

PANJAB UNIVERSITY, CHANDIGARH-160014 (INDIA)

(Estd. under Panjab University Act VII of 1947-enacted by Govt of India)

FACULTY OF EDUCATION

SYLLABI

FOR

BACHELOR OF EDUCATION

(B.Ed.)

(Semester System)

REGULAR COURSE AND THROUGH CORRESPONDENCE

Two Year Programme

2017-2019

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APPLICABILITY OF REGULATIONS FOR THE TIME BEING IN FORCE

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

Rules and Regulations/Guidelines:

- I. Admission to B.Ed. shall be made on merit on the basis of marks obtained in the entrance test or any other selection process as per policy of state govt./U.T. administration and the University.
- II. Eligibility: A person who possesses the following qualifications shall be eligible to join the course: a) Candidates with atleast Fifty Percent Marks either in Bachelor's degree and/or in the Master's degree in Science/Social sciences/ Humanities/ Commerce/Home science/B.B.A/B.C.A, or Bachelors in Engineering or Technology with specialization in science and mathematics with 55% marks OR any other qualification equivalent thereto, are eligible for admission to the programme. b) The reservation and relaxation for SC/ST/OBC/PWD and other categories shall be as per rules of the central/state government whichever is applicable.
- III. Duration of B.Ed. programme shall be of Two academic years, spread over four semesters, which can be completed in a maximum of Three years from the date of admission to the programme.
- IV. There shall be atleast 200 working days each year exclusive of the period of admission and examination.
- V. The institution shall work for a minimum of thirty six hours in a week (five or six days), during which physical presence of all the teachers and student teachers is necessary to ensure their availability for advice, guidance, dialogue and consultation as and when needed.
- VI. Minimum attendance of student teachers shall be 80% for all course work and practicum, and 90% for school internship.
- VII. Minimum pass marks are 40% in each paper , Practical, and School Internship in each semester, however, the promotion from semester I to II and from III to IV shall be as per Panjab University policy for semester courses. Pass marks will be 40% in Aggregate.
- VIII. Admission to B.Ed course is subject based. At the time of admission, each candidate shall opt for two teaching/pedagogical subjects, which has been studied at graduation/postgraduation level. The candidate must have studied the Major subject of the pedagogy combination for atleast 3 years at graduation level or two years at Master's level. The minor subject should have been studied for at least for one year/one semester.
- IX. The candidates having honours course shall opt for major subject in which they have obtained honours. The minor subject should have been studied atleast for one year/one semester.
- X. The candidates who have passed additional subjects at graduation level can opt for only those teaching subject, marks of which are taken into account for the purpose of calculating percentage of marks at graduation level.
- XI. B.Com./B.B.A./M.Com. graduates /postgraduates may opt for two teaching subjects- one is pedagogy of commerce and the other shall be pedagogy of economics/mathematics/any one language i.e. pedagogy of English/Hindi/Punjabi/Sanskrit.(B.Com/B.B.A. graduates shall be considered in commerce stream only, even they have passed additional arts subjects unless they have passed Masters in Arts)
- XII. B.C.A. graduates may opt for pedagogy of Computer science as one subject. The other subject shall be pedagogy of mathematics or any one language (English/Punjabi/Hindi/Sanskrit) 6
- XIII. B.E./B.Tech. graduates shall opt for any two subject combination out of pedagogy of Mathematics, Computer Science, Science , Languages.

- XIV. B.Sc.(Home Science) graduates shall opt for two pedagogy subjects. One is Pedagogy of Home Science, other may be subject studied at graduate level i.e. Science or any one language (English/Hindi/Punjabi/Sanskrit).
- XV. B.Sc(Medical) graduates shall opt for two teaching subjects out of the following: (a) Pedagogy of Science/ Life Science; (b) Pedagogy of Physical Science; (c) Pedagogy of any one language i.e. English/Hindi/Punjabi/Sanskrit.
- XVI. B.Sc(Non-Medical) graduates shall opt for two teaching subjects out of the following: (a) Pedagogy of Science/Physical Science; (b) Pedagogy of Mathematics/Computer Science; (c) Pedagogy of any one language i.e. English/Hindi/Punjabi/Sanskrit.
- XVII. Arts Graduates may opt for any two pedagogical subjects one each from the following (a) and (b): (a) Pedagogy of Social Studies/Economics/History/Geography/Political Science/Sociology/Public administration/Fine Arts/Physical Education/ Music/Home Science. (b) Pedagogy of any one language i.e.English,Punjabi, Hindi,Sanskrit provided that the candidate has studied the subject at the graduation/post-graduation level.
- XVIII. Graduates with Fine Arts/Music/Computer Science/Home Science/Physical Education/Mathematics/Statistics/Quantitative techniques shall opt for any of these subjects with the other subject combinations available in the college. Teaching of Fine Arts shall be offered to a candidate who had taken up Fine Arts/Performing Arts/Fashion Design/Fashion Technology or B.A. with Diploma in Drawing and Painting or Arts and Craft Teacher's course from a recognized institution.
- XIX. Pedagogy of Social Studies shall be opted by those who have studied any one of these subjects at B.A./M.A. level i.e. History/Economics/Geography/Political science/ sociology/ Psychology/ Education/Defence Studies/ Religious Studies/Public Administration/Philosophy.

Note:

1. The candidates shall be given the required subject combination depending upon their availability in the college.
2. Candidates who have passed Shastri/Gyani/Parbhakar/Honours in a language/Elective subjects in languages can opt for two language combinations provided they have studied the other language for at least one year/one semester at graduation/post-graduation level.
3. Pedagogy subjects shall be taught by the concerned teacher educators with specialization in the subject.
4. Pedagogy of Health and Physical Education shall be taught by Asst. Prof. in Physical Education (M.A.Physical Education/M.P.Ed.)
5. Pedagogy of Computer Science shall be taught by an Asst. Prof. in Computer Science(M.C.A./M.Sc.-IT/CS/M.Tech. or similar qualifications with B.Ed. preferably with M.Ed. But ICT components (EPC-I) may be taken up by Computer Instructor(PGDCA/M.Sc IT/CS/B.E./B.Tech.(CS) or higher qualification from a recognized institution.
6. Pedagogy subjects selected at semester-I will remain the same in all the semesters.
7. 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 but these will not be provided by the University/College. Radio, pagers/mobiles are not allowed in the examination hall.
8. Pedagogy of Social sciences i.e. Teaching of Economics/History/Sociology/Political science/Geography/Public administration are equivalent to Pedagogy of Social studies and vice-versa for the purpose of employment as S.St. teachers/TGT/PGT in schools.

1.3 Instructions for Paper –Setters, Examiners and students:

- I. The external theory examination (Foundation papers, pedagogy papers and elective papers) will be of Three hours duration. The Paper with 50 marks are divided into two parts- 40 marks for external written examination and 10 marks for Internal assessment. External question paper will have V units- First four units i.e. Unit- I, II, III, IV will have two questions each and the candidate will be required to attempt one question from each of the unit-I to IV. Each question carries 8 marks. Unit V will be compulsory with 4 short answer-type questions set from the whole syllabus of the paper. Each question will be of 2 marks. Therefore the total marks will be $(4 \times 8 + 2 \times 4 = 40)$.
- II. For EPC papers, the external practical will be of 20 marks based on the file work and viva voce to be evaluated by the examiner appointed by the university.
- III. Internal assessment will be based on the performance of the candidate in term paper, house test, class assignments, attendance, and participation in discussions/seminars/tutorials, related practical and sessional work. It will be assessed and prepared by the concerned teacher on the basis of file work and viva voce. The final list of internal assessment of all the papers in a semester will be prepared by a panel of 3 senior teachers moderated by the principal.
- IV. Assessment for Engagement with the field (Pre-Internship) will be based on the student's performance in various field related activities, practical, project work, community related work, diaries, student portfolios, field observations, visit to innovative pedagogy and learning centre, education resource centre etc.

SYLLABUS Bachelor of Education (B.Ed.) SEMESTER-I

Paper	Nomenclature	External Marks	Internal Marks	Total Marks
F-1.1	Philosophical Bases of Education	40	10	50
F-1.2	Growth and Development of the Learner	40	10	50
F-1.3	Teaching Learning Techniques	40	10	50
F-1.4	Contemporary Indian Education	40	10	50
F-1.5	ICT Skill Development	40	10	50
P-1.1	Pedagogy-I*	40	10	50
P-1.2	Pedagogy-II*	40	10	50
EPC-1.1	Teaching through Drama and Music	20	05	25
EPC-1.2	Simple Expressional Competencies	20	05	25
EPC-1.3	Participation in Sports and Yoga	20	05	25
EPC-1.4	Pre Internship	-	25	25
	Total	340	110	450

SEMESTER-II

Paper	Nomenclature	External Marks	Internal Marks	Total Marks
F-2.1	Sociological Bases of Education	40	10	50
F-2.2	Learner Nature and Development	40	10	50
F-2.3	Assessment for Learning	40	10	50
F-2.4	Knowledge, Curriculum and Understanding Disciplines	40	10	50
F-2.5	School Management	40	10	50
P-2.1	Pedagogy-I*	40	10	50
P-2.2	Pedagogy-II*	40	10	50
EPC-2.1	Work Experience Programme**	20	05	25
EPC-2.2	ICT Practical	20	05	25
EPC-2.3	Participation in Sports and Yoga	20	05	25
EPC-2.4	Pre Internship	-	25	25
Total		340	110	450

Pedagogy of School Subjects (any two) of the following (P-1.1/1.2 and P2.1/2.2):

- i. Pedagogy of Agriculture
- ii. Pedagogy of Commerce
- iii. Pedagogy of Computer Science
- iv. Pedagogy of Economics
- v. Pedagogy of English
- vi. Pedagogy of Fine Arts
- vii. Pedagogy of Geography
- viii. Pedagogy of Physical Education
- ix. Pedagogy of Hindi
- x. Pedagogy of History
- xi. Pedagogy of Home Science
- xii. Pedagogy of Life Science
- xiii. Pedagogy of Mathematics
- xiv. Pedagogy of Music
- xv. Pedagogy of Physical Science
- xvi. Pedagogy of Political Science
- xvii. Pedagogy of Public Administration
- xviii. Pedagogy of Punjabi
- xix. Pedagogy of Sanskrit
- xx. Pedagogy of Science
- xxi. Pedagogy of Social Studies
- xxii. Pedagogy of Sociology

****Work Experience Programme: (One of the Following)**

- | | |
|--------------------------|--------------------|
| (i) Art and Painting | (ii) Candle Making |
| (iii) Cane Craft | (iv) Clay Modeling |
| (v) Gardening | (vi) Home Craft |
| (vi) Interior Decoration | (viii) Music Craft |
| (ix) Photography | (x) Tie and Dye |

SEMESTER-III

Paper	Nomenclature	External Marks	Internal Marks	Total Marks
EPC-3.1	School Internship (16 Weeks)	20+20 By School Principal/Mentor		40
	Skill in Teaching Practical	100+100	30+30 (By Subject Teacher)	260
	Total	240	60	300

SEMESTER-IV

Paper	Nomenclature	External Marks	Internal Marks	Total Marks
F-4.1	Gender , School and Society	40	10	50
F-4.2	Guidance and Counseling	40	10	50
F-4.3	Inclusive Education	40	10	50
F-4.4	Understanding the Self	40	10	50
F-4.5	Reading and Reflecting on Text	40	10	50
E-4.1	Elective Option-I***	40	10	50
E-4.2	Elective Option-II***	40	10	50
EPC-4.1	Participation in Community Service/ Cultural Activities/ Educational Tour/Trip	-	25	25
EPC-4.2	Communication, Employability and Resource Development Skill	20	5	25
	Total	300	100	400

*****Elective Options: (Any two of the following)**

- | | |
|--|--|
| (i) Distance Education and Life Long Learning | (ii) Environmental Education |
| (iii) Health and Physical Education
Education | (iv) Human Rights and Peace |
| (v) Life Skills Education
Development | (vi) E-Education Resource |
| (vii) Population Education | (viii) School Library and Information Services |

Total Marks: 1600

Semester I
F-1.1
PHILOSOPHICAL BASES OF EDUCATION

Total Marks: 50
External Theory: 40
Internal Practical: 10

Objectives:

- To have insight into the concept, types and role of education.
- To acquire conceptual understanding of ideology of (Idealism, Naturalism and Pragmatism) different philosophies.
- To study the philosophical views of Dewey, Rousseau, Tagore, Gandhi, Aurobindo and Abdul Kalam.
- To explain the concept, sources, facets and role of teacher in knowledge construction.
- To have insight into education and values.

Course Content:

UNIT-I: Conceptual Framework of Education

- a) Education: meaning, concept- Indian and Western.
- b) Types of education- formal, informal and non-formal.
- c) Role and functions of education in individual and national life.

