



PANJAB UNIVERSITY, CHANDIGARH -160014 (INDIA)
(Estd. under the Panjab University Act VII of 1947—enacted by the Govt. of India)

FACULTY OF EDUCATION

SYLLABI

FOR

BACHELOR OF EDUCATION (B.Ed.) (Semester System)
REGULAR COURSE
(1st & 2nd Semester)
EXAMINATIONS, 2014-2015

AND

BACHELOR OF EDUCATION (B.Ed.) (Semester System)
TWO YEAR COURSE
(Through Correspondence)
(I to IV Semesters)
EXAMINATIONS, 2014-2015

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PANJAB UNIVERSITY, CHANDIGARH
Scheme outlines of tests, syllabi and courses of Reading for Bachelor of Education (B.Ed.) General
(Two Semesters) Examination, December 2014 and May 2015

Note:- Use of all brands of non-programmable calculators having signs of addition, subtraction multiplication and division and square root etc. Only, is allowed in the examination centre (in paper II only), but these will not be provided by the university/college. Radio, Pagers/ Mobiles are not allowed in the examination hall. The examination shall consist of two parts as under.

1.1 Scheme outline of B.Ed General in Semester I and Semester II

Semester-I
Part-A (Theory)

S.No.	Paper	Subject	External Practical	Internal Practical	Internal Evaluation	External Theory	Total
1.	I	Philosophical and Sociological bases of education	-----	5	5	40	50
2.	II	The Learner-Nature and Development	-----	5	5	40	50
3.	III	Teaching Learning process and Evaluation	-----	5	5	40	50
4.	IV-A	School Management	-----	5	5	40	50
5.	V-A	ICT Skill development	16	6	6	32	60
6.	VI & VII	Methodology of any two Teaching subjects	-----	5	5	40	50
				5	5	40	50

Total=360

Part-B (Practical)

Components of Practical work. The distribution of the Practical work shall be as under:

S.No.	Components	Practical	External	Internal	Total
1.	I-A	ISE	00	15+15=30	30
2.	II-A	WEP	30	20	50
3.	III-A	CES	-----	10	10
4.	III-B	HSP	30	20	50

Total Marks=140

Total of Semester-I

Part-A =360
Part-B=140
Total=500

ISE : Initiatory School Experiences WEP : Work Experience Programme CES : Communication and Employability Skills HSP : Health and Sports Programme

Semester-II
Part-A (Theory)

S.No.	Paper	Subject	External Practical	Internal Practical	Internal Evaluation	External Theory	Total
1.	I	Philosophical and Sociological bases of education	-----	5	5	40	50
2.	II	The Learner-Nature and Development	-----	5	5	40	50
3.	III	Teaching Learning process and Evaluation	-----	5	5	40	50
4.	IV-B	Guidance and Counselling	-----	5	5	40	50
5.	V-B	Any one of the Options	-----	4	4	32	40
6.	VI & VII	Methodology of any two Teaching subjects	-----	5	5	40	50
				5	5	40	50

Total=340

Part-B (Practical)

There will be following components of Practical work. The distribution of the Practical work shall be as under:

S.No.	Components	Practical	External	Internal	Total
1.	I-B	SEP	70+70=140	30+30=60	200
2.	II-B	SEC	30	20	50
3.	IV	CCC	--	10	10

Total Marks=260

Total of Semester-II

Part-A =340

Part-B =260

Total =600

<p>SEP : School Experience Programme SEC : Simple Expressional Competencies CCC: Co-Curricular, Cultural andCommunity Activities</p>

Total marks of B.Ed Semester I and II = 500+600 =1100
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**Scheme outlines of tests, syllabi and courses of Reading for Bachelor of Education (B.Ed.) Two Year Course (I to IV Semesters)
(Through Correspondence)
Examinations, 2014-2015**

SEMESTER-I

Part-A (Theory)

S. No.	Paper	Subject	External Practical	Internal Practical	Internal Evaluation	External Theory	Total
1	I	Philosophical and Sociological bases of education	-----	5	5	40	50
2	II	The Learner-Nature and Development	-----	5	5	40	50
3	III	Teaching Learning process and Evaluation	-----	5	5	40	50

SEMESTER-II

Paper	Subject	External Practical	Internal Practical	Internal Evaluation	External Theory	Total
I	Philosophical and Sociological bases of education	-----	5	5	40	50
II	The Learner-Nature and Development	-----	5	5	40	50
III	Teaching Learning process and Evaluation	-----	5	5	40	50

SEMESTER-III

S. No.	Paper	Subject	External Practical	Internal Practical	Internal Evaluation	External Theory	Total
4	IV-A	School Management	-----	5	5	40	50
5	V-A	ICT Skill development	16	6	6	32	60
6	VI & VII	Methodology of any two Teaching subjects	-----	5	5	40	50
				5	5	40	50

SEMESTER-IV

S. No.	Paper	Subject	External Practical	Internal Practical	Internal Evaluation	External Theory	Total
4	IV-B	Guidance and Counselling	-----	5	5	40	50
5	V-B	Any one of the Options	-----	4	4	32	40
6	VI & VII	Methodology of any two Teaching subjects	-----	5	5	40	50
				5	5	40	50

Part-B Practicals

Semester-I HSP

Semester-II SEC and CCE

Semester-III ISE and WEP

Semester-IV SEP and CES

Total Marks

	Part A	Part B	Total
Semester I	150	50	200
Semester II	150	60	210
Semester III	210	80	290
Semester IV	190	210	400
Grand Total	700	400	1100

Paper Vth (PART-B) :Any one of the following options:

- | | |
|--|---|
| (i) School Library and Information Services | (ix) Yoga Education |
| (ii) Comparative Education | (x) Value Education |
| (iii) Life Long Learning | (xi) Educational Technology |
| (iv) Health and Physical Education | (xii) Elementary Education |
| (v) Education of Children with special needs | (xiii) Women Education & Indian Society |
| (vi) Population Education | (xiv) Co-Curricular Activities in Schools |
| (vii) Distance Education and Open learning | (xv) E-Education Resource Development |
| (viii) Environmental Education | |

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

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

1.2 Guidelines:

- (i) Admission to the B.Ed. course is subject based. At the time of the admission, each candidate shall opt for two teaching subjects. A candidate can opt for only those teaching subjects, which he/she has studied at graduation/post graduation level. The candidate must have studied the major subject of the subject combination for at least three years at Bachelor's level/two year at Master's level.
- (ii) The students having honours course shall opt for major subject in which they have obtained honours, the minor subject should have been studied at least for one year/one semester.
- (iii) The candidates who have passed additional subjects at graduation level can opt for only those teaching subjects, marks of which are taken into account for the purpose of calculating percentage of marks at graduation level.
- (iv) B.Com./B.B.A./M.Com. Graduates/Post-Graduates may opt two teaching subjects. One is Teaching of Commerce and the other shall be Teaching of Economics/Math/Commerce or any one of the languages i.e. English, Hindi, Punjabi and Sanskrit.

Note : Students with B.Com./B.B.A. degree shall be considered in Commerce stream only, even though they may have passed additional Arts subjects unless they have done Masters in Arts.

- (v) B.C.A. Graduates may opt for Teaching of Computer Science and Applications as one subject. The other subject shall be Teaching of Mathematics or any one of the languages i.e. English, Hindi, Punjabi and Sanskrit.
- (vi) B.E./B.Tech. Graduates shall opt for any two subject combinations out of Mathematics, Computer Science, Science or Language.
- (vii) B.Sc. (Home Science) graduates may opt for two Teaching Subjects. One is Teaching of Home Science and other shall be out of the subjects studied by the candidates at the Graduate level i.e. Teaching of Science or any one of the languages i.e. English, Hindi, Punjabi and Sanskrit.
- (viii) B.Sc. (Medical) graduates shall opt for two teaching subjects out of the following :
 - (a) Teaching of Life Science/Teaching of Science.
 - (b) Teaching of Physical Science.
 - (c) Teaching of any one of the languages i.e. English, Hindi, Punjabi and Sanskrit.
- (ix) B.Sc. (Non-Medical) graduates shall opt for two teaching subjects out of the following :
 - (a) Teaching of Science/Physical Science.
 - (b) Teaching of Mathematics/Teaching of Computer Science.
 - (c) Teaching of any one of the languages i.e. English, Hindi, Punjabi and Sanskrit.
- (x) Arts Graduates may opt for any two teaching subjects selecting one each from the following (a) and (b):
 - (a) Teaching of Social Studies/Fine Arts/Music/Physical Education/Home Science/Economics/History/Geography/Political Science/Sociology/Public Administration.
 - (b) Teaching of any one of the languages i.e. English, Hindi, Punjabi and Sanskrit provided that the candidate has studied the subject at the graduate level.
- (xi) Graduates with Fine Arts/Music/Computer Education/Home Science/Physical Education /Mathematics/Statistics/Quantitative Techniques shall opt for any of these subjects with the other subject combinations available in the offered college.
- (xii) Teaching of Social Studies shall be opted by the graduates who have taken up any two of the following subjects at B.A./M.A. level (In case a candidate who have done masters/higher degree with 50% each in any two of the following can also opt for teaching of Social Studies):
 - (i) History (ii) Geography (iii) Political Science (iv) Sociology (v) Economics (vi) Public Administration (vii) Philosophy (viii) Psychology (ix) Education (x) Defence Studies (xi) Religious Studies.

Note :

1. The subject of Teaching of Fine Arts shall be offered to a candidate who had taken up Fine Arts/Fashion Design/Fashion Technology at his/her B.A. examination or possesses B.A. Degree with Diploma in Drawing and Painting or Arts and Craft Teacher's course from a recognized institution.
2. The candidates should have studied the major subject for three years of Bachelor's degree level/two years at Master's Degree level. However, the minor subject should have been studied for at least one year/one semester at the graduation level.

3. The candidates shall be given the required subject combinations depending upon their availability in the colleges.
4. Candidates who have passed Shastri/Gyani/Prabhakar/Honors/Elective Subjects in languages can opt for two language combinations provided they have studied the other language for at least one year/one semester.

1.3 In the above said subject combinations, one subject should be major which the candidates have studied for three years at graduation level/for two years at Master's level, the other subject may be minor which the candidate has studied for at least one year/ one semester at graduation level.

Note:-

- (i) Teaching of Physical Education shall be taught by an approved lecturer in Physical Education (M.A. Physical Education/M.P.Ed.).
- (ii) Teaching of Computer Education shall be taught by the Lecturer who has qualified M.C.A., M.Sc. (IT/CS) with B.Ed. preferably M.Ed.
- (iii) Paper V-(Part B) Option (i) School Library Services and Option (iv) Health and Physical Education shall be taught by the approved College Librarian and D.P.E./Lecturer in Physical Education respectively.
- (iv) ICT Skill Development Paper V (Part-A) and Component II (Part A) shall be taught by the Computer Lecturer/Instructor (Graduate with PGDCA or One Year Post Graduate Diploma of computer or higher qualification from recognized institution).

1.4 For the setting of Theory Question papers, the following rules should be observed for both semesters :

- (i) In paper I, II and III, 80 marks are for external theory (40 in each semester for said subjects), 10 marks are for Internal Practical work (5 marks are for each semester in said subjects), 10 marks are for continuous Internal evaluation (5 marks are for each semester for said subjects). In paper IV (Part A in First Semester) and Paper IV (Part B) in Second semester), 40 marks are for External Theory, 5 marks are for Internal Practical work and 5 marks are for continuous internal evaluation. In paper V (Part A in First semester), 32 marks are for external Theory, 16 marks are for External Practical, 6 marks for Internal practical work and 6 marks for continuous internal evaluation. In Paper V (Part B) in Second semester), 32 marks are for external theory, 4 marks for Internal Practical work and, 4 marks for continuous internal evaluation. Two teaching methodology papers VI & VII opted by the candidate will be of 100 marks (50 in each semester). 80 marks i.e 40 marks in each semester for both Teaching subject for External theory, 10 marks (5 marks in each semester) for internal preparatory file and 10 marks (5 marks in each semester) for continuous internal evaluation)
- (ii) The papers shall be set by external examiner; **each paper will be of two hours duration.** In papers I, II and III (in both semesters) the Question paper shall be divided into four parts. First three parts will pertain three units of the course content. Two questions will be set from each unit of the course & candidates will be required to attempt one question from each part. Each question will carry 10 marks. Fourth part of the Question paper will be compulsory. It will consist of two short answer types' questions and these questions will cover the entire course. Each short answer type question will be of 5 marks and answer should not exceed 90 words. Each theory paper in both semester will be of $10 \times 3 = 30 + 5 \times 2 = 10$ total 40 marks (5marks are for continuous internal evaluation done on the basis of written assignments, snap tests, participation in discussions held in the class, term papers, attendance etc in both semesters. $5 \times 2 = 10$. 5 marks are allotted for internal evaluation of the practicals work in each paper for both semester. Total marks allotted to each paper in both semester are 100 (40+5+5 and 40+5+5)
- (iii) Paper IV shall be divided into two semesters -paper IV A - (PART A, School Management , in Sem.-I) and paper IV B- (PART B, Guidance and Counselling, in Sem.-II). In paper IV - (PART A) the question paper shall be divided into four parts. First three parts will pertain three units of the course content, two questions will be set from each unit of the course, in each part of the question paper. The candidate will be required to attempt one question from each part. Each question will carry 10 marks. Fourth part of the question paper will be compulsory. It will consist of two short answer type questions and these questions will cover the entire course content uniformly. Each short answer type question will be of five marks and the answer should not exceed 90 words. This theory paper will be of $(10 \times 3) = 30 + (5 \times 2) = 10 = 40$ marks. In paper IV- (PART B) the question paper shall be divided into three parts. First two parts will pertain two units of the course content; two questions will be set from each

- unit of the course, in each part of the question paper. The candidate will be required to attempt one question from each part. Each question will carry 10 marks. Third part of the question paper will be compulsory. It will consist of four short answer type questions two from each unit and these questions will cover the entire course content uniformly. Each short type question will be of five marks and the answer should not exceed 90 words. This theory paper will be of $(10 \times 2) = 20 + (5 \times 4) = 20 = 40$ marks. In paper IV - (PART A) and IV - (PART B) 5 marks are for continuous internal evaluation done on the basis of written assignments, snap tests, participation in the discussions held in the class, term papers, attendance etc. 5 marks are allotted for the internal evaluation of the practical work. Total marks allotted to paper IV- PART A and IV - PART B are 50 each. For external theory examination there shall be two hours for each paper i.e IV (Part –A & Part –B)
- (iv) Paper V shall be divided into two parts – Paper V - PART A (ICT Skill, in Sem.-I) and Paper V - PART B (for one subject opted by the candidate from the list given, in Sem.-II. In paper V – PART A the question paper shall be divided into four parts. First three parts will pertain three units of the course content, two questions will be set from each unit of the course, in each part of the question paper. The candidate will be required to attempt one question from each part. Each question will carry 8 marks. Fourth part of the question paper will be compulsory. It will consist of two short answer type questions and these questions will cover the entire course content uniformly. Each short type question will be of four marks and the answer should not exceed 75 words. This theory paper will be of $(8 \times 3 = 24) + (4 \times 2 = 8) = 32$ marks. In paper V - PART B, the question paper shall be divided into three parts. First two parts will pertain two units of the course content, two questions will be set from each unit of the course, in each part of the question paper. The candidate will be required to attempt one question from each part. Each question will carry 8 marks. Third part of the question paper will be compulsory. It will consist of four short answer type questions and two from each unit these questions will cover the entire course content uniformly. Each short answer type question will be of four marks and the answer should not exceed 75 words. This theory paper will be of $(8 \times 2 = 16) + (4 \times 4 = 16) = 32$ marks. For paper V -PART A, 28 marks are allotted for practical work out of which 16 marks are for external (Practical), 6 marks are for (internal) practical work and 6 marks for continuous internal evaluation. Total marks for paper V - PART A = $32 + (16 + 6 + 6) = 60$, in Sem.-I. In paper V - PART B, 4 marks are for (internal) practical work and 4 marks are allotted to continuous internal evaluation. Total marks for paper V- PART B = $32 + (4 + 4) = 40$, in Sem.-II. For external theory examination there shall be two hours for each paper i.e. V (Part –A & Part –B)
- (v) Internal evaluation and Internal practical work in the above papers shall be done by the committee consisting of at least three members of faculty (of the particular subject) with the principal as moderator.
- (vi) Papers IV- A and IV- B as well as for Papers V- A and V-B will be in separate semesters.
- (vii) Papers VI and VII will comprise of Methodology of Teaching of any two teaching subjects in which the scheme of marks will be as follows : $2 \times \{2 \times (40+5+5=50)\} = 200$ marks,
- (viii) Paper VI and VII will be of 50 marks in both semesters out of which 40 marks are for external theory in both semester, 5 marks are for internal practical work. Each question paper shall be divided into four parts in each semester, first three parts will pertain three units of the course content in each semester. Two questions will be set from each unit of the course in each part of the question paper. The candidates will be required to attempt one question from each part in each semester. Each question will carry 10 marks in each semester. Fourth part of the question paper will be compulsory. It will consist of two short answer type questions from IV Unit of the course content in each semester. Each short answer type question will be of 5 marks and answer should not exceed 90 words in both semesters. This theory paper will be in both semester $2 \times (10 \times 3) + (5 \times 2) = 80$ marks. 10 marks will be in both semester, 5 marks are for continuous internal evaluation in each semester will be done on the basis of written assignment (01), snap tests, participation in the discussions held in class room, term paper attendance etc. Total marks allotted to each paper are 100.
- 1.5** Each theory paper will be allotted 6 periods per week and methodology paper will be allotted 8 periods per Week and Paper-IV (a), IV (b), V (a), V (b) allotted 4 periods. each.
- 1.6** There will be at least two demonstration/Model lessons in each teaching subject to be delivered by the concerned subject teachers.

To appear in the final examination qualifying marks in each of these components is 40%.

SEMESTER –I -- PAPER-I

PHILOSOPHICAL AND SOCIOLOGICAL BASES OF EDUCATION

Total Marks : 50
External Theory : 40
Internal Practical : 5
Internal Evaluation : 5

OBJECTIVES : To enable students to

- make student teachers understand the concept of education.
- understand the historical background of education in India.
- help them to know the concept of philosophy and its relationship with education.
- enable them to know the concept of sociology and its relationship with education.
- understand socio-cultural context of education.
- sensitize the student teachers towards human values and teachers' role in creation of value based system of education.
- acquaint the student teachers with the recent trends in education.

COURSE CONTENT

UNIT – I

- (a) Concept of Education; Indian and Western, Types of education; informal, formal and non-formal, role of home, school and society as agencies of education.
- (b) Indian systems of Education : Ancient, medieval and modern.
- (c) Factors determining aims of education : Individual, Social, cultural, political and economic.

UNIT – II

- (a) Concept of Sociology, Education as an Agent of social adjustment and development: relationship between sociology and education.
- (b) Culture: concept, characteristics and its interactions with education.
- (c) Education for democracy, national integration, international understanding and globalization.

UNIT – III

- (a) Educational Provisions in Constitution of India.
- (b) RTE (2009) – Major suggestions and their implications.

PRACTICAL WORK

Preparation of Report on Human Right Awareness in rural population.

SEMESTER – II-- PAPER-I

PHILOSOPHICAL AND SOCIOLOGICAL BASES OF EDUCATION

Total Marks : 50
External Theory : 40
Internal Practical : 5
Internal Evaluation : 5

OBJECTIVES : To enable students to

- help them to know the concept of philosophy and its relationship with education.
- understand the educational philosophy of some reputed thinkers.
- understand socio-cultural context of education.
- sensitize the student teachers towards human values and teachers' role in creation of value based system of education.
- acquaint the student teachers with the recent trends in education.

COURSE CONTENT

UNIT – I

- a) Concept, nature and functions of philosophy, relationship between philosophy and education.
- b) Impact of idealism, naturalism and pragmatism on education.
- c) Contribution of Gandhi, Tagore and Aurobindo to educational thought and practice.

UNIT – II

- a) Values : Concept, types, sources and role of teacher in inculcating values.
- b) Human Resource Development : Concept, need and role of education in HRD.
- c) Human rights : Concept, role of education in promoting human rights.

UNIT – III

- a) Contemporary policy documents on education in India: NPE1986, NCF 2005 Major suggestions and their implications.
- b) National knowledge commission report: Recommendation on school education.

PRACTICAL WORK

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

BOOKS SUGGESTED:

- Bhatia, K.K. (2005). *Education in Emerging Indian Society*. Ludhiana: Kalyani Publishers.
- Bhatia, K.K. and Narang, C.L. (2008). *Philosophical and Sociological Bases of Education*. Ludhiana: Tandon Publications.
- Biswal, U.N. (2005). *Philosophy of Education*. New Delhi: Dominant Publishers and Distributors.
- Blake, N.; Smeyers, P.; Smith, R. and Standish, P. (2003). *The Blackwell Guide to the Philosophy of Education*. USA: Blackwell Publishing.
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- Chaube, S.P. (1981). *Philosophical and Sociological Foundations of Education*. Agra: Ravi, Noudarnalya.

- Dash, B.N. (2004). *Theories of Education & Education in the Emerging Indian Society*. New Delhi: Dominant Publishers and Distributors.
- Dewey, John (1961). *Democracy and Education*. New York: Macmillan Company.
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- Goff, Phil (2001). *Test your E-Skills*. London : Hobler & Stoughton.
- Halsey, A.H.; Lander, H.; Brown, P. and Nells, A.S. (1997). *Education: Culture, Economy and Society*. New York: Oxford University Press.
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- Naseema, C. & Alam, M.A., From Blackboard to the Web, New Delhi: Kanishka Publishers, Distributors, 2004.
- Nathan, Dev; Kelkar, Govind and Walter, Pierre (Eds.) (2004). *Globalization and Indigenous People in Asia*. New Delhi : Sage Publishers.
- National Council of Teacher Education (1999). *Gandhi on Education*. New Delhi: NCERT.
- National Curriculum Framework. (2005).* www.ncert.nic.in
- National Knowledge Commission (2007).* Recommendations on School Education. Government of India. www.knowledgecommission.gov.in
- National Policy on Education. (1986).* Ministry of Human Resource Development. Government of India.

SEMESTER – I-- PAPER-II

THE LEARNER : NATURE AND DEVELOPMENT

Total Marks	: 50
External Theory	: 40
Internal Practical	: 5
Internal Evaluation	: 5

Objectives:

- To understand the learner and his abilities.
- To understand the process of human development with special reference to adolescence.
- To understand the process of learning and the factors influencing it.
- To understand the psychology of learners with special needs and teach them accordingly.
- To make the students familiar with administration and interpretation of psychological tests.

COURSE CONTENT

UNIT-I

- (a) Educational Psychology – Concept, Nature, Scope and Importance.
- (b) Growth and Development – Concept, Principles, stage of adolescence period with special reference to issues of stress and strain.
- (c) Heredity and Environment - Concepts, Laws and relative role of Heredity and Environment in the development of learner.

UNIT-II

- (a) Nature of Learning – Learning as a process and as an outcome, Factors affecting learning.
- (b) Theories of Learning – Trial and Error theory, Classical Conditioning, Kohler's Insight theory.
- (c) Motivation – Concept, types and techniques for enhancing motivation.

UNIT-III

- (a) Children with special needs – Meaning, Types: Gifted, Delinquents, Educationally Backward Children and their educational programmes.
- (b) Creativity – Concept, dimensions and identification of creative potential, educational programmes for developing creativity.

INTERNAL PRACTICAL

Administration and interpretation of any one psychological tests, mentioned below :

- (a) Learning
- (b) Creativity.

SEMESTER – II-- PAPER-II

THE LEARNER : NATURE AND DEVELOPMENT

Total Marks	: 50
External Theory	: 40
Internal Practical	: 5
Internal Evaluation	: 5

Objectives:

1. To understand the learner and his abilities.
2. To understand the nature of personality, intelligence and its assessment.
3. To make the student teacher familiar with the concept and implications of emotional intelligence.
4. To understand and promote the process of healthy adjustment.
5. To understand the basic concepts of elementary statistics.
6. To make the students familiar with administration and interpretation of psychological tests.

COURSE CONTENT

UNIT-I

- (a) Intelligence – Meaning, theories of intelligence (Spearman, Thurstone, Gardner and Guilford's), measurement of intelligence : (Verbal, Non-Verbal, Performance tests), uses and limitations of intelligence tests.
- (b) Emotional Intelligence : Concept, dimensions, role of teacher in promoting emotional intelligence.

UNIT-II

- (a) Personality – Concept, determinants, assessment.
- (b) Individual differences - Concept, Areas and Educational Implications.
- (c) Stress: Meaning, Types and Coping Strategies.

UNIT-III

- (a) Elementary Educational Statistics – Meaning, uses and computation of measures central tendency (mean, median and mode).
- (b) measure of variability (standard deviation).
- (c) measurement of correlation by rank difference method.

PRACTICAL WORK

Administration and interpretation of **any one** psychological tests, selecting one from mentioned below :

- (a) Intelligence.
- (b) Personality.

BOOKS SUGGESTED :

Bhatia, K.K. (2008). *Bases of Educational psychology*. Ludhiana: Kalyani Publishers.
Chauhan, S.S. (2002). *Advanced Educational Psychology*. New Delhi: Vikas Publishing House.
Dandapani, S. (2000). *A Textbook of Advanced Educational Psychology*. New Delhi: Anmol Publications.
Dash, M. (2000). *Education of Exceptional Children*. New Delhi: Atlantic Publishers and Distributors.
De, Ceco & Crawford, L. (1988). *The Psychology of Learning and Instruction*. New Delhi: Prentice Hall
Garret, H.E. (1981). *Statistics in Psychology and Education*. Bombay: Vakils, Feffer and Simons.
Goleman, Daniel (1996). *Emotional Intelligence*. Bantam Books.
Heward and Orlansky (1992). *Exceptional Children*. New York: Maxwell Macmillan International.

Kakkar, S.B. (2001). *Educational Psychology*. New Delhi: Prentice Hall of India.

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Mangal, S.K. (2002). *Advanced Educational Psychology*. New Delhi: Prentice Hall of India.

Maslow, A.H. (1970). *Motivation and Personality*. 2nd ed., New York: Harper & Row.

Morgan, Clifford; Kind, R.R. and Weise, John (1999). *Introduction to Psychology*. New Delhi: Tata McGraw Hill.

Panda, K.C. (2001). *Education of Exceptional Children*. New Delhi: Vikas Publishing House Pvt. Ltd.

Sahu, Binod Kumar (2002). *Education of Exceptional Children*. Ludhiana: Kalyani Publishers.

Sidhu, Kulbir Singh (1998). *Statistics in Education and Psychology*. Jalandhar: International Publishers.

Singh, Dalip. (2006). *Emotional Intelligence At Work : A Professional Guide*. New Delhi: Response Books.

