



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

BACHELOR OF EDUCATION (B.ED.) REGULAR
Examinations, 2014

AND

BACHELOR OF EDUCATION (B.ED.) TWO YEAR COURSE
(THROUGH CORRESPONDENCE)
Examinations, 2014

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APPLICABILITY OF REGULATIONS FOR THE TIME BEING IN FORCE

Notwithstanding the integrated nature of a course spread over more than one academic year, 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 the academic year. Nothing in these regulations shall be deemed to debar the University from amending the regulations subsequently and the amended regulations, if any, shall apply to all students whether old or new.

PANJAB UNIVERSITY, CHANDIGARH
SCHEME, OUTLINES OF TESTS, SYLLABI AND COURSES OF READING FOR BACHELOR OF
EDUCATION (B. Ed.) Regular and BACHELOR OF EDUCATION (B.Ed.) through Correspondence
(Two-Year Course) EXAMINATION, 2014

Note : Use of all brands of non-programmable calculators having signs of '+', '-', '×', '÷', '√', only, is allowed in the examination centre (in Paper II only), but these will not be provided by the University/College. Radio pagers/mobiles are not allowed in the examination. The examination shall consist of two parts as under:

PART- I

1.1 General Professional Course of Theory Papers :

	MARKS				
	<i>Ext.</i> <i>Th.</i>	<i>Int.</i> <i>Eval.</i>	<i>Ext.</i> <i>Prac.</i>	<i>Int.</i> <i>Prac.</i>	<i>Total</i>
Paper-I Philosophical and Sociological Bases of Education	80	10	--	10	100
Paper-II The Learner - Nature and Development	80	10	--	10	100
Paper-III Teaching Learning - Process and Evaluation	80	10	--	10	100
Paper-IV (PART-A) School Management	40	05	--	05	50 } 100
(PART-B) Guidance and Counselling	40	05	--	05	
Paper-V (PART-A) ICT Skill Development	32	06	16	} 06 60 } 100 } 04 40	
(PART-B) Any One of the following options:	32	04	--		
Total					500

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| <ul style="list-style-type: none"> (i) School Library and Information Services (ii) Comparative Education (iii) Life Long Learning (iv) Health and Physical Education (v) Education of Children with special needs (vi) Population Education (vii) Distance Education and Open Learning (viii) Environmental Education | <ul style="list-style-type: none"> (ix) Yoga Education (x) Value Education (xi) Educational Technology (xii) Elementary Education (xiii) Women Education & Indian Society (xiv) Co-Curricular Activities in Schools (xv) E-Education Resource Development |
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1.2 PAPERS-VI & VII : Methodology of Teaching of any two of the following :

[Marks : (External 80 + Internal Practical 10 + Internal Evaluation 10) + (External 80 + Internal Practical 10 + Internal Evaluation 10) = 200]

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|---|---|
| <ul style="list-style-type: none"> 1. Teaching of English 2. Teaching of Hindi 3. Teaching of Punjabi 4. Teaching of Sanskrit 5. Teaching of History 6. Teaching of Geography 7. Teaching of Economics 8. Teaching of Social Studies 9. Teaching of Commerce 10. Teaching of Mathematics 11. Teaching of Science | <ul style="list-style-type: none"> 12 Teaching of Life Science 13. Teaching of Physical Science 14. Teaching of Home Science 15. Teaching of Fine Arts 16. Teaching of Music 17. Teaching of Physical Education 18. Teaching of Agriculture 19. Teaching of Computer Education 20. Teaching of Political Science 21. Teaching of Public Administration 22. Teaching of Sociology |
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Note : (a) B.Ed. course (through Correspondence) is spread over two years, wherein Theory Papers I, II, III, IV (A & B) and Practical Components II (A&B) and III (A&B) shall be covered in B.Ed. Part-I; and (b) Theory Papers V (A & B), VI and VII and Practical Components I(A&B) and IV shall be covered in B.Ed. Part-II.

Guidelines:

- (i) Admission to the B.Ed. course is subject based. At the time of the admission, each candidate shall opt for two teaching subjects. A candidate can opt for only those teaching subjects, which he/she has studied at graduation/post graduation level. The candidate must have studied the major subject of the subject combination for at least two years at Bachelor's level/Master's level.
- (ii) The students having honours course shall opt for major subject in which they have obtained honours, the minor subject should have been studied at least for one year/one semester.
- (iii) The candidates who have passed additional subjects at graduation level can opt for only those teaching subjects, marks of which are taken into account for the purpose of calculating percentage of marks at graduation level.
- (iv) B.Com./B.B.A./M.Com. Graduates/Post-Graduates may opt two teaching subjects. One is Teaching of Commerce and the other shall be Teaching of Economics or any one of the languages i.e. English, Hindi, Punjabi and Sanskrit.
Note: Students with B.Com./B.B.A. degree shall be considered in Commerce stream only, even though they may have passed additional Arts subjects unless they have done Masters in Arts.
- (v) B.C.A. Graduates may opt for Teaching of Computer Science and Applications as one subject. The other subject shall be Teaching of Mathematics or any one of the languages i.e. English, Hindi, Punjabi and Sanskrit.
- (vi) B.E./B.Tech. Graduates shall opt for any two subject combinations out of Mathematics, Computer Science, Science or Language.
- (vii) B.Sc. (Home Science) graduates may opt for two Teaching Subjects. One is Teaching of Home Science and other shall be out of the subjects studied by the candidates at the Graduate level i.e. Teaching of Science or any one of the languages i.e. English, Hindi, Punjabi and Sanskrit.
- (viii) B.Sc. (Medical) graduates shall opt for two teaching subjects out of the following :
 - (a) Teaching of Life Science/Teaching of Science.
 - (b) Teaching of Physical Science.
 - (c) Teaching of any one of the languages i.e. English, Hindi, Punjabi and Sanskrit.
- (ix) B.Sc. (Non-Medical) graduates shall opt for two teaching subjects out of the following :
 - (a) Teaching of Science/Physical Science.
 - (b) Teaching of Mathematics/Teaching of Computer Science.
 - (c) Teaching of any one of the languages i.e. English, Hindi, Punjabi and Sanskrit.
- (x) Arts Graduates may opt for any two teaching subjects selecting one each from the following (a) and (b):
 - (a) Teaching of Social Studies/Fine Arts/Music/Physical Education/Home Science/Economics/History/Geography/Political Science/Sociology/Public Administration.
 - (b) Teaching of any one of the languages i.e. English, Hindi, Punjabi and Sanskrit provided that the candidate has studied the subject at the graduate level.
- (xi) Graduates with Fine Arts/Music/Computer Education/Home Science/Physical Education /Mathematics / Statistics/Quantitative Techniques shall opt for any of these subjects with the other subject combinations available in the offered college.
- (xii) Teaching of Social Studies shall be opted by the graduates who have taken up any two of the following subjects at B.A./M.A. level (In case a candidate who have done masters/higher degree with 50% each in any two of the following can also opt for teaching of Social Studies):
 - (i) History (ii) Geography (iii) Political Science (iv) Sociology (v) Economics (vi) Public Administration (vii) Philosophy (viii) Psychology (ix) Education (x) Defence Studies (xi) Religious Studies.

NOTE :

1. The subject of Teaching of Fine Arts shall be offered to a candidate who had taken up Fine Arts/Fashion Design/Fashion Technology at his/her B.A. examination or possesses B.A. Degree with Diploma in Drawing and Painting or Arts and Craft Teacher's course from a recognized institution.

2. The candidates should have studied the major subject for two years of Bachelor's degree level/Master's Degree level. However, the minor subject should have been studied for at least one year/one semester at the graduation level.
3. The candidates shall be given the required subject combinations depending upon their availability in the colleges.
4. Candidates who have passed Shastri/Gyani/Prabhakar/Honors/Elective Subjects in languages can opt for two language combinations provided they have studied the other language for at least one year/one semester.

1.3 In the above said subject combinations, one subject should be major which the candidates have studied for three years at graduation level/for two years at Master's level, the other subject may be minor which the candidate has studied for at least one year at graduation level.

Note:- (i) Teaching of Physical Education shall be taught by an approved lecturer in Physical Education (M.A. Physical Education/M.P.Ed.).

(ii) Teaching of Computer Education shall be taught by the Lecturer who has qualified M.C.A., M.Sc. (IT/CS) with B.Ed. preferably M.Ed.

(iii) Paper V-(Part B) Option (i) School Library Services and Option (iv) Health and Physical Education shall be taught by the approved College Librarian and D.P.E./Lecturer in Physical Education respectively.

(iv) ICT Skill Development Paper V (Part-A) and Component II (Part A) shall be taught by the Computer Lecturer/Instructor (Graduate with PGDCA or One Year Post Graduate Diploma of computer or higher qualification from recognized institution).

1.4 For the setting of Theory question papers, the following rules should be observed:

- (i) In paper I, II and III, 80 marks are for external theory, 10 marks are for (internal) practical work & 10 marks are for continuous internal evaluation. In paper IV - (PART A) and paper IV - (PART B), 40 marks are for (external) theory, 5 marks are for (internal) practical work and 5 marks are for continuous internal evaluation. In paper V - (PART A), 32 marks are for (external) theory, 16 marks for (external) practical, 6 marks for (internal) practical work and 6 marks for continuous internal evaluation. In paper V-(PART B), 32 marks are for (external) theory, 4 marks for (internal) practical work and 4 marks for continuous internal evaluation. Two teaching methodology papers VI and VII opted by the candidate in 1.2 will be of 100 marks each i.e 80 marks are for (external) theory, 10 marks for (internal) preparatory file and 10 marks for continuous internal evaluation, making total of 700 marks.
- ii) The papers shall be set by external examiners. Each paper will be of three hours duration. In papers I, II and III, the question paper shall be divided into six parts. First five parts will pertain five units of the course content. Two questions will be set from each unit of the course & the candidates will be required to attempt one question from each part. Each question will carry 12 marks. Sixth part of the question paper will be compulsory. It will consist of five short answer type questions and these questions will cover the entire course. Each short answer type question will be of 4 marks and answer should not exceed 75 words. Each theory paper will be of $(12 \times 5) = 60 + (4 \times 5) = 20$, total 80 marks. 10 marks are for continuous internal evaluation done on the basis of written assignments, snap tests, participation in discussions held in the class, term papers, attendance etc. 10 marks are allotted for the internal evaluation of the practical work in each paper. Total marks allotted to each paper are 100.
- (iii) In paper IV, the question paper shall be divided into two parts – paper IV - (PART A) (School Management) and paper IV – (PART B) (Guidance and Counselling). In paper IV - (PART A) the question paper shall be divided into four parts. First three parts will pertain three units of the course content, two questions will be set from each unit of the course, in each part of the question paper. The candidate will be required to attempt one question from each part. Each question will carry 12 marks. Fourth part of the question paper will be compulsory. It will consist of two short answer type questions and these questions will cover the entire course content uniformly. Each short type question will be of two marks and the answer should not exceed 30 words. This theory paper will be of $(12 \times 3) = 36 + (2 \times 2 = 4) = 40$ marks. In paper IV- (PART B) the question paper shall be divided into three parts. First two parts

will pertain two units of the course content, two questions will be set from each unit of the course, in each part of the question paper. The candidate will be required to attempt one question from each part. Each question will carry 12 marks. Third part of the question paper will be compulsory. It will consist of four short answer type questions and these questions will cover the entire course content uniformly. Each short type question will be of four marks and the answer should not exceed 75 words. This theory paper will be of $(12 \times 2) = 24 + (4 \times 4) = 16 = 40$ marks. In paper IV - (PART A) and IV - (PART B) 5 marks are for continuous internal evaluation done on the basis of written assignments, snap tests, participation in the discussions held in the class, term papers, attendance etc. 5 marks are allotted for the internal evaluation of the practical work. Total marks allotted to paper IV- PART A and IV - PART B are 50 each.

- (iv) In paper V, the question paper shall be divided into two parts – Paper V - PART A (ICT Skill Development) and Paper V - PART B (for one subject opted by the candidate from the list given in 1.1 (i) to (xv)). In paper V - PART A the question paper shall be divided into four parts. First three parts will pertain two units of the course content, two questions will be set from each unit of the course, in each part of the question paper. The candidate will be required to attempt one question from each part. Each question will carry 8 marks. Third part of the question paper will be compulsory. It will consist of two short answer type questions and these questions will cover the entire course content uniformly. Each short type question will be of four marks and the answer should not exceed 75 words. This theory paper will be of $(8 \times 3 = 24) + (4 \times 2 = 8) = 32$ marks. In paper V - PART B, the question paper shall be divided into three parts. First two parts will pertain two units of the course content, two questions will be set from each unit of the course, in each part of the question paper. The candidate will be required to attempt one question from each part. Each question will carry 12 marks. Third part of the question paper will be compulsory. It will consist of two short answer type questions and these questions will cover the entire course content uniformly. Each short answer type question will be of four marks and the answer should not exceed 75 words. This theory paper will be of $(12 \times 2 = 24) + (4 \times 2 = 8) = 32$ marks. For paper V - PART A, 28 marks are allotted for practical work out of which 16 marks are for external (Practical), 6 marks are for (internal) practical work and 6 marks for continuous internal evaluation. Total marks for paper V - PART A = $32 + (16 + 6 + 6) = 60$. In paper V - PART B, 4 marks are for (internal) practical work and 4 marks are allotted to continuous internal evaluation. Total marks for paper V- PART B = $32 + (4 + 4) = 40$.
- (v) Internal evaluation for practical work in the above papers shall be done by the committee consisting of atleast three members of faculty (of the particular subject) with the principal as moderator.
- (vi) There will be separate answer sheets for Papers IV- A and IV- B as well as for Papers V- A and V-B.
- (vii) Papers VI and VII will comprise of Methodology of Teaching of any two teaching subjects in which the scheme of marks will be as follows : $2 \times (80 + 10 + 10 = 100) = 200$ marks.
- (viii) Papers VI and VII will be of 100 marks each. Out of which 80 marks are for external theory, 10 marks are for internal practical work (Preparation of Blue print of question paper – 05 marks & Book Review in the concerned subject – 05 marks); and 10 marks are for continuous internal evaluation. Each question paper shall be divided into six parts. First five parts will pertain five units of the course content. Two questions will be set from each unit of the course in each part of the question paper. The candidates will be required to attempt one question from each part. Each question will carry 12 marks. Sixth part of the question paper will be compulsory. It will consist of five short answer type questions from sixth unit of the course content. Each short answer type question will be of 4 marks and answer should not exceed 75 words. This theory paper will be of $(12 \times 5) = 60 + (4 \times 5) = 20$, total 80 marks. 10 marks are for continuous internal evaluation done on the basis of written assignments, snap tests, participation in the discussions held in the class, term papers, attendance etc. Total marks allotted to each paper are 100.
- (ix) To appear in the final examinations, the qualifying marks are 40% in the practical work and 40% in theory in each paper in each of two house examinations.

- 1.5 Each theory paper will be allotted 6 periods a week and methodology paper will be allotted 8 periods a week.
- 1.6 There will be atleast two demonstration lessons in each teaching subject to be delivered by the concerned subject teachers.

PART-II

Practical

A. There shall be four components of practical work. The distribution of the practical work shall be as under:

<i>Component</i>	<i>Practical</i>	<i>Marks</i>		
		<i>External</i>	<i>Internal</i>	<i>Total</i>
I A	Initiatory School Experiences	--	15+15=30	30
I B	School Experience Programme	70+70=140	30+30=60	200
II A	Work Experience Programme	30	20	50
II B	Simple Expressional Competencies	30	20	50
III A	Communication and Employability Skills	--	10	10
III B	Health and Sports Programme	30	20	50
IV	Co-Curricular, Cultural and Community Activities	--	10	10

The University may appoint the Co-ordinator in the Skill-in-Teaching final examination (Practical) in the interest of academics in the Colleges of Education and USOL.

B. Total marks on the basis of which the degree will be awarded to the candidates are as follow:-

<i>Part</i>	<i>External</i>	<i>Internal</i>	<i>Total</i>
Part-I 1.1 (I, II, III, IV, V)			500
1.2 (VI, VII)			200
Part-II Components			
I A	--	15+15=30	30
I B	70+70=140	30+30=60	200
II A	30	20	50
II B	30	20	50
III A	--	10	10
III B	30	20	50
IV	--	10	10

Total of parts I & II (700 + 400) : 1100 marks

To appear in the final exam., qualifying marks in each of these components is 40%.

PAPER-I : PHILOSOPHICAL AND SOCIOLOGICAL BASES OF EDUCATION

Total Marks : 100
External Theory : 80
Internal Practical : 10
Internal Evaluation : 10

OBJECTIVES : To enable students to

- make student teachers understand the concept of education.
- understand the historical background of education in India.
- help them to know the concept of philosophy and its relationship with education.
- understand the educational philosophy of some reputed thinkers.
- know the concept of sociology and its relationship with education.
- understand socio-cultural context of education.
- sensitize the student teachers towards human values and teachers' role in creation of value based system of education.
- acquaint the student teachers with the recent trends in education.

UNIT – I EDUCATION-CONCEPT, AIMS AND ROLE IN MODERN CONTEXT

- (a) Concept of Education ; Indian and Western, Types of education; informal, formal and non-formal, role of home, school and society as agencies of education.
- (b) Indian systems of Education : Ancient, medieval and modern.
- (c) Factors determining aims of education : Individual, Social, Cultural, Political and Economic.

UNIT – II PHILOSOPHY : SCHOOLS AND THEIR EDUCATIONAL IMPLICATIONS

- (a) Concept, nature and functions of philosophy, relationship between philosophy and education.
- (b) Impact of idealism, naturalism and pragmatism on education.
- (c) Contribution of Gandhi, Tagore and Aurobindo to educational thought and practice.

UNIT – III SOCIOLOGY AND CULTURE

- (a) Concept of Sociology, Education as an Agent of social adjustment and development: relationship between sociology and education.
- (b) Culture: concept, characteristics and its interactions with education.
- (c) Education for democracy, national integration, international understanding and globalization.

UNIT – IV VALUE EDUCATION AND HUMAN RIGHTS

- (a) Values : Concept, types, sources and role of teacher in inculcating values.
- (b) Human Resource Development : Concept, need and role of education in HRD.
- (c) Human rights : Concept, role of education in promoting human rights.

UNIT – V POLICY PERSPECTIVES

- (a) Educational Provisions in the Constitution of India.
- (b) The Contemporary policy documents on education in India : NPE (1986), NCF (2005), RTE (2009) – Major suggestions and their implications.
- (c) National knowledge commission report : Recommendations on school education.

PRACTICAL WORK

Community Work (Identification and diagnosis of the problems prevailing in the community) To be conducted under the subject teacher and project report to be submitted. Due weightage will be given to authenticated report.

BOOKS SUGGESTED:

- Bhatia, K.K. (2005). *Education in Emerging Indian Society*. Ludhiana: Kalyani Publishers.
- Bhatia, K.K. and Narang, C.L. (1992). *Teacher and Education in Emerging Indian Society*. Ludhiana: Tandon Publications.
- Bhatia, K.K. and 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. and Standish, P. (2003). *The Blackwell Guide to the Philosophy of Education*. USA: Blackwell Publishing.
- 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 (1961). *Democracy and Education*. New York: Macmillan Company.
- Goel, A. and Goel, S.L. (2005). *Human Values and Education*. New Delhi: Deep & Deep Publications Pvt. Ltd.
- 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.
- Howard, Om on and Sam, Carner (1976). *Philosophical Foundation of Education*. Columbus: Charles E., Merril.
- Joshi, Kireet (2000). *A National Agenda for Education*. Delhi: The Mothersd' Institute of Research.
- Joshi, Kireet (2000). *Education at Corssroads*. Delhi: The Mother's Institute of Rersearch.
- Kabir, Humayun (1961). *Indian Philosophy of Education*. Bombay: Asia Publishing House.
- Lynch, Marguerita, Mc Vay (2002). *The Online Educator*. London: Routledge Falmer, Taylor and Fancis Group.
- Madhukar, Indira (2005). *Internet-based Distance Learning*. New Delhi: Authorspress.
- 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.
- Naseema, C. & Alam, M.A., *From Blackboard to the Web*, New Delhi: Kanishka Publishers, Distributors, 2004.
- Nathan, Dev; Kelkar, Govind and Walter, Pierre (Eds.) (2004). *Globalization and Indigenou People in Asia*. New Delhi : Sage Publishers.
- National Council of Teacher Education (1999). *Gandhi on Education*. New Delhi: NCERT.
- National Curriculum Framework*. (2005). www.ncert.nic.in
- National Knowledge Commission* (2007). Recommendations on School Education. Government of India. www.knowledgecommission.gov.in
- National Policy on Education*. (1986). Ministry of Human Resource Development. Government of India.

PAPER-II : THE LEARNER - NATURE AND DEVELOPMENT

Total Marks : 100
External Theory : 80
Internal Practical : 10
Internal Evaluation : 10

Objectives:

- To understand the learner and his abilities.
- To understand the process of human development with special reference to adolescence.
- To understand the nature of personality, intelligence and its assessment.
- To understand the process of learning and the factors influencing it.
- To make the student teacher familiar with the concept and implications of emotional intelligence.
- To understand and promote the process of healthy adjustment.
- To understand the psychology of learners with special needs and teach them accordingly.
- To understand the basic concepts of elementary statistics.
- To make the students familiar with administration and interpretation of psychological tests.

COURSE CONTENT:

UNIT-I

- (a) Educational Psychology – Concept, Nature, Scope and Importance.
- (b) Growth and Development – Concept, Principles, stage of adolescence period with special reference to issues of stress and strain.
- (c) Heredity and Environment - Concepts, Laws and relative role of Heredity and Environment in the development of learner.

UNIT-II

- (a) Intelligence – Meaning, theories of intelligence (Spearman, Thurstone, Gardner and Guilford's), measurement of intelligence : (Verbal, Non-Verbal, Performance tests), uses and limitations of intelligence tests.
- (b) Emotional Intelligence : Concept, dimensions, role of teacher in promoting emotional intelligence.
- (c) Creativity – Concept, dimensions and identification of creative potential, educational programmes for developing creativity.

UNIT-III

- (a) Nature of Learning – Learning as a process and as an outcome, Factors affecting learning.
- (b) Theories of Learning – Trial and Error theory, Classical Conditioning, Kohler's Insight theory.
- (c) Motivation – Concept, types and techniques for enhancing motivation.

UNIT-IV

- (a) Personality – Concept, determinants, assessment.
- (b) Individual differences - Concept, Areas and Educational Implications.
- (c) Stress: Meaning, Types and Coping Strategies.

UNIT-V

- (a) Children with special needs: Meaning, Types: Gifted, Delinquents, Educationally Backward Children and their educational programmes.
- (b) Elementary Educational Statistics – Meaning, uses and computation of measures central tendency (mean, median and mode), measure of variability (standard deviation), measurement of correlation by rank difference method.

PRACTICAL WORK

Administration and interpretation of any two psychological tests, selecting one from each group mentioned below :

- (a) Learning and Intelligence.
- (b) Personality, Adjustment, Mental Health.