UNIT-II: Educational Philosophy

- a) Educational Philosophy: meaning, relationship between philosophy and education.
- b) Philosophies of education: Idealism, Naturalism and Pragmatism.
- c) Educational philosophies: contribution of Dewey, Rousseau, Tagore and Gandhi.

UNIT-III: Facets of Knowledge

- a) Knowledge- Concept, nature and sources of knowledge.
- b) Facets of knowledge- local and universal, concrete and abstract, theoretical and practical, contextual and textual, school and out of school and their relationship.
- c) Role of teacher in construction of knowledge.

UNIT-IV: Values

- a) Values- Concept, types of values.
- b) Sources of values and erosion of values.
- c) Value Education- Role of education for inculcation of values.

Sessional Work (Internal):

- Any two of the following:
 - Life sketch of Dr. APJ Abdul Kalam and his contribution to Education.
 - Value system of Islam or Buddhism.
 - Preparing scrap book- 10 Indian & 10 Western educational thinkers and brief note about their contribution to education.

Suggested Readings:

Bhatia, K.K. (2005). *Education in Emerging Indian Society*. Ludhiana: Kalyani Publishers.

Bhatia, K.K. & 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. & Standish, P. (2003). *The Blackwell Guide to the Philosophy of Education*. USA: Blackwell Publishing.
- Brondy, H.S. (1965). *Building a Philosophy of Education*. Prentice-Hall of India (Private) Ltd., New Delhi.
- Brubacher, J. S. (1969). *Modern Philosophies of Education*. New Delhi: Tata Mcgraw Hill.
- Chaube, S.P. (1997). *Philosophical and Sociological Foundation of Education*. Ravi, Noudarnalya, 5th rev. ed. Agra.
- 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, J. (1961). *Democracy and Education*. New York: Macmillan Company.
- Goel, A. & Goel, S.L. (2005). *Human Values and Education*. New Delhi: Deep and Deep Publications Pvt. Ltd.
- Howard, O. & Sam, C. (1976). *Philosophical Foundation of Education*. Columbus: Charles E., Merrill.
- Kabir, H. (1961). *Indian Philosophy of Education*. Bombay: Asia Publishing House.
- Kneller, G.F. (1967). *Foundations of Education*. John Wiley & Sons, New York London Sydney.
- Lakshmi, T.K.S. & M.S. Yadav (1992). "Education: its Evolving Characteristics", in *New Frontiers in Education*, XXII (4).
- Mathur, S.S. (1997). *Philosophical and Sociological Foundations of Education*. Agra: Vinod Pustak Mandir.
- Ministry of Education, Govt. of India: *Value Education Source Book* (1994), NCERT, New Delhi.
- Mohanty, J. (1994). *Indian Education in the Emerging Society*. New Delhi: Sterling Pvt. Ltd.
- National Council of Teacher Education (1999). *Gandhi on Education*. New Delhi: NCERT.
- Pandey, R.S. (2001). *Principles of Education*. Vinod Pustak Mandir, Agra.
- Pandey, R.S. (2006). *Philosophising Education*. Kanishka Publishers, New Delhi.
- Safaya, R.N. & Shaida, B.D. (1983). *Principles and Techniques of Education*. Dhanpat Rai and Sons, Delhi.
- Sodhi, T.S. & Suri, A. (2006). *Philosophical and Sociological Foundations of Education*. Bawa Publication, Patiala.

F-1.2

GROWTH AND DEVELOPMENT OF THE LEARNER

Total Marks: 50

External Theory: 40

Internal Practical: 10

Objectives:

To enable the pupil teachers to:

- Understand the concept, principles, factors affecting human growth and development.

- Get familiar with different stages of growth and development and its educational implications.
- Understand relevance and applicability of various theories of development.
- Get acquainted with importance of heredity and environment and human diversity.
- Get familiar with the role of family, school, society, media and self in developmental process of the children.
- Understand the importance of group dynamics and social cognition for development of personality.
- Understand and critically examine the concept of Discipline and its implementation in Indian classrooms.
- Learn the process of application of theory into practice.

Course Content:

UNIT- I: Understanding Growth and Development

- (a) Human growth and development- concept, characteristics and difference of growth and development.
- (b) Principles and factors affecting growth and development.
- (c) Stages of development- characteristics of different stages with special reference to developmental characteristics, needs and problems of adolescence period.

UNIT- II: Learner as a Developing Individual

- (a) Relevance and applicability of various theories of development- Piaget (Cognitive), Erickson (Social), Kohlberg (Moral) and Vygotsky's theory (Contextual).
- (b) Heredity and Environment- meaning, laws of heredity and role of heredity and environment in development, Nature-nurture debate.
- (c) Human Diversity- nature and concept of human diversity, variations and developmental components, causes and implications.

UNIT- III: Learner in Socio-Cultural Perspective

- (a) Role of family, school and society in cognitive, affective and psychomotor development of the children.
- (b) Role of media (Printed and Electronic) on developmental aspects of children with special reference to adolescents.
- (c) Understanding development of self-concept from diverse aspects: Social, Cultural, Community, Religion, Caste, Gender, Location, Language, Socio-economic status and literacy of parents.

UNIT- IV: Group Behaviour-Implication for Teachers

- (a) Group Dynamics- meaning, types of groups, factors of group behaviour and role of teacher in promoting classroom as a cohesive group.
- (b) Discipline- Developmental model, role of school, critical examination of enforcement of discipline in Indian classrooms.
- (c) Role of different methods of discipline in character education, truancy & drop-out.

Sessional Work (Internal)

Each pupil teacher will conduct any one of the practical works:

- Observe and Interact with at least five children keeping in mind gender, location, category, SES of children and compare their characteristics and problems.
- View any two movies out of the following :

- 1 Tare Zameen Par
2. Apna Asmaan
3. Slumdog Millionaire

- Discuss the content, picturization , character in the context of issues and concerns of childhood / adolescence.

Suggested Readings:

- Baron, R.A. and Misra, G. (2014). *Psychology* (5/e). South Asia: Dorling Kindersley (India) Private Limited.
- Chauhan, S.S. (1992). *Advanced Educational Psychology*. New Delhi: Vikas Publications House.
- Ciccarelli, S.K. and Meyer, G.E. (2014). *Psychology* (11/e). South Asia: Dorling Kindersley (India) Private Limited.
- Dandapani, S. (2010). *A Text Book of Advanced Educational Psychology* (4/e). New Delhi: Anmol Publications Pvt. Ltd.
- Mangal, S.K. (2013). *Advanced Educational Psychology* (2/e). New Delhi: PHI Learning Private Limited.
- Morgan, C.T., King, R.A., Weisz, J.R. and Schopler, J. (2013). *Introduction to Psychology*. New Delhi: McGraw Hill Education (India) Private Limited.
- Radford, J. and Govier, E. (1991). *A Text Book of Psychology* (2/e). London: Routledge.
- Ramalingam, P. (2013). *Educational Psychology*. New Delhi: McGraw Hill Education (India) Private Limited.
- Ranganathan, N. (2006). *The Primary School Child- Development and Education*. Hyderabad: Orient Longman Private Limited.
- Sharma, N. (2013). *Understanding Adolescence*. New Delhi: National Book Trust.
- Skinner, C.E. (2012). *Educational Psychology* (4/e). New Delhi: PHI Learning Private Limited.
- Sprinthall, N.A. and Sprinthall, R.C. (1987). *Educational Psychology: A Developmental Approach*. New York: Random House.
- Verma, L.N. (2013). *Educational Psychology*. Jaipur: Rawat Publications.
- Woolfolk, A. (2013). *Educational Psychology* (9/e). South Asia: Dorling Kindersley (India) Private Limited.

F-1.3

TECHNIQUES OF TEACHING

Total Marks: 50
External Theory: 40
Internal Practical: 10

Objectives:

- To gain insight and reflect on the concept of teaching and the status of teaching as a profession;
- To obtain total perspective of the role of techniques in educational practice.
- To create an awareness about models of teaching and teaching-learning aids in Educational Technology.
- To distinguish between communication and instruction in order to design sound instructional system.

Course Content:

UNIT- I: Teaching as a Profession

- a) Teaching: Concept, nature, characteristic, principles and maxims.
- b) Teaching as a Profession, professional ethics of teachers and Teacher accountability
- c) Reflective teaching: concept and strategies for making teachers reflective practitioners.

UNIT –II: Teaching Technology

- a) Simulated Teaching: Concept, Procedure, Merits and Limitations
- b) Micro Teaching: Concept, Procedure, Merits and Limitations, Skills of Micro Teaching (Introduction, Questioning, Explanation, Reinforcement, Stimulus Variation).
- c) Programmed Instructions and its Types, Computer Assisted Instruction (CAI)

UNIT-III: Models of Teaching

- a) Models of Teaching: Concept, characteristics, assumptions and fundamental elements of a teaching Model
- b) Concept Attainment Model
- c) Inquiry Training Model and Inductive thinking model.

UNIT-IV: Teaching as Communication

- a) Communication: Concept, Types, principles and barriers in communication.
- b) Multimedia in Education: Tele-Conferencing, Internet and use of multimedia presentation and Satellite Communication
- c) Recent Trends in Teaching: e-learning. M-learning, Open educational resources, MOOCs and role of social media in teaching.

Sessional Work (Internal)

- Any two of the following:
 - Preparing and practicing any two micro skills.
 - Enlist open education resources
 - Preparation of Programmed Instructions

Suggested Readings

- Caggart, G.L. (2005): Promoting Reflective Thinking in Teachers. Crowin Press.
- De Cecco J. P. (1996). Learning and Instruction. New Delhi: Prentice Hall of India Pvt.Ltd.
- Dr. Usha Rao, Advanced Educational Psychology Himalaya Publication House NewDelhi-2008
- Irvine, J.J. (2003): Educating teachers for diversity: Seeing with a cultural eye. NewYork: Teachers College Press.
- Joyce, Bruce.,Wheal, Marsha. (2003). Modals of Teaching (7thEd.). Boston: Allyn &Bacon.
- Lampert, M. (2001). Teaching problems and the problems of teaching. New Haven: YaleUniversity Press.
- Linda Darling Hammond & John Bransford (ed) (2005): Preparing Teachers for aChanging World. Jossey-Bass, San Francisco.11
- Martin, D. J. & Kimberly S. Loomis (2006): Building Teachers: A constructivist approach to introducing education. Wadsworth Publishing, USA.
- Ram, S. (1999): Current Issues in Teacher Education. Sarup & Sons Publications, NewDelhi.
- Schon, D. (1987): Educating the Reflective Practioner: Towards a New Design forTeaching and Learning in the Professions. New York, Basic Books

F-1.4
EDUCATION IN CONTEMPORARY INDIA

Total Marks: 50
External Theory: 40
Internal Practical: 10

Objectives:

- To have insight into constitution of India in relation to education.
- To understand features, ideals, values and diversities in Indian education.
- To explain recommendations of various educational committees, commissions and contemporary policies
- To acquainted with the Indian educational system in post-independence era
- To acquainted with the current initiatives being taken in Indian education, and
- To sensitised to the emerging issues of concern in the field of education.

Course Content

UNIT-I: Indian Constitution and Education

- a) Constitutional provisions – preamble, Fundamental right and Duties and constitutional values in the context of education.
- b) Meaning of Diversity, inequality and Marginalization (Economic, Social, Religious, Language) in society in implication for education
- c) Impact of Liberalization, Privatization, Globalization(LPG) on School education of India.

UNIT-II: Indian Education System: Overview and its Development

- a) Post- independence era :University Education Commission (1948-49) Secondary Education Commission (1952-53), Kothari Commission (1964-66),
- b) National Policy of Education (1968, 1986), Programme of Action (1992): Major recommendations
- c) National Curriculum Framework for School Education' (NCF)-2005

UNIT-III: Major Initiatives in Indian Education

- a) Yash Pal Committee Report (1993) 'Learning without burden'.
- b) Rashtrya Madhyamik Shiksha Abhyan (RMSA)
- c) Rashtrya Uchchar Shiksha Abhyan (RUSA).

UNIT-IV: Emerging issues in Indian Education

- a) Contemporary Indian schools: types, functioning and problems.
- b) Sarv Shiksha Abhyan (SSA)
- c) Right of children to free and compulsory education act- 2009.

Sessional Work (Internal Assessment)

Each student will undertake any one of the following activities:

- Preparing reports on any of the centrally sponsored programmes like Sarv Shiksha Abhyan (SSA) Rashtrya Madhyamik Shiksha Abhyan (RMSA), Mid-day Meal.
- Presentations on various educational policies/ programmes.
- Undertaking local level surveys on issues/problems related to school education.

