SCHEME & SYLLABUS
B.Ed. (Two Year)
(Choice Based Credit System)

Department of Education
University Institute of Education
Sant Baba Bhag Singh University
2022

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

I. Theory Subjects

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

Sr. No	Course	Course Code	Subject Name	L	T	P	Contact Hours	Credits
			List of School Pedagogy Subjects offered by Institute during First Semester					
1	DSE	EDU109	Pedagogy of English-I	3	0	0	3	3
2	DSE	EDU111	Pedagogy of Punjabi-I	3	0	0	3	3
3	DSE	EDU113	Pedagogy of Hindi-I	3	0	0	3	3
4	DSE	EDU115	Pedagogy of Science-I	3	0	0	3	3
5	DSE	EDU117	Pedagogy of Computer Science-I	3	0	0	3	3
6	DSE	EDU119	Pedagogy of Mathematics-I	3	0	0	3	3
7	DSE	EDU121	Pedagogy of Social Studies-I	3	0	0	3	3
8	DSE	EDU123	Pedagogy of Political Science-I	3	0	0	3	3
9	DSE	EDU125	Pedagogy of History-I	3	0	0	3	3
10	DSE	EDU127	Pedagogy of Commerce-I	3	0	0	3	3
11	DSE	EDU129	Pedagogy of Economics-I	3	0	0	3	3
12	DSE	EDU131	Pedagogy of Physical Education-I	3	0	0	3	3
13	DSE	EDU143	Pedagogy of Fine Arts-I	3	0	0	3	3
14	DSE	EDU145	Pedagogy of Music-I	3	0	0	3	3
15	DSE	EDU147	Pedagogy of Home Science-I	3	0	0	3	3
16	DSE	EDU149	Pedagogy of Sanskrit-I	3	0	0	3	3
17	DSE	EDU151	Pedagogy of Life Science-I	3	0	0	3	3
18	DSE	EDU153	Pedagogy of Sociology-I	3	0	0	3	3

II. Practical Subjects

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

Total Contact Hours: 28
Total Credit Points: 23

B.Ed. First Year (Second Semester) CBCS

I. Theory Subjects

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

List of School Pedagogy Subjects offered by Institute during Second Semester

Sr. No	Course	Subject Code	Subject Name	L	T	P	Contact Hours	Credits
1	DSE	EDU110	Pedagogy of English-II	3	0	0	3	3
2	DSE	EDU112	Pedagogy of Punjabi-II	3	0	0	3	3
3	DSE	EDU114	Pedagogy of Hindi-II	3	0	0	3	3
4	DSE	EDU116	Pedagogy of Science-II	3	0	0	3	3
5	DSE	EDU118	Pedagogy of Computer Science-II	3	0	0	3	3
6	DSE	EDU120	Pedagogy of Mathematics-II	3	0	0	3	3
7	DSE	EDU122	Pedagogy of Social Studies-II	3	0	0	3	3
8	DSE	EDU124	Pedagogy of Political Science-II	3	0	0	3	3
9	DSE	EDU126	Pedagogy of History-II	3	0	0	3	3
10	DSE	EDU128	Pedagogy of Commerce-II	3	0	0	3	3
11	DSE	EDU130	Pedagogy of Economics-II	3	0	0	3	3
12	DSE	EDU132	Pedagogy of Physical Education-II	3	0	0	3	3
13	DSE	EDU142	Pedagogy of Fine Arts-II	3	0	0	3	3
14	DSE	EDU144	Pedagogy of Music-II	3	0	0	3	3
15	DSE	EDU146	Pedagogy of Home Science-II	3	0	0	3	3
16	DSE	EDU148	Pedagogy of Sanskrit-II	3	0	0	3	3
17	DSE	EDU150	Pedagogy of Life Science-II	3	0	0	3	3
18	DSE	EDU152	Pedagogy of Sociology-II	3	0	0	3	3

II. Practical Subjects

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

Total Contact Hours: 28
Total Credit Points: 23

B. Ed. Second Year (Third Semester) CBCS

I. Practical Subjects

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

Total Credit Points: 17

B. Ed. Second Year (Fourth Semester) CBCS

I. Theory Subjects

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

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

II. Practical Subjects

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

Total Contact Hours: 26
Total Credit Points: 24

Course Type	Core Course
Course Code	EDU101
Course Title	Growth and Development of Learner
Type of course	Theory
L T P	4 0 0
Credits	4
Course pre-requisite	
Course Objective(s)	The main objective of this course is to provide basic knowledge about Growth and Development of Learner.
Course Outcomes (CO)	After the completion of the course, students will be able to: 1. Describe the stages of growth and development. 2. Analyze the role of home, school and society in holistic development. 3. Understand the role of teacher in holistic perspective of learner and learning.

UNIT-I

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

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

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

UNIT-II

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

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

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

UNIT–III

Education of the Gifted and slow learners.

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

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

UNIT–IV

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

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

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

Sessional Work:

- Administration and interpretation of any one psychological test (Intelligence/ motivation/ creativity).
- View any two movies out of the following : 1 Tare Zameen Par   2. Apna Asmaan   3. Slumdog Millionaire

Recommended Books

Text-Books

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

Reference Books

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

CONTEMPORARY ISSUES OF EDUCATION

Course Type	Core Course
Course Code	EDU103
Course Title	Contemporary Issues of Education
Type of Course	Theory
L T P	4 0 0
Credits	4
Course pre-requisite	
Course Objective(s)	The main objective of this course is to provide basic knowledge about Contemporary Issues of Education.
Course Outcomes (CO)	After the completion of the course, students will be able to: 1. Understand the change in concepts of education in relation to changing social, political and economic conditions in India. 2. Understand the concept of social diversity, inequality and marginalization. 3. Understand Liberalization, Privatization and Globalization and its impact on society.

UNIT-I

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

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

RTE Act- 2009 and its implications.

UNIT-II

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

Major recommendations of Secondary Education commission (195253); Indian Education Commission (1964-66) with special reference to aims of Education.

Educational polices- NPE86, Programme of action- 1992, National Curriculum Framework (NCF) 2005, NCFTE -2009: Implications for Teacher Education for UEE and USE.

UNIT-III

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

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

Critical evaluation of constitutional provisions on equality of opportunities.

UNIT-IV

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

Equality of educational opportunities- meaning, provisions and outcomes.

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

Sessional Work:

- Preparing reports on any of the centrally sponsored programmes like Sarv Shiksha Abhyan (SSA) Rashtrya Madhyamik Shiksha Abhyan (RMSA), Mid-day Meal.
- Study of the availability of the text books and students school bag contents.

Recommended Books

Text- Books

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

Reference Books

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

PHILOSOPHICAL BASES OF EDUCATION

Course Type	Core Course
Course Code	EDU105
Course Title	Philosophical Bases of Education
Type of Course	Theory
L T P	3 0 0
Credits	3
Course Pre-requisite	
Course Objective(s)	The main objective of this course is to provide basic knowledge about Philosophical Bases of Education.
Course Outcomes (CO)	After the completion of the course, students will be able to: 1. Analyze the social, cultural and political context of education. 2. Understand meaning and interrelation among different schools of philosophy. 3. Understand the relevance of education in relation to social, political, economic and cultural context.

UNIT-I
Meaning and concept of Philosophy and Educational Philosophy.
Relationship between Philosophy and Education. Vision derived from different schools of thought and their educational implications:
a. Idealism b. Naturalism c. Pragmatism.

UNIT-II
Meaning and concept of Education – Indian (Sankhya, Vedanta, Buddhism and Jainism) and Western perspective, Four pillars of education as recommended by UNESCO
Aims of Education in the context of globalization.

UNIT–III
Changing connotations of teacher, Teaching and Learning, Learner and Curriculum.   Education for democracy, national integration and international understanding, Role of education for ensuring sustainable development.
Concept of values – importance, classification of values, sources of values, ways and   means of inculcation of values

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

Sessional Work:

- Preparing scrap book- 10 Indian & 10 Western educational thinkers and brief note about their contribution to education.
- Analysis and study of values of school students.

Recommended Books

Text-Books

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

Reference Books

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

LANGUAGE ACROSS THE CURRICULUM

Course Type	Core Course
Course Code	EDU107
Course Title	Language Across The Curriculum
Type of course	Theory
L T P	2 0 0
Credits	2
Course pre-requisite	
Course Objective(s)	The main objective of this course is to provide basic knowledge about Language Across The Curriculum.
Course Outcomes (CO)	After the completion of the course, students will be able to: 1. Enable student-teachers to understand the nature and structure of language. 2. Help them appreciate the relationship between language, mind and society. 3. Develop sensitivity and competency towards catering to a multilingual audience in schools.

UNIT-I

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

Difference between first language, second language and foreign language.

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

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

UNIT-II

Curriculum: concept and meaning.

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

UNIT-III

Development of the four language skills: the synergistic relationship.

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

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

UNIT-IV

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

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

Sessional Work:
- Writing a book review and critically analyzing the contents and language of the text.
- Critical Analysis: National Curriculum Framework for Teacher Education (NCFTE-2009)

Recommended Books:
Text-Books

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

Reference Books

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

PEDAGOGY OF ENGLISH –I

Course Type	Discipline Specific Elective (DSE)
Course Code	EDU109
Course Title	Pedagogy of English-I
Type of Course	Theory
L T P	3 0 0
Credits	3
Course Pre-requisite	
Course Objective(s)	The main objective of this course is to provide basic knowledge about Pedagogy of English.
Course Outcomes (CO)	After the completion of the course, students will be able to: 1. Develop understanding of the significance of English as a subject in the present context. 2. Understand the nature, characteristics and the use of language. 3. Enable student-teachers to teach basic language skills such as listening, speaking, reading and writing and integrate them for communicative purposes.

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

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

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

UNIT II
Language Development Skills and Learning Resources
Listening: concept, types, significance and activities to develop listening and its evaluation.

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

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

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

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

UNIT III
English Language Pedagogy
Micro Teaching Skills.

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

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

Methods for teaching poetry: recitation and song-action

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

UNIT IV

Professional Growth and Learner Evaluation

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

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

Remedial Teaching, contrastive analysis and error analysis.

