*pranayam, surya-namaskar, taad-asana, kapaalbhaati, shav-asana*)

Sessional work

-Communication exercises/written submission.
Mastering mentioned five yoga exercises/*asanas*

PAPER-VI

Any one of the following:

E01-PSE-II: Pedagogy of Science Education-II

E02-PSS-II: Pedagogy of Social Science Education-II

E03-PLA-II: Pedagogy of Language Education-II

E04-PME-II: Pedagogy of Mathematics Education-II

COURSE CODE: E01-PSE-II

COURSE TITLE: Pedagogy of Science Education-II

Credits= 4

Total Marks= 100

External= 70 Theory

Internal= (Assessment=20; Sessional work=10)

COURSE OBJECTIVES

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

- explain the nature of science as a dynamic, expanding body of knowledge and as a social endeavor;
- explain the difference and complementarity between Science and Technology;
- understand the need to evaluate curricula and evaluate the same on the basis of different validities;
- know about and critically study innovative curricular efforts in India and abroad;
- understand diversity of instructional materials, their role and the need for contextualization in science education;
- appreciate the role of co-curricular activities in science education;
- explain the constructivist approach to science instruction;
- understand the role of assessment in the teaching –learning process in science;
- familiarize with innovative trends in assessment;
- analyze issues in Science education pertaining to equity and access, gender, special groups and ethical aspects.

NOTE: Examiner will set 9 questions, two from each unit and one question (Question No.9) covering the entire syllabus will consist of four short answer type questions. Students are required to attempt **five** questions in all, selecting one question from each unit and Question No. 9 which is compulsory. All questions carry equal marks. Duration of external examination will be three hours.

COURSE CONTENT

Unit-I

Nature of Science

- a) Evolution of science as a discipline, science as a dynamic and expanding body of knowledge; development of scientific knowledge;
- b) Science and technology, correlation between science and technology & other branches.
- c) Common misconceptions of pupils about the nature of science; characteristics of different disciplines of science and their interrelationship.

Unit-II

Curriculum of Science Education

- a) Trends in science curriculum, considerations in developing learner centred curriculum in science.
- b) Criteria of validity of science curriculum: content, ethical, environmental, process, cognitive, historical
- c) Analysis of science curriculum at secondary stage.

Unit-III

Approaches to Teaching-Learning of Science

- a) Constructivist paradigm and its implications for science learning
- b) Constructivist approaches to science learning: inquiry method, problem solving strategies, guided discovery approach; inducto-deductive method, project based learning, cooperative collaborative learning.
- c) Role of experiments in science, development of laboratory design, planning and organisation of laboratory work, improvisation in the laboratory and low cost science experiments,
- d) Metacognitive strategies-giving space to pupils to think, organize their knowledge and express teacher as a reflective practitioner.
- e) Use of ICT in teaching-learning of science concepts at secondary level.

Unit-IV

Evaluation Assessment and Contemporary Issues in Science Education

- a) Evaluation in science: Formative and summative
- b) Self-assessment by students and by teachers, peer assessment, assessment of teachers by students.
- c) Contribution of Indian scientists
- d) Scientific and technological literacy
- e) Innovations and creativity in science.

Transactional Mode

Group discussion, lecture-cum –discussion, panel discussion, symposium, school visits and sharing of experiences, experimentation with kits and laboratory work project and assignments focusing in observation and interaction with children adolescent, group and individual field based assignments followed by workshops and seminar presentation.

Sessional Work: The student teacher may undertake any one of the following activities:

- Development of lesson plan
- Development of achievement test (10 marks)

SUGGESTED READINGS

1. Alan J. McCormack. Trends and Issues in Science curriculum in Science Curriculum Resource Handbook: A practical guide to k12 science curriculum. Kraus International Publications

2. Bhanumathi, S. (1994) Small Scale Chemical Techniques – Chemistry Education (April-June) 20-25.
3. Bhatnagar S.S. (2003). Teaching of science. Meerut: Surya publications
4. Black, P (1998). Testing: Triend or Foe? Theory and practice of Assessment and Testing. London : Falmer Press.
5. Carey, S. (1986). Cognitive Science and Science Education. American Psychologist. 41 (10), 1123-1130
6. Chalmers, A. (1999). What is the thing called Science.3rd Ed. Buckingham: Open University Press.
7. Das R.C. (2012). Science teaching in schools. New Delhi: Sterling publications.
8. Driver. R, Leach. J, Millar. R and Scott, P. (1996). Young Peoples' Image of Science. Buckingham: Open University Press.
9. Gipps, C.V. (1994). Beyond Testing. London: Falmer Press.
10. International Journal of Science Education.
11. Journal of Research in Science Teaching (Wiley-Blackwell).
12. Kaur. R. (2007). Teaching of Science. Patiala: Twenty first century publications.
13. Kohli V.K. (2003). How to teach science. Ambala: Vivek publishers.
14. Kulshreshtha S.P. (2009). Teaching of Science. Meerut: VinayRakheja publications.
15. Minkoff, E.C.& Baker, P.J. (2004). Biology Today: An Issues Approach, Garland science. New York. Pp.1-32. Biology: Science & Ethics.
16. Minkoff, E.C.& Pamela J. Baker (2004). Biology Today: An issues Approach. Garland Science New York pp. 1-32, Biology: Science and Ethics.
17. NCERT, National Curriculum Framework- 2005, NCERT. New Delhi.
18. NCERT, 'Focus Group Report' Teaching of Science (2005). NCERT New Delhi.
19. Novak, J.D. & Gown, D.B. (1984). Learning how to learn; Cambridge University Press.
20. Science & Children (NSTA's peer reviewed journal for elementary teachers).
21. Science Teacher (NSTA's peer reviewed journal for secondary science teachers).
22. .Sharma B.M. (2002). Teaching of Science. Chandigarh: Abhishek publishers.
23. Sharma R. C. (2013). Modern Science Teaching. New Delhi: DhanpatRai Publishing Co.
24. Steve Alsop & Keith Hicks (2003). Teaching Science. Kogan Page India Private Limited.
25. Sutton, C. (1992). Words, Science and Learning. Buckingham:Open University Press.
26. Yadav M.S. (2002). Teaching of science. New Delhi: Anmol publications Pvt. Ltd.
27. Zaidi S.M. (2006). Teaching of Modern science. New Delhi: Anmol Publications Pvt. Ltd.

COURSE CODE: E02-PSS-II

COURSE TITLE: Pedagogy of Social Science Education-II

Credits= 4

Total Marks= 100

External= 70 Theory

Internal= (Assessment=20; Sessional work=10)

COURSE OBJECTIVES

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

- develop an understanding about the meaning, nature, scope of social sciences and social science education
- find out the distinction and overlap between social sciences, humanities and liberal arts
- understand the role of various methods and approaches of teaching social sciences
- employ appropriate approach for transaction of social science curriculum
- effectively use different media, materials and resources for teaching social sciences
- construct appropriate assessment tools for teaching-learning of social sciences and undertake evaluation

NOTE: Examiner will set 9 questions, two from each unit and one question (Question No.9) covering the entire syllabus will consist of four short answer type questions. Students are required to attempt **five** questions in all, selecting one question from each unit and Question No. 9 which is compulsory. All questions carry equal marks. Duration of external examination will be three hours.

COURSE CONTENT

Unit-I

Conceptualisation of Social Science Education

- a) Concept, nature, and scope of social sciences: existing approaches of teaching learning of social sciences
- b) Epistemological frame proposed in educational policy documents and various national curriculum frameworks concerning teaching-learning of social sciences
- c) Research perspectives in pedagogy of social science education

Unit-II

Social Science Curriculum

- a) Approaches to organisation of social science curriculum; social science curriculum at various stages of school education
- b) Methodology of development of curricular materials viz., textbooks, workbooks, teacher handbooks, teacher's education manuals, other content enrichment materials –their conceptualization and processes;

Unit-III

Approaches to Pedagogy of Social Science

- a) Critical appraisal of approaches to teaching learning social sciences – behaviourist approach; constructivist approach; inter disciplinary approach, integrated approach; child-centred approach; environmental approach; the overlap between these approaches
- b) Critical appreciation of various learning-strategies: SQ3R (Survey, Questioning, Reading, Recite and Review), RAFT (Role, Audience, Format and Topic), Discussion and graphic organizers; cooperative learning

Unit-IV

Resources and Evaluation of Teaching-Learning of Social Science

- a) Integration of ICT in teaching-learning of social science. Development of teaching-learning materials; workbook; activity book and self instructional materials.

- b) Effective utilization of resources for teaching social science textbooks and supplementary materials; literature and biographies, environment and community resources;
- c) Alternative assessment: rubrics, portfolios and projects
- d) Typology of questions as related to different subject areas viz., History, Geography, Political Science, Economics etc.
- e) Evaluation of attitudes, values, etc.

Transaction Mode

Lecture-cum-discussion, panel discussion, project on oral history, workshops, seminar, assignment a group discussion around issues and concepts. Group and individual field based assignment focused by workshops and seminar presentations.

