

Montgomery Guru Nanak College of Education, Jalandhar

Link of PLOs and CLOs on College Website

[http://www.mgncollege.org/contentUploadFiles/contentFiles/2021-22/PLO%20CLO%20\(2021-2022\).pdf](http://www.mgncollege.org/contentUploadFiles/contentFiles/2021-22/PLO%20CLO%20(2021-2022).pdf)

M.G.N. College of Education, Jalandhar

B.ED. (2-YEARS)

Session- 2021-22

PROGRAMME OUTCOMES

On successful completion of the two-year B.Ed. programme, students will be able to develop-

1. Teaching competency: Know, select and use of learner-centred teaching methods, understanding of paradigm shift in conceptualizing disciplinary knowledge in school curriculum, necessary competencies for organizing learning experiences, select and use of appropriate assessment strategies for facilitating learning.

2. Pedagogical skills: Applying teaching skills and dealing with classroom problems.

3. Teaching Through Nonconventional Modes: Evolving a system of education which enhances the potential of every learners to acquire, retain and transform knowledge leading to wisdom society through creative, experiential and joyful modes of learning.

4. Critical Thinking: Analysis of Curriculum, construction of blue print, selecting appropriate teaching strategies according to needs of students and conducting action research to solve classroom problems.

5. Effective Communication: Presenting seminar before peer students and teachers and practicing communication skills through various linguistic activities and applying it for better classroom communication.

6. Sensitivity Towards Inclusion: Identifying the diversities and dealing it in inclusive classrooms environment, guidance and counselling programmes for disabled students.

7. Content Analysis: Analyse the text-books and syllabus.

8. Effective Citizen Ethics: Understand different values, morality, social service and accept responsibility for the society.

9. Social Resilience: Understand about social entities and enable to cope up with adverse conditions of life.

10. Physical Development: Practice yoga and physical education games.

11. Team Work: Locate as a member or leader in diverse teams and in multi-disciplinary settings by following the principles of collaborative learning, cooperative learning and team teaching.

PROGRAMME SPECIFIC OUTCOMES

1. To understand learner and his learning environment, contemporary India and education, school management, gender, school and society.
2. To comprehend Language across the curriculum, Reading and reflecting on Texts, Drama and Art in Education, developing Communication Skills and observation of school activities by school internship.
3. To understand the individual differences among students, measuring the attainment, evaluating progress, and assessing learning abilities, guidance and counselling programmes, educational technology, ICT and lesson planning.
4. To provide real experiences of classroom teaching and online teaching by using ICT and its different tools and software.
5. To understand the classroom diversities and enable them to deal with diverse learners in inclusive classroom setup, environmental education, Field Engagements with community and CP(NSS, Community Services etc.).

COURSE OUTCOMES FOR B.ED. (2-YEARS)

SEMESTER-I

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

(P-I)

UNDERSTANDING THE LEARNER AND LEARNING ENVIRONMENT

- ◆ Describe the stages of growth and development
- ◆ Understand characteristics of adolescents with reference to socio-cultural factors
- ◆ Understand the role of teacher in holistic perspective of learner and learning
- ◆ Analyse the concept of inequality, marginalization and multi-culturalism and their effect on learning
- ◆ Distinguish the different learning approaches and their educational implications
- ◆ Summarize the importance of individual differences in normal classroom

(P-II)

CONTEMPORARY INDIA AND EDUCATION

- ◆ Differentiate among Diversity, Inequality and Marginalization.
- ◆ Understand LPG (Liberalization, Privatization and Globalization) and its Impact on Society.
- ◆ Know historical background of Secondary Education
- ◆ Understand the constitutional obligations in relation to education.

- ◆ Understand the dynamism in concepts of education in relation to changing socio, political and economic conditions in India.
- ◆ Familiarize with the present educational problems of Secondary Education.
- ◆ Critically appraise various aspects of Secondary Education.

(P-III)

EDUCATION AND DEVELOPMENT

- ◆ Analyse the social, cultural and political context of education.
- ◆ Examine the changing emphasis on education in the context of globalization and internationalization.
- ◆ Understand the relevance of education in relation to social, political, economic and cultural context.
- ◆ Prepare the students to understand education helps in economic and national development.

(PAPER: IV and V)

Pedagogy of a School Subject – I (PS-I) and Pedagogy of a School Subject – II (PS-II)

- ◆ Classify different methods of teaching school subjects to student teachers.
- ◆ Develop understanding of the significance of that particular pedagogy subject in the present context.
- ◆ Correlate particular pedagogy subject with other school subjects.
- ◆ Outline aims and objectives of teaching of school subject.
- ◆ Acquaint student teachers with different techniques of evaluation.
- ◆ Prepare and use different teaching aids.

(PAPER: VI)

LANGUAGE ACROSS THE CURRICULUM (CP-III)

- ◆ Understand the concept of classroom transaction
- ◆ Recognize schema theories
- ◆ Explain the nature and types of questioning
- ◆ Explain the Concept of Listening, Speaking, Reading and Writing and its significance

(PAPER: VII)

READING AND REFLECTING ON TEXTS (EPC-I)

- ◆ Discuss narrative text, autobiographical text and ethnographical text.
- ◆ Explain different types of Text
- ◆ Reflect upon different types of policy document

SEMESTER-II

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

(PAPER: I)

UNDERSTANDING THE LEARNING PROCESS

- ◆ Know the various theories of learning
- ◆ Understand the concept of motivation and understand the role of teacher in motivating, strengthening and sustaining learning styles.
- ◆ Explain the nature and characteristics of teaching
- ◆ Describe the principles and maxims of teaching
- ◆ Discuss anatomy of teaching
- ◆ Differentiate between teaching and learning

(PAPER: II)

ASSESSMENT FOR LEARNING

- ◆ Gain a critical understanding of issues in assessment and evaluation.
- ◆ Select cognizant of key concepts, such as formative and summative assessment, evaluation and measurement, test, examination
- ◆ Be exposed to different kinds and forms of assessment that aid student learning
- ◆ Become the use of a wide range of assessment tools, and learn to select and construct these appropriately
- ◆ Evolve realistic, comprehensive and dynamic assessment procedures that are able to keep the whole student in view

(PAPER: III)

Educational Technology and ICT

- ◆ Understand the nature and scope of educational technology and also about the various forms of technology
- ◆ Explain the systems approach to Education and communication theories and modes of communication
- ◆ Familiar with the instructional design and modes of development of self learning material
- ◆ Describe the concept of ICT in education and appreciate the scope of ICT for improving the personal productivity and professional competencies

(PAPER: IV and V)

Pedagogy of a School Subject – I (PS-I) and Pedagogy of a School Subject – II (PS-II)

- ◆ Describe some important methodologies & techniques of teaching subject.

- ◆ Prepare and use appropriate audio- visual teaching aids for effective teaching of school subject.
- ◆ Differentiate different types of approaches of pedagogy of a school subject.
- ◆ Know the concept of evaluation.
- ◆ Understand different types of test.
- ◆ Formulate macro lesson plan.
- ◆ Comprehend different types of micro teaching skills.

(PAPER: VI)

DRAMA AND ART IN EDUCATION (EPC-II)

- ◆ Prepare effective teaching aids.
- ◆ Apply basic knowledge about colour scheme.
- ◆ Use drama processes to examine their present and to generate new knowledge, understanding and perceptions of the world and themselves in it.
- ◆ Develop some theatre skills that will later help them be creative and enlightened teachers.
- ◆ Develop imagination and sense of appreciation of art and aesthetic sense.

(PAPER: VII)

COMMUNICATION SKILLS

- ◆ Construct a classroom climate that fosters learning, equity, and excellence and will use this knowledge to create a physical and emotional environment that is safe and productive.
- ◆ Understand and apply principles and strategies for communicating effectively in varied teaching and learning contexts.
- ◆ Apply appropriate instruction that actively engages students in the learning process.
- ◆ Use of technology to plan, organize, deliver, and evaluate instruction for all students.
- ◆ Analyse student performance and achievement; provide students with timely, high-quality feedback; and respond flexibly to promote learning for all students.

SEMESTER-III

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

(PAPER-I)

School Internship CPI(SI)&CPII(SI)

- ◆ Be exposed to the real experiences of classroom teaching.
- ◆ Set up diverse learners in inclusive classroom setup.
- ◆ Apply teaching skills and dealing with classroom problems.

(PAPER-II)

FILED ENGAGEMENT WITH COMMUNITY and CP FE-III

- ◆ Develop an awareness and sensitivity.
- ◆ Progress the capacity to facilitate personal growth and social skills in their own students.
- ◆ Identify the diversities and dealing it in inclusive classroom environment for disabled students.

SEMESTER-IV

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

(PAPER-I)

GENDER, SCHOOL and SOCIETY

- ◆ Understand the basic terms, concepts used in gender studies.
- ◆ Comprehend the gender discrimination in construction and dissemination of knowledge.
- ◆ Develop an awareness and sensitivity.

(PAPER-II)

GUIDANCE AND COUNSELLING

- ◆ Understand the meaning, nature and scope of guidance.
- ◆ Recognize the role of guidance and counselling.
- ◆ Appreciate the need of guidance.
- ◆ Understand the meaning, nature and scope of counselling.
- ◆ Analyse the relationship between guidance and counselling.

(PAPER-III)

INCLUSIVE EDUCATION

- ◆ Explain the concept of Disability.
- ◆ Describe the concept of Inclusion and its historical perspective.
- ◆ Differentiate various types of Inclusion.
- ◆ Explain various constraints in setting Inclusive Schools.

(PAPER-IV)

SCHOOL MANAGEMENT

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

(PAPER-V)

HEALTH AND PHYSICAL EDUCATION CP- V (Option: ii)

- ◆ State personal hygiene.
- ◆ Describe about the concept of health education.
- ◆ Explain the importance of balanced diet.
- ◆ Understand the techniques used to diagnose health.

(PAPER–VI)

Enriching Learning through ICT (EPC–III)

- ◆ Describe about computer and its components.
- ◆ Prepare slide presentation.

(PAPER–VII)

UNDERSTANDING THE SELF (EPC–IV)

- ◆ Discover and develop open-mindedness, the attitude of a self-motivated learner, having self-knowledge and self-restraint.
- ◆ Develop the capacity for sensitivity, sound communication skills and ways to establish peace and harmony.
- ◆ Progress the capacity to facilitate personal growth and social skills in their own students.

Prospectus

of the

College

PROSPECTUS OF THE COLLEGE

*Information
Brochure*
2021-22



**MGN COLLEGE OF EDUCATION
JALANDHAR**

M.ED COLLEGE TOPPERS

Session 2019-2020

Semester IV



Bharti Chadha



Shivani



Amandeep Kaur

B.ED COLLEGE TOPPERS

Session 2020-2021

Semester IV



Vidhi



Jasbir Kaur



Deepika Sood

Semester I



Riya Saddi



Taniya



Navinder Kaur



Manjot Kaur

Information Brochure

2021-2022



**M.G.N. COLLEGE OF EDUCATION,
JALANDHAR**

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College Shabad

ਦੇਹ ਸ਼ਿਵਾ ਬਰ ਮੋਹਿ ਇਹੈ,
ਸੁਭ ਕਰਮਨ ਤੇ ਕਬਹੂੰ ਨ ਟਰੋਂ ॥

ਨ ਡਰੋਂ ਅਰਿ ਸੋ ਜਬ ਜਾਇ ਲਰੋਂ,
ਨਿਸਚੈ ਕਰ ਅਪਨੀ ਜੀਤ ਕਰੋਂ ॥

ਅਰੁ ਸਿਖ ਹੋ ਆਪਨੇ ਹੀ ਮਨ ਕੋ,
ਇਹ ਲਾਲਚ ਹਉ ਗੁਨ ਤਉ ਉਚਰੋਂ ॥

ਜਬ ਆਵ ਕੀ ਅਉਧ ਨਿਧਾਨ ਬਨੈ,
ਅਤ ਹੀ ਰਨ ਮੈਂ ਤਬ ਜੂਝ ਮਰੋਂ ॥

-Sri Guru Gobind Singh Ji

A Brief History of The College



Late Bhai Gobind Singh Pasricha ji



Late S. Hukam Singh ji
(Ex- Speaker, Lok Sabha And
Ex- Governor Rajasthan)



Late S. Gian Singh Rai ji

MGN College of Education, Adarsh Nagar, Jalandhar was established in the year 1955. It was the revival of the sparkling missionary spirit of late Bhai Gobind Singh Pasricha. The old unit of Guru Sri Singh Sabha, operative in Montgomery (now in Pakistan) was reconstituted at Jalandhar after partition by late Bhai Gobind Singh Pasricha ji along with the collaboration of two major teammates, Late S. Hukam Singh ji (Ex- Speaker, Lok Sabha And Ex- Governor Rajasthan) and S. Gian Singh Rai ji. Earlier, the present college was called Montgomery Guru Nanak Basic Training College. In 1967, in response to the general directive of the Panjab University, the college acquired its present name.

The college has completed more than 65 years of its journey and has carved a unique niche in the field of teaching, guiding and mentoring. The college has been accredited by National Assessment and Accreditation Council (NAAC) with B++ Grade. The college has intake of 200 seats with 4 units in B.Ed. course.

MGN College of Education is fast coming up in the field of Teacher Education. Despite its earlier achievements, it continues to seek fresh fields and new pastures. It turns out year after year youthful teachers who perspire and inspire the ordinary into the extra ordinary. The phenomenal academic achievement of our students have always added glory to the college by securing high university positions. In the year 2020-21, many students of B.Ed. Semester-I and Semester-IV passed with distinction in Guru Nanak Dev University examinations. Every year many B.Ed. students qualify CTET / PSTET. The results authenticated that quality education is being imparted in this institution.

To impart the quality of teaching and learning in schools effective cooperation requires common values for the profession and a shared responsibility for high quality teacher education. Therefore, teachers need to impart knowledge, employable, skills and leadership qualities amongst the students making the education holistic and student a global citizen. The college has a tradition of excelling in extra curricular activities, in which our students continue to bring laurels year after year.

Mrs. Neelu Jhanji
Acting Principal

“

*The purpose of education is
to make good human beings
with skills and expertise.
Enlightened human beings
can be created by teachers.*

—A.P.J. Abdul Kalam

”

MISSION

M.G.N. College of Education prepares professional, creative and humane teachers.

VISION

To develop institutional ethos with a focus on vitalizing teaching-learning process, ICT, Human Values, Research & Innovation and functional relationship with all the stakeholders for the holistic development of individual and society.

OBJECTIVES

- To systematize planning and delivery of instruction by means of preparation of academic calendar and course file inclusive of content outline, unit planning and lesson planning.
- To equip the student teachers with requisite knowledge and competence to implement modern instructional strategies.
- To evaluate learning outcomes of student teachers objectively.
- To equip student teachers to cater to the diverse learning needs of the students.
- To promote skills of handling educational media and encourage innovation in the use of educational technology.
- To develop sense of self-discipline and accountability among student teachers.
- To develop scientific temper and provide training in scientific method.
- To develop respect for democratic values among student teachers.
- To sensitize student teachers towards social, environmental and health issues.
- To strengthen Institution-School-Academic-Community relationship.
- To develop attitude of self-directed learning and training in empirical observation to facilitate research and innovation.
- To develop dynamism in cultural understanding among student teachers in contextual transformation of cultural identity among young generation.
- To develop ICT competencies for effective integration in teaching learning and administration.

Infrastructure of The College

There are well equipped Classrooms, a Library, a Multipurpose Hall along with a stage attached with a dressing room, a Conference Room, a Gym, Science laboratory, ICT resource room, Curriculum laboratory, Educational Psychology Laboratory, Educational technology laboratory, Maths laboratory and Art Laboratory. A common Room for girls, Canteen, vehicle stand, drinking water facilities and separate toilets for Boys and Girls, etc.

MULTI-PURPOSE HALL



The College has a spacious Multi Purpose Hall with ample seating capacity, stage lighting and sound system. It is a venue for organisation of various college functions, Seminars, Extension Lectures, events of various clubs and committees.

CONFERENCE ROOM



The college has fully air-conditioned well equipped Conference room. The acoustically sound conference room provides facilities and services for academic meetings, conference briefings, placement drive, guest lectures, project presentations, faculty development programs.

LIBRARY

Library is the backbone of any civilized society and heart of any academic institution. Among learning resources, the college has library equipped with proper storing and seating arrangements. Library stores a very rich collection of books, reference books, encyclopaedias, dictionaries, biographies, journals, magazines & newspapers. Library is equipped with computers and internet facility for students as well as teachers. The library is open on all working days including autumn, winter and summer break so that students and teachers could use it maximally. The library is either funded by the grants from UGC or from the college funds (amalgamated funds) allocated for this purpose. The college provides facility of consultation of Library by the students of other colleges and universities too.



The students are given training to consult library, to locate appropriate references to an assigned topic, to locate and manage information through Internet, to consult educational journals and abstracts, to maintain scrap books and to compile information from different documents etc.

The library provides various facilities to the staff and students of the college viz.

- Current awareness service
- Internet facility
- Reprographic service
- Book Bank Facility.

Library Rules

Library cum identity card should be with the students. The students are expected to make maximum use of the library, to keep the books in circulation and make them available to all the students. The withdrawal of books is governed by the following rules.

A fine of Rs. 1 per volume per day is charged for the books kept for more than 14 days after the date of issue.

These books are to be renewed by the students after two weeks and by the teachers after four weeks. The books are to be returned in proper condition to the librarian. Each student is issued a library cum identity card which the student will always keep in person. It can be checked any day by the college authorities. In case, this card is lost, new card will be issued on payment of Rs. 50/-. Students are responsible for their valuables while they are in the library. They should not tear off pages from books or mishandle the books. In that case, heavy fine will be charged which will be two times the cost of the book.

Photostat Facility

Photostat Facility is available to all the staff and students with nominal payment.

N-List Subscription

Our College Library has subscribed N-List under NME-ICT now funded by UGC, as college component under e- ShodhSindhu (Consortium) through which users (students and faculty) access E-Resources (E-Books/E-Journals).

Library Automation- There is a server and a client Computer (for students) in the Library -SOUL College version is purchased for Library Automation.

LABORATORIES

The college has well equipped Science Lab., Maths Lab., Language Lab., Computer Lab., Art Lab., Cultural Lab., AV Aids Work Lab., Health Lab., Curriculum Lab.



Educational Psychology Lab



Educational Technology Lab

Educational Psychology Laboratory

The Laboratory is well equipped with latest tests, tools, inventories and equipment for B.Ed. and M.Ed. curriculum requirements. The laboratory is used for imparting training in the administration, scoring and interpretation of tests to B.Ed. students. The laboratory is also used by M.Ed. and Ph.D. scholars for selecting and obtaining research tools.

Educational Technology Laboratory

Educational Technology Laboratory is well equipped with latest equipment for facilitating teaching-learning process and training purposes. This multipurpose room is used for preparing visuals and for the display of Teaching Aids.

- B.Ed. students are trained in handling various equipments available in the laboratory.
- Students are encouraged to prepare transparencies etc.
- Equipments are invariably used during Workshops, Extension lectures, Conference, Presentation programmes etc. in the College Hall, Conference room, and classrooms.
- Educational arts are shown to the students.
- Students are given training in practicing Skills of Teaching through Micro Teaching.
- Demonstration are given for Modelling CAI concept

Science Laboratory

The Science Laboratory is well equipped with the requisite facilities and equipments as per NCTE norms on desirable lines. The college has a well-equipped science laboratory with three big demonstration tables, charts and models, and apparatus required for conducting science practicals of school level. It has an epidiascope and a overhead projector also. This laboratory is utilized for conducting theory and practical classes both for teaching of physical sciences and life sciences. The curriculum of teaching of science requires intensive training in conducting practicals in science at high school level. To achieve this objective, the students are given training in conducting at least 10 practicals each in physical sciences and life sciences as prescribed in the school syllabi.



The laboratory is planned in such a way that the contents of theory are substantiated by the charts and models placed in the laboratory, to concretize the phenomena of sciences in the minds of learners. This laboratory is also utilized for giving demonstration lessons in teaching of physical sciences and life sciences to the students.

Art Laboratory

Workshop for fabricating teaching Aids and art exhibits, this lab is used for three purposes

- Conducting lectures for teaching of fine art and preparation of Paintings by the students of teaching of fine art.
- For providing training in preparation of articles prescribed in the syllabus of Home craft.
- For guiding and improving the teaching aids.

The art teacher purchases canvas, oil colours, pastel colours, enamel colours, brushes, pots, linseed oil, easels and books every year for providing training in the preparation of paintings. Material for art activities and home craft activities is purchased by the students at their own level.



ICT Resource Room

Institution has a well-equipped ICT Resource Room, which caters to the needs of B.Ed. students and teachers. There are multimedia computers and other equipments like Printer, Scanner. In addition to this, there are computers in college office, Library and technology Laboratory. ICT Resource Room is used for multifarious purposes.

- It is used for giving orientation about computers to B. Ed. students for paper E1 ICT Integration in Pedagogy.
- The services of the Laboratory are extensively utilized by the Research scholars and faculty for 'curium computers, the preparation of presentations, designing of Project Reports etc.

- The laboratory is open for accessing internet by all the teachers and all the students of the college.

Networking of Computers

The college is sensitized towards computerization and has developed networking of computers in different locations.

- Computer Laboratory' is fully networked for File and Printer Sharing and Internet Purposes
- Principal's Room, Educational Technology Laboratory, College Office, College Hall, College Library and Staff Room is also networked with Server in Computer Laboratory.
- There is Broadband Internet Connection for the College



ICT Resource Room

GYMNASIUM

To meet the needs of the faculty and the students with regard to exercise physiological resources, the institution has well equipped gymnasium with latest treadmills, exercise cycles, twister duals, skipping ropes, etc. different exercise are performed like aerobics and P.T. during sports events by using different props. To manage stress and healthy living, yoga workshops and seminars on yoga are organized. To ensure their physical fitness, the sports teacher provides guidance to them regarding different exercises. Sports and Physical education play an important role in developing a multi-dimensional personality of a student.

The Faculty and the students avail the facilities like treadmill, cycling, abpro machine, four station service unit, skipping ropes, etc. in the gym.

There is a facility for indoor games available in the health and physical resource centre. The faculty and the students avail the facilities such as carom, Chess, Table tennis and Educational board games which expand the intellectual horizons of the trainees.



Gymnasium

Curriculum Laboratory

The curriculum laboratory is the focal point in teacher education institution for instrumental material. It is composed for students and teachers in the professional core courses in education. The students can check out the textbooks, diverse material in print and non print format. The main purpose of curriculum laboratory is to initiate and guiding curriculum change.

Teaching Faculty



Sitting (left to right): Dr. Seema Rani, Dr. Pooja Arora, Dr. Meharban Singh, Dr. Ravjeet Kaur, Mrs. Neelu Jhanji (Acting Principal), Dr. Radha Arora, Dr. Pooja Bhardwaj, Dr. Kiran Walia, Mrs. Shivani Gulati

Standing (left to right): Mr. Maninder Pal Singh, Ms. Satinderbir Kaur, Ms. Mamta Rani, Mrs. Sakshi Sharma, Mrs. Gaganpreet Kaur, Mrs. Geetanjali Mittu, Mrs. Jaspreet Kaur, Ms. Anju, Mrs. Surjit Kaur, Mr. Harkamaljit Singh

College Office Staff

S. Amrit Pal Singh, S. Sukhdev Singh, S. Paramjit Singh

Electrician

S. Bhulinder Singh

Non-Teaching Staff

Smt. Raj Devi, Sh. Govind, Sh. Rajinder Kumar, Sh. Vijay Kumar,
Sh. Jagdish, Sh. Sandeep, Sh. Rakesh Kumar, Sh. Pankaj Kumar

ACADEMIC CALENDAR (2021-2022) (Tentative Dates & Months)

MONTH	PROGRAMME	DATES
July, 2021	Orientation programme (B.Ed. Semester-II)	23.7.2021 – 24.7.2021
	Theory & Practical Classes (B.Ed. Semester-II)	25.7.2021 – 31.7.2021
August, 2021	Theory & Practical Classes (B.Ed. Semester-II)	01.8.2021 to 07.8.2021
		31.08.2021
	Summer Break	08.8.2021 to 29.8.2021
	Celebration of Independence Day	15.8.2021
	Sadhna Diwas (NSS)	20.8.2021
	Trianga March	22.8.2021
September, 2021	Theory & Practical Classes (B.Ed. Semester-II)	01.9.2021 – 30.9.2021
	Teacher's Day Celebration (B.Ed. Morning Assembly- Section-C)	04.9.2021
	B.Ed. Morning Assembly- Section-B	10.9.2021
	B.Ed. Morning Assembly- Section-A	13.09.2021
	Hindi Diwas (Hindi Group)	14.9.2021
	Powerpoint Presentation Competition (inter House)	30.09.21
	NSS Day	24.9.2021
October, 2021	Theory & Practical Classes (B.Ed. Semester-II)	01.10.2021 – 31.10.2021
	Communal & Harmony Day	02.10.2021
	Gandhi Jayanti	02.10.2021
	GNDU Youth Festival	25.10.21 - 26.10.21
	World Mental Health Day	08.10.2021
	Unit Test	18.10.2021-23.10.2021
	National Unity Day	30.10.2021
November, 2021	Theory & Practical Classes (B.Ed. Semester-II)	01.11.2021 – 30.11.2021
	Orientation Programme (B.Ed. Semester-I)	28.11.2021 - 1.12.2021
	Celebration of National Education Day	11.11.2021
	Communal Harmony Campaign & Flag Day	19.11.2021-25.11.2021
	National Law Day Clinic and World Environment Protection Day	26.11.2021
	House Examination	27.11.2021-04.12.2021
December, 2021	Theory & Practical Classes (B.Ed. Semester-II & Semester-I)	01.12.2021-26.12.2021
	World Aids Day	01.12.2021
	World Disabled Day	03.12.2021
	International Girl Child Day	09.12.2021
	Human Rights Day	10.12.2021
	Field Engagement Programme (B.Ed. Semester-I)	17.12.2021-23.12.2021
	Winter Break	26.12.2021 – 11.1.2022
January, 2022	Theory & Practical Classes (B.Ed. Semester-I & II)	12.01.2022 – 31.01.2022
	National Youth Day – B'day S.Vivekanand	12.01.2022
	Lohri Celebration	13.01.2022
	National Girl Child Day	24.01.2022
	Ardas Diwas	24.01.2022
	Examinations (B.Ed. Semester-II)	31.01.2022 – 17.02.2022
February, 2022	Theory & Practical Classes (B.Ed. Semester- I & III)	01.2.2022 – 28.2.2022
	Celebration of Vasant Panchmi	05.02.2022

	Talent Hunt	10.02.2022 - 11.02.2022
	Morning Assembly (Section - A)	15.02.2022
	Oriental Programme (B.Ed Semester - III)	22.02.2022 - 23.02.2022
	Morning Assembly (Section - B)	23.02.2022
	Morning Assembly (Section - C)	25.02.2022
	Red Cross visit	Third Week
	Unit Test (B.Ed. Semester-I)	Fourth Week
	National Science Day	28.2.2022
March, 2022	Theory & Practical Classes (B.Ed. Semester-I & III)	01.03.2022 - 31.03.2022
	Kho Kho & Badminton Inter House Competition	02.03.2022 onwards
	National Safety Day	04.03.2022
	Inter House Thematic Display Competition	05.03.2022
	National Seminar (Holistic Development)	Second Week
	International Women's Day	08.03.2022
	World Maths Day (2nd Wednesday of March)	09.03.2022
	Sports Meet	Second Week
	House Examinations (B.Ed. Semester-I)	Third Week
	University Examinations (B.Ed. Semester-I)	Date to be specified
April, 2022	Theory & Practical Classes (B.Ed. Semester-III)	01.04.2022 - 30.04.2022
	Blackboard Writing Workshop (B.Ed. Semester-III)	04.04.2022
	Teaching Aid Competition (B.Ed. Semester-III)	05.04.2022
	World Health Day	07.04.2022
	Unit Test (B.Ed. Semester-III)	First Week
	World Book Day	23.04.2022
May, 2022	Theory & Practical Classes (B.Ed. Semester- II & III)	01.5.2022 - 31.05.2022
	National Technology Day	11.5.2022
	House Examinations (B.Ed. Semester-III)	Fourth Week

ABOUT THE COLLEGE

M.G.N College of Education, is one of the prestigious Colleges of North India, located in the historical and culturally alive city of Jalandhar, (Punjab). This College has played a leading role in higher education in the country. The College strives to provide a conducive environment for the pursuit of the academic activities. On account of its quality degree, pleasant environment, the College remains the institution of first choice for the admission seeking students. The College continues to retain its original teaching as well as examining functions. In addition to the on-campus teaching and research activities, the college also facilitates many knowledge-based activities in order to foster creativity among masses.

