

PUNJABI UNIVERSITY, PATIALA

**ORDINANCES
AND
OUTLINES OF EXAMINATION
SYLLABI AND COURSES OF READING
FOR
BACHELOR OF EDUCATION (B.Ed.)
(SEMESTER SYSTEM)**

**REGULAR
&
CENTRE FOR DISTANCE AND
ONLINE EDUCATION
for
2024-2026 & 2025-2027 Batch**

Note: Punjabi University, Patiala reserves the right to amend Regulations, Scheme of Examinations, Pass Criteria, Scheme of Studies and courses of study as and when it deems necessary. The Colleges of Education are required to strictly follow the syllabi prescribed by the University. No deviation is permissible.

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I

**ORDINANCES
FOR
BACHELOR OF EDUCATION (B.Ed)
(REGULAR & CENTRE FOR
DISTANCE AND ONLINE
EDUCATION)**

1. An examination for the degree of Bachelor of Education in all written papers shall be held in four parts to be called B.Ed. Semester I, B.Ed. Semester II, B.Ed. Semester III and B.Ed. Semester IV. The examination will be held in the months of December and May or at such other dates as may be fixed by the Academic Council. The examination for school internship shall be held in the month of December or at such other dates as may be fixed by the Academic Council. A supplementary examination shall be held in the months of December and May or as fixed by the Academic Council. The examination shall be open to candidates who have been declared as reappear.
2. The examination shall be open to:
 - a) Any graduate of this University or any other statutory University, who after passing the examination for the Bachelor's degree in the faculty with 50% marks, has undergone the course of training for the Degree of Bachelor of Education for two year at a Department of University /college admitted to the privileges of the University for this examination and has attended not less than 75% of the total number of lectures delivered in each paper/subject and 75% of the periods held in practicals/internship/field engagement, in each paper/subject during the academic year*. (The college/department of university shall be required to deliver at least 75% of the total number of lectures prescribed for each paper/subject). The shortage in the attendance of lectures by the candidates will be condoned as per the university rules.
3. (a) (i) The candidates will be required to pay examination fee as prescribed by the University from time to time.
(ii) Last date by which the examination forms and fees for the external examinations must reach the Deputy Registrar (Examinations) shall be as follows:-

Annual Examination	Without Late Fee	With Rs.800/- Late Fee	With Rs.1200/- Late Fee	With Rs. 5000/- Late Fee	With Rs. 10,000/- Late Fee
Regular Students	21 st December	12 th January	12 th February	28 th February	15 th March
Private Students	15 th October	15 th November	15 th December	15 th January	15 th March
Supplementary Examination	15 th July	31 st July	16 th August	31 st August	10 th September

* No Examination Form will be accepted after this date.

- (b) Candidates shall submit their admission forms and fee for admission to the examination countersigned by the authorities as mentioned in the relevant Ordinances.

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**A student who is unable to appear in the examination owing to shortage in the prescribed course of lectures in the subject or subjects may be allowed to appear at the following examination, if he, makes up the deficiency in the subject or subjects concerned by attending lectures at a department of university/ college admitted to the privileges of the Punjabi University.*

4. The examination shall consist of the three parts as under :

Part-I	Theory
Part-II	School Internship
Part-III	Field engagement/Practicum.

The scheme of examination- both external and internal- will be continuous and comprehensive.

5. The syllabus shall be such as prescribed by the University from time to time.
6. Internal assessment marks as indicated under the parts concerned shall be recorded by the Principal of the college/ Head of the department on the recommendation of the teacher-incharge during the period of internship/field engagement. The marks thus awarded shall be forwarded by the Principal/ Head of the department to the University office. University may appoint an observer to inspect the record of the internal assessment of the internship/other field engagement/any practicum.
7. English, Punjabi and Hindi shall be the medium of Examination. Question paper shall be set both in English and Punjabi languages.
8. The number of marks required to pass the examination shall be as under:

Each paper will consist of 100 marks, out of which 30% weightage will be for internal assessment and 70% for the end semester exam. The minimum number of marks required to pass the examination shall be 35% marks in the aggregate of internal marks and end semester exam. Provided that where there is practical, a candidate shall be required to pass in practical examinations separately with 35% marks.

- (i) If a student gets 'F; grade' in a subject, he/she will appear for reappear exam only and his/her internal marks obtained during regular semester will be considered and carried forward.

Note: The Internal Assessment will be formulated and sent to COE as per prescribed schedule. Failing which the result of concerned candidates will be shown as RL.

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- (ii) If student gets 'D' grade (Detained) in a subject, then he/she will have to appear in reappear exam as well as internal examination. However, internal examination in this case will carry maximum marks equal to the total internal marks. For e.g. if internal weightage is 30% of total 100 marks for a paper, then this special internal test will be of 30 marks. Candidate will submit application to the Head of the Department/ Principal for this purpose.
- (iii) The candidates who need to reappear only in external examination, their internal marks will be carried forward.

Grace marks shall be allowed according to Ordinances relating to 'Award of Grace Marks'.


9. There will be no condition of passing papers for promotion from odd semester to even semester in an academic session. To qualify for admission to 2nd year of the B.Ed. Course, the candidate must have passed 50 % of total papers of the two semesters of the 1st year.

A candidate placed under reappear in any examination will be allowed two chances to clear the reappear, which shall be available within consecutive two years/chances i.e. to pass in a paper the candidate will have a total of three chances- one as regular student and two as a reappear candidate.

10. A candidate who fails shall be permitted to take the examination in which he fails. Such a candidate shall pay prescribed examination fee on each occasion. He shall be permitted to appear in the supplementary examination of the same semester and at the next semester examination in the following year on payment of prescribed examination fee on each occasion. There will be provision of preponement as per university rules.
11. The successful candidates shall be classified as under:
- a) 60 per cent and above, first division.
 - b) 50 per cent and above, but less than 60 per cent, second division.
 - c) Below 50 per cent, third division.

The result published will indicate the divisions mentioned above and the marks obtained by the candidate on the combined total of four semesters. The detailed certificate will indicate marks obtained in each of the semester in each paper. The merit of a candidate shall be determined on the basis of the total scores obtained in four semesters.

12. Four weeks after the termination of the examination or as soon as may be the Registrar shall publish a list of the candidates who have passed.


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13. The marks awarded to a candidate in the internal assessment will be carried forward when he is permitted to reappear in subsequent examination. The marks obtained by candidate in Internal Assessment shall be valid even if he remains absent in the external examination.
14. (i) A person who has already passed the B.Ed. examination from this University may be allowed to offer an additional subject from any of the offered subjects other than those in which he/she has already passed the B.Ed. examination. In case of teaching subject such as language, Mathematics, Science or Social Studies, the candidate should have already passed the graduate/post-graduate examination with that particular subject as an elective subject. In addition to the written paper, the candidate shall undergo practical test in the teaching of the additional subject taken by him and for this he shall complete internship/field engagement/practicum (as prescribed for the completion of the course) under approved supervision. College/ Department of the university will allow admission in those subjects where facilities are available.

(ii) In the colleges of education affiliated to the Punjabi University, Patiala, candidates who have passed B.Ed. from this University can join as casual students. The rules pertaining to the Methodology of Teaching which are applicable for regular students, also apply to those who take an additional teaching subject. This includes internship/field engagement/practicum under the supervision of college of education covering demonstration, observation and discussion lesson etc. The required teaching aids pertaining to the additional subject will have to be deposited.

A teacher, who has a teaching experience of 5 years in a recognized educational institute and wants to offer a teaching subject as an additional subject, will be exempted from school internship. However, he/she will have to deliver the required discussion lessons and will deposit the relevant teaching aids in the colleges of Education/University department.

The candidates will deposit fee for each semester and will send his admission form and fee for examination through the concerned Principal/Head of the University Department.

The examination for such candidate shall be held in the month of December and May. Examination for Methodology of Teaching will held on dates as may be fixed by the Academic Council. The amount of examination fee to be paid for appearing in additional subject under these ordinances shall be as prescribed. The minimum number of marks for passing the additional subject for B.Ed. Examination shall be 35% for theory paper and 40% for Internship.


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V

BACHELOR OF EDUCATION (B.ED)
(2 YEAR PROGRAMME)
**(REGULAR & CENTRE FOR DISTANCE &
ONLINE EDUCATION)**



(For 2024-26 & 2025-27 Batch)


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SYLLABUS

BACHELOR OF EDUCATION (B.Ed.)

PROGRAM CODE- EDUBED2PUP

(2- YEAR PROGRAMME)

FOR SESSIONS 2024-25 & 2025-26

(Regular & Centre for Distance and Online Education)

OUTLINES OF EVALUATION

The syllabi of B.Ed. Course will consist of following three parts;

PART-I	: Theory	1500 Marks
PART-II	: Skill in Teaching	260 Marks
PART-III	: Sessional Work	40 Marks
	Total	1800 Marks

SEMESTER-I

PART-I: THEORY

- (i) Evaluation in this part will be external as well as internal.
- (ii) Each theory paper I, II and III will be of three hours duration.
- (iii) Each theory paper IV & V pedagogy of a school subject I & II will be of 1 ^{1/2} hours duration.
- (iv) Each theory paper VI (Library Resources and Art in Education) and Paper VII (Experiential Learning) will be of 1 and ½ hours.

SEMESTER-II

PART-I: THEORY

- (i) Evaluation in this part will be external as well as internal
- (ii) Each theory paper VIII, IX and X will be of three hours duration.
- (iii) Each theory XI & XII Pedagogy of a school subject I & II will be of 1 ^{1/2} hours duration.
- (iv) Each theory paper XIII (School Management) and Paper XIV (Enriching Learning Through ICT) will be of 1 and 1/2 hours.


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SEMESTER III

- (i) Evaluation in this part will be external as well as internal.
- (ii) Evaluation Skill-in-Teaching Paper XV & XVI will be external as well as internal.
- (iii) Evaluation in this sessional work XVII will be internal.

SEMESTER IV

- (i) Evaluation in this part will be external as well as internal.
- (ii) Evaluation XVIII (Assessment for Learning) will be of three hours duration.
- (iii) Evaluation XIX (Gender, School and Society) XX (Inclusive School), XXI (Understanding the Self), XXII (Reading and Reflecting on Texts), XXIII (Strengthening Language Proficiency), XXIV (Health and Physical Education), XXV & XXVI (Optional Courses) will be of one and a half hours.



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PROGRAM NAME: BACHELOR OF EDUCATION (B.Ed.)

PROGRAM CODE: EDUBED2PUP

Semester - I

Total Credits: 20

Course Name	Course Code	Credits
Philosophical Perspective in Education	EDUBED1101T	4
Psychological Perspective in Education	EDUBED1102T	4
Teaching – Learning Process	EDUBED1103T	4
Pedagogy of School Subject (Part I) (Subject I)	EDUBED1104T	2
Pedagogy of School Subject (Part I) (Subject II)	EDUBED1105T	2
Library Resources and Art in Education	EDUBED1106T	2
Experiential Learning	EDUBED1107T	2

Semester – II

Total Credits: 20

Course Name	Course Code	Credits
Sociological Perspective in Education	EDUBED1201T	4
Educational Policy and Planning in Contemporary India	EDUBED1202T	4
Curriculum Development	EDUBED1203T	4
Pedagogy of School Subject (Part II) (Subject I)	EDUBED1204T	2
Pedagogy of School Subject (Part II) (Subject II)	EDUBED1205T	2
School Management	EDUBED1206T	2
Enriching Learning Through ICT	EDUBED1207T	2

Semester – III

Total Credits: 12

Course Name	Course Code	Credits
School Internship- Subject-I	EDUBED2301P	5
School Internship- Subject-II	EDUBED2302P	5
Engagement with Community	EDUBED2303P	2


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Course Name	Course Code	Credits
Assessment for Learning	EDUBED2401T	4
Gender, School and Society	EDUBED2402T	2
Inclusive School	EDUBED2403T	2
Understanding the Self	EDUBED2404T	2
Reading and Reflecting on Texts	EDUBED2405T	2
Strengthening Language Proficiency	EDUBED2406T	2
Health and Physical Education	EDUBED2407T	2
Guidance and Counseling (Option i)	EDUBED2408T	2
Human Rights and Value Education (Option ii)	EDUBED2409T	2
Experiential Learning and Work Education (Option iii)	EDUBED2410T	2
Distance and Open Learning (Option iv)	EDUBED2411T	2
Teacher Education (Option v)	EDUBED2412T	2
Life Skill Education (Option vi)	EDUBED2413T	2
Special Education (Option vii)	EDUBED2414T	2
Comparative Education (Option viii)	EDUBED2415T	2
Vocational Education (Option ix)	EDUBED2416T	2
Environment Education (Option x)	EDUBED2417T	2


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SEMESTER – I

Paper	Subject	SUBJECT CODE	Credits	External	Internal	Total
I	Philosophical Perspective in Education	EDUBED1101T	4	70	30	100
II	Psychological Perspective in Education	EDUBED1102T	4	70	30	100
III	Teaching - Learning Process	EDUBED1103T	4	70	30	100
IV	Pedagogy of a School Subject (Part I) (Subject I)	EDUBED1104T	2	35	15	50
V	Pedagogy of a School Subject (Part I) (Subject II)	EDUBED1105T	2	35	15	50
	<p>Note: The candidate will choose any two subjects out of the followings for the paper Pedagogy of School subject I and II:</p> <p>Languages</p> <p>(i) Teaching of English (ii) Teaching of Punjabi (iii) Teaching of Hindi (iv) Teaching of Urdu (v) Teaching of Sanskrit</p> <p>Science</p> <p>(vi) Teaching of Science (vii) Teaching of Physical Science (viii) Teaching of Life Science</p> <p>Mathematics</p> <p>(ix) Teaching of Mathematics</p> <p>Computer Science</p> <p>(x) Teaching of Computer Science</p> <p>Commerce</p> <p>(xi) Teaching of Commerce</p> <p>Social Sciences</p> <p>(xii) Teaching of Social Studies (xiii) Teaching of Economics (xiv) Teaching of Geography (xv) Teaching of Political Science (xvi) Teaching of History (xvii) Teaching of Sociology</p> <p>Home Science</p> <p>(xviii) Teaching of Home Science</p> <p>Agriculture</p> <p>(xix) Teaching of Agriculture</p> <p>Fine Arts</p> <p>(xx) Teaching of Fine Arts</p> <p>Music</p> <p>(xxi) Teaching of Music</p> <p>Physical Education</p>					


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	(xxii) Teaching of Physical Education					
VI	Library Resources and Art in Education	EDUBED1106T	2	35	15	50
VII	Experiential Learning	EDUBED1107T	2	35	15	50
	Total					500

SEMESTER – II

Paper	Subject	SUBJECT CODE	Credits	External	Internal	Total
VIII	Sociological Perspective in Education	EDUBED1201T	4	70	30	100
IX	Educational Policy & Planning in Contemporary India	EDUBED1202T	4	70	30	100
X	Curriculum Development	EDUBED1203T	4	70	30	100
XI	Pedagogy of a School Subject (Part II) (Subject I)	EDUBED1204T	2	35	15	50
XII	Pedagogy of a School Subject (Part II) (Subject II)	EDUBED1205T	2	35	15	50
	<p>Note: The candidate will choose any two subjects out of the followings for the paper Pedagogy of School subject I and II:</p> <p>Languages</p> <p>(i) Teaching of English (ii) Teaching of Punjabi (iii) Teaching of Hindi (iv) Teaching of Urdu (v) Teaching of Sanskrit</p> <p>Science</p> <p>(vi) Teaching of Science (vii) Teaching of Physical Science (viii) Teaching of Life Science</p> <p>Mathematics</p> <p>(ix) Teaching of Mathematics</p> <p>Computer Science</p> <p>(x) Teaching of Computer Science</p> <p>Commerce</p> <p>(xi) Teaching of Commerce</p> <p>Social Sciences</p> <p>(xii) Teaching of Social Studies (xiii) Teaching of Economics (xiv) Teaching of Geography (xv) Teaching of Political Science (xvi) Teaching of History</p>					


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	(xvii) Teaching of Sociology Home Science (xviii) Teaching of Home Science Agriculture (xix) Teaching of Agriculture Fine Arts (xx) Teaching of Fine Arts Music (xxi) Teaching of Music Physical Education (xxii) Teaching of Physical Education					
XIII	School Management	EDUBED1206T	2	35	15	50
XIV	Enriching Learning Through ICT	EDUBED1207T	2	35	15	50
	Total					500


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SEMESTER – III

Paper	Nomenclature	Course Code	External Assessment	Internal Assessment
XV & XVI	School Internship- Subject I	EDUBED2301T	100	30
	School Internship- Subject II	EDUBED2302T	100	30
XVII	Engagement with Community (Experiences for Social and Environmental Sensitivity)	EDUBED1203T		40
	Total		300	

SEMESTER - IV

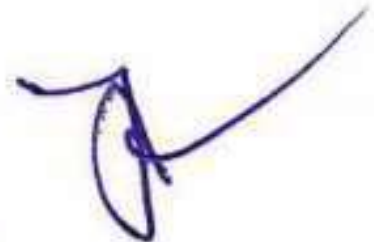
Paper	Nomenclature	Course Code	Theory	Internal Assessment
XVIII	Assessment for Learning	EDUBED2401T	70	30
XIX	Gender, School and Society	EDUBED2402T	35	15
XX	Inclusive School	EDUBED2403T	35	15
XXI	Understanding the Self	EDUBED2404T	35	15
XXII	Reading and Reflecting on Texts	EDUBED2405T	35	15
XXIII	Strengthening Language Proficiency	EDUBED2406T	35	15
XXIV	Health and Physical Education	EDUBED2407T	35	15
XXV & XXVI	Optional Courses (Any Two)			
(i)	Guidance and Counseling (Option i)	EDUBED2408T	35	15
(ii)	Human Rights and Value Education (Option ii)	EDUBED2409T	35	15
(iii)	Experiential Learning and Work Education (Option iii)	EDUBED2410T	35	15
(iv)	Distance and Open Learning (Option iv)	EDUBED2411T	35	15
(v)	Teacher Education (Option v)	EDUBED2412T	35	15
(vi)	Life Skills Education (Option vi)	EDUBED2413T	35	15
(vii)	Special Education (Option vii)	EDUBED2414T	35	15
(viii)	Comparative Education (Option viii)	EDUBED2415T	35	15
(ix)	Vocational Education (Option xi)	EDUBED2416T	35	15
(x)	Environment Education (Option x)	EDUBED2417T	35	15

Total Marks = 1800



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PROGRAMME SPECIFIC OUTCOMES (PSO) FOR B.ED.	
PROGRAM CODE: EDUBED2PUP	
PSO 1	Develop teaching competence with knowledge of learner-centered teaching methods, understanding of paradigm shift in conceptualizing disciplinary knowledge in school curriculum, necessary competencies for organizing learning experiences
PSO 2	Develop and apply pedagogical skills for teaching and dealing with classroom problems.
PSO 3	Apply the knowledge of Philosophy, Sociology and Psychology while pursuing teaching profession and dealing with students in the context of school education.
PSO 4	Demonstrate a critical engagement with education policies and programmes across different levels of education.
PSO 5	Critically think, reflect and analyse issues and problems in the Indian education context.
PSO 6	Situate education practices in historical, political and socio-cultural contexts both locally and globally.
PSO 7	Demonstrate analytical and professional skills related to teaching-learning process and curriculum development,
PSO 8	Demonstrate an understanding of different theoretical perspectives on learning and reflect on their own understanding of the nature and kinds of learning.
PSO 9	Demonstrate an understanding of diverse teaching skills at different phases of instruction at school level.
PSO 10	Demonstrate the use of various teaching-learning aids and technological tools in teaching-learning process.
PSO 11	Demonstrate an understanding of the various procedures and techniques of evaluation and their classroom applications.
PSO 12	Demonstrate gender sensitivity and understand the gender issues faced by schools.
PSO 13	Demonstrate sensitivity to social inclusion and familiarize with the legal and policy perspectives for inclusion in education.
PSO 14	Apply the knowledge and skills to deal with issues confronting contemporary society like environmental problems, human rights violation, value crisis etc.
PSO 15	Demonstrate academic integrity and professional ethics by keeping self-abiding to rules, regulations, values and high standards in teaching.


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SEMESTER-I

PAPER-1: PHILOSOPHICAL PERSPECTIVE IN EDUCATION

SUBJECT CODE: EDUBED1101T

Max. Marks: 100

External: 70

Internal: 30

(A) COURSE OUTCOMES

After completion of the course the student teacher will be able to:

- Understand the concept, nature and scope of philosophy.
- Understand inter-relation of education and philosophy.
- Understand the different schools of philosophies and their contribution to education.
- Know the contribution of Indian thinkers who contributed in Education.
- Know and understand the role of education for the teachers to cement the national and emotional integration in a multi linguistic-pluralistic society.
- Understand the reflection of different education commissions and policies on the different aspects of education.
- Understand the concept, kinds and significance of values in education with special reference to traditional and modern values.

(B) SYLLABUS

SECTION-A

- (i) Philosophy: its nature and scope; metaphysics, epistemology and axiology.
- (ii) Education: its nature and scope.
- (iii) Philosophy and education: Relationship between the two; Aims and determinants of education with reference to curriculum and pedagogy
- (iv) Philosophies of education : Naturalism, Idealism , Pragmatism and Realism

SECTION-B

- (v) Reflections on education: Guru Nanak Dev, R.N. Tagore, M.K. Gandhi, J. Krishnamurti and Vivekanand's contribution to educational philosophy.
- (vi) Reflections on Education: Educational aims recommended by Education Commission (1964-66) and NPE (1986).
- (vii) Values: meaning, significance, kinds, reconciliations between traditional and modern values in education.


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(C) Activities (Any one of the Following)

- (i) Preparing a handout of quotes of educational thinkers (any one) on education, human conduct, truth and morality.
- (ii) Analysis and study of values of school students.
- (iii) Content analysis of spiritual and moral theme/issue taken up by a newspaper(on national or vernacular).

(D) BOOKS RECOMMENDED

1. Ansari, S.H. (2003). *Philosophical Foundations of Education*. New Delhi: Sanjay Prakashan.
2. Black, N. et al. (2003). *Philosophy of Education*.UK: Blackwell Publishers.
3. Broudy, H.S. (1955). *Building a Philosophy of Education*, New Delhi: Prentice Hall of India.
4. Brubacher, J.S. *Modern Philosophies in Education*.
5. Dewey, J (1916/1966). *Democracy and Education. An Introduction to the Philosophy of Education*, New York: Free Press.
6. Oomen, T.K. (2014). *Social Exclusion in Independent India*. Orient Blackswan.
7. Pathak, Avijit (2004). *Social Implications of Schooling: Knowledge, Pedagogy and Consciousness*. Rainbow Publishers: Noida.
8. Pring, R (2004). *Philosophy of Education – Aims, Theory, Common Sense and Research*, New York: Continuum.
9. Rajput, J.S. (2006). *Human Values and Education*. New Delhi: Pragun Publications.
10. Ross, James (1966). *Ground Work of Educational Theory*, George G. Harreap and Co. Ltd., London.
11. Sri Aurobindo (1924). *A System of National Education*, Calcutta: Arya PublishingHouse.
12. Tagore, Rabindaranath (1961). *Towards Universal Man*, Bombay: Asia.
13. Taneja, V.R. (1998). *Educational Thought and Practice*. New Delhi: Sterling Publishers Pvt. Ltd.
14. Lal, B.K. (1978/2005). *Contemporary Indian Philosophy*. Delhi: Motilal Banarsi Dass.
15. Solomon, R.C. (2008) *The Little Philosophy Book*. New York: OUP
16. Sinha, Jadunath (2006). *Outlines of Indian Philosophy*. Calcutta: New Control
17. Joshi, Kireet (2011). *Philosophy of Indian Art* Delhi: Popular Media.

(E) EVALUATION

External Examination	70 Marks
Time	3 Hrs
Internal Assessment	30 Marks
Attendance	6
Written Assignment/Project work/ Response sheets	12
Two Mid-term Examinations/ House test	12

(F) 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 12 marks each. Section C will consist of 11 questions of 2 marks each which will cover the entire syllabus uniformly and carry 22 marks in all.

(G) INSTRUCTIONS FOR THE CANDIDATES

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


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PAPER-II: PSYCHOLOGICAL PERSPECTIVE IN EDUCATION

SUBJECT CODE: EDUBED1102T

Max. Marks: 100

External: 70

Internal: 30

(A) COURSE OUTCOMES

After completion of the course the student teacher will be able to:

- Understand the concept, nature and scope of Educational Psychology with special reference to its importance to education.
- Understand the concept and principles of growth and development.
- Know the influence of heredity and environment on the child's growth and development.
- Understand the characteristics and problems of adolescents.
- Understand the role of family, school, community, mass-media and culture in the development of adolescents.
- Become aware of concept, causes and nature of individual differences.
- Understand the concept and major theories of intelligence and learning.
- Understand the types and techniques of motivation.
- Know the children with special needs and their education.

SECTION-A

- (i) Educational psychology- concept, nature, scope and importance.
- (ii) Growth and development: meaning, difference, principles, influence of heredity and environment on growth and development of a child.
- (iii) Indian Adolescents: Characteristics of emotional, social, cognitive and moral development, Problems of Indian adolescents. Role of family, school, community and mass-media in development of adolescents. Role of different cultures in the development of adolescents.

SECTION-B

- (iv) Individual differences: inter and intra individual differences, concept, causes and implications.
- (v) Intelligence: concept, theories-Spearman, Thurstone and Gardner. Uses and limitations of Intelligence tests.
- (vi) Learning: Meaning, process and factors affecting learning of an individual, Trial and error theory and classical conditioning theory.
- (vii) Motivation: Concept, types and techniques, educational implications.
- (viii) Learner with special needs: Meaning, types: gifted, delinquents, creative, slow learner and their educational programmes.


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Activities (Any one of the following)

- (i) Administration and interpretation of any one psychological test (Intelligence/motivation/creativity).
- (ii) Visit to a school and write a report on problems being faced by the students.

(C) RECOMMENDED BOOKS

1. Dandapani, S. (2004) Advanced Educational Psychology. New Delhi: Anmol Publications Pvt. Ltd.
2. Bigge, M.C. & Row. (1971): Learning Theories for Teachers (2nd Collins.Ed.). N.Y.: Harper
3. Bower, G.H. and Hilgard, E.R. (1981) theories of Learning. Prentic Hall, Inc.Englewood Cliffs, New Jersey.
4. Woolfolk, A. (2006) Educational Psychology. New Delhi: Pearson Publications.
5. Hall, C.S., Gardener, L. and John, B.C. (2010) Theories of Personality. Delhi: Aggarwal Printing Press.
6. Anastasi, A. and Susana U. (2010) Psychological Testing. New Delhi: PHI Learning Pvt. Ltd.
7. Aggarwal, J.C. (1995). Essentials of Educational Psychology, New Delhi: Vikas Publishing House Private Limited.
8. Allport, G.W. (1961). Pattern and Growth in Personality: New York.
9. Chauhan, S.S. (2002). Advanced Educational Psychology. New Delhi: Vikas Publishing.
10. Gore, M.S. (1984). Education and Modernization in India. Jaipur: Rawat Publishers.
11. Havighurst, R. et al. (1995). Society and Education. Boston: Allyn and Bacon
12. H.P.B Wheldall, K. (2006). Developments in Educational psychology. New York: Routledge.
13. Kamat, A.R.(1985). Education and Social Change in India. Bombay: Samaiya Publishing Co.
14. Rinehart and Winston, Bhatia, K.K. (2008). Basis of Educational Psychology. Ludhiana: Kalyani Publishers.
15. Sharma, K.N. (1990). Systems, Theories and Modern Trends in Psychology. Agra: Woolfork.
16. Anita (2004). Educational Psychology: Reason Education (Singapore). New Delhi: Indian Branch.
17. Upadhyaya, B. & Singh Y.K.(2011). Encyclopaedia of Education Psychology.(vol. I to II). Delhi: APH
18. Crawford, W & De Cecco, J.P. *The Psychology of Learning and Instruction* Delhi: Previtice-Hall.
19. Kumar, R.(2009) *Child Development*.(Vol.I To II). New Delhi: APH


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(D) EVALUATION External Examination Time

External Examination	70 Marks
Time	3 Hrs
Internal Assessment	30 Marks
Attendance	6
Written Assignment/Project work/ Response Sheets	12
Two Mid-term Examinations/ House Test	12

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 12 marks each. Section C will consist of 11 questions of 2 marks each which will cover the entire syllabus uniformly and carry 22 marks in all.

(E) INSTRUCTIONS FOR THE CANDIDATES

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


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PAPER – III: TEACHING - LEARNING PROCESS

SUBJECT CODE: EDUBED1103T

Max. Marks: 100

External: 70

Internal: 30

(A) COURSE OUTCOMES

After completion of the course the student teacher will be able to:

- Understand concept, nature principles and characteristics of teaching and learning.
- Know the contribution of schools of psychology to teaching-learning process.
- To develop understanding about the relationship of cognitive, social and emotional development with learning process.
- Understand the major teaching and learning styles with special reference to classroom implications.
- Understand the need and organization of learning environment.
- To develop insight for perfect teaching by its overall perspectives in detail.

(B) SYLLABUS

SECTION-A

- (i) Teaching: Concept, nature, characteristic, principles, maxims, Learning-concept, process, relationship between teaching and learning.
- (ii) Behaviourism, cognitivism, constructivism in relation to teacher and learner.
- (iii) Teaching for academic learning: Objectives, flexible and creative planning using taxonomies, planning from a constructivist perspective, integrated and thematic planning.

SECTION-B

- (iv) Teaching styles: Meaning and concept, implications for classroom teaching, Learning styles- definition and concept, implications for classroom environment.
- (v) Learning environment: Meaning, need for organisation, procedures, planning spaces for learning.
- (vi) Teaching and learning about cognitive processes: Teaching concepts through-discovery, exposition and in diverse classrooms.

