

FACULTY OF EDUCATION

**Syllabus for the Batch from Year 2020 to
Year 2024**

FOR

**B.A. B.Ed. (4 Years Integrated Degree Programme)
(Semester I–VIII)**

Examinations: 2020–24



**GURU NANAK DEV UNIVERSITY
AMRITSAR**

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**B.A. B.ED. (4 YEARS INTEGRATED DEGREE PROGRAM
(Syllabus for the Batch from Year 2020 to Year 2024))**

SEMESTER-I

Paper	Course Title	Marks
	Perspectives in Education	
I	Yoga Education	50
	Curriculum and Pedagogic Studies	
II	English (Compulsory)	50
III	Punjabi (Compulsory)	50
	*Mudhli Punjabi (In lieu of Punjabi Compulsory)	
	*Punjab History & Culture (In lieu of Punjabi Compulsory)	
IV	Stream 1- Elective English / Elective Punjabi / Elective Hindi / Philosophy / Psychology / Sociology	100
V & VI	Stream 2- Maths / Computer Science / Economics	200
	Stream 3- History / Geography / Pol. Sci. / Economics	
	Stream 4- Philosophy / Psychology / Sociology	
	Development of Self	
EPC 1	Life Skills Education	50
	Total	500

***Note –**

1. Paper I,II,III and EPC 1 are compulsory for all
2. Students are to select any one subject from stream 1
3. Students are to select any one stream from stream 2,3 and 4
4. Students are to select any two subjects from the selected stream
5. The selected stream and subjects selected will remain same throughout the course. Students will not be allowed to change the selected stream and subjects
6. Credit Hours where not specified will be governed by ordinances of B.A./B.Sc. programmes of the university.
7. Syllabus of Philosophy, Psychology and Sociology in stream 1 will be same as that of in stream 4. Candidates will not be allowed to take same subjects from stream 1 and stream 4.
8. ***(Special Paper in lieu of Punjabi Compulsory)**
(For those students who are not domicile of Punjab)

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SEMESTER-II

Paper	Course Title	Marks
	Perspectives in Education	
I	Environmental Education	50
	Curriculum and Pedagogic Studies	
II	English (Compulsory)	50
III	Punjabi (Compulsory)	50
	*Mudhli Punjabi (In lieu of (Punjabi Compulsory))	
	*Punjab History & Culture (In lieu of Punjabi Compulsory)	
IV	Stream 1- Elective English / Elective Punjabi / Elective Hindi/ Philosophy / Psychology / Sociology	100
V & VI	Stream 2- Maths / Computer Science / Economics	200
	Stream 3- History / Geography / Pol. Sci. / Economics	
	Stream 4- Philosophy / Psychology / Sociology	
	Development of Self	
EPC 2	Understanding the Self	50
VII	** Drug Abuse: Problem, Management and Prevention (Compulsory Paper)	100
	Total	500

Note:-

*(Special Paper in lieu of Punjabi Compulsory)

(For those students who are not domicile of Punjab)

** Marks of this Paper will not be included in the Total Marks.

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SEMESTER–III

Paper	Course Title	Marks		
		T	P	Internship
	Perspectives in Education			
I	Understanding Education and its Perspectives	100		
II	Gender, School and Society	50		
	Curriculum and Pedagogic Studies			
III	English (Compulsory)	50		
IV	Punjabi (Compulsory)	50		
	*Mudhli Punjabi (In lieu of (Punjabi Compulsory))			
	*Punjab History & Culture (In lieu of Punjabi Compulsory)			
V	Stream 1- Elective English / Elective Punjabi / Elective Hindi / Philosophy / Psychology / Sociology	100		
VI & VII	Stream 2- Maths / Computer Science / Economics	200		
	Stream 3- History / Geography / Pol. Sci. / Economics			
	Stream 4- Philosophy / Psychology / Sociology			
	Total	550		

Note:-

*(Special Paper in lieu of Punjabi Compulsory)
(For those students who are not domicile of Punjab)

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SEMESTER-IV

Paper	Course Title	Marks		
		T	P	Internship
	Perspectives in Education			
I	Language Proficiency and Communication Skills	50		
	Curriculum and Pedagogic Studies			
II	English (Compulsory)	50		
III	Punjabi (Compulsory)	50		
	*Mudhli Punjabi (In lieu of (Punjabi Compulsory))			
	*Punjab History & Culture (In lieu of Punjabi Compulsory)			
IV	Stream 1- Elective English / Elective Punjabi / Elective Hindi / Philosophy / Psychology / Sociology	100		
V & VI	Stream 2- Maths / Computer Science / Economics	200		
	Stream 3- History / Geography / Pol. Sci. / Economics			
	Stream 4- Philosophy / Psychology / Sociology			
EPC 3	Drama and Art in Education	50		
VII	* Environmental Studies (Compulsory)	100		
	Total	500		

*** Marks of Paper EVS will not be included in Grand Total.**

SEMESTER-V

Paper	Course Title	Marks		
		T	P	Internship
	Perspectives in Education	L		
I	Understanding Learner and the learning Environment	100		
II	Educational Technology and ICT for Teaching and Learning	100		
III	Inclusive Education	50		
	Curriculum and Pedagogic Studies			
IV	English (Compulsory)	50		
V	Punjabi (Compulsory)	50		
	*Mudhli Punjabi (In lieu of (Punjabi Compulsory))			
	*Punjab History & Culture (In lieu of Punjabi Compulsory)			
VI	Stream 1- Elective English / Elective Punjabi / Elective Hindi / Philosophy / Psychology / Sociology	100		
VII & VIII	Stream 2- Maths / Computer Science / Economics	200		
	Stream 3- History / Geography / Pol. Sci. / Economics			
	Stream 4- Philosophy / Psychology / Sociology			
	Development of Self			
EPC 4	Developing ICT Competencies	50		
	Total	700		

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SEMESTER–VI

Paper	Course Title	Marks		
		T	P	Internship
	Perspectives in Education			
I	School Management	50		
II	Peace Education/ Life long Education/ Health Education/ Value Education/ Guidance and Counselling	50		
	Curriculum and Pedagogic Studies			
III	English (Compulsory)	50		
IV	Punjabi (Compulsory)	50		
	*Mudhli Punjabi (In lieu of (Punjabi Compulsory))			
	*Punjab History & Culture (In lieu of Punjabi Compulsory)			
V	Stream 1- Elective English / Elective Punjabi / Elective Hindi / Philosophy / Psychology / Sociology	100		
VI & VII	Stream 2- Maths / Computer Science / Economics	200		
	Stream 3- History / Geography / Pol. Sci. / Economics			
	Stream 4- Philosophy / Psychology / Sociology			
VIII & IX	*Pedagogy of School Subjects I & II	50		
	Option–I Teaching of Punjabi / Hindi / English / Pol.Sc./ Economics			
	Option–II Teaching of Social Science / History / Maths.	50		
	Option–III Teaching of Geography / Computer Science	100		
	Internship I (4 weeks) Field Engagement with School and Perspective Papers			
	Total	700		

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SEMESTER–VII

Paper	Course Title	Marks		
		T	P	Internship
	Perspectives in Education			
I	Understanding the Learning Process	100		
II	Foundations of Curriculum Development	100		
III	Assessment for Learning	100		
IV	Policy Framework and Contemporary Issues in Indian Education	100		
V	Education and Development	50		
	Curriculum and Pedagogic Studies			
VI & VII	*Pedagogy of School Subjects I & II	50		
	Option–I Teaching of Punjabi / Hindi / English / Pol.Sc./ Economics			
	Option–II Teaching of Social Science / History / Maths	50		
	Option–III Teaching of Geography / Computer			
	Development of Self			
EPC V	Reading and Reflecting on Texts	50		
	Total	600		

SEMESTER–VIII

Sr. No.	Paper	Course Title	Weeks	Marks
1.	I-2	School Internship Pedagogy of School Subject – I (PS I) Pedagogy of School Subject – II (PS II)	16	400
2.	I-3	Field Engagement with Community	2	50
		Total	18	450

**B.A. B.ED. (4 YEARS INTEGRATED DEGREE PROGRAM
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**SEMESTER-I
PAPER-I
YOGA EDUCATION**

Time 1: 30 Hrs.

Total Marks: 50

Terminal: 35

Sessional: 15

Instructions for the Paper Setters:-

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

Course Objectives

After the completion of the course, the student teacher will be able to:

- Know the historical and philosophical background of Yoga.
- Understand different types of Yoga
- Correlate Yoga with Education
- Manage stress through Yoga
- Perform major Yogic Asanas.

SECTION-A

YOGA

- a) Yoga: Historical and philosophical background, Meaning, importance.
- b) Concept and Health implications of:
 - i) Hath yoga
 - ii) Power yoga
 - iii) Karma yoga

SECTION-B

MAJOR YOGIC TEXTS

- a). Nature of Chitta – Vritties,
- b). Concept of Vidya, Moksha and Happiness with respect to PatanjliYog

SECTION-C

EDUCATION AND YOGA

- a) Education and Yoga - Promotion of intelligence, Self-ability and creativity through Yoga.

SECTION-D

STRESS AND YOGA

- a) Stress – Definition, Causes, Symptoms, Yogicmanagement of stress related disorders – Anxiety, Depression and Suicidal tendencies.
- b) Importance of Meditation for improving Concentration and memory among learners

SESSIONAL WORK:

Performance in Unit tests and House examination: 05 marks

Attendance: 02 marks

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Assignment on the following (ANY TWO): 08 marks

- Preparation of a file (project report of the selected five asana, three physiological, psychological effects on human body).
- Participation in any five Asanas of the following: Shavasana, Sarvangasana, Halasana, Paschimottanasana, Bhujangasana, Dhanurashna, Chakrasana, Vajrasana, Gomukhasana, Matsyanana, Janu- Shirasana, Ardhamatsyendrasana, Padmasana.
- Participation in Neti, Kapalabhati, Tratak Anulom- Vilom, Bhramari, Shitali, Ujjai Pranayam.

References:-

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- Taimini, I.K. (1979). *The Science of Yoga*. Madras: Adyar Publication.
- Venkateswaram, P.S. (2008). *Yoga for Healing*. New Delhi: Jaico Publishing House.
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SEMESTER-I

PAPER-II: ENGLISH (COMPULSORY)

Time: 3 Hours

Max. Marks: 50

Instructions for the Paper Setters:-

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

Texts Prescribed:-

- *Tales of Life* (Guru Nanak Dev University, Amritsar) Stories at Sr.No.1, 2, 3, 5 and 6
- *Prose for Young Learners* (Guru Nanak Dev University, Amritsar) Essays at Sr. No. 1, 2, 3, 5 and 6
- *English Grammar in Use* (Fourth Edition) by Raymond Murphy, CUP

The syllabus is divided in four sections as mentioned below.

SECTION-A

English Grammar in Use, 4th Edition by Raymond Murphy, CUP (Units: 1-37)

SECTION-B

Paragraph Writing and *English Grammar in Use* (Units: 38-48)

SECTION-C

Tales of Life (Guru Nanak Dev University, Amritsar): Stories at Sr. No. 1, 2, 3, 5 and 6

SECTION-D

Prose for Young Learners: Essays at Sr. No. 1, 2, 3, 5 and 6

SEMESTER-I

PAPER-III: PUNJABI (COMPULSORY) ਪੰਜਾਬੀ (ਲਾਜ਼ਮੀ)

ਸਮਾਂ : 3 ਘੰਟੇ

ਕੁਲ ਅੰਕ : 50

ਅੰਕ-ਵੰਡ ਅਤੇ ਪਰੀਖਿਅਕ ਲਈ ਹਦਾਇਤਾਂ

1. ਪ੍ਰਸ਼ਨ ਪੱਤਰ ਦੇ ਚਾਰ ਭਾਗ ਹੋਣਗੇ। ਹਰ ਭਾਗ ਵਿੱਚੋਂ ਦੋ ਪ੍ਰਸ਼ਨ ਪੁੱਛੇ ਜਾਣਗੇ।
2. ਵਿਦਿਆਰਥੀ ਨੇ ਕੁੱਲ ਪੰਜ ਪ੍ਰਸ਼ਨ ਕਰਨੇ ਹਨ। ਹਰ ਭਾਗ ਵਿੱਚੋਂ ਇੱਕ ਪ੍ਰਸ਼ਨ ਲਾਜ਼ਮੀ ਹੈ। ਪੰਜਵਾਂ ਪ੍ਰਸ਼ਨ ਕਿਸੇ ਵੀ ਭਾਗ ਵਿੱਚੋਂ ਕੀਤਾ ਜਾ ਸਕਦਾ ਹੈ।
3. ਹਰੇਕ ਪ੍ਰਸ਼ਨ ਦੇ ਬਰਾਬਰ ਅੰਕ ਹਨ।
4. ਪੇਪਰ ਸੈੱਟ ਕਰਨ ਵਾਲਾ ਜੇਕਰ ਚਾਹੇ ਤਾਂ ਪ੍ਰਸ਼ਨਾਂ ਦੀ ਵੰਡ ਅੱਗੋਂ ਵੱਧ ਤੋਂ ਵੱਧ ਚਾਰ ਉਪ-ਪ੍ਰਸ਼ਨਾਂ ਵਿੱਚ ਕਰ ਸਕਦਾ ਹੈ।

ਪਾਠ-ਕ੍ਰਮ ਅਤੇ ਪਾਠ-ਪੁਸਤਕਾਂ

ਸੈਕਸ਼ਨ - ਏ

ਦੋ ਰੰਗ (ਕਵਿਤਾ ਭਾਗ) (ਸੰਪਾ. ਹਰਜਿੰਦਰ ਸਿੰਘ ਵਿੱਲੋਂ ਅਤੇ ਪ੍ਰੀਤਮ ਸਿੰਘ ਸਰਗੋਧੀਆ), ਗੁਰੂ ਨਾਨਕ ਦੇਵ ਯੂਨੀਵਰਸਿਟੀ, ਅੰਮ੍ਰਿਤਸਰ।

(ਲੇਖਕ ਦਾ ਜੀਵਨ ਤੇ ਰਚਨਾ / ਪ੍ਰਸੰਗ ਸਹਿਤ ਵਿਆਖਿਆ/ਕਵਿਤਾ ਦਾ ਵਿਸ਼ਾ-ਵਸਤੂ)

ਸੈਕਸ਼ਨ - ਬੀ

ਸੰਸਾਰ ਦੀਆਂ ਪ੍ਰਸਿੱਧ ਹਸਤੀਆਂ (ਜੀਵਨੀ ਨੰ: 1 ਤੋਂ 9 ਤੱਕ) (ਸੰਪਾ. ਪ੍ਰਿੰ. ਤੇਜਾ ਸਿੰਘ, ਹਰਨਾਮ ਸਿੰਘ ਸ਼ਾਨ), ਪੰਜਾਬੀ ਸਾਹਿਤ ਪ੍ਰਕਾਸ਼ਨ, ਅੰਮ੍ਰਿਤਸਰ।

(ਵਿਸ਼ਾ-ਵਸਤੂ/ਸਾਰ/ਨਾਇਕ ਬਿੰਬ)

ਸੈਕਸ਼ਨ - ਸੀ

(ੳ) ਪੈਰਾ ਰਚਨਾ

(ਅ) ਪੈਰਾ ਪੜ੍ਹ ਕੇ ਪ੍ਰਸ਼ਨਾਂ ਦੇ ਉੱਤਰ।

ਸੈਕਸ਼ਨ - ਡੀ

(ੳ) ਭਾਸ਼ਾ ਵੰਨਗੀਆਂ : ਭਾਸ਼ਾ ਦਾ ਟਕਸਾਲੀ ਰੂਪ, ਭਾਸ਼ਾ ਅਤੇ ਉਪ-ਭਾਸ਼ਾ ਵਿਚ ਅੰਤਰ, ਪੰਜਾਬੀ ਉਪਭਾਸ਼ਾਵਾਂ ਦੇ ਪਛਾਣ-ਚਿੰਨ੍ਹ।

(ਅ) ਪੰਜਾਬੀ ਭਾਸ਼ਾ : ਨਿਕਾਸ ਤੇ ਵਿਕਾਸ

ਸਹਾਇਕ ਪੁਸਤਕਾਂ

1. ਬ੍ਰਹਮਜਗਦੀਸ਼ ਸਿੰਘ, ਆਧੁਨਿਕ ਪੰਜਾਬੀ ਕਾਵਿ : ਪ੍ਰਮੁੱਖ ਪ੍ਰਵਿਰਤੀਆਂ, ਵਾਰਿਸ ਸ਼ਾਹ ਫਾਊਂਡੇਸ਼ਨ, ਅੰਮ੍ਰਿਤਸਰ।
2. ਰਾਜਿੰਦਰਪਾਲ ਬਰਾੜ, ਆਧੁਨਿਕ ਪੰਜਾਬੀ ਕਵਿਤਾ ਦਾ ਇਤਿਹਾਸ, ਪੰਜਾਬੀ ਅਕਾਦਮੀ, ਦਿੱਲੀ।
3. ਜਸਵਿੰਦਰ ਸਿੰਘ, ਨਵੀਂ ਪੰਜਾਬੀ ਕਵਿਤਾ : ਪਛਾਣ ਚਿੰਨ੍ਹ, ਚੇਤਨਾ ਪ੍ਰਕਾਸ਼ਨ, ਲੁਧਿਆਣਾ।
4. ਧਰਮਪਾਲ ਸਿੰਗਲ, ਪੰਜਾਬੀ ਜੀਵਨੀ : ਸਰੂਪ ਸਿਧਾਂਤ ਤੇ ਵਿਕਾਸ, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ।
5. ਜੀਤ ਸਿੰਘ ਸੀਤਲ, ਵਾਰਤਕ ਤੇ ਵਾਰਤਕ ਸ਼ੈਲੀ, ਪੰਜਾਬ ਸਟੇਟ ਯੂਨੀਵਰਸਿਟੀ ਟੈਕਸਟ ਬੁੱਕ ਬੋਰਡ, ਚੰਡੀਗੜ੍ਹ।
6. ਬੂਟਾ ਸਿੰਘ ਬਰਾੜ, ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਸਰੋਤ ਤੇ ਸਰੂਪ, ਵਾਰਿਸ ਸ਼ਾਹ ਫਾਊਂਡੇਸ਼ਨ, ਅੰਮ੍ਰਿਤਸਰ।
7. ਸੁਖਵਿੰਦਰ ਸਿੰਘ ਸੰਘਾ, ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਵਿਗਿਆਨ, ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਅਕਾਦਮੀ, ਜਲੰਧਰ।
8. ਹਰਕੀਰਤ ਸਿੰਘ ਤੇ ਗਿਆਨ ਲਾਲ ਸਿੰਘ, ਕਾਲਜ ਪੰਜਾਬੀ ਵਿਆਕਰਨ, ਪੰਜਾਬ ਯੂਨੀਵਰਸਿਟੀ, ਚੰਡੀਗੜ੍ਹ।
9. ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਬੋਧ, ਕਸਤੂਰੀ ਲਾਲ ਐਂਡ ਸੰਨਜ਼, ਅੰਮ੍ਰਿਤਸਰ।

SEMESTER-I

ਮੁੱਢਲੀ ਪੰਜਾਬੀ (In Lieu of Punjabi Compulsory)

ਸਮਾਂ : 3 ਘੰਟੇ

ਕੁਲ ਅੰਕ: 50

ਅੰਕ-ਵੰਡ ਅਤੇ ਪਰੀਖਿਅਕ ਲਈ ਹਦਾਇਤਾਂ

1. ਪ੍ਰਸ਼ਨ ਪੱਤਰ ਦੇ ਚਾਰ ਭਾਗ ਹੋਣਗੇ। ਹਰ ਭਾਗ ਵਿੱਚ ਦੋ ਪ੍ਰਸ਼ਨ ਪੁੱਛੇ ਜਾਣਗੇ।
2. ਵਿਦਿਆਰਥੀ ਨੇ ਕੁੱਲ ਪੰਜ ਪ੍ਰਸ਼ਨ ਕਰਨੇ ਹਨ। ਹਰ ਭਾਗ ਵਿੱਚੋਂ ਇੱਕ ਪ੍ਰਸ਼ਨ ਲਾਜ਼ਮੀ ਹੈ। ਪੰਜਵਾਂ ਪ੍ਰਸ਼ਨ ਕਿਸੇ ਵੀ ਭਾਗ ਵਿੱਚੋਂ ਕੀਤਾ ਜਾ ਸਕਦਾ ਹੈ।
3. ਹਰੇਕ ਪ੍ਰਸ਼ਨ ਦੇ ਬਰਾਬਰ ਅੰਕ ਹਨ।
4. ਪੇਪਰ ਸੈੱਟ ਕਰਨ ਵਾਲਾ ਜੇਕਰ ਚਾਹੇ ਤਾਂ ਪ੍ਰਸ਼ਨਾਂ ਦੀ ਵੰਡ ਅੱਗੋਂ ਵੱਧ ਤੋਂ ਵੱਧ ਚਾਰ ਉਪ-ਪ੍ਰਸ਼ਨਾਂ ਵਿੱਚ ਕਰ ਸਕਦਾ ਹੈ।

ਪਾਠ-ਕ੍ਰਮ

ਸੈਕਸ਼ਨ-ਏ

ਪੈਂਤੀ ਅੱਖਰੀ, ਅੱਖਰ ਕ੍ਰਮ, ਪੈਰ ਬਿੰਦੀ ਵਾਲੇ ਵਰਣ ਅਤੇ ਪੈਰ ਵਿਚ ਪੈਣ ਵਾਲੇ ਵਰਣ ਅਤੇ ਮਾਤ੍ਰਵਾਂ (ਮੁੱਢਲੀ ਜਾਣ-ਪਛਾਣ)
ਲਗਾਖਰ (ਬਿੰਦੀ, ਟਿੱਪੀ, ਅੱਧਕ) : ਪਛਾਣ ਅਤੇ ਵਰਤੋਂ

ਸੈਕਸ਼ਨ-ਬੀ

ਪੰਜਾਬੀ ਸ਼ਬਦ-ਬਣਤਰ : ਮੁੱਢਲੀ ਜਾਣ-ਪਛਾਣ
(ਸਾਧਾਰਨ ਸ਼ਬਦ, ਸੰਯੁਕਤ ਸ਼ਬਦ, ਮਿਸ਼ਰਤ ਸ਼ਬਦ, ਮੂਲ ਸ਼ਬਦ, ਅਗੇਤਰ ਅਤੇ ਪਿਛੇਤਰ)

ਸੈਕਸ਼ਨ-ਸੀ

ਨਿੱਤ ਵਰਤੋਂ ਦੀ ਪੰਜਾਬੀ ਸ਼ਬਦਾਵਲੀ : ਬਾਜ਼ਾਰ, ਵਪਾਰ, ਰਿਸ਼ਤੇ-ਨਾਤੇ, ਖੇਤੀ ਅਤੇ ਹੋਰ ਧੰਦਿਆਂ
ਆਦਿ ਨਾਲ ਸੰਬੰਧਤ।

ਸੈਕਸ਼ਨ-ਡੀ

ਹਫ਼ਤੇ ਦੇ ਸੱਤ ਦਿਨਾਂ ਦੇ ਨਾਂ, ਬਾਰ੍ਹਾਂ ਮਹੀਨਿਆਂ ਦੇ ਨਾਂ, ਰੁੱਤਾਂ ਦੇ ਨਾਂ, ਇੱਕ ਤੋਂ ਸੌ ਤਕ ਗਿਣਤੀ ਸ਼ਬਦਾਂ ਵਿਚ

ਸਹਾਇਕ ਪੁਸਤਕਾਂ

1. ਕਸਤੂਰੀ ਲਾਲ ਐਂਡ ਸੰਨਜ਼, ਮੁੱਢਲੀ ਪੰਜਾਬੀ, ਗੁਰੂ ਨਾਨਕ ਦੇਵ ਯੂਨੀਵਰਸਿਟੀ, ਅਮ੍ਰਿਤਸਰ।
2. ਮਿੰਨੀ ਸਲਵਾਨ, ਪੰਜਾਬੀ ਵਿਆਕਰਨ : ਮੁੱਢਲੇ ਸੰਕਲਪ, ਰਵੀ ਸਾਹਿਤ ਪ੍ਰਕਾਸ਼ਨ, ਅਮ੍ਰਿਤਸਰ।
3. ਬੂਟਾ ਸਿੰਘ ਬਰਾੜ, ਪੰਜਾਬੀ ਵਿਆਕਰਨ : ਸਿਧਾਂਤ ਅਤੇ ਵਿਹਾਰ, ਚੇਤਨਾ ਪ੍ਰਕਾਸ਼ਨ, ਲੁਧਿਆਣਾ।

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SEMESTER-I

Punjab History & Culture (From Earliest Times to C 320)
(Special Paper in lieu of Punjabi compulsory)
(For those students who are not domicile of Punjab)

Time: 3 Hours

Max. Marks: 50

Instructions for the Paper Setters:-

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

SECTION-A

1. Physical features of the Punjab and its impact on history.
2. Sources of the ancient history of Punjab

SECTION-B

3. Harappan Civilization: Town planning; social, economic and religious life of the Indus Valley People.
4. The Indo-Aryans: Original home and settlements in Punjab.

SECTION-C

5. Social, Religious and Economic life during *Rig* Vedic Age.
6. Social, Religious and Economic life during Later Vedic Age.

SECTION-D

7. Teachings and impact of Buddhism
8. Jainism in the Punjab

Suggested Readings:-

1. L. M Joshi (ed.), *History and Culture of the Punjab*, Art-I, Patiala, 1989 (3rd edition)
2. L.M. Joshi and Fauja Singh (ed.), *History of Punjab*, Vol.I, Patiala 1977.
3. Budha Parkash, *Glimpses of Ancient Punjab*, Patiala, 1983.
4. B.N. Sharma, *Life in Northern India*, Delhi. 1966.
5. Chopra, P.N., Puri, B.N., & Das, M.N.(1974). *A Social, Cultural & Economic History of India*, Vol. I, New Delhi: Macmillan India.

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SEMESTER-I

**PAPER-IV, STREAM-1
ENGLISH (ELECTIVE)**

Time: 3 Hours

Max. Marks: 100

Instructions for the Paper Setters:-

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

Prescribed Books:

- *A Doll's House* by Henrik Ibsen (preferably Penguin Classics Edition)
- *Spots of Time* G.N.D.U. Amritsar
- *Glossary of Literary Terms* by M.H. Abrams, Wadsworth CENGAGE Learning Publishers, 8th Edition, 2008.
- *Better Pronunciation of English* by J.D.O'Connor

The syllabus is divided in four sections as mentioned below:

SECTION-A

- Literary Terms: Ballad, Character, Comedy, Conceit, Epic, Irony, Plot, Paradox
- Transcription of Words: comb, crèche, dose, gauge, ghost, castle, gross, mauve, sure sample, wolf, wool, arch, off, of, door, stair, what, cough, clerk, tooth, yak, yawn, sing, tongue.

SECTION-B

Spots of Time: Poems at serial No. 1,2,3,5,7,8,9

SECTION-C

Spots of Time: Poems at serial No. 10-12, 14, 19, 20

SECTION-D

A Doll's House by Henrik Ibsen

SEMESTER-I

PAPER-IV, STREAM-1 PUNJABI (ELECTIVE) ਪੰਜਾਬੀ (ਇਲੈਕਟਿਵ)

ਸਮਾਂ : 3 ਘੰਟੇ

ਕੁਲ ਅੰਕ: 100

ਅੰਕ-ਵੰਡ ਅਤੇ ਪਰੀਖਿਅਕ ਲਈ ਹਦਾਇਤਾਂ

1. ਪ੍ਰਸ਼ਨ ਪੱਤਰ ਦੇ ਚਾਰ ਭਾਗ ਹੋਣਗੇ। ਹਰ ਭਾਗ ਵਿੱਚ ਦੋ ਪ੍ਰਸ਼ਨ ਪੁੱਛੇ ਜਾਣਗੇ।
2. ਵਿਦਿਆਰਥੀ ਨੇ ਕੁੱਲ ਪੰਜ ਪ੍ਰਸ਼ਨ ਕਰਨੇ ਹਨ। ਹਰ ਭਾਗ ਵਿੱਚ ਇੱਕ ਪ੍ਰਸ਼ਨ ਲਾਜ਼ਮੀ ਹੈ। ਪੰਜਵਾਂ ਪ੍ਰਸ਼ਨ ਕਿਸੇ ਵੀ ਭਾਗ ਵਿੱਚੋਂ ਕੀਤਾ ਜਾ ਸਕਦਾ ਹੈ।
3. ਹਰੇਕ ਪ੍ਰਸ਼ਨ ਦੇ ਬਰਾਬਰ ਅੰਕ ਹਨ।
4. ਪੇਪਰ ਸੈੱਟ ਕਰਨ ਵਾਲਾ ਜੇਕਰ ਚਾਹੇ ਤਾਂ ਪ੍ਰਸ਼ਨਾਂ ਦੀ ਵੰਡ ਅੱਗੋਂ ਵੱਧ ਤੋਂ ਵੱਧ ਚਾਰ ਉਪ-ਪ੍ਰਸ਼ਨਾਂ ਵਿੱਚ ਕਰ ਸਕਦਾ ਹੈ।

ਪਾਠ-ਕ੍ਰਮ ਅਤੇ ਪਾਠ-ਪੁਸਤਕਾਂ

ਸੈਕਸ਼ਨ- ਏ

ਕਾਵਿ ਰੰਗ (ਸੰਪਾ. ਡਾ. ਦਰਿਆ, ਡਾ. ਮਨਜਿੰਦਰ ਸਿੰਘ)
(ਪ੍ਰਸੰਗ ਸਹਿਤ ਵਿਆਖਿਆ/ਵਿਸ਼ਾ-ਵਸਤੂ/ਸਾਰ)

ਸੈਕਸ਼ਨ- ਬੀ

ਸੂਰਜਾਂ ਦੇ ਹਾਣੀ (ਨਾਵਲ) - ਉਜਾਗਰ ਸਿੰਘ ਕੰਵਲ
ਚੇਤਨਾ ਪ੍ਰਕਾਸ਼ਨ, ਚੰਡੀਗੜ੍ਹ।

(ਲੇਖਕ ਦਾ ਜੀਵਨ ਤੇ ਰਚਨਾ/ਵਿਸ਼ਾ-ਵਸਤੂ/ਬਿਰਤਾਂਤਕ ਜੁਗਤਾਂ/ਪਾਤਰ-ਉਸਾਰੀ)

ਸੈਕਸ਼ਨ- ਸੀ

ਭਾਰਤੀ ਕਾਵਿ- ਸ਼ਾਸਤਰ : ਪਰਿਭਾਸ਼ਾ, ਸੰਪਰਦਾਵਾਂ

(ਧੁਨੀ ਸੰਪਰਦਾਇ, ਰਸ ਸੰਪਰਦਾਇ, ਅਲੰਕਾਰ ਸੰਪਰਦਾਇ) (ਸੰਖੇਪ ਜਾਣਕਾਰੀ)

ਸੈਕਸ਼ਨ- ਡੀ

ਅਰਥ ਵਿਗਿਆਨ : ਪਰਿਭਾਸ਼ਾ, ਸਫੇਟ ਅਤੇ ਅਪੇਰ ਸਿਧਾਂਤ, ਅਰਥ ਆਧਾਰਿਤ ਸ਼ਬਦ ਵੰਨਗੀਆਂ : ਬਹੁਅਰਥਕ, ਸਮਾਨਅਰਥਕ, ਵਿਰੋਧਾਰਥਕ ਸ਼ਬਦ, ਅਰਥ ਪਰਿਵਰਤਨ।

ਸਹਾਇਕ ਪੁਸਤਕਾਂ

1. ਰਾਜਿੰਦਰਪਾਲ ਸਿੰਘ ਬਰਾੜ, ਆਧੁਨਿਕ ਪੰਜਾਬੀ ਕਵਿਤਾ ਦਾ ਇਤਿਹਾਸ, ਪੰਜਾਬੀ ਅਕਾਦਮੀ, ਦਿੱਲੀ।
2. ਗੁਰਪਾਲ ਸਿੰਘ ਸੰਧੂ, ਪੰਜਾਬੀ ਨਾਵਲ ਦਾ ਇਤਿਹਾਸ, ਪੰਜਾਬੀ ਅਕਾਦਮੀ, ਦਿੱਲੀ।
3. ਬ੍ਰਹਮਜਗਦੀਸ਼ ਸਿੰਘ, ਸਮਾਲੋਚਨਾ ਸ਼ਾਸਤਰ, ਵਾਰਿਸ ਸ਼ਾਹ ਫਾਊਂਡੇਸ਼ਨ, ਅੰਮ੍ਰਿਤਸਰ।
4. ਰਤਨ ਸਿੰਘ ਜੱਗੀ, ਸਾਹਿਤ ਕੋਸ਼ : ਪਰਿਭਾਸ਼ਕ ਸ਼ਬਦਾਵਲੀ, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ।
5. ਪ੍ਰੇਮ ਪ੍ਰਕਾਸ਼, ਭਾਰਤੀ ਕਾਵਿ ਸ਼ਾਸਤਰ, ਲਾਹੌਰ ਬੁੱਕ ਸ਼ਾਪ, ਲੁਧਿਆਣਾ।
6. ਬ੍ਰਹਮਜਗਦੀਸ਼ ਸਿੰਘ, ਆਧੁਨਿਕ ਪੰਜਾਬੀ ਕਾਵਿ : ਪ੍ਰਮੁੱਖ ਪ੍ਰਵਿਰਤੀਆਂ, ਵਾਰਿਸ ਸ਼ਾਹ ਫਾਊਂਡੇਸ਼ਨ, ਅੰਮ੍ਰਿਤਸਰ।
7. ਬ੍ਰਹਮਜਗਦੀਸ਼ ਸਿੰਘ, ਪੰਜਾਬੀ ਨਾਵਲ : ਸਿਧਾਂਤ, ਇਤਿਹਾਸ ਤੇ ਪ੍ਰਵਿਰਤੀਆਂ, ਵਾਰਿਸ ਸ਼ਾਹ ਫਾਊਂਡੇਸ਼ਨ, ਅੰਮ੍ਰਿਤਸਰ।
8. ਰਮਿੰਦਰ ਕੌਰ (ਸੰਪਾ.), ਸੂਰਜਾਂ ਦੇ ਹਾਣੀ : ਬਹੁਪੱਖੀ ਅਧਿਐਨ, ਰਵੀ ਸਾਹਿਤ ਪ੍ਰਕਾਸ਼ਨ, ਅੰਮ੍ਰਿਤਸਰ।
9. ਪਰਮਜੀਤ ਸਿੰਘ ਸਿੱਧੂ, ਮਾਨਵ ਵਿਗਿਆਨ, ਭਾਸ਼ਾ ਵਿਗਿਆਨ, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ।
10. ਡਾ. ਰੰਜੂ ਬਾਲਾ, ਅਰਥ ਵਿਗਿਆਨ, ਆਰਸੀ ਪਬਲਿਸ਼ਰਜ਼, ਦਿੱਲੀ।
11. ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਬੋਧ, ਕਸਤੂਰੀ ਲਾਲ ਐਂਡ ਸੰਨਜ਼, ਅੰਮ੍ਰਿਤਸਰ।

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SEMESTER-I
PAPER-IV, STREAM-1
HINDI (ELECTIVE)

आधुनिक कविता, व्याकरण तथा अनुवाद

समय— 3 घण्टे

पूर्णांक: 100

Instructions for the Paper Setters:-

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

सैक्शन—ए

व्याख्या के लिए निर्धारित कृति

काव्य कुसुम : संपादक— डॉ. सुधा जितेन्द्र, प्रकाशक—भारत पुस्तक भंडार, नई दिल्ली, 8 कवि रखे गए हैं।
1 से 7 और 9।

सैक्शन—बी

काव्य कुसुम पुस्तक में निर्धारित कवियों का सामान्य परिचय एवं कविताओं की मूल संवेदना, सार और उद्देश्य से सम्बन्धित प्रश्न।

सैक्शन—सी

संज्ञा, सर्वनाम, विशेषण, क्रिया : परिभाषा, प्रकार, सिद्धांत और व्यवहार ('आदर्श हिन्दी व्याकरण' लेखक डॉ. एच.एम.एल. सूद, पुस्तक भी निर्धारित की गयी है।)

सैक्शन—डी

अनुवाद: शब्दावली (संलग्न), पत्रलेखन: पारिवारिक, शैक्षिक, प्रार्थनापत्र, निमंत्रण पत्र, आत्म परिचय (बायोडाटा) सिद्धांत और व्यवहार।

सहायक पुस्तकें :

- 1) व्यावहारिक हिन्दी, डॉ. सुनील जोगी, दिल्ली आधुनिक प्रकाशन, 2001
- 2) श्रेष्ठ हिन्दी व्याकरण, श्री व्यथित हृदय, दिल्ली आधुनिक प्रकाशन, 2004
- 3) प्रयोजनमूलक हिन्दी, डॉ. अनुज प्रताप सिंह, नई दिल्ली, नमन प्रकाशन, 2013
- 4) हिन्दी पत्रकारिता : स्वरूप एवं संदर्भ, विनोद गोदरे, दिल्ली स्वर्ण जयन्ती, 2000

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SEMESTER-I

अनुवाद संबंधी सामान्य शब्दावली

S.No.		
1.	Advertisement	विज्ञापन
2.	Academic	शैक्षणिक
3.	Attached	संलग्न
4.	Administration	प्रशासन
5.	Action	कार्यवाही
6.	Balance	संतुलन
7.	Acceptance	स्वीकृति
8.	Assurance	आश्वासन
9.	Bond	बंध पत्र / शपथ पत्र
10.	Bonafide	वास्तविक
11.	Board	मण्डल / परिषद्
12.	Capacity	क्षमता
13.	Confidential	गोपनीय
14.	Correspondence	पत्र व्यवहार / पत्राचार
15.	Communication	संचार
16.	Corporation	निगम
17.	Commission	आयोग
18.	Census	जनगणना
19.	Consumer	उपभोक्ता
20.	Constitution	संविधान
21.	Casual Leave	आकस्मिक अवकाश
22.	Democracy	लोकतंत्र / प्रजातंत्र
23.	Document	दस्तावेज़
24.	Enrollment	नामांकन
25.	Estimate	आकलन
26.	Faculty	विभाग / संकाय
27.	Forwarded	अग्रसारित
28.	Governor	राज्यपाल
29.	Honorary	अवैतनिक

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30.	Homage	श्रद्धांजलि
31.	Honorable	माननीय
32.	Illegal	अवैध
33.	Incharge	प्रभारी
34.	Initiative	पहल
35.	Inauguration	उद्घाटन
36.	Increment	वेतनवृद्धि
37.	Inspection	निरीक्षण
38.	Interference	हस्तक्षेप
39.	Joint	संयुक्त
40.	Junior	कनिष्ठ
41.	Majority	बहुमत / बहुसंख्यक
42.	Minor	नाबालिग
43.	Member of Parliament	संसद सदस्य
44.	Neutral	तटस्थ
45.	Notification	अधिसूचना
46.	Original	मौलिक
47.	Option	विकल्प
48.	Provident Fund	भविष्य निधि
49.	Ratio	अनुपात
50.	Registration	पंजीयन
51.	Revision	पुनरीक्षण
52.	Superintendent	अधीक्षक
53.	Secretary	सचिव
54.	Training	प्रशिक्षण
55.	Transfer	स्थानांतरण
56.	Vacancy	रिक्त स्थान
57.	witness	साक्ष्य / गवाह
58.	Zonal	क्षेत्रीय
59.	Uniformity	एकरूपता
60.	Unavoidable	अपरिहार्य

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SEMESTER-I

**PAPER-IV, STREAM-1
PHILOSOPHY**

ELEMENTARY PHILOSOPHY

Time: 3 Hours

Max. Marks: 100

Lectures to be delivered: 6 per week

Pass Marks 35%

Instructions for the Paper Setters:-

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

SECTION-A

1. An Introduction to Philosophy: Definition, Meaning, Nature, Scope and Importance.
2. Introduction to the Branches of Philosophy: Metaphysics, Epistemology, Aesthetics and Ethics.
3. Relation of Philosophy with Religion.

SECTION-B

1. Human Rights: Definition, Nature, Scope and Types.
2. Social Problems: Casteism and Gender Discrimination.
3. World Peace: Problems and Solution.

SECTION-C

1. Guru Nanak: Sangat, Pangat and Sarbat da Bhala.
2. Vivekanand: Humanism.
3. M.K.Gandhi: Ahimsa and Satyagrah.

SECTION-D

1. Culture: Definition and Components
2. Civilization: Definition and Components.
3. Culture and Civilization: Relation and Differences.

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SEMESTER-I

Recommended Readings:-

English Books:-

1. Anand, Amaladass, *Introduction to Philosophy*, SatyaNilayam Publication, Chennai, 2001.
2. Chandra., U., *Human Rights*, Allahabad Law Agency, Allahabad. 2000.
3. Jacques, Martain, *An Introduction to Philosophy*, New York: Sheed & Ward, London, 1962.
4. Lal, B.K., *Contemporary Indian Philosophy*, Motilal Banarsidas, Delhi, 1978.
5. Mackenzie, J.S., *Outlines of Social Philosophy*, Allen and Union, London, 1963.
6. Narvane, V.S., *Modern Indian Thought: A Philosophical Survey*, Asia, Bombay, 1967.
7. Robert and Beck, *Handbook of Social Philosophy*, 1969.
8. Teja Singh, *Sikhism; Its Ideals and Institutions*, Khalsa Brothers, Amritsar, 1970.
9. Titus, H.H., *Living Issues in Philosophy*, Eurasia, New Delhi, 1968.
10. Wingate, Alan, *Human Rights, Comment and Interpretation*, UNESCO, 1949.

Punjabi Books:-

1. ਸਹਿਰਾਈ, ਪਿਆਰਾਸਿੰਘ (ਸੰਪਾ.), *ਸਮਾਜਵਾਦ ਤੇ ਮਨੁੱਖੀਅਧਿਕਾਰ*, ਨਵਜੁਗਪਬਲਿਸ਼ਰਜ਼, ਦਿੱਲੀ।
2. ਖਲਿਆਬਿਚ.ਆਈ, *ਦਰਸ਼ਨ ਦੀ ਇਤਿਹਾਸ ਰੇਖਾ*, ਨਵਜੁਗਪਬਲਿਸ਼ਰਜ਼, ਦਿੱਲੀ।
3. ਗੁਰਜੀਤਸਿੰਘ, *ਸਭਿਆਚਾਰਦਾਫਲਸਫਾ*, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ।
4. ਜੋਸ਼ੀ, ਜੀਤਸਿੰਘ, *ਸਭਿਆਚਾਰ : ਸਿਧਾਂਤ ਤੇ ਵਿਹਾਰ*, ਵਾਰਿਸ ਸ਼ਾਹਵਾਉਂਡੇਸ਼ਨ, ਅੰਮ੍ਰਿਤਸਰ।
5. ਵਜ਼ੀਰ ਸਿੰਘ, *ਫਲਸਫਾ ਤੇ ਸਿੱਖਫਲਸਫਾ*, ਮਦਾਨਪਬਲਿਸ਼ਰਜ਼, ਪਟਿਆਲਾ, 1980.

Hindi Books:-

1. ਗੋਤਮ, ਐਸ.ਪੀ. (ਡਾ.), *ਸਮਾਜਦਰਸ਼ਨ*, ਹਰਿਆਣਾ ਸਾਹਿਤ, ਅਕਾਦਮੀ, ਪੰਚਕੁਲਾ।
2. ਸਿਨਹਾ, ਹਿੰਮਤਸਿੰਘ (ਡਾ.), *ਸੰਸਕ੍ਰਿਤਦਰਸ਼ਨ*, ਹਰਿਆਣਾ ਸਾਹਿਤਅਕਾਦਮੀ, ਪੰਚਕੁਲਾ।

B.A. B.ED. (4 YEARS INTEGRATED DEGREE PROGRAM)
(Syllabus for the Batch from Year 2020 to Year 2024)

SEMESTER-I

**PAPER-IV, STREAM-1
PSYCHOLOGY**

BASIC PSYCHOLOGICAL PROCESSES

Time: 3 Hours

**Pass Marks: 35% of the subject
(Theory and Practical Separately)**

Max. Marks: 100

**Theory Marks: 75
Practical Marks: 25**

Instructions for the Paper Setters:-

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

SECTION-A

Nature and Methods of Psychology: Psychology as a Science, Historical background with brief Introduction to Schools of Psychology (Structuralism, Functionalism, Psychoanalysis, Behaviourism, Gestalt and Humanistic)

Methods: Introspection, Observation, Experiment, Case Study, Interview and Questionnaire

SECTION-B

Motivation and Emotions:

Motivation: Concept and Nature of Motivation, Types of Motivation, Needs, Drives and Incentives, Conflicts and Frustration (Concept, Nature and Types)

Emotions: Concept and Nature of Emotions, Types of Emotions, Theories of Emotions (James Lange, Cannon Bard and Lindzey), Physiological Correlates of Emotions

SECTION-C

Learning: Introduction to Learning, Nature and Characteristics of Learning, Types of Learning (Verbal and Non-verbal), Theories of Learning (Thorndike, Pavlov, Skinner and Kohler)

SECTION-D

Statistics: Introduction to Parametric and Non-Parametric Statistics, Descriptive and Inferential Statistics, Frequency Distributions, Graphical representation of Frequency Distributions, Meaning and Characteristics of Central Tendency, Measures of Central Tendency: Mean, Median, Mode with their Merits and Demerits (Numericals related with Mean, Median and Mode only)

B.A. B.ED. (4 YEARS INTEGRATED DEGREE PROGRAM)
(Syllabus for the Batch from Year 2020 to Year 2024)

SEMESTER-I

References:-

1. Benjamin, Jr. L.T., Hopkings, J.R. & Nation, J.R. (1987). *Psychology*. Mcmillan Publishing Company, New York.
2. Chaplin, J.R. & Kraiwic, T.S. (1985). *Systems and Theories of Psychology*. Holt, Rinehart and Winston, Inc., New York.
3. Crooks, R.L. & Strin, J. (1988). *Psychology; Sciences: Behaviour and Life*. Holt Rinehart and Winston, Inc., New York.
4. Morgan, G.T., King, P.A., Weisz, T.R. & Schopler, J. (1999). *Introduction to Psychology*. Mcgraw Hill Book Co., New York.
5. Baron, R.A. (1996). *Psychology*. New Delhi: Prentice Hall of India.
6. Carlson N.R. (2007). *Foundation of Physiological Psychology*. Pearson Education, New Delhi.
7. Aron (2007). *Statistics for Psychology*. Pearson Education, New Delhi.

B.A. B.ED. (4 YEARS INTEGRATED DEGREE PROGRAM
(Syllabus for the Batch from Year 2020 to Year 2024))

SEMESTER-I

**PAPER-IV, STREAM-1
PSYCHOLOGY**

(PRACTICAL)

Marks: 25

Instructions for the Practical Examination:-

Students are supposed to perform five practicals out of 6 mentioned in the syllabus. Practical examination will be of 3 hours duration. External examiner will conduct the practical examination. The students will perform one practical in the exam carrying 25 marks. Evaluation of the practical would be done on the basis of write-up of file book (5 Marks), performance and viva-voce (20 Marks) relating to the practicals. In case students have not completed 5 practicals, the examiner will deduct marks at the rate of 5 for each left practical out of total evaluation of the student. No reappear will be allowed in the practical examination. Fail in the practical will be considered fail overall in the subject.

Five Practical have to be performed out of the following:

1. Serial Positioning Effect
2. Maze Learning
3. Whole vs Part Learning
4. Effect of knowledge of Results on Performance
5. Zeigarnick Effect
6. Assessment of Emotions

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SEMESTER-I

**PAPER-IV, STREAM-1
SOCIOLOGY**

FUNDAMENTALS OF SOCIOLOGY-I

Time: 3 Hours

Max. Marks: 100

Instructions for the Paper Setters:-

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

SECTION-A

- a) **Sociology:** Meaning, Nature, Scope and Importance.
- b) **Sociology and Social Sciences:** Psychology, Economics, Political Science and History.

SECTION-B

- a) **Basic Concepts:** Society, Community, Institution and Association

SECTION-C

- a) **Social Groups:** Definition, Characteristics and Types– Primary & Secondary, In group and Out group, Reference Groups.

SECTION-D

- a) **Socialization:** Meaning, Processes, Agencies and Theories of self (C.H.Cooley, Sigmund Freud).

Recommended Readings:-

1. Ahuja, Ram. 1993, *Indian Social System*. Jaipur: Rawat Publications.
2. Abraham, M. Francis. 2006, *Contemporary Sociology*. New Delhi: Oxford University.
3. Bottomore, T.B.S. 1972, *Sociology*, Punjabi Translation by Parkash Singh Jammu, Publication Bureau, Punjabi University, Patiala.
4. Davis, Kingsley. 1971, *Human Society*, Punjabi Translation by Parkash Singh Jammu, Publication Bureau, Punjabi University, Patiala.
5. Gisbert, Pascual. 1969, *Fundamentals of Sociology*. Bombay: Orient Longmans.
6. Haralambos, Michael and Robin Heald. 2013, *Sociology: Themes and Perspectives*. New Delhi: Oxford University Press.
7. Jayaram, N. 1988, *Introductory Sociology*. Madras: Macmillan.
8. Johnson, H.M. 1995, *Sociology: A Systematic Introduction*. New Delhi: Allied Publishers.
9. Kapila, S. 1989, *A Text Book of Sociology, Part-I & II*. Jalandhar: New Academic House.
10. Kapila, S. 2001, *Fundamentals of Sociology*, Vol. I. Panchkula: Kapila Publishers.
11. Koenig, Samuel. *Sociology, An Introduction to the Science of Society*. Punjabi Translation by Baldev Singh, Publication Bureau, Punjabi University, Patiala.
12. Kaur, Swinderjit 2014, *General Samaj Vigyan*. Jalandhar: New Academic Publishing.
13. Macionis, John.J and Ken Plumer. 2014, *Sociology: A Global Introduction*. London: Pearson.

B.A. B.ED. (4 YEARS INTEGRATED DEGREE PROGRAM
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SEMESTER-I

**PAPER-V & VI, STREAM-2
MATHEMATICS**

PAPER-I: ALGEBRA

Time: 3 Hours

Marks: 50

Instructions for the Paper Setters:-

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

SECTION-A

Linear independence of row and column vectors. Row rank, Column rank of a matrix, Equivalence of column and row ranks, Nullity of matrix, Applications of matrices to a system of linear (both homogeneous and non-homogeneous) equations. Theorems on consistency of a system of linear equations.

SECTION-B

Eigen values, Eigen vectors, minimal and the characteristic equation of a matrix. Cayley Hamilton theorem and its use in finding inverse of a matrix. Quadratic Forms, quadratic form as a product of matrices. The set of quadratic forms over a field.

SECTION-C

Congruence of quadratic forms and matrices. Congruent transformations of matrices. Elementary congruent transformations. Congruent reduction of a symmetric matrix. Matrix Congruence of skew-symmetric matrices. Reduction in the real field. Classification of real quadratic forms in n variables. Definite, semi-definite and indefinite real quadratic forms. Characteristic properties of definite, semi-definite and indefinite forms.

SECTION-D

Relations between the roots and coefficients of general polynomial equation in one variable. Transformation of equations and symmetric function of roots, Descarte's rule of signs, Newton's Method of divisors, Solution of cubic equations by Cardan method, Solution of biquadratic equations by Descarte's and Ferrari's Methods.

Books Recommended:-

1. K.B. Dutta: Matrix and Linear Algebra, Prentice Hall of India Pvt. Ltd., New Delhi (2002).
2. H.S. Hall and S.R. Knight: Higher Algebra, H.M. Publications, 1994.
3. Chandrika Parsad: Text book on Algebra and Theory of Equations, Pothishala Pvt. Ltd., Allahabad.
4. S.L. Loney: Plane Trigonometry Part-II, Macmillan and Company, London.
5. Shanti Narayan and P.K. Mittal: Text Book of Matrices.

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SEMESTER-I

**PAPER-V & VI, STREAM-2
MATHEMATICS**

PAPER-II: CALCULUS AND TRIGONOMETRY

Time: 3 Hours

Marks: 50

Instructions for the Paper Setters:-

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

SECTION-A

Real number system and its properties, lub, glb of sets of real numbers, limit of a function, Basic properties of limits, Continuous functions and classification of discontinuities, Uniform continuity.

SECTION-B

Differentiation of hyperbolic functions, Successive differentiation, Leibnitz theorem, Taylor's and Maclaurin's theorem with various forms of remainders, Indeterminate forms.

SECTION-C

De-Moivre's Theorem and its applications, circular and hyperbolic functions and their inverses.

SECTION-D

Exponential and Logarithmic function of a complex variable, Expansion of trigonometric functions, Gregory's series, Summation of series.

Books Recommended:-

1. N. Piskunov: Differential and Integral Calculus, Peace Publishers, Moscow.
2. Gorakh Prasad: Differential Calculus, Pothishala Pvt. Ltd., Allahabad.
3. Erwin Kreyszig: Advanced Engineering Mathematics, John Wiley and Sons, 1999.

B.A. B.ED. (4 YEARS INTEGRATED DEGREE PROGRAM
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SEMESTER-I

**PAPER-V & VI, STREAM-2
COMPUTER SCIENCE**

**COMPUTER FUNDAMENTAL & PC SOFTWARE
(THEORY)**

**Time: 3 Hours
4 Hours/week**

**Max. Marks: 100
Theory Marks: 75
Practical Marks: 25**

Instructions for the Paper Setters:-

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

SECTION-A

1. Introduction to computer and its uses: milestones in hardware and software. Batch oriented/Online/real time application.
2. Computer as a system: basic concepts: stored programs, functional units and their inter-relation: communication with the computer.
3. Data storage devices and media: primary storage: storage addressed, and capacity, type of memory: secondary storage; magnetic tape – data representation and R/W: magnetic disc, fixed & removable, data representation and R/W, floppy disc drives, Winchester disc drive, conventional disc drives, Data organization, Compact Disc.

SECTION-B

1. Input/Output devices: Key-tape/diskette devices, light pen mouse and joystick, source data automation (MICR, OMR, and OCR), screen assisted data entry; portable/hand held terminals for data collection, vision input system.
2. Printed output: Serial, line, page, printers; plotters, visual output; voice response units.

SECTION-C

Introduction to Windows based operating system and Desktop icons

B.A. B.ED. (4 YEARS INTEGRATED DEGREE PROGRAM
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SEMESTER-I

SECTION-D

MS–Office:

Introduction to Word, Introduction to Parts of Word Window (Title Bar, Menu Bar, Tool Bar, The Ruler, Status Area), Page Setup, Creating New Documents, Saving Documents, Opening an Existing documents, insert a second document into an open document, Editing and formatting in document, Headers and Footers, Spell Checking, Printing document, Creating a Table Using the Table Menu and table formatting, Borders and Shading, Templates and Wizards, Mail Merge

MS Power Point:

Introduction to MS Power point, Power point elements, Templates, Wizards, Views, Exploring Power Point Menu, Working with Dialog Boxes, Adding Text, Adding Title, Moving Text Area, Resizing Text Boxes, Adding Art, Starting a New Slide, Starting Slide Show, Saving presentation; Printing Slides, Views (View slide sorter view, notes view, outlines view) Formatting and enhancing text formatting, Creating Graphs (Displaying slide show and adding multi-media)

B.A. B.ED. (4 YEARS INTEGRATED DEGREE PROGRAM
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SEMESTER-I

**PAPER-V & VI, STREAM-2
COMPUTER SCIENCE**

(PRACTICAL)

Marks: 25

2 Hours/week

Practical based on Computer Fundamental & PC Software

Windows, MS Word, Power Point,

References:-

1. R.K. Taxali: Introduction to Software Packages, GalgotiaPublicaions.
2. MS–Office Compiled by SYBIX
3. MS–Office BPB Publications.
4. Introduction to Computer by P.K. Sinha
5. Windows Based Computer Courses by Gurvinder Singh & Rachpal Singh, Kalyani Publishers.

B.A. B.ED. (4 YEARS INTEGRATED DEGREE PROGRAM)
(Syllabus for the Batch from Year 2020 to Year 2024)

SEMESTER-I

**PAPER-V & VI, STREAM-2
ECONOMICS**

MICRO ECONOMICS

Time: 3 Hours

Max. Marks: 100

Instructions for the Paper Setters:-

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

SECTION-A

Introductory: Definition of Economics, Adam Smith, Marshall, Robbins, Nature and Scope of Microeconomics. Basic Economic Problems.

Demand Function; Supply Function, Price Determination, Slope and Elasticity (Concepts), Elasticity of Demand – Price, Income and Cross. Measurement of price elasticity of demand. Utility Analysis, Indifference Curve Analysis and Revealed Preference Analysis (Meaning and Equilibrium).

SECTION-B

Theory of Production and Costs: Concept of Production Function. Laws of Returns to Scale and Law of Variable Proportions.

Cost: Traditional Theory, Concepts and Costs curves in the short and in the long run. Revenue Curves and their relationship with elasticity of demand.

SECTION-C

Market forms: Perfect Competition; Assumptions, Price and output determination of firm and Industry in Short run and Long run; Monopoly: Assumptions, Equilibrium. Monopolistic Competition: Assumptions.

SECTION-D

Factor Pricing: Marginal Productivity Theory and Modern Theory of Distribution.

Rent: Concept; Ricardian Theory and Modern Theory of Rent.

Interest: Concept of interest; classical theory, loanable funds theory.

Profit: Concept of profit; Risk and uncertainty theories.

Recommended Texts:

1. R.G. Lipsey: Introduction to positive economics, EL BS, London, 1969.
2. Stonier & Hague: A Text book of Economics Theory, 9th ed., ELBS, London, 1973.
3. Paul Samuelson: Economics, Mcgraw Hill, Kogakushad, Tokyo, 1973.
4. N.C. Ray: Microeconomic Theory, Macmillan, Delhi, 1975.
5. D. Salvatore: Microeconomics.
6. Koutsoyiannis: Modern microeconomics.

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SEMESTER-I

**PAPER-V & VI, STREAM-3
HISTORY**

HISTORY OF INDIA UPTO C. 1000

Time: 3 Hours

**Max. Marks: 100
Theory-6 periods/Week**

Instructions for the Paper Setters:-

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

SECTION-A

1. **Sources:** Meaning of the term 'ancient', Literary sources Vedic literature, Epics and Puranans, Buddhist and Jain texts, Sangam literature; Accounts of Indians and foreigners; Archeological Sources; Coins, Inscriptions and Monuments.
2. **The Indus Civilization:** Origin; Harappa and Mohenjodaro; Political organization; Town-planning and architecture; Agriculture, technology; Trade contacts with the outside world; Religion; Script, Seals and Figurines, Causes of disintegration.

SECTION-B

3. **The Indo Aryans:** Original home; Geographical area known to Vedic texts; Social Institutions: Family, Varna and the Caste system, Religious ideas and rituals; Economy; Political Organization—Changes in the later Vedic period; Emergence of the republics and kingdoms; Growth of towns.
4. **Jainism and Buddhism:** Social and political conditions; Doctrines of Jainism and sectarian development; Teachings of Gautam Buddha; The Sangha organization; Spread of Buddhism; its decline, Legacy of Buddhism and Jainism.

SECTION-C

5. **The Age of the Mauryas:** Establishment of the Mauryan Empire; Expansion of the empire; the Kalinga War; Polity and administration; Contacts with neighbouring states; Ashoka's Dhamma; Decline of the Mauryan empire.
6. **The Kushanas:** Kanishka and his successors; Gandhara Art; Literature. **The Gupta Age:** Establishment of the Gupta Empire; its expansion under Samudragupta and Chandragupta-II; Administration; Revenue system; Trade and Commerce; Art and architecture; The Hun invasions and the decline of the Gupta Empire.

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SEMESTER-I

SECTION-D

7. **The Age of the Vardhanas:** Establishment of Vardhana kingdom; Harsha's campaigns and political relations; Sources of revenue; Patronage of religion, Literature and education.
8. **The Cholas:** Establishment of the Chola power; Extent of the Chola empire; Administration; Economy; Trade, Art and Architecture religion and Philosophy. **The Rajputs:** Origins; Polity and administration; Social and Religious life; Literature and art.

Suggested Reading:-

1. Basham, A.L., *Wonder that was India*, Fontana, London, 1977.
2. Jha, D.N., *Early India: Concise History of India*, Manohar Publication, 2010
3. Sharma, R.S., *India's Ancient Past*, Oxford University Press, New Delhi, 2005
4. Thapar, Romila, *Early India : From Origins to AD 1300*, Penguin publication, New Delhi, 2003.

B.A. B.ED. (4 YEARS INTEGRATED DEGREE PROGRAM
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SEMESTER-I

**PAPER-V & VI, STREAM-3
GEOGRAPHY**

**PHYSICAL GEOGRAPHY-I: GEOMORPHOLOGY
(THEORY)**

Time: 3 Hours

Max. Marks: 100

Theory Marks: 70

Practical Marks: 30

Instructions for the Paper Setters:-

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

Note: Stencil/outline maps and coloured pencils are allowed

Objective: The objective of this paper is to introduce the basic concepts in the physical geography, essentially geomorphology to the students of geography in a brief but adequate manner.

SECTION-A

Geography: Definition, place of physical geography within the discipline of geography, division of physical geography–geomorphology, climatology, oceanography. Theories of the Origin of the Earth: Kant, Laplace and Jeans & Jeffreys.

Interior of the Earth: Constitution, structure and composition, continental drift (with special reference to Wegener's theory and Plate Tectonics).

SECTION-B

Movements of the Earth: Orogenic, epeirogenic movements

Landforms resulting from forces of compression and tension: folding and faulting

Earthquakes and Volcanoes (causes, types and distribution)

SECTION-C

Rocks: Their origin, classification and characteristics.

Major Landforms: Mountains, plateaus and plains in the world.

Geomorphic Agents: Geomorphic processes (weathering and erosion).

SECTION-D

Geomorphological Landscapes: Fluvial, glacial, aeolian, coastal, Karst.

Applied Geomorphology: Applications to transport and landuse.

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SEMESTER-I

Books Recommended:-

1. Chawla, I.N.: *Bhautik Bhugol (in Punjabi)*, Bharat Prakashan, Jalandhar.
2. Dayal, P.: *A Text Book of Geomorphology*, **Rajesh Publications New Delhi, 2007.**
3. Dury, G.H.: *The Face of the Earth Penguin*, Middlesex, England, **1977.**
4. Gass, I.G.: *Understanding the Earth*, The Artemrs Press, Sussex, 1973.
5. Holmes Arthur: *Principles of Physical Geology*, Thomas Nelson & Sons, Ltd., New York, Latest Edition, **1993.**
6. Kale, V. and Gupta A.: *Elements of Geomorphology*, OxfordUniversity Press, Calcutta, 2001.
7. Kaur Dhian: *The Earth*, Edited by R.C. Chandna, Kalyani Publishers, Ludhiana, Delhi, 2000.
8. Nizamuddin: *An Introduction to Physical Geography*, Concept, New Delhi, **2002.**
9. Mamoria, C.P. and Niati, J.L.: *Bhautik Bhugol Ke Tatwa (in Hindi)* Agra, 1976.
10. Monkhouse, F.J.: *Principles of Physical Geography*, Orient Longman, New Delhi, LatestEdition, **1975.**
11. R.N. Tikha: *Physical Geography*, New Academic Publishing Co., Jalandhar.
12. Singh, Pritam &Bhatia S., *Bhautik Bhugol De Adhaar*, PunjabiUniversity Publication, Patiala.
13. Singh, Savinder: *Physical Geography*, **Pravalika Publications, Allahabad, 2015.**
14. Sparks, B.W.: *Geomorphology*, Longman, London, 1986.
15. Strahler, A.N. & Strahler A.H.: *Modern Physical Geography*, John Wiley, New York, 1992.
16. Thornbury, W.D.: *Principles of Geomorphology*, Second Edition, Wiley Eastern Ltd., New Delhi, 1993.
17. Singh Malkiat: *Principles of Physical Geography*, Rasmeet Parkashan, Jalandhar, **2005, Reprint 2015.**

**B.A. B.ED. (4 YEARS INTEGRATED DEGREE PROGRAM
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SEMESTER-I

**PAPER-V & VI, STREAM-3
GEOGRAPHY**

**CARTOGRAPHY-I
(PRACTICAL)**

Time: 3 Hours

Max. Marks: 30

Written Paper of 3 Hours: 15 Marks

Practical Record (File): 08 Marks

Viva: 07 Marks

Objective:

Geography is an amalgam of physical as well as social sciences and as such it is necessary for the students to go through laboratory exercises, particularly to show directions and bearings and different methods of representing relief. The concept of scale is to be understood in the initial stage and also different methods of representing relief.

SECTION-A

Maps and Scale: History of Cartography and types of maps, Scales: types of scales, methods of construction of graphic scales—plain scales, diagonal scales and comparative scales—different units, time scales.

SECTION-B

Representation of Relief: Spot heights, Trigonometrical stations, Bench Marks, form Lines, Contours, Hachures, Hill-shading and Layer tints.

Note:-

1. A compulsory question containing 10 short answer type questions will be set covering the whole syllabus. The students will attempt 6 short answer type questions in about 25–30 words each. Each short answer type question will carry ½ mark (Total 3 marks).
2. The whole syllabus will be divided into 2 sections. Eight questions will be set out of the whole syllabus, four from each section. The students will be required to attempt two questions from each section. Each question will carry 3 marks. These will be in addition to the compulsory question at serial number 1. (Total 12 marks)
3. Evaluation of Practical record will be done at the time of viva-voce examination. A minimum of 12 sheets are to be prepared by the students in each semester.
4. In case the candidate has applied for the improvement, he/she should be required to make a fresh practical note book.
5. For practical classes, the number of students in one group shall not exceed fifteen.

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SEMESTER-I

Recommended Books:-

Essential Readings:-

1. Khullar, D.R.: *Essentials of Practical Geography*, New Academic Publishing Co., Mai Hiran Gate, Jalandhar, **2016**.
2. Singh, Gopal: *Mapwork and Practical Geography*, Vikas Publishing House, Pvt. Ltd., New Delhi, 1995.
3. Singh L.R. & Singh, Raghunandan: *Mapwork and Practical Geography*, Central Book Depot, Allahabad, 1993.
4. Phyllis Dink: *Mapwork*, Atma Ram & Sons, **1991**.

Further Readings:-

1. Mishra, R.P. & Ramesh, A.: *Fundamental of Cartography*, Concept Publishing Co., New Delhi, 1989.
2. Monkhouse, F.J. & Wilkinson, H.R.: *Maps and Diagrams*, Methuen & Co., London, Third Edition, 1976.
3. Robinson, A.H. & Randall, D. Sale: *Elements of Cartography*, John Wiley & Sons, New York, (Sixth Edition), 1995.

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SEMESTER-I

**PAPER-V & VI, STREAM-3
POLITICAL SCIENCE**

PRINCIPLES OF POLITICAL SCIENCE

Time: 3 Hours

Max. Marks: 100

Instructions for the Paper Setters:-

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

SECTION-A

1. Political Science: Meaning, Nature and Scope, Traditional & Modern View.
2. Relationship of Political Science with Economics, History, Sociology and Psychology.

SECTION-B

1. State: Definition, Elements and its distinction from Government and Society.
2. Theories of the Origin of State: Social Contract, Historical/Evolutionary and Marxian Theory.

SECTION-C

1. State: Marxian Perspective, Gandhian Perspective.
2. Nature of State: Welfare State, Developmental State

SECTION-D

1. Sovereignty: Definition, Attributes and Types of Sovereignty.
2. Theories of Sovereignty: Monistic and Pluralistic.
3. Determinants of Political Participation, Types of Political Representation.

Recommended Books:-

1. J. C. Johari, *Principles of Political Science*, Sterling Publishers, New Delhi.
2. S.P. Verma, *Political Theory*, Geetanjali Publishing House, New Delhi.
3. A.C. Kapur, *Principles of Political Science*, S. Chand & Company, New Delhi.
4. E. Asirvatham, *Political Theory*, S. Chand & Company, New Delhi.
5. M.P. Jain, *Political Theory*, Authors Guild Publication, Delhi, (Punjabi & Hindi).
6. David Easton, *The Political System*, Scientific Book Agency, Calcutta.
7. D.C. Bhattacharya, *Political Theory*, Vijay Publishing House, Calcutta.
8. O.P. Gauba, *An Introduction to Political Theory*, Macmillan Indian Ltd., New Delhi.
9. Satish Kumar Sharma, *Adhunik Rajnitik Vishleshan*, Publication Bureau, Punjabi University, Patiala.
10. Andrew Heywood, *An Introduction to Political Theory*, New Delhi, Palgrave Publications, 2004.

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SEMESTER-I

11. Aeon J. Skoble and Tibor R. Machan, *Political Philosophy*, Ist Edition, New Delhi, Pearson, 2007.
12. John Hoffman & Paul Graham, *Introduction to Political Theory*, Pearson, 2007.
13. Catriona Mckinnon, *Issues in Political Theory*, Oxford, 2009.
14. R.C Varmani, *Understanding Political Theory: Concepts and Issues*, Gitanjali, 2011.
15. Andrew Heywood, *Key Concepts in Politics*, Palgrave, 2011.
16. -----, *Politics*, Palgrave, 2013.
17. E Asirvatham & K.K Mishra, *Political Theory*, S. Chand, 2012.
18. N.D Arora, *Introduction to Political Theory*, Har-Anand, 2012
19. R. Bhargava, *Political Theory: An introduction*, Pearson ,2013
20. Anthony H. Birchi, *The concepts and Theories of Modern Democracy*, Routledge, 2013
21. Hoveyta Abbas & Ranajay Kumar, *Political Theory*, Pearson, 2012
22. S.P Verma, *Modern Political Theory*, Vikas,2005.
23. David Heft, *Political Theory and the Modern State*, Worldview, 1998

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SEMESTER-I

**PAPER-V & VI, STREAM-3
ECONOMICS**

MICRO ECONOMICS

Time: 3 Hours

Max. Marks: 100

Instructions for the Paper Setters:-

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

SECTION-A

Introductory: Definition of Economics, Adam Smith, Marshall, Robbins, Nature and Scope of Microeconomics. Basic Economic Problems.

Demand Function; Supply Function, Price Determination, Slope and Elasticity (Concepts), Elasticity of Demand – Price, Income and Cross. Measurement of price elasticity of demand. Utility Analysis, Indifference Curve Analysis and Revealed Preference Analysis (Meaning and Equilibrium).

SECTION-B

Theory of Production and Costs: Concept of Production Function. Laws of Returns to Scale and Law of Variable Proportions.

Cost: Traditional Theory, Concepts and Costs curves in the short and in the long run. Revenue Curves and their relationship with elasticity of demand.

SECTION-C

Market forms: Perfect Competition; Assumptions, Price and output determination of firm and Industry in Short run and Long run; Monopoly: Assumptions, Equilibrium. Monopolistic Competition: Assumptions.

SECTION-D

Factor Pricing: Marginal Productivity Theory and Modern Theory of Distribution.

Rent: Concept; Ricardian Theory and Modern Theory of Rent.

Interest: Concept of interest; classical theory, loanable funds theory.

Profit: Concept of profit; Risk and uncertainty theories.

Recommended Texts:

1. R.G. Lipsey: Introduction to positive economics, EL BS, London, 1969.
2. Stonier & Hague: A Text book of Economics Theory, 9th ed., ELBS, London, 1973.
3. Paul Samuelson: Economics, Mcgraw Hill, Kogakushad, Tokyo, 1973.
4. N.C. Ray: Microeconomic Theory, Macmillan, Delhi, 1975.
5. D. Salvatore: Microeconomics.
6. Koutsoyiannis: Modern microeconomics.

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SEMESTER-I

**PAPER-V & VI, STREAM-4
PHILOSOPHY**

ELEMENTARY PHILOSOPHY

Time: 3 Hours

Max. Marks: 100

Lectures to be delivered: 6 per week

Pass Marks 35%

Instructions for the Paper Setters:-

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

SECTION-A

1. An Introduction to Philosophy: Definition, Meaning, Nature, Scope and Importance.
2. Introduction to the Branches of Philosophy: Metaphysics, Epistemology, Aesthetics and Ethics.
3. Relation of Philosophy with Religion.

SECTION-B

1. Human Rights: Definition, Nature, Scope and Types.
2. Social Problems: Casteism and Gender Discrimination.
3. World Peace: Problems and Solution.

SECTION-C

1. Guru Nanak: Sangat, Pangat and Sarbat da Bhala.
2. Vivekanand: Humanism.
3. M.K.Gandhi: Ahimsa and Satyagrah.

SECTION-D

1. Culture: Definition and Components
2. Civilization: Definition and Components.
3. Culture and Civilization: Relation and Differences.

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SEMESTER-I

Recommended Readings:-

English Books:-

1. Anand, Amaladass, *Introduction to Philosophy*, SatyaNilayam Publication, Chennai, 2001.
2. Chandra., U., *Human Rights*, Allahabad Law Agency, Allahabad. 2000.
3. Jacques, Martain, *An Introduction to Philosophy*, New York: Sheed & Ward, London, 1962.
4. Lal, B.K., *Contemporary Indian Philosophy*, Motilal Banarsidas, Delhi, 1978.
5. Mackenzie, J.S., *Outlines of Social Philosophy*, Allen and Union, London, 1963.
6. Narvane, V.S., *Modern Indian Thought: A Philosophical Survey*, Asia, Bombay, 1967.
7. Robert and Beck, *Handbook of Social Philosophy*, 1969.
8. Teja Singh, *Sikhism; Its Ideals and Institutions*, Khalsa Brothers, Amritsar, 1970.
9. Titus, H.H., *Living Issues in Philosophy*, Eurasia, New Delhi, 1968.
10. Wingate, Alan, *Human Rights, Comment and Interpretation*, UNESCO, 1949.

Punjabi Books:-

1. ਸਹਿਰਾਈ, ਪਿਆਰਾਸਿੰਘ (ਸੰਪਾ.), *ਸਮਾਜਵਾਦ ਤੇ ਮਨੁੱਖੀਅਧਿਕਾਰ*, ਨਵਜੁਗਪਬਲਿਸ਼ਰਜ਼, ਦਿੱਲੀ।
2. ਖਲਿਆਬਿਚ.ਆਈ, *ਦਰਸ਼ਨ ਦੀ ਇਤਿਹਾਸ ਰੇਖਾ*, ਨਵਜੁਗਪਬਲਿਸ਼ਰਜ਼, ਦਿੱਲੀ।
3. ਗੁਰਜੀਤਸਿੰਘ, *ਸਭਿਆਚਾਰਦਾਫਲਸਫਾ*, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ।
4. ਜੋਸ਼ੀ, ਜੀਤਸਿੰਘ, *ਸਭਿਆਚਾਰ : ਸਿਧਾਂਤ ਤੇ ਵਿਹਾਰ*, ਵਾਰਿਸ ਸ਼ਾਹਫਾਊਂਡੇਸ਼ਨ, ਅੰਮ੍ਰਿਤਸਰ।
5. ਵਜ਼ੀਰਸਿੰਘ, *ਫਲਸਫਾ ਤੇ ਸਿੱਖਫਲਸਫਾ*, ਮਦਾਨਪਬਲਿਸ਼ਰਜ਼, ਪਟਿਆਲਾ, 1980.

Hindi Books:-

1. ਗੋਤਮ, ਐਸ.ਪੀ. (ਡਾ.), *ਸਮਾਜਦਰਸ਼ਨ*, ਹਰਿਆਣਾ ਸਾਹਿਤ, ਅਕਾਦਮੀ, ਪੰਚਕੁਲਾ।
2. ਸਿਨਹਾ, ਹਿੰਮਤਸਿੰਘ (ਡਾ.), *ਸੰਸਕ੍ਰਿਤਦਰਸ਼ਨ*, ਹਰਿਆਣਾ ਸਾਹਿਤਅਕਾਦਮੀ, ਪੰਚਕੁਲਾ।

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SEMESTER-I

**PAPER-V & VI, STREAM-4
PSYCHOLOGY**

BASIC PSYCHOLOGICAL PROCESSES

Time: 3 Hours

**Pass Marks: 35% of the subject
(Theory and Practical Separately)**

Max. Marks: 100

**Theory Marks: 75
Practical Marks: 25**

Instructions for the Paper Setters:-

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

SECTION-A

Nature and Methods of Psychology: Psychology as a Science, Historical background with brief Introduction to Schools of Psychology (Structuralism, Functionalism, Psychoanalysis, Behaviourism, Gestalt and Humanistic)

Methods: Introspection, Observation, Experiment, Case Study, Interview and Questionnaire

SECTION-B

Motivation and Emotions:

Motivation: Concept and Nature of Motivation, Types of Motivation, Needs, Drives and Incentives, Conflicts and Frustration (Concept, Nature and Types)

Emotions: Concept and Nature of Emotions, Types of Emotions, Theories of Emotions (James Lange, Cannon Bard and Lindzey), Physiological Correlates of Emotions

SECTION-C

Learning: Introduction to Learning, Nature and Characteristics of Learning, Types of Learning (Verbal and Non-verbal), Theories of Learning (Thorndike, Pavlov, Skinner and Kohler)

SECTION-D

Statistics: Introduction to Parametric and Non-Parametric Statistics, Descriptive and Inferential Statistics, Frequency Distributions, Graphical representation of Frequency Distributions, Meaning and Characteristics of Central Tendency, Measures of Central Tendency: Mean, Median, Mode with their Merits and Demerits (Numericals related with Mean, Median and Mode only)

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SEMESTER-I

References:-

1. Benjamin, Jr. L.T., Hopkings, J.R. & Nation, J.R. (1987). *Psychology*. Mcmillan Publishing Company, New York.
2. Chaplin, J.R. & Kraiwic, T.S. (1985). *Systems and Theories of Psychology*. Holt, Rinehart and Winston, Inc., New York.
3. Crooks, R.L. & Strin, J. (1988). *Psychology; Sciences: Behaviour and Life*. Holt Rinehart and Winston, Inc., New York.
4. Morgan, G.T., King, P.A., Weisz, T.R. & Schopler, J. (1999). *Introduction to Psychology*. Mcgraw Hill Book Co., New York.
5. Baron, R.A. (1996). *Psychology*. New Delhi: Prentice Hall of India.
6. Carlson N.R. (2007). *Foundation of Physiological Psychology*. Pearson Education, New Delhi.
7. Aron (2007). *Statistics for Psychology*. Pearson Education, New Delhi.

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SEMESTER-I

**PAPER-V & VI, STREAM-4
PSYCHOLOGY**

(PRACTICAL)

Marks: 25

Instructions for the Practical Examination:-

Students are supposed to perform five practicals out of 6 mentioned in the syllabus. Practical examination will be of 3 hours duration. External examiner will conduct the practical examination. The students will perform one practical in the exam carrying 25 marks. Evaluation of the practical would be done on the basis of write-up of file book (5 Marks), performance and viva-voce (20 Marks) relating to the practicals. In case students have not completed 5 practicals, the examiner will deduct marks at the rate of 5 for each left practical out of total evaluation of the student. No reappear will be allowed in the practical examination. Fail in the practical will be considered fail overall in the subject.

Five Practical have to be performed out of the following:

1. Serial Positioning Effect
2. Maze Learning
3. Whole vs Part Learning
4. Effect of knowledge of Results on Performance
5. Zeigarnick Effect
6. Assessment of Emotions

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SEMESTER-I

**PAPER-V & VI, STREAM-4
SOCIOLOGY**

FUNDAMENTALS OF SOCIOLOGY-I

Time: 3 Hours

Max. Marks: 100

Instructions for the Paper Setters:-

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

SECTION-A

- a) **Sociology:** Meaning, Nature, Scope and Importance.
- b) **Sociology and Social Sciences:** Psychology, Economics, Political Science and History.

SECTION-B

- a) **Basic Concepts:** Society, Community, Institution and Association

SECTION-C

- a) **Social Groups:** Definition, Characteristics and Types– Primary & Secondary, In group and Out group, Reference Groups.

SECTION-D

- a) **Socialization:** Meaning, Processes, Agencies and Theories of self (C.H.Cooley, Sigmund Freud).

Recommended Readings:-

1. Ahuja, Ram. 1993, *Indian Social System*. Jaipur: Rawat Publications.
2. Abraham, M. Francis. 2006, *Contemporary Sociology*. New Delhi: Oxford University.
3. Bottomore, T.B.S. 1972, *Sociology*, Punjabi Translation by Parkash Singh Jammu, Publication Bureau, Punjabi University, Patiala.
4. Davis, Kingsley. 1971, *Human Society*, Punjabi Translation by Parkash Singh Jammu, Publication Bureau, Punjabi University, Patiala.
5. Gisbert, Pascual. 1969, *Fundamentals of Sociology*. Bombay: Orient Longmans.
6. Haralambos, Michael and Robin Heald. 2013, *Sociology: Themes and Perspectives*. New Delhi: Oxford University Press.
7. Jayaram, N. 1988, *Introductory Sociology*. Madras: Macmillan.
8. Johnson, H.M. 1995, *Sociology: A Systematic Introduction*. New Delhi: Allied Publishers.
9. Kapila, S. 1989, *A Text Book of Sociology, Part-I & II*. Jalandhar: New Academic House.
10. Kapila, S. 2001, *Fundamentals of Sociology*, Vol. I. Panchkula: Kapila Publishers.
11. Koenig, Samuel. *Sociology, An Introduction to the Science of Society*. Punjabi Translation by Baldev Singh, Publication Bureau, Punjabi University, Patiala.
12. Kaur, Swinderjit 2014, *General Samaj Vigyan*. Jalandhar: New Academic Publishing.
13. Macionis, John.J and Ken Plumer. 2014, *Sociology: A Global Introduction*. London: Pearson.

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**SEMESTER-I
EPC-I**

LIFE SKILLS EDUCATION

Total Marks: 50
Internal marks: 25
External marks: 25

Instructions for the Paper Setters:-

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

Course Objectives:

After the completion of the course, the student teacher will be able to:

- Understand the concept and need of life skills in life.
- Correlate life skills with Success in life.
- Develop the skill of creative thinking, decision making and problem-solving ability.
- Manage stress using various Stress coping strategies.

UNIT-I

INTRODUCTION TO LIFE SKILLS

- a) Life Skills for present and future – concept, need and significance w.r.t UNESCO
- b) The Four Pillars of Education (analyse various life skills and social skills with respect to Four Pillars of Education- review them in the context of success in life and future jobs perspectives w.r.t world economic forum)

UNIT-II

LIFE SKILLS IN EDUCATION

- a) **Skill of Creative Thinking** (For skill of creative thinking; Brain storming session on somer national/ international problems like Bi-lateral relations, sustainable development Goals , environment issues etc. will be conducted along with elaboration of steps of creative problem solving used by the teachers to orient the students and provoke them for creative expressions- a reflective report to be prepared).
- b) **Skill of Decision Making** (For skill of decision making; students will be doing group discussions and debates on current issues; situation analysis will be done to develop decision making skills- atleast three situation analysis will be carried out for report purposes).
- c) **Skill of Stress Management** (workshop on stress management like Yoga, Art of living, mediation etc. will be conducted- leading to writing of a reflective report)

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SEMESTER-I

Evaluation Scheme

a) Internal

Attendance **05 Marks**

Assignments on the following **20 Marks**

- Relationship between Life Skills and Success in Life (Listen to various motivational speeches by various motivational speakers- review atleast three speeches with respect to success in life and prepare a review report).
- Collection of atleast five Anecdotes and 15 quotations with their analysis with respect to life skills.
- Visit to Deaf and Dumb school/ School for blind and Voluntary service in pingalwara or orphanage (for total 6 hours) and write an experiential report

b) External

25 Marks

1. Evaluation on the basis of report.
2. Evaluation of PPT Presentation on the need and significance of life skills and viva will be done by the external.

Note:-

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

References:-

- Dakar Framework for Action, (2000). Education for All: Meeting our Collective Commitments, Dakar, Senegal.
- Hariharan, M., & Rath, R. (2008). *Coping with Life Stress: The Indian Experience*. New Delhi: Sage.
- Life Skills Resource Manual, Schools Total Health Program, (2006). Health Education and Promotion International Inc., Chennai.
- Kumar, J., & Keval, (2008). *Mass Communication in India*, JAICO Publication India Pvt. Ltd
- 4. Morgan and King, (1993). *Introduction to Psychology*. New Delhi: Tata McGraw-Hill Publishing Company Ltd.

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SEMESTER-I

- NCERT (2005). Adolescence Education in Schools- Life skills Development General Framework; National Population Education Project, Department Of Education in Social Science and Humanities, New Delhi, India.
- Rao, P.L. (2008). *Enriching Human Capital through Training and Development*. Delhi: Excel Books.
- Singh, M. (2003). Understanding Life Skills, Background paper prepared for Education for All: The Leap to Equality
- UNESCO and Indian National Commission for Co-operation with UNESCO (2001). Life Skills in Non-formal Education: A Review.
- YUVA School Life Skills Programme (2008). *Handbook for Teachers*, Vol. I – IV, Department of Education and State Council of Educational Research and Training, Delhi.

Web Sites:

- UNESCO - <http://www.unesco.org/>
- UNFPA - <http://www.unfpa.org/>
- UNICEF - <http://www.unicef.org/>
- United Nations - <http://www.un.org/>
- WHO - <http://www.who.int/en/>
- India Portal - www.indiaportal.gov.in

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SEMESTER-II

PAPER I: ENVIRONMENTAL EDUCATION

Time 1: 30 Hrs.

Total Marks: 50

Terminal: 35

Sessional: 15

Instructions for the Paper Setters:-

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

Course Objectives

After the completion of the course, the student teacher will be able to:

- Reflect upon the concept and need of environmental education.
- Define major eco-systems and their conservation.
- Understand the role of different agencies in the protection of environment.
- Develop desirable attitude, values and respect for protection of environment.

SECTION-A

ENVIRONMENTAL EDUCATION

- a) Environmental education: Concept, objectives, need and guiding principles.
- b) Concept of ecology, environment, biosphere, community, population and ecosystem. Structural and functional components of ecosystem i.e. abiotic and biotic factors food chain, food- web & flow of energy.

SECTION-B

Climate Change: Concept of climate change, air, soil, water, and noise pollution, sources, effect and control of pollution, green house effect, ozone layer depletion etc.

SECTION-C

ENVIRONMENTAL ACTIONS

- a) Need for sensitizing learners towards concern of environmental conservation (various school subjects and in co-curricular activities)
- b) Various ways and means of protection and preservation of environment with special reference to a forestation and solid waste management.

SECTION-D

Role of government, non-government organizations and people movements in protection and preservation of environment

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SEMESTER-II

SESSIONAL WORK:

Performance in unit tests and house examination 5 Marks

Files to be prepared and submitted for evaluation 10 Marks

Assignments on the following

- Work on a project related to any issue of environmental preservation and protection.
- Conduct a survey of environmental problems of the community.

References:-

- Centre for Environmental Education (1997). *The Green Teacher: Ideas, Experience and Learning*. In Educating for the Environment. Ahmadabad: CEE.
- Dani, H.M (1996): *Environmental Education*. Publication Bureau, Panjab University, Chandigarh.
- Garg, K.K and Jain, S.C. *Environment Lessons For Common Man*. Environment Society of India.
- Ghanta R. and Rao, D.B. (1998). *Environmental Education, Problems and Prospectus*. New Delhi: Discovery Publishing House.
- Kohli, V.K. and Kohli, V. (2003). *Environmental Pollution and Management*. Ambala: Vivek Publishers.
- Mukherjee, Roma. (2002). *Environmental Management and Awareness Issues*. New Delhi: Sterling Publishers Pvt. Ltd.
- Raghunathan, M., & Pandey, M. (1999). *The Green Reader: An Introduction to Environmental Concerns & Issues*. Ahmadabad: Centre for Environment Education
- Rajagopalan, R. (2006): *Environmental Studies From Crisis to Cure*. Press Delhi: Oxford University.
- Reddy, K.P. and Reddy, D.N. (2002): *Environmental Education*. Hyderabad: Neelkamal Publications Pvt. Ltd.
- UNEP (2013). *Emerging issues in our global environment (year book)*. United Nations Environment Programme.
- UNESCO-UNEP (1980). *Environment Education: What, Why, How . . .* Paris: International Education Series.
- UNESCO-UNEP (1990). *Basic Concepts in Environmental Education*. In Environment Education Newsletter. Paris: UNESCO.

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SEMESTER-II

PAPER-II: ENGLISH (COMPULSORY)

Time: 3 Hours

Max. Marks: 50

Instructions for the Paper Setters:-

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

Texts Prescribed:

1. *Tales of Life* (Guru Nanak Dev University, Amritsar) Stories at Sr. No. 7, 9, 10, 11, 12
2. *Prose for Young Learners* (Guru Nanak Dev University, Amritsar) Essays at Sr. No. 7, 8, 9, 10, 11
3. *English Grammar in Use* (Fourth Edition) by Raymond Murphy, CUP (Units: 49-97)

The syllabus is divided in four sections as mentioned below.

SECTION-A

English Grammar in Use, 4th Edition by Raymond Murphy, CUP (Units: 49-81)

SECTION-B

Personal letter Writing and *English Grammar in Use* (Units: 82-97)

SECTION-C

Tales of Life (Guru Nanak Dev University, Amritsar) 7, 9, 10, 11, 12

SECTION-D

Prose for Young Learners (Fourth Edition) by Raymond Murphy, CUP 7, 8, 9, 10 and 11

B.A. B.ED. (4 YEARS INTEGRATED DEGREE PROGRAM)
(Syllabus for the Batch from Year 2020 to Year 2024)

SEMESTER-II

PAPER-III: PUNJABI (COMPULSORY) ਪੰਜਾਬੀ (ਲਾਜ਼ਮੀ)

ਸਮਾਂ: 3 ਘੰਟੇ

ਕੁਲ ਅੰਕ: 50

ਅੰਕ-ਵੰਡ ਅਤੇ ਪਰੀਖਿਅਕ ਲਈ ਹਦਾਇਤਾਂ

1. ਪ੍ਰਸ਼ਨ ਪੱਤਰ ਦੇ ਚਾਰ ਭਾਗ ਹੋਣਗੇ। ਹਰ ਭਾਗ ਵਿੱਚੋਂ ਦੋ ਪ੍ਰਸ਼ਨ ਪੁੱਛੇ ਜਾਣਗੇ।
2. ਵਿਦਿਆਰਥੀ ਨੇ ਕੁੱਲ ਪੰਜ ਪ੍ਰਸ਼ਨ ਕਰਨੇ ਹਨ। ਹਰ ਭਾਗ ਵਿੱਚੋਂ ਇੱਕ ਪ੍ਰਸ਼ਨ ਲਾਜ਼ਮੀ ਹੈ। ਪੰਜਵਾਂ ਪ੍ਰਸ਼ਨ ਕਿਸੇ ਵੀ ਭਾਗ ਵਿੱਚੋਂ ਕੀਤਾ ਜਾ ਸਕਦਾ ਹੈ।
3. ਹਰੇਕ ਪ੍ਰਸ਼ਨ ਦੇ ਬਰਾਬਰ ਅੰਕ ਹਨ।
4. ਪੇਪਰ ਸੈੱਟ ਕਰਨ ਵਾਲਾ ਜੇਕਰ ਚਾਹੇ ਤਾਂ ਪ੍ਰਸ਼ਨਾਂ ਦੀ ਵੰਡ ਅੱਗੋਂ ਵੱਧ ਤੋਂ ਵੱਧ ਚਾਰ ਉਪ-ਪ੍ਰਸ਼ਨਾਂ ਵਿੱਚ ਕਰ ਸਕਦਾ ਹੈ।

ਪਾਠ-ਕ੍ਰਮ ਅਤੇ ਪਾਠ-ਪੁਸਤਕਾਂ

ਸੈਕਸ਼ਨ - ਏ

ਦੋ ਰੰਗ (ਕਹਾਣੀ ਭਾਗ) (ਸੰਪਾ. ਹਰਜਿੰਦਰ ਸਿੰਘ ਢਿੱਲੋਂ ਅਤੇ ਪ੍ਰੀਤਮ ਸਿੰਘ ਸਰਗੋਧੀਆ), ਗੁਰੂ ਨਾਨਕ ਦੇਵ ਯੂਨੀਵਰਸਿਟੀ, ਅੰਮ੍ਰਿਤਸਰ।
(ਵਿਸ਼ਾ-ਵਸਤੂ/ਸਾਰ/ਲੇਖਕ ਦਾ ਜੀਵਨ ਤੇ ਰਚਨਾ)

ਸੈਕਸ਼ਨ - ਬੀ

ਸੰਸਾਰ ਦੀਆਂ ਪ੍ਰਸਿੱਧ ਹਸਤੀਆਂ (ਜੀਵਨੀ ਨੰ: 10 ਤੋਂ 18 ਤੱਕ)
(ਸੰਪਾ. ਪ੍ਰਿੰ. ਤੇਜਾ ਸਿੰਘ, ਹਰਨਾਮ ਸਿੰਘ ਸ਼ਾਨ), ਪੰਜਾਬੀ ਸਾਹਿਤ ਪ੍ਰਕਾਸ਼ਨ, ਅੰਮ੍ਰਿਤਸਰ।
(ਵਿਸ਼ਾ-ਵਸਤੂ/ਸਾਰ/ਨਾਇਕ ਬਿੰਬ)

ਸੈਕਸ਼ਨ - ਸੀ

- (ੳ) ਸ਼ਬਦ-ਬਣਤਰ ਅਤੇ ਸ਼ਬਦ-ਰਚਨਾ : ਪਰਿਭਾਸ਼ਾ, ਮੁੱਢਲੇ ਸੰਕਲਪ।
(ਅ) ਸ਼ਬਦ ਸ਼੍ਰੇਣੀਆਂ

ਸੈਕਸ਼ਨ - ਡੀ

- (ੳ) ਦਫ਼ਤਰੀ ਚਿੱਠੀ ਪੱਤਰ
(ਅ) ਅਖਾਣ ਅਤੇ ਮੁਹਾਵਰੇ

ਸਹਾਇਕ ਪੁਸਤਕਾਂ

1. ਬ੍ਰਹਮਜਗਦੀਸ਼ ਸਿੰਘ, **ਪੰਜਾਬੀ ਕਹਾਣੀ : ਸਿਧਾਂਤ, ਇਤਿਹਾਸ ਤੇ ਪ੍ਰਵਿਰਤੀਆਂ**, ਵਾਰਿਸ ਸ਼ਾਹ ਫਾਊਂਡੇਸ਼ਨ, ਅੰਮ੍ਰਿਤਸਰ।
2. ਬਲਦੇਵ ਸਿੰਘ ਧਾਲੀਵਾਲ, **ਪੰਜਾਬੀ ਕਹਾਣੀ ਦਾ ਇਤਿਹਾਸ**, ਪੰਜਾਬੀ ਅਕਾਦਮੀ, ਦਿੱਲੀ।
3. ਸਵਿੰਦਰ ਸਿੰਘ ਉੱਪਲ, **ਪੰਜਾਬੀ ਕਹਾਣੀਕਾਰ**, ਨੈਸ਼ਨਲ ਬੁੱਕ ਸ਼ਾਪ, ਦਿੱਲੀ।
4. ਸਵਿੰਦਰ ਸਿੰਘ ਉੱਪਲ, **ਪੰਜਾਬੀ ਕਹਾਣੀ : ਸਰੂਪ ਤੇ ਸਿਧਾਂਤ**, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ।
5. ਗੁਰਬਖਸ਼ ਸਿੰਘ ਫ਼ਰੈਂਕ, **ਨਿੱਕੀ ਕਹਾਣੀ ਅਤੇ ਪੰਜਾਬੀ ਨਿੱਕੀ ਕਹਾਣੀ**, ਪੰਜਾਬੀ ਰਾਈਟਰਜ਼ ਕੋਆਪਰੇਟਿਵ ਸੁਸਾਇਟੀ, ਲੁਧਿਆਣਾ।
6. ਧਰਮਪਾਲ ਸਿੰਗਲ, **ਪੰਜਾਬੀ ਜੀਵਨੀ : ਸਰੂਪ ਸਿਧਾਂਤ ਤੇ ਵਿਕਾਸ**, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ (ਜੀਵਨੀ ਨੰ: 10 ਤੋਂ 18)।
7. ਸੁਖਵਿੰਦਰ ਸਿੰਘ ਸੰਘਾ, **ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਵਿਗਿਆਨ**, ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਅਕਾਦਮੀ, ਜਲੰਧਰ।
8. ਬੂਟਾ ਸਿੰਘ ਬਰਾੜ, **ਪੰਜਾਬੀ ਵਿਆਕਰਨ : ਸਿਧਾਂਤ ਤੇ ਵਿਹਾਰ**, ਚੇਤਨਾ ਪ੍ਰਕਾਸ਼ਨ, ਲੁਧਿਆਣਾ।
9. **ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਬੋਧ**, ਕਸਤੂਰੀ ਲਾਲ ਐਂਡ ਸੰਨਜ਼, ਅੰਮ੍ਰਿਤਸਰ।

SEMESTER-II

ਮੁੱਢਲੀ ਪੰਜਾਬੀ

(In lieu of Compulsory Punjabi)

ਸਮਾਂ: 3 ਘੰਟੇ

ਕੁਲ ਅੰਕ: 50

ਅੰਕ-ਵੰਡ ਅਤੇ ਪਰੀਖਿਅਕ ਲਈ ਹਦਾਇਤਾਂ

1. ਪ੍ਰਸ਼ਨ ਪੱਤਰ ਦੇ ਚਾਰ ਭਾਗ ਹੋਣਗੇ। ਹਰ ਭਾਗ ਵਿੱਚੋਂ ਦੋ ਪ੍ਰਸ਼ਨ ਪੁੱਛੇ ਜਾਣਗੇ।
2. ਵਿਦਿਆਰਥੀ ਨੇ ਕੁੱਲ ਪੰਜ ਪ੍ਰਸ਼ਨ ਕਰਨੇ ਹਨ। ਹਰ ਭਾਗ ਵਿੱਚੋਂ ਇੱਕ ਪ੍ਰਸ਼ਨ ਲਾਜ਼ਮੀ ਹੈ। ਪੰਜਵਾਂ ਪ੍ਰਸ਼ਨ ਕਿਸੇ ਵੀ ਭਾਗ ਵਿੱਚੋਂ ਕੀਤਾ ਜਾ ਸਕਦਾ ਹੈ।
3. ਹਰੇਕ ਪ੍ਰਸ਼ਨ ਦੇ ਬਰਾਬਰ ਅੰਕ ਹਨ।
4. ਪੇਪਰ ਸੈੱਟ ਕਰਨ ਵਾਲਾ ਜੇਕਰ ਚਾਹੇ ਤਾਂ ਪ੍ਰਸ਼ਨਾਂ ਦੀ ਵੰਡ ਅੱਗੋਂ ਵੱਧ ਤੋਂ ਵੱਧ ਚਾਰ ਉਪ-ਪ੍ਰਸ਼ਨਾਂ ਵਿੱਚ ਕਰ ਸਕਦਾ ਹੈ।

ਪਾਠ-ਕ੍ਰਮ

ਸੈਕਸ਼ਨ-ਏ

ਸ਼ਬਦ ਸ਼੍ਰੇਣੀਆਂ : ਪਛਾਣ ਅਤੇ ਵਰਤੋਂ

(ਨਾਂਵ, ਪੜਨਾਂਵ, ਕਿਰਿਆ, ਵਿਸ਼ੇਸ਼ਣ, ਕਿਰਿਆ ਵਿਸ਼ੇਸ਼ਣ, ਸਬੰਧਕ, ਯੋਜਕ ਅਤੇ ਵਿਸਮਿਕ)

ਸੈਕਸ਼ਨ-ਬੀ

ਪੰਜਾਬੀ ਵਾਕ ਬਣਤਰ : ਮੁੱਢਲੀ ਜਾਣ-ਪਛਾਣ

(ੳ) ਸਾਧਾਰਨ ਵਾਕ, ਸੰਯੁਕਤ ਵਾਕ ਅਤੇ ਮਿਸ਼ਰਤ ਵਾਕ (ਪਛਾਣ ਅਤੇ ਵਰਤੋਂ)

(ਅ) ਬਿਆਨੀਆ ਵਾਕ, ਪ੍ਰਸ਼ਨਵਾਚਕ ਵਾਕ ਅਤੇ ਹੁਕਮੀ ਵਾਕ (ਪਛਾਣ ਅਤੇ ਵਰਤੋਂ)

ਸੈਕਸ਼ਨ-ਸੀ

ਪੈਰ੍ਹਾ ਰਚਨਾ

ਸੰਖੇਪ ਰਚਨਾ

ਸੈਕਸ਼ਨ-ਡੀ

ਚਿੱਠੀ ਪੱਤਰ (ਘਰੇਲੂ ਅਤੇ ਦਫ਼ਤਰੀ)

ਅਖਾਣ ਅਤੇ ਮੁਹਾਵਰੇ

ਸਹਾਇਕ ਪੁਸਤਕਾਂ

1. ਕਸਤੂਰੀ ਲਾਲ ਐਂਡ ਸੰਨਜ਼, ਮੁੱਢਲੀ ਪੰਜਾਬੀ, ਗੁਰੂ ਨਾਨਕ ਦੇਵ ਯੂਨੀਵਰਸਿਟੀ, ਅਮ੍ਰਿਤਸਰ।
2. ਮਿੰਨੀ ਸਲਵਾਨ, ਪੰਜਾਬੀ ਵਿਆਕਰਨ : ਮੁੱਢਲੇ ਸੰਕਲਪ, ਰਵੀ ਸਾਹਿਤ ਪ੍ਰਕਾਸ਼ਨ, ਅਮ੍ਰਿਤਸਰ।
3. ਬੂਟਾ ਸਿੰਘ ਬਰਾੜ, ਪੰਜਾਬੀ ਵਿਆਕਰਨ : ਸਿਧਾਂਤ ਅਤੇ ਵਿਹਾਰ, ਚੇਤਨਾ ਪ੍ਰਕਾਸ਼ਨ, ਲੁਧਿਆਣਾ।

B.A. B.ED. (4 YEARS INTEGRATED DEGREE PROGRAM)
(Syllabus for the Batch from Year 2020 to Year 2024)

SEMESTER-II

**Punjab History & Culture (C. 320 to 1000 A.D.)
(Special Paper in lieu of Punjabi compulsory)
(For those students who are not domicile of Punjab)**

Time: 3 Hours

Max. Marks: 50

Instructions for the Paper Setters:-

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

SECTION-A

1. Alexander's Invasion and its Impact
Punjab under Chandragupta Maurya and Ashoka.

SECTION-B

2. The Kushans and their Contribution to the Punjab.
3. The Panjab under the Gupta Empire.

SECTION-C

4. The Punjab under the Vardhana Emperors
5. Socio-cultural History of Punjab from 7th to 1000 A.D.

SECTION-D

6. Development of languages and Education with Special reference to Taxila
7. Development of Art & Architecture

Suggested Readings:-

1. L. M Joshi (ed), *History and Culture of the Punjab*, Art-I, Punjabi University, Patiala, 1989 (3rd edition)
2. L.M. Joshi and Fauja Singh (ed.), *History of Punjab* , Vol.I, Punjabi University, Patiala, 1977.
3. Budha Parkash, *Glimpses of Ancient Punjab*, Patiala, 1983.
4. B.N. Sharma: *Life in Northern India*, Delhi. 1966.

B.A. B.ED. (4 YEARS INTEGRATED DEGREE PROGRAM)
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SEMESTER-II

**PAPER-IV, STREAM-1
ENGLISH (ELECTIVE)**

Time: 3 Hours

Max. Marks: 100

Instructions for the Paper Setters:-

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

Books Prescribed:

1. *Untouchable* by Mulk Raj Anand.
2. *The School for Scandal* by Sheridan
3. *Glossary of Literary Terms* by M.H. Abrams, Wadsworth CENGAGE Learning Publishers, 8th Edn., 2008.
4. *Better Pronunciation of English* by J.D.O'Connor

Course Contents:

1. *Untouchable* -- Complete Text
2. *The School for Scandal*—Complete Text
3. Literary Terms: Burlesque, Elegy, Hyperbole, Metaphor, Poetic Justice, Point of view, Dramatic Monologue, Tragicomedy
4. Transcription of Words: garage, data, menu, hello, cadet, exit, rebel (n), rebel (v), conduct(n), conduct (v), consume, idiot, depot, madam, handsome, petrol, perfect (adj.), perfect (v), vehicle, healthy, wealthy, police, sandwich, career, talent

The syllabus is divided in four sections as mentioned below:

SECTION-A

- (a) Literary Terms: Burlesque, Elegy, Hyperbole, Metaphor, Poetic Justice, Point of view, Dramatic Monologue, Tragicomedy
- (b) Transcription of Words: garage, data, menu, hello, cadet, exit, rebel (n), rebel (v), conduct(n), conduct (v), consume, idiot, depot, madam, handsome, petrol, perfect (adj.), perfect (v), vehicle, healthy, wealthy, police, sandwich, career, talent.

SECTION-B

Acts I,II,III of the play *The School for Scandal*

SECTION-C

Acts IV, V of the play *The School for Scandal*

SECTION-D

Complete text of the novel *Untouchable*

B.A. B.ED. (4 YEARS INTEGRATED DEGREE PROGRAM
(Syllabus for the Batch from Year 2020 to Year 2024))

SEMESTER-II

SECTION-A

- Two questions would be set from **SECTION-A** of the syllabus. Five literary terms and ten words for transcription (five from the prescribed list and five disyllabic words would be set in each question. The students are required to attempt any one of them. ($5 \times 2 = 10 + 10 \times 1 = 10$))

SECTION-B

- Two questions will be set from **SECTION-B** of the syllabus. One essay type question based on the theme, plot, characterization and Reference to the context would be set with eight marks. The second part of the question would carry three short answer questions. Each question would carry four marks. The students would be required to attempt any one of the two sets of questions. ($8 + 3 \times 4 = 20$)

SECTION-C

- Two questions will be set from **SECTION-C** of the syllabus. One essay type question based on the theme, plot, characterization and Reference to the context would be set with eight marks. The second part of the question would carry three short answer questions. Each question would carry four marks. The students would be required to attempt any one of the two sets of questions. ($8 + 3 \times 4 = 20$)

SECTION-D

- Two questions will be set from **SECTION-D** of the syllabus. One essay type question based on the theme, plot, characterization and Reference to the context would be set with eight marks. The second part of the question would carry three short answer questions. Each question would carry four marks. The students would be required to attempt any one of the two sets of questions. ($8 + 3 \times 4 = 20$)

SEMESTER-II

**PAPER-IV, STREAM-1
PUNJABI (ELECTIVE) ਪੰਜਾਬੀ (ਇਲੈਕਟਿਵ)**

ਸਮਾਂ ਤਿੰਨ ਘੰਟੇ

ਕੁਲ ਅੰਕ : 100

ਅੰਕ-ਵੰਡ ਅਤੇ ਪਰੀਖਿਅਕ ਲਈ ਹਦਾਇਤਾਂ

1. ਪ੍ਰਸ਼ਨ ਪੱਤਰ ਦੇ ਚਾਰ ਭਾਗ ਹੋਣਗੇ। ਹਰ ਭਾਗ ਵਿਚੋਂ ਦੋ ਪ੍ਰਸ਼ਨ ਪੁੱਛੇ ਜਾਣਗੇ।
2. ਵਿਦਿਆਰਥੀ ਨੇ ਕੁੱਲ ਪੰਜ ਪ੍ਰਸ਼ਨ ਕਰਨੇ ਹਨ। ਹਰ ਭਾਗ ਵਿਚੋਂ ਇਕ ਪ੍ਰਸ਼ਨ ਲਾਜ਼ਮੀ ਹੈ। ਪੰਜਵਾਂ ਪ੍ਰਸ਼ਨ ਕਿਸੇ ਵੀ ਭਾਗ ਵਿਚੋਂ ਕੀਤਾ ਜਾ ਸਕਦਾ ਹੈ।
3. ਹਰੇਕ ਪ੍ਰਸ਼ਨ ਦੇ ਬਰਾਬਰ ਅੰਕ ਹਨ।
4. ਪੇਪਰ ਸੈੱਟ ਕਰਨ ਵਾਲਾ ਜੇਕਰ ਚਾਹੇ ਤਾਂ ਪ੍ਰਸ਼ਨਾਂ ਦੀ ਵੰਡ ਅੱਗੋਂ ਵੱਧ ਤੋਂ ਵੱਧ ਚਾਰ ਉਪ-ਪ੍ਰਸ਼ਨਾਂ ਵਿਚ ਕਰ ਸਕਦਾ ਹੈ।

ਪਾਠ-ਕ੍ਰਮ ਅਤੇ ਪਾਠ-ਪੁਸਤਕਾਂ

ਸੈਕਸ਼ਨ- ਏ

ਪੰਜਾਬੀ ਸਾਹਿਤ ਦਾ ਇਤਿਹਾਸ (1700 ਤੱਕ) (ਸੰਪਾ. ਡਾ. ਧਰਮ ਸਿੰਘ, ਡਾ. ਹਿਰਦੇਜੀਤ ਭੋਗਲ)

(ੳ) ਸਾਹਿਤਕ ਰੂਪਾਂ ਦਾ ਇਤਿਹਾਸ (ਨਿਕਾਸ ਤੇ ਵਿਕਾਸ)

(ਅ) ਪ੍ਰਵਿਰਤੀਆਂ

ਸੈਕਸ਼ਨ- ਬੀ

ਸੰਸਾਰ ਦੀਆਂ ਪ੍ਰਸਿੱਧ ਕਹਾਣੀਆਂ (ਸੰਪਾ. ਨਵਤੇਜ ਸਿੰਘ, ਕਸਤੂਰੀ ਲਾਲ ਐਂਡ ਸੰਨਜ਼, ਅੰਮ੍ਰਿਤਸਰ)

(ਵਿਸ਼ਾ-ਵਸਤੂ/ਸਾਰ/ਕਹਾਣੀ ਕਲਾ)

ਸੈਕਸ਼ਨ- ਸੀ

(ੳ) ਦਫ਼ਤਰੀ ਅਤੇ ਘਰੇਲੂ ਚਿੱਠੀ ਪੱਤਰ

(ਅ) ਵਿਸ਼ਰਾਮ ਚਿੰਨ੍ਹ : ਪਰਿਭਾਸ਼ਾ, ਪਛਾਣ ਅਤੇ ਵਰਤੋਂ ਦੇ ਨਿਯਮ

ਸੈਕਸ਼ਨ- ਡੀ

ਕੋਸ਼ਕਾਰੀ ਅਤੇ ਪੰਜਾਬੀ ਕੋਸ਼ਕਾਰੀ

(ਕੋਸ਼ਕਾਰੀ ਦੀ ਪਰਿਭਾਸ਼ਾ/ਕੋਸ਼ਾਂ ਦਾ ਵਰਗੀਕਰਣ/ਪੰਜਾਬੀ ਕੋਸ਼ਕਾਰੀ ਦਾ ਨਿਕਾਸ ਤੇ ਵਿਕਾਸ)

ਸਹਾਇਕ ਪੁਸਤਕਾਂ

1. ਕਿਰਪਾਲ ਸਿੰਘ ਕਸੇਲ ਤੇ ਪਰਮਿੰਦਰ ਸਿੰਘ, ਪੰਜਾਬੀ ਸਾਹਿਤ ਦੀ ਉਤਪਤੀ ਤੇ ਵਿਕਾਸ, ਲਾਹੌਰ ਬੁੱਕ ਸ਼ਾਪ, ਲੁਧਿਆਣਾ।
2. ਜਗਬੀਰ ਸਿੰਘ, ਪੰਜਾਬੀ ਸਾਹਿਤ ਦਾ ਇਤਿਹਾਸ (ਆਦਿ ਕਾਲ - ਭਗਤੀ ਕਾਲ), ਗੁਰੂ ਨਾਨਕ ਦੇਵ ਯੂਨੀਵਰਸਿਟੀ, ਅੰਮ੍ਰਿਤਸਰ।
3. ਪਰਮਿੰਦਰ ਸਿੰਘ, ਪੰਜਾਬੀ ਸਾਹਿਤ ਦਾ ਇਤਿਹਾਸ (ਆਦਿ ਕਾਲ ਤੋਂ 1700 ਤੱਕ), ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ।
4. ਬ੍ਰਹਮਜਗਦੀਸ਼ ਸਿੰਘ, ਆਧੁਨਿਕ ਪੰਜਾਬੀ ਕਾਵਿ : ਪ੍ਰਮੁੱਖ ਪ੍ਰਵਿਰਤੀਆਂ, ਵਾਰਿਸ ਸ਼ਾਹ ਫਾਊਂਡੇਸ਼ਨ, ਅੰਮ੍ਰਿਤਸਰ।
5. ਸੁਖਬੀਰ ਕੌਰ ਮਾਹਲ, ਕਲਾਸਿਕੀ ਪੰਜਾਬੀ ਸਾਹਿਤ : ਨਿਰਧਾਰਣ ਤੇ ਮੁਲਾਂਕਣ, ਚੇਤਨਾ ਪ੍ਰਕਾਸ਼ਨ, ਲੁਧਿਆਣਾ।
6. ਹਰਕੀਰਤ ਸਿੰਘ ਤੇ ਗਿਆਨੀ ਲਾਲ ਸਿੰਘ, ਕਾਲਜ ਪੰਜਾਬੀ ਵਿਆਕਰਨ, ਪੰਜਾਬ ਯੂਨੀਵਰਸਿਟੀ, ਚੰਡੀਗੜ੍ਹ।
7. ਦਲਜੀਤ ਸਿੰਘ ਖਹਿਰਾ, ਕੋਸ਼ਕਾਰੀ ਅਤੇ ਪੰਜਾਬੀ ਕੋਸ਼ਕਾਰੀ (ਸਿਧਾਂਤਕ ਅਤੇ ਵਿਹਾਰਕ ਪਰਿਪੇਖ), ਲੋਕਗੀਤ ਪ੍ਰਕਾਸ਼ਨ, ਚੰਡੀਗੜ੍ਹ।

**B.A. B.ED. (4 YEARS INTEGRATED DEGREE PROGRAM
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SEMESTER-II

**PAPER-IV, STREAM-1
HINDI (ELECTIVE)**

गद्य साहित्य : सैद्धांतिकी, व्याकरण तथा पत्रकारिता

समय— 3 घण्टे

पूर्णांक: 100

Instructions for the Paper Setters:-

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

सैक्शन-ए

व्याख्या के लिए निर्धारित कृति

गद्य-त्रिवेणी : संपादक— डॉ. सुखविन्दर कौर बाठ, प्रकाशक— गुरु नानक देव यूनिवर्सिटी, अमृतसर, 2 निबंध (कछुआ धर्म, साहित्य की महत्ता), 2 एकांकी(पहली दो), 2 कहानी (पहली दो)

सैक्शन-बी

गद्य— त्रिवेणी में निर्धारित लेखकों का सामान्य परिचय।

गद्य— त्रिवेणी में निर्धारित निबंध, एकांकी, कहानी के सार, उद्देश्य से सम्बन्धित प्रश्न

सैक्शन-सी

‘आदर्श हिन्दी व्याकरण’ लेखक डॉ. एच.एल. सूद, पुस्तक भी निर्धारित की गयी हैं। (क) सैद्धांतिकी—निबंध, कहानी, एकांकी: परिभाषा, प्रकार और तत्व (ख) उपसर्ग, प्रत्यय, अनेक शब्दों के लिए एक शब्द, समानार्थी, विपरीतार्थक।

सैक्शन-डी

पत्रकारिता : संलग्न शब्दावली (अंग्रेजी से हिन्दी)

कार्यालयी पत्रों का सैद्धांतिक परिचय—चार पत्र (बैंकिंग व्यवहार संबंधी पत्र, शिकायत संबंधी पत्र, परिपत्र, नौकरी हेतु आवेदन)

सहायक पुस्तकें :

- 1) व्यावहारिक हिन्दी, डॉ. सुनील जोगी, दिल्ली आधुनिक प्रकाशन, 2001
- 2) हिन्दी पत्रकारिता : स्वरूप एवं संदर्भ, विनोद गोदरे, दिल्ली स्वर्ण जयन्ती, 2000

पत्रकारिता सम्बन्धी शब्दावली

1. Advertisement	विज्ञापन
2. Article	लेख
3. Adaptation	रूपांतर
4. Acknowledgement of source	सूत्र का उल्लेख
5. Art Editor	कला सम्पादक
6. Audience	श्रोता
7. All India Radio	आकाशवाणी
8. Agricultural News	कृषि समाचार
9. Announcer	उद्घोषक

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SEMESTER-II

10. Banner	पताका
11. Bigger Type	मोटा टाइप
12. Body	बॉडी, काय
13. Booklet	ग्रन्थिका
14. Box	चौखटा
15. Bulletin	बुलेटिन
16. Broadcast	प्रसारण
17. Brochure	विवरणिका
18. Canons of journalism	पत्रकारिता के नीति सिद्धांत
19. Caption	शीर्षक
20. Cartoons	व्यंग्य-चित्र
21. Circulation	प्रसार – संख्या
22. Classifieds	वर्गीकृत विज्ञापन
23. Compositor	अक्षर – योजक
24. Correspondent	संवाददाता
25. Cub reporter	नौसिखिया पत्रकार
26. Columnist	स्तम्भकार
27. Communication	संचार
28. Communication satellite	संचार-उपग्रह
29. Copyright	प्रतिलिप्याधिकार
30. Daily	दैनिक
31. Defamation	मानहानि
32. Development Journalism	विकास पत्रकारिता
33. Editor	सम्पादक
34. Editorial	सम्पादकीय
35. Exclusive	विशिष्ट समाचार
36. Feature	रूपलेख, फीचर
37. Feedback	प्रतिपुष्टि
38. Flagline	चेतावनी
39. Folio	पृष्ठ – संख्या

**B.A. B.ED. (4 YEARS INTEGRATED DEGREE PROGRAM
(Syllabus for the Batch from Year 2020 to Year 2024))**

SEMESTER-II

40. Fortnightly	पाक्षिक
41. Free lancer	स्वतंत्र पत्रकार
42. Ghost writer	छदम लेखक
43. Hoarding	प्रचार पटल
44. Human Interest feature	मनोरोचक फीचर , मर्मस्पर्शी रूपलेख
45. House Journal	संस्था- पत्र
46. Interview	साक्षात्कार
47. Innovation	नवाचार
48. Jacket	पुस्तकावरण
49. Layout	सज्जा, विन्यास, अभिन्यास
50. Letter spacing	अक्षर अंतराल
51. Live broadcast	सीधा प्रसारण
52. Local News	स्थानीय समाचार
53. Make up	पृष्ठ – सज्जा
54. Mass communication	जन – संचार
55. Monthly magazine	मासिक पत्रिका
56. News analysis	समाचार विश्लेषण
57. Out of print	अप्राप्य
58. Periodical	नियतकालिक पत्रिका
59. Pix	चित्र
60. Playwright	नाटककार
61. Press release	प्रेस-विज्ञप्ति
62. Quarterly	त्रैमासिक
63. Screenplay	पटकथा
64. Sting operation	भंडाफोड़ पत्रकारिता
65. Spot commercial	अंतराल विज्ञापन
66. Sponsored programme	प्रायोजित कार्यक्रम
67. Subscriber	ग्राहक
68. Tabloid Newspaper	छोटा समाचार पत्र
69. Wrong font	विजातीय टाइप
70. Working journalist	श्रमजीवी पत्रकार

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SEMESTER-II

**PAPER-IV, STREAM-1
PHILOSOPHY**

ETHICS: WESTERN AND INDIAN

Time: 3 Hours

Max. Marks: 100

Lectures to be delivered: 6 per week

Pass Marks 35 %

Instructions for the Paper Setters:-

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

SECTION-A

1. An Introduction to Ethics: Definition, Nature, Scope and Utility
2. Relation of Ethics with Religion and Science

SECTION-B

1. Plato: Virtues.
2. Kant: Categorical Imperative, Good Will.
3. Utilitarianism: Meaning, Definition, Views of Bentham and J.S.Mill.

SECTION-C

1. Bhagavad Gita: Nishkama Karma.
2. Guru Granth Sahib: Truth, Contentment and Hukam.

SECTION-D

1. Buddhism: Four Noble Truths and Eight-Fold Path
2. Yoga Philosophy: Ashtangyoga
3. Jainism: Tri Ratna and Kaivalya.

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(Syllabus for the Batch from Year 2020 to Year 2024))

SEMESTER-II

Recommended Readings:-

English Books:-

1. Avtar Singh, *Ethics of the Sikhs*, Punjabi University, Patiala, 1970.
2. Balbir Singh, *Principles of Ethics*, S. Nagin, Jalandhar, 1978.
3. Duignan, Brian, *The History of Western Ethics*, Britannica Educational Pub., New York, 2011.
4. Gupta, S.N. Das, *A History of Indian Philosophy*, Vol. II, George Allen and Unwin, London, 1971.
5. Intyre, Alasdair C Mac, *A Short History of Ethics*, Routledge, 1998.
6. Joshi, H.M, *Traditional and Contemporary Ethics; Western and Indian*, Bharatiya Vidya Prakashan, Delhi, 2000.
7. Kaveeshwar G.W., *The Ethics of the Gita*, Motilal Banarsidass, Delhi, 1971.
8. Mackenzie, J.S., *Manual of Ethics*, Hinds, Noble & Eldridge, New York, 2005.
9. Norman Richard, *The Moral Philosophers: An Introduction to Ethics*, Oxford University Press, Oxford, 1998.
10. Tiwari, Kedar Nath, *Classical Indian Ethical Thoughts: A Philosophical Study of Hindu, Jaina and Buddha Morals*, Motilal Banarsidass, Delhi, 1998.
11. Vasu, Srisa Chandra, *An Introduction to the Yoga Philosophy*, AMS Press, New York, 1974.
12. William Lillies, *Introduction to Ethics*, Methuen, London, 2001.

