



**GURU KASHI
UNIVERSITY**
PUNJAB - INDIA

Program Syllabus Booklet

Bachelor of Education

(B. Ed: 402)



ਇਹ ਹੈ ਪ੍ਰਗਟ ਹਮਾਰੀ ਕਾਸ਼ੀ

Session: 2021-22

**Guru Gobind Singh College of Education
Guru Kashi University, Talwandi Sabo**



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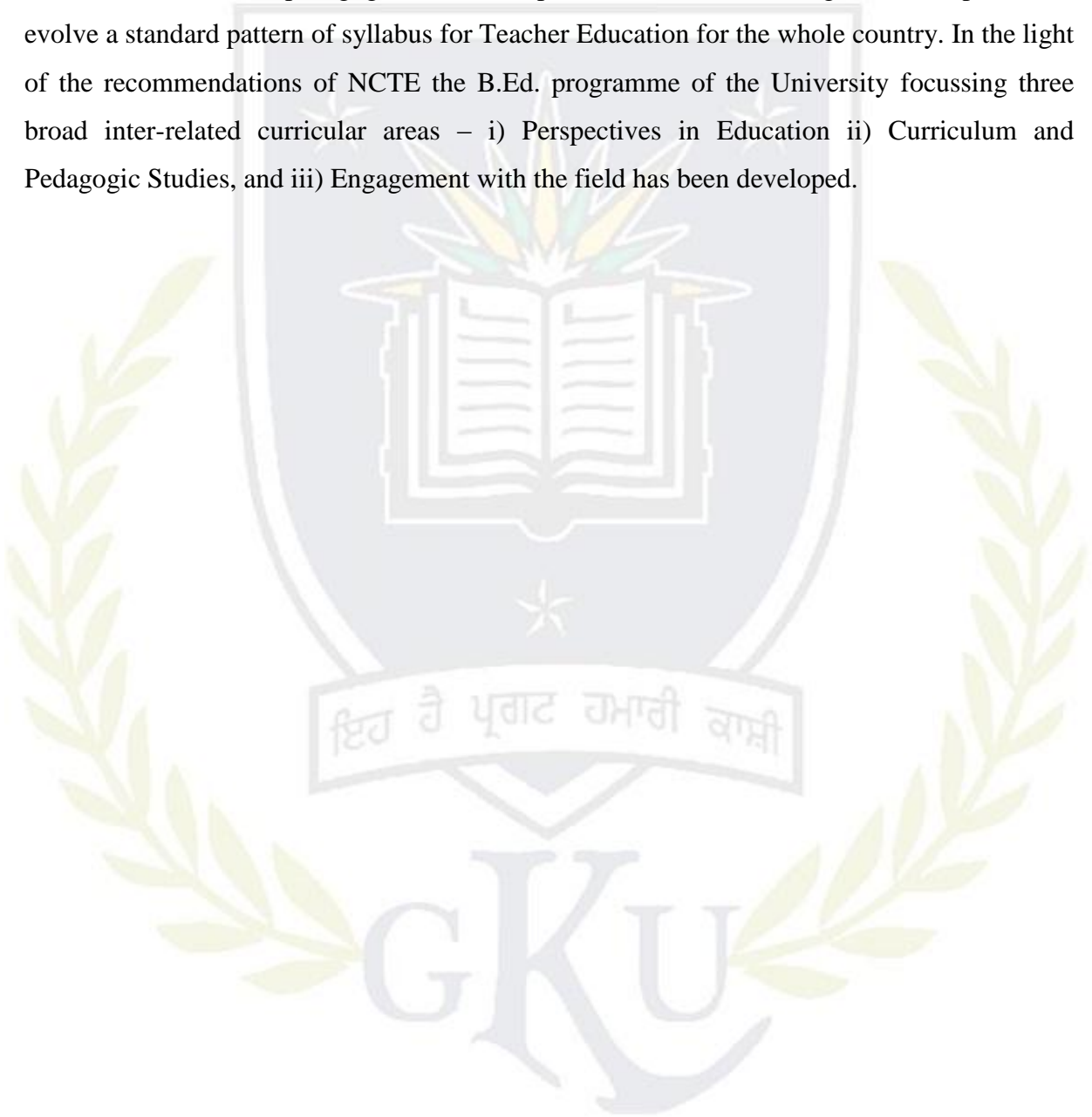
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INTRODUCTION OF THE PROGRAMME

This course is structured to cater the need of Upper Primary and Secondary Schools where the students have to learn basic pedagogies of Mathematics, Science, Social Sciences and respective Languages. So, the core elements of the course are based on primary concerns of teacher education and pedagogies within as per NCTE Rules and Regulations stipulates to evolve a standard pattern of syllabus for Teacher Education for the whole country. In the light of the recommendations of NCTE the B.Ed. programme of the University focussing three broad inter-related curricular areas – i) Perspectives in Education ii) Curriculum and Pedagogic Studies, and iii) Engagement with the field has been developed.





Program Name: Bachelor of Education (B.Ed.)

Programme Code: 402

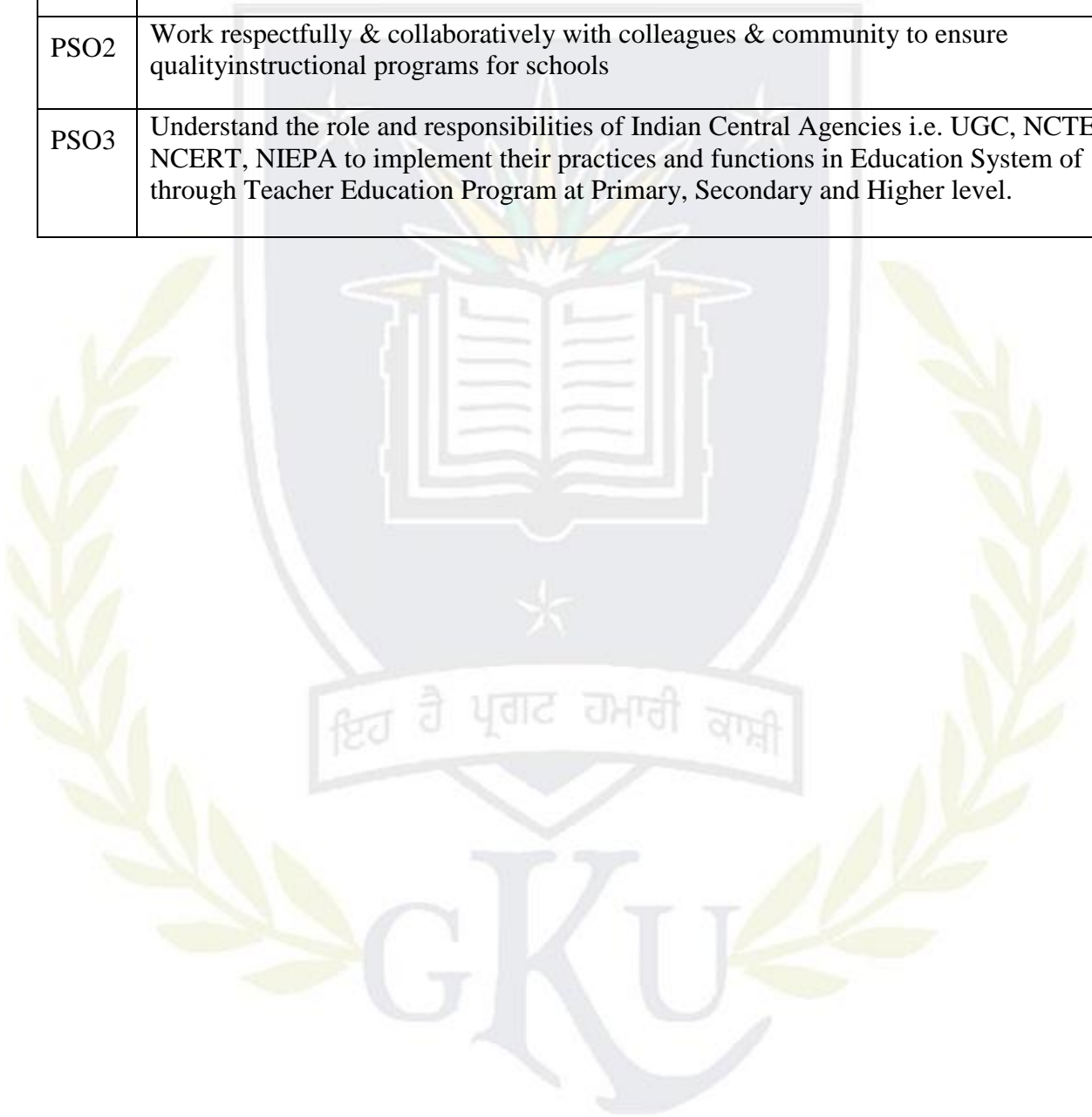
Program Outcome (PO): The Program Outcome for the Bachelor of Education (B.Ed.) program are as follows:

PO	Statements
PO1	Teacher Education knowledge: Apply the knowledge of Teacher Education, pedagogy, foundations of education to understand the interdisciplinary courses. The solution of complex teacher education problems.
PO2	Problem analysis: Identify, formulate, review research literature, and analyze complex teacher education problems reaching substantiated conclusions using the approaches and principles of teacher education and teaching-learning.
PO3	Design/development of solutions: Design solutions for complex teacher education problems and solutions that meet the specified needs with appropriate consideration for the public health and safety, and the cultural, societal, and environmental considerations.
PO4	Modern tool usage: Create, select, and apply appropriate techniques, resources, and modern techniques, approaches and IT tools including prediction and modeling to complex teacher education activities with an understanding of the limitations.
PO5	The Teacher and society: Apply reasoning informed by the contextual knowledge to assess societal, health, safety, legal and cultural issues and the consequent responsibilities relevant to the teacher education practice.
PO6	Environment and sustainability: Understand the impact of the professional teacher education solutions in societal and environmental contexts, and demonstrate the knowledge of, and need for sustainable development.
PO7	Ethics: Apply ethical principles and commit to professional ethics, responsibilities and norms of the teacher education.
PO8	Communication: Communicate effectively through developing 21 st century skills to accept the present challenges in the field of education and employment.
PO9	Individual and team work: Function effectively as an individual, and as a member or leader in diverse teams, and in multidisciplinary settings.
PO10	Life-long learning: Recognize the need for, and have the preparation and ability to engage in independent and life-long learning in the broadest context of technological change.



Program Specific Outcome (PSO): The Program Specific Outcome for the Bachelor of Education (B.Ed.) program:

PSO	Statement
PSO1	Understanding the perspectives of the learner, learning and diversity
PSO2	Work respectfully & collaboratively with colleagues & community to ensure quality instructional programs for schools
PSO3	Understand the role and responsibilities of Indian Central Agencies i.e. UGC, NCTE, NCERT, NIEPA to implement their practices and functions in Education System of through Teacher Education Program at Primary, Secondary and Higher level.



Annexure-2

Semester: 1st											
Sr. No.	Subject Code	Subject Name	Type of Subject T/P	(Hours Per Week)			No. of Credits	Internal Marks	External Marks	Total Marks	
				L	T	P					
1	402101	Contemporary India & Education	T	5	0	0	5	30	70	100	
2	402102	Childhood Growing Up	T	5	0	0	5	30	70	100	
3	402103	Drama & Art in Education	T	3	0	0	3	15	35	50	
4	402104	Understanding Disciplines and Subjects	T	3	0	0	3	15	35	50	
5	402105	Language Across the Curriculum	T	3	0	0	3	15	35	50	
6		Elective-I/I (Part-I)	T	3	0	0	3	15	35	50	
7		Elective-I/II (Part-I)	T	3	0	0	3	15	35	50	
8	402127	Participation in Sports & Yoga	P	0	0	2	1	25	NA	25	
9	402128	Pre-Internship-I (2 weeks) Engagement with Field	P	NA	NA	NA	1	25	NA	25	
Total No. of Credits							27				

List of Part-I Electives		
Elective-I/I and Elective-I/II (Any Two by Selecting from the following)		
Sr. No.	Subject Code	Subject Name
1	402106	Teaching of English
2	402107	Teaching of Punjabi
3	402108	Teaching of Hindi
4	402109	Teaching of Social Studies
5	402110	Teaching of Economics
6	402111	Teaching of History
7	402112	Teaching of Geography
8	402113	Teaching of Political Science
9	402114	Teaching of Commerce
10	402115	Teaching of Mathematics
11	402116	Teaching of Science
12	402117	Teaching of Home Science
13	402118	Teaching of Physical Education
14	402119	Teaching of Fine Arts
15	402120	Teaching of Computer Science
16	402121	Teaching of Agriculture
17	402122	Teaching of Music
18	402123	Teaching of Life Science
19	402124	Teaching of Sociology



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20	402125	Teaching of Public Administration
21	402126	Teaching of Physical Science





Semester: 2nd										
Sr. No.	Subject Code	Subject Name	Type of Subject T/P	(Hours Per Week)			No. of Credits	Internal Marks	External Marks	Total Marks
				L	T	P				
1	A402201	Learning & Teaching	T	5	0	0	5	30	70	100
2	402202	Assessment for Learning	T	5	0	0	5	30	70	100
3	402203	Sociological Perspective in Education	T	5	0	0	5	30	70	100
4	402204	School Management	T	3	0	0	3	15	35	50
5	A402205	Enriching Learning Through ICT	T	3	0	0	3	15	35	50
6		Elective-II/I (Part-II)	T	3	0	0	3	15	35	50
7		Elective-II/II (Part-II)	T	3	0	0	3	15	35	50
8	402227	Participation in Sports & Yoga	P	0	0	2	1	25	NA	25
9	402228	Pre-Internship-2 (2 weeks) Engagement with Field	P	NA	NA	NA	1	25	NA	25
Total No. of Credits							29			

Sr.	Subject Code	Subject Name
1	402206	Teaching of English
2	402207	Teaching of Punjabi
3	402208	Teaching of Hindi
4	402209	Teaching of Social Studies
5	402210	Teaching of Economics
6	402211	Teaching of History
7	402212	Teaching of Geography
8	402213	Teaching of Political Science
9	402214	Teaching of Commerce
10	402215	Teaching of Mathematics
11	402216	Teaching of Science
12	402217	Teaching of Home Science
13	402218	Teaching of Physical Education
14	402219	Teaching of Fine Arts
15	402220	Teaching of Computer Science
16	402221	Teaching of Agriculture
17	402222	Teaching of Music
18	402223	Teaching of Life Science
19	402224	Teaching of Sociology
20	402225	Teaching of Public Administration
21	402226	Teaching of Physical Science



Semester: 3rd

Sr. No.	Subject Code	Subject Name	Type of Subject T/P	(Hours Per Week)			No. of Credits	Internal Marks	External Marks	Total Marks
				L	T	P				
1	402301	School Internship (16 weeks)	P	NA	NA	NA	12	100	150	250
2	402302	Engagement with Community (Experiences for Social and Environmental Sensitivity) (4 weeks)	P	NA	NA	NA	3	50	NA	50
Total No. of Credits				15						

Semester: 4th

Sr.	Subject Code	Subject Name	Type of Subject T/P	(Hours Per Week)			No. of Credits	Internal Marks	External Marks	Total Marks
				L	T	P				
1	402401	Knowledge & Curriculum	T	5	0	0	5	30	70	100
2	402402	Gender, School and Society	T	3	0	0	3	15	35	50
3	A402403	Vocational & Work Education	T	3	0	0	3	15	35	50
4	A402404	Creating Inclusive Schools	T	3	0	0	3	15	35	50
5	402405	Reading and Reflecting on Texts	T	3	0	0	3	15	35	50
6	402406	Understanding the Self	T	3	0	0	3	15	35	50
7		Elective-III	T	5	0	0	5	30	70	100
Total No. of Credits							25			

Elective-III (Select any one of following)

Sr.	Subject Code	Subject Name								
1	402407	Guidance and Counseling	T	5	0	0	5	30	70	100
2	402408	Environmental Education	T	5	0	0	5	30	70	100
3	402409	Health and Physical Education	T	5	0	0	5	30	70	100



Course Name: Contemporary India and Education

Course Code: 402101

Semester: 1st

L T P

Credits: 05

5 0 0

Course Outcomes: On successful completion of the course, the students will be able to:

	Statement
CO1	Develop an understanding of ideals, values and diversities in Indian Education to be applied in teaching and learning
CO2	Develop an understanding of education as an agenda for the nation and state and its policy visions and efforts in evolving a national system of education
CO3	Apply the knowledge of programs and documents for the process of education in India
CO4	Understand education critically in pre-independent and post independent India.
CO5	Acquire conceptual tools of critical analysis and the experience of engaging with diverse communities

Course Content

Section-A

- a) Education-Concept (Indian and Western), Aims of Education.
- b) Driving forces of Indian Society-Social, Economical, Political, Historical and Geographical; The Unified and diversified forces promoting national integration.
- c) Impact of Liberalization, Privatization, Globalization and stratification on Education in India.

Section-B

- a) Educational Policies- NPE 1986, Programme of action-1992, National curricular Framework for teacher education (NCFTE)- 2009, Right to Education Act-2009.
- b) Brief Historical background of education in India with special reference to Salient features of education in Vedic Period, Buddhist period and Muslim period.
- c) Salient features of Education in British period (Chapter Act-1813) Macaulay's Minutes (1835), Woods's Despatch (1854) Gokhale Bill (1912) Sergeant Report (1944)

Section-C

- a) Constitutional provisions of India in relation to Education, Fundamental Rights and Duties, Directive Principles of state Policy.
- b) Concept of Social; diversity at level of individual, caste, religion, minorities, languages tribes etc.
- c) Measures to promote equality of opportunities through Educational programmes for special groups, socially disadvantaged and women.



Section-D

- a) Major recommendations of Secondary Education Commission (1952-1953); Indian Education Commission (1964-66)
- b) Sarva Shiksha Abhiyan(SSA)
- c) Rashtriya Madhiyamik SikshaAbhiyan(RAMSA)

Project Work / SESSIONAL WORK (Internal):

Each Pupil teacher will conduct any two of the following activities:

- a. Critical analysis of Sarva Shiksha Abhiyan (SSA) or Rashtriya Madhiyamik Siksha Abhiyan (RAMSA) – A local level Survey
- b. A local survey on Mid-day Meal Program in Secondary School.
- c. Debate on medium of Schooling or Three language formula

SUGGESTED READINGS

- Aggarwal, S., & Jca, O. (2010). *Landmarks in the History Of Modern India*. Vikas Publishing House.
- Aggarwal, J.C. (2002). *Development and Planning of Modern Education*. Vikas Publishing House, New Delhi.
- Bhatia, K.K, and Narang, C.L. (1996). *The Teacher and Education in Emerging Indian Society*. Tandon Publications, Ludhiana.
- Bhatia, K.K, & Narang, C.L. (1992). *Philosophical and Sociological Foundations of Education*. Doaba House, Delhi.
- Bhatt, B.D. (2005). *Modern Indian Education. Planning and Development*. Kanishka Publishers, New Delhi.
- Chaube, S.P. (1997). *Philosophical ans Sociological Foundation of Education*. Ravi, Noudarnalya, 5th rev. ed. Agra.
- Lakshmi, T.K.S. & M. S. Yadav (1992). *Education: its Evolving Characteristics*, New Frontiers in Education, Vol. XXII, No. 4.
- Mathur, S. S. (1966). *A sociological approach to Indian education*. Vinod Pustak Mandir.
- MOHANTY, J. (2001). Studies on Countrywide Classroom and Indira Gandhi National Open University ETV Programmes. *Studies in Distance Education*, 38.
- Pandey, R.S. (2001). *Principles of Education*. Vinod Pustak Mandir, Agra.
- Pandey, R.S. (1992). *National Policy on Education*, Horizon Publishers, Allahabad.
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- Safaya, R.N. and Shaida, B.D. (1983). *Principles and Techniques of Education*. Dhanpat Rai and Sons, Delhi.
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- Sen, D. (2016). Higher education policies the Indian experience since independence. *International Journal of Multidisciplinary Education and Research*, 1 (10).
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- Oad L.K. (Ed). (1988). *Shisha ke Nutam Ayam, Rajasthan Hindi Granth Academy*,



Jaipur.

- Ruhela & Vyas, (1969). *Sociological perspectives in school education*, Indian Publishers, Distributors, Delhi.
- Ruhela & Vyas, (1996). *The Emerging Concept of Education in Human Values*, Regency Publication, New Delhi.
- Gupta, V.K. (1996). *Education in Emerging Indian Society*, New Academic Publishing House, Jalandhar (English Version)

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PSO 1	PSO 2	PSO 3
CO1	2	-	3	2	2	3	2	1	2	3	2	2	2
CO2	1	2	1	2	2	3	2	2	2	-	2	3	2
CO3	-	2	1	1	1	2	2	3	2	2	2	1	1
CO4	1	1	2	1	1	3	2	-	2	2	1	2	-
CO5	2	1	1	2	1	3	1	1	1	2	3	2	2
Average	1.4	1.4	1.6	1.6	1.4	2.8	1.8	1.6	1.8	2	2	2	1.6

The correlation levels are: "1" – Low Correlation, "2" – Medium Correlation, "3" – High Correlation and "-" indicates there is no correlation.

Course Name: Childhood Growing Up

Course Code: 402102

Semester: 1st

Credits:05

**L T P
5 0 0**

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Develop understanding of theoretical perspectives and stages of human development
CO2	Develop an insight of growth and development, learning of the growing child in diverse socio-cultural contexts
CO3	Enhance the understanding of different methods and techniques for the assessment of personality, intelligence and creativity of child
CO4	Demonstrate social and emotional adjustment skills
CO5	Develop the knowledge and understanding for individual differences

Course Content

Section-A

1. Concept of human Growth, Development and Maturation, Principles and Factors affecting human growth and development.
2. Stages of Childhood & Adolescence period, Dimensions of Individual development - Physical, Cognitive, Language, Affective, Social, Moral and their inter-relationship.
3. Individual differences in growth and development

Section-B

1. Relevance & Applicability of Various Theories of Development: Erickson (Psycho- Social), Piaget (Cognitive), Kohlberg (Moral Development) & Vygotsky (Socio-Cultural Theory)
2. Role of Home, School and Society in cognitive, affective and conative development.

Section-C

1. Intelligence:- Meaning, Theories (Howard Gardner's theory of multiple intelligence, Guilford's SOI) and its Measurement, Dealing with Gifted & backward children, Concept of Emotional Intelligence
2. Personality :- Concept and Theories of Personality (Kretschmer, Jung, Eysenck) Factors responsible for shaping and Assessment of Personality

Section-D

1. Concept of creativity, difference between creativity and intelligence, Identification of Creative Child
2. Techniques and methods of fostering creativity: brain storming, problem solving Group discussion, play way, Quiz etc.
3. Concept and Dimensions of Well Being and Factors affecting Well Being

SESSIONAL WORK

Administration, scoring and interpretation of the following

1. Intelligence test (individual / group test)
2. Personality test
3. Creativity Test (**verbal / non verbal test of creative thinking part-ii**)
4. Observation of Learner's behavior having diverse socio-economic & Cultural background (During play and community activities etc.) and submission of report.

SUGGESTED READINGS

- Hurlock, E.B (2005). *Child Growth and Development* Tata Mc. Graw Hill Publishing Company New York.
- Hurlock, E.B (2006). *Developmental Psychology-A life Span Approach*. Tata Mc. Graw Hill Publishing Company New York.
- Meece, J S ECCLES, J. L (2010). *Hand BOOK of RESEARCH on School, Schooling And Human development* New York, Routledge.



- Santrock. J.W (2006). *Child Development*,Tata Mc. Graw Hill Publishing CompanyNew York.
- Santrock .J.W (2007). *Adolescence*,Tata Mc. Graw Hill Publishing Company NewYork.
- Innes, J. M., and Fraser, C. (1971). Experimenter bias and other possible biases in psychological research. *European Journal of Social Psychology*, 1(3), 297-310.
- Clark H.H and Clark E.V. (1977). *Psychological And Language :An Introductionto Psycholinguistics* NewYork.
- Farr, C. W., and Moon, C. E. (1988). *New Perspective on Intelligence: Examining Field Dependence/Independence in Light of Sternberg's Triarchic Theory of Intelligence*.
- Campbell (1980). *The Sense of Well Being in Americans* New York .MC. GrawHill.
- Obert,S.Feldman (2009). *Understanding Psychology* Tata Mc. GrawHill.
- Santrock .J.W (2006). *Child Development*. Tata Mc. Graw Hill Publishing CompanyNew York.
- Santrock .J.W (2007). *Adolescence*,Tata Mc. Graw Hill Publishing Company NewYork.
- Garbarino ,J,(1982). *Chidren and Families in the social Environment* Aldine de Gruyter:New York
- Terman ,LEWIS M.,and MERRILL MAUD A “the Stanford-Binnet Scales for measuring Intelligence Mc. Graw Hill Book Co. Inc.,1943 Ch.10
- Adler,a.,*UnderstandingHuman Nature* London:George Allen &Unvin1927
- Clark H.H& Clark E.V. (1977). *Psychological And Language :An Introductionto Psycholinguistics* NewYork
- Kail and Pellegrino J w.(1985). *Human Intelligence Perspectiveand Prospects*.NewYork:Freeman
- Campbell (1980). *The Sense of Well Being in Americans* New York .MC. GrawHill
- Obert,S.Feldman-(2009). *Understanding Psychology* Tata Mc. GrawHill
- Dweck, C.(2006) . *Mindset:The New Psychology of Success* Random House And L LC
- Sharma,N.(2003). *Understanding Adolescence*; N B TIndia

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO 4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO 3
CO1	1	2	2	3	2	3	2	-	1	1	3	2	3
CO2	2	2	3	3	1	2	1	3	2	2	2	1	2
CO3	2	-	1	1	2	2	2	3	3	2	2	1	2
CO4	1	2	3	1	1	2	2	1	2	-	2	2	2
CO5	2	2	1	2	3	1	2	1	2	1	1	3	-
Average	1.6	1.8	2	2	1.8	2	1.8	1.8	2	1.4	2	1.8	2

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation.



Course Name: Drama and Art in Education

Course Code: 402103

Semester: 1st

L T P

Credits: 05

3 0 0

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Demonstrate dramatic skills to teach various concepts
CO2	Get an employment opportunity as an artist
CO3	Develop personal and professional skills as an art teacher
CO4	Understand the applications of visual, Performing and literary art
CO5	Teach learner effectively and creatively through artistic skills

Course Content

Section-A

1. Art Education: Meaning, Scope.
2. Meaning and concept of arts and its significance at secondary level for school education
3. Difference between Arts in education and Education in arts

Section-B

1. Color: Types, Color Schemes and Effects
2. Indian Rasa Theories (Bharat Muni's Natya Shastra).
3. Role of Art (Visual arts, Literary Arts and performing Arts),

Section-C

1. Music and Drama in Teaching and Learning-need, importance,
2. Various forms of Music: Gayan, Vadan and Nartan.
3. The impact of Music on Human behavior.
4. Meaning and types of gestures, Postures and Facial Expression.

Section-D

1. Theatre: Introduction, Importance and role of Drama in general and in education
2. Forms and Styles: Comedy and Tragedy.
3. Components of Theatre: Role play, Space, Time, Audience and Performance.
4. Identification of different performing arts forms and artist – dance music and musical instrument, theatre, puppetry etc

Sessional work: (Do any ten out of the following)

- a. Different types of line and shape, Color – Types, Color schemes.



- b. Theme based composition with action - drawing figures i.e. any kind of scene, story etc.
- c. Alphabet - drawing of 2 languages: English, Punjabi/Hindi.
- d. Writing and Sketching on ChalkBoard.
- e. Preparation of 2 Teaching Aids: Chart, Flash Card, Transparencies, Folders and Model etc.
- f. Design: Floral and Geometrical(Rangoli).
- g. Collage, Cutting and Pasting, Preparation of an Advertisement.
- h. Black Board Plan sheets of teaching Course.
- i. Acting exercise for body and movements, voice and speech.
- j. Activity expressing the NavRasa.
- k. Stage Setting, Make – up of theatre items.
- l. Participation in any Musical/theatrical/heritage item is compulsory during session.
- m. Demonstration of any 4 folk dances of India with costumes and instrument.
- n. Demonstration of any four folk songs.
- o. To prepare project work of any five Indian festivals and its artistic significance.

SUGGESTED READINGS

- Gupta S.P., (2002). Elements of Indian Art. Inderprastha Museum of art and Archaeology, New Delhi.
- Ray Niharranjan, (1984). An Approach to Indian Art. Publication Bureau.
- Roy C. Craven, (1995). Indian Art A Concise History. Thames and Hudson Ltd, London.
- Sharma L. C., (2002). A Brief history of Indian Painting. Goel Publishing House, Meerut.
- NCERT (2006). Position paper: National focus group on Arts, Music, Dance and theatre. new delhi: NCERT
- Awasthi, S.S. (1964). A Critique of Hindustan Music and Music Education. Jalandhar
- Bhatkhande, V. M.(1987). KRAMIK , PustakMahika , Laxmi Narayan Garg, Hathras.
- Bhatnagar, S. (1988). Teaching of Music. Monika Parkashan, Shimla.

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CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO6	PO7	PO8	PO9	PO 10	PSO1	PSO 2	PSO 3
CO1	3	2	1	2	1	1	2	3	3	2	3	2	-
CO2	-	2	1	2	1	2	-	1	2	2	2	-	1
CO3	2	2	-	1	2	2	3	3	1	2	2	1	2
CO4	1	1	2	-	2	2	2	3	3	1	2	2	2
CO5	1	2	2	2	3	-	2	1	2	1	3	3	3
Average	1.6	1.8	1.4	1.6	1.8	1.6	2	2.2	2.2	1.6	2.4	1.8	1.8

The correlation levels are: "1" – Low Correlation, "2" – Medium Correlation, "3" – High Correlation and "-" indicates there is no correlation.



Course Name: Understanding Disciplines and Subjects

Course Code: 402104

Semester: 1st

L T P

Credits: 05

5 0 0

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Develop understanding on various disciplines and courses
CO2	Elucidate the nature and changes in disciplines and Courses in terms of social, Political and intellectual Context
CO3	Understand the process of developing theories and content
CO4	Design and draft the curriculum
CO5	Differentiate between curriculum and syllabus

Course Content

Section-A

1. Disciplines and school subjects: Meaning, Types, Importance and relationship with Courses
2. Core ideas of Developing Discipline: Meaning and organization
3. Philosophical views in different discipline by various Philosophers (John Dewey, Krishna, Murthy) in modern context.

Section-B

1. Nature, importance and historical perspective of various school Courses
2. Changes in school Courses in terms of social, political and intellectual context
3. Curriculum: Concept, Principles of curriculum construction for different Courses.

Section-C

1. Meaning of correlation/relationship.
2. Correlation between academic disciplines and school Courses, effects on curriculum framework.

Section-D

1. Meaning of inter disciplinary approach to education and its effects on school Courses.
2. Theory of content for selection of school Course in curriculum.

SESSIONAL WORK

Project on nature of different disciplines like natural sciences, humanities, social sciences, earth science, Bio sciences etc.