Tiwari, Govind and Pal Rama (1997). *Experimental Psychology: A Dynamic Approach*. Agra: Vinod Pustak Mandir.

Verma, Preeti and Srivastava, D. N. (1996). *Modern Experiment of Psychology*. Agra: Vinod Pustak Mandir.

Wheldall, Kevin (2006). *Developments in Educational Psychology*. New York: Routledge.

Woolfork, Anita (2004). *Educational Psychology: Reason Education (Singapore)*. New Delhi: Indian Branch.

SEMESTER – I-- PAPER-III

TEACHING LEARNING - PROCESS AND EVALUATION

Total Marks	: 50
External Theory	: 40
Internal Practical	: 5
Internal Evaluation	: 5

Objectives:

After this course, pupil teachers will be able to :

- Explain the concept & relation of teaching and learning & describe the principles of teaching.
- Explain the concept of Educational technology and models of teaching.
- Explain the innovations in Educational technology with special reference to Micro teaching and Programmed Instructions.

COURSE CONTENT

UNIT-I

- (a) Concept of teaching and learning, relationship between teaching and learning.
- (b) Maxims and Principles of teaching.
- (c) Phases of teaching and Levels of learning.

UNIT-II

- (a) Meaning, importance and Approaches of Educational Technology.
- (b) Models of teaching: Meaning, Assumptions and Fundamental Elements of a Model of Teaching.
- (c) Suchman's Inquiry Training Model.

UNIT-III

- (a) Instructional objectives in terms of Bloom's Taxonomy.
- (b) Programmed Learning — Concept, Principles and Types of Programmed Learning (Linear, Branching, Mathematics).
- (c) Concept of Micro Teaching, Merits and limitations.

INTERNAL PRACTICAL

Preparation of Programmed Instruction Material (linear programme of 30 frames)

SEMESTER – II-- PAPER-III

TEACHING LEARNING - PROCESS AND EVALUATION

Total Marks	: 50
External Theory	: 40
Internal Practical	: 5
Internal Evaluation	: 5

Objectives:

After this course, pupil teachers will be able to :

- Explain the concept of Information and Communication Technology
- Explain the concept of class room problems and solve them through Action Research.
- Explain evaluation process.
- Explain the recent trends in evaluation.

COURSE CONTENT

UNIT-I

- (a) Flander's Interactional Analysis System.
- (b) Role of Information and Communication Technology (ICT) in teaching and learning, Computer Assisted Instructions.
- (c) Concept and principles of selection and utilization of learning resources, Online learning resources: e-journals and e-books.

UNIT-II

- (a) Action Research – Meaning, goals and steps in action research.
- (b) Class Communication – Concept, process and types, Barriers and Remedial measures of class room communication.
- (c) Classroom problems– Types and solutions of Classroom problems.

UNIT-III

- (a) Concept and Principles of Measurement and Evaluation.
- (b) Types of Evaluation – Diagnostic, Formative and Summative, Continuous Comprehensive Evaluation – Concept and techniques.
- (c) Recent trends in Examination Reforms: Semester System : Concept and application, Grading System : Concept and application.

INTERNAL PRACTICAL

Action Research

BOOKS SUGGESTED :

- Aggarwal, R.N. and Bipin Asthana (1983). *Educational Measurement & Evaluation*. Agra: Vinod Pustak Mandir.
- Apter, Michel, J. (1968). *The New Technology of Education*. London: MacMillan.
- Bhatia, K.K. & Sidhu, H.S. (1994). *Foundations of Teaching Learning Process*, Ludhiana: Tandon Publication.
- Bhushan, A. and Ahuja, M. (1992). *Educational Technology*. Patiala: Bawa Publishers.
- Chauhan, S.S. (1978). *A Textbook of Programmed Instruction*. New Delhi: Sterling.
- Dececco, John, P. (1964). *Educational Technology, Reading in Programmed Instruction*. Holt Rinehart and Winston.
- Joyce, Bruce and Marsha Wali. (1985). *Model of Teaching*. New Delhi: Prentice Hall of India.
- Mangal, S.K. (2002). *Fundamental of Educational Technology*. Ludhiana: Parkash Brothers.
- Richmond, Menneth (1969). *The Teaching Revolution*, London : Methuen & Co.
- Ruhela, S.P. (1973). *Educational Technology*. New Delhi: Raj Prakashan.
- Sampath, K. ; Panneerselvam A. and Santhanam, S. (1984). *Introduction to Educational Technology*. New Delhi: Sterling Publishers.
- Sharma, R.A. (2005). *Educational Technology*. Meerut: Modern Publishers.
- Sharma, R.A. (1977). *Shikshan Takniki*. Meerut: Modern Publishers.
- Singh, L.C. and Sharma, R.D. (2002). *Micro Teaching*. Agra : Bhargwa Book House.

SEMESTER – I-- PAPER-IV

Paper IV (PART-A) : SCHOOL MANAGEMENT

Total Marks	: 50
External Theory	: 40
Internal Practical	: 5
Internal Evaluation	: 5

Objectives:

After the course, pupil teachers will be able to :

- Understand the Concept and operational aspects of school management.
- Enlist the physical resources of the school and their maintenance.
- Understand the importance of social life in school and the role of administrators and the teachers in it.
- Become successful teachers in future.
- Develop practical skills in organizing school programmes and activities.

COURSE CONTENTS

UNIT-I: ORGANIZATION AND MANAGEMENT

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

UNIT-II : ESSENTIAL FACETS OF SCHOOL ORGANIZATION

- (a) Leadership: Concept, Need & Development of Leadership Qualities among teachers and students.
- (b) School Time Table: Importance, types and principles of time table construction.
- (c) Discipline, Concept, Bases of Discipline, Causes of indiscipline and its remedial measures. Rewards and punishment as techniques of maintaining discipline.

UNIT-III: QUALITY ENHANCEMENT AND MANAGEMENT IN SCHOOLS

- (a) Supervision : Meaning, aims, principles, areas, types and procedures of supervision, modern trends in supervision.
- (b) School Records and Registers: Importance, types and essential requirements and maintenance of school records.
- (c) Co-curricular Activities: Meaning, importance, principles of organizing co-curricular activities- Morning Assembly, NSS/NCC, Field trips.

PRACTICAL WORK

Total Marks: : (05)

Construction of Time Table : (03)

Maintenance of Attendance Registers. : (02)

BOOKS SUGGESTED :

- Bhatia, K.K. and Singh, Jaswant (2002). *Principles & Practice of School Management*. Ludhiana: Tandon Publication.
- Bhatnagar, R.P. and Verma, I.B. (1978). *Educational Administration at College Level*. Meerut: Loyal Book.
- Dash, B.N. (1996). *School Organisation Administration & Management*. Hyderabad: Neel Kamal Publications Pvt. Ltd.
- Sachdeva, M.S. (2001). *School Management*. Ludhiana: Bharat Book Centres.
- Sarkaria, M.S.; Singh, Jaspal and Gera, Manju (2008). *Modern School Management*. Ludhiana: Kalyani Publishers.
- Sodhi, T.S. and Suri, Anaina (2002). *Management of School Education*. Patiala: Bawa Publication.
- Sharma, T.S. (2005). *School Management and Administration*. Patiala: Shaheed-E-Azam Printing Press.

SEMESTER – II-- PAPER-IV

Paper IV (PART-B) : GUIDANCE AND COUNSELLING

Total Marks	: 50
External Theory	: 40
Internal Practical	: 5
Internal Evaluation	: 5

Objectives:

- To help the student teachers to understand the meaning, aims, objectives and need of Guidance.
- To acquaint the students with various types of Guidance.
- To develop skills in administering and interpreting testing and non-testing tools of data collection and to understand the potential of students.
- To enable the student teachers to organize guidance programme in the secondary schools.

COURSE CONTENTS

Unit-I

- (a) Historical Perspective of Guidance & Counseling in Indian context.
- (b) Guidance- Meaning, Need, Aims & Objectives, Principles and Scope.
- (c) Organization of Guidance Programme at Secondary Level, Guidance Programme for Dropouts and Drug Abused.

Unit-II

- (a) Tool and Techniques of Data Collection:
Testing Techniques (Interest Inventories, Aptitude and Achievement Tests)
Non-Testing Techniques (Interview, Rating Scale, Cumulative Record)
- (b) Educational and Information Service (Techniques of Dissemination), Placement Services.
- (c) Recent Trends in Guidance

Unit –III

- (a) Counseling- Meaning, Need, Aims & Objectives, Principles, Difference between Guidance & Counseling.
- (b) Counseling Service- Meaning, Purpose & Approaches (Directive, Non-Directive and Eclectic counseling), Role of Counselor.
- (c) Recent Trends in Guidance

PRACTICAL WORK:

- (a) Group Guidance-One career Talk
- (b) Make a study of Guidance Centre-prepare a report

SUGGESTED BOOKS:

- Aggarwal, J.C., Educational & Vocational Guidance and Counseling, Jalandhar: Doaba House
- Asch, M. (2000). *Principles of Guidance and Counseling*. New Delhi: Sarup and Sons.
- Bhatia, K.K. (2002). *Principles of Guidance & counseling*. Ludhiana: Kalyani Publishers.
- Gibson, R.L. and Mitchell, M.H. (2003). *Introduction to Counseling and Guidance*. New Delhi: Pearson Education.
- Jonse, R.N. (2000). *Introduction to Counseling skills: Text and Activities*. New Delhi, Sage Publications.
- Linda Seligman (1994). *Developmental Career Counseling and Assessment*. (2nd ed.) London: Sage Publications.
- Pandey, K. P. (2000). *Educational and Vocational Guidance in India*. Varanasi: Vishwa Vidyalyaya Prakashan.
- Rathus, S. A. & Nevied, J. S. (1980). *Adjustment and Growth: The challenges of life*. New York: Rinehart and Winston.
- Robinson (2005). *Principles and Procedures in Student Counselling*. New York: Harper & Row.
- Safaya, B.N. (2002). *Guidance & Counseling*. Chandigarh: Abhishek Publications.
- Sharma, R.A. (2008). *Fundamentals of Guidance and Counseling*. Meerut: R. Lall Book Depot.
- Sharma, Tara Chand (2002). *Modern Methods of Guidance and Counseling*. New Delhi: Sarup and Sons.
- Shertzer, Bruce and Stone, Shelly C. (1974). *Fundamentals of Counseling*. London: Houghton Missli.
- Sidhu, H.S. (2005). *Guidance and Counseling*. Patiala: Twenty First Century.
- Sodhi, T.S. and Suri, S.P. (1999). *Guidance & Counseling*. Patiala: Bawa Publication.
- Strang, R. (2005). *Counselling Techniques in Colleges and Secondary Schools*. New York.

SEMESTER – I-- PAPER-V (Part A)

Paper V (PART A) : ICT Skill Development

Total Marks	: 60
External Theory	: 32
Internal Evaluation	: 06
External Practical	: 16
Internal Practical	: 06

Objectives :

- To understand different parts of computer and their Functions.
- To understand various Computer Applications.
- To run different Software on Computer.
- To familiarize student teachers with Internet and its uses.
- To enable student teachers to use Computer for enhancing teaching learning process.

COURSE CONTENTS

Unit I

- a) ICT: Meaning, importance and tools of ICT
- b) Classification of Computers
- c) Generations of computers
- d) Computer Hardware: Input-Output Devices

Unit II

- a) Memory of computers: Primary and Secondary
- b) Introduction to Operating System
 - a. Features of GUI (MS-Windows) and CLI (MS-DOS)
 - b. Files and directory operations
 - c. Windows Explorer and desktop
- c) Introduction to Application Software
 - a. Word Processor
 - b. Spreadsheets
 - c. Presentations
 - d. Database Management System

Unit III

- a) Applications of computers in various fields and specifically in education
- b) Characteristics of a good computerized lesson plan
- c) Application of computer in Teaching Learning Process (Attendance, Evaluation, e Content, daily planner etc.)
- d) Internet: Introduction, advantages and disadvantages

PRACTICAL

- (a) Functions of operating system (DOS, Windows)
- (b) To prepare Project File in MS-Office (WORD, POWER POINT, EXCEL)
- (c) Internet surfing (Using e-mail, e-learning,)

SUGGESTED READINGS

- Kumar, Gaurav (2014) ICT Skill Development, Patiala: 21st Century Publication.
- Kumar, Khushvinder and Kumar, Sunil (2004). *Computer Education*. Gurusar Sadhar: GBD Publications.
- Kumar Khushvinder and Kumar Sunil (2004). *ICT Skill Development*. Gurusar Sadhar: GBD Publications.
- Rajaraman, V. (2004). *Fundamental of Computers*. New Delhi: Prentice Hall of India Pvt. Ltd.
- Sharma, Lalit (2006). *Computer Education*. Ferozpur Cantt: Wintech Publications.
- Sinha, P.K. (1992). *Computer Fundamentals*. New Delhi: BPB Publications.
- Singh, Tarsem (2009). *Basic Computer Education* .Ludhiana: Tandon Brothers.
- Singh, Tarsem (2009). *ICT Skill Development*. Ludhiana: Tandon publication, Ludhiana.

SEMESTER – II-- PAPER-V (Part B)

(i) SCHOOL LIBRARY AND INFORMATION SERVICES

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

Objectives:

- To enable the student- teachers to develop an understanding of meaning, concept and nature of school library services.
- To impart knowledge to student teachers about the need and importance of library services in the present school education.
- To acquaint them with basic principles of school libraries.
- To acquaint and prepare student-teachers for the application of information technologies in school libraries.

Unit-I

- (a) Meaning, Aims & Objectives, Need and Importance of School Library in Education.
- (b) Specific problems of School Library and their solutions
- (c) Five laws of Library science and their solutions
- (d) Open and Close access system, Library-rules and regulations

Unit-II

- (a) Cataloguing and Classification
- (b) Circulation Service: charging and discharging system (Ledger, Newark & Browne)
- (c) Library Centered Teaching and role of Library teacher/Student in developing and making use of a School Library, Library period.
- (d) Reference books, E-Library, Library Soft wares.

PRACTICAL WORK:

Any two from the following:

- a. To prepare entries of 10 titles in the Accession Register.
- b. Classification of at least 10 books at 3 digits level according to DDC.
- c. Important web sites for E-Books, E-Journals and other study material for Schools.

BOOKS SUGGESTED:

- Devi, Savitri and Johri, Nutan (1986). *Bibliographic Reprints: Library Science and Informatics*. New Delhi: NASSDOC
- Kaur, Sumeet *School Library and Information Services*. Ludhiana: Tandon Publications.
- Kumar, Krishana (1997). *Library Organisation*. Vikas Publishing House Pvt. Ltd.
- Singh, Sewa (1985-1990). *Indian Library and Information Science Literature*. New Delhi: Ess Ess Publications.
- Singh, Sewa; Vir Malhan, Inder and Arora, R.L. (1971-1980). *Indian Library Literature*. New Delhi: Today and Tomorrow's.
- Upneja, Sunil K. (2007). *School Library Services*. Ludhiana: Tandon Publishers.
- Wadhawan, Rajan (2009). *School Library Services*. Ludhiana: Tandon Publications.

(ii) COMPARATIVE EDUCATION

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

Objectives :

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

- Describe the meaning, concept, aims, scope and limitations of comparative education.
- Compare and contrast foundations of education in U.S.A., Australia and India.
- Discuss new trends, innovations and expenditure in education.
- Compare and contrast primary and secondary education.
- Acquaint the students with universalization of elementary education.
- Compare and contrast distance education, educational administration and its different agencies.
- Acquaint the students with vocationalization.

COURSE CONTENTS:

UNIT – I

- (a) Meaning, Concept, Aims, Scope with special reference to comparative education and factors influencing education system in India.
- (b) Foundation of education with special reference to Social, cultural, Economical, Political and Geographical areas in U.S.A., Australia and India.
- (c) New trends, Innovations and Expenditure in education with special reference to India.

UNIT - II

- (a) Primary education (Aims, Content, Methods of instruction and Evaluation system) in Australia, U.S.A., and India. Concept of universalization of Elementary education and its implications in India.
- (b) Secondary education and its vocationalization in Australia, U.S.A. and India.
- (c) Distance education (Meaning, Scope and its Structure), Educational Administration and agencies in U.S.A., Australia and India.

PRACTICAL WORK:

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

BOOKS SUGGESTED:

- Bexday, G.Z.L. (1964). *Comparative Methods in Education*. : New Delhi Oxford and IBH Publishing Co.
- Chaube, S.P. (1985). *Features of Comparative Education*. Agra: Vindo Pustak Mandir.
- Chaube, S.P. and Chaube, A. (2001). *Comparative Education*. New Delhi: Vikas Publishing House, Pvt. Ltd.
- Dutt, B. Surya, Venkata and Rao, D.B. (2004). *Comparative Education*.New Delhi: Saujanya Books.
- Hans, Nicholas (1961). *Comparative Education*. London: Routledge and Kegan Paul.
- Kandel, L.L. (1959). *Studies in Comparative Eduaction* .New York: George Harrup.
- Kubow, Patrica K. and Fossum, Paul R. (2002). *Comparative Education Exploring issues in International Context*. New Jersey: Prentice Hall, United State.
- Mishra, B.K. and Mohanty, R.K. (2000). *Trends and Issues in Indian Education*. Meerut: Surya Publication.
- Rai, B.C. (2005). *Comparative Education*. Lucknow: Prakashan Kendra.
- Sharma, Y.K. (2004). *Comparative Education*. Delhi: Kanishaka Publisher.
- Shrivastva, S.K. (2006). *Comparative Education*. New Delhi: Vedams Books Pvt. Ltd.
- Sodhi, T.S. (2003). *Text Book of comparative Education*. New Delhi: Vikas Publishing House, Pvt., Ltd.

(iii) LIFE LONG LEARNING

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

Objectives:

- To enable the student teachers to develop an understanding of the meaning and concept of Life Long Learning.
- To impart knowledge to student teachers about the problems and difficulties coming in the way of achieving full literacy in the country.
- To prepare them to create awareness among illiterate adults for their development.
- To acquaint the student teachers with chief characteristics of an adult learner, different methods and evaluation of Life Long Learning.
- To enlighten the student teachers about the Life Long Learning policies of the country.

COURSE CONTENTS

Unit-I

- (a) Meaning and concept of Life Long Learning.
- (b) Aims and Objectives of Life Long Learning
- (c) Need and Importance of Life Long Learning for the development of an individual for social change
- (d) Problems and suggestive measures for Life Long Learning.

Unit-II

- (a) Various programmes of Life Long Learning in India with special reference to ; NAEP, NPE & NLM
- (b) Adult learner- characteristics, problems and motivation
- (c) Life long teaching- Different methods, Role of Mass Media.
- (d) Evaluation of Life Long Learning.

PRACTICAL WORK:

- Field based project work
- Assignment, seminar and over all performance

BOOKS SUGGESTED:

Chopra, Rita (1993). *Adult Education*. Bombay: Himalaya Publishing House.

Kundu, C.L. (1987). *Adult Education Principles: Practice & Prospects*. New Delhi: Sterling Publishers Pvt. Ltd.

Ministry of Education (1987). *Adult Education Research- Future Directions*.

Prasad, Rajinder (2008). *Adult Education*. New Delhi: APH Publishing Corporation.

Singh, A.K. (1988). *A Micro Analysis of Adult Education in India*. New Delhi: National Book Organization.

Sodhi, T.S. and Multani (1989). *Comparative Studies in Adult Education*. Ambala: The Association Publishers.

Thakur, Devendra (1980). *Adult Education and Mass Literacy*. New Delhi: Deep & Deep Publications.

Thrope, Mary & Grangeon, David (1987). *Open Learning for Adults*. U.K. : Longman Groups.

Tiwari, B.N. (1980). *Adult Education and Libraries*. Allahabad: Vohra Publishers and Distributors.

(iv) HEALTH AND PHYSICAL EDUCATION

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

Objectives:

- To enable the student teachers to develop an understanding of the importance, meaning, concept, aims and objectives of Health and Physical Education.
- To enlighten the student teachers about infectious diseases and their control.
- To aware the students teachers about balanced diet.
- To impart knowledge to use good posters for various purposes and First Aid.

COURSE CONTENT

UNIT-I

- (a) Physical Education: Definition, its Aims and Objectives.
- (b) Importance of Physical Education Programmes in Schools.
- (c) Concept of Health, Health Education: Aims and Objectives.
- (d) School Health Programme: Health Services, Health Supervisions and Health Instructions.
- (e) Common Health Problems and Preventions: Accidents, Environmental Pollution, Over population, Alcoholism, Smoking, Drug Abuses.
- (e) Diet: Functions of Food, Elements of Balanced diet, Food Habits and Malnutrition.

UNIT-II

- (a) Communicable Diseases: Mode of Transmission, Methods of Prevention and Control.
- (b) Posture: Importance of Good Posture, Common Postural Defects and Remedial Exercises.
- (c) Recreation: Meaning, Significance and Recreational Programmes in Schools.
- (d) Layout of the Grounds and Rules and Regulations of the following games: Badminton, Volleyball and Kho- Kho.
- (e) Yoga: Meaning, Need, Importance and Benefits of Yoga asanas.
- (f) Athletic meet – Meaning, Importance, How to organize athletic meet at school level.

PRACTICAL :

1. Prepare a Project Report on: Three types of Sports Ground
2. Project report on Athletic Track
3. Perform Any 3 Yoga Asan

BOOKS SUGGESTED :

- Atwal & Kansal (2003). *A Textbook of Health, Physical Education and Sports*. Jalandhar: A.P. Publisher.
- Bucher, C.A. (1979). *Foundations of Physical Education and Sports*. St. Louis: C.V. Mosby & Co.
- Kamlesh, M.L. and Sangral, M.S. (1986). *Methods in Physical Education*. Ludhiana: Prakash Brothers.
- Kaur, Manjeet (2003). *Health and Physical Education*. Ludhiana: Tandon Publications.
- Kaur, Nirmaljit (2003). *Essentials of Physical Education*. Ludhiana: Kalyani Publishers.
- Malik, Neeru and Malik, Rakesh (2005). *Health and Physical Education*. Gurusar Sadhar: GBD Publications.
- Sandhu, S.S. (2008). *Health and Physical Education*. Ludhiana: Chetna Parkashan.
- Singh, Ajmer. (2003). *Essentials of Physical Education*. Ludhiana: Kalyani Publishers.
- Singh, Ajmer; Gill, Jagtar Singh; Brar, Racchpal Singh; Bains, Jagdish; Rathee, Sonia Kanwar; Gill, Manmeet Kaur and Brar, R.S. *Teaching Methodology and Educational Technology in Physical Education*. Ludhiana: Kalyani Publishers.
- Syedentop, Daryl (1994). *Introduction to physical education, fitness and sports (2nd ed.)*. London: Mayfield Publishing Company.
- Uppal, A.K. & Gautam, G. P. (2004). *Physical Education and Health*. Delhi: Friends Publisher.

(v) EDUCATION OF CHILDREN WITH SPECIAL NEEDS

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

Objectives :

- To acquaint the student teachers with the concept of exceptionality and exceptional children.
- To equip the students with latest trends in the education of exceptional children.
- To develop an awareness and skill in identifying the exceptional children.
- To understand the special needs and problems of exceptional children.
- To inculcate healthy attitude towards exceptional children.
- To impart practical knowledge and experience about the functioning of special schools.

COURSE CONTENTS :

UNIT-I

- (a) Concept of Exceptional Children — Meaning, Need and Classification.
- (b) Special Needs of Exceptional Children.
- (c) Trends in the Education of Exceptional Children viz. Inclusion, Deinstitutionalization, Mainstreaming, Community Based Rehabilitation, and Individualized Education Programme.

UNIT-II

Identification, Characteristics, Causes and Education of the following Categories of Exceptional Children :

- (a) Learning Disabled.
- (b) Mentally Retarded Children.
- (c) Orthopedically Handicapped Children.
- (d) Speech Handicapped Children.

PRACTICAL WORK :

- i. A report based on actual visit to school for exceptional children.
- ii. Case study of a child with any of the disability mentioned in Unit II.

BOOKS SUGGESTED :

- Dash, M. (2000). *Education of Exceptional Children*. New Delhi: Atlantic Publisher and Distributors.
- Mangal, S.K. (2007). *Education of Exceptional Children*. New Delhi: Printice Hall of India.
- Panda, K.C. (2003). *Education of Exceptional Children*. New Delhi: Vikas Publishing House.
- Sahu, Binod Kumar (2002). *Education of Exceptional Children*. Ludhiana: Kalyani Publishers.
- Samuel, A. Kirk. (1997). *Educating Exceptional Children*. 8th Edition, New York: Houghton.
- Sharma, R.A. (2006). *Fundamentals of Special Education*. Meerut: R. Lall Book Depot.
- Singh, Agyajit. *Education of Exceptional Children*. Patiala: 21st Century Publication.
- Singh, Agyajit; Kharab, Pratibha and Arora, Alka. (2008). *Vishisht Balkon Kee Shiksha*. Patiala: 21st Century Publication.

(vi) POPULATION EDUCATION

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

Objectives:

- To be aware of population trends in the world
- To understand that population becomes stable when there is little difference between birth and death rates.
- To develop among themselves a health, rational and scientific attitude toward the natural phenomena of the birth and death
- To realize that the solution to the problem lies in the acceptance of small family norms.
- To develop an attitude that would promote living in peace and harmony along the nature

COURSE CONTENTS

UNIT-I

- (a) Concept of Population Education: Objectives, Scope and Approaches of Population Education, Misconceptions regarding Population education.
- (b) Population Situation in India on the world's perspective. Causes of Population Growth, Demographic Terminology --- Birth rate, Death rate, Sex ratio, Life Expectancy and Population Density.
- (c) Affect of Population Growth on
 - (i) Economic Development.
 - (ii) Social Development.
 - (iii) Educational Development
 - (iv) Environment and Natural Resources
 - (v) Health and Nutrition.

Unit II

- (a) Role of Government and Non-Govt. Agencies concerning Population Education
- (b) Integration of Population Concept in different School Subjects.
- (c) Population Education through Co-Curricular activities
- (d) Role of the Teacher in Population Education program.

PRACTICAL WORK:

Conducting any one of the following surveys in the local area and prepare a report: 1. Progress in the field of literacy, 2. Health and Balanced Diet awareness, 3. AIDS awareness, 4. Environmental awareness,

BOOKS SUGGESTED

- Aggarwal, S.N. (1985). *India's Population Problems*. New Delhi: Tata McGraw Hill Pub. House.
- Parakh, B.S. (1985). *Population Education Inception to Institutional*. New Delhi: NCERT.
- Rao, D.G. (1974). *Population Education: A Guide to Curriculum and Teacher Education*. New Delhi: Sterling Publishers, Pvt. Ltd.
- Sharma, R.C. (1988). *Population Resources, Environmental and Quality of Life: Hand Book on Population Education*. New Delhi: Rai & Sons.
- Sodhi T.S. (2006). *Population Education*. Patiala: Bawa Publications.

