

FACULTY OF EDUCATION

SYLLABUS

FOR

BACHELOR OF EDUCATION (B.ED)

EXAMINATION: 2012



**GURU NANAK DEV UNIVERSITY
AMRITSAR**

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ORDINANCES

Applicability of Regulations for the time being in force:

Notwithstanding the integrated nature of a course spread over one academic year, the regulations in force at the time a student joins the course shall hold good only for the examinations held during or at the end of the academic year. Nothing in these regulations shall be deemed to debar the University from amending the regulations subsequently and the amended regulations, if any, shall apply to all students whether old or new.

1. Duration of Course and Schedule of Examination:

- a. The duration of the course of the degree of Bachelor of Education (B.Ed.) shall be one year.
- b. The annual examination shall be held once in a year ordinarily in the month of April at such place/s and on such date/s as may be fixed by the Vice-Chancellor.
- c. A supplementary examination shall be held ordinarily in the month of September on such date/s and place/s as may be fixed by the Vice-Chancellor.
- d. The schedule of date/s fixed for various examinations shall be notified by the Registrar to the Principals of all the affiliated colleges as well as by publication in at least one daily newspaper in English, Punjabi, Hindi or Urdu Language.

2. Eligibility:

- a. The B.Ed. examination shall be open to only those graduates or post-graduates of Guru Nanak Dev University, Amritsar or any other recognized University who had been admitted to B.Ed. course strictly on the basis of their relative merit in Pre-B.Ed. Entrance Test conducted by Guru Nanak Dev University, Amritsar or any other University, on behalf of the Punjab Government or any other mechanism for admission devised by the affiliating university or Punjab Government whatever the case may be.
- b. The minimum qualifying percentage score for B.Ed. admission shall be 50% at first or second degree level for general and reserved categories (other than schedule castes/schedule tribes/backward classes). For Schedule Castes/Schedule Tribes/Backward Classes/Categories the minimum qualifying percentage score for B.Ed. admission shall be 45% at first or second degree level.
- c. A person who possesses the qualifications laid down in Ordinances 5 and 6 has been on the rolls of a college affiliated for B.Ed. degree course during the academic year preceding the examination shall be eligible to appear in the examination on the production of the following certificates signed by the Principal of the college attended by him/her:
 - i. of good character
 - ii. of having undergone the course of training for the degree of Bachelor of Education for one academic year at a college affiliated for this examination
 - iii. of having secured at least 40% marks in house examination (theory and sessional work separately) in all the subjects/ parts and their components as mentioned in the B.Ed. syllabus
 - iv. of having attended not less than 75% of the lectures delivered in each subject in which he/she is to be examined, provided that the Principal of a College shall have the authority to condone shortage up to 5% lectures in a subject but no student whose shortage in lectures exceeds 5% in a subject shall be permitted to appear in the examination
 - v. a student who is unable to appear in the examination owing to shortage in the prescribed course of lectures in the subject/s may be allowed to appear in the following examinations, if he/she makes up the deficiency in the subject/s concerned by attending the lectures at the concerned college and / or qualifies by securing requisite percentage of marks in a special house examination
- d. If a student having completed the prescribed course does not appear in the examination, or having appeared in the examination, has failed may be allowed to re-appear in the examination privately as a Late College student in two consecutive years without attending a fresh course of instruction.
- e. Every candidate shall submit his/her admission form to the Registrar through the Principal of the College he/she has most recently attended.

2
Bachelor of Education

3. Fees:

According to the schedule, every candidate shall pay such fees to the University as the Syndicate may prescribe from time to time.

DATE/S FOR SENDING ADMISSION FORMS:

| | | | | |
|------------------|------------------------|------------------------|------------------------|-------------------------|
| Without Late Fee | With Late Fee 100/- | With Late Fee 200/- | With Late Fee 500/- | With Late Fee 1000/- |
| December 01 | December 15 | January 15 | January 31 | February 15 |

4. Scheme of Study:

| | | Contact hrs | Sessional | Terminal | Total |
|---|---|-------------|------------|------------|-------------|
| Area A – Foundation of Education | | | | | |
| A ₁ | Education and Development | 4 | 20 | 80 | 100 |
| A ₂ | Contemporary Issues and Concerns in Secondary Education | 4 | 20 | 80 | 100 |
| Area B – Pedagogical Knowledge | | | | | |
| B ₁ | Understanding the Learner and Learning Process | 4 | 20 | 80 | 100 |
| B ₂ | Learning Resources & Assessment of Learning | 4 | 20 | 80 | 100 |
| B ₃ | (a) School Management | 2 | 10 | 40 | 50 |
| | (b) Optional (Any one of the following) | 2 | 10 | 40 | 50 |
| | (i) Curriculum Development | | | | |
| | (ii) Distance & Open Learning | | | | |
| | (iii) Environmental Education | | | | |
| | (iv) Health Education | | | | |
| | (v) Measurement & Evaluation | | | | |
| | (vi) Population Education | | | | |
| | (vii) Value Education | | | | |
| | (viii) Inclusive Education | | | | |
| | (ix) Guidance and Counseling | | | | |
| Area C – Pedagogical Content Knowledge | | | | | |
| C ₁ | School subject-I | 4 | 20 | 80 | 100 |
| C ₂ | School subject-II | 4 | 20 | 80 | 100 |
| Area D – School Based Experiences | | | | | |
| D ₁ | Internship in Methodology-I | 4 | 40 | 60 | 100 |
| D ₂ | Internship in Methodology-II | 4 | 40 | 60 | 100 |
| Area E – Add on Courses | | | | | |
| E ₁ | ICT Integration in Pedagogy | 2 | 25 | - | 25 |
| E ₂ | Language Proficiency (Communication Skills) | 2 | 25 | - | 25 |
| E ₃ | Art in Education | 2 | 25 | - | 25 |
| E ₄ | Physical Education | 2 | 25 | - | 25 |
| | TOTAL | 44 | 320 | 680 | 1000 |

Grand Total Area: A = 200 + Area B = 300 + Area C = 200 + D = 200 + E = 100 = 1000

Area–A: Foundation of Education:

There will be 80% terminal & 20% sessional work marks in A₁ and A₂. The candidates shall have to secure 40% marks in each subject in terminal and sessional work separately. Marks in sessional work shall be counted towards division or merit. The break up of sessional work marks is given at the end of the syllabus of the concerned subject.

Area–B: Pedagogical Knowledge:

- a) There will be 80% terminal and 20% sessional work marks in B₁ and B₂. The candidates shall have to secure 40% marks in each subject in terminal and sessional work separately. Marks in sessional work shall be counted towards division or merit. The break up of sessional work marks is given at the end of the syllabus of the concerned subject.
- b) There will be 80% terminal and 20% sessional work marks in the area B₃. B₃ has two parts. Part A is compulsory and carries 50 marks (40 marks for terminal and 10 marks for sessional work). Part B has 7 options out of which the students will opt for only one. Each option carries 50 marks (40 marks for terminal and 10 marks for sessional work).

Area–C: Pedagogical Content Knowledge

There will be 80% terminal and 20% sessional work marks in area C₁, (School Subject I) and C₂ (School Subject II)

Note: Admission to the B.Ed. course is subject based. At the time of admission, each candidate shall opt for two teaching subjects. A candidate can opt for only those teaching subjects, which he/she has studied at least for two years as major subject at graduation /post graduation level and at least for one year in case of minor subject. In case of honors courses, the subject of the honors courses will be treated as major subject on the basis of his/her eligibility and minor should have been studied at least for one year.

A candidate can take up any two of the following methodologies:

| | Option | Teaching Methodologies Paper VI & VII | Marks | | |
|-----|---------------|---|----------|----------|-------|
| | | | External | Internal | Total |
| 1. | Option i (a) | Methodology of Teaching of Punjabi | 80 | 20 | 100 |
| 2. | Option i (b) | Methodology of Teaching of Hindi | 80 | 20 | 100 |
| 3. | Option i (c) | Methodology of Teaching of English | 80 | 20 | 100 |
| 4. | Option i (d) | Methodology of Teaching of Sanskrit | 80 | 20 | 100 |
| 5. | Option ii (a) | Methodology of Teaching of Social Studies | 80 | 20 | 100 |
| 6. | Option ii (b) | Methodology of Teaching of History | 80 | 20 | 100 |
| 7. | Option ii (c) | Methodology of Teaching of Geography | 80 | 20 | 100 |
| 8. | Option ii (d) | Methodology of Teaching of Political Science | 80 | 20 | 100 |
| 9. | Option ii (e) | Methodology of Teaching of Economics | 80 | 20 | 100 |
| 10. | Option iii | Methodology of Teaching of Commerce | 80 | 20 | 100 |
| 11. | Option iv | Methodology of Teaching of Mathematics | 80 | 20 | 100 |
| 12. | Option v | Methodology of Teaching of Computer Education | 80 | 20 | 100 |
| 13. | Option vi (a) | Methodology of Teaching of Science | 80 | 20 | 100 |
| 14. | Option vi (b) | Methodology of Teaching of Physical Sciences | 80 | 20 | 100 |
| 15. | Option vi (c) | Methodology of Teaching of Life Sciences | 80 | 20 | 100 |
| 16. | Option vi (d) | Methodology of Teaching of Home Science | 80 | 20 | 100 |
| 17. | Option vii | Methodology of Teaching of Physical Education | 80 | 20 | 100 |
| 18. | Option viii | Methodology of Teaching of Music | 80 | 20 | 100 |
| 19. | Option ix | Methodology of Teaching of Fine Art | 80 | 20 | 100 |
| 20. | Option x | Methodology of Teaching of Agriculture | 80 | 20 | 100 |

Bachelor of Education

Area–D: School Based Experiences:

Area D consists of practical work in two school subjects (D₁ - Internship in methodology I and D₂ - Internship in methodology II). Each paper will carry 40% as sessional work and 60% as terminal examination award. The sessional work will be evaluated at institution level by the method master or the panel nominated by the principal. The distribution of 40 marks of sessional work will be as under:

| | | | |
|-----|--|---|-----------------|
| (a) | Performance in two discussion lesson (5+5) | = | 10 Marks |
| (b) | Performance during the teaching practice | = | 10 Marks |
| (c) | Practical lesson note-book | = | 10 Marks |
| (d) | Audio Visual aids/innovations/ Models/ Resources used during the teaching programme | = | 10 Marks |
| | | = | 40 Marks |

The terminal examination in D₁ (Internship in methodology I) and D₂ (Internship in methodology II) will carry 60 marks each. Evaluation will be done by a panel of two subject teachers co-ordinated by approved/regular Principal of any college of education affiliated to GNDU, Amritsar and appointed by the Dean, Faculty of Education. Internal examiners can award upto 65% marks to candidate at their own level. However if they feel the candidate deserves higher marks, the work must be evaluated by the panel of examiners headed by the co-ordinator. The candidate shall have to secure 40% marks in terminal as well as in sessional work separately. Marks of both sessional work and terminal examination shall be counted towards division or merit. The candidate shall have to secure 40% marks in each subject in terminal and sessional work separately for passing the examination.

The final award of D₁ and D₂ will be sent to the university by concerned co-ordinator with the counter signature of the college Principal.

Area–E Add on Courses

Area E consists of Add on Courses: E₁ (ICT integration in Pedagogy) E₂ (Language Proficiency (Communication Skills)) E₃ (Art in Education) and E₄ (Physical Education). Each add on course will carry 25 marks and will be evaluated at institutional level by the internal examiner appointed and co-ordinated by the principal of the concerned college. There will be no external examination for the Area E courses. The candidate shall have to secure 40 % marks in each Add on course separately as minimum qualifying marks. The final award of Area E will be sent to the university by the concerned internal examiner with the counter signature of the concerned Principal.

- Note:**
- I. A candidate who becomes ineligible in Area A, Area B, Area C for want of minimum attendance stands ineligible for Area D and /or in Area E also and vice versa.
 - II. Provided that a candidate who fails in and / or one or more papers of Area A, Area B, Area C and / or Area D, Area E shall be given grace marks according to ordinances relating to award of grace marks.

5. Medium of Examination: The medium of examination shall be English, Punjabi, and Hindi.

6. The Payment to the Co-ordinator and External Examiners

The remuneration will be paid @ Rs. 10.00 per lesson to the Coordinator for Skill-in-Teaching Practical Examination. The payment will be made by the Principal of the concerned college and will be reimbursed by the university.

Bachelor of Education

- 7.(A) (i) If a candidate fails in the sessional work of Area A (Foundation of Education), Area B (Pedagogical Knowledge), Area C (Pedagogical Content Knowledge), Area D (School Based Experiences) and Area E (Add on Courses), he/she shall not be allowed to appear in the examination of that particular part. He/she can appear in the remaining part/s in the examination but his/her result of annual examination will not be declared. He/she shall have to rejoin the college in the succeeding session for a minimum period of one month in order to qualify for the sessional work of that particular part/s. The Principal shall be empowered to extend this period but the extension must expire one week before the commencement of the next annual examination. If he/she passes in the sessional work, his/her result of annual examination will be declared and if he/she fails to qualify in the sessional work then his/her candidature for the previous examination will stand cancelled and result will be filed. The marks awarded to a candidate in the sessional work will be carried forward at his/her option when he/she is permitted to re-appear in a part/s in subsequent examination. The marks obtained by a candidate in sessional work shall be valid even if he/she remains absent in the terminal examination.
- (ii) Sessional work in each paper will be based on two house tests and the prescribed sessional practical work.
 - (iii) The Principal will be the overall incharge of sessional work and will have the authority to modify if and where necessary.
 - (iv) Students of B.Ed. Class falling short of required lectures/lessons in teaching practice/practicals may be allowed to take the following supplementary examination of April Examination after making the deficiency by rejoining their respective colleges.
- (B) (i) The College should intimate the names of such students to the University as are failing in the sessional work of area A or Area B or Area C or Area D or Area E at least fifteen days before the commencement of the theory examination and a week before in the case of school based experiences.
- (ii) The sessional work in Area A, Area B, Area C, Area D and Area E should be sent to the University before commencement of Annual Theory Examination. Award of sessional work in Area C should reach University immediately after the completion of school based experiences. The college should intimate to the University the names of such students as are failing in the sessional work of any part/s or falling short of lectures in any paper/s. This intimation must reach the University at least fifteen days before the commencement of the theory examination and a week before in the case of school based experiences in each subject of methodology.
 - (iii) The University may appoint an inspector to inspect the records etc, of the internal assessment / sessional work maintained in the various colleges for ensuring uniformity of standards.
 - (iv) During the inspections concerned records of sessional work, practical work, activities etc. should be available in the institution at least for six months. The same should be submitted to the members of inspection team as and when asked for.
8. Practical Examination in Area D will be held after the Theory Paper Examinations.
9. If a candidate fails to pass the B.Ed. Examination or remains absent or is placed under re-appear in Area A, Area B, Area C, Area D and Area E he/she shall be given the next four consecutive chances to pass the examination failing which he/she will have to rejoin the college afresh. Such a candidate shall pay a fee as fixed by university on each occasion.
- a) The result of a candidate, who remains absent or fails to secure 40% marks in sessional work in each area, will not be declared till he/she makes up the deficiency in the next session by joining the college for a period depending upon the discretion of the Principal. If a candidate does not join the college or fails to qualify the sessional work in the next session his/her pending result of the annual examination will be cancelled.

Bachelor of Education

- b) If he/she fails in one or two papers Area A, Area B, Area C, Area D and Area E he/she may be permitted to appear in such paper/s in the next three subsequent examinations, Such candidate shall pay a fee fixed by the University from time to time on each occasion. If he/she passes in all such paper/s in any of these examinations, he/she shall be deemed to have passed the examination.

10. School Based Experiences

The school based experiences of 6 weeks duration will be split up in two spells for regular students. First, two weeks teaching practice in the month of October/November and second, four weeks in the month of April/May. All lessons are to be supervised by the concerned Method Masters. Comments will be entered in the note books & feedback will be given to the students.

A candidate who does not complete 2+2=4 composite discussion lessons and sixty lessons, (25+5) i.e.; 25 Composite and 5 Micro in each subject and 40 observations, (15+5) i.e.; 15 composite and 5 Micro in each subject, he/she will have to complete these in the next session in order to undergo the teaching practice of the remaining period. The Principal will intimate the names and roll numbers of such candidate/s to the University immediately after the completion of teaching practice so that the result of the Annual Examination of these candidate/s may be withheld. If any candidate fails to complete the six weeks teaching practice in the next session, his/her candidature will be cancelled and result be filed.

11. A candidate passes a part or component or sub component of a part but fails in other component or sub component of a part, he/she is not required to re-appear in a part or component or sub-component which he/she has passed.
12. The marks awarded to a candidate in the sessional work shall be carried forward when he/she is permitted under ordinances to reappear in a part or parts at a subsequent examination. The marks obtained by a candidate in sessional work shall be valid even if he/she remains absent in the terminal examination.

13. Pass Marks, Division/Merit

- (a) The minimum marks required to pass the examination shall be 40%. The candidate shall have to secure at least 40% marks in terminal and sessional work separately in all the Papers/Components of Area A, Area B, Area C, Area D and Area E.
- (b) Overall division and merit will be determined on the aggregate of terminal and sessional work in Area A, Area B, Area C, Area D and Area E (i.e. Out of 1000 marks).
- | | | |
|---------------------------------|---|-------------------------|
| First division with distinction | : | 70% or above |
| First division | : | 60% or above |
| Second division | : | Above 50% but below 60% |
| Third division | : | Above 40% and below 50% |

14. Improvement of Division/Performance

- a. That if a candidate who has passed B.Ed. Examination from this University and has secured less than 60% marks may be allowed to reappear in theory papers only for the purpose of improving his/her division/performance. He/she may be given two chances for this purpose. He/she may appear in any one or more papers or all the theory papers, provided that he/she completes the examination within a period of two years from the date of passing the examination in the first instance or before attaining higher degree in Education. The candidate will have to appear as per the syllabus prevalent at the time of examination.
- b. That marks of sessional work will remain unchanged.