Sessional Work: The student teacher may undertake any one of the following activities:

- Development of lesson plan
- Development of achievement test (10 marks)

SUGGESTED READINGS

1. Arora, GL (1988), Curriculum and Quality in Education. New Delhi: NCERT.
2. Becker, Williams E.; Watts, Michael & Becker, Suzanne R. (2006) Teaching Economics: More alternatives to chalk and Talk. Northampton, USA: Edward Elgar Publishing.
3. Binning and Binning (1952), Teaching Social Studies in Secondary Schools, McGraw Hills, New York.
4. Ferris, J.Pamela (2003), Elementary and Middle School Social Studies: An Interdisciplinary instructional approach. New York: McGraw Hills.
5. GOI (1993), Learning Without Burden: Report of the National Advisory Committee appointed by the Ministry of Human Resource Development, Department of Education, New Delhi.
6. GOI (2005), Regulatory Mechanisms for Textbooks and Parallel Textbooks Taught in Schools Outside the Government System: A Report, Committee of the Central Advisory Board of Education, Ministry of Human Resource Development, New Delhi.
7. Hemming, James (1953): Teaching of Social Studies in Secondary Schools. London: Longman Geen & Co.
8. Indian Economic Association Trust for Research and Development (1991), Teaching of Economics in India, Interest Publications, New Delhi.
9. Kent, Ashley (2001) Reflective Practice in Geography Teaching, Paul Chapman Educational Publishing, Ltd.
10. Kumar, Krishna (2002), Prejudice and Pride. Delhi: Penguin Books India.
11. Kumar, Rajni; Sethi, Anil & Sikka, Shalini (2005) School Society and Nation: Popular Essays in Education. Delhi: Orient Longman.
12. Lambert, David and Balderstone, David (2000), Learning to Teach Geography in Secondary School: A Companion to School Experience. London: Routledge Falmer.
13. NCERT (1972), Preparation and Evaluation of Textbooks in Geography: Principles and Procedures, National Council of Educational Research and Training, New Delhi.

14. NCERT (1976), *The Curriculum for the Ten-Year School: A Framework*, Reprint Edition, National Council of Educational Research and Training, New Delhi.
15. NCERT (1988), *National Curriculum for Elementary and Secondary Education: A Framework*, Revised Edition, National Council of Educational Research and Training, New Delhi.
16. NCERT (2001), *National Curriculum Framework for School Education*, Reprint Edition, National Council of Educational Research and Training, New Delhi.
17. NCERT (2005a) *National Curriculum Framework Review 2005 National Focus Group Position Papers Vol.II, Systemic Reforms (Position Paper on Curriculum, Syllabus and Textbooks)*, National Council of Educational Research and Training, New Delhi.
18. NCERT (2005a) *National Curriculum Framework Review 2005 National Focus Group Position Paper on Curriculum, Syllabus and Textbooks*, National Council of Educational Research and Training, New Delhi.
19. NCERT (2005a) *National Curriculum Framework Review 2005 National Focus Group Position Paper on Teaching of Social Science*, National Council of Educational Research and Training, New Delhi.
20. NCERT (2005b), *National Curriculum Framework 2005*, National Council of Educational Research and Training, New Delhi.
21. NCERT (2006a), *Syllabi for Secondary and Higher Secondary Classes*, National Council of Educational Research and Training, New Delhi.
22. NCERT (2006b), *Syllabus for Classes at the Elementary Level*, National Council of Educational Research and Training, New Delhi.
23. Pathak, Avijit (2002) *Social Implications of Schooling: Knowledge, Pedagogy and Consciousness*. New Delhi: Rainbow Publishers.
24. Rao, Digumarti Bhaskara (ed.), *Techniques of Teaching Social Sciences*. New Delhi, Sonali Publications.
25. Rao, Digumarti Bhaskara & Rao, Ranga (2007), *Techniques of Teaching Economics*. New Delhi: Sonali Publications.
26. Singer, Alan J (2003), *Social Studies for Secondary Schools: Teaching to learn, learning to teach*. Mahwah, New Jersey: Lawrence Erlbaum Associates.
27. Smith, Maggie (2002), *Teaching Geography in Secondary Schools: A Reader*. London: Routledge Palmer.
28. Zevin, Jack (2000) *Social Studies for the twenty-first century: Methods and materials for teaching in Middle and secondary schools*. Mahwah, New Jersey: Lawrence Erlbaum Associates.

Journals

- Economic and Political Weekly (published from Mumbai, India).
- Journal of Economic Education (published from United States of America).
- Teaching of History (published from United Kingdom).
- Journal of Social Sciences Social Science Quarterly.
- Journal of Curriculum Studies (published by Routledge, United Kingdom)

Others

- Encyclopaedia of the Social Sciences.

- Encyclopaedia Britannica

Websites

- www.ncert.nic.in
- <http://www.history.org.uk> (for accessing e-version of teaching history)
- www.epw.in (for accessing e-version of journal of economic and political weekly)
- www.geographyteachingtoday.org.uk
- <http://www.indiana.edu/~econed/> (for accessing e-version of journal of economic education)

COURSE CODE: E03-PLE-II

COURSE TITLE: Pedagogy of Language Education-II

Credits= 4

Total Marks= 100

External= 70 Theory

Internal= (Assessment=20; Sessional work=10)

COURSE OBJECTIVES

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

- gain an understanding of the nature, functions and the implications of planning for teaching language/languages
- understand the psychology of language learning
- gain an understanding in the pedagogy of language learning
- study and analyze different approaches, methods and techniques for differentiating between teaching language and teaching literature in the context of first language and second language
- examine various areas of research in language education
- survey various problems with respect to language learning
- identify and reflect on factors affecting language policy

NOTE: Examiner will set 9 questions, two from each unit and one question (Question No.9) covering the entire syllabus will consist of four short answer type questions. Students are required to attempt **five** questions in all, selecting one question from each unit and Question No. 9 which is compulsory. All questions carry equal marks. Duration of external examination will be three hours.

COURSE CONTENT

Unit-I

Conceptual Issues of Language Learning

- a) Language acquisition and communication – factors affecting language learning and language acquisitions and communication
- b) Linguistic, psychological and social processes involved in learning of languages
- c) Models of Language Acquisition: Chomsky-Language Acquisition Device, Piaget - Cognitive Constructivism and Language; recent theorization: intentionality; application of these theories to development of methodologies of teaching-learning of language.

Unit-II

Language Analysis and Individualization of Language Learning

- a) Discourse Analysis: Theories of discourse analysis including speech acts, conversational maxims, conversational analysis, ethno-methodology, text analysis, and critical discourse analysis.
- b) Meta- linguistic awareness with a focus on listening, speaking, reading, comprehension at writing.
- c) Need and techniques (viz. differential assignments, classroom tasks, etc.) for personalized system of instruction

Unit-III

Curriculum and Pedagogy of Language

- a) Language learning at secondary and higher secondary stage
- b) Pedagogy of First language, Second language, Third language
- c) Development of language curriculum and the syllabus: dimensions, factors that influence the curriculum, selection and sequencing of content, contexts, transaction and evaluation techniques

Unit-IV

Issues in Language Learning and Evaluation

- a) Cross linguistic influence in learning another language; ecology of bilingual memory
- b) Multilingual classroom
- c) Medium of instruction – recommendation of NPE 1986/1992, NCF -2005
- d) Preservation of heritage language
- e) Home language & school language – problem of tribal dialects
- f) Problems related to evaluation of language learning

Transaction Mode

Lecture cum discussion, hands on practice in language laboratory, self- study, visits to language teaching institutes, presentations in seminar and group discussions workshop, assignment around issues and concepts related to contextual problems in language learning.

Sessional Work: The student teacher may undertake any one of the following activities:

- Development of lesson plan

- Development of achievement test

10 - marks)

SUGGESTED READINGS

1. Bennett, W.A. (1969). Aspects of Language and Language Teaching. London : Cambridge University Press.
2. Braden, K. (2006). Task Based Language Education: From Theory to Practice. London : Cambridge University Press.
3. Britton, J. (1973). Language and Learning. England: Penguin Books.
4. Byrnes, H. (2006). Advanced Language Learning: The Contribution of Halliday and Vygotsky. Continuum International Publishing Group.
5. Hodges and Rudolf (1972). Language and Learning to Read – What language teachers should know about language. Boston: Houghton Mifflin Co.
6. Joyce & Banks (1971) Teaching the Language Arts to Culturally Different Children. London: Addison–Wesky, Pub Co.
7. Krashen, S. (1988). Second Language Acquisition and Second Language Learning. Prentice Hall International.
8. Martinovic, T. (2004). Discourse Across Languages and Cultures. John Benjamins Publishing Company
9. Ornstein, J. (1971). Programmed Instruction and Education Technology in Language Teaching Field - New Approaches to Old Problems. The Centre for Curriculum Development Inc, Philadelphia.
10. Osherson, N. D. & Howard, L. (1990). Language an Introduction to Cognitive Science: - Vol.1, USA: Massachusets Institute of Technology
11. Pavelenko. Aneta et al (2001). Multilingualism, Second Language Learning and Gender. Berlin: Walter de' Gruyter GmbH & Co. KG.
12. Schiffrin, D. et. al.(2001). The Handbook of Discourse Analyses. Blackwell Publishing.
13. Vygotsky, L.S. (1985). Thought and Language. Cambridge, MA: The MIT Press.
14. Wilkinson, A. (1971). The Foundations of Language. London: Oxford University Press.

COURSE CODE: E04-PME-II

COURSE TITLE: Pedagogy of Mathematics Education-II

Credits= 4

Total Marks= 100

External= 70 Theory

Internal= (Assessment=20; Sessional work=10)

COURSE OBJECTIVES

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

- Appreciate the abstract nature of mathematics.
- Distinguish between science and mathematics.
- Develop the skill of solving real life problems through mathematics modelling as an art.

- Develop the understanding of using constructivist approach in mathematics.
- Develop the skill of using various methods and techniques of teaching mathematics.
- Develop problem solving skills.
- Develop the skills required for action research in mathematics.

NOTE: Examiner will set 9 questions, two from each unit and one question (Question No.9) covering the entire syllabus will consist of four short answer type questions. Students are required to attempt **five** questions in all, selecting one question from each unit and Question No. 9 which is compulsory. All questions carry equal marks. Duration of external examination will be three hours.

