

**SCHEME & SYLLABUS**  
**B.Ed. (Two Year)**



**Department of Education**  
**University Institute of Education**  
**Sant Baba Bhag Singh University**  
**2016**

# Index

S. No.	Subject Code	Subject	Semester	Page No.
1.		Scheme	1-4	1
2.	EDU101	Growth and Development of Learner	1	5
3.	EDU103	Contemporary Issues of Education	1	7
4.	EDU105	Philosophical Bases of Education	1	9
5.	EDU107	Language across the curriculum	1	11
6.	EDU109	Pedagogy of English-I	1	13
7.	EDU111	Pedagogy of Punjabi-I	1	15
8.	EDU113	Pedagogy of Hindi-I	1	17
9.	EDU115	Pedagogy of Science-I	1	19
10.	EDU117	Pedagogy of Computer Science-I	1	21
11.	EDU119	Pedagogy of Mathematics-I	1	23
12.	EDU121	Pedagogy of Social Studies-I	1	25
13.	EDU123	Pedagogy of Political Science-I	1	27
14.	EDU125	Pedagogy of History-I	1	29
15.	EDU127	Pedagogy of Commerce-I	1	31
16.	EDU129	Pedagogy of Economics-I	1	33
17.	EDU131	Pedagogy of Physical Education-I	1	35
18.	EDU133	Practicum of Growth and Development of Learner	1	37
19.	EDU135	Use of Computer in Education	1	38
20.	EDU137	Reading and Reflecting on Text	1	39
21.	EDU139	Field Engagement with School	1	40
22.	EDU102	Teaching and Learning	2	41
23.	EDU104	Assessment of Learning	2	43
24.	EDU106	Educational Technology	2	45
25.	EDU108	Knowledge and Curriculum	2	47
26.	EDU110	Pedagogy of English-II	2	49
27.	EDU112	Pedagogy of Punjabi-II	2	51
28.	EDU114	Pedagogy of Hindi-II	2	53
29.	EDU116	Pedagogy of Science-II	2	54
30.	EDU118	Pedagogy of Computer Science-II	2	56
31.	EDU120	Pedagogy of Mathematics-II	2	58
32.	EDU122	Pedagogy of Social Studies-II	2	60
33.	EDU124	Pedagogy of Political Science-II	2	62
34.	EDU126	Pedagogy of History-II	2	64
35.	EDU128	Pedagogy of Commerce-II	2	66
36.	EDU130	Pedagogy of Economics-II	2	68
37.	EDU132	Pedagogy of Physical Education-II	2	70
38.	EDU134	Drama and Art in Education	2	72
39.	EDU138	Practicum of Educational Technology	2	74
40.	EDU138	Pre-Internship Orientation	2	75

41.	EDU201	School Internship of a School Subject-I	3	76
42.	EDU203	School Internship of a School Subject-II	3	77
43.	EDU205	Service Learning	3	78
44.	EDU202	Gender, School and Society	4	79
45.	EDU204	Curriculum Development	4	81
46.	EDU206	Inclusive Education	4	83
47.	EDU208	Critical Understanding of Information and Communication Technology	4	85
48.	EDU210	Guidance & Counselling	4	87
49.	EDU222	Life Skills Education	4	89
50.	EDU230	Understanding of Self	4	91
51.	EDU232	Participation in Yoga	4	92
52.	EDU234	Community Participation Activities	4	93





## Scheme for B.Ed. First Year (First Semester)

### I. Theory Subjects

B.Ed. First Year (First Semester)							
Sr. No	Subject Code	Subject Name	L	T	P	Contact Hours	Credits
1	EDU101	Growth and Development of Learner	4	0	0	4	4
2	EDU103	Contemporary Issues of Education	4	0	0	4	4
3	EDU105	Philosophical Bases of Education	3	0	0	3	3
4	EDU107	Language across the curriculum	2	0	0	2	2
5		Pedagogy-I of a School Subject-A	3	0	0	3	3
6		Pedagogy-I of a School Subject-B	3	0	0	3	3
7	PT101	NSO	0	0	2	2	NC
	PT103	NCC					
	PT105	NSS					

### List of School Pedagogy Subjects offered by Institute during First Semester

Sr. No	Subject Code	Subject Name	L	T	P	Contact Hours	Credits
1	EDU109	Pedagogy of English-I	3	0	0	3	3
2	EDU111	Pedagogy of Punjabi-I	3	0	0	3	3
3	EDU113	Pedagogy of Hindi-I	3	0	0	3	3
4	EDU115	Pedagogy of Science-I	3	0	0	3	3
5	EDU117	Pedagogy of Computer Science-I	3	0	0	3	3
6	EDU119	Pedagogy of Mathematics-I	3	0	0	3	3
7	EDU121	Pedagogy of Social Studies-I	3	0	0	3	3
8	EDU123	Pedagogy of Political Science-I	3	0	0	3	3
9	EDU125	Pedagogy of History-I	3	0	0	3	3
10	EDU127	Pedagogy of Commerce-I	3	0	0	3	3
11	EDU129	Pedagogy of Economics-I	3	0	0	3	3
12	EDU131	Pedagogy of Physical Education-I	3	0	0	3	3

### II. Practical Subjects

Sr. No	Subject Code	Subject Name	L	T	P	Contact Hours	Credits
1	EDU133	Practicum of Growth and Development of Learner	0	0	2	2	1
2	EDU135	Use of Computer in Education	0	0	2	2	1
3	EDU137	Reading and Reflecting on Text	0	0	2	2	1
4	EDU139	Field Engagement with School	0	0	0	0	1

**Total Contact Hours: 27**

**Total Credit Points: 23**

## B.Ed. First Year (Second Semester)

### I. Theory Subjects

B.Ed. First Year (Second Semester)							
Sr. No	Subject Code	Subject Name	L	T	P	Contact Hours	Credits
1	EDU102	Teaching and Learning	4	0	0	4	4
2	EDU104	Assessment of Learning	4	0	0	4	4
3	EDU106	Educational Technology	3	0	0	3	3
4	EDU108	Knowledge and Curriculum	3	0	0	3	3
5		Pedagogy-II of a School Subject-A	3	0	0	3	3
6		Pedagogy-II of a School Subject-B	3	0	0	3	3
7	PT102	NCC	0	0	2	2	0
	PT104	NSO					
	PT106	NSS					

### List of School Pedagogy Subjects offered by Institute during Second Semester

Sr. No	Subject Code	Subject Name	L	T	P	Contact Hours	Credits
1	EDU110	Pedagogy of English-II	3	0	0	3	3
2	EDU112	Pedagogy of Punjabi-II	3	0	0	3	3
3	EDU114	Pedagogy of Hindi-II	3	0	0	3	3
4	EDU116	Pedagogy of Science-II	3	0	0	3	3
5	EDU118	Pedagogy of Computer Science-II	3	0	0	3	3
6	EDU120	Pedagogy of Mathematics-II	3	0	0	3	3
7	EDU122	Pedagogy of Social Studies-II	3	0	0	3	3
8	EDU124	Pedagogy of Political Science-II	3	0	0	3	3
9	EDU126	Pedagogy of History-II	3	0	0	3	3
10	EDU128	Pedagogy of Commerce-II	3	0	0	3	3
11	EDU130	Pedagogy of Economics-II	3	0	0	3	3
12	EDU132	Pedagogy of Physical Education-II	3	0	0	3	3

### II. Practical Subjects

Sr. No	Subject Code	Subject Name	L	T	P	Contact Hours	Credits
1	EDU134	Drama and Art in Education	0	0	2	2	1
2	EDU136	Practicum of Educational Technology	0	0	2	2	1
3	EDU138	Pre-internship Orientation	0	0	2	2	1

**Total Contact Hours: 28**

**Total Credit Points: 22**

**B. Ed. Second Year (Third Semester)**

**I. Practical Subjects**

<b>B.Ed. Second Year (Third Semester)</b>							
Sr. No	Subject Code	Subject Name	L	T	P	Contact Hours	Credits
1	EDU201	School Internship of a School Subject-I	0	0	0	0	8
2	EDU203	School Internship of a School Subject-II	0	0	0	0	8
3	EDU205	Service Learning	0	0	0	0	1
		Total	0	0	0	0	17

**Total Credit Points: 17**



**B. Ed. Second Year (Fourth Semester)****I. Theory Subjects**

Sr. No	Subject Code	Subject Name	L	T	P	Contact Hours	Credits
1	EDU202	Gender, School and Society	4	0	0	4	4
2	EDU204	Curriculum Development	4	0	0	4	4
3	EDU206	Inclusive Education	4	0	0	4	4
4	EDU208	Critical Understanding of Information and Communication Technology	3	0	0	3	3
6		Elective Subject-I	3	0	0	3	3
7		Elective Subject-II	3	0	0	3	3

List of Elective Subjects offered by Institute during Fourth Semester							
Sr. No.	Subject Code	Subject Name	L	T	P	Contact Hours	Credits
1	EDU210	Guidance & Counselling	3	0	0	3	3
2	EDU212	Health & Physical Education	3	0	0	3	3
3	EDU214	Peace Education	3	0	0	3	3
4	EDU216	Vocational and Work Education	3	0	0	3	3
5	EDU218	Environmental Education	3	0	0	3	3
6	EDU220	Human Rights and Value Education	3	0	0	3	3
7	EDU222	Life Skills Education	3	0	0	3	3
8	EDU224	Distance and Open Learning	3	0	0	3	3
9	EDU226	Comparative Education	3	0	0	3	3
10	EDU228	Teacher Education in India	3	0	0	3	3

**II. Practical Subjects**

Sr. No	Subject Code	Subject Name	L	T	P	Contact Hours	Credits
1	EDU230	Understanding of Self	0	0	2	2	1
2	EDU232	Participation in Sports & Yoga	0	0	2	2	1
3	EDU234	Community Participation Activities	0	0	0	0	1

**Total Contact Hours: 25****Total Credit Points: 24**



**SEMESTER-I**  
**GROWTH AND DEVELOPMENT OF LEARNER**

<b>Course Code</b>	<b>EDU101</b>
<b>Course Title</b>	Growth and Development of Learner
<b>Type of course</b>	Theory
<b>L T P</b>	4 0 0
<b>Credits</b>	4
<b>Course pre-requisite</b>	
<b>Course Objectives (CO)</b>	<p>After the completion of the course, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Describe the stages of growth and development.</li> <li>2. Analyse the role of home, school and society in holistic development.</li> <li>3. Understand characteristics of adolescents with reference to socio-cultural factors.</li> <li>4. Analyse the different learning approaches and their educational implications.</li> <li>5. Understand the role of teacher in holistic perspective of learner and learning.</li> <li>6. Understand the importance of individual differences in normal classroom.</li> </ol>

**UNIT-I**

Meaning of Educational Psychology and its importance for understanding the learner, concept and principles of growth and development, factors influencing (Heredity & Environment) growth and development.

Stages of development with special emphasis on physical, cognitive, social, emotional and moral characteristics of adolescents.

Role of home, school and society in cognitive, affective and psycho-motor development.

**UNIT-II**

Understanding dimensions of differences in individuals w.r.t. cognitive, affective and psycho-motor domain and their implications for organizing educational program.

Cognitive approach (Jean Piaget) and socio-cultural approach (Vygotsky) of development along with its educational implications.

Personality- Concept, Theories of Personality (Kretschmer, Jung, Eysenck), Factors responsible for shaping personality, Assessment of personality.

**UNIT-III**

Education of the Gifted and slow learners.

Relevance and applicability of Erickson's Theory of psycho-social development and Kohlberg's Theory of moral development.

Concept and Dimensions of Well Being and Factors affecting Well Being.

**UNIT-IV**

Intelligence- Meaning, Guilford's model of intellect, Assessment of intelligence.



Multiple Intelligences- Concept, Howard Gardener theory of multiple intelligence, implications of multiple intelligence theory for understanding Learner's variations and learner's needs.

Creativity-Concept, Difference between creativity and Intelligence, Identification of creative children, Techniques and methods of fostering creativity—Brainstorming, Problem Solving, Group Discussion, Play Way, Quiz.

## Recommended Books

### Text-Books

S. No	Author(S)	Year	Title	Publisher
1	Mangal, S.K.	2002	Advanced Educational Psychology	Prentice Hall of India, New Delhi
2	Chauhan, S.S.	2002	Advanced Educational Psychology	Vikas Publishing House, New Delhi

### Reference Books

S. No	Author(S)	Year	Title	Publisher
1	Bhatia, K.K.	2008	Bases of Educational Psychology	Kalyani Publishers, Ludhiana
2	Aggarwal, J.C.	2009	Essentials of Educational Psychology	Vikas Publishing House Pvt. Ltd., New Delhi
3	Walia, J.S.	2007	Foundations of Educational Psychology	Ahim Paul Publishers, Jalandhar
4	Walia, J.S.	2011	Understanding the learner and learning process	Ahim Paul Publishers, Jalandhar
5	Bhatia, K.K.	2015	Psychological Bases of Childhood and Growing Up	Kalyani Publishers, Ludhiana
6	Dash, B.N.	2004	Theories of Education & Education in the Emerging Indian Society	Dominant Publishers and Distributors, New Delhi
7	Woolfolk, A.	2012	Educational Psychology	Pearson Publisher, New Delhi
8	Kaur, Parminder, Kaur, Harjeet, Saini, Manjeet & Singh, Tirath	2011	Modern Approach to understanding the learner and learning Process	Modern Publishers, Jalandhar

## CONTEMPORARY ISSUES OF EDUCATION

Course Code	EDU103
Course Title	Contemporary Issues of Education
Type of Course	Theory
L T P	4 0 0
Credits	4
Course pre-requisite	
Course Objectives (CO)	After completion of the course the student- teachers will be able to: 1. Understand the change in concepts of education in relation to changing social, political and economic conditions in India. 2. Familiarize themselves with the present educational problems of secondary education. 3. Understand the concept of social diversity, inequality and marginalization. 4. Understand Liberalization, Privatization and Globalization and its impact on society.

### UNIT-I

Universalisation of Elementary Education- Meaning, Problems, Need, Expansion of elementary education and efforts of government for equality of education.

Sarv Shiksha Abhiyan – Meaning, goals, strategies and interventions with special emphasis on target groups.

RTE Act- 2009 and its implications.

### UNIT-II

Universalisation of Secondary Education: Vision, Justification / reasons for expanding secondary education, principles and norms for universalisation of secondary education. Role of RMSA.

Major recommendations of Secondary Education commission (1952-1953); Indian Education Commission (1964-66) with special reference to aims of Education.

Educational policies- NPE-1986, Programme of action- 1992, National Curriculum Framework (NCF) 2005, NCFTE -2009: Implications for Teacher Education for UEE and USE.

### UNIT-III

Educational structure in contemporary India and related bodies NCERT, UGC, NCTE, NAAC and SCERT.

Constitutional Provisions – Preamble, Fundamental rights and duties, Directive principles of state policy and Constitutional values in the context of education.

Critical evaluation of constitutional provisions on equality of opportunities.

#### UNIT-IV

Meaning of diversity, inequality and marginalization (economic, social, religious, and language) in society and the implications for education.

Equality of educational opportunities- meaning, provisions and outcomes.

Impact of Liberalization, Privatization, Globalization on school education in India

#### Recommended Books

##### Text- Books

Sr. No.	Title	Year	Author(s)	Publisher
1	Contemporary India and Education	2015	Dhillon, J.S	Kasturi Lal & Sons Educational Publishers, Amritsar
2	Contemporary Issues & Concerns in secondary education.	2012	Walia, J.S	Ahim Paul Publishers, Jalandhar
3	Contemporary India and Education	2015	Bhatia, K.K	Tandon Publications, Ludhiana

##### Reference Books

Sr. No.	Title	Year	Author(s)	Publisher
1	Philosophical and Sociological Foundations of Education	1992	Bhatia ,K.K and Narang , C.L	Doaba House, Delhi
2	The Teacher and Education in Emerging Society	1996	Bhatia ,K.K and Narang , C.L	Tandon Publishers, Ludhiana
3	Principles and Techniques of Education	1983	Safaya, R.N and Shaida, B.D	Dhanpat Rai and Sons, Delhi
4	Philosophical and Sociological Foundations of Education	2006	Sodhi,T.S and Suri, A	Bawa Publication, Patiala
5	Education in Emerging Indian Society	1998	Gupta, V.K	New Academic Publishing House, Jalandhar

## PHILOSOPHICAL BASES OF EDUCATION

Course Code	EDU105
Course Title	Philosophical Bases of Education
Type of Course	Theory
L T P	3 0 0
Credits	3
Course Pre-requisite	
Course Objectives (CO)	<ol style="list-style-type: none"><li>1. To analyze the social, cultural and political context of education.</li><li>2. To examine the changing emphasis on education in the context of globalization and internationalization.</li><li>3. To understand meaning and interrelation among different schools of philosophy.</li><li>4. To understand the relevance of education in relation to social, political, economic and cultural context.</li><li>5. To make the students understand how education helps in economic and national development.</li></ol>

### UNIT-I

Meaning and concept of Philosophy and Educational Philosophy.

Relationship between Philosophy and Education. Vision derived from different schools of thought and their educational implications:

a. Idealism b. Naturalism c. Pragmatism.

### UNIT-II

Meaning and concept of Education – Indian (Sankhya, Vedanta, Buddhism and Jainism) and Western perspective, Four pillars of education as recommended by UNESCO

Aims of Education in the context of globalization.

### UNIT-III

Changing connotations of teacher, Teaching and Learning, Learner and Curriculum. Education for democracy, national integration and international understanding, Role of education for ensuring sustainable development.

Concept of values – importance, classification of values, sources of values, ways and means of inculcation of values

### UNIT-IV

Critical analysis of thoughts of great educators like Gandhi ji, Tagore, Sri Aurobindo and John Dewey with reference to aims, curriculum, text books, teaching- learning pedagogy, class-room environment, assessment, role of teacher and discipline.

Education as an instrument of social change.