The College is situated in the heart of the city at a distance of about 5 kms from railway station and 4 kms from bus stand.

Admission process

Every year, a Common Entrance Test (C.E.T.) is conducted for admission to B.Ed. Course in the Colleges of Education (Govt., Govt. Aided, Private Self-Financed Colleges) affiliated to Punjab University, Chandigarh; Punjabi University, Patiala and Guru Nanak Dev University, Amritsar, as per N.C.T.E. (National Council for Teacher Education) norms and the Punjab Government admission policy.

ELIGIBILITY: -

a) (i) **Candidates with at least 50 % marks either in the Bachelor's Degree and/or in the Master's degree in Sciences/Social Sciences/ Humanities, Bachelor's in Engineering or Technology with specialization in Science and Mathematics with 55% marks or any other qualification declared equivalent thereto, are eligible for admission to the programme.

(ii) **The reservation in seats and relaxation in the qualifying marks in favour of the reserved categories shall be as per rules of the Govt. of Punjab.

**The above norms are as per Para 3(2) of Appendix IV of N.C.T.E. Notification 2014.

Note- (i) Any candidate with less than 50% or less marks would not be eligible.

(ii) There shall be a relaxation of 5 % marks in favour of SC/BC candidates. Candidate with less than 45% marks belonging to these categories shall not be eligible.

Provided that such minimum qualifying marks shall not automatically entitle a candidate to get admission in an institution but only entitle the candidate concerned to fulfil other institutional criteria notified by the institution concerned or by the Government concerned from time to time to apply for admission.

b) Candidate must have studied the major subject of the subject combination for at least two years at Bachelor's level/Master's level. Honours students shall opt for major subject in which they have obtained Honours, the minor subject should have been studied at least for one year.

2) Candidates who have appeared for qualifying examination and whose results have not been declared may be provisionally allowed to apply for Common Entrance Test at their own risk and responsibility but they shall become eligible for counselling only after they have produced the evidence of having satisfied the above said conditions on the date of counselling.

3) Result late (RL)/Re-evaluation/Compartment cases, if their results are declared before final counselling, shall be considered subject to availability of seats only.

4) In case of candidates who have done Honours in languages such as Hindi, Punjabi and English, the major subject will be language. Such candidates would be allotted minor subject by the college on the basis of other subject option/s permissible to the candidate by the respective University and the availability of the same in the college.

- **Scholarships and Stipends**

All scholarships, which are granted by the State and Central Governments are available to the deserving students. Students belonging to SC/ST/BC categories get all financial benefits, which are granted by the state Govt., provided valid documents are furnished in time.

- **Financial Aid**

There is a provision of Financial Aid to poor students from the college funds. In case of marriage of fourth-class employees or in the case of any acute need the faculty contributes and helps the fourth class employees financially. On Lohri and Diwali financial help is provided to the fourth class employees from the funds of the institutions. Uniform is provided to all fourth class employees from college funds. Staff quarters are provided to fourth class employees the college.

- **Book Bank Facility**

Book Bank facility is provided to the needy and economically weak students.

- **Health Services**

A part time Doctor is appointed. She visits to attend to general health problems of the faculty and the students. The institution has provided her with room equipment and medicines as per the requirements. She is called and consulted as required by the institution. Teachers and the students get medicines from the college doctor which are provided by the college free of cost.

- **Google Classroom**

We are using Google Classroom registered with our college website domain for teaching, learning and communication. Alongwith this we have provided email id's to all the students and teachers.

COLLEGE UNIFORM

On every college function, Morning Assemblies and on all the Tuesdays and Fridays, College Uniform is compulsory for all the students. The uniform is as follows :

Boys (B.Ed.)

Trouser : Black

Shirt : Cream

Turban : Orange

Pullover/blazer/sweater: Orange (winters)

Girls (B.Ed.)

Suit/ Dupatta: Skin and Orange

Sweater or Cardigan: Orange

POST MATRIC SCHOLARSHIP SCHEME TO SCHEDULE CASTE/ OTHER BACKWARD CLASS STUDENTS

This is centrally sponsored scheme, under the Ministry of Social Justice and Empowerment. Under this scheme students belonging to schedule caste/schedule tribes are given scholarships. Students already getting scholarship under any other scheme cannot avail scholarship under this scheme.

1. Conditions of Eligibility

Student who have secured not less than 50% marks in the previous final examination.

- Annual income from all sources of the students parents or guardian should not exceed incase of SC, Rs. 2,50,000/- and in case of BC annual income should not exceed Rs. 1,00,000/-
- Students obtaining benefits under this scheme will not be allowed to avail any other benefits under any other scheme for pursuing same course.
- Scholarship will not be given to more than two students in a family.
- Parents, guardians and the students should be the Domicile of Punjab State.
- Student should be regular in attendance.

- Continuation (Renewal) of the scholarship will be paid to those students who secure not less than 50% marks in the previous final examination for HC.
 - Students should have Aadhar Card and Income certificate.
 - Freeship card is mandatory for Post-Matric scholarship.
2. **Fees :** According to DPE instructions and Guru Nanak Dev University norms.
- For detailed information, students are advised to visit Govt. official website www.scholarships.punjab.gov.in

SCHEME OF POST MATRIC SCHOLARSHIP FOR STUDENTS BELONGING TO MINORITY COMMUNITIES.

Conditions for Applying :

1. Scholarship will be awarded to the students who have secured not less than 50% marks or equivalent grade in the previous final examination and the annual income of whose parents/guardians from all sources does not exceed Rs. 2,00,000 Lakh.
2. An Income Certificate issued from a Competent Authority in the State/UT Governments is required in respect of parent/guardian of the student.
3. A Self-Certified Community Certificate is required from the student who has attained 18 years of age. For others the Community Certificate certified by parent/guardian of the student is required.
4. The continuance of award (for Renewal applicants) will be subject to securing 50% marks in the previous year's examination (provided the students pursues the same course and same Institute/School)
5. Scholarship will not be given to more than two students from a family (applicable for all Scholarship Schemes meant for minorities under this Ministry taken together.)
6. Students should be regular in attendance for which the yardstick will be decided by the competent authority of the school.
7. The course/tuition fees and maintenance allowance will be credited to the student's account directly under Direct Benefit Transfer (DBT) mode.
8. The student obtaining benefits under this scheme shall not be allowed to avail of benefits under any other scheme for this purpose.
9. A student shall be eligible for only one scholarship out of all the available Scholarships of Central Government meant for SC/ST/OBC/minority.
10. It will be necessary for the eligible applicants to provide Aadhaar number and Income certificate at the time of admission.
11. Students who have entered Aadhaar in their online application correctly and Aadhaar seeded with any of their bank account in such cases the amount of scholarships will be credited to Aadhaar seeded bank account only.

Mode of applying :

The scheme is implemented through the National Scholarship Portal (NSP). It is mandatory for all students to apply online on the website i.e. www.scholarships.gov.in

COLLEGE ACTIVITIES

All notices regarding college activities will be put upon the notice board. The college expects the observance and maintenance of discipline and decorum by the students. Active participation in any college activity is compulsory. Guidance can be taken from concerned teachers.

List of College Activities are :-

A. TUTORIAL AND HOUSE SYSTEM

At the time of admission each student is allotted a tutorial group and a house. The purpose of tutorial is to bring the students and teachers in close contact. The students discuss the personal and academic problems with their tutors. All leave applications are recommended/sanctioned by the concerned tutors. The tutorial groups meet once a month. In the tutorial, the student will undertake all the activities as specified by the tutors, which are notified from time to time. The students of the college are divided into the following houses :

- Gandhi House
- Tagore House
- Aurobindo House
- Kalam House
- Plato House
- Socrates House
- Rousseau House
- Dewey House

Inter House competitions are held for different types of curricular and co-curricular activities.

B. PROPOSED ACTIVITIES UNDERGOING IN THE TUTORIALS AND HOUSES

- Inter House Powerpoint Presentation competition.
- Preparation of Thematic Boards.
- Black Board Writing & Sketching competitions.
- Teaching Aid competition.
- Slogan Writing competition.
- Identification of good speakers.
- Identification of Performers of folk Songs, geet, gazal, monoacting, Mimicry etc.
- Shabad/Bhajan singers.
- Identification of good writers (paragraph writing and essay writing competition)
- Handwriting and B.B. writing competitions.
- Playing of Musical instruments, Tabla, Harmonium, Sitar etc.
- Campus cleanliness drives.
- Quiz competitions
- Preparation of charts/models or posters on specific themes, like: AIDS, Drug addiction, Smoking, Drinking, Girlchild, Environment pollution etc.
- Rangoli, Flower arrangement and Salad preparation competitions.

All house incharges maintain a record of the activities undertaken by each student for internal assessment purpose and students maintain files of their activities.

C. MORNING ASSEMBLY

A day commencing with submission, provides us internal strength and courage to speak the truth. In view of this philosophy, the college provides experiences to the students. The morning assembly is held on Tuesdays/Fridays by the different houses. Morning Assembly provides the students a forum to deviate from the routine and get training in organizing the assemblies in the schools. The house leaders are responsible for the preparation and smooth conduct of this function. The tutors/house incharges are available to the student for guidance in sequencing the programme. These functions are indicators of organizing abilities and self discipline of the students.

D. TOURS AND EXCURSIONS

Picnic and Tours are important for inculcating sense of self discipline, spirit of co-operation and self-help. The college provides this opportunity to the students by organizing such activities. Students should carry their college identity card during college field tours.

E. ANNUAL SPORTS MEET

Sports are a crucial part of a student's growth and development. It plays an important role in developing a multidimensional personality of a student. An Annual Sports meet is conducted every year by the college where student teachers exhibit their ability in track and field events. Sports activities are embracing the college activities since 61 years. Students participate in various field and athletic events vis-a-vis 100m race, 200m race 4x10M Relay Race, Long Jump, Shotput, sack race, obstacle race, three-legged race, apple race, pillow fighting, tag of war, etc. Prior to the days of the events, enough time is given to the students for practice. The occasion is marked with the presence of Principals and Teachers from various schools and colleges. Winners of diverse events get the appreciation in the form of trophies and certificates from the revered personalities who are invited as chief guests. Best athlete among boys and best athlete among girls is declared at the end of the event. The whole event is continued for two to three days.

F. ALUMNI ASSOCIATION

The Alumni Association of the College of Education, Jalandhar came into existence in 2003 with its office bearers and executive members. In this, association, there is a long list of people with eminence working as Principals, Associate Professors, Assistant Professors, Managers, Headmasters, Lecturers, Army officers, Police officials, Bank officers. Alumni Association of the college conduct annual meetings of Executive members to discuss the future development and projects to be accomplished by the association. To revisit the nostalgic memories of the college, Alumni Association of the college organise Alumni Meet. Recently with the Pandemic situation, an online Alumni Reunion was organised. In this meet, more than 100 Alumni joined, who are working at national and international level. The office bearers of this association are President - S. Surjit Singh Walia, Vice President - Prof. Kala Singh, Secretary - Mrs. Neelu Jhanji, Cashier - Sh. Amritpal Singh

The main objective of the association is to provide welfare programmes for students, to make the best use of service of the alumni and to help the college authorities to establish this college as a centre of advanced studies and research in education.

COLLEGE CLUBS AND COMMITTEES

The college has framed various clubs and committees for organising and active participation by the students on different platforms. Every year, each Club and Committee selects Student Office Bearers for its smooth functioning which includes :- President, Vice President, Secretary

A. IQAC (INTERNAL QUALITY ASSURANCE CELL)

Since quality enhancement is a continuous process, the IQAC has become a part of an institution's system and work towards realising the goals of quality enhancement and sustenance. The prime task of the IQAC is to develop a system for conscious, consistent and catalytic improvement in the performance of institutions. For quality enhancement and sustenance IQAC organises & hold various activities under different clubs, committees and cells of the college.

Objectives of the cell :

IQAC will facilitate / contribute :

- To a heightened level of clarity and focus in institutional functioning towards quality enhancement and facilitate internalization of the quality culture.
- To the enhancement and integration among the various activities of the institution and institutionalize many good practices.
- To provide a sound basis for decision making to improve institutional functioning.
- To act as a change agent in the institution.
- To better internal communication.

B. CAREER AND COUNSELLING CELL

This cell offers support to the students to make them confident to perform better. It addresses both the academic and career concern.

Objectives of the Cell :

- To create awareness among the students for their future profession.
- To help the teacher trainees in identifying and developing their abilities and interests.
- To provide guidance to the students on various options available in the course of their study.
- To provide information to the students on the scope and relevance of any area irrespective of their field of interest.
- To help the students in the development of their self-identity, use of appropriate social skills for interacting with others.
- To provide guidance to develop positive attitude and behaviour in order to meet challenges of life to make it healthier.
- To help the students to adjust with the changing environment.

Activities to be performed by the cell :

- Placement drives
- Workshop/Seminars
- Extension Lectures
- Career Talks

C. EQUAL OPPORTUNITY CELL

Objectives of the Equal Opportunity Cell :

1. To eliminate the discrimination or harassment.
2. To promote the equality among all.
3. To adopt and implement harmonized guidelines and space standards for barrier free built environment for all.

4. To identify the issues in the campus and to provide an enabling and non discriminative environment for all.
5. To promote inclusive policies and practices for all in the campus.
6. To look into the grievances and ensure equality and equal opportunities to the disadvantaged group in campus through proper implementation of policies skills and programs of society.
7. To disseminate the information related to schemes and programs offered by government for equal opportunities.

D. GRIEVANCE REDRESSAL CELL.

Objectives of the Cell :

- To ensure effective solution to students grievances with an impartial and fair approach.
- Redressal of student's grievances to solve their academic and administrative problems.
- Upholding the dignity of the college by ensuring strife free atmosphere in the college through promoting cordial student-student relationship and student-teacher relationship etc.
- Advising students of the college to respect the right and dignity of one another and show utmost restraint and patience whenever any occasion of rift arises.
- Advising all staffs to be affectionate to the students and not behave in a vindictive manner towards any of them for any reason.
- To ensure the qualitative as well as quantitative development of the institution through the grievance and Redressal cell.
- To provide the students access to immediate hassle free recourse to have their Grievance redressed.

E. CULTURAL ACTIVITY CLUB

Cultural activity club has been formed for the achievement of following objectives :

- Development of Personality
- Educating for Emotional maturity
- Cultural transmission
- Recognizing diversity among cultures
- Enhancing self confidence, mutual co-operation.

Activities to be performed by the club :

- Talent Hunt – To explore the young talent, every year Talent Hunt is being organised in the college in Literacy, Fine Arts, Theatrical, Singing and Dancing categories.
- Inter-college competitions
- Prepare students for participation in the Youth festivals. – To give platform to recognize the talent of youth in different areas, students of the college participate in the Youth Festival organized by GNDU, under the supervision of experts and teachers.
- Inter house competitions.
- Preparation and presentation of cultural items during college events.

F. RED RIBBON CLUB

This is a voluntary club for AIDS control on Campus with intervention programme to cover young people in campus as well as in community.

Objectives of the club :

1. To reduce new HIV infection among youth by raising their risk perception through proper education on sex and sexuality and HIV/AIDS by acquiring new skills of communication, self protection, self negotiation, care and support and effective group interaction.

2. To prepare the youth as peer educators and agents to change by developing their skills on leadership and team building.

Activities to be performed by the club :

In order to achieve the above stated objectives, the following activities are proposed for session.

1. Inter-House Competitions such as - Art Competition, Declamation Contest, Quiz, Debate
2. AIDS Awareness Rally
3. Blood Donation Camp
4. Visit to place which are working for AIDS awaterness e.g. Science City, Red Cross Bhawan, Red Ribbon Express etc.

G. LITERARY CLUB

Objectives of the Club :

- Developing communication skills and enabling students to think spontaneously.
- Boosting positive habits like reading and independent research.
- Preparing students to work in global community by reflecting upon social political and moral uses.
- Analysing issues and coming up with solutions.
- To act as positive catalyst for upgrading & sharpening skills viz. listening speaking reading and writing skills.

Activities to be performed by the club :

1. Debate Competition
2. Poetic Recitation Competition
3. Extempore
4. Guest Lectures (related to cultural and literary developments of different languages)
5. Slogan Writing Competition

H. MATHEMATICS CLUB

Objectives of the Club :

- Mathematics club creates more interest among the pupils to learn the subject.
- It makes the student to participate freely in the activities of mathematical learning.
- It makes the subject mathematics a pleasant creative activity of learning.
- It motivates the student towards learning mathematics.
- It promotes healthy competitive environment among the students and to encourage them for guided discovery.
- It helps in identifying the gifted, talented and creative student in the class.
- To establish good relationships between the students and the teachers and the society.
- To develop positive attitude towards the subject.
- The pupils spend their leisure time in the activities of clubs to gain knowledge and skills.
- It provide a social atmosphere for informal discussion and promote group work and social life.

Activities to be performed by the club :

- All the club members together should celebrate the birthdays of great mathematicians.
- The club should establish a mathematics library and the students should be engaged to use the facility.
- Programmes like debates, seminars, quizzes are to be conducted on the topic of mathematical interest by the members of the club.
- Some guest lectures and talks by eminent scholars of mathematics can be arranged by the club on different topics of mathematics.

- It should encourage children in solving various puzzles published in magazines both at regional and national level.
- It can take up the work of collecting various models, aids for the utilizations in mathematics museum.
- Seminars can be arranged on vedic mathematics, magic squares, speed mathematics, tricky maths, puzzles, riddles etc.
- Various talent competitions like quizzes, preparation of mathematical models etc. can be organised.

I. HEALTH CLUB

College has well established gymnasium for health maintenance.

Objectives of the club :

- To inculcate health related knowledge among the students.
- To develop a desirable health attitude among the students.
- To motivate the students to acquire healthy habits in their lives.
- To guide them actively to develop desirable health practices.
- To develop physical and emotional aspects of the students.
- To equip the students with understanding of better human relationships, particularly from the stand point of health.
- To make the students responsible about the society with respect to health.
- To enable the future teachers to identify health related problems among their students.
- To enable the students to take appropriate steps during the occurrence of any health related problem among their students.
- To provide health counseling and guidance services.
- To help the students to achieve deeper insight into the nature of social relationships and family life.

Activities to be performed by the club :

- Regular Medical checkups.
- Keeping records of height/weight and other home parameters like B.P/Hb/sugar level.
- Preparation of Diet charts.
- Lectures by health experts.
- First Aid Training
- First Aid box Preparation

J. SCIENCE CLUB

Objectives of the Science Club :

1. To aware the students with knowledge in past and recent inventions in science.
2. To understand scientific knowledge through science experiments.
3. To develop scientific thinking and rational attitude among students.
4. To focus on the long term academically focused relationships between youth / students & practicing scientists.

Activities :

- Display of the science news.
- Celebration of National Science Day.
- Celebrating the Birthdays of Indian and Foreign scientists.
- Preparing MINI projects, models and charts & posters
- Holding Science Exhibition and Fair.

K. CYBER CLUB

This club is basically formed to enhance skill level of student other than regular curriculum and give benefits to student who wants to do more activity with their talent in the field of computer technology & networking.

Objectives of the club :

- To create awareness on the current trends on computers.
- To improve analytical & logical skills.
- To learn the dynamics of a computer and use it for higher learning.
- Introducing students to new technologies.
- To bring out creative talents.

Activities :

- Computers support for all College events.
- Developing presentation for several educational or co-curricular activities.
- Organises workshop.
- Competition on PowerPoint Presentation.

L. LIBRARY CLUB

Objectives of the science club :

1. To implement, enrich and support the educational program of the college.
2. To promote the better use of library resources and services among the students.
3. To inculcate reading habit among the students.
4. To provide opportunities to the students and teachers to exchange and discuss the ideas and issues relating to the library.
5. To celebrate the important days and weeks relating to the library profession.
6. To create awareness among the students about the importance of a library for their personal and social development.

Activities :

- Books displays and exhibition.
- User education programmes.
- Lectures, seminars and group discussions.
- To celebrate National Librarian's day.
- To celebrate World Book and Copyright Day.
- To celebrate National Library Week.

Other Activities :

- Story telling, Games
- Book Talks and Book Recommendations activity.
- Leading Book Donation Drive to support the poor students.
- Assigning and performing of library duties like shelving of books, maintenance of books, making of poster and charts to promote library activities.

M. YOUTH RED CROSS UNIT

Youth Red Cross unit is formed in the college every year.

Objectives of the Unit :

1. Service to society
2. Promotion of National and International friendship.

3. Social Awareness through eradication of social evils.
4. Promotion of Health and Hygiene and First Aid Training.
5. Protection of Environment and Disaster Management Training.

Activities to be performed by the club :

Organising First Aid Training Camp for Hygiene, Conducting Poster making, Slogan writing, Essay writing competitions on the theme of National and International Friendship, Visit to Juvenile Home and Red Cross School for developing Social Awareness towards these children.

N. NSS UNIT

The NSS unit of the college is formed every year which consists of more than 100 volunteers. The unit conducts one day camps as well as seven days camp every year.

Objectives of N.S.S. unit :

- To create a feeling of belongingness with the members of society.
- To inculcate a sense of responsibility towards the society.
- To equip the Volunteers with understanding of Hygienic Environment.
- To enable the Volunteers to put their effort in making their Environment healthy.
- To make the Volunteers enable to interact with the weaker sections of the society.
- To enable the Volunteers to understand the needs of the weaker sections of the society.
- To enable the volunteers to understand the concept of Experiential learning and work education as mentioned in Nai Taleem.
- To enable the Volunteers to organise such kind of social services in near future also.
- To enable the Volunteers to become an effective teacher who has an association with the society.

Activities to be performed by the unit :

- Cleanliness drive to fulfil the aim of Swatch Bharat Abhiyaan
- One day N.S.S. Camp
- Seven days N.S.S. Camp
- Two weeks N.S.S. Camp
- Activities to promote work education : preparing pots, best out of waste material, craft, etc.
- First Aid Training
- Survey in the weaker sections of the society
- Visit to Community Service Institutions like old age homes, orphanage home, special schools etc.
- Pulse Polio Drive
- Lectures on burning issues of the society
- Awareness Rallies on the issues like Fit India, Jai Shakti Abhiyan, etc.
- Blood Donation Camp
- Medical Checkup Camp
- Organising Plantation within the College premises and Community Service Institutions.
- Cultural Activities spreading Awareness in the society.
- Visit to Rural / Urban slum area school
- Awareness campaigns vis-a-vis Road Safety, Environment, Human Rights, etc.

O. LEGAL AID CLINIC

Objectives of the clinic :

- To keep a watch on the acts of injustice

- To report the act of ragging if any
- To organize legal awareness camp
- To educate students to enable them to be aware of rights to live with human dignity and to enable them all constitutional rights.

Activities :

- Seminar by legal expert
- Extension Lectures

P. WOMEN WELFARE COMMITTEE

Objectives of the Committee :

- To create social awareness about the problems of women and in particular regarding gender discrimination.
- To develop the self-confidence among women.
- To guide about women welfare laws.
- To highlight the importance of women health and hygiene.
- To direct women's role in the society.
- To prevent sexual harassment and to promote general well-being of female students, teaching and non-teaching women staff of the college.
- To prepare young women as an active fusion of modernity and tradition.
- To empower women by making them involved in various activities.

Activities to be performed by the Committee :

- Organising seminars related to women development.
- Extension Lectures
- Sharing about successful women entrepreneurs
- Regular display of articles relating to women achievement on Notice board.
- Display board
- Celebration of Women's day
- Celebration of International Girl Child day
- Celebration of National Girl Child day

Q. DE-ADDICTION COMMITTEE

De-addiction committee of the college selects the student members every year. As instructed by Government DAPOs and Buddy groups are formed under this.

