



**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.) GENERAL**

*AND*

**BACHELOR OF EDUCATION (B.ED.) TWO YEAR COURSE**

THROUGH CORRESPONDENCE

**EXAMINATIONS, 2011**

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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.) General and BACHELOR OF EDUCATION (B.ED.) through Correspondence (Two-Year-Course) EXAMINATION, 2011

Note : Use of all brands of non-programmable calculators having signs of '+', '-', 'x', '÷', '√', 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. Th.</i>	<i>Int. Eval.</i>	<i>Ext. Prac.</i>	<i>Int. Prac.</i>	<i>Total</i>
Paper-I	Philosophical and Sociological Basis of Education	80	10	--	10	100
Paper-II	The Learner—Nature and Development	80	10	--	10	100
Paper-III	Teaching—Learning Process	80	10	--	10	100
Paper-IV	(PART-A) School Management	48	06	--	06	60 } 100
	(PART-B) Computer Education	20	--	16	04	40 }
Paper-V	(PART-A) Guidance and Counselling	48	06	--	06	60 } 100
	(PART-B) Any <b>One</b> of the following options :	32	04	--	04	40 }
		<b>Total = 500</b>				
(i)	School Library Services	(xi)	Yoga Education			
(ii)	Comparative Education	(x)	Value Education			
(iii)	Adult and Continuing Education	(xi)	Educational Technology			
(iv)	Health and Physical Education	(xii)	Elementary Education			
(v)	Education of Children with special needs	(xiii)	Women Education & Indian Society			
(vi)	Population Education	(xiv)	Co-Curricular Activities in Schools			
(vii)	Distance Education and Open Learning	(xv)	E-Education Resource Development			
(viii)	Environmental Education					

1.2 PAPERS-VI & VII : Methodology of Teaching of any two of the following :

[Marks : (External 90 + Internal 10) + (External 90 + Internal 10) = 200]

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

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 & III shall be covered in B.Ed. Part-I; and  
(b) Theory Papers V (a & b), VI and VII and Practical Components I & IV shall be covered in B.Ed. Part-II.

**Provided That:**

- (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 three years at Bachelor's level/Master's level.
- (ii) Honours students 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 in to 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 B.Sc. and 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 :
- |                     |                        |                            |
|---------------------|------------------------|----------------------------|
| (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 :**

- The subject of Teaching of Fine Arts shall be offered to a candidate who had taken up Fine Arts 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.
  - The candidates should have studied the major subject at least for full three 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.
  - The candidates shall be given the required subject combinations depending upon their availability in the colleges.
  - Candidates who have passed Shastri/Gyani/Prabhakar/Honors in languages can opt for two language combinations provided they have studied the other language for one year/one semester.
- 1.3** In the above said subject combinations, at least 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.
- Teaching of Physical Education shall be taught by an approved lecturer in Physical Education (M.A. Physical Education/M.P.Ed.).
  - 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.
  - Paper V 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.
  - Computer Education Paper IV (Part-B) and Option V (Part B) shall be taught by the Computer Lecturer/Instructor (Graduate with PGDCA or One year Post Graduate Diploma or higher qualification from recognized institution).
- 1.4** For the setting of Theory question papers, the following rules should be observed:
- Each question paper in 1.1 will be of 100 marks. In Papers I, II and III, 80 marks are for external theory, 10 marks are for (internal) practical work and 10 marks are for continuous internal

- evaluation. In paper IV-A and paper V-A, 48 marks are for (external) theory, 6 marks are for (internal) practical work and 6 marks are for continuous internal evaluation. In paper IV-B, 20 marks are for (external) theory and 20 marks are for practical work, out of which 4 marks are for internal evaluation and 16 marks are for external evaluation. In paper V-B, 32 marks are for (external) theory, 4 marks are for (internal) practical work and 4 marks for continuous internal evaluation in all options except for option XV. The marking scheme for option XV is as mentioned in the detailed syllabus of the option. Two teaching methodology papers (VI and VII) opted by the candidate in 1.2 will be of 100 marks each [ 90 marks are for (external) theory and 10 marks are 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 to 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 unit of the question paper will be compulsory. It will consist of five short answer type questions and these questions will cover the entire course content uniformly. 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—Part A for School Management and Part B for Computer Education. In Paper IV-A, question paper shall be divided into four parts. First three parts will pertain to the three 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. Fourth part of the question paper will be compulsory. It will consist of three 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 answer should not exceed 75 words. This theory paper will be of  $(12 \times 3) = 36 + (4 \times 3) = 12$ , total 48 marks. 6 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. 6 marks are allotted for the internal evaluation of the practical work. Total marks allotted to paper IV-A are 60. In paper IV-B, question paper shall be divided into three parts. First two parts will pertain to the 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 candidates will be required to attempt one question from each part. Each question will carry 7 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 3 marks and answer should not exceed 75 words. This theory paper will be of  $(7 \times 2) + (3 \times 2) = 20$  marks. 20 marks are allotted for practical work out of which 16 marks are for external evaluation and 04 marks are allotted for internal evaluation of practical work. Total marks allotted to paper IV-B are 40.
- (iv) In paper V, the question paper shall be divided into two parts—Part A for Guidance and Counselling and Part B for one subject opted by the candidate from the list given in 1.1 (i) to (xv). In paper V-A, question paper shall be divided into four parts. First three parts will pertain to the three units of the course content. Two questions will be set from each unit of the course content. The candidates 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 three short answer type questions and these questions will cover the entire course content uniformly. Each short answer type question will be of 4 marks and answer should not exceed 75 words. This theory paper will be of  $(12 \times 3) = 36 + (4 \times 3) = 12$ , total 48 marks. 6 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. 6 marks are allotted for the internal evaluation of the practical work in this paper. Total marks allotted to paper V-A are 60.

- (v) In paper V-B, the question paper shall be divided into three parts. First two parts will pertain to the 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 candidates 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 4 marks and answer should not exceed 75 words. This theory paper will be of  $(12 \times 2) = 24 + (4 \times 2) = 8$ , total 32 marks. 4 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. 4 marks are allotted for the internal evaluation of the practical work in this paper. Total marks allotted to paper V-B are 40.
  - (vi) 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.
  - (vii) There will be separate answer sheets for Papers IV-A and IV-B as well as for Papers V-A and V-B.
  - (viii) 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 :  $2 \times (90 + 10) = 200$  marks.
  - (ix) Papers VI and VII will be of 100 marks each. Out of which 90 marks are for external theory and 10 marks are for continuous internal evaluation. Each question paper shall be divided into six parts. First five parts will pertain to 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 15 marks. Sixth part of the question paper will be compulsory. It will consist of three short answer type questions from sixth unit of the course content. Each short answer type question will be of 5 marks and answer should not exceed 75 words. This theory paper will be of  $(15 \times 5) = 75 + (5 \times 3) = 15$ , total 90 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.
  - (x) 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.

PART-II

Practical

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

Component	Practical	Marks		
		External	Internal	Total
I	School Experience Programme	60+60=120	40+40=80	200 (For two teaching subjects)
II	Simple Expressional Competencies	30	20	50
III	Health & Sports Programme	30	20	50
IV	A. Work Experience Programme	30	20	50
	B. Co-curricular, Culture & Community Activities		25+25	50

The University may appoint the Co-ordinator in the interest of academics in the Colleges of Education.

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

Part		External	Internal	Total Marks
Part-I	1.1			500
	1.2			200
Part-II	Components			
	I	60+60	40+40	200
	II	30	20	50
	III	30	20	50
	IV A	30	20	50
	IV B		25+25	50
Total of parts I & II (700 + 400)				: 1100 marks

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



**PAPER-I : PHILOSOPHICAL AND SOCIOLOGICAL BASES OF EDUCATION**

Total marks	:	100
External Theory	:	80
Internal practical	:	10
Internal Assessment	:	10

**Objectives :**

- To make student-teachers understand the concept of discipline of Education.
- To help them to know the concept of Philosophy and its relationship with Education.
- To look into the educational Philosophy of some reputed Indian Thinkers.
- To enable them to know the concept of Sociology and its relationship with Education.
- To apprise the student-teachers about the Educational Provisions in the Constitution of India.
- To sensitize the student-teachers towards Human Values and Teachers' role in creation of value based system of education.
- To acquaint the student-teachers with the New Trends in Education.

**COURSE CONTENTS****UNIT-I****EDUCATION–NATURE, AIMS AND ROLE IN THE MODERN CONTEXT**

- Concept of Education : Indian and Western.
- Types of Education : Formal, Informal and Non-formal and Role of Home, School and Society in Education.
- NPE (1986) with reference to POA (1992).

**UNIT-II****PHILOSOPHY : SCHOOLS AND THEIR EDUCATIONAL IMPLICATIONS**

- Concept, nature and functions of Philosophy and Educational Philosophy. Relationship between Philosophy and Education.
- Impact of Idealism, Naturalism and Pragmatism on Education.
- Contribution of Gandhi, Tagore and Aurobindo to educational thought and practice.

**UNIT-III****EDUCATION AND SOCIOLOGY**

- Concept of Sociology and relationship between Sociology and Education.
- Educational provisions in the Constitution of India.
- Education for Democracy, National Integration, International understanding and Globalization.

**UNIT-IV****CULTURE AND VALUE-EDUCATION**

- Culture, Concept, Characteristics and its Interaction with Education.
- Values : Concept, Types and Sources.
- Role of Teachers and Strategies in inculcating values among Students; Code of Conduct for Teachers.

**UNIT-V****NEW TRENDS IN EDUCATION**

- (a) Human Resource Development : Concept, need and role of education in HRD.
- (b) Human Rights : Brief historical background with special reference to Universal Declaration of Human Rights; Latest Human Rights Act in Indian Legislation and Role of Education in promoting Human Rights.
- (c) Distance Education : Concept, need and modes; e-education : concept.

**PRACTICAL WORK**

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

**BOOKS SUGGESTED :**

1. Bhatia, K.K. and Narang, C.L., Teacher and Education in Emerging Indian Society, Ludhiana : Tandon Publishing, 1992.
2. Biswal, U.N., Philosophy of Education, New Delhi : Dominant Publishers and Distributors, 2005.
3. Blake, N., Smeyers, P Smith, R. & Standish, P., The Blackwell Guide to the Philosophy of Education, USA : Blackwell Publishing, 2003.
4. Brubacher, John S., Modern Philosophies of Education, New Delhi : Tata McGraw Hill, 1969.
5. Chaube, S.P., Philosophical and Sociological Foundations of Education, Agra : Ravi, Noudarnalya, 1981.
6. Dash, B.N., Theories of Education & Education in the Emerging Indian Society, New Delhi : Dominant Publishers and Distributors, 2004.
7. Dev, Nathan, Globalization and Indigenous People in India, 2004.
8. Dewey, John, Democracy and Education, New York : Macmillan Company, 1961.
9. Goel, A. & Goel, S.L., Human Values and Education, New Delhi : Deep & Deep Publications Pvt. Ltd., 2005.
10. Goff, Phil, Test Your E-Sills, London : Hobler & Stoughton, 2001.
11. Halsey, A.H., Lander, H., Brown, P. & Nells, A.S., Education : Culture, Economy and Society, New York : Oxford University Press, 1997.
12. Howard, Om on and Sam, Carner, Philosophical Foundation of Education, Columbus : Charles E., Merril, 1976.
13. Humayun, Kabir, Indian Philosophy of Education, Bombay : Asia Publishing House, 1961.
14. Joshi, Kireet, A National Agenda for Education, Delhi : The Mothers' Institute of Research, 2000.
15. Joshi, Kireet. Education at Corssroads Delhi : The Mother's Institute of Research, 2000.
16. Lynch, Marguerita, Mc Vay, The Online Educator, London : Routledge Falmer, Taylor and Fancis Group, 2002.
17. Madhukar, Indira, Internet-based Distance Learning, New Delhi : Authorspress, 2005.
18. Mathur, S.S., Philosophical and Sociological Foundations of Education, Agra : Vinod Pustak Mandir, 1997.
19. Mathur, S.S., Sociological Approach to Indian Education, Agra : Vinod Pustak Mandir, 1985.
20. Mohanty, J., Indian Education in the Emerging Society, New Delhi : Sterling Pvt. Ltd., 1994.
21. Naseema, C. & Alam, M.A., From Blackboard to the Web, New Delhi : Kanishka Publishers, Distributors, 2004.
22. National Council of Teacher Education, Gandhi on Education, New Delhi : NCERT, 1998.

23. NCERT, Education and National Development : Report of the Education Commission, New Delhi, NCERT, 1964-66.
24. O' Connor, D.J.O., An Introduction to Philosophy of Education, London : Routledge, 1957.
25. Pandey, R.S., National Policy of Education, Allahabad : Horison Publishers, 1992.
26. Patil, U.T., Virtual Education, Delhi : Authorpress, 2002.
27. Puri, M. & Abraham, G. (ed.), Handbook of Inclusive Education, New Delhi : Sage Publications, 2004.
28. Rao, V.K., Handbook of Modern Methods of Teaching, Delhi : Rajat Publications, 1999.
29. Rao, V.K., Trends in Education (Volume I), Delhi : Rajat Publications, 1999.
30. Rao, V.K., Trends in Education (Volume II), Delhi : Rajat Publications, 1999.
31. Rao, V.K., Trends in Education (Volume III), Delhi : Rajat Publications, 1999.
32. Salmon, Gilly, e-activities, London : Kogan page , 2002.
33. Satija, B.R., Trends in Education, New Delhi : Anmol Publications Pvt. Ltd., 2003.
34. Sodhi, T.S. and Suri Arun, Issues in Education and National Development, Patiala : Bawa Publishers, 1999.
35. Sodhi, T.S., A Text Book of Trends in Education, Patiala : Bawa Publishers, 1996.
36. Sodhi, T.S. and Suri Arun, Philosophical and Sociological Foundations of Education, Patiala : Bawa Publishers, 1998.
37. Srivastava, D.S., Sharma, S.K. & Kumari, S., Handbook of Education, New Delhi : Shree Publishers & Distributors, 2004.
38. Stromquist, Nelly P., Education in a Globalized World, New York : Rowman & Little Field Publishers, Inc., 2002.
39. Taneja, V.R., Educational Thought and Practice, New Delhi : Sterling Publishers, 1987.
40. Talesra, H., Marashdeh, W. & Nagda, M.L., Web-based Learning, Delhi : Authorspress, 2003.
41. Tiwari, M.D., Education and e-governance, Delhi : Macmillian, 2001.
42. Trivedi, P.R. (ed.), Global Education : An Analysis, 1994.
43. Yadav and Yadav, Education in Emerging Indian Society, Ludhiana : Tandon Publications, 1986.

## PAPER-II : THE LEARNER–NATURE AND DEVELOPMENT

Total marks	:	100
External Theory	:	80
Internal practical	:	10
Internal Assessment	:	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 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 CONTENTS :****UNIT-I**

- (a) Educational Psychology – 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 their role in growth and development of an individual.

**UNIT-II**

- (a) Intelligence – Meaning, theories of intelligence (unitary, Spearman's, Thorndike's, Thurstone's and Guilford's), measurement of intelligence (classification of tests and description of any two tests from each category : Verbal, Non-Verbal, Performance tests), uses and limitations of intelligence tests.
- (b) Emotional Intelligence : Concept, characteristics and role of teacher in promoting emotional intelligence.
- (c) Creativity – Concept, characteristics and identification of creative potential, educational programmes for developing creativity.

**UNIT-III**

- (a) Learning – Meaning, factors affecting learning.
- (b) Theories of Learning – Trial and error, classical conditioning, Kohler's insight theory, Transfer of Learning : Meaning, types and educational implications.
- (c) Motivation – Concepts, types and techniques for enhancing motivation.

**UNIT-IV**

- (a) Personality – Concept, types and trait theories, determinants, assessment.
- (b) Mental Health - Concept, importance and development of good mental health among learners.
- (c) Adjustment - Concept and role of teacher in the process of adjustment.

**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 measurement of central tendency (mean, median, mode), 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, Intelligence/Emotional intelligence.
- (b) Personality, Adjustment, Mental Health.

**BOOKS SUGGESTED :**

1. Chauhan, S.S. (2002), Advanced Educational Psychology, New Delhi : Vikas Publishing House.
2. Clifford Morgan and Kind, R.R., Weise John (1999), Introduction to Psychology, New Dethi : Tata McGraw Hill.

3. Dandapani, S. (2000), A Textbook of Advanced Educational Psychology, New Delhi: Anmol Publications.
4. Dash, M. (2000), Education of Exceptional Children, New Delhi : Atlantic Publishers and Distributors.
5. Dececco, John P. and Crawford, William, R. (1988), Psychology of Learning and Instructions, New Delhi : Prentice Hall.
6. Garret, H.E. (1981), Statistics in Psychology and Education, Bombay : Vakils, Feffer and Simons.
7. Gupta, Sneha (1985), Mental Hygiene and Education, Ludhiana : Parkash Brothers,
8. Heward and Orlansky (1992), Exceptional Children, New York : Maxwell Macmillan International.
9. Kakkar, S.B. (2001), Educational Psychology, New Delhi, Prentice Hall of India.
10. Kirk Samuel (1997), Educating Exceptional Children, New York, Houghton Mifflin Company.
11. Mangal, S.K. (2002), Advanced Educational Psychology, New Delhi : Prentice Hall of India.
12. Maslow, A.H. (1970), Motivation and Personality, 2<sup>nd</sup> Ed., New York: Harper & Row.
13. Panda, K.C. (2001), Education of Exceptional Children, New Delhi: Vikas Publishing House Pvt. Ltd.
14. Sahu, Binod Kumar (2002), Education of Exceptional Children, Ludhiana: Kalyani Publishers.
15. Sidhu, Kulbir Singh (1998), Statistics in Education and Psychology, Jalandhar : International Publishers.
16. Tiwari, Govind and Pal Rama (1997), Experimental Psychology : A Dynamic Approach, Agra, Vinod Pustak Mandir.
17. Verma, Preeti and Srivastava, D. N. (1996), Modern Experiment of Psychology, Agra : Vinod Pustak Mandir.
18. Woolfork, Anita (2004), Educational Psychology : Reason Education (Singapore), New Delhi : Indian Branch.

### **Paper III : TEACHING LEARNING PROCESS**

Total marks	:	100
External Theory	:	80
Internal Practical	:	10
Internal Assessment	:	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 curriculum, 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) Principles of teaching.
- (c) Levels and Phases of teaching.
- (d) Mass Media - Meaning, Purpose, Role of teacher in making the use of mass media in education.

**UNIT-II : EDUCATIONAL TECHNOLOGY**

- (a) Meaning, importance and Types 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) Micro Teaching — Concept, Process, Merits and Demerits
- (b) Skills of Micro Teaching
  - Introducing the Lesson
  - Fluency in questioning
  - Explaining
  - Stimulus Variation
  - Reinforcement
- (c) Programmed Learning — Concept, Principles and Types of Programmed Learning.
- (d) CAI - Concept and Importance

**UNIT-IV : CURRICULUM AND CLASS-ROOM PROBLEMS**

- (a) Curriculum — Concept and principles of curriculum construction.
- (b) Classroom problems - Meaning and Nature.
  - Types of Classroom problems.
  - Solutions of Classroom Problems.
- (c) Classroom Communication — Concept, Barriers and Remedial measures.
- (d) Action Research — Meaning, goals and steps in action research.