COURSE CONTENT

Unit-I

Meaning, Nature, Structure and Development of Mathematics

- a) Meaning, Nature and scope of mathematics. Distinction between mathematics and Science; Structure of Mathematics: Pure and Applied Mathematics, Axiom Postulates, Proof / Solution of mathematics Problems- Direct proof, indirect proof, Proof by contradiction, Importance, Application and Selection of Examples.
- b) Recreational and Aesthetic aspect of mathematics: Games, Puzzles, Riddles, Symmetry etc and their role in learning mathematics.
Mathematics Club: Need and Importance, Goals, Organization and Activities.
Mathematics Laboratory: Designing and Layout, Need and Importance, Materials and Procedure to set up.
- c) Development of Mathematics with some famous anecdotes, Pythagoras, Aryabhata, Ramanujan.
Teaching Mathematics Modeling.
Pedagogical Analysis of Mathematics

Unit-II

Curriculum of Mathematics

- a) Curriculum: Meaning, Principles of curriculum, Construction and Organisation.
- b) Curriculum Evaluation and Reform in School Mathematics Curriculum: Rationale, Objective, Principles, Learning Experiences and Materials in mathematics, Recent Curriculum reforms at National and State Levels (NCF 2009).
- c) Developing Remedial Learning experiences and teaching material to overcome special problems of students. Developing enriched programmes and materials for teaching gifted and backward students in mathematics.

Unit-III

Strategies of Teaching Learning Mathematics

- a) Approaches of Mathematics Teaching- Learning: Constructivist Approach, Competency-Based Approach.
- b) Methods of Mathematics Teaching- Learning: Inductive and Deductive Method, Analytic-Synthetic method, Computer Based Instructions and Computer Aided Learning.

- c) Techniques of Mathematics Teaching- Learning: Problem-Solving: Stages of Problem Solving Techniques to improve Problem- Solving Skills (Polya Method), Co-operative Learning (Jigsaw Method, Think Pair- Share).

Unit-IV

Evaluation in Mathematic

- a) Evaluation in Teaching Learning Process: Formative, Summative and Diagnostic. Identification and analysis of mistakes in mathematics, prevention and suggested remedial measures. Enrichment Programmes in mathematics learning: National mathematics Talent Search, Mathematics Olympiad.
- b) Types of test items in mathematics: Meaning, merits, limitations and Construction of long answer type, short answer type, very short answer type and objective type construction and standardization of an achievement test in mathematics.
- c) Action Research in Mathematics

Sessional Work: The student teacher may undertake any one of the following activities:

- Development of lesson plan
- Development of achievement test

SUGGESTED READINGS

1. Baw, G.R. & George L.U. (1976): Helping children learn mathematics- a competency based laboratory approach. California, Cummings Publishing Co.
2. Butler, C.H. & Wren, F.L. (1965): the teaching of Secondary Mathematics. New York: Mc Graw Hill.
3. Carpenter, T.P., Dossey, J.A. & Koehler, J. L. (2004): Classics in mathematics Education Research United States of America. The National Council of Teachers of Mathematics.
4. Chambers, P. (2010): Teaching Mathematics. New Delhi: Sage Publications.
5. Cooney, T.J. (1975): Dynamics of Teaching Secondary School Mathematics, Boston: Houghton Mifflin.
6. Driscoll, M., Nikula, E.M. & DiMatteo, R.W. (2007): Fostering Geometric thinking : A guide to teachers, Grade 6-10, Portsmouth, NH: Heinemann.
7. Driscoll, M. (1999): Fostering algebraic Thinking: A guide for teachers, grade 5-10. Portsmouth, NH: Heinemann.
8. Grouws, D.A. (ED) (1992): Handbook of research on mathematics teaching and learning, NY: Macmillan Publishing Lester.
9. Heimer, R.T. & Trueblood, C.R. (1970): Strategies for teaching children Mathematics; Reading, Massachusetts: Addison Wesley Publishing Co.
10. Howard T. & Jones, S. (2000): Becoming Successful Teacher of Mathematics. London: Routledge Falmer Series.
11. Krutetski, V.A. (1976): The psychology of mathematical abilities in school children, University of Chicago Press.
12. Lieback, P. (1984): How children learn mathematics. Penguin Books.

12. Malove, J. & Taylor, P.(1993): Constructivist interpretations of teaching and learning mathematics, Perth: Curtin University of Technology.
13. Michael, D. R. (1977): Mathematics as a Science of Patterns. Oxford Press.
14. Marshal, S.P. (1995): Schemes in Problem Solving, NY: Cambridge University Press.
15. Marilyn, N.(2000): Teaching and learning mathematics: A guide to Recent Research and its applications, NY: Continuum.
16. NCERT(2005): National curriculum framework, New Delhi.
17. NCERT (2006): Position Paper: National focus group on teaching mathematics, New Delhi. NCERT and Bosem textbooks in mathematics for Class VIII TO X.
18. Nunes, T. And Bryant, P. (1997): Learning and Teaching mathematics: An International Perspective, Psychology Press.
19. Resonik, L.B. & Ford W.W. (1980):The psychology of Mathematics instruction, New Jersey: Lawrence Erlbaum Associates.
20. Singh.M (2004): Modern Teaching of Mathematics. New Delhi: D.K. Publishers.
21. Schonell, F.J.& Schonell, F.E. (1965): Diagnostic and Attainment Testing. Edinburg, London: Oliver and Boyd Ltd.

SEMESTER-III

PROGRAM CODE: MEDGN-III

PAPER-I

COURSE CODE: C12-ESD-III

COURSE TITLE: Education for Sustainable Development & Global Peace-III

Credits= 4

Total Marks= 100

External= 70 Theory

Internal= (Assessment=20; Sessional work=10)

COURSE OBJECTIVES

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

- explain concepts concerning various aspects of the Educational for sustainable development.
- explain the concept of world peace and role of education
- recognize dependence of human life on the environment.
- identify local and region specific environmental problems.
- understand the role of individuals, society, the government, ICT and media in protection, preservation and conservation of environment.
- develop awareness about rules, regulations and legal provisions for protection, preservation and conservation of the environment.
- develop awareness, desirable skills and appreciation for the protection, preservation and conservation of the environment.
- understand the role of school and teacher in creating awareness among students about need for sustainable development.

NOTE: Examiner will set 9 questions, two from each unit and one question (Question No.9) covering the entire syllabus will consist of four short answer type questions. Students are required to attempt **five** questions in all, selecting one question from each unit and Question No. 9 which is compulsory. All questions carry equal marks. Duration of external examination will be three hours.

COURSE CONTENT

Unit-I

Education for Sustainable Development:

- a) Meaning nature and scope of Sustainable Development; concept of global peace
- b) Education for Sustainable Development: Approaches & Strategies
- c) Education for global peace
- d) Integration of global peace and environmental concerns in school curriculum.
- e) Role of teacher in promoting sustainable development.

Unit-II

- a) Conservation of Natural Resources: Environmental conservation in the globalized world; Deforestation in the context of tribal life Role of individual in conservation of natural resources: water, energy and food
- b) Culture of Peace and Human Rights: Ideas of thinkers like Mahatma Gandhi, Martin Luther King, Role of Educational institutions and teachers in developing a culture of peace.

Unit-III

Individual, Society, Government, ICT and Media in Environmental Education:

- a) Literacy, democracy, human rights and universal values- contribution to global peace and sustainable development
- b) Role of individual, school and community for prevention of pollution, management of natural resources; Responsible Environment Behavior (REB).
- c) Role of ICT, text books and media in creating awareness about human rights; environmental and peace values.

Unit-IV

Competencies in teachers for Education for Sustainable Development:

- a) ESD model for competencies in teachers: Knowledge, system, thinking, emotions and values in teachers for educating students for Sustainable Development
- b) Individual life style; Carbon foot printing

Sessional work: Case study on children rights for education in context of Kailash Satyarthi ,Malala Yousafazi. (10 marks)

SUGGESTED READINGS

1. Agarwal, A., Narain, S. and Sen, S. (1999). The Citizens Fifth Report. Part II-Sustainable Database. New Delhi, Centre for Science and Environment.
2. Braidotti, R., Charkiewicz, E., Hausler, S and Wieringa, S. (1994). Women, the environment, and sustainable development: Toward a theoretical synthesis. London: Zed Books.
3. Chhokar, K. B. (2000). Conserving Biodiversity. New Delhi, Oxford and IBH publishing Co. Pvt. Ltd.
4. Cortese, A. (1999). Education for sustainability: The University as a model of sustainability. Boston, MA: Second Nature, Inc.
5. Cortese, A. (2001). Education for a sustainable future: The next industrial revolution. Boston, MA: Second Nature, Inc.
6. UNESCO's Report on Education for Sustainable Development, Paris, UNESCO.
7. Ministry of Law and Justice, Right to Education Act (2009), Govt. of India, New Delhi.
8. http://www.unece.org/fileadmin/DAM/env/esd/inf.meeting.docs/EGonInd/8mtg/CSCT%20Handbook_Extract.pdf (ESD Model).

PAPER: II

COURSE CODE: C13-GNC-III

COURSE TITLE: Guidance and Counselling-III

Credits = 4
Total Marks = 100
External = 70(Theory=60; Practical=10)
Internal= 30(Assessment=20; Practical=10)

COURSE OBJECTIVES

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

- understand the meaning, nature, aims, need and scope of guidance.
- understand the meaning, nature, aims, need and scope of counselling.
- recognise the role of guidance in attaining the goals of education.
- understand the meaning, objectives, and advantages of group guidance.
- develop the acquaintance with various techniques of group guidance.
- understand the qualitative and quantitative appraisal of student.
- develop knowledge and understanding of the major psychological concepts such as intelligence, aptitude, personality, interest and their assessment for providing guidance.
- develop the skill of administration and interpretation of psychological assessment.

NOTE: Examiner will set 9 questions, two from each unit and one question (Question No.9) covering the entire syllabus will consist of four short answer type questions. Students are required to attempt **five** questions in all, selecting one question from each unit and Question No. 9 which is compulsory. All questions carry equal marks. Duration of external examination will be three hours.

COURSE CONTENT

Unit-I

Introduction

- a) Meaning, Nature, Aims, Principles, Need and Scope of Guidance.
- b) Meaning, Nature, Aims, Principles, Need and Scope of Counselling, Counselling skills such as Establishing rapport, empathy and Listening
- c) Evaluating Guidance Programme with special reference to Counselling.