Objectives of the Committee :

- To create awareness and educate youth and society about the ill-effects of alcoholism and substance abuse on the individual family, the workplace and society at large.
- To motivate and encourage stakeholders, i.e. community, parents, teacher, NGO etc. in the fight against drug abuse including alcohol
- To spell out clearly the role and responsibility of the youth in minimizing / curbing drug abuse.
- To participate in the activities organised by government regarding drug abuse.
- To chalk out the strategies to mitigate the negative health and social consequences of drug use.

Activities to be performed by the committee :

- Awareness campaign
- Discussion / Lectures / Seminars on the current issues
- Rallies

- Tree plantation
- Cleanliness Drives
- Display of Posters
- Inter House competitions such as Essay writing, poster making etc.
- Preparation of Diet charts
- Medical check up camp

R. ANTI RAGGING COMMITTEE

Objectives of the committee :

1. To aware the students of dehumanizing effect of ragging inherent in its perversity.
2. To keep a continuous watch and vigil over ragging so as to prevent its occurrence and recurrence.
3. To promptly and stringently deal with the incidents of ragging brought to our notice.
4. To generate an atmosphere of discipline by sending a clear message that no act of ragging shall be tolerated and any act of ragging shall not go unnoticed and unpunished.

List of the Holidays

HOLIDAYS	DATE
• LOHRI	13.01.2022
• REPUBLIC DAY	26.01.2022
• BIRTHDAY OF SHRI GURU RAVIDASS Ji	16.02.2022
• MAHA SHIVRATRI	01.03.2022
• HOLI	18.03.2021
• BAIKATHI / MAHAVEER JAYANTI / BIRTHDAY OF DR. B.R. AMBEDKAR	14.04.2022
• INDEPENDENCE DAY	15.08.2022
• JANMASHTAMI	19.08.2022
• MAHATMA GANDHI JAYANTI	02.10.2022
• DUSSEHRA	05.10.2022
• DIWALI	24.10.2022
• BIRTHDAY OF SHRI GURU NANAK DEV Ji	08.11.2022
• BIRTHDAY OF SHRI GOBIND SINGH Ji	29.12.2022

WINTER BREAK: 26.12.2021 – 11.01.2022

SUMMER BREAK: DATE TO BE SPECIFIED

Clubs Responsible for the Celebration of Important Days

Day	Date	Club
Sadbhavana Diwas	20-08-2021	N.S.S. Unit
Teacher's Day	05-09-2021	B.Ed. Students
Hindi Diwas	14-09-2021	Hindi Students
Communal & Harmony Day	02-10-2021	Red Cross Club
National Education Day	11-11-2021	Literary Club
National Law Day	26-11-2021	Legal Aid Clinic
World Environment Protection Day	25-11-2021	N.S.S. Unit
World AIDS Day	01-12-2021	Red Ribbon Club
World Disables Day	03-12-2021	Career and Counselling Cell
International Girl Child Day	09-12-2021	Women Welfare Committee
Human Rights Day	10-12-2021	Legal Aid Clinic
National Youth Day (B'day of Swami Vivekanand)	12-01-2022	Red Ribbon Day
National Girl Child Day	24-01-2022	Women Welfare Committee
National Science Day	28-02-2022	Science Club
National Safety Day	04-03-2022	Red Cross Unit
International Women's Day	06-03-2022	Women Welfare Committee
World Maths Day (2 nd Wednesday of March)	07-03-2022	Maths Club
World Health Day	07-04-2022	Health Club
World Earth Day	22-04-2022	Science Club
World Book Day	23-04-2022	Library Club
National Technology Day	11-05-2022	Cyber Club

FACULTY OF EDUCATION

SYLLABUS

FOR

BACHELOR OF EDUCATION

(B.ED) (TWO YEARS)

FOR

(SEMESTER I-IV)

Examinations: 2021-2023

**BACHELOR OF EDUCATION (B.Ed.)
SCHEME OF STUDIES**

SEMESTER-I

Sr. No.	Paper No.	Paper Code	Title	Marks	Teaching (Credits)	Practical (Credits)
1	I	P-I	Understanding the Learner and Learning Environment	100	4	1
2	II	P-II	Contemporary India and Education	100	4	1
3	III	P-III	Education and Development	50	2	1
4	IV	CP I(A)	Pedagogy of a School Subject – I (PS-I)	50	2	1
			Part A/Any one:			
			i. Pedagogy of Punjabi			
			ii. Pedagogy of Hindi			
			iii. Pedagogy of English			
			iv. Pedagogy of Social Science			
			v. Pedagogy of History			
			vi. Pedagogy of Economics			
			vii. Pedagogy of Commerce			
			viii. Pedagogy of Mathematics			
			ix. Pedagogy of Computer Science			
			x. Pedagogy of Science			
			xi. Pedagogy of Physical Science			
			xii. Pedagogy of Life Science			
			xiii. Pedagogy of Home Science			
			xiv. Pedagogy of Physical Education			
			xv. Pedagogy of Music			
			xvi. Pedagogy of Fine Art			
5	V	CP II(A)	Pedagogy of a School Subject – II (PS-II)	50	2	1
			Part- A (Any one)			
			i. Pedagogy of Punjabi			
			ii. Pedagogy of Hindi			
			iii. Pedagogy of English			
			iv. Pedagogy of Social Science			
			v. Pedagogy of History			
			vi. Pedagogy of Economics			
			vii. Pedagogy of Commerce			
			viii. Pedagogy of Mathematics			
			ix. Pedagogy of Computer Science			
			x. Pedagogy of Science			
			xi. Pedagogy of Physical Science			
			xii. Pedagogy of Life Science			

			vi. Pedagogy of Physical Education				
6	VI	CP-III	Language across the curriculum		50	2	1
7	VII	ETC-1	Reading and reflecting on Texts		50	1	2
8	VIII	FE-1	Field Engagement with School (1week)		25	0	1
		Total Credits			475	17	9

SEMESTER-II

Sr. No.	Paper No.	Paper Code	Title	Marks	Teaching (Credits)	Practical (Credits)	Internship
1	I	P-IV	Understanding the Learning process	100	4	1	
2	II	CP-IV	Assessment for learning	100	4	1	
3	III	P-V	Educational Technology and ICT	100	4	1	
4	IV	CP-I(B)	Pedagogy of a School Subject - I (PSI)	50	2	1	
			Part-B (As selected in the First Semester)				
			i. Pedagogy of Punjabi				
			ii. Pedagogy of Hindi				
			iii. Pedagogy of English				
			iv. Pedagogy of Social Science				
			v. Pedagogy of History				
			vi. Pedagogy of Economics				
			vii. Pedagogy of Commerce				
			viii. Pedagogy of Mathematics				
			ix. Pedagogy of Computer Science				
			x. Pedagogy of Science				
			xi. Pedagogy of Physical Science				
			xii. Pedagogy of Life Science				
			xiii. Pedagogy of Physical Education				
5	V	CP-II	Pedagogy of a School Subject - II (PSII)				
		(B)	Part B (As selected in the First Semester)				
			i. Pedagogy of Punjabi 50	2	1		
			ii. Pedagogy of Hindi				
			iii. Pedagogy of English				
			iv. Pedagogy of Social Science				
			v. Pedagogy of History				
			vi. Pedagogy of Economics				
			vii. Pedagogy of Commerce				
			viii. Pedagogy of Mathematics				
			ix. Pedagogy of Computer Science				
			x. Pedagogy of Science				

			vi. Pedagogy of Physical Science				
			vii. Pedagogy of Life Science				
			viii. Pedagogy of Physical Education				
6	VI	EPC-II	Drama and Art in Education	50		2	
7	VII	FE-II	Communication Skills	25		1	
		Total Credits		475	16	8	

SEMESTER-III

Sr. No.	Paper No.	Paper Code	Title	Marks	Practical	Practical (Credits)
1	I	CP-	School Internship	350	15 weeks	15
		I(SI)&CP-	Pedagogy of School Subject - I (PS I)			
		II(SI)	Pedagogy of School Subject - II (PS II)			
2	II	FE-III	Field Engagements with community and CP (NSS, Community Services etc.)	50	2 weeks	2
		Total Credits		400	17 weeks	17

SEMESTER-IV

Sr. No.	Paper No.	Paper Code	Title	Marks	Teaching (Credits)	Practical (Credits)
1	I	P-VI	Gender, School and Society	50	2	1
2	II	P-VII	Guidance and Counselling	50	2	1
3	III	P-VIII	Inclusive Education	50	2	1
4	IV	P-IX	School Management	50	2	1
5	V	CP-V	Optional Courses (Opt any one)			
6	V	i	Vocational and Work Education	50	2	1
7	V	ii	Health and Physical Education			
8	V	iii	Peace and Value Education			
9	V	iv	Foundations of Curriculum Development			
10	VI	EPC-III	Enriching Learning through ICT	50	1	2
11	VII	EPC-IV	Understanding the self	50	1	2
		Total Credits		350	12	9

②

SEMESTER-I

PAPER-I

UNDERSTANDING THE LEARNER AND LEARNING ENVIRONMENT (P-I)

Time: 3 Hrs.

Total Marks: 100

Theory: 70

Sessional Work: 30

Instructions for the Paper Setters :-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

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

- Describe the stages of growth and development
- Understand characteristics of adolescents with reference to socio-cultural factors
- Analyze the concept of inequality, marginalization and multi-culturalism and their effect on learning
- Analyze the different learning approaches and their educational implications
- Understand the role of teacher in holistic perspective of learner and learning
- Understand the importance of individual differences in normal classroom

SECTION-A

- a) Stages of growth and development with special reference to Adolescent and their characteristics – physical, cognitive, social, emotional, moral.
- b) Socio – cultural factors influencing cognition and learning in adolescents w.r.t. family, school, community and religion.
- c) Learner in different learning environment: concept of marginalization (with emphasis on gender inequalities) inclusive setting, multi-culturalism

SECTION-B

Cognitive and Information processing approaches

- a) Piaget's cognitive development theory : Concept, features and applications
- b) Sternberg's information processing theory : Concept, features and applications
- c) Gardener's multiple intelligences : Concept, features and applications

SECTION-C

Humanistic and Psycho-social approaches

- a) Kohlberg's moral development : Concept, features and applications
- b) Roger's Social – constructivism : Concept, features and applications
- c) Erickson's psycho-social development : Concept, features and applications

SECTION-D

- a) Understanding individual difference based on cognitive abilities and affective domain, and their implications for catering to individual variations in view of difference rather than deficit.
- b) Facilitating holistic development of learner: motivation, collaborative, self regulated learning and self – efficacy
- c) Role of teacher in different learning environment settings

SESSIONAL WORK

Performance in unit tests and house examination

10 Marks

Attendance

05 Marks

Assignments on the following

15 Marks

- Presentation on issues of marginalization with special reference to gender inequality.
- Report based on observation of children (Different age groups) in their natural setting with respect to Piaget's theory of cognitive development.

REFERENCES:-

1. Aggarwal, J.C. (2009), *Essentials Of Educational Psychology*. Vikas Publishing House Pvt. Ltd.: New Delhi.
2. Berk, L.E., (2000), *Childhood to Adolescence*. Mc.Graw Hill Company. London 2.
3. Berk, L.E., (2007), *Development through the life span*. Pearson Educational. New Delhi.
4. Bhatia, K.K. (2008), *Ruses of Educational Psychology*. Ludhiana: Kalyani Publishers.
5. Chauhan, S.S. (2002), *Advanced Educational Psychology*. New Delhi: Vikas Publishing House.
6. Collins R (1979). *The Credential Society: an Historical Sociology of Education and Stratification*. New York: Academic Press;
7. Dash, B.N. (2004), *Theories of Education & Education in the Emerging Indian Society*. New Delhi: Dominant Publishers and Distributors.
8. Gupta D (1991), *Social Stratification*. New Delhi: Oxford University Press;
9. Mangal, S.K. (2002), *Advanced Educational Psychology*. New Delhi: Prentice Hall of India.
10. Sharma K.I. (1999), *Social Inequality in India: Profiles of Caste, Class and Social Mobility*. Jaipur: Rawat Publications;
11. Sandra Goss Lucas, Douglas A. Bernstein (2014), *Teaching Psychology: A Step-By-Step Guide*. Second Edition. Psychology press: New York.
12. Woolfolk, A. (2012), *Educational Psychology*, 12/E. Pearson publisher: New Delhi.

SEMESTER-I

PAPER-II

CONTEMPORARY INDIA AND EDUCATION (P-II)

Time: 3 Hrs.

Total Marks: 100

Theory: 70

Sessional Work: 30

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

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

- Differentiate among Diversity, Inequality and Marginalization.
- Understand LPG (Liberalization, Privatization and Globalization) and its Impact on Society.
- Know historical background of Secondary Education
- Understand the constitutional obligations in relation to education.
- Understand the dynamism in concepts of education in relation to changing socio, political and economic conditions in India.

- Familiarize with the present educational problems of Secondary Education.
- Critically appraise various aspects of Secondary Education.

SECTION-A

- Meaning of Diversity, Inequality and Marginalization (in society from the perspective of Economic, Social, Religious, language) and the Implication for Education.
- Equality of Educational Opportunities – Meaning, Provisions and Outcomes.
- LPG (Liberalization, Privatization and Globalization): concept, their implications on educational sector and Indian Society.

SECTION-B

- Educational Structure in Contemporary India and role of related Bodies NCERT, UGC, NCTE, NAAC, SCERT, DIET's.
- Constitutional Provisions- Preamble, Fundamental rights and duties.
- Critical evaluation of constitutional provision on equality of opportunities.

SECTION-C

- Universalisation of Elementary Education: Expansion, Equity and Excellence.
- Sarv Shiksha Abhiyan and Mid Day Meal : Role and present status in the state of Punjab
- RTE Act-2009 and its Implications.

SECTION-D

- Universal Secondary Education: Expansion, Equity and Excellence; present status and Role of RMSA
- Pedagogic and Curricular Shifts from NPE-1986 to NCF-2005 and NEP (2020).
- NCFTE-2009: Implications for Teacher Education for UEE and USE.

SESSIONAL WORK

Performance in unit tests and house examination

10 Marks

Attendance

05 Marks

Assignments on the following

15 Marks

Critical analysis of the following policy documents :

- Right to Education Act-2009
- National Curriculum Framework-2005 and NCFTE-2009.

REFERENCES :

- Aggarwal, J.C. (2009), *Teaching Of History*. Vikas Publishing House Pvt. Ltd.: New Delhi.
- Bhatt, B.D. (2005), *Modern Indian Education. Planning and Development*. Kanishka Publishers, New Delhi
- Goel, S.L. and Goel, A. (1994), *Education Policy and Administration*. Deep and Deep Publications, New Delhi.
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- Gupta, V.K and Gupta, Ankur (2005), *Development of Education System in India*. Vinod Publication, Ludhiana.
- Inderjeet, K. and Raj Kumar (2006), *Development of Educational System in India*. 21st century Publication, Patiala.
- Jayapalan, N. (2002), *Problems of Indian Education*. H.B. Bhargava Publications, Delhi.

8. Murti, S.K. (2004), *Teacher and Education in Indian Society*. Vinod Publications, Ludhiana.
 9. NCERT (2005), *National curriculum Frame work*.
 10. Nesla (2004), *Theory and Principles of Education*. Vinod Publications, Ludhiana.
 11. Onnumen, T.K. (2014), *Social Inclusion in Independent India: Dimensions and Approaches*. Orient Publishers.
 12. Pathak, A. (2002), *Social Implications of Schooling: Knowledge, Pedogogy, and Consciousness*. Rainbow Publishers
 13. Sachdeva, M.S and Umesh (2005), *A Modern Approach to Education in Emerging Indian Society*. Vinod Publications, Ludhiana.
 14. Sodhi, T.S. (2005), *Development of Educational System in India*. Bawa Publications, Patiala. 13.
 - Venkateshwaran (2004): *Principles of Education*. Vinod Publications, Ludhiana.
 15. Vijayen, Premavathy & Geetha, T. (2006), *Integrated & Inclusive Education: DSE(VI) Manual*. Kanishka Publishers. New Delhi.
 16. Walia, J.S. (1998), *Modern Indian Education and its Problems*. Paul Publishers, Jalandhar.
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SEMESTER-I
PAPER-III
EDUCATION AND DEVELOPMENT (P-III)

Time: 1.30 Hrs.

Total Marks: 50
Theory: 35

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Course Objectives: After the completion of the course students will be able to: Understand the evolution of education.

- Analyse the social, cultural and political context of education.
- Examine the changing emphasis on education in the context of globalization and internationalization.
- Understand the relevance of education in relation to social, political, economic and cultural context.
- Make the students understand how education helps in economic and national development.

SECTION-A

1. Meaning and concept of Education – Indian and Western perspective.
2. Changing aims of education in the context of Globalization.

SECTION-B

1. Role of education for ensuring sustainable development goals.
2. Education for 21st century, four pillars of education as recommended by UNESCO.

SECTION-C

1. Education as an instrument of social change.
2. Education for Democracy, National Integration and International Understanding.

SECTION-D

1. Home, School and Community as mediator of education.
2. Concept of values – importance, classification of values, sources of values, ways and means of inculcation of values.

SESSIONAL WORK

Performance in unit tests and house examination **05 Marks**

Attendance **02 Marks**

Assignments on the following **08 Marks**

- One Assignment on contribution of any one of the following w.r.t character development of an individual. Shri Guru Nanak Dev, Swami Vivekanand, Mahatma Gandhi, Rabindra Nath Tagore.

REFERENCES:-

1. Aggarwal, J.C. (1993), *Landmarks in the History of Modern Indian Education*, Vikas Publishing House, New Delhi.
2. Aggarwal, J.C. (2002), *Development and Planning of Modern Education*, Vikas Publishing House, New Delhi.
3. Aggarwal, J.C.(2008), *Theory & Principles Of Education*, Vikas Publishing House Pvt. Ltd.: New Delhi.
4. Bhatia, K.K, and Narang, C.L. (1996), *The Teacher and Education in Emerging India Society*, Tandon Publications, Ludhiana. 2nd rev. ed.
5. Bhatia, K.K. and Narang, C.L. (1992), *Philosophical and Sociological Foundations of Education*, Duaba House, Delhi.
6. Bhatt, B.D. (2005), *Modern Indian Education. Planning and Development*, Kanishka Publishers, New Delhi.
7. Brubacher, John S. (1983), *Modern Philosophies of Education*, Tata McGraw Hill, New Delhi (Also Pbi, Translation by Punjabi University) 4th ed.
8. Chaube, S.P. (1997), *Philosophical and Sociological Foundation of Education*, Ravi, Noudarnalya, 5th rev. ed. Agra.
9. Cole Luella (1950), *A History of Education: Socrates to Montessori*, Holt, Rinehart & Winston, New York, 1950.
10. Dash, D.N. (2005), *Philosophical and Sociological Foundation of Education*, Dominant Publisher, New Delhi.
11. Dewey, John. (2004), *Democracy and Education. An Introduction to the Philosophy of Education*, Aakar Books, New Delhi.

SEMESTER-I
PAPER: IV and V
PEDAGOGY OF PUNJABI
CP I and II (A) Option (i)
ਪੰਜਾਬੀ ਅਧਿਐਨ

Time: 1.30 Hrs.

Total Marks: 50
Theory: 35
Sessional Work: 15

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A, B, C and D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

ਉਦੇਸ਼

1. ਵਿਦਿਆਰਥੀ-ਅਧਿਆਪਕਾਂ ਵਿੱਚ ਪੰਜਾਬੀ ਪੜ੍ਹਾਉਣ ਦੀ ਰੁਚੀ ਪੈਦਾ ਕਰਨੀ।
2. ਵਿਦਿਆਰਥੀ-ਅਧਿਆਪਕਾਂ ਵਿੱਚ ਸਕੂਲ ਪੱਧਰ ਤੇ ਮਾਤ-ਭਾਸ਼ਾ ਪੜ੍ਹਾਉਣ ਸਬੰਧੀ ਪੇਸ਼ ਆਉਂਦੀਆਂ ਮੁਸ਼ਕਿਲਾਂ ਹੱਲ ਕਰਨ ਦੇ ਯੋਗ ਬਣਾਉਣਾ।
3. ਵਿਦਿਆਰਥੀ-ਅਧਿਆਪਕਾਂ ਵਿੱਚ ਸਿਰਜਨਾਤਮਿਕ, ਉਪਚਾਰਤਮਿਕ ਤੇ ਅਨੁਸੰਧਾਨਤਮਿਕ ਕੁਸ਼ਲਤਾਵਾਂ ਦਾ ਵਿਕਾਸ ਕਰਨਾ।
4. ਵਿਦਿਆਰਥੀਆਂ-ਅਧਿਆਪਕਾਂ ਨੂੰ ਲੋੜ ਅਨੁਸਾਰ ਹਵਾਲਾ ਪੁਸਤਕਾਂ ਦੇ ਵਰਤੋਂ ਕਰਨ ਦੀ ਆਦਤ ਪਾਉਣੀ।
5. ਵਿਦਿਆਰਥੀਆਂ-ਅਧਿਆਪਕਾਂ ਨੂੰ ਸਾਹਿਤ ਦੇ ਵਿਭਿੰਨ ਰੂਪਾਂ ਦੇ ਅਧਿਆਪਨ ਵੰਗਾਂ ਬਾਰੇ ਜਾਣਕਾਰੀ ਦੇਣਾ।
6. ਵਿਦਿਆਰਥੀ-ਅਧਿਆਪਕਾਂ ਨੂੰ ਮਾਤ-ਭਾਸ਼ਾ ਦੀ ਸਿੱਖਿਆ ਦੇ ਉਦੇਸ਼ਾਂ ਅਤੇ ਸਿਧਾਂਤਾਂ ਦੀ ਸੋਝੀ ਕਰਾਉਣਾ।

ਸੈਕਸ਼ਨ-ਦੋ

1. ਭਾਸ਼ਾ ਦੀ ਉਤਪਤੀ ਦੇ ਸਿਧਾਂਤ ਅਤੇ ਪ੍ਰਕਿਰਤੀ, ਸਮਾਜਕ ਸਰੋਕਾਰ, ਇਤਿਹਾਸਿਕ ਪਰਿਪੇਖ। ਮਾਤ ਭਾਸ਼ਾ ਦਾ ਅਧਿਐਨ ਅਤੇ ਅਧਿਆਪਨ- ਪਹਿਲੀ ਅਤੇ ਦੂਸਰੀ ਭਾਸ਼ਾ ਦੀ ਤੌਰ ਤੇ (ਪ੍ਰਸਤਾਵਿਤ ਪ੍ਰਸ਼ਨ)
2. ਮਾਤ ਭਾਸ਼ਾ ਦੀ ਧਾਰਨਾ - ਮਾਤ ਭਾਸ਼ਾ ਸਿੱਖਿਆ ਦੇ ਉਦੇਸ਼, ਮਹੱਤਵ, ਸਿਧਾਂਤ ਤੇ ਸੂਤਰ।
3. ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦੀ ਨਿਕਾਸ ਤੇ ਵਿਕਾਸ - ਲਿੱਪੀ ਦੇ ਅਰਥ, ਗੁਰਮੁੱਖੀ ਲਿੱਪੀ ਦੀ ਪ੍ਰਾਚੀਨਤਾ ਤੇ ਅਨੁਕੂਲਤਾ, ਗੁਰਮੁਖੀ ਲਿੱਪੀ ਦੀ ਵਿਸ਼ੇਸ਼ਤਾਵਾਂ (ਤਰਤੀਬ, ਅੱਖਰ ਕ੍ਰਮ ਦੀ ਵਰਣਮਾਲਾ, ਖਾਕਾ, ਸਵਰ ਵਾਹਕ) (ਪ੍ਰਸਤਾਵਿਤ ਪ੍ਰਸ਼ਨ)

ਸੈਕਸ਼ਨ-ਬੀ

1. ਪੰਜਾਬੀ ਧੁਨੀ ਵਿਉਂਤ - ਉਚਾਰਨ ਅੰਗ, ਉਚਾਰਨ ਸਥਾਨ ਤੇ ਵਿਧੀਆਂ, ਸਵਰ, ਵਿਅੰਜਨ ਅਤੇ ਸੁਰ (ਪ੍ਰਸਤਾਵਿਤ ਪ੍ਰਸ਼ਨ)
2. ਵਿਸ਼ਵੀਕਰਨ ਦੇ ਪ੍ਰਸੰਗ ਵਿਚ ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦੀ ਸਥਿਤੀ - ਪੰਜਾਬੀ ਦੀਆਂ ਉੱਪ-ਭਾਸ਼ਾਵਾਂ, ਪਛਾਣ ਚਿੰਨ (ਪ੍ਰਸਤਾਵਿਤ ਪ੍ਰਸ਼ਨ)
3. ਅੰਤਰਰਾਸ਼ਟਰੀ ਪੱਧਰ ਤੇ ਪੰਜਾਬੀ ਅਤੇ ਪੰਜਾਬੀ ਨੂੰ ਦਰਪੇਸ਼ ਸਮੱਸਿਆਵਾਂ

ਸੈਕਸ਼ਨ-ਸੀ

1. ਭਾਸ਼ਾ ਵੰਨਗੀਆਂ - ਉਮਰ ਆਧਾਰਿਤ ਭਾਸ਼ਾ ਵੰਨਗੀਆਂ, ਲਿੰਗ ਆਧਾਰਿਤ ਭਾਸ਼ਾ ਵੰਨਗੀਆਂ, ਕਿੱਤਾ ਆਧਾਰਿਤ ਭਾਸ਼ਾ ਵੰਨਗੀਆਂ, ਖੇਤਰੀ ਜਾਂ ਇਲਾਕਾਈ ਭਾਸ਼ਾ ਵੰਨਗੀਆਂ। (ਪ੍ਰਸਤਾਵਿਤ ਪ੍ਰਸ਼ਨ)
2. ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਲਿਖਣ ਦੇ ਦਾਰਸ਼ਨਿਕ, ਮਨੋਵਿਗਿਆਨਿਕ ਤੇ ਸਮਾਜਕ ਆਧਾਰ।