**UNIT-V: TRENDS IN EVALUATION**

- (a) Concept and Principles of Measurement and Evaluation.
- (b) Defects in External Examination with Reference to Secondary Education in Indian context.
- (c) Characteristics of a good tool of Evaluation.
- (d) Recent trends in Examination Reforms Grading System.
  - Semester System
  - Continuous Internal Evaluation

**PRACTICAL WORK**

1.	Preparation of 2 Transparencies (1 in each subject)	}	3 marks
2.	Operation of Overhead Projector, LCD Projector.		
3.	Preparing Programmed Instruction Material.		3 marks
4.	Action Research.		4 marks
<b>Total :</b>			<b><u>10 marks</u></b>

**BOOKS SUGGESTED :**

1. Aggarwal, R.N. & Bipin Asthana, Educational Measurement & Evaluation, Agra:Vinod Pustak Mandir, 1983.
2. Anand Bhushan & Ahuja, Educational Technology, Patiala: Bawa Publishers, 1992.
3. Apter, Michel, J., The New Technology of Education, London : MacMillan, 1968.
4. Bhatia, K.K., Narang, C.L. & Sidhu, H.S., Foundations of Teaching Learning Process, Ludhiana: Tandon Pub. 1994.
5. Chauhan, S.S., A Textbook of Programmed Instruction, New Delhi : Sterling, 1978.
6. Dececco, John, P., Educational Technology, Reading in Programmed Instruction, Holt Rinehart and Winston, 1964.
7. Joyce, Bruce and Marsha Wali., Model of Teaching, New Delhi : Prentice Hall of India, 1985.
8. Mangal, S.K., Fundamental of Educational Technology, Ludhiana: Parkash Brothers, 2002.
9. Richmond, Menneth, The Teaching Revolution, London : Methuen & Co., 1969.
10. Ruheia, S.P., Educational Technology, New Delhi: Raj Prakashan, 1973.
11. Sampath, K. and Others, Introduction to Educational Technology, New Delhi : Sterling Pub. Ltd., 1984.
12. Sharma, R.A., Shikshan Takniki, Meerut : Modern Publishers, 1977.
13. Sharma, R.A., Educational Technology, Meerut : Modern Publishers, 2004-05.
14. Singh, L.C., Sharma, R.D., Micro Teaching, Agra : Bhargwa Book House, 2002.
15. Sodhi, G.S. & Others., Teaching Learning-A Process Approach. Chandigarh: Samir Publishers, 1994.

**Paper IV (Part A): SCHOOL MANAGEMENT**

Total Marks	:	60
External Theory	:	48
Internal Practical	:	06
Internal Assessment	:	06

**Objectives:**

After the course, pupil teachers will be able to :

- Understand the Concept and Process of Educational Management.
- Understand Academic and Operational aspects of School Management.

- 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**

- School as Organization: Meaning, objectives, need, scope, types and principles of school organization, administration and management.
- School Plant: importance, Essential characteristics, selection of site and optimum Utilization & Maintenance of different School Components.
- Institutional Planning: Meaning, objectives, advantages and characteristics of Institutional planning. Preparation of an institutional plan.

### **Unit-II : ESSENTIAL FACETS OF SCHOOL ORGANIZATION**

- Leadership: Concept, Need & Development of Leadership Qualities among students. Qualities and functions of Head of the Institution.
- School Time Table: Importance, types and principles of time table.
- Discipline, Concept, Bases of Discipline Causes of indiscipline and its remedial measures.

### **Unit-III: MAJOR FACTORS FOR QUALITATIVE IMPROVEMENT**

- Inspection and Supervision: Meaning & Difference, Aims, principles, area & types and procedures of supervision. Modern trends in supervision.
- School Records and Registers: Importance, types and essential requirements of School records. Mode of keeping and maintaining school records.
- Co-curricular Activities: Meaning, importance and types of activities. Principles of organizing co-curricular activities. Problems in organizing co-curricular activities.

## **PRACTICAL WORK**

Total Marks:	:	(06)
Construction of Time Table	:	(03)
Maintenance of Attendance Registers.	:	(03)

## **BOOKS SUGGESTED :**

1. Bhatia, K.K. and Singh, Jaswant, Principles & Practice of School Management, Ludhiana:Tandon Publication, 2002.
2. Bhatnagar, R.P. & Verma, I.B., Educational Administration at College Level, Meerut: Loyal Book, 1978.
3. Dash, B.N., School Organisation Administration & Management, Neel Kamal Publications Pvt. Ltd., 1996.



4. Mohanty, J., Educational Administration, Supervision and School Management, New Delhi: Deep and Deep Publications, 1990.
5. Mathur, S.S., Educational Administration and Management, Ambala Cantt: The Indian Press, 1990.
6. Paul Hersey & Kenneth, H. Blanchard, Management of Organizational Behaviour, New Delhi: Prentice-Hall Pvt. Ltd., 1996.
7. Sachdeva, M.S., School Management, Ludhiana: Bharat Book Centres, 2001.
8. Sharma, R.A., School Management, Surya Publications, Meerut, 2005.
9. Sodhi, T.S. & Swi Anaina, Management of School Education, Patiala: Bawa Publication, 2000.

#### **PAPER -IV (PART-B) : COMPUTER EDUCATION**

Total Marks	: 40
External theory	: 20
Practical	: 20
(i) External	: 16
(ii) Internal Assessment	: 04

##### **UNIT-I**

- (a) Computer Revolution - Its applications in various fields.
- (b) Generations of Computer
- (c) Classification of the Computers.
- (d) Computer Hardware: Input-Output Devices, Memory: Primary & Secondary.

##### **UNIT-II**

- (a) Characteristics of various computer languages : MLL/Assembly/HLL/4GLs
- (b) Introduction to:
  - (i) Operating Systems.
  - (ii) Compiler and interpreter.
- (c) Features of applications Software
  - (i) Word Processor
  - (ii) Spreadsheets
  - (iii) Presentations
  - (iv) Data Base Management System
- (d) Lesson Planning : Need & importance of lesson planning in Computer teaching. Characteristics of a good computerized lesson plan.

##### **PRACTICAL :**

- (a) MS Windows: (Introduction, Parts, Start Menu, Task Bar settings, Application and document window, anatomy of window, Windows Explorer, desktop, icons, screen saver & settings).
- (b) Use of following packages for processing word, evaluating numerical values & creating presentations (MS Word, MS Excel, MS Powerpoint).

- (c) Internet Surfing, Working with E-mail & chat.
- (d) Soft copy of lesson plan should be made in power-point

Practical (External)	:	16
Working Knowledge	:	06
File & Floppy/CD	:	05
Viva Voce	:	05

#### **BOOKS SUGGESTED :**

1. Rajaraman, Fundamental of Computers, New Delhi, Prentice Hall of India Pvt. Ltd.
2. Sinha, P. K., Computer Fundamentals, New Delhi, BPB, 1992.
3. Sharma, Lalit, Computer Education, Ferozepur Cantt., Wintech Publications, 2006.
4. Khushvinder Kumar, Sunil Kumar, GBD Publications, Gurur Sar Sadhar, 2004.

#### **PAPER: V (Part A): GUIDANCE AND COUNSELLING**

Total Marks	:	60
External Theory	:	48
Internal Practical	:	06
Internal Assessment	:	06

#### **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 in administering and interpreting testing and non-testing tools of data collection and to understand the potential of students.
- To develop the counselling skills in student teachers.
- To enable the students teachers to organize guidance programme in the secondary schools.
- To develop skills in students to prepare a case study, to diagnose and identify the problem and provide guidance accordingly.

#### **COURSE CONTENTS :**

##### **UNIT-I**

- (a) Meaning, Need (Educational, Psychological and Social) and scope of guidance.
- (b) Aims, Objectives and Principles of Guidance.
- (c) Meaning, Purpose and Procedure — Educational, Vocational, Personal and leisure time guidance.

##### **UNIT-II**

- (a) Personal Data Collection Service: Type of Information, Tools and Techniques of data collection .
- (i) Testing Techniques - (Intelligence, Aptitude, Personality, Interest Inventories and Achievement Test).
- (ii) Non- testing Techniques: Observation, Interview, Case study, Cumulative record.

- (b) Educational and Occupational Information Service (Techniques of Dissemination).
- (c) Counselling Service: Meaning, Purpose and approaches of Counselling, characteristics of a counsellor.
- (d) Placement amid Follow up service.

### UNIT III

- (a) Organization of Guidance programme at secondary level.
- (b) Role of teacher, Headmaster, Counsellor and guidance worker in organization of guidance programmes.
- (c) Guidance program for gifted and backward Children in studies.

### PRACTICAL WORK :

To prepare a case study.

### BOOKS SUGGESTED :

1. Aggarwal, J. C., Educational & Vocational Guidance and Counselling, Jalandhar : Doaba House.
2. Bhatia, K. K., Principles of Guidance and Counselling, Ludhiana: Vinod Publications, 2002.
3. M. Asch, Principles of Guidance and Counselling, New Delhi: Sarup and Sons, 2000.
4. Safaya, B.N., Guidance & Counselling, Chandigarh: Abhishek Publications, 2002.
5. Sharma, Tara Chand, Modern Methods of Guidance and Counselling, New Delhi : Sarup and Sons, 2002.
6. Shertzer, Bruce and Stone, Shelly C., Fundamentals of Counselling, London: Houghton Missli, 1974.
7. Shirley, A. Harmin and Guilford, E., Guidance in the Secondary Schools, New Delhi : NCERT, 1987.
8. Sodhi, T.S. & Suri, S. P., Guidance and Counselling, Patiala: Bawa Publication, 1999.
9. Sharma, R. A., Guidance and Counselling.
10. Sidhu, H. S., Guidance and Counselling, 2005, Twenty First Century, Patiala.

### PAPER-V (PART-B) Option (i) : SCHOOL LIBRARY SERVICES

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

#### Objectives:

- To enable the student-teachers to develop an understanding of the 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 prepare student teachers for the application of information technologies in School libraries.

**UNIT I**

- (a) Meaning, Aims and Objectives of School Library.
- (b) Need and Importance of School Library.
- (c) Specific Problems of School Library and their Solutions.
- (d) Five Laws of Library Science and their Implications.
- (e) Library rules and regulation.

**UNIT II**

- (a) Accession Register, library period, open & close Access System.
- (b) Cataloguing and classification.
- (c) Circulation Service : Charging & discharging system (Ledger, Newark & Browne).
- (d) Library centered teaching and Role of library teacher/student, in developing and making use of a school library.
- (e) Discuss Search engines and websites with examples.

**PRACTICAL**

Any two form the Following:

- (a) To prepare entries of few titles in the accession register.
- (b) Classification of books at three digits level according to DDC.
- (c) Titles of the reference books, periodicals and encyclopedias for school library.
- (d) Surfing on the Internet to locate the needed sources.
- (e) Important Websites for School Curriculum.

**BOOKS SUGGESTED :**

1. Principles of Library Science, Sumeet Kaur, Academic Book Depot, Ludhiana, 2005.
2. Krishnakumar Library Organization, Dr. Sewa Singh, Library & Samaj.
3. Upneja, Sunil K., School Library Services, Ludhiana : Tandon Publishers, 2007.

**Paper-V (Part B) Option (ii) : COMPARATIVE EDUCATION**

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

**Objectives:-**

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

- Describe the meaning, purpose and limitations of Comparative education at Secondary Stage only.
- Compare and contrast U.S.A., Australia, Egypt and India w.r.t. foundation of education, History of Education, Social, Political, Cultural, Geographical Factors.
- Describe the Process of Admission, Administration and Evaluation.
- Critically appraise the objectives, contents and teaching-learning Process.
- Discuss New Trends, important innovations and experiments at Secondary Stage.

**COURSE CONTENTS :****UNIT-I**

- (a) Meaning, Purpose and limitations of Comparative Education.
- (b) Comparison of three Countries (U.S.A., Australia, and India) to be made with special reference to the following issues :
  - (i) Foundations of Education : Social, Political, Cultural and Geographical.
  - (ii) A Brief History of Education.
- (c) New Trends, Innovations and Expenditure in Education.

**UNIT-II**

Educational Structure at the Secondary Stage with special reference to :

- (a) Objectives
- (b) Curriculum
- (c) Teaching – Learning Process
- (d) System of Admission
- (e) Financing of Education
- (f) Problem of Education

**PRACTICAL WORK :**

Visit to a Secondary School or Centre of Higher Education to review course of study, Institutional Practices and the Examination System and write its report. It will be compulsory for all the students.

**BOOKS SUGGESTED :**

1. Chaube, S.P. (1985), Features of Comparative Education, Vinod Pustak Mandir, Agra-2.
2. Chaube, S. Pandey, Chaube, A. (2001), Comparative Education, Vikas Publishing House, Pvt. Ltd., New Delhi.
3. Dutt, B. Surya, Venkata & Rao, D.B. (2004), Comparative Education, Saujanya Books, New Delhi.
4. Kubow, Patricia K. Fossum, Paul R., Comparative Education Exploring Issues in International Context, Prentice Hall, New Jersey, United State.
5. Mishra, B.K. and Mohanty, R.K. (2000), Trends and Issues in Indian Education, Surya Publication, Meerut.
6. Rai, B.C. (2005), Comparative Education, Prakashan Kendra, Lucknow.
7. Shrivastva, S.K. (2006), Comparative Education, Vedams Books Pvt. Ltd., New Delhi.
8. Sodhi, T.S. (2003), Text Book of Comparative Education, Vikas Publishing House, Pvt. Ltd., New Delhi.
9. Sharma, Y.K. (2004), Comparative Education, Kanishka Publisher, Delhi.

**PAPER V (PART B) (OPTION iii) : ADULT AND CONTINUING EDUCATION**

Total Marks	:	40
External Theory	:	32
Internal Theory	:	04
Internal Assessment	:	04

**Objectives:**

- To enable the student teachers to develop an understanding of the meaning and concept of Adult Education.
- 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 techniques of adult learning.
- To enlighten the student teachers about the Adult Education policies of the country.

**COURSE CONTENTS :****Unit-I**

- (a) Meaning, Concept and Scope of Adult and Continuing Education.
- (b) Need and Importance of Adult Education for the development of an Individual for Social Change.
- (c) Adult Education in Independent India: Target, efforts, achievements and causes for slow progress.
- (d) NLM - Aims, objectives and strategies.

**Unit - II**

- (a) Agencies and Organizations: Local, State and Central level, their problems.
- (b) Adult Learner — Characteristics, problems and motivation.
- (c) Adult teaching — Different methods, Role of Mass media.
- (d) Evaluation Techniques for Adult Learning.

**Practical Work :**

To visit the Adult and Continuing Education Centres and Critically Evaluate their functioning.

**BOOKS SUGGESTED :**

1. Chopra, Rita. Adult Education, Bombay: Himalaya Publishing House, 1993.
2. Kundu, C.L. Adult Education, Principles: Practice & Prospects, New Delhi: Sterling Publishers Pvt. Ltd., 1987.
3. Ministry of Education, Adult Education Research — Future Directions, 1987.
4. Teacher's Handbook of Social Education, Ministry of Education, Govt. of India, 1955.
5. Thakur, Devendra, Adult Education and Mass Literacy, New Delhi: Deep & Deep Publications, 1980.
6. Thrope, Mary & Crangeon, David, Open Learning for Adults, U.K.: Longman Groups, 1987.
7. University Grants Commission Report of the Regional Conference on Adult & Continuing Education.

**Paper V (Part B) Option-(iv) : HEALTH AND PHYSICAL EDUCATION**

Total Marks	:	40
External Theory	:	32
Internal Practical	:	04
Internal Assessment	:	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 make the student teachers aware of the History of games.
- To acquaint the student teachers to prepare tournament fixtures.
- To enlighten the student teachers about infectious diseases and their control.
- To make them aware of balanced diet.
- To impart knowledge to use good posters for various purposes and First Aid.

**COURSE CONTENTS :****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.

**UNIT-II**

- (a) Communicable Diseases : Mode of Transmission, Methods of Prevention and Control.
- (b) Nutrition : Elements of Balanced Diet, Food habits, Functions of Food and Malnutrition.
- (c) Postures : Importance of Good Posture, Common Postural Defects and Remedial Exercises.
- (d) Recreation : Meaning, Significance and Recreational Programmes in Schools.
- (e) Rules and Regulations of any one of the following games: Hockey, Badminton and Volleyball, Basketball, Table Tennis, Kho-Kho and Yoga including (minor) fancy games.
- (f) Yoga : Meaning, Need, Importance and Benefits of Yoga asanas (Practical works in yoga asanas for 15 days). Particularly for adopting Health and Physical Education as optional papers.
- (g) Athletic meet – Meaning, need and importance. How to organize athletic meet at school level.

**PRACTICAL REPORTS**

Prepare a Project Report on three types of sports ground.

**BOOKS SUGGESTED :**

1. Atwal & Kansal, A Textbook of Health, Physical Education and Sports, Jalandhar, A. P. Publisher, 2003.
2. Sonia Kanwar, Manmeet Kaur Gill, R.S. Brar, Teaching Methodology and Educational Technology in Physical Education, Kalyani Publishers, Ludhiana.
3. Bucher, C.A., Foundations of Physical Education and Sports, St. Louis : C.V. Mosby & Co., 1979.
4. Kamlesh, M.L. & Sangral, M.S., Methods in Physical Education, Ludhiana : Prakash Brothers, 1986.
5. Kaur, Manjeet, Health and Physical Education, Ludhiana : Tendon Publications, 2003.
6. Singh, Ajmer & Gill, Jagtar Singh & Brar, Racchpal Singh & Bains, Jagdish & Rathee, Nirmaljit Kaur, Essentials of Physical Education, Ludhiana : Kalyani Publishers, 2003.

**PAPER-V (Part B) Option (v) : EDUCATION OF CHILDREN WITH SPECIAL NEEDS**

Total Marks	:	40
External Theory	:	32
Internal Theory	:	04
Internal Assessment	:	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.

**BOOKS SUGGESTED :**

1. Panda, K.C., Education of Exceptional Children, New Delhi : Vikas Publishing House. 2003
2. M. Dash, Education of Exceptional Children, New Delhi: Atlantic Publisher and Distributors.
3. Sahu, Binod Kumar, Education of Exceptional Children, Ludhiana: Kalyani Pub. 2002.
4. Samuel, A. Kirk. Educating Exceptional Children, 8<sup>th</sup> Ed., New York :Houghton, 1997.
5. Singh, Agyajit, Education of Exceptional Children.
6. Mangal,S.K.,Education of Exceptional Children, PHI, New Delhi

**PAPER V (Part B) Option (vi) : POPULATION EDUCATION**

Total Marks	:	40
External Theory	:	32
Internal Theory	:	04
Internal Assessment	:	04

**Objectives:**

- To be aware of the 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 on the World Perspective, Cause of Population Growth, Demographic Terminology — Birth Rate, Death Rate, Sex Ratio, Life Expectancy and Population Density.
- (c) Affect 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 Population Concept in different School Subjects.
- (c) Population Education through co-curricular activities.
- (d) Role of the Teacher in Population Education Programmes.

