FACULTY OF EDUCATION

SYLLABUS FOR THE PROGRAMME

BACHELOR OF EDUCATION
(Credit Based Grading System)

SEMESTER: I–IV

BATCH 2026-28

GURU NANAK DEV UNIVERSITY
AMRITSAR

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BACHELOR OF EDUCATION (CBGS) (BATCH 2026-28)

SCHEME OF STUDY

SEMESTER–I

Sr. No.	Paper No.	Paper Code	Title	L	T	P	Total Credits
1	I	**BD101001T**	Understanding the Learner and Learning Environment	4			4
2	II	**BD101002T**	Contemporary India and Education	4			4
3	III	**BD101003T**	Education and Development	2			2
4	IV	**CP I (A)**	Pedagogy of a School Subject – I (PS-I) Part A (Any One)	2			2
		BD101004T	i. Pedagogy of Punjabi				
		BD101005T	ii. Pedagogy of Hindi				
		BD101006T	iii. Pedagogy of English				
		BD101007T	iv. Pedagogy of Social Science				
		BD101008T	v. Pedagogy of History				
		BD101009T	vi. Pedagogy of Geography				
		BD101010T	vii. Pedagogy of Political Science				
		BD101011T	viii. Pedagogy of Economics				
		BD101012T	ix. Pedagogy of Commerce				
		BD101013T	x. Pedagogy of Mathematics				
		BD101014T	xi. Pedagogy of Computer Science				
		BD101015T	xii. Pedagogy of Science				
		BD101016T	xiii. Pedagogy of Physical Science				
		BD101017T	xiv. Pedagogy of Life Science				
		BD101018T	xv. Pedagogy of Home Science				
		BD101019T	xvi. Pedagogy of Physical Education				
		BD101020T	xvii. Pedagogy of Music				
		BD101021T	xviii. Pedagogy of Fine Art				
5	V	**CP II (A)**	Pedagogy of a School Subject – II (PS-II) Part A (Any one)	2			2
		BD101004T	i. Pedagogy of Punjabi				
		BD101005T	ii. Pedagogy of Hindi				
		BD101006T	iii. Pedagogy of English				
		BD101007T	iv. Pedagogy of Social Science				
		BD101008T	v. Pedagogy of History				
		BD101009T	vi. Pedagogy of Geography				
		BD101010T	vii. Pedagogy of Political Science				
		BD101011T	viii. Pedagogy of Economics				
		BD101012T	ix. Pedagogy of Commerce				

		BD101013T	x. Pedagogy of Mathematics				
		BD101014T	xi. Pedagogy of Computer Science				
		BD101015T	xii. Pedagogy of Science				
		BD101016T	xiii. Pedagogy of Physical Science				
		BD101017T	xiv. Pedagogy of Life Science				
		BD101018T	xv. Pedagogy of Home Science				
		BD101019T	xvi. Pedagogy of Physical Education				
		BD101020T	xvii. Pedagogy of Music				
		BD101021T	xviii. Pedagogy of Fine Art				
6	VI	**BD101022T**	Language Across the Curriculum	2		0	2
7	VII	**BD101023L**	EPC-I: Reading and Reflecting on Texts			2	2
8	VIII	**BD101024F**	Field Engagement with School (FE-I)			2	2
	Total Credits						20

SEMESTER–II

Sr. No.	Paper No.	Paper Code	Title	L	T	P	Total Credits
1	I	**BD102001T**	Understanding the Learning Process	4			4
2	II	**BD102002T**	Assessment for Learning	4			4
3	III	**BD102003T**	Educational Technology and ICT	4			4
4	IV	**CP-I (B)**	Pedagogy of a School Subject – I (PS-I) Part-B (As Selected in the First Semester)	2			2
		BD102004T	i. Pedagogy of Punjabi				
		BD102005T	ii. Pedagogy of Hindi				
		BD102006T	iii. Pedagogy of English				
		BD102007T	iv. Pedagogy of Social Science				
		BD102008T	v. Pedagogy of History				
		BD102009T	vi. Pedagogy of Geography				
		BD102010T	vii. Pedagogy of Political Science				
		BD102011T	viii. Pedagogy of Economics				
		BD102012T	ix. Pedagogy of Commerce				
		BD102013T	x. Pedagogy of Mathematics				
		BD102014T	xi. Pedagogy of Computer Science				
		BD102015T	xii. Pedagogy of Science				
		BD102016T	xiii. Pedagogy of Physical Science				
		BD102017T	xiv. Pedagogy of Life Science				
		BD102018T	xv. Pedagogy of Home Science				
		BD102019T	xvi. Pedagogy of Physical Education				
		BD102020T	xvii. Pedagogy of Music				
		BD102021T	xviii. Pedagogy of Fine Art				

				L	T	P	Total Credits
5	V	CP-II (B)	Pedagogy of a School Subject–II (PS-II) Part B (As Selected in the First Semester)				
		BD102004T	i. Pedagogy of Punjabi	2			2
		BD102005T	ii. Pedagogy of Hindi				
		BD102006T	iii. Pedagogy of English				
		BD102007T	iv. Pedagogy of Social Science				
		BD102008T	v. Pedagogy of History				
		BD102009T	vi. Pedagogy of Geography				
		BD102010T	vii. Pedagogy of Political Science				
		BD102011T	viii. Pedagogy of Economics				
		BD102012T	ix. Pedagogy of Commerce				
		BD102013T	x. Pedagogy of Mathematics				
		BD102014T	xi. Pedagogy of Computer Science				
		BD102015T	xii. Pedagogy of Science				
		BD102016T	xiii. Pedagogy of Physical Science				
		BD102017T	xiv. Pedagogy of Life Science				
		BD102018T	xv. Pedagogy of Home Science				
		BD102019T	xvi. Pedagogy of Physical Education				
		BD102020T	xvii. Pedagogy of Music				
		BD102021T	xviii. Pedagogy of Fine Art				
6	VI	**BD102022T**	EPC- II: Drama and Art in Education			2	2
7	VII	**BD102023T**	Communication Skills (FE-II)	2			2
							20

SEMESTER–III

Sr. No.	Paper No.	Paper Code	Title	L	T	P	Total Credits
1	I	**BD103001L**	CP-I(SI) & CP-II(SI) School Internship Pedagogy of School Subject – I (PS I) Pedagogy of School Subject – II (PS II)			16	16
2	II	**BD103002F**	Field Engagements with community and CP (NSS, Community Services etc.) (FE-III)			4	4
			Total Credits				20

BACHELOR OF EDUCATION (CBGS) (BATCH 2026-28)

SEMESTER–IV

Sr. No.	Paper No.	Paper Code	Title	L	T	P	Total Credits
1	I	**BD104001T**	Gender, School and Society	4			4
2	II	**BD104002T**	Guidance and Counselling	4			4
3	III	**BD104003T**	Inclusive Education	4			4
4	IV	**BD104004T**	School Management	2			2
5	V		**Optional Courses (Opt. Any One):-**				
		BD104005T	Option (i): Vocational and Work Education	2			2
		BD104006T	Option (ii): Health and Physical Education				
		BD104007T	Option (iii): Peace and Value Education				
		BD104008T	Option (iv): Foundations of Curriculum Development				
6	VI	**BD104009L**	Enhancing Learning through ICT			2	2
7	VII	**BD104010L**	Understanding the Self			2	2
			Total Credits	20			
			Grand Total (20+20+20+20=80 Credits)				

BACHELOR OF EDUCATION (CBGS) (BATCH 2026-28)

SEMESTER–I

BD101001T: UNDERSTANDING THE LEARNER AND LEARNING ENVIRONMENT

Time: 3 Hrs.

Credits: 4
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

SEMESTER–I

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),** *Bases 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.L. (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.**

BACHELOR OF EDUCATION (CBGS) (BATCH 2026-28)

SEMESTER–I

BD101002T: CONTEMPORARY INDIA AND EDUCATION

Time: 3 Hrs.

Credits: 4
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

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

SECTION–B

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

SECTION–C

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

SECTION–D

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

SEMESTER–I

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:-

1. **Aggarwal, J.C. (2009),** *Teaching Of History*. Vikas Publishing House Pvt. Ltd.: New Delhi.
2. **Bhatt, B.D. (2005),** *Modern Indian Education. Planning and Development.* Kanishka Publishers, New Delhi
3. **Goel, S.L. and Goel, A. (1994),** *Education Policy and Administration*. Deep and Deep Publications, New Delhi.
4. **Govt. of India. (1986),** *National Policy on Education.* Ministry of HRD, New Delhi.
5. **Gupta, V.K and Gupta, Ankur (2005),** *Development of Education System in India.* Vinod Publication, Ludhiana.
6. **Inderjeet, K. and Raj Kumar (2006),** *Development of Educational System in India.* 21st century Publication, Patiala.
7. **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. **Oommen, 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

BD101003T: EDUCATION AND DEVELOPMENT

Time: 1.30 Hrs.

Credits: 2
Theory: 35
Sessional Marks: 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 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.

SEMESTER–I

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.* Doaba House, Delhi.
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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.

BACHELOR OF EDUCATION (CBGS) (BATCH 2026-28)

SEMESTER–I

PAPER: IV and V
BD101004T: PEDAGOGY OF PUNJABI
CP I and II (A) Option (i)

Time: 1.30 Hrs.

