

FACULTY OF EDUCATION

SYLLABUS

FOR

BACHELOR OF EDUCATION

(B.ED.)

EXAMINATION: 2013



GURU NANAK DEV UNIVERSITY

AMRITSAR

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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:

20 Marks

House Examination- I & II :

10 Marks

Two Assignments on (one Indian and one Western Philosopher)

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.

References:

Aggarwal, J.C. (1993): Landmarks in the History of Modern Indian Education . Vikas Publishing House, New Delhi.

Aggarwal, J.C. (2002): Development and Planning of Modern Education. Vikas Publishing House, New Delhi.

Bhatia, K.K, and Narang, C.L. (1996): The Teacher and Education in Emerging India Society. Tandon Publications, Ludhiana. 2nd rev. ed.

Bhatia, K.K. and Narang, C.L. (1992) : Philosophical and Sociological Foundations of Education. Doaba House, Delhi.

Bhatt, B.D. (2005): Modern Indian Education. Planning and Development. Kanishka Publishers , New Delhi.

Brubacher, John S. (1983): Modern Philosophies of Education. Tata McGraw Hill, New Delhi (Also Pbi. Translation by Punjabi University) 4th ed.

Chaube, S.P. (1997) : Philosophical and Sociological Foundation of Education. Ravi, Noudarnalya, 5th rev. ed. Agra.

Cole Luella, A History of Education: Socrates to Montessori, Holt, Rinehart & Winston, New York, 1950.

Dash, D.N. (2005): Philosophical and Sociological Foundation of Education. Dominant Publisher, New Delhi.

Dewey, John. (2004) :Democracy and Education. An Introduction to the Philosophy of Education. Aakar Books, New Delhi.

Goal , Aruna and Goal, S.L: Distance Education- Principles, Potentialities and Perspectives, Deep and Deep Publication Pvt. Ltd, New Delhi, 2009.

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- Mathur, S.S. (1997): Sociological Approach to Indian Education. Vinod Pustak Mandir, Agra, 10th ed.
- Mohanty, Jagannath: Studies in Distance Education, Deep and Deep Publication Pvt. Ltd, New Delhi, 2001.
- NCERT: (1964-66): Education and National Development: Report of the Education Commission. New Delhi.
- Pandey , R.S. (2001) :Principles of Education . Vinod Pustak Mandir, Agra.
- Pandey, R.S. (1992) : National Policy on Education, Horizon Publishers, Allahabad.
- Patik. George Thomas White (1978) : Introduction to Philosophy. Surjeet Publications, Delhi.
- Power, Edmund, J., Main Currents in the History of Education, McGraw Hill Book Co.Inc., New York, 1962.
- Rai, Digumarti Bhaskara: Distance Education- Open learning and virtual university concepts, Authors Press, New Delhi, 2007.
- Rao, Digumarti Bhaskara: Education for the 21st century, Discovery Publishing House, New Delhi, 2004.
- Safaya , R.N. and Shaida, B.D. (1983) : Principles and Techniques of Education. Dhanpat Rai and Sons, Delhi.
- Sahu, Bhagirathi (2002): The New Educational Philosophy. Sarup and Sons, New Delhi.
- Selvan, S.K . Pannear: Distance Education in the 21st century, A.P.H, Publication corporation, New Delhi, 2009
- Sharma, R.A: Distance Education, Loyal Book Depot, Meerut, 2008.
- Sharma, Ram Nath. (2005): Text book of Educational Philosophy. Kanishka Publishers, New Delhi.
- Sodhi, T.S. and Suri, Aruna (2006): Philosophical and Sociological Foundations of Education. Bawa Publication, Patiala.
- Taneja, V.R. (1987): Educational Thought and Practice. Sterling Pvt. Ltd., New Delhi.
- Taneja, V.R. (2006): Foundation of Education. Mahindra Capital Publishers, Chandigarh.

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 .

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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.
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7. Murti, S.K. (2004): Teacher and Education in Indian Society. Vinod Publications, Ludhiana.
8. NCERT: National curriculum Frame work (2005).
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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.
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- Clifford Morgan; King, R.R. and Weisz, John (1999): Introduction to Psychology. Tata Mc Graw Hill Publishing Company Ltd, New Delhi.
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- 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.
- Mohanty, Girish bala (1986): Educational Psychology. Kalyani Publishers, New Delhi.
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- Sidhu, Kulbir Singh (1998): Statistics in Education and Psychology. International Publishers, Jalandhar.
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- 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

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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.
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- 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).
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- 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.
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- 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
 - a. 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.