ਸੈਕਸ਼ਨ-ਡੀ

1. (ੳ) ਸੁਣਨ ਕੋਸ਼ਲ ਭਾਸ਼ਾ ਸਿੱਖਿਆ ਵਿੱਚ ਮਹੱਤਵ, ਅਭਿਆਸ ਤੇ ਲੋੜੀਂਦੀਆਂ ਸ਼ਰਤਾਂ।
(ਅ) ਬੋਲਚਾਲ ਦੀ ਸਿੱਖਿਆ ਦਾ ਮਹੱਤਵ, ਅਸੂੂੂਧ ਉਚਾਰਣ ਦੇ ਕਾਰਨ ਤੇ ਸੁਧਾਰ।

2. ਪੜ੍ਹਨਾ (ਵਾਚਨ) ਸਿੱਖਿਆ - ਪੜ੍ਹਾਈ ਸਿੱਖਿਆ ਦੀਆਂ ਵਿਧੀਆਂ ਸੁਖਮ ਤੇ ਸਥੂਲ ਅਤੇ ਕਿਸਮਾਂ ਮਨੋਪਾਠ ਤੇ ਉੱਚੀਪਾਠ।
3. ਲਿਖਣਾ ਸਿਖਾਉਣਾ - ਲਿਖਤ ਰਚਨਾ ਦਾ ਮਹੱਤਵ, ਵਿਧੀਆਂ, ਅਭਿਆਸ, ਲਿਖਤੀ ਕੰਮਾਂ ਦੀ ਸੁਧਾਈ ਸੁਲੇਖ ਤੇ ਰਚਨਾਤਮਕ ਲਿਖਣਾ।

ਸੈਸ਼ਨਲ ਵਰਕ:-

Performance in Unit tests and House examination	05 Marks
Attendance	02 Marks
Assignment on the following	08 Marks

1. ਪੰਜਾਬੀ ਦੀਆਂ ਵੱਖ ਵੱਖ ਉੱਪ-ਭਾਸ਼ਾਵਾਂ ਦੀਆਂ ਸਮਾਨਤਾਵਾਂ ਅਤੇ ਭਿੰਨਤਾਵਾਂ ਸੰਬੰਧੀ ਰਿਪੋਰਟ ਤਿਆਰ ਕਰਨਾ।
2. ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦੀ ਸਕੂਲਾਂ ਵਿੱਚ ਵਰਤਮਾਨ ਸਥਿਤੀ ਸੰਬੰਧੀ ਸਰਵੇਖਣ ਸੰਬੰਧੀ ਰਿਪੋਰਟ ਤਿਆਰ ਕਰਨਾ।

ਸਹਾਇਕ ਪੁਸਤਕਾਂ ਦੀ ਸੂਚੀ

1. ਇੰਦਰਦੇਵ ਨੰਦਰਾਂ	ਆਧੁਨਿਕ ਪੰਜਾਬੀ ਅਧਿਆਪਨ	ਟੰਡਨ ਪਬਲਿਸ਼ਰਜ਼
2. ਸੁਖਵਿੰਦਰ ਸਿੰਘ ਸੇਖੋਂ/ ਮਨਦੀਪ ਕੌਰ ਸੇਖੋਂ	ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਅਧਿਆਪਨ	ਕਲਿਆਣੀ ਪਬਲੀਕੇਸ਼ਨਜ਼
3. ਡਾ. ਅਮਰਜੀਤ ਕੌਰ	ਪੰਜਾਬੀ ਅਧਿਆਪਨ	ਸੂਰੀਆ ਪਬਲੀਕੇਸ਼ਨਜ਼
4. ਡਾ. ਉਮਕਾਰ ਐਨ.ਕੋਲ	ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਅਧਿਆਪਨ	ਰਵੀ ਪਬਲੀਸ਼ਰਜ਼
5. ਜਸਵੰਤ ਸਿੰਘ ਜੌਸ	ਮਾਤ ਭਾਸ਼ਾ ਦੀ ਸਿੱਖਿਆ ਵਿਧੀ	ਮਹਿਤਾਬ ਸਿੰਘ (ਨਿਊ ਬੁੱਕ ਕੰਪਨੀ)
6. ਡਾ. ਕਪੂਨਾਥ ਸਵਾਇਆ	ਮਾਤ ਭਾਸ਼ਾ ਦੀ ਸਿੱਖਿਆ	ਪ੍ਰਕਾਸ਼ ਬੁਦਰਜ਼
7. Wright, T. (1988):	Roles of Teachers and Learners	Oxford University Press, Oxford.
8. Tickoo, M.L. (2005)	Teaching and Learning English	Orient Longman, New Delhi.

SEMESTER-I
PAPER: IV and V
PEDAGOGY OF HINDI
CP I and II (A) Option: (ii)

Time: 1.30 Hrs.

Total Marks: 50
Theory: 35
Sessional Work: 15

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

उद्देश्य

1. ਭਾਰ ਅਧਿਆਪਕਾਂ ਨੂੰ ਸੀਖਿਤਕ ਵ ਲਿਖਿਤ ਖਾਧਾ ਕੀ ਸਮਝਨੇ ਕੀ ਯੋਗਤਾ ਮੈਂ ਬੁਝਿ ਖਾਲਸ ।
2. ਭਾਰ ਅਧਿਆਪਕਾਂ ਨੇ ਖਾਧਾ ਕੀ ਬੁਝਿ ਈਓ ਘੋਕਾਰਧ ਕੇ ਨਿਯਮੀ ਕੇ ਅਨੁਸਾਰ ਲਿਖਨੇ ਕੀ ਯੋਗਤਾ ਵਿਕਸਿਤ ਕਰਲ।
3. ਭਾਰ ਅਧਿਆਪਕਾਂ ਮੈਂ ਸੈਂਟਰੀਨੁਪੁਰਿ ਕੀ ਵਿਕਸਿਤ ਕਰਨ।
4. ਭਾਰ ਅਧਿਆਪਕਾਂ ਮੈਂ ਸੁਭਾਵਾਮਕ ਪ੍ਰਬੁਧਿਓਂ ਕੀ ਵਿਕਸਿਤ ਕਰਨ।
5. ਭਾਰ ਅਧਿਆਪਕਾਂ ਕੀ ਖਾਧਾ ਅੰਦਰ ਸਾਹਿਤ ਕੇ ਖੁਰਿ ਕਚਿ ਵਿਕਸਿਤ ਕਰਨ।
6. ਸਾਹਿਤ ਕੇ ਸਾਧਯ ਸੇ ਵਿਠਾਧਿਓਂ ਮੈਂ ਸਰੂਠਿਓਂ ਕੀ ਵਿਕਸਿਤ ਕਰਨ।
7. ਹਿੰਦੀ ਖਾਧਾ ਕੇ ਸਾਧਯ ਸੇ ਅਨਯ ਵਿਧਿਓਂ ਕੀ ਸਮਝਨੇ, ਠਹਾਰ ਕਰਨੇ ਠਧਾ ਅਧਿਯਾਠ ਕਰਨੇ ਕੀ ਯੋਗਤਾ ਵਿਕਸਿਤ ਕਰਨ।

संज्ञान-ए

1. भाषा, अर्थ, प्रकृति, भाषा का वर्ग और समाज से सम्बन्ध।
2. भाषा शिक्षण के सामान्य सिद्धान्त एवं मूल, शिक्षण को प्रभावित करने वाले कारकों में इनकी भूमिका।

संज्ञान-बी

3. हिन्दी भाषा - मातृभाषा, राष्ट्रीय व अन्तर्राष्ट्रीय भाषा के रूप में उद्देश्य व महत्व।
4. भाषाओं की स्थिति - संविधान की भाषा (343, 353, 350), कोटवादी शिक्षा कमीशन रिपोर्ट (1964-66), राष्ट्रीय शिक्षा नीति - 1986, पी. ओ. ए. 1992, राष्ट्रीय मातृभाषा दिवस - 2005।

संज्ञान-सी

5. हिन्दी भाषा : स्वतन्त्रता से पहले और बाद का स्वरूप, हिन्दी भाषा शिक्षण व अधिगम के समय शिक्षक-शिक्षार्थी के सामने आने वाली चुनौतियाँ।
6. हिन्दी शिक्षक - आवश्यकता, महत्व व वर्तमान स्थिति।

संज्ञान-डी

7. भाषा और मातृभाषा में अन्तर, भाषा की शिक्षक - शिक्षार्थी सम्बन्ध में भूमिका।
8. देवनागरी लिपि - उद्भव, विकास व विशेषताएँ।

सैशन्स कार्य :

Performance in Unit tests and House examination

05 marks

Attendance

02 marks

Assignment on the following

08 marks

1. हिन्दी का राष्ट्र भाषा के रूप में वर्तमान स्थिति एवं उसकी आलोचनात्मक मूल्यांकन सम्बन्धी लिखित रिपोर्ट तैयार करना।
2. हिन्दी भाषा के विकास सम्बन्धी साहित्य में सम्मिलित धाराओं का मूल्यांकन करें।
 - गोपक सुरंग, 'हिन्दी भाषा शिक्षण', ट्वेंटी फार्थ सेंचुरी पब्लिकेशन्स, पटियाला।
 - बरत सार्वजित जी, 'हिन्दी अध्यापन', कल्याणी पब्लिकेशन्स, देहली।
 - अरुण शर्मा, 'हिन्दी शिक्षण', धनपत राय एण्ड सन्स, देहली।
 - गोमंत ए. के. 'हिन्दी शिक्षण' हरिप्र प्रकाशन मन्दिर, आगरा।
 - मकडू सूरिन्द्र, 'हिन्दी शिक्षण', गुलशन पब्लिकेशन्स, जालन्धर।

SEMESTER-I

PAPER: IV and V

PEDAGOGY OF ENGLISH

CP I and II (A) Option: iii

Time: 1.30 Hrs.

Total Marks: 50

Theory: 35

Sessional Work: 15

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

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

- To develop understanding of the significance of English as a subject in the present context.
- To analyze the factors influencing learning English
- To develop the understanding of the significance of basic competencies in language acquisition

- To enable student teachers to understand the nature, characteristics of Language and mother tongue as well as the use of language.
- To enable student teachers to teach basic language skills such as listening, speaking, reading, and writing and integrate them for communicative purposes.

SECTION-A

English as a subject in the present context

- Importance of English in a multilingual society, Role of English as an international Language, Factors affecting Language Learning Physiological, Psychological and Social
- Aims and objectives of teaching English, Linguistic and general principles of teaching and learning English language.

SECTION-B

Developing Language Skills: Listening and Speaking

- Features of Connected Speech: Stress, Rhythm and Intonation.
- Description of Vowels and Consonant Sounds.

SECTION-C

Reading and Writing :

- Loud Reading and Silent Reading, Teaching Reading Comprehension, Obstacles to Efficient Reading, Intensive Reading vs. Extensive Reading, Teaching Prose and Teaching poetry.
- Essential Marks of good handwriting Controlled and Free Composition, Teaching the Mechanics of Writing, Importance of Correction Work.

SECTION-D

- Teaching of Grammar:** Place of Grammar Types and Methods of Teaching Grammar
- Teaching of Vocabulary:** Expansion of Vocabulary, Selection and Gradation of Vocabulary.

SESSIONAL WORK

Performance in Unit Tests and House Examination

05 Marks

Attendance

02 Marks

Assignments on the following

08 Marks

- Prepare a chart of phonetic symbols along with examples.
- Presentation of any two activities in the classroom from the following:
 - Declamation
 - Extempore
 - Role playing
 - Dramatization

REFERENCES:-

- Balasubramaniam, T. (1981), *A Textbook of English Phonetics for Indian Students*. Macmillan India Limited, Mumbai.
- Bhandari, C.S. and others (1966), *Teaching of English: A Handbook for Teachers*. Orient Longmans, New Delhi.
- Bhatia, K.K. (2006), *Teaching and Learning English as a Foreign Language*. Kalyani Publishers, New Delhi.
- Bindra, R. (2005), *Teaching of English*. Radha Krishan Ananad and Co, Jammu.

5. Wright, J.A. and Mc Gregor, G.P. (1981), *Teaching English as a Second Language*. Longman, FLNY.
6. B.L. (1972), *Systems and Structures of English*. Oxford University Press, London.
7. Doff, A. (1990), *Teach English: A Training Course for Teachers*. The British Council and Cambridge University Press, Cambridge.
8. French, I.G. (1963), *Teaching English as an International Language*. OUP, London.
9. Gokak, A.K. (1963), *English in India: Its Present and Future*. Asia Publishing House.
10. Hornby, A.S. (1962), *The Teaching of Structural Words and Sentences Patterns*. OUP, London.
11. Kohli, A.L. (1999), *Techniques of Teaching English*. Abanipal, Pal and Company, New Delhi.
12. Lamba, D. and Others (2007), *Techniques of Teaching English*. 21st Century Publication, Patiala.
13. Manzel, E.W. (1994), *Suggestions for the Teaching of Reading in India*. OUP, London.
14. Palmer, H.E. (1980), *Grammar of Spoken English*. Heffer, Cambridge.
15. Ryburn, W.M. (1963), *Teaching of English in India*. OUP, Mumbai.
16. Thompson, M.S. and Wyatt, H.G. (1995), *Teaching of English in India*. OUP, Mumbai.
17. Tickoo, M.L. (2005), *Teaching and Learning English*. Orient Longman, New Delhi.
18. Wright, T. (1988), *Roles of Teachers and Learners*. Oxford University Press, Oxford.

PAPER: IV and V
PEDAGOGY OF SOCIAL SCIENCE

CP I and II (A) Option: IV

Time: 1.30 Hrs.

Total Marks: 50

Theory: 35

Sessional Work: 15

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A, B, C, D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

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

- Understand the nature of social sciences.
- Know about the historical background of Social Science.
- Correlate Social science with other school subjects.
- Differentiate social science with other school subjects.
- Differentiate various approaches of Teaching of social sciences.
- Know utilization of different current affairs in teaching of social sciences.

SECTION-A

1. (a) Historical Background of Social Science, meaning, nature and scope of social science.
(b) Difference between Social Studies and Social Science
2. (a) Need of teaching of Social Science in the school curriculum for the holistic development of the students.

SECTION-B

1. Values of teaching Social Science.
2. Correlation of Social Science with Math, Sciences, Languages and Arts.

SECTION-C

1. Aims and objectives of Social Science at different stages:-
 - Middle stage
 - Secondary stage
2. Pedagogical Approaches – Interdisciplinary approach, experiential approach, cooperative learning, constructivist approach to learning.

SECTION-D

1. Current affairs in social science: Meaning, Importance and utilizing current events in teaching social science.
2. Social Science Room: importance and equipments.

SESSIONAL WORK

Performance in unit tests and house examination	05 Marks
Attendance	02 Marks
Assignments on the following	08 Marks

1. Maintenance of scrap book showing the major political and social developments in present context.
2. Organizing and evaluating discussion/ debate/ seminar on present day problems in social context.

REFERENCES:-

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

SEMESTER-I

PAPER: IV and V

PEDAGOGY OF HISTORY

CP I and II (A) Option: v

Time: 1.30 Hrs.

Total Marks: 50
Theory: 35
Sessional Work: 15

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

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

- Understand the importance of history.
- Develop an understanding of aims and objectives of teaching history.
- Construct and analyze critically the curriculum and textbooks of teaching history at secondary stage.
- Provide knowledge of different methods of teaching history to student teachers.
- Acquaint student teachers with different audio-visual aids and latest information technology.
- Make the student teachers aware about the role of history in developing National integration and International understanding.
- Acquaint student teachers with different techniques of evaluation.

SECTION-A

1. (a) Meaning, nature, importance and scope of history with special reference to modern concept of History.
(b) Historical background of History
2. Need of teaching of history in the school curriculum for the holistic development of the Students

SECTION-B

1. Correlation of history with geography, economics, mathematics science, languages.
2. Cultivation of time and space sense.

SECTION-C

1. Aims and pedagogical approaches for teaching of history at different stages
 - Middle stage
 - Secondary stage
 - Senior secondary stage
2. Pedagogical Approaches- interdisciplinary approach, experiential approach, co-operative learning, field survey, constructivist approach.

SECTION-D

1. Current Affairs: Meaning, Importance and Utilizing current events in teaching history.
2. Role of history in developing National and International understanding.

SESSIONAL WORK

Performance in unit tests and house examination

05 Marks

Attendance

02 Marks

Assignments on the following

08 Marks

1. Visit to a local historical place and write a report of the same along with reasons of becoming it a historical place.
2. Trace out the historical background of any current issue (e.g. Kashmir issue, Dominance of Congress a National level party) in the form of report writing along with relevant pictures.

REFERENCES:-

1. Arora, K.L. *Teaching of History*.
2. Bhalla, C.L. (1963), *Audio Visual Aids in Education*. Atma Ram and Sons, Delhi.
3. Burton, W.H. and Green, C. W. (1962), *Principles of Teaching History*.
4. Chakrabarti, S.K. (1967), *Audio Visual Education in India*. Das Gupta and Company, Calcutta.

5. Dobbsen, D.P, *A Handbook for History Teacher.*
6. Ghate, V.D. (1956), *Teaching of History.*
7. Gunnin, Dennis: *The teaching of History.*
8. Hil, C.P. (1953), *Suggestions for Teaching of History.* Paris Unesco, Paris.
9. Iaurwerys, I.A. (1954), *History Text Book and International Understanding.*
10. Johnson, Henry (1950), *Teaching of History in Elementary and Secondary School.*
11. Kochhar, S.K. (1977), *Teaching of History.*
12. R.E.De, Kieffer and Cochran, Leeln (1966), *Manual of Audio Visual Techniques.*
13. Shaïda, B.D. and Singh, Sahib: *Teaching of History*

SEMESTER-I
PAPER: IV and V
PEDAGOGY OF ECONOMICS
CP I and II (A) Option: viii

Time: 1.30 Hrs.

Total Marks: 50
Theory: 35
Sessional Work: 15

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

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

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

SECTION-A

1. Meaning, nature and scope of Economics.
2. Historical background of Economics.

SECTION-B

1. Need of teaching Economics in the school curriculum for holistic development of the students
2. Correlation of Economics with Commerce, Mathematics, Statistics, History, Political Science, Geography and Science.

SECTION-C

1. Aims and objectives of teaching of Economics at different stages:-
 - (i) Secondary Stage
 - (ii) Senior Secondary Stage
2. Current affairs- meaning, scope, utilizing current affairs in teaching economics.

SECTION-D

Pedagogical Approaches: Interdisciplinary Approach, Experiential Approach, Co-operative Learning

SESSIONAL WORK

Performance in unit tests and house examination

05 Marks

Attendance

02 Marks

Assignments on the following

08 Marks

1. Write up on a current economic issue.
2. Write detail on various Co-curricular activities in school related to teaching of economics which can be organized.

REFERENCES:-

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

SEMESTER-I

PAPER: IV and V

PEDAGOGY OF COMMERCE

CP I and II (A) Option: ix

Time: 1.30 Hrs.

Total Marks: 50

Theory: 35

Sessional Work: 15

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A, B, C, D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

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

- Understand the nature and concept of commerce.
- Acquaint the pupil-teachers with various methods and techniques of teaching commerce
- Develop the understanding of pupil-teachers concerning curriculum organization
- To make the pupil teacher aware about the role of commerce in developing professional outlook.
- Develop proper understanding of nationalism and internationalism.

SECTION-A

1. Meaning, Nature and scope of Commerce
2. Historical background of Commerce.

SECTION-B

1. Need of teaching of Commerce in the school curriculum for the holistic development of the students.
2. Correlation of commerce with other school subject: Maths, Language, Economics, management information system and public administration

SECTION-C

1. Aims and objectives of teaching of Commerce at Senior Secondary stage.
2. Current affairs:- Meaning, importance and utilizing current events in Teaching of Commerce.

SECTION-D

Pedagogical Approaches:- Interdisciplinary approach, Experiential approach and cooperation learning.

SESSIONAL WORK

Performance in unit tests and house examination	05 Marks
Attendance	02 Marks
Assignments on the following	08 Marks

1. Visit to any two places (Banks, insurance house, warehouse, companies) and write a report with reference to its importance in present day context.
2. Survey of local commercial area and writing a report of factors leading to development of that area.

REFERENCES:-

1. Aggarwal, J.C. (2003), *Teaching of Commerce*, Vikas Publication, New Delhi.
2. Rao, Seema. (2005), *Teaching of Commerce*, Anmol Publication, New Delhi.
3. Dema and Brinkman, *Guidance in Business Education South*. Western Publishing Company, New York.
4. Tonne, Lopham and Freeman, *Methods of teaching business subject*. MC Graw Hill, New York.
5. Venkatesh, Warlu K. and Basha Johni ad Digumarti, S.K. and Rao, Bhaskara: *Methods of Teaching of Commerce*.

SEMESTER-I

PAPER: IV and V

PEDAGOGY OF MATHEMATICS

CP I and II (A) Option: x

Time: 1.30 Hrs.

Total Marks: 50

Theory: 35

Sessional Work: 15

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

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

- Understand the nature of mathematics.
- Appreciate the contributions of famous mathematicians in mathematics.
- Understand the aims and objectives of teaching of mathematics
- Understand the value of mathematics' and relationship of mathematics with other school subjects
- Understand learning theories and their applications in mathematics education.
- Improve their competencies in secondary level mathematics.

SECTION-A

The Nature of Mathematics and its relation to disciplinary knowledge

1. Meaning and nature of mathematics- Science of logical reasoning, mathematical language & symbolism
2. Pure and applied mathematics (axioms, postulates, patterns and language of Mathematics)

SECTION-B

1. Scope and significance of mathematics in present day curriculum.
2. Integration of Mathematics with other subjects (Physical Science, Economics, Bio Sciences, Fine Arts)

SECTION-C

1. Aims of Teaching of Mathematics.
2. Objectives of Teaching Mathematics at the different stages of school (Middle Level- 6th, 7th, 8th, Secondary Level -9th, 10th Senior Secondary Level -+1, +2) w.r.t. Bloom's Taxonomy of educational objectives.

SECTION-D

1. Values of teaching Mathematics.
2. Management of math in small group and in large group based on behaviorism, cognitivism and constructivist learning theories.

SESSIONAL WORK

Performance in unit tests and house examination

05 Marks

Attendance

02 Marks

Assignments on the following

08 Marks

1. Report on mathematics club/mathematics' fair
2. Contribution of Indian mathematicians (Bhaskaracharya, Aryabhata, Ramanujan and) and history of symbols

References:-

1. Boyer, Carl B., (1969), *A History of Mathematics*; Wiley, New York.
2. *Content cum Methodology of Teaching Mathematics* for B.Ed; NCERT New Delhi.
3. Davis David R., (1960), *Teaching of Mathematics* Addison Wesley Publications.
4. Ediger Mariow(2004), *Teaching Math Successfully*, Discovery Publication.
5. Gupta H.N. and Shankaran (1984), *Content cum Methodology of Teaching Mathematics*, NCERT, New Delhi.
6. James Anice (2005), *Teaching of Mathematics*, Neelkamal Publication.
7. Johan R.E. et.al, (1961), *Modern Algebra; First Course*, Addison-Wesley Publishing Company INC, USA.
8. Kapur S.K. (2005), *Learn and Teach Vedic Mathematics*, Lotus Publication.
9. Kulshreshtha, *Teaching of Mathematics*, R. Lal and Sons.
10. Kumar Sudhir, *Teaching of Mathematics*, Anmol Publications, New Delhi, India.
11. Mangal, S.K. *A text book on Teaching of Mathematics*, Prakash Bros., Ludhiana, India.
12. Prabhakaran K.S., *Concept attainment model of Mathematics teaching*; Discovery Publications.
13. Schwartz James E. (1994), *Essentials of classroom teaching elementary math*; Allyn & Bacon Publications.
14. Skempt, Richard R., *The Psychology of Learning Mathematics*, Penguin.
15. Sri Bharati Krishna Tirathji Maharaj, *Vedic Mathematics*; B.D. Moti Lal Publishers.

16. Sumner W.L., *Teaching of arithmetic & elementary math*; Oxford publications
17. Tyagi, S.K. (2004), *Teaching of Arithmetic*; Commonwealth Publications.
18. Vigilante Nicholas (1969), *Mathematics in elementary math*; Oxford Publications.
19. Wilder, R.L., *Evolution of Mathematical concepts*; Transworld Publishers Ltd.

SEMESTER-I

PAPER: IV and V

PEDAGOGY OF COMPUTER SCIENCE

CP I and II (A) Option: xi

Time: 1.30 Hrs.

Total Marks: 50

Theory: 35

Sessional Work: 15

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

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

- Understand the concept of Computer Science.
- Understand the values of learning computer.
- Correlate Computer science with other school subject
- Equip them with knowledge to set up and maintain a Computer laboratory.
- Acquire knowledge on latest trends in Information Technology.
- Differentiate different types of computer devices.

SECTION-A

1. Concept of Computer Science, Scope of Computer Science with special reference to Education.
2. Place of Computer Science in School Curriculum and importance of Computer Science as a discipline.

SECTION-B

1. 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.
2. Aims and objectives of Computer Education-Meaning and formation of Instructional Objectives and Behavioral objectives

SECTION-C

1. Planning of Computer Laboratory-Design, Organization.
2. Hardware and Software. Maintenance of Computer Laboratory.

SECTION-D

1. Hardware, Software, Text Editor, Spreadsheet, Presentation, Database Software Applications Following topics are to be referred from (PSEB/CBSE) secondary school curriculum
2. Introduction to Networking, Internet, Creation of Webpage, Introduction to C++

SESSIONAL WORK

Performance in unit tests and house examination

05 Marks

Attendance

02 Marks

Assignments on the following

08 Marks

1. Preparation of result sheet of secondary class.
2. Preparation of form in MS- word (by using radio button, check button, text box, smart art)

REFERENCES:-

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

SEMESTER-I

PAPER: IV and V

PEDAGOGY OF SCIENCE

CP I and II (A) Option: xii

Time: 1.30 Hrs.