(vii) DISTANCE EDUCATION & OPEN LEARNING

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

Objectives:

- To acquaint the student teachers with the concept, need and potential of Distance Education and Open learning.
- To help them understand the opportunities and challenges in the field of Distance education and open learning.
- To enable them to appreciate and use the methods and techniques of Distance education/open learning in the emerging knowledge society.

COURSE CONTENT

UNIT-I

DISTANCE EDUCATION & OPEN LEARNING- INTRODUCTION, CONCEPT AND HISTORY

- (a) Distance Education & Open Learning Concept, Need and Characteristics.
- (b) Distance Education in Independent India : Achievements and Challenges, NPE- 86 (relating to DEOL).
- (c) Distance Education at Different Levels: School level, Higher Education & Vocational Education with examples of course being offered.
- (d) DDE's & State Open Universities: Need, Importance and Functions,

UNIT-II

LEARNER SUPPORT SERVICES IN DISTANCE EDUCATION & OPEN LEARNING AND MAJOR AGENCIES

- (a) Learner Support Services: Meaning, Need and importance.
- (b) Assignments and Projects in DEOL : Concept, Need, Types & Evaluation, Types of Comments on Assignments.
- (c) Print and Multimedia/Online Learner Support Services for DEOL: Study Material, AV Aids and Websites/Webpage, Tele/Video Conferencing.
- (d) NIOS: Establishment, Goals and Courses offered
- (e) DEC: Need, Functions and Limitations

PROJECT WORK:

Prepare a detailed report on the functioning of any one DEOL system at school level or higher education level or vocational level.

BOOKS SUGGESTED

- Anand, S.P. (1979). *University without Walls-Correspondence Education in India*. New Delhi: Vikas Publishing House.
- Bahanagar, S. (1997). *Distance Education-A system under Stress*. New Delhi: Concept Publishing House.
- Bandhu, D. (1994). *Distance Education in India*. Jammu: Vinod Publisher & Distributors.
- Kumar, Anil (1997). *Learner Performance in Distance Education*. New Delhi: Commonwealth Publishers.
- Madhavan, K. and Roy, M. (2001). *Role of Distance education in Developing Countries*. Ambala Cantt: The Indian Publications.
- Rai, Amarnath (2005). *Distance Education*. New Delhi: Author Press.
- Rai, D.P.; Bajpai, R.P. and Singh, N. (2007). *Management and Services of Distance Education*. New Delhi: APH Publishers.
- Raj, Shalini (2004). *Distance Education*. New Delhi: Sarup & Sons.
- Ramanujam, P.R. (2007). *Distance Open Learning-Challenges of Developing Countries*. New Delhi: Shipra Publications.
- Rao, V.K. (2010). *Distance Education*. New Delhi: APH Publishing Corporation.
- Sharma, B.M. (1994). *Distance Education*. New Delhi: Commonwealth Publishers.
- Singh, U.K. (1996). *Distance Education*. New Delhi: Discovery Publications.

(viii) ENVIRONMENTAL EDUCATION

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

Objectives:

- To acquaint the student teachers with the concept of Environment and Ecology.
- To create awareness and generate interest of student-teachers in Environmental Education.
- To provide knowledge to the student–teachers about Pollution and its control.
- To sensitize student-teachers to the Global Environmental problems.
- To sensitize student-teachers to the need for Conservation of the resources.
- To develop desirable attitude, values and respect for the Environment.

COURSE CONTENTS

UNIT – I

ENVIRONMENT, ECOLOGY & ENVIRONMENTAL EDUCATION

- (a) Introduction to Environment and Ecology : Concept of Environment and Ecology, Biosphere, Community, Population, Eco-System, Major Ecosystems of the World (Grassland, Fresh water and Tropical Forest).
- (b) Environmental Education: Meaning, Objectives, its need & importance & Principles of Environmental Education.

UNIT-II

POLLUTION CONTROL AND NATURAL RESOURCES MANAGEMENT

- (a) Pollution Monitoring and Control: Concept of Pollution, Types of Pollution - Air, Soil, Water and Noise Pollution, their sources and effects, monitoring and control.
- (b) Natural Resource Conservation and Management: Definition and Classification of Natural Resources, their Conservation and Management. Wildlife Conservation especially Endangered Species.

PRACTICAL WORK :

Carrying out any one Environmental Awareness Activity of the following:

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

BOOKS SUGGESTED:

- Dani, H.M. (1996). *Environmental Education*. Chandigarh: Panjab University Publication Bureau.
- Kaur, A. (2003). *Scientific Approach to Environmental Education*. Ludhiana: Tandon Publications.
- Khoshoo, T.N. (1999). *Environmental Concerns and Strategies*. New Delhi: Ashish Publication House.
- Kohli, V.K. and Kohli, Vikas (1995). *Environmental Pollution and Management*. Ambala: Vivek Publishers.
- Trivedi, P.R. (2000). *Encyclopedia of Environmental Pollution Planning and Conservation*. I-VI, New Delhi: A.P.H. Co.

(ix) YOGA EDUCATION

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

Objectives :

1. To enable the pupil – teachers to know the historical and philosophical background of Yoga.
2. To enable them to learn about the deferent types of Yoga and understand their educational implications.
3. To enable them to know about major classical Yogic texts.
4. To give them an insight into the practical aspect of Yoga in contemporary times.
5. To enable them to understand to concept of holistic health and contribution of Yoga in promoting holistic health.
6. To enable them to apply Yogic knowledge in educational and stress related situations.
7. To acquaint them with major Yogic practices.

COURSE CONTENT:

UNIT-I

- (a) Yoga : Historical and philosophical background, Meaning, Definitions.,
- (b) Types of Yoga : Raj Yoga (Ashtang Yoga), Hath Yoga, Jnana Yoga, Bhakati Yoga, Karam Yoga – their main features, nature and educational implications.
- (c) Major Yogic texts :
 - i. Patanjli's Yoga Sutra : Nature of Chitta – Vrittis, Concept of Ishwar, Concept and Causes of Kleshas, Concept of Vidya and Moksha, Nature of a true Yogi.
 - ii. Hatha Yoga Pradipika : Asanas, Shatkriyas and Pranayamas – Types and benefits.

UNIT-II

- (a) Modern Age Yoga : Traditional vs. Modern Practices of Yoga, Major Misconceptions, Renowned Yoga Centers (History, activities and contribution to Yoga) – India and Abroad.
- (b) Health and Yoga: Yogic Concept of Holistic Health, Yogic vs. Non-Yogic Diet (Elements and effects on health) ; Meditation – Meaning, Types and Effects; An Ideal Yogic module for Children, Adolescents , Youth, Adults and Old – aged people .
- (c) Human abilities and Yoga :
 - i. Education and Yoga - Promotion of intelligence, awareness and creativity through Yoga, Yoga in Class – rooms (Primary , Secondary and Higher education levels).
 - ii. Stress and Yoga: Stress – Definition, Causes, Symptoms, Complications in life ; Yogic management of stress related disorders – Anxiety, Depression and Suicidal tendencies.

PRACTICAL WORK:

- (i) Practice of Followings:

Yogic Activities	Contents
Yogic Exercises	Surya Namasakar and Pawan mukat series.
Shatkriyas	Jal Neti – Vaman Dhauti, Kapalbhathi and Trataka.
Asanas	A. STANDING POSE 1. Tadasana, 2. Hastpadasana, 3. Konasana , 4. Nataraj asana. B. SITTING POSE 1.Vajrasana 2.Vakrasana 3. Paschimottan asana 4.Gomukhasana C. LYING POSE (SPINE FACING GROUND) 1.Sarvangasana 2.Ardhmatsyasana 3.Halasanana 4. Uttanpadasana. D. LYING POSE (STOMACH FACING GROUND) 1.Bhujangasana, 2.Shalabhasana 3.Dhanurasana 4.Makarasana
Pranayama	Pranayama: Correct Breathing Exercise, Anulome-vilom, Surya-bhedhan and Bhrumari.
Meditation	Meditation : Yoga Nidra, Vipasana T.M.

- (ii) Preparation of a file related to above mentioned Yogic activities (Preferably showing your own pictures in action), steps, benefits and contra-indications.

BOOKS SUGGESTED

- Bijlani, Ramesh. (2010). Back to health through Yoga. New Delhi, Rupa & Co.
- Gupta, S.N. Das.(1987). Yoga Philosophy in Relation to other system of Indian Thought, New Delhi, Moti Lal Banarsi Dass.
- Hota, Bijaylaxmi. (2008). Yoga for school Children. New Delhi, Rupa & Co.
- Iyengar, B.K.S. (2009). The Tree of Yoga. New Delhi, Harper Collins.
- Iyengar, B.K.S. (2010). Light on Pranayama. New Delhi, Harper Collins.
- Kuvalayananda, Swami and Dr. S.L. Vinekar, (1971).Yoga Therapy, Kaivalyadhama, Lonavala.
- Kuvalayananda, Swami, Pranayama, (1983), Popular Prakashan, Bombay.
- Kuvalayananda, Swami, Asanas,(1983) Popular Prakashan, Bombay, English/Hindi.
- Lal, Raman Bihari. (2008). Siksha Ke Daarshnik Evam Samajshastriye Sidhant. Meerut, Rastogi Publications.
- Nagendra, H.R. (1993). Yoga in Education. Banglore, Vivekananda Kendra.
- Niranjananada, Swami. (1998). Yoga Darshan. Deoghar, Panchadashanam Paramahansa Alakh Bara.
- Rai, Lajpat, Sawhney, R.C. and Selvamurthy, W.Selvamurthy (1998). Meditation Techniques, their Scientific Evaluation. Gurgaon, Anubhav Rai Publication.
- Raju, P.T. (1982).The Philosophical Traditions of India. Delhi, Moti Lal Banarsi Dass.
- Ram, Swami. (1999). A Practical Guide to Holistic Health. Pennsylvania, Himalayan Institute of Yoga.
- Reyna, Ruth. (1971). Introduction to Indian Philosophy. New Delhi, Tata McGraw-Hill Publishing Co. Ltd.
- Saraswati, Swami Satyananda. (2005). Asana, Pranayama, Mudra, Bandha. Munger, Bihar School of Yoga.
- Singleton, Mark. (2010). Yoga Body – The origins of Modern posture Practice. Oxford, Oxford University Press.
- Sivananda, Sri Swami. (2007). Janana Yoga. Tehri Garhwal, The Divine Life Society.
- Taimini, I.K. (1979). The Science of Yoga. Madras, Adyar Publication.
- Venkaksaram, P.S. (2008). Yoga for Healing. New Delhi, Jaico Publishing House.
- Villodo, Alberto. (2007). Yoga, Power and Spirit. New Delhi, Hay House Inc.
- Vivekananda, Swami. (2007). Raj Yoga. Calcutta, Ramakrishna Vedanta Math.
- Vivekananda, Swami. (2009). Complete Book of Yoga. Delhi, Vijay Goel Publisher.
- Yogindra, Shri, (1970), Yoga Hygiene simplified. The Yoga Institute Bombay.

(x) VALUE EDUCATION

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

Objectives :

- To enable student teachers to understand meaning, nature & importance of value education.
- To enable them to understand the moral development; approaches and stages.
- To orient the student teachers with various strategies of value orientation.

COURSE CONTENTS

UNIT-I

VALUE EDUCATION AND MORAL DEVELOPMENT

- Concept of Value Education, its need and importance.
- Psychological & Sociological bases of values as viewed by various philosophies with special emphasis on Indian philosophy.
- Moral Development of the child - Concept and Approaches (Psycho-analytical approach, learning theory approach and cognitive development approach).

UNIT-II

STAGES AND STRATEGIES OF VALUE DEVELOPMENT

- Stages in value development as a dimension of an effective domain.
- Strategies of Value-orientation: Experimental approach, value clarification technique, critical enquiry approach, total atmospheric approach, value sheet method, role playing technique, case method, attitude development technique and integrated curriculum approach.

PRACTICAL :

Application of one strategy of value inculcation among school children and its report

BOOKS SUGGESTED:

- Bhatt, S.R. (1986). *Knowledge, Value and Education: An Axionetic Analysis*. Delhi: Gian Pub.
- Josta, Hari Ram (1991). *Spiritual Values and Education*. Ambala: Associated Press.
- Kar, N.N. (1996). *Value Education: A Philosophical Study*. Ambala Cantt: Associated Pub.
- Kulshrestha, S.P. (1979). *Emerging Value-pattern of Teachers and New Trends of Education in India*. New Delhi: Light & Life Publishers.
- Reddy, V. Narayan Karan (1979). *Men Education and Values*. New Delhi: B.R. Pub. Corp.
- Ronald, King (1969). *Values and Involvement in Grammar School*. London: Routledge.
- Sharma, S. R. (Ed.) (1999). *Teaching of Moral Education*. New Delhi: Cosmos, Pub.
- Singh, Samporn (1979). *Human Values*. Jodhpur: Faith Pub.

(xi) EDUCATIONAL TECHNOLOGY

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

Objectives:

After the course, pupil teachers will be able to –

- Understand the concept and scope of Educational Technology
- Formulate instructional objectives
- Explain the meaning and use of cybernetics
- Explain modifying teaching behaviour techniques
- Explain innovations in Educational Technology

COURSE CONTENTS

UNIT- I

- (a) Educational Technology- Meaning, Nature, Scope, Importance and its types: 'Technology in Education', 'Technology of Education' and 'system Approach'.
- (b) Task analysis and instructional objectives-taxonomic categories of objectives. Mager's Approach– formulation of instructional objectives.
- (c) Cybernetics: Meaning and use in the development of instructional designs.

UNIT- II

- (a) Modification of Teacher Behaviour- Interaction analysis: Equivalent category system and Flander's Interaction analysis system.
- (b) Innovations in Educational Technology: e-learning, cooperative learning, mobile learning: concept, advantages and limitations.

PRACTICAL WORK

- (a) Any one classroom interaction analysis by Flanders Interaction analysis system or Self evaluation of one lesson in teaching subject through video recording.
- (b) Prepare a file on E.T resources: OHP, LCD Projector, camera and Interactive board.

BOOKS SUGGESTED

- Apter, Michael, J. (1968). *The New Technology of Education*. London: MacMillan.
- Bhatt, B.D. and Sharma, S.R. (2003). *Educational Technology: Concept and Techniques*. New Delhi: Kanikshka Publishers Distributors.
- Bhushan, A. and Ahuja, M. (1992). *Educational Technology*. Patiala: Bawa Publishers.
- Kulkarni, S.S. (1986). *Introduction to Education Technology*. New Delhi: Oxford & IBH Publishing Co.
- Kumar, K.L. (1996). *Educational Technology and Communication Media*. Cuttack: Nalanda.
- Mangal, S.K. and Mangal, U. (2009). *Essentials of Educational Technology*. New Delhi: PHI Learning Private Limited.
- Richmond, W. R. (Ed.) (1900). *The Concept of Education Technology: A Dialogue with Yourself*. London: Weidenfield and Nicolson.
- Ruhela, S.P. (1973). *Educational Technology*. New Delhi: Raj Prakashsn.
- Sampath, K., Pannirselvam, A. & Santhanam, S. (1990). *Introduction to Educational Technology*. New Delhi: Sterling Publishers Private Limited.
- Sharma, H. L. and Sharma, S. (2010). *Learning to Learn with Love: Theory and Practice of Co-operative Learning*. New Delhi: Gagandeep Publications.
- Sharma, R. A., *Technology of Teaching*. Meerut: International Publishing House.
- Sutherland, R., Robertson, S. and Peter John. (2009). *Improving Classroom Learning with ICT*. New York: Routledge.

(xii) ELEMENTARY EDUCATION

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

Objectives:

On completion of the course, the teacher trainee will be able to :

- Acquaint with the concept as well dimensions of elementary education.
- Identify various issues and problems of elementary education.
- Suggest measures to solve the problems related to elementary education.
- Gain knowledge about the strategies required for achieving universalization of Elementary education

COURSE CONTENTS

UNIT-I

- (a) Elementary Education : Concept, qualitative and quantitative aspects of Universalization of Elementary Education (UEE).
- (b) Sarv Shiksha Abhyan : Genesis, targets and plan of action.
- (c) Right to Education Act – 2009 : Origin, salient features and critique.

UNIT-II

- (a) Strategies for achieving UEE: Early Childhood Care and Education (ECCE), School Mapping, Operation Blackboard (OB), Non Formal Education (NFE), low achievement levels.
- (b) Problems and remedies: non-enrollment, school dropouts, Education for the girl child.

PRACTICAL WORK:

- (a) Interview of school dropouts and enlist factors responsible for the same.
- (b) Study of any innovative intervention programme at elementary level.

BOOKS SUGGESTED :

- Aggarwal, J.C. (2004). *Modern Indian Education: History, Development and Problems*. New Delhi: Shipra Publications, 2004.
- Chatterjee, Bhaskar (2006). *Education for All: The Indian Saga*. New Delhi: Lotus Press.
- Grover, R.P. (Ed.) (1996). *Education for All*. Ambala Cant: The Associated Publishers.
- Kumar, Ravi (Ed.) (2006). *The Crisis of Elementary Education in India*. New Delhi: SAGE.
- National Policy of Education (1992) and POA*. New Delhi: MHRD Govt. of India.
- Shukla, Sureshchandra and Kaul, Rekha (Eds.) (1998). *Education, Development and Underdevelopment*. New Delhi: Sage Publications.

(xiii) WOMEN EDUCATION AND INDIAN SOCIETY

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

Objectives :

- To sensitize the future teachers towards the status of women in Indian society.
- To help them understand the contribution of women in social, economic and political development of the society.
- To appraise the efforts at national and international level for the acknowledgement of women's contribution in the development process.
- To provide them a glimpse of the efforts of Indian Government to empower women through education and other developmental programmes.
- To sensitize them towards their role as teachers in providing equal status to girl child.

COURSE CONTENTS

UNIT-I

WOMEN IN INDIAN SOCIETY

- (a) Situational analysis of women in Indian society (focus on sex ratio pattern, education, health, work participation, violence against women).
- (b) Participation of women in planning and decision making.
- (c) Women's access to and participation in formal and non-formal education.

UNIT-II

HUMAN RIGHTS AND EMPOWERMENT OF WOMEN

- (a) Education as a tool for empowerment of women.
- (b) Women and sustainable development.
- (c) National efforts to promote women's human rights.

PRACTICAL WORK

Prepare a case study related to problems of women.

BOOKS SUGGESTED

- Arya, Anita (2000). *Education and Empowerment*. New Delhi: Gyan Pub. House.
- Chatterji, Shoma A. (1993). *The Indian Women in Perspective*. New Delhi: Ajantha Publications.
- Devendra, Kiran (1994). *Changing Status of Women in India*, New Delhi: Vikas Publishing House.
- Gupta, Amit Kumar (1986). *Women and Society: The Developmental Perspective*. New Delhi: Criterion Publishers.
- India Country Report for Action. (1995)*. New Delhi: Department of Women and Child Development, MBRD. Govt. of India.
- Kumar, Radha (2001). *The History of Doing, Kali for Women*. New Delhi.
- National Human Development Report (2001)* New Delhi: Planning Commission, Govt. of India.
- National Policy of Education (1986)*. New Delhi: MHRD, Government of India.
- Programme of Action (1986)*. New Delhi: MHRD, Government of India.
- Ruhela, Sarya (Ed.) (1999). *Understanding the Indian Women Today*. Delhi: Indian Publishers Distributors.
- Rustagi, Preet (2003). *Gender Biases and Discrimination against Women: what do different indicators say?* New Delhi: UNIFEM South Asia Regional Office.

(xiv) CO-CURRICULAR ACTIVITIES IN SCHOOLS

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

Objectives :

To enable the student teachers to

- Understand the need and importance of co-curricular activities in the personality development of the children.
- Organize various co-curricular activities i.e. cultural, social games, and sports etc. in the school.
- Develop and use of various tools and techniques of evaluation of non-scholastic performance.

COURSE CONTENTS

UNIT-I

- (a) Co-curricular activities: Meaning, purpose and importance in education.
- (b) Types of co-curricular activities at school level i.e Games, Literary Activities like Debate, Symposium, Declamation Contest etc., Music, Painting, Activities for Leisure (Hobbies) Craft Activities, Excursion Activities, Activities for civic development, Social welfare activities and Projects.
- (c) Principles of organizing and planning co-curricular activities.

UNIT-II

- (a) Role of teacher in organizing co-curricular activities.
- (b) Management aspects of co-curricular activities—Team spirit, leadership, co-ordination, and cooperation.
- (c) Evaluation in any two co-curricular activities organized in the college.

PRACTICAL WORK

- (a) Organization of two co-curricular activities in a secondary school
- (b) Participation in any two co-curricular activities organized in the college.

BOOKS SUGGESTED

- Farooqi, S.A. and Ahmad, Ikram (1996). *Co-curricular Activities in School*. IASE, New Delhi: Jamia Millia Islamia.
- Hendry, Leo, B. (1978). *Schools, Sports and Leisure*. London: Lepus Books.
- Kilzer, L.R.; Stephenson, H.H. and Nordberg, H.O. (1956). *Allied Activities in the Secondary School*. New York: Herper Brothers, Publishers.
- Mohanty, Jagannath (1990). *Educational Administration, Supervision and School Management*. New Delhi: Deep & Deep Publication.
- Nambiar, K.K. (1981). *Viyayan, Work Experience and Curricular Subjects*. Ambala Cantt : The Indian Publication.
- National Policy on Education (1986). New Delhi: MHRD, Govt. of India, Ministry of Education.
- Committees and Commissions on Indian Education—A *Bibliography (1947-1977)*. New Delhi: NCERT.
- Programmes of Action (1992)*. New Delhi: MHRD, Govt. of India, Ministry of Education.
- Report of the Acharya Ram Murty Commission (1988)*. New Delhi: MHRD, Govt. of India, Ministry of Education.
- Safaya, Raghunath and Shadia, B.D. (1979). *School Administration and Organisation*. Delhi: Dhanpat Rai & Sons.
- Swaminathan, Indira (1986). *Developing Creativity in Young Children*. New Delhi: NCERT.

(xv) E-EDUCATION RESOURCE DEVELOPMENT

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

Objectives:

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

UNIT-I

- a) Systems : Concept, Elements, Types, SDLC (System Development Life Cycle), System Analyst, Functions of System Analyst, IMS (Information Management System).
- b) e-education : Introduction, Need & Importance of e-education, Benefits of E-Education in contrast with traditional method.
- c) Multimedia: Concept, types, and implications of multimedia in teaching learning process.
- d) Audio : Equipments, Audio formats, steps to record an audio.

UNIT-II

- a) Audio : Equipments, formats and steps to record video.
- b) Images: Imaging devices (Scanner and Digital Camera), steps to scan a picture, various picture formats.
- c) Internet : Basics, web browser, application of internet in education, communication and learning, internet protocols.
- d) Virtual Learning Environment : Concept, Elements, Popular Virtual Learning Systems available and their usage.

PRACTICALS :

- Recording and editing of three audio files in different formats.
- Digitize at least 10 images in at least three formats using a scanner.
- Recording and editing of at least three video clips of approximately five minutes duration.

BOOKS SUGGESTED:

- Campbell, Katy (2004). *E-effective Writing for E-Learning Environments*. U.S.A.: Information Science Publishing (an imprint of Idea Group Inc.).
- Holmes, Bryn and Gardener, John (2006). *E-Learning Concepts and Practices*. London: SAGE Publications Ltd.
- Pawlowski, Jan Martin (2006). *Handbook on Quality and Standardization in E-Learning* .New York: Springer Heidelberg.

PAPER VI & VII

SEMESTER- I

1. TEACHING OF ENGLISH

Max Marks	: 50
External Theory	: 40
Internal Evaluation	: 05
Internal Practical	: 05

Objectives

- To promote awareness in student teachers to create a warm and accepting classroom environment conducive to learning.
- To enable student teachers to understand the nature and characteristics of language and use of English language.
- To review critically some important methodologies and 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.

COURSE CONTENT

UNIT-I

1. TEACHING OF ENGLISH IN INDIA

- (a) Language Teaching in Historical Perspective.
- (b) Importance of English-National and International level.
- (c) Aims and objectives of Teaching English at different levels.
- (d) Prevailing conditions of Teaching English (Favourable and Unfavourable)

2. NATURE OF LANGUAGE

- (a) Linguistic Principles
- (b) General principles of teaching and learning a language

UNIT-II

METHODS AND APPROACHES OF TEACHING (CONCEPT, MERITS AND LIMITATIONS)

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

UNIT -III

LESSON PLANNING AND EVALUATION

1. Lesson Planning

- a. Ingredients of good macro lessons : Prose, poetry, story, grammar and composition.
- b. Micro Lessons :
 - (i) Skill of Introducing a lesson
 - (ii) Skill of Stimulus variation
 - (iii) Skill of questioning
 - (iv) Skill of illustrating with examples
 - (vi) Skill of Reinforcement

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, Computers.
- c. Language Laboratory — Its set-up, uses and limitation.
- d. Language games.

UNIT- IV

Writing skills: Paragraph writing, Precis writing, letter writing, dialogue completion, report writing and note-making.

INTERNAL PRACTICAL:

Preparation of Blue Print and Writing Objective - Based Test items.

SEMESTER- II

TEACHING OF ENGLISH

Max Marks	: 50
External Theory	: 40
Internal Evaluation	: 05
Internal Practical	: 05

OBJECTIVES

- To enable student teachers to teach and evaluate basic language skills such as listening, speaking, reading and writing and integrate them for communicative purposes.
- To help student teachers to use the school and village resources for professional inputs.

COURSE CONTENT:

UNIT-I

Developing Language Skills: Listening and Speaking

1. Phonetics
 - a) Phonetic Transcription
 - b) Description of vowels and consonants (with special reference to organs of speech)
 - c) Features of connected speech - Stress, rhythm, intonation, juncture
2. Teaching of English Pronunciation
3. Contrastive analysis of English against Mother tongue
4. Developing Listening Comprehension
5. Teaching of Presentation Skills
 - a) Poetry recitation
 - b) Dramatization
 - c) Declamation
 - d) Paper reading
 - e) Extempore
 - f) Role playing

UNIT-II

Developing Language Skills: Reading and Writing

1. Teaching Reading Skills :
 - a. Mechanics of Reading (Eye Span, Pause, Fixation, Regression, Speed Pace)
 - b. Types of Reading : Skimming, Scanning, Reading aloud, Silent Reading, Intensive Reading, Extensive Reading
 - c. Teaching Reading Comprehension
 - d. Teaching of Poetry
2. Teaching Writing Skill
 - a. Teaching of composition from controlled to free practices
 - b. Creative writing
3. Grammar & Vocabulary
 - (a) Teaching of Grammar — Place of grammar, types of teaching grammar.
 - (b) Teaching of Vocabulary — Levels of meaning, Word meaning in context, use of dictionary and thesaurus, expansion of vocabulary, selection and gradation of vocabulary.