**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 :**

1. Aggarwal, S. N., India's Population Problems, New Delhi, Tata McGraw Hill, Pub. House, 1985.
2. Parakh, B. S., Population Education Inception to Institutionalisation, New Delhi: NCERT, 1985.
3. Rao, D.G., Population Education: A Guide to Curriculum and Teacher Education, New Delhi, : Sterling Publishers, Pvt. Ltd., 1974.
4. Sharma, R. C., Population Resources, Environment and Quality of Life: Hand Book on Population Education, New Delhi : Rai & Sons, 1988.
5. Sodhi, T. S. & Others, Population Education, Bawa Publication, Patiala, 2006.

**PAPER V (Part B) (Option vii): DISTANCE EDUCATION AND OPEN LEARNING**

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

**Objectives:**

- To enable the student teachers to develop and understand the meaning and concept of Distance Education and Open Learning.

- To impart knowledge to student teachers about the problems and difficulties coming in the way of distance education in the country.
- To prepare them to contribute their share in the development of India by helping the Government to achieve the target of 100% literacy in the country.

### **COURSE CONTENTS :**

#### **UNIT-I**

- Meaning, concept, special features and scope of Distance Education and Open Learning.
- Need and importance of Distance Education and Open Learning.
- Distance Education in Independent India – Targets, efforts and achievement.
- NPE – 1986 (relating to Distance Education).

#### **UNIT-II**

- Agencies & organization – Local, State, Central, NGO and their problems.
- Distance Education
  - Role of mass media
- Need for Professional Training in Distance Education.
- Role of correspondence programme in Distance Education.
- Evaluation Techniques for Distance Education.

### **PRACTICAL WORK**

Project Work – Preparing project report on the functioning of Distance Education and Open Learning system.

### **SUGGESTED BOOKS :**

1. Ambika & Sharanjit Kaur, Managing Distance Education, New Delhi : Deep & Deep Publications, 1996.
2. Kumar, O.P. & Rao, D.B., Effectiveness of Distance Education System, New Delhi, Discovery Publishing House, 1998.
3. Rao, V.K., Distance Education, New Delhi, A.P.H. Pub. Co., 2003.

### **PAPER-V (PART B) OPTION (viii) : ENVIRONMENTAL EDUCATION**

Total Marks	:	40
External Theory	:	32
Internal Theory	:	04
Internal Assessment	:	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 RESOURCES 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:

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

**BOOKS SUGGESTED:**

1. Trivedi, P.R., Encyclopedia of Environmental Pollution, Planning and Conservation (Vol. I –VI), New Delhi , A.P.H. Co., 2000.
2. Dani, H.M., Environmental Education, Chandigarh : Panjab University Publication Bureau, 1996.
3. Kohli, V.K. & Kohli, Vikas, Environmental Pollution and Management, Ambala : Vivek Publishers, 1995.
4. Kaur, A. et al., Scientific Approach to Environmental Education, Ludhiana : Tandon Publications, 2003.
5. Khoshoo, T.N., Environmental Concerns and Strategies, New Delhi : Ashish Publication House, 1999.
6. Sirohi, S.S., A Textbook of Environmental Education, Ludhiana, Tondon Publications.

**PAPER V (Part B) (Option-ix) : YOGA EDUCATION**

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

**Objectives :**

- To enable the pupil-teachers to understand the nature of the discipline 'Yoga Education'.
- To enable them to appreciate the role of Yoga in life and the role of Yoga in the development of moral values.

- To enable them to understand some 'Traditional and Philosophical' aspects of Yoga.
- To enable them to understand some technical and health aspects of Yoga.

## COURSE CONTENTS

### UNIT-I

- Meaning and Concept of Yoga, Misconception about Yoga.
- Types of Yoga – Raj Yoga, Karma Yoga–Jnana Yoga, Bhakti Yoga, Hatha Yoga, Sehaj Yoga.
- Yamas, Niyamas, Asnas, Pranayama, Pratiyahara – Meaning and their Importance.
- Dharna, Dhyana, Samadhi (according to Patanjali's Yoga Darshan).

### UNIT-II

- Meaning of 'Satkaria'. Meaning and benefits of 'Neti and Trataka'.
- Yogic Diet, its applications in Modern Context.
- Yoga as a way of Healthy Life.
- Miscellaneous: Tradition of Modern way of Yoga.
  - Concept of God in Yoga
  - 'Moksha'
  - Yoga Recognised Centre

### PRACTICAL WORK

- Practice of any Four Asanas, Two Pranayama, Meditation.
- Preparation of a file related to these Asanas specifying their curative value.

### BOOKS SUGGESTED :

- Ghai, Amar Nath and Ghai, P., Textbook of Food and Nutrition, New Delhi, Sagar Publication, 1973.
- Rajalakshmi, R., Applied Nutrition, Delhi, Oxford and IBM Pub., 1974.
- Swami Kuvalayananda, Asanas, Bombay, Popular Prakashan, 1983 (English/Hindi).
- Textbook of Yoga: Yogishwar, New Delhi : National Book Trust, 1981.
- Janardhan Swami, Pranayama, Nagpur (Hindi).

### PAPER-V (Part B) (Option-x) : VALUE EDUCATION

Total Marks	:	40
External Theory	:	32
Internal Theory	:	04
Internal Assessment	:	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 :**

1. Bhatt, S.R., Knowledge, Value and Education : An Axionoetic Analysis, Delhi : Gian Pub., 1986.
2. Josta, Hari Ram, Spiritual Values and Education, Ambala, Associated Press, 1991.
3. Kar, N.N., Value Education : A Philosophical Study, Ambala Cantt : Associated Pub., 1996.
4. Karan, Reddy V. Narayan, Men Education and Values, New Delhi, B.R. Pub. Corp., 1979.
5. Kulshrestha, S.P., Emerging Value Pattern of Teachers and Value Pattern of Teachers and New Trends, Education in India, New Delhi : Light & Life Pub., 1979.
6. Mascarenhas, M. and Justa, H.R., Ed., Value Education in Schools and Other Essays, Delhi Konark, 1989.
7. Ronald, King, Values and Involvement in Grammar School, London : Routledge, 1969.
8. Singh, Samporn, Human Values, Jodhpur : Faith Pub., 1979.
9. Sharma, S. R., Ed., Teaching of Moral Education, New Delhi : Cosmos, Pub., 1999.

**PAPER-V (Part B) (Option-xi) : EDUCATIONAL TECHNOLOGY**

Total Marks	:	40
External Theory	:	32
Internal Theory	:	04
Internal Assessment	:	04

**Objectives:**

After the course, pupil teachers will be able to —

- Understand the concept and scope of Educational Technology.
- Formulate instructional objectives on any topic.
- Explain modifying teaching behaviour techniques.

- Explain innovative teaching technique.
- Apply the principles of communication in class-room teaching.

### **COURSE CONTENTS :**

#### **UNIT-I**

- (a) Educational Technology – Meaning, Nature, Scope, Importance and its types, Educational Technology, ‘Technology in Education’, ‘Technology of Education’ and ‘System Approach’.
- (b) Task analysis and instructional objectives - Taxonomic categories of objective. Mager’s approach formulation of instructional objectives.
- (c) Class room communication, concept and process, principles, types and barriers.

#### **UNIT-II**

- (a) Modification of Teacher Behaviour-Interaction analysis (equivalent category system), Flanders Interaction analysis system.
- (b) Innovative teaching techniques—Team Teaching, Brainstorming, computer assisted instructions.

### **PRACTICAL WORK :**

Any two class room interaction analysis by Flanders interaction analysis system.

### **BOOKS SUGGESTED :**

1. Anand Bhushan & Ahuja, Educational Technology, Patiala, Bawa Publishers, 1992.
2. Apter, Michale, J., The New Technology of Education, London, MacMilan, 1968.
3. Richmond, Menneth, The Teaching Revolution, London, Methuen & Co., 1969.
4. Ruhela, S.P., Educational Technology, New Delhi, Raj Prakashan, 1973.
5. Sharma, R.A., Shikshan Takniki, Meerut, Modern Publishers, 1977.

### **PAPER-V (Part B) (Option-xii) : ELEMENTARY EDUCATION**

Total Marks	:	40
External Theory	:	32
Internal Practical	:	04
Internal Assessment	:	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.

### **COURSE CONTENTS :**

#### **UNIT-I**

- (a) Elementary Education : Concept, dimensions, qualitative and quantitative aspects of Universalisation of Elementary Education (UEE).
- (b) Problems, Issues and Remedies: Non-Enrolment, enrolment ratio, school drop outs, wastage and stagnation, education for the girl child.
- (c) Quantitative and qualitative aspects of Universalisation of Elementary Education (UEE).

**UNIT-II**

- (a) Strategies for achieving UEE: Early childhood care, school mapping, multi level planning.
- (b) Operation Blackboard (OB), minimum levels of learning (MLL approach), non formal education.

**PROJECT/PRACTICAL WORK : Any two of the following:**

- (a) Interview of school dropouts and enlist factors responsible for the same.
- (b) Preparation of two cost effective teaching aids for primary school children (one in each teaching subject) or study of single teacher school/some innovative programme (DPEP, Sarv Siksha Abhyan).

**BOOKS SUGGESTED :**

1. Chopra, R.K., States of Teachers in India, New Delhi: N.C.E.R.T., 1993.
2. Gandhi, M.K., Basic Education, Ahmdabad : Nalijban, 1956.
3. Khan, R.S. & Ahmad, I., Elementary Education and The Teacher, New Delhi: IASE, JML., 1998.
4. Malhotra, P.L., School Education in India, Present Status and Future Needs, New Delhi: NCERT, 1986.
5. MHRD (1986, 1992), National Policy of Education 1992, Modification and their peA's MHRD.
6. NCERT, Code of Professional Ethics for Teachers, New Delhi: NCERT, 1997.
7. NCERT, National Curriculum for Elementary and Secondary Education, A Framework (Revised), New Delhi: NCERT, 1988.
8. NCTE, Gandhi on Education, New Delhi: NCTE, 1988.
9. Ruhela, S.P. & Ahmad I., Uniqueness of Zakir Husain and His Contributions, New Delhi: Regency Publications Educations, 1977.
10. Salamatullah, Education in Social Context: New Delhi, 1979.

**PAPER-V (Part B) (Option-xiii) : WOMEN EDUCATION AND INDIAN SOCIETY**

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

Preparing a case study relating to problems of women.

**BOOKS SUGGESTED :**

1. Chatterji, Shoma A., The Indian Women in Perspective, New Delhi, 1993.
2. Devendra Kiran, Changing Status of Women in India, New Delhi: Vikas Publishing House, 1994.
3. Gupta, Amit Kumar, Women and Society, New Delhi, 1986.
4. Kalia, N.N., Sexism in Education, The Lies We Tell Children.
5. Ruhela, Sarya (Ed.), Understanding the Indian Women Today, Delhi: Indian Publishers Distributors, 1999.
6. Ministry of Education, and National Development.
8. MHRD, New Education Policy (1986).
9. MHRD, Programme of Action (1986).
10. Arya, Anita, Education and Empowerment, New Delhi: Gyan Pub. House, 2000.
11. Country Report, India (1995), Deptt. of Women and Child Development, MBRD, Govt. of India.
12. Radha Kumar, The History of Doing, Kali for Women, New Delhi, 2001.
13. Preet Rustagi, Gender Biases and Discrimination against Women (UNIFEM), New Delhi, 2003.
14. National Human Development Report, 2001, Planning Commission, Govt. of India.

**PAPER-V (Part B) (Option-xiv) : CO-CURRICULAR ACTIVITIES IN SCHOOLS**

Total Marks	:	40
External Theory	:	32
Internal Practical	:	04
Internal Assessment	:	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 :**

1. Chaudhary, S.C., Organisation of Schools.
2. Farooqi, S.A. & Ahmad, Ikram, Co-curricular Activities in School, IASE, New Delhi: Jamia Millia Islamia, 1996.
3. Hendry, Leo, B., Schools, Sports and Leisure, London: Lepus Books, 1978.
4. Kilzer, L.R. et al., Allied Activities in the Secondary School, N.Y., Herper Brothers, Publishers.
5. Lowenfield, Victory, Creative and Mental Growth.
6. Mohanty, Jagannath, Educational Administration, Supervision and School Management, New Delhi: Deep & Deep Publication, 1990.
7. Nambiar, K.K. Viyayan, Work Experience and Curricular Subjects, Ambala Cantt : The Indian Publication, 1981.
8. MHRD (1986), National Policy on Education, New Delhi, Govt. of India, Ministry of Education.
9. MHRD (1992), Programmes of Action, New Delhi, Govt. of India, Ministry of Education.
10. Patra, A.H., Committees and Commissions on Indian Education–A Bibliography 1947-1977, NCERT.
11. MHRD (1988), Report of the Acharya Ram Murty Commission, New Delhi, Govt. of India, Ministry of Education.
12. Safaya, Raghunath and Shadia, B.D., School Administration and Organisation, Delhi: Dhanpat Rai & Sons.
13. Swaminathan, Indira, Developing Creativity in Young Children, New Delhi: NCERT, 1986.

**PAPER-V(Part B) (Option-xv) : E-EDUCATION RESOURCE DEVELOPMENT**

Max. Marks	:	40
External Theory	:	15
Int. Practical	:	20
External Viva	:	05

**Objectives :**

1. To introduce the student teachers to the concept of systems and its Application in Information Management.
2. To familiarize the student teachers with the concepts and practice of e-communication, e-learning and e-education.
3. To acquaint the student teachers with the elementary theory and practice of multimedia—graphics, audio and video processing.
4. To assist the student teachers to design and develop e-education resources and e-education management on the existing portals.

**COURSE CONTENTS :****UNIT-I**

Systems : Concept, fundamentals, types and classification, system development life cycle, Information Management Systems.

E-education : Introduction to the framework, models of e-education course development—Boutique, Collegial and Project Management.

**UNIT-II**

Multimedia : Usage of graphics, audio, video and images.

Basics of good design – Basic design principles (White space, focus, balance, page layout typography, picture, colour).

Audio : Equipment and how to record, digitize, edit, compress and play.

Video : Equipment and how to record, digitize, edit, compress and play.

Imaging Devices : Scanner and Digital Camera, Editing Images and their compression and uploading.

**UNIT-III**

Virtual Learning Environment : Concept and Elements.

Popular Virtual Learning Systems available and their usage.

**PRACTICALS :**

- Recording and editing of four audio files in different formats using human, animal, birds and artificial sounds of approximately 2 minutes each. (2)
- Digitize at least 10 images in at least three formats using a scanner. (2)
- Recording and editing of at least three video clips of approximately five minutes duration. The subject should be of the nature of an educative lecture, an interview and a documentary. (6)
- Create an online course using any of the open source e-education course : management systems (Moodle, SAKAI, ILIAS, Brahaspati etc.) in any of the school subjects. The course production should witness the merger of original audio, video and image contents. (10)

Each student will be required to maintain a file reporting all the activities undertaken for completing the job, notable features of the contents created and their utility in educational settings.

#### REFERENCES :

- Bates Tony and Poole Gary, Effective Teaching with Technology. in Higher Education, 2007 (Available at [email-tony.bates@use.ca](mailto:email-tony.bates@use.ca))
- Lynch, M.C., The Online Education, Routledge/Falmer, London, 2002.
- On line Journal of Distance Learning Administration [www.westga.edu/~distance/ojdla](http://www.westga.edu/~distance/ojdla)
- [www.umw.edu/training/technology/multimedia/default.php](http://www.umw.edu/training/technology/multimedia/default.php).
- <http://www.moodle.org>
- <http://sakaiproject.org>
- <http://home.iitk.ac.in/~ynsingh/tool/brihaspati.shtml>
- <http://www.eduvo.com/>
- <http://www.cs.emu.edu/~alex/mmcourse>
- <http://audacity.sourceforge.net/>
- <http://www.goldwave.com/>
- <http://fora.tv/>
- <http://www.ted.com/>
- <http://www.bigthink.com/>
- [http://www.kodak.com/eknee/PageQuerier.jhtml?pq-path=11808&pq-locale=en\\_US&requestid=3411](http://www.kodak.com/eknee/PageQuerier.jhtml?pq-path=11808&pq-locale=en_US&requestid=3411)
- <http://www.cambridgeincolour.com/tutorials.htm>
- <http://www.geofflawrence.com/>
- <http://www.umw.edu/training/inte/multimedia/>

#### INSTRUCTIONS FOR THE PAPERSETTERS :

*External Theory :* The examiner will be required to set six questions in all evenly spread over the three units. The students will be required to attempt three questions in all selecting one question from each unit. All questions will carry equal marks.

*External Viva:* The examiner will conducted viva voce exam. out of the course contents and the practical record file.

*Internal Practical:* It will be conducted by the respective subject teacher according the exhibited distribution of marks against each practical activity. Evaluation for this practical will be evenly spread throughout the session and the students will be evaluated on the basis of the quality of their created products.

**PAPERS VI & VII****1. TEACHING OF ENGLISH**

Time: 3 Hrs.

Max marks : 100  
External Examination : 90 marks  
Internal Examination : 10 marks

**Objectives:**

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

**COURSE CONTENT:****UNIT-I****Teaching of English in India: Some general principles.**

1. Teaching of English in India Today
  - (a) Importance of English in India
  - (b) Aims of Teaching English (Reception and Expression)
  - (c) Conditions under which English is taught and learnt, declining standards and suggested remedies.
2. Nature of language
  - (a) Linguistic Principles
  - (b) General principles of teaching and learning a language

**UNIT-II****Methods and Approaches of Teaching of English**

1. Grammar Translation Method
2. Direct Method
3. Bilingual Method
4. Structural —situational approach

**UNIT-III****Developing Language Skills: Listening and Speaking**

1. Phonetics
  - i. Phonetic Transcription
  - ii. Description of vowels and consonants
  - iii. Features of connected speech: Stress, rhythm, intonation
2. Teaching of English Pronunciation

3. Teaching Listening Skills
  - i. Identification of sounds
  - ii. Understanding syntactic pattern
  - iii. Identifying Information
  - iv. Identifying emotional/attitudinal tone
4. Teaching of speaking skills
  - i. Production of Language in syntactically acceptable forms
  - ii. Teaching of presentation skills (communicative language teaching approach)
    - a. Poetry Recitation
    - b. Dramatization
    - c. Declamation
    - d. Paper reading
    - e. Extempore
    - f. Role Playing

#### **UNIT-IV**

##### **Developing Language Skills: Reading and Writing**

1. Teaching Reading Skills:
  - a. Teaching Mechanics of Reading
  - b. Teaching Reading to Beginners (methods)
  - c. Teaching Reading Comprehension
  - d. Teaching of Poetry
2. Teaching Writing Skill
  - a. Mechanics of writing
  - b. Teaching writing to beginners
  - c. Teaching of composition from controlled to free practices
  - d. Creative writing.
3. (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**

###### **1. Lesson Planning**

- a. Macro Lessons — 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

###### **2. 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 limitation.
- 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).