**Recommended Books****Text-Books**

S.No.	Author(S)	Year	Title	Publisher
1	Aggarwal, J.C.	1993	Landmarks in the History of Modern Indian Education	Vikas Publishing House, New Delhi
2	Bhatia, K.K. and Narang, C.L.	1992	Philosophical and Sociological Foundations of Education	Doaba House, Delhi

**Reference Books**

S.No.	Author(S)	Year	Title	Publisher
1	Aggarwal, J.C.	2002	Development and Planning of Modern Education	Vikas Publishing House, New Delhi
2	Aggarwal, J.C.	2008	Theory & Principles of Education	Vikas Publishing House Pvt. Ltd., New Delhi
3	Bhatia, K.K, and Narang, C.L	1996	The Teacher and Education in Emerging India Society.	Tandon Publications, Ludhiana. 2nd rev. Ed.
4	Bhatt, B. D.	2005	Modern Indian Education. Planning and Deveelopment.	Kanishka Publishers, New Delhi
5	Brubacher, John S.	1983	Modern Philosophies of Education.	Tata McGraw Hill, New Delhi (Also Pbi. Translation by Punjabi University) 4th ed.
6	Chaube, S.P.	1997	Philosophical and Sociological Foundation of Education.	Ravi, Noudarnalya, 5th rev. ed. Agra. Bright, J.A. and Mc Gregor, G.P.
7	Cole Luella	1950	A History of Education: Socrates to Montessori	Holt, Rinehart & Winston, New York, 1950Carroll, B.J.

## LANGUAGE ACROSS THE CURRICULUM

Course Code	EDU107
Course Title	Language Across The Curriculum
Type of course	Theory
L T P	2 0 0
Credits	2
Course pre-requisite	
Course Objectives (CO)	<ol style="list-style-type: none"><li>1. To enable student-teachers to understand the nature and structure of language.</li><li>2. To help them appreciate the relationship between language, mind and society.</li><li>3. To develop sensitivity and competency towards catering to a multilingual audience in Schools.</li></ol>

### UNIT-I

Language: meaning, features and structure; Language as a tool of Communication.

Difference between first language, second language and foreign language.

Relationship of Language and Society: Identity, Power and Discrimination.

Language Diversity in the context of India; Multilingualism: nature and scope. Learning language and learning through language.

### UNIT-II

Curriculum: concept and meaning.

Language Across the Curriculum Approach: meaning, need and benefits. Respective roles of subject teachers and language teachers in LAC Approach. Principles and Maxims of Language Learning.

### UNIT-III

Development of the four language skills: the synergistic relationship.

Function of language: in the classroom and outside the classroom.

Theories to explain language Acquisition: Discontinuity theory, Deficit theory, Behavioral and Nativist theories.

### UNIT-IV

Position of Languages in India; Articles 343-351 and 350A of Constitution of India. Recommendations of the Kothari Commission (1964-66), National Curriculum Framework-2005 (Language Education) and NCFTE-2009 (Language Education).

Language environment of school as well as classroom and its effect on learners. Multilingualism: as a resource and a strategy. Qualities and Competencies of a teacher to cater to a multilingual classroom.

**Recommended Books:****Text-Books**

S. No.	Author(S)	Year	Title	Publisher
1	Agnihotri, R.K. & Khanna, A.L	1994	Second language acquisition	Sage Publications, New Delhi

**Reference Books**

1	Kumar, K.	2000	Childs language and the teacher.	National Book Trust, New Delhi
2	Yule, G.	2006	The study of language	Cambridge University Press, Delhi



## **PEDAGOGY OF ENGLISH -I**

<b>Course Code</b>	<b>EDU109</b>
<b>Course Title</b>	Pedagogy of English-I
<b>Type of Course</b>	Theory
<b>L T P</b>	4 0 0
<b>Credits</b>	4
<b>Course Pre-requisite</b>	
<b>Course Objective (CO)</b>	<ol style="list-style-type: none"><li>1. To develop understanding of the significance of English as a subject in the present context.</li><li>2. To understand the nature, characteristics and the use of language.</li><li>3. To enable student-teachers to teach basic language skills such as listening, speaking, reading and writing and integrate them for communicative purposes.</li></ol>

### **UNIT I**

#### **Fundamentals of Language**

Meaning, nature and scope of Language, Psycholinguistic and Sociolinguistic perspectives of language.

Role of Language in Life: intellectual, emotional, social and cultural development.

Language Acquisition vs. Language Learning, Multilingualism as resource to second language teaching-learning, Principles and maxims of Language Teaching.

### **UNIT II**

#### **Language Development Skills and Learning Resources**

Listening: concept, types, significance and activities to develop listening and its evaluation.

Speaking: concept, significance and activities to develop speaking and its evaluation.

Reading: concept, methods (Phonic, Whole Word), types (Loud, Silent, Intensive, Extensive and Supplementary), techniques to increase speed of reading (Phrasing, Skimming, Scanning, Columnar Reading, Key word Reading) and its evaluation.

Writing: types of composition (Guided, Free and Creative), evaluating compositions.

Learning Resources: Computer Assisted Language Learning (CALL), Library, Textbook, Language Laboratory and Audio Visual Aids

### **UNIT III**

#### **English Language Pedagogy**

Micro Teaching Skills.

Approaches/Methods to English Language Teaching: direct method, structural approach, communicative approach and constructivist approach, Planning a Lesson and writing of instructional objectives.

Methods and techniques for teaching pros: discussion, narration, questioning, storytelling and dramatization.



Methods for teaching poetry: recitation and song-action

Techniques of Grammar appreciation: types (Functional, Formal), methods(Inductive, Deductive)

#### UNIT IV

##### Professional Growth and Learner Evaluation

Professional Competencies of a teacher, Identification of problems faced by the teachers in the classroom, Critical appraisal of an English text book.

Comprehensive and Continuous Evaluation and its use in English class, Different elicitation techniques used in English; cloze, diagnostic and achievement test.

Remedial Teaching, contrastive analysis and error analysis.

##### Recommended Books

###### Text-Books

S. No.	Author(S)	Year	Title	Publisher
1	Balasubramaniam, T.	1981	A Textbook of English Phonetics for Indian Students	Mumbai: Macmillan India Ltd.
2	Sharma, P.	2011	Teaching of English: Skill and Methods	Delhi: Shipra Publication

###### Reference Books

S. No.	Author(S)	Year	Title	Publisher
1	Bhatia, K.K. & Kaur, Navneet	2015	A course in Pedagogy of English	Ludhiana: Kalyani Publishers
2	Bhandari, C.S. and Other	1966	Teaching of English: A Handbook for Teachers	New Delhi: Orient Longmans
3	Bhatia, K.K. and Kaur, Navneet	2011	Teaching and Learning English as a Foreign Language	Ludhiana: Kalyani Publishers
4	Forrester, Jean F.	1970	Teaching Without lecturing	London: Oxford University Press
5	French, F.G.	1963	Teaching English as an International Language	London: OUP
6	Gokak, V.K.	1963	English in India. Its Present and Future	Bombay: Asia Publishing House
7	Kohli, A.L.	1999	Techniques of Teaching English	New Delhi: Dhanpat Rai and Company
8	Sachdeva, M.S.	2007	Teaching of English	Patiala: Twenty First Century Publications
9	Bindra, R.	2005	Teaching of English	Jammu: Radha Krishan Anand and Co

## PEDAGOGY OF PUNJABI-I

Course Code	EDU111
Course Title	Pedagogy of Punjabi- I
Type of Course	Theory
L T P	3 0 0
Credits	3
Course Pre-requisite	
Course Objectives(CO)	<p>ਵਿਦਿਆਰਥੀ- ਅਧਿਆਪਕ:</p> <ol style="list-style-type: none"> <li>1. ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦੀ ਪ੍ਰਕਿਰਤੀ ਸਮਝ ਜਾਣਗੇ।</li> <li>2. ਗੁਰਮੁਖੀ ਲਿਪੀ ਦੀ ਅਨੁਕੂਲਤਾ ਸਮਝ ਜਾਣਗੇ।</li> <li>3. ਸੁਣਨ ਕੌਸ਼ਲ ਸੰਬੰਧੀ ਅਭਿਆਸਾਂ ਨੂੰ ਲਾਗੂ ਕਰਨਾ ਸਿੱਖ ਜਾਣਗੇ।</li> <li>4. ਸ਼ੁੱਧ ਉਚਾਰਨ ਅਤੇ ਲਿਖਣ ਕੌਸ਼ਲ ਸੰਬੰਧੀ ਅਭਿਆਸਾਂ ਨੂੰ ਲਾਗੂ ਕਰਨਾ ਸਿੱਖ ਜਾਣਗੇ।</li> <li>5. ਪੰਜਾਬੀ ਦੀਆਂ ਵੱਖ- ਵੱਖ ਉੱਪ ਭਾਸ਼ਾਵਾਂ ਬਾਰੇ ਜਾਣਕਾਰੀ ਹਾਸਿਲ ਕਰ ਲੈਣਗੇ।</li> <li>6. ਸੂਖਮ ਅਧਿਆਪਨ ਕੌਸ਼ਲਾਂ ਵਿੱਚ ਨਿਪੁੰਨ ਹੋ ਜਾਣਗੇ।</li> </ol>

### ਇਕਾਈ- ਓ

ਭਾਸ਼ਾ ਦੀ ਪਰਿਭਾਸ਼ਾ, ਪ੍ਰਕਿਰਤੀ ਅਤੇ ਉਤਪਤੀ ਦੇ ਸਿਧਾਂਤ।

ਮਾਤ- ਭਾਸ਼ਾ ਸਿੱਖਿਆ ਪਹਿਲੀ ਭਾਸ਼ਾ ਦੇ ਤੌਰ 'ਤੇ: ਉਦੇਸ਼, ਮਹੱਤਵ, ਸਿਧਾਂਤ ਅਤੇ ਸੂਤਰ।

ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਨਿਕਾਸ (2500 ਈ. ਪੂ. ਤੋਂ 1000 ਈ. ਤੱਕ)

### ਇਕਾਈ- ਅ

ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਵਿਕਾਸ (1000 ਈ. ਤੋਂ ਹੁਣ ਤੱਕ)।

ਗੁਰਮੁਖੀ ਲਿਪੀ, ਵਿਸ਼ੇਸ਼ਤਾਵਾਂ, ਪ੍ਰਾਚੀਨਤਾ ਅਤੇ ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਲਈ ਢੁਕਵਾਂਪਣ।

ਭਾਸ਼ਾ ਵੰਨਗੀਆਂ : ਪੰਜਾਬੀ ਦਾ ਟਕਸਾਲੀ ਰੂਪ, ਪੰਜਾਬੀ ਉਪ- ਭਾਸ਼ਾਵਾਂ ਦੇ ਪਛਾਣ- ਚਿੰਨ੍ਹ।

### ਇਕਾਈ- ਬ

ਸੁਣਨ ਕੌਸ਼ਲ ਦੀ ਮਹੱਤਤਾ, ਮਾਨਤਾਵਾਂ ਅਤੇ ਅਭਿਆਸ।

ਉਚਾਰਨ ਕੌਸ਼ਲ ਦੀ ਮਹੱਤਤਾ, ਅਸ਼ੁੱਧ ਉਚਾਰਨ ਦੇ ਕਾਰਨ, ਉਚਾਰਨ ਅੰਗ ਅਤੇ ਮੌਖਿਕ ਕਿਰਿਆਵਾਂ।

ਪੜ੍ਹਨ ਕੌਸ਼ਲ- ਮਹੱਤਤਾ, ਉੱਚੀ- ਪਾਠ, ਮੌਨ ਪਾਠ, ਵਿਧੀਆਂ- ਸੂਖਮ ਅਤੇ ਸਥੂਲ ਵਾਚਨ ਅਤੇ ਵਾਚਨ ਸਿੱਖਿਆ ਦੇ ਢੰਗ।

ਲਿਖਣ ਕੌਸ਼ਲ ਦੀ ਮਹੱਤਤਾ, ਲਿਖਣਾ ਸਿਖਾਉਣ ਦੀਆਂ ਅਵਸਥਾਵਾਂ ਅਤੇ ਵਿਧੀਆਂ , ਸੁਲੇਖ ਅਤੇ ਸ਼ਬਦ ਜੋੜਾਂ ਦੀ ਸਿੱਖਿਆ।

### ਇਕਾਈ- ਸ

ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਪਾਠਕ੍ਰਮ- ਉਦੇਸ਼, ਪਾਠਕ੍ਰਮ ਰਚਨਾ ਦੇ ਸਿਧਾਂਤ ਅਤੇ ਧਾਰਨਾਵਾਂ।

ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਅਧਿਆਪਕ: ਵਿੱਦਿਅਕ ਯੋਗਤਾ ਅਤੇ ਸ਼ਖ਼ਸੀਅਤ।

ਸੂਖਮ ਅਧਿਆਪਨ- ਪਰਿਭਾਸ਼ਾ, ਪ੍ਰਕਿਰਿਆ ਅਤੇ ਕੌਸ਼ਲ (ਪ੍ਰਸਤਾਵਨਾ ਕੌਸ਼ਲ, ਵਿਆਖਿਆ ਕੌਸ਼ਲ, ਚਾਕ- ਬੋਰਡ ਲਿਖਣ ਕੌਸ਼ਲ, ਉਦੀਪਨ ਪਰਿਵਰਤਨ ਕੌਸ਼ਲ, ਪ੍ਰਸ਼ਨ ਪੁੱਛਣ ਕੌਸ਼ਲ, ਉਦਾਹਰਨ ਸਹਿਤ ਦ੍ਰਿਸ਼ਟਾਂਤ ਕੌਸ਼ਲ)

ਸਵਾਂਗੀ ਅਧਿਆਪਨ- ਪਰਿਭਾਸ਼ਾ, ਮਾਪਦੰਡ ਅਤੇ ਪ੍ਰਕਿਰਿਆ।

**ਪਾਠ-ਪੁਸਤਕਾਂ**

ਲੇਖਕ	ਸਾਲ	ਸਿਰਲੇਖ	ਪਬਲਿਸ਼ਰ
ਸਿੰਘ; ਤ.	2014	ਪੰਜਾਬੀ ਅਧਿਆਪਨ	ਐੱਸ. ਜੀ. ਪਬਲਿਸ਼ਰਜ਼, ਜਲੰਧਰ
ਨੰਦਰਾ; ਇੰ. ਸ਼.	2008	ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਤੇ ਸਾਹਿਤ ਅਧਿਆਪਨ	ਟੈਂਡਨ ਪਬਲੀਕੇਸ਼ਨ
ਸੇਖੋਂ; ਸ. ਸ. ਅਤੇ ਸੇਖੋਂ; ਮ. ਕ.	2015	ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਅਧਿਆਪਨ	ਕਲਿਆਣੀ ਪਬਲਿਸ਼ਰਜ਼

**ਸੰਬੰਧਿਤ ਪੁਸਤਕਾਂ**

ਲੇਖਕ	ਸਾਲ	ਸਿਰਲੇਖ	ਪਬਲਿਸ਼ਰ
ਜੱਸ; ਜ. ਸ.	2007	ਮਾਤ- ਭਾਸ਼ਾ ਦੀ ਸਿੱਖਿਆ ਵਿਧੀ	ਨਿਊ ਬੁੱਕ ਕੰਪਨੀ
ਸਿੰਘ; ਜੀ. ਬੀ.	1950	ਗੁਰਮੁਖੀ ਲਿੱਪੀ ਦਾ ਜਨਮ ਅਤੇ ਵਿਕਾਸ	ਪੰਜਾਬ ਯੂਨੀਵਰਸਿਟੀ, ਚੰਡੀਗੜ੍ਹ
ਸਿੰਘ; ਹ.	1966	ਪੰਜਾਬੀ ਬਾਰੇ	ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ



## PEDAGOGY OF HINDI-I

Course Code	EDU113
Course Title	Pedagogy of Hindi- I
Type of Course	Theory
L T P	3 0 0
Credits	3
Course Pre-requisite	
Course Objectives(CO)	<p>After completion of this course, students will be able to :</p> <ol style="list-style-type: none"> <li>1. To develop understanding of the significance of Hindi as a subject in the present context.</li> <li>2. To analyze the factors influencing learning Hindi and to develop the understanding of the significance of basic competencies in language acquisition.</li> <li>3. To understand the nature, characteristics of Language and mother-tongue as well as the use of language.</li> <li>4. To enable student-teachers to teach basic language skills such as listening, speaking, reading and writing and integrate them for communicative purposes.</li> </ol>

### भाग1--

भाषाक्रय एवं प्रकृति ,अर्थ :

मात्रभाषा व राष्ट्रभाषा के रूप हिन्दी शिक्षण की महत्ता एवं उद्देश्य ,  
देवनागरी लिपिदेवनागरी लिपि की ,लिपि का विकास और विशेषताएं ,आवश्यकता एवं महत्ता ,परिभाषा :  
सीमायें व सुधार

### भाग2

हिन्दी पाठ्यक्रमपाठ्यक्रम की प्रकृति व महत्ता एवं ,उद्देश्य व सिद्धान्त ,निर्माण : निर्माण विधियाँ

हिन्दी भाषा शिक्षक योगियता एवं विशेष गुण :

भाषाई कौशल शिक्षणउद्देश्य एवं शिक्षण विधियाँ ,महत्व ,अभिप्राय :श्रवण कौशल शिक्षण ,अभिप्राय :

### भाग3

मौखिक अभिविअकती कौशल शिक्षण :अभिप्रायउद्देश्य एवं शिक्षण विधियाँ ,महत्व ,

उच्चारण शिक्षण :अभिप्रायउच्चारण सम्बन्धी दोष एवम त्रुटियों का ,वं शिक्षण विधियाँउद्देश्य ए ,महत्व ,  
निराकरण

वाचन शिक्षण प्रकार ,उद्देश्य ,महत्व ,अभिप्राय :एवं शिक्षण विधियाँ :वाचन मंदता ,अभिप्रायवाचन मंदता के ,  
कारण एवं उपाय

### भाग4

लिपि शिक्षण :अभिप्राय ,उद्देश्य ,महत्व ,प्रकार एवं शिक्षण विधियाँ

सूक्ष्म अधियापनप्रश्न ,व्याख्या कौशल ,प्रस्तावना कौशल)उद्देश्य एवं कौशल के प्रकार ,महत्व ,अभिप्राय :

(उदहारण सहित दृष्टान्त ,उदीपन परिवर्तन कौशल ,श्याम पट कार्य कौशल ,पूछना कौशल

स्वांगी अधियापनमापदण्ड एवं प्रीक्रिया ,अभिप्राय :



पाठ्य – पुस्तकें

लेखक	पुस्तक का नाम	पब्लिशर
नायक, सुरेश	हिन्दी भाषा शिक्षण	ट्वेंटी फ़स्ट सेंचुरी पब्लिकेशन्स
खन्ना ज्योति	हिन्दी शिक्षण	धनपत राये एंड संज, डेल्ही
गोयल, ए. के.	हिन्दी शिक्षण	हरीश प्रकाशन मन्दिर, आगरा



### **PEDAGOGY OF SCIENCE-I**

<b>Course Code</b>	<b>EDU115</b>
<b>Course Title</b>	Pedagogy of Science-I
<b>Type of course</b>	Theory
<b>L T P</b>	3 0 0
<b>Credits</b>	3
<b>Course pre-requisite</b>	
<b>Course Objectives (CO)</b>	After the completion of the course, students will be able to: 1. Appreciate science as dynamic and expanding body of knowledge. 2. Identify and formulate aims and objectives of science teaching. 3. Use various approaches of teaching science. 4. Understand correlation of science with other school subjects. 5. Explain the microteaching and microteaching skills.