Bachelor of Education

- c. That if he/she fails to improve his/her score, he/she may be given the benefit of his/her favourable score in the original examination and new score in that case may be treated as cancelled. His/her previous result will stand in such cases.
- d. That candidate appearing under ordinance relating to improvement of division/performance, will be entitled to grace marks up to one per cent of the aggregate marks of the paper(s) in which he/she appeals provided he/she improves his/her division to score to 50%, 55% or 60% with the grace mark(s).
- e. That such a candidate shall not be eligible for inclusion in the merit list/prize or medal.

15. B.ED. Additional Teaching Subject/Component

- a. A person who has already passed the examination for the degree of Bachelor of Education or equivalent degree from any University of Punjab i.e. Panjab University, Chandigarh, Punjabi University, Patiala or Guru Nanak Dev University, Amritsar only may offer an additional subject or component other than the one which he/she has already passed. Such a candidate may be admitted to the examination on submission of application on the prescribed form and payment of fee fixed by the university from time to time as admission fee. He/she shall join an affiliated college for teaching/training in the subject at least for one month. The college shall supply sessional work awards to the University in accordance with the prescribed rules.
- b. A student who wants to appear for B.Ed. additional teaching subject/s will be required to join at least for one month, in any college of his/her choice where the facilities for such teaching subject/s exist and will deliver 20 composite lessons and 5 micro lessons under the guidance of concerned method master. He/she will also complete 20 observations. He/she will have to complete 6 weeks teaching practice along with regular students. He/she will be allowed to appear in Annual Examination only along with regular students. He/she may be provisionally permitted to appear in theory paper/s. However, his/her school based experience examination will be conducted only on the production of teaching practice completion certificate issued by the concerned college. All other conditions which are applicable to regular students shall also be mandatory for additional teaching subject/component students.

Provided that:

- 1) For appearing in additional subject, only those students will be eligible to appear in the University examination who have already passed the B.Ed. examination.
- 2) Subject to the approval of the Syndicate/ Regulation Committee.

16. Results/Degrees:

Four weeks after the completion of Examination or as is possible, the Registrar shall publish a list (gazette) of candidate/s who took the examination. The gazette will show the marks obtained by the candidate/s terminal and sessional work separately. Merit or division will be determined on the basis of marks obtained in the examination including of all the areas. Each successful candidate shall be awarded a degree stating the division on the basis of marks obtained by him/her out of 1000 marks.

17. Curriculum Transaction:

- a. Practical work to be performed by each student

| | Item | Essential (Numbers) |
|----|---|--|
| a. | Micro practice lessons | Ten- five in each subject |
| b. | Micro discussion lessons | Two - one in each subject |
| c. | Observation of micro lessons by peer group | Ten- five in each subject |
| d. | Lesson planning and teaching in real school situations including internship | Forty - twenty lessons in each teaching subject |
| e. | Lesson planning and teaching in simulated situation | Ten -five lessons in each teaching subject |
| f. | Observation of lessons taught by fellow students | Thirty- fifteen lessons in each teaching subject |
| g. | Action Research Project | one |
| i. | Stand alone community experience | Two days |
| j. | Field specific community experience | Five days |

- b. Supervision of Practice lesson

Out of prescribed practice teaching lessons at least 50% lessons would be supervised by the teacher educators and feedback would be given to the students verbally as well as in writing. Record of lesson planning, teaching and supervision would be maintained.

Area A- Foundations of Education
A₁ Education and Development

Time 3 hrs.

M.Marks: 100
Terminal: 80
Sessional: 20

Note: The question paper will consist of five units. The paper setter will set three questions from each unit and each question will carry 8 marks. The candidate will attempt two questions from each unit.

Objectives:

On completion of this course the students will be able to:

- understand the evolution of education.
- analyses the social, cultural and political context of education.
- examine the changing emphasis on education in the context of globalization and internationalization
- understand the relevance of education in relation to socio- political- economic and cultural context.
- make the students understand how education helps in economic and national development.

Unit –I

Education as an evolving concept

1. Meaning of Education- Ancient to present, education as an organized and state sponsored activity
2. a. Concepts in education and their changing connotations: school, curriculum, teacher, learner, teaching & learning, instruction, freedom and control in relation to the child and teacher
b. Changing aims of education in the context of globalization
3. Expansion in modes of education: face –to-face (tutorial, small group, large group) to distant modes of education; oral/ aural to digital; individualized and group based

Unit –II

Education in Socio Cultural and Political context

1. Education as an instrument of social change; Influence of education on society, family and their practices
2. Interaction of Education and culture in the global context
3. a. Education for democracy, national integration and international understanding.
b. Four pillars of Education as recommended by UNESCO

Unit –III

Education and Individual Development

1. Education for development of individual capabilities, enhancement of quality of life in the socio- political- economic and cultural context
2. Education and actualization of individual aspirations
3. a. Education for development of responsible citizens
b. Education and development of life skills of individuals for 21st century.

Unit –IV

Education for National and Economic Development

1. National development: Meaning, scope and indicators of national development
2. Role of education for ensuring sustainable development
3. a. Education as an investment
b. Education as development of human resource

Unit –V

Learning Environment – The changing Scenario

1. Changes in teacher's role, learner's participation, knowledge emphasis and learning resources
2. a. Shift in pedagogy: Knowledge focused to teacher focused to learner focused learning environment
b. Shift in learning environment: Unimodal to multi-mediated, school based to community linked and real to virtual learning environment. The open – distance learning environment
3. Education as a system: Meaning and Nature

Sessional Work:

House Examination- I & II

20 Marks

Two Assignments on (one Indian and one Western Philosopher)

10 Marks

10 Marks

(a) Shri Guru Nanak Dev Ji, Vivekananda, Swami Dayananda, Tagore and Gandhi

(b) Rousseau, Dewey, Plato, Montessori, Froebel

Discuss in groups the aspects of education evolving in them. After discussions, students document their understanding in lucid manner as a term paper.

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11
Bachelor of Education

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A₂ Contemporary Issues & Concerns in Secondary Education

Time 3 hrs.

M.Marks: 100
Terminal: 80
Sessional: 20

Note: The question paper will consist of five units. The paper setter will set three questions from each unit and each question will carry 8 marks. The candidate will attempt two questions from each unit.

Objectives:

On completion of this course the students will be able to:

- know historical background of Secondary Education.
- understand the constitutional obligations in relation to education.
- understand the changing concepts of education in relation to changing socio, political and economic conditions in India.
- familiarize with the present educational problems of Secondary Education.
- critically appraise various aspects of Secondary Education.

Unit –I

1. Elementary Education – Concept, need, problem of universalization and problem of wastage and stagnation and suggestions for their removal
2. (a) Role of Sarv Shiksha Abhiyan in strengthening Elementary Education
(b) Inclusive education, Integrated education, Alternative education
3. Right to Education and its implications

Unit –II

1. Secondary Education – Concept, aims and problems of Secondary Education (curriculum, instructional design, text-books) and suggestions for their removal
2. Administrative set up of Secondary Education at state and national level
3. Universalization of Secondary Education (USE): Issues and concerns

Unit –III

1. Salient features of NPE 1986 and Revised Policy 1992
2. National Knowledge Commission(NKC) with special reference to School Education
3. Constitutional Provisions of education in India

Unit –IV

1. Teacher Education – Concept & aims of Pre- service and In- service Teacher Education (According to SEC, IEC, NCF)
2. Problems of Teacher Education
3. Regulatory/ Advisory bodies: NCERT, NCTE, NAAC, UGC

Unit –V

1. Modernization: Concept and role of education
2. Privatization and Globalization
3. HRD: Concept, need and role of education

Sessional Work:

House Examination- I & II :
Survey related with social evils

20 Marks
10 Marks
10 Marks

References:

1. Bhatt, B.D. (2005): Modern Indian Education. Planning and Development. Kanishka Publishers, New Delhi.
2. Goel, S.L. and Goel, A. (1994): Education Policy and Administration. Deep and Deep Publications, New Delhi.

13
Bachelor of Education

3. Govt. of India. (1986): National Policy on Education. Ministry of HRD, New Delhi .
4. Gupta, V.K and Gupta , Ankur (2005):Development of Education System in India. Vinod Publication, Ludhiana.
5. Inderjeet, K. and Raj Kumar (2006):Development of Educational System in India. 21st century Publication, Patiala.
6. Jayapalan, N.(2002): Problems of Indian Education. H.B. Bhargava Publications, Delhi.
7. Murti, S.K. (2004): Teacher and Education in Indian Society. Vinod Publications, Ludhiana.
8. NCERT: National curriculum Frame work (2005).
9. NCERT: National curriculum Frame work (2005).
10. Nesla (2004): Theory and Principles of Education. Vinod Publications , Ludhiana.
11. Sachdeva, M.S and Umesh (2005): A Modern Approach to Education in Emerging Indian Society. Vinod Publications, Ludhiana.
12. Sodhi, T.S. (2005): Development of Educational System in India . Bawa Publications, Patiala.
13. Venkateshwaran (2004): Principles of Education . Vinod Publications, Ludhiana.
14. Vijayen,Premavathy & Geetha,T.(2006) Integrated & Inclusive Education: DSE(VI) Manual. Kanishka Publishers.New Delhi.
15. Walia, J.S. (1998): Modern Indian Education and its Problems. Paul Publishers, Jalandhar.
16. 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

Area B- Pedagogical Knowledge
B₁ Understanding the Learner and Learning Process

Time 3 hrs.

M.Marks: 100

Terminal: 80

Sessional : 20

Note: The question paper will consist of five units. The paper setter will set three questions from each unit and each question will carry 8 marks. The candidate will attempt two questions from each unit.

Objectives:

On completion of this course the students will be able to:

- understand the nature of learner.
- understand learners on the basis of individual differences.
- understand the theoretical perspective of learning.
- understand learning as a construction of knowledge.
- understand the learning in terms of learning styles and kinds.
- improve quality of instructions.

Unit –I

Nature of the Learner

1. Learner as a developing individual; a psycho- social entity; stages of development, factors influencing development such as heredity, nutrition, child rearing practices, siblings & peers
2. Developmental characteristics of an adolescent physical, cognitive, social, emotional, moral and their interrelationships
3. Developmental tasks and their implications in adolescence

Unit –II

Understanding differences among Learners

1. Dimensions of differences in individual learners
2. Understanding learners with varying cognitive abilities especially with ‘learning difficulties’ - Slow learner and Dyslexia
3. Multiple Intelligences: implications for understanding learner variations and their learning needs

Unit –III

Theoretical Perspective on Learning- an Overview

1. Learning- concept, principles and factors affecting learning
2. Behaviorism, Cognitivism, Constructivism in relation to learner, teacher & teaching learning process
3. Transfer of Learning, its types and methods

Unit –IV

Learning in ‘Constructivist’ Perspective

1. Learning as ‘Construction of Knowledge’ as different from learning as ‘Transmission and Reception of Knowledge’.
2. Processes facilitating ‘Construction of Knowledge’
 - Experiential Learning and reflection
 - Social Mediation
 - Cognitive Negotiability
 - Situated Learning and Cognitive apprenticeship
 - Meta cognition

(Each of these to be dealt with classroom situations or content of learning)

Unit –V

Learning Styles and Learning

1. Concept of Learning styles- audio, visual, kinesthetic
2. Learning styles and their bearing on different kinds of learning:- Concept learning, learning of skills, creative and critical thinking, modeling
3. Teacher's role in changing, strengthening and sustaining learning styles

Sessional Work:

House Examination- I & II

:

20 Marks

10 Marks

Administration and interpretation of any three psychological tests

10 Marks

Intelligence, Personality, Interest, Learning and Achievement

References:

- Bhatia, K.K. (2003): *Bases of Educational Psychology*. Kalyani Publishers, New Delhi.
- Bourne, L.E. (1985). *Psychology: Its Principles and Meaning*. Holt, Rinehart and Winston, New York.
- Chauhan, S.S. (2002): *Advanced Educational Psychology*. Vikas Publishing House, New Delhi.
- Clifford Morgan; King, R.R. and Weisz, John (1999): *Introduction to Psychology*. Tata Mc Graw Hill Publishing Company Ltd, New Delhi.
- Dandapani, S. (2001) *Advanced educational psychology, (2nd edition)*, New Delhi, Anmol publications pvt Ltd.
- Gardner, H. (1983) *frames of Mind: The theory of multiple intelligence*. New York: Basic Books.
- Garret, H.E. (2005): *Statistics in Psychology and Education*. Paragon International Publishers, New Delhi.
- Guilford, J.P. (1967). *Nature of Human Intelligence*, New York: McGraw Hill.
- Hurlock, E.B. (1953): *Developmental Psychology*. Tata Mc Graw Hill Publishing Company Ltd, New York.
- Kakkar, S.B. (2001): *Educational Psychology*. Prentice Hall of India, New Delhi.
- Kirk, Samuel, A; Gallagher, James J. and Anasrasion, Nicholas, J. (1997): *Educating Exceptional Children*. Houghton Mifflin Company, New York.
- Mangal S.K. (2002): *Advanced Educational Psychology*. Prentice Hall of India, New Delhi.
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- Sahu, Binod Kumar (2002): *Education of Exceptional Children*. Kalyani Publishers, Ludhiana.
- Segal, J.W. Chipman, S.F., & Glaser, R. (1985). *Thinking and learning skills: Relating Instruction to Basic Research*. (Vol. I). Hillsdale, NJ: Erlbaum.
- Sidhu, Kulbir Singh (1998): *Statistics in Education and Psychology*. International Publishers, Jalandhar.
- Singh, Yogesh Kumar (2005): *Guidance and Career Counselling*. APH Publishing Corporation, New Delhi.
- Suri, S.P. and Sodhi, T.S. (2006): *Guidance and Counselling*. Bawa Publication, Patiala.
- Tiwari, Govind and Pal, Roma (1997): *Experimental Psychology. A Dynamic Approach*. Vinod Pustak Mandir, Agra.

B₂ Learning Resources & Assessment of Learning

Time 3 hrs.

M.Marks: 100

Terminal: 80

Sessional: 20

Note: The question paper will consist of five units. The paper setter will set three questions from each unit and each question will carry 8 marks. The candidate will attempt two questions from each unit.

OBJECTIVES:

To enable the student teachers to:

- understand the concept & scope of learning resources.
- analyze the process of teaching & learning.
- make aware of models of teaching.
- keep abreast with the different innovation in learning resources.
- make the students aware about the different types of assessment.

UNIT-I

1. Concept and principles of selection and utilization of learning resources
2. Human Resources: Teachers and students as learning resources
3. Material Resources: Projected aids, Non-projected aids and Activity aids

UNIT II

1. Concept and characteristics of teaching and learning
2. Maxims and principles of teaching
3. Instructional objectives in terms of Bloom's Taxonomy

UNIT III

1. Learner controlled learning resources:
 - a. On line resources: e-journals,e-books,blogs
 - b. Programmed learning: Meaning , principles, types
2. Teacher controlled learning resources: Explanation, narration, illustration, questioning
3. CAI: Concept, modes, characteristics, role of teacher and use of CAI in education

UNIT IV

1. Micro teaching as a training technique: Concept, procedure and theoretical orientation to basic skills
2.
 - a. Simulated teaching: Concept, parameters, procedure, merits and demerits
 - b. Flander's interaction analysis category system: Concept and procedure
3. Teaching models: Meaning, concept and types-
 - a. Glaser's basic teaching model
 - b. Concept attainment model

UNIT V

1. Concept and Types of assessment
 - a. Formative
 - b. Summative
 - c. Diagnostic
2. Assessment of Cognitive domain
 - a. Construction of various types of test items
 - b. Preparation of blue print
3. Assessment of Conative and Affective domain
 - a. Observations-Preparation of observation schedule
 - b. Administration and interpretation of Art judgment test

Sessional Work:

20 Marks

- (a) Performance in two house tests = 10 Marks
(b) Preparation of a Blue print along with the question paper = 10 Marks

References:

- Bhatia, K.K., Narang, C.L. and Sidhu, H.S. (2001): Foundations of Teaching Learning Process. Tandon Publishers, Ludhiana.
- Bhushan, A. and Ahuja, M. (2002): Educational Technology. Bawa Publications, Patiala.
- Chauhan S S(2002): A Text Book of Programmed Instruction. (2nd Ed). Sterling Publishers Pvt Ltd., New Delhi / Bangalore.
- Dececco, John, P. (1977): Psychology of Learning and Instruction. Prentice Hall of India, New Delhi.
- Everard, K.B. and Geoffrey, Morris: Effective School Management. Harper and Row Publishers, London.
- Kumar, K.L. (2008): *Educational Technology*, New Age International Pvt. Ltd. Publishers, New Delhi (Second Revised Edition).
- Mangal, S.K.(2001): Foundations of Educational Technology. Tandon Publications, Ludhiana.
- Mukhopadhyay, M. (1990): *Educational Technology – Challenging Issues*, Sterling Publishers Pvt. Ltd., New Delhi.
- Mukhopadhyay, M. (1990): *Educational Technology – Year Book 1988*, All India Association for Educational Technology, New Delhi.
- Sampath et. al. (1981): *Introduction to Educational Technology*, Sterling Publishers Pvt. Ltd.
- Sharma, R.A.(2006): Technological foundation of Education. R.Lall Book Depot, Meerut.
- Sharma R.A (2007): Programmed Instruction – An Instructional Technology, Goyal Book Depot, Meerut.
- Venkataiah, N. (1996): *Educational technology*, New Delhi: APH Publishing Corporation.

B₃ (a) School Management

Time 1:30 hrs

M.Marks: 50

Terminal: 40

Sessional: 10

Instructions for the Paper Setter/ Candidate

1. The question paper will consist of three units: Unit I, II and III.
2. The paper setter will set three questions from each unit I and II.
3. The candidate will be asked to attempt two questions from each unit. Each question will carry 8 marks.
4. Unit-III will be compulsory. It will consist of two short answer questions covering the entire syllabus and carry 4 marks each.