UNIT-III

Evaluation :

- a. Continuous and Comprehensive evaluation in English Language Teaching.
- b. Types of test and characteristics of a good test.
- c. Development of test items for testing language activities in English.

UNIT-IV

Evaluation of language proficiency of student teacher in the areas of (according to CBSE and PSEB Pattern).

1. Grammar: Part of speech, reported speech, voice and vocabulary items.
2. Reading skills: Unseen passage (factual passage and literary passage).

INTERNAL PRACTICAL:

Evaluation of any one English Text book (from syllabus of 8th to 10th class)

BOOKS SUGGESTED :

Balasubramaniam, T. (1981). *A Textbook of English Phonetics for Indian Students*. Mumbai: Macmillan India Ltd.

Bhandari, C.S. and Other (1966). *Teaching of English: A Handbook for Teachers*. New Delhi: Orient Longmans.

Bhatia, K.K. (2006). *Teaching and Learning English as a Foreign Language*. New Delhi: Kalyani Publishers.

Bhatia, K.K. and Kaur, Navneet (2011). *Teaching and Learning English as a Foreign Language*. Ludhiana : Kalyani Publishers.

Bindra, R. (2005). *Teaching of English*. Jammu: Radha Krishan Anand and Co.

Bisht, Abha Rani. *Teaching of English in India*. Agra: Vinod Pustak Mandir.

Bright, J.A. and Mc Gregor, G.P. (1981). *Teaching English as a Second Language*. London: Longmans, ELBS.

- Carroll, B.J. (1972). *Systems and Structures of English*. London: Oxford University Press.
- Damodar G, Shailaja P, Rajeshwar M. (Eds.) (2001). *IT Revolution, Globalization and the Teaching of English*. New Delhi: Atlantic Publishers and Distributors.
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SEMESTER – I

2. Teaching of Hindi

हिन्दी भाषा शिक्षण

कुल अंक : 50

लिखित परीक्षा : 40

आंतरिक मूल्यांकन : 5

आंतरिक प्रयोग : 5

समय : 3 घण्टे

लक्ष्य:

1. भावी शिक्षकों में हिन्दी शिक्षण के लिए भाषा सम्बन्धी आधारभूत योग्यताओं का विकास करना ।
2. भावी शिक्षकों में हिन्दी भाषा शिक्षण सम्बन्धी योग्यताओं का विकास करना ।
3. सहायक सामग्री के निर्माण एवं प्रयोग की कुशलता का विकास करना ।

शिक्षण योग्यताएँ :

भावी शिक्षकों में आधुनिक शिक्षण विधियों व तकनीक का हिन्दी शिक्षण में उचित रूप से प्रयोग करने की क्षमता उत्पन्न करना।

1 इकाई :

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

2 इकाई :

- (क) गद्य शिक्षण - उद्देश्य, सोपान एवं विधियाँ
- (ख) पद्य शिक्षण - उद्देश्य, सोपान एवं विधियाँ
- (ग) रचना शिक्षण - महत्त्व, उद्देश्य एवं विधियाँ (निबंध व कहानी)
- (घ) वाचन शिक्षण - उद्देश्य, वाचन मन्दता के कारण एवं उपाय

3 इकाई :

- (क) दृश्य - श्रव्य साधन प्रयोग एवं महत्त्व
- (ख) पाठ योजना - अभिप्राय, गुण एवं सोपान
- (ग) सूक्ष्म शिक्षण - अभिप्राय एवं कौशल - प्रस्तावना कौशल, प्रश्न अनुशीलन कौशल, पुनर्बलन कौशल, दृष्टांत व्याख्या कौशल,

4 इकाई:

- (क) हिन्दी शब्दों का वर्गीकरण - (अर्थ, उत्पत्ति, व्युत्पत्ति)
- (ख) अक्षर विन्यास

आंतरिक प्रयोग

प्रश्न पत्र निर्माण (इकाई एवं वार्षिक) एवं विश्लेषण

SEMESTER – II

हिन्दी भाषा शिक्षण

कुल अंक : 50

लिखित परीक्षा : 40

आंतरिक मूल्यांकन : 5

आंतरिक प्रयोग : 5

समय : 3 घण्टे

लक्ष्य:

1. भावी शिक्षको में हिन्दी सम्बन्धी विभिन्न कक्षोत्तर भाषिक एवम् साहित्यिक क्रियाओं के आयोजन की क्षमता का विकास करना।
2. सहायक सामग्री के निर्माण एवम् प्रयोग की कुशलता का विकास करना।

1 इकाई :

- (क) बोलचाल की शिक्षा - उद्देश्य एवम् गुण
- (ख) उच्चारण की शिक्षा - महत्त्व, उच्चारण दोष के कारण व उपाय
- (ग) व्याकरण शिक्षण - महत्त्व, उद्देश्य एवम् विधियाँ
- (घ) सुलेख शिक्षण - गुण, उद्देश्य एवम् विधियाँ

2 इकाई :

- (क) पाठ्य - पुस्तक की विशेषताएँ एवम् निर्माण के सिद्धान्त
- (ख) भाषा शिक्षण में पुस्तकालय की उपयोगिता एवम् व्यवस्था
- (ग) हिन्दी अध्यापक के गुण एवम् कर्तव्य

3 इकाई :

- (क) हिन्दी में मूल्यांकन एवं परीक्षाएँ - अभिप्राय, महत्त्व व विविध प्रकार
- (ख) प्रश्न पत्र निर्माण - आदर्श प्रश्न पत्र के सिद्धान्त

4 इकाई :

- (क) हिन्दी ध्वनियों का वर्गीकरण - (मात्राएँ, उच्चारण स्थल, प्राण तत्त्व)
- (ख) मुहावरे एवम् लोकोक्तियाँ

आंतरिक प्रयोग

आठवीं तथा दसवीं की हिन्दी पाठ्य - पुस्तक का मूल्यांकन

पुस्तक सूची

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SEMESTER- I

3. Teaching of Punjabi

ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦੀ ਸਿੱਖਿਆਂ ਵਿਧੀ

ਕੁਲ ਅੰਕ	: 50
ਲਿਖਤੀ ਪ੍ਰੀਖਿਆ	: 40
ਅੰਦਰੂਨੀ ਮੁਲਾਕਾਤ	: 05
ਅੰਦਰੂਨੀ ਪ੍ਰਯੋਗ	: 05

ਉਦੇਸ਼:-

- ਵਿਦਿਆਰਥੀ ਅਧਿਆਪਕਾਂ ਨੂੰ ਭਾਸ਼ਾ, ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਅਤੇ ਗੁਰਮੁਖੀ ਲਿਪੀ ਬਾਰੇ ਮੁੱਢਲਾ ਗਿਆਨ ਦੇਣਾ।
- ਮਾਤ ਭਾਸ਼ਾ ਦੀ ਸਿੱਖਿਆ ਦੇ ਉਦੇਸ਼ਾਂ ਅਤੇ ਮਹੱਤਵ ਦੀ ਸੋਝੀ ਕਰਵਾਉਣਾ।
- ਭਾਸ਼ਾ ਹੁਨਰਾਂ ਅਤੇ ਕਿਰਿਆਵਾਂ ਦੀ ਸੁਚੱਜੀ ਵਰਤੋਂ ਕਰਨਾ ਸਿਖਾਉਣਾ।
- ਸੈਕੰਡਰੀ ਸ਼੍ਰੇਣੀਆਂ ਲਈ ਨਿਰਧਾਰਿਤ ਪੰਜਾਬੀ ਪਾਠ ਸਮੱਗਰੀ ਵਿੱਚੋਂ ਨੁਕਤਿਆਂ ਦੀ ਚੋਣ ਕਰਨ ਵਿੱਚ ਸਹਾਇਤਾ ਕਰਨੀ।
- ਵਿਦਿਆਰਥੀ ਅਧਿਆਪਕਾਂ ਨੂੰ ਵੱਖ-ਵੱਖ ਅਧਿਆਪਨ ਕੌਸ਼ਲਾਂ ਵਿੱਚ ਨਿਪੁੰਨ ਕਰਨਾ।
- ਵਿਦਿਆਰਥੀ ਅਧਿਆਪਕਾਂ ਨੂੰ ਭਾਸ਼ਾ ਅਧਿਆਪਨ ਵਿੱਚ ਪੰਜਾਬੀ ਵਿਆਕਰਣ ਦੇ ਮਹੱਤਵ ਤੋਂ ਜਾਣੂੰ ਕਰਵਾਉਣਾ।

ਅਧਿਆਪਨ ਯੁਗਤਾਂ:-

ਭਾਸ਼ਣ ਵਿਚਾਰ-ਵਟਾਂਦਰਾ, ਕੰਮ ਸੌਂਪਣੀਆਂ, ਸਰਵੇਖਣ, ਪਾਠਾਂਤਰ-ਕਿਰਿਆਵਾਂ, ਵਿਸ਼ਲੇਸ਼ਣ, ਅਭਿਆਸ, ਰੀਵਿਊ, ਸੈਮੀਨਾਰ ਅਤੇ ਪਾਠ ਪ੍ਰਦਰਸ਼ਨ।

ਪਾਠ ਸਮੱਗਰੀ:-

ਇਕਾਈ 1:-

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

ਇਕਾਈ 2:-

1. ਭਾਸ਼ਾ ਸਿੱਖਿਆ ਵਿੱਚ ਸੁਣਨ ਅਤੇ ਸਮਝਣ ਦਾ ਮਹੱਤਵ, ਸੁਣਨ ਸ਼ਕਤੀ ਦੇ ਵਿਕਾਸ ਲਈ ਲੋੜੀਂਦੇ ਅਭਿਆਸ।
2. ਬੋਲਚਾਲ ਦੀ ਸਿੱਖਿਆ ਦਾ ਮਹੱਤਵ, ਅਸੁੱਧ ਉਚਾਰਣ ਦੇ ਕਾਰਣ ਅਤੇ ਸੁਧਾਰ, ਮੌਖਿਕ ਕਿਰਿਆਵਾਂ (ਵਾਰਤਾਲਾਪ, ਵਾਦ-ਵਿਵਾਦ, ਭਾਸ਼ਣ, ਕਹਾਣੀ ਸੁਣਾਉਣਾ)।
3. ਪੜ੍ਹਨਾ ਸਿਖਾਉਣ ਦੀਆਂ ਮੁੱਖ ਵਿਧੀਆਂ ਅਤੇ ਪੜ੍ਹਾਈ ਸਿੱਖਿਆ ਦੀਆਂ ਕਿਸਮਾਂ-ਸੂਖਮ ਪੜ੍ਹਾਈ ਅਤੇ ਸਥੂਲ ਪੜ੍ਹਾਈ, ਉੱਚੀ ਪਾਠ ਅਤੇ ਮੌਨ ਪਾਠ ਦਾ ਮਹੱਤਵ।
4. ਲਿਖਣ ਕਲਾ ਦਾ ਮਹੱਤਵ, ਲਿਖਣਾ ਸਿਖਾਉਣ ਦੀਆਂ ਅਵਸਥਾਵਾਂ, ਵਿਧੀਆਂ, ਅਸੁੱਧ ਸ਼ਬਦ ਜੋੜਾਂ ਦੇ ਕਾਰਣ ਅਤੇ ਸੁਧਾਰ।

ਇਕਾਈ 3:-

1. ਪਾਠ ਯੋਜਨਾ-ਅਰਥ, ਉਦੇਸ਼ ਅਤੇ ਤਿਆਰੀ (ਕਵਿਤਾ, ਕਹਾਣੀ, ਨਿਬੰਧ, ਵਿਆਕਰਣ, ਵਾਰਤਕ)
2. ਸੂਖਮ ਅਧਿਆਪਨ-ਧਾਰਨਾ, ਪ੍ਰਕਿਰਿਆ ਅਤੇ ਮਹੱਤਵ।
3. ਅਧਿਆਪਨ ਕੌਸ਼ਲ-ਜਾਣ ਪਛਾਣ, ਅਭਿਆਸ (ਜਾਣ ਪਛਾਣ ਕੌਸ਼ਲ, ਪ੍ਰਸ਼ਨ ਉੱਤਰ ਕੌਸ਼ਲ, ਵਿਆਖਿਆ ਕੌਸ਼ਲ, ਉਦੀਪਨ ਪਰਿਵਰਤਨ ਕੌਸ਼ਲ)

ਇਕਾਈ 4:-

1. ਵਰਣ ਬੋਧ-ਸਵਰ, ਵਿਅੰਜਨ, ਅਨੁਨਾਸਿਕ, ਲਗਾਂ-ਮਾਤਰਾਂ, ਲਗਾਖਰ, ਦੁੱਤ ਅੱਖਰ, ਸ਼ਬਦ ਜੋੜਾਂ ਦੇ ਨਿਯਮ।
2. ਸ਼ਬਦ ਬੋਧ, ਸ਼ਬਦਾਂ ਦੇ ਭੇਦ-ਸ਼ਬਦ ਰਚਨਾ, ਅਗੇਤਰ, ਪਿਛੇਤਰ, ਵਿਰੋਧੀ ਸ਼ਬਦ, ਬਹੁਤੇ ਸ਼ਬਦਾਂ ਦੀ ਥਾਂ ਇੱਕ ਸ਼ਬਦ, ਬਹੁ-ਅਰਥਕ ਸ਼ਬਦ।

ਅੰਦਰੂਨੀ ਪ੍ਰਯੋਗ:

ਸਲਾਨਾ ਪ੍ਰਸ਼ਨ ਪੱਤਰ ਦਾ ਨਿਰਮਾਣ

SEMESTER-II

ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦੀ ਸਿੱਖਿਆਂ ਵਿਧੀ

ਕੁਲ ਅੰਕ : 50
ਲਿਖਤੀ ਪ੍ਰੀਖਿਆ : 40
ਅੰਦਰੂਨੀ ਮੁਲਾਕਣ : 05
ਅੰਦਰੂਨੀ ਪ੍ਰਯੋਗ : 05

ਉਦੇਸ਼:-

- ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦੇ ਅਧਿਆਪਨ ਤੇ ਮੁਲਾਂਕਣ ਦੇ ਵਰਤਮਾਨ ਪੱਧਰ ਨੂੰ ਉਚੇਰਾ ਚੁੱਕਣ ਲਈ ਸਾਰਥਕ ਸੁਝਾਅ ਦੇਣਾ।
- ਸਾਹਿਤ ਦੇ ਵੱਖ-ਵੱਖ ਰੂਪਾਂ ਦੇ ਅਧਿਆਪਨ ਢੰਗਾਂ ਬਾਰੇ ਜਾਣਕਾਰੀ ਦੇਣਾ।
- ਵਿਦਿਆਰਥੀ ਅਧਿਆਪਕਾਂ ਨੂੰ ਭਾਸ਼ਾ ਪੁਸਤਕਾਲਾ ਅਤੇ ਪ੍ਰਯੋਗਸ਼ਾਲਾ ਦੀ ਉਪਯੋਗੀ ਵਰਤੋਂ ਸਬੰਧੀ ਗਿਆਨ ਦੇਣਾ।
- ਵਿਦਿਆਰਥੀ ਅਧਿਆਪਕਾਂ ਨੂੰ ਭਾਸ਼ਾ ਅਧਿਆਪਨ ਵਿਚ ਪੰਜਾਬੀ ਵਿਆਕਰਨ ਦੇ ਮਹੱਤਵ ਤੋਂ ਜਾਣੂੰ ਕਰਵਾਉਣਾ।

ਅਧਿਆਪਨ ਯੁਗਤਾਂ:-

ਭਾਸ਼ਣ ਵਿਚਾਰ-ਵਟਾਂਦਰਾ, ਕੰਮ ਸੌਂਪਣੀਆਂ, ਸਰਵੇਖਣ, ਪਾਠਾਂਤਰ-ਕਿਰਿਆਵਾਂ, ਵਿਸ਼ਲੇਸ਼ਣ, ਅਭਿਆਸ, ਰੀਵਿਊ, ਸੈਮੀਨਾਰ ਅਤੇ ਪਾਠ ਪ੍ਰਦਰਸ਼ਨ।

ਪਾਠ ਸਮੱਗਰੀ:-

ਇਕਾਈ 1:-

1. ਮਾਤ-ਭਾਸ਼ਾ ਦੀ ਪਾਠ ਪੁਸਤਕ-ਮਹੱਤਵ, ਵਿਸ਼ੇਸ਼ਤਾਵਾਂ ਅਤੇ ਸਮੀਖਿਆ ।
2. ਭਾਸ਼ਾ ਪੁਸਤਕਾਲਾ-ਮਹੱਤਵ ਅਤੇ ਪੜ੍ਹਨ ਰੁਚੀਆਂ ਦਾ ਵਿਕਾਸ।
3. ਭਾਸ਼ਾ ਪ੍ਰਯੋਗਸ਼ਾਲਾ-ਅਰਥ, ਉਦੇਸ਼, ਉਪਯੋਗੀ ਮਹੱਤਤਾ।

ਇਕਾਈ 2:-

1. ਮਾਤ-ਭਾਸ਼ਾ ਦਾ ਪਾਠਕ੍ਰਮ-ਅਰਥ, ਮਹੱਤਵ ਅਤੇ ਨਿਰਮਾਣ ਦੇ ਸਿਧਾਂਤ ।
2. ਕਵਿਤਾ ਅਤੇ ਵਾਰਤਕ ਦੀ ਸਿੱਖਿਆ-ਕਵਿਤਾ ਅਤੇ ਵਾਰਤਕ ਵਿਚ ਅੰਤਰ, ਪੜ੍ਹਾਉਣ ਦੇ ਉਦੇਸ਼, ਵਿਧੀਆਂ ।
3. ਵਿਆਕਰਣ ਦੀ ਸਿੱਖਿਆ-ਉਦੇਸ਼, ਕਿਸਮਾਂ ਅਤੇ ਭਾਸ਼ਾਈ ਮਹੱਤਤਾ ।

ਇਕਾਈ 3:-

1. ਦ੍ਰਿਸ਼ਟੀ-ਸਰੋਤ ਸਹਾਇਕ ਸਾਧਨ-ਕਿਸਮਾਂ ਅਤੇ ਪ੍ਰਯੋਗੀ ਮਹੱਤਵ ।
2. ਭਾਸ਼ਾ ਸਿੱਖਿਆ ਦਾ ਅਧਿਆਪਕ ।
3. ਭਾਸ਼ਾ ਯੋਗਤਾਵਾਂ ਦਾ ਮੁਲਾਂਕਣ-ਧਾਰਨਾ, ਪ੍ਰੀਖਿਆ ਅਤੇ ਮੁਲਾਂਕਣ ਵਿੱਚ ਫ਼ਰਕ, ਮੁਲਾਂਕਣ ਦੇ ਸਾਧਨ, ਪ੍ਰਸ਼ਨਾਂ ਦੀਆਂ ਕਿਸਮਾਂ ਅਤੇ ਆਦਰਸ਼ ਪ੍ਰਸ਼ਨ ਪੱਤਰ ਦੇ ਨਿਰਮਾਣ ਦੇ ਸਿਧਾਂਤ।

ਇਕਾਈ 4:-

1. ਵਾਕਬੋਧ, ਵਾਕ ਰਚਨਾ-ਵਾਕ ਵੰਡ, ਵਾਕ ਵਟਾਂਦਰਾ, ਵਿਸ਼ਰਾਮ ਚਿੰਨ੍ਹ, ਮੁਹਾਵਰੇ।
2. ਰਚਨਾ-ਪੈਰੂਾ ਰਚਨਾ, ਚਿੱਠੀ ਪੱਤਰ, ਅਣਡਿੱਠਾ ਪੈਰੂਾ।

ਅੰਦਰੂਨੀ ਪ੍ਰਯੋਗ :

ਨਿਰਧਾਰਿਤ ਪਾਠ ਪੁਸਤਕ ਦਾ ਮੁਲਾਂਕਣ

ਸਹਾਇਕ ਪੁਸਤਕਾਂ:-

- ਸਿੰਘ, ਹ. (1966). *ਪੰਜਾਬੀ ਬਾਰੇ*. ਪਟਿਆਲਾ: ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ।
- ਸਿੰਘ, ਹਰਕੀਰਤ. *ਪੰਜਾਬੀ ਸ਼ਬਦ ਰੂਪ ਅਤੇ ਸ਼ਬਦ* ।
- ਸਿੰਘ, ਜੀ. (1971). *ਗੁਰਮੁਖੀ ਲਿਪੀ ਬਾਰੇ*. Ludhiana: Lahore Book Shop.
- ਸਿੰਘ, ਜੀ.ਬੀ. (1950). *ਗੁਰਮੁਖੀ ਲਿਪੀ ਦਾ ਜਨਮ ਤੇ ਵਿਕਾਸ*. ਚੰਡੀਗੜ੍ਹ : ਪੰਜਾਬ ਯੂਨੀਵਰਸਿਟੀ।
- ਸਿੰਘ, ਤੀਰਥ. *ਪੰਜਾਬੀ ਅਧਿਆਪਨ*.।
- ਸਿੰਘ, ਪ੍ਰੇਮ ਪ੍ਰਕਾਸ਼. *ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਪਿਛੋਕੜ* ।
- ਸੇਖੋਂ, ਸ.ਸ. ਅਤੇ ਸੇਖੋਂ ਪ.ਪ. (1961). *ਪੰਜਾਬੀ ਬੋਲੀ ਦਾ ਇਤਿਹਾਸ*. ਫੁਨਜਓਬ: Bhasha Vibhag.
- ਸੇਖੋਂ, ਸ.ਸ. ਅਤੇ ਸੇਖੋਂ ਮ.ਕ. (2009). *ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਅਧਿਆਪਨ*. Ludhiana: Kalyani Publishers.
- ਸੰਘਾ, ਸ.ਸ. (2004). *ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਵਿਗਿਆਨ*. ਜਲੰਧਰ : ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਅਕਾਦਮੀ ।
- ਕੰਗ, ਕੁਲਬੀਰ ਸਿੰਘ. *ਭਾਸ਼ਾ ਵਿਗਿਆਨ, ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਤੇ ਗੁਰਮੁਖੀ ਲਿਪੀ* ।
- ਜਸ, ਜਸਵੰਤ ਸਿੰਘ (2012). *ਮਾਤ-ਭਾਸ਼ਾ ਦੀ ਸਿੱਖਿਆ ਵਿਧੀ*. Jalandhar: New Book Company.
- ਨੰਦਰਾ, ਇੰਦਰਦੇਵ ਸਿੰਘ (2008). *ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਅਧਿਆਪਨ*. Patiala: Twenty First Century Publication.
- ਨੰਦਰਾ, ਇੰਦਰਦੇਵ ਸਿੰਘ ਅਤੇ ਸਫਾਇਆ, ਰ.ਕ. (2008). *ਆਧੁਨਿਕ ਪੰਜਾਬੀ ਅਧਿਆਪਨ*. Ludhiana: Vinod Publications.
- ਪਦਮ, ਪਿਆਰਾ ਸਿੰਘ (1969). *ਪੰਜਾਬੀ ਬੋਲੀ ਦਾ ਇਤਿਹਾਸ*. ਪਟਿਆਲਾ: ਕਲਮ ਮੰਦਿਰ ।
- ਪੰਜਾਬੀ ਭਾਸ਼ਾ, ਵਿਆਕਰਣ ਅਤੇ ਬਣਤਰ*. ਪਟਿਆਲਾ: ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ।

SEMESTER-I

4. संस्कृत शिक्षण विधि

कुल अंक	: 50
लिखित परीक्षा	: 40
आंतरिक मूल्यांकन	: 5
आंतरिक प्रयोग	: 5

लक्ष्य:

1. छात्राध्यापकों में संस्कृत शिक्षण के लिए आवश्यक आधारभूत योग्यताओं का विकास करना ।
2. छात्राध्यापकों में संस्कृत कक्षा शिक्षण सम्बन्धी योग्यताओं का विकास करना ।
3. छात्राध्यापकों को संस्कृत भाषा के महत्त्व तथा उसके शिक्षण के उद्देश्यों से अवगत करना ।
4. छात्राध्यापकों को संस्कृत शिक्षण के लक्ष्यों की सम्प्राप्ति के लिए प्रभावी साधनों, विधियों एवं उद्देश्यपूर्ण उपागमों से अवगत कराना ।

अध्यापन कुशलताएं :-

भाषण चर्चा, विचार विश्लेषण, वाद-विवाद, अभ्यास, दत्तकार्य, साहित्यिक क्रियाएं एवं सैमीनार ।

इकाई - 1

1. संस्कृत और भारतीय भाषाओं की ऐतिहासिक पृष्ठभूमि
2. संस्कृत भाषा शिक्षण का महत्त्व
3. संस्कृत भाषा शिक्षण के उद्देश्य
4. पाठ्यक्रम में संस्कृत का स्थान

इकाई - 2

1. संस्कृत भाषा शिक्षण के सामान्य सिद्धान्त एवं सूत्र
2. सूक्ष्म तथा विस्तृत पाठ योजना
3. संस्कृत भाषा शिक्षण की विभिन्न पद्धतियाँ - उद्देश्य, विशेषताएं, लाभ तथा सीमाएँ ।
4. संस्कृत में उच्चारण शिक्षण - अशुद्ध उच्चारण के प्रकार, कारण एवं सुधार के उपाय ।

इकाई - 3

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

इकाई - 4

आठवीं और दसवीं की पाठ्य - पुस्तक में से :-

1. स्वर सन्धि
2. प्रत्ये दृ क्त, क्त्वा, तव्य, अनीय

आंतरिक प्रयोग :

सूक्ष्म शिक्षण के कौशलों के अनुसार सूक्ष्म पाठ योजना (२)

SEMESTER-II
संस्कृत शिक्षण विधि

कुल अंक	: 50
लिखित परीक्षा	: 40
आंतरिक मूल्यांकन	: 5
आंतरिक प्रयोग	: 5

लक्ष्य:

1. छात्राध्यापकों में संस्कृत शिक्षण के लिए आवश्यक आधारभूत योग्यताओं का विकास करना ।
2. छात्राध्यापकों में संस्कृत कक्षा शिक्षण सम्बन्धी योग्यताओं का विकास करना ।
3. छात्राध्यापकों में संस्कृत के प्रभावी शिक्षण के लिए भाषा कौशलों एवं विभिन्न साहित्यिक-विधाओं की शिक्षण विधियों एवं तकनीकों के प्रयोग की क्षमता विकसित करना ।
4. छात्राध्यापकों में सतत एवं व्यापक मूल्यांकन करने की कुशलता विकसित करना ।

एकाई - 1

1. संस्कृत में मौखिक कार्य ।
2. संस्कृत शिक्षण में मातृभाषा का प्रयोग ।
3. अक्षर विन्यास शिक्षण — सामान्य अशुद्धियाँ, कारण एवं निवारण के उपाय ।
4. संस्कृत अध्यापक

इकाई - 2

1. संस्कृत भाषा शिक्षण एवं पुस्तकालय
2. संस्कृत शिक्षण में दृश्य इव्य साधन
3. संस्कृत पाठ्य पुस्तक
4. सुलेख

इकाई - 3

1. मूल्यांकन - महत्त्व, परीक्षाओं के प्रकार, अभीष्ट परीक्षा प्रणाली ।
2. गृहकार्य एवं उसका संशोधन
3. आदर्श प्रश्न के निर्माण सिद्धान्त

इकाई - 4

1. शब्दरूप — राम, मति, नदी, भानु, इदम्, सर्व ।
2. धातुरूप - (केवल लट तथा लङ् में) भू, गम्, चुर, नम्, कथ्, पठ्
3. अनुवाद

आंतरिक प्रयोग :

आठवीं और दसवीं कक्षा की संस्कृत की पाठ्य पुस्तक का मूल्यांकन ।

पुस्तक सूची:

- प्रसाद, केशव (1976). *हिन्दी शिक्षण*. दिल्ली : धनपतराय एण्ड सन्स ।
- भाटिया, के.के. और नांगर, सी.एल. (1989). *आधुनिक हिन्दी विधियां*. लुधियाना : प्रकाश ब्रदरज पब्लिशर ।
- संस्कृत शिक्षण विधि* - प्रभाशंकर मिश्र
- संस्कृत शिक्षण विधि* - रामशुक्ल पाण्डेय
- सफाया, रघुनाथ. *संस्कृत शिक्षण विधि*. जालधर : पंजाब किताब घर ।
- सफाया, रघुनाथ (1997). *हिन्दी शिक्षण विधि*. जालधर : पंजाब किताब घर ।

SEMESTER – I

5. TEACHING OF HISTORY

Max Marks	: 50
External Theory	: 40
Internal Evaluation	: 05
Internal Practical	: 05

OBJECTIVES:

- To enable the student teachers to understand the importance of History.
- To enable the student teachers to develop an understanding of aims and objectives of teaching of History.
- To provide knowledge of different methods of teaching History.
- To help the student teachers to understand the role of current events in teaching of History.
- To emphasize the role of History in developing the national integration and international understanding.
- To develop an interest in teaching of History.