SUGGESTED READINGS

- Butchvarov,P.(1970). *The Concept of Knowledge*. Evanston, Illinois: Western University Press.
- Debra H. Martin,H. Pam C.and Lingard,B. (2007). *Teachers and Schooling:making a difference*. Australia: Allen andUnwin.
- Gardner,H.(2007). *Creating Minds*. New York:BasicBooks.
- Noddings,N.(2007). *Critical Lessons: What our schools should teach*. Cambridge UniversityPress.
- Prnstein, Allen C.,Edward F.P. & Stacey B.O.(2006). *Contemporary issues in curriculum*. Allyn &Bacon.
- Bruner, J.S. ((2006). *In Search of Pedagogy*, Vol-I & II,(he selected works), Lonson: Routledge.
- Kneller, G.F.,(1963). *Foundations of Education*. London and New York: John Wiley & Sons,Inc.
- NCERT (2005). *National Curriculum Framework*. NewDelhi.

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CO1	1	1	1	2	2	3	2	3	1	2	3	2	1
CO2	2	2	-	1	1	2	1	2	2	1	2	1	1
CO3	2	2	3	-	2	2	2	1	-	2	2	2	2
CO4	-	2	2	1	2	3	2	3	2	1	1	2	-
CO5	1	2	1	2	3	1	2	1	2	1	2	3	2
Average	1.4	1.8	1.6	1.4	2	2.2	1.8	2	1.6	1.4	2	2	1.4

The correlation levels are: "1" – Low Correlation, "2" – Medium Correlation, "3" – High Correlation and "-" indicates there is no correlation.

Course Name: Language across the Curriculum

Course Code: 402105

Semester: 1st

Credits: 05

L T P

3 0 0

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Design the curriculum for teacher and learners' usage
CO2	Inculcate the communication skills in the students
CO3	Develop language skills: Oracy, writing, Reading and listening
CO4	Explain the school and home language.
CO5	Determine the effectiveness of self study and references skills



Course Content

Section- A

1. Language across the curriculum: meaning, origin and objectives.
2. Language as a means of construction of reality
3. Language and experience

Section-B

1. Concept formation
2. Language of textbooks in different Courses

Section-C

1. Oracy, listening, reading and writing
2. Special study of reading: cognitive basis of reading, analysis of the tasks involved in reading, motivation to read, stages of learning to read, readability;

Section-D

1. School language and home language; Language as an aspect of teacher-child relationship
2. Distinction between language as a school-subject and language as a means of learning and communication

SUGGESTED PROJECTS:

1. To elaborate their theoretical understanding, students should undertake a project involving listening to children's reading, miscue analysis, developing a reading test and administering it.
2. Analysis of text books languages and other materials used in different Courses from the point of view of registers and styles used in them.
3. Project on Language environment of school

SUGGESTED READINGS:

- Halliday, M. A. K. (1978). *Language as Social Semiotic: the social interpretation of language and meaning*, Edward Arnold: London.
- Trudgill, P. (1992). *Introducing language and society*. London: Penguin.
- Wardhaugh, R. (1986). *Introduction to Sociolinguistics* (2nd ed.), Cambridge: Blackwell
- Reid, T. B. (1956). "Linguistics, structuralism, philology", *Archivum Linguisticum*
- Swales, J. (1990). *Genre Analysis. English in Academic and Research Settings*, Cambridge: Cambridge University Press.

The mapping of PO/PSO/CO attainment is as follows:

CO	PO 1	PO 2	PO 3	PO 4	PO 5	PO 6	PO 7	PO 8	PO 9	PO 10	PSO 1	PSO 2	PSO 3
CO1	2	2	1	2	1	3	2	3	3	2	2	2	2
CO2	1	2	3	1	1	2	-	1	2	2	2	-	1
CO3	2	2	-	1	2	2	2	3	1	2	2	1	2
CO4	-	1	2	3	2	2	2	3	2	1	2	2	1
CO5	1	2	3	2	3	2	1	1	2	1	3	3	-
Average	1.4	1.8	2	1.8	1.8	2.2	1.6	2.2	2	1.6	2.2	1.8	1.4

The correlation levels are: "1" – Low Correlation, "2" – Medium Correlation, "3" – High Correlation and "-" indicates there is no correlation.

Course Name: Teaching of English (Elective Course)

Course Code: 402106

Semester: 1st

Credits: 03

L T P
3 0 0

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Interpret the basic nature of English language and its relation to disciplinary knowledge.
CO2	Apply pedagogical approaches of teaching of English in different class room settings.
CO3	Understand the pedagogy of English language.
CO4	Participate in classroom discussion with emphasis on describing the situation to develop communication skills including fluency, expression sequencing, accuracy, vocabulary and pronunciation
CO5	Employ the rules of grammar and patterns of intonation

**Course Content
Section-A**

1. Language and Society: Language and Gender; Language and Identity; Language and Power; Language and Class(Society).
2. Language In School: Home language and School language; Medium of understanding (child's own language); Centrality of language in learning; Language across the curriculum; Language and construction of knowledge; Difference between language as a school- Course and language as a means of learning and communication; Critical review of Medium of Instruction; Different school Courses as registers; Multilingual classrooms; Multicultural awareness and languageteaching.
3. Role Of English Language In The Indian Context: English as a colonial language,

English in Post-colonial times; English as a language of knowledge; Position of English as second language in India; English and Indian languages; English as a link language in global context; challenges of teaching and learning English.

Section-B

1. Different Approaches/Theories To Language Learning And Teaching (MT&SL) Philosophical, social and psychological bases of approaches to Language acquisition and Language learning; inductive and deductive approach; whole language approach; constructive approach; multi lingual approach to language teaching. Western thoughts on language teaching (John Dewey, Bruner, J. Piaget, L. Vygotsky, Chomsky, Krashen), and Indian thought on language teaching (Panini, Kamta Prasad, Kishori Das Vajpai etc.).
2. A Critical Analysis Of The Evaluation Of Language Teaching Methodologies: Grammar translation method, Direct method, Structural-situational method, Audio-lingual method, Natural method; Communicative approach, Total Physical Response, Thematic Approach(inter-disciplinary).

. Section-C

1. Grammar in Context; Vocabulary InContext
2. Acquisition of Language Skills: Listening &speaking.
3. Listening and Speaking: Sub skills of listening: Tasks; Materials and resources for developing the listening and speaking skills: Storytelling, dialogues, situational conversations, role plays, simulations, speech, games and contexts, language laboratories, pictures, authentic materials and multimediaresources

Section-D

1. Aspects Of Linguistic Behaviour: Language as a rule-governed behaviour and linguistic variability; Pronunciation—linguistic diversity, its impact on English, pedagogical implication; Speech andwriting.
2. Linguistic System: The classification of speech and sound; The organisation of sounds; the structure of sentences; the concept of Universal grammar; Nature and structure of meaning; Basic concept in phonology, morphology, syntax and semantics; Discourse.

SESSIONAL WORK

- Prepare a report on the challenges faced by the English teachers and the learners in the teaching-learningprocess
- Analysis of advertisements aired on radio/television on the basis of language and gender
- Discuss in groups how the role of English has been changed in the twenty first century.
- Discuss how the role of English has been changed in the twenty first century in groups.

SUGGESTED READINGS

- Balasubramaniam, T. (1981). *A Textbook of English Phonetics for Indian Students*. Mumbai: Macmillan India Ltd.
- Bhandari, C.S. and Other (1966). *Teaching of English: A Handbook for Teachers*. New Delhi: Orient Longmans.
- Bhatia, K.K. (2006). *Teaching and Learning English as a Foreign Language*. New Delhi: Kalyani Publishers.
- Bhatia, K.K. and Kaur, Navneet (2011). *Teaching and Learning English as a Foreign Language*. Ludhiana: Kalyani Publishers.
- Bindra, R. (2005). *Teaching of English*. Jammu: Radha Krishan Anand and Co.
- Bright, J.A. and Mc Gregor, G.P. (1981). *Teaching English as a Second Language*. London: Longmans, ELBS.
- Carroll, B.J. (1972). *Systems and Structures of English*. London: Oxford University Press.
- Damodar G, Shailaja P, Rajeshwar M. (Eds.) (2001). *IT Revolution, Globalization and the Teaching of English*. New Delhi: Atlantic Publishers and Distributors.
- Doff, A. (1988). *Teach English: A Training Course for Teachers*. Cambridge: The British Council and Cambridge University Press.
- Forrester, Jean F. (1970). *Teaching Without lecturing*. London: Oxford University Press.
- French, F.G. (1963). *Teaching English as an International Language*. London: OUP.
- Gokak, V.K. (1963). *English in India. Its Present and Future*. Bombay: Asia Publishing House.
- Hornby, A.S. (1962). *The Teaching of Structural Words and Sentence Patterns*. London: OUP.
- Kohli, A.L. (1999). *Techniques of Teaching English*. New Delhi: Dhanpat Rai and Company.
- Sachdeva, M.S. (2007). *Teaching of English*. Patiala: Twenty First Century Publications.
- Sahu, B.K. (2004). *Teaching of English*. Ludhiana: Kalyani Publishers.
- Sharma, P. (2011). *Teaching of English: Skill and Methods*. Delhi: Shipra Publication.

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO 2	PO 3	PO 4	PO 5	PO6	PO7	PO8	PO9	PO 10	PSO1	PSO2	PSO3
CO1	2	2	1	2	1	3	2	3	3	2	2	-	1
CO2	1	2	3	1	2	1	1	1	2	1	2	1	1
CO3	2	-	1	1	2	1	2	3	-	2	3	1	-
CO4	1	1	2	3	-	2	2	3	2	2	2	2	2
CO5	1	2	1	2	3	2	1	1	2	1	3	3	2
Average	1.4	1.6	1.6	1.8	1.8	1.8	1.6	2.2	2	1.6	2.4	1.6	1.4

The correlation levels are: "1" – Low Correlation, "2" – Medium Correlation, "3" – High Correlation and "-" indicates there is no correlation.



Course Name: Teaching of Punjabi (Elective Course)

Course Code: 402107

Semester: 1st

Credits: 03

L T P
3 0 0

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦੀ ਗੁਰਮੁੱਖੀ ਲਿਪੀ ਦੇ ਜਨਮ ਬਾਰੇ ਜਾਣਕਾਰੀ ਹਾਸਿਲ ਕਰਨਗੇ।
CO2	ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦੇਕੋਸ਼ਲਾ (ਸੁਣਨਾ, ਬੋਲਣਾ, ਪੜ੍ਹਨਾਅਤੇਲਿਖਣਾ) ਬਾਰੇਗਿਆਨਪ੍ਰਾਪਤਕਰਨਗੇ।
CO3	ਉਚਾਰਨ ਸਬੰਧੀ ਤਰੁੱਟੀਆਂ ਨੂੰ ਪਛਾਨਣ ਅਤੇ ਦੂਰ ਕਰਨ ਦਾ ਡੂੰਘਾ ਅਧਿਐਨ ਪ੍ਰਾਪਤ ਹੋਵੇਗਾ।
CO4	ਪਾਠ ਕ੍ਰਮ ਦੀ ਮਹੱਤਤਾ ਬਾਰੇ ਜਾਣੂ ਹੋਣਗੇ।
CO5	ਪੁਸਤਕਾਲਾਂ ਦੀ ਮਹੱਤਤਾ ਬਾਰੇ ਜਾਣਕਾਰੀ ਪ੍ਰਾਪਤ ਕਰਨਗੇ।

Course Content

ਅਧਿਆਪਨ ਯੁਗਤਾਂ :

ਭਾਸ਼ਣ, ਵਿਚਾਰਵਟਾਂਦਰਾ, ਕੰਮ ਸੌਜ਼ਪਣੀਆਂ, ਸਰਵੇਖਣ, ਪਾਠਾਂਤਰ ਕਿਰਿਆਵਾਂ, ਵਿਸਲੇਸ਼ਣ, ਅਭਿਆਸ, ਰੀਵਿਊ, ਸੈਮੀਨਾਰ ਅਤੇ ਪਾਠ ਪ੍ਰਦਰਨ ।

ਪਾਠ ਸਮੱਗਰੀ :

ਇਕਾਈ 1

1. ਭਾਸ਼ਾ, ਪਰਿਭਾਸ਼ਾ, ਅਰਥ, ਪ੍ਰਕ੍ਰਿਤੀ ਅਤੇ ਉਤਪਤੀ ਦੇ ਸਿਧਾਂਤ।
2. ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਨਿਕਾਸ ਅਤੇ ਵਿਕਾਸ।
3. ਲਿੱਪੀ ਦੇ ਅਰਥ, ਗੁਰਮੁਖੀ ਲਿੱਪੀ ਦੀ ਪ੍ਰਾਚੀਨਤਾ ਅਤੇ ਅਨੁਕੂਲਤਾ।
4. ਮਾਤ ਭਾਸ਼ਾ ਦੀ ਸਿੱਖਿਆ ਦੇ ਉਦੇਸ਼, ਮਾਤ੍ਰਭਾਸ਼ਾ ਦਾ ਬਚੇ ਦੇ ਜੀਵਨ ਅਤੇ ਸਿੱਖਿਆ ਵਿਚਮਹੱਤਵ।

ਇਕਾਈ 2

1. ਭਾਸ਼ਾ ਸਿੱਖਿਆ ਵਿੱਚ ਸੁਣਨ ਅਤੇ ਸਮਝਣ ਦਾ ਮਹੱਤਵ, ਸੁਣਨ ਸਕਤੀ ਦੇ ਵਿਕਾਸ ਲਈ ਲੋੜੀਂਦੇ ਅਭਿਆਸ।
2. ਉਚਾਰਨ ਅੱਧ ਉਚਾਰਨ ਦੇ ਕਾਰਨ ਅਤੇ ਸੁਧਾਰ, ਮੌਖਿਕ ਕਿਰਿਆਵਾਂ (ਵਾਰਤਾਲਾਪ, ਵਾਦਵਿਵਾਦ, ਭਾਸ਼ਣ, ਕਹਾਣੀ ਸੁਨਾਉਣਾ ਕੋਈ ਦੋਕਿਰਿਆਵਾਂ)
3. ਪੜ੍ਹਨਾ ਸਿਖਾਉਣ ਦੀਆਂ ਮੁੱਖ ਵਿਧੀਆਂ ਅਤੇ ਪੜ੍ਹਾਈ ਸਿੱਖਿਆ ਦੀਆਂ ਕਿਸਮਾਂ, ਸੂਖਮ ਪੜ੍ਹਾਈ ਅਤੇ ਸਥੂਲ ਪੜ੍ਹਾਈ, ਉੱਚੀ ਪਾਠ ਅਤੇ ਮੌਨ ਪਾਠ ਦਾ ਮਹੱਤਵ।
4. ਲਿਖਣ ਕਲਾ ਦਾ ਮਹੱਤਵ, ਲਿਖਣਾ ਸਿਖਾਉਣ ਦੀਆਂ ਅਵਸਥਾਵਾਂ, ਵਿਧੀਆਂ ਅਤੇ ਅੱਧ ਸਾਬਦ ਜੋੜਾਂ ਦੇ ਕਾਰਨ ਅਤੇ ਸੁਧਾਰ ।

ਇਕਾਈ 3

- 1 ਮਾਤ੍ਰਭਾਸ਼ਾ ਦੀ ਪਾਠ ਪੁਸਤਕ ਮਹੱਤਵ, ਵਿਸਤਾਰਾਂ ਅਤੇ ਸਮੀਖਿਆ।
- 2 ਭਾਸ਼ਾ ਪੁਸਤਕਾਲਾ ਮਹੱਤਵ ਅਤੇ ਪੜ੍ਹਨ ਰੁਚੀਆਂ ਦਾ ਵਿਕਾਸ ।
- 3 ਮਾਤ੍ਰਭਾਸ਼ਾ ਦਾ ਪਾਠਕ੍ਰਮ ਅਰਥ, ਮਹੱਤਵ ਅਤੇ ਨਿਰਮਾਣ ਦੇ ਸਿਧਾਂਤ।

ਇਕਾਈ 4

- 1 ਵਰਨ ਬੋਧ, ਸਵਰ, ਵਿਅੰਜਨ, ਅਨੁਨਾਸਿਕ, ਦੁੱਤ ਅੱਖਰ, ਲਗਾਮਾਤਰਾਂ, ਲਗਾਥ, ਬਦ ਜੋੜਾਂ ਦੇ ਨਿਯਮ।
- 2 ਸਬਦ ਬੋਧ, ਸਬਦਾਂ ਦੇ ਭੇਦ, ਸਬਦ-ਰੂਪਾਂ, ਸਬਦ-ਰਚਨਾ, ਵਿਧੇਤਰ, ਵਿਰੋਧੀ ਬਦ, ਬਹੁਤੇ ਸਬਦਾਂ ਦੀਆਂ ਇੱਕ ਬਦ, ਬਹੁਅਰਥਕ ਬਦ।

ਅੰਦਰੂਨੀ ਪ੍ਰਯੋਗ :

- 1 ਨਿਰਧਾਰਤ ਪਾਠਪੁਸਤਕ ਦਾ ਮੁਲਾਂਕਣ (6ਵੀਂ ਤੋਂ 10ਵੀਂ ਜੱਤਕ)
- 2 ਉਗਮ; ਵਜਰਮ ਰੀ ਰਾਮਕ. ਗਵਜਫ; ਕ ਜਮ ਥਮਪ; ਜਤੀ (34 ਬੁਕਤ) ਜਮਵਰ ਸਚਅਹੁਲਜ ; ਅਪਚੁਪਕ

ਸਹਾਇਕ ਪੁਸਤਕਾਂ :

- ਸਿੰਘ, ਹ (1966). ਪੰਜਾਬੀ ਬਾਰੇ, ਪਟਿਆਲਾ: ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ ।
- ਸਿੰਘ, ਹਰਕੀਰਤ. ਪੰਜਾਬੀ ਸ਼ਬਦ ਰੂਪ ਅਤੇ ਬਦ।
- ਸਿੰਘ, ਜੀ. (1971). ਗੁਰਮੁਖੀ ਲਿਪੀ ਬਾਰੇ, ਲੁਧਿਆਣਾ ਲਾਹੌਰ ਬੁੱਕ ਸਾਪ।
- ਸਿੰਘ, ਜੀ. ਬੀ. (1950). ਗੁਰਮੁਖੀ ਲਿਪੀ ਦਾ ਜਨਮ ਤੇ ਵਿਕਾਸ. ਚੰਡੀਗੜ੍ਹ : ਪੰਜਾਬ ਯੂਨੀਵਰਸਿਟੀ
- ਸਿੰਘ, ਤੀਰਥ. ਪੰਜਾਬੀ ਅਧਿਆਪਨ. । ਐਸ. ਜੀ. ਪਬਲਿਸ਼ਰਜ, ਜਲੰਧਰ
- ਸਿੰਘ, ਪ੍ਰੇਮ ਪ੍ਰਕਾਸ਼. ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਪਿਛੋਕੜ ।
- ਸੇਖੋਜ, ਸ. ਸ. ਅਤੇ ਸੇਖੋਜ ਪ. ਪ. (1961). ਪੰਜਾਬੀ ਬੋਲੀ ਦਾ ਇਤਿਹਾਸ,
- ਸੇਖੋਜ, ਸ. ਸ. ਅਤੇ ਸੇਖੋਜ ਮ. ਕ. (2009). ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਅਧਿਆਪਨ, ਲੁਧਿਆਣਾ : ਕਲਿਆਣੀ ਪਬਲਿਸ਼ਰਜ ।
- ਸੰਘ, ਸ. (2004). ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਵਿਗਿਆਨ, ਜਲੰਧਰ : ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਅਕਾਦਮੀ ।
- ਕੰਗ, ਕੁਲਬੀਰ ਸਿੰਘ, ਭਾਸ਼ਾ ਵਿਗਿਆਨ, ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਤੇ ਗੁਰਮੁਖੀ ਲਿਪੀ ।
- ਜਸ, ਜਸਵੰਤ ਸਿੰਘ (2012). ਮਾਤ੍ਰਭਾਸ਼ਾ ਦੀ ਸਿੱਖਿਆ ਵਿਧੀ. ਜਲੰਧਰ : ਨਿਊ ਬੁੱਕ ਕੰਪਨੀ ।
- ਨੰਦਰਾ, ਇੰਦਰਦੇਵ ਸਿੰਘ (2008). ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਅਧਿਆਪਨ. ਪਟਿਆਲਾ : ਟਵੰਟੀ ਫਸਟ ਸੈਜ਼ਚੁਰੀ ਪਬਲੀਕੇਨਗ
- ਨੰਦਰਾ, ਇੰਦਰਦੇਵ ਸਿੰਘ ਅਤੇ ਸਫਾਇਆ, ਰ. ਕ. (2008). ਆਧੁਨਿਕ ਪੰਜਾਬੀ ਅਧਿਆਪਨ : ਲੁਧਿਆਣਾ ਵਿਨੋਦ ਪਬਲੀਕੇਨਗ
- ਪਦਮ, ਪਿਆਰਾ ਸਿੰਘ (1969). ਪੰਜਾਬੀ ਬੋਲੀ ਦਾ ਇਤਿਹਾਸ, ਪਟਿਆਲਾ : ਕਲਮਮੰਦਿਰ ।
- ਪੰਜਾਬੀ ਭਾਸ਼ਾ, ਵਿਆਕਰਨ ਅਤੇ ਬਣਤਰ, ਪਟਿਆਲਾ : ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ।

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO 2	PO 3	PO 4	PO 5	PO6	PO7	PO8	PO9	PO1 0	PSO1	PSO2	PSO3
CO1	2	1	2	2	2	3	2	3	3	-	2	2	1
CO2	1	2	3	1	-	2	1	1	2	2	2	1	2
CO3	2	2	-	1	2	2	2	3	1	2	2	1	2
CO4	-	1	2	2	1	2	2	3	2	1	2	2	1
CO5	1	2	1	2	3	1	-	1	2	1	3	3	2
Average	1.4	1.6	1.8	1.6	1.8	2	1.6	2.2	2	1.4	2.2	1.8	1.6

The correlation levels are: "1" – Low Correlation, "2" – Medium Correlation, "3" – High Correlation and "-" indicates there is no correlation.

Course Name: Teaching of Hindi (Elective Course)

Course Code: 402108

Semester: 1st

Credits: 03

L T P
3 0 0

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	विद्यार्थी हिंदी भाषा और उसकी बोलियों के बारे में जान सकेंगे
CO2	विद्यार्थी हिंदी भाषा के सिद्धांत और सूत्रों समझ सकेंगे
CO3	विद्यार्थी हिंदी भाषा के विभिन्न कौशलों का प्रयोग कर सकेंगे
CO4	विद्यार्थी पाठ-योजना और शिक्षण अधिगम सामग्री तैयार कर सकेंगे
CO5	विद्यार्थी हिंदी भाषा में कविता, निबंध, नाटक इत्यादि पर मौलिक रचना कर सकेंगे

Course Content

इकाई (क)

भाषा का स्वरूप

- क. हिंदी भाषा तथा उसकी बोलियाँ, देवनागरी लिपि की विशेषताएँ तथा सीमाएँ
- ख. हिंदी पढ़ने-पढ़ाने की चुनौतियाँ।
- ग. भाषा की भूमिका- समाज में, विद्यालय में, तथा शिक्षा के माध्यम के रूप में।
- घ. हिंदी शिक्षण के सिद्धान्त और सूत्र।

इकाई (ख)

भाषयी दक्षतार्ये/कौशल-

- क. श्रवण कौशल- अर्थ, उद्देश्य, विकसित करने की विधियाँ।
- ख. मौखिक अभिव्यक्ति - अर्थ, उद्देश्य, गुण, विधियाँ।
- ग. पठन कौशल - अर्थ, उद्देश्य (कहानी, कविता)।
- घ. लेखन कौशल - अर्थ, उद्देश्य, सोपान एवं विधियाँ (निबन्ध, पत्र, रिपोर्ट लिखने का अभ्यास)

इकाई (ग)

क. सहायक शिक्षण सामग्री - अर्थ, उपयोगिता, प्रकार- पत्रिकाओं, समाचार पत्रों, रेडियो तथा कम्प्यूटर का शिक्षण सामग्री के रूप में उपयोग तथा प्रयोग।

ख. पाठ योजना- अर्थ, महत्व, उद्देश्य, सोपान

प्रायोगिक कार्य

क. अंग्रेजी तथा क्षेत्रिय भाषा के अनुच्छेद का हिंदी में अनुवाद।

ख. अपनी पसंद की किसी निम्न में से किसी एक साहित्यिक विद्या पर तीन मौलिक रचनाएँ (कविता, लघु कथा, निबंध नाटक, सम्वाद)।

पुस्तक सूची :-

- जीत, योगेन्द्र भाई (1972) हिन्दी शिक्षण आगरा: विनोद पुस्तकमंदिर
- खन्ना, ज्योति (2006) हिन्दी शिक्षण नई दिल्ली : घतपटसय एण्ड कम्पनी
- सफाया, रघुनाथ (1997) हिन्दी शिक्षण विधि जालन्धर: पंजाब किताब घर
- भाटिया के.के और नारंग, सी. एल (1989) आधुनिक हिन्दी विधियां, प्रकाश पब्लिशर, ब्रदरजबराड़,
- सर्वजीत कौर (2009) कल्याणी प्रकाशन नईदिल्ली,
- सिंह, सावित्री (1997) हिन्दी शिक्षण मेरठ: लायल बुकडिपो,
- चौधरी, नंद किशोर (2009) हिन्दी शिक्षण, गुरुसर सुधार पब्लिकेशनसुधार,
- सिन्हा, प्रसाद शत्रुघ्न (1964) हिन्दी भाषा की शिक्षण विधि, पटना:दिल्ली,
- शर्मा, ज्योति भनोट, अग्रोन मुख हिन्दी शिक्षण लुधियाना: पुस्तक सदनटण्डन पब्लिककशन

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO 2	PO 3	PO 4	PO 5	PO6	PO7	PO8	PO9	PO1 0	PSO1	PSO2	PSO 3
CO1	2	1	2	2	1	3	2	2	1	1	1	2	1
CO2	-	2	1	1	1	2	1	1	2	2	2	1	2
CO3	2	1	1	1	2	1	2	3	1	2	2	1	1
CO4	1	1	2	1	2	-	2	3	2	1	2	2	-
CO5	1	3	1	2	3	1	1	1	2	1	3	3	3
Average	1.5	1.7	1.7	1.3	1.8	1.5	1.5	1.8	1.5	1.3	2.0	1.8	1.7

The correlation levels are: "1" - Low Correlation, "2" - Medium Correlation, "3" - High Correlation and "-" indicates there is no correlation.



Course Name: Teaching of Social Studies (Elective Course)

Course Code: 402109

Semester: 1st

Credits: 03

L	T	P
3	0	0

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Gain knowledge of various teaching methods.
CO2	Develop understanding of the relationship of Social Sciences with other Courses
CO3	Elucidate the nature of Social science as a school Course
CO4	Enhance the professional skills to teach social studies
CO5	Impart the social skills among the learners

Course Content

SECTION-A

1. Historical development of Social studies as a school Course, Nature, scope and importance of Social Studies, Distinguish Social Studies from Social Science and Natural Science
2. Integration of Social studies with Social Science, languages, Mathematics, Art and Science.
3. Aims and Objective of teaching Social Studies in General and Elementary (6-8th class) and Secondary (9-10 class) Level in light of NCF-2005

SECTION-B

1. Methods of Teaching: Lecture, Discussion Method, Problem Solving Method, Project Method, Source Method, Cooperative learning Method, story telling method
2. Devices and Techniques of Teaching.
3. Field Trip, Assignments, questioning, Illustration, Exposition explanation, Narration and description.

SECTION-C

- 1) Social Studies curriculum, Meaning, Need & Importance, Principles of curriculum Construction.
- 2) Qualities of Social Studies Teacher, Professional development of Social Studies Teacher (Concept, need and ways of professional development, role of different agencies (ICSSR, NIRD, NGRI, NRSA in brief only)

SECTION-D

1. Social studies text book need, importance and qualities.
2. Earth in the Solar system, What, where and how pedagogical analysis



3. Modern India:- Rise of Nationalism, Swadesi & Boycott, Movement, Non-Cooperation Movement, Civil-Disobedience movement.
4. Quit India movement 1942-44 A.D., National Movement and India's Freedom.

Suggested Activities: Internal Work

1. Qualitative Analysis of school textbook of Social studies/Sciences of PSEB/CBSE/NCERT
2. PowerPoint presentation based seminar on the contributions of any one eminent Social reformists: Guru Nanak Dev Ji, Raja Ram Mohan Rai, Dr. B.R. Ambedkar, Swami Dayanand Saraswati, Vinoba Bhave, Abraham Lincoln, Mahatma Jyoti Rao Phule, Yousafzai Malala, Kailash Satyarthi, Nelson Mandela etc.

Continuous Assessment:

- Assessment will be based on tutorials (seminars, projects etc) tests & assignments.

SUGGESTED READINGS

- Bining, Arthur, C., and Bining, David, H., (1952). *Teaching Social Studies in Secondary Schools*. McGraw, Hill Book Company, Inc., New York.
- Dash, B.N. (2006). *Content-cum-Method of Teaching of Social Studies*. New Delhi: Kalyani Publication.
- James, Hemming (1953). *The Teaching of Social Studies in Secondary Schools*. Longman Green and Company, London.
- Heller, F. (1986). *The use and abuse of Social Sciences*. London: Sage Publications.
- Kochhar, S.K. (1999). *The Teaching of History*: Benglor sterling Publisher Pvt. Ltd.
- Kochhar, S.K. (1986). *Methods and Techniques of Teaching*. New Delhi: Sterling Publishers Pvt. Ltd.,
- Sansanwal, D.N. and Tyagi, S.K. (2006). *Multiple Discriminant Type Item*. MERI Journal of Education Vol.1, No. 1, pp. 18 – 25.
- Mofatt, M.R. (1955). *Social Studies Instruction* New York: Prentice Hall.
- Preston, Ralph C. (1955). *Handbook of Social Studies in the Elementary School* New York: Rhinehart and Company.
- Preston, Ralph C. (1959). *Teaching Social Studies in the Elementary School* New York: Rhinehart and Company.

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO 3	PO 4	PO 5	PO6	PO7	PO8	PO9	PO1 0	PSO1	PSO2	PSO3
CO1	2	1	1	2	1	3	2	2	1	1	1	2	1
CO2	1	2	-	1	1	2	-	1	2	2	2	-	1
CO3	2	-	1	1	2	1	2	3	1	2	2	1	1
CO4	1	1	2	1	2	-	2	3	2	1	2	2	2
CO5	1	2	1	2	3	2	1	1	2	-	3	3	1
Average	1.4	1.4	1.2	1.4	1.8	1.8	1.6	2	1.6	1.4	2	1.8	1.2

The correlation levels are: "1" – Low Correlation, "2" – Medium Correlation, "3" – High Correlation and "-" indicates there is no correlation.

Course Name: Teaching of Economics (Elective Course)

Course Code: 402110

Semester: 1st

Credits: 03

L T P
3 0 0

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Express historical evolution of economics and its importance in life.
CO2	Understand current issues and trends related to teaching of Economics.
CO3	Use various skills, techniques and strategies of teaching of economics.
CO4	Discuss unit plans and lesson plans on various topics and present them effectively.
CO5	Interpret and discuss the role and value of agriculture economics and its importance.

Course Content

SECTION-A

1. Historical development of Economics as a school Course, Nature, scope and importance of Economics
2. Understanding Economics in relation to Commerce, History, Geography, Civics, Mathematics, Statistics, Agriculture and Science
3. Aims and Objective of teaching of Economics at Secondary Level in light of NCF-05.

