

SYLLABUS

BACHELOR OF EDUCATION (B.Ed.)

2014-15 & 2015-16

The syllabi of B.Ed. course to be covered in two semesters as follows:

SEMESTER-1

Evaluation in every semester will be external as well as internal.

Each theory paper will be of three hours duration. This semester will consist of five papers.

PAPER	Title of the Paper	Internal	External	Total
Paper I	Foundations of Education	30	70	100
Paper II	Understanding the Learner and Teaching-learning Process	30	70	100
Paper III –A Compulsory	Guidance and Counselling	15	35	50
Paper III –B Option	Any one of the following			
I	Inclusive Education	15	35	50
ii	Environmental Education	15	35	50
iii	Value Education	15	35	50
iv	Educational Measurement and Evaluation	15	35	50
v	Human Rights and Peace Education	15	35	50
vi	School Library Services	15	35	50
Paper iv &v	Pedagogical Foundations of Education-I	30	70	100
Paper iv &v	Pedagogical Foundations of Education-II	30	70	100
Option	Any two of the following options:			
i.	Teaching of English	30	70	100
ii.	Teaching of Hindi	30	70	100
iii.	Teaching of Punjabi	30	70	100
iv.	Teaching of Sanskrit	30	70	100
v.	Teaching of Urdu	30	70	100
vi.	Teaching of Social Studies	30	70	100
Vii	Teaching of Political Science	30	70	100
Viii	Teaching of Geography	30	70	100
Ix	Teaching of History	30	70	100
X	Teaching of Economics	30	70	100
Xi	Teaching of Commerce	30	70	100
Xii	Teaching of Mathematics	30	70	100
Xiii	Teaching of Physical Science	30	70	100
Xiv	Teaching of Life Science	30	70	100

Xv	Teaching of Home Science	30	70	100
Xvi	Teaching of Fine Arts	30	70	100
xvii	Teaching of Agriculture	30	70	100
Xviii	Teaching of Music	30	70	100
Xix	Teaching of Computer Science	30	70	100
Xx	Teaching of Science	30	70	100
Xxi	Teaching of Physical Education	30	70	100
	Total	150	350	500

SEMESTER – II

Paper	Title of the Paper	Internal	External	Total
Paper I	Indian Education and Contemporary Issues	30	70	100
Paper II	A. Educational Technology	15	35	50
	B. School Management	15	35	50
Paper III	Internship in Teaching-I	30	70	100
Paper IV	Internship in Teaching -II	30	70	100
Paper V	Sessional Work			
A	Black Board Writing	15	35	50
B	Organization and participation in co-curricular Activities	15	35	50
C	Any two Add- on Skills from the following			
i.	Computer Applications	15	35	50
ii.	Communication Skills and Personality Development	15	35	50
iii.	Health and Yoga Education	15	35	50
iv.	Community Service	15	35	50
	Total	180	420	600

SEMESTER – I

PAPER I: FOUNDATIONS OF EDUCATION

(A) Objectives

To enable the learners to:

- i. Understand the national system of education in India.
- ii. Analyze the implications of philosophy in education.
- iii. Study education in a sociological perspective and comprehend the role of education as an agent of social change.
- iv. Be able to promote national ideals, national integration and international understanding.
- v. Analyze the role of teacher in promotion of values.

(B) Syllabus

SECTION- A

Education: meaning, concept, scope, types, functions of education in Individual and National life; determinants of aims of education, individual and social aims, aims of education in modern India;

Educational Philosophy: meaning, relationship between philosophy and education;

Philosophies of Education: Idealism, Naturalism and Pragmatism, Indian

Educational Philosophy with special reference to the contribution of Tagore, Gandhi, Krishnamurthy & Rousseau

SECTION- B

Educational Sociology: concept and nature, relationship between education and sociology; role of family, school, community, mass media and culture in educating the individual; Social change: concept, need and factors responsible for social change, role of education in social change;

National Development and Education: concept, scope and indicators of national development, education for socialism, secularism and democracy; education for emotional & national integration, international understanding and peace; role of education in inculcation of values.

Lecture	Tutorial	Practical	Total Hrs/week
5	1	0	6

(C) Books Recommended

- Aggarwal J.C. & Gupta, S. (2006). *Great Philosophers and Thinkers on Education*. New Delhi: Shipra Publications.
- Ahmed, Shehzad (2007). *World's Great Educationists*. New Delhi: Anmol Publications Pvt. Ltd.
- Ansari, S.H. (2003). *Philosophical Foundations of Education*. New Delhi: Sanjay Prakashan.
- Black, N. et al. (2003). *Philosophy of Education*. UK: Blackwell Publishers.

- Chakrabarti, Mohit (2014). *Value Education: Changing Perspectives*. New Delhi: Kanishka Publishers and Distributors.
- Kaur, Kirandeep and Singh, Lakhwinder (2011) *Philosophical and Sociological Foundations of Education (Punjabi)*. Faridkot: Jashan Publications.
- Kumar, Satinder (2000). *Educational Philosophy in Modern India*. New Delhi: Anmol Publications Pvt. Ltd.
- Kumar, Vijay (2003). *Sociological Foundations of Education*. New Delhi: Sanjay Prakashan.
- Nandra, I.S. (2010). *Philosophical, Sociological and Economic Bases of Education*. Patiala: Twenty First Century Publications.
- Panday, K.P. (2010). *Perspectives in Social Foundations of Education*. New Delhi: Shipra Publication.
- Rajput, J.S. (2006). *Human Values and Education*. New Delhi: Pragun Publications.
- Sachdeva, M.S. (2013). *Education in the Emerging Indian Society*. Patiala: Twenty First Century Publications.
- Sachdeva, Surjit Singh (2014). *Philosophical and Sociological Foundations of Education (Pbi.)*. Patiala: Twenty First Century Publications.
- Sandhu, P. K. (2010) *Value Education (Pbi)*. Patiala: Publication Bureau of Punjabi University.
- Sharma, Promila (2006). *Philosophy of Education*. New Delhi: APH Publishing Corporation.
- Sharma, Ram Chandra (2003). *Morals and Value Education*. Jaipur: Book Enclave.

(D) Evaluation

External Examination	70 Marks
Time	3 Hrs
Internal Assessment	30 Marks
Attendance	6
Written Assignment/ project work	12
Two Mid- term Examinations	12

(E) INSTRUCTIONS FOR THE PAPER-SETTER

The question paper will consist of three Sections: A, B, and C. Section A and B will have four questions from the respective Sections of the syllabus and will carry 10 marks each. Section C will consist of 15 questions of 2 marks each which will cover the entire syllabus uniformly and carry 30 marks in all.

(F) INSTRUCTIONS FOR THE CANDIDATES

Candidates are required to attempt two questions each from the sections A and B and the entire section C.

PAPER- II UNDERSTANDING THE LEARNER AND TEACHING-LEARNING PROCESS

(A) Objectives

To enable the learners to:

- i. Understand the nature of the learner and various aspects of human development.
- ii. Learn the nature and process of learning and implications of theories of learning.
- iii. analyze the importance and educational implications of theories of intelligence and personality
- iv. be able to administer and interpret psychological tests.

(B) Syllabus

SECTION-A

Educational Psychology: concept, nature, scope, objectives and importance for the teacher; growth and development: meaning, principles; physical, mental, social, moral and emotional; problems of Indian adolescents with special reference to issues of stress and strain.

Learning: concept, process and factors influencing learning; learning theories: Behaviorism (Pavlov, Thorndike) and cognitivism (Kohler's Insight theory) and their educational implications; transfer of learning: meaning, types and educational implications; motivation: meaning, types and techniques of motivating the learner.

SECTION-B

Intelligence: meaning, nature; theories of Spearman, Thurstone, Gardener; measurement of intelligence; creativity: concept, characteristics, identification, educational programs for nurturing creativity; personality: meaning, nature, determinants and assessment; Children with special needs: concept; identification, characteristics and education of gifted, delinquent and backward children; concept of inclusive education.

Lecture	Tutorial	Practical	Total Hrs/week
5	0	1	6

Practical Work

- (i) Administration of the following tests :
Intelligence, Creativity, Learning, Motivation, Personality.
- ii) Visit to special school
- iii) Analysis of three cases

(C) Books Recommended

- Anastasi, Anne and Urbina, Susana (2008). *Psychological Testing*. New Delhi: Prentice Hall.
- Chand, Jagdish (2010). *Psychological Foundations of Education*. New Delhi: Anshah Publishing.
- Claridge, Gordon & Davis, Caroline (2003). *Personality and Psychological Disorders*. New Delhi: Atlantic Publishers.
- Deaux, Kay & Snyder, Mark (2012). *The Oxford Handbook of Personality and Social Psychology*. New York: Oxford University Press.
- Garrison, Carl C. & Gray, Stanley J. (2011). *Educational Psychology*. New Delhi: Sarup Book Publishers Pvt. Ltd.
- Loewenthal, Kate Mirian (2001). *An Introduction to Psychological Tests and Scales*. UK: Psychology Press.
- Mangal, S.K. (2007). *Essentials of Educational Psychology*. New Delhi: PHI Learning Pvt. Ltd.
- Shrivastav, Neelu (2006). *Educational psychology*. New Delhi: Pragun Publications.
- Singh, Agya Jit (2012). *Development of the Learner and Teaching-Learning Process*. Patiala: Twenty First Century Publications.
- Tomar, Monika & Kumari, Sarita (2005). *Educational Psychology*. New Delhi: Shree Publishers and Distributors.

Virk, Jaswant K. (2012). *Understanding the Learner and Learning Process*. Patiala: Twenty First Century Publications.

Virk, Jaswant K. & Sahu, P.K. (2008). *Psychology of Teaching and Learning*. Patiala: Twenty First Century Publications.

Welton, J. (2004). *Psychology of Education*. New Delhi: Sangeeta Publication.

(D) EVALUATION

Theory Examination	70 Marks
Internal Assessment	30 Marks
Attendance	6
Practical and Project work	12
Two Mid - term Examinations	12

(E) INSTRUCTIONS FOR THE PAPER-SETTER

The question paper will consist of three Sections: A, B, and C. Section A and B will have four questions from the respective Sections of the syllabus and will carry 10 marks each. Section C will consist of 15 questions of 2 marks each which will cover the entire syllabus uniformly and carry 30 marks in all.

(F) INSTRUCTIONS FOR THE CANDIDATES

Candidates are required to attempt two questions each from the sections A and B and the entire section C.

PAPER III - A GUIDANCE AND COUNSELING

(A) Objectives

To enable the student teachers to:

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

(B) Syllabus

SECTION - A

Guidance: meaning, objectives, need, scope and principles; need and objectives of educational, vocational and personal guidance; Testing techniques: interest inventories & aptitude tests; Non-testing techniques: interview, case study, cumulative record & rating scale.

SECTION - B

Counseling: meaning, purpose & approaches – directive, non -directive & eclectic; organization of school guidance and counseling program – role & functions of teacher as a counselor.

Lecture	Tutorial	Practical	Total Hrs/week
2	0	1	3

Practical Work

1. Interest Inventory

2. Aptitude Test
3. Case Analysis
4. Visit to employment exchange
5. Visit to counselling Centre

(C) Books Recommended

- Sidhu, H.S. (2012). *Guidance & Counselling* (2nd Ed.). Patiala: Twenty First Century Publications.
- Siddiqui, Mujibul H. (2014). *Guidance and Counselling*. New Delhi: APH Publishing Corporation.
- Virk, Jaswant K. (2010). *Educational, Vocational Guidance & Counseling* (Hindi). Patiala: Twenty First Century Publications.
- Aggarwal, J .C.(1989). *Educational, Vocational Guidance and Counseling*. Delhi: Doaba House.
- Bruce, Shetzer and Stone (1976). *Fundamentals of Guidance*. Houghton: Mifflin Co.
- Chauhan, S.S. (1982). *Principles and Techniques of Guidance*. New Delhi: Vikas Publishing House.
- Crow, L.D. and Crow, A.(1960). *An Introduction to Guidance*. New York: American book Co.
- Erickson, Clifford C. (1955). *Basic Text for Guidance Workers*. New Jersey: Prentice Hall.
- Jones, Arthur J. (1970). *Principles of Guidance*. New York: Mc Graw Hill Co.
- Kochhar S.K. (1989). *Guidance and Counseling in Colleges and Universities*. New Delhi: Sterling Publishers Pvt. Ltd.
- Mathewson, R.H. Myers and George, E. (1976). *Principles and Techniques of Guidance*. New York, Mc Graw Hill Book Co.
- Meenakshi (2003). *Guidance & Counseling*, Kalia Parkashan.
- Ohlsen, Merle m. (1977). *Group Counseling* (2nd ed.). New York, Holt Rinehart and Winston.
- Siddiqui. Mujibul H. (2014). *Guidance and Counselling*. New Delhi: APH Publishing Corporation.
- Sidhu, H.S. (2012). *Guidance & Counselling* (2ndEd.). Patiala: Twenty First Century Publications.
- Traxler, Artour E. (1957). *Techniques of Guidance*. New York, Harper and Bros.
- Virk, Jaswant K. (2010). *Educational, Vocational Guidance & Counseling* (Hindi). Patiala: Twenty First Century Publications.

(D) Evaluation

External Examination	35 Marks
Internal Assessment	15 Marks
Attendance	3
Practical & project work	6
Two Mid - term Examinations	6

(E) INSTRUCTIONS FOR THE PAPER-SETTER

The question paper will consist of three Sections: A, B, and C. Section A and B will have two questions from the respective sections of the syllabus and will carry 10 marks each. Section C will consist of 15 objective questions of 15 marks in all which will cover the entire syllabus uniformly.

(F) INSTRUCTIONS FOR THE CANDIDATES

Candidates are required to attempt one question each from the sections A and B and the entire section C.

PAPER III (B)

Option I - INCLUSIVE EDUCATION

(A) Objectives

To enable the student teachers to:

- i. Understand concept of inclusive education
- ii. Understand the latest trends in inclusive education
- iii. Inculcate healthy attitude towards inclusive education.
- iv. Understand the need of promoting inclusive education

(B) Syllabus

SECTION - A

Inclusive Education: concept, need, importance, scope, legal basis of inclusive education: united nation convention on the rights of persons with disabilities (UNCRPD), role of government and non-government organizations (NGOs) in taking care of persons with disabilities, inclusive education in RTE and SSA.

SECTION - B

Children with disabilities: concept, characteristics with special reference to learning disabilities, mentally retarded and orthopedically handicapped, trends in inclusive education: community based rehabilitation, normalization and main streaming.

Lecture	Tutorial	Practical	Total Hrs/week
2	0	1	3

Project Work

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

(C) BOOKS RECOMMENDED

Dutt, B. & Garg, Jyoti (2014). *Education for All: A Survey*. New Delhi: Global Publication.

Frank, M.H. and Steven, R.F. (1984). *Education of Exceptional Learner*. Massachusetts: Atlyen and Bacon Inc.