OBJECTIVES:

To enable students to understand

- school as a conducive learning environment.
- the role of teacher and the principal in ensuring a vibrant school climate.
- the concept of Quality Enhancement and Management in school.

Unit –I

1. School Organization and Management: Meaning, need, functions and latest trends
2. Total Quality Management
 - a) Concept, need and importance
 - b) Significance of TQM to schools with special reference to
 - i. physical resources
 - ii. human resources
 - iii. healthy practices for staff and students with special reference to IQAC
3. Norms and conditions of opening a school according to CBSE/PSEB

Unit –II

1. Principal –The Leadership role
 - a. Importance
 - b. Qualities
 - c. Relation with others
 - d. Duties and functions
2. Mechanism for co-ordinated functioning in school.
 - a. Planning of annual school calendar
 - b. Time Table
 - c. Co-curricular activities
3. Registers and Records
 - a) Meaning, need and importance
 - b) Stock register, Admission register, Attendance register, Cumulative record card and Anecdotal records

Sessional Work

: 10 Marks

House Examination I & II

: 5 Marks

Practical work: Preparation of any one record-

: 5 Marks

1. Cumulative Record Card
2. Anecdotal records

References:

1. Mathur, S.S. (1990): Educational Administration and Management. The Indian Press, Ambala.
2. Mohanty, Jagannath(1998): Educational Administration: Supervision and School Management. Deep and Deep Publications, New Delhi.
3. Sachdeva, M.S. (2001): School Management. Bharat Book Centre, Ludhiana.
4. Safaya, Raghunath and Shaida, B.D. (1979): School Organization. Dhanpat Rai, Delhi.
5. Sarkaria, M.S, Singh,Jaspal & Gera, Manju (2008): Modern school management. Kalyani Publishers, Ludhiana.
6. Sodhi, T.S and Suri, Aruna (2002). Management of School education, Bawa Publications, Patiala.

(b) Option (i) Curriculum Development

Time 1:30 Hrs

M.Marks: 50
Terminal: 40
Sessional: 10

Instructions for the Paper Setter/ Candidate

1. The question paper will consist of three units: Unit I, II and III.
2. The paper setter will set three questions from each unit I and II.
3. The candidate will be asked to attempt two questions from each unit. Each question will carry 8 marks.
4. Unit-III will be compulsory. It will consist of two short answer questions covering the entire syllabus and carry 4 marks each.

Objectives:

On completion of this course the students will be able to:

- understand the concept of curriculum.
- understand approaches of curriculum development.
- know various designs of curriculum.
- understand the importance of curriculum change.

UNIT I

1. Conceptual frame work of curriculum: Meaning, nature and organizing curriculum components
2. Different approaches to curriculum theory:
 - a. Traditional approach
 - b. Learner driven approach
 - c. Critical Approach
3. Curriculum process and different ways of approaching curriculum theory
 - a. Curriculum as product
 - b. Curriculum as process
 - c. Participatory approach

UNIT II

1. Curriculum design models:
 - a. Discipline- centered design
 - b. Learner- centered design
 - c. Problem- centered design
2. Competencies required in curriculum development
3. Curriculum change: Meaning, need and factors affecting curriculum change

Sessional Work : **10 Marks**

House Examination I and II : 5 Marks

Project work : 5 marks

Evaluation of curriculum of 9th or 10th standard and submission of report.

References:

- Aggarwal, Deepak (2007): Curriculum development: Concept, Methods and Techniques. New Delhi. Book Enclave.
- Aggarwal, J.C (1990). Curriculum Reform in India- World overviews, Doaba World Education Series-3 Delhi, Doaba House, Book seller and Publisher.
- Arora, G.L. (1984): Reflections on Curriculum. NCERT.

21
Bachelor of Education

- Bhalla, Navneet (2007), Curriculum Development Published by Authorpress E35/103 Jawahar Park Laxmi Nagar, New Delhi-92.
- CIET (2006) The Process of Making National Curriculum Framework-2005: A Video Documentary Both in Hindi and English, CIET, NCERT, New Delhi.
- CIET (2007) Curriculum Syllabus and Textbook: An Audio Interview with Sh. Rohit Dhankar, Chairperson of the National Focus Group set up under NCF-2005 Process, CIET, NCERT, New Delhi
- Dewey, John (1966). The Child and the Curriculum. The University of Chicago Press.
- Diamond Robert M. (1986) Designing and Improving Courses in Higher Education: A Systematic Approach, California, Jossey-Bass Inc. Publication.
- Joseph, P.B. et al; (2000): Cultures of Curriculum (Studies in Curriculum Theory). New York. Teacher College Press.
- McKernan, James (2007): Curriculum and Imagination: Process, Theory, Pedagogy and Action Research. Routledge. U.K.
- NCERT (2000). National Curriculum Framework for School Education, NCERT, New Delhi.
- NCERT (2000). National Curriculum Framework for School Education, NCERT, New Delhi.
- NCERT (2005). National Curriculum Framework-2005, NCERT, Sri Aurobindo Marg, New Delhi.
- NCERT (2005). National Curriculum Framework-2005, NCERT, Sri Aurobindo Marg, New Delhi.
- NCTE (2009) National Curriculum Framework for Teacher Education.
- Oliva, Peter F. (1988) Developing the Curriculum. Scott, and Foresman and Co.
- Reddy, B. (2007): Principles of Curriculum Planning and Development.
- Taba Hilda (1962) Curriculum Development: Theory and Practice, New York, Harcourt Brace, Jovanovich Inc.
- Taba Hilda (1962) Curriculum Development: Theory and Practice, New York, Harcourt Brace, Jovanovich Inc. Audio-Video CDs
- Wiles, J.W. & Joseph Bondi (2006): Curriculum Development: A Guide to Practice. Pearson Publication 83

B₃ (b) Option (ii) Distance and Open Learning

Time 1:30 Hrs

M.Marks: 50
Terminal: 40
Sessional: 10

Instructions for the Paper Setter/ Candidate

1. The question paper will consist of three units: Unit I, II and III.
2. The paper setter will set three questions from each unit I and II.
3. The candidate will be asked to attempt two questions from each unit. Each question will carry 8 marks.
4. Unit-III will be compulsory. It will consist of two short answer questions covering the entire syllabus and carry 4 marks each.

Objectives:

On completion of this course the students will be able to:

- understand the distance and open modes of learning.
- differentiate different modes of learning.
- understand the need and importance of distance and open learning.
- understand the role of mass media and other technologies in distance and open learning.
- know various evaluation techniques in distance education.

Unit –I

1. Historical development of distance and open learning with special reference to India
2. a. Concept, meaning , nature of distance and open learning
b. Need, importance, scope, advantages and limitations of distance and open learning
3. a. Correspondence education: Development, objectives and modes
b. Open education learning: Development, objectives and modes

Unit –II

1. Role of technology in distance education
 - a. Printed and Non-printed material
 - b. Audio technology, video technology, satellite based communication system
 - c. Role of mass media
 - d. Computer technology and Internet
2. a. Recommendations of NPE (1986) and NKC (2005) regarding distance education
b. Professional training in distance education
c. Evaluation techniques in distance education

| | | |
|--------------------------|---|-----------------|
| Sessional Work | : | 20 Marks |
| House Examination I & II | : | 10 Marks |
| Project work | : | 10 Marks |

Survey of Distance and open learning centers in your district

References:

1. Mohanty, Jagannath(2001) Studies in Distance Education. Deep & Deep Publication.
2. Nandra, I.S. (2010): Distance and open education; century Publication, Patiala.
3. Prasad D. Chandra (2007). Distance education, K.S.K Publishers, New Delhi.
4. Sharma S. (2002): Modern methods of life long learning and distance education. New Delhi.
5. Sharma, R.A. (2008). Distance Education International Publishing House, Merrut.

B₃ (b) Option (iii) Environmental Education

Time 1:30 Hrs

M.Marks: 50

Terminal: 40

Sessional: 10

Instructions for the Paper Setter/ Candidate

1. The question paper will consist of three units: Unit I, II and III.
2. The paper setter will set three questions from each unit I and II.
3. The candidate will be asked to attempt two questions from each unit. Each question will carry 8 marks.
4. Unit-III will be compulsory. It will consist of two short answer questions covering the entire syllabus and carry 4 marks each.

Objectives:

To enable the student teachers to:

- know the need of environmental education.
- develop desirable attitude, values and respect for protection of environment.
- be aware about the interdependence of plants and animals.
- organize various activities at the school level to provide environmental education.
- know about changes taking place in social environment.
- know various ways and means to create healthy environment.

Unit –I

1. Environmental education: Meaning, objectives, need and guiding principles.
 - a. Conservation of environment: an immediate need.
 - b. Need for sensitizing learners towards concern of environmental conservation.
2. Concept of ecology, environment, biosphere, community, population and ecosystem.
Structural and functional components of ecosystem i.e. abiotic and biotic factors, food chain, food - web & flow of energy.
3. Pollution: Concept, types (air, soil, water, and noise pollution), sources, effect and control of pollution, green house effect, ozone depletion.

Unit –II

1.
 - a. Approaches of teaching environmental education: Interdisciplinary & multidisciplinary approach.
 - b. Integration of environmental education in various school subjects and in co-curricular activities.
2.
 - a. Various ways and means of protection and preservation of environment with special reference to afforestation and solid waste management.
 - b. Role of government and non-government organizations in protection and preservation of environment.
3. Concept of migration, urbanization.

| | | |
|--------------------------|----------|-----------------|
| Sessional Work | : | 10 Marks |
| House Examination I & II | : | 5 Marks |
| Practical work | : | 5 Marks |

Work on a project related to any issue of environmental preservation and protection.

OR

Preparation of scrap file.

References:

1. Dani, H.M (1996): Environmental Education. Publication Bureau, Panjab University, Chandigarh.
2. Garg, K.K and Jain, S.C. : Environment Lessons For Common Man. Environment Society of India.
3. Ghanta R. and Rao, D.B. (1998): Environmental Education, Problems and Prospectus. .Discovery Publishing House. New Delhi.
4. Kohli, V.K. and Kohli, V . Environmental Pollution and Management. Vivek Publishers, Ambala
5. Mukherjee , Roma (2002) : Environmental Management and Awareness Issues. Sterling Publishers Pvt. Ltd, New Delhi.
6. Rajagopalan, R. (2006): Environmental Studies From Crisis to Cure. Oxford University Press, Delhi.
7. Reddy, K.P. and Reddy, D.N. (2002): Environmental Education. Neelkamal Publications Pvt. Ltd, Hyderabad

B₃ (b) Option (iv) Health Education

Time 1:30 Hrs

M.Marks: 50
Terminal: 40
Sessional: 10

Instructions for the Paper Setter/ Candidate

1. The question paper will consist of three units: Unit I, II and III.
2. The paper setter will set three questions from each unit I and II.
3. The candidate will be asked to attempt two questions from each unit. Each question will carry 8 marks.
4. Unit-III will be compulsory. It will consist of two short answer questions covering the entire syllabus and carry 4 marks each.

Objectives:

To enable the student teachers to:

- aware about the concept of health education.
- know problems of defective postures.
- know the importance of balanced diet.
- promote an understanding of personal hygiene.
- understand the techniques used to diagnose health.

Unit –I

1. a. Health: Concept of health, principles of life as a base for positive health
b. Health Education : Meaning, need and importance and objectives, health appraisal, organization and administrative purposes of health education.
2. a. Diet: Elements of balanced diet
b. Personal hygiene: Meaning and importance of personal hygiene
c. Communicable diseases: Meaning, causes and preventive measures of Typhoid, Chicken pox, AIDS, Diabetes
3. Posture:
 - a. Importance of good posture
 - b. Common Postural deformities
 - i. Kyphosis
 - ii. Flat foot
 - iii. Knock Knee
 - iv. Bow legs
 - v. Lordosis

Unit-II

1. Techniques for diagnosing health: TLC, DLC, MRI, ECG, EEG.
2. Health education in rural area : Role of women in health education, social service camps, role of village health committees, village health insurance scheme.
3. The training of teachers and supervisors in health education.

| | | |
|--------------------------|---|-----------------|
| Sessional Work | : | 10 Marks |
| House Examination I & II | : | 5 Marks |
| Project Work | : | 5 marks |

Preparation of diet chart for specific health related problem/ BMI [Body Mass Index]

References:

1. Prasad, Y.V.R.K., Sagar P.V, Rao, D.B (2005): Sonali publications, Ansari Road, Delhi.
2. Singh ,U.K, Nayak, A.K (2005): Commonwealth publishers Ansari Road, ,Darya Ganj, Delhi

B₃ (B) Option (v) Measurement And Evaluation

Time 1:30 Hrs

M.Marks: 50
Terminal : 40
Sessional : 10

Instructions for the Paper Setter/ Candidate

1. The question paper will consist of three units: Unit I, II and III.
2. The paper setter will set three questions from each unit I and II.
3. The candidate will be asked to attempt two questions from each unit. Each question will carry 8 marks.
4. Unit-III will be compulsory. It will consist of two short answer questions covering the entire syllabus and carry 4 marks each.

Objectives:

To enable student teachers to:

- understand the concepts employed for evaluation of pupils.
- construct different types of test items.
- understand the situations in which to employ different evaluation techniques.

UNIT I

1. Evaluation: Concept of measurement and evaluation, scales of measurement
2. Types of evaluation: Summative and formative- their merits and demerits
3. Pearson's Product Moment co-efficient of correlation

UNIT II

1. Construction of different types of test items -Short answer type, essay type and objective type test items and their relative advantages and limitations
2. Preparation of blue print and question paper
3. Characteristics of a good tool of evaluation – Reliability, Validity and Usability, use of computer in evaluation

| | | |
|--------------------------|----------|-----------------|
| Sessional work | : | 10 Marks |
| House Examination I & II | : | 5 Marks |
| Practical work | : | 5 Marks |

1. Construction of a blue print and a question paper of any subject of any class.
2. Take a class of students. Take the marks of any two subjects of school examination and find out the coefficient of correlation between these two subjects by Pearson's Product Moment Method.

References:

1. Anastasi, A. (1988): Psychological Testing. Macmillan Publishing Company, New York.
2. Ebel, R.L. (1991): Essentials of Educational Measurement. Prentice Hall, New Delhi.
3. Garrett, H.E. (2005): Statistics in Psychology and Education. Paragon, New Delhi.
4. Linn, R.L. and Grenlund, N.E. (2003): Measurement and Evaluation in Teaching. Pearson Education, Singapore.
5. Sahu, Binod K. (2005): Statistics in Psychology and Education. Kalyani Publications, Ludhiana.
6. Singh, A.K.(2002): Tests, Measurements and Research Methods in Behavioural Sciences. Bharti Bhavan Publishers, Patna.
7. Thorndike, Robert, L. (1962): Measurement and Evaluation in Psychology and Education. John Wiley, New York.

B₃ (B) Option (vi) Population Education

Time 1:30 Hrs

M.Marks: 50

Terminal: 40

Sessional: 10

Instructions for the Paper Setter/ Candidate

1. The question paper will consist of three units: Unit I, II and III.
2. The paper setter will set three questions from each unit I and II.
3. The candidate will be asked to attempt two questions from each unit. Each question will carry 8 marks.
4. Unit-III will be compulsory. It will consist of two short answer questions covering the entire syllabus and carry 4 marks each.

Objectives:

To enable student teachers to:

- understand the concept of population education.
- understand various terminologies concerned with population studies.
- develop an awareness of the implications of population growth on various aspects of social functioning.

UNIT I

1. Population Education: Concept, scope, objectives, need and importance, misconceptions regarding population education
2. a. Approaches of population education
b. Demographic terminology, population situation in India in the world perspective
3. Effects of population growth on:
 - a) Economic development
 - b) Social development
 - c) Educational development
 - d) Urbanization
 - e) Environmental and natural resources
 - f) Family life
 - g) Health and Nutrition

UNIT II

1. Population education agencies: Role of government and Non– government agencies
2. Integration of population concept in different school subjects, place of curricular and co- curricular activities in organization of population education programmes
3. Role of teacher in imparting population education

Sessional Work

10 Marks

| | | |
|------------------------------|---|---------|
| House Examination I & II | : | 5 Marks |
| Any two Practical Activities | : | 5 marks |

1. To compare the population density of different countries/states with the help of bar graphs.
2. Making surveys regarding progress in population education awareness programmes in rural and urban areas.

References:

1. Aggarwal, S.N. (1985): India's Population Problems. Tata McGraw Hill, New Delhi.
2. Bhatia, K. (2004): Population Education. Ankur Publication, Ludhiana.
3. Gupta, V.K. (2004): Population Education. Ankur Publication, Ludhiana.
4. Khanna, H.K. (2006): Population Education. Soni Publication, Patiala.

5. Rao, D. Gopal (1974): Population Education: A Guide to Curriculum and Teacher. Sterling Publisher, New Delhi.
6. Sharma, R.C. (1988): Population Trends, Resources and Environment. Dhanpat Rai and Sons, New Delhi.
7. Sinha, P.C, (1998): Human Population and Related Disasters. Anmol Publication, New Delhi.
8. Thompson and Lewis (1978): Population Problems. Tata McGraw Hill, New Delhi.
9. Tiwari, R.P. (1986): Concept of Population Education: Urban Population Education. Prakash Publishers, Ludhiana.
10. Walia, G.S. (2001): Population Education. Vinod Publication, Ludhiana.

B₃ (B) Option (vii) Value Education

Time 1:30 Hrs.

M.Marks: 50
Terminal: 40
Sessional: 10

Instructions for the Paper Setter/ Candidate

1. The question paper will consist of three units: Unit I, II and III.
2. The paper setter will set three questions from each unit I and II.
3. The candidate will be asked to attempt two questions from each unit. Each question will carry 8 marks.
4. Unit-III will be compulsory. It will consist of two short answer questions covering the entire syllabus and carry 4 marks each.

Objectives:

To enable student teachers to:

- understand concept of value education.
- understand the various strategies of value orientation.
- know the nature, sources and classification of values.
- appreciate culture and its strategies.
- know about various methods for value inculcation.