Punjabi Books:-

1. ਹਉਰਾ, ਕੁਲਦੀਪ ਸਿੰਘ, *ਸਿੱਖ ਨੈਤਿਕਤਾ ਦੀ ਰੂਪ ਰੇਖਾ*, ਸਿਮਰ ਸਾਹਿਤ ਸਦਨ, ਅੰਮ੍ਰਿਤਸਰ।
2. ਗੁਪਤਾ, ਸ਼ਾਂਤੀ ਨਾਥ, *ਭਾਰਤੀ ਦਰਸ਼ਨ*, ਪੰਜਾਬ ਸਟੇਟ ਯੂਨੀਵਰਸਿਟੀ, ਚੰਡੀਗੜ੍ਹ, 1994.
3. ਚੰਦ, ਰਣਧੀਰ ਸਿੰਘ, *ਯੋਗ ਦਰਸ਼ਨ*, ਪੰਜਾਬੀ ਰਾਈਟਰਜ਼ ਕੋਆਪਰੇਟਿਵ ਸੋਸਾਇਟੀ, ਲੁਧਿਆਣਾ।
4. ਨਿਰਾਕਾਰੀ, ਆਰ.ਡੀ., *ਭਾਰਤੀ ਦਰਸ਼ਨ*, ਪੰਜਾਬ ਸਟੇਟ ਯੂਨੀਵਰਸਿਟੀ, ਚੰਡੀਗੜ੍ਹ, 1994.
5. ਵਜ਼ੀਰ ਸਿੰਘ (ਡਾ.) ਸਿੱਖ ਦਰਸ਼ਨ ਧਾਰਾ, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ

Hindi Books:-

1. ਵਰਮਾ, ਵੇਦ ਪ੍ਰਕਾਸ਼, *ਨੀਤੀ ਸ਼ਾਸਤਰ*, ਅਲਾਇਡ ਪਬਲਿਸ਼ਰਜ਼, ਦਿੱਲੀ, 1977.

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SEMESTER-II

**PAPER-IV, STREAM-1
PSYCHOLOGY**

**PSYCHOLOGICAL PROCESSES
(THEORY)**

Time: 3 hours

Max. Marks: 100

Theory Marks: 75

Practical Marks: 25

**Pass Marks: 35% of the subject
(Theory and Practical Separately)**

Instructions for the Paper Setters:-

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

SECTION-A

Psychophysics: Concept of Psychophysics, Physical V/S Psychological continua, Point of Subjective Equality, Weber- Fechner law, Concept of Absolute and Differential Thresholds, Determination of AL and DL by Methods of Limits, Method of Constant Stimuli & Method of Average Error

SECTION-B

Intelligence: Concept and Nature, Intelligence Theories (Spearman, Thorndike, Thurstone, Guilford, Cattell, Gardener and Sternberg), Concept of Emotional Intelligence, Nature and Nurture Issue in Intelligence

SECTION-C

Personality: Concept of Personality, Characteristics of Personality, Theories of Personality (Freud, Adler, Jung, Allport, Eysenck and Cattell), Psychometric Techniques of Assessment (EPI, CPI & 16PF) and Projective Techniques of Assessment (Rorschach, TAT and Sentence Completion Test)

SECTION-D

Measures of Variability: Meaning and Characteristics of Variability, Range, Variance, Quartile Deviation, Average Deviation and Standard Deviation with Merits and Demerits (Numericals related with SD only)

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SEMESTER-II

References:-

1. Benjamin, Jr. L.T., Hopkings, J.R. & Nation, J.R. (1987). *Psychology*. Mcmillan Publishing Company, New York.
2. Chaplin, J.R. &Kraiwic, T.S. (1985). *Systems and Theories of Psychology*. Holt, Rinehart and Winston, Inc., New York.
3. Crooks, R.L. &Strin, J. (1988). *Psychology; Sciences: Behaviour and Life*. Holt Rinehart and Winston, Inc., New York.
4. Morgan, G.T., King, P.A., Weisz, T.R. &Schopler, J. (1999). *Introduction to Psychology*. Mcgraw Hill Book Co., New York.
5. Baron, R.A. (1996). *Psychology*. New Delhi: Prentice Hall of India.
6. Aron (2007). *Statistics for Psychology*. Pearson Education, New Delhi.
7. Coon, D.L., &Mitterer, J.O. (2007). *Introduction to Psychology; Gateways to Mind and Behaviour*. Thomson Wadrwoth.
8. Solso, R.L. (2007). *Cognitive Psychology*. Pearson Education, New Delhi.
9. Hall, S.S. &Lindzey (1969). *Theories of Personality*. Wiley Eastern Ltd. New Delhi.
10. Pinel, J.P.J. (2007). *Biopsychology*. Pearson Education, New Delhi.

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SEMESTER-II

**PAPER-IV, STREAM-1
PSYCHOLOGY**

(PRACTICAL)

Marks: 25

Instructions for the Practical Examination:

Students are supposed to perform five practicals out of 6 mentioned in the syllabus. Practical examination will be of 3 hours duration. External examiner will conduct the practical examination. The students will perform one practical in the exam carrying 25 marks. Evaluation of the practical would be done on the basis of write-up of file book (5 Marks), performance and viva-voce (20 Marks) relating to the practicals. In case students have not completed 5 practicals, the examiner will deduct marks at the rate of 5 for each left practical out of total evaluation of the student. No reappear will be allowed in the practical examination. Fail in the practical will be considered fail overall in the subject.

Five Practical have to be performed out of the following:

1. Verification of Weber's Law
2. Determination of AL and DL
3. Verbal Test of Intelligence.
4. Performance Test of Intelligence
5. Personality Test/Inventory
6. Sentence Completion Test

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SEMESTER-II

**PAPER-IV, STREAM-1
SOCIOLOGY**

FUNDAMENTALS OF SOCIOLOGY-II

Time: 3 Hours

Max. Marks: 100

Instructions for the Paper Setters:-

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

SECTION-A

- a) **Social Structure:** Meaning, Characteristics, Elements- Norms and Values, Status and Roles.
- b) **Culture:** Meaning, Elements and Cultural lag.

SECTION-B

- a) **Social Stratification:** Meaning and Forms.
- b) **Social Mobility:** Meaning, Types and Causes.

SECTION-C

- a) **Social Control:** Meaning and Significance.
- b) **Agencies of Social Control- Formal:** Law. **Informal:** Folkways and Mores.

SECTION-D

- a) **Social Disorganization:** Meaning and Forms: Corruption, Crime and Terrorism.

Recommended Readings:-

1. Ahuja, Ram. 1993, *Indian Social System*. Jaipur: Rawat Publications.
2. Abraham, M. Francis. 2006, *Contemporary Sociology*. New Delhi: Oxford University.
3. Bottomore, T.B.S. 1972, *Sociology*. Punjabi Translation by Parkash Singh Jammu, Publication Bureau, Punjabi University, Patiala.
4. Giddens, Anthony. 2006, *Sociology*. Cambridge: Polity Press.
5. Gisbert, Pascual. 1969, *Fundamentals of Sociology*. Bombay: Orient Longmans.
6. Haralambos, Michael and Robin Heald. 2013, *Sociology: Themes and Perspectives*. New Delhi: Oxford University Press.
7. Jayaram, N. 1988, *Introductory Sociology*. Madras: Macmillan.
8. Johnson, H.M. 1995, *Sociology: A Systematic Introduction*. New Delhi: Allied Publishers.
9. Kapila, S. 1989, *A Text Book of Sociology*, Part-I & II. Jalandhar: New Academic House.
10. Kapila, S. 2001, *Fundamentals of Sociology*, Vol. I. Panchkula, Kapila Publishers.
11. Macionis, John.J and Ken Plumer. 2014, *Sociology: A Global Introduction*. London: Pearson.
12. McGee, Reece et al. 1977, *Sociology-An Introduction*. Hindale: Reinehart and Winston.
13. Oommen, T.K and C.N Venugopal. 2010, *Sociology*. Lucknow: Eastern Book Company.

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SEMESTER-II

**PAPER-V& VI, STREAM-2
MATHEMATICS**

PAPER-I: CALCULUS AND DIFFERENTIAL EQUATIONS

Time: 3 Hours

Marks: 50

Instructions for the Paper Setters:-

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

SECTION-A

Asymptotes, Tests for concavity and convexity, Points of inflexion, Multiple Points, Curvature, Tracing of Curves (Cartesian and Parametric coordinates only).

SECTION-B

Integration of hyperbolic functions. Reduction formulae. Definite integrals. Fundamental theorem of integral calculus. Quadrature, rectification.

SECTION-C

Exact differential equations. First order and higher degree equations solvable for x, y, p . Clairaut's form and singular solutions. Geometrical meaning of a differential equation. Orthogonal trajectories.

SECTION-D

Linear differential equations with constant and variable coefficients. Variation of Parameters method, reduction method, series solutions of differential equations. Power series method, Bessel and Legendre equations (only series solution).

Books Recommended:-

1. D.A. Murray: Introductory Course in Differential Equations. Orient Longman (India), 1967.
2. G.F. Simmons: Differential Equations, Tata McGraw Hill, 1972.
3. E.A. Coddington: An Introduction to Ordinary Differential Equations, Prentice Hall of India, 1961.
4. Gorakh Prasad: Integral Calculus, Pothishala Pvt. Ltd., Allahabad.
5. Erwin Kreyszig: Advanced Engineering Mathematics, John Wiley and Sons, 1999. 52

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SEMESTER-II

**PAPER-V& VI, STREAM-2
MATHEMATICS**

PAPER-II: CALCULUS

Time: 3 Hours

Marks: 50

Instructions for the Paper Setters:-

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

SECTION-A

Limit and Continuity of functions of two variables, Partial differentiation, Change of variables, Partial derivatives and differentiability of real-valued functions of two variables, Schwartz's and Young's Theorem, Statements of Inverse and implicit function theorems and applications.

SECTION-B

Euler's theorem on homogeneous functions, Taylor's theorem for functions of two variables, Jacobians, Envelopes. Evolutes, Maxima, Minima and saddle points of functions of two variables.

SECTION-C

Lagrange's undetermined multiplier method, Double and Triple Integrals, Change of variables, Applications to evaluation of areas, Volumes, Surfaces of solid of revolution, Change of order of integration in double integrals.

SECTION-D

Application to evaluation of area, volume, surface of solids of revolutions.

Books Recommended:-

1. Narayan, S. and P.K. Mittal: Integral Calculus. Sultan Chand & Sons.
2. Kreyszig, E.: Advanced Engineering Mathematics.
3. Narayan S. and P.K. Mittal: Differential Calculus, Sultan Chand & Sons.

**B.A. B.ED. (4 YEARS INTEGRATED DEGREE PROGRAM
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SEMESTER-II

**PAPER-V & VI, STREAM-2
COMPUTER SCIENCE**

**PROGRAMMING USING C
(THEORY)**

**Time: 3 Hours
4 Hours/week**

**Max. Marks: 100
Theory Marks: 75
Practical Marks: 25**

Instructions for the Paper Setters:-

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

Note for the Candidates:

The students can use only Non-programmable & Non-storage type calculator.

Practical marks will include the appropriate weightage for proper maintenance of Lab record

SECTION-A

Data Representation, Introduction to Number Systems and Character Codes, Flow Charts, Problem Analysis, decision tables, pseudo codes and, algorithms.

SECTION-B

Programming Languages C:

Basics of C: Introduction to C, Applications and Advantages of C, Tokens, Types of Errors

Data Types: Basic & Derived Data Types, User Defined Data Types, Declaring and initializing variables.

Operators and Expressions: Types of operators (Unary, Binary, Ternary), Precedence and Associativity

Data I/O Functions: Types of I/O function, Formatted & Unformatted console I/O Functions

SECTION-C

Control Statements: Jumping, Branching and Looping—Entry controlled and exit controlled, Advantages/Disadvantages of loops, difference between for, while and do-while.

Arrays: Types of Arrays, One Dimensional and Two-Dimensional Arrays.

Strings: Introduction to Strings and String functions, array of strings.

SECTION-D

Functions: User Defined & Library Function, Function (Prototype, Declaration, Definition), Methods of passing arguments, local and global functions, Recursion.

Storage Classes: Introduction to various storage classes, scope and lifetime of a variable, Storage class specifiers (auto, register, static, extern), advantages and disadvantages.

Structure and Union: Introduction to structure and union, pointers with structure.

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(Syllabus for the Batch from Year 2020 to Year 2024)

SEMESTER-II

**PAPER-V & VI, STREAM-2
COMPUTER SCIENCE**

(PRACTICAL)

Marks: 25

Practical based on Programming in C
2 Hours/week

Books Suggested:-

- (i) Programming with C Languages C. Schaum Series.
- (ii) YashwantKanitkar – Let Us C
- (iii) C Programming by Stephen G Kochan

B.A. B.ED. (4 YEARS INTEGRATED DEGREE PROGRAM
(Syllabus for the Batch from Year 2020 to Year 2024))

SEMESTER-II

**PAPER-V& VI, STREAM-2
ECONOMICS**

MACROECONOMICS

Time: 3 Hours

Max. Marks: 100

Instructions for the Paper Setters:-

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

SECTION-A

Distinction between Micro and Macro Economics; Determination of Income and Employment: Classical and Keynesian models; Say's Law of Market and aggregate demand and aggregate supply.

Consumption functions; average (short-run and long run) and marginal propensity to consume; static and dynamic multipliers.

SECTION-B

Investment: Meaning, Demand schedules and factors affecting investment decision. Marginal Efficiency of Capital. Accelerator, multiplier-accelerator interaction.

Trade cycles-meaning, characteristics and phases. Samuelson and Hicks Models of trade cycles.

SECTION-C

Money: Its functions and role. Money and Capital Markets (Introductory). Quantity Theory of Money. Fisher's and Cambridge's equations. Liquidity preference theory.

Banking: Definitions of banks. Credit creation and credit control.

SECTION-D

Inflation: Concept, Causes and cures. Inflation-unemployment Trade-off (only Phillips' contribution).

Macroeconomic Policies: Fiscal policy – meaning, objectives and instruments. Monetary policy – meaning, objectives and instruments.

Recommended Texts:

1. Shapiro, E. Macroeconomic Analysis, Harcourt, Brach and World, New York, 1978.
2. Dernaburg, T.F. and MC Dougall D.M., Macroeconomics: the Measurement, Analysis and Control of Aggregate Economic Activity, McGraw-Hill, Kogakusha, Tokyo, 1972.
3. Gupta, S.B. Monetary Economics: Institutions, Theory and Policy, S. Chand, New Delhi, 2000.

B.A. B.ED. (4 YEARS INTEGRATED DEGREE PROGRAM)
(Syllabus for the Batch from Year 2020 to Year 2024)

SEMESTER-II

**PAPER-V& VI, STREAM-3
HISTORY**

HISTORY OF INDIA (C. 1000–A.D.1707)

Time: 3 Hours

Max. Marks: 100

Instructions for the Paper Setters:-

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

SECTION-A

1. **The Conquests of the Ghaznavis and Ghauris:** Invasions of Mahmud Ghaznavi; their effects, Battles of Muhammad Ghauri, Causes of the success of the Turks.
2. **Establishment of the Sultanate of Delhi:** Political and military development under Qutabuddin Aibak, Iltutmish and his successors; Consolidation of the Sultanate under Balban and the Mongol invasions.

SECTION-B

3. **The Khiljis:** Emergence of the Khiljis under Jalaluddin and Alauddin Khilji; Alauddin's conquests, the Mongol invasions; Treatment of the nobility; Land revenue reforms; Economic reforms. **The Tughlaqs:** Muhammad-bin-Tughlaq; His experiments; Causes of disaffection and revolts; Feroze Tughlaq; Administrative and economic policies and their effects; Taimur's Invasions.
4. **The Vijaynagar Kingdom:** Establishment and expansion; Polity, Economy and Administration; Art and Architecture.

SECTION-C

5. **Mughal-Afghan Struggle (1526–1556):** Advent of the Mughals under Babur; Battle of Panipat and its aftermath; Battle of Kanwaha, Battles of Humayun; expansion of the Afghan power under Sher Shah Suri, Administrative reforms; return of Humayun.
6. **Re-establishment and expansion of the Mughal Empire under Akbar:** Conquests, extent of empire, Religious policy, Rajput policy. **Expansion and Decline under Akbar's Successors:** Jahangir and Mewar; North-western campaigns; Extension of influence over the Deccan; Conquest of Ahmednagar by Shah Jahan; Rise of Aurangzeb to power.

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SEMESTER-II

SECTION-D

7. **The Mughal Government, Administration and Culture:** Position of the King: Central and local administration; Land revenue system; Mansabdari; Jagirdari; State policy towards agriculture, Trade and Commerce, Literature, Art and Architecture and Culture.
8. **The establishment of Maratha Power:** The rise of Shivaji, Maratha administration, Land revenue system; Chauth and Sardeshmukhi.

Suggested Reading:-

1. Chandra, Satish, *History of Medieval India*, Orient Black Swan, Hyderabad, 2007
2. Chandra, Satish, *Medieval India*, Vol. I & II, Har- Anand Publication Pvt. Ltd. New Delhi, 2010
3. Mehta, J.L. *Medieval Indian Society and Culture (Advanced Study in the History of Medieval India*, Vol. III), Sterling Publication, New Delhi, 2009
4. Rizivi, S.A.A., *The Wonder That Was India-II (1200-1700)*, Picador India,
5. Mahajan, V.D., *Medieval India*, S. Chand and Publication, New Delhi, 2010.

B.A. B.ED. (4 YEARS INTEGRATED DEGREE PROGRAM
(Syllabus for the Batch from Year 2020 to Year 2024))

SEMESTER-II

**PAPER-V & VI, STREAM-3
GEOGRAPHY**

**PHYSICAL GEOGRAPHY – II: CLIMATOLOGY & OCEANOGRAPHY
(THEORY)**

Time: 3 Hours

Max. Marks: 100

Theory Marks: 70

Practical Marks: 30

Instructions for the Paper Setters:-

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

Note: Stencil/outline maps and coloured pencils are allowed

Objective:

The objective of this paper is to acquaint the students with the elements and attributes of climatology and oceanography as climate plays a very vital role in human life and oceans are storehouses of resources.

SECTION-A

Definition of Climatology: Climate and Weather.

Climate: Elements and controls.

Physical structure of the atmosphere and attributes of different layers, Physical and Chemical composition of the atmosphere: Dust particles, vapour particles, active gases, inert gases.

Insolation and Temperature: Horizontal distribution of insolation, factors affecting temperature of a place, vertical and horizontal and annual, seasonal and diurnal distribution of temperature.

SECTION-B

Atmospheric Pressure and Winds Distribution: Atmospheric disturbances (Tropical cyclones, temperate cyclones and anticyclones), upper air circulation (upper air long waves and Jetstreams)

Atmospheric Moisture: Forms of condensation – Cloud, dew, fog and frost. Precipitation forms and types. World patterns of precipitation: Spatial and seasonal.

Climatic Classifications and their Bases: Elementary discussion of Koppen's classification of climates and climatic types.

Role of Climate in Human Life: Atmospheric pollution and global warming – general causes, consequences and measure of control.

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(Syllabus for the Batch from Year 2020 to Year 2024))

SEMESTER-II

SECTION-C

Oceanography: Definition, topography of the ocean basins; continental shelf, continental slope, deep sea plain and oceanic deep.

Features: Trench, trough, oceanic ridge, guyots, seamount. Factors controlling the world patterns of distribution of temperature and salinity in the ocean waters.

SECTION-D

Movements of Oceanic Waters: Waves and currents. Surface currents of the oceans. Marine Flora, Fauna and Deposits, Corals. Ocean as storehouse of resources for the future.

Recommended Books:-

1. Bhutani, Smita: *Our Atmosphere*, Edited by R.C. Chandna, Kalyani Publishers, Ludhiana, Delhi, **2002**.
2. Critchfield, H.J.: *General Climatology*, Prentice Hall of India, Private Ltd., New Delhi, **1983**.
3. Gross, Grant, M.: *Oceanography: A View of the Earth*, Prentice Hall, New Jersey, **1995**.
4. Lal, D.S.: *Climatology*, **Sharda Pustak Bhawan, Allahabad, 2011**.
5. Mathew, J.R.: *Climatology*, McGraw Hill, New Latest Edition.
6. Monkhouse, F.J.: *The Principles of Physical Geography*, University of London Press, London Latest Edition, **1975**.
7. Pattersen, S.: *Introduction to Meteorology*, McGraw Hill Book Co., London, Latest Edition.
8. Stringer, E.T.: *Foundations of Climatology*. Subject Publications, Delhi, 1982.
9. Trewartha, G.T.: *An Introduction to Climate*, McGraw Hill Book Co., New Delhi, International Student Edition, 1980.
10. Khan, N.: *An Introduction to Physical Geography*. Concept New Delhi, **2002**.
11. King, C.A.M.: *Beaches and Coasts*, E. Arnold, London, 1959.
12. King, C.A.M.: *Oceanography*, E. Arnold, London, Latest Edition.
13. Sharma, R.C. & M. Vatel: *Oceanography for Geographers*, Chetyna, Allahabad 1970.
14. Shepar, F.P. : *Submarine Geology*, Harper & Sons, New York, 1948.
15. Sverdrup, H.U. et.al. : *The Oceans*. Prentice Hall, New Jersey, U.S.A. 1959.
16. Singh, Savinder: *Physical Geography*, **Pravalika Publications, Allahabad, 2015**.

B.A. B.ED. (4 YEARS INTEGRATED DEGREE PROGRAM)
(Syllabus for the Batch from Year 2020 to Year 2024)

SEMESTER-II

**PAPER-V & VI, STREAM-3
GEOGRAPHY**

**CARTOGRAPHY-II
(PRACTICAL)**

Time: 3 Hours

Total Marks: 30

Written Paper of 3 Hours: 15 Marks

Practical Record (File): 08 Marks

Viva: 07 Marks

Objectives:

Geography is an amalgam of physical as well as social sciences and as such it is necessary for the students to go through laboratory exercises particularly to show directions and bearings and different methods of representing relief. Knowledge of directions and bearings is essential and an introduction to weather maps is also required.

SECTION - A

Direction and Bearings: Plotting of a course, true north, magnetic north, finding true north with the pole star, a watch and a rod; bearing and its conversion.

Enlargement and Reduction: Graphic methods—square and triangle; instrumental methods—Pantographic, Xeroxing photographic.

SECTION - B

Weather Maps:

General Introduction to the study of weather maps, the scheme of weather symbols including Beaufort's scale employed in Indian daily weather maps; weather in India: summer season (period of summer monsoon), winter season, forecasting of weather through the study of weather maps and recent advances in weather forecasting.

Note:

1. A compulsory question containing 10 short answer type questions will be set covering the whole syllabus. The students will attempt 6 short answer type questions in about 25–30 words each. Each short answer type question will carry ½ mark (Total 3 marks).
2. The whole syllabus will be divided into 2 units. Eight questions will be set out of the whole syllabus, four from each unit. The students will be required to attempt two questions from each unit. Each question will carry 3 marks. These will be in addition to the compulsory question at serial number one. (Total 12 marks)
3. Simple calculators are allowed.
4. Evaluation of Practical record will be done at the time of viva-voce examination. A minimum of 12 sheets are to be prepared by the students in each semester.
5. In case the candidate has applied for the improvement, he/she should be required to make a fresh practical note book.
6. For practical classes, the number of students in one group shall not exceed fifteen.

B.A. B.ED. (4 YEARS INTEGRATED DEGREE PROGRAM
(Syllabus for the Batch from Year 2020 to Year 2024)

SEMESTER-II

Recommended Books:-

Essential Readings:-

1. Khullar, D.R.: *Essentials of Practical Geography*, New Academic Publishing Co., Mai Hiran Gate, Jalandhar, 2016.
2. Singh, Gopal: *Mapwork and Practical Geography*, Vikas Publishing House, Pvt. Ltd., New Delhi, 1995.
3. Singh L.R. & Singh, Raghunandan : *Mapwork and Practical Geography*, Central Book Depot, Allahabad, 1993
4. Phyllis Dink: *Mapwork*, Atma Ram & Sons, 1991.

Further Readings:-

1. Mishra, R.P. & Ramesh, A.: *Fundamental of Cartography*, Concept Publishing Co., New Delhi, 1989.
2. Monkhouse, F.J. and Wilkinson, H.R.: *Maps and Diagrams*, Methuen & Co., London, Third Edition, 1976.
3. Robinson, A.H. & Randall, D. Sale: *Elements of Cartography*, John Wiley & Sons, New York, (Sixth Edition), 1995.

**B.A. B.ED. (4 YEARS INTEGRATED DEGREE PROGRAM
(Syllabus for the Batch from Year 2020 to Year 2024))**

SEMESTER-II

**PAPER-V& VI, STREAM-3
POLITICAL SCIENCE**

MODERN POLITICAL THEORY

Time: 3 Hours

Max. Marks: 100

Instructions for the Paper Setters:-

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

SECTION-A

1. Political System: Meaning, Characteristics and Functions
2. Political Culture: Meaning, Characteristics and Types
3. Political Socialisation: Meaning, Characteristics and Agencies

SECTION-B

1. Power, Meaning, Nature and Features
2. Authority: Meaning, Nature and Types
3. Legitimacy: Meaning, Nature and Types

SECTION-C

1. Rights and Duties: Meaning, Types and Relationship between the Two
2. Liberty: Meaning, Types and its Safeguards
3. Equality: Meaning, Types and Relationship between Liberty and Equality

SECTION-D

- a. Justice: Meaning and its various Dimensions
- b. Democracy: Meaning, Characteristics and Types
- c. Theories of Democracy: Liberal, Marxian and Elitist Theory

B.A. B.ED. (4 YEARS INTEGRATED DEGREE PROGRAM
(Syllabus for the Batch from Year 2020 to Year 2024))

SEMESTER-II

Recommended Books:-

1. J. C. Johari, *Principles of Political Science*, Sterling Publishers, New Delhi.
2. S.P. Verma, *Political Theory*, Geetanjali Publishing House, New Delhi.
3. A.C. Kapur, *Principles of Political Science*, S. Chand & Company, New Delhi.
4. E. Ashirvatham, *Political Theory*, S. Chand & Company, New Delhi.
5. M.P. Jain, *Political Theory*, Authors Guild Publication, Delhi, (Punjabi & Hindi).
6. David Easton, *The Political System*, Scientific Book Agency, Calcutta.
7. D.C. Bhattacharya, *Political Theory*, Vijay Publishing House, Calcutta.
8. O.P. Gauba, *An Introduction to Political Theory*, Macmillan Indian Ltd., New Delhi.
9. Satish Kumar Sharma, *Adhunik Rajnitik Vishleshan*, Publication Bureau, Punjabi University, Patiala.
10. John-Hoffman and Paul Graham, *Introduction to Political Theory*, New Delhi, Pearsons, 2006.
11. Andrew Heywood, *An Introduction to Political Theory*, New Delhi, Palgrave Publications.
12. Aeon J. Skoble and Tibor R. Machan, *Political Philosophy*, 1st Edition, New Delhi, Pearson 2007.
13. Catriona Mckinnon, *Issues in Political Theory*, Oxford, 2009
14. R. Bhargava, *Political Theory : An Introduction* , Pearson, 2012
15. N.D Arora, *Introduction to Political Theory*, Har Anand, 2012
16. R.C Vermani, *Understanding Political Theory: Concepts and Issues*, Gitanjali, 2011
17. Anthony H. Birch, *The Concepts and Theories of Modern Democracy*, Routledge, 2013

B.A. B.ED. (4 YEARS INTEGRATED DEGREE PROGRAM
(Syllabus for the Batch from Year 2020 to Year 2024))

SEMESTER-II

**PAPER-V& VI, STREAM-3
ECONOMICS**

MACROECONOMICS

Time: 3 Hours

Max. Marks: 100

Instructions for the Paper Setters:-

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

SECTION-A

Distinction between Micro and Macro Economics; Determination of Income and Employment: Classical and Keynesian models; Say's Law of Market and aggregate demand and aggregate supply.

Consumption functions; average (short-run and long run) and marginal propensity to consume; static and dynamic multipliers.

SECTION-B

Investment: Meaning, Demand schedules and factors affecting investment decision. Marginal Efficiency of Capital. Accelerator, multiplier-accelerator interaction.

Trade cycles-meaning, characteristics and phases. Samuelson and Hicks Models of trade cycles.

SECTION-C

Money: Its functions and role. Money and Capital Markets (Introductory). Quantity Theory of Money. Fisher's and Cambridge's equations. Liquidity preference theory.

Banking: Definitions of banks. Credit creation and credit control.

SECTION-D

Inflation: Concept, Causes and cures. Inflation-unemployment Trade-off (only Phillips' contribution).

Macroeconomic Policies: Fiscal policy – meaning, objectives and instruments. Monetary policy – meaning, objectives and instruments.

Recommended Texts:-

1. Shapiro, E. Macroeconomic Analysis, Harcourt, Brach and World, New York, 1978.
2. Dernaburg, T.F. and MC Dougall D.M., Macroeconomics: the Measurement, Analysis and Control of Aggregate Economic Activity, McGraw-Hill, Kogakusha, Tokyo, 1972.
3. Gupta, S.B. Monetary Economics: Institutions, Theory and Policy, S. Chand, New Delhi, 2000.

B.A. B.ED. (4 YEARS INTEGRATED DEGREE PROGRAM)
(Syllabus for the Batch from Year 2020 to Year 2024)

SEMESTER-II

**PAPER-V& VI, STREAM-4
PHILOSOPHY**

ETHICS: WESTERN AND INDIAN

Time: 3 Hours

Max. Marks: 100

Lectures to be delivered: 6 per week

Pass Marks 35 %

Instructions for the Paper Setters:-

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

SECTION-A

1. An Introduction to Ethics: Definition, Nature, Scope and Utility
2. Relation of Ethics with Religion and Science

SECTION-B

1. Plato: Virtues.
2. Kant: Categorical Imperative, Good Will.
3. Utilitarianism: Meaning, Definition, Views of Bentham and J.S. Mill.

SECTION-C

1. Bhagavad Gita: Nishkama Karma.
2. Guru Granth Sahib: Truth, Contentment and Hukam.

SECTION-D

1. Buddhism: Four Noble Truths and Eight-Fold Path
2. Yoga Philosophy: Ashtangyoga
3. Jainism: Tri Ratna and Kaivalya.

B.A. B.ED. (4 YEARS INTEGRATED DEGREE PROGRAM
(Syllabus for the Batch from Year 2020 to Year 2024))

SEMESTER-II

Recommended Readings:-

English Books:-

1. Avtar Singh, *Ethics of the Sikhs*, Punjabi University, Patiala, 1970.
2. Balbir Singh, *Principles of Ethics*, S. Nagin, Jalandhar, 1978.
3. Duignan, Brian, *The History of Western Ethics*, Britannica Educational Pub., New York, 2011.
4. Gupta, S.N. Das, *A History of Indian Philosophy*, Vol. II, George Allen and Unwin, London, 1971.
5. Intyre, Alasdair C Mac, *A Short History of Ethics*, Routledge, 1998.
6. Joshi, H.M, *Traditional and Contemporary Ethics; Western and Indian*, Bharatiya Vidya Prakashan, Delhi, 2000.
7. Kaveeshwar G.W., *The Ethics of the Gita*, Motilal Banarsidass, Delhi, 1971.
8. Mackenzie, J.S., *Manual of Ethics*, Hinds, Noble & Eldridge, New York, 2005.
9. Norman Richard, *The Moral Philosophers: An Introduction to Ethics*, Oxford University Press, Oxford, 1998.
10. Tiwari, Kedar Nath, *Classical Indian Ethical Thoughts: A Philosophical Study of Hindu, Jaina and Buddha Morals*, Motilal Banarsidass, Delhi, 1998.
11. Vasu, Srisa Chandra, *An Introduction to the Yoga Philosophy*, AMS Press, New York, 1974.
12. William Lillies, *Introduction to Ethics*, Methuen, London, 2001.

Punjabi Books:-

1. ਹਉਰਾ, ਕੁਲਦੀਪ ਸਿੰਘ, *ਸਿੱਖ ਨੈਤਿਕਤਾ ਦੀ ਰੂਪ ਰੇਖਾ*, ਸਿਮਰ ਸਾਹਿਤ ਸਦਨ, ਅੰਮ੍ਰਿਤਸਰ।
2. ਗੁਪਤਾ, ਸ਼ਾਂਤੀ ਨਾਥ, *ਭਾਰਤੀ ਦਰਸ਼ਨ*, ਪੰਜਾਬ ਸਟੇਟ ਯੂਨੀਵਰਸਿਟੀ, ਚੰਡੀਗੜ੍ਹ, 1994.
3. ਚੰਦ, ਰਣਧੀਰ ਸਿੰਘ, *ਯੋਗ ਦਰਸ਼ਨ*, ਪੰਜਾਬੀ ਰਾਈਟਰਜ਼ ਕੋਆਪਰੇਟਿਵ ਸੋਸਾਇਟੀ, ਲੁਧਿਆਣਾ।
4. ਨਿਰਾਕਾਰੀ, ਆਰ.ਡੀ., *ਭਾਰਤੀ ਦਰਸ਼ਨ*, ਪੰਜਾਬ ਸਟੇਟ ਯੂਨੀਵਰਸਿਟੀ, ਚੰਡੀਗੜ੍ਹ, 1994.
5. ਵਜ਼ੀਰ ਸਿੰਘ (ਡਾ.) ਸਿੱਖ ਦਰਸ਼ਨ ਧਾਰਾ, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ

Hindi Books:-

1. ਵਰਮਾ, ਵੇਦ ਪ੍ਰਕਾਸ਼, *ਨੀਤੀ ਸ਼ਾਸਤਰ*, ਅਲਾਇਡ ਪਬਲਿਸ਼ਰਜ਼, ਦਿੱਲੀ, 1977.

B.A. B.ED. (4 YEARS INTEGRATED DEGREE PROGRAM)
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SEMESTER-II

**PAPER-V& VI, STREAM-4
PSYCHOLOGY**

**PSYCHOLOGICAL PROCESSES
(THEORY)**

Time: 3 hours

Max. Marks: 100

Theory Marks: 75

Practical Marks: 25

**Pass Marks: 35% of the subject
(Theory and Practical Separately)**

Instructions for the Paper Setters:-

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

SECTION-A

Psychophysics: Concept of Psychophysics, Physical V/S Psychological continua, Point of Subjective Equality, Weber- Fechner law, Concept of Absolute and Differential Thresholds, Determination of AL and DL by Methods of Limits, Method of Constant Stimuli & Method of Average Error

SECTION-B

Intelligence: Concept and Nature, Intelligence Theories (Spearman, Thorndike, Thurstone, Guilford, Cattell, Gardener and Sternberg), Concept of Emotional Intelligence, Nature and Nurture Issue in Intelligence

SECTION-C

Personality: Concept of Personality, Characteristics of Personality, Theories of Personality (Freud, Adler, Jung, Allport, Eysenck and Cattell), Psychometric Techniques of Assessment (EPI, CPI & 16PF) and Projective Techniques of Assessment (Rorschach, TAT and Sentence Completion Test)

SECTION-D

Measures of Variability: Meaning and Characteristics of Variability, Range, Variance, Quartile Deviation, Average Deviation and Standard Deviation with Merits and Demerits (Numericals related with SD only)

B.A. B.ED. (4 YEARS INTEGRATED DEGREE PROGRAM
(Syllabus for the Batch from Year 2020 to Year 2024)

SEMESTER–II

References:

1. Benjamin, Jr. L.T., Hopkings, J.R. & Nation, J.R. (1987). *Psychology*. Mcmillan Publishing Company, New York.
2. Chaplin, J.R. & Kraiwick, T.S. (1985). *Systems and Theories of Psychology*. Holt, Rinehart and Winston, Inc., New York.
3. Crooks, R.L. & Strin, J. (1988). *Psychology; Sciences: Behaviour and Life*. Holt Rinehart and Winston, Inc., New York.
4. Morgan, G.T., King, P.A., Weisz, T.R. & Schopler, J. (1999). *Introduction to Psychology*. McGraw Hill Book Co., New York.
5. Baron, R.A. (1996). *Psychology*. New Delhi: Prentice Hall of India.
6. Aron (2007). *Statistics for Psychology*. Pearson Education, New Delhi.
7. Coon, D.L., & Mitterer, J.O. (2007). *Introduction to Psychology; Gateways to Mind and Behaviour*. Thomson Wadsworth.
8. Solso, R.L. (2007). *Cognitive Psychology*. Pearson Education, New Delhi.
9. Hall, S.S. & Lindzey (1969). *Theories of Personality*. Wiley Eastern Ltd. New Delhi.
10. Pinel, J.P.J. (2007). *Biopsychology*. Pearson Education, New Delhi.

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SEMESTER-II

**PAPER-V& VI, STREAM-4
PSYCHOLOGY**

(PRACTICAL)

Marks: 25

Instructions for the Practical Examination:

Students are supposed to perform five practicals out of 6 mentioned in the syllabus. Practical examination will be of 3 hours duration. External examiner will conduct the practical examination. The students will perform one practical in the exam carrying 25 marks. Evaluation of the practical would be done on the basis of write-up of file book (5 Marks), performance and viva-voce (20 Marks) relating to the practicals. In case students have not completed 5 practicals, the examiner will deduct marks at the rate of 5 for each left practical out of total evaluation of the student. No reappear will be allowed in the practical examination. Fail in the practical will be considered fail overall in the subject.

Five Practical have to be performed out of the following:

1. Verification of Weber's Law
2. Determination of AL and DL
3. Verbal Test of Intelligence.
4. Performance Test of Intelligence
5. Personality Test/Inventory
6. Sentence Completion Test

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SEMESTER-II

**PAPER-V& VI, STREAM-4
SOCIOLOGY**

FUNDAMENTALS OF SOCIOLOGY-II

Time: 3 Hours

Max. Marks: 100

Instructions for the Paper Setters:-

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

SECTION-A

- a) **Social Structure:** Meaning, Characteristics, Elements- Norms and Values, Status and Roles.
- b) **Culture:** Meaning, Elements and Cultural lag.

SECTION-B

- a) **Social Stratification:** Meaning and Forms.
- b) **Social Mobility:** Meaning, Types and Causes.

SECTION-C

- a) **Social Control:** Meaning and Significance.
- b) **Agencies of Social Control- Formal:** Law. **Informal:** Folkways and Mores.

SECTION-D

- a) **Social Disorganization:** Meaning and Forms: Corruption, Crime and Terrorism.

Recommended Readings:-

1. Ahuja, Ram. 1993, *Indian Social System*. Jaipur: Rawat Publications.
2. Abraham, M. Francis. 2006, *Contemporary Sociology*. New Delhi: Oxford University.
3. Bottomore, T.B.S. 1972, *Sociology*. Punjabi Translation by Parkash Singh Jammu, Publication Bureau, Punjabi University, Patiala.
4. Giddens, Anthony. 2006, *Sociology*. Cambridge: Polity Press.
5. Gisbert, Pascual. 1969, *Fundamentals of Sociology*. Bombay: Orient Longmans.
6. Haralambos, Michael and Robin Heald. 2013, *Sociology: Themes and Perspectives*. New Delhi: Oxford University Press.
7. Jayaram, N. 1988, *Introductory Sociology*. Madras: Macmillan.
8. Johnson, H.M. 1995, *Sociology: A Systematic Introduction*. New Delhi: Allied Publishers.
9. Kapila, S. 1989, *A Text Book of Sociology*, Part-I & II. Jalandhar: New Academic House.
10. Kapila, S. 2001, *Fundamentals of Sociology*, Vol. I. Panchkula, Kapila Publishers.
11. Macionis, John.J and Ken Plumer. 2014, *Sociology: A Global Introduction*. London: Pearson.
12. McGee, Reece et al. 1977, *Sociology-An Introduction*. Hindale: Reinehart and Winston.
13. Oommen, T.K and C.N Venugopal. 2010, *Sociology*. Lucknow: Eastern Book Company.

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SEMESTER-II
EPC-II

COURSE TITLE: UNDERSTANDING THE SELF

Total Marks: 50

Internal marks: 25

External marks: 25

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

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

Curriculum Transaction: In these workshops/ discourses sharing of case studies/ watching movies or documentaries, brain storming exercises, training session, physical excursions, meditations etc. should be encouraged. Students will write reflective journals and give feedback to each session and maintain record.

SECTION-A: EXPLORING THE AIM OF LIFE

Objectives

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

Workshop Themes

1. Understanding different dimensions of self and personality and way in which they influence the dynamics of identity formation, values and direction of life.
2. Philosophy of Yoga and its role in well-being.
3. Developing positivity, self-esteem and emotional integration.
4. Writing a self-reflective journal
5. Developing a teacher as a change makers through deliberations on cuurent issues/social problems.

SECTION-B DEVELOPING SENSITIVITY

Objectives

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

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SEMESTER-II

Workshop Themes

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

Evaluation scheme

a) Internal

Attendance **05 Marks**

Assignments on the following

Writing of reflective journal

Participation in the workshops **20 Marks**

b) External

25 marks

1. Evaluation on the basis of reflective journal.
2. Evaluation of PPT Presentation on the report of yoga and its practices on the development of well being and viva will be done by the external.

Note:-

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

ESSENTIAL READINGS:-

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

Readings for Discussion:-

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

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SEMESTER-II

**PAPER-VII: DRUG ABUSE: PROBLEM, MANAGEMENT AND PREVENTION
(COMPULSORY PAPER)**

Time: 3 Hours

Max. Marks: 100

Instructions for the Paper Setters:-

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

SECTION-A

Meaning of Drug Abuse:

1) Meaning, Nature and Extent of Drug Abuse in India and Punjab.

2) Consequences of Drug Abuse for:

Individual	:	Education, Employment, Income.
Family	:	Violence.
Society	:	Crime.
Nation	:	Law and Order problem.

SECTION-B

Management of Drug Abuse:

- (i) Medical Management: Medication for treatment and to reduce withdrawal effects.
- (ii) Psychiatric Management: Counselling, Behavioural and Cognitive therapy.
- (iii) Social Management: Family, Group therapy and Environmental Intervention.

SECTION-C

Prevention of Drug abuse:

- (i) Role of family: Parent child relationship, Family support, Supervision, Shaping values, Active Scrutiny.
- (ii) School: Counselling, Teacher as role-model. Parent-teacher-Health Professional Coordination, Random testing on students.

SECTION-D

Controlling Drug Abuse:

- (i) Media: Restraint on advertisements of drugs, advertisements on bad effects of drugs, Publicity and media, Campaigns against drug abuse, Educational and awareness program
- (ii) Legislation: NDPs act, Statutory warnings, Policing of Borders, Checking Supply/Smuggling of Drugs, Strict enforcement of laws, Time bound trials.

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SEMESTER-II

References:-

1. Ahuja, Ram (2003), *Social Problems in India*, Rawat Publication, Jaipur.
2. Extent, Pattern and Trend of Drug Use in India, Ministry of Social Justice and Empowerment, Government of India, 2004.
3. Inciardi, J.A. 1981. *The Drug Crime Connection*. Beverly Hills: Sage Publications.
4. Kapoor. T. (1985) *Drug epidemic among Indian Youth*, New Delhi: Mittal Pub.
5. Kessel, Neil and Henry Walton. 1982, *Alcoholism*. Harmond Worth: Penguin Books.
6. Modi, Ishwar and Modi, Shalini (1997) *Drugs: Addiction and Prevention*, Jaipur: Rawat Publication.
7. National Household Survey of Alcohol and Drug abuse. (2003) New Delhi, Clinical Epidemiological Unit, All India Institute of Medical Sciences, 2004.
8. Ross Coomber and Others. 2013, *Key Concept in Drugs and Society*. New Delhi: Sage Publications.
9. Sain, Bhim 1991, *Drug Addiction Alcoholism*, Smoking obscenity New Delhi: Mittal Publications.
10. Sandhu, Ranvinder Singh, 2009, *Drug Addiction in Punjab: A Sociological Study*. Amritsar: Guru Nanak Dev University.
11. Singh, Chandra Paul 2000. *Alcohol and Dependence among Industrial Workers*: Delhi: Shipra.
12. Sussman, S and Ames, S.L. (2008). *Drug Abuse: Concepts, Prevention and Cessation*, Cambridge University Press.
13. Verma, P.S. 2017, "*Punjab's Drug Problem: Contours and Characteristics*", Economic and Political Weekly, Vol. LII, No. 3, P.P. 40-43.
14. World Drug Report 2016, United Nations office of Drug and Crime.
15. World Drug Report 2017, United Nations office of Drug and Crime.

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SEMESTER–III

PAPER: I
UNDERSTANDING EDUCATION AND ITS PERSPECTIVES

Credits: 4
Time: 3 Hrs.

Total Marks: 100
Terminal: 70
Sessional Work: 30

Instructions for the Paper Setters:-

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

Course Objectives:

After the completion of the course, the student teacher will be able to:

- Develop an insight into the fundamentals of Education.
- Understand the interdisciplinary nature of Education.
- Reflect upon the educational thoughts of Indian and Western thinkers.
- Critically examine the issues and concerns of education in the socio-cultural contexts of India.
- Understand the role of different agencies in promoting socialization.
- Correlate School with Societal needs.

SECTION–A

BASES OF EDUCATION

- a) Education: Concept, aims and functions, difference with related terms (Training, Instruction, Indoctrination and Teaching).
- b) Types and Agencies of Education
- c) Education as a discipline and its interdisciplinary nature.

SECTION–B

INDIAN AND WESTERN PERSPECTIVE OF EDUCATION

- a) Indian: Mahatma Gandhi, Swami Vivekananda, Jiddu Krishnamurthy;
- b) Western: Plato, John Dewey, Montessori

SECTION–C

SOCIO-CULTURAL CONTEXT

- a) Education as an instrument of social change; Education in relation to Social Equity.
- b) Impact of Socio-cultural trends on the aims and organization of education.
- c) Relevance and role of education in meeting new challenges for the new disruptive world (technology and social cultural changes)

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SEMESTER–III

SECTION–D

SOCIALIZATION AND SCHOOL

- a) School as a sub system of Society.
- b) Socialisation: Concept and Process, Role of school and Family
- c) Social mobility and Social Stratification w.r.t Indian Constitutional Provisions

SESSIONAL WORK

Performance in unit tests and house examination 10 Marks

Files to be prepared and submitted for evaluation 20 Marks

Assignments on the following (any two)

- Comparison of educational contribution of any two thinkers.
- Rationale of including study of value education in school curriculum in the light of constitutional provisions
- Frame analytical model representing education as a sub system

References:-

- Acker, S. (1994). *Feminist theory and the study of gender and education; In S.Acker, Gendered Education: Sociological Reflections on women, Teaching and Feminism*, Buckingham: Open University Press.
- Barks, O. (1971). *Sociology of Education* Ed. 2 Landon: Batsford
- Crapo, H. (ed.) (1970). *Family, Class and education*. London: Longman
- Collins R (1979). *The Credential Society: an Historical Sociology of Education and Stratification*. New York: Academic Press.
- Dash, B.N. (2004). *Theories of Education & Education in the Emerging Indian Society*. New Delhi: Dominant Publishers and Distributors.
- David, M. E. (1980). *State the Family and education*, London: Routledge and kegan Paul Desai Lips.
- Gupta, D. (1991). *Social Stratification*. New Delhi: Oxford University Press.
- Hilary M. (1989). *Sex and Gender an Introduction*, California Mountain view, Mayfield Publishing Company.
- Kumar, K. (1991). *Political agenda of Education*, New Delhi: Sage.
- Mathur, S. S. (2015). *A sociological approach to Indian education*, Vinod Pub, Agra.
- McKeown, R. (2002). *Education for sustainable Development Toolkit*. University of Tennessee, Knoxville, TN.
- Tyler, W. (1977). *The sociology of educational inequality*, London.
- Weiner, M. (1991). *The State and the Child in India: Child Labour and Education Policy in Comparative Perspective*. Princeton: Princeton University Press.

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SEMESTER–III

PAPER–II

GENDER, SCHOOL AND SOCIETY

Credits 2
Time 1: 30 hrs

M. Marks: 50
Terminal: 35
Sessional: 15

Instructions for the Paper Setters:-

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

Course Objectives:

After the completion of the course, the student teacher will be able to:

- Develop an insight into the different gender issues and concerns in the society.
- Understand various Constitutional provisions related to gender.
- Identify various efforts taken by different agencies to tackle gender issues in India.
- Perform his/her role for minimizing gender inequalities in the society.

SECTION–A

GENDER, ISSUES AND CONCERNS

- a) Gender: Concept ,Issues and Concerns in terms of Equity and Equality

SECTION–B

- a) Constitutional Provisions and policy interventions (school education) in the context to gender.
b) Construct of Gender in National Policy Documents (NCF,2005 and NPE)
c) Breaking gender stereotypes

SECTION–C

- a) Sensitisation towards gender equality: Role of Family, and Society.
b) Role of Education sector (Curricular and Co- curricular activities) for minimising gender inequalities

SECTION–D

- a) Initiatives of Government and Non—Government organisation in dealing with gender issues
b) Gender Movements

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SEMESTER–III

Sessional Work

Performance in unit tests and house examination 5 Marks

Files to be prepared and submitted for evaluation 10 Marks

Assignments on the following

Organizing discussion/ debate/ seminar on the following:

- Gender stereotyping
- Gender Equity and Equality (Report to be filed)

A critical study of schemes such as KGBV, NPEGEL, NanhiChaa

References:-

- Chanana, K (1988). *Socialisation, Education and Women*. Nehru memorial Museum and Library: New Delhi.
- Kakkar, S. (1978). *Indian Childhood: Cultural Ideas, And Social Reality*. New Delhi: Oxford.
- Sandra, L. Bem (1987). *Gender Schema Theory and its Implications for Child Development: raising gender a schematic children in a gender schematic society*, in M.R. Walsh, (ed). *The Psychology of Women*. Harvard University Press Cambridge, 206-226.
- Kakkar S. (1991). *The Inner World: A Psycho-analytic study of childhood and society in India*. Delhi: Oxford University Press.
- Kumar, K. (1991). *Political agenda of Education*, New Delhi: Sage.
- Unterhalter, E (2006). *Measuring Gender Inequality in south Asia*, London, UNICEF
- Victoria A Velk off (1998). *Women of the world : women's education in India* U.S>Dept of Com. Retrieved 25 Dec. 2006
- Nambissan, G. (2010). *Exclusion and Discrimination in Schools: Experiences of Dalit Children*; Working paper series, 1(1), Indian Institute of Dalit Studies and UNICEF
- Michael, G.Pelete. (2011). *Gender, Sexuality and body politics in modern Asia*, Ann ArborMI: Association for Asian studies.

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SEMESTER–III

PAPER–III: ENGLISH (COMPULSORY)

Time: 3 Hours

Max. Marks: 50

Instructions for the Paper Setters:-

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

Important Note: The textbook *Making Connections* (3rd edition) is significantly different from its 2nd edition. The third edition (by Kenneth J Pakenham, Jo McEntire, Jessica Williams) is to be followed for this course.

Texts Prescribed:

1. *Making Connections* by Kenneth J. Pakenham, Jo McEntire, Jessica Williams, 3rd Edition. CUP.
2. *Moments in Time: An Anthology of Poems*, GNDU, Amritsar.
3. *English Grammar in Use* (Fourth Edition) by Raymond Murphy, CUP

Syllabus is divided into four sections as mentioned below:

SECTION–A

English Grammar in Use (Fourth Edition) by Raymond Murphy, CUP: Units 98-130

SECTION–B

Essay writing and *English Grammar in Use*: Units 131-145

SECTION–C

Moments in Time: Poems at Sr. No. 1-6

SECTION–D

Making Connections by Kenneth J. Pakenham, 3rd Edn. CUP: Unit-I (Global Health) and Unit-II (Multicultural Societies)

SEMESTER-III

PAPER-IV: PUNJABI (COMPULSORY) ਪੰਜਾਬੀ (ਲਾਜ਼ਮੀ)

ਸਮਾਂ : ਤਿੰਨ ਘੰਟੇ

ਕੁਲ ਅੰਕ: 50

ਅੰਕ-ਵੰਡ ਅਤੇ ਪਰੀਖਿਅਕ ਲਈ ਹਦਾਇਤਾਂ

1. ਪ੍ਰਸ਼ਨ ਪੱਤਰ ਦੇ ਚਾਰ ਭਾਗ ਹੋਣਗੇ। ਹਰ ਭਾਗ ਵਿੱਚੋਂ ਦੋ ਪ੍ਰਸ਼ਨ ਪੁੱਛੇ ਜਾਣਗੇ।
2. ਵਿਦਿਆਰਥੀ ਨੇ ਕੁੱਲ ਪੰਜ ਪ੍ਰਸ਼ਨ ਕਰਨੇ ਹਨ। ਹਰ ਭਾਗ ਵਿੱਚੋਂ ਇੱਕ ਪ੍ਰਸ਼ਨ ਲਾਜ਼ਮੀ ਹੈ। ਪੰਜਵਾਂ ਪ੍ਰਸ਼ਨ ਕਿਸੇ ਵੀ ਭਾਗ ਵਿੱਚੋਂ ਕੀਤਾ ਜਾ ਸਕਦਾ ਹੈ।
3. ਹਰੇਕ ਪ੍ਰਸ਼ਨ ਦੇ ਬਰਾਬਰ ਅੰਕ ਹਨ।
4. ਪੇਪਰ ਸੈੱਟ ਕਰਨ ਵਾਲਾ ਜੇਕਰ ਚਾਹੇ ਤਾਂ ਪ੍ਰਸ਼ਨਾਂ ਦੀ ਵੰਡ ਅੱਗੋਂ ਵੱਧ ਤੋਂ ਵੱਧ ਚਾਰ ਉਪ-ਪ੍ਰਸ਼ਨਾਂ ਵਿੱਚ ਕਰ ਸਕਦਾ ਹੈ।

ਪਾਠ-ਕ੍ਰਮ ਅਤੇ ਪਾਠ-ਪੁਸਤਕਾਂ

ਸੈਕਸ਼ਨ - ਏ

ਆਧੁਨਿਕ ਪੰਜਾਬੀ ਵਾਰਤਕ (ਸੰਪਾ. ਡਾ. ਗੁਰਬਚਨ ਸਿੰਘ ਤਾਲਿਬ), ਪੰਜਾਬੀ ਸਾਹਿਤ ਪ੍ਰਕਾਸ਼ਨ, ਅੰਮ੍ਰਿਤਸਰ।
(ਮਨ ਦੀ ਮੋਜ਼, ਗੁਰੂ ਸੰਗਤ ਬਾਣੀ, ਕਾਠ ਦੀ ਰੋਟੀ, ਬੁਲ੍ਹੇ ਸ਼ਾਹ ਦੀ ਕਾਵਿ ਕਲਾ ਪਾਠਕ੍ਰਮ ਦਾ ਹਿੱਸਾ ਨਹੀਂ ਹਨ)
(ਵਿਸ਼ਾ-ਵਸਤੂ/ਸਾਰ/ਕਲਾ ਪੱਖ)

ਸੈਕਸ਼ਨ - ਬੀ

ਚੋਣਵੇਂ ਪੰਜਾਬੀ ਇਕਾਂਗੀ (ਇਕਾਂਗੀ ਸੰਗ੍ਰਹਿ)

ਸੰਪਾ. ਡਾ. ਰਮਿੰਦਰ ਕੌਰ, ਕਸਤੂਰੀ ਲਾਲ ਐਂਡ ਸੰਨਜ਼, ਅੰਮ੍ਰਿਤਸਰ।

- | | |
|--------------------|--------------|
| 1. ਸੁਹਾਗ | ਆਈ.ਸੀ.ਨੰਦਾ |
| 2. ਨਵਾਂ ਚਾਨਣ | ਹਰਚਰਨ ਸਿੰਘ |
| 3. ਅੰਨ੍ਹੇ ਨਿਸ਼ਾਨਚੀ | ਅਜਮੇਰ ਐਲਖ |
| 4. ਅਰਮਾਨ | ਜਤਿੰਦਰ ਬਰਾੜ |
| 5. ਚਾਬੀਆਂ | ਆਤਮਜੀਤ ਸਿੰਘ |
| 6. ਮਿੱਟੀ ਦਾ ਬਾਵਾ | ਪਾਲੀ ਭੁਪਿੰਦਰ |
| 7. ਸੱਧਰਾਂ | ਕੇਵਲ ਧਾਲੀਵਾਲ |

ਵਿਸ਼ਾ ਵਸਤੂ/ਪਾਤਰ ਚਿਤਰਨ/ਰੰਗ ਮੰਚ ਦੇ ਪੱਖ ਤੋਂ

ਸੈਕਸ਼ਨ - ਸੀ

(ੳ) ਸੰਖੇਪ ਰਚਨਾ (ਪ੍ਰੈਸੀ)

(ਅ) ਦਿੱਤੇ ਪੈਰ੍ਹੇ ਵਿੱਚੋਂ ਅਸੁੱਧ ਸ਼ਬਦ ਜੋੜਾਂ ਨੂੰ ਸੁੱਧ ਕਰਨਾ

ਸੈਕਸ਼ਨ - ਡੀ

ਮੂਲ ਵਿਆਕਰਨਕ ਇਕਾਈਆਂ : ਪਰਿਭਾਸ਼ਾ ਅਤੇ ਵੰਨਗੀਆਂ

(ਭਾਵੇਂਸ, ਸ਼ਬਦ, ਵਾਕਸ਼, ਉਪ-ਵਾਕ ਅਤੇ ਵਾਕ)

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SEMESTER-III

ਸਹਾਇਕ ਪੁਸਤਕਾਂ

1. ਜੀਤ ਸਿੰਘ ਸੀਤਲ, ਵਾਰਤਕ ਤੇ ਵਾਰਤਕ ਸ਼ੈਲੀ, ਪੰਜਾਬ ਸਟੇਟ ਯੂਨੀਵਰਸਿਟੀ ਟੈਕਸਟ ਬੁੱਕ ਬੋਰਡ, ਚੰਡੀਗੜ੍ਹ।
2. ਗੋਬਿੰਦ ਸਿੰਘ ਲਾਂਬਾ, ਪੰਜਾਬੀ ਵਾਰਤਕ ਤੇ ਵਾਰਤਕਕਾਰ, ਅਮਰਜੀਤ ਸਾਹਿਤ ਪ੍ਰਕਾਸ਼ਨ, ਪਟਿਆਲਾ।
3. ਸਤਿੰਦਰ ਸਿੰਘ ਨੂਰ, ਆਧੁਨਿਕ ਪੰਜਾਬੀ ਵਾਰਤਕ ਦਾ ਇਤਿਹਾਸ, ਪੰਜਾਬੀ ਅਕਾਦਮੀ, ਦਿੱਲੀ।
4. ਡਾ. ਜਸਵਿੰਦਰ ਸਿੰਘ, ਡਾ. ਮਾਨ ਸਿੰਘ ਢੀਂਡਸਾ, ਪੰਜਾਬੀ ਸਾਹਿਤ ਦਾ ਇਤਿਹਾਸ (ਆਧੁਨਿਕ ਕਾਲ), ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ।
5. ਸਤੀਸ਼ ਕੁਮਾਰ ਵਰਮਾ, ਪੰਜਾਬੀ ਨਾਟਕ ਦਾ ਇਤਿਹਾਸ, ਪੰਜਾਬੀ ਅਕਾਦਮੀ, ਦਿੱਲੀ।
6. ਗੁਰਦਿਆਲ ਸਿੰਘ ਫੁੱਲ, ਪੰਜਾਬੀ ਇਕਾਂਗੀ : ਸਰੂਪ, ਸਿਧਾਂਤ ਤੇ ਵਿਕਾਸ, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ।
7. ਬ੍ਰਹਮਜਗਦੀਸ਼ ਸਿੰਘ, ਪੰਜਾਬੀ ਨਾਟਕ ਤੇ ਇਕਾਂਗੀ : ਸਿਧਾਂਤ, ਇਤਿਹਾਸ ਤੇ ਪ੍ਰਵਿਰਤੀਆਂ, ਵਾਰਿਸ ਸ਼ਾਹ ਫਾਊਂਡੇਸ਼ਨ, ਅੰਮ੍ਰਿਤਸਰ।
8. ਖੋਜ ਪਤ੍ਰਿਕਾ (ਨਾਟ ਸ਼ੈਲੀਆਂ ਵਿਸ਼ੇਸ਼ ਅੰਕ),
9. ਬੂਟਾ ਸਿੰਘ ਬਰਾੜ, ਪੰਜਾਬੀ ਵਿਆਕਰਨ : ਸਿਧਾਂਤ ਤੇ ਵਿਹਾਰ, ਚੇਤਨਾ ਪ੍ਰਕਾਸ਼ਨ, ਲੁਧਿਆਣਾ।
10. ਹਰਕੀਰਤ ਸਿੰਘ ਤੇ ਗਿਆਨ ਲਾਲ ਸਿੰਘ, ਕਾਲਜ ਪੰਜਾਬੀ ਵਿਆਕਰਨ, ਪੰਜਾਬ ਯੂਨੀਵਰਸਿਟੀ, ਚੰਡੀਗੜ੍ਹ।
11. ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਬੋਧ, ਕਸਤੂਰੀ ਲਾਲ ਐਂਡ ਸੰਨਜ਼, ਅੰਮ੍ਰਿਤਸਰ।

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SEMESTER-III

ਮੁੱਢਲੀ ਪੰਜਾਬੀ
(In lieu of Compulsory Punjabi)

ਸਮਾਂ: 3 ਘੰਟੇ

ਕੁਲ ਅੰਕ: 50

ਅੰਕ-ਵੰਡ ਅਤੇ ਪਰੀਖਿਅਕ ਲਈ ਹਦਾਇਤਾਂ

1. ਪ੍ਰਸ਼ਨ ਪੱਤਰ ਦੇ ਚਾਰ ਭਾਗ ਹੋਣਗੇ। ਹਰ ਭਾਗ ਵਿੱਚੋਂ ਦੋ ਪ੍ਰਸ਼ਨ ਪੁੱਛੇ ਜਾਣਗੇ।
2. ਵਿਦਿਆਰਥੀ ਨੇ ਕੁੱਲ ਪੰਜ ਪ੍ਰਸ਼ਨ ਕਰਨੇ ਹਨ। ਹਰ ਭਾਗ ਵਿੱਚੋਂ ਇੱਕ ਪ੍ਰਸ਼ਨ ਲਾਜ਼ਮੀ ਹੈ। ਪੰਜਵਾਂ ਪ੍ਰਸ਼ਨ ਕਿਸੇ ਵੀ ਭਾਗ ਵਿੱਚੋਂ ਕੀਤਾ ਜਾ ਸਕਦਾ ਹੈ।
3. ਹਰੇਕ ਪ੍ਰਸ਼ਨ ਦੇ ਬਰਾਬਰ ਅੰਕ ਹਨ।
4. ਪੇਪਰ ਸੈੱਟ ਕਰਨ ਵਾਲਾ ਜੇਕਰ ਚਾਹੇ ਤਾਂ ਪ੍ਰਸ਼ਨਾਂ ਦੀ ਵੰਡ ਅੱਗੋਂ ਵੱਧ ਤੋਂ ਵੱਧ ਚਾਰ ਉਪ-ਪ੍ਰਸ਼ਨਾਂ ਵਿੱਚ ਕਰ ਸਕਦਾ ਹੈ।

ਪਾਠ-ਕ੍ਰਮ

ਸੈਕਸ਼ਨ-ਏ

ਪੈਰਾ ਪੜ੍ਹ ਕੇ ਪ੍ਰਸ਼ਨਾਂ ਦੇ ਉੱਤਰ
ਸਰਲ ਅੰਗਰੇਜ਼ੀ ਪੈਰੇ ਦਾ ਪੰਜਾਬੀ ਅਨੁਵਾਦ

ਸੈਕਸ਼ਨ-ਬੀ

ਕਵਿਤਾਵਾਂ

- (ੳ) ਸਮਾਂ (ਭਾਈ ਵੀਰ ਸਿੰਘ)
- (ਅ) ਖੈਰ ਪੰਜਾਬੀ ਦੀ (ਫੀਰੋਜ਼ਦੀਨ ਸਰਫ)
- (ੲ) ਅੰਬੀ ਦਾਬੂਟਾ (ਪ੍ਰੋ. ਮੋਹਨ ਸਿੰਘ)
- (ਸ) ਬਿਰਹੋਂ ਦੀ ਰੜਕ (ਸ਼ਿਵ ਕੁਮਾਰ) (ਪ੍ਰਸੰਗ ਸਹਿਤ ਵਿਆਖਿਆ; ਸਾਰ)

ਸੈਕਸ਼ਨ-ਸੀ

ਕਹਾਣੀਆਂ

- (ੳ) ਭੂਆ (ਨਾਨਕ ਸਿੰਘ)
- (ਅ) ਦੁੱਧ ਦਾ ਛੱਪੜ (ਕੁਲਵੰਤ ਸਿੰਘ ਵਿਰਕ)
- (ੲ) ਸਾਂਝੀ ਕੰਧ (ਸੰਤੋਖ ਸਿੰਘ ਧੀਰ)
- (ਸ) ਉਹ ਸੋਚਦੀ (ਦਲੀਪ ਕੌਰ ਟਿਵਾਣਾ)

(ਵਿਸ਼ਾ-ਵਸਤੂ: ਸਾਰ)

ਸੈਕਸ਼ਨ-ਡੀ

ਨਿਬੰਧ

- (ੳ) ਘਰ ਦਾ ਪਿਆਰ (ਤੇਜਾ ਸਿੰਘ)
- (ਅ) ਖੁਸ਼ਮਦੀ ਨਾਲ (ਹਰਿੰਦਰ ਸਿੰਘ ਰੂਪ)
- (ੲ) ਆਓ, ਗੱਲਾਂ ਕਰੀਏ (ਨਰਿੰਦਰ ਸਿੰਘ ਕਪੂਰ)
- (ਸ) ਮਨੁੱਖ ਕੁਦਰਤ ਦੀ 'ਨੋਕ ਔਲਾਦ' ਨਹੀਂ (ਸੁਰਿੰਦਰ ਮੰਡ)

(ਵਿਸ਼ਾ-ਵਸਤੂ: ਸਾਰ)

ਸਹਾਇਕ ਪੁਸਤਕਾਂ

1. ਰਾਜਿੰਦਰਪਾਲ ਸਿੰਘ ਬਰਾੜ, ਪੰਜਾਬੀ ਕਵਿਤਾ ਦਾ ਇਤਿਹਾਸ, ਪੰਜਾਬੀ ਅਕਾਦਮੀ, ਦਿੱਲੀ।
2. ਬਲਦੇਵ ਧਾਲੀਵਾਲ, ਪੰਜਾਬੀ ਕਹਾਣੀ ਦਾ ਇਤਿਹਾਸ, ਪੰਜਾਬੀ ਅਕਾਦਮੀ, ਦਿੱਲੀ।
3. ਜਸਵਿੰਦਰ ਸਿੰਘ ਉੱਪਲ, ਪੰਜਾਬੀ ਕਹਾਣੀਕਾਰ, ਨੈਸ਼ਨਲ ਬੁੱਕ ਸ਼ਾਪ, ਦਿੱਲੀ।
4. ਬਲਬੀਰ ਸਿੰਘ ਦਿਲ, ਪੰਜਾਬੀ ਨਿਬੰਧ ਸਰੂਪ ਸਿਧਾਂਤ ਤੇ ਵਿਕਾਸ, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ।
5. ਖੋਜ ਪਤ੍ਰਿਕਾ (ਨਿਬੰਧ ਵਿਸ਼ੇਸ਼ ਅੰਕ), ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ।

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SEMESTER-III

**Punjab History & Culture (From 1000 to 1605 A. D)
(Special Paper in lieu of Punjabi compulsory)
(For those students who are not domicile of Punjab)**

Time: 3 Hours

Max. Marks: 50

Instructions for the Paper Setters:-

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

SECTION-A

1. Society and Culture of Punjab during the Turko-Afghan rule.
2. The Punjab under the Mughals

SECTION-B

3. Bhakti movement and its impact on Society of Punjab
4. Sufism in Punjab with special reference to Baba Farid.

SECTION-C

5. Guru Nanak-Life and travels
6. Teachings of Guru Nanak, Concept of Sangat, Pangat and dharmsal.

SECTION-D

7. Contribution of Guru Angad Dev, Guru Amar Das and Guru Ram Das.
8. Compilation of Adi Granth and martyrdom of Guru Arjun Dev

Suggested Readings:-

1. Chopra, P.N., Puri, B.N., & Das, M.N.(1974). *A Social, Cultural & Economic History of India*, Vol. II. New Delhi: Macmillan India.
2. Grewal, J.S. (1994). *The Sikhs of the Punjab*, Cambridge University Press, New Delhi.
3. Singh, Fauja (1972). *A History of the Sikhs*, Vol. II, I. Patiala: Punjabi University.
4. Singh, Kushwant (2011). *A History of the Sikhs- Vol. I (1469-1839)*. New Delhi: Oxford University Press.
5. Singh, Kirpal (1990). *History and Culture of the Punjab-Part II (Medieval Period)*. Patiala: Publication Bureau, Punjabi University.

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SEMESTER–III

**PAPER–V STREAM–1
ENGLISH (ELECTIVE)**

Time: 3 Hours

Max. Marks: 100

Instructions for the Paper Setters:-

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

Books Prescribed:

1. *Animal Farm* by George Orwell
2. *Fresh Showers*, G.N.D.U. Amritsar
3. *New Directions* (Part 1-3)
4. *Better Pronunciation of English* by J.D. O'Connor

Course Contents:

The syllabus is divided in four sections as mentioned below:

SECTION–A

Animal Farm—Complete Text

SECTION–B

Fresh Showers

The following poems are to be studied:

- (i) “Belinda’s Toilet,” (ii) “London,” (iii) “The Tables Turned,” (iv) “Man and Nature,”
- (v) “The Cloud,” (vi) “Voices,” (vii) “Futility,” (viii) “Day Break,” (ix) “Self’s the Man,”
- (x) “Spinster,” (xi) “Leave This Chanting,” (xii) “The Poet,” (xiii) “Guru”.

SECTION–C

New Directions-Part 1,2

SECTION–D

1. *New Directions* Part-3

2. **Transcription of Words:** agony, antonym, capable, committee, decorum, aeroplane, calendar, privacy, absolute, academy, academic, advertisement, adversity, allopathic, mathematics, automobile, biography, biology, competition, competitive, certificate, certify, democracy, capacity, magnificent, photography, photograph, photographic, vindictive, celebrity

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SEMESTER-III

SECTION-A

- Two questions will be set from **Section-A** of the syllabus. One essay type question based on the theme, plot, characterization etc would be set carrying eight marks. The second part of the question would carry three short answer questions. Each question would carry four marks. The students would be required to attempt any one of the two sets of questions. (8+3x4=20)

SECTION-B

- Two questions will be set from **Section-B** of the syllabus. One essay type question based on the theme, plot, characterization would be set carrying eight marks. The second part of the question would carry three short answer questions. Each question would carry four marks. One of the questions may be a reference to the context of a stanza. The students would be required to attempt any one of the two sets of questions. (8+3x4=20)

SECTION-C

- Two questions will be set from **Section-C** of the syllabus. One essay type question based on the theme, plot etc. of the prescribed text would be set carrying eight marks. The second part of the question would carry three short answer questions. Each question would carry four marks. The students would be required to attempt any one of the two sets of questions. (8+3x4=20)

SECTION-D

- Two questions would be set from **Section-D** of the syllabus. Ten words for transcription (five out of the prescribed list and any other five polysyllabic words) would be set in each question. Each word would carry two marks. The students would be required to attempt any one of the two sets of questions. (10x2=20)

SEMESTER-III

**PAPER-V STREAM-1
PUNJABI (ELECTIVE) ਪੰਜਾਬੀ (ਇਲੈਕਟਿਵ)**

ਸਮਾਂ ਤਿੰਨ ਘੰਟੇ

ਕੁਲ ਅੰਕ: 100

ਅੰਕ-ਵੰਡ ਅਤੇ ਪਰੀਖਿਅਕ ਲਈ ਹਦਾਇਤਾਂ

1. ਪ੍ਰਸ਼ਨ ਪੱਤਰ ਦੇ ਚਾਰ ਭਾਗ ਹੋਣਗੇ। ਹਰ ਭਾਗ ਵਿੱਚੋਂ ਦੋ ਪ੍ਰਸ਼ਨ ਪੁੱਛੇ ਜਾਣਗੇ।
2. ਵਿਦਿਆਰਥੀ ਨੇ ਕੁੱਲ ਪੰਜ ਪ੍ਰਸ਼ਨ ਕਰਨੇ ਹਨ। ਹਰ ਭਾਗ ਵਿੱਚੋਂ ਇੱਕ ਪ੍ਰਸ਼ਨ ਲਾਜ਼ਮੀ ਹੈ। ਪੰਜਵਾਂ ਪ੍ਰਸ਼ਨ ਕਿਸੇ ਵੀ ਭਾਗ ਵਿੱਚੋਂ ਕੀਤਾ ਜਾ ਸਕਦਾ ਹੈ।
3. ਹਰੇਕ ਪ੍ਰਸ਼ਨ ਦੇ ਬਰਾਬਰ ਅੰਕ ਹਨ।
4. ਪੇਪਰ ਸੈੱਟ ਕਰਨ ਵਾਲਾ ਜੇਕਰ ਚਾਹੇ ਤਾਂ ਪ੍ਰਸ਼ਨਾਂ ਦੀ ਵੰਡ ਅੱਗੋਂ ਵੱਧ ਤੋਂ ਵੱਧ ਚਾਰ ਉਪ-ਪ੍ਰਸ਼ਨਾਂ ਵਿੱਚ ਕਰ ਸਕਦਾ ਹੈ।

ਪਾਠ-ਕ੍ਰਮ ਅਤੇ ਪਾਠ-ਪੁਸਤਕਾਂ

ਸੈਕਸ਼ਨ- ਏ

ਸ਼ਰੋਮਣੀ ਪੰਜਾਬੀ ਕਾਵਿ (ਭਾਗ I)

(ਨਾਥ ਬਾਣੀ, ਭਗਤ ਬਾਣੀ, ਗੁਰਬਾਣੀ)

(ਸੰਪਾ. ਡਾ. ਦਰਿਆ, ਡਾ. ਮਨਜਿੰਦਰ ਸਿੰਘ)

(ਪ੍ਰਸੰਗ ਸਹਿਤ ਵਿਆਖਿਆ)

ਸੈਕਸ਼ਨ- ਬੀ

ਪੰਜਾਬੀ ਕਹਾਣੀ ਦੀ ਸ਼ਾਹਰਾਹ (ਸੰਪਾ. ਡਾ. ਰਮਿੰਦਰ ਕੌਰ), ਰਵੀ ਸਾਹਿਤ ਪ੍ਰਕਾਸ਼ਨ, ਅੰਮ੍ਰਿਤਸਰ।

(ਵਿਸ਼ਾ-ਵਸਤੂ/ਸਾਰ/ਪਾਤਰ-ਚਿਤਰਨ)

ਸੈਕਸ਼ਨ- ਸੀ

ਸਾਹਿਤ ਆਲੋਚਨਾ ਨਾਲ ਸੰਬੰਧਿਤ ਮੂਲ ਸੰਕਲਪ : ਬਿੰਬ, ਪ੍ਰਤੀਕ, ਬੁਣਤੀ ਤੇ ਬੁਣਤਰ, ਕਥਾ ਤੇ ਕਥਾਨਕ, ਪਾਤਰ ਉਸਾਰੀ, ਰੂਪ ਤੇ ਵਸਤੂ, ਅਨੁਕਰਣ, ਵਿਰੋਚਣ

ਸੈਕਸ਼ਨ- ਡੀ

ਸਾਹਿਤ ਰੂਪ : ਵਾਰ, ਜੰਗਨਾਮਾ, ਕਿੱਸਾ, ਕਾਫ਼ੀ : ਪਰਿਭਾਸ਼ਾ, ਪ੍ਰਕਿਰਤੀ ਅਤੇ ਤੱਤ (ਤਿੰਨ ਵਿੱਚੋਂ ਦੋ)

ਸਹਾਇਕ ਪੁਸਤਕਾਂ

1. ਜਗਬੀਰ ਸਿੰਘ, ਪੰਜਾਬੀ ਸਾਹਿਤ ਦਾ ਇਤਿਹਾਸ (ਆਦਿ ਕਾਲ - ਭਗਤੀ ਕਾਲ), ਗੁਰੂ ਨਾਨਕ ਦੇਵ ਯੂਨੀਵਰਸਿਟੀ, ਅੰਮ੍ਰਿਤਸਰ।
2. ਪਰਮਿੰਦਰ ਸਿੰਘ, ਪੰਜਾਬੀ ਸਾਹਿਤ ਦਾ ਇਤਿਹਾਸ (ਆਦਿ ਕਾਲ ਤੋਂ 1700 ਤੱਕ), ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ।
3. ਕਿਰਪਾਲ ਸਿੰਘ ਕਸੇਲ ਤੇ ਪਰਮਿੰਦਰ ਸਿੰਘ, ਪੰਜਾਬੀ ਸਾਹਿਤ ਦੀ ਉਤਪਤੀ ਤੇ ਵਿਕਾਸ, ਲਾਹੌਰ ਬੁੱਕ ਸ਼ਾਪ, ਲੁਧਿਆਣਾ।
4. ਬ੍ਰਹਮਜਗਦੀਸ਼ ਸਿੰਘ, ਸਾਹਿਤ ਸੰਕਲਪ ਕੋਸ਼, ਵਾਰਿਸ ਸ਼ਾਹ ਫਾਊਂਡੇਸ਼ਨ, ਅੰਮ੍ਰਿਤਸਰ।
5. ਰਤਨ ਸਿੰਘ ਜੱਗੀ, ਸਾਹਿਤ ਕੋਸ਼ ਪਰਿਭਾਸ਼ਿਕ ਸ਼ਬਦਾਵਲੀ, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ।
6. ਨਿਰਮਲ ਸਿੰਘ ਚਾਨਣ, ਪਿੰਗਲ ਤੇ ਸਾਹਿਤ ਦੇ ਰੂਪ, ਮੰਗਲ ਪ੍ਰਕਾਸ਼ਨ, ਅੰਮ੍ਰਿਤਸਰ।
7. ਬਲਦੇਵ ਸਿੰਘ ਧਾਲੀਵਾਲ, ਪੰਜਾਬੀ ਕਹਾਣੀ ਦਾ ਇਤਿਹਾਸ, ਪੰਜਾਬੀ ਅਕਾਦਮੀ, ਦਿੱਲੀ।
8. ਟੀ.ਆਰ.ਵਿਨੋਦ, ਪੰਜਾਬੀ ਕਹਾਣੀ : ਇੱਕ ਅਧਿਐਨ, ਰਵੀ ਸਾਹਿਤ ਪ੍ਰਕਾਸ਼ਨ, ਅੰਮ੍ਰਿਤਸਰ।

SEMESTER-III

**PAPER-V STREAM-1
HINDI (ELECTIVE)**

मध्ययुगीन काव्य, इतिहास, व्याकरण तथा काव्यांग

समय— 3 घण्टे

पूर्णांक: 100

Instructions for the Paper Setters:-

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

सैक्शन-ए

व्याख्या के लिए निर्धारित कृति

1. काव्य-उत्कर्ष, संपादक-डॉ. सुधा जितेन्द्र, लोकभारती प्रकाशन, नई दिल्ली, 2016
निर्धारित कवि: कबीर, गुरु नानक देव, सूरदास, तुलसीदास, (निर्धारित पाठ्यक्रम में तुलसीदास के पहले पांच पद हटा दिए गये हैं और शेष पाठ्यक्रम में हैं) रविदास, बिहारी, रहीम, गुरु तेग बहादुर।

सैक्शन-बी

काव्य उत्कर्ष पुस्तक में निर्धारित कवियों का जीवन-परिचय एवं कविताओं से सम्बन्धित प्रश्न।

सैक्शन-सी

हिन्दी साहित्य का इतिहास, प्रकाशक, गुरु नानक देव यूनिवर्सिटी, अमृतसर
हिन्दी साहित्य के आदिकाल का अध्ययन अपेक्षित है। तत्संबंधी प्रमुख परिक्षेत्र-आदिकाल का नामकरण, आदिकाल: परिस्थितियां, विशेषताएं, सिद्ध और रासों साहित्य : परिचय और विशेषताएं।

सैक्शन-डी

अलंकार निरूपण:

अनुप्रास, यमक, उपमा, रूपक, प्रतीक, विरोधाभास (छ: अलंकार) परिभाषा, लक्षण सोदाहरण परिचय।
स्वर, व्यंजन: परिभाषा, लिंग, वचन, प्रचलित संधि और संधि विच्छेद

सहायक पुस्तकें

- 1) श्रेष्ठ हिन्दी व्याकरण, व्यथित हृदय, दिल्ली, आधुनिक प्रकाशन, 2004
- 2) आधुनिक हिन्दी व्याकरण, श्री शरण, डॉ. अशोक कुमार रस्तोगी, चिन्तन प्रकाशन, 2001
- 3) हिन्दी साहित्य का इतिहास, प्रकाशक, गुरु नानक देव यूनिवर्सिटी, अमृतसर

B.A. B.ED. (4 YEARS INTEGRATED DEGREE PROGRAM)
(Syllabus for the Batch from Year 2020 to Year 2024)

SEMESTER-III

**PAPER-V STREAM-1
PHILOSOPHY**

**DEDUCTIVE LOGIC AND APPLIED ETHICS (OPT. I)
(Only for Regular Students)**

Lectures to be delivered: 6+4=10 per week

Time: 3 Hours

Pass Marks: 35%

Marks: 100

Theory Marks: 80

Practical Marks: 20

Instructions for the Paper Setters:-

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

SECTION-A

1. Definition, Nature and Utility of Western Logic.
2. Laws of Thought: Identity, Contradiction, Excluded Middle, Law of Sufficient Reason and Characteristics.
3. Terms: Classification, Connotation and Denotation. Inverse Relation between Connotation and Denotation.

SECTION-B

4. Proposition: Classification of Propositions, Four-fold division of Propositions.
5. Immediate Inference: Square of Opposition of Proposition, Contradiction, Contrary, Sub-Contrary, Subalternation.
6. Mediate Inference: Categorical Syllogism, Rules of Validity, Figures and Moods.

SECTION-C

7. Applied Ethics: Nature, Scope and Uses.
8. De-ontological Approach to Moral Action: Immanuel Kant, Bhagavat Gita.
9. Teleological Approach to Moral Action: J.S. Mill, Bentham.

SECTION-D

10. Medical Ethics: Definition, Nature, Problems; Euthanasia.
11. Educational Ethics & Legal Ethics: Definition, Nature, Problems.
12. Business Ethics: Definition, Nature, Problems.

B.A. B.ED. (4 YEARS INTEGRATED DEGREE PROGRAM
(Syllabus for the Batch from Year 2020 to Year 2024))

SEMESTER-III

Recommended Readings:-

English Books:-

1. Beauchamp T.L. & J.E. Childress, (Jr.), *Principles of Biomedical Ethics*, 2nd Ed., Oxford University Press, Oxford, 2001
2. Copi, I.M., *Introduction to Logic*, 6th ed., New York, Macmillan, 1982.
3. Singer, Peter, *Practical Ethics*, Cambridge University Press, 1993.
4. Titus, Harold H., *Ethics for Today*, Eurasia Publishing House, New Delhi, 1966.
5. Singh Peter., *Applied Ethics*, Oxford Readings in Philosophy, oxford University Press, 1986

Punjabi Books:-

- 1। ਵੀਰ ਸਿੰਘ ਅਤੇ ਹਰਨਾਮ ਸਿੰਘ, *ਤਰਕ ਗਿਆਨ ਦੇ ਮੁਢਲੇ ਨੇਮ*, (ਭਾਗ—1) (ਨਿਗਮਨ), ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ।
- 2। ਬਰਮਾ, ਪੀ.ਏ. ਅਤੇ ਵੀਰ ਸਿੰਘ, *ਤਰਕ ਗਿਆਨ ਦੀ ਜਾਣ—ਪਛਾਣ*, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ।

B.A. B.ED. (4 YEARS INTEGRATED DEGREE PROGRAM)
(Syllabus for the Batch from Year 2020 to Year 2024)

SEMESTER-III

**PAPER-V STREAM-1
PHILOSOPHY**

**DEDUCTIVE LOGIC AND SOCIAL PHILOSOPHY (OPT. II)
(Only for Private Students)**

Time: 3 Hours

Max. Marks: 100

Lecture to be delivered: 6 per week

Pass Marks: 35%

Instructions for the Paper Setters:-

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

SECTION-A

1. Definition, Nature and Utility of Western Logic.
2. Laws of Thought: Identity, Contradiction, Excluded Middle, Law of Sufficient Reason and their Characteristics.
3. Terms: Definition, Classification, Connotation & Denotation, Inverse Relation between Connotation and Denotation.

SECTION-B

4. Proposition: Classification of Propositions, Four-fold division of Propositions.
5. Immediate Inference: Square of Opposition of proposition, Contradiction, Contrary, Sub-Contrary, Subalternation.
6. Mediate Inference: Categorical Syllogism, Rules of Validity, Figures & Moods

SECTION-C

7. Social Philosophy: Nature, Scope and Significance.
8. Social Philosophy and Ethics.
9. Social Philosophy and Political Science.

SECTION-D

10. Plato's Theory of State
11. Theories about Origin of Society: Organic Theory, Social Contract Theory and Idealistic Theory
12. Social Progress : Meaning and Factors

B.A. B.ED. (4 YEARS INTEGRATED DEGREE PROGRAM
(Syllabus for the Batch from Year 2020 to Year 2024))

SEMESTER-III

Recommended Readings:-

English Books:-

1. Bech, Robert N., *Handbook of Social Philosophy*, 1969.
2. Copi, Irving M., *Introduction to Logic*, 6th, New York, Macmillan, 1982.
3. Daya Krishan, *Social Philosophy: Past and Future*, Indian Institute of Advanced Study, Shimla, 1969.
4. Quinton, Anthony (Ed.), *Political Philosophy*, Oxford University Press, London, 1973.
5. Sharma, Ram Nath, *Overview of Philosophy*, Lucky Star, Delhi, 1983.

Punjabi Books:-

- 1। ਵੀਰ ਸਿੰਘ ਅਤੇ ਹਰਨਾਮ ਸਿੰਘ, *ਤਰਕ ਗਿਆਨ ਦੀ ਜਾਣ-ਪਛਾਣ* : (ਭਾਗ—1) (ਨਿਗਮਨ), ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ।

Hindi Books:-

- 1। ਗੋਤਮ, ਸਤਿਆਪਾਲ, *ਸਮਾਜ ਦਰਸ਼ਨ*, ਹਰਿਆਣਾ ਸਾਹਿਤ ਅਕੈਡਮੀ, ਪੰਚਕੁਲਾ।
- 2। ਮੇਕੇਂਜੀ, ਜੇ.ਐਸ., *ਸਮਾਜ ਦਰਸ਼ਨ ਕੀ ਰੂਪ ਰੇਖਾ*, ਰਾਜਕਮਲ, ਪਟਨਾ।

B.A. B.ED. (4 YEARS INTEGRATED DEGREE PROGRAM)
(Syllabus for the Batch from Year 2020 to Year 2024)

SEMESTER–III

PAPER–V STREAM–1
PSYCHOLOGY

BIOLOGICAL BASIS OF BEHAVIOUR

(THEORY)

Time: 3 Hours

Pass Marks: 35% of the subject
(Theory and Practical Separately)

Max. Marks: 100

Theory Marks: 75

Practical Marks: 25

Instructions for the Paper Setters:-

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

SECTION–A

Neurons & Synapses:

Neurons: Structure and Functions

Synapses: Synapse and Types of Synapse, Resting and Action Potentials

SECTION–B

Nervous System (Central, Peripheral and Autonomic)

SECTION–C

Structure and Functions of Visual, Auditory, Olfactory, Gustatory and Somato-sensory Systems

SECTION–D

Normal Probability Curve, Concept, Nature and Characteristics (Numericals of Areas under NPC only)

References:-

1. D'Amato, M.R.: Experimental Psychology: Methodology Psychophysics and Learning, McGraw Hill Company, New Delhi, 1970.
2. Postman, L and Egan, J.P.: Experimental, Psychology, Harper and Row, New York.
3. Woodworth, R.S. and Schlosberg, H.: Experimental Psychology, New York; Holt, Rinehart and Winston Inc. 1954.
4. Galotti, K.M. (2007): Cognitive Psychology in and Out of the Laboratory, Thomson Wads Worth.

SEMESTER–III

**PAPER–V STREAM–1
PSYCHOLOGY**

(PRACTICAL)

Marks: 25

Instructions for the Practical Examination:

Students are supposed to perform five practicals out of 6 mentioned in the syllabus. Practical examination will be of 3 hours duration. External Examiner will conduct the practical examination. The students will perform one practical in the exam carrying 25 marks. Evaluation of the practical would be done on the basis of write-up of file book (5 Marks), performance and viva-voce

(20 Marks) relating to the practicals. In case students have not completed 5 practicals, the examiner will deduct marks at the rate of 5 for each left practical out of total evaluation of the student. No reappear will be allowed in the practical examination. Fail in the practical will be considered fail overall in the subject.

Five Practical have to be performed out of the following:

1. Positive Transfer in Sensory Motor Learning
2. Negative Transfer in Sensory Motor Learning
3. Comparative Study of Sensory and Muscular Reaction Time
4. Effect of Fatigue on Mental Work
5. Comparative Study of RL for the Two Parts of the Body
6. Any Practical related with Biological aspects of Behaviour

B.A. B.ED. (4 YEARS INTEGRATED DEGREE PROGRAM)
(Syllabus for the Batch from Year 2020 to Year 2024)

SEMESTER-III

**PAPER-V STREAM-1
SOCIOLOGY**

SOCIETY IN INDIA

Time: 3 Hours

Max. Marks: 100

Instructions for the Paper Setters:-

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

SECTION-A

- (a) **Indian Society:** Features and Unity in Diversity.
- (b) **Caste:** Features, Functions, Changing patterns, Difference between caste and class.

SECTION-B

- (a) **Social Issues:** Communalism, Casteism, Gender, Human Rights.

SECTION-C

- (a) **Marriage:** Meaning, Types, Functions and Changes.
- (b) **Family:** Meaning, Types, Functions and Changes.
- (c) **Kinship:** Meaning and Terminology.

SECTION-D

- (a) **Society in India:** Rural, Urban and Tribal.

Recommended Books:-

1. Abraham, M. Francis: *Contemporary Sociology*, Oxford University, New Delhi, 2006.
2. Ahuja, Ram. 1999, *Society in India*. Jaipur: Rawat.
3. Atal, Yogesh. 2006, *Changing Indian Society*. Jaipur: Rawat.
4. Ghurye, G.S.: *Caste & Race in India*, Popular, Bombay, Punjabi Translations by N.S. Sodhi, Panjabi University, Patiala, 1962.
5. Hutton, J.H.: *Caste in India—Its Nature, Functions and Origin*, Oxford University Press, Delhi 1980.
6. Jayaraman, Raja: *Caste & Class, Dynamics of Inequality in Indian Society*, Hindustan Publishing Corporation, 1981.
7. Kapadia, K.M.: *Marriage and Family in India*, Oxford University Press, Calcutta, 1996.
8. Kapila, S: *A Textbook of Sociology*, Part-I & II, New Academic House, Jalandhar, 1990-91.
9. Kothari, Rajni (ed): *Caste in Indian Politics*, Orient Longman, Delhi, 1973.
10. Mandelbaum, David G.: *Society in India*, Popular Prakashan, Bombay, 1972.
11. Mukerji, D.P.: *Diversities: Essays in Economics, Sociology and Social Problems*, Manak, New Delhi, 2002.
12. MacIver, R.M. & Page, Charles H.: *Society- An Introductory Analysis*, Macmillan, London, 1974.
13. Sharma, K.L. 2007, *Indian Social Structure and Change*. Jaipur: Rawat.

B.A. B.ED. (4 YEARS INTEGRATED DEGREE PROGRAM)
(Syllabus for the Batch from Year 2020 to Year 2024)

SEMESTER-III

**PAPER-VI & VII, STREAM-2
MATHEMATICS**

PAPER-I: ANALYSIS

Time: 3 Hours

Marks: 50

Instructions for the Paper Setters:-

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

SECTION-A

Definition of a sequence. Theorems on limits of sequences. Bounded and monotonic sequences. Cauchy's convergence criterion.

SECTION-B

Series of non-negative terms. Comparison tests. Cauchy's integral test. Ratio test. Cauchy's root test. Raabe's test, logarithmic test. De Morgan's and Bertrand's test, Kummer's test, Cauchy condensation test, Gauss test, Alternating series. Leibnitz's test. absolute and conditional convergence.

SECTION-C

Partitions, Upper and lower sums. Upper and lower integrals, Riemann integrability. Conditions of existence of Riemann integrability of continuous functions and of monotone functions. Algebra of integrable functions.

SECTION-D

Improper integrals and statements of their conditions of existence. Test of the convergence of improper integral, Beta and Gamma functions.

Books Recommended:-

1. Malik, S.C. and Savita Arora: Mathematical Analysis, Wiley Eastern Ltd. (1991).
2. Apostol, T.M.: Mathematical Analysis, Addison Wesley Series in Mathematics (1974).
3. Narayan, S. and P.K. Mittal: Integral Calculus, Sultan Chand & Sons.

SEMESTER-III

**PAPER-VI & VII, STREAM-2
MATHEMATICS**

PAPER-II: ANALYTICAL GEOMETRY

Time: 3 Hours

Marks: 50

Instructions for the Paper Setters:-

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

SECTION-A

Transformation of axes, shifting of origin, Rotation of axes in two dimension and three dimension, The invariants, Joint equation of pair of straight lines, equations of bisectors

SECTION-B

Parabola and its properties. Tangents and normals, Pole and polar, pair of tangents at a point, Chord of contact, equation of the chord in terms of mid point and diameter of conic.

SECTION-C

Ellipse and hyperbola with their properties, Tangents and normals, Pole and polar, pair of tangents at a point, Chord of contact, Identifications of curves represented by second degree equation (including pair of lines).

SECTION-D

Intersection of three planes, condition for three planes to intersect in a point or along a line or to form a prism, Sphere: Section of a sphere by a plane, spheres of a given circle. Intersection of a line and a sphere. Tangent line, tangent plane, power of a point w.r.t. a sphere, radical planes.

Books Recommended:-

1. Gorakh Prasad and H.C. Gupta: Text Book on Coordinate Geometry.
2. S.L. Loney: The Elements of Coordinate Geometry, Macmillan and Company, London.
3. Narayan, S.: Analytical Solid Geometry, Sultan Chand & Sons (2005).
4. Kreyszig, E.: Advanced Engineering Mathematics.
5. Thomos, G.B. and Finney, R.L.: Calculus and Analytic Geometry.

B.A. B.ED. (4 YEARS INTEGRATED DEGREE PROGRAM)
(Syllabus for the Batch from Year 2020 to Year 2024)

SEMESTER-III

**PAPER-VI & VII, STREAM-2
COMPUTER SCIENCE**

**COMPUTER ORIENTED NUMERICAL AND STATISTICAL METHODS
(THEORY)**

**Time: 3 Hours
4 Hours/week**

**Max. Marks: 100
Theory Marks: 75
Practical Marks: 25**

Instructions for the Paper Setters:-

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

SECTION-A

Introduction:

Numerical methods, Numerical methods versus numerical analysis, Errors and Measures of Errors.

Non-linear Equations, Iterative Solutions, Multiple roots and other difficulties, Interpolation methods, Methods of bisection, False position Method, Newton Raphson-method.

SECTION-B

Simultaneous Solution of Equations, Gauss Elimination Method Gauss Jordan method. Gauss Siedel Method, Matrix Inversion Method.

SECTION-C

Interpolation and Curve Fitting, Lagrangian Polynomials, Newtons Methods: Forward Difference Method, Backward Difference Method Divided Difference Method.

Numerical Integration and Different Tryaperzoidal Rule, Simpson's 1/3 Rule Simpson's 3/8 Rule.

B.A. B.ED. (4 YEARS INTEGRATED DEGREE PROGRAM
(Syllabus for the Batch from Year 2020 to Year 2024))

SEMESTER–III

SECTION–D

Numerical differentiation by Polynomial Fit Statistical Techniques

Measure of Central Tendency, Preparing frequency distribution table, Mean Arithmetic, Mean geometric, Mean harmonic, Mean median Mode.

Measure of dispersion, Skewness and Kurtosis Range, Mean deviation, Standard deviation, coefficient of variation, Moments Skewness Kurtosis.

Correlation Bivariate Distribution Multivariate distribution.

Regression B.C., Linear Regression, Multiple Regression.

Trend Analysis least square fit linear trend, Non-linear trend

$Y = ax + b$

$Y = ab^x$

$Y = acx$

Polynomial fit: $Y = a + a_1X + a_2X^2 + a_nX^n + a_{n+1}X^{n+1}$

Books Recommended:-

- 1 B.S. Grewal: *Numerical Methods for Engineering*, Sultan Chand Publications.
- 2 V. Rajaraman: *Computer Oriented Numerical Methods*, Prentice Hall of India Private Ltd., New Delhi.

B.A. B.ED. (4 YEARS INTEGRATED DEGREE PROGRAM)
(Syllabus for the Batch from Year 2020 to Year 2024)

SEMESTER–III

COMPUTER SCIENCE

**COMPUTER ORIENTED NUMERICAL AND STATISTICAL METHODS LAB.
(PRACTICAL)**

Marks: 25

2 Hours/week

Practical based on Computer Oriented Numerical and Statistical Methods

SEMESTER-III

**PAPER-VI & VII, STREAM-2
ECONOMICS**

INDIAN ECONOMY

Time: 3 Hours

Max. Marks: 100

Instructions for the Paper Setters:-

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

SECTION-A

Nature of Indian Economy, Agriculture in India: Nature and Importance of Agriculture, Causes of Decline in Productivity, Sustainable Agricultural Growth. Green Revolution and New Agricultural Strategy, WTO and Indian Agriculture (Introductory).

SECTION-B

Industry: Performance and Problems of Industrial Development, Public Sector versus Private Sector, Role of Privatization, Role of Small and Cottage Industries. Latest Industrial Policy.

SECTION-C

Foreign Trade: Direction and Composition of Exports and Imports Since 1991, Recent Foreign Trade Policy, Balance of Payment Problem. Foreign Capital and Multinational Corporations in India.

SECTION-D

Features of Population Growth in India, Major Problems of the Economy – Inflation, Unemployment, Poverty and Inequality, Current Indian Tax Structure. Planning- Objectives, Strategy, Evaluation of Planning in India. A Brief Idea of Objectives, Targets, Resources of the Latest Five-Year Plan (Twelfth Five Year Plan).

Recommended Texts:-

1. Mishra and Puri: Indian Economy, Himalaya Publication House, Mumbai, (Latest Edition).
2. Rudder Dutt and: Indian Economy (Latest), S. Sundharam Chand & Co. Ltd., New Delhi, (Latest Edition).
3. A.N. Aggarwal: Indian Economy, Vikas Publications, Delhi, (Latest Edition).
4. C.D. Wadhwa: Indian Economic Policy (1980), Tata McGraw Hill, Bombay, 1973.
5. GOI: Economic Survey (Latest Edition).

SEMESTER–III

**PAPER–VI & VII, STREAM–3
HISTORY**

HISTORY OF INDIA (AD 1707-1947)

Time: 3 Hours

Max. Marks: 100

Instructions for the Paper Setters:-

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

SECTION–A

1. **Foundation of British Rule:** Advent of the British; Battles of Plassey and Buxar, Clive and Warren Hastings; Subsidiary Alliance Policy, Doctrine of Lapse.
2. **The Uprising of 1857:** Causes, Spread of the Uprisings, Nature and aftermath.

SECTION–B

3. **Economic Changes:** Agriculture, British commercial policies and the impact on the trade balance; Destruction of indigenous industries; the growth of modern industry; The drain theory.
4. **Growth of Education and Political Organization:** New education; Rise of the middle classes; **Socio Religious Movements:** Brahmo Samaj, Arya Samaj, Rama Krishana Mission, Prarthna Samaj, Theosophical Society, Aligarh Movement.

SECTION–C

5. **Early Political Associations and Emergence of Revolutionary Terrorism:** Early Political Association and Indian National Congress; Swadeshi Movement, Partition of Bengal and its impact; Revolutionary Terrorism in Bengal, Maharashtra and the Punjab, Impact on the National Movement.
6. **The Phase of Non-Co-operation :** Emergence of Gandhi; The Jallianwala Bagh Massacre and its impact; Khilafat agitation; the Non-cooperation Movement; Withdrawal and impact; the Swarajists; The Simon Commission; **The Phase of Civil Disobedience :** The programme and the course of the Civil Disobedience Movement, the Round Table Conferences; Communal Award; Poona-pact; Withdrawal of Civil Disobedience Movement

B.A. B.ED. (4 YEARS INTEGRATED DEGREE PROGRAM
(Syllabus for the Batch from Year 2020 to Year 2024))

SEMESTER-III

SECTION-D

7. **Constitutional Development:** The Minto-Morley Reforms of 1909, The Act of 1919 and Dyarchy; Government of India Act, 1935 and Provincial Autonomy.
8. **Towards Partition and Independence:** Growth of communal politics; Lahore resolution, Cripps proposals; Quit India Movement; the INA Trials; Cabinet Mission and towards Independence.

Suggested Reading:-

1. Bipan Chandra, *History of Modern India*, Orient Longman, Hyderabad, 2009.
2. Sarkar, Sumit, *Modern India (1885-1947)*, Orient Longman, New Delhi, 1983.
3. Bose, Sugata and Ayesha Jalal, *Modern South Asia: History, Culture, Political Economy*, OUP, New Delhi, 2004.
4. Bandyopadhyay, Sekhar, *From Plassey to Partition: A History of Modern India*, Orient Longman, Hyderabad, 2004.
5. Datta, Kali Kinkar, *A Social History of Modern India*, Macmillan, New Delhi, 1975.
6. Bannerjee, A.C., *The New History of Modern India (1707-1947)*, K.P. Bagchi, Calcutta, 1983.
7. Burton, Stein, *A History of India*, OUP, New Delhi, 2003.
8. Desai, A.R., *Social Background of Indian Nationalism*, Popular Prakashan, Bombay, 1966.
9. Misra, B.B., *The Indian Middle Classes: Their Growth in Modern Times*, OUP, London, 1978.
10. Jones, Kenneth, *Socio-Religious Movements in India*, CUP, Cambridge, New Delhi, 1989.
11. Chopra, P.N. et al, *A Social, Cultural and Economic History of India: Modern India*, Vol. III, Macmillan, New Delhi, 1974.
12. Chaudhuri, M.K., (ed.), *Trends of Socio-Economic Change in India (1871-1961)*, IAS, Simla, 1969.
13. Choudhary, Sukhbir, *Peasants' and Workers' Movements in India, 1905-1929*, PPH, New Delhi, 1971.

B.A. B.ED. (4 YEARS INTEGRATED DEGREE PROGRAM)
(Syllabus for the Batch from Year 2020 to Year 2024)

SEMESTER-III

**PAPER-VI & VII, STREAM-3
GEOGRAPHY**

**RESOURCES AND ENVIRONMENT: WORLD PATTERNS
(THEORY)**

Time: 3 Hours

Max. Marks: 100

Theory Marks: 70

Practical Marks: 30

Instructions for the Paper Setters:-

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

Note: Stencil/outline maps and coloured pencils are allowed.

Objective:

1. To understand concept of resources and their interface with environment;
2. To examine use and misuse of various resources, and analyse future prospects;
3. To study various methods and approaches of conservation and management of natural resources;
4. To understand the quantitative and qualitative aspects of human resources in spatial perspectives and the associated environmental problems.

Course Contents:

SECTION-A

Environment and Resources:

Meaning, nature and components of environment. Nature and definition of Resources. Resources environment interface.

Classification of Resources: Biotic and abiotic, Exhaustible and inexhaustible, Potential and Developed, Agricultural and Pastoral, Mineral and Industrial.

SECTION-B

Utilization of Natural Resources:

Distribution availability, utilization and conservation of water, minerals (in general) and energy resources; their economic and environmental significance and sustainability.

Types and distribution of forests—their economic and environmental significance and conservation.

Types and distribution of fisheries—their economic and environmental significance and conservation.

Major soil types and their distribution; problems of soil erosion and soil conservation.

B.A. B.ED. (4 YEARS INTEGRATED DEGREE PROGRAM
(Syllabus for the Batch from Year 2020 to Year 2024))

SEMESTER–III

SECTION–C

Human Resources: Number, Growth, Distribution and Density.

Population Resources Relationship: Population- Resource Regions of the world.

SECTION–D

Environment: Natural and Human, Man-environment relationship—determinism, Possibilism, ecology.

Biodiversity: Loss of natural and agro-biodiversity.

Environmental Issues: Pollution; food security; deforestation; conservation of wild life.

Books Recommended:-

1. Agarwal, A. et.al.: The Citizen's Fifth Report, Centre for Science and Environment, New Delhi, 1999.
2. Chandna, R.C.: A Geography of Population, Kalyani Publishers, Ludhiana, 2014.
3. Chawla, I.N.: Geography of Resources, Bharat Prakashan, Jalandhar, latest edition.
4. Hartshorne Truman A and W. Alexander: Economic Geography, Prentice Hall, 1988, 3rd John Edition.
5. Kates, R.W. & Burton, I (Eds.): Geography, Resources and Environment, Vol. I & II, University of Chicago Press, Chicago, 1986.
6. Naresh Kumar: Environmental Studies, Sharma Publishers, Jalandhar 2009.
7. Trewartha, G.T.: A Geography of Pupulation— World Patterns. John Wiley and Sons, New York, 1969.
8. Zelinsky, Wilbur: A Prologue to Population Geography, Prentice Hall, New Jersey, 1966.
9. Zimmerman E.W.: World Resources and Industries, Harpar, New York.
10. Chandna, R.C.: Environmental Geography Kalyani Publishers, Ludhiana, 2014.
11. Chawla. I.N.: Resources & Environmental Bharat Publishers, Jalandhar.
12. Singh, J.S. & Singh, S.P. & Gupta S.R. (Eds.): Ecology Environment and Resources Conservation, Anamaya Publishers, New Delhi, 2008.

B.A. B.ED. (4 YEARS INTEGRATED DEGREE PROGRAM)
(Syllabus for the Batch from Year 2020 to Year 2024)

SEMESTER–III

PAPER–VI & VII, STREAM–3
GEOGRAPHY
CARTOGRAPHIC REPRESENTATION OF GEOGRAPHIC DATA
(PRACTICAL)

Time: 3 Hours

Max. Marks: 30

Written Paper of 3 Hours: 15 Marks

Practical Record (File): 08 Marks

Viva: 07 Marks

Objective:

1. To apprise the students with symbolization of different types of geographical data and depiction of various spatial data.
2. To provide training in application of various graphical methods of depicting geographic data.

Course Contents:

SECTION–A

Symbolization of Geographical Data:

- a) **Point Symbols:** Dot, circle, sphere.
- b) **Line Symbols:** Isopleths and flow lines.
- c) **Areal Symbols:** Choropleth maps and their types

SECTION–B

- b) Representation of Point symbols, Line symbols and area symbols in Cartographic Representation of: Population data (distribution, density, growth, migration and literacy)
- c) Agriculture data (land utilization, distribution of crops, percentage of cropped area and irrigated areas).
- d) Industrial data (distribution, employment and production)
- e) Transport data (traffic flow).

Note:

1. A compulsory question containing 10 short answer type questions will be set covering the whole syllabus. The students will attempt 6 short answer type questions in about 25–30 words each. Each short answer type question will carry $\frac{1}{2}$ mark (Total 3 marks).
2. The whole syllabus will be divided into 2 units. Eight questions will be set out of the whole syllabus, four from each unit. The students will be required to attempt two questions from each unit. Each question will carry 3 marks. These will be in addition to the compulsory question at serial number 1. (Total 12 marks)
3. Evaluation of Practical Record will be done at the time of viva-voice examination.
4. A minimum of 16 sheet are to be prepared by each student.
5. In case, the candidate has applied for improvement, he/she should be required to make a fresh practical note book.
6. For practical classes, the number of students in one group shall not exceed fifteen.

B.A. B.ED. (4 YEARS INTEGRATED DEGREE PROGRAM
(Syllabus for the Batch from Year 2020 to Year 2024))

SEMESTER–III

Books Recommended:-

Essential Readings:-

1. Khullar, D.R.: Essentials of Practical Geography, New Academic Publishing Co., Mai Hiran Gate, Jalandhar, 2000.
2. Robinson, A.H.: Elements of Cartography, John Wiley, New York, 1995.
3. Singh, Gopal: Mapwork & Practical Geography, Vikas Publishing House Pvt. Ltd., New Delhi, 1995.
4. Singh, R.L. & Singh Raghunandan: Mapwork and Practical Geography, Central Book Depot, Allahabad, 1993.

Further Readings:-

1. Birch, T.W.: Maps Topographical & Statistical; Clarendon Press, Oxford, 1949.
2. Garnett, A.: Geographical Interpretation of Topographical Maps, George Harrap & Co., London, 1953.
3. Monkhouse, F.J.: Maps and Diagrams, Methuen & Co., London, 1994 (reprint).

B.A. B.ED. (4 YEARS INTEGRATED DEGREE PROGRAM
(Syllabus for the Batch from Year 2020 to Year 2024))

SEMESTER-III

**PAPER-VI & VII, STREAM-3
POLITICAL SCIENCE**

INDIAN CONSTITUTION

Time: 3 Hours

Max. Marks: 100

Instructions for the Paper Setters:-

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

SECTION-A

1. **Socio- Economic Basis of Indian Constitution.**
2. Basic features of the Indian Constitution.
3. Preamble and its importance.
4. Nature of Indian Federalism and Centre-State Relations.

SECTION-B

1. Fundamental Rights, features, kinds and evaluation.
2. Fundamental Duties.
3. Directive Principles of the State Policy.

SECTION-C

1. **Parliament:** Composition, Powers and Role.
2. **President:** Election, Powers and Position.
3. **Indian Cabinet and Prime Minister:** Election, Powers, Position and Changing Role.
4. **Supreme Court and High Court:** Composition, Powers and Role.

SECTION-D

1. **Governor:** Appointment, Powers and Role.
2. **State Legislature:** Composition, Powers and Role.
3. **Council of Ministers and Chief Minister:** Election, Powers, Position and Role.

B.A. B.ED. (4 YEARS INTEGRATED DEGREE PROGRAM
(Syllabus for the Batch from Year 2020 to Year 2024))

SEMESTER-III

Books Recommended:-

1. G. Austin, *The Indian Constitution: Corner Stone of a Nation*, Oxford, Oxford University Press, 1966.
2. G. Austin, *Working of a Democratic Constitution: The Indian Experience*, Oxford University Press, 2000, Delhi.
3. D.D. Basu, *An Introduction to the Constitution of India*, New Delhi, Prentice Hall, 2008.
4. C.P. Bambhri, *The Indian State Fifty Years*, New Delhi, Shipra, 1997.
5. P. Brass, *Politics of India Since Independence*, Hyderabad, Orient Longman, 1990.
6. P. Brass, *Caste, Faction and Parties in Indian Politics*, Vol. II, Delhi, Chanakya Publications 1984-1985.
7. P. Brass, *Ethnic Groups and the State*, London, Croom, Helm, 1995.
8. P. Brass, *Language, Religion and Politics in North Indian*, London, Cambridge University Press, 1974.
9. B.L. Fadia, *State Politics in India*, Vol. II, New Delhi, Radiant Publishers, 1984.
10. F.R. Frankel, *India's Political Economy 1947-1977, The Gradual Revolution*, Oxford, Oxford University Press, 1978.
11. R. Kothari, *State against Democracy: In Search of Human Governance*, Delhi, Ajanta, 1988.
12. R. Kothari, *Politics in India*, New Delhi, Orient Longman, 1970.
13. R. Kothari, *Party System and Election Studies*, Bombay, Asia Publishing House, 1967.
14. I. Narain (ed.), *State Politics in India*, Meerut, Meenakshi Parkashan, 1967.
15. M.V. Pylee, *Constitutional Government in India*, Bombay, Asia Publishing House, 1977.
16. M.V. Pylee, *An Introduction to the Consutitution of India*, New Delhi, Vikas, 1998.
17. S.P. Verma and C.P. Bhambari (ed.), *Election and Political Consciousness in India*, Meerut, Meenakshi Parkashan, 1967.
18. B.L. Fadia, *Indian Government and Politics*, Agra, Sahitya Bhavan Publications, 2008.
19. A.S. Narang, *Indian Government and Politics*, New Delhi, Gitanjali, 1999.
20. *Indian Journal of Political Sciences*
21. *Punjab Journal of Politics*
22. Seminar
23. Lloyd I. Rudolph and Susanne Hoeba Rudolph, *Explaining Indian Democracy: A Fifty-Year Perspective, 1956-2006*, Vol. I, II, III, New Delhi, OUP, 2008.
24. Francine Frankel, *India's Political Economy: 1947-2004*, New Delhi, OUP, 2006.
25. Madhav Khosla, *The Indian Constitution*, Oxford, 2012
26. Sudhir Krishnaswamy, *Democracy and Constitutionalism in India: the Study of Basic Structue*, Oxford, 2011
27. P.M Bakshi, *The Constitution of India*, Universal, 2007.
28. J.C Johari, *The Constitution of India*, Sterling, 2007
29. Brij Kishore Shasma, *Introduction to the Constitution of India*, PHI, 2009

B.A. B.ED. (4 YEARS INTEGRATED DEGREE PROGRAM)
(Syllabus for the Batch from Year 2020 to Year 2024)

SEMESTER-III

**PAPER-VI & VII, STREAM-3
ECONOMICS**

INDIAN ECONOMY

Time: 3 Hours

Max. Marks: 100

Instructions for the Paper Setters:-

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

SECTION-A

Nature of Indian Economy, Agriculture in India: Nature and Importance of Agriculture, Causes of Decline in Productivity, Sustainable Agricultural Growth. Green Revolution and New Agricultural Strategy, WTO and Indian Agriculture (Introductory).

SECTION-B

Industry: Performance and Problems of Industrial Development, Public Sector versus Private Sector, Role of Privatization, Role of Small and Cottage Industries. Latest Industrial Policy.

SECTION-C

Foreign Trade: Direction and Composition of Exports and Imports Since 1991, Recent Foreign Trade Policy, Balance of Payment Problem. Foreign Capital and Multinational Corporations in India.

SECTION-D

Features of Population Growth in India, Major Problems of the Economy – Inflation, Unemployment, Poverty and Inequality, Current Indian Tax Structure. Planning- Objectives, Strategy, Evaluation of Planning in India. A Brief Idea of Objectives, Targets, Resources of the Latest Five-Year Plan (Twelfth Five Year Plan).

Recommended Texts:-

1. Mishra and Puri: Indian Economy, Himalaya Publication House, Mumbai, (Latest Edition).
2. Rudder Dutt and: Indian Economy (Latest), S. Sundharam Chand & Co. Ltd., New Delhi, (Latest Edition).
3. A.N. Aggarwal: Indian Economy, Vikas Publications, Delhi, (Latest Edition).
4. C.D. Wadhwa: Indian Economic Policy (1980), Tata McGraw Hill, Bombay, 1973.
5. GOI: Economic Survey (Latest Edition).

B.A. B.ED. (4 YEARS INTEGRATED DEGREE PROGRAM
(Syllabus for the Batch from Year 2020 to Year 2024))

SEMESTER-III

**PAPER-VI & VII, STREAM-4
PHILOSOPHY**

**DEDUCTIVE LOGIC AND APPLIED ETHICS (OPT. I)
(Only for Regular Students)**

Lectures to be delivered: 6+4=10 per week

Time: 3 Hours

Pass Marks: 35%

Marks: 100

Theory Marks: 80

Practical Marks: 20

Instructions for the Paper Setters:-

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

SECTION-A

1. Definition, Nature and Utility of Western Logic.
2. Laws of Thought: Identity, Contradiction, Excluded Middle, Law of Sufficient Reason and Characteristics.
3. Terms: Classification, Connotation and Denotation. Inverse Relation between Connotation and Denotation.

SECTION-B

1. Proposition: Classification of Propositions, Four-fold division of Propositions.
2. Immediate Inference: Square of Opposition of Proposition, Contradiction, Contrary, Sub-Contrary, Subalternation.
3. Mediate Inference: Categorical Syllogism, Rules of Validity, Figures and Moods.

SECTION-C

1. Applied Ethics: Nature, Scope and Uses.
2. De-ontological Approach to Moral Action: Immanuel Kant, Bhagavat Gita.
3. Teleological Approach to Moral Action: J.S. Mill, Bentham.

SECTION-D

1. Medical Ethics: Definition, Nature, Problems; Euthanasia.
2. Educational Ethics & Legal Ethics: Definition, Nature, Problems.
3. Business Ethics: Definition, Nature, Problems.

B.A. B.ED. (4 YEARS INTEGRATED DEGREE PROGRAM)
(Syllabus for the Batch from Year 2020 to Year 2024)

SEMESTER-III

Recommended Readings:-

English Books:-

1. Beauchamp T.L. & J.E. Childress, (Jr.), *Principles of Biomedical Ethics*, 2nd Ed., Oxford University Press, Oxford, 2001
2. Copi, I.M., *Introduction to Logic*, 6th ed., New York, Macmillan, 1982.
3. Singer, Peter, *Practical Ethics*, Cambridge University Press, 1993.
4. Titus, Harold H., *Ethics for Today*, Eurasia Publishing House, New Delhi, 1966.
5. Singh Peter., *Applied Ethics*, Oxford Readings in Philosophy, Oxford University Press, 1986

Punjabi Books:-

- 1। ਵੀਰ ਸਿੰਘ ਅਤੇ ਹਰਨਾਮ ਸਿੰਘ, *ਤਰਕ ਗਿਆਨ ਦੇ ਮੁਢਲੇ ਨੇਮ*, (ਭਾਗ—1) (ਨਿਰਮਲ), ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ।
- 2। ਬਰਮਾ, ਪੀ.ਏ. ਅਤੇ ਵੀਰ ਸਿੰਘ, *ਤਰਕ ਗਿਆਨ ਦੀ ਜਾਣ—ਪਛਾਣ*, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ।

**B.A. B.ED. (4 YEARS INTEGRATED DEGREE PROGRAM
(Syllabus for the Batch from Year 2020 to Year 2024))**

SEMESTER-III

**PAPER-VI & VII, STREAM-4
PHILOSOPHY**

**DEDUCTIVE LOGIC AND SOCIAL PHILOSOPHY (OPT. II)
(Only for Private Students)**

Time: 3 Hours

Max. Marks: 100

Lecture to be delivered: 6 per week

Pass Marks: 35%

Instructions for the Paper Setters:-

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

SECTION-A

1. Definition, Nature and Utility of Western Logic.
2. Laws of Thought: Identity, Contradiction, Excluded Middle, Law of Sufficient Reason and their Characteristics.
3. Terms: Definition, Classification, Connotation & Denotation, Inverse Relation between Connotation and Denotation.

SECTION-B

1. Proposition: Classification of Propositions, Four-fold division of Propositions.
2. Immediate Inference: Square of Opposition of proposition, Contradiction, Contrary, Sub-Contrary, Subalternation.
3. Mediate Inference: Categorical Syllogism, Rules of Validity, Figures & Moods

SECTION-C

1. Social Philosophy: Nature, Scope and Significance.
2. Social Philosophy and Ethics.
3. Social Philosophy and Political Science.

SECTION-D

1. Plato's Theory of State
2. Theories about Origin of Society: Organic Theory, Social Contract Theory and Idealistic Theory
3. Social Progress: Meaning and Factors

B.A. B.ED. (4 YEARS INTEGRATED DEGREE PROGRAM
(Syllabus for the Batch from Year 2020 to Year 2024))

SEMESTER-III

Recommended Readings:-

English Books:-

1. Bech, Robert N., *Handbook of Social Philosophy*, 1969.
2. Copi, Irving M. *Introduction to Logic*, 6th, New York, Macmillan, 1982.
3. Daya Krishan, *Social Philosophy: Past and Future*, Indian Institute of Advanced Study, Shimla, 1969.
4. Quinton, Anthony (Ed.), *Political Philosophy*, Oxford University Press, London, 1973.
5. Sharma, Ram Nath, *Overview of Philosophy*, Lucky Star, Delhi, 1983.

Punjabi Books:-

1. ਵੀਰ ਸਿੰਘ ਅਤੇ ਹਰਨਾਮ ਸਿੰਘ, *ਤਰਕ ਰਿਆਨ ਦੀ ਜਾਣ-ਪਛਾਣ* : (ਭਾਗ-1) (ਨਿਗਮਨ), ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ।

Hindi Books:-

1. ਗੋਤਮ, ਸਤਿਆਪਾਲ, *ਸਮਾਜ ਦਰਸ਼ਨ*, ਹਰਿਆਣਾ ਸਾਹਿਤ ਅਕੈਡਮੀ, ਪੰਚਕੁਲਾ।
2. ਮੇਕੇਂਜੀ, ਜੇ.ਐਸ., *ਸਮਾਜ ਦਰਸ਼ਨ ਕੀ ਰੂਪ ਰੇਖਾ*, ਰਾਜਕਮਲ, ਪਟਨਾ।

B.A. B.ED. (4 YEARS INTEGRATED DEGREE PROGRAM)
(Syllabus for the Batch from Year 2020 to Year 2024)

SEMESTER–III

**PAPER–VI & VII, STREAM–4
PSYCHOLOGY**

BIOLOGICAL BASIS OF BEHAVIOUR

(THEORY)

Time: 3 Hours

**Pass Marks: 35% of the subject
(Theory and Practical Separately)**

Max. Marks: 100

Theory Marks: 75

Practical Marks: 25

Instructions for the Paper Setters:-

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

SECTION–A

Neurons & Synapses:

Neurons: Structure and Functions

Synapses: Synapse and Types of Synapse, Resting and Action Potentials

SECTION–B

Nervous System (Central, Peripheral and Autonomic)

SECTION–C

Structure and Functions of Visual, Auditory, Olfactory, Gustatory and Somato-sensory Systems

SECTION–D

Normal Probability Curve, Concept, Nature and Characteristics (Numericals of Areas under NPC only)

References:-

1. D'Amato, M.R.: Experimental Psychology: Methodology Psychophysics and Learning, McGraw Hill Company, New Delhi, 1970.
2. Postman, L and Egan, J.P.: Experimental, Psychology, Harper and Row, New York.
3. Woodworth, R.S. and Schlosberg, H.: Experimental Psychology, New York; Holt, Rinehart and Winston Inc. 1954.
4. Galotti, K.M. (2007): Cognitive Psychology in and Out of the Laboratory, Thomson Wads Worth.