SECTION-B

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



SECTION-C

1. Critical Analysis of Economics Text Book and Curriculum
2. Development of economic values and Critical thinking
3. Economics Teacher: Qualities and Professional development (concept, need and ways of professional development)

SECTION-D

1. Sectors of Indian Economy
2. Agriculture and national Economy
3. Poverty as a challenge

Suggested Activities:

- a. Preparing mock budget of their home/school for a financial year
- b. PowerPoint presentation based seminar on the contributions of any one eminent Economist: Contribution of eminent Indian and Foreign Economists towards Economics : Chanakay (Kautilay), Amartaya Sen, Adam, Smith, Marshal and Pigou

Continuous Assessment:

- Assessment will be based on tutorials (seminars, projects etc) tests & assignments.

SUGGESTED READINGS:

- Aggarwal, J.C. (2005). *Teaching of Economics - A Practical Approach* Agra: Vinod Pustak Mandir.
- Arora, P.N. (1985). *Evaluation in Economics* New Delhi: NCERT.
- Dhillon, S. and Chopra, K (2002). *Teaching of Economics* Ludhiana: Kalyani Publishers. Kanwar, B.S. (1973). *Teaching of Economics* Ludhiana: Prakash Brothers.
- Lee, N. (Ed.) (1975). *Teaching Economics London*: Heinemann Educational Books
- Mittal, R.L., Arth Shastar Da Adhiapan. Patiala: Punjabi University Press.
- Robinson, K. and Wulson, R. (Eds.) (1977). *Extending Economics within the Curriculum London*: Routledge and
- Kegan Paul. Sexena, N.R.; Mishra, B.K. and Mohanty, R.K. (2004). *Teaching of Economics. Merrut*: R.Lall Book Depot
- Sharma, Seema (2004). *Modern Teaching Economics*. New Delhi: Anmol Publication Pvt. Ltd. Siddiqui, M.H. (2004). *Teaching of Economics*. New Delhi: Asish Publishing House.
- Heller, F. (1986). *The use and abuse of Social Sciences London*: Sage Publications, 1986. Kochhar, S.K. (1986). *Methods and Techniques of Teaching*. New Delhi: Sterling Publishers Pvt. Ltd.,
- Singh, Tirath, Arjinder; Pargat Singh (2014). *Teaching of Economics*, Jalandhar: SG Publication

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO 2	PO 3	PO 4	PO5	PO6	PO7	PO8	PO9	PO1 0	PSO1	PSO2	PSO3
CO1	2	2	1	1	1	3	3	2	1	2	1	2	1
CO2	2	2	-	2	1	2	1	-	1	2	2	1	1
CO3	2	2	2	1	3	3	2	3	2	2	2	-	2
CO4	2	-	2	1	2	-	2	3	1	2	2	2	3
CO5	1	2	2	2	3	2	1	2	2	1	3	3	1
Average	1.8	1.8	1.6	1.4	2	2.2	1.8	2.2	1.4	1.8	2	1.8	1.6

The correlation levels are: "1" – Low Correlation, "2" – Medium Correlation, "3" – High Correlation and "-" indicates there is no correlation.

Course Name: Teaching of History (Elective Course)

Course Code: 402111

Semester: 1st

Credits: 03

L	T	P
3	0	0

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Analyze the concept and scope of teaching of History
CO2	Explain the interaction of history with other Courses.
CO3	Understand the Aims& objectives of History according to NCF-2005 and define the courseof consequence of world war and setting up of UNO
CO4	Explain qualities of History teacher.
CO5	Write the values such as social, cultural and national, in curriculum of history.
CO6	Discuss pedagogical analysis of Harappa civilization, Guptas age, Ashoka etc.

Course Content

SECTION-A

1. Concept, Importance and scope ofHistory.
2. Integration of History with Art, Literature, Geography, Economics, Civics, Science.
3. Aims and Objectives of teaching History in General at Elementary (6-8th class) and Secondary (9-10 class) Level in light ofNCF-2005

SECTION-B

1. Methods of Teaching: Lecture method, Story Telling method, Source method, Discussion Method, Field Trips and Excursions, Cooperative learningMethod.



2. Devices and Techniques of Teaching: Narration, Explanation, Illustration, Description.

SECTION-C

1. Critical Analysis of History curriculum at secondary stage – features, issues and recommendations of NCF2005
2. Inculcation of values such as social values, cultural values and national values through History Curriculum
3. Qualities of History Teacher, Professional development of History Teacher (Concept, need and ways of professional development)

SECTION-D

1. Pedagogical analysis of Harappa Civilization, Ashoka- The Great, The Golden age of Guptas
2. The First World War: Causes and its consequences
3. The Second World War: Causes and its consequences, setting up of UNO

Suggested Activities: Internal Work

- To arrange a visit to a historical place and write a report of the same
- Power Point presentation based seminar on the contributions of any one eminent Social reformists: Raja Ram Mohan Rae, Dr. B.R. Ambedkar, Swami Dayanand Saraswati, Vinoba Bhave, Mahatma Jyoti Rao Phule, Yousafzai Malala, Kailash Satyarthi, Nelson Mandela etc.

Continuous Assessment: Assessment will be based on tutorials (seminars, projects etc) tests & assignments:

SUGGESTED READINGS:

- Aggarwal, J.C. (1997). *Teaching of History: A Practical Approach*. Eastern Book House, Guwahati.
- Ballard, M. (1979). *New Movement in Study Teaching of History*. Temple Smith, London.
- Bhatia, R.L. (2005). *Contemporary Teaching of History*. Surjit Publications, Delhi.
- Burston, W.H. (1962). *Handbook for History Teachers; and Green. C.W.* London, Methuen & Co., Choudhury, K.P. (1995). *Effective Teaching of History in India: A Handbook for History Teachers*, NCERT, New Delhi
- Dash, B.N. (2006). *Teaching of History*. Neela Kamal Publication New Delhi.
- Dash, B.N. (2004). *Teaching of History: Modern Methods*, A.P.H. Publishing Corporation, New Delhi.
- Elton, G.R. (1967). *The Practice of History*. London: Methuen.
- Ghate, V. D. (1973). *Teaching of History*. Oxford University Press, Calcutta.
- Ghate, V.D. (1962). *The Teaching of History*. Oxford University Press.
- Johnson, H. (1962). *Teaching of History*. New York: Macmillan..



- Kochhar, S.K. (1985). *Teaching of History*, Sterling Publishers, New Delhi.
- NCERT, (1970). *Teaching History in secondary school publication*, Delhi
- Pathak, S.P. (2007). *Teaching of History*, Kanishka Publications, New Delhi
- Shaida, B.D. (1996). *Teaching of History: A Practical Approach*, Dhanpat Rai & Sons, New Delhi.
- Singh, R.R. (2004). *Teaching of History*, R. Lall Book Depot, Meerut (U.P.)
- Singh, Y. K., (2007). *Teaching of History, Modern Methods*, A. P. H. New Delhi.
- Singh, D. R., (1959). *The Teaching of History and Civics*, Jullandar University press.
- Srinivas, M. (2004). *Methods of Teaching History*. Discovery Publishing House, New Delhi.

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO 2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	1	2	2	3	3	2	2	1	-	1	2	1
CO2	3	2	1	2	1	2	3	1	2	2	2	1	1
CO3	2	1	2	1	2	1	3	3	2	2	2	1	2
CO4	2	-	2	3	1	2	2	3	2	1	2	2	-
CO5	1	2	1	2	3	2	1	2	2	1	3	3	3
CO6	2	2	3	-	3	1	3	1	2	1	2	2	1
Average	2.0	1.5	1.8	1.8	2.2	1.8	2.3	2.0	1.8	1.3	2.0	1.8	1.5

The correlation levels are: "1" – Low Correlation, "2" – Medium Correlation, "3" – High Correlation and "-" indicates there is no correlation.

Course Name: Teaching of Geography (Elective Course)

Course Code: 402112

Semester: 1st

Credits: 03

L T P

3 0 0

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Understand the nature of Geography.
CO2	Gain insight into the general aims and specific objectives of teaching Geography.
CO3	Plan lessons Skillfully based on different approaches to facilitate learning of geography
CO4	Analyze Critically his/her role as facilorator in enhancing learning of Geography in the realclass-room situation.
CO5	Explore the use and relevance of different learning resources and materials

Course Content

SECTION-A

1. Meaning, Nature, scope and importance of Geography as a school Course.
2. Understanding Geography in relation to History, Arts, Economics, Mathematics, languages and Science.
3. Aims and Objective of Geography in general of at Elementary and Secondary Level.

SECTION-B

1. Methods of Teaching: Lecture, Lecture Cum Demonstration, Discussion Method, Problem Solving Method, Project Method, Source Method, Cooperative learning Method
2. Devices and Techniques of Teaching: Supervisory Study, Description, Brain-Storming, Questioning device, Excursion and Simulation.
3. Creating an interactive environment, encouraging participatory learning, utilizing community resources, connecting child's knowledge and local knowledge with the text book

SECTION-C

1. Critical analysis of existing curriculum of Geography at Secondary School level in light of NCF 2005
2. Development of problem solving ability, Critical thinking and social skills through geography content
3. Professional development of Geography Teacher – concept, need and ways of professional development

SECTION-D

1. landforms formed by River, Glacier, Wind,
2. Composition and structure of atmosphere
3. Factors affecting climate of a region

Internal practical:

- Analysis of Geography textbook of a school.
- Measure of daily temperature of local place and keep a date-wise record for one week every month.

SUGGESTED READINGS

- National Curriculum Frame Work. (2005). NCERT, New Delhi Position Paper by *National Focus Group on Teaching of Geography*
- Bining, Arthur, C., & Bining, David, H., *Teaching Geography in Secondary Schools*. McGraw, Hill Book Company, Inc., New York
- Heller, F. (1986). *The use and abuse of Geography London: Sage Publications*.
- Kochhar, S. K. (1992). *Methods and techniques of teaching*. Sterling Publishers Pvt. Ltd.
- Trigg, R. (1985). *Understanding Geography*. New York: Basics Black Well,

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	3	2	2	1	3	2	2	1	2	-	2	1
CO2	1	2	1	2	1	2	3	1	2	2	2	1	1
CO3	2	-	2	1	2	2	2	3	-	2	2	-	2
CO4	1	1	2	-	2	1	2	3	2	1	2	2	2
CO5	1	2	1	2	3	2	1	-	2	1	3	3	-
Average	1.4	1.8	1.6	1.6	1.8	2	2	2	1.6	1.6	2	1.8	1.4

The correlation levels are: "1" – Low Correlation, "2" – Medium Correlation, "3" – High Correlation and "-" indicates there is no correlation.

Course Name: Teaching of Political Science (Elective Course)

Course Code: 402113

Semester: 1st

Credits: 03

L T P

3 0 0

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Develop the understanding of the concept of political Science.
CO2	Classify and make use of different teaching aids.
CO3	Interpret the aims and objectives of teaching of political science.
CO4	Develop the teaching skill
CO5	Employ the political theories in different types of social settings

Course Content

SECTION-A

1. Meaning, Nature, Scope and importance of Political Science as a Course.
2. Relation of Political Science with History, Geography, Economics, Public Administration, Sociology, psychology and Law.
3. Recent trends in Political Science.

SECTION-B

1. Aims and objectives of Teaching of Political Science in general at Senior Secondary level.
2. Criteria for framing objectives of Teaching of Political Science.
3. Difference between Objectives and aims of teaching of Political Science.

SECTION-C

1. Classification and use of teaching aids in teaching of Political Science (Map, Globe, Time line, P.PT. and charts).

2. Preparation and maintenance of records – Time table, Attendance Register and students’ cumulative recordcard.

SECTION-D

1. SAARC- Formation and activities
2. Indian constitution: Preamble, features and structure of parliament and judiciary.

INTERNAL PRACTICAL

- Preparation of Attendance sheet, Time table and format of Cumulative Record card

SUGGESTED READINGS

- Chopra, J.K. (2005). *Teaching of Political Science*. Commonwealth Publishers, New Delhi, 2005
- Faria, B.L., *Indian Political System*. Kashi, Subash, Indian Constitutions.
- Preston, Ralph C. (1959). *Teaching Social Studies in the Elementary School*. New York: Rinehart and Company
- Sahu, B.K. (2007). *Teaching of Social Studies*. New Delhi; Kalyani Publishers
- Shaida, B.D. (1962). *Teaching of Political Science*. Jalandhar: Panjab Kitab Ghar, 1962
- Singh, Gurmit (2008). *Wkfie nfXn?B dk nfXnkgB (Samajik Adhain da Adhiapan)*. Ludhiana: Chetna Parkashan.

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	1	2	2	1	3	2	1	1	2	1	2	1
CO2	1	2	2	1	1	2	1	2	2	2	2	1	1
CO3	2	-	3	1	2	1	2	3	1	2	2	-	2
CO4	2	1	2	-	2	1	2	3	2	2	2	2	1
CO5	2	3	2	2	3	3	1	1	2	1	3	3	2
Average	1.8	1.6	2.2	1.4	1.8	2	1.6	2	1.6	1.8	2	1.8	1.4

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation.



Course Name: Teaching of Commerce (Elective Course)

Course Code: 402114

Semester: 1st

Credits: 03

L T P

3 0 0

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Analyze Commerce / business issues in the international contexts.
CO2	Use Basic banking terms.
CO3	Demonstrate knowledge, Understanding and application in commerce and entrepreneurship.
CO4	Development of skills and competencies in knowledge
CO5	Take initiative to participate in developing business plan.
CO6	Develop work ethics as important components in commerce and entrepreneurship education as well as in teaching profession.

Course Content

SECTION-A

Meaning and nature of commerce.

1. History of India's Freedom Movement in Commerce
2. Constitutional obligation, India's common cultural heritage.
3. Need and importance of Teaching & Learning of Commerce
4. Structure of commerce as a Course
5. Correlation of Commerce with Economics, Mathematics, Geography, Social Science.
6. Place of Commerce in school curriculum.
7. Importance of Commerce in daily life.

SECTION-B

1. General aims and objectives of teaching Commerce.
2. Aims of Teaching Commerce – Disciplinary, Utilitarian & Cultural.
3. Objectives of Teaching Commerce according to Bloom's Taxonomy of Educational objectives.
4. List of Instructional objectives in Behavioural terms.

SECTION-C

Lecture method, Discussion method, Lecture-cum-demonstration method, Inductive deductive method, Survey and Market studies, Analytical method, Project method, Problem solving method, Simulation and role playing
Techniques: Review, Field work, interview

SECTION-D

Lesson Planning

Unit Analysis, Content Analysis and Task Analysis; Planning daily lesson plan; Unit plan-Steps, format, advantages of unit planning; Difference between Unit Plan and LessonPlan

SESSIONAL WORK

Visit to banks, insurance house, trade centers, companies & other business house
Collection of business documents, newspaper and magazines articles and analyze

SUGGESTED READINGS

- Aggarwal (2008). *Teaching of Commerce: A Practical Approach* (2nd ed) UP: Vikas Publishing House Pvt.Ltd.
- Bhatia & Bhatia, (2000). *The Principles and Methods of Teaching*, Delhi: Doaba House
- Kochhar, S.K., (1997). *Methods and Techniques of Teaching*. Sterling Publishers Pvt.Ltd.
- Chauhan S.S (2008). *Innovations in Teaching Learning Process*. UP: Vikas Publishing House Pvt.Ltd.
- Dhand, H (2009). *Techniques of Teaching*, New Delhi: APH Publishing Corporation
- Sharma, R.N. (2008). *Principles and Techniques of Education*. New Delhi: APH Publishing Corporation.
- Siddiqui, M.H. (2009). *Techniques of Classroom Teaching*. New Delhi APH Publishing Corporation
- Singh, Y.K. (2009). *Teaching of Commerce*. New Delhi: APH Publishing Corporation.
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The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	1	2	2	-	3	2	2	-	2	1	2	2
CO2	1	2	3	2	1	2	2	1	2	2	2	1	2
CO3	2	1	3	1	2	1	2	2	1	2	2	1	-
CO4	-	1	2	1	3	-	2	3	2	2	2	2	1
CO5	1	3	2	2	3	3	-	1	2	1	3	3	2
CO6	2	1	2	1	1	2	2	3	2	2	2	2	1
Average	1.5	1.5	2.3	1.5	1.8	2.0	1.8	2.0	1.7	1.8	2.0	1.8	1.5

The correlation levels are: "1" – Low Correlation, "2" – Medium Correlation, "3" – High Correlation and "-" indicates there is no correlation.



Course Name: Teaching of Mathematics (Elective Course)

Course Code: 402115

Semester: 1st

Credits: 03

L T P
3 0 0

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Develop insight into the concept, meaning, nature, scope and objectives of Mathematics as life skills.
CO2	Learn importance of Mathematics: Mathematics is more than formulas and mechanical procedures.
CO3	Appreciate the importance of Mathematics laboratory in teaching Mathematics;
CO4	Stimulate curiosity, creativity and inventiveness in Mathematics;
CO 5	Develop competencies for teaching learning Mathematics through various measures.

Course Content

SECTION-A

1. Meaning of Mathematics, history of mathematics, contribution of Indian mathematicians with reference to Brahm Gupta, Aryabhata. Ramanujan.
2. Nature of mathematics, relationship with other Courses.
3. Values of teaching mathematics & places of mathematics in school.
4. Aims & objectives of teaching mathematics at secondary school stage.

SECTION-B

1. Inductive- Teaching methods, Inductive, Deductive, Analytic- Synthetic, Lecture Methods with examples.
2. Problem-solving: Definition, importance of problem solving.
3. Teaching aid:- Classification need and importance.

SECTION-C

1. Fixing devices: Oral, written, drill, home work, questioning, supervised study & Self study.
2. A. Diagnosing basic causes for difficulties in mathematics learning.
3. Planning remedial teaching strategies based on the perceived causes for difficulties in learning, implementing and evaluating the strategies.

SECTION-D

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

Internal Practical

- Development of a learning aid on any topic in mathematical and procedure for using: -

SUGGESTED READINGS

- Anthony, Glende and Walshaw, Margaret (2009). *Effective Pedagogy in Mathematics*: Gonnet Imprimeur, 01300 Belley, France.
- Arora, S.K. (2000). *How to Teach Mathematics*. New Delhi: Sterling Publishers Pvt.Ltd.
- Gakhar, S.C. and Jaidka, M.L. (2003). *Teaching of Mathematics*. Panipat: M/s N.M. Publishers.
- Hukum, Avtar Ram and Singh, V.P. (2005). *A Handbook for Designing Mathematics Laboratory in Schools*. New Delhi: NCERT.
- Mangal, S. K. (2007). *Teaching of Mathematics*. New Delhi: Arya Book Depot
- Banga, Chaman Lal (2012). *Teaching of Mathematics*, Shipra
- James, Anice (2005). *Teaching of Mathematics*, Neelkamal

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO 2	PO 3	PO 4	PO 5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO 3
CO1	2	1	2	1	3	3	2	2	1	2	1	2	1
CO2	1	2	1	2	1	2	-	2	3	2	2	1	2
CO3	2	2	3	1	2	3	2	1	2	1	2	1	1
CO4	3	1	2	1	2	1	2	3	2	-	2	2	-
CO5	1	3	-	2	3	4	1	1	2	1	3	3	2
Average	1.8	1.7	1.8	1.3	2.0	2.5	1.5	2.0	2.2	1.5	2.0	1.8	1.3

The correlation levels are: "1" – Low Correlation, "2" – Medium Correlation, "3" – High Correlation and "-" indicates there is no correlation.



Course Name: Teaching of Science (Elective Course)

Course Code: 402116

Semester: 1st

Credits: 03

L	T	P
3	0	0

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Appreciate Science as dynamic and expanding body of knowledge
CO2	Identify and formulate aims and objectives of teaching of Science
CO3	Use various approaches and methods of teaching of Science
CO4	Construct the blue print of an achievement test
CO5	Analyze the curriculum and course content pedagogically

Course Content

SECTION-A

1. Meaning, nature and scope of science, impact of science and technology on society.
2. Aims and objectives of Teaching Science - Blooms' Taxonomy of Educational objectives (revised form also), Instructional objectives of teaching science at secondary and senior secondary level.
3. Formulation of specific objectives in behavioural terms (Magers approach and RCEM approach).

SECTION-B

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

SECTION-C

1. Evaluation- concept, need, types and process.
2. Construction of objective based test items, preparation of blueprint.

SECTION-D

1. Force and its types, Circulatory system, Metal and non-metals-physical and chemical properties.
2. Pedagogical analysis of following topics of science: Energy and its types, Newton's laws of Motion.
3. Food chain and food web.



INTERNAL PRACTICAL

1. Contribution of any two Nobel Prize winners in science and General Information about any two National Level Science Institutes.
2. Preparation of a blue print and construction of test items for Achievement test in science.

SUGGESTED READINGS

- Das , R.C. (1992). *Science Teaching in School*. New Delhi: Sterling Publishing.
- Bhandula, N. (1989). *Teaching of Science*. Ludhiana: Parkash Brothers.
- Gerg, K.K.; Singh, Raguvir and Kaur, Inderjeet (2007). *A Text book of Science of Class X*, New Delhi: NCERT.
- Kohli, V.K. (2006). *How to Teach Science* Ambala: Vivek Pub. 2006. Mangal, S.K. (1997). *Teaching of Science* New Delhi: Arya Book Depot
- Sharma, R.C. (2010). *Modern Science Teaching* New Delhi: Dhanpat Rai Pub. Co.
- Liversidge T., Cochrane M., Kerfoot B. and Thomas J. (2009). *Teaching Science Developing as a Reflected Secondary Teacher*. New Delhi: SAGE Publications India Private Limited.
- Siddiqui , N.H. and Siddiqui, M.N. (1983). *Teaching of Science Today and Tomorrow*. Delhi: Doaba House.
- Davar ,M.(2012). *Teaching of Science*. New Delhi: PHI Learning Private Limited. New UNSECO Source Book for Science. France: UNSECO
- Vaidya, Narendra (1996). *Science Teaching for 21st century*. New Delhi: Deep and Deep pub.
- Washten, Nathan S. (1967). *Teaching Science Creatively*. London: W.B. Saunders.
- Thurber, W. and Collete , A. (1964). *Teaching Science in Today's Secondary Schools*. Boston: Allen and Becon.
- Joshi S.R. (2007). *Teaching of Science* . New Delhi: APH Publishing Corporation

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	1	1	3	1	3	2	2	3	-	1	2	1
CO2	1	2	1	2	1	2	1	3	2	3	2	-	1
CO3	3	1	3	1	2	-	2	3	2	2	2	1	1
CO4	1	1	2	1	2	1	2	3	3	-	2	2	1
CO5	-	2	1	2	3	1	2	1	3	1	3	3	2
Average	1.6	1.4	1.6	1.8	1.8	1.6	1.8	2.4	2.6	1.6	2	1.8	1.2

The correlation levels are: "1" – Low Correlation, "2" – Medium Correlation, "3" – High Correlation and "-" indicates there is no correlation.



Course Name: Teaching of Home Science (Elective Course)

Course Code: 402117

Semester: 1st

Credits: 03

L	T	P
3	0	0

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Develop understanding on the nature of Home Science
CO2	Integrate the knowledge of Home Science in the sphere of life
CO3	Demonstrate the ability to apply the various strategies of Home Science
CO4	Evaluate Critically the existing curriculum of Home Science Course at school level
CO5	Apply various approaches and methods of teaching of Home Science.

Course Content

SECTION-A

1. Home Science as a dynamic body of knowledge; Home Science as Science and art, its nature and its application to the needs of the society.
2. Uniqueness of Home Science and its inter disciplinary linkages vis a vis applications for human development.

SECTION-B

1. Aims and Objectives of Teaching of Home Science- Bloom's Taxonomy of Educational Objectives (revised from also), Instructional Objectives, formulation of
2. Specific objectives in behavioural terms (Magers approach and RCEM approach).
3. Curriculum Construction- Principles and Evaluation of existing school curriculum of Home Science at Secondary level using different evaluation Models.

SECTION-C

1. Approaches and Methods of Teaching Home Science- Lecture cum Demonstration method, Discussion method, Project method, Laboratory method, Problem solving method and Field trips in teaching of Home Science.

SECTION-D

1. Food, its constituents, functions and sources.
2. Care and maintenance of cotton, wool and silk.
3. Guidelines for making flower arrangement and rangoli.



Practical work: Any two

1. Flower arrangement and rangoli
2. Visit to an industry related to food processing/ home decoration and report writing.
3. Activities for aesthetic development.

SUGGESTED READINGS:

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

CO	PO1	PO 2	PO 3	PO 4	PO 5	PO6	PO7	PO8	PO9	PO1 0	PSO1	PSO2	PSO 3
CO1	2	1	2	2	2	2	2	3	1	2	1	2	1
CO2	2	1	1	2	1	2	-	1	2	2	2	2	2
CO3	2	-	1	1	2	1	2	3	1	2	2	1	2
CO4	1	1	2	1	2	-	2	3	1	1	2	2	1
CO5	1	1	2	2	3	1	2	1	2	-	3	2	1
Average	1.7	1.0	1.7	1.5	2.2	1.5	1.8	2.0	1.7	1.7	2.0	1.8	1.5

The correlation levels are: "1" – Low Correlation, "2" – Medium Correlation, "3" – High Correlation and "-" indicates there is no correlation.



Course Name: Teaching of Physical Education (Elective Course)

Course Code: 402118

Semester: 1st

Credits: 03

L T P

3 0 0

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Demonstrate the skills necessary to participate in sports activities
CO2	Apply the cognitive abilities of curriculum of Physical Education in order to maintain the lifelong fitness
CO3	Develop the understanding on the value of health and physical fitness
CO4	Apply the effective ways of teaching-learning process for teaching of Physical Education
CO5	Analyze the different situations and time value through participation in activities

Course Content

SECTION-A

1. Health and Physical Education: Definition, Scope, Aims and Objectives of Health & Physical Education in school curriculum.
2. Need and Importance: Health and Physical Education programme in school curriculum.
3. Relationship: Health and Physical Education with General Education, Sociology and Psychology.

SECTION-B

1. Health and Physical Education Teacher: Qualifications, Qualities and Responsibilities. Health and Physical Education
2. Text book: Need, Importance and Qualities of text book. Role of textbooks in teaching of Physical Education
3. Health and Physical Education Infrastructure (Room, Indoor and Outdoor Play Fields) and Equipments: Need and Importance.
4. Physical Fitness: Components of Physical Fitness and Factors Effecting Physical Fitness.

SECTION-C

1. Health Education: Concept of Health Education, Aims and Objectives of Health Education.
2. Balanced Diet: Meaning, Components of Balanced Diet and Functions of Food.
3. Posture: Importance of Good Posture, Common Postural Defects and Remedial Exercises.

SECTION-D

1. Warming Up: Meaning, Importance of Warming and Cooling Down
2. First Aid: Meaning, Need and Principles.
3. Recreation Programme: Significance of Recreation Programmes in
4. School. Rules and Regulations:
Games: (a) Badminton (b) Volleyball

Internal Practical:

4. To help in conduct and organization of annual sports meet of the college.
5. (a) Types of Track Events.
(b) Rules and Regulations:
Athletics: (i) Shot Put (ii) Long Jump

SUGGESTED READINGS

- Atwal and Kansal, (2003). *A Textbook of Health, Physical Education and Sports*. Jalandhar, A.P.Publisher.
- Malik, Neeru and Malik, Rakesh (2005). *Health and Physical Education*. Gurur Sadhar: Gurur Sadhar Book Depot Publications.
- Sandhu, S.S. (2009). *Teaching of Physical Education*. Ludhiana: Chetna Parkashan.
- Brar, Rachhpal Singh; Rathi, Nirmaljit Kaur and Gill, Manmeet Kaur (2004). *Creative Teaching of Physical Education*. Ludhiana: Kalyani Publishers.
- Brar, T.S. (2002). *Officiating Techniques in Track and Field*. Gwalior: Bhargava Press.
- Manjul, J.U.S., (1965). *School Swasthya Shiksha*, Agra University: Universal Publisher.
- Voltmeter, F.V. and Esslinger, A. E. (1964). *The Organisation and Administration of Physical Education*. Third Edition. The Times of India Press, Bombay.
- Bucher, C.A., (1964). *Foundations of Physical Education*, New York: Mosby and Company.
- Kamlesh, M. L. (1983). *Psychology in Physical Education and Sports*. Metropolitan Book Company, New Delhi.
- Singh, Ajmer and Others (2004). *Essentials of Physical Education*. Kalyani Publishers, Ludhiana.

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	1	2	1	2	1	2	-	1	2	2	2	1	-
CO2	2	2	1	1	2	1	2	3	1	2	2	1	2
CO3	1	1	2	1	-	2	2	3	2	1	2	2	1
CO4	2	-	1	2	3	1	1	1	2	-	3	3	1
CO5	2	1	2	1	1	2	2	1	3	2	2	2	1
Average	1.6	1.4	1.4	1.4	1.6	1.6	1.6	1.8	2	1.6	2.2	1.8	1.2

The correlation levels are: "1" – Low Correlation, "2" – Medium Correlation, "3" – High Correlation and "-" indicates there is no correlation.



Course Name: Teaching of Fine Arts (Elective Course)

Course Code: 402119

Semester: 1st

Credits: 03

L	T	P
3	0	0

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Demonstrate artistic skills to teach various concepts and school Courses
CO2	Get an employment opportunity as an artist
CO3	Develop the understanding of persopnal and professional skills of an art teacher
CO4	understand concept in aesthetic and application domines of fine arts
CO5	Develop ability to teach effectvetly and creativly

Course Content

SECTION-A

1. What is Art: Concept, Importance and Scope of Art
2. Origin and development of art in India with special reference to pre-historic andMughal Period.
3. Aims and objectives of teaching Fine Arts at secondary level; Role of art in dailylife.
4. Principles of teaching FineArts.

SECTION-B

1. Importance of Exhibitions & Competitions in encouragingcreative Expressions amongStudents
2. Principles of curriculum construction at secondarylevel.
3. (a)Importance of art Room, its organization and variousrequirements.
(b) Art criticism and aesthetic judgment in evaluating art objects.
4. Contribution of Artists: Sobha Singh, Amrita Shergill, RabinderNath Tagore, SatishGujral

SECTION-C

1. Qualities and professional competencies of fine artsteacher.
2. Methods and Techniques of teaching FineArts:
 - a. Lecture cum Demonstrationmethod.
 - b. Direct Observationmethod.
 - c. Method of Imagination and FreeExpression.
3. New trends in teaching of FineArts.

SECTION-D

1. Art as anoccupation.
2. Design- Its meaning &types.
3. Colour- Types andeffects

INTERNAL PRACTICAL

Practical work to be submitted by students during the session:

- (a) One Canvas in size 18’X22’
- (b) One utility item.
- (c) Size-½ Imperial Size Sheet.
 - I. Landscapes -2
 - II. Design –2

SUGGESTED READINGS

- Brown, Percy (1953). *Indian Painting*, Calcutta.
- Chawla, S.S. (1986). *Teaching of Art*. Patiala: Publication Bureau, Punjabi University.
- Harriet, Goldstein (1964). *Art in Everyday Life*. Calcutta: Oxford and IBH Publishing Company.
- Jaswani, K.K., *Teaching and Appreciation of Art in Schools*
- Lowenfeld Viktor. *Creative and Mental Growth*
- Margaret, Marie Deneck (1976). *Indian Art*. London: The Himalata Publication.
- Sharma, L.C., *History of Art*, Goel Publishing House, Meerut.
- Read, Herbert. *Education through art* [paperback] Shelar, Sanjay. *Still Life*. Jyotsna Prakashan

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO
CO1	2	2	1	-	1	2	-	1	2	2	2	-	1
CO2	2	1	1	1	2	1	2	3	1	2	2	1	2
CO3	1	-	2	1	2	1	2	3	1	2	2	2	1
CO4	2	2	1	2	3	1	2	1	2	1	3	3	2
CO5	2	2	2	1	1	3	2	2	3	2	2	2	1
Average	1.8	1.6	1.4	1.2	1.8	1.6	1.8	2	1.8	1.8	2.2	1.8	1.4

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation.