Unit-II

Understanding Guidance and Counselling

- a) Group Guidance: Meaning, Objectives, Advantages and Limitations of Group Guidance.
- b) Group Guidance Techniques: Class Talk, Career Talk, Orientation Talk, Group Discussion, Career Conference, Career Corner, Bulletin Board, Role Playing.
- c) Recent trends in Guidance and Counselling.

Unit-III

Theories/ Therapies of Counselling

- a) Behaviouristic
- b) Rational Emotive
- c) Reality

Unit-IV

Student Appraisal

- a) Quantitative Assessment: Concept and assessment of Interest, Intelligence, Personality and Aptitude.
- b) Tools for Qualitative Assessment: Interview, Observation, Case Study, Sociometry.

PRACTICAL (20 marks) External + Internal

- a) Administration and Interpretation of psychological tests:
 - 1) Interest Inventory
 - 2) DAT/DBDA
- b) Preparation and presentation of Career Talk and /or Career exhibition
- c) Report of visit to employment exchange
- d) Viva- voce

SUGGESTED READINGS

1. Anastasi, A. & Urbina, S. (1997). Psychological Testing, 7th Ed., Upper Saddle River. NJ: Prentice Hall.
2. Arbucle, D.s. (1965). Counselling: Philosophy, theory and practice. Boston: Allyn and Bacon.
3. Bantole, M.D. (1984). Guidance and Counselling. Bombay: Sheth and Sheth Publications.
4. Bhatnagar, A. & Gupta, N. (Eds) (1999). Guidance and Counselling, Vol.I: A practical approach. New Delhi: Vikas
5. Bhatnagar, A. & Gupta, N. (Eds) (1999). Guidance and Counselling, Vol.II: A practical approach. New Delhi: Vikas
6. Burnard, P.(2005). Counselling skills training: a sourcebook of activities for trainers. London: Viva Books Private Ltd.
7. Chaturvedi, R. (2007). Guidance and Counselling Skills. New Delhi: Crescent Publishing Corporation.
8. Corey, G. (1986). Theory and practice of counselling and psychotherapy, 3rd Ed. Belmont: Calif- Brooks Cole.
9. Cormier, L.& Hackney, H. (1987). The professional counsellor. Englewood Clifffes, New Jersey: Prentice Hall.
10. Denzin, N.K. & Lincoln, Y. (2000). Handbook of Qualitative research. New Delhi: Sage Publications.
11. Drummond, R.J. (1998). Appraisal procedures for counsellors and helping professional. Columbus, OH: Merrill.
12. Dryden, W. & Filethaman C. (1994). Developing Counsellor Training. London: Sage
13. Gardner, H. (1999). Multiple Intelligence: Intelligence, Understanding and Mind. NY: National Professional Resources.

14. Gibson, R.L. & Mitchell, M.H. (2008). Introduction to counselling and Guidance (7th edition). New Delhi: Pearson education. Inc.
15. Gelsco, C.J. & Fretz, B.R. (1995). Counselling Psychology. Banglore: Prisin Book.
16. George, R.L. & Critiani, T.S. (1990) Counselling theory and Practise. New Jersey: Prentice Hall.
17. Gladding, S.T. (2014).Counselling: a comprehensive Profession (7th ed.).USA: Pearson Education, Inc
18. Leuis, M.D., Mayer, R.L.&Louis, J.A.(1986). An introduction to counselling profession. Illinas:F.E.Peacock Publishers.
19. Mohan, S. & Sibia, A. (1998) Handbook of Personality measurement in India. New Delhi: NCERT
20. Myers, G.E.(1998). Principles and Techniques of Vocational Guidance. London: Mcgraw Hills Company.
21. Oliver, W. & Randall, W.E. (2005). Handbook of understanding and measuring intelligence. London: Sage Publication
22. Petterson, G.H. (1962). Counselling and Guidance in Schools. London: Mcgraw Hill Book Company.
23. Pietrofesa, J.J., Bernstein, B. & Stanforn. S. (1980) Guidance: An Introduction. Chicago: Rand McNally.
24. Rao, S.N. (1981). Counselling Psychology. New Delhi: Tata McGraw Hill
25. Saraswat, R.K. & Gaur.J.S.(1994). Manual for Guidance counsellors. New Delhi: NCERT.
26. Shertzer, B. & Stone, S.G. (1980). Fundamentals of Guidance. Boston, USA: Houghton Mifflin Co.
27. Shertzer, B. & Stone, S.G. (1968). Fundamentals of Counselling. Boston, USA: Houghton Mifflin Co.
28. Tolbert, E.L. (1978). An introduction to guidance. Toronto: Little Brown and Company.
29. Tudor, K. (1999). Group Counselling. London: Sage Publications

COURSE CODE: C14-MEV-III

COURSE TITLE: Measurement, Assessment and Evaluation-III

Credits= 4

Total Marks= 100

External= 70 Theory

Internal= (Assessment=20; Sessional work=10)

COURSE OBJECTIVES

At the end of the course, the students will be able to:

- acquaint the students with concepts and techniques of measurement and evaluation.
- develop skills in the construction and standardization of tests.
- acquaint themselves with the new trends in evaluation.
- enable them in learning the applications of advanced statistical techniques in education.

NOTE: Examiner will set 9 questions, two from each unit and one question (Question No.9) covering the entire syllabus will consist of four short answer type questions. Students are required to attempt **five** questions in all, selecting one question from each unit and Question No. 9 which is compulsory. All questions carry equal marks. Duration of external examination will be three hours.

Table of critical values for statistical inference, e.g., F-ratio, t-ratio, r, chi-square, NPC areas, NPC ordinates, Wilcoxon- Mann- Whitney table etc. may be provided to the students.

COURSE CONTENT

Unit-I

- (a) Concept and importance of measurement and evaluation.
- (b) Types of evaluation: Formative and summative.
- (c) Scales of Psychological measurement: Nominal, Ordinal, Interval and Ratio.

Unit-II

- a) Types of achievement tests- Essay, short answer, Objective type.
- b) Norm referenced and criterion reference tests, projective and objective tests
- c) Steps in standardization of achievement tests.
Item analysis: Item difficulty, discrimination index. Estimating reliability and validity.
Effectiveness of distracters.

Unit-III

- a) Analysis of variance (two way)
- b) Non parametric tests: Chi square, Mann-Whitney test, Wilcoxon signed rank test
- c) Regression and prediction: Meaning and Concept of linear regression equation.

Unit-IV

Correlations: Assumptions and computation of:

- a) Biserial, Point Biserial
- b) Tetrachoric and phi- coefficient.
- c) Partial and multiple correlation.

Sessional Work:

Development of a standardized test

SUGGESTED READINGS

1. Aiken, L.R. (1985): Psychological Testing and Assessment, Boston : Allyn and Bacon.
2. Aggarwal, Y.P.(1989): Statistical Methods Concepts Application & Computation, New Delhi : Sterling
3. Anastasi, A(1988): Psychological Testing (6th Ed). New York: The Macmillan Co.

4. Brown, G.T.L., Irving, E.S. & Keegan, P.J. (2014): An introduction to Educational Assessment, Measurement and Evaluation: Improving the quality of Teacher Based Assessment (3rd Edition). New Delhi: Dunmore Publishers.
5. Cronbach, L.G. (1964) : Essentials of Psychological Testing, New York : Harper.
6. Ebel, L.R. and Frisbie, D.A. (1991): Essentials of Educational Measurement. New Delhi: Prentice Hall of India Pvt. Ltd.
7. Freeman, F.S. (1965): Theory & Practice of Psychological Testing, New York: Rinehart & Winston.
8. Garrett, H.E. (1973): Statistics in Education and Psychology, Bombay, Vakils Febber and Simons.
9. Guilford, S.P. and Fruchtor, B. (1973) : Fundamental Statistics in Psychology and Education 5th Ed. New York: McGraw Hill and Co.
10. Guilford, J.P. (1978) : Fundamental Statistics in Psychology and Education, New York: McGraw Hills, 6th Ed.
11. Karmel, L.C & Karmel, M.C. (1978) : Measurement and Evaluation in Schools, New York: Macmillan.
12. Laak, J.J.F.T, Gokhale, M., Desai, D. (2013): Understanding Psychological Assessment. New Delhi: Sage Publications.
13. McDavid, J.C., Huse, I. & Hawthorn, L.R.L. (2013): Program Evaluation and Performance Measurement. New Delhi: Sage Publishers.
14. Mehrens, W.A. & Lehmann, I.J. (1984): Measurement and Evaluation in Education and Psychology, New York: Holt, Rinehart, Winston 52
15. Popham, W.J. (1988) : Educational Evaluation. New Delhi: Prentice Hall.
16. Secolsky, C. & Denison, D.B. (2011): Handbook on measurement, Assessment and Evaluation in Higher Education. London: Routledge Press.
17. Sidhu, K.S. (2005): New approaches to Measurement and Evaluation. New Delhi: Sterling Publishers.
18. Singh, A.K (1986): Tests, Measurements and Research Methods in Behavioural Sciences. New Delhi: Tata McGraw Hill Publishers.
19. Thorndike, R.L. and Hagen E. (1977): Measurement and Evaluation on Psychology and Education. New York: John Wiley and Sons, Inc.
20. Thorndike, R.M & Christ, T.M.T (2009): Measurement and Evaluation on Psychology and Education. Second Edition. New Delhi: Pearson Publishers.
21. Thorndike, R.M & Christ, T.M.T (2011): Measurement and Evaluation on Psychology and Education. Second Edition. New Delhi: Pearson Publishers.