Credits: 2
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 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 ਅਨਸੰਧਾਨਤਮਿਕ 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 ਢੰਗਾਂ ਬਾਰੇ ਜਾਣਕਾਰੀ ਦੇਣਾ।
6. ਵਿਦਿਆਰਥੀ-ਅਧਿਆਪਕਾਂ ਨੂੰ ਮਾਤ-ਭਾਸ਼ਾ ਦੀ ਸਿੱਖਿਆ ਦੇ ਉਦੇਸ਼ਾਂ ਅਤੇ ਸਿਧਾਂਤਾਂ ਦੀ ਸੋਝੀ ਕਰਾਉਣਾ।

ਸੈਕਸ਼ਨ-ਏ

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 ਲਿਪੀ 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

SEMESTER–I

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 ਕੌਸ਼ਲ ਭਾਸ਼ਾ ਸਿੱਖਿਆ ਵਿੱਚ ਮਹੱਤਵ, ਅਭਿਆਸ ਤੇ ਲੋੜੀਂਦੀਆਂ ਸ਼ਰਤਾਂ।
   (ਅ) ਬੋਲਚਾਲ ਦੀ ਸਿੱਖਿਆ ਦਾ ਮਹੱਤਵ, ਅਸ਼ੁੱਧ ਉਚਾਰਣ ਦੇ ਕਾਰਨ ਤੇ ਸੁਧਾਰ।
2. ਪੜ੍ਹਨਾ (ਵਾਚਨ) ਸਿੱਖਿਆ – ਪੜ੍ਹਾਈ ਸਿੱਖਿਆ ਦੀਆਂ ਵਿਧੀਆਂ ਸੂਖਮ 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 ਸਬੰਧੀ ਸਰਵੇਖਣ ਸਬੰਧੀ 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 ਜੱਸ	ਮਾਤ ਭਾਸ਼ਾ ਦੀ ਸਿੱਖਿਆ ਵਿਧੀ	ਮਹਿਤਾਬ ਸਿੰਘ (ਨਿਊ ਬੁੱਕ ਕੰਪਨੀ)
6.	ਡਾ. ਰਘੂਨਾਥ ਸਫਾਇਆ	ਮਾਤ ਭਾਸ਼ਾ ਦੀ ਸਿੱਖਿਆ	ਪ੍ਰਕਾਸ਼ ਬ੍ਰਦਰਜ਼
7.	Wright, T. (1988):	Roles of Teachers and Learners	Oxford University Press, Oxford.
8.	Tickoo, M.L. (2005)	Teaching and Learning English	Orient Longman, New Delhi.

BACHELOR OF EDUCATION (CBGS) (BATCH 2026-28)

SEMESTER–I

PAPER: IV and V
BD101005T: PEDAGOGY OF HINDI
CP I and II (A) Option: (ii)

Time: 1.30 Hrs.

Credits: 2
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. छात्र अध्यापकों में मौखिक व लिखित भाषा को समझने की योग्यता में वृद्धि करना ।
2. छात्र अध्यापकों में भाषा को भुद्ध एवं व्याकरण के नियमों के अनुसार लिखने की योग्यता विकसित करना।
3. छात्र अध्यापकों में सौन्दर्यानुभूति को विकसित करना।
4. छात्र अध्यापकों में सृजनात्मक प्रवृत्तियों को विकसित करना।
5. छात्र अध्यापकों की भाषा और साहित्य के प्रति रूचि विकसित करना।
6. साहित्य के माध्यम से विद्यार्थियों में सद्वृत्तियों का विकास करना।
7. हिन्दी भाषा के माध्यम से अन्य विषयों को समझने, ग्रहण करने तथा अभिव्यक्त करने की योग्यता विकसित करना।

सैकशन–ऐ

1. भाषा, अर्थ, प्रकृति, भाषा का वर्ग और समाज से सम्बन्ध।
2. भाषा भिक्षण में सामान्य सिद्धान्त एवं सूत्र, भिक्षण को प्रभावभाली बनाने में इनकी भूमिका।

सैकशन–बी

3. हिन्दी भाषा : मातृभाषा, राष्ट्रीय व अन्तर्राष्ट्रीय भाषा के रूप में उद्देश्य व महत्व।
4. भाषायों की स्थिति : संविधान की धारा (343, 351, 350), कोठारी भिक्षा कमीभान रिपोर्ट (1964–66), राष्ट्रीय भिक्षा नीति – 1986, पी. ओ. ए. – 1992, राष्ट्रीय पाठ्य चर्चा – 2005।

सैकशन–सी

5. हिन्दी भाषा : स्वतन्त्रता से पहले और बाद का स्वरूप, हिन्दी भाषा भिक्षण व अधिगम के समय भिक्षक–भिक्षार्थी के सामने आने वाली चुनौतियां।
6. हिन्दी भिक्षक – आवभयकता, महत्व व वर्तमान स्थिति।

SEMESTER–I

सैकशन–डी

7. भाषा और माध्यम भाषा में अन्तर, भाषा की भिक्षक – भिक्षार्थी सम्बन्ध में भूमिका।
8. देवनागरी लिपि ' उद्भव, विकास व विभोषताएँ।

सैश्नल कार्यः

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

1. हिन्दी का राष्ट् भाषा के रूप में वर्तमान स्थिति एवं उसकी आलोचनात्मक मूल्यांकन सम्बन्धी लिखित रिपोर्ट तैयार करना।
2. हिन्दी भाषा के विकास सम्बन्धी संविधान में सम्मिलित धाराओं का मुल्यांकन करें।

सहायक पुस्तक सूचीः

- नायक सुरेभा, "हिन्दी भाषा भिक्षण," टवंटी फार्स्ट सेंचुरी पब्लिकेभान्स, पटियाला।
- बराड़ सर्वजीत कौर, "हिन्दी अध्यापन", कल्याणी पब्लिकेभान्स, देहली।
- खन्ना ज्योति, "हिन्दी भिक्षण", धनपत राय एण्ड सन्ज़, देहली।
- गोयल ए0 के0 "हिन्दी भिक्षण" हरीभा प्रकाभाण मन्दिर, आगरा।
- मक्कड़ नरिन्द्र, "हिन्दी भिक्षण", गुलनाज़ पब्लिकेभान्ज़, जालन्धर।

BACHELOR OF EDUCATION (CBGS) (BATCH 2026-28)

SEMESTER–I

PAPER: IV and V
BD101006T: PEDAGOGY OF ENGLISH
CP I and II (A) Option: iii

Time: 1.30 Hrs.

Credits: 2
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

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

SECTION–B

Developing Language Skills: Listening and Speaking

a) Features of Connected Speech**:** Stress, Rhythm and Intonation.
b) Description of Vowels and Consonant Sounds.

SECTION–C

Reading and Writing:

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

SEMESTER–I

SECTION–D

a) **Teaching of Grammar:** Place of Grammar Types and Methods of Teaching Grammar
b) **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**

1) Prepare a chart of phonetic symbols along with examples.
2) Presentation of any two activities in the classroom from the following:
   (a) Declamation
   (b) Extempore
   (c) Role playing
   (d) Dramatization

REFERENCES:-

1. **Balasubramaniam, T. (1981),** *A Textbook of English Phonetics for Indian Students.* Macmillan India Limited, Mumbai.
2. **Bhandari, C.S. and others (1966),** *Teaching of English: A Handbook for Teachers.* Orient Longmans, New Delhi.
3. **Bhatia, K.K. (2006),** *Teaching and Learning English as a Foreign Language.* Kalyani Publishers, New Delhi.
4. **Bindra, R. (2005),** *Teaching of English*.Radha Krishan Ananad and Co, Jammu.
5. **Bright, J.A. and Mc Gregor, G.P. (1981),** *Teaching English as a Second Language.* Longmans, ELBS.
6. **B.J. (1972),** *Systems and Structures of English.* Oxford University Press, London.
7. **Doff, A. (1998*),* *Teach English: A Training Course for Teachers.* The British Council and Cambridge University Press, Cambridge.
8. **French, F.G. (1963),** *Teaching English as an International Language*. OUP, London.
9. **Gokak, V.K. (1963),** *English In India, Its Present and Future*. Asia Publishing House,
10. **Hornby, A.S. (1962),** *The Teaching of Structural Words and Sentence Patterns*. OUP, London.
11. **Kohli, A.L. (1999),** *Techniques of Teaching English.* Dhanpat Rai and Company, New Delhi.
12. **Lamba, D. and Others (2007),** *Techniques of Teaching English.* 21st Century Publication, Patiala.
13. **Manzel, E.W. (1994),** *Suggestions for the Teaching of Reading In India*. OUP, London.
14. **Palmer, H.E. (1980),** *Grammar of Spoken English*. Heffer, Cambridge.
15. **Ryburn, W.M. (1963),** *Teaching of English In India.* OUP, Mumbai.
16. **Thompson, M.S. and Wyat, H. G. (1995),** *Teaching of English in India*. OUP, Mumbai.
17. **Tickoo, M.L. (2005),** *Teaching and Learning English*. Orient Longman, New Delhi.
18. **Wright, T. (1988),** *Roles of Teachers and Learners.* Oxford University Press, Oxford.

SEMESTER–I

PAPER: IV and V
BD101007T: PEDAGOGY OF SOCIAL SCIENCE
CP I and II (A) Option: iv

Time: 1.30 Hrs. **Credits: 2**
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 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, co-operative 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.

SEMESTER–I

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, Jallandhar.
10. **Shaida, B.D. and Shaida, A. K. (2005),** *Teaching of Social Studies.* Arya Book Depot, New Delhi.

SEMESTER–I

PAPER: IV and V
BD101008T: PEDAGOGY OF HISTORY
CP I and II (A) Option: v

Time: 1.30 Hrs. **Credits: 2**
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.

SEMESTER–I

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 as National level party) in the form of report writing along with relevant pictures.