Total Marks: 50

Theory: 35

Sessional Works: 15

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A, B, C, D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

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

- Develop an understanding of pedagogical analysis of various concepts in Science.
- Develop an understanding of global perspectives in Science teaching.
- Develop an understanding of the approaches and methods of teaching Science.
- Acquire the knowledge of aims, values & objectives of teaching Science.
- Apply learning experiences and educational aids to teaching biology in the classroom
- Acquire the knowledge of science laboratory
- Acquire mastery over the development and use of evaluation tools in Science

SECTION-A

1. Meaning, nature and scope of Science.
2. Impact of Science on our modern living and globalization

SECTION-B

1. Correlation of Science with other school subjects, Importance of Science in school context and in holistic development of child.

2. Aims of teaching Science at Middle, Secondary and higher secondary levels, Values of teaching Science, General and specific objectives of teaching Science

SECTION-C

1. Path tracking discoveries & land mark developments in science, Development of Science in India (Scientific Institutions - The International Crops Research Institute for the Semi-Arid Tropics (ICRISAT), Centre for Cellular & Molecular Biology (CCMB), Indian Council of agricultural research (ICAR), National institute of nutrition (INI), National Academy of Agricultural Research Management (NAARM), Central Research Institute for Dryland Agriculture (CRIDA))

SECTION-D

1. Constructivist Approach to Science Teaching- Brainstorming, Quiz, Seminar, Discussion.
2. Planning of Science laboratories & Mobile laboratories, Equipping science laboratories (purchase & maintenance), Maintaining Registers in the Science laboratory, Improvised Apparatus, Safety procedures.

SESSIONAL WORK

Performance in unit tests and house examination **05 Marks**

Attendance **02 Marks**

Assignments on the following **08 Marks**

Any two activities to be performed and a file of activities conducted to be maintained and certified.

- 1) Make a report on contribution of any three eminent scientists: Issac Newton, C.V Raman, Albert Einstein, Darwin, Mendel, Hargobind Khurana and A.P.J Abdul Kalam. Discuss in groups the aspects of Science education evolving in them. After discussions, students document their understanding in lucid manner as a term paper and present the content in the form of presentation.
- 2) Conducting and reporting two experiments useful at middle, secondary and higher secondary level.
- 3) Preparation of Scrap book containing original science stories/ articles/ features/ plays/ Interview report useful for teaching of Science
- 4) Planning an out of class activity to use local resources to teach Science

REFERENCES:-

1. Aggarwal D.D (2001): *Modern Methods of Teaching Biology*. Surup Teaching Series Sarup & Sons, New Delhi.
2. Bhaskara Rao, D (2000): *Teaching of Biology*, Nagarjuna Publishers, Gunter
3. Bloom, Benjamin, S., Ed. (1958): *Taxonomy of Educational Objectives, Handbook I-Cognitive Domain*, Harcourt Brace & World Inc., New York.
4. Chikara, M.S. and S.Sarma(1985): *Teaching of Biology*, Prakash brothers, Ludhiana
5. Clark Julia V (1996): *Redirecting Science Education*, Corwin Press inc., California.
6. Ediger, Marlow and D.B. Rao (2000): *Teaching Science Successfully*, Discovery Publishing House, New Delhi.
7. Krathwohl, David R., Ed. (1964): *Taxonomy of Educational Objectives, Handbook II Affective Domain*, David McKay, New York.
8. Mohan, Radha (2004): *Innovative Science Teaching*, Prentice Hall of India, New Delhi
9. New Unesco Source Book for Science Teaching (1978): Oxford & IBH, New Delhi.
10. Sharma, R.C. & Shukla C.S. (2002): *Modern Science Teaching*, Dhanpat Rai, Publishing Company, New Delhi.
11. Sood, K.J. (1989): *New Directions in Science Teaching*, Kohli Publishers, Chandigarh

12. Vaidya, N. (1996): *Science Teaching for the 21st Century*. Deep & Deep Publications, New Delhi.

13. Gupta S.K. (1983): *Technology of Science Education*. Vikas Publishing House Pvt Ltd, Delhi

SEMESTER-I
PAPER: IV and V
PEDAGOGY OF PHYSICAL SCIENCE
CP I and II (A) Option: xiii

Time: 1.30 Hrs.

Total Marks: 50
Theory: 35
Sessional Work: 15

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A, B, C & D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

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

- To develop an understanding of pedagogical analysis of various concepts in Physical Science.
- To develop an understanding of global perspectives in Physical Science teaching.
- To develop an understanding of the approaches and methods of teaching Physical Science.
- Acquire the knowledge of aims, values & objectives of teaching Physical Science.
- Apply learning experiences and educational aids to teaching of Physical Science in the classroom.
- Acquire the knowledge of Physical Science Laboratory.
- Acquire mastery over the development and use of evaluation tools in Physical Science.

SECTION-A

1. Meaning, nature and scope of Physical Science.
2. Impact of Physics and chemistry on our modern living and globalization, Correlation of Physical Science with other school subjects, Importance of Physical Sciences in school context, in holistic development of child.

SECTION-B

1. Path tracking discoveries & land mark developments in physical science, development of physical science in India (Scientific Institutions - Indian Institute of Astrophysics, Indian Institute of Chemical Technology, National Institute of Electronics & Information Technology, National Institute of Science Education and Research)

SECTION-C

1. Aims of teaching Physical Science at Middle, Secondary and higher secondary levels, Values of teaching Physical Science, General and specific objectives of teaching of Physical science.
2. Approaches to Physical Science Teaching- Brainstorming, Quiz, Seminar, Discussion, Scenario building

SECTION-D

1. Planning of Physical Science laboratories & Mobile laboratories,
2. Equipping science laboratories (purchase & maintenance), Maintaining Registers in the Science laboratory, Improvised Apparatus, Safety procedures.

SESSIONAL WORK

Performance in unit tests and house examination

05 Marks

Attendance

02 Marks

Assignments on the following

08 Marks

Any two activities to be performed and a file of activities conducted to be maintained and certified.

- 1) Make a report on contribution of any three eminent scientists: Issac Newton, C.V Raman, Albert Einstein, Darwin, Mendel, Hargobind Khurana and A.P.J Abdul Kalam. Discuss in groups the aspects of Science education evolving in them. After discussions, students document their understanding in lucid manner as a term paper and present the content in the form of presentation.
- 2) Conducting and reporting two experiments useful at middle, secondary and higher secondary level.
- 3) Preparation of Scrap book containing original Physical Science stories/ articles/ features/ plays/ Interview report useful for teaching of Physical Science
- 4) Planning an out of class activity to use local resources to teach Physical Science

REFERENCES:-

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

SEMESTER-I

PAPER: IV and V

PEDAGOGY OF LIFE SCIENCE

CP I and II (A) Option: xiv

Time: 1.30 Hrs.

Total Marks: 50

Theory: 35

Sessional Work: 15

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

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

- Understand the nature of life science
- Understand the disciplinary knowledge of life science
- Understand some basic aims and objectives in life science
- Understand the pedagogical approaches to Teaching life sciences.
- Correlate life sciences with other school subjects.

SECTION-A

1. Meaning, Nature, Scope, Significance of Life Science.
2. Correlation of Life Sciences with physical sciences, social sciences and other disciplines like languages, fine arts, mathematics.

SECTION-B

1. Role of life science in holistic development of learner, its relevance in context to current scenario of society and towards development of society.
2. General aims and specific aims of teaching life science at middle, secondary and senior secondary stages.

SECTION-C

1. Life Sciences curriculum: Meaning, Importance, principles (w.r.t. NCF 2005), Critical Study of existing Life Sciences Curriculum in School.
2. Contextualizing learning situations through –
 - I. Field trips
 - II. Science fairs and exhibition
 - III. Botanical gardens
 - IV. Museum
 - V. Aquarium and vivarium
 - VI. Biological clubs
 - VII. Herbarium

SECTION-D

1. Constructivist Approach to Teaching of life science.
2. Learning through CAI, inquiry base learning, project based learning, resource based learning, learning through lateral and creative thinking.

SESSIONAL WORK

Performance in unit tests and house examination

05 Marks

Attendance

02 Marks

Assignments on the following

08 Marks

(Any two from the following)

1. Preparation of herbarium file (20 specimens) along with their taxonomy.
2. Preparation of Posters/articles/PPT related to environment.
3. Visit to botanical garden in your area.

REFERENCES:-

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

9. Venkataish, S. (2002): *Science Education in 21st century*, Anmol Publications, New Delhi.
10. Yadav, K.: *Teaching of life science*, Anmol Publications, New Delhi.

SEMESTER-I
PAPER: IV and V
PEDAGOGY OF PHYSICAL EDUCATION
CP I and II (A) Option: xvi

Time: 1.30 Hrs.

Total Marks: 50
Theory: 35
Sessional Work: 15

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

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

- Develop an understanding of aims, objectives and importance of teaching of physical education in schools.
- Know the importance and values of teaching physical education and the relationship of physical education with other subjects.
- Bring the overall awareness of values and to inculcate among students the desired habits and attitude towards physical education.
- Develop an awareness regarding the importance of physical fitness and organic efficiency in individual and social life.
- Develop awareness regarding first aid.

SECTION-A

1. Physical Education: Meaning, nature and scope of teaching of Physical Education.
2. Relationship of Physical Education with general education, psychology and health education.

SECTION-B

1. Aims and objectives of teaching Physical Education in school curriculum
2. Need and importance of Physical Education room and equipments.

SECTION-C

1. First Aid – Meaning, need and principles.
2. Warming up and cooling down

SECTION-D

1. Physical Fitness: Components of physical fitness
2. Motivation: Meaning, importance and types

SESSIONAL WORK

Performance in unit tests and house examination

05 Marks

Attendance

02 Marks

Assignments on the following

08 Marks

1. Organizing sports activity in a school.
2. To motivate students to participate in sports activities by using different methods and write a case study report of the same.

REFERENCES:-

1. Charles, A. Bucher (1979): *Foundations of Physical Education*. 8th ed. The C.V. Mosby Company, St. Louis.
2. Fox, Edward L. (1984): *Sports Physiology*. CBS College Publications.
3. Haskell, W. (1982): *Nutrition and Athletic Performance*. Bull Publishing, Halt.
4. Kamlesh, M. L. (1983): *Psychology in Physical Education and Sports*. Metropolitan Book Company, New Delhi.
5. Kamlesh, M. L. (1988): *Physical Education Facts and Foundations*. P.B. Publications Pvt. Ltd, Faridabad.
6. Kaur, Manjit and Sharma, R. C: *An Introduction to Health and Physical Education*. Tandon Publishers, Ludhiana.
7. Singh, Hardyal *Science of Sports Training*. DVS Publications, New Delhi.
8. Singh, Ajmer and Others (2003): *Essentials of Physical Education*. Kalyani Publishers, Ludhiana.
9. Singh, Ajmer and Others (2004): *Essentials of Physical Education*. Kalyani Publishers, Ludhiana.
10. Thomas, J.P. *Organizations of Physical Education*. Gnanodaya Press, Madras.
11. Trinarayan and Hariharan. (1986): *Method in Physical Education*. South India Press, Karaikudi
12. Voltmeter, F.V. and Esslinger, A. E. (1964): *The Organization and Administration of Physical Education*. Third Edition. The Times of India Press, Bombay.
13. Willmore, J.H. Costall: *Physiology of Sports and Exercises*. Human Kinetics Language Book Society, Champaign, IL.

SEMESTER-I

PAPER: VI

LANGUAGE ACROSS THE CURRICULUM

(CP-III)

Time: 1.30 Hrs.

Total Marks: 50

Theory: 35

Sessional Work: 15

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

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

- Understand the concept of classroom transaction
- Understand schema theories
- Explain the nature and types of questioning
- Explain the Concept of Listening, Speaking, Reading and Writing and its significance

SECTION-A

1. Multiculturalism in Classroom with respect to mother tongue and second language (English) according to NCF, 2005

SECTION-B

1. Languages in India – Status, Constitutional provisions and language policy (Art. 345 – 351, 350 A)
2. Language issues in India with respect to Kothari Commission (1964 – 66), NPE – 1986, POA – 1992, NCF – 2005

SECTION-C

1. Language Development (Listening, Speaking, Reading and Writing) in content area: Social Sciences, Sciences, Mathematics and Languages.

SECTION-D

1. Schema theory and theory of language acquisition by Noam Chomsky.
2. Classroom discourse and its nature. Discussion and Questioning as tool for learning.

SESSIONAL WORK

Performance in unit tests and house examination

05 Marks

Attendance

02 Marks

Assignments on the following (Any two)

08 Marks

- Writing of one article from the content areas viz. a viz. social studies, science, math keeping in view language enrichment development (Listening, Speaking, Reading and Writing)
- Review of at least one article from the content areas –Literature, Social Sciences, science, Mathematics.
- Analyzing structure of the article, identifying subheadings, keywords, sequencing of ideas, use of concrete details, illustration, and statistical representation.
- Preparation of a plan to use multilingualism as a strategy in the classroom.
- Debate and Discussion in classroom on the policies specified in the syllabus and report writing thereof.

REFERENCES:-

1. Indrajit Bhattacharya: *An approach to communication skills*.
2. Singh & Bhatia: *Unique communication skills*.
3. Mishra, P. and Koehler, M.J. 2006. "Technological Pedagogical Content Knowledge: A Framework for Teacher Knowledge". *Teachers College Record*, Vol. 108, No. 6, pp. 1017-1054.
4. Ghosh, S. (2009). *Mass Communication: An Indian Perspective*. Shishu Sahitya Samsad

**SEMESTER I
PAPER VII
READING AND REFLECTING ON TEXTS
(EDU-15)**

Time: 1.00 hrs.

Total Marks: 25
External marks:
Internal marks:

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

- Analyze various different types of text
- Reflect upon different types of text & discussion
- Discuss literature text, non-literary text and ethnographical text

SECTION - A

- a) Reading Resources: APB, 1980; A.P. 1995
- b) Reflection on core elements of the above stated policy documents with respect to aim of education, pedagogy and evaluation.

SECTION-B

- a) Reading of school text books (Class VIII Text – social sciences, sciences, mathematics and language)
- b) Reflection on core elements of the above stated school text books (Any one) with respect to *your environment and health*. (Prepare a Report)

Evaluation scheme

Internal Scoring

Attendance: 5 marks

Sessional work related to SECTION A

5 Marks

Sessional work related to SECTION B

5 Marks

Review and Evaluation of the following:

10 Marks

- Learning to Be (UNESCO Report)
- Learning without Burden
- Human development Chapter in Annual Economic survey (2014-2015)

External (25 Marks)

1. Evaluation on the basis of write up of chief characteristics of each one of the document.
2. Evaluation of PPT presentation and viva (prepared on all assignments) in SECTION A and SECTION B by external

Note:-

- For internal evaluation a committee of three teachers (concerned teacher, HOD and a senior faculty nominated by the principal) will be constituted at the institution level and coordinated by the principal of the concerned college.
- The committee will assess the performance of the students and evaluate the records. The award list to be forwarded to the university by the principal of the institution.
- The record in the form of files, CD, Pen Drive be retained for at least three years in the institution.
- In case of any aberration or any complaint the university / external agency is authorized to review internal awards.

REFERENCES:-

1. Grellet, F. (1981), *Developing Reading Skills: A practical guide to reading comprehension exercises*. Cambridge University Press.
2. Menon, N. (2012), *Seeing like a Feminist*. India: Penguin.
3. Piaget, J. (1997), *Development and learning*. In M.Gauvain & M.Cotw (Eds.) *Readings on the development of children*. New York. WH Freeman & Company.
4. Sabynsachi, B. (1997). *The Mahatma and the poet: Letters and debates between Gandhi & Tagore*. National Book Trust.
5. Cole (Eds.), *Readings on the development*. New York, WH Freeman and Company.

SEMESTER-I

PAPER: VIII

FIELD ENGAGEMENT WITH SCHOOL (1 Week) (FE-I)

Total Marks: 25

Sessional/ Internal: 25

ACTIVITIES DURING ONE WEEK FIELD ENGAGEMENT PROGRAMME

The following activities will be performed by the students during this one week field engagement programme 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 the schedule of the school and analyzing the schedule of the session of the school.
5. Interaction with the student 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 supervisor.

Note:-

- For internal evaluation a committee of three teachers (concerned teacher, HOD and a senior faculty nominated by the principal) will be constituted at the institution level and coordinated by the principal of the concerned college.
- The committee will assess the performance of the students and evaluate the records. The award list will be forwarded to the university by the principal of the institution.
- The record in the form of files, CD, pendrive be retained for at least three years in the institution.
- In case of any aberration or any complaint the university / external agency is authorized to review the internal awards.

SEMESTER-II
PAPER-I
UNDERSTANDING THE LEARNING PROCESS
(P-IV)

Time: 3Hrs.

Total Marks: 100
Theory: 70
Sessional Work: 30

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A, B, C, D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Course Objectives: After the Completion of Course, the Students will be able to:

- Understand the various theories of learning
- Understand the concept of motivation and understand the role of teacher in motivating, strengthening and sustaining learning styles.
- Explain the nature and characteristics of teaching
- Describe the principles and maxims of teaching
- Discuss anatomy of teaching
- Differentiate between teaching and learning

SECTION-A

- a) Learning- Meaning, Nature and Factors affecting Learning
- b) Learning Theories-Behaviorism, Cognitivism and Bandura's Social learning theories in relation to learner, teacher and teaching learning process.
- c) Transfer of learning, its types and educational implications.

SECTION-B

- a) Learning as construction of knowledge as different from learning as Transmission and reception of knowledge.
- b) Constructivism (Piaget, Bruner and Vygotsky)

SECTION-C

- a) Learning Styles: Meaning and concept; Implications for classroom and outside classroom learning
- b) Motivation: Concept, Types and Techniques
- c) Teacher's role in motivating, strengthening and sustaining motivation among learners.

SECTION-D

- a) Learning Disabilities: Meaning and concept
- b) Types of Learning Disabilities in children and adolescents
- c) Access, participation and quality of education of children and youth with learning disabilities at elementary and secondary educational levels

SESSIONAL WORK

Performance in unit tests and house examination	10 Marks
Attendance	05 Marks
Assignments on the following	15 Marks
• Case study of Learning Disabled child	
• Institutional visit and reporting of activities for mainstreaming of disabled children in school education	

REFERENCES:-

1. Bhatia, K.K. (2003): *Bases of Educational Psychology*. Kalyani Publishers, New Delhi.
2. Bourne, L.E. (1985). *Psychology: Its Principles and Meaning*. Holt, Rinehart and Winston, New York.
3. Chauhan, S.S. (2002): *Advanced Educational Psychology*. Vikas Publishing House, New Delhi.
4. Clifford Morgan; King, R.R. and Weisz, John (1999): *Introduction to Psychology*. Tata Mc Graw Hill Publishing Company Ltd, New Delhi.
5. Dandapani, S. (2001) *Advanced educational psychology*, (2nd edition), New Delhi, Anmol publications pvt Ltd.
6. Gardner, H. (1983) *frames of Mind: The theory of multiple intelligence*. New York: Basic Books.
7. Garret, H.E. (2005): *Statistics in Psychology and Education*. Paragon International Publishers, New Delhi.
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SEMESTER-II

PAPER- II

ASSESSMENT FOR LEARNING (CP-IV)

Time: 3 Hrs.

Total Marks: 100
Theory: 70
Sessional Work: 30

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Course Objectives: After Completion of Course the Students will be able to:

- Gain a critical understanding of issues in assessment and evaluation.
- Become cognizant of key concepts, such as formative and summative assessment, evaluation and measurement, test, examination;
- Be exposed to different kinds and forms of assessment that aid student learning;
- Become the use of a wide range of assessment tools, and learn to select and construct these appropriately, and
- Evolve realistic, comprehensive and dynamic assessment procedures that are able to keep the whole student in view

SECTION-A

- a) Assessment: Concept, nature and characteristics of assessment
- b) Distinction between "Assessment of learning" and 'Assessment for learning'.
- c) Purpose of assessment in a "Constructivist Paradigm"

SECTION-B

- a) Types of Assessment: Diagnostic, Formative and summative
- b) Concept of Continuous and Comprehensive Assessment and Grading: Concept and characteristics
- c) Evaluation w.r.t. New Bloom's taxonomy of educational objectives

SECTION-C

- a) Assessment of scholastic and allied aspects in learning outcomes: (i) Construction of various test items
(ii) Blue print of a question paper
- b) Assessment of affective domain: Observation, interview and rating scale as a tool of assessment.
- c) Assessment of psychomotor domain of learning outcomes

SECTION-D

- a) Statistical tool: Theoretical understanding and computation of Percentage, Graphical representation, frequency distribution, central tendency, variation.
- b) Theoretical understanding of normal distribution, standard scores (Z,T and Stanine) with reference to assessment for learning.
- c) Feedback as an essential component for assessment.
 - (i) Types of feedback
 - (ii) Developing maintain and reporting a comprehensive learner profile

SESSIONAL WORK

Performance in unit tests and house examination

10 Marks

Attendance

05 Marks

Assignments on the following

15 Marks

- Preparation of Cumulative Record Card (CRC) for CCE
- Conversion of raw scores into grade point average

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6. **Gentile, J.R. & Lalley, J.P. (2003).** *Standards and mastery learning: Aligning teaching and assessment so all children can learn*. Thousand Oaks, CA: Corwin.
7. **Guskey, T.R., & Bailey, J.M. (2001).** *Developing grading and reporting systems for student learning*. Thousand Oaks, CA: Corwin.
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9. **Robert L. Linn (2008).** *Measurement and Assessment in Teaching*. Pearson publisher: New Delhi

SEMESTER-II

PAPER-III

Educational Technology and ICT

P-V

Time: 3Hrs.

Total Marks: 100

Theory: 70

Sessional Work: 30

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Course Objectives: After Completion of Course the Students will be able to:

- Understand the nature and scope of educational technology and also about the various forms of technology
- Know the systems approach to Education and communication theories and modes of communication
- Familiar with the instructional design and modes of development of self learning material
- Describe the concept of ICT in education and appreciate the scope of ICT for improving the personal productivity and professional competencies.

SECTION-A

Nature and Scope

- 1) Educational Technology: Concept, Approaches of Educational Technology: Hardware and software, Multimedia and Mass media approach.
- 2) Concept of Teaching, Anatomy and principles of teaching. Relationship of the term teaching with other similar concepts such as conditioning, instruction, training and indoctrination.
- 3) Major institutions of educational technology in India – CIET, EMMRC (AVRC, EMRC and MCRC), IGNOU, SIET

SECTION-B

Systems Approach to Education and Communication:

- 1) Systems Approach to Education and Components: Task Analysis, Content Analysis, Content Analysis and Evaluation Strategies, Computer Assisted Learning (CAL) and Computer Managed Learning (CML). Concept, process, merits and demerits.
- 2) Communication and Instruction: Concept, nature, principles, modes, facilitators and barriers of communication process, Classroom Communication (Interaction- verbal and Non-verbal).
- 3) Instructional Strategies and Media for Instruction: designing of instructional strategies such as lecture, team teaching, discussion, smart class, seminar and tutorials (concept and importance); Programmed Learning: Concept, origin, basic structure of Linear (Extrinsic) and Branching (Intrinsic) types, programming, Various steps involved in construction of programmes.

SECTION-C

Innovations in Teaching Learning Process:

- 1) Bloom's Taxonomy of instructional objectives.
- 2) Teaching Models: concept, types: concept attainment and Advance Organizer Model.
- 3) Micro Teaching: Concept process, limitations and knowledge of few important teaching skills.

SECTION-D

ICT in Education:

- 1) Information & Communication Technology: Concept, Need and Scope along with its difference with Educational Technology.
- 2) E-learning, Mobile learning as manifestation of ICT.
- 3) Digital resources and Digital platform as means for integrating ICT in Edu.

SESSIONAL WORK

Performance in unit tests and house examination

10 Marks

Attendance

05 Marks

Assignments on the following (Any two)

15 Marks

- Organise seminar/ debates on different approaches of ICT in teaching learning process.
- Visit to local TV / Radio Station and analyzing the educational radio broadcast or TV telecast for quality and content.
- Review of CIET/UGC/IGNOU TV Programmes, and preparation of report.
- Preparation of two lesson plans based on any model of teaching.

Books Recommended:-

1. Agarwal, J.P. (2013), *Modern Educational Technology*, Delhi: Black Prints.
2. Chauhan, S.S. (1978), *A Text-Book of Programmed Instruction*, New Delhi: Sterling Pub. Co.
3. Mangal, S.K. & Uma Mangal (2009), *Essentials of Educational Technology*, New Delhi.
4. Mohanty, J. (2007), *Modern trends in Educational Technology*, Neel Kamal publications Pvt.Ltd, New Delhi-110063 www.neelkamalpub.com
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6. Sharma, R.A. (1997), *Technology of teaching*, Loyal Book Depot, Meerut.

7. Sharma, Y.K. & Sharma, M, (2006). *Educational Technology and Management*, Vol 1. New Delhi: Kanishka Publishers and Distributors.

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SEMESTER-II
PAPER: IV AND V
PEDAGOGY OF PUNJABI
CP I and II (B) Option-i
ਪੰਜਾਬੀ ਅਧਿਆਪਨ

Time: 1.30 Hrs.