Sessional work:

- Prepare a Micro Lesson Plan.
- Organize a quiz/seminar.
- Hands on experience: (i) MS Power Point (ii) MS Word and (iii) MS Excel

Recommended Books

Text-Books

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

Reference Books

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

PEDAGOGY OF PUNJABI-I

Course Type	Discipline Specific Elective (DSE)
Course Code	**EDU111**
Course Title	Pedagogy of Punjabi- I
Type of Course	Theory
L T P	3 0 0
Credits	3
Course Pre-requisite	
Course Objective(s)	The main objective of this course is to provide basic knowledge about Pedagogy of Punjabi.
Course Objective(s)s(CO)	ividAwrQI- AiDAwpk: 1. ਸ਼ੁੱਧ ਉਚਾਰਨ ਅਤੇ ਲਿਖਣ ਕੌਸ਼ਲ ਸੰਬੰਧੀ ਅਭਿਆਸਾਂ ਨੂੰ ਲਾਗੂ ਕਰਨਾ ਸਿੱਖ ਜਾਣਗੇ। 2. ਸੂਖਮ ਅਧਿਆਪਨ ਕੌਸ਼ਲਾਂ ਵਿੱਚ ਨਿਪੁੰਨ ਹੋ ਜਾਣਗੇ। 3. ਸੁਣਨ ਕੌਸ਼ਲ ਸੰਬੰਧੀ ਅਭਿਆਸਾਂ ਨੂੰ ਲਾਗੂ ਕਰਨਾ ਸਿੱਖ ਜਾਣਗੇ।

iekweI- a

BwSw dI pirBwSw, pRikrqI Aqy auqpqqI dy isDWq[

mwq- BwSw is`iKAw pihlI BwSw dy qOr 'qy: audyS, mh`qv, isDWq Aqy sUqr[

pMjwbI BwSw dw inkws (2500 eI. pU. qoN 1000 eI. q`k)

iekweI- A

pMjwbI BwSw dw ivkws (1000 eI. qoN hux q`k)[

gurmuKI ilpI, ivSySqwvW, pRwcInqw Aqy pMjwbI BwSw leI Fu`kvWpx[

BwSw vMngIAW : pMjwbI dw tkswlI rUp,pMjwbI aup- BwSwvW dy pCwx- icMnH[

iekweI- e

suxn kOSl dI mh`qqw, mwnqwvW Aqy AiBAws[

aucwrn kOSl dI mh`qqw, ASu`D aucwrn dy kwrn, aucwrn AMg Aqy mOiKk ikirAwvW[

pVHn kOSl- mh`qqw, au~cI- pwT, mOn pwT,ivDIAW- sUKm Aqy sQUl vwcn Aqy vwcn is`iKAw dy FMg[

ilKx kOSl dI mh`qqw, ilKxw isKwaux dIAW AvsQwvW Aqy ivDIAW , sulyK Aqy Sbd joVW dI is`iKAw[

iekweI- s

pMjwbI BwSw dw pwTkRm- audyS, pwTkRm rcnw dy isDWq Aqy DwrnwvW[

pMjwbI BwSw dw AiDAwpk: iv`idAk Xogqw Aqy S^sIAq[

sUKm AiDAwpn- pirBwSw, pRikirAw Aqy kOSl (pRsqwvnw kOSl, ivAwiKAw kOSl, cwk-borf ilKx kOSl, audIpn pirvrqn kOSl, pRSn pu`Cx kOSl, audwhrn sihq idRStWq kOSl)

svWgI AiDAwpn- pirBwSw, mwpdMf Aqy pRikirAw[

g q: 'fre ekoi / sYSnl vrk:-

- pMjwbI dIAW v`K v`K au`p-BwSwvW dIAW smwnqwvW Aqy iBMnqwvW sMbMDI irport iqAwr krnw[
- pMjwbI BwSw dI skUlW iv~c vrqmwn siQqI sbMDI srvyKx sbMDI irport iqAwr krnw[

pwT-pusqkW

lyKk	Swl	isrlyK	pbilSr
isMG; q.	2014	pMjwbI AiDAwpn	AY~s. jI. pbilSrz, jlMDr
nMdrw;ieM. S.	2008	pMjwbI BwSw qy swihq AiDAwpn	tMfn pblIkySn
syKoN; s. s. Aqy syKoN; m. k.	2015	pMjwbI BwSw dw AiDAwpn	kilAwxI pbilSrz

sMbMiDq pusqkW

lyKk	Swl	isrlyK	pbilSr
j`s; j. s.	2007	mwq- BwSw dI is`iKAw ivDI	inaU bu`k kMpnI
isMG; jI. bI.	1950	gurmuKI il`pI dw jnm Aqy ivkws	pMjwb XUnIvristI, cMfIgVH
isMG; h.	1966	pMjwbI bwry	pMjwbI XUnIvristI, pitAwlw

PEDAGOGY OF HINDI-I

Course Type	Discipline Specific Elective (DSE)
Course Code	**EDU113**
Course Title	Pedagogy of Hindi- I
Type of Course	Theory
L T P	3 0 0
Credits	3
Course Pre-requisite	
Course Objective(s)	The main objective of this course is to provide basic knowledge about Pedagogy of Hindi.
Course Outcomes (CO)	After completion of this course, students will be able to : 1. Develop understanding of the significance of Hindi as a subject in the present context. 2. Analyze the factors influencing learning Hindi and to develop the understanding of the significance of basic competencies in language acquisition. 3. Understand the nature, characteristics of Language and mother-tongue as well as the use of language.

प्रथम इकाई -:

भाषा: अर्थ, रूप एवं प्रकृति।

मातृभाषा और राष्ट्रीय भाषा के रूप में हिंदी शिक्षण का महत्व एवं उद्देश्य।

देवनागरी लिपि: लिपि का विकास, विशेषताएं, देवनागरी लिपि की सीमाएं और सुधार।

द्वितीय इकाई-:

हिंदी भाषा शिक्षण के सामान्य सिद्धांत और सूत्र।

हिंदी पाठ्यक्रम से अभिप्राय ,प्रकृति और महत्ता, हिंदी शिक्षण के पाठ्यक्रम के निर्माण के सिद्धांत

हिंदी भाषा शिक्षक के गुण एवं योग्यताएं।

तृतीय इकाई-:

भाषाई कौशल : श्रवण कौशल शिक्षण का अर्थ, महत्व, उद्देश्य और श्रवण कौशल शिक्षण की विधियाँ

मौखिक अभिव्यक्ति :अभिप्राय ,महत्त्व एवं उद्देश्य और मौखिक अभिव्यक्ति की शिक्षण विधियाँ

उच्चारण शिक्षण :अभिप्राय, महत्त्व एवं उद्देश्य उच्चारण संबंधी दोषों के कारण और त्रुटियों का

निराकरण।

चतुर्थ इकाई-:

वाचन शिक्षण: अभिप्राय, महत्त्व एवं उद्देश्य, वाचन ममता के कारण और निराकरण के उपाय।

लिपि शिक्षण: अभिप्राय, महत्त्व, उदेश्य, लिपि शिक्षण शिक्षण की विधियां ।

सूक्ष्म शिक्षण :अभिप्राय एवं कौशल 1. प्रश्न पूछने का कौशल 2.व्याख्यात्मक कौशल 3. श्यामपट्ट लेखन कौशल 4.उदाहरण कौशल 5.उद्दीपन परिवर्तन कौशल ।

सत्र कार्य

- हिंदी का राष्ट्रभाषा के रूप में वर्तमान स्थिति एवं उसकी आलोचनात्मक मूल्यांकन संबंधी लिखित रिपोर्ट तैयार करें।
- हिंदी भाषा के विकास संबंधी संविधान में सम्मिलित धाराओं का मूल्यांकन करें।

पाठय – पुस्तकें

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

PEDAGOGY OF SCIENCE-I

Course Type	Discipline Specific Elective (DSE)
Course Code	**EDU115**
Course Title	Pedagogy of Science-I
Type of course	Theory
L T P	3 0 0
Credits	3
Course pre-requisite	
Course Objective(s)	The main objective of this course is to provide basic knowledge about Pedagogy of Science.
Course Outcomes (CO)	After completion of this course, students will be able to : 1. Identify and formulate aims and objectives of science teaching. 2. Use various approaches of teaching science. 3. Understand correlation of science with other school subjects.

UNIT-I

Meaning, nature and scope of science, impact of science and technology on modern living, Globalization and Science, Values of teaching Science, Place of science in school curriculum.

Aims and objectives of Teaching Science, Blooms' Taxonomy of Educational objectives.

Formulation of specific objectives in behavioral terms (Magers approach and RCEM approach).

UNIT- II

Scientific Attitude and its development.

Correlation of Science with other school subjects.

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

UNIT- III

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

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

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

UNIT- IV

Modification of teacher's behavior: meaning and techniques

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

Simulated Teaching: meaning, characteristics, parameters and procedure.

Sessional work:

- Prepare a Micro Lesson Plan.
- Organize a quiz/seminar.
- Hands on experience: (i) MS Power Point (ii) MS Word and (iii) MS Excel

Recommended Books

Text-Books

S. No	Author(S)	Year	Title	Publisher
1	Kohli , V.K.	2006	How to Teach Science	Vivek Publications, Ambala
w2	Sharma, R.C.	2010	Modern Science Teaching	Dhanpat Rai Pub. Co., New Delhi

Reference Books

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

PEDAGOGY OF COMPUTER SCIENCE-I

Course Type	Discipline Specific Elective (DSE)
Course Code	**EDU117**
Course Title	Pedagogy of Computer Science-I
Type of course	Theory
L T P	3 0 0
Credits	3
Course pre-requisite	
Course Objective(s)	The main objective of this course is to provide basic knowledge about Pedagogy of Computer Science.
Course Outcomes (CO)	After completion of this course, students will be able to : 1. Understand the values of learning computer. 2. Correlate Computer science with other school subjects. 3. Acquire knowledge on latest trends in Information Technology.

UNIT–I

The nature of Computer Science and its implications to disciplinary knowledge

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

UNIT–II

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

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

UNIT–III

Pedagogical Approaches to teaching of Computer Science

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

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

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

UNIT–IV

Modification of teacher's behavior: meaning and techniques

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

Simulated Teaching: meaning, characteristics, parameters and procedure.

Sessional work:
- Prepare a Micro Lesson Plan.
- Organize computer quiz/seminar.
- Hands on experience: (i) MS Power Point (ii) MS Word and (iii) MS Excel

Recommended Books
Text-Books

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

Reference Books

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

PEDAGOGY OF MATHEMATICS-I

Course Type	Discipline Specific Elective (DSE)
Course Code	**EDU119**
Course Title	Pedagogy of Mathematics-I
Type of Course	Theory
L T P	3 0 0
Credits	3
Course Pre-requisite	
Course Objective(s)	The main objective of this course is to provide basic knowledge about Pedagogy of Mathematics.
Course Outcomes (CO)	After completion of the course, students will be able to:- 1. Make the students aware of the history of Mathematics and contribution of Indian mathematicians. 2. Enable the students to experience the Aesthetic sense in Mathematics. 3. Make the students aware of the current trends in teaching mathematics.

UNIT-I

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

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

UNIT-II

Correlation of Mathematics with other school subjects.

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

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

UNIT-III

Maintaining interest in Mathematics and meaningful learning in Mathematics.

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

Curriculum- meaning, principles and approaches of curriculum construction.

UNIT-IV

Modification of teacher behavior: Qualities and professional skills of a mathematics Teacher
Micro teaching- concept, process and skills (skill of introducing the lesson, skill of explanation, skill of using chalkboard, skill of stimulus variation, Skill of illustrating with examples, skill of questioning)
Simulated teaching: meaning, characteristics, parameters and procedure.

Sessional work:
- Prepare a Micro Lesson Plan.
- Organize a quiz/seminar.
- Hands on experience: (i) MS Power Point (ii) MS Word and (iii) MS Excel

Recommended Books

Text-Books

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

Reference Books

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

PEDAGOGY OF SOCIAL STUDIES-I

Course Type	Discipline Specific Elective (DSE)
Course Code	**EDU121**
Course Title	Pedagogy of Social Studies-I
Type of course	Theory
L T P	3 0 0
Credits	3
Course pre-requisite	
Course Objective(s)	The main objective of this course is to provide basic knowledge about Pedagogy of Social Science.
Course Outcomes (CO)	After the completion of the course, students will be able to: 1. Understand various pedagogical approaches of S.St. 2. Explain writing of instructional objectives in behavioral terms as per Bloom's Taxonomy. 3. Explain the integration of S.St. With other school subjects.