UNIT I

1. Meaning, importance and characteristics and hierarchy of values, reasons for value crisis
2. Relationship between education and values
3. Culture: Concept and strategies for promoting culture among students at elementary and secondary school stage

UNIT II

1. Strategies for value orientation:
 - a. Experimental approach
 - b. Total atmospheric approach
 - c. Value clarification technique
 - d. Value sheet method
 - e. Critical inquiry approach
 - f. Role- playing technique
 - g. Attitude development technique
 - h. Integrated concurrent approach
2. Methodology of inculcating values among students
 - i. Direct Method: Debates, Symposium and Brainstorming
 - ii. Indirect Method: Community service, leadership camps.
 - iii. Incidental Method: Reward and punishment, real life experiences
3. Value orientation in teacher education: The present scenario, teachers- their roles and teacher education programmes

Sessional Work

10 Marks

House Examination I & II

5 Marks

Practical Work

5 Marks

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

References:

1. Brendam Mac Carthaigh (1996): Value Education. What, Why and How. Better yourself Book, Mumbai.
2. Dr. D Bahskara Rao (2006): Value Oriented Education. Dr. Dayakara Reddy and Digumarti Discovery Publishing House, New Delhi
3. Jasta, Hari Ram (1991): Spiritual Values and Education. Associated Press, Ambala.

4. Kaul, G.N. (1975): Values and Education in Independent India. The Associated Publishers, Ambala Cantt.
5. Keerat, Joshi (Edited) (2002): Philosophy of Value Oriented Education, Theory and Practice. Published by Indian Council of Philosophical Research, New Delhi.
6. Kishore, Lalit (1990): Value Oriented Education. Foundation and frontiers, World overview. Doaba House, New Delhi.
7. Ronald, King (1969): Values and Improvement in Grammar School. Routledge, London.
8. Ruhela, S.P. (1986): Human Values and Education. Sterling Publishers Pvt. Ltd. New Delhi.
9. Sharma, S.R. (1999): Teaching of Moral Education. Cosmos Publishers, New Delhi.
10. Venkatesh, N. (2005): Value Education APH Publishing Corporation, New Delhi.

B₃(B) Option (viii) Inclusive Education

Time: 1:30 Hrs.

M.Marks: 50

Terminal: 40

Sessional: 10

Instructions for the Paper Setter/ Candidate

1. The question paper will consist of three units: Unit I, II and III.
2. The paper setter will set three questions from each unit I and II.
3. The candidate will be asked to attempt two questions from each unit. Each question will carry 8 marks.
4. Unit-III will be compulsory. It will consist of two short answer questions covering the entire syllabus and carry 4 marks each.

Objectives:

On completion of this course the students will be able to:

- understand concept of inclusive education.
- appreciate the need for promoting inclusive practice.
- understand the nature of difficulties encountered by children.
- understand the needs and magnitude of the challenges faced by children with diverse needs.

UNIT-I

1. Inclusive education for persons with disabilities: Concept, need and importance, purposes of inclusive education
2. Historical perspective of inclusive education
3. Legal basis of inclusive education
 - a. United nation convention on the rights of persons with disabilities (UNCRPD)
 - b. Role of government organisation and Non-government organizations (NGOs) in taking care of special persons with disabilities

UNIT-II

1. Persons with sensory disabilities (Visual, Hearing): Concept, identification characteristics, causes, educational provisions and rehabilitation
2. Persons with orthopaedic disabilities: Concept, identification, characteristics, causes, educational provisions and rehabilitation
3. Juvenile delinquents: Concept, identification, characteristics, causes, educational provisions and rehabilitation

| | | |
|--------------------------|----------|-----------------|
| Sessional work | : | 10 Marks |
| House Examination I & II | : | 5 Marks |
| Practical work | : | 5 Marks |

The students are required to carry out any one of the following:-

1. Visit to any organization or Rehabilitation center dealing with such persons and preparation of case study of any one person with some kind of disability.
2. Practice in teaching on school children with some kind of disabilities.
3. Conduct a survey on the type of supportive services needed for inclusion of children with any disability of your choice and share the findings in the class.

References:

- Ahuja. A, Jangira, N.K. (2002): Effective Teacher Training; Cooperative Learning Based Approach: National Publishing House 23 Daryaganj, New Delhi. 110002.
- Ainscow, M., Booth. T (2003): The Index for Inclusion: Developing Learning and Participation in Schools. Bristol: Center for Studies in Inclusive Education.
- Jangira N.K. and Mani, M.N.G. (1990): Integrated Education for Visually Handicapped, Gurgaon, Old Subjimandi, Academic Press.
- Jha. M.(2002) Inclusive Education for All: Schools Without Walls, Heinemann Educational publishers, Multivista Global Ltd, Chennai, 600042, India.
- Sharma P.L (2003) Planning Inclusive Education in Small Schools, R .I E. Mysore.
- Sharma, P.L. (1990) Teachers handbook on IED-Helping children with special needs N. C. E .R .T. Publication.

B₃(B) Option (viii) Guidance And Counseling

Time: 1:30 Hrs.

M.Marks: 50
Terminal: 40
Sessional: 10

Instructions for the Paper Setter/ Candidate

1. The question paper will consist of three units: Unit I, II and III.
2. The paper setter will set three questions from each unit I and II.
3. The candidate will be asked to attempt two questions from each unit. Each question will carry 8 marks.
 2. Unit-III will be compulsory. It will consist of two short answer questions covering the entire syllabus and carry 4 marks each.

Objectives:

On completion of this course the students will be able to:

- understand the meaning, nature and scope of guidance.
- recognize the role of guidance in attaining the goals of education.
- appreciate the need for guidance.
- understand the meaning, nature and scope of counseling.
- analyze the relationship between guidance and counseling.
- recognize the different areas of counseling.
- become acquainted with the skills and qualities of an effective counselor.

Unit I

1. Meaning purposes, assumption
2. Principles of guidance in India
3. Kinds of guidance- Educational, Vocational, and Personal

UNIT-II

1. Kinds of counseling: directive, non-directive and eclectic
2. Role of teacher and counselor, counseling interview
3. Survey of guidance programme of a secondary school

| | | |
|---|----------|-----------------|
| Sessional work | : | 10 Marks |
| House Examination I & II | : | 5 Marks |
| Practical work | : | 5 Marks |
| Survey of guidance programme of a secondary school. | | |

References:

- Bhatnagar, Asha and Gupta, Nirmala (Eds) (1999). Guidance and Counseling, Vol. I: A Theoretical Perspective, New Delhi: Vikas.
- Bhatnagar, Asha and Gupta, Nirmala (Eds) (1999). Guidance and Counseling, Vol. II: A Practical Approach. New Delhi: Vikas.
- Dave Indu (1984). The Basic Essentials of Counselling. New Delhi: Sterling Pvt. Ltd.

- Gazda George R.M.(1989). Group Counselling: A Development Approach. London: Allyn and Bacon.
- Gibson, R.L. & Mitchell, M.H. (1986). Introduction to Guidance. New York: McMillan.
- Glickman, C & Wolfgang, C. (1981). Solving Discipline Problems: Strategies for Classroom Teachers. Boston: Allyn and Bacon.
- Mallon, Brenda (1987). An Introduction to Counseling Skills for Special Educational Needs-Participants Manual. Manchester: Manchester University Press, UK.
- Mathewson, R. H. (1962). Guidance Policy and Practice, 3rd Ed. New York: Harper and row.
- Nugent, Frank A. (1990). An Introduction to the Profession of Counselling. Columbus: Merrill publishing Co.
- Pietrofesa, J.J, Bernstein, B., & Stanford, S. (1980). Guidance: An Introduction. Chicago: Rand McNally.
- Rao, S.N. (1981). Counselling Psychology. New Delhi: Tata McGraw Hill.

Area C- Pedagogical Content Knowledge
C₁ school subject-I
C₂ school subject-II

pMjwbI AiDAwpn
Option i (a)

smW: 3 GMty

kul

AMk: 100

bwhrI prIiKAw: 80

AMdrUnI

prIiKAw: 20

pRSn p`qr inrmwqw/ividAwrQIAW dy leI inrdyS:

1. pRSn p`qr f pMj iekweIAW iv`c vMifAW jwvygw- 1, II, III, IV, V
2. pRSn p`qr inrmwqw hryk iekweI ivcoN iqMn pRSn ilKygw, ijvyN I, II, III, IV (sMbMiDq iekweI dy pwTkRm iv`coN) hryk pRSn dy 8 AMk hoxgy[
3. hryk iekweI iv`coN koeI do pRSn krny hoxgy[
4. iekweI pMj sB leI zrUrI hY[iekweI pMj iv`c pwT Xojnw dy A`T AMk hoxgy[do pRSn cwr cwr AMkW dy pwT Xojnw, sUKm Xojnw Aqy AiDAwpn koSlW `qy ADwirq hoxgy[

audyS:

- ividAwrQIAW/AiDAwpkW iv`c pMjwbI pVHwaux dI rucI pYdw krnI[
- ividAwrQI/AiDAwpkW iv`c skUl p`Dr `qy mwqw BwSw pMjwbI pVHwaux sMbDI pyS AwauNdIAW muSiklW h`l krn dy Xog bxwauxw[
- ividAwrQI/AiDAwpkW iv`c isrjnwqimk, auprcwrqimk qy AnMusDwnqimk kuSlqvwW dw ivkws krnw[
- ividAwrQI/AiDAwpkW f loV Anuswr hvwlv pusqkW dI vrqoN krn dI Awdq pawuxI[
- ividAwrQI/AiDAwpkW f swihq dy iviBMn rUpW dy AiDAwpn FMgW bwry jwxkwrI dyxw[
- ividAwrQI/AiDAwpkW f mwqBwSw dI is`iKAw dy audySW Aqy isDWqW dI soJI krwauxw[

iekweI (1)

1. BwSw dI pirBwSw, pRikrqI Aqy auqpqI dy isDWq
2. pMjwbI BwSw dw inkws Aqy ivkws
3. mwqBwSw is`iKAw dy audyS, mh`qv, isDWq Aqy sUqr

iekweI (2)

1. suxn koSl dI BwSw is`iKAw iv`c mh`qqw, loNVdIAW SrqW Aqy AiBAws
2. bolcwl dI is`iKAw dw mh`qv, BwSw dy ASu`D aucwrx dy kwrn Aqy suDwr
3. a) pVHnw (vwcn) isKwauXw: pVHweI is`iKAw dIAW ivDIAW - sUKm pVHweI Aqy sQUl pVHweI Aqy ikSmW- monpwT qy au~cI pwT [
A) ilKxw isKwauXw: ilKq rcnw dw mh`qv, ivDIAW Aqy AiBAws, ilKqI kMmW dI suDweI Aqy sulyK is`iKAw [

iekweI (3)

1. kivqw Aqy vwrqk AiDAwpn: mh`qv, audyS, Aqy pVHwauX dIAW ivDIAW, kivqw Aqy vwrqk AiDAwpn iv`c AMqr [
2. ivAwkrn dI is`iKAw: pirBwSw, is`iKAw dyx dI aumr/smW, mh`qqw, audyS Aqy ivDIAW [
3. a) mwqBwSw dI pwT pusqk: audyS, mh`qqw Aqy isDWq [
A) mwqBwSw dw pwTkRm: audyS, mh`qqw Aqy isDWq [

iekweI (4)

1. BwSw is`iKAw iv`c idRStI sroq swDn: ArQ, mh`qqw, ikSmW Aqy aupXogI vrqoN
2. mulAMkx: inrMqr ivAwpk mulAMkx- ArQ, ivDIAW Aqy **AMk vMf** (VI qoN VIII, IX qoN x)
3. a) BwSw pRXogSwlw ArQ, audyS, mh`qqw Aqy vrqoN dy FMg
A) BwSw pusqkwlw: mh`qqw, lwB Aqy vrqmwn siQqI

iekweI (5)

1. pwT Xojnw: pirBwSw, audyS, mh`qqw, ivSySqvwW Aqy ikSmW- vwriSk, iekweI Aqy dYink XojnwvW
2. mwq BwSw dy AiDAwpn leI pwT Xojnw iqAwr krnI is`KxI
3. sUKm pwT Xojnw Aqy AiDAwpn koSl:
 - a) jwx pCwx koSl
 - A) pRSn au~qr koSl
 - e) ivAwikAw koSl
 - s) blykborf koSl
 - h) audIpn pirvrqn koSl

AMdrUnI mulWkx

20 AMk

- a) do AMdrUnI pRIiKawvW
10 AMk

A) pRojYkt (pMjwbI leI inrDwirq pwT **pusqk** dw **mulWkx**)
10 AMk

shwiek pusqkW dI sUcI

- | | | |
|--|------------------------------------|-------------------------------------|
| 1. ieMdrdyv nMdrW | AwDuink pMjwbI AiDAwpn | tMfn pbilSrj |
| 2. suKivMdr isMG syKoN/mndIp kOr syKo | pMjwbI BwSw dw AiDAwpn | kilAwXI pbilkySnz |
| 3. fw. AmrjIq kOr | pMjwbI AiDAwpn | sUrIAw pbilkySnz |
| 4. fw. aumkwr AYn.kol | pMjwbI BwSw dw AiDAwpn | rvI pbilSrj |
| 5. jsvMq isMG j`s | mwq BwSw dI is`iKAw ivDI | mihqwb isMG (inaU bu`k kMpni) |
| 6. fw. rGUnwQ sPwieAw | mwq BwSw dI is`iKAw | pRkwS bRdrz |
| 7. Wright, T. (1988): | Roles of Teachers and Learners. | Oxford University Press, Oxford. |
| 8. Tickoo, M.L. (2005) | Teaching and Learning English | Orient Longman, New Delhi |

ihñdI iS-x
Option i (b)

smX-3 G&ty

kul ANk-100
bwá prI-x-80
Awñqirk prI-x-

20

pRñn-pZ inmwéqw/CwZoN ky ilE indyÉS:-

1. pRñn pZ ko pWc ekweéXoN myN ivBwijq ikXw jwEgw-I, II, III, IV, V
2. pRñn pZ inmwéqw pRæXyk ekweé myN qIn pRñn ilKygw jYsy I, II, III AOr IV (subiñDq ekweé ky pWT`XkRm sy) [pRæXyk pRñn ky AwT ANk hogy[
3. pRæXyk ekweé myN sy koeé do pRñn kryN[
4. ekweé V AinvwXé hY[esmyN Ek pWT Xojnw 8 ANk kI qQw 4-4 ANk ky do pRñnoN ky aÈwr krny hoNgy[

aÿyX:-

- ihñdI iS-x ky ilE subñDI Xo@XqwaON kw ivkws krnw[
- BwvI iS-koN myN ihñdI BwÀw iS-x kI kuSlqwaON kw ivkws krnw[
- BwvI iS-koN myN mU-XwNkn -mqw kw ivkws krnw[
- ihñdI iS-x myN shwXk swmgRI ky inmwéx AOr pRXog kI Xo@Xqw kw ivkws krnw[
- AwDuink iS-x iviDXoN ky aicq pRXog ky bwry myN BwvI iS-koN ko piricq krwnw[

pWT`XkRm

pRQm ekweé

1. BwÀw kI pirBwÀw, BwÀw ky AwDwr, pRk`iÄ AOr asky ivivD }p
2. BwÀw iS-x ky swmwnX isÛwnq ENv sUZ
3. aÿyX, mwq;BwÀw AOr rwÄt% BwÀw ky }p myN

idjqIX ekweé

1. ^vx kONSl: mhœv, pRiviDXW
2. açcwrX iS-x: mhœv, açcwrX doÀoN ky kwrX, invvrX ky apwX
3. (k) vvcn iS-x: mhœv, vvcn mñdqw ky kwrX AOr invvrX ky apwX
(K) bolcwl iS-x: mhœv, aÿyX ENv ikRXWE~N

qjQIX ekweé

1. k. gö iS-x: aÿµX, sopwn, iviDXW
K. pÖ iS-x: aÿµX, sopwn, iviDXW
2. ±Xwkrx iS-x: mhœv, aÿµX ENv iviDXW
3. khwnI qQw nwtk iS-x kw mhœv, iviDXW

cquQé ekweé

1. ihñdI kI pwT`XpuEQk kI apXoigqw, ivSyÀqwE~N AOr inmwéx ky isÛwñq[
2. ihñdI AÎXwpk ky gux, kqé±X AOr vqémwn iEQiq[
3. mU~XwNkn: inrñqr ±Xwpk mU~XwNkn - AQé, iviDXW AOr ANk ivBwjn (VI sy VIII, IX sy X)

pNcm ekweé

1. d;µX ±X swDnoN kw mhœv, cXn qQw pRXog[
2. pwT Xojnw kI apXoigqw, sopwn[
3. sU~m AÎXXn ky kOSl:- (i) pwT Xojnw sy jwn phcwn, (ii) ±Xw\$Xwoemk kOSl, (iii) pRµnoÈwr kOSl, (iv) aÿIpn pìrvqén, (v) µXwmpt lyKn[

Awñqirk mU~XwNkn:

ANk: 20

I. Awñqirk prI~wNE~N =

10

II pRµn pZ inmwéx =

10

shwXk puEQk sUcI:-

- nwXk suryS, "ihñdI BwÀw iS-x," tvNtI PwÉté syNcurI pi<lkySñs, pitXwlv
- brwV svéjIq kOr, "ihñdI AÎXwpn", k~XwxI pi<lkySñs, dyhI
- Kñnw ^Xoiq, "ihñdI iS-x", Dnpq rwX E.V sñjæ, dyhI
- goXl E0ky0, "ihñdI iS-x", hrIS pRkwSx miñdr, Awgrw
- m#kV nirñdR, " ihñdI iS-x", gulnwjæ pi<lkySñjæ, jwlñDr[

Teaching of English Option i (c)

Time 3 hrs.