Hallahan, D.P. and Kuffman, J.M. (1991). *Exceptional Children: Introduction to Special Education*. London: Prentice Hall, International Ltd.

Hans, I.J. (2000). *Children in Need of Special Care*. Human Horijons Series, Souvenir Press (E&A Ltd.).

Kansal, A.K. (2012). *Creativity, Memory and Personality Adjustment among Handicapped Adults*. Patiala: Twenty First Century Publications.

Kar. Chintamni (1992). *Exceptional Children: Their Psychology and Instruction*. New Delhi: Sterling Publishers Private Ltd.

Khatena, J. (1982). *Educational Psychology of the Gifted*. New York: John Wiley and Sons.

Kirk. S.A. and Gallagher J.J. (1989) *Education of Exceptional Children*. Beston: Houghton Miffinco.

Kumar, Jitender (2013). *Inclusive Education: A Journey through Challenges*. Patiala: Twenty First Century Publications.

Penthoi, Ajay Kumar (2014). *Special Education*. New Delhi: APH Publishing Corporation.

Shankar Uday (1984) *Exceptional Children*. New Delhi: Sterling Publishers.

Singh, Agya Jit (2012). *Special Education for Exceptional Children*. Patiala: Twenty First Century Publications.

Sternberg, Robert J. & Davidson, Janet E. (2005). *Conceptions of Giftedness*. New York: Cambridge University Press.

Virk, Jaswant K. & Arora, Alka (2010). *Fundamentals of Inclusive Education*. Patiala: Twenty First Century Publications.

Vsseldyke, J.E. (1998) *Critical Issues in Special Education*. New Delhi: Kanishka Publications.

(D) EVALUATION

External Examination	35 Marks
Internal Assessment	15 Marks
Attendance	3
Project work	6
Two Mid - term Examinations	6

(E) INSTRUCTIONS FOR THE PAPER-SETTER

The question paper will consist of three Sections: A, B, and C. Section A and B will have two questions from the respective sections of the syllabus and will carry 10 marks each. Section C will consist of 15 objective questions of 15 marks in all which will cover the entire syllabus uniformly.

(F) INSTRUCTIONS FOR THE CANDIDATES

Candidates are required to attempt one question each from the sections A and B and the entire section C.

PAPER-III (B)

OPTION -II ENVIRONMENTAL EDUCATION

(A) Objectives

To enable the student teachers to:

- (i) Get acquainted with the concept of environment and environmental education.
- (ii) Be aware of the problem of environmental hazards and conservation of resources.
- (iii) Develop desirable sensitivity, attitude, values and respect for the environment.
- (iv) Understand the concept of sustainable development and environmental ethics.

(B) Syllabus

SECTION-A

Environmental Education: meaning, objectives, need, principles and scope of environmental Education, environmental awareness through education, environmental pollution: types, causes and remedies, environmental hazards -- greenhouse effect, ozone layer depletion, acid rain, polar melting, rising of sea level: causes and effects.

SECTION-B

Biodiversity: conservation of genetic diversity, natural resources: definition, classification and conservation of natural resources, education for sustainable development, environmental ethics: issues and solutions, Public awareness and issues involved in enforcement of environmental legislation, programmes of environmental education for school children.

Lecture	Tutorial	Practical	Total Hrs/week
2	0	1	3

Project

To study environmental awareness among school students.

To study environmental ethics among school students.

Visit to a school having Eco-club.

(C) BOOKS RECOMMENDED

Sekhri, Isha (2012). *Environmental Education*. Patiala: Twenty First Century Publications.

Sobti, Saroj & Singh, Surjit (2009). *Environmental Education* (Pbi). Patiala: Twenty First Century Publications.

Shrivastva, K. K. (2004). *Environmental Education: Principles, Concepts and Management*. New Delhi: Kanishka Publishers and Distributors.

Kumar, V. (2000). *Modern Method of Teaching Environmental Education*. New Delhi: Sarup and Sons.

(D) EVALUATION

External Examination	35 Marks
Internal Assessment	15 Marks
Attendance	3
Written assignment/Project work	6
Two Mid - term Examinations	6

(E) INSTRUCTIONS FOR THE PAPER-SETTER

The question paper will consist of three Sections: A, B, and C. Section A and B will have two questions from the respective sections of the syllabus and will carry 10 marks each. Section C will consist of 15 objective questions of 15 marks in all which will cover the entire syllabus uniformly.

(F) INSTRUCTIONS FOR THE CANDIDATES

Candidates are required to attempt one question each from the sections A and B and the entire section C.

PAPER-III (B)

OPTION III: VALUE EDUCATION

(A) Objectives

To enable the student teachers to:

- (i) Understand the nature, sources and classification of values.
- (ii) Appreciate culture and its interaction with education.
- (iii) Know about different approaches for value inculcation.

(B) Syllabus

SECTION-A

Values: meaning, nature, importance, classification and sources of value inculcation, value crisis, emphasis on values in national education policy, culture: concept, characteristics and its relation with education, strategies of promoting culture according to national education policy.

SECTION-B

Approaches for value orientation: experimental, total atmosphere, role-playing technique, case method; value orientation in teacher education: effect of science, spirituality and media on values, role of teacher and family in the preservation of values.

Lecture	Tutorial	Practical	Total Hrs/week
2	0	1	3

Project

To study values among school students.

Role of media in value crisis.
Strategies of promoting values among students.

(C) BOOKS RECOMMENDED

- Chakrabarti, Mohit (2014). *Value Education: Changing Perspectives*. New Delhi: Kanishka Publishers and Distributors.
- Goel, Aruna and Gupta, N.L. (2000). *Human Values in Education*. New Delhi: Concept Publishing Company.
- Hunt, Thomas C. & Belok, Michael V. (1980). *Religion, Morality, Values & Education*. Meerut: Anu Publication.
- Kumar, Vinay (2013). *Promotion of Ethics and Human Values: Perspectives, Challenges and Opportunities*. Patiala: Twenty First Century Publications.
- Mohanty, Jagannath (2005). *Teaching of Moral Values: Development, New Trends and Innovations*. New Delhi: Deep and Deep Publications.
- Pandya, Rameshwari & Mathu, Anuradha (2004). *Imbibing Value Education: Various perspectives*. New Delhi: Kalpaz Publications.
- Rajput, J.S. (2006). *Human Values and Education*. New Delhi: Pragun Publications.
- Sandhu, P. K. (2010) *Value Education (Punjabi)*. Patiala: Publication Bureau of Punjabi University.
- Sharma, Ram Chandra (2003). *Morals and Value Education*. Jaipur: Book Enclave.

(D) EVALUATION

External Examination	35 Marks
Internal Assessment	15 Marks
Attendance	3
Written assignment/Project work	6
Two Mid - term Examinations	6

(E) INSTRUCTIONS FOR THE PAPER-SETTER

The question paper will consist of three Sections: A, B, and C. Section A and B will have two questions from the respective sections of the syllabus and will carry 10 marks each. Section C will consist of 15 objective questions of 15 marks in all which will cover the entire syllabus uniformly.

(F) INSTRUCTIONS FOR THE CANDIDATES

Candidates are required to attempt one question each from the sections A and B and the entire section C.

PAPER-III (B)

OPTION IV: EDUCATIONAL MEASUREMENT AND EVALUATION

(A) Objectives

To enable the student teachers to:

- (i) Understand the concepts employed for evaluation of pupils.
- (ii) Construct quality objective and essay type items.
- (iii) Understand the situations in which to employ different evaluation techniques.
- (v) Understand the concept and techniques of continuous comprehensive evaluation.

(B) Syllabus

SECTION-A

Evaluation: concept of measurement and evaluation, difference between measurement and evaluation, scales of measurement, types of tests: their merits and demerits, qualities of a good test, reliability, validity, test construction and standardization, continuous comprehensive evaluation: concept and techniques.

SECTION-B

Educational Statistics: Mean, median, mode, range, quartile and standard deviation. Significance of mean and difference between mean, Co-relation Coefficient: spearman and pearson.

Lecture	Tutorial	Practical	Total Hrs/week
2	0	1	3

Project

Preparation of blue print of a question paper.

Test construction.

Computation of reliability and validity.

(C) BOOKS RECOMMENDED

Kothari, C.R. (2004). *Research Methodology: Methods and Techniques*. New Delhi: New Age International Pvt. Ltd. Publishers.

Creswell, J.W. (2007). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches*. London: Sage Publications.

Rao, Aditham Bhujanga (2008). *Research Methodology for Management and Social Sciences*. New Delhi: Excel Books.

Sharma, T.R. (2007). *Measurement & Evaluation* (Pbi.). Patiala: Twenty First Century Publications.

Sharma, Yogendra K. (2011). *Methodology and Techniques of Educational Research*. New Delhi: Kanishka Publishers and Distributors.

Singh, Amit & Kumar, Dinesh (2013). *Elementary Statistical Methods*. Patiala: Twenty First Century Publications

Singh, Jaspal (2011). *Instruments of Social Research*. New Delhi: Rawat Publications.

Virk, Jaswant K. (2011). *Action Research in Education*. Patiala: Twenty First Century Publications.

Wadhwa, B.S. (2013). *Research and Statistics in Education*. Patiala: Twenty First Century Publications.

(D) EVALUATION

External Examination **35 Marks**

Internal Assessment **15 Marks**

Attendance 3

Written assignment/Project work 6

Two Mid - term Examinations 6

(E) INSTRUCTIONS FOR THE PAPER-SETTER

The question paper will consist of three Sections: A, B, and C. Section A and B will have two questions from the respective sections of the syllabus and will carry 10 marks each. Section C will consist of 15 objective questions of 15 marks in all which will cover the entire syllabus uniformly.

(F) INSTRUCTIONS FOR THE CANDIDATES

Candidates are required to attempt one question each from the sections A and B and the entire section C.

PAPER-III (B)

OPTION: V HUMAN RIGHTS AND PEACE EDUCATION

(A) Objectives

To enable the student teachers to:

- (i) Understand the concept and meaning of human rights.
- (ii) Understand the fundamental principles of human rights education.
- (vi) Understand the need and importance of peace education.
- (vii) Understand the role of various peace keeping organizations of the world.

(B) Syllabus

SECTION-A

Human Rights: meaning, concept, need and objectives, development; Human Rights Education: concept, objectives and principles; Human Rights Education at different levels: elementary, high and secondary school level.

SECTION -B

Peace Education: meaning, concept, objectives and need; peace education at school and college levels; role of education for world peace and international understanding; Peace keeping Organizations: united nations, UNESCO, UNICEF, University for Peace, Peace Direct, CISV International, Children's Peace Pavilion, WMFRC – World Movement for Rights of Children, IASEP –International Association of Schools Educating for Peace, IAEWP International Association of Educators for World Peace.

Lecture	Tutorial	Practical	Total Hrs/week
2	0	1	3

(C) BOOKS RECOMMENDED

Mohanty, J.(2006): *Human Rights Education*. Deep & Deep Publications, New Delhi.
NCTE(1996) : *Human Rights Education, Self Learning Module for Teacher Educators*. New Delhi.
Naseema, C(2008): *Human Rights Education Theory and Practice*- Shipra Publications, Shakarpur.
Qureshi, M.(2004). *Education and Human Rights*. New Delhi: Anmol Publications Pvt. Ltd.
Tarrow, N.B.(1987): *Human Rights and Education*, Pergamon Press England.

(D) EVALUATION

External Examination	35 Marks
Internal Assessment	15 Marks
Attendance	3
Written assignment/Project work	6
Two Mid - term Examinations	6

(E) INSTRUCTIONS FOR THE PAPER-SETTER

The question paper will consist of three Sections: A, B, and C. Section A and B will have two questions from the respective sections of the syllabus and will carry 10 marks each.

Section C will consist of 15 objective questions of 15 marks in all which will cover the entire syllabus uniformly.

(F) INSTRUCTIONS FOR THE CANDIDATES

Candidates are required to attempt one question each from the sections A and B and the entire section C.

Paper III (B)

Option VI: SCHOOL LIBRARY SERVICES

(A) Objectives

To enable the student teachers to:

- (i) Understand the technical terminology of library science.
- (ii) Understand the maintenance of the library.
- (iii) Understand the basic principles of library science and develop library ethics.
- (iv) Understand the application of information technologies in libraries.

(B) Syllabus

SECTION- A

Library- meaning, objectives, need and importance, types of libraries: academic, public, special, digital, past and present scenario with special reference to laws of library, library rules and regulations.

SECTION - B

Accession register, library period, open and close access system, cataloguing and classification: manual and automation, circulation and reference service, library centered teaching and role of library teacher in developing and making use of a library, e-resources in library.

Lecture	Tutorial	Practical	Total Hrs/week
2	0	1	3

Practical Work/ Project

- i. To prepare entries of few titles of the accession register
- ii. Classification of books according to DDC and CC
- iii. Visit to library

(C) BOOKS RECOMMENDED

Kaur, S. (2005). *Principles of Library Science*. Ludhiana: Academic Book Depot.

Singh, S. *Library & Samaj*.

Upnejs, S.K. (2007). *School Library Services*, Ludhiana: Tandon Publishers.

(D) EVALUATION

External Examination	35 Marks
Internal Assessment	15 Marks
Attendance	3
Practical /Project work	6
Two Mid - term Examinations	6

(E) INSTRUCTIONS FOR THE PAPER-SETTER

The question paper will consist of three Sections: A, B, and C. Section A and B will have two questions from the respective sections of the syllabus and will carry 10 marks each. Section C will consist of 15 objective questions of 15 marks in all which will cover the entire syllabus uniformly.

(F) INSTRUCTIONS FOR THE CANDIDATES

Candidates are required to attempt one question each from the sections A and B and the entire section C.

PAPER IV &V

Option- i TEACHING OF ENGLISH

(A) Objectives

To enable the learners to:

- (i) Understand the nature and characteristics of language.
- (ii) Develop the required skills and their inter links for mastering the language.
- (iii) Learn various approaches for planning of successful language teaching.
- (iv) Prepare the instructional materials, projects, teaching aids, tasks and tests for effective teaching.
- (v) Apply the techniques of evaluation.
- (vi) Apply the learning principles, concepts and techniques in actual operation.

(B) Syllabus

SECTION-A

Language: meaning, nature and importance, basic linguistic principles, objectives, methods: translation, bilingual, direct, structural, situational and communicative approaches; teaching devices: drill, narration and exposition, micro teaching for developing the skills of introduction, illustration with examples, questioning, stimulus variation and blackboard writing; presentation skills; dramatization, extempore, role playing. Developing Language Skills: Brief introduction about the sounds of English their nature and types, Reading, Methods of Reading: Letter and non-letter methods, intensive, extensive reading and reading for comprehension, use of dictionary as a resource in teaching and learning, Grammar its different types and methods of teaching Grammar.