Suggested Readings:

Aggarwal, J.C. (2007). Modern Indian education. Shipra Publications, New Delhi.
Aggarwal, J.C. (2013). Landmarks in history of modern Indian education. Vikas Publishing House, New Delhi.

- Bhatia, K.K. and Narang, C.L. (1992). The teacher and education in emerging Indian society. Tandon Publications, Ludhiana.
- Ghosh, S. C. (2007). The history of education in modern India, 1757-2007. Orient black Swan Private Limited. New Delhi.
- Government of India (1992, 1998). National policy on education, 1986 (modified in 1992). Retrieved from http://mhrd.gov.in/sites/upload_files/mhrd/files/NPE86-mod92.pdf
- Government of India (1993). Learning without burden. Ministry of Human Resource Development, Department of Education.
- Government of India. (1966). Report of the education commission: Education and national development. New Delhi: Ministry of Education. Available at www.mhrd.gov.in/
- Government of India. (1986). National policy of education.
- Government of India (2009). The right of children to free and compulsory education act, 2009. Retrieved from http://mhrd.gov.in/sites/upload_files/mhrd/files/rte.pdf
- Govinda, R. (ed). (2002) India education report: a profile of basic education. New Delhi: Oxford University Press.
- Mid Day Meal Programme . available at www.archive.india.gov.in/sectors/education/index.php?id=7
- Mukherjee, S.N. (1966). History of education in India: modern period. Acharya Book Depot. Baroda.
- Naik, J.P. (1979) Education Commission and After. A P H Publishing Corporation: New Delhi. Also available in Hindi
- NCF-2005 available on www.ncert.ac.in
- PROBE (1999) Public report on basic education in India. New Delhi: Oxford University Press. 4 available on www.academia.edu
- Rashtrya Madhyamik Shiksha Abhyan. Available at <http://www.wbsed.gov.in/wbsed/readwrite/rastriya-madhymic-shiksha-mission-RMSM.pdf>
- Rashtrya Uchchar Shiksha Abhyan (RUSA). Available at http://mhrd.gov.in/sites/upload_files/mhrd/files/upload_document/RUSA_final_090913.pdf
- Sarv Shiksha Abhyan. Available at ssa.nic.in
- Saxena, S. (2012, Dec. 8). Is equality an outdated concern in education? Political and Economic Weekly 47(49), 61-68. Online links: Acharya Ramamurthy Report (Programme of Action) (1990). Available at www.ncert.ac.in

F-1.5 ICT SKILL DEVELOPMENT

Total Marks: 50
External Theory: 40
Internal Practical: 10

Objectives:

- To demonstrate understanding of the main components of the computer hardware in use.
- To use various digital technologies (hardware and software) for creating resources and Providing learning experiences for all types of learners (including differently abled)
- To acquire the skills of operating a computer in multifarious activities pertaining to teaching

- To understanding features of MS office and their operations.
- To develop skill in using MS-Word, PowerPoint and Spreadsheet
- To integrate technology in to classroom teaching learning strategies

UNIT I: Introduction to Computers

- a) An Introduction to Computer, Need, Importance, Nature and Advantages
- b) Importance of Computer Education in Indian Schools (Elementary, Secondary and Higher Level)
- c) Information & Communication Technology: Concept, Need and Scope

UNIT II: Elements of Computer

- a) Computer hardware fundamentals (anatomy, input devices, output devices, storage devices, display devices), types of computers and Computer Network
- b) Software – Meaning and types; System software and Application software
- c) Off-line Learning (Meaning, Importance), On-line Learning-(Synchronous and Asynchronous)

UNIT III: Operating System

- a) Operating system: types and importance (Dos & Windows)
- b) Introduction to office applications (Word processing, Spreadsheet, Presentations, Databases, Drawing tools, Multimedia tools, File formats and conversion, utility tools)
- c) Virus: Meaning, Types and Causes

UNIT IV: Internet and Networking

- a) Internet: its need and Importance
- b) Networking: its types and importance of Networking
- c) Social Sites: Blog its need, Importance and Advantages

Sessional Work:

- Organise seminar/ debates on ICT supported teaching learning strategies
- Prepare your Curriculum Vitae using computer and obtain its printout.
- Visit an institution having interactive white board and learn its features and functioning and prepare a report.
- Prepare a social site page or a blog

Suggested Readings:

Copestake, S.(2004). Exel 2002. New Delhi: Drem Tech Press.

Hahn, H.(1998). The internet-complete reference. New Delhi: Tata McGraw Hill Publication.

Intel Education, NCTE (2007). Hand book for teacher educators. Bangalore

Kumar, Sunil (2017). Understanding of ICT Skill Development, ISBN 978-93-82181-11-8 GBD Publications, Gurusar Sadhar

Leao, A.M.(2001). Computer for everyone. New Delhi: Vikas Publishing house.

Petzold, C.(1998). Programming windows. USA: Microsoft Press.

Rajaraman, Fundamental of Computers, New Delhi, Prentice Hall of India Pvt. Ltd.

Singh, S.& Kumar, G. (2015). Understanding of ICT. Patiala: Twenty First Century Publication.

Sinha, P. K., Computer Fundamentals, New Delhi, BPB, 1992.

Srinivasam, T.M.(2002). Use of Computers and Multimedia in Education. Jaipur: Aavisakar Publication.

Stone, E. (1996). How to use Microsoft Access. California: Emergyville.

Sundararajan, K. (1998). Internet. Chennai: Kannadhasan Publications.

P-1.1 & P-1.2
PEDAGOGY OF AGRICULTURE

Total Marks: 50
External Theory: 40
Internal Practical: 10

Objectives:

- To appreciate the importance of the subject.
- To correlate Agriculture with other disciplines
- To develop power of critical thinking.
- To use different methodologies and approaches for teaching Agriculture at the school stage.
- To make students aware about various agricultural implements.
- To transfer skills of sowing of Rabi and Kharif crops in India to their students.
- To use the audio-visual aids in teaching of Agriculture.

Course Content:

UNIT-I: Introduction

- (a) Meaning and Scope of Agriculture.
- (b) Aims of Teaching Agriculture and its Place in the School Curriculum.
- (c) Taxonomy of Educational Objectives by Bloom.

UNIT-II: Methods and Techniques

- (a) Correlation of Agriculture with Economics, Geography, Ecology and Biology.
- (b) Methods of Teaching Agriculture: Demonstration, Discussion, Problem-solving, Project and observation.
- (c) Types and use of various agricultural implements.

UNIT-III: Teaching Learning Material

- (a) Instructional Aids in the teaching of Agriculture
- (b) Brief History of Agriculture in Punjab after green revolution.
- (c) Knowledge about sowing of Rabi and Kharif crops in India.

UNIT-IV: Basic Concepts of Agriculture

- (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, Potassium and Phosphoric Manures.

Sessional Work (Internal)

- Prepare a scrapbook with different seeds, and their properties.
- Prepare a scrapbook with different leaves, and their properties.

Suggested Readings:

Cook, G.S.A. Hand book of Teaching Vocational Agriculture
Garric, E.W. Teaching Vocational Agriculture
Hamlin, H. M. Agriculture Education in Community Schools
Hammends, G. Teaching of agriculture
Handbook of Agriculture. Ludhiana: PAU.
ICAR Handbook of Agriculture. New Delhi: Govt. of India.
Sharma, R.C. Modern Science Teaching.

P-1.1 & P-1.2
PEDAGOGY OF COMMERCE

Total Marks: 50
External Theory: 40

Objectives:

- To develop an understanding of the content in commerce
- To acquire the knowledge of nature and scope of commerce
- To acquire the knowledge of history of commerce
- To develop an appreciation towards the role of commerce in daily life.
- To develop the understanding of aims and objectives of teaching commerce.
- To develop the understanding of the various methods, approaches and techniques of teaching commerce
- To develop an understanding of planning daily lessons and unit plan.
- To apply the knowledge of methodology in their teaching

Course Content:

Unit-I: Introduction

- a) Meaning, nature and scope of commerce. Correlation of commerce with economics, mathematics, social science and geography.
- b) Place of commerce in secondary school curriculum.
- c) Aims and objectives of teaching commerce with special reference to Blooms Taxonomy of educational objectives. Writing instructional objectives in behavioural terms.

Unit –II: Methods and Techniques

- a) Methods of teaching commerce: lecture cum demonstration method, discussion method and inductive deductive method.
- b) Survey and market studies, project method.
- c) Techniques of teaching commerce: Brain-storming, Assignment, simulation and role playing, Excursions and Field Trips.

Unit III: Instructional Material and Evaluation

- a) Instructional Material in Commerce- Concept and importance, Classification (Projected and non- projected material), Criterion for the selection of effective instructional material.
- b) Construction and uses of achievement tests, unit tests and objective based test items in commerce.
- c) Diagnostic tests: Concept and uses. Remedial teaching in commerce.

Unit-IV: Professional Development of Teacher

- a) Programmes for quality improvement in teaching of commerce- role of seminar, workshops and projects.
- b) Internship in Teaching Commerce: Concept and Importance
- c) Multimedia in learning commerce- Educational broadcasting, telecasting and videoconferencing.

Sessional Work (Internal)

- Collection of newspaper and magazine articles related to any current topic and analyze them.
- Construction of objective based test items on any topic of commerce.

Suggested Readings:

Aggarwal (2008) Teaching of Commerce: A Practical Approach (2nd ed) UP: Vikas Publishing House Pvt. Ltd.

- Bhatia & Bhatia, (2000). The Principles and Methods of Teaching, Delhi: Doaba House Kochhar, S.K., (1997) Methods and Techniques of Teaching, Sterling Publishers Pvt. Ltd.
- Chauhan S.S (2008) Innovations in Teaching Learning Process. UP: Vikas Publishing House Pvt. Ltd.
- Dhand, H (2009). Techniques of Teaching, New Delhi: APH Publishing Corporation
- Sharma, R.N. (2008) Principles and Techniques of Education. New Delhi: APH Publishing Corporation.
- Siddiqui, M.H. (2009). Techniques of Classroom Teaching. New Delhi APH Publishing Corporation
- Singh, Y.K. (2009) Teaching of Commerce. New Delhi: APH Publishing Corporation.

P-1.1 & P-1.2
PEDAGOGY OF COMPUTER SCIENCE

Total Marks: 50
External Theory: 40
Internal Practical: 10

Objectives:

- To acquire the knowledge of nature and scope of Computer Science
- To acquire the knowledge of history of Computer Science
- To develop an understanding of content of Computer Science at the Secondary School level.
- To develop an understanding of aims and objectives of teaching Computer Science
- To develop an understanding of the various methods, approaches and techniques of teaching Computer Science
- To develop the skills required in preparing daily lesson plans and unit lesson plans using various methods and approaches
- To develop among students the skills required to critically analyze the syllabus of secondary school Computer Science curriculum
- To develop the appreciation towards the contributions of great personalities who contributed for the development of Computer Science
- To develop the appreciation towards the role of Computer Science in daily life
- To enable students to Use the knowledge of computers in class room teaching

Course Content:

UNIT I: The Techniques and Technology of Computer

- a) Meaning, Characteristics and importance of Computers;
- b) Principles of Computing; Techniques of computing;
- c) Hardware and Software;

UNIT –II: Nature and Scope of Computer Science

- a) Nature of Computer Science – Meaning and Characteristics; basic concepts, facts and generalizations in Computer Science
- b) Scope of Computer Science – Relation with other Sciences and its uses in day to day life.
- c) Role of ICT in teacher education

Unit – III: Aims and Objectives of Teaching Computer Science

- a) Aims and Objectives of teaching Computer Science at different levels
- b) Blooms taxonomy of Educational objectives
- c) Instructional objectives with specifications

Unit – IV: Instructional Methods, Techniques and Planning For Teaching

- a) Strategies: Team teaching, lecture cum Demonstration, Inductive-Deductive, Analytic-synthetic, Problem solving, seminar, small group strategies, cooperative learning, group learning, debate, discussion, Individualized strategies, Web based learning
- b) Computer assisted learning (CAL) and Computer Managed Learning(CML)
- c) Techniques: Brainstorming, Buzz session, Simulation, symposium, Team teaching – Meaning, organization and importance

Sessional Work:

- Design cover pages for Magazines, Books etc. (Minimum 5 designs)
- Multimedia presentation (Minimum of 10 slides)

Suggested Readings:

- Agarwal J. C. (2006). Essential of educational technology. Teaching and Learning. New Delhi: Vikas Publishing House Pvt. Ltd.
- Goel H.K. (2005). Teaching of Computer Science. New Delhi: RL. Lall Book Depot.
- Haseen Taj. (2006), Educational Technology, H.P. Bhargava Book House, Agra
- Haseen Taj. (2008), Current challenges in Education. Neelkamal publications pvt., ltd. Hyderabad.
- Singh, Y.K. (2009). Teaching Practice. New Delhi: APH Publishing Corporation.
- Intel (2003): Intel Innovation in Education, Intel, Teach to the Future-Students Work Book.
- Kochhar, S.K. (1992). Methods and techniques of teaching. New Delhi: Sterling Publishers Pvt. Ltd.
- Krishnamurthy, R. C. (2003). Educational Technology: Expanding our vision. Delhi: Authors Press.
- Kumar Hemant, R.Lal Publisher, Meerut.
- Kumar, Sunil (2017). *Teaching of Computer Science*. Gurusar Sadhar: GBD Publications.
- Mohanty, L. (2006). ICT strategies of schools. New Delhi: Sage Publication.
- Sambath, K., Paneerselvam, A., & Santhanam, S. (2006). Introduction of educational technology. New Delhi: Sterling Publishers Pvt. Ltd.
- Sharma, R. N. (2008). Principles and Techniques of Education. Delhi: Surjeet Publications.
- Sharma, R.A. (2008). Technological foundation of education. Meerut: R. Lall Books. Depot.
- Stephen, M. A., & Stanley, R. (1985). Computer instruction: Methods and development. NJ: Prentice Hall.
- Stone, E. (1996). How to use Microsoft access. Californi: Emery ville.
- Vanaja, M. (2006). Educational Technology. Hyderabad: Neelkamal Publications Pvt.