- 1. Grammar: Part of speech, reported speech, voice and vocabulary items.
- 2. Reading skills: Unseen passage (factual passage and literary passage).
- 3. Writing skills: Paragraph writing, Precis writing, letter writing, dialogue completion, report writing.

### BOOKS SUGGESTED :

- 1. Balasubramaniam, T. (1981) : A Textbook of English Phonetics for Indian Students, Macmillan India Ltd., Mumbai.
- 2. Bhandari, C.S. and Other (1966) : Teaching of English: A Handbook for Teachers, Orient Longmans, New Delhi.
- 3. Bhatia, K.K. (2006): Teaching and Learning English as a Foreign Language, Kalyani Publishers, New Delhi.
- 4. Bindra, R. (2005): Teaching of English, Radha Krishan Anand and Co., Jammu.
- 5. Bright, J.A. and Mc Gregor, G.P. (1981): Teaching English as a Second Language, Longmans, ELBS.
- 6. Carroll, B.J. (1972): Systems and Structures of English, Oxford University Press, London — Sadhar.
- 7. Doff, A. (1988): Teach English: A Training Course for Teachers, The British Council and Cambridge University Press, Cambridge.
- 8. French, F.G. (1963): Teaching English as an International Language, OUP, London.
- 9. Gokak, V.K. (1963): English in India, Its Present and Future, Asia Publishing House.
- 10. Hornby, A.S. (1962): The Teaching of Structural Words and Sentence Patterns, OUP, London.
- 11. Kohli, A.L. (1999): Techniques of Teaching English, Dhanpat Rai and Company, New Delhi.
- 12. Wadhwa, S.S. (2006) : The Teaching of English in India, National Book Depot, Kapurthala.
- 13. Sahu, B.K. : Teaching of English, Kalyani Publishers, Ludhiana, New Delhi.
- 14. Bansal, R.K., Phonetics of English.

## 2. हिन्दी भाषा शिक्षण

कुल अंक : 100

लिखित परीक्षा : 90

आंतरिक मूल्यांकन : 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 का आधुनिक शिक्षण विधियों व तकनीक को हिन्दी शिक्षण में उचित रूप से प्रयोग करने की क्षमता उत्पन्न करना ।

### प्रथम इकाई:

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

### द्वितीय इकाई:

- (क) बोलचाल की शिक्षा - महत्त्व, उद्देश्य एवं विधियाँ
- (ख) उच्चारण की शिक्षा - महत्त्व, उच्चारण दोष के कारण, उपाय
- (ग) व्याकरण शिक्षण - महत्त्व, उद्देश्य एवं विधियाँ
- (घ) लेखन शिक्षण - महत्त्व, उद्देश्य एवं विधियाँ

### तृतीय इकाई:

- (क) गद्य शिक्षण - उद्देश्य, सोपान एवम् विधियाँ
- (ख) पद्य शिक्षण - उद्देश्य, सोपान एवम् विधियाँ
- (ग) वाचन शिक्षण - उद्देश्य, वाचन मन्यता के कारण एवं उपाय
- (घ) रचना शिक्षण - महत्त्व, उद्देश्य एवं विधियाँ

**चतुर्थ इकाई:**

- (क) दृश्य-श्रव्य साधन-प्रयोग एवं महत्त्व
- (ख) पाठ्य-पुस्तक की विशेषताएँ एवं हिन्दी शिक्षण में पाठ्य-पुस्तक का महत्त्व
- (ग) भाषा शिक्षण में पुस्तकालय की उपयोगिता
- (घ) हिन्दी अध्यापक के गुण

**पंचम इकाई:**

- (क) हिन्दी में मूल्यांकन एवं परीक्षाएँ-अभिप्राय, महत्त्व व विविध प्रकार
- (ख) गृहकार्य-स्वरूप, संशोधन प्रक्रिया एवं विधियाँ
- (ग) प्रश्न पत्र निर्माण-आदर्श प्रश्न पत्र के सिद्धान्त
- (घ) सूक्ष्म शिक्षण-अभिप्राय एवं कौशल-अनुशीलन प्रश्न कौशल, व्याख्या कौशल, उद्दीपन परिवर्तन कौशल, दृष्टांत व्याख्या कौशल, पुनर्बलन कौशल

**छठी इकाई:**

- (क) हिन्दी शब्दों का वर्गीकरण
- (ख) हिन्दी ध्वनियों का वर्गीकरण
- (ग) मुहावरे एवं लोकोक्तियाँ
- (घ) अक्षर विन्यास

**नोट :** आंतरिक मूल्यांकन में अंकों का विभाजन

मौखिक अभिव्यक्ति एवं उच्चारण = 5 अंक

कार्य सौपणी व अन्य = 5 अंक

**पुस्तक सूची:**

1. खन्ना, ज्योति 2009, हिन्दी शिक्षण, धनपतराय एण्ड कम्पनी, नई दिल्ली ।
2. शर्मा, डी.के. 1999, हिन्दी शिक्षण विधियाँ, टण्डन पब्लिकेशनज, लुधियाना ।
3. रमन बिहारी लाल 1996-97, हिन्दी शिक्षण, रस्तोगी एण्ड कम्पनी, मेरठ ।
4. शर्मा, डी. एल. 1992, हिन्दी शिक्षण, प्रशिक्षण, देव नागर प्रकाशन, जयपुर ।
5. भाटिया, के.के. और नारंग, सी.एल. 1989, आधुनिक हिन्दी विधियाँ, प्रकाश ब्रदर्स पब्लिशर, लुधियाना ।
6. सिन्हा प्रसाद शत्रुघ्न 1964, हिन्दी भाषा की शिक्षण विधि, दिल्ली पुस्तक सदन, पटना ।
7. प्रसाद केशव 1976, हिन्दी शिक्षण, धनपतराय एण्ड सन्स, दिल्ली ।
8. सफाया रघुनाथ 1986-97, हिन्दी शिक्षण विधि, पंजाब किताब घर, जालंधर ।
9. सूद विजय 1997 हिन्दी शिक्षण विधियाँ, टण्डन पब्लिकेशन, लुधियाना ।
10. सिंह सावित्री 1997, हिन्दी शिक्षण, लायल बुक डिपो, मेरठ ।
11. क्षत्रिय के 1968, मातृभाषा शिक्षण, विनोद पुस्तक मन्दिर, आगरा ।
12. जीत योगेन्द्र भाई 1972, हिन्दी शिक्षण, विनोद पुस्तक मन्दिर, आगरा ।
13. वर्मा, वैधनाथ प्रसाद 1973, हिन्दी शिक्षण, पद्धति, बिहार हिन्दी ग्रन्थ अकादमी, पटना ।
14. जय जसवन्त सिंह 1975, आधुनिक हिन्दी शिक्षण, पद्धति, न्यू बुक कम्पनी, जालन्धर ।

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### 3. ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦੀ ਸਿੱਖਿਆ ਵਿਧੀ

Total Marks: 100

External Theory: 90

Internal Assessment: 10

#### ਉਦੇਸ਼: -

1. ਵਿਦਿਆਰਥੀ ਅਧਿਆਪਕਾਂ ਨੂੰ ਭਾਸ਼ਾ, ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਅਤੇ ਗੁਰਮੁਖੀ ਲਿਪੀ ਬਾਰੇ ਮੁੱਢਲਾ ਗਿਆਨ ਦੇਣਾ।
2. ਮਾਤ ਭਾਸ਼ਾ ਦੇ ਸਿੱਖਿਆ ਦੇ ਉਦੇਸ਼ਾਂ ਅਤੇ ਸਿਧਾਂਤਾਂ ਦੀ ਸੋਝੀ ਕਰਾਉਣਾ।
3. ਭਾਸ਼ਾ ਹੁਨਰਾਂ ਅਤੇ ਕਿਰਿਆਵਾਂ ਦੀ ਸੁਚੱਜੀ ਵਰਤੋਂ ਅਤੇ ਅਭਿਆਸ ਕਰਨ ਵਿਚ ਸਹਾਈ ਹੋਣਾ।
4. ਸੈਕੰਡਰੀ ਸ਼੍ਰੇਣੀਆਂ ਲਈ ਨਿਰਧਾਰਿਤ ਪੰਜਾਬੀ ਪਾਠ ਸਮੱਗਰੀ ਵਿਚੋਂ ਮਹੱਤਵਪੂਰਨ ਨੁਕਤਿਆਂ ਦੀ ਚੋਣ ਕਰਨ ਵਿਚ ਸਹਾਇਤਾ ਕਰਨਾ।
5. ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦੇ ਅਧਿਆਪਨ ਤੇ ਮੁਲਾਂਕਣ ਦੇ ਵਰਤਮਾਨ ਪੱਧਰ ਨੂੰ ਉਚੇਰਾ ਚੁੱਕਣ ਲਈ ਸਾਰਥਕ ਸੁਝਾਅ ਦੇਣਾ।
6. ਸਾਹਿਤ ਦੇ ਵਿਭਿੰਨ ਰੂਪਾਂ- ਕਹਾਣੀ, ਕਵਿਤਾ, ਲੇਖ ਆਦਿ ਦੇ ਅਧਿਆਪਨ ਢੰਗਾਂ ਬਾਰੇ ਜਾਣਕਾਰੀ ਦੇਣਾ।
7. ਬੱਚਿਆਂ ਅੰਦਰ ਪੁਸ਼ਤਕਮਾਲਾ ਵਿੱਚ ਜਾ ਕੇ ਭਾਸ਼ਾ ਸੰਬੰਧੀ ਗਿਆਨ ਪ੍ਰਾਪਤ ਕਰਨ ਦੀ ਰੁਚੀ ਪੈਦਾ ਕਰਨਾ।
8. ਪੰਜਾਬੀ ਸਾਹਿਤ ਨਾਲ ਸਾਂਝ ਉਤਪੰਨ ਕਰਨ ਲਈ ਵਿਦਿਆਰਥੀ ਅਧਿਆਪਕਾਂ ਅੰਦਰ ਪ੍ਰੇਰਨਾ ਪੈਦਾ ਕਰਨਾ।

#### ਅਧਿਆਪਨ ਯੁਗਤਾਂ: -

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

#### ਪਾਠ ਸਮੱਗਰੀ: -

##### ਇਕਾਈ - 1

1. ਭਾਸ਼ਾ ਦੀ ਪ੍ਰਕ੍ਰਿਤੀ ਅਤੇ ਉਤਪਤੀ ਦੇ ਸਿਧਾਂਤ।
2. ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਨਿਕਾਸ ਤੇ ਵਿਕਾਸ।
3. ਲਿਪੀ ਦੇ ਅਰਥ, ਗੁਰਮੁਖੀ ਲਿਪੀ ਦੀ ਪ੍ਰਾਚੀਨਤਾ ਤੇ ਅਨੁਕੂਲਤਾ।
4. ਸਿੱਖਿਆ ਦੇ ਖੇਤਰ ਵਿਚ ਮਾਤ-ਭਾਸ਼ਾ ਦੀ ਸਿੱਖਿਆ ਦੇ ਉਦੇਸ਼ ਅਤੇ ਮਹੱਤਵ।

##### ਇਕਾਈ - 2

1. ਭਾਸ਼ਾ ਸਿੱਖਿਆ ਵਿਚ ਸੁਣਨ ਅਤੇ ਸਮਝਣ ਦਾ ਮਹੱਤਵ, ਸੁਣਨ ਸ਼ਕਤੀ ਦੇ ਵਿਕਾਸ ਲਈ ਲੋੜੀਂਦੇ ਅਭਿਆਸ।
2. ਬੋਲਚਾਲ ਦੀ ਸਿੱਖਿਆ ਦਾ ਮਹੱਤਵ, ਅਸ਼ੁੱਧ ਉਚਾਰਣ ਦੇ ਕਾਰਨ ਅਤੇ ਸੁਧਾਰ, ਮੌਖਿਕ ਕਿਰਿਆਵਾਂ (ਵਾਰਤਾਲਾਪ, ਵਾਦ-ਵਿਵਾਦ, ਭਾਸ਼ਣ, ਕਹਾਣੀ ਸੁਨਾਉਣਾ)।
3. ਪੜ੍ਹਨਾਂ ਸਿਖਾਉਣ ਦੀਆਂ ਮੁੱਖ ਵਿਧੀਆਂ ਅਤੇ ਪੜ੍ਹਾਈ ਸਿੱਖਿਆ ਦੀਆਂ ਕਿਸਮਾਂ -ਸੂਖਮ ਪੜ੍ਹਾਈ ਤੇ ਸਥੂਲ ਪੜ੍ਹਾਈ (ਉੱਚੀ ਪਾਠ ਤੇ ਮੋਨ ਪਾਠ)।
4. ਲਿਖਣ ਕਲਾ ਦਾ ਮਹੱਤਵ, ਲਿਖਣਾ ਸਿਖਾਉਣ ਦੀਆਂ ਅਵਸਥਾਵਾਂ, ਵਿਧੀਆਂ ਅਤੇ ਲਿਖਤੀ ਕੰਮ।

##### ਇਕਾਈ - 3

1. ਕਵਿਤਾ ਦੀ ਸਿੱਖਿਆ -ਕਵਿਤਾ ਪੜ੍ਹਾਉਣ ਦੇ ਉਦੇਸ਼ ਅਤੇ ਵਿਧੀਆਂ।
2. ਵਾਰਤਕ ਦੀ ਸਿੱਖਿਆ - ਉਦੇਸ਼ ਅਤੇ ਵਿਧੀਆਂ।
3. ਸ਼ਬਦਾਵਲੀ ਦੀ ਸਿੱਖਿਆ ਦੀਆਂ ਵਿਧੀਆਂ, ਅਸ਼ੁੱਧ ਸ਼ਬਦ ਜੋੜਾਂ ਦੇ ਕਾਰਨ ਅਤੇ ਸੁਧਾਰ।
4. ਵਿਆਕਰਣ ਦੀ ਸਿੱਖਿਆ - ਵਿਧੀਆਂ ਤੇ ਭਾਸ਼ਾਈ ਮਹੱਤਤਾ।

**ਇਕਾਈ - 4**

1. ਮਾਤ-ਭਾਸ਼ਾ ਦੀ ਪਾਠ ਪੁਸਤਕ - ਮਹੱਤਵ, ਵਿਸ਼ੇਸ਼ਤਾਵਾਂ ਅਤੇ ਆਲੋਚਨਾ।
2. ਭਾਸ਼ਾ ਪੁਸਤਕਾਲਾ - ਮਹੱਤਵ ਤੇ ਪੜ੍ਹਨ ਰੁਚੀਆਂ ਦਾ ਵਿਕਾਸ।
3. ਦ੍ਰਿਸ਼ਟੀ - ਸ਼੍ਰੋਤ ਸਹਾਇਕ ਸਾਧਨ, ਕਿਸਮਾਂ ਤੇ ਪ੍ਰਯੋਗੀ ਮਹੱਤਵ।

**ਇਕਾਈ - 5**

1. ਭਾਸ਼ਾ ਯੋਗਤਾਵਾਂ ਦਾ ਮੁਲਾਂਕਣ - ਆਧੁਨਿਕ ਧਾਰਨਾ, ਮਹੱਤਵ, ਪ੍ਰੀਖਿਆ ਅਤੇ ਮੁਲਾਂਕਣ ਵਿਚ ਫਰਕ, ਮੁਲਾਂਕਣ ਦੇ ਸਾਧਨ ਅਤੇ ਪ੍ਰਸ਼ਨਾਂ ਦੀਆਂ ਕਿਸਮਾਂ।
2. ਪਾਠ ਯੋਜਨਾ - ਉਦੇਸ਼ ਅਤੇ ਤਿਆਰੀ (ਕਵਿਤਾ, ਕਹਾਣੀ, ਨਿਬੰਧ, ਵਿਆਕਰਣ, ਵਾਰਤਕ)।
3. ਭਾਸ਼ਾ ਸਿੱਖਿਆ ਦਾ ਅਧਿਆਪਕ।

**ਇਕਾਈ - 6**

1. ਵਰਣ ਬੋਧ (Orthography) ਸਵਰ - ਵਿਅੰਜਨ, ਅਨੁਨਾਸ਼ਕ, ਲਗਾਂ-ਮਾਤਰਾਂ, ਲਗਾਖਰ, ਦੁੱਤ ਅੱਖਰ, ਸ਼ਬਦ ਜੋੜਾਂ ਦੇ ਨਿਯਮ।
2. ਸ਼ਬਦ ਬੋਧ (Etymology) ਸ਼ਬਦ ਦੇ ਭੇਦ - ਸ਼ਬਦ ਰਚਨਾ, ਅਗੇਤਰ, ਪਿਛੇਤਰ, ਵਿਰੋਧੀ ਸ਼ਬਦ, ਬਹੁਤੇ ਸ਼ਬਦਾਂ ਦੀ ਥਾਂ ਇਕ ਸ਼ਬਦ, ਬਹੁ ਅਰਥਕ ਸ਼ਬਦ।
3. ਵਾਕ ਬੋਧ (Syntax) ਵਾਕ ਰਚਨਾ - ਵਾਕ ਵੰਡ, ਵਾਕ ਵਟਾਂਦਰਾ, ਵਿਸ਼ਰਾਮ ਚਿੰਨ੍ਹ, ਮੁਹਾਵਰੇ।
4. ਰਚਨਾ (Composition)-ਸੰਖੇਪ ਰਚਨਾ, ਕਹਾਣੀ ਰਚਨਾ, ਪੈਰਾ ਰਚਨਾ, ਚਿੱਠੀ ਪੱਤਰ।

**ਸਹਾਇਕ ਪੁਸਤਕਾਂ:**

1. ਗੁਰਮੁਖੀ ਲਿਪੀ ਦਾ ਜਨਮ ਤੇ ਵਿਕਾਸ: ਜੀ.ਬੀ. ਸਿੰਘ।
2. ਭਾਸ਼ਾ ਵਿਗਿਆਨ, ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਤੇ ਗੁਰਮੁਖੀ ਲਿਪੀ: ਡਾ. ਕੁਲਬੀਰ ਸਿੰਘ ਕੰਗ।
3. ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਪਿਛੋਕੜ: ਡਾ. ਪ੍ਰੇਮ ਪ੍ਰਕਾਸ਼ ਸਿੰਘ।
4. ਪੰਜਾਬੀ ਭਾਸ਼ਾ, ਵਿਆਕਰਣ ਅਤੇ ਬਣਤਰ: ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ।
5. ਪੰਜਾਬੀ ਸ਼ਬਦ ਰੂਪ ਅਤੇ ਸ਼ਬਦ ਜੋੜ ਕੋਸ਼: ਡਾ. ਹਰਕੀਰਤ ਸਿੰਘ।
6. ਪੰਜਾਬੀ ਬੋਲੀ ਦਾ ਇਤਿਹਾਸ: ਪਿਆਰਾ ਸਿੰਘ ਪਦਮ।
7. ਮਾਤ-ਭਾਸ਼ਾ ਦੀ ਸਿੱਖਿਆ ਵਿਧੀ: ਡਾ. ਜਸਵੰਤ ਸਿੰਘ ਜਸ।
8. ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਤੇ ਸਾਹਿਤ ਅਧਿਆਪਕ: ਡਾ. ਇੰਦਰਦੇਵ ਸਿੰਘ ਨੰਦਰਾ।
9. ਪੰਜਾਬੀ ਕਿਵੇਂ ਪੜ੍ਹਾਈ ਜਾਵੇ?: ਮਹਿੰਦਰ ਸਿੰਘ।