Activities (Any one of the following)

- (i) Writing behavioural objectives of any three lessons each of the two teaching subjects.
- (ii) Identification of different teaching styles.
- (iii) Analysis of classroom environment of a class.

(C) BOOKS RECOMMENDED

1. Egger, Paul, D (1998). Learning and Teaching. London: Allyn and Bacon.
2. Varghese, N.V., and Zaidi, S.M.I.A. (1997). *Micro-Planning in Education*, Module 8, in Modules on District Planning in Education (Ed.), National Institute of Educational

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- Planning and Administration, New Delhi.
3. Chauhan, S.S. (2014). *"Innovations in Teaching Learning Process"*, Noida: Vikas Publishing House Private Ltd.
 4. Dececco, J.P. (1988) *"The Psychology of Learning and Instruction"*, New Delhi: Prentice Hall.
 5. Gagne, R.M. (1977). *"The conditions of learning"*, New York, Chicago: Holt, Rinehart and Winston.
 6. Joyce, B. & Weil, M. (1992). *"Models of Teaching"*, New Delhi, Prentice Hall.
 7. Kulkarni, S.S. (1986). *"Introduction to Educational Technology"*, New Delhi: Oxford & IBH Publishing Company.
 8. Pandey, K.P. (1983). *"Dynamics of Teaching Behaviour"*, Ghaziabad: Amitash Parkashan.
 9. Pandey, K.P. (1980). *"A First Course in Instructional Technology"*, Delhi: Amitash Parkashan.
 10. Skinner, B.F. (1968). *"The Technology of teaching"*, New York: Appleton Century Crofts.
 11. Sharma, R.A. (1991). *"Technology of Teaching"*, Meerut: R. Lall Book Depot.
 12. Sharma, S.K. (2005). *"Learning and Teaching: Learning process"*, Delhi: Gyan Books Private Ltd.
 13. Srivastava, D.S. and Kumari, S. (2005). *"Education: Understanding the learner"*, Delhi: Gyan Books Private Ltd.
 14. Walia, J.S. (2011). *"Technology of Teaching"*, Jalandhar: Ahim Paul Publishers.
 15. Walia, J.S. (2012). *"Teaching Learning Process"*, Jalandhar: Ahim Paul Publishers.
 16. Hall, Gene E., Quinn, Linda F. and Gollnick, Donna M. (2014). *Introduction to Teaching: making a Difference in Student Learning*. Sage.
 17. Cooper, Hilary (2014). *Professional Studies in Primary Education*. Sage.
 18. Gooslad, John I. (1963). *Planning and organizing for teaching*. Ludhiana: Lyall Book Depot

(D) EVALUATION

External Examination	70 Marks
Time	3 Hrs
Internal Assessment	30 Marks
Attendance	6
Written Assignment/Project work/ Response Sheets	12
Two Mid-term Examinations/ House Test	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 12 marks each. Section C will consist of 11 questions of 2 marks each which will cover the entire syllabus uniformly and carry 22 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.


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PAPER- IV & V: PEDAGOGY OF A SCHOOL SUBJECT (PART-I)

(I) TEACHING OF ENGLISH

SUBJECT CODE: EDUBED1104T
SUBJECT CODE : EDUBED1105T

Max. Marks: 50
External: 35
Internal: 15

(A) COURSE OUTCOMES

After completion of the course the student teacher will be able to:

- Understand the need and importance of English language.
- Develop proficiency in the language.
- Familiar with the psycholinguistics and sociolinguistics aspects of language.
- Able to use technology to enrich language teaching.
- Develop a good understanding of the basic concepts in second language teaching.
- Teach basic language skills as listening, speaking, reading and writing and integrate them for communicative purpose.
- Critically review and use appropriately different approaches to and methods of teaching English as second language.
- Prepare lesson plans on different and prescribed aspects of English as second language.
- Choose, prepare and use appropriate audio-visual teaching aids for effective teaching of English.
- Use various techniques of testing English as second language and develop remedial and conduct teaching.

(B) SYLLABUS

SECTION-A

- (i) Language: meaning, nature and its roles. Difference between home language and school language and role of home language/Mother tongue in learning the school language/foreign language.
- (ii) History and Status of English language in India: Basic linguistic principles, objectives, methods: Translation, Bilingual, Direct, Approaches: Structural, Situational and Communicative. Presentation skills; Extempore, Role playing, Story-telling, Situational conversations etc.

SECTION-B

- (iii) Developing Language Skills i.e. listening & speaking; brief introduction about the sounds of English, Phonetics and teaching of pronunciation. Mechanics & Methods of Reading; Letter and non-letter methods, silent & loud reading, intensive & extensive reading and reading for comprehension.
- (iv) Use of dictionary & thesaurus as resources in teaching and learning the language. Grammar its different types and methods of teaching Grammar; Inductive & deductive.

Activities (Any one of the following)

- (i) Discussion on the problems of English language at elementary level.
- (ii) Identification of spelling errors at the elementary level and remedial measure.
- (iii) Identification of pronunciation errors at the elementary level and remedial measures.


Head,
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(B) BOOKS RECOMMENDED

1. Hood, Philip and Tobutt, Kristina (2015). *Teaching Language in the Primary School*. Sage.
2. Gordon, J. (2014). (2015). *Teaching English in the Secondary Schools*. Sage.
3. Gurrey, P. (1954). *The teaching of written English*. London: Longmans Green and Co.
4. Regional Institute of English, Chandigarh (1972). *Teacing English*. Regional Institute of English, Chandigarh.
5. Bhatia, Achla & Kaur, Ravjeet (2011). *Modern Teaching of English*. Patiala: TwentyFirst Century Publications. Bhatia, K.K. *Teaching and Learning English as a Foreign Language*.
6. Chapman, L.R.H. *Teaching English to Beginners*, Longmans, London.
7. Deepika & Singh, Surjit (2010). *Techniques of Teaching English*. Patiala: Twenty First Century Publications.
8. Fisby, A.W. (1970). *Teaching English: Notes and Comments in English Overseas*, E.L.B.S., London.
9. N.C.E.R.T. (1970). *English for Today Book I & II at Home and School*.
10. Raman, M. (2004). *English Language Teaching*. Atlantic Publishers, New Delhi.
11. Sachdeva, M.S. (2013). *Teaching of English*. Patiala: Twenty First Century Publications.
12. Seely, John. *Oxford Guide to Writing and Speaking Teaching of English*.
13. Singh, Y. K. (2005). *Teaching of English*. APH Publication Corporation, New Delhi.
14. *Notes for Teachers in Training* – Regional Institute English Chandigarh, O.U.P.
15. Venkateswaran, S. *Principles of Teaching English*.
16. Venugopal, K.R. *Methods of Teaching English*, Neel Kamal Publishers.

(C) EVALUATION

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

(D) 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 12 marks each. Section C will consist of 5 questions of 2 marks each and one objective type question of one mark which will cover the entire syllabus uniformly.

(E) INSTRUCTIONS FOR THE CANDIDATES

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


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PAPER- IV & V: PEDAGOGY OF A SCHOOL SUBJECT (PART-I)

(ii) TEACHING OF PUNJABI

ਪ੍ਰੋਗਰਾਮ ਕੋਡ: EDUBED2PUP

ਵਿਸ਼ਾ ਕੋਡ: EDUBED1104T

ਵਿਸ਼ਾ ਕੋਡ: EDUBED1105T

Max. Marks: 50

External: 35

Internal: 15

(ੳ) ਕੋਰਸ ਆਊਟਕਮ

- ਵਿਦਿਆਰਥੀ-ਅਧਿਆਪਕਾਂ ਨੂੰ ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦੀ ਉਤਪਤੀ ਅਤੇ ਵਿਕਾਸ ਪ੍ਰਕਿਰਿਆ ਤੋਂ ਜਾਣੂ ਕਰਵਾਉਣਾ।
- ਵਿਦਿਆਰਥੀ-ਅਧਿਆਪਕਾਂ ਨੂੰ ਭਾਸ਼ਾ ਗ੍ਰਹਿਣ ਕਰਨ ਸਬੰਧੀ ਧਾਰਨਾਵਾਂ ਤੋਂ ਜਾਣੂ ਕਰਵਾਉਣਾ।
- ਵਿਦਿਆਰਥੀ-ਅਧਿਆਪਕਾਂ ਨੂੰ ਮਾਤ ਭਾਸ਼ਾ ਦੀ ਸਿੱਖਿਆ ਦੇ ਉਦੇਸ਼ਾਂ ਅਤੇ ਸਿਧਾਂਤਾਂ ਤੋਂ ਜਾਣੂ ਕਰਵਾਉਣਾ।
- ਵਿਦਿਆਰਥੀ-ਅਧਿਆਪਕਾਂ ਨੂੰ ਭਾਸ਼ਾਈ ਹੁਨਰਾਂ ਅਤੇ ਕਿਰਿਆਵਾਂ ਦੀ ਸੁਚੱਜੀ ਵਰਤੋਂ ਕਰਨ ਦੇ ਯੋਗ ਬਣਾਉਣਾ।
- ਵਿਦਿਆਰਥੀ-ਅਧਿਆਪਕਾਂ ਨੂੰ ਪੰਜਾਬੀ ਸਾਹਿਤ ਦੇ ਵਿਭਿੰਨ ਰੂਪਾਂ ਦੀਆਂ ਅਧਿਆਪਨ ਵਿਧੀਆਂ ਤੋਂ ਜਾਣੂ ਕਰਵਾਉਣਾ।
- ਵਿਦਿਆਰਥੀ-ਅਧਿਆਪਕਾਂ ਨੂੰ ਸਕੂਲ ਪੱਧਰ ਤੇ ਪੰਜਾਬੀ ਦੇ ਅਧਿਆਪਨ ਸਬੰਧੀ ਪੇਸ਼ ਆਉਣ ਵਾਲੀਆਂ ਮੁਸ਼ਕਲਾਂ ਹੱਲ ਕਰਨ ਦੇ ਯੋਗ ਬਣਾਉਣਾ।
- ਵਿਦਿਆਰਥੀ-ਅਧਿਆਪਕਾਂ ਵਿੱਚ ਭਾਸ਼ਿਕ, ਸਾਹਿਤਕ ਅਤੇ ਬੋਧਿਕ ਯੋਗਤਾਵਾਂ ਦਾ ਵਿਕਾਸ ਕਰਨਾ।
- ਵਿਦਿਆਰਥੀ-ਅਧਿਆਪਕਾਂ ਵਿੱਚ ਸਿਰਜਨਾਤਮਿਕ ਅਤੇ ਖੋਜਾਤਮਕ ਕੁਸ਼ਲਤਾਵਾਂ ਦਾ ਵਿਕਾਸ ਕਰਨਾ।

ਭਾਗ - ੳ

- i. ਭਾਸ਼ਾ ਦੀ ਪ੍ਰਕਿਰਤੀ, ਭਾਸ਼ਾ ਉਤਪਤੀ ਦਾ ਸਿਧਾਂਤ, ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਨਿਕਾਸ ਅਤੇ ਵਿਕਾਸ, ਅਜੋਕੇ ਦੌਰ ਵਿੱਚ ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਨੂੰ ਦਰਪੇਸ਼ ਚੁਣੌਤੀਆਂ, ਗੁਰਮੁਖੀ ਲਿਪੀ ਦਾ ਨਿਕਾਸ ਅਤੇ ਵਿਕਾਸ
- ii. ਭਾਸ਼ਾ ਗ੍ਰਹਿਣ ਕਰਨ ਸਬੰਧੀ ਪਿਆਜੇ, ਚੋਮਸਕੀ ਅਤੇ ਵਾਇਗੋਟਸਕੀ ਦੀਆਂ ਧਾਰਨਾਵਾਂ।
- iii. ਮਾਤ ਭਾਸ਼ਾ ਦਾ ਬੱਚੇ ਦੀ ਸਿੱਖਿਆ ਲਈ ਮਹੱਤਵ, ਮਾਤ ਭਾਸ਼ਾ ਦੀ ਸਿੱਖਿਆ ਦਾ ਉਦੇਸ਼ ਅਤੇ ਸਿਧਾਂਤ।

ਭਾਗ - ਅ

- i. ਭਾਸ਼ਾ ਸਿੱਖਿਆ ਵਿੱਚ ਸੁਣਨ ਅਤੇ ਸਮਝਣ ਦਾ ਮਹੱਤਵ, ਬੋਲਚਾਲ ਦੀ ਸਿੱਖਿਆ ਦਾ ਉਦੇਸ਼, ਮੌਖਿਕ ਕ੍ਰਿਆਵਾਂ, ਅਸੁਧ ਉਚਾਰਨ ਦੇ ਕਾਰਨ ਅਤੇ ਸੁਧਾਰ ਲਈ ਯਤਨ।
- ii. ਪੜ੍ਹਨਾ (ਵਾਚਨ), ਸਿਖਾਉਣ ਦੇ ਉਦੇਸ਼, ਪ੍ਰਮੁੱਖ ਵਿਧੀਆਂ, ਵਾਚਨ ਦੀਆਂ ਕਿਸਮਾਂ, ਸੂਖਮ ਵਾਚਨ ਅਤੇ ਸਥੂਲ ਵਾਚਨ, ਵਾਚਨ ਦੇ ਢੰਗ, ਉੱਚੀ ਪਾਠ ਅਤੇ ਮੋਨ ਪਾਠ, ਬੱਚਿਆਂ ਵਿੱਚ ਚੰਗੀਆਂ ਪੜ੍ਹਨ ਰੁਚੀਆਂ ਉਤੇਜਿਤ ਕਰਨ ਲਈ ਯਤਨ।
- iii. ਲਿਖਣਾ ਸਿਖਾਉਣ ਦੇ ਉਦੇਸ਼, ਪ੍ਰਮੁੱਖ ਵਿਧੀਆਂ, ਲਿਖਤੀ ਕੰਮ ਦੀ ਸੁਧਾਈ, ਸੁਧਾਈ ਦੇ ਢੰਗ, ਸ਼ਬਦ-ਜੋੜਾਂ ਦੀਆਂ ਗਲਤੀਆਂ, ਸੁਧਾਰ ਲਈ ਯਤਨ।

Activities (Any one of the following)

- (i) Discussion on the problems of Punjabi language at School level.
- (ii) Identification of spelling errors at the elementary level and remedial measures.
- (iii) Identification of pronunciation errors at the elementary level and remedial measures.


Head,
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(C) BOOKS RECOMMENDED

1. Billows, F.L. : *The Techniques of Language Teaching.*
2. Gurrey, P. : *Teaching of the Mother Tongue in Secondary Schools.*
3. Rybum, W. M. : *Teaching of Mother Tongue*
4. UNESCO : *Teaching of Modern Languages.*

(D) EVALUATION

External Examination	35 Marks
Internal Assessment	15 Marks
Attendance	3
Written Assignment/Project work/ Response Sheet	6
Two Mid-term Examinations/ House Test	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 12 marks each. Section C will consist of 5 questions of 2 marks each and one objective type question of one mark 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.


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PAPER – IV & V: PEDAGOGY OF SCHOOL SUBJECT (PART- I)
(III) TEACHING OF HINDI

SUBJECT CODE: EDUBED1104T
SUBJECT CODE : EDUBED1105T

M.M. 50
External: 35
Internal: 15

(A) COURSE OUTCOMES

After completion of the course the student teacher will be able to:

- Hone the skill of Lesson Planning at the Secondary level.
- Understand and organize co-curricular activities for teaching of Hindi.
- Get acquainted with the methods of teaching Hindi.
- Develop the skills of preparing and using effectively the instructional materials for the teaching of Hindi.
- Get acquainted with principles of preparing curriculum for Hindi.
- Develop diagnostic and remedial measures through Evaluation in teaching Hindi.
 - विद्यार्थी - अध्यापक को हिन्दी भाषा के विकास प्रक्रिया के प्रति जागरूक करना।
 - विद्यार्थी - अध्यापक को हिन्दी भाषा के उद्देश्यों और सिद्धांतों के बारे में जागरूक करना।
 - विद्यार्थी - अध्यापक को हिन्दी भाषा के अध्यापन की विधियों के बारे में जागरूक करना।

Syllabus

Section – A

- (i) हिन्दी भाषा की प्रकृति, भाषा का विकास और समाज से संबंध
- (ii) भाषा का माध्यम भाषा के रूप में प्रयोग - एक आलोचनात्मक दृष्टि, भाषा और माध्यम भाषा में अंतर, भाषा की शिक्षा संबंध में भूमिका
- (iii) भाषाओ की स्थिति संविधान की धारा 351-343, फोडारी कमीशन 66-1964, राष्ट्रिय शिक्षा नीति 1986, पी .ओ .ए. 1992 व राष्ट्रिय पाठ्यचर्चा की रूपरेखा 2005 -

Section – B

- (i) हिन्दी भाषा की स्थिति और भूमिका - स्वतन्त्रता से पहले और स्वतन्त्रता के बाद, हिन्दी भाषा शिक्षण अधिगम के समय विद्यार्थी - शिक्षक के सामने आने वाली चुनौतियाँ
- (ii) भाषा शिक्षण की प्रचलित विधियाँ - प्रत्यक्ष प्रणाली, बांचागत प्रणाली, प्राकृतिक प्रणाली व संश्लेषणात्मक प्रणाली
- (iii) भाषा शिक्षण के सामान्य सिद्धांत, शिक्षण को प्रभावी बनाने में उनकी भूमिका, हिन्दी भाषा के विविध रूप - मानु भाषा, राष्ट्रिय भाषा व अन्तराष्ट्रिय भाषा

Activities (Any one of the following)

- (i) Discussion on the problems of Hindi language at School level.
- (ii) Identification of spelling errors at the elementary level and remedial measures.
- (iii) Identification of pronunciation errors at the elementary level and remedial measures.


Head,
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(B) BOOKS RECOMMENDED

1. Kumar, Krishna. (2007). *The child's language and the Teacher*. New Delhi: National Book.
2. Mangal, U. (2010). *Teaching of Hindi*, New Delhi: Arya Book Depot.
3. National Curriculum Framework (2005), New Delhi: NCERT.
4. Safaya, Raghunath. *Methods of Teaching of Hindi*. Jalandhar: Punjab Book Depot.
5. Sinha, S. (2009). *Roseblatt's Theory of Reading*. Explaining Literature contemporary education dialogue. 6(2), PP223-237.
6. Sullivan, M. (2008). *Lessons for Guided writing*. Scholastic. National curriculum framework. (2005).
7. Billows, F.L. : *The Techniques of Language Teaching*.
8. Unesco : *Teaching of Modern Languages*.

(C) EVALUATION

External Examination	35 Marks
Internal Assessment	15 Marks
Attendance	3
Written Assignment/Project work/ Response Sheet	6
Two Mid-term Examinations/ House Test	6

(D) 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 12 marks each. Section C will consist of 5 questions of 2 marks each and one objective type question of one mark which will cover the entire syllabus uniformly.

(E) INSTRUCTIONS FOR THE CANDIDATES

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


Head,
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PAPER- IV & V: PEDAGOGY OF A SCHOOL SUBJECT (PART-I)

(iv) TEACHING OF URDU

SUBJECT CODE: EDUBED1104T

SUBJECT CODE : EDUBED1105T

M.M. 50

External: 35

Internal: 15

(A) COURSE OUTCOMES

After completion of the course the student teacher will be able to:

- Hone the skill of Lesson Planning at the Secondary level.
- Understand and organize co-curricular activities for teaching of Urdu.
- Get acquainted with the methods of teaching Urdu.
- Develop the skills of preparing and using effectively the instructional materials for the teaching of Urdu.
- Get acquainted with Principles of preparing Curriculum for Urdu.
- Develop diagnostic and remedial measures through Evaluation in teaching Urdu.

(B) SYLLABUS

SECTION – A

- (i) Origin and development of Urdu, elementary knowledge of urdu scripts: Khat-e-naskh, khat-e-nastaliq, khat-e-shikast;
- (ii) Teaching of alphabets borrowed from Arabic, Persian and hindi, their shapes and pronunciations, improvement in pronunciations, problems of urdu language teaching.

SECTION – B

- (iii) Objectives of teaching Urdu Language at elementary and secondary levels; reading and writing: meaning, concept and importance; types of reading silent/loud, extensive/intensive, comprehensive;
- (iv) Standard sounds of urdu, vowels, consonants, haroof-e-shamsi & qamari, stress and intonation.

Activities (Any one of the following)

- (i) Discussion on the problems of Urdu language at School level.
- (ii) Identification of spelling errors at the school level and remedial measure.
- (iii) Identification of pronunciation errors at the school level and remedial measures.

(C) BOOKS RECOMMENDED

1. Usool-e-Talim: Dr. Z.D.Alvi
2. Usool-e-Tadris: M.Qasim Siddiqi
3. Jadid Talimi Nafsiat : M.Sharif Khan
4. Urdu Kaise Parhain : Saleem Abdullah
5. Urdu Zaban Ki Tarikh: Dr. Mirza Khalil Baig.
6. Mukhtasir Tarikh Adab-e-Urdu : S.Ejaz Husain
7. Shairi Ki Tanqid: Prof, A, Kalam Qasemi


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8. Urdu Shairi Ka Tanqidi Mutala: Sunbal Nigar
9. Urdu Nasr Ka Tanqidi Mutala; Sunbal Nigar
10. Dastan Novel Aur Afsana: Dr. Durdana Qasmi
11. Asnaf-e-Adab: Dr. Qamar Rais
12. Khake-Inshaiye, Dramey Aur
13. Afsaney: M.Qasim Siddiqi
14. Urdu Sarf: Dr. M.Ansarullah
15. Urdu Nahv: Dr. M.Ansarullah

(D) EVALUATION

External Examination	35 Marks
Internal Assessment	15 Marks
Attendance	3
Written Assignment/Project work/ Response Sheet	6
Two Mid-term Examinations/ House Test	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 12 marks each. Section C will consist of 5 questions of 2 marks each and one objective type question of one mark 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.


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PAPER- IV & V: PEDAGOGY OF A SCHOOL SUBJECT (PART-I)
(V) TEACHING OF SANSKRIT

SUBJECT CODE: EDUBED1104T
SUBJECT CODE : EDUBED1105T

M.Marks: 50
External: 35
Internal: 15

(A) COURSE OUTCOMES

After completion of the course the student teacher will be able to:

- Hone the skill of Lesson Planning at the Secondary level.
- Understand and organize co-curricular activities for teaching of Sanskrit.
- Get acquainted with the methods of teaching Sanskrit.
- Develop the skills of preparing and using effectively the instructional materials for the teaching of Sanskrit.
- Get acquainted with Principles of preparing Curriculum for Sanskrit.
- Develop diagnostic and remedial measures through evaluation in teaching Sanskrit.

(B) SYLLABUS

SECTION-A

- (i) Aims and objectives of Sanskrit teaching at different level, Quality of Sanskrit teaching at different level, place of Sanskrit in three language formula and its objective.
- (ii) Material and sources for developing the listening and speaking skills: Storytelling, dialogues, situational conversations, role plays, simulations, speech, language labs, pictures, authentic material and multimedia resources.

SECTION-B

- (i) Approaches of Sanskrit Languages: Direct method, traditional method, textbook method, elective method, communicative approach, grammar translation method, inductive and deductive method.
- (ii) Teaching skills: The organization of sounds, structure of sentences, concept of universal grammar, nature and structure of meaning, basic concept of phonology, syntax and semantics, speech and writing.

(C) BOOKS RECOMMENDED

1. Dass, G., & Nibedeta, C. (2021). *Pedagogy of Language Teaching Sanskrit*. Kolkata: Aacheli Publication.
2. Shastri, S. (2021). *Pedagogy of Sanskrit Laxmi B.Ed Book*. Solarpur, Maharastra : Laxmi Publication.
3. Pandey, R. (2022). *Pedagogy of Sanskrit*. Agra, Uttar Pradesh: Agrawal Publication.
4. Rai, M. (2020). *Sanskrit Shikshan*. Agra, Uttar Pradesh: Shri Vinod Pustak Mandir.
5. Apte, D.G.: *Teaching of Sanskrit*, Padma Publications, Bombay.
6. Apte, D.G. and Dongre, P.K.: *Teaching of Sanskrit in Secondary Schools*, AcharyaBook Depot, Baroda.



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7. Boki, V.P. and Parasnis, N.K. : *A New Approach to Teaching of Sanskrit*, LokSangrah Press, Poona.
8. Huparikan: *The Problems of Sanskrit Teaching*, Bharat Book Stall, Kohlapur.
9. Palmar, H.B.: *The Principles of Language Study*, Harrap.
10. Pandey, Ram Shakal: *Sanskrit Shikshan*.
11. Safaya, R.N.: *Sanskrit Shikshan Vidhi. Sanskrit Shikshan*, Haryana Hindi GranthAcademy, Chandigarh

(D) EVALUATION

External Examination	35 Marks
Internal Assessment	15 Marks
Attendance	3
Written Assignment/Project work/ Response Sheet	6
Two Mid-term Examinations/ House Test	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 12 marks each. Section C will consist of 5 questions of 2 marks each and one objective type question of one mark 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.


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PAPER- IV & V: PEDAGOGY OF A SCHOOL SUBJECT (PART-I)

(VI) TEACHING OF SCIENCE

SUBJECT CODE: EDUBED1104T
SUBJECT CODE : EDUBED1105T

M.M. 50
External: 35
Internal: 15

(A) COURSE OUTCOMES

After completion of the course the student teacher will be able to:

- Understand the nature, scope values and objectives of teaching science at Secondary level.
- Develop competence in teaching different topics of Science effectively.
- Develop scientific temper & provide teaching in scientific method to their student.
- Use various methods with appropriateness of content, level and classroom situations to make pupil's learning meaningful.
- Utilize the instructional materials effectively in the teaching of Science.
- Organize Co-curricular activities & practical work in Science.

(B) SYLLABUS

SECTION – A

- (i) Nature and Significance of Science: Nature, scope, importance and value of science; Science as an integrated area of study; Science and modern Indian society: Relationship of science and society;
- (ii) Aims and objectives of teaching science in elementary and secondary school; Bloom's Taxonomy of educational objectives, Pedagogical analysis: Meaning and need, guidelines for conducting pedagogical analysis.
- (iii) Science curriculum: Meaning, Principles, Various approaches to science curriculum construction, developing learner-centered curriculum in science.

SECTION – B

- (iv) Science text book: Meaning, importance and qualities, a critical analysis of science text book of state board and NCERT.
- (v) Learning Experiences and Teaching aids: Concept, Edgar Dale's Cone of Learning Experiences, Importance, Use and Classification of Teaching Aids, Integrating ICT in science teaching.

Activities (Any one of the following)

- (i) Writing instructional objectives in behavioural form for any five topics.
- (ii) Developing a low-cost teaching aid in Science
- (iii) Pedagogical analysis of any one topic.


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(C) BOOKS RECOMMENDED

1. Cutting, Roger and Kelly, Orla (2014). *Creative Teaching in Primary Science*. Sage.
2. Dunne, Mick (2014). *Primary Science* (2nd ed.). Sage.
3. Their, H.D. (1970). *Teaching Elementary School Science: A Laboratory Approach*. New Delhi: Sterling Publishers.
4. Vaidya, N. (1989). *The Impact Science Teaching*. New Delhi: Oxford and IBHPublishing Company.
5. Mohan, R. (2002). *Innovative Science Teaching*. Delhi: Prentice-Hall.
6. Collete, Alfred T. and Eugene L. Chiappeta (1994), *Science Instruction in the Middle & Secondary Schools*, Macmillan, New York.
7. Jerry Wellington (1996), *Teaching Science in Secondary Classes*, Routledge, USA.
8. Kaur, Rakshinder (2007), *Teaching of Science*, Twenty First Century Publications, Patiala.
9. Kohli, V.K. *How to Teach Science*, Shri Krishna Publication, Ambla.
10. Mohan, Radha (2004), *Innovative Science Teaching for Physical science Teachers*, Prentice Hall of India, New Delhi.
11. Siddiqi & Siddiqi (2002) *Teaching of Science Today and Tomorrow*, Doaba House, New Delhi.
12. Sundarajan, S (1995) *Teaching Science in Middle School: A Resource Book*. Orient Longman, Hyderabad.
13. Tony Turner & Wendy Dimareo (1998), *Learning to Teach Science in Secondary School*, Routledge Publication, USA.
14. UNESCO (1966) *Source Book for Science Teaching*; UNESCO: Paris.
15. Vaidya N. (1999) *Science Teaching for the 21st Century*, Deep and Deep Publishers, New Delhi.
16. Venkataiah S. (2000) *Science Education*, Anmol Publications Pvt. Ltd., New Delhi.

(D) EVALUATION

External Examination	35 Marks
Internal Assessment	15 Marks
Attendance	3
Written Assignment/Project work/ Response Sheet	6
Two Mid-term Examinations/ House Test	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 12 marks each. Section C will consist of 5 questions of 2 marks each and one objective type question of one mark 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.


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PAPER- IV & V: PEDAGOGY OF A SCHOOL SUBJECT (PART-I)
(VII) TEACHING OF PHYSICAL SCIENCE

SUBJECT CODE: EDUBED1104T
SUBJECT CODE : EDUBED1105T

M.M. 50
External: 35
Internal: 15

(A) COURSE OUTCOMES

After completion of the course the student teacher will be able to:

- Develop a broad understanding of physical science.
- Develop teaching competencies related to physical science at secondary level.
- Become effective teachers in order to perform desired role as a physical science teacher.
- Familiarize themselves with the type of audio visual aids, techniques and methods of teaching required for teaching of physical science.
- Evaluate student's performance and provide remedial teaching.