REFERENCES:

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

SEMESTER–I
PAPER: IV and V
BD101009T: PEDAGOGY OF GEOGRAPHY
CP I and II (A) Option: vi

Time: 1.30 Hrs. **Credits: 2**
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 course students will be able to:
- Understand the nature and concept of geography.
- Understand the role and importance of geography in schools.
- Understand aim and objectives of geography.
- Get acquainted with different methods of teaching geography.
- Prepare and use different teaching aids
- Get acquainted with the latest concepts and techniques of evaluation.
- Make the student teachers aware about the role of geography in developing scientific attitude.
- Acquaint student teachers with different Audio- Visual aid and latest information technology.

SECTION–A

1. Meaning, Nature and scope of Geography, latest trends in Geography.
2. Historical background of Geography.

SECTION–B

1. Need of Geography in the schools curricula for the holistic development of the students, importance of local and Regional Geography
2. Correlation of Geography with other subjects (Mathematics, Social Sciences, Science, Languages, Arts)

SECTION–C

1. Aims & objectives of teaching of geography at different stages: Middle stage, Secondary stage, Senior secondary stage
2. Current Affairs: Meaning, importance and utilizing current events in teaching of geography.

SECTION–D

Pedagogical Approaches- interdisciplinary approach, experiential approach, co–operative Learning, map reading (latitudes, longitudes, line of Cancer, line of Capricorn, Equator, GMT)

SEMESTER–I

SESSIONAL WORK

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

1. A Simple Survey of Local Place: Its physical and natural resources (Soil, Climate, Vegetation) and writing the report of the same.
2. Survey of a place from a local geographical area to trace out the reasons of changes in that in present condition (e.g. decrease in level of ground water)

REFERENCES:

1. **Aggarwal, D.O.C. (2000*),*** *Modern Method Teaching of Geography*, Sarup and Sons Publishers, New Delhi.
2. **Arora, K.L (1989),** *Teaching of Geography*. Parkash Brother, (In Punjabi, English, Hindi) Ludhiana.
3. **Graves, Norman, J:** *Geography in Education* Heinomamnn, Landon.
4. **Macnee, E.A-(1951),** *The Teaching of Geography*, Cambridge University press.
5. **R.P Singh (2004),** *Teaching of Geography*. R. Hall Book Depot, Meerut.
6. **Rao, M. S (1999),** *Teaching of Geography*. Anmol Publication Pvt. Ltd, New Dehli.
7. **Singh, Yogesh K (2004),** *Teaching of Geography (Hindi)* APH Publishers, Delhi.
8. **Verma, O.P (1987),** *Teaching of Geography.*

SEMESTER–I

PAPER: IV and V
BD101010T: PEDAGOGY OF POLITICAL SCIENCE
CP I and II (A) Option: vii

Time: 1.30 Hrs. **Credits: 2**
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 of Political Science.
- Know the history of political sciences.
- Correlate the political science with other school subjects.
- Understand the different approaches of teaching of political sciences.
- Familiar with current affairs in political sciences.

SECTION–A
1. Meaning, Nature and scope of Political Science.
2. Historical background of political science.

SECTION–B
1. Need of teaching political science in the schools curricula for the holistic development of the students.
2. Correlation of political science with other subjects (social sciences, sciences and languages)

SECTION–C
1. Aims & objectives of teaching of political science at different stages: Secondary & Senior Secondary stage.
2. Current Affairs: Meaning, importance and utilizing current events in teaching of Political Science.

SECTION–D
Pedagogical Approaches: Interdisciplinary Approach, Experiential Learning, Co-operative Learning, jurisprudential approach.

SEMESTER–I

SESSIONAL WORK

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

1. Visit to local Political organization and Mock Presentation for the same.
   - Election Procedure
   - Functioning of the organization
2. Enlisting and reporting of current events in context of political development of last three months.

REFERENCES:-

1. **Aggarwal, J.C.** *Teaching of Political Science and Civics*.
2. **Bhatia, K.K.: Narang, C.L. and Sidhu, H.S.**, *Teaching of Social Studies.*
3. **Kochhar, S.K.:** *Teaching of History.asa*
4. **Shaida, B.D. and Shaida, A.K. (2005),** *Teaching of Social Studies*. Arya Book Depot, New Delhi.
5. **Shiels.,** *View Points in Civics Education.*
6. **Singh, R.L,** *Teaching of History and Civics*.
7. **Whill, E.M.** *Teaching of Modern Civics.*

SEMESTER–I

PAPER: IV and V
BD101011T: PEDAGOGY OF ECONOMICS
CP I and II (A) Option: viii

Time: 1.30 Hrs. **Credits: 2**
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.

SEMESTER–I

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
BD101012T: PEDAGOGY OF COMMERCE
CP I and II (A) Option: ix

Time: 1.30 Hrs. **Credits: 2**
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 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 co-operation learning.

SEMESTER–I

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. **Venkatest, Warlu K. and Bosha Johni ad Digumarti, S.K. and Rao, Bhaskara:** *Methods of Teaching of Commerce.*

BACHELOR OF EDUCATION (CBGS) (BATCH 2026-28)

SEMESTER–I

PAPER: IV and V
BD101013T: PEDAGOGY OF MATHEMATICS
CP I and II (A) Option: x

Time: 1.30 Hrs. **Credits: 2**
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 constructivism learning theories.

SEMESTER–I

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, Aryabhatta, Ramanujanand) and history of symbol.

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 Publication.
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
BD101014T: PEDAGOGY OF COMPUTER SCIENCE
CP I and II (A) Option: xi

Time: 1.30 Hrs. **Credits: 2**
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++

SEMESTER–I

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
BD101015T: PEDAGOGY OF SCIENCE
CP I and II (A) Option: xii

Time: 1.30 Hrs. **Credits: 2**
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 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 (NIN), 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.

SEMESTER–I

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*. Sarup 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):** *lnnovative 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
BD101016T: PEDAGOGY OF PHYSICAL SCIENCE
CP I and II (A) Option: xiii

Time: 1.30 Hrs. **Credits: 2**
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:-
- 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.

SEMESTER–I

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 21 st Century*. Deep and Deep Publishers, New Delhi.

SEMESTER–I

PAPER: IV and V
BD101017T: PEDAGOGY OF LIFE SCIENCE
CP I and II (A) Option: xiv

Time: 1.30 Hrs. **Credits: 2**
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.

SEMESTER–I

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 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–I
PAPER: IV and V
BD101018T: PEDAGOGY OF HOME SCIENCE
CP I and II (A) Option: xv

Time: 1.30 Hrs. **Credits: 2**
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
- To make student teachers aware about scope of home science teaching.
- To make them understand various principles associated with teaching of home science.
- To keep them abreast with various methods used for teaching of home science.
- To help student teachers in understanding correlation of home science with the school subjects.

SECTION–A
1. Meaning and scope of Home science.
2. Importance of home science teaching and its place in school curriculum.

SECTION–B
1. Aims of teaching Home science.
2. General Principles of teaching Home science.

SECTION – C
1. Maxims of teaching as applied to the teaching of Home science.
2. Co-relation of Home science with other school subjects.

SECTION – D
1. Method for Teaching Home Science: Demonstration Method, Laboratory Method and project work.
2. Use of teaching aids in Home Science and Criteria of Selection for Home Science Textbook.

SESSIONAL WORK

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

1. Organizing co-curricular activities related to Home science (cooking without flame) in school.
2. Preparation of low cost and improvised teaching aids. Preparation of one fresh flower arrangements

Books Recommended:-
1. **Atkinson:** *Teaching of Home Science.*
2. **Chander, Shah and Joshi**: *Fundamantals of Teaching Home Sciences.*
3. **Chanderkant**: *Teaching of Home Science.*
4. Dr. Parrninder Kaur: Teaching of Home Science
5. Ritu Kapoor: Teaching of Home Science
6. G.P Sherry: Greh Vigyan Shikshan
7. Seema Yadav: Teaching of Home Science

SEMESTER–I

PAPER: IV and V
BD101019T: PEDAGOGY OF PHYSICAL EDUCATION
CP I and II (A) Option: xvi

Time: 1.30 Hrs. **Credits: 2**
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

SEMESTER–I

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: IV and V
BD101020T: PEDAGOGY OF MUSIC
CP I and II (A) Option: xvii

Time: 1.30 Hrs. **Credits: 2**
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
- To enable the pupil-teachers to understand the importance, aims and objectives of teaching of Indian Music.
- To develop interest among pupil-teachers for Music.
- To provide the knowledge of different methods and techniques of teaching of music.
- To acquaint the pupil-teachers with latest teaching skills.
- To enable pupil-teachers to organize competitions and other practical activities.

SECTION–A
1. Aims and objectives of Teaching of Music.
2. Knowledge of Swaras, division of Swaras and measures of Shruti.

SECTION–B
1. Suggestions for the popularization of Indian Classical Music.
2. Methods of teaching Music.

SECTION–C
1. Folk Music: Its role and significance in Education.
2. Voice-Culture and its importance.

SECTION–D
1. Qualities and effective education of music teacher.
2. Knowledge of different parts of instruments. (Tanpura/ Sitar/ Tabla)

SESSIONAL WORK

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

1. To prepare students to act as accompanist.
2. Maintenance of scrap book on Eminent musicians of the country along with their brief life sketch.