Total Marks: 50

Theory: 35

Sessional Work: 15

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

ਉਦੇਸ਼:-

1. ਵਿਦਿਆਰਥੀ ਅਧਿਆਪਕਾਂ ਨੂੰ ਪਾਠਕ੍ਰਮ ਵਿਚ ਵੱਖ-ਵੱਖ ਵਿਧਾਵਾਂ ਤੋਂ ਜਾਣੂੰ ਕਰਵਾਉਣਾ।
2. ਵਿਦਿਆਰਥੀ ਅਧਿਆਪਕਾਂ ਨੂੰ ਸਾਹਿਤ ਤੇ ਵਿਭਿੰਨ ਰੂਪਾਂ ਦੇ ਅਧਿਆਪਨ ਢੰਗਾਂ ਬਾਰੇ ਜਾਣਕਾਰੀ ਦੇਣਾ।
3. ਵਿਦਿਆਰਥੀ ਅਧਿਆਪਕਾਂ ਨੂੰ ਭਾਸ਼ਾ ਲਈ ਮੁਲਾਂਕਣ ਕਰਨ ਦੇ ਕਾਬਿਲ ਬਣਾਉਣਾ।
4. ਵਿਦਿਆਰਥੀ ਅਧਿਆਪਕਾਂ ਨੂੰ ਭਾਸ਼ਾ ਸਹਾਇਕ ਸੂਰਾਂ ਦੀ ਵਰਤੋਂ ਕਰਨ ਦਾ ਕਾਬਿਲ ਬਣਾਉਣਾ।

ਸੈਕਸ਼ਨ-ਏ

1. (ੳ) ਪੰਜਾਬੀ ਸਾਹਿਤ ਦੇ ਵੱਖ-ਵੱਖ ਰੂਪ, ਸਕੂਲੀ ਪਾਠਕ੍ਰਮਾਂ ਵਿੱਚ ਵੱਖ-ਵੱਖ ਰੂਪਾਂ ਦੀ ਪੜ੍ਹਾਈ (ਵਿਸ਼ਿਸ਼ਟ ਸਾਹਿਤ - ਕਵਿਤਾ, ਕਹਾਣੀ, ਨਾਵਲ, ਨਾਟਕ, ਇਕਾਂਗੀ, ਨਿਬੰਧ) (ਪ੍ਰਸਤਾਵਿਤ ਪ੍ਰਸ਼ਨ) (ਲੋਕ ਸਾਹਿਤ ਰੂਪ - ਸੁਹਾਗ, ਘੋੜੀਆਂ, ਸਿੱਠਣੀ, ਢੋਲਾ, ਟੱਪਾ, ਬੋਲੀ, ਮਾਹੀਆ) (ਪ੍ਰਸਤਾਵਿਤ ਪ੍ਰਸ਼ਨ)
(ਅ) ਸਕੂਲੀ ਪਾਠਕ੍ਰਮ ਵਿੱਚ ਮੀਡੀਆ ਦੀ ਭੂਮਿਕਾ
(ੲ) ਭਾਸ਼ਾ ਵਿੱਚ ਅਨੁਵਾਦ ਦਾ ਮਹੱਤਵ ਤੇ ਲੋੜ
2. ਕਵਿਤਾ ਤੇ ਵਾਰਤਕ ਅਧਿਆਪਨ - ਮਹੱਤਵ, ਉਦੇਸ਼, ਵਿਧੀਆਂ ਤੇ ਅੰਤਰ।

ਸੈਕਸ਼ਨ-ਬੀ

1. ਨਾਟਕ ਸਿੱਖਿਆ - ਮਹੱਤਵ, ਉਦੇਸ਼ ਤੇ ਵਿਧੀਆਂ, ਕਹਾਣੀ ਦੀ ਸਿੱਖਿਆ - ਕਹਾਣੀ ਸੁਣਾਉਣ ਦੀ ਕਥਾ, ਅਧਿਆਪਨ ਵਿਧੀਆਂ।
2. ਸਭਿਆਚਾਰ ਅਤੇ ਲੋਕਧਾਰਾ - ਸਭਿਆਚਾਰ ਦੀ ਜਾਣ ਪਛਾਣ, ਮਹੱਤਵ ਅਤੇ ਪਛਾਣ ਚਿੰਨ੍ਹ (ਪ੍ਰਸਤਾਵਿਤ ਪ੍ਰਸ਼ਨ)

ਸੈਕਸ਼ਨ-ਸੀ

1. ਪਾਠ ਯੋਜਨਾ - ਪਰਿਭਾਸ਼ਾ, ਉਦੇਸ਼, ਮਹੱਤਤਾ, ਵਿਸ਼ੇਸ਼ਤਾਵਾਂ ਤੇ ਕਿਸਮਾਂ, ਪਾਠ ਯੋਜਨਾ ਦੀ ਤਿਆਰੀ, ਸੂਖਮ ਪਾਠ ਯੋਜਨਾ ਦੀ ਤਿਆਰੀ ਤੇ ਕੋਸ਼ਲ ਅਧਿਆਪਨ।

2. ਭਾਸ਼ਾ ਸਿੱਖਿਆ ਵਿੱਚ ਸਹਾਇਕ ਸਮੱਗਰੀ-ਅਰਥ, ਮਹੱਤਤਾ, ਕਿਸਮਾਂ ਤੇ ਉਪਯੋਗੀ ਵਰਤੋਂ ਭਾਸ਼ਾ ਪ੍ਰੋਯੋਗਸ਼ਾਲਾ - ਅਰਥ, ਉਦੇਸ਼, ਮਹੱਤਤਾ, ਵਰਤੋਂ ਦੇ ਢੰਗ।

ਸਿੱਖਣ-ਭੀ

1. ਮਾਤਭਾਸ਼ਾ ਪਾਠਪੁਸਤਕ, ਪਾਠਕ੍ਰਮ - ਉਦੇਸ਼, ਮਹੱਤਤਾ ਤੇ ਸਿਧਾਂਤ।
2. ਭਾਸ਼ਾ ਸਿੱਖਿਆ ਲਈ ਮੁਲਾਂਕਣ - ਅਰਥ ਤੇ ਵਿਧੀਆਂ, ਨਿਰੰਤਰ ਵਿਆਪਕ ਮੁਲਾਂਕਣ ਦੀ ਧਾਰਨਾ ਅਤੇ ਪਸਵੀ ਤੇ ਦਸਵੀਂ ਤੱਕ ਅੰਕ ਵੰਡ। ਮੁਲਾਂਕਣ ਲਈ ਪ੍ਰਸ਼ਨਾਂ ਦੇ ਰੂਪ ਅਤੇ ਪਰਤਵੀ ਸੁਚਨਾ।

ਸਿੱਖਣ ਵਰਕ:-

Performance in Unit tests and House examination

05 marks

Attendance

02 marks

Assignment on the following

08 marks

1. ਨਾਨਕ ਸਿੰਘ ਦੇ ਨਾਵਲ "ਪਵਿੱਤਰ ਪਾਪੀ" ਅਤੇ ਗੁਰਦਿਆਲ ਸਿੰਘ ਦੇ ਨਾਵਲ "ਮੜੀ ਦਾ ਦੀਵਾ" - ਬਹਿਕ ਅਧਿਐਨ, ਪਾਤਰ ਉਸਾਰੀ, ਅਤੇ ਕਲਾ ਪੱਖ।
2. ਡਾ. ਹਰਿਭਜਨ ਸਿੰਘ (ਸੰਪਾਦਿਤ) ਪੁਸਤਕ - ਕਾਵਿ ਕੀਰਤੀ:- ਪੜ੍ਹਾਉਣ ਦੀ ਵਿਧੀ, ਅੱਖੇ ਸ਼ਬਦਾਂ ਦੇ ਅਰਥ, ਬੱਚੇ ਦਾ ਆਪਣੇ ਤੇ ਆ ਕੇ ਪੜ੍ਹਾਉਣਾ

ਸਹਾਇਕ ਪੁਸਤਕਾਂ ਦੀ ਸੂਚੀ:-

1. ਇੰਦਰਦੇਵ ਨੰਦਰਾਂ	ਆਧੁਨਿਕ ਪੰਜਾਬੀ ਅਧਿਆਪਨ	ਟੰਡਨ ਪਬਲਿਸ਼ਰਜ਼
2. ਸੁਖਵਿੰਦਰ ਸਿੰਘ ਸੇਖੋਂ/ ਮਨਦੀਪ ਕੌਰ ਸੇਖੋਂ	ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਅਧਿਆਪਨ	ਕਲਿਆਣੀ ਪਬਲਿਕੇਸ਼ਨਜ਼
3. ਡਾ. ਅਮਰਜੀਤ ਕੌਰ	ਪੰਜਾਬੀ ਅਧਿਆਪਨ	ਸੂਰੀਆ ਪਬਲਿਕੇਸ਼ਨਜ਼
4. ਡਾ. ਉਮਕਾਰ ਐਨ.ਕੋਲ	ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਅਧਿਆਪਨ	ਰਵੀ ਪਬਲਿਸ਼ਰਜ਼
5. ਜਸਵੰਤ ਸਿੰਘ ਜੌਂਸ	ਮਾਤ ਭਾਸ਼ਾ ਦੀ ਸਿੱਖਿਆ ਵਿਧੀ	ਮਹਿਤਾਬ ਸਿੰਘ (ਨਿਊ ਬੁੱਕ ਕੰਪਨੀ)
6. ਡਾ. ਰਖੂਨਾਬ ਸਫਾਇਆ	ਮਾਤ ਭਾਸ਼ਾ ਦੀ ਸਿੱਖਿਆ	ਪ੍ਰਕਾਸ਼ ਬੁਦਰਜ਼
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8. Tickoo, M.L. (2005)	Teaching and Learning English	Orient Longman, New Delhi.

SEMESTER-II

PAPER: IV AND V

PEDAGOGY OF HINDI

CP I and II (B) Option-ii

Time: 1.30 Hrs.

Total Marks: 50

Theory: 35

Sessional Work: 15

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

ਸੇਕਸ਼ਨ-੯

1. ਖਾਧਾਈ ਕੀਸ਼ਲ :

ਕ. ਭੋਲਾਚਾਲ ਕੀਸ਼ਲ - ਭਾਖੀ, ਸਹਲ, ਤੇਵੇਯ, ਤਿਯਾਯ

ਖ. ਲੇਖਨ ਕੀਸ਼ਲ - ਭਾਖੀ, ਲੇਖਨ ਪ੍ਰਤਿਯਾ, ਸਹਲ, ਸੁਭਗਾਤਮਕ ਲੇਖਨ ਦੀ ਵਿਧਿਯਾ

2. हिन्दी शिक्षण :

- क. गद्य शिक्षण व गद्य का अर्थ, उद्देश्य, स्रोतान् विधियाँ
- ख. पद्य शिक्षण व पद्य का अर्थ, उद्देश्य, स्रोतान्, विधियाँ

सैमेशन-डी

1. व्याकरण शिक्षण : व्याकरण का अर्थ, उद्देश्य, महत्व, विधियाँ
2. नाटक शिक्षण : अर्थ, उद्देश्य, महत्व, विधियाँ

सैमेशन-सी

1. शाब्द पुस्तक एवं पुस्तकालय : अर्थ, उपयोगिता, विद्यार्थियों को कवि विकसित करने के उपाय।
2. मूल्यांकन : अर्थ एवं परिभाषाएँ, उद्देश्य, महत्व व अच्छे गद्दू पाठकों की विशेषताएँ।

सैमेशन-डी

1. दृश्य शब्द साधन : अर्थ, महत्व, प्रयोग व प्रयोग में सावधानियाँ
2. पाठ-योजना - अर्थ, महत्व, उद्देश्य
शुष्म शिक्षण कौशल - अर्थ एवं पाठ योजनाएँ

सैनल कार्य :

Performance in Unit tests and House examination

05 marks

Attendance

02 marks

Assignment on the following

08 marks

1. हिन्दी साहित्य के विकास में कोई दो महान लेखककार एवं कहलोककर के योगदान पर रिपोर्ट तैयार करें।
2. हिन्दी साहित्य के विकास में कोई दो महान कविधियों एवं कविधियों के योगदान पर रिपोर्ट तैयार करें।

सहायक पुस्तक सूची :

- नायक सुरेश, 'हिन्दी भाषा शिक्षण', टक्की फास्ट सेन्सुरी पब्लिकेशन, पटियाला।
- बहादुर सर्वजीत कौर, 'हिन्दी अध्यापन', कल्याणी पब्लिकेशन, देहली।
- खाना ज्योति, 'हिन्दी शिक्षण', धनपत राय एण्ड सन्ज, देहली।
- गोपाल ए. के. 'हिन्दी शिक्षण' हरिष प्रकाशन मन्दिर, अमरा।
- मकडू चरिन्द, 'हिन्दी शिक्षण', गुलनान् पब्लिकेशन, जालन्धर।

SEMESTER-II PAPER: IV and V PEDAGOGY OF ENGLISH CP I and II (B) Option-iii

Time: 1.30 Hrs.

Total Marks: 50

Theory: 35

Sessional Work: 15

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Course Objectives: After Completion of Course the Students will be able to:

- To introduce student teachers to some important methodologies & techniques of teaching English.
- To enable student teachers to prepare and use appropriate audio- visual teaching aids for effective teaching of English

- To enable the students to evaluate student's performance in English
- To develop in student teachers insight into the form and use of English and to give practice in lesson planning.
- To develop understanding of the significance of professional preparedness of English teachers.

SECTION-A

1. Methods of Teaching English: Grammar Translation Method, Bilingual method and Direct Method. The Structural Approach, application of structural approach in the classroom.
2. Situational Teaching and Communicative Language Teaching, Constructivist Approach to Teaching of English.

SECTION-B

1. Continuous and Comprehensive Evaluation (CCE); Concept, technique and weight-age distribution. Development of Language test.
2. Educational significance and practical use of teaching aids in English. Essential Qualities of teaching aids with special reference to OHP, LCD Projector and Computer.

SECTION-C

1. Lesson Planning: Need & Importance. Preparation of Macro lesson
 - i) Prose
 - ii) Poetry
 - iii) Grammar
2. Composition
 - Notice Writing
 - Paragraph
 - Letter Writing
 - Story Writing

SECTION-D

1. Micro Lesson
 - Skill of Introducing the lesson
 - Skill of Stimulus variation
 - Skill of illustration
 - Skill of B.B Writing.
 - Skill of questioning.
2. Language Laboratory – its set up, uses and limitations. Language games.

SESSIONAL WORK

Performance in unit tests and house examination	05 Marks
Attendance	02 Marks
Assignments on the following	08 Marks

- Develop a blue print of language test balancing all the skills i.e listening, speaking, reading & writing.
- Prepare five lesson plans based on ICT and Teaching Models

REFERENCES:-

1. **Balasubramaniam, T. (1981):** *A Textbook of English Phonetics for Indian Students*. Macmillan India Limited, Mumbai.
2. **Bhandari, C.S. and others (1966):** *Teaching of English: A Handbook for Teachers*. Orient Longman, New Delhi.
3. **Bhatia, K.K. (2006):** *Teaching and Learning English as a Foreign Language*. Kalyani Publishers, New Delhi.
4. **Bindra, R. (2005):** *Teaching of English*. Radha Krishan Ananad and Co, Jammu.
5. **Bright, J.A. and Mc Gregor, G.P. (1981):** *Teaching English as a Second Language*. Longmans, ELBS.

6. Carroll, B.J. (1972): *Systems and Structures of English*. Oxford University Press, London.
7. Doff, A. (1998). *Teach English: A Training Course for Teachers*. The British Council and Cambridge University Press, Cambridge.
8. French, F.G. (1963): *Teaching English as an International Language*. OUP, London.
9. Gokak, V.K. (1963): *English In India, Its Present and Future*. Asia Publishing House,
10. Hornby, A.S. (1962): *The Teaching of Structural Words and Sentence Patterns*. OUP, London.
11. Kohli, A.L. (1999): *Techniques of Teaching English*. Dhanpat Rai and Company, New Delhi.
12. Lamba, D. and Others (2007): *Techniques of Teaching English*. 21st Century Publication, Patiala.
13. Manzel, E.W. (1994): *Suggestions for the Teaching of Reading In India*. OUP, London.
14. Palmer, H.E. (1980): *Grammar of Spoken English*. Heffer, Cambridge.
15. Ryburn, W.M. (1963): *Teaching of English In India*. OUP, Mumbai.
16. Thompson, M.S. and Wyatt, H. G. (1995): *Teaching of English in India*. OUP, Mumbai.
17. Tickoo, M.L. (2005): *Teaching and Learning English*. Orient Longman, New Delhi.
18. Wright, T. (1988): *Roles of Teachers and Learners*. Oxford University Press, Oxford.

SEMESTER-II
PAPER: IV and V
PEDAGOGY OF SOCIAL SCIENCE
CP I and II (B) Option-iv

Time: 1.30 Hrs.

Total Marks: 50

Theory: 35

Sessional Work: 15

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Course Objectives: After Completion of Course the Students will be able to:

- Differentiate different types of approaches of social science.
- Understand the concept of evaluation.
- Understand different types of test.
- Know how to plan lesson.
- Understand different types of micro teaching skills

SECTION-A

1. Methods of Teaching Social Science: Meaning, Characteristics of good teaching method for Social Science. Lecture Method, Project Method,
2. Socialized recitation method (Seminar, debate, Panel discussion, workshop, symposium and dramatization), Storytelling method (With special reference to behaviorism, cognitive & constructivism learning theories).

SECTION-B

1. Evaluation: Concept, Need and importance. CCE: Concept, techniques & weight age distribution (VI to VIII, IX to X).
2. Types of Test: Essay Type Test, Short Answer Type Tests and Objective Type Tests along with merits.

SECTION-C

1. Lesson planning- Meaning, Characteristics and steps of construction of composite lesson plan.
2. Specific topics for composite lesson plan :
 - Demand and Supply
 - Green Revolution
 - Organs of Government
 - Structure of Atmosphere
 - Natural Vegetation and Wild Life
 - Monumental Architecture
 - Indian Freedom Movement
 - Natural Disasters
 - Revenue and Cost
 - Democracy
 - Indian Constitution
 - Face of Earth
 - The Mughal Empire
 - Revolution of 1857
 - Environment

SECTION-D

1. Teaching Micro skills with special reference to five skills-
 - Skill of Introducing the topic
 - Skill of questioning
 - Skill of Explanation
 - Skill of Stimulus variation
 - Skill of Blackboard Writing
2. Integration of projected and non projected teaching aids with lesson planning

SESSIONAL WORK

Performance in unit tests and house examination

05 Marks

Attendance

02 Marks

Assignments on the following

08 Marks

1. Quiz Question Bank (Including Questions for preliminary round and main round)
2. Prepration of blue print with question paper and evaluation key.

REFERENCE BOOK:-

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

SEMESTER-II
PAPER: IV and V
PEDAGOGY OF HISTORY
CP I and II (B) Option-viii

Time: 1.30 Hrs.

Total Marks: 50
Theory: 35
Sessional Work: 15

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

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

1. Differentiate different types of methods of teaching history.
2. Understand the concept of Evaluation.
3. Differentiate between different types of test items.
4. Know how to plan a lesson.
5. Understand different types of micro teaching skills.

SECTION-A

1. Methods meaning, characteristics of good teaching method for History.
2. Lecture method, Project method, Storytelling method, Seminar, Dramatization Method, Source method (with special reference to behaviorism, cognitive, constructivism learning theories)

SECTION-B

1. (a) Devices of teaching History: Narration, Illustration, Description.
(b) CCE: concept, techniques and weight age distribution from classes (VI to VIII, IX and X)
2. Teaching micro skill with special reference to five skills- skills of introducing the topic, skill of questioning, skill of explanation, skill of stimulus variation and skill of blackboard writing.

SECTION-C

1. Evaluation: Need and Importance
2. Types of Test: Essay type, Short Answer Type, Objective Type along with Merits and Demerits.

SECTION-D

1. Lesson planning – meaning, characteristics and steps of construction of composite lesson plan. Integration of projected and non projected teaching aids with lesson planning.
2. Specific topic for composite lesson plan:
 - The Mughal Empire.
 - Revolution of 1857.
 - Harappa civilization.
 - Monumental Architecture.
 - Indian Freedom movement.

SESSIONAL WORK

Performance in unit tests and house examination

05 Marks

Attendance

02 Marks

Assignments on the following

08 Marks

- 1) Preparation of Time line on development of historical events (pre independence and post independence)
- 2) Writing a report on the major historical revolutions and their contribution in historical development.

REFERENCES:-

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

SEMESTER-II PAPER: IV and V PEDAGOGY OF ECONOMICS CP I and II (B) Option-viii

Time: 1.30 Hrs.

Total Marks: 50

Theory: 35

Sessional Work: 15

Instructions for the Paper Setter:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

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

1. Differentiate different types of methods of teaching Economics.
2. Understand the concept of Evaluation.
3. Differentiate between different types of test items.
4. Know how to plan a lesson.
5. Understand different types of micro teaching skills.

SECTION-A

1. Methods: Meaning, Characteristics of Good Teaching Method for Economics.

2. Various methods of Teaching of Economics: Lecture Method, Discussion Method, Project Method, Survey Method, Inductive - Deductive method (With special reference to behaviorism, cognitive & constructivism learning theories)

SECTION-B

1. Devices and Techniques: Assignments, Seminars, Symposium, Supervised Study, Excursions.
2. Evaluation: Concept, Need and Importance. CCE: Concept, techniques & weight -age distribution (VI to VIII, IX, to X).

SECTION - C

1. Types of Test: Essay Type Test, Short Answer Type Tests, Objective Type Tests along with merits and demerits.
2. Teaching Micro skills with special reference to five skills.
 - Skill of introducing the lesson
 - Skill of questioning
 - Skill of Explanation
 - Skill of stimulus variation
 - Skill of graphical representation

SECTION-D

1. Lesson Planning: Meaning, Characteristics and Steps of Construction of Composite Lesson Plan. Integration of projected and non projected teaching aids with lesson planning.
2. Specific topics for composite lesson plan
 - Demand and supply
 - Revenue and cost
 - Importance of Agriculture
 - Functions of Money
 - Functions of Banking
 - Circular flow of income
 - Law of diminishing marginal utility

SESSIONAL WORK

Performance in unit tests and house examination

05 Marks

Attendance

02 Marks

Assignments on the following

08 Marks

- Project work on any two economic resource contributing to Economics Development.
(1) Bank (2) Dams (3) Company (4) Agriculture sector.

REFERENCES:-

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

SEMESTER-II
PAPER: IV and V
PEDAGOGY OF COMMERCE
CP I and II (B) Option-ix

Time: 1.30 Hrs.

Total Marks: 50
Theory: 35
Sessional Work: 15

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

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

- Differentiate different types of methods of teaching Commerce.
- Understand the concept of Evaluation.
- Differentiate between different types of test items.
- Know how to plan a lesson.
- Understand different types of micro teaching skills.

SECTION-A

1. Meaning, Characteristics of good teaching Method for Commerce.
2. Lecture method, Discussion Method, Project Method, Inductive- Deductive Method and Survey Method (with special reference to behaviorism, cognitive & constructivism learning theories)

SECTION-B

1. Evaluation: Need and Importance.
2. CCE: Concept, Characteristics and weight age distribution (XI to XII).

SECTION - C

1. Type of Tests: Essay Type Test, Short Answer Type Tests, Objective Type Tests. (Along with merits and demerits)
2. Teaching Micro skill with special reference to five skills :
 - Skill of introducing the topic
 - Skill of Questioning
 - Skill of Explanation
 - Skill of Stimulus Variation
 - Skill of B.B. writing.

SECTION-D

1. Lesson Planning: Meaning, Characteristics and steps of construction of composite lesson plan. Integration of projected and non projected teaching aid with lesson planning.
2. Specific topics for composite lesson planning:-
 - Banking
 - Warehouse
 - Trade

- Insurance
- Marketing
- Product
- Marketing Mix
- Transport
- Advertisement
- Journal
- Ledger
- Types of Account
- Partnership
- Final Accounts
- Social Responsibility of Business

SESSIONAL WORK

Performance in unit tests and house examination

05 Marks

Attendance

02 Marks

Assignments on the following

08 Marks

1. Preparation of PPT and commercial ad on marketing of a commodity.

REFERENCES:-

- 1) Aggarwal, J.C. (2003). *Teaching of Commerce*, Vikas Publication, New Delhi.
- 2) Rao, seema. (2005). *Teaching of Commerce*, Anmol Publication, New Delhi.
- 3) Dema and brinkman: *Guidance in Business Education* South. Western Publishing Company, New York.
- 4) Tonne, Lopham and freeman: *Methods of teaching business subject*. MC Graw Hill, New York.
- 5) Venkatest, Warlu K. and Boshia Johni and Digumarti, S.K and Rao, Bhaskara: *Methods of Teaching of Commerce*.

SEMESTER-II PAPER: IV and V PEDAGOGY OF MATHEMATICS CP I and II (B) Option-x

Time: 1.30 Hrs.

Total Marks: 50

Theory: 35

Sessional Work: 15

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Course Objectives: After Completion of Course the Students will be able to :

- Understand various instructional strategies and their appropriate use in teaching mathematics at the secondary level.
- Understand preparation and use of diagnostics test and organize remedial teaching.

- Application of appropriate evaluation techniques in mathematics.
- Understand the application of appropriate evaluation techniques in mathematics

SECTION-A

1. Approaches: Constructivist, Discoveries.
2. Methods: Problem Solving, Laboratory, Project, Inductive – Deductive, Analytic- Synthetic, Techniques (Oral, Written Work, Drill Work, Supervised Study, Error Analysis)

SECTION-B

1. Types of Assessment (Diagnostic, Formative & Summative)
2. CCE: Concept, Meaning and Importance of CCE.

SECTION-C

1. Different Types of Tests Used for Evaluation in Mathematics
2. (a) Micro teaching: meaning, steps of micro teaching.
(b) Orientation of different micro teaching skills :
 - Skill of introducing the lesson
 - Skill of questioning
 - Skill of explanation
 - Skill of stimulus variation
 - Skill of black board writing

SECTION-D

1. (a) Annual Plan & Unit Plan
(b) Lesson Planning: Herbartian Approach to Lesson Planning, planning of macro / composite lessons with special references to
 - Number system
 - Polynomials
 - Line segment
 - Angles
 - Triangles
 - Quadrilaterals
 - Trigonometric ratios, height and distances
 - Linear, Simultaneous and Quadratic equations
 - Measure of central tendency (mean, median, mode)
 - Pythagoras theorem
 - Congruence

SESSIONAL WORK

Performance in unit tests and house examination

05 Marks

Attendance

02 Marks

Assignments on the following

08 Marks

- 1) Test construction – Achievement and Diagnostic
- 2) Preparation of improvised teaching aids.