M.Marks: 100

Terminal: 80

Sessional: 20

Instructions for Paper Setter/ Candidate

1. The question paper will consist of five units: I, II, III, IV and V.
2. The paper setter will set three questions from each Units I, II, III and IV. (From the syllabus of the respective Units). Each question will carry 8 marks.
3. The candidate will be asked to attempt any two questions from each unit.
4. Unit V will be compulsory and consist of three questions. One question will be based on the preparation of Composite lesson plan carrying 8 marks and two short answer questions will be from the entire V unit carrying 4 marks each.

Objectives:

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

Unit-I

Teaching of English In India: Some General Principles, Methods And Approaches

1. Teaching of English in India Today
 - a. Importance of English in India
 - b. Aims and objectives of Teaching English
 - c. Conditions under which English is taught and learnt, declining standards and suggested remedies
2. Nature of Language
 - a. Linguistic principles of teaching and learning English Language
 - b. General principles of teaching and learning English Language
3. Methods and Approaches of teaching English
 - a. Grammar Translation Method, Direct Method and Bilingual Method
 - b. Structural- Situational Approach
 - c. Communicative Language Teaching Approach

Unit-II

Developing Language Skills: Listening and Speaking

1. Meaning and Importance of Phonetics:
 - a. Phonetic Symbols
 - b. Pure and impure vowels and consonants
2. Features of connected speech: Stress, Rhythm, Intonation
3. Presentation skills:
 - Dramatization
 - Declamation
 - Paper Reading
 - Extempore
 - Role Playing

Unit-III

Developing Language Skills: Reading and Writing

1. Teaching Reading Skills:
 - a. Teaching Mechanics of Reading & Types of Reading
 - b. Teaching Reading to Beginners
 - c. Extensive & Intensive Reading
 - d. Teaching Reading Comprehension
 - e. Teaching of Poetry
2. Teaching Writing Skill:
 - a. Mechanics of Writing
 - b. Teaching writing to Beginners
 - c. Teaching of composition from controlled to free practices
 - d. Creative writing
3. a. Teaching of Grammar: -Place of Grammar, Types and Methods of Teaching Grammar.
b. Teaching of Vocabulary: - Levels of Meaning, Word Meaning in context, use of dictionary and thesaurus, expansion of vocabulary, selection and gradation of vocabulary

Unit-IV

Evaluation and Teaching Aids

1. Evaluation: Continuous & Comprehensive Evaluation: Concept, technique and weightage distribution (VI to VIII, IX to X)
2. Development of a Language test
3. Audio- Visual Aids
 - a. Educational Significance and practical use of Teaching Aids in English
 - b. Essential qualities of teaching Aids- with special reference to OHP, LCD projector , Computer
 - c. Language Laboratory- its set up, uses and limitation
 - d. Language Games

Unit-V

Lesson Planning

1. Need & importance
2. Preparation of Macro Lessons
 1. Prose
 2. Poetry
 3. Grammar
 4. Composition
 - i. Message writing
 - ii. Letter writing
 - iii. Advertisement writing
 - iv. Article writing
 - v. Dialogue writing
3. Micro Lessons
 - i. Skill of B.B. writing.
 - ii. Skill of Introducing a lesson.
 - iii. Skill of Stimulus variation
 - iv. Skill of Fluency in questioning
 - v. Skill of Illustrating with examples.

Sessional Work

Review of atleast two articles
House Examination I & II

20 Marks

(5+5) =10 Marks

(5+5) =10 Marks

References:

1. Balasubramaniam,T.(1981):A Textbook of English Phonetics for Indian Students. Macmillan India Limited, Mumbai.
2. Bhandari,C.S. and others(1966):Teaching of English: A Handbook for Teachers. Orient Longmans, New Delhi.
3. Bhatia,K.K.(2006): Teaching and Learning English as a Foreign Language. Kalyani Publishers, New Delhi.
4. Bindra, R. (2005): Teaching of English.Radha Krishan Ananad and Co, Jammu.
5. Bright,J.A. and Mc Gregor, G.P.(1981): Teaching English as a Second Language. Longmans, ELBS.
6. Carroll,B.J.(1972): Systems and Structures of English. Oxford University Press, London.
7. Doff, A. (1998). Teach English: A Training Course for Teachers. The British Council and Cambridge University Press, Cambridge.
8. French, F.G. (1963): Teaching English as an International Language. OUP, London.
9. Gokak, V.K.(1963): English In India, Its Present and Future. Asia Publishing House,
10. Hornby,A.S. (1962):The Teaching of Structural Words and Sentence Patterns. OUP, London.
11. Kohli,A.L. (1999): Techniques of Teaching English. Dhanpat Rai and Company, New Delhi.
12. Lamba, D. and Others (2007): Techniques of Teaching English. 21st Century Publication, Patiala.
13. Manzel, E.W. (1994): Suggestions for the Teaching of Reading In India. OUP, London.
14. Palmer,H.E. (1980): Grammar of Spoken English. Heffer, Cambridge.
15. Ryburn, W.M. (1963):Teaching of English In India. OUP, Mumbai.
16. Thompson, M.S. and Wyat, H. G. (1995): Teaching of English in India. OUP, Mumbai.
17. Tickoo,M.L.(2005): Teaching and Learning English. Orient Longman, New Delhi.
18. Wright, T. (1988): Roles of Teachers and Learners. Oxford University Press, Oxford.

laLd`r f'k{k.k
Option i (d)

smX-3 G&ty

kul ANk-100
bwá prI-x-80
Awñqirk prI-x-

20

pRan-pZ inmwéqW/CwZoN ky ilE indyÉS:-

1. pRan pZ ko pWc ekweéXoN myN ivBwijq ikXw jwEgw-I, II, III, IV, V
2. pRan pZ inmwéqW pRæXyk ekweé myN qIn pRan ilKygw jYsy I, II, III AOr IV
(spubiñDq ekweé ky pWT`XkRm sy) [pRæXyk pRan ky AwT ANk hogy[
3. pRæXyk ekweé myN sy koeé do pRan kryN[
4. ekweé V AinvwXé hY[esmyN Ek pWT Xojnw 8 ANk kI qQw 4-4 ANk ky do
pRanoN ky aÈwr krny hoNgy[

aIyax:-

- laLd`r iS-x ky ilE spbñDI Xo©XqWAoN kw ivkws krnw[
- BwvI iS-koN myN laLd`r BwÀw iS-x kI kuSlqWAoN kw ivkws krnw[
- BwvI iS-koN myN mU-XwNkn -mqw kw ivkws krnw[
- laLd`r iS-x myN shwXk swmgRI ky inmwéx AOr pRXog kI Xo©XqW kw
ivkws krnw[
- AwDuink iS-x iviDXoN ky aicq pRXog ky bwry myN BwvI iS-koN ko
piricq krwnw[

bdkbZ&1

- 1- laLd`r vkSj Hkkjrh; Hkk"kkvksa dh ,sfrgkfld i`"BHkwfeA
- 2- laLd`r Hkk"kk f'k{k.k ds mís';] egÙo A
- 3- d- laLd`r Hkk"kk f'k{k.k ds lkekU; fl)kUr ,oa lw=A
[k- laLd`r Hkk"kk f'k{k.k dh fofHkUu i)fr;ka & ikB~;iqLrd] izR;{k]
vHkh"VA

bdkbZ&2

- 1- laLd`r esa mPpkj.k f'k{k.k & v'kq) mPpkj.k ds izdkj] dkj.k ,oa lq/kkj
ds
mik;A
- 2- d- laLd`r esa x| f'k{k.k & vfHkizk;] mís'; ,oa lksikuA
[k- laLd`r esa i| f'k{k.k & vfHkizk;] mís'; ,oa lksikuA
- 3- d- laLd`r esa jpuk f'k{k.k & vfHkizk;] mís'; ,oa lksikuA
[k- laLd`r esa vuqokn f'k{k.k & vfHkizk;] mís'; ,oa lksikuA

bdkbZ&3

- 1- d- laLd`r v/;kid ds xq.kA
[k- laLd`r ikB~; iqLrdA
- 2- laLd`r f'k{k.k esa n`'; JO; lk/kuA
- 3- d-laLd`r f'k{k.k esa ekSf[kd dk;ZA
[k- lqys[kA

bdkbZ&4

- 1- ewY;kadu & egÙo] ijh{kvksa ds izdkj] vHkh''V ijh{kk iz.kkyhA
- 2- laLd`r f'k{k.k esa funkukRed ,oa mipkjkRed lk/kuA
- 3- x`gdk;Z ,oa mldk la'kks/kuA

bdkbZ&5

- 1- ikB ;kstuk & vfHkizk;] egÙo rFkk lksikuA
- 2- vkn'kZ iz'u i= ds fuekZ.k fl)kUrA
- 3- vkBoha vkSj nloha dh ikB~;&iqLrd esa ls
d- Loj lfU/kA
[k- 'kCn:i & jke] efr] unh] Hkkuq] bne~ rFkk loZA
x- /kkrq:i & ¼dsoy yV~ rFkk y³~ esa^{1/2} Hkw] xe~] pqj] ue~] dFk~
Ä- vuqoknkA
p- izR;; & Dr] DRok] rO;] vuh;A

Practical:-

- 2 lw{e ikB ;kstuk
- 2 foLr`r ikB ;kstuk
- 2 lgk;d lkexzh

Teaching of Social Studies Option ii (a)

Time 3 Hrs.

M.Marks: 100
Terminal: 80

Instructions for Paper Setter/ Candidate

1. The question paper will consist of five units: I, II, III, IV and V.
2. The paper setter will set three questions from each Units I, II, III and IV. (From the syllabus of the respective Units). Each question will carry 8 marks.
3. The candidate will be asked to attempt any two questions from each unit.
4. Unit V will be compulsory and consist of three questions. One question will be based on the preparation of Composite lesson plan carrying 8 marks and two short answer questions will be from the entire V unit carrying 4 marks each.

Sessional: 20

Objectives:

Knowledge

1. To enable the pupil-teachers to understand the nature and concept of Social Studies.
2. To enable the pupil-teachers to understand aims, objectives and values of teaching Social Studies.
3. To develop the understanding of pupil-teachers concerning curriculum organization.
4. To acquaint the pupil-teachers with various methods and techniques of teaching Social Studies.
5. To acquaint the pupil-teachers with different audio-visual aids and their utilization.
6. To develop proper understanding of Nationalism and Internationalism.

Skills:

1. To enable the pupil-teachers to express themselves clearly.
2. To take active part in meetings, debates, seminars and other activities.
3. To collect information from different sources.
4. Analysis of present day problems in the Social context.
5. To develop a skill of preparation of lesson plan and its presentation.
6. To develop a skill of preparation of question papers.

A. Attitudes:

1. To promote positive social outlook.
2. Respect for and pride in national goals and values.
3. Self reliance.

B. Teacher's Activities:

Lecture, discussion, demonstration, questioning and seminars.

C. Student's Activities:

Listening to lectures preparing notes, asking questions and seeking clarifications, participation in seminars and discussions, preparing assignments, and preparing lesson plans.

UNIT I

1. Meaning, nature, scope and importance of social studies. Difference between social studies and social science
2. Aims, objectives and values of teaching social studies
3. a. Curriculum: Meaning, principles of curriculum construction and organization of curriculum (Topical, chronological and concentric)
b. Correlation of Social Studies with Math, Science, Language and Art

Bachelor of Education

UNIT II

1. Meaning of methods: Characteristics of good and suitable method in Social Studies
2. Types of method-Lecture, project, observation, story telling, socialized recitation method. (Seminar, debate, panel discussion, workshop, symposium and dramatization)
3. Need, importance and equipments of social studies room

UNIT III

1. Social Studies textbook: Need, importance and qualities
2. Social Studies teacher: Qualities and role
3. Audio-Visual Aids: Meaning, importance, projective and non-projective teaching aids: Overhead projector, chalk board, maps, charts, model, picture, graphs, globe, television, computer, films and excursions

UNIT IV

1. Current affairs in Social Studies: Meaning, importance and utilizing current events in teaching social studies
2. Evaluation in Social Studies: Continuous & Comprehensive Evaluation: Concept, technique and weightage distribution (VI to VIII, IX to X)
3. Different types of tests: Essay type and objective type

UNIT V

1. Lesson Planning: Meaning, need and importance
2. Construction of Composite lesson plan.
3. Teaching Micro-skills with special reference to five core skills: Skill of introducing the lesson, skill of questioning, skill of explanation, skill of stimulus variation and skill of black board writing.

| | | |
|---------------------------|---|------------------|
| Sessional Work | : | 20 marks |
| House Examination: I & II | : | (5+5) = 10 Marks |
| Practical Work | : | 10 Marks |

Practical work:

- a) Review of prescribed Social Studies curriculum or text books of any class of PSEB, CBSE or ICSE.
- b) Visit to any community resource and writing a report for the same

References:

1. Aggarwal, J.C. (2003): Teaching of Social Studies. Vikas Publishers, New Delhi.
2. Binning and Binning (1952): Teaching of Social Studies in Secondary Schools. McGraw Hill.
3. Dash, B.N. (2005): Content – cum – Methods of Teaching of Social Studies. Kalyani Publishers, New Delhi.
4. Dhaniya, Neelam (1993): Multi Media Approaches in Teaching Social Studies. Harman Publishing House, New Delhi.
5. Kochhar, S.K. (1983): Teaching of Social Studies. Sterling Publishers, New Delhi.
6. Kohli, A.S.(1996): Teaching of Social Studies. Anmol Publishers, New Delhi.
7. Mehta, D.D. (2004): Teaching of Social Studies. Tandon Publishers, Ludhiana.
8. Mofatt, M.R. (1955): Social Studies Instruction. Prentice Hall, New York.
9. Shaida, B.D. (1962): Teaching of Social Studies. Panjab Kitab Ghar, Jalandhar .
10. Shaida, B.D. and Shaida, A. K. (2005): Teaching of Social Studies. Arya Book Depot, New Delhi.

Teaching of History

Option ii (b)

Time 3 Hrs.

M.Marks: 100

Terminal: 80

Sessional: 20

Instructions for Paper Setter/ Candidate

1. The question paper will consist of five units: I, II, III, IV and V.
2. The paper setter will set three questions from each Units I, II, III and IV. (From the syllabus of the respective Units). Each question will carry 8 marks.
3. The candidate will be asked to attempt any two questions from each unit.
4. Unit V will be compulsory and consist of three questions. One question will be based on the preparation of Composite lesson plan carrying 8 marks and two short answer questions will be from the entire V unit carrying 4 marks each.

Objectives:

- To enable student teachers to understand the importance of history.
- To enable student teachers to develop an understanding of aims and objectives of teaching history.
- To enable student teachers to construct and analyze critically the curriculum and textbooks of teaching history at secondary stage.
- To provide knowledge of different methods of teaching history to student teachers.
- To acquaint student teachers with different audio-visual aids and latest information technology.
- To make the student teachers aware about the role of history in developing National integration and International understanding.
- To acquaint student teachers with different techniques of evaluation.

UNIT I

1. Meaning, nature, importance and scope of history with special reference to modern concept of history
2. Aims, objectives and values of teaching history at secondary level
3. Relation of history with other school subjects (Social Sciences, Physical Science and Languages)

UNIT II

1. Principles of curriculum construction and different approaches to construct curriculum: chronological, concentric and topical
2. Need, importance and criteria of an ideal text book, critical analysis of history text book at secondary stage
3. a. Cultivation of time and space sense
b. Need and importance of local history and current events

UNIT III

1. Methods of teaching history: Story telling, lecture, discussion, project, source, dramatization and field trips/excursions
2. Devices of teaching history: Narration, questioning, illustration, description and explanation
3. Qualities and role of history teacher in changing scenario

UNIT IV

1. Need, importance, types, preparation and usage of teaching aids: Tape recorder, radio, charts, graphs, maps, models, specimens, OHP, computer, films, T.V., chalk board, bulletin board and News line
2. Evaluation: Need, importance and Continuous & Comprehensive Evaluation: Concept, techniques and weightage distribution (VI to VIII, IX to X), types of tests-their construction and uses in history
3. Role of history in developing National Integration and International Understanding

Bachelor of Education

UNIT V

1. Elements of a lesson plan and content analysis of a topic in terms of knowledge, skills, attitudes in teaching of history
2. Steps of construction of lesson plan
3. Teaching Micro-skills with special reference to five skills:
 - i) Skill of introducing the lesson
 - ii) Skill of questioning
 - iii) Skill of explanation
 - iv) Skill of stimulus variation
 - v) Skill of black board writing.

Sessional Work**: 20 marks**

House Examination: I & II

: 10 Marks

Practical Work

: 10 Marks

1. Critical analysis of History textbook of any class.
2. To arrange a visit to a historical place and write a report of the same

References:

1. Arora , K.L. Teaching of History.
2. Bhallia , C.L. (1963): Audio Visual Aids in Education. Atma Ram and Sons, Delhi.
3. Burton, W.H. and Green, C. W. (1962): Principles of Teaching History .
4. Chakrabarti, S.K. (1967) :Audio Visual Education in India. Das Gupta and Company, Calcutta.
5. Dobbsen , D.P. A Handbook for History Teacher.
6. Ghate, V.D. (1956): Teaching of History.
7. Gunnin, Dennis: The teaching of History.
8. Hil, C.P. (1953): Suggestions for Teaching of History. Paris Unesco, Paris.
9. Iaurwerys, I.A. (1954): History Text Book and International Understanding .
10. Johnson, Henry (1950): Teaching of History in Elementary and Secondary School.
11. Kochhar, S.K. (1977): Teaching of History.
12. R.E.De, Kieffer and Cochran, Leeln (1966): Manual of Audio Visual Techniques .
13. Shaida, B.D. and Singh, Sahib: Teaching of History.

Teaching of Geography Option ii (c)

Time 3 Hrs.

M.Marks: 100
Terminal: 80
Sessional: 20

Instructions for Paper Setter/ Candidate:

1. The question paper will consist of five units: I, II, III, IV and V.
2. The paper setter will set three questions from each Units I, II, III and IV. (From the syllabus of the respective Units). Each question will carry 8 marks.
3. The candidate will be asked to attempt any two questions from each unit.
4. Unit V will be compulsory and consist of three questions. One question will be based on the preparation of Composite lesson plan carrying 8 marks and two short answer questions will be from the entire V unit carrying 4 marks each.