REFERENCES:-
1) **Awasthi, S.S. (1964):** *A Critique of Hindustan Music and Music Education. Jallandhar*.
2) **Bhatkhande, V. M. (1987):** KRAMIK Pustak Mahika Laxmi Narayan Garg, Hathras.
3) **Bhatnagar, S. (1988):** *Teaching of Music*. Monika Prakashan, Shimla.
4) **Kalekar, Saryu (1968):** Sangeet Shikshan Parichaya . Khanna,
5) **Jyoti (1992):** *Teaching of Music*. Madan Panna Lal. Teaching of Music. Jalandhar.
6) **Shah, Shobhna (1986):** Sangeet Shikshan Pranali. Pb. Kitab Ghar Vinod Pustak Mandir, Agra Vasant (1986):
7) **Sangeet Visharad.** *Sangeet Karylaya*, Hathras.

SEMESTER–I

PAPER: IV and V
BD101021T: PEDAGOGY OF FINE ART
CP I and II (A) Option: xviii

Time: 1.30 Hrs. **Credits: 2**
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 imagination and sense of appreciation of art and interest in teaching of art.
- Develop aesthetic sense.
- Learn and understand the principles, concept, elements of art and to apply them in actual teaching and daily life.
- Be acquainted with different techniques of painting.

SECTION–A

1. Define Art. Indian and Western concept of Art (Origin and Development of Art), Six links of Indian Art, Elements of Art: Line, Form, colour, texture, tone.
2. Place of Art in daily life and Education.

SECTION–B

1. Principles of Art: Balance, Rhythm, Harmony, Dominance, Perspective.
2. Aims and objectives of teaching Art.

SECTION–C

1. Correlation of Art with other school subjects
2. Principles of curriculum constructions at different levels.

SECTION–D

1. Art room and its requirements.
2. Field trips and excursions, importance of art exhibitions and competitions among children

SEMESTER–I

SESSIONAL WORK

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

Practical Work:
1. Nature study -1 Full sheet
2. Composition- 1 Full sheet
3. Still Life- Half sheet

REFERENCES:-

1) **Arya Jaidev**, *Kala Ka Adhyapan*, Luxmi Publication, Meruth.

2) **Bharti Chetna,** *Teaching of Fine Arts*, Kalyani Publishers, Ludhiana

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

4) **Dhawan,** ”*Appreciation and Fundamentals and History of Art*, Tip Top Trading company Ludhiana.

5) **Jaswani, K.K. ():** *Art in Education*, Atma Ram and sons, Delhi.

6) **Jaswani, K.K. ():** *Teaching and Appreciation of Art in Schools*, Atma Ram and sons Delhi.

7) **Prasad Janardan**, *Art Education*, Kanishka Publisher, New Delhi.

8) **Walia J.S, Kalaa Ke Sidhant**, Paul Publisher, Jalandhar.

BACHELOR OF EDUCATION (CBGS) (BATCH 2026-28)

SEMESTER–I

PAPER: VI
BD101022T: LANGUAGE ACROSS THE CURRICULAM

Time: 1.30 Hrs. **Credits: 2**
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.

SEMESTER–I

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 f 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
BD101023L: EPC-I: READING AND REFLECTING ON TEXTS

Time: 1.30 Hrs. **Credits: 2**
External marks: 25
Internal marks: 25

Course Objectives: After the completion of the course students will be able to:
- Able to explain different types of Text
- Reflect upon different types of policy document
- Discuss narrative text, autobiographical text and ethnographical text.

SECTION – A

a) Reading Resources: NPE-1986, NCF-2005
b) Reflection on core elements in the above stated policy documents with respect to aim of education, pedagogy and evaluation.

SECTION–B

a) Reading of school text books (Class VIII /IX) -- social sciences, sciences, mathematics and languages.
b) Reflection on core elements in the above stated school text books (Any one) with respect to gender, 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)

SEMESTER–I

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 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:-

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.Colw (Eds.) Readings on the development of children, New York. WH Freeman & Company.
4. **Sabyasachi, 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

BD101024F: FIELD ENGAGEMENT WITH SCHOOL (FE-I)

Duration: 1 Week
Credits: 2
Sessional/Internal: 50

Learning Outcomes:-

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

- Appraise the teaching learning environment of the educational institutions.
- Identify and value the role of different stakeholders in the educational institutions such as Principal, teachers, librarian, lab attendants and students.
- Analyse the actual working conditions in the institutions.
- Create a connection between teaching and learning and with the stakeholders.
- Define their role expectations in the institution.
- Understand the characteristics and learning expectations of the learners.

Activities during one week of the field engagement Programme:-

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

- Interaction with the Principal of the school
- Interaction with the Teachers of the school
- Interaction with the students of the class and analyzing the problems of the students
- Visit to library and go through the books of their teaching subjects.
- Observing the schedule of curricular and co-curricular activities of the school and analyzing the same.
- Visit various laboratories and observe their functioning.

File Work to report the participation in the above Activities:-

1. The information during this interaction must be collected by using Questionnaires (to be filled out by the respective Internship School principal/teachers/students) and checklists (for the observation by the student-teacher). The filled questionnaire and checklists must be duly attached to the Field Engagement file.

2. A record of the available learning resources of the respective pedagogy subjects in the library and laboratories will be maintained by the pupil teachers.

3. Pupil teachers will prepare a detailed Report on the school's functioning concerning:
   I. School Physical Infrastructure and Human Resources
   II. Learning Resources
   III. Pedagogical Practices
   IV. Teaching Learning environment
   V. School Administration, and Governance.

   The report must provide a critical reflection on the nature of the learning environment and pedagogical practices used in the schools. The reported information must be supported by the relevant pieces of evidence including pictures.

Note:-

- For internal evaluation, a committee of three teachers (concerned teachers, 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.

SEMESTER–II

PAPER–I
BD102001T: UNDERSTANDING THE LEARNING PROCESS

Time: 3 Hrs.

Credits: 4
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 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

SEMESTER–II

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.
8. **Guilford, J.P. (1967).** *Nature of Human Intelligence*, New York: McGraw Hill. Bachelor of Education (B.Ed.)
9. **Hurlock,E.B. (1953):** *Developmental Psychology*. Tata Mc Graw Hill Publishing Company Ltd, New York.
10. **Kakkar, S.B. (2001):** *Educational Psychology*. Prentice Hall of India, New Delhi.
11. **Kirk, Samuel, A; Gallagher, James J. and Anasrasion, Nicholas, J. (1997):** *Educating Exceptional Children*. Houghton Mifflin Company, New York.
12. **Mangal S.K. (2002):** Advanced Educational Psychology. Prentice Hall of India, New Delhi. Mohanty,
13. **Girish bala (1986):** *Educational Psychology.* Kalyani Publishers, New Delhi.
14. **Sahu, Binod Kumar (2002):** *Education of Exceptional Children*. Kalyani Publishers, Ludhiana.
15. **Segal, J.W. Chipman, S.F., & Glaser, R. (1985).** *Thinking and learning skills*: Relating Instruction to Basic Research. (Vol. I). Hillsdale, NJ: Erlbaum.
16. **Sidhu, Kulbir Singh (1998):** *Statistics in Education and Psychology*. International Publishers, Jalandhar.
17. **Singh, Yogesh Kumar (2005):** *Guidance and Career Counselling*. APH Publishing Corporation, New Delhi

SEMESTER–II

PAPER– II
BD102002T: ASSESSMENT FOR LEARNING

Time: 3Hrs. **Credits: 4**
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

SEMESTER–II

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
- Conversation of raw scores into grade point average

REFERENCES:

1. **Aggarwal, J.C. (2009).** *Essentials Of Educational Technology*. Vikas Publishing House Pvt. Ltd.: New Delhi
2. **Bransford, J., Brown, A.L., & Cocking, R.R. (Eds.). (2000).** *How people learn*: Brain, mind, experience, and school. Washington, DC: National Academy Press.
3. **Burke, K. (2005).** *How to assess authentic learning* (4th Ed.). Thousand Oaks, CA: Corwin. Burke, K., Fogarty, R., & Belgrad, S (2002). The portfolio connection: Student work linked to standards (2nd Ed.) Thousand Oaks, CA: Corwin.
4. **Carr, J.F., & Harris, D.E. (2001).** *Succeeding with standards: Linking curriculum, assessment, and action planning.* Alexandria, VA: Association for Supervision and Curriculum Development.
5. **Danielson, C. (2002).** *Enhancing student achievement*: A framework for school improvement. Alexandria, VA: Association for Supervision and Curriculum Development.
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.
8. **Natrajan V.and Kulshreshta SP (1983).** *Assessing non-Scholastic Aspects-Learners Behaviour,* New Dlehi: Association of Indian Universities.
9. **Robert L. Linn (2008).** *Measurement and Assessment in Teaching*. Pearson publisher: New Delhi

SEMESTER–II

PAPER–III
BD102003T: EDUCATIONAL TECHNOLOGY AND ICT

Time: 3Hrs. **Credits: 4**
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, Context 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) styles of programming, Various steps involved in construction of programmes.

SEMESTER–II

SECTION–C

Innovations in Teaching Learning Process

1) Bloom's Taxonomy of instructional objections.
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
5. **Mukhopadhyay, M. (2003*).*** *Educational Technology-Knowledge assessment (IInd edition)*. Shipra publications, New Delhi-110092
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.

Web-references

www.**emrc**.org/
www.ciet.nic.in/
www.**ignou**.ac.in/
www.**cec**.nic.in/
www.avrc.ucsd.edu/

BACHELOR OF EDUCATION (CBGS) (BATCH 2026-28)

SEMESTER–II

PAPER: IV AND V
BD102004T: PEDAGOGY OF PUNJABI
CP I and II (B) Option-i

Time: 1.30 Hrs.