REFERENCES:-

1. Bloom, Benjamin S.Ed. (1958): *Taxonomy of Educational Objectives*, Handbook of Cognitive Domain, Harcourt Brace & World Inc., New York.
2. Krathwoh, David R.h Ed., (1984): *Taxonomy of Educational Objectives*, Handbook II Affective Domain, David McKay, New York.
3. *The Teaching of Secondary School Mathematics (1970): XXXIII Yearbook of NCTM*: Washington.
4. W.Servais and T.Varga (1971): *Teaching School Mathematics: A UNESCO Sources*
5. book, penguin Books: UNESCO
6. **National curriculum framework for teacher education-2000-** (Document published by NCERT)
7. Butter; C.H. and wren, (1960): *The Teaching of Secondary Mathematics*, McGraw-Hill Book Comp. New York.
8. Siddhu, K.S. (1993): *Teaching of Mathematics*, Sterling Publishers, New Delhi.
9. Mangal S.K. (1993): *Teaching of Mathematics*, Arya Book Depot, New Delhi.
10. Krulik, S. and Weise, I.B. (1975): *Teaching of Secondary School Mathematics*, WB Saunders Company, London.

SEMESTER-II
PAPER: IV and V
PEDAGOGY OF COMPUTER SCIENCE
CP I and II (B) Option-xi

Time: 1.30 Hrs.

Total Marks: 50

Theory: 35

Sessional Work: 15

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Course Objectives: After Completion of Course the Students will be able to:

- To equip them with different methods and techniques to be utilized in classroom situation.
- To provide them knowledge about evaluation techniques.
- To make them able to plan lessons and present them effectively.
- To enable them to use computers to enhance teaching / learning skills.

SECTION-A

1. Characteristics of good method for teaching of Computer Science.
2. Various methods of Teaching of Computer Science: Lecture Method, Lecture cum Demonstration Method, Problem solving Method, Project method, Laboratory Method, Computer Assisted Instructions, Web Based Instructions.

SECTION-B

1. Evaluation: Concept and Importance of Evaluation.
2. Continuous & Comprehensive Evaluation: Concept, techniques and weight-age distribution (VI to VIII, IX to X).

SECTION-C

- (a) Types of test items- Essay type, short answer type, objective type.
(b) Online Testing.
- Components and Preparation of Micro Lesson Plan for developing teaching skills of: • Skill of Introduction • Skill of Explanation • Skill of Stimulus Variation • Skill of Questioning • Skill of Blackboard Writing.

SECTION-D

- Lesson plan – Meaning, need and importance, Steps in writing lesson plan.
- Digital Lesson Planning.

SESSIONAL WORK

Performance in unit tests and house examination

05 Marks

Attendance

02 Marks

Assignments on the following

08 Marks

- Preparation of digital lesson plan
- Preparation of a online computer based test from syllabi of class VI-XII

REFERENCES:-

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

SEMESTER-II

PAPER: IV and V

PEDAGOGY OF SCIENCE

CP I and II (B) Option-xii

Time: 1.30 Hrs.

Total Marks: 50

Theory: 35

Sessional Work: 15

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

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

- Differentiate different types of methods of teaching of Science.
- Understand the concept of Evaluation.
- Differentiate between different types of test items.
- Know how to plan a lesson.
- Understand different types of micro teaching skills.

SECTION-A

1. Characteristics of good method of teaching of science.
2. Methods of Teaching Science- Lecture Method, Demonstration method, Inductive-Deductive Method, Project method, Scientific Method

SECTION-B

1. Planning, organizing and safety factors of Science laboratory.
2. Lecture cum Laboratory plan of Science laboratory

SECTION-C

1. Continuous & Comprehensive Evaluation- Concept, techniques and weight-age distribution (VI to VIII, IX to X), Purpose of evaluation, types of evaluation- Diagnostic, Formative and Summative, Types of test items for evaluation- Essay type, short answer type, and objective type.
2. Meaning, Steps, Orientation of different microteaching Skills.
 - Skill of Introducing the lesson
 - Skill of Blackboard writing
 - Skill of Introducing with example
 - Skill of Probing Questions
 - Skill of Explanation
 - Skill of Reinforcement
 - Skill of Demonstration

SECTION-D

1. Meaning, Need and importance of Lesson Planning- with special reference to Herbart approach of lesson planning
2. Planning of Composite/Macro lessons with special reference to :
 - Cell
 - Pollination & its types
 - Digestive System
 - Rutherford model of an atom
 - States of matter
 - Carbon & its compounds
 - Insulators & Conductors
 - Motion
 - Energy & its types.

SESSIONAL WORK

Performance in unit tests and house examination **05 Marks**

Attendance **02 Marks**

Assignments on the following **08 Marks**

Any two activities to be performed and a file of activities conducted to be maintained and certified.

- 1) Conduct of 2 Science practical.
- 2) Preparation of two Low cost working models.

REFERENCES:-

1. Aggarwal D.D (2001): *Modern Methods of Teaching Biology*. Sarup Teaching Series Sarup & Sons, New Delhi.
2. Bhaskara Rao, D (2000): *Teaching of Biology*. Naginjuna Publishers, Guntur
3. Bloom, Benjamin, S., Ed. (1958): *Taxonomy of Educational Objectives*, Handbook I Cognitive Domain, Harcourt Brace & World Inc., New York.
4. Chikara, M.S. and S. Sarma (1985): *Teaching of Biology*. Prakash brothers, Ludhiana
5. Clark Julia V (1996): *Redirecting Science Education*, Corwin Press inc., California.
6. Ediger, Marlow and D.B. Rao (2000): *Teaching Science Successfully*, Discovery Publishing House, New Delhi.
7. Krathwohl, David R., Ed. (1964): *Taxonomy of Educational Objectives*, Handbook II Affective Domain, David McKay, New York.
8. Mohan, Radha (2004): *Innovative Science Teaching*, Prentice Hall of India, New Delhi.
9. New Unesco Source Book for Science Teaching (1978), Oxford & IBH, New Delhi.
10. Sharma, R.C. & Shukla C.S. (2002): *Modern Science Teaching*, Dhanpat Rai, Publishing Company, New Delhi.
11. Sood, K.J. (1989): *New Directions in Science Teaching*, Kohli Publishers, Chandigarh.
12. Vaidya, N (1996): *Science Teaching for the 21st Century* Deep & Deep Publications, New Delhi.
13. Gupta S.K. (1983): *Technology of Science Education*, Vikas Publishing House Pvt Ltd, Delhi.

SEMESTER-II

PAPER: IV

PEDAGOGY OF PHYSICAL SCIENCE

CP I and II (B) Option-xiii

Time: 1.30 Hrs.

Total Marks: 50

Theory: 35

Sessional Work: 15

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

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

- Differentiate different types of methods of teaching of physical science.
- Understand the concept of Evaluation.
- Differentiate between different types of test items.
- Know how to plan a lesson.
- Understand different types of micro teaching skills.

SECTION-A

1. Characteristics of good method of teaching of science.
2. Methods of Teaching Science: Lecture Method, Demonstration method, Inductive-Deductive Method, Project method, Scientific Method.

SECTION-B

1. Planning, organizing and safety factors of Physical Science laboratory.
2. Lecture cum Laboratory plan of Physical science laboratory.

SECTION-C

1. Continuous & Comprehensive Evaluation: Concept, techniques and weight-age distribution (VI to VIII, IX to XI). Purpose of evaluation, types of evaluation: Diagnostic, Formative and Summative. Types of test items for evaluation -Essay type, short answer type, and objective type.
2. Meaning, Steps, Orientation of different microteaching Skills
 - Skill of Introducing the lesson
 - Skill of Blackboard writing
 - Skill of Introducing with example
 - Skill of Probing Questions
 - Skill of Explanation
 - Skill of Reinforcement
 - Skill of Demonstration

SECTION-D

1. Meaning, Need and importance of Lesson Planning: with special reference to Herbart approach of lesson planning
2. Planning of Composite/Macro lessons with special reference to :
 - Rutherford model of an atom
 - States of matter
 - Carbon & its compounds
 - Insulators & Conductors
 - Motion
 - Energy & its types
 - Bohr atom model
 - Conductors and Insulators
 - Metals and Non-Metals
 - Inertia
 - Force
 - Preparation of methane gas
 - Solutions
 - Acid and Bases.

SESSIONAL WORK

Performance in unit tests and house examination

05 Marks

Attendance

02 Marks

Assignments on the following

08 Marks

1. Conduct of Two school related practical.
2. Preparation of two Low cost working models.

REFERENCES:-

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

SEMESTER-II PAPER: IV and V PEDAGOGY OF LIFE SCIENCE CP I and II (B) Option-xiv

Time: 1.30 Hrs.

Total Marks: 50
Theory: 35
Sessional Work: 15

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A, B, C, D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Course Objectives: After Completion of Course the Students will be able to:

- Develop broad understanding of principles and knowledge used in life science education.
- To understand basic methods of teaching of life sciences
- Develop their essential skills for practicing life science education.
- Prepare lesson planning of life sciences properly.
- Develop their essential skills for evaluation.
- Manage instructional activity in such a way that the vast majority of the learner attain most of the objectives.

SECTION-A

1. Methods of Teaching Life Science: Lecture method, Demonstration method, Assignment method, Project method, Inductive-deductive method.
2. Audio- visual aids -blackboard, charts, models, television, computer, slide projector, overhead projector.

SECTION-B

1. Planning, organizing and safety factors of Life science laboratory.
2. Lecture cum Laboratory plan of Life science laboratory.

SECTION-C

1. Continuous & Comprehensive Evaluation: Concept, techniques and weight-age Distribution (VI to VIII, IX to X). Purpose of evaluation, types of evaluation: Diagnostic, Formative and Summative. Types of test items for evaluation -Essay type, short answer Type, and objective type.

2. Meaning, Steps, Orientation of different microteaching Skills
 - Skill of Introducing the lesson
 - Skill of Blackboard writing
 - Skill of Introducing with example
 - Skill of Probing Questions
 - Skill of Explanation
 - Skill of Reinforcement
 - Skill of Demonstration

SECTION-D

1. Meaning, need and importance of lesson planning, Steps involved in lesson planning.
2. Preparation of lesson plan on the following topics
 - Plant cell
 - Micro organisms
 - Air pollution
 - Global warming
 - Structure of eye
 - Animal cell
 - Acid rain
 - Water pollution
 - Carbon cycle
 - Asexual reproduction in plant

SESSIONAL WORK

Performance in unit tests and house examination

05 Marks

Attendance

02 Marks

Assignments on the following

08 Marks

(Any two from the following)

1. Preparation of report on contribution of 3 eminent scientists in the field of life science.
2. Preparation one working model.
3. Perform and report experiments in practical file-
 - I. Slide preparation of cheek cells and onion peel.
 - II. Experiments related to osmosis.
 - III. Factors affecting germination.

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

SEMESTER-II
PAPER: IV and V
PEDAGOGY OF PHYSICAL EDUCATION
CP I and II (B) Option-xvi

Time: 1.30 Hrs.

Total Marks: 50
Theory: 35
Sessional Work: 15

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A, B, C, D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

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

1. Develop an understanding of aims, objectives and importance of teaching of physical education in schools.
2. Promote physical education through various means and methods of teaching.
3. Know the importance and values of teaching physical education and the relationship of physical education with other subjects.
4. Understand the importance of physical education room, equipment and text book.
5. Make the teaching of physical education more interesting and innovative.
6. Bring the overall awareness of values and to inculcate among students the desired habits and attitude towards physical education.
7. Develop an awareness regarding the importance of physical fitness and organic efficiency in individual and social life.
8. Develop awareness regarding first aid.

SECTION-A

1. Teaching Methods: Intensive Study of Lecture Method, Command Method, Discussion Method, Demonstration Method, Part Method, Whole Method and Whole Part Whole Method, Project Method.
2. Characteristics of good method of Teaching of Physical Science Education.

SECTION-B

1. Evaluation: Continuous & Comprehensive Evaluation: Concept, Techniques and Weightage Distribution (VI to VIII, IX to X).
2. Types of test items for Evaluation - Essay Type, Short Answer Type, Objective Type.

SECTION-C

1. Audio-Visual Aids: Charts, Models, Black-Board, T.V., Newspaper Clippings, Magazines, Computers, LCD and OHP.
2. Micro Teaching: Concept and procedure Teaching Micro-Skills with special reference to:
 - Skill of introducing the lesson
 - Skill of instructional objectives
 - Skill of Questioning
 - Skill of Explanation with illustration
 - Skill of stimulus – variation

SECTION-D

1. Lesson Planning: Meaning, need and importance
2. Construction of lesson plan for theory and skill lessons

SESSIONAL WORK

Performance in unit tests and house examination

05 Marks

Attendance

02 Marks

Assignments on the following

08 Marks

(any two from the following)

1. To help in conduct and organization of annual sports meet of the college.
2. Demonstration of any five skills of different games.

REFERENCES:-

1. Charles, A. Bucher (1979): *Foundations of Physical Education*, 8th ed. The C.V. Mosby Company, St. Louis.
2. Fox, Edward L. (1984): *Sports Physiology*. CBS College Publications.
3. Haskell, W. (1982): *Nutrition and Athletic Performance*. Bull Publishing, Halt.
4. Kamlesh, M. L. (1983): *Psychology in Physical Education and Sports*. Metropolitan Book Company, New Delhi.
5. Kamlesh, M. L. (1988): *Physical Education Facts and Foundations*. P.B. Publications Pvt. Ltd, Faridabad.
6. Kaur, Manjit and Sharma, R. C: *An Introduction to Health and Physical Education*. Tandon Publishers, Ludhiana.
7. Singh, Hardyal *Science of Sports Training*. DVS Publications, New Delhi.
8. Singh, Ajmer and Others (2003): *Essentials of Physical Education*. Kalyani Publishers, Ludhiana.
9. Singh, Ajmer and Others (2004): *Essentials of Physical Education*. Kalyani Publishers: Ludhiana.
10. Thomas, J.P. *Organizations of Physical Education*. Gnanodaya Press, Madras.
11. Trinarayan and Hariharan. (1986): *Method in Physical Education*, South India Press, Karaikudi
12. Voltmeter, F.V. and Esslinger, A. E. (1964): *The Organization and Administration of Physical Education*. Third Edition. The Times of India Press, Bombay.
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SEMESTER-II

PAPER-VI

DRAMA AND ART IN EDUCATION

(EPC-II)

Time: 1.30 Hrs.

Total Marks: 50

Internal marks: 25

External marks: 25

Course Objectives: After Completion of Course the Students will be able to:

- Develop imagination and sense of appreciation of art and interest in art.
- Develop aesthetic sense.
- Prepare effective teaching aids.
- Have basic knowledge about color scheme.

- To use drama processes to examine their present and to generate new knowledge, understanding and perceptions of the world and themselves in it.
 - Train, enhance some theatre skills that will later help them be creative and enlightened teachers. A process that draws our physical, emotional, intellectual and other faculties together in a moment (eg- life itself) makes for worthwhile, far reaching, holistic learning.
- Drama is one such experience and should therefore have a central place in school education.

SECTION-A

1. Sketching of different objects related with their respective teaching subjects
2. Preparation of colour chart in file i.e Primary, Secondary, warm, cool, neutral
3. Writing and Sketching practice on the black board with respect to pedagogy subject aesthetically
4. Preparation of chart of alphabets in English, Punjabi and Hindi
5. Preparation of one chart according to pedagogy subject.

SECTION-B

1. Role of drama in pedagogy subjects
2. Use of drama techniques for personality development
3. Preparation of video presentation of pedagogy lessons using drama and art techniques.

Evaluation scheme

a) Internal

Attendance

5 marks

Sessional work related to SECTION-A

5 Marks

Sessional work related to SECTION-B

5 Marks

Assignments on the following-10 marks

Report on drama techniques for personality development

Preparation of video presentation of pedagogy lessons.

b) External 25 Marks

1. Evaluation on the basis of work done in Unit - I and II

2. viva voce will be done by the external.

Note:-

- For internal evaluation a committee of three teachers (concerned teacher, HOD and a senior faculty nominated by the principal) will be constituted at the institution level and coordinated by the principal of the concerned college.
- The committee will assess the performance of the students and evaluate the records. The award list will be forwarded to the university by the principal of the institution.
- The record in the form of files, CD, pendrive be retained for at least three years in the institution.
- In case of any aberration or any complaint the university / external agency is authorized to review the internal awards.

REFERENCES:-

1. K. Dhawan: *Dhawan's Art Book*. B-IX 1076 Dhawan Building, Ludhiana.
2. **Black Board Writing and Work Experience**, Prakashan Kendra, New Buildings, Aminabad, Lucknow.
3. **Dr. Kapuria: Stick and Sketch**, Khanna Printers, Phagwara Gate, Jalandhar.

4. Thames and Hudson. *How to Paint and Draw*. 30 Bloomsbury Street, London. Work Experience and Black Board Writing. Neeraj Publications, Rohtak.
5. Awasthi, S.S. (1964): *A Critique of Hindustan Music and Music Education*. Jalandhar.
6. Bhatkhande, V. M. (1987): *KRAMIK* Pustak Mahika Laxmi Narayan Garg, Hathras.
7. Bhatnagar, S. (1988): *Teaching of Music*. Monika Prakashan, Shimla.
8. Kalekar, Saryu (1968): *Sangeet Shikshan Parichaya*.
9. Khanna, Jyoti (1992): *Teaching of Music*. Madan Panna Lal. Teaching of Music. Jalandhar.
10. Shah, Shobhna (1986): *Sangeet Shikshan Primali*. Pb. Kitab Ghar Vinod Pustak Mandir, Agra. Vasant (1986): *Sangeet Visharad*. Sangeet Karyalaya, Hathras.

SEMESTER-II
PAPER-VII
COMMUNICATION SKILLS (FE-II)

Total Marks: 25
Internal: 25

Learning Objectives:-

By the end of the course the student will be able to:

1. Know how to establish a classroom climate that fosters learning, equity, and excellence and will use this knowledge to create a physical and emotional environment that is safe and productive.
2. Understand and apply principles and strategies for communicating effectively in varied teaching and learning contexts.
3. Provide appropriate instruction that actively engages students in the learning process.
4. Incorporate the effective use of technology to plan, organize, deliver, and evaluate instruction for all students.
5. Monitor student performance and achievement; provide students with timely, high-quality feedback; and respond flexibly to promote learning for all students.

Details of specific points listed for each project :

Peer Leadership Discussions

- Participation in Peer Leadership Discussions
- Use of clear, concise, appropriate language with classmates
- Development of positive body language in the classroom

Power Point Presentation (PowerPoint - 2007, 2010)

- Title page with full author information
- Visual presentation of written material
- Use of multiple resources such as clip art, jpeg inserts, sounds, movement, multiple backgrounds to stress section of information
- Any other advanced tool to assist in the presentation of information
- Written handout prepared for instructor and classmates
- Lesson plan that includes the use of the Power Point presentation

Partial List of topics for Peer Leadership Discussions and PowerPoint Presentations:

Homework	Cooperative Learning Techniques
Classroom and General Discipline	Student Assessment Techniques
Use of Technology in the Classroom	Grading Procedures (Homework, Test, etc.)

Lesson Planning
Parent and Community Involvement
Use of Bloom's Taxonomy in the Classroom
School Climate (Safety, Cooperation, etc.)
Classroom Environment
Use of Thematic Units

Classroom Management (Seating, Grouping,
etc.)
Motivation (Praise, Reinforcement, Etc.)
Training with Grade Level Colleagues
Diversity in the Classroom
Modifications for Special Needs Students
Other as approved by the instructor

TECHNOLOGY REQUIREMENTS

Word Processor (Microsoft Office Word – 2007, 2010)

Presentation Software (PowerPoint – 2007, 2010)

Internet access

Evaluation Criteria

1. Classroom attendance: 5 Marks
2. PowerPoint Presentation: 10 Marks
3. Peer Leadership Discussion: 10 Marks

Note:-

- For internal evaluation a committee of three teachers (concerned teacher, HOD and a senior faculty nominated by the principal) will be constituted at the institution level and coordinated by the principal of the concerned college.
- The committee will assess the performance of the students and evaluate the records. The award list will be forwarded to the university by the principal of the institution.
- The record in the form of files, CD, pendrive be retained for at least three years in the institution.
- In case of any aberration or any complaint the university / external agency is authorized to review the internal awards.

SEMESTER-III PAPER-I CP-I & II (SI) (School Internship)

Total Marks: 350
External Marks : 200
Sessional/Internal : 150

School Internship of 15 weeks in a recognized school is Compulsory

External Examination

There will be two external examinations in pedagogy of school subject I and II for 100 marks each to be conducted in the school or in the college with school students. This examination will be conducted by the internal examiners and external examiners (subject specific school teacher preferably at least 5 years of experience), coordinated by faculty of department of education of university / Principal of any other College of Education affiliated to G.N.D.U., Amritsar. The school Internship program will be of 15 weeks duration for regular students. The school experience program will be carried in the third semester in a practicing school or in two different types of schools in rotation. All lessons are to be supervised either by the mentor appointed for this purpose or concerned pedagogy Teachers. Comments will be entered in the note books & feedback will be given to the students.

Sessional / Internal Assessment

- (i) A candidate who does not complete 2 composite discussion lessons and 50 lessons in each subjects (40+10) i.e., 40 Composite lessons and 10 Micro lessons in each subject and 15 observations, (10+05) i.e., 10 composite and 5 observations of lesson delivered by good teachers of the school in each teaching subjects. The 40 composite lessons will be further divided as 20 composites lesson of general nature, whose step is based on Harbartian approach (Modified by the respective college/ institution), 05 value based composite lessons, 5 model based lessons (based on Model of Teaching) and 05 lessons on ICT integration and 5 lesson plans based on constructivist approach. The Principal will intimate the names and roll numbers of such candidates, to the University immediately after the completion of school internship program so that the result of the semester examination of these candidates may be withheld. If any candidate fails to complete the 15 weeks teaching practice in the session/year, his/her candidature will be cancelled and result be filed. (15 general nature lesson plans + 5 holistic lesson plans having components of ICT, values, constructivism, gender, inclusiveness).
- (ii) In addition to the above condition, there will be a school enrichment program of 150 marks, the school enrichment program will consist of various activities as described below.

DISTRIBUTION OF MARKS OF VARIOUS ACTIVITIES DURING SCHOOL INTERNSHIP PROGRAMME FOR SESSIONAL WORK

Sr. No.	Activities During School Internship Program	Marks
1	4 Discussion lesson (2 for each subject), 10 marks per subject	40
2	Preparation of lesson plans (50 lesson plans for each subject), 10 marks for each subject	20
3	Performance during Internship : 1. Use of Teaching aids 2. Use Innovations Techniques 3. Use of qualitative teaching aids 4. Use of innovation of in preparation of lesson plans w.r.t pedagogy and teaching aids 5. Checking of Answer Scripts 6. Formulation of School Time table 7. Overall Conduct	40
4	Observation of at least 20 lessons (10 per subject) delivered by peer-group and observation of 10 lessons delivered by senior teaches (5 in each school subject)	10
5	Maintenance of attendance register, admission register, result records, stock registers etc.	5
6	Organization of a Co-Curricular activity (at least one, such as morning assembly, debate, declamation etc.) and submission of report	5
7	Reflective Journal writing	5
8	Correction of home-work notebooks	5
9	Construction, administration and analysis of one achievement test on different objectives (eg. Bloom's taxonomy), 5 questions at different levels of thinking	10
10	Action research on a child with deviant behavior: a case study	10
	Total	150

Note:-

- For internal evaluation a committee of three teachers (concerned teacher, HOD and a senior faculty nominated by the principal) will be constituted at the institution level and coordinated by the principal of the concerned college.
- The committee will assess the performance of the students and evaluate the records. The award list will be forwarded to the university by the principal of the institution.
- The record in the form of files, CD, pendrive be retained for at least three years in the institution.
- In case of any aberration or any complaint the university / external agency is authorized to review the internal awards.

SEMESTER-III
PAPER-II
FIELD ENGAGEMENT WITH COMMUNITY and CP
(NSS, Community Services Etc.)
FE-III

Duration: 3 Week
Total Marks: 50
Sessional/ Internal: 25
External: 25

ACTIVITIES DURING TWO WEEKS FIELD ENGAGEMENT PROGRAMMNE

The Institution will plan two weeks programme to address to the societal concerns and curriculum and pedagogic concerns. In this program institute must ensure that all the students select work worth two weeks programs and engaged in activities like –

1. Theoretical orientation to the concept of Nai Taleem propagated by Mahatama Gandhi including experiential learning & work education.
2. Work education: preparing pots, best out of waste material development, tree plantation, preparing decorative out of waste paper etc.
3. Visit to Rural/ urban slum area school and preparing case study of them
4. Visit to some good schools in terms of infrastructure, learning resources and practices, governance etc. and preparing case study on the school
5. Organizing plantation, Cleanliness, road safety, environment awareness, legal awareness, child right drive etc. for developing awareness among society.
6. Visit to community service institutions like Red cross, Mahila Kendra, Nehru Yuva Kbdra, Red Ribbon clubs, Old Age Homes etc.
7. Visit to subject specific laboratories, subject related museum and places for integrating CP Contents with field
8. NSS Camps
9. NCC Activities

The students will prepare a report of the activities taken up and submit to the Institution.

Note:-

- For internal evaluation a committee of three teachers (concerned teacher, HOD and a senior faculty nominated by the principal) will be constituted at the institution level and coordinated by the principal of the concerned college.

- The committee will assess the performance of the students and evaluate the records. The award list will be forwarded to the university by the principal of the institution.
- The record in the form of files, CD, Pen Drive be retained for at least three years in the institution.
- In case of any aberration or any complaint the university / external agency is authorized to review the internal awards.

SESSIONAL WORK

External Evaluation will be done on the basis of files prepared by students including pictures, short videos, material and viva in examination.

Marking Scheme: Internal – 25 Marks
External – 25 Marks

SEMESTER-IV PAPER-I COURSE TITLE: GENDER, SCHOOL and SOCIETY P-VI

Time: 1.30 Hrs.

Total Marks: 50
Theory: 35
Sessional Work: 15

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Course Objectives: After Completion of Course, the Students will be able to:

- Understand the basic terms, concepts used in gender studies.
- Understand the gender discrimination in construction and dissemination of knowledge.
- Develop an awareness and sensitivity.

SECTION-A

1. Meaning of gender, sex, sexuality, patriarchy, masculinity and feminism.
2. Gender identity in socialization practice in family, schools and other formal and informal organization.

SECTION-B

1. Concept of Gender Equity and equality in education: Problems of access, retention, stagnation and dropout.

SECTION-C

1. Role of Education in Gender sensitization: Identifying education as a catalyst agent for gender equality.
2. Role of curricular and co-curricular activities in combating gender bias.