PAPER-IV

COURSE CODE: C15-EPF-III

COURSE TITLE: Educational Management, Policy Planning -III

Credits= 4

Total Marks= 100

External= 70 Theory

Internal= (Assessment=20; Sessional work=10)

COURSE OBJECTIVES:

After completing the course, students will be able to:

- explain the process of policy formulation
- critically analyse the determinants of educational policy
- explain the principles, methods and approaches of educational planning
- explain types, approaches and agencies for performance appraisal
- explain structure of educational organization
- explain various aspects of organizational climate
- discuss processes of educational management
- describe issues in organizational development and change
- explain meaning, nature scope types and traits of leadership

NOTE: Examiner will set 9 questions, two from each unit and one question (Question No.9) covering the entire syllabus will consist of four short answer type questions. Students are required to attempt **five** questions in all, selecting one question from each unit and Question No. 9 which is compulsory. All questions carry equal marks. Duration of external examination will be three hours.

COURSE CONTENT

Unit-I

Management in educational organization

- a) Educational management: Concept, scope, Principles of management
- b) Processes in educational organization: communication, decision making, appraisal, management by objectives.
- c) Organizational Climate: Strategies for maintaining healthy work environment

Unit-II

Organizational development and leadership

- a) Organizational development: concept, process and interventions
- b) Organizational change: concept, issues and strategies of implementation
- c) Educational leadership: meaning, nature and scope. Types of leadership: Styles of leadership; Traits & skills for effective leadership

Unit III

Educational policy and its formulation

- a) Need and importance of educational policy. Determinants of educational policy
- b) Process of policy formulation, Policy research, Discussion document, consultations, constitution of working groups, presentation of draft document in CABE and parliament. Formulation of Plan of Action: short term, long term

Unit – IV

Educational planning

- a) Guiding principles, methods and techniques of educational planning ; Priorities in planning at Centre and State levels, District level planning, institutional planning
- b) Approaches to educational planning
 - Social demand approach
 - Man-power approach
 - Return of Investment approach
- c) Overview of educational planning in India w.r.t. short term & long term plans.

Sessional work:

The students may undertake any one of the following activities:

- Preparation of questionnaire/ interview schedule for micro level educational survey
- Case study of administrative problems in implementation of RTE in government school/private school
- Assessment of motivation level/ job satisfaction/ perception of leadership among teachers in any educational institution

SUGGESTED READINGS

1. Agarwal, V.Bhatnagar, R.P. (1997). Supervision, Planning and Financing, Meerut: Surya Publication.
2. Aggarwal, J. C., & Agrawal, S. P. (1992). *Educational planning in India: With a slant to educational financing and administration*. New Delhi: Concept Pub. Co.
3. Bottery Mike (ed.) (1992). *Education, Policy & Ethics*. London: Continuum.
4. Ayyar, R.V. Vaidyanathan (1993). *Educational Planning and Administration in India: Retrospect and Prospect*. Journal of Educational Planning and Administration. VII (2). April.
5. Bhatnagar, R.P. & Agarwal, V. (2002). *Educational Administration and Supervision*. Meerut: Surya Publication.
6. Bala, M. (1990). *Leadership Behaviour and Educational Administration*. New Delhi: Deep & Deep Publications.
7. Bush, Tony (1986). *Theories of educational management*. London: Harper & Row Publishers.
8. Bush, T., & Standing Conference for Research in Educational Leadership and Management. (1999). *Educational management: Redefining theory, policy, and practice*. London: P. Chapman Pub.
9. Chandrasekara, P. (1994). *Educational Planning and Management*, New Delhi: Sterling Publishers.

10. Chand, T., & Prakash, R. (2003). *Advanced educational administration*. New Delhi, India: Kanishka.
11. Dennison, W. F. (1984). *Educational finance and resources*. London: Croom Helm.
12. Greene, J.F.(1975). *School Personnel Administration*. Pennsylvania: Chilton Book Company.
13. Guthrie, J. W., & Reed, R. J. (1991). *Educational administration and policy: Effective leadership for American education* (2nd ed.). Boston: Allyn and Bacon.
14. Hanson (E-Mark). *Educational Administration and Organisational Behaviour*. New Delhi: Discovery Publishing House.
15. Hough J.R. (1990). *Education, Policy-An International Survey*. London: Croom Helm.
16. Jha, Jyotsna, Saxena, K.B.C. & Baxi, C.V. (2001): *Management Processes in Elementary Education: A Study of Existing Practices in Selected States in India*. New Delhi, theEuropean Commission.
17. Khan, N. Sharif & Khan, M. S. (1980). *Educational Administration*, New Delhi: Ashish Publishing House.
18. Kaur, K. (1986). *Education in India (1981-1985): Policies, Planning and Implementation*, Chandigarh: Arun and Rajive Pvt. Ltd.
19. Lulla, B.P. & Murthy, S.K. (1976). *Essential of Educational Administration*, Chandigarh: Mohindra Capital Publishing.
20. Luthens, Fred. (1981). *Organizational Behavior*. Tokyo: Mcgraw Hill.
21. Mathur, S.P. (2001): *Financial Administration and Management*. The Indian Publications, India.
22. Mathur, S.S. (1978). *Educational Administration and Management*, Ambala Cantt. : Indian Publicatons.
23. Milton, Charles R. (1989). *Human Behavior in Organizations*. NY: Prentice Hall, Inc.
24. Mukherji, S.N.(1970). *Administration and Educational Planning and Finance*. Baroda : Acharya Book Depot.
25. Mohanty, J. (2005). *Educational administration, supervision and schoolmanagement*(2nd ed.). New Delhi: Deep & Deep Publications.
26. Mukhopadadyay, Mamar & Tyagi, R.S. (2005): *Governance of School Education in India*. New Delhi, NIEPA.
27. Naik, J.P. (1965): *Educational Planning in India*. New Delhi: Allied.
28. Naik, J.P. (1982): *The Educational Commission & After*. New Delhi: Allied.
29. Philip H. Coomba. (1985). *The World Crisis in Education*, Oxford University Press.
30. Robert G. Oweus. (1970). *Organizational Behaviour*. Englewood Clifs : Prentice Hall. Inc.
31. Sharma, B. M. (1997). *Classroom administration*. New Delhi: Commonwealth Publishers.
32. Talesra, H., Ruhela, S. P., Nagda, M. L., & Rajasthan Council of Educational Administration and Management. (1997). *Educational management: Innovative globalpatterns*. Rajasthan, India: Rajasthan Council of Educational Administration andManagement
33. Tara Chand and Ravi Prakash (1997). *Advanced Educational Administration*, New Delhi : Kanishka Publishers.
34. Thakur D. & Thakur, D.N. (1996). *Educational Planning and Administration*, New Delhi : Deep and Deep Publications.
35. Thomas I. S. (1980). *Educational Governance and Administration*, NY : Prentice Hall.

36. Trivedi, P.R. & Sudershan, K.N., (1996). *Management Education*. New Delhi : Discovery Publishing House.
37. Vashisht, S. R. (1994). *Theory of educational administration*. New Delhi: Anmol Publications Pvt Ltd.
38. Vashist, S. R. (1994). *Educational administration in India*. New Delhi: Anmol Publications Pvt Ltd.

SEMESTER-IV

PROGRAM CODE: MEDGN- IV

PAPER: I

COURSE CODE: C17-EDT-IV

COURSE TITLE: Educational Technology and ICT-IV

Credits= 4

Total Marks= 100

External= 70 (Theory=60; Practical=10)

Internal= (Assessment=20; Sessional work=10)

COURSE OBJECTIVES

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

- explain the concept of educational technology.
- explain the nature and scope of educational technology.
- trace the history of educational technology.
- explain the types of educational technology.
- discuss major trends in educational technology.
- explain the concepts, variables, phases and levels of teaching.
- describe the meaning of models of teaching.
- discuss different models of teaching.
- explain various teacher training techniques.
- discuss the concept, principles and types of programmed instruction.
- explain the development stages of linear program.
- discuss the concept, characteristics and selection of audio-visual media.
- explain the concept, process, principles and barriers of communication.
- discuss the concept, need and advantages of ict.
- discuss the concept and method of computer-assisted instruction, e-learning, online learning and m-learning.

NOTE: Examiner will set 9 questions, two from each unit and one question (Question No.9) covering the entire syllabus will consist of four short answer type questions. Students are required to attempt **five** questions in all, selecting one question from each unit and Question No. 9 which is compulsory. All questions carry equal marks. Duration of external examination will be three hours.

COURSE CONTENT

Unit-I

- a) Educational Technology: Concept, Nature and scope of educational technology in India.
- b) Historical perspective of Educational Technology. Types of Educational Technology.
- c) Recent trends in Educational Technology. Major institutions of Educational Technology in India: CIET, EMRC, CEC.

Unit-II

- a) Teaching: Concept, variables, phases and levels of teaching.
- b) Models of Teaching: Basic teaching model, Concept Attainment model and Advance Organizer Model.
- c) Teacher Training Techniques: Microteaching, Teaching skills, Skill of stimulus variation, introducing the lesson, reinforcement and probing question. Flanders Interaction Analysis.

Unit-III

- a) Programmed Instruction: Concept, theoretical rationale, principle and styles of programmed instruction.
- b) Development of a linear programme.
- c) Print and electronic media in education: concept, Characteristics, selection of media. EDUSAT. Media in Distance Education, MOOCS

Unit-IV

- a) Communication: Concept of communication, process, principles and barriers of communication.
- b) Information and Communication Technology (ICT): concept, need, advantages and barriers to expansion of Information and Communication Technology.
- c) Computer assisted instruction, e-learning, online learning and m-learning.

Practical: (20 marks)

1. Power-point presentation (at least 20 slides)
2. Development of a linear programme (50 frames).

SUGGESTED READINGS

1. Bhushan, A. & Ahuja, M. (1992): Educational Technology, Meerut, Vikas Publication.
2. Bigge, M.L. & Hunt, M. (1968): Psychological Foundation of Education, London, Harper and Row Publishers.