SECTION-B

Vocabulary its types and various ways of teaching and expansion of vocabulary, developing the writing skills: Choice of script, dictation and spellings. Teaching Composition: Types and procedure, Audio-Visual aids: meaning, importance and its types, Lesson Planning: Importance, preparation of lesson plans for teaching Prose, Poetry, Grammar and Composition, Evaluation: meaning and importance of tests and examination, different types of tests, Development of test items for testing different skills of English.

Lecture	Tutorial	Practical	Total Hrs/week
5	0	1	6

(C) BOOKS RECOMMENDED

- Bhatia, Achla & Kaur, Ravjeet (2011). *Modern Teaching of English*. Patiala: Twenty First Century Publications.
- Bhatia, K.K. *Teaching and Learning English as a Foreign Language*.
- Chapman, L.R.H. *Teaching English to Beginners*, Longmans, London.
- Deepika & Singh, Surjit (2010). *Techniques of Teaching English*. Patiala: Twenty First Century Publications.
- Fisby, A.W. (1970). *Teaching English: Notes and Comments in English Overseas*, E.L.B.S., London.
- Kohli, A.L. *Techniques of Teaching English*.
- N.C.E.R.T. (1970). *English for Today Book I & II at Home and School*.
- Pahuja, N.P. *Teaching of English*, Anmol Publishers.
- Raman, M. (2004). *English Language Teaching*. Atlantic Publishers, New Delhi.
- Sachdeva, M.S. (2013). *Teaching of English*. Patiala: Twenty First Century Publications.
- Seely, John. *Oxford Guide to Writing and Speaking Teaching of English*.
- Singh, Y. K. (2005). *Teaching of English*. APH Publication Corporation, New Delhi.
- Notes for Teachers in Training* – Regional Institute English Chandigarh, O.U.P.
- Venkateswaran, S. *Principles of Teaching English*.
- Venugopal, K.R. *Methods of Teaching English*, Neel Kamal Publishers.

(D) EVALUATION

External Examination	70 Marks
Internal Assessment	30 Marks
Attendance	6
Written Assignment/ project work	12
Two Mid - term Examinations	12

(E) INSTRUCTIONS FOR THE PAPER-SETTER

The question paper will consist of three Sections: A, B, and C. There will be four questions from each of the section A and B and each question will carry 10 marks. Section C will consist of 15 questions of 2 marks each which will cover the entire syllabus.

(F) INSTRUCTIONS FOR THE CANDIDATES

Candidates are required to attempt two questions each from the section A and B and the entire section C.

PAPER IV & V

Option- II HINDI

¼d½ mís';

¼d½fgUnh f'k{k.k fof/k;ksa ls ifjpr djokukA

¼[k½ fo|k£Fk;ksa esa fgUnh&f'k{k.k ds fy, Hkk"kk laca/kh ;ksX;rkvksa dk fodkl djukA

¼x½lgk;d lkexzh ds fuekZ.k ,oa iz;ksx dh dq'kyrk dk fodkl djukA

¼?k½ lkfgR; dh fofHkUu fo/kkvksa ij ikB&;kstuk fuekZ.k dq'kyrk dk fodkl djukA

¼M+½ Hkkoh f'k{kdksa esa ewY;kadu {kerk dk fodkl djukA

¼[k½ ikB~;Øe

izFke bdkbZ

fgUnh Hkk"kk dk egÙo & ekr` Hkk"kk ds :i esa ,oa jk"V^ah; Hkk"kk ds :i esa] Hkk"kk&f{k.k ds mís';] Hkk"kk&f{k.k ds fl)kUr ,oa lw=k]x]&f{k.k] i]&f{k.k] okpu&f{k.k] jpuk&f{k.k] O;kdj.k&f{k.k % egÙo] mís'; ,oa fof/k;ka

f)rh; bdkbZ

cksypky dh f{k{kk & egÙo] mís';] Hkk"kk nsuk] okn&fookn] dfork mPpkj.k o dgkuh lqukuk] mPpkj.k dh f{k{kk&egÙo] mís';] mPpkj.k nks"k ds dkj.k ,oa mik;] x]] ij] O;kdj.k jpuk dh ikB&;kstuk] egÙo ,oa lksiku] lw{ke f{k.k ,oa bls dkS'ky n`;&JO; lk/ku % iz;ksx ,oa egÙo]fgUnh v;/kid,oafgUnh ikB~;&iqLrd ds xq.k]fgUnh esa ewY;kadu& vfHkizk;] egÙo] ijh{kkvkksa esa nks"k ,oa lq/kkj]ijh{k ds fofo/k izdkjksa dk Hkk"kk esa iz;ksx ,oa vkn'kZ iz'u i=k ds fl)kUr

Lecture	Tutorial	Practical	Total Hrs/week
5	0	1	6

(D)EVALUATION

External Examination	70 Marks
Internal Assessment	30 Marks
Attendance	6
Written Assignment/ project work	12
Two Mid - term Examinations	12

(E) INSTRUCTIONS FOR THE PAPER-SETTER

The question paper will consist of three Sections: A, B, and C. There will be four questions from each of the section A and B and each question will carry 10 marks. Section C will consist of 15 questions of 2 marks each which will cover the entire syllabus.

(F)INSTRUCTIONS FOR THE CANDIDATES

Candidates are required to attempt two questions each from the section A and B and the entire section C.

PAPER IV& V

Option- III nkgFB I3L gzikph nfXnkgB

T[d/FP

- 1) ftfdnkoEh nfXnkgE ftZu wks GkPk dh f;Zfynd d/ T[d/PFK ns/ f;XksK s' ikD{ eotkT[Dk.
- 2) ftfdnkoEh nfXnkgE ftZu GkPFkjh j[BoK ns/ fefonktK dh ;[uZih tos' eoB d/ : 'r pDkT[Dk.
- 3) ftfdnkoEh nfXnkgE ftZu gzikph ;kfjs d/ ftfGzB o{gK dhnk nfXnkgB ftXhnK s' ikD{ eotkT[Dk.
- 4) ftfdnkoEh nfXnkgE ftZu ;e{b gZxo s/ gzikph d/ nfXnkgB ;pzXh g/PF nkt[D tkbhNk w[F;ebK jZb eoB d/ : 'r pBkT[Dk.
- 5) ftfdnkoEh nfXnkgE ftZu GkFFPe, ;kfjse ns/ p"fxe : 'rsktK dk ftek; eoBk.
- 6) ftfdnkoEh nfXnkgE ftZu f;oiBksfwe ns/ y'ikswe e[FbsktK dk ftek; eoBk.

f;b/p;

Gkr (T)

GkPk dh gqfeosh ns/ T[sgsh d/ f;Xks, gzikph GkPk dk fBek; ns/ ftek;, ni'e/ d"o ftZu gzikph GkPk ftZu dog/P u[D"shnK , wks GkPk dk pZu/ dh f;Zfynd

bJh wjZst, wks GkPk dh f;Zfynk d/ T[d/P ns/ f;Xks, GkPk f;Zfynk ftZu ;[DB ns/ ;wMD dk wjZst, p'bukb dh f;Zfynk d/ T[d/P, w"fyefeqnktK nFP[X T[ukoB d/ ekoB ns/ ;[Xko bJh :sB gvQBk(tkuB) ns/ fbyDk f;ykT[D d/ T[d/P, gqw[Zy ftXhnK, tkuB dhNk fe;wK - ;{yw gvKQJh ns/ ;E{b gvKQJh, tkuB d/ Yzr - T[Zuh gkm ns/ w"B gkm, pZfunk ftZu uzrhnK gvQB o[uhnK T[s/fis eoB bJh :sB.

Gkr (n)

wks GkPk dk gkmeqw, e"wh gkmeqw o{g o/yk 2009 nB[;ko wks GkPk d/ gkmeqw ;pzXh gj[zu ns/ T[d/P, wks GkPk dh gkm g[;se,G{fwek ns/ nfXnkge, wjZst, eftsk, tkose ns/ ftnkeoD nfXnkGB T[d/P, gqw[Zy ftXhnK,;e{b g[;sebk, wks GkPk f;Zfynk ftZu fdqPFNh, ;q's ;jKfJe ;kXBK dh tos', ;{yw nfXnkGB ns/ e"Pb, wks GkPFk f;Zfynk dk w[bKeD, fe;wK, fBozso ns/ ;w[Zuk w[bKeD, ;zebg ns/ ftXhnK gkm :iBk dk wjZst, T[d/P ns/ fsnkoh.

;jKfJe g[;se ;{uh

- | | |
|----------------------------|---|
| 1H vkH i;tzs f;zx iZ; | - wks GkPFk dh f;Zfynk ftXh |
| 2H vkH fJzdod/t f;zx Bzdok | - gzikph GkPFk dk nfXnkGB |
| 3H vkH NhH nkoH Powk | - gfjbh iwks ftZu gzikph fet/ gvKQJh ikt/ |
| 4H vkH gq/w gqekP f;zx | - gzikph GkPFk dk ;o's ns/ pDso |
| 5H vkH ;H ;H i'Ph | - gzikph GkPFk ns/ ftnkeoD |
| 6H vkH Xbtzs e"o | - gzikph GkPFk dk nfXnkGB |
| 7H vkH gowihs f;zx f;ZX{ | - wkBt ftrnkfBe GkPFk ftrnkB |
| 8H vkH ;[yftzdo f;zx ;zxk | - gzzikph GkPk ftrnkB |
| 9H vkH p{Nk f;zx pokV | - gzikph GkPk ;q's ns/ ;o{g |
| 10H vkH ihHphH f;zx | - r[ow[yh fbgh dk iBw ns/ ftek; |
| 11. NCERT | - National Curriculum Framework-2005 |
| 12. Noam Chomsky | - On Language |
| 13. P. Gurrey | - Teaching of Mother Tongue in Secondary schools. |
| 14. W. M. Ryburn | - Teaching of Mother Tongue |
| 15. UNESCO | - Teaching of Modern Language |

Lecture	Tutorial	Practical	Total Hrs/week
5	0	1	6

(D)EVALUATION

External Examination	70 Marks
Internal Assessment	30 Marks
Attendance	6
Written Assignment/ project work	12
Two Mid - term Examinations	12

(E) INSTRUCTIONS FOR THE PAPER-SETTER

The question paper will consist of three Sections: A, B, and C. There will be four questions from each of the section A and B and each question will carry 10 marks. Section C will consist of 15 questions of 2 marks each which will cover the entire syllabus.

(F)INSTRUCTIONS FOR THE CANDIDATES

Candidates are required to attempt two questions each from the section A and B and the entire section C.

PAPER IV& V - Teaching of Sanskrit

Option- IV Sanskrit fodYi %i½ % laLd`r f'k{k.k fof/k

¼d½ mís';

1. Nk=k&v/;kidksa dh laLd`r f'k{k.k esa :fp fodflr djukA
2. Nk=kk/;kidksa esa laLd`r d{k{k f'k{k.k laca/kh ;ksX;rkvksa dks fodflr djukA
3. mudks laLd`r Hkk"kk ds lkaLd`frd] ,sfrgkfld ,oa /kk£ed egRo ls voxr djukA
4. Nk=kk/;kidksa esa laLd`r ds Hkk"kk dkS'yksa ,oa fØ;kvksa dks iz;ksx dh {kerk fodflr djukA
5. muds f'k{k.k ds fl)karksa ls voxr djukA
6. Nk=kk/;kidksa esa ewY;kadu fof/k dks le>us ds ;ksX; cukukA

¼[k½ ikB~;Øe

bdkbZ&1

Hkk"kk izd`fr ,oa nsoukxjh fyfi dh fo'ks"krk,a] laLd`r Hkk"kk f'k{k.k dk egRo ,oa mís';] laLd`r Hkk"kk f'k{k.k ds lkekU; fl)kar ,oa lw=k] laLd`r f'k{k.k esa ekr` Hkk"kk dk iz;ksx] laLd`r f'k{k.k dh izkphu ,oa vokZphu f'k{k.k fof/k;ksa ds mís'; ,oa fo'ks"krk,a vkSj gekjs Ldwyksa esa mudh mi;ksfxrk %ikB'kkyk fof/k] Hk.Mkj dj fof/k] ikB; iqLrd fof/k] izR;{k fof/k,oavHkh"V fof/kA laLd`r esa mPpkj.k f'k{k.k & v'kq) mPpkj.k ds izdkj] dkj.k ,oa lq/kkj ds mik;] laLd`r esa x] ,oa ij f'k{k.k ds mís'; ,oa lksiku] laLd`r esa O;kdj.k ,oa jpuk ds mís'; ,oa lksikuA

bdkbZ&2

laLd`r f'k{k.k esa n`;&JO; lk/ku] laLd`r v/;kid] laLd`r ikB~; iqLrd] lqys[k] v{kj foU;kl f'k{k.k & lkekU; v'kqf);ka] dkj.k ,oa fuokj.k ds mik;] Hkk"kk ;ksX;rkvksa dk ewY;kadu] egRo] ijh{kkvksa ds izdkj] v{kj foU;kl f'k{k.k&lkekU; v'kqf);kj] dkj.k ,oa fuokj.k ds mik;] vkBoha vkSj nloha ikB~;&iqLrd esa ls %

(i) laf/k

1. Loj laf/k
2. O;atu laf/k
3. folZx laf/k

(ii) 'kCn :i :ikoyh

dfo] Hkkuq] xq:] d=kZw] Nne LoZ

(iii) /kkrq&i ywV yadj esa & fuEu :i

v] Hkq] d`] ue~] dFk] iB

(iv) vuqokn

vkBoha vkSj nloha ds f'k{k.k cksMZ ds ikB~;Øe esa ls

(v) izR;;

rO; vuh;

(vi) 'kCn dks"k

'kCn&vFkZ

BOOKS RECOMMENDED

- Apte, D.G. : *Teaching of Sanskrit*. Padma Publications, Bombay.
Apte, D.G. and : *Teaching of Sanskrit in Secondary Schools*. Acharya Book Depot, Baroda.

Dongre, P.K.

Boki, V.P. and : *A New Approach to Teaching of Sanskrit*. Lok Sangrah Press, Poona.

Parasnis, N.K.

Huparikan : *The Problems of Sanskrit Teaching*, Bharat Book Stall, Kohlapur.

Palmar, H.B. : *The Principles of Language Study*, Harrap.

Pandey, Ram Shakal : *Sanskrit Shikshan*.

Safaya, R.N. : *Sanskrit Shikshan Vidhi*.

Sanskrit Shikshan, Haryana Hindi Granth Academy, Chandigarh.

Lecture	Tutorial	Practical	Total Hrs/week
5	0	1	6

(D) EVALUATION

External Examination **70 Marks**

Internal Assessment **30 Marks**

Attendance 6

Written Assignment/ project work 12

Two Mid - term Examinations 12

(E) INSTRUCTIONS FOR THE PAPER-SETTER

The question paper will consist of three Sections: A, B, and C. There will be four questions from each of the section A and B and each question will carry 10 marks. Section C will consist of 15 questions of 2 marks each which will cover the entire syllabus.