Credits: 2
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 ਬਨਾਉਣਾ।
4. ਵਿਦਿਆਰਥੀ ਅਧਿਆਪਕਾਂ ਨੂੰ ਭਾਸ਼ਾ ਸਹਾਇਕ ਸ੍ਰੋਤਾਂ ਦੀ ਵਰਤੋਂ ਕਰਨ ਦਾ ਕਾਬਿਲ ਬਨਾਉਣਾ।

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)

SEMESTER–II

ਸੈਕਸ਼ਨ–ਸੀ

1. ਪਾਠ ਯੋਜਨਾ – ਪਰਿਭਾਸ਼ਾ, ਉਦੇਸ਼, ਮਹੱਤਤਾ, ਵਿਸ਼ੇਸ਼ਤਾਵਾਂ ਤੇ ਕਿਸਮਾਂ ,ਪਾਠ ਯੋਜਨਾ ਦੀ ਤਿਆਰੀ, ਸੂਖਮ ਪਾਠ ਯੋਜਨਾਂ ਦੀ ਤਿਆਰੀ ਤੇ ਕੋਸ਼ਲ ਅਧਿਆਪਨ।
2. ਭਾਸ਼ਾ ਸਿੱਖਿਆਂ ਵਿੱਚ ਸਹਾਇਕ ਸਮੱਗਰੀ–ਅਰਥ, ਮਹੱਤਤਾ, ਕਿਸਮਾਂ ਤੇ ਉਪਯੋਗੀ ਵਰਤੋਂ
   ਭਾਸ਼ਾ ਪ੍ਰੋਯੋਗਸ਼ਾਲਾ – ਅਰਥ, ਉਦੇਸ਼, ਮਹੱਤਤਾ, ਵਰਤੋਂ ਦੇ ਢੰਗ।

ਸੈਕਸ਼ਨ–ਡੀ

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

ਸੈਸ਼ਨਲ 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 ਗੁਰਦਿਆਂਲ ਸਿੰਘ ਦੇ ਨਾਵਲ "ਮੜ੍ਹੀ ਦਾ ਦੀਵਾ" – ਥਮਿਕ ਅਧਿਐਨ, ਪਾਤਰ ਉਸਾਰੀ, ਅਤੇ ਕਲਾ ਪੱਖ।
2. ਡਾ. ਹਰਿਭਜਨ ਸਿੰਘ (ਸੰਪਾਦਿਤ) ਪੁਸਤਕ – ਕਾਵਿ ਕੀਰਤੀ:– ਪੜਾਉਣ ਦੀ ਵਿਧੀ, ਔਖੇ ਸ਼ਬਦਾਂ ਦੇ ਅਰਥ, ਬੱਚੇ ਦਾ ਆਧਾਰ ਤੇ ਆ ਕੇ ਪੜਾਉਣਾ

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 ਪਬਲੀਕੇਸ਼ਨਜ਼
4.	ਡਾ. ਉਮਕਾਰ ਐਨ.ਕੋਲ	ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਅਧਿਆਪਨ	ਰਵੀ ਪਬਲੀਸ਼ਰਜ਼
5.	ਜਸਵੰਤ ਸਿੰਘ ਜੱਸ	ਮਾਤ ਭਾਸ਼ਾ ਦੀ ਸਿੱਖਿਆ ਵਿਧੀ	ਮਹਿਤਾਬ ਸਿੰਘ (ਨਿਊ ਬੁੱਕ ਕੰਪਨੀ)
6.	ਡਾ. ਰਘੂਨਾਥ ਸਫਾਇਆ	ਮਾਤ ਭਾਸ਼ਾ ਦੀ ਸਿੱਖਿਆ	ਪ੍ਰਕਾਸ਼ ਬ੍ਰਦਰਜ਼
7.	Wright, T. (1988):	Roles of Teachers and Learners	Oxford University Press, Oxford.
8.	Tickoo, M.L. (2005)	Teaching and Learning English	Orient Longman, New Delhi.

BACHELOR OF EDUCATION (CBGS) (BATCH 2026-28)

SEMESTER–II

PAPER: IV AND V
BD102005T: PEDAGOGY OF HINDI
CP I and II (B) Option-ii

Time: 1.30 Hrs.

Credits: 2
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.

सैकशन–ऐ

1. **भाषायी कौशलः**
   क. बोलचाल कौभाल – अर्थ, महत्व, उद्देभय, क्रियाएं
   ख. लेखन कौभाल – अर्थ, लेखन प्रक्रिया, महत्व, सृजनात्मक लेखन की विधियां

2. **हिन्दी शिक्षणः**
   क. गद्य भिक्षण दृ गद्य का अर्थ, उद्देभय, सोपान विधियां
   ख. पद्य भिक्षण दृ पद्य का अर्थ, उद्देभय, सोपान, विधियां

सैकशन–बी

1. **व्याकरण शिक्षणः** व्याकरण का अर्थ, उद्देभय, महत्व, विधियां
2. **नाटक शिक्षणः** अर्थ, उद्देभय, महत्व, विधियां

सैकशन–सी

1. **पाठय पुस्तक एवं पुस्तकालयः** अर्थ, उपयोगिता, विद्यार्थियों की रूचि विकसित करने के उपाय।
2. **मूल्यांकनः** अर्थ एवं परिभाषाएं, उद्देभय, महत्व व अच्छे मूल्यांकन की विभोषताएं।

सैकशन–डी

1. **दृश्य श्रव्य साधनः** अर्थ, महत्व, प्रयोग व प्रयोग में सावधानियां
2. पाठ–योजना – अर्थ, महत्व, उद्देभाय
   सूक्ष्म भिक्षण कौभाल – अर्थ एवं पाठ योजनाएं

SEMESTER–II

सैशनल कार्यः

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 कहानीकार के योगदान पर रिपोर्ट तैयार करें।
2. हिन्दी साहित्य के विकास में कोई दो महान कवियों एवं कवित्रियों के योगदान पर रिपोर्ट तैयार करें।

सहायक पुस्तक सूचीः

- नायक सुरेभा, "हिन्दी भाषा भिक्षण," टवंटी फार्स्ट सेंचुरी पब्लिकेभान्स, पटियाला।
- बराड़ सर्वजीत कौर, "हिन्दी अध्यापन", कल्याणी पब्लिकेभान्स, देहली।
- खन्ना ज्योति, "हिन्दी भिक्षण", धनपत राय एण्ड सन्ज़, देहली।
- गोयल ए0 के0 "हिन्दी भिक्षण" हरीभा प्रकाभाण मन्दिर, आगरा।
- मक्कड़ नरिन्द्र, "हिन्दी भिक्षण", गुलनाज़ पब्लिकेभान्ज़, जालन्धर।

SEMESTER–II

PAPER: IV and V
BD102006T: PEDAGOGY OF ENGLISH
CP I and II (B) Option-iii

Time: 1.30 Hrs.

Credits: 2
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
   - ✓ Letter Writing
   - ✓ Paragraph
   - ✓ Story Writing

SEMESTER–II

SECTION–D

1. Micro Lesson
   - Skill of Introducing the lesson
   - Skill of B.B Writing.
   - Skill of Stimulus variation.
   - Skill of questioning.
   - Skill of illustration

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 pint of language test balancing all the skills i.c 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 Longmans, New Delhi.
3. **Bhatia, K.K. (2006):** *Teaching and Learning English as a Foreign Language*. Kalyani Publishers, New Delhi.
4. **Bindra, R. (2005):** *Teaching of English.*Radha Krishan Ananad and Co, Jammu.
5. **Bright, J.A. and Mc Gregor, G.P. (1981):** *Teaching English as a Second Language*. Longmans, ELBS.
6. **Carroll, B.J. (1972):** *Systems and Structures of English*. Oxford University Press, London.
7. **Doff, A. (1998). Teach English:** *A Training Course for Teachers*. The British Council and Cambridge University Press, Cambridge.
8. **French, F.G. (1963):** *Teaching English as an International Language*. OUP, London.
9. **Gokak, V.K. (1963):** *English In India*, Its Present and Future. Asia Publishing House,
10. **Hornby, A.S. (1962):** *The Teaching of Structural Words and Sentence Patterns*. OUP, London.
11. **Kohli, A.L. (1999):** *Techniques of Teaching English.* Dhanpat Rai and Company, New Delhi.
12. **Lamba, D. and Others (2007):** *Techniques of Teaching English.* 21st Century Publication, Patiala.
13. **Manzel, E.W. (1994):** *Suggestions for the Teaching of Reading In India*. OUP, London.
14. **Palmer, H.E. (1980):** *Grammar of Spoken English*. Heffer, Cambridge.
15. **Ryburn, W.M. (1963):** *Teaching of English In India*. OUP, Mumbai.
16. **Thompson, M.S. and Wyat, H. G. (1995):** *Teaching of English in India.* OUP, Mumbai.
17. **Tickoo, M.L. (2005):** *Teaching and Learning English.* Orient Longman, New Delhi.
18. **Wright, T. (1988):** *Roles of Teachers and Learners.* Oxford University Press, Oxford.

SEMESTER–II

PAPER: IV and V
BD102007T: PEDAGOGY OF SOCIAL SCIENCE
CP I and II (B) Option-iv

Time: 1.30 Hrs. **Credits: 2**
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
    - Revenue and Cost
    - Green Revolution
    - Democracy
    - Organs of Government
    - Indian Constitution
    - Structure of Atmosphere
    - Face of Earth
    - Natural Vegetation and Wild Life
    - The Mughal Empire
    - Monumental Architecture
    - Revolution of 1857
    - Indian Freedom Movement
    - Environment
    - Natural Disasters

SEMESTER–II

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, Jallandhar.
10. **Shaida, B.D. and Shaida, A. K. (2005):** *Teaching of Social Studies.* Arya Book Depot, New Delhi.