#### **UNIT-I**

Meaning, nature and scope of science, impact of science and technology on modern living, Globalization and Science, Values of teaching Science, Place of science in school curriculum. Aims and objectives of Teaching Science, Blooms' Taxonomy of Educational objectives. Formulation of specific objectives in behavioral terms (Magers approach and RCEM approach).

#### **UNIT- II**

Scientific Attitude and its development.

Correlation of Science with other school subjects.

Approaches of teaching science: cooperative learning, inquiry based approach, brain- storming, seminar and discussion.

#### **UNIT- III**

Curriculum: meaning, importance, principles, Approaches of curriculum development

Critical analysis of school science curriculum (6th to 10<sup>th</sup> class, PSEB/CBSE).

Science Teacher: meaning, qualifications and qualities of a science teacher.

#### **UNIT- IV**

Modification of teacher's behavior: meaning and techniques

Microteaching: Meaning of microteaching with special reference to microteaching skills (skill of introducing the lesson, skill of explanation, skill of using chalkboard, skill of illustrating with examples, skill of probing questions, skill of stimulus variation).

Simulated Teaching: meaning, characteristics, parameters and procedure.

## Recommended Books

### Text-Books

S. No	Author(S)	Year	Title	Publisher
1	Kohli , V.K.	2006	How to Teach Science	Vivek Publications, Ambala
2	Sharma, R.C.	2010	Modern Science Teaching	Dhanpat Rai Pub. Co., New Delhi

### Reference Books

S. No	Author(S)	Year	Title	Publisher
1	Bhandula, N.	1989	Teaching of Science	Parkash Brothers Ludhiana
2	Das, R.C.	1992	Science Teaching in School	Sterling Publishing, New Delhi
3	Mangal, S.K.	1997	Teaching of Science	Arya Book Depot, New Delhi
4	Vaidya, Narendra	1996	Science teaching for 21st century	Deep and Deep publications, New Delhi
5	Joshi S.R.	2007	Teaching of Science	APH Publishing Corporation, New Delhi
6	Siddiqui , N.H. & Siddiqui, M.N.	1983	Teaching of Science Today and Tomorrow	Doaba House, Delhi
7	Washten, Nathan S.	1967	Teaching Science Creatively	W.B. Saunders, London
8	Gerg, K.K.; Singh, Raguvir & Kaur, I.	2007	A Text book of Science of Class X	NCERT, New Delhi
9	Liversidge T., Cochrane M., Kerfoot B. & Thomas J.	2009	Teaching Science Developing as a Reflected Secondary Teacher	SAGE Publications India Private Limited, New Delhi

### **PEDAGOGY OF COMPUTER SCIENCE-I**

<b>Course Code</b>	<b>EDU117</b>
<b>Course Title</b>	Pedagogy of Computer Science-I
<b>Type of course</b>	Theory
<b>L T P</b>	3 0 0
<b>Credits</b>	3
<b>Course pre-requisite</b>	
<b>Course Objectives (CO)</b>	After completion of the course, students will be able to:- <ol style="list-style-type: none"><li>1. Understand the concept of computer science.</li><li>2. Understand the values of learning computer.</li><li>3. Correlate Computer science with other school subjects.</li><li>4. Acquire knowledge on latest trends in Information Technology.</li></ol>

#### **UNIT-I**

The nature of Computer Science and its implications to disciplinary knowledge  
Concept of Computer Science, Scope of Computer Science with special reference to Education, Place of Computer Science in School Curriculum and importance of Computer Science as a discipline.

#### **UNIT-II**

Relationship of Computer Science with other school subjects with reference to subject specific use of Word Processors, Spreadsheets, Presentation, Graphics, Movie Softwares, Timelines, Mind Mapping, Google Maps, Lexicons and web 2.0 tools.

Aims and objectives of teaching computer science-Meaning and formation of Instructional Objectives and Behavioral objectives, Blooms' taxonomy of educational objectives.

#### **UNIT-III**

Pedagogical Approaches to teaching of Computer Science

Approaches of teaching Computer science: cooperative learning, inquiry based approach, brainstorming, seminar and discussion.

Curriculum: meaning, importance, principles, approaches of curriculum development, critical analysis of school computer science curriculum ( 6<sup>th</sup> to 10<sup>th</sup> class, PSEB/CBSE)

Computer Science Teacher: meaning, qualifications and qualities of a computer science teacher.

#### **UNIT-IV**

Modification of teacher's behavior: meaning and techniques

Microteaching: meaning of microteaching with special reference to microteaching skills (skill of introducing the lesson, skill of explanation, skill of using chalkboard, skill of illustrating with examples, skill of probing questions, skill of stimulus variation).

Simulated Teaching: meaning, characteristics, parameters and procedure.



**Recommended Books****Text-Books**

S.No.	Author(S)	Year	Title	Publisher
1	Kaur, Mandeep	2011	Teaching of Computer Education	Kasturi Lal & Sons, Hall Bazar, Amritsar
2	Sngh, Y.K. & Nath, Ruchika	2005	Teaching of Computers	APH Publishing Corporation, New Delhi

**Reference Books**

S.No.	Author(S)	Year	Title	Publisher
1	Singh, A.	2011	Teaching of Computer Education	Modern Publishers, Jalandhar
2	Varanasi, L, Sudhakar, V. & Mrunalini, T.	2004	Computer Education	Neelkamal Publications Pvt. Ltd. Educational Publishers, Hyderabad



## PEDAGOGY OF MATHEMATICS-I

Course Code	EDU119
Course Title	Pedagogy of Mathematics-I
Type of Course	Theory
L T P	3 0 0
Credits	3
Course Pre-requisite	
Course Objectives (CO)	<p>After completion of the course, students will be able to:-</p> <ol style="list-style-type: none"> <li>1. To make the students aware of the values of Mathematics and relationship of mathematics with other subjects.</li> <li>2. To enable the students to formulate the instructional objectives of teaching Mathematics.</li> <li>3. To make the students aware of the history of Mathematics and contribution of Indian mathematicians.</li> <li>4. To enable the students to experience the Aesthetic sense in Mathematics.</li> <li>5. To make the students aware of the current trends in teaching mathematics.</li> <li>6. To acquaint the students with the different teaching skills.</li> </ol>

### UNIT-I

Meaning and nature of Mathematics, Scope and significance of Mathematics in present day curriculum.

Writing objectives of teaching Mathematics in behavioral terms (Magers and RCEM approach) at different stages of school.

### UNIT-II

Correlation of Mathematics with other school subjects.

History of Mathematics and contribution of Indian Mathematicians (Aryabhatta, Brahmagupta, Bhaskaracharya, Ramanujan) in Mathematics.

Aesthetic sense in Mathematics, three aesthetic experience variables identified by Birkhoff.

### UNIT-III

Maintaining interest in Mathematics and meaningful learning in Mathematics.

Approaches of teaching Mathematics: E- Learning, M- Learning, Co-operative Learning and Collaborative learning.

Curriculum- meaning, principles and approaches of curriculum construction.

### UNIT-IV

Modification of teacher behavior: Qualities and professional skills of a mathematics Teacher

Micro teaching- concept, process and skills (skill of introducing the lesson, skill of explanation, skill of using chalkboard, skill of stimulus variation, Skill of illustrating with examples, skill of questioning)

Simulated teaching: meaning, characteristics, parameters and procedure.

## Recommended Books

### Text-Books

Author	Year	Title	Publisher
Gakhar, S.C. (Dr.)	2012	Teaching of Mathematics	N.M. Publishers
Mangal, S.K. (Dr.)	2010	Teaching of Mathematics	Tandon Publications, Ludhiana

### Reference Books

Author	Year	Title	Publisher
Arora, S.K	2000	How to Teach Mathematics	Sterling Publishers Pvt. Ltd., New Delhi
Sidhu, K.S.	2005	Teaching of Mathematics	Sterling Publishers, New Delhi
Siddiqui, H. M.	2005	Teaching of Mathematics	New Delhi: A.P.H.
National Council of Educational Research and Training	2007	National Focus on Teaching of Mathematics.	Publication Department by the Secretary, National Council of Educational Research and Training, Sri Aurobindo Marg, New Delhi
National Council of Educational Research and Training		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

## PEDAGOGY OF SOCIAL STUDIES-I

Course Code	EDU121
Course Title	Pedagogy of Social Studies-I
Type of course	Theory
L T P	3 0 0
Credits	3
Course pre-requisite	
Course Objectives (CO)	After the completion of the course, students will be able to: 1. Explain the integration of S.St. with other school subjects. 2. Explain writing of instructional objectives in behavioral terms as per Bloom's Taxonomy. 3. Understand various pedagogical approaches of S.St. 4. Understand the concept of curriculum of S.St. 5. Understand qualities of a Social Studies Teacher. 6. Prepare micro lesson plans.

### UNIT-I

Historical development of social studies as a school subject, Nature, scope and importance of social studies.

Distinguish social studies from social science and natural science.

Integration of social studies with social science, languages, mathematics, art and science.

### UNIT-II

Aims and Objectives of teaching social studies at elementary (6-8<sup>th</sup> class) and secondary school level (9-10<sup>th</sup> Class).

Writing of Instructional objectives in behavioral terms as per Bloom's Taxonomy in the context of lesson planning in social studies.

### UNIT-III

Pedagogical Approaches: interdisciplinary approach, experiential approach, co-operative learning and constructivist approach to learning. Curriculum: meaning, need and importance, characteristics, principles and approaches of curriculum construction.

Critical analysis of social studies curriculum at secondary stage with special reference to NCF 2005.

### UNIT-IV

Social studies teacher: qualities and qualification.

Modification of teacher's behavior: Micro teaching: meaning, characteristics and procedure with special reference to five micro skills: skill of introducing the topic, skill of questioning, skill of explanation, skill of stimulus variation and skill of black board writing. Simulated Teaching: meaning, characteristics, parameters and procedure.



**Content from NCERT Text books:**

1. Earth in the Solar system, what ,where and how
2. Equality in Indian Democracy
3. India after independence

**Recommended Books****Text-Books**

S. No.	Author(S)	Year	Title	Publisher
1	Aggarwal, J.C.	2003	Teaching of Social Studies	Vikas Publishers, New Delhi
2	Binning and Binning	1952	Teaching of Social Studies in Secondary Schools	McGraw Hill

**Reference Books**

S. No.	Author(S)	Year	Title	Publisher
1	Dash, B.N.	2005	Content – cum – Methods of Teaching of Social Studies	Kalyani Publishers, New Delhi
2	Kochhar, S.K.	1983	Teaching of Social Studies	Sterling Publishers, New Delhi
3	Kohli, A.S.	1996	Teaching of Social Studies	Anmol Publishers, New Delhi
4	Mehta, D.D.	2004	Teaching of Social Studies	Tandon Publishers, Ludhiana
5	Mofatt, M.R.	1955	Social Studies Instruction	Prentice Hall, New York
6	Shaida, B.D.	1962	Teaching of Social Studies	Panjab Kitab Ghar, Jalandhar
7	Dhanija, N.	1993	Multi Media Approaches in Teaching Social Studies	Harman Publishing House, New Delhi

## **PEDAGOGY OF POLITICAL SCIENCE-I**

<b>Course Code</b>	<b>EDU123</b>
<b>Course Title</b>	Pedagogy of Political Science-I
<b>Type of course</b>	Theory
<b>L T P</b>	3 0 0
<b>Credits</b>	3
<b>Course pre-requisite</b>	
<b>Course Objectives (CO)</b>	After the completion of the course, students will be able to: 1. Explain the integration of Political Science with other school subjects. 2. Explain Writing of Instructional objectives in behavioral terms as per Bloom's Taxonomy. 3. Understand various pedagogical approaches of Political Science. 4. Understand curriculum of Political Science at school level. 5. Understand qualities of a Political Science Teacher. 6. Prepare micro lesson plans.

### **UNIT-I**

Historical development of Political Science as a school subject, Nature, scope and importance of Political Science, Difference of Political Science from Social Science and Natural Science. Integration of Political Science with Social Science, languages, Mathematics, Art and Science.

### **UNIT-II**

Aims and Objective of teaching Political Science at Elementary (6-8<sup>th</sup> class) and Secondary school level (9-10<sup>th</sup> class).

Writing of Instructional objectives in behavioral terms as per Bloom's Taxonomy in the context of lesson planning in Political Science.

### **UNIT-III**

Pedagogical Approaches – Interdisciplinary approach, experiential approach, co-operative learning, constructivist approach to learning.

Curriculum: meaning, need and importance, characteristics, principles and approaches of curriculum construction.

### **UNIT-IV**

Critical Analysis of Political Science curriculum at secondary stage with special reference to NCF 2005

Political Science Teacher: qualities and qualification

Modification of teacher's behavior:

- i. Micro teaching: meaning, characteristics and procedure with special reference to five Micro skills: skill of introducing the topic, skill of questioning, skill of explanation, skill of stimulus variation and skill of black board writing
- ii. Simulated Teaching: meaning, characteristics, parameters and procedure

### Recommended Books

#### Text-Books

S. No.	Author(S)	Year	Title	Publisher
1	Yadav, N.	2004	Teaching of Civics and Political Science	New Delhi: Anmol Publications pvt. Ltd.
2	Aggarwal, J.C.	2005	Teaching of Political Science and Civics	New Delhi: Vikas Publication

#### Reference Books

S.No.	Author(S)	Year	Title	Publisher
1	Chopra, J.K.	2005	Teaching of Political Science	New Delhi : Commonwealth Publishers
2	Shaida, B.D	1962	Teaching of Political Science	Jalandhar: Panjab Kitab Ghar
3	Syed, M.H.	2004	Modern Teaching of Civics/Political Science	New Delhi: Anmol Publications Pvt. Ltd.



### **PEDAGOGY OF HISTORY-I**

<b>Course Code</b>	<b>EDU125</b>
<b>Course Title</b>	Pedagogy of History-I
<b>Type of course</b>	Theory
<b>L T P</b>	3 0 0
<b>Credits</b>	3
<b>Course pre-requisite</b>	
<b>Course Objectives (CO)</b>	After the completion of the course, students will be able to: 1. Explain the integration of History with other school subjects. 2. Explain Writing of Instructional objectives in behavioral terms as per Bloom's Taxonomy. 3. Understand various pedagogical approaches of History. 4. Understand curriculum of History at school level. 5. Understand qualities of a History Teacher. 6. Prepare micro lesson plans.

#### **UNIT-I**

Historical development of History as a school subject, Nature, scope and importance of History, Difference of History from Social Science and Natural Science.

Integration of History with Social Science, languages, Mathematics, Art and Science.

#### **UNIT-II**

Aims and Objective of teaching History at Elementary (6-8<sup>th</sup> class) and Secondary school level (9-10<sup>th</sup> class).

Writing of Instructional objectives in behavioral terms as per Bloom's Taxonomy in the context of lesson planning in History.

#### **UNIT-III**

Pedagogical Approaches – Interdisciplinary approach, experiential approach, co-operative learning, constructivist approach to learning.

Curriculum: meaning, need and importance, characteristics, principles and approaches of curriculum construction.

Critical Analysis of History curriculum at secondary stage with special reference to NCF 2005.

#### **UNIT-IV**

History Teacher: qualities and qualification.

Modification of teacher's behavior:

- i. Micro teaching: meaning, characteristics and procedure with special reference to five Micro skills: skill of introducing the topic, skill of questioning, skill of explanation, skill of stimulus variation and skill of black board writing.
- ii. Simulated Teaching: meaning, characteristics, parameters and procedure.



**Recommended Books****Text-Books**

<b>S. No.</b>	<b>Author(S)</b>	<b>Year</b>	<b>Title</b>	<b>Publisher</b>
1	Aggarwal, J.C.	1997	Teaching of History: A Practical Approach	Eastern Book House, Guwahati
2	Ballord. M.	1979	New Movement in Study: Teaching of History	Templesmith, London

**Reference Books**

<b>S. No.</b>	<b>Author(S)</b>	<b>Year</b>	<b>Title</b>	<b>Publisher</b>
1	Bhatia, R.L.	2005	Contemporary Teaching of History	Surjit Publications, Delhi
2	Choudhury, K.P.	1995	Effective Teaching of History in India: A Handbook for History Teachers	NCERT, New Delhi
3	Dash, B.N.	2004	Teaching of History: Modern Methods	A.P.H. Publishing Corporation, New Delhi



## PEDAGOGY OF COMMERCE –I

Course Code	EDU127
Course Title	Pedagogy of Commerce-I
Type of Course	Theory
L T P	3 0 0
Credits	3
Course pre-requisite	
Course Objectives (CO)	After completion of the course the student- teachers will be able to: 1. Understand the nature and concept of Commerce. 2. Identify and formulate aims and objectives of teaching commerce. 3. Understand correlation of commerce with other school subjects. 4. Use various approaches of teaching commerce. 5. Understand curriculum organization. 6. Explain the micro teaching and micro teaching skills. 7. Develop proper understanding of simulated teaching and its procedure.

### UNIT-I

Meaning, nature, scope and historical background of Commerce.

Values and Need of teaching Commerce in the school curriculum for the holistic development of the students.

Correlation of commerce with other school subjects: mathematics, language, economics, geography, public administration and social science.

### UNIT-II

General aims and objectives of teaching commerce.