(F) INSTRUCTIONS FOR THE CANDIDATES

Candidates are required to attempt two questions each from the section A and B and the entire section C.

PAPER IV& V

Option- V TEACHING OF URDU

(A) Objectives

To enable the learners to:

- Develop interest for Urdu Learning & Teaching among the Student-teachers.
- Solve the problems of teaching Urdu as first/ second Language.
- Revive creative, Corrective and research Potentials among the student-Teachers.
- Develop a habit of using reference books, Journal and other audio-visual aids
- Teach prose and poetry and to prepare the lesson plans.

(B) Syllabus

SECTION-A

Origin and development of Urdu, elementary knowledge of urdu scripts: khat-e-naskh, khat-e- nastaliq, khat-e-shikast; Teaching of alphabets borrowed from arabic, persian & hindi, their shapes and pronunciations, improvement in pronunciations, problems of urdu language teaching; Objectives of teaching Urdu Language at elementary and secondary levels; reading & writing : meaning, concept, & importance; types of reading silent / loud, extensive/ intensive, comprehensive ; standard sounds of urdu, vowels, consonants, haroof-e-shamsi & qamari, stress and intonation.

SECTION-B

Methods of teaching urdu: translation, direct and play way; qualities of a good text book, teaching aids, qualities of good Urdu language teacher, lesson planning: meaning, importance, steps and preparation of lesson planning of prose, poetry and grammar; criteria and types of language test, error analysis and remedial teaching.

Lecture	Tutorial	Practical	Total Hrs/ week
5	0	1	6

Projects

Preparation of model lesson plan
Application of any evaluation technique
Preparation of short/objective type test

(C) BOOKS RECOMMENDED

<i>Usool-e-Talim</i>	:	Dr. Z.D.Alvi
<i>Usool-e-Tadris</i>	:	M.Qasim Siddiqi
<i>Jadid Talimi Nafsiat</i>	:	M.Sharif Khan
<i>Urdu Kaise Parhain</i>	:	Saleem Abdullah
<i>Urdu Zaban Ki Tarikh</i>	:	Dr. Mirza Khalil Baig.
<i>Mukhtasir Tarikh Adab-e-Urdu</i>	:	S.Ejaz Husain
<i>Shairi Ki Tanqid</i>	:	Prof, A, Kalam Qasemi
<i>Urdu Shairi Ka Tanqidi Mutala</i>	:	Sunbal Nigar
<i>Urdu Nasr Ka Tanqidi Mutala</i>	:	Sunbal Nigar
<i>Dastan Novel Aur Afsana:</i>	:	Dr. Durdana Qasmi
<i>Asnaf-e-Adab</i>	:	Dr. Qamar Rais
<i>Khake-Inshaiye, Dramey Aur Afsaney</i>	:	M.Qasim Siddiqi
<i>Urdu Sarf</i>	:	Dr. M.Ansarullah
<i>Urdu Nahv</i>	:	Dr. M.Ansarullah
<i>The Techniques of Language Teaching:</i>	:	F.L.Billows
<i>Teaching of Modern Languages</i>	:	UNESCO

(D) EVALUATION

External Examination	70 Marks
Internal Assessment	30 Marks
Attendance	6
Written Assignment/ project work	12
Two Mid - term Examinations	12

(E) INSTRUCTIONS FOR THE PAPER-SETTER

The question paper will consist of three Sections: A, B, and C. Section A and B will have four questions from the respective Sections of the syllabus and will carry 10 marks each. Section C will consist of 15 questions of 2 marks each which will cover the entire syllabus uniformly and carry 30 marks in all.

(F) INSTRUCTIONS FOR THE CANDIDATES

Candidates are required to attempt two questions each from the sections A and B and the entire section C.

PAPER IV& V

Option- VI TEACHING OF SOCIAL STUDIES

(A) Objectives

To enable the student teachers to:

- i. Develop an understanding of Aims and Objectives of teaching Social Studies.
- ii. Develop an understanding of Pupil Teachers concerning curriculum organization.
- iii. Acquaint pupil teacher with different methods and audio-visual aids.
- iv. Develop proper understanding of modern concepts and Tools of Evaluation.
- v. Develop proper understanding of latest development in current affairs/events.
- vi. Organize discussion, seminars, tours and set up social studies room.

(B) Syllabus

SECTION - A

Social Studies: meaning, nature, objectives , importance, scope; relationship with science, math, fine arts and languages; social studies curriculum: meaning, principles; methods of teaching social studies: concept, characteristics, methods -story telling, lecture, discussion, source, project and problem solving ; internship in teaching : concept and importance; microteaching: concept, procedure and skills- introducing a lesson, explaining, questioning, stimulus variation, reinforcement; audio visual aids: meaning, importance, projective and non-projective teaching aids.

SECTION - B

Social Studies Resource Centre: meaning, importance and equipment; text book: meaning, types, importance and qualities; teacher: qualities, professional growth and role; evaluation in social studies: concept, importance and types; different type of tests: essay type test, objective and short answer type; lesson-plan: concept, objectives, importance and steps.

Lecture	Tutorial	Practical	Total Hrs/ week
5	0	1	6

Projects

- Preparation of model lesson plan
- Application of any evaluation technique
- Preparation of short/objective type test

BOOKS RECOMMENDED

- Aggarwal, J.C. : *Teaching of Social Studies*.
- Binning & Binning : *Teaching of Social Studies in Secondary Schools*, McGraw Hill.
- Kaur, B. (2004) : *Teaching of Social Studies: New trends and Innovations*. New Delhi: Deep and Deep Publications Pvt. Ltd.
- Khan, M. A. (2004) : *Teaching of Social Studies*. Commonwealth Publishers, New Delhi.
- Kochher, S.K. : *Teaching of Social Studies*.
- Mehra, N. (2007) : *Teaching of Social Studies*. Pune: Tech-Max publications.
- Nasiah, K. : *Social Studies in Schools*, Oxford.
- Sandhu, P.K. (2003) : *Teaching of Social Studies* (Punjabi).
- Shaida, B.D. & Shaida, A.K. : *Teaching of Social Studies*.
- Wesley, E.N. : *Teaching of Social Studies in high school*.

(D) EVALUATION

External Examination	70 Marks
Internal Assessment	30 Marks
Attendance	6
Project work	12
Two Mid - term Examinations	12

(E) INSTRUCTIONS FOR THE PAPER-SETTER

The question paper will consist of three Sections: A, B, and C. Section A and B will have four questions from the respective sections of the syllabus and will carry 10 marks each. Section C will consist of 15 questions of 2 marks each which will cover the entire syllabus uniformly and carry 30 marks in all.

(F) INSTRUCTIONS FOR THE CANDIDATES

Candidates are required to attempt two questions each from the sections A and B and the entire section C.

PAPER IV& V

Option- VII TEACHING OF POLITICAL SCIENCE

(A) Objectives :

To enable the student teachers to:

- i. Develop an understanding of Aims and Objectives of teaching of political science.
- ii. Develop an understanding of Student Teacher concerning curriculum organization.
- iii. Acquaint student teacher with different methods and audio visual aids.
- iv. Understand the nature of Indian Political System and its relations with neighbouring countries.
- v. Develop proper understanding of latest development in current affairs/events.
- vi. Organize discussion, Seminars, tours and practical activities.

(B) Syllabus

SECTION - A

Political Science: meaning, nature, objectives , importance, scope; relationship with other subjects; curriculum: meaning, principles; methods of teaching political science: concept, characteristics, methods -story telling, lecture, discussion, source, project and problem solving ; internship in teaching : concept and importance; microteaching: concept, procedure and skills –introducing a lesson, explaining, questioning, stimulus variation, reinforcement; audio visual aids: meaning, importance, projective and non-projective teaching aids.

SECTION - B

Political Science text book: meaning, types, importance and qualities; teacher: qualities, professional growth and role; evaluation in political science: concept, importance and types; different type of tests: essay type test, objective and short answer type; lesson plan: concept, objectives, importance and steps.

Lecture	Tutorial	Practical	Total Hrs/ week
5	0	1	6

Projects

Preparation of model lesson plan

Application of any evaluation technique
Preparation of short/objective type test

(C) BOOKS RECOMMENDED

Aggarwal, J.C. : *Teaching of Political Science.*
Preston, R.C. : *Teaching of World Understanding.*
Singh, R.L. : *Teaching of History and Civics.*
Faria, B.L. : *Indian Political System.*
Shaida, B.D. : *Teaching of Political Science.*
Syed, M.H. : *Modern Teaching of Political Science.*
Chopra, J.K. : *Teaching of Political Science.*

(D) EVALUATION

External Examination	70 Marks
Internal Assessment	30 Marks
Attendance	6
Written Assignment/ project work	12
Two Mid - term Examinations	12

(E) INSTRUCTIONS FOR THE PAPER-SETTER

The question paper will consist of three Sections: A, B, and C. Section A and B will have four questions from the respective Sections of the syllabus and will carry 10 marks each. Section C will consist of 15 questions of 2 marks each which will cover the entire syllabus uniformly and carry 30 marks in all.

(F) INSTRUCTIONS FOR THE CANDIDATES

Candidates are required to attempt two questions each from the sections A and B and the entire section C.

PAPER IV& V

Option- viii TEACHING OF GEOGRAPHY

(A) Objectives

To enable the student teachers to:

- (i) Develop an understanding of the need and concepts of learning geography.
- (ii) Know the various methods and audio-visual aids of teaching Geography.
- (viii) Develop the power of analysis, reasoning and judgment through different practical activities.
- (ix) Organize tours, field trips and other practical activities.
- (x) Understand concept of evaluation.
- (xi) To develop global outlook, scientific observation, critical thinking and sense of inter dependence.

(B) SYLLABUS

SECTION - A

Geography: meaning, nature, objectives , importance, scope; relationship with other subjects; curriculum: meaning, principles; methods of teaching geography: concept, characteristics, methods -story telling, lecture, discussion, source, project and problem solving ; internship in teaching : concept and importance; microteaching: concept, procedure and skills - introducing a lesson, explaining, questioning, stimulus variation,

reinforcement; audio visual aids: meaning, importance, projective and non-projective teaching aids.

SECTION - B

Geography text book: meaning, types, importance and qualities; teacher: qualities, professional growth and role; evaluation in geography: concept, importance and types; different type of tests: essay type test, objective and short answer type; lesson plan: concept, objectives, importance and steps.

Lecture	Tutorial	Practical	Total Hrs/ week
5	0	1	6

Sessional work:

Practical on any one of the following:

1. Scrap book
2. Survey on physical features and natural resources

(C) BOOKS RECOMMENDED

- Arora, K.L. : *Teaching of Geography.*
 Braiult, E.W.H. and : *Geography in & out of School:*
 Share, D.W. (*Suggestions for teaching in secondary schools*), London.
 Brar, J. S. (2004) : *Teaching of Geography*, Hind Publishers, Ludhiana.
 Dhand Harry : *Dictionary of Geography Technique in Teaching*, Ashish Publishing.
 Gopsil, Gitt : *The Teaching of Geography*, Macmillan & Co., London.
 Grave, N.J. : *Geography in Education*, Reinenman.
 Grave, N.J. : *Geography in Education*, Reindnman Education Books, New Delhi.
 Grieve, J.N. : *Geography in School.*
 Kaul, A.K. : *Teaching of Geography.*
 Macnee, E.A. : *The Teaching of Geography*, Cambridge University Press, 1951.
 Rao, M.S. : *Teaching of Geography*, Anmol Publications Pvt.Ltd., New Delhi.
 Shaida, B.D. & : *Teaching of Geography*
 Sharma, J.C.
 Thrall, Zoe : *Teaching of Geography*
 Verma, O.P. : *Teaching of Geography.*

(D) Evaluation

External Examination	70 Marks
Internal Assessment	30 Marks
Attendance	6
Written Assignment/ project work	12
Two Mid - term Examinations	12

(E) INSTRUCTIONS FOR THE PAPER-SETTER

The question paper will consist of three Sections: A, B, and C. Section A and B will have four questions from the respective sections of the syllabus and will carry 10 marks each. Section C will consist of 15 questions of 2 marks each which will cover the entire syllabus uniformly and carry 30 marks in all.

(F) INSTRUCTIONS FOR THE CANDIDATES

Candidates are required to attempt two questions each from the sections A and B and the entire section C.

PAPER IV& V

Option- ix TEACHING OF HISTORY

(A) Objectives

To enable the student teachers to

- i. Understand the meaning, scope and importance of history.
- ii. Develop an understanding of Aims and Objectives of teaching of history.
- iii. Acquaint prospective teachers with various methods and audio-visual aids and latest information technology.
- iv. Enable prospective teachers to emphasize the role of history in developing the national and international understanding.
- v. Enable prospective teachers with various techniques of evaluation.
- vi. Enable prospective teachers to prepare lesson plan by using specific methods of teaching history.

(B) Syllabus

SECTION - A

History: meaning, nature, objectives, importance, scope; relationship with other subjects; curriculum: meaning, principles; methods of teaching history: concept, characteristics, methods -story telling, lecture, discussion, source, project and problem solving; internship in teaching: concept and importance; microteaching: concept, procedure and skills -introducing a lesson, explaining, questioning, stimulus variation, using black board; audio-visual aids: meaning, importance, types.

SECTION - B

History text book: meaning, types, importance and qualities; teacher: qualities, professional growth and role; evaluation in history: concept, importance and types; different type of tests: essay type test, objective and short answer type; lesson plan: concept, objectives, importance and steps.

Lecture	Tutorial	Practical	Total Hrs/ week
5	0	1	6

(C) BOOKS RECOMMENDED

- Burnston, W.H. : *Principles of History Teaching.*
Carr, E.H. : *What is History.*
Chaubhe, K.P. : *Audio-visual aids in Teaching of Indian history.*
Ghata, V.D. : *Teaching of History.*
Ghosh, K.D. : *Creative Teaching in History.*
Hill, C.P. : *Suggestion for Teaching of History, UNESCO.*
N.C.E.R.T : *Effective Teaching of History in India.*
Prakash, Budh : *A New Approach to History.*
Arora, K.L. : *Teaching of History.*
Kochar, S.K. : *Teaching of History.*

(D) EVALUATION

External Examination

70 Marks

Internal Assessment	30 Marks
Attendance	6
Written Assignment/ project work	12
Two Mid - term Examinations	12

(E) INSTRUCTIONS FOR THE PAPER-SETTER

The question paper will consist of three Sections: A, B, and C. Section A and B will have four questions from the respective sections of the syllabus and will carry 10 marks each. Section C will consist of 15 questions of 2 marks each which will cover the entire syllabus uniformly and carry 30 marks in all.

(F) INSTRUCTIONS FOR THE CANDIDATES

Candidates are required to attempt two questions each from the sections A and B and the entire section C.