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- 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.
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- Diamond Robert M. (1986) Designing and Improving Courses in Higher Education: A Systematic Approach, California, Jossey-Bass Inc. Publication.
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- 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.

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.

Bachelor of Education

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

ਪੰਜਾਬੀ ਅਧਿਆਪਨ

Option i (a)

ਸਮਾਂ: 3 ਘੰਟੇ

ਕੁਲ ਅੰਕ: 100

ਬਾਹਰੀ ਪਰੀਖਿਆ: 80

ਅੰਦਰੂਨੀ ਪਰੀਖਿਆ: 20

ਪ੍ਰਸ਼ਨ ਪੱਤਰ ਨਿਰਮਾਤਾ/ਵਿਦਿਆਰਥੀਆਂ ਦੇ ਲਈ ਨਿਰਦੇਸ਼:

1. ਪ੍ਰਸ਼ਨ ਪੱਤਰ ਨੂੰ ਪੰਜ ਇਕਾਈਆਂ ਵਿੱਚ ਵੰਡਿਆ ਜਾਵੇਗਾ- 1, II, III, IV, V
2. ਪ੍ਰਸ਼ਨ ਪੱਤਰ ਨਿਰਮਾਤਾ ਹਰੇਕ ਇਕਾਈ ਵਿੱਚੋਂ ਤਿੰਨ ਪ੍ਰਸ਼ਨ ਲਿਖੇਗਾ, ਜਿਵੇਂ I, II, III, IV (ਸੰਬੰਧਿਤ ਇਕਾਈ ਦੇ ਪਾਠਕ੍ਰਮ ਵਿੱਚੋਂ) ਹਰੇਕ ਪ੍ਰਸ਼ਨ ਦੇ 8 ਅੰਕ ਹੋਣਗੇ।
3. ਹਰੇਕ ਇਕਾਈ ਵਿੱਚੋਂ ਕੋਈ ਦੋ ਪ੍ਰਸ਼ਨ ਕਰਨੇ ਹੋਣਗੇ।
4. ਇਕਾਈ ਪੰਜ ਸਭ ਲਈ ਜ਼ਰੂਰੀ ਹੈ। ਇਕਾਈ ਪੰਜ ਵਿੱਚ ਪਾਠ ਯੋਜਨਾ ਦੇ ਅੱਠ ਅੰਕ ਹੋਣਗੇ। ਦੋ ਪ੍ਰਸ਼ਨ ਚਾਰ ਚਾਰ ਅੰਕਾਂ ਦੇ ਪਾਠ ਯੋਜਨਾ, ਸੂਖਮ ਯੋਜਨਾ ਅਤੇ ਅਧਿਆਪਨ ਕੋਸ਼ਲਾਂ 'ਤੇ ਅਧਾਰਿਤ ਹੋਣਗੇ।

ਉਦੇਸ਼:

ਵਿਦਿਆਰਥੀਆਂ/ਅਧਿਆਪਕਾਂ ਵਿੱਚ ਪੰਜਾਬੀ ਪੜ੍ਹਾਉਣ ਦੀ ਰੁਚੀ ਪੈਦਾ ਕਰਨੀ।

ਵਿਦਿਆਰਥੀ/ਅਧਿਆਪਕਾਂ ਵਿੱਚ ਸਕੂਲ ਪੱਧਰ 'ਤੇ ਮਾਤਾ ਭਾਸ਼ਾ ਪੰਜਾਬੀ ਪੜ੍ਹਾਉਣ ਸੰਬੰਧੀ ਪੇਸ਼ ਆਉਂਦੀਆਂ ਮੁਸ਼ਕਿਲਾਂ ਹੱਲ ਕਰਨ ਦੇ ਯੋਗ ਬਣਾਉਣਾ।

ਵਿਦਿਆਰਥੀ/ਅਧਿਆਪਕਾਂ ਵਿੱਚ ਸਿਰਜਨਾਤਮਿਕ, ਉਪਚਾਰਤਮਿਕ ਤੇ ਅਨੁਸਧਾਨਤਮਿਕ ਕੁਸ਼ਲਤਾਵਾਂ ਦਾ ਵਿਕਾਸ ਕਰਨਾ।