SEMESTER–II

PAPER: IV and V
BD102008T: PEDAGOGY OF HISTORY
CP I and II (B) Option-v

Time: 1.30 Hrs. **Credits: 2**
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.
   - Monumental Architecture.
   - Revolution of 1857.
   - Indian Freedom movement.
   - Harappa civilization

SEMESTER–II

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

SEMESTER–II

PAPER: IV and V
BD102009T: PEDAGOGY OF GEOGRAPHY
CP I and II (B) Option-vi

Time: 1.30 Hrs. **Credits: 2**
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 history.
- 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. Methods: Meaning, Characteristics of good teaching method for Geography
2. Various methods of Teaching of Geography
    - Project Method.
    - Observation Method.
    - Discussion Method.
    - Field Study Method.
    - Regional Method.
    - Laboratory Method

    (With special reference to behaviorism, cognitive & constructivism learning theories)

SECTION–B

1. Evaluation: Concept, Need and Importance.
2. CCE – Concept, Characteristics and Weight Age Distribution (XI to XII)

SECTION–C

1. Types of test: Essay Type Test, Short Answer Type Tests, and Objective Type Tests along with merits.
2. Teaching Micro skills with special reference to five skills.
    - Skill of introducing the lesson
    - Skill of probing questions
    - Skill of Explanation
    - Skill of stimulus variation
    - Skill of Black Board Writing

SEMESTER–II

SECTION–D

1. Lesson Planning: 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:
    - Spheres of Environment.
    - Structure of atmosphere.
    - Winds/tides/clouds.
    - Internal/External Structure of Earth.
    - Types of Soil.
    - Rotation of Earth.
    - Types of Rainfall.
    - Layers of Earth.

SESSIONAL WORK

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

1. Collection of different types of maps (at least 10) alongwith their characteristics.
2. Preparation of low cost working model on any topic along with its description on file.

References:-

1. **Aggarwal, D.O.C. (2000).** *Modern method Teaching of Geography*, Sarup and Sons publishers, New Delhi
2. **Arora, K.L (1989):** *Teaching of Geography*. Parkash Brother, (In Punjabi, English, Hindi) Ludhiana.
3. **Graves, Norman, J***: Geography in Education* Heinomamnn, London.
4. **Macnee, E.A- (1951):** *The Teaching of Geography*, Cambridge University press
5. **R.P Singh (2004):** *Teaching of Geography* R. hall Book Depot, Meerut
6. **Rao, M. S (1999):** *Teaching of Geography*. Anmol Publication Pvt. Ltd, New Delhi.
7. **Singh, Yogesh K (2004):** *Teaching of Geography (Hindi)* APH Publishers, Delhi
8. **Verma, O.P (1987):** *Teaching of Geography*

SEMESTER–II

PAPER: IV and V
BD102010T: PEDAGOGY OF POLITICAL SCIENCE
CP I and II (B) Option-vii

Time: 1.30 Hrs. **Credits: 2**
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 Political 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. Meaning and Characteristics of good teaching method for teaching of Political Science.
2. Lecture method, Discussion method, Project method, Seminar, Debate, Discussions, Workshop, Dramatization and Mock Parliament (With special reference to behaviorism, cognitive & Constructivism learning theories)

SECTION–B
1. Evaluation: Concept, Need and Importance.
2. CCE: Concept, Characteristics and weight age distribution (IX to X; XI to XII)

SECTION–C
1. Types of test: Essay Type Test, Short Answer Type Tests and Objective Type Tests along with merits.
2. (a) Micro Teaching: Concept and Importance.
   (b) Various Micro teaching skills:
   - Skill of introducing the lesson
   - Skill of probing questions
   - Skill of Explanation
   - Skill of stimulus variation
   - Skill of Black Board Writing

SEMESTER–II

SECTION–D

1. Lesson Planning**:** Meaning, Characteristics and Steps of Construction of Composite Lesson Plan.
2. Integration of projected and non projected teaching aid with lesson planning Specific topics for composite lesson plans are:
    - Indian Constitution
    - Fundamental Rights
    - Democracy
    - Government and its types
    - Organs of Government
    - Parliament: Structure, role and characteristics
    - State Government

SESSIONAL WORK

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

1. Report writing on the political leaders national / international and their ideological contribution to the society.
2. Organizing and evaluating debate/seminar/ discussion on any political Issue in present context.

References:-

1. **Aggarwal, J.C.** *Teaching of Political Science and Civics*.
2. **Bhatia, K.K.:** *Narang, C.L. and Sidhu,* H.S.: Teaching of Social Studies.
3. **Kochhar, S.K.:** *Teaching of History.*
4. **Shaida, B.D. and Shaida, A.K. (2005):** *Teaching of Social Studies*. Arya Book Depot, New Delhi.
5. **Shiels:** *View Points in Civics Education*.
6. **Singh, R.L:** *Teaching of History and Civics*.
7. **Whill, E.M.** *Teaching of Modern Civics.*

SEMESTER–II
PAPER: IV and V
BD102011T: PEDAGOGY OF ECONOMICS
CP I and II (B) Option-viii

Time: 1.30 Hrs. **Credits: 2**
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 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

SEMESTER–II

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
BD102012T: PEDAGOGY OF COMMERCE
CP I and II (B) Option-ix

Time: 1.30 Hrs. **Credits: 2**
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.

SEMESTER–II

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 Bosha Johni and Digumarti, S.K and Rao, Bhaskara:** *Methods of Teaching of Commerce.*

BACHELOR OF EDUCATION (CBGS) (BATCH 2026-28)

SEMESTER–II

PAPER: IV and V
BD102013T: PEDAGOGY OF MATHEMATICS
CP I and II (B) Option-x

Time: 1.30 Hrs.

Credits: 2
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

SEMESTER–II

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 IIAffective 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-2QOO**- (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
BD102014T: PEDAGOGY OF COMPUTER SCIENCE
CP I and II (B) Option-xi

Time: 1.30 Hrs. **Credits: 2**
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
1. (a) Types of test items- Essay type, short answer type, objective type.
   (b) Online Testing.
2. Components and Preparation of Micro Lesson Plan for developing teaching skills of: • Skill of Introducing a Lesson • Skill of Explanation • Skill of Stimulus Variation, • Skill of Questioning • Skill of Blackboard Writing.

SECTION–D
1. Lesson plan –Meaning, need and importance. Steps in writing lesson plan.
2. Digital Lesson Planning

SEMESTER–II

SESSIONAL WORK

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

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

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–II

PAPER: IV and V
BD102015T: PEDAGOGY OF SCIENCE
CP I and II (B) Option-xii

Time: 1.30 Hrs. **Credits: 2**
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

SEMESTER–II

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, 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):** lnnovative 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
BD102016T: PEDAGOGY OF PHYSICAL SCIENCE
CP I and II (B) Option-xiii

Time: 1.30 Hrs. **Credits: 2**
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 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

SEMESTER–II

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
BD102017T: PEDAGOGY OF LIFE SCIENCE
CP I and II (B) Option-xiv

Time: 1.30 Hrs. **Credits: 2**
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:
- 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

SEMESTER–II

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
   - Animal cell
   - Micro organisms
   - Acid rain
   - Air pollution
   - Water pollution
   - Global warming
   - Carbon cycle
   - Structure of eye
   - 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.

REFERENCES:-

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

SEMESTER–II

PAPER: IV and V
BD102018T: PEDAGOGY OF HOME SCIENCE
CP I and II (B) Option-xv

Time: 1.30 Hrs. **Credits: 2**
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
- To make student teachers aware about scope of home science teaching.
- To make them understand various principles associated with teaching of home science
- To keep them abreast with various methods used for teaching of home science.
- To help student teachers in understanding correlation of home science with the school subjects.

SECTION–A
1. Qualities and competencies of a good Home science teacher.
2. Different methods of teaching home science: ICT integration in Teaching of Home Science, Group work and use of Assignments.

SECTION–B
1. Organization of Home science laboratory, planning and selection of equipments.
2. Evaluation: Continuous & Comprehensive Evaluation: Concept, techniques and weight-age distribution (VI to VIII, IX to X), Types of test items for evaluation -Essay type, short answer type and objective type.

SECTION–C
1. Micro teaching skills relevant in home science:
   - Skill of writing instructional objectives
   - Skill of introducing the lesson
   - Skill of explanation
   - Skill of questioning
   - Skill of black board writing.
2. Knowledge of the subject matter content up to secondary school stage.

SECTION–D
1. Lesson Planning: Need, Importance, Essentials of a Good Lesson Plan.
2. Steps in lesson planning in theory and demonstration lessons

SEMESTER–II

SESSIONAL WORK

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

1. Organizing co-curricular activities related to Home science (textile/ clothing) in school.
2. Preparation of low cost and improvised teaching aids. Preparation of one dry flower arrangements.

Books Recommended:-

1. **Atkinson:** *Teaching of Home Science.*
2. **Chander, Shah and Joshi**: *Fundamantals of Teaching Home Sciences.*
3. **Chanderkant**: *Teaching of Home Science.*

SEMESTER–II

PAPER: IV and V
BD102019T: PEDAGOGY OF PHYSICAL EDUCATION
CP I and II (B) Option-xvi

Time: 1.30 Hrs. **Credits: 2**
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. 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 Weight-age 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

SEMESTER–II

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**

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.
13. **Willmore, J.H. Costall:** Physiology of Sports and Exercises. Human Kinetics Language Book Society, Champaign. IL

SEMESTER–II

PAPER: IV and V
BD102020T: PEDAGOGY OF MUSIC
CP I and II (B) Option-xvii

Time: 1.30 Hrs. **Credits: 2**
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. To enable the pupil-teachers to understand the importance, aims and objectives of teaching of Indian Music.
2. To develop interest among pupil-teachers for Music.
3. To provide the knowledge of different methods and techniques of teaching of music.
4. To acquaint the pupil-teachers with latest teaching skills.
5. To enable pupil-teachers to organize competitions and other practical activities.