PAPER IV& V

Option- x TEACHING OF ECONOMICS

(A) Objectives

To enable the student teachers to:

- i. Understand the concept, Principles, and theories for growth and development of Indian Economy.
- ii. Understand technology of teaching i.e. Instructional Objectives, Teaching Methods, Devices, Techniques, Teaching aids and Lesson plans.
- iii. Formulate practical solutions of day to day economic problems.
- iv. Carry curriculum transactions effectively by developing an effective evaluation.
- v. Develop the skill of effective teaching making use of various devices, techniques and teaching aids.
- vi. Interpret, Calculate and Evaluate Economic data, maps, tables, diagrams and graphs.

(B) Syllabus

SECTION - A

Economics: meaning, nature, objectives , importance, scope; relationship with other subjects; curriculum: meaning, principles; methods of teaching economics: concept, characteristics, methods - lecture, discussion, source, project and problem solving ; microteaching: concept, procedure and skills - introducing a lesson, explaining, questioning, stimulus variation, black board writing; audio visual aids: meaning, importance and types.

SECTION - B

Economics text book: meaning, types, importance and qualities; teacher: qualities, professional growth and role; evaluation in economics: concept, importance and types; different type of tests: essay type test, objective and short answer type; lesson plan: concept, objectives, importance and steps.

Lecture	Tutorial	Practical	Total Hrs/ week
5	0	1	6

Project Work

- (i) Project on Current Economic Problem.
- (ii) Assignment on Economic Issue.

- (iii) Writing a Blue Print for Curriculum of Senior Secondary Stage.
- (iv) Construction of an achievement test.

BOOKS RECOMMENDED

- Dhillon, S. & Chopra, K. (2002) *Teaching of Economics*, Ludhiana : Kalyani Publishers.
 Kanwar, B.S. : *Teaching of Economics*
 Mittal, R.L. : *Arth shastar da adhiapan* (Pbi. Univ.).
 Mukerjee, Sandhya : *Teaching of Economics*, Lucknow : Prakashan Kendra
 Rai, B.C. : *Teaching of Economics*.
 Sidhu, H.S. : *Teaching of Economics*, Ludhiana : Tandon Pub.
 Siddiqui, M.H. : *Teaching of Economics*.
 Yadav, Amita (2005) *Teaching of Economics*, New Delhi : Anmol Publishers.
 Aggarwal, J.C.(2005) *Teaching of Economics*, Vinod Pustak Mandir, Agra.
 Sharma, Seema (2004) *Modern teaching Economics*, Anmol Publications pvt ltd., New Delhi.
 Sexena, N.R., Mishra, B.K., Mohanty, R.K. (2004) *Teaching of Economics*, R. Lal Book Depot, Meerut.
 Singh, Yogesh (2005) *Aratha Shaster Sikshan*, Ashish Publication, New Delhi.

(D) EVALUATION

External Examination	70 Marks
Internal Assessment	30 Marks
Attendance	6
Written Assignment/ project work	12
Two Mid - term Examinations	12

(E) INSTRUCTIONS FOR THE PAPER-SETTER

The question paper will consist of three Sections: A, B, and C. Section A and B will have four questions from the respective sections of the syllabus and will carry 10 marks each. Section C will consist of 15 questions of 2 marks each which will cover the entire syllabus uniformly and carry 30 marks in all.

(F) INSTRUCTIONS FOR THE CANDIDATES

Candidates are required to attempt two questions each from the sections A and B and the entire section C.

PAPER IV& V

Option- xi TEACHING OF COMMERCE

(A) Objectives

To enable the student teachers to:

- i. Understand the objectives, methods and techniques of teaching of commerce at the school stage.
- ii. Instill the competence of organizing co-curricular activities for enriching the subject matter of commerce.
- iii. Develop the skill of effective teaching making use of various devices, techniques and teaching aids.
- iv. Present, conduct, organize projects, surveys, seminars, conferences.
- v. Develop the skill of lesson planning and construction of an achievement test of Commerce.

(B) Syllabus

SECTION - A

Commerce: meaning, nature, objectives , importance, scope; relationship with other subjects; curriculum: meaning, principles; methods of teaching commerce: concept, characteristics, methods - lecture, discussion, source, case study, role playing and problem solving ; internship in teaching : concept and importance; microteaching: concept, procedure and skills –introducing a lesson, explaining, questioning, stimulus variation, using black board; audio-visual aids: meaning, importance, projective and non-projective teaching aids.

SECTION - B

Commerce text book: meaning, types, importance and qualities; teacher: qualities, professional growth and role; evaluation in commerce: concept, importance and types; different type of tests: essay type test, objective and short answer type; lesson plan: concept, objectives, importance and steps.

Lecture	Tutorial	Practical	Total Hrs/ week
5	0	1	6

Projects

- (i) Preparation of model lesson plan
- (ii) Application of any evaluation technique
- (iii) Preparation of short/objective type test

(C) BOOKS RECOMMENDED

- Aggarwal, J.C. (2003) *Teaching of Commerce*, Vikas Publication, New Delhi.
- Bruce J. McFarlane, Roger Ottewill (2001) *Effective learning & teaching in business & management*, Routledge, London.
- Chopra, H.K. and Sharma, H. (2007) *Teaching of Commerce*, Kalyani Publishers, Ludhiana
- Dalal, D.C. , Dalal V .C. (2008) *Teaching of Commerce* (Hindi Medium). Twenty First Century Publications, Patiala
- Gupta, Rainu (2009) *Teaching of Commerce*, Shipra Publications, New Delhi.
- Kaur, Ravdeep. (2012) *Teaching of Commerce*. GBD Publications, GurusarSudhar.
- Kumar, Mahesh. (2004) *Modern Teaching of Commerce*. Anmol Publications Pvt. Ltd.
- Monga, Vinty (2009) *Teaching of Commerce*. Twenty First Century Publications, Patiala.
- Peter Davies, Jacek Brant (2006) *Business, economics and enterprise: teaching school subjects 11-19*, Kogan Page, London.
- Rao, Seema. (2002) *Teaching of Commerce*. Anmol Publications Pvt. Ltd.
- Singh, R.P. *Teaching of Commerce*, R. Lall Book Depot, Meerut.
- Tomar, Sanjeev *Teaching of Commerce*, Vinod Pustak Mandir, Agra-2.

(D) EVALUATION

External Examination	70 Marks
Internal Assessment	30 Marks
Attendance	6
Written Assignment/ project work	12
Two Mid - term Examinations	12

(E) INSTRUCTIONS FOR THE PAPER-SETTER

The question paper will consist of three Sections: A, B, and C. Section A and B will have four questions from the respective sections of the syllabus and will carry 10 marks each. Section C will consist of 15 questions of 2 marks each which will cover the entire syllabus uniformly and carry 30 marks in all.

(F) INSTRUCTIONS FOR THE CANDIDATES

Candidates are required to attempt two questions each from the sections A and B and the entire section C.

PAPER IV& V

Option- xii TEACHING OF MATHEMATICS

(A) Objectives

To enable the student teachers to:

- i. Understand the importance and objectives of teaching Mathematics.
- ii. Understand the methodology of teaching to be used while teaching Mathematics.
- iii. Understand the principles of curriculum construction in Mathematics.
- iv. Set up Mathematics Club in the school and organize its activities.
- v. Use and prepare various teaching aids in teaching of Mathematics.
- vi. Understand the concept of comprehensive evaluation in mathematics.

(B) SYLLABUS

SECTION - A

Mathematics: meaning, nature, objectives, importance, scope; relationship with other subjects; curriculum: meaning, principles; methods of teaching mathematics: concept, characteristics, methods –heuristic, project and problem solving; internship in teaching: concept and importance; microteaching: concept, procedure and skills - introducing lesson, explaining, questioning, stimulus variation, reinforcement; audio visual aids: meaning, importance, projective and non-projective teaching aids.

SECTION - B

Mathematics text book: meaning, types, importance and qualities; teacher: qualities, professional growth and role; Mathematics Laboratory; club; evaluation in mathematics: concept, importance and types; different type of tests: essay type, objective and short answer type; lesson plan: concept, objectives, importance and steps.

Lecture	Tutorial	Practical	Total Hrs/ Week
5	0	1	6

Projects

- Preparation of model lesson plan
- Application of any evaluation technique
- Preparation of short/objective type test
- Pedagogical analysis of any topic of Mathematics
- Record of activities of Mathematical club

(C)BOOKS RECOMMENDED

- Banga, Chaman Lal (2012) *Teaching of Mathematics*, Shipra
- Bloom, B.S. *Taxonomy of educational objectives; the classification of educational goals (1st ed.)*
New York: Longmans Green
- Butler and Wren : *The Meaning of Secondary School Mathematics*
- Chadha, B.N. : *The Teaching of Mathematics*
- Chambers, Paul : *Teaching Mathematics – Developing as a Reflective Secondary Teacher*,
SAGE
- Gakhar, S.C.(2005) : *Teaching of Mathematics*, Haryana: N.M. Publishers
- IGNOU (1 to 4) : *Teaching of Mathematics*
- James, Anice(2005) : *Teaching of Mathematics*, Neelkamal
- Kumar, Sudhir & Ratnalikar : *Teaching of Mathematics*, Anmol Publications
- Mangal, S.K. : *Teaching of Mathematics*
- N.C.E.R.T. Text Books (6th Class to 10th Class)
- NCERT(2005) : *Designing of Mathematics Laboratory in Schools.*
- NCERT(2005) : *National Curriculum Framework (2005)*
- NCERT(2006) : *Position Paper. Focus Group on Teaching of Mathematics.*
- NCERT(2009) : *Laboratory Manual in Mathematics at Secondary Stage.*
- NCERT(2012) : *Pedagogy of Mathematics (Textbook for Two-Year B.Ed. Course)*
- Sidhu, K.S. : *The Teaching of Mathematics*
- UNESCO(1996) : *New Trends in Mathematics Teaching.*

(D) EVALUATION

External Examination	70 Marks
Internal Assessment	30 Marks
Attendance	6
Written Assignment/ project work	12
Two Mid - term Examinations	12

(E) INSTRUCTIONS FOR THE PAPER-SETTER

The question paper will consist of three Sections: A, B, and C. Section A and B will have four questions from the respective sections of the syllabus and will carry 10 marks each. Section C will consist of 15 questions of 2 marks each which will cover the entire syllabus uniformly and carry 30 marks in all.

(F) INSTRUCTIONS FOR THE CANDIDATES

Candidates are required to attempt two questions each from the sections A and B and the entire section C.

PAPER IV& V

Option- xiii TEACHING OF PHYSICAL SCIENCE

(A) Objectives :

1. To develop attitude of students towards teaching of science.
2. To familiarize the students with various methods of science teaching.
3. To develop competency for formulating lesson plans.
4. To enable the students to apply various techniques of evaluation in teaching of science.
5. To develop various skills of teaching.

(B) Syllabus

SECTION - A

Physical Science: meaning, nature, objectives, importance, scope; relationship with other subjects; curriculum: meaning, principles; methods of teaching physical science: concept, characteristics, methods –lecture cum demonstration, heuristic, project and problem solving; internship in teaching: concept and importance; microteaching: concept, procedure and skills –introducing a lesson, explaining, questioning, stimulus variation, using black board; audio visual aids: meaning, importance and types.

SECTION - B

Physical science text book: meaning, types, importance and qualities; teacher: qualities, professional growth and role; Physical science laboratory; club; evaluation in physical science: concept, importance and types; different type of tests: essay type, objective and short answer type; lesson plan: concept, objectives, importance and steps.

Lecture	Tutorial	Practical	Total Hrs/ week
5	0	1	6

Projects

- Preparation of model lesson plan
- Application of any evaluation technique
- Preparation of short/objective type test
- Pedagogical analysis of any topic of physical science
- Record of activities of physical science club

(C) BOOKS RECOMMENDED

- Anderson, Hans : *Readings in Science Education for Secondary School*
- Bhandu, N. : *Teaching of Science*
- Dass, L.C. : *Teaching of Science* (6th ed.)
- Gupta, S.K. : *Teaching Physical Science in Secondary Schools*
- Kesis and Ogburn, Hoffmann : *Modern Science Teaching*
- NCERT (2005) : National curriculum frame work.
- Bloom, B.S. : *Taxonomy of Educational Objectives; the classification of educational goals* (1sted.). New York: Longmans Green
- Kalra, R.M. & Gupta, Vandana(2012) : *Teaching of Science: A Modern Approach*. New Delhi: PHI Learning Pvt. Ltd.
- Kohli, V.K. : *How to Teach Science*
- Kumar, Amit : *Teaching of Physical Science*, Anmol.
- Mann, S.S. : *How to Teach Science*
- Sharma, R.C. : *Modern Science Teaching*
- Mohan, Radha : *Innovative Physical Science Teaching Method*, P.H.I., New Delhi
- Rajan, Sonika : *Methodology of Teaching Science*, Pearson.
- Joshi, S.R. : *Teaching of Science*, A.P.H. Publishing Corporation, New Delhi.

(D) EVALUATION

External Examination

70 Marks

Internal Assessment

30 Marks

Attendance	6
Written Assignment/ project work	12
Two Mid - term Examinations	12

(E) INSTRUCTIONS FOR THE PAPER-SETTER

The question paper will consist of three Sections: A, B, and C. Section A and B will have four questions from the respective sections of the syllabus and will carry 10 marks each. Section C will consist of 15 questions of 2 marks each which will cover the entire syllabus uniformly and carry 30 marks in all.

(F) INSTRUCTIONS FOR THE CANDIDATES

Candidates are required to attempt two questions each from the sections A and B and the entire section C.

PAPER IV& V

Option- xiv TEACHING OF LIFE SCIENCE

(A) Objectives:

To enable the student teachers to:

- (i) Understand the importance of teaching of Biology as a school subject.
- (ii) Identify and formulate instructional objectives in behavioural terms.
- (iii) Identify and use various methods of teaching of Biology.
- (vi) Identify and use various instructional media in teaching Biology.
- (vii) plan various lessons for theory and practicals.

(B) Syllabus

SECTION - A

Life Science: meaning, nature, objectives, importance, scope; relationship with other subjects; curriculum: meaning, principles; methods of teaching life science: concept, characteristics, methods –lecture cum demonstration, heuristic, project and problem solving; internship in teaching: concept and importance; microteaching: concept, procedure and skills - introducing a lesson, explaining, questioning, stimulus variation, using black board writing; audio visual aids: meaning, importance and types.

SECTION - B

Life science text book: meaning, types, importance and qualities; teacher: qualities, professional growth and role; life science laboratory; club; evaluation in life science: concept, importance and types; different type of tests: essay type, objective and short answer type; lesson plan: concept, objectives, importance and steps.