SEMESTER–III

**PAPER–VI & VII, STREAM–4
PSYCHOLOGY**

(PRACTICAL)

Marks: 25

Instructions for the Practical Examination:

Students are supposed to perform five practicals out of 6 mentioned in the syllabus. Practical examination will be of 3 hours duration. External Examiner will conduct the practical examination. The students will perform one practical in the exam carrying 25 marks. Evaluation of the practical would be done on the basis of write-up of file book (5 Marks), performance and viva-voce (20 Marks) relating to the practicals. In case students have not completed 5 practicals, the examiner will deduct marks at the rate of 5 for each left practical out of total evaluation of the student. No reappear will be allowed in the practical examination. Fail in the practical will be considered fail overall in the subject.

Five Practical have to be performed out of the following:

1. Positive Transfer in Sensory Motor Learning
2. Negative Transfer in Sensory Motor Learning
3. Comparative Study of Sensory and Muscular Reaction Time
4. Effect of Fatigue on Mental Work
5. Comparative Study of RL for the Two Parts of the Body
6. Any Practical related with Biological aspects of Behaviour

B.A. B.ED. (4 YEARS INTEGRATED DEGREE PROGRAM)
(Syllabus for the Batch from Year 2020 to Year 2024)

SEMESTER-III

**PAPER-VI & VII, STREAM-4
SOCIOLOGY**

SOCIETY IN INDIA

Time: 3 Hours

Max. Marks: 100

Instructions for the Paper Setters:-

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

SECTION-A

- (a) **Indian Society:** Features and Unity in Diversity.
- (b) **Caste:** Features, Functions, Changing patterns, Difference between caste and class.

SECTION-B

- (a) **Social Issues:** Communalism, Casteism, Gender, Human Rights.

SECTION-C

- (a) **Marriage:** Meaning, Types, Functions and Changes.
- (b) **Family:** Meaning, Types, Functions and Changes.
- (c) **Kinship:** Meaning and Terminology.

SECTION-D

- (a) **Society in India:** Rural, Urban and Tribal.

Recommended Books:

1. Abraham, M. Francis: *Contemporary Sociology*, Oxford University, New Delhi, 2006.
2. Ahuja, Ram. 1999, *Society in India*. Jaipur: Rawat.
3. Atal, Yogesh. 2006, *Changing Indian Society*. Jaipur: Rawat.
4. Ghurye, G.S.: *Caste & Race in India*, Popular, Bombay, Punjabi Translations by N.S. Sodhi, Panjabi University, Patiala, 1962.
5. Hutton, J.H.: *Caste in India—Its Nature, Functions and Origin*, Oxford University Press, Delhi 1980.
6. Jayaraman, Raja: *Caste & Class, Dynamics of Inequality in Indian Society*, Hindustan Publishing Corporation, 1981.
7. Kapadia, K.M.: *Marriage and Family in India*, Oxford University Press, Calcutta, 1996.
8. Kapila, S: *A Textbook of Sociology*, Part-I & II, New Academic House, Jalandhar, 1990-91.
9. Kothari, Rajni (ed): *Caste in Indian Politics*, Orient Longman, Delhi, 1973.
10. Mandelbaum, David G.: *Society in India*, Popular Prakashan, Bombay, 1972.
11. Mukerji, D.P.: *Diversities: Essays in Economics, Sociology and Social Problems*, Manak, New Delhi, 2002.
12. MacIver, R.M. & Page, Charles H.: *Society- An Introductory Analysis*, Macmillan, London, 1974.
13. Sharma, K.L. 2007, *Indian Social Structure and Change*. Jaipur: Rawat.

B.A. B.ED. (4 YEARS INTEGRATED DEGREE PROGRAM)
(Syllabus for the Batch from Year 2020 to Year 2024)

SEMESTER-IV

PAPER-I

LANGUAGE PROFICIENCY AND COMMUNICATION SKILLS

Credits 2

Time 1: 30 hrs

Total Marks: 50

Terminal: 35

Sessional: 15

Instructions for the Paper Setters:-

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

Course Objectives:

After the completion of the course, the student teacher will be able to:

- Understand the concept and process of communication.
- Enhance his/her skills of listening, speaking, reading and writing.
- Develop the required communication skills necessary for classroom interaction.
- Develop a thorough understanding of linguistics and paralinguistic skills.

SECTION-A

COMMUNICATION SKILLS

- a) Communication: Meaning, definitions, process, types, channels, objectives, principles, barriers of communication and how to remove the barriers of communication.
- b) Listening Skills: Meaning, process, importance, levels, barriers, techniques to improve listening abilities. Feedback skills- Importance, characteristics, steps for improving, role of modern technology in feedback.

SECTION-B

Speaking and Conversation Skills: Introduction, objectives, principles, components, understanding the cues, forms of polite speech. Conversation- types, vital points of good conversation.

SECTION-C

PHONETICS

The Sounds: Language, phonetics, phonetic transcription, IPA, uses of phonetic transcription, consonant sounds, nasal and other components, vowels.

SECTION-D

- a) Classification of Phonetic sounds: Consonants, vowels, the syllable- structure, strong and weak syllables, types of syllables.
- b) Paralinguistic's: Stress, intonation and tempo.

SEMESTER-IV

Sessional Work:

Performance in unit tests and house examination 05 Marks

Files to be prepared and submitted for evaluation 10 Marks

Assignments on the following

Writing of letters (formal, informal), Reports, minutes of the meeting

- Oral presentation on any current topic

References:-

- Block, C.C. (1997). Teaching the Language Arts, 2nd Ed. Allyn and Bacon
- McKay, et al. (1995). *The Communication Skills Book, 2nd Ed.* New Harbinger Publications.
- Hornby, A. S. (2001). Oxford Advanced Learner's Dictionary, OUP
- Thomsan, A.J., & Martinet. (2002). A Practical English Grammar.OUP

B.A. B.ED. (4 YEARS INTEGRATED DEGREE PROGRAM)
(Syllabus for the Batch from Year 2020 to Year 2024)

SEMESTER-IV

PAPER-II: ENGLISH (COMPULSORY)

Time: 3 Hours

Max. Marks: 50

Instructions for the Paper Setters:-

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

Important Note: The textbook *Making Connections* (3rd edition) is significantly different from its 2nd edition. The third edition (by Kenneth J Pakenham, Jo McEntire, Jessica Williams) is to be followed for this course.

Texts Prescribed:-

1. *Making Connections* by Kenneth J. Pakenham, Jo McEntire, Jessica Williams, 3rd Edition. CUP.
2. *Moments in Time: An Anthology of Poems*, GNDU, Amritsar.
3. *English Grammar in Use* (Fourth Edition) by Raymond Murphy, CUP.

Syllabus is divided into four sections as mentioned below:

SECTION-A

English Grammar in Use (Fourth Edition) by Raymond Murphy, CUP: Revision of Units 26-37, 42-48, 92- 97, 113-120.

SECTION-B

Moments in Time: Poems at Sr. No. 7-12

SECTION-C

Making Connections by Kenneth J. Pakenham, 3rd Edn. CUP: SECTION-III (Aspects of Language) and SECTION-IV (Sustaining Planet Earth)

SECTION-D

Essay type question based on the SECTION-“Beyond the reading” from the text, *Making Connections*.

SEMESTER-IV

PAPER-III: PUNJABI (COMPULSORY) ਪੰਜਾਬੀ (ਲਾਜ਼ਮੀ)

ਸਮਾਂ : ਤਿੰਨ ਘੰਟੇ

ਕੁਲ ਅੰਕ : 50

ਅੰਕ-ਵੰਡ ਅਤੇ ਪਰੀਖਿਅਕ ਲਈ ਹਦਾਇਤਾਂ

1. ਪ੍ਰਸ਼ਨ ਪੱਤਰ ਦੇ ਚਾਰ ਭਾਗ ਹੋਣਗੇ। ਹਰ ਭਾਗ ਵਿੱਚ ਦੋ ਪ੍ਰਸ਼ਨ ਪੁੱਛੇ ਜਾਣਗੇ।
2. ਵਿਦਿਆਰਥੀ ਨੇ ਕੁੱਲ ਪੰਜ ਪ੍ਰਸ਼ਨ ਕਰਨੇ ਹਨ। ਹਰ ਭਾਗ ਵਿੱਚੋਂ ਇੱਕ ਪ੍ਰਸ਼ਨ ਲਾਜ਼ਮੀ ਹੈ। ਪੰਜਵਾਂ ਪ੍ਰਸ਼ਨ ਕਿਸੇ ਵੀ ਭਾਗ ਵਿੱਚੋਂ ਕੀਤਾ ਜਾ ਸਕਦਾ ਹੈ।
3. ਹਰੇਕ ਪ੍ਰਸ਼ਨ ਦੇ ਬਰਾਬਰ ਅੰਕ ਹਨ।
4. ਪੇਪਰ ਸੈੱਟ ਕਰਨ ਵਾਲਾ ਜੇਕਰ ਚਾਹੇ ਤਾਂ ਪ੍ਰਸ਼ਨਾਂ ਦੀ ਵੰਡ ਅੱਗੋਂ ਵੱਧ ਤੋਂ ਵੱਧ ਚਾਰ ਉਪ-ਪ੍ਰਸ਼ਨਾਂ ਵਿੱਚ ਕਰ ਸਕਦਾ ਹੈ।

ਪਾਠ-ਕ੍ਰਮ ਅਤੇ ਪਾਠ-ਪੁਸਤਕਾਂ

ਸੈਕਸ਼ਨ - ਏ

ਮੇਰੀ ਜੀਵਨ ਗਾਥਾ (ਸਵੈ-ਜੀਵਨੀ) : ਡਾ. ਦੀਵਾਨ ਸਿੰਘ, ਕਸਤੂਰੀ ਲਾਲ ਐਂਡ ਸੰਨਜ਼, ਅੰਮ੍ਰਿਤਸਰ
(ਨਾਇਕ ਬਿੰਬ/ਸਵੈ ਜੀਵਨੀ ਦੇ ਤੌਰ ਤੇ ਪਰਖ/ਵਾਰਤਕ ਸ਼ੈਲੀ)

ਸੈਕਸ਼ਨ - ਬੀ

ਫਾਸਲੇ (ਨਾਟਕ) : ਜਤਿੰਦਰ ਬਰਾੜ, ਨਾਨਕ ਸਿੰਘ ਪੁਸਤਕਮਾਲਾ, ਅੰਮ੍ਰਿਤਸਰ
(ਵਿਸ਼ਾ/ਸਾਰ/ਨਾਟਕ ਕਲਾ)

ਸੈਕਸ਼ਨ - ਸੀ

- (ਉ) ਲੇਖ ਰਚਨਾ (ਸਮਾਜਕ, ਸਭਿਆਚਾਰਕ, ਇਤਿਹਾਸਕ ਅਤੇ ਵਿਦਿਅਕ ਸਰੋਕਾਰਾਂ ਸੰਬੰਧੀ)
(ਅ) ਅਖਬਾਰ ਨੂੰ ਇਸ਼ਤਿਹਾਰ (ਨਿੱਜੀ, ਦਫ਼ਤਰੀ)

ਸੈਕਸ਼ਨ - ਡੀ

ਵਿਆਕਰਨ

- (ਉ) ਸ਼ਬਦ-ਜੋੜਾਂ ਦੇ ਨਿਯਮ
(ਅ) ਗੁਰਮੁਖੀ ਲਿਪੀ ਦੀਆਂ ਵਿਸ਼ੇਸ਼ਤਾਵਾਂ

ਸਹਾਇਕ ਪੁਸਤਕਾਂ

1. ਰਾਜਵਿੰਦਰ ਕੌਰ, ਸਵੈ-ਜੀਵਨੀ : ਸਿਧਾਂਤ ਤੇ ਵਿਹਾਰ, ਰਵੀ ਸਾਹਿਤ ਪ੍ਰਕਾਸ਼ਨ, ਅੰਮ੍ਰਿਤਸਰ।
2. ਗੁਰਦਿਆਲ ਸਿੰਘ ਫੁੱਲ, ਪੰਜਾਬੀ ਨਾਟਕ : ਸਰੂਪ, ਸਿਧਾਂਤ ਤੇ ਵਿਕਾਸ, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ।
3. ਸਤੀਸ਼ ਕੁਮਾਰ ਵਰਮਾ, ਪੰਜਾਬੀ ਨਾਟ-ਮੰਚ ਦਾ ਨਿਕਾਸ ਤੇ ਵਿਕਾਸ, ਨੈਸ਼ਨਲ ਬੁੱਕ ਟਰੱਸਟ, ਇੰਡੀਆ।
4. ਕਮਲੇਸ਼ ਉੱਪਲ, ਨਾਟਕ ਕਲਾ ਸਰੂਪ ਤੇ ਸਿਧਾਂਤ, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ।
5. ਗੁਰਦਿਆਲ ਸਿੰਘ ਫੁੱਲ, ਪੰਜਾਬੀ ਇਕਾਂਗੀ : ਸਰੂਪ, ਸਿਧਾਂਤ ਤੇ ਵਿਕਾਸ, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ।
6. ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਬੋਧ, ਕਸਤੂਰੀ ਲਾਲ ਐਂਡ ਸੰਨਜ਼, ਅੰਮ੍ਰਿਤਸਰ।

SEMESTER-IV

ਮੁੱਢਲੀ ਪੰਜਾਬੀ ਪੰਜਾਬ ਦਾ ਇਤਿਹਾਸ ਤੇ ਸੱਭਿਆਚਾਰ (In lieu of Compulsory Punjabi)

ਸਮਾਂ: 3 ਘੰਟੇ

ਕੁਲ ਅੰਕ: 50

ਅੰਕ-ਵੰਡ ਅਤੇ ਪਰੀਖਿਅਕ ਲਈ ਹਦਾਇਤਾਂ

1. ਪ੍ਰਸ਼ਨ ਪੱਤਰ ਦੇ ਚਾਰ ਭਾਗ ਹੋਣਗੇ। ਹਰ ਭਾਗ ਵਿੱਚ ਦੋ ਪ੍ਰਸ਼ਨ ਪੁੱਛੇ ਜਾਣਗੇ।
2. ਵਿਦਿਆਰਥੀ ਨੇ ਕੁੱਲ ਪੰਜ ਪ੍ਰਸ਼ਨ ਕਰਨੇ ਹਨ। ਹਰ ਭਾਗ ਵਿੱਚੋਂ ਇੱਕ ਪ੍ਰਸ਼ਨ ਲਾਜ਼ਮੀ ਹੈ। ਪੰਜਵਾਂ ਪ੍ਰਸ਼ਨ ਕਿਸੇ ਵੀ ਭਾਗ ਵਿੱਚੋਂ ਕੀਤਾ ਜਾ ਸਕਦਾ ਹੈ।
3. ਹਰੇਕ ਪ੍ਰਸ਼ਨ ਦੇ ਬਰਾਬਰ ਅੰਕ ਹਨ।
4. ਪੇਪਰ ਸੈੱਟ ਕਰਨ ਵਾਲਾ ਜੇਕਰ ਚਾਹੇ ਤਾਂ ਪ੍ਰਸ਼ਨਾਂ ਦੀ ਵੰਡ ਅੱਗੋਂ ਵੱਧ ਤੋਂ ਵੱਧ ਚਾਰ ਉਪ-ਪ੍ਰਸ਼ਨਾਂ ਵਿੱਚ ਕਰ ਸਕਦਾ ਹੈ।

ਪਾਠ-ਕ੍ਰਮ

ਸੈਕਸ਼ਨ-ਏ

ਆਤਮ ਅਨਾਤਮ (ਕਵਿਤਾ ਭਾਗ)
(ਸੰਪਾਦਕ ਡਾ. ਸੁਹਿੰਦਰ ਬੀਰ ਅਤੇ ਡਾ. ਵਰਿਆਮ ਸਿੰਘ ਸੰਧੂ)
ਗੁਰੂ ਨਾਨਕ ਦੇਵ ਯੂਨੀਵਰਸਿਟੀ, ਅੰਮ੍ਰਿਤਸਰ।
ਪ੍ਰਸੰਗ ਸਹਿਤ ਵਿਆਖਿਆ

ਸੈਕਸ਼ਨ-ਬੀ

ਆਤਮ ਅਨਾਤਮ (ਕਵਿਤਾ ਭਾਗ)
(ਸੰਪਾਦਕ ਡਾ. ਸੁਹਿੰਦਰ ਬੀਰ ਅਤੇ ਡਾ. ਵਰਿਆਮ ਸਿੰਘ ਸੰਧੂ)
ਗੁਰੂ ਨਾਨਕ ਦੇਵ ਯੂਨੀਵਰਸਿਟੀ, ਅੰਮ੍ਰਿਤਸਰ।
ਵਿਸ਼ਾ-ਵਸਤੂ ਅਤੇ ਸਾਰ

ਸੈਕਸ਼ਨ-ਸੀ

ਆਤਮ ਅਨਾਤਮ (ਕਵਿਤਾ ਭਾਗ)
(ਸੰਪਾਦਕ ਡਾ. ਸੁਹਿੰਦਰ ਬੀਰ ਅਤੇ ਡਾ. ਵਰਿਆਮ ਸਿੰਘ ਸੰਧੂ)
ਗੁਰੂ ਨਾਨਕ ਦੇਵ ਯੂਨੀਵਰਸਿਟੀ, ਅੰਮ੍ਰਿਤਸਰ।
ਕਵੀਆਂ ਦੇ ਜੀਵਨ ਅਤੇ ਰਚਨਾ ਬਾਰੇ ਮੁੱਢਲੀ ਜਾਣਕਾਰੀ

ਸੈਕਸ਼ਨ-ਡੀ

ਲੇਖ ਰਚਨਾ
ਅਸੁੱਧ ਸ਼ਬਦ-ਜੋੜਾਂ ਨੂੰ ਸੁੱਧ ਕਰਕੇ ਲਿਖਣਾ

ਸਹਾਇਕ ਪੁਸਤਕਾਂ

1. ਡਾ. ਸੁਹਿੰਦਰਬੀਰ ਅਤੇ ਡਾ. ਵਰਿਆਮ ਸਿੰਘ ਸੰਧੂ (ਸੰਪਾ.), **ਆਤਮ ਅਨਾਤਮ**, ਗੁਰੂ ਨਾਨਕ ਦੇਵ ਯੂਨੀਵਰਸਿਟੀ, ਅੰਮ੍ਰਿਤਸਰ।
2. ਡਾ. ਹਰਕੀਰਤ ਸਿੰਘ ਅਤੇ ਗਿਆਨੀ ਲਾਲ ਸਿੰਘ (ਸੰਪਾ.), **ਕਾਲਜ ਪੰਜਾਬੀ ਵਿਆਕਰਨ**, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ।
3. ਕਸਤੂਰੀ ਲਾਲ ਐਂਡ ਸੰਨਜ਼, **ਮੁੱਢਲੀ ਪੰਜਾਬੀ**, ਗੁਰੂ ਨਾਨਕ ਦੇਵ ਯੂਨੀਵਰਸਿਟੀ, ਅੰਮ੍ਰਿਤਸਰ।
4. ਬੂਟਾ ਸਿੰਘ ਬਰਾੜ, **ਪੰਜਾਬੀ ਵਿਆਕਰਨ : ਸਿਧਾਂਤ ਅਤੇ ਵਿਹਾਰ**, ਚੇਤਨਾ ਪ੍ਰਕਾਸ਼ਨ, ਲੁਧਿਆਣਾ।

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SEMESTER-IV

Punjab History & Culture (From 1605 to 1849 A.D)
(Special Paper in lieu of Punjabi compulsory)
(For those students who are not domicile of Punjab)

Time: 3 Hours

Max. Marks: 50

Instructions for the Paper Setters:-

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

SECTION-A

1. Politicization of Sikhism under Guru Hargobind.
2. Martyrdom of Guru Teg Bahadur

SECTION-B

3. Creation of Khalsa
4. Khalsa and its impact on the Punjab

SECTION-C

5. Rise of Banda Bahadur and his achievements.
6. Rise of Misls.

SECTION-D

7. Ranjit Singh's rise to power; Civil, Military and Land Revenue Administration.
8. Art and Architecture, Fair, Festivals and Folk Music in the Punjab during the medieval period.

Suggested Readings

1. Chopra P.N., Puri, B.N., & Das, M.N. (1974), *A Social, Cultural & Economic History of India*. Vol.II, Macmillan India Limited, New Delhi.
2. Grewal, J.S. (1994). *The Sikhs of the Punjab*, Cambridge University Press, New Delhi.
3. Singh, Fauja (1972). *A History of the Sikhs*, Vol. III, Patiala: Punjabi University.
4. Singh, Kushwant (2011). *A History of the Sikhs- Vol. I (1469-1839)*. New Delhi: Oxford University Press.
5. Singh, Kirpal (1990). *History and Culture of the Punjab-Part II (Medieval Period)*. Patiala: Publication Bureau, Punjabi University.

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SEMESTER-IV

**PAPER-IV, STREAM-1
ENGLISH (ELECTIVE)**

Time: 3 Hours

Max. Marks: 100

Instructions for the Paper Setters:-

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

Books Prescribed:-

1. *New Directions* (Part 4-5)
2. *Modern Prose*, G.N.D.U. Amritsar
3. *Dispelling Silence: Short Stories*
4. Transcription of Words

Course Contents:-

The syllabus is divided in four units as mentioned below:

SECTION-A

New Directions (Part 4-5)

SECTION-B

Modern Prose—Essays at serial No. 3, 4,5,7,11,12

SECTION-C

Dispelling Silence – Stories at serial No. 1, 2, 6, 7, 8

SECTION-D

Dispelling Silence – Stories at serial No. 10, 11, 12

Words for Transcription: accommodation, appreciation, capability, civilization, examination, pronunciation, university, terminology, utility, nationality, objectionable, rationality, testimonial, vocabulary, superintendent, satisfactory, rehabilitate, consultation, dictionary, veterinary, espionage, singularity, tranquility, interference, pavilion, superiority.

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SEMESTER-IV

SECTION-A

Two questions will be set from **Section-A** of the syllabus. One essay type question based on the theme, plot, characterization etc would be set carrying eight marks. The second part of the question would carry three short answer questions. Each question would carry four marks. The students would be required to attempt any one of the two sets of questions. (8+3x4=20)

SECTION-B

Two questions will be set from **Section-B** of the syllabus. One essay type question based on the theme, plot, and characterization would be set carrying eight marks. The second part of the question would carry three short answer questions each requiring a brief answer, related to incidents, anecdotes, minor characters, the use of figure of speech, tone and style etc. from the prescribed short stories will be set in the paper. Each question would carry four marks. The students would be required to attempt any one of the two sets of questions. (8+3x4=20)

SECTION-C

Two questions will be set from **Section-C** of the syllabus. One essay type question requiring answer on argument, rhetorical devices, text development strategies, tone, and style etc. from one of the prescribed essays would be set carrying eight marks. The second part of the question would carry three short answer questions based on the exercises in the text book *New Directions*. Each question would carry four marks. The students would be required to attempt any one of the two sets of questions. (8+3x4=20)

SECTION-D

Two questions would be set from **Section-D** of the syllabus. Ten words for transcription (five out of the prescribed list and any other five polysyllabic words) would be set in each question. Each word would carry two marks. The students would be required to attempt any one of the two sets of questions. (10x2=20)

SEMESTER-IV

**PAPER-IV, STREAM-1
PUNJABI (ELECTIVE) ਪੰਜਾਬੀ (ਇਲੈਕਟਿਵ)**

ਸਮਾਂ: ਤਿੰਨ ਘੰਟੇ

ਕੁਲ ਅੰਕ: 100

ਅੰਕ-ਵੰਡ ਅਤੇ ਪਰੀਖਿਅਕ ਲਈ ਹਦਾਇਤਾਂ

1. ਪ੍ਰਸ਼ਨ ਪੱਤਰ ਦੇ ਚਾਰ ਭਾਗ ਹੋਣਗੇ। ਹਰ ਭਾਗ ਵਿੱਚ ਦੋ ਪ੍ਰਸ਼ਨ ਪੁੱਛੇ ਜਾਣਗੇ।
2. ਵਿਦਿਆਰਥੀ ਨੇ ਕੁੱਲ ਪੰਜ ਪ੍ਰਸ਼ਨ ਕਰਨੇ ਹਨ। ਹਰ ਭਾਗ ਵਿੱਚ ਇੱਕ ਪ੍ਰਸ਼ਨ ਲਾਜ਼ਮੀ ਹੈ। ਪੰਜਵਾਂ ਪ੍ਰਸ਼ਨ ਕਿਸੇ ਵੀ ਭਾਗ ਵਿੱਚੋਂ ਕੀਤਾ ਜਾ ਸਕਦਾ ਹੈ।
3. ਹਰੇਕ ਪ੍ਰਸ਼ਨ ਦੇ ਬਰਾਬਰ ਅੰਕ ਹਨ।
4. ਪੇਪਰ ਸੈੱਟ ਕਰਨ ਵਾਲਾ ਜੇਕਰ ਚਾਹੇ ਤਾਂ ਪ੍ਰਸ਼ਨਾਂ ਦੀ ਵੰਡ ਅੱਗੋਂ ਵੱਧ ਤੋਂ ਵੱਧ ਚਾਰ ਉਪ-ਪ੍ਰਸ਼ਨਾਂ ਵਿੱਚ ਕਰ ਸਕਦਾ ਹੈ।

ਪਾਠ-ਕ੍ਰਮ ਅਤੇ ਪਾਠ-ਪੁਸਤਕਾਂ

ਸੈਕਸ਼ਨ- ਏ

ਪੰਜਾਬੀ ਸਾਹਿਤ ਦਾ ਇਤਿਹਾਸ (1701 ਤੋਂ 1900)

(ਸੰਪਾ. ਡਾ. ਰਤਨ ਸਿੰਘ ਜੱਗੀ), ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ, 1992.

(ੳ) ਸਾਹਿਤਕ ਰੂਪਾਂ ਦਾ ਇਤਿਹਾਸ (ਨਿਕਾਸ ਤੇ ਵਿਕਾਸ)

(ਅ) ਸਾਹਿਤਕ ਰੂਪਾਂ ਦੀਆਂ ਧਾਰਾਵਾਂ ਤੇ ਪ੍ਰਵਿਰਤੀਆਂ

ਸੈਕਸ਼ਨ- ਬੀ

ਸਭਿਆਚਾਰ ਅਤੇ ਪੰਜਾਬੀ ਸਭਿਆਚਾਰ (ਨਿਬੰਧ ਸੰਗ੍ਰਹਿ)

(ਸੰਪਾ. ਡਾ. ਰਣਜੀਤ ਸਿੰਘ ਬਾਜਵਾ ਅਤੇ ਪ੍ਰਿੰਸੀਪਲ ਵੀਰ ਸਿੰਘ ਰੰਧਾਵਾ),

ਗੁਰੂ ਨਾਨਕ ਦੇਵ ਯੂਨੀਵਰਸਿਟੀ, ਅੰਮ੍ਰਿਤਸਰ, 2007.

(ਵਿਸ਼ਾ-ਵਸਤੂ/ਸਾਰ/ਵਾਰਤਕ ਸ਼ੈਲੀ)

ਸੈਕਸ਼ਨ- ਸੀ

I. ਦਿੱਤੇ ਪੈਰ੍ਹੇ ਵਿੱਚੋਂ ਸ਼ਬਦ-ਜੋੜਾਂ ਦੀ ਸੁਧਾਈ

II. ਦਿੱਤੇ ਪੈਰ੍ਹੇ ਨੂੰ ਵਿਸ਼ਰਾਮ ਚਿੰਨ੍ਹ ਲਾਉਣੇ

ਸੈਕਸ਼ਨ- ਡੀ

ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਅਤੇ ਗੁਰਮੁਖੀ ਲਿੱਪੀ : ਮੁੱਢਲੀ ਜਾਣਕਾਰੀ

(ੳ) ਪੰਜਾਬੀ ਭਾਸ਼ਾ : ਨਿਕਾਸ ਅਤੇ ਵਿਕਾਸ

(ਅ) ਗੁਰਮੁਖੀ ਲਿੱਪੀ : ਨਿਕਾਸ ਅਤੇ ਵਿਕਾਸ

ਸਹਾਇਕ ਪੁਸਤਕਾਂ

1. ਕਿਰਪਾਲ ਸਿੰਘ ਕਸੇਲ ਤੇ ਪਰਮਿੰਦਰ ਸਿੰਘ, ਪੰਜਾਬੀ ਸਾਹਿਤ ਦੀ ਉਤਪਤੀ ਤੇ ਵਿਕਾਸ, ਲਾਹੌਰ ਬੁੱਕ ਸ਼ਾਪ, ਲੁਧਿਆਣਾ।
2. ਡਾ. ਅਮਰਜੀਤ ਸਿੰਘ, ਪੰਜਾਬੀ ਸਾਹਿਤ ਦਾ ਇਤਿਹਾਸ (ਕਿੱਸਾ ਕਾਲ), ਗੁਰੂ ਨਾਨਕ ਦੇਵ ਯੂਨੀਵਰਸਿਟੀ, ਅੰਮ੍ਰਿਤਸਰ।
3. ਗੁਰਬਖਸ਼ ਸਿੰਘ ਫ਼ਰੈਂਕ, ਸਭਿਆਚਾਰ ਤੇ ਪੰਜਾਬੀ ਸਭਿਆਚਾਰ, ਵਾਰਿਸ ਸ਼ਾਹ ਫਾਉਂਡੇਸ਼ਨ, ਅੰਮ੍ਰਿਤਸਰ।
4. ਜੀਤ ਸਿੰਘ ਜੋਸ਼ੀ, ਸਭਿਆਚਾਰ : ਸਿਧਾਂਤ ਤੇ ਵਿਹਾਰ, ਵਾਰਿਸ ਸ਼ਾਹ ਫਾਉਂਡੇਸ਼ਨ, ਅੰਮ੍ਰਿਤਸਰ।
5. ਬ੍ਰਹਮਜਗਦੀਸ਼ ਸਿੰਘ, ਪੰਜਾਬੀ ਸਭਿਆਚਾਰ : ਸੰਦਰਭਮੂਲਕ ਅਧਿਐਨ, ਵਾਰਿਸ ਸ਼ਾਹ ਫਾਉਂਡੇਸ਼ਨ, ਅੰਮ੍ਰਿਤਸਰ।
6. ਬੂਟਾ ਸਿੰਘ ਬਰਾੜ, ਪੰਜਾਬੀ ਭਾਸ਼ਾ : ਸਰੋਤ ਅਤੇ ਸਰੂਪ, ਵਾਰਿਸ ਸ਼ਾਹ ਫਾਉਂਡੇਸ਼ਨ, ਅੰਮ੍ਰਿਤਸਰ।
7. ਸੁਖਵਿੰਦਰ ਸਿੰਘ ਸੰਘਾ, ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਵਿਗਿਆਨ, ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਅਕਾਦਮੀ, ਜਲੰਧਰ।
8. ਹਰਕੀਰਤ ਸਿੰਘ ਤੇ ਗਿਆਨੀ ਲਾਲ ਸਿੰਘ, ਕਾਲਜ ਪੰਜਾਬੀ ਵਿਆਕਰਣ, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ।
9. ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਬੋਧ, ਕਸਤੂਰੀ ਲਾਲ ਐਂਡ ਸੰਨਜ਼, ਅੰਮ੍ਰਿਤਸਰ।

SEMESTER-IV

**PAPER-IV, STREAM-1
HINDI (ELECTIVE)**

उपन्यास, नाटक : सैद्धांतिकी, व्याकरण तथा भक्तिकाल

समय— 3 घण्टे

पूर्णांक: 100

Instructions for the Paper Setters:-

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

सैक्शन—ए

व्याख्या के लिए निर्धारित कृति

निर्मला : मुंशी प्रेमचन्द, मिस्टर अभिमन्यु: लक्ष्मी नारायण लाल

सैक्शन—बी

मुंशी प्रेमचन्द और लक्ष्मीनारायण लाल का सामान्य परिचय

निर्मला उपन्यास एवं मिस्टर अभिमन्यु नाटक से सम्बन्धित प्रश्न : तात्त्विक समीक्षा, सार, उद्देश्य, चरित्र—चित्रण आदि से सम्बन्धित प्रश्न।

सैद्धांतिकी: उपन्यास तथा नाटक की परिभाषा एवं तत्व

सैक्शन—सी

भक्तिकाल: परिस्थितियां, स्वर्ण युग, काव्यधाराएं , विशेषताएं

सैक्शन—डी

सामान्य प्रचलित मुहावरे तथा लोकोक्तियां : अर्थ और वाक्य प्रयोग

विराम चिह्न, सामान्य प्रचलित समास, कारक (अनुप्रयोग)

सहायक पुस्तकें :

- 1) प्रेमचन्द व्यक्ति और साहित्यकार, मुन्मथनाथगुप्त, इलाहाबाद : सरस्वती प्रेस, 1961
- 2) हिन्दी साहित्य शास्त्र की भूमिका, डॉ. कृष्णवल्लभ जोशी, इलाहाबाद : वसुमती प्रकाशन, 1973
- 3) हिन्दी साहित्य का विकास (भाग-1), आदिकाल एवं भक्तिकाल, डॉ. अविनाश शर्मा, अमृतसर, गुरु नानक देव यूनिवर्सिटी, 2003
- 4) श्रेष्ठ हिन्दी व्याकरण, श्री व्यथित हृदय, दिल्ली : आधुनिक प्रकाशन, 2004

B.A. B.ED. (4 YEARS INTEGRATED DEGREE PROGRAM
(Syllabus for the Batch from Year 2020 to Year 2024))

SEMESTER-IV

**PAPER-IV, STREAM-1
PHILOSOPHY**

**INDUCTIVE LOGIC AND ENVIRONMENTAL ETHICS (OPT. I)
(ONLY FOR REGULAR STUDENTS)**

Lectures to be delivered: 6+4=10 per week

Time: 3 Hours

Pass Marks: 35%

Marks: 100

Theory Marks: 80

Practical Marks: 20

Instructions for the Paper Setters:-

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

SECTION-A

1. Induction: Definition and Characteristics of Induction; Types of Induction (Simple Enumeration, Scientific Induction and Analogy); Difference between Deduction and Induction.
2. Causation: Nature of Cause, Plurality of Causes (Mill), Uniformity of Nature.
3. Hypothesis: Definition, Nature and Conditions of Valid Hypothesis; its uses.

SECTION-B

4. Indian Logic: Definition, Nature and Scope.
5. Anumana in Nyaya Darshan: Meaning, Nature/Characteristics, Kinds, Panca-avayava, Vyapti.
6. Nyaya Syllogism: Difference between Nyaya Syllogism and Aristotelian Syllogism

SECTION-C

7. Environmental Ethics: Definition, Nature, Problems.
8. Ecology: Definition, Scope and its relation to Ethics.
9. Man-Nature Relationship.

SECTION-D

10. Population: Meaning, Population Dynamics, Migration Problem, Causes of Over-Population and Solutions.
11. Pollution: Kinds, Causes and Solutions.
12. Nuclear Threat: Challenges and Solutions.

**B.A. B.ED. (4 YEARS INTEGRATED DEGREE PROGRAM
(Syllabus for the Batch from Year 2020 to Year 2024))**

SEMESTER-IV

Recommended Readings:-

English Books:-

1. Attfield, R., *Environmental Philosophy: Principles and Prospects*, Aldershot, Avebury, 1994.
2. Barlingay, S.S., *A Modern Introduction to Indian Logic*, National Publishing House, Delhi, 1965.
3. Chahal, Surjit Kaur, *Environment and The Moral Life, Towards A New Paradigm*, Ashish Publishing House, New Delhi, 1994.
4. Cohen and Nagel, *Introduction to Logic and Scientific Methods*, Allied Publishers, Bombay, 1976.
5. Dreyer, Oleg, *Ecological Problems of Developing Countries*, Ajanta Publications, Delhi, 1989.
6. Facione, Peter A., *Logic and Logical Thinking, A Modular Approach*, McGraw Hill, New York, 1978.

Punjabi Books:-

1. ਤ੍ਰਿਲੋਚਨ ਸਿੰਘ, ਵਾਤਾਵਰਣ : ਦਰਪੇ ਸਮੱਸਿਆਵਾਂ, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ, 1995.
2. ਨਿਰਾਕਾਰੀ, ਆਰ.ਡੀ., ਉਚੇਰਾ ਤਰਕਸ਼ਾਸਤਰ, ਪਬਲੀਕੇਸ਼ਨ ਬਿਊਰੋ, ਪਟਿਆਲਾ।
3. ਵੀਰ ਸਿੰਘ ਅਤੇ ਹਰਨਾਮ ਸਿੰਘ, ਤਰਕ ਗਿਆਨ ਦੀ ਜਾਣ-ਪਛਾਣ : (ਭਾਗ-2) (ਆਗਮਨ), ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ।

Hindi Books:-

- 1। ਤਿਵਾਰੀ, ਕੇਦਾਰਨਾਥ, ਭਾਰਤੀ ਤਰਕਸ਼ਾਸਤਰ ਪਰਿਚਯ.

B.A. B.ED. (4 YEARS INTEGRATED DEGREE PROGRAM
(Syllabus for the Batch from Year 2020 to Year 2024))

SEMESTER-IV

**PAPER-IV, STREAM-1
PHILOSOPHY**

**INDUCTIVE LOGIC AND SOCIAL PHILOSOPHY (OPT. II)
(ONLY FOR PRIVATE STUDENTS)**

Time: 3 Hours

Max. Marks: 100

Lecture to be delivered: 6 per week

Pass Marks: 35%

Instructions for the Paper Setters:-

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

SECTION-A

1. **Induction:** Definition and Characteristics of Induction; Types of Induction (simple enumeration, scientific induction and analogy); Difference between deduction and induction
2. **Causation:** Nature of Cause, Plurality of Causes (Mill)
3. **Hypothesis:** Nature, Conditions of a Valid Hypothesis, Uses of Hypothesis

SECTION-B

4. **Indian Logic:** Definition, Nature / Characteristics.
5. **Anumana in Nyaya Darshan:** Nature / Characteristics Kinds, Panca-Kavayava, Vyapati
6. **Nyaya Syllogism:** Difference between Nyaya Syllogism and Aristotelian Syllogism

SECTION-C

7. **Major Social Theories:** Marxism and Liberalism
8. Gandhi on Swaraj and Sarvodaya
9. **Social Philosophy in GurSikhi:** Justice and Equality

SECTION-D

10. **Social Problems:** Corruption, Gender Discrimination, Dowry and Divorce
11. **Crime:** Meaning, Nature and Causes of Crime
12. **Punishment:** Theories of Punishment, Issue of Capital Punishment

**B.A. B.ED. (4 YEARS INTEGRATED DEGREE PROGRAM
(Syllabus for the Batch from Year 2020 to Year 2024))**

SEMESTER-IV

Recommended Readings:-

English Books:-

1. Barlingay, S.S., *A Modern Introduction to Indian Logic*, National Publishing House, Delhi, 1965.
2. Cohen and Nagel, *Introduction to Logic and Scientific Methods*, Allied Publishers, Bombay, 1976.
3. Facione, Peter A., *Logic and Logical Thinking, A Modular Approach*, McGraw Hill, New York, 1978.
4. Glyn Richards, *The Philosophy of Gandhi A Study of his Basic Ideas*, Taylor & Francis e-Library, London, 2005.
5. Mackenz, J.S., *An Outline of Social Philosophy*, Allen & Unwin, 1918.
6. Satish Chandre Vidya Bhusan, *History of Indian Logic*. Motilal Banarsidass. Delhi, 2006.

Punjabi Books:-

1. ਅਵਤਾਰ ਸਿੰਘ, ਸ੍ਰੀ ਗੁਰੂ ਗ੍ਰੰਥ ਸਾਹਿਬ : ਸਮਾਜ ਪੱਖੀ ਵਿਫਲਤਾ, ਅੰਤਰਨਾਦ ਪ੍ਰਕਾਸ਼ਨ, ਪਟਿਆਲਾ।
2. ਜੱਜ, ਪਰਮਜੀਤ ਸਿੰਘ, ਸਮਾਜ ਵਿਗਿਆਨ ਦ੍ਰਿਸ਼ਟੀਕੋਣ ਤੇ ਸਿਧਾਂਤ, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ।
3. ਨਿਰਾਕਾਰੀ, ਆਰ.ਡੀ., ਉਚੇਰਾ ਤਰਕਸ਼ਾਸਤਰ, ਪਬਲੀਕੇਸ਼ਨ ਬਿਊਰੋ, ਪਟਿਆਲਾ।
4. ਵੀਰ ਸਿੰਘ ਅਤੇ ਹਰਨਾਮ ਸਿੰਘ, ਤਰਕ ਗਿਆਨ ਦੀ ਜਾਣ-ਪਛਾਣ : (ਭਾਗ-2) (ਆਗਮਨ), ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ।
5. ਬਰਮਾ, ਨਰਪਿੰਦਰ, ਸਮਾਜ, ਸਮਾਜੀਕਰਨ ਤੇ ਸਮਾਜ ਵਿਗਿਆਨ, ਉਡਾਨ ਪਬਲੀਕੇਸ਼ਨ, ਮਾਨਸਾ।

Hindi Books:-

1. ਹਰੀ ਸਿੰਘ, ਸਮਾਜ ਦਰਸ਼ਨ ਕੀ ਰੂਪਰੇਖਾ।
2. ਪਾਂਡੇ, ਐਸ.ਐਲ., ਸਮਾਜ ਦਰਸ਼ਨ ਕੀ ਏਕ ਪ੍ਰਣਾਲੀ।
3. ਤਿਵਾਰੀ, ਕੇਦਾਰਨਾਥ, ਭਾਰਤੀ ਤਰਕਸ਼ਾਸਤਰ ਪਰਿਚਯ।

B.A. B.ED. (4 YEARS INTEGRATED DEGREE PROGRAM)
(Syllabus for the Batch from Year 2020 to Year 2024)

SEMESTER-IV

**PAPER-IV, STREAM-1
PSYCHOLOGY**

**EXPERIMENTAL PSYCHOLOGY
(THEORY)**

Time: 3 Hours

**Pass Marks: 35% of the subject
(Theory and Practical Separately)**

Max. Marks: 100

Theory Marks: 75

Practical Marks: 25

Instructions for the Paper Setters:-

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

SECTION-A

Attention, Sensation and Perception:

Attention: Concept and Nature of Attention, Characteristics of Attention

Sensation: Theories of Colour Vision (Young-Helmholtz, Opponent-Process & Evolutionary), Theories of Hearing, Cutaneous, Olfactory and Gustatory Sensations

Perception: Concept, Nature and factors affecting perception, Approaches to Perception (Gestalt and Behaviouristic), Perception of Form, Shape, Depth and Distance, Perceptual Constancy

SECTION-B

Memory and Forgetting:

Memory: Concept and Nature, Encoding, Storage, Retrieval, Types of Memory

Mneumonics: An Introduction to the concept of Mneumonics, Constructive memory, Implicit memory & Eyewitness memory. Methods of Retention

Forgetting: Concept and Nature, Factors affecting Forgetting, Theories of Forgetting (Decay, Interference and Retrieval failure)

SECTION-C

Thinking, Problem Solving and Concept Formation:

Thinking and Problem Solving: Nature and Types of Thinking. Nature of Problem Solving, Stages of Problem Solving, Factors, Role of Set in Problem Solving

Concept Formation: Nature, Types and Processes

SECTION-D

Correlation: Concept, Types of Correlation, Nature and Characteristics, Rank Order and Product Moment Methods (Numericals for Individual data), t-test

References:-

1. D. Amato, M.H.R. (2001): Experimental Psychology, Tata McGraw Hill, New Delhi.
2. Garrett, H.E. and Woodworth, R.S. (1969): Statistics in Psychology and Education. Vikils, Feffer and Simons Pvt. Ltd.
3. Kerlinger, P.N. (1988): Foundation of Behavioural Research, Surjeet Publications, New Delhi.
4. Postman, L. and Egan. J.P.: Experimental Psychology, Harper and Row, New York.
5. Schiffman, H.R. (1982): Sensation and Perceptions, John Willey and Sons.
6. Woodworth, R.S. and Schlosberg, H. (1954): Experimental Psychology, Holt, Rinehart and Winston, Inc.
7. Solso, R.L. (2007): Experimental Psychology: A Case Approach Pearson Education, New Delhi.
8. Sternberg, R.J. (2007): Cognitive Psychology, Thomson Wads Worth.

B.A. B.ED. (4 YEARS INTEGRATED DEGREE PROGRAM
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SEMESTER-IV

**PAPER-IV, STREAM-1
PSYCHOLOGY**

(PRACTICAL)

Marks: 25

Instructions for the Practical Examination:

Students are supposed to perform five practicals out of 6 mentioned in the syllabus. Practical examination will be of 3 hours duration. External examiner will conduct the practical examination. The students will perform one practical in the exam carrying 25 marks. Evaluation of the practical would be done on the basis of write-up of file book (5 Marks), performance and viva-voce (20 Marks) relating to the practicals. In case students have not completed 5 practicals, the examiner will deduct marks at the rate of 5 for each left practical out of total evaluation of the student. No reappear will be allowed in the practical examination. Fail in the practical will be considered fail overall in the subject.

Five Practical have to be performed out of the following:

1. Role of Set in Perception
2. Span of Attention/Division of Attention.
3. Muller-Lyer Illusion
4. Problem-Solving
5. Recall Vs Recognition Method
6. Concept formation.
7. Immediate Memory Span

B.A. B.ED. (4 YEARS INTEGRATED DEGREE PROGRAM
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SEMESTER-IV

**PAPER-IV, STREAM-1
SOCIOLOGY**

SOCIAL CHANGE IN INDIA

Time: 3 Hours

Marks: 100

Instructions for the Paper Setters:-

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

SECTION-A

- a) **Social Change:** Meaning and Forms: Evolution, Revolution, Progress and Development.

SECTION-B

- b) **Factors of Social Change:** Demographic, Education, Industrialization, Legislation, Urbanization.

SECTION-C

- a) **Processes of Change:** Sanskritization, Westernization, Modernization, Secularization, Globalization.

SECTION-D

- b) **Challenges of Social Change:** Dowry, Domestic Violence, Divorce, Problems of elderly, Female foeticide.

Books Recommended:-

1. Ahuja, Ram: *Social Problems*, Rawat Publishers, New Delhi, 1992.
2. Abraham, M. Francis: *Contemporary Sociology*, Oxford University, New Delhi, 2006.
3. Gill, S.S.: *The Pathology of Corruption*, Harper Collin Publishers, New Delhi, 1998.
4. Kapila, S: *A Textbook of Sociology*, Part-I & II, New Academic House, Jalandhar, 1990-91.
5. Kuppaswamy, B.: *Social Change in India*, Vikas, Delhi, 1975.
6. Macionis, John.J and Ken Plumer. 2014, *Sociology: A Global Introduction*. London: Pearson.
7. Maclver, R.M. & Page, Charles H.: *Society, An Introductory Analysis*, Macmillan, London, 1974.
8. Srinivas, M.N.: *Social Change in Modern India*, Orient Longman, Bombay, 1972.

B.A. B.ED. (4 YEARS INTEGRATED DEGREE PROGRAM
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SEMESTER-IV

**PAPER-V & VI, STREAM-2
MATHEMATICS**

PAPER-I: STATICS AND VECTOR CALCULUS

Time: 3 Hours

Marks: 50

Instructions for the Paper Setters:-

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

SECTION-A

Composition and resolution of forces (parallelogram law, triangle law, polygon law, Lami's Theorem, λ - μ) theorem, Resultant of a number of coplanar forces, parallel forces. Moments, Varignon's theorem of moments, Couples, Resultant of two Coplanar Couples, Equilibrium of two coplanar couples, Resultant of a force and a couple. Equilibrium of coplanar forces.

SECTION-B

Friction, Laws of friction, Equilibrium of a particle on a rough plane. Centre of Gravity: Centre of gravity of a rod, triangular lamina, solid hemisphere, hollow hemisphere, solid cone and hollow cone.

SECTION-C

Vector differentiation, Gradient, divergence and curl operators, line integrals, Vector identity, Vector integration.

SECTION-D

Theorems of Gauss, Green, Stokes and problems based on these.

Books Recommended:

1. S.L. Loney: Statics, Macmillan and Company, London.
2. R.S. Verma: A Text Book on Statics, Optical Pvt. Ltd., Allahabad.
3. Spiegel, M.R.: Introduction to Vector Calculus and Tensor.
4. Spiegel, M.R.: Vector Analysis.

SEMESTER-IV

**PAPER-V & VI, STREAM-2
MATHEMATICS**

PAPER-II: SOLID GEOMETRY

Time: 3 Hours

Marks: 50

Instructions for the Paper Setters:-

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

SECTION-A

Cylinder as surface generated by a line moving parallel to a fixed line and through fixed curve. Different kinds of cylinders such as right circular, elliptic, hyperbolic and parabolic in standard forms

SECTION-B

Cone with a vertex at the origin as the graph of homogeneous equation of second degree in x, y, z . Cone as a surface generated by a line passing through a fixed curve and fixed point outside the plane of the curve, right circular and elliptic cones.

SECTION-C

Equation of surface of revolution obtained by rotating the curve $f(x, y) = 0$ about the z -axis in the form of $f(x^2 + y^2, z) = 0$. Equation of ellipsoid, hyperboloid and paraboloid in standard forms.

SECTION-D

Surfaces represented by general equation of 2nd degree $S = 0$. Tangent lines, tangent planes and Normal plane.

Books Recommended:-

1. Narayan, S.: Analytical Solid Geometry, Sultan Chand & Sons (2005).
2. Kreyszig, E.: Advanced Engineering Mathematics.

B.A. B.ED. (4 YEARS INTEGRATED DEGREE PROGRAM
(Syllabus for the Batch from Year 2020 to Year 2024))

SEMESTER-IV

**PAPER-V & VI, STREAM-2
COMPUTER SCIENCE**

**DATA STRUCTURES & PROGRAMMING LANGUAGE USING C++
(THEORY)**

Time: 3 Hours
4 Hours/week

Max. Marks: 100
Theory Marks: 75
Practical Marks: 25

Instructions for the Paper Setters:-

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

SECTION-A

Data Structure: Introduction to elementary Data Organization, Common Operation on Data Structures, Algorithm Complexity, Big O Notation, Time-Space Trade off between Algorithm.

Arrays: Array Defined, Representing Arrays in memory, Various operations on Linear arrays, Multi Dimensional arrays.

Linked Lists: Types of Linked Lists, representing linked list in memory, advantages of using linked lists over arrays, Various operations of linked lists.

SECTION-B

Stacks: Description of STACK structure, Implementation of stack, using arrays and linked lists, application of stack-converting Arithmetic expression from infix notational to polish and their subsequent evaluation, quicksort technique to sort an array.

Queues: Description of queue structure, Implementation of queue using arrays and linked lists, description or priorities of queues, dequeues.

SECTION-C

Sorting and Searching: Sorting Algorithms, bubble sort, selection sort, insertion sort, quick sort, merge sort, heap sort, searching Algorithms, linear search and binary search.

SECTION-D

Object Oriented Programming: Objects & Classes, Constructor & Destructor, Operator Overloading, Overloading unary operators, Overloading binary operators, Data conversion, Pitfalls of operator overloading and conversion, Inheritance, Derived class and base, Derived class constructor. Overloading member functions, Inheritance in the English distance class, class hierarchies, Public & Private inheritance, Level of inheritance, Polymorphism, problems with single inheritance, multiple inheritance

References:

1. Seymour Lischutz, *Theory and Problems of Data Structures*.
2. *Schaum's Outline Series*, McGraw Hill Company.
3. Tanenbaum, *Data Structure Using C++*

**B.A. B.ED. (4 YEARS INTEGRATED DEGREE PROGRAM
(Syllabus for the Batch from Year 2020 to Year 2024))**

SEMESTER-IV

**PAPER-V & VI, STREAM-2
COMPUTER SCIENCE**

**DATA STRUCTURES & PROGRAMMING LANGUAGE USING C++ LAB
(PRACTICAL)**

2 Hours/week

Marks: 25

Practical based on Data Structures & Programming Language Using C++

B.A. B.ED. (4 YEARS INTEGRATED DEGREE PROGRAM)
(Syllabus for the Batch from Year 2020 to Year 2024)

SEMESTER-IV

**PAPER-V & VI, STREAM-2
ECONOMICS**

INTERNATIONAL ECONOMICS AND PUBLIC FINANCE

Time: 3 Hours

Max. Marks: 100

Instructions for the Paper Setters:-

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

SECTION-A

International Trade: Internal and External Trade. Classical and Heckscher. Ohlin Theories, Gains from Trade, Terms of Trade, (gross, net and income terms of trade). Trade and economic development.

Commercial Policy: Free trade vs. protection, rationale of a protectionist policy in less developed area. GATT & WTO (Introductory).

SECTION-B

Balance of Payments: Meaning and components of balance of payments, Methods for correcting adverse balance of payments, devaluation and direct control.

Rate of Exchange: Meaning and determination, Fixed and flexible exchange rates.

SECTION-C

Public Finance : Nature, scope importance.

Public Expenditure: Meaning, principles, importance, effect of public expenditure on production and distribution.

SECTION-D

Taxes: Meaning, classification, features of a good taxation system, canons of taxation, incidence and impact of taxation.

Public Debt: Meaning, objectives, importance, its burden.

Recommended Texts:-

1. Sodersten, B.O.: International Economics, Macmillan, London, 1980.
2. Salvatore, B.: International Economics (1990), Macmillan Publishing Company, New York, 1975.
3. Maclean and: International Institutions in Trade Snowdown and Finance (1981).
4. Aggarwal, M.R.: International Institutions and Development in Developing Countries, Deep & Deep Publications, New Delhi, 2001.
5. Musgrave, R.A.: Theory of Public Finance.
6. Taylorm Philip: The Economics of Public Finance.
7. Buchanan, J.M.: The Public Finance.
8. Baltin, H.: Public Finance.
9. Herber, B.P.: Modern Public Finance.

B.A. B.ED. (4 YEARS INTEGRATED DEGREE PROGRAM
(Syllabus for the Batch from Year 2020 to Year 2024))

SEMESTER-IV

**PAPER-V & VI, STREAM-3
HISTORY**

HISTORY OF THE PUNJAB (AD 1469-1799)

Time: 3 Hours

Max. Marks: 100

Instructions for the Paper Setters:-

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

SECTION-A

1. **Sources:** Geographical and Physical features, Historical literature in Persian and Punjabi; Religious literature; Administrative records and documents; European travellers' accounts, Non-literary sources: numismatics and paintings; **Socio-Religious condition of the Punjab around 1500 A.D.:** The Sunnis; the Shias; the Sufis, the Brahmans; the Jogis; the Vaishnava bhakti and the saints.
2. **Foundation of Sikh Panth: Guru Nanak Dev and his Teachings:** Early life, Conception of God, Importance of the Guru, Insistence on right conduct and earnest profession; Institution of community kitchen (Langer) and Congregational worship (sangat), Succession to Guruship.

SECTION-B

3. **Development of the Sikh Panth: Guru Angad Dev to Guru Arjan Dev:** Increasing number of sangats: Sikh ceremonies; the Manji and Masand system, The founding of the sacred places, The Harimandir. Compilation of the Adi Granth.
4. **Transformation of the Sikh Panth: Guru Hargobind to Guru Tegh Bahadur:** Martyrdom of Guru Arjan Dev and Guru Hargobind's response; Armed conflict with the state; Circumstances leading to the accession and martyrdom of Guru Tegh Bahadur.

SECTION-C

5. **Creation of Khalsa:** Meaning; Circumstances leading to the creation of the Khalsa (1699); New Social order; Conflict with the Hill chiefs and Mughal administrators; Legacy.
6. **Banda Bahadur:** Early life of Banda Bahadur and his meeting with Guru Gobind Singh; His political activities upto the conquest of Sarhind; Establishment of an independent rule; Imperial campaign against Banda.

B.A. B.ED. (4 YEARS INTEGRATED DEGREE PROGRAM)
(Syllabus for the Batch from Year 2020 to Year 2024)

SEMESTER-IV

SECTION-D

7. **Political Struggle (1716-48):** Position of the Sikhs; Repression and conciliation by the Mughal governors, Abdus Samad Khan and Zakaria Khan (1716-1745), Ghallughara, Sikh-Afghan struggle (1752-65); Occupation of Lahore, the striking of the coin; Causes of Sikh success against the Mughals and Afghans; **Leading Sardars and Territories:** Nawab Kapur Singh; Jassa Singh Ahluwalia; Bhangis; Jassa Singh Ramgarhia; Charat Singh and Mahan Singh; Jai Singh Kanhaya; Ala Singh.
8. **Political Organisations of the Sikhs in the 18th Century:** Rakhi; Dal Khalsa; Gurmata, Misl. Emergence of new rulers and their military resources; Administrative arrangements; Land revenue; Administrative of Justice.

Suggested Reading:-

1. Grewal J.S., *From Guru Nanak to Maharaja Ranjit Singh*, G.N.D. University, Amritsar, 1982.
2. _____, *The New Cambridge History of India: The Sikhs of the Punjab*, CUP, New Delhi, 1990.
3. _____, *Guru Nanak in History*, Panjab University, Chandigarh, 1969.
4. Khushwant Singh, *A History of the Sikhs, Vol. I (1469-1839)*, OUP, Delhi, 1977.
5. McLeod, W.H., *Guru Nanak and the Sikh Religion*, OUP, Delhi, 1968.
6. Teja Singh and Ganda Singh, *A Short History of the Sikhs Vol. (1469-1765)*, Patiala 1983
7. Banerjee, I.B. *Evolution of the Khalsa, 2 Vols.*, A. Mukherjee & Co., Calcutta, 1979.
8. Grewal, J.S. and S. S. Bal, *Guru Gobind Singh*, Panjab University, Chandigarh, 1987.
9. _____, and Indu Banga, *The Khalsa Over 300 Years*, Manohar, New Delhi, 1999.
10. Harbans Singh (ed), *The Encyclopedia of Sikhism*, 4 Vols., Punjabi University, Patiala 1992.
11. McLeod, W.H. *Evolution of the Sikh Community*, OUP, Delhi, 1970.
12. _____, *Historical Dictionary of Sikhism*, OUP, New Delhi, 2002.

B.A. B.ED. (4 YEARS INTEGRATED DEGREE PROGRAM)
(Syllabus for the Batch from Year 2020 to Year 2024)

SEMESTER-IV

**PAPER-V & VI, STREAM-3
GEOGRAPHY**

**GEOGRAPHY OF PUNJAB
(THEORY)**

Time: 3 Hours

Max. Marks: 100

Theory Marks: 70

Practical Marks: 30

Instructions for the Paper Setters:-

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

Objective:

1. To understand the regional setting of Punjab State in detail through physical and political maps.
2. To examine the pattern of select population characteristics.
3. To study the distribution of major crops, industries and transport links in the state.
4. To understand the intra regional variations in the select aspects.

SECTION-A

Location, Evolution of the State, Administrative Divisions. Relief, Drainage, Climate, Soils, Vegetation, Mineral and Power Resources.

SECTION-B

Population: Numbers, distribution, density, growth (birth rate, death rate and migration), religious composition, urbanization.

Agriculture: Main characteristics including green revolution, irrigation, main crops (wheat, rice, cotton, sugarcane) and their distribution, agricultural marketing, livestock and dairying, problems of agriculture.

SECTION-C

Industries: Main characteristics, distribution pattern of major industries (cotton textile, sugar, hosiery, engineering) industrial concentration, problems of industrialization.

Transport and Trade: Road, rail and their transport; Inter-State trade.

SECTION-D

Regional Geography of Majha, Doaba, Malwa and major characteristics of each region.

B.A. B.ED. (4 YEARS INTEGRATED DEGREE PROGRAM
(Syllabus for the Batch from Year 2020 to Year 2024))

SEMESTER-IV

Books Recommended:-

Essential Readings:-

1. Mankoo, Darshan S.: Geography of Punjab, Kalyani Publication, Ludhiana, **2009**.
2. Mavi, H.S. & Tiwana, D.S.: Geography of Punjab, National Book Trust, Delhi, 1993.
3. Singh, Malkit: Geography of Punjab, Reshmeet. Publications, Jalandhar, **2010**.

Further Readings:-

1. Census of India: Punjab: Census Atlas, Vol. XIII, No. IX, 1996.
2. Deshpande, C.D.: India: A Regional Interpretation, Northern Book Centre, New Delhi, 1992.
3. Gosal G.S. & Gopal Krishan: Regional Disparities in Levels of Socio-Economic Development in Punjab, Vishal Publications, Kurukshetra, 1984.
4. Gupta, S.P.: The Punjab: An Overview, Ess Pee Publications, Chandigarh, 2005.
5. Singh, Pritam: Punjab Economy: The Emerging Pattern, Enkay Publishers, New Delhi, 1995.
6. Singh, R.L., (Ed.): India: A Regional Geography, National Geographical Society of India, 1990, reprint.
7. Spate O.H.K. & Learmonth, A.T.A.: India and Pakistan: A General and Regional Geography. Methuen, London, Latest Edition.

**B.A. B.ED. (4 YEARS INTEGRATED DEGREE PROGRAM
(Syllabus for the Batch from Year 2020 to Year 2024))**

SEMESTER-IV

**PAPER-V & VI, STREAM-3
GEOGRAPHY**

**MAPWORK AND PRACTICAL GEOGRAPHY
(PRACTICAL)**

Time: 3 Hours

Written Paper of 3 Hours: 15 Marks

Practical Record (File): 08 Marks

Viva: 07 Marks

Total Marks: 30

Objective:

1. To apprise the students with symbolization of different types of geographical data and depiction of various spatial data.
2. To provide training in application of various graphical methods of depicting geographic data.
3. To train the students to interpret the topographical sheets at different scales course Content.

Course Contents:

SECTION-A

Construction and Significance of the following:

- b) Columnar Diagrams: Simple, superimposed, composite.
- c) Graphs: Line graphs, climograph, hythergraph, erograph, wind rose.

SECTION-B

Topographical Maps: Significance of topographical maps in geographical studies. Study and Interpretation of topographical Maps of India (two sheets: one representing a hilly/mountainous tract and the other a plain tract).

Basic Introduction to Remote Sensing and GIS (Geographical Information System).

Note:

1. A compulsory question containing 10 short answer type questions will be set covering the whole syllabus. The students will attempt 6 short answer type questions in about 25–30 words each. Each short answer type question will carry ½ mark (Total 3 marks).
2. The whole syllabus will be divided into 2 sections. Eight questions will be set out of the whole syllabus, four from each section. The students will be required to attempt two questions from each section. Each question will carry 3 marks. These will be in addition to the compulsory question at serial number 1. (Total 12 marks)
3. Evaluation of Practical Record will be done at the time of viva-voice examination.
4. A minimum of 16 sheet are to be prepared by each student.
5. In case, the candidate has applied for improvement, he/she should be required to make a fresh practical note book.
6. For practical classes, the number of students in one group shall not exceed fifteen.

B.A. B.ED. (4 YEARS INTEGRATED DEGREE PROGRAM
(Syllabus for the Batch from Year 2020 to Year 2024))

SEMESTER-IV

Books Recommended:-

Essential Readings:-

1. Khullar, D.R.: Essentials of Practical Geography, New Academic Publishing Co., Mai Hiran Gate, Jalandhar, 2016.
2. Robinson, A.H.: Elements of Cartography, John Wiley, New York, 1995.
3. Singh, Gopal: Mapwork & Practical Geography, Vikas Publishing House Pvt. Ltd., New Delhi, 1995.
4. Singh, R.L. & Singh Raghunandan: Mapwork and Practical Geography, Central Book Depot, Allahabad, 1993.

Further Readings:-

1. Birch, T.W.: Maps Topographical & Statistical; Clarendon Press, Oxford, 1949.
2. Garnett, A.: Geographical Interpretation of Topographical Maps, George Harrap & Co., London, 1953.
3. Monkhouse, F.J.: Maps and Diagrams, Methuen & Co., London, 1994 (reprint).

B.A. B.ED. (4 YEARS INTEGRATED DEGREE PROGRAM
(Syllabus for the Batch from Year 2020 to Year 2024))

SEMESTER-IV

**PAPER-V & VI, STREAM-3
POLITICAL SCIENCE**

INDIAN POLITICAL SYSTEM

Time: 3 Hours

Max. Marks: 100

Instructions for the Paper Setters:-

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

SECTION-A

1. Nature of Party System in India: A Critical Evaluation.
2. National Political Parties (Indian National Congress – BJP, CPI, CPI (M), their organisation, Ideologies and electoral performance.
3. Regional Political Parties (SAD, and DMK,): Their Organisation, Ideologies and Electoral Performance.

SECTION-B

1. The Election Commission: Powers, functions, and Electoral Reforms.
2. **Determinants of Voting Behaviour**
3. **Electoral Reforms in India**

SECTION-C

1. **Caste and Religion in Indian Politics.**
2. Regionalism and Indian politics.
3. Emerging trends in Indian Politics.

SECTION-D

1. Basic principles and determinants of Indian Foreign Policy.
2. Policy of Non-alignment and its relevance in contemporary world.
3. **Impact of Globalization on Indian Politics.**

Books Recommended:-

1. G. Austin, *The Indian Constitution: Corner Stone of a Nation*, Oxford, Oxford University Press, 1966.
2. G. Austin, *Working of a Democratic Constitution: The Indian Experience*, Oxford University Press, 2000, Delhi.
3. D.D. Basu, *An Introduction to the Constitution of India*, New Delhi, Prentice Hall, 2008.
4. C.P. Bambhari, *The Indian State Fifty Years*, New Delhi, Sipra, 1997.
5. P. Brass, *Politics of India Since Independence*, Hyderabad, Orient Longman, 1990.
6. P. Brass, *Caste, Faction and Parties in Indian Politics*, Vol. II, Delhi, Chanakya Publications 1984-1985.
7. P. Brass, *Ethnic Groups and the State*, London, Croom, Helm, 1995.

B.A. B.ED. (4 YEARS INTEGRATED DEGREE PROGRAM
(Syllabus for the Batch from Year 2020 to Year 2024))

SEMESTER-IV

8. P. Brass, *Language, Religion and Politics in North Indian*, London, Cambridge University Press, 1974.
9. B.L. Fadia, *State Politics in India*, Vol. II, New Delhi, Radiant Publishers, 1984.
10. F.R. Frankel, *India's Political Economy 1947-1977, The Gradual Revolution*, Oxford, Oxford University Press, 1978.
11. R. Kothari, *State against Democracy: In Search of Human Governance*, Delhi, Ajanta, 1988.
12. R. Kothari, *Politics in India*, New Delhi, Orient Longman, 1970.
13. R. Kothari, *Party System and Election Studies*, Bombay, Asia Publishing House, 1967.
14. I. Narain (ed.), *State Politics in India*, Meerut, Meenakshi Parkashan, 1967.
15. M.V. Pylee, *Constitutional Government in India*, Bombay, Asia Publishing House, 1977.
16. M.V. Pylee, *An Introduction to the Consutitution of India*, New Delhi, Vikas, 1998.
17. S.P. Verma and C.P. Bhambari (ed.), *Election and Political Consciousness in India*, Meerut, Meenakshi Parkashan, 1967.
18. B.L. Fadia, *Indian Government and Politics*, Agra, Sahitya Bhavan Publications, 2008.
19. A.S. Narang, *Indian Government and Politics*, New Delhi, Gitanjali, 1999.
20. *Indian Journal of Political Sciences*
21. *Punjab Journal of Politics*
22. Seminar
23. Lloyd I. Rudolph and Susanne Hoeba Rudolph, *Explaining Indian Democracy: A Fifty-Year Perspective, 1956-2006*, Vol. I, II, III, New Delhi, OUP, 2008.
24. Francine Frankel, *India's Political Economy: 1947-2004*, New Delhi, OUP, 2006.
25. Zoya Hasan, *Parties and Party Politics in India*, Sage, 2012
26. M. Laxmi Kanth, *Indian Polity*, Tata Mcgraw, 2012
27. V. Krishna Ananth, *India Since Independence: Making Sense of Politics*, Pearson, 2011.
28. Bipin Chandra, *India since Independence*, Benjamin, 2007.

B.A. B.ED. (4 YEARS INTEGRATED DEGREE PROGRAM)
(Syllabus for the Batch from Year 2020 to Year 2024)

SEMESTER-IV

**PAPER-V & VI, STREAM-3
ECONOMICS**

INTERNATIONAL ECONOMICS AND PUBLIC FINANCE

Time: 3 Hours

Max. Marks: 100

Instructions for the Paper Setters:-

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

SECTION-A

International Trade: Internal and External Trade. Classical and Heckscher. Ohlin Theories, Gains from Trade, Terms of Trade, (gross, net and income terms of trade). Trade and economic development.

Commercial Policy: Free trade vs. protection, rationale of a protectionist policy in less developed area. GATT & WTO (Introductory).

SECTION-B

Balance of Payments: Meaning and components of balance of payments, Methods for correcting adverse balance of payments, devaluation and direct control.

Rate of Exchange: Meaning and determination, Fixed and flexible exchange rates.

SECTION-C

Public Finance : Nature, scope importance.

Public Expenditure: Meaning, principles, importance, effect of public expenditure on production and distribution.

SECTION-D

Taxes: Meaning, classification, features of a good taxation system, canons of taxation, incidence and impact of taxation.

Public Debt: Meaning, objectives, importance, its burden.

Recommended Texts:-

1. Sodersten, B.O.: International Economics, Macmillan, London, 1980.
2. Salvatore, B.: International Economics (1990), Macmillan Publishing Company, New York, 1975.
3. Maclean and: International Institutions in Trade Snowdown and Finance (1981).
4. Aggarwal, M.R.: International Institutions and Development in Developing Countries, Deep & Deep Publications, New Delhi, 2001.
5. Musgrave, R.A.: Theory of Public Finance.
6. Taylorm Philip: The Economics of Public Finance.
7. Buchanan, J.M.: The Public Finance.
8. Baltin, H.: Public Finance.
9. Herber, B.P.: Modern Public Finance.

B.A. B.ED. (4 YEARS INTEGRATED DEGREE PROGRAM
(Syllabus for the Batch from Year 2020 to Year 2024))

SEMESTER-IV

**PAPER-V & VI, STREAM-4
PHILOSOPHY**

**INDUCTIVE LOGIC AND ENVIRONMENTAL ETHICS (OPT. I)
(ONLY FOR REGULAR STUDENTS)**

Lectures to be delivered: 6+4=10 per week

Time: 3 Hours

Pass Marks: 35%

Marks: 100

Theory Marks: 80

Practical Marks: 20

Instructions for the Paper Setters:-

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

SECTION-A

1. Induction: Definition and Characteristics of Induction; Types of Induction (Simple Enumeration, Scientific Induction and Analogy); Difference between Deduction and Induction.
2. Causation: Nature of Cause, Plurality of Causes (Mill), Uniformity of Nature.
3. Hypothesis: Definition, Nature and Conditions of Valid Hypothesis; its uses.

SECTION-B

1. Indian Logic: Definition, Nature and Scope.
2. Anumana in Nyaya Darshan: Meaning, Nature/Characteristics, Kinds, Panca-avayava, Vyapti.
3. Nyaya Syllogism: Difference between Nyaya Syllogism and Aristotelian Syllogism

SECTION-C

1. Environmental Ethics: Definition, Nature, Problems.
2. Ecology: Definition, Scope and its relation to Ethics.
3. Man-Nature Relationship.

SECTION-D

1. Population: Meaning, Population Dynamics, Migration Problem, Causes of Over-Population and Solutions.
2. Pollution: Kinds, Causes and Solutions.
3. Nuclear Threat: Challenges and Solutions.

B.A. B.ED. (4 YEARS INTEGRATED DEGREE PROGRAM
(Syllabus for the Batch from Year 2020 to Year 2024))

SEMESTER-IV

Recommended Readings:-

English Books:-

1. Attfield, R., *Environmental Philosophy: Principles and Prospects*, Aldershot, Avebury, 1994.
2. Barlingay, S.S., *A Modern Introduction to Indian Logic*, National Publishing House, Delhi, 1965.
3. Chahal, Surjit Kaur, *Environment and The Moral Life, Towards A New Paradigm*, Ashish Publishing House, New Delhi, 1994.
4. Cohen and Nagel, *Introduction to Logic and Scientific Methods*, Allied Publishers, Bombay, 1976.
5. Dreyer, Oleg, *Ecological Problems of Developing Countries*, Ajanta Publications, Delhi, 1989.
6. Facione, Peter A., *Logic and Logical Thinking, A Modular Approach*, McGraw Hill, New York, 1978.

Punjabi Books:-

1. ਤ੍ਰਿਲੋਚਨ ਸਿੰਘ, ਵਾਤਾਵਰਣ : ਦਰਪੁ ਸਮੱਸਿਆਵਾਂ, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ, 1995.
2. ਨਿਰਾਕਾਰੀ, ਆਰ.ਡੀ., ਉਚੇਰਾ ਤਰਕਸ਼ਾਸਤਰ, ਪਬਲੀਕੇਸ਼ਨ ਬਿਊਰੋ, ਪਟਿਆਲਾ।
3. ਵੀਰ ਸਿੰਘ ਅਤੇ ਹਰਨਾਮ ਸਿੰਘ, ਤਰਕ ਗਿਆਨ ਦੀ ਜਾਣ-ਪਛਾਣ : (ਭਾਗ-2) (ਆਗਮਨ), ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ।

Hindi Books:-

- 1। ਤਿਵਾਰੀ, ਕੇਦਾਰਨਾਥ, ਭਾਰਤੀ ਤਰਕਸ਼ਾਸਤਰ ਪਰਿਚਯ.

B.A. B.ED. (4 YEARS INTEGRATED DEGREE PROGRAM
(Syllabus for the Batch from Year 2020 to Year 2024))

SEMESTER-IV

**PAPER-V & VI, STREAM-4
PHILOSOPHY**

**INDUCTIVE LOGIC AND SOCIAL PHILOSOPHY (OPT. II)
(ONLY FOR PRIVATE STUDENTS)**

Time: 3 Hours

Max. Marks: 100

Lecture to be delivered: 6 per week

Pass Marks: 35%

Instructions for the Paper Setters:-

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

SECTION-A

1. **Induction:** Definition and Characteristics of Induction; Types of Induction (simple enumeration, scientific induction and analogy); Difference between deduction and induction
2. **Causation:** Nature of Cause, Plurality of Causes (Mill)
3. **Hypothesis:** Nature, Conditions of a Valid Hypothesis, Uses of Hypothesis

SECTION-B

1. **Indian Logic:** Definition, Nature / Characteristics.
2. **Anumana in Nyaya Darshan:** Nature / Characteristics Kinds, Panca-Kavayava, Vyapati
3. **Nyaya Syllogism:** Difference between Nyaya Syllogism and Aristotelian Syllogism

SECTION-C

1. **Major Social Theories:** Marxism and Liberalism
2. Gandhi on Swaraj and Sarvodaya
3. **Social Philosophy in GurSikhi:** Justice and Equality

SECTION-D

1. **Social Problems:** Corruption, Gender Discrimination, Dowry and Divorce
2. **Crime:** Meaning, Nature and Causes of Crime
3. **Punishment:** Theories of Punishment, Issue of Capital Punishment

**B.A. B.ED. (4 YEARS INTEGRATED DEGREE PROGRAM
(Syllabus for the Batch from Year 2020 to Year 2024))**

SEMESTER-IV

Recommended Readings:-

English Books:-

1. Barlingay, S.S., *A Modern Introduction to Indian Logic*, National Publishing House, Delhi, 1965.
2. Cohen and Nagel, *Introduction to Logic and Scientific Methods*, Allied Publishers, Bombay, 1976.
3. Facione, Peter A., *Logic and Logical Thinking, A Modular Approach*, McGraw Hill, New York, 1978.
4. Glyn Richards, *The Philosophy of Gandhi A Study of his Basic Ideas*, Taylor & Francis e-Library, London, 2005.
5. Mackenz, J.S., *An Outline of Social Philosophy*, Allen & Unwin, 1918.
6. Satish Chandre Vidya Bhusan, *History of Indian Logic*. Motilal Banarsidass. Delhi, 2006.

Punjabi Books:-

1. ਅਵਤਾਰ ਸਿੰਘ, ਸ੍ਰੀ ਗੁਰੂ ਗ੍ਰੰਥ ਸਾਹਿਬ : ਸਮਾਜ ਪੱਖੀ ਵਿਲੱਖਣ, ਅੰਤਰਨਾਦ ਪ੍ਰਕਾਸ਼ਨ, ਪਟਿਆਲਾ।
2. ਜੱਜ, ਪਰਮਜੀਤ ਸਿੰਘ, ਸਮਾਜ ਵਿਗਿਆਨ ਦ੍ਰਿਸ਼ਟੀਕੋਣ ਤੇ ਸਿਧਾਂਤ, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ।
3. ਨਿਰਾਕਾਰੀ, ਆਰ.ਡੀ., ਉਚੇਰਾ ਤਰਕਸ਼ਾਸਤਰ, ਪਬਲੀਕੇਸ਼ਨ ਬਿਊਰੋ, ਪਟਿਆਲਾ।
4. ਵੀਰ ਸਿੰਘ ਅਤੇ ਹਰਨਾਮ ਸਿੰਘ, ਤਰਕ ਗਿਆਨ ਦੀ ਜਾਣ-ਪਛਾਣ : (ਭਾਗ-2) (ਆਗਮਨ), ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ।
5. ਬਰਮਾ, ਨਰਪਿੰਦਰ, ਸਮਾਜ, ਸਮਾਜੀਕਰਨ ਤੇ ਸਮਾਜ ਵਿਗਿਆਨ, ਉਡਾਨ ਪਬਲੀਕੇਸ਼ਨ, ਮਾਨਸਾ।

Hindi Books:-

1. ਹਰੀ ਸਿੰਘ, ਸਮਾਜ ਦਰਸ਼ਨ ਕੀ ਰੂਪਰੇਖਾ।
2. ਪਾਂਡੇ, ਐਸ.ਐਲ., ਸਮਾਜ ਦਰਸ਼ਨ ਕੀ ਏਕ ਪ੍ਰਣਾਲੀ।
3. ਤਿਵਾਰੀ, ਕੇਦਾਰਨਾਥ, ਭਾਰਤੀ ਤਰਕਸ਼ਾਸਤਰ ਪਰਿਚਯ।

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SEMESTER-IV

**PAPER-V & VI, STREAM-4
PSYCHOLOGY**

**EXPERIMENTAL PSYCHOLOGY
(THEORY)**

Time: 3 Hours

**Pass Marks: 35% of the subject
(Theory and Practical Separately)**

Max. Marks: 100

Theory Marks: 75

Practical Marks: 25

Instructions for the Paper Setters:-

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

SECTION-A

Attention, Sensation and Perception:

Attention: Concept and Nature of Attention, Characteristics of Attention

Sensation: Theories of Colour Vision (Young-Helmholtz, Opponent-Process & Evolutionary), Theories of Hearing, Cutaneous, Olfactory and Gustatory Sensations

Perception: Concept, Nature and factors affecting perception, Approaches to Perception (Gestalt and Behaviouristic), Perception of Form, Shape, Depth and Distance, Perceptual Constancy

SECTION-B

Memory and Forgetting:

Memory: Concept and Nature, Encoding, Storage, Retrieval, Types of Memory

Mneumonics: An Introduction to the concept of Mneumonics, Constructive memory, Implicit memory & Eyewitness memory. Methods of Retention

Forgetting: Concept and Nature, Factors affecting Forgetting, Theories of Forgetting (Decay, Interference and Retrieval failure)

SECTION-C

Thinking, Problem Solving and Concept Formation:

Thinking and Problem Solving: Nature and Types of Thinking. Nature of Problem Solving, Stages of Problem Solving, Factors, Role of Set in Problem Solving

Concept Formation: Nature, Types and Processes

SECTION-D

Correlation: Concept, Types of Correlation, Nature and Characteristics, Rank Order and Product Moment Methods (Numericals for Individual data), t-test

References:-

1. D. Amato, M.H.R. (2001): Experimental Psychology, Tata McGraw Hill, New Delhi.
2. Garrett, H.E. and Woodworth, R.S. (1969): Statistics in Psychology and Education. Vikils, Feffer and Simons Pvt. Ltd.
3. Kerlinger, P.N. (1988): Foundation of Behavioural Research, Surjeet Publications, New Delhi.
4. Postman, L. and Egan, J.P.: Experimental Psychology, Harper and Row, New York.
5. Schiffman, H.R. (1982): Sensation and Perceptions, John Willey and Sons.
6. Woodworth, R.S. and Schlosberg, H. (1954): Experimental Psychology, Holt, Rinehart and Winston, Inc.
7. Solso, R.L. (2007): Experimental Psychology: A Case Approach Pearson Education, New Delhi.
8. Sternberg, R.J. (2007): Cognitive Psychology, Thomson Wads Worth.

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SEMESTER-IV

**PAPER-V & VI, STREAM-4
PSYCHOLOGY**

(PRACTICAL)

Marks: 25

Instructions for the Practical Examination:

Students are supposed to perform five practicals out of 6 mentioned in the syllabus. Practical examination will be of 3 hours duration. External examiner will conduct the practical examination. The students will perform one practical in the exam carrying 25 marks. Evaluation of the practical would be done on the basis of write-up of file book (5 Marks), performance and viva-voce (20 Marks) relating to the practicals. In case students have not completed 5 practicals, the examiner will deduct marks at the rate of 5 for each left practical out of total evaluation of the student. No reappear will be allowed in the practical examination. Fail in the practical will be considered fail overall in the subject.

Five Practical have to be performed out of the following:

1. Role of Set in Perception
2. Span of Attention/Division of Attention.
3. Muller-Lyer Illusion
4. Problem-Solving
5. Recall Vs Recognition Method
6. Concept formation.
7. Immediate Memory Span

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SEMESTER-IV

**PAPER-V & VI, STREAM-4
SOCIOLOGY**

SOCIAL CHANGE IN INDIA

Time: 3 Hours

Marks: 100

Instructions for the Paper Setters:-

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

SECTION-A

- a) **Social Change:** Meaning and Forms: Evolution, Revolution, Progress and Development.

SECTION-B

- b) **Factors of Social Change:** Demographic, Education, Industrialization, Legislation, Urbanization.

SECTION-C

- a) **Processes of Change:** Sanskritization, Westernization, Modernization, Secularization, Globalization.

SECTION-D

- b) **Challenges of Social Change:** Dowry, Domestic Violence, Divorce, Problems of elderly, Female foeticide.

Books Recommended:-

1. Ahuja, Ram: *Social Problems*, Rawat Publishers, New Delhi, 1992.
2. Abraham, M. Francis: *Contemporary Sociology*, Oxford University, New Delhi, 2006.
3. Gill, S.S.: *The Pathology of Corruption*, Harper Collin Publishers, New Delhi, 1998.
4. Kapila, S: *A Textbook of Sociology*, Part-I & II, New Academic House, Jalandhar, 1990-91.
5. Kuppaswamy, B.: *Social Change in India*, Vikas, Delhi, 1975.
6. Macionis, John.J and Ken Plumer. 2014, *Sociology: A Global Introduction*. London: Pearson.
7. Maclver, R.M. & Page, Charles H.: *Society, An Introductory Analysis*, Macmillan, London, 1974.
8. Srinivas, M.N.: *Social Change in Modern India*, Orient Longman, Bombay, 1972.

SEMESTER-IV**EPC-III****DRAMA AND ART IN EDUCATION****Time: 1.30 Hrs.****Total Marks: 50****Internal Marks: 25****External Marks: 25**

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

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

UNIT-I

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

UNIT-II

1. Role of drama in pedagogy subjects
2. Use of drama techniques for personality development, integrating Drama to introduce concepts in teaching learning
3. Preparation of video presentation of pedagogy lessons using drama and art techniques.

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SEMESTER–V

Evaluation Scheme

a) Internal

Attendance

05 Marks

Assignments on the following

Report on drama techniques for personality development

Preparation of video presentation of pedagogy lessons.

20 Marks

b) External

25 Marks

1. Evaluation on the basis of work done in Unit – 1 and II
2. Viva voce will be done by the external.

Note:-

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

REFERENCES:-

1. Awasthi, S.S. (1964): *A Critique of Hindustan Music and Music Education*. Jalandhar.
2. Bhatkhande, V. M. (1987). *KRAMIKPustakMahikaLaxmi Narayan Garg*, Hathras.
3. Bhatnagar, S. (1988). *Teaching of Music*. Monika Prakashan, Shimla.
4. Kalekar, S. (1968). *SangeetShikshanParichaya*.
5. Khanna, Jyoti (1992): *Teaching of Music*. MadanPannaLal. Teaching of Music. Jalandhar.
6. Shah, S. (1986). *SangeetShikshanPranali*. Pb. KitabGhar Vinod PustakMandir, Agra Vasant. (1986): *SangeetVisharad*. SangeetKarylaya, Hathras

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SEMESTER-IV

PAPER-VII (ESL-221): ENVIRONMENTAL STUDIES (COMPULSORY)

Time: 3 Hrs.

Max. Marks: 100

Teaching Methodologies

The Core Module Syllabus for Environmental Studies includes class room teaching and field work. The syllabus is divided into 8 Units [Unit-1 to Unit-VII] covering 45 lectures + 5 hours for field work [Unit-VIII]. The first 7 Units will cover 45 lectures which are class room based to enhance knowledge skills and attitude to environment. Unit-VIII comprises of 5 hours field work to be submitted by each candidate to the Teacher in-charge for evaluation latest by 15 December, 2020.

Exam Pattern: **End Semester Examination- 75 marks**
 Project Report/Field Study- 25 marks [based on submitted report]
 Total Marks- 100

NOTE: Private Candidates may be exempted from Project Report (25 Marks) and Theory Paper (75 Marks) can be increased on *pro rata* basis for declaring their results.

The structure of the question paper being:

Part-A, Short answer pattern with inbuilt choice – 25 marks

Attempt any five questions out of seven distributed equally from Unit-1 to Unit-VII.
Each question carries 5 marks. Answer to each question should not exceed 2 pages.

Part-B, Essay type with inbuilt choice – 50 marks

Attempt any five questions out of eight distributed equally from Unit-1 to Unit-VII. Each question carries 10 marks. Answer to each question should not exceed 5 pages.

Project Report / Internal Assessment:

Part-C, Field work – 25 marks [Field work equal to 5 lecture hours]

The candidate will submit a hand written field work report showing photographs, sketches, observations, perspective of any topic related to Environment or Ecosystem. The exhaustive list for project report/area of study are given just for reference:

1. Visit to a local area to document environmental assets: River / Forest/ Grassland / Hill / Mountain / Water body / Pond / Lake / Solid Waste Disposal / Water Treatment Plant / Wastewater Treatment Facility etc.
2. Visit to a local polluted site – Urban / Rural / Industrial / Agricultural
3. Study of common plants, insects, birds
4. Study of tree in your areas with their botanical names and soil types
5. Study of birds and their nesting habits

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SEMESTER-IV

6. Study of local pond in terms of wastewater inflow and water quality
7. Study of industrial units in your area. Name of industry, type of industry, Size (Large, Medium or small scale)
8. Study of common disease in the village and basic data from community health centre
9. Adopt any five young plants and photograph its growth
10. Analyze the Total dissolved solids of ground water samples in your area.
11. Study of Particulate Matter (PM_{2.5} or PM₁₀) data from Sameer website. Download from Play store.
12. Perspective on any field on Environmental Studies with secondary data taken from Central Pollution Control Board, State Pollution Control Board, State Science & Technology Council etc.

UNIT-I

The multidisciplinary nature of environmental studies

Definition, scope and importance, Need for public awareness

(2 lectures)

UNIT-II

Natural Resources: Renewable and non-renewable resources:

Natural resources and associated problems.

- a. Forest resources: Use and over-exploitation, deforestation, case studies. Timber extraction, mining, dams and their effects on forests and tribal people.
- b. Water resources: Use and over-utilization of surface and ground water, floods, drought, conflicts over water, dams-benefits and problems.
- c. Mineral resources: Use and exploitation, environmental effects of extracting and using mineral resources, case studies.
- d. Food resources: World food problems, changes caused by agriculture and overgrazing, effects of modern agriculture, fertilizer-pesticide problems, water logging, salinity, case studies.
- e. Energy resources: Growing energy needs, renewable and non-renewable energy sources, use of alternate energy sources, case studies.
- f. Land resources: Land as a resource, land degradation, man induced landslides, soil erosion and desertification.
 - Role of an individual in conservation of natural resources.
 - Equitable use of resources for sustainable lifestyles.

(8 Lectures)

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SEMESTER-IV

UNIT-III

Ecosystems

- Concept of an ecosystem
- Structure and function of an ecosystem
- Producers, consumers and decomposers
- Energy flow in the ecosystem
- Ecological succession
- Food chains, food webs and ecological pyramids
- Introduction, types, characteristic features, structure and function of the following ecosystem: Forest ecosystem, Grassland ecosystem, Desert ecosystem, Aquatic ecosystems (ponds, streams, lakes, rivers, ocean estuaries)

(6 Lectures)

UNIT-IV

Biodiversity and its conservation

- Introduction – Definition: genetic, species and ecosystem diversity
- Biogeographical classification of India
- Value of biodiversity: consumptive use, productive use, social, ethical aesthetic and option values
- Biodiversity at global, national and local levels
- India as a mega-diversity nation
- Hot-spots of biodiversity
- Threats to biodiversity: habitat loss, poaching of wildlife, man wildlife conflicts
- Endangered and endemic species of India
- Conservation of biodiversity: In-situ and Ex-situ conservation of biodiversity

(8 Lectures)

UNIT-V

Environmental Pollution

Definition

- Causes, effects and control measures of Air pollution, Water pollution, Soil pollution, Marine pollution, Noise pollution, Thermal pollution, Nuclear pollution
- Solid waste management: Causes, effects and control measures of urban and industrial wastes.
- Role of an individual in prevention of pollution
- Pollution case studies
- Disaster management: floods, earthquake, cyclone and landslides

(8 Lectures)

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SEMESTER-IV

UNIT-VI

Social Issues and the Environment

- From unsustainable to sustainable development
- Urban problems and related to energy
- Water conservation, rain water harvesting, watershed management
- Resettlement and rehabilitation of people; its problems and concerns. Case studies.
- Environmental ethics: Issues and possible solutions
- Climate change, global warming, acid rain, ozone layer depletion, nuclear accidents and holocaust. Case studies.
- Wasteland reclamation
- Consumerism and waste products
- Environmental Protection Act, 1986
- Air (Prevention and Control of Pollution) Act, 1981
- Water (Prevention and control of Pollution) Act, 1974
- Wildlife Protection Act
- Forest Conservation Act
- Issues involved in enforcement of environmental legislation
- Public awareness

(7 Lectures)

UNIT-VII

Human Population and the Environment

- Population growth, variation among nations
- Population explosion – Family Welfare Programmes
- Environment and human health
- Human Rights
- Value Education
- HIV / AIDS
- Women and Child Welfare
- Role of Information Technology in Environment and Human Health
- Case Studies

(6 Lectures)

B.A. B.ED. (4 YEARS INTEGRATED DEGREE PROGRAM)
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SEMESTER-IV

UNIT-VIII

Field Work

- Visit to a local area to document environmental assets river/forest/grassland/hill/mountain
- Visit to a local polluted site – Urban / Rural / Industrial / Agricultural
- Study of common plants, insects, birds
- Study of simple ecosystems-pond, river, hill slopes, etc

(Field work equal to 5 lecture hours)

ADVISORY FOR PUSHPA GUJRAL SCIENCE CITY, KAPURTHALA:

The Under Graduate students studying Environmental Studies (Compulsory Paper for All UG College Courses) may be taken to Pushpa Gujral Science City, Kapurthala in lieu of Field study report of 25 marks.

Although students will submit a hand written reports with pictures/ graphs/ tables related to biodiversity, ecology, health, biotechnology, energy, water etc. in about 10 pages to the teacher in-charge.

Above advisory is issued to promote scientific temperament in undergraduate classes and is optional. Further, the report will only be considered if there will be a minimum strength of 25 students along with deputed teacher by the college.

References:-

1. Bharucha, E. 2005. Textbook of Environmental Studies, Universities Press, Hyderabad.
2. Down to Earth, Centre for Science and Environment, New Delhi.
3. Heywood, V.H. & Waston, R.T. 1995. Global Biodiversity Assessment, Cambridge House, Delhi.
4. Joseph, K. & Nagendran, R. 2004. Essentials of Environmental Studies, Pearson Education (Singapore) Pte. Ltd., Delhi.
5. Kaushik, A. & Kaushik, C.P. 2004. Perspective in Environmental Studies, New Age International (P) Ltd, New Delhi.
6. Rajagopalan, R. 2011. Environmental Studies from Crisis to Cure. Oxford University Press, New Delhi.
7. Sharma, J. P., Sharma. N.K. & Yadav, N.S. 2005. Comprehensive Environmental Studies, Laxmi Publications, New Delhi.
8. Sharma, P. D. 2009. Ecology and Environment, Rastogi Publications, Meerut.
9. State of India's Environment 2018 by Centre for Sciences and Environment, New Delhi
10. Subramanian, V. 2002. A Text Book in Environmental Sciences, Narosa Publishing House, New Delhi.

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SEMESTER–V

PAPER–I

UNDERSTANDING THE LEARNER AND LEARNING ENVIRONMENT

Time: 3 Hrs.

Sessional Work: 30

Total Marks: 100

Terminal: 70

Instructions for the Paper Setters:-

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

Course Objectives:

After the completion of the course the student teachers will be able to:

- Understand the growth and development of the learner and its importance in the learning process
- Understand characteristics of adolescents with reference to socio-cultural factors
- Reflect upon various developmental theories.
- Analyse the different learning approaches and their educational implications.
- Understand the role of teacher in holistic development of learner and learning.
- Understand the importance of individual differences in normal classroom.
- Understand the psychology of learners with special needs and teach them accordingly.

SECTION–A

UNDERSTANDING THE DEVELOPMENT OF LEARNER

- a) Psychology & educational psychology- its meaning, nature and scope
- b) Growth, development -concept, difference, Role of nutrition, siblings, peers in growth and development of a child
- c) Development during adolescence stage – physical, intellectual, social, emotional

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SEMESTER–V

SECTION–B

COGNITIVE AND INFORMATION PROCESSING APPROACHES

- a) Piaget’s cognitive development theory
- b) Sternberg’s information processing theory
- c) Gardener’s multiple intelligences

SECTION–C

LEARNER AS A UNIQUE INDIVIDUAL

- a) Individual differences – concept, types, Factors influencing individual differences
- b) Facilitating holistic development of learner: motivation, collaborative, self regulated- Learning and self – efficacy, Role of teacher in different learning environment settings
- c) Humanistic and Psycho-social approaches- Kohlberg’s moral development, Roger’s Social – constructivism, Erickson’s psycho-social development.

SECTION–D

LEARNING DISABILITIES AND MANAGING CLASSROOM BEHAVIOUR FOR FACILITATING LEARNING

- a) **Learning Disabilities:** Meaning and concept and Types of Learning Disabilities in children and adolescents
- b) Dealing with adjustment problems, defence mechanisms, stress management, self concept (superiority or inferiority)
- c) Dealing with social problems- child abuse, depression, social media addiction
- d) Role of Parents in Education as Partners

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SEMESTER–V

SESSIONAL WORK

Performance in unit tests and house examination 10 Marks

Files to be prepared and submitted for evaluation 20 Marks

Assignments on the following (any two)

- Case Study of an adolescent learner
- Visit a school and prepare a report about the approaches followed in dealing with learning disabled
- Administration and interpretation of any three psychological tests: intelligence (verbal and non- verbal)

References:-

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

SEMESTER–V**PAPER–II****EDUCATIONAL TECHNOLOGY AND ICT FOR TEACHING AND LEARNING****Time: 3 Hrs.****Total Marks: 100****Terminal: 70****Sessional Work: 30****Instructions for the Paper Setters:-**

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

Course Objectives:-

After the completion of the course, the student teacher will be able to:

- Understand the concept and scope of Educational Technology.
- Reflect upon the evolution of Education Technology.
- Explore the modern innovations in teaching and learning process.
- Analyse the anatomy of teaching and learning.
- Reflect upon various phases of teaching.
- Become an ICT skilled teacher.

SECTION–A**TEACHING LEARNING PROCESS**

- a) **Teaching:** Concept, Functions and Variables
- b) Maxims of teaching, Principles of teaching
- c) Teaching -learning process- Nature and its implications, Relationship between Teaching and Learning

SECTION–B**EDUCATIONAL TECHNOLOGY**

- a) **Educational Technology:** Concept, importance, types and its role in education
- b) Emergence and Evolution of Educational Technology and ICT
- c) **Forms of Educational Technology:** Teaching Technology, Instructional technology and behavioural technology

SEMESTER–V**SECTION–C****MODELS OF TEACHING**

- a) Models of teaching – Concept, Features, Families and implications for classroom
 - i) Advance Organizer Model
 - ii) Inquiry Training Model
 - iii) Inductive thinking Model
- b) Team Teaching- Concept, and implications for the teaching
- c) Flander interaction analysis

SECTION–D**INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)**

- a) ICT-Concept, Objectives and Role in Teaching Learning Context.
- b) Challenges and barriers to integration of ICT in Indian Schools
- c) Emergence of new information technologies (E-learning, Mobile learning, Audio-Video Conferencing, Web based learning) and their utility in improving teaching learning process.

SESSIONAL WORK**Performance in unit tests and house examination 10 Marks****Files to be prepared and submitted for evaluation 20 Marks****Assignments on the following (any two)**

- Preparation of two lesson plans using models of teaching.
- Presentation of two lessons by using PowerPoint.
- Prepare matrix using Flander interaction analysis category system.

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SEMESTER–V

References:-

- Adam, D.M. (1985). *Computers and Teacher Training: A Practical guide*. New York: The Haworth Pren, Inc.
- Behera, S.C. (1991). *Educational Television Programmes*. New Delhi: Deep and Deep Publications.
- Coburn, P. and et. Al. (1985). *Practical Guide to Computers in Education*. AddisonWesley Publishing Company, Inc.
- Das, R.C. (1993). *Educational Technology – A Basic Text*, Sterling Publishers Pvt.Ltd.
- Evaut, M. *The International Encyclopaedia of Educational Technology*.
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SEMESTER–V

PAPER–III

INCLUSIVE EDUCATION

Time 1: 30 hrs

Total Marks: 50

Terminal: 35

Sessional: 15

Instructions for the Paper Setters:-

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

Course Objectives:-

After the completion of the course, the student teacher will be able to:

- Understand the concept and nature of inclusive education.
- Develop awareness towards diverse needs of special students.
- Reflect upon various policies and programmes associated with Inclusive education in Indian Context.
- Develop an attitude to foster inclusive education

SECTION–A

INTRODUCTION TO INCLUSIVE EDUCATION

- a) Inclusive Education: Concept and importance, principles and scope, Difference between Special, Integrated and Inclusive education.

SECTION–B

- a) Schemes and provisions for inclusive education (National and International)
b) Creating inclusive environment- physical, social and emotional (Barrier free environment)

SECTION–C

INCLUSIVE CLASSROOM PRACTICES

- a) Meaning, Characteristics, Identification and Intervention strategies in Inclusive Classroom setting for the students with diverse needs:
- i. Cognitive – Gifted, creative, slow learners, mentally retarded.
 - ii. Psychomotor – Physically challenged, hearing impaired, visually impaired.
 - iii. Social Disadvantaged Groups

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SEMESTER–V

SECTION–D

Inclusive Education

- a) Role of teachers, parents and other community members for supporting inclusion of children with diverse needs.
- b) School readiness (infrastructural including technologies, pedagogical and attitudinal) for addressing the diverse needs of children with disabilities

SESSIONAL WORK

Performance in unit tests and house examination 05 Marks

Files to be prepared and submitted for evaluation 10 Marks

Assignments on the following

- Preparation of status report on school education of children with diverse needs.
- Field visit to school/institution promoting Inclusive process and discussion with teachers and observation and analysis of Teaching Learning practices.

References:-

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SEMESTER–V

PAPER–IV: ENGLISH (COMPULSORY)

Time: 3 Hours

Max. Marks: 50

Instructions for the Paper Setters:-

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

Texts Prescribed:

1. *All My Sons* by Arthur Miller
2. *Poems of Nature and Culture*, Guru Nanak Dev University, Amritsar

Poems of Nature and Culture

William Wordsworth: "The World is Too Much with Us"

Gordon Lord Byron: "She Walks in Beauty"

P.B. Shelly: "Ozymandias"

Alfred Lord Tennyson: "In Memoriam"

Robert Browning: "Meeting at Night"

Mathew Arnold: "Dover Beach"

W.B. Yeats: "Words"

Wilfred Owen: "Strange Meeting"

Robert Graves: "The Portrait"

W.H. Auden: "The Unknown Citizen"

Dylan Thomas: "Do not Go Gentle into That Good Night"

Ted Hughes: "The Thought-Fox"

Sylvia Plath: "Mirror"

Seamus Heaney: "Honeymoon Flight"

Rabindranath Tagore: "False Religion"

Nissim Ezekiel: "Night of Scorpion"

1. Formal letter and application writing, Resume Writing, Business Writing and Report writing

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SEMESTER–V

The syllabus is divided into four sections as mentioned below:

Section A- *All My Sons* by Arthur Miller the whole text.

Section B- Poems of Nature and Culture Guru Nanak University, Amritsar.

Section C- Formal Letter and Application Writing.

Section D- Business Writing and Report Writing, Resume Writing

Instructions for the paper-setter and distribution of marks:

The question paper will consist of four sections and distribution of marks will be as under:

The question paper will be divided into four sections:

SECTION–A

Section A will consist of two questions. Question one will consist of three short answer questions and the students are required to attempt any two. Each question will carry 4 marks. (2X4=8). Total weightage of this section is 15 marks.

Question two, an essay type question with internal choice will be set. It will carry 7 marks. (1X7=7)

SECTION–B

Three short answer type questions based on the central idea, theme, tone or style etc. of the prescribed poems will be set. The students are required to attempt any two. Each question carries three marks. (2x3=6) One question with internal choice requiring the students to explain a stanza with reference to the context will be set. (1x4=4) It carries four marks. One essay- type question with internal choice from the poems prescribed will be set. It carries five marks. (1x5=5). Total weightage of this section is 15 marks.

SECTION–C

Two questions will be set in this section. One question will be set on Formal Letter Writing. It carries five marks. Another question on Application Writing will be set. It also carries five marks. (5+5=10)

SECTION–D

Two questions will be set in this section. One question will be on Resume Writing/ Business Writing. It carries five marks. Another question based on Report Writing will be set. It carries five marks. (5+5=10)

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SEMESTER-V

PAPER-V: PUNJABI (COMPULSORY) ਪੰਜਾਬੀ (ਲਾਜ਼ਮੀ)

ਸਮਾਂ : 3 ਘੰਟੇ

ਕੁਲ ਅੰਕ : 50

ਅੰਕ-ਵੰਡ ਅਤੇ ਪਰੀਖਿਅਕ ਲਈ ਹਦਾਇਤਾਂ

1. ਪ੍ਰਸ਼ਨ ਪੱਤਰ ਦੇ ਚਾਰ ਭਾਗ ਹਨਗੇ। ਹਰ ਭਾਗ ਵਿਚ ਦੋ ਪ੍ਰਸ਼ਨ ਪੁੱਛੇ ਜਾਣਗੇ।
2. ਵਿਦਿਆਰਥੀ ਨੇ ਕੁੱਲ ਪੰਜ ਪ੍ਰਸ਼ਨ ਕਰਨੇ ਹਨ। ਹਰ ਭਾਗ ਵਿਚ ਇਕ ਪ੍ਰਸ਼ਨ ਲਾਜ਼ਮੀ ਹੈ। ਪੰਜਵਾਂ ਪ੍ਰਸ਼ਨ ਕਿਸੇ ਵੀ ਭਾਗ ਵਿਚ ਕੀਤਾ ਜਾ ਸਕਦਾ ਹੈ।
3. ਹਰੇਕ ਪ੍ਰਸ਼ਨ ਦੇ ਬਰਾਬਰ ਅੰਕ ਹਨ।
4. ਪੇਪਰ ਸੈਟ ਕਰਨ ਵਾਲਾ ਜੇਕਰ ਚਾਹੇ ਤਾਂ ਪ੍ਰਸ਼ਨਾਂ ਦੀ ਵੰਡ ਅੱਗੇ ਵੱਧ ਤੋਂ ਵੱਧ ਚਾਰ ਉਪ-ਪ੍ਰਸ਼ਨਾਂ ਵਿਚ ਕਰ ਸਕਦਾ ਹੈ।

ਪਾਠ-ਕ੍ਰਮ ਅਤੇ ਪਾਠ-ਪੁਸਤਕਾਂ

ਸੈਕਸ਼ਨ - ਏ

ਚੁਣੌਤੀਆਂ ਪੰਜਾਬੀ ਕਹਾਣੀਆਂ

(ਸੰਪਾ. ਡਾ. ਰਮਿੰਦਰ ਕੰਰ, ਪਬਲੀਕੇਸ਼ਨ ਬਿਊਰੋ, ਗੁਰੂ ਨਾਨਕ ਦੇਵ ਯੂਨੀਵਰਸਿਟੀ, ਅੰਮ੍ਰਿਤਸਰ, 2018)
(ਵਿਸ਼ਾ ਵਸਤੂ/ਸਾਰ/ਕਹਾਣੀ ਕਲਾ)

ਸੈਕਸ਼ਨ - ਬੀ

ਏਹੁ ਹਮਾਰਾ ਜੀਵਨਾ (ਨਾਵਲ) : ਦਲੀਪ ਕੰਰ ਟਿਵਾਣਾ (ਲੇਖਕ ਦਾ ਜੀਵਨ ਤੇ ਰਚਨਾ/ਵਿਸ਼ਾ-ਵਸਤੂ/ਪਾਤਰ-ਚਿਤਰਨ)

ਸੈਕਸ਼ਨ - ਸੀ

- (ੳ) ਲਗਪਗ 200 ਸ਼ਬਦਾਂ ਵਿਚ ਪੈਰਾ ਰਚਨਾ
(ਅ) ਸਰਲ ਅੰਗਰੇਜ਼ੀ ਪੈਰਾ ਦਾ ਪੰਜਾਬੀ ਵਿਚ ਅਨੁਵਾਦ

ਸੈਕਸ਼ਨ - ਡੀ

ਵਿਆਕਰਨ :

- (ੳ) ਪੰਜਾਬੀ ਧੁਨੀ ਵਿਉਂਤ
(ਅ) ਵਾਕਾਤਮਕ ਜੁਗਤਾਂ : ਮੇਲ ਤੇ ਅਧਿਕਾਰ
(ੲ) ਕਾਰਕ ਤੇ ਕਾਰਕੀ ਸੰਬੰਧ

ਸਹਾਇਕ ਪੁਸਤਕਾਂ

1. ਬਲਦੇਵ ਸਿੰਘ ਧਾਲੀਵਾਲ, **ਪੰਜਾਬੀ ਕਹਾਣੀ ਦਾ ਇਤਿਹਾਸ**, ਪੰਜਾਬੀ ਅਕਾਦਮੀ, ਦਿੱਲੀ।
2. ਡਾ. ਰਮਿੰਦਰ ਕੰਰ, **ਪੰਜਾਬੀ ਕਹਾਣੀ ਦੀ ਸ਼ਾਹਰਾਹ** (ਭੂਮਿਕਾ), ਰਵੀ ਸਾਹਿਤ ਪ੍ਰਕਾਸ਼ਨ, ਅੰਮ੍ਰਿਤਸਰ।
3. ਗਿੰਦਰ ਸਿੰਘ ਰਾਹੀ, ਰਮਿੰਦਰ ਕੰਰ, **ਪੰਜਾਬੀ ਕਹਾਣੀ ਦਾ ਸਫ਼ਰ ਤੇ ਸ਼ਾਸਤ੍ਰ**, ਸਿੰਘ ਬ੍ਰਦਰਜ਼, ਅੰਮ੍ਰਿਤਸਰ (ਭਾਗ ਦੂਜਾ)
4. ਬ੍ਰਹਮਜਗਦੀਸ਼ ਸਿੰਘ, **ਦਲੀਪ ਕੰਰ ਟਿਵਾਣਾ ਦੀ ਗਲਪ ਚੇਤਨਾ**, ਪੰਜਾਬੀ ਰਾਈਟਰਜ਼ ਕ੍ਰਾਪਰੇਟਿਵ ਸ਼ਾਇਟੀ ਲਿਮਟਿਡ, ਲੁਧਿਆਣਾ।
5. ਪ੍ਰੈਮੀ ਸ਼ਰੀ, **ਦਲੀਪ ਕੰਰ ਟਿਵਾਣਾ ਦੇ ਨਾਵਲ : ਮਨੋਵਿਗਿਆਨਕ ਪਾਸਾਰ**, ਰਵੀ ਸਾਹਿਤ ਪ੍ਰਕਾਸ਼ਨ, ਅੰਮ੍ਰਿਤਸਰ।
6. ਪ੍ਰੀਤਮ ਕੰਰ, **ਦਲੀਪ ਕੰਰ ਟਿਵਾਣਾ ਦੀ ਨਾਵਲ ਕਲਾ**, ਨੈਸ਼ਨਲ ਬੁੱਕ ਸ਼ਾਪ, ਦਿੱਲੀ।
7. ਮਿੰਨੀ ਸਲਵਾਨ, **ਪੰਜਾਬੀ ਵਿਆਕਰਨ : ਮੁੱਢਲੇ ਸੰਕਲਪ**, ਰਵੀ ਸਾਹਿਤ ਪ੍ਰਕਾਸ਼ਨ, ਅੰਮ੍ਰਿਤਸਰ।
8. ਜਗਜੀਤ ਸਿੰਘ, **ਪੰਜਾਬੀ ਵਿਆਕਰਨ : ਸ਼੍ਰੇਣੀਆਂ ਤੇ ਇਕਾਈਆਂ**, ਨਿਊ ਬੁੱਕ ਕੰਪਨੀ, ਮਾਈ ਹੀਰਾ ਗੇਟ, ਜਲੰਧਰ।
9. **ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਬੋਧ**, ਕਸਤੂਰੀ ਲਾਲ ਐਂਡ ਸੰਨਜ਼, ਅੰਮ੍ਰਿਤਸਰ।

SEMESTER-V

ਮੁੱਖਲੀ ਪੰਜਾਬੀ
ਪੰਜਾਬ ਦਾ ਇਤਿਹਾਸ ਤੇ ਸੱਭਿਆਚਾਰ
(In lieu of Compulsory Punjabi)

ਸਮਾਂ: 3 ਘੰਟੇ

ਕੁਲ ਅਮਰ: 50

ਅੰਕ-ਵੰਡ ਅਤੇ ਪਰੀਖਿਅਕ ਲਈ ਹਦਾਇਤਾਂ

1. ਪ੍ਰਸ਼ਨ ਪੱਤਰ ਦੇ ਚਾਰ ਭਾਗ ਹਨਗੇ। ਹਰ ਭਾਗ ਵਿਚ ਦੋ ਪ੍ਰਸ਼ਨ ਪੁੱਛੇ ਜਾਣਗੇ।
2. ਵਿਦਿਆਰਥੀ ਨੇ ਕੁੱਲ ਪੰਜ ਪ੍ਰਸ਼ਨ ਕਰਨੇ ਹਨ। ਇਹ ਭਾਗ ਵਿਚ ਇਕ ਪ੍ਰਸ਼ਨ ਲਾਜ਼ਮੀ ਹੈ। ਪੰਜਵਾਂ ਪ੍ਰਸ਼ਨ ਕਿਸੇ ਵੀ ਭਾਗ ਵਿਚ ਕੀਤਾ ਜਾ ਸਕਦਾ ਹੈ।
3. ਹਰੇਕ ਪ੍ਰਸ਼ਨ ਦੇ ਬਰਾਬਰ ਅੰਕ ਹਨ।
4. ਪੇਪਰ ਸੈੱਟ ਕਰਨ ਵਾਲਾ ਜੇਕਰ ਚਾਹੇ ਤਾਂ ਪ੍ਰਸ਼ਨਾਂ ਦੀ ਵੰਡ ਅੱਗੇ ਵੱਧ ਤੋਂ ਵੱਧ ਚਾਰ ਉਪ-ਪ੍ਰਸ਼ਨਾਂ ਵਿਚ ਕਰ ਸਕਦਾ ਹੈ।

ਪਾਠ-ਕ੍ਰਮ

ਸੈਕਸ਼ਨ-ਏ

ਸਾਹਿਤ ਅਤੇ ਲੋਕ ਸਾਹਿਤ (ਮੁੱਢਲੀ ਜਾਣ ਪਛਾਣ)
ਲੋਕ ਕਾਵਿ (ਮੁੱਢਲੀ ਜਾਣ ਪਛਾਣ)
ਲੋਕ ਵਾਰਤਕ ਬਿਰਤਾਂਤ (ਮੁੱਢਲੀ ਜਾਣ ਪਛਾਣ)

ਸੈਕਸ਼ਨ-ਬੀ

ਸੁਹਾਗ (ਮੁੱਢਲੀ ਜਾਣ ਪਛਾਣ)
ਘੜੀਆਂ (ਮੁੱਢਲੀ ਜਾਣ ਪਛਾਣ)
ਸਿੱਠਣੀਆਂ (ਮੁੱਢਲੀ ਜਾਣ ਪਛਾਣ)

ਸੈਕਸ਼ਨ-ਸੀ

ਗਿੱਧਾ (ਮੁੱਢਲੀ ਜਾਣ ਪਛਾਣ)
ਭੰਗੜਾ (ਮੁੱਢਲੀ ਜਾਣ ਪਛਾਣ)
ਝੂਮਰ (ਮੁੱਢਲੀ ਜਾਣ ਪਛਾਣ)

ਸੈਕਸ਼ਨ-ਡੀ

ਲੋਕ ਖੇਡਾਂ (ਮੁੱਢਲੀ ਜਾਣ ਪਛਾਣ)
ਲੋਕ ਤਮਾਸ਼ੇ (ਮੁੱਢਲੀ ਜਾਣ ਪਛਾਣ)
ਲੋਕ ਕਲਾਵਾਂ (ਮੁੱਢਲੀ ਜਾਣ ਪਛਾਣ)

ਸਹਾਇਕ ਪੁਸਤਕਾਂ

1. ਸੋਹਿੰਦਰ ਸਿੰਘ ਬੇਦੀ, ਲੋਕਧਾਰਾ ਅਤੇ ਸਾਹਿਤ, ਪੰਜਾਬੀ ਰਾਈਟਰਜ਼, ਨਵੀਂ ਦਿੱਲੀ।
2. ਸੁਹਿੰਦਰ ਸਿੰਘ ਬੇਦੀ, ਪੰਜਾਬ ਦੀ ਲੋਕਧਾਰਾ, ਨੈਸ਼ਨਲ ਬੁੱਕ ਟਰੱਸਟ, ਦਿੱਲੀ।
3. ਕਰਨਜੀਤ ਸਿੰਘ, ਪੰਜਾਬੀ ਲੋਕਧਾਰਾ ਅਤੇ ਲੋਕ ਜੀਵਨ, ਨਵਜੁੱਗ ਪਬਲਿਸ਼ਰਜ਼, ਦਿੱਲੀ।
4. ਕਰਨੈਲ ਸਿੰਘ ਬਿੰਦ, ਲੋਕਯਾਨ ਤੇ ਮੱਧਕਾਲੀਨ ਸਾਹਿਤ, ਰਵੀ ਸਾਹਿਤ ਪ੍ਰਕਾਸ਼ਨ, ਅਮਰਿੰਤਸਰ।
5. ਨਵਰਤਨ ਕਪੂਰ, ਪੰਜਾਬ ਦੇ ਲੋਕ ਤਿਉਹਾਰ, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ।
6. ਜੀਤ ਸਿੰਘ ਜੋਸ਼ੀ, ਲੋਕਧਾਰਾ ਤੇ ਪੰਜਾਬੀ ਲੋਕਧਾਰਾ, ਵਾਰਿਸ ਸ਼ਾਹ ਫਾਊਂਡੇਸ਼ਨ, ਅਮਰਿੰਤਸਰ।
7. ਜੋਗਿੰਦਰ ਸਿੰਘ ਕੈਰੋਂ, ਪੰਜਾਬੀ ਕਹਾਣੀਆਂ ਦਾ ਸੰਰਚਨਾਤਮਕ ਅਧਿਐਨ, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ।
8. ਜਸਵਿੰਦਰ ਸਿੰਘ, ਪੰਜਾਬੀ ਲੋਕ ਸਾਹਿਤ ਸ਼ਾਸਤਰ, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ।
9. ਭੁਪਿੰਦਰ ਸਿੰਘ ਖਹਿਰਾ, ਲੋਕਯਾਨ ਭਾਸ਼ਾ ਤੇ ਸੱਭਿਆਚਾਰ, ਪੈਪਸੂ ਬੁੱਕ ਸ਼ਾਪ, ਪਟਿਆਲਾ।
10. ਨਾਹਰ ਸਿੰਘ, ਲੋਕ ਕਾਵਿ ਦੀ ਸਿਰਜਣ ਪ੍ਰਕ੍ਰਿਆ, ਲੋਕਗੀਤ ਪ੍ਰਕਾਸ਼ਨ, ਚੰਡੀਗੜ੍ਹ।
11. ਗੁਰਮੀਤ ਸਿੰਘ, ਪੰਜਾਬੀ ਲੋਕਧਾਰਾ ਦੇ ਕੁਝ ਪੱਖ, ਦੀ ਪੰਜਾਬੀ ਰਾਈਟਰਜ਼ ਕੋਆਪਰੇਟਿਵ ਸੁਸਾਇਟੀ ਲਿਮਟਿਡ, ਲੁਧਿਆਣਾ।
12. ਦਰਿਆ, ਪੰਜਾਬੀ ਲੋਕਧਾਰਾ ਅਧਿਐਨ : ਵਿਭਿੰਨ ਪਾਸਾਰ, ਰਵੀ ਸਾਹਿਤ ਪ੍ਰਕਾਸ਼ਨ, ਅਮਰਿੰਤਸਰ।

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SEMESTER–V

Punjab History & Culture (From 1849-1947 A.D)
(Special Paper in lieu of Punjabi compulsory)
(For those students who are not domicile of Punjab)

Time: 3 Hours

Max. Marks: 50

Instructions for the Paper Setters:-

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

SECTION–A

1. First Anglo-Sikh War.
2. Annexation of Punjab by the British and Board of Administration

SECTION–B

3. British Policy towards agriculture, industry, trade and commerce.
4. Spread of modern education

SECTION–C

5. Social religious reform movements: Namdhari, Singh Sabha and Arya Samaj
6. Gadhar Movement and Jallianwala Bagh tragedy

SECTION–D

7. Gurdwara Reform Movement
8. Contribution to freedom struggle: Non-cooperation; HSRA and Quit India Movement.

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SEMESTER–V

Suggested Readings:-

1. Singh, Fauja, *History and Culture of the Punjab*, Part II, Publication Bureau, Punjabi University, Patiala, 1987.
2. Singh, Fauja, *Freedom Struggle in the Punjab*, Publication Bureau, Punjabi University, Patiala, 1974.
3. Grewal, J.S., *The Sikhs of the Punjab*, New Cambridge House, New Delhi, 2005.
4. Singh, Kushwant, *A History of the Sikhs*. Vol. II (1839-1998), Oxford University Press, Delhi, 1991.
5. Rai, Satya. M (1978), *Heroic Tradition in the Punjab (1900-1947)*. Punjabi University, Patiala, 1978.
6. Chopra, P.N.& Das, M.N. (1974), *A Social, Cultural & Economic History of India*. Vol.III, Macmillan India, 1974.
7. Yadav, K.C., *Haryana Aitihasik Simhavalokan* (Hindi). Haryana Sahitya Akademy, Chandigarh, 1991.
8. Saini B. S, *The Social & Economic History of the Punjab 1901-1939*, Ess Ess Publications, Delhi, 1975.
9. Mittal, S.C, *Freedom Movement in the Punjab (1905-29)*, Concept Publishing Company Delhi, 1977.

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SEMESTER–V

**PAPER–VI, STREAM–1
ENGLISH (ELECTIVE)**

MODERN ENGLISH DRAMA

Time: 3 Hours

Max. Marks: 100

Instructions for the Paper Setters:-

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

Prescribed Books:-

1. *Merchant of Venice* by William Shakespeare
2. *Arms and the Man* by G.B. Shaw
3. *Background to the Study of English literature* by B. Prasad, Macmillan India Limited.
(Chapters I and II from section- I ; chapters I, II, and III from section- II; Chapters I, II, and III from Section III)

The syllabus is divided into four sections as mentioned below:

SECTION–A

Background to the Study of English literature by B. Prasad, Macmillan India Limited
(Chapters I and II from Section -I; Chapters I and II from section- II)

SECTION–B

Background to the Study of English literature by B. Prasad, Macmillan India Limited
(Chapter III from Section–II; Chapters I, II, and III from Section–III)

SECTION–C

Merchant of Venice by William Shakespeare – Complete text

SECTION–D

Arms and the Man by G.B. Shaw – Complete text

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SEMESTER–V

SECTION–A

Two questions will be set from Section-A of the syllabus. One essay type question based on the structure/development of a genre as discussed in B. Prasad's book would be set carrying eight marks. The second part of the question would carry three short answer questions. Each question would carry four marks.

The students would be required to attempt any one of the two sets of questions. (8+3x4=20)

SECTION–B

Two questions will be set from Section-B of the syllabus. One essay type question based on the structure/development of a genre as discussed in B. Prasad's book would be set carrying eight marks. The second part of the question would carry three short answer questions. Each question would carry four marks.

The students would be required to attempt any one of the two sets of questions. (8+3x4=20)

SECTION–C

Two questions will be set from Section-C of the syllabus. One essay type question based on the theme, plot, and characterization would be set carrying eight marks. The second part of the question would carry three short answer questions. Each question would carry four marks. One question may be with reference to the context.

The students would be required to attempt any one of the two sets of questions. (8+3x4=20)

SECTION–D

Two questions will be set from Section-D of the syllabus. One essay type question based on the theme, plot, and characterization would be set carrying eight marks. The second part of the question would carry three short answer questions. Each question would carry four marks. One question may be with reference to the context.