Objectives of teaching commerce according to Bloom's taxonomy of educational objectives and writing instructional objectives in behavioral terms. (Magers Approach and RCEM Approach).

### UNIT-III

Approaches of Teaching Commerce- brainstorming, cooperative learning, narration, seminar and discussion.

Curriculum: meaning, importance, principles, approaches of curriculum development and critical appraisal of curriculum of commerce.

Commerce Teacher- meaning, qualifications and qualities of a commerce teacher.

### UNIT-IV

Modification of teacher's behaviour- meaning and techniques.

Micro Teaching – meaning of micro teaching with special reference to micro teaching skills (skill of introducing the lesson, skill of explanation, skill of using chalkboard, skill of illustrating with examples, skill of probing questions and skill of stimulus variation).

Simulated Teaching – meaning, characteristics, parameters and procedure.

## Recommended Books

### Text-Books

Sr. No.	Title	Year	Author(S)	Publisher
1	Teaching of Commerce	2005	Tomar, S	Vinod Pustak Mandir, Agra

### Reference Books

Sr. No.	Title	Year	Author(S)	Publisher
1	The Principles and Methods of Teaching	2000	Bhatia & Bhatia	Doaba House, Delhi
2	Methods and Techniques of Teaching	1997	Kochhar, S.K	Sterling Publishers Pvt. Ltd.
3	Innovations in Teaching Learning Process	2008	Chauhan S.S	Vikas Publishing House Pvt. Ltd. UP
4	Techniques of Teaching	2009	Dhand, H	APH Publishing Corporation, New Delhi.
5	Teaching of Commerce	2009	Singh, Y.K.	APH Publishing Corporation, New Delhi
6	Teaching of Commerce	2005	Rao, S	Anmol Publications Pvt. Ltd. New Delhi
7	Modern Teaching of Commerce	2004	Kumar, M	Anmol Publications Pvt. Ltd. New Delhi
8	Teaching of Commerce: A Practical Approach	2008	Aggarwal, J.C	Vikas Publishing House Pvt. Ltd., Uttar Pradesh

## **PEDAGOGY OF ECONOMICS –I**

<b>Course Code</b>	<b>EDU129</b>
Course Title	Pedagogy of Economics-I
Type of Course	Theory
L T P	3 0 0
Credits	3
Course pre-requisite	
Course Objectives (CO)	After completion of the course the student-teachers will be able to: 1. Understand the nature and concept of economics. 2. Identify and formulate aims and objectives of teaching economics. 3. Understand correlation of economics with other school subjects. 4. Use various approaches of teaching economics. 5. Understand curriculum organization. 6. Explain the micro teaching and micro teaching skills. 7. Develop proper understanding of simulated teaching and its procedure.

### **UNIT-I**

Meaning, nature, scope and historical background of Economics

Values and Need of teaching economics in the school curriculum for the holistic development of the students.

Correlation of economics with other school subjects: Mathematics, Language, Commerce, Geography and Social Science.

### **UNIT-II**

General aims and objectives of teaching economics.

Objectives of teaching economics according to Bloom's taxonomy of educational objectives and writing instructional objectives in behavioral terms (Magers approach and RCEM Approach).

### **UNIT-III**

Approaches of Teaching Economics: brainstorming, cooperative learning, narration, seminar and discussion.

Curriculum: meaning, importance, principles, approaches of curriculum development and critical appraisal of curriculum of economics.

Economics Teacher- meaning, qualifications and qualities of an economics teacher.

### **UNIT-IV**

Modification of teacher's behaviour- meaning and techniques.

Micro Teaching – meaning of micro teaching with special reference to micro teaching skills (skill of introducing the lesson, skill of explanation, skill of using chalkboard, skill of illustrating with examples, skill of probing questions and skill of stimulus variation).

Simulated Teaching – meaning, characteristics, parameters and procedure.



## Recommended Books

### Text-Books

Sr. No.	Title	Year	Author(S)	Publisher
1	Teaching of Economics	2014	Singh, T, Arjinder ; Pargat Singh	S.G Publications, Jalandhar
2	Teaching of Economics	2002	Dhillon, S & Chopra, K	Kalyani Publishers, Ludhiana

### Reference Books

Sr. No.	Title	Year	Author(S)	Pblisher
1	Teaching of Economics	1970	Kanwar , B.S	Prakash Brothers, Ludhiana
2	Teaching of Economics	2005	Siddiqui , M.H.	Ashish Publishing House, New Delhi
3	Teaching of Economics	2005	Sidhu, H.S.	Tandon Publications, Ludhiana
4	Teaching of Economics	2005	Yadav, A	Anmol Publications, New Delhi



### **PEDAGOGY OF PHYSICAL EDUCATION-I**

<b>Course Code</b>	<b>EDU131</b>
<b>Course Title</b>	Pedagogy of Physical Education-I
<b>Type of course</b>	Theory
<b>L T P</b>	3 0 0
<b>Credits</b>	3
<b>Course pre-requisite</b>	
<b>Course Objectives (CO)</b>	After the completion of the course, students will be able to: <ol style="list-style-type: none"><li>1. Appreciate Physical Education as dynamic and expanding body of knowledge.</li><li>2. Identify and formulate aims and objectives of physical education teaching.</li><li>3. Use various approaches of teaching physical education.</li><li>4. Understand co-relation of physical education with other school subjects.</li><li>5. Explain the microteaching and microteaching skills.</li></ol>

#### **UNIT-I**

Meaning, nature and scope of physical education, values of teaching physical education, place of physical education in school curriculum.

Relationship of physical education with general education, health education and psychology.

#### **UNIT-II**

Aims and objectives of physical education.

Approaches of physical education- co-operative learning, inquiry based approach, seminar and discussion.

#### **UNIT-III**

Curriculum- meaning, importance, steps and approaches of curriculum development (6<sup>th</sup> to 10<sup>th</sup> class, PSEB/CBSE).

Physical Education Teacher-meaning, qualification and qualities of a physical education teacher.

#### **UNIT-IV**

Modification of teacher's behavior- meaning and techniques

Microteaching- meaning of microteaching with special reference to microteaching skills (skill of introducing a lesson, skill of explanation, skill of using chalkboard, skill of illustrating with examples, skill of probing questions, skill of stimulus variation).

Simulated Teaching- meaning, characteristics, parameters and procedure.

**Recommended Books****Text-Books**

S. No	Author(S)	Year	Title	Publisher
1	Bucher, C.S.	1968	Foundations of Physical Education	Louis C.V. Mosby. C.
2	Atwal & Kansal	2003	A Textbook of Health, Physical Education and Sports	A.P. Publisher, Jalandhar

**Reference Books**

S. No	Author(S)	Year	Title	Publisher
1	Singh Ajmer and Gill Jagtar	2004	Essentials of Physical Education and Olympic Movement	Kalyani Publishers, Ludhiana
2	Barrow, H.M.	1973	Man and His Movements: Principles of physical education	Lea and Febiger
3	Malik, Neeru and Malik, Rakesh	2005	Health and Physical Education.	Gurusar Book Depot Publications, Gurusar Sadhar



### PRACTICUM OF GROWTH AND DEVELOPMENT OF LEARNER

<b>Course Code</b>	<b>EDU133</b>
<b>Course Title</b>	Practicum of Growth and Development of Learner
<b>Type of course</b>	Practical
<b>L T P</b>	0 0 2
<b>Credits</b>	1
<b>Course pre-requisite</b>	Graduation
<b>Course Objective (CO)</b>	After the completion of the course, students will be able to administer and interpret various psychological tests.

<b>S. No.</b>	<b>Experiment</b>	<b>Duration</b>
1	Group verbal test of general mental ability by Dr. S.S. Jalota	5 Hours
2	Educational Interest Record (EIR) by Dr. S.P. Kulshrestha	5 Hours
3	Dimensional Personality Inventory (DPI) by Dr. Mahesh Bhargava.	5 Hours
4	Career Preference Record (CPR) by Vivek Bhargava and Rajshree Bhargava.	5 Hours
5	Non-verbal test of intelligence by J.C. Raven	5 Hours

#### Recommended Books

##### Text-Books

<b>S. No.</b>	<b>Author(S)</b>	<b>Year</b>	<b>Title</b>	<b>Publisher</b>
1	Mangal, S.K.	2002	Advanced Educational Psychology	Prentice Hall of India, New Delhi
2	Chauhan, S.S.	2002	Advanced Educational Psychology	Vikas Publishing House, New Delhi

##### Reference Books

<b>S. No</b>	<b>Author(S)</b>	<b>Year</b>	<b>Title</b>	<b>Publisher</b>
1	Bhargava, Vivek & Bhargava, Rajshree	2001	Manual for Career Preference Record (CPR)	Harprasad Institute of Behavioural studies, Agra
2	Jalota, S.S.	1986	Manual for Test of Intelligence for special studies	National Psychological Corporation, Agra
3	Kulshrestha, S.P.	2004	Manual for Educational Interest Record (EIR)	National Psychological Corporation, Agra
4	Bhargava, Mahesh	2002	Dimensional Personality Inventory (DPI)	Nandini Enterprises, Agra



### USE OF COMPUTER IN EDUCATION

<b>Course Code</b>	<b>EDU135</b>
<b>Course Title</b>	Use of Computer in Education
<b>Type of course</b>	Practical
<b>L T P</b>	0 0 2
<b>Credits</b>	1
<b>Course pre-requisite</b>	Graduation
<b>Course Objectives (CO)</b>	After the completion of the course, students will be able to: 1. Learn the basics of computer. 2. Learn the basic open office tools to manage various kinds of documents. 3. Learn about internet and its usage to exchange data worldwide.

#### Course Content

**Introduction to MS-Word:** Creating, Editing, Saving and printing of documents, Alignment and Formatting paragraphs, Creating headers and footers

**Introduction to MS-PowerPoint:** Creating a presentation, modifying the slide master, Formatting and checking text, Adding objects, Modifying and adding transitions, Adding animations

**Creating and printing excel worksheets :** Entering and editing cell entries, Adjusting worksheet layout, Borders and colors, Preview and printing, Sorting, Filtering and validations

**Creating Charts:** Types of charts, creating a chart, Editing and formatting charts

#### Recommended Books

##### Text-Books

S. No	Author(S)	Year	Title	Publisher
1	Gurdy Leete, Ellen Finkelstein, Mary Leete	2004	OpenOffice.org for Dummies	Wiley, 1st Edition

##### Reference Books

S. No	Author(S)	Year	Title	Publisher
1	Leon, Alexis	2010	Introduction to Computers	Vikas Publishing House, 1st Edition

### READING AND REFLECTING ON TEXT

<b>Course Code</b>	<b>EDU137</b>
<b>Course Title</b>	Reading and Reflecting on Text
<b>Type of course</b>	Theory
<b>L T P</b>	0 0 2
<b>Credits</b>	1
<b>Course Pre-requisite</b>	
<b>Course Objectives (CO)</b>	1. To enable the students to explain different type of texts. 2. To reflect upon different types of policy documents. 3. To discuss narrative texts, autobiographical texts and ethnographical texts.

#### Course Content

1. Reading Resources: NPE-1986, NCF-2005
2. Reflection on core elements in the above stated policy documents with respect to aims of education, pedagogy and evaluation.
3. Reading of school text books (Class VIII/IX)--Social Sciences, Sciences, Mathematics and languages.
4. Reflection on core elements in the above stated school text books (Any one) with respect to gender, environment and health. (Prepare a Report).

#### Recommended Books

##### Text-Books

S.No.	Author(S)	Year	Title	Publisher
1	Grellet, F. Cambridge	1981	Developing Reading Skills: A practical guide to reading comprehension exercises	Cambridge University Press
2	Piaget, J.	1997	Development and learning	In M.Gauvain & M.Colw (Eds.) Readings on the development of children, New York. WH Freeman & Company

##### Reference Books

S.No.	Author(S)	Year	Title	Publisher
1	Menon, N.	2012	Seeing like a Feminist	India: Penguin
2	Sabyasachi, B	1997	The Mahatma and the poet: Letters and debates between Gandhi & Tagore	National Book Trust
3	Cole (Eds.)	2011	Readings on the development	New York, WH Freeman and Company

### FIELD ENGAGEMENT WITH SCHOOL

Course Code	EDU139
Course Title	Field Engagement with School
Type of Course	Practical
L T P	0 0 2
Credits	1
Course Pre-requisite	
Course Objectives	After the completion of the course, the students will be able to: 1. Interact with different stakeholders of the schools. 2. Analyze the activities of the school. 3. Analyze the problems of the students. 4. Observe the functioning of various laboratories.

#### Course Content

This one week field engagement program will include observation of the real classroom situations and the whole school environment. Before teaching in the class room, the student-teachers will observe a regular class room in the school for a week to understand the school in totality, its philosophy and aims, organization and management, need of children curriculum and its transaction, assessment of teaching and learning.

The following activities will be performed by the students during this one week engagement program with school:

1. Interaction with the principal of the school.
2. Interaction with the teachers of the school.
3. Visit to the library and going through the books of their teaching subjects.
4. Observing and analyzing the modes of curriculum transaction in school.
5. Interaction with the students of the class and analyzing the problems of the students.
6. Visit to various laboratories and observe its functioning.

Students will prepare a file to record their experiences after having detailed discussion with their supervisors.

**SEMESTER-II**  
**TEACHING AND LEARNING**

<b>Course Code</b>	<b>EDU102</b>
<b>Course Title</b>	Teaching and Learning
<b>Type of course</b>	Theory
<b>L T P</b>	4 0 0
<b>Credits</b>	4
<b>Course pre-requisite</b>	
<b>Course Objectives (CO)</b>	<p>After the completion of the course, students will be able to:</p> <ol style="list-style-type: none"> <li>1. Understand the various theories of learning.</li> <li>2. Explain the nature and characteristics of teaching and learning.</li> <li>3. Differentiate between teaching and learning.</li> <li>4. Understand the concept of motivation and learning styles.</li> <li>5. Gain insight into the concept of teaching as a profession.</li> <li>6. Use various models of teaching for transacting the curriculum in schools.</li> </ol>

**UNIT-I**

Learning: meaning, nature and factors affecting learning.

Learning Theories: Behaviouristic, Cognitivist and Bandura's social learning theories in relation to learner, teacher and teaching-learning process.

Transfer of learning: meaning, types and educational implications.

**UNIT-II**

Learning is a construction of knowledge as different from learning as transmission and reception of knowledge.

Constructivism (Piaget, Bruner)

Meaning of cognition and its role in learning, socio-cultural factors influencing cognition and learning, facilitating holistic development (for self and society).

**UNIT-III**

Concept of profession, teaching as a profession, professional ethics for teachers.

Concept, nature, principles and maxims of teaching, Models of teaching (Inquiry training model and inductive thinking model).

Reflective teaching: concept and strategies for making teachers reflective practitioners.

**UNIT-IV**

Learning Styles: meaning, types and implications for class-room learning.

Motivation: concept, types and techniques for enhancing learner's motivation.

Learning disabilities: meaning, concept, types of learning disabilities in children and adolescents, access, participation and quality of education for children and youth with disabilities at elementary and secondary educational levels.



**Recommended Books****Text-Books**

S. No	Author(S)	Year	Title	Publisher
1	Mangal, S.K.	2002	Advanced Educational Psychology	Prentice Hall of India, New Delhi

**Reference Books**

S. No	Author(S)	Year	Title	Publisher
1	Aggarwal, J.C.	2009	Essentials of Educational Psychology	Vikas Publishing House Pvt. Ltd., New Delhi
2	Walia, J.S.	2007	Foundations of Educational Psychology	Ahim Paul Publishers, Jalandhar
3	Walia, J.S.	2011	Understanding the learner and learning process	Ahim Paul Publishers, Jalandhar
4	Bhatia, K.K.	2015	Psychological Bases of Childhood and Growing Up	Kalyani Publishers, Ludhiana
5	Dash, B.N.	2004	Theories of Education & Education in the Emerging Indian Society	Dominant Publishers and Distributors, New Delhi
6	Woolfolk, A.	2012	Educational Psychology	Pearson Publisher, New Delhi
7	Chauhan, S.S	2002	Advanced Educational Psychology	Vikas Publishing House, New Delhi
8	Mangal, S.K. & Mangal, U.	2014	Teaching Learning Process and Evaluation	Tandon Publications, Ludhiana

### ASSESSMENT OF LEARNING

Course Code	EDU104
Course Title	Assessment of Learning
Type of course	Theory
L T P	4 0 0
Credits	4
Course prerequisite	
Course Objectives (CO)	After the completion of the course, students will be able to: 1. Understand the nature of assessment and its role in teaching learning process. 2. Critically analyze the role of assessment at different domains of learning. 3. Develop the skill of construction of testing tools. 4. Understand, analyze, manage and implement assessment data. 5. Examine different trends and issues in assessment.

#### UNIT-I

Assessment: Meaning, Purposes, Types and objectives of Assessment, Distinction between assessment of learning and assessment for learning, Measurement, Tests, Examination, Evaluation and their inter relationships.

Evaluation: Meaning, Principles and types of evaluation.

Norm referenced and criterion referenced testing; teacher made and standardized tests; essay type, objective type and objective – based tests.

#### UNIT- II

Characteristics of a good tool of assessment, different tools of assessment.

Assessment of cognitive learning: thinking skills convergent, divergent, critical, problem solving and decision making, items and procedures for cognitive assessment.

Assessment of affective learning: tools for assessment of attitude, interests and creativity.

Assessment of psychomotor learning: meaning, advantages and limitations of performance assessment, techniques of performance assessment.

#### UNIT-III

Scoring Procedure: Manual and electronic, development of Rubrics.

Analysis and Interpretation of Students' Performance, Processing test performance, Calculation of Percentages, Frequency distribution, Percentile Rank, Measures of Central tendency, Graphical representation of data and interpreting performance.

Feedback: Meaning, types and role in improving learning and learner's development.

#### UNIT-IV

Existing Practices: Semester System, CCE, Grading and Choice Based Credit System.

Issues and Problems: Marking vs Grading, Objectivity vs Subjectivity, Non-Detention Policy.

Policy perspective on Assessment- NCF (2009), RTE (2009),

Emerging Practices in assessment- Standard Based Assessment, Online, Computer Based and Open Book Examinations.