UNIT-I

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

Distinguish social studies from social science and natural science.

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

UNIT-II

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

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

UNIT-III

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

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

UNIT-IV

Social studies teacher: qualities and qualification.

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

Sessional Work:

- Prepare a Micro Lesson Plan.
- Organize a quiz/seminar.
- Hands on experience: (i) MS Power Point (ii) MS Word and (iii) MS Excel

Recommended Books

Text-Books

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

Reference Books

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

PEDAGOGY OF POLITICAL SCIENCE-I

Course Type	Discipline Specific Elective (DSE)
Course Code	**EDU123**
Course Title	Pedagogy of Political Science-I
Type of course	Theory
L T P	3 0 0
Credits	3
Course pre-requisite	
Course Objective(s)	The main objective of this course is to provide basic knowledge about Pedagogy of Political Science.
Course Outcomes (CO)	After the completion of the course, students will be able to: 1. Explain Writing of Instructional objectives in behavioral terms as per Bloom's Taxonomy. 2. Understand various pedagogical approaches of Political Science. 3. Explain the integration of Political Science with other school subjects.

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

UNIT-II
Aims and Objective of teaching Political Science at Elementary (6-8th class) and Secondary school level (9-10th class).
Writing of Instructional objectives in behavioral terms as per Bloom's Taxonomy in the context of lesson planning in Political Science.

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

UNIT-IV

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

Political Science Teacher: qualities and qualification

Modification of teacher's behavior:

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

ii. Simulated Teaching: meaning, characteristics, parameters and procedure

Sessional work:

- Prepare a Micro Lesson Plan.
- Organize a quiz/seminar.
- Hands on experience: (i) MS Power Point (ii) MS Word and (iii) MS Excel

Recommended Books

Text-Books

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

Reference Books

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

PEDAGOGY OF HISTORY-I

Course Type	Discipline Specific Elective (DSE)
Course Code	EDU125
Course Title	Pedagogy of History-I
Type of course	Theory
L T P	3 0 0
Credits	3
Course pre-requisite	
Course Objective(s)	The main objective of this course is to provide basic knowledge about Pedagogy of History.
Course Outcomes (CO)	After the completion of the course, students will be able to: 1. Explain Writing of Instructional objectives in behavioral terms as per Bloom's Taxonomy. 2. Understand various pedagogical approaches of History. 3. Understand qualities of a History Teacher.

UNIT-I

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

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

UNIT-II

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

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

UNIT-III

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

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

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

UNIT-IV

History Teacher: qualities and qualification.

Modification of teacher's behavior:

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

ii. Simulated Teaching: meaning, characteristics, parameters and procedure.

Sessional work:

- Prepare a Micro Lesson Plan.
- Organize a quiz/seminar.
- Hands on experience: (i) MS Power Point (ii) MS Word and (iii) MS Excel

Recommended Books

Text-Books

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

Reference Books

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

PEDAGOGY OF COMMERCE –I

Course Type	Discipline Specific Elective (DSE)
Course Code	EDU127
Course Title	Pedagogy of Commerce-I
Type of Course	Theory
L T P	3 0 0
Credits	3
Course pre-requisite	
Course Objective(s)	The main objective of this course is to provide basic knowledge about Pedagogy of Commerce.
Course Outcomes (CO)	After the completion of the course, students will be able to: 1. Use various approaches of teaching commerce. 2. Identify and formulate aims and objectives of teaching commerce. 3. Develop proper understanding of simulated teaching and its procedure.

UNIT-I

Meaning, nature, scope and historical background of Commerce.

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

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

UNIT-II

General aims and objectives of teaching commerce.

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

UNIT-II

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

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

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

UNIT-IV

Modification of teacher's behaviour- meaning and techniques.

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

Simulated Teaching – meaning, characteristics, parameters and procedure.

Sessional work:

- Prepare a Micro Lesson Plan.
- Organize a quiz/seminar.
- Hands on experience: (i) MS Power Point (ii) MS Word and (iii) MS Excel

Recommended Books

Text-Books

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

Reference Books

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

PEDAGOGY OF ECONOMICS –I

Course Type	Discipline Specific Elective (DSE)
Course Code	**EDU129**
Course Title	Pedagogy of Economics-I
Type of Course	Theory
L T P	3 0 0
Credits	3
Course pre-requisite	
Course Objective(s)	The main objective of this course is to provide basic knowledge about Pedagogy of Economics.
Course Outcomes (CO)	After the completion of the course, students will be able to: 1. Identify and formulate aims and objectives of teaching economics. 2. Use various approaches of teaching economics. 3. Develop proper understanding of simulated teaching and its procedure.

UNIT-I

Meaning, nature, scope and historical background of Economics

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

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

UNIT-II

General aims and objectives of teaching economics.

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

UNIT-III

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

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

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

UNIT-IV

Modification of teacher's behaviour- meaning and techniques.

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

Simulated Teaching – meaning, characteristics, parameters and procedure.

Sessional work:
- Prepare a Micro Lesson Plan.
- Organize a quiz/seminar.
- Hands on experience: (i) MS Power Point (ii) MS Word and (iii) MS Excel

Recommended Books
Text-Books

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

Reference Books

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

PEDAGOGY OF PHYSICAL EDUCATION-I

Course Type	Discipline Specific Elective (DSE)
Course Code	EDU131
Course Title	Pedagogy of Physical Education-I
Type of course	Theory
L T P	3 0 0
Credits	3
Course pre-requisite	
Course Objective(s)	The main objective of this course is to provide basic knowledge about Pedagogy of Physical Education.
Course Outcomes (CO)	After the completion of the course, students will be able to: 1. Appreciate Physical Education as dynamic and expanding body of knowledge. 2. Use various approaches of teaching physical education. 3. Understand co-relation of physical education with other school subjects.

UNIT-I

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

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

UNIT-II

Aims and objectives of physical education.

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

UNIT-III

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

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

UNIT-IV

Modification of teacher`s behavior- meaning and techniques

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

Simulated Teaching- meaning, characteristics, parameters and procedure.

Sessional work:
- Prepare a Micro Lesson Plan.
- Organize a quiz/seminar.
- Hands on experience: (i) MS Power Point (ii) MS Word and (iii) MS Excel

Recommended Books

Text-Books

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

Reference Books

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

PRACTICUM OF GROWTH AND DEVELOPMENT OF LEARNER

Course Type	Core Course
Course Code	**EDU133**
Course Title	Practicum of Growth and Development of Learner
Type of course	Practical
L T P	0 0 2
Credits	1
Course pre-requisite	Graduation
Course Objective(s)	The main objective of this course is to provide basic knowledge about Practicum of Growth and Development of Learner.
Course Outcomes (CO)	After the completion of the course, students will be able to administer and interpret various psychological tests.

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

Recommended Books

Text-Books

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

Reference Books

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

USE OF COMPUTER IN EDUCATION

Course Type	Skill Enhancement Course (SEC)
Course Code	**EDU135**
Course Title	Use of Computer in Education
Type of course	Practical
L T P	0 0 2
Credits	1
Course pre-requisite	Graduation
Course Objective(s)	The main objective of this course is to provide basic knowledge about the use of Computer in Education.
Course Outcomes (CO)	After the completion of the course, students will be able to: 1. Learn the basics of computer. 2. Learn the basic open office tools to manage various kinds of documents. 3. Learn about internet and its usage to exchange data worldwide.

Course Content

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

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

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

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

Recommended Books

Text-Books

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

Reference Books

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

READING AND REFLECTING ON TEXT

Course Type	Ability Enhancement Compulsory Course (AECC)
Course Code	**EDU137**
Course Title	Reading and Reflecting on Text
Type of course	Theory
L T P	0 0 2
Credits	1
Course Pre-requisite	
Course Objective(s)	The main objective of this course is to provide basic knowledge about Reading and Reflecting on Text.
Course Outcomes (CO)	After the completion of the course, students will be able to: 1. Enable the students to explain different type of texts. 2. Reflect upon different types of policy documents. **3.** Discuss narrative texts, autobiographical texts and ethnographical texts.

Course Content

1. Reading Resources: NPE86, NCF-2005
2. Reflection on core elements in the above stated policy documents with respect to aims of education, pedagogy and evaluation.
3. Reading of school text books (Class VIII/IX)--Social Sciences, Sciences, Mathematics and languages.
4. Reflection on core elements in the above stated school text books (Any one) with respect to gender, environment and health. (Prepare a Report).

Recommended Books

Text-Books

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

Reference Books

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

FIELD ENGAGEMENT WITH SCHOOL

Course Type	Skill Enhancement Course (SEC)
Course Code	EDU139
Course Title	Field Engagement with School
Type of Course	Practical
L T P	0 0 2
Credits	1
Course Pre-requisite	
Course Objective(s)	The main objective of this course is to provide basic knowledge about Field Engagement with School.
Course Outcomes (CO)	After the completion of the course, students will be able to: 1. Analyze the activities of the school. 2. Analyze the problems of the students. 3. Observe the functioning of various laboratories.

Course Content

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

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

1. Interaction with the principal of the school.

2. Interaction with the teachers of the school.

3. Visit to the library and going through the books of their teaching subjects.

4. Observing and analyzing the modes of curriculum transaction in school.

5. Interaction with the students of the class and analyzing the problems of the students.

6. Visit to various laboratories and observe its functioning.

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

PEDAGOGY OF FINE ARTS-I

Course Type	Discipline Specific Elective (DSE)
Course Code	**EDU143**
Course Title	Pedagogy of Fine Arts-I
Type of Course	Theory
L T P	3 0 0
Credits	3
Course pre-requisite	
Course Objective(s)	The main objective of this course is to provide basic knowledge about Pedagogy of Fine Arts.
Course Outcomes (CO)	After completion of the course, students will be able to: 1. Develop imagination and sense of appreciation of art and interest in teaching of art. 2. Develop aesthetic sense. 3. Learn and understand the principles, concept, elements of art and to apply them in actual teaching and daily life.

UNIT–I

Define Art. Indian and Western concept of Art (Origin and Development of Art), Six lims of Indian Art, Elements of Art: Line, Form, colour, texture, tone.

Place of Art in daily life and Education.

Principles of Art: Balance, Rhythm, Harmony, Dominance, Perspective.

Aims and objectives of teaching Art.

UNIT–II

Correlation of Art with other school subjects.

Principles of curriculum constructions at different levels.

Art room and its requirements.

Field trips and excursions, importance of art exhibitions and competitions among children.