The students would be required to attempt any one of the two sets of questions. (8+3x4=20)

SEMESTER-V

**PAPER-VI, STREAM-1
PUNJABI (ELECTIVE)**

ਸਮਾਂ: ਤਿੰਨ ਘੰਟੇ

ਕੁਲ ਅੰਕ: 100

ਅੰਕ-ਵੰਡ ਅਤੇ ਪਰੀਖਿਅਕ ਲਈ ਹਦਾਇਤਾਂ

1. ਪ੍ਰਸ਼ਨ ਪੱਤਰ ਦੇ ਚਾਰ ਭਾਗ ਹਨਗੇ। ਹਰ ਭਾਗ ਵਿਚ ਦੋ ਪ੍ਰਸ਼ਨ ਪੁੱਛੇ ਜਾਣਗੇ।
2. ਵਿਦਿਆਰਥੀ ਨੇ ਕੁੱਲ ਪੰਜ ਪ੍ਰਸ਼ਨ ਕਰਨੇ ਹਨ। ਇਹ ਭਾਗ ਵਿਚ ਇਕ ਪ੍ਰਸ਼ਨ ਲਾਜ਼ਮੀ ਹੈ। ਪੰਜਵਾਂ ਪ੍ਰਸ਼ਨ ਕਿਸੇ ਵੀ ਭਾਗ ਵਿਚ ਕੀਤਾ ਜਾ ਸਕਦਾ ਹੈ।
3. ਹਰੇਕ ਪ੍ਰਸ਼ਨ ਦੇ ਬਰਾਬਰ ਅੰਕ ਹਨ।
4. ਪੇਪਰ ਸੈੱਟ ਕਰਨ ਵਾਲਾ ਜੇਕਰ ਚਾਹੇ ਤਾਂ ਪ੍ਰਸ਼ਨਾਂ ਦੀ ਵੰਡ ਅੱਗੋਂ ਵੱਧ ਤੋਂ ਵੱਧ ਚਾਰ ਉਪ-ਪ੍ਰਸ਼ਨਾਂ ਵਿਚ ਕਰ ਸਕਦਾ ਹੈ।

ਪਾਠ-ਕ੍ਰਮ ਅਤੇ ਪਾਠ-ਪੁਸਤਕਾਂ

ਸੈਕਸ਼ਨ- ਏ

ਸ਼ਰਮਣੀ ਪੰਜਾਬੀ ਕਾਵਿ (ਭਾਗ II)

(ਸੂਫੀ, ਕਿੱਸਾ ਅਤੇ ਬੀਰ ਕਾਵਿ)

(ਸੰਪਾ. ਡਾ. ਰਮਿੰਦਰ ਕੰਰ, ਡਾ. ਮੇਘਾ ਸਲਵਾਨ)

(ਪ੍ਰਸੰਗ ਸਹਿਤ ਵਿਆਖਿਆ)

ਸੈਕਸ਼ਨ- ਬੀ

ਆਧੁਨਿਕ ਪੰਜਾਬੀ ਵਾਰਤਕ

ਗੱਤਮ ਤੋਂ ਤਾਸਕੀ ਤੱਕ, ਹਰਪਾਲ ਸਿੰਘ ਪੰਨੂ,

ਲੁਕਗੀਤ ਪ੍ਰਕਾਸ਼ਨ, ਚੰਡੀਗੜ੍ਹ।

(ਪਹਿਲੇ ਦਸ ਨਿਬੰਧ)

ਸਾਰ/ਨਾਇਕ ਬਿੰਬ/ਵਾਰਤਕ ਸੈਲੀ

ਸੈਕਸ਼ਨ- ਸੀ

ਸਾਹਿਤ ਅਤੇ ਹਰ ਅਨੁਸ਼ਾਸਨ

ਸਾਹਿਤ ਆਲੋਚਨਾ

ਸਾਹਿਤ ਦੇ ਤੱਤ, ਸਾਹਿਤ ਅਤੇ ਸਮਾਜ, ਸਾਹਿਤ ਅਤੇ ਸ਼ਖਸੀਅਤ, ਸਾਹਿਤ ਅਤੇ ਸਭਿਆਚਾਰ,

SEMESTER-V

ਸੈਕਸ਼ਨ- ਡੀ

ਛੰਦ : ਦੁਹਿਰਾ, ਸੁਰਨਾ, ਕਬਿੱਤ, ਕੁਰੜਾ, ਚੁਪਈ, ਸਿਰਖੰਡੀ, ਸਵੱਈਆ ਬੈਂਤ : ਪਰਿਭਾਸ਼ਾ ਅਤੇ ਲੱਛਣ

ਸਹਾਇਕ ਪੁਸਤਕਾਂ :

1. ਗੁਰਦੇਵ ਸਿੰਘ ਸਿੱਧੂ, ਸੂਫੀ ਕਾਵਿਧਾਰਾ ਦਾ ਇਤਿਹਾਸ, ਪੰਜਾਬੀ ਅਕਾਦਮੀ, ਦਿੱਲੀ।
2. ਕੁਲਬੀਰ ਸਿੰਘ ਕਾਂਗ, ਕਿੱਸਾ ਕਾਵਿ ਦਾ ਇਤਿਹਾਸ, ਪੰਜਾਬੀ ਅਕਾਦਮੀ, ਦਿੱਲੀ।
3. ਸੁਤਿੰਦਰ ਸਿੰਘ ਨੂਰ, ਵਾਰ ਕਾਵਿ ਦਾ ਇਤਿਹਾਸ, ਪੰਜਾਬੀ ਅਕਾਦਮੀ, ਦਿੱਲੀ।
4. ਸਤਿੰਦਰ ਸਿੰਘ, ਆਧੁਨਿਕ ਪੰਜਾਬੀ ਵਾਰਤਕ ਦਾ ਇਤਿਹਾਸ, ਪੰਜਾਬੀ ਅਕਾਦਮੀ, ਦਿੱਲੀ।
5. ਸਿੰਘ ਸੀਤਲ, ਵਾਰਤਕ ਅਤੇ ਵਾਰਤਕ ਸ਼ੈਲੀ, ਪੰਜਾਬ ਸਟੇਟ ਯੂਨੀਵਰਸਿਟੀ ਟੈਕਸਟ ਬੁੱਕ ਬਰਡ, ਚੰਡੀਗੜ੍ਹ।
6. ਧਰਮਪਾਲ ਸਿੰਗਲ, ਵਾਰਤਕ ਸ਼ੈਲੀ, ਭਾਸ਼ਾ ਵਿਭਾਗ ਪੰਜਾਬ, ਪਟਿਆਲਾ।
7. ਡਾ. ਰਤਨ ਸਿੰਘ ਜੱਗੀ, ਸਾਹਿਤ ਦੇ ਰੂਪ, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ।
8. ਬ੍ਰਹਮਜਗਦੀਸ਼ ਸਿੰਘ, ਸਮਾਲੋਚਨਾ ਸ਼ਾਸਤਰ, ਵਾਰਿਸ ਸ਼ਾਹ ਫਾਉਂਡੇਸ਼ਨ, ਅੰਮ੍ਰਿਤਸਰ।
9. ਡਾ. ਰਤਨ ਸਿੰਘ ਜੱਗੀ, ਸਾਹਿਤ ਕ੍ਰਮ : ਪਰਿਭਾਸ਼ਕ ਸ਼ਬਦਾਵਲੀ, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ।
10. ਪ੍ਰੇਮ ਪ੍ਰਕਾਸ਼, ਭਾਰਤੀ ਕਾਵਿ ਸ਼ਾਸਤ੍ਰ, ਲਾਹੌਰ ਬੁੱਕ ਸ਼ਾਪ, ਲੁਧਿਆਣਾ।

SEMESTER-V

**PAPER-VI, STREAM-1
HINDI (ELECTIVE)**

विशिष्ट कवि एवं काव्य सिद्धांत, कामकाजी हिन्दी तथा रीतिकाल

समय-3 घण्टे

पूर्णांक: 100

Instructions for the Paper Setters:-

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

सैक्शन-ए

**व्याख्या के लिए निर्धारित कृति
रश्मिरथी (रामधारी सिंह दिनकर)**

सैक्शन-बी

रामधारी सिंह दिनकर का सामान्य परिचय एवं निर्धारित पुस्तक रश्मिरथी से सम्बन्धित प्रश्न।

सैक्शन-सी

काव्य सिद्धांत: काव्य की परिभाषा, तत्त्व, प्रकार
कामकाजी हिन्दी के प्रमुख कार्य: प्रारूपण, संक्षेपण, टिप्पण: परिभाषा ए195मवतहंध विशेष, पदनाम षब्दावली (संलग्न)

सैक्शन-डी

रीतिकाल: नामकरण, परिस्थितियां, विशेषताएं एवं काव्यधाराओं का केवल संक्षिप्त परिचय।
दस छन्द: वसंततिलका, भुजंगप्रयात, वंषस्थ, मालिनी, इन्द्रवज्रा, दोहा, चौपाई, कवित्त, सोरठा, गीतिका।

सहायक पुस्तकें:

- 1) भारतीय कथा पाष्चात्य काव्यशास्त्र, डॉ. सत्यदेव चौधरी, अशोक प्रकाशन, दिल्ली, 2014
- 2) हिन्दी साहित्य का इतिहास (भाग-2), रीतिकाल एवं आधुनिक काल, डॉ. अविनाष शर्मा, डॉ. राकेश प्रेम, गुरु नानक देव यूनिवर्सिटी, अमृतसर, 2003
- 3) आधुनिक हिन्दी व्याकरण, श्री षरण, डॉ. आलोक कुमार रस्तोगी, चिन्तन प्रकाशन, कानपुर, 2001

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SEMESTER–V

अंग्रेजी प्रशासनिक पदनामों के हिन्दी अनुवाद

1.	Auditor	लेखा परीक्षक
2.	Acting Principal	कार्यवाहक प्राचार्य
3.	Administrator	प्रशासक
4.	Associate Professor	सह आचार्य
5.	Air Hostess	विमान परिचारिका
6.	Attendant	परिचर
7.	Administrator General	महाप्रशासक
8.	Attorney General	महान्यायवादी
9.	Advocate General	महाधिवक्ता
10.	Auditor General	महालेखापरीक्षक
11.	Assistant Commissioner of Police	सहायक पुलिस आयुक्त
12.	Chairman	अध्यक्ष
13.	Chancellor	कुलाधिपति
14.	Vice – Chancellor	कुलपति
15.	Commissioner	आयुक्त
16.	Controller	नियन्त्रक
17.	Commissioner of Police	पुलिस आयुक्त
18.	Deputy Commissioner	उपायुक्त
19.	Director	निदेशक
20.	Education Officer	शिक्षा अधिकारी
21.	Evaluation Officer	मूल्यांकन अधिकारी
22.	Executive Engineer	कार्यकारी अभियन्ता
23.	Editor in Chief	प्रमुख संपादक
24.	Forest Officer	वन अधिकारी
25.	General Manager	महाप्रबंधक
26.	Honorary Adviser	मानद सलाहकार

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27.	Inspector General	महानिरीक्षक
28.	Secretary	सचिव
29.	Joint Secretary	संयुक्त सचिव
30.	Lecturer	प्राध्यापक
31.	Public Relation Officer	जन संपर्क अधिकारी
32.	Proctor	कुलानुशासक
33.	Professor	आचार्य
34.	President's Estate Officer	राष्ट्रपति संपदा अधिकारी
35.	Principal Secretary	प्रधान सचिव
36.	Registrar	कुलसचिव
37.	Surveyor	सर्वेक्षक
38.	Superintendent	अधीक्षक
39.	Supervisor	पर्यवेक्षक
40.	Sales – Incharge	बिक्री प्रभारी
41.	Senior Assistant	वरिष्ठ सहायक
42.	Senior Deputy General	वरिष्ठ उप महाप्रबंधक
43.	Patent Officer	एकस्व अधिकारी
44.	Commissioner For Food and Supply	खाद्य एवं आपूर्ति आयुक्त
45.	Commissioner for Department Enquiry	विभागीय जांच आयुक्त
46.	Additional Station Director	अपर केन्द्र निदेशक
47.	Chief Justice	प्रमुख न्यायावादी
48.	Pro Vice Chancellor	प्रतिकुलपति
49.	Field Assistant	क्षेत्रीय सहायक
50.	Medical Officer	चिकित्सा अधिकारी

B.A. B.ED. (4 YEARS INTEGRATED DEGREE PROGRAM
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SEMESTER-V

**PAPER-VI, STREAM-1
PHILOSOPHY**

WESTERN METAPHYSICS AND EPISTEMOLOGY

Time allowed: 3 hours

Max. Marks: 100

Lectures to be delivered: 6 per week

Pass Marks: 35

Instructions for the Paper Setters:-

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

SECTION-A

1. Introduction to Western Philosophy: Nature, Scope and Utility
2. Idealism: Subjective (Berkeley) and Objective (Plato)
3. Materialism: Mechanical and Dialectical

SECTION-B

4. Monism (Spinoza) : Definition, Meaning, Characteristics and Critical Evaluation
5. Dualism (Descartes) Definition, Meaning, Characteristics and Critical Evaluation
6. Pluralism (Leibnitz) Definition, Meaning, Characteristics and Critical Evaluation

SECTION-C

7. Rationalism: Definition, Meaning, Characteristics and Critical Evaluation
8. Empiricism: Definition, Meaning, Characteristics and Critical Evaluation
9. Intuitionism: Definition, Meaning, Characteristics and Critical Evaluation

SECTION-D

10. Existentialism: Definition, Nature and Characteristics.
11. Logical Positivism: Definition, Nature and Characteristics.
12. Pragmatism: Definition, Nature and Characteristics.

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(Syllabus for the Batch from Year 2020 to Year 2024))

SEMESTER-V

Recommended Readings:-

English Books:-

1. Ayer, A.J., *20th Century Philosophy*, Orion Books, London, 1992.
2. Bahm, A.J., *Philosophy An Introduction*, New Delhi, Asia publisher house, 1964.
3. Grossman Reinhardt, *Phenomenology and Existentialism: An Introduction*, London; Boston: Routledge & K. Paul, 1984.
4. James William, *Pragmatism and Four Essays from the Meaning of Truth*, New Delhi, Eurasia, 1975.
5. Stephen, Conner, *Fundamental Questions in Philosophy*, Harmondsworth, Middlesex, Penguin Books, 1971.
6. Stumpf, Samuel Enoch, *Socrates to Sartre: A History of Philosophy*, McGraw-Hill, New York, 1966.
7. Titus, H., *Living Issues in Philosophy*, Eurasia, New Delhi, 1968.

Punjabi Books:-

- 1। ਸੰਧੂ, ਜੀ.ਐਸ., *ਤੱਤ ਮੀਮਾਂਸਾ ਅਤੇ ਗਿਆਨ ਮੀਮਾਂਸਾ*, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ।

Hindi Books:-

1. ਪ੍ਰਸਾਦ, ਰਾਜਿੰਦਰ, *ਦਰਸ਼ਨ ਸ਼ਾਸਤਰ ਕੀ ਰੂਪਰੇਖਾ*, ਮ'ਤੀਲਾਲ ਬਨਾਰਸੀਦਾਸ, ਦਿੱਲੀ, 2011.

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SEMESTER-V

**PAPER-VI, STREAM-1
PSYCHOLOGY**

**ABNORMAL PSYCHOLOGY-I
(THEORY)**

Time: 3 Hours

**Pass Marks: 35% of the subject
(Theory and Practical Separately)**

Max. Marks: 100

Theory Marks: 75

Practical Marks: 25

Instructions for the Paper Setters:-

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

SECTION-A

Abnormality: Concept and Criteria of Abnormality. Myth and Misconceptions regarding Abnormal Behaviour. DSM V classification of Abnormal Behaviour- Advantages and disadvantages

Theoretical Perspectives of Psychopathology: Psychoanalytic, Cognitive, Behavioural, Humanistic and Interpersonal (Sullivan).

SECTION-B

Causes of Abnormal Behaviour: Primary, Predisposing, Precipitating reinforcing. Biological Causes (Genetic defects, constitutional liabilities, Brain dysfunction & Physical deprivation). Psycho-Social Causes (Self-perception and cognitive maps, early deprivation, Inadequate parenting, pathogenic family structures, maladaptive peer relationship. Socio-Cultural Causes (Socio-Cultural Environment and Pathogenic societal influences).

SECTION-C

Stress & Coping: Concept, Categories of Stressors, Factors Predisposing an individual to stress. Coping strategies.

Stress Related Disorders: Coronary Heart Disease (CHD), Hypertension Ulcers & Migraine Pain: Symptoms Causes and general treatment of stress related disorders.

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SEMESTER–V

SECTION–D

Alcoholism: Misconception about Alcohol & Alcoholism, Clinical Picture, Causes, Treatment & Outcomes.

Drug Addiction: Clinical Picture, Causes and Treatment of Opium and its Derivatives, Sedatives (Barbiturates), Stimulants (Amphetamines & Cocaine): Hallucinogens (LSD & related drugs) Marijuana, Caffeine & Nicotine.

Readings:-

1. Carson, R.C., Butcher, J.N. and Mineka, S. (1997), Abnormal Psychology and Modern Life, New York: Harper Collins.
2. Davison, G.C. and Neale, J.M. (1998), Abnormal Psychology, New York: John Wiley and Sons.
3. Sarason, I.G. and Sarason, B.R. (1996), Abnormal Psychology, New Delhi: Prentice Hall of India.
4. Singh, A. Asadharan Manovigyan, Punjabi University, Patiala.
5. Alloy, L.B., Riskind, J.H. & Manso, M.J. (2006), Abnormal Psychology Tata McGraw Hill Publishing Company, New Delhi.

B.A. B.ED. (4 YEARS INTEGRATED DEGREE PROGRAM)
(Syllabus for the Batch from Year 2020 to Year 2024)

SEMESTER–V

**PAPER–VI, STREAM–1
PSYCHOLOGY**

(PRACTICAL)

Marks: 25

Instructions for the Practical Examination:

Students are supposed to perform five practicals out of 6 mentioned in the syllabus. Practical examination will be of 3 hours duration. External examiner will conduct the practical examination. The students will perform one practical in the exam carrying 25 marks. Evaluation of the practical would be done on the basis of write-up of file book (5 Marks), performance and viva-voce (20 Marks) relating to the practicals. In case students have not completed 5 practicals, the examiner will deduct marks at the rate of 5 for each left practical out of total evaluation of the student. No reappear will be allowed in the practical examination. Fail in the practical will be considered fail overall in the subject.

Five Practical have to be performed out of the following:

1. Word Association Test.
2. Adjustment Inventory.
3. Measurement of Stress
4. Measurement of Attitudes.
5. Measurement of Interests.
6. Locus of Control.

**B.A. B.ED. (4 YEARS INTEGRATED DEGREE PROGRAM
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SEMESTER-V

**PAPER-VI, STREAM-1
SOCIOLOGY**

SOCIAL THOUGHT

Time: 3 Hours

Max. Marks: 100

Instructions for the Paper Setters:-

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

SECTION-A

- a) **Auguste Comte:** Law of three stages, Positivism
- b) **Herbert Spencer:** Social Darwinism and types of Society.

SECTION-B

- a) **Karl Marx:** Dialectical Materialism, Historical Materialism, class and class struggle, Alienation.

SECTION-C

- a) **Max Weber:** Theory of Social Action, Types of Authority, Protestant Ethic and Spirit of Capitalism.

SECTION-D

- a) **Emile Durkheim:** Nature and Characteristics of Social facts, Division of Labour in Society, Theory of Suicide.

Books Recommended:-

1. Abraham, F and J.H Morgan., *Sociological Thought*. New Delhi: Trinity Press 2014.
2. Abraham, M. Francis: *Contemporary Sociology*, Oxford University, New Delhi, 2006.
3. Aryan Raymond: *Main Currents in Sociological Thought*, Vols. I, II, Penguin, Harmondsworth, 1968.
4. Ashley, David, Orenstein, D.M.: *Sociological Theory*, Dorling Kindersly, Delhi, 2007.
5. Coser, Lewis A: *Master of Sociological Thought*, Harcourt Brace Jovanovich, New York, 1971.
6. Jammu I.S.: *Samajik Vigyan Pattar*, No.-26-28, Punjabi University, Patiala, 1998.
7. Judge, Paramjit Singh: *Foundations of Classical Sociological Theory*. New Delhi: Pearson. 2012.
8. Judge, Paramjit Singh: *Samaj Vigyanik Drishtikon te Sidhant*, Panjabi University, Patiala, 1997.
9. Kapila, S.: *Fundamentals of Sociology*, Vol. III, Panchkula, Kapila Publishers, 2006.
10. Kundu, Abhijit. *Sociological Theory*. New Delhi: Pearson. 2012.
11. Ritzer, George. *Classical Sociological Theory*. New Delhi: McGraw Hill. 2016.
12. Royce, Edward. *Classical Social Theory and Modern Society*. Jaipur: Rawat. 2015.

B.A. B.ED. (4 YEARS INTEGRATED DEGREE PROGRAM
(Syllabus for the Batch from Year 2020 to Year 2024))

SEMESTER-V

**PAPER-VII & VIII, STREAM-2
MATHEMATICS**

PAPER-I: DYNAMICS

Time: 3 Hours

Marks: 50

Instructions for the Paper Setters:-

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

SECTION-A

Rectilinear motion in a straight line with uniform acceleration, Newton's laws of motion, Motion of two particles connected by a string.

SECTION-B

Motion along a smooth inclined plane, Variable acceleration, Simple Harmonic Motion.

SECTION-C

Curvilinear motion of particle in a plane, Definition of velocity and acceleration, projectiles, Oscillations: Free Vibrations, Simple Pendulum, Conical Pendulum.

SECTION-D

Work, Power and Energy: Kinetic and Potential energy, Conservative forces. Theorem of conservation of energy. Work done against gravity.

Books Recommended:-

1. **S.R. Gupta:** A text book of Dynamics
2. **F. Chorlton:** Dynamics.
3. **S.L. Loney:** An Elementary Treatise on the Dynamics of a Particle and of Rigid Bodies, Cambridge University Press, 1956.

SEMESTER–V

**PAPER–VII & VIII, STREAM–2
MATHEMATICS**

PAPER–II: NUMBER THEORY

Time: 3 Hours

Marks: 50

Instructions for the Paper Setters:-

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

SECTION–A

Preliminaries: Proof by induction, Binomial Theorem. Divisibility in Integers: Basic Definitions and Properties, The division Algorithm, GCD, The Euclidean Algorithm, LCM, Existence and determination of solution to the linear Diophantine equation $ax + by = c$, primes-definition & Properties, the fundamental theorem of Arithmetic.

SECTION–B

Number-theoretic functions: the greatest integer function, Euler's Phi-function, Sum & number of divisors functions, *möbius* function & the Inversion formula.

SECTION–C

Congruences-definition and properties, linear congruences, existence & solution of the linear congruence, $ax \equiv b \pmod{m}$, Complete and reduces residue systems, Chinese remainder theorem.

SECTION–D

Fermat's theorem, Euler's theorem, Pseudoprimes Wilson's theorem. Application to Cryptography-Factorization methods due to Fermat, RSA.

Books Recommended:

1. David M. Burton: Elementary Number Theory, Seventh Edition, McGraw-Hill, Indian Reprint, 2012.
2. Ivan Niven, Herbert S. Zuckerman & Hugh L. Montgomery : An Introduction to the theory of Numbers, Wiley, fifth edition, 1991.
3. Tom M. Apostol, An introduction to Analytical Number Theory, Springer-Verlag, UTM.

B.A. B.ED. (4 YEARS INTEGRATED DEGREE PROGRAM
(Syllabus for the Batch from Year 2020 to Year 2024))

SEMESTER–V

**PAPER–VII & VIII, STREAM–2
COMPUTER SCIENCE**

**DATA BASE MANAGEMENT SYSTEM & ORACLE
(THEORY)**

**Time: 3 Hours
4 Hours per week**

**Max. Marks: 100
Theory Marks: 75
Practical Marks: 25**

Instructions for the Paper Setters:-

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

SECTION–A

DBMS

Introduction to database management system, components of DBMS, ER. Diagrams, Data Description Language, Data Manipulation Language, SQL.
Data Models, Hierarchical Model, Network Model and Relational Model, Relational Databases. Relational Algebra and Calculus Normalisation.

SECTION–B

Database Security, Protection, Integrity, Recovery, Concurrency, Control, Decomposition. Distributed Databases, Knowledge Base/Expert Systems and Object-Oriented Databases.

SECTION–C

Oracle 10g

SQL * PLUS

Introduction to Oracle 10 SQL – DDL, DML, DCL.
Join methods & Sub query, Union, Intersection
Built in Functions, View Security amongst users, Sequences, indexing object Features of Oracle 10.

SECTION–D

PL/SQL

Introduction to PL/SQL.
Cursors – Implicit & Explicit.
Procedures, Functions & Packages.
Database Triggers.

References:-

- 1 Desai B.C.: An Introduction to Database Systems, Galgotia Publishers.
- 2 Date C.J. An Introduction to Database Systems, Vol. I, Narosa Publishers.

B.A. B.ED. (4 YEARS INTEGRATED DEGREE PROGRAM
(Syllabus for the Batch from Year 2020 to Year 2024))

SEMESTER–V

**PAPER–VII & VIII, STREAM–2
COMPUTER SCIENCE**

**DATA BASE MANAGEMENT SYSTEM & ORACLE
(PRACTICAL)**

Marks: 25

Practical: Based on Database Management System and Oracle

Note: Practical marks will include the appropriate weightage for proper maintainance of Lab.

SEMESTER–V

**PAPER–VII & VIII, STREAM–2
ECONOMICS**

ECONOMICS OF DEVELOPMENT

Time: 3 Hours

Max. Marks: 100

Instructions for the Paper Setters:-

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

SECTION–A

Economic Development: Meaning and Measurement, Economic and Non-Economic Factors, Nature of Underdevelopment, Characteristics of Undeveloped Countries. Human Development Index, Concept of Sustainable Development.

Dualism: Social and Technological Dualism, Lewis Model of Unlimited Supply of Labour, Problems of Unemployment and Disguised Unemployment.

SECTION–B

Models of Growth: Classical, Marxian, Schumpeter's, Harrod-Domar and Solow's Growth Models.

SECTION–C

Rostow's Stage Theory, Strategies of Economic Development-Balanced vs. Unbalanced Growth; Theory of Big Push; Libenstein's Critical Minimum Efforts Thesis, Export Promotion and Import Substitution.

SECTION–D

Capital Formation – Meaning and Sources. Choice of Technique, Role of Planning in Under Developed Countries, Need, Objective, Strategy, Types and Problems of Planning.

Suggested Readings:-

1. Rostow W.W.: Stages of Growth
2. G.M. Meier: Leading Issues in Economic Development.
3. Micheal Todaro: Economic Development in the Third World.
4. Higgins: Economic Development: Theory and Politics.
5. Meier, G.M.: Leading Issues in Economic Development, Oxford University Press, New Delhi, 1995.
6. Thirlwall, A.P.: Growth and Development, Macmillan, London, 1999.
7. Todaro, M.P.: Economic Development in Third World, Oxford University, London.
8. Yotopoulos, P.A. and Nugent, J.: Economics of Development, Harper and Row, New York.

SEMESTER–V

**PAPER–VII & VIII, STREAM–3
HISTORY**

HISTORY OF THE WORLD (C 1500-1956 AD)

Time: 3 Hours

Max. Marks: 100

Instructions for the Paper Setters:-

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

SECTION–A

1. **Emergence of the Modern World:** Renaissance and reformation; Causes, effects of Renaissance in Europe; Martin Luther's Protestantism.
2. **French Revolution:** Causes; National Assembly; National Convention, Napoleon's rise to Power, Continental System, Downfall of Napoleon, Vienna Settlement.

SECTION–B

3. **Nationalism in Europe:** Rise of Imperialism; Industrial Revolution; Unification of Italy and Germany.
4. **The World War-I:** Causes and Impact of the war, Treaty of Versailles; League of Nations.

SECTION–C

5. **Russian Revolution:** February Revolution, October Revolution; New Economic Policy.
6. **Rise of China and Japan:** The revolution of 1911; Rise of Communism in China; the Revolution of 1949; Opening up of Japan; Meiji restoration and the Modernization of Japan.

SECTION–D

7. **Rise of USA as World Power:** Entry in the First World War; Great Economic Depression of 1929; New Deal of Roosevelt.
8. **Towards World War II and its Aftermath:** Fascism in Italy; Nazism in Germany; Causes and Impact of the World War II; the UNO; the Cold War.

Suggested Reading:

1. Lowe, Norman, *Mastering Modern World History*, Macmillan, New Delhi, 1997
2. Chakrabarti, Ranjan, *A History of the Modern World*, Ratan Sagar Private Limited. 2012
3. Rao, B.V., *History of Modern World*, Sterling Publication Pvt. Ltd. New Delhi, 2012.

B.A. B.ED. (4 YEARS INTEGRATED DEGREE PROGRAM)
(Syllabus for the Batch from Year 2020 to Year 2024)

SEMESTER–V

**PAPER–VII & VIII, STREAM–3
GEOGRAPHY**

**WORLD REGIONAL GEOGRAPHY–I
(THEORY)**

Time: 3 Hours

Max. Marks: 100

Theory Marks: 70

Practical Marks: 30

Instructions for the Paper Setters:-

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

Objectives:

To provide an understanding of:

- * The geographic dimensions of the world regions in terms of their political and administrative characteristics.
- * The physical and human resource base and their interface with economic development.
- * Development problems and prospects.

Note:

1. Question will be put on region(s) as a whole and not on individual country. The question should focus on regional perspective.
2. Stencil/outline maps and coloured pencils are allowed.

Course Contents:-

Study of the following regions of the world in terms of the aspects mentioned in each unit.

1. Anglo America and Latin in America
2. Europe

SECTION–A

- a) Location
- b) Physiographic divisions
- c) Drainage & Climate
- d) Soils and Natural Vegetation

SECTION–B

- a) Major minerals b) Agricultural crops & related occupations

B.A. B.ED. (4 YEARS INTEGRATED DEGREE PROGRAM
(Syllabus for the Batch from Year 2020 to Year 2024))

SEMESTER–V

SECTION–C

2. Industries

SECTION–D

- a) Demographic Characteristics
- b) Trade and Transport
- c) Problems and Prospects

Books Recommended:-

Essential Readings:-

1. Johnson, D.L. Haarmann, V., Johnson, M.L. & Calwson, D.L. (2012): World Regional Geography: A Development Approach. PHI Learning Private Ltd., New Delhi.
2. Blij, Harm J.de Peter, O. Muller: *Geography: Realms, Regions and Concepts, 16th Edition*, John Wiley, New York, 2013.
3. English, Paul Ward & James, A. Miller: *World Regional Geography: A Question of Place*, John Wiley, New York, 1989.
4. Jackson, Richard H. & Lloyd E. Hudman: *World Regional Geography Issues for Today*, John Wiley, New York, 1991.
5. Kromm, D.E.: *World Regional Geography*, Saunders Publishing, New York, 1981.

Further Readings:-

1. Don R. Hoy (Ed.): *Essentials of Geography and Development*, Macmillan, New York, 1984.
2. Mankoo, Darshan Singh: *A Regional Geography of the World*, Kalyani Publishers, Ludhiana, Reprint 2015.
3. Singh, Malkiat : *World Regional Geography*, Rasmeet Prakashan, Jalandhar, (Pb.), Reprint 2015
4. Trikha, R.N. and Bali P.K. and Sekhon, M.S.: *World Regional Geography*, New Academic Publishers, 2002.

Pedagogy

Teaching should involve maximum use of detailed maps of the countries, Students should be encouraged to use atlas in classrooms. Video shows about culture, physiography and economy of these countries may be arranged if possible.

**B.A. B.ED. (4 YEARS INTEGRATED DEGREE PROGRAM
(Syllabus for the Batch from Year 2020 to Year 2024))**

SEMESTER–V

**PAPER–VII & VIII, STREAM–3
GEOGRAPHY**

**MAP PROJECTIONS
(PRACTICAL)**

Time: 3 Hours

Max. Marks: 30

Written Paper of 3 Hours: 15 Marks

Practical Record (File): 08 Marks

Viva: 07 Marks

Objective:

- To provide an analytical understanding of constructions, properties, limitations and use of cylindrical and conical map projections.

SECTION–A

General introduction and classification of projections, constructions, properties, limitations and use of projections.

Construction, properties and limitations of following map projections:

Cylindricals: Plate Carree, Equal-Area and Mercator's.

SECTION–B

Construction, properties and limitations of following map projections:

Conicals: One Standard Conic, Two Standard Conic, Bonne's, Polyconic and International.

Note:-

1. A compulsory question containing 10 short answer type questions will be set covering the whole syllabus. The students will attempt 6 short answer type questions in about 25–30 words each. Each short answer type question will carry ½ mark (Total 3 marks).
2. The whole syllabus will be divided into 2 UNITS. Eight questions will be set out of the whole syllabus, four from each UNIT. The students will be required to attempt two questions from each UNIT. Each question will carry 3 marks. These will be in addition to the compulsory question at serial number 1. (Total 12 marks)
3. Evaluation of Practical record will be done at the time of viva–voce examination.
4. In case the candidate has applied for the improvement, he/she should be required to make a fresh practical note book.
5. For practical classes, the number of students in one group shall not exceed fifteen.

Books Recommended:-

1. Kellaway, George P.: *Map Projections*, Methue and Co., London.
2. Singh, Gopal: *Mapwork and Practical Geography*, Surjeet Book Depot, Delhi, 1993.
3. Singh, Malkiat: *Cartography*, Rasmeet Prakashan, Jalandhar, **Reprint 2014**.
4. Singh, L.R: *Practical Geography*, Chaitanya, Publishing House, Allahabad

B.A. B.ED. (4 YEARS INTEGRATED DEGREE PROGRAM)
(Syllabus for the Batch from Year 2020 to Year 2024)

SEMESTER–V

**PAPER–VII & VIII, STREAM–3
POLITICAL SCIENCE**

COMPARATIVE POLITICAL SYSTEMS (UK & USA)

Time: 3 Hours

Max Marks: 100

Instructions for the Paper Setters:-

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

SECTION–A

Theoretical Framework

1. Meaning and Scope of Comparative Government and Politics.
2. Various Approaches to Comparative Politics
3. Systems Approach: David Easton, Almond & Powell.

SECTION–B

1. Features of British Political System.
2. Features of US Political System.
3. Executive in US: President, Powers, Position and Role,
4. Executive in UK: Monarchy, PM, Powers, Positions and Role.

SECTION–C

1. Legislatures in the US & UK: Functioning and Changing Role.
2. Political Parties and Pressure Groups in US and UK.

SECTION–D

1. Judicial System in USA and UK: Judicial Review in USA and Rule of Law in UK.
2. Unitary v/s Federal System, USA and UK.

B.A. B.ED. (4 YEARS INTEGRATED DEGREE PROGRAM
(Syllabus for the Batch from Year 2020 to Year 2024))

SEMESTER–V

Books Recommended:-

1. Rod Hague and Martin Harrop, *Comparative Government and Politics*, New Delhi, Palgrave Macmillan, 2007.
2. G.A. Almond, G.B. Powell, K. Strom, R.J. Dalton, *Comparative Politics Today: A World View*, New Delhi, Pearsons, 2006.
3. J.C. Johari, *New Comparative Government*, New Delhi, Lotus Press, 2006, 4263/3, Ansari Road, Daryaganj, New Delhi-110002.
4. A.C Kapur and K.K. Misra, *Selection Constitutions*, New Delhi, S. Chand, 2006 (Sixteenth Revised Edition).
5. A.C. Kapur and K.K. Misra, *Selection Constitutions*, New Delhi, S. Chand, 2006 (Sixteenth Revised Edition).
6. S.N. Ray, *Modern Comparative Politics: Approaches, Methods and Issues*, New Delhi, PHI, 1999.
7. M.V. Pylee, *Select Constitutions of the World*, New Delhi, Universal Law Publishers, 2006 (Revised).
8. Judith Bara And Mark Lennigton, *Comparative Politics*, Sage, 2009
9. William R. Clarks, Matt Golder and Sona Nadenichek, *Principals of Comparative Politics*, CQ Press, 2012
10. December Green and Lenra Luhrmann, *Comparative Politics of the Third World*, Viva 2004
11. Vishnool Bhagwan and Vidhya Bhushan, *World Constitutions*, Sterling, 2002
12. Daniele Caramani, *Comparative Politics*, Oxford, 2008
13. Vidhya Bhushan, *Comparative Politics*, Atlantic, 2008

SEMESTER–V

**PAPER–VII & VIII, STREAM–3
ECONOMICS**

ECONOMICS OF DEVELOPMENT

Time: 3 Hours

Max. Marks: 100

Instructions for the Paper Setters:-

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

SECTION–A

Economic Development: Meaning and Measurement, Economic and Non-Economic Factors, Nature of Underdevelopment, Characteristics of Undeveloped Countries. Human Development Index, Concept of Sustainable Development.

Dualism: Social and Technological Dualism, Lewis Model of Unlimited Supply of Labour, Problems of Unemployment and Disguised Unemployment.

SECTION–B

Models of Growth: Classical, Marxian, Schumpeter's, Harrod-Domar and Solow's Growth Models.

SECTION–C

Rostow's Stage Theory, Strategies of Economic Development-Balanced vs. Unbalanced Growth; Theory of Big Push; Libenstein's Critical Minimum Efforts Thesis, Export Promotion and Import Substitution.

SECTION–D

Capital Formation – Meaning and Sources. Choice of Technique, Role of Planning in Under Developed Countries, Need, Objective, Strategy, Types and Problems of Planning.

Suggested Readings:

1. Rostow W.W.: Stages of Growth
2. G.M. Meier: Leading Issues in Economic Development.
3. Micheal Todaro: Economic Development in the Third World.
4. Higgins: Economic Development: Theory and Politics.
5. Meier, G.M.: Leading Issues in Economic Development, Oxford University Press, New Delhi, 1995.
6. Thirlwall, A.P.: Growth and Development, Macmillan, London, 1999.
7. Todaro, M.P.: Economic Development in Third World, Oxford University, London.
8. Yotopoulos, P.A. and Nugent, J.: Economics of Development, Harper and Row, New York.

B.A. B.ED. (4 YEARS INTEGRATED DEGREE PROGRAM
(Syllabus for the Batch from Year 2020 to Year 2024))

SEMESTER–V

**PAPER–VII & VIII, STREAM–4
PHILOSOPHY**

WESTERN METAPHYSICS AND EPISTEMOLOGY

Time allowed: 3 hours

Max. Marks: 100

Lectures to be delivered: 6 per week

Pass Marks: 35

Instructions for the Paper Setters:-

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

SECTION–A

1. Introduction to Western Philosophy: Nature, Scope and Utility
2. Idealism: Subjective (Berkeley) and Objective (Plato)
3. Materialism: Mechanical and Dialectical

SECTION–B

1. Monism (Spinoza) : Definition, Meaning, Characteristics and Critical Evaluation
2. Dualism (Descartes) Definition, Meaning, Characteristics and Critical Evaluation
3. Pluralism (Leibnitz) Definition, Meaning, Characteristics and Critical Evaluation

SECTION–C

1. Rationalism: Definition, Meaning, Characteristics and Critical Evaluation
2. Empiricism: Definition, Meaning, Characteristics and Critical Evaluation
3. Intuitionism: Definition, Meaning, Characteristics and Critical Evaluation

SECTION–D

1. Existentialism: Definition, Nature and Characteristics.
2. Logical Positivism: Definition, Nature and Characteristics.
3. Pragmatism: Definition, Nature and Characteristics.

B.A. B.ED. (4 YEARS INTEGRATED DEGREE PROGRAM
(Syllabus for the Batch from Year 2020 to Year 2024))

SEMESTER-V

Recommended Readings:-

English Books:-

1. Ayer, A.J., *20th Century Philosophy*, Orion Books, London, 1992.
2. Bahm, A.J., *Philosophy An Introduction*, New Delhi, Asia publisher house, 1964.
3. Grossman Reinhardt, *Phenomenology and Existentialism: An Introduction*, London; Boston: Routledge & K. Paul, 1984.
4. James William, *Pragmatism and Four Essays from the Meaning of Truth*, New Delhi, Eurasia, 1975.
5. Stephen, Conner, *Fundamental Questions in Philosophy*, Harmondsworth, Middlesex, Penguin Books, 1971.
6. Stumpf, Samuel Enoch, *Socrates to Sartre: A History of Philosophy*, McGraw-Hill, New York, 1966.
7. Titus, H., *Living Issues in Philosophy*, Eurasia, New Delhi, 1968.

Punjabi Books:-

1. ਸੰਧੂ, ਜੀ.ਐਸ., *ਤੱਤ ਮੀਮਾਂਸਾ ਅਤੇ ਗਿਆਨ ਮੀਮਾਂਸਾ*, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ।

Hindi Books:-

1. ਪ੍ਰਸਾਦ, ਰਾਜਿੰਦਰ, *ਦਰਸ਼ਨ ਸ਼ਾਸਤਰ ਕੀ ਰੂਪਰੇਖਾ*, ਮ'ਤੀਲਾਲ ਬਨਾਰਸੀਦਾਸ, ਦਿੱਲੀ, 2011.

B.A. B.ED. (4 YEARS INTEGRATED DEGREE PROGRAM)
(Syllabus for the Batch from Year 2020 to Year 2024)

SEMESTER–V

**PAPER–VII & VIII, STREAM–4
PSYCHOLOGY**

**ABNORMAL PSYCHOLOGY–I
(THEORY)**

Time: 3 Hours

**Pass Marks: 35% of the subject
(Theory and Practical Separately)**

Max. Marks: 100

Theory Marks: 75

Practical Marks: 25

Instructions for the Paper Setters:-

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

SECTION–A

Abnormality: Concept and Criteria of Abnormality. Myth and Misconceptions regarding Abnormal Behaviour. DSM V classification of Abnormal Behaviour- Advantages and disadvantages

Theoretical Perspectives of Psychopathology: Psychoanalytic, Cognitive, Behavioural, Humanistic and Interpersonal (Sullivan).

SECTION–B

Causes of Abnormal Behaviour: Primary, Predisposing, Precipitating reinforcing. Biological Causes (Genetic defects, constitutional liabilities, Brain dysfunction & Physical deprivation). Psycho-Social Causes (Self-perception and cognitive maps, early deprivation, Inadequate parenting, pathogenic family structures, maladaptive peer relationship. Socio-Cultural Causes (Socio-Cultural Environment and Pathogenic societal influences).

SECTION–C

Stress & Coping: Concept, Categories of Stressors, Factors Predisposing an individual to stress. Coping strategies.

Stress Related Disorders: Coronary Heart Disease (CHD), Hypertension Ulcers & Migraine Pain: Symptoms Causes and general treatment of stress related disorders.

B.A. B.ED. (4 YEARS INTEGRATED DEGREE PROGRAM
(Syllabus for the Batch from Year 2020 to Year 2024))

SEMESTER–V

SECTION–D

Alcoholism: Misconception about Alcohol & Alcoholism, Clinical Picture, Causes, Treatment & Outcomes.

Drug Addiction: Clinical Picture, Causes and Treatment of Opium and its Derivatives, Sedatives (Barbiturates), Stimulants (Amphetamines & Cocaine): Hallucinogens (LSD & related drugs) Marijuana, Caffeine & Nicotine.

Readings:-

1. Carson, R.C., Butcher, J.N. and Mineka, S. (1997), Abnormal Psychology and Modern Life, New York: Harper Collins.
2. Davison, G.C. and Neale, J.M. (1998), Abnormal Psychology, New York: John Wiley and Sons.
3. Sarason, I.G. and Sarason, B.R. (1996), Abnormal Psychology, New Delhi: Prentice Hall of India.
4. Singh, A. Asadharan Manovigyan, Punjabi University, Patiala.
5. Alloy, L.B., Riskind, J.H. & Manso, M.J. (2006), Abnormal Psychology Tata McGraw Hill Publishing Company, New Delhi.

B.A. B.ED. (4 YEARS INTEGRATED DEGREE PROGRAM)
(Syllabus for the Batch from Year 2020 to Year 2024)

SEMESTER–V

**PAPER–VII & VIII, STREAM–4
PSYCHOLOGY**

(PRACTICAL)

Marks: 25

Instructions for the Practical Examination:

Students are supposed to perform five practicals out of 6 mentioned in the syllabus. Practical examination will be of 3 hours duration. External examiner will conduct the practical examination. The students will perform one practical in the exam carrying 25 marks. Evaluation of the practical would be done on the basis of write-up of file book (5 Marks), performance and viva-voce (20 Marks) relating to the practicals. In case students have not completed 5 practicals, the examiner will deduct marks at the rate of 5 for each left practical out of total evaluation of the student. No reappear will be allowed in the practical examination. Fail in the practical will be considered fail overall in the subject.

Five Practical have to be performed out of the following:

1. Word Association Test.
2. Adjustment Inventory.
3. Measurement of Stress
4. Measurement of Attitudes.
5. Measurement of Interests.
6. Locus of Control.

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SEMESTER–V

**PAPER–VII & VIII, STREAM–4
SOCIOLOGY**

SOCIAL THOUGHT

Time: 3 Hours

Max. Marks: 100

Instructions for the Paper Setters:-

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

SECTION–A

- a) **Auguste Comte:** Law of three stages, Positivism
- b) **Herbert Spencer:** Social Darwinism and types of Society.

SECTION–B

- b) **Karl Marx:** Dialectical Materialism, Historical Materialism, class and class struggle, Alienation.

SECTION–C

- b) **Max Weber:** Theory of Social Action, Types of Authority, Protestant Ethic and Spirit of Capitalism.

SECTION–D

- b) **Emile Durkheim:** Nature and Characteristics of Social facts, Division of Labour in Society, Theory of Suicide.

Books Recommended:-

1. Abraham, F and J.H Morgan., *Sociological Thought*. New Delhi: Trinity Press 2014.
2. Abraham, M. Francis: *Contemporary Sociology*, Oxford University, New Delhi, 2006.
3. Aryan Raymond: *Main Currents in Sociological Thought*, Vols. I, II, Penguin, Harmondsworth, 1968.
4. Ashley, David, Orenstein, D.M.: *Sociological Theory*, Dorling Kindersly, Delhi, 2007.
5. Coser, Lewis A: *Master of Sociological Thought*, Harcourt Brace Jovanovich, New York, 1971.
6. Jammu I.S.: *Samajik Vigyan Pattar*, No.-26-28, Punjabi University, Patiala, 1998.
7. Judge, Paramjit Singh: *Foundations of Classical Sociological Theory*. New Delhi: Pearson. 2012.
8. Judge, Paramjit Singh: *Samaj Vigyanik Drishtikon te Sidhant*, Panjabi University, Patiala, 1997.
9. Kapila, S.: *Fundamentals of Sociology*, Vol. III, Panchkula, Kapila Publishers, 2006.
10. Kundu, Abhijit. *Sociological Theory*. New Delhi: Pearson. 2012.
11. Ritzer, George. *Classical Sociological Theory*. New Delhi: McGraw Hill. 2016.
12. Royce, Edward. *Classical Social Theory and Modern Society*. Jaipur: Rawat. 2015.

B.A. B.ED. (4 YEARS INTEGRATED DEGREE PROGRAM
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SEMESTER–V

**EPC–IV
DEVELOPING ICT COMPETENCIES**

Time 1: 30 hrs

Total Marks: 50

Internal Marks: 25

External Marks: 25

Instructions for the Paper Setters:-

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

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

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

SECTION–A

1. **ICT and Knowledge Construction in School Education:** Concept, Objectives and Importance
2. Functional knowledge of operating computers- Word processes, use of Power Point and Excel.
3. Browsing of Internet for Discerning and selecting relevant subject related information and their downloading for generating teaching learning material.

SECTION–B

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

B.A. B.ED. (4 YEARS INTEGRATED DEGREE PROGRAM)
(Syllabus for the Batch from Year 2020 to Year 2024)

SEMESTER–V

Evaluation scheme

a) Internal

Attendance **05 Marks**

Assignments on the following **20 Marks**

(Any two of the following)

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

b) External

Conduct of practical examination and viva voce by the external **25 Marks**

Note:- Internal evaluation will be conducted by a team of three experts nominated by the principal of the college from his/her own faculty.

References:-

- Sharma, L. (2006). *Computer Education*. Ferozepur Cantt: Wintech Publications. Sinha, P.K. (1992). *Computer Fundamentals*. New Delhi: BPB.
- Subramanian. N. (1988). *Introduction to Computers (Fundamentals of Computer Science)*. New Delhi: Tata McGraw Hill.
- GoI (2012) *National Policy on ICTs in School Education*, MHRD, Govt. of India.
- DSERT Karnataka (2012). *Position Paper on ICT Mediation in Education*. DSERT
- Castells, M. (2009). *The Rise of the Network Society, The Information Age: Economy, Society and Culture Vol. I, II and III*. John Wiley & Sons
- Benkler, Y. (2006). *The Wealth of Networks: How social production transforms markets and freedom*. Yale University Press
- Cuban, L. (2001). *Oversold & Underused: Computers in the classroom*. Cambridge, MA: Harvard University Press.
- Singh, Arjinder. (2009). *Modern Approach to Computer Education*. Jalandhar: Modern Publisher.
- Sharma, L. (2006). *Computer Education*. Ferozepur Cantt: Wintech Publications.
- Sinha, P.K. (1992). *Computer Fundamentals*. New Delhi: BPB.
- Subramanian. N. (1988). *Introduction to Computers (Fundamentals of Computer Science)*. New Delhi: Tata McGraw Hill.

B.A. B.ED. (4 YEARS INTEGRATED DEGREE PROGRAM
(Syllabus for the Batch from Year 2020 to Year 2024))

SEMESTER–VI

**PAPER–I
SCHOOL MANAGEMENT**

Time: 1.30 hrs.

**Total Marks: 50
Terminal: 35
Sessional Work: 15**

Instructions for the Paper Setters:-

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

COURSE OBJECTIVES:

After the completion of the course, the student teacher will be able to:

- Understand the concept of School Organization and Management.
- Understand TQM and its application in day to day working of schools.
- Perform different functions of Schools
- Perform as a teacher in an efficient and coordinated manner in a School.

SECTION–A

SCHOOL ORGANISATION AND MANAGEMENT

- a) School Organization and Management: Meaning, need, functions and latest trends
- b) Norms and conditions of opening a school according to CBSE/PSEB

SECTION–B

- a) Total Quality Management: Concept, need and importance, Significance of TQM to schools with special reference to physical resources, human resources, healthy practices for staff and students with special reference to IQAC

SECTION–C

FUNCTIONS OF SCHOOL

- a) Principal –The Leadership role Importance, Qualities, Relation with others, Duties and functions
- b) Mechanism for co-ordinated functioning in school, Planning of annual school calendar, Time Table, Co-curricular activities

SECTION–D

- c) Registers and Records: Meaning, need and importance; Stock register, Admission register, Attendance register, Cumulative record card and Anecdotal records

B.A. B.ED. (4 YEARS INTEGRATED DEGREE PROGRAM)
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SEMESTER–VI

SESSIONAL WORK

Performance in unit tests and house examination 05 Marks

Files to be prepared and submitted for evaluation 10 Marks

Assignments on the following (any one)

- Preparation of the Cumulative Record and Anecdotal record
- Prepare time table for secondary class

References:-

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

B.A. B.ED. (4 YEARS INTEGRATED DEGREE PROGRAM)
(Syllabus for the Batch from Year 2020 to Year 2024)

SEMESTER–VI

PAPER–II

(a) PEACE EDUCATION AND HAPPINESS

Time: 1.30 hrs.

Total Marks: 50

Terminal: 35

Sessional Work: 15

Instructions for the Paper Setters:-

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

COURSE OBJECTIVES:

After the completion of the course, the student teacher will be able to:

- Understand the concept and importance of Peace.
- Understand Various Initiatives taken for building Peace in the World.
- Explain the Concept and Need of Peace Education.
- Perform the role in a better way to promote Peace Education.

SECTION–A

CONCEPTUAL INTRODUCTION

- a) **Peace:** Concept (National and International), Objectives, challenges (increasing stress, conflicts, crimes, terrorism, violence, war)
- b) **Four pillars of Education by UNESCO**

SECTION–B

- a) Peace as reflected in the philosophy of Mahatma Gandhi and Dalai Lama.
- b) Initiatives for peace building at national and international level

SECTION–C

TRANSACTING PEACE EDUCATION FOR HAPPINESS

- a) **Happiness:** Concept and Strategies for developing peaceful personality
- b) Integration of Peace Education through curricular and co-curricular activities.

SECTION–D

- a) Role of mass media in Peace Education
- b) **Programmes for Promoting Peace Education**

**B.A. B.ED. (4 YEARS INTEGRATED DEGREE PROGRAM
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SEMESTER–VI

SESSIONAL WORK

Performance in unit tests and house examination 05 Marks

Files to be prepared and submitted for evaluation 10 Marks

Assignments on the following (any one)

1. Developing and action plan for peace in school and local community/Poster presentation.
2. Excursion to sites or monuments symbolizing introspection; Organizing morning assembly, mediation, exhibition, etc. on peace – related themes
2. Organization of awareness programme on peace building and Report writing

REFERENCES:-

- Dalai Lama, H.H. The Art of Living and Dying in Peace
- Krishnamurti, J. Education and the Significance of Life
- Sheehan, V. Mahatma Gandhi
- Adans, D. (Ed). (1997). UNESCO and a Culture of peace, promoting a global Movement
- Aggarwal, J.C. (2005) Education for values, environment and human rights. New Delhi: Shipra Publication
- Aggarwal, J.C. (2005) Education for values, environment and human rights. New Delhi: Shipra Publication.
- Diwaar, R.R., & Agarwal, M. (Ed). (1984). Peace education. New Delhi: Gandhi peace foundation
- Fountain, S. (1999). Peace Education in UNICEF, United Nations Children's Fund Programme Publications, New York
- Johan, G. (1996). Peace by peaceful means. New Delhi: Sage Publication
- Khan, Wahiduddin (2003). Ideology of Peace, Goodword, New Delhi
- Morrison, M.L. (2003) Peace Education. Australia: McFarland
- Peace and Value Education. Dr. Kiruba Charles & V. Arul Selvi. (Neelkamal Publications Pvt Ltd, New Delhi, First Edition ,2012
- Pandey, Sanjay (2004). Peace Education. New Delhi: NCERT.
- Salomon, G., & Nevo, B. (2002). Peace Education: The concept, principles, and practices around the world. London: Lawrence Erlbaum Associates

<http://www.unicef.org/education/files/PeaceEducation.pdf>

B.A. B.ED. (4 YEARS INTEGRATED DEGREE PROGRAM)
(Syllabus for the Batch from Year 2020 to Year 2024)

SEMESTER-VI
PAPER-II
(b) LIFE LONG EDUCATION

Time: 1.30 hrs.

Total Marks: 50

Terminal: 35

Sessional Work: 15

Instructions for the Paper Setters:-

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

COURSE OBJECTIVES:

After the completion of the course, the student teacher will be able to:

- Explain the concept and need of Life Long Education.
- Understand the functioning of various agencies of adult and continuing education in India and abroad.
- Explain the various trends related to Adult and Continuing Education.
- Understand and contribute to the global perspectives of Life Long Education in future.

SECTION-A

LIFE LONG EDUCATION

- a) **Life Long Education:** Concept, Aims, Need and Scope, Philosophical and Sociological basis

SECTION-B

- a) **Different Forms of Life Long Education:** Adult Education, Open and Distance Education and Extension Education (Concept, Need and importance), Approaches to Continuing Education / Lifelong Education in different Five-Year Plans.
- b) **Administration and management of adult and continuing education programmes:** Bodies and functionaries (Govt of India) and UGC Guidelines

SECTION-C

GLOBAL PERSPECTIVES OF LIFE LONG EDUCATION

- a) **Adult and Continuing Education:** Role of universities in adult and continuing education: Department/Centre for adult and continuing education and extension education.
- b) Trends of Adult & Lifelong Learning in Asia with focus on SAARC Countries; Adult & Lifelong learning in developing and developed countries: China, USA and Canada

SECTION-D

- a) **On-Line Learning:** Meaning, importance and limitations; Innovations in distance education; Modalities of Distance Education- Correspondence courses, Open Schools and Universities, Education Broadcast: TV and Radio, CAI.

B.A. B.ED. (4 YEARS INTEGRATED DEGREE PROGRAM
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SEMESTER–VI

SESSIONAL WORK

Performance in unit tests and house examination 05 Marks

Files to be prepared and submitted for evaluation 10 Marks

Assignments on the following (any one)

- Review and analysis of awareness of global policies for life long education
- Survey of work done/ courses run by life long department of any university.

References:-

- Daswani, C.J & Shah, S.Y (Ed. 2000) Adult Education in India: Selected Papers, New Delhi: UNESCO.
- Rao, V.J. (2000): Problem of Continuing Education. New Delhi: Discovery Pub
- Venkataiah, S. (Ed.) (2000): Lifelong and Continuing Education. New Delhi: Anmol Pub
- Jolliffe, et. Al. (2001): The Online Learning Handbook. UK: Kogan Page.
- Roger, Harrison (Ed.2002) Supporting Lifelong Education, London: Rotledge.
- Singh, Madhu. (Ed.2002) Lifelong Learning, Humburg: UNESCO Institute of Lifelong Learning.
- Warren. (2002): Integrating Technology – In Learning and Teaching. UK: Kogan Page.
- Verma, R. (2005): Distance Education – In Technological Age. New Delhi: Anmol Publications (Pvt) Ltd.
- Verma, R. (2007): Education-Open and Distance Education – In Global Society. New Delhi: Anmol Publications.
- Joshi P.K. (2007): Modern Distance Education. New Delhi: Anmol Publications.
- Maier &Preece, J (2009), Lifelong Learning and Development: A Southern Perspective, London: Continuum International Publishing Group.
- Rajesh & Dixit, V.K. (2011) Lifelong Learning: Issues and Challenges, New Delhi: Global Book Organization.

B.A. B.ED. (4 YEARS INTEGRATED DEGREE PROGRAM
(Syllabus for the Batch from Year 2020 to Year 2024))

SEMESTER–VI
PAPER–II
(c) HEALTH EDUCATION

Time: 1.30 hrs.

Total Marks: 50
Terminal: 35
Sessional Work: 15

Instructions for the Paper Setters:-

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

COURSE OBJECTIVES:

After the completion of the course, the student teacher will be able to:

- Understand the concept and need of Health and Health Education.
- Feel the importance of balanced diet and Personal Hygiene in their lives.
- Understand role of various agencies in promoting Health Education in rural areas.
- Perform their role as an effective Teacher.

SECTION–A

- a) **Health:** Concept of health principles of life as a base for positive health; Health Education: meaning, importance, dimensions and determinants, health appraisal, health needs of children and adolescents including differently abled children

SECTION–B

- a) **Food and Nutrition:** elements of balanced diet, food habits, nutrition and its functions, Practices related to food hygiene: malnutrition, including obesity, food deficiency diseases and prevention
- b) **Personal Hygiene:** meaning and importance; Communicable Diseases: meaning, causes and prevention measures of Typhoid, Diabetes, Chicken Pox and HIV/ AIDS

SECTION–C

- a) **Safety and Security:** Diseases in and out of schools, ways of prevention, safety from snake bites, animal attacks, prevention and treatment

SECTION–D

- a) **Health Education in Rural Area:** Role of Women in Health Education, Social Services Camps, Role of Village Health Committees, Village Health Insurance Scheme
- b) Role of Teachers and Supervisors in Health Education

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SEMESTER-VI

SESSIONAL WORK

Performance in unit tests and house examination 05 Marks

Files to be prepared and submitted for evaluation 10 Marks

Assignments on the following

- Preparation of diet chart for specific health related problem/ BMI (Body Mass Index)
- Awareness programme in rural area related to food and nutrition

References:-

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

B.A. B.ED. (4 YEARS INTEGRATED DEGREE PROGRAM
(Syllabus for the Batch from Year 2020 to Year 2024))

SEMESTER–VI

PAPER–II
(d) Value Education

Time: 1.30 hrs.

Total Marks: 50
Terminal: 35
Sessional Work: 15

Instructions for the Paper Setters:-

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

COURSE OBJECTIVES:

After the completion of the course, the student teacher will be able to:

- Understand concept and various sources of Values and Value Education.
- Understand the role of various agents of education in promoting value education.
- Promote Value Education by knowing about its various strategies.
- Inculcate values among their students in their future role.

SECTION–A

VALUE EDUCATION

- a) **Values:** Concept, Classification and sources of Values- Socio- Cultural tradition, Religion and Constitution.
- b) Aims and objectives of value education in the curriculum, Need for Value Education in 21st century.

SECTION–B

- a) Role of Parents, Teachers, Society, Peer groups, Religion, Government, Mass media in fostering values, Indicators of Values and its Educational implications.

SECTION–C

APPROACHES FOR VALUE EDUCATION

- a) **Value Crisis:** Reasons, Attitude towards life and relationship between values and life.

SECTION–D

- a) Approaches and Strategies Approaches – Value inculcation; analysis and clarification Strategies, Direct, Curricular, Indirect Co-Curricular, personal examples, Activities, Storytelling, Dramatization, Episode writing, Identification of values in learning prose and poetry.

B.A. B.ED. (4 YEARS INTEGRATED DEGREE PROGRAM
(Syllabus for the Batch from Year 2020 to Year 2024))

SEMESTER–VI

SESSIONAL WORK

Performance in unit tests and house examination 05 Marks

Files to be prepared and submitted for evaluation 10 Marks

Assignments on the following (any one)

- Review of school textbook (Pedagogy I/ Pedagogy II) in context to value education
- Enactments based on Basic Human Values – Truth, Beauty, Goodness, Love, Peace, Nonviolence

References:-

- Brendam Mac Carthaigh (1996): Value Education. What, Why and How. Better yourself Book, Mumbai.
- Dr. D Bahskara Rao (2006): Value Oriented Education. Dr. Dayakara Reddy and Digumarti Discovery Publishing House, New Delhi
- Jasta, Hari Ram (1991): Spiritual Values and Education. Associated Press, Ambala.
- Kaul, G.N. (1975): Values and Education in Independent India. The Associated Publishers, Ambala Cantt.
- Keerat, Joshi (Edited) (2002): Philosophy of Value Oriented Education, Theory and Practice. Published by Indian Council of Philosophical Research, New Delhi.
- Kishore, Lalit (1990): Value Oriented Education. Foundation and frontiers, World overview. DoabaHouse, New Delhi.
- Ronald, King (1969): Values and Improvement in Grammar School. Routledge, London.
- Ruhela, S.P. (1986): Human Values and Education. Sterling Publishers Pvt. Ltd. New Delhi.
- Sharma, S.R. (1999): Teaching of Moral Education. Cosmos Publishers, New Delhi.
- Venkatesh, N. (2005): Value Education APH Publishing Corporation, New Delhi

**B.A. B.ED. (4 YEARS INTEGRATED DEGREE PROGRAM
(Syllabus for the Batch from Year 2020 to Year 2024))**

SEMESTER–VI

PAPER–II

(e) Guidance and Counselling

Time: 1.30 hrs.

Total Marks: 50

Terminal: 35

Sessional Work: 15

Instructions for the Paper Setters:-

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

COURSE OBJECTIVES:

After the completion of the course, the student teacher will be able to:

- Understand the concept and need of guidance and Counselling.
- Know the various agencies of guidance at District, State and National level
- Analyze the relationship between guidance and counselling.
- Become acquainted with the skills and qualities of an effective counsellor.

SECTION–A

INTRODUCTION TO GUIDANCE

- a) **Guidance:** Meaning purposes, assumption, Need, Principles of guidance in India, Procedure

SECTION–B

- a) Kinds of guidance- Educational, Vocational, and Personal
b) Agencies of guidance at District, State & National Level.

SECTION–C

UNDERSTANDING COUNSELLING

- a) **Concept, need and Kinds of Counselling:** directive, non-directive and eclectic
b) Counselling interview

SECTION–D

- a) Role of teacher as a counsellor, Skills and qualities of an effective counsellor

SESSIONAL WORK

Performance in unit tests and house examination 05 Marks

Files to be prepared and submitted for evaluation 10 Marks

Assignments on the following (any one)

- Plan a minimum guidance programme of a school at the secondary stage
- Visit the guidance centre and prepare the directory of career options for present and upcoming new world

B.A. B.ED. (4 YEARS INTEGRATED DEGREE PROGRAM
(Syllabus for the Batch from Year 2020 to Year 2024))

SEMESTER–VI

References:-

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

B.A. B.ED. (4 YEARS INTEGRATED DEGREE PROGRAM)
(Syllabus for the Batch from Year 2020 to Year 2024)

SEMESTER–VI

PAPER–III: ENGLISH (COMPULSORY)

Time: 3 Hours

Max. Marks: 50

Instructions for the Paper Setters:-

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

Texts Prescribed:

1. *The Guide* by R.K. Narayan
2. *Glimpses of Theatre*, Guru Nanak Dev University Amritsar.
 - i) “The Will”
 - ii) “Villa for Sale”
 - iii) “Progress”
3. “The Monkey’s Paw”
 - iv) “Sorry Wrong Number”
 - v) “No eggs! No eggs!”

SECTION–A

Study of the novel, *The Guide* by R.K. Narayan.

SECTION–B

One- act plays, and “**The Will**” and “**Villa for Sale**” from *Glimpses of Theatre*, Guru Nanak Dev University Amritsar.

SECTION–C

One- act plays, “**Progress**” and “**The Monkey’s Paw**” from *Glimpses of Theatre*, Guru Nanak Dev University Amritsar and **Essay writing**.

SECTION–D

One-act plays, “**Sorry Wrong Number**” and “**No eggs! No eggs!**” from *Glimpses of Theatre*, Guru Nanak Dev University Amritsar.

SEMESTER–VI

Instructions for the paper-setter and distribution of marks:

The question paper will consist of four sections and distribution of marks will be as under:

The question will be divided into four sections:

SECTION–A

Four short answer type questions based on Section 1 will be set. The students are required to attempt any three. Each question carries four marks. One essay type question with internal choice will be set. It carries 8 marks. (3X4+8=20 marks)

SECTION–B

Three very short answer type questions will be set on character, tone, plot and themes of One-act plays. The students are required to attempt any two. (2x2=4) Each question carries two marks. (1x6=6) One essay type question with internal choice will be set. It carries six marks. The total weightage of this section is 10 marks.

SECTION–C

Three short answer type questions will be set on character, tone, plot and themes of One-act plays. The students are required to attempt any two. (2x2=4) Each question carries two marks. One essay type question with internal choice will be set. It carries six marks. (1x6=6). The total weightage of section is 10 marks.

SECTION–D

Three short answer type questions will be set on character, tone, plot and themes of One-act plays. The students are required to attempt any two. (2x2=4) Each question carries two marks. One essay type question with internal choice will be set. It carries six marks. (1x6=6). The total weightage of this section is 10 marks.

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SEMESTER-VI

PAPER-IV: PUNJABI (COMPULSORY) ਪੰਜਾਬੀ (ਲਾਜ਼ਮੀ)

ਸਮਾਂ: 3 ਘੰਟੇ

ਕੁਲ ਅੰਕ: 50

ਅੰਕ-ਵੰਡ ਅਤੇ ਪਰੀਖਿਅਕ ਲਈ ਹਦਾਇਤਾਂ

1. ਪ੍ਰਸ਼ਨ ਪੱਤਰ ਦੇ ਚਾਰ ਭਾਗ ਹਨਗੇ। ਹਰ ਭਾਗ ਵਿਚ ਦੋ ਪ੍ਰਸ਼ਨ ਪੁੱਛੇ ਜਾਣਗੇ।
2. ਵਿਦਿਆਰਥੀ ਨੇ ਕੁੱਲ ਪੰਜ ਪ੍ਰਸ਼ਨ ਕਰਨੇ ਹਨ। ਬਰ ਭਾਗ ਵਿਚ ਇਕ ਪ੍ਰਸ਼ਨ ਲਾਜ਼ਮੀ ਹੈ। ਪੰਜਵਾਂ ਪ੍ਰਸ਼ਨ ਕਿਸੇ ਵੀ ਭਾਗ ਵਿਚ ਕੀਤਾ ਜਾ ਸਕਦਾ ਹੈ।
3. ਹਰੇਕ ਪ੍ਰਸ਼ਨ ਦੇ ਬਰਾਬਰ ਅੰਕ ਹਨ।
4. ਪੇਪਰ ਸੈਟ ਕਰਨ ਵਾਲਾ ਜੇਕਰ ਚਾਹੇ ਤਾਂ ਪ੍ਰਸ਼ਨਾਂ ਦੀ ਵੰਡ ਅੱਗੇ ਵੱਧ ਤੋਂ ਵੱਧ ਚਾਰ ਉਪ-ਪ੍ਰਸ਼ਨਾਂ ਵਿਚ ਕਰ ਸਕਦਾ ਹੈ।

ਪਾਠ-ਕ੍ਰਮ ਅਤੇ ਪਾਠ-ਪੁਸਤਕਾਂ
ਸੈਕਸ਼ਨ - ਏ

ਕਾਵਿ ਗਰੰਥ (ਪਹਿਲੇ ਛੇ ਕਵੀ)

(ਸੰਪਾ. ਬਿਕਰਮ ਸਿੰਘ ਘੁਮਣ, ਕਰਮਜੀਤ ਕਰ), ਗੁਰੂ ਨਾਨਕ ਦੇਵ ਯੂਨੀਵਰਸਿਟੀ, ਅੰਮ੍ਰਿਤਸਰ, (ਸ਼ੇਖ ਫਰੀਦ, ਸ਼ਾਹ ਹੁਸੈਨ, ਗੁਰੂ ਨਾਨਕ ਦੇਵ ਜੀ, ਗੁਰੂ ਅਰਜਨ ਦੇਵ ਜੀ, ਵਾਰਿਸ ਸ਼ਾਹ, ਸ਼ਾਹ ਮੁਹੰਮਦ)

(ਪ੍ਰਸੰਗ ਸਹਿਤ ਵਿਆਖਿਆ/ਵਿਸ਼ਾ ਵਸਤੂ/ਸਾਰ)

ਸੈਕਸ਼ਨ - ਬੀ

ਧਰਤੀਆਂ ਦੇ ਗੀਤ (ਸਫ਼ਰਨਾਮਾ), ਬਰਜਿੰਦਰ ਸਿੰਘ ਹਮਦਰਦ, ਨਾਨਕ ਸਿੰਘ ਪੁਸਤਕਮਾਲਾ, ਅੰਮ੍ਰਿਤਸਰ
(ਲੇਖਕ ਜੀਵਨ ਤੇ ਰਚਨਾ/ ਸਮਾਜ ਸਭਿਆਚਾਰ ਪਰਿਪੇਖ/ਸਫ਼ਰਨਾਮੇ ਦੇ ਤੌਰ ਤੇ ਪਰਖ)

ਸੈਕਸ਼ਨ - ਸੀ

- (ਉ) **ਲੇਖ ਰਚਨਾ** (ਵਿਗਿਆਨ, ਤਕਨਾਲੋਜੀ ਅਤੇ ਚਲੰਤ ਮਸਲਿਆਂ ਸੰਬੰਧੀ)
- (ਅ) **ਆਧੁਨਿਕ ਸਾਹਿਤ ਰੂਪ** : ਕਵਿਤਾ, ਕਹਾਣੀ, ਨਾਵਲ, ਨਾਟਕ, ਇਕਾਂਗੀ
(ਪਰਿਭਾਸ਼ਾ ਅਤੇ ਤੱਤ)

ਸੈਕਸ਼ਨ - ਡੀ

ਵਿਆਕਰਨ :

- (ਉ) ਵਿਆਕਰਨਕ ਸ਼੍ਰੇਣੀਆਂ : ਲਿੰਗ ਅਤੇ ਵਚਨ
- (ਅ) ਕਿਰਿਆ ਵਾਕਸ਼ : ਪਰਿਭਾਸ਼ਾ, ਬਣਤਰ ਤੇ ਪ੍ਰਕਾਰ

ਸਹਾਇਕ ਪੁਸਤਕਾਂ

1. ਰਤਨ ਸਿੰਘ ਜੱਗੀ, **ਸਾਹਿਤ ਦੇ ਰੂਪ**, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ।
2. ਜਗਬੀਰ ਸਿੰਘ, **ਗੁਰਮਤਿ ਕਾਵਿ ਦਾ ਇਤਿਹਾਸ**, ਪੰਜਾਬੀ ਅਕਾਦਮੀ, ਦਿੱਲੀ।
3. ਗੁਰਦੇਵ ਸਿੰਘ ਸਿੱਧੂ, **ਸੂਫੀ ਕਾਵਿਧਾਰਾ ਦਾ ਇਤਿਹਾਸ**, ਪੰਜਾਬੀ ਅਕਾਦਮੀ, ਦਿੱਲੀ।
4. ਕਰਨਜੀਤ ਸਿੰਘ, **ਪੁਰਾਤਨ ਪੰਜਾਬੀ ਵਾਰਤਕ**, ਪੰਜਾਬੀ ਅਕਾਦਮੀ, ਦਿੱਲੀ।
5. ਡਾ. ਰਛਪਾਲ ਕਰ, **ਪੰਜਾਬੀ ਸਫ਼ਰਨਾਮਾ : ਸਰੂਪ ਸਿਧਾਂਤ ਤੇ ਵਿਕਾਸ**, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ।
6. ਹਰਜਿੰਦਰ ਸਿੰਘ, **ਸਮਕਾਲੀ ਪੰਜਾਬੀ ਸਫ਼ਰਨਾਮਾ : ਵਿਸ਼ਲੇਸ਼ਣ ਤੇ ਮੁਲਾਂਕਣ**, ਲੁਕਰੀਤ ਪ੍ਰਕਾਸ਼ਨ, ਚੰਡੀਗੜ੍ਹ।
7. ਬ੍ਰਹਮਜਗਦੀਸ਼ ਸਿੰਘ, **ਸਾਹਿਤ ਸੰਕਲਪ ਕ੍ਰਸ਼**, ਵਾਰਿਸ ਸ਼ਾਹ ਫਾਊਂਡੇਸ਼ਨ, ਅੰਮ੍ਰਿਤਸਰ।
8. ਜਗਜੀਤ ਸਿੰਘ, **ਪੰਜਾਬੀ ਵਿਆਕਰਨ : ਸ਼੍ਰੇਣੀਆਂ ਤੇ ਇਕਾਈਆਂ**, ਨਿਊ ਬੁੱਕ ਕੰਪਨੀ, ਜਲੰਧਰ।
9. ਬੂਟਾ ਸਿੰਘ ਬਰਾੜ, **ਪੰਜਾਬੀ ਵਿਆਕਰਨ : ਸਿਧਾਂਤ ਤੇ ਵਿਹਾਰ**, ਚੇਤਨਾ ਪ੍ਰਕਾਸ਼ਨ, ਲੁਧਿਆਣਾ।
10. **ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਬ੍ਰਹ**, ਕਸਤੂਰੀ ਲਾਲ ਐਂਡ ਸੰਨਜ਼, ਅੰਮ੍ਰਿਤਸਰ।

SEMESTER-VI

ਮੁੱਖਲੀ ਪੰਜਾਬੀ ਪੰਜਾਬ ਦਾ ਇਤਿਹਾਸ ਤੇ ਸੱਭਿਆਚਾਰ (In lieu of Compulsory Punjabi)

ਸਮਾਂ: 3 ਘੰਟੇ

ਕੁਲ ਅੰਕ: 50

ਅੰਕ-ਵੰਡ ਅਤੇ ਪਰੀਖਿਅਕ ਲਈ ਹਦਾਇਤਾਂ

1. ਪ੍ਰਸ਼ਨ ਪੱਤਰ ਦੇ ਚਾਰ ਭਾਗ ਹਨਗੇ। ਹਰ ਭਾਗ ਵਿਚ ਦੋ ਪ੍ਰਸ਼ਨ ਪੁੱਛੇ ਜਾਣਗੇ।
2. ਵਿਦਿਆਰਥੀ ਨੇ ਕੁੱਲ ਪੰਜ ਪ੍ਰਸ਼ਨ ਕਰਨੇ ਹਨ। ਇਹ ਭਾਗ ਵਿਚ ਇਕ ਪ੍ਰਸ਼ਨ ਲਾਜ਼ਮੀ ਹੈ। ਪੰਜਵਾਂ ਪ੍ਰਸ਼ਨ ਕਿਸੇ ਵੀ ਭਾਗ ਵਿਚ ਕੀਤਾ ਜਾ ਸਕਦਾ ਹੈ।
3. ਹਰੇਕ ਪ੍ਰਸ਼ਨ ਦੇ ਬਰਾਬਰ ਅੰਕ ਹਨ।
4. ਪੇਪਰ ਸੈਟ ਕਰਨ ਵਾਲਾ ਜੇਕਰ ਚਾਹੇ ਤਾਂ ਪ੍ਰਸ਼ਨਾਂ ਦੀ ਵੰਡ ਅੱਗੇ ਵੱਧ ਤੋਂ ਵੱਧ ਚਾਰ ਉਪ-ਪ੍ਰਸ਼ਨਾਂ ਵਿਚ ਕਰ ਸਕਦਾ ਹੈ।

ਪਾਠ-ਕ੍ਰਮ ਸੈਕਸ਼ਨ-ਏ

ਪੰਜਾਬੀ ਸਭਿਆਚਾਰ ਦਾ ਪਿਛਕੜ
ਪੰਜਾਬੀ ਸਭਿਆਚਾਰ ਦੀ ਭੂਗੋਲਿਕ ਸਥਿਤੀ
ਪੰਜਾਬੀ ਸਭਿਆਚਾਰ ਦੇ ਨਿਖੜਵੇਂ ਲੱਛਣ

ਸੈਕਸ਼ਨ-ਬੀ

ਪੰਜਾਬ ਦੇ ਮੇਲੇ
ਪੰਜਾਬ ਦੇ ਤਿਉਹਾਰ
ਪੰਜਾਬ ਦੇ ਪ੍ਰਮੁੱਖ ਧਾਰਮਿਕ ਸਥਾਨ

ਸੈਕਸ਼ਨ-ਸੀ

ਜਨਮ ਨਾਲ ਸੰਬੰਧਿਤ ਰੀਤਾਂ-ਰਸਮਾਂ
ਵਿਆਹ ਨਾਲ ਸੰਬੰਧਿਤ ਰੀਤਾਂ ਰਸਮਾਂ
ਮੌਤ ਨਾਲ ਸੰਬੰਧਿਤ ਰੀਤਾਂ ਰਸਮਾਂ

ਸੈਕਸ਼ਨ-ਡੀ

ਪੰਜਾਬ ਦਾ ਖਾਣ ਪੀਣ
ਪੰਜਾਬ ਦਾ ਪਹਿਰਾਵਾ
ਪੰਜਾਬ ਦੇ ਲੋਕ ਵਿਸ਼ਵਾਸ

ਸਹਾਇਕ ਪੁਸਤਕਾਂ

1. ਗੁਰਬਖਸ਼ ਸਿੰਘ ਫਰੈਂਕ, ਸਭਿਆਚਾਰ ਤੇ ਪੰਜਾਬੀ ਸਭਿਆਚਾਰ, ਵਾਰਿਸ ਸ਼ਾਹ ਫਾਊਂਡੇਸ਼ਨ, ਅੰਮ੍ਰਿਤਸਰ।
2. ਗੁਰਬਖਸ਼ ਸਿੰਘ ਫਰੈਂਕ, ਸਭਿਆਚਾਰ : ਮੁੱਢਲੀ ਜਾਣ ਪਛਾਣ, ਦੀ ਪੰਜਾਬੀ ਰਾਈਟਰਜ਼ ਕੋਆਪਰੇਟਿਵ ਸੋਸਾਇਟੀ ਲਿਮਟਿਡ, ਲੁਧਿਆਣਾ।
3. ਭੁਪਿੰਦਰ ਸਿੰਘ ਖਹਿਰਾ, ਲੋਕਧਾਰਾ ਭਾਸ਼ਾ ਅਤੇ ਸਭਿਆਚਾਰ, ਪੈਪਸੂ ਬੁੱਕ ਡਿਪੂ, ਪਟਿਆਲਾ।
4. ਜਸਵਿੰਦਰ ਸਿੰਘ, ਪੰਜਾਬੀ ਸਭਿਆਚਾਰ ਪਛਾਣ ਚਿੰਨ੍ਹ, ਪੁਨੀਤ ਪ੍ਰਕਾਸ਼ਨ, ਪਟਿਆਲਾ।
5. ਜੀਤ ਸਿੰਘ ਜੋਸ਼ੀ, ਸਭਿਆਚਾਰ : ਸਿਧਾਂਤ ਤੇ ਵਿਹਾਰ, ਵਾਰਿਸ ਸ਼ਾਹ ਫਾਊਂਡੇਸ਼ਨ, ਅੰਮ੍ਰਿਤਸਰ।
6. ਜੀਤ ਸਿੰਘ ਜੋਸ਼ੀ, ਲੋਕ ਕਲਾ ਅਤੇ ਸਭਿਆਚਾਰ : ਮੁੱਢਲੀ ਜਾਣ ਪਛਾਣ, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ।
7. ਜੀਤ ਸਿੰਘ ਜੋਸ਼ੀ, ਪੰਜਾਬੀ ਸਭਿਆਚਾਰ ਬਾਰੇ, ਦੀ ਪੰਜਾਬੀ ਰਾਈਟਰਜ਼ ਕੋਆਪਰੇਟਿਵ ਸੋਸਾਇਟੀ ਲਿਮਟਿਡ, ਲੁਧਿਆਣਾ।
8. ਜਗੀਰ ਸਿੰਘ ਨੂਰ, ਪੰਜਾਬੀ ਸਭਿਆਚਾਰ : ਮੂਲ ਪਛਾਣ, ਨੈਸ਼ਨਲ ਬੁੱਕ ਟਰੱਸਟ, ਨਵੀਂ ਦਿੱਲੀ।

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SEMESTER–VI

Punjab History & Culture (1947-2000 A.D.)
(Special Paper in lieu of Punjabi compulsory)
(For those students who are not domicile of Punjab)

Time: 3 Hours

Max. Marks: 50

Instructions for the Paper Setters:-

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

SECTION–A

1. Partition and its Impact on Punjab
2. Rehabilitation.

SECTION–B

3. Punjabi Suba Movement and Reorganization Act of 1966.
4. Green Revolution.

SECTION–C

5. Punjabi Diaspora
6. Development of education in Punjab after Independence

SECTION–D

7. Development of Punjabi Literature and Drama.
8. Emerging Concerns: Drug Addiction and Female Foeticide.

Suggested Readings:-

1. Chopra, P.N. & Das, M.N. (1974), *A Social, Cultural & Economic History of India*. Vol.III, Macmillan India, New Delhi, 1974.
2. Grewal, J.S., *Social and Cultural History of Punjab: Prehistoric, Ancient and Early Medieval*. Foundation Books Pvt Ltd Cambridge House, New Delhi, 2004.
3. Grewal, J.S., *The Sikhs of Punjab*. New Cambridge House, New Delhi, 2005
4. Rai Satya M., *Heroic Tradition in Punjab (1900-1947)*. Publication Bureau, Punjabi University, Patiala, 1978.
5. Singh, Fauja., *Freedom Struggle in Punjab*. Publication Bureau, Punjabi University, Patiala, 1974.
6. Singh, Fauja, *History and Culture of the Punjab*. Part II, Publication Bureau, Punjabi University, Patiala, 1987.
7. Singh, Kushwant, *A History of the Sikhs*. Vol. II (1839-1998), Oxford University Press, Delhi, 1991.
8. Yadav, K.C., *Haryana Aitihāsik Simhavalokan* (Hindi). Haryana Sahitya Akademy, Chandigarh, 1991.

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SEMESTER–VI

**PAPER–V, STREAM–1
ENGLISH (ELECTIVE)**

MODERN ENGLISH NOVEL

Time: 3 Hours

Max. Marks: 100

Instructions for the Paper Setters:-

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

Prescribed Books:

1. *So Many Hungers* by Bhabani Bhattacharya
2. *The Power and the Glory* by Graham Greene
3. *Background to the Study of English literature* by B. Prasad, Macmillan India Limited (Chapters III and IV from Section–I ; Chapters IV, V, and VI from Section–II; Chapters IV, V, and VI from Section–III)

The syllabus is divided into four sections as mentioned below:

SECTION–A

Background to the Study of English literature by B. Prasad, Macmillan India Limited (Chapters III and IV from Section–I; Chapters IV and V from Section–II)

SECTION–B

Background to the Study of English literature by B. Prasad, Macmillan India Limited (Chapter VI from Section–II ; chapters IV, V, and VI from Section–III)

SECTION–C

So Many Hungers by Bhabani Bhattacharya – Complete text

SECTION–D

The Power and the Glory by Graham Greene – Complete text

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SEMESTER–VI

SECTION–A

Two questions will be set from Section-A of the syllabus. One essay type question based on the structure/development of a genre as discussed in B. Prasad's book would be set carrying eight marks. The second part of the question would carry three short answer questions. Each question would carry four marks.

The students would be required to attempt any one of the two sets of questions. (8+3x4=20)

SECTION–B

Two questions will be set from Section-B of the syllabus. One essay type question based on the structure/development of a genre as discussed in B. Prasad's book would be set carrying eight marks. The second part of the question would carry three short answer questions. Each question would carry four marks.

The students would be required to attempt any one of the two sets of questions. (8+3x4=20)

SECTION–C

Two questions will be set from Section-C of the syllabus. One essay type question based on the theme, plot, and characterization would be set carrying eight marks. The second part of the question would carry three short answer questions. Each question would carry four marks. One question may be with reference to the context.

The students would be required to attempt any one of the two sets of questions. (8+3x4=20)

SECTION–D

Two questions will be set from Section-D of the syllabus. One essay type question based on the theme, plot, and characterization would be set carrying eight marks. The second part of the question would carry three short answer questions. Each question would carry four marks. One question may be with reference to the context.

The students would be required to attempt any one of the two sets of questions. (8+3x4=20)

SEMESTER-VI

PAPER-V, STREAM-1

ਪੰਜਾਬੀ (ਇਲੈਕਟਿਵ) PUNJABI (ELECTIVE)

ਸਮਾਂ: ਤਿੰਨ ਘੰਟੇ

ਕੁਲ ਅੰਕ: 100

ਅੰਕ-ਵੰਡ ਅਤੇ ਪਰੀਖਿਅਕ ਲਈ ਹਦਾਇਤਾਂ

1. ਪ੍ਰਸ਼ਨ ਪੱਤਰ ਦੇ ਚਾਰ ਭਾਗ ਹਨਗੇ। ਹਰ ਭਾਗ ਵਿੱਚ ਦੋ ਪ੍ਰਸ਼ਨ ਪੁੱਛੇ ਜਾਣਗੇ।
2. ਵਿਦਿਆਰਥੀ ਨੇ ਕੁੱਲ ਪੰਜ ਪ੍ਰਸ਼ਨ ਕਰਨੇ ਹਨ। ਏਰ ਭਾਗ ਵਿੱਚੋਂ ਇੱਕ ਪ੍ਰਸ਼ਨ ਲਾਜ਼ਮੀ ਹੈ। ਪੰਜਵਾਂ ਪ੍ਰਸ਼ਨ ਕਿਸੇ ਵੀ ਭਾਗ ਵਿੱਚੋਂ ਕੀਤਾ ਜਾ ਸਕਦਾ ਹੈ।
3. ਹਰੇਕ ਪ੍ਰਸ਼ਨ ਦੇ ਬਰਾਬਰ ਅੰਕ ਹਨ।
4. ਪੇਪਰ ਸੈੱਟ ਕਰਨ ਵਾਲਾ ਜੇਕਰ ਚਾਹੇ ਤਾਂ ਪ੍ਰਸ਼ਨਾਂ ਦੀ ਵੰਡ ਅੱਗੋਂ ਵੱਧ ਤੋਂ ਵੱਧ ਚਾਰ ਉਪ-ਪ੍ਰਸ਼ਨਾਂ ਵਿੱਚ ਕਰ ਸਕਦਾ ਹੈ।

ਪਾਠ-ਕ੍ਰਮ ਅਤੇ ਪਾਠ-ਪੁਸਤਕਾਂ

ਸੈਕਸ਼ਨ- ਏ

ਪੰਜਾਬੀ ਸਾਹਿਤ ਦਾ ਇਤਿਹਾਸ (1901-1995 ਤਕ ਈ. ਤਕ)

(ਸੰਪਾ. ਡਾ. ਜਸਵਿੰਦਰ ਸਿੰਘ, ਡਾ. ਮਾਨ ਸਿੰਘ ਢੀਡਸਾ, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ)

ਉ. ਸਾਹਿਤਕ ਰੂਪ : ਨਿਕਾਸ ਅਤੇ ਵਿਕਾਸ

ਅ. ਪ੍ਰਵਿਰਤੀਆਂ (ਨਿਕਾਸ/ਵਿਕਾਸ/ਪ੍ਰਵਿਰਤੀਆਂ)

ਸੈਕਸ਼ਨ- ਬੀ

ਪੰਜਾਬੀ ਨਾਟਕ:

ਚੰਦਨ ਦੇ ਓਹਲੇ (ਪਾਲੀ ਭੁਪਿੰਦਰ, ਚੇਤਨਾ ਪ੍ਰਕਾਸ਼ਨ, ਲੁਧਿਆਣਾ)

ਲੇਖਕ ਦਾ ਜੀਵਨ ਤੇ ਰਚਨਾ/ਵਿਸ਼ਾ/ਸਾਰ/ਨਾਟਕ ਕਲਾ

ਸੈਕਸ਼ਨ- ਸੀ

ਸਾਹਿਤ ਦੇ ਰੂਪ:

ਰੇਖਾ ਚਿੱਤਰ, ਸੰਸਮਰਣ, ਸਫ਼ਰਨਾਮਾ, ਨਿਬੰਧ, ਜੀਵਨੀ, ਡਾਇਰੀ, ਸਵੈ-ਜੀਵਨੀ, : ਪਰਿਭਾਸ਼ਾ ਅਤੇ ਤੱਤ

ਸੈਕਸ਼ਨ- ਡੀ

ਵਿਹਾਰਕ ਆਲੋਚਨਾ :

ਉ. ਵਿਹਾਰਕ ਆਲੋਚਨਾ : ਸਿੱਧਾਂਤਕ ਪੱਖ

ਅ. ਵਿਹਾਰਕ ਆਲੋਚਨਾ (ਸ਼ਰਮਣੀ ਪੰਜਾਬੀ ਕਾਵਿ ਭਾਗ I ਅਤੇ II ਦੇ ਪ੍ਰਸੰਗ ਵਿੱਚ)

ਸਹਾਇਕ ਪੁਸਤਕਾਂ

1. ਰਾਜਿੰਦਰ ਸਿੰਘ ਸੇਖੋਂ, ਪੰਜਾਬੀ ਸਾਹਿਤ ਦਾ ਨਵੀਨ ਇਤਿਹਾਸ, ਲਾਹੌਰ ਬੁੱਕ ਸ਼ਾਪ, ਲੁਧਿਆਣਾ।
2. ਕਿਰਪਾਲ ਸਿੰਘ ਕਸੇਲ, ਪਰਮਿੰਦਰ ਸਿੰਘ, ਪੰਜਾਬੀ ਸਾਹਿਤ ਦੀ ਉਤਪਤੀ ਤੇ ਵਿਕਾਸ, ਲਾਹੌਰ ਬੁੱਕ ਸ਼ਾਪ, ਲੁਧਿਆਣਾ।
3. ਰਤਨ ਸਿੰਘ ਜੱਗੀ, ਸਾਹਿਤ ਦੇ ਰੂਪ, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ।
4. ਰਤਨ ਸਿੰਘ ਜੱਗੀ, ਸਾਹਿਤ ਕ੍ਰਮ : ਪਰਿਭਾਸ਼ਕ ਸ਼ਬਦਾਵਲੀ, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ।
5. ਸਿੰਘ ਜੀ, ਅਧਿਐਨ ਤੇ ਅਧਿਆਪਨ, ਵਾਰਿਸ ਸ਼ਾਹ ਫਾਊਂਡੇਸ਼ਨ, ਅੰਮ੍ਰਿਤਸਰ।
6. ਸਤੀਸ਼ ਕੁਮਾਰ ਵਰਮਾ, ਪੰਜਾਬੀ ਨਾਟਕ ਦਾ ਇਤਿਹਾਸ, ਪੰਜਾਬੀ ਅਕਾਦਮੀ, ਦਿੱਲੀ।
7. ਸਤੀਸ਼ ਕੁਮਾਰ ਵਰਮਾ, ਪੰਜਾਬੀ ਨਾਟਕ ਬੀਜ ਤੇ ਬਿਰਖ ਤਕ, ਰਵੀ ਸਾਹਿਤ ਪ੍ਰਕਾਸ਼ਨ, ਅੰਮ੍ਰਿਤਸਰ।
8. ਪਾਲੀ ਭੁਪਿੰਦਰ, ਪਿਆਸਾ ਕਾਂ (ਭੂਮਿਕਾ), ਰਵੀ ਸਾਹਿਤ ਪ੍ਰਕਾਸ਼ਨ, ਅੰਮ੍ਰਿਤਸਰ।
9. ਸਤਿੰਦਰ ਸਿੰਘ, ਵਿਹਾਰਕ ਸਮੀਖਿਆ, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ।
10. ਮਨਜੀਤ ਕਰ ਕਾਹਲੋਂ, ਚੰਦਨ ਦੇ ਓਹਲੇ ਇੱਕ ਵਿਸ਼ਲੇਸ਼ਣ, ਰਵੀ ਸਾਹਿਤ ਪ੍ਰਕਾਸ਼ਨ, ਅੰਮ੍ਰਿਤਸਰ।

SEMESTER-VI

**PAPER-V, STREAM-1
HINDI (ELECTIVE)**

लघु विधाएं, आधुनिक काल, निबंध लेखन तथा पारिभाषिक षब्दावली

समय— 3 घण्टे

पूर्णांक: 100

Instructions for the Paper Setters:-

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

सैक्शन—ए

व्याख्या के लिए निर्धारित कृति

गद्य—बहुरंग : संपादक डॉ. सुधा जितेन्द्र

सैक्शन—बी

पाठ्य पुस्तक गद्य—बहुरंग में निर्धारित रचनाओं के लेखकों का सामान्य परिचय एवं रचनाओं से सम्बन्धित प्रश्न।

सैक्शन—सी

हिन्दी साहित्य का इतिहास: आधुनिक काल—निर्धारित परिक्षेत्र

- भारतेन्दु युग: सामान्य परिचय
- द्विवेदी युग: सामान्य परिचय
- छायावाद:प्रमुख कवि तथा काव्यगत विशेषताएं
- प्रगतिवाद:प्रमुख कवि तथा काव्यगत विशेषताएं
- प्रयोगवाद:प्रमुख कवि तथा तारसप्तक का मूल्यांकन
- नई कविता: अभिप्राय और प्रमुख विशेषताएं
- उपन्यास तथा कहानी विधा विकास
- हिन्दी आलोचना और आचार्य रामचंद्र शुक्ल

सैक्शन—डी

1. पारिभाषिक षब्दावली: अंग्रेजी से हिन्दी, हिन्दी से अंग्रेजी (प्रचलित वाक्यांश या भिव्यक्तियां)(संलग्न)
2. निबंध: राजभाषा एवं राष्ट्रभाषा हिन्दी

सहायक पुस्तक :

- हिन्दी साहित्य का इतिहास (भाग-2), रीतिकाल एवं आधुनिककाल, गुरु नानक देव यूनिवर्सिटी, अमृतसर, 2003

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SEMESTER-VI

कार्यालयी ाब्दावली

1.	Draft for approval	अनुमोदन के लिए मसौदा
2.	For early approval	षीघ्र आदेश के लिए
3.	For perusal	अवलोकन के लिए/देखने के लिए
4.	For favour of orders	आदेश के लिए
5.	For favourable action	अनुकूल कार्रवाई के लिए
6.	For signature	हस्ताक्षर के लिए
7.	Applicant details and Address	आवेदक का ब्यौरा एवं पता
8.	To see and Discuss	मिलें और विमर्ष करें
9.	Forwarded and recommended	अग्रेषित और संस्तुत/सिफारिश की जाती है
10.	For Sympathetic consideration	सहानुभूतिपूर्वक विचार के लिए
11.	early orders are solicited	षीघ्र आदेश अपेक्षित है
12.	Minister has seen	मंत्री जी ने देख लिया है
13.	Need no comment	टिप्पणी की आवश्यकता नहीं है
14.	As early as possible	यथाषीघ्र
15.	Order has been communicated	आदेश भेज दिया गया है
16.	Saving Bank pass book	बचत बैंक खाता पास बुक
17.	Allowed	अनुमति दी
18.	Submitted for information	सूचना के लिए प्रस्तुत
19.	Submitted for orders	आदेश के लिए प्रस्तुत
20.	As amended/ as revised	यथा संशोधित/यथा पुनरीक्षित
21.	Approved as proposed	यथा प्रस्ताव/ प्रस्ताव के लिए अनुमोदित
22.	Await further action	आगे की कार्रवाई की प्रतीक्षा करें
23.	Discrepancy may be reconciled	विसंगति का समाधान कर लिया जाए
24.	Do the needful	आवश्यक कार्रवाई करें
25.	Await further action	अगली रिपोर्ट की प्रतीक्षा करें

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26.	Further orders will follows	आगे और आदेश भेजे जाएंगे
27.	I agree	मैं सहमत हूँ
28.	Issue today	आज ही भेजिए/भेज दिया जाए
29.	Issue as amended	यथा संशोधित रूप में भेज दीजिए
30.	Issue reminder urgently	तुरन्त अनुस्मारक/स्मरण-पत्र भेजिए
31.	It is an offence	यह कानूनी अपराध है
32.	Keep with the file	इसे मिसिल/ फाइल के साथ रखिए
33.	Matter is under consideration	मामला(विशय) विचाराधीन है
34.	Obtain formal sanction	औपचारिक संस्वीकृति/मंजूरी प्राप्त करें
35.	Office to note and comply	कार्यालय ध्यान दें और पालन करें
36.	All concerned to note	सभी संबंधित नोट करें/ध्यान दें
37.	Order may be issued	आदेश जारी कर दिया जाए
38.	Please discuss	चर्चा कीजिए
39.	Please speak	बात कीजिए
40.	Please report	विवरण दीजिए
41.	Please keep pending	कृपया इसे रोका जाए
42.	Please circulate and file	सभी को दिखाकर फाइल कर दीजिए
43.	Please inform immediately	तत्काल सूचित कर दीजिए
44.	Please expedite compliance	शीघ्र अनुपालन कीजिए
45.	Paper under consideration	विचाराधीन कागज/स्मरण पत्र भेज दें
46.	Passed for payment	भुगतान के लिए पास किया गया
47.	Reminder may be sent	अनुस्मारक/स्मरण-पत्र भेज दें
48.	Sanctioned as proposed	प्रस्ताव के अनुसार मंजूर/यथा प्रस्ताव संस्वीकृत
49.	Seen, issue	देख लिया, जारी कर दिया जाए
50.	Seen and returned	देख कर वापस किया जाता है

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SEMESTER–VI

**PAPER–V, STREAM–1
PHILOSOPHY**

OPT. (I) INDIAN METAPHYSICS AND EPISTEMOLOGY

Time allowed: 3 hours

Max. Marks: 100

Lectures to be delivered: 6 per week

Pass Marks: 35

Instructions for the Paper Setters:-

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

SECTION–A

1. Introduction and Salient Features of Indian Philosophy
2. A Brief Introduction of Vaidik Darsan and Avaidik Darsan (Orthodox and Heterodox Systems of Indian Philosophy).
3. Concepts of Atman and Brahman in Upanishads

SECTION–B

4. Charvaka Darshan: Materialism.
5. Samkhya Darshan: Nature and Characteristics of Purusha & Prakirti, Process of Evolution and Dissolution
6. Shankaracharya: Theory of Maya

SECTION–C

7. Nyaya Theory of Knowledge: Four Pramanas.
8. Buddhism: Theory of Causation (Pratityasamutpada)
9. Vaisheshika Darshan: Six Categories

SECTION–D

10. Jainism: Anekantvada, Syadvad
11. Sikhism: Akal Purakh and Jagat Rachna
12. Yoga Darshan: Nature of Chitta and Samadhi

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SEMESTER-VI

Recommended Readings:-

English Books:-

1. Abhedananda Swami, *The Yoga Psychology*, Ramakrishna Vedantaz, Calcutta, 1967.
2. Chatterjee and Datta, *An Introduction to Indian Philosophy*, University of Calcutta, Calcutta, 1968.
3. Daljeet Singh, *Essentials of Sikhism*, Singh Brothers, Amritsar, 1994.
4. Daljeet Singh, *Sikhism, A Comparative Study of its Theology and Mysticism*, Singh Brothers, Amritsar, 2004.
5. Daya Krishna, *Indian Philosophy : A New Approach*, Sri Satguru, Delhi, 1997
6. Gopalan S., *Outlines of Jainism*, Wiley Eastern Ltd. New Delhi, 1975.
7. Heera Bhupinder, *Uniqueness of Carvaka Philosophy in Indian Traditional Thought*
8. Hiriyanna, M., *Outlines of Indian Philosophy*, Reprint, der Ausg. London Allen et Unwin, Motilal Banarsidas, Delhi, 2009.
9. H. Phillips, Stephen, *Classical Indian Metaphysics*, Motilal Banarsidas, Delhi, 1997.
10. Mohanty, J.N., *Classical Indian Philosophy*, Oxford University Press, New Delhi, 2002.
11. Sharma, C.D., *A Critical Survey of Indian Philosophy*, Motilal Banarsidas, Delhi, 1964.
12. Sher Singh, *Philosophy of Sikhism*, Sikh University Press, Lahore, 1945.
13. Singh Lal A., *Yoga Psychology; Methods and Approaches*, Varanasi
14. Talib, Gurbachan Singh (ed.), *Jainism*, Punjabi University, Patiala, 1986.

Punjabi Books:-

1. ਹਿਰਿਆਨਾ, ਐਮ. (ਅਨੁ. ਪ੍ਰਭਾਕੀਰਤਨ ਸਿੰਘ), *ਭਾਰਤੀ ਦਰਸ਼ਨ ਦੀ ਰੂਪ-ਰੇਖਾ*, ਯੂਨੀਵਰਸਿਟੀ ਬੁਕਸ, ਚੰਡੀਗੜ੍ਹ, 2014.
2. ਗੁਪਤਾ, ਸ਼ਾਂਤੀ ਨਾਥ, *ਭਾਰਤੀ ਦਰਸ਼ਨ*, ਪੰਜਾਬ ਸਟੇਟ ਯੂਨੀਵਰਸਿਟੀ, ਚੰਡੀਗੜ੍ਹ, 1974.
3. ਨਿਰਾਕਾਰੀ, ਆਰ.ਡੀ., *ਭਾਰਤੀ ਦਰਸ਼ਨ*, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ, 1994.
4. ਮਨਮੋਹਨ, *ਦੈਰੀਦੀਅਨ ਵਿਖੰਡਨ ਤੇ ਭਾਰਤੀ ਗਿਆਨ ਸ਼ਾਸਤਰ*, ਪੰਜਾਬੀ ਸਭਿਆਚਾਰਕ ਕੇਂਦਰ, ਦਿੱਲੀ।

Hindi Books:-

1. ਸਿਨਹਾ, ਹਰਿੰਦਰ ਪ੍ਰਸਾਦ, *ਭਾਰਤੀ ਦਰਸ਼ਨ ਕੀ ਰੂਪਰੇਖਾ*, ਮੰਤੀਲਾਲ ਬਨਾਰਸੀ ਦਾਸ, 1963.
2. ਮਿਸ਼ਰ, ਉਮੇਸ਼ (ਡਾ.), *ਭਾਰਤੀ ਦਰਸ਼ਨ*, ਉੱਤਰ ਪ੍ਰਦੇਸ਼, ਹਿੰਦੀ ਸੰਸਥਾਨ, ਲਖਨਊ, 2003.
3. ਰਾਧਾ ਕ੍ਰਿਸ਼ਨਨ, *ਭਾਰਤੀ ਦਰਸ਼ਨ*, ਰਾਜਪਾਲ ਐਂਡ ਸੰਨਜ਼, ਦਿੱਲੀ, 1973.

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SEMESTER–VI

**PAPER–V, STREAM–1
PHILOSOPHY**

OPT. (II) AESTHETICS

Time Allowed 3 Hours

Max. Marks: 100

Lectures to be delivered: 6 per week

Pass Marks 35

Instructions for the Paper Setters:-

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

SECTION–A

1. Aesthetics: Nature, Concern and Problems
2. Form and Content in work of Art
3. Concept of Beauty and Sublime (Kant)

SECTION–B

4. Rasa Siddhanta in Indian Aesthetics.
5. Nature and issues of Natya, Characteristics of Aesthetic Activity.
6. Aesthetics and Creativity in GurSikh Matt

SECTION–C

7. Architecture
8. Sculpture
9. Painting and Drawing

SECTION–D

10. Music
11. Poetry
12. Theatre

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(Syllabus for the Batch from Year 2020 to Year 2024))

SEMESTER-VI

Recommended Readings:-

English Books:-

1. Bosanque, Bernard, *The History of Aesthetics*, George Allen & Unwin Ltd., London, 1967.
2. Chatterji, D.C., *Fundamental Questions in Aesthetics*, Indian Institute of Advanced Studies, Shimla. 1968.
3. Ghoshal S.N., *Elements of Indian Aesthetics*, Chaukhambha Orientalia, Varanasi, 1978.
4. Graham Gordan, *Philosophy of the Arts; an Introduction to Aesthetics*, London, 1997.
5. Jhanji, Rekha, *Aesthetic Communication*, New Delhi, M. Manohar Lal, 1985.
6. Pandit Sneh, *An Approach to the Indian Theory of Art and Aesthetics*, Sterling Publishers, PVT, New Delhi, 1977.
7. Sharma, H.L., *Indian Aesthetic and Aesthetics Perspective*, Mansi Prakashan, 1995.
8. Titus, Harold H., *Living Issues in Philosophy*, Eurasia, New Delhi, 1968.

Punjabi Books:-

1. ਗ'ਪਾਲ ਸਿੰਘ, *ਗੁਰੂ ਗ੍ਰੰਥ ਸਾਹਿਬ ਦੀ ਸਾਹਿਤਕ ਵਿਸ਼ੇਸ਼ਤਾ*, ਨੈਸ਼ਨਲ ਪ੍ਰੈਸ ਆਫ ਇੰਡੀਆ, ਨਵੀਂ ਦਿੱਲੀ, 1987.
2. ਚਮਨ, ਸਰਜ, *ਸੰਦਰਭ ਸ਼ਾਸਤਰ*, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ, 1997.
3. ਪ੍ਰੇਮ ਪ੍ਰਕਾਸ਼ ਸਿੰਘ, *ਭਾਰਤੀ ਕਾਵਿ-ਸ਼ਾਸਤਰ*, ਮਦਾਨ ਪਬਲੀਕੇਸ਼ਨ, ਪਟਿਆਲਾ, 2001.
4. ਬਲਜੀਤ ਕੌਰ (ਡਾ.), *ਸੁਹਜ ਸ਼ਾਸਤਰ ਦੀ ਰੂਪ-ਰੇਖਾ*, ਗੁਰੂ ਨਾਨਕ ਦੇਵ ਯੂਨੀਵਰਸਿਟੀ, ਅੰਮ੍ਰਿਤਸਰ, 1987.

Hindi Books:-

1. ਨਗੇਂਦਰ (ਡਾ.), *ਭਾਰਤੀ ਸੰਦਰਭ ਸ਼ਾਸਤਰ ਕੀ ਭੂਮਿਕਾ*, ਨੈਸ਼ਨਲ ਪਬਲਿਸ਼ਿੰਗ ਹਾਊਸ, ਦਿੱਲੀ, 1984.
2. ਸ਼ਰਮਾ, ਹਰਦਵਾਰੀ ਲਾਲ, *ਸੰਦਰਭ ਸ਼ਾਸਤਰ*, ਮਾਨਸੀ ਪ੍ਰਕਾਸ਼ਨ, ਕੈਲਾਸ਼ਪੁਰੀ, ਮੇਰਠ, 1999.

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SEMESTER–VI

**PAPER–V, STREAM–1
PSYCHOLOGY**

**ABNORMAL PSYCHOLOGY–II
(THEORY)**

Time: 3 Hours
Pass Marks: 35% of the subject
(Theory and Practical Separately)

Max. Marks: 100
Theory Marks: 75
Practical Marks: 25

Instructions for the Paper Setters:-

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

SECTION–A

Anxiety Based Disorders: Symptoms, Etiology and Treatment of Obsessive-Compulsive Disorder, Generalized Anxiety Disorder & Phobias. Classification of Somatoform Disorders–Symptoms & Etiology (Conversion Disorder). Dissociative disorders–Types, Symptoms & Etiology.

SECTION–B

Personality Disorders: Clinical Features, Types and causal factors in Personality Disorders (Paranoid, Schizoid, Schizotypal, Histrionic, Narcissistic, Antisocial, Borderline, Avoidant, Dependent, Obsessive- Compulsive, Passive I, Self-Defeating & Sadistic.

Antisocial Personality & Delinquency: Clinical Picture, Characteristics, Causes, Treatment & Outcomes.

SECTION–C

Mood Disorders: Types & Symptoms, Causes and treatment.

Schizophrenia: Symptoms, Causes, Types and Treatment.

SECTION–D

Therapies: Psychodynamic, Behavioural, Cognitive-Behaviour Therapy, Humanistic Therapy, Existential Therapy and Family Therapy

SEMESTER–VI

Readings:-

1. Broota, K.D. (1989) Experimental Designs in Behavioural Research, Wiley Eastern Limited, New Delhi.
2. Carson, R.C. Butcher, J.N., and Mineka, S. (1997), Abnormal Psychology and Modern Life, Harper Collins, New York.
3. Davison, G.C. and Neale, J.M. (1998), Abnormal Psychology, John Wiley and Sons, New York.
4. Garrett. H.E. (1996), Statistics in Psychology and Education, Vakils, Feffar and Simons, New Delhi.
5. Sarason, I.G. and Sarason, B.R. (2002), Abnormal Psychology, Prentice Hall of India, New Delhi.
6. Singh, A., Asadharan Manovigyan, PunjabiUniversity, Patiala.
7. Barlow, D.H. & Durand, V.M. (2007) Abnormal Psychology: An Integrative Approach. Thomson Wordsworth.

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SEMESTER–VI

**PAPER–V, STREAM–1
PSYCHOLOGY**

(PRACTICAL)

Marks: 25

Instructions for the Practical Examination:

Students are supposed to perform five practicals out of 6 mentioned in the syllabus. Practical examination will be of 3 hours duration. External examiner will conduct the practical examination. The students will perform one practical in the exam carrying 25 marks. Evaluation of the practical would be done on the basis of write-up of file book (5 Marks), performance and viva-voce (20 Marks) relating to the practicals. In case students have not completed 5 practicals, the examiner will deduct marks at the rate of 5 for each left practical out of total evaluation of the student. No reappear will be allowed in the practical examination. Fail in the practical will be considered fail overall in the subject.

Five Practical have to be performed out of the following:

1. Projective Techniques (T.A.T.).
2. Measurement of Anxiety.
3. Parenting Scale/Home Environment Scale.
4. EPQ.
5. Measurement of Depression.
6. Rosenweig's Pictures Frustration Test.

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SEMESTER-VI

**PAPER-V, STREAM-1
SOCIOLOGY**

SOCIAL RESEARCH AND SCIENTIFIC METHODS

Time: 3 Hours

Max. Marks: 100

Instructions for the Paper Setters:-

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

SECTION-A

- a) **Social Research:** Meaning and Functions.
- b) **Scientific Methods:** Nature, Steps and Types-Quantitative and Qualitative.

SECTION-B

- a) **Design of Social Research:** Meaning and Types: Exploratory, Descriptive, Experimental.
- b) Sampling and its types.

SECTION-C

- a) **Methods and Techniques of Data Collection:** Observation, Questionnaire, Interview Schedule and Case Study

SECTION-D

- a) **Data Analysis:** Coding and Tabulation and Report Writing.

Books Recommended:-

1. Bajpai, S.R.: *Methods of Social Survey & Research*, Kitab Ghar, Kanpur, 1976.
2. Bhandarkar, P.L and T.S Wilkinson. 2010, *Methodology and Techniques of Social Research*. Delhi: Himalaya Publishing House.
3. Cargen, Leonard. 2008, *Doing Social Research*. Jaipur: Rawat.
4. Goode, and Hatt: *Methods in Social Research*, McGraw Hill, Tokyo, 1952.
5. Ghosh, B.N.: *Scientific Method & Social Research*, Sterling Publications, New Delhi, 1985.

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SEMESTER–VI

6. Jaspal Singh: *Introduction to Methods of Social Research*, Sterling, New Delhi, 1990.
7. Jayaram, N.: *Research Methodology: Methods and Techniques*, MacMillian, Madras, 1989.
8. Kalton, Graham: *Introduction to Survey Sampling*, Sage, New Delhi, 1983.
9. Kapila, S.: *Methods of Social Research*, New Academic Publishing Co., Mai Hiran Gate, Jalandhar, 1991.
10. May, Tim. 2009, *Social Research: Issues, Methods and Process*. Jaipur: Rawat.
11. Singh, Jaspal. 2011, *Instruments of Social Research*. Jaipur: Rawat.
12. Bajpai, S.R.: *Methods of Social Survey & Research*, Kitab Ghar, Kanpur, 1976.
13. Bhandarkar, P.L and T.S Wilkinson. 2010, *Methodology and Techniques of Social Research*. Delhi: Himalaya Publishing House.
14. Cargen, Leonard. 2008, *Doing Social Research*. Jaipur: Rawat.
15. Goode, and Hatt: *Methods in Social Research*, McGraw Hill, Tokyo, 1952.
16. Ghosh, B.N.: *Scientific Method & Social Research*, Sterling Publications, New Delhi, 1985.
17. Jaspal Singh: *Introduction to Methods of Social Research*, Sterling, New Delhi, 1990.
18. Jayaram, N.: *Research Methodology: Methods and Techniques*, MacMillian, Madras, 1989.
19. Kalton, Graham: *Introduction to Survey Sampling*, Sage, New Delhi, 1983.
20. Kapila, S.: *Methods of Social Research*, New Academic Publishing Co., Mai Hiran Gate, Jalandhar, 1991.
21. May, Tim. 2009, *Social Research: Issues, Methods and Process*. Jaipur: Rawat.
22. Singh, Jaspal. 2011, *Instruments of Social Research*. Jaipur: Rawat.

SEMESTER–VI

**PAPER–VI & VII, STREAM–2
MATHEMATICS**

PAPER–I: LINEAR ALGEBRA

Time: 3 Hours

Marks: 50

Instructions for the Paper Setters:-

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

SECTION–A

Definition of groups, rings and fields with examples. Definition of a vector space, subspaces with examples. Direct sum of subspaces. Linear span, Linear dependence, Linear independence of vectors. Linear combination of vectors.

SECTION–B

Basis of a vector space, Finitely generated vector spaces. Existence theorem for basis. Invariance of the number of elements of the basis set. Dimension of sum of two subspaces. Quotient space and its dimension.

SECTION–C

Linear transformation. Algebra of linear transformation. Rank- Nullity theorem, Isomorphism and Isomorphic spaces.

SECTION–D

Matrix of a linear transformation. Changes of basis, Linear operator.

Books Recommended:

1. K. Hoffman & R. Kunze: Linear Algebra, 2nd Edition, Prentice Hall, New Jersey, 1971.
2. V. Krishnamurthy, V. P. Mainra and J.L. Arora: An Introduction to Linear Algebra, East West Press, 1976.
3. Shanti Narayan & P.K. Mittal: A Text Book of Matrices, 10th Edition (2002), S. Chand & Co.
4. Surjit Singh: Linear Algebra, 1997.

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SEMESTER-VI

**PAPER-VI & VII, STREAM-2
MATHEMATICS**

PAPER-II: NUMERICAL ANALYSIS

Time: 3 Hours

Marks: 50

Instructions for the Paper Setters:-

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

SECTION-A

Error generation, propagation, error estimation and error bounds, Solution of non-linear equations, Bisection method, Iteration method, Newton's Method, Generalized Newton's Method, Method of false position, Muller's method, Rate of convergence of these methods.

Solution of linear system of equation; Direct method, Gauss elimination variant (Gauss Jordan and Crout reduction), Triangular Method, Iterative Method, Jacobi's Method, Gauss Seidel Method.

SECTION-B

Finite Differences: Forward, Backward, Central, Divided differences, shift operator, relationship between the operators and detection of errors by use of difference operator.

SECTION-C

Interpolation with divided difference, Newton's formula, Lagrangian Method, Finite difference interpolation, Gauss formula, Stirling formula, Bessel's formula, Error Estimation, Extrapolation. Numerical differentiation, Method based on interpolation. Numerical Integration, Trapezoidal rule, Simpson's rule, Weddle rule, Romberg Integration.

SECTION-D

Gaussian integration method, Gaussian legendre integration. Double numerical integration. Numerical solution of ordinary differential equations, Initial value problem, Taylor's method, Euler's methods, Picard's method, Milne's Method, Runge-Kutta Method. Predictor- Corrector's Method.

Books Recommended:-

1. S.S. Sastry: Introductory Methods of Numerical Analysis, 2003 (3rd Edition), Prentice Hall of India.
2. A. Maritava Gupta and Subash Ch. Bose: Introduction to Numerical Analysis.

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SEMESTER–VI

**PAPER–VI & VII, STREAM–2
COMPUTER SCIENCE**

**INFORMATION TECHNOLOGY
(THEORY)**

Time: 3 Hours
Periods/Week: 4

Max. Marks: 100
Theory Marks: 75
Practical Marks: 25

Instructions for the Paper Setters:-

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

SECTION–A

Data & Network Communication:

Communication media: Twisted pair, Coaxial, Fibre optics, Wireless(Line of Sight & Satellite), Network Advantages, Types & Topologies, Communication using Network protocol/Network Interface Card (NP/NIC), Transmission & Communication protocol/protocol(TCP/IP), Moderns, Types of Operating systems: Multiuser, Multitasking & Multiprogramming and their examples.

SECTION–B

Information Systems:

Introduction to IT & its components, What is Information systems, Computer based information systems, Management Information System, Decision Support System, Expert System, Functional Information System, Open Information System, Transaction Processing System, System Development Process & System development Tools. Internet basics, Its uses and Applications.

SECTION–C

Fundamentals of Networking O.S.:

Introduction to components of various Networking O.S., Case Study of Network Operating System Windows NT.

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SEMESTER–VI

SECTION–D

Fundamental of Client Server:

Basics of Client Server model and its applications. Designing a Client Server model by Creating Database Server and networking O.S. Server.

Careers in Computers:

Role of Programmers, Program analysis, System Analyst, System Administrators, System Managers, System Integrators, DTP Manager & Administrators, MIS Director.

References:-

1. Peter Norton, Introduction to Computers, Glencoe, Macmillan/McGraw Hill. Kroenke, Business Computer System, McGraw Hill.
2. Patric, G. McKeown, Living with the Computers, 2nd edition, HBT Publishers, USA.
3. Hussain & Hussain, Computer Technology, Applications & Social Implications, PHI.

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SEMESTER–VI

COMPUTER SCIENCE

**INFORMATION TECHNOLOGY
(PRACTICAL)**

Marks: 25

Periods/Week: 2

Note: Practical Marks will include the appropriate weightage for proper maintainance of lab record.

SEMESTER–VI

**PAPER–VI & VII, STREAM–2
ECONOMICS**

QUANTITATIVE METHODS FOR ECONOMISTS

Time: 3 Hours

Max. Marks: 100

Instructions for the Paper Setters:-

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

SECTION–A

Sets, Relations and functions, Limits and continuity (Basic concepts), Derivative of simple functions only (excluding log & exponential functions). Maxima/Minima for single variable functions. Introduction to matrices – definition, properties & inverse.

SECTION–B

Measures of central tendency — Mean, Mode, Median and Geometric Mean; Measures of dispersion.

SECTION–C

Concepts and Measure of skewness and kurtosis: Boyle's & Karl Pearson's measures. Simple correlation & regression (ungrouped & grouped data).

SECTION–D

Interpolation: Concepts and Methods — Binomial expansion, Newton and Lagrange's Method (with emphasis on missing values only). Price Index Numbers—Weighted and Unweighted Index Numbers, various formulae and consistency tests.

Suggested Readings:-

1. Archibald, G. & R.G. Lipsey (1973); Introduction to a Mathematical Treatment of Economics, 2nd Ed. Weisdenfeld and Nicholson, London.
2. Yamane, Taro (1968); Mathematics for Economists, 2nd ed. Prentice Hall, Englewood Cliffs, New Jersey.
3. Croxton, F.E. Cowden D.J. and Klein, S. (1973); Applied General Statistics, 3rd. Ed., Prentice Hall of India, New Delhi.
4. Fox, I.A. (1972); Intermediate Economic Statistics, Wiley Eastern Pvt. Ltd., New Delhi.
5. Nagar, A.L. and Das, R.K. (1976); Basic Statistics, Oxford University Press, Bombay.
6. Baumol (1973); Economic Theory and Operations Analysis, Prentice Hall of India Pvt. Ltd., New Delhi.

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SEMESTER–VI

**PAPER–VI & VII, STREAM–3
HISTORY**

HISTORY OF THE PUNJAB (1799-1966)

Time: 3 Hours

Max. Marks: 100

Instructions for the Paper Setters:-

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

SECTION–A

1. **The Establishment and Expansion of Ranjit Singh's Kingdom:** Political condition of the Punjab in the 1790s; Conquests of the Sikh principalities; Subjugation of the Satlej- Jamuna Divide and British intervention; Subjugation of the hill principalities; annexation of Afghan dependencies; Policy towards the defeated rulers; Extent of the kingdom in 1839.
2. **Administrative Organization of the Kingdom of Lahore:** Central, Provincial and local administration; Land revenue system. Jagirdari system, Dharmarth grants; Judicial administration; Military organization; state policy towards agriculture, Manufacture and trade.

SECTION–B

3. **Annexation and After:** First Anglo-Sikh War; Second Anglo-Sikh War; British administration 1845-1856; Agricultural development.
4. **Socio-Religious Reform Movements in the late– Nineteenth Century:** Christian evangelicals; the Arya Samaj; The Nirankaris and the Namdharis; the Singh Sabhas and the Ahmadiyahs.

SECTION–C

5. **Early Nationalist Activities:** The Ghadar movement; Rowlatt Satyagrahs and the Jallianwala Bagh; Non-Cooperation Movement; Hindustan Socialist Republican Army and Naujawan Bharat Sabha; Civil Disobedience and Quit India Movement.
6. **Gurdwara Reforms and the Akalis:** Causes of the movement for reform; Central Sikh League; SGPC and the Shiromani Akali Dal; Major Morchas; Gurdwara legislation.