Course Name: Teaching of Computer Science (Elective Course)

Course Code: 402120

Semester: 1st

Credits: 03

L T P
3 0 0

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Develop understanding on the different parts of computer system
CO2	Use various skills, techniques and strategies for the teaching of computer science.
CO3	Enhance the computer skills through the use of computer
CO4	Demonstrate the competence skills in computer
CO5	Analyze the content of teaching of computer science

Course Content

SECTION-A

1. Introduction; computing needs; Generations of Computers; Principles of computing; Techniques of computing;
2. Hardware & Software; Programming logics and learning strategies; Values of learning Computers

SECTION-B

1. Nature of Computer Science – Meaning and Characteristics; basic concepts, facts and generalizations in Computer Science
2. Scope of Computer Science – Relation with other Sciences and its uses in day to day life.

SECTION-C

1. Aims and Objectives of teaching Computer Science at different levels
2. Blooms taxonomy of Educational objectives
3. Instructional objectives with specifications

SECTION-D

1. Strategies : Team teaching ,lecture, lecture cum Demonstration , Inductive-Deductive, Analytic-synthetic, Problem solving , seminar, small group strategies, cooperative learning , group learning, debate, discussion, Individualized strategies, Library based learning, programmed learning, CAL, Web based learning
2. Techniques: Brainstorming, Buzz session, Simulation, symposium, Team teaching. – meaning, organization and importance
3. Planning: Unit plan & Lesson Plan - Meaning, steps, format and importance. Psychological significance of columns and steps of Lesson Plan.



SESSIONAL WORK

- Critical analysis of Teaching aids and their applications in instruction and learning
- Preparation and presentation of slides for teaching any topic at the school level.

SUGGESTED READINGS

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

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO 2	PO 3	PO 4	PO 5	PO6	PO7	PO8	PO9	PO1 0	PSO1	PSO2	PSO 3
CO1	1	2	1	2	1	2	1	-	2	2	2	1	2
CO2	2	-	2	1	2	1	2	3	1	2	2	1	1
CO3	3	1	2	-	3	1	2	3	3	1	2	2	1
CO4	1	2	3	2	3	-	3	1	2	1	3	3	2
CO5	2	1	2	3	1	2	3	1	3	2	2	2	-
Average	1.8	1.4	2	1.8	2	1.4	2.2	1.8	2.2	1.6	2.2	1.8	1.4

The correlation levels are: "1" – Low Correlation, "2" – Medium Correlation, "3" – High Correlation and "-" indicates there is no correlation.



Course Name: Teaching of Agriculture (Elective Course)

Course Code: 402121

Semester: 1st

Credits: 03

L T P
3 0 0

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Analyze concept of agriculture at different levels and in different context.
CO2	Use basic methods and techniques at different levels.
CO3	Participate in development of agriculture plan,
CO4	Demonstrate positive attitude regarding agriculture implements.
CO5	Develop work ethics as important components in agriculture and knowledge different types of crops.

Course Content

SECTION-A

1. Meaning and Scope of Agriculture, Importance of Teaching Agriculture and its Place in the School Curriculum.
2. Correlation of Agriculture with Economics, Geography, Ecology and Biology.

SECTION-B

1. Methods of Teaching Agriculture as Demonstration, Discussion, Problem-solving, Project and observation.
2. Lesson Planning, unit planning
3. Types and use of various agricultural implements.

SECTION-C

1. Brief History of Agriculture in Punjab after green revolution.
2. Knowledge about sowing of Rabi and Kharif crops in India.

SECTION-D

1. Soil: Type, Formation, Soil Fertility, Soil Conservation.
2. Tillage: Preparatory Tillage, methods of Sowing Seeds, Tillage Implements & Tools.
3. Manure: Natural and Agriculture Manures, Farmyard Manure, Compost, Green Manure, Nitrogenous, Potassic and Phosphatic Manures.

Internal Practical/ SESSIONAL WORK

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

SUGGESTED READING

- Warnick, B. K., Thompson, G. W., & Tarpley, R. S. (2010). Characteristics of beginning agriculture teachers and their commitment to teaching. *Journal of Agricultural Education*, 51(2), 59.
- Ison, R. L. (1990). *Teaching threatens sustainable agriculture*. Sustainable Agriculture Programme of the International Institute for Environment and Development.
- Hammonds, C. (1950). *Teaching agriculture* (Vol. 70, No. 2, p. 169). LWW.
- Handbook of Agriculture. Indian Council of Agriculture Research, New Delhi (2011)
- Aretas, lol.N. (2012). *The Teaching of Agriculture*. General Books:
- Sherkara, P.C (2016) Paermers Handbook on Basic Agriculture. Desai fruits and vegetables Pvt. Ltd. Navsari Gujrat

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO 2	PO 3	PO 4	PO 5	PO6	PO7	PO8	PO9	PO1 0	PSO1	PSO2	PSO 3
CO1	2	3	1	2	1	2	3	-	2	2	2	1	2
CO2	2	1	3	-	2	1	2	3	2	2	2	1	1
CO3	2	-	2	1	3	1	2	3	2	2	2	2	1
CO4	1	2	3	2	3	-	3	1	2	2	3	3	1
CO5	3	1	2	3	1	2	2	-	3	2	2	2	3
Average	2.0	1.5	2.2	1.7	2.0	1.7	2.3	2.0	2.2	2.0	2.2	1.7	1.7

The correlation levels are: "1" – Low Correlation, "2" – Medium Correlation, "3" – High Correlation and "-" indicates there is no correlation.

Course Name: Teaching of Music (Elective Course)

Course Code: 402122

Semester: 1st

Credits: 03

L	T	P
3	0	0

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Develop understanding on the different concepts of music industry
CO2	Enhance the skills in teaching of music
CO3	Elaboratethe skills to play instruments Tanpura, Tabla, Sitar.
CO4	Understand the key pins in teaching music
CO5	Apply the theoretical knowledge to identify the teaching techniques of music

Course Content

SECTION-A

1. Historical development of Music and Musical instruments from Ancient times to Modern Times;

2. Aims & objectives of teaching of music, importance of Music in daily life.
3. Music Curriculum construction
4. Indian Classical Music in educational institutions – Its importance, popularization.

SECTION-B

1. Methods of teaching music
2. Relationship of music with other Courses.
3. Voice-culture & larynx

SECTION-C

1. Writing a lesson plan, unit plan – concept, procedure, importance.
2. Evaluation in Music

SECTION-D

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

Internal Practical

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

SUGGESTED READINGS

- Khanna, Jyoti (2012). *Sangeet Adhyapan*. Ludhiana: Tandon Publications. Saryu Kalekar - Teaching of Music
- Panna Lal Madare - *Teaching of Music*. Madan
- P.L. – *Teachig of Music*. Awasthi, G.C.- Teaching of Music
- Garg, P.L. – *Sangeet Karlaya Hathras: Sangeet Visharad*
- Srivastava, G.C. – *Tabla Vadan, Part-1 and Part-2*

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO 2	PO 3	PO 4	PO 5	PO6	PO7	PO8	PO9	PO1 0	PSO1	PSO2	PSO 3
CO1	2	2	1	2	-	3	1	1	2	2	2	-	1
CO2	2	1	2	1	2	1	2	3	1	2	2	1	2
CO3	2	-	2	1	2	1	2	3	2	2	2	2	2
CO4	2	2	3	2	3	2	1	2	2	-	3	3	3
CO5	2	1	2	-	1	2	2	1	2	2	2	2	2
Average	2	1.4	2	1.4	1.8	1.8	1.6	2	1.8	1.8	2.2	1.8	2

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation.



Course Name: Teaching of Life Science (Elective Course)

Course Code: 402123

Semester: 1st

Credits: 03

L T P
3 0 0

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Gain insights on the meanings, aims and nature of Life Science.
CO2	Explain Life Science as dynamic and expanding body of knowledge.
CO3	Use various methods and approaches of teaching Life Science.
CO4	Stimulate curiosity amongst life science students.
CO5	Write unit plans and lesson plans for effective teaching learning process
CO6	Prepare as well as to select suitable instructional aids in teaching life science

Course Content

SECTION-A

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

SECTION-B

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

SECTION-C

1. Lesson planning and Unit planning in life science: Meaning, importance and design. Planning and organization of laboratory experiences and group activities. Preparation of lesson plans in life science.
2. Instructional Aids: Meaning, importance, classification, principles of selection. Use of Chalk Board, Charts, Models, Edusat, LCD Projector, Interactive board.
3. Life science teacher: Role in nurturing curiosity, aesthetic sense and creativity in life science, professional development programmes, role of reflective practices in professional development.

SECTION-D

1. Components of food
2. Photosynthesis
3. Human Respiratory system
4. Human Digestive system



Internal Practical: Any two

- a) Contributions of eminent life scientists (anythree)
- b) Preparation of any twomodels.
- c) Conducting and preparing action research report in life science during teachingpractice.

SUGGESTED READINGS

- Bhandula, N. (1989). *Teaching of Science*. Ludhiana: ParkashBrothers.
- Kohli, V.K. (2006). *How to Teach Science*. Ambala: VivekPub.2006.
- Mangal, S.K. (1997). *Teaching of Science*. New Delhi: Arya BookDepot
- Sharma, R.C. (1998). *Modern Science Teaching*. New Delhi: DhanpatRai Pub. Co.
- Siddiqui, N.H. and Siddiqui, M.N. (1983). *Teaching of Science Today and Tomorrow*. Delhi: DoabaHouse.

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO 3
CO1	2	2	1	2	1	2	1	1	2	2	2	1	2
CO2	3	1	2	1	2	-	2	3	1	2	2	1	1
CO3	1	-	2	1	2	1	2	3	2	-	2	2	2
CO4	1	2	3	2	3	1	1	1	2	1	3	3	2
CO5	2	1	2	2	1	2	-	1	2	2	2	2	1
CO6	2	3	2	2	3	2	1	3	2	1	-	1	3
Average	1.8	1.7	2.0	1.7	2.0	1.5	1.3	2.0	1.8	1.5	2.0	1.7	1.8

1.4

The correlation levels are: "1" – Low Correlation, "2" – Medium Correlation, "3" – High Correlation and "-" indicates there is no correlation.

Course Name: Teaching of Sociology (Elective Course)

Course Code: 402124

Semester: 1st

Credits: 03

L T P
3 0 0

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Enable the pupil teachers to develop an understanding of aims and objectives of teaching of sociology.
CO2	Acquaint pupil teachers with different methods and techniques of teaching of sociology.
CO3	Acquaint the pupil-teachers with different audio-visual aids & utilization techniques.
CO4	Integrate the knowledge drawn from various areas like History, Geography, and civics, Economics, Political Science, Psychology and Literature (languages)
CO5	Develop the skills of preparing lesson plan & its presentation



Course Content

SECTION-A

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

SECTION-B

1. Methods of teaching

- (a) Lecture method (b) Source method (c) Discussion method (d) Problem method (e) Project method (f) Survey method

2. Modern techniques and Devices:

- a. Assignment (b) Seminars (c) Symposium (d) Dramatization (e) Illustration (f) Questioning (g) Socio-metric technique

3. Sociology text-book- importance and qualities, Supplementary material: Magazines. Journals Newspapers, reference books

SECTION-C

1. Unit Plan: Need, importance and steps of writing it in teaching of Sociology.
2. Use of lesson plan in teaching of sociology.
- 3 Teaching aids: Meaning, importance and types, Use of chalkboard, charts, pictures, O.H.P., T.V. films, computer, radio, maps, globe, graphs.

SECTION-D

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

INTERNAL PRACTICAL

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

SUGGESTED READINGS:

- Bottomors, T.B. (1975). *Introduction to Sociology* Bombay: Blackie and Sons.
- Dharma, R.N. (2001).
- *Samajshastra Ka Sidhant* New Delhi: Atlantic Publishers. Giddens, Anthony (2001). *Sociology: A Textbook for the Nineties*. London: Polity.
- Jha, Jainendra Kumar (Ed.) (2001). *Encyclopaedia of Teaching of Sociology* Institute for Sustainable Development.
- Rao, Shankar, C.N. (2005). *Sociology- Primary Principles* New Delhi: S.C. Chand and Company Ltd.



- Shaيدا, B.D. (1962). *Teaching of Political Science*. Jalandhar: Panjab Kitab Ghar, 1962.
- Syed, M.H. (2004). *Modern Teaching of Civics/Political Science*. New Delhi: Anmol Publications Pvt. Ltd

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO 3
CO1	2	1	2	3	2	1	2	2	1	-	2	2	2
CO2	2	3	2	2	3	2	2	1	2	3	2	2	2
CO3	2	2	1	2	1	2	1	2	1	1	2	2	1
CO4	2	-	2	3	1	2	3	2	2	3	2	-	1
CO5	1	2	3	1	2	2	1	-	3	2	2	2	3
Average	1.8	1.8	2	2.2	1.8	1.8	1.8	1.6	1.8	2	2	1.8	1.8

The correlation levels are: "1" – Low Correlation, "2" – Medium Correlation, "3" – High Correlation and "-" indicates there is no correlation.

Course Name: Teaching of Public Administration (Elective Course)

Course Code: 402125

Semester: 1st

Credits: 03

L T P
3 0 0

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Develop an understanding of aims and objectives of teaching of Public administration.
CO2	Critically analyze different methods and techniques of teaching of Public Administration.
CO3	Develop the skills of preparation of lesson plan and its presentation.
CO4	Understand the Role of ICT in Public Administration.
CO5	Develop the understanding of micro teaching skills.

Course Content

SECTION-A

1. Meaning, nature, scope and importance of public administration in modern context.
2. Relation of public administration with other Social Sciences; Politics Science, History, Psychology, Sociology, Geography, laws, Economics
3. Importance of teaching of public administration: Aims and Objectives with special reference to Bloomstaxonomy.

SECTION-B

- 1) Difference between approaches, strategies and methods.
- 2) Types of approaches- Inductive, Deductive
- 3) Methods of teaching:
 - (a) Lecture method (d) Source method
 - (b) Discussion method (e) Problem method



- (c) Project method (f) Survey method
- 4) Techniques and devices of teaching:
- (a) Assignments (d) Seminars
- (b) Symposium (e) Dramatization
- (c) Illustration (f) Questioning
- (g) Brain storming (h) quiz

SECTION-C

1. Emerging areas of Public Administration: New public administration, new public management, educational Administration, local government (rural and urban).
2. Lesson Plan: Need, importance and steps of writing it in teaching of public administration.
3. Micro Teaching- concepts and skills, writing an instructional objective, introduction, explanation, questioning, stimulus variation, probing questioning, illustrating with examples. Skill of reinforcement, using chalk board

SECTION-D

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

INTERNAL PRACTICAL:

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

SUGGESTED READINGS:

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

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO 2	PO 3	PO 4	PO 5	PO6	PO7	PO8	PO9	PO1 0	PSO1	PSO2	PSO 3
CO1	2	2	3	2	2	-	3	2	3	1	2	2	2
CO2	3	2	2	3	2	2	2	2	2	2	2	2	1
CO3	1	2	-	3	1	2	1	3	2	3	3	2	-
CO4	2	1	3	2	3	2	2	3	2	2	3	2	2
CO5	2	2	2	2	-	2	3	1	2	3	2	2	1
Average	2	1.8	2.2	2.4	1.8	1.8	2.2	2.2	2.2	2.2	2.4	2	1.4

The correlation levels are: "1" – Low Correlation, "2" – Medium Correlation, "3" – High Correlation and "-" indicates there is no correlation.

Course Name: Teaching of Physical Science (Elective Course)

Course Code: 402126

Semester: 1st

Credits: 03

L	T	P
3	0	0

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Gain insight into the meaning and nature of Physical Science.
CO2	Express Physical Science as dynamic and expanding body of knowledge.
CO3	Identify and formulate aims and objectives of Physical Science teaching.
CO4	Use various methods and approaches of teaching Physical Science.
CO5	Construct a blue print of question paper in Physical Science.
CO6	Examine different pedagogical issues in learning Physical Sciences

Course Content

SECTION-A

1. Physical Science: Concept, importance and impact of physical science in daily life.
2. Aims and objectives of teaching physical science- Bloom's taxonomy of educational objectives and its revised form and Instructional objectives of teaching physical science at secondary and senior secondary level.
3. Formulating Instructional objectives in behavioural terms (Magers and RCEM approach).

SECTION-B

1. Methods- Scientific method, Project Method, Heuristic Method and lecture cum demonstration method.
2. Approaches- Inductive & Deductive Approach, Cooperative Learning, Enquiry



based approach

3. Scientific attitude - Concept, characteristics and role of science teacher in its development.

SECTION-C

1. Evaluating Learning in Physical Science-Concept, need, types and Steps.
2. Construction of objectives based test items, preparation of blueprint.

SECTION-D

1. Pedagogical analysis of following topics in physical science.
2. Motion- Concept and types
3. Force and its types, Energy and its types
4. Chemistry in daily life- Food preservation, Medicine and clothing.

Internal Practical (Any two)

- a) Evaluation of Physics/Chemistry Text Book of any class.
- b) Preparation of any two models.
- c) Information about five journals contributing in the field of Physics/Chemistry.
- d) Construction of objectives based test on three topics of Physics/Chemistry.

SUGGESTED READINGS

- Bhandula, N. (1989). Teaching of Science. Ludhiana: Parkash Brothers.
- Das, R.C. (1992). Science Teaching in School. New Delhi: Sterling Publishing.
- Gupta, V.K. (1995). Teaching and Learning of Science and Technology, Delhi, Vikas Publishing House.
- Kalra, R.M. (2010). : Science Education for Teacher Trainees, New Delhi, PHI Learning.
- Kohli, V.K. (2006). How to Teach Science. Ambala: Vivek Pub. 2006.
- Mangal, S.K. (1997). Teaching of Science. New Delhi: Arya Book Depot: NCERT
- Mangal, S.K. (2009). Teaching of Science in Secondary Schools, New Delhi: NCERT.
- Mohan, Radha (2007) .Innovative Physical Science Teaching Method, P.H.I., New Delhi.
- Richardson, J.S and Caboon, G.P. (2005). Method and Material for Teaching General and Physical Science, McGraw Hill Book Co. Inc., New York.
- Sharma, R.C. (1998). Modern Science Teaching. New Delhi: Dhanpat Rai Pub. Co.
- Siddiqui, N.H. and Siddiqui, M.N. (1983). Teaching of Science Today and Tomorrow. Delhi: Doaba House.
- Soni, Anju (2000). Teaching of Science. Ludhiana: Tandon Publications.



The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO 2	PO 3	PO 4	PO 5	PO6	PO7	PO8	PO9	PO1 0	PSO1	PSO2	PSO 3
CO1	1	2	2	2	3	-	2	2	1	1	2	1	1
CO2	1	2	2	3	1	2	1	3	2	3	2	2	2
CO3	2	3	-	2	1	3	3	2	3	1	1	1	2
CO4	2	-	2	3	2	2	3	2	2	3	2	2	-
CO5	2	2	3	2	1	2	1	2	2	2	-	2	1
CO6	1	2	1	2	-	2	-	2	1	2	1	2	2
Average	1.5	2.0	1.8	2.3	1.5	2.0	1.8	2.2	1.8	2.0	1.5	1.7	1.5

The correlation levels are: "1" - Low Correlation, "2" - Medium Correlation, "3" - High Correlation and "-" indicates there is no correlation.

Course Name: Learning and Teaching

Course Code: A402201

Semester: 2nd

Credits: 05

L	T	P
5	0	0

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Understand the nature of teaching learning process.
CO2	Get knowledge of the concept of individual dimensions of human development
CO3	Apply different Perspectives on human learning and understand the role of learner and teacher
CO4	Use the Models of Teaching
CO5	Understand the concept of Pedagogy & case analysis and its principles

Course Content

SECTION-A

1. Meaning and principles of development, relationship between development and learning.
2. Dimensions of individual development: physical, cognitive, language, affective, social and moral, their inter-relationships and implications for teachers (relevant ideas of Piaget, Erikson and Kohlberg).
3. Socio-cultural factors influencing cognition and learning.
4. Facilitating holistic development (for self and society).

SECTION-B

1. Implicit knowledge and beliefs about learning (demystifying misconceptions).
2. Perspectives on human learning: Behaviourist, cognitivist, information-processing view, social-constructivist



3. Principles, relevance and applicability of human learning in different learning situations (drawing selectively on the ideas of Skinner, Piaget, Vygotsky).
4. Role of learner in various learning situations, as seen in different theoretical perspectives,
5. Role of teacher in teaching-learning situations: transmitter of knowledge, model, facilitator, negotiator, Co-learner.

SECTION-C

1. Teaching: Concept, nature, and theories/approaches (Behavioristic, Cognitivist, Constructivist)
2. Models of Teaching: Concept Attainment; Inquiry Training; Advance Organizer model, inductive teaching model.
3. Reflective teaching: concept and strategies for making teachers reflective practitioners.
4. Teaching as profession; professional ethics for teachers

SECTION-D

1. Pedagogy: Concept, principles and techniques of pedagogy.
2. Simulated Teaching
3. Micro Teaching
4. Case Analysis: Analysis of teaching of effective teachers

SESSIONAL WORK (Prepare any three)

- Analysis of learning situations through case study, presentation before a group followed by discussion.
- Critical analysis of learning situation in schools and out of the schools/preparing reflective diaries, interpretation, analysis, reflection on observation and finally presentation in a group.
- Design/suggest activities for developing critical consciousness about various social and political issues.
- Prepare a plan of activities for students of various levels of schooling which can be shared with the parents.
- Preparation of a plan based on any model of teaching for teaching any topic/concept included in the curriculum.

SUGGESTED READINGS:

- Aggarwal J C, (2010). Essentials of Educational Psychology, Vikas Publishing House Ltd. New Delhi
- Chauhan S S, (2009). Advanced Educational Psychology, Vikas Publishing House Ltd. New Delhi
- Charles E Skinner (2012). Educational Psychology P H I Learning Pvt. Ltd.- New
- De Cecco J P, (1996). Learning and Instruction, Prentice Hall of India Pvt.Ltd. New Delhi
- Dr. Usha Rao,(2008). Advanced Educational Psychology Himalaya Publication House New Delhi-2008
- Caggart, G.L. (2005). Promoting Reflective Thinking in Teachers. Crowin Press
- Irvine, J.J. (2003). Educating teachers for diversity: Seeing with a cultural eye. New York: Teachers College Press

- Lampert, M. (2001). Teaching problems and the problems of teaching New Haven: Yale University Press.
- Linda Darling Hammond & John Bransford (ed) (2005). Preparing Teachers for a Changing World. Jossey-Bass, San Francisco
- Martin, D. J. & Kimberly S. Loomis (2006). Building Teachers: A constructivist approach to introducing education. Wadsworth Publishing, USA
- Ram, S. (1999). Current Issues in Teacher Education. Sarup & Sons Publications, New Delhi
- Schon, D. (1987). Educating the Reflective Practitioner: Towards a New Design for Teaching and Learning

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	1	2	1	2	3	1	2	3	1	1	2	1	1
CO2	1	2	-	2	2	2	1	3	-	2	2	3	2
CO3	1	3	2	2	1	2	1	2	3	1	2	2	-
CO4	2	1	2	3	2	-	3	2	3	2	2	2	1
CO5	2	-	2	1	1	3	2	1	2	2	2	3	2
Average	1.4	1.8	1.6	2	1.8	1.8	1.8	2.2	2	1.6	2	2.2	1.4

The correlation levels are: "1" – Low Correlation, "2" – Medium Correlation, "3" – High Correlation and "-" indicates there is no correlation.

Course Name: Assessment for Learning

Course Code: 402202

Semester: 2nd

Credits: 05

L T P
5 0 0

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Understand the nature of assessment and its role in teaching learning process.
CO2	Critically analyze the role of assessment at different domains of teaching.
CO3	Develop the skills of construction of testing tools.
CO4	Manage and implement assessed data.
CO5	Examine different trends and issues in assessment.

Course Content

SECTION-A

1. Meaning of Assessment, Distinction between assessment of learning and assessment for learning, Measurement, Tests, Examination, Evaluation and their interrelationships
2. Purposes and objectives of Assessment – for placement, providing feedback, grading promotion, certification, diagnosis of learning difficulties
3. Principles and Types of evaluation
4. Norm referenced and criterion referenced testing; teacher made and standardized tests; essay type, objective type and objective based tests.

SECTION-B

1. Steps of Construction of a Test: Planning (Blue Print), Preparation, Try Out and Evaluation
2. Characteristics of a good tool of evaluation: Validity, Reliability, Objectivity and Usability
3. Techniques of Assessment: Use of Projects, Assignments, Work sheets, Practical work, Performance based activities, Seminars and Reports as assessment devices.

SECTION-C

1. Scoring procedure - manual and electronic, development of Rubrics
2. Analysis and Interpretation of Students' Performance, Processing test performance, calculation of percentages, frequency distribution, percentile Rank, measures of central tendency, graphical representations and interpreting performance
3. Place of marks, grades and qualitative descriptions
4. Role of Feedback in Improving learning and learners' development.

SECTION-D

1. Existing Practices: Semester system, CCE, Grading and Choice Based Credit System
2. Issues and Problems: Marking vs. Grading, Objectivity vs. Courseivity, Non-
3. Detention Policy, the menace of coaching
4. Policy Perspectives on Assessment: NCF (2009), RTE (2009)
5. Emerging Practices in Assessment: Standard Based Assessment, Online, Computer
6. Based and Open Book Examinations.

SESSIONAL WORK

1. Construction of an Achievement Test on One Topic.
2. Compilation of result of one class at school level.
3. Analysis of Continuous Comprehensive Evaluation scheme at school level

SUGGESTED READINGS

- Aggarwal, R.N. & Vipin Asthana (1983): Educational Measurement & Evaluation
Agra: Vinod Pustak Mandir.
- Aggarwal, Y.P. (1989): Statistical Methods. Concepts Application & Computation.
New Delhi: Sterling Publishers.

- Anastasi, A. (1983). Psychological Testing. 6th Ed. New York, The Macmillan Co. 6th Edition.
- Asthana Bipin (2011). Measurement and Evaluation in Psychology and Education. Agrwal Publications, Agra
- Ebel, L.R. and Frisbie, D.A. (1991). Essentials of Educational Measurement. New Delhi., Prentice Hall of India Pvt. Ltd.,
- Garrett, H.E. (1973). Statistics in Education and Psychology. Bombay, Vakils Febber and Simons.
- GOI (2009). The right of children to free and compulsory education act (2009) Retrieved from <http://mhrd.gov.in/sites/upload-files/mhrd/files/rte.pdf>.
- GOI (2011) . Sarva Shiksha Abhiyan-Framework for implementation based on the right of children to free and Compulsory Education Act, 2009. GOI Retrieved from http://www.upefa.com/upefaweb/admin/myuploads/SSA_frame_work_revised_9.6.2011.Pdf.
- Kubiszyn, Tom and Borich Gary (1993). Educational Testing and Measurement Harper Collins college publishers
- Ronald Jay Cohen, Mark, E. Swerdlik and Medhe M. Kumtheker (2014). Psychological testing and Assessment. Mc Graw Hill Education (India) Private limited.
- Sharma, R.A.(2010). Essentials of Measurement in Education and Psychology. R. Lall Book Depot, Meerut.
- Thorndike R. L and Thorndike Christ Tracy (2010). Measurement and Evaluation in Psychology and Education. PHI Learning Private Limited, New Delhi.
- Thorndike, R.L., & Hagen E. (1977). Measurement and Evaluation on Psychology and Education. New York, John Wiley and Sons, Inc
- Ved Prakash, et al (2000). Grading in school, NCERT, Published at the publication division by the secretary, NCERT, Sri Aurobindo Marg, New Delhi.

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	1	2	3	2	2	2	2	3	2	1	2	1	1
CO2	2	-	2	1	2	3	1	2	1	2	2	1	2
CO3	3	2	2	2	1	2	1	2	3	2	2	-	1
CO4	2	3	2	-	2	2	1	2	3	2	1	2	2
CO5	1	2	2	2	1	3	-	3	2	3	2	2	1
Average	1.8	2	2.2	1.6	1.6	2.4	1.2	2.4	2.2	2	1.8	1.4	1.4

The correlation levels are: "1" – Low Correlation, "2" – Medium Correlation, "3" – High Correlation and "-" indicates there is no correlation.



Course Name: Sociological Perspective in Education

Course Code: 402203

Semester: 2nd

Credits: 05

L T P

5 0 0

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Understanding the sociological perspectives in Education.
CO2	Inculcate human values among learners.
CO3	Develop the cultural values.
CO4	Develop the respective attitude toward constitution
CO5	understand sociological theories in teaching profession

Course Content

SECTION – A

1. Education and Socialization: Formal agencies of socialization; Sociology of Education: Nature, Scope and Approaches;
2. Culture: Meaning and characteristics, cultural pluralism, cultural conflict, cultural lag, acculturation and enculturation, Indian cultural heritage, role of education in conservation and development of culture; Education for democracy:

SECTION-B

1. National integration and international understanding, peace;
2. Social Stratification: Caste, class, gender and religion as dimensions of social stratification in Indian society.
3. Sustainable Development: Concept, Meaning, role of education for sustainable development.

SECTION – C

1. Constitutional aspiration of Indian society: Secularism, socialism, democracy and egalitarianism, meaning, education for secularism, socialism and democracy; role of teacher and the curriculum in the achievement of constitutional goals,

SECTION-D

1. Education for 21st century, four pillars of education as recommended by UNESCO, Education and development of life skills of Individuals for 21st century.

SUGGESTED READINGS

- Ball, Stephen, J. (1990). *Politics and Policy-making in Education: Explorations in Political Sociology*. London:Routledge.
- Bruner, J.C. (1997). *The Culture and Education*, London: Harvard University Press.
- Friere, P. (1972). *Pedagogy of the Oppressed*. Harmond worth:Penguin.
- Gandhi, M.K (1962). *The Problem of Education*, Ahmadabad: Navajivan Publishing House.
- Sen, A. (1999). *Development as Freedom*. Oxford: Clarendon.
- Hurn, C.J. (1993). *Limits and Possibilities of Schooling: An Introduction to the Sociology of Education*. Boston: Allyn andBacon.

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO 2	PO 3	PO 4	PO 5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO 3
CO1	2	2	3	2	3	1	3	2	2	1	2	-	1
CO2	2	1	3	1	2	1	1	2	1	1	2	1	2
CO3	2	1	-	2	1	2	1	1	2	2	2	1	1
CO4	2	1	2	3	2	1	2	2	-	2	1	2	1
CO5	1	2	1	3	1	1	1	2	2	1	2	2	2
Average	1.8	1.4	2	2.2	1.8	1.2	1.6	1.8	1.6	1.4	1.8	1.4	1.4

The correlation levels are: "1" – Low Correlation, "2" – Medium Correlation, "3" – High Correlation and "-" indicates there is no correlation.