BOOKS SUGGESTED :

- Bhatia, K.K. (2008). *Bases of Educational Psychology*. Ludhiana: Kalyani Publishers.
- Chauhan, S.S. (2002). *Advanced Educational Psychology*. New Delhi: Vikas Publishing House.
- Dandapani, S. (2000). *A Textbook of Advanced Educational Psychology*. New Delhi: Anmol Publications.
- Dash, M. (2000). *Education of Exceptional Children*. New Delhi: Atlantic Publishers and Distributors.
- De, Ceco & Crawford, L. (1988). *The Psychology of Learning and Instruction*. New Delhi: Prentice Hall
- Garret, H.E. (1981). *Statistics in Psychology and Education*. Bombay: Vakils, Feffer and Simons.
- Goleman, Daniel (1996). *Emotional Intelligence*. Bantam Books.
- Heward and Orlansky (1992). *Exceptional Children*. New York: Maxwell Macmillan International.
- Kakkar, S.B. (2001). *Educational Psychology*. New Delhi: Prentice Hall of India.
- Kirk Samuel (1997). *Educating Exceptional Children*. New York: Houghton Mifflin Company.
- Mangal, S.K. (2002). *Advanced Educational Psychology*. New Delhi: Prentice Hall of India.
- Maslow, A.H. (1970). *Motivation and Personality*. 2nd Ed., New York: Harper & Row.
- Morgan, Clifford; Kind, R.R. and Weise, John (1999). *Introduction to Psychology*. New Delhi: Tata McGraw Hill.
- Panda, K.C. (2001). *Education of Exceptional Children*. New Delhi: Vikas Publishing House Pvt. Ltd.
- Sahu, Binod Kumar (2002). *Education of Exceptional Children*. Ludhiana: Kalyani Publishers.
- Sidhu, Kulbir Singh (1998). *Statistics in Education and Psychology*. Jalandhar: International Publishers.
- Singh, Dalip. (2006). *Emotional Intelligence At Work : A Professional Guide*. New Delhi: Response Books.
- Tiwari, Govind and Pal Rama (1997). *Experimental Psychology: A Dynamic Approach*. Agra: Vinod Pustak Mandir.
- Verma, Preeti and Srivastava, D. N. (1996). *Modern Experiment of Psychology*. Agra: Vinod Pustak Mandir.
- Wheldall, Kevin (2006). *Developments in Educational Psychology*. New York: Routledge.
- Woolfork, Anita (2004). *Educational Psychology: Reason Education (Singapore)*. New Delhi: Indian Branch.

PAPER III : TEACHING LEARNING - PROCESS AND EVALUATION

Total Marks : 100
External Theory : 80
Internal Practical : 10
Internal Evaluation : 10

Objectives:

After this course, pupil teachers will be able to :

- Explain the concept & relation of teaching and learning & describe the principles of teaching.
- Explain the concept of Educational technology and models of teaching.
- Explain the innovations in Educational technology with special reference to Micro teaching and Programmed Instructions.
- Explain the concept of class room problems and solve them through Action Research.
- Explain the recent trends in evaluation.

COURSE CONTENTS

UNIT-I : TEACHING AND LEARNING

- (a) Concept of teaching and learning, relationship between teaching and learning.
- (b) Maxims and Principles of teaching.
- (c) Phases of teaching and Levels of learning.
- (d) Instructional objectives in terms of Bloom's Taxonomy.

UNIT-II : EDUCATIONAL TECHNOLOGY

- (a) Meaning, Importance and Approaches of Educational Technology.
- (b) Models of teaching: Meaning, Assumptions and Fundamental Elements of a Model of Teaching.

- (c) Suchman's Inquiry Training Model.
- (d) Flander's Interactional Analysis System.

UNIT-III : INNOVATIONS IN EDUCATIONAL TECHNOLOGY

- (a) Concept and principles of selection and utilization of learning resources.
- (b) Online learning resources : e-journals and e-books.
- (c) Programmed Learning — Concept, Principles and Types of Programmed Learning (Linear, Branching, Mathematics and CAI).
- (d) Role of Information and Communication Technology (ICT) in teaching and learning.

UNIT-IV : CLASS-ROOM COMMUNICATION AND CLASS-ROOM PROBLEMS

- (a) Class Communication – Concept, Process and Types.
- (b) Barriers and remedial measures of class room communication
 - Types of Classroom Problems.
 - Solutions of Classroom Problems.
- (c) Action Research – Meaning, goals and steps in action research.

UNIT-V: TRENDS IN EVALUATION

- (a) Concept and Principles of Measurement and Evaluation.
- (b) Types of Evaluation – Diagnostic, Formative and Summative.
- (c) Continuous Comprehensive Evaluation – Concept and techniques (Observation, assignment and project)
- (d) Recent trends in Examination Reforms
 - Semester System : Concept and application
 - Grading System : Concept and application

PRACTICAL WORK

- (a) Preparation of Programmed Instruction Material 5 Marks
- (b) Action Research 5 Marks

Total : 10 marks

BOOKS SUGGESTED :

- Aggarwal, R.N. and Bipin Asthana (1983). *Educational Measurement & Evaluation*. Agra: Vinod Pustak Mandir.
- Apter, Michel, J. (1968). *The New Technology of Education*. London: MacMillan.
- Bhatia, K.K. & Sidhu, H.S. (1994). *Foundations of Teaching Learning Process*, Ludhiana: Tandon Publication.
- Bhushan, A. and Ahuja, M. (1992). *Educational Technology*. Patiala: Bawa Publishers.
- Chauhan, S.S. (1978). *A Textbook of Programmed Instruction*. New Delhi: Sterling.
- Dececco, John, P. (1964). *Educational Technology, Reading in Programmed Instruction*. Holt Rinehart and Winston.
- Joyce, Bruce and Marsha Wali. (1985). *Model of Teaching*. New Delhi: Prentice Hall of India.
- Mangal, S.K. (2002). *Fundamental of Educational Technology*. Ludhiana: Parkash Brothers.
- Richmond, Menneth (1969). *The Teaching Revolution*, London : Methuen & Co.
- Ruheia, S.P. (1973). *Educational Technology*. New Delhi: Raj Prakashan.
- Sampath, K. ; Panneerselvam A. and Santhanam, S. (1984). *Introduction to Educational Technology*. New Delhi: Sterling Publishers.
- Sharma, R.A. (2005). *Educational Technology*. Meerut: Modern Publishers.
- Sharma, R.A. (1977). *Shikshan Takniki*. Meerut: Modern Publishers.
- Singh, L.C. and Sharma, R.D. (2002). *Micro Teaching*. Agra : Bhargwa Book House.

PAPER-IV
PAPER IV-(PART-A): SCHOOL MANAGEMENT

Total Marks : 50
External Theory : 40
Internal Practical : 05
Internal Evaluation : 05

Objectives:

After the course, pupil teachers will be able to :

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

COURSE CONTENTS

UNIT-I: ORGANIZATION AND MANAGEMENT

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

UNIT-II : ESSENTIAL FACETS OF SCHOOL ORGANIZATION

- (a) Leadership: Concept, need & development of leadership qualities among teachers and students.
- (b) School Time Table: Importance, types and principles of time table construction.
- (c) Discipline: Concept, Basis of discipline, causes of indiscipline and its remedial measures. Rewards and punishment as techniques of maintaining discipline.

UNIT-III: QUALITY ENHANCEMENT AND MANAGEMENT IN SCHOOLS

- (a) Supervision : Meaning, aims, principles, areas, types and procedures of supervision, modern trends in supervision.
- (b) School Records and Registers: Importance, types and essential requirements and maintenance of school records.
- (c) Co-curricular Activities: Meaning, importance, principles of organizing co-curricular activities- Morning Assembly, NSS/NCC, Field trips.

PRACTICAL WORK

Total Marks : (05)

Construction of Time Table : (03)

Maintenance of Attendance Register. : (02)

BOOKS SUGGESTED:

- Bhatia, K.K. and Singh, Jaswant (2002). *Principles & Practice of School Management*. Ludhiana: Tandon Publication.
- Bhatnagar, R.P. and Verma, I.B. (1978). *Educational Administration at College Level*. Meerut: Loyal Book.
- Dash, B.N. (1996). *School Organisation Administration & Management*. Hyderabad: Neel Kamal Publications Pvt. Ltd.
- Sachdeva, M.S. (2001). *School Management*. Ludhiana: Bharat Book Centres.
- Sarkaria, M.S., Singh, Jaspal and Gera, Manju (2008). *Modern School Management*. Ludhiana: Kalyani Publishers.
- Sodhi, T.S. and Suri, Anaina (2002). *Management of School Education*. Patiala: Bawa Publication.
- Sharma, T.S. (2005). *School Management and Administration*. Patiala: Shaheed-E-Azam Printing Press.

PAPER IV-(PART-B) : GUIDANCE AND COUNSELLING

Total Marks	:	50
External Theory	:	40
Internal Practical	:	05
Internal Evaluation	:	05

Objectives:

- To help the student teachers to understand the meaning, aims, objectives and need of guidance.
- To acquaint the students with various types of guidance.
- To develop skills among administering and interpreting testing and non-testing tools of data collection among student teachers and to understand the potential of students.
- To enable the student teachers to organize guidance programme at the secondary school level.

COURSE CONTENTS

Unit-I

- (a) Historical Perspective of Guidance & Counseling in Indian context.
- (b) Guidance- Meaning, need, aims & objectives, principles and scope.
- (c) Counseling- Meaning, need, aims & objectives, principles, difference between guidance & counseling.
- (d) Organization of Guidance Programme at Secondary School Level, Guidance Programme for dropouts and drug abused.

Unit-II

- (a) Tools and techniques of data collection:
Testing techniques (Interest Inventories, Aptitude and Achievement Tests)
Non-testing techniques (Interview, Rating Scale, Cumulative Record)
- (b) Educational and Information Service (Techniques of Dissemination), Placement Services.
- (c) Counseling Service- Meaning, Purpose & Approaches (Directive, Non-Directive and Eclectic counseling), Role of Counselor.
- (d) Recent Trends in Guidance

Practical Work:

1. Group Guidance - One Career Talk
2. Conduct a study of Guidance Centre-Prepare a report
3. Practical related to career counseling

SUGGESTED BOOKS:

- Aggarwal, J.C., *Educational & Vocational Guidance and Counseling*, Jalandhar: Doaba House
- Asch, M. (2000). *Principles of Guidance and Counseling*. New Delhi: Sarup and Sons.
- Bhatia, K.K. (2002). *Principles of Guidance & Counseling*. Ludhiana: Kalyani Publishers.
- Gibson, R.L. and Mitchell, M.H. (2003). *Introduction to Counseling and Guidance*. New Delhi: Pearson Education.
- Jonse, R.N. (2000). *Introduction to Counseling Skills: Text and Activities*. New Delhi, Sage Publications.
- Linda Seligman (1994). *Developmental Career Counseling and Assessment*. (2nd Ed.) London: Sage Publications.
- Pandey, K. P. (2000). *Educational and Vocational Guidance in India*. Varanasi: Vishwa Vidyalaya Prakashan.
- Rathus, S. A. & Nevied, J. S. (1980). *Adjustment and Growth: The Challenges of Life*. New York: Rinehart and Winston.
- Robinson (2005). *Principles and Procedures in Student Counselling*. New York: Harper & Row.
- Safaya, B.N. (2002). *Guidance & Counseling*. Chandigarh: Abhishek Publications.
- Sharma, R.A. (2008). *Fundamentals of Guidance and Counseling*. Meerut: R Lall Book Depot.
- Sharma, Tara Chand (2002). *Modern Methods of Guidance and Counseling*. New Delhi: Sarup and Sons.
- Shertzer, Bruce and Stone, Shelly C. (1974). *Fundamentals of Counseling*. London: Houghton Missli.
- Sidhu, H.S. (2005). *Guidance and Counseling*. Patiala: Twenty First Century.
- Sodhi, T.S. and Suri, S.P. (1999). *Guidance & Counseling*. Patiala: Bawa Publication.
- Strang, R. (2005). *Counselling Techniques in Colleges and Secondary Schools*. New York: Harper.

Paper V

PAPER V-(PART A) ICT SKILL DEVELOPMENT

Total Marks	: 60
External Theory	: 32
Internal Evaluation	: 06
External Practical	: 16
Internal Practical	: 06

Objectives :

- To understand different parts of Computer and their Functions.
- To understand various Computer Applications.
- To run different Software on Computer.
- To familiarize student teachers with Internet and its uses.
- To enable student teachers to use Computer for enhancing Teaching Learning Process.

COURSE CONTENTS

Unit I

- a) ICT: Meaning, Importance and Tools of ICT
- b) Classification of Computers
- c) Generations of Computers
- d) Computer Hardware: Input-Output devices

Unit II

- a) Memory of computers: Primary and Secondary
- b) Introduction to Operating System
 - i. Features of GUI (MS-Windows) and CLI (MS-DOS)
 - ii. Files and directory operations
 - iii. Windows Explorer and desktop

- c) Introduction to Application Software
 - i. Word Processor
 - ii. Spreadsheets
 - iii. Presentations
 - iv. Database Management System

Unit III

- a) Applications of computers in various fields and specifically in education
- b) Characteristics of a good computerized lesson plan
- c) Application of computer in Teaching Learning Process (attendance, evaluation, content, daily planner etc.)
- d) Internet: Introduction, advantages and disadvantages

Practical

Windows, DOS, and Presentation

Suggested Readings

- Kumar, Khushvinder and Kumar, Sunil (2004). *Computer Education*. Gurusar Sadhar: GBD Publications.
 Kumar, Khushvinder and Kumar, Sunil (2004). *ICT Skill Development*. Gurusar Sadhar: GBD Publications.
 Rajaraman, V. (2004). *Fundamental of Computers*. New Delhi: Prentice Hall of India Pvt. Ltd.
 Sharma, Lalit (2006). *Computer Education*. Ferozepur Cantt: Wintech Publications.
 Sinha, P.K. (1992). *Computer Fundamentals*. New Delhi: BPB Publications.
 Singh, Tarsem (2009). *Basic Computer Education*. Ludhiana: Tandon Brothers.
 Singh, Tarsem (2009). *ICT Skill Development*. Ludhiana: Tandon Brothers.

PAPER V- (PART B)

(i) SCHOOL LIBRARY AND INFORMATION SERVICES

Total Marks	:	40
External Theory	:	32
Internal Evaluation	:	04
Internal Practical	:	04

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

- (a) Meaning, Aims & Objectives, Need and Importance of School Library in Education.
- (b) Specific problems of school library and their solutions
- (c) Five laws of library science and their solutions
- (d) Open and close access system, library - rules and regulations

Unit-II

- (a) Cataloguing and Classification
- (b) Circulation Service: Charging and discharging system (Ledger, Newark & Browne)
- (c) Library Centered Teaching and role of Library teacher/student in developing and making use of a school library, library period.
- (d) Reference books, e-Library, Library Softwares.

Practical Work:

Any two from the following:

- To prepare entries of 10 titles in the Accession Register.
- Classification of at least 10 books at 3 digits level according to DDC.
- Important web sites for e-books, e-journals and other study material for schools.

Books Recommended:

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 Organisation*. 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 Library Services*. Ludhiana: Tandon Publishers.

Wadhawan, Rajan (2009). *School Library Services*. Ludhiana: Tandon Publications.

(ii) COMPARATIVE EDUCATION

Total Marks	:	40
External Theory	:	32
Internal Evaluation	:	04
Internal Practical	:	04

Objectives :-

After completing the course, the teachers shall be able to :

- Describe the meaning, concept, aims, scope and limitations of Comparative Education.
- Compare and contrast foundations of education in U.S.A., Australia and India.
- Discuss new trends, innovations and expenditure in education.
- Compare and contrast primary and secondary education.
- Acquaint the students with universalization of elementary education.
- Compare and contrast distance education, educational administration and its different agencies.
- Acquaint the students with vocationalization.

COURSE CONTENTS :**UNIT – I**

- Meaning, Concept, Aims, Scope with special reference to comparative education and factors influencing education system in India.
- Foundation of education with special reference to social, cultural, economical, political and geographical areas in U.S.A., Australia and India.
- New trends, innovations and expenditure in education with special reference to India.

UNIT - II

- Primary education (aims, content, methods of instruction and evaluation system) in Australia, U.S.A., and India. Concept of universalization of elementary education and its implications in India.
- Secondary education and its vocationalization in Australia, U.S.A. and India.
- Distance education (meaning, scope and its structure), educational administration and agencies in U.S.A., Australia and India.

PRACTICAL WORK:

Visit to a secondary school or Centre of Higher Education to review course study, institutional practices and the examination system and write its report. It will be compulsory for all the students.

Books Recommended:

- Bexday, G.Z.L. (1964). *Comparative Methods in Education*. : New Delhi: Oxford and IBH Publishing Co.
- Chaube, S.P. (1985). *Features of Comparative Education*. Agra: Vinod Pustak Mandir.
- Chaube, S.P. and Chaube, A. (2001). *Comparative Education*. New Delhi: Vikas Publishing House, Pvt Ltd.
- Dutt, B. Surya, Venkata and Rao, D.B. (2004). *Comparative Education*. New Delhi: Saujanya Books.
- Hans, Nicholas (1961). *Comparative Education*. London: Routledge and Kegan Paul.
- Kandel, L.L. (1959). *Studies in Comparative Eduaction*. New York: George Harrup.
- Kubow, Patrica K. and Fossum, Paul R. (2002). *Comparative Education Exploring Issues in International Context*. New Jersey: Prentice Hall, United State.
- Mishra, B.K. and Mohanty, R.K. (2000). *Trends and Issues in Indian Education*. Meerut: Surya Publication.
- Rai, B.C. (2005). *Comparative Education*. Lucknow: Prakashan Kendra.
- Sharma, Y.K. (2004). *Comparative Education*. Delhi: Kanishaka Publisher.
- Shrivastva, S.K. (2006). *Comparative Education*. New Delhi: Vedams Books Pvt. Ltd.
- Sodhi, T.S. (2003). *Text Book of Comparative Education*. New Delhi: Vikas Publishing House, Pvt., Ltd.

(iii) LIFE LONG LEARNING

Total Marks	:	40
External Theory	:	32
Internal Evaluation	:	04
Internal Practical	:	04

Objectives:

- 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.

COURSE CONTENTS

Unit-I

- (a) Meaning and concept of Life Long Learning.
- (b) Aims and Objectives of Life Long Learning.
- (c) Need and Importance of Life Long Learning for the development of an individual for social change.
- (d) Problems and suggestive measures for Life Long Learning.

Unit-II

- (a) Various programmes of Life Long Learning in India with special reference to; NAEP, NPE & NLM.
- (b) Adult learner- characteristics, problems and motivation.
- (c) Life long teaching- Different methods, Role of Mass Media.
- (d) Evaluation of Life Long Learning.

Practical Work:

- Field based project work
- Assignment, seminar and over all performance.

Books Suggested:

- 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.

(iv) HEALTH AND PHYSICAL EDUCATION

Total Marks	:	40
External Theory	:	32
Internal Evaluation	:	04
Internal Practical	:	04

Objectives:

- To enable the student teachers to develop an understanding of the importance, meaning, concept, aims and objectives of Health and Physical Education.
- To enlighten the student teachers about infectious diseases and their control.
- To aware the students teachers about balanced diet.
- To impart knowledge to use good posters for various purposes and first Aid.

COURSE CONTENT**UNIT-I**

- (a) Physical Education: Definition, its aims and objectives.
- (b) Importance of Physical Education Programmes in Schools.
- (c) Health : Definition, Concept of Health.
- (d) Health Education: Definition, Aims and Objectives.
- (e) School Health Programme: Health Services, Health Supervisions and Health Instructions.
- (f) Common Health Problems and Preventions: Accidents, Environmental Pollution, Overpopulation, Alcoholism, Smoking, Drug Abuses.
- (g) Diet: Functions of Food, Elements of Balanced diet, Food Habits and Malnutrition.

UNIT-II

- (a) Communicable Diseases: Mode of Transmission, Methods of Prevention and Control.
- (b) Posture: Importance of Good Posture, Common Postural Defects and Remedial Exercises.
- (c) Recreation: Meaning, Significance and Recreational Programmes in Schools.
- (d) Layout of the Grounds, Rules and Regulations of the following games: Badminton, Volleyball and Kho-Kho.
- (e) Yoga: Meaning, Need, Importance and Benefits of Yoga asanas.
- (f) Athletic meet – Meaning, Need and Importance, How to organize athletic meet at school level.

PRACTICAL REPORTS

Prepare a Project Report on:

1. Three types of Sports Ground.
2. Annual Athletic Meet

BOOKS SUGGESTED :

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

Bucher, C.A. (1979). *Foundations of Physical Education and Sports*. St. Louis: C.V. Mosby & Co.

Kamlesh, M.L. and Sangral, M.S. (1986). *Methods in Physical Education*. Ludhiana: Prakash Brothers.

Kaur, Manjeet (2003). *Health and Physical Education*. Ludhiana: Tandon Publications.

Kaur, Nirmaljit (2003). *Essentials of Physical Education*. Ludhiana: Kalyani Publishers.

Malik, Neeru and Malik, Rakesh (2005). *Health and Physical Education*. Gurusar Sadhar: GBD Publications.

Sandhu, S.S. (2008). *Health and Physical Education*. Ludhiana: Chetna Parkashan.

Singh, Ajmer. (2003). *Essentials of Physical Education*. Ludhiana: Kalyani Publishers.

Singh, Ajmer; Gill, Jagtar Singh; Brar, Racchpal Singh; Bains, Jagdish; Rathee, Sonia Kanwar; Gill, Manmeet Kaur and Brar, R.S. *Teaching Methodology and Educational Technology in Physical Education*. Ludhiana: Kalyani Publishers.

Syedentop, Daryl (1994). *Introduction to Physical Education, Fitness and Sports (2nd ed.)*. London: Mayfield publishing company.

Uppal, A.K. & Gautam, G. P. (2004). *Physical Education and Health*. Delhi: Friends publisher.

(v) EDUCATION OF CHILDREN WITH SPECIAL NEEDS

Total Marks	:	40
External Theory	:	32
Internal Evaluation	:	04
Internal Practical	:	04

Objectives :

- To acquaint the student teachers with the concept of exceptionality and exceptional children.
- To equip the students with latest trends in the education of exceptional children.
- To develop an awareness and skill in identifying the exceptional children.
- To understand the special needs and problems of exceptional children.
- To inculcate healthy attitude towards exceptional children.
- To impart practical knowledge and experience about the functioning of special schools.

COURSE CONTENTS :**UNIT-I**

(a) Concept of Exceptional Children — Meaning, Need and Classification.

(b) Special needs of Exceptional Children.

(c) Trends in the Education of Exceptional Children viz. Inclusion, Deinstitutionalization, Mainstreaming, Community Based Rehabilitation, and Individualized Education Programme.

UNIT-II

Identification, Characteristics, Causes and Education of the following Categories of Exceptional Children :

(a) Learning Disabled.

(b) Mentally Retarded Children.

(c) Orthopedically Handicapped Children.

(d) Speech Handicapped Children.

PRACTICAL WORK :

- A report based on actual visit to school for exceptional children.
- Case study of a child with any of the disability mentioned in Unit II.