SECTION-D

1. Efforts of government and non-government organization in dealing with gender inequalities.

SESSIONAL WORK

Performance in unit tests and house examination

Attendance

Assignments on the following

Field visits to schools to observe infrastructure/ school processes/ problems/ from Gender perspective in a Boys School, Girls School, Co-Education School. (Submission of a Report)

05 Marks

02 Marks

08 Marks

References:-

- Acker, S. (1994) *Feminist theory and the study of gender and education*; In S.
- Acker, *Gendered Education: Sociological Reflections on women, Teaching and Feminism*, Buckingham Open University Press.
- Ahmad, Karuna (1984): 'Social context of Women's Education 1921-81', *New frontiers in higher education*, Vol. XV No. 3.
- Barks, O. (1971): *Sociology of Education* Ed. 2 London: Batsford.
- Crapo, H. (ed.) (1970): *Family, Class and education*, London: Longman
- Chandra, Karuna (1984): 'Structures and ideologies: Socialization and Education of girl child in South Asia', *Indian Journal of Social Sciences*, Vol 3 No. 1.
- David, Mirrian, E. (1980): *State the Family and education*, London: Routledge and Kegan Paul Desai, A.R.
- Husen, T. (1975): *Social Influences Education attainment: Research Perspective on educational equality*, Paris: OECD.
- Kumar, K. (1991) *Political agenda of Education*, New Delhi: Sage.
- Lips, Hilary M. (1989): *Sex and Gender an Introduction*, California: Mountainview, Mayfield Publishing Company.
- Myrdal, G. (1972) *Asian Drama: An inquiry into the poverty of Nations*, Vol: III, London: Allen Lane.
- Shokeshaft, Charol (1989). *Women in education administration*, New Bury Park: Sage Publication.
- Tyler, W. (1977): *The sociology of educational inequality*, London: Methuen.

SEMESTER-IV

PAPER-II

COURSE TITLE: GUIDANCE AND COUNSELLING

P-VII

Time: 1.30 Hrs.

Total Marks: 50

Theory: 35

Sessional Work: 15

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Course Objectives: After Completion of Course the Students will be able to:

- Understand the meaning, nature and scope of guidance.
- Recognize the role of guidance and counseling.

- Appreciate the need of guidance.
- Understand the meaning, nature and scope of counseling.
- Analyze the relationship between guidance and counseling.

SECTION-A

1. Guidance and Counseling: Concept, Objectives and Importance.
2. Principles of Guidance.

SECTION-B

1. Types of Guidance- Educational, Vocational and Personal.

SECTION-C

1. Types of Counseling: Directive, Non directive and Eclectic.
2. Counseling Interview: Concept, Process and role of teacher and counselor.

SECTION-D

1. Organization of Guidance and Counseling Programme.

Sessional Work:

Performance in unit tests and house examination	05 Marks
Attendance	02 Marks
Assignments on the following	08 Marks
Survey of Guidance Programme of a Secondary School.	

References:-

- **Bhatnagar, Asha and Gupta, Nirmala (Eds) (1999).** *Guidance and Counseling, Vol. I: A Theoretical Perspective.* New Delhi: Vikas.
- **Dave Indu (1984).** *The Basic Essentials of Counselling.* New Delhi: Sterling Pvt. Ltd.
- **Gazda George R.M. (1989).** *Group Counselling: A Development Approach.* London: Allyn and Bacon.
- **S. Gibson, R.L. & Mitchell, M.H. (1986).** *Introduction to Guidance.* New York: McMillan.
- **Glickman, C & Wolfgang, C. (1981).** *Solving Discipline Problems: Strategies for Classroom Teachers.* Boston: Allyn and Bacon.
- **Mallon, Brenda (1987).** *An Introduction to Counseling Skills for Special Educational Needs- Participants Manual.* Manchester: Manchester University Press, UK.
- **Mathewson, R. H. (1962).** *Guidance Policy and Practice,* 3rd Ed. New York: Harper and row.
- **Nugent, Frank A. (1990).** *An Introduction to the Profession of Counselling.* Columbus: Merrill publishing Co.
- **Pietrofesa, J.J, Bernstein, B., & Stanford, S. (1980).** *Guidance: An Introduction.* Chicago: Rand McNally.
- **Rao, S.N. (1981).** *Counselling Psychology.* New Delhi: Tata McGraw Hill.

SEMESTER-IV
PAPER-III
INCLUSIVE EDUCATION
P-VIII

Time: 1.30 Hrs.

Total Marks: 50
Theory: 35
Sessional Work: 15

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Course Objectives: After Completion of Course the Students will be able to:

- Explain the concept of Disability.
- Describe the concept of Inclusion and its historical perspective.
- Differentiate various types of Inclusion.
- Explain various constraints in setting Inclusive Schools.

SECTION-A

1. Inclusive Education: Concept, principles: Difference among integrated, special education and inclusive education.
2. Types of Exclusion with respect to Gender, caste, Locale and disability.

SECTION-B

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

SECTION-C

1. Pedagogical strategies for addressing diversity in classroom through Cooperative learning strategies, Peer tutoring, social learning, reflective teaching and multi-sensory teaching.

SECTION-D

1. Technology and its application- ICT, adaptive and assistive devices; individual and institutional requirements for different disabilities.
2. Family support and community involvement in Inclusive practices.

SESSIONAL WORK

Performance in unit tests and house examination

05 Marks

Attendance

02 Marks

Assignments on the following

08 Marks

Opt for any one of the following activities.

1. Preparation of status report on school education of children with diverse needs.
2. Field visit to school/ Institutions promoting Inclusive process and discussion with teachers and observation and analysis of Teaching Learning practices.
3. Analysis of any one policy document (National and International), related to diversity.

Reference Books:-

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

SEMESTER-IV

PAPER-IV

COURSE TITLE: SCHOOL MANAGEMENT

P-IX

Time: 1.30 Hrs.

Total Marks: 50

Theory: 35

Sessional Work: 15

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Course Objectives: After Completion of Course the Students will be able to :

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

SECTION-A

1. School Organization and Management: Meaning, need, functions and latest trends.
2. Norms and Conditions of Opening a School According to CBSE/PSEB

SECTION-B

1. Total Quality Management
 - a) Concept, need and importance
 - b) Significance of TQM to schools with special reference to
 - (i) Physical Resources.
 - (ii) Human Resources
 - (iii) Healthy Practices for Staff and Students with Special Reference to IQAC

SECTION-C

1. Principal –The Leadership role
 - (a) Importance

- (b) Qualities
 - (c) Relation with others
 - (d) Duties and functions
2. Mechanism for co-ordinated functioning in school.
- (a) Planning of annual school calendar
 - (b) Time Table
 - (c) Curricular Activities

SECTION-D

1. Registers and Records
- (a) Meaning, need and importance
 - (b) Stock Register, Admission Register, Attendance Register, Cumulative Record Card and Anecdotal Records.

SESSIONAL WORK

Performance in unit tests and house examination	05 Marks
Attendance	02 Marks
Assignments on the following	08 Marks

1. Cumulative Record Card and Anecdotal records

REFERENCES:-

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

SEMESTER-IV

PAPER-V

COURSE TITLE: VOCATIONAL AND WORK EDUCATION (CP -V)(i)

Time: 1.30 Hrs.

Total Marks: 50
Theory: 35
Sessional Work: 15

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Course Objectives: After Completion of Course the Students will be able to:

- Meet education demands of the population, support professional, career development.
- Feed economy with qualified staff competitive both on local and international labor market.
- Support student mobility.

- Ensure professional development of minority groups and create employment opportunities for them.
- Maintain competitiveness of employed be re-training and professional development.

SECTION-A

1. Vocational Education: Concept, Objective, significance and Scope.
2. Vocationalisation of Education: Basic Education Scheme (1937) Secondary Education Commission (1958), Education Commission (1966), NPE (1986)

SECTION-B

1. Role of Government and NGO's as agency concerning vocational education.

SECTION-C

1. Skill development vis-a- vis Employability, employment and entrepreneurship.
2. National skill Qualification framework: Objectives, Standards, Curriculum for different levels.

SECTION-D

Role of teacher in solving problems of learners while imparting vocational education,

SESSIONAL WORK

Performance in unit tests and house examination	05 Marks
Attendance	02 Marks
Assignments on the following	08 Marks
Project on Role of NGO's in skill development and Vocational education in India.	

REFERENCES:-

- **Benkler, Y. (2006).** *The wealth of networks: How social production transforms markets and freedom.* Yale University Press.
- **Castells, M. (2011).** *The rise of the network society: The information age: Economy, society, and culture (Vol. I, II & III).* John Wiley & Sons.
- **Pathak, A. (2013).** *Social implications of schooling: Knowledge, pedagogy and consciousness.* Aakar Books.
- **Rampal, A., & Mander, H. (2013).** *Lessons on food and hunger.* Economic & Political Weekly, 48(28), 51.

SEMESTER-IV

PAPER-V

COURSE TITLE: HEALTH AND PHYSICAL EDUCATION

CP- IV (Opt: ii)

Time: 1.30 Hrs.

Total Marks: 50

Theory: 35

Sessional Work: 15

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Course Objectives: After Completion of Course the Students will be able to:

- Aware about the concept of health education.
- Know the importance of balanced diet.
- Promote an understanding of personal hygiene.
- Understand the techniques used to diagnose health.

SECTION-A

1. Health and Physical Education: Concept, Objectives and Importance.

SECTION-B

1. Relationship of health and Physical education with other subject areas- Sciences, social science and Languages.

SECTION-C

1. Communicable and Non- communicable Diseases: Meaning, causes and preventive measures of obesity and AIDS.

SECTION-D

1. Nutritional needs of children, adolescent with respect to age, sex, and their dietary requirements.
2. Yogic practices: Importance of Yoga, Yogasans and kiriyas and pranayams.

SESSIONAL WORK:

Performance in unit tests and house examination

05 Marks

Attendance

02 Marks

Assignments on the following (Any two)

08 Marks

1. Organizing sports activity in a practicing school.
2. To practice various games and rhythmic exercises (prepare file of work done).
3. Participation in one of the major games, Volley-ball, Basket-ball, Kho-Kho, Table Tennis, Hockey, Badminton, Football etc

References:-

- Prasad, Y.V.R.K, Sagar P.V Rao, D.B (2005): Sonali Publications, Ansari Road, Delhi.
- Singh, U.K, Nayak, A.K (2005): Common wealth publishers Ansari Road, Darya Ganj, Delhi.

SEMESTER-IV

PAPER-V

COURSE TITLE: PEACE AND VALUE EDUCATION

(CP IV) (Opt: iii)

Time: 1.30 Hrs.

Total Marks: 50

Theory: 35

Sessional Work: 15

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Course Objectives: After Completion of Course the Students will be able to:

- To enable the student's teachers.
- To understand the concept of peace education.
- To understand the dynamics of transformation of violence into peace.
- To realize the significance of peace in Self-development.
- To familiarize the nature of conflicts and their resolutions.
- To imbibe the knowledge, attitudes and skills needed to achieve and sustain a Global culture of peace.
- To adopt peace education in the curriculum.

SECTION-A

1. Peace Education: Concept, Objectives and Scope
2. Difference between Peace and Value Education.

SECTION-B

1. Peace Education in the Context of Socio – Cultural – Religious Diversities in Indian.
2. Gandhian Philosophy of Peace and Non-Violence in globalized society.

SECTION-C

1. Constructivist approach in teaching of Peace education
2. Understanding Epistemic connection of Peace values with school subjects- Sciences, Social sciences, Languages and mathematics.

SECTION-D

1. Role of teacher and co-curricular activities in imparting peace education.

SESSIONAL WORK

Performance in unit tests and house examination	05 Marks
Attendance	02 Marks
Assignments on the following (Any two)	08 Marks

- Excursion to sites or monuments symbolizing introspection;
- Preparing action plan for developing peace in school and local community
- Role plays/ skits to enact situations involving conflicts, corporal punishment, discrimination and domestic violence in day- to- day life.

References:-

- **Apple, M.W. (2008).** *Can schooling contribute to a more just society? Education, citizenship and social justice.*
- **Freire, P. (1998).** *Pedagogy of freedom: Ethics, democracy and civil courage,* Rowman and littlefield.
- **Hall and Hall (2003).** *Human relations in education,* Rontledge
- **Krishna murti, J. (1992).** *Education and world peace.* Krishnamurti foundation.
- **Parekh, B.C. (2000).** *Rethinking multiculturalism: Cultural diversity and Polical Theory,* Palgrave.

**UNIVERSITY OF
PAPER V
COURSE TITLE: FOUNDATIONS OF CURRICULUM DEVELOPMENT
OF EDUCATION**

Time: 1.50 Hr.

**Total Marks: 60
Pass: 15
Minimum Mark: 15**

Instructions for the Paper setter:

Write questions of equal mark value distributed in the syllabus as indicated. One or more of the four questions of 10-15 questions may be substituted into parts and existing items of questions are replaced by appropriate questions, selecting at least one question from each part. The fifth question must be answered from any Section.

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

1. Understand the concept of curriculum
2. Differentiate curriculum and syllabus
3. Discuss various Factors of curriculum
4. Discuss theories and types of curriculum
5. Explain the process of curriculum development
6. Discuss the role of school philosophy in developing curriculum
7. Differentiate between centralized and de-centralized curriculum
8. Discuss the problem of curriculum load

SECTION A

1. Curriculum: Concept, objectives and components
2. Types of Curriculum: (a) Subject Centred (b) Learner Centred (c) Community centered

SECTION B

1. Factors of Curriculum: Core curriculum with special reference to Goodlad and Tagore's philosophy of education

SECTION C

1. Philosophical, Psychological and Sociological determinants of curriculum

SECTION D

1. Curriculum Implementation: Review and renewal of same and processes
2. Construction of curriculum vis a vis Teacher's role and support in transaction, development and research in curriculum

SESSIONAL WORK

Performance in unit tests and house examination

65 Marks

Attendance

62 Marks

Assignments on the following

68 Marks

- Visiting and maintaining a reflective diary on institutions, like NCTE, school boards, National Organizations etc. with respect to curriculum design, implementation and review.

References:-

- Aggarwal, Deepak (2007): *Curriculum development: Concept, Methods and Techniques*. New Delhi. Book Enclave.
- Aggarwal, J.C (1990). *Curriculum Reform in India: World overviews*, Doaba World Education Series-3 Delhi, Doaba House, Book seller and Publisher.
- Arora, G.L. (1984): *Reflections in Curriculum*. NCERT. Bhalla, Navneet (2007), Curriculum development Published by Author Press E:35/103 Jawahar Park Laxmi Nagar, New Delhi-92.
- CIET (2006) *The Process of Making National Curriculum Framework-2005: A Video documentary both in Hindi and English*, CIET, NCERT, New Delhi.
- CIET (2007) *Curriculum Syllabus and Textbook: An Audio Interview with Sh. Rohit Dhankar, Chairperson of the National Focus Group set up under NCF-2005 Process*, CIET, NCERT, New Delhi
- Dewey, John (1966). *The Child and the Curriculum*. The University of Chicago Press.
- Diamond Robert M. (1986) *Designing and Improving Courses in Higher Education: A Systematic Approach*. California, Jossey-Bass Inc. Publication.
- Joseph, P.B. et al; (2000): *Cultures of Curriculum (studies in Curriculum Theory)*. New York. Teacher College Press.
- McKernan, James (2007): *Curriculum and Imagination: Process, Theory, Pedagogy and Action Research*. Routledge, U.K.
- NCERT (2000). *National Curriculum Framework for School Education*, NCERT, New Delhi.
- NCERT (2000). *National Curriculum Framework for School Education*, NCERT, New Delhi.
- NCERT (2005). *National Curriculum Framework-2005*, NCERT, Sri Aurobindo Marg, New Delhi.
- NCERT (2005). *National Curriculum Framework-2005*, NCERT, Sri Aurobindo Marg, New Delhi.
- NCTE (2009). *National Curriculum Framework for Teacher Education*.
- Oliva, Peter F. (1988) *Developing the Curriculum*. Scott, and Foresman and Co. Reddy, B. (2007): Principles of curriculum planning and development.
- Taba Hilda (1962) *Curriculum Development: Theory and Practice*, New York, Harcourt Brace, Jovanovich Inc.
- Taba Hilda (1962) *Curriculum Development: Theory and Practice*, New York, Harcourt Brace, Jovanovich Inc. Audio-Video CDs
- Wiles, J.W. & Joseph Bondi (2006): *Curriculum Development: A Guide to Practice*. Pearson Publication

SEMESTER-IV

PAPER-VI

COURSE TITLE: Enhancing Learning through ICT

EPC-III

Time: 1.30 Hrs.

Total Marks: 50

Internal Marks: 25

External marks: 25

Course Objectives: After Completion of Course the Students will be able to:

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

SECTION-A

1. ICT and Knowledge Construction in School Education: Concept, Objectives and Importance
2. Functional knowledge of operating computers- Word processes, use of Power Point and Excel.

3. Browsing of Internet for Discovering and selecting relevant subject related information and their downloading for generating teaching learning material.

SECTION-B

1. Use of available software/CD/PPT with LCD Projector for subject learning interaction.
2. Process of preparing project based lesson plan.
3. ICT Usage in Social Networking: Concept, Tools and Disadvantages.

Evaluation scheme

a) Internal

Attendance

05 Marks

Assignments on the following

20 Marks

(Any two of the following)

1. Preparation of five power point presentation slides.
2. Developing five project based lesson plan on a PC.
3. Developing a e-blog for sharing academic information, concerns, opinions etc and preparation of practical file.

b) External

Conduct of practical examination and viva voce by the external

25 Marks

Note:

- For internal evaluation a committee of three teachers (concerned teacher, HOD and a senior faculty nominated by the principal) will be constituted at the institution level and coordinated by the principal of the concerned college.
- The committee will assess the performance of the students and evaluate the records. The award list will be forwarded to the university by the principal of the institution.
- The record in the form of files, CD, pen drive be retained for at least three years in the institution.
- In case of any aberration or any complaint the university / external agency is authorized to review the internal awards.

References:-

- Sharma, L. (2006). Computer Education. Ferozpur Cantt: Wintech Publications.
- Sinha, P.K. (1992). Computer Fundamentals. New Delhi: BPB.
- Subramanian, N. (1988). Introduction to Computers (Fundamentals of Computer Science). New Delhi: Tata McGraw Hill.

SEMESTER-IV

PAPER-VII

COURSE TITLE: UNDERSTANDING THE SELF

EPC-IV

Total Marks: 50

Internal marks: 25

External marks: 25

Course Objectives: After Completion of Course, the Students will be able to:

- To help student teachers discover and develop open-mindedness, the attitude of a self-motivated learner, having self-knowledge and self-restraint.
- To help student teachers develop the capacity for sensitivity, sound communication skills and ways to establish peace and harmony.

- To develop the capacity to facilitate personal growth and social skills in their own students. Curriculum Transaction: In these workshops/ discourses sharing of case studies/ watching movies or documentaries, brain storming exercises, training session, physical excursions, meditations etc. should be encouraged. Students will write reflective journals and give feedback to each session and maintain record.

SECTION-A

EXPLORING THE AIM OF LIFE

Objectives

- To enable students to develop a vision of life for themselves.
- To encourage students to give conscious direction to their lives to take responsibility for their actions.
- To develop a holistic understanding of the human self and personality.

Workshop Themes

- Understanding different dimensions of self and personality and way in which they influence the dynamics of identity formation, values and direction of life.
- Philosophy of Yoga and its role in well-being.
- Developing positivity, self-esteem and emotional integration.
- Writing a self-reflective journal

SECTION-B

DEVELOPING SENSITIVITY

Objectives

- To enable students to examine and challenge the stereotypical attitudes and prejudices that influence identity formation and the process of individuation.
- To encourage students to develop the capacity for perspective taking and appreciating different points of view.
- To develop sensitivity towards needs of children by connecting with one's own childhood experiences

Workshop Themes

- Defining consciously one's own values towards self and society and develop a capacity to understand and appreciate divergent points of view.
- Developing the capacity for empathic listening and communication skills.
- Understanding group dynamics and communication
- Exploring and practicing ways to facilitate personal growth and develop social skills in students while teaching

Evaluation Scheme

a) Internal

Attendance

05 Marks

Sessional work related to Unit-I: 5 marks

Sessional work related to SECTION - B: 5 marks

Assignments on the following: 10 Marks

Writing of reflective journal

Participation in the workshops

b) External

25 Marks

- Evaluation on the basis of reflective journal.

2. Evaluation of PPT Presentation on the topic of yoga and its practices on the development of well being and viva will be done by the external.

Notes:-

- For internal evaluation a committee of three teachers (concerned teacher, HOD and a senior faculty nominated by the principal) will be constituted at the institution level and constituted by the principal of the concerned college.
- The committee will assess the performance of the students and evaluate the records. The award list will be forwarded to the university by the principal of the institution.
- The record in the form of files, CD/pen drive be retained for at least three years in the institution.
- In case of any objection or any complaint the university / external agency is authorized to review the internal awards.

ESSENTIAL READINGS:-

- Antoine de Saint-Exupery, (1977), *The Little Prince*, London, UK.
- Wordsworth Edition Translated by Irene Testot-terry (available in Hindi)
- Dahi, A.S. (2001), *Our Many Selves*, Pondicherry, India: Sri Aurobindo Ashram
- Frankl, V., (1946) *Man's Search for Meaning*, New York: Pocket Books.
- Joshi, K. (ed) (2005), *The Aim of Life*, Aureville, India: Sauer
- Krishnamurti, J. (1953) *Education and the Significance of Life*, Ojai, California, USA: Krishnamurti Foundation Trust.
- NCERT, (2006), *Education for Peace, Position Paper*, New Delhi: NCERT.
- *Walk with Me: A Guide for Inspiring Citizenship Action*, (2006), New Delhi: Pravah Pub.

Readings for Discussion:-

- Bach, R. (1994), *Jonathan Livingston Seagull*, London, UK: HarperCollins Publications.
- Chatterjee, D. (1998), *Leading Consciously*, MA, USA: Butterworth

CTET/PSTET Cleared



Jitesh Sharma



Priya Arora



Milan Madhuri Mahanta



Navreet Kaur



Shiteani Passi



Tanisha



Kiran Chauhan



Srishti



Chanchal



Annampreet Kaur



Paramjeet Kaur Arora



Lovepreet Kaur



Palak Verma



Deepika Sood



Ashima Munjal



Bhola Devi



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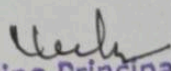

Montgomery Guru Nanak College of Education, Jalandhar

Orientation Programme Report

Our college conducted 'Teacher Orientation Programme' on 23.11.2021. All the faculty members were present in the programme. The programme started with the college shabad.

Dr. Radha Arora welcomed the staff. She talked about Academic aspects that include PLOs and CLOs, Curriculum, Sessional Work/Practical, Assignments and Evaluation criteria of all the subject of B.Ed. course in detail. She also acquainted the teachers with the outline of various activities to be carried out during the whole session. The requirement of visits for completion of sessional work was discussed and teachers were instructed to plan and schedule the visits.

She also discussed the annual report of last academic session with the sole aim of motivating teachers to strive for excellence.


Acting Principal
M.G.N. College of Education
Jalandhar


**Montgomery Guru Nanak College of Education,
Jalandhar**

Teachers' Orientation Pictures

23.11.2021



Teachers' Orientation Programme

Montgomery Guru Nanak College of Education, Jalandhar
Orientation Programme Report

In orientation programme, the students were familiarized with the teacher education profession. The students were told about content outlines, examination system, code of conduct and different activities to be carried out during the whole session. The details are as follows:

The orientation programme for B.Ed. Sem.-II was held on 23rd and 24th July, 2021. Under this, students were oriented towards the Paper Understanding the Learning Process by Dr Pooja Bhardwaj. Further Dr. Meharban Singh gave orientation regarding Paper Educational Technology and ICT. Dr. Pooja Arora threw light on the Paper Assessment for Learning. Dr. Kiran Walia explained about the Physical Activities conducted in the college. Mrs. Geetanjali Mittu oriented regarding the Paper EPC-II- Art. S. Maninder Pal Singh oriented regarding the relevance of EPC-II- Drama. Students were oriented towards the Paper FE-II by Dr. Kiran Walia. Mrs. Gaganpreet Kaur explained about the variety of Games and Sports activities conducted in the college.

The Orientation Programme for B.Ed. Sem.-I was held from 29th November 2021 to 1st December 2021, in which the students were introduced towards the various subjects and activities of the course. Mrs. Neelu Jhanji explained about paper III- Education and Development. Dr. Seema Rani oriented about Paper-I -Understanding the learner and learning Process. Dr Pooja Arora oriented about Paper II- Contemporary India and Education. Mrs. Sakshi Sharma oriented regarding Paper CP III. Dr Meharban Singh explained about different Pedagogy subjects. Dr. Ravjeet Kaur threw light on the Examination Scheme. Dr. Kiran Walia elaborated about different activities taken up under NSS Camp. Mrs. Geetanjali Mittu oriented regarding paper EPC- I. Mrs. Gaganpreet Kaur explained about different college Clubs and their activities. Later on the description related to cultural activities including talent hunt, co-curricular activities and youth festivals was given by Dr. Pooja Bhardwaj. Dr Radha Arora allocated the sections and declared the time table.

The orientation programme for B.Ed. Sem.-III (Against Sem. IV) was held on 22nd and 23rd February, 2022. Under this, students were oriented towards the Paper School Management by Mrs. Neelu Jhanji. Further Dr. Radha Arora gave curricular guidelines regarding Paper Guidance and Counselling. Dr. Meharban Singh threw light on Paper EPC-III- Enriching Learning through ICT. Dr. Pooja Bhardwaj enlightened about content and sessional work related to paper Inclusive Education. Dr. Pooja Arora oriented regarding the Paper EPC-IV- Understanding the self. Dr. Seema Rani oriented regarding the relevance of Paper Health and Physical education. Students were oriented towards the Paper Gender, School and Society by Dr. Kiran Walia. S. Harkamal Singh explained about the variety of Physical activities conducted in the college.

Glimpses of Student Orientation Programme

29.11.2021



22 Feb 2022