#### 4. संस्कृत शिक्षण विधि

कुल अंक : 100

लिखित परीक्षा : 90

आंतरिक मूल्यांकन : 10

समय : 3 घण्टे

##### लक्ष्य:

1. छात्राध्यापकों में संस्कृत शिक्षण के लिए आवश्यक आधारभूत योग्यताओं का विकास करना ।
2. छात्राध्यापकों में संस्कृत कक्षा-शिक्षण-सम्बन्धी योग्यताओं का विकास कराना ।
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, दत्तकाय, साहित्यिक क्रियाएं एवं सैमीनार ।

##### इकाई - 1

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

**इकाई - 2**

1. संस्कृत शिक्षण की प्राचीन एवं अर्वाचीन शिक्षण विधियों के उद्देश्य एवं विशेषताएं और हमारे स्कूलों में उनकी उपयोगिता :
  1. पाठशाला विधि
  2. भण्डारकार विधि
  3. पाठ्यपुस्तक विधि
  4. प्रत्यक्ष विधि
  5. अभीष्ट विधि
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

**इकाई - 3**

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

**इकाई - 4**

1. संस्कृत भाषा शिक्षण एवं पुस्तकालय
2. संस्कृत शिक्षण में दृश्य अव्य साधन
3. संस्कृत अध्यापक
4. संस्कृत पाठ्य पुस्तक
5. सुलेख
6. अक्षर विन्यास शिक्षण - सामान्य अशुद्धियां, कारण एवं निवारण के उपाय ।

**इकाई - 5**

1. भाषा योग्यताओं का मूल्यांकन-महत्त्व, परीक्षाओं के प्रकार, लिखित प्रश्नों के प्रकार-निबन्धात्मक, वस्तुनिष्ठ एवं लघुत्तर, अभीष्ट परीक्षा प्रणाली ।
2. गृहकार्य सहकारी एवं उसका संशोधन
3. आदर्श प्रश्न पत्र के निर्माण सिद्धान्त
4. पाठ योजना

**इकाई - 6**

आठवीं और दसवीं की पाठ्य-पुस्तक में से:

1. धातु-रूप (लट् और लङ्-लंकार)  
निम्न रूप अस, भू, कृ, नग्, कथ, पठ ।
2. अनुवाद  
आठवीं और दसवीं के शिक्षा बोर्ड के पाठ्यक्रम में से:-
3. प्रत्यय  
तव्य अनीय
4. शब्द कोष  
शब्द - अर्थ
5. स्वर - संधि

**पुस्तक सूची:**

1. संस्कृत शिक्षण विधि - रघुनाथ सफाया
2. संस्कृत शिक्षण विधि - प्रभाशंकर मिश्र
3. संस्कृत शिक्षण विधि - रामशुक्ल पाण्डेय

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**5. TEACHING OF HISTORY**

Total Marks	:	100
External Theory	:	90
Internal Assessment	:	10

**Objectives :**

- 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 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.

**Skills :**

1. Preparation and Use of Teaching Aids such as Maps, Models, Charts, Graphics, Time-Lines and Computer.
2. Organization of Discussions, Tours and Other Practical Activities.
3. Interpretation of Historical Data.
4. Analysis of Present Day Problems in Historical Perspective.
5. Establishment of Cause and Effect Relationship among Historical Events and Geographics Phenomena.

**Attitudes :**

1. Time Sense and Space Sense
2. Critical Thinking
3. Tolerance
4. Scientific Outlook
5. Social Parts

**COURSE CONTENTS :****UNIT-I**

- (a) Meaning, Nature, Scope and Importance of History as a subject.
- (b) Aims, Objectives and Values of Teaching History at Secondary Level.
- (c) Relation of History with other School Subjects (Social Sciences and Physical Science).

**UNIT-II**

- (a) Principles of Curriculum construction and Different approaches to Construct Curriculum to Teach History.
  - (i) Chronological or Periodical
  - (ii) Concentric
  - (iii) Topical

- (b) Need and Importance of Good Textbook, Criteria for Selection of a Good Textbook and Critical Analysis of History Textbook at Secondary stage.
  - (i) Cultivation of time and space sense
  - (ii) Need and Importance of Local History
  - (iii) Current Events
- (c) Role of History in Developing National Integration and International Understanding.

### **UNIT-III**

#### Methods of Teaching History

- (a) Story Telling method
- (b) Lecture Method
- (c) Discussion Method
- (d) Source method
- (e) Project Method

#### Skills of Teaching History

1. Questioning
2. Illustration
3. Narration
4. Description

### **UNIT-IV : Audio-Visual Aids**

- (a) Need, Importance, Preparation and Use of Teaching Aids
- (b) Types of Teaching Aids:
  - (i) Audio-Tape Recorder, Radio.
  - (ii) Visual-Black Board, Charts, Graphs, Maps, Globe, Models, Specimens, Time-Line Excursions and Field Trips, Still Movies, Museum, diagrams, Bulletin Board, Flannel Board, Film Strips. Some specific A.V. Aids: Epidiascope, overhead projector, films, computer.
  - (iii) History Room, History Teacher.

### **UNIT-V**

#### Evaluation and Planning Instruction in History

- (a) Need, Importance and concept of evaluation including continuous comprehensive evaluation.
- (b) Different Types of Evaluation Tools – Their Construction and Uses in History.
- (c) Elements of a Lesson Plan and Contents Analysis of a Topic in Terms of Knowledge, Skills and Attitudes in Teaching of History.

### **UNIT-VI**

- (a) Heritage of India/Landmarks in Indian History
  - i) Ancient Period: Harrapan Civilization, Vedic Civilization, Ashoka The Great, Golden Age of Guptas, Kingdom of South.
  - ii) Medieval Period: Delhi Sultanate, The Mughals, Kingdoms of South.
  - iii) Modern Period : India under Britishers – Impact of British Rule in India.
- (b) India's struggle for Independence (1857 AD-1947 AD).
- (c) Indian Foreign Policy and UNO.

**BOOKS SUGGESTED :**

1. Arora, K.L., Teaching of History.
2. Burston, W.H. and Green, C.W., Principles of History Teaching, London : Mathavo, 1962
3. Chowdhary, K.T., Audio Visual Aids in the Teaching in Indian History.
4. Durmond, Teaching of History.
5. Ghata, V.D., The Teaching of History.
6. Haryana Hindi Granth Academy, Chandigarh Itahas & Shikshan.
7. Hil, C.P., Suggestion of Teaching of History, Paris: Unesco, 1953.
8. I.A.A.M., Teaching of History.
9. Jasvir, Teaching of History.
10. Johnson, Henry, Teaching of History in Elementary and Secondary Schools.
11. Kochar, S.K., Teaching of History.
12. Shaيدا, B.D., Teaching of History.
13. Singh, Sahib, Teaching of History.

**6. TEACHING OF GEOGRAPHY**

Total Marks	:	100
External Theory	:	90
Internal Assessment	:	10

**Objectives :****Knowledge :**

To enable the Pupil – Teachers to :

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

**Skills :**

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

**Attitude :**

1. Global Outlook.
2. Scientific Observation.
3. Critical Thinking.
4. Tolerance and Peace.
5. Developing Sense of Inter-dependence.



**COURSE CONTENTS****UNIT-I**

- (a) Meaning, Nature & Scope of Geography: Importance of geography as school subject.
- (b) Aims and objectives of Teaching of Geography : Correlation with other School Subjects—History, Maths, Science, Civics, Arts, Economics and Languages.
- (c) Principles of Curriculum Construction and its Various Approaches – Topical, Regional, Concentric for Organizing Geographical Material.

**UNIT-II****Methods of Teaching Geography**

- (a) Lecture Method
- (b) Discussion Method
- (c) Project Method
- (d) Direct Observation
- (e) Excursion Method
- (f) Laboratory Method

**UNIT-III**

- (a) Need and Importance of Geography Room and its Equipment, Geography Museum.
- (b) Geography Textbooks : Need and Importance, Qualities of Good Textbooks.
- (c) Need and Importance of Audio-Visual Aids, Preparation and Use of Teaching Aids, Chalk Board, Flannel Board, Radio, T.V., Maps, Globe, Graphs, Film Strips, V.C.R., Overhead Projectors, Slide Projectors, LCD Projectors.

**UNIT-IV**

- (a) Geography Teacher : Qualities and Functions.
- (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 Test – 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) Formation of day and night, change of seasons.
- (b) Land Forms made by Glacier, river.
- (c) Structure of Atmosphere, Rainfall.
- (d) Major Natural Regions – Equatorial Region, Tundra Region.
- (e) India – Relief and Agriculture.

**BOOKS SUGGESTED :**

1. Aggarwal, D. D., Modern Method of Teaching Geography, New Delhi: Sarup & Sons Publisher, 2000.
2. Arora, K. L., Teaching of Geography, Ludhiana: Prakash Brothers, 1989 (in Punjabi, English, Hindi)

3. Basha, S.A. Salim, Method of Teaching of Geography (Hindi), Delhi : A.P.H. Publisher, 2004.
4. Dr. J.S. Brar, Teaching of Geography, Ludhiana: Hindi Publisher, 2001.
5. Dr. Kanti Mohan Srivastva, Geography Teaching, Agra : Sahitya Prakshan.
6. Kaul, A.K., "Why and How of Geography Teaching", Ludhiana : Vinod Publisher.
7. Rao, M.S., Teaching of Geography, New Delhi: Anmol Publisher Pvt. Ltd., 1999.
8. Singh, R.P., Teaching of Geography, Meerut : R.Lall Book Depot., 2004.
9. Yogesh, K. Singh, Teaching of Geography (Hindi), Delhi : A.P.H. Publisher, 2004.
10. Shaida, B.D. & Sharma, J.C., Teaching of Geography, Jalandhar : Dhanpat Rai & Sons.
11. Siddiqui, Mujibul Hassan, Teaching of Geography, New Delhi : A.P.H. Publisher.
12. Zaidi, S.M., Modern Teaching of Geography, New Delhi: Anmol Publisher.

## 7. TEACHING OF ECONOMICS

Total Marks	:	100
External Theory	:	90
Internal Assessment	:	10

### Objectives :

#### (A) Knowledge :

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

#### (B) Skills :

1. Preparation and uses of teaching aids.
2. Use of devices and techniques of teaching.
3. Use of various methods of teaching.
4. Conducting economic surveys.
5. Organize symposium and discussions.
6. Writing instructional objectives.
7. Preparation of test items of an achievement test.
8. To develop skill in making use of Educational Technology.

#### (C) Attitudes :

To promote among pupil-teachers an attitude of :

1. Critical thinking
2. Critical analysis
3. Scientific outlook
4. Observation
5. Wise consumerism
6. Providing solution to economic problems.

**COURSE CONTENTS****UNIT-I**

- a) Meaning, Nature and Scope of Economics.
- b) Importance of Teaching of Economics.
- c) Aims and Objectives of Teaching of Economics.
- d) Correlation of Economics with Mathematics, Statistics, History, Geography, Science, Political Science, Commerce and Sociology.

**UNIT-II**

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

**UNIT-III**

- 1. Methods of Teaching
  - i) Lecture Method
  - ii) Source Method
  - iii) Discussion Method
  - iv) Problem Method
  - v) Project Method
  - vi) Survey Method
  - vii) Inductive-Deductive Method
- 2. Techniques and Devices of Teaching Economics
  - i) Assignments
  - ii) Seminars
  - iii) Brain Storming
  - iv) Symposium
  - v) Dramatization
  - vi) Explanation
  - vii) Supervised Study
  - viii) Illustrations

**UNIT-IV**

- a) Text Book (importance and qualities), Supplementary Material.
- b) Economics Room –Importance, Equipments.
- c) Teacher of Economics – Importance, Qualities and Competence.
- d) Teaching Aids – Meaning, importance and types:  
Use of Chalkboard, Flannel board, Diagrams, Charts, Table graphs, Pictures, O.H.P., T.V., Films, Computer with multimedia, Flash Cards, LCD Projector.

**UNIT-V**

- a) Evaluation – Meaning and importance of evaluation.
- b) Tools of evaluation – Oral tests, written tests–Essay type tests, short answer type tests and objective type tests.
- c) Writing objective based test items.
- d) Lesson Planning – Meaning, characteristics, importance and steps.

**Unit-VI**

- a) Indian Economy—Main Basic Features, Main Sectors, Main Problems—Poverty, unemployment and price rise.
- b) Towards Liberalization and Globalization – Meaning and enabling globalization in India, WTO, Sustainable Economic Development.

- c) Consumer Awareness—Forms and factors of consumers' exploitation, Rise of Consumers', Awareness, Rights and Duties of Consumers, Consumer Protection Measures.

#### **BOOKS RECOMMENDED :**

1. Dhillon, S. & Chopra, K., Teaching of Economics, Ludhiana : Kalyani Pub., 2002.
2. Kanwar, B.S., Teaching of Economics.
3. Mittal, R.L., Arth Shastar Da Adhiapan (Pbi. Univ.).
4. Mukherjee, Sandhya, Teaching of Economics, Lucknow : Prakashan Kendra.
5. Rai, B.C., Teaching of Economics.
6. Sidhu, H.S., Teaching of Economics, Ludhiana : Tandon Pub.
7. Siddiqui, M.H., Teaching of Economics.
8. Yadav, Amita, Teaching of Economics, New Delhi: Anmol Pub., 2005.
9. Aggarwal, J.C., Teaching of Economics – A Practical Appraoch, Vinod Pustak Mandir, Agra, 2005.
10. Sharma, Seema, Modern Teaching Economics, Anmol Publication Pvt. Ltd., New Delhi- 2004.
11. Sexena, N.R., Mishra, B.K., Mohanty, R.K., Teaching of Economics, R. La Book Depot, Merrut, 2004.
12. Singh, Yogesh, Aratha Shaster Sikshan, Ashish Publication, New Delhi, 2005.

#### **8. TEACHING OF SOCIAL STUDIES**

Total Marks	:	100
External Theory	:	90
Internal Assessment	:	10

#### **Objectives :**

##### **Knowledge & Understanding :**

1. To enable the pupil teachers to develop an understanding of aims and objectives of teaching of Social Studies.
2. To develop an understanding of pupil-teacher concerning curriculum oraganization.
3. To acquaint pupil-teachers with different methods, devices and techniques of teaching Social Studies.
4. To acquaint the pupil-teacher with different audio visual aids
5. To develop proper understanding of modern concepts and tools of evaluation.
6. To acquaint the pupil-teachers with current events and Community Resources.

##### **Skills :**

1. Preparation and effective use of teaching aids.
2. Skill to organise curriculum according to different approaches.
3. Organization of discussions, seminar, tours, exhibitions and practical activities.
4. To set and equip the social studies room.
5. Analysis of present day problems in social context.

6. To develop the skill of preparation of lesson plan and its presentation.
7. To develop the skill of preparation and evaluation of question papers.

**Attitude:**

1. To promote independent, rational and critical thinking.
2. To promote social and democratic outlook.
3. To promote objective evaluation.
4. 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.
- c) Relationship of Social Studies with other subjects – Maths., Commerce, Science, Arts and Languages.

**UNIT-II**

- a) 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 social studies—story telling, lecture, discussion, source problem solving project and socialized recitation.
- b) Devices and techniques of teaching social studies – Exposition, explanation, narration, description, illustration, questioning, assignment, seminar, supervised study and field trip.
- c) Social studies text book – Need, Importance and Qualities.

**UNIT-IV**

- a) Need, Importance & Use of Audio Visual Aids – Chalk board, flannel board, bulletin board, maps, globe, pictures, models, charts, graphs, time lines, over head projector, flash cards, scrap book, exhibition, radio, TV and computers.
- b) Social studies room – Need & Importance and Equipment
- c) Social studies teacher – Qualities and Role in Changing Times.

**UNIT-V**

- a) Evaluation in Social Studies – Modern concept, Importance and Tools; Preparation Blue Print and Writing Objective Based test items.
- 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.

**UNIT-VI (Compulsory)**

- a) India's struggle for independence – Revolt of 1857 (causes and effects), Civil Disobedience Movement (1928) and Quit India Movement (1942).
- b) Indian Constitution (features), Features of Foreign Policy of India.
- c) UNO—Organs and India's role.
- d) Environment – Earth and its land forms.
- e) India – Economic Infrastructure, Need and Problems of Agriculture and Industry.

**BOOKS SUGGESTED :**

1. Singh, Gurmit and Kaur, Jasvir, Teaching of Social Studies, Ludhiana : Kalyani Publishers, 2007.
2. Shaida, B.D., Teaching of Social Studies, Jalandhar: Panjab Kitab Ghar, 1962.
3. Kochhar , S.K., Teaching of Social Studies, New Delhi : Sterling Publications, 1983.
4. Kohli, A.S., Teaching of Social Studies, New Delhi : Anmol Pub.,1996.
5. Taneja, V.K., Teaching of Social Studies, Ludhiana : Vinod Pub., 1992.
6. Aggarwal, J.C., Teaching of Social Studies, New Delhi: Vikas Pub. 1982.
7. Wesley, Edgar Bruce, Teaching of Social Studies, Boston: D.C. Herth and Co.
8. Mottart, Maurice P., Elementary Social Studies Instructions, New York: Longman, Green and Co.
9. Bining, Arthur C., Teaching of Social Studies in Secondary School, McGraw Hill, Book Co.
10. Mittal, H.C., Teaching of Social Studies, New Delhi: Dhanpat Rai & Chandna R.N. Sons.
11. Sidhu, H.S., Teaching of Social Studies, Tondon Publishers, Ludhiana.
12. Taneja, V.R., Teaching of Social Studies, 1965.
13. Dash, B.N., Content-cum-Method of Teaching of Social Studies, New Delhi : Kalyani Pub.
14. Mehta, D.D., Teaching of Social Studies, Ludhiana: Tandon Pub., 2004
15. Sandhu, Paramjit Kaur, Teaching of Social Studies, Patiala.
16. Preston, Ralph C., Handbook of Social Studies, Rhinehart and Company, 1955.

**9. TEACHING OF COMMERCE**

Max marks	: 100
External theory	: 90
Internal Assessment	: 10

**Objectives:**

1. To introduce student teachers with the methodology of teaching used in teaching commerce in schools.
2. To make student teachers aware of the values of commerce and the relationship of commerce with other subjects.
3. To encourage student teachers to use a wider range of teaching techniques in order to enable them to plan their lessons in teaching of commerce.
4. To acquaint student teachers with the role of teaching aids, textbooks, homework, libraries in commerce.
5. To enable student teachers to plan their lessons of commerce.
6. To equip student teachers with the curriculum.