Objectives:

To enable student teachers to:

- understand the nature and concept of geography.
- understand the role and importance of geography in schools.
- understand the aims and objectives of geography.
- get acquainted with different methods of teaching geography.
- prepare and use different teaching aids.
- get acquainted with the latest concept and techniques of evaluation.
- get equipped with the knowledge of organization of curriculum.

UNIT I

1. Meaning, nature, scope and latest trends in Geography
2. Importance of Local and Regional Geography
3. Objectives of teaching Geography- General objectives, instructional objectives like knowledge, understanding, aptitude and interest

UNIT II

1. Principles of curriculum construction; approaches of organization of Geography curriculum – concentric, topical and unit; critical study of existing curriculum of Geography at secondary school stage
2. Methods of teaching Geography:
 - Project
 - Observation
 - Discussion
 - Field Study
 - Regional
 - Laboratory
3. Study of current events in Geography

UNIT III

1. Geography room – Need, importance and designing geography laboratory
2. Geography textbook – Importance, qualities and usage
3. Geography teacher – Qualities, role and his professional growth

UNIT IV

1. Evaluation in Geography: Continuous & Comprehensive Evaluation: Concept, techniques and weightage distribution
(VI to VIII, IX to X), different types of tests- essay type, short answer type and objective type tests
2. Correlation with other school subjects: History, Mathematics, Science, Civics, Art and Economics
3. Need, importance, preparation and use of teaching aids: Chalk board, graphs, globes, maps, charts, atlas, models, T.V., O.H.P., films, computer and Multimedia projects

UNIT V

1. Lesson planning: Meaning, need, importance
2. Construction of composite lesson plan
3. Teaching Micro skills with special reference to five skills:
 - i) Skill of introducing the lesson
 - ii) Skill of questioning
 - iii) Skill of explanation
 - iv) Skill of stimulus variation
 - v) Skill of black board writing.

| | | |
|---------------------------|---|-----------------|
| Sessional Work | : | 20 marks |
| House Examination: I & II | : | 10 Marks |
| Practical Work | : | 10 Marks |

- A simple survey of local place – its physical features and natural resources; writing the report of the same.
- Visit of an observatory planetarium or Geography museum.

References:

1. Aggarwal, D.O. (2000): Modern Methods of Teaching Geography. Sarup and Sons Publisher, New Delhi.
2. Arora, K.L. (1989): Teaching of Geography. Prakash Brothers, (In Punjabi, English, Hindi), Ludhiana
3. Graves, Norman, J. : Geography in Education. Heinemann, London.
4. Macnee, E.A. (1951): The Teaching of Geography. Cambridge University Press,
5. R.P. Singh (2004): Teaching of Geography. R. Lall Book Depot, Meerut.
6. Rai, B.C. (1979): Methods of Teaching of Geography .
7. Rao, M.S. (1999): Teaching of Geography. Anmol Publication Pvt. Ltd, New Delhi.
8. Sharma, B.D. : Teaching of Geography.
9. Singh, Yogesh K. (2004): Teaching of Geography (Hindi). A.P.H. Publisher, Delhi.
10. Unesco. Source Book for Geography Teaching. Paris.
11. Verma, O.P. (1987) : Geography Teaching .

Teaching of Political Science

Option ii (d)

Time 3 hrs.

M.Marks: 100

Terminal: 80

Sessional: 20

Instructions for Paper Setter/ Candidate

1. The question paper will consist of five units: I, II, III, IV and V.
2. The paper setter will set three questions from each Units I, II, III and IV. (From the syllabus of the respective Units). Each question will carry 8 marks.
3. The candidate will be asked to attempt any two questions from each unit.
4. Unit V will be compulsory and consist of three questions. One question will be based on the preparation of Composite lesson plan carrying 8 marks and two short answer questions will be from the entire V unit carrying 4 marks each.

Objectives:

- To enable student teachers to know the concept of Political Science.
- To enable student teachers to know objectives of teaching Political Science as a school subject.
- To enable student teachers to know various political problems which our country is facing.
- To provide student teachers to know different methods of teaching Political Science.
- To provide student teachers knowledge of various teaching aids.

UNIT I

1. Meaning, nature, scope and importance of Political Science in the Modern era
2. a. Aims, objectives and values of teaching of Political Science
b. Correlation of Political Science with other subjects (History, Geography, Sociology and languages)
3. a. Principles of curriculum construction
b. Critical study of existing curriculum of Political Science at Senior Secondary stage

UNIT II

1. Meaning of Method: Traditional and New Approach, types of methods: Lecture, Project, Socialised recitation Method, (Seminar, Debate, Panel Discussion, Workshop, symposium, dramatisation and mock parliament)
2. Current Events : Importance, principles of selection and methods of their teaching
3. Political Science Text-Book: : Importance and qualities

UNIT III

1. Supplementary Material: Magazines, journals, newspapers, reference books
2. Political Science Room: Need, importance and equipment
3. Political Science Teacher: Qualities and role

UNIT IV

2. Evaluation: Continuous & Comprehensive Evaluation: Concept, techniques and weightage distribution
1. (VI to VIII, IX to X).
2. Different Types of Tests: Essay, Objective Type Tests and Short Answer Types..
3. Uses and importance of teaching aids
(Black Board, Map, Globe, Pictures, Charts, Posters, Graphs, Films, Film-strips, Television, Field Trips, Over head Projector and Computer).

UNIT V

1. Lesson Planning: Meaning, need and importance
2. Construction of composite lesson-plan.
3. Teaching Micro-skills with special reference to five skills:
 - (i) Skill of introducing the lesson.
 - (ii) Skill of questioning.
 - (iii) Skill of explanation.
 - (iv) Skill of stimulus - variation.
 - (v) Skill of black-board writing.

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|--|---|--------------------|
| Sessional Work | : | 20 Marks |
| House Examination- I & II | : | (5 + 5) = 10 Marks |
| Practical Work | : | 10 Marks |
| 1. Preparation of the question paper for senior secondary class. | | |
| 2. Preparation of two teaching models. | | |

References:

1. Aggarwal, J .C. Teaching of Political Science and Civics.
2. Bhatia, K.K.: Narang, C.L. and Sidhu, H.S. : Teaching of Social Studies.
3. Kochhar, S.K.: Teaching of History.
4. Shaida, B.D. and Shaida, A.K. (2005): Teaching of Social Studies. Arya Book Depot, New Delhi.
5. Shiels.: View Points in Civics Education.
6. Singh, R.L: Teaching of History and Civics.
7. Whill, E.M. Teaching of Modern Civics.

Teaching of Economics
Option ii (e)

Time 3 Hrs.

M.Marks: 100

Terminal: 80

Sessional: 20

Instructions for Paper Setter/ Candidate

1. The question paper will consist of five units: I, II, III, IV and V.
2. The paper setter will set three questions from each Units I, II, III and IV. (From the syllabus of the respective Units). Each question will carry 8 marks.
3. The candidate will be asked to attempt any two questions from each unit.
4. Unit V will be compulsory and consist of three questions. One question will be based on the preparation of Composite lesson plan carrying 8 marks and two short answer questions will be from the entire V unit carrying 4 marks each.

Objectives

A. Knowledge:

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

B. Skills:

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

C. Attitude:

- To promote among pupil-teacher an attitude of
1. Critical Thinking
 2. Critical Analysis
 3. Scientific Outlook
 4. Observation
 5. Wise Consumerism
 6. Providing solution to economic problems.

UNIT I

1. Meaning, nature and scope of Economics as a teaching subject
2. a. Importance of teaching of Economics in school curriculum
b. Aims and objectives of teaching Economics as given in present school curriculum
3. Correlation of Economics with Commerce, Mathematics, Statistics, History, Political Science Geography and Science

UNIT II

1. Principles of constructing curriculum of Economics and approaches of curriculum organization - unit, topical and concentric
2. Critical Analysis of existing curriculum of Economics
3. Economics text book- importance and criteria of selection

UNIT III

1. Methods of teaching: Lecture method, discussion method, project method, survey method, inductive-deductive method
2. Techniques and devices: Assignment, seminar, illustration, symposium, excursions and supervised study
3. (a) Economics teacher: Importance, qualities and professional growth
(b) Economics Room: Importance and equipment

UNIT IV

1. Teaching Aids: Importance and types of teaching aids; Radio, Charts, Films, T.V., Graph, Maps and Computer.
2. Evaluation – Continuous & Comprehensive Evaluation: Concept, techniques and weightage distribution (VI to VIII, IX to X), types of tests-Essay type, short answer type and objective type.
3. Concepts and current affairs: Major challenges before Indian economy, liberalization and globalization and consumer awareness.

UNIT V

1. Lesson Planning: Meaning, need and Importance
2. Construction of composite lesson plan
3. Teaching micro skills with special reference to five skills:
 - skill of introducing the lesson
 - skill of questioning
 - skill of explanation
 - skill of stimulus variation
 - skill of black board writing

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| Sessional Work | : | 20 Marks |
| House Examination- I & II | : | (5 + 5) = 10 Marks |
| Practical Work | : | 10 Marks |

Suggested Practical Work (any two)

1. Low cost and improvised teaching aids.
2. Surveys and Projects on a chosen theme.
3. Write up on a current economic issue.
4. Co-curricular activities in school related to teaching of economics.
5. Critical analysis of existing textbook and curriculum of Economics.

References:

1. Dhillon, Satinder and Chopra, Kiran (2002): Teaching of Economics. Kalyani Publications, Ludhiana.
2. Kanwar, B.S. (1970): Teaching of Economics. Prakash Brothers, Ludhiana.
3. Siddiqui, M.H. (2005): Teaching of Economics. Ashish Publishing House, New Delhi.
4. Sidhu, H.S. (2005): Teaching of Economics. Tandon Publications, Ludhiana.
5. Yadav, Amita (2005): Teaching of Economics. Anmol Publications, New Delhi.

Teaching of Commerce Option iii

Time 3 Hrs.

M.Marks: 100

Terminal: 80

Sessional: 20

Instructions for Paper Setter/ Candidate

1. The question paper will consist of five units: I, II, III, IV and V.
2. The paper setter will set three questions from each Units I, II, III and IV. (From the syllabus of the respective Units). Each question will carry 8 marks.
3. The candidate will be asked to attempt any two questions from each unit.
4. Unit V will consist of lesson planning. One question on lesson plan will be framed and will carry 8 marks. Four short answer questions carrying 2 marks each will also be framed. All the questions will be compulsory.

Objectives:

Knowledge

1. To enable the pupil-teachers to understand the nature and concept of Commerce
2. To enable the pupil-teachers to understand aims, objectives and values of teaching Commerce
3. To develop the understanding of pupil-teachers concerning curriculum organization.
4. To acquaint the pupil-teachers with various methods and techniques of teaching Commerce
5. To acquaint the pupil-teachers with different audio-visual aids and their utilization.
6. To develop proper understanding of Nationalism and Internationalism.

Skills

1. To enable the pupil-teachers to express themselves clearly.
2. To take active part in meetings, debates, seminars and other activities.
3. To collect information from different sources.
4. Analysis of present day problems in the Social context.
5. To develop skill of preparation of lesson plan and its presentation.
6. To develop skill of preparation of question papers.

A. Attitudes:

1. To promote positive social outlook.
2. Respect for and pride in national goals and values.
3. Self reliance.

B. Teacher's Activities:

Lecture, discussion, demonstration, questioning and seminars.

C. Students Activities:

Listening to lectures preparing notes, asking questions and seeking clarifications, participation in seminars and discussions, preparing assignments, and preparing lesson plans.

UNIT I

1. Meaning, nature, scope of teaching Commerce
2. (a) Place of commerce in school curriculum
(b) Aims, value and objective with reference to Bloom's Taxonomy
3. Correlation-Meaning and types. Correlation of Commerce with language, economics, mathematics and public administration

UNIT II

1. Curriculum-Meaning, principles and critical analysis of curriculum of teaching of commerce
2. Criteria of selection of good commerce text book
3. Qualities and role of Commerce teacher

UNIT III

1. Method - meaning and principles of selection of method
2. Types of method:
 - i) Lecture Method
 - ii) Problem-Solving Method
 - iii) Inductive-Deductive Method
 - iv) Demonstration Method
3. Method of teaching short hand and typing.

UNIT IV

1. Commerce room-need, importance and equipment
2. Development and utilization of teaching aids (projective and non-projective and performing arts required for commerce programme), Community resources and its use in Commerce
3. Evaluation – Continuous & Comprehensive Evaluation: Concept, techniques and weightage distribution (VI to VIII, IX to X), types of tests-Essay type, short answer type and objective type

UNIT V

1. Lesson Planning: Meaning, need and importance
2. Construction of composite lesson plan
3. Teaching micro skills with special reference to five skills:
 - skill of introducing the lesson
 - skill of questioning
 - skill of explanation
 - skill of stimulus variation
 - skill of black board writing
 -

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|---|---|--------------------|
| Sessional Work: | : | 20 Marks |
| House Examination- I & II | : | (5 + 5) = 10 Marks |
| Practical work | : | 10 Marks |
| Two Low cost and improvised teaching aids (Model/Chart/Graph) | | |

References:

1. Aggarwal, J. C. (2003): Teaching of Commerce. Vikas Publication, New Delhi.
2. Dema and Brinkman: Guidance in Business Education South. Western Publishing Company, New York.
3. Douglas, Palnford and Anderson (2000): Teaching Business Subjects. Prentice Hall, New York.
4. Green, H. (): Activity Handbook for Business Teachers. Mc Graw Hill, New York.
5. Musselman and Hann: Teaching Book Keeping and Accounting. McGraw Hill, New York.
6. Rao, Seema, (2005): Teaching of Commerce. Anmol Publishers, New Delhi.
7. Tonne, Iopham and Freemanc: Methods of Teaching Business Subjects. Mc Graw Hill, New York.
8. Venkatest, Warlu K. and Basha Johni and Digumarti, S.K. and Rao, Bhaskara: Methods of Teaching of Commerce.

Teaching of Mathematics Option iv

Time 3 hrs.

M.Marks: 100

Terminal: 80

Sessional: 20

Instructions for Paper Setter/ Candidate

1. The question paper will consist of five units: I, II, III, IV and V.
2. The paper setter will set three questions from each Units I, II, III and IV. (From the syllabus of the respective Units). Each question will carry 8 marks.
3. The candidate will be asked to attempt any two questions from each unit.
4. Unit V will be compulsory and consist of three questions. One question will be based on the preparation of Composite lesson plan carrying 8 marks and two short answer questions will be from the entire V unit carrying 4 marks each.

Objectives:

- To acquaint pupil teachers with the methods and techniques of teaching Mathematics.
- To help pupil teachers in instructional planning and development of relevant material for the teaching of Mathematics.
- To help pupil teachers in the process of comprehensive evaluation in Mathematics.
- To acquaint pupil teachers with the use of computers in teaching of Mathematics.
- To make the students aware of the value of Mathematics and relationship of Mathematics with the other subjects.
- To enable the students to learn the principles, concepts and the terms in the teaching of Mathematics and to enable them to apply the same.
- To acquaint them with the role of teaching aids, text books, drill work, home work, mathematical laboratories and libraries.

UNIT I

1. Meaning, nature and values of Mathematics- Practical, social, moral, aesthetic and intellectual
2. Place of Mathematics in school curriculum and relationship of Mathematics with other school subjects such as Physical Sciences, Bio-Sciences, Economics, Logic, Fine arts
3. (i) Aims and objectives of teaching Mathematics at Secondary Level
(ii) Formulation of objectives with reference to Bloom's Taxonomy

UNIT II

1. (i) Selection and evaluation of text book
(ii) Critical study of 10th class Mathematics curriculum (C.B.S.E./P.S.E.B.)
2. (i) Concept of evaluation : Continuous & Comprehensive Evaluation: Concept, techniques and weightage distribution
(VI to VIII, IX to X)
(ii) Construction of test items (essay type, short answer type and objective type)
3. Remedial measures for defects in present day teaching of Mathematics to make it more interesting and activity based

UNIT III

1. Methods of teaching
 - i. Inductive- Deductive
 - ii. Analytic – Synthetic
 - iii. Problem Solving
 - iv. Laboratory
2. Pedagogical analysis of different topics of Mathematics
3. (i) Qualities for Mathematics teacher and role of Mathematics teacher in drill work and written work, supervised study and Error analysis
(ii) Mathematics laboratory: Teaching aids- charts, models, chalk boards, OHP, LCD and computers

UNIT IV

1. (i) Number system.
(ii) Polynomials and equations – linear, simultaneous and quadratic.
2. (i) Geometrical Concept: Point, line, line segment, angle and triangle.
(ii) Types of Angles, Triangles and quadrilaterals.
3. (i) Trigonometric ratios, identities, heights and distances.
(ii) Measure of central tendencies.(Mean, Median, Mode)

UNIT V

1. Lesson planning: Meaning, importance and Herbartian steps
2. Planning of Macro lessons with special reference to Arithmetic, Algebra, Geometry, Trigonometry and Statistics.
3. Concept, components and preparation of micro lesson plans for developing teaching skills of
 - a. skill of introducing the lesson
 - b. skill of questioning
 - c. skill of explanation
 - d. skill of stimulus variation
 - e. skill of black board writing

| | | |
|----------------------------|---|--------------------|
| Sessional Work | : | 20 Marks |
| House Examination I and II | : | (5 + 5) = 10 Marks |
| Practical Work/ Activities | : | 10 Marks |

Suggested Practical Work (Any two)

1. Preparation of two teaching aids
2. Construction of test items
3. Analytic report of curriculum
4. Preparation of two Micro lessons plans

References:

- Butler, C.H. and Wren F.L.(1965): The Teaching of Secondary School Mathematics. McGraw Hill (International Student Edition).
- Gakhar, S.C. (2006): The Teaching of Mathematics. N.M. Publications, Panipat.
- Kumar K. and Kaur, J. (2004): Learning Mathematics Lab. Experience.
- Mangal, S.K. (2003): The Teaching of Mathematics. Tandon Publications, Ludhiana.
- Ratnalikar, D.N. and et.al. (2004): Teaching of Mathematics.
- Sidhu, K.S. (2005): The Teaching of Mathematics. Sterling Publishers, New Delhi.