Sessional work:
- Prepare a Micro Lesson Plan.
- Organize a quiz/seminar.
- Hands on experience: (i) MS Power Point (ii) MS Word and (iii) MS Excel

Recommended Books:

Text-Books:

S. No.	Author(S)	Year	Title	Publisher
1	Bharti Chetna	2007	Teaching of Fine Arts	Kalyani Publishers, Ludhiana

Reference Books:

S. No.	Author(S)	Year	Title	Publisher
1	Chawla, S.S	1986	Teaching of Art	Publication Bureau, Panjabi University, Patiala
2	Walia J.S	2011	Kalaa Ke Sidhant	Paul Publisher, Jalandhar.
3	Arya Jaidev		Kala Ka Adhyapan	Luxmi Publication, Meruth

PEDAGOGY OF MUSIC-I

Course Type	Discipline Specific Elective (DSE)
Course Code	EDU145
Course Title	Pedagogy of Music-I
Type of Course	Theory
L T P	3 0 0
Credits	3
Course pre-requisite	
Course Objective(s)	The main objective of this course is to provide basic knowledge about Pedagogy of Music.
Course Outcomes (CO)	After completion of the course, students will be able to: 1. Enable student-teacher to understand the importance of Indian Music. 2. Provide knowledge of different methods and techniques of teaching music. 3. Develop understanding & aesthetic sense in student.

UNIT–I

A brief history of Indian music, Historical development of Music

Musical instruments from Ancient times to Modern Times;

Aims & objectives of teaching of music,

Importance of Music in daily life

Maxims of teaching of Music

UNIT–II

Principles of teaching of music

Curriculum: meaning &importance, principles & curriculum construction in music

Indian Classical Music in educational institutions- Its importance, popularization.

Folk music: its role and significance in education.

Sessional Work:

    (i)   Write instructional objectives for any five topics.

    (ii)   Analysis of curriculum for any class at secondary stage

Recommended Books:
Text-Books:

S. No.	Author(S)	Year	Title	Publisher
1	Khanna, Jyot	2015	Sangeet Adhyapan	Tandon Publications , Ludhiana
2	Saryu Kalekar		Teaching of Music	Paul Publisher, Jalandhar.
3	Panna Lal Madare		Teaching of Music	Tandon Publications , Ludhiana

PEDAGOGY OF HOME SCIENCE –I

Course Type	Discipline Specific Elective (DSE)
Course Code	**EDU147**
Course Title	Pedagogy of Home Science-I
Type of Course	Theory
L T P	3 0 0
Credits	3
Course pre-requisite	
Course Objective(s)	The main objective of this course is to provide basic knowledge about Pedagogy of Home Science.
Course Outcomes (CO)	After completion of this course, students will be able to : 1. Understand correlation of Home Science with other school subjects. 2. Use various approaches of teaching Home Science. 3. Develop proper understanding of simulated teaching and its procedure.

UNIT-I

Meaning, nature, scope of Home Science

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

Correlation of economics with other school subjects.

UNIT-II

General aims and objectives of teaching Home Science.

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

UNIT-III

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

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

Home Science Teacher- meaning, qualifications and qualities of a Home Science teacher.

UNIT-IV

Modification of teacher's behaviour- meaning and techniques.

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

Simulated Teaching – meaning, characteristics, parameters and procedure.

Sessional work:

- Prepare a Micro Lesson Plan.
- Organize a quiz/seminar.
- Hands on experience: (i) MS Power Point (ii) MS Word and (iii) MS Excel

Recommended Books

Text-Books

Sr. No.	Title	Year	Author(S)	Publisher
1	Teaching of Home Science	2011	Atkinson	New Delhi: Anmol Publications pvt. Ltd.
2	Fundamantals of Teaching Home Sciences.	2014	Chander, Shah and Joshi	New Delhi: Vikas Publication

Reference Books

Sr. No.	Title	Year	Author(S)	Pblisher
1	Teaching of Home Science	2003	Chanderkant	Tandon Publications, Ludhiana
2	Teaching of Home Science	2009	Dr. Parrninder Kaur	Sterling Publishers, New Delhi
3	Teaching of Home Science	2007	Seema Yadav	Sterling Publishers Pvt. Ltd., New Delhi
4	Greh Vigyan Shikshan	2006	G.P. Sherry	A.P.H., New Delhi

PEDAGOGY OF SANSKRIT-I

Course Type	Discipline Specific Elective (DSE)
Course Code	**EDU149**
Course Title	Pedagogy of Sanskrit- I
Type of Course	Theory
L T P	3 0 0
Credits	3
Course Pre-requisite	
Course Objective(s)	The main objective of this course is to provide basic knowledge about Pedagogy of Sanskrit.
Course Outcomes (CO)	After completion of this course, students will be able to : 1. Develop understanding of the significance of Sanskrit as a subject in the present context. 2. Analyze the factors influencing learning Sanskrit and to develop the understanding of the significance of basic competencies in language acquisition. 3. Understand the nature, characteristics of Language and mother-tongue as well as the use of language.

प्रथम इकाई -:

भाषा: अर्थ, रूप एवं प्रकृति।

मातृभाषा और राष्ट्रीय भाषा के रूप में हिंदी शिक्षण का महत्व एवं उद्देश्य।

देवनागरी लिपि: लिपि का विकास, विशेषताएं, देवनागरी लिपि की सीमाएं और सुधार।

द्वितीय इकाई-:

संस्कृत भाषा शिक्षण के सामान्य सिद्धांत और सूत्र।

संस्कृत पाठ्यक्रम से अभिप्राय ,प्रकृति और महत्ता, संस्कृत शिक्षण के पाठ्यक्रम के निर्माण के सिद्धांत

संस्कृत भाषा शिक्षक के गुण एवं योग्यताएं।

तृतीय इकाई-:

भाषाई कौशल : श्रवण कौशल शिक्षण का अर्थ, महत्व, उद्देश्य और श्रवण कौशल शिक्षण की विधियाँ

मौखिक अभिव्यक्ति :अभिप्राय ,महत्त्व एवं उद्देश्य और मौखिक अभिव्यक्ति की शिक्षण विधियाँ

उच्चारण शिक्षण :अभिप्राय, महत्त्व एवं उद्देश्य उच्चारण संबंधी दोषों के कारण और त्रुटियों का

निराकरण।

चतुर्थ इकाई-:

वाचन शिक्षण: अभिप्राय, महत्त्व एवं उद्देश्य, वाचन ममता के कारण और निराकरण के उपाय।

लिपि शिक्षण: अभिप्राय, महत्त्व, उदेश्य, लिपि शिक्षण शिक्षण की विधियां ।

सूक्ष्म शिक्षण :अभिप्राय एवं कौशल 1. प्रश्न पूछने का कौशल 2.व्याख्यात्मक कौशल 3. श्यामपट्ट लेखन कौशल 4.उदाहरण कौशल 5.उद्दीपन परिवर्तन कौशल ।

प्रायोगिक कार्य

- किसी एक संस्कृत पाठ्यपुस्तक की समीक्षा (छठी से दसवीं तक)
- किसी हिंदी समाचार पत्र के चार संपादकीय का संस्कृत में अनुवाद

पाठय – पुस्तकें

लेखक	पुस्तक का नाम	पब्लिशर
स्फ़ाया , रघू नाथ्	संस्कृत शिक्षन् विधि	Punjab Kitaab Ghar, Jalandhar
खन्ना ज्योति	हिन्दी शिक्षण	धनपत राये एंड संज, डेल्ही
गोयल, ए. के.	हिन्दी शिक्षण	हरीश प्रकाशन मन्दिर, आगरा

PEDAGOGY OF LIFE SCIENCE-I

Course Type	Discipline Specific Elective (DSE)
Course Code	EDU151
Course Title	Pedagogy of Life Science-I
Type of course	Theory
L T P	3　0　0
Credits	3
Course pre-requisite	
Course Objective(s)	The main objective of this course is to provide basic knowledge about Pedagogy of Life Science.
Course Outcomes (CO)	After the completion of the course, students will be able to: 1. Appreciate Life science as dynamic and expanding body of knowledge. 2. Identify and formulate aims and objectives of Life science teaching. 3. Use various approaches of teaching Life science. 4. Understand correlation of Life science with other school subjects. 5. Explain the microteaching and microteaching skills.

UNIT-I

Meaning, nature and scope of Life science, impact of Life science and technology on modern living, Globalization and Life Science, Values of teaching Life Science, Place of Life science in school curriculum.

Aims and objectives of Teaching Life Science, Blooms' Taxonomy of Educational objectives.

Formulation of specific objectives in behavioral terms (Magers approach and RCEM approach).

UNIT- II

Scientific Attitude and its development.

Correlation of Life Science with other school subjects.

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

UNIT- III

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

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

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

UNIT- IV

Modification of teacher's behavior: meaning and techniques

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

Simulated Teaching: meaning, characteristics, parameters and procedure.

Sessional work:

- Prepare a Micro Lesson Plan.
- Organize a quiz/seminar.
- Hands on experience: (i) MS Power Point (ii) MS Word and (iii) MS Excel

Recommended Books

Text-Books

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

Reference Books

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

PEDAGOGY OF SOCIOLOGY-I

Course Type	Discipline Specific Elective (DSE)
Course Code	EDU153
Course Title	Pedagogy of Physical Education-I
Type of course	Theory
L T P	3 0 0
Credits	3
Course pre-requisite	
Course Objective(s)	The main objective of this course is to provide basic knowledge about Pedagogy of Physical Education.
Course Outcomes (CO)	After the completion of the course, students will be able to: 1. Explain the integration of Sociology. with other school subjects. 2. Explain writing of instructional objectives in behavioral terms as per Bloom's Taxonomy. 3. Understand various pedagogical approaches of Sociology. 4. Understand the concept of curriculum of Sociology. 5. Understand qualities of a Sociology Teacher. 6. Prepare micro lesson plans.

UNIT-I
Historical development of Sociology as a school subject, Nature, scope and importance of Sociology.

Distinguish Sociology from Social Science.

Relation of Sociology with other subjects: Political Science, History, Literature (languages), Psychology and Geography

UNIT-II
Aims and Objectives of teaching Sociology at elementary (6-8th class) and secondary school level (9-10th Class).

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

UNIT-III
Pedagogical Approaches: interdisciplinary approach, experiential approach, co-operative learning and constructivist approach to learning.

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

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

UNIT-IV

Sociology teacher: qualities and qualification.

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

Simulated Teaching: meaning, characteristics, parameters and procedure.

Sessional work:

- Prepare a Micro Lesson Plan.
- Organize a quiz/seminar.
- Hands on experience: (i) MS Power Point (ii) MS Word and (iii) MS Excel

Recommended Books

Text-Books

S. No.	Author(S)	Year	Title	Publisher
1	Bottomors, T.B	1975	Introduction to Sociology	Blackie and Dans, Bombay
2	Jha, J. K.	2001	Encyclopaedia of Teaching of Sociology	Anmol Publications Pvt Ltd, New Delhi

Reference Books

S. No.	Author(S)	Year	Title	Publisher
1	Rao, S. & C.N.	2005	Sociology- Primary Principles.	S.C. Chand and Company Ltd., New Delhi
2	Syed, M.H.	2004	Modern Teaching of Civics/Political Science	Anmol Publications Pvt Ltd, New Delhi
3	Giddens, A.	2001	Sociology: A Textbook for the Nineties	London: Polity Publishers, London
4	Shaida, B.D.	1962	Teaching of Political Science	Panjab Kitab Ghar, Jalandhar
5	Kaufman, P.	2002	Critical Pedagogy in the Sociology Classroom	American Sociological Association, New York

Course Type	Core Course (CR)
Course Code	**EDU102**
Course Title	Teaching and Learning
Type of course	Theory
L T P	4 0 0
Credits	4
Course pre-requisite	
Course Objective(s)	The objective of the study is to provide insight knowledge of Teaching and Learning.
Course Outcomes (CO)	After the completion of the course, students will be able to: 1. Understand the various theories of learning. 2. Understand the concept of motivation and learning styles. 3. Use various models of teaching for transacting the curriculum in schools.