#### Recommended Books

Text Books				
S. No	Title	Year	Author(S)	Publisher
1.	Learning Resources and Assessment of Learning	2011	Nandra, I.V	Twenty First Century Publications, Patiala
2.	Statistics in Education and Psychology	1973	Garrett, H.E	Vakils Febber and Simons
Reference Books				
1	Educational Measurement and Evaluation	1983	Aggarwal, R.N & Vipin A.	Vinod Pustak Mandir , Agra
2	Statistical Methods, Concepts Application & Computation	1989	Aggarwal , Y.P	Sterling Publishers, New Delhi
3	Essentials of Measurement in Education and Psychology	2010	Sharma, R.A	R. Lall Book Depot, Meerut
4	Grading In School, NCERT	2000	Prakash , V. et al	Published at the publication division by the secretary, NCERT, Sri Aurobindo Marg , New Delhi
5	Measurement and assessment in Teaching	2008	Robert, L.L	Pearson Publisher, New Delhi

## **EDUCATIONAL TECHNOLOGY**

<b>Course Code</b>	<b>EDU106</b>
<b>Course Title</b>	Educational Technology
<b>Type of Course</b>	Theory
<b>L T P</b>	3 0 0
<b>Credits</b>	3
<b>Course Pre-requisite</b>	
<b>Course Objectives (CO)</b>	Students will be able to: 1. Understand the meaning and nature of educational technology. 2. Analyze the teacher's behavior through Flanders' Interaction Analysis System. 3. Use various instructional technologies efficiently in the class room.

### **UNIT- I**

Educational Technology: Concept approaches and scope of educational technology, role of educational technology in Indian context, major institutes of education technology in India.

Usage of new technology: internet, Email, Programmed instruction, Tutorial Instruction, Multi-sensory instruction, Teleconferencing, Smart class room. Digital Resources, E-resources.

### **UNIT-II**

Behavioral Technology: Meaning, nature and types- Micro teaching, Simulation and Flanders' Interaction Analysis System (FIAS): Meaning of FIAS, interaction analysis categories, observation of class, construction and interpretation of interaction matrix, advantages and limitations of Flanders' Interaction Analysis System.

### **UNIT-III**

Teaching Models: concept of models of teaching, characteristics of models of teaching, components of models of teaching, types- Concept Attainment Model and Advance Organizer Model.

Communication and Instruction: Concept, nature, principles, modes, facilitators and barriers of communication process, Classroom Communication (Interaction- verbal and Non-verbal).

### **UNIT-IV**

Programmed Learning – Concept, origin, characteristics and principles of programmed learning, basic structure of linear (extrinsic) and branching (intrinsic) styles of programming. Computer Assisted Instruction (CAI): Concept, need, basic assumptions, mode of computer assisted instruction, merits and demerits. Cybernetics.



**Recommended Books:**

<b>Text Book</b>			
<b>Author</b>	<b>Year</b>	<b>Title</b>	<b>Publisher</b>
Sharma, R.A.	2007	Technological Foundation of Education	Raj Printers Meerut-5
<b>Reference Books</b>			
<b>Author</b>	<b>Year</b>	<b>Title</b>	<b>Publisher</b>
Mangal, S.K.	2002	Educational Technology	Tandon Publications, Ludhiana
Sharma, Yogendra K.	2004	Fundamental Aspects of Educational Technology	Kanishka Publishers, Distibutors New Delhi
Aggarwal, J.C.	2005	Essentials of educational technology: Learning Innovations in education	Vikas Publishing House ,New Delhi
Walia, J.S.	2009	Education Technology	Ahim Pal N.N 11 Gopal Nagar, Jalandhar, Punjab



## KNOWLEDGE AND CURRICULUM

<b>Course Code</b>	<b>EDU108</b>
<b>Course Title</b>	<b>Knowledge and Curriculum</b>
<b>Type of Course</b>	<b>Theory</b>
<b>L T P</b>	<b>3 0 0</b>
<b>Credits</b>	<b>3</b>
<b>Course Pre-requisite</b>	
<b>Course Objectives (CO)</b>	<ol style="list-style-type: none"> <li>1. To get information about concept, sources of knowledge, and facets of knowledge.</li> <li>2. To appraise the student- teachers about the concept of modernization, multiculturalism and democratic education in curriculum.</li> <li>3. To explain the meaning, types and determinants of curriculum.</li> <li>4. To get information about principles and approaches of curriculum construction.</li> <li>5. To acquire conceptual understanding of power, ideology and the curriculum.</li> </ol>

### **Unit-I**

Knowledge –Concept, nature and sources, role of teacher and student in construction of Knowledge.

Distinction between Knowledge and skills, Knowledge and Information, Teaching and Training, Reason and Belief.

Knowledge and its relationship with various facets such as: local, universal; concrete and abstract; theoretical and practical; contextual and textual; school and out of school.

### **Unit-II**

Cultural Context of Education a) Concept, Need and significance of 'critical multiculturalism' & 'Democratic education' in Indian education system.

Practices to promote multiculturalism' & 'Democratic education' in school and classroom.

Concepts of nationalism, universalism and secularism and their interrelationship with education, with special reference to educational philosophy of Rabindranath Tagore.

### **Unit-III**

Curriculum – meaning, objectives, relevance and components.

Determinants of Curriculum-Philosophical, sociological, psychological and ideological.

Principles of curriculum construction

Curriculum visualized at different levels– National, State, School and Classroom level.

### **Unit-IV**

Approaches to curriculum development: subject centered, learner centered and community centered.

Teachers' role in generating dynamic curriculum experiences through flexible interpretation of curricular aims, contextualization of learning and varied learning experiences.

Relationship between power, Ideology and the curriculum.

**Recommended Books:****Text-Books**

S.No.	Author(S)	Year	Title	Publisher
1	B. C Rai		Theories of Education	Parkashan Kendra, Sitapur Road, Lucknow
2	Butchvarov, P	1970	The Concept of Knowledge	Evanston, Illinois: North Western University Press

**Reference Books**

S.No.	Author(S)	Year	Title	Publisher
1	Dearden, R.F.	1984	Theory and Practice in Education	Routledge K Kegan & Paul
2	Edgerton, S.H.	1997	Translating the curriculum: Multiculturalism into the cultural studies	Routledge Pub
3	Kamala Bhatia and B.D Bhatia		Theory and principles of education	Doaba house, Nai Sarak Delhi
4	Chaudhary, K.	2008	A Handbook of Philosophy of Education	New Delhi: Mahamaya Publishing House



## PEDAGOGY OF ENGLISH –II

Course Code	EDU110
Course Title	Pedagogy of English-II
Type of Course	Theory
L T P	3 0 0
Credits	3
Course Pre-requisite	
Course Objectives (CO)	After the completion of the course, students will be able to: 1. Develop understanding of the significance of English as a subject in the present context. 2. Develop the understanding of the significance of basic competencies in language acquisition. 3. Understand the nature, characteristics of language and mother-tongue as well as the use of language. 4. Enable student teachers to teach basic language skills such as listening, speaking, reading, and writing.

### UNIT- I

A critical analysis of the evaluation of language teaching methodologies: grammar translation method, direct method, structural-situational method, audio-lingual method, natural method; communicative approach, total physical response, thematic approach (inter-disciplinary).

Acquisition of language skills: Listening: importance, sub skills, mechanics, tasks, material and resources. Speaking: importance, forms, sub skills, mechanics, tasks, material and resources. Reading: importance, types, sub skills, mechanics, tasks, Study skills; thesauruses, dictionary and encyclopedia. Writing: importance, stages, process, tasks, reference skills, study skills and higher order skills.

### UNIT-II

Grammar in context: meaning, nature and place of grammar, vocabulary in context.

English Text Book: meaning, need and importance, characteristics of a good text book, E-learning: concept and use of e-books and e-journals in English.

### UNIT- III

Instructional Media: meaning, need and importance, principles of selection and use of teaching aids, classification (multimedia, chalk board, charts, models, OHP), computer assisted instructions, language labs, language games, maintenance of lab registers etc.

Evaluation: Concept, need and importance, continuous and comprehensive evaluation along with its scheme, types of test items, weightage distribution (VI to VIII, IX and X), and construction of objective based test items, preparation of blue print.

### UNIT-IV

Co-curricular activities: meaning, importance and organization of language club, fairs, museum and excursions.



Lesson Planning: meaning, characteristics of a good lesson plan, importance, steps involved in lesson planning (Herbartian and Constructivist approach).

### Recommended Books

#### Text-Books

S.No.	Author(S)	Year	Title	Publisher
1	Balasubramaniam, T.	1981	A Textbook of English Phonetics for Indian Students	Mumbai: Macmillan India Ltd.
2	Sharma, P.	2011	Teaching of English: Skill and Methods	Delhi: Shipra Publication

#### Reference Books

S.No.	Author(S)	Year	Title	Publisher
1	Bhandari, C.S. and other	1966	Teaching of English: A Handbook for Teachers	New Delhi: Orient Longmans
2	Bhatia, K.K.	2006	Teaching and Learning English as a Foreign Language	New Delhi: Kalyani Publishers
3	Bright, J.A. and Mc Gregor, G.P.	1981	Teaching English as a Second Language	London: Longmans, ELBS
4	Carroll, B.J.	1972	Systems and Structures of English	London: Oxford University Press
5	Damodar G, Shailaja P, Rajeshwar M.	2001	IT Revolution, Globalization and the Teaching of English	New Delhi: Atlantic Publishers and Distributors
6	Doff, A.	1988	Teach English: A Training Course for Teachers	Cambridge: The British Council and Cambridge University Press

## PEDAGOGY OF PUNJABI-II

Course Code	EDU112
Course Title	Pedagogy of Punjabi- II
Type of Course	Theory
L T P	3 0 0
Credits	3
Course Pre-requisite	
Course Objectives (CO)	<p>ਵਿਦਿਆਰਥੀ- ਅਧਿਆਪਕ:</p> <ol style="list-style-type: none"> <li>1. ਪੰਜਾਬੀ ਸਾਹਿਤ ਦੇ ਵਿਭਿੰਨ ਰੂਪਾਂ ਦੀਆਂ ਅਧਿਆਪਨ ਤਕਨੀਕਾਂ ਸਮਝ ਜਾਣਗੇ।</li> <li>2. ਲੋੜ ਅਨੁਸਾਰ ਹਵਾਲਾ ਪੁਸਤਕਾਂ ਦੀ ਵਰਤੋਂ ਕਰਨਾ ਸਿੱਖ ਜਾਣਗੇ।</li> <li>3. ਪਾਠ ਪੁਸਤਕਾਂ ਦੀ ਮੁਲਾਂਕਣ ਪ੍ਰਕਿਰਿਆ ਨੂੰ ਲਾਗੂ ਕਰਨਾ ਸਿੱਖ ਜਾਣਗੇ।</li> <li>4. ਪਾਠ ਯੋਜਨਾਵਾਂ ਤਿਆਰ ਕਰਨਯੋਗ ਹੋ ਜਾਣਗੇ।</li> <li>5. ਵੱਖ- ਵੱਖ ਦ੍ਰਿਸ਼ਟੀ- ਸ਼੍ਰੇਣੀ ਸਾਧਨਾਂ ਦੀ ਉਪਯੋਗੀ ਵਰਤੋਂ ਕਰਨਾ ਸਿੱਖ ਜਾਣਗੇ।</li> <li>6. ਮੁਲਾਂਕਣ ਤਕਨੀਕਾਂ ਬਾਰੇ ਜਾਣਕਾਰੀ ਹਾਸਿਲ ਕਰ ਲੈਣਗੇ।</li> </ol>

### ਇਕਾਈ- ਓ

ਕਵਿਤਾ ਅਤੇ ਵਾਰਤਕ ਅਧਿਆਪਨ: ਮਹੱਤਵ, ਉਦੇਸ਼, ਪੜ੍ਹਾਉਣ ਦੀਆਂ ਵਿਧੀਆਂ, ਕਵਿਤਾ ਅਤੇ ਵਾਰਤਕ ਅਧਿਆਪਨ ਵਿੱਚ ਅੰਤਰ।

ਵਿਆਕਰਨ ਦੀ ਸਿੱਖਿਆ: ਪਰਿਭਾਸ਼ਾ, ਉਦੇਸ਼, ਮਹੱਤਤਾ, ਸਿੱਖਿਆ ਦੇਣ ਦੀ ਉਮਰ/ਸਮਾਂ ਅਤੇ ਪੜ੍ਹਾਉਣ ਵਿਧੀਆਂ।

### ਇਕਾਈ- ਅ

ਮਾਤ- ਭਾਸ਼ਾ ਦੀ ਪਾਠ- ਪੁਸਤਕ: ਮਹੱਤਤਾ, ਚੰਗੀ ਪਾਠ- ਪੁਸਤਕ ਦੀਆਂ ਵਿਸ਼ੇਸ਼ਤਾਵਾਂ, ਮੁਲਾਂਕਣ ਪ੍ਰਕਿਰਿਆ।

ਪਾਠ ਯੋਜਨਾ: ਪਰਿਭਾਸ਼ਾ, ਉਦੇਸ਼, ਮਹੱਤਤਾ, ਵਿਸ਼ੇਸ਼ਤਾਵਾਂ, ਕਿਸਮਾਂ, ਪਾਠ ਯੋਜਨਾ ਦੀਆਂ ਨਿਰਮਾਣ ਵਿਧੀਆਂ।

### ਇਕਾਈ- ਬ

ਭਾਸ਼ਾ ਪ੍ਰਯੋਗਸ਼ਾਲਾ: ਉਦੇਸ਼, ਮਹੱਤਤਾ ਅਤੇ ਵਰਤੋਂ ਦੇ ਢੰਗ।

ਭਾਸ਼ਾ ਸਿੱਖਿਆ ਵਿੱਚ ਦ੍ਰਿਸ਼ਟੀ ਸ਼੍ਰੇਣੀ ਸਾਧਨ: ਅਰਥ, ਮਹੱਤਤਾ, ਕਿਸਮਾਂ ਅਤੇ ਉਪਯੋਗੀ ਵਰਤੋਂ।

### ਇਕਾਈ- ਸ

ਭਾਸ਼ਾ ਕਿਰਿਆਵਾਂ: ਸਾਹਿਤਿਕ ਸਭਾਵਾਂ, ਵਾਦ- ਵਿਵਾਦ, ਭਾਸ਼ਣ ਪ੍ਰਤੀਯੋਗਤਾ, ਕਵਿਤਾ ਉਚਾਰਨ, ਕਵੀ ਦਰਬਾਰ, ਨਾਟਕੀ ਕਿਰਿਆਵਾਂ, ਕਹਾਣੀ ਸੁਣਾਉਣਾ, ਸਕੂਲ ਪੱਤਰਕਾਵਾਂ ਆਦਿ।

ਮੁਲਾਂਕਣ: ਨਿਰੰਤਰ ਵਿਆਪਕ ਮੁਲਾਂਕਣ- ਅਰਥ, ਵਿਸ਼ੇਸ਼ਤਾਵਾਂ, ਵਿਧੀਆਂ ਅਤੇ ਅੰਕ- ਵੰਡ (6ਵੀਂ ਜਮਾਤ ਤੋਂ 8ਵੀਂ ਜਮਾਤ, 9ਵੀਂ ਜਮਾਤ ਤੋਂ 10ਵੀਂ ਜਮਾਤ)

ਪੁਸਤਕ ਸੂਚੀ  
ਪਾਠ- ਪੁਸਤਕਾਂ

ਲੇਖਕ	ਸਾਲ	ਸਿਰਲੇਖ	ਪਬਲਿਸ਼ਰ
ਸਿੰਘ; ਤ.	2014	ਪੰਜਾਬੀ ਅਧਿਆਪਨ	ਐੱਸ. ਜੀ. ਪਬਲਿਸ਼ਰਜ਼, ਜਲੰਧਰ
ਨੰਦਰਾ; ਇੰ. ਸ.	2008	ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਤੇ ਸਾਹਿਤ ਅਧਿਆਪਨ	ਟੈਂਡਨ ਪਬਲੀਕੇਸ਼ਨ, ਲੁਧਿਆਣਾ

ਸੰਬੰਧਿਤ ਪੁਸਤਕਾਂ

ਲੇਖਕ	ਸਾਲ	ਸਿਰਲੇਖ	ਪਬਲਿਸ਼ਰ
ਜੱਸ; ਜ. ਸ.	2007	ਮਾਤ- ਭਾਸ਼ਾ ਦੀ ਸਿੱਖਿਆ ਵਿਧੀ	ਨਿਊ ਬੁੱਕ ਕੰਪਨੀ
ਸਫਾਇਆ; ਰ.	2006	ਮਾਤ- ਭਾਸ਼ਾ ਦੀ ਸਿੱਖਿਆ	ਪ੍ਰਕਾਸ਼ ਬ੍ਰਦਰਜ਼
ਸਿੰਘ; ਹ.	1966	ਪੰਜਾਬੀ ਬਾਰੇ	ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ
ਸੇਖੋਂ; ਸ.ਸ.	2009	ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਅਧਿਆਪਨ	ਕਲਿਆਣੀ ਪਬਲਿਸ਼ਰਜ਼, ਲੁਧਿਆਣਾ



## PEDAGOGY OF HINDI-II

Course Code	EDU114
Course Title	Pedagogy of Hindi- II
Type of Course	Theory
L T P	3 0 0
Credits	3
Course Pre-requisite	
Course Objectives(CO)	<p>After completion of this course, students will be able to :</p> <ol style="list-style-type: none"> <li>1. Develop understanding of the significance of Hindi as a school subject in the present context.</li> <li>2. Develop the understanding of the significance of basic competencies in language acquisition.</li> <li>3. Understand the nature, characteristics of language and mother-tongue as well as the use of language.</li> <li>4. Enable student teachers to teach basic language skills such as listening, speaking, reading, and writing.</li> </ol>

### भाग1--

हिन्दी शिक्षण की आधुनिक विधियाँ एवं भाषा शिक्षणप्रत्यक्ष ,अनुवाद खेल ,डाल्टन ,किन्डरगार्टन) संरचनात्मकअभिगम इत्यादि(

गद्य पद्य शिक्षणउद्देश्य सोपान एवं विधियाँ :

व्याकरण शिक्षणसाधन एवं प्रणालियाँ ,सोपान ,उद्देश्य ,अभिप्राय :

### भाग2

हिन्दी शिक्षण की अनुदेशनातामक सामग्री एवं द्रश्य प्रकार एवं प्रयोग ,महत्ता ,अभिप्राय :श्रव्य उपकरण

हिन्दी भाषा की पाठयमूल्यांकन प्रक्रिया , पुस्तक के गुण एवं विशेषताएँ पाठय ,महत्व :पुस्तक

भाषा प्रयोगशालामहत्ता एवं प्रयोग की विधियाँ ,उद्देश्य :

### भाग3

हिन्दी शिक्षण मूल्यांकन विधियाँ एवं साधन ,उद्देश्य ,महत्ता ,तात्पर्य :

भाषाई कौशलों व साहित्यिक विधाओं का मूल्यांकन

अचीवमेंट प्रश्न पत्र का ब्लू प्रिंट एवं निर्माण

### भाग4

इकाई योजनासिद्धान्त एवं उपयोगिता ,अर्थ :

दैनिक पाठय योजनासिद्धान्त एवं उपयोगिता ,अर्थ :

भाषाई योजनायेंनाटकीय ,कवि सम्मेलन ,कविता उच्चारण ,भाषण प्रतियोगिता ,विवाद वाद ,त्यक सभासाहि :

स्कूल पत्रि ,कहानी सुनाना ,क्रियाएंकाएँ इत्यादी

पाठय – पुस्तकें

लेखक	पुस्तक का नाम	पब्लिशर
नायक, सुरेश	हिन्दी भाषा शिक्षण	ट्वंटी फस्ट सेंचुरी पब्लिकेशन्स
खन्ना ज्योति	हिन्दी शिक्षण	धनपत राये एंड संज, डेल्ही
गोयल, ए. के.	हिन्दी शिक्षण	हरीश प्रकाशन मन्दिर, आगरा



## PEDAGOGY OF SCIENCE-II

Course Code	EDU116
Course Title	Pedagogy of Science-II
Type of course	Theory
L T P	3 0 0
Credits	3
Course pre-requisite	
Course Objectives (CO)	After the completion of the course, students will be able to: 1. Apply various methods of teaching science 2. Identify the importance and characteristics of a good science text book. 3. Use instructional media for effective curricular transactions. 4. Analyze various evaluation techniques in science. 5. Prepare composite lesson plans.