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

1. Meaning, nature, scope and concept of commerce, objectives of teaching of commerce at secondary level including Bloom's Taxonomy of objectives.
2. Place of commerce in Secondary School curriculum and its critical appraisal.
3. Development and designing of curriculum.

**UNIT-II**

1. Commerce text book and supplementary material.
2. Different methods of Teaching Commerce, meaning, uses and critical analysis.
  - a. Lecture Method
  - b. Discussion Method
  - c. Problem-Solving Method
  - d. Project Method
  - e. Survey Method
  - f. Demonstration Method
3. Techniques of teaching commerce subject : Questioning-Answering, Assignment, Observation, Explanation and Illustration.

**UNIT-III**

1. Analysis and discussion on skills of teaching commerce (practice for developing at least 5 micro skills).
  - a. Skill of introducing the lesson
  - b. Skill of questioning
  - c. Skill of explanation
  - d. Skill of stimulus variation
  - e. Skill of black-board writing
2. Lesson planning in commerce; meaning , need and importance, construction of composite lesson plan.
3. Development and utilization of teaching aids (Projected, non-projected and performing arts) required for commerce programme.

**UNIT-IV**

1. Commerce Teacher – qualification, qualities and professional growth.
2. Meaning, need, types and techniques of evaluation.
3. Different co-curricular activities in commerce and their role.
4. Commerce Room: Meaning, need and equipments.

**UNIT-V**

1. Methods of teaching book-keeping and accountancy.
2. Methods of teaching typing and short hand.
3. Understanding an economy: Meaning, types–capitalistic, socialistic and mixed economy.

**UNIT-VI**

1. Definition and scope of commerce, evolution of commerce.
2. Forms of organization – Sole trader, partnership and joint stock company.
3. Book keeping and accounting – Meaning, definition and objectives.

**BOOKS RECOMMENDED:**

1. Aggarwal, J.C. (2003): Teaching of Commerce, Vikas Publication, New Delhi.
2. Chopra, H.K. and Sharma, H. (2007): Teaching of Commerce, Kalyani Publisher, Ludhiana.
3. Dona and Brinkman: Guidance in Business Education, South Western Publishing Company, New York.

4. Douglas, Palnford and Anderson (2000) : Teaching Business Subjects, Prentice Hall, New York.
5. Green, H.O., Activity Hand book for Business Teachers, McGraw Hill, New York.
6. Musselman and Hann : Teaching Book Keeping and Accounting, McGraw Hill, New York.
7. Rao Seema (2005) : Teaching of Commerce, Anmol Publishers, New Delhi.
8. Tonne, Iopham and Freeman : Method of Teaching Business Subjects, McGraw Hill, New York.
9. Venkatest, Warlu, K. and Basha, Joshi and Digumarti, S.K. and Rao, Bhaskara : Methods of Teaching of Commerce.

## 10. TEACHING OF MATHEMATICS

Total Marks	:	100
External Theory	:	90
Internal Assessment	:	10

### UNIT-I

- (a) Meaning and Nature of Mathematics.
- (b) Values and role of Mathematics in Life.
- (c) Objectives of Teaching Mathematics at the Secondary School Stage and formation of objectives in behavioural domain (B.S. Bloom's taxonomy).

### UNIT-II

- (a) Principles of curriculum constructions – Selection and Organization.
- (b) Difference b/w Examination, Evaluation and Measurement.
- (c) Constructing Test Items – Essay type, Objective type and Objective based questions.

### UNIT-III

- (a) Methods of Teaching –Analytic, Synthetic, Laboratory, Inductive, Deductive and Problem Solving.
- (b) Fixing devices – Oral and written work, drill work, questioning/supervised study.
- (c) Evaluation of Text Book.
- (d) Mathematics Club-formation and Activities.

### UNIT-IV

- (a) Present status of teaching of Mathematics in our schools and steps to be taken for its Improvement.
- (b) Arousing and Maintaining Interest in Mathematics.
- (c) Specific Qualities of Mathematics teacher.
- (d) Teaching aids – Projective and Non-Projective.

### UNIT-V

- (a) Lesson Planning – Meaning, Importance and Steps of Lesson Planning.
- (b) Formation of Macro Lesson Plan.
- (c) Formation of Micro Lesson Plan – With special reference to the following Micro teaching skills:
  1. Introduction of the lesson.



- 2. Questioning
- 3. Explanation
- 4. Stimulus Variation
- 5. Black Board Writing.

UNIT-VI

- a) Number System : Natural Number, Whole Number, Integers, Rational Number, Irrational Number and Operations with Numbers.
- b) Polynomial.
- c) Equations: Linear, Simultaneous and Quadratic Equations and their solution.
- d) Geometrical Concepts: Point, Line, Line Segment, Ray, Angle, Triangle.
- e) Types of Angles, Triangles and quadrilaterals.
- f) Trigonometry: Introduction, Trigonometric ratios identity, height and distances.
- g) Probability.
- h) Sequence and series.
- i) Mensuration.

Components of Internal Evaluation

House Exam.-I	2 marks
House Exam.-II	2 marks
General Behaviour	2 marks
Attendance	2 marks
Micro Lesson Plan	2 marks

BOOKS SUGGESTED :

- 1. Arora, S.K., How to Teach Mathematics, New Delhi; Sterling Publishers Pvt. Ltd., 2000.
- 2. Gakhar, S.C. & Jaidka, M.L. Teaching of Mathematics, Panipat: M/s N.M. Publishers, 2003.
- 3. Kumar, Khushwinder and Kaur, Jaspreet, Learning Mathematics–Lab Experience 21<sup>st</sup> century, Patiala: Publications, 2004.
- 4. Mangal, S.K., Teaching of Mathematics, Ludhiana: Tandon Publications, 2003.
- 5. N.C.E.R.T. Text Books 6<sup>th</sup> to 10<sup>th</sup> Standard.
- 6. Sidhu, K.S., Teaching of Mathematics, New Delhi: Sterling Publication Pvt. Ltd., 1998.
- 7. Kumar, Sudhir/Ratan, P.N., Teaching of Mathematics, New Delhi: Anmol Publication Pvt. Ltd.

11. TEACHING OF SCIENCE

Total Marks	: 100
External Theory	: 90
Internal Assessment	: 10

Objectives:

To enable student teachers to:

- Explain objectives of teaching science and formulate instructional objectives in behavioural terms.
- Critically evaluate the existing science and curriculum of 10<sup>th</sup> class.
- Explain various methods of teaching science.

- Co-relate science with other subjects and day-to-day life.
- Select and use of different kinds of instructional material.
- Evaluate the textbooks and organize various co-curricular activities.
- Organize the practical work and improvise science apparatus.
- Explain the concept of evaluation and construct blue print of a question paper.
- Plan Lessons in science according to Herbartian approach.
- Explain the concept of microteaching in view of various skills of teaching.
- Explain the basic concepts of science.

**COURSE CONTENTS :****UNIT-I**

- a) Impact of science and technology on our modern living; Globalization and Science .
  - i. Bloom's taxonomy of educational objectives.
  - ii. Instructional objectives of teaching science.
  - iii. Formulation of specific objectives in behavioural terms:- Mager's and Granlund's approach.
- b) Curriculum - Meaning, place of science in school curriculum, principles of science curriculum construction, critical study of science curriculum of 10<sup>th</sup> class.
- c) (CBSE/PSEB/ICSE).

**UNIT-II**

- a) Approaches and methods of teaching science—Lecture-demonstration method, project method, problem solving method and Inductive Deductive approach.
- b) Scientific attitude—Concept and its development.
- c) Science teacher and his professional growth.

**UNIT-III**

- a) Instructional Media – Need and importance, classification, selection and integration of media in teaching learning process. (Use of chalk-board, flannel board, charts, models, overhead projectors, educational films, T.V. and computers).
- b) Science text book - Importance, characteristics, its evaluation procedures i.e. Vogel's checklist and reviewers form.
- c) Importance and organization of science club, science museum, science fair, field trips, maintenance of aquarium and herbarium.

**UNIT-IV**

- a) Need and importance of practical work in science, improvisation of science apparatus.
- b) Lecture cum laboratory plan for a high school – White House plan.
- c) Laboratory equipment and material –Selection, purchase, maintenance and safety measures.

**UNIT-V**

- a) Evaluation in Science—Concept, characteristics of a good evaluation tool. Evaluation in theory and practical, writing objective based test items. (Preparation of Blue Print).
- b) Lesson planning in Science—Importance, events of instruction, Herbartian approach to lesson planning, Microteaching Skills: Writing Instructional objectives, Introducing the lesson, Probing Questions, Explaining and Illustrating with examples.
- c) National Talent Search Scheme, Indian Science Congress and CSIR.

**UNIT-VI**

- a) Reflection and Refraction and their laws & its applications in daily life.
- b) Health and Diseases – Health and its failure, causes of Typhoid, Malaria, Hepatitis, AIDS.
- c) Atomic Structure (Bohr's Model) and Chemical Bonding.
- d) Air, Water and soil pollution (brief introduction), holes in Ozone layer and probable damages.

**Suggested Activities (Any three) :**

1. Preparation and presentation of one lesson plan using Power Point or Flash.
2. General Information about five national/international science journals.
3. Enlist five Science institutes of Scientific Importance.
4. Life history of any three Nobel Prize winner Scientists
5. Performance of any three practical (one each from Physics, Chemistry, Biology from secondary school syllabus).

**BOOKS SUGGESTED :**

1. Sharma, R.C., Modern Science Teaching, New Delhi: Dhanpat Rai Pub. Co., 1998.
2. Kohli, V.K., How to Teach Science, Ambala: Vivek Pub., 2006.
3. Mangal, S.K., Teaching of Science, New Delhi: Arya Book Depot, 1997.
4. Narendra Vaidya, N., The Impact of Science Teaching, New Delhi: Oxford and IBH Pub. Co., 1971.
5. Siddiqui, N.H. and Siddiqui, M.N., Teaching of Science Today and Tomorrow, Delhi: Doaba House, 1983.
6. Gerg, K. K. Singh, Raghuvir and Kaur, Inderjeet, A Text Book of Science for class X, New Delhi: NCERT, 2007.
7. Joshi, R. Kulkarni, V.G. & Sinha, Somdatta, A Text Book of Science of Class X, New Delhi: NCERT, 1999.
8. UNESCO, New UNESCO Source Book for Science, France UNESCO.
9. Vishin, G.L. and Ticku, S.P., A New Approach to Teaching of Science, Ludhiana: Vinod, 1998-99.
10. Das, R.C., Science Teaching in School, New Delhi: Sterling Pub.
11. Bhandula, N., Teaching of Science, Ludhiana: Prakash Brothers, 1989.
12. Soni, Anju, Teaching of Science, Ludhiana: Tandon Publications, 2000.

**12. TEACHING OF LIFE SCIENCE**

Total Marks	:	100
External Theory	:	90
Internal Assessment	:	10

**Objectives:**

- To develop skills in using different methods of teaching life sciences.
- To develop competency in organizing physical facilities and equipment.
- To inculcate abilities and competency to organize co-curricular activities related to life sciences.
- To develop the skill of planning teaching-learning activities.

**COURSE CONTENTS :****Unit-I**

- a) Role of life science education in national development.
- b) General aims of teaching life sciences with special reference to inculcation Scientific attitude.
- c) Formulation of specific objectives into behavioural objects.

**Unit-II**

- a) Lecture Demonstration method.
- b) Project Method
- c) Scientific Method
- d) Heuristic Method
- e) Computer Assisted Instruction (CAI) and integration of mentioned methods with computers in teaching of life science.
- f) Inductive and Deductive approach

**Unit-III**

- a) Setting up Biological Laboratory Purchasing and Maintenance of Equipments.
- b) Need and Maintenance of Registers in life science laboratories.
- c) Laboratory techniques such as preservation of plants, animals specimens, preparation of slides.
- d) Teaching aids with special reference to chalkboard, Flannel board, Charts, Models, Specimen, Overhead Projectors, Computers and Education films.
- e) Importance of Museums, Aquarium and Botanical Garden.

**Unit-IV**

- a) Concept and Types of evaluation.
- b) Evaluation of theory and practical in life sciences.
- c) Writing objectives bases test items.
- d) Microteaching skills with special reference to :-
  - (i) Introducing the Lesson
  - (ii) Illustration with examples
  - (iii) Stimulus – variation
  - (iv) Skill of Explaining

**Unit-V**

- a) Professional Growth of Life Science Teacher.
- b) Use of Textbooks, Reference Books and Journals.
- c) Importance of lesson Planning & Preparation of Model Lesson Plan.
- d) Organizing co-curricular activities, field trips, excursions, nature clubs, exhibitions and fairs.
- e) CSIR, Forest Research Institute , Dehradun (FRI).

**Unit-VI**

- a) Nutrition – Components of Food, Balanced Diet.
- b) Biosphere – Food Chain, Carbon Cycle, Nitrogen Cycle, Oxygen Cycle, Water Cycle.
- c) Food Production – Agricultural Tasks and Food Production, Irrigation, Control of Weeds, Crop Improvement, Animal Husbandry.
- d) Health – Factors Affecting Health, Balanced Diet, Environmental Pollution Problems, Preventive Measures.
- e) Man and his Environment.

**Suggested Activities (Any three) :**

- (a) Preparation and presentation of One Lesson Plan using Power Point or Flash.
- (b) General Information about five national/international life science journals.
- (c) Enlist five Life Science Institutes of Scientific Importance.
- (d) Life history of any three Nobel Prize winners in Life Science.
- (e) Performance of any three practicals (one from Botany, Zoology, Chemistry).

**BOOKS SUGGESTED :**

1. Gupta, V.K., Life Science Education Today, Chandigarh : Arun Pub. House, 1994.
2. Kohli, V.K., How to Teach Science, Ambala : Vivek Pub., 2004.
3. NCERT, Science Textbooks for Classes VII-X, 2003.
4. Sharma, R.C., Modern Science Teaching, New Delhi : Dhanpat Rai Pub. Co., 1998-1999.
5. Sood, J.K., Teaching of Life Science, A Book of Methods, Chandigarh : Kohli Pub., 1987.
6. Thurber, W. & Collete, A., Teaching Science in Today's Secondary Schools, Boston : Allen & Becon, 1964.
7. UNESCO, Source Book for Science, France UNESCO.
8. Yadav, K., Teaching of Life Science, New Delhi : Anmol Publications.

**13. TEACHING OF PHYSICAL SCIENCE**

Total Marks	:	100
External Theory	:	90
Internal Assessment	:	10

**Objectives :**

1. To enable the Pupil Teachers to understand the nature of discipline " Teaching of Physical Science".
2. To develop the following skills :
  - (i) Setting Question Paper :
    - Analyzing the Physical Sciences Curriculum.
    - Defining objectives in terms of learning outcomes.
    - Blueprints and allocation of marks.
  - (ii) Organizing abilities for :
    - Laboratory organization.
    - Innovative teaching and improvisation.
    - Co-curricular activities in Physical Sciences.
  - (iii) Competencies in :
    - Selection and use of teaching methods, approaches and devices.
    - Selection, preparation and use of cost effective teaching aids.
    - Inculcating, Scientific Attitude.
    - Problem Solving.

**COURSE CONTENTS :****UNIT-I**

- a) Physical Sciences: Nature & Importance.
- b) Bloom's Taxonomy of Educational Objectives, Instructional Objectives in behavioral terms.
- c) Scientific Attitude & Scientific Method – Concept & role of science teacher in their development.

**UNIT-II**

- a) Principles of Constructing a good curriculum in Physical Sciences, critical and analysis of Xth class science curriculum of CBSE/PSEB.
- b) Co-relation of Physics & Chemistry with other school subjects.
- c) Need and importance of creativity in Physical Sciences teaching.

**UNIT-III**

- a) Methods of teaching Physical Sciences: Lecture cum Demonstration method, project method, Inductive – Deductive method and Heuristic method.
- b) Unit and Lesson Planning in Physical Sciences.
- c) Evaluating Theory & Practicals in Physical Sciences. Preparation of Objective based test items. Introduction of Physics & Chemistry Olympiads.

**UNIT-IV**

- a) Physical Sciences Laboratory in a High School: Need and Importance, Design, Maintenance of apparatus, equipments, registers and records, Safety measures in Lab.
- b) Improvisations of Physical Sciences apparatus.
- c) Teaching aids: Importance and Selection, use of charts, models, periodic tables, OHP, TV and Computers.

**UNIT-V**

- a) Professional Growth of Physics/Chemistry teachers. Role of National Bodies like HBCSE (Homi Bhabha Centre for Science Education). TIFR, Bombay IAPT/IACT (Indian Association of Physics/Chemistry Teachers).
- b) Criteria for Selection of a Physics Science Textbook. Use of Reference Books and Journals in Physics and Chemistry Teaching.
- c) Organising Science Club, Science Exhibitions, excursions and Science Quiz.

**Unit-VI**

- a) Gravitation: Universal Law of gravitation and its importance.
- b) Work & Energy –Meaning, various forms of energy & law of conservation of energy.
- c) Types of mixtures & solutions.
- d) Structure of an atom: Thomson's Model & Rutherford's Model of an atom.

**Suggested Activities (Any Three):**

1. Preparation and presentation of one Lesson Plan using Power Point or Flash.
2. General Information about five national/international Science Journals.
3. Enlist five Science Institutes of Scientific Importance.
4. Life history of any three Nobel Prize winners in Science.

**Books Suggested :**

1. Vaideya, Narendra, Science Teaching for 21<sup>st</sup> Century, New Delhi : Deep & Deep Pub., 1996.
2. Vaideya, Narendra, Impact of Science Teaching, New Delhi : Oxford & IBH Publishing Co., 1981.
3. Gupta, S.K., Teaching Physical Sciences in Secondary Schools, New Delhi: Sterling Publishers, 1991.
4. Thurber, W. & Collete, A., Teaching Science in Today's Secondary Schools, Boston : Allen & Becon, 1964.
5. Washten, Nathan S., Teaching Science Creatively, London: W.B. Saunders, 1967.
6. Sharma, R.C., Modern Science Teaching, New Delhi : Dhanpat Rai Pub. Co., 1998-1999.
7. NCERT, Science Textbooks for Classes VII-X, 2003.
8. Kohli, V.K., How to Teach Science, Ambala : Vivek Pub., 2004.
9. Bulletin (Monthly), Indian Association of Physics Teachers (Kanpur).

**14. TEACHING OF HOME SCIENCE**

Total Marks	:	100
External Theory	:	90
Internal Assessment	:	10

**Objectives :**

1. To enable the student teachers to develop an understanding of aims and objectives of teaching Home Science.
2. To develop the interest of student teachers in teaching of Home Science.
3. To develop skills of using various teaching methods and teaching aids in teaching of Home Science.
4. To inculcate abilities and competencies to organize co-curricular activities.
5. To train the student teachers to use problem-solving approach in problems related to home life.