UNIT-I

Learning: meaning, nature and factors affecting learning.

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

Transfer of learning: meaning, types and educational implications.

UNIT-II

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

Constructivism (Piaget, Bruner)

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

UNIT–III

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

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

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

UNIT–IV

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

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

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

Sessional work:
- Prepare a report on implementation of CCE at school level.
- Construction of an Achievement Test on One Topic.
- Compilation of result of one class at school level and its analysis (Mean, Median, Mode) and graphical representation.

Recommended Books

Text-Books

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

Reference Books

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

ASSESSMENT OF LEARNING

Course Type	Core Course (CR)
Course Code	**EDU104**
Course Title	Assessment of Learning
Type of course	Theory
L T P	4 0 0
Credits	4
Course prerequisite	
Course Objective(s)	The objective of the study is to provide insight knowledge of Assessment of Learning.
Course Outcomes (CO)	After the completion of the course, students will be able to: 1. Understand the nature of assessment and its role in teaching learning process. 2. Critically analyze the role of assessment at different domains of learning. 3. Understand, analyze, manage and implement assessment data.

UNIT-I

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

Evaluation: Meaning, Principles and types of evaluation.

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

UNIT- II

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

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

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

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

UNIT-III

Scoring Procedure: Manual and electronic, development of Rubrics.

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

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

UNIT-IV

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

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

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

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

Sessional work:

- Prepare a report on implementation of CCE at school level.
- Construction of an Achievement Test on One Topic.
- Compilation of result of one class at school level and its analysis (Mean, Median, Mode) and graphical representation.

Recommended Books

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

EDUCATIONAL TECHNOLOGY

Course Type	Core Course (CR)
Course Code	**EDU106**
Course Title	Educational Technology
Type of Course	Theory
L T P	3 0 0
Credits	3
Course Pre-requisite	
Course Objective(s)	The objective of the study is to provide insight knowledge of Educational Technology
Course Outcomes (CO)	After the completion of the course, students will be able to: 1. Understand the meaning and nature of educational technology. 2. Analyze the teacher's behavior through Flanders' Interaction Analysis System. 3. Use various instructional technologies efficiently in the class room.

UNIT- I

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

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

UNIT-II

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

UNIT-III

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

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

UNIT-IV

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

Sessional work:
- Preparing and practicing any one model based lesson plan.
- Enlist open education resources.
- Preparation of Programmed Instructions.
- Hands on experience: (i) MS Power Point (ii) MS Word and (iii) MS Excel

Recommended Books:

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

KNOWLEDGE AND CURRICULUM

Course Type	Core Course (CR)
Course Code	**EDU108**
Course Title	Knowledge and Curriculum
Type of Course	Theory
L T P	3 0 0
Credits	3
Course Pre-requisite	
Course Objective(s)	The objective of the study is to provide insight knowledge of Curriculum.
Course Outcomes (CO)	After the completion of the course, students will be able to: 1. Appraise the student- teachers about the concept of modernization, multiculturalism and democratic education in curriculum. 2. Get information about principles and approaches of curriculum construction. 3. Acquire conceptual understanding of power, ideology and the curriculum.

Unit-I

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

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

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

Unit-II

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

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

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

Unit-III

Curriculum – meaning, objectives, relevance and components.

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

Principles of curriculum construction

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

Unit-IV

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

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

Relationship between power, Ideology and the curriculum.

Sessional work:
- Prepare a report on curriculum visualized at different levels.
- Preparing a report on difficulties faced in chapter wise teaching of the school subject.

Recommended Books:

Text-Books

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

Reference Books

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

PEDAGOGY OF ENGLISH –II

Course Type	Discipline Specific Elective (DSE)
Course Code	**EDU110**
Course Title	Pedagogy of English-II
Type of Course	Theory
L T P	3 0 0
Credits	3
Course Pre-requisite	
Course Objective(s)	The objective of the study is to provide insight knowledge of Pedagogy of English.
Course Outcomes (CO)	After the completion of the course, students will be able to: 1. Develop understanding of the significance of English as a subject in the present context. 2. Understand the nature, characteristics of language and mother-tongue as well as the use of language. 3. Enable student teachers to teach basic language skills such as listening, speaking, reading, and writing.

UNIT- I

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

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

UNIT-II

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

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

UNIT- III

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

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

UNIT-IV

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

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

Sessional work:

- Preparation of Macro Lesson Plan.
- Preparation of Instructional Media.
- Review a Textbook/e-book/e-journal.

Recommended Books
Text-Books

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

Reference Books

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

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PEDAGOGY OF PUNJABI-II

Course Type	Discipline Specific Elective (DSE)
Course Code	EDU112
Course Title	Pedagogy of Punjabi- II
Type of Course	Theory
L T P	3 0 0
Credits	3
Course Pre-requisite	
Course Objective(s)	The objective of the study is to provide insight knowledge of Pedagogy of Punjabi.
Course Outcomes (CO)	ਵਿਦਿਆਰਥੀ– ਅਧਿਆਪਕ: 1. ਪੰਜਾਬੀ ਸਾਹਿਤ ਦੇ ਵਿਭਿੰਨ ਰੂਪਾਂ ਦੀਆਂ ਅਧਿਆਪਨ ਤਕਨੀਕਾਂ ਸਮਝ ਜਾਣਗੇ। 2. ਪਾਠ ਪੁਸਤਕਾਂ ਦੀ ਮੁਲਾਂਕਣ ਪ੍ਰਕਿਰਿਆ ਨੂੰ ਲਾਗੂ ਕਰਨਾ ਸਿੱਖ ਜਾਣਗੇ। 3. ਵੱਖ– ਵੱਖ ਦ੍ਰਿਸ਼ਟੀ– ਸ੍ਰੋਤ ਸਾਧਨਾਂ ਦੀ ਉਪਯੋਗੀ ਵਰਤੋਂ ਕਰਨਾ ਸਿੱਖ ਜਾਣਗੇ।

ਇਕਾਈ- ੳ

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

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

ਇਕਾਈ- ਅ

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

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

ਇਕਾਈ- ੲ

ਭਾਸ਼ਾ ਪ੍ਰਯੋਗਸ਼ਾਲਾ: ਉਦੇਸ਼, ਮਹੱਤਤਾ ਅਤੇ ਵਰਤੋਂ ਦੇ ਢੰਗ।

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

ਇਕਾਈ- ਸ

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

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

g q: 'fre ekoi / sYSnl vrk:-
- pkb gZfsoek dk w[bKeD
- nzro/iah d/ nypko ftu' Auko ;zgkdeh dk gzikph ftZu nB[tkd .

ਪੁਸਤਕ ਸੂਚੀ
ਪਾਠ- ਪੁਸਤਕਾਂ

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

ਸੰਬੰਧਿਤ ਪੁਸਤਕਾਂ

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

PEDAGOGY OF HINDI-II

Course Type	Discipline Specific Elective (DSE)
Course Code	**EDU114**
Course Title	Pedagogy of Hindi- II
Type of Course	Theory
L T P	3 0 0
Credits	3
Course Pre-requisite	
Course Objective(s)	The objective of the study is to provide insight knowledge of Pedagogy of Hindi.
Course Outcomes (CO)	After completion of this course, students will be able to : 1. Develop the understanding of the significance of basic competencies in language acquisition. 2. Understand the nature, characteristics of language and mother-tongue as well as the use of language. 3. Enable student teachers to teach basic language skills such as listening, speaking, reading, and writing.

प्रथम इकाई -:

हिंदी भाषा शिक्षण की आधुनिक विधियां :प्रत्यक्ष विधि ,खेल विधि, डाल्टन विधि, किंडर गार्डन विधि मोंटेसरी विधि औरअनुकरण विधि इत्यादि ।

गद्य शिक्षण और पद्य शिक्षण: अर्थ, उद्देश्य एवं महत्व, सोपान और विधियाँ

व्याकरण शिक्षण: अर्थ, उद्देश्य एवं महत्व, सोपान और विधियाँ

द्वितीय इकाई-:

हिंदी शिक्षण में अनुदेशात्मक सामग्री एवं दृश्य श्रव्य उपकरण: अर्थ महत्व एवं उपयोगिता और दृश्य श्रव्य साधनों के प्रकार।

हिंदी शिक्षण में पाठ्य पुस्तक का महत्व, पाठ्यपुस्तक के गुण एवं विशेषताएं।

भाषा प्रयोगशाला: उद्देश्य और महत्व।

तृतीय इकाई-:

हिंदी शिक्षण में मूल्यांकन: अभिप्राय, महत्व और उद्देश्य, मूल्यांकन की विधियां एवं साधन।

हिंदी शिक्षण में भाषाई कौशलों व साहित्यिक विधाओं का मूल्यांकन।

प्रश्न पत्र का ब्लूप्रिंट और आदर्श प्रश्न पत्र निर्माण के सिद्धांत।

चतुर्थ इकाई-:

इकाई पाठ योजना : अर्थ ,महत्व एंव उपयोगिता और निर्माण के सिद्धांत।

दैनिक पाठ योजना: अर्थ ,महत्व एंव उपयोगिता और निर्माण के सिद्धांत।

भाषाई योग्यताएं, कवि सम्मेलन, कविता, उच्चारण भाषण, प्रतियोगिता, वाद-विवाद, कहानी, सुनाना इत्यादि क्रियाएं।

सत्र कार्य

- हिंदी साहित्य के विकास में कोई दो महान लेखाकार एवं कहानीकार के योगदान पर रिपोर्ट तैयार करें।
- हिंदी साहित्य के विकास में कोई दो महान कवियों एवं कवित्रीयों के योगदान पर रिपोर्ट तैयार करें।

पाठ्य – पुस्तकें

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

PEDAGOGY OF SCIENCE-II

Course Type	Discipline Specific Elective (DSE)
Course Code	**EDU116**
Course Title	Pedagogy of Science-II
Type of course	Theory
L T P	3 0 0
Credits	3
Course pre-requisite	
Course Objective(s)	The objective of the study is to provide insight knowledge of Pedagogy of Science.
Course Outcomes (CO)	After the completion of the course, students will be able to: 1. Use instructional media for effective curricular transactions. 2. Analyze various evaluation techniques in science. 3. Prepare composite lesson plans.

UNIT-I

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

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

UNIT-II

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

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

UNIT- III

Practical Work in science: Need, Importance and Organization.

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

UNIT-IV

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

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

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

Sessional work:
- Preparation of Macro Lesson Plan.
- Preparation of Instructional Media.
- Review a Textbook/e-book/e-journal.

Recommended Books

Text-Books

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

Reference Books--

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

PEDAGOGY OF COMPUTER SCIENCE-II

Course Type	Discipline Specific Elective (DSE)
Course Code	EDU118
Course Title	Pedagogy of Computer Science-II
Type of course	Theory
L T P	3 0 0
Credits	3
Course pre-requisite	
Course Objective(s)	The objective of the study is to provide insight knowledge of Pedagogy of Computer Science.
Course Outcomes (CO)	After the completion of the course, students will be able to: 1. Use instructional media for effective curricular transactions. 2. Analyze various evaluation techniques in computer Science. 3. Prepare composite lesson plans.