BOOKS SUGGESTED :

- Dash, M. (2000). *Education of Exceptional Children*. New Delhi: Atlantic Publisher and Distributors.
- Mangal, S.K. (2007). *Education of Exceptional Children*. New Delhi: Printice Hall of India.
- Panda, K.C. (2003). *Education of Exceptional Children*. New Delhi: Vikas Publishing House.
- Sahu, Binod Kumar (2002). *Education of Exceptional Children*. Ludhiana: Kalyani Publishers.
- Samuel, A. Kirk. (1997). *Educating Exceptional Children*. 8th Edition, New York: Houghton.
- Sharma, R.A. (2006). *Fundamentals of Special Education*. Meerut: R. Lall Book Depot.
- Singh, Agyajit. *Education of Exceptional Children*. Patiala: 21st Century Publication.
- Singh, Agyajit; Kharab, Pratibha and Arora, Alka. (2008). *Vishisht Balkon Kee Shiksha*. Patiala: 21st Century Publication.

(vi) POPULATION EDUCATION

Total Marks	:	40
External Theory	:	32
Internal Evaluation	:	04
Internal Practical	:	04

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 healthy, rational and scientific attitude towards 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**

- (a) Concept of Population Education: Objectives, Scope and Approaches of Population Education, Misconceptions regarding Population education.
- (b) Population situation in India from the world's perspective. Causes of Population Growth, Demographic Terminology --- Birth rate, Death rate, Sex ratio, Life Expectancy and Population Density.
- (c) Effect of Population Growth on
 - (i) Economic Development.
 - (ii) Social Development.
 - (iii) Educational Development
 - (iv) Environmental and Natural Resources
 - (v) Health and Nutrition.

Unit II

- (a) Role of Government and Non-Govt. Agencies concerning Population Education
- (b) Integration of concept of Population in different school subjects.
- (c) Population Education through Co-Curricular activities
- (d) Role of the Teacher in Population Education programme.

Practical 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.

BOOKS SUGGESTED

- 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.

(vii) DISTANCE EDUCATION & OPEN LEARNING

Total Marks	:	40
External Theory	:	32
Internal Evaluation	:	04
Internal Practical	:	04

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.

COURSE CONTENT**Unit-1 Distance Education & Open Learning- Introduction, Concept and History**

- Distance Education & Open Learning, Concept, Need and Characteristics.
- Distance Education in Independent India : Achievements and Challenges, NPE- 86 (relating to DEOL).
- Distance Education at Different Levels: School level, Higher Education & Vocational Education with examples of courses being offered.
- DDE's & State Open Universities: Need, Importance and Functions.

Unit-II Learner Support Services in Distance Education & Open Learning and Major Agencies

- Learner Support Services: Meaning, Need and Importance.
- Assignments and Projects in DEOL : Concept, Need, Types & Evaluation, Types of Comments on Assignments.
- Print and Multimedia/Online Learner Support Services for DEOL: Study Material, AV Aids and Websites/Webpage, Tele/Video Conferencing.
- NIOS: Establishment, Goals and Courses offered
- DEC: Need, Functions and Limitations

Project Work: Preparing a project report on the functioning of any one DEOL system at school/higher education/ vocational level.

References

- 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.

(viii) ENVIRONMENTAL EDUCATION

Total Marks	:	40
External Theory	:	32
Internal Evaluation	:	04
Internal Practical	:	04

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 to the global environmental problems.
- To sensitize student-teachers to the need for conservation of the resources.
- To develop desirable attitude, values and respect for the environment.

COURSE CONTENTS

UNIT – I : ENVIRONMENT, ECOLOGY & ENVIRONMENTAL EDUCATION

- (a) Introduction to Environment and Ecology : Concept of Environment and Ecology, Biosphere, Community, Population, Eco-System, Major Ecosystems of the World (Grassland, Fresh water and Tropical Forest).
- (b) Environmental Education: Meaning, Objectives, its need & importance & Principles of Environmental Education.

UNIT –II : POLLUTION CONTROL AND NATURAL RESOURCE MANAGEMENT

- (a) Pollution Monitoring and Control: Concept of Pollution, Types of Pollution - Air, Soil, Water and Noise Pollution, their sources and effects, monitoring and control.
- (b) Natural Resource Conservation and Management: Definition and Classification of Natural Resources, their Conservation and Management. Wildlife Conservation especially Endangered Species.

PRACTICAL WORK :

Carrying out any one Environmental Awareness Activity of the following:

- (a) Preparing a Scrap File along with suggestions of student-teacher related to Environmental Problems.
- (b) Carrying out a Project on Environment and preparing its detailed report.

BOOKS SUGGESTED:

- 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, V. (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.

(ix) YOGA EDUCATION

Total Marks	:	40
External Theory	:	32
Internal Evaluation	:	04
Internal Practical	:	04

Objectives :

- To enable the pupil – teachers to know the historical and philosophical background of Yoga.
- To enable them to learn about the deferent types of Yoga and understand their educational implications.
- To enable them to know about major classical Yogic texts.
- To give them an insight into the practical aspect of Yoga in contemporary times.
- To enable them to understand to concept of holistic health and contribution of Yoga in promoting holistic health.
- To enable them to apply Yogic knowledge in educational and stress related situations.
- To acquaint them with major Yogic practices.

COURSE CONTENT:

UNIT – I

- (a) Yoga : Historical and philosophical background, Meaning, Definitions,
- (b) Types of Yoga : Raj Yoga (Ashtang Yoga), Hath Yoga, Jnana Yoga, Bhakti Yoga, Karam Yoga – their main features, nature and educational implications.
- (c) Major Yogic texts :
 - i. Patanjli's Yoga Sutra : Nature of Chitta – Vritties, Concept of Ishwar, Concept and Causes of Kleshas, Concept of Vidya and Moksha, Nature of a true Yogi.
 - ii. Hatha Yoga Pradipika : Asanas, Shatkriyas and Pranayamas – Types and benefits.

UNIT – II

- (a) Modern Age Yoga : Traditional vs. Modern Practices of Yoga, Major Misconceptions, Renowned Yoga Centers (History, activities and contribution to Yoga) – India and Abroad.
- (b) Health and Yoga: Yogic Concept of Holistic Health, Yogic vs. Non-Yogic Diet (Elements and effects on health) ; Meditation – Meaning, Types and Effects; An Ideal Yogic module for Children, Adolescents , Youth, Adults and Old-aged people .
- (c) Human abilities and Yoga :
 - i. Education and Yoga - Promotion of intelligence, awareness and creativity through Yoga, Yoga in Class-rooms (Primary , Secondary and Higher education levels).
 - ii. Stress and Yoga: Stress – Definition, Causes, Symptoms, Complications in life ; Yogic management of stress related disorders – Anxiety, Depression and Suicidal tendencies.

Practical Work:

- (i) Practice of Followings:

Yogic Activities	Contents
Yogic Exercises	Surya Namasakar and Pawan mukat series.
Shatkriyas	Jal Neti – Vaman Dhauti, Kapalbhathi and Trataka.
Asanas	A. STANDING POSE (a) Tadasana, (b) Hastpadasana, (c) Konasana, (d) Natraj asana. B. SITTING POSE (a) Vajrasana (b) Vakrasana (c) Paschimottan asana (d) Gomukhasana C. LYING POSE (SPINE FACING GROUND) (a) Sarvangasana (b) Ardhamatsyasana (c) Halasana (d) Uttanpadasana. D. LYING POSE (STOMACH FACING GROUND) (a) Bhujangasana, (b) Shalabhasana (c) Dhanurasana (d) Makarasana
Pranayama	Pranayama: Correct Breathing Exercise, Anulome-vilom, Surya-bhedhan and Bhramari.
Meditation	Meditation : Yoga Nidra, Vipasana T.M.

- (ii) Preparation of a file related to above mentioned Yogic activities (Preferably showing your own pictures in action), steps, benefits and contra-indications.

REFERENCE BOOKS :

- Bijlani, Ramesh. (2010). Back to Health through Yoga. New Delhi, Rupa & Co.
- Gupta, S.N. Das. (1987). Yoga Philosophy in Relation to Other System of Indian Thought, New Delhi, Moti Lal Banarsi Dass.
- Hota, Bijaylaxmi. (2008). Yoga for School Children. New Delhi, Rupa & Co.
- Iyengar, B.K.S. (2005). Light on life. Oxford, Pan Macmillan Ltd.
- Iyengar, B.K.S. (2008). Light on Yoga. New Delhi, Harper Collins.
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- Iyengar, B.K.S. (2010). Light on Pranayama. New Delhi, Harper Collins.
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- Nagendra, H.R. (1993). Yoga in Education. Banglore, Vivekananda Kendra.
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- Ram, Swami. (1999). A Practical Guide to Holistic Health. Pennsylvania, Himalayan Institute of Yoga.
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- Saraswati, Swami Satyananda. (2005). Asana, Pranayama, Mudra, Bandha. Munger, Bihar School of Yoga.
- Singleton, Mark. (2010). Yoga Body – The Origins of Modern Posture Practice. Oxford, Oxford University Press.
- Sivananda, Sri Swami. (2007). Janana Yoga. Tehri Garhwal, The Divine Life Society.
- Taimini, I.K. (1979). The Science of Yoga. Madras, Adyar Publication.
- Venkakswaram, P.S. (2008). Yoga for Healing. New Delhi, Jaico Publishing House.
- Villodo, Alberto. (2007). Yoga, Power and Spirit. New Delhi, Hay House Inc.
- Vivekananda, Swami. (2007). Raj Yoga. Calcutta, Ramakrishna Vedanta Math.
- Vivekananda, Swami. (2009). Complete Book of Yoga. Delhi, Vijay Goel Publisher.
- Yogindra, Shri, (1970). Yoga Hygiene Simplified. The Yoga Institute Bombay.

(x) VALUE EDUCATION

Total Marks	:	40
External Theory	:	32
Internal Evaluation	:	04
Internal Practical	:	04

Objectives :

- To enable student teachers to understand meaning, nature & importance of value education.
- To enable them to understand the moral development; approaches and stages.
- To orient the student teachers with various strategies of value orientation.

COURSE CONTENTS

UNIT-I : Value Education and Moral Development

- (a) Concept of Value Education, its need and importance.
- (b) Psychological & Sociological bases of values as viewed by various philosophies with special emphasis on Indian philosophy.
- (c) Moral Development of the child - Concept and Approaches (Psycho-analytical approach, learning theory approach and cognitive development approach).

UNIT-II : Stages and Strategies of Value Development

- (a) Stages in value development as a dimension of an effective domain.
- (b) Strategies of Value-orientation: Experimental approach, value clarification technique, critical enquiry approach, total atmospheric approach, value sheet method, role playing technique, case method, attitude development technique and integrated curriculum approach.

PRACTICAL :

Application of one strategy of value inculcation with school children and its report.

BOOKS SUGGESTED :

- Bhatt, S.R. (1986). *Knowledge, Value and Education: An Axionoetic Analysis*. Delhi: Gian Pub.
- Josta, Hari Ram (1991). *Spiritual Values and Education*. Ambala: Associated Press.
- Kar, N.N. (1996). *Value Education: A Philosophical Study*. Ambala Cantt: Associated Pub.
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- Ronald, King (1969). *Values and Involvement in Grammar School*. London: Routledge.
- Sharma, S. R. (Ed.) (1999). *Teaching of Moral Education*. New Delhi: Cosmos, Pub.
- Singh, Samporn (1979). *Human Values*. Jodhpur: Faith Pub.

(xi) EDUCATIONAL TECHNOLOGY

Total Marks	:	40
External Theory	:	32
Internal Evaluation	:	04
Internal Practical	:	04

Objectives:

- To understand the concept and scope of Educational Technology
- To formulate instructional objectives
- To explain the meaning and use of cybernetics
- To explain modifying teaching behaviour techniques
- To explain innovations in Educational Technology

Course Contents:

UNIT- I

- (a) Educational Technology- Meaning, Nature, Scope, Importance and its types: 'Technology in Education', 'Technology of Education' and 'System Approach'.
- (b) Task analysis and instructional objectives-taxonomic categories of objectives. Mager's Approach- formulation of instructional objectives.
- (c) Cybernetics: Meaning and use in the development of instructional designs.

UNIT- II

- (a) Modification of Teacher Behaviour- Interaction analysis: Equivalent category system and Flander's Interaction analysis system.
- (b) Innovations in Educational Technology: e-learning, cooperative learning, mobile learning- concept, advantages and limitations.

PRACTICAL WORK

- (a) Any one classroom interaction analysis by Flanders Interaction analysis system 5 Marks
- (b) Self evaluation of one lesson in teaching subject through video recording. 5 Marks
- (c) Prepare a file on E.T resources: OHP, LCD Projector, camera and Interactive board. 5 Marks
- (d) Viva-voce 5 Marks

BOOKS SUGGESTED

- Apter, Michael, J. (1968). *The New Technology of Education*. London: MacMillan.
- Bhatt, B.D. and Sharma, S.R. (2003). *Educational Technology: Concept and Techniques*. New Delhi: Kanikshka Publishers Distributors.
- Bhushan, Anand and Ahuja, M. (1992). *Educational Technology*. Patiala: Bawa Publishers.
- Kulkarni, S.S. (1986). *Introduction to Education Technology*. New Delhi: Oxford & IBH Publishing Co.
- Kumar, K.L. (1996). *Educational Technology and Communication Media*. Cuttack: Nalanda.
- Mangal, S.K. and Mangal, U. (2009). *Essentials of Educational Technology*. New Delhi: PHI Learning Private Limited.
- Richmond, W. R. (Ed.) (1900). *The Concept of Education Technology: A Dialogue with Yourself*. London: Weidenfield and Nicolson.
- Ruhela, S.P. (1973). *Educational Technology*. New Delhi: Raj Prakashsn.
- Sampath, K., Pannirselvam, A. & Santhanam, S. (1990). *Introduction to Educational Technology*. New Delhi: Sterling Publishers Private Limited.
- Sharma, Hemant Lata and Sharma, Savita (2010). *Learning to Learn with Love: Theory and Practice of Co-operative Learning*. New Delhi: Gagandeep Publications.
- Sharma, R. A., *Technology of Teaching*. Meerut: International Publishing House.
- Sutherland, R., Robertson, S. and Peter John. (2009). *Improving Classroom Learning with ICT*. New York: Routledge.

(XII): ELEMENTARY EDUCATION

Total Marks	:	40
External Theory	:	32
Internal Evaluation	:	04
Internal Practical	:	04

Objectives:

On completion of the course, the teacher trainee will be able to :

- Have acquaintance with the concept as well dimensions of elementary education.
- Identify various issues and problems of elementary education.
- Suggest measures to solve the problems related to elementary education.
- Gain knowledge about the strategies required for achieving universalization of Elementary education

COURSE CONTENTS :

UNIT-I

- (a) Concept of Elementary Education and UEE, qualitative and quantitative aspects of Universalisation of Elementary Education (UEE).
- (b) Sarv Shiksha Abhyan : Genesis, targets and plan of action.
- (c) Right to Education Act – 2009 : Origin, salient features and critique.

UNIT-II

- (a) Strategies for achieving UEE: Early Childhood Care and Education (ECCE), school mapping, Operation Blackboard (OB), non formal education (NFE), low achievement levels.
- (b) Problems Issues and remedies: Non-enrollment, school dropouts, Education for the girl child.

PROJECT/PRACTICAL WORK: Any two of the following:

- (a) Interview of school dropouts and enlist factors responsible for the same.
- (b) Study of any innovative intervention/programme at elementary level.

BOOKS SUGGESTED :

Aggarwal, J.C. (2004). *Modern Indian Education: History, Development and Problems*. New Delhi: Shipra Publications, 2004.

Chatterjee, Bhaskar (2006). *Education for All: The Indian Saga*. New Delhi: Lotus Press.

Grover, R.P. (Ed.) (1996). *Education for All*. Ambala Cant: The Associated Publishers.

Kumar, Ravi (Ed.) (2006). *The Crisis of Elementary Education in India*. New Delhi: SAGE.

National Policy of Education (1992) and POA. New Delhi: MHRD Govt. of India.

Shukla, Sureshchandra and Kaul, Rekha (Eds.) (1998). *Education, Development and Underdevelopment*. New Delhi: Sage Publications.

Sodhi, T.S. and Sodhi, Harinder Kaur (2009). *Elementary Education*. Patiala : Bawa Publications. (Available in English and Punjabi medium)

(xiii) WOMEN EDUCATION AND INDIAN SOCIETY

Total Marks	:	40
External Theory	:	32
Internal Evaluation	:	04
Internal Practical	:	04

Objectives :

- To sensitize the future teachers towards the status of women in Indian society.
- To help them understand the contribution of women in social, economic and political development of the society.
- To appraise the efforts at national and international level for the acknowledgement of women's contribution in the development process.
- To provide them a glimpse of the efforts of Indian Government to empower women through education and other developmental programmes.
- To sensitize them towards their role as teachers in providing equal status to girl child.

COURSE CONTENTS

UNIT-I : WOMEN IN INDIAN SOCIETY

- (a) Situational analysis of women in Indian society (focus on sex ratio pattern, education, health, work participation, violence against women).
- (b) Participation of women in planning and decision making.
- (c) Women's access to and participation in formal and non-formal education.

UNIT-II : HUMAN RIGHTS AND EMPOWERMENT OF WOMEN

- (a) Education as a tool for empowerment of women.
- (b) Women and sustainable development.
- (c) National efforts to promote women's human rights.

PRACTICAL WORK

Prepare a case study related to problems of women.

BOOKS SUGGESTED :

- Arya, Anita (2000). *Education and Empowerment*. New Delhi: Gyan Pub. House.
- Chatterji, Shoma A. (1993). *The Indian Women in Perspective*. New Delhi: Ajantha Publications.
- Devendra, Kiran (1994). *Changing Status of Women in India*, New Delhi: Vikas Publishing House.
- Gupta, Amit Kumar (1986). *Women and Society: The Developmental Perspective*. New Delhi: Criterion Publishers.
- India Country Report for Action. (1995)*. New Delhi: Department of Women and Child Development, MBRD, Govt. of India.
- Kumar, Radha (2001). *The History of Doing, Kali for Women*. New Delhi.
- National Human Development Report (2001)* New Delhi: Planning Commission, Govt. of India.
- National Policy of Education (1986)*. New Delhi: MHRD, Government of India.
- Programme of Action (1986)*. New Delhi: MHRD, Government of India.
- Ruhela, Sarya (Ed.) (1999). *Understanding the Indian Women Today*. Delhi: Indian Publishers Distributors.
- Rustagi, Preet (2003). *Gender Biases and Discrimination against Women: What Do Different Indicators Say?* New Delhi: UNIFEM South Asia Regional Office.

(xiv) CO-CURRICULAR ACTIVITIES IN SCHOOLS

Total Marks	:	40
External Theory	:	32
Internal Evaluation	:	04
Internal Practical	:	04

Objectives:

To enable the student teachers to

- Understand the need and importance of co-curricular activities in the personality development of the children.
- Organize various co-curricular activities i.e. cultural, social games, and sports etc. in the school.
- Develop and use of various tools and techniques of evaluation of non-scholastic performance.

COURSE CONTENTS:

UNIT-I

- (a) Co-curricular activities: Meaning, purpose and importance in education.
- (b) Types of co-curricular activities at school level i.e Games, Literary Activities like Debate, Symposium, Declamation Contest etc., Music, Painting, Activities for Leisure (Hobbies) Craft Activities, Excursion Activities, Activities for civic development, Social welfare activities and Projects.
- (c) Principles of organizing and planning co-curricular activities.

UNIT-II

- (a) Role of teacher in organizing co-curricular activities.
- (b) Management aspects of co-curricular activities–Team spirit, leadership, co-ordination, and cooperation.
- (c) Evaluation in any two co-curricular activities organized in the college.

PRACTICAL WORK:

- (a) Organization of two co-curricular activities in schools.
- (b) Participation in any two co-curricular activities organized in the college.

BOOKS SUGGESTED :

Chaudhary, S.C., Organisation of Schools.

Farooqi, S.A. and Ahmad, Ikram (1996). *Co-curricular Activities in School*. IASE, New Delhi: Jamia Millia Islamia.

Hendry, Leo, B. (1978). *Schools, Sports and Leisure*. London: Lepus Books.

Kilzer, L.R.; Stephenson, H.H. and Nordberg, H.O. (1956). *Allied Activities in the Secondary School*. New York: Herper Brothers, Publishers.

Mohanty, Jagannath (1990). *Educational Administration, Supervision and School Management*. New Delhi: Deep & Deep Publication.

Nambiar, K.K. (1981). *Viyayan, Work Experience and Curricular Subjects*. Ambala Cantt : The Indian Publication.

National Policy on Education (1986). New Delhi: MHRD, Govt. of India, Ministry of Education.

Committees and Commissions on Indian Education–A Bibliography (1947-1977). New Delhi: NCERT.

Programmes of Action (1992). New Delhi: MHRD, Govt. of India, Ministry of Education.

Report of the Acharya Ram Murty Commission (1988). New Delhi: MHRD, Govt. of India, Ministry of Education.

Safaya, Raghunath and Shadia, B.D. (1979). *School Administration and Organisation*. Delhi: Dhanpat Rai & Sons.

Swaminathan, Indira (1986). *Developing Creativity in Young Children*. New Delhi: NCERT.

(xv) E-EDUCATION RESOURCE DEVELOPMENT

Total Marks	:	40
External Theory	:	32
Internal Evaluation	:	04
Internal Practical	:	04

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

- (a) Systems : Concept, Elements, Types, SDLC (System Development Life Cycle), System Analyst, Functions of System Analyst, IMS (Information Management System)
- (b) e-education : Introduction, Need & Importance of e-education, Benefits of e-Education in contrast with traditional method.
- (c) Internet : Basics, web browser, application of internet in education, communication and learning, internet protocols

UNIT-II

- (a) Multimedia : Concept, types, and implications of multimedia in teaching learning process
 - i Audio : Equipments, Audio formats, steps to record an audio
 - ii Video : Equipments, formats and steps to record video
 - iii Images: Imaging devices (Scanner and Digital Camera), steps to scan a picture, various picture formats.
- (b) Virtual Learning Environment : Concept, Elements, Popular Virtual Learning Systems available and their usage.

PRACTICALS :

- Recording and editing of three audio files in different formats.
- Digitize at least 10 images in at least three formats using a scanner.
- Recording and editing of at least three video clips of approximately five minutes duration.

BOOKS SUGGESTED:

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.

PAPER VI & VII
1. TEACHING OF ENGLISH

Max Marks : 100 Marks
External Theory : 80 marks
Internal Practical : 10 Marks
Internal Evaluation : 10 Marks

Objectives:

- To promote awareness in student teachers to create a warm and accepting classroom environment conducive to learning.
- To enable student teachers to understand the nature and characteristics of language and use of English language.
- To enable student teachers to teach and evaluate basic language skills such as listening, speaking, reading and writing and integrate them for communicative purposes.
- To review critically some important methodologies and techniques of teaching English.
- To develop insight of student teachers into the form and use of English and to give practice in lesson planning.
- To enable student teachers to prepare and use appropriate audio-visual teaching aids for effective teaching of English.
- To help student teachers to use the school and village resources for professional inputs.