P-1.1 & P-1.2 PEDAGOGY OF ECONOMICS

Total Marks: 50
External Theory: 40
Internal Practical: 10

Objectives:

- To acquire a conceptual understanding of Economics.
- To acquire basic knowledge and skills to analyze and transact the Economics curriculum.
- To develop an understanding of aims and objectives of teaching of Economics
- To sensitize and equip student teachers to handle Economic issues and concerns in a responsible manner.
- To enable student teachers to examine the prevailing pedagogical practices in classrooms critically and to reflect on the desired changes.
- To realize her/his role as facilitator in enhancing Economics learning in the real classroom situation.
- To reflect upon her/his own experiential knowledge in the process of becoming an Economics teacher.

Course Content:**UNIT I: Economics: Context and Concerns**

- a) Concept, importance and scope of Economics as a school subject.
- b) Understanding Economics in relation to Commerce, History, Geography, Civics, Mathematics, Statistics, Agriculture and Science
- c) Aims and Objective of teaching of Economics at Secondary Level in light of NCF-05.

Unit - II: Pedagogical Issues

- a) Methods of Teaching: Lecture, Discussion Method, Inductive- deductive method, Project Method, Survey Method, Cooperative learning Method
- b) Techniques of Teaching: Supervised Study, Jurisprudential Enquiry, Dramatization, Brain-Storming, Field trip and Simulation

UNIT III: Curriculum and Professional Development

- a) Concept of curriculum and role of curricula in development of economic values and critical thinking.
- b) Text- Books; Importance and Qualities, Supplementary Material.
- c) Economics Teacher: Qualities and Professional development (concept, need and ways of professional development)

UNIT IV: Content from NCERT Text books

- a) Sectors of Indian Economy
- b) Agriculture and national Economy
- c) Poverty as challenge

Suggested Activities:

- Preparing mock budget of their home/school for a financial year
- Power Point presentation based seminar on the contributions of any one eminent Economist : Chanakay (Kautilay),Amartaya Sen, Adam, Smith, Marshal and Pigou

Suggested Readings:

Aggarwal, J.C. (2005). Teaching of Economics - A Practical Appraoch. Agra: VinodPustakMandir.

Arora, P.N. (1985). Evaluation in Economics. New Delhi: NCERT.

Dhillon, S. and Chopra, K. (2002).Teaching of Economics. Ludhiana: Kalyani Publishers.

Heller, F. (1986).The use and abuse of Social Sciences, London: Sage Publications, 1986.

Kanwar, B.S. (1973). Teaching of Economics. Ludhiana: Prakash Brothers.

- Kegan Paul, Sexena, N.R.; Mishra, B.K. and Mohanty, R.K. (2004). Teaching of Economics. Merrut: R. Lall Book Depot.
- Kochhar, S.K. (1986). Methods and Techniques of Teaching. New Delhi: Sterling Publishers Pvt. Ltd.,
- Lee, N. (Ed.) (1975). Teaching Economics. London: Heinemann Educational Books.
- Mittal, R.L., ArthShastar Da Adhiapan. Patiala: Punjabi University Press.
- Narang, V (2015) Teaching of Economics Om Publishers and distributors, New Delhi.
- National Curriculum Frame Work 2005, NCERT, New Delhi.
- Position Paper by National Focus Group on Teaching of Social Sciences
- Robinson, K. and Wulson, R. (Eds.) (1977). Extending Economics within the Curriculum. London: Rutledge and
- 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, T.; Singh A. & Singh P. (2014). Teaching of Economics, Jalandhar: SG Publication.
- Singh, Yogesh (2005). Aratha Shaster Sikshan. New Delhi: Ashish Publication.
- Yadav, Amita (2005). Teaching of Economics. New Delhi: Publication Pvt. Ltd.

P-1.1 & P-1.2

PEDAGOGY OF ENGLISH

Total Marks: 50
External Theory: 40
Internal Practical: 10

Objectives:

- To provide knowledge about nature of Language
- To enable the students to understand the pedagogy of the Language
- To improve linguistic skills of the students.
- To improve practical use of the Language.
- To provide detailed knowledge about Grammar.

Course Content:

UNIT-I: Introduction

- a) Meaning and Nature of the Language, English language in Indian Context (English as a colonial language, English in post-colonial times, Status of English Language in present context.)
- b) Objectives, Principles (Linguistic and General), Maxims of Teaching English, Conditions of teaching -learning English in Indian Schools, Suggestions for improvement.
- c) Different Methods and Approaches of Teaching English in Schools (Grammar Translation Method, Direct Method, Structural Approach, Communicative Approach)

UNIT-II: Methods and Techniques

- a) Importance of Listening and Speaking in Language Teaching, Developing listening and speaking skills, Phonetics- Phonetic transcription (Vowels, Consonants and Diphthongs), Features of Connected Speech (Stress, Intonation, Rhythm and Juncture).
- b) Teaching Mechanics of Reading: Methods of teaching Reading, Types of Reading (Intensive Reading and Extensive Reading) Importance of Loud Reading and Silent Reading, Reading Comprehension, Use of Dictionary and Thesaurus.

- c) Teaching Mechanics of Writing: Essential marks of good handwriting, Importance of Writing Skill, Causes of Spelling Mistakes and Suggested Remedies.

UNIT-III: Resource Material

- a) Language Course Book-Importance, Characteristics and Review
b) Library-Importance, Management of Library, Role of Language Library in developing reading habits among the students.
c) Language Curriculum-Meaning, Importance and Principles of Curriculum Construction.

UNIT-IV: Content

- a) Parts of Speech
b) Antonyms, Synonyms and One Word Substitution.
c) Sentences-Types of Sentences, Transformation of Sentences, Punctuation.

Sessional Work (Internal)

- Review of English Course Book
- Translation of Editorials from Punjabi and Hindi Newspapers (Two Each) in English.

Suggested Readings:

- Balasubramaniam, T. (1981). A Textbook of English Phonetics for Indian Students. Mumbai: Macmillan India Ltd.
Bhatia, K.K. (2006). Teaching and Learning English as a Foreign Language. New Delhi: Kalyani Publishers.
Bhatia, K.K. & Kaur, Navneet. (2015). Teaching and Learning English as a Foreign Language. Ludhiana: Kalyani Publishers.
Doff, A. (1988). Teach English: A Training Course for Teachers. Cambridge: The British Council and Cambridge University Press.
Kohli, A.L. (1999). Techniques of Teaching English. New Delhi: Dhanpat Rai and Company.
Sachdeva, M.S. (2007). Teaching of English. Patiala: Twenty First Century Publications.

**P-1.1 & P-1.2
PEDAGOGY OF FINE ARTS**

Total Marks: 50
External Theory: 40
Internal Practical: 10

Objectives: To enable student teachers to:

- Learn and understand the concept, importance and scope of art and to apply them in teaching and in daily life.
- Acquaint with objectives and different principles of fine arts.
- Develop the skill of using various teaching methods and techniques for teaching of fine arts.
- Develop criticism and aesthetic sense.
- Develop imagination and sense of appreciation and interest in teaching of fine arts.
- Know about professional competencies of fine arts teacher.

Course Content:

UNIT-I: Introduction

- a) What is Art : Concept, Importance and Scope/different forms of Art

- b) Aims and objectives of teaching Fine Arts at secondary level; Role of art in daily life.
- c) Principles of teaching Fine Arts.

UNIT-II: Art in School Curriculum

- a) Importance of Exhibitions & Competitions in encouraging creative Expressions among Students.
- b) Principles of curriculum construction at secondary level.
- c) Importance of Art Room - its organization and various requirements, Art criticism and aesthetic judgment in evaluating an art object.

UNIT-III: Methods and Techniques

- a) Qualities and professional competencies of fine arts teacher.
- b) Methods and Techniques of teaching Fine Arts: Lecture cum Demonstration method, Direct Observation method, Method of Imagination and Free Expression.
- c) New trends in teaching of Fine Arts.

UNIT-IV: Content

- a) Art as an occupation.
- b) Design- Its meaning & types.
- c) Colour- Types and effects.

Sessional Work:

Practical work to be submitted by students during the session:

- One Canvas in size 18'X 22'
- One utility item.
- Size-½ Imperial Size Sheet. I. Landscapes - 2 II. Design – 2 44

Suggested Readings:

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.

LowenfeldViktor .Creative and Mental Growth.

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

Read, Herbert. Education through art [paperback]. Shelar, Sanjay. Still Life. JyotsnaPrakashan.

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

P-1.1 & P-1.2

PEDAGOGY OF GEOGRAPHY

Total Marks: 50

External Theory: 40

Internal Practical: 10

Objectives: After completion of the course, the student teachers will be able to-

- Acquire conceptual understanding of the processes of teaching and learning Geography at secondary level.
- Acquire basic knowledge and skills to analyze and transact the Geography curriculum effectively following wide-ranging teaching learning strategies.
- Use different Instructional strategies for enhancing Geography learning in the real classroom situation.
- Explore the relevance of different teaching learning resources and materials related to Geography.

- Prepare teaching aids for effective Geography teaching.

Course Content:

UNIT I: Introduction

- a) Meaning, Nature, Scope and Importance of Geography as a school subject.
- b) Aims and Instructional objectives of teaching Geography: Blooms revised taxonomy of writing behavioural objectives.
- c) Understanding Geography teaching in relation to divisions: Physical geography (Geomorphology, Climatology, Biogeography & Hydro geography) and Human geography (Political, Population, Economic, Historical, Agriculture & Urban Geography).

Unit - II: Instructional Strategies and Methods

- a) Instructional Strategies and Methods: Meaning & Need.
- b) Methods of teaching Geography: Observation, Excursion, Laboratory, Discussion, Problem Solving, Project, Source and Cooperative learning Method.
- c) Creating an interactive classroom environment, encouraging participatory learning, connecting child's knowledge and local knowledge with the text book and utilizing community resources.

UNIT III: Teaching Learning Material

- a) Need, importance and classification of teaching learning material with special reference to Edgar Dale's Cone of Experiences.
- b) Instructional Aids in Geography teaching: Meaning, importance, classification and use of instructional aids including Atlases, Maps, Globe, Geomorphologic models and Topographical sheets.

UNIT –IV: Recent Trends in Teaching Of Geography

- a) Remote Sensing and Geographical Information System (GIS).
- b) Use of e-learning resources in Geography teaching.
- c) MHRD, Government of India Sakshat Education Portal for e-learning.

Sessional Work:

- Any two of the following
 - Writing report about five national / international Geography Research journals.
 - Preparing a weather report for One week of local area.
 - Preparation of any two models.
 - Evaluation of Geography Text Book of any class.

Suggested Readings:

- Aggarwal, D.D. (2000). Modern Method of Teaching Geography. New Delhi: Sarup & Sons Publisher.
- 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.
- Bining, Arthur, C., and Bining, David, H., Teaching Geography in Secondary Schools, McGraw, Hill Book Company, Inc., New York
- Brar, J.S. (2001). Teaching of Geography. Ludhiana: Hind 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.
- Curriculum Frame Work 2005, NCERT, New Delhi.
- Srivastva, Kanti. Mohan Geography Teaching. Agra: Sahitya Prakshan.