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SEMESTER–VI

SECTION–D

7. **Towards Partition:** Communal politics; Sikander–Jinnah Pact; Lahore Resolution of the Muslims League; Cabinet Mission Plan; Mountbatten Plan and Partition.
8. **The Punjab after Independence:** Reorganisation and rehabilitation: Demand for Punjabi speaking state; The 263eorganization Act of 1966.

Suggested Reading:-

1. Grewal, J.S., *The Sikhs of the Punjab*, CUP, Cambridge, 1990.
2. Kirpal Singh, *Partition of Punjab*, Punjabi University, Patiala, 1972.
3. Khushwant Singh, *A History of the Sikhs*, Vol. I & II Oxford Publication, 2004.
4. Kushwant Singh, *Ranjit Singh: Maharaja of the Punjab*, Chatar Singh Jeewan Singh Publication, Amritsar, 2012

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SEMESTER-VI

**PAPER-VI & VII, STREAM-3
GEOGRAPHY**

**WORLD REGIONAL GEOGRAPHY-II
(THEORY)**

Time: 3 Hours

Max. Marks: 100

Theory Marks: 70

Practical Marks: 30

Instructions for the Paper Setters:-

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

Objectives:-

To provide an understanding of:

- * The geographic dimensions of the world regions in terms of their political and administrative characteristics.
- * The physical and human resource base and their interface with economic development.
- * Development problems and prospects.

Note:

1. Question will be put on region(s) as a whole and not on individual country. The question should focus on regional perspective.
2. Stencil/outline maps and coloured pencils are allowed.

Course Contents:-

Study of the following regions of the world in terms of the aspects mentioned in each unit.

1. Asia
2. Africa
3. Australia and Oceania

SECTION-A

- a) Location
- b) Physiographic divisions
- c) Drainage & Climate
- d) Soils and Natural Vegetation

SECTION-B

- a) Major minerals
- b) Agricultural Crops & Related Occupations

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SEMESTER–VI

SECTION–C

4. Industries

SECTION–D

- a) Demographic Characteristics
- b) Trade and Transport
- c) Problems and Prospects

Books Recommended:-

Essential Readings:-

1. Johnson, D.L. Haarmaan, V., Johanson, M.L. & Calwson, (2012): World Regional Geography: A Development Approach. PHI Learning Private Ltd, New Delhi.
2. Blij, Harm J.de Peter, O. Muller: *Geography: Realms, Regions and Concepts, 16th Edition*, John Wiley, New York, 2013.
3. English, Paul Ward & James, A. Miller: *World Regional Geography: A Question of Place*, John Wiley, New York, 1989.
4. Jackson, Richard H. & Lloyd E. Hudman: *World Regional Geography Issues for Today*, John Wiley, New York, 1991.
5. Kromm, D.E.: *World Regional Geography*, Saunders Publishing, New York, 1981.

Further Readings:-

1. Don R. Hoy (Ed.): *Essentials of Geography and Development*, Macmillan, New York, 1984.
2. Mankoo, Darshan Singh: *A Regional Geography of the World*, Kalyani Publishers, Ludhiana, Reprint 2015.
3. Singh, Malkiat: *World Regional Geography*, Rasmeet Prakashan, Jalandhar, (Pb.), Reprint 2015
4. Trikha, R.N. and Bali P.K. and Sekhon, M.S.: *World Regional Geography*, New Academic Publishers, 2002.

Pedagogy

Teaching should involve maximum use of detailed maps of the countries, Students should be encouraged to use atlas in classrooms. Video shows about culture, physiography and economy of these countries may be arranged if possible.

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SEMESTER–VI

**PAPER–VI & VII, STREAM–3
GEOGRAPHY**

**MAP PROJECTIONS-II AND FIELD WORK
(PRACTICAL)**

Max. Marks: 30

Written Paper of 3 Hours: 15 Marks

Practical Record (File): 08 Marks

Viva: 07 Marks

Objectives:

- To Provide an analytical understanding of use of common map projections.
- To acquaint the students with the importance of field work as one of the methodologies in geography.
- To sensitize the students about pre-field work and post-field work i.e. data processing and analysis and writing of field work report.

UNIT–I

Construction, Properties and Limitations of following Map Projections:

Zenithals: Gnomonic, Stereographic, Orthographic, Equi-distant and Equal- Area (Polar cases only).

Introduction to Sinusoidal and Molleweide's Projections.

General principles of identification and choice of projections

UNIT–II

Role of field work in Geography.

Scale of study and field work methodology.

Methods of collecting Primary data (questionnaire, observation, interview and measurement) and Secondary data and parts of report.

Methods of field study of: a Farm, a Village, a Town and Physical Features of an area.

Note:-

1. A compulsory question containing 10 short answer type questions will be set covering the whole syllabus. The students will attempt 6 short answer type questions in about 25–30 words each. Each short answer type question will carry ½ mark (Total 3 marks).
2. The whole syllabus will be divided into 2 UNITs. Eight questions will be set out of the whole syllabus, four from each UNIT. The students will be required to attempt two questions from each UNIT. Each question will carry 3 marks. These will be in addition to the compulsory question at serial number 1. (Total 12 marks)
3. Evaluation of Practical record will be done at the time of viva–voce examination.
4. In case the candidate has applied for the improvement, he/she should be required to make a fresh practical note book.
5. For practical classes, the number of students in one group shall not exceed fifteen.

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SEMESTER–VI

Books Recommended:-

1. Kellaway, George P.: *Map Projections*, Methue and Co., London.
2. Singh, Gopal: *Mapwork and Practical Geography*, Surjeet Book Depot, Delhi, 1993.
3. Singh, Malkiat: *Cartography*, Rasmeet Prakashan, Jalandhar, **Reprint 2014**.
4. Singh, L.R: *Practical Geography*, Chaitanya, Publishing House, Allahabad, 2006.
5. Jones, P.A.: *Field Work in Geography*, Longman, London, 1968.
6. Archer, J.E. & Dalton T.H.: *Field Work in Geography*, E.T. Bastford Ltd., London, 1968.
7. Singh, Gopal: *Map work and Practical Geography*, Surjeet Book Depot, Delhi, 1993.

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SEMESTER–VI

**PAPER–VI & VII, STREAM–3
POLITICAL SCIENCE**

INTERNATIONAL POLITICS: THEORY AND PRACTICE

Time: 3 Hours

Max Marks: 100

Instructions for the Paper Setters:-

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

SECTION–A

1. Meaning, Nature and Scope of International Politics.
2. Realist Approach to International Politics.
3. Idealist Approach to International Politics

SECTION–B

1. National Power: Its Elements
2. System of Power and Collective Security
3. Cold War and Emerging trends in World order

SECTION–C

- a. Emerging world order and Multipolarity
- b. Global Environment: Issues and Initiatives
- c. International Terrorism: Emergence and Consequences

SECTION–D

1. UNO: Principles, Aims, Objectives and its Functioning
2. Regional Organizations: SAARC and EU.
3. New International Economic Order (NIEO).

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SEMESTER–VI

Recommended Books:-

1. Joshua S. Goldstein, *International Relations*, New Delhi, Pearson Education, 2006.
2. John Baylis and Steve Smith, *Globalization of World Politics*, New Delhi, Oxford University Press, 2005.
3. V.K. Malhotra, *International Relations*, New Delhi, Anmol Publishers Private Ltd., 2004.
4. R.P. Barston, *Modern Diplomacy*, New Delhi, Pearsons, 2006.
5. John Allphin Moore, Jr. and Jerry Pubantz, *The New United Nations, International Organization in the Twenty First Century*, New Delhi, Pearsons, 2008
6. J.C. Johari, *International Relations and Politics*, Sterling, 2012
7. V. K. Malhotr, *International Relations*, Anmol 2012
8. John Baylis and Sreve Smith, *The Globalizations of World Politics*, Oxford, 2005
9. Pen Ghosh, *International Relations*, PHI 2009
10. Scot. P. Handler, *International Politics*, Sage, 2013
11. Palmer Pertains, *International Relations*, AIIBS, 2005
12. H.J. Morgenthau, *Politics Among Nations*, Kalyani, 2004
13. Kanth Bajpai & Siddharth Mallavarapn, *International Relations in India: Bringing theory Back Home*, Orient longman, 2005
14. Leter Calvocoressis, *World Politics (1945-2000)*, Pearson, 2006

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SEMESTER–VI

**PAPER–VI & VII, STREAM–3
ECONOMICS**

QUANTITATIVE METHODS FOR ECONOMISTS

Time: 3 Hours

Max. Marks: 100

Instructions for the Paper Setters:-

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

SECTION–A

Sets, Relations and functions, Limits and continuity (Basic concepts), Derivative of simple functions only (excluding log & exponential functions). Maxima/Minima for single variable functions. Introduction to matrices – definition, properties & inverse.

SECTION–B

Measures of central tendency — Mean, Mode, Median and Geometric Mean; Measures of dispersion.

SECTION–C

Concepts and Measure of skewness and kurtosis: Boyle's & Karl Pearson's measures. Simple correlation & regression (ungrouped & grouped data).

SECTION–D

Interpolation: Concepts and Methods — Binomial expansion, Newton and Lagrange's Method (with emphasis on missing values only). Price Index Numbers—Weighted and Unweighted Index Numbers, various formulae and consistency tests.

Suggested Readings:-

1. Archibald, G. & R.G. Lipsey (1973); Introduction to a Mathematical Treatment of Economics, 2nd Ed. Weisdenfeld and Nicholson, London.
2. Yamane, Taro (1968); Mathematics for Economists, 2nd ed. Prentice Hall, Englewood Cliffs, New Jersey.
3. Croxton, F.E. Cowden D.J. and Klein, S. (1973); Applied General Statistics, 3rd. Ed., Prentice Hall of India, New Delhi.
4. Fox, I.A. (1972); Intermediate Economic Statistics, Wiley Eastern Pvt. Ltd., New Delhi.
5. Nagar, A.L. and Das, R.K. (1976); Basic Statistics, Oxford University Press, Bombay.
6. Baumol (1973); Economic Theory and Operations Analysis, Prentice Hall of India Pvt. Ltd., New Delhi.

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SEMESTER–VI

**PAPER–VI & VII, STREAM–4
PHILOSOPHY**

OPT. (I) INDIAN METAPHYSICS AND EPISTEMOLOGY

Time allowed: 3 hours

Max. Marks: 100

Lectures to be delivered: 6 per week

Pass Marks: 35

Instructions for the Paper Setters:-

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

SECTION–A

1. Introduction and Salient Features of Indian Philosophy
2. A Brief Introduction of Vaidik Darsan and Avaidik Darsan (Orthodox and Heterodox Systems of Indian Philosophy).
3. Concepts of Atman and Brahman in Upanishads

SECTION–B

1. Charvaka Darshan: Materialism.
2. Samkhya Darshan: Nature and Characteristics of Purusha & Prakirti, Process of Evolution and Dissolution
3. Shankaracharya: Theory of Maya

SECTION–C

1. Nyaya Theory of Knowledge: Four Pramanas.
2. Buddhism: Theory of Causation (Pratityasamutpada)
3. Vaisheshika Darshan: Six Categories

SECTION–D

1. Jainism: Anekantvada, Syadvad
2. Sikhism: Akal Purakh and Jagat Rachna
3. Yoga Darshan: Nature of Chitta and Samadhi

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SEMESTER-VI

Recommended Readings:-

English Books:-

1. Abhedananda Swami, *The Yoga Psychology*, Ramakrishna Vedantaz, Calcutta, 1967.
2. Chatterjee and Datta, *An Introduction to Indian Philosophy*, University of Calcutta, Calcutta, 1968.
3. Daljeet Singh, *Essentials of Sikhism*, Singh Brothers, Amritsar, 1994.
4. Daljeet Singh, *Sikhism, A Comparative Study of its Theology and Mysticism*, Singh Brothers, Amritsar, 2004.
5. Daya Krishna, *Indian Philosophy : A New Approach*, Sri Satguru, Delhi, 1997
6. Gopalan S., *Outlines of Jainism*, Wiley Eastern Ltd. New Delhi, 1975.
7. Heera Bhupinder, *Uniqueness of Carvaka Philosophy in Indian Traditional Thought*
8. Hiriyanna, M., *Outlines of Indian Philosophy*, Reprint, der Ausg. London Allen et Unwin, Motilal Banarsidas, Delhi, 2009.
9. H. Phillips, Stephen, *Classical Indian Metaphysics*, Motilal Banarsidas, Delhi, 1997.
10. Mohanty, J.N., *Classical Indian Philosophy*, Oxford University Press, New Delhi, 2002.
11. Sharma, C.D., *A Critical Survey of Indian Philosophy*, Motilal Banarsidas, Delhi, 1964.
12. Sher Singh, *Philosophy of Sikhism*, Sikh University Press, Lahore, 1945.
13. Singh Lal A., *Yoga Psychology; Methods and Approaches*, Varanasi
14. Talib, Gurbachan Singh (ed.), *Jainism*, Punjabi University, Patiala, 1986.

Punjabi Books:-

1. ਹਿਰਿਆਨਾ, ਐਮ. (ਅਨੁ. ਪ੍ਰਭਾਕੀਰਤਨ ਸਿੰਘ), *ਭਾਰਤੀ ਦਰਸ਼ਨ ਦੀ ਰੂਪ-ਰੇਖਾ*, ਯੂਨੀਵਰਸਿਟੀ ਬੁਕਸ, ਚੰਡੀਗੜ੍ਹ, 2014.
2. ਗੁਪਤਾ, ਸ਼ਾਂਤੀ ਨਾਥ, *ਭਾਰਤੀ ਦਰਸ਼ਨ*, ਪੰਜਾਬ ਸਟੇਟ ਯੂਨੀਵਰਸਿਟੀ, ਚੰਡੀਗੜ੍ਹ, 1974.
3. ਨਿਰਾਕਾਰੀ, ਆਰ.ਡੀ., *ਭਾਰਤੀ ਦਰਸ਼ਨ*, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ, 1994.
4. ਮਨਮੋਹਨ, ਦੈਰੀਦੀਅਨ ਵਿਖੰਡਨ ਤੇ ਭਾਰਤੀ ਗਿਆਨ ਸ਼ਾਸਤਰ, ਪੰਜਾਬੀ ਸਭਿਆਚਾਰਕ ਕੇਂਦਰ, ਦਿੱਲੀ।

Hindi Books:-

1. ਸਿਨਹਾ, ਹਰਿੰਦਰ ਪ੍ਰਸਾਦ, *ਭਾਰਤੀ ਦਰਸ਼ਨ ਕੀ ਰੂਪਰੇਖਾ*, ਮੰਤੀਲਾਲ ਬਨਾਰਸੀ ਦਾਸ, 1963.
2. ਮਿਸ਼ਰ, ਉਮੇਸ਼ (ਡਾ.), *ਭਾਰਤੀ ਦਰਸ਼ਨ*, ਉੱਤਰ ਪ੍ਰਦੇਸ਼, ਹਿੰਦੀ ਸੰਸਥਾਨ, ਲਖਨਊ, 2003.
3. ਰਾਧਾ ਕ੍ਰਿਸ਼ਨਨ, *ਭਾਰਤੀ ਦਰਸ਼ਨ*, ਰਾਜਪਾਲ ਐਂਡ ਸੰਨਜ਼, ਦਿੱਲੀ, 1973.

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SEMESTER–VI

**PAPER–VI & VII, STREAM–4
PHILOSOPHY**

OPT. (II) AESTHETICS

Time Allowed 3 Hours

Max. Marks: 100

Lectures to be delivered: 6 per week

Pass Marks 35

Instructions for the Paper Setters:-

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

SECTION–A

1. Aesthetics: Nature, Concern and Problems
2. Form and Content in work of Art
3. Concept of Beauty and Sublime (Kant)

SECTION–B

1. Rasa Siddhanta in Indian Aesthetics.
2. Nature and issues of Natya, Characteristics of Aesthetic Activity.
3. Aesthetics and Creativity in GurSikh Matt

SECTION–C

1. Architecture
2. Sculpture
3. Painting and Drawing

SECTION–D

1. Music
2. Poetry
3. Theatre

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SEMESTER-VI

Recommended Readings:-

English Books:-

1. Bosanque, Bernard, *The History of Aesthetics*, George Allen & Unwin Ltd., London, 1967.
2. Chatterji, D.C., *Fundamental Questions in Aesthetics*, Indian Institute of Advanced Studies, Shimla. 1968.
3. Ghoshal S.N., *Elements of Indian Aesthetics*, Chaukhambha Orientalia, Varanasi, 1978.
4. Graham Gordan, *Philosophy of the Arts; an Introduction to Aesthetics*, London, 1997.
5. Jhanji, Rekha, *Aesthetic Communication*, New Delhi, M. Manohar Lal, 1985.
6. Pandit Sneh, *An Approach to the Indian Theory of Art and Aesthetics*, Sterling Publishers, PVT, New Delhi, 1977.
7. Sharma, H.L., *Indian Aesthetic and Aesthetics Perspective*, Mansi Prakashan, 1995.
8. Titus, Harold H., *Living Issues in Philosophy*, Eurasia, New Delhi, 1968.

Punjabi Books:-

1. ਗ'ਪਾਲ ਸਿੰਘ, *ਗੁਰੂ ਗ੍ਰੰਥ ਸਾਹਿਬ ਦੀ ਸਾਹਿਤਕ ਵਿਸ਼ੇਸ਼ਤਾ*, ਨੈਸ਼ਨਲ ਪ੍ਰੈਸ ਆਫ ਇੰਡੀਆ, ਨਵੀਂ ਦਿੱਲੀ, 1987.
2. ਚਮਨ, ਸਰਜ, *ਸੰਦਰਭ ਸ਼ਾਸਤਰ*, ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ, ਪਟਿਆਲਾ, 1997.
3. ਪ੍ਰੇਮ ਪ੍ਰਕਾਸ਼ ਸਿੰਘ, *ਭਾਰਤੀ ਕਾਵਿ-ਸ਼ਾਸਤਰ*, ਮਦਾਨ ਪਬਲੀਕੇਸ਼ਨ, ਪਟਿਆਲਾ, 2001.
4. ਬਲਜੀਤ ਕੌਰ (ਡਾ.), *ਸੁਹਜ ਸ਼ਾਸਤਰ ਦੀ ਰੂਪ-ਰੇਖਾ*, ਗੁਰੂ ਨਾਨਕ ਦੇਵ ਯੂਨੀਵਰਸਿਟੀ, ਅੰਮ੍ਰਿਤਸਰ, 1987.

Hindi Books:-

1. ਨਗੇਂਦਰ (ਡਾ.), *ਭਾਰਤੀ ਸੰਦਰਭ ਸ਼ਾਸਤਰ ਕੀ ਭੂਮਿਕਾ*, ਨੈਸ਼ਨਲ ਪਬਲਿਸ਼ਿੰਗ ਹਾਊਸ, ਦਿੱਲੀ, 1984.
2. ਸ਼ਰਮਾ, ਹਰਦਵਾਰੀ ਲਾਲ, *ਸੰਦਰਭ ਸ਼ਾਸਤਰ*, ਮਾਨਸੀ ਪ੍ਰਕਾਸ਼ਨ, ਕੈਲਾਸ਼ਪੁਰੀ, ਮੇਰਠ, 1999.

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SEMESTER-VI

**PAPER-VI & VII, STREAM-4
PSYCHOLOGY**

**ABNORMAL PSYCHOLOGY-II
(THEORY)**

Time: 3 Hours
Pass Marks: 35% of the subject
(Theory and Practical Separately)

Max. Marks: 100
Theory Marks: 75
Practical Marks: 25

Instructions for the Paper Setters:-

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

SECTION-A

Anxiety Based Disorders: Symptoms, Etiology and Treatment of Obsessive-Compulsive Disorder, Generalized Anxiety Disorder & Phobias. Classification of Somatoform Disorders—Symptoms & Etiology (Conversion Disorder). Dissociative disorders—Types, Symptoms & Etiology.

SECTION-B

Personality Disorders: Clinical Features, Types and causal factors in Personality Disorders (Paranoid, Schizoid, Schizotypal, Histrionic, Narcissistic, Antisocial, Boderline, AVOIDANT, Dependent, Obsessive- Compulsive, Passive I, Self-Defeating & Sadistic.

Antisocial Personality & Delinquency: Clinical Picture, Characteristics, Causes, Treatment & Outcomes.

SECTION-C

Mood Disorders: Types & Symptoms, Causes and treatment.

Schizophrenia: Symptoms, Causes, Types and Treatment.

SECTION-D

Therapies: Psychodynamic, Behavioural, Cognitive-Behaviour Therapy, Humanistic Therapy, Existential Therapy and Family Therapy

SEMESTER–VI

Readings:-

1. Broota, K.D. (1989) Experimental Designs in Behavioural Research, Wiley Eastern Limited, New Delhi.
2. Carson, R.C. Butcher, J.N., and Mineka, S. (1997), Abnormal Psychology and Modern Life, Harper Collins, New York.
3. Davison, G.C. and Neale, J.M. (1998), Abnormal Psychology, John Wiley and Sons, New York.
4. Garrett. H.E. (1996), Statistics in Psychology and Education, Vakils, Feffar and Simons, New Delhi.
5. Sarason, I.G. and Sarason, B.R. (2002), Abnormal Psychology, Prentice Hall of India, New Delhi.
6. Singh, A., Asadharan Manovigyan, PunjabiUniversity, Patiala.
7. Barlow, D.H. & Durand, V.M. (2007) Abnormal Psychology: An Integrative Approach. Thomson Wordsworth.

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SEMESTER–VI

**PAPER–VI & VII, STREAM–4
PSYCHOLOGY**

(PRACTICAL)

Marks: 25

Instructions for the Practical Examination:

Students are supposed to perform five practicals out of 6 mentioned in the syllabus. Practical examination will be of 3 hours duration. External examiner will conduct the practical examination. The students will perform one practical in the exam carrying 25 marks. Evaluation of the practical would be done on the basis of write-up of file book (5 Marks), performance and viva-voce (20 Marks) relating to the practicals. In case students have not completed 5 practicals, the examiner will deduct marks at the rate of 5 for each left practical out of total evaluation of the student. No reappear will be allowed in the practical examination. Fail in the practical will be considered fail overall in the subject.

Five Practical have to be performed out of the following:

1. Projective Techniques (T.A.T.).
2. Measurement of Anxiety.
3. Parenting Scale/Home Environment Scale.
4. EPQ.
5. Measurement of Depression.
6. Rosenweig's Pictures Frustration Test.

SEMESTER-VI

**PAPER-VI & VII, STREAM-4
SOCIOLOGY**

SOCIAL RESEARCH AND SCIENTIFIC METHODS

Time: 3 Hours

Max. Marks: 100

Instructions for the Paper Setters:-

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

SECTION-A

- a) **Social Research:** Meaning and Functions.
- b) **Scientific Methods:** Nature, Steps and Types-Quantitative and Qualitative.

SECTION-B

- a) **Design of Social Research:** Meaning and Types: Exploratory, Descriptive, Experimental.
- b) Sampling and its types.

SECTION-C

- a) **Methods and Techniques of Data Collection:** Observation, Questionnaire, Interview Schedule and Case Study

SECTION-D

- a) **Data Analysis:** Coding and Tabulation and Report Writing.

Books Recommended:-

1. Bajpai, S.R.: *Methods of Social Survey & Research*, Kitab Ghar, Kanpur, 1976.
2. Bhandarkar, P.L and T.S Wilkinson. 2010, *Methodology and Techniques of Social Research*. Delhi: Himalaya Publishing House.
3. Cargen, Leonard. 2008, *Doing Social Research*. Jaipur: Rawat.
4. Goode, and Hatt: *Methods in Social Research*, McGraw Hill, Tokyo, 1952.
5. Ghosh, B.N.: *Scientific Method & Social Research*, Sterling Publications, New Delhi, 1985.

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SEMESTER–VI

6. Jaspal Singh: *Introduction to Methods of Social Research*, Sterling, New Delhi, 1990.
7. Jayaram, N.: *Research Methodology: Methods and Techniques*, MacMillian, Madras, 1989.
8. Kalton, Graham: *Introduction to Survey Sampling*, Sage, New Delhi, 1983.
9. Kapila, S.: *Methods of Social Research*, New Academic Publishing Co., Mai Hiran Gate, Jalandhar, 1991.
10. May, Tim. 2009, *Social Research: Issues, Methods and Process*. Jaipur: Rawat.
11. Singh, Jaspal. 2011, *Instruments of Social Research*. Jaipur: Rawat.
12. Bajpai, S.R.: *Methods of Social Survey & Research*, Kitab Ghar, Kanpur, 1976.
13. Bhandarkar, P.L and T.S Wilkinson. 2010, *Methodology and Techniques of Social Research*. Delhi: Himalaya Publishing House.
14. Cargen, Leonard. 2008, *Doing Social Research*. Jaipur: Rawat.
15. Goode, and Hatt: *Methods in Social Research*, McGraw Hill, Tokyo, 1952.
16. Ghosh, B.N.: *Scientific Method & Social Research*, Sterling Publications, New Delhi, 1985.
17. Jaspal Singh: *Introduction to Methods of Social Research*, Sterling, New Delhi, 1990.
18. Jayaram, N.: *Research Methodology: Methods and Techniques*, MacMillian, Madras, 1989.
19. Kalton, Graham: *Introduction to Survey Sampling*, Sage, New Delhi, 1983.
20. Kapila, S.: *Methods of Social Research*, New Academic Publishing Co., Mai Hiran Gate, Jalandhar, 1991.
21. May, Tim. 2009, *Social Research: Issues, Methods and Process*. Jaipur: Rawat.
22. Singh, Jaspal. 2011, *Instruments of Social Research*. Jaipur: Rawat.

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SEMESTER-VI
PAPER: VIII and IX
PEDAGOGY OF PUNJABI
CP I and II (A) Option (i)
ਪੰਜਾਬੀ ਅਧਿਐਨ

Time: 1.30 Hrs.

Total Marks: 50
Theory: 35
Sessional Work: 15

ਅੰਕ-ਵੰਡ ਅਤੇ ਪਰੀਖਿਅਕ ਲਈ ਹਦਾਇਤਾਂ:

- 1। ਪ੍ਰਸ਼ਨ ਪੱਤਰ ਦੇ ਚਾਰ ਭਾਗ ਹਨਗੇ। ਹਰ ਭਾਗ ਵਿਚ ਦੂ ਪ੍ਰਸ਼ਨ ਪੁੱਛੇ ਜਾਣਗੇ।
- 2। ਵਿਦਿਆਰਥੀ ਨੇ ਕੁੱਲ ਪੰਜ ਪ੍ਰਸ਼ਨ ਕਰਨੇ ਹਨ। ਏਰ ਭਾਗ ਵਿਚ ਇਕ ਪ੍ਰਸ਼ਨ ਲਾਜ਼ਮੀ ਹੈ। ਪੰਜਵਾਂ ਪ੍ਰਸ਼ਨ ਕਿਸੇ ਵੀ ਭਾਗ ਵਿਚ ਕੀਤਾ ਜਾ ਸਕਦਾ ਹੈ।
- 3। ਹਰੇਕ ਪ੍ਰਸ਼ਨ ਦੇ ਬਰਾਬਰ ਅੰਕ ਹਨ।
- 4। ਪੇਪਰ ਸੈੱਟ ਕਰਨ ਵਾਲਾ ਜੇਕਰ ਚਾਹੇ ਤਾਂ ਪ੍ਰਸ਼ਨਾਂ ਦੀ ਵੰਡ ਅੱਗੇ ਵੱਧ ਤੋਂ ਵੱਧ ਚਾਰ ਉਪ-ਪ੍ਰਸ਼ਨਾਂ ਵਿਚ ਕਰ ਸਕਦਾ ਹੈ।

ਉਦੇਸ਼

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

ਸੈਕਸ਼ਨ-ਏ

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

ਸੈਕਸ਼ਨ-ਬੀ

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

SEMESTER-VI

ਸੈਕਸ਼ਨ-ਸੀ

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

ਸੈਕਸ਼ਨ-ਡੀ

1.
 - (ੳ) ਸੁਣਨ ਕੌਸ਼ਲ ਭਾਸ਼ਾ ਸਿੱਖਿਆ ਵਿੱਚ ਮਹੱਤਵ, ਅਭਿਆਸ ਤੇ ਲੋੜੀਂਦੀਆਂ ਸ਼ਰਤਾਂ।
 - (ਅ) ਬੋਲਚਾਲ ਦੀ ਸਿੱਖਿਆ ਦਾ ਮਹੱਤਵ, ਅਸੁੱਧ ਉਚਾਰਣ ਦੇ ਕਾਰਨ ਤੇ ਸੁਧਾਰ।
2. ਪੜ੍ਹਨਾ (ਵਾਚਨ) ਸਿੱਖਿਆ - ਪੜ੍ਹਾਈ ਸਿੱਖਿਆ ਦੀਆਂ ਵਿਧੀਆਂ ਸੂਖਮ ਤੇ ਸਥੂਲ ਅਤੇ ਕਿਸਮਾਂ ਮਨੋਪਾਠ ਤੇ ਉੱਚੀ ਪਾਠ।
3. ਲਿਖਣਾ ਸਿਖਾਉਣਾ - ਲਿਖਤ ਰਚਨਾ ਦਾ ਮਹੱਤਵ, ਵਿਧੀਆਂ, ਅਭਿਆਸ, ਲਿਖਤੀ ਕੰਮਾਂ ਦੀ ਸੁਧਾਈ ਸੁਲੇਖ ਤੇ ਰਚਨਾਤਮਕ ਲਿਖਣਾ।

ਸੈਸ਼ਨਲ ਵਰਕ:-

Performance in Unit tests and House examination-05 marks

Attendance -02 marks

Assignment on the following -08 marks

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

ਸਹਾਇਕ ਪੁਸਤਕਾਂ ਦੀ ਸੂਚੀ

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

SEMESTER-VI

**PAPER: VIII and IX
PEDAGOGY OF HINDI**

**Option: (i)
हिन्दी शिक्षण**

Time: 1.30 Hrs.

Total Marks: 50

Theory: 35

Sessional Work: 15

Instructions for the Paper Setters:-

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

उद्देश्य

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

सैकशन-ए

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

सैकशन-बी

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

सैकशन-सी

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

सैकशन-डी

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

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SEMESTER-VI

सैशनलकार्य:

Performance in Unit tests and House examination-05 marks

Attendance -02 marks

Assignment on the following -08 marks

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

सहायक पुस्तक सूची:

- नायक सुरेश, "हिन्दी भाषा शिक्षण," ट्वंटी फर्स्ट सेंचुरी पब्लिकेशन्स, पटियाला।
- बराड़ सर्वजीत कौर, "हिन्दी अध्यापन", कल्याणी पब्लिकेशन्स, देहली।
- खन्ना ज्योति, "हिन्दी शिक्षण", धनपत राय एण्ड सन्ज़, देहली।
- गोयल ए0 के0 "हिन्दी शिक्षण" हरीश प्रकाशण मन्दिर, आगरा।
- मक्कड़ नरिन्द्र, "हिन्दी शिक्षण", गुलनाज़ पब्लिकेशन्ज़, जालन्धर।

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SEMESTER–VI

**PAPER: VIII and IX
PEDAGOGY OF ENGLISH**

Option: i

Time: 1.30 Hrs.

**Total Marks: 50
Theory: 35
Sessional Work: 15**

Instructions for the Paper Setters:-

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

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

- To develop understanding of the significance of English as a subject in the present context.
- To analyze the factors influencing learning English
- To develop the understanding of the significance of basic competencies in language acquisition
- To enable student teachers to understand the nature, characteristics of Language and mother tongue as well as the use of language.
- To enable student teachers to teach basic language skills such as listening, speaking, reading, and writing and integrate them for communicative purposes.

SECTION–A

English as a subject in the present context

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

SECTION–B

Developing Language Skills: Listening and Speaking

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

SECTION–C

Reading and Writing:

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

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SEMESTER-VI

SECTION-D

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

SESSIONAL WORK

Performance in Unit Tests and House Examination **05 Marks**

Attendance **02 Marks**

Assignments on the following **08 Marks**

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

REFERENCES:-

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

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SEMESTER–VI

**PAPER: VIII and IX
PEDAGOGY OF POLITICAL SCIENCE**

Option: i

Time: 1.30 Hrs.

**Total Marks: 50
Theory: 35
Sessional Work: 15**

Instructions for the Paper Setters:-

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

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

- Understand the meaning of Political Science.
- Know the history of political sciences.
- Correlate the political science with other school subjects.
- Understand the different approaches of teaching of political sciences.
- Familiar with current affairs in political sciences.

SECTION–A

- a) Meaning, Nature and scope of Political Science.
- b) Historical background of political science.

SECTION–B

- a) Need of teaching political science in the schools curricula for the holistic development of the students.
- b) Correlation of political science with other subjects (social sciences, sciences and languages)

SECTION–C

- a) Aims & objectives of teaching of political science at different stages: Secondary & Senior Secondary stage.
- b) **Current Affairs:** Meaning, importance and utilizing current events in teaching of Political Science.

SECTION–D

- a) **Pedagogical Approaches:** Interdisciplinary Approach, Experiential Learning, Co-operative Learning and Jurisprudential approach.

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SEMESTER–VI

SESSIONAL WORK

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

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

REFERENCES:-

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

**B.A. B.ED. (4 YEARS INTEGRATED DEGREE PROGRAM
(Syllabus for the Batch from Year 2020 to Year 2024))**

SEMESTER–VI

**PAPER: VIII and IX
PEDAGOGY OF ECONOMICS**

Option: i

Time: 1.30 Hrs.

**Total Marks: 50
Theory: 35
Sessional Work: 15**

Instructions for the Paper Setters:-

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

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

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

SECTION–A

- a) Meaning, nature and scope of Economics.
- b) Historical background of Economics.

SECTION–B

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

SECTION–C

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

SECTION–D

- a) Pedagogical Approaches: Interdisciplinary Approach, Experiential Approach, Co-operative Learning.

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SEMESTER–VI

SESSIONAL WORK

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

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

REFERENCES:-

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

B.A. B.ED. (4 YEARS INTEGRATED DEGREE PROGRAM
(Syllabus for the Batch from Year 2020 to Year 2024))

SEMESTER–VI

**PAPER: VIII and IX
PEDAGOGY OF SOCIAL SCIENCE**

Option: ii

Time: 1.30 Hrs.

**Total Marks: 50
Theory: 35
Sessional Work: 15**

Instructions for the Paper Setters:-

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

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

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

SECTION–A

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

SECTION–B

- a) Values of teaching Social Science.
- b) Correlation of Social Science with Math, Sciences, Languages and Arts

SECTION–C

- a) Aims and objectives of Social Science at different stages:-
 - Middle stage
 - Secondary stage
- b) Pedagogical Approaches – Interdisciplinary approach, experiential approach, co- operative learning, constructivist approach to learning.

SECTION–D

- a) Current affairs in social science: Meaning, Importance and utilizing current events in teaching social science.
- b) Social Science Room: importance and equipments.

B.A. B.ED. (4 YEARS INTEGRATED DEGREE PROGRAM)
(Syllabus for the Batch from Year 2020 to Year 2024)

SEMESTER–VI

SESSIONAL WORK

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

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

REFERENCES:-

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

B.A. B.ED. (4 YEARS INTEGRATED DEGREE PROGRAM)
(Syllabus for the Batch from Year 2020 to Year 2024)

SEMESTER–VI

**PAPER: VIII and IX
PEDAGOGY OF HISTORY**

Option: ii

Time: 1.30 Hrs.

**Total Marks: 50
Theory: 35
Sessional Work: 15**

Instructions for the Paper Setters:-

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

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

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

SECTION–A

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

SECTION–B

- a) Correlation of history with geography, economics, mathematics science, languages.
- b) Cultivation of time and space sense.

SECTION–C

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

B.A. B.ED. (4 YEARS INTEGRATED DEGREE PROGRAM)
(Syllabus for the Batch from Year 2020 to Year 2024)

SEMESTER–VI

SECTION–D

- a) **Current Affairs:** Meaning, Importance and Utilizing current events in teaching history.
- b) Role of history in developing National and International understanding.

SESSIONAL WORK

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

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

REFERENCES:-

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

B.A. B.ED. (4 YEARS INTEGRATED DEGREE PROGRAM
(Syllabus for the Batch from Year 2020 to Year 2024))

SEMESTER–VI

**PAPER: VIII and IX
PEDAGOGY OF MATHEMATICS**

Option: ii

Time: 1.30 Hrs.

**Total Marks: 50
Theory: 35
Sessional Work: 15**

Instructions for the Paper Setters:-

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

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

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

SECTION–A

The Nature of Mathematics and its relation to disciplinary knowledge

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

SECTION–B

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

SECTION–C

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

SECTION–D

- a) Values of teaching Mathematics.
- b) Management of math in small group and in large group based on behaviorism, cognitivism and constructivism learning theories.

B.A. B.ED. (4 YEARS INTEGRATED DEGREE PROGRAM
(Syllabus for the Batch from Year 2020 to Year 2024))

SEMESTER-VI

SESSIONAL WORK

Performance in unit tests and house examination	05 Marks
Attendance	02 Marks
Assignments on the following	08 Marks
1. Report on mathematics club/mathematics' fair	
2. Contribution of Indian mathematicians (Bhaskaracharya, Aryabhatta, Ramanujanand) and history of symbol.	

References:-

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

B.A. B.ED. (4 YEARS INTEGRATED DEGREE PROGRAM
(Syllabus for the Batch from Year 2020 to Year 2024))

SEMESTER–VI

**PAPER: VIII and IX
PEDAGOGY OF GEOGRAPHY**

Option: iii

Time: 1.30 Hrs.

**Total Marks: 50
Theory: 35
Sessional Work: 15**

Instructions for the Paper Setters:-

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

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

- Understand the nature and concept of geography.
- Understand the role and importance of geography in schools.
- Understand aim and objectives of geography.
- Get acquainted with different methods of teaching geography.
- Prepare and use different teaching aids
- Get acquainted with the latest concepts and techniques of evaluation.
- Make the student teachers aware about the role of geography in developing scientific attitude.
- Acquaint student teachers with different Audio- Visual aid and latest information technology.

SECTION–A

- a) Meaning, Nature and scope of Geography, latest trends in Geography.
- b) Historical background of Geography.

SECTION–B

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

SECTION–C

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

SECTION–D

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

B.A. B.ED. (4 YEARS INTEGRATED DEGREE PROGRAM
(Syllabus for the Batch from Year 2020 to Year 2024))

SEMESTER–VI

SESSIONAL WORK

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

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

REFERENCES:-

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

B.A. B.ED. (4 YEARS INTEGRATED DEGREE PROGRAM
(Syllabus for the Batch from Year 2020 to Year 2024))

SEMESTER–VI

**PAPER: VIII and IX
PEDAGOGY OF COMPUTER SCIENCE**

Option:iii

Time: 1.30 Hrs.

Total Marks: 50

Theory: 35

Sessional Work: 15

Instructions for the Paper Setters:-

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

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

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

SECTION–A

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

SECTION–B

- a) 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.
- b) Aims and objectives of Computer Education-Meaning and formation of Instructional Objectives and Behavioral objectives

SECTION–C

- a) Planning of Computer Laboratory-Design, Organization.
- b) Hardware and Software. Maintenance of Computer Laboratory.

SECTION–D

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

**B.A. B.ED. (4 YEARS INTEGRATED DEGREE PROGRAM
(Syllabus for the Batch from Year 2020 to Year 2024))**

SEMESTER–VI

SESSIONAL WORK

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

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

REFERENCES:-

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

B.A. B.ED. (4 YEARS INTEGRATED DEGREE PROGRAM
(Syllabus for the Batch from Year 2020 to Year 2024))

SEMESTER–VI

Internship I (4 weeks)

**FIELD ENGAGEMENT WITH SCHOOL AND PERSPECTIVE PAPERS
(FE-I)**

Total Marks: 100
Sessional/ Internal: 100

Division of Four weeks internship

a) **Visit to Schools** (02 Credits/ 50 Marks):

Students will visit the school for the following:

- 1) To get an opportunity to observe the teaching of experienced teachers.
 - 2) To know the types of records are maintained in the school.
 - 3) To observe practices of inclusive education.
 - 4) To observe innovative/special practices adopted by the school.
 - 5) Interaction with the Principal of the school.
 - 6) Interaction with the Teachers of the school.
 - 7) Visit to the library and going through the books of their teaching subjects.
 - 8) Observing the schedule of the school and analyzing the schedule of the session of the school.
 - 9) Interaction with the student of the class and analyzing the problems of the students.
- b) Visit to various laboratories and observe its functioning.

Field Engagement with School and Perspective papers (02 Credits / 50 Marks):

The student will undertake any one of the following activity:

1. Visit to Rural/ urban slum area school and preparing case study of them
2. Visit to subject specific laboratories , subject related museum and places for integrating pedagogical contents with field
3. Visit Border Area to study the educational facilities for girls.

Note:- Students will prepare a file to record their experiences after having detailed discussion with their supervisor.

B.A. B.ED. (4 YEARS INTEGRATED DEGREE PROGRAM
(Syllabus for the Batch from Year 2020 to Year 2024))

**SEMESTER-VII
PAPER-I**

UNDERSTANDING THE LEARNING PROCESS

Time: 3 Hrs.

Total Marks: 100

Terminal: 70

Sessional Work: 30

Instructions for the Paper Setters:-

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

COURSE OBJECTIVES:

After the completion of the course, the student teacher will be able to:

- Understand the concept of learning.
- Know various Learning theories and apply it in day to day life.
- Understand various Learning styles and apply it for Classroom learning.
- Construct knowledge for Learning
- Use various techniques of learning and creativity.
- Understand various Cognitive and affective mental processes and learning
- Understand the role of a teacher in holistic perspective of learner and learning

SECTION-A

LEARNING

- a) Learning- Concept, Process and Factors affecting Learning
- b) Types of Learning- Cognitive, Affective and Psychomotor
- c) Transfer of learning, its types, theories and educational implications

SECTION-B

LEARNING THEORIES

- a) Process of learning from different theoretical viewpoints:
 - i. Behavioural view point – Pavlov, Skinner,
 - ii. Cognitive view point- Piaget
 - iii. Humanistic view point- Karl Rogers, Maslow
- b) Gestalt Theories of Learning (Kohler and Kaffka)
- c) Gagne's Hierarchy Theory of Learning

SECTION-C

LEARNING STYLES AND CONSTRUCTIVISM

- a) Learning Styles: Meaning and concept; Implications for classroom learning
- b) Constructivism (Bruner and Vygotsky)
- c) Learning as construction of knowledge as different from learning as Transmission and reception of knowledge.

SEMESTER-VII

SECTION-D

COGNITIVE AND AFFECTIVE MENTAL PROCESSES AND LEARNING

- a) Memory and Forgetting- Concept, Theories and factors affecting of Memory and Forgetting
- b) **Creativity:** Concept; Concept Mapping and Mind Mapping, Brain Storming
- c) **Concept Formation:** Concept, types and steps; Thinking: Imagination, problem solving

SESSIONAL WORK

Performance in unit tests and house examination 10 Marks

Files to be prepared and submitted for evaluation 20 Marks

Assignments on the following (any three)

Administration and interpretation of the following psychological tests and Experiments:

- Learning curves
- Error Scalogram
- Test of Creativity
- Memory (Memory drum)
- Habit formation
- Transfer of Learning

REFERENCES:-

- Bhatia, K.K. (2003): Bases of Educational Psychology. Kalyani Publishers, New Delhi.
- Bourne, L.E. (1985). Psychology: Its Principles and Meaning. Holt, Rinehart and Winston, New York.
- Chauhan, S.S. (2002): Advanced Educational Psychology. Vikas Publishing House, New Delhi.
- Clifford Morgan; King, R.R. and Weisz, John (1999): Introduction to Psychology. Tata Mc Graw Hill Publishing Company Ltd, New Delhi.
- Dandapani, S. (2001) Advanced educational psychology, (2nd edition), New Delhi, Anmol publications pvt Ltd.
- Gardner, H. (1983) frames of Mind: The theory of multiple intelligence. New York: Basic Books. Garret, H.E. (2005): Statistics in Psychology and Education. Paragon International Publishers, New Delhi.
- Guilford, J.P. (1967). Nature of Human Intelligence, New York: McGraw Hill. Bachelor of Education (B.Ed.)

B.A. B.ED. (4 YEARS INTEGRATED DEGREE PROGRAM
(Syllabus for the Batch from Year 2020 to Year 2024)

SEMESTER–VII

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

B.A. B.ED. (4 YEARS INTEGRATED DEGREE PROGRAM)
(Syllabus for the Batch from Year 2020 to Year 2024)

SEMESTER–VII

PAPER–II

FOUNDATIONS OF CURRICULUM DEVELOPMENT

Time: 3 Hrs.

Total Marks: 100

Terminal: 70

Sessional Work: 30

Instructions for the Paper Setters:-

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

COURSE OBJECTIVES:

After the completion of the course, the student teacher will be able to:

- Understand the concept of curriculum and development.
- Explain various trends in Curriculum Organization and Development.
- Develop a broad perspective on curriculum development.
- Explain various types and approaches to curriculum development.
- Understand various models and steps in curriculum development.
- Understand the different models and patterns of curriculum design.
- Design the curriculum.

SECTION–A

CONCEPT OF CURRICULUM AND DEVELOPMENT

- a) Meaning and Concept of Curriculum, Objectives and Components of Curriculum.
- b) Bases and Determinants of Curriculum:
 - i) Philosophical ii) Psychological iii) Sociological iv) Ideological.
- c) Current Issues and Trends in Curriculum Organization and Development; NCF-2005.

SECTION–B

TYPES AND APPROACHES

- a) **Types:** Subject centred or Traditional Curriculum, Activity Centred Curriculum, Experience Centred Curriculum, Undifferentiated Curriculum, Basic Education Curriculum
- b) **Approaches:** Humanistic Curriculum: Characteristics, Purpose, Role of the Teacher, Psychological basis of Humanistic Curriculum.
- c) **Social Reconstructionist Curriculum:** Characteristics, Purpose, Role of the Teacher in Reconstructionist Curriculum.

SEMESTER–VII

SECTION–C

MODELS OF CURRICULUM DEVELOPMENT

- a) Models: Hilda Taba 1962 model, Need assessment model,
- b) Vocational/Training model (With special reference to analysis of needs, selection of objectives, selection and organisation of content/learning experiences and evaluation).
- c) Steps in Curriculum Development:
 - Assessment of need with respect to individual and environment
 - Designing a curriculum
 - Situational Analysis
 - Selection of content and method
 - Designing a collaborative curriculum
 - Validation and Implementation
 - Evaluation

SECTION–D

CURRICULUM DESIGN: PATTERN AND MODELS

- a) Curriculum Design: Concept, Steps and patterns (centralised, decentralised, coordinated)
- b) Models of Curriculum design- Objective model, Process Model, Tyler Model, Wheeler Model, Kerr's Model

SESSIONAL WORK

Performance in unit tests and house examination 10 Marks

Files to be prepared and submitted for evaluation 20 Marks

Assignments on the following

- Comparison between the two boards of Education (PSEB & CBSE)
- Critical analysis of existing syllabi of 10+2 of any one board.

SEMESTER-VII

REFERENCES:-

- Aggarwal, Deepak (2007). *Curriculum development: Concept, Methods and Techniques*. New Delhi: Book Enclave
- Daniel Tanner, Lawel N. Tannor (1975). *Curriculum Development theory into practice*. New York: Mac millan Publishing co. Inc.
- Diamond Robert M. (1986). *Designing and Improving Courses in Higher Education: A Systematic Approach*. California: Jossey-Bass Inc. Publication.
- Joseph, P.B. et al; (2000). *Cultures of Curriculum (studies in Curriculum Theory)*. New York: Teacher College Press.
- Mrunalini Talla (2012). *Curriculum Development: Perspectives, Principles and Issues*, India: Pearson Education .
- Oliva, Peter F. (1988). *Developing the Curriculum*. Scott, and Foresman and Co.
- Reddy, B. (2007). *Principles of curriculum planning and development*.
- Taba Hilda (1962). *Curriculum Development: Theory and Practice*. New York: Harcourt Brace, Jovanovich Inc.
- <https://subbingformissfrizzle.wordpress.com/2013/01/13/schiro-curriculum-theory-part-4-social-reconstruction-ideology/>
- http://www.sagepub.in/upm-data/16266_Chapter_5.pdf

**B.A. B.ED. (4 YEARS INTEGRATED DEGREE PROGRAM
(Syllabus for the Batch from Year 2020 to Year 2024))**

**SEMESTER-VII
PAPER-III
ASSESSMENT FOR LEARNING**

Time: 3 Hrs.

Total Marks: 100

Terminal: 70

Sessional Work: 30

Instructions for the Paper Setters:-

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

COURSE OBJECTIVES:

After the completion of the course, the student teacher will be able to:

- Understand the concept of assessment and its role in teaching-learning process.
- Develop the skill of assessing various Cognitive, Affective and Conative domains of Learning.
- Develop the tool for assessment.
- Develop skills of standardization of an assessment tool.
- Understand the different dimensions related to assessment procedures, tools and techniques.
- Examine the issues and concerns of assessment and evaluation practices in schools.

SECTION-A

OVERVIEW OF ASSESSMENT

- a) Meaning of Assessment, Distinction between Assessment of learning and Assessment for learning.
- b) Types of Assessment based upon
 - i. Purpose
 - ii. Scope
 - iii. Attribute
 - iv. Mode of response
 - v. Nature of interpretation
 - vi. Context

SECTION-B

TOOLS OF ASSESSMENT

- a) Assessment of Cognitive domain: Multiple Choice, Binary Choice, and Matching and Constructed Response type, Completion type, Short-Answer type and essay type Items as tools of Assessment - nature, advantages, limitations and guidelines for their construction and scoring.
- b) Assessment of affective domain: Observation, Interview, Rating scale, Check-lists, Inventories as tools of Assessment- their uses and preparation.
- c) Assessment of Conative Domain: Projects, Assignments, work sheets, practical work to grade a performance-based assessment.

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SECTION-C

DEVELOPMENT OF TOOLS FOR ASSESSMENT

- Steps of Construction of a Test: What, Why and How to Assess, Planning, Preparation, Try out and Evaluation.
- Characteristics of a good tool of Evaluation: Validity, Reliability, Objectivity and Usability.

SECTION-D

ISSUES AND TRENDS OF ASSESMENT

- Existing Practices of Assessment: Class Test, Unit tests, CCE, Grading and Choice based Credit System, half- yearly and annual examinations, Board examinations, Entrance tests, open book Examination and Online Examination,
- Issues and Problems in Assessment: Marking Vs Grading, Non-detention policy, Objectivity Vs Subjectivity; Impact of entrance test and public examination on teaching.

SESSIONAL WORK

Performance in unit tests and house examination 10 Marks

Files to be prepared and submitted for evaluation 20 Marks

Assignments on the following

- Survey the assessment practices followed in any one of the schools -Government, Private or Residential and prepare a report.
- Preparation of Achievement Test on any one topic of a school subject and its Analysis.

References:-

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- McMillan, J. (2013). Classroom Assessment: Principles and Practice for Effective Standards-Based Instruction, 6th ed. Boston, MA: Pearson
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- NCERT (1985). Curriculum and Evaluation, New Delhi: NCERT
- Newman, F.M. (1996). Authentic achievement: Restructuring schools for intellectual quality. San Francisco, CA: Jossey-Bass.
- Nitko, A.J. (2001). Educational assessment of students (3rd ed.). Upper Saddle River, NJ: Prentice Hall.
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SEMESTER–VII**PAPER–IV****POLICY FRAMEWORK AND CONTEMPORARY ISSUES IN INDIAN EDUCATION****Time: 3 hrs.****Max Marks: 100****Terminal: 70****Sessional: 30****Instructions for the Paper Setters:-**

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

COURSE OBJECTIVES:

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

- Understand the commissions and Policies related to education in India.
- Know and respect the Constitution of India.
- Understand the various Constitutional provisions associated with Education in India.
- Understand the contemporary issues associated with Education in Indian society.
- Understand the role of education in addressing inequalities in Indian Society.
- Critically appraise various aspects of Education.
- Respect human rights.

SECTION–A**EDUCATION COMMISSIONS AND POLICIES**

- a) Education Commission & Recommendations: University Education Commission (1948-49); Secondary Education Commission (1952-53)
- b) Indian Education Commission (1964-66); National Policy on Education 1986 with Programme of Action 1992
- c) Regulatory bodies: NCERT, NCTE, SCERT – Status, Structure & Functions

SECTION–B**INDIAN CONSTITUTION AND CONTEMPORARY INDIAN SOCIETY**

- a) Constitutional Provisions of Education in India, Preamble, Fundamental Rights and duties and constitutional values in context to education.
- b) Understanding and Addressing Diversity in Indian society: Nature, Challenges and Role of Education, Linguistic, Regional and Religious Diversity
- c) Role of Education in addressing the needs of Marginalized groups in Indian society: SC/ST/OBC, Women, Rural and remote region

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SECTION-C

CONCERNS AND ISSUES

- a) National Curriculum Framework 2005- philosophy, characteristics and implementation
- b) RTE Act 2009 and its implications
- c) Current Issues in Indian Education:
 - i. Programmes on Universal Elementary Education (Mid day meal & SSA)
 - ii. Universalisation of Secondary Education (USE): issues and concerns (RMSA)

SECTION-D

HUMAN RIGHTS EDUCATION

- a) Human Rights: Concept (national and international context), Types
- b) Human Rights Education: Meaning Significance, Need
- c) Human Rights perspective in curriculum, teaching-learning Processes and school ethos and culture

SESSIONAL WORK

Performance in unit tests and house examination 10 Marks

Files to be prepared and submitted for evaluation 20 Marks

Assignments on the following (any two)

- Survey related with social evils
- Collaboration with an NGO---working, Conducting for field visits
- Exposure to Educational Films, Documentaries, Slide shows on Social Exclusion and their written reports

References:-

- Bhatt, B.D. (2005): Modern Indian Education. Planning and Development. Kanishka Publishers, New Delhi.
- Goel, S.L. and Goel, A. (1994): Education Policy and Administration. Deep and Deep Publications, New Delhi.
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- Nesla (2004): Theory and Principles of Education. Vinod Publications, Ludhiana.
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- Sodhi, T.S. (2005): Development of Educational System in India. Bawa Publications, Patiala.
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- Walia, J.S. (1998): Modern Indian Education and its Problems. Paul Publishers, Jalandhar.
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- www.socialjustice.nic.in
- www.ncert.nic.in
- www.ncte.in.org
- www.naac.india.com
- www.ugc.nic.in,
- www.nkc.org

B.A. B.ED. (4 YEARS INTEGRATED DEGREE PROGRAM
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**PAPER–V
EDUCATION AND DEVELOPMENT**

Time: 1.30 Hrs.

**Total Marks: 50
Terminal: 35
Sessional Work: 15**

Instructions for the Paper Setters:-

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

COURSE OBJECTIVES:

After the completion of the course, the student teacher will be able to:

- Understand various expectations of society from education.
- Educate for democracy and integration.
- Understand the relevance of education in relation to multicultural society.
- Educate for sustainable development.

SECTION–A

EDUCATION FOR DEVELOPMENT

- a) Education for development of responsible citizens.
- b) Education for Democracy and secularism

SECTION–B

- a) National Integration and Role of Education
- b) International Understanding and Role of Education

SECTION–C

- a) Education for Multiculturalism
- b) Changing aims of education and Interaction of education and culture in the context of Globalization

SECTION–D

- a) Education for a sustainable development
- b) Role of values in sustainable development in the changing socio-cultural environment

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SESSIONAL WORK

Performance in unit tests and house examination 05 Marks

Files to be prepared and submitted for evaluation 10 Marks

Assignments on the following (any one)

- Reflections on the document- “United nations decade of education for sustainable development–(2005-2014)
- Role of a teacher in multi-cultural classroom settings

REFERENCES:-

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- Cortese, A. (1999). Education for sustainability: The University as a model of sustainability. Boston, M.A: Second Nature, Inc.
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- Dash, D.N. (2005), Philosophical and Sociological Foundation of Education. Dominant Publisher, New Delhi.
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SEMESTER-VII

PAPER: VI AND VII PEDAGOGY OF PUNJABI

Option-i ਪੰਜਾਬੀ ਅਧਿਆਪਨ

Time: 1.30 Hrs.

Total Marks: 50

Theory: 35

Sessional Work: 15

ਅੰਕ-ਵੰਡ ਅਤੇ ਪਰੀਖਿਅਕ ਲਈ ਹਦਾਇਤਾਂ:

1. ਪ੍ਰਸ਼ਨ ਪੱਤਰ ਦੇ ਚਾਰ ਭਾਗ ਹੋਣਗੇ। ਹਰ ਭਾਗ ਵਿਚ ਦੋ ਪ੍ਰਸ਼ਨ ਪੁੱਛੇ ਜਾਣਗੇ।
2. ਵਿਦਿਆਰਥੀ ਨੇ ਕੁੱਲ ਪੰਜ ਪ੍ਰਸ਼ਨ ਕਰਨੇ ਹਨ। ਹਰ ਭਾਗ ਵਿਚੋਂ ਇਕ ਪ੍ਰਸ਼ਨ ਲਾਜ਼ਮੀ ਹੈ। ਪੰਜਵਾਂ ਪ੍ਰਸ਼ਨ ਕਿਸੇ ਵੀ ਭਾਗ ਵਿਚੋਂ ਕੀਤਾ ਜਾ ਸਕਦਾ ਹੈ।
3. ਹਰੇਕ ਪ੍ਰਸ਼ਨ ਦੇ ਬਰਾਬਰ ਅੰਕ ਹਨ।
4. ਪੇਪਰ ਸੈਟ ਕਰਨ ਵਾਲਾ ਜੇਕਰ ਚਾਹੇ ਤਾਂ ਪ੍ਰਸ਼ਨਾਂ ਦੀ ਵੰਡ ਅੱਗੋਂ ਵੱਧ ਤੋਂ ਵੱਧ ਚਾਰ ਉਪ-ਪ੍ਰਸ਼ਨਾਂ ਵਿਚ ਕਰ ਸਕਦਾ ਹੈ।

ਉਦੇਸ਼:-

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

ਸੈਕਸ਼ਨ-ਏ

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

ਸੈਕਸ਼ਨ-ਬੀ

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

ਸੈਕਸ਼ਨ-ਸੀ

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

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ਸੈਕਸ਼ਨ-ਡੀ

1. ਮਾਤ ਭਾਸ਼ਾ ਪਾਠ ਪੁਸਤਕ, ਪਾਠਕ੍ਰਮ - ਉਦੇਸ਼, ਮਹੱਤਤਾ ਤੇ ਸਿਧਾਂਤ।
2. ਭਾਸ਼ਾ ਸਿੱਖਿਆ ਲਈ ਮੁਲਾਂਕਣ - ਅਰਥ ਤੇ ਵਿਧੀਆਂ, ਨਿਰੰਤਰ ਵਿਆਪਕ ਮੁਲਾਂਕਣ ਦੀ ਧਾਰਨਾ ਅਤੇ ਪੰਜਵੀਂ ਤੋਂ ਦਸਵੀਂ ਤੱਕ ਅੰਕ ਵੰਡ। ਮੁਲਾਂਕਣ ਲਈ ਪ੍ਰਸ਼ਨਾਂ ਦੇ ਰੂਪ ਅਤੇ ਪਰਤ ਵੀ ਸੂਚਨਾ।

ਸੈਸ਼ਨਲ ਵਰਕ:-

Performance in Unit tests and House examination-05 marks

Attendance -02 marks

Assignment on the following -08 marks

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

ਸਹਾਇਕ ਪੁਸਤਕਾਂ ਦੀ ਸੂਚੀ:-

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

SEMESTER-VII

**PAPER: VI AND VII
PEDAGOGY OF HINDI
Option-i**

हिन्दी शिक्षण

Time: 1.30 Hrs.

**Total Marks: 50
Theory: 35
Sessional Work: 15**

Instructions for the Paper Setters:-

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

Note: The paper setter may set each question in 2/4 parts (with split up of marks totalling to 14) to ensure maximum representation of the syllabus.

सैकशन-ऐ

1. भाषायीकौशल:
क. बोलचालकौशल-अर्थ, महत्व, उद्देश्य, कियाएं
ख. लेखनकौशल-अर्थ, लेखनप्रक्रिया, महत्व, सृजनात्मकलेखन की विधियां
2. हिन्दीशिक्षण:
क. गद्य शिक्षण दृ गद्य का अर्थ, उद्देश्य, सोपानविधियां
ख. पद्य शिक्षण दृ पद्य का अर्थ, उद्देश्य, सोपान, विधियां

सैकशन-बी

1. व्याकरणशिक्षण: व्याकरण का अर्थ, उद्देश्य, महत्व, विधियां
2. नाटकशिक्षण: अर्थ, उद्देश्य, महत्व, विधियां

सैकशन-सी

1. पाठ्य पुस्तक एवं पुस्तकालय: अर्थ, उपयोगिता, विद्यार्थियों की रुचिविकसित करने के उपाय।
2. मूल्यांकन: अर्थ एवं परिभाषाएं, उद्देश्य, महत्व व अच्छे मूल्यांकन की विशेषताएं।

सैकशन-डी

1. दृश्य श्रव्य साधन: अर्थ, महत्व, प्रयोग व प्रयोग में सावधानियां
2. पाठ-योजना-अर्थ, महत्व, उद्देश्य
सूक्ष्म शिक्षणकौशल-अर्थ एवं पाठ योजनाएं

B.A. B.ED. (4 YEARS INTEGRATED DEGREE PROGRAM
(Syllabus for the Batch from Year 2020 to Year 2024)

SEMESTER-VII

सैशनलकार्य:

Performance in Unit tests and House examination-05 marks

Attendance -02 marks

Assignment on the following -08 marks

1. हिन्दीसाहित्य के विकासमेंकोईदोमहानलेखककार एवंकहानीकार के योगदान पर रिपोर्ट तैयार करें।
2. हिन्दीसाहित्य के विकासमेंकोईदोमहानकवियों एवंकवित्रियों के योगदानपररिपोर्टतैयारकरें।

सहायकपुस्तकसूची:

- नायकसुरेश, "हिन्दीभाषाशिक्षण," ट्वंटीफास्टसेंचुरीपब्लिकेशन्स, पटियाला।
- बराड़ सर्वजीतकौर, "हिन्दी अध्यापन", कल्याणीपब्लिकेशन्स, देहली।
- खन्नाज्योति, "हिन्दीशिक्षण", धनपतराय एण्ड सन्ज, देहली।
- गोयल ए0 के0 "हिन्दीशिक्षण"हरीशप्रकाशणमन्दिर, आगरा।
- मक्कड़ नरिन्द्र, "हिन्दीशिक्षण", गुलनाज़ पब्लिकेशन्ज, जालन्धर।

B.A. B.ED. (4 YEARS INTEGRATED DEGREE PROGRAM)
(Syllabus for the Batch from Year 2020 to Year 2024)

SEMESTER-VII
PAPER: VI and VII
PEDAGOGY OF ENGLISH
Option-i

Time: 1.30 Hrs.

Total Marks: 50
Theory: 35
Sessional Work: 15

Instructions for the Paper Setters:-

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

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

- To introduce student teachers to some important methodologies & techniques of teaching English.
- To enable student teachers to prepare and use appropriate audio- visual teaching aids for effective teaching of English
- To enable the students to evaluate student's performance in English
- To develop in student teachers insight into the form and use of English and to give practice in lesson planning.
- To develop understanding of the significance of professional preparedness of English teachers.

SECTION-A

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

SECTION-B

- a) Continuous and Comprehensive Evaluation (CCE): Concept, technique and weightage distribution. Development of Language test.
- b) Educational significance and practical use of teaching aids in English. Essential Qualities of teaching aids with special reference to OHP, LCD Projector and Computer.

SECTION-C

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

B.A. B.ED. (4 YEARS INTEGRATED DEGREE PROGRAM)
(Syllabus for the Batch from Year 2020 to Year 2024)

SEMESTER-VII
SECTION-D

- a) Micro Lesson
- Skill of B.B Writing.
 - Skill of Stimulus variation.
 - Skill of questioning.
 - Skill in illustrating with examples
- b) Language Laboratory – its set up, uses and limitations. Language Games.

SESSIONAL WORK

Performance in unit tests and house examination 05 Marks

Attendance 02 Marks

Assignments on the following 08 Marks

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

REFERENCES:-

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

B.A. B.ED. (4 YEARS INTEGRATED DEGREE PROGRAM)
(Syllabus for the Batch from Year 2020 to Year 2024)

SEMESTER-VII
PAPER: VI and VII

Course Title: PEDAGOGY OF POLITICAL SCIENCE
Option-i

Time: 1.30 Hrs.

Total Marks: 50
Theory: 35
Sessional Work: 15

Instructions for the Paper Setters:-

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

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

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

SECTION-A

- a) Meaning and Characteristics of good teaching method for teaching of Political Science.
- b) Lecture method, Discussion method, Project method, Seminar, Debate, Discussions, Workshop, Dramatization and Mock Parliament (With special reference to behaviorism, cognitive & Constructivism learning theories)

SECTION-B

- a) Evaluation: Concept, Need and Importance.
- b) CCE : Concept, Characteristics and weight age distribution (IX to X; XI to XII)

SECTION-C

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

B.A. B.ED. (4 YEARS INTEGRATED DEGREE PROGRAM)
(Syllabus for the Batch from Year 2020 to Year 2024)

SEMESTER-VII

SECTION-D

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

SESSIONAL WORK

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

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

References:-

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

B.A. B.ED. (4 YEARS INTEGRATED DEGREE PROGRAM
(Syllabus for the Batch from Year 2020 to Year 2024))

**PAPER VI and VII
PEDAGOGY OF ECONOMICS
Option-i**

Time: 1.30 Hrs.

Total Marks: 50

Theory: 35

Sessional Work: 15

Instructions for the Paper Setters:-

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

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

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

SECTION–A

- a) **Methods:** Meaning, Characteristics of Good Teaching Method for Economics.
- b) Various methods of Teaching of Economics: Lecture Method, Discussion Method, Project Method, Survey Method, Inductive - Deductive method (With special reference to behaviorism, cognitive & constructivism learning theories)

SECTION–B

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

SECTION–C

- a) Types of Test: Essay Type Test, Short Answer Type Tests, Objective Type Tests along with merits and demerits.
- b) Teaching Micro skills with special reference to five skills.
 - Skill of introducing the lesson
 - Skill of probing questions
 - Skill of Explanation
 - Skill of Stimulus Variation
 - Skill of Blackboard writing

B.A. B.ED. (4 YEARS INTEGRATED DEGREE PROGRAM)
(Syllabus for the Batch from Year 2020 to Year 2024)

SEMESTER–VII

SECTION–D

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

SESSIONAL WORK

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

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

REFERENCES:

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

B.A. B.ED. (4 YEARS INTEGRATED DEGREE PROGRAM)
(Syllabus for the Batch from Year 2020 to Year 2024)

SEMESTER-VII
PAPER: VI and VII
PEDAGOGY OF SOCIAL SCIENCE
Option-ii

Time: 1.30 Hrs.

Total Marks: 50
Theory: 35
Sessional Work: 15

Instructions for the Paper Setters:-

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

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

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

SECTION-A

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

SECTION-B

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

B.A. B.ED. (4 YEARS INTEGRATED DEGREE PROGRAM
(Syllabus for the Batch from Year 2020 to Year 2024))

SEMESTER–VII

SECTION–C

- a) Lesson planning- Meaning, Characteristics and steps of construction of composite lesson plan.
- b) Specific topics for composite lesson plan:
 - Demand and supply
 - Revenue and cost
 - Green revolution
 - Democracy
 - Organs of government
 - Indian constitution
 - Structure of Atmosphere
 - Face of Earth
 - Natural Vegetation and wild life
 - The Mughal Empire
 - Monumental Architecture
 - Revolution of 1857
 - Indian freedom movement
 - Environment
 - Natural Disasters

SECTION–D

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

B.A. B.ED. (4 YEARS INTEGRATED DEGREE PROGRAM)
(Syllabus for the Batch from Year 2020 to Year 2024)

SEMESTER–VII

SESSIONAL WORK:-

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

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

REFERENCE BOOK:

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

**B.A. B.ED. (4 YEARS INTEGRATED DEGREE PROGRAM
(Syllabus for the Batch from Year 2020 to Year 2024))**

**SEMESTER-VII
PAPER: VI and VII
PEDAGOGY OF HISTORY
Option-ii**

Time: 1.30 Hrs.

**Total Marks: 50
Theory: 35
Sessional Work: 15**

Instructions for the Paper Setters:-

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

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

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

SECTION-A

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

SECTION-B

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

SECTION-C

- a) Evaluation: Need and Importance
- b) Types of Test: Essay type, Short Answer Type, Objective Type along with Merits and Demerits.

SECTION-D

- a) Lesson planning – meaning, characteristics and steps of construction of composite lesson plan. Integration of projected and non projected teaching aids with lesson planning.
- b) Specific topic for composite lesson plan:
 - The Mughal Empire
 - Monumental Architecture
 - Revolution of 1857
 - Indian Freedom Movement
 - Harappa Civilization

**B.A. B.ED. (4 YEARS INTEGRATED DEGREE PROGRAM
(Syllabus for the Batch from Year 2020 to Year 2024))**

SEMESTER–VII

SESSIONAL WORK

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

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

REFERENCES:

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

B.A. B.ED. (4 YEARS INTEGRATED DEGREE PROGRAM)
(Syllabus for the Batch from Year 2020 to Year 2024)

SEMESTER–VII

**PAPER: VI and VII
PEDAGOGY OF MATHEMATICS**

Option-ii

Time: 1.30 Hrs.

**Total Marks: 50
Theory: 35
Sessional Work: 15**

Instructions for the Paper Setters:-

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

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

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

SECTION–A

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

SECTION–B

- a) Types of Assessment (Diagnostic, Formative & Summative)
- b) **CCE:** Concept, Meaning and Importance of CCE.

SECTION–C

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

B.A. B.ED. (4 YEARS INTEGRATED DEGREE PROGRAM)
(Syllabus for the Batch from Year 2020 to Year 2024)

SEMESTER-VII

SECTION-D

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

SESSIONAL WORK

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

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

REFERENCES:-

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

B.A. B.ED. (4 YEARS INTEGRATED DEGREE PROGRAM)
(Syllabus for the Batch from Year 2020 to Year 2024)

SEMESTER-VII
PAPER: VI and VII
PEDAGOGY OF GEOGRAPHY
Option-iii

Time: 1.30 Hrs.

Total Marks: 50

Theory: 35

Sessional Work: 15

Instructions for the Paper Setters:-

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

Note: The paper setter may set each question in 2/4 parts (with split up of marks totalling to 14) to ensure maximum representation of the syllabus.

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

Differentiate different types of methods of teaching history.

Understand the concept of Evaluation.

Differentiate between different types of test items.

Know how to plan a lesson.

Understand different types of micro teaching skills

SECTION-A

Methods: Meaning, Characteristics of good teaching method for Geography

Various methods of Teaching of Geography

Project Method.

Observation Method.

Discussion Method.

Field Study Method.

Regional Method.

Laboratory Method

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

SECTION-B

Evaluation: Concept, Need and Importance.

CCE – Concept, Characteristics and Weight Age Distribution (XI to XII)

SECTION-C

Types of test: Essay Type Test, Short Answer Type Tests, and Objective Type Tests along with merits.

Teaching Micro skills with special reference to five skills

Skill of introducing the lesson

Skill of probing questions

Skill of Explanation

Skill of stimulus variation

Skill of Black Board Writing

B.A. B.ED. (4 YEARS INTEGRATED DEGREE PROGRAM)
(Syllabus for the Batch from Year 2020 to Year 2024)

SEMESTER-VII

SECTION-D

- a) Lesson Planning: Characteristics and steps of construction of composite lesson plan.
Integration of projected and non projected teaching aids with lesson planning.
- b) Specific topics for composite lesson plan:

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

SESSIONAL WORK

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

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

References:-

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

B.A. B.ED. (4 YEARS INTEGRATED DEGREE PROGRAM
(Syllabus for the Batch from Year 2020 to Year 2024)

SEMESTER-VII

**PAPER: VI and VII
PEDAGOGY OF COMPUTER SCIENCE**

Option-iii

Time: 1.30 Hrs.

**Total Marks: 50
Theory: 35
Sessional Work: 15**

Instructions for the Paper Setters:-

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

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

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

SECTION-A

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

SECTION-B

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

SECTION - C

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

SECTION-D

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

B.A. B.ED. (4 YEARS INTEGRATED DEGREE PROGRAM)
(Syllabus for the Batch from Year 2020 to Year 2024)

SEMESTER-VII

SESSIONAL WORK

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

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

REFERENCES:

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

B.A. B.ED. (4 YEARS INTEGRATED DEGREE PROGRAM)
(Syllabus for the Batch from Year 2020 to Year 2024)

SEMESTER-VII

EPC: V

Reading and Reflecting on Texts

Time: 1.30 Hrs.

Total Marks: 50

External marks: 25

Internal marks: 25

COURSE OBJECTIVES:-

After completing the course, the students will be able to:-

- Develop their capacities as readers and thinkers.
- Explain different types of Texts.
- Utilize reading resources and policy documents.
- Enhance their reading competencies.

SECTION-A

READING SKILLS

- a) Ways of Developing Reading Skills: Reading aloud and Silent Reading; Extensive Reading; Study Skills including using Thesaurus, Dictionary, Encyclopaedia.
- b) Types of texts related to education – empirical, conceptual, historical, policy documents, narrative texts, expository texts, ethnographies and field notes.
- c) i) Reading Resources: NPE-1986, NCF-2005
ii) Reflection on core elements in the above stated policy documents with respect to aim of education, pedagogy and evaluation.

SECTION-B

TEXT READING AND REFLECTION

- a) Instructional Approaches for Developing Students' Concepts of Grammar, Punctuation, Spelling and Handwriting.
- b) Reading of school text books (Class VIII /IX) -- social sciences, sciences, mathematics and languages.
- c) Reflection on core elements in the above stated school text books (Any one) with respect to gender, environment and health. (Prepare a Report).

Evaluation scheme

Internal Scoring

Attendance: 5 Marks

Sessional work related to Section-A **5 Marks**

Sessional work related to Section-B **5 Marks**

Review and Evaluation of the following - **10 Marks**

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

B.A. B.ED. (4 YEARS INTEGRATED DEGREE PROGRAM
(Syllabus for the Batch from Year 2020 to Year 2024))

SEMESTER–VII

External (25 Marks)

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

Note: Internal evaluation will be conducted by a team of three experts nominated by the principal of the college from his/her own faculty

References:-

- Copus, J. (2009). *Brilliant Writing Tips for Students*. Basingstoke: Palgrave Macmillan.
- Cottrell, S. (2011). *Critical Thinking Skills: Developing Effective Analysis and Argument (Palgrave study skills)* Basingstoke: Palgrave Macmillan.
- Fitikides T.J. (2011). *Common Mistakes in English (With Exercises)*. New Delhi: Jain Book Agency.
- Gangal J.K (2011). *A Practical Course for Developing Writing Skills in English*. New Delhi: PHD. Amargan bookseller.
- Godfrey, J. (2014). *Ready and Making Notes Pocket Study Skills*. Basingstoke: Palgrave Macmillan.
- Grellet, F. (1981). *Developing Reading Skills: A practical guide to reading comprehension exercises*. Cambridge University Press.
- Joshi, Y. (2003). *Communicating in Style*. New Delhi: Jain Book Agency.
- William, K. (2012). *Reflective Writing*. Basingstoke: Palgrave Macmillan
- Thomson, A. (2003). *How to Write Articles for Newspapers and Magazines*. New Delhi: Jain Book Agency.

**B.A. B.ED. (4 YEARS INTEGRATED DEGREE PROGRAM
(Syllabus for the Batch from Year 2020 to Year 2024))**

SEMESTER–VIII

I- 2 INTERNSHIP (16 WEEKS)

**Total Marks: 400
External Marks: 200
Sessional/Internal: 200**

I. DIVISION OF 16 WEEKS INTERNSHIP IS AS UNDER:

- a) Pre-Internship programme of 3 weeks in Teacher Education Institution :
 - i) 4 demonstration lessons in each subject (2 lessons based on models of teaching)
 - ii) **Workshop -I**
 - integrating different teaching skills, (integrated lesson plans – 5 in each subject)
 - correlation with different subjects as well as with real life experiences (Biographies, Anecdotes of childhood)- 5 lessons
 - writing a self- reflective journal; 1
 - Preparation of one achievement and one diagnostic test
 - Steps for conducting action research- one assignment of action plan for action research
 - Steps for case study- preparation of one template
 - Activities related to EPC I, II, III, IV and V be prescribed to be undertaken in the school during school internship (Performa to be prepared).
 - iii) **Workshop-II**
 - Yoga and its role in wellbeing- 30 minutes session each working day along with write up in reflective journal
 - Communication Skills (Listening, Speaking, Reading and Writing)- five sessions and its report
 - Life skills and Social skills (Take any three life skills/ social skills at institutional level for practice- follow up- write up after internship)
 - Screening of an educational film/documentary followed by critical analysis. (Written Report)
- b) **School Internship of 13 weeks is Compulsory**

**B.A. B.ED. (4 YEARS INTEGRATED DEGREE PROGRAM
(Syllabus for the Batch from Year 2020 to Year 2024))**

SEMESTER–VIII

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

Sr. No.	Activities During School Internship Program	Marks
1	4 Discussion lesson (Two in each Pedagogy), 10 marks per lesson per subject	40
2	Preparation of lesson plans (20 general lesson plans for each subject), 10 marks for each subject	20
3.	Preparation of innovative lesson plans (20 lesson plans for each subject), 10 marks for each subject	20
4	Performance during Internship: 1. Practice through micro teaching 2. Use of Teaching aids 3. Use Innovations Techniques 4. Supervisory duties in Examination at respective school. 5. Checking of Answer Scripts 6. Formulation of School Time table 7. Overall Conduct	20
5	Observation of at least 20 lessons delivered by peer group and observation of 10 lessons delivered by senior teachers	5
6	Maintenance of attendance register, admission register, result records, stock registers etc.	5
7	Organization of a Co-Curricular activity (at least one, such as morning assembly, debate, declamation etc.) and submission of report	5
8	Reflective Journal writing	10
9	Correction of home-work notebooks	5
10	Construction, administration and analysis of one achievement test and submission of report	10
11	Preparation of Diagnostic test followed by remedial measures	10
12	Case Study of a child with deviant behaviour	10
13	Action research related with classroom/ institutional problems	10
14	Report on analysis of school's functioning in terms of infrastructure, learning resources, innovative practices and governance etc.	10
15	Prescribed activities for EPC I, II, III, IV and V practically implemented in school – Analysis Report	20
	Total	200

**B.A. B.ED. (4 YEARS INTEGRATED DEGREE PROGRAM
(Syllabus for the Batch from Year 2020 to Year 2024))**

SEMESTER–VIII

EXTERNAL EXAMINATION

- i) There will be two external examinations in pedagogy of school subject I and II for 50 marks each to be conducted in the school or in the college with school students. This examination will be conducted by the internal examiners and external examiners (subject specific school teacher preferably at least 5 years of experience), coordinated by Principal of any other College of Education affiliated to G.N.D.U., Amritsar/ Faculty, Department of Education GNDU. The school Internship program will be of 16 weeks duration for regular students. The school experience program will be carried out in the eighth semester in practicing schools or in two different types of schools in rotation. All lessons are to be supervised either by the mentor appointed for this purpose or concerned pedagogy Teachers. Comments will be entered in the note books & feedback will be given to the students.
- ii) All the records prepared by the intern during internship in a school will be evaluated by the external examiner and marks will be awarded out of 50.
- iii) Viva voce examination will be conducted for the activities carried out during Pre-Internship programme (workshop I and II) and will be evaluated out of 50

SESSIONAL / INTERNAL ASSESSMENT

- (i) A candidate who does not complete 2 composite discussion lessons and 50 practice lessons (40 Composite lessons and 10 Micro lessons and 15 observations, (10 composite and 5 observations of lesson delivered by senior teachers of the school) in each teaching subjects. The 40 composite lessons will be further divided as 20 composite lessons of general nature, with steps based on Herbatian approach (Modified by the respective college/ institution), 05 value based composite lessons, 5 model based lessons (based on Models of Teaching) and 05 lessons with ICT integration. The Principal will intimate the names and roll numbers of such candidates, to the University immediately after the completion of school internship program so that the result of the semester examination of these candidates may be withheld, If any candidate fails to complete the 16 weeks internship in the session/year, his/her candidature will be cancelled and result be withheld.
- (ii) In addition to the above condition, there will be a school experience program of 200 marks; the school experience program will consist of various activities as described above
- (iii) For internal evaluation a committee of three teachers will be constituted at the institutional level and coordinated by the Principal of the concerned college.

B.A. B.ED. (4 YEARS INTEGRATED DEGREE PROGRAM
(Syllabus for the Batch from Year 2020 to Year 2024))

SEMESTER–VIII

I-3 FIELD ENGAGEMENT WITH COMMUNITY

Duration: 2 weeks

Total Marks: 50

Sessional: 50

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

Working in any two social service centre of the following

(a) Pingalwara

(b) Orphanages

(c) NGO's : NanhiChaoon, Red Cross, Mahila Kendra, Nehru Yuva Kendra, Red Ribbon clubs, etc

(d) Old Age Homes, Blind Schools

Note:-

1. File to be reported w.r.t. cleanliness, environment awareness, legal awareness, child right drive etc. for developing awareness among society.
2. Student will maintain the record of activities undertaken by him/ her in two weeks at the respective service centre to the supervisor.
3. For internal evaluation a committee of three teachers will be constituted at the institutional level and coordinated by the Principal of the concerned college.

FACULTY OF EDUCATION

Syllabus for the Batch from Year 2020 to Year 2021

FOR

**Post Graduate Diploma in Computer Application
(Teacher Education)
(Semester I–II)**

Examinations: 2020–21



**GURU NANAK DEV UNIVERSITY
AMRITSAR**

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Post Graduate Diploma in Computer Applications (Teacher Education)
(Syllabus for the Batch from Year 2020 to Year 2021)

SCHEME OF COURSE

SEMESTER-I

PAPER	SUBJECT	THEORY	PRACTICAL
PAPER-I	Fundamentals of Computer and Operating Systems.	50	50
PAPER-II	PC-Computing (MS office & DTP)	50	50
PAPER-III	Introduction to Scripting Languages and Web Designing.	50	50
PAPER-IV	Programming in C	50	50
TOTAL = 200 + 200 = 400 Marks:		200	200

SEMESTER-II

PAPER	SUBJECT	THEORY	PRACTICAL
PAPER-V	Computer Aided Teaching	50	50
PAPER-VI	Database Management System, System Analysis & Design.	50	50
PAPER-VII	Project Report		100
TOTAL = 100 + 200 = 300 Marks:		100	200

SEMESTER-I

PAPER-I: FUNDAMENTALS OF COMPUTER & OPERATING SYSTEMS

Time: 3 Hours

Max. Marks: 100

Theory Marks: 50

Practical Marks: 50

Instructions for Examiners/Paper Setters:-

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

The students can use only non-programmable and non-storage type calculator.

SECTION-A

Fundamentals of Computer: Introduction to computer, Applications of computer, Components of computers, Input-output devices (keyboard, mouse, track ball, light pen, cards, printers, plotters, scanners), Secondary storage devices (floppy disk, magnetic disk, Winchester disk, optical disk).

SECTION-B

Connecting devices to Computers (Expansion slots, Adapter Boards, Serial/Parallel I/O Ports, SCSI). Problem Analysis : Flowcharts, Algorithms, Decision tables. Types of Software, Translators (compiler, interpreter, assembler), Introduction to data communication and network. Number System, Computer Arithmetic.

SECTION-C

Introduction to Windows 95: Parts of window screen (Desktop, window, icons), start menu, Taskbar settings, application & document window, anatomy of a window (Title bar, minimize, maximize button, control box, scroll bars, scroll buttons, scroll boxes), Window explorer (expansion, collapsing of directory tree, copying, moving, deleting files, folder, creating folders), About desktop icons (recycle bin, my computer, network neighborhood, briefcase), folder, shortcut creation, setting of screen saver, color, setting, wallpaper, changing window appearance.

SECTION-D

Introduction to Operating System: Meaning of operating system, its functions, batch systems, real systems, multiprogramming, multitasking, single, multi user systems. Memory Management Techniques, Process Management, Device Management, File Management Techniques.

Disk Operating System: Define dos, Structure of Ms-Dos (description of booting files, steps to boot the system), hot & cold booting, internal command (cls, dir, date, time, vol, ver, copy con, type, ren, del, md, rd, cd, path, prompt), external commands edit, attrib, backup, restore, chkdsk, diskcopy, diskcomp, deltree, edit, format, fdisk, find, label, more, xcopy, move, print, scandisk, sort, sys, doskey, tree).

References:

1. PC Software: By Rachpal Singh & Gurinder Singh.
2. Operating System: Galvin Snelberschatz.
3. Fundamentals of Computer: By P.K. Sinha.

SEMESTER-I

PAPER-II: PC COMPUTING (MS OFFICE & DTP)

Time: 3 Hours

Max Marks: 100

Theory Marks: 50

Practical Marks: 50

Instructions for Examiners/Paper Setters:-

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

The students can use only non-programmable and non-storage type calculator.

SECTION-A

MS-Word: Introduction to MS-Office, Ms-Access, Ms-Excel. Parts of window of word (Title bar, menu bar, status bar, ruler), Creation of new documents, opening document, insert a document into another document. Page setup, margins, gutters, font, Properties, Alignment, page breaks, header footer. Deleting, moving, replace, editing text in document. Saving a document, spell checker, printing a document. Creating a table, entering and editing Text in tables. Changing format of table, height width of row or column. Editing, deleting Rows, columns in table. Borders, shading, Templates, wizards, Drawing objects, mail merge.

SECTION-B

MS-Power Point: Introduction to Ms power point. Power point elements (Templates, Wizard, Views, Color Schemes), Exploring power point menu (opening & closing menus, working with dialogues boxes), adding text, adding title, moving text area, resizing text boxes, adding pictures. Starting a new slide, saving presentation, printing slides. Views (slide View, slide sorter, notes view, outline view). Formatting & enhancing text formatting, Choosing transitions. Creating a graph, displaying slide show, adding multimedia. Slide transitions. Timing slide display, adding movies & sounds. Using a pick look Wizards to change format.

SECTION-C

MS-Excel: Introduction to Worksheet/Spreads, Features of excel, Describe the excel Window, different functions on different data in excel, creation of graphs, editing it and formatting, changing chart type of 2nd chart or 3rd chart, creation of worksheet, adding, deleting, moving the text in worksheet, linking different sheets, sorting the data, querying the data, filtering the data (auto and advance filters), What-if analysis, printing a worksheet.

SEMESTER-I

SECTION-D

PhotoShop 5.5: Introduction to Graphics, Vector Graphics & Bitmaps, Understanding Image Size & resolution, Relation between resolution, File sizes & output, Using menus & Palettes, Concept of Path (Segment, Anchor, Curved, Closed, Open, Subpath), PhotoShop Tools (Pen, Pencil, Brush, History, Air, Eraser, Rubber stamp, Smudge, Dodge, Burn, Sponge), Masks & Histogram, Acquiring & Importing Images, Concept of Layers Channels & Path, Filters, Rendering Effects, Transformation, Strokes, Image Modes, Canvas & Images, Using navigator & PhotoShop plug-in.

CorelDraw9: Concepts of vector graphics, Color palette, Pasteboard & Print Page, Using ruler, unit's etc., Corel Tools (Pick, Shape, Knife, Eraser, Zoom, Freehand, Natural Pen, Dimensions, Ellipse, Polygon etc.), Transformations, Trimming, Welding, Intersection of Objects, Snapping, Using Object Manager, Giving effects, (Envelope, Adding Perspective, Contours, Blending Images).

References:

PC Software by R. K. Taxali & or PC Software By Rachpal Singh & Gurinder Singh

SEMESTER-I

PAPER-III: INTRODUCTION TO SCRIPTING LANGUAGES AND WEB DESIGNING

Time: 3 Hours

Max Marks: 100

Theory Marks: 50

Practical Marks: 50

Instructions for Examiners/Paper Setters:-

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

The students can use only non-programmable and non-storage type calculator.

SECTION-A

Introduction to Internet, Web Browser, Protocols – TCP/IP, FTP, POP3, SMTP
Hardware / Software Requirements. Client/ Server Model, URL, E-Mail, Introduction to HTML, DHTML

SECTION-B

Front Page 2000: Introduction to Front page 2000: Frontpage windows, various toolbar of Frontpage. Creating a web page using wizard, creating a web page using template and toolbars.

SECTION-C

Themes: Creating your own theme, Selecting a color scheme, Selecting graphics, Selecting text, Normal page, Confirmation page, Feedback form, Guest book, One-column body, Search page, Two-column body, Three-column body.

Forms: Creating form using wizard, Adding text boxes, Adding radio buttons, Adding check box, Adding drop-down menus, Adding pushbutton & pictures.

SECTION-D

Web Page Designing: Adding shared borders to the page, Giving title to a page, selecting a background for page, adding text to page, Hyperlink, turning text to heading, adding picture to the page, adding a clipart, adding navigation bars, Publishing your web page, making your web page searchable.

References:

1. Learning Front Page 2000, Ramesh Bangra Khanna Book Publishing Co. Pvt. Ltd.
2. Learning to use Internet by Ernest Ackerman.

SEMESTER-I

PAPER-IV: PROGRAMMING IN C

Time: 3 Hours

Max Marks: 100

Theory Marks: 50

Practical Marks: 50

Instructions for Examiners/Paper Setters:-

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

The students can use only non-programmable and non-storage type calculator.

SECTION-A

Fundamentals of C: Introduction of C, Data Types, Operators, their precedence, expressions and their evaluation.

Input/Output Functions: Formatted I/O, Character I/O & String I/O Functions.

Managing Data Files: Processing a file, Standard Input/Output, System Level I/O, File updating.

SECTION-B

Control Structures: Taking decisions using if, if-else, switch constructs and Conditional Operator, Description of break and continue statements. Performing loops using for, while, do-while Constructs.

SECTION-C

Functions: Library Functions vs User-Defined Functions, Declaring (Prototyping) and defining User-Defined functions, ways of passing parameters to functions, Recursive functions, Storage classes.

Arrays & String: What are Arrays?, Declaring arrays, initializing arrays, processing of arrays, passing arrays as arguments to functions. What are Strings? How strings are handled in C? String functions, arrays of strings.

SECTION-D

Pointers: What is a pointer variable? Declaring pointers, accessing values via pointers, pointer arithmetic, pointer to strings, passing arguments using pointers.

Structure and Unions: Defining a structure type, declaring variables of structure type, initializing structures. Accessing Structure Elements, Use of assignment Statement for structures, array of structures, nested structures, Unions; Declaring a Union, Accessing elements of a type union.

References:

1. Yashwant Kanetkar: Let us C, BPB Publications, New Delhi.
2. R.S. Salaria: Application Programming in C, Khanna Book Publishing Co. (P) Ltd., Delhi.

Post Graduate Diploma in Computer Applications (Teacher Education)
(Syllabus for the Batch from Year 2020 to Year 2021)

SEMESTER-II

PAPER-V: COMPUTER AIDED TEACHING

Time: 3 Hours

Max. Marks: 100

Theory Marks: 50

Practical Marks: 50

Instructions for Examiners/Paper Setters:-

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

The students can use only non-programmable and non-storage type calculator.

SECTION-A

- Teaching its meaning, Principles and Maxims,
- Learning its meaning and factors of learning,
- Programmed learning its meaning, types of programmed learning
- Linear, Branching and Mathetics.

SECTION-B

- Innovations in Teaching Technology
- Computer-Assisted-Instructions
- Personalized System of Instruction
- Learner Controlled Instructions
- Use of Computer in School Education.

SECTION-C

- Multi-Media approach in teaching: use of Radio, T.V., Tape Recorder, V.C.R., OHP, Slide Projector and Computer as teaching machines, Educational use of internet.
- Information Communication Technology- Concepts, Objectives and role of ICT in teacher education.

SECTION-D

Teaching Material; pictures, charts, diagrams, graphs, cartoons & programmed learning packages.

Use of Computer in making Teaching Material

School records and registers – Students record – Cumulative record card.

Registers – Pupil Attendance Register, Teacher Attendance Register and Admission and Withdrawl Register.

Use of Computer in making records and register.

References:

1. Anand Bhushan & Malvinder Ahuja: Educational Technology.
2. M.S. Sachdeva & Inderdev Singh Nandra: A New Approach to Technology of Teaching.
3. M. Mukhopadhyay (Ed.): Educational Technology.
4. S.K. Mangal: Technology of Teaching.

SEMESTER-II

PAPER-VI: DATABASE MANAGEMENT SYSTEM, SYSTEM ANALYSIS & DESIGN

Time: 3 Hours

Max Marks: 100

Theory Marks: 50

Practical Marks: 50

Instructions for Examiners/Paper Setters:-

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

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SECTION-A

Basic Concepts: An overview of database Management, (database, database system, why database, data independence). An architecture for a database system (levels of the architecture, mapping, DBA), Introduction to Relational database systems.

System Analysis and Design: System development life cycle, System Development Tools.

SECTION-B

Relational Model: Domain and relations, Relational data integrity, relational algebra, relational calculus and SQL languages, Normalization concept – 1NF, 2NF, 3NF, 4NF, Boyce-Codd Normal Forms.

SECTION-C

ORACLE 8: SQL *PLUS

Introduction to Oracle 8, SQL – DDL, DML, DCL, Join methods & Sub query, Union, Intersection, Minus, Tree Walking, Built in Functions, Views, Security amongst users, Sequences, Indexing Object Oriented, Features of Oracle 8.0

SECTION-D

PL/SQL: Introduction to PL/SQL, Cursors-Implicit & Explicit, Procedures, Functions & Packages, Database Triggers

References:

1. Database Systems Concepts- by Silberschatz, Korth& Sudarshan
2. (International Editions, Computer Science series-1997)
3. An Introduction of Database system by C.J. Date (Addison-Wesley Publishing Co.)
4. SQL/PL/SQL The Programming Language of Oracle by IVAN BAYROSS

SEMESTER-II

PAPER-VII: PROJECT REPORT

Max. Marks: 100

Project report of 100 marks assigned by the subject teacher will be prepared by a group of students (not exceeding five) under the supervision & guidance of concerned teacher. The contents/theme of the project report will be based on paper II (Computer-Aided-Teaching) or any other area related to the Viva-voce of Project report will be conducted by an external examiner to be appointed by the University

Principal concerned. In such cases, the candidates shall be examined as per the course outlines in force at that time.

- 2.14 There shall be an examiner in each paper to be appointed by the University on the recommendation of the Board of Studies in Computer Science. The question paper shall be set by the examiner and answer books evaluated by him as per University suggests.
- 2.15 The Diploma shall be awarded on the successful completion/ evaluation of theory and practical papers.

Note:- The Ordinances are subject to the addition/amendments approved by the competent authority.

FACULTY OF EDUCATION

Syllabus for the Batch from Year 2020 to Year 2022

FOR

B.ED. (TWO YEARS) (SEMESTER I–IV)

Examinations: 2020–22



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B.ED. TWO YEARS (SEMESTER I-IV)
(Syllabus for the Batch from Year 2020 to Year 2022)

SCHEME OF STUDY

SEMESTER-I

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

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SEMESTER–I

5	V	CP II(A)	Pedagogy of a School Subject – II (PS-II) Part- A (Any one)	50	2	1
			i. Pedagogy of Punjabi			
			ii. Pedagogy of Hindi			
			iii. Pedagogy of English			
			iv. Pedagogy of Social Science			
			v. Pedagogy of History			
			vi. Pedagogy of Geography			
			vii. Pedagogy of Political Science			
			viii. Pedagogy of Economics			
			ix. Pedagogy of Commerce			
			x. Pedagogy of Mathematics			
			xi. Pedagogy of Computer Science			
			xii. Pedagogy of Science			
			xiii. Pedagogy of Physical Science			
			xiv. Pedagogy of Life Science			
			xv. Pedagogy of Home Science			
			xvi. Pedagogy of Physical Education			
			xvii. Pedagogy of Music			
			xviii. Pedagogy of Fine Art			
6	VI	CP III	Language across the curriculum	50	2	1
7	VII	EPC-I	Reading and reflecting on Texts	50	1	2
8	VIII	FE-I	Field Engagement with School (1week)	25	0	1
		Total Credits		475	17	9

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SEMESTER–II

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

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SEMESTER–II

5	V	CP-II (B)	Pedagogy of a School Subject – II (PS-II) Part B (As selected in the First Semester)				
			i. Pedagogy of Punjabi	50	2	1	
			ii. Pedagogy of Hindi				
			iii. Pedagogy of English				
			iv. Pedagogy of Social Science				
			v. Pedagogy of History				
			vi. Pedagogy of Geography				
			vii. Pedagogy of Political Science				
			viii. Pedagogy of Economics				
			ix. Pedagogy of Commerce				
			x. Pedagogy of Mathematics				
			xi. Pedagogy of Computer Science				
			xii. Pedagogy of Science				
			xiii. Pedagogy of Physical Science				
			xiv. Pedagogy of Life Science				
			xv. Pedagogy of Home Science				
			xvi. Pedagogy of Physical Education				
			xvii. Pedagogy of Music				
			xviii. Pedagogy of Fine Art				
6	VI	EPC- II	Drama and Art in Education	50		2	
7	VII	FE-II	Communication Skills	25		1	
		Total Credits		475	16	8	

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SEMESTER-III

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

SEMESTER-IV

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

SEMESTER–I

PAPER–I

UNDERSTANDING THE LEARNER AND LEARNING ENVIRONMENT (P–I)

Time: 3 Hrs.

Total Marks: 100

Theory: 70

Sessional Work: 30

Instructions for the Paper Setters:-

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

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

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

SECTION–A

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

SECTION–B

Cognitive and Information processing approaches

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

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SEMESTER–I

SECTION–C

Humanistic and Psycho-social approaches

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

SECTION–D

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

SESSIONAL WORK

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

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

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1. **Aggarwal, J.C. (2009)**, *Essentials Of Educational Psychology*. Vikas Publishing House Pvt. Ltd.: New Delhi.
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SEMESTER–I

PAPER–II
CONTEMPORARY INDIA AND EDUCATION (P–II)

Time: 3 Hrs.

Total Marks: 100
Theory: 70
Sessional Work: 30

Instructions for the Paper Setters:-

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

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

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

SECTION–A

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

SECTION–B

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

SECTION–C

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

SECTION–D

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

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SEMESTER–I

SESSIONAL WORK

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

Critical analysis of the following policy documents:

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

REFERENCES:

1. **Aggarwal, J.C. (2009)**, *Teaching Of History*. Vikas Publishing House Pvt. Ltd.: New Delhi.
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SEMESTER–I

PAPER–III
EDUCATION AND DEVELOPMENT (P–III)

Time: 1.30 Hrs.

Total Marks: 50

Theory: 35

Instructions for the Paper Setters:-

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

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

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

SECTION–A

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

SECTION–B

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

SECTION–C

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

SECTION–D

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

SEMESTER–I

SESSIONAL WORK

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

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

REFERENCES:-

1. **Aggarwal, J.C. (1993)**, *Landmarks in the History of Modern Indian Education*. Vikas Publishing House, New Delhi.
2. **Aggarwal, J.C. (2002)**, *Development and Planning of Modern Education*. Vikas Publishing House, New Delhi.
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11. **Dewey, John. (2004)**, *Democracy and Education. An Introduction to the Philosophy of Education*. Aakar Books, New Delhi.

SEMESTER-I

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

ਪੰਜਾਬੀ ਅਧਿਐਨ

Time: 1.30 Hrs.

Total Marks: 50

Theory: 35

Sessional Work: 15

Instructions for the Paper Setters:-

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

ਉਦੇਸ਼

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

ਸੈਕਸ਼ਨ-ਏ

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

ਸੈਕਸ਼ਨ-ਬੀ

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

SEMESTER-I

ਸੈਕਸ਼ਨ-ਸੀ

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

ਸੈਕਸ਼ਨ-ਡੀ

1. (ੳ) ਸੁਣਨ ਕੌਸ਼ਲ ਭਾਸ਼ਾ ਸਿੱਖਿਆ ਵਿੱਚ ਮਹੱਤਵ, ਅਭਿਆਸ ਤੇ ਲੋੜੀਂਦੀਆਂ ਸ਼ਰਤਾਂ।
(ਅ) ਬੋਲਚਾਲ ਦੀ ਸਿੱਖਿਆ ਦਾ ਮਹੱਤਵ, ਅਸ਼ੁੱਧ ਉਚਾਰਣ ਦੇ ਕਾਰਨ ਤੇ ਸੁਧਾਰ।
2. ਪੜ੍ਹਨਾ (ਵਾਚਨ) ਸਿੱਖਿਆ - ਪੜ੍ਹਾਈ ਸਿੱਖਿਆ ਦੀਆਂ ਵਿਧੀਆਂ ਸੂਖਮ ਤੇ ਸਥੂਲ ਅਤੇ ਕਿਸਮਾਂ ਮਨੋਪਾਠ ਤੇ ਉਚੀਪਾਠ।
3. ਲਿਖਣਾ ਸਿਖਾਉਣਾ - ਲਿਖਤ ਰਚਨਾ ਦਾ ਮਹੱਤਵ, ਵਿਧੀਆਂ, ਅਭਿਆਸ, ਲਿਖਤੀ ਕੰਮਾਂ ਦੀ ਸੁਧਾਈ ਸੁਲੇਖ ਤੇ ਰਚਨਾਤਮਕ ਲਿਖਣਾ।

ਸੈਸ਼ਨਲ ਵਰਕ:-

Performance in Unit tests and House examination-05 Marks

Attendance -02 Marks

Assignment on the following -08 Marks

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

ਸਹਾਇਕ ਪੁਸਤਕਾਂ ਦੀ ਸੂਚੀ

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

SEMESTER-I

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

हिन्दी शिक्षण

Time: 1.30 Hrs.

Total Marks: 50

Theory: 35

Sessional Work: 15

Instructions for the Paper Setters:-

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

उद्देश्य

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

सैकशन-ए

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

सैकशन-बी

3. हिन्दी भाषा : मातृभाषा, राष्ट्रीय व अन्तर्राष्ट्रीय भाषा के रूप में उद्देश्य व महत्व ।
4. भाषाओं की स्थिति : संविधान की धारा (343, 351, 350), कोटारी शिक्षा कमीशन रिपोर्ट (1964-66), राष्ट्रीय शिक्षा नीति - 1986, पी. ओ. ए. - 1992, राष्ट्रीय पाठ्य चर्चा - 2005 ।

सैकशन-सी

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

SEMESTER-I

सैकशन-डी

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

सैशनल कार्य:

Performance in Unit tests and House examination-05 marks

Attendance -02 marks

Assignment on the following -08 marks

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

सहायक पुस्तक सूची:

- नायक सुरेश, "हिन्दी भाषा शिक्षण," ट्वंटी फास्ट सेंचुरी पब्लिकेणन्स, पटियाला।
- बराड़ सर्वजीत कौर, "हिन्दी अध्यापन", कल्याणी पब्लिकेणन्स, देहली।
- खन्ना ज्योति, "हिन्दी शिक्षण", धनपत राय एण्ड सन्ज़, देहली।
- गोयल ए० के० "हिन्दी शिक्षण" हरीष प्रकाषण मन्दिर, आगरा।
- मक्कड़ नरिन्द्र, "हिन्दी शिक्षण", गुलनाज़ पब्लिकेणन्ज़, जालन्धर।

SEMESTER–I

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

Time: 1.30 Hrs.

Total Marks: 50

Theory: 35

Sessional Work: 15

Instructions for the Paper Setters:-

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

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

- To develop understanding of the significance of English as a subject in the present context.
- To analyze the factors influencing learning English
- To develop the understanding of the significance of basic competencies in language acquisition
- To enable student teachers to understand the nature, characteristics of Language and mother tongue as well as the use of language.
- To enable student teachers to teach basic language skills such as listening, speaking, reading, and writing and integrate them for communicative purposes.

SECTION–A

English as a subject in the present context

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

SECTION–B

Developing Language Skills: Listening and Speaking

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

SECTION–C

Reading and Writing:

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

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(Syllabus for the Batch from Year 2020 to Year 2022)

SEMESTER–I

SECTION–D

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

SESSIONAL WORK

Performance in Unit Tests and House Examination	05 Marks
Attendance	02 Marks
Assignments on the following	08 Marks

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

REFERENCES:-

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

B.ED. TWO YEARS (SEMESTER I–IV)
(Syllabus for the Batch from Year 2020 to Year 2022)

SEMESTER–I

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

Time: 1.30 Hrs.

Total Marks: 50
Theory: 35
Sessional Work: 15

Instructions for the Paper Setters:-

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

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

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

SECTION–A

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

SECTION–B

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

SECTION–C

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

SECTION–D

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

SEMESTER–I

SESSIONAL WORK

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

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

REFERENCES:-

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

SEMESTER–I

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

Time: 1.30 Hrs.**Total Marks: 50****Theory: 35****Sessional Work: 15****Instructions for the Paper Setters:-**

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

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

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

SECTION–A

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

SECTION–B

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

SECTION–C

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

SECTION–D

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

SEMESTER–I

SESSIONAL WORK

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

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

REFERENCES:

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

B.ED. TWO YEARS (SEMESTER I–IV)
(Syllabus for the Batch from Year 2020 to Year 2022)

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

Time: 1.30 Hrs.

Total Marks: 50

Theory: 35

Sessional Work: 15

Instructions for the Paper Setters:-

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

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

- Understand the nature and concept of geography.
- Understand the role and importance of geography in schools.
- Understand aim and objectives of geography.
- Get acquainted with different methods of teaching geography.
- Prepare and use different teaching aids
- Get acquainted with the latest concepts and techniques of evaluation.
- Make the student teachers aware about the role of geography in developing scientific attitude.
- Acquaint student teachers with different Audio- Visual aid and latest information technology.

SECTION–A

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

SECTION–B

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

SECTION–C

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

SECTION–D

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

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(Syllabus for the Batch from Year 2020 to Year 2022)

SEMESTER–I

SESSIONAL WORK

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

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

REFERENCES:

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

B.ED. TWO YEARS (SEMESTER I–IV)
(Syllabus for the Batch from Year 2020 to Year 2022)

SEMESTER–I

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

Time: 1.30 Hrs.

Total Marks: 50

Theory: 35

Sessional Work: 15

Instructions for the Paper Setters:-

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

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

- Understand the meaning of Political Science.
- Know the history of political sciences.
- Correlate the political science with other school subjects.
- Understand the different approaches of teaching of political sciences.
- Familiar with current affairs in political sciences.

SECTION–A

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

SECTION–B

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

SECTION–C

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

SECTION–D

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

B.ED. TWO YEARS (SEMESTER I–IV)
(Syllabus for the Batch from Year 2020 to Year 2022)

SEMESTER–I

SESSIONAL WORK

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

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

REFERENCES:-

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

B.ED. TWO YEARS (SEMESTER I–IV)
(Syllabus for the Batch from Year 2020 to Year 2022)

SEMESTER–I

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

Time: 1.30 Hrs.

Total Marks: 50

Theory: 35

Sessional Work: 15

Instructions for the Paper Setters:-

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

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

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

SECTION–A

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

SECTION–B

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

SECTION–C

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

SECTION–D

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

B.ED. TWO YEARS (SEMESTER I–IV)
(Syllabus for the Batch from Year 2020 to Year 2022)

SEMESTER–I

SESSIONAL WORK

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

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

REFERENCES:-

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

B.ED. TWO YEARS (SEMESTER I–IV)
(Syllabus for the Batch from Year 2020 to Year 2022)

SEMESTER–I

PAPER: IV and V
PEDAGOGY OF COMMERCE
CP I and II (A) Option: ix

Time: 1.30 Hrs.

Total Marks: 50

Theory: 35

Sessional Work: 15

Instructions for the Paper Setters:-

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

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

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

SECTION–A

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

SECTION–B

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

SECTION–C

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

SECTION–D

Pedagogical Approaches:- Interdisciplinary approach, Experiential approach and co-operation learning.

B.ED. TWO YEARS (SEMESTER I–IV)
(Syllabus for the Batch from Year 2020 to Year 2022)

SEMESTER–I

SESSIONAL WORK

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

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

REFERENCES:-

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

SEMESTER-I

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

Time: 1.30 Hrs.

Total Marks: 50

Theory: 35

Sessional Work: 15

Instructions for the Paper Setters:-

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

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

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

SECTION-A

The Nature of Mathematics and its relation to disciplinary knowledge

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

SECTION-B

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

SECTION-C

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

SECTION-D

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

B.ED. TWO YEARS (SEMESTER I–IV)
(Syllabus for the Batch from Year 2020 to Year 2022)

SEMESTER–I

SESSIONAL WORK

Performance in unit tests and house examination	05 Marks
Attendance	02 Marks
Assignments on the following	08 Marks
1. Report on mathematics club/mathematics' fair	
2. Contribution of Indian mathematicians (Bhaskaracharya, Aryabhata, Ramanujanand) and history of symbol.	

References:-

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

B.ED. TWO YEARS (SEMESTER I–IV)
(Syllabus for the Batch from Year 2020 to Year 2022)

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

Time: 1.30 Hrs.

Total Marks: 50

Theory: 35

Sessional Work: 15

Instructions for the Paper Setters:-

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

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

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

SECTION–A

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

SECTION–B

1. Relationship of Computer Science with other school subjects with reference to subject specific use of Word Processors, Spreadsheets, Presentation, Graphics, Movie Softwares, Timelines, Mind Mapping, Google Maps, Lexicons and web. 2.0 tools.
2. Aims and objectives of Computer Education-Meaning and formation of Instructional Objectives and Behavioral objectives

SECTION–C

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

SECTION–D

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

B.ED. TWO YEARS (SEMESTER I–IV)
(Syllabus for the Batch from Year 2020 to Year 2022)

SEMESTER–I

SESSIONAL WORK

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

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

REFERENCES:-

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

B.ED. TWO YEARS (SEMESTER I-IV)
(Syllabus for the Batch from Year 2020 to Year 2022)

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

Time: 1.30 Hrs.

Total Marks: 50

Theory: 35

Sessional Work: 15

Instructions for the Paper Setters:-

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

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

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

SECTION-A

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

SECTION-B

- 1 Correlation of Science with other school subjects, Importance of Science in school context and in holistic development of child.
- 2 Aims of teaching Science at Middle, Secondary and higher secondary levels, Values of teaching Science, General and specific objectives of teaching Science

SECTION-C

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

SECTION-D

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

SEMESTER–I

SESSIONAL WORK

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

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

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

REFERENCES:-

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

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

Time: 1.30 Hrs.

Total Marks: 50

Theory: 35

Sessional Work: 15

Instructions for the Paper Setters:-

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

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

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

SECTION–A

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

SECTION–B

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

SECTION–C

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

SECTION–D

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

B.ED. TWO YEARS (SEMESTER I–IV)
(Syllabus for the Batch from Year 2020 to Year 2022)

SEMESTER–I

SESSIONAL WORK

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

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

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

REFERENCES:-

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

SEMESTER–I

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

Time: 1.30 Hrs.**Total Marks: 50****Theory: 35****Sessional Work: 15****Instructions for the Paper Setters:-**

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

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

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

SECTION–A

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

SECTION–B

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

SECTION–C

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

SECTION–D

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

B.ED. TWO YEARS (SEMESTER I–IV)
(Syllabus for the Batch from Year 2020 to Year 2022)

SEMESTER–I

SESSIONAL WORK

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

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

REFERENCES:-

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

B.ED. TWO YEARS (SEMESTER I–IV)
(Syllabus for the Batch from Year 2020 to Year 2022)

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

Time: 1.30 Hrs.

Total Marks: 50
Theory: 35
Sessional Work: 15

Instructions for the Paper Setters:-

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

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

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

SECTION–A

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

SECTION–B

1. Aims of teaching Home science.
2. General Principles of teaching Home science.

SECTION – C

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

SECTION – D

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

SESSIONAL WORK

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

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

Books Recommended:-

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

B.ED. TWO YEARS (SEMESTER I–IV)
(Syllabus for the Batch from Year 2020 to Year 2022)

SEMESTER–I

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

Time: 1.30 Hrs.

Total Marks: 50

Theory: 35

Sessional Work: 15

Instructions for the Paper Setters:-

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

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

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

SECTION–A

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

SECTION–B

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

SECTION–C

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

SECTION–D

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

B.ED. TWO YEARS (SEMESTER I–IV)
(Syllabus for the Batch from Year 2020 to Year 2022)

SEMESTER–I

SESSIONAL WORK

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

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

REFERENCES:-

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

B.ED. TWO YEARS (SEMESTER I-IV)
(Syllabus for the Batch from Year 2020 to Year 2022)

SEMESTER-I

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

Time: 1.30 Hrs.

**Total Marks: 50
Theory: 35
Sessional Work: 15**

Instructions for the Paper Setters:-

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

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

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

SECTION-A

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

SECTION-B

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

SECTION-C

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

SECTION-D

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

SESSIONAL WORK

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

Attendance **02 Marks**

Assignments on the following **08 Marks**

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

REFERENCES:-

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

B.ED. TWO YEARS (SEMESTER I–IV)
(Syllabus for the Batch from Year 2020 to Year 2022)

SEMESTER–I

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

Time: 1.30 Hrs.

Total Marks: 50

Theory: 35

Sessional Work: 15

Instructions for the Paper Setters:-

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

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

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

SECTION–A

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

SECTION–B

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

SECTION–C

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

SECTION–D

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

B.ED. TWO YEARS (SEMESTER I–IV)
(Syllabus for the Batch from Year 2020 to Year 2022)

SEMESTER–I

SESSIONAL WORK

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

Practical Work:

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

REFERENCES:-

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

SEMESTER–I

PAPER: VI
LANGUAGE ACROSS THE CURRICULAM
(CP-III)

Time: 1.30 Hrs.

Total Marks: 50

Theory: 35

Sessional Work: 15

Instructions for the Paper Setters:-

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

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

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

SECTION–A

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

SECTION–B

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

SECTION–C

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

SECTION–D

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

B.ED. TWO YEARS (SEMESTER I–IV)
(Syllabus for the Batch from Year 2020 to Year 2022)

SEMESTER–I

SESSIONAL WORK

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

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

REFERENCES:-

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

B.ED. TWO YEARS (SEMESTER I–IV)
(Syllabus for the Batch from Year 2020 to Year 2022)

SEMESTER–I

PAPER: VII
READING AND REFLECTING ON TEXTS
(EPC-I)

Time: 1.30 Hrs.

Total Marks: 50

External marks: 25

Internal marks: 25

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

- Able to explain different types of Text
- Reflect upon different types of policy document
- Discuss narrative text, autobiographical text and ethnographical text.

SECTION – A

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

SECTION–B

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

Evaluation scheme

Internal Scoring

Attendance: 5 marks

Sessional work related to SECTION–A	5 Marks
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Sessional work related to SECTION–B	5 Marks
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Review and Evaluation of the following	10 Marks
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- Learning to Be (UNESCO Report)
- Learning without Burden
- Human development Chapter in Annual Economic survey (2014-2015)

B.ED. TWO YEARS (SEMESTER I–IV)
(Syllabus for the Batch from Year 2020 to Year 2022)

SEMESTER–I

External (25 Marks)

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

Note:-

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

REFERENCES:-

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

SEMESTER–I

PAPER: VIII
FIELD ENGAGEMENT WITH SCHOOL (1 Week) (FE-I)

Total Marks: 25
Sessional/ Internal: 25

ACTIVITIES DURING ONE WEEK FIELD ENGAGEMENT PROGRAMME

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

1. Interaction with the Principal of the school.
2. Interaction with the Teachers of the school.
3. Visit to the library and going through the books of their teaching subjects.
4. Observing the schedule of the school and analyzing the schedule of the session of the school.
5. Interaction with the student of the class and analyzing the problems of the students.
6. Visit to various laboratories and observe its functioning.

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

Note:-

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

SEMESTER–II

PAPER–I
UNDERSTANDING THE LEARNING PROCESS
(P-IV)

Time: 3Hrs.**Total Marks: 100****Theory: 70****Sessional Work: 30****Instructions for the Paper Setters:-**

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

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

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

SECTION–A

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

SECTION–B

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

SECTION–C

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

SECTION–D

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

B.ED. TWO YEARS (SEMESTER I–IV)
(Syllabus for the Batch from Year 2020 to Year 2022)

SEMESTER–II

SESSIONAL WORK

Performance in unit tests and house examination **10 Marks**

Attendance **05 Marks**

Assignments on the following **15 Marks**

- Case study of Learning Disabled child
- Institutional visit and reporting of activities for mainstreaming of disabled children in school education

REFERENCES:-

1. **Bhatia, K.K. (2003):** *Bases of Educational Psychology*. Kalyani Publishers, New Delhi.
2. **Bourne, L.E. (1985).** *Psychology: Its Principles and Meaning*. Holt, Rinehart and Winston, New York.
3. **Chauhan, S.S. (2002):** *Advanced Educational Psychology*. Vikas Publishing House, New Delhi.
4. **Clifford Morgan; King, R.R. and Weisz, John (1999):** *Introduction to Psychology*. Tata Mc Graw Hill Publishing Company Ltd, New Delhi.
5. **Dandapani, S. (2001)** *Advanced educational psychology*, (2nd edition), New Delhi, Anmol publications pvt Ltd.
6. **Gardner, H. (1983)** *frames of Mind: The theory of multiple intelligence*. New York: Basic Books.
7. **Garret, H.E. (2005):** *Statistics in Psychology and Education*. Paragon International Publishers, New Delhi.
8. **Guilford, J.P. (1967).** *Nature of Human Intelligence*, New York: McGraw Hill. Bachelor of Education (B.Ed.)
9. **Hurlock, E.B. (1953):** *Developmental Psychology*. Tata Mc Graw Hill Publishing Company Ltd, New York.
10. **Kakkar, S.B. (2001):** *Educational Psychology*. Prentice Hall of India, New Delhi.
11. **Kirk, Samuel, A; Gallagher, James J. and Anasrasion, Nicholas, J. (1997):** *Educating Exceptional Children*. Houghton Mifflin Company, New York.
12. **Mangal S.K. (2002):** *Advanced Educational Psychology*. Prentice Hall of India, New Delhi. Mohanty,
13. **Girish bala (1986):** *Educational Psychology*. Kalyani Publishers, New Delhi.
14. **Sahu, Binod Kumar (2002):** *Education of Exceptional Children*. Kalyani Publishers, Ludhiana.
15. **Segal, J.W. Chipman, S.F., & Glaser, R. (1985).** *Thinking and learning skills: Relating Instruction to Basic Research*. (Vol. I). Hillsdale, NJ: Erlbaum.
16. **Sidhu, Kulbir Singh (1998):** *Statistics in Education and Psychology*. International Publishers, Jalandhar.
17. **Singh, Yogesh Kumar (2005):** *Guidance and Career Counselling*. APH Publishing Corporation, New Delhi

B.ED. TWO YEARS (SEMESTER I–IV)
(Syllabus for the Batch from Year 2020 to Year 2022)

SEMESTER–II

PAPER– II
ASSESSMENT FOR LEARNING (CP-IV)

Time: 3Hrs.

Total Marks: 100
Theory: 70
Sessional Work: 30

Instructions for the Paper Setters:-

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

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

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

SECTION–A

- a) **Assessment:** Concept, nature and characteristics of assessment
- b) Distinction between “Assessment of learning” and ‘Assessment for learning’.
- c) Purpose of assessment in a “Constructivist Paradigm

SECTION–B

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

SECTION–C

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

B.ED. TWO YEARS (SEMESTER I–IV)
(Syllabus for the Batch from Year 2020 to Year 2022)

SEMESTER–II

SECTION–D

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

SESSIONAL WORK

Performance in unit tests and house examination 10 Marks

Attendance 05 Marks

Assignments on the following 15 Marks

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

REFERENCES:

1. **Aggarwal, J.C. (2009).** *Essentials Of Educational Technology*. Vikas Publishing House Pvt. Ltd.: New Delhi
2. **Bransford, J., Brown, A.L., & Cocking, R.R. (Eds.). (2000).** *How people learn: Brain, mind, experience, and school*. Washington, DC: National Academy Press.
3. **Burke, K. (2005).** *How to assess authentic learning* (4th Ed.). Thousand Oaks, CA: Corwin. Burke, K., Fogarty, R., & Belgrad, S (2002). *The portfolio connection: Student work linked to standards* (2nd Ed.) Thousand Oaks, CA: Corwin.
4. **Carr, J.F., & Harris, D.E. (2001).** *Succeeding with standards: Linking curriculum, assessment, and action planning*. Alexandria, VA: Association for Supervision and Curriculum Development.
5. **Danielson, C. (2002).** *Enhancing student achievement: A framework for school improvement*. Alexandria, VA: Association for Supervision and Curriculum Development.
6. **Gentile, J.R. & Lalley, J.P. (2003).** *Standards and mastery learning: Aligning teaching and assessment so all children can learn*. Thousand Oaks, CA: Corwin.
7. **Guskey, T.R., & Bailey, J.M. (2001).** *Developing grading and reporting systems for student learning*. Thousand Oaks, CA. Corwin.
8. **Natrajan V.and Kulshreshta SP (1983).** *Assessing non-Scholastic Aspects-Learners Behaviour*, New Dlehi: Association of Indian Universities.
9. **Robert L. Linn (2008).** *Measurement and Assessment in Teaching*. Pearson publisher: New Delhi

SEMESTER–II**PAPER–III****Educational Technology and ICT****P-V****Time: 3Hrs.****Total Marks: 100****Theory: 70****Sessional Work: 30****Instructions for the Paper Setters:-**

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

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

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

SECTION–A**Nature and Scope**

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

SECTION–B**Systems Approach to Education and Communication**

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

SEMESTER–II

SECTION–C

Innovations in Teaching Learning Process

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

SECTION–D

ICT in Education

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

SESSIONAL WORK

Performance in unit tests and house examination **10 Marks**

Attendance **05 Marks**

Assignments on the following (Any two) **15 Marks**

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

Books Recommended:-

1. **Agarwal, J.P. (2013).** *Modern Educational Technology*. Delhi: Black Prints.
2. **Chauhan, S.S. (1978).** *A Text-Book of Programmed Instruction*. New Delhi: Sterling Pub. Co.
3. **Mangal, S.K. & Uma Mangal (2009).** *Essentials of Educational Technology*. New Delhi.
4. **Mohanty, J. (2007).** *Modern trends in Educational Technology*, Neel Kamal publications Pvt.Ltd; New Delhi-110063 www.neelkamalpub.com
5. **Mukhopadhyay, M. (2003).** *Educational Technology-Knowledge assessment (IInd edition)*. Shipra publications, New Delhi-110092
6. **Sharma, R.A. (1997).** *Technology of teaching*. Loyal Book Depot, Meerut.
7. **Sharma, Y.K. & Sharma, M, (2006).** *Educational Technology and Management*. Vol 1. New Delhi: Kanishka Publishers and Distributors.