### UNIT-I

Methods of teaching Science: meaning of method and strategies, lecture method, lecture-cum-demonstration method, project method, heuristic method, problem solving method, inductive and deductive method.

Science Text Book: meaning, need and importance, characteristics of a good science text book, evaluation procedure, difference between text books and reference books. E-learning: concept and use of e-books and e-journals in science.

### UNIT-II

Unit planning: meaning, characteristics of a good unit, procedure or steps in developing a teaching unit, merits and demerits of unit planning, designs for writing a unit plan.

Lesson Planning: meaning, characteristics of a good lesson plan, importance, steps involved in lesson planning (Herbartian and Constructivist approach).

### UNIT- III

Practical Work in science: Need, Importance and Organization.

Planning of Science Labs: lecture-cum-laboratory plan for a high school, equipping science labs (purchase, maintenance, maintaining registers in science labs, safety procedure and first aid in laboratory), improvisation of science apparatus, science kits.

### UNIT-IV

Instructional Media: meaning, need and importance, principles of selection and use of teaching aids, classification (chalk board, charts, models, OHP), computer assisted instructions.

Co-curricular activities in science: meaning, importance and organization of science club, science fairs, science museum and science excursions.

Evaluation: concept, need and importance, continuous and comprehensive evaluation along with its scheme, types of test items, weightage distribution (VI to VIII, IX and X), construction of objective based test items, preparation of blue print.

## Recommended Books

### Text-Books

S. No	Author(S)	Year	Title	Publisher
1	Kohli , V.K.	2006	How to Teach Science	Vivek Publications, Ambala

### Reference Books--

S. No	Author(S)	Year	Title	Publisher
1	Bhandula, N.	1989	Teaching of Science	Parkash Brothers Ludhiana
2	Sharma, R.C.	2010	Modern Science Teaching	Dhanpat Rai Pub. Co., New Delhi
3	Das, R.C.	1992	Science Teaching in School	Sterling Publishing, New Delhi
4	Mangal, S.K.	1997	Teaching of Science	Arya Book Depot, New Delhi
5	Vaidya, Narendra	1996	Science teaching for 21st century	Deep and Deep publications, New Delhi
6	Joshi S.R.	2007	Teaching of Science	APH Publishing Corporation, New Delhi
7	Siddiqui , N.H. & Siddiqui, M.N.	1983	Teaching of Science Today and Tomorrow	Doaba House, Delhi
8	Washten, Nathan S.	1967	Teaching Science Creatively	W.B. Saunders, London
9	Gerg, K.K.; Singh, Raguvir & Kaur, I.	2007	A Text book of Science of Class X	NCERT, New Delhi
10	Liversidge T., Cochrane M., Kerfoot B. & Thomas J.	2009	Teaching Science Developing as a Reflected Secondary Teacher	SAGE Publications India Private Limited, New Delhi

## PEDAGOGY OF COMPUTER SCIENCE-II

Course Code	EDU118
Course Title	Pedagogy of Computer Science-II
Type of course	Theory
L T P	3 0 0
Credits	3
Course pre-requisite	
Course Objectives (CO)	After the completion of the course, students will be able to: 1. Apply various methods of teaching computer Science. 2. Identify the importance and characteristics of a good computer Science text book. 3. Use instructional media for effective curricular transactions. 4. Analyze various evaluation techniques in computer Science. 5. Prepare composite lesson plans.

### UNIT-I

Methods of teaching Computer Science: meaning of method and strategies, lecture method, lecture-cum-demonstration method, project method, heuristic method, problem solving method, inductive and deductive method.

Computer Science Text Book: meaning, need and importance, characteristics of a good text book, evaluation procedure, difference between text books and reference books. E-learning: concept and use of e-books and e-journals in computer science.

### UNIT-II

Unit planning: meaning, characteristics of a good unit, procedure or steps in developing a teaching unit, merits and demerits of unit planning, designs for writing a unit plan.

Lesson Planning: meaning, characteristics of a good lesson plan, importance, steps involved in lesson planning (Herbartian and Constructivist approach)

### UNIT- III

Practical Work in computer science: need, importance and organization

Planning of Computer Science Labs: lecture-cum-laboratory plan for a high school, equipping computer science labs (purchase, maintenance, maintaining registers in computer science labs)

Instructional Media: meaning, need and importance, principles of selection and use of teaching aids, classification (chalk board, charts, models, OHP), computer assisted instructions.

### UNIT-IV

Co-curricular activities in computer science: meaning, importance and organization of computer science club, computer science fairs and excursions.

Evaluation: concept, need and importance, continuous and comprehensive evaluation along with its scheme, types of test items, weightage distribution (VI to VIII, IX and X), construction of objective based test items, preparation of blue print.

**Recommended Books****Text-Books**

<b>S.No.</b>	<b>Author(S)</b>	<b>Year</b>	<b>Title</b>	<b>Publisher</b>
1	Kaur, Mandeep	2011	Teaching of Computer Education	Kasturi Lal & Sons, Hall Bazar, Amritsar

**Reference Books--**

<b>S.No.</b>	<b>Author(S)</b>	<b>Year</b>	<b>Title</b>	<b>Publisher</b>
1	Singh, A.	2011	Teaching of Computer Education	Modern Publishers, Jalandhar
2	Singh, Y.K. & Nath, Ruchika	2005	Teaching of Computers	APH Publishing Corporation, New Delhi
2	Varanasi, L, Sudhakar, V. & Mrunalini, T.	2004	Computer Education	Neelkamal Publications Pvt. Ltd. Educational Publishers, Hyderabad





## PEDAGOGY OF MATHEMATICS-II

Course Code	EDU120
Course Title	Pedagogy of Mathematics-II
Type of Course	Theory
L T P	3 0 0
Credits	3
Course Pre-requisite	
Course Objectives (CO)	After the completion of the course, students will be able to: 1. Apply various methods of teaching mathematics. 2. Identify the importance and characteristics of a good mathematics text book. 3. Use instructional media for effective curricular transactions. 4. Analyze various evaluation techniques in mathematics. 5. Prepare composite lesson plans.

### UNIT - I

Methods of teaching Mathematics: meaning of method and strategies, lecture method lecture-cum-demonstration, project method, heuristic method, problem solving method, inductive and deductive method, analysis and synthesis.

Mathematics Text Book: need and importance, characteristics of a good mathematics text- book, evaluation procedure, difference between text books and reference books.

### UNIT-II

Unit planning: meaning, characteristics of a good unit, procedure or steps in developing a teaching unit, merits and demerits of unit planning, designs for writing a unit plan.

Lesson Planning: meaning, characteristics of a good lesson plan, importance, steps involved in lesson planning (Herbartian and Constructivist approach).

### UNIT- III

Planning of Mathematics Laboratory: importance, administration of laboratory work, equipping mathematics lab and its effective use.

Instructional Media: meaning, need and importance, principles of selection and use of teaching aids, classification (chalk board, charts, models, computers, OHP) computer assisted instructions.

### UNIT-IV

Co-curricular activities in science: meaning, importance and organization of mathematics club, contests and fairs, mathematical recreational activities- games, puzzles and riddles in mathematics, stimulating creativity and inventiveness in mathematics.

Evaluation: concept, need and importance, continuous and comprehensive evaluation along with its scheme, types of test items, weightage distribution (VI to VIII, IX and X), construction of objective based test items, preparation of blue print.

## Recommended Books

### Text-Books

Author	Year	Title	Publisher
Gakhar, S.C. (Dr.)	2012	Teaching of Mathematics	N.M. Publishers

### Reference Books

Author	Year	Title	Publisher
Mangal, S.K. (Dr.)	2010	Teaching of Mathematics	Tandon Publications, Ludhiana
Sidhu, K.S.	2005	Teaching of Mathematics	Sterling Publishers, New Delhi
Arora, S.K	2000	How to Teach Mathematics	Sterling Publishers Pvt. Ltd., New Delhi
Siddiqui, H. M.	2005	Teaching of Mathematics	A.P.H., New Delhi
National Council of Educational Research and Training	2007	National Focus on Teaching of Mathematics	Publication Department by the Secretary, National Council of Educational Research and Training, Sri Aurobindo Marg, New Delhi
National Council of Educational Research and Training		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

## **PEDAGOGY OF SOCIAL STUDIES-II**

<b>Course Code</b>	<b>EDU122</b>
<b>Course Title</b>	Pedagogy of Social Studies-II
<b>Type of course</b>	Theory
<b>L T P</b>	3 0 0
<b>Credits</b>	3
<b>Course pre-requisite</b>	
<b>Course Objectives (CO)</b>	After the completion of the course, students will be able to: 1. Apply various methods of teaching social studies. 2. Identify the importance and characteristics of a good social studies text book. 3. Use instructional media for effective curricular transactions. 4. Analyze various evaluation techniques in social studies. 5. Prepare composite lesson plans.

### **UNIT- I**

Methods of teaching: meaning, characteristics of good or suitable method, types of methods: lecture method, storytelling method, discussion method, project method, problem solving method and source method.

Text Book: meaning, need and importance, characteristics of a good text book, evaluation procedure, difference between text books and reference books. E-learning: concept and use of e-books and e-journals in social studies.

### **UNIT-II**

Unit planning: meaning, characteristics of a good unit, procedure or steps in developing a teaching unit, merits and demerits of unit planning, designs for writing a unit plan.

Lesson Planning: meaning, characteristics of a good lesson plan, importance, steps involved in lesson planning (Herbartian, RCEM and Constructivist approach).

### **UNIT- III**

Meaning, importance and classification of teaching learning material with special reference to Edgar Dale's cone of experiences; maps, charts, globe, graphs, models (working & still), real objects and specimens, multimedia in social studies teaching.

Concept and importance of evaluation, continuous comprehensive evaluation- meaning, nature, features and weightage distribution, peer assessment, use of rubrics and portfolio in assessment of social studies.

### **UNIT-IV**

Open-book tests: strengths and limitations, techniques of evaluating student's answer books/assessing project work, construction of an achievement test and blue print.

Co-curricular activities in social studies: meaning, importance and organization of social studies club, fairs, museum and excursions, Current affairs: meaning, importance and methods of teaching current affairs.

## Recommended Books

### Text-Books

S. No.	Author(S)	Year	Title	Publisher
1	Aggarwal, J.C.	2003	Teaching of Social Studies	Vikas Publishers, New Delhi
2	Binning and Binning	1952	Teaching of Social Studies in Secondary Schools	McGraw Hill

### Reference Books

S. No.	Author(S)	Year	Title	Publisher
1	Dash, B.N.	2005	Content – cum – Methods of Teaching of Social Studies	Kalyani Publishers, New Delhi
2	Kochhar, S.K.	1983	Teaching of Social Studies	Sterling Publishers, New Delhi
3	Kohli, A.S.	1996	Teaching of Social Studies	Anmol Publishers, New Delhi
4	Mehta, D.D.	2004	Teaching of Social Studies	Tandon Publishers, Ludhiana
5	Mofatt, M.R.	1955	Social Studies Instruction	Prentice Hall, New York
6	Shaida, B.D.	1962	Teaching of Social Studies	Panjab Kitab Ghar, Jalandhar
7	Dhanija, N.	1993	Multi Media Approaches in Teaching Social Studies	Harman Publishing House, New Delhi





## **PEDAGOGY OF POLITICAL SCIENCE-II**

<b>Course Code</b>	<b>EDU124</b>
<b>Course Title</b>	Pedagogy of Political Science-II
<b>Type of course</b>	Theory
<b>L T P</b>	3 0 0
<b>Credits</b>	3
<b>Course pre-requisite</b>	
<b>Course Objectives (CO)</b>	After the completion of the course, students will be able to: 1. Apply various methods of teaching political science. 2. Identify the importance and characteristics of a good political science text book. 3. Use instructional media for effective curricular transactions. 4. Analyze various evaluation techniques in political science. 5. Prepare composite lesson plans.

### **UNIT- I**

Methods of teaching: meaning, characteristics of good or suitable method, types of method: lecture method, storytelling method, discussion method, project method, problem solving method and source method.

Text Book: meaning, need and importance, characteristics of a good text book, evaluation procedure, difference between text books and reference books. E-learning: concept and use of e-books and e-journals in political science.

### **UNIT-II**

Unit planning: meaning, characteristics of a good unit, procedure or steps in developing a teaching unit, merits and demerits of unit planning, designs for writing a unit plan.

Lesson Planning: meaning, characteristics of a good lesson plan, importance, steps involved in lesson planning (Herbartian, RCEM and Constructivist approach).

### **UNIT- III**

Meaning, importance and classification of teaching learning material as per levels of students with special reference to Edgar Dale's cone of experiences; maps, charts, globe, graphs, models (working & still), multimedia in political science teaching.

Concept and importance of evaluation, continuous comprehensive evaluation- meaning, nature, features and weightage distribution, peer assessment, use of rubrics and portfolio in assessment of political science.

### **UNIT-IV**

Open-book tests: strengths and limitations, techniques of evaluating student's answer books/assessing project work, construction of an achievement test and blue print.

Co-curricular activities in political science: meaning, importance and organization of political science club, fairs, museum and excursions, Current affairs: meaning, importance and methods of teaching current affairs.

## Recommended Books

### Text-Books

S. No.	Author(S)	Year	Title	Publisher
1	Yadav, N.	2004	Teaching of Civics and Political Science	New Delhi: Anmol Publications pvt. Ltd.
2	Aggarwal, J.C.	2005	Teaching of Political Science and Civics	New Delhi: Vikas Publication

### Reference Books

S.No.	Author(S)	Year	Title	Publisher
1	Chopra, J.K.	2005	Teaching of Political Science	New Delhi : Commonwealth Publishers
2	Shaida, B.D.	1962	Teaching of Political Science	Jalandhar: Panjab Kitab Ghar
3	Syed, M.H.	2004	Modern Teaching of Civics/Political Science	New Delhi: Anmol Publications Pvt. Ltd.



## PEDAGOGY OF HISTORY-II

Course Code	EDU126
Course Title	Pedagogy of History-II
Type of course	Theory
L T P	3 0 0
Credits	3
Course pre-requisite	
Course Objectives (CO)	After the completion of the course, students will be able to: 1. Apply various methods of teaching history. 2. Identify the importance and characteristics of a good history text book. 3. Use instructional media for effective curricular transactions. 4. Analyze various evaluation techniques in history. 5. Prepare composite lesson plans.

### UNIT- I

Methods of teaching: meaning, characteristics of good or suitable method, types of method: lecture method, storytelling method, discussion method, source method, biographical method, regional method, concentric method, laboratory method.

Text Book: meaning, need and importance, characteristics of a good text book, evaluation procedure, difference between text books and reference books. E-learning: concept and use of e-books and e-journals in history.

### UNIT-II

Unit planning: meaning, characteristics of a good unit, procedure or steps in developing a teaching unit, merits and demerits of unit planning, designs for writing a unit plan.

Lesson Planning: meaning, characteristics of a good lesson plan, importance, steps involved in lesson planning (Herbartian, RCEM and Constructivist approach).

### UNIT- III

Meaning, importance and classification of teaching learning material with special reference to Edgar Dale's cone of experiences; maps, charts, globe, graphs, models (working & still), teaching of time sense in history, multimedia in history teaching and history library.

Concept and importance of evaluation, continuous comprehensive evaluation- meaning, nature, features and weightage distribution, peer assessment, use of rubrics and portfolio in assessment of history.

### UNIT-IV

Open-book tests: strengths and limitations, techniques of evaluating student's answer books/assessing project work, construction of an achievement test and blue print.

Co-curricular activities in history: meaning, importance and organization of history club, fairs, museum, excursions, Inculcation of national integration.