Course Name: School Management

Course Code: 402204

Semester: 2nd

Credits: 03

L T P
3 0 0

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Understand the concept and operational aspects of school management.
CO2	Enlist the physical resources of the school and their maintenance.
CO3	Understand the importance of social life in school and the role of administrators and the teachers.
CO4	Develop practical skills in organizing school programs and activities.
CO5	Use managerial skills for employability

Course Content

SECTION-A

1. School as an organization: Meaning, objectives, need, scope, types and principles of school organization, administration and management.
2. School Plant: Importance, Essential characteristics, selection of site and Maintenance of different School Components.
3. Institutional Planning: Meaning, objectives, advantages and characteristics of Institutional planning. Preparation of an institutional plan

SECTION-B

1. Leadership: Concept, Need & Development of Leadership Qualities among teachers and students.
2. School Time Table: Importance, types and principles of time table construction.

SECTION-C

1. Discipline, Concept, Bases of Discipline, Causes of indiscipline and its remedial measures. Rewards and punishment as techniques of maintaining discipline
2. Supervision: Meaning, aims, principles, areas, types and procedures of supervision, Role of Educational Administrators (at school level, Block District, State level).

SECTION-C

1. School Records and Registers: Importance, types and essential requirements and maintenance of school records.
2. Co-curricular Activities: Meaning, importance, principles of organizing co-curricular Activities-Morning Assembly, NSS/NCC, Field trips.

PRACTICAL WORK

- a) Construction of Time Table of a school, (b) Observation of school Register
c) Case study (d) Sociometry (e) Survey on Students' Satisfaction

SUGGESTED READINGS:

- Bhatia, K.K. & Singh, J. (2002). *Principles & Practice of school management*. Ludhiana: Tandon Publication.
- Bhatnagar, R.P. & Verma, I.B. (1978). *Educational administration at college level*. Meerut: Loyalbook.
- Dash, B. N. (1996). *School Organisation Administration & Management*. Hyderabad: Neel Kamal Publications Pvt. Ltd.
- Sachdeva, M. S. (2001). *School Management*. Ludhiana: Bharat Book Centres.
- Sodhi, T.S. & Suri, Anaina. (2002). *Management of school education*. Patiala: Bawa publication.
- Sharma, .S. (2005). *School management and administration*. Patiala: Shaheed-E-Azam printing press.

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO 3
CO1	2	2	2	-	2	1	2	2	2	2	2	1	1
CO2	1	1	2	1	2	2	1	2	2	2	2	2	2
CO3	2	2	1	2	2	2	2	-	2	2	1	2	1
CO4	2	2	2	1	2	2	2	2	2	2	2	2	-
CO5	2	2	2	2	1	2	2	1	2	-	2	2	2
Average	1.8	1.8	1.8	1.4	1.8	1.8	1.8	1.6	2	1.8	1.8	1.8	1.4

The correlation levels are: "1" – Low Correlation, "2" – Medium Correlation, "3" – High Correlation and "-" indicates there is no correlation.



Course Name: Enriching Learning through ICT

Course Code: A402205

Semester: 2nd

Credits: 03

L T P

3 0 0

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Interpret & adapt ICT in accordance to educational aims & principles.
CO2	Well acquainted themselves with the computer system and its accessories.
CO3	Use MS-Office (ms- word, PowerPoint & spreadsheet) in computer Skillfully.
CO4	Integrate technology in classroom setting for teaching&learning.
CO5	Develop skills of using computer.

Course Content

SECTION-A

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

SECTION-B

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

SECTION-C

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

SECTION-D

1. Hardware technologies and their applications: over head projector, DLP projector, Audio-video recording instruments and CCTV.
2. New trends in ICT: Smart classroom, EDUSAT, on-line resources in learning.

Activities (Any one of the following)

- (i) Prepare your CV using computer and get its print out.
- (ii) Use an interactive white board and write a report.
- (iii) Prepare a power point presentation for secondary school students

Activities (Any one of the following)

- (i) Prepare your CV using computer and get its print out.
- (ii) Use an interactive white board and write a report.
- (iii) Prepare a power point presentation for secondary school students.

SUGGESTED READINGS

- Abbott, C. (2001). ICT: Changing Education. UK: PsychologyPress.
- Khan, N. (2004). Educational Technology. New Delhi: Rajat Publications.
- Mambi, Adam J. (2010). ICT Law Book: A Source Book for Information and Communication Technologies. Tanzania: Mkukina Nyota PublishersLtd.
- Mangal, S.K., & Mangal, Uma (2010). Essentials of Educational Technology. New Delhi:



PHI Learning Pvt.Ltd.

- Mehra, V. (2004). Educational Technology. New Delhi: S.S.Publishers.
- Sharma, R.A. (2006). Technological Foundations of Education. Meerut: R. Lall BookDepot.

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO 3
CO1	2	2	2	1	2	1	2	2	1	1	1	1	2
CO2	-	1	2	2	2	2	1	2	-	2	1	2	1
CO3	1	2	1	2	1	2	-	1	1	1	1	1	2
CO4	1	1	2	1	2	2	2	2	2	2	2	2	2
CO5	2	1	2	2	-	2	2	2	2	-	1	2	1
Average	1.4	1.4	1.8	1.6	1.6	1.8	1.6	1.8	1.4	1.4	1.2	1.6	1.6

The correlation levels are: "1" – Low Correlation, "2" – Medium Correlation, "3" – High Correlation and "-" indicates there is no correlation.

Course Name: Teaching of English (Elective Course)

Course Code: 402206

Semester: 2nd

Credits: 03

L T P
3 0 0

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Acquaint with reading and writing skills.
CO2	Interpret the text with attention to ambiguity ,and complexity
CO3	Explain different creative forms of English literature like poetry, prose and Drama.
CO4	Deploy the ideas of formulating questions, identify appropriate methods and engage ethically with sources
CO5	Use print media and ICT in teaching-learning.
CO6	Practice a deliberate writing process with emphasis on various aspects of writing

Course Content

SECTION-A

1. Reading: Sub skills of reading; Importance of understanding the development of reading skills; Reading aloud and silent reading; Extensive and intensive reading; Study skills, including the use of sauruses, dictionary, encyclopaedia, etc.
2. Writing: Stages of writing; Process of writing; Formal and Informal writing, such as poetry, short story, letter, diary, notices, articles, reports, dialogue, speech, advertisement, etc; Reference skills; Study skills; Higher orderskills.

SECTION-B

1. Different Creative forms of English Language: Understanding different forms of literature
2. Literature in the school curriculum: Needs, objectives and relevance; Role and relevance of media in school curriculum.
3. Translation: Importance and need, Translation as a creative activity: through examples of translated texts into English from different Indian languages.
4. Teaching of Different Forms of English Literature: Poetry, Prose, Drama: The relative importance of Indian, classical, popular, and children's literature in English; Developing tasks and materials for study skills in English literary forms; The study of contemporary Indian, Asian, European and African literature; Lessons planning in prose, poetry and drama at various school levels.

SECTION-C

1. Print media; other reading materials such as learner chosen texts, Magazines, News papers, Class libraries, etc., ICT– audio-visual aids including CALL programmes; Radio, T.V., Films.
2. Planning co-curricular activities (discussion, debates, workshops, seminar etc.); Language labs, etc.

SECTION-D

1. Progress and assessment of development of language; Continuous and comprehensive evaluation; Techniques of evaluation—oral, written, portfolio; Cloze test, Self evaluation; Peer evaluation; Group evaluation.
2. Typology of questions; Activities and tasks (open-ended questions, MCQ, true and false etc.) Reading and reflecting: Problem solving, creative and critical thinking, Enhancing imagination and environmental awareness.
3. Feedback to students, parents and teachers.

SESSIONAL WORK

- Prepare a list of audio-visual aids related to teaching of English and use them wherever necessary
- Identify and prepare different types of teaching aids for children with special needs (speech impaired)
- Develop a question paper for upper primary and secondary stage to assess all the aspects of language learning

SUGGESTED READINGS

- Balasubramaniam, T. (1981). A Textbook of English Phonetics for Indian Students Mumbai: Macmillan India Ltd.
- Bhandari, C.S. and Other (1966). Teaching of English: A Handbook for Teachers. New Delhi: Orient Longmans.
- Bhatia, K.K. (2006). Teaching and Learning English as a Foreign Language New Delhi: Kalyani Publishers.
- Bhatia, K.K. and Kaur, Navneet (2011). Teaching and Learning English as a Foreign Language

- Ludhiana: Kalyani Publishers.
- Bindra, R. (2005). Teaching of English Jammu: Radha Krishan Anand and Co. Bisht, Abha Rani. Teaching of English in India Agra: Vinod Pustak Mandir.
- Bright, J.A. and Mc Gregor, G.P. (1981). Teaching English as a Second Language London: Longmans, ELBS.
- Carroll, B.J. (1972). Systems and Structures of English. London: Oxford University Press.
- Damodar G, Shailaja P, Rajeshwar M. (Eds.) (2001). IT Revolution, Globalization and the Teaching of English. New Delhi: Atlantic Publishers and Distributors.
- Doff, A. (1988). Teach English: A Training Course for Teachers. Cambridge: The British Council and Cambridge University Press.
- Forrester, Jean F. (1970). Teaching Without lecturing London: Oxford University Press. French, F.G. (1963). Teaching English as an International Language London: OUP
- Gokak, V.K. (1963). English in India. Its Present and Future Bombay: Asia Publishing House. Hornby, A.S. (1962). The Teaching of Structural Words and Sentence Patterns London: OUP. Kohli, A.L. (1999). Techniques of Teaching English New Delhi: Dhanpat Rai and Company. Sachdeva, M.S. (2007). Teaching of English Patiala: Twenty First Century Publications.
- Sahu, B.K. (2004). Teaching of English Ludhiana: Kalyani Publishers.
- Sharma, P. (2011). *Teaching of English: Skill and Methods*. Delhi: Shipra Publication.

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO 2	PO 3	PO 4	PO 5	PO6	PO7	PO8	PO9	PO1 0	PSO1	PSO2	PSO 3
CO1	2	2	3	2	2	1	2	2	2	1	2	1	2
CO2	2	2	2	2	2	1	-	2	2	2	2	2	1
CO3	1	2	1	2	1	2	1	1	1	1	1	2	1
CO4	2	-	2	1	2	2	1	2	1	2	1	2	2
CO5	1	1	2	2	1	2	1	1	2	-	2	2	2
CO6	2	2	2	2	2	1	2	2	1	2	-	2	1
Average	1.7	1.7	2.0	1.8	1.7	1.5	1.3	1.7	1.5	1.5	1.5	1.8	1.5

The correlation levels are: "1" – Low Correlation, "2" – Medium Correlation, "3" – High Correlation and "-" indicates there is no correlation.



Course Name: Teaching of Punjabi (Elective Course)

Course Code: 402207

Semester: 2nd

Credits: 03

L T P

3 0 0

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	ਕਵਿਤਾ ਨੂੰ ਪੜ੍ਹਾਉਣ ਦੀਆਂ ਵਿਧੀਆਂ ਬਾਰੇ ਜਾਣੂ ਹੋਣਗੇ।
CO2	ਬੱਚਿਆਂ ਨੂੰ ਪੜ੍ਹਾਉਣ ਦੇ ਲਈ ਪਾਠ ਯੋਜਨਾ ਬਣਾਉਣ ਦੀਆਂ ਬਰੀਕਿਆਂ ਬਾਰੇ ਜਾਣਕਾਰੀ ਹਾਸਿਲ ਕਰਨਗੇ।
CO3	ਦੇਖਣ ਅਤੇ ਸੁਣਨ ਸਹਾਇਕ ਸਮੱਗਰੀ ਦੀ ਵਰਤੋਂ ਕਰਨ ਦੀ ਜਾਂਚ ਹਾਸਿਲ ਕਰਨਗੇ।
CO4	ਵਿਆਕਰਨ ਦੀ ਪੂਰੀ ਜਾਣਕਾਰੀ ਹਾਸਿਲ ਕਰਨਗੇ।
CO5	ਬੱਚਿਆਂ ਦੀਆਂ ਭਾਸ਼ਾ ਸੰਬੰਧੀ ਤਰੁੱਟੀਆਂ ਨੂੰ ਦੂਰ ਕਰਨ ਦੇ ਤਰੀਕੇ ਬਾਰੇ ਜਾਣੂ ਹੋਣਗੇ।

ਅਧਿਆਪਨ ਯੁਗਤਾਂ-

ਭਾਸ਼ਣ, ਵਿਚਾਰਵਟਾਂਦਰਾ, ਕੰਮ ਸੌਜ਼ਪਣੀਆਂ, ਸਰਵੇਖਣ, ਪਾਠਾਂਤਰ ਕਿਰਿਆਵਾਂ, ਵਿਸਲੇਸ਼ਣ, ਅਭਿਆਸ, ਰੀਵਿਊ, ਸੈਮੀਨਾਰ ਅਤੇ ਪਾਠ ਪ੍ਰਦਰਨ ।

ਪਾਠ ਸਮੱਗਰੀ

ਇਕਾਈ 1

- 1 ਕਵਿਤਾ ਪਰਿਭਾਸ਼ਾ, ਉਦੇਸ਼, ਮਹੱਤਵ ਅਤੇ ਵਿਧੀਆਂ
- 2 ਵਾਰਤਕ ਦੀ ਸਿੱਖਿਆ ਅਰਥ, ਉਦੇਸ਼ ਅਤੇ ਵਿਧੀਆਂ, ਕਵਿਤਾ ਅਤੇ ਵਾਰਤਕ ਵਿੱਚ ਅੰਤਰ।
- 3 ਵਿਆਕਰਨ ਦੀ ਸਿੱਖਿਆ ਉਦੇਸ਼, ਕਿਸਮਾਂ, ਮਹੱਤਵ ਅਤੇ ਵਿਧੀਆਂ।
- 4 ਸਬਦਾਵਲੀ ਅਤੇ ਰਚਨਾ ਦੀ ਸਿੱਖਿਆ ਮਹੱਤਵ ਅਤੇ ਵਿਧੀਆਂ।

ਇਕਾਈ 2

- 1 ਪਾਠ ਯੋਜਨਾ ਅਰਥ, ਕਿਸਮਾਂ, ਉਦੇਸ਼, ਅਤੇ ਗੁਣ।
- 2 ਪਾਠਯੋਜਨਾ ਦੀ ਤਿਆਰੀ ਕਵਿਤਾ, ਕਹਾਣੀ, ਨਿਬੰਧ, ਵਿਆਕਰਨ, ਵਾਰਤਕ
- 3 ਭਾਸ਼ਾ ਸਿੱਖਿਆ ਦਾ ਅਧਿਆਪਕ ਗੁਣ, ਵਰਤਮਾਨ ਸਥਿਤੀ ਤੇ ਸੁਧਾਰ ਲਈ ਸੁਝਾਅ।

ਇਕਾਈ 3

- 1 ਦ੍ਰਿਸ਼ਟੀ ਸਰੋਤ ਸਹਾਇਕ ਸਾਧਨ ਕਿਸਮਾਂ ਅਤੇ ਪ੍ਰਯੋਗੀ ਮਹੱਤਵ ।
- 2 ਭਾਸ਼ਾ ਯੋਗਤਾਵਾਂ ਦਾ ਮੁਲਾਂਕਣ ਧਾਰਨਾ, ਪ੍ਰੀਖਿਆ ਅਤੇ ਮੁਲਾਂਕਣ ਵਿੱਚ ਖਰਕ, ਮੁਲਾਂਕਣ ਦੇ ਸਾਧਨ, ਪਸ਼ੂਨਾਂ ਦੀਆਂ ਕਿਸਮਾਂ ਅਤੇ ਆਦਰ ਪ੍ਰਸਨ ਪੱਤਰ ਦੇ ਨਿਰਮਾਣ ਦੇ ਸਿਧਾਂਤ।
- 3 ਤਸਖੀਸੀ ਅਤੇ ਉਪਚਾਰਾਤਮਿਕ ਸਿੱਖਿਆ ਦਾ ਅਰਥ, ਉਦੇਸ਼, ਭਾਸ਼ਾ ਤਰੁੱਟੀਆਂ, ਦੋਸਾਂ ਦੇ ਕਾਰਨ, ਤਸਖੀਸੀ ਅਤੇ ਉਪਚਾਰਾਤਮਿਕ ਸਿੱਖਿਆ ਦੀਆਂ ਵਿਧੀਆਂ ।

ਇਕਾਈ 4

- 1 ਵਾਕ ਬੋਧ, ਵਾਕ ਰਚਨਾ, ਵਾਕਵੰਡ, ਵਾਕ ਵਟਾਂਦਰਾ, ਵਿਸਰਾਮ ਚਿੰਨ੍ਹ, ਮੁਹਾਵਰੇ ਤੇ ਅਖਾਣ।
- 2 ਰਚਨਾ, ਪੈਰਾ ਰਚਨਾ, ਸੰਖੇਪ ਰਚਨਾ, ਚਿੱਠੀ ਪੱਤਰ, ਅਣਡਿੱਠਾ ਪੈਰਾ।

ਅੰਦਰੂਨੀ ਪ੍ਰਯੋਗ

ਸਲਾਨਾ ਪਸ਼੍ਰਨ ਪੱਤਰ ਦਾ ਨਿਰਮਾਣ ।

ਭਾਸ਼ਾ ਹੁਨਰਾਂ ਨਾਲ ਸੰਬੰਧਿਤ ਕਿਰਿਆਤਮਕ ਖੋਜ ।

ਸਹਾਇਕ ਪੁਸਤਕਾਂ :

- ਸਿੰਘ, ਹ (1966). ਪੰਜਾਬੀ ਬਾਰੇ, ਪਟਿਆਲਾ: ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ ।
- ਸਿੰਘ, ਹਰਕੀਰਤ. ਪੰਜਾਬੀ ਸ਼ਬਦ ਰੂਪ ਅਤੇ ਸ਼ਬਦ ।
- ਸਿੰਘ, ਜੀ. (1971). ਗੁਰਮੁਖੀ ਲਿਪੀ ਬਾਰੇ, ਲੁਧਿਆਣਾ ਲਾਹੌਰ ਬੁੱਕ ਸ਼ਾਪ ।
- ਸਿੰਘ, ਜੀ. ਬੀ. (1950). ਗੁਰਮੁਖੀ ਲਿਪੀ ਦਾ ਜਨਮ ਤੇ ਵਿਕਾਸ. ਚੰਡੀਗੜ੍ਹ : ਪੰਜਾਬ ਯੂਨੀਵਰਸਿਟੀ ।
- ਸਿੰਘ, ਤੀਰਥ. ਪੰਜਾਬੀ ਅਧਿਆਪਨ. । ਐਸ. ਜੀ. ਪਬਲਿਸਰਜ, ਜਲੰਧਰ
- ਸਿੰਘ, ਪ੍ਰੇਮ ਪ੍ਰਕਾਸ਼. ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਪਿਛੋਕੜ ।
- ਸੇਖੋਂ, ਸ. ਸ. ਅਤੇ ਸੇਖੋਂ ਪ. ਪ. (1961). ਪੰਜਾਬੀ ਬੋਲੀ ਦਾ ਇਤਿਹਾਸ
- ਸੇਖੋਂ, ਸ. ਸ. ਅਤੇ ਸੇਖੋਂ ਮ. ਕ. (2009). ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਅਧਿਆਪਨ, ਲੁਧਿਆਣਾ : ਕਲਿਆਣੀ ਪਬਲਿਸਰਜ ।
- ਸੰਘ, ਸ. (2004). ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਵਿਗਿਆਨ, ਜਲੰਧਰ : ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਅਕਾਦਮੀ
- ਕੰਗ, ਕੁਲਬੀਰ ਸਿੰਘ, ਭਾਸ਼ਾ ਵਿਗਿਆਨ, ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਤੇ ਗੁਰਮੁਖੀ ਲਿਪੀ ।
- ਜਸ, ਜਸਵੰਤ ਸਿੰਘ (2012). ਮਾਤ੍ਰਭਾਸ਼ਾ ਦੀ ਸਿੱਖਿਆ ਵਿਧੀ. ਜਲੰਧਰ : ਨਿਊ ਬੁੱਕ ਕੰਪਨੀ ।
- ਨੰਦਰਾ, ਇੰਦਰਦੇਵ ਸਿੰਘ (2008). ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਅਧਿਆਪਨ. ਪਟਿਆਲਾ : ਟਵੰਟੀ ਫਸਟ ਸੈਜ਼ਚੁਰੀ ਪਬਲੀਕੇਸ਼ਨਜ
- ਨੰਦਰਾ, ਇੰਦਰਦੇਵ ਸਿੰਘ ਅਤੇ ਸਫਾਇਆ, ਰ. ਕ. (2008). ਆਧੁਨਿਕ ਪੰਜਾਬੀ ਅਧਿਆਪਨ. ਲੁਧਿਆਣਾ ਵਿਨੋਦ ਪਬਲੀਕੇਸ਼ਨਜ
- ਪਦਮ, ਪਿਆਰਾ ਸਿੰਘ (1969). ਪੰਜਾਬੀ ਬੋਲੀ ਦਾ ਇਤਿਹਾਸ, ਪਟਿਆਲਾ : ਕਲਮ ਮੰਦਿਰ । ਪੰਜਾਬੀ ਭਾਸ਼ਾ, ਵਿਆਕਰਨ ਅਤੇ ਬਣਤਰ, ਪਟਿਆਲਾ : ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ ।

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO 2	PO 3	PO 4	PO 5	PO6	PO7	PO8	PO9	PO1 0	PSO1	PSO2	PSO 3
CO1	2	2	2	2	2	2	1	2	2	2	2	2	-
CO2	1	2	-	2	1	2	2	-	2	2	1	3	1
CO3	2	1	2	-	2	2	2	2	2	2	1	3	2
CO4	2	2	2	2	1	2	1	2	2	1	3	3	3
CO5	2	2	2	2	2	1	2	2	1	2	-	2	1
Average	1.8	1.8	1.8	1.8	1.6	1.8	1.6	1.8	1.8	1.8	1.6	2.6	1.6

The correlation levels are: "1" – Low Correlation, "2" – Medium Correlation, "3" – High Correlation and "-" indicates there is no correlation.

Course Name: Teaching of Hindi (Elective Course)

Course Code: 402208

Semester: 2nd

Credits: 03

L	T	P
3	0	0

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	विद्यार्थी सूक्ष्म शिक्षण और उसके विभिन्न कौशलों का प्रयोग कर सकेंगे
CO2	विद्यार्थी अनुवाद लेखन की आवश्यकता और महत्व को जान सकेंगे
CO3	विद्यार्थी हिंदी भाषा की विभिन्न विद्याओं का विश्लेषणात्मक अध्ययन कर सकेंगे
CO4	विद्यार्थी पाठ्यक्रम निर्माण के सिद्धांतों को जान सकेंगे
CO5	विद्यार्थी हिंदी भाषा में मूल्यांकन के लिए विभिन्न प्रकार के प्रश्न पत्रों का निर्माण कर सकेंगे

Course Content

इकाई (क)

म. सूक्ष्म शिक्षण कौशल – अर्थ एवं प्रक्रिया, कौशल (प्रस्तावना, अनुशीलन, प्रश्न, दृष्टांत व्याख्या, उददीपन परिवर्तन, पुनर्बलनकौशल)

ख. अनुवाद लेखन – अर्थ, महत्व तथा आवश्यकता ।

इकाई (ख)

क. कविता शिक्षण – माध्यमिक तथा उच्च माध्यमिक स्तर पर कविता शिक्षण के उद्देश्य, सोपान तथा विधियाँ ।

ख. गद्य शिक्षण – उद्देश्य, सोपान, विधियाँ ।

ग. व्याकरण शिक्षण – महत्व, उद्देश्य, विधियाँ ।

इकाई (ग)

- क. पाठ्यक्रम निर्माण के सिद्धांत
ख. पाठ्य-पुस्तक का महत्व एवं विशेषताएँ।
ग. हिंदी में मूल्यांकन- अर्थ, महत्व, प्रकार ।
घ. प्रश्न-पत्र निर्माण के सिद्धांत ।

प्रायोगिक कार्य

क. विभिन्न आधारों पर प्रश्न-पत्र का निर्माण -

(समस्या समाधान सृजनात्मक चिंतक वाले, समालोचन चिंतन वाले, कल्पनाशीलता वाले प्रश्न, बहुचिकल्पीय, लघु-उत्तरीयप्रश्न-पत्र)

ख. किसी एक बाल-पत्रिका/बाल-पुस्तक की समीक्षा।

पुस्तक सूची:-

- जीत, योगेन्द्र भाई (1972) हिन्दी शिक्षण आगरा: विनोद पुस्तकमंदिर
- खन्ना, ज्योति (2006) हिन्दी शिक्षण नई दिल्ली : घतपटसय एण्ड कम्पनी
- सफाया, रघुनाथ (1997) हिन्दी शिक्षण विधि जालन्धर: पंजाब किताब घर
- भाटिया के.के और नारंग, सी. एल (1989) आधुनिक हिन्दी विधियाँ, प्रकाश पब्लिशर, ब्रदरजबराड़,
- सर्वजीत कौर (2009) कल्याणी प्रकाशन नई दिल्ली,
- सिंह, सावित्री (1997) हिन्दी शिक्षण मेरठ: लायल बुकडिपो,
- चौधरी, नंद किशोर (2009) हिन्दी शिक्षण, गुरुसर सुधार पब्लिकेशनसुधार,
- सिन्हा, प्रसाद शत्रुघ्न (1964) हिन्दी भाषा की शिक्षण विधि, पटना:दिल्ली,
- शर्मा, ज्योति भनोट, अग्रोन मुख हिन्दी शिक्षण लुधियाना: पुस्तक सदनटण्डन पब्लिककशन

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO 2	PO 3	PO 4	PO 5	PO6	PO7	PO8	PO9	PO1 0	PSO1	PSO2	PSO 3
CO1	1	1	2	2	1	2	1	2	2	1	2	2	1
CO2	1	2	-	2	1	2	1	-	2	2	1	3	1
CO3	2	2	2	-	2	2	1	2	1	2	1	3	2
CO4	1	2	2	2	1	2	2	2	1	-	3	3	3
CO5	-	2	2	2	2	-	1	2	1	2	1	2	-
Average	1.2	1.8	1.8	1.8	1.4	1.8	1.2	1.8	1.4	1.6	1.6	2.6	1.6

The correlation levels are: "1" – Low Correlation, "2" – Medium Correlation, "3" – High Correlation and "-" indicates there is no correlation.



Course Name: Teaching of Social Studies (Elective Course)

Course Code: 402209

Semesters: 2nd

Credits: 03

L T P

3 0 0

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Know about different types of lesson plans
CO2	Familiar with the teaching learning aids (projective & non-projective)
CO3	Understand the Indian constitution.
CO4	Learn different methods of evaluation.
CO5	Develop teaching skills among learners

Course Content

SECTION-A

1. Blooms revised taxonomy of writing behavioral objectives in context of social studies lesson Planning
2. Concept, Need and importance of a lesson plan/Unit Plan, Approaches of lesson planning: Herbartian Approach, RCEM approach and Constructivist approach
3. Planning for teaching Social Studies – Annual plan, Unit plan, and Lesson plan.

SECTION-B

1. Resource Centre, Meaning, Importance, Equipments, Advantage & Disadvantage
2. Importance and classification of teaching learning material (Projective & Non-Projective aids)
3. Maps, Charts, Globe, Graphs, Models (Working & Still), Realia and specimens, Multimedia in Social studies teaching

SECTION-C

1. Concept and importance of Evaluation, Principles, Process of Evaluation, Techniques of evaluation: -1. Quantitative 2. Qualitative
2. Construction of an Achievement test and Blueprint.

SECTION-D

1. Indian Constitutional Design.
2. India's: - Foreign Policy.
3. Social Studies: India & United Nations organization.

Suggested Activities: Internal

1. Observation of recorded ICT based lesson of social studies prepared by student teacher with lesson of edusat, educompetc.
2. Prepare an Open Book Test

Continuous Assessment:

- Assessment will be based on tutorials (seminars, projects etc) tests & assignments.

SUGGESTED READINGS

- Bining, Arthur, C., and Bining, David, H., (1952). Teaching Social Studies in Secondary Schools. McGraw, Hill Book Company, Inc., New York
- Dash, B.N. (2006). Content-cum-Method of Teaching of Social Studies. New Delhi: Kalyani Publication.
- James, Hemming (1953). The Teaching of Social Studies in Secondary Schools. Longman Green and Company, London
- Heller, F. (1986). The use and abuse of Social Sciences. London: Sage Publications
- Kochhar, S.K. (1999). The Teaching of History: Benglor sterling Publisher Pvt. Ltd.
- Kochhar, S.K.(1986). Methods and Techniques of Teaching. New Delhi: Sterling Publishers Pvt. Ltd.,.
- Sansanwal, D.N. and Tyagi, S.K. (2006). Multiple Discriminant Type Item. MERI Journal of Education Vol.1, No. 1, pp. 18 – 25.
- Mofatt, M.R. (1955). Social Studies Instruction New York: Prentice Hall.
- National Curriculum Frame Work (2005). NCERT, New Delhi
- Position Paper by National Focus Group on Teaching of Social Sciences
- Preston, Ralph C. (1955). Handbook of Social Studies in the Elementary School New York: Rhinehart and Company.
- Preston, Ralph C. (1959). Teaching Social Studies in the Elementary School New York: Rinehart and Company
- Sahu, B.K. (2007). Teaching of Social Studies. New Delhi; Kalyani Publishers
- Shaida, B.D. (1962). Teaching of Social Studies. Jalandhar: Panjab KitabGhar.
- Taneja, V.K. (1992). Teaching of Social Studies Ludhiana: Vinod Pub.
- Wesley, Edgar Bruce (1951). Teaching of Social Studies Boston: D.C. Herth and Co.

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	1	1	2	2	1	2	1	2	2	1	2	2	1
CO2	1	2	-	2	1	2	1	1	2	2	-	3	1
CO3	2	2	2	2	2	2	2	2	2	2	2	2	1
CO4	1	2	2	2	1	2	2	2	1	1	3	3	3
CO5	1	2	2	2	2	-	1	2	1	2	1	2	-
Average	1.2	1.8	1.8	2	1.4	1.8	1.4	1.8	1.6	1.6	1.8	2.4	1.4

The correlation levels are: "1" – Low Correlation, "2" – Medium Correlation, "3" – High Correlation and "-" indicates there is no correlation.



Course Name: Teaching of Economics (Elective Course)

Course Code: 402210

Semester: 2nd

Credits: 03

L T P
3 0 0

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Acquire basic knowledge of economic issues and reflect desired changes with unrevised Taxonomy.
CO2	Explore different teaching learning material in economic life with carts/Graphsmodels.
CO3	Demonstrate knowledge, understanding and application in economics with learningresources.
CO4	Develop teaching skills
CO5	Get knowledge of ConsumerRights and Food security inIndia

Course Content

SECTION-A

1. Blooms revised taxonomy of writing behavioral objectives in context of Economics lesson Planning
2. Concept, Need and importance of a lesson plan, Approaches of lesson plan: Herbartian lesson plan, RCEM approach and Constructivist approach
3. Planning for teaching Economics – Annual plan, Unit plan, Daily Lesson plan and Short/Diary Lessonplan.

SECTION-B

1. Charts, Graphs, Models – Working & Still, Specimens & Objects, Multimedia in Economic teaching
2. Learning Resource: Primary and Secondary

SECTION-C

1. Concept, importance and tools of Evaluation
2. Open-book tests: Strengths and limitations, Evaluating answers: What to look for? Assessing projects: What to look for?
3. Construction of an Achievement test in Economics and bluePrint.