Teaching of Computer Education Option–v

Time 3 Hrs.

M.Marks: 100

Terminal: 80

Sessional: 20

Instructions for Paper Setter/ Candidate

1. The question paper will consist of five units: I, II, III, IV and V.
2. The paper setter will set three questions from each Units I, II, III and IV. (From the syllabus of the respective Units). Each question will carry 8 marks.
3. The candidate will be asked to attempt any two questions from each unit.
4. Units V will consist of lesson planning. One question on lesson plan will be framed and will carry 8 marks. Four short answer questions carrying 2 marks each will also be framed. All the questions will be compulsory.

OBJECTIVES:

- To understand the concept of Computer Education
- To understand the values of learning computer.
- To understand the learning strategies.
- To equip them with knowledge to set up and maintain a Computer laboratory.
- To make them able to plan lessons and present them effectively.
- To acquire knowledge on latest trends in Information Technology.
- To enable them to use computers to enhance teaching / learning skills.

UNIT I

1. Concept, need and importance of Computer Education, utilities of computers in different fields with special reference to Education
2. Place of Computer Education in School Curriculum and relationship of Computer Education with other school subjects such as Science, Economics, Social Sciences, Languages, Art.
3. Aims and objectives of Computer Education-Meaning and formation of
 - a. Instructional Objectives
 - b. Behavioural objectives

UNIT II

1. Methods of teaching: Lecture, Lecture cum Demonstration, Problem solving, Project method, Laboratory Method, Computer Assisted Instructions, Web Based Instructions
2. Computer Teacher: Essential qualifications and qualities, professional growth and code of conduct for ethical computer teaching.
3. Need for computer laboratory, special features of computer lab, setting a computer lab.

UNIT III

1. Concept, importance and principles of curriculum development in Computer Education.
2. Critical analysis of 10th class computer education curriculum(PSEB,CBSE)
3. Characteristics and criteria for selection of computer text books.

UNIT IV

1. Evaluation: Continuous & Comprehensive Evaluation: Concept, techniques and weightage distribution (VI to VIII, IX to X), ,.
2. Types of test items for evaluation -Essay type, short answer type, objective type
3. Online testing.

UNIT V

1. Lesson plan –Meaning , need and importance
2. Steps in writing lesson plan , digital lesson plan
3. Components and Preparation of Micro Lesson Plan for developing teaching skills of:
 - Skill of Introducing a Lesson
 - Skill of Explanation
 - Skill of Stimulus Variation,
 - Skill of Questioning
 - Skill of Blackboard Writing

| | | |
|---|---|-----------------|
| Sessional Work: | : | 20 Marks |
| Home Examination- I & II | : | 10 Marks |
| Practical Work | : | 10 Marks |
| Two Low cost and improvised teaching aids (Model/Chart/Graph) | | |

References:

1. Aggarwal, V.B. : Computer Science for Class XII.
2. Bala Guruswamy : C++ Computers.
3. Dayal, Dean, Gottfried, D. (1966): Computer Science for Class XI and XII, Outline of Theory and Problems of Programming with BASIC including expanded Micro Computer Basic Section. McGraw Hill Publication, New York.
4. Grover, P.S. (1983): Computer Programming in BASIC. Allied Publishers, New Delhi.
5. Hunt, R. and Shelley, J. (1988): Computers and Common Sense. PHI Publications, Delhi.

Teaching of Science Option–vi (a)

Time: 3 Hrs.

Max. Marks 100
Terminal: 80 Marks
Sessional: 20 Marks

Instructions for Paper Setter/ Candidate

1. The question paper will consist of five units: I, II, III, IV and V.
2. The paper setter will set three questions from each Units I, II, III and IV. (From the syllabus of the respective Units). Each question will carry 8 marks.
3. The candidate will be asked to attempt any two questions from each unit.
4. Unit V will be compulsory and consist of three questions. One question will be based on the preparation of Composite lesson plan carrying 8 marks and two short answer questions will be from the entire V unit carrying 4 marks each.

Objectives:

- To develop an objective attitude towards experimental evidences and to make decisions on the basis of facts and data.
- To make a judicious use of National resources after their proper identification.
- To correlate the knowledge of science and technology to economic and social development of the community.
- To place due emphasis on scientific knowledge in every day life.
- To develop instrumental, communicational and problem solving skills.
- To develop scientific attitude, spirit of cooperation, scientific temper and scientific approach.

UNIT –I

1. Meaning, nature, impact of Science on our modern living and globalization. Science and its correlation with other school subjects.
2.
 - a. Bloom's taxonomy of educational objectives.
 - b. Objectives of teaching Science and instructional objectives.
3.
 - a. Curriculum- Meaning , place of science in school curriculum.
 - b. Principles of science curriculum construction.
 - c. Critical study of science curriculum of 10th class (CBSE/PSEB).

UNIT –II

1. Methods of teaching Science: Lecture cum demonstration method, project method, problem solving method and inductive and deductive method
2. Science teacher and the professional growth
3. Scientific attitude and scientific method: Concept and its development

Unit-III

1. Instructional Media: Need and importance, characteristic and their classification- Use of chalk board, charts, models, OHP, computers
2. Science text book- Importance, characteristics, its evaluation procedure
3. Importance and Organization of Science club, Museum, Science excursions

UNIT-IV

1.
 - a. Need and Organization of Practical work in science
 - b. Improvisation of science apparatus
 - c. Lecture cum Laboratory plan for a high school.
 - d. Material –Selection, purchase and maintenance of laboratory
2. Evaluation: Continuous & Comprehensive Evaluation: Concept, techniques and weightage distribution (VI to VIII, IX to X), Types of test items for evaluation -Essay type, short answer type, objective type
3. Preparation of a blue print along with the question paper in science

UNIT-V

1. Lesson Planning: need and importance
2. Herbartian approach in lesson planning
3. Micro skills
 - a. Black board writing
 - b. Introducing the Lesson
 - c. Probing Questions
 - d. Explaining and illustrating with examples

Sessional Work : **20 Marks**

House Tests : **10 Marks**

Suggested Practical Work (Any three) : **10 Marks**

Students will perform any three experiments (one each from Physics, Chemistry and biology)

1. To verify the laws of reflection and refraction.
2. To draw Magnetic Lines.
3. To prepare (a) mixture (b) a Compound.
4. To carry out the following chemical reactions and to record their observation and to identify the type of reaction in each- iron and copper sulphate in water, burning of magnesium in air, zinc with dilute sulphuric acid, heating of lead nitrate, sodium sulphate and barium chloride in water.
5. To observe and draw any 5 preserved specimens of the animal kingdom.
6. Preparation of temporary mount of Onion peels and cheek cells.

References:

1. Das , R.C. (1989): Science Teaching in Schools. Sterling Publishers, New Delhi.
2. Garg, K.K.; Singh, Raghuvirs and Kaur, Inderjeet (2007): A Text Book of Science for Class X. NCERT, New Delhi.
3. Kohli, V.K. (2006): How to Teach Science. Vivek Publishers, Ambala.
4. Mangal, S.K. (1997): Teaching of Science. Arya Book Depot, New Delhi.
5. Sharma, R.C. (1998): Modern Science Teaching. Dhanpat Rai Publishers, New Delhi.
6. Siddiqui, N. N. and Siddiqui, M. N. (1983): Teaching of Science Today and Tomorrow. Doaba House, Delhi.
7. Thurber, W. and Collete (1964): A. Teaching Science in Today's Secondary Schools. Allen and Becon, Boston.
8. Vaidya, N. (1971): The Impact of Science Teaching. Oxford and IBH Publishers, New Delhi.

Teaching of Physical Sciences Option vi (b)

Time 3 Hrs.

M.Marks: 100

Terminal: 80

Sessional: 20

Instructions for Paper Setter/ Candidate

1. The question paper will consist of five units: I, II, III, IV and V.
2. The paper setter will set three questions from each Units I, II, III and IV. (From the syllabus of the respective Units). Each question will carry 8 marks.
3. The candidate will be asked to attempt any two questions from each unit.
4. Unit V will be compulsory and consist of three questions. One question will be based on the preparation of Composite lesson plan carrying 8 marks and two short answer questions will be from the entire V unit carrying 4 marks each.

Objectives :

- To formulate precise questions about various things in environment.
- To collect information from various sources and use it in a given situation.
- To classify objects, events, phenomenon.
- To arrange objects and data in a sequence so as to ascertain a pattern.
- To analyze data and make inference.
- To find some cause-effect relationship from the data available.
- To make predictions.
- To design simple experiments.
- To solve problems.
- To develop an objective attitude towards experimental evidences and to make decisions on the basis of facts and data.
- To make a judicious use of National resources after their proper identification.
- To correlate the knowledge of science and technology to economic and social development of the community.
- To place due emphasis on scientific knowledge in every day life.
- To develop instrumental, communicational and problem solving skills.
- To develop scientific attitude, spirit of cooperation, scientific temper and scientific approach.

UNIT I

1. Meaning, nature and scope of Physical Sciences. Reasons for including physical sciences in school curriculum and its correlation with other school subjects
2. Aims and objectives of teaching Physical Sciences
 - (a) Bloom's taxonomy of educational objectives
 - (b) Writing instructional objectives in behavioral terms
3. Scientific attitude and scientific method- Concept and role of Physical Sciences teacher in their development

UNIT II

1. Curriculum- Meaning and principles of constructing a good curriculum in Physical Sciences
2. Methods of teaching Physical Sciences with reference to lecture cum demonstration, project method, problem solving approach and Inductive-Deductive approach of teaching Physical Science
3. Professional growth of Physics/Chemistry teacher

UNIT III

1. Instructional media: Need and importance. Classification and integration of media in teaching learning process. Use of chalk board, periodic tables, charts, over head projector, T.V and computers in teaching Physics and Chemistry
2. Criteria for selection of Physical Sciences text book and its evaluation procedure
3. Importance and organization of science club, science exhibition, science excursion and wall magazine

UNIT IV

1. Need and organization of Practical work in Physical Sciences, Physical Science laboratory in a high school
2. Evaluation: Continuous & Comprehensive Evaluation: Concept, techniques and weightage distribution (VI to VIII, IX to X),

Types of test items for evaluation -Essay type, short answer type, objective type

3. Preparation of a blue print along with the question paper in Physical Sciences

UNIT V

1. Lesson Planning: need and importance
2. Herbartian approach in lesson planning
3. Micro teaching skills:
 - Black Board writing
 - Writing instructional objectives
 - Illustrating with examples,
 - Probing questions
 - Stimulus variation.

| | | |
|---------------------------|---|--------------------|
| Sessional Work | : | 20 Marks |
| House Examination- I & II | : | (5 + 5) = 10 Marks |
| Practical Work | : | 10 Marks |

Suggested Practical Work

Student will perform any three experiments:

1. To verify the laws of reflection.
2. To verify the laws of refraction.
3. Preparation of hydrogen gas and study of its properties.
4. Preparation of methane gas.

References:

1. Das,R.C.(1989):Science Teaching in Schools. Sterling Publishers. New Delhi.
2. Kohli, V.K. (1998): How to Teach Science. Vivek Publishers, Ambala.
3. Kumar, Amit (2002): Teaching of Physical Sciences. Anmol Publications, New Delhi.
4. Mangal,S.K.(1997): Teaching of Science, Arya Book Depot, New Delhi.
5. Mohan, Radha (2002): Innovative Physical Science Teaching Methods. P.H.I, New Delhi.
6. Sharma, R.C. (1998): Modern Science Teaching. Dhanpat Rai and Sons, New Delhi.
7. Vaidyas, Narendra (1996): Science of Teaching for 21st Century. Deep and Deep Publishers, New Delhi.

Teaching of Life Science Option vi (c)

Time: 3 Hrs.

Max. Marks 100
Terminal: 80 Marks
Sessional: 20 Marks

Instructions for Paper Setter/ Candidate

1. The question paper will consist of five units: I, II, III, IV and V.
2. The paper setter will set three questions from each Units I, II, III and IV. (From the syllabus of the respective Units). Each question will carry 8 marks.
3. The candidate will be asked to attempt any two questions from each unit.
4. Unit V will be compulsory and consist of three questions. One question will be based on the preparation of Composite lesson plan carrying 8 marks and two short answer questions will be from the entire V unit carrying 4 marks each.

Objectives:

- To know various objectives of teaching life sciences as a school subject and to draft the same in behavioral terms.
- To know, apply; select various methods of teaching life sciences; limitations and advantages of selecting a method with special reference to conditions in Indian schools and the concepts to be taught.
- To understand, analyze and improve present curriculum of life sciences.
- To understand the importance and appropriate use of different audio visual aids and improvised apparatus in Indian conditions and with reference to concepts to be taught.
- To be familiar with materials and principles for setting an ideal life science laboratory.
- To know the present techniques of evaluation in life sciences.

UNIT I

1. Nature and scope of life sciences
2. Correlation of Life Sciences with physical sciences and social sciences
3. a. Bloom's taxonomy of educational objectives
b. Formulation of specific objectives in behavioral terms

UNIT II

1. Meaning of Curriculum, Principles of curriculum organization
2. Content analysis of latest life sciences school syllabus- IXth and Xth standard of CBSE & PSEB
3. Concept Mapping

UNIT-III

1. Teaching learning strategies- Lecture cum demonstration, Assignment method, Project method, Inductive-deductive approach.
2. Visualizing, Organizing and contextualizing learning situations through
 - a. Field trips
 - b. Science fairs and exhibitions
 - c. Botanical garden
 - d. Museum
 - e. Aquarium and vivarium
 - f. Biological club
3. Audio- visual aids –blackboard, charts, models, television, computer, slide projector, overhead projector.

UNIT-IV

1. Characteristics of a good text book
2. Life science Laboratory-Infrastructure and safety measures
3. Evaluation: Continuous & Comprehensive Evaluation: Concept, techniques and weightage distribution (VI to VIII, IX to X),
Types of test items for evaluation -Essay type, short answer type, objective type

UNIT-V

1. Lesson Planning - Meaning, need and importance
2. Steps involved in lesson planning.
3. Micro lesson plans with special references to the following skills:
 - Introducing the Lesson.
 - Questioning.
 - Stimulus variation.
 - Blackboard writing.
 - Explanation.

| | | |
|---------------------------|---|--------------------|
| Sessional Work | : | 20 Marks |
| House Examination- I & II | : | (5 + 5) = 10 Marks |
| Practical Work | : | 10 Marks |

References:

1. Bhandula , N. Chadha, Sharma, P. C. (1989) : Teaching of Science. Parkash Brothers, Ludhiana.
2. David, F. Millar and Glenn, W. Blaypes. : Methods and Materials for Teaching the Biological Sciences.
3. Gupta V.K. (1994): Life Science Education Today. Arun Publishing House, Chandigarh.
4. Kohli, V.K. (2006): How to Teach Science. Vivek Publishers, Ambala.
5. Rai, B.C.: Method: Teaching of Science
6. Sharma and Walia, G.S. :Teaching of Life Science.
7. Sharma.R.C. (1998): Modern Science Teaching. Dhanpat Rai Publishers , New Delhi.
8. Sood, J.K. (1987) : Teaching of Life Science. A Book of methods. Kohli Publishers, Chandigarh.
9. Venkataish, S. (2002): Science Education in 21st century. Anmol Publications, New Delhi.
10. Yadav, K. : Teaching of life science. Anmol Publications. New Delhi.

Teaching of Home Science Option vi (d)

Time : 3 Hrs.

Max. Marks 100
Terminal: 80 Marks
Sessional: 20 Marks

Instructions for Paper Setter/ Candidate

1. The question paper will consist of five units: I, II, III, IV and V.
2. The paper setter will set three questions from each Units I, II, III and IV. (From the syllabus of the respective Units). Each question will carry 8 marks.
3. The candidate will be asked to attempt any two questions from each unit.
4. Units V will consist of lesson planning. One question on lesson plan will be framed and will carry 8 marks. Two short answer questions carrying 4 marks each will also be framed. All the questions will be compulsory.

Objectives:

- To make student teachers aware about scope of home science teaching.
- To make them understand various principles associated with teaching of home science
- To keep them abreast with various methods used for teaching of home science.
- To help student teachers in understanding correlation of home science with the school subjects.

UNIT I

1. Meaning and scope of Home science
2. Importance of home science teaching and its place in school curriculum
3. Aims of teaching Home science

UNIT II

1. General Principles of teaching Home science
2. Maxims of teaching as applied to the teaching of Home science
3. Co-relation of Home science with other school subjects

UNIT III

1. Different methods for teaching Home science such as demonstration method, lecture method and project work
2. Use of teaching aids in Home science
3. Importance and criteria of selection of Home science text book

UNIT IV

1. (a) Organization of Home science laboratory, planning and selection of equipments
(b) Curriculum construction- principle and critical analysis of existing school curriculum of Home Science.
2. Evaluation: Continuous & Comprehensive Evaluation: Concept, techniques and weightage distribution (VI to VIII, IX to X),
Types of test items for evaluation -Essay type, short answer type, objective type
3. Qualities and competencies of a good Home science teacher

UNIT V

1. Lesson planning- Need, importance, essentials of a good lesson plan
2. Steps in lesson planning
3. Micro teaching skills relevant in home science:
 - a. Skill of writing instructional objectives
 - b. Skill of introducing the lesson
 - c. Skill of explanation
 - d. Skill of questioning
 - e. Skill of black board writing

Sessional Work

House Examination- I & II
Practical Work

:
:

20 Marks

(5 + 5) = 10 Marks

10 Marks

Practical work/Activities

1. Organizing co-curricular activities related to Home science in school.
2. Preparation of low cost and improvised teaching aids.