**COURSE CONTENT :****Unit-I**

- a) Meaning and scope of Home Science.
- b) Importance of Teaching Home Science.
- c) Aims of Teaching Home Science.

**Unit-II**

- a) Different methods of Teaching Home Science such as Demonstration method, Discussion method, Project method, Laboratory method, Discussion-cum-demonstration method and Assignment method.
- b) Lesson Planning – Meaning, importance and essentials of lesson planning.

**UNIT-III**

- a) Meaning, importance and use of teaching aids in Home Science.
- b) Place of Text Books - Meaning, importance and essentials of Home Science text books.

**UNIT-IV**

- a) Correlation – Meaning, types of correlation and correlation of Home Science with different subjects.
- b) Organisation of Home Science Department – Principles and Characteristics in planning Home Science Department.
- c) Organization of Home Science Club.

**UNIT-V**

- a) Curriculum Construction – Principles and critical analysis of existing school curriculum of Home Science.
- b) Qualities and competencies of a good Home Science teacher.

**UNIT-VI**

- a) Food– its constituents, functions and sources.
- b) Care and maintenance of cotton, wool, silk and synthetics.
- c) Importance of care of the child.
- d) Cleaning and polishing of brass, silver, glass and plastic articles.

**Books Suggested :**

1. Bhargava, Priya (2004): Teaching of Home Science/Commonwealth Publishers, New Delhi.
2. Chandra, Arvinda; Shah, Anupama and Joshi, Uma (1995): Fundamentals of Teaching of Home Science, Sterling Publisher, New Delhi.
3. Dass, R.R. and Ray, Binita (1985): Teaching of Home Science, Sterling Publishers, New Delhi.
4. Devdas (1955): Teaching of Home Science in Secondary School, All India Council for Secondary Education, New Delhi.
5. Kapoor, Ritu (1994) : Teaching of Home Science, Parkash Book Depot, Ludhiana.
6. Mago, Neelam: Teaching of Home Science, Tandon Publications, Ludhiana.
7. Siddiqui, Mujibul Hasan (2007): Teaching of Home Science, A.P.H. Publishing Corporation, New Delhi.
8. Yadav, Seema (1994) : Teaching of Home Science, Anmol Publications, New Delhi.
9. Begum, Fahmeeda (2006): Modern Teaching of Home Science, Anmol Publications, New Delhi.

**15. TEACHING OF FINE ARTS**

Total Marks	:	100
External Theory	:	90
Internal Assessment	:	10

**Objectives:**

To enable student teachers to :

- Develop the skill of using various teaching methods for teaching of Arts.
- Develop a sense of beauty.
- 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**

1. What is Art : Indian and Western Concept of Art.
2. Origin & development of Art in India with special reference to Pre-historic & Mughal period.
3. Importance of Art in Life.
4. Principles of Art.

**UNIT-II**

1. Aims and objective of teaching Art.
2. Elements of Art.
3. Art & Society.
4. Stages of Development in Child Art.

**UNIT-III**

1. Significance of Fine Art & its correlation with other school subjects.
2. Six limbs of Indian Art (Shadanga).
3. The Sense of Beauty.
4. The importance of Exhibitions & Competitions in encouraging creative expression among students.

**UNIT-IV**

1. Qualities and functions of an art-teacher.
2. Methods of teaching art :
  - a. Demonstration method.
  - b. Direct Observation method.
  - c. Lecture method.
  - d. Method of Free Expression.
3. Art as an occupation.
4. Importance of art Room and its requirements.

**UNIT-V**

1. Techniques of Painting.
2. Lesson planning to teach :
  1. Still life.
  2. Design.
  3. Landscape.
  4. Composition.
  5. Poster.
3. Micro teaching –Micro skill with special reference to :
  1. Skill of introducing the lesson.
  2. Skill of Questioning.
  3. Skill of Blackboard Writing.
  4. Skill of Stimulus Variation.
  5. Skill of Illustration with examples.

**UNIT-VI**

1. Qualities of Good poster.
2. Design –Its meaning & types.
3. Colour–Types and effects.
4. Importance of Colours in life.
5. Elements of Good Landscape.

**PRACTICAL**

Practical work to be done by students during the session :

Size-½ Imperial Size Sheet/Canvas.

I.	Landscapes	-	4
II.	Still life	-	4
III.	Poster	-	4
IV.	Design	-	4
V.	Composition	-	4

External Assessment & Practical work : Total : 10 Marks

**BOOKS RECOMMENDED :**

1. Alice, Exbobar (1976) : New Art Lessons for Single Class, Parks Publishing Company, West Nyack. New York.
2. Archer, W.G. (1956) : Indian Painting, B. T. Batsford Ltd., London.
3. Brown, Percy (1953) : Indian Painting, Calcutta.
4. Chawla, S.S. (1986) : Teaching of Art, Publication Bureau, Punjabi University, Patiala.
5. Dapline, Plasbow (1968) : Art with Children, Waston Uphill Publications, New York.
6. Hans, Meyers Techniques in Art, London.
7. Harriet, Goldstein (1964) : Art in Everyday Life, Oxford and IBH Publishing Company, Calcutta.
8. Jaswani, K.K., Teaching and Appreciation of Art in Schools.
9. Lowenfeld Viktor : Creative and Mental Growth.
10. Margaret, Marie Deneck (1976) : Indian Art. The Himalata Publication, London.
11. Minhas, N.S. (1974) : Art and Education, N.B.S. Educational Publishers, Chandigarh.
12. Chaman, Saroj, Aesthetics, 2006, Publication Bureau, Punjabi University, Patiala.
13. Sharma, L.C., History of Art, Goel Publishing House, Meerut.

**16. TEACHING OF MUSIC**

Total Marks	:	100
External Theory	:	90
Internal Assessment	:	10

**Objectives:**

- a) To enable student teachers to understand the importance, aims and objective of teaching of Indian Music.
- b) To provide to student teacher the knowledge of different methods and techniques of teaching music.
- c) To acquaint student teacher with the latest teaching skills.
- d) To equip student teachers with various types of ragas and different talas.
- e) To enable student teachers to organize competition and other practical activities.
- f) To develop interest of student teacher for music.

**COURSE CONTENT :**

**UNIT-I**

- a) History of Indian Music.
- b) Aims and objectives of teaching of Music.
- c) Importance, suggestions for the popularization of Indian Classical Music in Schools and Colleges.

**UNIT-II**

- a) Factors affecting teaching methods.
- b) Voice Culture and Larynx.

**UNIT-III**

- a) Qualities of Music Teacher–Singer, vadaḳ, vadyakar.
- b) Writing a lesson plan (Macro and Micro).
- c) Evaluation in Music.

**UNIT-IV**

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

**UNIT-V**

- a) Music and Folk music.
- b) The effect of music on behaviour, activity and fatigue.
- c) Knowledge of Swaras, division of swaras in measures of shruti.

**UNIT-VI**

- a) Knowledge of following Talas–Ekgun and 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, Bhairavi, Yaman and Bhupali.
- d) Notation of fast Khayal/Rajakhani gat of the following Ragas–Bhairav, Bhairvi, Yaman, Bhupali and Malkauns.

**BOOKS SUGGESTED :**

- 1. Awasthi, S.S.A., Critique of Hindustani Music and Music Education, Jalandhar: Adhunik Printer, 1964.
- 2. Singh, Bharpur, Punjab School Education Board, Sahibjada Ajit Singh Nagar.
- 3. Bhatkanda, V.N., Karmik Pustak Malika Laxme Narayan Garg, Sangeet Karyalaya, Hathras.
- 4. Bhatnagar, S., Teaching of Music, Shimla: Monika Prakashan, 1988.
- 5. Khanna Jyoti, Teaching of Music.

**17. TEACHING OF PHYSICAL EDUCATION**

Total Marks	:	100
External Theory	:	90
Internal Assessment	:	10

**Objectives :**

1. To enable the pupil teachers to develop an understanding of aims, objectives and importance of teaching Physical Education in schools/institutions.
2. To provide direction to pupil teachers for creating awareness regarding Physical Education and Sports.
3. To help the pupil teachers in becoming efficient and effective physical education teachers.
4. To promote Physical Education through various means and methods of teaching.
5. To make the teaching of Physical Education more interesting and innovative.

**Skills :**

1. Organization of intramurals, tournaments, camps, tours and other nature related activities.
2. To develop body co-ordination through games and Physical activities.
3. To organize exhibitions, demonstrations and fitness drives.
4. Organization of annual athletic meet including laying out of the track and other arenas.

**COURSE CONTENT :****Unit-I : BASIC CONCEPTS OF TEACHING**

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

**Unit-II : MEANS, METHODS AND MATERIALS**

- (a) Concept, teaching methods. 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 HIS ENVIRONMENT**

- (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 : PLANNING AND MANAGEMENT**

- (a) Meaning of Lesson planning and its importance in Physical Education.
- (b) Importance of class management in Physical Education. Factors affecting class management.

**Unit-V : EVALUATION STRATEGIES**

- (a) Body types – Its need and importance.
- (b) Nature and methods of supervision in Physical Education.
- (c) Need and Importance of evaluation in Physical Education.

**Unit-VI**

- (a) Recreation : Meaning, significance and recreational programmes in school.
- (b) Posture : Posture and Physical fitness.
- (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.  
Short put and Long jump.

**REFERENCES:**

- 1. Brar, Rachhpal Singh & Rathi, Nirmaljit Kaur & Gill, Manmeet Kaur, Creative Teaching of Physical Education, Ludhiana : Kalyani Pub., 2004.
- 2. Brar, T.S., Officiating Techniques in Track and Field, Gwalior: Bhargava Press, 2002.
- 3. Bucher, C.A., Foundation of Physical Education, St. Louis : C.V. Mosby & Co., 1979.
- 4. Kamlesh, M.L., Psychology in Physical Education & Sports, New Delhi : Metropolitan Book Co.
- 5. Kamlesh, M.L. & Sangral, M.S., Methods in Physical Education, Ludhiana: Parkash Brothers, 1986.
- 6. Singh, Ajmer & Gill, Jagtar Singh & Brar, Rachhpal Singh & Bains, Jagish & Rathee, Nirmaljit Kaur, Essentials of Physical Education, Ludhiana: Kalyani Pub., 2003.
- 7. Singh, Hardayal, Science of Sports Training, New Delhi : D.V.S. Pub.,1991.
- 8. Thorkildson, George, Leisure and Recreation Management, London: E. & F.N. Sports, 1992.
- 9. Trinarayan & Hariharan, Methods in Physical Education, Kareaikudi: South India Press, 1986.

**18. TEACHING OF AGRICULTURE**

Total Marks	:	100
External Theory	:	90
Internal Assessment	:	10

**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 CONTENTS :****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) A Text Book in Agriculture – Its Need, Importance and Qualities, Reference Books and Agriculture Journals.
- c) Agriculture Farm and Laboratory.

**UNIT-IV**

- a) Evaluation – Its 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:**

- 1. ICAR Handbook of Agriculture, New Delhi: Govt. of India.
- 2. PAU. Handbook of Agriculture, Ludhiana.
- 3. Sharma, R.C., Modern Science Teaching, New Delhi: Dhanpat Rai & Sons.

**19. TEACHING OF COMPUTER EDUCATION**

Total Marks	:	100
External Theory	:	90
Internal Assessment	:	10

**COURSE CONTENTS :****UNIT-I : Computer Education: Pedagogy**

- a) Computer Education: Concept, need and importance, Applications 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.

**UNIT-II : Teaching Methods and Approaches**

- a) Methods of Teaching: Comparative study of various teaching methodology in content of teaching of computer science.
- b) Personalized Instruction, system approach, multimedia approach.
- c) Traditional methods and advance methods of teaching in Computer Education, Demonstration, Lecture, problem solving, illustrative, laboratory and project method.  
CAI and CML and online education.

**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) Text books: Characteristics and criteria for selection of computer text books with special reference to theory and practical books of computer subject.

**UNIT-IV : Computer Teacher and Computer Laboratory**

- a) Computer Teacher: Essential qualifications and qualities of a computer teacher, professional growth and code of conduct for ethical computer teachings.
- b) Planning of Computer Laboratory: Room Space, Furniture, Light Conditions, number of computer etc.
- c) Public resources utilizations like computerized banks and public libraries etc.

**UNIT-V : Lesson Planning and Evaluation**

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

**UNIT-VI : Computer Skills**

- a) Practical Skills on computers: Application Software, Word Processors, Multimedia presentations etc.
- b) Programming languages: Concepts and generations.
- c) Internet: Use and applications of internet. Internet as a source of learning, practical hands on development of web pages.
- d) Recent trends in Computers.

**SUGGESTED READINGS :**

1. Intel (2003) : Intel Innovation in Education, Intel, Teach to the Future-Students Work Book.
2. Kumar Hemant, R.Lal Publisher, Meerut.

3. Khushvinder Kumar, Sunil Kumar, Computer Education, GBD Publications, Gurusar Sadhar.
4. Rajaraman, Fundamentals of Computers, New Delhi, Prentice Hall of India Pvt. Ltd.
5. Sharma, L., Computer Education, Ferozepur Cantt., Wintech Publications, 2006.
6. Y.K., Singh, APH Publications Corp., New Delhi.

## 20. TEACHING OF POLITICAL SCIENCE

Total Marks	:	100
External Theory	:	90
Internal Assessment	:	10

### 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 Contents :

#### Unit -I

- (a) Meaning, Nature, Scope and importance of Teaching of Political Science as a subject.
- (b) Aims and objectives of teaching of Political Science at Secondary Level.
- (c) Relation of Teaching of Political Science with other School Subjects.
- (d) Recent trends in Political Science.



**Unit: II**

- (a) Curriculum Organization : Principles of curriculum construction and critical study of existing curriculum of teaching of political science in any school class and methods of organizing material-concentric, topical, unit and chronological approach.
- (b) Methods of teaching Political Science : Story telling, Lecture, Discussion, Source, Problem Solving, and Project and Socialized Recitation.
- (c) Role of Teaching of Political Science in developing National Integration and Internationalism.

**Unit: III**

- (a) Devices of teaching Political Science : Assignments, Questioning, Illustrations, Exposition, Narration and Description.
- (b) Need, Importance and use of Audio-Visual Aids, Chalk boards, Display Boards, Maps, Globes, Models, Charts, Graphs, Time line, Over Head Projectors, Specimen, Field Trips, Flashcards, Exhibition, Computers, TV and Radio.
- (c) Need and importance of Political Science room/equipments.

**Unit: IV**

- (a) Political Science teacher : Qualities and role in changing times.
- (b) Political Science text book : Need, importance and qualities.
- (c) Utilizing current events and community resource in teaching of Political Science.

**Unit: V**

- (a) Evaluation in Political Science : Modern concept, importance and types; preparing blueprint, writing objectives based test items.
- (b) Lesson Plan–Need, importance and steps of writing it in teaching of Political Science.
- (c) Microteaching.

**Unit: VI**

- (a) Indian Constitution: Features, Parliament and Judiciary.
- (b) Indian Foreign Policy and UNO.
- (c) Fundamental Rights, Fundamental Duties and Universal Declaration of Human Rights.

**Books Recommended :**

1. Aggarwal, J.C., Teaching of Political Science and Civics.
2. Preston, R.C., Teaching of World Understanding.
3. Singh, R.L., Teaching of History of Civics.
4. Shaiba, B.D., Teaching of Political Science, Jalandhar : Panjab Kitab Ghar, 1962.
5. Bhatia, K.K., Teaching of Social Studies, Tandon Publications, Ludhiana.
6. Sidhu, H.S., Teaching of Social Studies.
7. Kashyap, Subash, Indian Constitutions.
8. Faria, B.L., Indian Political System.
9. Syed, M.H., Modern Teaching of Civics/Political Science, Anmol Publications Pvt. Ltd., New Delhi, 2004.
10. Chopra, J.K., Teaching of Political Science, Commonwealth Publishers, New Delhi, 2005.

**21. TEACHING OF PUBLIC ADMINISTRATION**

Total Marks	:	100
External Theory	:	90
Internal Assessment	:	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 CONTENTS :****UNIT-I**

1. Meaning, nature, scope and importance of public administration in modern context.
2. Relation of public administration with other social sciences; politics science, history, psychology, sociology, geography, laws, economics.
3. Emerging areas of public administration : New public administration, new public management, educational administration, local government (rural and urban).
4. Importance of teaching of public administration : Aims and Objectives.

**UNIT-II**

1. Principles of constructing curriculum of public administration.
2. Approaches of organization of public administration curriculum.  
(a) Unit (b) Concentric (C) Topical
3. Critical analysis of public administration syllabus at the senior secondary stage.
4. Role of public administration in developing national integration and internationalism.

**UNIT-III**

1. Methods of teaching :
 

(a) Lecture method	(d) Source method
(b) Discussion method	(e) Problem method
(c) Project method	(f) Survey method
2. Techniques and devices of teaching :
 

(a) Assignments	(d) Seminars
(b) Symposium	(e) Dramatization
(c) Illustration	(f) Questioning

**UNIT-VI**

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

**UNIT-V**

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

**UNIT-VI**

1. Principles of Public Administration : Planning, Coordination, Communication, Centralization & Decentralization.
2. Local Government : Main provisions of 73<sup>rd</sup> and 74<sup>th</sup> Constitutional Amendment Act.
3. Concept and Principles of Educational Administration.
4. Health Administration : Primary, secondary and tertiary health services.

**SUGGESTED READINGS :**

1. Goel, S.L., Health Care Administration, New Delhi : Sterling Publishers.
2. Rumki Basu, Introduction to Public Administration; Structure, Process and Behaviour, Calcutta : World Press.
3. Sapru, R.K. (2001), Indian Administration, Ludhiana : Kalyani Publishers.
4. Maheswari, S.R., Public Administration, Agra : Laxmi Narayan Aggrawal.
5. LuxmiKanth, M., Public Administration, New Delhi : Tata Mcgraw Hills.

**22. TEACHING OF SOCIOLOGY**

Total Marks	:	100
External Theory	:	90
Internal Assessment	:	10

**Objectives :**

Knowledge and understanding :

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

**Skill :**

1. Preparation and effective use of teaching aids.
2. Organization of discussions, tours, exhibitions and practical activities.
3. Interpretation of socio-economic and population data.
4. Analysis of present day problems in social context.
5. To develop the skill of preparation of lesson plan and its presentation.

6. To develop the skill of preparation and evaluation of question papers.
7. To set and equip the room to teach sociology.

**Attitude :**

1. To promote independent, rational and critical thinking.
2. To promote creativity for positive outlook.
3. To promote objective evaluation.
4. To promote national integration and cosmopolitan outlook.

**Course Contents :**

**UNIT-I**

1. Meaning, nature, scope and importance of sociology in modern context.
2. Relation of Sociology with other subjects, Political Science, History, Literature (languages), Psychology and Geography.
3. Aims, objectives and values of teaching of Sociology.
4. Recent trends in teaching of Sociology.

**UNIT-II**

1. Principles of constructing curriculum of Sociology.
2. Approaches of organization of Sociology curriculum.  
(a) Unit (b) Concentric (c) Topical
3. Critical analysis of Sociology syllabus at the senior secondary stage.
4. Role of Sociology in developing national integration and internationalism.