3. Bloom, B.S. (1972): Taxonomy of Education Objectives. A Hand Book-I(Cognitive Domain), New York: David Mokeay Campo.
4. Briggs, A.R.J. and Sommefeldt, D. (2002) Managing Effective Teaching and learning, London: Paul Chapman Publishing.
5. Burkill, B & Eaton, R. (2011) Developing Teaching and Learning. New Delhi: Cambridge University Press.
6. Chauhan, S.S. (1978): A Textbook of Programmed Instruction, New Delhi, Sterling Publishers.
7. Das, R.C. (1993): Educational Technology : A Basic Text, New Delhi, Sterling Publishers.
8. Dececco, J.P. & Cramford, W.R., (1970): Psychology of Learning and Instructions, Prentice Hall of India Pvt. Ltd.
9. Flanders, Ned A.(1978): Analysing Teaching Behaviour, London , Addison Wesley Publishing Co.
10. Gage, N.L., (1978): The Scientific Basis of the Art of Teaching, London, Teacher's College Press.
11. Gakhar , S.C. (2008). Educational Technology, Panipat, N,.M. Publication
12. Goswami. M.K. (2008) Educational Technology. New Delhi: Asian Books Private Limited.
13. Hiltz, S.R. and Goldman, R. (2005) Learning Together Online. Research on Asynchronous Learning networks. New Jersey: Lawrence Erlbaum Associates, Publishers.
14. Jolliffe, A. Ritter, J. and Stevens, D. (2001) The Online Learning Handbook. Developing and Using Web based learning: London, Kogan Page.
15. Joyce, B.Weil, M. & Showers, B., (2009) : Models of Teaching, New Delhi: Prentice Hall of India, Pvt. Ltd.
16. Khirwadkar, A. and Puspanadham, K. (2005). Information and Communication Technology in Education. New Delhi: Sarup and Sons.
17. Mehra, V.(2010) : A text book of Educational Technology, New Delhi : Sanjay Prakashan.
18. Modi, J.(2010) Micro Teaching Technique and Practice, Delhi: Shipra Publications.
19. Schrum, L. (2012) Educational Technology for School Leaders. New Delhi: Sage India Pvt Ltd.
20. Sharma, Y.K. and Sharma, M. (2006) Educational Technology and management, Vol. 1, New Delhi: Kanishka Publishers, Distributers.
21. Thamarasseri, I. (2009). Information and Communication Technology in Education. New Delhi, Kanishka Publisher, distrbuters.
22. Vallikad, S. (2009) Information Communication Technology for Teacher Education. New Delhi: Kanishka Publishers, Distributers.
23. Xavier, E. (Editor) (2013) Encyclopedia of Curriculum and Teaching Methods. New Delhi: Anmol Publications Pvt Ltd.

PAPER-II

COURSE CODE: C18-DIS-IV

COURSE TITLE: Dissertation–IV

Credits=5
Total Marks=125
External=100

Internal=25

The students will submit the dissertation upto 15th Feb, prepare and appear for dissertation viva voce in April- May before an external examiner and supervisor.

PAPER-III

COURSE CODE: C19-FAI-IV

COURSE TITLE: Field Attachment/ Internship-Viva voce

Credits=2
Total Marks=50
External=50
Internal=00

COURSE CONTENT

Systematically planned field internship/ attachment in a teacher education institution, and in the specialization area chosen by the student which was organized during the program in 3rd Semester of 2 year M.Ed. course will be evaluated by external examiner on the basis of Internship report and viva voce.

PAPER-IV

COURSE CODE: C20-SDS-IV

COURSE TITLE: Self Development Skills – IV (Placement/Entrepreneurship Skills)

Credit=1
Internal=25

COURSE OBJECTIVES

- To enable the learners to prepare a CV
- To prepare the learners for facing an interview
- -To make them aware of the possible pitfalls/threats of using e-resources

COURSE CONTENT

1. Writing a CV
2. Interview
Preparation, body language, communication skills, dealing with anxiety, assertiveness
3. using internet/social network interface for educational/research purposes; constructing and sharing knowledge using social network sites, ethical issues of using e-resources, Behaving responsibly on the internet

4. identifying expectations and requirements of institutions and Industry from educational professionals

Sessional work (10 marks)

- Preparing a CV
- Mock Interview
- Creating an e-group for purpose of research ideas

PAPER V, VI & VII

Any three of the following

E05-INE-IV: Education for Differently Able -IV

E06-CRS-IV: Curriculum Studies-IV

E07-CME-IV: Comparative Education-IV

E09-LLL-IV: Life Long Learning-IV

E10-ECE-IV: Economics of Education-IV

COURSE CODE: E05-INE-IV

COURSE TITLE: Education for Differently Abled -IV

Credits= 4

Total Marks= 100

External = 70(Theory=60; Practical=10)

Internal= 30(Assessment=20; Practical=10)

COURSE OBJECTIVES

At the end of the course, the student will:

- know types of children with diverse needs, their nature and educational implications
- understand and appreciate inclusive education and legislation related to it
- know about various resources needed for children with diverse needs
- understand various aspects of teacher preparation for children with diverse needs

NOTE: Examiner will set 9 questions, two from each unit and one question (Question No.9) covering the entire syllabus will consist of four short answer type questions. Students are required to attempt **five** questions in all, selecting one question from each unit and Question No. 9 which is compulsory. All questions carry equal marks. Duration of external examination will be three hours.

COURSE CONTENT

Unit-I

Inclusive Education

- (a) Concept of Inclusive Education and Models of Implementation. Barriers of Inclusive Education.
- (b) Difference between Special Education, Integrated and Inclusive Education. Advantages of Inclusive Education for Individual and Society.
- (c) Current laws(RCI Act, PWD Act, National Trust Act, RTE); National Policy for the Disabled (2006) and agreements supporting Inclusive Education (examples); Recommendations of various education commissions to respond to diversity in education situations

Unit-II

Children with Diverse Needs

- (a) Definition, Characteristics and Educational Implications for Children with Hearing and Visual Impairments, Intellectually Challenged, Locomotionally Challenged, Children with Autism, Cerebral Palsy, Learning Disabilities, Slow Learners, Linguistic Minorities, Gifted and Creative.
- (b) Importance of early detection, functional assessment and early intervention for development of compensatory skills.

Unit-III

Resources, Curricular and Other Changes

- (a) Concept and need for curricular adaptations for children with diverse needs
- (b) Role of Technology for meeting diverse needs of learners
- (c) Changing attitude of significant others and society in general
- (d) Sources required for Children with special needs: Human, Financial and Physical
- (e) Adaptations in instructional objectives, co-curricular and curricular activities for children with diverse needs

Unit-IV

Teacher Preparation

- (a) Guidelines for adaptation for teaching/practicing Science, Mathematics, Social Studies, Languages, Yoga, Physical Education, Drama etc
- (b) NCF 2005 and Curriculum for Teacher Preparation and Transaction Modes
- (c) Skills and Competence of teacher and teacher educators for secondary education in inclusive settings
- (d) Multicultural and Multigrade Teaching

Practicum (20 marks)

1. Assessment / Identification test (of any of the following- Learning Disability and Slow Learner, Attention Deficit Hyperactivity Disorder)
2. Report on Visit to a Special School
3. Curricular adaptations for any disability.

SUGGESTED READINGS

1. Advani, L & Chadha, A. (2003) : You and your special Child, New Delhi: UBS Publishers and Distributors
2. Ahuja, A, Jangira, N.K. (2002): *Effective Teacher Training; Cooperative \Learning based Approach*: National Publishing House 23 Daryaganj, New Delhi 110002.
3. Ainscow, M., Booth. T (2003): *The Index for Inclusion: Developing Learning and Participation in Schools*. Bristol: Center for Studies in Inclusive Education.
4. Alur, M. & Timmons, V. (2009): *Inclusive Education across Cultures-Crossing boundaries, Sharing Ideas*. Sage.

5. Berdine, W.H., Blackhurst, A.E. (eds.) (1980): *An Introduction to Special Education*. Boston: Little, Brown and Company.
6. Collier, C. (2011): *Seven Steps to Separating Difference from Disability*, California: Corwin- A Sage Company.
7. Corbett, Jenny (1998): *Special Education needs in the Twentieth Country. A Cultural Analysis*, Trowbridge, Wilts: Redwood Books.
8. *Encyclopaedia of Special Education* (1987): Vol.1,2,3 ed's Cecil, R, Reynolds and Lester Mann, New York : John Wiley and Sons.
9. Frank, M.H. & Steven, R.F. (1984): *Education of Exceptional Learners*, Allyn & Bacon, Inc., Massachusetts.
10. Glass, K.T. (2009): *Lesson Design for Differentiated Instruction, Grades 4-9*, California: Corwin- A Sage Company.
11. Hallahan, D.P. & Kauffman, J.M. (1991): *Exceptional Children—Introduction to Special Education*. Massachusetts: Allyn & Bacon.
12. Hans, I.J. (2000): *Children in Need of Special Care*, Human Horizons Series, Souvenir Press (E & A Ltd.).
13. Hegarty, S., & Alur, M. (2005): *Education and Children with Special Needs-From Segregation to Inclusion*. Sage.
14. Jangira, N.K. and Mani, M.N.G. (1990): *Integrated Education for Visually Handicapped*, Gurgaon, Old Subjimandi, Academic Press.
15. Jha, M. (2002) *Inclusive Education for All: Schools Without Walls*. Chennai: Heinemann Educational Publishers, Multivista Global Limited.
16. Karanth, P. and Rozario, J. (2007): *Learning Disabilities in India Willing the Mind to Learn*, New Delhi, Sage Publications India Pvt. Ltd.
17. Kirk, S.A. & Gallagher, J.J. (1989): *Education of Exceptional Children*. Boston: Houghton Mifflin Co.
19. Panda, K.C. (1997): *Education of Exceptional Children*, New Delhi: Vikas Publication House. 1011.
20. Sengupta, Dr. Keya et. al. (2000): *Human Disabilities Challenges for their Rehabilitation*, New Delhi: Reliance Publishing House.
21. Sharma, P.L. (1990) *Teachers Handbook on IED-Helping Children with Special Needs*. N.C.E.R.T Publications.
22. Singh, D. and Deshprabhv, S. (2008): *Handbook of Special Education Part-I*, New Delhi: Kanishka Publishers.
23. Singh, D. and Deshprabhv, S. (2008): *Handbook of Special Education Part-II*, New Delhi: Kanishka Publishers.
24. Sharma, P.L. (2003) *Planning Inclusive Education in Small Schools*, R.I.E, Mysore.
25. Ysseldyke, J.E. and Algozzine, B. (1998) : *Special Education*, New Delhi, Kanishka Publishers, Distributor

COURSE CODE: E06-CRS-IV

COURSE TITLE: Curriculum Studies-IV

Credits= 4

Total Marks= 100

External= 70 Theory

Internal= (Assessment=20; Sessional work=10)

COURSE OBJECTIVES

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

- explain the concept of curriculum and curriculum development.
- explain the foundations of curriculum development.
- discuss factors affecting curriculum change.
- appreciate the role of teacher as a curriculum maker.
- explain the nature, purposes, scope and principles of curriculum development.
- explain taba's model of curriculum development
- explain the concept and need of curriculum development
- explain features of different curriculum designs.
- explain eclectic model of curriculum design.
- explain different models of curriculum engineering.
- appraise critically the present day curriculum of indian schools.
- discuss curriculum issues and trends.
- predict future directions for curriculum.