(B) SYLLABUS

SECTION-A

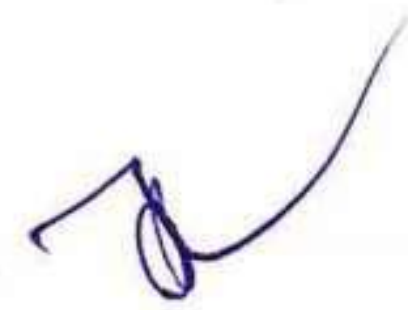
- (i) Aims and objectives of teaching of Physical Sciences, Reasons for inclusion of Physical Sciences in school curriculum, Inculcation of scientific attitude and scientific method.
- (ii) Present position of science teaching in schools, need and concept of creativity in Physical Science.
- (iii) Physical Science Curriculum: Principles and organization of Physical Science curriculum in schools, A critical analysis of existing curriculum at various stages of school level.

SECTION-B

- (iv) Science text book: Meaning, importance and qualities. Critical analysis of Science text book of a state board or NCERT.
- (v) Learning Experiences and Teaching aids: Concept, Importance, Edgar Dale's Cone of Learning Experiences, Usage and Classification of Teaching Aids, Integrating ICT in Life science teaching, improvised apparatus.

Activities (Any one of the following)

- (i) Writing instructional objectives in behavioural form for any five topics.
- (ii) Developing a low-cost teaching aid in Science.
- (iii) Pedagogical analysis of any one topic.



(C) BOOKS RECOMMENDED

1. Anderson, Hans : Readings in Science Education for Secondary School
2. Bhandu, N.: Teaching of Science
3. Dass, L.C.: Teaching of Science (6th ed.)
4. Gupta, S.K.: Teaching Physical Science in Secondary Schools
5. Kesis and Ogburn, : Modern Science Teaching
6. Hoffmann
7. Kohli, V.K.: How to Teach Science
8. Kumar, Amrit: Teaching of Physical Science, Anmol.
9. Mann, S.S.: How to Teach Science
10. Richardson, J.S.: Method and Material for Teaching and Caboon, G.P. General and Physical Science, McGraw Hill Book Co. Inc., New York.
11. Sharma, R.C.: Modern Science Teaching
12. Mohan, Radha: Innovative Physical Science Teaching Method, P.H.I., New Delhi

(D) EVALUATION

External Examination	35 Marks
Internal Assessment	15 Marks
Attendance	3
Written Assignment/Project work/ Response Sheets	6
Two Mid-term Examinations/ House Test	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 12 marks each. Section C will consist of 5 questions of 2 marks each and one objective type question of one mark 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.


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PAPER- IV & V: PEDAGOGY OF A SCHOOL SUBJECT (PART-I)
(viii) TEACHING OF LIFE SCIENCE

OBJECT CODE: EDUBED1104T
OBJECT CODE : EDUBED1105

M.M. 50
External: 35
Internal: 15

(A) COURSE OUTCOMES

After completion of the course the student teacher will be able to:

- Develop a broad understanding of Life science.
- Develop teaching competencies related to Life science at secondary level.
- Become effective teachers in order to perform desired role as a Life science teacher.
- Familiarize themselves with the type of audio visual aids, techniques and methods of teaching required for teaching of Life science.
- Evaluate student's performance and provide remedial teaching.

(B) SYLLABUS

SECTION – A

- (i) Life Science: Meaning, Nature, Concept, Scope of Life Science in Human Life, relationship with other subjects; Place of life science in the school curriculum, General aims of teaching life sciences at various stages of school; Bloom's Taxonomy of educational objectives.
- (ii) Curriculum: Meaning, Principles, Various approaches to science curriculum construction, Recent trends in science curriculum, Science education in national curriculum framework 2005, A critical analysis of existing curriculum at various stages of school level.

SECTION – B

- (iii) Life Science textbook: Need and importance, Qualities of a good text book, A critical analysis of science textbook of NCERT and state board.
- (iv) Learning Experiences and Teaching aids: Concept, Importance, Edgar Dale's Cone of Learning Experiences, Usage and Classification of Teaching Aids, Integrating ICT in Life science teaching, improvised apparatus.
- (v) Life science Laboratory: Planning, Purchase and Maintenance of apparatus, Maintaining Records and Safety Procedures.

Activities (Any one of the following)

- (i) Writing instructional objectives in behavioural form for any five topics.
- (ii) Developing a low-cost teaching aid in Science
- (iii) Pedagogical analysis of any one topic.


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(C) BOOKS RECOMMENDED

1. Collete, Alfred T. and Eugene L. Chiappeta(1994) , Science Instruction in the Middle& Secondary Schools, Macmillan, New York .
2. Jerry Wellington (1996) Teaching Science in Secondary Classes, Routledge, USA.
3. Kohli, V.K.(2005) How to Teach Science, Shri Krishna Publication, Ambala.
4. Mohan, Radha (2004), Innovative Science Teaching for Physical science Teachers,Prentice Hall of India, New Delhi.
5. Ramakrishna, A. (2012), Methodology of Teaching Life science, Pearson Publications.
6. Sharma, Promila(2009), Teaching of Life Science, APH.Publishing House, New Delhi.
7. Siddiqi & Siddiqi(2002) Teaching of Science Today and Tomorrow, Doaba House,New Delhi.
8. Soni, Anju (2009), Teaching of Biology, Tandon Publications, Ludhiana.
9. Sundarajan, S (1995) Teaching Science in Middle School: A Resource Book. Orient Longman, Hyderabad.
10. Tony Turner & Wendy Dimareo(1998), Learning to Teach Science in SecondarySchool, Routledge Publication, USA.
11. UNESCO(1966) Source Book for Science Teaching; UNESCO: Paris.
12. UNESCO(1987), New Trends in Biology Teaching, Volume V.
13. Vaidya N.(1999) Science Teaching for the 21st Century, Deep and Deep Publishers,New Delhi.
14. Venkataiah S. (2000) Science Education, Anmol Publications Pvt.Ltd., New Delhi.

(D) EVALUATION

External Examination	35 Marks
Internal Assessment	15 Marks
Attendance	3
Written Assignment/Project work/ Response Sheets	6
Two Mid-term Examinations/ House Test	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 12 marks each. Section C will consist of 5 questions of 2 marks each and one objective type question of one mark 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.


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PAPER- IV & V: PEDAGOGY OF A SCHOOL SUBJECT (PART-I)

(ix) TEACHING OF MATHEMATICS

SUBJECT CODE: EDUBED1104T

SUBJECT CODE : EDUBED1105

M.M. 50

External: 35

Internal: 15

(A) COURSE OUTCOMES

To enable the pupil teacher to:

- Understand and appreciate the uses and significance of Mathematics in daily life.
- Learn various approaches of teaching Mathematics and to use them judiciously.
- Learn the methods of providing instruction for the classroom.
- Organize curricular activities.
- Appreciate activities to develop aesthetics of Mathematics.
- Update their knowledge of content in mathematics.
- Understand the different teaching aids in the Teaching of Mathematics.
- Understand the different techniques for the evaluation of the students of Mathematics
- Evaluate the Student's Performance in Mathematics through the use of the scientific tools.

(B) SYLLABUS

SECTION – A

- (i) Nature of Mathematics: Meaning, nature, importance and value of mathematics; Axioms, postulates, assumptions and hypothesis in mathematics;
- (ii) Historical development of notations and hypothesis in mathematics; Contribution to mathematics (Ramanujam, Aryabhata, Bhaskaracharya, Euclid, Pythagoras).

SECTION – B

- (iii) Objectives: Aims and objectives of teaching mathematics in elementary and secondary schools; Bloom's taxonomy of educational objectives and writing objectives in behavioural terms.
- (iv) Pedagogical Analysis: meaning and need and procedure for continuing pedagogical analysis. Classification of content, objective activity and experiment, evaluation, etc. Arithmetic (Number systems, Fractions, Ration and proportion, profit and Loss, simple and compound Interest). Algebra (Polynomials, Linear equations, Quadratic equations Arithmetic Progressions), Geometry (Congruent and Similar triangles, Constructions and Circles), Trigonometry (t-ratois, Heights and distances), Statistics (Measures of Central Tendency and Graphical Representation of Data)

Activities (Any one of the following)

- (i) Teaching aid from the 3-dimentional aspects
- (ii) Creative way of teaching of mathematics at elementary level.
- (iii) Preparing a question bank for mathematics.


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(C) BOOKS RECOMMENDED

1. Aggarwal, A.M. (1997). Teaching of Modern Mathematics. New Delhi: Dhanpat Rai Publishing Co.
2. Banga, Chaman Lal (2012). Teaching of Mathematics New Delhi: Shipra Publications
3. Butler H., Charles, W& Lynwood, F(1951). The Teaching of Secondary School Mathematics New York: McGraw Hill.
4. Bloom, B.S.(1956).Taxonomy of Educational objectives: the classification of educationalgoals (is ted.) Hew York: Longmans Green
5. Chambers, Paul(2010). Teaching mathematics- Developing as a Reflective Secondary Teacher. New Delhi: SAGE
6. Gakhar, S.C. & Singh, Raminder (2005). Teaching of Mathematics, N.M. Publishers
7. Taylor, Helen and Harris, Andrew: Learning and Teaching Mathematics.
8. Hansen, et al: Children"s Errors in Mathematics.
9. Witt, Marcus: Primary Mathematics for Trainee Teachers.
10. Chambers, P: Teaching mathematics in the secondary school.
11. Butler and Wren: The Meaning of Secondary School Mathematics
12. Chadha, B.N.: The Teaching of Mathematics
13. Gakhar, S.C. and: Teaching of Mathematics
14. Singh, Raminder
15. Kumar and: Teaching of Mathematics
16. Ratnalikar, D.N.
17. Mangal, S.K. : Teaching of Mathematics
18. N.C.E.R.T. Text Books (6th Class to 10th Class)
19. Sidhu, K.S.: The Teaching of Mathematics
20. Travers, et al: Mathematics Teaching

(D) EVALUATION

External Examination	35 Marks
Internal Assessment	15 Marks
Attendance	3
Written Assignment/Project work/ Response Sheets	6
Two Mid-term Examinations/ House Test	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 12 marks each. Section C will consist of 5 questions of 2 marks each and one objective type question of one mark 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.

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PAPER- IV & V: PEDAGOGY OF A SCHOOL SUBJECT (PART-I)
(X) TEACHING OF COMPUTER SCIENCE

SUBJECT CODE: EDUBED1104T
SUBJECT CODE : EDUBED1105

M.Marks: 50
External: 35
Internal: 15

(A) COURSE OUTCOMES

After completion of the course the student teacher will be able to:

- Understand the resources for teaching Computer Science.
- Understand the skills in teaching of the computer skills to the pupil teachers for programming and Networking.
- Study and understand the skill in organizing extended curricular activities in Computer Science.
- Understand the skill in preparing special programs for gifted and slow learners develop the skill in critical analysis of the text books and question papers of secondary school Computer Science

(B) SYLLABUS

SECTION – A

- (i) Computer Science: concept, objectives & importance, applications of computer with special reference to education & society; Bloom's taxonomy of educational objectives.
- (ii) Curriculum: concept, design & principles of curriculum; integration of computer education with other subjects.

SECTION – B

- (iii) Computer Science text book: meaning, types, importance and qualities;
- (iv) Computer Science Teacher: qualifications and qualities, professional growth and role in teaching learning process.

Activities (any one of the following)

- (i) Critical analysis of computer science curriculum at school level for any class.
- (ii) Analysis and interpretation of results and role of computers.
- (iii) Use of any one educational software in teaching.



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(C) BOOKS RECOMMENDED

1. Abbott, C. (2001). *ICT: Changing Education*. UK: Psychology Press.
2. Khan, N. (2004). *Educational Technology*. New Delhi: Rajat Publications.
3. Mambi, Adam J. (2010). *ICT Law Book: A Source Book for Information and Communication Technologies*. Tanzania: Mkukina Nyota Publishers Ltd.
4. Mangal, S.K., & Mangal, Uma (2010). *Essentials of Educational Technology*. New Delhi: PHI Learning Pvt. Ltd.
5. Mehra, V. (2004). *Educational Technology*. New Delhi: S.S. Publishers.
6. Sharma, R.A. (2006). *Technological Foundations of Education*. Meerut: R. LallBook Depot.

(D) EVALUATION

External Examination	35 Marks
Internal Assessment	15 Marks
Attendance	3
Written Assignment/Project work/ Response Sheets	6
Two Mid-term Examinations/ House Test	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 12 marks each. Section C will consist of 5 questions of 2 marks each and one objective type question of one mark 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.


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PAPER- IV & V: PEDAGOGY OF SCHOOL SUBJECT (PART I)

(XI) TEACHING OF COMMERCE

SUBJECT CODE: EDUBED1104T

SUBJECT CODE : EDUBED1105

M.Marks: 50

External: 35

Internal: 15

(A) COURSE OUTCOMES

After completion of the course the student teacher will be able to:

- Develop an understanding and use concept mapping and curricular elements in Financial Accounting teaching.
- Develop the ability to plan Curriculum in Financial Accounting at senior secondary level.
- Undertake Critical appraisal of existing Financial Accounting curriculum at senior secondary Stage prescribed by RBSE / CBSE.
- Know the qualities of text book of Financial Accountancy.
- Develop necessary skills to prepare and use various instructional/learning methods and Media Integration.
- Develop the ethics & Professional growth of a Financial Accounting teacher.
- Develop a broad understanding of commerce.
- Develop teaching competencies related to commerce at secondary level.
- Become effective teachers in order to perform desired role as commerce teacher.
- Familiarize themselves with the type of audio visual aids, techniques and methods of teaching required for teaching of commerce.
- Evaluate student's performance and provide remedial teaching.

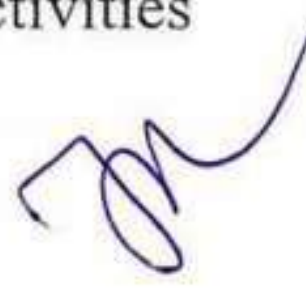
(B) SYLLABUS

SECTION – A

- (i) Commerce: meaning, nature, objectives, importance, scope; relationship with other subjects; curriculum: meaning, principles, process and approaches to curriculum development and its evaluation,
- (ii) Critical appraisal of +2 business studies and accountancy curriculum. Teacher: qualities, professional growth and role.

SECTION – B

- (iii) Commerce text book: meaning, types, importance and qualities; evaluation and selection of text books, resources for supplementing teaching and learning
- (iv) Teaching aids: Importance, types, projected and non-projected aids, selection and integration in teaching-learning process, practice set and worksheets and co- curriculum activities


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Activities (Any one of the following)

- (i) Role on Multi National Corporation (MNC)
- (ii) Evaluate Budget of the current year
- (iii) Preparation of a low-cost teaching aid

(C) BOOKS RECOMMENDED

- 1. Gupta, Rainu: Teaching of Commerce.
- 2. Ghosh, D.K: Financing of Education. (Vol.I to III).
- 3. Douglas, Palmford and Anderson: Teaching Business Subjects, Prentice Hall.
- 4. Musselman and Hann: Teaching Book-keeping and Accounting, McGraw Hill.
- 5. Tonne, Lopham and Freeman: Methods of Teaching Business Subjects, McGraw Hill.
- 6. Tonne, Herbert, A.: Principles of Business Education, McGraw Hill.

(D) EVALUATION

External Examination	35 Marks
Internal Assessment	15 Marks
Attendance	3
Written Assignment/Project work/ Response Sheets	6
Two Mid-term Examinations/ House Test	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 12 marks each. Section C will consist of 5 questions of 2 marks each and one objective type question of one mark 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.


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PAPER- IV & V: PEDAGOGY OF A SCHOOL SUBJECT (PART-I)

(XII) TEACHING OF SOCIAL STUDIES

SUBJECT CODE: EDUBED1104T

SUBJECT CODE : EDUBED1105

M.Marks: 50

External: 35

Internal: 15

(A) COURSE OUTCOMES

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

- Develop understanding about the basic differences between Social Studies and Social Sciences.
- Explore the need for teaching Social Sciences as an integrated discipline.
- Develop critical understanding to justify the relevance of social Sciences in terms of Contemporary events.
- Gain knowledge about the different approaches associated with the discipline.
- Define and differentiate the concept of social studies and explain its relative position in the syllabus.
- Understand the aims and objectives of teaching Social Science.
- Prepare Unit plans and lesson plans for different classes.
- Apply appropriate methods and techniques of teaching to particular topics at different levels.
- Prepare; select and utilize different teaching aids.

(B) SYLLABUS

SECTION – A

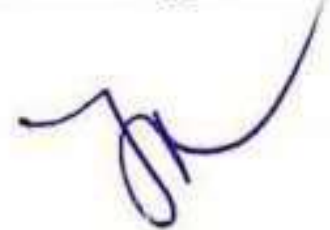
- (i) Concept, scope and nature of social studies, difference between social sciences and social studies, aims and objectives of teaching social studies at school level, significance of social studies as a core subject;
- (ii) Curricular approaches to teaching of Social Studies: : Coordination, Correlational, Concentric, Spiral, Integrated, and Regressive.
- (iii) Instructional planning: concept, need and importance.

SECTION – B

- (iv) Need and importance of Social studies room, Social Studies Text Book: Need, importance and qualities,
- (v) Social studies teacher: qualities and role,
- (vi) Audio visual aids: meaning, importance, projective and non-projective teaching-aids: LED projector, Interactive Boards, chalk board, maps, charts, diagram, model, picture, graphs and globe.

Activities (Any one of the following)

- (i) Writing instructional objectives in behavioural form for five topics from the textbook.
- (ii) To prepare a scrapbook of current issues/themes pertaining to the broad area of discipline/ subject taken up by the print media.
- (iii) Preparation of a low-cost teaching aid.


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(C) BOOKS RECOMMENDED

1. Aggarwal, J.C.: Teaching of Social Studies.
2. Binning and Binning: Teaching of Social Studies in Secondary Schools, McGrawHill.
3. Kochher, S.K.: Teaching of Social Studies.
4. Nasiah, K.: Social Studies in Schools, Oxford.
5. Sandhu, P.K. : Teaching of Social Studies (Punjabi).
6. Shaida, B.D. and Shaida, A.K.: Teaching of Social Studies
7. Wesley, E.N. : Teaching of Social Studies in High School

(D) EVALUATION

External Examination	35 Marks
Internal Assessment	15 Marks
Attendance	3
Written Assignment/Project work/ Response Sheets	6
Two Mid-term Examinations/ House Test	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 12 marks each. Section C will consist of 5 questions of 2 marks each and one objective type question of one mark 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.


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PAPER- IV & V: PEDAGOGY OF A SCHOOL SUBJECT (PART-I)
(XIII) TEACHING OF ECONOMICS

SUBJECT CODE: EDUBED1104T
SUBJECT CODE : EDUBED1105

M.Marks: 50
External: 35
Internal: 15

(A) COURSE OUTCOMES

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

- Refresh the knowledge about the meaning, importance, nature, scope and aims of Economics.
- Acquaint with the aims, objectives and value-outcomes through teaching of Economics.
- Organize group-activities and project and to use various instructional strategies and methods for effective teaching of the subject.
- Establish correlation of Economics with other school-subjects.
- Develop necessary skills to use various teaching aids, (Particularly locally available material aids).
- Develop appropriate attitude towards the subjects and country's economic.

(B) SYLLABUS

SECTION – A

- (i) Economics: meaning, nature, objectives, importance, scope; relationship with other subjects; curriculum: meaning, principles,
- (ii) Approaches to curriculum design – topical, correlational, integrated discipline, problem solving, conceptual design. Trend analysis in economic growth, economic development, sustainable development and quality of life.

SECTION – B

- (iii) Economics text book: meaning, types, importance, qualities and critical appraisal of text books in Economics from the stand point of curriculum design and syllabus frame, treatment and organization of subject matter,
- (iv) Teacher: qualities, professional growth and role. Organizing activities: economics club, seminar, competition, wall magazine, using community resource and organizing field trips.

Activities (Any one of the following)

- (i) Define and evaluate the term GNP
- (ii) Role of economics in life (Case study of any one family)
- (iii) Evaluate income and expenditure of any one secondary school


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(C) BOOKS RECOMMENDED

1. Dhillon, Satinder: Teaching of Economics.
2. Kanwar, B.S.: Teaching of Economics.
3. Mittal, R.L.: Arth Shastar Da Adhiapan (Pbi. Univ.)
4. Mukherjee, Sandhya: Teaching of Economics.
5. Rai, B.C.: Teaching of Economics.
6. Sidhu, H.S.: Teaching of Economics
7. Siddiqui, M.H.: Teaching of Economics.
8. Yadav, Amita: Teaching of Economics

(D) EVALUATION

External Examination	35 Marks
Internal Assessment	15 Marks
Attendance	3
Written Assignment/Project work/ Response Sheets	6
Two Mid-term Examinations/ House Test	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 12 marks each. Section C will consist of 5 questions of 2 marks each and one objective type question of one mark 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.


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PAPER- IV & V: PEDAGOGY OF A SCHOOL SUBJECT (PART-I)

(XIV) TEACHING OF GEOGRAPHY

SUBJECT CODE: EDUBED1104T

SUBJECT CODE : EDUBED1105

M.M. 50

External: 35

Internal: 15

(A) COURSE OUTCOMES

After completion of the course the student teacher will be able to:

- Understand the modern concept of Geography.
- Prepare yearly plan, unit plan, and lesson plan for different classes.
- Prepare maps and charts to illustrate the contents of different classes and use them effectively.
- Apply appropriate methods and techniques of teachings of particular topics at different levels.
- Arrange field trips and local surveys.
- Prepare achievement test and diagnostic test, administration of the test, analysis of results and make suggestion for remedial teaching.

(B) SYLLABUS

SECTION – A

- (i) Geography: meaning, nature, objectives, importance, scope; relationship with othersubjects; curriculum: meaning, principles, role and importance of the geography teacher,
- (ii) Approaches to curriculum design: topical, integrated discipline, conceptual design curriculum.

SECTION – B

- (iii) Geography text book: meaning, types, importance and qualities;
- (iv) Geography teacher: qualities, professional growth and role, formationand management of geography lab.

Activities (Any one of the following)

- (i) Development and change in urban areas.
- (ii) Geographical changes in the context of population migration.
- (iii) Evaluate geographical aspects of any school.

(C) BOOKS RECOMMENDED

1. Arora, K.L.: *Teaching of Geography*.
2. Braiult, E.W.H. and Share, D.W.: *Geography in & out of School: (Suggestions for teaching in second schools)*, London.
3. Dhand Harry : *Dictionary of Geography Technique in Teaching*, Ashish Publishing.

4. Gopsil, Gitt: *The Teaching of Geography*, Macmillan & Co., London.
5. Grave, N.J.: *Geography in Education*, Reinenman.
6. Grave, N.J.: *Geography in Education*, Reindnman Education Books, New Delhi.
7. Grieve, J.N.: *Geography in School*.
8. Kaul, A.K.: *Teaching or Geography*.
9. Macnee, E.A.: *The Teaching of Geography*, Cambridge University Press, 1951.
10. Rao, M.S.: *Teaching of Geography*, Anmol Publications Pvt. Ltd., New Delhi.
11. Shaida, B.D. & Sharma, J.C.: *Teaching of Geography*
12. Thrall, Zoe: *Teaching of Geography*
13. Verma, O.P.: *Teaching of Geography*.

(D) EVALUATION

External Examination	35 Marks
Internal Assessment	15 Marks
Attendance	3
Written Assignment/Project work/ Response Sheets	6
Two Mid-term Examinations/ House Test	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 12 marks each. Section C will consist of 5 questions of 2 marks each and one objective type question of one mark 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.


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PAPER- IV & V: PEDAGOGY OF A SCHOOL SUBJECT (PART-I)

(XV) TEACHING OF POLITICAL SCIENCE

SUBJECT CODE: EDUBED1104T

SUBJECT CODE : EDUBED1105

M.M. 50

External: 35

Internal: 15

(A) COURSE OUTCOMES

After completion of the course the student teacher will be able to:

- Understand the concept, nature and scope of Political Science.
- Understand the nature of history as continuous process of development and change.
- Understand the aims objectives of teaching Political Science at different levels of the secondary stage.
- Prepare unit plans, lesson plan and its related teaching aids.
- Understand the spirit and applying different methods and techniques of teaching Political Science at the secondary stage.
- Evaluate his pupils methodically at the different levels of secondary stage.

(B) SYLLABUS

SECTION – A

- (i) Political Science: meaning, nature, objectives, importance, scope; relationship with other subjects;
- (ii) Curriculum: meaning, principles; methods of teaching political science: concept, characteristics.

SECTION – B

- (iii) Political Science text book: meaning, types, importance and qualities;
- (iv) Teacher: qualities, professional growth and role.
- (v) Audio-visual aids: Meaning, types, selection and integration in teaching-learning process.

Activities (Any one of the following)

- (i) Role of political parties in democracy
- (ii) Political parties and its relationship with different organizations
- (iii) Preparation of a low-cost teaching aid.

(C) BOOKS RECOMMENDED

1. Aggarwal, J.C.: *Teaching of Political Science and Civics*
2. Preston, R.C. : *Teaching of World Understanding*
3. Singh, R.L.: *Teaching of History of Civics*


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(D) EVALUATION

External Examination	35 Marks
Internal Assessment	15 Marks
Attendance	3
Written Assignment/Project work/ Response Sheets	6
Two Mid-term Examinations/ House Test	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 12 marks each. Section C will consist of 5 questions of 2 marks each and one objective type question of one mark 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.


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PAPER- IV & V: PEDAGOGY OF A SCHOOL SUBJECT (PART-I)
(XVI) TEACHING OF HISTORY

SUBJECT CODE: EDUBED1104T
SUBJECT CODE : EDUBED1105

M.M. 50
External: 35
Internal: 15

(A) COURSE OUTCOMES

After completion of the course the student teacher will be able to:

- Understand the concept, nature and scope of History.
- Understand the nature of history as continuous process of development and change.
- Understand the aims objectives of teaching history at different levels of the secondary stage.
- Prepare unit plans, lesson plan and its related teaching aids.
- Understand the spirit and applying different methods and techniques of teaching history at the secondary stage.
- Evaluate his pupils methodically at the different levels of secondary stage.

(B) SYLLABUS

SECTION – A

- (i) History: meaning, nature, objectives, importance, scope; relationship with other subjects; curriculum: meaning, principles,
- (ii) role of the history teacher for use and development of history, developer of international understanding, techniques for teaching history, questioning narration, illustration, drill, dramatization, seminar, panel discussion, conference and workshops etc.; their uses and applications.

SECTION – B

- (iii) History text book: meaning, types, importance and qualities; classification of instructional objectives of teaching history in operational terms.
- (iv) Approaches to curriculum design- social, political and cultural considerations and issues related to the curriculum of history, trend analysis in history. Define lesson plan, need for lesson planning, different formats of lesson plan and writing a lesson plan.

Activities (Any one of the following)

- (i) Write down the brief history of any govt. school.
- (ii) Evaluate one chapter of history of any class.
- (iii) Visit any one historical place and write down its historical importance.


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(C) BOOKS RECOMMENDED

Burnston, W.H.: *Principles of History Teaching*.

Car, E.H.: *What is History*.

Chaubhe, K.P.: *Audio-visual Aids in Teaching of Indian History*.

Ghata, V.D.: *The 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*.

(D) EVALUATION

External Examination	35 Marks
Internal Assessment	15 Marks
Attendance	3
Written Assignment/Project work/ Response Sheets	6
Two Mid-term Examinations/ House Test	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 12 marks each. Section C will consist of 5 questions of 2 marks each and one objective type question of one mark 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.


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PAPER- IV & V: PEDAGOGY OF A SCHOOL SUBJECT (PART-I)
(XVII) TEACHING OF SOCIOLOGY

SUBJECT CODE: EDUBED1104T
SUBJECT CODE : EDUBED1105

M.M. 50
External: 35
Internal: 15

(A) COURSE OUTCOMES

After completion of the course the student teacher will be able to:

- Understand the concept, nature and scope of Sociology.
- Understand the nature and relationship of Sociology with other subjects.
- Understand the aims objectives of teaching Sociology at different levels of the secondary stage.
- Prepare unit plans, lesson plan and its related teaching aids.
- Understand the spirit and applying different methods and techniques of teaching Sociology at the secondary stage.
- Evaluate his pupils methodically at the different levels of secondary stage.

(B) SYLLABUS

SECTION – A

- (i) Sociology: meaning, nature, aims and objectives, importance, scope ; relationship with other subjects; Role of Sociology in developing national integration and internationalism.
- (ii) Curriculum: meaning, principles for the construction and thematic organization of sociology curriculum, approaches of organization of Sociology curriculum: unit, concentric and topical , Critical analysis of Sociology syllabus at the Senior Secondary Stage.

SECTION – B

- (iii) Sociology text book: meaning, types, importance and qualities;
- (iv) Teacher: qualities, professional growth and role.
- (v) Sociology room – Importance, equipments

Activities (Any one of the following)

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

(C) BOOKS RECOMMENDED

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


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

(D) EVALUATION

External Examination	35 Marks
Internal Assessment	15 Marks
Attendance	3
Written Assignment/Project work/ Response Sheets	6
Two Mid-term Examinations/ House Test	6

(G) 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 12 marks each. Section C will consist of 5 questions of 2 marks each and one objective type question of one mark which will cover the entire syllabus uniformly.


(H) 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: PEDAGOGY OF A SCHOOL SUBJECT (PART-I)
(XVIII) TEACHING OF HOME SCIENCE**

SUBJECT CODE: EDUBED1104T
SUBJECT CODE : EDUBED1105

M.M. 50
External: 35


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(A) COURSE OUTCOMES

After completion of the course the student teacher will be able to:

- Understand the nature and importance of Home Science and its correlation with other subjects
- Understand aims and objectives of the subject.
- Realize the essential unity between laboratory work and theoretical background of the subject.
- Analyze school syllabus of the subject in relation to its applicability to practical situation and adaptability of the curriculum to local needs.
- Utilize effectively the instructional material in teaching Home Science.
- Construct test items to measure objectives belonging to various cognitive levels.