SECTION-D

1. Globalization and Indian Economy
2. Consumer Rights
3. Food security in India

Suggested Activities:

4. Conducting economic survey in a locality with references to Population, Saving etc.
5. Observation of recorded ICT based lesson of Economics prepared by student teacher with lesson of edusat, educomp etc.

SUGGESTED READINGS:

- Aggarwal, J.C. (2005). *Teaching of Economics - A Practical Approach* Agra: VinodPustakMandir.
- Arora, P.N. (1985). *Evaluation in Economics*. New Delhi: NCERT.
- Dhillon, S. & Chopra, K (2002). *Teaching of Economics Ludhiana*: Kalyani Publishers. Kanwar, B.S. (1973). *Teaching of Economics Ludhiana*: PrakashBrothers.
- Lee, N. (Ed.) (1975). *Teaching Economics London*: Heinemann Educational Books Mittal, R.L., *Arth Shastar Da Adhiapan*. Patiala: Punjabi UniversityPress.
- Robinson, K. and Wulson, R. (Eds.) (1977). *Extending Economics within the Curriculum* London: Routledge and
- Kegan Paul.Sexena, N.R.; Mishra, B.K. and Mohanty, R.K. (2004). *Teaching of Economics*. Merrut: R.Lall Book Depot
- Sharma, Seema (2004). *Modern Teaching Economics* New Delhi: Anmol Publication Pvt. Ltd. Siddiqui, M.H. (2004). *Teaching of Economics* New Delhi: Asish Publishing House.
- Singh, Yogesh (2005). *Aratha Shaster Sikshan*. New Delhi: Ashish Publication. Yadav, Amita (2005). *Teaching of Economics*. New Delhi: Publication Pvt.Ltd. *National Curriculum Frame Work 2005*, NCERT, NewDelhi
- Heller, F. (1986). *The use and abuse of Social Sciences* London: Sage Publications, 1986.
- Kochhar, S.K. (1986). *Methods and Techniques of Teaching* New Delhi: Sterling PublishersPvt. Ltd.,
- .Singh, Tirath, Arjinder; Pargat singh (2014). *Teaching of Economics*, Jalandhar:SG Publication

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO 2	PO 3	PO 4	PO 5	PO6	PO7	PO8	PO9	PO1 0	PSO1	PSO2	PSO 3
CO1	2	2	2	3	2	2	2	2	2	2	2	2	2
CO2	1	2	-	2	1	2	1	1	2	2	1	2	1
CO3	2	1	2	1	2	2	-	2	1	2	1	2	2
CO4	1	2	2	2	1	2	1	2	1	1	3	1	1
CO5	1	2	2	-	2	1	1	2	-	2	1	2	-
CO6	2	2	3	2	2	2	2	2	2	2	2	2	2
Average	1.5	1.8	2.0	1.8	1.7	1.8	1.3	1.8	1.5	1.8	1.7	1.8	1.5

The correlation levels are: "1" – Low Correlation, "2" – Medium Correlation, "3" – High Correlation and "-" indicates there is no correlation.



Course Name: Teaching of History (Elective Course)

Course Code: 402211

Semester: 2nd

Credits: 03

L T P
3 0 0

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Discuss the primary and secondary resources of learning
CO2	Construct the blue print & analyze the tools of evaluation.
CO3	Use multimedia in teaching of history.
CO4	Develop teaching skills
CO5	Critically analyse movements like quit India, civil-disobedience and non-cooperation.

Course Content

SECTION-A

1. Blooms revised taxonomy of writing behavioral objectives in context of History lesson Planning
2. Concept, Need and importance of a lesson plan, Approaches of lesson planning: Herbartian Approach, RCEM approach and Constructivist approach
3. Planning for teaching History– Annual plan, Unit plan, Daily Lesson plan and Short/Diary Lesson plan.

SECTION-B

1. Resource for Learning: Primary and Secondary
2. Importance and classification of teaching learning material with special reference to Edgar Dale’s Cone of Experiences
3. Maps, Charts, Globe, Graphs, Models, Time-Lines, Overhead Projector, Multimedia in History teaching

SECTION-C

1. Concept, Importance and Tools of Evaluation
2. Open-book tests: Strengths and limitations, Evaluating answers: What to look for? Assessing projects: What to look for?
3. Construction of an Achievement test and Blueprint.

SECTION-D

1. Revolt of 1857, Rowlett Act, Jallianwala Bagh Massacre.
2. Non-Cooperation, Civil-Disobedience, Quit India Movement.

Suggested Activities: Internal

- Collection of Newspaper cuttings related to history issues
- Prepare an Open Book Test



SUGGESTED READINGS:

- Aggarwal, J.C. (1997), Teaching of History: A Practical Approach, Eastern BookHouse, Guwahati.
- Ballord. M. (1979), New Movement in Study Teaching of History. templesmith, London.
- Bhatia, R.L. (2005). Contemporary Teaching of History, Surjit Publications, Delhi,
- Burston, W.H. (1962). Handbook for History Teachers; and Green, C.W. London, Methuen & Co., Choudhury, K.P. (1995). Effective Teaching of History in India: A Handbook for History Teachers, NCERT, New Delhi
- Dash, B.N. (2006). Teaching of History, Neela Kamal Publication New Delhi.
- Dash, B.N. (2004). Teaching of History: Modern Methods, A.P.H. Publishing Corporation, New Delhi.
- Elton, G.R. (1967). The Practice of History. London: Methuen.
- Ghate, V.D. (1973). Teaching of History. Oxford University Press, Calcutta.
- Ghate, V.D. (1962). The Teaching of History. Oxford University Press.
- Johnson, H. (1962), Teaching of History. New York: Macmillan..
- Kochhar, S.K. (1985). Teaching of History. Sterling Publishers, New Delhi.
- NCERT, (1970). Teaching History in secondary school publication. Delhi
- Pathak, S.P. (2007), Teaching of History. Kanishka Publications, New Delhi
- Shaida, B.D. (1996). Teaching of History: A Practical Approach, Dhanpat Rai & Sons, New Delhi.
- Singh, R.R. (2004). Teaching of History. R. Lall Book Depot, Meerut (U.P.)
- Singh, Y. K., (2007). Teaching of History, Modern Methods. A. P.H. New Delhi.
- Singh, D. R., (1959). The Teaching of History and Civics. Jullandar University press.
- Srinivas, M. (2004). Methods of Teaching History. Discovery Publishing House, New Delhi.

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO 3
CO1	1	1	1	2	1	1	1	2	2	-	2	2	1
CO2	1	2	1	2	1	2	1	2	2	2	1	1	1
CO3	2	2	3	-	2	2	-	1	1	2	1	2	2
CO4	-	2	2	3	1	2	3	1	1	1	3	1	-
CO5	1	2	2	1	2	1	1	2	1	2	1	2	3
Average	1.2	1.8	1.8	1.8	1.4	1.6	1.4	1.6	1.4	1.6	1.6	1.6	1.6

The correlation levels are: "1" – Low Correlation, "2" – Medium Correlation, "3" – High Correlation and "-" indicates there is no correlation.



Course Name: Teaching of Geography (Elective Course)

Course Code: 402212

Semester: 2nd

Credits: 03

L T P

3 0 0

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Develop an understanding of the need and concept of learning Geography
CO2	Examine various methods of teaching Geography.
CO3	Use audio-visual aids for teaching Geography
CO4	Organize tours, field trips and other practical activities.
CO5	Understand the concept of evaluation.
CO6	Develop global outlook, scientific observation, critical thinking and sense of interdependence.

Course Content

SECTION-A

1. Concept, Need and importance of a lesson plan.
2. Planning for teaching Geography – Annual plan, Unit plan, Lesson plan and Short/Diary Lesson plan.
3. Blooms revised taxonomy of writing behavioral objectives in context of geography lesson planning

SECTION-B

1. Importance and classification of teaching learning material with special reference to Edgar Dale's Cone of Experiences
2. Maps, Globe, Charts, Graphs, Models (Working & Still), Specimens & Objects, Multimedia in Geography teaching, Preparation of contextual learning aids

SECTION-C

1. Concept and importance of Evaluation
2. Reforms in evaluation: Grading system, Continuous and Comprehensive Evaluation (CCE) in Geography.
3. Open-book tests: Strengths and limitations, Evaluating answers: What to look for? Assessing projects: What to look for?
4. Construction of an achievement test of objective type test items in Geography.

SECTION-D

1. Directions, methods to find out true north.
2. Drainage pattern of India.
3. Relief of India



Internal practical:

- Prepare a map of a state and show important features with proper symbols/signs.
- Observation of lessons delivered through edusat, educomp etc and prepare report.

SUGGESTED READINGS:

- National Curriculum Frame Work. (2005). NCERT, New Delhi Position Paper by *National Focus Group on Teaching of Geography*
- Bining, Arthur, C., & Bining, David, H., *Teaching Geography in Secondary Schools*. McGraw, Hill Book Company, Inc., New York
- Heller, F. (1986). *The use and abuse of Geography London: Sage Publications.*
- Kochhar, S. K. (1992). *Methods and techniques of teaching*. Sterling Publishers Pvt. Ltd.
- Trigg, R. (1985). *Understanding Geography*. New York: Basics Black Well,

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	1	2	1	3	2	1	2	2	1	2	2	2
CO2	1	2	2	2	1	3	1	2	2	2	1	1	2
CO3	2	2	3	-	2	2	1	1	-	2	1	2	2
CO4	2	2	2	2	3	2	2	2	2	2	2	2	-
CO5	1	2	1	2	2	1	-	2	1	2	1	2	1
CO6	1	2	2	2	1	2	2	2	1	1	3	1	-
Averaeg	1.5	1.8	2.0	1.7	2.0	2.0	1.3	1.8	1.5	1.7	1.7	1.7	1.5

The correlation levels are: "1" – Low Correlation, "2" – Medium Correlation, "3" – High Correlation and "-" indicates there is no correlation.

Course Name: Teaching of Political Science

(Elective Course) Course Code: 402213

Semester: 2nd

Credits: 03

L T P
3 0 0

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Design curriculum of teaching of Political Science
CO2	Explain modern concept and tools of evaluation.
CO3	Describe various methods of teaching of Political Science.
CO4	Develop teaching skill
CO5	Prepare lesson-plan of teaching of Political Science.

Course Content

SECTION-A

1. Curriculum Organization: - Principles of Curriculum construction:
2. Approaches of organizing curriculum in Political Science: Con centric, topical, Unitand Chronologicalapproach.
3. Lesson plan: need importance and steps of writing it in teaching of PoliticalScience.

SECTION-B

1. Political Science Text Books: Need, importance andQualities.
2. Need and equipment of Political Science Room.
3. Supplementary material: Magazines. Journals News papers, reference books, Internetand Social Media with reference to Politicaldevelopment.

SECTION-C

1. Difference between approaches, strategies and methods.
2. Methods of Teaching of Political Science- Lecture, Problem solving and Projectmethod.
3. Concept of Formative and summative evaluation in teaching of Politicalscience

SECTION-D

1. Structure ofUNO
2. Steps in ElectoralProcess

Internal practical

Critical evaluation of existing text book of political Science at Senior Secondary school level

SUGGESTED READINGS

- Chopra, J.K. (2005). *Teaching of Political Science*. Commonwealth Publishers, New Delhi, 2005 Faria,
- B.L., *Indian Political System* Kashyap, Subash, Indian Constitutions.
- Preston, Ralph C. (1959). *Teaching Social Studies in the Elementary School* New York: Rinehart and Company
- Sahu, B.K. (2007). *Teaching of Social Studies*. New Delhi; Kalyani Publishers
- Shaida, B.D. (1962). *Teaching of Political Science* Jalandhar: Panjab Kitab Ghar, 1962
- Singh, Gurmit (2008). *Wkfie nfXn?B dk nfXnkgB (Samajik Adhain da Adhiapan)*. Ludhiana: Chetna Parkashan.

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	1	2	3	2	1	2	2	1	1	1	3	1	-
CO2	3	2	1	2	3	2	2	2	2	1	2	2	1
CO3	-	1	2	1	1	3	1	1	2	2	2	2	2
CO4	1	2	2	2	1	2	-	2	1	1	1	2	1
CO5	2	1	2	3	2	2	2	1	2	2	2	-	1
Average	1.6	1.6	2	2	1.6	2.2	1.6	1.4	1.6	1.4	2	1.6	1.2

The correlation levels are: "1" – Low Correlation, "2" – Medium Correlation, "3" – High Correlation and "-" indicates there is no correlation.

Course Name: Teaching of Commerce (Elective Course)

Course Code:402214

Semester: 2nd

Credits: 03

L T P

3 0 0

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Acquaint with activities in the business sector, their organization and MNC.
CO2	Use the resources for teaching of commerce.
CO3	Use means for quality improvement in teaching of commerce in classroom with different tests and laboratory.
CO4	Construct objectives based test items in commerce.
CO5	Understand the need of professional development of commerce teacher

Course Content

SECTION-A

1. Joint stock Companies-Meaning, features structure and types; co-operative societies-meaning features types, advantages and limitations.
2. Multinational companies- meaning, features advantages and limitations; Insurance-Meaning, need, Principles and types.
3. Entrepreneurship- meaning, Role and importance of entrepreneurship, self employment schemes.
4. Globalization of business- factors that are included in globalization, main characteristics, Advantages and disadvantages; career opportunities in Business.

SECTION-B

1. Resources- meaning, types, their uses in the teaching and learning of commerce establishing link between school and different types of resources.
2. Commerce laboratory- teacher's diary, records and registers to be maintained, equipment, essentials and desirable
3. Commerce club or association activities school bank-school co-operativesociety.
4. Community Resources-Meaning, types and uses

SECTION-C

1. Achievement test- Characteristics-objectivity, reliability, validity and practicability-forms of test items-multiple choice type-short answer type and essay type, construction
2. Construction of objectives based test items in commerce, Unit test- importance-steps, construction and uses
3. Diagnostic test- meaning, steps- construction, uses, Remedial teaching in commerce, Critical analysis of commerce question papers *Commerce Teacher*
4. Qualities of a Commerce teacher, Need of professional development of commerce teacher
5. Need and Importance of in service teacher training of commerce, Commerce room *Quality improvements in Commerce*
6. Programmes for quality improvement in teaching of commerce- role of seminars, workshops & projects.

SECTION-D

E-learning in commerce

- Computer Assisted Instruction, Computer managed learning, multimedia in learning commerce
- Models-Educational broadcasting and telecasting-interactive video, tele-lecture, videoconferencing, software in commerce, Podcasting

PRACTICAL ACTIVITIES (any two):

1. Conduct a survey and prepare a report on any issue in commerce.
2. Survey of Share market and its impact
3. Prepare a project proposal that has to be submitted to companies regarding business transaction, training
4. Analysis of management of an educational institution.

SUGGESTED READINGS

- Aggarwal (2008). Teaching of Commerce: A Practical Approach (2nd ed) UP: Vikas Publishing House Pvt.Ltd.
- Bhatia & Bhatia, (2000). The Principles and Methods of Teaching, Delhi: Doaba House
- Kochhar, S.K., (1997). Methods and Techniques of Teaching, Sterling Publishers Pvt.Ltd.
- Chauhan S.S (2008). Innovations in Teaching Learning Process. UP: Vikas Publishing House Pvt.Ltd.
- Dhand, H (2009). Techniques of Teaching, New Delhi: APH Publishing Corporation
- Sharma, R.N. (2008). Principles and Techniques of Education. New Delhi: APH Publishing Corporation.
- Siddiqui, M.H. (2009). Techniques of Classroom Teaching. New Delhi APH Publishing Corporation
- Singh, Y.K. (2009) Teaching of Commerce. New Delhi: APH Publishing Corporation.

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO 2	PO 3	PO 4	PO 5	PO6	PO7	PO8	PO9	PO1 0	PSO1	PSO2	PSO 3
CO1	2	2	1	2	2	3	1	1	3	2	1	1	1
CO2	-	1	2	1	1	2	2	2	2	2	2	2	1
CO3	2	1	1	2	2	2	2	2	2	-	2	2	2
CO4	1	2	2	1	1	2	1	1	2	3	1	2	2
CO5	1	2	1	1	-	2	3	1	2	3	2	1	1
Average	1.4	1.6	1.4	1.4	1.4	2.2	1.8	1.4	2.2	2.2	1.6	1.6	1.4

The correlation levels are: "1" – Low Correlation, "2" – Medium Correlation, "3" – High Correlation and "-" indicates there is no correlation.

Course Name: Teaching of Mathematics (Elective Course)

Course Code: 402215

Semester: 2nd

Credits:-3

L T P

3 0 0

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Design curriculum of teaching of Mathematics.
CO2	Develop proper understanding of modern concepts and tools of evaluation.
CO3	Acquaint pupil teachers with methods of teaching of Mathematics.
CO4	Enable pupil teacher to prepare lesson plan of teaching of Mathematics.
CO5	Develop understanding to different branches of Mathematics.

Course Content

SECTION-A

1. Curriculum, Meaning & Principles
2. Qualities of mathematics teacher: general, personal & specific; Professional growth— participation in conferences, seminars, workshops, projects.
3. Internship in teaching of mathematics, concept & importance.

SECTION-B

1. Evaluation- concept, need, types and criteria.
2. Identifying learner's strength and weaknesses; Activities enriching mathematics learning – assisting learning, supplementary text material, mathematics club, contests and fairs, recreational activities—games, puzzles and riddles in mathematics,
3. Learning Resources in Mathematics:
 1. Text-book quality (academic and technical)



2. Mathematics Laboratory.
3. Mathematics Library.

SECTION-C

1. Lesson Planning: Meaning, Importance and steps of lesson planning; formation of Macro lesson plan.
2. Micro teaching: Meaning, Importance and steps and formation of Micro lesson plan with special reference to following micro teaching skills- Introduction of lesson, Questioning, Explanation, Reinforcement, Black Board Writing.

SECTION-D

1. Geometry:
Basic Geometrical ideas (2-D & 3-D Shapes) Symmetry: (reflection
Constructions (Using straight edge scale, protractor, compasses) Quadrilaterals
Menstruations (circle, sphere, cone, cylinder, triangles) Data handling, statistics,
mean mode media & SD

SESSIONAL WORK

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

SUGGESTED READINGS:

- Anthony, Glende and Walshaw, Margaret (2009). Effective Pedagogy in Mathematics: Gonnet Imprimeur, 01300 Belley, France.
- Arora, S.K. (2000). How to Teach Mathematics. New Delhi: Sterling Publishers Pvt. Ltd.
- Gakhar, S.C. and Jaidka, M.L. (2003). Teaching of Mathematics. Panipat: M/s N.M. Publishers.
- Hukum, Avtar Ram and Singh, V.P. (2005). A Handbook for Designing Mathematics Laboratory in Schools. New Delhi: NCERT.
- Mangal, S. K. (2007). Teaching of Mathematics. New Delhi: Arya Book Depot
- N.C.E.R.T. Text Books 6th to 10th Standard.
- National Focus on Teaching of Mathematics. Publication Department by the Secretary, National Council of Educational Reseach and Training, Sri Aurobindo Marg, New Delhi 110016.
- Shankaran & Gupta, H. N. (1984). Content-cum-Methodology of Teaching Mathematics. New Delhi: NCERT
- Siddiqui, Hasan. Mujibul (2005). Teaching of Mathematics: New Delhi: A.P.H Publishing co- operation.
- Sidhu, K.S. (1998). Teaching of Mathematics. New Delhi: Sterling Publication Pvt. Ltd.
- Thomas, A. S. (1993). Mathematics for Elementary Teachers (An Interactive Approach). Florida: HBJ Publishers



Websites :

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

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	1	2	3	2	1	2	3	1	1	1	3	1	2
CO2	2	2	1	2	3	2	2	2	2	1	2	2	2
CO3	1	1	2	-	2	1	1	-	2	2	2	2	2
CO4	-	2	2	2	1	2	1	2	1	1	1	2	1
CO5	2	1	1	2	2	2	2	1	1	2	2	1	1
Average	1.4	1.6	1.8	1.8	1.8	1.8	1.8	1.4	1.4	1.4	2	1.6	1.6

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation.

Course Name: Teaching of Science (Elective Course)

Course Code: 402216

Semester: 2nd

Credits:-

L T P

3 0 0

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Select and use appropriate learning resources in teaching of science.
CO2	Plan and organize various co-curricular activities in science.
CO3	Organize science laboratory and effectively use improvised science apparatus.
CO4	Stimulate curiosity amongst science students.
CO5	Write unit plan and lessons plan for effective teaching in science

COURSE CONTENT

SECTION-A

1. Learning Beyond the classrooms: Importance, planning and organising co-curricular activities – Science clubs, Science museum, Science fair, Excursions.
2. Science Text books- need and importance, criteria for selection, use of Reference books, Journals, Teacher manuals in science teaching
3. E-learning: concept, and use of e-books and e-journals in science.

SECTION-B

1. Practical work in Science - Need, Importance and Organization.
2. Science kits and Improvisation of science apparatus.
3. Planning of Science Laboratory- White House Plan, Laboratory equipment and Material- selection, purchase, maintenance and First Aid in Laboratory.

SECTION-C

1. Instructional Media: Meaning, Importance, Classification, Principle of Selection and use of ICT, Chalk board, Models, Specimens.
2. Lesson planning in science –Meaning, importance, steps (Herbartian, Constructivist approach).

SECTION-D

1. Science teacher: Professional growth, teacher as a community of learners, collaboration of schools with Colleges/Universities.
2. Environmental Problems- Global warming, greenhouse effect, acid rain, ozone layer depletion

INTERNAL PRACTICAL

- Construction of any one improvised apparatus and a model.
- Study of community resource in science and preparing the report or Critical evaluation of science textbook.

SUGGESTED READINGS

- Das , R.C. (1992). Science Teaching in School. New Delhi: Sterling Publishing.
- Bhandula, N. (1989). Teaching of Science. Ludhiana: Parkash Brothers.
- Gerg, K.K.; Singh, Raguvir and Kaur, Inderjeet (2007). A Text book of Science of Class X, New Delhi: NCERT.
- Kohli , V.K. (2006). How to Teach Science. Ambala: VivekPub.2006.
- Mangal, S.K. (1997). Teaching of Science. New Delhi: Arya Book Depot
- Sharma, R.C. (2010). Modern Science Teaching. New Delhi: Dhanpat Rai Pub. Co.
- Liversidge T., Cochrane M., Kerfoot B. and Thomas J. (2009). Teaching Science Developing as a Reflected Secondary Teacher. New Delhi : SAGE Publications India Private Limited.
- Siddiqui , N.H. and Siddiqui, M.N. (1983). Teaching of Science Today and Tomorrow. Delhi: Doaba House.
- Davar ,M.(2012).Teaching of Science. New Delhi: PHI Learning Private Limited.
- New UNSECO Source Book for Science. France: UNSECO
- Vaidya, Narendra (1996). Science Teaching for 21st century. New Delhi: Deep and Deep pub.
- Washten, Nathan S. (1967). Teaching Science Creatively. London: W.B. Saunders.
- Thurber, W. and Collete , A. (1964). Teaching Science in Today's Secondary Schools. Boston: Allen and Bacon.
- Joshi S.R. (2007). Teaching of Science. New Delhi: APH Publishing Corporation

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO 2	PO 3	PO 4	PO 5	PO6	PO7	PO8	PO9	PO1 0	PSO1	PSO2	PSO3
CO1	1	2	3	1	2	1	2	1	2	-	1	2	1
CO2	2	2	2	1	2	2	2	2	2	1	2	2	-
CO3	-	1	2	1	1	2	1	1	1	2	1	1	2
CO4	2	2	2	2	1	2	1	2	2	2	2	2	2
CO5	2	2	2	1	2	-	2	2	3	2	2	2	2
Average	1.6	1.8	2.2	1.2	1.6	1.6	1.6	1.6	2	1.6	1.6	1.8	1.6

The correlation levels are: "1" – Low Correlation, "2" – Medium Correlation, "3" – High Correlation and "-" indicates there is no correlation.

Course Name: Teaching of Home Science (Elective Course)

Course Code: 402217

Semester: 2nd

Credits:-3

**L T P
3 0 0**

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Understand the qualities and competencies of Home Science teacher.
CO2	Use appropriate learning resources in teaching of Home Science.
CO3	Organize co-curricular activities in Home Science at school level.
CO4	Acquainting the organization of Home Science department and its maintenance.
CO5	Write the unit plans and lesson plans for effective teaching of Home Science.
CO6	Prepare as well as select suitable instructional aids for teaching Home Science.

Course Content

Section-A

1. Learning resources in Home Science –Text Books, reference books, journals, e-resources and community Resources
2. Learning beyond classroom – Importance, planning and organization of co-curricular activities – Home Science club, exhibitions and excursions
3. Practical work in Home Science – Need, importance and its organization

Section – B

1. Organization of Home Science department – Importance and principles.
2. Selection, purchase and maintenance of equipments and furnishings for Home Science laboratory. Up keep and Management of Home Science department
3. Lesson planning and Unit planning in Home Science, Meaning, Importance, essentials and steps (Herbartian approach and constructive approach) of lesson planning

Section – C

1. Meaning, importance, classification, selection and use of various instructional aids in Home Science
2. Professional competencies and professional development of Home Science teacher, teacher as a Researcher and facilitator

Section –D

1. Home Science and Environmental Issues
2. Reflection on Recent Advancements in Home Science
3. Home Science and Sustainable Development
4. Innovative Approaches in Home Science

Internal Practical (Any Two)

- a. Analysis of Mid Day Meal in a School
- b. Develop any two print materials or design on a piece of cloth.
- c. Organize a talk in a rural/ slum setting on conservation of fuel, water and electricity at home and write a report of the same.

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO1	PSO1	PSO2	PSO3
CO1	1	2	2	2	1	2	2	1	1	1	3	1	1
CO2	2	2	1	2	2	3	2	2	-	1	2	2	2
CO3	1	1	2	1	2	1	1	1	2	2	2	2	-
CO4	-	2	3	2	1	2	1	2	1	1	1	2	2
CO5	2	1	1	2	2	3	2	1	1	2	2	-	1
CO6	2	1	2	1	2	-	3	2	2	2	2	3	2
Average	1.5	1.5	1.8	1.7	1.7	2.0	1.8	1.5	1.3	1.5	2.0	1.8	1.5

The correlation levels are: "1" – Low Correlation, "2" – Medium Correlation, "3" – High Correlation and "-" indicates there is no correlation.



Course Name:: Teaching of Physical Education (Elective Course)

Course Code: 402218

Semester: 2nd

Credits:-3

L T P

3 0 0

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Demonstrate the skills necessary to participate in sports activities
CO2	Apply the cognitive abilities of curriculum of Physical Education in order to maintain the lifelong fitness
CO3	Develop the understanding of the value of health and physical fitness
CO4	Apply effective ways of teaching-learning process for teaching of physical Education
CO5	Analyze the different situations and time value through the participation in activities

Course Content

SECTION-A

1. Methods of Teaching: Concept and types of Methods of Teaching – Lecture method, Demonstration method, Lecture –cum- demonstration method, Command method, Discussion method, Projectmethod.
2. Audio-visual Aids: Educational Significance and Practical use of teaching aids in Health and Physical Education. Classification of audio-visual aids – Charts, 3-D Models, Black- Board, T.V., Computers, LCD.
3. Lesson planning: Meaning, Importance and Construction of Lesson plans for Teaching of Health and Physical Education.

SECTION-B

1. Role of Health and Physical Education Teacher in Inculcating Interest towards Health and Physical Education Programmes and its Sustainability.
2. Motivation: Meaning, Importance and its types.
3. Role of Health and Physical Education in developing National Integration and International Understanding among people.

SECTION-C

1. Curriculum: Concept, Principles of curriculum construction and Importance of Health and Physical Education in school curriculum.
2. Supervision and Evaluation: Meaning, Need and Importance in Health and Physical Education.
3. Athletic Meet: Meaning, Importance and how to Organize Athletic Meet at School Level.

SECTION-D

1. Yoga: Meaning, Need and Significance of Yoga Asanas.
2. Role of Sports, Health and Physical Education in Society.
3. Obesity: Meaning of Obesity and Calculation of Body Mass Index.

Internal Practical:

1. Participation in College, State , University Activities and Sports Competitions.
2. Analysis: Pedagogical analysis of a book on the content areas from the general description, objectives, concepts, and theories of Health and Physical Education from the syllabus of classes VI – X.
3. Physical fitness Test /Canadian physical efficiency test for boys & girls- Knowledge & application of BMI.

SUGGESTED READINGS

- Atwal & Kansal, (2003). A Textbook of Health, Physical Education and Sports, Jalandhar, A.P. Publisher.
- Malik, Neeru and Malik, Rakesh (2005). Health and Physical Education. Gurusar Sadhar: Gurursar Book Depot Publications.
- Sandhu, S.S. (2009). Teaching of Physical Education. Ludhiana: Chetna Parkashan.
- Brar, Rachhpal Singh; Rathi, Nirmaljit Kaur and Gill, Manmeet Kaur (2004). Creative Teaching of Physical Education. Ludhiana: Kalyani Publishers.
- Brar, T.S. (2002). Officiating Techniques in Track and Field. Gwalior: Bhargava Press.
- Manjul, J.U.S., (1965). School Swasthya Shiksha, Agra University: Universal Publisher
- Voltmeter, F.V. and Esslinger, A. E. (1964). The Organisation and Administration of Physical Education. Third Edition. The Times of India Press, Bombay.
- Bucher, C.A., (1964). Foundations of Physical Education, New York: Mosby and Company.
- Kamlesh, M. L. (1983). Psychology in Physical Education and Sports. Metropolitan Book Company, New Delhi.
- Singh, Ajmer and Others (2004). Essentials of Physical Education. Kalyani Publishers, Ludhiana.

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	2	2	3	1	2	2	2	1	1	1	2	-
CO2	2	2	1	2	2	3	2	1	2	1	2	2	2
CO3	-	1	2	2	1	2	-	2	1	2	2	1	1
CO4	1	2	1	2	3	2	1	2	2	1	2	2	3
CO5	2	1	2	-	2	2	2	2	1	-	2	1	2
Average	1.6	1.6	1.6	2	1.8	2.2	1.6	1.8	1.4	1.2	1.8	1.6	1.8

The correlation levels are: "1" – Low Correlation, "2" – Medium Correlation, "3" – High Correlation and "-" indicates there is no correlation.



Course Name: Teaching of Fine Arts (Elective Course)

Course Code: 402219

Semester: 2nd

Credits:-3

L T P
3 0 0

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Demonstrate artistic skills to teach various concepts and school Courses
CO2	Plan field trips and excursions for FineArts students
CO3	Prepare lesson plans
CO4	Use audio-visual aids for teaching-learning
CO5	Develop ability to teach effectively and creatively

Course Content

SECTION-A

1. Significance of Fine Arts& its correlation with other schools subjects.
2. Importance of Field trips and Excursions in FineArts.
3. Use of Textbooks in teaching FineArts:
 - a. Availability and advisability of prescribed textbooks in practical work.
 - b. Theoretical part and criteria of selection.
 - c. Reference books and books for supplementary reading.

SECTION-B

1. Lesson planning to teach:
 - Line
 - Colour
 - Design
 - Still Life
 - Poster
2. Audio-Visual Aids in teaching of FineArts.
3. Holding the Art classes (Primary, Middle & Higher Classes).