NOTE: Examiner will set 9 questions, two from each unit and one question (Question No.9) covering the entire syllabus will consist of four short answer type questions. Students are required to attempt **five** questions in all, selecting one question from each unit and Question No. 9 which is compulsory. All questions carry equal marks. Duration of external examination will be three hours.

COURSE CONTENT

Unit-I

- a) Concept of curriculum, curriculum development and other curricular fields. Components of curriculum.
- b) Epistemological, social and psychological foundations of curriculum development.
- c) Factors affecting curriculum change, viz, social factors, pressure groups, writers and publishers. Role of teacher as curriculum maker.

Unit-II

- a) Curriculum development: nature, purposes, scope and principles.
- b) Principles of formulating aims, selecting content, teaching, learning and evaluation procedures.
- c) Taba's Model of Curriculum development.

Unit-III

- a) Curriculum design: concept and need.
- b) Different curriculum designs: subject-centred, experience and activity centred and core curriculum.
- c) Eclectic model of curriculum design.

Unit-IV

- a) Models of curriculum engineering: administrative model, grass-root model, system analysis model.
- b) Critical appraisal of present curriculum in secondary and senior secondary schools of India.
- c) Curriculum issues and trends and future directions for curriculum.

Sessional Work: (10 marks)

Critical appraisal of curriculum of secondary stage.

SUGGESTED READINGS

1. Aggrawal, D. (2007): Curriculum development: Concepts, Methods and Techniques. New Delhi, Book Enclave.
2. Anning, A. (1995): A National Curriculum for the Early Years, Buckingham, Philadelphia Open University Press,
3. Davies, I. K. (1976) : Objectives in Curriculum Design, England, Mcgraw Hill Book Company Limited
4. Fogarty, R. (2009): How to Integrate the Curriculum. New Delhi: Sage India Pvt Ltd.
5. Goodson, I. F. (1994): Studying Curriculum, Buckingham, Open University Press.
6. Graves, K.(Editor) (2010): Teachers as Course Developers. New Delhi: Cambridge University Press.
7. Hugh (1976): Designing the Curriculum, London, Open Books.
8. Krug, E.A. (1960): The Secondary School Curriculum, New York, Harper and Row Publishers.
9. Joseph, P.B. et al. (2000): Cultures of Curriculum (studies in Curriculum Theory). New York, Teacher College Press.
10. Lawton, D. (1986): School Curriculum Planning, London, Sydney, Hodder & Stoughton.
11. Lynn, E.H. (1998): Concept-based Curriculum and Instruction, Corwin Press, Inc.
12. Lewy, A. (1991): Studying Curriculum, Buckingham, Open University Press,.
13. NCERT (2005): National Curriculum Framework, NCERT, New Delhi.
14. NCTE (2009): National Curriculum Framework of Teacher Education, New Delhi.
15. Oliva, P.F. (1988). Developing the Curriculum, Scott and Foresman and Co.
16. Ornstein, Allen C.A., Curriculum Foundations, Principles and Issues, London, Prentice Hall International Ltd.

17. Pratt, D.(1980): Curriculum Design and Development, New York, Harcourt Brace and World Inc.
18. Reddy, B. (2007): Principles of curriculum planning and development.
19. Tyler, R.W.(1974) : Basic Principles of Curriculum and Instruction, London, Open University Pub.
20. Xavier, E. (Editor) (2013) Encyclopedia of Curriculum and Teaching Methods.New Delhi: Anmol Publications Pvt. Ltd
21. Zais, R.S. (1976): Curriculum Principles and Foundations, London, Harper & Row Pub.

COURSE CODE: E07-CME-1V

COURSE TITLE: Comparative Education-IV

Credits= 4

Total Marks= 100

External= 70 Theory

Internal= (Assessment=20; Sessional work=10)

COURSE OBJECTIVES

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

- explain the concept, history and purposes of comparative education.
- explain the importance and limitations of comparative education
- explain the factors influencing the educational system of a country.
- explain the educational ladder of U.K., Finland and India.
- compare the salient features of educational system of U.K., Finland and India.
- explain the educational ladder of U.S.A., China and India.
- compare the salient features of educational system of U.S.A., China and India.
- compare the teacher education program in U.K., Finland, U.S.A., China and India.
- discuss recent trends and innovations in education of U.K., Finland, U.S.A., China and India.

NOTE: Examiner will set 9 questions, two from each unit and one question (Question No.9)covering the entire syllabus will consist of four short answer type questions. Students are required to attempt **five** questions in all, selecting one question from each unit and Question No. 9 which is compulsory. All questions carry equal marks. Duration of external examination will be three hours.

COURSE CONTENT

Unit-I

- a) Meaning, History, Purposes, Methods, importance and limitations of comparative education.
- b) Factors influencing the educational systems of a country-political, social, linguistics, geographical and economic.

Unit-II

- a) Educational ladder of U.K., Finland and India, Administrative agencies for education
- b) Compare the salient features of educational system (aims, curriculum, and evaluation) of U.K, Finland and India.

Unit-III

- a) Educational ladder of U.S.A. and China with special reference to India
- b) Compare the salient features of educational system (aims, curriculum, and evaluation) of U.S.A., China and India.

Unit-IV

- a) Teacher Education program in U.K., Finland, U.S.A., China and India.
- b) Recent trends and innovations in education of above mentioned countries.

Sessional work: Exhibit on socio-political-cultural-geographical aspect of any of the five countries in course. (10 marks)

SUGGESTED READINGS

1. Beredy, G.Z.F.(1964) : Comparative Methods in Education, New Delhi,Oxford & East Publishing Co.
2. Blavic, E. (1987) : Primary Education : Development and Reform, Perspectives in Education, Vol. 3, No. 3, 153-60.
3. Carlton, R., Colley and Machinnon (1977) : Educational Change and Society, Toronto, Gage Educational Publishing.
4. Carnoy, M.H. L.(1985) : Schooling and Work in the Democratic State, California, Stanford University Press.
5. Cantor, L. (1989): The Re-visioning of Vocational Education in American High School, Journal of Comparative Education, Vol. 25, Number 2.
6. Choube, S.P. and Choube, A., (1993) : Comparative Education, New Delhi : Commonwealth Publishers.
7. Choube, S.P., Features of Comparative Education, Agra : Vinod Pustak Mandir.
8. Dearden. R.F. (1970): The Philosophy of Primary Education. London, The English Language Book Society & Routledge and Kegan Paul Ltd.
9. Dent, H.C. (1961): The Educational System of England and Wales, University of London Press Ltd., Warwick Square London & C.V.
10. Epstein, E. H., (1987) : Against the Currents : A critique of Ideology in Comparative Education, Compare, 17, No. 1.
11. Green, J.L. (1981) : Comparative Education and Global Village, Meerut, Anu Book.
12. Hans, N. (1965) : Comparative Education, London, Routledge and Kegan Paul Ltd.
13. James, H.R. & Mathew, A. (1988) : Development of Education System in India, Ansari Road, Daryaganj, New Delhi, D.K. Publisher Distributors (P.) Ltd.,
14. Jangira, N.K.(1986) : Special Education Scenario in Britain and India : Issues, Practice, Perspective Indian Documentation, Patel Nagar, P.B. No. 13, Gurgaon, Service Book Seller and Publishers.
15. Sharma, Y.K. (2004): Comparative Education – A Comparative Study of Educational

- Systems, New Delhi: Kanishka Publishers.
16. Sodhi, T.S., (1983): A Text Book of Comparative Education, New Delhi: Vikas Publishing House Pvt. Ltd.
 17. Rao, V.K. and Reddy, R.S. (2004): Comparative Education, New Delhi : Common wealth Publishers.
 18. Rawat, Dubey and Upadhyaya (2008) : Comparative Education Agra : Radha Krishan Mandir.
 19. Sharma, R.N. (2008): Comparative Education, New Delhi: Surjeet Publications.
 20. Sharma, R.A. (2007): Comparative Education, Meerut: R. Lall Book Depot.
 21. Sharma, R.A. (2005): Comparative Perspective on Education, Jaipur, Imliwala Phatak, ABD Publishers,.
 22. Sharma, R.A. (2008): Tulnatamak Adhyan Shiksha. Meerut: R. Lall Book Depot (HINDI VERSION).