ਵਿਦਿਆਰਥੀ/ਅਧਿਆਪਕਾਂ ਨੂੰ ਲੋੜ ਅਨੁਸਾਰ ਹਵਾਲਾ ਪੁਸਤਕਾਂ ਦੀ ਵਰਤੋਂ ਕਰਨ ਦੀ ਆਦਤ ਪਾਉਣੀ।

ਵਿਦਿਆਰਥੀ/ਅਧਿਆਪਕਾਂ ਨੂੰ ਸਾਹਿਤ ਦੇ ਵਿਭਿੰਨ ਰੂਪਾਂ ਦੇ ਅਧਿਆਪਨ ਢੰਗਾਂ ਬਾਰੇ ਜਾਣਕਾਰੀ ਦੇਣਾ।

ਵਿਦਿਆਰਥੀ/ਅਧਿਆਪਕਾਂ ਨੂੰ ਮਾਤਭਾਸ਼ਾ ਦੀ ਸਿੱਖਿਆ ਦੇ ਉਦੇਸ਼ਾਂ ਅਤੇ ਸਿਧਾਂਤਾਂ ਦੀ ਸੋਝੀ ਕਰਾਉਣਾ।

ਇਕਾਈ (1)

1. ਭਾਸ਼ਾ ਦੀ ਪਰਿਭਾਸ਼ਾ, ਪ੍ਰਕਿਰਤੀ ਅਤੇ ਉਤਪਤੀ ਦੇ ਸਿਧਾਂਤ
2. ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਨਿਕਾਸ ਅਤੇ ਵਿਕਾਸ
3. ਮਾਤਭਾਸ਼ਾ ਸਿੱਖਿਆ ਦੇ ਉਦੇਸ਼, ਮਹੱਤਵ, ਸਿਧਾਂਤ ਅਤੇ ਸੂਤਰ

ਇਕਾਈ (2)

1. ਸੁਣਨ ਕੋਸ਼ਲ ਦੀ ਭਾਸ਼ਾ ਸਿੱਖਿਆ ਵਿੱਚ ਮਹੱਤਤਾ, ਲੋੜਦੀਆਂ ਸ਼ਰਤਾਂ ਅਤੇ ਅਭਿਆਸ
2. ਬੋਲਚਾਲ ਦੀ ਸਿੱਖਿਆ ਦਾ ਮਹੱਤਵ, ਭਾਸ਼ਾ ਦੇ ਅਸ਼ੁੱਧ ਉਚਾਰਣ ਦੇ ਕਾਰਨ ਅਤੇ ਸੁਧਾਰ
3. ਓ) ਪੜ੍ਹਨਾ (ਵਾਚਨ) ਸਿਖਾਉਣਾ: ਪੜ੍ਹਾਈ ਸਿੱਖਿਆ ਦੀਆਂ ਵਿਧੀਆਂ -ਸੂਖਮ ਪੜ੍ਹਾਈ ਅਤੇ ਸਥੂਲ ਪੜ੍ਹਾਈ ਅਤੇ ਕਿਸਮਾਂ-ਮੋਨਪਾਠ ਤੇ ਉੱਚੀ ਪਾਠ।
ਅ) ਲਿਖਣਾ ਸਿਖਾਉਣਾ: ਲਿਖਤ ਰਚਨਾ ਦਾ ਮਹੱਤਵ, ਵਿਧੀਆਂ ਅਤੇ ਅਭਿਆਸ, ਲਿਖਤੀ ਕੰਮਾਂ ਦੀ ਸੁਧਾਈ ਅਤੇ ਸੁਲੇਖ ਸਿੱਖਿਆ।

ਇਕਾਈ (3)