Lecture	Tutorial	Practical	Total Hrs/ week
5	0	1	6

Projects

- Preparation of model lesson plan
- Application of any evaluation technique
- Preparation of short/objective type test
- Pedagogical analysis of any topic of life science

Record of activities of life science club

(C) BOOKS RECOMMENDED

- Bhaldula, N., Chadha : *Teaching of Science*
Chhitkara & Sharma: *Teaching of Biology*
David, F. Millar & Glenn, W. Blaypes : *Methods and Materials for Teaching the Biological Sciences.*
Gupta, V.K. : *Life Science Education Today.*
Kaur, Rakshinder : *Teaching of Science*, Twenty First Century Publications, Patiala.
Kohli, V.K. : *How to Teach Science*, Language Department Punjab.
Mann, S.S. : *How to Teach Science* (Punjabi)
N.C.E.R.T. : *Text Books of Science for classes VI to X*
P.C. & Sharma
Rai, B.C. : *Method : Teaching of Science*
Sharma & Sharma : *Teaching of Science*
Sharma and : *Teaching of Life Science*
Sharma, R.C. : *Modern Science Teaching*
Soni, Anju : *Teaching of Biology*
Sood, J.K. : *Teaching of Life Science*
Thurber, W.& Collete A. : *Teaching Science in Today's Secondary Schools*, Allen and Becon, Boston.
UNESCO : *Source Book for Science*
Venkataiah, S. : *Science Education of 21st Century*
Walia, G.S.
Yadav, K. : *Teaching of Life Science*, Anmol.

(D) EVALUATION

External Examination	70 Marks
Internal Assessment	30 Marks
Attendance	6
Written Assignment/ project work	12
Two Mid - term Examinations	12

(E) INSTRUCTIONS FOR THE PAPER-SETTER

The question paper will consist of three Sections: A, B, and C. Section A and B will have four questions from the respective Sections of the syllabus and will carry 10 marks each. Section C will consist of 15 questions of 2 marks each which will cover the entire syllabus uniformly and carry 30 marks in all.

(F) INSTRUCTIONS FOR THE CANDIDATES

Candidates are required to attempt one question each from the sections A and B and the entire section C.

PAPER IV& V

Option- xv TEACHING OF HOME SCIENCE

(A) Objectives

To enable student teacher to:

- i. Understand aims and objectives of teaching of Home Science as a subject.

- ii. Analyze school syllabus of the subject in relation to its applicability to practical situation and adaptability of the curriculum to local needs.
- iii. Utilize effectively the instructional material in teaching of Home science.
- iv. To develop skills of using various teaching methods and teaching aids in teaching of Home Science.
- v. To understand correlation of home science with the school subjects.
- vi. Present, conduct, organize projects, surveys, seminars, conferences.

(B) SYLLABUS

SECTION - A

Home science: meaning, nature, objectives, importance, scope; relationship with other subjects; curriculum: meaning, principles; methods of teaching home science: concept, characteristics, methods –lecture cum demonstration, heuristic, project and problem solving; internship in teaching: concept and importance; microteaching: concept, procedure and skills - introducing a lesson, explaining, questioning, stimulus variation, reinforcement; audio visual aids: meaning, importance, projective and non-projective teaching aids.

SECTION - B

Home science text book: meaning, types, importance and qualities; teacher: qualities, professional growth and role; home science laboratory; club; evaluation in home science: concept, importance and types; different type of tests: essay type, objective and short answer type; lesson plan: concept, objectives, importance and steps.

Lecture	Tutorial	Practical	Total Hrs/ week
5	0	1	6

Projects

- i. Preparation of model lesson plan
- ii. Application of any evaluation technique
- iii. Preparation of short/objective type test
- iv. Pedagogical analysis of any topic of home science
- v. Record of activities of home science club

(C) BOOKS RECOMMENDED

- Atkinson : *Teaching of Home Science*.
- Chander, Shah and Joshi: *Fundamentals of Teaching Home Sciences*.
- Chanderkant : *Teaching of Home Science*.
- Bhargav, Priya (2004) : *Teaching of Home Science*. Commonwealth Publishers, New Delhi.
- Chandra, Arvinda; Shah, Anupama and Joshi, Uma (1995): *Fundamental of Teaching of Home Science*. Sterling Publishers, New Delhi.
- Dass, R.R. and Ray, Binita (1985): *Teaching of Home Science*. Sterling Publishers, New Delhi.
- Devdas (1955) : *Teaching of Home Science in Secondary School*. All India Council for Secondary Education, New Delhi.
- Kapoor, Ritu (1994) : *Teaching of Home Science*. Parkash Book Depot, Ludhiana.
- Mago, Neelam : *Teaching of Home Science*. Tandon Publication, Ludhiana.

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

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

(C) EVALUATION

External Examination	70 Marks
Internal Assessment	30 Marks
Attendance	6
Written Assignment/ project work	12
Two Mid - term Examinations	12

(E) INSTRUCTIONS FOR THE PAPER-SETTER

The question paper will consist of three Sections: A, B, and C. Section A and B will have four questions from the respective sections of the syllabus and will carry 10 marks each. Section C will consist of 15 questions of 2 marks each which will cover the entire syllabus uniformly and carry 30 marks in all.

(F) INSTRUCTIONS FOR THE CANDIDATES

Candidates are required to attempt two questions each from the sections A and B and the entire section C.

PAPER IV& V

Option- xvi TEACHING OF FINE ARTS

(A) Objectives

To enable the student teachers to:

- (i) Be familiar with the methods of teaching Fine Art and to encourage creativity in school children.
- (ii) Be equipped with the latest techniques of evaluating student's achievements in art.
- (iii) Learn and understand the principles, concepts and techniques of teaching art and to apply them in actual teaching.
- (iv) Attain elementary knowledge of various components of arts.
- (v) Know how to teach to the talented children.
- (vi) Importance of Art in Life.

(B) Syllabus

SECTION-A

Art: Indian and Western Concept; Importance of Art in Life; Child Art: Stages of self-expression Scribbling Stage, Pre-Schematic Stage, The Gang Age, Adolescence; Art and society; Creativity and Imagination

Element of Art: Life, Form, Space, Light and Shade, Colour, Texture; Aims and objectives of teaching of Art; Six Limbs of Indian Art; Principles of Art: Balance, rhythm, harmony, Sectiony, dominance, proportion

SECTION-B

Methods of Teaching Art: Demonstration Method; Observation Method; Project Method; Lecture Method; Imagination Method;

Qualities and functions of an Art Teacher; Importance of Black Board in Fine Arts, Importance of art room, art exhibition and competitions; Lesson Planning; Micro Teaching; Skill of Introducing the Lesson, Skill of Questioning, Skill of using Blackboard, Skill of Illustrating with examples.

Lecture	Tutorial	Practical	Total Hrs/ week
5	0	1	6

Project Work

- (a) Landscape - water and oil pastels
- (b) Poster Making
- (c) Still Life
- (d) Collage
- (e) Design

(C) BOOKS RECOMMENDED

- Chawla, S.S. : *Teaching of Art*
 Jaswani, K.K. : *Teaching and Appreciation of Art in Schools*
 Jeswani, K.K. : *Art in Education*
 Jeswani, K.K. : *Appreciation of Art*
 Lowenfeld, Viktor : *Creative and Mental Growth*
 Read, Herbert : *Education Through Art*
 Schultz & Harold : *Art in the Elementary School*
 Schores, H.

(D) EVALUATION

External Examination	70 Marks
Internal Assessment	30 Marks
Attendance	6
Written Assignment/ project work	12
Two Mid - term Examinations	12

(E) INSTRUCTIONS FOR THE PAPER-SETTER

The question paper will consist of three Sections: A, B, and C. Section A and B will have four questions from the respective sections of the syllabus and will carry 10 marks each. Section C will consist of 15 questions of 2 marks each which will cover the entire syllabus uniformly and carry 30 marks in all.

(F) INSTRUCTIONS FOR THE CANDIDATES

Candidates are required to attempt two questions each from the sections A and B and the entire section C.

PAPER IV & V

Option- xvii TEACHING OF AGRICULTURE

(A) Objectives

To enable the student teachers to:

- (i) Understand the importance of Agriculture in school syllabus.
- (ii) Attain a thorough knowledge and understanding of the method of teaching Agriculture.
- (iii) Use the latest audio-visual aids in teaching of agriculture.
- (iv) Use the hand tools of agriculture-horticulture.
- (v) Prepare teaching material for the children, adults and village learning folk.
- (vi) Understand the changing patterns of teaching of Agriculture with the introduction of new technology in the teaching field.

(B) Syllabus

SECTION - A

Agriculture: meaning, nature, objectives, importance, scope; relationship with other subjects; curriculum: meaning, principles; methods of teaching agriculture: concept, characteristics, methods –lecture cum demonstration, heuristic, project and problem solving; microteaching: concept, procedure and skills - introducing a lesson, explaining, questioning, stimulus variation, using black board; audio-visual aids: meaning, importance and types.

SECTION - B

Agriculture text book: meaning, types, importance and qualities; teacher: qualities, professional growth and role; agriculture laboratory; club; evaluation in agriculture: concept, importance and types; different type of tests: essay type, objective and short answer type; lesson plan: concept, objectives, importance and steps.

Lecture	Tutorial	Practical	Total Hrs/ week
5	0	1	6

Projects

Preparation of model lesson plan

Application of any evaluation technique

Preparation of short/objective type test

Pedagogical analysis of any topic of agriculture

Record of maintenance of agro- horticulture tools and equipment

(C) BOOKS RECOMMENDED

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

Garric, S.K. : *Audio-Visual Education in India*

Garric, E.W.(1954) : *Teaching Vocational Agriculture*

Hammends, Garsil : *Teaching of Agriculture*

Hemlin, H.M. : *Agriculture Education in Community Schools*

Hopkin, J and : *Elements of Farm Management*

Murray, William, C.

Schmidt, G.A. : *New Methods Teaching Vocational Agriculture*

(D) EVALUATION

External Examination

70 Marks

Internal Assessment

30 Marks

Attendance

6

Written Assignment/ project work

12

Two Mid - term Examinations

12

(E) INSTRUCTIONS FOR THE PAPER-SETTER

The question paper will consist of three Sections: A, B, and C. Section A and B will have four questions from the respective Sections of the syllabus and will carry 10 marks each.

Section C will consist of 15 questions of 2 marks each which will cover the entire syllabus uniformly and carry 30 marks in all.

(F) INSTRUCTIONS FOR THE CANDIDATES

Candidates are required to attempt two questions each from the sections A and B and the entire section C.

PAPER IV& V

Option- xviii TEACHING OF MUSIC

(A) Objectives

To enable the student teachers to:

- (i) Acquaint with the history and development of Music, relationship of music with other school subject.
- (ii) Be equipped with various types of ragas and different taals.
- (iii) Be familiar with folk music and different sounds.
- (iv) Improve the basic knowledge of the students in different types of music in various gharanas.
- (v) Understand the principles, concepts and techniques of teaching Music and to use them in actual teaching.

(B) Syllabus

SECTION-A

Aims and objectives of Music as a subject in school curriculum; A brief history of Indian music; Music and other fine arts; Voice culture; Musical and non-musical sounds; The effects of music on behaviour, activity, fatigue and emotions.

SECTION-B

Folk-music, its role and significance in education; Lay, its emotional aesthetic significance and essentials of training in rhythm; Methods of teaching Music at different stages in schools; Training for appreciation of Music; Qualities and effective Music education of the following: Vakgyabar (Composer), Music Teacher, Singer, Vadak (Player); Evaluation in Music; Lesson Planning.

Lecture	Tutorial	Practical	Total Hrs/ week
5	0	1	6

Projects

- Preparation of model lesson plan
- Application of any evaluation technique
- Preparation of short/objective type test

(C)BOOKS RECOMMENDED

Awasthi, G.C. : *Teaching of Music*
 Garg, P.L. : *Sangeet Karlaya Hathras : Sangeet Visharad*
 Khanna, Jyoti : *Teaching of Music*
 Madan, P.L. : *Teaching of Music*

Srivastava, Girish Chander : *Tabla Vadan, Part-1 and Part-2*

Srivastava, Girish Chander : *Tabla Vadan, Part-1 and Part-2*

(D) EVALUATION

External Examination	70 Marks
Internal Assessment	30 Marks
Attendance	6
Written Assignment/ project work	12
Two Mid - term Examinations	12

(E) INSTRUCTIONS FOR THE PAPER-SETTER

The question paper will consist of three Sections: A, B, and C. Section A and B will have four questions from the respective sections of the syllabus and will carry 10 marks each. Section C will consist of 15 questions of 2 marks each which will cover the entire syllabus uniformly and carry 30 marks in all.

(F) INSTRUCTIONS FOR THE CANDIDATES

Candidates are required to attempt two questions each from the sections A and B and the entire section C.

PAPER IV& V

Option- xix TEACHING OF COMPUTER SCIENCE

(A) Objectives

To enable the student teachers to:

- i. Understand the need & importance of computer education as a subject.
- ii. Understand the different teaching methodologies for teaching of computer education.
- iii. Discuss the importance of computer curriculum & computer textbooks.
- iv. Understand how to set up & maintain a computer laboratory.
- v. Acquire the knowledge on latest trends in information technology.

(B) Syllabus

SECTION-A

Computer Science: concept, objectives & importance, application of computer with special reference to education & society; curriculum: concept & principles of curriculum; integration of computer education with other subjects; methods of teaching: demonstration, lecture, problem solving, laboratory and project methods, multimedia; internship in teaching: concept and importance; microteaching: concept, procedure and skills –introducing a lesson, explaining, questioning, stimulus variation, using black board.

SECTION - B

Computer text book: meaning, types, importance and qualities; teacher: qualities, professional growth and role; computer science laboratory; evaluation in computer science: concept, importance and types; different type of tests: essay type, objective and short answer type; lesson plan: concept, objectives, importance and steps. Role of ICT in teacher education, video technology in education, CAI and PSI as technique, hands on experience.

Lecture	Tutorial	Practical	Total Hrs/
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			week
5	0	1	6

Projects

- i. Preparation of model lesson plan
- ii. Application of any evaluation technique
- iii. Preparation of short/objective type test
- iv. Pedagogical analysis of any topic of computer science

(C) BOOKS RECOMMENDED

- Aggarwal, V. B. : *Computer Science for Class XII.*
- Bala Guruswamy : *C++ Computers.*
- Dayal, Dean, Gottfried, D. (1966) : *Computer Science for Class XI and XII, Outline of Theory and Problems of Programming with BASIC including expanded Micro Computer Basic Section,* McGraw Hill Publication, New York.
- Grover, P. S. (1983) : *Computer Programming in BASIC,* Allied Publishers, New Delhi.
- Hunt, R. and Shelley, J. (1988) : *Computers and Common Sense,* PHI Publications, Delhi.
- Intel (2003) : *Intel Innovation in Education, Intel, Teach to the Future - Students Work Book.*
- Jain, Jaggi and Raja Raman, V. : *Computer Science for Class XII, Fundamentals of Computers.*
- Sharma, L. (2006) : *Computer Education,* Wintech Publications, Ferozpur Cantt.