SKILLS:

- Use of various methods and techniques of teaching.
- Preparation and Use of Teaching Aids such as Maps, Models, Charts, Graphics, Time-Lines and Computer.
- Writing instructional objectives.
- Interpretation of Historical Data.
- Analysis of Present Day Problems in Historical Perspective.
- Establishment of Cause and Effect Relationship among Historical Events and Geographic Phenomena.

ATTITUDES:

- Critical Thinking
- Tolerance
- Observation
- Historical outlook
- To develop democratic citizenship

COURSE CONTENT:

UNIT-I

- a) Meaning, Nature, Scope and Importance of History as a subject.
- b) Aims, Instructional Objectives according to Behavioral domain of Teaching of History at Secondary Level.
- c) Relation of History with other School Subjects (Geography, Economics, Political Science, Art, Language, Sociology).

UNIT-II

- (a) Meaning, Need, Types, Preparation and Use of Teaching Aids in History with special reference to:- Chalk Board, Charts, Graphs, Maps, Models, Specimens, Time-Line, Field Trips, Bulletin Board, Over Head Projector, Computer.
- (b) **Methods of Teaching History**
 - (i) Story Telling method
 - (ii) Lecture Method
 - (iii) Discussion Method
 - (iv) Source method
 - (v) Project Method

UNIT-III

- a) Meaning, Need and Role of current events in Teaching of History.
- b) Teaching Micro Skills with special reference to the following:-
 - i. Skill of introducing the lesson.
 - ii. Skill of fluency in questioning
 - iii. Skill of explanation.
 - iv. Skill of Stimulus Variation.
- c) Meaning, Need and Steps of construction of a Lesson Plan.

UNIT-IV

- a) Harrapan Civilization
- b) Ashoka The Great, Chandra Gupta, Samudragupta.
- c) Slave Dynasty, The Mughals.

INTERNAL PRACTICAL:

To arrange a visit to a historical place and write a report of the same

SEMESTER – II TEACHING HISTORY

Max Marks	: 50
External Theory	: 40
Internal Evaluation	: 05
Internal Practical	: 05

OBJECTIVES:

Knowledge:

- To enable the student teachers to construct and analyze critically the curriculum and textbooks of teaching History at secondary stage.
- To provide knowledge of different devices of teaching History.
- To acquaint the student teachers with different audio-visual and latest information technology.
- To emphasize the role of History in developing the national integration and international understanding.
- To acquaint the student teachers with different techniques of evaluation.
- To develop an interest in teaching of History.

Skills:

- Use of various devices and techniques of teaching.
- Preparation of test items of an achievement test.
- Organization of Discussions, Tours and Other Practical Activities.
- Interpretation of Historical Data.
- To develop skill in making use of educational technology.

Attitudes:

- Time Sense and Space Sense
- Critical Thinking
- Tolerance
- Observation
- Historical outlook
- To develop democratic citizenship

COURSE CONTENT:

UNIT-I

- (a) Meaning and Need of good Textbook, Criteria for Selection of a Good Textbook.
- (b) Devices of Teaching History
 - a) Questioning
 - b) Illustration
 - c) Assignment
 - d) Narration
- (b) Cultivation of time and space sense.

UNIT-II

- (a) Concept and Principles of Curriculum construction and Different approaches to Construct Curriculum to teach History.
 - (i) Chronological or Periodical approach
 - (ii) Concentric approach
 - (iii) Topical approach
- (c) Qualities and Role of History Teacher.

UNIT-III

- a) Concept, need and types of evaluation.
- b) Need, equipment and Maintenance of History room with special reference to museum.
- c) Meaning and Importance of Local History

UNIT-IV

- a) Revolt of 1857, Formation of Indian National Congress, Partition of Bengal, Jallian Wala Bagh
- b) Non-Cooperation, Civil Disobedience, Quit India Movement.
- c) Meaning, objectives and Organs of U.N.O.

PRACTICAL WORK:-

1. Critical analysis of History text book of 8th or 10th class

BOOKS SUGGESTED :

Aggarwal, J.C. (1983). *Teaching of History*. New Delhi: Vikas Publishing House Pvt. Ltd.

Burston, W.H. and Green, C.W. (1962). *Principles of History Teaching*. London: Methuen.

Chaudhary, K. P. (1975). *The Effective Teaching of History in India*. New Delhi: NCERT.

Dash, B.N. (2006). *Teaching of History*. Hyderabad: Neel Kamal Publishing Pvt. Ltd.

Hil, C.P. (1953). *Suggestion of Teaching of History*. Paris: Unesco.

Johnson, Henry (1915). *Teaching of History in Elementary and Secondary Schools*. New York: The Macmillan company.

Kochar, S.K. (1972). *The Teaching of History*. Delhi: Sterling Publishers.

Shaida, B.D. & Singh, S. (1973). *Teaching of History*. Jalandhar: Dhanpat Rai & Sons.

Singh Y.K. (2009). *Teaching of History*. Meerut: Surya Publication.

Singh, R.P. (2001). *Teaching of History*. Meerut: Surya Publication.

Tyagi, G. (2008). *Teaching of History*. Agra: Vinod Pustak Mandir.

SEMESTER - I
6. TEACHING OF GEOGRAPHY

Max Marks	: 50
External Theory	: 40
Internal Evaluation	: 05
Internal Practical	: 05

OBJECTIVES:

Knowledge:

To enable the Pupil – Teachers to:

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

Skills:

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

Attitude:

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

COURSE CONTENTS

UNIT-I

- a) Meaning, Nature & Scope of Geography: Importance of geography as school subject.
- b) Aims and Instructional objectives of Teaching of Geography according to Behavioral domain
- c) Correlation with other School Subjects—History, Maths, Science, Civics, Arts, Economics and Languages.

UNIT-II

- (a) Need, Importance Preparation and use of Teaching Aids: Chalk Board, Flannel Board, Radio, T.V., Maps, Globe, Graphs, Overhead Projectors, Slide Projectors, LCD Projectors and Internet.

(b) Methods of Teaching Geography

- Lecture Method
- Discussion Method
- Project Method
- Excursion Method
- Laboratory Method

Criteria for selection of suitable method

UNIT-III

- a) Writing of Lesson Plans in Geography – Micro and Macro Lesson Plans.
- b) Role of Geography in developing National and International Outlook.
- c) Map reading skills

UNIT- IV

- a) Directions and Methods to find out True North.
- b) Land Forms made by Glacier, River.
- c) Composition and Structure of Atmosphere.

Internal Practical

Critical Study Report of existing curriculum of Geography at Secondary School level.

SEMESTER – II

TEACHING OF GEOGRAPHY

Max Marks	: 50
External Theory	: 40
Internal Evaluation	: 05
Internal Practical	: 05

OBJECTIVES:

Knowledge:

To enable the Pupil – Teachers to:

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

Skills:

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

Attitude:

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

COURSE CONTENTS

UNIT –I

- a) Need and Importance of Geography Room and its Equipments, Geography Museum.
- b) Geography Textbooks: Need and Importance, Qualities of Good Textbooks.
- c) Geography Teacher: Qualities, Role and Professional Growth

UNIT-II

- (a) Principles of Curriculum Construction and its Various Approaches – Topical, Regional, Concentric for Organizing Geographical Material; Critical Study of existing curriculum of Geography at Secondary School level.
- (b) Local Geography: Meaning & Importance.

UNIT-III

- a) Evaluation of Geography, Modern Concept, Need and Importance.
- b) Different Types of Tests – Essay Type, Short Answer Type and Objective Type.
- c) Study of Current Events in Geography.

UNIT-IV

- a) Factors affecting climate of a Region.
- b) India – Relief and Agriculture.

INTERNAL PRACTICAL

Preparation of blue print and writing objective based test items

BOOKS SUGGESTED:

- Aggarwal, D.D. (2000). *Modern Method of Teaching Geography*. New Delhi: Sarup & Sons Publisher.
- Broadman David (1985). *New Directions in Geography Education*. Fehur Press, London: Philadiphla.
- Ch. Orelly, R.J. (1970). *Frontiers in Geography Teaching*. London: Mathews and Co. Ltd.
- Arora, K.L. (1989). *Teaching of Geography*. Ludhiana: Prakash Brothers (in Punjabi, English, Hindi).
- Basha, S.A. Salim (2004). *Method of Teaching of Geography (Hindi)*. Delhi: A.P.H. Publisher.
- Brar, J.S. (2001). *Teaching of Geography*. Ludhiana: Hind Publisher.
- Srivastva, Kanti. *Mohan Geography Teaching*. Agra: Sahitya Prakshan.
- Kaul, A.K., "Why and How of Geography Teaching. Ludhiana: Vinod Publisher.
- Rao, M.S. (1999). *Teaching of Geography*. New Delhi: Anmol Publisher Pvt. Ltd.
- Shaida, B.D. and Sharma, J.C., *Teaching of Geography*. Jalandhar: Dhanpat Rai & Sons.
- Siddiqui, Mujibul Hassan (2004). *Teaching of Geography*. New Delhi: A.P.H. Publisher.
- Singh, R.P. (2004). *Teaching of Geography*. Meerut: R. Lall Book Depot.
- Varma, O.P. (2005). *Geography Teaching*. New Delhi; Sterling Publishers Pvt. Ltd.
- Verma, J.P. (1960). *Bhugol Adhyan*. Agra: Vinod Pustak Mandir.
- Verma, O.P. (1984). *Geography Teaching*. New Delhi: Sterling Publication Ltd.
- Yogesh, K. Singh (2004). *Teaching of Geography (Hindi)*. Delhi: A.P.H. Publisher.
- Zaidi, S.M., *Modern Teaching of Geography*. New Delhi: Anmol Publisher.

SEMESTER - I

7. TEACHING OF ECONOMICS

Max Marks	: 50
External Theory	: 40
Internal Evaluation	: 05
Internal Practical	: 05

OBJECTIVES:

(A) Knowledge:

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

(B) Skills:

- Preparation and uses of teaching aids.
- Use of devices and techniques of teaching.
- Use of various methods of teaching.
- Organize symposium, discussions, tours and other practical activities.
- Writing instructional objectives.
- To develop skill in making use of educational technology.
- To analyze present day problems in economic perspective.

(C) Attitudes:

- To promote among pupil-teachers an attitude of :
- Critical thinking
- Critical analysis
- Economic outlook
- Observation
- Wise consumerism
- Providing solution to economic problems.
- To develop democratic citizenship

COURSE CONTENT

UNIT-I

- (a) Meaning, Nature and Scope of Economics.
- (b) Place and Importance of Teaching of Economics at secondary level.
- (c) Bloom's Taxonomy of objectives and Statement of objectives in Behavioral terms with Special reference to Economics

UNIT-II

- a. Methods of Teaching:-
 - I. Lecture Method
 - II. Discussion Method
 - III. Project Method
 - IV. Survey Method
 - V. Inductive-Deductive Method

- b.** Techniques and Devices of Teaching Economics
- i) Assignments
 - ii) Seminars
 - iii) Brain Storming
 - iv) Tours and Excursions
 - v) Supervised Study
 - vi) Case Study

UNIT-III

- a. Teaching Aids – Meaning, importance and types:
Uses of Chalkboard, Diagrams, Charts, Table graphs, O.H.P., T.V., Computer with multimedia, Flash Cards, LCD Projector, Interactive Board.
- b. Teaching Micro Skills with special reference to five skills
 - i) Skill of introducing the lesson.
 - ii) Skill of Probing Questions.
 - iii) Skill of Explanation.
 - iv) Skill of Stimulus Variation.
 - v) Skill of Reinforcement.
- c. Lesson Planning – Meaning, characteristics, importance and steps.

UNIT-IV

BRIEF CONTENT OF THE FOLLOWING:-

- (a) Indian Economy—Main Basic Features, Main Sectors, Main Problems—Poverty, unemployment and price rise.
- (b) Concept of LPG (Liberalization, Privatization and Globalization)

INTERNAL PRACTICAL:

- 1) Collection of year books, Newspaper, Magazines and articles clippings related to economics
- 2) Conducting economic survey in a locality with references to Population , Savings

SEMESTER – II

TEACHING OF ECONOMICS

Max Marks	: 50
External Theory	: 40
Internal Evaluation	: 05
Internal Practical	: 05

OBJECTIVES:

(A) Knowledge:

- To provide an understanding of growing concept, principles and theories of economics.
- To enable the students to construct and analyze critically the curriculum and text books of economics at secondary stage.
- To acquaint them with various economic problems which our country is facing.
- To develop an interest in teaching of economics.

(B) Skills:

- Conducting economic surveys.
- Writing instructional objectives.
- Preparation of test items of an achievement test.
- To develop skill in making use of educational technology.
- To analyze present day problems in economic perspective

(C) Attitudes:

- To promote among pupil-teachers an attitude of :
- Critical thinking
- Critical analysis
- Economic outlook
- Observation
- Wise consumerism
- Providing solution to economic problems.
- To develop democratic citizenship

COURSE CONTENT

UNIT-I

- a. Correlation of Economics with Mathematics, Statistics, History, Geography, Science, Political Science, Commerce and Agriculture.
- b. Concepts and Principles of Constructing Curriculum of Economics.
- c. Critical Analysis of Economics Syllabus at the Secondary and Senior Secondary Stage.

UNIT-II

- a. Approaches of Organization of Material of Economics Curriculum
 - i. Unit
 - ii. Concentric
 - iii. Topical
- b. Economics Room –Importance and Equipments.
- c. Teacher of Economics – Importance, Qualities and Competence.

UNIT-III

- a. Text Book (Meaning, importance and qualities of a good textbook of economics), Supplementary Material (Meaning and sources).
- b. Evaluation, Meaning and importance of evaluation.
- c. Types of evaluation – Oral tests, written tests-Essay type tests, short answer type tests and objective type tests.

UNIT-IV

BRIEF CONTENT OF THE FOLLOWING:-

- a. Concept of WTO (world trade organization), Sustainable Economic Development.
- b. Consumer Awareness—Forms and factors of consumers' exploitation, Rights and Duties of Consumers and Consumer Protection Measures

INTERNAL PRACTICAL:

- a) Preparation of unit plans in economics.
- b) Collection of pictures for album related to economic concepts.

BOOKS RECOMMENDED:

- Aggarwal, J.C. (2005). *Teaching of Economics - A Practical Approach*. Agra: Vinod Pustak Mandir.
- Arora, P.N. (1985). *Evaluation in Economics*. New Delhi: NCERT.
- Dhillon, S. and Chopra, K. (2002). *Teaching of Economics*. Ludhiana: Kalyani Publishers.
- Kanwar, B.S. (1973). *Teaching of Economics*. Ludhiana: Prakash Brothers.
- Lee, N. (Ed.) (1975). *Teaching Economics*. London: Heinemann Educational Books.
- Mittal, R.L., *Arth Shastar Da Adhiapan*. Patiala: Punjabi University Press.
- Robinson, K. and Wulson, R. (Eds.) (1977). *Extending Economics within the Curriculum*. London: Routledge and Kegan Paul.
- Sexena, N.R.; Mishra, B.K. and Mohanty, R.K. (2004). *Teaching of Economics*. Merrut: R. Lall Book Depot.
- Sharma, Seema (2004). *Modern Teaching Economics*. New Delhi: Anmol Publication Pvt. Ltd.
- Siddiqui, M.H. (2004). *Teaching of Economics*. New Delhi: Asish Publishing House.
- Singh, Yogesh (2005). *Aratha Shaster Sikshan*. New Delhi: Ashish Publication.
- Yadav, Amita (2005). *Teaching of Economics*. New Delhi: Publication Pvt. Ltd.

SEMESTER - I

8. TEACHING OF SOCIAL STUDIES

Max Marks	: 50
External Theory	: 40
Internal Evaluation	: 05
Internal Practical	: 05

OBJECTIVES:

Knowledge & Understanding:

1. To develop an understanding about the concept of Social Studies.
2. To develop an understanding of aims and objectives of teaching of Social Studies.
3. To acquaint pupil-teachers with different methods, devices and techniques of teaching Social Studies.
4. To acquaint the pupil-teacher with different audio visual aids.

Skills:

1. Preparation and effective use of teaching aids.
2. Organization of discussions, seminar, tours, exhibitions and practical activities.
3. To develop the skill of preparation of lesson plan and its presentation.

Attitude:

1. To promote social and democratic outlook.
2. To promote an attitude for global citizenship.

COURSE CONTENTS

UNIT-I

- a) Meaning, Nature, Scope and Importance of Social Studies.
- b) Aims and objectives of Teaching of Social Studies. Writing objectives with respect to Bloom's Taxonomy.
- c) Relationship of Social Studies with other subjects – Maths, Commerce, Science, Arts and Languages.

UNIT-II

- a) Methods of teaching of social studies— Lecture, discussion, socialized recitation, source and project method.
- b) Lesson plan – Need, Importance and Steps of writing it in teaching of social studies.

UNIT-III

- a) Meaning, Importance & Use of Audio Visual Aids – Chalk board, maps, globe, models, charts, graphs, flash cards, radio, T.V, computer, Over Head Projector, LCD Projector.
- b) Social studies text book – Need and Qualities.

UNIT-IV

- b) India's struggle for independence –
 - (i) Revolt of 1857 (causes and effects)
 - (ii) Quit India Movement (1942).
- c) Indian Constitution (features), Features of Foreign Policy of India.

INTERNAL PRACTICAL

Critical evaluation of existing text book of social studies at school level.

SEMESTER – II

TEACHING OF SOCIAL STUDIES

Max Marks	: 50
External Theory	: 40
Internal Evaluation	: 05
Internal Practical	: 05

OBJECTIVES:

Knowledge & Understanding:

1. To develop ability to organize curriculum of Social Studies.
2. To develop proper understanding of modern concepts and tools of evaluation.
3. To acquaint the pupil-teachers with current events and Community Resources.

Skills:

1. Skill to organise curriculum according to different approaches.
2. To set and equip the social studies room.
3. Analysis of present day problems in social context.
4. To develop the skill of preparation and evaluation of question papers.

Attitude:

1. To promote independent, rational and critical thinking.
2. To promote objective evaluation.
3. To promote an attitude for global citizenship.

COURSE CONTENTS :

UNIT- I

- a) Curriculum – Meaning, Principles of organizing social studies curriculum.
- b) Approaches of organizing social studies curriculum – Concentric, Topical and Unit approach.

UNIT- II

- a) Social studies teacher – Qualities and Role in Global Perspective.
- b) Devices and techniques of teaching social studies – Narration, description, illustration, questioning, assignment and field trip.
- c) Social studies room – Need & Importance and Equipment.

UNIT -III

- a) Utilizing Current Events and Community Resources in teaching of social studies at Secondary level.
- b) Critical evaluation of existing curriculum of social studies at secondary stage.
- c) Evaluation in Social Studies – Modern concept and types of tests; designing a Blue Print for a question paper.

UNIT - IV

- a) U.N.O—Organs.
- b) Earth – Layers and Land Forms.
- c) Need and Problems of Agriculture and industry in India.

INTERNAL PRACTICAL

Preparation of Blue Print and Writing Objective-Based Test items.

BOOKS SUGGESTED:

- Aggarwal, J.C. (1982). *Teaching of Social Studies*. New Delhi: Vikas Pub.
- Binning, Arthur C. (1935). *Teaching of Social Studies in Secondary School*. New York: McGraw-Hill Book Company.
- Dash, B.N. (2006). *Content-cum-Method of Teaching of Social Studies*. New Delhi: Kalyani Publication.
- Dhamija, N. (1993). *Multimedia Approaches in Teaching Social Studies*. New Delhi: Harman Publishing House.
- Hamming, J. (1959). *The Teaching of Social Studies in Secondary Schools*. New York: Longman Publication.
- Kochhar, S.K. (2001). *Teaching of Social Studies*. New Delhi: Sterling Publications.
- Mofatt, M.R. (1955). *Social Studies Instruction*. New York: Prentice Hall.
- Preston, Ralph C. (1955). *Handbook of Social Studies in the Elementary School*. New York: Rhinehart and Company.
- Preston, Ralph C. (1959). *Teaching Social Studies in the Elementary School*. New York: Rinehart and Company.
- Sahu, B.K. (2007). *Teaching of Social Studies*. New Delhi; Kalyani Publishers.
- Shaida, B.D. (1962). *Teaching of Social Studies*. Jalandhar: Panjab Kitab Ghar.
- Singh, Gurmit (2008). *ਸਮਾਜਿਕ ਅਧਿਐਨ ਦਾ ਅਧਿਆਪਨ (Samajik Adhain da Adhiapan)*. Ludhiana: Chetna Parkashan.
- Singh, Gurmit (2009). *Teaching of Social Studies*. Ludhiana: Chetna Parkashan.
- Singh, Gurmit and Kaur, Jasvir (2007). *Teaching of Social Studies*. Ludhiana: Kalyani Publishers.
- Taneja, V.K. (1992). *Teaching of Social Studies*. Ludhiana: Vinod Pub.
- Wesley, Edgar Bruce (1951). *Teaching of Social Studies*. Boston: D.C. Herth and Co.

SEMESTER – I

9. TEACHING OF COMMERCE

Max Marks	: 50
External Theory	: 40
Internal Evaluation	: 05
Internal Practical	: 05

COURSE OBJECTIVES

- Upon completion of the course, the student-teachers will have understanding of the nature of commerce, business studies and accountancy.
- Knowledge about aims, objectives and values of teaching commerce in senior secondary school.
- Knowledge of wider range of teaching methods and techniques in order to enable them to plan their lessons in teaching of commerce.
- Acquaintance with the role of teaching aids and various learning resources in commerce opportunity to rejuvenate their content knowledge concerning commerce.
- Develop interest in knowing the recent development in the teaching methodology and technological developments in commerce.
- Develop a desirable positive attitude towards the teaching of commerce.

UNIT-I

- a) Meaning, Nature and Scope of Commerce, Business Studies and Accountancy.
- b) Aims and objectives of Teaching Commerce at senior secondary level with special reference to Bloom's Taxonomy.
- c) Writing Instructional Objectives in Behavioral Terms.

UNIT-II

- a) Instructional Material in Commerce: Need and Importance, Classification of Instructional Material (Projected Material and Non- projected Material), Criterion for the selection of Effective Instructional Material.
- b) Use of Various Instructional Materials in Teaching and Learning of Commerce (Films, Television, Computers, Chart, Graphs, Model, Tables, Original Material, Internet).
- c) Instructional Strategies and Methods of Teaching Commerce : (a) Importance of Instructional Strategies, Difference between Instructional Strategy and Method (b) Steps and usability of different methods in teaching of commerce (c) Discussion Method, Project Method, Problem solving method, Socialized Recitation Method, Lecture Method and Lecture cum Discussion Method.
- d) Micro Skills in Teaching Commerce: Formation of Micro lesson plan (Skill of Reinforcement, Skill of Probing Questions, Skill of Explaining, Skill of Illustration with examples and Skill of Stimulus Variation)

UNIT-III

- a) Lesson Planning- Importance, Steps and Approaches to Lesson Planning.
- b) Commerce Teacher- Qualities, Role and Professional Development.
- c) Co-Curricular Activities : (a) Objectives, Need and Importance of Co- curricular Activities (b) Types of co-curricular activities in teaching of commerce (c) Organization of Debates, Field Trips/ Excursion in Teaching of Commerce

UNIT-IV

- a) Pedagogical Analysis- Aspects and Utility of Pedagogical Analysis for commerce teachers.
- b) Banks-Types of banks, Functions of Commercial Banks.

INTERNAL PRACTICAL:

- a) Dummy filling of Bank forms, Central Excise and Taxation forms, VAT and Income Tax Documents (any two).
- b) Collection of e-learning resources in education and commerce.

Or

Undertaking a project on the success story of a business establishment.

SEMESTER - II

TEACHING OF COMMERCE

Max Marks	: 50
External Theory	: 40
Internal Evaluation	: 05
Internal Practical	: 05

COURSE OBJECTIVES

- Knowledge about aims, objectives and values of teaching commerce in senior secondary school.
- Acquaintance with the commerce curriculum, classroom management techniques and technology in and of education at senior secondary level.
- Develop interest in knowing the recent development in the teaching methodology and technological developments in commerce.
- Develop a desirable positive attitude towards the teaching of commerce.

UNIT-I

- a) Place of Commerce in Secondary School Curriculum.
- b) Curriculum: Concept and Principles of Curriculum Construction in Teaching of Commerce.
- c) Critical Appraisal of Existing Commerce Curriculum at Senior Secondary Level (PSEB/CBSE/I CSE).