COURSE CONTENT:

UNIT-I

I. Teaching of English in India

- (a) Language Teaching in Historical Perspective.
- (b) Importance of English-National and International level.
- (c) Aims and objectives of Teaching English at different levels.
- (d) Prevailing conditions of Teaching English (Favourable and Unfavourable)

II. Nature of language

- (a) Linguistic Principles
- (b) General principles of teaching and learning a language

UNIT-II: Methods and Approaches of Teaching (Concept, Merits and Limitations)

- (a) Grammar Translation Method
- (b) Direct Method
- (c). Bilingual Method
- (d). Structural —situational approach
- (e). Communicative Approach

UNIT-III : Developing Language Skills: Listening and Speaking

I. Phonetics

- a) Phonetic Transcription
- b) Description of vowels and consonants (with special reference to organs of speech)
- c) Features of connected speech - Stress, rhythm, intonation, juncture

II. Teaching of English Pronunciation

III. Contrastive analysis of English language against Mother tongue

IV. Developing Listening Comprehension

V. Teaching of Presentation Skills

- a) Poetry recitation
- b) Dramatization

- c) Declamation
- d) Paper reading
- e) Extempore
- f) Role playing

UNIT-IV : Developing Language Skills: Reading and Writing

I. Teaching Reading Skills :

- a. Mechanics of Reading (Eye Span, Pause, Fixation, Regression, Speed Pace)
- b. Types of Reading : Skimming, Scanning, Reading aloud, Silent Reading, Intensive Reading, Extensive Reading
- c. Teaching Reading Comprehension
- d. Teaching of Poetry

II. Teaching Writing Skill

- a. Teaching of composition from controlled to free practices
- b. Creative writing

III.

- (a) Teaching of Grammar — Place of grammar, types of teaching grammar.
- (b) Teaching of Vocabulary — Levels of meaning, Word meaning in context, use of dictionary and thesaurus, expansion of vocabulary, selection and gradation of vocabulary.

UNIT-V

Lesson Planning and Evaluation

(a) Lesson Planning

- a. Ingredients of good macro lesson : Prose, poetry, story, grammar and composition.
- b. Micro Lessons :
 - (i) Skill of Introducing a lesson
 - (ii) Skill of Stimulus variation
 - (iii) Skill of questioning
 - (iv) Skill of illustrating with examples
 - (v) Skill of Reinforcement

(b) Audio-Visual Aids

- a. Educational significance and practical use of teaching aids in English.
- b. Essential qualities of teaching aids — with special reference to OHP, LCD projector, Computers.
- c. Language Laboratory — Its set-up, uses and limitations.
- d. Language games.

3. Evaluation :

- a. Continuous and comprehensive evaluation in English Language Teaching.
- b. Types of test and characteristics of a good test.
- c. Development of test items for testing language activities in English.

UNIT-VI

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

- (a) Grammar: Part of speech, reported speech, change the voice and vocabulary items.
- (b) Reading skills: Unseen passage (factual passage and literary passage).
- 3. Writing skills: Paragraph writing, Precis- writing, letter writing, dialogue completion, report writing and note-making.

BOOKS SUGGESTED :

- Balasubramaniam, T. (1981). *A Textbook of English Phonetics for Indian Students*. Mumbai: Macmillan India Ltd.
- Bhandari, C.S. and Others (1966). *Teaching of English: A Handbook for Teachers*. New Delhi: Orient Longmans.
- Bhatia, K.K. (2006). *Teaching and Learning English as a Foreign Language*. New Delhi: Kalyani Publishers.
- Bhatia, K.K. and Kaur, Navneet (2011). *Teaching and Learning English as a Foreign Language*. Ludhiana : Kalyani Publishers.
- Bindra, R. (2005). *Teaching of English*. Jammu: Radha Krishan Anand and Co.
- Bisht, Abha Rani. *Teaching of English in India*. Agra: Vinod Pustak Mandir.
- Bright, J.A. and Mc Gregor, G.P. (1981). *Teaching English as a Second Language*. London: Longmans, ELBS.
- Carroll, B.J. (1972). *Systems and Structures of English*. London: Oxford University Press.
- Damodar G, Shailaja P, Rajeshwar M. (Eds.) (2001). *IT Revolution, Globalization and the Teaching of English*. New Delhi: Atlantic Publishers and Distributors.
- Doff, A. (1988). *Teach English: A Training Course for Teachers*. Cambridge: The British Council and Cambridge University Press.
- Forrester, Jean F. (1970). *Teaching Without Lecturing*. London: Oxford University Press.
- French, F.G. (1963). *Teaching English as an International Language*. London: OUP.
- Gokak, V.K. (1963). *English in India. Its Present and Future*. Bombay: Asia Publishing House.
- Hornby, A.S. (1962). *The Teaching of Structural Words and Sentence Patterns*. London: OUP.
- Kohli, A.L. (1999). *Techniques of Teaching English*. New Delhi: Dhanpat Rai and Company.
- Sachdeva, M.S. (2007). *Teaching of English*. Patiala: Twenty First Century Publications.
- Sahu, B.K. (2004). *Teaching of English*. Ludhiana: Kalyani Publishers.
- Sharma, P. (2011). *Teaching of English: Skill and Methods*. Delhi: Shipra Publication.
- Venkateswaran, S. (1999). *Principles of Teaching English*. Vikas Publishing House Pvt. Ltd.
- Wadhwa, S.S. (2006). *The Teaching of English in India*, Kapurthala: National Book Depot.
- Wallace, Michael J. (1998). *Study Skills in English*. Cambridge University Press.

2. हिन्दी भाषा शिक्षण

कुल अंक : 100

लिखित परीक्षा : 80

आंतरिक मूल्यांकन : 10

आंतरिक प्रयोग : 10

समय : 3 घण्टे

लक्ष्य

1. भावी शिक्षकों में हिन्दी शिक्षण के लिए भाषा सम्बन्धी आधारभूत योग्यताओं का विकास करना ।
2. भावी शिक्षकों में हिन्दी भाषा शिक्षण सम्बन्धी योग्यताओं का विकास करना ।
3. भावी शिक्षकों में हिन्दी शिक्षोपरान्त अपेक्षित कुशलताओं का विकास करना ।
4. भावी शिक्षकों में हिन्दी सम्बन्धी विभिन्न कक्षोत्तर भाषिक एवम् साहित्यिक क्रियाओं के आयोजन की क्षमता का विकास करना ।
5. सहायक सामग्री के निर्माण एवम् प्रयोग की कुशलता का विकास करना ।

शिक्षण योग्यताएँ :

भावी शिक्षकों में आधुनिक शिक्षण विधियों व तकनीक को हिन्दी शिक्षण में उचित रूप से प्रयोग करने की क्षमता उत्पन्न करना ।

प्रथम इकाई :

- (क) भाषा : अर्थ, आधार एवम् प्रकृति
- (ख) देवनागरी लिपि की विशेषताएँ एवम् सीमाएँ
- (ग) हिन्दी भाषा का महत्त्व - मातृभाषा एवम् राष्ट्रीय भाषा के रूप में
- (घ) हिन्दी शिक्षण के सामान्य एवम् विशिष्ट उद्देश्य
- (ङ) भाषा शिक्षण के सामान्य सिद्धान्त एवम् सूत्र

द्वितीय इकाई :

- (क) बोलचाल की शिक्षा - उद्देश्य एवम् गुण
- (ख) उच्चारण की शिक्षा - महत्त्व, उच्चारण दोष के कारण व उपाय
- (ग) व्याकरण शिक्षण - महत्त्व, उद्देश्य एवम् विधियाँ
- (घ) सुलेख शिक्षण - गुण, उद्देश्य एवम् विधियाँ

तृतीय इकाई :

- (क) गद्य शिक्षण - उद्देश्य, सोपान एवम् विधियाँ
- (ख) पद्य शिक्षण - उद्देश्य, सोपान एवम् विधियाँ
- (ग) वाचन शिक्षण - उद्देश्य, वाचन मन्दता के कारण एवम् उपाय
- (घ) रचना शिक्षण - महत्त्व, उद्देश्य एवम् विधियाँ (निबंध व कहानी)

चतुर्थ इकाई :

- (क) दृश्य - श्रव्य साधन प्रयोग एवम् महत्त्व
- (ख) पाठ्य - पुस्तक की विशेषताएँ एवम् निर्माण के सिद्धान्त
- (ग) भाषा शिक्षण में पुस्तकालय की उपयोगिता एवम् व्यवस्था
- (घ) हिन्दी अध्यापक के गुण एवम् कर्तव्य

पंचम इकाई :

- (क) हिन्दी में मूल्यांकन एवं परीक्षाएँ - अभिप्राय, महत्त्व व विविध प्रकार
- (ख) प्रश्न पत्र निर्माण - आदर्श प्रश्न पत्र के सिद्धान्त
- (ग) पाठ योजना - अभिप्राय, गुण एवम् सोपान
- (घ) सूक्ष्म शिक्षण - अभिप्राय एवम् कौशल - प्रस्तावना कौशल, प्रश्न अनुशीलन कौशल, पुनर्बलन कौशल, दृष्टांत व्याख्या कौशल ।

छठी इकाई:

- (क) हिन्दी शब्दों का वर्गीकरण - (अर्थ, उत्पत्ति, व्युत्पत्ति)
- (ख) हिन्दी ध्वनियों का वर्गीकरण - (मात्राएँ, उच्चारण स्थल, प्राण तत्त्व)
- (ग) मुहावरे एवम् लोकोक्तियाँ
- (घ) अक्षर विन्यास

नोट : आंतरिक मूल्यांकन में अंको का विभाजन

क	प्रश्न पत्र निर्माण (इकाई एवं वार्षिक) एवम् विश्लेषण (छठी से दसवीं)	3+3=6
ख	कार्य सौपणी - 2	2+2=4

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3. “ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦੀ ਸਿੱਖਿਆ ਵਿਧੀ”

ਸਮਾਂ:3 ਘੰਟੇ

ਕੁਲ ਅੰਕ:100

ਬਾਹਰੀ ਪ੍ਰੀਖਿਆ :80

ਅੰਦਰੂਨੀ ਪ੍ਰੀਖਿਆ :10

ਅੰਦਰੂਨੀ ਪ੍ਰਯੋਗ :10

ਉਦੇਸ਼:-

- ਵਿਦਿਆਰਥੀ ਅਧਿਆਪਕਾਂ ਨੂੰ ਭਾਸ਼ਾ, ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਅਤੇ ਗੁਰਮੁਖੀ ਲਿਪੀ ਬਾਰੇ ਮੁੱਢਲਾ ਗਿਆਨ ਦੇਣਾ।
- ਮਾਤ ਭਾਸ਼ਾ ਦੀ ਸਿੱਖਿਆ ਦੇ ਉਦੇਸ਼ਾਂ ਅਤੇ ਮਹੱਤਵ ਦੀ ਸੋਝੀ ਕਰਵਾਉਣਾ।
- ਭਾਸ਼ਾ ਹੁਨਰਾਂ ਅਤੇ ਕਿਰਿਆਵਾਂ ਦੀ ਸੁਚੱਜੀ ਵਰਤੋਂ ਕਰਨਾ ਸਿਖਾਉਣਾ।
- ਸੈਕੰਡਰੀ ਸ਼੍ਰੇਣੀਆਂ ਲਈ ਨਿਰਧਾਰਿਤ ਪੰਜਾਬੀ ਪਾਠ ਸਮੱਗਰੀ ਵਿੱਚੋਂ ਨੁਕਤਿਆਂ ਦੀ ਚੋਣ ਕਰਨ ਵਿੱਚ ਸਹਾਇਤਾ ਕਰਨੀ।
- ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦੇ ਅਧਿਆਪਨ ਤੇ ਮੁਲਾਂਕਣ ਦੇ ਵਰਤਮਾਨ ਪੱਧਰ ਨੂੰ ਉਚੇਰਾ ਚੁੱਕਣ ਲਈ ਸਾਰਥਕ ਸੁਝਾਅ ਦੇਣਾ।
- ਸਾਹਿਤ ਦੇ ਵੱਖ-ਵੱਖ ਰੂਪਾਂ ਦੇ ਅਧਿਆਪਨ ਢੰਗਾਂ ਬਾਰੇ ਜਾਣਕਾਰੀ ਦੇਣਾ।
- ਵਿਦਿਆਰਥੀ ਅਧਿਆਪਕਾਂ ਨੂੰ ਭਾਸ਼ਾ ਪੁਸਤਕਾਲਾ ਅਤੇ ਪ੍ਰਯੋਗਸ਼ਾਲਾ ਦੀ ਉਪਯੋਗੀ ਵਰਤੋਂ ਸਬੰਧੀ ਗਿਆਨ ਦੇਣਾ।
- ਵਿਦਿਆਰਥੀ ਅਧਿਆਪਕਾਂ ਨੂੰ ਵੱਖ-ਵੱਖ ਅਧਿਆਪਨ ਕੌਸ਼ਲਾਂ ਵਿੱਚ ਨਿਪੁੰਨ ਕਰਨਾ।
- ਵਿਦਿਆਰਥੀ ਅਧਿਆਪਕਾਂ ਨੂੰ ਭਾਸ਼ਾ ਅਧਿਆਪਨ ਵਿੱਚ ਪੰਜਾਬੀ ਵਿਆਕਰਣ ਦੇ ਮਹੱਤਵ ਤੋਂ ਜਾਣੂੰ ਕਰਵਾਉਣਾ।

ਅਧਿਆਪਨ ਯਗਤਾਂ:-

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

ਪਾਠ ਸਮੱਗਰੀ:-

ਇਕਾਈ 1:-

- (ੳ) ਭਾਸ਼ਾ-ਪਰਿਭਾਸ਼ਾ, ਅਧਾਰ ਅਤੇ ਪ੍ਰਕ੍ਰਿਤੀ ।
- (ਅ) ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਨਿਕਾਸ ਤੇ ਵਿਕਾਸ।
- (ੲ) ਲਿਪੀ ਦੇ ਅਰਥ, ਗੁਰਮੁਖੀ ਲਿਪੀ ਦੀ ਪ੍ਰਾਚੀਨਤਾ ਅਤੇ ਅਨੁਕੂਲਤਾ।
- (ਸ) ਸਿੱਖਿਆ ਦੇ ਖੇਤਰ ਵਿੱਚ ਮਾਤ-ਭਾਸ਼ਾ ਦੀ ਸਿੱਖਿਆ ਦੇ ਉਦੇਸ਼ ਅਤੇ ਮਹੱਤਵ।

ਇਕਾਈ 2:-

- (ੳ) ਭਾਸ਼ਾ ਸਿੱਖਿਆ ਵਿੱਚ ਸੁਣਨ ਅਤੇ ਸਮਝਣ ਦਾ ਮਹੱਤਵ, ਸੁਣਨ ਸ਼ਕਤੀ ਦੇ ਵਿਕਾਸ ਲਈ ਲੋੜੀਂਦੇ ਅਭਿਆਸ।
- (ਅ) ਬੋਲਚਾਲ ਦੀ ਸਿੱਖਿਆ ਦਾ ਮਹੱਤਵ, ਅਸੁੱਧ ਉਚਾਰਣ ਦੇ ਕਾਰਣ ਅਤੇ ਸੁਧਾਰ, ਮੌਖਿਕ ਕਿਰਿਆਵਾਂ (ਵਾਰਤਾਲਾਪ, ਵਾਦ-ਵਿਵਾਦ, ਭਾਸ਼ਣ, ਕਹਾਣੀ ਸੁਣਾਉਣਾ)।
- (ੲ) ਪੜ੍ਹਨਾ ਸਿਖਾਉਣ ਦੀਆਂ ਮੁੱਖ ਵਿਧੀਆਂ ਅਤੇ ਪੜ੍ਹਾਈ ਸਿੱਖਿਆ ਦੀਆਂ ਕਿਸਮਾਂ-ਸੂਖਮ ਪੜ੍ਹਾਈ ਅਤੇ ਸਥੂਲ ਪੜ੍ਹਾਈ, ਉੱਚੀ ਪਾਠ ਅਤੇ ਮੌਨ ਪਾਠ ਦਾ ਮਹੱਤਵ।
- (ਸ) ਲਿਖਣ ਕਲਾ ਦਾ ਮਹੱਤਵ, ਲਿਖਣਾ ਸਿਖਾਉਣ ਦੀਆਂ ਅਵਸਥਾਵਾਂ, ਵਿਧੀਆਂ, ਅਸੁੱਧ ਸ਼ਬਦ ਜੋੜਾਂ ਦੇ ਕਾਰਣ ਅਤੇ ਸੁਧਾਰ।

ਇਕਾਈ 3:-

- (ੳ) ਕਵਿਤਾ ਅਤੇ ਵਾਰਤਕ ਦੀ ਸਿੱਖਿਆ-ਕਵਿਤਾ ਅਤੇ ਵਾਰਤਕ ਵਿਚ ਅੰਤਰ, ਪੜ੍ਹਾਉਣ ਦੇ ਉਦੇਸ਼, ਵਿਧੀਆਂ ।
- (ਅ) ਵਿਆਕਰਣ ਦੀ ਸਿੱਖਿਆ-ਉਦੇਸ਼, ਕਿਸਮਾਂ ਅਤੇ ਭਾਸ਼ਾਈ ਮਹੱਤਤਾ ।
- (ੲ) ਦ੍ਰਿਸ਼ਟੀ-ਸਰੋਤ ਸਹਾਇਕ ਸਾਧਨ-ਕਿਸਮਾਂ ਅਤੇ ਪ੍ਰਯੋਗੀ ਮਹੱਤਵ ।
- (ਸ) ਭਾਸ਼ਾ ਸਿੱਖਿਆ ਦਾ ਅਧਿਆਪਕ ।

ਇਕਾਈ 4:-

- (ੳ) ਮਾਤ-ਭਾਸ਼ਾ ਦਾ ਪਾਠਕ੍ਰਮ-ਅਰਥ, ਮਹੱਤਵ ਅਤੇ ਨਿਰਮਾਣ ਦੇ ਸਿਧਾਂਤ ।
- (ਅ) ਮਾਤ-ਭਾਸ਼ਾ ਦੀ ਪਾਠ ਪੁਸਤਕ-ਮਹੱਤਵ, ਵਿਸ਼ੇਸ਼ਤਾਵਾਂ ਅਤੇ ਸਮੀਖਿਆ।
- (ੲ) ਭਾਸ਼ਾ ਪੁਸਤਕਾਲਾ-ਮਹੱਤਵ ਅਤੇ ਪੜ੍ਹਨ ਰੁਚੀਆਂ ਦਾ ਵਿਕਾਸ।
- (ਸ) ਭਾਸ਼ਾ ਪ੍ਰਯੋਗਸ਼ਾਲਾ-ਅਰਥ, ਉਦੇਸ਼, ਉਪਯੋਗੀ ਮਹੱਤਤਾ।

ਇਕਾਈ 5:-

- (ੳ) ਭਾਸ਼ਾ ਯੋਗਤਾਵਾਂ ਦਾ ਮੁਲਾਂਕਣ-ਧਾਰਨਾ, ਪ੍ਰੀਖਿਆ ਅਤੇ ਮੁਲਾਂਕਣ ਵਿੱਚ ਫਰਕ, ਮੁਲਾਂਕਣ ਦੇ ਸਾਧਨ, ਪ੍ਰਸ਼ਨਾਂ ਦੀਆਂ ਕਿਸਮਾਂ ਅਤੇ ਆਦਰਸ਼ ਪ੍ਰਸ਼ਨ ਪੱਤਰ ਦੇ ਨਿਰਮਾਣ ਦੇ ਸਿਧਾਂਤ।
- (ਅ) ਪਾਠ ਯੋਜਨਾ-ਅਰਥ, ਉਦੇਸ਼ ਅਤੇ ਤਿਆਰੀ (ਕਵਿਤਾ, ਕਹਾਣੀ, ਨਿਬੰਧ , ਵਿਆਕਰਣ, ਵਾਰਤਕ)
- (ੲ) ਸੂਖਮ ਅਧਿਆਪਨ-ਧਾਰਨਾ, ਪ੍ਰਕਿਰਿਆ ਅਤੇ ਮਹੱਤਵ।
- (ਸ) ਅਧਿਆਪਨ ਕੌਸ਼ਲ-ਜਾਣ ਪਛਾਣ, ਅਭਿਆਸ (ਜਾਣ ਪਛਾਣ ਕੌਸ਼ਲ, ਪ੍ਰਸ਼ਨ ਉੱਤਰ ਕੌਸ਼ਲ, ਵਿਆਖਿਆ ਕੌਸ਼ਲ, ਉਦੀਪਨ ਪਰਿਵਰਤਨ ਕੌਸ਼ਲ)

ਇਕਾਈ 6:-

- (ੳ) ਵਰਣ ਬੋਧ-ਸਵਰ, ਵਿਅੰਜਨ, ਅਨੁਨਾਸਿਕ, ਲਗਾਂ-ਮਾਤਰਾਂ, ਲਗਾਖਰ, ਦੁੱਤ ਅੱਖਰ, ਸ਼ਬਦ ਜੋੜਾਂ ਦੇ ਨਿਯਮ।
- (ਅ) ਸ਼ਬਦ ਬੋਧ, ਸ਼ਬਦਾਂ ਦੇ ਭੇਦ-ਸ਼ਬਦ ਰਚਨਾ, ਅਗੇਤਰ, ਪਿਛੇਤਰ, ਵਿਰੋਧੀ ਸ਼ਬਦ, ਬਹੁਤੇ ਸ਼ਬਦਾਂ ਦੀ ਥਾਂ ਇੱਕ ਸ਼ਬਦ, ਬਹੁ-ਅਰਥਕ ਸ਼ਬਦ।
- (ੲ) ਵਾਕਬੋਧ, ਵਾਕ ਰਚਨਾ-ਵਾਕ ਵੰਡ, ਵਾਕ ਵਟਾਂਦਰਾ, ਵਿਸ਼ਰਾਮ ਚਿੰਨ੍ਹ, ਮੁਹਾਵਰੇ।
- (ਸ) ਰਚਨਾ-ਪੈਰਾ ਰਚਨਾ, ਚਿੱਠੀ ਪੱਤਰ, ਅਣਡਿੱਠਾ ਪੈਰਾ।

ਅੰਦਰੂਨੀ ਮੁਲਾਂਕਣ:-

10 ਅੰਕ

- (ੳ) ਨਿਰਧਾਰਿਤ ਪਾਠ ਪੁਸਤਕ ਦਾ ਮੁਲਾਂਕਣ 5
- (ਅ) ਸਲਾਨਾ ਪ੍ਰਸ਼ਨ ਪੱਤਰ ਦਾ ਨਿਰਮਾਣ 5

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- ਸਿੰਘ, ਤੀਰਥ. *ਪੰਜਾਬੀ ਅਧਿਆਪਨ*. ।
- ਸਿੰਘ, ਪ੍ਰੇਮ ਪ੍ਰਕਾਸ਼. *ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਪਿਛੋਕੜ* ।
- ਸੇਖੋਂ, ਸ.ਸ. ਅਤੇ ਸੇਖੋਂ ਪ.ਪ. (1961). *ਪੰਜਾਬੀ ਬੋਲੀ ਦਾ ਇਤਿਹਾਸ*. Punjab: Bhasha Vibhag.
- ਸੇਖੋਂ, ਸ.ਸ. ਅਤੇ ਸੇਖੋਂ ਮ.ਕ. (2009). *ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਅਧਿਆਪਨ*. Ludhiana: Kalyani Publishers.
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कंग, कुलबीर सिंघ. *भासा विगिआन, पंजाबी भासा ते गुरमुखी लिपी*. ।

जस, जसवंत सिंघ (2012). *मात-भासा दी सिंधिआ विपी*. Jalandhar: New Book Company.