Web-references

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

SEMESTER-II

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

ਪੰਜਾਬੀ ਅਧਿਆਪਨ

Time: 1.30 Hrs.

Total Marks: 50

Theory: 35

Sessional Work: 15

Instructions for the Paper Setters:-

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

ਉਦੇਸ਼:-

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

ਸੈਕਸ਼ਨ-ਏ

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

ਸੈਕਸ਼ਨ-ਬੀ

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

SEMESTER-II

ਸੈਕਸ਼ਨ-ਸੀ

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

ਸੈਕਸ਼ਨ-ਡੀ

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

ਸੈਸ਼ਨਲ ਵਰਕ:-

Performance in Unit tests and House examination-05 marks

Attendance -02 marks

Assignment on the following -08 marks

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

ਸਹਾਇਕ ਪੁਸਤਕਾਂ ਦੀ ਸੂਚੀ:-

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

SEMESTER-II

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

हिन्दी शिक्षण

Time: 1.30 Hrs.

Total Marks: 50

Theory: 35

Sessional Work: 15

Instructions for the Paper Setters:-

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

सैकशन-ऐ

1. भाषायी कौशल:

क. बोलचाल कौशल – अर्थ, महत्व, उद्देश्य, क्रियाएं

ख. लेखन कौशल – अर्थ, लेखन प्रक्रिया, महत्व, सृजनात्मक लेखन की विधियां

2. हिन्दी शिक्षण:

क. गद्य शिक्षण दृ गद्य का अर्थ, उद्देश्य, सोपान विधियां

ख. पद्य शिक्षण दृ पद्य का अर्थ, उद्देश्य, सोपान, विधियां

सैकशन-बी

1. व्याकरण शिक्षण: व्याकरण का अर्थ, उद्देश्य, महत्व, विधियां

2. नाटक शिक्षण: अर्थ, उद्देश्य, महत्व, विधियां

सैकशन-सी

1. पाठ्य पुस्तक एवं पुस्तकालय: अर्थ, उपयोगिता, विद्यार्थियों की रुचि विकसित करने के उपाय।

2. मूल्यांकन: अर्थ एवं परिभाषाएं, उद्देश्य, महत्व व अच्छे मूल्यांकन की विशेषताएं।

सैकशन-डी

1. दृश्य श्रव्य साधन: अर्थ, महत्व, प्रयोग व प्रयोग में सावधानियां

2. पाठ-योजना – अर्थ, महत्व, उद्देश्य

सूक्ष्म शिक्षण कौशल – अर्थ एवं पाठ योजनाएं

SEMESTER-II

सैशनल कार्य :

Performance in Unit tests and House examination-05 marks

Attendance -02 marks

Assignment on the following -08 marks

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

सहायक पुस्तक सूची:

- नायक सुरेश, "हिन्दी भाषा शिक्षण," टवंटी फास्ट सेंचुरी पब्लिकेणन्स, पटियाला।
- बराड़ सर्वजीत कौर, "हिन्दी अध्यापन", कल्याणी पब्लिकेणन्स, देहली।
- खन्ना ज्योति, "हिन्दी शिक्षण", धनपत राय एण्ड सन्ज़, देहली।
- गोयल ए0 के0 "हिन्दी शिक्षण" हरीष प्रकाषण मन्दिर, आगरा।
- मक्कड़ नरिन्द्र, "हिन्दी शिक्षण", गुलनाज़ पब्लिकेणन्ज़, जालन्धर।

B.ED. TWO YEARS (SEMESTER I–IV)
(Syllabus for the Batch from Year 2020 to Year 2022)

SEMESTER–II

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

Time: 1.30 Hrs.

Total Marks: 50

Theory: 35

Sessional Work: 15

Instructions for the Paper Setters:-

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

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

- To introduce student teachers to some important methodologies & techniques of teaching English.
- To enable student teachers to prepare and use appropriate audio- visual teaching aids for effective teaching of English
- To enable the students to evaluate student's performance in English
- To develop in student teachers insight into the form and use of English and to give practice in lesson planning.
- To develop understanding of the significance of professional preparedness of English teachers.

SECTION–A

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

SECTION–B

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

SECTION–C

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

SEMESTER–II

SECTION–D

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

SESSIONAL WORK

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

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

REFERENCES:-

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

B.ED. TWO YEARS (SEMESTER I–IV)
(Syllabus for the Batch from Year 2020 to Year 2022)

SEMESTER–II

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

Time: 1.30 Hrs.

**Total Marks: 50
Theory: 35
Sessional Work: 15**

Instructions for the Paper Setters:-

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

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

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

SECTION–A

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

SECTION–B

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

SECTION–C

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

B.ED. TWO YEARS (SEMESTER I–IV)
(Syllabus for the Batch from Year 2020 to Year 2022)

SEMESTER–II

SECTION–D

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

SESSIONAL WORK

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

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

REFERENCE BOOK:-

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

SEMESTER–II

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

Time: 1.30 Hrs.

Total Marks: 50

Theory: 35

Sessional Work: 15

Instructions for the Paper Setters:-

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

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

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

SECTION–A

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

SECTION–B

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

SECTION–C

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

SECTION–D

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

SEMESTER–II

SESSIONAL WORK

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

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

REFERENCES:-

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

B.ED. TWO YEARS (SEMESTER I–IV)
(Syllabus for the Batch from Year 2020 to Year 2022)

SEMESTER–II

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

Time: 1.30 Hrs.

Total Marks: 50

Theory: 35

Sessional Work: 15

Instructions for the Paper Setters:-

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

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

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

SECTION–A

1. Methods: Meaning, Characteristics of good teaching method for Geography
2. Various methods of Teaching of Geography
 - Project Method.
 - Observation Method.
 - Discussion Method.
 - Field Study Method.
 - Regional Method.
 - Laboratory Method
 (With special reference to behaviorism, cognitive & constructivism learning theories)

SECTION–B

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

SECTION–C

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

SEMESTER–II

SECTION–D

1. Lesson Planning: Characteristics and steps of construction of composite lesson plan. Integration of projected and non projected teaching aids with lesson planning.
2. Specific topics for composite lesson plan:
 - Spheres of Environment.
 - Structure of atmosphere.
 - Winds/tides/clouds.
 - Internal/External Structure of Earth.
 - Types of Soil.
 - Rotation of Earth.
 - Types of Rainfall.
 - Layers of Earth.

SESSIONAL WORK

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

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

References:-

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

B.ED. TWO YEARS (SEMESTER I–IV)
(Syllabus for the Batch from Year 2020 to Year 2022)

SEMESTER–II

PAPER: IV and V

COURSE TITLE: PEDAGOGY OF POLITICAL SCIENCE
CP I and II (B) Option-vii

Time: 1.30 Hrs.

Total Marks: 50

Theory: 35

Sessional Work: 15

Instructions for the Paper Setters:-

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

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

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

SECTION–A

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

SECTION–B

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

SECTION–C

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

B.ED. TWO YEARS (SEMESTER I–IV)
(Syllabus for the Batch from Year 2020 to Year 2022)

SEMESTER–II

SECTION–D

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

SESSIONAL WORK

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

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

References:-

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

B.ED. TWO YEARS (SEMESTER I–IV)
(Syllabus for the Batch from Year 2020 to Year 2022)

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

Time: 1.30 Hrs.

Total Marks: 50

Theory: 35

Sessional Work: 15

Instructions for the Paper Setters:-

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

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

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

SECTION–A

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

SECTION–B

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

SECTION – C

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

B.ED. TWO YEARS (SEMESTER I–IV)
(Syllabus for the Batch from Year 2020 to Year 2022)

SEMESTER–II

SECTION–D

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

SESSIONAL WORK

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

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

REFERENCES:-

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

B.ED. TWO YEARS (SEMESTER I–IV)
(Syllabus for the Batch from Year 2020 to Year 2022)

SEMESTER–II

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

Time: 1.30 Hrs.

Total Marks: 50

Theory: 35

Sessional Work: 15

Instructions for the Paper Setters:-

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

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

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

SECTION–A

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

SECTION–B

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

SECTION – C

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

B.ED. TWO YEARS (SEMESTER I–IV)
(Syllabus for the Batch from Year 2020 to Year 2022)

SEMESTER–II

SECTION–D

1. Lesson Planning: Meaning, Characteristics and steps of construction of composite lesson plan. Integration of projected and non projected teaching aid with lesson planning.
2. Specific topics for composite lesson planning:-
 - Banking
 - Warehouse
 - Trade
 - Insurance
 - Marketing
 - Product
 - Marketing Mix
 - Transport
 - Advertisement
 - Journal
 - Ledger
 - Types of Account
 - Partnership
 - Final Accounts
 - Social Responsibility of Business

SESSIONAL WORK

Performance in unit tests and house examination	05 Marks
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Attendance	02 Marks
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Assignments on the following	08 Marks
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1. Preparation of PPT and commercial ad on marketing of a commodity.

REFERENCES:-

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

B.ED. TWO YEARS (SEMESTER I–IV)
(Syllabus for the Batch from Year 2020 to Year 2022)

SEMESTER–II

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

Time: 1.30 Hrs.

Total Marks: 50

Theory: 35

Sessional Work: 15

Instructions for the Paper Setters:-

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

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

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

SECTION–A

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

SECTION–B

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

SECTION–C

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

SECTION–D

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

SEMESTER–II

SESSIONAL WORK

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

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

REFERENCES:-

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

B.ED. TWO YEARS (SEMESTER I–IV)
(Syllabus for the Batch from Year 2020 to Year 2022)

SEMESTER–II

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

Time: 1.30 Hrs.

Total Marks: 50

Theory: 35

Sessional Work: 15

Instructions for the Paper Setters:-

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

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

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

SECTION–A

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

SECTION–B

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

SECTION–C

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

SECTION–D

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

B.ED. TWO YEARS (SEMESTER I–IV)
(Syllabus for the Batch from Year 2020 to Year 2022)

SEMESTER–II

SESSIONAL WORK

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

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

REFERENCES:-

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

B.ED. TWO YEARS (SEMESTER I–IV)
(Syllabus for the Batch from Year 2020 to Year 2022)

SEMESTER–II

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

Time: 1.30 Hrs.

Total Marks: 50

Theory: 35

Sessional Work: 15

Instructions for the Paper Setters:-

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

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

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

SECTION–A

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

SECTION–B

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

SECTION–C

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

B.ED. TWO YEARS (SEMESTER I–IV)
(Syllabus for the Batch from Year 2020 to Year 2022)

SEMESTER–II

SECTION–D

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

SESSIONAL WORK

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

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

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

REFERENCES:-

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

SEMESTER–II

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

Time: 1.30 Hrs.

Total Marks: 50

Theory: 35

Sessional Work: 15

Instructions for the Paper Setters:-

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

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

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

SECTION–A

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

SECTION–B

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

SECTION–C

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

B.ED. TWO YEARS (SEMESTER I–IV)
(Syllabus for the Batch from Year 2020 to Year 2022)

SEMESTER–II

SECTION–D

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

SESSIONAL WORK

Performance in unit tests and house examination	05 Marks
Attendance	02 Marks
Assignments on the following	08 Marks
1. Conduct of Two school related practical.	
2. Preparation of two Low cost working models.	

REFERENCES:-

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

SEMESTER–II

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

Time: 1.30 Hrs.

Total Marks: 50

Theory: 35

Sessional Work: 15

Instructions for the Paper Setters:-

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

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

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

SECTION–A

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

SECTION–B

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

SECTION–C

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

B.ED. TWO YEARS (SEMESTER I–IV)
(Syllabus for the Batch from Year 2020 to Year 2022)

SEMESTER–II

SECTION–D

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

SESSIONAL WORK

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

Attendance **02 Marks**

Assignments on the following **08 Marks**

(any two from the following)

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

REFERENCES:-

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

SEMESTER–II

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

Time: 1.30 Hrs.

Total Marks: 50

Theory: 35

Sessional Work: 15

Instructions for the Paper Setters:-

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

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

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

SECTION–A

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

SECTION–B

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

SECTION–C

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

SECTION–D

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

B.ED. TWO YEARS (SEMESTER I–IV)
(Syllabus for the Batch from Year 2020 to Year 2022)

SEMESTER–II

SESSIONAL WORK

Performance in unit tests and house examination	05 Marks
Attendance	02 Marks
Assignments on the following	08 Marks
1. Organizing co-curricular activities related to Home science (textile/ clothing) in school.	
2. Preparation of low cost and improvised teaching aids. Preparation of one dry flower arrangements.	

Books Recommended:-

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

B.ED. TWO YEARS (SEMESTER I–IV)
(Syllabus for the Batch from Year 2020 to Year 2022)

SEMESTER–II

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

Time: 1.30 Hrs.

Total Marks: 50

Theory: 35

Sessional Work: 15

Instructions for the Paper Setters:-

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

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

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

SECTION–A

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

SECTION–B

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

SECTION–C

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

B.ED. TWO YEARS (SEMESTER I–IV)
(Syllabus for the Batch from Year 2020 to Year 2022)

SEMESTER–II

SECTION–D

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

SESSIONAL WORK

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

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

REFERENCES:

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

B.ED. TWO YEARS (SEMESTER I–IV)
(Syllabus for the Batch from Year 2020 to Year 2022)

SEMESTER–II

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

Time: 1.30 Hrs.

Total Marks: 50

Theory: 35

Sessional Work: 15

Instructions for the Paper Setters:-

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

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

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

SECTION–A

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

SECTION–B

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

SECTION–C

1. **Evaluation:** Continuous & Comprehensive Evaluation: Concept, techniques and weight-age distribution (VI to VIII, IX to X), Types of test items for evaluation -Essay type, short answer type and objective type.
2. Teaching Micro-Skills with special reference to:
 - Skill of introducing the lesson
 - Skill of instructional objectives
 - Skill of Questioning
 - Skill of Explanation with illustration
 - Skill of stimulus – variation

SECTION–D

1. Lesson Planning (a) Meaning, need and importance (b) Construction of lesson Plan (General and Specific).
2. Music instruments and music room

B.ED. TWO YEARS (SEMESTER I–IV)
(Syllabus for the Batch from Year 2020 to Year 2022)

SEMESTER–II

SESSIONAL WORK

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

Practical Work on Raag and Tal of UNIT I

REFERENCES:-

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

SEMESTER–II

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

Time: 1.30 Hrs.

Total Marks: 50

Theory: 35

Sessional Work: 15

Instructions for the Paper Setters:-

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

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

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

SECTION–A

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

SECTION–B

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

SECTION–C

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

SECTION–D

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

B.ED. TWO YEARS (SEMESTER I–IV)
(Syllabus for the Batch from Year 2020 to Year 2022)

SEMESTER–II

SESSIONAL WORK

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

Practical Work:

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

REFERENCES:-

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

SEMESTER–II

PAPER–VI DRAMA AND ART IN EDUCATION (EPC-II)

Time: 1.30 Hrs.

Total Marks: 50

Internal marks: 25

External marks: 25

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

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

SECTION–A

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

SECTION–B

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

Evaluation scheme

a) Internal

Attendance 5 marks

Sessional work related to SECTION–A	5 Marks
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Sessional work related to SECTION–B	5 Marks
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Assignments on the following-10 marks

Report on drama techniques for personality development

Preparation of video presentation of pedagogy lessons.

b) External **25 Marks**

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

2 viva voce will be done by the external.

B.ED. TWO YEARS (SEMESTER I–IV)
(Syllabus for the Batch from Year 2020 to Year 2022)

SEMESTER–II

Note:-

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

REFERENCES:-

1. **K. Dhawan:** *Dhawan's Art Book*. B-IX 1076 Dhawan Building, Ludhiana.
2. **Black Board Writing and Work Experience.** Prakashan Kendra, New Buildings, Aminabad, Lucknow.
3. **Dr. Kapuria:** *Stick and Sketch*. Khanna Printers, Phagwara Gate, Jalandhar.
4. **Thames and Hudson:** *How to Paint and Draw*. 30 Bloomsbury Street, London. Work Experience and Black Board Writing. Neeraj Publications, Rohtak.
5. **Awasthi, S.S. (1964):** *A Critique of Hindustan Music and Music Education*. Jalandhar.
6. **Bhatkhande, V. M. (1987):** *KRAMIK* Pustak Mahika Laxmi Narayan Garg, Hathras.
7. **Bhatnagar, S. (1988):** *Teaching of Music*. Monika Prakashan, Shimla.
8. **Kalekar, Saryu (1968):** *Sangeet Shikshan Parichaya*.
9. **Khanna, Jyoti (1992):** *Teaching of Music*. Madan Panna Lal. Teaching of Music. Jalandhar.
10. **Shah, Shobhna (1986):** *Sangeet Shikshan Pranali*. Pb. Kitab Ghar Vinod Pustak Mandir, Agra Vasant (1986): *Sangeet Visharad*. Sangeet Karyalaya, Hathras

SEMESTER–II

PAPER–VII COMMUNICATION SKILLS (FE-II)

Total Marks: 25

Internal: 25

Learning Objectives:-

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

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

Details of specific points listed for each project:

Peer Leadership Discussions

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

Power Point Presentation (PowerPoint - 2007, 2010)

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

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

Homework	Cooperative Learning Techniques
Classroom and General Discipline	Student Assessment Techniques
Use of Technology in the Classroom	Grading Procedures (Homework, Test, etc.)
Lesson Planning	Classroom Management (Seating, Grouping, etc.)
Parent and Community Involvement	Motivation (Praise, Reinforcement, Etc.)
Use of Bloom's Taxonomy in the Classroom	Teaming with Grade Level Colleagues
School Climate (Safety, Cooperation, etc.)	Diversity in the Classroom
Classroom Environment	Modifications for Special Needs Students
Use of Thematic Units	Other as approved by the instructor

B.ED. TWO YEARS (SEMESTER I–IV)
(Syllabus for the Batch from Year 2020 to Year 2022)

SEMESTER–II

TECHNOLOGY REQUIREMENTS

Word Processor (Microsoft Office Word – 2007, 2010)

Presentation Software (PowerPoint - 2007, 2010)

Internet access

Evaluation Criteria

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

Note:-

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

B.ED. TWO YEARS (SEMESTER I–IV)
(Syllabus for the Batch from Year 2020 to Year 2022)

SEMESTER–III

PAPER–I
CP–I & II (SI)
(School Internship)

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

School Internship of 15 weeks in a recognized school is Compulsory

External Examination

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

Sessional / Internal Assessment

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

B.ED. TWO YEARS (SEMESTER I–IV)
(Syllabus for the Batch from Year 2020 to Year 2022)

SEMESTER–III

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

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

Note:-

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

B.ED. TWO YEARS (SEMESTER I–IV)
(Syllabus for the Batch from Year 2020 to Year 2022)

SEMESTER–III

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

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

ACTIVITIES DURING TWO WEEKS FIELD ENGAGEMENT PROGRAMME

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

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

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

Note:-

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

SESSIONAL WORK

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

Marking Scheme: Internal – 25 Marks
 External – 25 Marks

SEMESTER–IV

PAPER–I

COURSE TITLE: GENDER, SCHOOL and SOCIETY P–VI

Time: 1.30 Hrs.

Total Marks: 50

Theory: 35

Sessional Work: 15

Instructions for the Paper Setters:-

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

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

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

SECTION–A

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

SECTION–B

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

SECTION–C

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

SECTION–D

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

SESSIONAL WORK

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

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

SEMESTER–IV

References:-

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

SEMESTER–IV

PAPER–II

**COURSE TITLE: GUIDANCE AND COUNSELLING
P–VII**

Time: 1.30 Hrs.

Total Marks: 50

Theory: 35

Sessional Work: 15

Instructions for the Paper Setters:-

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

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

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

SECTION–A

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

SECTION–B

Types of Guidance- Educational, Vocational and Personal.

SECTION–C

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

SECTION–D

1. Organization of Guidance and Counseling Programme.

Sessional Work:

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

Survey of Guidance Programme of a Secondary School.

SEMESTER–IV

References:-

- **Bhatnagar, Asha and Gupta, Nirmala (Eds) (1999).** *Guidance and Counseling*, Vol. I: A Theoretical Perspective, New Delhi: Vikas.
- **Dave Indu (1984).** *The Basic Essentials of Counselling*. New Delhi: Sterling Pvt. Ltd.
- **Gazda George R.M. (1989).** *Group Counselling: A Development Approach*. London: Allyn and Bacon. 5. Gibson, R.L. & Mitchell, M.H. (1986). *Introduction to Guidance*. New York: McMillan.
- **Glickman, C & Wolfgang, C. (1981).** *Solving Discipline Problems: Strategies for Classroom Teachers*. Boston: Allyn and Bacon.
- **Mallon, Brenda (1987).** *An Introduction to Counseling Skills for Special Educational Needs- Participants Manual*. Manchester: Manchester University Press, UK.
- **Mathewson, R. H. (1962).** *Guidance Policy and Practice*, 3rd Ed. New York: Harper and row.
- **Nugent, Frank A. (1990).** *An Introduction to the Profession of Counselling*. Columbus: Merrill publishing Co.
- **Pietrofesa, J.J, Bernstein, B., & Stanford, S. (1980).** *Guidance: An Introduction*. Chicago: Rand McNally.
- **Rao, S.N. (1981).** *Counselling Psychology*. New Delhi: Tata McGraw Hill.

SEMESTER–IV

PAPER–III
INCLUSIVE EDUCATION
P–VIII

Time: 1.30 Hrs.

Total Marks: 50
Theory: 35
Sessional Work: 15

Instructions for the Paper Setters:-

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

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

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

SECTION–A

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

SECTION–B

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

SECTION–C

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

SECTION–D

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

SEMESTER–IV

SESSIONAL WORK

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

Opt for any one of the following activities.

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

Reference Books:-

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

SEMESTER-IV

PAPER-IV

COURSE TITLE: SCHOOL MANAGEMENT P-IX

Time: 1.30 Hrs.

Total Marks: 50

Theory: 35

Sessional Work: 15

Instructions for the Paper Setters:-

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

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

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

SECTION-A

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

SECTION-B

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

SECTION-C

1. Principal –The Leadership role
 - (a) Importance
 - (b) Qualities
 - (c) Relation with others
 - (d) Duties and functions
2. Mechanism for co-ordinated functioning in school.
 - (a) Planning of annual school calendar
 - (b) Time Table c. Curricular Activities

SECTION-D

Registers and Records

- (a) Meaning, need and importance
- (b) Stock Register, Admission Register, Attendance Register, Cumulative Record Card and Anecdotal Records.

SEMESTER–IV

SESSIONAL WORK

Performance in unit tests and house examination	05 Marks
Attendance	02 Marks
Assignments on the following	08 Marks
1. Cumulative Record Card and Anecdotal records	

REFERENCES:-

- **Mathur, S.S. (1990):** *Educational Administration and Management*. The Indian Press, Ambala.
- **Mohanty, Jagannath (1998):** *Educational Administration: Supervision and School Management*. Deep and Deep Publications, New Delhi.
- **Sachdeva, M.S. (2001):** *School Management*. Bharat Book Centre, Ludhiana.
- **Safaya, Raghunath and Shaida, B.D. (1979):** *School Organization*. Dhanpat Rai, Delhi.
- **Sarkaria, M.S, Singh, Jaspal & Gera, Manju (2008):** *Modern school management*. Kalyani Publishers, Ludhiana.
- **Sodhi, T.S. and Suri, Aruna (2002).** *Management of School education*, Bawa Publications, Patiala.

SEMESTER-IV

PAPER-V

COURSE TITLE: VOCATIONAL AND WORK EDUCATION (CP -V)(i)

Time: 1.30 Hrs.

Total Marks: 50

Theory: 35

Sessional Work: 15

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Course Objectives: After Completion of Course the Students will be able to:

- Meet education demands of the population, support professional, career development.
- Feed economy with qualified staff competitive both on local and international labor market.
- Support student mobility.
- Ensure professional development of minority groups and create employment opportunities for them.
- Maintain competitiveness of employed be re-training and professional development.

SECTION-A

1. **Vocational Education:** Concept, Objective, significance and Scope.
2. **Vocationalisation of Education:** Basic Education Scheme (1937) Secondary Education Commission (1958), Education Commission (1966), NPE (1986)

SECTION-B

Role of Government and NGO's as agency concerning vocational education.

SECTION-C

1. Skill development vis-a- vis Employability, employment and entrepreneurship.
2. National skill Qualification framework: Objectives, Standards, Curriculum for different levels.

SECTION-D

Role of teacher in solving problems of learners while imparting vocational education.

SESSIONAL WORK

Performance in unit tests and house examination	05 Marks
Attendance	02 Marks
Assignments on the following	08 Marks

Project on Role of NGO's in skill development and Vocational education in India.

SEMESTER–IV

REFERENCES:-

- **Benkler, Y. (2006).** *The wealth of networks: How social production transforms markets and freedom.* Yale University Press.
- **Castells, M. (2011).** *The rise of the network society: The information age: Economy, society, and culture (Vol. I, II & III).* John Wiley & Sons.
- **Pathak, A. (2013).** *Social implications of schooling: Knowledge, pedagogy and consciousness.* Aakar Books.
- **Rampal, A., & Mander, H. (2013).** *Lessons on food and hunger.* Economic & Political Weekly, 48(28), 51.

SEMESTER–IV

PAPER–V

COURSE TITLE: HEALTH AND PHYSICAL EDUCATION

CP- IV (Opt: ii)

Time: 1.30 Hrs.

Total Marks: 50

Theory: 35

Sessional Work: 15

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Course Objectives: After Completion of Course the Students will be able to:

- Aware about the concept of health education.
- Know the importance of balanced diet.
- Promote an understanding of personal hygiene.
- Understand the techniques used to diagnose health.

SECTION–A

Health and Physical Education: Concept, Objectives and Importance.

SECTION–B

Relationship of health and Physical education with other subject areas- Sciences, social science and Languages.

SECTION–C

Communicable and Non- communicable Diseases: Meaning, causes and preventive measures of obesity and AIDS.

SECTION–D

1. Nutritional needs of children, adolescent with respect to age, sex, and their dietary requirements.
2. Yogic practices: Importance of Yoga, Yogasans and kiriyas and pranayams.

SESSIONAL WORK:

Performance in unit tests and house examination	05 Marks
Attendance	02 Marks
Assignments on the following (Any two)	08 Marks

1. Organizing sports activity in a practicing school.
2. To practice various games and rhythmic exercises (prepare file of work done).
3. Participation in one of the major games, Volley-ball, Basket-ball, Kho-Kho, Table Tennis, Hockey, Badminton, Football etc

References:-

- **Prasad, Y.V.R.K, Sagar P.V Rao, D.B (2005):** Sonali Publications, Ansari Road, Delhi.
- **Singh, U.K, Nayak, A.K (2005):** Common wealth publishers Ansari Road, Darya Ganj, Delhi.

B.ED. TWO YEARS (SEMESTER I-IV)
(Syllabus for the Batch from Year 2020 to Year 2022)

SEMESTER-IV

PAPER-V

**COURSE TITLE: PEACE AND VALUE EDUCATION
(CP IV) (Opt: iii)**

Time: 1.30 Hrs.

**Total Marks: 50
Theory: 35
Sessional Work: 15**

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Course Objectives: After Completion of Course the Students will be able to:

- To enable the student's teachers:
- To understand the concept of peace education.
- To understand the dynamics of transformation of violence into peace.
- To realize the significance of peace in Self-development.
- To familiarize the nature of conflicts and their resolutions.
- To imbibe the knowledge, attitudes and skills needed to achieve and sustain a Global culture of peace.
- To adopt peace education in the curriculum.

SECTION-A

1. **Peace Education:** Concept, Objectives and Scope
2. Difference between Peace and Value Education.

SECTION-B

1. Peace Education in the Context of Socio – Cultural – Religious Diversities in Indian.
2. Gandhian Philosophy of Peace and Non-Violence in globalized society.

SECTION-C

1. Constructivist approach in teaching of Peace education
2. Understanding Epistemic connection of Peace values with school subjects- Sciences, Social sciences, Languages and mathematics.

SECTION-D

Role of teacher and co-curricular activities in imparting peace education.

SESSIONAL WORK

Performance in unit tests and house examination	05 Marks
Attendance	02 Marks
Assignments on the following (Any two)	08 Marks

- Excursion to sites or monuments symbolizing introspection;
- Preparing action plan for developing peace in school and local community
- Role plays/ skits to enact situations involving conflicts, corporal punishment, discrimination and domestic violence in day- to- day life.

References:-

- **Apple, M.W. (2008).** *Can schooling contribute to a more just society? Education, citizenship and social justice.*
- **Freire, P. (1998).** *Pedagogy of freedom: Ethics, democracy and civil courage*, Rowman and littlefield.
- **Hall and Hall (2003).** *Human relations in education*, Rontledge
- **Krishna murti, J. (1992).** *Education and world peace*. Krishnamurti foundation.
- **Parekh, B.C. (2000).** *Rethinking multiculturalism: Cultural diversity and Polical Theory*, Palograve.

SEMESTER-IV**PAPER-V**

COURSE TITLE: FOUNDATIONS OF CURRICULAM DEVELOPMENT
(CP- IV) (Opt: iv)

Time: 1.30 Hrs.

Total Marks: 50

Theory: 35

Sessional Work: 15

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Course Objectives: After Completion of Course the Students will be able to:

- Understand the concept of curriculum
- Differentiating curriculum and syllabus
- Discuss various Facets of curriculum
- Discuss theories and types of curriculum
- Explain the process of curriculum development
- Discuss the role of school philosophy in developing curriculum
- Differentiate between centralized and de-centralized curriculum
- Discuss the problem of curriculum load

SECTION-A

1. **Curriculum:** Concept, objectives and components
2. **Types of Curriculum:** (a) Subject Centered (b) Learner centered (c) Community centered

SECTION-B

Facets of Curriculum: Core-curriculum with special reference to Gandhian and Tagore's philosophy of education.

SECTION-C

Philosophical, Psychological and Sociological determinants of curriculum.

SECTION-D

1. **Curriculum Implementation:** Review and renewal of aim and processes.
2. Construction of curriculum vis-à-vis Teacher's role and support in transaction, development and research in curriculum

SEMESTER–IV

SESSIONAL WORK

Performance in unit tests and house examination	05 Marks
Attendance	02 Marks
Assignments on the following	08 Marks
<ul style="list-style-type: none"> Visiting and maintaining a reflective diary on institutions, like SCERT, school boards, National Organizations etc. with respect to curriculum design, implementation and review. 	

References:-

- Aggarwal, Deepak (2007):** *Curriculum development: Concept, Methods and Techniques*. New Delhi. Book Enclave.
- Aggarwal, J.C (1990).** *Curriculum Reform in India- World overviews*, Doaba World Education Series-3 Delhi, Doaba House, Book seller and Publisher.
- Arora, G.L. (1984):** *Reflections on Curriculum*. NCERT. Bhalla, Navneet (2007), Curriculum development Published by Author Press E35/103 Jawahar Park Laxmi Nagar, New Delhi-92.
- CIET (2006)** *The Process of Making National Curriculum Framework-2005: A Video documentary both in Hindi and English*, CIET, NCERT, New Delhi.
- CIET (2007)** *Curriculum Syllabus and Textbook: An Audio Interview with Sh. Rohit Dhankar*, Chairperson of the National Focus Group set up under NCF-2005 Process, CIET, NCERT, New Delhi
- Dewey, John (1966).** *The Child and the Curriculum*. The University of Chicago Press.
- Diamond Robert M. (1986)** *Designing and Improving Courses in Higher Education: A Systematic Approach*, California, Jossey-Bass Inc. Publication.
- Joseph, P.B. et al; (2000):** *Cultures of Curriculum (studies in Curriculum Theory)*. New York. Teacher College Press.
- McKernan, James (2007):** *Curriculum and Imagination: Process, Theory, Pedagogy and Action Research*. Routledge. U.K.
- NCERT (2000).** *National Curriculum Framework for School Education*, NCERT, New Delhi.
- NCERT (2000).** *National Curriculum Framework for School Education*, NCERT, New Delhi.
- NCERT (2005).** *National Curriculum Framework-2005*, NCERT, Sri Aurobindo Marg, New Delhi.
- NCERT (2005).** *National Curriculum Framework-2005*, NCERT, Sri Aurobindo Marg, New Delhi.
- NCTE (2009).** *National Curriculum Framework for Teacher Education*.
- Oliva, Peter F. (1988)** *Developing the Curriculum*. Scott, and Foresman and Co. Reddy, B. (2007): Principles of curriculum planning and development.
- Taba Hilda (1962)** *Curriculum Development: Theory and Practice*, New York, Harcourt Brace, Jovanovich Inc.
- Taba Hilda (1962)** *Curriculum Development: Theory and Practice*, New York, Harcourt Brace, Jovanovich Inc. Audio-Video CDs
- Wiles, J.W. & Joseph Bondi (2006):** *Curriculum Development: A Guide to Practice*. Pearson Publication

B.ED. TWO YEARS (SEMESTER I–IV)
(Syllabus for the Batch from Year 2020 to Year 2022)

SEMESTER–IV

PAPER–VI

**COURSE TITLE: Enhancing Learning through ICT
EPC–III**

Time: 1.30 Hrs.

Total Marks: 50

Internal Marks: 25

External marks: 25

Course Objectives: After Completion of Course the Students will be able to:

- To enable the student teachers to know about computer and its components.
- To enable the student teachers to make slide presentation.

SECTION–A

1. **ICT and Knowledge Construction in School Education:** Concept, Objectives and Importance
2. Functional knowledge of operating computers- Word processes, use of Power Point and Excel.
3. Browsing of Internet for Discerning and selecting relevant subject related information and their downloading for generating teaching learning material.

SECTION–B

1. Use of available software/C.D./ P.P.T. with LCD Projector for subject learning interaction.
2. Process of preparing project based lesson plan.
3. ICT Usage in Social Networking: Concept, Tools and Disadvantages.

Evaluation scheme

a) Internal

Attendance

05 Marks

Assignments on the following

20 Marks

(Any two of the following)

1. Preparation of five power point presentation slides.
2. Developing five project based lesson plan on a PC.
3. Developing a e-blog for sharing academic information, concerns, opinions etc and preparation of practical file.

b) External

Conduct of practical examination and viva voce by the external

25 Marks

Note:

- For internal evaluation a committee of three teachers (concerned teacher, HOD and a senior faculty nominated by the principal) will be constituted at the institution level and coordinated by the principal of the concerned college.
- The committee will assess the performance of the students and evaluate the records. The award list will be forwarded to the university by the principal of the institution.
- The record in the form of files, CD, pendrive be retained for at least three years in the institution.
- In case of any aberration or any complaint the university / external agency is authorized to review the internal awards.

References:-

Sharma, L. (2006). Computer Education. Ferozepur Cantt: Wintech Publications. Sinha, P.K. (1992). Computer Fundamentals. New Delhi: BPB.
Subramanian. N. (1988). Introduction to Computers (Fundamentals of Computer Science). New Delhi: Tata McGraw Hill.

SEMESTER–IV
PAPER–VII
COURSE TITLE: UNDERSTANDING THE SELF
EPC–IV

Total Marks: 50
Internal marks: 25
External marks: 25

Course Objectives: After Completion of Course, the Students will be able to:

- To help student teachers discover and develop open-mindedness, the attitude of a self-motivated learner, having self-knowledge and self-restraint.
- To help student teachers develop the capacity for sensitivity, sound communication skills and ways to establish peace and harmony.
- To develop the capacity to facilitate personal growth and social skills in their own students

Curriculum Transaction: In these workshops/ discourses sharing of case studies/ watching movies or documentaries, brain storming exercises, training session, physical excursions, meditations etc. should be encouraged. Students will write reflective journals and give feedback to each session and maintain record.

SECTION–A

EXPLORING THE AIM OF LIFE

Objectives

- To enable students to develop a vision of life for themselves.
- To encourage students to give conscious direction to their lives to take responsibility for their actions.
- To develop a holistic understanding of the human self and personality.

Workshop Themes

1. Understanding different dimensions of self and personality and way in which they influence the dynamics of identity formation, values and direction of life.
2. Philosophy of Yoga and its role in well-being.
3. Developing positivity, self-esteem and emotional integration.
4. Writing a self-reflective journal

SECTION–B

DEVELOPING SENSITIVITY

Objectives

- To enable students to examine and challenge the stereotypical attitudes and prejudices that influence identity formation and the process of individuation.
- To encourage students to develop the capacity for perspective taking and appreciating different points of view.
- To develop sensitivity towards needs of children by connecting with one's own childhood experiences

SEMESTER-IV

Workshop Themes

1. Defining consciously one's own values towards self and society and develop a capacity to understand and appreciate divergent points of view.
2. Developing the capacity for empathic listening and communication skills.
3. Understanding group dynamics and communication
4. Exploring and practicing ways to facilitate personal growth and develop social skills in students while teaching

Evaluation Scheme

a) Internal

Attendance

05 Marks

Sessional work related to Unit-I: 5 marks

Sessional work related to SECTION - B: 5 marks

Assignments on the following: 10 Marks

Writing of reflective journal

Participation in the workshops

b) External

25 Marks

1. Evaluation on the basis of reflective journal.
2. Evaluation of PPT Presentation on the report of yoga and its practices on the development of well being and viva will be done by the external.

Note:-

- For internal evaluation a committee of three teachers (concerned teacher, HOD and a senior faculty nominated by the principal) will be constituted at the institution level and coordinated by the principal of the concerned college.
- The committee will assess the performance of the students and evaluate the records. The award list will be forwarded to the university by the principal of the institution.
- The record in the form of files, CD, pendrive be retained for at least three years in the institution.
- In case of any aberration or any complaint the university / external agency is authorized to review the internal awards.

ESSENTIAL READINGS:-

- **Antoine de Saint-Exupery.** (1977). *The Little Prince*. London, UK:
- **Wordsworth** Edition Translated by Irene Testot-ferry (available in Hindi).
- **Dalal, A.S. (2001).** Our Many Selves. Pondicherry, India: *Sri Aurobindo Ashram*.
- **Frankl, V. (1946).** *Man's Search for Meaning*. New York: Pocket Books.
- **Joshi, K. (ed) (2005).** *The Aim of Life*. Auroville, India: Saiier.
- **Krishnamurti, J. (1953).** *Education and the Significance of Life*, Ojai,
- **California, USA:** Krishnamurti Foundation Trust.
- **NCERT, (2006).** *Education for Peace, Position Paper*. New Delhi: NCERT.
- **Walk with Me: A Guide for Inspiring Citizenship Action.** (2006). New Delhi: Pravah Pub.

Readings for Discussion:-

- **Bach, R. (1994).** Jonathan Livingston Seagull, London, UK: HarperCollins Publications.
- **Chatterjee, D. (1998).** *Leading Consciously*, MA, USA: Butterworth-

FACULTY OF EDUCATION

Syllabus for the Batch from Year 2020 to Year 2022

FOR

**M.Ed. (2 Years) (For Colleges)
(Semester I–IV)**

Examinations: 2020–22



**GURU NANAK DEV UNIVERSITY
AMRITSAR**

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M.ED. (2 YEARS) (COLLEGES)
(Syllabus for the Batch from Year 2020 to Year 2022)

SCHEME OF STUDIES

SEMESTER-I

All Papers are compulsory

Paper	Course Title		Total Marks	Credits		
				T	P	Internship
	FOUNDATION COURSES					
I	Philosophy of Education		100	4		
II	Psychology of Learning and Development		100	4		
III	Introduction to Educational Research Methodology		100	4		
IV	SPECIALISATION (Elementary/Secondary and Senior Secondary Stage) Students will choose one stage specific specialization					
IV-A	SPECIALISATION --- CORE COURSES There are core courses of 6 credits which are compulsory for all the students.					
	IV-A(E) Elementary stage specialisation	IV-A (S) Secondary and Senior Secondary stage specialisation				
	a) Institutions, Systems and structures at elementary school stage level	a) Institutions, Systems and structures at secondary and senior secondary school stage level	50	2		
	b) Elementary Stage – Status , Issues and Concerns	b) Secondary and senior secondary Stage – Status , Issues and Concerns	50	2		
	c) Elementary Stage- Curriculum, Pedagogy and Assessment	c) Secondary and senior secondary Stage- Curriculum, Pedagogy and Assessment	50	2		
Practicum-I	Communication and Expository Writing		25		1	
Practicum-II	Self-Development Programme		25		1	

Total Credits: 20

SEMESTER-II

All Papers are compulsory

Paper	Course Title	Total Marks	Credits		
			T	P	Internship
	FOUNDATION COURSES				
I	Sociology of Education	100	4		
II	Historical-Political Perspective of Education	100	4		
III	Education Studies	100	4		
IV	Fundamentals of Teacher Education	100	4		
V	Internship in Teacher Education Institution (Elementary /Secondary and Senior Secondary stage)	100			4
VI	*Dissertation (Formulation of Synopsis)	50		2	

Total Credits: 22

*Every candidate shall submit the synopsis on an educational problem under the guidance of a supervisor from department of the University/Institute/College upto 30th April.

M.ED. (2 YEARS) (COLLEGES)
(Syllabus for the Batch from Year 2020 to Year 2022)

SEMESTER-III

Paper	Course Title		Total Marks	Credits		
				T	P	Internship
	FOUNDATION COURSES					
I	Advanced Educational Research Methodology		100	4		
II	Trends in Teacher Education		100	4		
III	Curriculum Studies		100	4		
IV-B	SPECIALISATION – OPTIONAL COURSES Choose any one option from the following & chosen course will be continued in Semester IV :-					
	IV-B(E) Elementary stage specialisation (opt any one)	IV-B(S) Secondary and senior secondary stage specialisation (opt any one)				
	i)Curriculum Pedagogy and Assessment	i)Curriculum Pedagogy and Assessment	50	2		
	ii)Educational Planning, Economics and Policy	ii) Educational Planning , Economics and Policy	50	2		
	iii)Educational management, Administration and Leadership	iii)Educational management, Administration and Leadership	50	2		
	iv)Inclusive Education	iv)Inclusive Education	50	2		
	v)Educational Technology and ICT	v)Educational Technology and ICT	50	2		
V	Internship in a school with stage specific specialization (Four Weeks)		100			4
VI	*Dissertation (Data Collection)		50		2	

Total Credits: 20

*Candidate will go for field work and collect the data for dissertation in semester III preferably during Internship in School and submit the report to the supervisor.

M.ED. (2 YEARS) (COLLEGES)
(Syllabus for the Batch from Year 2020 to Year 2022)

SEMESTER-IV
SPECIALISATION – OPTIONAL COURSES
ELEMENTARY STAGE (E)

For further specialization, students will study three courses (each of credits 4) of the option IV-B (E-i,ii,iii,iv,v) as selected in Semester III

Paper	Course Title	Total Marks	Credits		
			T	P	Internship
IV-B (E-i)	Curriculum Pedagogy and Assessment				
	a) Advanced Curriculum Theory	100	4		
	b) Curriculum Transaction	100	4		
	c) Approaches to Curriculum Assessment	100	4		
IV-B (E-ii)	Educational Planning, Economics and Policy				
	a) Educational Planning	100	4		
	b) Educational Finance And Economics Of Education	100	4		
	c) Education Policy and Research	100	4		
IV-B (E-iii)	Educational Management, Administration and Leadership				
	a) School Management	100	4		
	b) School Administration	100	4		
	c) Educational Leadership	100	4		
IV-B (E-iv)	Inclusive Education				
	a) Education For Special Children	100	4		
	b) Gender, School And Society	100	4		
	c) Inclusive Education And Its Practices	100	4		
IV-B (E-v)	Educational Technology and ICT				
	a) ICT and Educational Technology	100	4		
	b) ICT in Education	100	4		
	c) Educational Media and Research In Classroom	100	4		
V	Academic Writing	50		2	
VI	*Dissertation	100		4	

Total Credits: 18

*(i) Dissertation shall be submitted upto 30th April. Under ordinary circumstances extension after semester IV will not be granted. However, one month extension under extra ordinary circumstances without late fee may be granted by Dean Academic Affairs, GNDU, Amritsar.

(ii) Every candidate shall be examined in viva-voce on his/her dissertation.

SEMESTER (I+II+III+IV) = 80 CREDITS

M.ED. (2 YEARS) (COLLEGES)
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SEMESTER-IV
SPECIALISATION – OPTIONAL COURSES
SECONDARY AND SENIOR SECONDARY STAGE (S)

For further specialization, students will study three courses (each of credits 4) of the option IV-B (S-i,ii,iii,iv,v) as selected in Semester III

Paper	Course Title	Total Marks	Credits		
			T	P	Internship
IV-B (S-i)	Curriculum Pedagogy and Assessment				
	a) Advanced Curriculum Theory	100	4		
	b) Curriculum Transaction	100	4		
	c) Approaches to Curriculum Assessment	100	4		
IV-B (S-ii)	Educational Planning, Economics and Policy				
	a) Educational Planning and Economics of Education	100	4		
	b) Educational Planning, Management and Financing of Education	100	4		
	c) Education Policy and Research	100	4		
IV-B (S-iii)	Educational Management, Administration and Leadership				
	a) Educational Management	100	4		
	b) Educational Administration	100	4		
	c) Leadership in Education	100	4		
IV-B (S-iv)	Inclusive Education				
	a) Inclusive Education for Children with Diverse Needs	100	4		
	b) Preparation and Management of inclusive education	100	4		
	c) Trends, Issues and Innovations in inclusive education	100	4		
IV-B (S-v)	Educational Technology and ICT				
	a) ICT and Educational Technology	100	4		
	b) Educational Technology and recent development	100	4		
	c) Latest trends in Educational Technology	100	4		
V	Academic Writing	50		2	
VI	*Dissertation	100		4	

Total Credits: 18

- *(i) Dissertation shall be submitted upto 30th April. Under ordinary circumstances extension after semester IV will not be granted. However, one month extension under extra ordinary circumstances without late fee may be granted by Dean Academic Affairs, GNDU, Amritsar.
- (ii) Every candidate shall be examined in viva-voce on his/her dissertation.

SEMESTER (I+II+III+IV) = 80 CREDITS

SEMESTER-I

PAPER-I: PHILOSOPHY OF EDUCATION

Time: 3 Hrs.

Credits: 4
Total Marks: 100
Theory: 70
Sessional Work: 30

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

On Completion of This Course the Students Will Be Able to:

- Develop an appreciation for the role of philosophy in guiding the teaching learning process of education.
- Understand the relationship between Philosophy and Education.
- Explain the modern concept of philosophy
- Gain insight of the basic Indian and Western concepts of education
- Develop a critical understanding of major modern educational philosophies
- Compare between different philosophies and their educational implications.

SECTION-A

Philosophy of Education

- a) Philosophy of Education -concept, nature, scope and functions.
- b) Relation between Philosophy and Education.
- c) National values as mentioned in Indian constitution and their educational implications.

SECTION-B

Philosophical Perspectives of Education

- a) Branches of Philosophy- metaphysics and education, epistemology and education, axiology and education.
- b) Modern concepts of Philosophy - logical analysis, logical empiricism and positive relativism.

SECTION-C

Education as Interdisciplinary Knowledge: Indian Perspective

- a) Vision derived from the synthesis of Indian Philosophies namely Sankhya, Vedanta, Buddhism, Jainism w.r.t. curricular subjects, methods of teaching-learning and evaluation, role of teacher, and nature of discipline.
- b) Critical analysis of thoughts of great educators:
Swami Vivekananda, Rabindranath Tagore, Mahatma Gandhi, Sri Aurobindo.

SECTION-D

Education as Interdisciplinary Knowledge: Western Perspective

- a) Vision derived from the different schools of thoughts namely Idealism, Naturalism, Pragmatism, Existentialism w.r.t. curricular subjects, methods of teaching-learning and evaluation, role of teacher, and nature of discipline.
- b) Critical Analysis of thoughts of Great Educators:
Rousseau, Karl Marx, John Dewey.

SEMESTER-I

SESSIONAL WORK

Marks: 30

- Assignments based on educational philosophy of any two philosophers (one western and one Indian) Tagore or Aurobindo and Karl Marx or Rousseau
- Presentation on various innovative concepts in the context of teaching –learning in various secondary and senior secondary schools followed by group discussion and report submission.

REFERENCES:-

1. Agrawal, S. (2007). *Philosophical Foundations of Education*. Delhi: Authors Press.
2. Brubacher, J. S. (1962). *Eclectic Philosophy of Education*. Prentice Hall, New Jersey: Engelwood Cliffs.
3. Brubacher, J. S. (1962). *Modern Philosophies of Education*. New York: McGraw Hill Book Company Inc.
4. Dhavan, M. L (2005). *Philosophy of Education*. Delhi: Isha Books.
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6. Kneller, G.F. (1963). *Foundations of Education*. London and New York: John Wiley and Sons, Inc.
7. Pandey, R.S. (1997). *East West Thoughts on Education*. Allahabad: Horizon Publishers.
8. Park, J. (1961). *The Philosophy of Education*. New York: Macmillan Company.
9. Phenix, P.H. (1960). *Philosophy of Education*. New York: Holt, Rinehart and Winston.
10. Sharma, A.P. (1997). *An Approach to Philosophy of Education*. Delhi: Indian Publications.
11. Sodhi, T.S. & Suri, A. (2003) *.Philosophical and Sociological Foundation of Education*. Patiala: Bawa Publications.
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14. http://www.mkgandhi.org/articles/g_edu.htm
15. <http://www.shreyasfoundation.in/gandhian-philosophy.html>
16. http://www.ncte-india.org/pub/gandhi/gandhi_0.htm
17. <http://infed.org/mobi/rabindranath-tagore-on-education/>
18. <http://visvabharati.ac.in/Rabindranath/Contents/RabindranathContents.htm?f=../Contents/education.htm>
19. [http://www.academia.edu/4659110/Rabindranath Tagore on Education](http://www.academia.edu/4659110/Rabindranath_Tagore_on_Education)
20. http://www.ncte-india.org/pub/aurobin/auro_0.htm
21. <http://schoolofeducators.com/2012/04/aurobindos-vision-on-education/>
22. [http://www.academia.edu/1231280/Understanding Indian-Value System through Sri Aurobindo s Education System](http://www.academia.edu/1231280/Understanding_Indian-Value_System_through_Sri_Aurobindo_s_Education_System)
23. [http://en.wikipedia.org/wiki/Teachings and philosophy of Swami Vivekananda](http://en.wikipedia.org/wiki/Teachings_and_philosophy_of_Swami_Vivekananda)
24. <http://www.publishyourarticles.net/knowledge-hub/education/aim-of-education-according-to-swami-vivekananda.html>
25. [http://en.wikipedia.org/wiki/John Dewey](http://en.wikipedia.org/wiki/John_Dewey)
26. http://eepat.net/doku.php?id=dewey_john
27. <http://infed.org/mobi/jean-jacques-rousseau-on-nature-wholeness-and-education/>
28. <http://snphilosophers2005.tripod.com/ternan.pdf>
29. <https://www.cpp.edu/~plin/l201/rousseau5.html>
30. <http://infed.org/mobi/karl-marx-and-education/>
31. <http://homepages.wmich.edu/~nbarnes/Document3.pdf>
32. <http://www.newfoundations.com/GALLERY/Marx.html>

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SEMESTER-I

PAPER-II: PSYCHOLOGY OF LEARNING AND DEVELOPMENT

Credits: 4

Time: 3 Hrs.

Total Marks: 100

Theory: 70

Practical: 30

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Course Objectives:

On Completion Of This Course the Students Will Be Able To:

- Understand the dynamics of individual development.
- Explain the different approaches concerning the process of learning and knowledge construction.
- Describe the group dynamics and social behaviour.
- Familiarize themselves with socio-emotional climate in the classroom.

SECTION-A

Human Development

- a) Concept of human development, stages of human development: physical, cognitive, social, emotional, psychological and moral.
- b) Nature and characteristics of Human Behaviour, Scientific ways of studying human behaviour and Factors affecting human behaviour.

SECTION-B

Understanding the Learner

- a) Stages of Cognitive Development (Piaget, Vygotsky)
- b) Information processing view of cognitive development (Sternberg & Atkinson).

SECTION-C

Process of Learning

- a) Theories of learning (Pavlov, Hull, Tolman, Lewin)
- b) Learning as construction of knowledge (with special reference to learner, teacher and learning environment), Learning as socio-culturally mediated process (Experiential learning, Cognitive negotiability, Socio-Cultural mediation)

SECTION-D

Dynamics of Social Development

- a) Concept, types of groups, interrelationship and interdependence between individual and group in learning environment.
- b) Socio- emotional climate in classroom with special reference to gender, differently abled and marginalised group.

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M.ED. (2 YEARS) (COLLEGES)
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SEMESTER-I

PRACTICAL

External Marks: 30

- **Administration and Interpretation of the following Experiments/ Tests: 20 Marks.**

Tests	Experiments
Verbal, Non-Verbal and Performance test of Intelligence	Learning Curve
Personality Inventory	Transfer of Training
Self-Concept Scale	
Adjustment Inventory	

Evaluation scheme for Practical: The practical examination will be conducted by the external examiner.

Practical file: 10 Marks

Conduct of Practical: 10 Marks

Viva: 10 Marks

REFERENCES:-

1. Allport, G.W. (1955). *Becoming basic considerations for a psychology of personality*. New York: Yale University Press.
2. Bandura, A. (1977). *Social learning theory*. Cliff. N.J: Prentice Hall.
3. Bhatia, K.K., Narang, C.L. & Sidhu, H.S. (2001). *Foundations of teaching learning process*. Ludhiana: Tandon Publishers.
4. Bickhard, M.H., & Chrisopher, J.C. (1994). *The Influence of early Experience on Human Personality Development*. New Ideas in Psychology.
5. Brown, R. (2000). *Group Processes: Dynamics Within and Between Groups*. (2nd Edition). Blackwell Publishers.
6. Bruner, R.F. (1978). *Psychology applied to teaching*. Boston: Houghton Mifflin.
7. Cattell, R.B. (1990). Advances in Cattellian personality theory. In L.A. Pervin (Ed.), *Handbook of personality: Theory and research* (pp. 101-110). New York: Guildford.
8. Chauhan, S.S. (2002). *Advanced educational psychology*. New Delhi: Vikas Publishing House.
9. Cruickshank, W.M. (1980). *Psychology of exceptional children and youth*. N.J.: Prentice Hall.

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SEMESTER-I

10. Dandapani, S. (2001) *Advanced educational psychology, (2nd edition)*, New Delhi, Anmol publications pvt Ltd.
11. Freud, S. (1961). *The ego and the id*. In J. Strachey (Ed. and Trans.), *The standard edition of the complete psychological works of Sigmund Freud* (Vol. 19, pp. 3 - 66). London: Hogarth Press. (Original work published 1923).
12. Gardner, H. (1983). *Frames of Mind: The theory of multiple intelligence*. New York: Basic Books.
13. Garret, H.E. (2005). *Statistics in psychology and education*. New Delhi: Paragon International Publishers.
14. Guilford, J.P. (1967). *Nature of human intelligence*. New York: McGraw Hill.
15. Hurlock, E.B. (1953). *Developmental psychology*. New York: Tata McGraw Hill Publishing Company Ltd.
16. Mangal S.K. (2002). *Advanced Educational Psychology*. New Delhi: Prentice Hall of India.
17. Minton, H.L. (1988). *Lewis M. Terman: pioneer in psychology testing*. New York, NY: New York University Press.
18. Piaget, J. (1999). *Judgment and reasoning in the child*. London: Routledge.
19. Santrock John (2011). *Educational Psychology*. (4th edition). Tata McGraw Hill.
20. Sekav, S.V.K. (2005). *Education Society and Pedagogy*. New Delhi: Arise Publishers and Distributors.
21. Srivastava, G.N.P. (1986) *Recent Approaches to Personality Study*. Agra: APRC
22. Wendy Conklin (2006). *Instructional Strategies for Diverse Learners- Practical*
23. Synder, C.R. & Shane J. Lopez (2007). *Positive psychology*. U.K.: SAGE Publications.
24. Vygotsky. L. (1986). *Thought and language* (A. Kazulin, Trans). Cambridge, M.A.: MIT Press.
25. Woolfolk, A. (2011). *Educational Psychology*. (9th edition). Pearson Publications Inc. and Dorling Kindersley Publishing Inc.

SEMESTER-I

PAPER-III: INTRODUCTION TO EDUCATIONAL RESEARCH METHODOLOGY

Credits: 4
Time: 3 Hrs.

Total Marks: 100
Theory: 70
Sessional Work: 30

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Course Objectives:

On completion of this course the students will be able to:

- Identify a research problem.
- Formulate research questions
- Review the literature for research purpose.
- Represent data graphically.
- Compute descriptive statistics

SECTION-A

1. Meaning, purpose and areas of educational research; Kinds of educational research: basic & applied research, evaluation research and action research, and their characteristics
Source of knowledge, the scientific approach to the knowledge generation: basic assumptions of science, scientific methods, Theory, nature and functions, The principle of evidence; Research paradigms in education: qualitative, mixed and, quantitative, and their characteristics.
2. Planning the research study: Sources of research problems, Review of the literature-purpose and resources; conducting the literature search: using databases and internet, internet search tools and quality of internet resources; Identification and Conceptualization of Research Problem: statement of problem, purpose, and research questions in qualitative and quantitative research; Formulation of Hypotheses.
3. Preparation of a Research Proposal: Framework of the research proposal and strategies for writing the research proposals. Ethics in educational research.

SECTION-B

1. Concept of population and its type, and sample, sampling unit, sampling frame, sample size, sampling error, representative and biased samples
2. Random Sampling Techniques: simple random sampling, systematic sampling, stratified random sampling, cluster sampling, and multi-stage sampling
3. Non- Random Sampling Techniques, convenience sampling, purposive sampling, quota sampling and snowball sampling ; Determining the sample size when using random sampling; Sampling in qualitative and mixed research

SEMESTER-I

SECTION-C

1. **Tests, Inventories and Scales:** Types and their Construction and Uses, identifying a tool using Reliability and Validity Information.
2. **Questionnaire:** Forms, Principles of Construction and their scope in Educational Research, Administration of Questionnaires.
Interview: Types, Characteristics and Applicability, Guidelines for Conducting Interviews.
3. **Qualitative and Quantitative Observation:** Use of the Checklist and Schedules, Time Sampling, Field Notes, Role of Researcher during observation, focus group discussion.

SECTION-D

1. **Data Types:** Nominal, Ordinal, Interval and Ratio; Data Levels: Individual and Group; Graphical Representation of Data.
2. **Description and Comparison of Groups:** Measures of Central Tendencies and Dispersion, Assumptions, Uses and Interpretation.
3. **Normal Distribution:** Theoretical and Empirical Distributions, Deviation from Normality and Underlying causes, Characteristics of Normal Probability Curve and its Applications, Relative Positions Percentile Rank z-scores.
4. **Examining Relationships:** Scatter plots and their interpretation Product Moment, Rank, theoretical understanding of Biserial, point-biserial, Tetra-choric, Partial and Multiple correlations
5. **Testing of Hypotheses-**Null and Alternative Hypotheses, Directional Alternative Hypotheses, Testing of Null Hypotheses, types of Error,

SESSIONAL WORK

Marks: 30

- Preparing a Research Article along with References (APA Style).
- Preparation of any three graphic designs based on statistical data.

REFERENCES:-

1. Best J.W. (1999). *Research in Education*, New Delhi: Prentice Hall of India Pvt. Ltd.
2. Borg, W.R. and Gall, M.D. (1983). *Educational Research – An Introduction*, New York: Longman, Inc.
3. Christensen, L. (2007). *Experimental Methodology*. Boston: Allyn & Bacon.
4. Clive Opie (2004). *Doing Educational Research- A Guide for First time researchers*. New Delhi: Vistar Publications.
5. Cohen, Lewis and Manion Lawrence (1994) *Research Methods in Education* New York: Holt Rinchart and Winston Inc.
6. Fraenkel, J.R., Wallen, N.E. (1996). *How to Design and Evaluate Research in Education*. New York: McGraw Hill.
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SEMESTER-I

8. Garrett, H.E. (1958). *Statistics in Psychology and Education*. Longman's green and Co. New York.
9. Kaul, Lokesh (1984). *Methodology of Educational Research*. New Delhi: Vikas Publications.
10. Keeves, John. P (ed.) (1990) *Educational Research Methodology and Measurement: An International Handbook*. New York: Pergamo Press
11. Kerlinger, F.N. (1986). *Foundations of Behavioural Research*. Fort Worth, TX: Harcourt Bmce Jovanovich.
12. Kirkpatrick, D.L. (2005). *Evaluating training Programmes: The four Levels*. San Francisco: Brrett-Kochler.
13. Jill Porter & Penny Lacey (2005). *Researching Learning Difficulties- A Guide for Practitioners*. Paul Chapman Publishing.
14. Pamela Maykut & Richard Morehouse (1994). *Beginning Qualitative Research- A Philosophic and Practical Guide*. The Falmer Press London. Washington D.C.
15. Patton. M.Q. (2002). *Qualitative Research and Evaluation Methods*. Thousand Oaks: C.A: Sage.
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17. Scott, David & Usher, Robin (1996). *Understanding Educational Research*. New York: Rout ledge.
18. Shank, G.D. (2002). *Qualitative Research*. Columbus, ott: Merill, Prentice Hall.
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20. Sharma, S.R. (2003). *Problems of Educational Research*. New Delhi: Anmol Publications Pvt. Ltd.
21. Stake, Robert E. (1995). *The Art of Case Study Research*. Thousand Oaks: C.A: Sage.
22. Travers, Robert M.W. (1978). *An Introduction to Educational research* (4th edition). London: MacMillan.
23. Van Dalen, Debonald, B. and Meyer, William J. (1979) *Understanding Educational Research: An Introduction*. New York: McGraw Hill.

SEMESTER-I

Specialisation–Core Course

PAPER-IV A (E)

**a) INSTITUTIONS, SYSTEMS AND STRUCTURES AT ELEMENTARY SCHOOL
STAGE LEVEL**

Credits: 2

Time: 1½ Hrs.

Total Marks: 50

Theory: 35

Sessional Work: 15

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Course Objectives:

On Completion of this course the students will be able to:

- Understand the various institutions of education
- Gain insight into the structure of elementary education
- Familiarize with the administrative system of elementary education

SECTION-A

System of Elementary Education in India

Elementary Education: Concept and development

SECTION-B

Structure of Elementary Education in India

Structure and Administrative System of Elementary Education:

- i. at state level
- ii. at national level

SECTION-C

Institutions of Elementary Education at national level

Institutions related to elementary education at national level: Structure and functions of SSA (Sarva Shiksha Abhiyan), NPE (National Policy on Education 1986, as modified in 1992), DPEP (District Primary Education Programme), ECCE (Early Childhood Care and Education)

SEMESTER-I

SECTION-D

Institutions of Elementary Education at State level

Institutions related to elementary education at state level: Structure and functions of State Board, with reference to Punjab (PSEB)

SESSIONAL WORK

Marks: 15

- Case study of Anganwadi, pre-school centres
- Study of present status of ECCE in a State/District

REFERENCES:-

1. Aggarwal, J.C. and Gupta, S. (2007). Early Childhood Care and Education (1st Ed.). Shipra Publications, New Delhi.
2. Government of India (1986). National Policy on Education, Department of Education, New Delhi. Mishra, R.C. (2005). Early Childhood Education Today, Prentice Hall Publisher
3. NCERT (2005). National Curriculum Framework, New Delhi.
4. NCTE (2005). Report on ECCE Teacher Education: Curriculum Framework and Syllabus Outline, New Delhi
5. NCERT (1964): "The Indian Year book of Education 1964." Second year Book, Elementary Education, NCERT, New Delhi.
6. Gupta, V.K & Gupta, Ankur (2005). *Development of education system in India*. Ludhiana: Vinod publication.
7. Jayapalan, N. (2002). *Problems of Indian education*. New Delhi: Bhargava Publication.
8. Sachadeva, M.S. & Umesh (2005). *A Modern approach to education in emerging Indian society*. Ludhiana: Vinod publication.
9. Sodhi, T.S. (2005). Development of Education System in India. Patiala: Bawa Publications.
10. http://en.wikipedia.org/wiki/Sarva_Shiksha_Abhiyan
11. http://www.karmayog.org/education/education_5295.htm
12. <http://www.educationforallinindia.com/page112.html>

SEMESTER-I**Specialisation–Core Course****PAPER-IV A (E)****b) ELEMENTARY STAGE – STATUS, ISSUES AND CONCERNS****Credits: 2****Time: 1½ Hrs.****Total Marks: 50****Theory: 35****Sessional Work: 15****Instructions for the Paper Setters:-**

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Course Objectives:-

On completion of this course the students will be able to:

- Understand the functions of elementary education.
- Gain insight into the status of elementary education.
- Familiarize with the present educational problems of elementary education.
- Critically appraise various aspects of elementary education.

SECTION-A**Elementary Education in India**

Status of elementary education in India with reference to Punjab State

SECTION-B

Universalization of Elementary Education (UEE): Issues and concerns

SECTION-C**Problems and Challenges of Elementary Education in India**

Problems and challenges of elementary education (access, enrolment, dropout, achievement and equality of educational opportunities, education of girls, disadvantaged and differently abled children)

SECTION-D

Government interventions for Quality concerns in Elementary Education with special emphasis on SSA and RTE.

SEMESTER-I

SESSIONAL WORK

Marks: 15

- Prepare a status report on elementary education in a chosen state or district with reference to classroom process, access, enrolment, retention/participation, dropout and learning achievement and present in a seminar.
- Evaluate a textbook of elementary class with reference to its adequacy and appropriateness in achieving expected learning outcomes in any subject.

REFERENCES:

1. Rao, V.K. (2007): *Universatisation of Elementary Education*. Indian Publishers, New Delhi.
2. Gupta, V.K. & Gupta, Ankur (2005). *Development of education system in India*. Ludhiana: Vinod publication.
3. Jayapalan, N. (2002). *Problems of Indian education*. New Delhi: Bhargava Publication.
4. Sachadeva, M.S. & Umesh (2005). *A Modern approach to education in emerging Indian society*. Ludhiana: Vinod publication.
5. Sodhi, T.S. (2005). *Development of Education System in India*. Patiala: Bawa Publications.
6. <http://ssa.nic.in/urban-docs/urban-papers/Status%20-%20Challenges%20in%20the%20Million%20Plus%20Cities-Updated%20Jul....pdf>
7. <http://www.teindia.nic.in/mhrd/50yrsedu/r/2R/7Q/2R7Q0101.htm>
8. <http://ssa.nic.in/>

SEMESTER-I
Specialisation-Core Course
PAPER-IV A (E)

c) ELEMENTARY STAGE- CURRICULUM, PEDAGOGY AND ASSESSMENT

Credits: 2
Time: 1½ Hrs.

Total Marks: 50
Theory: 35
Sessional Work: 15

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Course Objectives:

On completion of this course the students will be able to:

- Gain insight into the structure of curriculum and pedagogy
- Evolve concepts of pedagogical knowledge
- Familiarize with the assessments suggested with national reports
- Study various models of curriculum assessment

SECTION-A

Curriculum and Pedagogy

- a) Issues of teaching and learning, medium of instruction, personalizing 'construction of knowledge'.
- b) The process of transforming knowledge of specific subject matter into teaching material, and pedagogic strategies for elementary classroom.

SECTION-B

- a) Integrating pedagogical knowledge with knowledge about the Discipline, Curriculum, Context and Aims.
- b) Evolving Conceptions of knowledge in relation to aims of teaching and learning; Nurturing Inquiry and Supporting Children's Learning.

SECTION-C

Curriculum and Assessment

Assessment of curriculum suggested through the national report (NCF, 2005) on elementary stage education.

SECTION-D

Assessment Models of Curriculum Development

- a) Need Assessment Model, Futuristic Model
- b) Vocational / Training Model
(with special reference to analysis of needs, Selection of objectives, Selection and Organization of content / learning experiences and evaluation)

SEMESTER-I

SESSIONAL WORK

Marks: 15

- Preparing status report on elementary education in a chosen block/district with reference to enrolment, equity and achievement.
- Critical assessment of curriculum suggested through national report (NCF, 2005) on elementary education.

REFERENCES:-

1. NCERT (1991): Elementary Teacher Education Curriculum, Guidelines and Syllabi, New Delhi.
2. Aggarwal, Deepak (2007). *Curriculum development: Concept, Methods and Techniques*. New Delhi: Book Enclave
3. *Curriculum Organisation and Design*- Jack Walton, Great Briton
4. Daniel Tanner, Lawel N. Tannor (1975). *Curriculum Development theory into practice*. New York: Mac Millan Publishing Co. Inc.
5. Diamond Robert M. (1986). *Designing and Improving Courses in Higher Education: A Systematic Approach*. California: Jossey-Bass Inc. Publication.
6. Joseph, P.B. et al; (2000). *Cultures of Curriculum (studies in Curriculum Theory)*. New York: Teacher College Press.
7. Mrunalini Talla (2012). *Curriculum Development: Perspectives, Principles and Issues*, India: Pearson Education.
8. Oliva, Peter F. (1988) .Developing the Curriculum. Scott, and Foresman and Co.
9. Reddy, B. (2007). Principles of curriculum planning and development.
10. Taba Hilda (1962). *Curriculum Development: Theory and Practice*. New York: Harcourt Brace, Jovanovich Inc.
11. <http://www.ncert.nic.in/html/pdf/schoolcurriculum/ncfsc/ch2.pdf>
12. http://en.wikipedia.org/wiki/Continuous_and_Comprehensive_Evaluation
13. <http://www.cbse.nic.in/cce/index.html>

SEMESTER-I

Specialisation–Core Course

PAPER–IV A (S)

a) INSTITUTIONS, SYSTEMS AND STRUCTURES AT SECONDARY AND SENIOR SECONDARY SCHOOL STAGE LEVEL

Credits: 2

Time: 1½ Hrs.

Total Marks: 50

Theory: 35

Sessional Work: 15

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Course Objectives:

On Completion of this course the students will be able to:

- Understand the various institutions of secondary education
- Gain insight into the structure of secondary education
- Familiarize with the administrative system of secondary education

SECTION–A

System of Secondary Education in India

Secondary Education: Concept and development

SECTION–B

Structure of Secondary Education in India

Structure and Administrative System of secondary education:

- i) at state level
- ii) at national level

SECTION–C

Institutions of Secondary Education at National Level.

Institutions related to secondary education at national level: Structure and functions of CBSE (Central Board of Secondary education) ICSE (Indian Council of Secondary Education), NIOS (National Institute of Open Schooling)

SECTION–D

Institutions of Secondary Education at State Level.

Institutions related to secondary education at state level: Structure and functions of State Board, with reference to Punjab (PSEB)

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M.ED. (2 YEARS) (COLLEGES)
(Syllabus for the Batch from Year 2020 to Year 2022)

SEMESTER-I

SESSIONAL WORK

Marks: 15

Report on norms and conditions for affiliation to

- PSEB
- CBSE

REFERENCES:-

1. Aggarwal, J.C. & Gupta, S. (2007). *Secondary education-history, problem and management*. New Delhi: Shipra publications.
2. Nayak. A.K & Rao. V.K. (2010). *Secondary education*. Darya Ganj. New Delhi: Aph publishing house.
3. Mathur, S.S. (2011). *Teacher and secondary education*. Agra-2: Aggarwal publications.
4. Gupta, V.K. & Gupta, Ankur (2005). *Development of education system in India*. Ludhiana: Vinod publication.
5. Jayapalan, N. (2002). *Problems of Indian education*. New Delhi: Bhargava Publication.
6. Sachadeva, M.S. & Umesh (2005). *A Modern approach to education in emerging Indian society*. Ludhiana: Vinod publication.
7. Sodhi, T.S. (2005). *Development of Education System in India*. Patiala: Bawa Publications.
8. <http://cbse.nic.in/>
9. <http://www.nios.ac.in/>
10. <http://www.pseb.ac.in/>
11. http://en.wikipedia.org/wiki/Diet,_India
12. <http://www.educationforallinindia.com/page112.html>
13. http://en.wikipedia.org/wiki/Central_Institute_of_Educational_Technology
14. <http://ciet.nic.in/>

SEMESTER-I

Specialisation–Core Course

PAPER-IV A (S)

b) SECONDARY AND SENIOR SECONDARY STAGE – STATUS, ISSUES AND CONCERNS

Credits: 2

Time: 1½ Hrs.

Total Marks: 50

Theory: 35

Sessional Work: 15

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Course objectives:

On completion of this course the students will be able to:

- Understand the functions of secondary education
- Gain insight into the status of secondary education
- Familiarize with the present problems of secondary education
- Critically appraise various aspects of secondary education

SECTION-A

Secondary Education in India

Status of Secondary and Higher Secondary Education in India with reference to Punjab State

SECTION-B

Pedagogical Content Knowledge.

Universalization of Secondary Education (USE): Issues and Concerns

SECTION-C

Problems and Challenges of Secondary Education in India

Problems and challenges of secondary education (access, enrolment, dropout, achievement and equality of educational opportunities, education of girls, disadvantaged and differently abled children)

SECTION-D

Government interventions for Quality concerns in Secondary and Higher Secondary Education with special emphasis on RMSA.

SESSIONAL WORK

Marks: 15

- Critical analysis of present status of any secondary school.
- Report on problems and challenges of secondary education with special reference to girl child.

SEMESTER-I

REFERENCES:-

1. Aggarwal, J.C. & Gupta, S. (2007). *Secondary education-history, problem and management*. New Delhi: Shipra publications.
2. Nayak. A.K. & Rao. V.K. (2010). *Secondary education*. Darya Ganj. New Delhi: Aph publishing house.
3. Mathur, S.S. (2011). *Teacher and secondary education*. Agra-2: Aggarwal publications.
4. Gupta, V.K. & Gupta, Ankur (2005). *Development of education system in India*. Ludhiana: Vinod publication.
5. Jayapalan, N. (2002). *Problems of Indian education*. New Delhi: Bhargava Publication.
6. Sachadeva, M.S. & Umesh (2005). *A Modern approach to education in emerging Indian society*. Ludhiana: Vinod publication.
7. Sodhi, T.S. (2005). *Development of Education System in India*. Patiala: Bawa Publications.
8. http://www.ncert.nic.in/departments/nie/dse/deptt/activities/pdfs/chapter_1.pdf
9. <https://www.amrita.edu/news/national-conference-universalization-secondary-education>
10. <http://www.nuepa.org/Download/Publications/Create/PTA%202011/PTA63.pdf>

SEMESTER-I
Specialisation–Core Course
PAPER–IV A (S)

**c) SECONDARY AND SENIOR SECONDARY STAGE- CURRICULUM, PEDAGOGY
AND ASSESSMENT**

Credits: 2
Time: 1½ Hrs.

Total Marks: 50
Theory: 35
Sessional Work: 15

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Course Objectives

On completion of this course the students will be able to:

- Gain insight into the structure of curriculum and pedagogy
- Evolve concepts of pedagogical knowledge
- Familiarize with the assessments suggested by national reports
- Study various models of curriculum assessment

SECTION–A

Curriculum and Pedagogy

- a) Issues of teaching and learning, medium of instruction, personalizing ‘construction of knowledge’.
- b) The process of transforming knowledge of specific subject matter into teaching material, and pedagogic strategies for elementary classroom.

SECTION–B

Pedagogical Content Knowledge

- a) Integrating pedagogical knowledge with knowledge about the Discipline, Curriculum, Context and Aims.
- b) Evolving Conceptions of knowledge in relation to aims of teaching and learning; Nurturing Inquiry and Supporting Children’s Learning.

SECTION–C

Curriculum and Assessment

Assessment of curriculum suggested through the national report (NCF, 2005) on elementary stage education.

SECTION–D

Assessment Models of Curriculum Development

- a) Need Assessment Model, Futuristic Model
- b) Vocational / Training Model
(with special reference to analysis of needs, Selection of objectives, Selection and Organization of content / learning experiences and evaluation)

SEMESTER-I**SESSIONAL WORK****Marks: 15**

- Critical assessment of curriculum suggested through national report (NCF, 2005) on secondary education
- Critical assessment of any one model of development of curriculum (need assessment model, futuristic model, vocational / training model)

REFERENCES:-

1. Aggarwal, Deepak (2007). *Curriculum development: Concept, Methods and Techniques*. New Delhi: Book Enclave
2. Daniel Tanner, Lawel N. Tannor (1975). *Curriculum Development theory into practice*. New York: Macmillan Publishing Co. Inc.
3. Diamond Robert M. (1986). *Designing and Improving Courses in Higher Education: A Systematic Approach*. California: Jossey-Bass Inc. Publication.
4. Joseph, P.B. et al; (2000). *Cultures of Curriculum (studies in Curriculum Theory)*. New York: Teacher College Press.
5. Mrunalini Talla (2012). *Curriculum Development: Perspectives, Principles and Issues*, India: Pearson Education.
6. NCERT (2005). *National Curriculum Framework*. New Delhi
7. Oliva, Peter F. (1988). *Developing the Curriculum*. Scott and Foresman and Co.
8. Reddy, B. (2007). *Principles of curriculum planning and development*.
9. Taba Hilda (1962). *Curriculum Development: Theory and Practice*. New York: Harcourt Brace, Jovanovich Inc.

SEMESTER-I**PRACTICUM-I: COMMUNICATION AND EXPOSITORY WRITING****Credit: 1****Total Marks: 25
(Internal)****Course objectives**

On the completion of the course the Students will be able to:

- Enhance their ability to listen, converse, speak, present, explain and explicit their ideas
- Understand the basics of communication
- Be a good and effective speaker and listener
- To perform Expository writing

SECTION-A**Communication**

- a) Concept, Process and Barriers to Effective Communication
- b) Types of Communication, Do's and Don'ts of Effective communication
- c) Principles of Effective Speaking and listening, Essentials of good presentation of thesis

SECTION-B**Expository Writing**

- a) Concept, Aims and Different Patterns/ Strategies of Expository Writing
- b) Types of Expository Writing
- c) Steps to be followed in Expository Writing of a thesis/report

Note:-

- The course has to be taught through workshops based on ICT and Educational Technology.
- For internal evaluation a committee of three teachers (concerned teacher, HOD and a senior faculty nominated by the principal) will be constituted at the institution level and coordinated by the principal of the concerned college.
- The committee will assess the performance of the students and evaluate the records. The award list will be forwarded to the university by the principal of the institution.
- The record in the form of files, CD, pendrive be retained for at least three years in the institution.
- In case of any aberration or any complaint the university / external agency is authorized to review the internal awards.

SEMESTER-I

REFERENCES:

1. Bhushan, A. & Ahuja, M. (2003): *Educational Technology; Theory & Practice (2nd Edition)*. Patiala: Bawa Publications.
2. Das, R.C. (1993): *Educational Technology: A Basic Text*. New Delhi: Sterling Publishers Private Limited.
3. Erikson, B. (1969). *A Systems Approach to Education, Educational Technology, Vol. IX. No.6*.
4. Marshall, E (1998). *The Marshall Plan for Novel Writing*. Cincinnati, OH: Writer's Digest Books.
5. Mehra, V. (2004). *Educational Technology*. New Delhi: SSP.
6. Mohanty, (1992). *Educational Technology*. New Delhi: Deep and Deep Publications.
7. Morrell, JP (2006). *Between the Lines: Master the Subtle Elements of Fiction Writing*. Cincinnati, OH: Writer's Digest Books.
8. Rozakis, Laurie E (2003). [*Complete Idiot's Guide to Grammar and Style*](#). Penguin.
9. Selgin, P (2007). *By Cunning & Craft: Sound Advice and Practical Wisdom for fiction writers*. Cincinnati, OH: Writer's Digest Books.
10. <http://grammar.about.com>
11. <http://study.com/academy/lesson/what-is-expository-writing-definition-examples.html>
12. <http://time4writing.com>
13. <http://web.alsde.edu>

SEMESTER-I

PRACTICUM-II: SELF DEVELOPMENT

Credit: 1

**Total Marks: 25 (Internal)
28 Hours**

Course objectives

On the completion of this course Students will be able to:

- Develop Self Concept
- Understand the importance of Society and Education in Self Development
- Reinforce the gender roles in Self Development
- Perform Yoga for their mental and physical well being

SECTION-A

Concept of Self

- a) Understanding the Self: Individual vs. Social Being. (1 hr)
- b) Carl Roger's Theory of Self-Actualization in relation to develop actualized Individual Self. (1 hr)
- c) Albert Bandura's Theory of Self-Efficacy in relation to develop efficacy of Individual. (1 hr)
- d) Implementation of Interventions as conceptualized by the Institution (workshops, exercise sessions, meditation sessions, yogic exercises). (7 hrs)

SECTION-B

Education Development

- a) Understanding the Code of Ethics as conceptualized by UGC & NCTE. (2 hrs)
- b) Workshop sessions for developing etiquettes/mannerism (in educational setting, social setting & personal setting) (4 hrs)
- c) Workshop sessions for developing decision-making skills (Decision Tree, SWOT Analysis). (4 hrs)
- d) Workshop sessions for developing problem solving ability skills (Brainstorming, Appreciative Inquiry). (4 hrs)
- e) Workshop sessions for developing writing skills (Bottom-up Approach, Top-down Approach). (4 hrs)

NOTE:-

- The Course has to be taught with the help of different workshops based on above themes and allied areas.
- Students will write an introspective report after each work.
- For internal evaluation a committee of three teachers (concerned teacher, HOD and a senior faculty nominated by the principal) will be constituted at the institution level and coordinated by the principal of the concerned college.
- The committee will assess the performance of the students and evaluate the records. The award list will be forwarded to the university by the principal of the institution.
- The record in the form of files, CD, pendrive be retained for at least three years in the institution.
- In case of any aberration or any complaint the university / external agency is authorized to review the internal awards.

M.ED. (2 YEARS) (COLLEGES)
(Syllabus for the Batch from Year 2020 to Year 2022)

SEMESTER-I

REFERENCES:-

1. Baron, R.A. (2007). *Psychology*. India: Porling Kindersley & Pearson Education.
2. Bob Aubrey (2010). *Managing Your Aspirations: Developing Personal Enterprise in the Global Workplace*. McGraw-Hill.
3. Booth, T., Ainscow, M., Black- Hawkins, K., Vaughan, M., & Shaw, L. (2000). *Index for Inclusion: Developing Learning and Participation in Schools*. Centre for Studies on Inclusive Education
4. Chauhan, S.S. (1978). *Advanced Educational Psychology*. New Delhi: Vikas Publishing House.
5. Dececco, J.P. (1968). *The Psychology of Learning and Instruction*. New Delhi: Prentice Hall of India.
6. Hamilton, Mark (1993). [*The Self-Leader*](#). Amazon.com: NEO-TECH BOOKS.
7. Lazrus, Richard, S. (1963). *Personality and Adjustment*. Englewood Cliffs: Prentice Hall.
8. [Rahman, M. A. \(1993\). *People's self-development: perspectives on participatory action research. A journey through experience.*](#)
9. Rajbir Singh (2007). *Psychology of Well Being*. New Delhi: Global Vision Publishing House.
10. Snyder, C. R. & Lopez, S. J. (2008). *Positive Psychology*. New Delhi: Sage Publications India Pvt. Ltd.

SEMESTER-II**PAPER-I: SOCIOLOGY OF EDUCATION**

Credits: 4
Time: 3 Hrs.

Total Marks: 100
Theory: 70
Sessional Work: 30

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Course Objectives

On completion of this course, the students will be able to:

- Understand the nature of education as a social sub- system.
- Analyze education from different sociological perspectives and theoretical framework.
- Understand educational institution as an agency of socialization.
- Reflect upon educational problems and issues related to the weaker sections of the society.
- Know how education is embedded in social structure and culture.

SECTION-A**Education and Sociology**

- (a) Concept and nature of sociology of Education, Difference between Sociology of Education and Educational Sociology; Social organization; Social groups; Social stratification and Social mobility.
- (b) Education as a social sub- system.

SECTION-B**Social Change and Socialization**

- (a) **Social Change:** Meaning and Nature, Constraints and factors (Caste, Ethnicity, Language, Class, Religion and Regionalism) of social change in India.
- (b) Process of socialization and acculturation of the child - critical appraisal of the role of school, parents, peer group and the community.

SECTION-C**Socio Cultural Context of Education**

- (a) Education as related to Social Equity (with special reference to SC, ST, Women and Rural Population).
- (b) Equality of Educational opportunities (with special reference to SC, ST, Women and Rural Population).

SEMESTER-II

SECTION-D

Education and Culture

- (a) Concepts of Culture, Sub-Culture and Multiculturalism. Relationship between culture and education; Cultural determinants of education.
- (b) Goals and Characteristics, Dimensions of Multicultural Education (Content Integration, Knowledge Construction, Equity Pedagogy, Prejudice Reduction, School Culture).

SESSIONAL WORK

Marks: 30

- Assignments based on status of education of socio-economically disadvantaged children of India.
- Report of critical analysis of educational opportunities with reference to gender.

REFERENCES:-

1. Brambeck, C. S. (1966). *Social Foundation of Education - A Cross Cultural Approach*. New York: John Wiley.
2. Banks, J. (2004). Approaches to multicultural curriculum reform. In J. Banks & C. Banks (Eds.), *Multicultural education: Issues and perspectives*. San Francisco, CA: Jossey-Bass.
3. Banks, J. (2004). Multicultural education: Characteristics and goals. In J. Banks & C. Banks (Eds.), *Multicultural education: Issues and perspectives*. San Francisco, CA: Jossey-Bass.
4. Brookover, W.B, and Erickson. E.L. (1973). *Sociology of Education Illinois*. The Dorsey Press.
5. Chandra, S.S. (1996). *Sociology of Education*. Guwahati, Eastern Book House.
6. Chesler, M.A. & Cave, W.M. (1981). *Sociology of Education*. New York: Macmillan Publishing co, Inc.
7. Coffey, A. (2001). *Education and Social Change*. Buckingham: Open University Press.
8. Hallinan, M.T. (Eds). (1987). *Social Organisation of Schools*. New York: Plenum Press.
9. Hallinan, M.T. (Eds). (2000). *Handbook of the Sociology of Education*. USA: Springer.
10. Hunt, M.P. (1973). *Foundation of Education Social and Cultural Perspectives*. New York: Halt, Rinehart and Winston.
11. Havighurst, Robert et al. (1995). *Society and Education*. Baston: Allyn and Bacon.
12. Inkeles, Alex. (1987). *What is Sociology?* New Delhi: Prentice Hall of India.
13. Maunheim, K. et al. (1962). *An Introduction to Sociology of Education*. London: Routledge and Kegan Paul.
14. Mathur, S.S. (1985). *A Sociological Approach to Indian Education*. Agra: Vinod Pustak Mandir.
15. Mossish, loor. (1972). *Sociology of Education: An Introduction*. London: George Allen and Unwin.
16. Meighan, R.A. (1986). *Sociology of Education*. London: Cassell Education Ltd.
17. Mohanty, Jagannath. (2005). *Teaching of Sociology New Trends and Innovations*. New Delhi: Deep and Deep Publication Pvt. Ltd.
18. Mujibul Hasan Siddiqu. (2009). *Philosophical and Sociological Perspectives in Education*. New Delhi: A.P.H. Publishing Corporation.
19. Parelius, A.P. & Parelius, T.J. (1978). *The Sociology of Education*. New Jersey: Prentice Hall Inc.

SEMESTER-II

PAPER-II: HISTORICAL-POLITICAL PERSPECTIVE OF EDUCATION

Credits: 4
Time: 3 Hrs.

Total Marks: 100
Theory: 70
Sessional Work: 30

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Course Objectives

On completion of this course the students will be able to:

- Gain insight into the ancient Indian education system.
- Understand the general development and progress of education prior to independence and after independence.
- Familiarize with the landmarks of education structure existing in India.
- Reflect on changing political context of education and support system of education.

SECTION-A

Progress of Education in Ancient Indian Education in the period of

- a) Vedanta
- b) Buddhism
- c) Jainism
- d) Islamic

In terms of social thinking, political perspective, historical scenario (personalities and events) and religious dominance during respective period.

SECTION-B

Progress of Education in British Period

Review of British period of Education, with reference to:

- a) Macaulay's Minutes
- b) Woods Despatch
- c) Sargent Commission.

SECTION-C

Progress of Education after Independence

- a) Constitutional Provision for Education
- b) University Education Commission (1948), Secondary Education Commission (1952-53), Indian Education Commission (1964-66)
- c) National Policy on Education (1986), Modified Programme of Action (1992)

SEMESTER-II

SECTION-D

Educational Transformation and Political Process

- a) Dynamic relationship of education with political process.
- b) Process related to the role of educational transformation in national development, National Values as enshrined in the Indian Constitution and their educational implications.

SESSIONAL WORK

Marks: 30

- Prepare a reflective report on the salient features of NPE-1986, 1992
- Critical assessment of educational implications of any one philosophy (Vedanta, Buddhism, Jainism, Islamic.)

REFERENCES:-

1. Aggarwal, J.C. (1993): Landmarks in the History of Modern Indian Education. Vikas Publishing House, New Delhi.
2. Aggarwal, J.C. (2002): Development and Planning of Modern Education. Vikas Publishing House, New Delhi
3. Baskin, Wade. (1966). *Classics in Education*. Vision: Press London.
4. Brubacher, John S. (1969). *Modern Philosophies of Education*. New Delhi: Tata McGraw Hill.
5. Broudy, H.S. (1977). *Building a Philosophy of Education*. New York: Krieger.
6. Chauble, S. P. (1955). *A History of Education*. Allahabad: Bharat Publication.
7. Dupuis, A.M. (1972). *Philosophy of Education in Historical Perspective*. New Delhi: Thomson Press.
8. Gore, M.S. (1984). *Education and Modernization in India*. Jaipur: Rawat Publishers.
9. Karbir Humayun. (1961). *Education in New India*. Asia Publishing House.
10. Kneller, George F. (1978). *Foundations of Education*. John Wiley and Sons.
11. Mukherjee, S.N. (1955). *History of Education in India*. Baroda: Acharya Book Depot. New Delhi: National Publishing House.
12. Mukerji S. N. (1960). *Education in India To-day & Tomorrow*. Baroda: Acharya Book.
13. Narvane, V.S. (1978). *Modern Indian Thought*. , New York: Orient Longmans Ltd.
14. Nurullah & Naik. (1951). *History of Indian Education*. Bombay: Macmillan & Co.
15. Power, Edmund, J., Main Currents in the History of Education, McGraw Hill Book Co.Inc., New York, 1962.
16. Panday, V.C. (2005). *Value Education and Education for Human Rights*. Delhi: Isha Books.
17. Passi, B. K. (2004). *Value Education*. Agra: National Psychological Corporation.
18. Rawat, P.L. (1956). *History of Indian Education*. AryaBhait Publication.
19. Sandeep, P. & C. Madhumathi (2008). *Philosophical and Sociological Foundations of Education*. Secunderabad: Veera Educational Services & Consultants Pvt. Ltd.
20. Shanna, Ramnath. (2000). *Textbook of Educational Philosophy*. New Delhi: Kanishka publishers.
21. Sharma, Yogendra K. (2001). *History & Problems of Education*. Vol I. New Delhi.
22. Somnath, Agrawal. (2007). *Philosophical Foundations of Education*. Authors Press.
23. Taneja, V.R. (2006): Foundation of Education. Mahindra Capital Publishers, Chandigarh.
24. Thakur, A. S. & Berwal, S. (2007). *Education in Emerging Indian Society*. Vikas Publication.
25. Wing Max (1975). *Philosophies of Education – An Introduction*, London: Oxford University Press.

SEMESTER-II**PAPER-III: EDUCATION STUDIES**

Credit: 4
Time: 3 Hrs.

Total Marks: 100
Theory: 70
Sessional Work: 30

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Course Objectives:

On the completion of the course the students will be able to

- Understand interdisciplinary nature of education
- Explore education system in India
- Understand various types of institutions in India
- Understand Contemporary concerns of policy practices

SECTION-A**Education as a Discipline**

- a) **Education as a Discipline:** Concept, parameters.
- b) Concept and forms of Knowledge, Interdisciplinary nature of education with respect to different disciplines.

SECTION-B**Education System in India**

- a) Pre-primary, Primary, Secondary, Higher Secondary, Higher Education
- b) **Types of Institutions:** Government and non-government (private, public, public private partnership and NGO) with reference to their affiliations and functions.

SECTION-C**Contemporary Concerns of Policy Practices**

- a) Contemporary concerns of education for marginalized groups, differently abled, gender.
- b) Education for Human Resource Development, excellence in quality of Life.
As reflected in educational policies (National Policy on Education (1986), Modified Programme of Action (1992), Five year plans, RUSA, RMSA, SSA, RTE 2009.)

SECTION-D**Educational Textbooks: Indian/Western Thinkers**

- a) 'On Education' by Jiddu Krishnamurti
- b) 'The Education of Man' by Friedrich Froebel
- c) 'On Education' by Bertrand Russell

SEMESTER-II

SESSIONAL WORK

Marks: 30

- Read and reflect on the below mentioned books
 - i. Wings of Fire (APJ Abdul Kalam)
 - ii. The Discovery of India (Jawaharlal Nehru)
- Presentation on the practices that can be implemented for improving the quality of life of marginalized groups.

REFERENCES:-

1. Aggarwal, J.C. (1993). *Landmarks in the History of Modern Indian Education*. New Delhi: Vikas Publishing House.
2. Aggarwal, J.C. (2004). *Development of Education system in India*. New Delhi: Shipra Publications.
3. Bhatia, K.K. (2008). *Development of Education System in India*. Ludhiana: Tandon Publications.
4. Chand, T. (2005). *Development of Educational system in India*. New Delhi: Anmol Publications.
5. Ghosh, S. (2009). *Education in Emerging Indian Society: The Challenges and Issues*. New Delhi: PHI Learning Private Ltd.
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11. Dearden R. F. (1984). *Theory and practice in Education*. Routledge K Kegan & Paul.
12. Dewey, J. (1916/1977). *Democracy and Education: An introduction to the philosophy of education*. New York: Macmillan.
13. NCTE (2009) *National Curriculum Framework for Teacher Education*. New Delhi.
14. NCERT (2005). *National curriculum framework*, New Delhi.
15. Peters, R.S. (1967). *The Concept of education*. United Kingdom: Routledge.
16. http://en.wikipedia.org/wiki/Education_in_India
17. <http://www.expatarrivals.com/india/education-and-schools-in-india>
18. <http://www.indiaeducation.net/cbse/objectives.aspx>
19. <http://www.slideshare.net/PlanComIndia/school-education-and-literacy-in-the12th-plan>
20. <http://www.indiaeducationreview.com/article/approach-education-twelfth-five-year-plan>
21. <http://mhrd.gov.in/rmsa>
22. <http://www.rmsaindia.org/en/>
23. http://en.wikipedia.org/wiki/Right_of_Children_to_Free_and_Compulsory_Education_Act
24. <http://righttoeducation.in/>
25. <http://mhrd.gov.in/rte>
26. http://books.google.co.in/books/about/On_Education.html?id=puY_55fBtJgC&redir_esc=y
27. <https://books.google.co.in/books?id=IbIpkb-7RRAC&printsec=frontcover&dq=inauthor:%22Jiddu+Krishnamurti%22&hl=en&sa=X&ei=8rUbVZmNJJDDauQSKwIKYCQ&ved=0CEkQ6AEwCA#v=onepage&q&f=false>
28. http://en.wikipedia.org/wiki/Wings_of_Fire
29. <https://books.google.co.in/books?id=rZyaL8bPaW4C&printsec=frontcover&dq=inauthor:%22Friedrich+Froebel%22&hl=en&sa=X&ei=m7gbVa2tL8KiugTy3oDICA&ved=0CB0Q6AEwA#v=onepage&q&f=false>

SEMESTER-II

PAPER-IV: FUNDAMENTALS OF TEACHER EDUCATION

Credits: 4
Time: 3 Hrs.

Total Marks: 100
Theory: 70
Sessional Work: 30

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Course Objectives:

On completion of this course the students will be able to:

- Understand the objectives of NCF (2005) and NCFTE (2009).
- Familiarize with different modes of pre service teacher education.
- Gain insight into the transactional approaches for foundational and developmental courses.
- Know the different modes of in service teacher education
- Evaluate various components of a pre-service and in-service teacher education programs

SECTION-A

Structure and Modes of Pre-service Teacher Education

- a) Pre-service teacher education – concept, nature, objectives, vision and structure, w.r.t. NCF (2005) , NCFTE (2009)
- b) Student teacher as an adult learner – characteristics. Concept of andragogy and its principles.
- c) Modes of pre-service teacher education – face-to-face (linear and integrated), distance and online – relative merits and limitations

SECTION-B

Organization of Different Components of Teacher Education Curriculum

- a) Transactional approaches for the foundation courses – Expository, Participatory, Collaborative, Peer Coaching, and Inquiry. Scope and possibilities for organization and evaluation
- b) Transactional approaches for the skill and competency development courses – need for awareness-modeling-analysis-practice-feedback cycle – scope and possibilities for organization and evaluation – practicum records and portfolio assessment
- c) Concept and scope of school based practicum and internship – the existing practices, their nature, objectives, organization and duration. Activities and experiences in pre-internship, internship and post-internship

SEMESTER-II

SECTION-C

In-service Teacher Education in India – Concept, Structure and Modes

- a) Concept, need for continuing professional development of a teacher – areas of professional development. Purpose of an in-service teacher education programme – orientation, refresher, workshop, seminar and conference – their meaning and objectives
- b) The structure for in-service teacher education – district, state, regional and national level agencies and institutions.
- c) Modes of in-service teacher education: - Modes of in-service teacher education – face-to-face, distance mode, online and mixed mode. - induction, one shot, recurrent, cascade, multi-site, school based and course work scope, merits and limitations of each of them

SECTION-D

Planning, Organising and Evaluating an In-service Teacher Education

- a) Designing an in-service teacher education programme – steps and guidelines – assessment of training needs, formulation of training curriculum, preparation of course material
- b) Organizing an in-service teacher education programme – common problems faced by a teacher educator and guidelines for communication, arrangement, preparation, facilitating participation and collecting feedback and evaluation.
- c) Qualities and characteristics of an effective in-service teacher educator

SESSIONAL WORK

Marks: 30

- Critical analysis of teacher education programme at secondary stage, implemented by NCTE.
- Record to be submitted on reflections during internship and study of the teacher education on instructional and evaluation practices.

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1. Balsare Maitraya (2005). *Administration and Reorganisation of teacher education*. New Delhi India: Kanishka Publishers.
2. Beck, Clive & Clark Kosnik Albany (2006). *Innovations in Teacher Education: A Social Constructivist approach*. State University of York.
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13. Linda Darling, Hammond & John Bransford (2005). *Preparing Teachers for a changing World*. John Wiley & Son Francisco.
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20. Ram, S. (1999). *Current Issues in Teacher Education*. New Delhi: Sarup & Sons Publications
21. Rao, Digumarti Bhaskara (1998). *Teacher Education in India*. New Delhi: Discovery Publishing House.
22. Reimers, Eleonora Villegas (2003). *Teacher Professional development: an international review of the literature*. Paris: UNESCO: IIEP
23. Schon, D. (1987). *Educating the Reflective Practitioner: Towards a New Design for Teaching and Learning in the Professions*. New York: Basic Books.
24. Sharma, Jagdish Prasad (2009). *Teacher Education*. New Delhi: Centrum Press.
25. Sharma, R.A. (2008). *Distance Education*. Merrut: International Publishing.
26. Siddiqui, M.A. (1993). *In-Service Education of Teachers*. NCERT. New Delhi.
27. Singh U.K and Sudershan K.N (2005). *Teacher Education*. New Delhi: Discovery Publishing House.
28. Srivastava, G.N. Prakash (2004). *Perspectives in Teacher Education*. New Delhi: Concept Publishing House.
29. Tomar Monica and Scrita (2007). *Teacher Education: Making education effective*. Delhi: Isha Books.
30. Yadav, M.S. & Lakshmi, T.K.S. (2003). *Conceptual inputs for Secondary Teacher Education: The instructional Role*. India, NCTE. 44
31. Mathur, SS and Agarwal P. (2011). *Teacher and Secondary Education*. Agra: Aggarwal Publications.
32. Sharma, S.P., (2012). *Teacher Education Principles theories and Practices (2nd Edition)*. New Delhi. Kanishka Publishers.

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SEMESTER-II

PAPER-V

**INTERNSHIP IN TEACHER EDUCATION INSTITUTION
(ELEMENTARY/SECONDARY AND SENIOR SECONDARY STAGE)**

Credits: 4

Marks: 100 (Sessional)

Duration: 4 weeks

- Internship of 4 weeks in a teacher Education institute relevant to the area of specialization (Elementary / Secondary / Senior Secondary) is compulsory.
- Interns will be evaluated at institution level by the teacher educator. The distribution of 100 marks of internship will be as under:

a) Performance in teaching B.Ed. Classes	20
b) Performance in 2 demonstration lessons.	20
c) Preparation of 10 lessons plans (5 composite + 5 based on different models) in school subjects.	20
d) Preparation of a Question paper/ Rating scale.	10
e) Resources used during teaching program. (Aids/Innovations)	10
f) Observation/Reflection of at least 10 lessons delivered by peer group.	10
g) Field report based on the area of specialization.	10

The Sessional Work will be evaluated by the supervisor and principal of institution where internship is being organised co-ordinated by Principal of the College/Head of the Department where student is studying. The student will also seek a certificate from the Principal of the Institution where internship is being organized counter signed by the supervisor and Principal of the College/Head of the Department.

- **The records be retain for at least three years in the institution.**
- **In case of any aberration or any complaint the university / external agency is authorized to review the internal awards.**

SEMESTER-II

PAPER-VI: DISSERTATION (FORMULATION OF SYNOPSIS)

Credits: 2

Marks: 50 (25 Internal & 25 External)

Every candidate shall submit the synopsis on an educational problem under the guidance of supervisor from the college at the end of semester II up to 30th April. This must be finalized in in-house interaction meet of the research committee (at least three members) formulated in the College by the Principal. For internal evaluation a committee of three members (supervisor, HOD and a senior faculty nominated by the principal) will be constituted. The synopsis will be externally evaluated by the members of the Board of Studies constituted by Guru Nanak Dev University, Amritsar.

SEMESTER-III

PAPER-I: ADVANCED EDUCATIONAL RESEARCH METHODOLOGY

Credits: 4
Time: 3 Hrs.

Total Marks: 100
Theory: 70
Sessional Work: 30

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Course Objectives:-

On completion of this course the students will be able to:

- Understand the different research methodologies.
- Gain insight and reflect upon various issues and problems of educational research.
- Use different statistical techniques for analysis of data.

SECTION-A

1. **Experimental Research:** Nature of experimental research, Variables in experimental research - independent, dependent and confounding variables; ways to manipulate an independent variable, purpose and methods of control of confounding variables
Experimental Research designs: Single-Group Pre-test - Post-test Design, Pre-test - Post-test Control-Group Design, Post-test only Control-Group Design, and Factorial Design
Quasi-Experimental Designs: Non-equivalent Comparison Group Design, and Time-Series Design
Internal and external validity of results in experimental research
2. Steps in Non- Experimental Research; Simple cases of Casual-Comparative and Correlational research; necessary conditions for causation
Techniques of control: matching, holding the extraneous variable constant and statistical control
3. **Classification by Time:** Cross-sectional, Longitudinal (Trend and Panel studies), and Retrospective; and classification by research objectives-Descriptive, Predictive and Explanatory.

SECTION-B

1. **Qualitative Research:** Meaning, Steps and Characteristics; Qualitative research approaches- Phenomenology, Ethnography, Case studies and Grounded theory-characteristics, types, data collection, analysis and report writing
2. **Historical Research:** Meaning, Significance, Steps, Primary and Secondary Sources of Information, External and Internal Criticism of the Source.
3. **Mixed Research:** Meaning, Fundamentals Principles, Strength and Weaknesses, Types and Limitations.

SEMESTER-III

SECTION-C

1. Estimation of a Parameter-Concept of parameter and statistics. Computation of Standard Error of Mean, testing the Significance of difference between the means and variances for independent, correlated and small samples.
2. Analysis of Variance and Co- variance (ANOVA and ANCOVA)-concept, assumptions and uses only.
3. Computation of two-way ANOVA and Chi-square test (using frequencies).

SECTION-D

1. Non-Parametric statistics: Assumptions and uses of sign test, rank test and median test.
2. Data Analysis in Qualitative and mixed Research- Concept, techniques and interpretation.
3. Plagiarism: Meaning, types, ways to avoid plagiarism, various citation methods (writing style, methods for citing various sources).

Sessional Work

Marks 30

Use of Computer for Data Analysis-

- Knowledge of Software for Statistical Analysis such as SPSS
- Knowledge of EXCEL for graphical presentations, parametric statistics and non-parametric statistics.

REFERENCES:-

- Ary, Donald and Jacob (1976): Introduction of Statistics, Purpose and Procedures, New York, Holt Rinehart and Winston.
- Best, J.W. & Kahan J.V. (1995): Research Education, Prentice Hall of India Pvt. Ltd., New Delhi.
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SEMESTER-III

PAPER-II: TRENDS IN TEACHER EDUCATION

Credits: 4
Time: 3 Hrs.

Total Marks: 100
Theory: 70
Sessional Work: 30

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Course Objectives:-

On Completion of this course the students will be able to:

- Gain insight and reflect on policies of teacher education
- Acquainted with the structure and management of teacher education curriculum, infrastructure and resources needed, and the issues and problems related to teacher preparation
- Understand and appreciate the research perspective on various practices in teacher education.
- Develop professional attitudes, values and interests needed to function as a teacher educator
- Develop understanding of various avenues of teacher's professional development
- Reflect on the issues, problems and concerns in teacher education.

SECTION-A

Perspectives and Policy on Teacher Education

- a) Teacher Development – Concept, Factors influencing teacher development – personal, contextual.
- b) Approaches to teacher development – self-directed development, cooperative or collegial development, change-oriented staff development.
- c) National and state policies on teacher education – A Review.
- d) Latest Evaluation Trends- Semester System CBCEGS (Credit Based Continuous Evaluation Grading System)

SECTION-B

Structure and Management of Teacher Education

- a) Structure of teacher education system in India – its merits and limitations
- b) Professional development of teachers and teacher educators – present practices and avenues
- c) Systemic factors influencing the quality of pre and in-service education of secondary school teachers

SEMESTER-III

SECTION-C

Research in Teacher Education

- Paradigms for research on teaching – Gage, Doyle and Shulman.
- Methodological issues of research in teacher education – direct versus indirect, laboratory versus field research, scope and limitations of classroom observation
- Trends of research in teacher education – review of a few recent research studies in teacher education with reference design, findings and policy implications

SECTION-D

Problems and Issues in Teacher Education

- Challenges in professional development of teachers – relevance to school education, assurance of quality of teacher education programmes.
- Issues related to enhancing teacher competence, commitment and teacher performance
- Partnerships in secondary teacher education – TEI with school and community, Government Agencies, with NGOs, between teacher education institutions preparing teachers for different levels of school education

SESSIONAL WORK

Marks: 30

- A review of researches in any one area of research in teacher education and write the policy implications
- A review of a research article in teacher education and write implications for Practitioner

REFERENCES:-

- Balsare Maitraya (2005) *Administration and Reorganisation of teacher education*. Kanishka Publishers, New Delhi India.
- Beck, Clive & Clark Kosnik Albany (2006): *Innovations in Teacher Education: A Social Constructivist approach*. State University of York.
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SEMESTER-III

- Lampert, M. (2001). Teaching problems and the problems of teaching. New Haven: Yale University Press.
- Linda Darling Hammond & John Bransford (ed) (2005): Preparing Teachers for a Changing World. Jossey-Bass, San Francisco.
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- Martin, D. J. & Kimberly S. Loomis (2006): Building Teachers: A constructivist approach to introducing education. Wadsworth Publishing, USA.
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- Singh U.K and Sudershan K.N (2005): Teacher Education. Discovery Publishing House, New Delhi India.
- Srivastava, G.N. Prakash (2004) Perspectives in Teacher Education Concept Publishing House, New Delhi.
- Tomar Monica and Scrita (2007) Teacher Education: Making education effective. Isha Books, Delhi. References
- Yadav, M.S. & Lakshmi, T.K.S. (2003): Conceptual inputs for Secondary Teacher Education: The instructional Role. India, NCTE.

SEMESTER-III

PAPER-III: CURRICULUM STUDIES

Credits: 4

Time: 3 Hrs.

Total Marks: 100

Theory: 70

Sessional Work: 30

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Course Objectives

On completion of this course the students will be able to:

- Understand the meaning of Curriculum.
- Gain insight into various determinants of curricula
- Conceptualize the knowledge in designing curricula
- Develop the different skills related with different subjects.

SECTION-A

An Introduction to Curriculum

- a) History of Curriculum Development
- b) Concept and Components of curriculum, Aims and Principles of Curriculum Construction
- c) Determinants of Curriculum

SECTION-B

Knowledge and Designing the School Curriculum

- a) Distinguish between knowledge and information, knowledge as construction of meaning and critical thinking (drawing upon the development of critical theory). exploring the nature of different kinds of knowledge : disciplinary and pedagogical, knowledge of educational contexts, goals and aims within historical and contemporary contexts,
- b) Knowledge of learners; selection of knowledge in designing curricula; implications of different kinds of knowledge for teaching and ways of helping all students to learn.

SECTION-C

Secondary and Senior Secondary School Curriculum: Language and Social Sciences

- a) Language Curriculum: focus on language proficiency and communication skills such as listening, speaking, reading and writing in varying contexts and content with reference to metalinguistic awareness.
- b) Social Science Curriculum: Focus on conceptual understanding of different areas of social science like Geography, History, Civics, Economics etc. at Secondary and Senior Secondary stage.

SEMESTER-III

SECTION-D

Secondary and Senior Secondary School Curriculum: Science and Mathematics

- a) Science as a composite discipline focusing on experiments /use of ICT and problem solving at secondary and senior secondary stage.
- b) Understanding and teaching mathematics for developing problem solving skills and analytical abilities at secondary and senior secondary stage.

Sessional work

Marks: 30

- Preparation of any one subject curriculum for a specific class at school level
- Preparation of report on issues related with existing curriculum of languages/ social sciences/ sciences/ mathematics

REFERENCES:-

- Aggarwal, Deepak (2007). *Curriculum development: Concept, Methods and Techniques*. New Delhi: Book Enclave.
- Daniel Tanner, LawelN.Tannor (1975) .*Curriculum Development theory into practice*. New York: Macmillan Publishing co. Inc.
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- Saylor Galen J. Levis Arthur J., AlexandarMillian, M. (1981). *Curriculum Planning for better future teaching and learning*. Library of congress cataloguing in Publication Data
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- <https://subbingformissfrizzle.wordpress.com/2013/01/13/schiro-curriculum-theory-part-4-social-reconstruction-ideology/>
- http://www.sagepub.in/upm-data/16266_Chapter_5.pdf

SEMESTER-III

PAPER-IV: B(E)

Option: (i) Elementary stage

Specialisation Optional Course- Curriculum Pedagogy and Assessment

Credits: 2

Time: 1½ Hrs.

Total Marks: 50

Theory: 35

Sessional Work: 15

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Course Objectives:-

On completion of this course the students will be able to:

- Develop a broad perspective on curriculum development
- Understand types and approaches of curriculum development.
- Know various models and steps in curriculum development

SECTION-A

Approaches of Curriculum Development

- a) **Humanistic Curriculum:** Concept, characteristics, purpose, role of the teacher, psychological basis of humanistic curriculum
- b) **Social Reconstructionist Curriculum:** Concept, characteristics, purpose, role of the teacher in reconstructionist curriculum

SECTION-B

Types of Curriculum Development

- (a) Subject centered or Traditional Curriculum, Activity Centered Curriculum, Experience Centered Curriculum
- (b) Undifferentiated Curriculum, Basic Education Curriculum

SECTION-C

Models in Curriculum Development

- a) Models :Tylers-1949 model, Hilda Taba 1962 model,
- b) (b) Willes and Bondi-1989 model, Need assessment model, Vocational/Training model (With special reference to analysis of needs, selection of objectives, selection and organization of content/learning experiences and evaluation).

SEMESTER-III

SECTION-D

a) Steps in curriculum development

- Assessment of need with respect to individual and environment
- Designing a curriculum
- Situational Analysis
- Selection of content and method
- Designing a collaborative curriculum
- Validation and Implementation
- Evaluation

Sessional Work:

Marks: 15

- Preparation of curriculum of any one subject of the choice of students
- Critical analysis of any one model of curriculum development (Tylers-1949 mode, Hilda Taba 1962 model, Willes and Bondi-1989)

REFERENCES:-

- Aggarwal, Deepak (2007). *Curriculum development: Concept, Methods and Techniques*. New Delhi: Book Enclave
- Daniel Tanner, LawelN.Tannor (1975). *Curriculum Development theory into practice*. New York: Macmillan Publishing co.Inc.
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- <https://subbingformissfrizzle.wordpress.com/2013/01/13/schiro-curriculum-theory-part-4-social-reconstruction-ideology/>
- http://www.sagepub.in/upm-data/16266_Chapter_5.pdf

SEMESTER-III

PAPER-IV: B(E)

Option: (ii) Elementary stage

Specialisation Optional Course- Educational Planning, Economics and Policy

Credits: 2

Time: 1 ½ Hrs.

Total Marks: 50

Theory: 35

Sessional Work: 15

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Course Objectives:-

On completion of the course students will be able to

- Acquire Knowledge of political economy of education
- Understand the relationship between education and economic development
- Explain the need, scope and purpose of educational planning

SECTION-A

Educational Planning and Economic Development

- a) **Educational Planning:** Concept, scope, significance with special reference to Policy Implementation
- b) Relationship between Educational Planning and Economics of Education

SECTION-B

Human Resource Development- strategies of MHRD

SECTION-C

Evolution of Education Policy in India:

- a) Major Landmarks- Policy formulation followed by State and Central governments in Education and planning
- b) Indian Constitution: Education in concurrent list, Implications of 73rd amendment

SECTION-D

Education as an investment, consumption and transformation of societies.

Sessional Work:

Marks: 15

- Critical analysis of administrative system of any educational institution
- Prepare the presentation on various strategies of MHRD in context to teacher education.

REFERENCES:-

- A. Gosh: New Horizon in Planning, 1956, Calcutta World Press.
- Baljit Singh, Economics of Indian Education, 1983, Meenakshi Prakashan, New Delhi.
- C.A. Anderso: The Social Context of Educational Planning, 1967.
- Aggarwal, J.C. (2003). Landmark of education in india, Vikas publishing house, New Delhi, 3rd edition.

SEMESTER–III

PAPER–IV: B(E)

Option: (iii) Elementary stage

Specialisation Optional Course- Educational Management, Administration and Leadership

Credits: 2

Time: 1 ½ Hrs.

Total Marks: 50

Theory: 35

Sessional Work: 15

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Course Objectives

On completion of this course students will be able to:

- Understand the concept of school organization and administration.
- Familiarize with various school records,
- Know the need of maintenance of different school records.
- Understand the aims and objectives of school organization and administration.

SECTION–A

Introduction to School Organisation

Concept and principles of school organization and administration

SECTION–B

Aims and objectives of school organization and administration for general education with reference to pre-primary and elementary level (Primary and upper primary)

SECTION–C

Introduction to school documentation

School Records: Need and importance of school records, Type of school record: teachers diary, admission and withdrawal register, SLC file, pupils attendance register, teacher attendance register, library books issue register, fund, cash book, stock register, expenditure voucher file, acquaintance roll registrar, PTA/ SMC meeting record register midday meal register, examination register etc.

SECTION–D

Maintenance of school-record--progress report, cumulative record, case histories, Continuous and Comprehensive Evaluation (CCE).

SEMESTER-III

SESSIONAL WORK:**MARKS: 15**

Visit to any one elementary school:

- Prepare a report on the maintenance of school records.
- Prepare a report on mid-day meal programme with respect to qualitative and quantitative aspects.

REFERENCES:-

- Stoner, J.A.F. and Freeman, R.E. (1992). Management, Prentices Hall.
- Gosh, B. (1994). A New Look at Organizational behaviour, Bombay: Himalaya Publishing House.
- Adair, John (1985). Effective Decision Making, Panbook London.
- Mathew, M.T. (1993). Organization Theory and Behaviour, Jaipur: RBSA Publishers.
- Sisk, M.L. (1977). Management and Organization, Souths Western Publishing Co. Ohio.
- Evertson, Carolyn (1984). Classroom management for Elementary Teachers, Prentice Hall.
- Naylor, P.R. Dave, P.N., and Arora, K. (1982). The Teacher and education in the Emerging India Society. New Delhi: NCERT.
- Aggarwal, J.C. (1994). Educational Administration Management and Supervision, Principles and Practices. New Delhi. 22
- Kochhar, S.K. (1990). Secondary School Administration, Jalandhar, University Publishers.
- Mathur, S.S. (1990). Educational Administration and Management, Ambala: Indian Publication.
- Vashisht, S.R.(ed.) (1994). School Administration. New Delhi: Anmol Publications

SEMESTER-III

PAPER-IV: B(E)

Option: (iv) Elementary Stage Specialisation Optional Course- Inclusive Education

Credits: 2
Time: 1 ½ Hrs.

Total Marks: 50
Theory: 35
Sessional Work: 15

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Course Objectives:-

On completion of this course students will be able to:

- Discuss the advantages and challenges of inclusive education.
- Use the methods of enhancing inclusive education.
- Understand the strategies for making inclusive schools.
- Familiarize with various barriers of inclusive education.

SECTION-A

Introduction to Inclusive Education

Inclusive Education: Concept, Objectives, Scope and Benefits of Inclusive Education.

SECTION-B

Differences between special, integrated and inclusive education

SECTION-C

Accessing Inclusive Education

Barriers to Inclusive Education: Systematic Barriers, Societal barriers and Pedagogical barriers.

SECTION-D

Fundamental elements of inclusive school and Strategies for making Inclusive schools.

Sessional Work:

Marks: 15

Prepare a report on existing barriers related with marginalized groups in any government elementary school

- Gender
- SC/ST

REFERENCES:-

- Assessment of Needs for Inclusive Education : Report of the First Regional Workshop of NCERT and UNESCO, 2000.
- Jangira, N.K. and Mani, M.N.G. (1990). *Integrated Education for the Visually Handicapped: Management Perspective*. Gurgaon: Academic Press Rehabilitation Council of India (2000). Status Report on disability 2000.
- Mani, M.N.G. (2001). *Inclusive Education in Indian Context*. Coimbatore, IHRDC
- Mukhopadhyay, S. and Mani, M.N.G. (1999). *Education of Children with Special Needs*, Country Report, New Delhi : National Institute of Educational Planning and Administration.
- Murickan S.J.J, and Kareparampil, G. (1995). *Persons with Disabilities in Society*. Trivandrum: Kerala Federation of the Blind.
- Planning and Managing Inclusive Education in the Indian Context. Department of Education of Groups with Special Needs, NCERT and UNESCO, 2004.
- Punani, B., and Rawal, N. (1993). *Handbook: Visual Impairment*. New Delhi :Asish Publishing House.

SEMESTER-III**PAPER-IV: B(E)**

Option: (v) Elementary stage
Specialisation Optional Course- Educational Technology and ICT

Credits: 2**Time: 1 ½ Hrs.****Total Marks: 50****Theory: 35****Sessional Work: 15****Instructions for the Paper Setters:-**

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Course Objectives:-

On completion of this course the students will be able to:

- Understand the role of educational technology and modern innovations in teaching-learning process.
- Analyze the process of teaching and learning
- Use Information communication and technology in teaching learning process.

SECTION-A**Educational Technology**

- a) **Educational Technology:** Concept, approaches
- b) Role in education with specific emphasis on elementary stage.

SECTION-B

- a) **Glaser's Basic Teaching Model:** Concept, Steps of constructing lesson plan and Application.
- b) Emergence and Evolution of Educational Technology and ICT.

SECTION-C**Teaching and Learning**

- a) ICT and different phases of teaching and learning process for elementary stage.
- b) **Concept Attainment Model:** Concept, Steps of constructing lesson plan and Application

SECTION-D

Modern innovations in teaching and learning process.

SEMESTER-III

SESSIONAL WORK

MARKS: 15

- Preparation of two lesson plans using ICT based on Glaser's Basic Teaching Model and Concept Attainment Model.
- Presentation of those two lessons (already prepared using ICT) through PowerPoint.

REFERENCES:-

- Adam, D.M. (1985). *Computers and Teacher Training: A Practical guide*. New York: The Haworth Pren, Inc.
- Behera, S.C. (1991). *Educational Television Programmes*. New Delhi: Deep and Deep Publications.
- Coburn, P. and et. al. (1985). *Practical Guide to Computers in Education*. AddisonWesley Publishing Company, Inc.
- Das, R.C. (1993). *Educational Technology – A Basic Text*, Sterling Publishers Pvt.Ltd.
- Evaut, M. *The International Encyclopaedia of Educational Technology*.
- Graeme, K. (1969). *Blackboard to Computers: A Guide to Educational Aids*, London, Ward Lock.
- Haas, K.B. and Packer, H.Q. (1990). *Preparation and Use of Audio Visual Aids*, 3rd Edition, Prentice Hall, Inc.
- Kumar, N. and Chandiram, J. (1967). *Educational Television in India*, New Delhi: Arya Book Depot.
- Kumar, K.L. (2008). *Educational Technology*. New Delhi: New Age International PvtLtd. Publishers.
- Sharma, B.M. (1994). *Media and Education*. New Delhi: Commonwealth Publishers.
- Sharma, B.M. (1994). *Distance Education*. New Delhi: Commonwealth Publishers.
- Sharma, K.D. and Sharma, D.V. (1993). *Open Learning System in India*. New Delhi: Allied Publishers Ltd.
- Venkataiah, N. (1996). *Educational Technology*. New Delhi: APH Publishing Corporation

SEMESTER-III

PAPER-IV-B(S)

**Option: (i) Secondary and Senior Secondary Stage
Specialisation Optional Course- Curriculum Pedagogy and Assessment**

Credits: 2

Time: 1 ½ Hrs.