UNIT-I

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

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

UNIT-II

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

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

UNIT- III

Practical Work in computer science: need, importance and organization

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

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

UNIT-IV

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

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

Sessional work:

- Preparation of digital lesson plan.
- Organize computer quiz/seminar.
- Hands on experience: (i) MS Power Point (ii) MS Word and (iii) MS Excel
- Preparation of an online computer based test from syllabi.

Recommended Books

Text-Books

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

Reference Books--

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

PEDAGOGY OF MATHEMATICS-II

Course Type	Discipline Specific Elective (DSE)
Course Code	**EDU120**
Course Title	Pedagogy of Mathematics-II
Type of Course	Theory
L T P	3 0 0
Credits	3
Course Pre-requisite	
Course Objective(s)	The objective of the study is to provide insight knowledge of Pedagogy of Mathematics.
Course Outcomes (CO)	After the completion of the course, students will be able to: 1. Use instructional media for effective curricular transactions. 2. Analyze various evaluation techniques in Mathematics. 3. Prepare composite lesson plans.

UNIT - I

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

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

UNIT-II

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

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

UNIT- III

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

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

UNIT-IV

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

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

Sessional work:

- Preparation of digital lesson plan.
- Organize a quiz/seminar.
- Hands on experience: (i) MS Power Point (ii) MS Word and (iii) MS Excel

Recommended Books

Text-Books

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

Reference Books

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

PEDAGOGY OF SOCIAL STUDIES-II

Course Type	Discipline Specific Elective (DSE)
Course Code	**EDU122**
Course Title	Pedagogy of Social Studies-II
Type of course	Theory
L T P	3 0 0
Credits	3
Course pre-requisite	
Course Objective(s)	The objective of the study is to provide insight knowledge of Pedagogy of Social Science.
Course Outcomes (CO)	After the completion of the course, students will be able to: 1. Use instructional media for effective curricular transactions. 2. Analyze various evaluation techniques in Social Studies. 3. Prepare composite lesson plans.

UNIT- I

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

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

UNIT-II

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

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

UNIT– III

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

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

UNIT-IV

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

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

Sessional work:

- Preparation of Macro Lesson Plan.
- Preparation of Instructional Media.
- Review a Textbook/e-book/e-journal.

Recommended Books

Text-Books

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

Reference Books

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

PEDAGOGY OF POLITICAL SCIENCE-II

Course Type	Discipline Specific Elective (DSE)
Course Code	**EDU124**
Course Title	Pedagogy of Political Science-II
Type of course	Theory
L T P	3 0 0
Credits	3
Course pre-requisite	
Course Objective(s)	The objective of the study is to provide insight knowledge of Pedagogy of Political Science.
Course Outcomes (CO)	After the completion of the course, students will be able to: 1. Use instructional media for effective curricular transactions. 2. Analyze various evaluation techniques in Political Science. 3. Prepare composite lesson plans.

UNIT- I

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

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

UNIT-II

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

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

UNIT– III

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

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

UNIT-IV

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

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

Sessional work:

- Preparation of Macro Lesson Plan.
- Preparation of Instructional Media.
- Review a Textbook/e-book/e-journal.

Recommended Books

Text-Books

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

Reference Books

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

PEDAGOGY OF HISTORY-II

Course Type	Discipline Specific Elective (DSE)
Course Code	EDU126
Course Title	Pedagogy of History-II
Type of course	Theory
L T P	3 0 0
Credits	3
Course pre-requisite	
Course Objective(s)	The objective of the study is to provide insight knowledge of Pedagogy of History.
Course Outcomes (CO)	After the completion of the course, students will be able to: 1. Use instructional media for effective curricular transactions. 2. Analyze various evaluation techniques in History. 3. Prepare composite lesson plans.

UNIT- I

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

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

UNIT-II

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

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

UNIT– III

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

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

UNIT-IV

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

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

Sessional work:

- Preparation of Macro Lesson Plan.
- Preparation of Instructional Media.
- Review a Textbook/e-book/e-journal.

Recommended Books

Text-Books

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

Reference Books

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

PEDAGOGY OF COMMERCE-II

Course Type	Discipline Specific Elective (DSE)
Course Code	EDU128
Course Title	Pedagogy of Commerce –II
Type of Course	Theory
L T P	3 0 0
Credits	3
Course Pre-requisite	
Course Objective(s)	The objective of the study is to provide insight knowledge of Pedagogy of Commerce.
Course Outcomes (CO)	After the Completion of the course, students will be able to: 1. Use instructional media for effective curricular transactions. 2. Analyze various evaluation techniques in Commerce. 3. Prepare composite lesson plans.

UNIT-I

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

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

UNIT-II

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

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

UNIT-III

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

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

UNIT-IV

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

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

Sessional work:

- Preparation of Macro Lesson Plan.
- Preparation of Instructional Media.
- Review a Textbook/e-book/e-journal.

Recommended Books

Text-Books

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

Reference Books

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

PEDAGOGY OF ECONOMICS-II

Course Type	Discipline Specific Elective (DSE)
Course Code	EDU130
Course Title	Pedagogy of Economics –II
Type of Course	Theory
L T P	3 0 0
Credits	3
Course Pre-requisite	
Course Objective(s)	The objective of the study is to provide insight knowledge of Pedagogy of Economics.
Course Outcomes (CO)	After the Completion of the course, students will be able to: 1. Use instructional media for effective curricular transactions. 2. Analyze various evaluation techniques in Economics. 3. Prepare composite lesson plans.

UNIT-I

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

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

UNIT-II

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

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

UNIT-III

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

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

UNIT-IV

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

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

Sessional work:

- Preparation of Macro Lesson Plan.
- Preparation of Instructional Media.
- Review a Textbook/e-book/e-journal.

Recommended Books

Text-Books

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

Reference Books

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

PEDAGOGY OF PHYSICAL EDUCATION-II

Course Type	Discipline Specific Elective (DSE)
Course Code	EDU132
Course Title	Pedagogy of Physical Education –II
Type of course	Theory
L T P	3 0 0
Credits	3
Course pre-requisite	
Course Objective(s)	The objective of the study is to provide insight knowledge of Physical Education.
Course Outcomes (CO)	After the completion of the course, students will be able to: 1. Use instructional media for effective curricular transactions. 2. Analyze various evaluation techniques in Physical Education. 3. Prepare composite lesson plans.

UNIT-I

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

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

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

UNIT-II

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

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

UNIT- III

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

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

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

UNIT-IV

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

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

Sessional work:
- Preparation of Macro Lesson Plan.
- Preparation of Instructional Media.
- Review a Textbook/e-book/e-journal.

Recommended Books
Text-Books

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

Reference Books

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

DRAMA AND ART IN EDUCATION

Course Type	Skill Enhancement Course (SEC)
Course Code	EDU134
Course Title	Drama and Art in Education
Type of course	Practical
L T P	0 0 2
Credits	1
Course prerequisite	
Course Objective(s)	The objective of the study is to provide insight knowledge of Drama and Art in Education.
Course Outcomes (CO)	After the completion of the course, students will be able to: 1. Understand the functions of drama and art in Education. 2. Integrate drama and art in the school curriculum. 3. Develop their aesthetic sensibilities.

S. No.	Title of the Practical	Orientation Session	Activity/Performance	time Allotted
1.	Body Language for a teacher	Demonstration of appropriate facial expressions gestures and postures.	1. 5-7 min. presentation on any topic of interest using appropriate body movements	8 Periods
2.	Breaking monotony in Voice and Speech	Orientation to voice articulation, projection and expression	1. Loud reading with expressions from language texts in English, Hindi, and mother tongue.)	8 Periods
3.	MUSIC as a medium of instruction	Knowledge and understanding of shuddha and vikrit swaras, alankars, and notation system	1. Creating sound with the use of one's own body. 2. Adding the readymade sound clips to the lesson plan as teaching aid. 3. Suggest new ways to use music in the classroom	8 Periods
4.	Using dance as a pedagogy	Familiarization with simple terms of dance, such as rasa, hasta, abhinaya, basic footsteps, positions, hand movements, and mudras of the classical dance form	1. Demonstrating ways of using dance in education	8 Periods

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

ASSIGNMENT:
Production of a theatrical piece on any topic related to the school curriculum.
MODE OF ASSESSMENT:

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

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

Text Book:

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

Recommended Books:

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

PRACTICUM OF EDUCATIONAL TECHNOLOGY

Course Type	Ability Enhancement Compulsory Course (AECC)
Course Code	**EDU136**
Course Title	Practicum of Educational Technology
Type of Course	Practical
L T P	0 0 2
Credits	1
Course Pre-requisite	
Course Objective(s)	The objective of the study is to provide insight knowledge of Practicum of Educational Technology.
Course Outcomes (CO)	After the completion of the course, students will be able to: 1. Understand the nature of educational technology. 2. Use various instructional technologies efficiently in the class room. 3. Prepare and use the programmed learning material.

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

Recommended Books:
Text Book:

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

Reference Books:

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

PRE-INTERNSHIP ORIENTATION

Course Type	**Skill Enhancement Course (SEC)**
Course Code	**EDU138**
Course Title	Pre-Internship Orientation
Type of course	Practical
L T P	0 0 2
Credits	1
Course pre-requisite	
Course Objective(s)	The objective of the study is to provide insight knowledge of Pre-Internship.
Course Outcomes (CO)	After the completion of the course, students will be able to: 1. Prepare micro and macro lesson plans in their respective teaching subjects 2. Organize and manage visits to places of educational importance.

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

1. 90% attendance is compulsory for the students in this course.

2. Each student has to prepare and present five micro lessons in microteaching mode and five composite lessons in simulated teaching mode followed by peer discussion.

3. Tasks and assignments that run through all the courses as indicated in the semester wise distribution of syllabus.

4. Visit to historical places, national parks, museums, institutions of repute of the region, other educational resource centers etc.

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

PEDAGOGY OF MUSIC-II

Course Type	Discipline Specific Elective (DSE)
Course Code	EDU142
Course Title	Pedagogy of Music-II
Type of Course	Theory
L T P	3 0 0
Credits	3
Course pre-requisite	
Course Objective(s)	The objective of the study is to provide insight knowledge of Pedagogy of Music.
Course Outcomes (CO)	After completion of the course, students will be able to: 1. Provide knowledge of different methods and techniques of teaching music. 2. Acquaint student-teacher with latest teaching skills. 3. Develop understanding & aesthetic sense in student.

UNIT- I

Methods of teaching music

Relationship of music with other subjects

Voice-culture & larynx writing a lesson plan, unit plan- concept, procedure, importance.

Lesson Planning: Need & importance

Audio-visual aids: concept, Importance, selection and projective and no-projective teaching aids

UNIT–II

Evaluation in Music: concept, importance and types

Knowledge of following Talas- Ekgun & Dugun of Dadra, Rupak, Keharva, Jhaptal, Ektal, Chartal and Teental.

Knowledge of different parts of instruments Tanpura/Sitar/Tabla. Internal Practical a) Preparing a scrap book on any two famous Musicians and their contribution. b) Recitation of National Anthem.