नंदरा, ईंदरदेव सिंघ (2008). *पंजाबी भासा दा अधिआपन*. Patiala: Twenty First Century Publication.

नंदरा, ईंदरदेव सिंघ अते सदाइआ, र.क. (2008). *आपुनिक पंजाबी अधिआपन*. Ludhiana: Vinod Publications.

पदम, पिआरा सिंघ (1969). *पंजाबी बोली दा इतिहास*. पटिआला: कलम मंदिर ।

पंजाबी भासा, विआकरन अते बहतर. पटिआला: पंजाबी जुनीवरसिटी।

4. संस्कृत शिक्षण विधि

कुल अंक : 100

लिखित परीक्षा : 80

आंतरिक मूल्यांकन : 10

आंतरिक प्रयोग : 10

लक्ष्य:

1. छात्राध्यापकों में संस्कृत शिक्षण के लिए आवश्यक आधारभूत योग्यताओं का विकास करना ।
2. छात्राध्यापकों में संस्कृत कक्षा शिक्षण सम्बन्धी योग्यताओं का विकास करना ।
3. छात्राध्यापकों को संस्कृत भाषा के महत्व तथा उसके शिक्षण के उद्देश्यों से अवगत कराना ।
4. छात्राध्यापकों को संस्कृत शिक्षण के लक्ष्यों की सम्प्राप्ति के लिए प्रभावी साधनों, विधियों एवं उद्देश्यपूर्ण उपागमों से अवगत कराना ।
5. छात्राध्यापकों में संस्कृत के प्रभावी शिक्षण के लिए भाषा कौशलों एवं विभिन्न साहित्यिक-विधाओं की शिक्षण विधियों एवं तकनीकों के प्रयोग की क्षमता विकसित करना ।
6. छात्राध्यापकों में सतत् एवं व्यापक मूल्यांकन करने की कुशलता विकसित करना ।

अध्यापन कुशलताएं :-

भाषण चर्चा, विचार विश्लेषण, वाद-विवाद, अभ्यास, दत्तकार्य, साहित्यिक क्रियाएं एवं सैमिनार ।

इकाई - 1

1. संस्कृत और भारतीय भाषाओं की ऐतिहासिक पृष्ठभूमि
2. संस्कृत भाषा शिक्षण का महत्त्व
3. संस्कृत भाषा शिक्षण के उद्देश्य
4. संस्कृत भाषा शिक्षण के सामान्य सिद्धान्त एवं सूत्र
5. पाठ्यक्रम में संस्कृत का स्थान

इकाई - 2

1. संस्कृत भाषा शिक्षण की विभिन्न पद्धतियाँ - उद्देश्य, विशेषताएं, लाभ तथा सीमाएँ ।
2. संस्कृत में उच्चारण शिक्षण - अशुद्ध उच्चारण के प्रकार, कारण एवं सुधार के उपाय ।
3. संस्कृत में मौखिक कार्य ।
4. संस्कृत शिक्षण में मातृभाषा का प्रयोग ।
5. अक्षर विन्यास शिक्षण - सामान्य अशुद्धियाँ, कारण एवं निवारण के उपाय ।

इकाई - 3

1. संस्कृत में गद्य शिक्षण - अभिप्राय, उद्देश्य एवं सोपान
2. संस्कृत में पद्य शिक्षण - अभिप्राय, उद्देश्य एवं सोपान
3. संस्कृत में व्याकरण शिक्षण - अभिप्राय, उद्देश्य एवं सोपान
4. संस्कृत में रचना शिक्षण - अभिप्राय, उद्देश्य एवं सोपान
5. संस्कृत में अनुवाद शिक्षण - अभिप्राय, उद्देश्य एवं सोपान

इकाई - 4

1. संस्कृत भाषा शिक्षण एवं पुस्तकालय
2. संस्कृत शिक्षण में दृश्य श्रव्य साधन
3. संस्कृत अध्यापक
4. संस्कृत पाठ्य पुस्तक
5. सुलेख

इकाई - 5

1. मूल्यांकन - महत्त्व, परीक्षाओं के प्रकार, अभीष्ट परीक्षा प्रणाली ।
2. गृहकार्य एवं उसका संशोधन
3. आदर्श प्रश्न के निर्माण सिद्धान्त
4. सूक्ष्म तथा विस्तृत पाठ योजना

इकाई - 6

आठवीं और दसवीं की पाठ्य - पुस्तक में से : -

1. स्वर सन्धि
2. शब्दरूप - राम, मति, नदी, भानु, इदम्, सर्व ।
3. धातुरूप - (केवल लट तथा लङ् में) भू, गम्, चुर, नम्, कथ्, पठ्
4. प्रत्य - क्त, क्त्वा, तव्य, अनीय
5. अनुवाद

पुस्तक सूची:

प्रसाद, केशव (1976). *हिन्दी शिक्षणां*. दिल्ली : धनपतराय एण्ड सन्स ।

भाटिया, के.के. और नारंग, सी.एल. (1989). *आधुनिक हिन्दी विधियां*. लुधियाना : प्रकाश ब्रदरज पब्लिशर ।

संस्कृत शिक्षण विधि - प्रभाशंकर मिश्र

संस्कृत शिक्षण विधि - रामशुक्ल पाण्डेय

सफाया, रघुनाथ. *संस्कृत शिक्षण विधि*. जालधर : पंजाब किताब घर ।

सफाया, रघुनाथ (1997). *हिन्दी शिक्षण विधि*. जालधर : पंजाब किताब घर ।

5. TEACHING OF HISTORY

Max Marks	: 100 Marks
External Theory	: 80 marks
Internal Practical	: 10 Marks
Internal Evaluation	: 10 Marks

Objectives :

Knowledge:-

- To enable the student teachers to understand the importance of History.
- To enable the student teachers to develop an understanding of aims and objectives of teaching of History.
- To enable the student teachers to construct and analyze critically the curriculum and textbooks of teaching History at secondary stage.
- To provide knowledge of different methods /devices of teaching History.
- To acquaint the student teachers with different audio-visual and latest information technology.
- To help the student teachers to understand the role of current events in teaching of History.
- To emphasize the role of History in developing the national integration and international understanding.
- To acquaint the student teachers with different techniques of evaluation.
- To develop an interest in teaching of History.

Skills :

- Preparation and Use of Teaching Aids such as Maps, Models, Charts, Graphics, Time-Lines and Computer.
- Use of various methods, devices and techniques of teaching.
- Writing instructional objectives.
- Preparation of test items of an achievement test.
- Organization of Discussions, Tours and Other Practical Activities.
- Interpretation of Historical Data.
- Analysis of Present Day Problems in Historical Perspective.
- Establishment of Cause and Effect Relationship among Historical Events and Geographic Phenomena.
- To develop skill in making use of educational technology.

Attitudes :

- Time Sense and Space Sense
- Critical Thinking
- Tolerance
- Observation
- Historical outlook
- To develop democratic citizenship

COURSE CONTENT :

UNIT-I

- a) Meaning, Nature, Scope and Importance of History as a subject.
- b) Aims, Instructional Objectives according to Behavioral domain of Teaching of History at Secondary Level.
- c) Relation of History with other School Subjects (Geography, Economics, Political Science, Art, Language, Sociology).

UNIT-II

(a) Concept and Principles of Curriculum construction and Different approaches to Construct Curriculum to teach History.

(i) Chronological or Periodical approach

(ii) Concentric approach

(iii) Topical approach

(b) Meaning and Need of good Textbook, Criteria for Selection of a Good Textbook.

(c) (i) Cultivation of time and space sense.

(ii) Meaning and Importance of Local History

UNIT-III

1. Methods of Teaching History

(a) Story Telling method

(b) Lecture Method

(c) Discussion Method

(d) Source method

(e) Project Method

2. Devices of Teaching History

a) Questioning

b) Illustration

c) Assignment

d) Narration

3. Meaning, Need and Role of current events in Teaching of History.

UNIT-IV : Audio-Visual Aids

a) Meaning, Need, Types, Preparation and Use of Teaching Aids in History with special reference to:- Chalk Board, Charts, Graphs, Maps, Models, Specimens, Time-Line, Field Trips, Bulletin Board., Over Head Projector, Computer.

b) Qualities and Role of History Teacher.

c) Need, equipment and Maintenance of History room with special reference to museum.

UNIT-V

a) Concept, need and types of evaluation.

b) Teaching Micro Skills with special reference to the following:-

i. Skill of introducing the lesson.

ii. Skill of fluency in questioning

iii. Skill of explanation.

iv. Skill of Stimulus Variation.

c) Meaning, Need and Steps of construction of a Lesson Plan.

UNIT-VI

a) Harrapan Civilization, AshokaThe Great, Chandra Gupta, Samundragupta.

b) Slave Dynasty, The Mughals.

c) Revolt of 1857, Formation of Indian National Congress, Partition of Bengal, Jallianwalabagh, Non-Cooperation, Civil Disobedience, Quit India Movement.

d) Meaning, objectives and Organs of U.N.O.

Practical Work:-

I. Critical analysis of History text book of 8th or 10th class.

II. To arrange a visit to a historical place and write a report of the same.

III. Preparation of Blue Print and Writing Objective Based Test items.

BOOKS SUGGESTED :

- Aggarwal, J.C. (1983). *Teahcing of History*. New Delhi: Vikas Publishing House Pvt. Ltd.
- Burston, W.H. and Green, C.W. (1962). *Principles of History Teaching*. London: Methuen.
- Chaudhary, K. P. (1975). *The Effective Teaching of History in India*. New Delhi: NCERT
- Dash, B.N. (2006). *Teaching of History*. Hyderabad: Neel Kamal Publishing Pvt. Ltd.
- Hil, C.P. (1953). *Suggestion of Teaching of History*. Paris: Unesco.
- Johnson, Henry (1915). *Teaching of History in Elementary and Secondary Schools*. New York: The Macmillan Company
- Kochar, S.K. (1972). *The Teaching of History*. Delhi: Sterling Publishers.
- Shaيدا, B.D. & Singh, S. (1973). *Teaching of History*. Jalandhar: Dhanpat Rai & Sons.
- Singh Y.K. (2009). *Teaching of History*. Meerut: Surya Publication.
- Singh, R.P. (2001). *Teaching of History*. Meerut: Surya Publication.
- Tyagi, G. (2008). *Teaching of History*. Agra: Vinod Pustak Mandir.

6. TEACHING OF GEOGRAPHY

Max Marks	: 100 Marks
External Theory	: 80 marks
Internal Practical	: 10 Marks
Internal Evaluation	: 10 Marks

Objectives :

Knowledge :

To enable the Pupil – Teachers to :

- Develop an understanding of the need for learning Geography.
- Develop knowledge about basic principles governing construction of curriculum.
- Make use of various methods of teaching Geography.
- Develop the power of analysis, reasoning and judgement through different practical activities.
- Develop proper understanding of nationalism and internationalism.
- Acquaint the Pupil teachers with the preparation and use of different audio-visual aids.

Skills :

- Acquire the ability to develop instructional support material such as Maps, Models, Charts, Graphs etc.
- Finding the location and Collection of Information from Books of Reference and Standard Books on Geography.
- Constructing various types of tests.
- Develop the ability of organizing of tours, field trips and other activities related with community resources.
- To understand the Current Events in their proper perspective.
- Understand concept of evaluation.
- Acquire skills to develop lesson plans for instruction.
- Developing map reading skills.

Attitude :

- Global Outlook.
- Scientific Observation.
- Critical Thinking.
- Tolerance and Peace.
- Developing Sense of Inter-dependence.

COURSE CONTENT

UNIT-I

- a) Meaning, Nature & Scope of Geography: Importance of geography as school subject.
- b) Aims and Instructional objectives of Teaching of Geography according to Behavioral domain
- c) Correlation with other School Subjects—History, Maths, Science, Civics, Arts, Economics and Languages.

UNIT-II

- a) Principles of Curriculum Construction and its Various Approaches – Topical, Regional, Concentric for Organizing Geographical Material; Critical Study of existing curriculum of Geography at Secondary School level.
- b) Methods of Teaching Geography
 - Lecture Method
 - Discussion Method
 - Project Method
 - Excursion Method
 - Laboratory MethodCriteria for selection of suitable method

UNIT-III

- a) Need and Importance of Geography Room and its Equipments, Geography Museum.
- b) Geography Textbooks: Need and Importance, Qualities of Good Textbooks.
- c) Need, Importance Preparation and use of Teaching Aids: Chalk Board, Flannel Board, Radio, T.V., Maps, Globe, Graphs, Overhead Projectors, Slide Projectors, LCD Projectors and Internet.

UNIT-IV

- a) Geography Teacher: Qualities, Role and Professional Growth.
- b) Role of Geography in developing National and International Outlook.
- c) Local Geography: Meaning & Importance.
- d) Study of Current Events in Geography.

UNIT-V

- a. Evaluation of Geography, Modern Concept, Need and Importance.
- b. Different Types of Tests – Essay Type, Short Answer Type and Objective Type.
- c. Writing of Lesson Plans in Geography – Micro and Macro Lesson Plans.
- d. Map reading skills.

UNIT-VI

- a) Directions and Methods to find out True North.
- b) Land Forms made by Glacier, River.
- c) Composition and Structure of Atmosphere.
- d) Factors affecting climate of a Region.
- e) India – Relief and Agriculture.

BOOKS SUGGESTED:

- Aggarwal, D.D. (2000). *Modern Method of Teaching Geography*. New Delhi: Sarup & Sons Publisher.
- Broadman David (1985). *New Directions in Geography Education*. Fehur Press, London: Philadiphla.
- Ch. orely, R.J. (1970). *Frontiers in Geography Teaching*. London: Mathews and Co. Ltd.
- 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.
- Brar, J.S. (2001). *Teaching of Geography*. Ludhiana: Hind Publisher.
- Srivastva, Kanti. *Mohan Geography Teaching*. Agra: Sahitya Prakshan.
- Kaul, A.K., "Why and How of Geography Teaching. Ludhiana: Vinod Publisher.
- Rao, M.S. (1999). *Teaching of Geography*. New Delhi: Anmol Publisher Pvt. Ltd.
- Shaida, B.D. and Sharma, J.C., *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.
- Varma, O.P. (2005). *Geography Teaching*. New Delhi; Sterling Publishers Pvt. Ltd.
- 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.

7. TEACHING OF ECONOMICS

Max Marks	: 100 Marks
External Theory	: 80 marks
Internal Practical	: 10 Marks
Internal Evaluation	: 10 Marks

Objectives :

(A) Knowledge :

- To provide an understanding of growing concept, principles and theories of economics.
- To enable the pupil-teachers to develop an understanding of aims and objectives of teaching of economics.
- To enable the students to construct and analyze critically the curriculum and text books of economics at secondary stage.
- To acquaint them with various economic problems which our country is facing.
- To provide knowledge of different methods of teaching, devices and techniques of evaluation.
- To provide knowledge of different teaching aids.
- To develop an interest in teaching of economics.

(B) Skills :

- Preparation and uses of teaching aids.
- Use of devices and techniques of teaching.
- Use of various methods of teaching.
- Conducting economic surveys.
- Organize symposium, discussions, tours and other practical activities.
- Writing instructional objectives.
- Preparation of test items of an achievement test.
- To develop skill in making use of educational technology.
- To analyze present day problems in economic perspective.

(C) Attitudes:

To promote among pupil-teachers an attitude of :

- Critical thinking
- Critical analysis
- Economic outlook
- Observation
- Wise consumerism
- Providing solution to economic problems.
- To develop democratic citizenship.

COURSE CONTENT

UNIT-I

- (a) Meaning, Nature and Scope of Economics.
- (b) Place and Importance of Teaching of Economics at secondary level.
- (c) Bloom's Taxonomy of objectives and Statement of objectives in Behavioral terms with Special reference to Economics

- (d) Correlation of Economics with Mathematics, Statistics, History, Geography, Science, Political Science, Commerce and Agriculture.

UNIT-II

- (a) Concepts and Principles of Constructing Curriculum of Economics.
(b) Approaches of Organization of Material of Economics Curriculum
 i) Unit
 ii) Concentric
 iii) Topical
(c) Critical Analysis of Economics Syllabus at the Secondary and Senior Secondary Stage.

UNIT-III

- (a) Methods of Teaching:-
 I. Lecture Method
 II. Discussion Method
 III. Project Method
 IV. Survey Method
 V. Inductive-Deductive Method
- (b) Techniques and Devices of Teaching Economics
i) Assignments ii) Seminars iii) Brain Storming iv) Tours and Excursions
v) Supervised Study vi) Case Study

UNIT-IV

- (a) Text Book (Meaning, importance and qualities of a good textbook of economics), Supplementary Material (Meaning and sources).
(b) Economics Room –Importance and Equipments.
(c) Teacher of Economics – Importance, Qualities and Competence.
(d) Teaching Aids – Meaning, importance and types:
Uses of Chalkboard, Diagrams, Charts, Table graphs, O.H.P., T.V., Computer with multimedia, Flash Cards, LCD Projector, Interactive Board.

UNIT-V

- (a) Evaluation, Meaning and importance of evaluation.
(b) Types of evaluation – Oral tests, written tests-Essay type tests, short answer type tests and objective type tests.
(c) Teaching Micro Skills with special reference to five skills
 i) Skill of introducing the lesson.
 ii) Skill of Probing Questions.
 iii) Skill of Explanation.
 iv) Skill of Stimulus Variation.
 v) Skill of Reinforcement.
(d) Lesson Planning – Meaning, characteristics, importance and steps.

UNIT-VI -BRIEF CONTENT OF THE FOLLOWING:-

- (a) Indian Economy—Main Basic Features, Main Sectors, Main Problems—Poverty, unemployment and price rise.
- (b) Concept of LPG (Liberalization, Privatization and Globalization), WTO, Sustainable Economic Development.
- (c) Consumer Awareness—Forms and factors of consumers' exploitation, Rights and Duties of Consumers and Consumer Protection Measures.

BOOKS RECOMMENDED:

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

8. TEACHING OF SOCIAL STUDIES

Max Marks	: 100 Marks
External Theory	: 80 marks
Internal Practical	: 10 Marks
Internal Evaluation	: 10 Marks

Objectives :

Knowledge & Understanding :

- To develop an understanding about the concept of Social Studies.
- To develop an understanding of aims and objectives of teaching of Social Studies.
- To develop ability to organize curriculum of Social Studies.
- To acquaint pupil-teachers with different methods, devices and techniques of teaching Social Studies.
- To acquaint the pupil-teacher with different audio visual aids.
- To develop proper understanding of modern concepts and tools of evaluation.
- To acquaint the pupil-teachers with current events and Community Resources.

Skills :

- Preparation and effective use of teaching aids.
- Skill to organise curriculum according to different approaches.
- Organization of discussions, seminar, tours, exhibitions and practical activities.
- To set and equip the social studies room.
- Analysis of present day problems in social context.
- To develop the skill of preparation of lesson plan and its presentation.
- To develop the skill of preparation and evaluation of question papers.

Attitude:

- To promote independent, rational and critical thinking.
- To promote social and democratic outlook.
- To promote objective evaluation.
- To promote an attitude for global citizenship.

COURSE CONTENTS :**UNIT-I**

- (a) Meaning, Nature, Scope and Importance of Social Studies.
- (b) Aims and objectives of Teaching of Social Studies. Writing objectives with respect to Bloom's Taxonomy
- (c) Relationship of Social Studies with other subjects – Maths, Commerce, Science, Arts and Languages.

UNIT-II

- (a) Curriculum – Meaning, Principles of organizing social studies curriculum.
- (b) Approaches of organizing social studies curriculum – Concentric, Topical and Unit approach.
- (c) Critical evaluation of existing curriculum of social studies at secondary stage.

UNIT-III

- (a) Methods of teaching of social studies— Lecture, discussion, socialized recitation, source and project method.
- (b) Devices and techniques of teaching social studies – Narration, description, illustration, questioning, assignment and field trip.
- (c) Social studies teacher – Qualities and Role in Global Perspective.

UNIT-IV

- (a) Meaning, Importance & Use of Audio Visual Aids – Chalk board, maps, globe, models, charts, graphs, flash cards, radio, T.V, computer, Over Head Projector, LCD Projector.
- (b) Social studies room – Need & Importance and Equipment.
- (c) Social studies text book – Need and Qualities.

UNIT-V

- (a) Evaluation in Social Studies – Modern concept and types of tests; designing a Blue Print for a question paper.
- (b) Lesson plan – Need, Importance and Steps of writing it in teaching of social studies.
- (c) Utilizing Current Events and Community Resources in teaching of social studies at Secondary level.

UNIT-VI (Compulsory)

- (a) India's struggle for independence – Revolt of 1857 (causes and effects) and Quit India Movement (1942).
- (b) Indian Constitution (features), Features of Foreign Policy of India.
- (c) U.N.O—Organs.
- (d) Earth – Layers and Land Forms.
- (e) Need and Problems of Agriculture and industry in India.

BOOKS SUGGESTED:

- Aggarwal, J.C. (1982). *Teaching of Social Studies*. New Delhi: Vikas Pub.
- Binning, Arthur C. (1935). *Teaching of Social Studies in Secondary School*. New York: McGraw-Hill Book Company.
- Dash, B.N. (2006). *Content-cum-Method of Teaching of Social Studies*. New Delhi: Kalyani Publication.
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- Preston, Ralph C. (1955). *Handbook of Social Studies in the Elementary School*. New York: Rhinehart and Company.
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9. TEACHING OF COMMERCE

Max Marks	: 100 Marks
External Theory	: 80 marks
Internal Practical	: 10 Marks
Internal Evaluation	: 10 Marks

Course Objectives

- Upon completion of the course, the student-teachers will have .understanding of the nature of commerce, business studies and accountancy.
- knowledge about aims, objectives and values of teaching commerce in senior secondary school .
- acquaintance with the commerce curriculum at senior secondary level .
- knowledge of wider range of teaching methods and techniques in order to enable them to plan their lessons in teaching of commerce .
- acquaintance with the role of teaching aids and .various learning resources in commerce. opportunity to rejuvenate their content knowledge concerning commerce

Unit-I

- (a) Meaning, Nature and Scope of Commerce, Business Studies and Accountancy
- (b) Place of Commerce in Secondary School Curriculum
- (c) Curriculum: Concept and Principles of Curriculum Construction in Teaching of Commerce
- (d) Critical Appraisal of Existing Commerce Curriculum at Senior Secondary Level(PSEB/CBSE/I CSE)

Unit-II

- (a) Aims and objectives of Teaching Commerce at senior secondary level with special reference to Bloom's Taxonomy
- (b) Writing Instructional Objectives in Behavioural Terms
- (c) Commerce Text Book: Need and Importance: Criteria for the evaluation of text Books, Role of Library and Reference Books in Teaching of Commerce.
- (d) Self Instructional Modules in Teaching Commerce: Individualized Self Instructional Modules and Group Directed Self Instructional Modules

Unit-III .