(B) SYLLABUS

SECTION – A

- (i) Home science: meaning, nature, importance, scope and relationship with othersubjects; Aims and objectives of teaching home science.
- (ii) Home Science curriculum: concept, scope, principles and approaches.

SECTION – B

- (iii) Home science text book: meaning, types, importance and qualities; Home Scienceteacher: qualities, professional growth and role.
- (iv) Home science lab and club: Need and importance, planning and organization.

Activities (Any one of the following)

- (i) Critical analysis of existing Home Science curriculum for any class.
- (ii) Discussion on organization of mid-day meals in schools.
- (iii) Preparation of a low-cost teaching aid.


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(C) BOOKS RECOMMENDED

1. Atkinson: *Teaching of Home Science*
2. Chanderkant: *Teaching of Home Science*
3. Chandra, Shah & Joshi: *Fundamentals of Teaching Home Science*
4. Dass and Ray: *Teaching of Home Science*
5. Devadas, R.P.: *Methods of Teaching Home Science*
6. Devadas, R.P.: *Teaching Home Science in Secondary Schools*
7. Kapoor, Ritu.: *Teaching of Home Science*
8. Sherry, G.P.: *Greh Vigyan Shiksha*
9. Sukhia, S.P.: *Teaching of Home Science*
10. Yadav, Seema: *Teaching of Home Science*

(D) EVALUATION

External Examination	35 Marks
Internal Assessment	15 Marks
Attendance	3
Written Assignment/Project work/Response Sheets	6
Two Mid-term Examinations/ House Test	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 12 marks each. Section C will consist of 5 questions of 2 marks each and one objective type question of one mark 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.


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PAPER- IV & V: PEDAGOGY OF A SCHOOL SUBJECT (PART-I)

(XIX) TEACHING OF AGRICULTURE

SUBJECT CODE: EDUBED1104T

SUBJECT CODE : EDUBED1105

M.M. 50

External: 35

Internal: 15

(A) COURSE OUTCOMES

After completion of the course the student teacher will be able to:

- Understand the nature, scope values and objectives of teaching of Agriculture at Secondary level.
- Develop competence in teaching different topics of Agriculture effectively.
- Develop scientific temper & provide teaching in scientific method to their students.
- Use various methods with appropriateness of content, level and classroom situations to make pupil's learning meaningful.
- Utilize the instructional materials effectively in the teaching of Agriculture.
- Organize Co-curricular activities & practical work in Agriculture.

(B) SYLLABUS

SECTION – A

- (i) Agriculture: meaning, nature, objectives, importance, scope; relationship with othersubjects;
- (ii) Agriculture Curriculum: meaning, principles and approaches.

SECTION – B

- (iii) Agriculture text book: meaning, types, importance and qualities;
- (iv) Agriculture Teacher: qualities, professional growth and role.

Activities (Any one of the following)

- (i) Critical analysis of agriculture curriculum at secondary stage.
- (ii) Critical analysis of agriculture text book for any class.

(C) BOOKS RECOMMENDED

1. Cook, G.S.A.: *Hand--book of Teaching Vocational Agriculture*
2. Garric, S.K.: *Audio-Visual Education in India*
3. Garric, E.W.: *Teaching Vocational Agriculture 1954*
4. Hammends, Garsil: *Teaching of Agriculture*
5. Hemlin, H.M.: *Agriculture Education in Community Schools*
6. Hopkin, J and Murray, William, C.: *Elements of Farm Management*



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(D) EVALUATION

External Examination	35 Marks
Internal Assessment	15 Marks
Attendance	3
Written Assignment/Project work/ Response Sheets	6
Two Mid-term Examinations/ House Test	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 12 marks each. Section C will consist of 5 questions of 2 marks each and one objective type question of one mark 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.


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PAPER- IV & V: PEDAGOGY OF A SCHOOL SUBJECT (PART-I)
(XX) TEACHING OF FINE ARTS

SUBJECT CODE: EDUBED1104T
SUBJECT CODE : EDUBED1105

M.M. 50
External: 35
Internal: 15

(A) COURSE OUTCOMES

After completion of the course the student teacher will be able to:

- Be familiar with the methods of teaching Fine Arts and to encourage creativity in school children.
- Be equipped with the latest techniques of evaluating student's achievements in art.
- Understand the principles, concepts and techniques of teaching art and to apply them in actual teaching.
- Attain elementary knowledge of various components of arts.
- Understand importance of Art in life.

(B) SYLLABUS

SECTION – A

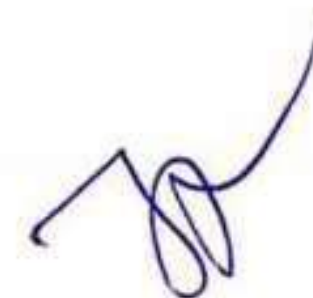
- (i) Fine Art: Concept, scope and principles of Art, Importance of Art in life and education. Aims and objectives of teaching of Art;
- (ii) Elements of Art: Line, Form, Space, Light and Shade, Colour, Texture; Six Limbs of Indian Art; Principles of Art: Balance, rhythm, harmony, Sectiony, dominance, proportion.

SECTION – B

- (iii) Principles of Curriculum construction at secondary level, Significance of Fine Art and its correlation with other school subjects.
- (iv) Qualities and functions of an Art Teacher; Importance of Black Board in Fine Arts, Importance of art room, art exhibition and competitions in encouraging creative expression among students.

Activities (Any one of the following)

- (i) Write instructional objectives of teaching Fine Arts for any five topics.
- (ii) Critical analysis of Fine Arts curriculum at secondary level.
- (iii) Discussion on Role of art in life



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(C) BOOKS RECOMMENDED

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

(D) EVALUATION

External Examination	35 Marks
Internal Assessment	15 Marks
Attendance	3
Written Assignment/Project work/ Response Sheets	6
Two Mid-term Examinations/ House Test	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 12 marks each. Section C will consist of 5 questions of 2 marks each and one objective type question of one mark 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.


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PAPER- IV & V: PEDAGOGY OF A SCHOOL SUBJECT (PART-I)

(XXI) TEACHING OF MUSIC

SUBJECT CODE: EDUBED1104T

SUBJECT CODE : EDUBED1105

M.M. 50

External: 35

Internal: 15

(A) COURSE OUTCOMES

After completion of the course the student teacher will be able to:

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

(B) SYLLABUS

SECTION – A

- (i) A brief history of Indian music, Music and other Fine arts, Aims and objectives of Music as a subject in school curriculum, Music at different stages in schools.
- (ii) Voice culture; Musical and non-musical sounds; the effects of music on behaviour, activity, fatigue and emotions.

SECTION – B

- (iii) Folk music: its role and significance in education. Lay, its emotional, aesthetic significance and essentials of training in rhythm. Training for appreciation of Music; Qualities and effectiveness.
- (iv) Qualities and effective music education of the following: Vakgyabar (Composer), Music Teacher, Singer, Vadaak (Player).

Activities (Any one of the following)

- (i) Write instructional objectives for any five topics.
- (ii) Analysis of curriculum for any class at secondary stage.

(C) BOOKS RECOMMENDED

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


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

(D) EVALUATION

External Examination	35 Marks
Internal Assessment	15 Marks
Attendance	3
Written Assignment/Project work/ Response Sheets	6
Two Mid-term Examinations/ House Test	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 12 marks each. Section C will consist of 5 questions of 2 marks each and one objective type question of one mark 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.


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PAPER- IV & V: PEDAGOGY OF A SCHOOL SUBJECT (PART-I)

(XXII) TEACHING OF PHYSICAL EDUCATION

SUBJECT CODE: EDUBED1104T

SUBJECT CODE : EDUBED1105

M.M. 50

External: 35

Internal: 15

(A) COURSE OUTCOMES

After completion of the course the student teacher will be able to:

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

(B) SYLLABUS

SECTION – A

- (i) Physical Education: meaning, nature, objectives, importance, scope, relationship with other subjects;
- (ii) Physical Education curriculum: meaning, principles and approaches.

SECTION – B

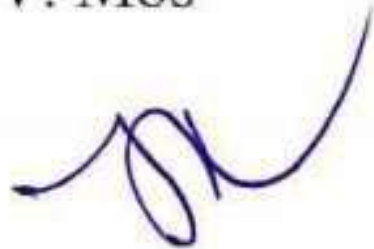
- (iii) Physical education text book: meaning, types, importance and qualities; Physical education Teacher: qualities, professional growth and role.
- (iv) Physical Education room: importance, organization and equipment. Audio-visual aids: meaning, importance, selection and types.

Activities (Any one of the following)

- (i) Critical analysis of physical education curriculum for any class at school level.
- (ii) Critical analysis of physical education text book for any class at school level.
- (iii) Preparation of a low-cost teaching aid.

(C) BOOKS RECOMMENDED

1. Singh, Ajmer and Others (2004): *Essentials of Physical Education*, Kalyani Publishers, Ludhiana.
2. Charles, A. Brucher (1970): *Foundations of Physical Education*, 8 ed., The C.V. Mos Computers.
3. Fox, Edward L. (1984): *Sports Physiology*, CBS College Publications.


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4. Singh, Hardy: *Science of Sports Training*, DYS Publications, New Delhi.
5. Haskell, W. (1982): *Nutrition and Athletic Performance*, Bull Publishing Hall.
6. Kamlesh, M. L. (1983): *Psychology in Physical Education and Sports*, Metropolitan Book Company, New Delhi.
7. Kamlesh, M. L. (1988) : *Physical Education Facts and Foundations*, P. B.Publications Pvt. Ltd., Faridabad.
8. Kaur, Manjit and Sharma, R. C. : *An Introduction to Health and Physical Education*, Tandon Publishers, Ludhiana.
9. Singh, Ajmer and Others (2003) : *Essentials of Physical Education*, Kalyani Publishers, Ludhiana.
10. Thomas, J. P. : *Organizations of Physical Education*, Garamodaya Press, Madras.
11. Trinarayan and Hariharan (1986) : *Method in Physical Education*, South India Press, Karnataka.
12. Voltmeter, F. V. and Esslinger, A. L. (1964) : *The Organisation and Administration of Physical Education*, Third Edition, The Times of India Press, Bombay.
13. Willmore, J. H. Costall : *Physiology of Sports and Exercises*, Human Kinetics Language Book Society, Champaign II.

(D) EVALUATION

External Examination	35 Marks
Internal Assessment	15 Marks
Attendance	3
Written Assignment/Project work/ Response Sheets	6
Two Mid-term Examinations/ House Test	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 12 marks each. Section C will consist of 5 questions of 2 marks each and one objective type question of one mark 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.


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PAPER- VI: LIBRARY RESOURCES AND ART IN EDUCATION

SUBJECT CODE: EDUBED1106T

M.M. 50
External: 35
Internal: 15

(A) COURSE OUTCOMES

After completion of the course the student teacher will be able to:

- Understand the maintenance of the library.
- Understand the basic principles of library science and develop library ethics.
- Enhance artistic and aesthetic sensibility among learners to enable them to respond to the beauty in different Art forms, through genuine exploration, experience and free expression.
- Enhance skills for integrating different Art forms across school curriculum at secondary level.

(B) SYLLABUS

SECTION-A

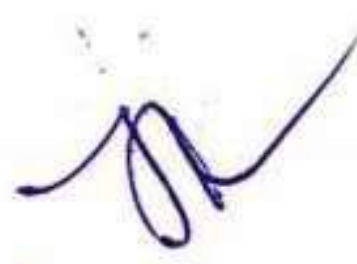
- (i) Library: Meaning, objective and importance, Library procedure: library management, cataloguing, locating a book/material in the library.
- (ii) Types of books, different reading material and techniques of keeping these books and materials

SECTION-B

- (iii) Art and aesthetics: Meaning, concept and significance at the secondary level of school education, Arts in Education: Aims and objectives, importance of art in child development.
- (iv) Importance of exhibitions and cultural festivals.

Practical Work/Activities (Any two of the following)

- Visit to library.
- Theme-based projects from any one of the curriculum areas covering its social, economic, cultural and scientific aspects integrating various Arts and Craft forms;
- Documentation of the process of any one Art from the pedagogical basis such as collage, handwriting skill and computer generated poster making


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(C) BOOKS RECOMMENDED

1. Bahl, S. (2016). *Exploring Library and Other Learning Resources*. Patiala, Punjab: Twenty First Century Publication.
2. Bahl, S., Kaur, T. & Brahia, S.S. (2016). *Exploring Library and Other Learning Resources*. Patiala. Punjab: Twenty First Century Publication.
3. Hahn, H. (1998). *The internet-complete reference*. New Delhi: Tata McGrill Hill Publication.
4. Prajapati, B. G. (2013). *Library and information science*. Maharashtra: Repro Books Limited, Mumbai.
5. Petzold, C. (1998). *Programming windows*. USA: Microsoft Press.
6. Sundararajan, K. (1998). *Internet*. Chennai: Kannadhasan Publications.
7. Stone, E. (1996). *How to use Microsoft Access*. California: Emeryville.
8. Srinivasan, T. M. (2002). *Use of Computers and Multimedia in education*. Jaipur: Aavisakar Publication.
9. Turvey, K., Allen, J., Potter, J., and Sharp, J.th(2014). *Primary computing and ICT: Knowledge, understanding and practice* (6 ed.). Sage.
10. Simmons, C., and Hawkins, C. (2014). *Teaching computing* (2nd ed.). Sage.
11. Prasad, Devi (1998). *Art as the Basis of Education*, New Delhi: NBT.
12. Sahi, Jane and Sahi, R(2009). *Learning Through Art*, Eklavya.
13. Joshi, Kireet (2011). *Philosophy of Indian Art*. Delhi: Popular Media.

➤ EVALUATION

External Examination	35 Marks
Internal Assessment	15 Marks
Attendance	3
Written Assignment/Project work/Response Sheets	6
Two Mid-term Examinations/ House Test	6

➤ 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 12 marks each. Section C will consist of 5 questions of 2 marks each and one objective type question of one mark which will cover the entire syllabus uniformly.

➤ INSTRUCTIONS FOR THE CANDIDATES

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


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PAPER – VII: EXPERIENTIAL LEARNING

SUBJECT CODE: EDUBED1107T

M.M. 50
External: 35
Internal: 15

(A) COURSE OUTCOMES

After completion of the course the student teacher will be able to:

- Develop insight on indigenous models of experiential learning.
- Understand and practice models of Indian philosophers for societal reconstruction.
- Promote respect for diversity, leadership and social justice.
- Identify pedagogical practices for effective implementation of curriculum strategies.

(B) SYLLABUS

SECTION A

- (i) Experiential Learning: Concept, nature, importance & scope, Objectives and principles.
- (ii) Process of Experiential Learning, Contemporary relevance of experiential learning.
- (iii) Role and responsibilities of teachers, head masters for community and parent engagement in school matters.

SECTION B

- (iv) Education for life and through life and its reflection in curriculum.
- (v) Pedagogical practices: Relevance of curriculum content of the lives of children.
- (vi) Sensitization of students on global issues i.e. resource and technology availability inequality, poverty, climate change, global warming, value crisis, food and energy crisis.

Activities (any two of the following)

- Survey on village sanitation practices.
- Writing expenditure account for annual function/classroom activity/ festival.
- Experimental reports on growing school
- Gardens/community garden/kitchen garden
- Mock assembly/ mock parliament
- Case study of a village/locality on land improvement.
- Cleanliness/waste management in public places


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(C) BOOKS RECOMMENDED

1. Kolb, D.A. (1984) Kriplani J.B: The eastord Fad, Hindustani Talinisangh, wardha
2. Experiential learning, New Delhi; Prentice Hall
3. Alice Y. adkolb, D.A. (2017) The Experiential Educators; Principles andpractices

(D) EVALUATION

External Examination	35 Marks
Internal Assessment	15 Marks
Attendance	3
Written Assignment/Project work/Response Sheets	6
Two Mid-term Examinations/ House Test	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 12 marks each. Section C will consist of 5 questions of 2 marks each and one objective type question of one mark 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.


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SEMESTER – II

PAPER –VIII: SOCIOLOGICAL PERSPECTIVE IN EDUCATION

SUBJECT CODE: EDUBED1201T

Max. Marks: 100

External: 70

Internal: 30

(A) COURSE OUTCOMES

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

- Know and understand the concept, scope and approaches of sociology.
- Understand the concept and characteristics of culture and related concept such as, acculturation and enculturation and propaganda.
- Understand the Social and religious Stratification in Indian society and related issues such as caste, class, gender, social versus natural inequality.
- Understand the concept of inequality in education, access and steps undertaken at the national level for removal of educational inequalities.
- Understand the concept and importance of Sustainable development and its awareness through education.
- Understand the concept of education for 21st century and four pillars of education as per (Delor's Commission (1996)).

(B) SYLLABUS

SECTION - A

- (i) Sociology of education: concept, scope and approaches
- (ii) Culture: concept, characteristics, acculturation and enculturation, propaganda
- (iii) Social Stratification : caste, class, gender, religious stratification in Indian society; Social versus natural inequality.

SECTION -B

- (iv) Education: inequality of access and opportunity for education; steps undertaken at the national level for removal of educational inequalities during the current five year plan
 - (v) Sustainable development: concept, importance and its awareness through education
 - (vi) Education for 21st century - the four pillars of education (Delor's Commission (1996))
- Activities** (Any one of the following)
- (i) Discussion on role of culture in social change.
 - (ii) Report on different types of disparities in Indian society.
 - (iii) Evaluation of Right to Education Act-2009 in any one School.


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(C) BOOKS RECOMMENDED

1. Nandra, I. D. S. (2019). *Sociological Perspectives in Education*. Mazaffarnagar, Uttar Pradesh: Bookman Publication.
2. Gawande, A. (2021). *Sociological Perspectives of Education in India*. Pune: Nirali Prakashan.
3. Mishra, N. (2021). *Sociological Perspectives of Education*. Lucknow: Thakur Publication Pvt. Ltd.
4. Mathur, S. S. (2021). *Shiksha ke Samajashastriya Pariprekshya (Sociological Perspectives of Education)* Agra, Uttar Pradesh: Shri Vinod Pustak Mandir.
5. Ball, Stephen, J (1990). *Politics and Policy-making in Education: Explorations in Political Sociology*. London: Routledge.
6. Bruner, J.C (1997). *The Culture and Education*, London: Harvard University Press.
7. Friere, Paulo (1972). *Pedagogy of the Oppressed*. Harmond worth: Penguin.
8. Gandhi, M.K (1962). *The Problem of Education*, Ahmadabad: Navajivan Publishing House.
9. Sen, Amartya (1999). *Development as Freedom*. Oxford: Clarendon.
10. Hurn, C.J. (1993). *Limits and Possibilities of Schooling: An Introduction to the Sociology of Education*. Boston: Allyn and Bacon.
11. Pandey, K.P. (2007). *Perspectives in Social Foundations of Education*. Delhi: Shipra
12. Singharoy, D.K. (Ed.). (2010). *Interrogating Social Development*. Delhi: Manohar

(D) EVALUATION

External Examination	70
Time	3 Hrs
Internal Assessment	30
Attendance	6
Written Assignment / Project work/ Response Sheet	12
Two Mid-term Examinations/ House Test	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 12 marks each. Section C will consist of 11 questions of 2 marks each which will cover the entire syllabus uniformly and carry 22 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.


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**PAPER- IX: EDUCATIONAL POLICY AND PLANNING IN
CONTEMPORARY INDIA**

SUBJECT CODE: EDUBED1202T

Max. Marks: 100

External: 70

Internal: 30

(A) COURSE OUTCOMES

After completion of the course the student teacher will be able to:

- Understand the concept of Education Policy and its determinants.
- Understand the role of National bodies in Policy formulation such as MHRD, NCERT, NASSCOM.
- Understand the concept, need, types and approaches and principles of Education Planning and Financing.
- Know about the Educational Administration and Supervision and role of central, state and Non-governmental bodies in Educational Administration and Supervision.
- Know the Policy recommendations regarding school and higher education as suggested by National Education Commission (1964-66), NPE-(2020), National Knowledge Commission (2005).
- Know and understand the Birla Ambani report on privation of Higher education and Skill Development Mission (2014).

(B) SYLLABUS

SECTION-A

- (i) Education Policy-meaning and policy determinants.
- (ii) Policy formulation: Role of Ministry of Education (MOE), NCERT, NITIA YOG
- (iii) Education planning and Financing: concept, need, types, approaches, principles of financing.
- (iv) Educational Financing: Principles of Financing, Financial participation of centre and state: Smagar Siksha Abhiyan, Mid-day Meal Scheme and Post-Matric Scholarship.

SECTION -B

- (v) Policy recommendations regarding school Education - Education Commission (1964-66)
- (vi) Major recommendations of NPE (1986), POA (1992) and NPE (2020) regarding school education.
- (vii) National Knowledge Commission (2005): Policy recommendations.
- (viii) Birla Ambani report on privation of Higher education (2000).
- (ix) Skill Development Mission (2014)


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Activities (Any one of the following)

- (i) Preparing budget estimate for an elementary school with 200 students, 6 teachers and 4 supporting staff.
- (ii) Study of mid-day meal practices in the school and suggestions for further improvement.
- (iii) Study of the availability of the text books and students school bag contents.

(D) BOOKS RECOMMENDED

1. Hartwell, E. C. (2019). *The Teaching of History*. Maharashtra: Repro Books Limited, Mumbai.
2. Basu, Aparna (1972). *Essays in the History of Indian Education*. New Delhi: Concept.
3. Dharmpal (1983). *The Beautiful Tree: Indigenous Indian Education in the Eighteenth Century*. Delhi: Biblia Impex.
4. Naik, J.P. (1965). *Educational Planning in India*. New Delhi: Allied.
5. Drèze, J., and A.K. Sen (1995). Basic Education as a Political Issue, *Journal of Educational Planning and Administration*, 9 (1) (January): 1-26.
6. Government of India (1950). *Constitution of India*. New Delhi.
7. Government of India (1985). *The Challenge of Education*. New Delhi, Ministry of Human Resource Development (Mimeo).
8. Government of India (1986). *National Policy on Education 1986*. New Delhi: Ministry of Human Resource Development.
9. Government of India (1992). *National Policy on Education 1986 (Revised)*. New Delhi: Ministry of Human Resource Development.
10. Government of India (2001). *National Human Development Report 2001*. New Delhi: Planning Commission.
11. Rao, D.B. (2009). *Encyclopedia of Education-Planning and Development*. (Vol.I to II). Delhi: APH.

(E) EVALUATION

External Examination	70
Time	3 Hrs
Internal Assessment	30
Attendance	6
Written Assignment / Project work/ Response Sheet	12
Two Mid-term Examinations/ House Test	12

(F) 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 12 marks each. Section C will consist of 11 questions of 2 marks each which will cover the entire syllabus uniformly and carry 22 marks in all.

(G) INSTRUCTIONS FOR THE CANDIDATES

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


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PAPER- X: CURRICULUM DEVELOPMENT

SUBJECT CODE: EDUBED1203T

Max. Marks: 100

External: 70

Internal: 30

(A) COURSE OUTCOMES

After completion of the course the student teacher will be able to:

- Understand the concept, need, importance and types of Curriculum and Syllabus.
- Understand the Foundation, decentralization, development of curriculum and notional practices.
- Know the process of curriculum change and development.
- Understand the Learner characteristics, Teacher's experiences and Parental expectations as Stakeholders in Curriculum.
- Understand the different approaches to Curriculum development as per the futuristic needs of vocational and skill development.
- Know the need, purposes and importance of curriculum for children with special needs.

(B) SYLLABUS

SECTION-A

- (i) Curriculum: curriculum and syllabus: concept, need and importance; types of curriculum, Foundation of curriculum; decentralization of curriculum development and notional practices.
- (ii) Process of curriculum change and development
- (iii) Stakeholders in Curriculum : Learner characteristics, Teacher's Experiences, Parental expectations

SECTION-B

- (iv) Approaches to Curriculum development: Subject-centered and learner-centered; Content organization; Spiral curriculum, unitization of syllabus, integration of school curriculum with futuristic needs; vocational bias and skill development curriculum.
- (v) Curriculum for children with special needs: purpose and importance, curriculum needs of gifted, visually challenged and slow learner.

Activities (Any one of the following)

- (i) Preparing a report on difficulties faced in chapter wise teaching of the school subject.
- (ii) Identifying gender bias in any one chapter of a school text book.
- (iii) Critical appraisal of NCF-2005.

(C) BOOKS RECOMMENDED

1. Butchvarov, P. (1970), *The Concept of Knowledge*, Evanston, Illinois: North Western University Press.
2. Chomsky, N (1986). *Knowledge of Language*, New York : Prager.
3. Cole Luella (1950). *A History of Education: Socrates to Montessori*, New York: Holt, Rinehart

& Winston.

4. Datta, D.M. (1972). *Six ways of Knowing*. Calcutta.: Calcutta University Press.
5. Dewey, J. (1997) My Pedagogic Creed", in D.J. Flinders and S.J. Thorton(eds.)The Curriculum Studies Reader, New York: Routledge.
6. Dewey, J (1956). *The Child and the Curriculum and School and Society*, Universityof Chicago Press, U.S.A. Chicago, Illinois.
7. Krishna M. J. (1947) *On Education*, New Delhi: Orient Longman.
8. Kumar K. (1996). *Learning from Conflict*, New Delhi: Orient Longman.
9. Lakshmi, T.K.S. & Yadav M.S. (1992). Education: Its Evolving Characteristics,in *New Frontiers in Education*, Vol. XXII, No.4, Oct-Dec.
10. Prema C. (2001). *Teaching & Learning: The Culture of pedagogy*, New Delhi: Sage Publication.
11. Srivastava, H.S. (2010).*Curriculum and Methods of Teaching*. Delhi: Shipra

(D) EVALUATION

External Examination 70 Marks

Time 3 Hrs

Internal Assessment 30 Marks

Attendance 6

Written Assignment/Project work/Response Sheets 12

Two Mid-term Examinations/ House Test 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 12 marks each. Section C will consist of 11 questions of 2 marks each which will cover the entire syllabus uniformly and carry 22 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- XI & XII: PEDAGOGY OF SCHOOL SUBJECT (PART II)

(I) TEACHING OF ENGLISH

SUBJECT CODE :EDUBED1204T

SUBJECT CODE :EDUBED1205T

Max. Marks: 50

External: 35

Internal: 15

(A) COURSE OUTCOMES

After completion of the course the student teacher will be able to:

- Understand the need and importance of English language.
- Develop proficiency in the language.
- Familiar with the vocabulary and writing skills.
- Understand teaching composition and its types and procedure.
- Able to use ICT and technology to enrich language teaching.
- Prepare lesson plans on different and prescribed aspects of English as second language.
- Choose, prepare and use appropriate audio-visual teaching aids for effective teaching of English.
- Use various techniques of testing English as second language and develop remedial and conduct teaching.

(B) SYLLABUS

SECTION-A

- (i) Vocabulary its types and various ways of teaching and expansion of vocabulary, developing the writing skills: Choice of script, dictation and spellings. Formal and informal writings such as Application/Letters, short story, diary, notices reports, advertisements etc.
- (ii) Teaching Composition; Types and procedure. Poetry and prose; Its meaning, style of writing & recitation/reading with respect to rhyme scheme and language used.

SECTION-B

- (iii) Teaching-learning materials and Audio-Visual aids: meaning, importance and its types with special reference to preparation of charts, models, PPT, use of print media such as magazines, newspapers and ICT, Concept of language lab.
- (iv) Lesson Planning: Importance, preparation of lesson plans for teaching Prose, Poetry, Grammar and Composition, Concept of CCE & Evaluation, meaning and importance of tests and examination, different types of tests; oral, written, self-evaluation and group evaluation. Some ways and means for testing different skills of English language

Activities (Any one of the following)

- (i) Analysis of advertisement in regional newspaper on the basis of language.
- (ii) Preparation of transparencies
- (iii) Preparation of educational media software.


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(C) BOOKS RECOMMENDED

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

(D) EVALUATION

External Examination	35 Marks
Internal Assessment	15 Marks
Attendance	3
Written Assignment/Project work/ Response Sheets	6
Two Mid-term Examinations/ House Test	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 12 marks each. Section C will consist of 5 questions of 2 marks each and one objective type question of one mark which will cover the entire syllabus uniformly.