SECTION–A
1. Notation system of pt. V.N. Bhatkhande and Pt. V.D. Pulskar.
2. Knowledge of following Taals- Ekgun and dugun of Dadra, Rupak, Keharva, Jhaptaal, Ektaal, Chartal, and teental.

SECTION–B
1. Non detail Ragas (only description) of the following Ragas- Malkauns, Bhairav Bharavi, Yaman and Bhupali.
2. Audio-Visual Aids for Teaching of Music.

SECTION–C
1. **Evaluation:** Continuous & Comprehensive Evaluation: Concept, techniques and weight-age distribution (VI to VIII, IX to X), Types of test items for evaluation -Essay type, short answer type and objective type.
2. 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 (a) Meaning, need and importance (b) Construction of lesson Plan (General and Specific).
2. Music instruments and music room

SEMESTER–II

SESSIONAL WORK

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

Practical Work on Raag and Tal of UNIT I

REFERENCES:-

1. **Awasthi, S.S. (1964):** *A Critique of Hindustan Music and Music Education. Jallandhar*.
2. **Bhatkhande, V. M. (1987):** KRAMIK Pustak Mahika Laxmi Narayan Garg, Hathras.
3. **Bhatnagar, S. (1988):** *Teaching of Music*. Monika Prakashan, Shimla.
4. **Kalekar, Saryu (1968):** Sangeet Shikshan Parichaya . Khanna,
5. **Jyoti (1992):** *Teaching of Music*. Madan Panna Lal. Teaching of Music. Jalandhar.
6. **Shah, Shobhna (1986):** Sangeet Shikshan Pranali. Pb. Kitab Ghar Vinod Pustak Mandir, Agra Vasant (1986):
7. **Sangeet Visharad.** *Sangeet Karylaya*, Hathras.

SEMESTER–II

PAPER: IV and V
BD102021T: PEDAGOGY OF FINE ART
CP I and II (B) Option-xviii

Time: 1.30 Hrs. **Credits: 2**
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. Develop imagination and sense of appreciation of art and interest in teaching of art.
2. Develop aesthetic sense.
3. Learn and understand the principles, concept, elements of art and to apply them in actual teaching and daily life.
4. Be acquainted with different techniques of painting.

SECTION–A

1. Method of teaching Art - Direct observation Method, Demonstration Method, Project Method.
2. Child Art- Meaning, Importance, Stages a. Scribbling Stage. b. Pre-schematic stage. c. Schematic Stage. d. Gang Age. e. Adolescent stage.

SECTION–B

1. Contribution of Artists: S.G.S. Sohan Singh, Amrita Sher Gill, S.S.G. Thakur Singh, S. Sobha Singh.
2. Evaluation: Continuous & Comprehensive Evaluation: Concept, techniques and weightage distribution (VI to VIII, IX to X).

SECTION–C

1. Types of test items for evaluation -Essay type, short answer type, objective type.
2. Micro Teaching Skills:
   a. Stimulus Variation
   b. Use of Black Board
   c. Demonstration
   d. Introducing the Lesson

SECTION–D

1. Lesson Planning: Need & importance
2. Preparation of composite lesson plan
   a. Still life.
   b. Landscape.
   c. Composition.
   d. Design.
   e. Tie and Dye.

SEMESTER–II

SESSIONAL WORK

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

Practical Work:
1. Poster -1 Full sheet
2. Design for Rangoli
3. Sketching – 1 sheet

REFERENCES:-

1. **Arya Jaidev**, *Kala Ka Adhyapan*, Luxmi Publication, Meruth.
2. **Bharti Chetna,** *Teaching of Fine Arts*, Kalyani Publishers, Ludhiana.
3. **Chawla, S.S. (1986):** *Teaching of Art*. Publication Bureau, Panjabi University, Patiala.
4. **Dhawan,** ”*Appreciation and Fundamentals and History of Art*, Tip Top Trading company Ludhiana.
5. **Jaswani, K.K. ():** *Art in Education*, Atma Ram and sons, Delhi.
6. **Jaswani, K.K. ():** *Teaching and Appreciation of Art in Schools*, Atma Ram and sons Delhi.
7. **Prasad Janardan**, *Art Education*, Kanishka Publisher, New Delhi.
8. **Walia J.S, Kalaa Ke Sidhant**, Paul Publisher, Jalandhar.

SEMESTER–II

PAPER–VI
BD102022T: EPC-II: DRAMA AND ART IN EDUCATION

Time: 1.30 Hrs. **Credits: 2**
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 – 1 and II
2 viva voce will be done by the external.

SEMESTER–II

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.* Jallandhar.
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 Pranali. Pb. Kitab Ghar Vinod Pustak Mandir, Agra Vasant (1986): Sangeet Visharad. Sangeet Karylaya, Hathras

SEMESTER–II

PAPER–VII
BD102023T: COMMUNICATION SKILLS (FE-II)

Credits: 2
Internal: 50

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
Classroom and General Discipline
Use of Technology in the Classroom
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
Cooperative Learning Techniques
Student Assessment Techniques
Grading Procedures (Homework, Test, etc.)
Classroom Management (Seating, Grouping, etc.)
Motivation (Praise, Reinforcement, Etc.)
Teaming with Grade Level Colleagues
Diversity in the Classroom
Modifications for Special Needs Students
Other as approved by the instructor

SEMESTER–II

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 (SI) & CP–II (SI)

BD103001L: School Internship
Pedagogy of School Subject-I (PS-I)
Pedagogy of School Subject-II (PS-II)

Credits: 16
Total Marks: 400
External Marks: 200
Sessional/Internal: 200

A School Internship Programme (SIP) of 16 weeks in a recognized school is compulsory. The division of the 16-week internship is as follows:

a) Three-week pre-internship Programme in a Teacher Education Institution
b) Thirteen-week School Internship Programme

The description of these two components is as follows:

a) Three-week pre-internship programme in Teacher Education Institutions:

S.N.	Activities during the Pre-Internship Programme	Days excluding Sundays
1.	A. Demonstration of five Micro skills lessons by Expert Teachers of respective subject pedagogies; one Micro lesson in each of the following: - Skill of Introduction - Skill of Explanation - Skill of making & presenting PowerPoint Presentations - Skill of Stimulus Variation - Skill of Questioning Students will observe the lessons and write their observations in their pre-internship files. B. Five Demonstration lessons in each subject by Expert Teachers of respective subject pedagogies; one lesson in each of the following: - Lessons based on Models of Teaching - ICT integrated lessons - Value Based lessons - Art-integrated lesson - Sport-integrated lesson Students will observe the lessons and write their observations in their pre-internship files.	**9 Days**
2.	A. Practicing and writing a Self-Reflective Journal.	3 days

	Pupil teachers will write a Reflective Journal for the first week of orientation. B. Orientation to prepare a blueprint of timetable, maintaining school records (attendance registers, result records), preparing teaching-learning materials, using Audio Visual Aids in teaching, and organizing co-curricular activities. Pupil teachers will prepare a blueprint of the timetable and note the reflections on maintaining school records (attendance registers), preparing teaching-learning materials, using Audio Visual Aids in teaching, and organizing co-curricular activities in their files.	
4.	Preparation of one Achievement test and one Diagnostic test.	2 Days
5.	Steps for conducting Action research. Pupil teachers will prepare one assignment of an action plan for action research.	2 Days
6.	Screening of an Educational film/documentary followed by critical analysis (written report).	2 Days
	Total	**18 days**

Note: The Teacher Education Institutions will prepare a calendar of the work performed in the Pre-Internship programme.

b) Thirteen-week School Internship Programme

Distribution of Marks for various Activities During the School Internship Programme for Sessional Work

Sr. No.	Activities During School Internship Program	Marks
1	**Preparation of lesson plans:** A. 25 Composite (Macro lesson plans) in each pedagogy subject based on the following: 1. Lessons based on models of teaching 2. ICT integrated lessons 3. Value-based lessons 4. Art integrated lessons 5. Sports integrated lessons B. 15 observations in each pedagogy	30 15

	C. Following Micro skills lessons to be practiced 1. Skill of introduction 2. Skill of explanation 3. Skill of stimulus variation 4. Skill of questioning 5. Skill of PowerPoint making and presentation.	25
2	**Two Discussion Lessons in each Pedagogy subject**	4×10= 40
3	**Organization of Curricular and Co-Curricular activities:** i. Blueprint of Time-table (class and school both) ii. Maintenance of Attendance & Result Register iii. Maintenance of homework and assignment records iv. Blue print of Question Paper v. Morning assembly vi. Sports meet vii. Tree plantation viii. Submission of two teaching aids in each pedagogy	40
4	**Community Engagement Activities:** i. Organizing parent meetings ii. Social awareness drives	20
5	**Reflective Journal:** i. Weekly reflections on teaching experience. ii. Challenges in teaching. iii. Solutions to the challenges through action research.	30
	Total	**200**

External Examination

There will be two external examinations in pedagogy of school subjects 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 professor/associate professor of the 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 13 weeks duration for regular students. The school experience program will be carried in the third semester in a practicing school and college of education in rotation. All the prepared/presented lesson plans are to be supervised either by the mentor appointed for this purpose or concerned pedagogy Teachers. Comments will be entered in the Pedagogy files of the Pupil teacher interns along with feedback for further improvement.