- (a) Instructional Material in Commerce: Need and Importance, Classification of Instructional Material (Projected Material and Non- projected Material), Criterion for the selection of Effective Instructional Material.
- (b) Use of Various Instructional Materials in Teaching and Learning of Commerce (Films, Television, Computers, Chart, Graphs, Model, Tables, Original Material, Internet).
- (c) Instructional Strategies and Methods of Teaching Commerce : a) Importance of Instructional Strategies, Difference between Instructional Strategy and Method b) Steps and usability of different methods in teaching of commerce c) Discussion Method, Project Method, Problem solving method, Socialized Recitation Method, Lecture Method and Lecture cum Discussion Method.
- (d) Principles, Instructional objectives and Approaches of Teaching Book- keeping and Accountancy

Unit-IV

- (a) Evaluation in Commerce- Purposes of evaluation, Formative and Summative Evaluation, Tools and Techniques of Evaluation (Quantitative and Qualitative).
- (b) Achievement Test in Commerce- Purposes, Uses and Construction of Achievement Tests.
- (c) Item Analysis- Purpose and Methods of Item Analysis, Criteria for Item Selection and Rejection.
- (d) Unit Tests in Commerce- Construction of a unit-test and Preparation of Blue print

Unit-V

- (a) Commerce Teacher- Qualities, Role and Professional Development
- (b) Co-Curricular Activities : a) Objectives, Need and Importance of Co- curricular Activities b) Types of co-curricular activities in teaching of commerce c) Organization of Debates, Field Trips/ Excursiol in Teaching of Commerce
- (c) Micro Skills in Teaching Commerce: Formation of Micro lesson plan (Skill of Reinforcement, Skill of Probing Questions, Skill of Explaining, Skill of Illustration with examples and Skill of Stimulus Variation)
- (d) Lesson Planning- Importance, Steps and Approaches to Lesson Planning

Unit-VI

- (a) Pedagogical Analysis- Aspects and Utility of Pedagogical Analysis for commerce teachers.
- (b) Banks-Types of banks, Functions of Commercial Banks
- (c) Double Entry System-Books of Accounts under double entry system, Principles of Double Entry System, Counting Procedure
- (d) Final Accounts- Objectives of Preparing Financial Statements, Trading A/C, Profit and Loss A/C, Balance Sheet

Sessional Work

- (a) Participation in Discussion on any Current Economic Topic/Budget/ Act and to prepare a report
- (b) Detailed listing of Different Learning Resources in Commerec Education
Or
Reviewing at least 3 research articles on teaching of commerce
- (c) Stock Exchange Analysis for a particular period (at least for a month)
Or
Dummy filling of Bank forms, Central Excise and Taxation forms, VAT and Income Tax Documents (any two)

Books Suggested

- Aggarwal, A.N. (1995). *Business Methods & Machinery*. Part I & II, Allahabad: Kitab Mahal
- Aggarwal, J.C. (2003). *Teaching of Commerce*. New Delhi: Vikas Publication.
- Bruce, J. McFarlane and Roger Ottewill (2001). *Effective Learning & Teaching in Business & Management*. London: Routledge,.
- Chopra, H.K. and Sharma, H.(2007). *Teaching of Commerce*, Kalyani Publishers, Ludhiana
- DalaI, D.C. and DalaI V.C. (2008). *Teaching of Commerce*. (Hindi version). Patiala: Twenty First Century Publications.
- Gupta, Rainu. (2009). *Teaching of Commerce*. New Delhi: Shipra Publications.
- Jain. K.C. (1982). *Vanijya Shikshan*. Jaipur: Rajasthan Hindi Granth Academy.
- Kaur, Ravdeep (2012). *Teaching of Commerce*. Gurusar Sadhar: GBD Publications.
- Kumar, Mahesh (2004). *Modern Teaching of Commerce*. New Delhi: Anmol Publications Pvt. Ltd.
- Monga, Vinty (2009). *Teaching of Commerce*. Patiala: Twenty First Century Publications.
- Par Martensson, Magnus Bild, Kristina Nilsson (2008). *Teaching and Learning at Business Schools: Transforming Business Education*. London: Ash Gate.
- Peter Davies, Jacek Brant (2006). *Business, Economics and Enterprise: Teaching School Subjects 11-19*. London: Kogan Page.
- Rao, Seema (2002). *Teaching of Commerce*. New Delhi: Anmol Publications Pvt. Ltd
- Roland Kaye, David G, Hawkrige (2003). *Learning & Teaching for Business: Case Studies of Successful Innovation*. London: Routledge.
- Shankar T. (2007). *Methods of Teaching Commerce*, New Delhi: Crescent, VIII

10. TEACHING OF MATHEMATICS

Max Marks	: 100 Marks
External Theory	: 80 marks
Internal Practical	: 10 Marks
Internal Evaluation	: 10 Marks

Objectives: -Upon completion of the course, the student-teachers will have.

- Understanding of nature of mathematics.
- Understanding of historical developments leading to modern mathematica concepts.
- Understanding of learning theories and their application in mathematics education.
- Improve competencies in secondary level mathematics. .
- Understanding preparation and use of diagnostic test and organize remedial teachings.
- Application of appropriate evaluation techniques in mathematics.

UNIT I:-

- (a) Meaning of Mathematics, history of mathematics, contribution of Indian mathematicians with reference to Bhaskaracharyas, Aryabhata, Ramanujan & Contributions of Euclid, Pythagoras, Rene-Descarte.
- (b) Nature of mathematics & difference among assumptions, postulates & axioms.
- (c) Values of teaching mathematics & place of mathematics in school
- (d) Aims & objectives of teaching mathematics at secondary school stage, framing of objectives according to Bloom's taxonomy. ,

UNIT II:-

- (a) Principle and rationale of Curriculum development.
- (b) Organization of syllabi both logically and psychologically according to the age group of children.
- (c) Recent curriculum reforms at National Level/State Level & their critical appraisal
- (d) Pedagogical analysis of different topics of mathematics

UNIT III:-

- (a) Inductive- Deductive & Analytic- Synthetic methods with examples.
- (b) Problem-solving: Definition, importance of problem solving & mathematical modeling.
- (c) Concept formation & assimilation, use of Concept Attainment Model, planning and implementation of strategies in teaching mathematical concept.
- (d) Fixing devices: Oral, written, drill work, questioning, supervised study & Mathematical Modeling.

UNIT IV:-

- (a) The Van-Hiele Levels of Geometric thinking.
- (b) Nature & kinds of proof: direct proof, mathematical induction, proof by contradiction, disproof by counter example.
- (c) Learning Resources in Mathematics: I. Text-book quality (academic and technical).
 - (b) Mathematics Laboratory-planning & organizing lab activities.
- (d) Teaching aids: Projective and Non-Projective.

UNIT V:-

- (a) Lesson Planning: Meaning, Importance and steps of lesson planning; formation of Macro lesson plan.
- (b) Micro Lesson Planning: Meaning, Importance and steps and formation of Micro lesson plan with special reference to following micro teaching skills- Introduction of lesson, Questioning, Explanation, Stimulus Variation and Black Board writing.
- (c) (a) Diagnosing basic causes for difficulties in mathematics learning. (b) Planning remedial teaching strategies based on the perceived causes for difficulties in learning, implementing and evaluating the strategies.
- (d) Construction of appropriate test items for assessing product (learning outcomes) and developmental (thinking skills) outcomes.

UNIT VI:-

- (a) Arithmetic:-
 - Number System (Knowing the Numbers, Playing with Numbers, Natural, Whole Numbers, Integers, rationals, Irrationals & Real numbers.)
 - Exponents (surds, squares, cube, square root & cube root)
 - Profit & Loss, Simple & Compound Interest and Discount.
 - Ratio and Proportion.
 - (b) Algebra:-
 - Introduction to Algebraic Identities and Polynomials.
 - Linear, Simultaneous and Quadratic equations with their solution.
 - (c) Geometry:
 - Basic geometrical ideas(2-D & 3-D shapes)
 - Symmetry: (reflection)
 - Constructions (Using straight edge scale, protractor, compasses)
 - Quadrilaterals
 - Menstruations(circle, sphere, cone, cylinder, triangles)
 - Data handling, statistics
- Sessional Work:-
- (a) Construction of diagnostic test/achievement test (unit/terminal) in mathematics.
 - (b) Planning and implementation of instructional strategies to remedy the diagnosed learning difficulties.
 - (c) Development of a learning aid on any topic in mathematics and procedure for using it.

Books Suggested:

- 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.

Kumar, Khushwinder and Kaur, Jaspreet (2012). *Learning Mathematics- A Lab Experience*. Gurusa Sadhar:GBD Publishers.

Kumar, Sudhir and Ratan, P.N. (2003). *Teaching of Mathematics*. New Delhi: Anmol Publication Pvt. Ltd.

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

National Focus on Teaching of Mathematics. Published at the Publication Department by the Secretary, National Council of Educational Research and Training, Sri Aurobindo Marg, New Delhi 110016 and printed at Bengal Offset Works, 335, Khajoor Road, Karol Bagh, New Delhi 110005, NCERT, 2006.

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.

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

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

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11 TEACHING OF SCIENCE

Max Marks	: 100 Marks
External Theory	: 80 marks
Internal Practical	: 10 Marks
Internal Evaluation	: 10 Marks

Objectives:

The student teacher will be able to

- Familiarize with nature of Science.
- Formulate instructional objectives in behavioral terms.
- Critically evaluate the existing science curriculum at secondary level.
- Apply various approaches and methods of teaching physical science.
- Select and integrate various kinds of instructional media.
- Organize various co-curricular activities.
- Select appropriate text books
- Organize practical work and improvise science apparatus.
- Acquaint themselves with laboratory plan, purchase and maintenance of equipment and material.
- Explain the concept of evaluation and construct blue print of question paper.
- Plan lessons in science.
- Explain the concept of micro teaching and related skills.
- Understand the basic concepts of science.

Unit I

- (a) Science and technology: Concept and its impact on modern living.
- (b) Aims and objectives of Teaching Science
 - (i) Blooms' Taxonomy of educational objectives (revised form also)
 - (ii) Instructional objectives.

- (iii) Writing objectives in behavioral terms (Magers' approach and RCEM approach)
- (c) (i) Science curriculum- Rationale, principles and values
- (ii) Critical evaluation of school science curriculum of class X

Unit II

Approaches and Methods of Teaching Science.

- (a) Inquiry and problem solving, Inductive and Deductive approach, Lecture cum demonstration method, project method, Concept Mapping.
- (b) Scientific Attitude- Concept and its inculcation among learners.
- (c) Science Teacher and his Professional Growth.

Unit III

Learning Resources in Science.

- (a) Text books, teacher manuals- importance and characteristics.
- (b) Instructional Media- Need and importance. Edgar Dales' Classification , principles of selection and integration of media (use of chalk board, models, edusat computers)
- (c) Co-curricular activities in Science- Science clubs, science museum, science fair, field trips, wall magazines.

Unit IV

(a) Practical work in Science.

- (i) Need, Importance and organization.
- (ii) Improvisation of science apparatus.
- (b) Science Laboratory- White House Plan.
- (c) Laboratory Equipment and Material- selection, purchase, maintenance and safety measures.

Unit V

Evaluation in Science.

- (a) (i) Evaluation and Assessment- concept and importance in Science.
- (ii) Continuous and comprehensive evaluation – concept, techniques and weightage distribution (IX-X)
- (b) Types of test items for evaluation- essay type, short answer type, objective type and preparation of blue print.
- (c) Lesson planning- Herbartian Approach. Micro teaching skills - introducing lesson, probing questions, skill of explaining, illustrating with examples

Unit VI

- (a) Motion- Laws of Motion and its application.
- (b) Nuclear Fission and fusion
- (c) Human Eye- structure and defects.
- (d) Pollution- Air, water, soil, depletion of ozone layer.
- (e) Artificial satellites and their applications.

Suggested Activities

- (a) General information about five national and international science journals.
- (b) Information about five institutes of scientific importance.
- (c) Life history of any three Nobel Prize winners.
- (d) Performance of any two experiments
 - To verify laws of reflection and refraction.
 - To collect and preserve one plant and one animal specimen.
 - Preparation of CO_2 and CH_4 gas.

References:

- Bhandula, N. (1989). *Teaching of Science*. Ludhiana: Parkash Brothers.
- Cartin, A.A. and Sund, R.D. (1972). *Teaching Science through Discovery*. London: Merrill.
- Das, R.C. (1992). *Science Teaching in School*. New Delhi: Sterling Publishing.
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- Kohli, V.K. (2006). *How to Teach Science*. Ambala: Vivek Pub.2006.
- Mangal, S.K. (1997). *Teaching of Science*. New Delhi: Arya Book Depot,
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- Sharma, R.C. (1998). *Modern Science Teaching*. New Delhi: Dhanpat Rai Pub. Co.
- Siddiqui, N.H. and Siddiqui, M.N. (1983). *Teaching of Science Today and Tomorrow*. Delhi: Doaba House.
- Soni, Anju (2000). *Teaching of Science*. Ludhiana: Tandon Publications,
- Vaidya, Narendra N. (1997). *The Impact of Science Teaching*. New Delhi: Oxford and IBH Pub.Co.
- Vishin, G.L. and Ticku, S.P. (1998-99). *A New Approach to Teaching of Science*. Ludhiana: Vinod Publications.

12 TEACHING OF LIFE SCIENCE

Max Marks	: 100 Marks
External Theory	: 80 marks
Internal Practical	: 10 Marks
Internal Evaluation	: 10 Marks

Objectives:

The pupil teacher will be able to

- Familiarize with nature of Life science.
- Formulate instructional objectives in behavioral terms.
- Critically evaluate the existing Life science curriculum at secondary level.
- Apply various approaches and methods of teaching Life science.
- Acquaint with the ways and means for professional growth.
- Select and integrate various kinds of instructional media.
- Organize various co-curricular activities in biological science.
- Select appropriate text books
- Organize practical work and improvise science apparatus.
- Acquaint with laboratory plan, equipments and materials.
- Explain the concept of evaluation and construct blue print of a question paper.
- Plan lesson in life science
- Explain the concept of microteaching skills in view of various skills of teaching.
- Understand the basic concept of life science.

Unit I

- (a) Life Science Education- Concept and its impact on modern living.
- (b) Aims and objectives of Teaching Life Science
 - (i) Blooms' Taxonomy of educational objectives (revised form also)
 - (ii) Instructional objectives.
 - (iii) Writing objectives in behavioral terms.
- (c) Science curriculum- Rationale, principles and values.

Unit II

- (a) Approaches and Methods of Teaching Life Science.
 - (i) Inquiry and problem solving approach.
 - (ii) Inductive and Deductive approach.
 - (iii) Lecture cum demonstration method.
 - (iv) Project method.
 - (v) Scientific Method and Concept Mapping.
- (b) Scientific Attitude- Concept and its inculcation among learners.
- (c) Life Science Teacher – Role in fostering Creativity, ways and means of professional growth.

Unit III

- (a) Learning Resources in Life Science.
 - (i) Text books, Teacher Manuals, Reference Books and Journals.
 - (ii) Aquarium, Museum and Botanical Garden.
- (b) Instructional Media- Need and Importance of Chalk Board, Flannel Board, Dissecting and Compound Microscope and Models, Specimen and Computers.
- (c) Co-curricular activities in Life Science- Field Trips, Excursions, Nature Club, Exhibitions and fairs.

Unit IV

- (a) Practical Work in Life Science Need, Importance and organization.
- (b) Biological Laboratory- Setting up of laboratory, purchase and maintenance of equipments.
- (c) Laboratory Techniques- Preservation of Plants and animal specimens, preparation of slides.

Unit V

- (a) Evaluation and assessment- Concept, Types and new trends.
- (b) Construction of unit test- Design and blue print, Item Construction and marking scheme.
- (c) Lesson Planning.
 - (i) Preparation of model lesson plan
 - (ii) Micro teaching skills with special reference to introducing lesson, probing questions, stimulus variation, skill of explaining, illustrating with examples.

Unit VI

- (a) Nutrition- Autotrophic and Heterotrophic
- (b) Respiration- Aerobic and Anaerobic
- (c) Control and Co- ordination- Endocrine System and Hormones.
- (d) Environmental Problems such as Green House effect, Acid Rain, Global Warming and ozone layer depletion, Biodiversity Loss.
- (e) Heredity and Development- Structure of DNA and Gene, Sex Determination.

Suggested Activities

Any Three:-

- (a) Collection and preservation of plants and animal specimen(one each)
- (b) To prepare a report on any non-renewable energy sources on the basis of information collected by you.
- (c) Preparation and presentation of one lesson plan using power point.
- (d) Life history of any three Nobel Prize winners in Life Science.
- (e) Collect information about CSIR, FRI, IARI.

References:

Edgar, Marlow and Rao, Digmurti Bhaskar (1996). *Science Curriculum*. New Delhi: Discovery Publishing House.
Gupta, V.K. (1994). *Life Science Eucation Today*. Chandigarh: Arun Pub. House.

- Joshi, S.R. (2005). *Teaching of Science*. New Delhi: APH Publishing Corporation.
- June, F. Lewis and Irene, C. Potter (1961). Englewood Cliffs N.J. *The Teaching of Science in the Elementary Schools* Prentice Hall.
- Kulshrehtha, S.P. (2006). *Teaching of Science*. Merrut: R.Lall Book Depot.
- Laybourn, K. and Bailey C.H. (1971). *Teaching Science to the Ordinary Pupil*. London: The English Language Book Society and University of London Press Ltd.
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- Sood, J.K. (1987). *Teaching of Life Science, A Book of Methods*. Chandigarh: Kohli Publications.
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- Vaidya, Narendra (1968). *Problem Solving in Science*. New Delhi: S.Chand & Co.
- Vaidya, Narendra N. (1971). *The Impact of Science Teaching*. New Delhi: Oxford and IBH Pub.Co.
- Washton, Nathan S. (1967). *Teaching Science Creativity in the Secondary Schools*. W.M. Saunders Company.
- Yadav, K. (1993). *Teaching of Life Science*. New Delhi: Anmol Publications.

13. TEACHING OF PHYSICAL SCIENCE

Max Marks	: 100 Marks
External Theory	: 80 marks
Internal Practical	: 10 Marks
Internal Evaluation	: 10 Marks

Objectives:

The pupil teacher will be able to

- Familiarize with nature of physical science.
- Formulate instructional objectives in behavioral terms.
- Critically evaluate the existing physical science curriculum at secondary level.
- Apply various approaches and methods of teaching physical science.
- Acquaint with the ways and means for professional growth.
- Select and integrate various kinds of instructional media.
- Organize various co-curricular activities.
- Develop low cost experiments.
- Select appropriate text books.
- Organize practical work.
- Acquaint with laboratory plan, equipments and materials.
- Explain the concept of evaluation.
- Develop a blue print.
- Plan lesson in physical science
- Explain the concept of microteaching skills.

UNIT –I

- (a) Physical science: concept and importance.
- (b) Bloom's taxonomy of Education, instructional objectives, formulating objectives in behavioral terms.
- (c) Scientific attitude – concept, characteristics and role of science teacher in their development.

UNIT –II

- (a) Curriculum in physical sciences : rationale, principles and critical evaluation of X class Curriculum.
- (b) Creativity in teaching physical science - need ,importance, inculcation among students.
- (c) Professional growth of physical science teacher , Role of national bodies IAPT/IACT (Indian Association of Physics/Chemistry Teacher), HBCSE (Homi Bhaba Centre for Science Education)

UNIT –III

- (a) Approaches and methods of Teaching physical science: problem solving approach, inductive & deductive approach, Lecture cum Demonstration Method, Project Method.
- (b) Physical sciences laboratory- need and importance, design, maintenance of apparatus, equipment and safety measures.
- (c) Developing low cost experiments in physical sciences.

UNIT –IV

- (a) Instructional material: Need, importance, selection and use (periodic tables, chalk board, working models and computers).
- (b) Physical science text book: - Need importance and criteria for selection, use of reference books and journals in teaching Physics and Chemistry.
- (c) Co-curricular activities in physical science : Science club, science exhibition, science excursions and quiz.

UNIT –V

- (a) Evaluation & Assessment in physical science: Concept, importance, CCE : concept, techniques, Grading , weightage, Preparation of objective based test items and blue print .
- (b) Unit Planning & Lesson planning: concept importance and design.
- (c) Micro-Teaching skill : Introducing the lesson , probing questions, explanation and illustrating with example.

UNIT –VI

- (a) Motion : Types and its application.
- (b) Work, Power and energy, law of conservation of energy.
- (c) Metals and Non – Metals: Physical and chemical properties.
- (d) Atomic structure model: Rutherford and Bohr's model.

Suggested Activities (Any Three)

- General information about five national / international science journals.
- Enlist five institutes of scientific importance in physical science
- Life history of any three Nobel Prize winners in physical science
- Performance of any three experiments :
 - Ohm's law verification
 - Laws of reflection & refraction
 - Laws of friction verification
 - Preparation of CO_2 / CH_4 gas.

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- Bulletin* (monthly). Kanpur: Indian Association of Physics Teachers .
- Gupta, S.K. (1991). *Teaching Physical Sciences in Secondary Schools*. New Delhi: Sterling Publishers.
- Kohli, V.K. (2004). *How to Teach Science*. Ambala: Vivek Pub.
- Mangal, S.K. and Mangal, Shubra (2007). *Teaching of Physical Science*. Meerut: International Publishing house.
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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.

14. TEACHING OF HOME SCIENCE

Max Marks	: 100 Marks
External Theory	: 80 marks
Internal Practical	: 10 Marks
Internal Evaluation	: 10 Marks

Objectives: To enable the student teachers to:

- Develop an understanding of aims, objectives and scope of teaching Home Science.
- Create interest among student teachers in teaching of Home Science.
- Understand the terms and concepts of teaching of Home Science and their use in classroom situations.
- Develop understanding and skills of using various teaching methods and teaching aids in teaching of Home Science.
- Train the student teachers to use problem-solving approach in problems related to home life.

COURSE CONTENT:

UNIT-I

- (a) Meaning, scope and importance of Home Science.
- (b) Aims of Teaching Home Science at secondary level.

UNIT-II

- (a) Micro teaching skills relevant in Home science.
 - (i) Skill of writing instructional objectives.
 - (ii) Skill of introducing the lesson.
 - (iii) Skill of explanation.
 - (iv) Skill of questioning
 - (v) Skill of blackboard writing.
- (b) Lesson Planning: Meaning, importance and essentials of lesson planning.

UNIT-III

- (a) Use of Demonstration method, Discussion method, Project method, Laboratory method, Problem solving method and Field trips in teaching of Home Science.
- (b) Qualities and Competencies of a good Home Science teacher.
- (c) Organization of Home Science Department.