- James Fleming: The Teaching of Geography in Secondary School. Longman Green and Co., London
- Kaul, A.K., "Why and How of Geography Teaching. Ludhiana: Vinod Publisher.
- Kochhar, S.K. (1986). Methods and Techniques of Teaching Geography. New Delhi: Sterling Publishers Pvt. Ltd.
- Rao, M.S. (1999). Teaching of Geography. New Delhi: Anmol Publisher Pvt. Ltd.
- Shaida, B.D. and Sharma, J.C. (2010). 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.
- 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.

P-1.1 & P-1.2
Pedagogy of Hindi
Font- Kruti Dev 010

Total Marks: 50
 External Theory: 40
 Internal Practical: 10

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hindi-grammer.soft112.com

www.hindikunj.com

www.hindistudent.com

www.youtube.com/watch?v=iKaa8RKDV2Q

www.youtube.com/watch?v=UYpXWQHqrEc

P-1.1 & P-1.2 PEDAGOGY OF HISTORY

Total Marks: 50
External Theory: 40
Internal Practical: 10

Objectives:

- To acquire a conceptual understanding of the nature of History.
- To enable student teachers examine the prevailing pedagogical practices in classrooms critically and to reflect on the desired changes.
- To acquire basic knowledge and skills to analyze and transact the History.
- Plan lessons based on different approaches to facilitate learning of History.
- Develop learning materials on selected units to facilitate learning in History.
- Understand different ways of assessing learner performance and providing additional support to the learners

- Reflect upon her/his own experiential knowledge in the process of becoming a History teacher.
- To sensitize and equip student teachers to handle social issues
- Realize her/his role as facilitator in enhancing History learning in the real classroom situation.
- Explore the use and relevance of different learning resources and materials in learning different units in History.

Course Content:

UNIT I: Concept of History

- a) Concept, Nature, Scope, and Importance of teaching History.
- b) Co-relation of History with Art, Literature, Geography, Economics, Civics, and Science.
- c) Aims and Objectives of teaching History at middle and secondary school level with reference to Bloom's Taxonomy.

Unit - II: Methods and Techniques of Teaching History

- a) Methods of Teaching: Lecture method, Story Telling method, Source method, Discussion method, Project method. Cooperative learning Method.
- b) Devices and Techniques of Teaching: Narration, Explanation, Dramatization, Description, and Field Trips.
- c) Problems in exploring true historical facts and genuine records. Role of Museums and monuments in teaching and learning history.

UNIT III: Curriculum and Teaching Learning Material

- a) History curriculum at secondary and senior secondary stage- Features, issues and recommendations of NCF 2005.
- b) Resource for Learning (Primary and Secondary) - Meaning, examples, advantages and limitations. Dale's Cone of Experiences.
- c) Maps, Charts, Globe, Models (Working & Still), Time Line, specimens, and Multimedia as teaching aids in History teaching.

UNIT IV: Current trends in Teaching of History

- a) ICT Based Approach- Power Point Presentations and e-learning.
- b) Cooperative Learning Approach- Concept, Procedure, Advantages and Limitations.
- c) Constructivist Approach- Meaning, Characteristics, Strengths and Limitations.

Sessional Work (Internal)

- To arrange a visit to a historical place and write a report of the same
- Class seminar on the contributions by any one eminent historian.

Suggested Readings:

- Aggarwal, J.C. (1997). Teaching of History: A Practical Approach. Guwahati: Eastern Book House.
- Ballord. M. (1979). New Movement in Study Teaching of History. London: Temple Smith.
- Bhatia, R.L. (2005). Contemporary Teaching of History. Delhi: Surjit Publications.
- Bhatia, S.K., & Jindal, S. ((2016). A Text Book of Curriculum, Pedagogy and Evaluation. New Delhi: Parago International Publisher.
- Burston, W.H. & Green, C.W. (Eds.) (1962). Handbook for History Teachers. London: Methuen Educational.
- Choudhury, K.P. (1995). Effective Teaching of History in India: A Handbook for History Teachers. New Delhi: NCERT.

- Dash, B.N. (2004). Teaching of History: Modern Methods. New Delhi: A.P.H. Publishing Corporation.
- Elton, G.R. (1967). The Practice of History. London: Methuen.
- Ghate, V.D. (1962). The Teaching of History. Calcutta: Oxford University Press.
- Ghate, V.D. (1973): Teaching of History. Calcutta: Oxford University Press.
- Johnson, H. (1962). Teaching of History. New York: Macmillan.
- Kochhar, S.K. (1985). Teaching of History. New Delhi: Sterling Publishers.
- NCERT A Handbook for History Teachers. New Delhi: NCERT.
- NCERT and state textbooks of History at secondary level
- NCERT, (1970). Teaching History in secondary school publication, Delhi
- Pathak, S.P. (2007). Teaching of History. New Delhi: Kanishka Publications.
- Shaida, B.D. (1996). Teaching of History: A Practical Approach. New Delhi: Dhanpat Rai and Sons.
- Singh, D.R., (1959). The Teaching of History and Civics. Jullandar: University press.
- Singh, R.R. (2004). Teaching of History. Meerut: R. Lall Book Depot.
- Singh, Y.K. (2007). Teaching of History, Modern Methods. New Delhi: A.P.H.
- Srinivas, M. (2004). Methods of Teaching History. New Delhi: Discovery Publishing House.
- Steele, I. (1976). Developments in History Teaching. London: Open Books.
- Tyagi, G. (2006). Teaching of History. Agra: Radha Prakashan Mandir.
- Vajeshwari, R. (1973). A Handbook for History Teacher. Bombay; Allied Publishers.
- Yadav, N. (1994). Teaching of History. New Delhi: Anmol Publications.

P-1.1 & P-1.2

PEDAGOGY OF HOME SCIENCE

Total Marks: 50
External Theory: 40
Internal Practical: 10

Objectives:

- To develop an understanding of the meaning and nature of Home Science for determining the aims and strategies of teaching learning.
- To integrate Home Science knowledge with other school subjects
- To identify and formulate aims and objectives of Home science Teaching.
- To critically evaluate the existing home science curriculum at secondary level.
- To apply various approaches and methods of teaching home science.
- To analyse different pedagogical issues in teaching home science

Course Content:

Unit-I: Introduction

- a) Home Science as a dynamic body of knowledge; Home Science as Science and art, its nature and its application to the needs of the society.
- b) Uniqueness of Home Science and it's inter disciplinary linkages vis a vis applications for human development.

Unit-II: Aims and Objectives

- a) Aims and Objectives of Teaching of Home Science- Bloom's Taxonomy of Educational Objectives (revised form also),
- b) Instructional Objectives, formulation of Specific objectives in behavioral terms (Magers approach and RCEM approach).
- c) Curriculum Construction- Principles and Evaluation of existing school curriculum of Home Science at Secondary level.

Unit-III: Methods and Techniques

- a) Approaches and Methods of Teaching Home Science- Lecture cum Demonstration method, Discussion method, Project method, Laboratory method, Problem solving method and Field trips in teaching of Home Science.
- b) Content and Pedagogical analysis of any five topics in Home Science.

Unit-IV: Content

- a) Food, its constituents, functions and sources.
- b) Care and maintenance of cotton, wool and silk.
- c) Guidelines for making flower arrangement and rangoli.
- d) Elements of art in interior decoration.

Sessional Work (Internal):

- Any two of the following
 - Flower arrangement and Rangoli
 - Visit to an industry related to food processing/ home decoration / textile and report writing.
 - Activities for aesthetic development.

Suggested Readings:

- Begum, Fahmeeda (2006) Modern Teaching of Home Science. Anmol Publications, New Delhi.
- Bhargava, Priya (2004) Teaching of Home Science. Commonwealth Publishers, New Delhi.
- Chandra, Arvinda, Shah, Anupama and Joshi, Uma (1995) Fundamentals of Teaching of Home Science. Sterling Publisher, New Delhi.
- Das, R.R. and Ray, Binita (1985) Teaching of Home Science Sterling Publishers, New Delhi.
- Grover, Meenu (2012) Teaching of Home Science, Saurabh Publishing House, New
- Kapoor, Ritu (1994) Teaching of Home Science. Parkash Book Depot, Ludhiana.
- Mago, Neelam: Teaching of Home Science. Tandon Publications, Ludhiana.
- Seshaiah, Ponnana Rama (2004) Methods of Teaching Home Science. Discovery Publishing House, New Delhi.
- Sharma, Shaloo (2002) Modern Methods of Teaching Home Science. Sarup & Sons, New Delhi.
- Sharma, B.L. and Saxena, B.M. (2012) Teaching of Home Science. R. Lall Book Depot, Meerut.
- Siddiqui, Mujibul Hasan (2007) Teaching of Home Science. A.P.H. Publishing Corporation, New Delhi.
- Yadav, Seema (1994) Teaching of Home Science. Anmol Publications, New Delhi.

P-1.1 & P-1.2

PEDAGOGY OF LIFE SCIENCE

Total Marks: 50
External Theory: 40
Internal Practical: 10

Objectives:

- To gain insights on the meaning and nature of Life Science.
- To appreciate Life Science as dynamic and expanding body of knowledge.

- To identify and formulate aims and objectives of Life Science learning.
- To use various methods and approaches of teaching learning Life Science.
- To critically analyse the existing curricula in life science.
- To select and use appropriate learning resources in Life Science.
- To evaluate and select appropriate text books in life science.
- To prepare as well as to select suitable instructional aids in teaching life science.
- To develop insights into current trends in teaching of Life Sciences.

Course Content:

UNIT-I (BACKGROUND FOR TEACHING OF LIFE SCIENCE)

- a) Life Science: Concept, importance and impact on daily life, correlation (intra-disciplinary inter-disciplinary and with day to day life)
- b) Aims and objectives of teaching life science-Bloom's taxonomy of educational objectives and its revised form; Instructional objectives of teaching life science at secondary and senior secondary level.
- c) Formulating Instructional objectives in behavioral terms (Magers and RCEM approach).

UNIT-II (METHODS AND TECHNIQUES)

- a) Methods: lecture cum demonstration method, Scientific method, discussion method, Project Method, concept mapping.
- b) Approaches: Inductive & Deductive, Problem Solving approach, Cooperative Learning approach, experiential learning approach.
- c) Scientific attitude: Concept, characteristics and role of science teacher in its development.

UNIT- III (LEARNING RESOURCES AND INSTRUCTIONAL AIDS)

- a) Learning resources in Life Science: Text books, reference books, journals, community resources. e-resources like e-books and e-journals
- b) Life Science curriculum: rationale and value, analysis of text books and biology syllabi of NCERT/PSEB at Secondary and Senior Secondary stage.
- c) Instructional Aids: Meaning, importance, classification, principles of selection. Use of Chalk Board, Charts, Models, LCD projector, computer, EDUSAT.

UNIT -IV (CURRENT TRENDS IN TEACHING OF LIFE SCIENCE)

- a) e-learning: meaning, principles, goals
- b) e- assessment: concept, importance and methods
- c) web based learning, blended learning, mobile learning.

Sessional Work (Internal): (any two)

- 1) Contributions of eminent life scientists (any three)
- 2) Preparation of any two models.
- 3) Conducting and preparing action research report in life science during teaching practice.

Suggested Readings

- Ahmad, J.(2011). *Teaching Of Biological Sciences* PHI
- Bhandula, N. (1989). *Teaching of Science*. Ludhiana: Parkash Brothers.
- Das, R.C. 2012, *Science teaching in schools*, Sterling Publishers Pvt Ltd., New Delhi.
- Ediger, M.(2007). *School Science Education*, Discovery Publishing House, New Delhi
- Kohli, V.K. (2006). *How to Teach Science*. Ambala: Vivek Pub. 2006.
- Lakshmi, G.D.(2004). *Methods of teaching Life Sciences*, Discovery Publishing House, New Delhi.
- Liversidge, T; Cochrane, M. Kerfoot, B. & Thomson, J. 2010, *Teaching Science*, SAGE Pub. India Pvt. Ltd., New Delhi.
- Mangal, S.K. (1997). *Teaching of Science*. Arya Book Depot, New Delhi.
- Radha, M.(2007). *Innovative Science Teaching*, Prentice Hall of India Pvt Ltd., Delhi.
- Ramakrishna, A. 2012, *Methodology of Teaching Life Science*; Dorling Kindersley (India) Pvt Ltd.
- 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.

P-1.1 & P-1.2 PEDAGOGY OF MATHEMATICS

Total Marks: 50
External Theory: 40
Internal Practical: 10

Objectives: After completion of course the students will be able to:

- Develop an insight into the meaning, nature, scope and objective of mathematics education;
- Appreciate the role of mathematics in day-to-day life;
- Appreciate the aesthetic aspect of mathematics;
- Appreciate mathematics to strengthen the student's resource;
- Learn important mathematics: mathematics is more than formulas and mechanical procedures;
- Channelize, evaluate, explain and reconstruct their thinking;
- Construct appropriate assessment tools for evaluating mathematics learning;
- appreciate the process of developing a concept;

- Develop ability to use the concepts for life skills;
- Develop competencies for teaching-learning mathematics through various measures
- Understanding the nature of children's mathematical thinking through direct observations of children's thinking and learning processes.