Total Marks: 50

Theory: 35

Sessional Work: 15

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Course Objectives

On completion of this course the students will be able to:

- Develop a broad perspective on curriculum development
- Understand types and approaches of curriculum development.
- Know various models and steps in curriculum development

SECTION-A

Approaches of Curriculum Development

- a) Humanistic Curriculum: Concept, characteristics, purpose, role of the teacher, psychological basis of humanistic curriculum
- b) Social reconstructionist curriculum: Concept, characteristics, purpose, role of the teacher in reconstructionist curriculum

SECTION-B

Types of Curriculum Development

- a) Subject centered or Traditional Curriculum, Activity Centered Curriculum, Experience Centered Curriculum,
- b) Undifferentiated Curriculum, Basic Education Curriculum

SECTION-C

Models and Steps in Curriculum Development

- (a) **Models:** Tylers-1949 model, Hilda Taba 1962 model,
- (b) Willes and Bondi-1989 model, Need assessment model, Vocational/Training model (With special reference to analysis of needs, selection of objectives, selection and organization of content/learning experiences and evaluation).

SEMESTER-III

SECTION-D

Steps in curriculum development

- Assessment of need with respect to individual and environment
- Designing a curriculum
- Situational Analysis
- Selection of content and method
- Designing a collaborative curriculum
- Validation and Implementation
- Evaluation

SESSIONAL WORK:

MARKS: 15

- Preparation of curriculum of any one subject of the choice of students
- Critical analysis of any one model of curriculum development (Tylers-1949 mode, Hilda Taba 1962 model, Willes and Bondi-1989)

REFERENCES:-

- Aggarwal, Deepak (2007). *Curriculum development: Concept, Methods and Techniques*. New Delhi: Book Enclave
- Daniel Tanner, LawelN.Tannor (1975). *Curriculum Development theory into practice*. New York: Macmillan Publishing co.Inc.
- Diamond Robert M. (1986). *Designing and Improving Courses in Higher Education: A Systematic Approach*. California: Jossey-Bass Inc. Publication.
- Joseph, P.B. et al; (2000). *Cultures of Curriculum (studies in Curriculum Theory)*. New York: Teacher College Press.
- MrunaliniTalla (2012). *Curriculum Development: Perspectives, Principles and Issues*, India: Pearson Education.
- Oliva, Peter F. (1988) .*Developing the Curriculum*. Scott, and Foresman and Co.
- Reddy, B. (2007). *Principles of curriculum planning and development*.
- Taba Hilda (1962). *Curriculum Development: Theory and Practice*. New York: Harcourt Brace, Jovanovich Inc.
- <https://subbingformissfrizzle.wordpress.com/2013/01/13/schiro-curriculum-theory-part-4-social-reconstruction-ideology/>
- http://www.sagepub.in/upm-data/16266_Chapter_5.pdf

SEMESTER-III

PAPER-IV: B(S)

Option: (ii) Secondary and Senior Secondary Stage
Specialisation Optional Course- Educational Planning, Economics and Policy

Credits: 2
Time: 1 ½ Hrs.

Total Marks: 50
Theory: 35
Sessional Work: 15

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Course Objectives

On completion of the course students will be able to

- Acquire knowledge of political economy of education.
- Understand the relationship between education and economic development
- Explain the need , scope and purpose of educational planning

SECTION-A

Educational Planning and Economic Development

- a) Educational Planning: Concept, scope, significance with special reference to Policy Implementation
- b) Relationship between Educational Planning and Economics of Education

SECTION-B

Human Resource Development- strategies of MHRD

SECTION-C

Evolution of Education Policy in India:

- a) Major Landmarks- Policy formulation followed by State and Central governments in Education and planning.
- b) Indian Constitution: Education in concurrent list, Implications of 73rd amendment.

SECTION-D

Education as an investment, consumption and transformation of societies.

Sessional Work:

Marks: 15

- Critical analysis of administrative system of any educational institution
- Prepare the presentation on various strategies of MHRD in context to teacher education.

REFERENCES:-

- A. Gosh: New Horizon in Planning, 1956, Calcutta World Press.
- Baljit Singh, Economics of Indian Education, 1983, Meenakshi Prakashan, New Delhi.
- C.A. Anderso: The Social Context of Educational Planning, 1967.
- Aggarwal, J.C. (2003). Landmark of education in india, Vikas publishing house, New Delhi, 3rd edition.

SEMESTER-III**PAPER-IV: B(S)**

Option: (iii) Secondary and Senior Secondary Stage
Specialisation Optional Course-Educational Management, Administration and Leadership

Credits: 2**Time: 1 ½ Hrs.****Total Marks: 50****Theory: 35****Sessional Work: 15****Instructions for the Paper Setters:-**

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Course Objectives

On completion of the course the students will be able to

- Learn the basic concept of Educational administration, Management and Leadership.
- Understand the basic principal of administration and Management.
- Know the skills and styles of Leadership.

SECTION-A**Educational Management and Administration**

- a) Concept, Need, Characteristics and Principles of Educational Management and Educational Administration
- b) Scope and importance of Educational Management and Administration.

SECTION-B

Conceptual Difference: (i) Educational Organization (ii) Educational Administration (iii) Educational management.

SECTION-C**Educational Leadership**

- a) Concept, need, principles and problems of Leadership.
- b) Leadership traits

SECTION-D

Styles of Educational Leadership: Autocratic, Laissez Faire, Democratic.

SEMESTER-III

SESSIONAL WORK

MARKS: 15

- Prepare the report on leadership qualities of any school principal.
- Comparative study of innovative practices adopted by any two educational institutions.

REFERENCES:-

- Bhatia, K.K. and Singh, Jaswant (2002). *Principles & Practice of School Management*. Ludhiana: Tandon Publication.
- Bhatnagar, R.P. and Verma, I.B. (1978). *Educational Administration at College Level*. Meerut: Loyal Book.
- Dash, B.N. (1996). *School Organisation Administration & Management*. Hyderabad: Neel Kamal Publications Pvt. Ltd.
- Sachdeva, M.S. (2001). *School Management*. Ludhiana: Bharat Book Centres.
- Sarkaria, M.S., Singh, Jaspal and Gera, Manju (2008). *Modern School Management*. Ludhiana: Kalyani Publishers.
- Sodhi, T.S. and Suri, Anaina (2002). *Management of School Education*. Patiala: Bawa Publication.
- Sharma, T.S. (2005). *School Management and Administration*. Patiala: Shaheed-E-Azam Printing Press.

SEMESTER-III**PAPER-IV: B(S)**

**Option: (iv) Secondary and Senior Secondary Stage
Specialisation Optional Course- Inclusive Education**

Credits: 2**Time: 1 ½ Hrs.****Total Marks: 50****Theory: 35****Sessional Work: 15****Instructions for the Paper Setters:-**

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Course Objectives:-

On completion of this course the students will be able to:

- Understand concept of inclusive education.
- Explain special education, integrated education and inclusive education practices.
- Gain insight of the recommendations of policies for inclusive education.

SECTION-A**Introduction to Inclusive Education**

- a) Historical perspective of Inclusive Education
- b) Concept of Special Education, Integrated Education and Inclusive Education

SECTION-B

Need, Objectives & scope of Inclusive Education

SECTION-C**Policies for Inclusive Education**

- a) Concept and meaning of diverse needs
- b) Current national and international initiatives

SECTION-D

Policy perspectives supporting inclusion of children with diverse needs.

SEMESTER-III

SESSIONAL WORK

MARKS: 15

- Visit to special/integrated/inclusive classrooms – prepare a report
- Critical analysis of any policy for children with diverse needs.

REFERENCES:-

- Ahuja. A. & Jangira, N.K. (2002). *Effective Teacher Training; Cooperative Learning Based Approach*. New Delhi: National Publishing house.
- Ainscow, M. & Booth. T (2003). *The Index for Inclusion: Developing Learning and Participation in Schools*. Bristol: Center for Studies in Inclusive Education.
- Chintamanikar, K.(1992). *Exceptional Children-Their Psychology and Education*, New Delhi: Sterling Publishers Pvt. Ltd.,
- Dash M.(2005). *Education of Exceptional Children*. New Delhi: Atlantic Publications and Distributors
- Jangira N.K. and Mani, M.N.G. (1990). *Integrated Education for Visually Handicapped*, Gurgaon, Old Subjimandi, Academic Press.
- Jha, M. M. (2002). *School without Walls: Inclusive Education for All*, Oxford: Heinemann Education.
- Sharma P.L (2003). *Planning Inclusive Education in Small Schools*, R .I E. Mysore.
- Sharma, P.L. (1990). *Teachers handbook on IED-Helping children with special needs* N.C.E.R .T. Publication
- Wornock, M.(1978) “*Special Educational Needs*”. Report of the Committee of the Inquiry into the People, HMSO.

SEMESTER-III**PAPER-IV: B(S)**

Option: (v) Secondary and Senior Secondary Stage
Specialisation Optional Course-Educational Technology and ICT

Credits: 2**Time: 1 ½ Hrs.****Total Marks: 50****Theory: 35****Sessional Work: 15****Instructions for the Paper Setters:-**

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Course Objectives

On completion of this course the students will be able to:

- Understand the role of educational technology and modern innovations in teaching-learning process.
- Analyze the process of teaching and learning
- Use Information communication and technology in teaching learning process.

SECTION-A**Educational Technology:**

- a) Concept, approaches and its role in education with specific emphasis on secondary and senior secondary stage.
- b) Emergence, Evolution and Scope of Educational Technology in India.

SECTION-B**Models of Teaching**

- a) **Inquiry Training Model**
- b) **Advance Organizer Model**
(Concept, Steps of constructing lesson plan and Application)

SECTION-C**Teaching and Learning:**

- a) ICT and different phases of teaching and learning process for secondary and senior secondary stage; and the quality of intellectual activities involved in each phase.
- b) Maxims and Principles of teaching specific to secondary stage.

SECTION-D

Modern innovations in teaching and learning process.

SEMESTER-III

SESSIONAL WORK:

MARKS: 15

- Observe a classroom Interaction and analyse it from the point of view of interactive and Post active phases of teaching.
- Presentation of two lesson plans (using ICT based on Inquiry Training & Advance Organizer Model) through PowerPoint.

REFERENCES:-

- Adam, D.M. (1985). *Computers and Teacher Training: A Practical guide*. New York: The Haworth Pren, Inc.
- Behera, S.C. (1991). *Educational Television Programmes*. New Delhi: Deep and Deep Publications.
- Coburn, P. and et. al. (1985). *Practical Guide to Computers in Education*. Addison Wesley Publishing Company, Inc.
- Das, R.C. (1993). *Educational Technology – A Basic Text*, Sterling Publishers Pvt. Ltd.
- Evaut, M. *The International Encyclopaedia of Educational Technology*.
- Graeme, K. (1969). *Blackboard to Computers: A Guide to Educational Aids*, London, Ward Lock.
- Haas, K.B. and Packer, H.Q. (1990). *Preparation and Use of Audio Visual Aids*, 3rd Edition, Prentice Hall, Inc.
- Kumar, N. and Chandiram, J. (1967). *Educational Television in India*, New Delhi: Arya Book Depot.
- Kumar, K.L. (2008). *Educational Technology*. New Delhi: New Age International Pvt Ltd. Publishers.
- Sharma, B.M. (1994). *Media and Education*. New Delhi: Commonwealth Publishers.
- Sharma, B.M. (1994). *Distance Education*. New Delhi: Commonwealth Publishers.
- Sharma, K.D. and Sharma, D.V. (1993). *Open Learning System in India*. New Delhi: Allied Publishers Ltd.
- Venkataiah, N. (1996). *Educational technology*. New Delhi: APH Publishing Corporation
- <http://www.jpsr.pharmainfo.in/Documents/Volumes/vol6issue06/jpsr06061402.pdf>
- <http://www.bmj.com/content/337/bmj.a1310>
- http://www.ncert.nic.in/new_ncert/ncert/rightside/links/pdf/focus_group/educational_technology.pdf

SEMESTER-III

PAPER-V

INTERNSHIP IN A SCHOOL WITH STAGE SPECIFIC SPECIALIZATION

Credits: 4

Marks: 100

Duration: 4 weeks

Internship in the area of specialization (Elementary/ Secondary and senior secondary Stage) in Semester III is compulsory.

1. M.Ed. Interns will observe and prepare a profile of the institution. **(10)**
2. M.Ed. Interns will supervise the practice teaching work of five B.Ed. Interns. **(15)**
3. M.Ed. Interns will check the lesson copies of B.Ed. Interns and will maintain record for five B.Ed. Interns. **(10)**
4. M.Ed. Interns will observe the teaching of B.Ed. Interns and give feedback and will maintain the record of feedback under the headings: strength of the lessons, weakness of the lessons and suggestions for further improvement, of those five students. **(10)**
5. M.Ed. Interns will identify and supervise the work of Action Research of two B.Ed. Interns. **(10)**
6. M.Ed. Interns will also develop teaching learning resources relevant to the needs of the learner for at least two topics from their teaching subjects. **(10)**
7. M.Ed. Interns will co-ordinate and supervise the organization of at least two co-curricular activities organized by B.Ed. Interns in the practicing schools. **(15)**
8. Practical File **(10)**
9. Overall conduct of the M.Ed. Intern. **(10)**

The Sessional Work will be evaluated by the supervisor in the practicing school and principal of the practicing school where internship is being organised co-ordinated by principal of the college/Head of the Department where student is studying. The student will also obtain a certificate from the principal of the practicing school where internship is being organized counter signed by the supervisor and principal of the college/Head of the Department. Records will be retained for at least three years. In case of any aberration or any complaint, the university/ external agency is authorized to review the awards.

M.ED. (2 YEARS) (COLLEGES)
(Syllabus for the Batch from Year 2020 to Year 2022)

SEMESTER-III

PAPER-VI
SEMESTER-III

PAPER-VI
DISSERTATION (Data Collection)

Credits: 2

Marks: 50 (Sessional)

Candidate will go for field work and collect the data for dissertation in Semester III preferably during four weeks of internship. Candidate will give presentation of their data collection work and evaluation will be done by College Research Committee of three members (supervisor, HOD and a senior faculty nominated by the principal).

SEMESTER-IV

SPECIALISATION – OPTIONAL COURSES

Paper-IV-B (E-i)

CURRICULUM PEDAGOGY AND ASSESSMENT

Course Title (a) ADVANCED CURRICULUM THEORY

Credits: 4

Time: 3 Hrs.

Total Marks: 100

Theory: 70

Sessional Work: 30

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Course Objectives:-

On completion of this course the student will be able to:

- Reflect upon the concept of curriculum and curriculum theory.
- Describe the nature of human knowledge.
- Explain the model of curriculum planning.
- List and explain different curriculum patterns and designs.
- Gain insight into models of curriculum change and innovation.
- Explain diffusion theory and model of dissemination of curriculum change and innovation.
- Identify and question one's own long-established presumptions on knowledge, learner, teacher, and education, and develop a more informed, meaningful understanding of them

SECTION-A

Curriculum- Concept, Theory and Theorist

- a) **Curriculum:** Concept, Types and Scope of Curriculum Studies.
- b) **Curriculum Theory:** meaning characteristics and types of curriculum theory.
- c) **Curriculum Theorist:** Mental disciplinarians (Charles Eliot), social meliorists (John Dewey), social efficiency (Franklin Bobbitt), developmentalists (G. Stanley Hall)

SECTION-B

Knowledge and Curriculum

- a) Child's construction of knowledge: attaining knowledge through activity and experience
- b) Concepts of Belief, Information, Knowledge and Understanding
- c) Bodies of knowledge: different kinds of knowledge and their validation processes
- d) Processes and criteria for curriculum selection and construction
- e) Hidden Curriculum: Knowledge and power: representation, inclusion and exclusion of knowledge of different social groups in curriculum and textbooks

SEMESTER-IV

SECTION-C

Curriculum Design - Patterns and Models

- Curriculum design: concept, steps and patterns (centralized, decentralized, co-ordinated).
- Models of curriculum design –objective model, process model, Tyler model, wheeler model, Kerr's model.

SECTION-D

Curriculum Change and Innovation- Concept, Theory and Model

- Curriculum change and innovation: concept, and difference between curriculum change and curriculum innovation
- Theory of curriculum change and innovation: Diffusion theory (Roger).
- Models of Dissemination (Schon's model, Havlock's models).

Sessional work

Marks: 30

- Comparison between the curriculum of two board of Education (Punjab Board of School Education and Central Board of School Education).
- Critical analysis of existing syllabi of teacher education of any one university in your state.

REFERENCES:-

- Aggarwal, Deepak (2007): Curriculum development: Concept, Methods and Techniques. New Delhi. Book Enclave.
- Aggarwal, J.C (1990). Curriculum Reform in India- World overviews, Doaba World Education Series-3 Delhi, Doaba House, Book seller and Publisher.
- Arora, G.L. (1984): Reflections on Curriculum. NCERT.
- Bhalla, Navneet (2007), Curriculum development Published by Authorpress E35/103 Jawahar Park laxmi Nagar, New Delhi-92.
- Dewey, John (1966). The Child and the Curriculum. The University of Chicago Press.
- Diamond Robert M. (1986) Designing and Improving Courses in Higher Education: A Systematic Approach, California, Jossey-Bass Inc. Publication.
- Duyilemi, B.O. (2000). Introduction and understanding curriculum studies. Ado-Ekiti: Selak educational publishers.
- Joseph, P.B. et al; (2000): Cultures of Curriculum (studies in Curriculum Theory). New York. Teacher College Press.
- Kelly, A.V. (2004) The curriculum theory and practice. sage publication London.
- McKernan, James (2007): Curriculum and Imagination: Process, Theory, Pedagogy and Action Research.
- Routledge. U.K. NCERT (2000). National Curriculum Framework for School Education, NCERT, New Delhi.
- NCERT (2000). National Curriculum Framework for School Education, NCERT, New Delhi.
- NCERT (2005). National Curriculum Framework-2005, NCERT, Sri Aurobindo Marg, New Delhi.
- NCTE (2009) National Curriculum Framework for Teacher Education.

SEMESTER-IV

- Oliva, Peter F. (1988) Developing the Curriculum. Scott, and Foresman and Co.
- Reddy, B. (2007): Principles of curriculum planning and development.
- Taba Hilda (1962) Curriculum Development: Theory and Practice, New York, Harcourt Brace, Jovanovich Inc.
- J.W. & Joseph Bondi (2006): Curriculum Development: A Guide to Practice. Pearson Publication.
- Urevbu, A.(2001) curriculum studies, London and Lagos, Juland Publishers.
- Badheka, Guji. (2001). Baal Shikshanaur Shikshak. Bikaner: Vaag Devi Prakashan
- Dewey, John. (1952). The School and the Child, New York: The Macmillan Company, (Also available in Hindi School aur Bachche Translation: RRCEE)
- Badheka, Giju (1999). Montessori Paddhati. Chapter 5: Montessori Shalaka Vatavaran. Bikaner: Vaag Devi Prakashan
- <http://www.nadasisland.com/currictheory/foundation.html>.
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SEMESTER-IV

SPECIALISATION – OPTIONAL COURSES
Paper-IV-B (E-i)
CURRICULUM PEDAGOGY AND ASSESSMENT
(b) CURRICULUM TRANSACTION

Course Title

Credits 4

Time: 3 Hrs.

Total Marks: 100

Theory: 70

Sessional Work: 30

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Course objectives:-

On completion of this course the students will be able to:

- Describe various methods/media for transaction.
- Discuss approaches of curriculum transaction.
- Explain role of ICT in curriculum Transaction.
- Develop skills to integrate Audio Visual Aids in curriculum transaction.
- Understand the role of communication in curriculum transaction

SECTION-A

Understanding Curriculum Transaction

- a) Meaning of curriculum transaction, minimum requirement for transaction of curriculum: duration, in-take, eligibility of students, content, qualification of teaching staff, infrastructure facilities, institutional facilities, classroom climate.
- b) Issues related to curriculum transaction, teacher's role in curriculum transaction.

SECTION-B

Frameworks for Teaching and Learning

- a) **Learning Environments in School Contexts:** Classroom spaces, laboratory, resource room, library, outdoor spaces.
- b) Organization of non-graded or multi-grade, multi-level schools and classrooms: Individual tasks; small group activities; peer supported learning; individualized learning programmes and the place and purpose of these
- c) Selecting and organising subject-matter; selecting formats of teaching-learning for enabling construction of knowledge; use of textbooks, other resource materials; expositions, task-setting, formulating questions to assess readiness levels; to facilitate conceptualisation and reflection and to assess grasp and learning amongst students
- d) Practices associated with standard teacher centred pedagogy ('chalk and talk') as well as child-centred learning ('learning by discovery'; 'joyful learning'; 'playway method'; 'activity-based learning'; 'projectbased learning')

SECTION-C

Integration of Teaching Aids in Curriculum Transaction

- a) Use of Library, Audio-visual and ICT Resources
- b) Use of Audio-visual Resources
- c) Strategies for using audio-visual media – films, documentaries – in furthering learning
- d) ICT's importance and role in transaction of curriculum

SEMESTER-IV

SECTION-D

Role of Communication in Transaction

- a) Concept of Communication in transaction, Importance of communication transaction of learning experience, various communication means and media, Necessary requirement for proper communication.
- b) Elements of communication (Who-the sender, what-the message, whom-the receiver, what-the change/the communication medium and structure of human relationship through which content material is transmitted).

Sessional Work

Marks: 30

- Students will prepare an observation schedule for curriculum transaction in any one-school subject.
- Students will observe and identify various methods, media & approaches used in transaction of curriculum for particular school subject/or course in teacher education.

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SEMESTER-IV

SPECIALISATION – OPTIONAL COURSES

Paper-IV-B (E-i)

CURRICULUM PEDAGOGY AND ASSESSMENT

Course Title (c) APPROACHES TO CURRICULUM ASSESSMENT

Credits: 4

Time: 3 Hrs.

Total Marks: 100

Theory: 70

Sessional Work: 30

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Course Objectives:-

On completion of this course the students will be able to:

- Understand process of curriculum assessment
- Differentiate between formative and summative evaluation
- Gain insight into various strategies used for assessment
- Utilize different techniques for evaluation of curriculum and program
- Explain various tools used in curriculum assessment

SECTION-A

Curriculum Assessment

- a) Concept, characteristics, nature and principles of curriculum assessment.
- b) Approaches to curriculum assessment.
- c) Diagnosis in curriculum assessment.

SECTION-B

Role of Assessment in Teaching and Learning

- a) Distinguishing Assessment for Learning and Assessment of Learning, Place of assessment and feedback in the learning process
- b) Formative and summative evaluation: Concept, scope and importance, collection of appropriate evidences- during designing of curriculum, and trying out of curriculum.

SECTION-C

Strategies for Assessments

1. Assessment as a continuum
2. Strategies for formative assessment
3. Creating learning profiles, including portfolios; error analysis;
4. Strategies for summative assessment; designing effective tests
5. Developing and using assessment rubrics

SECTION-D

Tools and Techniques of Curriculum Assessment

- a) Observation, classroom interaction (with teacher and in peer group, group work).
- b) Oral method: pretesting, diagnostic questions.
- c) **Interview:** consulting users of curriculum, questionnaire, maintaining diary by the children as well as teachers, project work, peer evaluation, maintaining portfolio of the work and their presentation.

M.ED. (2 YEARS) (COLLEGES)
(Syllabus for the Batch from Year 2020 to Year 2022)

SEMESTER-IV

SESSIONAL WORK

MARKS: 30

- Assessment of curriculum of a particular school subject using a rubric
- Summative evaluation of instructional process based upon questionnaire to be filled by students

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SEMESTER-IV

SPECIALISATION – OPTIONAL COURSES
Paper-IV-B (E-ii)
EDUCATIONAL PLANNING, ECONOMICS and POLICY

Course Title: (a) **EDUCATIONAL PLANNING**

Credits: 4

Time: 3 Hrs.

Total Marks: 100

Theory: 70

Sessional Work: 30

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Course Objectives:-

On completion of this course the students will be able to:

- Identify the need, scope and importance of educational planning in terms of national and community needs.
- Understand the social and cultural bases of educational planning.
- Gain insight of the various guiding principles of educational planning.
- Explain the impact of five year plans on education.

SECTION-A

Concept, need and process of Educational Planning

- a) Concept, scope and nature of Educational Planning
- b) Need and importance of Educational Planning
- c) Types of Educational Planning
- d) Process of Educational Planning in India.

SECTION-B

Social and Cultural Bases of Educational Planning

- a) Values needed for modernization and technological developments.
- b) Education as an instrument of cultural change.
- c) Equalization of Educational opportunities.
- d) The demographic factors - population forecasts
- e) Education and social mobility.

SECTION-C

Approaches to Educational Planning

- a) Guiding principles of educational planning.
- b) Methods and techniques of planning.
- c) Approaches to Educational Planning-Social demand approach, Man-power approach, Return of Investment approach

SEMESTER-IV

SECTION-D

Five year Plans in Education

- Beginning of five year Plans-its historical background
- Main features of five year plans with special reference to education.
- Impact of five year plans on education.
- Five year plans- merits and demerits.

SESSIONAL WORK

MARKS: 30

- Prepare a plan for the establishment of a new elementary school.
- Analysis of School Education Act of a state.

REFERENCES:-

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SEMESTER-IV

SPECIALISATION – OPTIONAL COURSES

Paper-IV-B (E-ii)

EDUCATIONAL PLANNING, ECONOMICS AND POLICY

Course Title (b) EDUCATIONAL FINANCE AND ECONOMICS OF EDUCATION

Credits: 4

Time: 3 Hrs.

Total Marks: 100

Theory: 70

Sessional Work: 30

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Course Objectives:-

On completion of this course the students will be able to:

- Explain the relationship between the financial support of education and quality of education.
- Familiarize with the various sources of financing education in India.
- Identify the direct and indirect objects of expenditure in education.
- Analyze the financial problems of educational administration.

SECTION-A

Educational Finance

- a) Concept of Educational Finance
- b) Need and significance of Educational Finance
 - i. Rising Unit costs and resources constraints
 - ii. Demand for education.
 - iii. Supply of education.
 - iv. Constitutional responsibility for providing education.
- c) General theory of public finance :
 - i. Allocation of resources - economic and social bases for allocation of resources in education (cost minimization and quality improvement)

SECTION-B

Role of following bodies in financing Education in India

- a) Government of India.
- b) State Governments
- c) Local Bodies
- d) Private agencies
- e) Voluntary Organizations.

SEMESTER-IV

SECTION-C

Educational Expenditure

- a) The Determinants of expenditure on education:
 - i. Public expenditure as a percentage of grip
 - ii. Educational expenditure in relation to government revenue.
 - iii. Inflation and public expenditure on education.
- b) Direct and indirect objects of expenditure :
 - i. Direct objects: Primary, secondary higher, professional and technical education.
 - ii. Indirect objects: Direction and Inspection, stipends and scholarships, building, furniture and equipment, boards of secondary education etc.

SECTION-D

Economics of Educational System

- a) Cost of Education
 - i. Increase in per pupil cost and its relation to per capital income.
 - ii. Methods of determining educational costs, unit costs, direct cost, opportunity costs.
 - iii. Decisive factors on costs: Size of class, teaching load, enrolment at different levels etc.
 - iv. Salary of teachers.
- b) Problems and issues in educational finance.

Sessional Work

Marks: 30

- Preparation of a blue print for expenditure control in an elementary school.
- Tentative preparation of a school budget

REFERENCES:-

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SEMESTER-IV

SPECIALISATION – OPTIONAL COURSES

Paper-IV-B (E-ii)

EDUCATIONAL PLANNING, ECONOMICS AND POLICY

Course Title (c) EDUCATION POLICY AND RESEARCH

Credits: 4

Time: 3 Hrs.

Total Marks: 100

Theory: 70

Sessional Work: 30

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Course Objectives:-

On completion of this course the students will be able to:

- Explore various education policies and commissions
- Develop the skills in planning and using a variety of administrative strategies
- Analyze the documents through surveys.
- Evaluate the different policies.

SECTION-A

Formulation of Educational Policy

- a) Need and importance of educational policy
- b) Type of Education Policy - national, state level, short-term, long-term
- c) Policy objectives
- d) Determinants of educational policy
- e) Process of Policy Formulation

SECTION-B

Education Policies

- a) National Policy on Education (1986),
- b) Acharya Ram Murty Review Committee Report (1990),
- c) Janardhan Reddy Committee Report (1992),
- d) Modified Programme of Action (1992)

SECTION-C

Monitoring and Evaluation of Policy Implementation

Monitoring issues:

- a) Evaluation strategies
- b) Setting evaluation criteria.

SEMESTER-IV

SECTION-D

Policy Research

Concept of policy research, Analysis of Documents

- a) Research Surveys
- b) Evaluation studies- impact evaluation, process evaluation.

Sessional Work

Marks: 30

- Preparation of questionnaire for micro-level educational survey.
- Preparation of interview schedule for micro- level educational survey.

REFERENCES:-

- Blackmore, C., and Lauder, H. (2004): Researching Policy, in Somekh, B., and Lewkin, C. (2004) Ed. Research Method in the Social Sciences'. Pp. 97-104.
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SEMESTER-IV

SPECIALISATION – OPTIONAL COURSES

Paper-IV-B (E-iii)

EDUCATIONAL MANAGEMENT, ADMINISTRATION AND LEADERSHIP

Course Title (a) SCHOOL MANAGEMENT

Credits: 4

Time: 3 Hrs.

Total Marks: 100

Theory: 70

Sessional Work: 30

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Course Objectives:-

On completion of this course the student will be able to:

- Understand the concept of classroom management.
- Familiarize with the concept of institutional planning for school development.
- Understand the management strategies for quality improvement.
- Familiarize with organizational structure.

SECTION-A

Primary School Management

- a) Classroom Management: meaning and concept, factors affect classroom management, ensuring effective classroom management, discipline concept, elements and its maintenance.
- b) Types of Educational Management- Autocratic, Democratic, Laissez-Faire supervision.

SECTION-B

Institutional Planning

- a) Institutional Planning: meaning, concept process, steps.
- b) Planning of School: space and facilities.
- c) Planning of community resources for the use of school development.

SECTION-C

Management of the three M's (Men, Money and Material)

- a) Organizational- Concept, Structure and functions.
- b) **Management of Resources:**
 - **Men:** Concept, Need and Importance: Human Resource Development, Leadership and its Theories
 - **Money:** Concept, Need and Importance: Financial Management Cost of Education
 - **Materials:** Management of Infrastructure, Equipment, Curriculum, Teaching Learning and Evaluation process in Education.

SEMESTER-IV

SECTION-D

Management Strategies for Quality Improvement

- a) Principles of quality, Assessment for quality improvement: - by other institutions (Govt., NGO's, ISO Certification, Accreditation.) within the institution (Inspection and Supervision, Self-evaluation, Student evaluation, Peer evaluation)
- b) Decision-making and quality improvement Team building for quality improvement. Time management for quality improvement, Event Management, Stress management, Classroom management and Communication.

Sessional work

Marks: 30

- Prepare a report on educational management of an elementary school.
- Prepare a presentation on time management for quality improvement.

REFERENCES:-

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SEMESTER-IV

SPECIALISATION – OPTIONAL COURSES

Paper-IV-B (E-iii)

EDUCATIONAL MANAGEMENT, ADMINISTRATION AND LEADERSHIP

Course Title (b) SCHOOL ADMINISTRATION

Credits: 4

Time: 3 Hrs.

Total Marks: 100

Theory: 70

Sessional Work: 30

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Course Objectives:-

On completion of this course the student will be able to:

- Understand the concept and importance of school administration.
- Familiarize with new trends and problems in educational administration.
- Understand various educational bodies.
- Maintain and utilize various grants for quality improvement.

SECTION-A

Concept of Educational Administration

- a) Meaning, need, scope, functions and aims of Educational Administration, Principles of Administration
- b) Qualities of Head of institution, Teacher, The management.

SECTION-B

Various Bodies of Educational Administration

- a) Educational administration at Central, State and Local Level.
- b) Organization & activities of U.G.C., Central Advisory Board of Education, University, NCERT, NUEPA

SECTION-C

Issues in Educational Administration

- a) Concept of Institution - Government, Govt. Aided & Self – Financed and their administration at elementary Education level.
- b) Problem and solution of Indian Educational Administration & their possible solutions

SEMESTER-IV**SECTION-D****Quality Improvement and Responsibilities of a Head**

- a) Maintenance and utilization of various grants: Teacher grant, school grant, maintenance grant under SSA for quality improvement.
- b) Duties and responsibilities of the head of school, Annual school plan and Preparation of time-table

Sessional work**Marks: 30**

- Preparation of time table for any class.
- Preparation of annual calendar of activities.

REFERENCES:-

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- Bhat K.S. & Ravishankar S, (1985) Administration of Education, Seema Publishers
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- Raghunath Safaya & B.D. Shaida, (1975). School Administration and Organization, Jagdish Kapur for Dhanpat Rai & Sons, Jullundur, Delhi.
- Sharma. O.P "Administration of Education Boards in India" s. B. Nangia, Ashish publishing House, 8/81 Pubjabi Bagh. New Delhi
- Suresh Bhatnagar, 1985-86, "Indian Education To-day of Tomorrow", International publishing House, Meerut, U.P.

SEMESTER-IV

SPECIALISATION – OPTIONAL COURSES

Paper-IV-B (E-iii)

EDUCATIONAL MANAGEMENT, ADMINISTRATION AND LEADERSHIP

Course Title (c) EDUCATIONAL LEADERSHIP

Credits: 4

Time: 3 Hrs.

Total Marks: 100

Theory: 70

Sessional Work: 30

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Course Objectives:-

On completion of this course the student will be able to:

- Critically examine the core and contemporary leadership theories relevant to educational practice and settings.
- Know about new changes and challenges in leadership of institutions.
- Develop capacities for being efficient and effective educational leaders.

SECTION-A

Leadership: Theories and Models

- a) **Leadership:** Concept, Functions and Theories of leadership
- b) **Educational Leadership:** Theories and models (including curriculum, professional, academic, instructional and student-centered leadership)

SECTION-B

Leadership Roles: Challenges and Perspectives

- a) Values, vision and moral purpose in educational leadership.
- b) Issues of diversity in educational organizations with special reference to gender and multiculturalism.

SEMESTER-IV

SECTION-C

Leadership and Organisational Behaviour

a) Basic Attributes of Organizations:

- Organizational Design and Learning,
- Organizational Culture
- Diversity
- Individual Differences: Perception, Attribution, and Motivation

b) **Nature of Groups:** Teamwork and Work Group Design - Conflict, Negotiation and Stress management.

SECTION-D

Pre-requisites and Barriers in Leadership

- a) Essential requisites of a good Educational Leader- mission, vision and values.
- b) Barriers in Educational Leadership.

Sessional work

Marks: 30

- Report On the current practices/trends in the field of Educational Leadership.
- Prepare a report by assessing the type of leadership of five principals of different schools.

REFERENCES:-

- Baldrige, J. V. (1978). Policy making and effective Leadership. San Francisco: Jossey Bass.
- Chandrashekar Pramila: Educational Planning and Management: Sterling publishers: New Delhi: 1994
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- Franklin G Stephen & Terry R. George: Principles of Management AITBS Pub., New Delhi
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- Raghunath Safaya & B.D. Shaida, (1975). School Administration and Organization, Jagdish Kapur for Dhanpat Rai & Sons, Jullundur, Delhi.
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SEMESTER-IV

SPECIALISATION – OPTIONAL COURSES

Paper-IV-B (E-iv)

INCLUSIVE EDUCATION

Course Title-(a) EDUCATION FOR SPECIAL CHILDREN

Credits: 4

Time: 3 Hrs.

Total Marks: 100

Theory: 70

Sessional Work: 30

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Course Objectives:-

On completion of this course the students will be able to:

- Understand concept, and educational implications of visual impairment.
- Understand the concept, classification and educational provision for children with hearing impairment.
- Learn about the concept, identification and intervention strategies for children with autism and speech impairment.
- Familiarize them with the concept of mental retardation.

SECTION-A

Visual Impairment

- a) Definition, characteristics, causes, prevention and problems.
- b) Educational provisions, role of technology in education and mobility.
- c) Curriculum adaptation and Role of teacher for educating children with visual impairment.

SECTION-B

Hearing Impairment

- a) Definition, characteristics causes and classification.
- b) Prevention and educational provisions.
- c) Curriculum adaptation and Curriculum adaptation and Role of teacher for educating children with hearing impairment.

SECTION-C

Speech Impairment and Autism

- a) Speech impairment: Concept, classification, causes and available intervention.
- b) Autism: concept, nature, identification, educational provision and intervention.
- c) Curriculum adaptation and Role of teacher for educating children with speech impairment and autism.

SEMESTER-IV

SECTION-D

Mental Retardation

- a) Definition, characteristics, causes and classification.
- b) Prevention and educational provision.
- c) Curriculum adaptation and Role of teacher for educating children with mental retardation.

Sessional work

Marks: 30

- A case study in any area of disability in prescribed format with short term and long term plan.
- Report on visit to a special school.

REFERENCES:-

- American Association on Mental Retardation, (2002). *Mental retardation: Definition, classification and systems of supports* (10th ed.). Washington: DC.
- Mani, M. N. G. (2000). *Inclusive education in Indian context*. Coimbatore: International Human Resource Development Centre for the Disabled, Sri Ramakrishna Mission Vidyalaya.
- Man, K, & Hailahan, M. J. (1992). *Exceptional children: Introduction to special education*. New Jersey: Prentice Hall Inc.
- Nirman, P. (2007). *Encyclopedia of Special Education*. New Delhi: Anmol publication.
- Narayanaswamy, S., & Kansara, J. (2006). *Family, Community and Hearing Child*. New Delhi: Kanishka Publishers.
- Orlansky, W. D. (1992). *Exceptional Children: An inventory survey of special education*. New York: Macmillan Publishing Company.
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- Reddy, G. L. (2004). *Hearing impairment: An educational consideration*. New Delhi: Discovery Publishing House.
- Venkatesan, S. (2003). *Children with developmental disabilities: A training guide for parents, teachers and care givers*. New Delhi: Sage Publications.

SEMESTER-IV

SPECIALISATION – OPTIONAL COURSES

Paper-IV-B (E-iv)

INCLUSIVE EDUCATION

Course Title-(b) GENDER, SCHOOL AND SOCIETY

Credits: 4

Total Marks: 100

Time: 3 Hrs.

Theory: 70

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Course Objectives:-

On completion of this course students will be able to:

- Understand the present approach of education of children with special needs.
- Explore the possibility of change through inclusive education
- Develop a comprehensive and critical understanding on disability and marginalization.
- Understand inequality and diversity in Indian classroom.

SECTION-A

Inclusive Education

- a) Forms of inclusion and exclusion in Indian education (marginalized sections of society, gender, children with special needs)
- b) Addressing Inequality and Diversity in Indian Classroom: pedagogical and curriculum concerns.

SECTION-B

Gender inequality and gender sensitivity

- a) Inequality of opportunities, economic and social consequences of gender inequality at elementary level.
- b) Programs on girl education – Kasturba Gandhi BalikaVidhayalaya, SSA, DPEP.

SECTION-C

Inclusion of Children with Disabilities in Education

- a) Identifying special needs of children with disabilities Curriculum Adaptations and Use of Technology, Teaching Learning Material.
- b) Major components of successful change toward Inclusion
 - Communication
 - Interpersonal skills
 - Positive attitudes
 - Flexibility
 - Success Stories, Financial Resources and Infrastructure.

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SECTION-D

Competencies development for Inclusive Education

- a) Attitude and positive behaviour for Inclusion.
- b) Developing attitude and social skills for Inclusion.
 - i. Attitude
 - ii. Self- Efficacy
 - iii. Skill
 - iv. Ideologies

Sessional work

Marks: 30

- Conduct a survey in the local area to ascertain the prevailing attitudes/ practices towards social, emotional and academic inclusion of children with diverse needs.
- Field visit to elementary school promoting inclusive practices and discussion with teachers and observation and analysis of teaching learning practices.

REFERENCES:-

- Baquer, A. and Sharma, A. (1998). *Disability Vs Challenges*. New Delhi: Can Publishers.
- Bhattacharjee, N. (1999). *Through the looking-glass: Gender Socialisation in a Primary School in T. S. Saraswathi (ed.) Culture, Socialization and Human Development: Theory, Research and Applications in India*. New Delhi: Sag
- Ghai, A. (2001). *Marginalization and Disability: Experiences from the Third World in M. Priestly (ed.) Disability and the Life Course: Global Perspectives* Delhi:Cambridge University Press.
- Manjrekar, N. (2003). *Contemporary Challenges to Women's Education: Towards an Elusive Goal?* Economic and Political Weekly, 38 (43), 4577-4582.
- Nambissan, Geetha B. (2004). *Integrating Gender Concerns. Seminar, Are We Learning?* Vol. 536, April, 2004.
- Epstein, C. (1984). *Special Children in Regular Classrooms*. Virginia: Reston Publishing Company, Inc.
- Subrahmanian, R. Sayed, Y. Balagopalan, S. and Soudien, C. (Eds.) (2003). Education inclusion and exclusion: Indian and South African perspectives, IDS Bulletin, 34(1).

SEMESTER-IV

SPECIALISATION – OPTIONAL COURSES

Paper-IV-B (E-iv)

INCLUSIVE EDUCATION

Course Title-(c) INCLUSIVE EDUCATION AND ITS PRACTICES

Credits: 4

Total Marks: 100

Time: 3 Hrs.

Theory: 70

Sessional Work: 30

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Course Objectives:-

On completion of this paper, the student-teachers will be able to:

- Understand Inclusive School Education Concept and nature.
- Develop awareness of learner towards inclusive education and its practices.
- Enable the student to organize inclusive classroom.

SECTION-A

Current Trends in Inclusive Education

- Education: Normalization, Mainstreaming, Integration and Inclusion
- Rehabilitation: Deinstitutionalization, Community based rehabilitation.
- Cross disability approach
- Open School Learning system : Non-Formal Education

SECTION-B

Issues in Inclusive Education in India

- Current Status and Issues of inclusive education in India
- Barriers and Facilitators in Inclusive Education: Attitude, Social and Educational
- Ethical Issues in Inclusive Education
- Researches in Inclusive Education in India

SECTION-C

Supportive Services for inclusion

- Concept, importance and types of supportive services (medical, rehabilitative and educational).
- Early identification and available referral services for support
- Myths and facts of supportive services for inclusive learning.
- Role of teacher and teacher educators in utilizing support services for inclusion.

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SECTION-D

Innovation in Inclusive Education

- Assistive and Adaptive Technology for Diverse learners: Product (Aids and Appliances) and Process (Individualized Education Plan (IEP), Remedial Teaching),
- Therapeutic Interventions: Need and Scope
- Use of Information Communication Technology (ICT) in inclusive classroom
- Effectiveness of inclusive strategies such as enrichment, cluster grouping, mixed ability grouping, multilevel teaching, cooperative learning, peer tutoring in the context of constructivism.

Sessional work

Marks: 30

The students may undertake any one of the following activities:

- Review of literature related to education of children with diverse needs presentation of reports in a seminar
- Identify suitable research areas in inclusive education.
- Make a list of existing resources in the local area and discuss their use and limitations based on survey of five inclusive schools

REFERENCES:-

- Loreman, Deppeler and Harvey- Inclusive Education, Allen and Unwin Australia.
- Felicity Armstrong and Michele Moore (2004). *Action Research for Inclusive Education*. Routledge Falmer
- Mike Adams and Sally Brown (2006). *Towards Inclusive Learning in Higher Education*. Routledge.
- Peter Mittler (2000). *Working towards Inclusive Education*, David Fulton Publishers.
- Nind, Sheehy and Simmons, Inclusive Education (2006) –Learners and Learning Context, David Fulton Pub.17) Integrated and Inclusive Education, Premavathy and Mittal, R C I.
- Advani, Lal. And Chadha, Anupriya (2003). *You and Your Special Child*, New Delhi: UBS Publishers.
- Sharma, Kaushal and Mahapatra (2007). *Emerging Trends in Inclusive Education*.
- Sharma, R.N., & Chandra: *Advanced Educational technology*. New Delhi: Atlantic Publishers S.S. (2003) and Distributors.
- Sharma, T.R. (2005): *Educational Technology* (Pbi.). Patiala: Twenty First Century Publications.
- Sodhi, G.S. & Dutt: *Educational Technology*. Chandigarh: Sumir Publishers.
- Sunil (1993), Mehra, V. (2004): *Educational Technology*. New Delhi: S.S. Publishers.
- Thakur, A.S. & Berwal, Sandee (2011): *Essentials of Education Technology*. Patiala: Twenty First Century Publications.

SEMESTER-IV

SPECIALISATION – OPTIONAL COURSES

Paper-IV-B (E-v)

EDUCATIONAL TECHNOLOGY AND ICT

Course Title (a) ICT AND EDUCATIONAL TECHNOLOGY

Credits: 4

Time: 3 Hrs.

Total Marks: 100

Theory: 70

Sessional Work: 30

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Course Objectives:-

On completion of this course the students will be able to:

- Use modern innovations in teaching-learning process.
- Understand the role of multi-media in education.
- Evaluate the use of various teaching aids in classroom.
- Able to formulate objectives related to different domains.

SECTION-A

- a) **Forms of Educational Technology:** Instructional Technology; and Behavioral Technology
- b) **Approaches to Educational Technology:** Hardware, Software and System approach.
- c) Differentiation between **Technology in Education** and **Technology of Education**.

SECTION-B

- a) Educational Technology Program in India with special reference to CIET, EMMRC, IGNOU, SIET, and their role in Education.
- b) Systems Approach to Education its Components: Goal Setting, Task Analysis, Content Analysis, and Context Analysis.

SECTION-C

- a) **ICT in Teaching and Learning:** Meaning, Nature, Characteristics of ICT.
- b) Scope of ICT in Education.
- c) Teaching Learning Contexts and need for ICT devices.

SECTION-D

- a) Principles Related to: Whole Group Learning, Small Group Learning, Individualized Learning.
- b) Critical analysis of teaching aids and their application in instructions.
- c) ICT in Class: Need and Importance.

SEMESTER-IV**SESSIONAL WORK****MARKS: 30**

The students may undertake the following activities:

Identifying appropriate media and material for effective use in the transaction of a lesson

REFERENCES:-

- Apter, Michel, J. (1968). The New Technology of Education. London: MacMillan.
- Bhatia, K.K. & Sidhu, H.S. (1994). Foundations of Teaching Learning Process, Ludhiana: Tandon Publication.
- Bhushan, A. and Ahuja, M. (1992). Educational Technology. Patiala: Bawa Publishers.
- Chauhan, S.S. (1978). A Textbook of Programmed Instruction. New Delhi: Sterling.
- Mukhopadhyay, M. (1990): *Educational Technology – Year Book 1988*, All India Association for Educational Technology, New Delhi.
- Mukhopadhyay, M. (1990): *Educational Technology – Challenging Issues*, Sterling Publishers Pvt. Ltd., New Delhi.
- Parmaji, S. (1994): *Distance Education*, New Delhi: Sterling Publishers.
- Rana, S. (1994): *Open Learning in India*, Commonwealth Publishers, New Delhi.
- Sampathet. al. (1981): *Introduction to Educational Technology*, Sterling Publishers Pvt. Ltd.

SEMESTER-IV

SPECIALISATION – OPTIONAL COURSES

Paper-IV-B (E-v)

EDUCATIONAL TECHNOLOGY AND ICT

Course Title (b) ICT IN EDUCATION

Credits: 4
Time: 3 Hrs.

Total Marks: 100
Theory: 70
Sessional Work: 30

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Course Objectives:-

- To theoretical perspective of educational technology as a field of study.
- To have future practitioners a conceptual understanding related to systemic and institutional development.
- Certain competencies and skills related to instructional management and classroom practices.

SECTION-A

- a) Communication process: concept, types, modes, process and barriers.
- b) Modern techniques of communication: Tele-conferencing, e-learning, m-learning, Classrooms: smart, flipped and virtual.
- c) Instructional Designing: Lecture, Discussions, Panel discussions, Seminars, and tutorials.

SECTION-B

- a) Action Research as a tool of solving educational problems related with teaching learning: Process, Objectives, and Steps of Action Research.
- b) Recent development in the field of Interaction analysis. Application of Interaction analysis to Teaching.
- c) Team Teaching, Edusat.

SECTION-C

- a) **Models of teaching:** Meaning, Assumptions and Fundamental Elements of a Model of Teaching.
- b) Taba's Inductive Thinking Model;
- c) Ausubel 's teaching model and
- d) Bruner's concept attainment model

SEMESTER-IV

SECTION-D

- a) **Programmed Learning-** Concept, Principles and Types of Programmed Learning (Linear, Branching, Mathetics)
- b) Stages of Program Development

Sessional Work:

Marks: 30

Prepare an Action Research Proposal.

Critical analysis of the different instructional designs based on the various instructional design models.

REFERENCES:-

- AnandRao B. and Ravishankar: Readings in Educational Technology, Himalaya Publishing House, Ramdoot Dr. Bhalerao Marg, Bombay – 04.
- Chauhan S S: A Text Book of Programmed Instruction. (2ndEd). Sterling Publishers Pvt Ltd., New Delhi / Bangalore.
- Dharma, OP and Bhatnagar O.O: Educational and Communication for Development, Oxford and IBG, New Delhi
- Goldberg, Alvin and Carl E.; Larson: Group Communication, Prentice Hall, Inc. New Jersey.
- Harun Arrasjid and Dorine Arrasjid: Media – A pocket Guide, MSS Information Corporation, New York.
- Keith Hudson: Introducing CAL – Practical guide to writing CAL Programmes, Chapman and Hall, London.
- Khanna S.D et.al: Technology of Teaching and Teacher Behavior, Doaba House, New Delhi, 1984. Four Author: Technology of Teaching.
- Patel I.J and other: A Hand Book of Programmed Learning, CASE, Baroda.
- Ronald H Anderson: Selecting and Developing Media for Instruction, Van Nostrand Reinhold, New York.
- Ruhela S P (2001): Some Aspects of Educational Technology.
- Sharma R A: Programmed Instruction – An Instructional Technology, Loyal Bank Depot, Meerut (UP).
- Sharma R.A: Programmed Instruction – An Instructional Technology, Goyal Book Depot, Meerut.

SEMESTER-IV

SPECIALISATION – OPTIONAL COURSES

Paper-IV-B (E-v)

EDUCATIONAL TECHNOLOGY AND ICT

Course Title (c) EDUCATIONAL MEDIA AND RESEARCH IN CLASSROOM

Credits 4

Time: 3 Hrs.

Total Marks: 100

Theory: 70

Sessional Work: 30

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Course Objectives

- To enable learners apply ICT tools in courseware design and conduction of research work
- To enable student with the pattern of e-content design and its validation
- To enable students evaluate on-line learning materials and process of online testing

SECTION-A

- a) **Media:** Concept, characteristics, uses and limitations of various media. Media selection and integration,
- b) Multi-media packages and their uses in formal, non-formal and distance education, Media development policy, programs and strategies.

SECTION-B

- a) Open and Distance learning systems – Concept, need, characteristics and scope, nature of learning materials, evaluation and feedback.
- b) Research in Educational Technology – trends and priority areas.

SECTION-C

- a) Audio Visual Media in Education Audio-visual media – meaning, importance and various forms. Audio/Radio: Broadcast and audio recordings - strengths and Limitations, criteria for selection of instructional units, script writing, pre-production, post-production process and practices, use of RCCP in teaching, Role of AIR/Gyanvani, Audio Conferencing and Interactive Radio Conference.
- b) Video/Educational Television: Telecast and Video recordings - Strengths and limitations, Use of Television and CCTV in instruction and Training.

SEMESTER-IV

SECTION-D

- a) **New Horizons of Educational Technology:** Recent innovations in the area of ET interactive video – Hypertext, video-texts, optical fiber technology.
- b) **Open schools and open universities.** Recent experiments in the third world countries and pointers for India with reference to education.
- c) **Transaction Mode:** Lecture cum demonstration and hands on experiences on the production of audio-visual material; observation of various modes of training programmes by the different organizations / institutions. Analysing the different instructional designs based on the various instructional design models. Preparation of a trend report on researches on instructional design of a trend report on researches on instructional design.

Sessional Work:

Marks: 30

Visit to local TV / Radio Station and analyzing the educational radio broadcast or TV telecast for quality and content

REFERENCES:-

- Conrad, Kerri (2001), Instructional Design for Web – Based Training HRD Press.
- Dececco, John, P. (1964). Educational Technology, Reading in Programmed Instruction.
- Holt Rinehart and Winston. Joyce, Bruce and Marsha Wali. (1985). Model of Teaching. New Delhi: Prentice Hall of India.
- Gagne, RM, Leslie J.B.; & Walter W.W. (1987) Principles of Instructional Design Wodworth Publishing Co.
- Horton, W (2001): Designing web-based Training John Wiley & Sons.
- Mangal, S.K. (2002). Fundamental of Educational Technology. Ludhiana: Parkash Brothers.
- Phillips. R (1997) Interactive Multimedia London: Kogan Page.
- Morey, D; Maybury M & Bhavani, Th. (2001) Knowledge Management University Press (India) Ltd: Hyd.
- Rosenberg, M.J. (2001) e-learning New York: McGraw Hill.
- Schank, R.C. (2001) Virtual Learning McGraw Hill.
- Sallis, E & Jones, G (2002) Knowledge Management in Education London: Kogan Page Ltd.

M.ED. (2 YEARS) (COLLEGES)
(Syllabus for the Batch from Year 2020 to Year 2022)

- Sharma, R.A. (2005). *Educational Technology*. Meerut: Modern Publishers.
- Sharma, R.A. (1977). *Shikshan Takniki*. Meerut: Modern Publishers. Singh, L.C. and Sharma, R.D. (2002). *Micro Teaching*. Agra: Bhargwa Book House Book Depot.
- Sharma, R.N., & Chandra: *Advanced Educational technology*. New Delhi: Atlantic Publishers S.S. (2003) and Distributors.
- Sharma, T.R. (2005): *Educational Technology* (Pbi.). Patiala: Twenty First Century Publications.
- Sodhi, G.S. & Dutt, : *Educational Technology*. Chandigarh: Sumir Publishers.
- Sunil (1993), Mehra, V. (2004): *Educational Technology*. New Delhi: S.S. Publishers.
- Thakur, A.S. & Berwal, Sandee (2011): *Essentials of Education Technology*. Patiala: Twenty First Century Publications.

SEMESTER-IV

SPECIALISATION – OPTIONAL COURSES

Paper-IV-B (S-i)

CURRICULUM PEDAGOGY AND ASSESSMENT

Course Title (a) ADVANCED CURRICULUM THEORY

Credits: 4

Time: 3 Hrs.

Total Marks: 100

Theory: 70

Sessional Work: 30

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Course Objectives:-

On completion of this course the student will be able to:

- Reflect upon the concept of curriculum and curriculum theory.
- Describe the nature of human knowledge.
- Explain the model of curriculum planning.
- List and explain different curriculum patterns and designs.
- Gain insight into models of curriculum change and innovation.
- Explain diffusion theory and model of dissemination of curriculum change and innovation.

SECTION-A

Curriculum Development – Trends and Theories

- a) Current Trends in Curriculum Development-Autonomy and Curriculum Development, Curriculum for Inclusion, E –learning and Curriculum Development.
- b) Theories and Curriculum Development-Curriculum and Constructivism, Curriculum and Critical Theory, Curriculum and Poststructuralist Theory

SECTION-B

Curriculum-Knowledge and Planning

- a) Knowledge: concept and nature of knowledge in philosophical and sociological perspective.
- b) Curriculum planning: concept, aims and objectives and models-prescriptive (ralph tyler model) and descriptive (Malcolm skilbeck's situational model).

SECTION-C

Curriculum Design - Patterns and Models

- a) Curriculum design: concept, steps and patterns (centralized, decentralized, co-ordinated).
- b) Models of curriculum design –objective model, process model, wheeler model, Kerr's model.

SEMESTER-IV

SECTION-D

Curriculum Change and Innovations

- Curriculum change and innovations: concept, and difference between curriculum change and curriculum innovation and Factors responsible for innovations in curriculum development.
- Theory of curriculum change and innovation (diffusion theory by roger)
- Models of dissemination (Schon's model, Havlock's models).

Sessional Work

Marks: 30

- Comparison between the curriculum of two board of Education (Punjab board of school education and central board of school education).
- Critical analysis of existing syllabi on teacher education of any one university in your state.

REFERENCES:-

- Aggarwal, Deepak (2007): Curriculum development: Concept, Methods and Techniques. New Delhi. Book Enclave.
- Aggarwal, J.C (1990). Curriculum Reform in India- World overviews, Doaba World Education Series-3 Delhi, Doaba House, Book seller and Publisher.
- Arora, G.L. (1984): Reflections on Curriculum. NCERT.
- Bhalla, Navneet (2007), Curriculum development Published by Authorpress E35/103 Jawahar Park laxmi Nagar, New Delhi-92.
- Dewey, John (1966). The Child and the Curriculum. The University of Chicago Press.
- Diamond Robert M. (1986) Designing and Improving Courses in Higher Education: A Systematic Approach, California, Jossey-Bass Inc. Publication.
- Duyilemi, B.O. (2000). Introduction and understanding curriculum studies. Ado-Ekiti: Selak educational publishers.
- Joseph, P.B. et al; (2000): Cultures of Curriculum (studies in Curriculum Theory). New York. Teacher College Press.
- Kelly, A.V. (2004) The curriculum theory and practice. sage publication London.
- McKernan, James (2007): Curriculum and Imagination: Process, Theory, Pedagogy and Action Research.
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- NCTE (2009) National Curriculum Framework for Teacher Education.
- Oliva, Peter F. (1988) Developing the Curriculum. Scott, and Foresman and Co.
- Reddy, B. (2007): Principles of curriculum planning and development.

SEMESTER-IV

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- J.W. & Joseph Bondi (2006): Curriculum Development: A Guide to Practice. Pearson Publication.
- Urevbu, A.(2001) curriculum studies, London and Lagos, juland publishers.
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SEMESTER-IV

SPECIALISATION – OPTIONAL COURSES

Paper-IV-B (S-i)

CURRICULUM PEDAGOGY AND ASSESSMENT

Course Title (b) CURRICULUM TRANSACTION

Credits 4

Time: 3 Hrs.

Total Marks: 100

Theory: 70

Sessional Work: 30

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Course objectives:-

On completion of this course the students will be able to:

- Describe various methods/media for transaction.
- Discuss approaches of curriculum transaction.
- Explain role of ICT in curriculum Transaction.
- Develop skills to integrate ICT in curriculum transaction.
- Understand the importance of collaborative learning.

SECTION-A

Understanding Curriculum Transaction

- a) Meaning of curriculum transaction, minimum requirement for transaction of curriculum: duration, in-take, eligibility of students, content, qualification of teaching staff, infrastructure facilities, institutional facilities, classroom climate.
- b) Issues related to curriculum transaction, teacher's role in curriculum transaction.

SECTION-B

Resources and Approaches of Curriculum Transaction

- a) Curricular materials- textbooks: presentation of content, language, illustrations, episode, stories and practice exercise, Teacher's guide: its role in transaction.
- b) Collaborative/cooperative learning: meaning and its role in curriculum transaction, use of various methods and media in transaction of curriculum.

SECTION-C

Integration of ICT in Curriculum Transaction

- a) ICT's importance and role in transaction of curriculum
- b) Various modes of ICT for transaction with their strengths and limitations, PLM, CAL, CAI.

SEMESTER-IV

SECTION-D

Role of Communication in Transaction

- a) Concept of Communication in transaction, Importance of communication transaction of learning experience, various communication means and media, Necessary requirement for proper communication.
- b) Elements of communication (Who-the sender, what-the message, whom-the receiver, what-the change/the communication medium and structure of human relationship through which content material is transmitted), what effect-the valued.

SESSIONAL WORK

MARKS: 30

- Students will prepare an observation schedule for curriculum transaction in any one-school subject.
- Students will observe and identify various methods, media & approaches used in transaction of curriculum for particular school subject/or course in teacher education.

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SEMESTER-IV

SPECIALISATION – OPTIONAL COURSES

Paper-IV-B (S-i)

CURRICULUM PEDAGOGY AND ASSESSMENT

Course Title (c) **APPROACHES TO CURRICULUM ASSESSMENT**

Credits: 4

Time: 3 Hrs.

Total Marks: 100

Theory: 70

Sessional Work: 30

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Course Objectives:-

On completion of this course the students will be able to:

- Understand process of curriculum assessment
- Differentiate between formative and summative evaluation
- Utilize different techniques for evaluation of curriculum and program
- Explain various tools used in curriculum assessment

SECTION-A

Curriculum Assessment

- a) Concept, characteristics, nature and principles of curriculum assessment.
- b) Approaches and Diagnosis in curriculum assessment.
- c) Models of curriculum Evaluation: Ralph Tyler's evaluation model, CIPP model (Stufflebeam), Robert Stake's countenance model, Micheal Scriven's model.

SECTION-B

Types of Curriculum Assessment

- a) Formative and summative evaluation: Concept, scope and importance, collection of appropriate evidences- during designing of curriculum, and trying out of curriculum.
- b) Evaluation based on test, ex-student's reaction to instructional process, teacher's views concerning effectiveness of instruction, parent's reaction about courses, situation analysis using survey and interview, issues in curriculum evaluation.

SEMESTER-IV

SECTION-C

Programme Assessment

- a) Stages of programme evaluation- identifying decision makers, purpose and objectives of the programme, deciding indicators of success, developing data gathering material, collecting and analyzing data, soliciting feedback, making revisions.
- b) Realizing goals and objectives of education, appropriateness of content to learner's needs and interest, relating content to life experiences of learner.

SECTION-D

Tools and Techniques of Curriculum Assessment

- a) Observation, classroom interaction (with teacher and in peer group, group work).
- b) Oral method: pretesting, diagnostic questions.
- c) Interview: consulting users of curriculum, an opinonnaire, maintaining diary by the children as well as teachers, project work, peer evaluation, maintaining portfolio of the work and their presentation.

Sessional Work

Marks: 30

- Assessment of curriculum of a particular school subject
- Summative evaluation of instructional process based upon questionnaire to be filled by students

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(Syllabus for the Batch from Year 2020 to Year 2022)

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SEMESTER-IV

SPECIALISATION – OPTIONAL COURSES

Paper-IV-B (S-ii)

EDUCATIONAL PLANNING, ECONOMICS AND POLICY

Course Title (a) EDUCATIONAL PLANNING AND ECONOMICS OF EDUCATION

Credits: 4

Time: 3 Hrs.

Total Marks: 100

Theory: 70

Sessional Work: 30

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Course Objectives:-

On completion of this course the students will be able to:

- Explain the types and approaches to educational planning
- Understand the concept of education as consumption and investment
- Analyze the political economy of education.
- Understand the labour markets.

SECTION-A

Educational Planning

- a) Objectives and scope of educational planning, Procedure for planning,
- b) Pre-requisite conditions to success in educational planning,
- c) Approaches to educational planning: social demand approach, manpower approach, rate of return approach

SECTION-B

Types of Educational Planning

- a) District level planning – Strategic and Operational Planning.
- b) Critical analysis of educational planning with respect to latest five year plan.

SECTION-C

Education as Consumption, Investment and methodology

- a) Consumption: Concept, significance, strategies
- b) Investment: Concept, significance, strategies
- c) Kinds of plan: Macro and Micro plans-. short, long, centralized, decentralization, preservative planning

SEMESTER-IV

SECTION-D

Education and Employment

- a) Education and the labour market.
- b) Labour market theories in education.
- c) Internal labour markets and education.
- d) Youth unemployment and education
- e) The Economics of brain drain.

Sessional Work

Marks: 30

- Prepare a plan for the establishment of a new school.
- Visit the employment exchange of your district- Prepare the report of employed and unemployed youth in your district.

REFERENCES:-

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SEMESTER-IV

SPECIALISATION – OPTIONAL COURSES

Paper-IV-B (S-ii)

EDUCATIONAL PLANNING, ECONOMICS AND POLICY

**Course Title: (b) EDUCATIONAL PLANNING, MANAGEMENT AND FINANCING OF
EDUCATION**

Credits: 4

Time: 3 Hrs.

Total Marks: 100

Theory: 70

Sessional Work: 30

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Course Objectives:-

On completion of this course the students will be able to:

- Develop an insight into the perspectives of management theories in the light of practices in education.
- Understand educational management system in India.
- Understand the relationship between the financial support of education and quality of education,
- Explore the financial problems of educational administration.

SECTION-A

Educational Finance

- a) Concept, need and significance of educational finance,
- b) Principles of educational finance,
- c) Financing education for productivity-creating qualified and productive manpower,
- d) General theory of public finance, Allocation of resources- economic and social bases for allocation of resources in education (cost minimization and quality improvement),
- e) Sources of educational finance- government grants, tuition fee, taxes, endowment, donation and gifts at centre and state level

SECTION-B

Performance and Resource Management in Educational Institutions

- a) Need for resource management in education,
- b) Quality assurance in material and human resources,
- c) Nature and characteristics of resources in education,- Material resources, Human resources, Financial resources, Procurement, utilization and maintenance of resources
- d) Role of central, state and local governments in resource mobilization.

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SECTION-C

Educational Expenditure

- a) Monitoring of expenditure control, Utilization of funds, Accounting and auditing,
- b) Rising unit costs and resources constraints
- c) Demand for education and supply of education

SECTION-D

Constitutional Responsibility and Issues in Educational Finance

- a) Constitutional responsibility for providing education, Central-state relationship in finance of education
- b) Problems and issues in educational management and finance

Sessional Work

Marks: 30

- Tentative preparation of a school budget
- Preparation of a blue print for expenditure control in a school.

REFERENCES:-

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- John, R.L. & Morphet, B.L. (Ed.) (1952): Problems and Issues in public school finance. New York: Columbia University.
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- Financing Education in developing Countries: An exploration of Policy option.

SEMESTER-IV

SPECIALISATION – OPTIONAL COURSES

Paper-IV-B (S-ii)

EDUCATIONAL PLANNING, ECONOMICS AND POLICY

Course Title (c) EDUCATIONAL POLICY AND RESEARCH

Credits: 4

Time: 3 Hrs.

Total Marks: 100

Theory: 70

Sessional Work: 30

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Course Objectives:-

On completion of this course the students will be able to:

- Explore various education policies and commissions
- Develop the skills in planning and using a variety of administrative strategies
- Analyze the documents through surveys.
- Evaluate the different policies.

SECTION-A

Formulation of Educational Policy

- a) Need and importance of educational policy
- b) Type of Education Policy - national, state level, short-term, long-term
- c) Policy objectives
- d) Determinants of educational policy
- e) Process of Policy Formulation

SECTION-B

Education Policies

- a) National Policy on Education (1986),
- b) Acharya Rama Murti Review Committee Report (1990),
- c) Janardhan Reddy Committee Report (1992),
- d) Modified Programme of Action (1992)

SECTION-C

Monitoring and Evaluation of Policy Implementation

Monitoring - issues involves

- a) Evaluation strategies
- b) Setting evaluation criteria.

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SECTION-D

Policy Research

- a) Concept of policy research, Analysis of Documents
- b) Research Surveys
- c) Evaluation studies- impact evaluation, process evaluation.

Sessional Work

Marks: 30

- Preparation of questionnaire for micro-level educational survey.
- Preparation of interview schedule for micro- level educational survey.

REFERENCES:-

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SEMESTER-IV

SPECIALISATION – OPTIONAL COURSES

Paper-IV-B (S-iii)

EDUCATIONAL MANAGEMENT, ADMINISTRATION AND LEADERSHIP

Course Title : (a) EDUCATIONAL MANAGEMENT

Credits: 4

Time: 3 Hrs.

Total Marks: 100

Theory: 70

Sessional Work: 30

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Course Objectives:-

On completion of this course the students will be able to:

- Develop an insight of management process in educational organization.
- Analyze educational management at different levels.
- Understand educational planning, human resource development and staff development.

SECTION-A

Management Processes in Educational Organization

- a) Organization Development
- b) Organizational Change and Compliance

SECTION-B

Educational Management at different levels

- a) Secondary education
- b) Senior Secondary education

SECTION-C

Human resource and Staff Development

- a) Human resource management :concept, need, principles and scope
- b) Staff development: need, objectives, importance, methods, process and skill development.

SECTION-D

Total Quality Management (TQM)

- a) Aspects and strategies of TQM
- b) Quality assessment in education –NAAC, Internal Quality Assurance cell (IQA C) , NCTE

SEMESTER-IV

SESSIONAL WORK

MARKS: 30

- Critical analysis of educational planning in India w.r.t. short term & long term plans.
- Prepare a report on educational management of a school/college at Secondary/ Senior Secondary level.

REFERENCES:-

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SEMESTER-IV

SPECIALISATION – OPTIONAL COURSES

Paper-IV-B (S-iii)

EDUCATIONAL MANAGEMENT, ADMINISTRATION AND LEADERSHIP

Course Title (b) EDUCATIONAL ADMINISTRATION

Credits: 4

Time: 3 Hrs.

Total Marks: 100

Theory: 70

Sessional Work: 30

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Course Objectives:-

On completion of this course the students will be able to:

- Explore trends in Educational Administration.
- Understand and appreciate the role of different agencies in educational administrations.
- Identify the problems of educational administration in India.
- Comprehend the significance of educational administration at different levels.

SECTION-A

Theoretical Considerations

- a. Development of modern concept of educational administration from 1900 to the present day
 - Taylorism, Administration as process and bureaucracy, Human relations approach, System approach and Democratic approach to administration
- b. Specific trends in educational administration
 - Decision making, Organizational development and competencies
 - Programme Evaluation and Review Technology (PERT)

SECTION-B

Administrative System of Indian Education

- a) Post-Independence Role of Government of India in Education
- b) Evaluation and Development of Central Ministry of Education: (i) Organization and Activities of Ministry of Education (ii) The Attached Autonomous and Subordinate Bodies (iii) Advisory and statutory bodies in education-Central Advisory Board, University Grant Commission, N.C.E.R.T

SECTION-C

Institutional Administration

- a) Role of the Followings in Effective Institutional Administration: (i) Management (ii) Teachers (iii) Guardians
- b) Place of Inspections and Supervision in the Development of the Institution
- c) Ways and Means to Tackle the various Administrative Problems

SEMESTER-IV

SECTION-D

Educational Finance

- a) Role of the Following Bodies in Financing Education: (i) Govt. of India (ii) State Government (iii) Local Bodies (iv) Private Agencies
- b) Sources of Educational Finance: (i) Govt. (Centre and State) Grant (ii) Endowment donation, gifts (iii) Capitalisation fees (iv) Foreign Aids

SESSIONAL WORK

MARKS: 30

- Prepare an evaluatory report on any one Advisory body of education-Central Advisory Board/ University Grant Commission/ N.C.E.R.T
- Critical analysis of any one body in financing education - Govt. of India/ State Government / Local Bodies/ Private Agencies

REFERENCES:-

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SEMESTER-IV

SPECIALISATION – OPTIONAL COURSES

Paper-IV-B (S-iii)

EDUCATIONAL MANAGEMENT, ADMINISTRATION AND LEADERSHIP

Course Title (c) **LEADERSHIP IN EDUCATION**

Credits: 4

Time: 3 Hrs.

Total Marks: 100

Theory: 70

Sessional Work: 30

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Course Objectives:-

On completion of this course the students will be able to:

- Utilize the leadership skills in maintaining human relations in administration.
- Understand the role of leader in the professional growth of the person.
- Understand the role of principal as a democratic leader.
- Explore the barriers to educational leadership.

SECTION-A

Educational Leadership

- a) Educational Administration Leadership Skills (i) Decision Making (ii) Planning (iii) Co-Ordinating (iv) Communicating (v) Evaluating (vi) Feed Back
- b) Behavioural Pattern of Educational Leadership: (i) Aloofness (ii) Production Emphasis (iii) Thrust (iv) Consideration (v) Human Relationship

SECTION-B

Role of an Educational Leader

- a) Role of an Educational Leader: (i) As a Policy Formulator (ii) As a Planner (iii) As an Organizer (iv) As a Decision Maker (v) As a Coordinator (vi) As an Innovator
- b) Role of Principal as a change agent and as a democratic leader of the school and local community.

SECTION-C

Pre-requisites and Barriers in Leadership

- a) Essential requisites of a good Educational Leader- mission, vision and values.
- b) Barriers in Educational Leadership.
- c) Models of leadership: Ohio state leadership, Managerial grid model, Likert leadership.

SEMESTER-IV

SECTION-D

Leadership and Human Relationship

- a) Importance, basic Values and Principles of Human Relations in administration.
- b) Ways and Means of Establishing and Sustaining Human Relationship with Teachers, Parents, Students and Community.

Sessional Work

Marks: 30

- Survey any two schools and prepare a report of human relationships between teacher and learner.
- Prepare a report by assessing the type of leadership of five principals of different schools.

REFERENCES:-

- Baldrige, J. V. (1978). Policy making and effective Leadership. Sanfrancisco: Jossey Bass.
- Bhattacharya, D.K. (2001) Managing People. New Delhi: Excel Books.
- Bush T., L. B. (2003). The Principles and Practice of Educational Management. (Edited, Ed.) New Delhi: Sage Publications.
- Bush, T., Bell, L., Bolam, R., Glatter, R. and Ribbins, P. (1999) Educational Management. London: Paul Chapman Publishing Ltd.
- Dawra, S. (2003) Management Thought. New Delhi: Mohit Publication.
- Drucker, P. (2001) The Essential Drucker. New Delhi: Butterworth.
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- Hell reiegel, D., Jackson, S.E. and Slocum, J.W. (2002) Management. Australia: Thomson,
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SEMESTER-IV

SPECIALISATION – OPTIONAL COURSES

Paper-IV-B (S-iv)

INCLUSIVE EDUCATION

COURSE TITLE: (a) INCLUSIVE EDUCATION FOR CHILDREN WITH DIVERSE NEEDS

Credits: 4
Time: 3 Hrs.

Total Marks: 100
Theory: 70
Sessional Work: 30

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

OBJECTIVES: On completion of this course the students will be able to:

- Understand the nature of difficulties encountered by children with diverse needs.
- Understand the causes of various disabilities.
- Understand the needs of the children with diverse needs.
- Appreciate the role of teacher for educating children with diverse needs.

SECTION-A

Education for Children with Hearing Impairment

- a. Definition and Characteristics of Children with Hearing Impairment
- b. Types and Identification of Hearing impairment
- c. Curriculum adaptations and Role of teacher for educating Children with Hearing Impairment

Education for Children with Visual Impairment

- a. Definition and Characteristics of Children with Visual Impairment
- b. Types and Identification of Visual impairment
- c. Curriculum adaptations and Role of teacher for educating Children with Visual Impairment

SECTION-B

Education for Mentally Retarded

- a. Definition and Characteristics of Children with Mental Retardation
- b. Types and Identification of Mentally Retarded
- c. Curriculum adaptations and Role of teacher for educating Children with Mental retardation

Education for Gifted and Creative

- a. Definition and Characteristics of Gifted and Creative Children.
- b. Identification of Gifted and Creative children
- c. Curriculum adaptations and Role of teacher for educating gifted and creative children

SECTION-C

Education for Learning Disabled

- a. Definition and Characteristics of Children with Learning Disability
- b. Types and Identification of Learning Disabled Children
- c. Curriculum adaptations and Role of teacher for educating Children with Learning Disability

Education for Orthopedically Handicapped

- a. Definition and Characteristics of Orthopedically Handicapped
- b. Identification of children with orthopaedic handicapness
- c. Curriculum adaptations and Role of teacher for educating orthopedically Handicapped.

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SECTION-D

Education for Children with Autism

- Definition and Characteristics of Children with Autism
- Causes, Identification and curriculum adaptations for children with Autism
- Role of teacher in education of Autistic children

Education for Children with Cerebral Palsy

- Definition and Characteristics of Children with Cerebral Palsy
- Causes, Identification and curriculum adaptations for children with Cerebral Palsy
- Role of teacher in education of children with Cerebral Palsy

Sessional Work

Marks: 30

The students will undertake any one of the following:

- Observation of inclusive teaching strategies and discussion.
- Conduct a survey in the local area to ascertain the prevailing attitudes/ practices towards social, emotional and academic inclusion of children with diverse needs.
- Field visit to school/institutions promoting inclusive practices and discussion with teachers and observation and analysis of teaching learning practices.

REFERENCES:-

- Ahuja. A, Jangira, N.K. (2002): Effective Teacher Training; Cooperative Learning Based Approach: National Publishing house 23 Daryaganj, New Delhi 110002.
- Ainscow, M., Booth. T (2003): The Index for Inclusion: Developing Learning and Participation in Schools. Bristol: Center for Studies in Inclusive Education.
- Chintamanikar, (1992).Exceptional Children-Their Psychology and Education, Sterling Publishers Pvt. Ltd., New Delhi
- Dash M.,Education of Exceptional Children-Atlantic Publications and Distributors, New Delhi
- Jangira N.K. and Mani, M.N.G. (1990): Integrated Education for Visually Handicapped, Gurgaon, Old Subjimandi, Academic Press.
- Jangira. N.K.(1986). Special Education, Britania and Britania and India, Gurgaon Academic Press, India
- Jha. M. (2002) Inclusive Education for All: Schools Without Walls, Heinemann Educational publishers, Multivista Global Ltd, Chennai, 600042, India.
- Mathew, S. (2004) Education of children with hearing impairment. RCI, Kanishka Pub. New Delhi
- Panda, K. C. (1997) Education of exceptional children. Vikas Pub. New Delhi
- Sahu, B.K. (1962) Education of Exceptional Children, Houghton Mifflin Company, Boston
- Sharma P.L (2003) Planning Inclusive Education in Small Schools, R.I E. Mysore
- Sharma, P.L. (1990) Teachers handbook on IED-Helping children with special needs N. C. ER T Publication.
- Wornock, M. (1978) "Special Educational Needs". Report of the Committee of the Inquiry into the People, HMSO.

SEMESTER-IV

SPECIALISATION – OPTIONAL COURSES

Paper-IV-B (S-iv)

INCLUSIVE EDUCATION

**COURSE TITLE: (b) PREPARATION AND MANAGEMENT OF INCLUSIVE
EDUCATION**

Credit: 4
Time: 3 Hrs.

Total Marks: 100
Theory: 70
Sessional Work: 30

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

OBJECTIVES: On completion of this course the students will be able to:

- Understand the essentials for the preparation for inclusive education.
- Appreciate the role of the concerned personnel for supporting inclusion for children with diverse needs
- Recognize the needs of preparation of teachers for inclusion.
- Understand the need of planning and management for inclusive education.

SECTION-A

Preparation for Inclusive Education

- Concept and meaning of diverse needs.
- Educational approaches and measures for meeting the diverse needs.
- Importance of early detection, Functional assessment for development of compensatory skills.
- Adaptations in instructional objectives , curriculum and co-curricular activities for meeting diverse needs of children minority from rural, tribal, girls, SC ST , linguistic and other groups.

SECTION-B

Supporting inclusion for Children with Diverse Needs

- Role of technology for meeting diverse needs of learners
- Role of resource teacher in developing and enriching academic skills for higher learning.
- Role of teachers, parents and other community members for supporting inclusion of children with diverse needs.
- Role of different national and international agencies {institutions, universities} in promoting inclusive education.

SECTION-C

Teacher preparation for Inclusive Education

- Skills and competencies of teachers and teacher educators for secondary education in inclusive settings.
- Roles, responsibilities and professional ethics of an inclusive education teacher and teacher educators.
- Evaluation and follow up programmes for improvisation of teacher preparation programmes for inclusive education.

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SECTION-D

Planning and Management of Inclusive Education

- Planning and Management of Inclusive Classrooms: Infrastructure, Human Resource and Instructional Practices
- Curriculum and Curricular Adaptations for Diverse Learners
- Classroom Evaluation Practices
- Management of Inclusive Education Classrooms

Sessional work

Marks: 30

The students will undertake any one of the following:

- Conduct a survey on the type of supportive service needed for inclusion of children with any disability of your choice and share the findings in the class.
- Subject specific Term Work Module/assessment modes – at least two- as decided by the department/college in the beginning of the semester (like Extension/field/experimental work, Short Quiz; Objective test, lab practical, open book test etc and written assignments, Case study, Projects, Posters and exhibits etc for which the assessment is to be based on class presentations wherever applicable) to be selflessly assessed by the teacher/s concerned

REFERENCES:-

- Ahuja. A, Jangira, N.K. (2002): Effective Teacher Training; Cooperative Learning Based Approach: National Publishing house 23 Daryaganj, New Delhi 110002.
- Ainscow, M., Booth. T (2003): The Index for Inclusion: Developing Learning and Participation in Schools. Bristol: Center for Studies in Inclusive Education.
- Chintamanikar, (1992). Exceptional Children-Their Psychology and Education, Sterling Publishers Pvt. Ltd., New Delhi
- Dash M., Education of Exceptional Children-Atlantic Publications and Distributors, New Delhi
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- Jangira. N.K. (1986). Special Education, Britania and Britania and India, Gurgaon Academic Press, India
- Jha. M. (2002) Inclusive Education for All: Schools Without Walls, Heinemann Educational Publishers, Multivista Global Ltd, Chennai, 600042, India.
- Mathew, S. (2004) Education of children with hearing impairment. RCI, Kanishka Pub. New Delhi
- Panda, K. C. (1997) Education of exceptional children. Vikas Pub. New Delhi
- Sahu, B.K. (1962) Education of Exceptional Children, Houghton Mifflin Company, Boston
- Sharma P.L (2003) Planning Inclusive Education in Small Schools, R.I E. Mysore
- Sharma, P.L. (1990) Teachers handbook on IED-Helping children with special needs N.C.E.R.T. Publication.
- Wornock, M. (1978) "Special Educational Needs". Report of the Committee of the Inquiry into the People, HMSO.

SEMESTER-IV

SPECIALISATION – OPTIONAL COURSES

Paper-IV-B (S-iv)

INCLUSIVE EDUCATION

**COURSE TITLE: (c) TRENDS, ISSUES AND INNOVATIONS IN INCLUSIVE
EDUCATION**

Credits 4

Time: 3 Hrs.

Total Marks: 100

Theory: 70

Sessional Work: 30

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

OBJECTIVES: On completion of this course the students will be able to:

- Understand the current trends in Inclusive Education.
- Understand the needs national issues in Inclusive education.
- Recognize the need for promoting supportive services for inclusion.
- Recognize the need for promoting innovations in Inclusive Education.

SECTION-A

Current Trends in Inclusive Education

- Education: Normalization, Mainstreaming, Integration and Inclusion
- Rehabilitation: Deinstitutionalization, Community based rehabilitation.
- Cross disability approach
- Open School Learning system : non-formal Education

SECTION-B

Issues in Inclusive Education in India

- Current Status and Issues of inclusive education in India
- Barriers and Facilitators in Inclusive Education: Attitude, Social and Educational
- Ethical Issues in Inclusive Education
- Researches in Inclusive Education in India

SECTION-C

Supportive Services for inclusion

- Concept, importance and types of supportive services (medical, rehabilitative and educational).
- Early identification and available referral services for support
- Myths and facts of supportive services for inclusive learning.
- Role of teacher and teacher educators in utilizing support services for inclusion.

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SECTION-D

Innovation in Inclusive Education

- Assistive and Adaptive Technology for Diverse learners: Product (Aids and Appliances) and Process (Individualized Education Plan (IEP), Remedial Teaching),
- Therapeutic Interventions: Need and Scope
- Use of Information Communication Technology (ICT) in inclusive classroom
- Effectiveness of inclusive strategies such as enrichment, cluster grouping, mixed ability grouping, multilevel teaching, cooperative learning, peer tutoring in the context of constructivism.

Sessional work

Marks: 30

The students may undertake any one of the following activities:

- Review of literature related to education of children with diverse needs presentation of reports in a seminar
- Identify suitable research areas in inclusive education.
- Make a list of existing resources in the local area and discuss their use and limitations based on survey of five inclusive schools

REFERENCES:

- Ahuja. A, Jangira, N.K. (2002): Effective Teacher Training; Cooperative Learning Based Approach: National Publishing house 23 Daryaganj, New Delhi 110002.
- Ainscow, M., Booth. T (2003): The Index for Inclusion: Developing Learning and Participation in Schools. Bristol: Center for Studies in Inclusive Education.
- Chintamanikar, (1992). Exceptional Children-Their Psychology and Education, Sterling Publishers Pvt. Ltd., New Delhi
- Dash M., Education of Exceptional Children-Atlantic Publications and Distributors, New Delhi
- Jangira N.K. and Mani, M.N.G. (1990): Integrated Education for Visually Handicapped, Gurgaon, Old Subjimandi, Academic Press.
- Jangira. N.K. (1986). Special Education, Britania and Britania and India, Gurgaon Academic Press, India
- Jha. M. (2002) Inclusive Education for All: Schools Without Walls, Heinemann Educational Publishers, Multivista Global Ltd, Chennai, 600042, India.
- Mathew, S. (2004) Education of children with hearing impairment. RCI, Kanishka Pub. New Delhi
- Panda, K. C. (1997) Education of exceptional children. Vikas Pub. New Delhi
- Sahu, B.K. (1962) Education of Exceptional Children, Houghton Mifflin Company, Boston
- Sharma P.L (2003) Planning Inclusive Education in Small Schools, R.I E. Mysore
- Sharma, P.L. (1990) Teachers handbook on IED-Helping children with special needs N.C.E.R.T. Publication.
- Wornock, M. (1978) "Special Educational Needs". Report of the Committee of the Inquiry into the People, HMSO.

SEMESTER-IV**SPECIALISATION – OPTIONAL COURSES****Paper-IV-B (S-v)****EDUCATIONAL TECHNOLOGY AND ICT****Course Title****(a) ICT AND EDUCATIONAL TECHNOLOGY****Credits: 4****Time: 3 Hrs.****Total Marks: 100****Theory: 70****Sessional Work: 30****Instructions for the Paper Setters:-**

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Course Objectives:-

On completion of this course the students will be able to:

- Use modern innovations in teaching-learning process.
- Understand the role of mass-media in education.
- Evaluate the use of various teaching aids in classroom.

SECTION-A**ICT in Teaching and Learning**

- a) Introduction to ICT-Meaning, Nature, Characteristics and Scope
- b) Teaching Learning contexts and need for ICT devices,
- c) Critical analysis of teaching aids and their application in instruction in learning, Classroom and ICT

SECTION-B**Forms of Educational Technology**

- a) Teaching Technology; Instructional Technology; and Behavioural Technology.
- b) Approaches to Educational Technology: hardware, software and multimedia approach.

SECTION-C**System Approach to Education**

- a) Components (goal setting, task analysis, and content analysis).
- b) Instructional objectives in terms of Bloom's Taxonomy

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SECTION-D

Instructional Strategies

Principles related to:

- a) Whole Group Learning
- b) Small Group Learning: Collaborative Learning
- c) Individualized Learning

SESSIONAL WORK

MARKS: 30

- Identifying appropriate media and material for effective use in the transaction of a lesson.
- Formulate instructional objectives according to Bloom's taxonomy on any topic.

REFERENCES:-

- Apter, Michel, J. (1968). The New Technology of Education. London: MacMillan.
- Bhatia, K.K. & Sidhu, H.S. (1994). Foundations of Teaching Learning Process, Ludhiana: Tandon Publication.
- Bhushan, A. and Ahuja, M. (1992). Educational Technology. Patiala: Bawa Publishers.
- Chauhan, S.S. (1978). A Textbook of Programmed Instruction. New Delhi: Sterling.
- Mukhopadhyay, M. (1990): *Educational Technology – Year Book 1988*, All India Association for Educational Technology, New Delhi.
- Mukhopadhyay, M. (1990): *Educational Technology – Challenging Issues*, Sterling Publishers Pvt. Ltd., New Delhi.
- Parmaji, S. (1994): *Distance Education*, New Delhi: Sterling Publishers.
- Rana, S. (1994): *Open Learning in India*, Commonwealth Publishers, New Delhi.
- Sampathet. al. (1981): *Introduction to Educational Technology*, Sterling Publishers Pvt. Ltd.

SEMESTER-IV

SPECIALISATION – OPTIONAL COURSES

Paper-IV-B (S-v)

EDUCATIONAL TECHNOLOGY AND ICT

Course Title (b) EDUCATIONAL TECHNOLOGY AND RECENT DEVELOPMENT

Credits: 4

Time: 3 Hrs.

Total Marks: 100

Theory: 70

Practical: 30

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Course Objectives

- To theoretical perspective of educational technology as a field of study.
- To have future practitioners a conceptual understanding related to systemic and institutional development.
- Certain competencies and skills related to instructional management and classroom practices.

SECTION-A

- a) Communication process: concept, types, modes, process and barriers,
- b) Modern techniques of communication: Tele-conferencing, e-learning, m-learning, Classrooms: smart, flipped and virtual.
- c) Instructional Designing: Lecture, Discussions, Panel discussions, Seminars, and tutorials.

SECTION-B

- a) Action Research as a tool of solving educational problems related with teaching learning: Process, Objectives, and Steps of Action Research.
- b) Recent development in the field of Interaction analysis. Application of Interaction analysis to Teaching.
- c) Team Teaching, Edusat.

SECTION-C

- a) **Models of Teaching:** Meaning, Assumptions and Fundamental Elements of a Model of Teaching.
- b) Taba's Inductive Thinking Model;
- c) Ausubel 's teaching model and
- d) Bruner's concept attainment model

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SECTION-D

- a) **Programmed Learning-** Concept, Principles and Types of Programmed Learning (Linear, Branching, Mathematics)
- b) Stages of Programme Development

Practical

External Marks: 30

- a) Action Research on a local problem.
- b) Preparation of frames on programmed learning.
- c) Critical analysis of the different instructional designs based on the various instructional design models.
- d) Preparation of digital lesson plans on the various models of teaching.
- e) Functional overview of Interactive board projector and LCD: operation and usage.

Evaluation scheme for Practical: The practical examination will be conducted by the external examiner.

Practical File: 10 Marks

Conduct of Practical: 10 Marks

Viva: 10 Marks

REFERENCES:-

- Anand Rao B. and Ravishankar: Readings in Educational Technology, Himalaya Publishing House, Ramdoot Dr. Bhalerao Marg, Bombay – 04.
- Chauhan S S: A Text Book of Programmed Instruction. (2nd Ed). Sterling Publishers Pvt Ltd., New Delhi / Bangalore.
- Dharma, OP and Bhatnagar O.O: Educational and Communication for Development, Oxford and IBG, New Delhi
- Goldberg, Alvin and Carl E.; Larson: Group Communication, Prentice Hall, Inc. New Jersey.
- Harun Arrasjid and Dorine Arrasjid: Media – A pocket Guide, MSS Information Corporation, New York.
- Keith Hudson: Introducing CAL – Practical guide to writing CAL Programmes, Chapman and Hall, London.
- Khanna S.D et.al: Technology of Teaching and Teacher Behavior, Doaba House, New Delhi, 1984. Four Author: Technology of Teaching.
- Patel I.J and other: A Hand Book of Programmed Learning, CASE, Baroda.
- Ronald H Anderson: Selecting and Developing Media for Instruction, Van Nostrand Reinhold, New York.
- Ruhela S P (2001): Some Aspects of Educational Technology.
- Sharma R A: Programmed Instruction – An Instructional Technology, Loyal Bank Depot, Meerut (UP).
- Sharma R.A: Programmed Instruction – An Instructional Technology, Goyal Book Depot, Meerut.

SEMESTER-IV

Paper-IV-BS (v)

EDUCATIONAL TECHNOLOGY AND ICT

Course Title (c) LATEST TRENDS IN EDUCATIONAL TECHNOLOGY

Credits: 4
Time: 3 Hrs.

Total Marks: 100
Theory: 70
Sessional Work: 30

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Course Objectives:-

- To enable learners apply ICT tools in courseware design and conduction of research work
- To enable student with the pattern of e-content design and its validation
- To enable students evaluate on-line learning materials and process of online testing

SECTION-A

- a) **Media:** Concept, characteristics, uses and limitations of various media. Media Selection and integration,
- b) Multi-media packages and their uses in formal, non-formal and distance education, Media development policy, programs and strategies.

SECTION-B

- a) Open/Distance learning systems – Concept, need, characteristics and scope, nature of learning materials, evaluation and feedback.
- b) Research in Educational Technology – trends and priority areas.

SECTION-C

- a) Audio Visual Media in Education Audio-visual media – meaning, importance and various forms. Audio/Radio: Broadcast and audio recordings - strengths and Limitations, criteria for selection of instructional units, script writing, pre-production, post-production process and practices, use of RCCP in teaching, Role of AIR/Gyanvani, Audio Conferencing and Interactive Radio Conference.
- b) Video/Educational Television: Telecast and Video recordings - Strengths and limitations, Use of Television and CCTV in instruction and Training.

SECTION-D

- a) **New Horizons of Educational Technology:** Recent innovations in the area of ET interactive video – Hypertext, video-texts, optical fiber technology
- b) **Open schools and open universities.** Recent experiments in the third world countries and pointers for India with reference to education.
- c) **Transaction Mode:** Lecture cum demonstration and hands on experiences on the production of audio-visual material; observation of various modes of training programmes by the different organizations / institutions. Analysing the different instructional designs based on the various instructional design models. Preparation of a trend report on researches on instructional design of a trend report on researches on instructional design.

SEMESTER-IV

SESSIONAL WORK

Visit to local TV / Radio Station and analyzing the educational radio broadcast or TV telecast for quality and content

REFERENCES:-

- Conrad, Kerri (2001), Instructional Design for Web – Based Training HRD Press.
- Dececco, John, P. (1964). Educational Technology, Reading in Programmed Instruction.
- Holt Rinehart and Winston. Joyce, Bruce and Marsha Wali. (1985). Model of Teaching. New Delhi: Prentice Hall of India.
- Gagne, RM, Leslie J.B.; & Walter W.W. (1987) Principles of Instructional Design Wodworth Publishing Co.
- Horton, W (2001): Designing web-based Training John Wiley & Sons.
- Mangal, S.K. (2002). Fundamental of Educational Technology. Ludhiana: Parkash Brothers.
- Phillips. R (1997) Interactive Multimedia London: Kogan Page.
- Morey, D; Maybury M & Bhavani, Th. (2001) Knowledge Management University Press (India) Ltd: Hyd.
- Rosenberg, M.J. (2001) e-learning New York: McGraw Hill.
- Schank, R.C. (2001) Virtual Learning McGraw Hill.
- Sallis, E & Jones, G (2002) Knowledge Management in Education London: Kogan Page Ltd.
- Sharma, R.A. (2005). Educational Technology. Meerut: Modern Publishers.
- Sharma, R.A. (1977). Shikshan Takniki. Meerut: Modern Publishers. Singh, L.C. and Sharma, R.D. (2002). Micro Teaching. Agra: Bhargwa Book House Book Depot.
- Sharma, R.N., & Chandra,,: *Advanced Educational technology*. New Delhi: Atlantic Publishers S.S. (2003) and Distributors.
- Sharma, T.R. (2005): *Educational Technology* (Pbi.). Patiala: Twenty First Century Publications.
- Sodhi, G.S. & Dutt,,: *Educational Technology*. Chandigarh: Sumir Publishers.
- Sunil (1993), Mehra, V. (2004): *Educational Technology*. New Delhi: S.S. Publishers.
- Thakur, A.S. & Berwal, Sandee (2011): *Essentials of Education Technology*. Patiala: Twenty First Century Publications.

SEMESTER-IV

PAPER-V: COURSE TITLE: ACADEMIC WRITING

Credits: 2

Marks: 50 (Sessional)

Course Objectives:-

On completion of this course the students will be able to:

- Understand writing and various styles of writing
- Perform good academic writing
- Distinguish a good academic writing from others
- Develop reports and thesis

SECTION-A

Introduction to Academic Writing

- a) Concept of Writing and Styles of Writing
- b) Concept and Scope of Academic Writing
- c) Essentials of good Academic Writing

SECTION-B

Developing Reports

- a) Editing and Proof Reading
- b) Referencing
- c) Paraphrasing and Acknowledging
- d) Reporting
- c) Footnotes

Note:-

- The Course may be taught through Workshops on the aforesaid topics and allied areas
- For internal evaluation a committee of three teachers (concerned teacher, HOD and a senior faculty nominated by the principal) will be constituted at the institution level and coordinated by the principal of the concerned college.
- The committee will assess the performance of the students and evaluate the records. The award list will be forwarded to the university by the principal of the institution.
- The record in the form of files, CD, pendrive be retained for at least three years in the institution.
- In case of any aberration or any complaint the university / external agency is authorized to review the internal awards.

REFERENCES:-

- Canagarajah, A. Suresh (2002): A Geopolitics of Academic Writing (Pittsburgh: University of Pittsburgh Press)
- Clare, Judith, and Helen Hamilton (2003): Writing Research: Transforming Data into Text (Edinburgh: Churchill Livingstone)
- Coinam, David (2004). 'Concordancing Yourself: A Personal Exploration of Academic Writing', Language Awareness, 13, 1, pp. 49-55
- Creme, Phyllis, and Mary R. Lea (2008): Writing at University: A Guide for Students, 3rd edn (Maidenhead: McGraw-Hill: Open University Press)
- Hyland, Ken (2004): Disciplinary Discourses: Social Interactions in Academic Writing, Michigan classics edn.
- Northedge, A.(2005): The Good Study Guide (New Edition), The Open University.
- Richards, Janet C., and Sharon K. Miller (2005). Doing Academic Writing in Education: Connecting the Personal and the Professional (Mahwah, NJ: Lawrence Erlbaum)
- Ritter, R. M.(2005): New Hart's Rules: The handbook of style for writers and editors, Oxford University Press, Oxford.
- Strunk, W.(2006): The Elements of Style, Filiquarian Publishing, LLC.

SEMESTER-IV

PAPER-VI: DISSERTATION

Credits 4

Marks: 100 (External)

- a) Dissertation shall be submitted up to 30th April. Under ordinary circumstances extension after semester IV will not be granted. However, Dean Academic Affairs and Student Welfare GNDU, Amritsar may grant one-month extension under extra ordinary circumstances without late fee. This extension will be granted under specific reasons to be recorded by the HOD of the department / principal of the institution as well as supervisor of the candidate.
- b) Every candidate shall be examined in viva-voce on his/her dissertation.
- c) When a candidate has failed in the examination but has obtained pass marks in the dissertation, dissertation marks may be carried forward at his option for two subsequent years without fresh assessment of the dissertation. After two years the candidate may revise the dissertation and resubmit it for the assessment.
- d) The Examiners will prepare report of the Dissertation evaluation on the following format:

Write up on the Conceptual Development : **20 Marks**

Review of Literature (Latest Review, Chronology Style) : **15 Marks**

Analysis of Data (Appropriate Statistical Technique, Testing of Hypotheses) : **15 Marks**

Writing of the Report : **20 Marks**

- Errors, Spelling & Grammatical errors
- Research Language
- Style of References

Viva-Voce Examination : **30 Marks**

(Students will individually present through PowerPoint Presentation during their viva-voce exam)

FACULTY OF EDUCATION

Syllabus for the Batch from Year 2020 to Year 2023

FOR

**B.Ed. M.Ed. (3 Years Integrated Degree Programme)
(Semester I–VI)**

Examinations: 2020–23



**GURU NANAK DEV UNIVERSITY
AMRITSAR**

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B.ED. M.ED. (3 YEARS INTEGRATED DEGREE PROGRAMME)
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SCHEME OF COURSE

SEMESTER-I

Sr. No.	Paper No.	Paper Code	Course Title	Credits		Marks
				Teaching	Practical	
1.	I	P-I	Contemporary India and Education	4		100
2.	II	P-II	Understanding the learner	4	1	100
3.	III	P-III	Learning and Teaching	4	1	100
4.	IV	P-IV	Language across the curriculum	2		50
5.	V	PS- I(A)	Pedagogy of School subject- I (PS-I) Part-A (As selected in the first semester)	2		50
			i. Pedagogy of Punjabi			
			ii. Pedagogy of Hindi			
			iii. Pedagogy of English			
			iv. Pedagogy of Social Science			
			v. Pedagogy of History			
			vi. Pedagogy of Geography			
			vii. Pedagogy of Political Science			
			viii. Pedagogy of Economics			
			ix. Pedagogy of Commerce			
			x. Pedagogy of Mathematics			
			xi. Pedagogy of Computer Science			
			xii. Pedagogy of Science			
			xiii. Pedagogy of Physical Science			
			xiv. Pedagogy of Life Science			
			xv. Pedagogy of Home Science			
			xvi. Pedagogy of Physical Education			
			xvii. Pedagogy of Music			
			xviii. Pedagogy of Fine Art			
6.	VI	PS-II(A)	Pedagogy of School subject- II (PS-I) Part- A (As selected in the first semester)	2		50
			i. Pedagogy of Punjabi			
			ii. Pedagogy of Hindi			
			iii. Pedagogy of English			
			iv. Pedagogy of Social Science			
			v. Pedagogy of History			
			vi. Pedagogy of Geography			
			vii. Pedagogy of Political Science			
			viii. Pedagogy of Economics			
			ix. Pedagogy of Commerce			
			x. Pedagogy of Mathematics			
			xi. Pedagogy of Computer Science			
			xii. Pedagogy of Science			
			xiii. Pedagogy of Physical Science			
			xiv. Pedagogy of Life Science			
			xv. Pedagogy of Home Science			
			xvi. Pedagogy of Physical Education			
			xvii. Pedagogy of Music			
			xviii. Pedagogy of Fine Art			
7.	VII	EPC-I	Drama and Art in Education	1	2	50
8.	VIII	EPC-II	Developing ICT skills and Integration	1	2	50
9.	IX	I-1	School Internship- Orientation to school systems		2	50
			Total	20	8	600

Note- Project on **Each One Teach One and Tree Plantation** will to be initiated in Semester I and the report for the same has to be submitted in Semester VI

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SEMESTER–II

Sr. No.	Paper No.	PaperCode	Course Title	Credits		Marks
				Teaching	Practical	
1.	I	P-V	Assessment for Learning	4	1	100
2.	II	P-VI	Introduction to Research Methodology	4		100
3.	III	P-VII	Integrating ICT in Teaching Learning	2	1	50
4.	IV	P-VIII	Fundamentals of Teacher Education	2	1	50
5.	V	PS-I(B)	Pedagogy of School subject- I (PS-I) Part- B (As selected in the first semester)	2		50
			i. Pedagogy of Punjabi			
			ii. Pedagogy of Hindi			
			iii. Pedagogy of English			
			iv. Pedagogy of Social Science			
			v. Pedagogy of History			
			vi. Pedagogy of Geography			
			vii. Pedagogy of Political Science			
			viii. Pedagogy of Economics			
			ix. Pedagogy of Commerce			
			x. Pedagogy of Mathematics			
			xi. Pedagogy of Computer Science			
			xii. Pedagogy of Science			
			xiii. Pedagogy of Physical Science			
			xiv. Pedagogy of Life Science			
			xv. Pedagogy of Home Science			
			xvi. Pedagogy of Physical Education			
			xvii. Pedagogy of Music			
			xviii. Pedagogy of Fine Art			
6.	VI	PS-II(B)	Pedagogy of School subject- I (PS-II) Part- B (As selected in the first semester)	2		50
			i. Pedagogy of Punjabi			
			ii. Pedagogy of Hindi			
			iii. Pedagogy of English			
			iv. Pedagogy of Social Science			
			v. Pedagogy of History			
			vi. Pedagogy of Geography			
			vii. Pedagogy of Political Science			
			viii. Pedagogy of Economics			
			ix. Pedagogy of Commerce			
			x. Pedagogy of Mathematics			
			xi. Pedagogy of Computer Science			
			xii. Pedagogy of Science			
			xiii. Pedagogy of Physical Science			
			xiv. Pedagogy of Life Science			
			xv. Pedagogy of Home Science			
			xvi. Pedagogy of Physical Education			
			xvii. Pedagogy of Music			
			xviii. Pedagogy of Fine Art			
7.	VII	P-IX	Inclusive Education	2		50
8.	VIII	P-X	Optional Course (Opt any One) (i) Vocational and Work Education (ii) Health and Physical Education (iii) Environment Education (iv) Peace and Value Education (v) Guidance and Counselling	2	1	50
9.	IX	EPC III	Reading and Reflecting on texts	1	2	50
10.	X	I- II	Field Engagement with Perspective Papers		2	50
Total				21	8	600

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SEMESTER–III

Sr. No.	Paper No.	Paper Code	Course Title	Credits	Marks
1.	I	P-IX	School Management	2	50
2.	II	P-X	Curriculum Development	2	50
3.	III	I-3	School Internship Pedagogy of School Subject – I (PS I) Pedagogy of School Subject – II (PS II)	16*	400
4.	IV	I-4	Field Engagement with Community	2	50
5.	V	EPC-IV	Self Development	2	50
Total				24	600

- Note: Pre-practice Teaching programme of 3 weeks in Teacher Education Institution
- 13 Weeks in practicing School

SEMESTER–IV

Sr. No.	Paper No.	Paper Code	Course Title	Credits	Marks
1.	I	P- XI	Philosophy of Education	4	100
2.	II	P- XII	Psychology of Learning and Development	4	100
3.	III	P- XIII	Trends in Teacher Education	4	100
4.	IV	P-XIV	Advanced Educational Research Methodology	4	100
5.	V	P-XV	SPECIALISATION (Elementary/Secondary and Senior Secondary Stage) Students will choose one stage specific specialization		
			SPECIALISATION --- CORE COURSES There are core courses of 4 credits which are compulsory for all the students.		
			XV-A(E) Elementary Stage Specialisation		
			XV-A (S) Secondary and Senior Secondary Stage Specialisation		
			a) Elementary Stage – System, Structure, Issues and Concerns	2	50
			b) Elementary Stage – Curriculum, Pedagogy and Assessment	2	50
			a) Secondary and Senior Secondary Stage - Institutions, Systems and Structures		
			b) Secondary and Senior Secondary Stage Curriculum, Pedagogy and Assessment		
6.	VI	P-XVI	*Dissertation (Formulation of Synopsis)	2	50
7.	VII	I-5	Exposure to Curriculum Development Institutions	2	50
Total				24	600

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SEMESTER–V

Sr. No.	Paper	Paper Code	Course Title		Credits	Marks
1.	I	P-XVII	Sociology of Education		4	100
2.	II	P-XVIII	Historical, Political and Economic Perspective of Education		4	100
3.	III	P-XIX	Education Studies		4	100
4.	IV	P-XX	SPECIALISATION – OPTIONAL COURSES Choose any one option from the following & chosen course will be continued in Semester VI :-		8	200
			XX-B(E) Elementary stage specialisation (opt any one)	XX-B(S) Secondary and senior secondary stage specialisation (opt any one)		
			i) Curriculum Pedagogy and Assessment	i) Curriculum Pedagogy and Assessment		
			a) Curriculum Development	a) Curriculum Development	4	100
			b) Advanced Curriculum Theory	b) Advanced Curriculum Theory	4	100
			ii) Educational Planning, Economics and Policy	ii) Educational Planning, Economics and Policy	4	100
			a) Educational Planning and Policy	a) Educational Planning and Policy	4	100
			b) Economics of Education	b) Economics of Education		
			iii) Educational Management, Administration and Leadership	iii) Educational Management, Administration and Leadership	4	100
			a) Institution, Structure and Issues	a) Institution, Structure and Issues	4	100
			b) School Management	b) School Management	4	100
			iv) Inclusive Education	iv) Inclusive Education	4	100
			a) Inclusive Education and Its practices	a) Inclusive Education and Its practices		
			b) Trends and Issues in Inclusive Education	b) Trends and Issues in Inclusive Education		
v) Educational Technology and ICT	v) Educational Technology and ICT	4	100			
a) Educational Technology	a) Educational Technology	4	100			
b) ICT in Education	b) ICT in Education					
5.	V	P-XXI	Dissertation (Data Collection)		2	50
6.	VI	I-6	Internship in the area of specialization (Elementary/ Secondary Stage) in Semester–V is compulsory.		2	50
			Total		24	600

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SEMESTER-VI

Sr. No.	Paper	Paper Code	Course Title		Credits	Marks
1.	I	P-XXII	Curriculum studies		4	100
2.	II	P-XXIII	Specialisation (Elementary/ Secondary) For further specialization, students will study two course (each of credits 4) of the option IV-B (E/S i,ii,iii,iv,v) as selected in Semester V		8	200
			XXIII-B(E) Elementary stage specialisation (opt any one)	XXIII-B(S) Secondary and senior secondary stage specialisation (opt any one)		
			i) Curriculum Pedagogy and Assessment a. Curriculum Transaction b. Curriculum Evaluation ii) Educational Planning, Economics and Policy a) Educational Planning, Management and Financing of Education b) Education Policy and Research iii) Educational Management, Administration and Leadership a) Educational Administration b) Education Leadership iv) Inclusive Education a) Preparation and Management of Inclusive Education b) Education for Special Children v) Educational Technology and ICT a) ICT in Teaching Learning b) Educational Media and Research in Classroom	i) Curriculum Pedagogy and Assessment a) Curriculum Transaction b) Curriculum Evaluation ii) Educational Planning, Economics and Policy a) Educational Planning, Management and Financing of Education b) Education Policy and Research iii) Educational Management, Administration and Leadership a) Educational Administration b) Education Leadership iv) Inclusive Education a) Preparation and Management of Inclusive Education b) Education for Special Children v) Educational Technology and ICT a) ICT in Teaching Learning b) Educational Media and research in Classroom	4 4 4 4 4 4 4 4 4 4	100 100 100 100 100 100 100 100
3.	IV	P-XXIV	Dissertation		4	100
4.	V	P-XXV	Submission of the Project Report – Each One Teach One and Tree Plantation		2	50
5.	VI	I-6	Internship in an In-Service and in a Pre-Service teacher preparation context as per the school level specialisation		4	100
			Total		22	550

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SEMESTER-I

PAPER-I

P-I

CONTEMPORARY INDIA AND EDUCATION

Time: 3 Hrs.

Total Marks: 100

Theory: 70

Sessional Work: 30

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

COURSE OBJECTIVES:-

After completing the course, the students will be able to:-

- Understand the concept of Diversity as it exists in Contemporary Indian society
- Gain Insight into Educational Opportunities
- Understand the classroom ethos
- Develop understanding of classroom in social context
- Understand constitutional provisions
- Develop understanding of educational structure in contemporary india
- Develop understanding of policy frameworks for public education
- Understand issues of contemporary Indian society
- Gain Insight into Universalisation of Education

SECTION-A

DIVERSITY: PERSPECTIVES IN EDUCATION

- a) Meaning of Diversity, Inequality and Marginalization (Economic, Social, Religious, Language) in Society and their Implications for Education
- b) Equality of Educational Opportunities – Meaning, Provisions and Outcomes
- c) Classroom ethos as an area of enquiry from the perspective of children from diverse socio-cultural and economic backgrounds and role of teachers in managing diversity.

SECTION-B

THE CONSTITUTIONAL CONTEXT

- a) Education as a means of social justice in the Indian Constitution.
- b) Constitutional Provisions– Preamble, Fundamental rights and duties, directive, principles of state policy and constitutional values in the context of education.
- c) Educational Structure in Contemporary India and related Bodies NCERT, UGC, NCTE, NAAC, SCERT, DIET's (Status, structure and functions)

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SEMESTER-I

SECTION-C

POLICY FRAMEWORK

(Salient Features w.r.t Elementary, Secondary and Higher Education)

- a) Education Commissions & Recommendations: University Education Commission (1948-49); Secondary Education Commission (1952-53); Indian Education Commission (1964-66)
- b) National Policy on Education 1986 with Programme of Action 1992
- c) NCF 2005 and NCFTE 2009.

SECTION-D

ISSUES AND CONCERNS IN UNIVERSALIZATION OF EDUCATION

- a) Universal Elementary Education (Mid day meal, SSA & RTE)
- b) Universal Secondary Education: Expansion, Equity and Excellence; Role of RMSA.
- c) Higher Education: Quality concerns (RUSA)

SESSIONAL WORK

Performance in unit tests and house examination: 10 Marks

Attendance: 05 Marks

Assignments on the following (any two): 15 Marks

- Visit a school to observe mid-day meal programme and its implementation (Prepare a Report)
- Conduct an awareness programme for Child's Rights in the community and present a report.
- Critical analysis of NCF 2005 and NCFTE 2009.

REFERENCES:

1. Anand, C.L. et al (1983). *The teacher and education in emerging Indian society*. New Delhi: NCERT
2. Sharma, R.A. (2013). *Philosophical and Sociological Foundation of Education*. Meerut: Lal Book Depot
3. Pandey, R. (2014-15). *Teacher in Emerging Indian Society*. Allahabad: Alok Prakashan.
4. Pathak, P.D. & Tyagi, G.S.D. (1994). *Principle of Education*. Agra: Vinod Pustak Mandir.
5. G.O.I. (1966) *Report of education commission: Education and national development*, New Delhi: Ministry of Education
6. G.O.I. (1986) *National policy of education*. New Delhi: MHRD
7. G.O.I. (1992) *National policy of education, (As modified in 1992)* New Delhi: MHRD
8. G.O.I. (2009) *The right of children to free and compulsory education Act 2009*
9. G.O.I. (2011) *Sarva Shiksha Abhiyan: Framework for implementation based on the right of children to free and compulsory education Act 2009*
10. Naik, J.P. and Narullah, S. (1974). *A students' history of education in India (1800-1973)* Macmillan
11. NCERT (2005). *National curriculum framework for school education*. New Delhi: NCERT
12. NCERT (2006). *Position paper – National focus group on gender issues in education*, New Delhi: NCERT
13. Saxena, N.R.S. (2010). *Principles of education*. Meerut: International Publishing House.

SEMESTER-I
PAPER-II
P-II
UNDERSTANDING THE LEARNER

Time: 3 Hrs.

Total Marks: 100
Theory: 70
Sessional Work: 30

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

COURSE OBJECTIVES:-

After completing the course, the students will be able to:-

- Understand the nature of learner
- Describe the stages of growth and development.
- Understand the theoretical perspective of learning and the process of transfer of learning
- Understand the importance of individual differences in normal classroom
- Explain the different learning styles.
- Understand the nature of Learning Diversity.
- Understand the Management of learning and classroom behaviour

SECTION-A
UNDERSTANDING THE DEVELOPMENT OF LEARNER

- a) Stages of growth and development with special reference to Adolescents and their characteristics – physical, cognitive, social, emotional, moral.
- b) Erickson's Theory of Psycho- Social development, Kohlberg's moral development theory, Piaget's theory of cognitive development.
- c) Developmental tasks of adolescents and their educational implications.

SECTION-B
UNDERSTANDING INDIVIDUAL DIFFERENCES

- a) Understanding individual differences based on cognitive, conative and affective domain, Implications for learning.
- b) Understanding learners with varying needs; gifted, creative, learning disabled, slow learners, physically disadvantaged.
- c) Socio-emotional climate in classroom with special reference to gender, differently abled and marginalised group along with their educational implications.

SECTION-C
MULTICULTURISM AND LEARNING

- a) Diversity due to multiculturalism, strategies to handle multiculturalism, Role of teacher in multi cultural classroom.
- b) Learning Styles: Meaning, concept and types; Implications for classroom learning
- c) Intelligence: Nature of Intelligence, theories of intelligence, with special reference to two factor and multiple factor theory, Guilford's Structure of Intellect, Modern concept of Intelligence by Howard Gardner.

SEMESTER-I

SECTION-D

MANAGEMENT OF LEARNING AND CLASSROOM BEHAVIOR

- Social aspects of behaviour- group dynamics, Motivation, suggestion, sympathy, imitation, group conformity, group rivalry
- Dealing with behavioural problems- Inattentive learners, disruptive behaviour, aggression, positive behaviour support (PBS)
- Dealing with adjustment problems, defence mechanisms, conflicts, stress management, frustration, self concept (superiority or inferiority)

SESSIONAL WORK

Performance in unit tests and house examination: 10 Marks

Attendance: 05 Marks

Assignments on the following (any two): 15 Marks

- Report based on observation of children in their natural setting with respect to piaget's theory of cognitive development.
- Case study of a gifted/ creative/learning disabled/ slow learner
- Presentation on issues of marginalization with special reference to gender inequality.

REFERENCES:-

- Aggarwal, J.C. (2009).** *Essentials of Educational Psychology*. New Delhi: Vikas Publishing House Pvt. Ltd.
- Berk, L.E. (2000).** *Childhood to Adolescence*. London: McGraw Hill Company
- Berk, L.E. (2007).** *Development through the life span*. New Delhi: Pearson.
- Bhatia, K.K. (2008).** *Bases of Educational Psychology*. Ludhiana: Kalyani Publishers.
- Chauhan, S.S. (2002).** *Advanced Educational Psychology*. New Delhi: Vikas Publishing House.
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- Dash, B.N. (2004).** *Theories of Education & Education in the Emerging Indian Society*. New Delhi: Dominant Publishers and Distributors.
- Gupta, D. (1991).** *Social Stratification*. New Delhi: Oxford University Press.
- Kendau, F.E.** Diversity in classroom. USA: Teacher's couege press.
- Mangal, S.K. (2002).** *Advanced Educational Psychology*. New Delhi: Prentice Hall of India.
- Sharma, K.L. (1999).** *Social Inequality in India: Profiles of Caste, Class and SocialMobility*. Jaipur: Rawat Publications
- Lucas, G.S., & Douglas A. B. (2014).** *Teaching Psychology: A Step-By-Step Guide*. New York: Psychology Press.
- Vavru, M (2014).** Diversity & Education. USA: Teacheiscouege Press.
- Woolfolk, A. (2012).** *Educational Psychology*, 12/E. New Delhi: Pearson publisher.

SEMESTER-I

PAPER-III

P-III

LEARNING AND TEACHING

Time: 3 Hrs.

Total Marks: 100

Theory: 70

Sessional Work: 30

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

COURSE OBJECTIVES:-

After completing the course, the students will be able to:-

- Understand the concept of learning
- Comprehend the theories of learning
- Understand various aspects of teaching
- Recognize the relationship between teaching and learning
- Analyze the complex process of teaching
- Acquaint themselves with different approaches of teaching that support learning
- Realize the significance of the context in which the teaching learning process occurs
- Gain insight into various models of teaching

SECTION-A

THEORETICAL PERSPECTIVE ON LEARNING

- a) Learning – Concept, principles and factors affecting learning
- b) Theories of Learning : Pavlov's classical conditioning, Skinner's operant conditioning, Thorndike's connectionism theory and Kohler and Koffka's leaning by insight theory(Relavance in learning, Role of Teacher and Role of Learner)
- c) Transfer of Learning; Theories, types and educational implications.

SECTION-B

ASPECTS OF TEACHING

- a) Teaching : Concept, Functions and Variables
- b) Maxims, Principles and devices of teaching.
- c) Levels and Phases of Teaching

SECTION-C

TEACHING LEARNING PROCESS

- a) Teaching -learning process- Nature and its implications, Relationship between Teaching and Learning
- b) Approaches to teaching- learning; Behaviourist's, Cognivist's and Constructivist's approach
- c) Pedagogy and Andragogy – Concept and implications for teaching and learning

SEMESTER-I

SECTION-D

MODELS OF TEACHING

- a) Models of teaching – Concept, Features, Families and implications for classroom learning.
 - i) Advance Organizer Model
 - ii) Inquiry Training Model
 - iii) Inductive thinking Model
- b) Integration of ICT into teaching-learning process (Access and development of OER, Using Google Drive, Skype)
- c) Flander's interaction analysis: Concept, procedure and implications.

SESSIONAL WORK

Performance in unit tests and house examination: 10 Marks

Attendance: 05 Marks

Assignments on the following (any two): 15 Marks

1. Construct and develop a concept map or a mind map on any unit or topic from the course on the basis of Bloom's Taxonomy
2. Experiment on (any 2) and discuss the implications
 - a) Learning,
 - b) Attention or
 - c) Fatigue.
3. Develop an Annual Plan and Unit Plan (one school subject).
4. Plan and implementation of one lesson using any model of Teaching.

REFERENCES:-

1. **Bhushan, A. & Ahuja, M. (1992).***Educational Technology*. Meerut: Vikas Publication
2. **Dandekar, W.N. & Makhija, S. (2002).***Psychological Foundations of Education*. New Delhi: MacMilan India Ltd.
3. **Siddiqui, M. H. (2008).***Educational Psychology*. New Delhi: APH Publishing Corporation.
4. **Chaube, S.P. (2003).***Developmental Psychology*. New Delhi: Neelkamal Publications.
5. **Mangal S.K. (2005).***Advanced Educational Psychology*. New Delhi: Prentice-Hall of India.
6. **Mangal, S.K. & Mangal, Uma (2010).***Learner, Learning and Cognition*. Ludhiana: Tondon Publications.
7. **Mehra, V(2004).***Educational Technology*. Delhi: SS publishers
8. **Sharma, P. (2005).***Educational Psychology*. New Delhi: A.P.H. Publishing Corporation.
9. **Sharma, R.A. (2005).***Educational Technology*. Meerut: Modern Publishers.
10. **Welton, J. (2010).***The Psychology of Education*. Delhi: Surjeet Publications.
11. **Kundu, C.L. & Tutoo, D.N. (1998).***Educational Psychology*. New Delhi: Sterling Publishers Pvt. Ltd.
12. **Borich, G. (1996).***Effective Teaching Methods*. New Jersey: Prentice-Hall.
13. **Sindhu, I.S. (2013).***Educational Psychology*. Noida: Dorling Kindersley (India) Pvt. Ltd.
14. **Joyce, B., Well, M. & Calhoun, E. (2011).***Models of Teaching*. New Delhi: PHI Learning Pvt. Ltd.
15. **Wragg, E.C. (1974).***Teaching Teaching*. London: David and Charles.

SEMESTER-I
PAPER-IV
P-IV
LANGUAGE ACROSS THE CURRICULUM

Time: 1.30 Hrs.