(F) INSTRUCTIONS FOR THE CANDIDATES

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


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PAPER- XI & XII: PEDAGOGY OF SCHOOL SUBJECT (PART II)
(ii) TEACHING OF PUNJABI

PROGRM CODE: EDUBED2PUP
SUBJECT CODE: EDUBED1104T
SUBJECT CODE: EDUBED1105T

M.M. 50
External: 35
Internal: 15

(ੳ) ਕੋਰਸ ਆਊਟਕਮ

- ਵਿਦਿਆਰਥੀ-ਅਧਿਆਪਕਾਂ ਨੂੰ ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦੀ ਉਤਪਤੀ ਅਤੇ ਵਿਕਾਸ ਪ੍ਰਕਿਰਿਆ ਤੋਂ ਜਾਣੂ ਕਰਵਾਉਣਾ।
- ਵਿਦਿਆਰਥੀ-ਅਧਿਆਪਕਾਂ ਨੂੰ ਭਾਸ਼ਾ ਗ੍ਰਹਿਣ ਕਰਨ ਸਬੰਧੀ ਧਾਰਨਾਵਾਂ ਤੋਂ ਜਾਣੂ ਕਰਵਾਉਣਾ।
- ਵਿਦਿਆਰਥੀ-ਅਧਿਆਪਕਾਂ ਨੂੰ ਮਾਤ ਭਾਸ਼ਾ ਦੀ ਸਿੱਖਿਆ ਦੇ ਉਦੇਸ਼ਾਂ ਅਤੇ ਸਿਧਾਂਤਾਂ ਤੋਂ ਜਾਣੂ ਕਰਵਾਉਣਾ।
- ਵਿਦਿਆਰਥੀ-ਅਧਿਆਪਕਾਂ ਨੂੰ ਭਾਸ਼ਾਈ ਹੁਨਰਾਂ ਅਤੇ ਕਿਰਿਆਵਾਂ ਦੀ ਸੁਚੱਜੀ ਵਰਤੋਂ ਕਰਨ ਦੇ ਯੋਗ ਬਣਾਉਣਾ।
- ਵਿਦਿਆਰਥੀ-ਅਧਿਆਪਕਾਂ ਨੂੰ ਪੰਜਾਬੀ ਸਾਹਿਤ ਦੇ ਵਿਭਿੰਨ ਰੂਪਾਂ ਦੀਆਂ ਅਧਿਆਪਨ ਵਿਧੀਆਂ ਤੋਂ ਜਾਣੂ ਕਰਵਾਉਣਾ।
- ਵਿਦਿਆਰਥੀ-ਅਧਿਆਪਕਾਂ ਨੂੰ ਸਕੂਲ ਪੱਧਰ ਤੇ ਪੰਜਾਬੀ ਦੇ ਅਧਿਆਪਨ ਸਬੰਧੀ ਪੇਸ਼ ਆਉਣ ਵਾਲੀਆਂ ਮੁਸ਼ਕਲਾਂ ਹੱਲ ਕਰਨ ਦੇ ਯੋਗ ਬਣਾਉਣਾ।
- ਵਿਦਿਆਰਥੀ-ਅਧਿਆਪਕਾਂ ਵਿੱਚ ਭਾਸ਼ਿਕ, ਸਾਹਿਤਕ ਅਤੇ ਬੋਧਿਕ ਯੋਗਤਾਵਾਂ ਦਾ ਵਿਕਾਸ ਕਰਨਾ।
- ਵਿਦਿਆਰਥੀ-ਅਧਿਆਪਕਾਂ ਵਿੱਚ ਸਿਰਜਨਾਤਮਿਕ ਅਤੇ ਖੋਜਾਤਮਕ ਕੁਸ਼ਲਤਾਵਾਂ ਦਾ ਵਿਕਾਸ ਕਰਨਾ।

ਭਾਗ - ੳ

- i. ਮਾਤ ਭਾਸ਼ਾ ਦੀ ਪਾਠ ਪੁਸਤਕ: ਮਹੱਤਵ, ਚੰਗੀ ਪਾਠ ਪੁਸਤਕ ਦਾ ਗੁਣ।
- ii. ਕਵਿਤਾ, ਵਾਰਤਕ (ਕਹਾਣੀ ਅਤੇ ਇਕਾਂਗੀ) ਦਾ ਅਧਿਆਪਨ: ਉਦੇਸ਼ ਅਤੇ ਪ੍ਰਮੁੱਖ ਵਿਧੀਆਂ, ਵਿਆਕਰਣ ਅਧਿਆਪਨ, ਉਦੇਸ਼ ਅਤੇ ਪ੍ਰਮੁੱਖ ਵਿਧੀਆਂ।
- iii. ਸਕੂਲ ਪੁਸਤਕਾਲਾ: ਮਹੱਤਵ, ਮੌਜੂਦਾ ਸਥਿਤੀ ਅਤੇ ਸੁਧਾਰ ਲਈ ਸੁਝਾਅ।
ਭਾਗ - ਅ
 - i. ਮਾਤ ਭਾਸ਼ਾ ਦਾ ਅਧਿਆਪਕ: ਯੋਗਤਾਵਾਂ, ਲੋੜੀਂਦੇ ਗੁਣ ਅਤੇ ਭੂਮਿਕਾ
 - ii. ਮਾਤ ਭਾਸ਼ਾ ਦੀ ਸਿੱਖਿਆ ਵਿੱਚ ਦ੍ਰਿਸ਼ਟੀ-ਸ਼੍ਰੇਣੀ ਸਹਾਇਕ ਸਾਧਨਾਂ ਦਾ ਮਹੱਤਵ ਅਤੇ ਵਰਤੋਂ।
 - iii. ਮਾਤ ਭਾਸ਼ਾ ਸਿੱਖਿਆ ਦਾ ਮੁਲਾਂਕਣ: ਮੁਲਾਂਕਣ ਦੇ ਢੰਗ, ਮੁਲਾਂਕਣ ਪ੍ਰਕ੍ਰਿਆ ਨਾਲ ਸਬੰਧਿਤ ਸਮੱਸਿਆਵਾਂ, ਨਿਰੰਤਰ ਅਤੇ ਸਮੁੱਚੇ; ਮੁਲਾਂਕਣ: ਸਕੱਲਪ, ਵਿਧੀਆਂ ਅਤੇ ਉਭਰ ਰਹੀਆਂ ਸਮੱਸਿਆਵਾਂ।
 - iv. ਸੂਖਮ ਅਧਿਆਪਨ ਅਤੇ ਕੌਸ਼ਲ।
 - v. ਪਾਠ ਯੋਜਨਾ ਦਾ ਮਹੱਤਵ, ਉਦੇਸ਼ ਅਤੇ ਤਿਆਰੀ।

(C) BOOKS RECOMMENDED

1. Billows, F.L.: *The Techniques of Language Teaching*.
2. Gurrey, P. : *Teaching of the Mother Tongue in Secondary Schools*.
3. Rybum, W. M.: *Teaching of Mother Tongue*
4. Unesco : *Teaching of Modern Languages*.


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(E) EVALUATION

External Examination	35 Marks
Internal Assessment	15 Marks
Attendance	3
Written Assignment/Project work/Response Sheets	6
Two Mid-term Examinations/ House Test	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 12 marks each. Section C will consist of 5 questions of 2 marks each and one objective type question of one mark 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.


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PAPER- XI & XII: PEDAGOGY OF SCHOOL SUBJECT (PART II)
(iii) TEACHING OF HINDI

SUBJECT CODE: EDUBED1204T
SUBJECT CODE: EDUBED1205T

M.M. 50
External: 35
Internal: 15

(A) COURSE OUTCOMES

- विद्यार्थी - अध्यापक को हिन्दी भाषा के विकास प्रक्रिया के प्रति जागरूक करना।
- विद्यार्थी - अध्यापक को हिन्दी भाषा के उद्देश्यों और सिद्धांतों के बारे में जागरूक करना।
- विद्यार्थी - अध्यापक को हिन्दी भाषा के अध्यापन की विधियों के बारे में जागरूक करना।

(B) SYLLABUS

Section - A

- (i) भाषा कौशल का विकास
- पठन कौशल - अर्थ, महत्व, उद्देश्य व विकास की प्रविधियाँ
 - बोलने व सुनने का कौशल - अर्थ, महत्व, उद्देश्य व विकास की प्रविधियाँ
 - लेखन कौशल - अर्थ, लेखन प्रक्रिया का महत्व, सृजनात्मक लेखन की विधियाँ
- (ii) शिक्षण के विभिन्न प्रकार - गद्य शिक्षण, पद्य शिक्षण, नाटक शिक्षण, कहानी शिक्षण, रचना शिक्षण, अर्थ, उद्देश्य एवं विधियाँ

Section - B

- (i) व्याकरण शिक्षा - अर्थ, उद्देश्य, महत्व, एवं विधियाँ
- (ii) द्रश्य- श्राव्य साधन - अर्थ, महत्व, प्रकार व प्रयोग में सावधानियाँ
- (iii) पाठ योजना - महत्व, रूपरेखा एवं प्रकार
- (iv) पाठ्यक्रम एवं पाठ्य सामग्री का निर्माण एवं विशेषण
- (v) मूल्यांकन - भाषा विकास की प्रगति के मूल्यांकन के प्रकार, प्रश्नों का स्वरूप, अच्छे मूल्यांकन की विशेषताएँ

BOOKS RECOMMENDED

1. Kumar, Krishna. (2007). *The child's language and the Teacher*. New Delhi: National Book.
2. Mangal, U. (2010). *Teaching of Hindi*, New Delhi: Arya Book Depot.
3. National Curriculum Framework (2005), New Delhi: NCERT.
4. Safaya, Raghunath. *Methods of Teaching of Hindi*. Jalandhar: Punjab Book Depot.
5. Sinha, S. (2009). *Roseblatt's Theory of Reading*. Explaining Literature contemporary education dialogue. 6(2), 223-237.
6. Sullivan, M. (2008). *Lessons for Guided writing*. scholastic. National curriculum framework. (2005).
7. Billows, F.L. : *The Techniques of Language Teaching*.
8. Unesco : *Teaching of Modern Languages*.


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(D) EVALUATION

External Examination	35 Marks
Internal Assessment	15 Marks
Attendance	3
Written Assignment/Project work/ Response Sheets	6
Two Mid-term Examinations/ House Test	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 12 marks each. Section C will consist of 5 questions of 2 marks each and one objective type question of one mark 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.



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PAPER- XI & XII: PEDAGOGY OF SCHOOL SUBJECT (PART II)
(iv) TEACHING OF URDU

SUBJECT CODE :EDUBED1204T
SUBJECT CODE :EDUBED1205T

M.M. 50
External: 35
Internal: 15

(A) COURSE OUTCOMES

After completion of the course the student teacher will be able to:

- Hone the skill of Lesson Planning at the Secondary level.
- Understand and organize co-curricular activities for teaching of Urdu.
- Get acquainted with the methods of teaching Urdu.
- Develop the skills of preparing and using effectively the instructional materials for the teaching of Urdu.
- Get acquainted with Principles of preparing Curriculum for Urdu.
- Develop diagnostic and remedial measures through Evaluation in teaching Urdu.

(B) SYLLABUS

SECTION – A

- (i) Methods of teaching Urdu: translation, direct and play way;
- (ii) Qualities of a good text book, teaching aids, qualities of good Urdu language teacher.

SECTION – B

- (iii) Lesson planning: meaning, importance, steps and preparation of lesson planning of prose, poetry and grammar;
- (iv) Criteria and types of language test, error analysis and remedial teaching.

(C) BOOKS RECOMMENDED

1. Usool-e-Talim: Dr. Z.D.Alvi
2. Usool-e-Tadris: M.Qasim Siddiqi
3. Jadid Talimi Nafsiat: M.Sharif Khan
4. Urdu Kaise Parhain: Saleem Abdullah
5. Urdu Zaban Ki Tarikh: Dr. Mirza Khalil Baig.
6. Mukhtasir Tarikh Adab-e-Urdu: S.Ejaz Husain
7. Shairi Ki Tanqid: Prof, A, Kalam Qasemi
8. Urdu Shairi Ka Tanqidi Mutala: Sunbal Nigar
9. Urdu Nasr Ka Tanqidi Mutala; Sunbal Nigar
10. Dastan Novel Aur Afsana: Dr. Durdana Qasmi
11. Asnaf-e-Adab: Dr. Qamar Rais
12. Khake-Inshaiye, Dramey Aur
13. Afsaney: M.Qasim Siddiqi
14. Urdu Sarf: Dr. M.Ansarullah


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(D) EVALUATION

External Examination	35 Marks
Internal Assessment	15 Marks
Attendance	3
Written Assignment/Project work/Response Sheets	6
Two Mid-term Examinations/ House Test	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 12 marks each. Section C will consist of 5 questions of 2 marks each and one objective type question of one mark 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.



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PAPER- XI & XII: PEDAGOGY OF SCHOOL SUBJECT (PART II)

(V) TEACHING OF SANSKRIT

SUBJECT CODE: EDUBED1204T

SUBJECT CODE: EDUBED1205T

M.M. 50

External: 35

Internal: 15

(A) COURSE OUTCOMES

After completion of the course the student teacher will be able to:

- Hone the skill of Lesson Planning at the Secondary level.
- Understand and organize co-curricular activities for teaching of Sanskrit.
- Get acquainted with the methods of teaching Sanskrit.
- Develop the skills of preparing and using effectively the instructional materials for the teaching of Sanskrit.
- Get acquainted with Principles of preparing Curriculum for Sanskrit.
- Develop diagnostic and remedial measures through evaluation in teaching Sanskrit.

(B) SYLLABUS

SECTION-A

- (i) Text book: Meaning and importance. Reading: Study skills including thesauruses, dictionary and encyclopedia.
- (ii) Writing: Process of writing, reference skills and higher order skills.

SECTION-B

- (iii) Lesson plan: Nature, objective and needs. Evaluation: oral, written, self, peer and group evaluation.
- (iv) Typology of questions: Activities and tasks, problem solving, creative and critical thinking.

(C) BOOKS RECOMMENDED

1. Dass, G., & Nibedeta, C. (2021). *Pedagogy of Language Teaching Sanskrit*. Kolkata: Aacheli Publication.
2. Shastri, S. (2021). *Pedagogy of Sanskrit Laxmi B.Ed Book*. Solapur, Maharashtra : Laxmi Publication.
3. Pandey, R. (2022). *Pedagogy of Sanskrit*. Agra, Uttar Pradesh: Agrawal Publication.
4. Rai, M. (2020). *Sanskrit Shikshan*. Agra, Uttar Pradesh: Shri Vinod Pustak Mandir.
5. Apte, D.G.: *Teaching of Sanskrit*, Padma Publications, Bombay.
6. Apte, D.G. and Dongre, P.K.: *Teaching of Sanskrit in Secondary Schools*, Acharya Book Depot, Baroda.
7. Boki, V.P. and Parasnis, N.K. : *A New Approach to Teaching of Sanskrit*, LokSangrah Press, Poona.
8. Huparikan: *The Problems of Sanskrit Teaching*, Bharat Book Stall, Kohlapur.
9. Palmar, H.B.: *The Principles of Language Study*, Harrap.

10. Pandey, Ram Shakal: *Sanskrit Shikshan*.
11. Safaya, R.N.: *Sanskrit Shikshan Vidhi. Sanskrit Shikshan*, Haryana Hindi Granth Academy, Chandigarh

(D) EVALUATION

External Examination	35 Marks
Internal Assessment	15 Marks
Attendance	3
Written Assignment/Project work/ Response sheets	6
Two Mid-term Examinations/ House Test	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 12 marks each. Section C will consist of 5 questions of 2 marks each and one objective type question of one mark 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.


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PAPER- XI & XII: PEDAGOGY OF A SCHOOL SUBJECT (PART-II)

(VI) TEACHING OF SCIENCE

SUBJECT CODE: EDUBED1204T

SUBJECT CODE: EDUBED1205T

M.M. 50

External: 35

Internal: 15

(A) COURSE OUTCOMES

After completion of the course the student teacher will be able to:

- Understand the need, planning and maintenance of science laboratory.
- Maintain stock and store register with special reference to safety.
- Use various methods with appropriateness of content, level and classroom situations to make pupil's learning meaningful.
- Develop lesson plan and unit plan.
- Understand the qualities and role of a good science teacher.
- Organize Co-curricular activities & practical work in Science.
- Understand the concept, importance and techniques of evaluation in Science.

(B) SYLLABUS

SECTION-A

- (i) Science Laboratory: Planning, Purchase and Maintenance of apparatus, Maintenance of stock and store registers, Maintaining Records and Safety Procedures.
- (ii) Co-curricular and non-formal Approaches: field trips, school gardening, biology clubs, visit to science museums, science fairs, excursions, quiz, seminars. Science note books, reference books, science journals and library for Science.

SECTION-B

- (iii) Methods of teaching: Lecture method, Lecture-cum-demonstration method, Heuristic method, Problem solving method and Unit Planning. Lesson planning in Science: concept, objectives, importance and steps.
- (iv) Evaluation: concept, importance and types, Continuous and comprehensive evaluation (CCE), qualities of a good test, tools of evaluation, various types of questions and construction of an achievement test in Science.

Activities (Any one of the following)

- (i) Practicing at least two experiments to be conducted /demonstrated in secondary classes.
- (ii) Writing two lesson plans.
- (iii) Construction of an achievement test.


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(C) BOOKS RECOMMENDED

1. Cutting, Roger and Kelly, Orla (2014). *Creative Teaching in Primary Science*. Sage.
2. Dunne, Mick (2014). *Primary Science* (2nd ed.). Sage.
3. Their, H.D. (1970). *Teaching Elementary School Science: A Laboratory Approach*. New Delhi: Sterling Publishers.
4. Vaidya, N. (1989). *The Impact Science Teaching*. New Delhi: Oxford and IBH Publishing Company.
5. Mohan, R. (2002). *Innovative Science Teaching*. Delhi: Prentice-Hall.
6. Collete, Alfred T. and Eugene L. Chiappeta (1994), *Science Instruction in the Middle & Secondary Schools*, Macmillan, New York.
7. Jerry Wellington (1996), *Teaching Science in Secondary Classes*, Routledge, USA.
8. Kaur, Rakshinder (2007), *Teaching of Science*, Twenty First Century Publications, Patiala.
9. Kohli, V.K. *How to Teach Science*, Shri Krishna Publication, Ambla.
10. Mohan, Radha (2004), *Innovative Science Teaching for Physical science Teachers*, Prentice Hall of India, New Delhi.
11. Siddiqi & Siddiqi (2002) *Teaching of Science Today and Tomorrow*, Doaba House, New Delhi.
12. Sundarajan, S (1995) *Teaching Science in Middle School: A Resource Book*. Orient Longman, Hyderabad.
13. Tony Turner & Wendy Dimareo (1998), *Learning to Teach Science in Secondary School*, Routledge Publication, USA.
14. UNESCO (1966) *Source Book for Science Teaching*; UNESCO: Paris.
15. Vaidya N. (1999) *Science Teaching for the 21st Century*, Deep and Deep Publishers, New Delhi.
16. Venkataiah S. (2000) *Science Education*, Anmol Publications Pvt. Ltd., New Delhi.

(D) EVALUATION

External Examination	35 Marks
Internal Assessment	15 Marks
Attendance	3
Written Assignment/Project work/ Response sheets	6
Two Mid-term Examinations/ House Test	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 12 marks each. Section C will consist of 5 questions of 2 marks each and one objective type question of one mark 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- XI & XII: PEDAGOGY OF A SCHOOL SUBJECT (PART-II)
(VII) TEACHING OF PHYSICAL SCIENCE

SUBJECT CODE: EDUBED1204T
SUBJECT CODE: EDUBED1205T

M.M. 50
External: 35
Internal: 15

(A) COURSE OUTCOMES

After completion of the course the student teacher will be able to:

- Understand the need, planning and maintenance of physical science laboratory.
- Maintain stock and store register with special reference to safety.
- Use various methods with appropriateness of content, level and classroom situations to make pupil's learning meaningful.
- Develop lesson plan and unit plan.
- Understand the qualities and role of a good physical science teacher.
- Organize Co-curricular activities & practical work in physical science.
- Understand the concept, importance and techniques of evaluation in physical science.

(B) SYLLABUS

SECTION-A

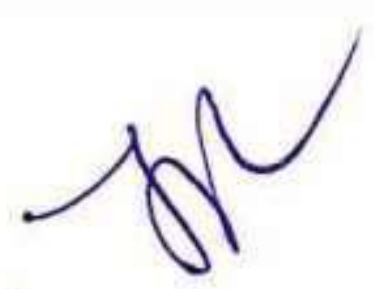
- (i) Physical Science Laboratory: Planning, Purchase and Maintenance of apparatus, Maintenance of stock and store registers, Maintaining Records and Safety Procedures.
- (ii) Co-curricular and non-formal Approaches: field trips, school gardening, Science clubs, visit to science museums, science fairs, excursions, quiz, seminars. Science library, note books, reference books, science journals.

SECTION-B

- (iii) Methods of teaching Physical Science with special reference to: Lecture method, Lecture-cum-demonstration method, Heuristic method, Problem solving method and Unit Planning. Lesson planning in Physical Science: concept, objectives, importance and steps.
- (iv) Concept of evaluation, qualities of a good test, tools of evaluation, various types of questions and construction of an achievement test in Physical Science.
Activities (Any one of the following)
 - (i) Practicing at least two experiments to be conducted /demonstrated in secondary classes.
 - (ii) Writing two lesson plans.
 - (iii) Construction of an achievement test.

(B) BOOKS RECOMMENDED

1. Anderson, Hans: *Readings in Science Education for Secondary School*
2. Bhandu, N.: *Teaching of Science*
3. Dass, L.C.: *Teaching of Science* (6th ed.)
4. Gupta, S.K.: *Teaching Physical Science in Secondary Schools*
5. Kesis and Ogburn, Hoffmann: *Modern Science Teaching*


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6. Kohli, V.K.: *How to Teach Science*
7. Kumar, Amrit: *Teaching of Physical Science*, Anmol.
8. Mann, S.S.: *How to Teach Science*
9. Richardson, J.S. and Caboon, G.P.: *Method and Material for Teaching General and Physical Science*, McGraw Hill Book Co. Inc., New York.
10. Sharma, R.C.: *Modern Science Teaching*
11. Mohan, Radha: *Innovative Physical Science Teaching Method*, P.H.I., New Delhi.

(C) EVALUATION

External Examination	35 Marks
Internal Assessment	15 Marks
Attendance	3
Written Assignment/Project work/Response Sheets	6
Two Mid-term Examinations/ House Test	6

(D) 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 12 marks each. Section C will consist of 5 questions of 2 marks each and one objective type question of one mark which will cover the entire syllabus uniformly.

(E) INSTRUCTIONS FOR THE CANDIDATES

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


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PAPER- XI & XII: PEDAGOGY OF A SCHOOL SUBJECT (PART-II)
(VIII) TEACHING OF LIFE SCIENCE

SUBJECT CODE: EDUBED1204T
SUBJECT CODE: EDUBED1205T

M.M. 50
External: 35
Internal: 15

(A) COURSE OUTCOMES

After completion of the course the student teacher will be able to:

- Understand the need, planning and maintenance of life science laboratory.
- Maintain stock and store register with special reference to safety.
- Use various methods with appropriateness of content, level and classroom situations to make pupil's learning meaningful.
- Develop lesson plan and unit plan.
- Understand the qualities and role of a good life science teacher.
- Organize Co-curricular activities & practical work in life science.
- Understand the concept, importance and techniques of evaluation in life science.

(B) SYLLABUS

SECTION – A

- (i) Approaches and Methods of Teaching Life sciences: Lecture, lecture-cum- demonstration, laboratory, heuristic, project, problem solving, inductive and deductive method. Constructivist approach to life science teaching.
- (ii) Unit Plan: Characteristics, steps in Unit Plan, Lesson Planning: concept, objectives, importance and steps. Co-curricular and non-formal Approaches: fieldtrips, school gardening, biology clubs, visit to science museums, science fairs, excursions, science library, quiz, seminars.

SECTION – B


- (iii) Professional development of Life Science teacher: meaning, need, professional development at individual and government level.
- (iv) Evaluation in life Science: concept, importance, analysis and critique of present pattern of examination at school level, Continuous and comprehensive evaluation (CCE), various types of tests: essay, objective and short answer type, qualities of a good test; Construction of an achievement test.

Activities (Any one of the following)

- (i) Practicing atleast two experiments to be conducted /demonstrated in secondary classes
- (ii) Writing two lesson plans.
- (iii) Construction of an achievement test.

(C) BOOKS RECOMMENDED

1. Collete, Alfred T. and Eugene L. Chiappeta (1994), Science Instruction in the Middle & Secondary Schools, Macmillan, New York .
2. Jerry Wellington (1996) Teaching Science in Secondary Classes, Routledge, USA.


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3. Kohli, V.K. () How to Teach Science, Shri Krishna Publication, Ambla.
4. Mohan, Radha (2004), Innovative Science Teaching for Physical science Teachers, Prentice Hall of India, New Delhi.
5. Ramakrishna, A. (2012), Methodology of Teaching Lifescience, Pearson Publications.
6. Sharma, Promila(2009), Teaching of Life Science, APH Publishing House, NewDelhi.
7. Siddiqi & Siddiqi(2002) Teaching of Science Today and Tomorrow, Doaba House, New Delhi.
8. Soni, Anju (2009), Teaching of Biology, Tandon Publications, Ludhiana.
9. Sundarajan, S (1995) Teaching Science in Middle School: A Resource Book. Orient Longman, Hyderabad.
10. Tony Turner & Wendy Dimareo (1998), Learning to Teach Science in Secondary School, Routledge Publication, USA.
11. UNESCO (1966) Source Book for Science Teaching; UNESCO: Paris.
12. UNESCO (1987), New Trends in Biology Teaching, Volume V.
13. Vaidya N. (1999) Science Teaching for the 21st Century, Deep and Deep Publishers, New Delhi.
14. Venkataiah S. (2000) Science Education, Anmol Publications Pvt. Ltd., New Delhi.

(D) EVALUATION

External Examination	35 Marks
Internal Assessment	15 Marks
Attendance	3
Written Assignment/Project work/Response Sheets	6
Two Mid-term Examinations/House Test	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 12 marks each. Section C will consist of 5 questions of 2 marks each and one objective type question of one mark 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.


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PAPER- XI & XII: PEDAGOGY OF SCHOOL SUBJECT (PART II)
(IX) TEACHING OF MATHEMATICS

SUBJECT CODE: EDUBED1204T
SUBJECT CODE: EDUBED1205T

M.M. 50
External: 35
Internal: 15

(A) COURSE OUTCOMES

To enable the pupil teacher to:

- Understand the strategies for teaching and learning Mathematics.
- Understand the concept attainment model and constructivism.
- Learn the methods of providing instructions for the classroom.
- Understand and use different methods of teaching mathematics.
- Understand the need and importance of mathematics laboratory and text book.
- Develop Lesson Planning in mathematics.
- Develop diagnostic tests in mathematics.

(B) SYLLABUS

SECTION – A

- (i) Strategies for Learning and Teaching Mathematics: Concept formation and concept attainment: concept attainment model and Constructivism and zone of proximal development for learning and teaching of concepts;
- (ii) Methods of Teaching: Heuristic, inductive-deductive, analytic-synthetic, problem-solving, project and laboratory.
- (iii) The Van-Hiele Levels of Geometric thinking, Nature and kinds of proof: direct proof, mathematical induction, proof by contradiction disproof by counter example.

SECTION – B

- (iv) Importance of mathematics laboratory and mathematics Text books.
- (v) Lesson planning – Importance and basic steps. Planning lesson of arithmetic, algebra geometry and trigonometry statistics; Assessment and Evaluation for Mathematics Learning: Error analysis, identification of hard spots and remedial measures.
- (vi) Preparation of diagnostic and achievement test; Remedial measures in teaching of mathematics. Mathematics club formation and organization of its activities: Wall Magazine, Quiz, preparation of charts and models in mathematics.

Activities (Any one of the following)

- (ii) Preparation of case study of slow or gifted learner in mathematics
- (iii) Construction of achievement test
- (iii) Preparation of enrichment program for gifted children in mathematics


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BOOKS RECOMMENDED

- IGNOU(1to4). Teaching of Mathemaitcs. New Delhi: IGNOU
- James, Anice(2005). Taching of Mathematics. Hyderabad: Neelkamal
- Kumar, Sudhir & Ratnalikar (2004). Teaching of Mathemaics. New Delhi: Anmol Publications
- Mangal, S.K.(2010). Teaching of Mathematics, Ludhiana: Tandon Publications.
- NCERT(2006-08)Text Books of Class I to X. New Delhi: NCERT *NCERT(2005). Designing of Mathematics Laboratory in Schools. New Delhi: NCERT.
- NCERT(2006). Position paper, Focus Group on Teaching of Mathematics. New Delhi: NCERT
- NCERT(2009). Laboratory Manual in Mathematics at secondary Stage. New Delhi:NCERT
- NCERT(2012). Pedagogy of Mathematics (Textbook for two-year B.Ed Course).New Delhi. NCERT
- Sidhu, K.S.(1995). The Teaching of Mahemaitcs New Delhi: Sterling PublicationsPvt. Ltd.
- UNESCO(1996). New Trends of Mathematics Teaching.
- | | |
|---|----------|
| External Examination | 35 Marks |
| Internal Assessment | 15 Marks |
| Attendance | 3 |
| Written Assignment/Project work/Response Sheets | 6 |
| Two Mid-term Examinations/House Test | 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 12 marks each. Section C will consist of 5 questions of 2 marks each and one objective type question of one mark 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.

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PAPER- XI & XII: PEDAGOGY OF A SCHOOL SUBJECT (PART-II)
(X) TEACHING OF COMPUTER SCIENCE

SUBJECT CODE: EDUBED1204T
SUBJECT CODE: EDUBED1205T

M.M. 50
External: 35
Internal: 15

(A) COURSE OUTCOMES

After completion of the course the student teacher will be able to:

- Understand and use the different methods of teaching computer science.
- Understand the need, importance and maintenance of computer science laboratory.
- Understand the need, importance and techniques of evaluation in computer science.
- Understand the concept and applications of internet.
- Understand the role of ICT in the teaching and learning of computer science.
- Develop lesson planning in computer science.

(B) SYLLABUS

SECTION – A

- (i) Methods of teaching of Computer Science: demonstration, lecture, problem solving, laboratory and project methods, multimedia; internship in teaching: concept and importance;
- (ii) Computer Science Laboratory: importance and organization, Lesson planning: concept, objectives, importance and steps.

SECTION – B

- (iii) Evaluation in computer science: concept, importance and types; different type of tests: essay type, objective and short answer type; importance and steps.
- (iv) Internet: meaning, scope and applications in Education, Role of ICT in teacher education, video technology in education, CAI.

Activities (Any one of the following) Hands on experience:

- (i) MS Power Point
- (ii) MS Word and
- (iii) MS Excel

(C) BOOKS RECOMMENDED

1. Abbott, C. (2001). *ICT: Changing Education*. UK: Psychology Press.
2. Khan, N. (2004). *Educational Technology*. New Delhi: Rajat Publications.
3. Mambi, Adam J. (2010). *ICT Law Book: A Source Book for Information and Communication Technologies*. Tanzania: Mkukina Nyota Publishers Ltd.
4. Mangal, S.K., & Mangal, Uma (2010). *Essentials of Educational Technology*. New Delhi: PHI Learning Pvt. Ltd.
5. Mehra, V. (2004). *Educational Technology*. New Delhi: S.S. Publishers.
6. Sharma, R.A. (2006). *Technological Foundations of Education*. Meerut: R. Lall Book Depot.