1. ਕਵਿਤਾ ਅਤੇ ਵਾਰਤਕ ਅਧਿਆਪਨ: ਮਹੱਤਵ, ਉਦੇਸ਼, ਅਤੇ ਪੜ੍ਹਾਉਣ ਦੀਆਂ ਵਿਧੀਆਂ, ਕਵਿਤਾ ਅਤੇ ਵਾਰਤਕ ਅਧਿਆਪਨ ਵਿੱਚ ਅੰਤਰ।
2. ਵਿਆਕਰਨ ਦੀ ਸਿੱਖਿਆ: ਪਰਿਭਾਸ਼ਾ, ਸਿੱਖਿਆ ਦੇਣ ਦੀ ਉਮਰ/ਸਮਾਂ, ਮਹੱਤਤਾ, ਉਦੇਸ਼ ਅਤੇ ਵਿਧੀਆਂ।
3. ਓ) ਮਾਤਭਾਸ਼ਾ ਦੀ ਪਾਠ ਪੁਸਤਕ: ਉਦੇਸ਼, ਮਹੱਤਤਾ ਅਤੇ ਸਿਧਾਂਤ।
ਅ) ਮਾਤਭਾਸ਼ਾ ਦਾ ਪਾਠਕ੍ਰਮ: ਉਦੇਸ਼, ਮਹੱਤਤਾ ਅਤੇ ਸਿਧਾਂਤ।

ਇਕਾਈ (4)

1. ਭਾਸ਼ਾ ਸਿੱਖਿਆ ਵਿੱਚ ਦ੍ਰਿਸ਼ਟੀ ਸਰੋਤ ਸਾਧਨ: ਅਰਥ, ਮਹੱਤਤਾ, ਕਿਸਮਾਂ ਅਤੇ ਉਪਯੋਗੀ ਵਰਤੋਂ
2. ਮੁਲਾਂਕਣ: ਨਿਰੰਤਰ ਵਿਆਪਕ ਮੁਲਾਂਕਣ- ਅਰਥ, ਵਿਧੀਆਂ ਅਤੇ ਅੰਕ ਵੰਡ (VI ਤੋਂ VIII, IX ਤੋਂ X)
3. ਓ) ਭਾਸ਼ਾ ਪ੍ਰਯੋਗਸ਼ਾਲਾ ਅਰਥ, ਉਦੇਸ਼, ਮਹੱਤਤਾ ਅਤੇ ਵਰਤੋਂ ਦੇ ਢੰਗ
ਅ) ਭਾਸ਼ਾ ਪੁਸਤਕਾਲਾ: ਮਹੱਤਤਾ, ਲਾਭ ਅਤੇ ਵਰਤਮਾਨ ਸਥਿਤੀ

ਇਕਾਈ (5)

1. ਪਾਠ ਯੋਜਨਾ: ਪਰਿਭਾਸ਼ਾ, ਉਦੇਸ਼, ਮਹੱਤਤਾ, ਵਿਸ਼ੇਸ਼ਤਾਵਾਂ ਅਤੇ ਕਿਸਮਾਂ- ਵਾਰਸ਼ਿਕ, ਇਕਾਈ ਅਤੇ ਦੈਨਿਕ ਯੋਜਨਾਵਾਂ
2. ਮਾਤ ਭਾਸ਼ਾ ਦੇ ਅਧਿਆਪਨ ਲਈ ਪਾਠ ਯੋਜਨਾ ਤਿਆਰ ਕਰਨੀ ਸਿੱਖਣੀ
3. ਸੂਖਮ ਪਾਠ ਯੋਜਨਾ ਅਤੇ ਅਧਿਆਪਨ ਕੋਸ਼ਲ:
ਓ) ਜਾਣ ਪਛਾਣ ਕੋਸ਼ਲ
ਅ) ਪ੍ਰਸ਼ਨ ਉੱਤਰ ਕੋਸ਼ਲ
ੲ) ਵਿਆਖਿਆ ਕੋਸ਼ਲ
ਸ) ਬਲੈਕਬੋਰਡ ਕੋਸ਼ਲ
ਹ) ਉਦੀਪਨ ਪਰਿਵਰਤਨ ਕੋਸ਼ਲ

- ਅੰਦਰੂਨੀ ਮੁਲਾਂਕਣ** **20 ਅੰਕ**
- ਓ) ਦੋ ਅੰਦਰੂਨੀ ਪ੍ਰੀਖਿਆਵਾਂ 10 ਅੰਕ
- ਅ) ਪ੍ਰੋਜੈਕਟ(ਪੰਜਾਬੀ ਲਈ ਨਿਰਧਾਰਿਤ ਪਾਠ ਪੁਸਤਕ ਦਾ ਮੁਲਾਂਕਣ) 10 ਅੰਕ