(D) EVALUATION

External Examination	70 Marks
Internal Assessment	30 Marks
Attendance	6
Written Assignment/ project work	12
Two Mid - term Examinations	12

(E) INSTRUCTIONS FOR THE PAPER-SETTER

The question paper will consist of three Sections: A, B, and C. Section A and B will have four questions from the respective sections of the syllabus and will carry 10 marks each. Section C will consist of 15 questions of 2 marks each which will cover the entire syllabus uniformly and carry 30 marks in all.

(F) INSTRUCTIONS FOR THE CANDIDATES

Candidates are required to attempt two questions each from the sections A and B and the entire section C.

PAPER IV & V

Option- xx TEACHING OF SCIENCE

(A) Objectives

To enable the student teachers to:

- i. Identify and formulate instructional objectives in behavioral terms.
- ii. Critically evaluate the existing Science curriculum of any class.
- iii. Identify and use various methods of teaching Science and different kinds of instructional media.
- iv. Organize the practical work and various co-curricular activities in Science.
- v. Plan lessons in Science according to Herbartian approach.
- vi. Understand the concept of evaluation and construct blue print of a question paper.
- vii. Develop scientific aptitude among the students.

(B) Syllabus

SECTION - A

Science: meaning, nature, objectives, importance, scope; relationship with other subjects; curriculum: meaning, principles; methods of teaching science: concept, characteristics, methods –lecture cum demonstration, heuristic, project and problem solving; microteaching: concept, procedure and skills - introducing a lesson, explaining, questioning, stimulus variation, using black board; and audio-visual aids: meaning, importance and types.

SECTION - B

Science text book: meaning, types, importance and qualities; teacher: qualities, professional growth and role; science laboratory; club; evaluation in science: concept, importance and types; different type of tests: essay type, objective and short answer type; lesson plan: concept, objectives, importance and steps.

Lecture	Tutorial	Practical	Total Hrs/ week
5	0	1	6

Projects

- i. Preparation of model lesson plan
- ii. Application of any evaluation technique
- iii. Preparation of short/objective type test
- iv. Pedagogical analysis of any topic of science
- v. Record of activities of science club

(C) BOOKS RECOMMENDED

Das, R. C. (1989) : *Science Teaching in Shools*, Sterling Publishers, New Delhi.

Garg, K. K.; Singh, Raghuvir : *A Text Book of Science for Class X*, NCERT, NewDelhi.

and Kaur, Inderjeet (2007)

Kaur, Rakhshinder () : *Teaching of Science*. Patiala: Twenty First Century Publications.

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

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

Sharma, R. C. (1998) : *Modern Science Teaching*, Dhanpat Rai Publishers, New Delhi.

Siddiqui, N. N. and : *Teaching of Science*, Today and Tommorrow, Doaba House, Delhi.

Siddiqi, M. N. (1983)

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

Vaidya, N. (1971) : *The Impact of Science Teaching*, Oxford and IBH Publishers, New Delhi.

(D) EVALUATION

External Examination	70 Marks
Internal Assessment	30 Marks
Attendance	6
Written Assignment/ project work	12
Two Mid - term Examinations	12

(E) INSTRUCTIONS FOR THE PAPER-SETTER

The question paper will consist of three Sections: A, B, and C. Section A and B will have four questions from the respective sections of the syllabus and will carry 10 marks each. Section C will consist of 15 questions of 2 marks each which will cover the entire syllabus uniformly and carry 30 marks in all.

(F) INSTRUCTIONS FOR THE CANDIDATES

Candidates are required to attempt two questions each from the sections A and B and the entire section C.

PAPER IV& V

Option- xxi TEACHING OF PHYSICAL EDUCATION

(A) Objectives

To enable the student teachers to:

- i. Develop an understanding of objectives and importance of teaching of Physical Education in schools.
- ii. Know the relationship of Physical Education with other subjects.
- iii. Understand the importance of Physical Education room, equipment and text book.
- iv. Make the teaching of Physical Education more interesting and innovative.
- v. Bring the overall awareness of values and to inculcate among students the desired habits and attitude towards Physical Education.
- vi. Develop an awareness regarding the importance of Physical Fitness and organic efficiency in individual and social life.

(B) Syllabus

SECTION - A

Physical education: meaning, nature, objectives, importance, scope; relationship with other subjects; curriculum: meaning, principles; methods of teaching physical education: concept, characteristics, methods –lecture cum demonstration, command, project and problem solving; microteaching: concept, procedure and skills - introducing lesson, explaining, questioning, using black board; audio-visual aids: meaning, importance and types.

SECTION - B

Physical education text book: meaning, types, importance and qualities; teacher: qualities, professional growth and role; physical education room; evaluation in physical science: concept, importance and types; different type of tests: essay type, objective and short answer type; lesson plan: concept, objectives, importance and steps.

Lecture	Tutorial	Practical	Total Hrs/ week
5	0	1	6

Projects

- Preparation of model lesson plan
- Application of any evaluation technique
- Preparation of short/objective type test
- Pedagogical analysis of any topic of physical education
- Preparation of first aid kit

(C) BOOKS RECOMMENDED

- Singh, Ajmer and Others (2004) *Essentials of Physical Education*, Kalyani Publishers, Ludhiana.
- Charles, A. Brucher (1970) *Foundations of Physical Education*, 8th ed., The C.V. Mos Computers.
- Fox, Edward L. (1984) *Sports Physiology*, CBS College Publications.
- Singh, Hardyal *Science of Sports Training*, DYS Publications, New Delhi.
- Haskell, W. (1982) *Nutrition and Athletic Performance*, Bull Publishing Hall.
- Kamlesh, M. L. (1983) *Psychology in Physical Education and Sport*, Metropolitan, New Delhi.
- Kamlesh, M. L. (1988) *Physical Education Facts and Foundations*, P. B. Publications Pvt. Ltd., Faridabad.
- Kaur, Manjit & Sharma, R. C. (2007) *An Introduction to Health and Physical Education*, Tandon Publishers, Ludhiana.
- Singh, Ajmer and Others (2003) *Essentials of Physical Education*, Kalyani Publishers, Ludhiana.
- Thomas, J. P. *Organizations of Physical Education*, Garamodaya Press, Madras.
- Trinarayan and Hariharan (1986) *Method in Physical Education*, South India Press, Karnataka.
- Voltmeter, F. V. and Esslinger, A. L. (1964) *The Organisation and Administration of Physical Education*, Third Edition, The Times of India Press, Bombay.
- Willmore, J. H. Costall *Physiology of Sports and Exercises*, Human Kinetics Language Book Society, Champaign IL.
- Deol, Nishan Singh and Sharma, Monika (2010) *Teaching of Physical Education*, 21st Century Publication, Patiala.
- Buchar C.A. (1964) *Foundations of Phy. Education*, New York
- Manjul, J.U.S.C. (1965) *School Swasthya Shiksha*, Agra: Universal Publications.

(D) EVALUATION

External Examination	70 Marks
Internal Assessment	30 Marks
Attendance	6
Written Assignment/ project work	12
Two Mid - term Examinations	12

(E) INSTRUCTIONS FOR THE PAPER-SETTER

The question paper will consist of three Sections: A, B, and C. Section A and B will have four questions from the respective sections of the syllabus and will carry 10 marks each. Section C will consist of 15 questions of 2 marks each which will cover the entire syllabus uniformly and carry 30 marks in all.

(F) INSTRUCTIONS FOR THE CANDIDATES

Candidates are required to attempt two questions each from the sections A and B and the entire section C.

SEMESTER - II

PAPER-I: INDIAN EDUCATION AND CONTEMPORARY ISSUES

(A) Objectives

To enable the student teachers to:

- I. Understand the common links in the past and present system of Education.
- II. Analyze the developments in Indian education in post-independence era.
- III. Enable the students to analyze various issues concerning the development of education in India.
- IV. Understand the contribution of various major committees and commissions on education set up from time to time.
- V. Realize the importance of expansion, equity and excellence in higher education.

(B) Syllabus

SECTION-A

Education system: aims and general recommendations of university education commission (1948-49), secondary education commission (1952-53), Indian education commission (1964-66) and national education policy (1986) and report of review committee, programme of action (1992).

SECTION-B

Universalization of elementary and secondary education: concept, need and importance with special reference to Sarva Shiksha Abhiyan (SSA), Rashtriya Madhyamik Shiksha Abhiyan (RMSA), Right to Education (RTE); recommendations of National Knowledge Commission; problems in higher education: expansion, equity, excellence and privatization; Rashtriya Uchchatar Shiksha Abhiyan (RUSA).

Lecture	Tutorial	Practical	Total Hrs/week
5	1	0	6

Project

Awareness in rural/urban/slum area regarding RTE.

Report on SSA/ RMSA/ RUSA.

Report on Problems of Higher Education.

(C) BOOKS RECOMMENDED

Aggarwal, J.C. (2013) *Landmarks in the History of Modern Indian Education*, Vikas Publishing House, New Delhi.

Aggarwal, J.C (2007) *Modern Indian Education*. Shipra Publication, New Delhi.

Arya, P. P. (2006) *Higher Education and Global Challenges: System and Opportunities*. New Delhi: Deep and Deep Publications.

- Chauhan, C.P.S. (2013) *Modern Indian Education: Policies, Progress and Problems*. New Delhi: Kanishka Publishers and Distributors.
- Chaube, S.P. (2014) *History of Indian Education*. Agra: Shri Vinod Pustak Mandir.
- Dash, M. (2004) *Education in India: Problems and Perspectives*. Atlantic Publishers, New Delhi
- Ghosh, S. C. (2007) *The History of Education in Modern India: 1757-2007*. Orient Black Swan Private Limited, New Delhi
- Govt. of India (1948-49) *Radha Krishan Commission Report*.
- Govt. of India (1952-53) *Secondary Education Commission Report*.
- Govt. of India (1964-66) *Kothari Education Commission Report*.
- Govt. of India (1990) *Programme of Action – National Policy of Education*, Ministry of HRD, New Delhi.
- Govt of India (2013) *Eleventh Five Year Plan 2007-2012, Vol. II*, Oxford University Press, New Delhi.
- Jain, M.K. (2007) *Committees and Commissions: Elementary Education*. New Delhi: Shipra Publications.
- Kohli, V.K. (1996) *Indian Education and its Problems*. Vivek Publishers, Ambala.
- Kumar, Rajiv and Kumar, Narendra (2013) *Higher Education in India*. New Delhi: Atlantic Publishers.
- Madhukar, Indira (2003) *Changing Contexts of Higher Education*. New Delhi: Authors Press.
- Mukherjee, S.N. (1966) *History of Education in India; Modern Period*. Acharya Book Depot, Baroda.
- National Knowledge Commission (2007) *Report to the Nation 2006*. Government of India, New Delhi.
- Narula, S. & Naik, J.P. (1951) *A History of Education in India*. McMillan India Ltd.
- Kaur, I. & Khanna, R. K. (2006) *Development of Education System in India*. Twenty First Century Publications, Patiala.
- Pandey, R.S. (2005) *Indian Educational System*. New Delhi: Adhyayan Publishers and Distributors.
- Pathak, R. P. (2010) *Education in Modern India: Global Trends and Development*. Atlantic Publishers & Distributors, New Delhi.
- Rai, B.C. (1997) *History of Indian Education & its Problems*. Prakashan Kendra, Lucknow.
- Rawat, P.L. (1981) *History of Indian Education*. Ram Parsad & Sons, Agra.
- Slowey, Maria & Watson, David (2003) *Higher Education and the Life Course*. England: Open University Press.
- Stella, Antony (2001) *Quality Assessment in Indian Higher Education: Issues of Impact and Future Perspectives*. New Delhi: Allied Publishers Ltd.
- Thakur, Ghanshyam (2006) *Challenges and Problem of Management and Administration of Higher Education in India*. New Delhi: Sanjay Prakashan
- UNESCO (1990) *World Declaration on Education for All and Framework for Action to Meet Basic Learning Needs*. UNESCO, Paris.
- UNESCO (2000) *The Dakar Framework for Action for All: Meeting Our Collective Commitments*. UNESCO, Paris.
- Walia, J.S. (1998) *Modern Indian Education and its Problems*. Paul Publishers, Jalandhar.

(D) EVALUATION

External Examination	70 Marks
Internal Assessment	30 Marks
Attendance	6
Written Assignment/ project work	12
Two Mid - term Examinations	12

(E) INSTRUCTIONS FOR THE PAPER-SETTER

The question paper will consist of three Sections: A, B, and C. Section A and B will have four questions from the respective sections of the syllabus and will carry 10 marks each. Section C will consist of 15 questions of 2 marks each which will cover the entire syllabus uniformly and carry 30 marks in all.

(F) INSTRUCTIONS FOR THE CANDIDATES

Candidates are required to attempt two questions each from the sections A and B and the entire section C.

PAPER-II (A) EDUCATIONAL TECHNOLOGY

(A) Objectives

To enable the student teachers to:

- i. Understand the role of educational technology and modern innovations in teaching-learning process.
- ii. Analyze the process of teaching and learning.
- iii. Understand the role of mass-media in education.
- iv. Understand and various techniques of modification of teacher behaviour.
- v. Apply the different aspects of educational technology in actual class room situations.

(B) Syllabus

SECTION-A

Educational Technology: concept, characteristics, importance, types and their role in education; teaching and learning: concept, characteristics and relationship between teaching and learning; variables and phases of teaching; communication process: concept, types, modes, process and barriers, use of modern techniques of communication in education – teleconferencing, e-learning, m-learning , smart, flipped and virtual classrooms.

SECTION-B

Models of Teaching: fundamental elements, Glaser’s basic teaching model and Bruner’s concept attainment model; action research: meaning, goals and steps in action research; techniques of behaviour modification of teachers: micro teaching, Flander’s interaction analysis with interpretation; evaluation: need and importance, tools of evaluation, formative, summative, diagnostic evaluation, continuous and comprehensive evaluation (CCE).

Lecture	Tutorial	Practical	Total Hrs/week
2	0	1	3

Practical:

- 1. Critical analysis of transaction of classroom interaction (FIAS)
- 2. Preparation of one lesson plan using ICT integrated system on any topic of secondary level.
- 3 Conducting a virtual session in class.
- 4. Action research on any relevant topic.