## Recommended Books

### Text-Books

S. No.	Author(S)	Year	Title	Publisher
1	Aggarwal, J.C.	1997	Teaching of History: A Practical Approach	Eastern Book House, Guwahati
2	Ballord. M.	1979	New Movement in Study: Teaching of History	Templesmith, London

### Reference Books

S. No.	Author(S)	Year	Title	Publisher
1	Bhatia, R.L.	2005	Contemporary Teaching of History	Surjit Publications, Delhi
2	Choudhury, K.P.	1995	Effective Teaching of History in India: A Handbook for History Teachers	NCERT, New Delhi
3	Dash, B.N.	2004	Teaching of History: Modern Methods	A.P.H. Publishing Corporation, New Delhi





## **PEDAGOGY OF COMMERCE-II**

<b>Course Code</b>	<b>EDU128</b>
<b>Course Title</b>	<b>Pedagogy of Commerce -II</b>
<b>Type of Course</b>	Theory
<b>L T P</b>	3 0 0
<b>Credits</b>	3
<b>Course Pre-requisite</b>	
<b>Course Objectives (CO)</b>	After the Completion of the course, students will be able to: 1. Apply various methods of teaching commerce. 2. Identify the importance and characteristics of a good commerce text book. 3. Use instructional media for effective curricular transactions. 4. Analyze various evaluation techniques in commerce. 5. Prepare composite lesson plans.

### **UNIT-I**

Methods of teaching Commerce: meaning of method and strategies, lecture method, lecture-cum-discussion method, project method, survey method, problem solving method and inductive and deductive method.

Commerce Text Book: meaning, need and importance, characteristics of a good commerce text book, evaluation procedure, difference between text books and reference books. E-learning: concept and use of e-books and e-journals in commerce.

### **UNIT-II**

Unit Planning: meaning, characteristics of a good unit, procedure or steps in developing a teaching unit, merits and demerits of unit planning, designs for writing a unit plan.

Lesson Planning: meaning, characteristics of a good lesson plan, importance, steps involved in lesson planning (Herbartian and Constructivist approach).

### **UNIT-III**

Planning of Commerce Resource Centre: meaning, need and importance of commerce room.

Instructional Media: meaning, need and importance, principles of selection and use of teaching aids, classification (chalkboard, charts, models, OHP), computer assisted instructions.

### **UNIT-IV**

Co-curricular activities in Commerce: meaning, importance and organisation of commerce club, field trips, utilization of community resources in commerce.

Evaluation: concept, need and importance, continuous and comprehensive evaluation along with its scheme, types of test items, weightage distribution (XI to XII), construction of objective based test items, preparation of blue print.

**Recommended Books****Text-Books**

<b>Sr. No.</b>	<b>Title</b>	<b>Year</b>	<b>Author(S)</b>	<b>Publisher</b>
1	Teaching of Commerce	2005	Tomar, S.	Vinod Pustak Mandir, Agra
2	Teaching of Commerce: A Practical Approach	2008	Aggarwal , J.C.	Vikas Publishing House Pvt. Ltd., Uttar Pradesh

**Reference Books**

<b>Sr. No.</b>	<b>Title</b>	<b>Year</b>	<b>Author(S)</b>	<b>Publisher</b>
1	The Principles and Methods of Teaching	2000	Bhatia & Bhatia	Doaba House, Delhi
2	Methods and Techniques of Teaching	1997	Kochhar, S.K.	Sterling Publishers Pvt. Ltd.
3	Innovations in Teaching Learning Process	2008	Chauhan S.S.	Vikas Publishing House Pvt. Ltd., U.P
4	Techniques of Teaching	2009	Dhand, H.	APH Publishing Corporation, New Delhi
5	Teaching of Commerce	2009	Singh, Y.K.	APH Publishing Corporation, New Delhi
6	Teaching of Commerce	2005	Rao, S.	Anmol Publications Pvt. Ltd., New Delhi
7	Modern Teaching of Commerce	2004	Kumar, M.	Anmol Publications Pvt. Ltd., New Delhi
8	Methodology of Commerce Education	2000	Umesh & Rana	Tandon Publishers, Ludhiana

## **PEDAGOGY OF ECONOMICS-II**

<b>Course Code</b>	<b>EDU130</b>
<b>Course Title</b>	<b>Pedagogy of Economics -II</b>
<b>Type of Course</b>	<b>Theory</b>
<b>L T P</b>	<b>3 0 0</b>
<b>Credits</b>	<b>3</b>
<b>Course Pre-requisite</b>	
<b>Course Objectives (CO)</b>	After the Completion of the course, students will be able to: 1. Apply various methods of teaching economics. 2. Identify the importance and characteristics of a good economics text book. 3. Use instructional media for effective curricular transactions. 4. Analyze various evaluation techniques in economics. 5. Prepare composite lesson plans.

### **UNIT-I**

Methods of teaching Economics: meaning of method and strategies, lecture method, lecture-cum-discussion method, project method, survey method, problem solving method and inductive and deductive method.

Economics Text Book: meaning, need and importance, characteristics of a good economics text book, evaluation procedure, difference between text books and reference books. E-learning: concept and use of e-books and e-journals in economics.

### **UNIT-II**

Unit Planning: meaning, characteristics of a good unit, procedure or steps in developing a teaching unit, merits and demerits of unit planning, designs for writing a unit plan.

Lesson Planning: Meaning, Characteristics of a good lesson plan, Importance, Steps involved in Lesson Planning (Herbartian and Constructivist approach).

### **UNIT-III**

Planning of Economics Resource Centre: meaning, need and importance of economics room.

Instructional Media: meaning, need and importance, principles of selection and use of teaching aids, classification (chalkboard, charts, models, OHP), computer assisted instructions.

### **UNIT-IV**

Co-curricular Activities in Economics: meaning, importance and organisation of economics club, field trips, Utilization of community resources in economics.

Evaluation: concept, need and importance, continuous and comprehensive evaluation along with its scheme, types of test items, weightage distribution (IX to XII), construction of objective based test items, preparation of blue print.

## Recommended Books

### Text-Books

Sr. No.	Title	Year	Author(S)	Publisher
1	Teaching of Economics	2014	Singh, T, Arjinder & Singh, P.	S.G. Publications, Jalandhar
2	Teaching of Economics	2002	Dhillon, S. & Chopra, K.	Kalyani Publishers, Ludhiana

### Reference Books

Sr. No.	Title	Year	Author(S)	Publisher
1	Teaching of Economics	1970	Kanwar , B.S.	Prakash Brothers, Ludhiana
2	Teaching of Economics	2005	Siddiqui , M.H.	Ashish Publishing House, New Delhi
3	Teaching of Economics	2005	Sidhu, H.S.	Tandon Publications, Ludhiana
4	Teaching of Economics	2005	Yadav, A.	Anmol Publications, New Delhi





## PEDAGOGY OF PHYSICAL EDUCATION-II

Course Code	EDU132
Course Title	Pedagogy of Physical Education –II
Type of course	Theory
L T P	3 0 0
Credits	3
Course pre-requisite	
Course Objectives (CO)	After the completion of the course, students will be able to: 1. Apply various methods of teaching physical education. 2. Identify the importance and characteristics of a good physical education text- book. 3. Use instructional media for effective curricular transactions. 4. Analyze various evaluation techniques in physical education. 5. Prepare composite lesson plans.

### UNIT-I

Methods of teaching Physical Education: meaning of method and strategies, lecture method, lecture-cum-demonstration method, project method, survey method, problem solving method, inductive and deductive method.

Physical Education Text Book: meaning, need and importance, characteristics of a good physical education text book, evaluation procedure, difference between text books and reference books.

E-learning: concept and use of e-books and e-journals in physical education.

### UNIT-II

Unit planning: meaning, characteristics of a good unit, procedure or steps in developing a teaching unit, merits and demerits of unit planning, designs for writing a unit plan.

Lesson Planning: meaning, characteristics of a good lesson plan, importance, steps involved in lesson planning (Herbartian and Constructivist approach).

### UNIT- III

Sports Resource Centre: need, importance, purchase and maintenance of sports equipments.

Warming up and cooling down: need, importance, types, methods, effects, safety procedure, first aid and personal hygiene.

Instructional Media: meaning, need and importance, principles of selection and use of teaching aids, classification (chalk board, charts, models, OHP), computer assisted instructions.

### UNIT-IV

Co-curricular activities in physical education: meaning, importance and organization of physical education club, physical education fairs and excursions.

Evaluation: concept, need and importance, continuous and comprehensive evaluation along with its scheme, types of test items, weightage distribution (VI to VIII, IX and X), construction of objective based test items and preparation of blue print.

## Recommended Books

### Text-Books

S. No	Author(S)	Year	Title	Publisher
1	Kaur, K.	2005	Teaching of Physical Education	Tandon Publication, Ludhiana

### Reference Books

S. No	Author(S)	Year	Title	Publisher
1	Singh, A. and Gill, J.	2004	Essentials of Physical Education and Olympic Movement	Kalyani Publishers, Ludhiana
2	Barrow, H.M.	1973	Man and His Movements: Principles of physical education	Lea and Febiger
3	Malik, N. and Malik, R.	2005	Health and Physical Education.	Gurusar Book Depot Publications, Gurusar Sadhar



### DRAMA AND ART IN EDUCATION

Course Code	EDU134
Course Title	Drama and Art in Education
Type of course	Practical
L T P	0 0 2
Credits	1
Course prerequisite	
Course Objectives (CO)	<ol style="list-style-type: none"> <li>1. The students will be able to understand the functions of drama and art in Education.</li> <li>2. The students will learn to integrate drama and art in the school curriculum.</li> <li>3. The students will develop their aesthetic sensibilities.</li> </ol>

S. No.	Title of the Practical	Orientation Session	Activity/Performance	time Allotted
1.	Body Language for a teacher	Demonstration of appropriate facial expressions gestures and postures.	1. 5-7 min. presentation on any topic of interest using appropriate body movements	8 Periods
2.	Breaking monotony in Voice and Speech	Orientation to voice articulation, projection and expression	1. Loud reading with expressions from language texts in English, Hindi, and mother tongue.)	8 Periods
3.	MUSIC as a medium of instruction	Knowledge and understanding of shuddha and vikrit swaras, alankars, and notation system	<ol style="list-style-type: none"> <li>1. Creating sound with the use of one's own body.</li> <li>2. Adding the readymade sound clips to the lesson plan as teaching aid.</li> <li>3. Suggest new ways to use music in the classroom</li> </ol>	8 Periods
4.	Using dance as a pedagogy	Familiarization with simple terms of dance, such as rasa, hasta, abhinaya, basic footsteps, positions, hand movements, and mudras of the classical dance form	1. Demonstrating ways of using dance in education	8 Periods

5.	Visual arts as a tool	Identification of elements and different methods of visual arts. Exploring ways of enlivening subjects by integrating art into them	1. Preparation and use of colourful worksheets 2. creating a collage using images, bits cut out from old magazines, news paper etc 3. Visualization of a poster with specified data and slogan on a given subject in more than two colors.	8 Periods
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### ASSIGNMENT:

Production of a theatrical piece on any topic related to the school curriculum.

### MODE OF ASSESSMENT:

**Internal Assessment-** Students will be assessed internally based on the e portfolio they submit to their faculty mentor individually documenting all the activities they undertake in this practical course. The e portfolio will include the video clips, photographs and documentation of the activities undertaken in workshops while the student teacher engages in the same including their reflection on the experience.

**End Term Practical-** Students will be required to prepare and present a 20 min. lesson plan including elements of music, dance, visual arts and drama.

### Text Book:

S. No.	Author(S)	Year	Title	Publisher
1	NCERT	2006	Position paper National Focus Group on Arts, Music, Dance and Theatre	Department Secretary, NCERT, New Delhi

### Recommended Books:

S. No.	Author(S)	Year	Title	Publisher
1.	John, B., Yogin, C., & Chawla, R	2007	Playing for real: Using drama in the classroom	Macmillan
2.	Prasad, D.	1998	Art as the basis of education	National Book Trust



### PRACTICUM OF EDUCATIONAL TECHNOLOGY

<b>Course Code</b>	<b>EDU36</b>
<b>Course Title</b>	Practicum of Educational Technology
<b>Type of Course</b>	Practical
<b>L T P</b>	0 0 2
<b>Credits</b>	1
<b>Course Pre-requisite</b>	
<b>Course Objectives (CO)</b>	Students will be able to: 4. Understand the nature of educational technology. 5. Use various instructional technologies efficiently in the class room. 6. Prepare and use the programmed learning material.

#### Course Content

1. Preparation and use of teaching learning materials.
2. Preparation of transparencies and their use through Over Head Projector
3. Preparation of power point presentations and its use through LCD Projector.
4. Preparation of programmed learning material.
5. Flanders Interaction Analysis

#### Recommended Books:

##### Text Book:

S. No.	Author	Year	Title	Publisher
1.	Sharma, R.A.	2007	Technological Foundation of Education	Raj Printers Meerut-5

##### Reference Books:

S. No.	Author	Year	Title	Publisher
1.	Mangal, S.K.	2002	Educational Technology	Tandon Publications, Ludhiana
2	Sharma, Yogendra K.	2004	Fundamental Aspects of Educational Technology	Kanishka Publishers, Distibutors New Delhi
3	Aggarwal, J.C.	2005	Essentials of educational technology: Learning Innovations in education	Vikas Publishing House ,New Delhi
4	Walia, J.S.	2009	Education Technology	Ahim Pal N.N 11 Gopal Nagar, Jalandhar, Punjab

### PRE-INTERNSHIP ORIENTATION

Course Code	EDU138
Course Title	Pre-Internship Orientation
Type of course	Practical
L T P	0 0 2
Credits	1
Course pre-requisite	
Course Objectives (CO)	After the completion of the course, students will be able to: 1. Prepare micro and macro lesson plans in their respective teaching subjects 2. Organize and manage visits to places of educational importance.

The following activities will be performed by the students during three weeks field engagement program:

1. 90% attendance is compulsory for the students in this course.
2. Each student has to prepare and present five micro lessons in microteaching mode and five composite lessons in simulated teaching mode followed by peer discussion.
3. Tasks and assignments that run through all the courses as indicated in the semester wise distribution of syllabus.
4. Visit to historical places, national parks, museums, institutions of repute of the region, other educational resource centers etc.

Students will prepare files to record their presentations, experiences and educational implications.

**SEMESTER III**  
**SCHOOL INTERNSHIP A SCHOOL SUBJECT - I**

Course Code	<b>EDU201</b>
Course Title	School Internship of a School Subject-I
Type of course	Practical
L T P	0 0 0
Credits	8
Course prerequisite	
Course Objectives (CO)	<p>The students will be able to:</p> <ol style="list-style-type: none"> <li>1. Observe children and the teaching learning process in a systematic manner.</li> <li>2. Relate to and communicate with children.</li> <li>3. Learn the nuances of the practice of teaching in a school using appropriate methods, materials and skills .</li> <li>4. Evaluate school textbooks and other resource material critically in the context of children's development and pedagogic approach used.</li> <li>5. Develop a repertoire of resources which can be used by the intern later in his/her teaching.</li> </ol>

Internship in schools is to be done for a minimum duration of 16 weeks. The students will be provided opportunities to teach in government and private schools with systematic supervisory support and feedback from faculty. During Internship, the student-teachers are required to undertake a variety of activities relating to classroom teaching, classroom management and organization of school-based and community-based activities other than teaching.

The list of such activities is suggested below:

1. Understanding the Internship School and the community around.
2. Analysis of school syllabus and textbooks.
3. Observing the classroom teaching of regular teachers.
4. Observation of classroom teaching of peer student-teachers.
5. Preparation of case study of the internship school and the innovative activities that the school undertakes.
6. Preparation of Lesson Plans.
7. Teaching the units of the prescribed syllabus in two subjects currently being taught in the school.
8. Teaching as a substitute teacher.
9. Mobilization and development of teaching-learning resources.
10. Preparation of question papers and other assessment tools.
11. Preparation of a diagnostic tests and organization of remedial teaching.
12. Undertake case study of a child.
13. Undertake action research project on at least one problem area of schooling.
14. Community work, community survey etc.
15. Maintenance of a reflective diary or journal to record day to day happenings and reflections thereon.

### SCHOOL INTERNSHIP A SCHOOL SUBJECT – II

Course Code	EDU203
Course Title	School Internship of a School Subject-II
Type of course	Practical
L T P	0 0 0
Credits	8
Course prerequisite	
Course Objectives (CO)	<p>The students will be able to:</p> <ol style="list-style-type: none"><li>1. Observe children and the teaching learning process in a systematic manner.</li><li>2. Relate to and communicate with children.</li><li>3. Learn the nuances of the practice of teaching in a school using appropriate methods, materials and skills .</li><li>4. Evaluate school textbooks and other resource material critically in the context of children's development and pedagogic approach used.</li><li>5. Develop a repertoire of resources which can be used by the intern later in his/her teaching.</li></ol>

Internship in schools is to be done for a minimum duration of 16 weeks. The students will be provided opportunities to teach in government and private schools with systematic supervisory support and feedback from faculty. During Internship, the student-teachers are required to undertake a variety of activities relating to classroom teaching, classroom management and organization of school-based and community-based activities other than teaching.

The list of such activities is suggested below:

1. Understanding the Internship School and the community around.
2. Analysis of school syllabus and textbooks.
3. Observing the classroom teaching of regular teachers.
4. Observation of classroom teaching of peer student-teachers.
5. Preparation of case study of the internship school and the innovative activities that the school undertakes.
6. Preparation of Lesson Plans.
7. Teaching the units of the prescribed syllabus in two subjects currently being taught in the school.
8. Teaching as a substitute teacher.
9. Mobilization and development of teaching-learning resources.
10. Preparation of question papers and other assessment tools.
11. Preparation of a diagnostic tests and organization of remedial teaching.
12. Undertake case study of a child.
13. Undertake action research project on at least one problem area of schooling.
14. Community work, community survey etc.
15. Maintenance of a reflective diary or journal to record day to day happenings and reflections thereon.



### SERVICE LEARNING

Course Code	EDU205
Course Title	Service Learning
Type of course	Practical
L T P	0 0 0
Credits	1
Course pre-requisite	
Course Objectives (CO)	After the completion of the course, students will be able to learn different social skills.