UNIT-II

- a) Evaluation in Commerce - Purposes of evaluation, Formative and Summative Evaluation, Tools and Techniques of Evaluation (Quantitative and Qualitative).
- b) Achievement Test in Commerce - Purposes, Uses and Construction of Achievement Tests.
- c) Unit Tests in Commerce - Construction of a unit-test and Preparation of Blue print.
- d) Commerce Text Book: Need and Importance: Criteria for the evaluation of text Books, Role of Library and Reference Books in Teaching of Commerce.

UNIT-III

- a) Item Analysis - Purpose and Methods of Item Analysis, Criteria for Item Selection and Rejection.
- b) Principles, Instructional objectives and Approaches of Teaching Book - keeping and Accountancy.

UNIT-IV

- a) Double Entry System - Books of Accounts under double entry system, Principles of Double Entry System, Counting Procedure
- b) Final Accounts - Objectives of Preparing Financial Statements, Trading A/C, Profit and Loss A/C, Balance Sheet

INTERNAL PRACTICAL:

- a) Participation in Discussion on any Current Economic Topic/Budget/ Act and to prepare a report.
- b) Detailed listing of Different Learning Resources in Commerce Education

OR

Reviewing at least 3 research articles on teaching of commerce.

BOOKS SUGGESTED

- Aggarwal, A.N. (1995). *Business Methods & Machinery*. Part I & II, Allahabad: Kitab Mahal.
- Aggarwal, J.C. (2003). *Teaching of Commerce*. New Delhi: Vikas Publication.
- Bruce, J. McFarlane and Roger Ottewill (2001). *Effective Learning & Teaching in Business & Management*. London: Routledge,.
- Chopra, H.K. and Sharma, H. (2007). *Teaching of Commerce*, Kalyani Publishers, Ludhiana.
- Dalal, D.C. and Dalal V.C. (2008). *Teaching of Commerce*. (Hindi version). Patiala: Twenty First Century Publications.
- Gupta, Rainu. (2009). *Teaching of Commerce*. New Delhi: Shipra Publications.
- Jain. K.C. (1982). *Vanijya Shikshan*. Jaipur: Rajasthan Hindi Granth Academy.
- Kaur, Ravdeep (2012). *Teaching of Commerce*. Gurusar Sadhar: GBD Publications.
- Kumar, Mahesh (2004). *Modern Teaching of Commerce*. New Delhi: Anmol Publications Pvt. Ltd.
- Monga, Vinty (2009). *Teaching of Commerce*. Patiala: Twenty First Century Publications.
- Par Martensson, Magnus Bild, Kristina Nilsson (2008). *Teaching and Learning at Business Schools: Transforming Business Education*. London: Ash Gate.
- Peter Davies, Jacek Brant (2006). *Business, Economics and Enterprise: Teaching School Subjects 11-19*. London: Kogan Page.
- Rao, Seema (2002). *Teaching of Commerce*. New Delhi: Anmol Publications Pvt. Ltd
- Roland Kaye, David G, Hawkrigde (2003). *Learning & Teaching for Business: Case Studies of Successful Innovation*. London: Routledge.
- Shankar T. (2007). *Methods of Teaching Commerce*, New Delhi: Crescent, VIII

SEMESTER - I

10. TEACHING OF MATHEMATICS

Max Marks	: 50
External Theory	: 40
Internal Evaluation	: 05
Internal Practical	: 05

OBJECTIVES:

Upon completion of the course, the student-teachers will have.

- Understanding of nature of mathematics.
- Understanding of historical developments leading to modern mathematics concepts.
- Understanding of learning theories and their application in mathematics education.
- Improve competencies in secondary level mathematics. .

UNIT - I

- Meaning of Mathematics, history of mathematics, contribution of Indian mathematicians with reference to Bhaskaracharyas, Aryabhata, Ramanujan & Contributions of Euclid, Pythagoras, Rene-Descarte.
- Nature of mathematics & difference among assumptions, postulates & axioms.
- Values of teaching mathematics & place of mathematics in school.
- Aims & objectives of teaching mathematics at secondary school stage, framing of objectives according to Bloom's taxonomy.

UNIT - II

- Inductive- Deductive & Analytic- Synthetic methods with examples.
- Problem-solving: Definition, importance of problem solving & mathematical modeling.
- Concept formation & assimilation, use of Concept Attainment Model, planning and implementation of strategies in teaching mathematical concept.

UNIT – III

- Lesson Planning: Meaning, Importance and steps of lesson planning; formation of Macro lesson plan.
- Micro Lesson Planning: Meaning, Importance and steps and formation of Micro lesson plan with special reference to following micro teaching skills- Introduction of lesson, Questioning, Explanation, Stimulus Variation and Black Board writing.
- Teaching aids: Projective and Non-Projective.

UNIT – IV

- Arithmetic:-
Number System (Knowing the Numbers, Playing with Numbers, Natural, Whole Numbers, Integers, rationals, Irrationals & Real numbers.)
Exponents (surds, squares, cube, square root & cube root)
Profit & Loss, Simple & Compound Interest and Discount.
Ratio and Proportion.
- Algebra:-
Introduction to Algebraic Identities and Polynomials.
Linear, Simultaneous and Quadratic equations with their solution.

INTERNAL PRACTICAL

Development of a learning aid on any topic in mathematics and procedure for using it

SEMESTER - II
TEACHING OF MATHEMATICS

Max Marks	: 50
External Theory	: 40
Internal Evaluation	: 05
Internal Practical	: 05

Objectives: -Upon completion of the course, the student-teachers will have.

- Understanding of nature of mathematics.
- Improve competencies in secondary level mathematics.
- Understanding preparation and use of diagnostic test and organize remedial teachings.
- Application of appropriate evaluation techniques in mathematics.

UNIT-I

- (a) Principle and rationale of Curriculum development.
- (b) Organization of syllabi both logically and psychologically according to the age group of children.
- (c) Recent curriculum reforms at National Level/State Level & their critical appraisal.
- (d) Pedagogical analysis of different topics of mathematics

UNIT-II

- a) The Van-Hiele Levels of Geometric thinking.
- b) Nature & kinds of proof: direct proof, mathematical induction, proof by contradiction, disproof by counter example.
- c) Learning Resources in Mathematics:
 - i. Text-book quality (academic and technical).
 - ii. Mathematics Laboratory-planning & organizing lab activities.

UNIT-III

- a) Fixing devices: Oral, written, drill work, questioning, supervised study & Mathematical Modeling.
- b) (a) Diagnosing basic causes for difficulties in mathematics learning.
(b) Planning remedial teaching strategies based on the perceived causes for difficulties in learning, implementing and evaluating the strategies.
- c) Construction of appropriate test items for assessing product (learning outcomes) and developmental (thinking skills) outcomes.

UNIT-IV

- (a) Geometry:
 - Basic geometrical ideas(2-D & 3-D shapes)
 - Symmetry: (reflection)
 - Constructions (Using straight edge scale, protractor, compasses)
 - Quadrilaterals
 - Menstruations (circle, sphere, cone, cylinder, triangles)
 - Data handling, statistics

SESSIONAL WORK

- (a) Planning and implementation of instructional strategies to remedy the diagnosed learning difficulties.
- (b) Construction of diagnostic test/achievement test (unit/terminal) in mathematics

BOOKS SUGGESTED:

- Anthony, Glende and Walshaw, Margaret (2009). *Effective Pedagogy in Mathematics: Gonnet Imprimeur, 01300 Belley, France.*
- Arora, S.K. (2000). *How to Teach Mathematics.* New Delhi: Sterling Publishers Pvt. Ltd.
- Gakhar, S.C. and Jaidka, M.L. (2003). *Teaching of Mathematics.* Panipat: M/s N.M. Publishers.
- Kumar, Khushwinder and Kaur, Jaspreet (2012). *Learning Mathematics- A Lab Experience.* Gurusar Sadhar : GBD Publishers.
- Kumar, Sudhir and Ratan, P.N. (2003). *Teaching of Mathematics.* New Delhi: Anmol Publication Pvt. Ltd.
- Mangal, S. K. (2007). *Teaching of Mathematics.* New Delhi: Arya Book Depot.
- N.C.E.R.T. Text Books 6th to 10th Standard.*
- National Focus on Teaching of Mathematics.* Published at the Publication Department by the Secretary, National Council of Educational Research and Training, Sri Aurobindo Marg, New Delhi 110016 and printed at Bengal Offset Works, 335, Khajoor Road, Karol Bagh, New Delhi 110005, NCERT, 2006.
- Shankaran & Gupta, H. N. (1984). *Content-cum-Methodology of Teaching Mathematics.* New Delhi: NCERT
- Siddiqui, Hasan. Mujibul (2005). *Teaching of Mathematics:* New Delhi: A.P.H Publishing co-operation.
- Sidhu, K.S. (1998). *Teaching of Mathematics.* New Delhi: Sterling Publication Pvt. Ltd.
- Hukum, Avtar Ram and Singh, V.P. (2005). *A Handbook for Designing Mathematics Laboratory in Schools.* New Delhi: NCERT.
- Thomas, A. S. (1993). *Mathematics for Elementary Teachers (An Interactive Approach).* Florida: HBJ Publishers

Websites :

- <http://www.ncert.nic.in>
- <http://rse.sagepub.com>
- <http://www.edfac.unimelb.ed.ac>
- <http://www.eric.ed.gov>
- <http://www.merga.net.au>
- <http://ling.springerimages.com>
- <http://www.ibe.unesco.org>
- <http://www.ibe.unesco.org>

SEMESTER – I

11. TEACHING OF SCIENCE

Max Marks	: 50
External Theory	: 40
Internal Evaluation	: 05
Internal Practical	: 05

OBJECTIVES

The student teacher will be able to

1. Familiarize with nature of Science.
2. Formulate instructional objectives in behavioral terms.
3. Critically evaluate the existing science curriculum at secondary level.
4. Apply various approaches and methods of teaching physical science.
5. Select appropriate text books
6. Plan lessons in Science
7. Explain the concept of Micro Teaching and Related Skills
8. Understand the basic concepts of science.

COURSE CONTENT

UNIT-I

- (a) Science and technology: Concept and its impact on modern living.
- (b) Aims and objectives of Teaching Science
 - (i) Blooms' Taxonomy of educational objectives (revised form also)
 - (ii) Instructional objectives.
 - (iii) Writing objectives in behavioral terms (Magers' approach and RCEM approach)
- (c)
 - (i) Science curriculum- Rationale, principles and values
 - (ii) Critical evaluation of school science curriculum of class X

UNIT-II

Approaches and Methods of Teaching Science.

- (a) Inquiry and problem solving, Inductive and Deductive approach, Lecture cum demonstration method, project method, Concept Mapping.
- (b) Scientific Attitude- Concept and its inculcation among learners.
- (c) Science Teacher and his Professional Growth.

UNIT-III

- (a) Learning Resources in Science.
- (b) Text books, teacher manuals- importance and characteristics.
- (c) Lesson planning- Herbartian Approach. Micro teaching skills - introducing lesson, probing questions, skill of explaining, illustrating with examples

UNIT-IV

- (a) Motion- Laws of Motion and its application.
- (b) Nuclear Fission and fusion
- (c) Human Eye- structure and defects.

INTERNAL PRACTICAL

Performance of any two:

- (a) General information about five national and international science journals.
- (b) Information about five institutes of scientific importance.
- (c) Life history of any three Nobel Prize winners.

SEMESTER - II

TEACHING OF SCIENCE

Max Marks	: 50
External Theory	: 40
Internal Evaluation	: 05
Internal Practical	: 05

OBJECTIVES

The student teacher will be able to

1. Organize Co-curricular activities in Science.
2. Organize practical work and improvise Science apparatus.
3. Acquaint themselves with laboratory plan, purchase and maintenance of equipment and material.
4. Explain the concept of evaluation and construct blue print of question paper.

COURSE CONTENT

UNIT-I

- a) Instructional Media- Need and importance. Edgar Dales' Classification , principles of selection and integration of media (use of chalk board, models, edusat computers)
- (c) Co-curricular activities in Science- Science clubs, science museum, science fair, field trips, wall magazines.

UNIT-II

- (a) Practical work in Science.
 - (i) Need, Importance and organization.
 - (ii) Improvisation of science apparatus.
- (b) Science Laboratory- White House Plan.
- (c) Laboratory Equipment and Material- selection, purchase, maintenance and safety measures.

UNIT-III

- (a) Evaluation in Science.
 - (i) Evaluation and Assessment- concept and importance in Science.
 - (ii) Continuous and comprehensive evaluation – concept, techniques and weightage distribution (IX-X)
- (b) Types of test items for evaluation- essay type, short answer type, objective type and preparation of blue print.

UNIT-IV

- (a) Pollution- Air, water, soil, depletion of ozone layer.
- (b) Artificial satellites and their applications.

INTERNAL PRACTICAL

Performance of any two experiments:

1. To verify laws of reflection and refraction.
2. To collect and preserve one plant
3. Preparation of CO_2 and CH_4 gas.

REFERENCES:

- Bhandula, N. (1989). *Teaching of Science*. Ludhiana: Parkash Brothers.
- Cartin, A.A. and Sund, R.D. (1972). *Teaching Science through Discovery*. London: Merrill.
- Das, R.C. (1992). *Science Teaching in School*. New Delhi: Sterling Publishing.
- Gerg, K.K.; Singh, Raguvir and Kaur, Inderjeet (2007). *A Text book of Science of Class X*, New Delhi: NCERT.
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- Joshi, R.; Kulkarni, V.G. and Sinha, Somdatta (1999). *A Text book of Science of Class X*. New Delhi., NCERT.
- Kohli, V.K. (2006). *How to Teach Science*. Ambala: Vivek Pub. 2006.
- Mangal, S.K. (1997). *Teaching of Science*. New Delhi: Arya Book Depot.
- New UNSECO Source Book for Science*. France: UNSECO.
- Sharma, R.C. (1998). *Modern Science Teaching*. New Delhi: Dhanpat Rai Pub. Co.
- Siddiqui, N.H. and Siddiqui, M.N. (1983). *Teaching of Science Today and Tomorrow*. Delhi: Doaba House.
- Soni, Anju (2000). *Teaching of Science*. Ludhiana: Tandon Publications.
- Vaidya, Narendra N. (1997). *The Impact of Science Teaching*. New Delhi: Oxford and IBH Pub.Co.
- Vishin, G.L. and Ticku, S.P. (1998-99). *A New Approach to Teaching of Science*. Ludhiana: Vinod Publications.

SEMESTER - I

12. TEACHING OF LIFE SCIENCE

Max Marks	: 50
External Theory	: 40
Internal Evaluation	: 05
Internal Practical	: 05

OBJECTIVES

The pupil teacher will be able to

1. Familiarize with nature of Life science.
2. Formulate instructional objectives in behavioral terms.
3. Critically evaluate the existing Life science curriculum at secondary level.
4. Apply various approaches and methods of teaching Life science.
5. Acquaint with the ways and means for professional growth.
6. Understand the basic concept of life science.
7. Plan lesson in life science
8. Explain the concept of microteaching skills in view of various skills of teaching.

COURSE CONTENT

UNIT-I

- (a) Life Science Education- Concept and its impact on modern living.
- (b) Aims and objectives of Teaching Life Science
 - (i) Blooms' Taxonomy of educational objectives (revised form also)
 - (ii) Instructional objectives.
 - (iii) Writing objectives in behavioral terms.
- (d) Science curriculum- Rationale, principles and values.

UNIT-II

- (a) Approaches and Methods of Teaching Life Science.
 - (i) Inquiry and problem solving approach.
 - (ii) Inductive and Deductive approach.
 - (iii) Lecture cum demonstration method.
 - (iv) Project method.
 - (v) Scientific Method and Concept Mapping.
- (b) Scientific Attitude- Concept and its inculcation among learners.

UNIT-III

- (a) Life Science Teacher – Role in fostering Creativity, ways and means of professional growth.
- (b) Lesson Planning.
 - (i) Preparation of model lesson plan
 - (ii) Micro teaching skills with special reference to introducing lesson, probing questions, stimulus variation, skill of explaining, illustrating with examples.

UNIT-IV

- (a) Nutrition- Autotrophic and Heterotrophic
- (b) Respiration- Aerobic and Anaerobic
- (c) Control and Co- ordination- Endocrine System and Hormones.

INTERNAL PRACTICAL

Any One

- (a) Collection and preservation of plants and animal specimen (one each)
- (b) To prepare a report on any non-renewable energy sources on the basis of information collected by you.
- (c) Preparation and presentation of one lesson plan using Power Point.

SEMESTER - II

TEACHING OF LIFE SCIENCE

Max Marks	: 50
External Theory	: 40
Internal Evaluation	: 05
Internal Practical	: 05

OBJECTIVES

1. Select and integrate various kinds of instructional media.
2. Organize various co-curricular activities in biological science.
3. Organize practical work and improvise science apparatus.
4. Acquaint with laboratory plan, equipments and materials.
5. Explain the concept of evaluation and construct blue print of a question paper.
6. Understand the basic concept of life science.
7. Select appropriate text books

COURSE CONTENT

UNIT-I

- (a) Instructional Media- Need and Importance of Chalk Board, Flannel Board, Dissecting and Compound Microscope and Models, Specimen and Computers.
- (b) Co-curricular activities in Life Science- Field Trips, Excursions, Nature Club, Exhibitions and fairs.

UNIT-II

- (a) Practical Work in Life Science Need, Importance and organization.
- (b) Biological Laboratory- Setting up of laboratory, purchase and maintenance of equipments.
- (c) Laboratory Techniques- Preservation of Plants and animal specimens, preparation of slides.

UNIT-III

- (a) Evaluation and assessment- Concept, Types and new trends.
- (b) Construction of unit test- Design and blue print, Item Construction and marking scheme.
- (c) Learning Resources in Life Science.
 - (i) Text books, Teacher Manuals, Reference Books and Journals.
 - (ii) Aquarium, Museum and Botanical Garden.

UNIT-IV

- (a) Environmental Problems such as Green House effect, Acid Rain, Global Warming and ozone layer depletion, Biodiversity Loss.
- (b) Heredity and Development- Structure of DNA and Gene, Sex Determination.

INTERNAL PRACTICAL

Any two

- (a) Life history of any three Nobel Prize winners in Life Science.
- (b) Collect information about CSIR, FRI, IARI.
- (c) Preparation of two permanent slides using plant material

SUGGESTED BOOKS:

- Edgar, Marlow and Rao, Digmurti Bhaskar (1996). *Science Curriculum*. New Delhi: Discovery Publishing House.
- Gupta, V.K. (1994). *Life Science Education Today*. Chandigarh: Arun Pub. House.
- Joshi, S.R. (2005). *Teaching of Science*. New Delhi: APH Publishing Corporation.
- June, F. Lewis and Irene, C. Potter (1961). Englewood Cliffs N.J. *The Teaching of Science in the Elementary Schools* Prentice Hall.
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- Sood, J.K. (1987). *Teaching of Life Science, A Book of Methods*. Chandigarh: Kohli Publications.
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- Vaidya, Narendra (1968). *Problem Solving in Science*. New Delhi: S.Chand & Co.
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- Washton, Nathan S. (1967). *Teaching Science Creativity in the Secondary Schools*. W.M. Saunders Company.
- Yadav, K. (1993). *Teaching of Life Science*. New Delhi: Anmol Publications.

SEMESTER – I

13. TEACHING OF PHYSICAL SCIENCE

Max Marks	: 50
External Theory	: 40
Internal Evaluation	: 05
Internal Practical	: 05

OBJECTIVES:

The pupil teacher will be able to

1. Familiarize with nature of physical science.
2. Formulate instructional objectives in behavioral terms.
3. Critically evaluate the existing physical science curriculum at secondary level.
4. Apply various approaches and methods of teaching physical science.
5. Plan lesson in physical science
6. Explain the concept of microteaching skills
7. Understand the basic concepts of physical science.

COURSE CONTENT

UNIT-I

- (a) Physical science: concept and importance.
- (b) Bloom's taxonomy of Education, instructional objectives, formulating objectives in behavioral terms.
- (c) Scientific attitude – concept, characteristics and role of science teacher in their development.

UNIT-II

- (a) Curriculum in physical sciences : rationale, principles and critical evaluation of X class Curriculum.
- (b) Unit Planning & Lesson planning: concept importance and design.
- (c) Micro-Teaching skill : Introducing the lesson, probing questions, explanation and illustrating with example.

UNIT-III

- (a) Approaches and methods of Teaching physical science: problem solving approach, inductive & deductive approach, Lecture cum Demonstration Method, Project Method.

UNIT-IV

- (a) Motion : Types and its application.
- (b) Work, Power and energy, law of conservation of energy.

INTERNAL PRACTICAL (Any one)

- (a) General information about five national / international science journals.
- (b) Enlist five institutes of scientific importance in physical science

SEMESTER – II

TEACHING OF PHYSICAL SCIENCE

Max Marks	: 50
External Theory	: 40
Internal Evaluation	: 05
Internal Practical	: 05

OBJECTIVES

The pupil teacher will be able to

1. Select appropriate text books.
2. Organize practical work.
3. Acquaint with laboratory plan, equipments and materials.
4. Explain the concept of evaluation.
5. Develop a blue print.
6. Acquaint with the ways and means for professional growth
7. Understand the basic concepts of physical science.

COURSE CONTENT

UNIT-I

- (a) Physical sciences laboratory- need and importance, design, maintenance of apparatus, equipment and safety measures.
- (b) Developing low cost experiments in physical sciences.

UNIT-II

- (a) Instructional material: Need, importance, selection and use (periodic tables, chalk board, working models and computers).
- (b) Physical science text book: - Need importance and criteria for selection, use of reference books and journals in teaching Physics and Chemistry.
- (c) Co-curricular activities in physical science : Science club, science exhibition, science excursions and quiz.

UNIT-III

- (a) Evaluation & Assessment in physical science: Concept, importance, CCE : concept, techniques, Grading, weightage, Preparation of objective based test items and blue print .
- (b) Creativity in teaching physical science - need, importance, inculcation among students.
- (c) Professional growth of physical science teacher, Role of national bodies IAPT/IACT (Indian Association of Physics/Chemistry Teacher), HBCSE (Homi Bhaba Centre for Science Education)

UNIT-IV

- (a) Metals and Non – Metals: Physical and chemical properties.
- (b) Atomic structure model: Rutherford and Bohr's model.

INTERNAL PRACTICAL

Life history of any three Nobel Prize winners in physical science

Performance of any three experiments :

1. Ohm's law verification
2. Laws of reflection & refraction
3. Laws of friction verification
4. Preparation of CO₂/CH₄ gas.

REFERENCES:

- Bulletin* (monthly). Kanpur: Indian Association of Physics Teachers .
- Gupta, S.K. (1991). *Teaching Physical Sciences in Secondary Schools*. New Delhi: Sterling Publishers.
- Kohli, V.K. (2004). *How to Teach Science*. Ambala: Vivek Pub.
- Mangal, S.K. and Mangal, Shubra (2007). *Teaching of Physical Science*. Meerut: International Publishing house.
- NCERT, *Science Textbooks for classes VII-X*, (2003).
- Sharma , R.C. (1998-99). *Modern Science Teaching*. New Delhi: Dhanpat Rai. Pub. Co.
- Thurber, W. and Collete, A. (1964). *Teaching Science in Today's Secondary Schools*. Boston: Allen and Becon.
- Vaideya, Narendra (1981). *Impact of Science Teaching*. New Delhi: oxford and IBH Publishing Co.

SEMESTER - I

14. TEACHING OF HOME SCIENCE

Max Marks	: 50
External Theory	: 40
Internal Evaluation	: 05
Internal Practical	: 05

OBJECTIVES

To enable the student teachers to:

1. Develop an understanding of aims, objectives and scope of teaching Home Science.
2. Create interest among student teachers in teaching of Home Science.
3. Understand the terms and concepts of teaching of Home Science and their use in classroom situations.
4. Develop understanding and skills of using various teaching methods and teaching aids in teaching of Home Science.
5. Develop lesson plan for teaching Home Science subject.
6. Understand the basic concept of Home Science

COURSE CONTENT:

UNIT-I

- (a) Meaning, scope and importance of Home Science.
- (b) Aims of Teaching Home Science at secondary level.

UNIT-II

Micro teaching skills relevant in Home science.

- (i) Skill of writing instructional objectives.
- (ii) Skill of introducing the lesson.
- (iii) Skill of explanation.
- (iv) Skill of questioning
- (v) Skill of blackboard writing.

UNIT-III

- (a) Lesson Planning: Meaning, importance and essentials of lesson planning.
- (b) Meaning, importance and use of teaching aids in Home Science.

UNIT-IV

- (a) Food, its constituents, functions and sources.
- (b) Guidelines for making flower arrangement and rangoli.

INTERNAL PRACTICAL:

Any one Practical based on UNIT-IV

SEMESTER – II

TEACHING OF HOME SCIENCE

Max Marks	: 50
External Theory	: 40
Internal Evaluation	: 05
Internal Practical	: 05

To enable the student teachers to:

1. Correlation of Home Science with other school subjects
2. Selection of appropriate text book
3. Critical evaluation of Home Science curriculum
4. Understanding the basic concept of Home Science
5. Train the student teachers to use problem-solving approach in problems related to home life.

COURSE CONTENT:

UNIT-I

- (a) Use of Demonstration method, Discussion method, Project method, Laboratory method, Problem solving method and Field trips in teaching of Home Science.
- (b) Organization of Home Science Department.

UNIT-II

- (a) Curriculum Construction-Principles and critical analysis of existing school curriculum of Home Science.
- (b) Correlation-Meaning, importance, types of correlation and correlation of Home Science with different subjects.

UNIT-III

- (a) Qualities and Competencies of a good Home Science teacher.
- (b) Meaning, Importance, essentials and limitations of Home Science text books

UNIT-IV

- (a) Care and maintenance of cotton, wool and silk.
- (b) Immunization Schedule
- (c) Organisation of mid-day meals in schools.

INTERNAL PRACTICAL :

Any one Practical based on UNIT-IV

BOOKS SUGGESTED:

- Begum, Fahmeeda (2006). *Modern Teaching of Home Science*. New Delhi: Anmol Publications.
- Bhargava, Priya (2004). *Teaching of Home Science*. New Delhi. Commonwealth Publishers.
- Chandra, Arvinda, Shah, Anupama and Joshi, Uma (1995). *Fundamentals of Teaching of Home Science*. New Delhi: Sterling Publisher.
- Das, R.R. and Ray, Binita (1985). *Teaching of Home Science*. New Delhi: Sterling Publishers.
- Kapoor, Ritu (1994). *Teaching of Home Science*. Ludhiana: Parkash Book Depot.
- Mago, Neelam *Teaching of Home Science*. Ludhiana: Tandon Publications.
- Seshaiah, Ponnana Rama (2004). *Methods of Teaching Home Science*. New Delhi: Discovery Publishing House.
- Sharma, Shaloo (2002). *Modern Methods of Teaching Home Science*. Sarup & Sons, New Delhi.
- Siddiqui, Mujibul Hasan (2007). *Teaching of Home Science*. New Delhi: A.P.H. Publishing Corporation.
- Yadav, Seema (1994). *Teaching of Home Science*. New Delhi: Anmol Publications.