COURSE CODE: E09-LLL-IV

COURSE TITLE: Lifelong Learning-IV

Credits= 4
Total Marks= 100
External= 70 Theory
Internal= (Assessment=20; Sessional work=10)

COURSE OBJECTIVES: After completing the course, the student will be able to explain:

- Concept of lifelong education
- Approaches to lifelong education
- Concept, aims ,Need and importance of adult and continuing education
- Literacy situation in the country and government initiatives to improve literacy status
- Administration and management of adult and continuing education programmes
- Role of universities in adult and continuing education
- Concept of andragogy and its applications
- Impact of lifelong education on formal education
- Types of continuing education programmes
- Areas of research in adult , continuing and lifelong education

NOTE: Examiner will set 9 questions, two from each unit and one question (Question No.9) covering the entire syllabus will consist of four short answer type questions. Students are required to attempt **five** questions in all, selecting one question from each unit and Question No. 9 which is compulsory. All questions carry equal marks. Duration of external examination will be three hours.

COURSE CONTENT

Unit-I

- a) Philosophical and sociological basis of lifelong education – Need and importance in contemporary world
- b) Concept and Scope of lifelong education – Literacy, awareness, continuing education and empowerment of all sections of society.
- c) Adult and Continuing Education; Evolution of concept, aims, need and importance in the contemporary world and practice.

Unit-II

- a) Literacy situation in India. Total Literacy Campaign (TLC) Objectives and Strategies; New Initiatives in Adult and Continuing education; Sakshar Bharat.
- b) Centre and State Level organisations for Administration and management of adult and continuing education programmes.
- c) Role of UGC and Universities in adult, continuing and lifelong education : Departments/Centres for adult and continuing education and extension education. The field outreach programmes.

Unit-III

- a) Andragogy : meaning and concept, implication for lifelong learning.
- b) Psychology of adult learners; Principles of adult learning and curriculum development for adults.
- c) Teaching methods for adult learners.

Unit – IV

- a) Impact of Life Long Education on formal education – Education for diverse target groups through open and distance mode, web based learning and community colleges
- b) Continuing education programmes for community development with special reference to literacy mission, women empowerment, legal literacy and vocational education and awareness
- c) Research Areas in Life Long Learning and Adult Education and Continuing Education

Sessional Work (10 marks)

Any of (a) and (b)

- a) Poster preparation and exhibition of any of the following :
 - (i) Legal Literacy
 - (ii) Open learning
 - (iii) Part time courses
 - (iv) Web based Education
- b) Planning a target specific continuing education course and submission of a detailed course draft.

SUGGESTED READINGS

1. Alford, Harold J. (1968): Continuing education in action : residential centres for lifelong learning. New York : Wiley.

2. Belanger. P. & Gelpi, E. (1995) : Lifelong Education, London : Kluwer Academic Publishers.
3. International Journal of Adult and Lifelong Education 68, 1-2, 2007.
4. International Journal of Adult and Lifelong Education 68, 3-4, 2007.
5. Indian Journal of Adult Education, 69, 3, 2008.
6. Indian Journal of Adult Education, 69,4,.2008.
7. International Journal of Adult and Lifelong Education, Vol. No.1, (2003), UNESCO & UNDP Documents and Publications.
8. Jarvis, Peter, (1990): International dictionary of adult and continuing education, London, Routledge.
9. Jethithar, Bharti,(1996) : Adult Education & Extension. New Delhi : APH Publishers.
10. New Frontiers in Education-International Journal of Education, Vol. XXXII, No. 2 April-June.
11. Pareek, Vijay Kumar,(1992) : Adult Education. Delhi. Himansher,
12. Patil, S.P., (1996): Problems of adult education programme- Ambala Cantt. Associated Pubs.
13. Pillai, K. S. (1997). *Education for all and for ever*. Ambala Cantt: The Associated Publishers.
14. Rahi, A.L, (1996): Adult Education Policies and Programmes, Ambala Cantt. Associated Pubs.
15. Rao, D.S. (1993): Continuing Education in India, Ambala: the Associated Publishers.
16. Rao, V. J. (2000). *Problems of continuing education*. New Delhi: Discovery Publishing House.
17. Reddy, G. Lokanandha,(1997): Role performance of adult education teachers : problems and prospects-New Delhi : Discovery Pub.
18. Roy, Nikhil Ranjan, (1967): Adult Education in India and abroad. Delhi: Chand, Publishers.
19. Seetharamu, A.S. & Devi (1994): Adult Education, New Delhi: Ashish Publications.
20. Sharma, Inder Prabha, (1985): Adult Education in India: policy perspective-New Delhi: NBO Pub.
21. Singh, U.K. & Sudarshan, K.N. (1996): Non-Formal and Continuing Education, New Delhi: Discovery Publishing House.
22. Singh, U. K., Nayak, A. K., & Dr. Zakir Hussain Institute for Non-formal and Continuing Education. (1997). *Lifelong education*. New Delhi: Commonwealth Publishers in association with Dr. Zakir Hussain Institute for Non-formal and Continuing Education.
23. Slowey Maria & Watson David (2003): Higher Education and the Life Course, Berkshire England : Open University Press, Mc Graw-Hill Education.
24. Sodhi, T.S. (1987) : Adult Education : a multidisciplinary approach, Ludhiana : Katson Pub. House.
25. UGC Guidelines of Lifelong Learning and Extension (2007-2012), University Grants Commission: New Delhi.
26. UNDP (2006), Human Development Report 2006, New York, Oxford University Press.
27. Venkataiah, S. (2000). *Lifelong and continuing education*. New Delhi: Anmol Publications Pvt. Ltd.
28. Ward, Kevin & Taylor, Richard (1986): Adult Education and the working class: Education for the missing millions. London: Croom Helm.

29. Yadav, Rajender Singh, (1991): Adult Education Training and Productivity, Ambala Cantt. Indian Publications.
30. www.mhrd.gov.in- for school education and literacy.

COURSE CODE: E10-ECE-IV

COURSE TITLE: Economics of Education-IV

Credits= 4
Total Marks= 100
External= 70 Theory
Internal= (Assessment=20; Sessional work=10)

Course Objectives

After completing this course the students will be able to

1. know the general status and progress of education in relation to economics.
2. understand the concept of Economics of education in different theoretical perspectives
3. Understand the model of human resource development and education as generation of human capital.
4. Know the economic returns and benefits of education.
5. evaluate the place and role of education in various socio- economic development policies of the state.
6. understand political economy of education in national and international perspective.
7. acquaint with scope of human resource development and need of skilled manpower with changing needs of the society.
8. describe concept, need, significance and principles of educational financing

COURSE CONTENT

Unit –I

Economics of Education, Educational development and sustainable development

- a) Economics of Education-Concept, Nature and Scope in context with educational development.
- b) Role of Education in sustainable development and socio- economic mobility.
- c) Economic factors and their role in achieving educational objectives with special reference to Millennium development goals.

Unit-II

Economics of Education: Theories and changing policies

- a) Theories of Economics of Education : Human Capital Theory, Theory of Human development, Marxism Critique.
- b) Public-Private Partnership in Education: concept and challenges
- c) Economic reform policies (Liberalization, privatization and Globalization) ; impact of LPG on educational development with reference to quality, equality and equity.

Unit-III

Human Capital Formation and Role of Education

- a) Human Capital generation: Education as investment in human capital and returns of education; Non -economic benefits of education
- b) Social and private returns of education; Social demand of education.
- c) Education, skills and demand for labor and skilled manpower with changing needs of the society.

Unit-IV

Financing of Education ; concept, modes of finance and sources

- a) Concept, need, significance and principles of educational financing. Efficiency, cost minimization and quality improvement.
- b) Sources of finance: Governmental grants (Central, State and Local), tuition fees, endowments, taxes, donations and gift, foreign aids and grant-in-aid system; centre-state relationship in financing of education.
- c) Budgeting: Preparation of Budget, School budgetary and accounting processes, problems and management of finance.

Sessional Work : Prepare a report on Education Sector in India with an Overview of Literacy rates, school participation and school quality measures. (10 marks)

Suggested Readings

1. Eric A Hanushek F. Welch(2006),Handbook of the Economics of Education, Volume 1st Edition
2. Encyclopedia of Education , Economics and Finance , Dominic J. Brewer-NYU Steinhardt School of Culture, University of Southern California
3. .JohnVaizy, Keit Norris and Patrick Lynch,(1972), *The Political Economy Of Education* Gerald Duck worth, and Company Limited.
4. Kingdom Geeta Gandhi, Muhammad, M(2003), *The Political Economy of education in India* Oxford University Press.
5. N.C.E.R.T., NCERT- the First Year Book of Education 1961.
6. Ministry of Education- Education Commission Report- 1964-66 Dr. Kothari Commission
7. UNESCO- Economic and Social aspects of Educational Planning, 1963
8. Problems of Higher Education in India- An Approach to Structural Analysis and Recognition.
9. Educational Recognition- Acharya Narendra Dev Committee Report(1939-1953)
10. Yogendra K Sharma *Economics and problems of Education* Voi. II- by Kanishka Publishers (2001).

11. Economic and Political Weekly, Samiksha Trust Mumbai
12. Journal of Education Finance, University of Illinois
13. Economics of Education Review, Elsevier

PAPER-VIII

COURSE CODE: C16-FAI-III

COURSE TITLE: Field Attachment/ Internship-III (September-October)

Credits=2
Total Marks=50
External=00
Internal=50

COURSE OBJECTIVE

- To acquire hands-on training of pedagogy

COURSE CONTENT

Field attachments/internship/immersions shall be facilitated with organizations and institutions working in education. These would aim at engaging students with field-based situations and work in secondary education, and to provide an opportunity for reflection and writing on the same. Systematically planned field internship/ attachment in a teacher education institution, and in the specialization area chosen by the student shall be organized during the program.

Close mentorship by faculty in relevant areas should be provided in the form of tutorials, guided reading groups and practice teaching and observation of practice lessons.

***Internship will be for one month in secondary schools**

Aggregate of Semester - IV = 650 marks

Total Credits = 26

GRAND TOTAL OF CREDITS=20+18+16+26=80

One credit= 1 hour

Aggregate Marks of All Semesters I, II, III and IV = 500+ 450 + 400 +650 = 2000

.....