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(D) EVALUATION

External Examination	35 Marks
Internal Assessment	15 Marks
Attendance	3
Written Assignment/Project work/Response Sheets	6
Two Mid-term Examinations/House Test	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 12 marks each. Section C will consist of 5 questions of 2 marks each and one objective type question of one mark 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.


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PAPER- XI & XII: PEDAGOGY OF SCHOOL SUBJECT (PART II)

(XI) TEACHING OF COMMERCE

UBJECT CODE: EDUBED1204T

UBJECT CODE: EDUBED1205T

M.M. 50

External: 35

Internal: 15

(A) COURSE OUTCOMES

After completion of the course the student teacher will be able to:

- Understand and use the different methods of teaching commerce.
- Understand the need and importance of Audio-visual teaching aids in commerce.
- Understand the pedagogical content analysis.
- Understand the need, importance and techniques of evaluation in commerce.
- Evaluate student's performance and provide remedial teaching.

(B) SYLLABUS

SECTION – A

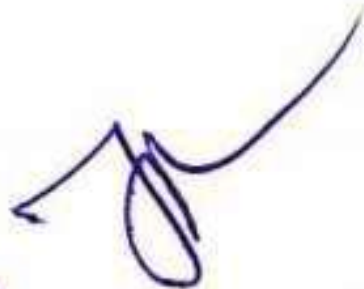
- (i) Methods of teaching commerce: concept, characteristics, methods - lecture, discussion, source, casestudy, role playing and problem solving.
- (ii) Audio-visual aids: meaning, importance, projective and non-projective teaching aids.
Internship in teaching: concept and importance.

SECTION – B

- (iii) Pedagogical analysis of content: pedagogical analysis of unit, identification of new concepts in a unit, behavioural outcomes, selecting and development learning experiences and activities in a unit, preparation of a unit plan, maintenance of classroom environment.
- (iv) 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

Activities (Any one of the following)

- (i) Prepare a balance sheet of any educational institution
- (ii) Critical analysis of one unit of commerce at the secondary level
- (iii) Role of financial sector in modern economy.


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(C) BOOKS RECOMMENDED

1. Gupta, Rainu: Teaching of Commerce. Delhi: Shipra.
2. Ghosh, D.K.: Financing of Education. (Vol.I to III). Delhi: Cosmo.
3. Douglas, Palmford and Anderson: *Teaching Business Subjects*, Prentice Hall.
4. Musselman and Hann: *Teaching Book-keeping and Accounting*, McGraw Hill.
5. Tonne, Lopham and Freeman: *Methods of Teaching Business Subjects*, McGraw Hill.
6. Tonne, Herbert, A.: *Principles of Business Education*, McGraw Hill.

(D) EVALUATION

External Examination	35 Marks
Internal Assessment	15 Marks
Attendance	3
Written Assignment/Project work/Response Sheets	6
Two Mid-term Examinations/House Test	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 12 marks each. Section C will consist of 5 questions of 2 marks each and one objective type question of one mark 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.


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PAPER- XI & XII: PEDAGOGY OF SCHOOL SUBJECT (PART II)

(XII) TEACHING OF SOCIAL STUDIES

ECT CODE: EDUBED1204T

ECT CODE: EDUBED1205T

M.M. 50

External: 35

Internal: 15

(A) COURSE OUTCOMES

After completion of the course the student teacher will be able to:

- Understanding and use different methods of social studies.
- Understand the need and importance of current affairs in teaching of social studies.
- Understand the importance and techniques of evaluation in social studies.
- Understand and develop different types of tests in social studies.
- Understand the concept and techniques of CCE in social studies.

(B) SYLLABUS

SECTION – A

- (i) Methods of teaching social studies: Lecture, discussion, socialized recitation, source and project method.
- (ii) Unit plan and lesson: need and importance; procedure of unit and lesson planning, current affairs in social studies: meaning, importance and method.

SECTION – B

- (iii) Evaluation of Learning in Social Studies: Concept, importance and purpose, technique of evaluating learner achievement in social studies: Written and oral tests, observation tools, work samples, portfolio; continuous and comprehensive evaluation (CCE).
- (iv) Different types of test: Essay type test, objective and short-answer type; Devices and techniques of teaching social studies – Narration, description, illustration, questioning, assignment, field trip, storytelling, group and self study, programmed learning, inductive thinking, conceptmapping, expository teaching and problem solving.

Activity (any one of the following):-

- (i) Identification of difficulties in learning social sciences
- (ii) Critical evaluate decline in social aspects in daily life (iii) Evaluatesocial issues in newspaper

(C) BOOKS RECOMMENDED

1. Aggarwal, J.C.: *Teaching of Social Studies*.
2. Binning and Binning: *Teaching of Social Studies in Secondary Schools*, McGraw Hill.
3. Kochher, S.K.: *Teaching of Social Studies*.
4. Nasiah, K.: *Social Studies in Schools*, Oxford.
5. Sandhu, P.K.: *Teaching of Social Studies* (Punjabi).
6. Shaida, B.D. and Shaida, A.K.: *Teaching of Social Studies*
7. Wesley, E.N.: *Teaching of Social Studies in High School*


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(D) EVALUATION

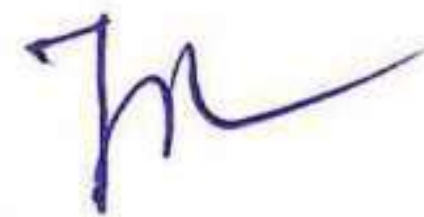
External Examination	35 Marks
Internal Assessment	15 Marks
Attendance	3
Written Assignment/Project work/Response Sheets	6
Two Mid-term Examinations/House Test	6

(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 12 marks each. Section C will consist of 5 questions of 2 marks each and one objective type question of one mark 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.



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PAPER- XI & XII: PEDAGOGY OF SCHOOL SUBJECT (PART II)
(XIII) TEACHING OF ECONOMICS

SUBJECT CODE: EDUBED1204T
SUBJECT CODE: EDUBED1205T

M.M. 50
External: 35
Internal: 15

(A) COURSE OUTCOMES

After completion of the course the student teacher will be able to:

- Understanding and use different methods of teaching Economics.
- Understand the need and importance of audio-visual teaching aids in economics.
- Understand the use of text book, work book and computer based instructions in economics.
- Understand the importance and techniques of evaluation in economics.
- Understand and develop different types of tests in economics.

(B) SYLLABUS

SECTION – A

- (i) Methods - lecture, discussion, source, project and problem solving; Audio visual aids: meaning and importance. Using of teaching aids,
- (ii) Use of text books, workbooks, newspaper, models, computer based instruction in economics.

SECTION – B

- (iii) Lesson planning: concept, objectives, importance and steps.
- (iv) Evaluation in Economics: concept, importance and types; different type of tests: essay type test, objective and short answer type.
Activities (Any one of the following)
 - (i) Construction of an achievement test in Economics.
 - (ii) Evaluate income and expenditure of any one institution.
 - (iii) Preparation of a low-cost teaching aid.

(C) BOOKS RECOMMENDED

1. Dhillon, Satinder: *Teaching of Economics*.
2. Kanwar, B.S.: *Teaching of Economics*.
3. Mittal, R.L.: *Arth Shastar Da Adhiapan* (Pbi. Univ.)
4. Mukherjee, Sandhya: *Teaching of Economics*.
5. Rai, B.C.: *Teaching of Economics*.
6. Sidhu, H.S.: *Teaching of Economics*
7. Siddiqui, M.H.: *Teaching of Economics*.
8. Yadav, Amita: *Teaching of Economics*



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(D) EVALUATION

External Examination	35 Marks
Internal Assessment	15 Marks
Attendance	3
Written Assignment/Project work/Response Sheets	6
Two Mid-term Examinations/House Test	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 12 marks each. Section C will consist of 5 questions of 2 marks each and one objective type question of one mark 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.


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PAPER- XI & XII: PEDAGOGY OF SCHOOL SUBJECT (PART II)
(XIV) TEACHING OF GEOGRAPHY

SUBJECT CODE: EDUBED1204T
SUBJECT CODE: EDUBED1205T

M.M. 50
External: 35
Internal: 15

(A) COURSE OUTCOMES

After completion of the course the student teacher will be able to:

- Understand the different methods of teaching Geography.
- Understand the need and importance of audio-visual teaching aids in geography.
- Prepare yearly plan, unit plan, and lesson plan for different classes.
- Understand the different organizational skills in geography.
- Apply appropriate methods and techniques of teachings of particular topics at different levels.
- Arrange field trips and local surveys.
- Understand the need and importance of evaluation in geography with special reference to CCE.
- Prepare achievement test and diagnostic test, administration of the test, analysis of results and make suggestion for remedial teaching.

(B) SYLLABUS

SECTION – A

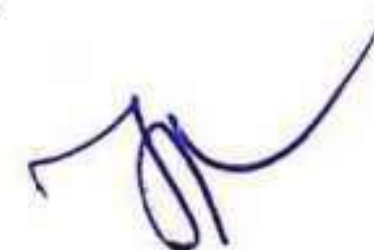
- (i) Methods of teaching geography: concept, characteristics, methods - lecture, excursion, project and problem solving.
- (ii) Audio visual aids: meaning, importance, projective and non-projective teaching aids.
Internship in teaching: concept and importance.

SECTION – B

- (iii) Organizational skills: place finding from Atlas, map making, organizing quiz competition, exhibition, wall magazine, organizing field trips, use of geographical dictionary, use of geographical instruments and equipment. Photography as a learning tool: meaning, importance and use in teaching of geography.
- (iv) Lesson plan: concept, objectives, importance and steps, Evaluation in geography: concept, importance and types; Continuous and comprehensive evaluation (CCE), different type of tests: essay type test, objective and short answer type; computer based instruction; power point presentation.

Activities (Any one of the following)

- (i) Concept of Green society
- (ii) Critically evaluate Ecological problems due to today's development model
- (iii) Role of NGO's for geographical importance of nature.



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(C) BOOKS RECOMMENDED

1. Arora, K.L.: *Teaching of Geography*.
2. Braiult, E.W.H. and Share, D.W.: *Geography in & out of School: (Suggestions for teaching in second schools)*, London.
3. Dhand Harry: *Dictionary of Geography Technique in Teaching*, Ashish Publishing.
4. Gopsil, Gitt: *The Teaching of Geography*, Macmillan & Co., London.
5. Grave, N.J.: *Geography in Education*, Reinenman.
6. Grave, N.J.: *Geography in Education*, Reindnman Education Books, New Delhi.
7. Grieve, J.N.: *Geography in School*.
8. Kaul, A.K.: *Teaching or Geography*.
9. Macnee, E.A.: *The Teaching of Geography*, Cambridge University Press, 1951.
10. Rao, M.S.: *Teaching of Geography*, Anmol Publications Pvt.Ltd., New Delhi.
11. Shaida, B.D. & Sharma, J.C.: *Teaching of Geography*
12. Thrall, Zoe: *Teaching of Geography*
13. Verma, O.P.: *Teaching of Geography*.

(D) EVALUATION

External Examination	35 Marks
Internal Assessment	15 Marks
Attendance	3
Written Assignment/Project work/Response Sheets	6
Two Mid-term Examinations/ House Test	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 12 marks each. Section C will consist of 5 questions of 2 marks each and one objective type question of one mark 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.


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PAPER- XI & XII: PEDAGOGY OF SCHOOL SUBJECT (PART II)
(XV) TEACHING OF POLITICAL SCIENCE

SUBJECT CODE: EDUBED1204T
SUBJECT CODE: EDUBED1205T

M.M. 50
External: 35
Internal: 15

(A) COURSE OUTCOMES

After completion of the course the student teacher will be able to:

- Understand the different methods of teaching Political Science.
- Understand the need and importance of audio-visual teaching aids in Political Science.
- Prepare yearly plan, unit plan, and lesson plan for different classes.
- Understand the different organizational skills in Political Science.
- Understand the need and importance of evaluation in Political Science with special reference to CCE.
- Prepare and use different types of tests.

(B) SYLLABUS

SECTION – A

- (i) Methods of teaching -story telling, lecture, discussion, source, project and problemsolving.
- (ii) Audio visual aids: meaning, importance, projective and non-projective teaching aids.
Internship in teaching: concept and importance.

SECTION – B

- (iii) Lesson planning: concept, objectives, importance and steps.
- (iv) Evaluation in political science: concept, importance and types; Continuous and comprehensive evaluation (CCE), different type of tests: essay type test, objective and short answer type.

Activities (Any one of the following)

- (i) Explain any political thinker in the political context.
- (ii) Role of political theories in political change.
- (iii) Constitutional basic parameters for political parties.

(C) BOOKS RECOMMENDED

1. Aggarwal, J.C.: *Teaching of Political Science and Civics*
2. Preston, R.C.: *Teaching of World Understanding*
3. Singh, R.L.: *Teaching of History of Civics*


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(D) EVALUATION

External Examination	35 Marks
Internal Assessment	15 Marks
Attendance	3
Written Assignment/Project work/Response Sheets	6
Two Mid-term Examinations/House Test	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 12 marks each. Section C will consist of 5 questions of 2 marks each and one objective type question of one mark 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.



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PAPER- XI & XII: PEDAGOGY OF SCHOOL SUBJECT (PART II)
(XVI) TEACHING OF HISTORY

SUBJECT CODE: EDUBED1204T
SUBJECT CODE: EDUBED1205T

M.M. 50
External: 35
Internal: 15

(A) COURSE OUTCOMES

After completion of the course the student teacher will be able to:

- Understand and use the different methods of teaching.
- Understand the need and importance of audio-visual teaching aids in history.
- Prepare unit plans, lesson plan and its related teaching aids.
- Understand the need, importance and techniques of evaluation in history with special reference to CCE.
- Evaluate his pupils methodically at the different levels of secondary stage.

(B) SYLLABUS

SECTION – A

- (i) Methods of teaching history: concept, characteristics, methods -story telling, lecture, discussion, source, project and problem solving;
- (ii) Audio-visual aids: meaning, importance, types. Internship in teaching: concept and importance;

SECTION – B

- (iii) Importance of library resource, reference books, atlas and maps, collection and upkeep of history resource, trend analysis in history. Lesson plan: concept, objectives, importance and steps,
- (iv) Evaluation in history: concept, importance and types; Continuous and comprehensive evaluation (CCE), different type of tests: essay type test, objective and short answer type; principle for setting a summative evaluation question paper in history, techniques of using and reporting test results.

Activities (Any one of the following)

- (i) Importance of historical studies.
- (ii) Write down any historical event
- (iii) Role of history for future orientation.

(C) BOOKS RECOMMENDED

1. Hartwell, E. C. (2019). *The Teaching of History*. Maharashtra: Repro Books Limited, Mumbai.
2. Basu, Aparna (1972). *Essays in the History of Indian Education*. New Delhi: Concept.
3. Dharmal (1983). *The Beautiful Tree: Indigenous Indian Education in the Eighteenth Century*. Delhi: Biblia Impex.
4. Naik, J.P. (1965). *Educational Planning in India*. New Delhi: Allied.

5. Drèze, J., and A.K. Sen (1995). Basic Education as a Political Issue, *Journal of Educational Planning and Administration*, 9 (1) (January): 1-26.
6. Government of India (1950). *Constitution of India*. New Delhi.
7. Government of India (1985). *The Challenge of Education*. New Delhi, Ministry of Human Resource Development (Mimeo).
8. Government of India (1986). *National Policy on Education 1986*. New Delhi:Ministry of Human Resource Development.
9. Government of India (1992). *National Policy on Education 1986 (Revised)*. NewDelhi: Ministry of Human Resource Development.
10. Government of India (2001). *National Human Development Report 2001*. New Delhi: Planning Commission.
11. Rao, D.B. (2009). *Encyclopedia of Education-Planning and Development*. (Vol.I toII). Delhi: APH.

(D) EVALUATION

External Examination	35 Marks
Internal Assessment	15 Marks
Attendance	3
Written Assignment/Project work/ Response Sheets	6
Two Mid-term Examinations/House Test	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 12 marks each. Section C will consist of 5 questions of 2 marks each and one objective type question of one mark 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.


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PAPER- XI & XII: PEDAGOGY OF SCHOOL SUBJECT (PART II)
(XVII) TEACHING OF SOCIOLOGY

SUBJECT CODE: EDUBED1204T
SUBJECT CODE: EDUBED1205T

M.M. 50
External: 35
Internal: 15

(A) COURSE OUTCOMES

After completion of the course the student teacher will be able to:

- Understand the different methods of teaching Sociology.
- Understand the need and importance of audio-visual teaching aids in Sociology.
- Prepare yearly plan, unit plan, and lesson plan for different classes.
- Understand the need and importance of evaluation in Sociology with special reference to CCE.
- Prepare and use different types of tests.

(B) SYLLABUS

SECTION – A

- (i) Methods of teaching -story telling, lecture, discussion, source, project and problem solving, Project method, Survey method and Sociometric technique
- (ii) Audio visual aids: meaning, importance, projective and non-projective teaching aids. Internship in teaching: concept and importance.

SECTION – B

- (iii) Lesson planning: concept, objectives, importance and steps.
- (iv) Evaluation in Sociology: concept, importance and types; Continuous and comprehensive evaluation (CCE), different type of tests: essay type test, objective and short answer type.

Activities (Any one of the following)

1. Prepare two lesson plans
2. Preparation of a low cost teaching aid
3. Preparing blue-print of a question paper
4. Writing objective based test items

(C) BOOKS RECOMMENDED

- Bottomors, T.B. (1975). Introduction to Sociology. Bombay: Blackie and Dans.
- Dharma, R.N. (2001). Samajshastra Ka Sidhant. New Delhi: Atlantic Publishers.
- Giddens, Anthony (2001). Sociology: A Textbook for the Nineties. London: Polity.

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



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(D) EVALUATION

External Examination	35 Marks
Internal Assessment	15 Marks
Attendance	3
Written Assignment/Project work/Response Sheets	6
Two Mid-term Examinations/House Test	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 12 marks each. Section C will consist of 5 questions of 2 marks each and one objective type question of one mark 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.



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PAPER- XI & XII: PEDAGOGY OF A SCHOOL SUBJECT-I (PART-II)
(XVIII) TEACHING OF HOME SCIENCE

SUBJECT CODE: EDUBED1204T
SUBJECT CODE: EDUBED1205T

M.M. 50
External: 35
Internal: 15

(A) COURSE OUTCOMES

After completion of the course the student teacher will be able to:

- Understand and use the different methods of teaching Home Science.
- Understand the need and importance of audio-visual teaching aids in Home Science.
- Prepare unit plans, lesson plan and its related teaching aids.
- Understand the need, importance and techniques of evaluation in Home science with special reference to CCE.
- Evaluate his pupils methodically at the different levels of secondary stage.

(B) SYLLABUS

SECTION – A

- (i) Methods of teaching home science: concept, characteristics, methods –lecture cum demonstration, heuristic, project and problem solving;
- (ii) Audio visual aids: meaning, importance, projective and non-projective teaching aids.

SECTION – B

- (iii) Lesson plan: concept, objectives, importance and steps.
- (iv) Evaluation in home science: concept, importance and types, Continuous and comprehensive evaluation (CCE), different type of tests: essay type, objective and short answer type;

Activities (Any one of the following)

- (i) Preparation of five lesson plans.
- (ii) Construction of an achievement test.
- (iii) Best out of waste articles.

(C) BOOKS RECOMMENDED

1. Atkinson: *Teaching of Home Science*
2. Chanderkant: *Teaching of Home Science*
3. Chandra, Shah & Joshi: *Fundamentals of Teaching Home Science*
4. Dass and Ray: *Teaching of Home Science*
5. Devadas, R.P.: *Methods of Teaching Home Science*
6. Devadas, R.P.: *Teaching Home Science in Secondary Schools*
7. Kapoor, Ritu.: *Teaching of Home Science*


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8. Sherry, G.P.: *Greh Vigyan Shiksha*
9. Sukhia, S.P.: *Teaching of Home Science*
10. Yadav, Seema: *Teaching of Home Science*

(D) EVALUATION

External Examination	35 Marks
Internal Assessment	15 Marks
Attendance	3
Written Assignment/Project work/ Response Sheets	6
Two Mid-term Examinations/House Test	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 12 marks each. Section C will consist of 5 questions of 2 marks each and one objective type question of one mark 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.


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PAPER- XI & XII: PEDAGOGY OF A SCHOOL SUBJECT (PART-II)
(XIX) TEACHING OF AGRICULTURE

SUBJECT CODE: EDUBED1204T
SUBJECT CODE: EDUBED1205T

M.M. 50
External: 35
Internal: 15

(A) COURSE OUTCOMES

After completion of the course the student teacher will be able to:

- Understand and use the different methods of teaching Agriculture.
- Understand the need and importance of audio-visual teaching aids in Agriculture.
- Prepare unit plans, lesson plan and its related teaching aids.
- Understand the need, importance and techniques of evaluation in Agriculture with special reference to CCE.
- Understand and develop lesson planning in agriculture.

(B) SYLLABUS

SECTION – A

- (i) Methods of teaching agriculture: concept, characteristics, methods –lecture cum demonstration, heuristic, project and problem solving.
- (ii) Audio-visual aids: meaning, importance and projective and non-projective teaching aids. Agriculture laboratory and club.

SECTION – B

- (iii) Lesson planning: concept, objectives, importance and steps.
- (iv) Evaluation in agriculture: concept, importance and types; different type of tests: essay type, objective and short answer type; Continuous and comprehensive evaluation (CCE).

Activities (Any one of the following)

- (i) Preparation of any five model lesson plans.
- (ii) Construction of an achievement test in Agriculture.
- (iii) Preparation of a low-cost teaching aid.

(C) BOOKS RECOMMENDED

1. Cook, G.S.A.: *Hand--book of Teaching Vocational Agriculture*
2. Garric, S.K.: *Audio-Visual Education in India*
3. Garric, E.W.: *Teaching Vocational Agriculture 1954*
4. Hammends, Garsil: *Teaching of Agriculture*
5. Hemlin, H.M.: *Agriculture Education in Community Schools*
6. Hopkin, J and Murray, William, C.: *Elements of Farm Management*


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(D) EVALUATION

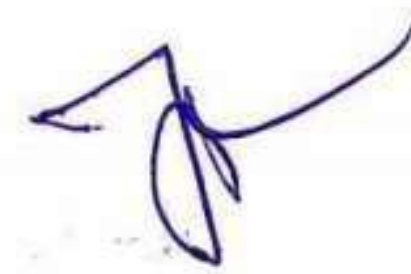
External Examination	35 Marks
Internal Assessment	15 Marks
Attendance	3
Written Assignment/Project work/Response Sheets	6
Two Mid-term Examinations/House Test	6

(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 12 marks each. Section C will consist of 5 questions of 2 marks each and one objective type question of one mark 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.



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PAPER- XI & XII: PEDAGOGY OF A SCHOOL SUBJECT (PART-II)

(XX) TEACHING OF FINE ARTS

SUBJECT CODE: EDUBED1204T

SUBJECT CODE: EDUBED1205T

M.M. 50

External: 35

Internal: 15

(A) COURSE OUTCOMES

After completion of the course the student teacher will be able to:

- Understand and use the different methods of teaching Fine Arts.
- Understand the need and importance of audio-visual teaching aids in Fine Arts.
- Prepare unit plans, lesson plan and its related teaching aids.
- Understand the need, importance and techniques of evaluation in Fine Arts with special reference to CCE.
- Understand and develop lesson planning in Fine Arts.

(B) SYLLABUS

SECTION – A

- (i) Methods of Teaching Art: Lecture Method; Lecture cum Demonstration Method; Observation Method; Project Method; Method of Imagination and free expression.
- (ii) Qualities of a good poster: Design-its meaning and types, Colour- types and effects, Importance of colours in life, Elements of Good Landscape and appreciation of Art.

SECTION – B

- (iii) Lesson Planning: concept, importance, objectives and steps.
- (iv) Evaluation in Fine Arts: concept, importance and types; different type of tests: essay type, objective and short answer type; evaluation of practical work in fine arts, Continuous and comprehensive evaluation.

Activities (Any one of the following)

- (i) Portrait of any one eminent educationist/social issue
- (ii) Preparation of five lesson plans.
- (iii) Construction of an achievement test.

(C) BOOKS RECOMMENDED

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

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(D) EVALUATION

External Examination	35 Marks
Internal Assessment	15 Marks
Attendance	3
Written Assignment/Project work/Response Sheets	6
Two Mid-term Examinations/House Test	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 12 marks each. Section C will consist of 5 questions of 2 marks each and one objective type question of one mark 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.



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PAPER- XI & XII: PEDAGOGY OF A SCHOOL SUBJECT-I (PART-II)
(XXI) TEACHING OF MUSIC

SUBJECT CODE: EDUBED1204T
SUBJECT CODE: EDUBED1205T

M.M. 50
External: 35
Internal: 15

(A) COURSE OUTCOMES

After completion of the course the student teacher will be able to:

- Understand and use the different methods of teaching Music.
- Understand the need and importance of audio-visual teaching aids in Music.
- Prepare unit plans, lesson plan and its related teaching aids.
- Understand the need, importance and techniques of evaluation in music with special reference to CCE.
- Understand and develop lesson planning music.

(B) SYLLABUS

SECTION – A

- (i) Methods of teaching music: Lecture Method; Lecture cum Demonstration Method; Observation Method; Project Method; Method of Imagination and free expression.
- (ii) Audio-visual aids: concept, Importance, selection and projective and no-projective teaching aids.

SECTION – B

- (i) Lesson Planning: concept, objectives, importance and steps.
- (ii) Evaluation in Music: concept, importance and types, Continuous and comprehensive evaluation (CCE), evaluation of practical work in fine arts, different types of tests; essay type, objective and short answer type.

Activities (Any one of the following)

- (i) Preparation of five model lesson plans.
- (ii) Construction of an achievement test in Music.
- (iii) Morning assembly and role of music teacher.

(C) BOOKS RECOMMENDED

1. Awasthi, G.C.: *Teaching of Music*
2. Garg, P.L.: *Sangeet Karlaya Hathras : Sangeet Visharad*
3. Khanna, Jyoti: *Teaching of Music*
4. Madan, P.L.: *Teaching of Music*
5. Srivastava, Girish Chander: *Tabla Vadan, Part-1 and Part-2*
6. Srivastava, Girish Chander: *Tabla Vadan, Part-1 and Part-2*


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(D) EVALUATION

External Examination	35 Marks
Internal Assessment	15 Marks
Attendance	3
Written Assignment/Project work/Response Sheets	6
Two Mid-term Examinations/ House Test	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 12 marks each. Section C will consist of 5 questions of 2 marks each and one objective type question of one mark 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.



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PAPER- XI & XII: PEDAGOGY OF A SCHOOL SUBJECT (PART-II)
(XXII) TEACHING OF PHYSICAL EDUCATION

SUBJECT CODE: EDUBED1204T

SUBJECT CODE: EDUBED1205T

M.M. 50

External: 35

Internal: 15

(A) COURSE OUTCOMES

After completion of the course the student teacher will be able to:

- Understand and use the different methods of teaching Physical education.
- Understand the need and importance of audio-visual teaching aids in Physical education.
- Prepare unit plans, lesson plan and its related teaching aids.
- Understand the need, importance and techniques of evaluation in Physical education with special .
- Understand and develop lesson planning in Physical education.

(B) SYLLABUS

SECTION – A

- (i) Methods of teaching physical education: concept, characteristics, lectures cum demonstration, command, project and problem solving.
- (ii) Organizational structure of athletic meet, Types of tournaments and its organization structure: Knock-out tournament, league of round robin tournaments, combination tournament and challenge tournament, sports events intramurals and extramural tournament planning.

SECTION – B

- (iii) Lesson plan: concept, objectives, importance and steps.
- (iv) Evaluation in Physical Education: concept, importance and types; different type of tests: essay type, objective and short answer type.

Activities (Any one of the following)

- (i) Mark a sports ground.
- (ii) Prepare a report any one of the following game: Volley ball, Badminton and Kho-kho.

(C) BOOKS RECOMMENDED

1. Singh, Ajmer and Others (2004): *Essentials of Physical Education*, Kalyani Publishers, Ludhiana.
2. Charles, A. Brucher (1970): *Foundations of Physical Education*, 8th ed., The C.V. Mos Computers.
3. Fox, Edward L. (1984): *Sports Physiology*, CBS College Publications.

4. Singh, Hardyal: *Science of Sports Training*, DYS Publications, New Delhi.
5. Haskell, W. (1982): *Nutrition and Athletic Performance*, Bull Publishing Hall.
6. Kamlesh, M. L. (1983): *Psychology in Physical Education and Sports*, Metropolitan Book Company, New Delhi.
7. Kamlesh, M.L. (1988): *Physical Education Facts and Foundations*, P. B. Publications Pvt. Ltd., Faridabad.
8. Kaur, Manjit and Sharma, R.C.: *An Introduction to Health and Physical Education*, Tandon Publishers, Ludhiana.
9. Singh, Ajmer and Others (2003): *Essentials of Physical Education*, Kalyani Publishers, Ludhiana.
10. Thomas, J.P.: *Organizations of Physical Education*, Garamodaya Press, Madras.
11. Trinarayan and Hariharan (1986): *Method in Physical Education*, South India Press, Karnataka.
12. Voltmeter, F. V. and Esslinger, A. L. (1964): *The Organisation and Administration of Physical Education*, Third Edition, The Times of India Press, Bombay.
13. Willmore, J.H. Costall: *Physiology of Sports and Exercises*, Human Kinetics Language Book Society, Champaign II.

(D) EVALUATION

External Examination	35 Marks
Internal Assessment	15 Marks
Attendance	3
Written Assignment/Project work/ Response Sheets	6
Two Mid-term Examinations/House Test	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 12 marks each. Section C will consist of 5 questions of 2 marks each and one objective type question of one mark 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.