SECTION-C

1. Elements of Art.
2. Six limbs of Indian Art(Shadanga).
3. Fine Arts& Society.

SECTION-D

1. Importance of Colours in life.
2. Evaluation devices in art.
3. Appreciation of art.



INTERNAL PRACTICAL

Practical work to be submitted by students during the session:

- (a) One Canvas in size 18’X22’
- (b) One utilityitem.
- (c) Size-½ Imperial Size Sheet.
 - I. Poster -2
 - II. Still Life–2

SUGGESTED READINGS:

- Brown, Percy (1953). Indian Painting, Calcutta.
- Chawla, S.S. (1986). Teaching of Art.Patiala: Publication Bureau, Punjabi University.
- Harriet, Goldstein (1964). Art in Everyday Life.Calcutta: Oxford and IBH Publishing Company. Jaswani, K.K., Teaching and Appreciation of Art in Schools.
- Lowenfeld Viktor .Creative and Mental Growth.
- Margaret, Marie Deneck (1976). Indian Art.London: The Himalata Publication. Sharma, L.C., History of Art, Goel Publishing House, Meerut.
- Read, Herbert. Education through art [paperback]. Shelar, Sanjay. Still Life.JyotsnaPrakasha

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO 4	PO 5	PO6	PO7	PO8	PO9	PO1 0	PSO1	PSO2	PSO3
CO1	1	1	2	2	1	1	2	-	2	2	2	1	1
CO2	2	2	1	2	2	2	2	2	2	1	1	2	2
CO3	2	1	-	1	3	2	1	1	2	2	2	2	-
CO4	2	2	2	2	1	2	1	2	2	2	2	2	2
CO5	1	1	2	1	2	2	2	2	2	2	2	-	2
Average	1.6	1.4	1.6	1.6	1.8	1.8	1.6	1.6	2	1.8	1.8	1.6	1.6

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation.

Course Name: Teaching of Computer Science (Elective Course)

Course Code: 402220

Semester: 2nd

Credits:-3

L T P
3 0 0

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Develop understanding on the different part of computer system
CO2	Use various skills, techniques and strategies for the teaching of Computer Science.
CO3	Enhance the computer skills through the use of computer
CO4	Demonstate the competence skills in computer
CO5	Analysze the content of teaching of Computer Science

Course Content

SECTION-A

1. Algorithm, flowchart, elements of 'C' programming with simple illustrations.
2. Elements of database and its applications, Introduction to cloud computing.
3. Network of Computers: Network, Types of network, Categories of network.
4. World Wide Web - browsing and search engines,
5. Internet – Meaning – Working Principle – Types – LAN – Wi-Fi – Uses;
6. E-mail – Meaning & its working;
7. Web Design – Meaning & its Creation – HTML – Meaning & Importance.
8. Multimedia applications, Fundamentals of mobile computing.

SECTION-B

1. Text Books – Qualities of good computer science textbook
2. role of text book in teaching computer science
3. Criteria for evaluation of computer science textbook.
4. Computer Science Library – Meaning, organization and importance.
5. Computer Science Lab – Need for planning the computer laboratory
6. special features of computer laboratory
7. Essential infrastructure – laboratory management & maintenance of records

SECTION-C

1. Computer Science Club-Meaning, Objectives, Organization, activities & importance
2. Computer Science Quiz, Computer Science Exhibition, Science Fair, Objectives-Organization & Importance;
3. Quality Improvement: Programs for Quality improvement in teaching Computer Science; Role of Seminars, Workshops and Projects in Quality Improvement;
4. Professional Competencies of Computer Science Teacher.

SECTION-D

1. Concept of unit test, construction of unit test, weight ages to the components of unit test,
2. designing three-dimensional chart/blueprint,
3. construction of items, format of unit test
4. Question paper, IOTAQB – meaning, development and importance.
5. E-evaluation – meaning and procedure.

SESSIONAL WORK

- I. Preparation of Quiz programme Using Flashfiles.
or
- II. Preparation of Few cover pages for Magazines, Books etc. or
- III. Preparation of e-magazines and e-books using open source software's.
- IV. Multimedia presentation (Minimum of 20 slides)

SUGGESTED READINGS

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

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO 2	PO 3	PO 4	PO 5	PO6	PO7	PO8	PO9	PO1 0	PSO1	PSO2	PSO3
CO1	2	2	3	2	1	2	2	1	2	2	2	2	2
CO2	2	2	1	2	3	2	2	1	2	1	2	2	2
CO3	2	2	1	-	2	1	1	1	2	2	2	-	1
CO4	2	2	1	2	1	2	-	2	-	2	2	2	1
CO5	2	-	2	1	2	2	1	2	2	3	2	1	1
Average	2	1.8	1.6	1.6	1.8	1.8	1.4	1.4	1.8	2	2	1.6	1.4

The correlation levels are: "1" – Low Correlation, "2" – Medium Correlation, "3" – High Correlation and "-" indicates there is no correlation.



Course Name: Teaching of Agriculture (Elective Course)

Course Code: 402221

Semester: 2nd

L T P

Credits

3 0 0

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Develop teaching skills to teach concepts of Agriculture
CO2	Use basic methods and techniques at different levels.
CO3	Participate in development of Agriculture plan
CO4	Organize Agriculture Farm and Laboratory.
CO5	Develop work ethics as important components in agriculture and knowledge of different types of crops.

Course Content

SECTION-A

1. Principles of curriculum construction in Agriculture.
2. Critical study of the existing School Agriculture Curriculum of Secondary Classes.
3. Kitchen gardening as a part of curriculum.

SECTION-B

1. Text Book in Agriculture – Its Need, Importance and Qualities, Reference Books and Agriculture Journals.
2. Agriculture Farm and Laboratory.

SECTION-C

1. Agriculture Teacher and his professional growth.
2. Importance of Practical work in Agriculture, Organization of Agriculture Club and Agriculture fair in the school.
3. Evaluation – Importance, different types of tests for theory and practicals.

SECTION-D

1. Plant Life: Root, Stem, Leaf, Flower, Seed, their Structure and Functions.
2. Weeds and Weed control.

Internal Practical:

- Prepare and maintain a kitchen garden or a seasonal flower bed.

SUGGESTED READING

- Warnick, B. K., Thompson, G. W., & Tarpley, R. S. (2010). *Characteristics of beginning agriculture teachers and their commitment to teaching*. Journal of Agricultural Education, 51(2), 59.
- Ison, R. L. (1990). *Teaching threatens sustainable agriculture*. Sustainable Agriculture Programme of the International Institute for Environment and Development.
- Hammonds, C. (1950). *Teaching agriculture* (Vol. 70, No. 2, p. 169). LWW.

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	2	2	2	1	2	2	-	2	2	2	2	2
CO2	2	2	1	2	2	2	2	2	2	1	2	2	2
CO3	1	2	-	1	1	1	1	1	2	2	2	-	1
CO4	2	1	2	2	1	2	1	2	2	2	2	2	1
CO5	2	2	2	1	2	2	2	2	2	2	2	1	2
CO6	1	1	-	1	2	1	1	1	2	2	-	2	1
Average	1.7	1.7	1.5	1.5	1.5	1.7	1.5	1.5	2.0	1.8	1.8	1.7	1.5

The correlation levels are: "1" – Low Correlation, "2" – Medium Correlation, "3" – High Correlation and "-" indicates there is no correlation.

Course Name: Teaching of Music (Elective Course)

Course Code: 402222

Semester: 2nd

Credits:-3

L T P

3 0 0

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Develop Teaching skills in students for teaching of music in classroom.
CO2	Conduct cultural programs and further enhance interest in teaching.
CO3	Explain the various ragas of Indian Music.
CO4	Get Knowledge of Notation & Rhythm.
CO5	Develop the skill to play musical instruments as a professional.

Course Content

SECTION-A

1. Instruments for learning of music- variety, simple introduction of instruments.
2. Knowledge of Notation & Rhythm
3. Settings of Music Room (Vocal and Instrumental)

SECTION-B

1. Music & Folk Music
2. The effect of music on behavior, activity & Fatigue

SECTION-C

1. Knowledge of swaras, division of swaras in measures of shruti.
2. Qualities of a Music Teacher - Singer, Vada, Vadyakar

SECTION-D

1. Description of following Ragas - Malkauns, Bhairav, Yaman, Bhupali.
2. Notation of fast khayal/Rajakhani gat of the following Ragas : Malkauns, Bhairvi, Bhairav, Yaman & Bhupali

Internal Practical/SESSIONAL WORK

- Demonstration of any two musical skills by the candidate.
- Prepare a group of students for a musical show/ cultural activity.

SUGGESTED READINGS

- Khanna, Jyoti (2012). Sangeet Adhyapan. Ludhiana: Tandon Publications.
- Narasimhan, S. (1999). Kamaladevi Chattopadhyay: The Romantic Rebel. Sterling Publishers Pvt. Ltd.
- Raja, D. S. (2021). Hindustani Music Today. DK Printworld (P) Ltd.
- Sambamoorthy, P. (1955). Teaching of Music, IMPM, Karnataka.
- Khanna, J. (2020). Teaching of Music. Tandon Publications: Ludhiana
- Jain, M. (2018). Pedagogy of Music. Vijay Publications, Ludhiana

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	1	1	2	2	1	2	2	1	2	2	-	2	2
CO2	2	1	2	1	2	2	2	2	2	2	2	2	2
CO3	1	2	1	1	1	-	1	1	2	2	1	1	1
CO4	2	-	2	2	1	2	1	2	2	1	2	2	-
CO5	2	2	1	1	2	2	2	2	1	2	1	1	2
Average	1.6	1.4	1.6	1.4	1.4	1.8	1.6	1.6	1.8	1.8	1.4	1.6	1.6

The correlation levels are: "1" – Low Correlation, "2" – Medium Correlation, "3" – High Correlation and "-" indicates there is no correlation.



Course Name: Teaching of Life Science (Elective Course)

Course Code: 402223

Semester: 2nd

Credits:-3

L T P

3 0 0

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Select and use appropriate learning resources in Life Science.
CO2	Organize co-curricular activities related to Science
CO3	Organize practical work and improvise Life Science apparatus
CO4	Construct appropriate assessment tools for evaluating learning of life science.
CO5	Examine different pedagogical issues in learning Life Sciences

Course Content

SECTION-A

1. Learning resources in Life Science: Text books, reference books, journals-resources and community resources.
2. Learning Beyond the classrooms: Importance, planning and organising co-curricular activities – Science clubs, science fair, Excursions and field visits.
3. Life Science curriculum: rationale and value, analysis of text books and biology syllabus of NCERT/PSEB at Secondary and Senior Secondary stage.

SECTION-B

1. Setting up Biology Laboratory at Senior Secondary Stage. Selection, purchase and maintenance of apparatus and equipment in it, First aid in laboratory.
2. Development of life science kits, improvising apparatus and low cost experiments in Life Science, Exploring alternatives.
3. Organization and evaluation of practical work in life science.

SECTION-C

1. Performance based assessment: concept, development of indicators, assessment of (learners record, field diary, oral presentation, portfolio, participation in collaborative learning.
2. Construction of unit test, design and blueprint, item construction and marking scheme, administration of test.
3. Continuous and comprehensive evaluation, concept and process.

SECTION-D

1. Pedagogical analysis of following topics in Life Science- Animal Cell and plant cell, balanced diet, environmental pollution.
2. Effect of population and human growth on environment
3. Human Circulatory system



INTERNAL PRACTICAL (Any Two)

- a) Study of community resource in life science and prepare the report on any one (Zoo, Sea Shore Life, Botanical Garden, Zoological garden, Science Park, Science Centre, National laboratory, etc).
- b) Construction of any two improvised apparatus.
- c) Preparation of herbarium of medicinal plants.(any 10)

SUGGESTED READINGS

- Bhandula, N. (1989). *Teaching of Science*. Ludhiana: Parkash Brothers.
- Kohli, V.K. (2006). *How to Teach Science*. Ambala: Vivek Pub. 2006.
- Mangal, S.K. (1997). *Teaching of Science*. New Delhi: Arya Book Depot
- Sharma, R.C. (1998). *Modern Science Teaching*. New Delhi: Dhanpat Rai Pub. Co.
- Siddiqui, N.H. and Siddiqui, M.N. (1983). *Teaching of Science Today and Tomorrow*. Delhi: Doaba House.
- Soni, Anju (2000). *Teaching of Science*. Ludhiana: Tandon Publications.

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	1	2	1	2	2	2	1	2	1	1	1	2	-
CO2	2	2	2	2	2	2	2	2	1	2	2	2	2
CO3	1	2	2	1	1	-	2	1	1	1	1	2	2
CO4	1	2	-	2	2	1	2	2	2	2	2	2	2
CO5	1	1	2	3	1	1	2	1	-	2	2	2	2
Average	1.2	1.8	1.6	2	1.6	1.4	1.8	1.6	1.2	1.6	1.6	2	1.8

The correlation levels are: "1" – Low Correlation, "2" – Medium Correlation, "3" – High Correlation and "-" indicates there is no correlation.

Course Name: Teaching of Sociology (Elective Course)

Course Code: 402224

Semester: 2nd

Credits:-3

L T P

3 0 0

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Develop the understanding and Knowledge among learners concerning curriculum organization of sociology
CO2	Understand the approaches of curriculum of sociology.
CO3	Acquaint the pupil-teachers with recent trends in sociology
CO4	Develop national and international understanding in teaching of Sociology
CO5	Develop proper understanding of different techniques of evaluation.

Course Content

SECTION-A

1. Principle for the construction and thematic organization of sociology curriculum.
2. Approaches of organization of Sociology curriculum.
(a) Unit (b) Concentric (c) Topical
3. Critical analysis of Sociology syllabus at the Senior Secondary Stage.

SECTION-B

1. Brief Contributions of Social Thinkers: Max Weber, Karl Marx, Jean Jacques Rousseau
2. Teacher of Sociology – Importance, qualities and competence.
3. Sociology room – Importance, equipments.

SECTION-C

1. Recent trends in teaching of Sociology international understanding.
2. Role of Sociology in developing national integration and internationalism.
3. Concept, importance & types of Evaluation of Sociology Purpose of evaluation in Sociology, Formative and summative evaluation, their silent features, remedial teaching.

SECTION-D

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

Internal practical

1. Preparing blue-print and writing objective based test items.
2. Prepare a project report on a Western Thinker

SUGGESTED READINGS:

- Bottomors, T.B. (1975). Introduction to Sociology. Bombay: Blackie and Sons.
- Dharma, R.N. (2001). Samajshastra Ka Sidhant. New Delhi: Atlantic Publishers.
- Giddens, Anthony (2001). Sociology: A Textbook for the Nineties. London: Polity.
- Jha, Jainendra Kumar (Ed.) (2001). Encyclopaedia of Teaching of Sociology. Institute for Sustainable Development.
- Rao, Shankar, C.N. (2005). Sociology- Primary Principles. New Delhi: S.C. Chand and Company Ltd.
- Shaida, B.D. (1962). Teaching of Political Science. Jalandhar: Panjab Kitab Ghar, 1962.

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	1	2	1	2	1	1	2	1	1	2	2	2
CO2	2	2	-	1	1	2	1	2	2	2	2	1	-
CO3	2	2	1	1	2	2	1	2	-	1	2	2	2
CO4	3	2	1	2	1	3	2	2	1	2	2	2	1
CO5	2	1	2	3	-	3	2	3	1	2	2	2	1
CO6	2	2	2	3	1	2	1	2	1	2	-	2	1
Average	2.2	1.7	1.5	1.8	1.3	2.2	1.3	2.2	1.2	1.7	1.8	1.8	1.3

The correlation levels are: "1" – Low Correlation, "2" – Medium Correlation, "3" – High Correlation and "-" indicates there is no correlation.

Course Name: Teaching of Public Administration (Elective Course)

Course Code: 402225

Semester: 2nd

Credits:-3

L T P

3 0 0

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Develop ability to organize curriculum of Public Administration.
CO2	Develop the skills to understand school and learning climate
CO3	Examine the recent trends in Public Administration.
CO4	Develop skills to teach Public Administration
CO5	Develop proper understanding of modern concepts and tools of evaluation.

Course Content

SECTION-A

- Principles of constructing curriculum of public administration.
- Approaches of organization of public administration curriculum.
 - Unit
 - Concentric
 - Topical
- Role of public administration in developing national integration and internationalism.

SECTION-B

- Text-books; importance and qualities, supplementary material.
- Public administration Room—Importance, equipment.
- Teaching aids: Meaning, importance and types. Use of chalk board, charts, pictures,

OHP, TV, films, computer radio, maps, globes, graphs.

4. Edgar Dale’s Cone of learning experiences.

SECTION-C

1. Critical analysis of public administration syllabus at the senior secondary stage.
2. Teacher of public Administration—Importance, qualities and competence.
3. Evaluation- Types of test items and development of achievement test in Public Administration.

SECTION-D

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

INTERNAL PRACTICAL

Critical analysis of present state of public administration in india-views, reviews and latest trends

SUGGESTED READINGS:

- S.L., Narasimhan, S. (1999). *Kamaladevi Chattopadhyay: The Romantic Rebel*. Sterling Publishers Pvt. Ltd.
- M., Public Administration. New Delhi: Tata Mcgraw Hills. Maheswari, S.R., *Public Administration*. Agra: Laxmi Narayan Aggrawal.
- Sapru, R.K. (2001). *Indian Administration*. Ludhiana: Kalyani Publisher
- Syed, M.H. (2004). *Modern Teaching of Civics/Political Science*. New Delhi: Anmol Publications Pvt. Ltd.

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	1	2	1	2	1	1	2	2	1	2	3	2
CO2	1	1	2	1	2	2	-	2	1	2	2	1	2
CO3	2	-	1	2	1	2	2	1	2	1	1	3	-
CO4	3	2	3	2	1	3	2	2	2	2	2	3	2
CO5	1	1	2	3	1	3	3	3	1	2	2	2	3
Average	1.8	1.2	2.0	1.8	1.4	2.2	1.8	2.0	1.6	1.6	1.8	2.4	2.0

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation.



Course Name: Teaching of Physical Science (Elective Course)

Course Code: 402226

Semester: 2nd

Credits:-3

L T P

3 0 0

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Write unit plans and lesson plans for effective teaching in Physical Science.
CO2	Select and use appropriate learning resources in Physical Science.
CO3	Develop skills to teach Physical Science
CO4	Organize practical work and improvise Physical Science apparatus
CO5	Prepare as well as select suitable instructional aids in teaching Physical Science

Course Content

SECTION-A

1. Learning resources in Physical Science- Text books, reference books, journals, e-resources and community resources.
2. Learning Beyond the classrooms- Importance, planning and organising co-curricular activities – Science clubs, science museum, science fair, Excursions.
3. Practical work in physical science- Need, importance and organization.

SECTION-B

1. Designing laboratories of Physics and Chemistry- White House plan, need and importance of laboratory for teachers and students.
2. Selection, purchase and maintenance of apparatus and equipment in laboratory, First aid in laboratory.
3. Development of science kits, improvising apparatus and low cost experiments in Physical Science.

SECTION-C

1. Lesson planning and Unit planning in physical science –Meaning, importance, steps (Herbartian approach and Constructivist approach).
2. Instructional Aids: Meaning, importance, classification, principles of selection and use of Chalk Board, Charts, Models and ICT.
3. Physical Science teacher- professional competencies and professional development programmes, teacher as researcher and facilitator.

SECTION-D

1. Metals and non metals- Physical and chemical properties.
2. Gravitation - Concept and applications in daily life.
3. Electricity –Concept and applications in daily life.
4. Acids and Bases- Concept and importance.

INTERNAL PRACTICAL (Any Two)

- b) Preparation of any two lesson plans of Physics/Chemistry.
- c) Study of community resource in physical science and prepare thereport.
- d) Construction of any two improvised apparatus.

SUGGESTED READINGS

- Bhandula, N. (1989). Teaching of Science. Ludhiana: Parkash Brothers.
- Das, R.C. (1992). Science Teaching in School. New Delhi: Sterling Publishing.
- Gupta, V.K. (1995). Teaching and Learning of Science and Technology, Delhi, Vikas Publishing House.
- Kalra, R.M. (2010). Science Education for Teacher Trainees, New Delhi, PHI Learning.
- Kohli, V.K. (2006). How to Teach Science. Ambala: Vivek Pub. 2006.
- Mangal, S.K. (1997). Teaching of Science. New Delhi: Arya Book Depot: NCERT
- Mangal, S.K. (2009). Teaching of Science in Secondary Schools, New Delhi: NCERT.
- Mohan, Radha (2007). Innovative Physical Science Teaching Method, P.H.I., New Delhi.
- Richardson, J.S and Caboon, G.P. (2005). Method and Material for Teaching General and Physical Science, McGraw Hill Book Co. Inc., New York.
- Sharma, R.C. (1998). Modern Science Teaching. New Delhi: Dhanpat Rai Pub. Co.
- Siddiqui, N.H. and Siddiqui, M.N. (1983). Teaching of Science Today and Tomorrow. Delhi: Doaba House.

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO 2	PO 3	PO 4	PO 5	PO6	PO7	PO8	PO9	PO1 0	PSO1	PSO2	PSO3
CO1	1	2	2	1	1	2	1	-	1	2	2	3	1
CO2	2	2	1	1	2	1	2	1	1	1	2	2	1
CO3	1	2	2	2	-	2	1	1	1	1	2	1	2
CO4	1	2	-	1	1	1	1	2	2	2	2	3	1
CO5	1	1	2	2	1	1	1	1	1	2	1	3	2
Average	1.2	1.8	1.6	1.4	1.2	1.4	1.2	1.2	1.2	1.6	1.8	2.4	1.4

The correlation levels are: "1" – Low Correlation, "2" – Medium Correlation, "3" – High Correlation and "-" indicates there is no correlation.



Course Name: School Internship Programme

Course Code: 402301

Semester: 3rd

L T P

Credits:12

0 0 0

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Develop conceptual understanding about teaching and learning inschool environment and Understand the learner, learning behavior and learning situations
CO2	Develop professional skills among learners
CO3	Validate the theoretical understanding developed through various foundation and pedagogical courses and school environment.
CO4	Sensitize the student teachers towards the prevailing formal school settings and to observe them meaningfully in order to acclimatize themselves for their future role as educators
CO5	Design the meaningful learning sequences to educate the different levels of learning and plan the lessons to create the situations according to the level of the learning
CO6	Expend the teacher’s practical skills in the process of teaching and learning and arrange the resources to create conducive learning
CO7	Formulate the co-curricular and extra -curricular activities in the school to provide support to curriculum

Course Content

Internship will be conducted in 3 phases:

- a) **Pre-Internship- for 1 month** (further divided into 2 parts i.e. 2 weeks in semester 1(25 marks) and 2 weeks in semester 2 (25marks))
- b) **School Internship – for 15 weeks** (total 250 marks) which includes core area to be assessed by concerned school out of 50 marks, 200 marks of teaching practice will be further divided into 2 pedagogical subjects i.e. 100 each. (50 external + 50 internal ineach subject).
- c) **Post internship- for 1week**
Final examination in practice teaching (in actual school setting by external and internal examiners). *The examination will be conducted in a flexible manner in the last two weeks of internship jointly by the qualified senior school staff members (external examiner) and teacher educators (internal examiners). Principal of the college of education will act as co-ordinator for the exams.*

COURSE DETAILS

a) **Pre-Internship-** for 1 month (further divided into 2 parts i.e. 2 weeks in semester 1 (25 marks) and 2 weeks in semester 2 (25marks).

- I. Observation of the real classroom situations (minimum of 2 schools in a rural/urban, private/govt. secondaryschool affiliated to PSEB/CBSE/ICSE etc.) and the whole school environment. Before teaching in the classroom the student teacher will observe a regular classroom in the school for a week, to understand the school in totality, its philosophy and aims, organization and management, need of children curriculum and its transaction, assessment of teaching and learning.
- II. Peer group discussion.
- III. Preparing the feedback and suggestion based on the observation of the real classroom situation and the whole school environment.
- IV. Sample demonstration/viewing different classroom situation.
- V. Visit to innovative centres of pedagogy and learning, educational resource centres
- VI. Input from teacher educators
- VII. Context analysis and reflection.

b) **Internship – for 15 weeks**

Total =250 marks, which includes core area to be assessed by concerned school out of 50 marks, 200 marks will be further divided into 2 pedagogical subjects i.e. 100 each.--- 50 external + 50 internal in each subject)

- I. During internship a student teacher shall work as a regular teacher and participate in all the school activities, scholastic, including planning, teaching and assessment, interacting with school teachers, community members, parents and children.
- II. The student teacher will be attached to a school for 1 week to observe a regular classroom with a regular teacher.
- III. Reflective journals and reports to be maintained during the internship period (a minimum of 80 classes)

c) **Post internship- for 1 week**

It involves the following activities

- I. Writing reflective journals or reports on the whole school internship programme of 20 weeks
- II. Extended discussion among the student-teachers.
- III. Presentation by student-teachers on different aspects of the teaching experiences after the internship.

d) **Final examination in practice teaching (in actual school setting by external and internal examiners). Note: - The examination will be conducted in flexible manner in the last two weeks of internship jointly by the qualified school staff and teacher educators.**

1. School Internship Programme:

- I. School Observation File:
- II. Teaching Practice File:
- III. Actual teaching performance:



- IV. Action research report:
- V. Timetable and attendance record:
- VI. Practicals related to B.Ed. Curriculum.
- VII. Observation of school children in classroom as well as out of classroom, during all school activities:
- VIII. Report on Morning assembly and Co-curricular activities
- IX. Reflections on School Internship programme:
- X. Workshop on teaching learning material.
- XI. Development of audio visual aids.
- XII. Use of school library and conducting labwork.
- XIII. Observing important occasions and celebrating important national days with school children.
- XIV. To learn evaluative techniques, developing question paper, marking papers, helping in preparing results and assigning grades.
- XV. Learning to maintain school records and registers.
- XVI. To gain total experience as a teacher in the school.

(B) School Internship Programme (Practice Phase)

Duration: 15 Weeks

Teaching practice:

The school teaching practice period can be divided into two blocks. Internship may be arranged in two blocks in such a way that teaching in one school at a particular level (for example elementary or senior secondary) during one block, is followed by the teaching in another school or the same school at another level during the second block.

1. Initiatory School Experiences:

During first week at practice teaching school, Pupil teachers will perform following activities:

1. Observation of lessons of school teachers in concerned teaching subjects.
2. School curriculum-subject-wise

2. Teaching Practice activities:

Preparation of School Observation file:

- i) Philosophy of the school
- ii) Vision/ aims/Objectives of the school.
- iii) Organization and management,
- iv) Fee and funds, staff salary scales/grades+ allowances, leave rules, Service rules, joining reports, relieving slip etc.
- v) School Plant- detailed account of Infrastructural, Instructional and Human resources.
- vi) SWOC analysis of the school.

3. Details of Teaching Practice file:

- (i) 80 lesson plans (Spread over 15 weeks), in elementary (upper Primary) level classes / & secondary classes in each subject during internship performance. Discussion lessons in each teaching subject will be conducted after every two weeks.
- (ii) Distribution of 80 Unit/Lesson plans in each subject will be as under:



1. Detailed Unit/Lesson Plans:40
2. Diary format Unit/Lesson Plans:20
3. ICT Based Unit/lesson Plans: 12
4. Test based Unit/lesson plan(by preparing blue print):4
5. Teaching models based Unit/lesson plans:4

Total 80+80=160 Unit/lesson Plans in both the pedagogical subjects.

Observation of Peer lessons: 40;

Observation of lessons by school teachers: 20

(C) EVALUATION PROGRAMME: (Post PracticePhase)

1. Internal Assessment in each pedagogy subject based on total reflections and involvement in School internship Programme. (50+50=100marks)
2. External Assessment: Final Skill-in-Teaching Examination in each subject.(50+50=100)

Written unit/lessonplan	10marks
Presentation /contentdelivery	20marks
Teacher Traits & classroom behaviour	10marks
Teaching aids/models/ICTused	10marks
Total	50 marks

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO1	PO 4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	2	1	1	2	1	2	-	2	1	1	2	2
CO2	1	2	2	2	1	2	1	2	2	1	2	1	-
CO3	2	2	1	2	2	1	1	2	1	1	2	1	2
CO4	2	1	2	-	2	1	2	1	1	1	-	2	2
CO5	1	2	2	2	1	2	2	2	-	1	1	1	1
CO6	-	1	1	1	1	2	2	1	2	2	2	2	1
CO7	1	2	1	1	2	2	1	1	3	2	1	2	2
Average	1.4	1.7	1.4	1.4	1.6	1.6	1.6	1.4	1.7	1.3	1.4	1.6	1.6

The correlation levels are: "1" – Low Correlation, "2" – Medium Correlation, "3" – High Correlation and "-" indicates there is no correlation.



Course Name: Engagement with Community

Course Code: 402302

Semester: 3rd

L T P

Credits:03

0 0 0

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Sensitized to various social problems, issues and ideas where they can contribute in a Meaningful way.
CO2	Create an environment to develop work culture based on mutual work through co-operation and team spirit
CO3	Develop a deep faith in dignity of labour that enhance the active involvement in social Activities
CO4	Devise the aesthetic, creative and innovative skills
CO5	Develop the skills for preservance, promotion and transmission of cultural values & heritage.
CO6	Develop an ability to cater to diverse needs of learners in schools

Course Content

Objectives

To enable the student teachers to:

1. Be sensitized to various social problems, issues and ideas where they can contribute in a meaningful way.
2. Create an environment of work culture based on mutual work, co-operation and team work.
3. Develop a deep faith in dignity of labour and life of active social involvement.
4. Develop aesthetic, creative and innovative abilities.
5. Work for the preservance, promotion and spread of cultural values & cultural heritage.

(A) Syllabus

Cleanliness and beautification of surroundings; Participation in NSS/NCC Activities of Working in social service centres like old age home, hospitals, institutions for blind, orphan houses, any other social service centre of NGO's / GO's; Helping the needy- Donating Blood/Organ Donation Awareness camps/Literacy camps/HIV awareness camps/health and hygiene awareness camps; Tree plantation or growing of ornamental plants; Identification of needy women and providing help; coaching to needy students; guidance and counseling to older people and needy children



Project report-

The students will maintain a project report on activities performed during community service.

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO1	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	1	2	1	2	-	3	2	1	2	2	1	2
CO2	-	2	1	2	2	1	1	1	2	1	1	1	2
CO3	2	2	1	2	1	2	2	1	1	-	1	1	-
CO4	2	2	-	1	2	1	1	2	2	1	2	1	2
CO5	1	2	2	2	2	1	1	2	1	2	1	2	2
CO6	2	3	1	2	1	2	2	1	2	2	-	2	1
Average	1.7	2.0	1.3	1.7	1.7	1.3	1.7	1.5	1.5	1.5	1.3	1.3	1.7

The correlation levels are: "1" – Low Correlation, "2" – Medium Correlation, "3" – High Correlation and "-" indicates there is no correlation.

Course Name: Knowledge and Curriculum

Course Code: 402401

Semester: 4th

L T P

Credits:05

5 0 0

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Develop an understanding of education as an agenda for the nation and state and its policy visions and efforts in evolving a national system of education.
CO2	Understand the concept of modernization, multiculturalism, nationalism, universalism and secularism in curriculum.
CO3	Analyze the hidden curriculum and various frames of curriculum.
CO4	Analyze the structure of knowledge as reflected in disciplinary streams and Courses
CO5	Develop the skills to construct curriculum

Course content

SECTION-A

1. Knowledge –Concept, nature and sources of Knowledge, Role of Teacher and Student in Construction of Knowledge.
2. Distinction between Knowledge and skills, Knowledge and Information, Teaching and Training, Reason and Belief.
3. Facets of Knowledge: What are the different facets of knowledge and relationship, such as: local and universal? concrete and abstract? theoretical and practical? contextual and textual? school and out of school?
4. Concept of Modernization, Multiculturalism and Democratic Education.