Micro Teaching & Macro teaching of music

Sessional work:

(i)   Preparation of five model lesson plans.

(ii)   Construction of an achievement test in Music.

(iii)   Morning assembly and role of music teacher

Recommended Books:

Text-Books:

S. No.	Author(S)	Year	Title	Publisher
1	Khanna, Jyot	2015	Sangeet Adhyapan	Tandon Publications , Ludhiana
2	Saryu Kalekar		Teaching of Music	Paul Publisher, Jalandhar.
3	Panna Lal Madare		Teaching of Music	Tandon Publications , Ludhiana

PEDAGOGY OF FINE ARTS-II

Course Type	Discipline Specific Elective (DSE)
Course Code	**EDU144**
Course Title	Pedagogy of Fine Arts-II
Type of Course	Theory
L T P	3 0 0
Credits	3
Course pre-requisite	
Course Objective(s)	The objective of the study is to provide insight knowledge of Pedagogy of Fine Arts.
Course Outcomes (CO)	After completion of the course, students will be able to: 1. Develop aesthetic sense. 2. Learn and understand the principles, concept, elements of art and to apply them in actual teaching and daily life. 3. Be acquainted with different techniques of painting.

UNIT- I

Method of teaching Art -Direct observation Method, Demonstration Method, Project Method.

Child Art- Meaning, Importance, Stages a. Scribbling Stage. b. Pre-schematic stage. c. Schematic Stage. d. Gang Age. e. Adolescent stage.

Contribution of Artists: S.G.S. Sohan Singh, Amrita Sher Gill, S.S.G. Thakur Singh, S. Sobha Singh.

Evaluation: Continuous & Comprehensive Evaluation: Concept, techniques and weightage distribution (VI to VIII, IX to X),

Types of test items for evaluation- Essay type, short answer type, objective type.

UNIT–II

Lesson Planning: Need & importance

Preparation of composite lesson plan a. Still life. b. Landscape. c. Composition. d. Design. e. Tie and Dye.Micro Teaching Skills a. Stimulus Variation b. Use of Black Board c. Demonstration d. Introducing the Lesson

Sessional work:

- Preparation of Macro Lesson Plan.
- Preparation of Instructional Media.
- Review a Textbook/e-book/e-journal.

Recommended Books:
Text-Books:

S. No.	Author(S)	Year	Title	Publisher
1	Bharti Chetna	2007	Teaching of Fine Arts	Kalyani Publishers, Ludhiana

Reference Books:

S. No.	Author(S)	Year	Title	Publisher
1	Chawla, S.S	1986	Teaching of Art	Publication Bureau, Panjabi University, Patiala
2	Walia J.S	2011	Kalaa Ke Sidhant	Paul Publisher, Jalandhar.
3	Arya Jaidev		Kala Ka Adhyapan	Luxmi Publication, Meruth

PEDAGOGY OF HOME SCIENCE-II

Course Type	Discipline Specific Elective (DSE)
Course Code	**EDU146**
Course Title	Pedagogy of Home Science-II
Type of course	Theory
L T P	3 0 0
Credits	3
Course pre-requisite	
Course Objective(s)	The objective of the study is to provide insight knowledge of Pedagogy of Home Science
Course Outcomes (CO)	After the completion of the course, students will be able to: 1. Use instructional media for effective curricular transactions. 2. Analyze various evaluation techniques in Home Science. 3. Prepare composite lesson plans.

UNIT-I

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

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

UNIT-II

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

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

UNIT- III

Practical Work in Home Science: need, importance and organization

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

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

UNIT-IV

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

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

Sessional work:
- Preparation of Macro Lesson Plan.
- Preparation of Instructional Media.
- Review a Textbook/e-book/e-journal.

Recommended Books

Text-Books

Sr. No.	Title	Year	Author(S)	Publisher
1	Teaching of Home Science	2011	Atkinson	New Delhi: Anmol Publications pvt. Ltd.
2	Fundamantals of Teaching Home Sciences.	2014	Chander, Shah and Joshi	New Delhi: Vikas Publication

Reference Books

Sr. No.	Title	Year	Author(S)	Pblisher
1	Teaching of Home Science	2003	Chanderkant	Tandon Publications, Ludhiana
2	Teaching of Home Science	2009	Dr. Parrninder Kaur	Sterling Publishers, New Delhi
3	Teaching of Home Science	2007	Seema Yadav	Sterling Publishers Pvt. Ltd., New Delhi
4	Greh Vigyan Shikshan	2006	G.P. Sherry	A.P.H., New Delhi

PEDAGOGY OF SANSKRIT-II

Course Type	Discipline Specific Elective (DSE)
Course Code	EDU148
Course Title	Pedagogy of Sanskrit- II
Type of Course	Theory
L T P	3 0 0
Credits	3
Course Pre-requisite	
Course Objective(s)	The objective of the study is to provide insight knowledge of Pedagogy of Sanskrit.
Course Outcomes (CO)	After completion of this course, students will be able to : 1. Develop the understanding of the significance of basic competencies in language acquisition. 2. Understand the nature, characteristics of language and mother-tongue as well as the use of language. 3. Enable student teachers to teach basic language skills such as listening, speaking, reading, and writing.

प्रथम इकाई -:

संस्कृत भाषा शिक्षण की आधुनिक विधियां :प्रत्यक्ष विधि ,खेल विधि, डाल्टन विधि, किंडर गार्डन विधि मोंटेसरी विधि औरअनुकरण विधि इत्यादि ।

गद्य शिक्षण और पद्य शिक्षण: अर्थ, उद्देश्य एवं महत्व, सोपान और विधियाँ

व्याकरण शिक्षण: अर्थ, उद्देश्य एवं महत्व, सोपान और विधियाँ

द्वितीय इकाई-:

संस्कृत शिक्षण में अनुदेशात्मक सामग्री एवं दृश्य श्रव्य उपकरण: अर्थ महत्व एवं उपयोगिता और दृश्य श्रव्य साधनों के प्रकार।

संस्कृत शिक्षण में पाठ्य पुस्तक का महत्व, पाठ्यपुस्तक के गुण एवं विशेषताएं।

भाषा प्रयोगशाला: उद्देश्य और महत्व।

तृतीय इकाई-:

संस्कृत शिक्षण में मूल्यांकन: अभिप्राय, महत्व और उद्देश्य, मूल्यांकन की विधियां एवं साधन।

संस्कृत शिक्षण में भाषाई कौशलों व साहित्यिक विधाओं का मूल्यांकन।

प्रश्न पत्र का ब्लूप्रिंट और आदर्श प्रश्न पत्र निर्माण के सिद्धांत।

चतुर्थ इकाई-:

इकाई पाठ योजना : अर्थ ,महत्व एंव उपयोगिता और निर्माण के सिद्धांत।

दैनिक पाठ योजना: अर्थ ,महत्व एंव उपयोगिता और निर्माण के सिद्धांत।

भाषाई योग्यताएं, कवि सम्मेलन, कविता, उच्चारण भाषण, प्रतियोगिता, वाद-विवाद, कहानी, सुनाना इत्यादि क्रियाएं।

प्रायोगिक कार्य

- वार्षिक प्रश्न पत्र का निर्माण
- क्रियात्मक अनुसंधान (उच्चारण व लेखन की अशुद्धियां)

पाठ्य – पुस्तकें

लेखक	पुस्तक का नाम	पब्लिशर
स्फ़ाया , रघू नाथ्	संस्कृत शिक्षन् विधि	Punjab Kitaab Ghar, Jalandhar
खन्ना ज्योति	हिन्दी शिक्षण	धनपत राये एंड संज, डेल्ही
गोयल, ए. के.	हिन्दी शिक्षण	हरीश प्रकाशन मन्दिर, आगरा

PEDAGOGY OF LIFE SCIENCE-II

Course Type	Discipline Specific Elective (DSE)
Course Code	**EDU150**
Course Title	Pedagogy of Life Science-II
Type of course	Theory
L T P	3 0 0
Credits	3
Course pre-requisite	
Course Objective(s)	The objective of the study is to provide insight knowledge of Pedagogy of Life Science.
Course Outcomes (CO)	After the completion of the course, students will be able to: 1. Apply various methods of teaching Life science 2. Identify the importance and characteristics of a good Life science text book. 3. Use instructional media for effective curricular transactions. 4. Analyze various evaluation techniques in Life science. 5. Prepare composite lesson plans.

UNIT-I

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

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

UNIT-II

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

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

UNIT- III

Practical Work in Life science: Need, Importance and Organization.

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

UNIT-IV

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

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

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

Sessional work:
- Preparation of Macro Lesson Plan.
- Preparation of Instructional Media.
- Review a Textbook/e-book/e-journal.

Recommended Books
Text-Books

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

Reference Books--

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

PEDAGOGY OF SOCIOLOGY-II

Course Type	Discipline Specific Elective (DSE)
Course Code	**EDU152**
Course Title	Pedagogy of Sociology-II
Type of course	Theory
L T P	3 0 0
Credits	3
Course pre-requisite	
Course Objective(s)	The objective of the study is to provide insight knowledge of Pedagogy of Sociology.
Course Outcomes (CO)	After the completion of the course, students will be able to: 1. Apply various methods of teaching Sociology. 2. Identify the importance and characteristics of a good Sociology text book. 3. Use instructional media for effective curricular transactions. 4. Analyze various evaluation techniques in Sociology. 5. Prepare composite lesson plans

UNIT- I

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

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

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

UNIT-II

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

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

UNIT– III

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

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

UNIT-IV

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

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

Sessional work:
- Preparation of Macro Lesson Plan.
- Preparation of Instructional Media.
- Review a Textbook/e-book/e-journal.

Recommended Books

Text-Books

S. No.	Author(S)	Year	Title	Publisher
1	Bottomors, T.B	1975	Introduction to Sociology	Blackie and Dans, Bombay
2	Jha, J. K.	2001	Encyclopaedia of Teaching of Sociology	Anmol Publications Pvt Ltd, New Delhi

Reference Books

S. No.	Author(S)	Year	Title	Publisher
1	Rao, S. & C.N.	2005	Sociology- Primary Principles.	S.C. Chand and Company Ltd., New Delhi
2	Syed, M.H.	2004	Modern Teaching of Civics/Political Science	Anmol Publications Pvt Ltd, New Delhi
3	Giddens, A.	2001	Sociology: A Textbook for the Nineties	London: Polity Publishers, London
4	Shaida, B.D.	1962	Teaching of Political Science	Panjab Kitab Ghar, Jalandhar
5	Kaufman, P.	2002	Critical Pedagogy in the Sociology Classroom	American Sociological Association, New York

SCHOOL INTERNSHIP A SCHOOL SUBJECT - I

Course Type	Skill Enhancement course (SEC)
Course Code	**EDU201**
Course Title	School Internship of a School Subject-I
Type of course	Practical
L T P	0 0 0
Credits	8
Course prerequisite	
Course Objective(s)	The objective of the study is to provide insight experience of School Teaching.
Course Outcomes (CO)	After the completion of the course, students will be able to: 1. Learn the nuances of the practice of teaching in a school using appropriate methods, materials and skills 2. Develop a repertoire of resources which can be used by the intern later in his/her teaching. 3. Evaluate school textbooks and other resource material critically in the context of children's development and pedagogic approach used.