UNIT-IV

- (a) Meaning, importance and use of teaching aids in Home Science.
- (b) Meaning, Importance, essentials and limitations of Home Science text books.

UNIT-V

- (a) Curriculum Construction-Principles and critical analysis of existing school curriculum of Home Science.
- (b) Correlation-Meaning, importance, types of correlation and correlation of Home Science with different subjects.

UNIT-VI

- (a) Food, its constituents, functions and sources.
- (b) Guidelines for making flower arrangement and rangoli.
- (c) Care and maintenance of cotton, wool and silk.
- (d) Immunization Schedule
- (e) Organisation of mid-day meals in schools.

BOOKS SUGGESTED:

Begum, Fahmeeda (2006). *Modern Teaching of Home Science*. New Delhi: Anmol Publications.

Bhargava, Priya (2004). *Teaching of Home Science*. New Delhi. Commonwealth Publishers.

Chandra, Arvinda, Shah, Anupama and Joshi, Uma (1995). *Fundamentals of Teaching of Home Science*. New Delhi: Sterling Publisher.

Das, R.R. and Ray, Binita (1985). *Teaching of Home Science*. New Delhi: Sterling Publishers.

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

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

Seshaiah, Ponnana Rama (2004). *Methods of Teaching Home Science*. New Delhi: Discovery Publishing House.

Sharma, Shaloo (2002). *Modern Methods of Teaching Home Science*. Sarup & Sons, New Delhi.

Siddiqui, Mujibul Hasan (2007). *Teaching of Home Science*. New Delhi: A.P.H. Publishing Corporation.

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

15. TEACHING OF FINE ART

Max Marks	: 100 Marks
External Theory	: 80 marks
Internal Practical	: 10 Marks
Internal Evaluation	: 10 Marks

Objectives:

To enable student teachers to :

- Develop the skill of using various teaching methods for teaching of Arts.
- Develop the Aesthetic sense.
- Acquaint the students with different techniques of painting.
- Develop imagination and sense of appreciation of Arts and interest in teaching of art.
- Learn and understand the principles, concept, elements of art and to apply them in teaching and daily life.

COURSE CONTENT :

UNIT-I

- (a) What is Art : Concept and Scope of Art.
- (b) Origin & development of Art in India with special reference to Pre-historic & Mughal period.
- (c) Importance of Art in Life and Education.
- (d) Principles of Art.

UNIT-II

- (a) Aims and objective of teaching Art.
- (b) Elements of Art.
- (c) Art & Society.
- (d) (a) Stages of Development in Child Art.
(b) Principles of curriculum construction at secondary level.

UNIT-III

- (a) Significance of Fine Art & its correlation with other school subjects.
- (b) Six limbs of Indian Art (Shadanga).
- (c) Importance of Field trips and Excursions in Art.
- (d) The importance of Exhibitions & Competitions in encouraging creative expression among students.

UNIT-IV

- (a) Qualities and functions of an art-teacher.
- (b) Methods of teaching art:
 - a. Lecture cum Demonstration method.
 - b. Direct Observation method.
 - c. Method of Imagination and Free Expression.
- (c) Contribution of artists: Amrita Shergill, Shobha Singh, Rabindranath Tagore and Satish Gujral
- (d) Importance of art Room and its requirements.

UNIT-V

- (a). Lesson planning to teach:
 - Still life.
 - Design.
 - Landscape.
 - Composition.
 - Poster.
- (b). Micro teaching –Micro skill with special reference to :
 - Skill of introducing the lesson.
 - Skill of Questioning.
 - Skill of Blackboard Writing.
 - Skill of Illustration with examples.

UNIT-VI

- (a) Qualities of Good poster.
- (b) Design –Its meaning & types.
- (c) Colour–Types and effects.
- (d) Importance of Colours in life.
- (e) Elements of Good Landscape.
- (f) Appreciation of Art.

PRACTICAL

Practical work to be submitted by students during the session:

Size-½ Imperial Size Sheet. One Canvas in size 18'X 22' to be submitted along with the sheets.

- I. Landscapes – 2 sheets
- II. Still life – 2 sheets
- III. Poster – 2 sheets
- IV. Composition – 2 sheets

BOOKS RECOMMENDED:

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

16. TEACHING OF MUSIC

Max Marks	: 100 Marks
External Theory	: 80 marks
Internal Practical	: 10 Marks
Internal Evaluation	: 10 Marks

Objectives:-

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

Course Content**Unit-I**

- (a) Aims & objectives of teaching of music.
- (b) Music Curriculum constructor
- (c) Importance, suggestions for the popularization of Indian Classical Music in Schools & Colleges.

Unit-II

- (a) Methods of teaching music
- (b) Relationship of music with other subjects.
- (c) Voice-culture & larynx

Unit-III

- (a) Qualities of a Music Teacher - Singer, Vada, Vadyakar
- (b) Writing a lesson plan (Macro-Micro)
- (c) Evaluation in Music

Unit-IV

- (a) Audio-Visual Aids for teaching of music
- (b) Knowledge of Notation & Rhythm
- (c) Settings of Music Room (Vocal and Instrumental)

Unit- V

- (a) Music & Folk Music
- (b) The effect of music on behaviour, activity & Fatigue
- (c) Knowledge of swaras, division of swaras in measures of shruti.

Unit-VI

- (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) Description of following Ragas -malkauns, Bhairav, Yaman, Bhupali.
- (d) Notation of fast khayal/Rajakhani gat of the following Ragas : Malkauns, Bhairvi, Bhairav, Yaman & Bhupali

Suggested Readings :

Khanna, Jyoti (2012). *Sangeet Adhyapan*. Ludhiana: Tandon Publications.
 Saryu Kalekar - Teaching of Music
 Panna Lal Madare - Teaching of Music.

17. TEACHING OF PHYSICAL EDUCATION

Max. Marks : 100 Marks
 External Theory : 80 marks
 Internal Practical : 10 Marks
 Internal Evaluation : 10 Marks

OBJECTIVES:

- (a) To enable the pupil teachers to develop an understanding of aims, objectives and importance of Teaching Physical Education in schools/institutions.
- (b) To provide direction to pupil teachers for creating awareness regarding Physical Education and Sports.
- (c) To help the pupil teachers in becoming efficient and effective physical education teachers.
- (d) To promote Physical Education through various methods of teaching.
- (e) To make the teaching of Physical Education more interesting and innovative.

SKILLS:

- (a) Organization of intramurals, tournaments, camps, tours and other nature related activities.
- (b) To develop body co-ordination through games and Physical activities.
- (c) To organize exhibitions and demonstrations.
- (d) Organization of annual athletic meet including laying out of the track and other arenas.

COURSE CONTENT:

Unit-I: BASIC CONCEPTS OF TEACHING PHYSICAL EDUCATION

- (a) Basic concepts of teaching and learning in Physical Education.
- (b) Physical Education: Meaning, Aims and objectives of teaching Physical Education in school curriculum.
- (c) Curriculum: Concept, Principles of curriculum construction and Importance of Physical Education in school curriculum.
- (d) Relationship of Physical Education with Health Education, Psychology, Sociology and General Education.

Unit-II: METHODS AND AUDIO- VISUAL AIDS

- (a) Teaching Methods: Concept and Factors affecting teaching methods.
- (b) Intensive Study of Lecture method, Command method, Project method, Discussion method, Demonstration Method, Part method, Whole method, Whole-part whole method.
- (c) Audio-Visual Aids and their classification, Importance of Audio Visual Aids in teaching Physical Education.

Unit-III: TEACHER AND SUPPORTIVE MATERIAL

- (a) Qualities, Qualifications and Responsibilities of a Physical Education teacher.
- (b) Need, Importance and Qualities of a good Physical Education Textbook.
- (c) Need and importance of Physical Education room and equipment.

Unit-IV : LESSON PLANNING AND CLASS MANAGEMENT

- (a) Micro teaching : Concept and Procedure, Teaching Micro Skills with special reference to
 - (a) Skill of Introducing the lesson
 - (b) Skill of Questioning
 - (c) Skill of Explanation
 - (d) Skill of Demonstration
 - (e) Skill of using Black Board
- (b) Lesson Planning: Meaning, Importance, Steps of Lesson planning and construction of Lesson Plan.
- (c) Class Management: Meaning, Importance and Factors affecting class management.

Unit-V: EVALUATION STRATEGIES AND MOTIVATION

- (a) Supervision: Meaning, Types and importance of supervision.
- (b) Evaluation: Need and Importance of Evaluation in Physical Education.
- (c) Motivation: Meaning, Importance and types.

Unit-VI

- (a) Recreation : Meaning, significance and recreational programmes in school.
- (b) Posture : Meaning and Importance of good posture.
- (c) First Aid : Meaning, need and importance of First Aid.
- (d) Warming up and Cooling down : Meaning and Importance.
- (e) Rules and Regulations :
 - Game : Badminton and Kho Kho.
 - Athletics : Sprints-start and finish.
 - Shot put and Long jump.

REFERENCES:

- Brar, Rachhpal Singh; Rathi, Nirmaljit Kaur and Gill, Manmeet Kaur (2004). *Creative Teaching of Physical Education*. Ludhiana: Kalyani Publishers.
- Brar, T.S. (2002). *Officiating Techniques in Track and Field*. Gwalior: Bhargava Press.
- Bucher, C.A. (1979). *Foundation of Physical Education*. St. Louis: C.V. Mosby & Co.
- Kamlesh, M.L. *Psychology in Physical Education & Sports*. New Delhi: Metropolitan Book Co.
- Kamlesh, M.L. and Sangral, M.S. (1986). *Methods in Physical Education*. Ludhiana: Parkash Brothers.
- Malik, Neeru and Malik, Rakesh (2005). *Health and Physical Education*. Gurusar Sadhar: Gurusar Book Depot Publications.
- Sandhu, S.S. (2009). *Teaching of Physical Education*. Ludhiana: Chetna Parkashan.
- Singh, Ajmer; Gill, Jagtar Singh; Brar, Rachhpal Singh; Bains, Jagish and Rathee, Nirmaljit Kaur (2004). *Essentials of Physical Education*. Ludhiana: Kalyani Pub.
- Thorkildson, George (1992). *Leisure and Recreation Management*. London: E. & F.N. Sports.
- Trinarayan & Hariharan (1986). *Methods in Physical Education*. Kareaikudi: South India Press.

18. TEACHING OF AGRICULTURE

Max Marks	: 100 Marks
External Theory	: 80 marks
Internal Practical	: 10 Marks
Internal Evaluation	: 10 Marks

Objectives:

- To make student teachers familiar with the importance of the subjects.
- To develop power of critical thinking in the student teachers.
- To apprise student teachers of different methodologies for teaching Agriculture at the school stage.
- To make students self-reliant and self-confident during the field studies and surveys.
- To make them scientific minded.
- To provide them opportunities for utilizing leisure time usefully and fruitfully by engaging themselves in various types of constructive activities.
- To develop in them the good healthy habits and social skills.

Instructional Strategies:

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

COURSE CONTENT:

UNIT-I

- (a) Meaning and Scope of Agriculture.
- (b) Aims of Teaching Agriculture and its Place in the School Curriculum.
- (c) Correlation of Agriculture with Economics, Geography and Biology.
- (d) Brief History of Agriculture in Punjab after 1947.

UNIT-II

- (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-III

- (a) Methods of Teaching Agriculture as Demonstration, Discussion, Problem-solving, Project and observation.
- (b) Text Book in Agriculture – Its Need, Importance and Qualities, Reference Books and Agriculture Journals.
- (c) Agriculture Farm and Laboratory.

UNIT-IV

- (a) Evaluation – Importance, different types of tests for theory and practicals.
- (b) Lesson Planning.
- (c) Use of Teaching Aids in Agriculture.

UNIT-V

- (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) Minimum equipments for Agriculture required for a school.

UNIT-VI

- (a) Plant Life : Root, Stem, Leaf, Flower, Seed, their Structure and Functions.
- (b) Soil: Type, Formation, Soil Fertility, Soil Conservation.
- (c) Tillage: Preparatory Tillage, methods of Sowing Seeds, Tillage Implements & Tools.
- (d) Manure: Natural and Agriculture Manures, Farmyard Manure, Compost, Green Manure, Nitrogenous, Potassic and Phosphatic Manures.
- (e) Weeds and Weed control.

BOOKS SUGGESTED:

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

Handbook of Agriculture. Ludhiana: PAU.

Sharma, R.C. *Modern Science Teaching.* New Delhi: Dhanpat Rai & Co.

19. TEACHING OF COMPUTER EDUCATION

Max Marks : 100 Marks

External Theory : 80 marks

Internal Practical : 10 Marks

Internal Evaluation : 10 Marks

Objectives :

- To emphasize the need and importance of computer education as a subject.
- To aware the pupils of different teaching methodologies for teaching of computer education.
- To discuss the importance of computer curriculum and computer textbooks.
- To teach the proper computer laboratory planning and to outline qualifications of computer staff.
- To underline the need and importance of computerized lesson planning and its evaluation.
- To bring awareness regarding the practical and latest computer technology.

Course Content:

Unit I: Computer Education: Pedagogy

- (a) Computer Education: Concept, need and important, Application of computers with special reference to education and society.
- (b) Aims and objectives of computer education, present and future of computer education in Indian schools.
- (c) Formulation of instructional objectives in behavioural terms

Unit II: Teaching Methods and Approaches

- (a) Methods of Teaching: Comparative study of various teaching methodologies in context of teaching of computer education, Lecture, Discussion, Illustration, Demonstration, Project and problem solving method
- (b) Approaches to teaching: Personalized instructions, system approach, multimedia approach, micro-teaching
- (c) Advanced methods of teaching: CML, CAI, mobile learning, and online learning

Unit III: Computer Education: Curriculum and Text books

- (a) Computer Education Curriculum: Concept and principles of curriculum for computer education, need of curriculum development cell for computer education
- (b) e-books/Text Books: Characteristics and criteria for selection of computer books with special reference to theory and practical books of computer subject

Unit IV: Computer Teacher and Computer laboratory

- (a) Computer Teacher: Essential qualification and qualities of a computer teacher, professional growth and code of conduct for ethical computer teaching
- (b) Planning of Computer Laboratory: Room space, furniture, light conditions, number of computers etc.
- (c) Community resources utilization: Concept, need, and importance e.g. computerized banks and hospitals etc.

Unit V: Lesson Planning and Evaluation

- (a) Lesson Planning: Concept, Need, and importance of lesson planning in computer teaching, characteristics of a good computerized lesson plan
- (b) Evaluation: Criteria to evaluate the computer teaching learning process, evaluation of theory and practical. Role of computers in evaluation

Unit VI: Computer Skills

- (a) Practical skills on computers: Application Software, Word Processors, Multimedia presentation etc.
- (b) Programming languages: Concept and generations
- (c) Internet: Use and application of internet. Internet as a source of learning, practical hands on publications of web pages
- (d) Recent trends in computer teaching learning process

Suggested Readings:

Intel (2003): *Intel Innovation in Education* Intel, Teach to Future-Students Work Book Kaur, Heman, Meerut: R. Lal Publisher.

Kumar, Khushvinder and Kumar, Sunil. *Teaching of Computer. Gurusar Sadhar*: GBD Publications.

20. TEACHING OF POLITICAL SCIENCE

Max Marks	: 100 Marks
External Theory	: 80 marks
Internal Practical	: 10 Marks
Internal Evaluation	: 10 Marks

Objectives :

- To enable the pupil teachers to develop an understanding of aims and objectives of teaching of Political Science.
- To enable the student teachers to construct and analyze critically the curriculum and textbooks of the teaching of Political Science at secondary stage.
- To provide knowledge of different methods of teaching Political Science.
- To acquaint the student teachers with different audio-visual aids and latest information technologies.
- To help the student teachers to understand the role of current events in teaching of Political Science.
- To emphasize the role of Political Science in developing the national integration and international understanding.
- To acquaint the student teachers with different techniques of evaluation.

Skills :

- Preparation and effective use of teaching aids.
- Skill to organise curriculum according to different approaches.
- Organisation of discussions, tours, exhibitions and practical activities.
- Interpretation of socio-economic and geographical data.
- Analysis of present day problems in Political Science context.
- To develop the skill of preparation of lesson plan and its presentation.
- To develop the skill of preparation and evaluation of question papers.

Attitudes :

- To promote independent, rational and critical thinking.
- To promote creativity for positive social outlook.
- To promote national integration for cosmopolitan outlook.

Course Content :**UNIT-I**

- (a) Meaning, Nature, Scope and Importance of Political Science as a subject
- (b) Aims and objectives of Teaching of Political Science at Secondary level.
- (c) Relation of Political Science with History, Geography, Economics, Public Administration, Sociology, Psychology and Law.
- (d) Recent Trends in Political Science.

UNIT-II

- (a) Curriculum Organization:- Principles of Curriculum construction; methods of organizing material in Political Science: concentric, topical, unit and chronological approach. Critical study of existing curriculum of Political Science at Secondary level.
- (b) Political Science Text Books: Need, Importance and Qualities.
- (c) Political Science Teacher- Qualities and Role in changing times.

UNIT-III

- (a) Methods of Teaching Political Science:- Story telling, lecture, discussion, source, problem solving, project and socialized recitation.
- (b) Devices of Teaching Political Science:- Assignments, Questioning, Illustration, Exposition, Narration and Description.

UNIT-IV

- (a) Need, Importance and use of Audio-Visual Aids:- Chalk board, Display boards, Maps, Model, charts, Graphs, Time lines overhead Projectors, Specimen, Field Trips, Flash cards, Exhibitions, Radio, T.V. and Computer.
- (b) Need and Importance of Political Science Room.
- (c) Utilizing current events and community resource in teaching of Political science.

UNIT-V

- (a) Role of Teaching of Political Science in developing National Integration and Internationalism.
- (b) Lesson Plan:- Need, Importance and steps of writing it in teaching of Political Science.
- (c) Evaluation in Political Science:- Modern Concept, Importance and types; preparing Blue Prints writing objectives based test items.

UNIT-VI

- (a) Indian Constitution: Features, Parliament and Judiciary.
- (b) Fundamental Rights, Fundamental Duties and Universal Declaration of Human rights.
- (c) Political Participation, Political socialization.
- (d) Election Commission and Electoral Reforms.

Books Recommended :

- Aggarwal, J.C. *Teaching of Political Science and Civics*. New Delhi: Vikas Publication.
- Chopra, J.K. (2005). *Teaching of Political Science*. Commonwealth Publishers, New Delhi, 2005.
- Faria, B.L., *Indian Political System*.
- Kashyap, Subash, *Indian Constitutions*.
- Preston, R.C., *Teaching of World Understanding*.
- Preston, Ralph C. (1959). *Teaching Social Studies in the Elementary School*. New York: Rinehart and Company.
- Sahu, B.K. (2007). *Teaching of Social Studies*. New Delhi; Kalyani Publishers.
- Shaiba, B.D. (1962). *Teaching of Political Science*. Jalandhar: Panjab Kitab Ghar, 1962
- Singh, Gurmit (2008). *ਸਮਾਜਿਕ ਅਧਿਐਨ ਦਾ ਅਧਿਐਨ (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.

21 TEACHING OF PUBLIC ADMINISTRATION

Total Marks : 100
External Theory : 80
Internal Assessment : 10
Internal Practical : 10

Objectives :

- To enable the pupil teachers to develop an understanding of aims and objectives of teaching of Public Administration.
- To develop an understanding of pupil teachers concerning curriculum organization.
- To acquaint pupil teachers with different methods and techniques of teaching of Public Administration.
- To acquaint the pupil-teachers with different audio-visual aids.
- To develop proper understanding of different techniques of evaluation.
- To acquaint the pupil-teachers with recent trends in Public Administration.
- Preparation and effective use of teaching aids.
- Organization of discussions, tours, exhibitions and practical activities.
- To develop the skill of preparation of lesson plan and its presentation.
- To develop the skill of preparation and critical evaluation of question papers.
- To set the room to teach public administration.

COURSE CONTENT:**UNIT-I**

- (a) Meaning, nature, scope and importance of public administration in modern context.
- (b) Relation of public administration with other social sciences; political science, history, psychology, sociology, geography, laws, economics.
- (c) Emerging areas of public administration : New public administration, new public management, educational administration, local government (rural and urban).
- (d) Importance of teaching of public administration : Aims and Objectives.

UNIT-II

- (a) Principles of constructing curriculum of public administration.
- (b) Approaches of organization of public administration curriculum.
 - (i) Unit (ii) Concentric (iii) Topical
- (c) Critical analysis of public administration syllabus at the senior secondary stage.
- (d) Role of public administration in developing national integration and internationalism.

UNIT-III

- (a) Methods of teaching :
- (i) Lecture method (iv) Source method
 - (ii) Discussion method (v) Problem method
 - (iii) Project method (vi) Survey method
- (b) Techniques and devices of teaching :
- (i) Assignments (iv) Seminars
 - (ii) Symposium (v) Dramatization
 - (iii) Illustration (vi) Questioning

UNIT-IV

- (a) Text-books; importance and qualities, supplementary material.
- (b) Public administration room–Importance, equipment.
- (c) Teacher of public administration–Importance, qualities and competence.
- (d) Teaching aids : Meaning, importance and types.
- Use of chalkboard, charts, pictures, O.H.P., T.V. Films, computer, radio, maps, globes, graphs.

UNIT-V

- (a) Evaluation – Meaning, modern concept, importance and types; preparing blue-print and writing objective based test items.
- (b) Lesson Plan : Need, importance and steps of writing it in teaching of public administration.

UNIT-VI

- (a) Principles of Public Administration : Planning, Coordination, Communication, Centralization & Decentralization.
- (b) Local Government : Main provisions of 73rd and 74th Constitutional Amendment Act.
- (c) Concept and Principles of Educational Administration.
- (d) Health Administration : Primary, secondary and tertiary health services.

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.
- LuxmiKanth, M., *Public Administration*. New Delhi: Tata Mcgraw Hills.
- Maheswari, S.R., *Public Administration*. Agra: Laxmi Narayan Aggrawal.
- Sapru, R.K. (2001). *Indian Administration*. Ludhiana: Kalyani Publishers.
- Shaida, B.D. (1962). *Teaching of Political Science*. Jalandhar: Panjab Kitab Ghar, 1962
- Singh, Gurmit (2008). *ਸਮਾਜਿਕ ਅਧਿਐਨ ਦਾ ਅਧਿਐਨ (Samajik Adhain da Adhiapan)*. Ludhiana: Chetna Parkashan.

22 TEACHING OF SOCIOLOGY

Max Marks : 100 Marks
External Theory : 80 marks
Internal Practical : 10 Marks
Internal Evaluation : 10 Marks

Objectives :

Knowledge and understanding :

- To enable the pupil teachers to develop an understanding of aims and objectives of teaching of sociology.
- To develop an understanding of pupil teachers concerning curriculum organization.
- To acquaint pupil teachers with different methods and techniques of teaching of sociology.
- To acquaint the pupil-teachers with different audio-visual aids.
- To develop proper understanding of different techniques of evaluation.
- To acquaint the pupil-teachers with recent trends in sociology.