ਸਹਾਇਕ ਪੁਸਤਕਾਂ ਦੀ ਸੂਚੀ

- | | | |
|--|---------------------------------|----------------------------------|
| 1. ਇੰਦਰਦੇਵ ਨੰਦਰਾਂ | ਆਧੁਨਿਕ ਪੰਜਾਬੀ ਅਧਿਆਪਨ | ਟੰਡਨ ਪਬਲਿਸ਼ਰਜ਼ |
| 2. ਸੁਖਵਿੰਦਰ ਸਿੰਘ ਸੇਖੋਂ/ਮਨਦੀਪ ਕੌਰ ਸੇਖੋਂ | ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਅਧਿਆਪਨ | ਕਲਿਆਣੀ ਪਬਲਿਕੇਸ਼ਨਜ਼ |
| 3. ਡਾ. ਅਮਰਜੀਤ ਕੌਰ | ਪੰਜਾਬੀ ਅਧਿਆਪਨ | ਸੂਰੀਆ ਪਬਲਿਕੇਸ਼ਨਜ਼ |
| 4. ਡਾ. ਉਮਕਾਰ ਐਨ.ਕੋਲ | ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਅਧਿਆਪਨ | ਰਵੀ ਪਬਲਿਸ਼ਰਜ਼ |
| 5. ਜਸਵੰਤ ਸਿੰਘ ਜੱਸ | ਮਾਤ ਭਾਸ਼ਾ ਦੀ ਸਿੱਖਿਆ ਵਿਧੀ | ਮਹਿਤਾਬ ਸਿੰਘ (ਨਿਊ ਬੁੱਕ ਕੰਪਨੀ) |
| 6. ਡਾ. ਰਘੂਨਾਥ ਸਫਾਇਆ | ਮਾਤ ਭਾਸ਼ਾ ਦੀ ਸਿੱਖਿਆ | ਪ੍ਰਕਾਸ਼ ਬ੍ਰਦਰਜ਼ |
| 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 |

हिन्दी शिक्षण
Option i (b)

समय-3 घण्टे

कुल अंक-100
बाह्य परीक्षण-80
आन्तरिक परीक्षण-20

प्रश्न-पत्र निर्माता/छात्रों के लिए निर्देश:-

1. प्रश्न पत्र को पाँच इकाईयों में विभाजित किया जाएगा-I, II, III, IV, V
2. प्रश्न पत्र निर्माता प्रत्येक इकाई में तीन प्रश्न लिखेगा जैसे I, II, III और IV (सम्बन्धित इकाई के पाठ्यक्रम से)। प्रत्येक प्रश्न के आठ अंक होंगे।
3. प्रत्येक इकाई में से कोई दो प्रश्न करें।
4. इकाई V अनिवार्य है। इसमें एक पाठ योजना 8 अंक की तथा 4-4 अंक के दो प्रश्नों के उत्तर करने होंगे।

उद्देश्य:-

हिन्दी शिक्षण के लिए सम्बन्धी योग्यताओं का विकास करना।

भावी शिक्षकों में हिन्दी भाषा शिक्षण की कुशलताओं का विकास करना।

भावी शिक्षकों में मूल्यांकन क्षमता का विकास करना।

हिन्दी शिक्षण में सहायक सामग्री के निर्माण और प्रयोग की योग्यता का विकास करना।

आधुनिक शिक्षण विधियों के उचित प्रयोग के बारे में भावी शिक्षकों को परिचित करवाना।

पाठ्यक्रम

प्रथम इकाई

1. भाषा की परिभाषा, भाषा के आधार, प्रकृति और उसके विविध रूप
2. भाषा शिक्षण के सामान्य सिद्धान्त एवं सूत्र
3. उद्देश्य, मातृभाषा और राष्ट्र भाषा के रूप में

द्वितीय इकाई

1. श्रवण कौशल: महत्व, प्रविधियाँ
2. उच्चारण शिक्षण: महत्व, उच्चारण दोषों के कारण, निवारण के उपाय
3. (क) वाचन शिक्षण: महत्व, वाचन मन्दता के कारण और निवारण के उपाय
(ख) बोलचाल शिक्षण: महत्व, उद्देश्य एवं क्रियाएँ

तृतीय इकाई

1. क. गद्य शिक्षण: उद्देश्य, सोपान, विधियाँ
ख. पद्य शिक्षण: उद्देश्य, सोपान, विधियाँ
2. व्याकरण शिक्षण: महत्व, उद्देश्य एवं विधियाँ
3. कहानी तथा नाटक शिक्षण का महत्व, विधियाँ