SEMESTER - I

15. TEACHING OF FINE ARTS

Max Marks	: 50
External Theory	: 40
Internal Evaluation	: 05
Internal Practical	: 05

OBJECTIVES:

To enable student teachers to:

- Develop the skill of using various teaching methods for teaching of Arts.
- Develop the Aesthetic sense.
- Acquaint the students with different techniques of painting.
- Develop imagination and sense of appreciation of Arts and interest in teaching of art.
- Learn and understand the principles, concept, elements of art and to apply them in teaching and daily life.

COURSE CONTENT:

UNIT-I

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

UNIT-II

1. Principles of Art.
2. Aims and objective of teaching Art.
3. (a) Stages of Development in Child Art.
(b) Principles of curriculum construction at secondary level.

UNIT-III

1. Lesson planning to teach:
 - Still life.
 - Design.
 - Landscape.
 - Composition.
 - Poster.
2. Micro teaching- Micro skill with special reference to :
 - Skill of introducing the lesson.
 - Skill of Questioning.
 - Skill of Blackboard Writing.
 - Skill of Illustration with examples.

UNIT-IV

1. Qualities of Good poster.
2. Design- Its meaning & types.
3. Colour- Types and effects.

INTERNAL PRACTICAL

Practical work to be submitted by students during the session:

Size-½ Imperial Size Sheet. One Canvas in size 18' X 22' to be submitted along with the sheets.

I. Landscapes - 2

II. Still life – 2

SEMESTER – II

TEACHING OF FINE ARTS

Max Marks	: 50
External Theory	: 40
Internal Evaluation	: 05
Internal Practical	: 05

OBJECTIVES:

To enable student teachers to:

- Develop the skill of using various teaching methods for teaching of Arts.
- Develop the Aesthetic sense.
- Acquaint the students with different techniques of painting.
- Develop imagination and sense of appreciation of Arts and interest in teaching of art.
- Learn and understand the principles, concept, elements of art and to apply them in teaching and daily life.

COURSE CONTENT:

UNIT-I

1. Significance of Fine Art & its correlation with other school subjects.
2. Six limbs of Indian Art (Shadanga).
3. Importance of Field trips and Excursions in Art.

UNIT-II

1. Methods of teaching art:
 - a. Lecture cum Demonstration method.
 - b. Direct Observation method.
 - c. Method of Imagination and Free Expression.
2. Contribution of artists: Amrita Shergill, Shobha Singh, Rabindranath Tagore and Satish Gujral
3. Importance of art Room and its requirements.

UNIT-III

1. The importance of Exhibitions & Competitions in encouraging creative expression among Students.
2. Qualities and functions of an art-teacher.
3. Elements of Art.
4. Art & Society.

UNIT-IV

1. Importance of Colours in life.
2. Elements of Good Landscape.
3. Appreciation of Art.

INTERNAL PRACTICAL

Practical work to be submitted by students during the session:

Size-½ Imperial Size Sheet. One Canvas in size 18' X 22' to be submitted along with the sheets.

- I. Poster - 2
- II. Composition – 2

BOOKS RECOMMENDED:

Brown, Percy (1953). *Indian Painting*, Calcutta.

Chawla, S.S. (1986). *Teaching of Art*. Patiala: Publication Bureau, Punjabi University.

Harriet, Goldstein (1964). *Art in Everyday Life*. Calcutta: Oxford and IBH Publishing Company.

Jaswani, K.K., *Teaching and Appreciation of Art in Schools*.

Lowenfeld Viktor . *Creative and Mental Growth*.

Margaret, Marie Deneck (1976). *Indian Art*. London: The Himalata Publication.

Sharma, L.C., *History of Art*, Goel Publishing House, Meerut.

Read, Herbert. *Education through art* [paperback].

Shelar, Sanjay. *Still Life*. Jyotsna Prakashan.

SEMESTER – I

16. TEACHING OF MUSIC

Max Marks	: 50
External Theory	: 40
Internal Evaluation	: 05
Internal Practical	: 05

OBJECTIVES

- To enable student teacher to understand the importance aims and objectives of teaching of Indian Music.
- To provide knowledge of different methods and techniques of teaching music.
- To acquaint student teacher with latest teaching skills.
- To equip with various types of Ragas and different talas.
- To enable student teachers to organise competitions.
- To develop understanding & aesthetic sense in student.

COURSE CONTENT

UNIT-I

- (a) Aims & objectives of teaching of music.
- (b) Music Curriculum construction
- (c) Importance, suggestions for the popularization of Indian Classical Music in Schools & Colleges.

UNIT-II

- (a) Methods of teaching music
- (b) Relationship of music with other Fine Arts
- (c) Voice-culture & larynx

UNIT-III

- (a) Writing a lesson plan (Macro-Micro)
- (b) Evaluation in Music

UNIT-IV

- (a) Knowledge of following Talas- Ekgun & Dugun of Dadra, Rupak, Keharva, Jhaptal, Ektal, Chartal and Teental.
- (b) Knowledge of different parts of instruments Tanpura/Sitar/Tabla.

INTERNAL PRACTICAL

Preparing a scrap book

SUGGESTED READINGS :

Khanna, Jyoti (2012). *Sangeet Adhyapan*. Ludhiana: Tandon Publications.
Saryu Kalekar - Teaching of Music
Panna Lal Madan - Teaching of Music

SEMESTER – II

TEACHING OF MUSIC

Max Marks	: 50
External Theory	: 40
Internal Evaluation	: 05
Internal Practical	: 05

OBJECTIVES

- To enable student teacher to understand the importance aims and objectives of teaching of Indian Music.
- To provide knowledge of different methods and techniques of teaching music.
- To acquaint student teacher with latest teaching skills.
- To equip with various types of Ragas and different talas.
- To enable student teachers to organise competitions.
- To develop understanding & aesthetic sense in student.

COURSE CONTENT

UNIT-I

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

UNIT-II

- (a) Music & Folk Music
- (b) The effect of music on behaviour, activity & Fatigue

UNIT-III

- (a) Knowledge of swaras, division of swaras in measures of shruti.
- (b) Qualities of a Music Teacher - Singer, Vada, Vadyakar

UNIT-IV

- (a) Description of following Ragas -malkauns, Bhairav, Yaman, Bhupali.
- (b) Notation of fast khayal/Rajakhani gat of the following Ragas : Malkauns, Bhairvi, Bhairav, Yaman & Bhupali

INTERNAL PRACTICAL

Demonstration of any two musical skills

SUGGESTED READINGS :

Khanna, Jyoti (2012). *Sangeet Adhyapan*. Ludhiana: Tandon Publications.
Saryu Kalekar - Teaching of Music
Panna Lal Madan - Teaching of Music

SEMESTER – I

17. TEACHING OF PHYSICAL EDUCATION

Max Marks	: 50
External Theory	: 40
Internal Evaluation	: 05
Internal Practical	: 05

OBJECTIVES

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

SKILLS

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

COURSE CONTENT:

UNIT-I

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

UNIT-II

- (a) Teaching Methods: Concept and Factors affecting teaching methods.
- (b) Intensive Study of Lecture method, Command method, Project method, Discussion method, Demonstration Method, Part method, Whole method, Whole-part whole method.
- (c) Audio-Visual Aids and their classification, Importance of Audio Visual Aids in teaching Physical Education.

UNIT-III

- (a) Micro teaching : Concept and Procedure,
- (b) Teaching Micro Skills with special reference to
 1. Skill of Introducing the lesson
 2. Skill of Questioning
 3. Skill of Explanation
 4. Skill of Demonstration
 5. Skill of using Black Board
- (c) Lesson Planning: Meaning, Importance, Steps of Lesson planning and construction of Lesson Plan.

UNIT-IV

- (a) Recreation : Meaning, significance and recreational programmes in school.
- (b) Posture : Meaning and Importance of good posture.
- (c) First Aid : Meaning, need and importance of First Aid.

INTERNAL PRACTICAL

- (a) Participation in Athletic/Games
- (b) Project Work related to Physical Education-1

SEMESTER – II

TEACHING OF PHYSICAL EDUCATION

Max Marks	: 50
External Theory	: 40
Internal Evaluation	: 05
Internal Practical	: 05

OBJECTIVES:

1. To provide direction to pupil teachers for creating awareness regarding Physical Education and Sports.
2. To help the pupil teachers in becoming efficient and effective physical education teachers.
3. To make the teaching of Physical Education more interesting and innovative.

SKILLS:

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

COURSE CONTENT

UNIT- I

- (a) Qualities, Qualifications and Responsibilities of a Physical Education teacher.
- (b) Need, Importance and Qualities of a good Physical Education Textbook.
- (c) Need and importance of Physical Education room and equipment.

UNIT –II

- (a) Class Management: Meaning, Importance and Factors affecting class management.
- (b) Curriculum: Concept, Principles of curriculum construction and Importance of Physical Education in school curriculum.

UNIT-III

- (a) Supervision: Meaning, Types and importance of supervision.
- (b) Evaluation: Need and Importance of Evaluation in Physical Education.
- (c) Motivation: Meaning, Importance and types.

UNIT – IV

- (a) Warming up and Cooling down : Meaning and Importance.
- (b) Rules and Regulations :
 - Game : Badminton and Kho Kho.
 - Athletics : Sprints-start and finish.
 - Shot put and Long jump.

INTERNAL PRACTICAL

- (a) Participation in Athletic/Games
- (b) Project Work related to Physical Education-2

REFERENCES:

- Brar, Rachhpal Singh; Rathi, Nirmaljit Kaur and Gill, Manmeet Kaur (2004). *Creative Teaching of Physical Education*. Ludhiana: Kalyani Publishers.
- Brar, T.S. (2002). *Officiating Techniques in Track and Field*. Gwalior: Bhargava Press.
- Bucher, C.A. (1979). *Foundation of Physical Education*. St. Louis: C.V. Mosby & Co.
- Kamlesh, M.L. *Psychology in Physical Education & Sports*. New Delhi: Metropolitan Book Co.
- Kamlesh, M.L. and Sangral, M.S. (1986). *Methods in Physical Education*. Ludhiana: Parkash Brothers.
- Malik, Neeru and Malik, Rakesh (2005). *Health and Physical Education*. Gurur Sar Sadhar: Gurur Sar Book Depot Publications.
- Sandhu, S.S. (2009). *Teaching of Physical Education*. Ludhiana: Chetna Parkashan.
- Singh, Ajmer; Gill, Jagtar Singh; Brar, Rachhpal Singh; Bains, Jagish and Rathee, Nirmaljit Kaur (2004). *Essentials of Physical Education*. Ludhiana: Kalyani Pub.
- Thorkildson, George (1992). *Leisure and Recreation Management*. London: E. & F.N. Sports.
- Trinarayan & Hariharan (1986). *Methods in Physical Education*. Kareaikudi: South India Press.

SEMESTER - I

18. TEACHING OF AGRICULTURE

Max Marks	: 50
External Theory	: 40
Internal Evaluation	: 05
Internal Practical	: 05

OBJECTIVES

1. To make student teachers familiar with the importance of the subjects.
2. To develop power of critical thinking in the student teachers.
3. To apprise student teachers of different methodologies for teaching Agriculture at the school stage.

Instructional Strategies:

Lectures, Demonstrations, Field Studies, Discussions, Seminars and other socialized classroom techniques.

COURSE CONTENT

UNIT-I

- (a) Meaning and Scope of Agriculture.
- (b) Aims of Teaching Agriculture and its Place in the School Curriculum.
- (c) Correlation of Agriculture with Economics, Geography and Biology.

UNIT-II

- (a) Methods of Teaching Agriculture as Demonstration, Discussion, Problem-solving, Project and observation.
- (b) Lesson Planning.
- (c) Use of Teaching Aids in Agriculture.

UNIT-III

- (a) Brief History of Agriculture in Punjab after 1947.
- (b) Minimum equipments for Agriculture required for a school.

UNIT-IV

- (a) Soil: Type, Formation, Soil Fertility, Soil Conservation.
- (b) Tillage: Preparatory Tillage, methods of Sowing Seeds, Tillage Implements & Tools.
- (c) Manure: Natural and Agriculture Manures, Farmyard Manure, Compost, Green Manure, Nitrogenous, Potassic and Phosphatic Manures.

INTERNAL PRACTICAL :

Preparation of kitchen garden (Size 10 x 10 feet)

SEMESTER – II

TEACHING OF AGRICULTURE

Max Marks	: 50
External Theory	: 40
Internal Evaluation	: 05
Internal Practical	: 05

OBJECTIVES

1. To make students self-reliant and self-confident during the field studies and surveys.
2. To make them scientific minded.
3. To provide them opportunities for utilizing leisure time usefully and fruitfully by engaging themselves in various types of constructive activities.
4. To develop in them the good healthy habits and social skills.

Instructional Strategies:

Lectures, Demonstrations, Field Studies, Discussions, Seminars and other socialized classroom techniques.

COURSE CONTENT

UNIT-I

- (a) Principles of curriculum construction in Agriculture.
- (b) Critical study of the existing School Agriculture Curriculum of Secondary Classes.
- (c) Kitchen Gardening as a part of curriculum.

UNIT-II

- (a) Text Book in Agriculture – Its Need, Importance and Qualities, Reference Books and Agriculture Journals.
- (b) Agriculture Farm and Laboratory.

UNIT-III

- (a) Agriculture Teacher and his professional growth.
- (b) Importance of Practical work in Agriculture, Organization of Agriculture Club and Agriculture fair in the school.
- (c) Evaluation – Importance, different types of tests for theory and practicals.

UNIT-IV

- (a) Plant Life : Root, Stem, Leaf, Flower, Seed, their Structure and Functions.
- (b) Weeds and Weed control.

INTERNAL PRACTICAL :

Critical evaluation of a text book of Agriculture syllabus at secondary level.

BOOKS SUGGESTED:

ICAR Handbook of Agriculture. New Delhi: Govt. of India.
Handbook of Agriculture. Ludhiana: PAU.
Sharma, R.C. *Modern Science Teaching.*

SEMESTER - I

19. TEACHING OF COMPUTER EDUCATION

Max Marks	: 50
External Theory	: 40
Internal Evaluation	: 05
Internal Practical	: 05

OBJECTIVES

- To emphasize the need and importance of computer education as a subject.
- To aware the pupils of different teaching methodologies for teaching of computer education.
- To underline the need and importance of computerized lesson planning and its evaluation.

COURSE CONTENT:

UNIT-I

- a) Computer Education: Concept, need and important, Application of computers with special reference to education and society.
- b) Aims and objectives of computer education, present and future of computer education in Indian schools.
- c) Formulation of instructional objectives in behavioral terms

UNIT-II

- a) Methods of Teaching: Comparative study of various teaching methodologies in context of teaching of computer education, Lecture, Discussion, Illustration, Demonstration, Project and problem solving method
- b) Approaches to teaching: Personalized instructions, system approach, multimedia approach, micro-teaching

UNIT-III

- a) Computer Education Curriculum: Concept and principles of curriculum for computer education, need of curriculum development cell for computer education
- b) Lesson Planning: Concept, Need, and importance of lesson planning in computer teaching, characteristics of a good computerized lesson plan.

UNIT-IV

- a) Practical skills on computers: Application Software, Word Processors, Multimedia presentation etc.
- b) Programming languages: Concept and generations

INTERNAL PRACTICAL:

Construction of ICT based Two lesson plans.

SUGGESTED READINGS:

Intel (2003): *Intel innovation in Education* Intel, Teach to Future-Students Work Book Kaur Heman, Meerut: R. Lal Publisher.

Kumar, Khushvinder and Kumar, Sunil. *Teaching of Computer*. Gurusar Sadhar: GBD Publications.

SEMESTER – II

TEACHING OF COMPUTER EDUCATION

Max Marks	: 50
External Theory	: 40
Internal Evaluation	: 05
Internal Practical	: 05

OBJECTIVES

- To discuss the importance of computer curriculum and computer textbooks.
- To teach the proper computer laboratory planning and to outline qualifications of computer staff.
- To bring awareness regarding the practical and latest computer technology.

COURSE CONTENT:

UNIT-I

- a) Advanced methods of teaching: CML, CAI, mobile learning, and online learning
- b) e-books/Text Books: Characteristics and criteria for selection of computer books with special reference to theory and practical books of computer subject

UNIT-II

- a) Computer Teacher: Essential qualification and qualities of a computer teacher, professional growth and code of conduct for ethical computer teaching
- b) Planning of Computer Laboratory: Room space, furniture, light conditions, number of computers etc.

UNIT-III

- a) Community resources utilization: Concept, need, and importance e.g. computerized banks and hospitals etc.
- b) Evaluation: Criteria to evaluate the computer teaching learning process, evaluation of theory and practical. Role of computers in evaluation

UNIT-IV

- a) Internet: Use and application of internet. Internet as a source of learning, practical hands on publications of web pages
- b) Recent trends in computer teaching learning process

Internal Practical:

Critical analysis of text book of Computer at secondary stage.

SUGGESTED READINGS:

Intel (2003): *Intel innovation in Education* Intel, Teach to Future-Students Work Book Kaur Heman, Meerut: R. Lal Publisher.
Kumar, Khushvinder and Kumar, Sunil. *Teaching of Computer*. Gurusar Sadhar: GBD Publications.

SEMESTER - I

20. TEACHING OF POLITICAL SCIENCE

Max Marks	: 50
External Theory	: 40
Internal Evaluation	: 05
Internal Practical	: 05

OBJECTIVES

- To enable the pupil teachers to develop an understanding of aims and objectives of teaching of Political Science.
- To provide knowledge of different methods of teaching Political Science.
- To acquaint the student teachers with different audio-visual aids and latest information technologies.

Skills:

- Preparation and effective use of teaching aids.
- Organisation of discussions, tours, exhibitions and practical activities.
- To develop the skill of preparation of lesson plan and its presentation.

Attitudes:

- To promote independent, rational and critical thinking.
- To promote creativity for positive social outlook.

COURSE CONTENT

UNIT-I

- (a) Meaning, Nature, Scope and Importance of Political Science as a subject
- (b) Aims and objectives of Teaching of Political Science at Secondary level.
- (c) Relation of Political Science with History, Geography, Economics, Public Administration, Sociology, Psychology and Law.
- (d) Recent Trends in Political Science.

UNIT-II

- (a) Methods of Teaching Political Science:- Story telling, lecture, discussion, source, problem solving, project and socialized recitation.
- (b) Lesson Plan:- Need, Importance and steps of writing it in teaching of Political Science.

UNIT-III

- (a) Need, Importance and use of Audio-Visual Aids:- Chalk board, Display boards, Maps, Model, Charts, Graphs, Time lines overhead Projectors, Specimen, Field Trips, Flash cards, Exhibitions, Radio, T.V. and Computer.
- (b) Political Science Text Books: Need, Importance and Qualities.

UNIT-IV

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

INTERNAL PRACTICAL:

Critical evaluation of Text Book of Political Science at School level.

SEMESTER – II

TEACHING OF POLITICAL SCIENCE

Max Marks	: 50
External Theory	: 40
Internal Evaluation	: 05
Internal Practical	: 05

OBJECTIVES

- To enable the student teachers to construct and analyze critically the curriculum and textbooks of the teaching of Political Science at secondary stage.
- To help the student teachers to understand the role of current events in teaching of Political Science.
- To emphasize the role of Political Science in developing the national integration and international understanding.
- To acquaint the student teachers with different techniques of evaluation.

Skills:

- Skill to organise curriculum according to different approaches.
- Interpretation of socio-economic and geographical data.
- Analysis of present day problems in Political Science context.
- To develop the skill of preparation and evaluation of question papers.

Attitudes:

- To promote creativity for positive social outlook.
- To promote national integration for cosmopolitan outlook.

COURSE CONTENT

UNIT-I

- (a) Curriculum Organization:- Principles of Curriculum construction; methods of organizing material in Political Science: concentric, topical, unit and chronological approach.
- (b) Critical study of existing curriculum of Political Science at Secondary level.
- (c) Political Science Teacher- Qualities and Role in changing times

UNIT-II

- (a) Devices of Teaching Political Science:- Assignments, Questioning, Illustration, Exposition, Narration and Description.
- (b) Need and Importance of Political Science Room.

UNIT-III

- (a) Utilizing current events and community resource in teaching of Political science.
- (a) Role of Teaching of Political Science in developing National Integration and Internationalism.
- (b) Evaluation in Political Science:- Modern Concept, Importance and types; preparing Blue Prints writing objectives based test items.

UNIT-IV

- (a) Political Participation, Political socialization.
- (b) Election Commission and Electoral Reforms.

INTERNAL PRACTICAL

Preparation of blue print & write objective based test items.

BOOKS RECOMMENDED :

- Aggarwal, J.C. Teaching of Political Science and Civics. New Delhi: Vikas Publication.
- Chopra, J.K. (2005). Teaching of Political Science. Commonwealth Publishers, New Delhi, 2005.
- Faria, B.L., Indian Political System.
- Kashyap, Subash, Indian Constitutions.
- Preston, R.C., Teaching of World Understanding.
- Preston, Ralph C. (1959). Teaching Social Studies in the Elementary School. New York: Rinehart and Company.
- Sahu, B.K. (2007). Teaching of Social Studies. New Delhi; Kalyani Publishers.
- Shaida, B.D. (1962). Teaching of Political Science. Jalandhar: Panjab Kitab Ghar, 1962
- Singh, Gurmit (2008). ਸਮਾਜਿਕ ਅਧਿਐਨ ਦਾ ਅਧਿਆਪਨ (Samajik Adhain da Adhiapan). Ludhiana: Chetna Parkashan.
- Singh, R.L., Teaching of History of Civics.
- Syed, M.H. (2004). Modern Teaching of Civics/Political Science. New Delhi: Anmol Publications Pvt. Ltd.

SEMESTER - I

21. TEACHING OF PUBLIC ADMINISTRATION

Max Marks	: 50
External Theory	: 40
Internal Evaluation	: 05
Internal Practical	: 05

OBJECTIVES

1. To enable the pupil teachers to develop an understanding of aims and objectives of teaching of Public Administration.
2. To acquaint pupil teachers with different methods and techniques of teaching of Public Administration.
3. To acquaint the pupil-teachers with different audio-visual aids.
4. To acquaint the pupil-teachers with recent trends in Public Administration.
5. Preparation and effective use of teaching aids.
6. Organization of discussions, tours, exhibitions and practical activities.
7. To develop the skill of preparation of lesson plan and its presentation.

COURSE CONTENTS

UNIT-I

1. Meaning, nature, scope and importance of public administration in modern context.
2. Relation of public administration with other social sciences; politics science, history, psychology, sociology, geography, laws, economics.
3. Importance of teaching of public administration : Aims and Objectives.

UNIT-II

1. Methods of teaching :
 - (a) Lecture method
 - (b) Discussion method
 - (c) Project method
 - (d) Source method
 - (e) Problem method
 - (f) Survey method
2. Techniques and devices of teaching :
 - (a) Assignments
 - (b) Symposium
 - (c) Illustration
 - (d) Seminars
 - (e) Dramatization
 - (f) Questioning

UNIT-III

1. Emerging areas of public administration : New public administration, new public management, educational administration, local government (rural and urban).
2. Lesson Plan : Need, importance and steps of writing it in teaching of public administration.

UNIT-IV

1. Principles of Public Administration : Planning, Coordination, Communication, Centralization & Decentralization.
2. Local Government : Main provisions of 73rd and 74th Constitutional Amendment Act.

INTERNAL PRACTICAL:

Preparation of report on the functioning of a village panchayat

SUGGESTED READINGS :

- Basu, Rumki. *Introduction to Public Administration; Structure, Process and Behaviour*. Calcutta: World Press.
- Goel, S.L., *Health Care Administration*. New Delhi: Sterling Publishers.
- Luxmi Kanth, M., *Public Administration*. New Delhi: Tata Mcgraw Hills.
- Maheswari, S.R., *Public Administration*. Agra: Laxmi Narayan Aggrawal.
- Sapru, R.K. (2001). *Indian Administration*. Ludhiana: Kalyani Publishers.
- Shaيدا, B.D. (1962). *Teaching of Political Science*. Jalandhar: Panjab Kitab Ghar, 1962.
- Singh, Gurmit (2008). *ਸਮਾਜਿਕ ਅਧਿਐਨ ਦਾ ਅਧਿਆਪਨ (Samajik Adhain da Adhiapan)*. Ludhiana: Chetna Parkashan.
- Singh, R.L., *Teaching of History of Civics*.
- Syed, M.H. (2004). *Modern Teaching of Civics/Political Science*. New Delhi: Anmol Publications Pvt. Ltd.

SEMESTER - II

TEACHING OF PUBLIC ADMINISTRATION

Max Marks	: 50
External Theory	: 40
Internal Evaluation	: 05
Internal Practical	: 05

OBJECTIVES

1. To develop an understanding of pupil teachers concerning curriculum organization.
2. To develop proper understanding of different techniques of evaluation.
3. Preparation and effective use of teaching aids.
4. Organization of discussions, tours, exhibitions and practical activities.
5. To set the room to teach public administration.

COURSE CONTENT

UNIT-I

1. Principles of constructing curriculum of public administration.
2. Approaches of organization of public administration curriculum.
(a) Unit (b) Concentric (C) Topical
3. Role of public administration in developing national integration and internationalism.

UNIT-II

1. Text-books; importance and qualities, supplementary material.
2. Public administration room—Importance, equipment.
3. Teaching aids : Meaning, importance and types. Use of chalk board, charts, pictures, OHP, TV, films, computer radio, maps, globes, graphs.

UNIT-III

1. Critical analysis of public administration syllabus at the senior secondary stage.
2. Teacher of public administration–Importance, qualities and competence.
3. Evaluation – Meaning, modern concept, importance and types; preparing blue-print and writing objective based test items.

UNIT-IV

1. Concept and Principles of Educational Administration.
2. Health Administration: Primary, secondary and tertiary health services.

INTERNAL PRACTICAL

Critical analysis of Text book of public administration at the senior secondary stage.

SUGGESTED READINGS :

- Basu, Rumki. *Introduction to Public Administration; Structure, Process and Behaviour*. Calcutta: World Press.
- Goel, S.L., *Health Care Administration*. New Delhi: Sterling Publishers.
- Luxmi Kanth, M., *Public Administration*. New Delhi: Tata Mcgraw Hills.
- Maheswari, S.R., *Public Administration*. Agra: Laxmi Narayan Aggrawal.
- Sapru, R.K. (2001). *Indian Administration*. Ludhiana: Kalyani Publishers.
- Shaيدا, B.D. (1962). *Teaching of Political Science*. Jalandhar: Panjab Kitab Ghar, 1962.
- Singh, Gurmit (2008). *ਸਮਾਜਿਕ ਅਧਿਐਨ ਦਾ ਅਧਿਆਪਨ (Samajik Adhain da Adhiapan)*. Ludhiana: Chetna Parkashan.
- Singh, R.L., *Teaching of History and Civics*.
- Syed, M.H. (2004). *Modern Teaching of Civics/Political Science*. New Delhi: Anmol Publications Pvt. Ltd.