SECTION-B

1. Education for nationalism, universalism and secularism
2. Autonomy of teachers and learners – concept and barriers.
3. Education and values – concept, types of values, sources of values, erosion of values, ways and means of inculcation of values.
4. National values as enshrined in the constitution of India

SECTION-C

5. Curriculum – meaning, objectives and components.
6. Determinants of Curriculum-Philosophical, sociological, psychological and ideological.
7. Relevance of curriculum, principles of curriculum construction. Meaning and concerns of ‘Hidden Curriculum’
8. Curriculum visualized at different levels – National level, State level, School level and Classroom level.

SECTION-D

4. Approaches to curriculum development – subject centered, learner centered and community centered.
5. Operationalizing Curriculum into learning situations, teachers’ role in generating dynamic curriculum experiences through- flexible interpretation of curricular aims, contextualization of learning and varied learning experiences.
6. Relationship between power, Ideology and the curriculum.

SESSIONAL WORK

Critical analysis of any one of the following:

- a) National Curriculum Framework for School Education(NCFSE-2005).
- b) National Curriculum Framework for Teacher Education(NCFTE-2009).

Educational thoughts of any two of the following selecting at least one each from a and b

- a) Rabinder Nath Tagore, M.K.Gandhi ji, J.Krishnamurthy.
- b) John Dewey, Paulo Freire.

SUGGESTED READINGS

- Butchvarov, P.(1970). *The Concept of Knowledge*, Evanston, Illinois: North Western University Press.
- Chaudhary, K. (2008). *A Handbook of Philosophy of Education*, New Delhi: Mahamaya Publishing House.
- Dearden, R.F. (1984). *Theory and Practice in Education*, Routledge K Kegan & Paul.
- Edgerton, S.H. (1997). *Translating the curriculum: Multiculturalism into the cultural studies*. Routledge Pub.
- Rani, S., & Siddiqui, M. A. (2015). *A Study of Home Environment, Academic Achievement and Teaching Aptitude on Training Success of Pre-Service Elementary Teachers of India*. *Journal of Education and Practice*, 6(28), 91-96..
- National Council of Educational Research, & Training (India). (2005). *National curriculum framework 2005*. National Council of Educational Research and Training.
- Mondal, A., Saha, A., and Baidya, M. N. (2015). National curriculum framework for teacher education, 2009: A review of its perspectives and relevanceness. *International Journal of Applied Research*, 1(9), 776-778.

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO 2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO1 0	PSO1	PSO2	PSO3
CO1	2	2	2	1	2	1	2	1	2	-	2	1	2
CO2	1	1	2	-	1	3	2	1	1	2	1	1	1
CO3	2	-	2	1	2	2	1	2	2	2	2	-	2
CO4	1	2	2	3	2	-	1	1	2	1	1	2	2
CO5	2	2	1	3	1	2	1	1	2	-	2	2	-
Average	1.6	1.6	1.8	1.8	1.6	1.8	1.4	1.2	1.8	1.4	1.6	1.4	1.6

The correlation levels are: "1" – Low Correlation, "2" – Medium Correlation, "3" – High Correlation and "-" indicates there is no correlation.

Course Name: Gender, School and Society

Course Code: 402402

Semester: 4th

L T P

Credits:03

3 0 0

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Develop the basic understanding of gender issues and studies.
CO2	Develop the problem solving ability and understanding to various physical and mental abuses in school and society
CO1	Discuss the strategies and skills to remove gender inequality in school and society.
CO4	Understand Role of education in gender sensitization
CO5	Develop the potential for perspective building located in the Indian socio-cultural context.

Course Content

SECTION-A

1. Conceptual foundations : Sex and Gender, Gender Equality, Gender Bias, Gender Stereotype and Empowerment.
2. Gender issues in contemporary India – Nature, constitutional provisions and policies.

SECTION-B

1. Gender bias in Schooling and in text books, curricular choices and the hidden curriculum (teacher attitudes, classroom interaction and peer culture)
2. Role of education in gender sensitization – Identifying education as a catalyst agent for gender equality.

SECTION-C

1. Linkages and differences between reproductive rights and sexual rights, Redressal of sexual harassment and abuse.
2. Perspective of society towards gender inequality – Nature, causes and Remedies.

SECTION-D

1. Awareness towards gender issues – family and society as an agent.
2. Role of media (print and electronic) in social construction of gender.

SESSIONAL WORK

Any one from the following:

- 1) Case study of interactions in school education; reflections from the field and strategies for change.
- 2) Preparing analytical report on gender issues in print and electronic media.
- 3) Debate on how the teacher trainees perceive role model in their own lives.

SUGGESTED READINGS

- Ramachandran, Vimala. (2004). *Gender and Social Equity in Education: Hierarchies of Access*. New Delhi: Sage.
- UNESCO. (2004). *EFA Global Monitoring Report: Education for All: The Quality Imperative*.
- UNESCO. (2003). *EFA Global Monitoring Report: Gender and Education for All: The Leap to equality*.
- Ramachandran, Vimala (2009). *Mid Decade Assessment towards Gender Equality in Education*. Project Report, Published by NUEPA, 17- B, Sri Aurobindo Marg, New Delhi – 110016
- NCERT (National Council of Educational Research and Training). (2006). *Gender issues in Education*. National Focus Group, Position Paper New Delhi, NCERT.
- Bandyopadhyay, Madhumita and Subrahmanian, Ramya (2008). *Gender Equity in Education: A Review of Trends and Factors*. Project Report. Consortium for Research on Educational Access, Transitions and Equity (CREATE), Falmer, UK.
- *United Nations Girls' Education Initiative (UNGEI)*, New York, (2012). *Gender Analysis in Education: A Conceptual Overview*. Available at <http://www.ungei.org>
- Manjrekar, N. (2003). *Contemporary Challenges to Women's Education: Towards an Elusive Goal? Economic and Political Weekly*, 4577-4582.

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO1	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	1	3	2	1	1	2	1	1	2	1	2	2	2
CO2	2	1	2	3	1	1	2	-	1	2	1	2	1
CO3	2	-	1	1	2	2	2	2	2	2	2	-	2
CO4	2	1	2	2	2	1	2	1	2	1	1	1	2
CO5	1	2	1	2	2	1	2	2	1	2	1	2	1
Average	1.6	1.6	1.6	1.8	1.6	1.4	1.8	1.4	1.6	1.6	1.4	1.6	1.6

The correlation levels are: "1" – Low Correlation, "2" – Medium Correlation, "3" – High Correlation and "-" indicates there is no correlation.

Course Name: Vocational and Work Education

Course Code: A402403

Semester: 4th

L T P

Credits:03

3 0 0

Course Outcomes: On successful completion of the course, the students will able to:

CO	Statement
CO1	Discuss the productive activity in the community
CO2	Elaborate the process of planning & productive work
CO3	Enhance skills for greater productive efficacy as well as Devise innovative methods and materials
CO4	Develop a broad repertoire of perspectives, professional capacities, teacherdispositions, sensibilities and skills.
CO5	Develop an understanding about the policies and programs developed bygovernment for employment opportunities

Course Content

SECTION-A

1. Vocational Education and Vocationalization of Education-Concept, Objectives and Scope; Work ethics
2. Vocationalization of Education/Vocational Education in Basic Education Scheme (1937),
(Secondary Education Commission (1952), Education Commission (1964-66),

SECTION-B

1. National Policy of Education (1986),
2. National Knowledge Commission (2005),
3. National Curriculum Framework (2005).
4. National Education Policy- Draft (2019)

SECTION-C

1. National Skill Development Mission of India
2. Skill Development viz-a-viz Employability, Employment and Entrepreneurship.
3. Vocational Education and National Development: Social and Economic

SECTION-D

1. Evaluation of Vocational Education at Secondary stage.
2. National Skill Qualification Framework (NSQF): Objectives, standards, curriculum at different levels.

SESSIONAL WORK

1. Participation and reporting in Community Service/ NSS Camp, Literacy Campaign and Plantation Drive.
2. Visit to any Entrepreneur activity: – self-help group/agriculture or allied activity etc. Or Survey of local population w.r.t. availability of various vocations/ career options in the area

SUGGESTED READINGS

- World Bank (2007). *Skill Development in India: Vocational education and training*. Washington, DC.
- Scheme of Vocationalisation of Secondary Education (1988). New Delhi: MHRD Punjab School Education Board (2005). Syllabi of vocational stream, Mohali: PSEB.
- Ghosh, S.C. (2009). *The History of Education in Modern India*. New Delhi: Blackswam.
- NCERT.(2005). *National Curriculum Framework*. NCERT.

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO1	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	2	3	2	2	2	2	1	2	1	2	2	2
CO2	-	2	1	3	1	1	1	2	1	2	1	2	-
CO3	2	1	2	1	3	1	2	1	2	2	-	2	2
CO4	2	2	1	1	2	-	2	2	2	2	2	1	2
CO5	1	1	2	2	2	1	1	1	3	1	2	1	1
Average	1.6	1.6	1.8	1.8	2	1.2	1.6	1.4	2	1.6	1.6	1.6	1.6

The correlation levels are: "1" – Low Correlation, "2" – Medium Correlation, "3" – High Correlation and "-" indicates there is no correlation.



Course Name: Creating Inclusive Schools

Course Code: A402404

Semester: 4th

L T P

Credits:03

3 0 0

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Understand concept, meaning and significance of inclusive education
CO2	Appreciate the need for promoting inclusive practice and roles and responsibilities of the teachers, parents, peers and community.
CO3	Develop critical understanding of the recommendations of various commissions and committees towards teacher preparation for inclusive education.
CO4	Understand the nature and needs of CWDN.
CO5	Identify and utilize existing resources to promote inclusive practice.
CO6	Organize IEP's i.e individualized educational programs.

Course Content

Introduction to Inclusive Education

SECTION-A

Introduction to Inclusive Education

1. Concept, importance and barriers of inclusive education.
2. Historical perspectives of inclusive education for children with diverse needs.
3. Difference between special education, integrated education and inclusive education.
4. Children with special needs- Concept, classification and difference between impairment, disability and handicap

SECTION-B

Legislative Frameworks and Programmes

1. National Policy on education 1986, 1992 regarding special Education
2. Rehabilitation Council of India Act (1992)
3. Persons with Disabilities Act (2016)
4. National Policy of Disabilities (2006),

SECTION-C

Nature and needs of Children with Diverse Needs (CWDN)

1. Learning disability -Concept, causes, screening & Classroom management strategies.
2. Mental Retardation -Concept, causes, screening & Classroom management strategies
3. Visual Impairment and Hearing Impairment -Concept, causes, screening & Classroom Management strategies
4. Locomotor Impairment & - Concept, causes, screening & Classroom management strategies

SECTION-D

Teacher Preparation and Inclusive Education

1. Individualized Education Programme for CWDN
2. Adaptations in instructional objectives, curriculum and co-curricular activities for meeting diverse needs of special children.
3. Role of parents, head masters and teachers in ensuring equal educational opportunities for these students.
4. Role of technology for inclusive education

Suggested Activities

- Preparation of a status report on education of any category of CWDN.
- Report on a visit to school practicing inclusion and identifying learning disabled students.
- Review of literature regarding disabled children's

SUGGESTED READINGS

- Bartlett, L. D., Weisenstein, G. R., and Etscheidt, S. L. (2002). Successful inclusion for educational leaders. Prentice Hall.
- Gartner, A. and Lipsky, D. D. (1997). Inclusion and School Reform Transferring America's Classrooms, Baltimore: P. H. Brookes Publishers.
- Giuliani, G. A. and Pierangelo, R. (2007). Understanding, Developing and Writing IEPs. Corwin press: Sage Publishers.
- Gore, M. C. (2004). Successful Inclusion Strategies for Secondary and Middle School Teachers, Corwin Press, Sage Publications.
- Hegarthy, S. and Alur, M. (2002). Education of Children with Special Needs: from Segregation to Inclusion, Corwin Press. Sage Publishers
- Karant, P. and Rozario, J. ((2003). Learning Disabilities in India. Sage Publications.
- Karten, T. J. (2007). More Inclusion Strategies that Work. Corwin Press, Sage Publications.
- King-Sears, M. (1994). Curriculum-Based Assessment in Special Education. California, Singular Publications.
- Lewis, R. B. and Doorlag, D. (1995). Teaching Special Students in the Mainstream. 4th Ed. New Jersey, Pearson
- Rayner, S. (2007). Managing Special and Inclusive Education, Sage Publications.
- Ryandak, D. L. and Alper, S. (1996). Curriculum content for Students with Moderate and Severe Disabilities in Inclusive Setting. Boston, Allyn and Bacon
- Sedlak, R. A. and Schloss, P. C. (1986). Instructional Methods for Students with Learning and Behaviour Problems. Allyn and Bacon
- Stow L. and Selfe, L. (1989). Understanding Children with Special Needs. London Unwin Hyman.
- Turnbull, A., Turnbull, R. Turnbull, M. Shank, D. L. (1995). Exceptional Lives: Special Education in Today's Schools. 2nd Ed. New Jersey Prentice-Hall. Inc.
- Vlachou D. A. (1997). Struggles for Inclusive Education: An ethnographic study. Philadelphia, OpenUnive
- Westwood P. (2006). Commonsense Methods for Children with Special Educational N

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO1	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	2	1	2	2	2	2	1	2	-	2	2	2
CO2	1	2	1	1	-	1	1	2	2	2	1	2	1
CO3	2	1	1	-	1	1	2	1	2	2	2	1	1
CO4	1	2	-	1	2	1	2	2	2	2	2	1	2
CO5	1	1	2	2	2	1	1	-	3	1	2	1	1
Average	1.4	1.6	1.2	1.4	1.6	1.2	1.6	1.4	2.2	1.6	1.8	1.4	1.4

The correlation levels are: "1" - Low Correlation, "2" - Medium Correlation, "3" - High Correlation and "-" indicates there is no correlation.

Course Name: Reading and Reflecting on Texts

Course Code: 402405

Semester: 4th

L T P

Credits:

3 0 0

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Develop the understanding about the ways of reading different texts.
CO2	Read and reflect on variety of texts in different ways.
CO3	Read available texts and literaturecritically in the chosen area.
CO4	Analyse advertisements on the basis of language
CO5	Develop reading skills after understanding reading techniques

Course Content

SECTION-A

1. Reading: Concept, Purpose and process
2. Types of Reading, Informative Reading, Critical Reading & Creative Reading.
3. Importance of Teaching Reading.

SECTION-B

1. Reading comprehension: its components & rate of reading levels of reading comprehension, Reading comprehension strategies
2. Tests of readingcomprehension.

SECTION-C

1. Test of rates of reading - Time limit methods & amount limitmethod.
2. Analysis of advertisement on the basis of language.

SECTION-D

1. Building the reading habits
2. Analysis of 2 passages from Science, Social Sciences & Mathematics textbooks of classes VI to X.

SESSIONAL WORK

- a. Reflection & Analysis of any one Educational Policy like Kothari commission, NPE 1986, POA – 1992, RTE Act. (Preparation of Report)
- b. Analysis of newspaper article/editorials/critiques.

SUGGESTED READINGS

- Alan Robinson H. (Ed.) (1964). Meeting Individual Difference in Reading, The University of Chicago Press Chicago,
- Blanton, W.E. Fae (Ed) (1976). Measuring reading performance International Reading Association, New York,
- Dechant, E.V. (1964). Improving the Teaching of Reading, Prentice Hall Englewood Cliff's, Inc. 1964.
- EK Wall E.E., (1971). Diagnosis and Remediation of the disabled Readers, Allyn and Bacon, Boston.
- Gupta. P.K, Gandhi, A.K, Bhatnagar, S.S. (2015) Text reading and Reflection. R. Lall publishers
- Pandey, R. (2016) Reading and Reflective on Text. Rakhi Prakshan
- Srivastva, D.S (2016). Reading and Reflecting on Text. Shri Vinod Pustak Mandri Agra
- Sandhu, T.S, Brar, A.S, Watts, A., Kaur, P.Garg, B. Kaur, A, Kaur, M (2017). Reading and Reflective on Text. Rigi Publication, Khana, Pb.

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO1	PO4	PO	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	1	2	1	2	2	2	2	1	-	1	2	-
CO2	2	-	1	2	3	1	2	2	2	2	2	1	2
CO3	1	2	3	1	2	2	1	1	2	1	1	2	2
CO4	2	1	2	2	2	-	2	3	2	2	2	2	2
CO5	3	2	1	2	3	2	1	1	1	2	2	-	1
Average	2	1.4	1.8	1.6	2.4	1.6	1.6	1.8	1.6	1.6	1.6	1.6	1.6

The correlation levels are: "1" – Low Correlation, "2" – Medium Correlation, "3" – High Correlation and "-" indicates there is no correlation.



Course Name: Understanding the Self
Course Code: 402406
Semester: 4th

L T P
3 0 0

Credits:03

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Develop a vision of life among student teachers.
CO2	Attain a holistic and integrated understanding of the human self and personality.
CO3	Enable students to examine and challenge the stereotype attitudes and prejudices that influence identity formation and the process of individuation.
CO4	Develop positive attitude among student teachers.
CO5	Encourage future teachers to develop the capacity for self reflection and personal integration.

Course Content

SECTION-A

1. Defining the self and identity, self perception theory and determinants of self.
2. Consciousness as self function
3. Development of self through self regulatory mechanisms and body, role of meditation and yoga
4. Developing emotional integration through practice of yoga and meditation
5. Dynamics of identity formation
6. Developing positivity and self esteem
- 7.

SECTION-B

1. Role of society in development of self
2. Relational self across cultures in society
3. Intrapersonal, Interpersonal and Global conflicts, role of teacher in resolving conflicts

SECTION-C

1. Exploring fear and trust : competition and cooperation
2. Developing the capacity for empathetic listening and communication skills
3. Understand and challenge the unconscious and conditional attitude towards gender, caste, religion, region, race, class etc.

SECTION-D

1. SWOC analysis: history, concept and importance for individual
2. Self esteem: concept, techniques for development of self esteem
3. Self realization and spiritual intelligence: concept and importance
4. Developing skills of inner self organization and self reflection
5. Understanding one's strengths and weaknesses through self observation exercises
6. Self expression through diary writing/self reflecting journal

SUGGESTED READINGS:

- Dalal, A.S.(2001). *Our many selves*. Pondicherry, India: Sri Aurobindo Ashram.
- Frankl, V. (1946). *Man’s search for meaning*. New York: Poket books.
- Oshi, 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.
- Wilson, T.D (2002). *stranger to ourselves: discovering the adaptive coconscious* Harvard university press.
- Chatterjee, D. (1998). *Leading Consciously*, MA, USA: Butterworth-Heinemann.
- Csikzentmihalyi, M. (1993). *The Evolving Self: A Psychology for the Third Millennium*. New York: Harper Collins.
- Dalal, A.S. (1987). *Living Within*, Pondicherry, India: Sri Aurobindo Ashram Trust.
- Gibran, K. (1996). *The Prophet*, Calcutta, India: Rupa & Co.

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO1	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	1	2	1	2	2	2	2	-	1	1	2	2
CO2	2	-	1	2	3	1	2	2	2	2	2	1	2
CO3	1	2	3	1	2	2	1	1	2	1	1	2	1
CO4	2	1	2	2	2	-	2	3	2	2	2	2	2
CO5	3	2	1	2	3	2	1	1	1	2	2	1	1
Average	2	1.4	1.8	1.6	2.4	1.6	1.6	1.8	1.6	1.6	1.6	1.6	1.6

The correlation levels are: “1” – Low Correlation, “2” – Medium Correlation, “3” – High Correlation and “-” indicates there is no correlation.

Course Name: Guidance and Counseling

Course Code: 402407

Semester: 4th

L T P

Credits:05

5 0 0

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Understand the meaning, aims, objectives, and principles of guidance and counselling.
CO2	Use the upcoming trends of guidance and counselling to help learners in different Aspects.
CO3	Understand the difference between guidance and counselling.
CO4	Learn the importance of guidance and counselling cell and organize guidance and Counselling cell in the institute.
CO5	Acquire the skills to provide guidance and counselling in school

Course Content

SECTION-A

1. Meaning, need, principles, aims and objectives and scope of Guidance.
2. Dimensions of Guidance: Educational, Vocational and personal Guidance, steps and techniques.
3. News trends and demands in the field of Guidance.

SECTION-B

1. Counselling – Meaning and purposes, directive, non-directive and eclectic approaches to Counselling, Counselling Interview.
2. Minimum programmes and organization of Guidance and Counselling services at secondary level, and Principles of organization.

SECTION-C

1. Role of Counsellor, Guidance worker and teachers in guidance.
2. Difference between Guidance & Counselling.
3. Major areas and Barriers in understanding process, common problems of students at secondary level.

SECTION-D

1. Techniques of understanding an individual
 - Quantitative techniques:
(Intelligence, Interest, Aptitude and Achievement tests)
 - Qualitative techniques
(Cumulative Record Cards / Rating Scales/Sociometry)
2. Job Analysis- Meaning, functions and methods.

SUGGESTIVE PRACTICAL (ANY ONE)

- a) Case study – highlighting the different life stages and factors affecting the career patterns.
- b) Prepare one power point presentation of any career talk and deliver it in the adjacent school in the community.
- c) Draw a plan for the assessment of ability, aptitude, interest or personality of one student.

SUGGESTED READINGS

- Bhatia, K.K. (2002). Principles of Guidance and counseling. Ludhiana: Kalyani Publishers.
- Bhatnagar, A. and Gupta, N. (1999). Guidance and counseling, Vol-1&2: A practical approach, New Delhi: Vikas Publishers.
- Gibson, R.L. and Mitchell, M.H. (2003). Introduction to Counseling and Guidance. New Delhi: Pearson Education.
- Jones, R.N. (2000). Introduction to Counseling skills: Text and Activities. New Delhi, Sage Publications.
- Rathus, S. A. and Nevied, J. S. (1980). Adjustment and Growth: The challenges of

life. New York: Rinehart and Winston.

- Robinson (2005). Principles and Procedures in Student Counselling. New York: Harper Row.
- Safaya, B.N. (2002). Guidance Counseling. Chandigarh: Abhishek Publications.
- Sharma, R.A. (2008). Fundamentals of Guidance and Counseling. Meerut: R. Lall Book Depot.
- Sharma, Tara Chand (2002). Modern Methods of Guidance and Counseling. New Delhi: Sarup and Sons.
- Shertzer, Bruce and Stone, Shelly C. (1974). Fundamentals of Counseling. London: Houghton Mifflin.

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO1	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	2	1	2	3	1	2	1	2	2	2	2	2	2
CO2	3	2	1	1	1	2	1	1	-	2	1	2	2
CO3	2	-	1	3	1	2	2	2	1	2	2	2	2
CO4	2	2	1	2	2	-	2	3	2	2	1	1	1
CO5	2	1	2	1	1	2	1	1	2	2	-	2	2
Average	2.2	1.4	1.4	2	1.2	1.8	1.4	1.8	1.6	2	1.4	1.8	1.8

The correlation levels are: "1" – Low Correlation, "2" – Medium Correlation, "3" – High Correlation and "-" indicates there is no correlation.

Course Name: Environmental Education (Elective Course)

Course Code: 402408

Semester: 4th

L T P

Credits:05

5 0 0

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Engage with problems of environmental education by using the theoretical approaches.
CO2	Provide knowledge to the student-teachers about pollution and its control.
CO3	Acquaint the student teachers with the initiatives of government and local bodies in environment conservation.
CO4	Acquaint the student teachers with the concept of environment and ecology.
CO5	Create awareness, knowledge, attitude, skill and capacity building for protecting environment.

Course Content

SECTION-A

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

SECTION-B

1. Pollution Monitoring and Control: Concept of Pollution, Types of Pollution - Air, Soil, Water and Noise Pollution, their sources and effects, monitoring and control.
2. Natural Resource Conservation and Management: Definition and Classification of Natural Resources, their Conservation and Management.

SECTION-C

1. Developmental projects including govt initiatives and their impact on bio-diversity conservation.
2. Wildlife Conservation especially Endangered Species.

SECTION-D

1. Programs of environmental education for secondary schools.
2. Role of media and ecotourism in creating environmental awareness.
3. Role of local bodies in environmental management, Swachh Bharat Abhyaan

PRACTICAL WORK:

Carrying out any one Environmental Awareness Activity of the following:

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

SUGGESTED READINGS

- Dani, H.M. (1996). Environmental Education. Chandigarh: Panjab University Publication Bureau.
- Jadhav, P. (2008). Environmental status in India. Rajat Publications.
- Kohli, V.K. and Kohli, Vikas (1995). Environmental Pollution and Management. Ambala: Vivek Publishers.
- Trivedi, P.R. (2000). Encyclopedia of Environmental Pollution Planning and Conservation. I-VI, New Delhi: A.P.H. Co.

The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO1	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	1	2	2	1	1	2	1	1	2	2	-	1	2
CO2	1	2	-	1	2	2	-	2	1	2	1	1	2
CO3	2	1	2	2	1	2	1	1	1	1	1	1	2
CO4	2	2	1	1	2	1	2	2	2	2	1	-	1
CO5	1	1	2	1	2	1	2	1	1	2	1	1	-
Average	1.4	1.6	1.6	1.2	1.6	1.6	1.4	1.4	1.4	1.8	1	1	1.6

Course Name: Health and Physical Education (Elective Course)

Course Code: 402409

Semester: 4th

L T P

Credits:05

5 0 0

Course Outcomes: On successful completion of the course, the students will be able to:

CO	Statement
CO1	Enhance the knowledge and understanding of mental and physical health as well as fitness.
CO2	Create awareness on different aspects of health and fitness.
CO3	Develop understanding about the nature of injuries and to take care during emergencies and provide first aid
CO4	Acquire knowledge of common communicable diseases.
CO5	Understand the diet modification in the treatment of under weight and obesity.

Course Content

SECTION-A

1. Physical Education: concept, aim and objectives, Modern concept of Physical Education, Need and importance of Physical Education.
2. Health Education: Concept and objectives of Health Education, Importance and Principles of Health Education,
3. School health Programme: Health services, Health supervision and instructions.

SECTION-B

1. Contemporary Health problems: Drug Abuses, Alcoholism, smoking-tobacco, obesity, stress.
2. Nutrition: Element of balanced diet, food habits, Malnutrition.

SECTION-C

1. First Aid: Concept and importance of first Aid. First Aid Kit,
2. Posture: Meaning, Importance of Good posture, Causes of Poor Posture, Common Postural Deformities, preventive measures and remedial Exercises.

SECTION-D

1. Yoga: modern concept, need, importance and principles.
2. Recreation: concept, importance of recreation programme in school curriculum.
3. Communicable Diseases: Mode of transmission, common symptoms and prevention of spread of Aids, Hepatitis, Chickenpox, Typhoid.

Practical work: any one

- Write a project report on BMI of students.
- To give practical knowledge of first aid (snake bites, dog bites, sprain, abrasion, fractures, dislocation, drawing)
- Case Study/ Report on Yoga Asan.

SUGGESTED READINGS

- Dhanajoy, S., and Seema, K. (2007). *Lesson planning: Teaching methods and class management in physical education*. New Delhi: Khal Sahitya Kendra.
- Nash T.N. (2006). *Health and physical education*. Hydereabad: Nilkamal Publishers.
- Prasad, Y. V. (2006). *Method of teaching physical education*. New Delhi: Discovery Publishing house.
- Sachdeva, M. S. (2006). *School organisation, administration and management*. Ludhiana: Dandon Publication.
- Chandra, S., Sothi, and Krishnan.P. (2005). *Health education and physical education*. Delhi: Surject Publications.
- Mangal, S. K. (2005). *Health and physical education*. Ludhiana: Tandon Publication book market.
- Hedge, (1997). *How to maintain good health*. New Delhi: UBPSD Publishers.
- Kanele., B. S., and Kumar, C. P. (1996). *Text book on health and physical education*. Ludhiana: Kalyana Publishers.
- Reema, K. (1996). *Physical fitness*. New Delhi: Khel Sahitya Sports Publication.
- Dambrosa, D., and Robert, D. (1993). *Prevention and treatment and running injuries*. New Jersey: Slack Incorpor Road.
- Charles, B. A. (1992). *Foundation of physical education and sport*. New Delhi: B1 Publication.
- Eriksson, O. B. (1990). *Sports medicine, health and medication*. Enfield: Guinness Publishing Road.



The mapping of PO/PSO/CO attainment is as follows:

CO	PO1	PO2	PO1	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PSO1	PSO2	PSO3
CO1	1	2	3	1	2	1	1	-	2	2	1	2	1
CO2	2	1	2	1	2	2	3	1	2	2	2	1	1
CO3	2	2	-	2	3	1	2	2	2	2	2	2	2
CO4	2	2	3	1	2	2	2	2	2	2	-	2	1
CO5	2	1	2	1	1	2	2	1	2	2	2	1	1
Average	1.8	1.6	2.2	1.2	2	1.6	2	1.4	2	2	1.6	1.6	1.2

The correlation levels are: "1" - Low Correlation, "2" - Medium Correlation, "3" - High Correlation and "-" indicates there is no correlation.

Total Number of Course	67
Number of Theory Course	21
Number of Practical Course	6
Total Number of Credits	96

ACADEMIC INSTRUCTIONS

Attendance Requirements

A student shall have to attend 75% of the scheduled periods in each course in a semester; otherwise he / she shall not be allowed to appear in that course in the University examination and shall be detained in the course(s). The University may condone attendance shortage in special circumstances (as specified by the Guru Kashi University authorities). A student detained in the course(s) would be allowed to appear in the subsequent university examination(s) only on having completed the attendance in the program, when the program is offered in a regular semester(s) or otherwise as per the rules.

Assessment of a course

As per the guidelines of NCTE-2014, each theory course shall be carry a weightage of 20 to 40% for internal assessment and 60 to 80% for an annual examination. At least one-fourth of total marks shall be allocated of 16 weeks of practice teaching. For practical courses, including school internship shall be assessed only internally. A minimum of 25% of all lessons taught by the student for each pedagogic area will be observed and considered for evaluation. The distribution of 100 marks is given in subsequent sub sections (as applicable).

Components	Internal Distribution of Marks						Internal Marks of Total	External Marks of Total	Total Marks
	Attendance	Assignment	Surprise Test	Presentation	MST1	MST2			
Weightage	5	10	10	10	15	15	30	70	100
Average Weightage	5	10			15				

The distribution of 50 marks is given in subsequent sub sections (as applicable)

Components	Internal Distribution of Marks						Internal Marks of Total	External Marks of Total	Total Marks
	Attendance	Assignment	Surprise Test	Presentation	MST1	MST2			
Weightage	2.5	5	5	5	15	15	15	35	50
Average Weightage	2.5	5			7.5				

Passing Criteria

The students have to pass both in internal and external examinations. The minimum passing marks to clear in examination is 40% of the total marks.

NOTE

*At the end of 3rd semester, each student has to undergo Practical Training of 16 weeks in a secondary/senior secondary schools and submit all files mentioned in course i.e. school internship (402301) and community engagement (402302) along with a certificate from the school & its evaluation shall be carried out in the end of 3rd Semester.

**The Academic Rules may vary, from time to time, as per the instructions of the NCTE and Guru Kashi University, Talwandi Sabo.