Preparation of one fresh and one dry flower arrangements

Books recommended:

1. Atkinson: Teaching of Home Science
2. Chander,Shah and Joshi: Fundamantals of Teaching Home Sciences
3. Chanderkant: Teaching of Home Science

Teaching of Physical Education Option vii

Time : 3 Hrs.

Max. Marks 100

Terminal: 80 Marks

Sessional: 20 Marks

Instructions for Paper Setter/ Candidate

1. The question paper will consist of five units: I, II, III, IV and V.
2. The paper setter will set three questions from each Units I, II, III and IV. (From the syllabus of the respective Units). Each question will carry 8 marks.
3. The candidate will be asked to attempt any two questions from each unit.
4. Unit V will consist of lesson planning. One question on lesson plan will be framed and will carry 8 marks. Two short answer questions carrying 4 marks each will also be framed. All the questions will be compulsory.

Objectives

To enable student teachers to:

- develop an understanding of aims, objectives and importance of teaching of physical education in schools.
- promote physical education through various means and methods of teaching.
- know the importance and values of teaching physical education and the relationship of physical education with other subjects.
- understand the importance of physical education room, equipment and text book.
- make the teaching of physical education more interesting and innovative.
- 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.
- develop awareness regarding first aid.

UNIT I

1. Physical Education: Meaning, aims and objectives of teaching Physical Education in school curriculum
2. Relationship of Physical Education with general education, psychology and health education
3. Evaluation: Continuous & Comprehensive Evaluation: Concept, techniques and weightage distribution (VI to VIII, IX to X), Types of test items for evaluation -Essay type, short answer type, objective type

UNIT II

1. Teaching methods: Intensive study of lecture method, command method, discussion method, demonstration method, part method, whole method and whole part whole method, Project method
2. Audio-visual Aids: Charts, models, black-board, T.V., newspaper clippings, magazines, computers, LCD and OHP
3. Physical Fitness: Components of physical fitness

UNIT III

1. Qualifications, qualities and responsibilities of Physical Education teacher
2. Need, importance and qualities of a good Physical Education text book
3. Need and importance of Physical Education room and equipments

UNIT IV

1. First Aid – Meaning, need and principles, Warming up and cooling down
2. Motivation: Meaning, importance and types
3. Role of Physical Education in developing National Integration and International understanding

UNIT V

1. Lesson Planning: Meaning, need and importance
2. Construction of lesson plan
3. Micro Teaching: Concept and procedure
Teaching Micro-Skills with special reference to:
 - Skill of introducing the lesson
 - Skill of instructional objectives
 - Skill of Questioning
 - Skill of Explanation with illustration
 - Skill of stimulus – variation

| | | |
|---------------------------|---|-----------------|
| Sessional Work | : | 20 Marks |
| House Examination- I & II | : | 10 Marks |
| Practical Work | : | 10 Marks |

Suggested Practical Work (Any two)

1. Organizing sports activity in a school.
2. To help in conduct and organization of annual sports meet of the college.
3. Demonstration of any five skills of different games or teaching skills.
4. To motivate students to participate in sports activities by using different methods.

References:

1. Charles, A. Bucher (1979): Foundations of Physical Education. 8th ed. The C.V. Mosby Company, St. Louis .
2. Fox, Edward L. (1984): Sports Physiology . CBS College Publications,
3. Haskell, W. (1982): Nutrition and Athletic Performance. Bull Publishing, Halt.
4. Kamlesh, M. L. (1983): Psychology in Physical Education and Sports. Metropolitan Book Company ,New Delhi.
5. Kamlesh, M. L. (1988): Physical Education Facts and Foundations. P.B. Publications Pvt. Ltd, Faridabad.
6. Kaur, Manjit and Sharma, R. C: An Introduction to Health and Physical Education. Tandon Publishers, Ludhiana.
7. Singh , Hardyal Science of Sports Training. DVS Publications, New Delhi.
8. Singh, Ajmer and Others (2003): Essentials of Physical Education. Kalyani Publishers, Ludhiana.
9. Singh, Ajmer and Others (2004): Essentials of Physical Education. Kalyani Publishers, Ludhiana.
10. Thomas, J.P. (:): Organizations of Physical Education. Gnanodaya Press, Madras.
11. Trinarayan and Hariharan. (1986): Method in Physical Education . South India Press, Karaikudi
12. Voltmeter, F.V. and Esslinger, A. E. (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. IL.

TEACHING OF MUSIC**Option viii****Time : 3 Hrs.****Max. Marks 100****Terminal: 80 Marks****Sessional: 20 Marks****Instructions for Paper Setter/ Candidate**

1. The question paper will consist of five units: I, II, III, IV and V.
2. The paper setter will set three questions from each Units I, II, III and IV. (From the syllabus of the respective Units). Each question will carry 8 marks.
3. The candidate will be asked to attempt any two questions from each unit.
4. Units V will consist of lesson planning. One question on lesson plan will be framed and will carry 8 marks. Four short answer questions carrying 2 marks each will also be framed. All the questions will be compulsory.

Objectives:

- To enable the pupil-teachers to understand the importance, aims and objectives of teaching of Indian Music.
- To develop interest among pupil-teachers for Music.
- To provide the knowledge of different methods and techniques of teaching of music.
- To acquaint the pupil-teachers with latest teaching skills.
- To enable pupil-teachers to organize competitions and other practical activities.
- To equip them with various types of ragas and different tals.

UNIT I

1. Aims and objectives of Teaching of Music.
2. Knowledge of Swaras, division of Swaras and measures of Shruti.
3. Suggestions for the popularization of Indian Classical Music.

UNIT II

1. Methods of teaching Music.
2. Folk Music: Its role and significance in Education
3. Voice-Culture and its importance

UNIT III

1. Qualities and effective education of music teacher.
2. Evaluation: Continuous & Comprehensive Evaluation: Concept, techniques and weightage distribution (VI to VIII, IX to X), Types of test items for evaluation -Essay type, short answer type, objective type
3. Audio-Visual Aids for Teaching of Music.

UNIT IV

1. Knowledge of different parts of instruments Tanpura/Sitar/Tabla.
2. Notation system of pt. V.N.Bhatkhande and pt. V.D. Pulskar.
3. a. Knowledge of following Talas-Ekgun and Dugun of Dadra, Rupak, Keharva, Jhaptal, Ektal, Chartala and Teental.
b. Non Detail Ragas (only Description) of following Ragas MALKAUNS, BHAIKAV BHAIKAVI, YAMAN and BHUPALI.

UNIT V

1. Lesson Planning (a) Meaning, need and importance (b) Construction of lesson Plan (General and Specific).
2. Micro Teaching: Concept and procedure
3. Teaching Micro-Skills with special reference to:
 - Skill of introducing the lesson
 - Skill of instructional objectives
 - Skill of Questioning
 - Skill of Explanation with illustration
 - Skill of stimulus – variation

| | | |
|--|---|--------------------|
| Internal Assessment | : | 20 Marks |
| Home Examination- I & II | : | (5 + 5) = 10 Marks |
| To prepare students to act as accompanist. | : | 10 marks |
| Practical Work | | |

Suggested Practical Work

Raag and Tal of Unit IV

Books Recommended:

1. Awasthi, S.S. (1964): A Critique of Hindustan Music and Music Education. Jalandhar.
2. Bhatkhande, V. M. (1987): KRAMIK Pustak Mahika Laxmi Narayan Garg, Hathras.
3. Bhatnagar, S. (1988): Teaching of Music. Monika Prakashan, Shimla.
4. Kalekar, Saryu (1968): Sangeet Shikshan Parichaya .
5. Khanna, Jyoti (1992): Teaching of Music.
6. Madan Panna Lal. Teaching of Music. Jalandhar.
7. Shah, Shobhna (1986): Sangeet Shikshan Pranali. Pb. Kitab Ghar Vinod Pustak Mandir , Agra
8. Vasant (1986): Sangeet Visharad. Sangeet Karyalaya, Hathras .

Teaching of Fine Art Option ix

Time : 3 Hrs.

Max. Marks 100

Terminal: 80 Marks

Sessional: 20 Marks

Instructions for Paper Setter/ Candidate

1. The question paper will consist of five units: I, II, III, IV and V.
2. The paper setter will set three questions from each Units I, II, III and IV. (From the syllabus of the respective Units). Each question will carry 8 marks.
3. The candidate will be asked to attempt any two questions from each unit.
4. Unit V will consist of lesson planning. One question on preparation of composite lesson plan will be framed and will carry 8 marks.
Two short answer questions carrying 4 marks each will also be framed. All the questions will be compulsory.

Objectives

To enable student teachers to:

- develop imagination and sense of appreciation of art and interest in teaching of art.
- develop aesthetic sense.
- learn and understand the principles, concept, elements of art and to apply them in actual teaching and daily life.
- be acquainted with different techniques of painting.

UNIT – I

1. Define Art. Indian and Western concept of Art (Origin and Development of Art), Six links of Indian Art, Elements of Art: Line, Form, colour, texture, tone
2. Place of Art in daily life and Education
3. Principles of Art: Balance, Rhythm, Harmony, Dominance, Perspective

UNIT – II

1. Aims and objectives of teaching Art.
2. (a) Correlation of Art with other school subjects
(b) Principles of curriculum constructions at different levels
3. Art room and its requirements

UNIT – III

1. Qualities and functions of art teacher
2. Field trips and excursions, importance of art exhibitions and competitions among children
3. Evaluation: Continuous & Comprehensive Evaluation: Concept, techniques and weightage distribution (VI to VIII, IX to X), Types of test items for evaluation -Essay type, short answer type, objective type

UNIT – IV

1. Method of teaching Art
 - a. Direct observation Method.
 - b. Demonstration Method.
 - c. Project Method.
2. Child Art- Meaning, Importance, Stages
 - a. Scribbling Stage.
 - b. Pre-schematic stage.
 - c. Schematic Stage.
 - d. Gang Age.
 - e. Adolescent stage.
3. Contribution of Artists: S.G.S. Sohan Singh, Amrita Sher Gill, S.S.G. Thakur Singh, S. Sobha Singh.

UNIT –V

1. Lesson Planning: Need & importance
2. Preapartion of composite lesson plan
 - a. Still life.
 - b. Landscape.
 - c. Composition.
 - d. Design.
 - e. Tie and Dye.
3. Micro Teaching Skills
 - a. Stimulus Variation
 - b. Use of Black Board
 - c. Demonstration
 - d. Introducing the Lesson

Sessional Work

20 Marks

- | | | |
|-------------------------------|---|----------|
| House Examination- I & II | : | 10 Marks |
| Practical Work | : | 10 Marks |
| 5. Nature study -1 Full sheet | | |
| 6. Comoposition- 1 Full sheet | | |
| 7. Still Life- Half sheet | | |
| 4. Poster 1 Full sheet | | |
| 5. Design for Rangoli | | |

References:

1. Arya Jaidev, Kala Ka Adhyapan, Luxmi Publication, Meruth.
2. Bharti chetna, Teaching of Fine Arts, Kalyani Publishers, Ludhiana
3. Chawla, S.S. (1986): Teaching of Art. Publication Bureau, Panjabi University, Patiala.
4. Dhawan, ” Appreciation and Fundamentals and History of Art, Tip Top Trading company Ludhiana.
5. Jaswani, K.K. (): Art in Education , Atma Ram and sons, Delhi.
6. Jaswani, K.K. (): Teaching and Appreciation of Art in Schools, Atms Ram and sons Delhi.
7. Prasad Janardan, Art Education, Kanishka Publisher, New Delhi.
8. Walia J.S, Kalaa Ke Sidhant, Paul Publisher, Jalandhar.

Add on Course
E₁ - ICT Integration in Pedagogy

M.M. (Sessional): 25

Objectives:

- To enable the student teachers to know about computer and its components
- To enable the student teachers to make slide presentation.

Unit-I

1. Introduction to Computer: Characteristics, Hardware & software, application, components of computer
2. Input devices Keyboard, Mouse, Joystick, Scanner, Light Pen and Track Ball. Output devices - Monitor, Printers. Memory, its Types and Units. Storage devices: Floppy Disk, Hard Disk, CD-ROM and DVD.
3. Internet: Meaning, Services -E-mail, Chat

Unit-II

(Practical Work)

1. MS-Word:

Creation, Opening and Saving of a document. Editing and Formatting (Font Properties and Paragraph Settings, Spell Checking) Printing (Page Setup, Print Preview). Creating a table, entering and editing text in table and changing format of a table

2. MS-PowerPoint: Introduction to Slides, Views, Creation of PowerPoint Presentation (Inserting, Deleting slides, Formatting)

Slide Transitions and Animation, Creating a graph, Managing Slide show

Practical Work/ Activities

| | | |
|-----------------------------|---|-------------------------------|
| One PowerPoint Presentation | : | 10 Marks (Soft and Hard copy) |
| Viva-Voce | : | 10 Marks |
| File | | 05 Marks |

References:

- Singh, Arjinder (2009). *Modern Approach to Computer Education*. Jalandhar: Modern Publisher.
- Sharma, L. (2006). *Computer Education*. Ferozepur Cantt: Wintech Publications.
- Sinha, P.K. (1992). *Computer Fundamentals*. New Delhi: BPB.
- Subramanian. N. (1988). *Introduction to Computers (Fundamentals of Computer Science)*. New Delhi: Tata McGraw Hill.

E₂- Language Proficiency**M. Marks (Sessional): 25****Objectives:**

- to enable student teachers to acquire basic language skills such as listening, speaking, reading, and writing and integrate them for communicative purposes.
- to introduce student teachers to techniques of note taking and note making.
- to help student teachers to learn effective ways of correspondence.
- to develop the skill of oral presentation and group discussion

Unit-I

1. Communication: types, process, role of communication in a society and channels of communication
2. (a) Speaking: Introduction to phonetics and organs of speech, the skills of effective speaking, the components of an effective talk.
(b) Listening: Process, barrier to listening, effective listening skills, feedback skills
3. (a) Reading: Process, reading purposes, models, strategies, structure of meaning techniques
(b) Writing: Elements of effective writing styles, scientific and technical writing

Unit-II

1. Note taking and note making: Purposes and methods of note taking and note making
2. Oral presentation & Group Discussion: Objects/aims, how to deliver an oral presentation, audience analysis, occasion analysis, preparation, organizing the preparation, practice, ten steps to a successful preparation, methods of writing an oral presentation and group discussion
3. Correspondence: Effective letters, faxes, e-mail, notices, agenda and minutes

Practical Work/ Activities

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|---|----------|
| Oral presentation (English/Punjabi/Hindi) | 10 Marks |
| Group Discussion | 10 Marks |
| File | 05 Marks |

References:

- Indrajit Bhattacharya: An approach to communication skills.
- Singh & Bhatia: Unique communication skills.

E₃- Art in Education.**M. Marks (Sessional): 25****Objectives****To enable student teachers to:**

- develop imagination and sense of appreciation of art and interest in art.
- develop aesthetic sense.
- prepare effective teaching aids.
- have basic knowledge about colour scheme.

UNIT-I

1. Sketching of different objects related with their respective teaching subjects
2. Preparation of colour chart in file i.e Primary, Secondary, warm, cool, neutral
3. Theme based action figures i.e scene at the railway station, any sports activity, any story, market scene, any festival

UNIT-II

1. Writing and Sketching practice on the black board in relation with their teaching subjects
2. Alphabets in English, Gurmukhi and Hindi
3. Motto writing in 3 languages i.e English , Gurmukhi and Hindi
4. Preparation of 2 Flash cards according to their teaching subjects

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|---|---|-----------------|
| Practical | : | 25 Marks |
| Teaching aids/ charts/ flash cards etc. | : | 10 Marks |
| Sessional Work file | : | 10 Marks |
| Blackboard sketching | : | 5 Marks |

Books Recommended:

1. A.K. Dhawan: Dhawan's Art Book. B-IX 1076 Dhawan Building, Ludhiana.
2. Black Board Writing and Work Experience. Prakashan Kendra, New Buildings, Aminabad, Lucknow.
3. Dr. Kapuria: Stick and Sketch. Khanna Printers, Phagwara Gate, Jalandhar.
4. Thames and Hudson: How to Paint and Draw. 30 Bloomsbury Street, London.
5. Work Experience and Black Board Writing. Neeraj Publications, Rohtak.

E₄ Physical Education**Time : 1:30 Hrs.****M.M. 25****Objectives**

- To develop an understanding of aims, objectives of teaching of Physical Education.
- To give awareness regarding physical fitness and its components.
- To give elementary knowledge of human body.
- To give awareness regarding yoga for harmonious development/ de-stress activity.
- To develop an awareness regarding the importance of Physical Fitness and organic efficiency in individual.

UNIT-I

1. Physical Education: Meaning, aims, objectives and importance.
2. a. Meaning and importance of physical fitness and its components.
b. Effects of exercise on respiratory system, circulatory system and muscular system.
3. Meaning and importance of yoga.

Yoga Asana.

- a) Padma, Sidha, Vajra (Meditative)
- b) Shava and Makar (Relaxive)
- c) Bhujang, Ushtra, Chakra Ardhmatryendra, Pashimottar, , Dhanur, Sarvang (Cultural)

UNIT-II

1. Skills in games: (Any one)
Hockey, Football, Basketball, Badminton, Kho-Kho, Volleyball, Table Tennis.
2. Fundamental Skills in Athletics
 - a) Races – 100m, 200m, 400m
 - b) Jumps-Long Jump, High Jump (any one)
 - c) Throws-Shot Put, Discus Throw, Javelin Throw
3. Warming up and cooling down- its meaning and importance.

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| Sessional | : | 25 Marks |
| House Examination I & II | : | 10 Marks |
| Practical Work | : | 10 Marks |
| File Work | : | 5 Marks |

Books Recommended:

1. Kaur, Kuldeep: Teaching of Physical Education
2. M.L. Kamlesh and Sangral: Methods and Principals of Physical Education.
3. S.K. Mangal: Health and Physical Education.