SEMESTER - I

22. TEACHING OF SOCIOLOGY

Max Marks	: 50
External Theory	: 40
Internal Evaluation	: 05
Internal Practical	: 05

OBJECTIVES

Knowledge and understanding:

- To enable the pupil teachers to develop an understanding of aims and objectives of teaching of sociology.
- To acquaint pupil teachers with different methods and techniques of teaching of sociology.
- To acquaint the pupil-teachers with different audio-visual aids.

Skill :

- Preparation and effective use of teaching aids.
- Interpretation of socio-economic and population data.
- Analysis of present day problems in social context.
- To develop the skill of preparation of lesson plan and its presentation.

Attitude :

- To promote independent, rational and critical thinking.
- To promote creativity for positive outlook.
- To promote objective evaluation.
- To promote national integration and cosmopolitan outlook.

COURSE CONTENTS

UNIT-I

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

UNIT-II

- Methods of teaching
 - Lecture method
 - Discussion method
 - Project method
 - Source method
 - Problem method
 - Survey method
- Teaching aids : Meaning, importance and types, Use of chalkboard, charts, pictures, O.H.P., T.V. films, computer, radio, maps, globes, graphs.

UNIT-III

- Lesson Plan : Need, importance and steps of writing it in teaching of Sociology.
- Sociology text-book; importance and qualities, supplementary material

UNIT-IV

1. Social Instructions – Marriage, Family, Kinship.
2. Social Structure – Meaning, Elements – Status, role, norms, values, power and prestige.

INTERNAL PRACTICAL

Critical analysis of Sociology Text book at the senior secondary stage

SUGGESTED READINGS :

- Bottomors, T.B. (1975). *Introduction to Sociology*. Bombay: Blackie and Sons.
- Dharma, R.N. (2001). *Samajshastra Ka Sidhant*. New Delhi: Atlantic Publishers.
- Giddens, Anthony (2001). *Sociology: A Textbook for the Nineties*. London: Polity.
- Jha, Jainendra Kumar (Ed.) (2001). *Encyclopaedia of Teaching of Sociology*. Institute for Sustainable Development. Available at books.google.co.in/books?isbn=812610984X
- Rao, Shankar, C.N. (2005). *Sociology- Primary Principles*. New Delhi: S.C. Chand and Company Ltd.
- Shaيدا, B.D. (1962). *Teaching of Political Science*. Jalandhar: Panjab Kitab Ghar, 1962.
- Singh, Gurmit (2008). *ਸਮਾਜਿਕ ਅਧਿਐਨ ਦਾ ਅਧਿਆਪਨ (Samajik Adhain da Adhiapan)*. Ludhiana: Chetna Parkashan.
- Singh, Gurmit (2009). *Teaching of Social Studies*. Ludhiana: Chetna Parkashan.
- Singh, R.L., Teaching of History of Civics.
- Syed, M.H. (2004). *Modern Teaching of Civics/Political Science*. New Delhi: Anmol Publications Pvt. Ltd.

SEMESTER – II

TEACHING OF SOCIOLOGY

Max Marks	: 50
External Theory	: 40
Internal Evaluation	: 05
Internal Practical	: 05

OBJECTIVES

Knowledge and understanding:

- a) To develop an understanding of pupil teachers concerning curriculum organization
- b) To develop proper understanding of different techniques of evaluation.
- c) To acquaint the pupil-teachers with recent trends in sociology

Skill:

1. Organization of discussions, tours, exhibitions and practical activities
2. Analysis of present day problems in social context.
3. To develop the skill of preparation and evaluation of question papers.
4. To set and equip the room to teach sociology

Attitude :

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

UNIT-I

1. Principles of constructing curriculum of Sociology.
2. Approaches of organization of Sociology curriculum.
(a) Unit (b) Concentric (c) Topical
3. Critical analysis of Sociology syllabus at the senior secondary stage.

UNIT-II

1. Sociology room – Importance, equipments.
2. Teacher of Sociology – Importance, qualities and competence.
3. Techniques and devices of teaching :
(a) Assignments (d) Seminars
(b) Symposium (e) Dramatization
(c) Illustration (f) Questioning

UNIT-III

1. Recent trends in teaching of Sociology.
2. Role of Sociology in developing national integration and internationalism.
3. Evaluation – Meaning, modern concept, importance and types; preparing blue-print and writing objective based test items.

UNIT-IV

1. Social groups – Meaning, characteristics and classification.
2. Social mobility – Meaning, types, factors.

Internal practical

Preparing blue-print and writing objective based test items.

SUGGESTED READINGS :

- Bottomors, T.B. (1975). *Introduction to Sociology*. Bombay: Blackie and Sons.
- Dharma, R.N. (2001). *Samajshastra Ka Sidhant*. New Delhi: Atlantic Publishers.
- Giddens, Anthony (2001). *Sociology: A Textbook for the Nineties*. London: Polity.
- Jha, Jainendra Kumar (Ed.) (2001). *Encyclopaedia of Teaching of Sociology*. Institute for Sustainable Development. Available at books.google.co.in/books?isbn=812610984X
- Rao, Shankar, C.N. (2005). *Sociology- Primary Principles*. New Delhi: S.C. Chand and Company Ltd.
- Shaiba, B.D. (1962). *Teaching of Political Science*. Jalandhar: Panjab Kitab Ghar, 1962.
- Singh, Gurmit (2008). *ਸਮਾਜਿਕ ਅਧਿਐਨ ਦਾ ਅਧਿਆਪਨ (Samajik Adhain da Adhiapan)*. Ludhiana: Chetna Parkashan.
- Singh, Gurmit (2009). *Teaching of Social Studies*. Ludhiana: Chetna Parkashan.
- Singh, R.L., Teaching of History of Civics.
- Syed, M.H. (2004). *Modern Teaching of Civics/Political Science*. New Delhi: Anmol Publications Pvt. Ltd.

Note: Various Practical Components will be as under:

COMPONENTS

COMPONENT – I (PART A): INITIATORY SCHOOL EXPERIENCES

Total Marks : 15+15 = 30 (Internal)

Objectives:

- To develop conceptual understandings about teaching and learning in school environment.
- To validate the theoretical understandings developed through various foundation and pedagogy courses.
- To understand and develop meaningful learning sequences appropriate to the specificity of different levels of learning.
- To mobilize appropriate resources for learning.
- To initiate the student teachers towards the practical process of teaching and learning.
- To sensitize the student teachers towards the prevailing formal school settings and to observe them meaningfully in order to acclimatize themselves for their future role as educators.
- To introduce the element of constructivism among the student teachers in diverse areas of teaching and learning in a formal school setting.
- To learn to plan and execute lessons in a typical formal school setting.

Note on Evaluation: Entire curriculum transaction of this course shall be continuous in nature. It shall be evaluated by the internal 'Teacher Educator Mentor'. All activities shall be documented and the records be preserved for minimum six months after the declaration of the Annual University result. After that period the records of the three toppers from each subject be documented in the reference section of the college library.

Course Details : For Two Teaching Subjects

Task Set 1: Initiatory Experiences (10)

- Reflections on one's own School Experiences and Identifying Nurturants and Deterrents in two teaching subjects. (05+05)

Task Set 2: School as an 'Enabling Learning Environment' (10+10)

- Planning and execution of micro lesson plans in at least two teaching skills (Minimum 4 skills; Two in each subject). (05+05)
- Discussion Lessons : Planning and delivering at least four macro lesson plans (two in each subject). (05+05)

COMPONENT – I (PART B): SCHOOL EXPERIENCE PROGRAMME

Total Marks : 100+100 = 200 Marks (Two teaching Subjects)

Internal : 30 + 30 =60 Marks

External: 70 + 70 =140 Marks

Objectives :

- To understand the content and pedagogical principles, issues and problem related to teaching.
- To acquire competencies and skills required for effective classroom teaching, class management & evaluation of student learning/organization of co-curricular activities in the school.
- To develop professional ethics and values.
- To familiarize with the existing functioning of school.

Course detail

a) Teaching Practice file for each teaching subject is to be prepared.	10 marks
b) Identification of mistakes generally committed by school students in concerned subject.	2 marks
c) Performance in actual practice in school.	5 marks
d) Critical observation of 20 lessons in each subject .	5 marks
e) Organization co-curricular activities & morning assemsbly.	5 marks
f) A report of reflection on school experience programme with suggestions for further improvmenet.	3 marks
g) Final lesson	70 Marks

Details of Teaching Practice file:

- 45 lesson plans (spreaded over 45 days) in each subject during internship performance. Out of 45 lesson plans first 30 detailed plans, 2 based on ICT, 2 test based lesson plans, one discussion, last 10 Lesson Plans in diary form, briefly mentioning specific objectves, method, teaching aids & teaching points.
- Report of School plant.
- Time table and attendance record of the students.

Details of final lesson in each subject :

(i) Written lesson plan	10 marks
(ii) Presentation (Method, questioning, student participation)	40 marks
(iii) Teacher Traits	10 marks
(iv) Teaching aids used	10 marks

Total 70 Marks

Note : (a), (c), (e), (f) will be evaluated by Teaching Practice incharge, while (b) & (d) will be evaluated by the subject teacher. Final lesson i.e. (g) will be of 70 marks, will be evaluated by external & internal examiners both.

COMPONENT – II (PART A)
WORK EXPERIENCE PROGRAMME

(i) COMPUTER CRAFT

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

Weightage to various aspects to be given as under:-

Practical: 20
Viva: 05
Practical File: 05
Total: 30

- **Practical Work:** To prepare a project on Power Point/ MS-Excel/ MS-Access/ Internet
- **File Work:** Hard copy (In black & white printing both sides) and Soft copy

(ii) CANDLE MAKING

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

Objectives:

- i. To provide hands on experience and develop dignity of work
- ii. To develop sense of organization and aesthetic sense in students
- iii. To provide opportunities for creative expression
- iv. To enable them to make different types of candles

Theory:

- (1) Wax:- Introduction of different types of wax.
- (2) Basic requirements of candle making
- (3) Procedure of candle making
- (4) Making different types of candles: floating candle, layer candle, chips, ice candle, mould free candle.
- (5) Safety measures in candle making.

Preparation and decoration of ten candles of different shapes. (10 marks)

Practical:

Preparation of candle on the spot at the time of practical exam. (10 marks)
Practical File (5 marks)
Viva Voce (5 marks)

Books Suggested:

Khanna, Sunil. Candle Making, Chandigarh: Triveni Publications.

(iii) CANE MAKING

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

Objectives:

- (i) To provide hands on experience and develop dignity of work
- (ii) To develop sense of organization and aesthetic sense in students
- (iii) To provide opportunities for creative expression
- (iv) To learn to handle and display material
- (v) To prepare and improvise teaching aids for effective teaching and learning

Practical Work:

- (1) Making cane samples with each of the following weaves: Plain weave, Basket weave, Twill weave and Satin weave
- (2) To prepare any five items of different types of weaving:- Toys, Baskets, Chairs, Table mats, Foot mats, Purse/ Bag

Books Suggested :

Grewal, N. A text book of home science B.A. II (H), A.P. Publishers, Jalandhar.

(iv) CLAY MODELLING

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

Objectives:

- (i) Development of creativity and imagination.
- (ii) Develop a sense of beauty.
- (iii) Develop a sense of organization and an aesthetic sense in them.
- (iv) To prepare /improve teaching aids for effective teaching learning.
- (v) Learn to handle and display teaching material.

Practical work:

To prepare a file and any 10 items of the following :

- (i) Dancing Figure
- (ii) Mother and child
- (iii) Man in resting pose
- (iv) Any animal
- (v) Animal in action
- (vi) Labourer in action
- (vii) Mountain
- (viii) Carry capture (Cartoon)
- (ix) Political Leader
- (x) Any Player
- (xi) Any face (Man, Woman, Child)
- (xii) One educational model in teaching subject is compulsory.

(v) COTTON CRAFT

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

Theory:

- a) Characteristics of cotton Fibers.
- b) Simple knowledge of preliminary process of Spinning & Weaving.
- c) Use of different equipments of Hard Spinning & Weaving.
- d) Calculation of count, evenness and strength of Yarn.
- e) Wrap & Cloth calculation.
- f) Getting up of the loom.
- g) Importance of cotton craft in schools.

Practical Work:

1. Ginning
2. Slivers making
3. (a) Spinning on Takli 5 Latties
(b) Spinning on charkha 5 Latties
4. Bobbin winding and Prin winding
5. Preparation of Wrap
6. Drafting and denting of Wrap
7. Weaving one meter plain cloth on fly shuttle frame loom.

(vi) CARD BOARD MAKING

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

Objectives:

- (a) Develop a sense of organization and an aesthetic sense in them.
- (b) To prepare /improve teaching aids for effective teaching learning.
- (c) Learn to handle and display teaching material.

Practical work:

- (a) Cutting the cardboard of various thicknesses with nail cutter, scissor etc.
- (b) Molding the cardboard in rectangular & round shapes.
- (c) Decoration of the articles with cut work of binding cloth with water or oil colours.

Prepare any five articles:

- (i) Boxes
 - (ii) Waste Paper Basket
 - (iii) Tray
 - (iv) File Covers
 - (v) Flowers Vase
 - (vi) Table Lamp
 - (vii) Photo Frame
- (d) One educational model in each teaching subject is compulsory.

(vii) WOOD WORK

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

Objectives:

- (a) To give knowledge about different kinds of wood.
- (b) Acquaint them with defects in timber and their remedies.
- (c) To prepare /improve teaching aids for effective teaching learning

Theory:

To prepare a file of the following:

- (a) Workshop equipment.
- (b) The timber for woodwork – grain of wood, defects in timber and their remedies.
 - Shisham
 - Teak
 - Kali
 - Ply wood
- (c) Seasoning of wood
- (d) Tools of various kinds
- (e) French and wax polish
- (f) Wornishpaint
- (g) Nail and screw joints, halved joints and mortise and tenon joints, dovetail joints and mitred joints.

Practical:

To prepare any five articles:

- (i) A set of legs
- (ii) Soap case stand
- (iii) Mirror stand
- (iv) Tray
- (v) Drawing Board
- (vi) Clip Board
- (vii) Tool Box

(viii) MUSIC CRAFT

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

Practical Work:

- (a) Five Alankaras/Palte
- (b) Talas-Dadra, Kaharwa, Teental on Tabla
- (c) Rendition of any one of the following :
Gazal, Folk Song, Bhajan, Shabad, Patriotic Songs
- (d) Playing National Anthem on Harmonium

(ix) INTERIOR DECORATION

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

I. To prepare any seven out of the following:

- i. Making and arranging flowers of paper and cloth (Minimum three (3) types).
- ii. Using waste articles for preparation of decorative items.
- iii. Wall hanging for decoration (glass painting mural making etc.)
- iv. Paper mashing work.
- v. Collage making for preparing any innovative item (using any material).
- vi. Fabric painting
- vii. Pot painting
- viii. Floor decoration (Rangoli, Alpna, paper cutting etc. minimum 2'x2')
- ix. Tile painting and decoration (minimum 1'x1')
- x. Preparation of any one item using the concept of modern art/abstract art. (Canvas board, hard board, drawing sheet etc.)

II. A compulsory album depicting different colour schemes (Monochromatic, harmonium, contrasting etc.), utilization of space/corners in relation of size of rooms, kitchen, drawing room, children's room etc.) (Any (10) sheets).

(x) GARDENING

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

Theory:

- a) Gardening: Meaning and Importance
- b) Soil: Types and Fertility
- c) Manures and Fertilizers- Farm yard Manure, Green Manure, Nitrogenous, Phosphate and Potassic Fertilizers.
- d) Parts of a typical Flowering Plant
- e) Seed Germination
- f) Gardening Tools and Equipments
- g) Methods of Irrigation
- h) Weeds: Important Weeds of Crops and their Control
- i) Growing of Important Crops like brinjal, onion, cabbage, Cauliflower, Spinach and radish.
- j) Procedure for Potting a Plant

Practical Work (External)

- | | |
|---|------------|
| a) Preparation of a lawn/flowerbed/kitchen garden | - 10 marks |
| b) Potting the Plants | - 5 marks |
| c) Collection of Seeds and Leaves | - 5 marks |
| d) Preparation of Practical Note Book | - 5 marks |
| e) Viva voce | - 5 marks |

30 marks

Note: - Internal Assessment of 20 marks will be based on maintenance of College Lawns and preparation of charts and models.

(xi) HOME CRAFT

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

Objectives :

- (i) To provide hands on experience and develop dignity for work.
- (ii) To develop sense of organization and aesthetic sense in students.
- (iii) To provide opportunities for creative expression.
- (iv) To acquaint the students with different methods of cooking.

(A)

- i. Table setting for different meals : Breakfast, lunch, dinner and evening tea.
- ii. Table manners

(B)

- i. Different methods of cooking
- ii. Cooking of any 5 recipes (Indian, Mexican, Italian, Chinese)

(C) Making one sample each of the following embroidery stitches :

- i. Satin stitch
- ii. French knot
- iii. Chain stitch
- iv. Stem stitch
- v. Lazy dazy

(D) Construction of any two utility items (Apron, Chapati Wraps, Multi-purpose hangings)

Books Suggested :

Mehta, Nita (2009). Low Calorie cooking for the Indian kitchen. New Delhi: Variety Book Depot.
Dalal, Tarla (2008) . Healthy Snacks. Mumbai: Sanjay & Co.
Mehta, Nita (2004). Maxican: Cooking for the Indian Kitchen. New Delhi: Snab Publishers.
Chin, Leann and Crocker, Betty (1990). Betty Crocker's New Chines Cook book. Macmillan

(xii) ART & PAINTING

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

- (a) Evaluation of 30 marks shall be external by a competent Art teacher teaching in a college of education.
- (b) Internal assessment of 20 marks shall be based on student's marks in the house tests, participation in various painting competitions and class work.
- (c) Distribution of marks
 - (i) Practical : 10
 - (ii) Viva : 05
 - (iii) Practical File : 15
 - (iv) External Total : 30
 - (v) Internal Assessment : 20

Practical Work

1. 5 sheet depicting types of colours, colour schemes and principles of art.
2. 10 Free hand sketches of still life, nature, study with pencil in light & shade.
3. 5 sheets of Animal and bird drawings
4. 5 Poster theme based sheets
5. 5 Landscape painting in any medium
6. 3 sheets of Mottos
7. 2 Design – Geometrical/Floral

(xiii) PHOTOGRAPHY

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

Creative Photography on the following topics (Five Photographs at least)

- A
- (i) Outdoor photography in Natural Light Science.
 - (ii) Wildlife.
 - (ii) Sports (action photography).
 - (iv) New coverage.
 - (vi) Nature study (Flowers, Birds, Trees, Sunrise, Sunset etc).
 - (vi) Indian Culture.
- B.
- (i) Mounting Photographs and displaying using creativity.
 - (ii) Organising Photo Exhibition.

Books Suggested :

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

(xiv) TIE AND DIE

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

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

1. Kurta
2. Scarf
3. Cushion covers – 2
4. Pillow covers – 2
5. Table cloth
6. Napkin
7. Runner
8. Tray cover
9. Chapatti Wrapper
10. Tea cozy cover

COMPONENT – II (PART B): SIMPLE EXPRESSSIONAL COMPETENCIES

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

Objectives :

The programme of the Simple Expressional Competencies will enable the students teachers to :

- i) Acquaint them with sketching for expression and communication purpose.
- ii) Develop sense of organization and an aesthetic sense in them.
- iii) To prepare/improve teaching aids for effective teaching learning.
- iv) Write legibly on Chalk board.
- v) Learn to handle and display teaching material.

PART –A

- | | |
|--|---|
| 1) Drawing and Sketching | - 20 sheets |
| a) Pencil sketches | - 2 sheets |
| b) Landscapes | - 2 sheets |
| c) Collages | - 4 sheets (2 each from Teaching Subjects) |
| d) Alphabets writing in blocks (A to Z) | |
| capital : | - 5 sheets |
| small : | - 2 sheets |
| e) Number drawing (0 to 9) | -1 sheet |
| f) Cutting and Pasting | -4 sheets (2 each from Teaching Subjects) |
| 2) Motto writing | -4 sheets |
| (3 English and 1 Mother tongue) | |
| 3) Action Drawing | - 5 sheets |
| 4) Black Board plans | - 6 sheets (3 each from Teaching Subjects) |
| 5) Charts (Display and write-up) | - 2 (one for each Teaching Subjects) |

PART – B

B.B. Writing & Sketching on any topics from two teaching subjects.

Activities : (Session Work File should include)

- (a) Only Poster and water colours in flat or graded tone.
- (b) Cutting, Pasting and Display of 2 pictures on display board.
- (c) Block lettering in ink or color on paper in English, Gurmukhi/Devnagari.
- (d) Writing in Gurmukhi, Devnagari or Roman script and sketching on chalkboard.
- (e) Simple freehand sketching of diagrams, figures, outline maps, fields, block diagrams of respective teaching subjects.
- (f) Keeping record of these activities duly signed by the teacher educators.

General Note :

- (a) The teacher educator in Art will teach Component II. (Part-B)
- (b) Single external examiner will evaluate Part (A) and Part (B). The external examiner will be a qualified teacher of Art in a college of education recognized by the university.
- (c) The Principal of the College concerned will be moderator.
- (d) Weightage to various aspects will be given as under:-

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

PART-A

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

PART-B

		Ext.	Int.
(a) Writing & Sketching :	15	12	03
(b) Spacing :	03	--	03
(c) Correct Posture :	02	--	02
	20	12	8

Note : 1. Two periods per week per section shall be allotted for simple expressional competencies. These periods will be taken by Lecturer in Art & Painting.

- 2. The blind students in lieu of the above mentioned activities shall opt for any craft as per facilities available in the college .

COMPONENT – III (PART A): COMMUNICATION AND EMPLOYABILITY SKILLS

Total : 10 Marks (Internal)*

Objectives:- After the completion of this course, pupil teachers will:

- have effective communication skills
- develop an insight into the expository reading, journalistic writing, thinking and communicating in the language of instruction.
- develop various employability skills.

Unit-I GENERAL ORIENTATION

Communication- Concept and types of communication, overcoming barriers of communication.

Activities: (1) Exposure (Native Speaker) to be given to students by using ICT followed by discussion.

- (2) Narrating/describing a related account from one's life experience (in front of a smaller group) by student teacher.

Unit-II ENGAGING WITH JOURNALISTIC WRITING

- A. Student teachers will select text from newspaper/magazine, articles on topics of contemporary issues and analyse the structure of the article by identifying sub heading, keywords, sequencing of ideas, use of concrete details and statistical representation etc.
- B. Write articles topics of interest for college magazine/newspaper/wall magazine etc.

Unit-III ENGAGING WITH SUBJECT-RELATED REFERENCE BOOKS

- A. Student teachers (in small groups) will make a choice of a specific topic in their subject area which they could research from a set of available reference books.
- B. Search relevant reference books from Library/Internet sources and extract relevant information
- C. Make notes on these ideas in some schematic form (Flow Diagramme/Mind Map etc.)
- D. Plan a presentation with display and oral comments
- E. Make presentation to whole group

Unit- IV DEVELOPING EMPLOYABILITY SKILLS

- Workshop on C.V. writing
- Conducting mock Interviews
- Orientation for Teacher Eligibility Tests (National and Regional)

** The student teacher will be evaluated internally on the basis of their performance in the sessional activities. The institute will maintain the record in the form of project file/ audio-video recordings/photographs.*

COMPONENT – III (PART B): HEALTH AND SPORTS PROGRAMME

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

OBJECTIVES:

- To develop awareness among student teachers about good health practices (Physical, Mental, Social and Emotional) and demonstrate skill for healthy living.
- To make student teachers understand about the effects of exercise on Human body.
- To develop knowledge of Safety and First aid.
- To acquaint them with harmful effects of drinking, smoking and drug abuse.
- To identify communicable and non-communicable diseases—their mode of infection, prevention and control.
- To conduct friendly matches among students to promote sports and create their interest in sports. Spot the sports talent among students.
- To sport the Sports talent among students.
- To arrange healthy recreational activities and inculcate in them the spirit of sportsmanship.
- To motivate students to participate in the University C-Division inter college competitions.

ACTIVITIES :

- (a) Organization of days related with health, sports meet, sanitation week, Minor games etc.
- (b) Preparation of chart/poster on any two of the following :
Balanced diet, postural deformities, drug abuse, personal hygiene, communicable and non-communicable diseases, various systems of body, family welfare, safety and first aid, road signs.
- (c) Preparation of file including the layout of the ground, brief history, fundamental skills and rules and regulations of Athletics and any one game of the following :
 - (i) Basketball.
 - (ii) Badminton.
 - (iii) Kho-Kho.
 - (iv) Volleyball.
 - (v) Table Tennis.
 - (vi) Yoga (Asanas).

(D) THEORY

- (i) Physical Education : Meaning, aims and objectives.
- (ii) Health Education : Meaning, aims and objectives.
- (iii) Effect of exercise on Human body.
- (iv) Posture : Meaning, Postural deformities, causes and their remedial measures.
- (v) Safety measures on Road, in School, in Swimming Pool, at Gymnasium and Play Grounds.

(E) PRACTICAL

1. (a) Participation in one of the above mentioned six games. **(05)**
(b) Compulsory participation in the events of Annual Athletic Meet of the college. **(10)**
(c) Discipline and regularity for the health and sports programme. **(05)**
2. External examiner along with Health and Sports Programme (HSP) Incharge will award 30 marks on the basis of performance and participation in the practical examination of games and Athletics by conducting viva-voce exam.

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COMPONENT – IV

CO-CURRICULAR, CULTURAL AND COMMUNITY ACTIVITIES

Total Marks : 10 (Internal)

Objectives :

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

- (i) Develop right attitude towards dignity of labour and world of work.
- (ii) Develop an interest in leadership qualities, human relations and resourcefulness.
- (iii) Develop favourable attitude to serve the community.
- (iv) Organize cultural programmes and excursions.
- (v) Understand the importance of community living.
- (vi) Appreciate cultural heritage.
- (vii) Understand the importance of sanitation.

Activities :

(A) Co-curricular and Cultural (Any Three)

- (a) Organization of college functions.
- (b) Participation in programme of co-curricular cultural activities and morning assembly.
- (c) Celebration of important days.
- (d) Organizing educational trips/tours.

(B) Community Activities (Any Two)

- (a) Cleanliness and beautification of Campus.
- (b) Participation in NSS.
- (c) Helping the needy—Donating blood/literacy programme.

Evaluation :

The tutor in charge will award the marks to their wards on the basis of performance in above activities during the whole session out of 10 (05 for co-curricular and cultural activities and 05 for Community activities).

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