Course Content:

Unit I: Nature and Scope of Mathematics

- a. Concept of Mathematics: Meaning, nature (Truth, logic, reasoning, mathematical language & symbolism) and building blocks of Mathematics (Axioms, Propositions, Postulates, Quantifiers)
- b. Mathematical propositions-Types (truth values, truth tables, Open sentences, logically valid conclusions, implications - necessary and sufficient conditions) and Proofs (direct, converse, inverse and contrapositive)
- c. Contribution of mathematicians - Aryabhatta, Ramanujan, Pythagoras & Euclid; Aesthetics by Birkhoff.

Unit II: Aims, Objectives and Approaches to Teaching School Mathematics

- a. Need for establishing general objectives for teaching mathematics; Study of the aims and general objectives of teaching mathematics vis-à-vis the objectives of school education;
- b. Writing specific objectives and teaching points of various content areas in mathematics like Algebra, Geometry, Trigonometry with special reference to Bloom's Taxonomy
- c. Approaches - Activity based, Inductive- Deductive, Analytic-synthetic and Problem Solving.

UNIT III: Learning Resources in Mathematics

- a. Textbooks- need, importance, quality,
- b. Audio-visual multimedia–Selection and designing;
- c. Using community resources for mathematics learning, pooling of learning resources in school complex/block/district level, handling hurdles in utilising resources.

UNIT IV: Current Trends in Teaching and Learning Mathematics

- a. Concepts: Meaning, nature, concept formation and concept assimilation; Concept Attainment Model in teaching mathematics
- b. Cooperative Learning: concept and approaches
- c. Supplementary text material, summer programmes, correspondence course

Sessional Work:

- Any two of the following:
 - Analysis of PSEB textbook of any one class from VI to X
 - Analysis of famous quotations on Mathematics
 - Preparing Instructional aids.

Suggested Readings:

- Anthony, Glende and Walshaw, Margaret (2009). Effective Pedagogy in Mathematics. Gonet 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.
- Hukum, Avtar Ram and Singh, V.P. (2005). A Handbook for Designing Mathematics Laboratory in Schools. New Delhi: NCERT.
- 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. Publication Department by the Secretary, National Council of Educational Research and Training, Sri Aurobindo Marg, New Delhi 110016.
 Pedagogy of Mathematics: Textbook for two year B.Ed Course. Publication Department by the Secretary, National Council of Educational Research and Training, Sri Aurobindo Marg, New Delhi 110016.
 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.
 Thomas, A. S. (1993). Mathematics for Elementary Teachers (An Interactive Approach). Florida: HBJ Publishers

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<http://rse.Sage pub.com>
[http //www.edfac.unimelb.ed.ac](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>

P-1.1 & P-1.2 PEDAGOGY OF MUSIC

Total Marks: 50
 External Theory: 40
 Internal Practical: 10

Objectives:

- To enable student teacher to understand the importance 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: Introduction

- a) Historical development of Music and Musical instruments from Ancient times to Modern Times;
- b) Aims & objectives of teaching of music, importance of Music in daily life.
- c) Indian Classical and light Music in educational institutions – Its importance, popularization.

UNIT-II: Methods and Techniques

- (a) Methods of teaching music at secondary level
- (b) Relationship of music with other Fine arts subjects.
- (c) Voice-culture & larynx

UNIT-III: Curriculum and Planning

- (a) Music Curriculum construction

- (b) Writing a lesson plan, unit plan –concept, procedure, importance.
- (c) Evaluation in Music: Theory and Practical

UNIT-IV: Content

- (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.
- (c) Knowledge of following raga- Bhairav, Bhairavi, Eman Kalyan, Bhupali or Malkawns

Sessional Work (Internal)

- Preparing a scrap book on any two famous Musicians and their contribution.
- Recitation or playing on musical instrument of National Anthem.

Suggested Readings :

Khanna, Jyoti (2015). *Sangeet Adhyapan*. Ludhiana: Tandon Publications.
 Saryu Kalekar - Teaching of Music
 Panna Lal Madare - Teaching of Music

P-1.1 & P-1.2

PEDAGOGY OF PHYSICAL EDUCATION

Objectives:

- To develop an understanding of aims, objectives and importance of phy.edu.in schools
- To understand the significance and practical use of Audio Visual Aid
- To make the Teaching of Physical Education. More interesting and innovative
- To develop awareness regarding first aid
- To develop awareness regarding Physical fitness and organic efficiency in individual and social life.
- To promote Physical Education through means and methods of teaching
- To describe the relationship of Physical Education with other subjects
- To understand the importance of Physical Education room, equipment and play field.

Course Content:

Unit-I: Introduction to Physical Education

- a) Physical Education: Meaning, need and importance and aims and objectives of Physical Education in teaching Physical Education
- b) Relationship of Physical Education with Health Education, Psychology, Sociology and General Education.
- c) Basic concepts of teaching and learning in teaching Physical Education.

Unit-II: Methods and Techniques

- a) Teaching Methods: Concepts and Factor affecting of teaching methods.
- b) Intensive study of Lecture Method ,Command Method, Project Method, Discussion Method, Demonstration Method, and Whole Part Whole Method.
- c) Audio-Visual Aids: Meaning, importance of A.V. Aids in teaching Physical Education, Classification of A. V. Aids: Charts, 3D Model, Black board, LCD and OHP.

Unit-III: Infrastructure and Evaluation

- a) Need and Importance of Physical Education room, Equipment and Playfield (Indoor and Outdoor).
- b) Posture: Meaning, importance of good posture, common postural defects and remedial exercises.

- c) Supervision and Evaluation: Meaning, need and importance in teaching Physical Education.

Unit-IV: Current Trends in Physical Education

- a) Yoga: Meaning, need and importance of yoga asana in the society.
b) Physical Fitness; Meaning and components of Physical Fitness.
c) First Aid: Meaning, Principles, need and importance.

Sessional Work (Internal)

- Any two of the following:
1. Classification of Track and Field Events
2. Rules and regulations; Shot-Put and Long Jump
3. Asanas; Any two Method and benefits of asanas.

Suggested Readings:

- Atwal & Kansal, (2003). A Textbook of Health, Physical Education and Sports. Jalandhar: A.P. Publisher.*
Brar, R.S., Rathi, N.K., & Gill, M. K. (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., (1964). Foundations of Physical Education. New York: Mosby and Company.
Kamlesh, M.L. (1983). Psychology in Physical Education and Sports. New Delhi: Metropolitan Book Company.
Kenney, W.L., Willmore, J., & Costall, D. (2017). Physiology of Sports and Exercise (6th Ed.). Champaign IL: Human Kinetics Language Book Society.
Malik, N. & Malik, R. (2005). Health and Physical Education. Gurur Sar Sadhar: Gurur Sar Book Depot Publications.
Manjul, J.U.S., (1965). School Swasthya Shiksha. Agra: Universal Publisher
Sandhu, S.S. (2013). Teaching of Physical Education. Ludhiana: Chetna Parkashan.
Singh, A., Bains, J., Gill, J.S., & Brar, R.S. (2016). Essentials of Physical Education (5th Ed.). Ludhiana: Kalyani Publishers.
Thomas, J.P. (1967). Organizations of Physical Education. Madras: Gnanodaya Press.
Voltmeter, F.V., & Esslinger, A.E. (1964). The Organisation and Administration of Physical Education (3rd Ed.). Bombay: The Times of India Press.

P-1.1 & P-1.2 PEDAGOGY OF PHYSICAL SCIENCE

Total Marks: 50
External Theory: 40
Internal Practical: 10

Objectives:

- Gain insight on the meaning and nature of Physical Science.
- Appreciate Physical Science as dynamic and expanding body of knowledge.
- Identify and formulate aims and objectives of Physical Science teaching.
- Use various methods and approaches of teaching Physical Science.
- Prepare as well as to select suitable instructional aids in teaching Physical Science and stimulate curiosity among the students.
- Construct a blue print of question paper in Physical Science.

- Understand recent trends in teaching learning of Physical Science.

Course Content:

Unit–I: Introduction

- a) Physical Science: Concept, Importance, Scope and Impact of Physical Science in daily life.
- b) Aims and objectives of teaching Physical Science- Bloom’s taxonomy of educational objectives and its revised form, Instructional objectives of teaching Physical Science at secondary and senior secondary level.
- c) Formulating Instructional objectives in behavioral terms (Mager’s and RCEM approach).

Unit–II: Methods and Techniques

- a) Methods- Scientific method, Project Method, Problem Solving Method and Lecture cum Demonstration method.
- b) Approaches- Inductive & Deductive Approach, Cooperative Learning, Constructivist and Enquiry based approach
- c) Micro-teaching: Concept, Phases and Skills (Introduction, Stimulus Variation, Reinforcement, Questioning, Explanation).

Unit- III: Instructional Aids and Evaluation in Physical Science

- a) Instructional Aids in Physical Sciences: Meaning, importance, classification,
- b) Principles of selection and use of various instructional aids such as Chalk Board, Charts, Models and animations.
- c) Objectives based test items: Concept, types and construction; Preparation of blue print of a question paper.

Unit –IV: Recent Trends in Teaching of Physical Science

- a) MOOC platforms for Physical Sciences and their relevance for teachers and students.
- b) CBCS: Concept, Need and Significance for discipline-centred as well as interdisciplinary teaching learning in Sciences.
- c) Blended Learning in Physical Science: Concept, Mechanism and Importance for a Global Knowledge Society.

Sessional Work (Internal)

- Any two of the following:
- 1) Evaluation of Physics/Chemistry Text Book of any class.
 - 2) Preparation of any two models.
 - 3) Information about five journals contributing in the field of Physics/ Chemistry.
 - 4) Construction of objectives based test on three topics of Physics/ Chemistry.

Suggested Readings

- Ahmed J. (2008): *Teaching of Life Sciences*; PHI Learning Pvt. Ltd., New Delhi.
- Das, R.C. (1992). *Science Teaching in School*. New Delhi: Sterling Publishing.
- Gupta, V.K. (1995). *Teaching and Learning of Science and Technology*, Delhi, Vikas Publishing House.
- Joshi, S.R. (2008): *Teaching of Science*, Concept Publishing House, New Delhi.
- Kalra, R.M. (2010). : *Science Education for Teacher Trainees*, New Delhi, PHI Learning.
- Kohli, V.K. (2006). *How to Teach Science*. Ambala: Vivek Pub.2006.
- Mangal, S.K. (1997). *Teaching of Science*. New Delhi: Arya Book Depot: NCERT
- Mangal, S.K. (2009). *Teaching of Science in Secondary Schools*, New Delhi: NCERT.
- Mohan, Radha (2007) .*Innovative Physical Science Teaching Method*, P.H.I., New Delhi.

- NCERT (2013). *Pedagogy of Science Part-1 & 2: NCERT, New Delhi.*
- Richardson, J.S and Caboon, G.P. (2005). *Method and Material for Teaching General and Physical Science, McGraw Hill Book Co. Inc., New York.*
- Sharma, R.C. (1998). *Modern Science Teaching. New Delhi: Dhanpat Rai Pub. Co., New Delhi.*
- Siddiqui, N.H. and Siddiqui, M.N. (1983). *Teaching of Science Today and Tomorrow. Delhi: Doaba House.*

P-1.1 & P-1.2
PEDAGOGY OF POLITICAL SCIENCE

Total Marks: 50
External Theory: 40
Internal Practical: 10

Objectives:

- To acquire a conceptual understanding of the nature of Political Science
- Plan lessons, Units based on different approaches to facilitate learning of Social Sciences.
- To enable student teachers examine the prevailing pedagogical practices in classrooms critically and to reflect on the desired changes.
- To acquire basic knowledge and skills to analyze and transact the Social Sciences.
- To sensitize and equip student teachers to handle political issues.
- Realize her/his role as facilitator in enhancing Social Sciences learning in the real classroom situation.
- Explore the use and relevance of different learning resources and materials in learning different units in Social Sciences.
- Develop learning materials on selected units to facilitate learning in Political Science.
- To understand different ways of assessing learner performance and providing additional support to the learners.
- Reflect upon her/his own experiential knowledge in the process of becoming a Political Science teacher.

Course Content:

UNIT I: Concept, Aims and Objectives of Pedagogy of Political Science/Civics

- a) Concept, scope and nature of Political Science/Civics. Importance of teaching Political Science/Civics.
- b) Correlation of Political Science/Civics with Social Science, Languages, Mathematics, Arts and Science.
- c) Aims and Objectives of teaching Political Science/Civics at middle and secondary school level with reference to Bloom's Taxonomy.