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

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

SCHOOL INTERNSHIP A SCHOOL SUBJECT – II

Course Type	**Skill Enhancement course (SEC)**
Course Code	**EDU203**
Course Title	School Internship of a School Subject-II
Type of course	Practical
L T P	0 0 0
Credits	8
Course prerequisite	
Course Objective(s)	The objective of the study is to provide insight experience of School Teaching.
Course Outcomes (CO)	After the completion of the course, students will be able to: 1. Learn the nuances of the practice of teaching in a school using appropriate methods, materials and skills 2. Develop a repertoire of resources which can be used by the intern later in his/her teaching. 3. Evaluate school textbooks and other resource material critically in the context of children's development and pedagogic approach used.

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

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

SERVICE LEARNING

Course Type	**Ability Enhancement Compulsory course (AECC)**
Course Code	**EDU205**
Course Title	Service Learning
Type of course	Practical
L T P	0 0 0
Credits	1
Course pre-requisite	
Course Objective(s)	The objective of the study is to provide insight experience of Service Learning.
Course Outcomes (CO)	After the completion of the course, students will be able to learn different social skills.

Course Content

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

GENDER, SCHOOL AND SOCIETY

Course Type	Core course
Course Code	**EDU202**
Course Title	Gender, School and Society
Type of course	Theory
L T P	4 0 0
Credits	4
Course prerequisite	
Course Objective(s)	The objective of the study is to provide insight knowledge of Gender, School and Society.
Course Outcomes (CO)	After the completion of the course, students will be able to: 1. Understand the influence of social institutions (family, caste, class, religion, region,) on gender identity. 2. Examine the role of schools, peers, teachers, curriculum and textbooks in challenging gender inequalities. 3. Appreciate the role of NGOs and women groups in sensitizing society towards gender parity.

UNIT-I
Gender Issues
Concept of gender, sex, sexuality, patriarchy, masculinity, feminism, gender bias, gender stereotyping and empowerment.

Equity and equality in education with respect to gender.

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

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

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

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

Overcoming Gender stereotypes through education.

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

UNIT-IV
Strategies for Change
Millennium Development Goal: promoting gender equality and empowerment.

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

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

Sessional work:
- Preparation of report on organizational climate in single-sex and co-education school.
- Preparing analytical report on gender issues in print or electronic media.
- Identification of gender bias in school text book.

Recommended Books:
Text- Books:

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

Reference books

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

CURRICULUM DEVELOPMENT

Course Type	Core course
Course Code	EDU204
Course Title	Curriculum Development
Type of Course	Theory
L T P	4 0 0
Credits	4
Course Pre-requisite	
Course Objective(s)	The objective of the study is to provide insight knowledge of Curriculum Development.

Course Outcomes (CO)	After the completion of the course, students will be able to:
	    1. Understand approaches of curriculum development.
	    2. Know various designs of curriculum.
	    3. Understand the importance of curriculum change.

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

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

UNIT III
Curriculum Planning and Transaction
Different approaches to curriculum development: Constructivist, Competency based (including Minimum Levels of Learning) and Integrated ·
Models of Curriculum Development given by Franklin Bobbit, Ralph Tyler, Hilda Taba and Philip Jackson ·
Curriculum Transaction: Role of a teacher in knowledge construction through dialogue; challenge and feedback as a critical pedagogue

UNIT IV
School: The Site of Curriculum Engagement
Role of school philosophy and administration and organization in creating a context for transacting the curriculum effectively.
Role of infrastructural support in Teaching and Learning: classroom seating arrangement, library, laboratory, playground and canteen
Teacher's role and support in developing, transacting and researching curriculum.
Sesional work:
- Critical Analysis of National Curriculum Framework for School Education (NCFSE-2005).
- Identifying gender bias in any one chapter of a school text book

Recommended Books:
Text Books:

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

Reference Books:

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

INCLUSIVE EDUCATION

Course Type	Core course
Course Code	EDU206
Course Title	Inclusive Education
Type of Course	Theory
L T P	4 0 0
Credits	4
Course Prerequisite	
Course Objective(s)	The objective of the study is to provide insight knowledge of Inclusive Education.
Course Outcomes (CO)	After the completion of the course, students will be able to: 1. Describe the concept of Inclusion and its historical perspective. 2. Differentiate various types of Inclusion. 3. Explain various constrains in setting Inclusive Schools.

UNIT–I

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

Difference among integrated, special education and inclusive education.

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

UNIT–II

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

National and international initiatives for inclusive education.

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

UNIT–III

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

Need for curriculum adaptations for children with diverse needs.

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

UNIT–IV

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

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

Role of different national and international agencies in promoting inclusive education

Sessional work:
- Report on a visit to school practicing inclusion / Special School.
- Analysis of teaching learning practices with reference to inclusion.
- Prepare a case study on any of the special category of children with diverse needs.

Recommended Books:
Text books:

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

Reference Books:

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

CRITICAL UNDERSTANDING OF INFORMATION AND COMMUNICATION TECHNOLOGY

Course Type	Core course
Course Code	**EDU208**
Course Title	Critical Understanding of Information and Communication Technology
Type of Course	Theory
L T P	3 0 0
Credits	3
Course pre-requisite	
Course Objective(s)	The objective of the study is to provide insight knowledge of Critical Understanding of Information and Communication Technology
Course Outcomes (CO)	After the completion of the course, students will be able to: 1. Acquire knowledge of computers its accessories and software. 2. Employ hands-on-experience on computer. 3. Familiarize with the new trends in ICT.

UNIT-I

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

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

Possible uses of audio-visual media and computer.

UNIT-II

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

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

UNIT-III

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

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

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

UNIT-IV

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

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

Sessional Work:
- Prepare your Curriculum Vitae using computer and obtain its printout.
- Prepare a power point presentation.
- Prepare a social site page or a blog.

Recommended Books:

Text- Books:

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

Reference Books--

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

GUIDANCE AND COUNSELLING

Course Type	Discipline Specific Elective (DSE)
Course Code	EDU210
Course Title	Guidance and Counselling
Type of course	Theory
L T P	3 0 0
Credits	3
Course prerequisite	
Course Objective(s)s	The objective of the study is to provide insight knowledge of Guidance and Counselling.
Course Outcomes (CO)	After the completion of the course, students will be able to: 1. Understand their students by applying testing and non-testing techniques. 2. Organize Guidance and Counselling cell in the school. 3. Understand about various types of guidance services.

UNIT-I
Understanding Guidance

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

UNIT-II
Understanding Counselling

Counselling – Meaning and purposes, directive, non-directive and eclectic approaches to Counselling, Counselling Interview.
Minimum programmes and organization of Guidance and Counselling services at secondary level, and Principles of organization.
Role of Counsellor, Guidance worker and teachers in guidance.
Difference between Guidance & Counselling.

UNIT- III
Techniques for understanding the individual

Major areas and Barriers in understanding process, common problems of students at secondary level.
Techniques of understanding an individual: Quantitative techniques: (Intelligence, Interest, Aptitude and Achievement tests); Qualitative techniques (Cumulative Record Cards / Rating Scales/Sociometry)
Job Analysis- Meaning, functions and methods.

UNIT- IV
Foundations of Guidance Services
Individual Inventory service—Need, steps and sources of collecting information about the individual.
Placement service—meaning, functions and organization.
Follow up service—meaning, purposes, follow up procedures.

Sessional work:
- Prepare one power point presentation of any career talk and deliver it in the adjacent school in the community.
- Administration and interpretation of: (i) Interest Inventory (ii) Aptitude Test

Recommended Books:
Text-Books:

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

Reference Books:

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

LIFE SKILLS EDUCATION

Course Type	Discipline Specific Elective (DSE)
Course Code	EDU222
Course Title	Life skills Education
Type of Course	Theory
LTP	3 0 0
Credits	3
Course prerequisite	
Course Objective(s)	The objective of the study is to provide insight knowledge of Life skills Education.
Course Outcomes (CO)	After the completion of the course, students will be able to: 1. Enable the student teachers to Understand concept, process and practice of core life skills. 2. Enable the student teachers to Familiarize them with theories on Life Skills Approach. 3. Enable the student teachers to identify role of life skills for positive change and well-being.

UNIT-I
Introduction
Life Skills: Concept, need and importance of life skills for human beings.
Life Skills Education: Concept, need and importance of life skills education for teachers.
Difference between livelihood skills and life skills.

UNIT-II
Process and Methods Enhancing the Life Skills
Core life skills prescribed by World Health Organization.
Key issues and concerns of adolescent students in emerging Indian context.
Methods: audio and visual activities; small groups discussions followed by a presentation of group reports; educational games and simulation; case studies; storytelling; debates; mapping using problem trees.

UNIT- III
Core Life Skills (I)
Skills of Self awareness and Empathy: Concept, importance for teachers in particular, integration with the teaching learning process.
Skills of Coping with Stress and Emotion: Concept, importance for teachers in particular, integration with the teaching learning process.
Skills of Building Interpersonal relationships: Concept, importance for teachers in particular, integration with the teaching learning process.

UNIT- IV
Core Life Skills (II)
Skills of Critical thinking and Creative thinking: Concept, importance for Educationists, integration with the teaching learning process.
Skills of Problem Solving and Decision making: Concept, importance for Educationists, integration with the teaching learning process.
Skill of Effective Communication: Concept, importance for human beings and Educationists, integration within the teaching learning process.

Sessional work:
- Life skills training activities pertaining to any of the ten core life skills.
- Case study / Story telling / debate on core life skills

Recommended Books:
Text-Books:

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

Reference Books:

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

UNDERSTANDING OF SELF

Course Type	Discipline Specific Elective (DSE)
Course Code	EDU230
Course title	Understanding of Self
Type of course	Practical
L T P	0 0 2
Credits	1
Course Prerequisite	
Course Objective(s)	The objective of the study is to provide insight knowledge of Self.
Course Outcomes (CO)	After the completion of the course, students will be able to: 1. Develop a holistic understanding of the human self and personality. 2. Encourage students to develop the capacity for perspective taking and appreciating different points of view. 3. Develop sensitivity towards needs of children by connecting with one's own childhood experiences.

Course Content:

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

Recommended Books:
Text Books

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

Reference Books

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

PARTICIPATION IN YOGA

Course Type	**Ability Enhancement Compulsory Course (AECC)**
Course Code	**EDU232**
Course Title	Participation in Yoga
Type of Course	Practical
L T P	0 0 2
Credits	1
Course pre-requisite	
Course Objective(s)	The objective of the study is to provide insight knowledge of Yoga.
Course Outcomes (CO)	After the completion of the course, students will be able to: 1. Understand the various asanas. 2. Gain knowledge about Pranayama and sudhikiryas. 3. Understand the various psychological factors effecting sports performance.

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

Recommended Books:
Text-Books:

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

Reference Books:

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

COMMUNITY PARTICIPATION ACTIVITIES

Course Type	**Skill Enhancement Course (SEC)**
Course Code	**EDU234**
Course Title	Community Participation Activities
Type of course	Practical
L T P	0 0 0
Credits	1
Course pre-requisite	
Course Objective(s)	The objective of the study is to provide insight knowledge of Community Participation Activities.
Course Outcomes (CO)	After the completion of the course, students will be able to learn different social skills.

Course Content

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