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PAPER- XIII: SCHOOL MANAGEMENT

SUBJECT CODE: EDUBED1206T

M.M. 50
External: 35
Internal: 15

(A) COURSE OUTCOMES

After completion of the course the student teacher will be able to:

- Understand the concept, nature and importance of school management.
- Understand the concept of time table and co-curricular activities.
- Understand the role of head masters and teachers in School Management.
- Understand the concept of leadership and different types of co-curricular activities.
- Understand the role and importance of Co-curricular activities for the development of students.
- Understand the roles of student's "self-government".
- Understand the concept and methods of supervision in schools.

(A) SYLLABUS

SECTION-A

- (i) School management-concept, nature, scope, Time table- meaning, types, importance and principles. Discipline- concept, types, freedom and discipline, importance, causes of indiscipline and suggestions.
- (ii) Co-curricular activities-concept, content, types, importance and organisation of different co-curricular activities.

SECTION - B

- (iii) Leadership: concept, theories and qualities of leader. School Personnel- Head of the institution, teachers and students: their roles and relationships.
- (iv) Student-self Government- concept, different roles of student's self-government. Supervision- concept, types, principles, methods of supervision, defects in existing supervisory programme and suggestions.

Activities (Any one of the following)

- (i) Preparation of blue print of the time- table.
- (ii) Organisation of morning assembly at the school/college.
- (iii) Constitute the welfare committees of students.
- (iv) Visit of school as a supervisor.

(C) BOOKS RECOMMENDED

1. Kowalski, Theodore. J (2001). *Case Studies on Educational Administration* (3rd ed.) New York, Longman.
2. Mukhopadhyay, Marmar and Tyagi, R.S (2005). *Governance of School Education in India*. New Delhi. NIEPA.

3. Jha, Jyotsna, Saxena, K.B.C. and Baxi, C.V (2001). Management Processes in Elementary Education: A Study of Existing Practices in Selected States in India. New,Delhi, The European Commission.
4. Tilak, J. B.G (1992). *Education and Structural Adjustment*. Prospects 22 (4), 84: 407-22.
5. Drucker (2001). *Management Challenges for the 21st Century*. New York: Harper-business.
6. Glasser (1998). *The Quality School*, 3rd ed. Harper-perennial Library.
7. Mukerjee, S.N.- Secondary School Administration.
8. Safaya&Shaida- School Administration & Organisation.
9. Sidhu, K.S.- School Organisation & Administration. International Prakashan, Jalandhar.
10. Walia, J.S.-Foundations of School Administration and organisation. Paul.

(D) EVALUATION

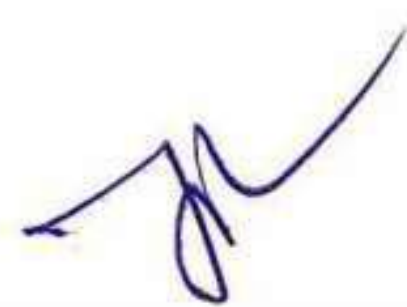
External Examination	35 Marks
Internal Assessment	15 Marks
Attendance	3
Written Assignment/Project work/Response Sheets	6
Two Mid-term Examinations/ House Test	6

(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 12 marks each. Section C will consist of 5 questions of 2 marks each and one objective type question of one mark 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.



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PAPER-XIV: ENRICHING LEARNING THROUGH ICT

SUBJECT CODE: EDUBED1207T

M.M. 50
External: 35
Internal: 15

(A) COURSE OUTCOMES

After completion of the course the student teacher will be able to:

- Understand the concept, importance and Scope of ICT in Education.
- Understand the role and importance of ICT in teaching-Learning process.
- Understanding the use different multimedia and on-line resources in teaching-learning process.
- Familiarize with the new trends in ICT.
- Understand the Concept of Smart class room, Virtual classroom, mobile learning, on - line learning in teaching learning process.

(B) SYLLABUS

SECTION-A

- (i) Computer Hardware fundamentals (Input devices, Output devices, Storage devices), Types of Computer, Software: meaning and its types.
- (ii) ICT: Concept, Characteristics and importance, Scope of ICT in Education, Advantages and disadvantages.
- (iii) Integration of ICT in teaching and learning, challenges of integrating ICT in school education.

SECTION-B

- (iv) Using Computer and internet in education, Networking: its importance and types, ICT in teacher education, Developing Techno-pedagogic skills
- (v) Multimedia courseware, internet resources, and new trends in ICT: Smart class room, Virtual classroom, mobile learning, online learning (Synchronous and Asynchronous), Social Networking Sites: Participate in discussion forum and blogging: its need and importance. Activities (Any one of the following)
 - (i) Prepare your CV using computer and get its print out.
 - (ii) Use an interactive white board and write a report.
 - (iii) Prepare a power point presentation for secondary school students.

(C) BOOKS RECOMMENDED

1. Abbott, C. (2001). *ICT: Changing Education*. UK: Psychology Press.
2. Khan, N. (2004). *Educational Technology*. New Delhi: Rajat Publications.
3. Mambi, Adam J. (2010). *ICT Law Book: A Source Book for Information and Communication Technologies*. Tanzania: Mkukina Nyota Publishers Ltd.
4. Mangal, S.K., & Mangal, Uma (2010). *Essentials of Educational Technology*. New Delhi: PHI Learning Pvt. Ltd.
5. Mehra, V. (2004). *Educational Technology*. New Delhi: S.S. Publishers.
6. Sharma, R.A. (2006). *Technological Foundations of Education*. Meerut: R. Lall Book Depot.

(D) EVALUATION

External Examination	35 Marks
Internal Assessment	15 Marks
Attendance	3
Written Assignment/Project work/Response Sheets	6
Two Mid-term Examinations/ House Test	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 12 marks each. Section C will consist of 5 questions of 2 marks each and one objective type question of one mark 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.


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**SEMESTER - III
SCHOOL INTERNSHIP**

Semester – III Total Credits: 12 Course Name	Course Code	Credits
School Internship- Subject-I	EDUBED2301P	5
School Internship- Subject-II	EDUBED2302P	5
Engagement with Community	EDUBED2303P	2

School Internship- Subject-I

SUBJECT CODE: EDUBED2301P

**M.M. 130
External: 100
Internal: 30**

(A) COURSE OUTCOMES

After completion of the course the student teacher will be able to:

- Develop an ability to substantiate perspectives and theoretical frameworks studied with field based experiences that are provided.
- Understand creative ways of tracking students' progress.
- Develop a broad repertoire of perspectives, professional capacities, teacher dispositions, sensibilities and skills.
- Develop an ability to cater to diverse needs of learners in schools.
- Experience and understand the real world of teaching with the help of systematic supervisory support and feedback.
- Develop the ability to write a reflective journal that would facilitate to consolidate and reflect on teaching experience.

School Internship- Subject-II

SUBJECT CODE: EDUBED2302P

**M.M. 130
External: 100
Internal:30**

(B) COURSE OUTCOMES

After completion of the course the student teacher will be able to:

- Develop an ability to substantiate perspectives and theoretical frameworks studied with field based experiences that are provided.
- Understand creative ways of tracking students' progress.
- Develop a broad repertoire of perspectives, professional capacities, teacher dispositions, sensibilities and skills.
- Develop an ability to cater to diverse needs of learners in schools.
- Experience and understand the real world of teaching with the help of systematic supervisory support and feedback.

- Develop the ability to write a reflective journal that would facilitate to consolidate and reflect on teaching experience.

Engagement with Community

SUBJECT CODE: EDUBED2303P

M.M. 40

Internal:40

(C) COURSE OUTCOMES

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

- Develop an ability to substantiate perspectives and theoretical frameworks studied with field based experiences that are provided.
- Understand creative ways of tracking students' progress.
- Develop a broad repertoire of perspectives, professional capacities, teacher dispositions, sensibilities and skills.
- Develop an ability to cater to diverse needs of learners in schools.
- Experience and understand the real world of teaching with the help of systematic supervisory support and feedback.
- Develop the ability to write a reflective journal that would facilitate to consolidate and reflect on teaching experience.

Note:

Internship in schools is to be organised for a minimum duration of 16 weeks. Before this, pre-teaching phase in the term of micro-teaching will be organized in the college/department for at least two weeks. A trainee will teach at least ten micro lessons (two micro lessons in each of the five selected micro teaching skills) and will observe the micro lessons taught by his/her fellow student teachers for providing the required feedback. During this pre-teaching phase the student teachers will be provided training to prepare teaching-learning material/teaching aids. Every student teacher will keep the record of micro-teaching lessons taught by him/her and checked by his/her teacher educator for presenting before the external examiner during the final skill-in teaching practical examination for evaluation.

During the school internship, the students should be provided opportunities to teach in government or private schools with systematic supervisory support and feed-back from the faculty. During the internship a student teacher shall work as a regular teacher and participate in all the school activities, including planning, teaching and assessment, interacting with school teachers, community members and children.

School internship should include an initial phase of four weeks of supervised teaching practice in the school. This phase would include planning and delivering at least ten lessons in each school subject. Apart from this each trainee teacher would submit two teaching aids and one question paper for a secondary class to his/her master trainer. At the culmination of this phase, the master trainer in each subject will conduct one discussion lesson to evaluate the performance of the intern.

During second phase of the school internship, the student teacher apart from taking

the regular classes as per the school time-table will engage with the school community and organize different co-curricular activities. They may organize or participate in any five of these activities; Blood Donation Camp; Student Health Check-Up Camp Plantation of Trees, Ornamental plants or flowering plants; Quiz competition; Declamation Contest; Debate Competition; Painting/ Poster Making Competition; Poetical Recitation; Cleaning of classroom, School Lawn or Drinking Water Tank. During the school internship the teacher trainees will have to plan and deliver total 40 lessons in each subject (30 more lessons in the second phase). Besides, each student teacher would observe at least 30 lessons (15 lessons in each (respective) school subjects).

Apart from the above student teacher will conduct an action research during his/her internship. A detailed report will be prepared including all the steps of the study. The tools, techniques used, response sheets or any other document in support of the study should be submitted along with the report. The action research report will be evaluated by the Master Trainer in the respective school subject.

In addition to the above requirement of the university, the student teachers would have to participate in and perform all other activities of the schools as and when assigned by the head of the school. A certificate of satisfactory work by the Principal/Headmaster of the school shall be issued to the candidate after the completion of internship, which shall be further countersigned by the supervisor and the Principal of the College/Head of the Department.

Evaluation of School Internship:

External;	100 Marks (in each subject)
Micro-lesson Plans:	10 Marks
Practice/Discussion lesson Plans:	20 Marks
Observation	
Question Paper:	5 Marks
Time –Table:	5 Marks
Final Lesson –Plan	5 Marks
Black Board Work/Slide	5 Marks
Content of the lesson:	10 Marks
Teaching Aids Used	10 Marks
Pupil participation	5 marks
Class Control	5 Marks
Method of teaching	10 Marks
Language/Questioning	5 Marks
Recapitulation /Home Work Reinforcement	5 Marks
Internal	30 Marks (in each subject)
Discussion Lesson:	10 Marks (in each subject)
Action Research	10 Marks (in each subject)
Teaching Learning Material (Teaching Aids)	10 Marks (in each subject)

Evaluation of School Community Engagement

Activities Record	20 Marks
Viva-voce	20 Marks


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Internal

40 marks



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SEMESTER - IV

PAPER-XVIII: ASSESSMENT FOR LEARNING

SUBJECT CODE: EDUBED2401T

M.M. 100

External: 70

Internal: 30

(A) COURSE OUTCOMES

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

- Differentiate between Measurement, Examination, Assessment and Evaluation.
- Critically evaluate different Tools of evaluation.
- Critically examine new trends in evaluation.
- To understand assessing children's progress, both in terms of their psychological development and the criteria provided by the curriculum.
- Understand the different dimensions of learning and related assessment procedures, tools and techniques.
- Analyse, Manage and interpret assessment data.
- Understand the policy perspectives on examination and evaluation and their implementation practices.
- Develop critical understanding of issues in assessment and explore realistic, comprehensive and dynamic assessment process which is culturally responsive for use in the classroom.
- Understand the critical role of assessment in enhancing learning.

(B) SYLLABUS

SECTION-A

- (i) Assessment and Evaluation: meaning of assessment and evaluation , purpose; diagnostic, formative and summative evaluation
- (ii) Tools of assessment : assignments, projects, tests: objective and essay type- their merits and limitations, kinds of test items, oral testing
- (iii) Continuous and comprehensive evaluation: concept, significance, merits and limitations.

SECTION-B

- (iv) Statistical tools and techniques: percentage, percentile rank, graphical presentation of performance, frequency distribution, central tendency measures- mean, median and mode; normal distribution and standard scores.
- (v) Examination Reforms: flexibility, quality and range of questions, school based credit, alternative modes of examination.


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Activities (Any one of the following)

- (i) Prepare a report on implementation of CCE at school level.
- (ii) Construction of an achievement test in any school subject at elementary/secondary.
- (iii) Critical appraisal of learning outcomes – scholastic and co-scholastic.

(D) BOOKS RECOMMENDED

1. Gregory, R.J. (2014). *Psychological Testing: History, Principles and Applications (6th Edition)*. New Delhi: Pearson Publications.
2. Newman, F.M. (1996). *Authentic achievement: Restructuring schools for intellectual quality*. San Francisco, CA: Jossey-Bass.
3. Nitko, A.J. (2001). *Educational assessment of students (3rd ed.)*. Upper Saddle River, NJ: Prentice Hall.
4. Norris N. (1990). *Understanding Educational Evaluation*, Kogan Page Ltd.
5. Rao, Manjula (1998). *Training material on continuous and comprehensive evaluation (monograph)* Mysore: Regional Institute of Education (NCERT).
6. Rao, Manjula (2004): *Evaluation in schools – a training package (monograph)*, Mysore: Regional Institute of Education (NCERT).
7. Singh H.S.(1974). *Modern Educational Testing*. New Delhi: Sterling Publication.
8. Ved Prakash, et.al. (2000). *Grading in schools*, NCERT, Published at the publication Division by the secretary, NCERT, New Delhi: Sri Aurobindo Marg.

(E) EVALUATION

External Examination	70 Marks		
Time	3 Hrs		
Internal Assessment	30 Marks	Attendance	6
Written Assignment/Project work/Response Sheets	12		
o Mid-term Examinations/ House Test	12		

(F) 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 12 marks each. Section C will consist of 11 questions of 2 marks each which will cover the entire syllabus uniformly and carry 22 marks in all.

(G) INSTRUCTIONS FOR THE CANDIDATES

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


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PAPER – XIX: GENDER, SCHOOL AND SOCIETY

SUBJECT CODE: EDUBED2402T

M.M. 50

External: 35

Internal: 15

(A) COURSE OUTCOMES

After completion of the course the student teacher will be able to:

- Develop basic understanding and familiarity with key concepts - gender, gender perspective, gender bias, gender stereotype, empowerment, gender parity, equity and equality, patriarchy and feminism.
- Understand the gradual paradigm shift from women studies to gender studies and some important landmarks in connection with gender and education in the historical and contemporary period.
- Learn about gender issues in school.
- Understand the concept of gender identity and gender equality in Indian Society.

(B) SYLLABUS

SECTION-A

- (i) Gender: Concept, Social, Psychological and cultural constructs of gender.
- (ii) Gender Role and perceptions: masculinity and femininity, feminism and Patriarchy.

SECTION-B

- (iii) Gender and Society: Gender equity, gender equality, gender roles, gender biases and gender stereotyping.
- (iv) Gender identity: concept and development, gender bias and gender issues in Indian society.

Activities (Any one of the following)

- (i) Identification of gender bias in school text book.
- (ii) Preparation of report on organizational climate in single-sex and co-education school.

(A) BOOKS RECOMMENDED

1. Naik, J.P (1975). *Equality, Quality and Quantity. The Elusive Triangle in Indian Education.* Bombay: Allied.
2. Jain, V. K. and Arora, A. P (1995). Effect of School Level Variables on Achievement Gap between Boys and Girls, *Indian Educational Review*, Special Number DPEP. 30(1). January.
3. Bordia, A. (2007). *Education For Gender Equity: The Lok Jumbish experience*, p 313-329.
4. Chatterji, S. A. (1993). *The Indian Women in Perspective*, New Delhi: Vikas Publishing.
5. Devendra, K. (1994). *Changing Status of Women in India*, New Delhi: Vikas Publishing House.
6. Gupta, A. K. (1986). *Women and Society*, New Delhi: Sterling Publications.
7. Ministry of Education (1959). Report of National Committee of Women's Education. New

Delhi: ME.

8. Ruhela, S. (1988). *Understanding the Indian Women Today*; Delhi: Indian Publishers Distributors.
9. Thakur, H. K. (1988). *Women and Development Planning (Case study of Nauhatta Block)*, New Delhi: Vikas Publishing House.

(B) EVALUATION

External Examination	35 Marks
Internal Assessment	15 Marks
Attendance	3
Written Assignment/Project work/Response Sheets	6
Two Mid-term Examinations/ Test	House 6

(C) 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 12 marks each. Section C will consist of 5 questions of 2 marks each and one objective type question of one mark which will cover the entire syllabus uniformly.

(D) INSTRUCTIONS FOR THE CANDIDATES

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


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PAPER- XX: INCLUSIVE SCHOOL

SUBJECT CODE: EDUBED2403T

M.M. 50
External: 35
Internal: 15

(A) COURSE OUTCOMES

After completion of the course the student teacher will be able to:

- Understand concept, meaning and significance of inclusive education.
- Bring about an understanding of the culture, policies and practices that need to be addressed in order to create an inclusive school.
- Appreciate the need for promoting inclusive practice and the roles and responsibilities of the teachers.
- Develop critical understanding of the recommendations of various commissions and committees towards teacher preparation for inclusive education; understand the nature of difficulties encountered by children.
- Identify and utilize existing resources for promoting inclusive practices.
- Develop a positive attitude and sense of commitment towards actualizing the right to education of all learners.

(B) SYLLABUS

SECTION-A

- (i) Inclusive Education: meaning, concept and its importance, barriers in inclusive education.
- (ii) Difference between special, integrated and inclusive education.
- (iii) Teaching strategies for inclusive education: Cooperative learning, Peer tutoring, social learning, and multi-sensory learning, Creating conducive environment in inclusive schools.

SECTION-B

- (iv) Creating and sustaining inclusive practices: Role of teachers, parents and community.
- (v) NPE (1986), Project Integrated Education for Disabled Children (1987), the Persons with Disabilities Act (1995), and The Rights of person with disabilities Act 2016.
- (vi) Role of Rehabilitation council of India in inclusive education.

Activities (Any one of the following)

1. Field visit to school promoting inclusive practices.
2. Analysis of teaching learning practices with reference to inclusion.

(C) BOOKS RECOMMENDED

1. Archer L, Hutchings M. and Ross A (2003). *Higher Education and Social Class Issues of Exclusion and Inclusion*. London: Routledge Falmer Taylor and Francis Group.
2. Jha, J and D. Jhingran (2002). *Elementary Education for the Poorest and other Deprived Groups: the Real Challenge of Universalisation*, New Delhi: Centre for Policy Research.
3. Ghai, A (2002). Disability in the Indian Context: Post-Colonial Perspectives, In M. Corker and T. Shakespeare (Eds.) *Disability/Post-modernity. Embodying Disability Theory* (88-

- 100). London: Continuum.
4. Jha, M.M (2002). *School Without Walls: Inclusive Education for All*. New Delhi: Madhuban Educational Books.
 5. Ainscow, M. (1999). *Understanding the Development of Inclusive Schools*. London: Falmer.
 6. Alur, M. (2002). Introduction in Hegarty, S & Alur M (Eds.), *Education and Children with Special Needs: From Segregation to Inclusion*. New Delhi: Sage Publications.
 7. Stringfield, S (2006). *Equity in Education: Experiences and Directions for Developing and Developed Countries – Contexts of Learning*, Routledge, UK.
 8. Mithu Alur and Michael Bach (2005). *Inclusive Education from Rhetoric to Reality*, New Delhi, Viva Books Ltd.
 9. Mittler, P (2000). *Working Towards Inclusive Education - Social Contexts*, London: David Fulton Publishers.
 10. Mukhopadhyay Sudesh (2005). Inclusive Education in the Context of EFA, In Mithu Alur & Michael Bach, *Inclusive Education from Rhetoric to Reality*, Viva Books Ltd, New Delhi.
 11. Mukhopadhyay, S. and Mani, M.N.G (2002). Education of Children with Special Needs. In R. Govinda (Ed.), *India Education Report. A Profile of Basic Education* (pp. 96-108). New Delhi: Oxford University Press.
 12. OECD (2004). *Equity in Education: Scholars with Disabilities, Learning Difficulties and Disadvantages*, Paris.
 13. OECD (2005). *School Factors Related to Quality and Equity: Results from PISA 2000*, Paris.
 14. Gearheart, B.R. & Gearheart, C.J. (1985). *Learning Disability* (5th Ed.). Melbboune: Merrill
 15. Balsara, Maitraya. (2011). *Inclusive Education for Special Children*. Delhi: Kanishka

(D) EVALUATION

External Examination	35 Marks
Internal Assessment	15 Marks
Attendance	3
Written Assignment/Project work/Response Sheets	6
Two Mid-term Examinations/House Test	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 12 marks each. Section C will consist of 5 questions of 2 marks each and one objective type question of one mark 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.


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PAPER – XXI: UNDERSTANDING THE SELF

SUBJECT CODE: EDUBED2404T

M.M. 50
External: 35
Internal: 15

(A) COURSE OUTCOMES

After completion of the course the student teacher will be able to:

- Develop life skills to understand Self.
- Enhance capacity for sensitivity, sound communication and ways to establish peace and harmony.
- Understand the ways and processes of the development of self.
- Develop ability for personal growth and social skills in their own students.
- Understand the factors that have shaped aspirations and expectations of students.

(B) SYLLABUS

SECTION- A

- (i) Socialization and Development of Self: At home, community and at school inter-linkages within wider social-cultural contexts.
- (ii) Emergence of “person” and “identity”: concept, need and determinants in the formation of a person
- (iii) The influence of peer group, media messages, technology and globalization on identity formation.

SECTION-B

- (iv) Schooling as a process of identity formation: Developing national, secular and humanistic identity.
- (v) Constructive role of education and critical pedagogy “in moving towards peaceful living.

(C) BOOKS RECOMMENDED

1. Broudy, H.S. (1955). *Building a Philosophy of Education*, New Delhi: Prentice Hall of India.
2. Baron, R.A. (2012). *Psychology*. New Delhi: Prentice Hall of India Pvt. Ltd.
3. Bhattacharya, Srinibas (2000). *Sociological Foundations of Education*. New Delhi: Atlantic Publishers and Distributors.
4. Brown, Francis J. (1954). *Educational Sociology*, New York: Prentice Hall of India.
5. Ottoway, A.K.C. (1962). *Education and Society*, London: Routledge Kegan Paul.
6. Pathak, Avijit (2004). *Social Implications of Schooling: Knowledge, Pedagogy and Consciousness*. Rainbow Publishers: Noida.
7. Hurn, C.J. (1993). *Limits and Possibilities of Schooling: An Introduction to the Sociology of Education*. Boston: Allyn and Bacon.
8. M Carnoy, D Rhoten (2002). *What Does Globalization Mean for Educational Change? A Comparative Approach*, Comparative Education Review.

(D) EVALUATION

External Examination	35 Marks
International Assessment	15 Marks
Attendance	3
Written Assignment/Project work/Response Sheets	6
Two Mid-term Examinations/ House Test	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 12 marks each. Section C will consist of 5 questions of 2 marks each and one objective type question of one mark 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.



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PAPER- XXII: READING AND REFLECTING ON TEXTS

SUBJECT CODE: EDUBED2405T

M.M. 50
External: 35
Internal: 15

(A) COURSE OUTCOMES

After completion of the course the student teacher will be able to:

- Understand the reading resources such as NPE-1986 and NCF-2005.
- Read and respond to a variety of texts in different ways
- Develop meta-cognitive awareness to become conscious of their own thinking processes as they engage with diverse texts.
- Learn to think critically together and appreciate that depending on the text and the purposes of reading.
- Understand the methods and techniques of reading and reflecting the texts.
- Hone the skills to read and reflect upon different types of texts.

(B) SYLLABUS

SECTION-A

- (i) Reading resources: NPE-1986, NCF-2005
- (ii) Reflection on core element (NPE-1986, NCF-2005): Aims of education, pedagogy and evaluation.

SECTION-B

- (iii) Reading of text books (class VIII/IX) –science, social science, mathematics and languages.
- (iv) Reflection on core element in the above stated school text books with respect to gender, environment and health.

Activities

Review and Evaluate anyone of the following:

Learning To Be (UNESCO Report)

Learning: The treasure within (1996) Learning without Burden

Human Development Chapter in Annual Economic Survey(2014-15)

(C) BOOKS RECOMMENDED

1. Grellet, F. (1981). Developing Reading Skills: A practical guide to reading comprehension exercises. Cambridge University Press.
2. Menon, N. (2012). Seeing like a Feminist. India: Penguin.
3. Piaget, J. (1997). Development and learning. In M. Gauvain & M. Colw (Eds.) Readings on the development of children, New York. WH Freeman & Company.
4. Sabyasachi, B. (1997). The Mahatma and the poet: Letters and debates between Gandhi & Tagore. National Book Trust.
5. Cole (Eds.), Readings on the development, New York, WH Freeman and Company.

(D) EVALUATION

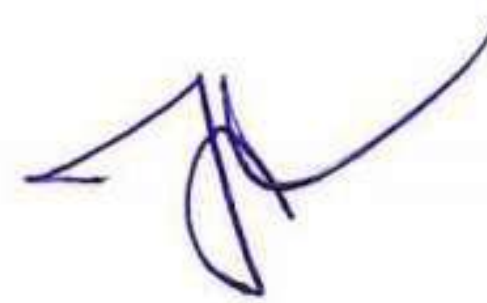
External Examination	35 Marks
Internal Assessment	15 Marks
Attendance	3
Written Assignment/Project work/Response Sheets	6
Two Mid-term Examinations/House Test	6

(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 12 marks each. Section C will consist of 5 questions of 2 marks each and one objective type question of one mark 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.



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PAPER-XXIII: STRENGTHENING LANGUAGE PROFICIENCY

SUBJECT CODE: EDUBED2406T

M.M. 50
External: 35
Internal: 15

(A) COURSE OUTCOMES

After completion of the course the student teacher will be able to:

- Understand the nature and structure of language.
- Appreciate the relationship between language, mind and society.
- Develop a critical understanding of the different Social, Educational and Cultural contexts at the core of the exploration of childhood.
- Explore the process of language acquisition and learning.
- Develop understanding of different language skills and development of the same.
- Generate sensitivity and competency towards catering to a multilingual audience in Schools.

(B) SYLLABUS

SECTION-A

- (i) Engaging with popular Subject-based Expository Writing: Selected Articles, biographical writing,
- (ii) Engaging with different writing: newspapers, magazine and contemporary educational issues.

SECTION-B

- (iii) School Magazine: objective, significance and layout.
- (iv) Wall Magazine: objective, significance and preparation.
- (v) Engaging with educational writing: Extracts or chapters from authors who deal with themes from education, schooling, teaching or learning.

(C) BOOKS RECOMMENDED

1. Agnihotri, R.K. (1995). *Multilingualism as a classroom resource*. In K. Heugh, A. Siegruhn, & P. Pluddemann (Eds.), *Multilingual Education for South Africa* (pp. 3-7), Heinemann Education Groups.
2. Freedman, S.W. & Dyson, A.H. (2003). *Handbook of Research on Teaching English language Arts*. Lawrence Erlbaum Associates Inc, USA: New Jersey.
3. Government of India. (1986). *National Policy on Education*. GOI.
4. Grellet, F. (1981) *Developing Reading Skills: A practical guide to Reading Comprehension exercises*. Cambridge University Press.
5. Kumar, Krishna. (2007). *The child's language and the Teacher*. New Delhi: National Book.
6. Mangal, U. (2010). *Teaching of Hindi*, New Delhi: Arya Book Depot.
7. National Curriculum Framework (2005), New Delhi: NCERT.
8. Sachdeva, M.S. (2013). *Teaching of English*. Patiala: Twenty First Century Publications.
9. Safaya, Raghunath. *Methods of Teaching of Hindi*. Jalandhar: Punjab Book Depot.

11. Sinha, S. (2009). *Roseblatt's Theory of Reading*. Explaining Literaturecontemporary education dialogue. 6(2), pp. 223-237.
12. Sullivan, M. (2008). *Lessons for Guided writing*. scholastic. Nationalcurriculum framework. (2005).

(D) EVALUATION

External Examination	35 Marks
Internal Assessment	15 Marks
Attendance	3
Written Assignment/Project work/Response Sheets	6
Two Mid-term Examinations/House Test	

(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 12 marks each. Section C will consist of 5 questions of 2 marks each and one objective type question of one mark 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.



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PAPER-XXIV: HEALTH AND PHYSICAL EDUCATION

SUBJECT CODE: EDUBED2407T

M.M. 50
External: 35
Internal: 15

(A) COURSE OUTCOMES

After completion of the course the student teacher will be able to:

- Understand the concept, aims and objectives of Health & Physical Education
- Analyze various dimensions & determinants of Health & Physical Education
- Know the concept and importance of balanced diet.
- Be familiar with personal health and hygiene.
- Describe the role teachers in the development of Health & Physical Education.
- Develop the skills for organizing the health and sports related activities in schools.

(B) SYLLABUS

SECTION-A

- (i) Human Nervous System: parts and its functions
- (ii) Endocrine glands: Functions and location in the body
- (iii) Diet and Nutrition: Components of balanced diet and their sources, concept of calorific value, childhood obesity-causes and prevention.
- (iv) Common Childhood Illnesses: Causes and prevention; immunization.