Unit - II: Methods and Techniques of teaching Political Science/Civics

- a) Lecture Method, Discussion Method and Problem Solving Method,
- b) Project Method, Source Method and Socialized recitation method.
- c) Techniques of Teaching: Description, Supervised Study, Jurisprudential Enquiry, Dramatization, Brain-Storming, and Field Trip.

UNIT III: Curriculum and Teaching Learning Material

- a) Political Science/Civics curriculum at secondary stage-Features, issues and recommendations of NCF 2005.
- b) Resource for Learning (Primary and Secondary) - Meaning, examples, advantages and limitations. Dale's Cone of Experiences.

- c) Maps, Charts, Globe, Graphs, Models (Working & Still), Realia and specimens, and Multimedia as teaching aids in Political Science/Civics.

UNIT IV: Current trends in Teaching of Political Science/Civics

- a) ICT Based Approach- Power Point Presentations and e-learning.
b) Cooperative Learning Approach- Concept, Procedure, Advantages and Limitations
c) Constructivist Approach- Meaning, Characteristics, Strengths and Limitations.

Sessional Work (Internal)

- Drawing a Political Map of India
- Seminar on any one political event or Election process

Suggested Readings:

- Aggarwal, J.C. (1983). *Teaching of Political Science and Civics*. New Delhi: Vikas Publication.
- Bhatia, S.K., & Jindal, S. ((2016). *A Text Book of Curriculum, Pedagogy and Evaluation*. New Delhi: Parago International Publisher.
- Chopra, J.K. (2005). *Teaching of Political Science*. New Delhi: Commonwealth Publishers.
- Dyke, V.V. (Ed.) (1977). *Teaching Political Science: The Professor and the Polity*. Atlantic Highlands, New Jersey: Humanities Press.
- Kashyap, S. (2011). *Indian Constitutions (5th Ed.)*. Delhi: National Book Trust.
- Preston, R.C. (1955). *Teaching of World Understanding*. New York: Prentice Hall, Inc.
- Preston, R.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.
- Shaiba, B.D. (1962). *Teaching of Political Science*. Jalandhar: Panjab Kitab Ghar.
- Singh, G. & Kaur, J. (2007). *Teaching of Social Studies*. Ludhiana: Kalyani Publishers.
- Singh, G. (2008). *Samajik Adhain da Adhiapan*. Ludhiana: Chetna Parkashan.
- Singh, G. (2009). *Teaching of Social Studies*. Ludhiana: Chetna Parkashan.
- Syed, M.H. (2004). *Modern Teaching of Civics/Political Science*. New Delhi: Anmol Publications Pvt. Ltd.

P-1.1 & P-1.2

PEDAGOGY OF PUBLIC ADMINISTRATION

Total Marks: 50

External Theory: 40

Internal Practical: 10

Objectives:

- To enable the pupil teachers to develop an understanding of aims and objectives of teaching of public administration.
- To acquaint pupil teachers with pedagogy of Public Administration.
- To develop the skill of lesson/unit plans and its presentation.
- Have an overview and integrate the knowledge draw from various sources. Political Science, History, Psychology, Sociology Geography, laws, Economics.
- To develop the understanding of micro teaching skills.
- To develop concept of constitutional democracy

UNIT-I: Introduction

- a) Meaning, nature, scope and importance of public administration in modern context.
- b) Relation of public administration with other Social Sciences - Politics Science, History, Psychology, Sociology, Geography, laws, Economics.
- c) Importance of teaching of public administration: Aims and Objectives With special reference to Blooms taxonomy.

UNIT-II: Approaches and Methods

- a) Difference between approaches, strategies and methods and Types of approaches- Inductive, Deductive
- b) Methods of teaching: Lecture method, Source method, Discussion method, Problem solving method, Project method and Survey method
- c) Techniques and devices of teaching: Assignments, Seminars, Symposium, Dramatization, Illustration, Questioning, Brain storming and quiz

UNIT-III: Lesson Planning

- a) Emerging areas of Public Administration: New public administration, new public management, educational Administration, local government (rural and urban).
- b) Lesson/Unit Plan: Need, importance and steps of developing.
- c) Micro Teaching- concepts and skills, Writing a instructional objectives, introduction, explanation, questioning, stimulus variation, probing questioning, illustrating with examples. Skill of reinforcement, using chalk board.

UNIT-IV: Content and ICT

- a) Principles of Public Administration: Planning, Coordination, Communication, Centralization & Decentralization of administration
- b) Local Government: Main provisions of 73rd and 74th Constitutional Amendment Act.
- c) Role of ICT in Public Administration

Sessional Work (Internal):

Preparation of report on the functioning of a village panchayat/ Municipal Corporation.

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.
- Shaida, B.D. (1962). *Teaching of Political Science*. Jalandhar: Panjab Kitab Ghar, 1962.
- Singh, Gurmit (2008). ;wkfie nfXn?B dk nfXnkgB (*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

T[d/F :

- GkFk d/ ;o{g ns/ ftt;Ek pko/ ikDekoh d/Dk .
- Gk;ak f;ZyD d/ sohe/ ns/ gqfefonk pko/ ikDekoh d/Dk .
- GkFk e"FbK ftZu fBg[zBsk fbnkT[Dk .
- GkFk d/ fttjkfoe gq:'r ftZu fBg[zBsk fbnkT[Dk .
- ftnkeoB dh ft;Ekog{ote ikDekoh d/Dk .

fJekJh 1

T) GkFk - gfoGk;ak, nkXko, gqfeosh, gzikph GkFk dk fBek;
ns/ ftek;

- n) fbgh dh noE, r[ow[yh fbgh dh gquhBsk ns/ nB[eT{bsk
- J) wks-GkFk dh f;Zfynd d/ T[d/F, wjZst, f;XKs, ;{so

fJekJh 2

T) GkFk f;Zfynd ftZu ;[DB ns/ p'bukb dk wjZst, ;[DB Fesh d/
ftek; bJh b'VhdA/ nfGnk;, uzrh p'bukb d/ r[D, nF[ZX T[ukoB
d/ ekoB ns/ ;[Xko .

n) gVQBk f;ykT[D dhnk ftXhnK ns/ gVQkjh f;fynd dhnk
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dk wjZst .

J) fbyD ebk dk wjZst, fbyDk f;ykT[D dhnk nt;EktK ns/ nF[ZX
Fpd-i'VK d/ ekoB ns/ ;[Xko.

fJekJh 3

T) wks-GkFk dh gkm-g[;se - wjZst, ftF/;sktK ns/ ;whfynd

n) GkFk g[;sebk - wjZst, ftt;Ek ns/ gVQB o[uhnK dk ftek;

J) wks GkFk dk gkmeqw - noE, wjZst ns/ fBowkD d/ f;XKs

fJekJh 4

T) toB p'X - ;to, ftnziB, nB[Bkf;e, d[Zs nZyo, brK-wksok,
brkyao.

n) Fpd p'X- FpdK d/ G/d, Fpd ouBk, fto'Xh Fpd, pj[s/ FpdK dh
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J) tke p'X - gqeko, tke tNKdok, ftFokw fuzBQ .

gq:'fre ekoi

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2. nzro/iah d/ nypko ftu' Auko ;zgdkeh dk gzikph ftZu nB[tkd .

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i;tzs f;zx iZ; - wks Gk;ak dh f;Zfyk ftXh wfjskp f;zx (fBT{
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P-1.1 & P-1.2
PEDAGOGY OF SANSKRIT
(Kruti Dev 010)

Total Marks: 50
External Theory: 40
Internal Practical: 10

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- Hkk"kk ds Lo:i ,oa O;oLFkk dk Kku djokuk A
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- Hkk"kk ds O;kogkfjd iz;ksx esa fuiq.krk ykukA
- O;kdj.k dh foLr`r tkudkj nsukA

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bdkbZ AA :Hkk"kkbZ dkS'ky

d ½ Jo.k dkS'ky fodflr djus dh fof/k;kj] cksypky ds xq.k] v'kq) mPpkj.k ds
dkj.k o fuokj.k

[k½ iBu dkS'ky dh fof/k;kj o izdkj ¼lw{ke ,oa LFkwy½A lLoj ikB ,oa ekSu
ikB dk eg`Uo A

x ½ ys[ku dkS'ky dk eg`Uo] voLFkk,ij] v'kqf);ksa ds dkj.k o fuokj.kA

bdkbZ AAA :iqLrd ,oa ikB~;Øe

d ½ ikB~; iqLrd dk eg`Uo] fo'ks"krk,ij o leh{kka

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P-1.1 & P-1.2 PEDAGOGY OF SCIENCE

Total Marks: 50
External Theory: 40
Internal Practical: 10

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

- Understand the nature of science and appreciate science as dynamic and expanding body of knowledge.
- Identify and formulate aims and objectives of science teaching.
- Understand and use various methods and approaches of teaching science and develop scientific attitude among the students.
- Select and use appropriate learning resources in science.
- Understand the current trends in teaching of science.

Course Content:

Unit-I: Introduction

- a) Meaning, nature and scope of science, impact of science and technology on society.
- b) Aims and objectives of Teaching Science - Blooms' Taxonomy of Educational objectives (revised form also), Instructional objectives of teaching science at secondary and senior secondary level.
- c) Formulation of specific objectives in behavioral terms (Mager's approach and RCEM approach).

Unit-II: Methods and Techniques in Science Teaching

- a) Methods of Teaching Science- Problem solving method, Lecture cum demonstration method, Project method,
- b) Approaches of Teaching Science: Inductive and Deductive approach, Cooperative learning, inquiry based approach. Heuristic approach.
- c) Scientific Attitude and its development.

Unit- III: Instructional Material and Aids

- a) Instructional resources in Science: Meaning, importance, classification,
- b) Principles of selection and use of various instructional aids such as Chalk Board, Charts, Models and animations.
- c) E-learning: concept, and use of e-books and e-journals in science.

Unit- IV: Current Trends in Science Education

- a) MOOC platforms for Science Education and their relevance for teachers and students.
- b) CBCS: Concept, Need and Significance for discipline-centred as well as interdisciplinary teaching learning in Sciences.
- c) Promotion and Innovation in Science Education: Meaning, Importance and Initiatives (Such as KVPY, IISERs, HBCSE, Science Olympiads).

Sessional Work (Internal)

- Any two of the following:
 - 1) Contribution of any two Nobel Prize winners in science,
 - 2) General Information about any two Scientific Institutes of national Importance.
 - 3) Information about five journals contributing in the field of Science.

Suggested Readings

- Ahmed J. (2008). *Teaching of Life Science*. PHI Learning Pvt. Ltd., New Delhi.
- Bhandula, N. (1989). *Teaching of Science*. Ludhiana: Parkash Brothers.
- Das, R.C. (1992). *Science Teaching in School*. New Delhi: Sterling Publishing.
- Davar, M. (2012). *Teaching of Science*. New Delhi: PHI Learning Private Limited.
- Garg, K.K., Singh, R and Kaur, I. (2007). *A Text book of Science of Class X*, New Delhi: NCERT.
- Joshi S.R. (2007). *Teaching of Science*. New Delhi: APH Publishing Corporation.
- Kohli, V.K. (2006). *How to Teach Science*. Ambala: Vivek Pub. 2006.
- Liversidge T., Cochrane M., Kerfoot B. and Thomas J. (2009). *Teaching Science: Developing as a Reflective Secondary Teacher*. New Delhi: SAGE Publications India Private Limited.
- Mangal, S.K. (1997). *Teaching of Science*. New Delhi: Arya Book Depot
- Mohan, R. (2007). *Innovative Physical Science Teaching Method*, P.H.I., New Delhi.
- NCERT (2013). *Pedagogy of Science Part-1 & 2*: NCERT, New Delhi.
- New UNSECO Source Book for Science*. France: UNSECO.
- Sharma, R.C. (2010). *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.
- Thurber, W. and Collete, A. (1964). *Teaching Science in Today's Secondary Schools*. Boston: Allen and Becon.
- Vaidya, Narendra (1996). *Science Teaching for 21st century*. New Delhi: Deep and Deep Pub.
- Washten, Nathan S. (1967). *Teaching Science Creatively*. London: W.B. Saunders.