#### Course Content

1. Organization of blood donation camps
2. Organization of cleanliness drive
3. Campaigning against social evils
4. Adults' education programme
5. Campaigning against drugs



**SEMESTER IV**  
**GENDER, SCHOOL AND SOCIETY**

<b>Course Code</b>	<b>EDU202</b>
<b>Course Title</b>	Gender, School and Society
<b>Type of course</b>	Theory
<b>L T P</b>	4 0 0
<b>Credits</b>	4
<b>Course prerequisite</b>	
<b>Course Objectives (CO)</b>	On completion of this course, the students will be able to: <ol style="list-style-type: none"> <li>1. Understand the influence of social institutions (family, caste, class, religion, region,) on gender identity.</li> <li>2. Examine the role of schools, peers, teachers, curriculum and textbooks in challenging gender inequalities.</li> <li>3. Appreciate the role of NGOs and women groups in sensitizing society towards gender parity</li> </ol>

**UNIT-I**

**Gender Issues**

Concept of gender, sex, sexuality, patriarchy, masculinity, feminism, gender bias, gender stereotyping and empowerment.

Equity and equality in education with respect to gender.

Polyandrous, matrilineal and matriarchal societies in India: relevance and status of education

**UNIT-II**

**Gender Studies**

Paradigm shift from women's studies to gender studies; Impact of social reform movements. Theories on gender and education and their application in the Indian context; socialization theory, gender difference, structural theory and deconstructive theory.

Power control in patriarchal and matrilineal societies: effect on education of boys and girls

**UNIT-III**

**Gender and Curriculum Transaction**

Gender in School: curriculum, text-books, classroom processes and student-teacher interactions.

Overcoming Gender stereotypes through education.

Working towards gender equality in the classroom: need and strategies.

**UNIT-IV**

**Strategies for Change**

Millennium Development Goal: promoting gender equality and empowerment.

Role of family, religion, NGOs, women's action groups and media in reinforcing gender parity.

The efforts of the government agencies to achieve gender parity: reservations and legal provisions.

**Recommended Books:****Text- Books:**

S.No.	Author(S)	Year	Title	Publisher
1	Basu Aparna	1995	Independence Towards Freedom	Oxford University Press, New Delhi

**Reference books**

S. No.	Author(S)	Year	Title	Publisher
1	Davis Kathy, Evans Mary, Lorber, J	2006	Handbook of Gender and Women's studies	Sage, UK
2	Ved Prakash & K. Biswal	2008	Perspectives on education and development: Revising Education commission and after(ed.)	National University of Educational Planning and Administration, New Delhi



## CURRICULUM DEVELOPMENT

Course Code	EDU204
Course Title	Curriculum Development
Type of Course	Theory
L T P	4 0 0
Credits	4
Course Pre-requisite	
Course Objectives (CO)	On completion of this course, the students will be able to: 1. Understand the concept of curriculum. 2. Understand approaches of curriculum development. 3. Know various designs of curriculum. 4. Understand the importance of curriculum change.

### UNIT- I

#### Curriculum and Related concepts

Meaning of the term Curriculum. Difference between curriculum framework, curriculum, syllabus and textbook. Interrelationship between curriculum, society and learner. Types of Curriculum: Centralized, Decentralized, Core and Hidden Curriculum. NCF 2005 and NCFTE 2009: Recommendations on Curriculum and Schooling.

### UNIT- II

#### Curriculum Determinants and Considerations

Broad determinants of curriculum construction: child and developmental contexts; social-cultural-geographical-economic-political diversity; socio-political ideologies and vision for Education; national priorities; system of governance and power relations; international contexts. Considerations in curriculum development: environmental concerns, gender differences, inclusiveness, social sensitivity and value inculcation

### UNIT III

#### Curriculum Planning and Transaction

Different approaches to curriculum development: Constructivist, Competency based (including Minimum Levels of Learning) and Integrated.

Models of Curriculum Development given by Franklin Bobbit, Ralph Tyler, Hilda Taba and Philip Jackson.

Curriculum Transaction: Role of a teacher in knowledge construction through dialogue; challenge and feedback as a critical pedagogue

### UNIT IV

#### School: The Site of Curriculum Engagement

Role of school philosophy and administration and organization in creating a context for transacting the curriculum effectively.

Role of infrastructural support in Teaching and Learning: classroom seating arrangement, library, laboratory, playground and canteen

Teacher's role and support in developing, transacting and researching curriculum.



**Recommended Books:****Text Books:**

S.No.	Author(S)	Year	Title	Publisher
1.	Aggarwal, J.C	1990	Curriculum Reform in India- World overviews	Doaba World Education Series-3 Delhi, Doaba House, Book seller and Publisher.

**Reference Books:**

S.No.	Author(S)	Year	Title	Publisher
1.	Bhalla, Navneet	2007	Curriculum development	Authorpress E35/103 Jawahar Park laxmi Nagar, New Delhi-92.
2.	J.W. & Joseph	2006	Curriculum Development: A Guide to Practice	Pearson Publication.



## INCLUSIVE EDUCATION

Course Code	EDU206
Course Title	Inclusive Education
Type of Course	Theory
L T P	4 0 0
Credits	4
Course Prerequisite	
Course Objectives (CO)	After Completion of Course the Students will be able to: 1. Explain the concept of Disability. 2. Describe the concept of Inclusion and its historical perspective. 3. Differentiate various types of Inclusion. 4. Explain various constraints in setting Inclusive Schools.

### UNIT-I

Inclusive Education: meaning , need, importance and characteristics; Principles and practices of inclusive education .

Difference among integrated, special education and inclusive education.

Types of Exclusion with respect to gender, caste, locale and disability.

### UNIT-II

Provisions of Inclusive Education under Sarv Shiksha Abhiyan, RTE, RMSA and RUSA

National and international initiatives for inclusive education.

Current laws and policy perspectives supporting inclusive education for children with diverse needs.

### UNIT-III

Pedagogical strategies for addressing diversity in classroom through cooperative learning strategies, peer tutoring, social learning, reflective teaching and multi-sensory teaching.

Need for curriculum adaptations for children with diverse needs.

Guidelines for adapting teaching, content, laboratory skills and play material in inclusive settings.

### UNIT-IV

Teacher preparation for inclusive education through development of skills; competencies and professional ethics of an inclusive education teacher.

NCF 2005 and improvisation of teacher preparation in inclusive education program.

Role of different national and international agencies in promoting inclusive education

**Recommended Books:****Text books:**

Author	Year	Title	Publisher
Jha, M.	2002	Inclusive Education for All: Schools Without Walls	Heinemann Educational Publishers, Multivista Global Ltd, Chennai.
Sharma P.L.	2003	Planning Inclusive Education in Small School	R .I E. Mysore.

**Reference Books:**

Author	Year	Title	Publisher
Ahuja. A, Jangira, N.K.	2002	Effective Teacher Training; Cooperative Learning Based Approach	National Publishing house 23 Daryaganj, New Delhi.
Ainscow, M., Booth. T.	2003	The Index for Inclusion: Developing Learning and Participation in Schools	Bristol: Center for Studies in Inclusive Education.
Sharma, P.L.	1990	Teachers handbook on IED-Helping children with special needs	N.C.E.R .T. Publication.



## CRITICAL UNDERSTANDING OF INFORMATION AND COMMUNICATION TECHNOLOGY

<b>Course Code</b>	<b>EDU208</b>
<b>Course Title</b>	Critical Understanding of Information and Communication Technology
<b>Type of Course</b>	Theory
<b>L T P</b>	3 0 0
<b>Credits</b>	3
<b>Course pre-requisite</b>	
<b>Course Objectives (CO)</b>	<ol style="list-style-type: none"> <li>1. To enable the student teachers to understand the role and importance of ICT in teaching-learning process.</li> <li>2. To enable the student teachers to understand the computer fundamentals.</li> <li>3. To enable the student teachers to acquire knowledge of computers its accessories and software.</li> <li>4. To enable the student teachers to employ hands-on-experience on computer.</li> <li>5. To enable the student teachers to familiarize with the new trends in ICT.</li> </ol>

### UNIT-I

ICT: concept, characteristics and importance, Role of information technology in teaching-learning process; Challenges of integrating ICT in school education.

ICT for professional Development of teachers, ICT for improving organization and management of teacher education.

Possible uses of audio-visual media and computer.

### UNIT-II

Computer fundamentals: meaning, components and types of computers, functions of an operating system and application software.

Basic structure of computer-input, process, memory- ROM, RAM, CD-ROM Input devices- Keyboards, Mouse, Touch Screen, MICR, Light Pen, Joy Stick, Digitizer, Scanner.

### UNIT-III

Computer applications in learning: concept, features and advantages of MS-Word, Excel and Power point.

Hardware technologies and their applications: overhead projector, DLP projector, Audio-video recording instruments and CCTV.

New trends in ICT: Smart classroom, EDUSAT and on-line resources in learning

### UNIT-IV

Social, Ethical and Legal aspects: Impact of ICT on work, socialising and other areas.

Cyber Crimes: concerns and implications, software piracy and legal remedies, plagiarism and fair use.



**Recommended Books:****Text- Books:**

S.No.	Author(S)	Year	Title	Publisher
1.	Mambi, Adam J.	2010	ICT Law Book: A Source Book for ICT	Tanzania: MkukinaNyota Publishers Ltd.
2.	Mehra, V.	2004	Educational Technology	S.S. Publishers, New Delhi.

**Reference Books--**

S.No.	Author(S)	Year	Title	Publisher
1.	Srinivasam, T.M.	2002	Use of Computers and Multimedia in Education	Jaipur:Aavisakar Publication.
2.	Rosenberg,M.J.	2003	e-Learning	Mcgrowhill,New York.
3.	Leao, A.M.	2001	Computer for every one	Vikas Publishing house, New Delhi.



## GUIDANCE AND COUNSELLING

<b>Course Code</b>	<b>EDU210</b>
<b>Course Title</b>	Guidance and Counselling
<b>Type of course</b>	Theory
<b>L T P</b>	3 0 0
<b>Credits</b>	3
<b>Course prerequisite</b>	
<b>Course Objectives (CO)</b>	<p>After completing the course, the student-teachers will be able to:</p> <ol style="list-style-type: none"> <li>1. Understand the meaning, aims and objectives, principles and scope of Guidance.</li> <li>2. Acquaint with various services of Guidance.</li> <li>3. Differentiate between Guidance and counselling.</li> <li>4. Understand counselling and role of various agencies in the counseling.</li> <li>5. Understand their students by applying testing and non-testing techniques.</li> <li>6. Organize Guidance and Counselling cell in the school.</li> <li>7. Understand about various types of guidance services.</li> </ol>

### **UNIT-I**

#### **Understanding Guidance**

Meaning, need, principles, aims and objectives and scope of Guidance.

Dimensions of Guidance: Educational, Vocational and personal Guidance, steps and techniques.

New trends and demands in the field of Guidance.

### **UNIT-II**

#### **Understanding Counselling**

Counselling – Meaning and purposes, directive, non-directive and eclectic approaches to Counselling, Counselling Interview.

Minimum programmes and organization of Guidance and Counselling services at secondary level, and Principles of organization.

Role of Counsellor, Guidance worker and teachers in guidance.

Difference between Guidance & Counselling.

### **UNIT- III**

#### **Techniques for understanding the individual**

Major areas and Barriers in understanding process, common problems of students at secondary level.

Techniques of understanding an individual: Quantitative techniques: (Intelligence, Interest, Aptitude and Achievement tests); Qualitative techniques (Cumulative Record Cards / Rating Scales/Sociometry)

Job Analysis- Meaning, functions and methods.

### **UNIT- IV**

#### **Foundations of Guidance Services**

Individual Inventory service—Need, steps and sources of collecting information about the individual.

Placement service—meaning, functions and organization.

Follow up service—meaning, purposes, follow up procedures.

**Recommended Books:****Text-Books:**

S. No.	Author(S)	Year	Title	Publisher
1	Sharma, R.A.	2008	Fundamentals of Guidance and Counseling	Meerut: R. Lall Book Depot.
2	Sodhi, T.S. and Suri, S.P.	1999	Guidance & Counseling	Patiala: Bawa Publication.

**Reference Books:**

S. No.	Author(S)	Year	Title	Publisher
1	Safaya, B.N.	2002	Guidance & Counseling	Chandigarh: Abhishek Publications.
2	Bhatnagar, A. & Gupta, N.	1999	Guidance and Counselling, Vol. 1 & 2: A practical approach	New Delhi: Vikas Publications.
3	Anastasi, A. & Urbina, S.	1997	Psychological Testing, 7th Ed., Upper Saddle River	NJ: Prentice Hall.
4	Rao, S.N.	1981	Counselling Psychology	New Delhi: Tata McGraw Hill.
5	Bhatia, K.K.	2002	Principles of Guidance & counseling.	Ludhiana: Kalyani Publishers.



## **LIFE SKILLS EDUCATION**

<b>Course Code</b>	<b>EDU220</b>
<b>Course Title</b>	Life skills Education
<b>Type of Course</b>	Theory
<b>LTP</b>	3 0 0
<b>Credits</b>	3
<b>Course prerequisite</b>	
<b>Course Objectives (CO)</b>	<ol style="list-style-type: none"><li>1. To enable the student teachers to Understand concept, process and practice of core life skills.</li><li>2. To enable the student teachers to Familiarize them with theories on Life Skills Approach.</li><li>3. To enable the student teachers to identify role of life skills for positive change and well-being.</li></ol>

### **UNIT-I**

#### **Introduction**

Life Skills: Concept, need and importance of life skills for human beings.

Life Skills Education: Concept, need and importance of life skills education for teachers.

Difference between livelihood skills and life skills.

### **UNIT-II**

#### **Process and Methods Enhancing the Life Skills**

Core life skills prescribed by World Health Organization.

Key issues and concerns of adolescent students in emerging Indian context.

Methods: audio and visual activities; small groups discussions followed by a presentation of group reports; educational games and simulation; case studies; storytelling; debates; mapping using problem trees.

### **UNIT- III**

#### **Core Life Skills (I)**

Skills of Self awareness and Empathy: Concept, importance for teachers in particular, integration with the teaching learning process.

Skills of Coping with Stress and Emotion: Concept, importance for teachers in particular, integration with the teaching learning process.

Skills of Building Interpersonal relationships: Concept, importance for teachers in particular, integration with the teaching learning process.

### **UNIT- IV**

#### **Core Life Skills (II)**

Skills of Critical thinking and Creative thinking: Concept, importance for Educationists, integration with the teaching learning process.

Skills of Problem Solving and Decision making: Concept, importance for Educationists, integration with the teaching learning process.

Skill of Effective Communication: Concept, importance for human beings and Educationists, integration within the teaching learning process.



**Recommended Books:****Text-Books:**

S.No.	Author(S)	Year	Title	Publisher
1.	Nair, .V. Rajasenan	2010	Life Skills, Personality and Leadership	Rajiv Gandhi National Institute of Youth Development, Sriperumbudur

**Reference Books:**

S.No.	Author(S)	Year	Title	Publisher
1.	Baron.A.Robert	2007	Psychology	Prentice-Hall of India Private Ltd, New Delhi
2.	Baumgardner. R. Steve., Crothers.K. Marie	2009	Positive Psychology	Dorling Kindersley India Pvt. Ltd. New Delhi
3.	Ciccarelli Saundra .K., Meyer Glen	2007	Psychology	Pearson Education Inc, New Delhi
4.	Carr Alan	2004	Positive Psychology	Routledge, New York



## UNDERSTANDING OF SELF

<b>Course Code</b>	<b>EDU230</b>
Course title	Understanding of Self
Type of course	Practical
L T P	0 0 2
Credits	1
Course Prerequisite	
Course Objectives (CO)	<ol style="list-style-type: none"> <li>1. To enable students to develop a vision of life for themselves.</li> <li>2. To develop a holistic understanding of the human self and personality.</li> <li>3. To encourage students to develop the capacity for perspective taking and appreciating different points of view.</li> <li>4. To develop sensitivity towards needs of children by connecting with one's own childhood experiences.</li> </ol>

### Course Content:

1. Debate based activities
2. Declamation based activities
3. Group Discussion
4. Nature walks/ Visit to national park/ Sanctuary
5. Preparation of Reflective journal
6. Activities for development of positive attitude
7. Activities for development of self-esteem

### Recommended Books:

#### Text Books

S.No.	Author	Year	Title	Publisher
1	Krishnamurti, J.	1953	Education and the significance of life	Ojai

#### Reference Books

S.No.	Author	Year	Title	Publisher
1	Frankl, V.	1946	Man's Search for Meaning	New York: Pocket Books.
2.	Joshi, K. (ed)	2005	The Aim of Life	Auroville, India: Saiier.

### PARTICIPATION IN YOGA

<b>Course Code</b>	<b>EDU232</b>
<b>Course Title</b>	Participation in Yoga
<b>Type of Course</b>	Practical
<b>L T P</b>	0 0 2
<b>Credits</b>	1
<b>Course pre-requisite</b>	
<b>Course Objectives</b>	After the completion of the course, students will be able to: 1. Understand the various asanas. 2. Gain knowledge about Pranayama and sudhikiryas. 3. Understand the various psychological factors effecting sports performance.

#### Course Content

1. Meaning, rules and importance of Yoga Asanas
2. Meaning, advantages and performance of Padam asana, Vajar asana and Dhanur asana, Sarvang asana and Hal asana .
3. Meaning, advantages and performance of Pashimottan asana, Mayur asana, Ushtra asana, Sidha asana and Shirsh asana
4. Meaning, advantages and performance of Shav asana, Chakara asana, Makar asana, Taad asana, Matsya asana, Trikon asana and Bhujang asana.
5. Role of sports and yoga in maintaining physical, physiological and psychological well being: ways of overcoming stress, tension, anxiety and aggression.

#### Recommended Books:

##### Text-Books:

S. No.	Author(S)	Year	Title	Publisher
1	R.D. Kansal	2015	Physical Education and Sports	Kalyani Publishers Ludhiana

##### Reference Books:

S. No.	Author(S)	Year	Title	Publisher
1	Singh Kanwaljit & Singh Inderjeet	2000	Sports Sociology	Friends Publication New Delhi
2	Kang G.S.	2000	Anatomy, Physiology and Health Education	Publication Bureau, Punjabi Uni. Patiala
3	Kang G.S. and Deol, N.S.	2008	Health and Physical Education	21 <sup>st</sup> Century, Patiala, 2008

### COMMUNITY PARTICIPATION ACTIVITIES

Course Code	EDU234
Course Title	Community Participation Activities
Type of course	Practical
L T P	0 0 0
Credits	1
Course pre-requisite	
Course Objectives (CO)	After the completion of the course, students will be able to learn different social skills.

#### Course Content

Community Service, Cultural activities, Educational Tour/Trip (Three Days)