चतुर्थ इकाई

1. हिन्दी की पाठ्यपुस्तक की उपयोगिता, विशेषताएँ और निर्माण के सिद्धान्त।
2. हिन्दी अध्यापक के गुण, कर्तव्य और वर्तमान स्थिति।
3. मूल्यांकन: निरन्तर व्यापक मूल्यांकन - अर्थ, विधियाँ और अंक विभाजन (VI से VIII, IX से X)

पंचम इकाई

1. दृश्य श्रव्य साधनों का महत्व, चयन तथा प्रयोग।
2. पाठ योजना की उपयोगिता, सोपान।
3. सूक्ष्म अध्ययन के कौशल:- (i) पाठ योजना से जान पहचान, (ii) व्याख्यात्मक कौशल, (iii) प्रश्नोत्तर कौशल, (iv) उद्दीपन परिवर्तन, (v) श्यामपट लेखन।

आन्तरिक मूल्यांकन: अंक: २०

I. आन्तरिक परीक्षाएँ = १०
II प्रश्न पत्र निर्माण = १०

सहायक पुस्तक सूची:-

नायक सुरेश, "हिन्दी भाषा शिक्षण," टवंटी फास्ट सेंचुरी पब्लिकेशन्स, पटियाला
बराड़ सर्वजीत कौर, "हिन्दी अध्यापन", कल्याणी पब्लिकेशन्स, देहली
खन्ना ज्योति, "हिन्दी शिक्षण", धनपत राय ए. ड. सन्ज़, देहली
गोयल ए०के०, "हिन्दी शिक्षण", हरीश प्रकाशण मन्दिर, आगरा
मक्कड़ नरिन्द्र, " हिन्दी शिक्षण", गुलनाज़ पब्लिकेशन्ज़, जालन्धर।

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.

संस्कृत शिक्षण
Option i (d)

समय-3 घण्टे

कुल अंक-100
बाह्य परीक्षण-80
आन्तरिक परीक्षण-20

प्रश्न-पत्र निर्माता/छात्रों के लिए निर्देश:-

1. प्रश्न पत्र को पाँच इकाईयों में विभाजित किया जाएगा-I, II, III, IV, V
2. प्रश्न पत्र निर्माता प्रत्येक इकाई में तीन प्रश्न लिखेगा जैसे I, II, III और IV (सम्बन्धित इकाई के पाठ्यक्रम से)। प्रत्येक प्रश्न के आठ अंक होंगे।
3. प्रत्येक इकाई में से कोई दो प्रश्न करें।
4. इकाई V अनिवार्य है। इसमें एक पाठ योजना 8 अंक की तथा 4-4 अंक के दो प्रश्नों के उत्तर करने होंगे।

उद्देश्य:-

संस्कृत शिक्षण के लिए सम्बन्धी योग्यताओं का विकास करना।

भावी शिक्षकों में संस्कृत भाषा शिक्षण की कुशलताओं का विकास करना।

भावी शिक्षकों में मूल्यांकन क्षमता का विकास करना।

संस्कृत शिक्षण में सहायक सामग्री के निर्माण और प्रयोग की योग्यता का विकास करना।

आधुनिक शिक्षण विधियों के उचित प्रयोग के बारे में भावी शिक्षकों को परिचित करवाना।

इकाई-१

१. संस्कृत और भारतीय भाषाओं की ऐतिहासिक पृष्ठभूमि।
२. संस्कृत भाषा शिक्षण के उद्देश्य, महत्त्व ।
३. क. संस्कृत भाषा शिक्षण के सामान्य सिद्धान्त एवं सूत्र।
ख. संस्कृत भाषा शिक्षण की विभिन्न पद्धतियां - पाठ्यपुस्तक, प्रत्यक्ष, अभीष्ट।

इकाई-२

१. संस्कृत में उच्चारण शिक्षण - अशुद्ध उच्चारण के प्रकार, कारण एवं सुधार के उपाय।
२. क. संस्कृत में गद्य शिक्षण - अभिप्राय, उद्देश्य एवं सोपान।
ख. संस्कृत में पद्य शिक्षण - अभिप्राय, उद्देश्य एवं सोपान।
३. क. संस्कृत में रचना शिक्षण - अभिप्राय, उद्देश्य एवं सोपान।
ख. संस्कृत में अनुवाद शिक्षण - अभिप्राय, उद्देश्य एवं सोपान।