P-1.1 & P-1.2

PEDAGOGY OF SOCIAL STUDIES

Total Marks: 50
External: 40
Internal: 10

Objectives:

- To acquire a conceptual understanding of the nature of Social Studies.
- To acquire basic knowledge and skills to analyze and transact the Social Studies.
- Develop learning materials on selected units to facilitate learning in Social Studies.
- Plan lessons, Units based on different approaches to facilitate learning of Social Studies.
- To enable student teachers examine the prevailing pedagogical practices in classrooms critically and to reflect on the desired changes.
- To sensitize and equip student teachers to handle social issues.
- Realize her/his role as facilitator in enhancing Social Studies learning in the real classroom situation.
- Explore the use and relevance of different learning resources and materials in learning different units in Social Sciences.
- To understand different ways of assessing learner performance and providing additional support to the learners.
- Reflect upon her/his own experiential knowledge in the process of becoming a Social Studies teacher.

Course Content:

UNIT I: Concept of Social Studies

- a) Concept, scope and nature of Social Studies, Distinguish between Social Studies and Social Science.
- b) Correlation of Social studies with Social Science, Languages, Mathematics, Arts and Science.
- c) Aims and Objectives of teaching Social Studies at middle and secondary school level with reference to Bloom's Taxonomy.

Unit - II: Methods and Techniques of teaching Social Studies

- a) Lecture Method, Discussion Method and Problem Solving Method
- b) Project Method, Source Method, Socialized recitation method.
- c) Techniques of Teaching: Explanation, Supervised Study, Jurisprudential Enquiry, Dramatization, Brain-Storming, and Field Trip.

UNIT III: Curriculum and Teaching Learning Material

- a) Social Studies curriculum at secondary stage-Features, issues and recommendations of NCF 2005.
- b) Resource for Learning (Primary and Secondary) - Meaning, examples, advantages and limitations. Dale's Cone of Experiences.
- c) Maps, Charts, Globe, Graphs, Models (Working & Still), Realia and specimens, and Multimedia as teaching aids in Social studies teaching.

UNIT IV: Current trends in Teaching of Social Studies

- a) ICT Based Approach- Power Point Presentations and e-learning.
- b) Cooperative Learning Approach- Concept, Procedure, Advantages and Limitations
- c) Constructivist Approach- Meaning, Characteristics, Strengths and Limitations.

Sessional Work (Internal)

- Qualitative Analysis of Social Studies Curriculum (secondary school stage) – PSEB/ CBSE/ICSE.

- PowerPoint presentation based seminar on the contributions of any one eminent Social reformists: Guru Nanak Dev Ji, Raja Ram Mohan Rai, Dr. B.R. Ambedkar, Swami Vivekananda, Vinoba Bhave, Abraham Lincoln, Mahatma Jyoti Rao Phule, Yousafzai Malala, Kailash Satyarthi, and Nelson Mandela.

Suggested Readings:

- Bhatia, S.K., & Jindal, S. ((2016). A Text Book of Curriculum, Pedagogy and Evaluation. New Delhi: Parago International Publisher.*
- Bining, A.C. & Bining, D.H. (1952). Teaching Social Studies in Secondary Schools. New York: McGraw, Hill Book Company, Inc.*
- Dash, B.N. (2006). Content-cum-Method of Teaching of Social Studies. New Delhi: Kalyani Publication.*
- Fleming J. (1949). The Teaching of Social Studies in Secondary School. London: Longman Green and Co.*
- Heller, F. (1986). The use and abuse of Social Sciences. London: Sage Publications.*
- Hemming, J. (1953). The Teaching of Social Studies in Secondary Schools. London: Longman Green and Company*
- Kochhar, S.K. (1986). Methods and Techniques of Teaching. New Delhi: Sterling Publishers Pvt. Ltd.*
- Kochhar, S.K.; (1968). The Teaching of Social Studies. New Delhi: Sterling Publisher Pvt. Ltd.*
- Mofatt, M.R. (1955). Social Studies Instruction. New York: Prentice Hall.*
- National Curriculum Frame Work (2005). New Delhi: NCERT.*
- Pathak, R.P. (2012). Teaching of Social Studies. New Delhi: Pearson.*
- Position Paper by National Focus Group on Teaching of Social Sciences*
- Preston, R.C. & Herman (1974). Social Studies in the Elementary School. New York: Rhinehart and Company.*
- Preston, R.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.*
- Sansanwal, D.N. & Tyagi, S.K. (2006). Multiple Discriminant Type Item. MERI Journal of Education, 1(1), 18-25.*
- Shaida, B.D. (1962). Teaching of Social Studies. Jalandhar: Panjab Kitab Ghar.*
- Sharma, P.L. (2002). Modern Methods of Teaching Political Science. New Delhi: Sarup & Sons.*
- Singh, G. & Kaur, J. (2007). Teaching of Social Studies. Ludhiana: Kalyani Publishers.*
- Singh, G. (2008). Samajik Adhain da Adhiapan. Ludhiana: Chetna Parkashan.*
- Singh, G. (2009). Teaching of Social Studies. Ludhiana: Chetna Parkashan.*
- Taneja, V.K. (1992). Teaching of Social Studies. Ludhiana: Vinod Publication.*
- Trigg, R. (1985). Understanding Social Studies. New York: Basics Black Well.*
- Wesley, E.B. (1951). Teaching of Social Studies. Boston: D.C. Herth and Co.*

P-1.1 & P-1.2

PEDAGOGY OF SOCIOLOGY

Total Marks: 50
External Theory: 40
Internal Practical: 10

Objectives:

- 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 & utilization technique.
- To integrate the knowledge draws from various sources History, Geography, and civics, Economics, Political Science, Psychology and Literature (languages)
- To develop the skill of preparing of lesson plan & its presentation

Course Content:

UNIT-I: Introduction

- a) Meaning, nature, scope and importance of sociology in modern context.
- b) Relation of Sociology with other subjects: Political Science, History, Literature (languages), Psychology and Geography.
- c) Aims, objectives and values of teaching of Sociology with special reference to Bloom's taxonomy

UNIT-II: Methods and Techniques

- a) Methods of teaching: Lecture method, Source method, Discussion method and Problem solving method,
- b) Project method, Survey method and Sociometric technique
- c) Modern techniques and Devices: Assignment, Seminars, Symposium Dramatization, Illustration, Questioning, ICT in teaching of sociology

UNIT-III: Curriculum Construction

- a) Principle for the construction and thematic organization of sociology curriculum.
- b) Approaches of organization of Sociology curriculum: Unit, Concentric and Topical
- c) Critical analysis of Sociology syllabus at the Senior Secondary Stage.

UNIT-IV: Content

- a) Social Institutions – Marriage, Family, Kinship.
- b) Social Structure – Meaning, Elements – Status, role, norms, values, power and prestige.
- c) Brief Contributions of Social Thinkers: Shri Guru Nanak Devji, S.C.Dube, Swami Vivekananda, Mahatma Gandhi

Sessional Work (Internal):

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

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.
- Rao, Shankar, C.N. (2005). *Sociology- Primary Principles*. New Delhi: S.C. Chand and Company Ltd.
- Shaida, B.D. (1962). *Teaching of Political Science*. Jalandhar: Panjab Kitab Ghar, 1962.
- Syed, M.H. (2004). *Modern Teaching of Civics/Political Science*. New Delhi: Anmol Publications Pvt. Ltd.

EPC-1.1
DRAMA AND MUSIC IN TEACHING

Total Marks: 25
External: 20
Internal: 05

Objectives:

- To understand concept and scope of Drama and Music in Education.
- To develop their aesthetic sensibilities.
- To bring the Drama and Music into the center of exploration.
- To explore the adaptive strategies of artistic expression.
- To recognize the role of Drama and Music in education at school level.
- To learn to identify areas that suit learning process through Drama and Music.
- To explore the Role of teacher as a creative guide.

Course Content:

- 1) Prepare and present two skits with expression to teach any topic from their own teaching subjects
- 2) Practice and present two folk songs related to social evils / patriotic songs.
- 3) Collect and present five poems with rhythm and action in each teaching subject.

Note:- Students will practice the above skills with the help of teacher.

Sessional Work:

- Analyse any two Folk songs and discuss their significance in education.
- Dialogue writing on any topic from the content of respective teaching subjects

Suggested Readings:

- John, B., Yogin, C., & Chawla, R. (2007). Playing for real: Using drama in the classroom. Macmillan Noida
- Khanna, Jyoti (2015). Sangeet Adhyapan. : Tandon Publications Ludhiana
- National Centre for the Performing Arts -
http://www.tata.com/0_our_commitment/community_initiatives/arts/ncpa.htm
- NCERT: Position paper National Focus Group on Arts, Music, Dance and Theatre, Publication Department Secretary, NCERT, New Delhi, 2006.
- Prasad, D. (1998). Art as the basis of education. National Book Trust.
http://www.vidyaonline.net/list.php?pageNum_books=2&totalRows_books=62&l2=b1%20&l1=b1%20&l3=b1tp
- Athimoolam, L. Drama-In-Education and its effectiveness in English Second/Foreign classes, www.uni-oldenburg.de/zsn
- Boudreault, C.: The benefits of using drama in the ESL/EFL classroom, <http://iteslj.org/Articles/Boudreault-Drama.html>
- Drama in education, <https://www.questia.com/library/education/curriculum-and-instruction/drama-in-education>
- Drama Games, http://en.wikipedia.org/wiki/Drama_Teaching_Techniques
- Drama Strategies, <http://dramaresource.com/strategies/69-drama-techniques>
- Kappinen, T.: UNESCO-ARTS IN EDUCATION, Drama and Theatre in School Education, tintti.karppinen@welho.com

U.Tulay: The advantages of using drama as a method of education in elementary schools.

EPC-1.2
SIMPLE EXPRESSSIONAL COMPETENCIES

Total Marks: 25
External Practical: 20
Internal Practical: 05

Objectives:

- To acquaint them with sketching for expression and communication purpose.
- To develop sense of organization and an aesthetic sense in them.
- To prepare/improve teaching aids for effective teaching learning.
- To write legibly on Chalk Board.
- To learn to handle and display teaching material.

Course Content:

		<u>PART-A</u>	
1)		Drawing and Sketching	- 15
	sheets		
	a)	Pencil sketches	- 2 sheets
	b)	Landscapes	- 2 sheets
	c)	Collages	- 2 sheets (1 each from
	Teaching Subjects)*		
	d)	Alphabets writing in blocks (A to Z)	
	Capital :	-	5 sheets
	Small :	-	1 sheet
	e)	Number drawing (0 to 9)	- 1 sheet
	f)	Cutting and Pasting	- 2 sheets (1 each
	from Teaching Subject)*		
2)	Motto writing	-	2 sheets
	(1 English and 1 Mother tongue)		
3)	Action Drawing	-	2 sheets
4)	Black Board plans	-	4 sheets (2 each from teaching
	Subjects)*		
5)	Charts (Display and write-up)	-	2 (one for each Teaching Subjects)*

Sessional Work: Students will maintain a file of all these activities.

PART-B

B.B. Writing and Sketching on any topics from two teaching subjects:

General Instructions for Simple Expressional Competencies

- 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.

Sessional Work: Keep record of these activities duly signed by the subject teachers.

EPC-1.3
PARTICIPATION IN SPORTS AND YOGA

Total Marks: 25
External Practical: 20
Internal Practical: 05

1. General awareness of Health and Physical Fitness.
2. Preparation of file on any two games including lay-out of grounds, rules and regulations.
 - a) Kho-Kho
 - b) Volleyball
 - c) Badminton
 - d) Basketball
3. Preparing file and performing yoga asanas any five.

EPC-1.4
PRE-INTERNSHIP

Total – 25
Preparation of report - 15
Presentation / sharing of the report- 10

Duration: 2 weeks

Course Content:

In pre-internship-1 the school exposure programme shall be carried out in local/nearby school or schools. For this, the student teachers may be placed in various types of school such as Government, Private, Urban, Rural and Specified category schools (e.g. KVs, JNVs, Sainik schools, meritorious schools). A group of 10 to 12 student teachers may be placed in one school for this purpose. The supervising teacher from the parent institute will orient the Principal and faculty of the school about the whole school observation/experience programme. Efforts shall be made to provide exposure to as many types of schools as possible.

A student teacher (or a group of student teachers) needs to visit at least two types of schools: in the first week to one type of school; and in the second week to another type of school. **A brief orientation programme can be arranged before sending the student teachers to schools to acquaint them with the objectives and modalities of such programme.**

During this programme, the student teachers shall observe the following:

1. Philosophy, aim and vision of the school.
2. Organization & Management (Affiliating body, type of school, type of management)
3. The school/classroom environments with reference to infrastructure (area and layout), equipments, curriculum (critical analysis of any class in both teaching subjects), teaching learning materials, utilization of human resources.
4. Various co-curricular activities related to dramatics, literary, sports and fine arts etc.
5. Morning Assembly (Observation of conduct and activities carried out during morning Assembly).

6. After completion of the field exposure programme, student teachers shall be required to develop a detailed report and present it for evaluation at the parent college.