SECTION-B

- (v) Physical Fitness: Concept and components; aerobic, anerobic and yogic exercises, indigenous games and sports.
- (vi) Yoga: Concept, yogic kriya and asanas with special reference to breathing exercises (Kapalbharti, anulom-vilom, parvatasna) and musculoskeletal exercises (Vajrasna, Parvatasna, gomukhasna and Padamasna) - their benefits and techniques.
- (vii) First aid: Handling of dog, animal and snake bites, fractures, bleeding, burns, sunstroke and chemical poisoning.
Activities (any one of the following)
 - (i) Prepare a chart of balanced diet.
 - (ii) Performing different yoga asnas.
 - (iii) Preparation of first-aid box.


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(C) BOOKS RECOMMENDED

1. Bucher, C.A. (1964) *Foundations of Physical Education*, New York: Mosby and company.
2. Kang Gurpreet singh & Deol Nishan Singh. (2013). *An Introduction to Health and Physical Education*, 21st century publications, India.
3. Alderman, H., Behrman, J. R., Lavy, V., & Menon, R (1997). Child Nutrition, Child Health, and School Enrolment, Policy Research Working Paper 1700 (January).
4. The World Bank Policy Research Department, Poverty and Human Resources Division.
5. Agarwal, D. K., Upadhyay, S. K., Tripathi, A. M., Agarwal K. N (1987). Nutritional Status, Physical Work Capacity and Mental Function in School Children. Nutrition Foundation of India, Scientific Report 6.
6. Brahman, G. N. V. (2003). Evaluation of Mid Day Meal Programme in the States of Andhra Pradesh, Karnataka, Orissa, Tamil Nadu, Kerala, and Gujarat. Paper presented at a workshop on mid-day meal programme in schools in India convened by the Nutrition Foundation of India, New Delhi. August, 1.
7. Chandler A.M. K, Walker S. P, Connolly K, Grantham-McGrenor S. M (1995). School Breakfast Improves Verbal Fluency in Undernourished Jamaican Children. *Journal of Nutrition*, 125 (4), 894-900.
8. Drèze, Jean & Aparajita Goyal (2003). Future of Mid-Day Meals, *Economic and Political Weekly*, November 4673- 4683 (special articles).
9. Government of India (2004). Guidelines for National Programme of Nutritional Support to Primary Education. New Delhi: Ministry of Human Resource Development, Department of Elementary Education and Literacy.
10. Levinger, B (1996). *Nutrition, Health and Education For All*. Newton, MA: Education Development Centre.
11. Liu, J. Raine, A. Venables, P. H. Dalais, C. Mednick, S.A. (2003). Malnutrition at Age 3 years and Lower Cognitive Ability at Age 11 years: Independence from Psycho-social Adversity. *Arch Pediatrics & Adolescent Medicine*. 157 (60): 593 -600.
12. Mathews, R (1996). Importance of Breakfast to Cognitive Performance and Health, *Perspectives in Applied Nutrition*, 3,3: 204-212.
13. Mehrotra, Santosh (2006). Child Malnutrition and Gender Discrimination in South Asia. *Economic and Political Weekly*. March 11.
14. Mosley, W H and L. C. Chen (1984). An Analytical Framework for the Study of Child Survival in Developing Countries, *Population and Development Review*, 10, 25-45.
15. National Institute of Educational Planning and Administration (2006). Report of Review Workshop on National Programme of Nutritional Support to Primary Education, New Delhi.

(D) EVALUATION

External Examination	35 Marks
Internal Assessment	15 Marks
Attendance	3
Written Assignment/Project work/Response Sheets	6
Two Mid-term Examinations/ House Test	6


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(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 12 marks each. Section C will consist of 5 questions of 2 marks each and one objective type question of one mark 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.



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PAPER-XXV & XXVI GUIDANCE AND COUNSELING

(Option-i)

SUBJECT CODE: EDUBED2408T

M.M. 50
External: 35
Internal: 15

(A) COURSE OUTCOMES

After completion of the course the student teacher will be able to:

- Enable the students to understand the concept of guidance and counseling.
- Acquaint students about different agencies for guidance.
- Understand the role of parents, teachers, school administrator and family to solve behavioural problems of students.
- Acquaint the students with the testing devices and techniques of guidance.
- Develop an understanding about collection and dissemination of occupational guidance.
- Create awareness about the structure and functioning of guidance centers.
- Provide guidance & counselling to school level students.

(B) SYLLABUS

SECTION-A

- (i) Guidance: meaning, need and types- educational, vocational and personal-their meaning and objectives.
- (ii) Testing Techniques: Testing of mental abilities, aptitudes and interests.
- (iii) Non-Testing Techniques: Interview, Rating Scales, Cumulative record card.

SECTION-B

- (iv) Counselling: meaning, purpose and approaches - directive and non-directive and eclectic.
- (v) Counselling Interview: Steps in counselling interview.
- (vi) School Guidance and counselling programme, career guidance, career talks; role of teacher as a counsellor.

Activities (Any one of the following)

- (i) Administration and interpretation of: Interest Inventory Aptitude Test
- (ii) Visit to employment exchange (iii) Visit to a counselling Centre

(C) BOOKS RECOMMENDED

1. Rao, S.N. and Sahajpal, P: *Counselling and Guidance* (3rd edition). Delhi: McGrill Hill.
- Pal, O.B.: *Encyclopaedia of Guidance and Counselling*. (Vol. I to II) Delhi: APH.
2. Gupta, S. Barki & Mukhopadayaay : *Career and Counselling Education*. Delhi: Kalpaz
- Guidance and Counselling – A Manual*, Sterling Publication.
3. Bhatia, K.K.: *Principles of Guidance and Counselling*, Kalyani Publishers.
4. Dave, Indu: *The Basic Essential of Counselling*, Sterling Publication.
5. Goyal, R.P.: *Sikhya Ate Vivsayaak Agvayee* (Punjabi University Publication).

6. Jones, A.E.: *Principles of Guidance*, Tata McGraw Hill.
7. Meenakshi: *Guidance and Counselling*, Udami Publication.
8. Nanda, S.K.: *Guidance and Counselling*, Tandon Publishers.
9. Walia, J.S.: *Foundations of Guidance*, Paul Publishers.

(D) EVALUATION

External Examination	35 Marks
Internal Assessment	15 Marks
Attendance	3
Written Assignment/Project work/ Response Sheets	6
Two Mid-term Examinations/ House Test	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 12 marks each. Section C will consist of 5 questions of 2 marks each and one objective type question of one mark 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.


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PAPER – XXV & XXVI: HUMAN RIGHTS AND VALUE EDUCATION
(Option ii)

SUBJECT CODE: EDUBED2409T

M.M. 50
External: 35
Internal: 15

(A) COURSE OUTCOMES

After completion of the course the student teacher will be able to:

- Understand the concept and importance of Human Rights education.
- Understand the concept of value education.
- Explain the need for value education to foster national and international understanding.
- Understand the importance of universal declaration of human rights.
- Comprehend the role of the education in the promotion of human rights.
- Understand the types and classification of values.
- Understand the importance of values and culture as prescribed by NPE-1986.

(B) SYLLABUS

SECTION –A

- (i) Human Rights: Meaning, concept, need, objective and its importance.
- (ii) Human Rights Education: Concept, objective and its principle.
- (iii) Human Rights Education at different levels: Elementary, high and secondary.

SECTION-B

- (iv) Values: Meaning, objective, classification and sources of value inculcation, value crisis.
- (v) Emphasis on values in NPE-1986.
- (vi) Culture: Concept, characteristics and its relationship with education, strategies of promoting culture according to NPE -1986.

(C) BOOKS RECOMMENDED

1. Donders, Y. and Vladimir Volodin (eds) (2007). Human Rights in Education, Science and Culture: Legal Developments and Challenges, UK, UNESCO Publishing.
2. Hammarberg, T (1997). A School for Children with Rights, Innocenti lectures, UNICEF, Florence, Italy
3. Tomasevski, K (2001). Governmental Human Rights Obligation in Education. Right to Education Paper No. 3. Lund: Raul Wallenburg Institute of Human Rights and Humanitarian Law.
4. Verhellen, E (1998). Facilitating Children's Rights in Education – Expectations and Demands on Teachers and Parents, University of Ghent.
5. Weiner, Myron (1991). The Child and the State in India: Child Labour and Education Policy, in Comparative Perspective, Princeton: Princeton University Press.
6. Verhellen, E (1998). Facilitating Children's Rights in Education – Expectations and Demands on Teachers and Parents, University of Ghent.
7. Weiner, Myron (1991). The Child and the State in India: Child Labour and Education Policy, in Comparative Perspective, Princeton: Princeton University Press.

(D) EVALUATION

External Examination	35 Marks
Internal Assessment	15 Marks
Attendance	3
Written Assignment/Project work/Response Sheets	6
Two Mid-term Examinations/ House Test	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 12 marks each. Section C will consist of 5 questions of 2 marks each and one objective type question of one mark 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.


Head,
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Punjabi University, Patiala

**PAPER- XXV & XXVI: EXPERIENTIAL LEARNING AND WORK
EDUCATION**

(Option- iii)

SUBJECT CODE: EDUBED2410T

M.M. 50

External: 35

Internal: 15

(A) COURSE OUTCOMES

After completion of the course the student teacher will be able to:

- Understand the need and importance of experiential learning in education.
- Understand the need and importance work education.
- Understand the fundamental theory and practice of experiential learning.
- Hone the skills to design classroom activities based on experiential learning.
- Develop employability skills for the world of work through work education.
- Impart awareness about different resources to support planning a variety of experiential learning modes.

(B) SYLLABUS

SECTION-A

- (i) Experiential Learning, Community Engagement and Work Education: Meaning, need and relevance in present scenario, issues and concerns.
- (ii) Historical Perspective of local community engagement, work education experiential learning and Nai Talim Practice in India.
- (iii) Community engagement for experiential learning and work education

SECTION-B

- (iv) Work Education: Social, economic and Pedagogical values of work and craft education, Work education plan for identified and prioritized aspects.
- (v) Identification of sign of distress in financial, social, political aspects and coping mechanisms, participation in community mobilization.
- (vi) Service engagement and empowerment activities along with trained resident community volunteers, implementation of community engagement.

Activities (Any two of the following)

1. Application of participatory Learning and Action techniques of resources mapping and social mapping.
2. Awareness program involving school community, development specialists and villagers in developing village development plan.
3. Involving high school students in the activity and work based education programs in the neighborhood selected villages.
4. Involving high school students in community projects and participatory Rural Appraisal, Land and Human Resources Mapping and Action research with community Organization.
5. On Field Learning: Nursery Raising and Kitchen Gardening as Plantation.
6. Conducting field visit and field interaction with the help of school students of the villages and

- self Help Groups and village Resources for the students.
7. Conducting and facilitating school-community workshops and health camps.

(C) BOOKS RECOMMENDED

1. Kolb, D.A.(1984) Kriplani J.B. The eastord Fad, Hindustani TaliniSangh, Wardha
2. Experiential Learning, New Delhi, Prentice Hall.
3. Alice Y. adkolb, D.A. (2017) the Experiential Educators, principles andpractices.

(D) EVALUATION

External Examination	35 Marks
Internal Assessment	15 Marks
Attendance	3
Written Assignment/Project work/Response Sheets	6
Two Mid-term Examinations/House Test	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 12 marks each. Section C will consist of 5 questions of 2 marks each and one objective type question of one mark 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.


Head,
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Punjabi University, Patiala

PAPER-XXV & XXVI: DISTANCE AND OPEN LEARNING

(Option-iv)

SUBJECT CODE: EDUBED2411T

M.M. 50

External: 35

Internal: 15

(A) COURSE OUTCOMES

After completion of the course the student teacher will be able to:

- Understand the concept, need and importance of distance and open learning in education.
- Use distance and open learning resources for education.
- Understand the different modes of distance education.
- Apply ICT to promote distance and open learning.
- Hone the skills to utilize different techniques to enhance access and success of distance and open learning.

(B) SYLLABUS

SECTION-A

- (i) Distance Education: Concept, objective and its importance.
- (ii) Methods of distance and open learning education.
- (iii) Role of technology: Print and non-print media, audio technology, video technology and satellite based communication system.

SECTION-B

- (iv) Professional training and evaluation techniques in distance education.
- (v) Interventions for continuing education through programmes like adult literacy and education of adolescents and youth.
- (vi) Policy and programmes to spread literacy and promote continuing education.

Activities (any one of the following)

- (i) Quality of print media / lessons in distance education.
- (ii) Report on functioning of National Open School.
- (iii) Report on various courses run by IGNOU.

(C) BOOKS RECOMMENDED

1. Dikshit, H.P, Suresh, Garg (2002). Access and Equity: Challenges for Open and Distance Learning, New Delhi, Kogan Page.
2. Bhola H. S (1988). Policy Analysis of Adult Literacy Education in India, Perspectives in Education, 4(4), p. 213-228.
3. Chand Prem (2001). Analysis of Literacy Situation in India, Indian Journal of Adult Education, 65(1), 75-91.
4. Daswani C.J (2000). Adult Literacy in India, Man and Development, 22 (4), 37-48.
5. Evans Norman (2003). Making Sense of Lifelong Learning: Respecting the Needs of All, London, Routledge Falmer.

6. NCERT (1979). *Teacher's Guide: Non-Formal Education Programme*. New Delhi:NCERT.

(D) EVALUATION

External Examination	35 Marks
Internal Assessment	15 Marks
Attendance	3
Written Assignment/Project work/Response Sheets	6
Two Mid-term Examinations/House Test	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 12 marks each. Section C will consist of 5 questions of 2 marks each and one objective type question of one mark 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.


Head,
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PAPER – XXV & XXVI: TEACHER EDUCATION

(Option-v)

SUBJECT CODE: EDUBED2412T

M.M. 50

External: 35

Internal: 15

(A) COURSE OUTCOMES

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

- Develop an understanding about teacher education.
- Know about pre-service and in-service teacher training agencies.
- Understand the functions and role of NCERT, NCTE, DIET and CTE in Education.
- Know and apply various instructional techniques to impart teacher education.
- Role of professional organizations towards teacher education.
- Appreciate the process of research in teacher education.
- Understand the policy perspectives in teacher education.
- Critically examine the process of teacher training in India.

(B) SYLLABUS

SECTION-A

- (i) Teacher Education: concept, objectives at different level
- (ii) Role and function of NCERT, NCTE, DIET and CTE on teacher education

SECTION-B

- (iii) Role of professional organizations and associations of teacher education.
- (iv) Innovations in teacher education: Teacher –controlled instruction, learner-controlled instruction-meaning, nature and strategies.

Activities (Any one of the following)

- (i) Observation of any internship programme and preparing report.
- (ii) Visit to any agency of teacher education.
- (iii) Evaluation of any in-service institution.

(C) BOOKS RECOMMENDED

1. Sharma, A. (2023). *Teacher Education*. Delhi: Vinod Publication.
2. Pandey, A. (2019). *Teacher Education*. Delhi: Sadhna & Sons Publication.
3. Mishra, A. (2022). *Teacher Education*. Indore, Madhya Pradesh: Aadi Publication.
4. Ali, L. (2022). *Teacher Education*. (3rd edi.). Delhi: Global Publication.
5. Rana, Gopal & Singh, R.P. (2002). *Teacher Education in Turmoil*. Delhi: Sterling
6. Srivastava, H.S.(2009). *Manual for Schools*. Delhi: S.Chand.
7. Fotos, Sandara & Nassaji, Hossein. (2011). *For Focussed Instrucation & Teacher Education*. Delhi: OUP
8. Handa, Anupam and Kumar, Naresh (2013). *Teacher Education*. Patiala: Twenty First Century Publications.
9. Singh, Yogesh Kumar & Nath, Ruchika (2005). *Teacher Education*. New Delhi: APH Publishing Corporation.

10. NCERT: Second All India Survey of Teacher Education.
11. NCTE (2009/10). *National Curriculum framework for Teacher Education: Towards Preparing Professional and Humane Teacher*. New Delhi: NCTE.
12. Pire, E.A. Better Teacher Education.
13. Ramachandran, V. and Ramkumar, V. (2011). *Education in India*. New Delhi: National Book Trust.
14. Saxena, Mishra and Mohanty: *Teacher Education*, Meerut, R. Lall Book Depot.
15. Bansal, N.K. (2003). *Teacher Education Programmes in India and France compared*. University News, 41(33), 9.

(D) EVALUATION

External Examination	35 Marks
Internal Assessment	15 Marks
Attendance	3
Written Assignment/Project work/Response Sheets	6
Two Mid-term Examinations/House Test	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 12 marks each. Section C will consist of 5 questions of 2 marks each and one objective type question of one mark 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.


 Head,
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PAPER-XXV & XXVI: LIFE SKILLS EDUCATION

(Option-vi)

SUBJECT CODE: EDUBED2413T

M.M. 50

External: 35

Internal: 15

(A) COURSE OUTCOMES

After completion of the course the student teacher will be able to:

- Understand the concept of Life skills in education.
- Understand the need and importance of Life skills in life.
- Know the core life skills recognized at world level.
- Apply the methods and techniques of imparting life skills at school stage.
- Understand the pillars of education.

(B) SYLLABUS

SECTION-A

- (i) Life Skills: Concept, importance and core life skills: Social and negotiation; Thinking & coping skills; Cognitive problem solving theory.
- (ii) Life Skills Training: Concept and Four-Stage Skills Model, life skills especially for children at risk. Resilience: Concept, need and importance.

SECTION-B

- (iii) The four pillars of education, life skills in social context vis-à-vis media influence and dimensions in life skills.
- (iv) Life skills to deal with peer pressure, suicide and substance abuse. Life skills and wellbeing: Educational implications.

Activities (Any one of the following)

1. Life skills training activities pertaining to any of the ten core life skills.

(C) BOOKS RECOMMENDED

1. Baron. A. Robert, (2007). *Psychology*. New Delhi: Prentice-Hall of India Private Ltd.
2. Baumgardner. R. Steve., Crothers. K. Marie. (2009). *Positive Psychology*. New Delhi: Dorling Kindersley India Pvt. Ltd.
3. Carr Alan, (2004). *Positive Psychology*. New York: Routledge.
4. Ciccarelli Sandra .K. , Meyer Glen, (2007). *Psychology*. New Delhi: Pearson Education Inc.
5. Hilgard, E, Atkinson, R C & Atkinson, R L (1976). *Introduction to Psychology* (6th Ed). New Delhi: IBH Publishing Co. Pvt Ltd.
6. Santrock, W.J., (2006). *Adolescence* (11th Edn.). New Delhi: Tata Mc Graw Hill Publishing Company.
7. Nair, .V. Rajasenan (2010). *Life Skills, Personality and Leadership*. Sriperumbudur: Rajiv Gandhi National Institute of Youth Development.
8. Nair, A. Radhakrishnan (2010). *Life Skills Training for Positive Behaviour*. Sriperumbudur: Rajiv Gandhi National Institute of Youth Development.

9. UNESCO (2005). Quality Education and Life Skills: Darkar Goals. Paris: UNESCO.
10. WHO (1999). Partners in Life Skills Education: Conclusions from a United Nations Inter-Agency Meeting. Geneva: WHO.

(D) EVALUATION

External Examination	35 Marks
Internal Assessment	15 Marks
Attendance	3
Written Assignment/Project work/Response Sheets	6
Two Mid-term Examinations/House Test	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 12 marks each. Section C will consist of 5 questions of 2 marks each and one objective type question of one mark 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.


Head,
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PAPER – XXV & XXVI: SPECIAL EDUCATION

(Option-vii)

SUBJECT CODE: EDUBED2414T

M.M. 50

External: 35

Internal: 15

(A) COURSE OUTCOMES

After completion of the course the student teacher will be able to:

- Understand the concept and importance of special education.
- Know the nature and scope of special education in India.
- Understand the concept and types of exceptional children.
- Grasp the meaning, specific characteristics and modalities of identification of children with special needs.
- Critically examine the policy perspectives in special education in India.
- Know the rights of children with special needs in India.
- Understand various educational intervention programmes for meeting the needs of exceptional learners.

(B) SYLLABUS

SECTION-A

- (i) Special Education: Meaning, need, importance and classification.
- (ii) Trends in special education: Mainstreaming, community based rehabilitation, deinstitutionalization, inclusion and individualized education programme.

SECTION –B

- (iii) Identification, characteristics, causes and education of children with autism, mentally retarded, orthopedically handicapped, visually impaired and children with locomotor impairment.
- (iv) Learning disabilities: Types and remediation. (iii) Rights of Person with Disabilities Act-2016.

Activities (Any one of the following)

- (i) Visit to a special school.
- (ii) Problems of teachers in dealing with special children in inclusive setting.
- (iii) Identification of different type of learning disability.

(C) BOOKS RECOMMENDED

1. Alur, M. (2002). Introduction in Hegarty, S., & Alur M (Eds.), *Education and Children with Special Needs: From Segregation to Inclusion*. New Delhi: Sage Publications.
2. BenDer, W. N. (2002). *Differentiating Instruction for Students With Learning Disabilities: Best Practices for General and Special Educators*. Thousand Oaks, CA: Corwin Press.
3. Bishop, Virginia (1996). *Preschool children with visual impairments*. Texas School for the Blind and Visually Impaired. Retrieved from <http://www.tsbvi.edu/curriculum-a-publications/3/1069-preschool-children-with-visual-impairments-by-virginia-bishop>
Accessed on 20/02/2014.

4. Ghai, A. (2002). *Disability in the Indian Context: Post-Colonial Perspectives*, In M. Corker and T. Shakespeare (Eds.) *Disability/Post-modernity. Embodying Disability Theory* (88-100). London: Continuum.
5. Julka, A. (1999). *Low vision children: A guide for primary school teachers*. NCERT, New Delhi.
6. Mukhopadhyay, S. and Mani, M.N.G (2002). *Education of Children with Special Needs*. In R. Govinda (Ed.), *India Education Report. A Profile of Basic Education* (pp. 96-108). New Delhi: Oxford University Press.

(D) EVALUATION

External Examination	35 Marks
Internal Assessment	15 Marks
Attendance	3
Written Assignment/Project work/Response Sheets	6
Two Mid-term Examinations/House Test	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 12 marks each. Section C will consist of 5 questions of 2 marks each and one objective type question of one mark 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.


 Head,
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PAPER- XXV & XXVI: COMPARATIVE EDUCATION

(Option– viii)

SUBJECT CODE: EDUBED2415T

M.M. 50

External: 35

Internal: 15

(A) COURSE OUTCOMES

After completion of the course the student teacher will be able to:

- Enable the students to understand the concept of Comparative Education.
- Critically examine and compare the educational system of different countries with India.
- Acquaint students about different agencies for promotion of education.
- Understand the comparative policies in SAARC countries.
- Understand the role of parents & teacher in education of girls.
- Understand the public and private partnership in education and role of NGO

(B) SYLLABUS

SECTION-A

- (i) Comparative Education: Concept, importance and current trends.
- (ii) Educational development and contemporary issues in comparative education.

SECTION-B

- (i) Facets of societies that impact the educational system special reference to Canada, Australia and China.
- (ii) Comparative analysis of educational policies, planning, practices and present status in SAARC countries.

Activities (Any one of the following)

- (iii) Comparative report of education system in India and Canada/Australia.
- (iv) Discussion on problems of school education system in India.

(C) BOOKS RECOMMENDED

1. Bradshaw and York W (eds.) (1997). Education in Comparative Perspective: New Lessons From Around The World, New York, E.J. Brill.
2. Hans, N (1967). Comparative Education: A Study of Educational Factors and Traditions, London, Rutledge and Kegan Paul.
3. Holmes B (1981). Comparative Education: Some Considerations of Method, London, George Allen & Unwin.
4. Bray, M (1997). Education and Colonial Transition: The Hong Kong Experience in Comparative Perspective. Comparative Education, 33(2), 157-169.
5. Comparative Perspective. Comparative Education, 33(2), 157-169.
6. Bray, M (2003). Comparative Education: Continuing Traditions, New Challenges and New Paradigms, London, Kluwer Academic Publishers.

7. Kumar, Krishna and Oesterheld, J (ed) (2007). Education and Social Change in South Asia. Hyderabad: Orient Longman.
8. Baker, M.A (1976). Union and the States in Education. New Delhi: Shabd Sanchar.
9. M Carnoy, D Rhoten (2002). What Does Globalization Mean for Educational Change? A Comparative Approach, Comparative Education Review.
10. Cook, W.D (1982). Planning Process in Developing Countries: Techniques and Achievements, New York, North Holland Pub.
11. Bray, M (2003). Comparative Education: Continuing Traditions, New Challenges and New Paradigms, London, Kluwere Academic Publishers.
12. Arove, Robers F., Altbach, Phillip G. and Kelly, Gail P (eds.) (1992). Emergent Issues in Education: Comparative Perspectives, New York, State University.

(D) EVALUATION

External Examination	35 Marks
Internal Assessment	15 Marks
Attendance	3
Written Assignment/Project	
Work/Response Sheets	6
Two Mid-term Examinations/House	
Test	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 12 marks each. Section C will consist of 5 questions of 2 marks each and one objective type question of one mark 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.


 Head,
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PAPER- XXV & XXVI: VOCATIONAL EDUCATION

(Option-ix)

SUBJECT CODE: EDUBED2416T

M.M. 50

External: 35

Internal: 15

(A) COURSE OUTCOMES

After completion of the course the student teacher will be able to:

- Understand the concept of vocational education in India.
- Understand the need and importance of vocational education.
- Know the methods and techniques to impart vocational education at school stage.
- Develop employability skills among students at school stage.
- Understand the new trends in the world of work and industry.
- Develop the life skills to meet the demands of different vocations.

(B) SYLLABUS

SECTION -A

- (i) Vocational Education: Concept, objectives and its importance.
- (ii) Vocationalization of Education: Concept, objective and its importance.
- (iii) Historical Perspective: Basic Education Scheme (1937), Secondary Education Commission (1952) National Education Commission (1964-66), Scheme of Vocationalization of Secondary Education (1988), National Policy of Education (1986).

SECTION-B

- (iv) Transformation of vocational courses in different policies, Educational Streams with special reference to vocational trades, Market trade and employability.
- (v) Skill Development: need, objective, standards, curriculum and levels, National Skill Qualification Framework.
- (vi) Revision of vocationalization of education (2014): aims and objectives, implementing agencies, certification, facility and teacher training.

Activities (Any one of the following)

- (i) Visit to an ITI/ Skill centre.
- (ii) Report on functioning of an industrial unit.
- (iii) Evaluation of vocational stream at secondary school stage.

(C) BOOKS RECOMMENDED

1. World Bank (2007). Skill Development in India: Vocational education and Training. Washington, DC
2. Scheme of Vocationalisation of Secondary Education (1988). New Delhi: MHRD
3. Punjab School Education Board (2005). Syllabi of vocational Stream, Mohali: PSEB.
4. Rao, D.B (1998). National Policy on Education. New Delhi: Discovery.
5. Ghosh, S.C.(2009). History of Education in modern India. New Delhi: Blackswam.
6. Dass, D.(1984). Development of Technical Education in India. New Delhi: MHRD.

(D) EVALUATION

External Examination	35 Marks
Internal Assessment	15 Marks
Attendance	3
Written Assignment/Project work/Response Sheets	6
Two Mid-term Examinations/House Test	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 12 marks each. Section C will consist of 5 questions of 2 marks each and one objective type question of one mark 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


Head,
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PAPER- XXV & XXVI: ENVIRONMENT EDUCATION

(Option-x)

SUBJECT CODE: EDUBED2417T

M.M. 50
External: 35
Internal: 15

(A) COURSE OUTCOMES

After completion of the course the student teacher will be able to:

- Understand the need of environmental Education.
- Develop a sense of awareness about the environmental pollution and possible hazards and its causes and remedies.
- Develop the healthy habits to conserve natural resources for sustainable development.
- Know the methods and techniques to impart environmental education at school stage.
- Know various ways and means to create healthy environment.
- Understand the ways and techniques of promoting environmental awareness.
- Acquire knowledge about resource and disaster management.
- Developing environmental ethics to save environment.

(B) SYLLABUS

SECTION-A

- (i) Environment education: Meaning, objective, need, and its importance.
- (ii) Environment awareness through education, environmental pollution.
- (iii) Environmental hazards: Greenhouse effect, ozone layer depletion, acid rain, polar Melting, rising of sea level its causes and effects.

SECTION-B

- (iv) Natural Resources: Definition, classification and conservation of natural resources, education for sustainable development.
- (v) Environmental ethics: issues and solutions.
- (vi) Programmes of environmental education for school children.

Activities (Any one of the following)

1. To study environmental awareness among school students.
2. To study environmental ethics among school students.
3. Visit to a school having Eco-club.

(C) BOOKS RECOMMENDED

1. Burton, Ian, Robert W. Kares and Gilbert F. White (1993). The environmental as Hazard. New York: the Guildford press.
2. Dani, H.M. (1996). Environmental Education .Chandigarh: Punjab University Publication Bureau.
3. Huckle, J. & Sterling, S. (eds) (1996). Education for sustainability, London: Earthscan.

4. Kaur, T.N. (1999), Environmental Concerns & Strategies, New Delhi: Ashish Publication House.
5. Laeeq Futehally (1994) Our Environment. India: National Book Trust.
6. Lambert, P.R. (2000). Education for sustainable development : a new role for subject association, education in science ,208, pp.8-9.
7. Pankaj Shrivastava & D.P. Singh (2002). Environment Education, Anmol publication Pvt. Ltd.
8. Nanda, V.K. (1987). Environmental Education. Delhi: Anmol.
9. Rajagopalan, R. (2005). Environmental Studies from Crisis to Cure. Delhi: OUP.

(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 12 marks each. Section C will consist of 5 questions of 2 marks each and one objective type question of one mark 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.

Web sites:

www.education.nic.in
www.socialjustice.nic.in
www.ncert.nic.in
www.ncte.in.org
www.naac.india.com
www.ugc.nic.in,
www.nkc.org


 Head,
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