इकाई-३

१. क. संस्कृत अध्यापक के गुण।
ख. संस्कृत पाठ्य पुस्तक।
२. संस्कृत शिक्षण में दृश्य श्रव्य साधन।
३. क. संस्कृत शिक्षण में मौखिक कार्य।
ख. सुलेख।

इकाई-४

१. मूल्यांकन - महत्त्व, परीक्षाओं के प्रकार, अभीष्ट परीक्षा प्रणाली।
२. संस्कृत शिक्षण में निदानात्मक एवं उपचारात्मक साधन।
३. गृहकार्य एवं उसका संशोधन।

इकाई-५

१. पाठ योजना - अभिप्राय, महत्त्व तथा सोपान।
२. आदर्श प्रश्न पत्र के निर्माण सिद्धान्त।
३. आठवीं और दसवीं की पाठ्य-पुस्तक में से
 - क. स्वर सन्धि।
 - ख. शब्दरूप - राम, मति, नदी, भानु, इदम् तथा सर्व।
 - ग. धातुरूप - (केवल लट् तथा लङ् में) भू, गम्, चुर, नम्, कथ्
 - घ. अनुवादा।
 - च. प्रत्यय - क्त, क्त्वा, तव्य, अनीय।

Practical:-

- २ सूक्ष्म पाठ योजना
- २ विस्तृत पाठ योजना
- २ सहायक सामग्री

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

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

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

Bachelor of Education

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.

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

Bachelor of Education

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

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

Bachelor of Education

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
 -

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 Bussiness 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

Bachelor of Education

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.

PAPER VI & VII- METHODOLOGY OF TEACHING OF AGRICULTURE

(Option – X)

Time: 3 Hours	Max. Marks: 100 Marks External Examination: 080 Marks Internal Examination : 020 Marks
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Instructions for the 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 Unit 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

To enable the student teachers to:

- Be familiar with Agricultural Practices.
- Be familiar with all relevant concepts of Agriculture.
- Be familiar with all methods of teaching of Agriculture.
- Know various opportunities for professional growth of Agriculture Teacher.
- Develop the skill of dignity of labour.
- Be familiar with methods of maintaining college campus.
- Utilize opportunities for leisure time usefully and fruitfully.

Course Content

UNIT - I

1. Meaning and scope of Agriculture.
2. Aims of teaching agriculture and its place in the school curriculum.
3. Correlation of agriculture with economics, geography and biology.

UNIT - II

1. Principles of Curriculum construction in Agriculture.
2. Kitchen gardening as a part of curriculum.
3. Agriculture teacher and his professional growth.

UNIT - III

1. Methods of teaching agriculture: Demonstration, discussion, problem-solving, project and observation.
2. Importance of Practical work in Agriculture: Organization of agriculture club, agriculture fair and agro exhibitions.
3. Minimum equipment for agriculture, required for a school.

UNIT - IV

1. A text book in agriculture, its need, importance and qualities, reference books and agriculture journals.
2. Evaluation: Its concept, importance, characteristics of good tool of evaluation.

UNIT - V

1. Lesson Planning in Agriculture: Importance, Herbartian approach to lesson planning. Micro teaching skills with special reference to :
 - (i) Skill of Introducing the lesson
 - (ii) Skill of Explanation
 - (iii) Skill of questioning
 - (iv) Skill of stimulus variation
 - (v) Skill of blackboard writing

Internal Assessment	:	20 Marks
Home Examination- I & II	:	(5 + 5) = 10 Marks
Practical Work	:	10 Marks

Practical work:

1. Preparation of a lawn
2. Growing of important crops like brinjal, onion, cabbage, cauliflower and spinach.

Books Recommended :

1. Chotani, R. N. Agriculture and Gardening.
2. ICAR. Handbook of Agriculture. Govt. of India, New Delhi.
3. Khairwal, S. : Agriculture and Gardening.
4. PAU. Handbook of Agriculture, Ludhiana.
5. Punjab Agri. Univ. Handbook of Agriculture, Gardening, Vegetable, Growing.
6. Sharma, R. C. : Modern Science Teaching. Dhanpat Rai and Sons, New Delhi.
7. Singh, Dayabir : Agriculture and Gardening.

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

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

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 Ardhamatyendra, 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.

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.