SESSIONAL / INTERNAL ASSESSMENT

The principal will intimate the names and roll numbers of the students, who does not complete the activities of school internship programme, to the University immediately after the completion of school internship programme so that the result of semester examination of these candidates may be withheld. If any candidate fails to complete their thirteen-week school internship, his/her candidature will be cancelled and result be filed.

Note:-

- For internal evaluation, a committee of three teachers (concerned pedagogy teachers, 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.

SEMESTER–III

PAPER–II

BD103002F: FIELD ENGAGEMENTS WITH COMMUNITY AND CP (NSS, Community Services etc.) (FE-III)

Duration: 3 weeks
Credits: 4
Total Marks: 100
External Marks: 50
Sessional/Internal: 50

Learning Outcomes:-

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

- Participate effectively in local community service
- Devise contextually suitable engagement activities
- Develop insights and field realities on Indigenous models
- Construct teaching learning material using waste material
- Promote and discover latent talents in traditional occupations to promote them
- Explore and prepare models of art and craft for entrepreneurship for self-reliance

Activities during the Field Engagement Programme

The institution will plan the following activities for the pupil teachers. The pupil teachers will engage in all the following activities and prepare their internship files and portfolios. The evidence of work performed should be presented by the pupil teachers in the form of action plans/actual work samples in their portfolios.

S.N.	Activities during the Field Engagement Programme	Marks
1.	Theoretical orientation to the concept of Nai Taleem propagated by Mahatma Gandhi with special reference to: a) Concept and Historical background of Nai Taleem b) Features of Nai Talim c) Contemporary relevance of Nai Taleem d) NEP 2020 policy perspective on the concept of Nai Taleem Pupil teachers will write a critical review on the concept of Nai Talim and its relevance in the 21st century.	10
2.	**Work Education Component of Nai Taleem** Perform all the following activities and prepare a portfolio for the same: a) **Gardening Activities:** The pupil teacher will prepare their small kitchen gardens in the institution and will grow one seasonal vegetable there. b) Prepare one Teaching Learning material (TLM)/Science	20

	kit etc. by using waste material such as used bottles/glassware/clothes/papers c) Create one sample work of weaving/ spinning/ embroidery/ knitting/ heritage craft/paintings etc. The workshops will be organized by the teacher education institutions. d) Learn one local vocation such as pottery, clay work, carpentry, envelope making, etc. Work samples of the learned vocation will be presented by the pupil teachers.	
3.	**Community Service and Engagement and Experiential learning Component of Nai Talim** Visit a rural or slum area. Conduct a case study and prepare a detailed report on its demographic, infrastructural, economic, social, and educational status. Identify the areas of improvement in the region. Choose any one such area of improvement. Prepare and implement an action plan involving community member for the improvement of the same. For this purpose, Pupil teachers can organize awareness programmes, cleanliness drives, environment protection initiatives etc. with the participation of community members of the area.	10
4.	Building a community park with the participation of community members of any rural or slum area.	10
	Total	**50**

Note: -

- The external evaluation will be done on the basis of files and portfolios prepared by students along with their action plans and actual work samples.
- For internal evaluation, a committee of three teachers (concerned teachers, 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.

SEMESTER–IV

PAPER–I
BD104001T: GENDER, SCHOOL AND SOCIETY

Time: 3:00 Hrs. **Credits: 4**
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 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.
2. Gender and its intersection with poverty, caste, class, religion, disability, and region (rural, urban and tribal areas); essentialized male and female identities and the introduction to third gender

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. Gendered representations in textbooks (illustrations and text), policy interventions in school education, construct of gender in national curriculum frameworks, teacher in India: an analysis using gender as a lens.
2. Efforts of government and non-government organization in dealing with gender inequalities.

SEMESTER–IV

SESSIONAL WORK

Performance in unit tests and house examination	**10Marks**
Attendance	**05 Marks**
Assignments on the following	**15 Marks**

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)

References:-

- **Aeker, S. (1994)** *Feminist theory and the study of gender and education*; In S.
- **Acker, Gendered Education:** *Sociological Reflections on women,* Teaching and Feminism, Buckigham: Open University Press.
- **Ahmad, Karuna (1984):** '*Social context of Women's Education1921-81'*, New frontiers in higher education, Vol.- XV No. 3.
- **Barks, O. (1971)**: *Sociology of Education* Ed. 2 Landon: 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 Drana: 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.

BACHELOR OF EDUCATION (CBGS) (BATCH 2026-28)

SEMESTER–IV

PAPER– II
BD104002T: GUIDANCE AND COUNSELLING

Time: 3 Hrs. **Credits: 4**
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 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, Principles of Guidance.
2 Scope of guidance, Development of guidance.

SECTION–B

1. Types of Guidance- Educational, Vocational and Personal.
2. Guidance Services- Information, Assessment, Vocational; Placement and follow up services

SECTION–C

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

SECTION–D

1. Organization of Guidance and Counseling Programme.
2. Guidance Programme for: i) Primary class students ii) Tenth class students iii) 10+2 class students.

Sessional Work:

Performance in unit tests and house examination	**10 Marks**
Attendance	**05 Marks**
Assignments on the following	**15 Marks**

Survey of Guidance Programme of a Secondary School.

SEMESTER–IV

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. 5. 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
BD104003T: INCLUSIVE EDUCATION

Time: 3 Hrs. **Credits: 4**
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:
- 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. Policies and legislations for Inclusive Education and Rehabilitation at International level

2. National Policies, Acts and Programs for Inclusive Education

SECTION–C

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

2. Universal Design of Learning

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.

SEMESTER–IV

SESSIONAL WORK

Performance in unit tests and house examination	**10Marks**
Attendance	**05 Marks**
Assignments on the following	**15 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
BD104004T: SCHOOL MANAGEMENT

Time: 1.30 Hrs. **Credits: 2**
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
Registers and Records
   (a) Meaning, need and importance
   (b) Stock Register, Admission Register, Attendance Register, Cumulative Record Card and Anecdotal Records.

SEMESTER–IV

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*. Dhanpat 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.

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SEMESTER–IV

PAPER–V

BD104005T: Option (i): VOCATIONAL AND WORK EDUCATION

Time: 1.30 Hrs. **Credits: 2**
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

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.

SEMESTER–IV

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.

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SEMESTER–IV

PAPER–V

BD104006T: Option (ii): HEALTH AND PHYSICAL EDUCATION

Time: 1.30 Hrs. **Credits: 2**
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

Health and Physical Education: Concept, Objectives and Importance.

SECTION–B

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

SECTION–C

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 dietry 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.

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SEMESTER–IV

PAPER–V
BD104007T: Option (iii): PEACE AND VALUE EDUCATION

Time: 1.30 Hrs. **Credits: 2**
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
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, Palograve.

SEMESTER–IV

PAPER–V

BD104008T: Option (iv): FOUNDATIONS OF CURRICULAM DEVELOPMENT

Time: 1.30 Hrs. **Credits: 2**
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 concept of curriculum
- Differentiating curriculum and syllabus
- Discuss various Facets of curriculum
- Discuss theories and types of curriculum
- Explain the process of curriculum development
- Discuss the role of school philosophy in developing curriculum
- Differentiate between centralized and de-centralized curriculum
- Discuss the problem of curriculum load

SECTION–A

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

SECTION–B

Facets of Curriculum: Core-curriculum with special reference to Gandhian and Tagore's philosophy of education.

SECTION–C

Philosophical, Psychological and Sociological determinants of curriculum.

SECTION–D

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

SEMESTER–IV

SESSIONAL WORK

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

- Visiting and maintaining a reflective diary on institutions, like SCERT, 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 on Curriculum*. NCERT. Bhalla, Navneet (2007), Curriculum development Published by Author Press E35/103 Jawahar Park Laxmi Nagar, New Delhi-92.
- **CIET (2006)** *The Process of Making National Curriculum Framework-2005: A Video documentary both in Hindi and English,* CIET, NCERT, New Delhi.
- **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

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SEMESTER–IV

PAPER–VI

BD104009L: ENHANCING LEARNING THROUGH ICT

Time: 1.30 Hrs. **Credits: 2**
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 Discerning and selecting relevant subject related information and their downloading for generating teaching learning material.

SECTION–B

1. Use of available software/C.D./ P.P.T. 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, 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:-
Sharma, L. (2006). Computer Education. Ferozepur Cantt: Wintech Publications. Sinha, P.K. (1992). Computer Fundamentals. New Delhi: BPB.
Subramanian. N. (1988). Introduction to Computers (Fundamentals of Computer Science). New Delhi: Tata McGraw Hill.

SEMESTER–IV

PAPER–VII
BD104010L: UNDERSTANDING THE SELF

Credits: 2
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

1. Understanding different dimensions of self and personality and way in which they influence the dynamics of identity formation, values and direction of life.
2. Philosophy of Yoga and its role in well-being.
3. Developing positivity, self-esteem and emotional integration.
4. 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

SEMESTER–IV

Workshop Themes

1. Defining consciously one's own values towards self and society and develop a capacity to understand and appreciate divergent points of view.
2. Developing the capacity for empathic listening and communication skills.
3. Understanding group dynamics and communication
4. 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**
1. Evaluation on the basis of reflective journal.
2. Evaluation of PPT Presentation on the report of yoga and its practices on the development of well being and viva 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.

ESSENTIAL READINGS:-

- **Antoine de Saint-Exupery.** (1977). *The Little Prince. London, UK:*
- **Wordsworth** Edition Translated by Irene Testot-ferry (available in Hindi).
- **Dalal, 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.* Auroville, India: Saiier.
- **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-