Skill :

- Preparation and effective use of teaching aids.
- Organization of discussions, tours, exhibitions and practical activities.
- Interpretation of socio-economic and population data.
- Analysis of present day problems in social context.
- To develop the skill of preparation of lesson plan and its presentation.
- To develop the skill of preparation and evaluation of question papers.
- To set and equip the room to teach sociology.

Attitude :

- To promote independent, rational and critical thinking.
- To promote creativity for positive outlook.
- To promote objective evaluation.
- To promote national integration and cosmopolitan outlook.

Course Content:**UNIT-I**

- (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.
- (d) Recent trends in teaching of Sociology.

UNIT-II

- (a) Principles of constructing curriculum of Sociology.
- (b) Approaches of organization of Sociology curriculum.
 - (i) Unit (ii) Concentric (iii) Topical
- (c). Critical analysis of Sociology syllabus at the senior secondary stage.
- (d). Role of Sociology in developing national integration and internationalism.

UNIT-III

- (a) Methods of teaching
 - (i) Lecture method (iv) Source method
 - (ii) Discussion method (v) Problem method
 - (iii) Project method (vi) Survey method
- (b) Techniques and devices of teaching
 - (i) Assignments (iv) Seminars
 - (ii) Symposium (v) Dramatization
 - (iii) Illustration (vi) Questioning

UNIT-IV

- (a) Sociology text-book; importance and qualities, supplementary material.
- (b) Sociology room – Importance, equipments.
- (c) Teacher of Sociology – Importance, qualities and competence.
- (d) Teaching aids : Meaning, importance and types.
 - Use of chalkboard, charts, pictures, O.H.P., T.V. films, computer, radio, maps, globes, graphs.

UNIT-V

- (a) Evaluation – Meaning, modern concept, importance and types; preparing blue-print and writing objective based test items.
- (b) Lesson Plan : Need, importance and steps of writing it in teaching of Sociology.

UNIT-VI

- (a) Social Instructions – Marriage, Family, Kinship.
- (b) Social Structure – Meaning, Elements – Status, role, norms, values, power and prestige.
- (c) Social groups – Meaning, characteristics and classification.
- (d) Social mobility – Meaning, types, factors.

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. Available at books.google.co.in/books?isbn=812610984X
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COMPONENTS

COMPONENT – I (PART A): INITIATORY SCHOOL EXPERIENCES

Total Marks : 15+15 = 30 (Internal)

Objectives:

- To develop conceptual understanding about teaching and learning in school environment.
- To validate the theoretical understandings developed through various foundation and pedagogy courses.
- To understand and develop meaningful learning sequences appropriate to the specificity of different levels of learning.
- To mobilize appropriate resources for learning.
- To initiate the student teachers towards the practical process of teaching and learning.
- To sensitize the student teachers towards the prevailing formal school settings and to observe them meaningfully in order to acclimatize themselves for their future role as educators.
- To introduce the element of constructivism among the student teachers in diverse areas of teaching and learning in a formal school setting.
- To learn to plan and execute lessons in a typical formal school setting.

Note on Evaluation: Entire curriculum transaction of this course shall be continuous in nature. It shall be evaluated by the internal 'Teacher Educator Mentor'. All activities shall be documented and the records be preserved for minimum six months after the declaration of the Annual University result. After that period, the records of the three toppers from each subject be documented in the reference section of the college library.

Course Details: For Two Teaching Subjects

Task Set 1: Initiatory Experiences

(10)

- Reflections on one's own School Experiences and Identifying Nurturants and Deterrents in teaching subject one and two.

(05+05)

Task Set 2: School as an ‘Enabling Learning Environment’ (10+10)

- Planning and execution of micro lesson plans in at least two teaching-learning skills (Minimum 4 skills; Two in each subject). (05+05)
- Planning and delivering at least four macro lesson plans (two in each subject) (05+05)

COMPONENT – I (PART B): SCHOOL EXPERIENCE PROGRAMME

Total Marks : 100+100 = 200 Marks

Internal : 30 + 30 = 60 Marks

External : 70 + 70 = 140 Marks

Objectives :

- To understand the content and pedagogical principles, issues and problem related to teaching.
- To acquire competencies and skills required for effective classroom teaching, class management & evaluation of student learning/organization of co-curricular activities in the school.
- To develop professional ethics and values.
- To familiarize with the existing functioning of school.

Course detail

- (a) Teaching Practice file for each teaching subject is to be prepared 10 marks
- (b) Identification of mistakes generally committed by school students in concerned subject. 02 marks
- (c) Performance of actual practice in school. 05 marks
- (d) Critical observation of 20 lessons in each subject 05 marks
- (e) Organization of co-curricular activities & morning assesmbly. 05 marks
- (f) A report of reflection on school experience programme with suggestions for further improvement. 03marks
- (g) Final lesson 70 marks

Details of Teaching Practice file:

- (i) 45 lesson plans (spreaded over 45 days) in each subject during internship performance. Out of 45 lesson plans first 30 detailed plans, 2 based on ICT, 2 test based lesson plans, one discussion lesson, last 10 lesson plans in diary form, briefly mentioning specific objectives, method, teaching aids & teaching points.
- (ii) Report of School plant
- (iii) Time table and attendance record of the students.

Details of final lesson in each subject :

- (i) Written lesson plan 10 marks
- (ii) Presentation 40 marks
(Method, questioning, student participation)
- (iii) Teacher Traits 10 marks
- (iv) Teaching aids used 10 marks

Total 70 Marks

Note : (a), (c), (e), (f) will be evaluated by Teaching Practice incharge, while (b) & (d) will be evaluated by the subject teacher. Final lesson i.e. (g) will be of 70 marks, will be evaluated by external & internal examiner both.

COMPONENT – II (PART A)
(i) COMPUTER CRAFT

Total Marks: 50
External Practical : 30
Internal Practical : 20

Weightage to various aspects to be given as under:

Practical: 20
Viva: 05
Practical File: 05
Total: 30

- **Practical Work:** To prepare a project on Power Point/ MS-Excel/ MS-Access/ Internet
- **File Work:** Hard copy (In black & white printing both sides) and Soft copy

(ii) CANDLE MAKING

Total Marks: 50
External Practical : 30
Internal Practical : 20

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

Theory:

- (a) Wax:- Introduction of different types of wax.
- (b) Basic requirements of candle making
- (c) Procedure of candle making
- (d) Making different types of candles: floating candle, layer candle, chips, ice candle, mould free candle.
- (e) Safety measures in candle making.

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

Practical:

Preparation of candle on the spot at the time of practical exam (10 marks)
Practical File (5 marks)
Viva Voce (5 marks)

Book Suggested:

Khanna, Jyoti and Khanna, Sunil (2013). *Candle Making*, Chandigarh: Triveni Publications.

(iii) CANE MAKING

Total Marks: 50
External Practical : 30
Internal Practical : 20

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 learn to handle and display material
- To prepare and improvise teaching aids for effective teaching and learning

Practical Work:-

- (1) Making cane samples with each of the following weaves: Plain weave, Basket weave, Twill weave and Satin weave
- (2) To prepare any five items of different types of weaving:- Toys, Baskets, Chairs, Table mats, Foot mats, Purse/ Bag

Book Suggested

Grewal, N. A *Text book of Home Science*. Jalandhar: A.P. Publishers.

(iv) CLAY MODELLING

Total Marks: 50
External Practical : 30
Internal Practical : 20

Objectives:

- Development of creativity and imagination.
- To develop a sense of beauty.
- To develop a sense of organization and an aesthetic sense in them.
- To prepare /improve teaching aids for effective teaching learning.
- To learn to handle and display teaching material.

Practical work

To prepare a file and to prepare any 10 items of clay out 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) (Cartoon)
- (ix) Political Leader
- (x) Any Player
- (xi) Any face (Man, Woman, Child)
- (xii) One educational model in teaching subject is compulsory.

(v) COTTON CRAFT

Total Marks: 50

External : 30

Internal : 20

Theory:

- (a) Characteristics of Cotton Fibers.
- (b) Simple knowledge of preliminary processes of Spinning & Weaving.
- (c) Use of different equipments of Hand Spinning & Weaving.
- (d) Calculation of count, evenness and strength of Yarn.
- (e) Wrap & Cloth calculation.
- (f) Getting up of the loom.
- (g) Importance of cotton craft in schools.

Practical Work:

- (i) Ginning.
- (ii) Slivers making.
- (iii) (a) Spinning on Takli 5 Latties
(b) Spinning on charkha 5 Latties
- (iv) Bobbin winding and Pirn winding.
- (v) Preparation of Wrap.
- (vi) Drafting and denting of Wrap.
- (vii) Weaving one meter plain cloth on fly shuttle frame loom.

(vi) CARD BOARD MAKING

Total Marks: 50

External Practical : 30

Internal Practical : 20

Objectives:

- To develop a sense of organization and an aesthetic sense in them.
- To prepare /improve teaching aids for effective teaching learning.
- To learn to handle and display teaching material.

Practical work

- (a) Cutting the cardboard of various thicknesses with nail cutter, scissor etc.
- (b) Molding the cardboard in rectangular & round shapes.
- (c) Decoration of the articles with cut work of binding cloth with water or oil colours.

Prepare any five articles:

- (i) Boxes
 - (ii) Waste Paper Basket
 - (iii) Tray
 - (iv) File Covers
 - (v) Flowers Vase
 - (vi) Table Lamp
 - (vii) Photo Frame
- (d) One educational model in each teaching subject is compulsory.

(vii) WOOD WORK

Total Marks: 50
External Practical : 30
Internal Practical : 20

Objectives:

- To give knowledge about different kinds of wood.
- To acquaint them with defects in timber and their remedies.
- To prepare /improve teaching aids for effective teaching learning.

Theory

To prepare a file of the following :

- (a) Workshop equipment.
- (b) The timber for woodwork – grain of wood , defects in timber and their remedies.
 - Shisham
 - Teak
 - Kali
 - Plywood
- (c) Seasoning of wood
- (d) Tools of various kinds
- (e) French and wax polish
- (f) Warnish and paint
- (g) Nail and screw joints, halved joints and mortise and tenon joints, dovetail joints and mitred joints.

Practical

To prepare any five articles of wood out of the following:

- (i) A set of legs
- (ii) Soap case stand
- (iii) Mirror stand
- (iv) Tray
- (v) Drawing Board
- (vi) Clip Board
- (vii) Tool Box

(viii) MUSIC CRAFT

Total Marks: 50
External Practical : 30
Internal Practical : 20

Practical Work

- (c) Five Alankaras/Paltes
- (d) Talas-Dadra, Kaharwa, Teen tal on Tabla
- (e) Rendition of any one of the following
Gazal, Folk Song, Bhajan, Shabad, Patriotic Songs
- (f) Playing National Anthem on Harmonium

(ix) INTERIOR DECORATION

Total Marks: 50
External Practical : 30
Internal Practical : 20

I. To prepare any seven out of the following:

- i. Making and arranging flowers of paper and cloth (Minimum three 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).
- vi. Fabric painting
- vii. Pot painting
- viii. Floor decoration (Rangoli, Alpna, Paper cutting etc. minimum 2'x2')
- ix. Tile painting and decoration (minimum 1'x1')
- x. Preparation of any one item using the concept of modern art/abstract art. (Canvas board, hard board, Drawing sheet etc.)

II. 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).

(X) GARDENING

Total Marks: 50
External Practical : 30
Internal Practical : 20

Theory:

- a) Gardening: Meaning and Importance
- b) Soil: Types and Fertility
- c) Manures and Fertilizers- Farm yard Manure, Green Manure, Nitrogenous, Phosphate and Potassic Fertilizers.
- d) Parts of a typical Flowering Plant
- e) Seed Germination
- f) Gardening Tools and Equipments
- g) Methods of Irrigation
- h) Weeds: Important Weeds of Crops and their Control
- i) Growing of Important Crops like brinjal, onion, cabbage, cauliflower, spinach and radish.
- j) Procedure for Potting a Plant

Practical Work (External)

- | | |
|---|------------|
| a) Preparation of a lawn/flowerbed/kitchen garden | - 10 marks |
| b) Potting the Plants | - 5 marks |
| c) Collection of Seeds and Leaves | - 5 marks |
| d) Preparation of Practical Note Book | - 5 marks |
| e) Viva voce | - 5 marks |

30 marks

Note: - Internal Assessment of 20 marks will be based on maintenance of College lawns and preparation of charts and models.

(xi) HOME CRAFT

Total Marks: 50
External Practical : 30
Internal Practical : 20

Objectives :

- To provide hands on experience and develop dignity for work.
- To develop sense of organization and aesthetic sense in students.
- To provide opportunities for creative expression.
- To acquaint the students with different methods of cooking.

(A)

- i. Table setting for different meals : Breakfast, lunch, dinner and evening tea.
- ii. Table manners

(B)

- i. Different methods of cooking
- ii. Cooking of any 5 recipes (Indian, Mexican, Italian, Chinese)

(C) Making one sample each of the following embroidery stitches :

- i. Satin stitch
- ii. French knot
- iii. Chain stitch
- iv. Stem stitch
- v. Lazy dazy

(D) Construction of any two utility items (Apron, Chapati Wraps, Multi-purpose hangings)

Books Suggested

Mehta, Nita (2009). *Low Calorie Cooking For the Indian Kitchen*. New Delhi: Variety Book Depot.

Dalal, Tarla (2008). *Healthy Snacks*. Mumbai: Sanjay & Co.

Mehta, Nita (2004). *Mexican: Cooking for the Indian Kitchen*. New Delhi: Snab Publishers.

Chin, Leeann and Crocker, Betty (1990). *Betty Crocker's New Chinese Cook book*. Macmillan.

(xii) ART & PAINTING

Total Marks: 50
External Practical : 30
Internal Practical : 20

(a) Evaluation of 30 marks shall be external by a competent Art teacher teaching in a college of education.

(b) Internal assessment of 20 marks shall be based on student's marks in the house tests, participation in various painting competitions and class work.

(c) Distribution of marks

(i)	Practical	:	10
(ii)	Viva	:	05
(iii)	Practical File	:	15
(iv)	External Total	:	30

Practical Work

- (a) 5 sheets depicting types of colours, colour schemes and principles of art.
- (b) 10 sheets of free hand sketches of still life, nature, study with pencil in light & shade.
- (c). 5 sheets of Animal and bird drawings
- (d) 5 Poster theme based sheets
- (e) 5 Landscape paintings in any medium
- (f) 3 sheets of Mottos
- (g) 2 Design – Geometrical/Floral

(xiii) PHOTOGRAPHY

Total Marks: 50
External Practical : 30
Internal Practical : 20

Creative Photography on the following topics (Five Photographs at least) :

- A
- (i) Outdoor photography in Natural Light Science.
 - (ii) Wildlife.
 - (iii) Sports (action photography).
 - (iv) New coverage.
 - (v) Nature study (Flowers, Birds, Trees, Sunrise, Sunset etc).
 - (vi) Indian Culture.
- B
- (i) Mounting Photographs and displaying using creativity.
 - (ii) Organising Photo Exhibition.

Books Suggested :

- (a) Barbara and John, *Upton Photography*, Uttle Brown and Co., 1980.
- (b) Michael Langford, *Advanced Photography*, London : Focal Press, 1988.

(xiv) TIE AND DIE

Total Marks: 50
External Practical : 30
Internal Practical : 20

To prepare design on the cloth by typing it with thread, using beads, marble, pulses, matchsticks, bangles, bittle caps etc. and make the following items (Any 8) :

- (a) Kurta
- (b) Scarf
- (c) Cushion covers – 2
- (d) Pillow covers – 2
- (e) Table cloth
- (f) Napkin
- (g) Runner
- (h) Tray cover
- (i) Chapatti Wrapper
- (j) Tea cozy cover

COMPONENT – II (PART B): SIMPLE EXPRESSSIONAL COMPETENCIES

Total Marks: 50
External Practical : 30
Internal Practical : 20

Objectives :

The programme of the Simple Expressional Competencies will enable the students teachers to :

- Acquaint with sketching for expression and communication purpose.
- Develop sense of organization and an aesthetic sense.
- Pprepare/improve teaching aids for effective teaching learning.
- Write legibly on Chalk board.
- Learn to handle and display teaching material.

PART –A

(1) Drawing and Sketching	- 20 sheets
a) Pencil sketches	- 2 sheets
b) Landscapes	- 2 sheets
c) Collages	- 4 sheets (2 from each teaching subject)
d) Alphabets writing in blocks (A to Z)	
capital :	- 5 sheets
small :	- 2 sheets
e) Number drawing (0 to 9)	-1 sheet
f) Cutting and Pasting	-4 sheets ((2 from each teaching subject)
(2) Motto writing (3 English and 1 Mother tongue)	-4 sheets
(3) Action Drawing	- 5 sheets
(4) Black Board plans	- 6 sheets (3 from each teaching subject)
(5) Charts (Display and write-up)	- 2 (One from each teaching subject)

PART – B

B.B. Writing & Sketching on any topics from two teaching subjects.

Activities : (Session Work File should include)

- Only Poster and Water colours in flat or graded tone.
- Cutting, Pasting and Display of 2 pictures on display board.
- Block lettering in ink or color on paper in English, Gurmukhi/Devnagari.
- Writing in Gurmukhi, Devnagari or Roman script and sketching on chalkboard.
- Simple freehand sketching of diagrams, figures, outline maps, fields, block diagrams of respective teaching subjects.
- Keeping record of these activities duly signed by the teacher educators.

General Note :

- The teacher educator in Art will teach Component II (Part-B)
- Single external examiner will evaluate Part (A) and Part (B). The external examiner will be a qualified teacher of Art in a college of education recognized by the university.
- The Principal of the College concerned will be moderator.
- Weightage to various aspects will be given as under:-

Total Marks : 50

External Marks : 30

Internal Marks : 20

PART-A

		Ext.	Int.
(a) Practical Work :	18	12	06
(b) Practical Files :	06	03	03
(c) Charts/Folders/Model :	06	03	03
	30	18	12

PART-B

		Ext.	Int.
(a) Writing & Sketching :	15	12	03
(b) Spacing :	03	--	03
(c) Correct Posture :	02	--	02
	20	12	8

Note : (a) Two periods per week per section shall be allotted for simple expressional competencies. These periods will be taken by Lecturer in Art & Painting.

- The blind students in lieu of the above mentioned activities shall opt for any craft as per facilities available in the college.

COMPONENT – III
COMPONENT – III (PART A): COMMUNICATION AND EMPLOYABILITY SKILLS

Total : 10 Marks (Internal)*

Objectives:- After the completion of this course, pupil teachers will:

- have effective communication skills
- develop an insight into the expository reading, journalistic writing, thinking and communicating in the language of instruction.
- develop various employability skills.

Unit-I GENERAL ORIENTATION

Communication- Concept and types of communication, overcoming barriers of communication.

Activities: (a) Exposure (Native Speaker)to be given to students by using ICT followed by discussion.

- (b) 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) Student teachers will select text from newspaper/magazine, articles on topics of contemporary issues and analyse the structure of the article by identifying sub heading, keywords, sequencing of ideas, use of concrete details and statistical representation etc.
- (b) Writing articles / topics of interest for college magazine/newspaper/wall magazine etc.

Unit-III ENGAGING WITH SUBJECT-RELATED REFERENCE BOOKS

- (a) Student teachers (in small groups) will make a choice of a specific topic in their subject area which they could research from a set of available reference books.
- (b) Search relevant reference books from Library/Internet sources and extract relevant information
- (c) Make notes on these ideas in some schematic form (Flow Diagram/Mind Map etc.)
- (d) Plan a presentation with display and oral comments
- (e) Make presentation to whole group

Unit- IV DEVELOPING EMPLOYABILITY SKILLS

- Workshop on C.V. writing
- Conducting mock Interviews
- Orientation for Teacher Eligibility Tests (National and Regional)

** The student teacher will be evaluated internally on the basis of their performance in the sessional activities. The institute will maintain the record in the form of project file/ audio-video recordings.*

COMPONENT – III (PART B): HEALTH AND SPORTS PROGRAMME

Total Marks: 50

External Marks: 30

Internal Marks: 20

OBJECTIVES:

- To develop awareness among student teachers about good health practices (Physical, Mental, Social and Emotional) and demonstrate skill for healthy living.
- To make student teachers understand about the effects of exercise on human body.
- To develop knowledge of Safety and First aid.
- To acquaint the student teacher with harmful effects of drinking, smoking and drug abuse.
- To identify communicable and non-communicable diseases—their mode of infection, prevention and control.
- To conduct friendly matches among students to promote sports and create their interest in sports.

- To spot the sports talent among students.
- To arrange healthy recreational activities and inculcate in them the spirit of sportsmanship.
- To motivate students to participate in the University C-Division inter college competitions.

ACTIVITIES :

- (a) Organization of days related with health, sports meet, sanitation week, minor games etc.
- (b) Preparation of chart/poster on any two of the following:
Balanced diet, postural deformities, drug abuse, personal hygiene, communicable and non-communicable diseases, various systems of body, family welfare, safety and first aid, road signs.
- (c) Preparation of file including the layout of the ground, brief history, fundamental skills and rules and regulations of Athletics and any one game of the following:
 - (i) Basketball.
 - (ii) Badminton.
 - (iii) Kho-Kho.
 - (iv) Volleyball.
 - (v) Table Tennis.
 - (vi) Yoga (Asanas).

(D) THEORY

- (i) Physical Education : Meaning, aims and objectives.
- (ii) Health Education : Meaning, aims and objectives.
- (iii) Effect of exercise on human body.
- (iv) Posture : Meaning, Postural deformities - causes and their remedial measures.
- (v) Safety measures on Road, in School, in Swimming Pool, at Gymnasium and Play ground.

(E) PRACTICAL

- (1)
 - (a) Participation in one of the above mentioned six games. **(05)**
 - (b) Compulsory participation in the events of Annual Athletic Meet of the college. **(10)**
 - (c) Discipline and regularity for the health and sports programme. **(05)**
- (2)

External examiner along with Health and Sports Programme (HSP) Incharge will award 30 marks on the basis of performance and participation in the practical examination of games and athletics by conducting viva-voce exam.

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COMPONENT – IV
CO-CURRICULAR, CULTURAL AND COMMUNITY ACTIVITIES

Total Marks : 10 (Internal)

Objectives :

Co-curricular, cultural and community activities programme will enable the student teachers to:

- Develop right attitude towards dignity of labour and world of work.
- Develop an interest in leadership qualities, human relations and resourcefulness.
- Develop favourable attitude to serve the community.
- Organize cultural programmes and excursions.
- Understand the importance of community living.
- Appreciate cultural heritage.
- Understand the importance of sanitation.

Activities :

(A) Co-curricular and Cultural (Any Three)

- (a) Organization of college functions.
- (b) Participation in programme of co-curricular cultural activities and morning assembly.
- (c) Celebration of important days.
- (d) Organizing educational trips/tours.

(B) Community Activities (Any Two)

- (a) Cleanliness and beautification of Campus.
- (b) Participation in NSS.
- (c) Helping the needy—Donating blood/literacy programme.

Evaluation :

The tutor incharge will award the marks to their wards on the basis of performance in above activities during the whole session out of 10 (05 for co-curricular and cultural activities and 05 for Community activities).

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