(C)BOOKS RECOMMENDED

- Buch, M.B., & Santharam M.R.(1972) : *Communication in Classroom*. Baroda: CASE, Faculty of Ed. & Psy., M. S. University, Baroda.
- Bhartiya, K.K., Narang, : *Foundations of Teaching Learning Process*. Ludhiana: Tandon Publishers.
- C.L., & Sidhu, H.S.(2001)
 Bhushan, A.,& Ahuja,: *Educational Technology*. Patiala: Bawa Publications.
- M. (2002)
 DeCeeco, John P.(1977) : *Psychology of Learning and Instructions*. New Delhi: Prentice Hall of India.
- Jangira & Singh (1982) : *Teaching Skills: Micro Teaching Approach*. New Delhi: NCERT.
- Kochher, S.K.(1971) : *Secondary School Administration*. New Delhi: Sterling Publishers Pvt. Ltd.
- Kumar, K.L. (2008) : *Educational Technology* (second rev. ed.). New Delhi: New Age International Pvt. Ltd. Publishers
- Mangal, S.K., & Mangal,: *Essentials of Educational Technology*. New Delhi: PHI Learning Pvt. Ltd.
- Uma (2010)
 Mohanty, J. (2001) : *Educational Technology*. New Delhi: Deep & Deep Publications Pvt. Ltd.
- Mukhopadhyay, M. (1990) : *Educational Technology- Challenges & Issues*. New Delhi: Sterling Publishers Pvt. Ltd.
- Mukhopadhyay, M. (1990): *Educational Technology–Year Book(1988)*. New Delhi: All India Association for Educational Technology.
- Passi, B.K.(1976) : *Becoming Better Teachers, Micro-Teaching Approach*. Ahmedabad: Sahitya Mudeneha.
- Sachdeva, M.S. (2008) : *Essentials of Education Technology and Management*. Patiala: Twenty First Century Publications.
- Sachdeva, M.S. & Kumar, Sushil (2007): *Educational Technology*. Patiala: Twenty First Century Publications.
- Sampath, K. et al. (1990) : *Introduction of Educational Technology*. New Delhi: Sterling Publishers Pvt. Ltd.
- Sharma, R.A. (2006) : *Technological Foundations of Education*. Meerut: R. Lall Book Depot.
- Sharma, R.N., & Chandra, : *Advanced Educational technology*. New Delhi: Atlantic Publishers S.S. (2003) and Distributors.
- Sharma, T.R. (2005) : *Educational Technology* (Pbi.). Patiala: Twenty First Century Publications.
- Sodhi, G.S. & Dutt, : *Educational Technology*. Chandigarh: Sumir Publishers.
- Sunil (1993)
 Mehra, V. (2004) : *Educational Technology*. New Delhi: S.S. Publishers.
- Thakur, A.S. & Berwal, Sandee (2011): *Essentials of Education Technology*. Patiala: Twenty First Century Publications.

(D) EVALUATION

External Examination	35 Marks
Internal Assessment	15 Marks
Attendance	3

Practical	6
Two Mid - term Examinations	6

(E) INSTRUCTIONS FOR THE PAPER-SETTER

The question paper will consist of three Sections: A, B, and C. Section A and B will have two questions from the respective sections of the syllabus and will carry 10 marks each. Section C will consist of 15 objective type questions of 15 marks in all which will cover the entire syllabus uniformly.

(F) INSTRUCTIONS FOR THE CANDIDATES

Candidates are required to attempt one question each from the sections A and B and the entire section C.

PAPER-II (B) SCHOOL MANAGEMENT

(A) Objectives

To enable the student teachers to:

- i. Understand & develop the qualities worthy of teachers & headmaster.
- ii. Acquaint the students with such aspects of school as time table, discipline, co-curricular activities, inspection & supervision etc.
- iii. Understand and explain facts, concepts and principles underlying school management.

(B) Syllabus

SECTION-A

School Management: concept, nature, need, scope and functions; class management: large, small, tutorial and practical; school personnel: principal/headmaster, responsibilities and qualities of a headmaster and a teacher, relationship of headmaster and teacher, teacher effectiveness, characteristics and maintenance of a school plant; time table: concept, importance and principles of construction of school time table.

SECTION-B

Discipline : meaning, concept, importance and causes of indiscipline; co-curricular activities: meaning, types and principles of organizing co- curricular activities, organization of morning assembly, field trips, NCC, dramatics, debates and discussions, declamation and symposia; school records: maintenance, importance, requisites and types.

Lecture	Tutorial	Practical	Total Hrs/week
2	0	1	3

Project

- School effectiveness report
- Teacher effectiveness report

(C) BOOKS RECOMMENDED

Mathur, S.S. (1990) : *Educational Administration and Management*. The Indian Press, Ambala.

- Mohanty, Jagannath (1998) : *Educational Administration: Supervision and School Management*. Deep and Deep Publications, New Delhi.
- Sachdeva, M.S. (2001) : *School Management*. Bharat Book Centre, Ludhiana.
- Safaya, R. & Shaida, B.D.(1979) : *School Organization*. Dhanpat Rai, Delhi.
- Sarkaria, M.S, Singh, J. & : *Modern school management*. Kalyani Publishers, Ludhiana.
- Gera, M. (2008)
- Sharma, R.N. (2004) : *Educational Administration, Management, and Organization*. Surjeet Publications, New Delhi.
- Sodhi, T.S and Suri, Aruna (2002) : *Management of School education*, Bawa Publications, Patiala.

(D) EVALUATION

External Examination	35 Marks
Internal Assessment	15 Marks
Attendance	3
Project	6
Two Mid - term Examinations	6

(E) INSTRUCTIONS FOR THE PAPER-SETTER

The question paper will consist of three Sections: A, B, and C. Section A and B will have two questions from the respective sections of the syllabus and will carry 10 marks each. Section C will consist of 15 objective type questions of 15 marks in all which will cover the entire syllabus uniformly.

(F) INSTRUCTIONS FOR THE CANDIDATES

Candidates are required to attempt one question each from the sections A and B and the entire section C.

PAPER – III & IV

INTERNSHIP IN TEACHING

These papers will consist of school-based teaching experience of two school subjects of 100 marks each. The following requirements are to be met during teaching practice will be for forty days:

- i. Fifteen lessons in each subject
- ii. Five simulated lessons in each subject
- iii. Five observation lessons in each subject
- iv. Action Research project during internship
- v. Organization of activities in school
- vi. Service Learning/ Community service for five days

At least fifty percent of the lessons delivered by a candidate should be elaborately supervised and supervisor's remarks, comments and suggestions on each lesson should be written on the candidate's lesson note book. The Principal of the college /Head of the Department will certify on the lesson note book of the candidates that the above requirements have been completed. Internship will be completed before the commencement of the university examination.

Internal evaluation for each paper will be of 40 marks. The distribution of internal evaluation will be as under:

(a) Simulated teaching	10 Marks
(b) Action Research	10 Marks
(c) Performance during internship	10 Marks

(d) Service Learning/Community Service 10 Marks

During the examination of Skill in Teaching, a period should have duration of 25 to 35 minutes. Two lessons (one in each subject) of 60 marks each will be evaluated by a panel of external examiners.

For external evaluation of 60 marks in each teaching subject, the external coordinator will ensure uniformity in the standard of evaluation of different examiners. Only college /university teachers would be approved as examiners.

EVALUATION

The Principal of the college/ Head of the Department will arrange orientation programmes for skill in teaching practice. Evaluation in all items (a to d) will be internal and done by the teacher concerned.

PAPER V: SESSIONAL WORK

(A) (i) BLACK BOARD WRITING AND SKETCH MAKING

(A) Syllabus

Simple sketches of the following shapes and objects: Square, rectangle, triangle, cube, book, slate, brick, match box, Round objects, glass, flowerpot, mug, bottle, jug, thermos bottle, flask, pitcher, bucket, tub, Common trees, fruits and vegetables, Birds and animals, Stick Figures: walking slow, walking fast, running, jumping, playing hockey, football, volley-ball, basket-ball, cricket, pushing and pulling; Face Expression: Simple faces showing different face expressions; Black Board Writing and Script Writing: In English/Punjabi/Hindi (Every student will opt for any two scripts).

Note: Every student will keep a record of the practical work done during the session which will carry marks in the annual examination. Students are allowed to use colors wherever required.

Lecture	Tutorial	Practical	Total Hrs/week
0	0	3	3

(B) Evaluation

External - 35

External evaluation will be done by external examiner.

Internal - 15

Attendance - 03

Record File - 05

Performance in class - 07

(i) ORGANIZATION AND PARTICIPATION IN CO-CURRICULAR ACTIVITIES

(A) Syllabus

The students will be required to organize and participate in different co-curricular and extra-curricular activities.

Educational quiz / tours / excursions / trips; Speech/singing/reciting/histrionics/mono acting/dancing / participation in morning assembly; Individual hobbies-painting, stamp-collecting, sketching, photography / wall magazine / contribution in the college magazine, etc.; Campus improvement: Class-room, playground, hedge, flower-bed, flower-pot (Each student to be allotted a corner or item).

Viva regarding importance, objectives and content of the above activities.

Lecture	Tutorial	Practical	Total Hrs/week
0	0	3	3

(B) Evaluation

External 35

External evaluation will be done by external examiner.

Internal - 15

Attendance - 03

Record File/ Report - 05

Performance in class - 07

(B) ADD-ON SKILLS

(i) COMPUTER APPLICATIONS

(A) Objectives

To enable the student teachers to:

- (i) Know about computer and its components.
- (ii) Understand functioning of different parts of computer.
- (iv) Use internet services such as e mail and chat.
- (iii) Make power-point presentations.

(B) Syllabus

MS-Word: Creation, opening and saving of a document, editing and formatting (font properties and paragraph settings, spell checking), printing (page setup, print preview). Creating a table, entering and editing text in table and changing format of a table.

MS-PowerPoint: introduction to slides, views, creation of PowerPoint Presentation (Inserting, deleting slides, formatting), Slide transitions and animation, inserting audio, video, image and managing slide show; internet : e mail, browsing websites, downloading, use of Skype.

Lecture	Tutorial	Practical	Total Hrs/week
0	0	3	3

Evaluation

External - 35

External evaluation will be done by external examiner.

Internal - 15

Attendance - 03

Power point presentation - 05

Performance in class - 07

BOOKS RECOMMENDED

Singh, Arjinder (2009) : *Modern Approach to Computer Education*. Jalandhar: modern publisher
 Sharma, L. (2006) : *Computer Education*. Ferozpur Cantt: Wintech Publications.
 Sinha, P. K. (1992) : *Computer Fundamentals*. New Delhi: BPB.
 Subramanina, N. (1988) : *Introduction to Computers (Fundamentals of Computer Science)*. New Delhi: Tata Mc Graw Hill.

(i) COMMUNICATION SKILLS & PERSONALITY DEVELOPMENT

(A) Objectives

To enable the student teachers to:

1. Understand the four components of Communication Skills such as LSRW.
2. Be acquainted with the correct usage of language items in their daily conversational activities.
3. Overcome various communication barriers for better social interaction.
4. Evaluate oneself for an integrated personality grooming inclusive of soft skills.

(B) Syllabus

Skills of Effective Communication; Correct Usage of Vocabulary/Basic Grammar/Syntax formation; Right body language for right conversation; Using different strategies to overcome speaking hesitations; Positive attitude, self-assessment (SWOT-Analysis) self-discipline; Inter-personal/soft skills; Etiquettes.

Lecture	Tutorial	Practical	Total Hrs/week
0	0	3	3

(C)Evaluation

External – 35

Evaluation will be done by external examiner.

Internal – 15

- Attendance - 03
- Mock interviews -03
- Group/Panel discussion - 03
- Role Playing -03
- Brain-storming - 03

BOOKS RECOMMENDED

Chaudhry, Shreesh (2004): *Better Spoken English*, Vikas Publishing House Pvt. Ltd.
 Kapoor, Mahesh (2004) : *A Complete Guide for Personality Development*, Student Book Depot.
 Sharma, S.P. (2005) : *Youngsters' Guide for Personality Development*, Pustak Mahal.
 Sreevalsan, M.C. (2005) : *Spoken English-A Hands on Guide to English Conversation Practice*, Vikas Publishing House Pvt. Ltd.

(i) YOGA AND HEALTH EDUCATION

(A) Objectives

To enable the student teachers to:

- (i) Know the meaning, importance of various yoga aasnas and to apply in their life.
- (ii) Understand the importance of good posture and common postural deformities.
- (iii) Make them aware about the concept of health education.

(iv) Promote an understanding of personal hygiene to explain various communicable diseases.

(B) Syllabus

Yoga Asnas : meaning, importance; meditation: benefits; Classification of yoga asnas: Padma, Sidha, Vajra (Meditative); Shava and Makar (Relaxive); Bhujang, Ushtra, Chakra, Ardhamatryendra, Pashimottar, Dhanur, Sarvang (Cultural); Health : Concept and factors influencing health; Health Education: Meaning, importance, objectives; Communicable diseases: Meaning, causes and preventive measures of Typhoid, AIDS, Chicken Pox, Cholera, Tuberculosis, Measles; Personal Hygiene.

Lecture	Tutorial	Practical	Total Hrs/week
0	0	3	3

(C) Evaluation

External – 35

External evaluation will be done by external examiner.

Internal – 15

Attendance - 03

Performance in class – 07

Viva – 05

(D) BOOKS RECOMMENDED

Aggarwal, J.C.: *Health and Physical Education*, Shipra Publications.

Besant, A.: *An Introduction of Yoga*, Cosmo, New Delhi.

Brar, R. S.: *Health Education*, Kalyani publication, Ludhiana.

Kaul, Anjana (2014) : *Yoga Education*. New Delhi: APH Publishing Corporation.

Kumar, Arun (2011): *Yoga Education* (Hindi). Patiala: Twenty First Century Publications.

Sharma, R.C. & Kaur, M.: *An introduction to Health and Physical Education*, Tandon publications, Ludhiana.

Singh, Nishan (2008) : *Health and Physical Education*. Patiala: Twenty First Century Publications.

Swami K. : *Asanas*, Popular Parkashan, Bombay.

Verma, K.K.: *Yoga Education*, Ijaya publications, Ludhiana.

(ii) COMMUNITY SERVICE

(A) Objectives

To enable the student teachers to:

- i. Be sensitized to various social problems, issues and Ideas where they can contribute in a meaningful way.
- ii. Create an environment of work culture based on mutual work, co-operation and Team work.
- iii. Develop a deep faith in dignity of labour and life of active social involvement.
- iv. Develop asthetic, creative and innovative abilities.
- v. Work for the preservance, promotion and spread of cultural values & cultural heritage.

(B) Syllabus

Cleanliness and beautification of surroundings; Participation in NSS/ NCC Activities or Working in social service centres like old age home, hospitals, institutions for blind, orphan houses, any other social service centre or NGO's /GO's; Helping the

needy- Donating Blood/Organ Donation Awareness camps/Literacy camps/HIV awareness camps/health and hygiene awareness camps; Tree plantation or growing of ornamental plants; Identification of needy women and providing help; coaching to needy students; guidance and counselling to older people and needy children

Project report-The students will maintain a project report on activities performed during community service.

Lecture	Tutorial	Practical	Total Hrs/week
0	0	3	3

(C)Evaluation

External – 35

External evaluation will be done by external examiner.

Internal – 15

Attendance - 03

Performance in class – 05

Project Report – 05

Visit to old age home/ orphanage