**UNIT-III**

1. Methods of teaching
 

(a) Lecture method	(d) Source method
(b) Discussion method	(e) Problem method
(c) Project method	(f) Survey method
2. Techniques and devices of teaching
 

(a) Assignments	(d) Seminars
(b) Symposium	(e) Dramatization
(c) Illustration	(f) Questioning

**UNIT-IV**

1. Sociology text-book; importance and qualities, supplementary material.
2. Sociology room – Importance, equipments.
3. Teacher of Sociology – Importance, qualities and competence.
4. Teaching aids : Meaning, importance and types.  
Use of chalkboard, charts, pictures, O.H.P., T.V. films, computer, radio, maps, globes, graphs.

**UNIT-V**

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

**UNIT-VI**

1. Social Instructions – Marriage, Family, Kinship.
2. Social Structure – Meaning, Elements – Status, role, norms, values, power and prestige.
3. Social groups – Meaning, characteristics and classification.
4. Social mobility – Meaning, types, factors.

**SUGGESTED READINGS :**

1. Bottomors, T.B. (1975), Introduction to Sociology, Bombay : Blackie and Dans.
2. Rao, Shankar, C.N. (2005), Sociology – Primary Principles, S.C. Chand and Company Ltd.
3. Dharma, R.N. (2001), Samajshastra Ka Sidhant, New Delhi : Atlantic Publishers.
4. Giddens, Anthony (2001), Sociology : A Textbook for the Nineties, London : Polity.

**PART-II**  
**PRACTICALS**  
**COMPONENT-I**

**SCHOOL EXPERIENCE PROGRAMME :****1. Two files for each teaching subjects are to be prepared :**

(a) Preparatory File {2a-(i) to (vi) }	:	15 marks
(b) Teaching Practice file {2b-(i) to (v) }	:	10 marks
(c) Identification of Mistakes generally committed by the students in concerned subjects	:	05 marks
(d) Performance in actual teaching practice in school	:	10 marks
(e) Final Lesson	:	60 marks

**Total : 100 marks**

After compiling (a), (b), (c), (d) and (e) marks will be sent to the university out of 40 marks by internal examiner and out of 60 marks for final lesson by external examiner.

**2. (a) Preparatory File :**

- (i) 5 micro plans on five different skills and demonstration of any two skills.
- (ii) Observation of 2 demonstration lessons of teacher educators/experts in each subject.
- (iii) Preparation of 5 pre-practice macro-plans.
- (iv) Two teaching aids in each methodology subject.
- (v) Two discussion lessons one in each methodology subject.
- (vi) Observation of 20 discussion lessons in each methodology subject.

**(b) Teaching Practice File :**

- (i) 40 lessons in each subject during two terms of experience programme of total 40 working days.
- (ii) Conducting one co-curricular activity at secondary school level during teaching practice and write up of detailed report of activity in teaching practice file.
- (iii) The whole group should organize at least one morning assembly or house meeting at school level and prepare a report.

- (iv) Report of the school plant.

(v) Attendance record of the students.

(c) Identification of mistakes generally committed by the students in concerned subjects.

(d) Performance in actual teaching practice in school.

(e) One final lesson in each subject.

(i) Written Lesson Plan

(ii) Presentation

(iii) Teacher Traits

(iv) Teaching Aids used

:

:

:

:

:

:

:

:

10 marks

10 marks

10 marks

10 marks

Total

:

60 marks

3. Files at 2(a) & 2(c) will be evaluated by subject teacher incharges while 2(b) & 2 (d) will be evaluated by teaching practice incharge. Final lesson i.e.2(e) will be of 60 marks which will be evaluated by external and internal examiner both. Total marks for each final lesson are (60 + 40) = 100. External examiner can vary the marks upto five in the total of 40 in each subject.
- COMPONENT II
- |             |   |    |
|-------------|---|----|
| Total Marks | : | 50 |
| External    | : | 30 |
| Internal    | : | 20 |
- Simple Expressional Competencies includes following objectives :
- PART-A
- (i) Drawing and Sketching (25 sheets).

(ii) Motto Writing (5 sheets).

(iii) Action Drawing (5 sheets).

(iv) Blackboard Plans (5 sheets)

(v) 6 Teaching Aids (2 Charts, 2 Models, 2 Folders/Flash Card Transparencies) and their write ups.

}

:

20 marks
- PART-B
- B.B. Writing & Sketching on any topics from two teaching subjects. : 10 marks
- Objectives :
- The programme of the Simple Expressional Competence will enable the student teachers to :
- (i) Acquaint them with sketching for expression and communication purpose.

(ii) Develop sense of organization and an aesthetic sense in them.

(iii) To prepare/improve teaching aids for effective teaching learning.

(iv) Write legibly on Chalk board.

(v) Learn to handle and display teaching material.

**Activities : (Session Work File should include)**

- (a) Simple expressional sketching in pen, pencil, pastel, poster or watercolours in flat or graded tone from life or copy from pictures to prepare charts as teaching aids (25 sketches).
- (b) Cutting, Pasting and Display of 2 pictures on display board.
- (c) Block lettering in ink or color on paper in English, Gurmukhi/Devnagari.
- (d) Writing in Gurmukhi, Devnagari or Roman script and sketching on chalkboard.
- (e) Simple freehand sketching of diagrams, figures, outline maps, fields, block diagrams of respective teaching subjects.
- (f) Keeping record of these activities duly signed by the teacher educators.

**General Note :**

- (a) The teacher educator in Art will teach Component II.
- (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.
- (c) The Principal of the College concerned will be moderator.
- (d) Weightage to various aspects will be given as under:-

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

**PART-A**

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

**PART-B**

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

- Note :*
1. Two periods per week per section shall be allotted for simple expressional competencies. These periods will be taken by Lecturer in Art & Painting.
  2. The blind students in lieu of the above mentioned activities shall opt for any one of the following as per facilities available with the college :
    - (a) Clay Modeling, (b) Caning, (c) Spinning & Weaving, (d) Computer

**COMPONENT-III****HEALTH AND SPORTS PROGRAMME****Total Marks : 50****Objectives :**

- Awareness among student teachers about good health (Physical, Mental, Social and Emotional).
- Practice and demonstrate skill for healthy living.
- To make student teachers understand about the various systems of body, their functionary and care.
- Develop knowledge, skills of safety and first aid.
- Acquaint them with harmful effects of drinking, smoking and drug abuse.
- Identify communicable and non-Communicable diseases—their mode of infection, prevention and control.
- Conducting friendly matches among students to promote sports and create their interest in sports.
- Spot the sports talent among students.
- Arrange healthy recreational activities and inculcate in them the spirit of sportsmanship.
- To motivate students to participate in the University B Division inter college competition.

**Activities :**

- (a) Organization of days related with health, sports meet, sanitation week etc.
- (b) Preparation of chart/poster on any two.  
Balanced diet, postural deformities, drug abuse, personal hygiene, communicable, non-communicable diseases, various systems of body, family welfare, safety and first aid, road signs.
- (c) Preparation of file on any one game including the layout of ground, rules and regulations :
  - (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) Various systems of body, their functioning and effect of exercises on them.
  - (iv) Posture : Meaning, Postural infirmities, causes and their remedial measures.
  - (v) Safety measures on Road, in School, in Swimming Pool, at Gymnasium and Play Grounds.
- (e) **Practical**
  1.
    - (a) Participation in one of the above mentioned six games (5 marks).
    - (b) Compulsory participation in the events of annual athletic meet of the college (10 marks).
    - (c) Discipline and regularity for the health and sports programme (5 marks).
  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 by conducting viva-voce exam.



COMPONENT IV

COMPONENT IV (A) : WORK EXPERIENCE PROGRAMME

Total Marks	:	50
External	:	30
Internal Evaluation	:	20

Weightage to various aspects to be given as under :

Practical	:	20
Viva	:	05
Practical File	:	<u>05</u>
<b>Total :</b>		<b><u>30</u></b>

Every pupil teacher is required to select any one of the following :

- |                       |                          |
|-----------------------|--------------------------|
| (i) Computer Craft    | (viii) Music             |
| (ii) Candle Making    | (ix) Interior Decoration |
| (iii) Cane Making     | (x) Gardening            |
| (iv) Clay Modelling   | (xi) Home Craft          |
| (v) Cotton Craft      | (xii) Art and Painting   |
| (vi) Cardboard Making | (xiii) Photography       |
| (vii) Wood Work       | (xiv) Tie & Dye          |

(i) **COMPUTER CRAFT**

Total Marks	:	50
External	:	30
Internal	:	20

*Practical Work*

To prepare a project on Power Point/MS-Excel/MS-Access.  
File Work : Hard copy + Soft copy.

(ii) **CANDLE MAKING**

Total Marks	:	50
External	:	30
Internal	:	20

*Theory*

- (i) Wax : Definition, Types, Applications.
- (ii) Paraffin Wax : Composition and use in making candles.
- (iii) Basic Requirements of candle making.
- (iv) The procedure of candle making.
- (v) Safety measures in candle making.
- (vi) The Decoration of candles.
- (vii) Making different types of candles—Floating, Striped, Chips and Jelly candles.

Practical

1.	Preparation of a candle and decorating it	:	10 marks
2.	To prepare a practical file	:	05 marks
3.	Viva –Voce	:	05 marks
4.	Collection of ten candles of different shapes prepared and decorated by the students.	:	10 marks
Total			<u>30 marks</u>

Books Recommended :

- 1. Khanna, Sunil, Candle Making. Chandigarh : Triveni Publication, Chandigarh.
- 2. The Christmas Craft Book. New York : Sterling Publishing Co., Inc.

(iii) CANE MAKING

Total Marks	:	50
External	:	30
Internal	:	20

Practical Work

To prepare any five designs/items of different types of knitting/weaving.

(iv) CLAY MODELLING

Total Marks	:	50
External	:	30
Internal	:	20

- (i) Dancing Figure.
- (ii) Mother & Child.
- (iii) Man in resting Poze.
- (iv) Any Animal.
- (v) Animal in action.
- (vi) Any figure in action.
- (vii) Fountain.
- (viii) Made for each other.
- (ix) Carry cature (cartoon).
- (x) Political leader.
- (xi) Freedom Struggler.
- (xii) Any Face (man, woman, child).

(v) COTTON CRAFT

Total Marks	:	50
External	:	30
Internal	:	20

Theory :

- (i) Characteristics of Cotton Fibers.
- (ii) Simple knowledge of Preliminary Processes of Spinning & Weaving.
- (iii) Use of different equipments of Hand Spinning & Weaving.
- (iv) Calculation of count, evenness and strength of Yarn.
- (v) Wrap & Cloth calculation.
- (vi) Getting up of the loom.
- (vii) 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) CARDBOARD MAKING

Total Marks	:	50
External	:	30
Internal	:	20

Practical Work :

- (a) Cutting the cardboard of various thicknesses with nail cutter, scissor etc.
- (b) Molding the cardboard in rectangular & round shapes.
- (c) Preparation of handmade Abri and decoration of prepared articles with this Abri glazed paper.  
Decoration of the articles with cut-work of binding cloth with water or oil colors.  
Execution of at least five articles, boxes, waste paper basket, tray file covers, album covers, flowers vase, table lamp etc., one educational model.

(vii) **WOOD WORK**

Total Marks	: 50
External	: 30
Internal	: 20

*Practical Work*

- (a) Workshop Equipment.
- (b) The timber for woodwork—grain of wood, defects in timber and their remedies.
  - (i) Shisham.
  - (ii) Teak.
  - (iii) Kali.
  - (iv) Ply Wood.
- (c) Seasoning of wood.
- (d) Tools of various kinds.
- (e) French and wax polish.
- (f) Warnish and paint.
- (g) Nail and screw joints, glue joints, halved joints, mortise and tenon joints, dovetail joints and Mitred joints.
- (h) Articles to be prepared :
  - (i) A set of legs.
  - (ii) Soap case stand.
  - (iii) Mirror stand.
  - (iv) Tray.

(viii) **MUSIC**

Total Marks	: 50
External	: 30
Internal	: 20

*Practical Work*

- (a) Five Alankaras/Palte with definition.
- (b) Talas—Dadra, Kaharwa, Teental with description.
- (c) Gazal or Geet and Folk song with definition.
- (d) Patriotic Song, Bhajan or Shabad with definition.

(ix) **INTERIOR DECORATION**

Total Marks	: 50
External	: 30
Internal	: 20

*Practical Work*

To prepare any ten items out of the following :

- (a) Making flowers of paper and cloth.
- (b) Using waste articles for decoration.
- (c) Wall hanging for decoration glass painting, cross-sticks etc.
- (d) Preparation of designs on paper and cloth.
- (e) Paper mashing work.
- (f) Photo frame making.

- (g) Collage-different types of materials to be used.
- (h) Fabric Painting.
- (i) Mural Making.
- (j) Pot Painting.
- (k) Lamp shade painting & decoration.
- (l) Tie Painting.

(x) **GARDENING**

Total Marks	: 50
External	: 30
Internal	: 20

*Theory :*

- (a) Parts of a typical flowering plant
- (b) Seed germination.
- (c) Soil—types and fertility.
- (d) Manures and fertilizers—farm yard manure, green manure, nitrogenous, phosphate and potassic fertilizers and their affects on plants.
- (e) Methods of irrigation.
- (f) Gardening tools and equipments.
- (g) Weeds—Important weeds of crops and their control.
- (h) Growing of important crops like brinjal, onion, cabbage, cauliflower, spinach, reddish.

*Practical Work (External) :*

(a) Preparation of a Lawn	:	10 marks
(b) Potting the plants	:	05 marks
(c) Collecting of seeds and leaves	:	05 marks
(d) Preparation of practical notebook	:	05 marks
(e) Viva-Voce	:	05 marks
<b>Total :</b>		<b>30 marks</b>

*Note :* Internal assessment of 10 marks will be based on maintenance of college campus and preparation of charts and models etc.

(xi) **HOME CRAFT**

Total Marks	: 50
External	: 30
Internal	: 20

- (a) Table setting & table manners.
- (b) Cooking of any five nutritious snacks.
- (c) Cooking of any five continental recipes (Mexican, Italian, Chinese).
- (d) Salad carving of any five fruits/vegetables .
- (e) Making one sample each of :
  - (i) Visible and invisible hemming.
  - (ii) Phulkari.
  - (iii) Dasuti.
  - (iv) Crochet work.
  - (v) Knitting.
- (f) Construction of any five utility items (Apron, Chappati wraps, multipurpose hangings).

*Suggested Readings :*

1. Mexican Cooking –Tarla Dalal.
2. Total Health – Tarla Dalal.
3. Mexican Cooking of Indian Kitchen – Nita Mehta.
4. Italian Cooking for Indian Kitchen – Nita Mehta.

**(xii) ART & PAINTING**

Total Marks	:	50
External	:	30
Internal	:	20

- (a) Evaluation of 40 marks shall be external by a competent Art teacher teaching in a College of Education.
- (b) Internal assessment of 10 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 : 15
  - (ii) Viva : 05
  - (iii) Practical File : 10
  - (iv) **External Total** : **30**
  - (v) Internal assessment : 20

*Practical Work*

- (a) Ten Sheets depicting types of colours, colour schemes and principles of Art.
- (b) Five Free Hand sketches of Drawing from Life, Nature, study with pencil in light & shade.
- (c) Four Landscape painting in any medium.
- (d) Four Poster/Mottos.
- (e) Four Design–Geometrical/Floral.
- (f) Four Greeting Cards.
- (g) Four Collage on Latest themes.

(xiii) **PHOTOGRAPHY**

Total Marks	:	50
External	:	30
Internal	:	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 :*

1.
- Barbara and John, Upton Photography, Uttle Brown and Co., 1980.
2.
- Michael Langford, Advanced Photography, London : Focal Press, 1988.

(xiv) **TIE & DYE**

Total Marks	:	50
External	:	30
Internal	:	20

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

- (b)
- Wall Hangings
- (c)
- Lampshades
- (d)
- Collage (using waste of clothes) etc.
- (e)
- Tea cozy cover
- (f)
- Scarf
- (g)
- Dupatta
- (h)
- Table cloth
- (i)
- Cushion covers
- (j)
- Napking
- (k)
- Tray Cover

**COMPONENT IV (B) : CO-CURRICULAR, CULTURAL AND COMMUNITY ACTIVITIES**

Total Marks	:	50
External	:	30
Internal	:	20

*Objectives :*

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

- (i) Develop right attitude towards dignity of labour and world of work.
- (ii) Develop an interest in leadership qualities, human relations and resourcefulness.
- (iii) Develop favourable attitude to serve the community.
- (iv) Organize cultural programmes and excursions.
- (v) Understand the importance of community living.
- (vi) Appreciate cultural heritage.
- (vii) 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 in charge will award the marks to their wards on the basis of performance in above activities during the whole session out of 20 (10 for co-curricular and cultural activities and 10 for Community activities).

External examiner & the tutor incharge jointly will award the external out of 30 marks on the basis of record files and viva-voce exam.



*Books Suggested :*

1. Bhatia, K.B. : Elements of Electrical Gadgets Part (iv), Arya Depot.
2. Bruce, Joyce & Marshaweil : Models of Teaching, Prentice Hall.
3. Brinjendra, M. Mathur & Beena Thandani : A Handbook for the Prospective Teacher, Atlantic Publishers.
4. Chotani, R.N. : A Text Book of Agriculture.
5. Pearson, C.E. (Ed.) : Complete Gardening, Treasure Press, London.
6. Singh, Dayabir : A Text Book of Agriculture and Gardening, Vinod Publishers.
7. Dey, S.C. : Growing Dahlias, 2 Gardening for Pleasure, Sterling Publishers.
8. Glas, F.J. : Drawing Designs & Crafts Work, Batsford, London.
9. Hors Burgh Dabid : How to use the B.B. in Teaching English, Orient Longman.
10. Jangira, N.K. : Teaching Training and Teacher Effectiveness, National Publishing House.
11. Jain and Anand : Digital Electronics, Practice Using IC's, Tata McGraw Hill.
12. Louis Cohen and Lowrence Manion : A Guide to Teaching Practice, Methuen and Company.
13. Malvino, A.P. : Digital Computer Electronics, Tata McGraw Hill.
14. Miller, M.A. : Experiments for Digital Computer Electronics, McGraw Hill.
15. Malvino, A.P. : Electronic Principles (4<sup>th</sup> Edition), McGraw Hill.
16. Peterson, A.D.C. : Technique of Teaching, Vol. II, Pergamon Press.
17. Powell, L.S. : Communication and Learning, Sir Issac Pitman & Sons, London.
18. Randhawa, M.S. : Flowering Trees, N.B.T.
19. Sharma, B.B. : A Guide to Home Gardening, Publications Division, Govt. of India.
20. Vishnu Swaroop, Garden Flower, N.B.T.
21. Narang, Y.R. & Verma, Renu : Black Board Writing and Sketching, Panchkula.
22. Zbar & Melvino, Electronic Lab., Manual McGraw Hill.

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