Total Marks: 50
Theory: 35
Sessional Work: 15

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

COURSE OBJECTIVES:-

After completing the course, the students will be able to:-

- Understand the concept of classroom transaction
- Familiarize with various constitutional provisions and language policy
- Understand discussion and questioning as tools of learning.
- Explain the Concept of Listening, Speaking, Reading and Writing and its significance
- Explain the nature and types of questioning

SECTION-A

LANGUAGE AND ITS ISSUES

- a) Multilingualism in Classroom – Role of Home Language and School Language in classroom instructions.
- b) Languages in India – Status, Constitutional provisions and language policy (Art. 345 – 351, 350 A)

SECTION-B

Language issues in Kothari Commission (1964 – 66), NPE - 1986, POA – 1992, NCF – 2005

SECTION-C

DEVELOPMENT OF LANGUAGE

- a) Language Development (Listening, Speaking, Reading and Writing) in content area: Social Sciences, Sciences, Mathematics and Languages.

SECTION-D

- a) Deficit, Discontinuity and schema theories.
- b) Classroom discourse and its nature, Discussion and Questioning as tool for learning.

SEMESTER-I

SESSIONAL WORK

Performance in Unit tests and House examination: 05 marks

Attendance: 02 marks

Assignment on the following (any two): 08 marks

- Writing of one article from the content areas viz. a viz. social studies, science, math keeping in view language enrichment development (Listening, Speaking, Reading and Writing)
- Review of the at least one article from the content areas –Literature, Social Sciences, science, Mathematics.
- Analyzing structure of the article, identifying subheadings, keywords, sequencing of ideas, use of concrete details, illustration, and statistical representation.
- Preparation of a plan to use multilingualism as a strategy in the classroom.
- Debate and Discussion in classroom on the policies specified in the syllabus and report writing thereof.

REFERENCES:-

1. **Bhattacharya, I. (2009).** *An Approach to Communication Skills*. New Delhi: Pearson.
2. **Bhatia, J. & Sheikh (2006).** *Professional Communication Skills*. New Delhi: S. Chand Publication.
3. **Kumar, S., & Lata, P. (2012).** *Communication Skills*. New Delhi: Oxford University Press.
4. **Mishra, P. & Koehler, M.J. 2006.** “*Technological Pedagogical Content Knowledge: A Framework for Teacher Knowledge*”. *Teachers College Record*, Vol. 108, No. 6, pp. 1017-1054.
5. **Prasad, P. (2012).** *The Functional Aspects of Communicational Skills*. New Delhi: Katson Books.
6. **Rizvi, A, M. (2005).** *Effective Technical Communication*. New Delhi: Tata McGraw Hills Education Pvt. ltd.
7. **Sarmah. S., & Mishra, B. (2009).** *Communication Skills for Engineers & Scientists*. New Delhi: PHILearning Pvt ltd.

SEMESTER-I

PAPER: V and VI
PEDAGOGY OF PUNJABI
PS I and II (A) Option (i)

ਪੰਜਾਬੀ ਅਧਿਐਨ

Time: 1.30 Hrs.

Total Marks: 50
Theory: 35
Sessional Work: 15

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

ਉਦੇਸ਼

1. ਵਿਦਿਆਰਥੀ-ਅਧਿਆਪਕਾਂ ਵਿੱਚ ਪੰਜਾਬੀ ਪੜ੍ਹਾਉਣ ਦੀ ਰੁਚੀ ਪੈਦਾ ਕਰਨੀ।
2. ਵਿਦਿਆਰਥੀ-ਅਧਿਆਪਕਾਂ ਵਿੱਚ ਸਕੂਲ ਪੱਧਰ ਤੇ ਮਾਤ-ਭਾਸ਼ਾ ਪੜ੍ਹਾਉਣ ਸਬੰਧੀ ਪੇਸ਼ ਆਉਂਦੀਆਂ ਮੁਸ਼ਕਿਲਾਂ ਹੱਲ ਕਰਨ ਦੇ ਯੋਗ ਬਣਾਉਣਾ।
3. ਵਿਦਿਆਰਥੀ-ਅਧਿਆਪਕਾਂ ਵਿੱਚ ਸਿਰਜਨਾਤਮਿਕ, ਉਪਚਾਰਤਮਿਕ ਤੇ ਅਨੁਸੰਧਾਨਤਮਿਕ ਕੁਸ਼ਲਤਾਵਾਂ ਦਾ ਵਿਕਾਸ ਕਰਨਾ।
4. ਵਿਦਿਆਰਥੀਆਂ-ਅਧਿਆਪਕਾਂ ਨੂੰ ਲੋੜ ਅਨੁਸਾਰ ਹਵਾਲਾ ਪੁਸਤਕਾਂ ਦੇ ਵਰਤੋਂ ਕਰਨ ਦੀ ਆਦਤ ਪਾਉਣੀ।
5. ਵਿਦਿਆਰਥੀਆਂ-ਅਧਿਆਪਕਾਂ ਨੂੰ ਸਾਹਿਤ ਦੇ ਵਿਭਿੰਨ ਰੂਪਾਂ ਦੇ ਅਧਿਆਪਨ ਢੰਗਾਂ ਬਾਰੇ ਜਾਣਕਾਰੀ ਦੇਣਾ।
6. ਵਿਦਿਆਰਥੀ-ਅਧਿਆਪਕਾਂ ਨੂੰ ਮਾਤ-ਭਾਸ਼ਾ ਦੀ ਸਿੱਖਿਆ ਦੇ ਉਦੇਸ਼ਾਂ ਅਤੇ ਸਿਧਾਂਤਾਂ ਦੀ ਸੋਝੀ ਕਰਾਉਣਾ।

ਇਕਾਈ-1

1. ਭਾਸ਼ਾ ਦੀ ਉਤਪਤੀ ਦੇ ਸਿਧਾਂਤ ਅਤੇ ਪ੍ਰਕਿਰਤੀ, ਸਮਾਜਕ ਸਰੋਕਾਰ, ਇਤਿਹਾਸਿਕ ਪਰਿਪੇਖ।
2. ਮਾਤ ਭਾਸ਼ਾ ਦਾ ਅਧਿਐਨ ਅਤੇ ਅਧਿਆਪਨ- ਪਹਿਲੀ ਅਤੇ ਦੂਸਰੀ ਭਾਸ਼ਾ ਦੀ ਤੌਰ ਤੇ
3. ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦੀ ਨਿਕਾਸ ਤੇ ਵਿਕਾਸ - ਲਿੱਪੀ ਦੇ ਅਰਥ, ਗੁਰਮੁਖੀ ਲਿੱਪੀ ਦੀ ਪ੍ਰਾਚੀਨਤਾ ਤੇ ਅਨੁਕੂਲਤਾ, ਗੁਰਮੁਖੀ ਲਿੱਪੀ ਦੀ ਵਿਸ਼ੇਸ਼ਤਾਵਾਂ (ਤਰਤੀਬ, ਅੱਖਰ ਕ੍ਰਮ ਦੀ ਵਰਣਮਾਲਾ, ਖਾਕਾ, ਸਵਰ ਵਾਹਕ) (ਪ੍ਰਸਤਾਵਿਤ ਪ੍ਰਸ਼ਨ)

ਇਕਾਈ-2

1. ਪੰਜਾਬੀ ਧੁਨੀ ਵਿਉਂਤ - ਉਚਾਰਨ ਅੰਗ, ਉਚਾਰਨ ਸਥਾਨ ਤੇ ਵਿਧੀਆਂ, ਸਵਰ, ਵਿਅੰਜਨ ਅਤੇ ਸੁਰ (ਪ੍ਰਸਤਾਵਿਤ ਪ੍ਰਸ਼ਨ)
2. ਵਿਸ਼ਵੀਕਰਨ ਦੇ ਪ੍ਰਸੰਗ ਵਿਚ ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦੀ ਸਥਿਤੀ - ਪੰਜਾਬੀ ਦੀਆਂ ਉੱਪ-ਭਾਸ਼ਾਵਾਂ, ਪਛਾਣ ਚਿੰਨ (ਪ੍ਰਸਤਾਵਿਤ ਪ੍ਰਸ਼ਨ)
3. ਅੰਤਰਰਾਸ਼ਟਰੀ ਪੱਧਰ ਤੇ ਪੰਜਾਬੀ ਅਤੇ ਪੰਜਾਬੀ ਨੂੰ ਦਰਪੇਸ਼ ਸਮੱਸਿਆਵਾਂ

SEMESTER-I

ਇਕਾਈ-3

1. ਭਾਸ਼ਾ ਵੰਨਗੀਆਂ - ਉਮਰ ਆਧਾਰਿਤ ਭਾਸ਼ਾ ਵੰਨਗੀਆਂ, ਲਿੰਗ ਆਧਾਰਿਤ ਭਾਸ਼ਾ ਵੰਨਗੀਆਂ, ਕਿੱਤਾ ਆਧਾਰਿਤ ਭਾਸ਼ਾ ਵੰਨਗੀਆਂ, ਖੇਤਰੀ ਜਾਂ ਇਲਾਕਾਈ ਭਾਸ਼ਾ ਵੰਨਗੀਆਂ। (ਪ੍ਰਸਤਾਵਿਤ ਪ੍ਰਸ਼ਨ)
2. ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਲਿਖਣ ਦੇ ਦਾਰਸ਼ਨਿਕ, ਮਨੋਵਿਗਿਆਨਿਕ ਤੇ ਸਮਾਜਕ ਆਧਾਰ।

ਇਕਾਈ-4

1. (ੳ) ਸੁਣਨ ਕੌਸ਼ਲ ਭਾਸ਼ਾ ਸਿੱਖਿਆ ਵਿੱਚ ਮਹੱਤਵ, ਅਭਿਆਸ ਤੇ ਲੋੜੀਂਦੀਆਂ ਸ਼ਰਤਾਂ।
 (ਅ) ਬੋਲਚਾਲ ਦੀ ਸਿੱਖਿਆ ਦਾ ਮਹੱਤਵ, ਅਸ਼ੁੱਧ ਉਚਾਰਣ ਦੇ ਕਾਰਨ ਤੇ ਸੁਧਾਰ।
2. ਪੜ੍ਹਨਾ (ਵਾਚਨ) ਸਿੱਖਿਆ - ਪੜ੍ਹਾਈ ਸਿੱਖਿਆ ਦੀਆਂ ਵਿਧੀਆਂ ਸੂਖਮ ਤੇ ਸਥੂਲ ਅਤੇ ਕਿਸਮਾਂ ਮਨੋਪਾਠ ਤੇ ਉੱਚੀਪਾਠ।
3. ਲਿਖਣਾ ਸਿਖਾਉਣਾ - ਲਿਖਤ ਰਚਨਾ ਦਾ ਮਹੱਤਵ, ਵਿਧੀਆਂ, ਅਭਿਆਸ, ਲਿਖਤੀ ਕੰਮਾਂ ਦੀ ਸੁਧਾਈ ਸੁਲੇਖ ਤੇ ਰਚਨਾਤਮਕ ਲਿਖਣਾ।

ਸੈਸ਼ਨਲ ਵਰਕ:-

Performance in Unit tests and House examination-05 marks

Attendance -02 marks

Assignment on the following -08 marks

1. ਪੰਜਾਬੀ ਦੀਆਂ ਵੱਖ ਵੱਖ ਉਪ-ਭਾਸ਼ਾਵਾਂ ਦੀਆਂ ਸਮਾਨਤਾਵਾਂ ਅਤੇ ਭਿੰਨਤਾਵਾਂ ਸੰਬੰਧੀ ਰਿਪੋਰਟ ਤਿਆਰ ਕਰਨਾ।
2. ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦੀ ਸਕੂਲਾਂ ਵਿੱਚ ਵਰਤਮਾਨ ਸਥਿਤੀ ਸਬੰਧੀ ਸਰਵੇਖਣ ਸਬੰਧੀ ਰਿਪੋਰਟ ਤਿਆਰ ਕਰਨਾ।

ਸਹਾਇਕ ਪੁਸਤਕਾਂ ਦੀ ਸੂਚੀ

- | | | |
|--|--------------------------------|----------------------------------|
| 1. ਇੰਦਰਦੇਵ ਨੰਦਰਾਂ | ਆਧੁਨਿਕ ਪੰਜਾਬੀ ਅਧਿਆਪਨ | ਟੰਡਨ ਪਬਲਿਸ਼ਰਜ਼ |
| 2. ਸੁਖਵਿੰਦਰ ਸਿੰਘ ਸੇਖੋਂ/
ਮਨਦੀਪ ਕੌਰ ਸੇਖੋਂ | ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਅਧਿਆਪਨ | ਕਲਿਆਣੀ ਪਬਲੀਕੇਸ਼ਨਜ਼ |
| 3. ਡਾ. ਅਮਰਜੀਤ ਕੌਰ | ਪੰਜਾਬੀ ਅਧਿਆਪਨ | ਸੂਰੀਆ ਪਬਲੀਕੇਸ਼ਨਜ਼ |
| 4. ਡਾ. ਉਮਕਾਰ ਐਨ.ਕੋਲ | ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਅਧਿਆਪਨ | ਰਵੀ ਪਬਲੀਸ਼ਰਜ਼ |
| 5. ਜਸਵੰਤ ਸਿੰਘ ਜੱਸ | ਮਾਤ ਭਾਸ਼ਾ ਦੀ ਸਿੱਖਿਆ ਵਿਧੀ | ਮਹਿਤਾਬ ਸਿੰਘ (ਨਿਊ ਬੁੱਕ ਕੰਪਨੀ) |
| 6. ਡਾ. ਰਘੂਨਾਥ ਸਫਾਇਆ | ਮਾਤ ਭਾਸ਼ਾ ਦੀ ਸਿੱਖਿਆ | ਪ੍ਰਕਾਸ਼ ਬ੍ਰਦਰਜ਼ |
| 7. Wright, T. (1988): | Roles of Teachers and Learners | Oxford University Press, Oxford. |
| 8. Tickoo, M.L. (2005) | Teaching and Learning English | Orient Longman, New Delhi. |

SEMESTER-I

PAPER: V and VI
PEDAGOGY OF HINDI
PS I and II (A) Option: (ii)

हिन्दी शिक्षण

Time: 1.30 Hrs.

Total Marks: 50

Theory: 35

Sessional Work

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

उद्देश्य

1. छात्र अध्यापकों में मौखिक व लिखित भाषा को समझने की योग्यता में वृद्धि करना ।
2. छात्र अध्यापकों में भाषा को शुद्ध एवं व्याकरण के नियमों के अनुसार लिखने की योग्यता विकसित करना ।
3. छात्र अध्यापकों में सौन्दर्यानुभूति को विकसित करना ।
4. छात्र अध्यापकों में सृजनात्मक प्रवृत्तियों को विकसित करना ।
5. छात्र अध्यापकों की भाषा और साहित्य के प्रति रुचि विकसित करना ।
6. साहित्य के माध्यम से विद्यार्थियों में सद्वृत्तियों का विकास करना ।
7. हिन्दी भाषा के माध्यम से अन्य विषयों को समझने, ग्रहण करने तथा अभिव्यक्त करने की योग्यता विकसित करना ।

ईकाई-1

1. भाषा, अर्थ, प्रकृति, भाषा का वर्ग और समाज से सम्बन्ध ।
2. भाषा शिक्षण में सामान्य सिद्धान्त एवं सूत्र, शिक्षण को प्रभावशाली बनाने में इनकी भूमिका ।

ईकाई-2

1. हिन्दी भाषा : मातृभाषा, राष्ट्रीय व अन्तर्राष्ट्रीय भाषा के रूप में उद्देश्य व महत्व ।
2. भाषायों की स्थिति : संविधान की धारा (343, 351, 350), कोटारी शिक्षा कमीशन रिपोर्ट (1964-66), राष्ट्रीय शिक्षा नीति – 1986, पी. ओ. ए. – 1992, राष्ट्रीय पाठ्य चर्चा – 2005 ।

ईकाई-3

1. हिन्दी भाषा : स्वतन्त्रता से पहले और बाद का स्वरूप, हिन्दी भाषा शिक्षण व अधिगम के समय शिक्षक-शिक्षार्थी के सामने आने वाली चुनौतियाँ ।
2. हिन्दी शिक्षक – आवश्यकता, महत्व व वर्तमान स्थिति ।

ईकाई-4

1. भाषा और माध्यम भाषा में अन्तर, भाषा की शिक्षक – शिक्षार्थी सम्बन्ध में भूमिका ।
2. देवनागरी लिपि ' उद्भव, विकास व विशेषताएँ ।

SEMESTER-I

सैशनल कार्य:

Performance in Unit tests and House examination-05 marks

Attendance -02 marks

Assignment on the following -08 marks

1. हिन्दी का राष्ट्र भाषा के रूप में वर्तमान स्थिति एवं उसकी आलोचनात्मक मूल्यांकन सम्बन्धी लिखित रिपोर्ट तैयार करना।
2. हिन्दी भाषा के विकास सम्बन्धी संविधान में सम्मिलित धाराओं का मूल्यांकन करें।

सहायक पुस्तक सूची:

- नायक सुरेश, "हिन्दी भाषा शिक्षण," ट्वंटी फास्ट सेंचुरी पब्लिकेणन्स, पटियाला।
- बराड़ सर्वजीत कौर, "हिन्दी अध्यापन", कल्याणी पब्लिकेणन्स, देहली।
- खन्ना ज्योति, "हिन्दी शिक्षण", धनपत राय एण्ड सन्ज़, देहली।
- गोयल ए0 के0 "हिन्दी शिक्षण" हरीष प्रकाषण मन्दिर, आगरा।
- मक्कड़ नरिन्द्र, "हिन्दी शिक्षण", गुलनाज़ पब्लिकेणन्ज़, जालन्धर।

SEMESTER-I

PAPER: V and VI PEDAGOGY OF ENGLISH PS I and II (A) Option: iii

Time: 1.30 Hrs.

**Total Marks: 50
 Theory: 35
 Sessional Work: 15**

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Course Objectives: After the completion of the course students will be able to:

- To develop understanding of the significance of English as a subject in the present context.
- To analyze the factors influencing learning English
- To develop the understanding of the significance of basic competencies in language acquisition
- To enable student teachers to understand the nature, characteristics of Language and mother tongue as well as the use of language.
- To enable student teachers to teach basic language skills such as listening, speaking, reading, and writing and integrate them for communicative purposes.

SECTION-A

English as a subject in the present context

- a) Importance of English in a multilingual society, Role of English as an international Language, Factors affecting Language Learning Physiological, Psychological and Social
- b) Aims and Objectives of teaching English, Linguistics and general principles of teaching and learning English language

SECTION-B

Developing Language Skills: Listening and Speaking

- a) Features of Connected Speech: Stress, Rhythm and Intonation.
- b) Description of Vowels and Consonant Sounds.

SECTION-C

Reading and Writing:

- a) Loud Reading and Silent Reading, Teaching Reading Comprehension, Obstacles to Efficient Reading, Intensive Reading vs. Extensive Reading, Teaching Prose and Teaching poetry.
- b) Essential Marks of good handwriting Controlled and Free Composition, Teaching the Mechanics of Writing, Importance of Correction Work.

SECTION-D

- a) **Teaching of Grammar:** Place of Grammar, Types and Methods of Teaching Grammar
- b) **Teaching of Vocabulary:** Expansion of Vocabulary, Selection and Gradation of Vocabulary.

SEMESTER-I

SESSIONAL WORK

Performance in Unit Tests and House Examination	05 Marks
Attendance	02 Marks
Assignments on the following	08 Marks

- 1) Prepare a chart of phonetic symbols along with examples.
- 2) Presentation of any two activities in the classroom from the following:
 - (a) Declamation
 - (b) Extempore
 - (c) Role playing
 - (d) Dramatization

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1. **Balasubramaniam, T. (1981),** *A Textbook of English Phonetics for Indian Students.* Macmillan India Limited, Mumbai.
2. **Bhandari, C.S. and others (1966),** *Teaching of English: A Handbook for Teachers.* Orient Longmans, New Delhi.
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5. **Bright, J.A. and Mc Gregor, G.P. (1981),** *Teaching English as a Second Language.* Longmans, ELBS.
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7. **Doff, A. (1998),** *Teach English: A Training Course for Teachers.* The British Council and Cambridge University Press, Cambridge.
8. **French, F.G. (1963),** *Teaching English as an International Language.* OUP, London.
9. **Gokak, V.K. (1963),** *English In India, Its Present and Future.* Asia Publishing House,
10. **Hornby, A.S. (1962),** *The Teaching of Structural Words and Sentence Patterns.* OUP, London.
11. **Kohli, A.L. (1999),** *Techniques of Teaching English.* Dhanpat Rai and Company, New Delhi.
12. **Lamba, D. and Others (2007),** *Techniques of Teaching English.* 21st Century Publication, Patiala.
13. **Manzel, E.W. (1994),** *Suggestions for the Teaching of Reading In India.* OUP, London.
14. **Palmer, H.E. (1980),** *Grammar of Spoken English.* Heffer, Cambridge.
15. **Ryburn, W.M. (1963),** *Teaching of English In India.* OUP, Mumbai.
16. **Thompson, M.S. and Wyatt, H. G. (1995),** *Teaching of English in India.* OUP, Mumbai.
17. **Tickoo, M.L. (2005),** *Teaching and Learning English.* Orient Longman, New Delhi.
18. **Wright, T. (1988),** *Roles of Teachers and Learners.* Oxford University Press, Oxford.

SEMESTER-I

PAPER: V and VI
PEDAGOGY OF SOCIAL SCIENCE
PS I and II (A) Option: iv

Time: 1.30 Hrs.

Total Marks: 50
Theory: 35
Sessional Work: 15

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Course Objectives: After completion of the course students will be able to:

- Understand the nature of social sciences.
- Know about the historical background of Social Science.
- Correlate Social science with other school subjects.
- Differentiate social science with other school subjects
- Differentiate various approaches of Teaching of social sciences
- Know utilization of different current affairs in teaching of social sciences.

SECTION-A

1. Historical Background of Social Science, meaning, nature and scope of socialscience. Difference between Social Studies and Social Science
2. Need of teaching of Social Science in the school curriculum for the holistic development of the students.

SECTION-B

1. Values of teaching Social Science.
2. Correlation of Social Science with Math, Sciences, Languages and Arts.

SECTION-C

1. Aims and objectives of Social Science at different stages:-
 - Middle stage
 - Secondary stage
2. Pedagogical Approaches – Interdisciplinary approach, experiential approach, co- operative learning, constructivist approach to learning.

SECTION-D

1. Current affairs in social science: Meaning, Importance and utilizing current events in teaching social science.
2. Social Science Room: importance and equipments.

SEMESTER-I

SESSIONAL WORK

Performance in unit tests and house examination	05 Marks
Attendance	02 Marks
Assignments on the following	08 Marks

1. Maintenance of scrap book showing the major political and social developments in present context.
2. Organizing and evaluating discussion/ debate/ seminar on present day problems in social context.

REFERENCES:-

1. **Aggarwal, J.C. (2003)**, *Teaching of Social Studies*. Vikas Publishers, New Delhi
2. **Binning and Binning (1952)**, *Teaching of Social Studies in Secondary Schools*. McGraw Hill.
3. **Dash, B.N. (2005)**, *Content – cum – Methods of Teaching of Social Studies*. Kalyani Publishers, New Delhi.
4. **Dhanija, Neelam (1993)**, *Multi Media Approaches in Teaching Social Studies*. Harman Publishing House, New Delhi.
5. **Kochhar, S.K. (1983)**, *Teaching of Social Studies*. Sterling Publishers, New Delhi.
6. **Kohli, A.S. (1996)**, *Teaching of Social Studies*. Anmol Publishers, New Delhi.
7. **Mehta, D.D. (2004)**, *Teaching of Social Studies*. Tandon Publishers, Ludhiana.
8. **Mofatt, M.R. (1955)**, *Social Studies Instruction*. Prentice Hall, New York.
9. **Shaida, B.D. (1962)**, *Teaching of Social Studies*. Panjab Kitab Ghar, Jalandhar.
10. **Shaida, B.D. and Shaida, A. K. (2005)**, *Teaching of Social Studies*. Arya Book Depot, New Delhi.

SEMESTER-I

PAPER: V and VI
PEDAGOGY OF HISTORY
PS I and II (A) Option: v

Time: 1.30 Hrs.

Total Marks: 50
Theory: 35
Sessional Work: 15

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Course Objectives: After the completion of the course, students will be able to:

- Understand the importance of history.
- Develop an understanding of aims and objectives of teaching history.
- Construct and analyze critically the curriculum and textbooks of teaching history at secondary stage.
- Provide knowledge of different methods of teaching history to student teachers.
- Acquaint student teachers with different audio-visual aids and latest information technology.
- Make the student teachers aware about the role of history in developing National integration and International understanding.
- Acquaint student teachers with different techniques of evaluation.

SECTION-A

- 1- Meaning, nature, importance and scope of history with special reference to modern concept of History
- 2- Need of teaching of history in the school curriculum for the holistic development of the Students

SECTION-B

- 1- Correlation of history with geography, economics, mathematics science, languages.
- 2- Cultivation of time and space sense.

SECTION-C

- 1- Aims and pedagogical approaches for teaching of history at different stages
 - Middle stage
 - Secondary stage
 - Senior secondary stage
- 2- Pedagogical Approaches- interdisciplinary approach, experiential approach, co-operative learning, field survey, constructivist approach.

SEMESTER-I

SECTION-D

1. Current Affairs: Meaning, Importance and Utilizing current events in teaching history.
2. Role of history in developing National and International understanding.

SESSIONAL WORK

Performance in unit tests and house examination	05 Marks
Attendance	02 Marks
Assignments on the following	08 Marks

1. Visit to a local historical place and write a report of the same along with reasons of becoming it a historical place.
2. Trace out the historical background of any current issue (e.g. Kashmir issue, Dominance of Congress as National level party) in the form of report writing along with relevant pictures.

REFERENCES:-

1. **Arora, K.L.** *Teaching of History*.
2. **Bhallia, C.L. (1963)**, *Audio Visual Aids in Education*. Atma Ram and Sons, Delhi.
3. **Burton, W.H. and Green, C. W. (1962)**, *Principles of Teaching History*.
4. **Chakrabarti, S.K. (1967)**, *Audio Visual Education in India*. Das Gupta and Company, Calcutta.
5. **Dobbsen, D.P.**, *A Handbook for History Teacher*.
6. **Ghate, V.D. (1956)**, *Teaching of History*.
7. **Gunnin, Dennis**: *The teaching of History*.
8. **Hil, C.P. (1953)**, *Suggestions for Teaching of History*. Paris UNESCO, Paris.
9. **Iaurwerys, I.A. (1954)**, *History Text Book and International Understanding*.
10. **Johnson, Henry (1950)**, *Teaching of History in Elementary and Secondary School*.
11. **Kochhar, S.K. (1977)**, *Teaching of History*.
12. **R.E.De, Kieffer and Cochran, Leeln (1966)**, *Manual of Audio Visual Techniques*.
13. **Shaida, B.D. and Singh, Sahib**: *Teaching of History*

SEMESTER-I

PAPER: V and VI
PEDAGOGY OF GEOGRAPHY
PS I and II (A) Option: vi

Time: 1.30 Hrs.

Total Marks: 50
Theory: 35
Sessional Work: 15

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Course Objectives: After the completion of course students will be able to:

- Understand the nature and concept of geography.
- Understand the role and importance of geography in schools.
- Understand aim and objectives of geography.
- Get acquainted with different methods of teaching geography.
- Prepare and use different teaching aids
- Get acquainted with the latest concepts and techniques of evaluation.
- Make the student teachers aware about the role of geography in developing scientific attitude.
- Acquaint student teachers with different Audio- Visual aid and latest information technology.

SECTION-A

1. Meaning, Nature and scope of Geography, latest trends in Geography.
2. Historical background of Geography.

SECTION-B

1. Need of Geography in the schools curricula for the holistic development of the students, importance of local and Regional Geography
2. Correlation of Geography with other subjects (Mathematics, Social Sciences, Science, Languages, Arts)

SECTION-C

1. Aims & objectives of teaching of geography at different stages: Middle stage, Secondary stage, Senior secondary stage
2. Current Affairs: Meaning, importance and utilizing current events in teaching of geography.

SECTION-D

1. Pedagogical Approaches- interdisciplinary approach, experiential approach, co-operative Learning, map reading (latitudes, longitudes, line of Cancer, line of Capricorn, Equator, GMT)

SEMESTER-I

SESSIONAL WORK

Performance in unit tests and house examination	05 Marks
Attendance	02 Marks
Assignments on the following	08 Marks

1. A Simple Survey of Local Place: Its physical and natural resources (Soil, Climate, Vegetation) and writing the report of the same.
2. Survey of a place from a local geographical area to trace out the reasons of changes in that in present condition (e.g. decrease in level of ground water)

REFERENCES:-

1. **Aggarwal, D.O.C. (2000)**, *Modern Method Teaching of Geography*, Sarup and Sons Publishers, New Delhi.
2. **Arora, K.L (1989)**, *Teaching of Geography*. Parkash Brother, (In Punjabi, English, Hindi) Ludhiana.
3. **Graves, Norman, J:** *Geography in Education* Heinomamnn, Landon.
4. **Macnee, E.A-(1951)**, *The Teaching of Geography*, Cambridge University press.
5. **R.P Singh (2004)**, *Teaching of Geography*. R. Hall Book Depot, Meerut.
6. **Rao, M. S (1999)**, *Teaching of Geography*. Anmol Publication Pvt. Ltd, New Dehli.
7. **Singh, Yogesh K (2004)**, *Teaching of Geography (Hindi)* APH Publishers, Delhi.
8. **Verma, O.P (1987)**, *Teaching of Geography*.

SEMESTER-I

PAPER: V and VI
PEDAGOGY OF POLITICAL SCIENCE
PS I and II (A) Option: vii

Time: 1.30 Hrs.

Total Marks: 50
Theory: 35
Sessional Work: 15

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Course Objectives: After completion of course the students will be able to:

- Understand the meaning of Political Science.
- Know the history of political sciences.
- Correlate the political science with other school subjects.
- Understand the different approaches of teaching of political sciences.
- Familiar with current affairs in political sciences.

SECTION-A

1. Meaning, Nature and scope of Political Science.
2. Historical background of political science.

SECTION-B

1. Need of teaching political science in the schools curricula for the holistic development of the students.
2. Correlation of political science with other subjects (social sciences, sciences and languages)

SECTION-C

1. Aims & objectives of teaching of political science at different stages: Secondary & Senior Secondary stage.
2. Current Affairs: Meaning, importance and utilizing current events in teaching of Political Science.

SECTION-D

1. Pedagogical Approaches: Interdisciplinary Approach, Experiential Learning, Co-operative Learning, jurisprudential approach.

SEMESTER-I

SESSIONAL WORK

Performance in unit tests and house examination	05 Marks
Attendance	02 Marks
Assignments on the following	08 Marks

1. Visit to local Political organization and Mock Presentation for the same.
 - Election Procedure
 - Functioning of the organization
2. Enlisting and reporting of current events in context of political development of last three months.

REFERENCES:-

1. Aggarwal, J.C. *Teaching of Political Science and Civics*.
2. Bhatia, K.K.: Narang, C.L. and Sidhu, H.S., *Teaching of Social Studies*.
3. Kochhar, S.K.: *Teaching of History.asa*
4. Shaيدا, B.D. and Shaيدا, A.K. (2005), *Teaching of Social Studies*. Arya Book Depot, New Delhi.
5. Shiels, *View Points in Civics Education*.
6. Singh, R.L, *Teaching of History and Civics*.
7. Whill, E.M. *Teaching of Modern Civics*.

SEMESTER-I

PAPER: V and VI
PEDAGOGY OF ECONOMICS
PS I and II (A) Option: viii

Time: 1.30 Hrs.

Total Marks: 50
Theory: 35
Sessional Work: 15

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Course Objectives: After completion of course the students will be able to:

- To provide understanding of growing concept, principles and theories of economics.
- To enable the pupil-teachers to develop an understanding of aims and objectives of teaching of economics.
- To acquaint them with various economic problems which our country is facing.
- To provide knowledge of different methods of teaching.
- To provide knowledge of different teaching aids.
- To develop interest in teaching of economics.

SECTION-A

1. Meaning, nature and scope of Economics.
2. Historical background of Economics.

SECTION-B

1. Need of teaching Economics in the school curriculum for holistic development of the students
2. Correlation of Economics with Commerce, Mathematics, Statistics, History, Political Science, Geography and Science.

SECTION-C

1. Aims and objectives of teaching of Economics at different stages:-
 - (i) Secondary Stage
 - (ii) Senior Secondary Stage
2. Current affairs- meaning, scope, utilizing current affairs in teaching economics.

SECTION-D

Pedagogical Approaches: Interdisciplinary Approach, Experiential Approach, Co-operative Learning.

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SEMESTER-I

SESSIONAL WORK

Performance in unit tests and house examination	05 Marks
Attendance	02 Marks
Assignments on the following	08 Marks

1. Write up on a current economic issue.
2. Write detail on various Co-curricular activities in school related to teaching of economics which can be organized.

REFERENCES:-

1. **Dhillon, Satinder and Chopra, Kiran (2002),** *Teaching of Economics*. Kalyani Publications, Ludhiana.
2. **Kanwar, B.S. (1970),** *Teaching of Economics*. Prakash Brothers, Ludhiana.
3. **Siddiqui, M.H. (2005),** *Teaching of Economics*. Ashish Publishing House, New Delhi.
4. **Sidhu, H.S. (2005),** *Teaching of Economics*. Tandon Publications, Ludhiana.
5. **Yadav, Amita (2005),** *Teaching of Economics*. Anmol Publications, New Delhi.

SEMESTER-I

PAPER: V and VI
PEDAGOGY OF COMMERCE
PS I and II (A) Option: ix

Time: 1.30 Hrs.

Total Marks: 50
Theory: 35
Sessional Work: 15

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Course Objectives: After completion of course the students will be able to:

- Understand the nature and concept of commerce.
- 1. Acquaint the pupil-teachers with various methods and techniques of teaching commerce
- 2. Develop the understanding of pupil-teachers concerning curriculum organization
- 3. To make the pupil teacher aware about the role of commerce in developing professional outlook.
- 4. Develop proper understanding of nationalism and internationalism.

SECTION-A

1. Meaning, Nature and scope of Commerce
2. Historical background of Commerce.

SECTION-B

1. Need of teaching of Commerce in the school curriculum for the holistic development of the students.
2. Correlation of commerce with other school subject: Maths, Language, Economics, management information system and public administration

SECTION-C

1. Aims and objectives of teaching of Commerce at Senior Secondary stage.
2. Current affairs:- Meaning, importance and utilizing current events in Teaching of Commerce.

SECTION-D

Pedagogical approaches:- Interdisciplinary approach, Experiential approach and co-operation learning.

SEMESTER-I

SESSIONAL WORK

Performance in unit tests and house examination	05 Marks
Attendance	02 Marks
Assignments on the following	08 Marks

1. Visit to any two places (Banks, insurance house, warehouse, companies) and write a report with reference to its importance in present day context.
2. Survey of local commercial area and writing a report of factors leading to development of that area.

REFERENCES:

1. Aggarwal, J.C. (2003), *Teaching of Commerce*, Vikas Publication, New Delhi.
2. Rao, Seema. (2005), *Teaching of Commerce*, Anmol Publication, New Delhi.
3. Dema and Brinkman, *Guidance in Business Education South*. Western Publishing Company, New York.
4. Tonne, Lopham and Freeman, *Methods of teaching business subject*. MC Graw Hill, New York.
5. Venkatesh, Warlu K. and Boshia Johni ad Digumarti, S.K. and Rao, Bhaskara: *Methods of Teaching of Commerce*.

SEMESTER-I

PAPER: V and VI
PEDAGOGY OF MATHEMATICS
PS I and II (A) Option: x

Time: 1.30 Hrs.

Total Marks: 50
Theory: 35
Sessional Work: 15

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Course Objectives: After completion of course the students will be able to:

- Understand the nature of mathematics.
- Appreciate the contributions of famous mathematicians in mathematics.
- Understand the aims and objectives of teaching of mathematics
- Understand the value of mathematics' and relationship of mathematics with other school subjects
- Understand learning theories and their applications in mathematics education.
- Improve their competencies in secondary level mathematics.

SECTION-A

The Nature of Mathematics and its relation to disciplinary knowledge

1. Meaning and nature of mathematics- Science of logical reasoning, mathematical language & symbolism,
2. Pure and applied mathematics (axioms, postulates, patterns and language of Mathematics)
3. Scope and Significance of Mathematics in present day curriculum.

SECTION-B

1. Scope and significance of mathematics in present day curriculum.
2. Integration of Mathematics with other subjects (Physical Science, Economics, Bio Sciences, Fine Arts).
3. Application of computers in teaching of Mathematics.

SECTION-C

1. Aims of Teaching of Mathematics.
2. Objectives of Teaching Mathematics at the different stages of school (Middle Level- 6th, 7th, 8th, Secondary Level -9th, 10th Senior Secondary Level -+1, +2) w.r.t. Bloom's Taxonomy of educational objectives.

SECTION-D

1. Values of teaching Mathematics.
2. Management of math in small group and in large group based on behaviorism, cognitivism and constructivism learning theories.

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SEMESTER-I

SESSIONAL WORK

Performance in unit tests and house examination	05 Marks
Attendance	02 Marks
Assignments on the following	08 Marks
1. Report on mathematics club/mathematics' fair	
2. Contribution of Indian mathematicians (Bhaskaracharya, Aryabhatta, Ramanujanand) and history of symbol.	

References:

1. **Boyer, Carl B., (1969),** *A History of Mathematics*; Wiley, New York.
2. *Content cum Methodology of Teaching Mathematics* for B.Ed; **NCERT** New Delhi.
3. **Davis David R., (1960),** *Teaching of Mathematics* Addison Wesley Publications.
4. **Ediger Mariow (2004),** *Teaching Math Successfully*, Discovery Publication.
5. **Gupta H.N. and Shankaran (1984),** *Content cum Methodology of Teaching Mathematics*, NCERT New Delhi.
6. **James Anice (2005),** *Teaching of Mathematics*, Neelkamal Publication.
7. **Johan R.E. et.al, (1961),** *Modern Algebra*; First Course, Addison-Wesley Publishing Company INC. USA.
8. **Kapur S.K. (2005),** *Learn and Teach Vedic Mathematics*. Lotus Publication.
9. **Kulshreshtha,** *Teaching of Mathematics*, R. Lal and Sons.
10. **Kumar Sudhir,** *Teaching of Mathematics*, Anmol Publications, New Delhi, India.
11. **Mangal, S.K.** *A text book on Teaching of Mathematics*, Prakash Bros., Ludhiana, India.
12. **Prabhakaran K.S.,** *Concept attainment model of Mathematics teaching*; Discovery Publications.
13. **Schwartz James E. (1994),** *Essentials of classroom teaching elementary math*; Allyn & Bacon Publication.
14. **Skempt, Richard R.,** *The Psychology of Learning Mathematics*, Penguin.
15. **Sri Bharati Krishna Tirathji Maharaj,** *Vedic Mathematics*; B.D. Moti Lal Publishers.
16. **Sumner W.L.,** *Teaching of arithmetic & elementary math*; Oxford publications
17. **Tyagi, S.K. (2004),** *Teaching of Arithmetic*; Commonwealth Publications.
18. **Vigilante Nicholas (1969),** *Mathematics in elementary math*; Oxford Publications.
19. **Wilder, R.L.** *Evolution of Mathematical concepts*; Transworld Publishers Ltd.

SEMESTER-I

**PAPER: V and VI
PEDAGOGY OF COMPUTER SCIENCE
PS I and II (A) Option: xi**

Time: 1.30 Hrs.

**Total Marks: 50
Theory: 35
Sessional Work: 15**

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Course Objectives: After completion of the course students will be able to:-

- Understand the concept of Computer Science.
- Understand the values of learning computer.
- Correlate Computer science with other school subject
- Equip them with knowledge to set up and maintain a Computer laboratory.
- Acquire knowledge on latest trends in Information Technology.
- Differentiate different types of computer devices.

SECTION-A

1. Concept of Computer Science, Scope of Computer Science with special reference to Education,
2. Place of Computer Science in School Curriculum and importance of Computer Science as a discipline.

SECTION-B

1. Relationship of Computer Science with other school subjects with reference to subject specific use of Word Processors, Spreadsheets, Presentation, Graphics, Movie Softwares, Timelines, Mind Mapping, Google Maps, Lexicons and web. 2.0 tools.
2. Aims and objectives of Computer Education-Meaning and formation of Instructional Objectives and Behavioral objectives

SECTION-C

1. Planning of Computer Laboratory-Design, Organization.
2. Hardware and Software. Maintenance of Computer Laboratory.

SECTION-D

1. Hardware, Software, Text Editor, Spreadsheet, Presentation, Database Software Applications Following topics are to be referred from (PSEB/CBSE) secondary school curriculum
2. Introduction to Networking, Internet, Creation of Webpage, Introduction to C++

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SEMESTER-I

SESSIONAL WORK

Performance in unit tests and house examination	05 Marks
Attendance	02 Marks
Assignments on the following	08 Marks

1. Preparation of result sheet of secondary class.
2. Preparation of form in MS- word (by using radio button, check button, text box, smart art)

REFERENCES:

1. **Aggarwal, V.B.**, *Computer Science for Class XII*.
2. **Bala Guruswamy**, *C++ Computers*. Dayal, Dean, Gottfried, D. (1966):
3. *Computer Science for Class XI and XII*,
4. *Outline of Theory and Problems of Programming with BASIC including expanded Micro Computer Basic Section*. McGraw Hill Publication, New York.
5. **Grover, P.S. (1983)**, *Computer Programming in BASIC*. Allied Publishers, New Delhi.
6. **Hunt, R. and Shelley, J. (1988)**, *Computers and Common Sense*. PHI Publications, Delhi

SEMESTER-I

PAPER: V and VI PEDAGOGY OF SCIENCE PS I and II (A) Option: xii

Time: 1.30 Hrs.

Total Marks: 50

Theory: 35

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Course Objectives: After completion of the course students will be able to

- Develop an understanding of pedagogical analysis of various concepts in Science.
- Develop an understanding of global perspectives in Science teaching.
- Develop an understanding of the approaches and methods of teaching Science.
- Acquire the knowledge of aims, values & objectives of teaching Science.
- Apply learning experiences and educational aids to teaching biology in the classroom
- Acquire the knowledge of science laboratory
- Acquire mastery over the development and use of evaluation tools in Science

SECTION-A

1. Meaning, nature and scope of Science.
2. Impact of Science on our modern living and globalization

SECTION-B

1. Correlation of Science with other school subjects, Importance of Science in school context and in holistic development of child.
2. Aims of teaching Science at Middle, Secondary and higher secondary levels, Values of teaching Science, General and specific objectives of teaching Science

SECTION-C

1. Path tracking discoveries & land mark developments in science, Development of Science in India (Scientific Institutions - The International Crops Research Institute for the Semi-Arid Tropics (ICRISAT), Centre for Cellular & Molecular Biology (**CCMB**), Indian council of agricultural research (ICAR), National institute of nutrition (NIN), National Academy of Agricultural Research Management (NAARM), **Central Research Institute for Dryland Agriculture (CRIDA)**)

SECTION-D

1. Constructivist Approach to Science Teaching- Brainstorming, Quiz, Seminar, Discussion.
2. Planning of Science laboratories & Mobile laboratories, Equipping science laboratories (purchase & maintenance), Maintaining Registers in the Science laboratory, Improvised Apparatus, Safety procedures.

SEMESTER-I

SESSIONAL WORK

Performance in unit tests and house examination	05 Marks
Attendance	02 Marks
Assignments on the following	08 Marks

Any two activities to be performed and a file of activities conducted to be maintained and certified.

- 1) Make a report on contribution of any three eminent scientists: Issac Newton, C.V Raman, Albert Einstein, Darwin, Mendel, Hargobind Khurana and A.P.J Abdul Kalam. Discuss in groups the aspects of Science education evolving in them. After discussions, students document their understanding in lucid manner as a term paper and present the content in the form of presentation.
- 2) Conducting and reporting two experiments useful at middle, secondary and higher secondary level.
- 3) Preparation of Scrap book containing original science stories/ articles/ features/ plays/ Interview report useful for teaching of Science
- 4) Planning an out of class activity to use local resources to teach Science

REFERENCES:-

1. **Aggarwal D.D (2001):** *Modern Methods of Teaching Biology*. Sarup Teaching Series Sarup & Sons, New Delhi.
2. **Bhaskara Rao, D (2000):** *Teaching of Biology*, Nagarjuna Publishers, Gunter
3. **Bloom, Benjamin, S., Ed. (1958):** *Taxonomy of Educational Objectives*, Handbook I- Cognitive Domain, Harcourt Brace & World Inc., New York.
4. **Chikara, M.S. and S.Sarma (1985):** *Teaching of Biology*, Prakash brothers, Ludhiana
5. **Clark Julia V (1996):** *Redirecting Science Education*, Corwin Press inc., California.
6. **Ediger, Marlow and D.B. Rao (2000):** *Teaching Science Successfully*, Discovery Publishing House, New Delhi.
7. **Krathwohl, David R., Ed. (1964):** *Taxonomy of Educational Objectives*, Handbook II Affective Domain, David Mckay, New York.
8. **Mohan,. Radha (2004):** *Innovative Science Teaching*, Prentice Hall of India, New Delhi
9. **New UNESCO Source Book for Science Teaching (1978):** Oxford & IBH, New Delhi.
10. **Sharma, R.C. & Shukla C.S. (2002):** *Modern Science Teaching*, Dhanpat Rai, Publishing Company, New Delhi.
11. **Sood, K.J. (1989):** *New Directions in Science Teaching*, Kohli Publishers, Chandigarh
12. **Vaidya, N (1996):** *Science Teaching for the 21st Century*. Deep & Deep Publications, New Delhi.
13. **Gupta S.K. (1983):** *Technology of Science Education*, Vikas Publishing House Pvt Ltd, Delhi

SEMESTER-I

PAPER: V and VI
PEDAGOGY OF PHYSICAL SCIENCE
PS I and II (A) Option: xiii

Time: 1.30 Hrs.

Total Marks: 50
Theory: 35
Sessional Work: 15

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Course Objectives: After completion of the course students will be able to:-

- To develop an understanding of pedagogical analysis of various concepts in Physical Science.
- To develop an understanding of global perspectives in Physical Science teaching.
- To develop an understanding of the approaches and methods of teaching Physical Science.
- Acquire the knowledge of aims, values & objectives of teaching Physical Science.
- Apply learning experiences and educational aids to teaching of Physical Science in the classroom.
- Acquire the knowledge of Physical Science Laboratory.
- Acquire mastery over the development and use of evaluation tools in Physical Science.

SECTION-A

1. Meaning, nature and scope of Physical Science.
2. Impact of Physics and chemistry on our modern living and globalization, Correlation of Physical Science with other school subjects, Importance of Physical Sciences in school context, in holistic development of child.

SECTION-B

1. Path tracking discoveries & land mark developments in physical science, development of physical science in India (Scientific Institutions - Indian Institute of Astrophysics, Indian Institute of Chemical Technology, National Institute of Electronics & Information Technology, National Institute of Science Education and Research)

SECTION-C

1. Aims of teaching Physical Science at Middle, Secondary and higher secondary levels, Values of teaching Physical Science, General and specific objectives of teaching of Physical science.
2. Approaches to Physical Science Teaching- Brainstorming, Quiz, Seminar, Discussion, Scenario building.

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SEMESTER-I

SECTION-D

1. Planning of Physical Science laboratories & Mobile laboratories,
2. Equipping science laboratories (purchase & maintenance), Maintaining Registers in the Science laboratory, Improvised Apparatus, Safety procedures.

SESSIONAL WORK

Performance in unit tests and house examination	05 Marks
Attendance	02 Marks
Assignments on the following	08 Marks

Any two activities to be performed and a file of activities conducted to be maintained and certified.

- 1) Make a report on contribution of any three eminent scientists: Issac Newton, C.V Raman, Albert Einstein, Darwin, Mendel, Hargobind Khurana and A.P.J Abdul Kalam. Discuss in groups the aspects of Science education evolving in them. After discussions, students document their understanding in lucid manner as a term paper and present the content in the form of presentation.
- 2) Conducting and reporting two experiments useful at middle, secondary and higher secondary level.
- 3) Preparation of Scrap book containing original Physical Science stories/ articles/ features/ plays/ Interview report useful for teaching of Physical Science
- 4) Planning an out of class activity to use local resources to teach Physical Science

REFERENCES:-

1. **Das, R.C. (1989):** *Science Teaching in Schools*. Sterling Publishers. New Delhi. Kohli,
2. **V.K. (1998):** *How to Teach Science*. Vivek Publishers, Ambala.
3. **Kumar, Amit (2002):** *Teaching of Physical Sciences*. Anmol Publications, New Delhi. Mangal, S.K. (1997): *Teaching of Science*, Arya Book Depot, New Delhi.
4. **Mohan, Radha (2002):** *Innovative Physical Science Teaching Methods*. P.H.I, New Delhi.
5. **Sharma, R.C. (1998):** *Modern Science Teaching*. Dhanpat Rai and Sons, New Delhi.
6. **Vaidyas, Narendra (1996):** *Science of Teaching for 21 st Century*. Deep and Deep Publishers, New Delhi.

SEMESTER-I

PAPER: V and VI PEDAGOGY OF LIFE SCIENCE PS I and II (A) Option: xiv

Time: 1.30 Hrs.

**Total Marks: 50
 Theory: 35
 Sessional Work: 15**

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Course Objectives: After completion of the course students will be able to

- Understand the nature of life science
- Understand the disciplinary knowledge of life science
- Understand some basic aims and objectives in life science
- Understand the pedagogical approaches to Teaching life sciences.
- Correlate life sciences with other school subjects.

SECTION-A

1. Meaning, Nature, Scope, Significance of Life Science.
2. Correlation of Life Sciences with physical sciences, social sciences and other disciplines like languages, fine arts, mathematics.

SECTION-B

1. Role of life science in holistic development of learner, its relevance in context to current scenario of society and towards development of society.
2. General aims and specific aims of teaching life science at middle, secondary and senior secondary stages.

SECTION-C

1. General aims and specific aims of teaching life science at middle, secondary and senior secondary stages.
2. Contextualizing learning situations through –
 - I. Field trips
 - II. Science fairs and exhibition
 - III. Botanical gardens
 - IV. Museum
 - V. Aquarium and vivarium
 - VI. Biological clubs
 - VII. Herbarium

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SEMESTER-I

SECTION-D

1. Constructivist Approach to Teaching of life science.
2. Learning through CAI, inquiry base learning, project based learning, resource based learning, learning through lateral and creative thinking.

SESSIONAL WORK

Performance in unit tests and house examination	05 Marks
Attendance	02 Marks
Assignments on the following (any two from the following)	08 Marks

1. Preparation of herbarium file (20 specimens) along with their taxonomy.
2. Preparation of Posters/articles/PPT related to environment.
3. Visit to botanical garden in your area.

REFERENCES:

1. **Bhandula, N. Chadha, Sharma, P. C. (1989),** *Teaching of Science*. Parkash Brothers, Ludhiana.
2. **David, F. Millar and Glenn, W. Blaypes,** *Methods and Materials for Teaching the Biological Sciences*.
3. **Gupta V.K. (1994),** *Life Science Education Today*. Arun Publishing House, Chandigarh.
4. **Kohli, V.K. (2006):** *How to Teach Science*. Vivek Publishers, Ambala.
5. **Rai, B.C.:** *Method: Teaching of Science*
6. **Sharma and Walia, G.S.:** *Teaching of Life Science*.
7. **Sharma.R.C. (1998):** *Modern Science Teaching*. Dhanpat Rai Publishers, New Delhi.
8. **Sood, J.K. (1987):** *Teaching of Life Science*. A Book of methods. Kohli Publishers, Chandigarh.
9. **Venkataish, S. (2002):** *Science Education in 21st century*. Anmol Publications, New Delhi.
10. **Yadav, K.:** *Teaching of life science*. Anmol Publications. New Delhi.

SEMESTER-I

PAPER: V and VI
PEDAGOGY OF HOME SCIENCE
PS I and II (A) Option: xv

Time: 1.30 Hrs.

Total Marks: 50
Theory: 35
Sessional Work: 15

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Course Objectives: After completion of the course students will be able to

- To make student teachers aware about scope of home science teaching.
- To make them understand various principles associated with teaching of home science.
- To keep them abreast with various methods used for teaching of home science.
- To help student teachers in understanding correlation of home science with the school subjects.

SECTION-A

1. Meaning and scope of Home science.
2. Importance of home science teaching and its place in school curriculum.

SECTION-B

1. Aims of teaching Home science.
2. General Principles of teaching Home science.

SECTION-C

1. Maxims of teaching as applied to the teaching of Home science.
2. Co-relation of Home science with other school subjects.

SECTION-D

1. Method for Teaching Home Science: Demonstration Method, Laboratory Method and project work.
2. Use of teaching aids in Home Science and Criteria of Selection for Home Science Textbook.

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SESSIONAL WORK

Performance in unit tests and house examination	05 Marks
Attendance	02 Marks
Assignments on the following	08 Marks

1. Organizing co-curricular activities related to Home science (cooking without flame) in school.
2. Preparation of low cost and improvised teaching aids. Preparation of one fresh flower arrangements

Books Recommended:

1. **Atkinson:** *Teaching of Home Science.*
2. **Chander, Shah and Joshi:** *Fundamentals of Teaching Home Sciences.*
3. **Chanderkant:** *Teaching of Home Science.*
4. Dr. Parninder Kaur: *Teaching of Home Science*
5. Ritu Kapoor: *Teaching of Home Science*
6. G.P Sherry: *Greh Vigyan Shikshan*
7. Seema Yadav: *Teaching of Home Science*

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SEMESTER-I

PAPER: V and VI

PEDAGOGY OF PHYSICAL EDUCATION

PS I and II (A) Option: xvi

Time: 1.30 Hrs.

Total Marks: 50

Theory: 35

Sessional Work: 15

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Course Objectives: After completion of the course students will be able to

- Develop an understanding of aims, objectives and importance of teaching of physical education in schools.
- Know the importance and values of teaching physical education and the relationship of physical education with other subjects.
- Bring the overall awareness of values and to inculcate among students the desired habits and attitude towards physical education.
- Develop an awareness regarding the importance of physical fitness and organic efficiency in individual and social life.
- Develop awareness regarding first aid.

SECTION-A

1. Physical Education: Meaning, nature and scope of teaching of Physical Education.
2. Relationship of Physical Education with general education, psychology and health education.

SECTION-B

1. Aims and objectives of teaching Physical Education in school curriculum
2. Need and importance of Physical Education room and equipments.

SECTION-C

1. First Aid – Meaning, need and principles,
2. Warming up and cooling down

SECTION-D

1. Physical Fitness: Components of physical fitness
2. Motivation: Meaning, importance and types

SEMESTER-I

SESSIONAL WORK

Performance in unit tests and house examination	05 Marks
Attendance	02 Marks
Assignments on the following	08 Marks

1. Organizing sports activity in a school.
2. To motivate students to participate in sports activities by using different methods and write a case study report of the same.

REFERENCES:-

1. **Charles, A. Bucher (1979):** *Foundations of Physical Education. 8th ed. The C.V. Mosby Company, St. Louis.*
2. **Fox, Edward L. (1984):** *Sports Physiology. CBS College Publications,*
3. **Haskell, W. (1982):** *Nutrition and Athletic Performance. Bull Publishing, Halt.*
4. **Kamlesh, M. L. (1983):** *Psychology in Physical Education and Sports. Metropolitan Book Company, New Delhi.*
5. **Kamlesh, M. L. (1988):** *Physical Education Facts and Foundations. P.B. Publications Pvt. Ltd, Faridabad.*
6. **Kaur, Manjit and Sharma, R.C.:** *An Introduction to Health and Physical Education. Tandon Publishers, Ludhiana.*
7. *Singh, Hardyal Science of Sports Training. DVS Publications, New Delhi.*
8. **Singh, Ajmer and Others (2003):** *Essentials of Physical Education. Kalyani Publishers, Ludhiana.*
9. **Singh, Ajmer and Others (2004):** *Essentials of Physical Education. Kalyani Publishers, Ludhiana.*
10. **Thomas, J.P.** *Organizations of Physical Education. Gnanodaya Press, Madras.*
11. **Trinarayan and Hariharan. (1986):** *Method in Physical Education. South India Press, Karaikudi*
12. **Voltmeter, F.V. and Esslinger, A. E. (1964):** *The Organization and Administration of Physical Education. Third Edition. The Times of India Press, Bombay.*
13. **Willmore, J.H. Costall:** *Physiology of Sports and Exercises. Human Kinetics Language Book Society, Champaign. IL*

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SEMESTER-I

PAPER: V and VI
PEDAGOGY OF MUSIC
PS I and II (A) Option: xvii

Time: 1.30 Hrs.

Total Marks: 50
Theory: 35
Sessional Work: 15

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Course Objectives: After completion of the course students will be able to

- To enable the pupil-teachers to understand the importance, aims and objectives of teaching of Indian Music.
- To develop interest among pupil-teachers for Music.
- To provide the knowledge of different methods and techniques of teaching of music.
- To acquaint the pupil-teachers with latest teaching skills.
- To enable pupil-teachers to organize competitions and other practical activities.

SECTION-A

1. Aims and objectives of Teaching of Music.
2. Knowledge of Swaras, division of Swaras and measures of Shruti.

SECTION-B

1. Suggestions for the popularization of Indian Classical Music.
2. Methods of teaching Music.

SECTION-C

1. Folk Music: Its role and significance in Education.
2. Voice-Culture and its importance.

SECTION-D

1. Qualities and effective education of music teacher.
2. Knowledge of different parts of instruments. (Tanpura/ Sitar/ Tabla)

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SEMESTER-I

SESSIONAL WORK

Performance in unit tests and house examination	05 Marks
Attendance	02 Marks
Assignments on the following	08 Marks

1. To prepare students to act as accompanist.
2. Maintenance of scrap book on Eminent musicians of the country along with their brief life sketch.

REFERENCES:

- 1) **Awasthi, S.S. (1964):** *A Critique of Hindustan Music and Music Education.* Jalandhar.
- 2) **Bhatkhande, V. M. (1987):** KRAMIK Pustak Mahika Laxmi Narayan Garg, Hathras.
- 3) **Bhatnagar, S. (1988):** *Teaching of Music.* Monika Prakashan, Shimla.
- 4) **Kalekar, Saryu (1968):** Sangeet Shikshan Parichaya. Khanna,
- 5) **Jyoti (1992):** *Teaching of Music.* Madan Panna Lal. Teaching of Music. Jalandhar.
- 6) **Shah, Shobhna (1986):** Sangeet Shikshan Pranali. Pb. Kitab Ghar Vinod Pustak Mandir, Agra Vasant (1986):
- 7) **Sangeet Visharad.** *Sangeet Karyalaya*, Hathras.

SEMESTER-I

PAPER: V and VI
PEDAGOGY OF FINE ART
PS I and II (A) Option: xviii

Time: 1.30 Hrs.

Total Marks: 50
Theory: 35
Sessional Work: 15

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Course Objectives: After completion of the course students will be able to

- Develop imagination and sense of appreciation of art and interest in teaching of art.
- Develop aesthetic sense.
- Learn and understand the principles, concept, elements of art and to apply them in actual teaching and daily life.
- Be acquainted with different techniques of painting.

SECTION-A

- 1- Define Art. Indian and Western concept of Art (Origin and Development of Art), Six links of Indian Art, Elements of Art: Line, Form, colour, texture, tone.
- 2- Place of Art in daily life and Education.

SECTION-B

- 1- Principles of Art: Balance, Rhythm, Harmony, Dominance, Perspective.
- 2- Aims and objectives of teaching Art.

SECTION-C

- 1- Correlation of Art with other school subjects
- 2- Principles of curriculum constructions at different levels.

SECTION-D

- 1- Art room and its requirements.
- 2- Field trips and excursions, importance of art exhibitions and competitions among children

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SEMESTER-I

SESSIONAL WORK

Performance in unit tests and house examination	05 Marks
Attendance	02 Marks
Assignments on the following	08 Marks

Practical Work:

1. Nature study -1 Full sheet
2. Composition- 1 Full sheet
3. Still Life- Half sheet

REFERENCES:-

- 1) **Arya Jaidev**, *Kala Ka Adhyapan*, Luxmi Publication, Meruth.
- 2) **Bharti Chetna**, *Teaching of Fine Arts*, Kalyani Publishers, Ludhiana
- 3) **Chawla, S.S. (1986)**: *Teaching of Art*. Publication Bureau, Panjabi University, Patiala.
- 4) **Dhawan**, *"Appreciation and Fundamentals and History of Art"*, Tip Top Trading company Ludhiana.
- 5) **Jaswani, K.K. ()**: *Art in Education*, Atma Ram and sons, Delhi.
- 6) **Jaswani, K.K. ()**: *Teaching and Appreciation of Art in Schools*, Atma Ram and sons Delhi.
- 7) **Prasad Janardan**, *Art Education*, Kanishka Publisher, New Delhi.
- 8) **Walia J.S, Kalaa Ke Sidhant**, Paul Publisher, Jalandhar.

SEMESTER-I
PAPER-VII
EPC I-DRAMA AND ART IN EDUCATION

Time: 1.30 hrs

Total Marks: 50

Internal marks: 25

External marks: 25

Course Objectives: After Completion of Course the Students will be able to:

- Develop imagination and sense of appreciation of art and interest in art.
- Develop aesthetic sense.
- Prepare effective teaching aids.
- Have basic knowledge about colour scheme.
- To use drama processes to examine their present and to generate new knowledge, understanding and perceptions of the world and themselves in it.
- Train, enhance some theatre skills that will later help them be creative and enlightened teachers. A process that draws our physical, emotional, intellectual and other faculties together in a moment (eg. life itself) makes for worthwhile, far reaching, holistic learning. Drama is one such experience and should therefore have a central place in school education.

SECTION-A

1. Sketching of different objects related with their respective teaching subjects
2. Preparation of colour chart in file i.e Primary, Secondary, warm, cool, neutral
3. Theme based action figures i.e scene at the railway station, any sports activity, any story, market scene, any festival
4. Writing and Sketching practice on the black board with respect to teaching subjects
5. Alphabets in English, Gurmukhi and Hindi
6. Motto writing in 3 languages i.e English, Gurmukhi and Hindi
7. Preparation of 2 Flash cards according to their teaching subjects.

SECTION-B

1. Orientation to different forms of music with either a film screening or lecture demonstration by an artist.
2. Various forms of music and a brief history of one or two forms (Participants will record either song, poem or speech etc. in their own voice and submit a recorded copy after the exposure and practice given by the teacher).
3. Connecting to music in nature and within our own selves; voice training: opening the voice, music and rhythm exercises: singing, creating music with different objects, folk of any one region (The record of Practice sessions and final Performance will be submitted)
4.
 - (a) Recognition of differences among people; caste, class, religion, age, community, occupation, lifestyle etc. and how these influence action, decision and relationship of people.
 - (b) Basic concept of acting, advertisement, basic theatre, costume, directing, lighting, make up, set design, sound etc.

Note: In case of Theoretical Understanding given at point No. 4, the sessional work will be taken up.

SEMESTER-I

Evaluation Scheme

a) Internal

Attendance **05 Marks**

b) Assignments on the following

- Script writing of any skit, play, mimicry.
- Stage setting, makeup of theatre items, costume design. **20 Marks**

c) External **25 Marks**

1. Evaluation on the basis of work done in Unit – 1 and II
2. Viva Voce will be done by the external.

Note:

- For internal evaluation a committee of three teachers (concerned teacher, HOD and a senior faculty nominated by the principal) will be constituted at the institution level and coordinated by the principal of the concerned college.
- The committee will assess the performance of the students and evaluate the records. The award list will be forwarded to the university by the principal of the institution.
- The record in the form of files, CD, pendrive be retained for at least three years in the institution.
- In case of any aberration or any complaint the university / external agency is authorized to review the internal awards.

REFERENCES:-

1. **K. Dhawan:** *Dhawan's Art Book*. B-IX 1076 Dhawan Building, Ludhiana.
2. **Black Board Writing and Work Experience.** Prakashan Kendra, New Buildings, Aminabad, Lucknow.
3. **Dr. Kapuria:** *Stick and Sketch*. Khanna Printers, Phagwara Gate, Jalandhar.
4. **Thames and Hudson:** *How to Paint and Draw*. 30 Bloomsbury Street, London. Work Experience and Black Board Writing. Neeraj Publications, Rohtak.
5. **Awasthi, S.S. (1964):** *A Critique of Hindustan Music and Music Education*. Jalandhar.
6. **Bhatkhande, V. M. (1987):** *KRAMIK* Pustak Mahika Laxmi Narayan Garg, Hathras.
7. **Bhatnagar, S. (1988):** *Teaching of Music*. Monika Prakashan, Shimla.
8. **Kalekar, Saryu (1968):** *Sangeet Shikshan Parichaya*.
9. **Khanna, Jyoti (1992):** *Teaching of Music*. Madan Panna Lal. Teaching of Music. Jalandhar.
10. **Shah, Shobhna (1986):** *Sangeet Shikshan Pranali*. Pb. Kitab Ghar Vinod Pustak Mandir, Agra Vasant (1986): *Sangeet Visharad*. Sangeet Karyalaya, Hathras

SEMESTER-I

PAPER-VIII

EPC-II

DEVELOPING ICT SKILLS AND INTEGRATION

Time: 1.30 Hrs.

Total Marks: 50

Internal marks: 25

External Marks: 25

COURSE OBJECTIVES:-

After completing the course, the students will be able to:-

- Understand the scope of ICT and its applications in teaching learning.
- Comprehend the electronic systems and apply them in education
- Make the students familiar with new trends, techniques in education for achieving the goals of effective teaching and learning.
- Get acquainted with emerging trends in ICT
- Understand the integration of ICT with teaching learning process.

SECTION-A

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

- a) ICT tools: Types- Web 1.0, Web 2.0, Web 3.0 and their Role in Teaching Learning.
- b) Functional knowledge of Microsoft Word: Word Document, Powerpoint and Excel.
- c) Emergence of new information technologies (E-learning, Mobile learning, Audio-Video Conferencing, Web based learning) and their utility in improving teaching learning process, Practice of various features of Google Drive for enabling ICT Integrations.

SECTION-B

INTEGRATION OF ICT AND TEACHING-LEARNING PROCESS

- a) Application of available digital resources (OER, resources on Swayam, Swayam Prabha) for subject learning interaction and operation of available equipments.
- b) ICT usage in social networking: Concept, tools (Practice on Facebook, Twitter, Google Groups) and advantages.
- c) Process of preparing lesson plans with appropriate technology resources /solutions

SEMESTER-I

Evaluation scheme

a) Internal

Attendance	05 Marks
Assignments on the following	20 Marks

(Any two of the following)

1. Preparation of atleast ten power point presentation slides (Timeline, Hyperlink, Animation etc.)
2. Developing five project based lesson plan on a PC.
3. Developing a e-blog for sharing academic information, concerns, opinions etc and preparation of practical file.

b) External

Conduct of practical examination and viva voce by the external	25 Marks
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Note:-

- For internal evaluation a committee of three teachers (concerned teacher, HOD and a senior faculty nominated by the principal) will be constituted at the institution level and coordinated by the principal of the concerned college.
- The committee will assess the performance of the students and evaluate the records. The award list will be forwarded to the university by the principal of the institution.
- The record in the form of files, CD, pendrive be retained for at least three years in the institution.
- In case of any aberration or any complaint the university / external agency is authorized to review the internal awards.

REFERENCES:-

1. Alexey, S. (2015). *Information and Communication Technologies in Schools: A Handbook for Teachers*. UNESCO
2. Bhushan, A. & Ahuja, M. (1992). *Educational Technology*. Meerut: Vikas Publication.
3. Das, R.C. (1993). *Educational Technology: A Basic Text*. New Delhi: Sterling Publishers.
4. Gakhar, S.C. (2008). *Educational Technologies*. Panipat: N.M. Publication.
5. Kumar, K.L. (2008). *Educational Technology*. New Delhi: New Age International Pvt. Ltd. Publishers.
6. Mangal (2009). *Essentials of Educational Technology*. Delhi: Anmol Publications.
7. Mehra, V. (2010). *A Textbook of Educational Technology*. New Delhi: Sanjay Prakashan
8. Mukhopadhyay, M. (1990). *Educational Technology – Challenging Issues*. New Delhi: Sterling Publishers Pvt. Ltd.
9. Sareen, N. (2006) *Information and Communication Technology*. Delhi: Anmol Publication.
10. Rosenberg, M.J. (2001). *e-learning*. New York: Mc.Graw Hill.

SEMESTER-I**PAPER-IX****I -1****SCHOOL INTERNSHIP-ORIENTATION TO SCHOOL SYSTEMS****Duration: 2 weeks****Total Marks: 50****Sessional: 50**

Students will visit two schools in both rural and urban settings where they will observe the following:-

- (a) Admission Policy
- (b) Infrastructure Facilities
- (c) Evaluation Policy of the School
- (d) Regular classroom teaching with respect to pedagogical practices and classroom management techniques used by the teachers.
- (e) Roles and responsibilities of different school staff.

Note:-

1. Both government and private schools at elementary and secondary level should be observed.
2. Student will maintain a reflective journal and submit the same for evaluation.
3. A proper documentation along with pictures and data (if possible) should be submitted.

Note:-

- For internal evaluation a committee of three teachers (concerned teacher, HOD and a senior faculty nominated by the principal) will be constituted at the institution level and coordinated by the principal of the concerned college.
- The committee will assess the performance of the students and evaluate the records. The award list will be forwarded to the university by the principal of the institution.
- The record in the form of files, CD, pendrive be retained for at least three years in the institution.
- In case of any aberration or any complaint the university / external agency is authorized to review the internal awards.

SEMESTER-II

PAPER-I

P-V

ASSESSMENT FOR LEARNING

Time: 3 Hrs.

Total Marks: 100

Theory: 70

Sessional Work: 30

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Course Objectives:-

After Completion of Course the Students will be able to:

- Gain a critical understanding of issues in assessment and evaluation.
- Become cognizant of key concepts, such as formative and summative assessment, evaluation and measurement, test, examination;
- Be exposed to different kinds and forms of assessment that aid student learning;
- Become the use of a wide range of assessment tools, and learn to select and construct these appropriately
- Evolve realistic, comprehensive and dynamic assessment procedures that are able to keep the whole student in view
- Familiarize with interpreting scores and providing feedback

SECTION-A

OVERVIEW OF ASSESSMENT

- a) Assessment: Concept, nature and characteristics of assessment and difference with related terms (measurement, examination and evaluation), Distinction between “Assessment of learning” and ‘Assessment for learning’.
- b) Types of Assessment: Diagnostic, Formative and summative, criterion and norm referenced test
- c) Need for continuous and comprehensive school-based assessment; Grading: Concept, Types and Application; Indicators for grading.

SECTION-B

ASSESSMENT OF LEARNING

- a) Domains of learning: cognitive, affective and performance.
- b) Assessment of cognitive learning: types and levels of cognitive learning: understanding and application; Thinking skills – convergent, divergent, critical, problem solving, decision making and procedures for their assessment.
- c) Assessment of scholastic and allied aspects in learning outcomes: (i) Construction of various test items (ii) Blue print of a question paper

SEMESTER-II

SECTION-C

TOOLS OF ASSESSMENT

- Assessment of affective learning: Attitude, values, interests and procedures for their assessment.
- Assessment of Performance: Tools and techniques for assessment of skills; Use of Projects, Assignments, Work sheets, Practical work, Performance based activities.
- Developing maintaining and reporting a comprehensive learner profile

SECTION-D

INTERPRETING SCORES

- Conversion of raw scores into standard scores, z, T and stanine scores
- Percentile and percentile ranks
- Feedback as an essential component for assessment, Types of feedback

SESSIONAL WORK

Performance in unit tests and house examination:	10 Marks
Attendance:	05 Marks
Assignments on the following (any two):	15 Marks

- Preparation of Cumulative Record Card (CRC) for CCE
- Conversion of raw scores into grade point average/ Stanine score, Z score, T- score
- Preparation of achievement test/diagnostic test

REFERENCES:-

- Aggarwal, J.C. (2009).** *Essentials of Educational Technology*. New Delhi: Vikas Publishing House.Pvt. Ltd.
- Bransford, J., Brown, A.L., & Cocking, R.R. (Eds.). (2000).** *How people learn: Brain, mind, experience, and school*. Washington, DC: National Academy Press.
- Burke, K. (2005).** *How to assess authentic learning* (4th Ed.). Thousand Oaks, CA: Corwin.
- Burke, K., Fogarty, R., & Belgrad, S (2002).** *The portfolio connection: Student work linked to standards* (2nd Ed.) Thousand Oaks, CA: Corwin.
- Carr, J.F., & Harris, D.E. (2001).** *Succeeding with standards: Linking curriculum, assessment, and action planning*. Alexandria, VA: Association for Supervision andCurriculum Development.
- Danielson, C. (2002).** *Enhancing student achievement: A framework for school improvement*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Gentile, J.R. & Lalley, J.P. (2003).** *Standards and mastery learning: Aligning teaching and assessment so all children can learn*. Thousand Oaks, CA: Corwin.
- Guskey, T.R., & Bailey, J.M. (2001).** *Developing grading and reporting systems for student learning*. Thousand Oaks, CA. Corwin.
- Natrajan V.and Kulshreshta, SP (1983).** *Assessing non-Scholastic Aspects-Learners Behaviour*, New Dlehi: Association of Indian Universities.
- Linn, L.R. (2008).** *Measurement and Assessment in Teaching*. New Delhi: Pearson publisher.

SEMESTER-II

PAPER-II

P-VI

INTRODUCTION TO RESEARCH METHODOLOGY

Time: 3 Hrs.

Total Marks: 100

Theory: 70

Sessional Work: 30

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

COURSE OBJECTIVES:-

After completing the course, the students will be able to:-

- Understand the concept of the educational research.
- Review the literature for research purpose
- Identify sampling techniques and Formulate hypothesis
- Select appropriate Sampling Methods.
- Represent data graphically.
- Compute descriptive statistics
- Develop research tools and test

SECTION-A

EDUCATIONAL RESEARCH

- a) Meaning and scope of educational research. Types of research: Fundamental, Applied and Action.
- b) Meaning, Characteristics of Scientific Method (Replicability, Precision, Falsifiability and Parsimony)
- c) Planning the research study: Sources of research problems, Review of the literature-purpose, method and resources; conducting the literature search: using databases and internet, internet search tools and quality of internet resources.

SECTION-B

HYPOTHESES AND SAMPLING

- a) (1) Variables: Meaning, Concept and Types of Variables (Independent, Dependent, Extraneous, Intervening and Moderator). Hypotheses: Concept of Hypothesis, Sources of Hypothesis, Types of Hypothesis (Research, Directional, Non-directional, Null), Formulating Hypothesis, Characteristics of a good hypothesis.
- (2) Identification and Conceptualization of Research Problem: statement of problem, purpose, and research questions in qualitative and quantitative research;
- b) Concept of population and its type, and sample, sampling unit, sampling frame, sample size, sampling error, representative and biased samples
- c) Techniques of Sampling. Probability Sampling (Simple Random Sampling, Stratified Sampling, Systematic Sampling, Cluster Sampling, Matched Pair Sampling, Multistage Sampling, Multiphase Sampling) and Non- Probability Sampling (Convenience Sampling, Quota Sampling, Expert Sampling, Snowball Sampling)

SEMESTER-II

SECTION-C

DEVELOPMENT OF TEST AND TOOLS

- a) Preparation and Standardisation of Tool: Validity, Reliability (Meaning, types, and factors affecting reliability), Item Analysis (Discrimination Index, Difficulty Index).
- b) Tools and techniques for data collection:
 - i) Psychological test / Achievement test (Rating Scale, Questionnaire, Attitude and Aptitude test, Inventory, Checklist and Schedules.
 - ii) Observation, Interview (Structured, Unstructured, Focus Group and Internet-based), Projective and Sociometric technique
- c) Preparation of a Research Proposal: Framework of the research proposal (Experimental, Descriptive and philosophical).

SECTION-D

STATISTICS

- a) Data Types: Nominal, Ordinal, Interval and Ratio; Data Levels: Individual and Group; Graphical Representation of Data (Histogram, Polygon, Ogive, Pie, Bargraph)
- b) Description and Comparison of Groups: Measures of Central Tendencies and Variability, Assumptions, Uses and Interpretation.
- c) Correlation – Concept, types and uses; Computation of rank difference correlation and Product Moment Correlation

SESSIONAL WORK

Performance in unit tests and house examination: 10 Marks

Attendance: 05 Marks

Assignments on the following (any two): 15 Marks

Students will create a research agenda/proposal with a focus on a topic and problem of interest in education.

Reviewing a research paper or an M.Ed. Dissertation.

Preparation of graphic designs of data obtained by any previous research study.

Preparation of atleast ten references as per APA 6th Edition.

REFERENCES:-

1. **Best J.W. (1999).** *Research in Education*. New Delhi: Prentice Hall of India Pvt. Ltd.
2. **Borg, W.R. & Gall, M.D. (1983).** *Educational Research – An Introduction*. New York: Longman, Inc.
3. **Christensen, L. (2007).** *Experimental Methodology*. Boston: Allyn & Bacon.
4. **Clive Opie (2004).** *Doing Educational Research- A Guide for First time researchers*. New Delhi: Vistar Publications.
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6. **Fraenkel, J.R., Wallen, N.E. (1996).** *How to Design and Evaluate Research in Education*. New York: McGraw Hill.
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SEMESTER-II

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19. **Sharma, B. (2004).** *Methodology of Educational Research*. New Delhi: VohraPublishers and Distributors.
20. **Sharma, S.R. (2003).** *Problems of Educational Research*. New Delhi: Anmol Publications Pvt. Ltd.
21. **Stake, R. E. (1995).** *The Art of Case Study Research*. Thousand Oaks: C.A: Sage.
22. **Travers, R. M.W. (1978).** *An Introduction to Educational research* (4th edition).London: MacMillan.
23. **Van Dalen, Debonald, B. & Meyer, W. J. (1979).** *Understanding Educational Research: An Introduction*. New York: McGraw Hill.

SEMESTER-II

PAPER-III

P-VII

INTEGRATING ICT IN TEACHING LEARNING

Time: 1.30 Hrs.

Total Marks: 50

Theory: 35

Sessional Work: 15

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

COURSE OBJECTIVES:-

After completing the course, the students will be able to:-

- Describe the instructional design
- Explain the various approaches of instructional designing
- Understand the concept, need and importance of ICT and its application in education
- Understand ICT based teaching-learning strategies & resources.
- Create awareness about appropriate use of ICT.

SECTION-A

INSTRUCTIONAL PLANNING

- a) Instructional Planning with respect to cognitive, conative and affective domains with reference to blended and flipped mode of Instruction.

SECTION-B

INSTRUCTIONAL DESIGN

- a) Approaches of instructional designing
 b) Online Assessment for Evaluation in teaching learning

SECTION-C

INSTRUCTIONAL DELIVERY

- a) ICT in Teaching Learning: Concept, Need, Importance and Application of ICT Tools in Education (Teaching – Learning, Research, Publication, Administration, Evaluation)

SECTION-D

ISSUES AND CONCERNS IN ICT IMPLEMENTATION

- a) Challenges and barriers to integration of ICT in Indian Schools
 b) Digital Resources and Digital Platform as means for integrating ICT in education, Safe use of ICT-Net safety, Netiquettes, Copy Right, Plagiarism

SEMESTER-II

SESSIONAL WORK

Performance in Unit tests and House examination: 05 Marks

Attendance: 02 marks

Assignment on the following: 08 marks

1. Visit a school to observe ICT integration in teaching learning (Report to be prepared)
2. Preparation of lesson plans (Two in each pedagogy) with respect to the three domains.

REFERENCES:-

1. **Bhushan, A., & Ahuja, M. (1992).** *Educational Technology: Theory and practice in teaching learning process.* Meerut: Vivek publishers.
2. **Conrad, Kerri (2001),** *Instructional Design for Web – Based Training* HRD Press.
3. **Dececco, John, P. (1964).** *Educational Technology, Reading in Instruction Programmed.*
4. **Holt R., Winston. J.B. & Marsha W. (1985).** *Model of Teaching.* New Delhi: Prentice Hall of India.
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6. **Gakher, S.C. (2007).** *Educational Technology.* Haryana: N.M. Publication.
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8. **Mangal, S.K. (2002).** *Fundamental of Educational Technology.* Ludhiana: Parkash Brothers.
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12. **Rosenberg, M.J. (2001).** *e-learning* New York. McGraw Hill.
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14. **Sallis, E & Jones, G (2002).** *Knowledge Management in Education* London. Kogan Page Ltd.
15. **Sharma, R.A. (2005).** *Educational Technology.* Meerut: Modern Publishers.
16. **Sharma, R.A. (1977).** *Shikshan Takniki.* Meerut: Modern Publishers. Singh, L.C. and Sharma, R.D. (2002). *Micro Teaching.* Agra: Bhargwa Book House Book Depot.
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18. **Sharma, T.R. (2005):** *Educational Technology* (Pbi.). Patiala: Twenty First Century Publications.
19. **Sodhi, G.S. & Dutt:** *Educational Technology.* Chandigarh: Sumir Publishers.
20. **Sunil (1993), Mehra, V. (2004):** *Educational Technology.* New Delhi: S.S. Publishers.

SEMESTER-II
PAPER-IV
P-VIII
FUNDAMENTALS OF TEACHER EDUCATION

Time: 1.30 Hrs.

Total Marks: 50
Theory: 35
Sessional Work: 15

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

COURSE OBJECTIVES:-

After completing the course, the students will be able to:-

- Understand the concept and scope of Teacher Education in India with the Historical Perspectives.
- Understand the Aims and Objectives of Teacher Education at Elementary and Secondary.
- Understand the Different Teacher Education Programmes and their Utility.
- Explain the System and Structure of Teacher Education in India.
- Understand the Problems of Teacher Education in India.

SECTION-A

TEACHER EDUCATION- AN OVERVIEW

Teacher Education: Concept, Aims, scope and problems.

SECTION-B

- a) Development of Teacher Education in pre and post independence period with special reference to commissions and committees.
- b) Comparative study of teacher education: UK, USA and India

SECTION-C

TEACHER EDUCATION - SYSTEM AND STRUCTURE

- a) Types of Teacher Education: Pre-Service and In-Service Teacher Education(Concept,modes, Relevance , issues, innovations)

SECTION-D

- a) Structure of Teacher Education at Elementary and Secondary level (Pre and post2014 NCTE regulations)
- b) Agencies of teacher education: District Level- (BRC, CRC and DIET's), State Level- (SCERT and University Department of Education), National Level-(UGC, NCTE, NCERT)

SEMESTER-II

SESSIONAL WORK

Performance in Unit tests and House examination: 05 marks

Attendance: 02 marks

Assignment on the following: 08 marks

- Critical overview of Teacher Education and commissions on teacher education in Independent India
- Prepare a list of teacher competencies by analysing teacher education curriculum

REFERENCES:-

1. **Beck, C. & Clark K. (2006).** *Innovations in Teacher Education: A Social Constructivist Approach*. New York: State University of York.
2. **Cohen L., Minion L. & Morrison, K. (2004).** *A Guide to Teaching Practice (5th edition)*. London and New York.: Routledge
3. **Herne S., Jessel J. & Griffith, J. (2000).** *Study to Teach: A Guide to Studying in Teacher Education*. London and New York. Routledge Falmer.
4. **Maitraya, B. (2005).** *Administration and Reorganisation of teacher education*. Delhi: Kanishka publishers.
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9. **Singh, V.K.** *Teacher education*. New Delhi: Discovery publisher house.
10. **Vashishtha, K.K. (1979).** *Teacher education in India-A study in new dimensions*. concept publisher house.
11. **Yadav, M.S. & Lakshmi, T.K.S. (2003).** *Conceptual Inputs for Secondary Teacher Education: The instructional Role*. India: NCTE.

SEMESTER-II
PAPER: V AND VI
PEDAGOGY OF PUNJABI
PS I and II (B) Option-i

ਪੰਜਾਬੀ ਅਧਿਆਪਨ

Time: 1.30 Hrs.

Total Marks: 50

Theory: 35

Sessional Work: 15

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

ਉਦੇਸ਼:-

1. ਵਿਦਿਆਰਥੀ ਅਧਿਆਪਕਾਂ ਨੂੰ ਪਾਠਕ੍ਰਮ ਵਿਚ ਵੱਖ-ਵੱਖ ਵਿਧਾਵਾਂ ਤੋਂ ਜਾਣੂੰ ਕਰਵਾਉਣਾ।
2. ਵਿਦਿਆਰਥੀ ਅਧਿਆਪਕਾਂ ਨੂੰ ਸਾਹਿਤ ਤੇ ਵਿਭਿੰਨ ਰੂਪਾਂ ਦੇ ਅਧਿਆਪਨ ਢੰਗਾਂ ਬਾਰੇ ਜਾਣਕਾਰੀ ਦੇਣਾ।
3. ਵਿਦਿਆਰਥੀ ਅਧਿਆਪਕਾਂ ਨੂੰ ਭਾਸ਼ਾ ਲਈ ਮੁਲਾਂਕਣ ਕਰਨ ਦੇ ਕਾਬਿਲ ਬਨਾਉਣਾ।
4. ਵਿਦਿਆਰਥੀ ਅਧਿਆਪਕਾਂ ਨੂੰ ਭਾਸ਼ਾ ਸਹਾਇਕ ਸ੍ਰੋਤਾਂ ਦੀ ਵਰਤੋਂ ਕਰਨ ਦਾ ਕਾਬਿਲ ਬਨਾਉਣਾ।

ਇਕਾਈ-1

1.
 - (ੳ) ਪੰਜਾਬੀ ਸਾਹਿਤ ਦੇ ਵੱਖ-ਵੱਖ ਰੂਪ, ਸਕੂਲੀ ਪਾਠਕ੍ਰਮਾਂ ਵਿਚ ਵੱਖ-ਵੱਖ ਰੂਪਾਂ ਦੀ ਪੜ੍ਹਾਈ(ਵਿਸ਼ਿਸ਼ਟ ਸਾਹਿਤ - ਕਵਿਤਾ, ਕਹਾਣੀ, ਨਾਵਲ, ਨਾਟਕ, ਇਕਾਂਗੀ, ਨਿਬੰਧ) (ਪ੍ਰਸਤਾਵਿਤ ਪ੍ਰਸ਼ਨ)
 - (ਲੋਕ ਸਾਹਿਤ ਰੂਪ - ਸੁਹਾਗ, ਘੋੜੀਆਂ, ਸਿੱਠਣੀ, ਢੋਲਾ, ਟੱਪਾ, ਬੋਲੀ, ਮਾਹੀਆ) (ਪ੍ਰਸਤਾਵਿਤ ਪ੍ਰਸ਼ਨ)
 - (ਅ) ਸਕੂਲੀ ਪਾਠਕ੍ਰਮ ਵਿਚ ਮੀਡੀਆ ਦੀ ਭੂਮਿਕਾ
 - (ੲ) ਭਾਸ਼ਾ ਵਿਚ ਅਨੁਵਾਦ ਦਾ ਮਹੱਤਵ ਤੇ ਲੋੜ
2. ਕਵਿਤਾ ਤੇ ਵਾਰਤਕ ਅਧਿਆਪਨ - ਮਹੱਤਵ, ਉਦੇਸ਼, ਵਿਧੀਆਂ ਤੇ ਅੰਤਰ।

ਇਕਾਈ-2

1. ਨਾਟਕ ਸਿੱਖਿਆ - ਮਹੱਤਵ, ਉਦੇਸ਼ ਤੇ ਵਿਧੀਆਂ, ਕਹਾਣੀ ਦੀ ਸਿੱਖਿਆ - ਕਹਾਣੀ ਸੁਣਾਉਣ ਦੀ ਕਥਾ, ਅਧਿਆਪਨ ਵਿਧੀਆਂ।
2. ਸਭਿਆਚਾਰ ਅਤੇ ਲੋਕਧਾਰਾ - ਸਭਿਆਚਾਰ ਦੀ ਜਾਣ ਪਛਾਣ, ਮਹੱਤਵ ਅਤੇ ਪਛਾਣ ਚਿੰਨ੍ਹ (ਪ੍ਰਸਤਾਵਿਤ ਪ੍ਰਸ਼ਨ)

ਇਕਾਈ-3

1. ਪਾਠ ਯੋਜਨਾ - ਪਰਿਭਾਸ਼ਾ, ਉਦੇਸ਼, ਮਹੱਤਤਾ, ਵਿਸ਼ੇਸ਼ਤਾਵਾਂ ਤੇ ਕਿਸਮਾਂ, ਪਾਠ ਯੋਜਨਾ ਦੀ ਤਿਆਰੀ, ਸੂਖਮ ਪਾਠ ਯੋਜਨਾਂ ਦੀ ਤਿਆਰੀ ਤੇ ਕੋਸ਼ਲ ਅਧਿਆਪਨ।
2. ਭਾਸ਼ਾ ਸਿੱਖਿਆ ਵਿਚ ਸਹਾਇਕ ਸਮੱਗਰੀ-ਅਰਥ, ਮਹੱਤਤਾ, ਕਿਸਮਾਂ ਤੇ ਉਪਯੋਗੀ ਵਰਤੋਂ
 ਭਾਸ਼ਾ ਪ੍ਰੋਯੋਗਸ਼ਾਲਾ - ਅਰਥ, ਉਦੇਸ਼, ਮਹੱਤਤਾ, ਵਰਤੋਂ ਦੇ ਢੰਗ।

SEMESTER-II

ਇਕਾਈ-4

1. ਮਾਤਭਾਸ਼ਾ ਪਾਠਪੁਸਤਕ, ਪਾਠਕ੍ਰਮ - ਉਦੇਸ਼, ਮਹੱਤਤਾ ਤੇ ਸਿਧਾਂਤ।
2. ਭਾਸ਼ਾ ਸਿੱਖਿਆ ਲਈ ਮੁਲਾਂਕਣ - ਅਰਥ ਤੇ ਵਿਧੀਆਂ, ਨਿਰੰਤਰ ਵਿਆਪਕ ਮੁਲਾਂਕਣ ਦੀ ਧਾਰਨਾ ਅਤੇ ਪਜ਼ਵੀਂ ਤੋਂ ਦਸਵੀਂ ਤੱਕ ਅੰਕ ਵੰਡ। ਮੁਲਾਂਕਣ ਲਈ ਪ੍ਰਸ਼ਨਾਂ ਦੇ ਰੂਪ ਅਤੇ ਪਰਤਵੀ ਸੂਚਨਾ।

ਸੈਸ਼ਨਲ ਵਰਕ:-

Performance in Unit tests and House examination-05 marks

Attendance -02 marks

Assignment on the following -08 marks

1. ਨਾਨਕ ਸਿੰਘ ਦੇ ਨਾਵਲ “ਪਵਿੱਤਰ ਪਾਪੀ” ਅਤੇ ਗੁਰਦਿਆਲ ਸਿੰਘ ਦੇ ਨਾਵਲ “ਮੜੀ ਦਾ ਦੀਵਾ” - ਥਮਿਕ ਅਧਿਐਨ, ਪਾਤਰ ਉਸਾਰੀ, ਅਤੇ ਕਲਾ ਪੱਖ।
2. ਡਾ. ਹਰਿਭਜਨ ਸਿੰਘ (ਸੰਪਾਦਿਤ) ਪੁਸਤਕ - ਕਾਵਿ ਕੀਰਤੀ:- ਪੜ੍ਹਾਉਣ ਦੀ ਵਿਧੀ, ਔਖੇ ਸ਼ਬਦਾਂ ਦੇ ਅਰਥ, ਬੱਚੇ ਦਾ ਆਧਾਰ ਤੇ ਆ ਕੇ ਪੜ੍ਹਾਉਣਾ

ਸਹਾਇਕ ਪੁਸਤਕਾਂ ਦੀ ਸੂਚੀ:-

- | | | |
|--|--------------------------------|----------------------------------|
| 1. ਇੰਦਰਦੇਵ ਨੰਦਰਾਂ | ਆਧੁਨਿਕ ਪੰਜਾਬੀ ਅਧਿਆਪਨ | ਟੰਡਨ ਪਬਲਿਸ਼ਰਜ਼ |
| 2. ਸੁਖਵਿੰਦਰ ਸਿੰਘ ਸੇਖੋਂ/
ਮਨਦੀਪ ਕੌਰ ਸੇਖੋਂ | ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਅਧਿਆਪਨ | ਕਲਿਆਣੀ ਪਬਲਿਕੇਸ਼ਨਜ਼ |
| 3. ਡਾ. ਅਮਰਜੀਤ ਕੌਰ | ਪੰਜਾਬੀ ਅਧਿਆਪਨ | ਸੂਰੀਆ ਪਬਲਿਕੇਸ਼ਨਜ਼ |
| 4. ਡਾ. ਉਮਕਾਰ ਐਨ.ਕੋਲ | ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਅਧਿਆਪਨ | ਰਵੀ ਪਬਲਿਸ਼ਰਜ਼ |
| 5. ਜਸਵੰਤ ਸਿੰਘ ਜੱਸ | ਮਾਤ ਭਾਸ਼ਾ ਦੀ ਸਿੱਖਿਆ ਵਿਧੀ | ਮਹਿਤਾਬ ਸਿੰਘ (ਨਿਊ ਬੁੱਕ ਕੰਪਨੀ) |
| 6. ਡਾ. ਰਘੂਨਾਥ ਸਫਾਇਆ | ਮਾਤ ਭਾਸ਼ਾ ਦੀ ਸਿੱਖਿਆ | ਪ੍ਰਕਾਸ਼ ਬ੍ਰਦਰਜ਼ |
| 7. Wright, T. (1988): | Roles of Teachers and Learners | Oxford University Press, Oxford. |
| 8. Tickoo, M.L. (2005) | Teaching and Learning English | Orient Longman, New Delhi. |

SEMESTER-II
PAPER: V AND VI
PEDAGOGY OF HINDI
PS I and II (B) Option-ii

हिन्दी शिक्षण

Time: 1.30 Hrs.

Total Marks: 50

Theory: 35

Sessional Work: 15

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

ईकाई-1

1. भाषायी कौशल:

- क. बोलचाल कौशल – अर्थ, महत्व, उद्देश्य, क्रियाएं
- ख. लेखन कौशल – अर्थ, लेखन प्रक्रिया, महत्व, सृजनात्मक लेखन की विधियां

2. हिन्दी शिक्षण:

- क. गद्य शिक्षण दृ गद्य का अर्थ, उद्देश्य, सोपान विधियां
- ख. पद्य शिक्षण दृ पद्य का अर्थ, उद्देश्य, सोपान, विधियां

ईकाई-2

- 1. व्याकरण शिक्षण: व्याकरण का अर्थ, उद्देश्य, महत्व, विधियां
- 2. नाटक शिक्षण: अर्थ, उद्देश्य, महत्व, विधियां

ईकाई-3

- 1. पाठ्य पुस्तक एवं पुस्तकालय: अर्थ, उपयोगिता, विद्यार्थियों की रुचि विकसित करने के उपाय।
- 2. मूल्यांकन: अर्थ एवं परिभाषाएं, उद्देश्य, महत्व व अच्छे मूल्यांकन की विशेषताएं।

ईकाई-4

- 1. दृश्य श्रव्य साधन: अर्थ, महत्व, प्रयोग व प्रयोग में सावधानियां
- 2. पाठ-योजना – अर्थ, महत्व, उद्देश्य
सूक्ष्म शिक्षण कौशल – अर्थ एवं पाठ योजनाएं

SEMESTER-II

सैशनल कार्य:

Performance in Unit tests and House examination-05 marks

Attendance -02 marks

Assignment on the following -08 marks

1. हिन्दी साहित्य के विकास में कोई दो महान लेखककार एवं कहानीकार के योगदान पर रिपोर्ट तैयार करें।
2. हिन्दी साहित्य के विकास में कोई दो महान कवियों एवं कवित्रियों के योगदान पर रिपोर्ट तैयार करें।

सहायक पुस्तक सूची:

- नायक सुरेश, "हिन्दी भाषा शिक्षण," टवंटी फास्ट सेंचुरी पब्लिकेयन्स, पटियाला।
- बराड़ सर्वजीत कौर, "हिन्दी अध्यापन", कल्याणी पब्लिकेयन्स, देहली।
- खन्ना ज्योति, "हिन्दी शिक्षण", धनपत राय एण्ड सन्ज़, देहली।
- गोयल ए0 के0 "हिन्दी शिक्षण" हरीष प्रकाषण मन्दिर, आगरा।
- मक्कड़ नरिन्द्र, "हिन्दी शिक्षण", गुलनाज़ पब्लिकेयन्ज़, जा

SEMESTER-II
PAPER: V and VI
PEDAGOGY OF ENGLISH
PS I and II (B) Option-iii

Time: 1.30 Hrs.

Total Marks: 50
Theory: 35
Sessional Work: 15

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Course Objectives: After Completion of Course the Students will be able to:

- To introduce student teachers to some important methodologies & techniques of teaching English.
- To enable student teachers to prepare and use appropriate audio- visual teaching aids for effective teaching of English
- To enable the students to evaluate student's performance in English
- To develop in student teachers insight into the form and use of English and to give practice in lesson planning.
- To develop understanding of the significance of professional preparedness of English teachers.

SECTION-A

1. Methods of Teaching English: Grammar Translation Method, Bilingual method and Direct Method. The Structural Approach, application of structural approach in the classroom.
2. Situational Teaching and Communicative Language Teaching. Constructivist Approach to Teaching of English.

SECTION-B

1. Continuous and Comprehensive Evaluation (CCE): Concept, technique and weight-age distribution. Development of Language test.
2. Educational significance and practical use of teaching aids in English. Essential Qualities of teaching aids with special reference to OHP, LCD Projector and Computer.

SECTION-C

1. Lesson Planning: Need & Importance. Preparation of Macro lesson
 - i) Prose
 - ii) Poetry
 - iii) Grammar
2. Composition
 - ✓ Notice Writing
 - ✓ Letter Writing
 - ✓ Paragraph
 - ✓ Story Writing

SEMESTER-II

SECTION-D

1. Micro Lesson
 - Skill of B.B Writing.
 - Skill of Stimulus variation.
 - Skill of questioning.
 - Skill in illustrating with examples
2. Language Laboratory – its set up, uses and limitations. Language games.

SESSIONAL WORK

Performance in unit tests and house examination	05 Marks
Attendance	02 Marks
Assignments on the following	08 Marks

- Develop a blue print of language test balancing all the skills i.e listening, speaking, reading & writing.
- Prepare five lesson plans based on ICT and Teaching Models

REFERENCES:

1. **Balasubramaniam, T. (1981):** *A Textbook of English Phonetics for Indian Students.* Macmillan India Limited, Mumbai.
2. **Bhandari, C.S. and others (1966):** *Teaching of English: A Handbook for Teachers.* Orient Longmans, New Delhi.
3. **Bhatia, K.K. (2006):** *Teaching and Learning English as a Foreign Language.* Kalyani Publishers, New Delhi.
4. **Bindra, R. (2005):** *Teaching of English.* Radha Krishan Ananad and Co, Jammu.
5. **Bright, J.A. and Mc Gregor, G.P. (1981):** *Teaching English as a Second Language.* Longmans, ELBS.
6. **Carroll, B.J. (1972):** *Systems and Structures of English.* Oxford University Press, London.
7. **Doff, A. (1998).** *Teach English: A Training Course for Teachers.* The British Council and Cambridge University Press, Cambridge.
8. **French, F.G. (1963):** *Teaching English as an International Language.* OUP, London.
9. **Gokak, V.K. (1963):** *English In India, its Present and Future.* Asia Publishing House,
10. **Hornby, A.S. (1962):** *The Teaching of Structural Words and Sentence Patterns.* OUP, London.
11. **Kohli, A.L. (1999):** *Techniques of Teaching English.* Dhanpat Rai and Company, New Delhi.
12. **Lamba, D. and Others (2007):** *Techniques of Teaching English.* 21st Century Publication, Patiala.
13. **Manzel, E.W. (1994):** *Suggestions for the Teaching of Reading In India.* OUP, London.
14. **Palmer, H.E. (1980):** *Grammar of Spoken English.* Heffer, Cambridge.
15. **Ryburn, W.M. (1963):** *Teaching of English In India.* OUP, Mumbai.
16. **Thompson, M.S. and Wyatt, H. G. (1995):** *Teaching of English in India.* OUP, Mumbai.
17. **Tickoo, M.L. (2005):** *Teaching and Learning English.* Orient Longman, New Delhi.
18. **Wright, T. (1988):** *Roles of Teachers and Learners.* Oxford University Press, Oxford.

B.ED. M.ED. (3 YEARS INTEGRATED DEGREE PROGRAMME)
(Syllabus for the Batch from Year 2020 to Year 2023)

SEMESTER-II
PAPER: V and VI
PEDAGOGY OF SOCIAL SCIENCE
PS I and II (B) Option-iv

Time: 1.30 Hrs.

Total Marks: 50
Theory: 35
Sessional Work: 15

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Course Objectives: After Completion of Course the Students will be able to:

- Differentiate different types of approaches of social science.
- Understand the concept of evaluation.
- Understand different types of test.
- Know how to plan lesson.
- Understand different types of micro teaching skills

SECTION-A

1. Methods of Teaching Social Science: Meaning, Characteristics of good teaching method for Social Science. Lecture Method, Project Method,
2. Socialized recitation method (Seminar, debate, Panel discussion, workshop, symposium and dramatization), Storytelling method (With special reference to behaviorism, cognitive & constructivism learning theories).

SECTION-B

1. Evaluation: Concept, Need and importance. CCE: Concept, techniques & weight age distribution (VI to VIII, IX to X).
2. Types of Test: Essay Type Test, Short Answer Type Tests and Objective Type Tests along with merits.

SECTION-C

1. Lesson planning- Meaning, Characteristics and steps of construction of composite lesson plan.
2. Specific topics for composite lesson plan:
 - Demand and supply
 - Revenue and cost
 - Green revolution
 - Democracy
 - Organs of government
 - Indian constitution
 - Structure of Atmosphere
 - Face of Earth
 - Natural Vegetation and wild life
 - The Mughal Empire
 - Monumental Architecture
 - Revolution of 1857
 - Indian freedom movement
 - Environment
 - Natural Disasters

SEMESTER-II

SECTION-D

1. Teaching Micro skills with special reference to five skills-
 - Skill of Introducing the topic
 - Skill of questioning
 - Skill of Explanation
 - Skill of Stimulus variation
 - Skill of Blackboard Writing
2. Integration of projected and non projected teaching aids with lesson planning

SESSIONAL WORK

Performance in unit tests and house examination	05 Marks
Attendance	02 Marks
Assignments on the following	08 Marks

1. Quiz Question Bank (Including Questions for preliminary round and main round)
2. Preparation of blue print with question paper and evaluation key.

REFERENCE BOOK:

1. **Aggarwal, J.C. (2003):** *Teaching of Social Studies*. Vikas Publishers, New Delhi.
2. **Binning and Binning (1952):** *Teaching of Social Studies in Secondary Schools*. McGraw Hill.
3. **Dash, B.N. (2005):** *Content – cum – Methods of Teaching of Social Studies*. Kalyani Publishers, New Delhi.
4. **Dhanija, Neelam (1993):** *Multi Media Approaches in Teaching Social Studies*. Harman Publishing House, New Delhi.
5. **Kochhar, S.K. (1983):** *Teaching of Social Studies*. Sterling Publishers, New Delhi.
6. **Kohli, A.S. (1996):** *Teaching of Social Studies*. Anmol Publishers, New Delhi.
7. **Mehta, D.D. (2004):** *Teaching of Social Studies*. Tandon Publishers, Ludhiana.
8. **Mofatt, M.R. (1955):** *Social Studies Instruction*. Prentice Hall, New York.
9. **Shaida, B.D. (1962):** *Teaching of Social Studies*. Panjab Kitab Ghar, Jalandhar.
10. **Shaida, B.D. and Shaida, A. K. (2005):** *Teaching of Social Studies*. Arya Book Depot, New Delhi.

SEMESTER-II

PAPER: V and VI PEDAGOGY OF HISTORY PS I and II (B) Option-v

Time: 1.30 Hrs.

**Total Marks: 50
 Theory: 35
 Sessional Work: 15**

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Course Objectives: After completion of the course students will be able to:

1. Differentiate different types of methods of teaching history.
2. Understand the concept of Evaluation.
3. Differentiate between different types of test items.
4. Know how to plan a lesson.
5. Understand different types of micro teaching skills.

SECTION-A

1. Methods meaning, characteristics of good teaching method for History.
2. Lecture method, Project method, Storytelling method, Seminar, Dramatization Method, Source method (with special reference to behaviorism, cognitive, constructivism learning theories)

SECTION-B

1. (a) Devices of teaching History: Narration, Illustration, Description.
 (b) CCE: concept, techniques and weight age distribution from classes (VI to VIII, IX and X)
2. Teaching micro skill with special reference to five skills- skills of introducing the topic, skill of questioning, skill of explanation, skill of stimulus variation and skill of blackboard writing.

SECTION-C

1. Evaluation: Need and Importance
2. Types of Test: Essay type, Short Answer Type, Objective Type along with Merits and Demerits.

SECTION-D

1. Lesson planning – meaning, characteristics and steps of construction of composite lesson plan. Integration of projected and non projected teaching aids with lesson planning.
2. Specific topic for composite lesson plan:
 - The Mughal Empire.
 - Monumental Architecture.
 - Revolution of 1857.
 - Indian Freedom movement.
 - Harappa civilization

SEMESTER–II

SESSIONAL WORK

Performance in unit tests and house examination	05 Marks
Attendance	02 Marks
Assignments on the following	08 Marks

- 1) Preparation of Time line on development of historical events(pre independence and post independence)
- 2) Writing a report on the major historical revolutions and their contribution in historical development.

REFERENCES:

1. Arora, K.L. *Teaching of History*.
2. Bhallia, C.L. (1963): *Audio Visual Aids in Education*. Atma Ram and Sons, Delhi.
3. Burton, W.H. and Green, C. W. (1962): *Principles of Teaching History*.
4. Chakrabarti, S.K. (1967): *Audio Visual Education in India*. Das Gupta and Company, Calcutta.
5. Dobbsen, D.P. *A Handbook for History Teacher*.
6. Ghate, V.D. (1956): *Teaching of History*.
7. Gunnin, Dennis: *The teaching of History*.
8. Hil, C.P. (1953): *Suggestions for Teaching of History*. Paris UNESCO, Paris.
9. Iaurwerys, I.A. (1954): *History Text Book and International Understanding*.
10. Johnson, Henry (1950): *Teaching of History in Elementary and Secondary School*.
11. Kochhar, S.K. (1977): *Teaching of History*.
12. R.E.De, Kieffer and Cochran, Leeln (1966): *Manual of Audio Visual Techniques*.
13. Shaida, B.D. and Singh, Sahib: *Teaching of History*

SEMESTER–II

PAPER: V and VI PEDAGOGY OF GEOGRAPHY PS I and II (B) Option-vi

Time: 1.30 Hrs.

**Total Marks: 50
 Theory: 35
 Sessional Work: 15**

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Course Objectives: After completion of the course students will be able to:

- Differentiate different types of methods of teaching history.
- Understand the concept of Evaluation.
- Differentiate between different types of test items.
- Know how to plan a lesson.
- Understand different types of micro teaching skills

SECTION–A

1. Methods: Meaning, Characteristics of good teaching method for Geography
2. Various methods of Teaching of Geography
 - Project Method.
 - Observation Method.
 - Discussion Method.
 - Field Study Method.
 - Regional Method.
 - Laboratory Method
 (With special reference to behaviorism, cognitive & constructivism learning theories)

SECTION–B

1. Evaluation: Concept, Need and Importance.
2. CCE – Concept, Characteristics and Weight Age Distribution (XI to XII)

SECTION–C

1. Types of test: Essay Type Test, Short Answer Type Tests, and Objective Type Tests along with merits.
2. Teaching Micro skills with special reference to five skills.
 - Skill of introducing the lesson
 - Skill of probing questions
 - Skill of Explanation
 - Skill of stimulus variation
 - Skill of Black Board Writing

SEMESTER-II

SECTION-D

1. Lesson Planning: Characteristics and steps of construction of composite lesson plan. Integration of projected and non projected teaching aids with lesson planning.
2. Specific topics for composite lesson plan:
 - Spheres of Environment.
 - Structure of atmosphere.
 - Winds/tides/clouds.
 - Internal/External Structure of Earth.
 - Types of Soil.
 - Rotation of Earth.
 - Types of Rainfall.
 - Layers of Earth.

SESSIONAL WORK

Performance in unit tests and house examination	05 Marks
Attendance	02 Marks
Assignments on the following	08 Marks

1. Collection of different types of maps (at least 10) alongwith their characteristics.
2. Preparation of low cost working model on any topic along with its description on file.

References:-

1. Aggarwal, D.O.C. (2000). *Modern method Teaching of Geography*, Sarup and Sons publishers, New Delhi
2. Arora, K.L (1989): *Teaching of Geography*. Parkash Brother, (In Punjabi, English, Hindi) Ludhiana.
3. Graves, Norman, J: *Geography in Education* Heinomamnn, London.
4. Macnee, E.A-(1951) : *The Teaching of Geography*, Cambridge University press
5. R.P Singh (2004): *Teaching of Geography* R. hall Book Depot, Meerut
6. Rao, M. S (1999): *Teaching of Geography*. Anmol Publication Pvt. Ltd, New Delhi.
7. Singh, Yogesh K (2004): *Teaching of Geography (Hindi)* APH Publishers, Delhi
8. Verma, O.P (1987): *Teaching of Geography*

SEMESTER-II

PAPER: V and VI

Course Title: PEDAGOGY OF POLITICAL SCIENCE **PS I and II (B) Option-vii**

Time: 1.30 Hrs.

Total Marks: 50

Theory: 35

Sessional Work: 15

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Course Objectives: After completion of the course students will be able to:

- Differentiate different types of methods of teaching Political Science.
- Understand the concept of Evaluation.
- Differentiate between different types of test items.
- Know how to plan a lesson.
- Understand different types of micro teaching skills.

SECTION-A

1. Meaning and Characteristics of good teaching method for teaching of Political Science.
2. Lecture method, Discussion method, Project method, Seminar, Debate, Discussions, Workshop, Dramatization and Mock Parliament (With special reference to behaviorism, cognitive & Constructivism learning theories)

SECTION-B

1. **Evaluation:** Concept, Need and Importance.
2. CCE: Concept, Characteristics and weight age distribution (IX to X; XI to XII)

SECTION-C

1. **Types of Test:** Essay Type Test, Short Answer Type Tests and Objective Type Tests along with merits.
2. (a) Micro Teaching: Concept and Importance.
 (b) Various Micro teaching skills:
 - Skill of introducing the lesson
 - Skill of probing questions
 - Skill of Explanation
 - Skill of stimulus variation
 - Skill of Black Board Writing

SEMESTER-II

SECTION-D

1. Lesson Planning: Meaning, Characteristics and Steps of Construction of Composite Lesson Plan.
2. Integration of projected and non projected teaching aid with lesson planning Specific topics for composite lesson plans are:
 - Indian Constitution
 - Fundamental Rights
 - Democracy
 - Government and its types
 - Organs of Government
 - Parliament : Structure, role and characteristics
 - State Government

SESSIONAL WORK

Performance in unit tests and house examination	05 Marks
Attendance	02 Marks
Assignments on the following	08 Marks

1. Report writing on the political leaders national / international and their ideological contribution to the society.
2. Organizing and evaluating debate/seminar/ discussion on any political Issue in present context.

References:

1. Aggarwal, J .C. *Teaching of Political Science and Civics*.
2. Bhatia, K.K.: Narang, C.L. and Sidhu, H.S.: *Teaching of Social Studies*.
3. Kochhar, S.K.: *Teaching of History*.
4. Shaيدا, B.D. and Shaيدا, A.K. (2005): *Teaching of Social Studies*. Arya Book Depot, New Delhi.
5. Shiels: *View Points in Civics Education*.
6. Singh, R.L.: *Teaching of History and Civics*.
7. Whill, E.M. *Teaching of Modern Civics*.

SEMESTER-II

PAPER: V and VI PEDAGOGY OF ECONOMICS PS I and II (B) Option-viii

Time: 1.30 Hrs.

**Total Marks: 50
 Theory: 35
 Sessional Work: 15**

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Course Objectives: After completion of the course students will be able to:

1. Differentiate different types of methods of teaching Economics.
2. Understand the concept of Evaluation.
3. Differentiate between different types of test items.
4. Know how to plan a lesson.
5. Understand different types of micro teaching skills.

SECTION-A

1. **Methods:** Meaning, Characteristics of Good Teaching Method for Economics.
2. Various methods of Teaching of Economics: Lecture Method, Discussion Method, Project Method, Survey Method, Inductive - Deductive method (With special reference to behaviorism, cognitive & constructivism learning theories)

SECTION-B

1. Devices and Techniques: Assignments, Seminars, Symposium, Supervised Study, Excursions.
2. Evaluation: Concept, Need and Importance. CCE: Concept, techniques & weight -age distribution (VI to VIII, IX, to X).

SECTION-C

1. Types of Test: Essay Type Test, Short Answer Type Tests, Objective Type Tests along with merits and demerits.
2. Teaching Micro skills with special reference to five skills.
 - Skill of introducing the lesson
 - Skill of probing questions
 - Skill of Explanation

SEMESTER-II

SECTION-D

1. Lesson Planning: Meaning, Characteristics and Steps of Construction of Composite Lesson Plan. Integration of projected and non projected teaching aids with lesson planning.
2. Specific topics for composite lesson plan
 - Demand and supply
 - Revenue and cost
 - Importance of Agriculture
 - Functions of Money
 - Functions of Banking
 - Circular flow of income
 - Law of diminishing marginal utility

SESSIONAL WORK

Performance in unit tests and house examination	05 Marks
Attendance	02 Marks
Assignments on the following	08 Marks

- Project work on any two economic resource contributing to economics development.
(1) Bank (2) Dams (3) Company (4) Agriculture sector.

REFERENCES:

1. **Dhillon, Satinder and Chopra, Kiran (2002):** *Teaching of Economics*. Kalyani Publications, Ludhiana.
2. **Kanwar, B.S. (1970):** *Teaching of Economics*. Prakash Brothers, Ludhiana.
3. **Siddiqui, M.H. (2005):** *Teaching of Economics*. Ashish Publishing House, New Delhi.
4. **Sidhu, H.S. (2005):** *Teaching of Economics*. Tandon Publications, Ludhiana.
5. **Yadav, Amita (2005):** *Teaching of Economics*. Anmol Publications, New Delhi.

SEMESTER-II

PAPER: V and VI PEDAGOGY OF COMMERCE PS I and II (B) Option-ix

Time: 1.30 Hrs.

**Total Marks: 50
 Theory: 35
 Sessional Work: 15**

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Course Objectives: After completion of the course students will be able to:

- Differentiate different types of methods of teaching Commerce.
- Understand the concept of Evaluation.
- Differentiate between different types of test items.
- Know how to plan a lesson.
- Understand different types of micro teaching skills.

SECTION-A

1. Meaning, Characteristics of good teaching Method for Commerce.
2. Lecture method, Discussion Method, Project Method, Inductive- Deductive Method and Survey Method (with special reference to behaviorism, cognitive & constructivism learning theories)

SECTION-B

1. Evaluation: Need and Importance.
2. CCE: Concept, Characteristics and weight age distribution (XI to XII).

SECTION-C

1. Type of Tests: Essay Type Test, Short Answer Type Tests, Objective Type Tests. (Along with merits and demerits)
2. Teaching Micro skill with special reference to five skills:
 - ✓ Skill of introducing the topic
 - ✓ Skill of Questioning
 - ✓ Skill of Explanation
 - ✓ Skill of Stimulus Variation
 - ✓ Skill of B.B. writing.

SEMESTER-II

SECTION-D

1. Lesson Planning: Meaning, Characteristics and steps of construction of composite lesson plan. Integration of projected and non projected teaching aid with lesson planning.
2. Specific topics for composite lesson planning:-
 - Banking
 - Warehouse
 - Trade
 - Insurance
 - Marketing
 - Product
 - Marketing Mix
 - Transport
 - Advertisement
 - Journal
 - Ledger
 - Types of Account
 - Partnership
 - Final Accounts
 - Social Responsibility of Business

SESSIONAL WORK

Performance in unit tests and house examination	05 Marks
Attendance	02 Marks
Assignments on the following	08 Marks
1. Preparation of PPT and commercial ad on marketing of a commodity.	

REFERENCES:

- 1) **Aggarwal, J.C. (2003).** *Teaching of Commerce*, Vikas Publication, New Delhi.
- 2) **Rao, seema. (2005).** *Teaching of Commerce*, Anmol Publication, New Delhi.
- 3) **Dema and brinkman:** *Guidance in Business Education* South.Western Publishing Company, New York.
- 4) **Tonne, Lopham and freeman:** *Methods of teaching business subject*.MC Graw Hill, New York.
- 5) **Venkatest, warlu K. and Bosha Johni and Digumarti, S.K and Rao, Bhaskara:** *Methods of Teaching of Commerce*.

SEMESTER-II

PAPER: V and VI PEDAGOGY OF MATHEMATICS PS I and II (B) Option-x

Time: 1.30 Hrs.

**Total Marks: 50
 Theory: 35
 Sessional Work: 15**

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Course Objectives: After Completion of Course the Students will be able to:

- Understand various instructional strategies and their appropriate use in teaching mathematics at the secondary level.
- Understand preparation and use of diagnostics test and organize remedial teaching.
- Application of appropriate evaluation techniques in mathematics.
- Understand the application of appropriate evaluation techniques in mathematics

SECTION-A

1. Approaches: Constructivist, Discoveries.
2. Methods: Problem Solving, Laboratory, Project, Inductive – Deductive, Analytic-Synthetic. Techniques (Oral, Written Work, Drill Work, Supervised Study, Error Analysis)

SECTION-B

1. Types of Assessment (Diagnostic, Formative & Summative)
2. CCE: Concept, Meaning and Importance of CCE.

SECTION-C

1. Different Types of Tests Used for Evaluation in Mathematics
2. (a) Micro teaching: meaning, steps of micro teaching.
 (b) Orientation of different micro teaching skills:
 - Skill of introducing the lesson
 - Skill of questioning
 - Skill of explanation
 - Skill of stimulus variation
 - Skill of black board writing

SEMESTER-II

SECTION-D

1. (a) Annual Plan & Unit Plan
 (b) Lesson Planning: Herbartian Approach to Lesson Planning, planning of macro / composite lessons with special references to
 - Number system
 - Polynomials
 - Line segment
 - Angles
 - Triangles
 - Quadrilaterals
 - Trigonometric ratios, height and distances
 - Linear, Simultaneous and Quadratic equations
 - Measure of central tendency (mean, median, mode)
 - Pythagoras theorem
 - Congruence

SESSIONAL WORK

Performance in unit tests and house examination	05 Marks
Attendance	02 Marks
Assignments on the following	08 Marks

- 1) Test construction –Achievement and Diagnostic
- 2) Preparation of improvised teaching aids.

REFERENCES:

1. **Bloom, Benjamin S.Ed. (1958):** *Taxonomy of Educational Objectives*, Handbook of Cognitive Domain, Harcourt Brace & World Inc., New York.
2. **Krathwoh, David R.h Ed., (1984):** *Taxonomy of Educational Objectives*, Handbook IIAffective Domain, David Mckay, New York.
3. **The Teaching of Secondary School Mathematics (1970):** *XXXIII Yearbook of NCTM:* Washington.
4. **W.Servais and T.Varga (1971):***Teaching Schooi Mathematics: A UNESCO Sources book*, penguin Books: UNESCO
5. **National curriculum framework for teacher education-2000-**(Document published by NCERT)
6. **Butter; C.H. and Wren, (1960):** *The Teaching of Secondary Mathematics*, McGraw-Hill Book Comp, New York.
7. **Siddhu, K.S. (1993):** *Teaching of Mathematics*, Sterling Publishers, New Delhi.
8. **Mangal S.K. (1993):** *Teaching of Mathematics*, Arya Book Depot, New Delhi.
9. **Krulik.S. and Weise, I.B. (1975):** *Teaching of Secondary School Mathematics*, WB Saunders Company, London.

SEMESTER-II

PAPER: V and VI PEDAGOGY OF COMPUTER SCIENCE PS I and II (B) Option-xi

Time: 1.30 Hrs.

**Total Marks: 50
 Theory: 35
 Sessional Work: 15**

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Course Objectives: After Completion of Course the Students will be able to:

- To equip them with different methods and techniques to be utilized in classroom situation.
- To provide them knowledge about evaluation techniques.
- To make them able to plan lessons and present them effectively.
- To enable them to use computers to enhance teaching / learning skills.

SECTION-A

1. Characteristics of good method for teaching of Computer Science.
2. Various methods of Teaching of Computer Science: Lecture Method, Lecture cum Demonstration Method, Problem solving Method, Project method, Laboratory Method, Computer Assisted Instructions, Web Based Instructions.

SECTION-B

1. Evaluation: Concept and Importance of Evaluation.
2. Continuous & Comprehensive Evaluation: Concept, techniques and weight-age distribution (VI to VIII, IX to X).

SECTION-C

1. (a) Types of test items- Essay type, short answer type, objective type.
 (b) Online Testing.
2. Components and Preparation of Micro Lesson Plan for developing teaching skills of: • Skill of Introducing a Lesson • Skill of Explanation • Skill of Stimulus Variation, • Skill of Questioning • Skill of Blackboard Writing.

SECTION-D

1. Lesson plan –Meaning, need and importance. Steps in writing lesson plan.
2. Digital Lesson Planning

*B.ED. M.ED. (3 YEARS INTEGRATED DEGREE PROGRAMME)
(Syllabus for the Batch from Year 2020 to Year 2023)*

SEMESTER-II

SESSIONAL WORK

Performance in unit tests and house examination	05 Marks
Attendance	02 Marks
Assignments on the following	08 Marks

1. Preparation of digital lesson plan
2. Preparation of a online computer based test from syllabi of class VI-XII

REFERENCES:

1. **Aggarwal, V.B.:** *Computer Science for Class XII.*
2. **Bala Guruswamy:** *C++ Computers.* Dayal, Dean, Gottfried, D. (1966):
3. *Computer Science for Class XI and XII,*
4. *Outline of Theory and Problems of Programming with BASIC including expanded Micro Computer Basic Section.* McGraw Hill Publication, New York.
5. **Grover, P.S. (1983):** *Computer Programming in BASIC.* Allied Publishers, New Delhi.
6. **Hunt, R. and Shelley, J. (1988):** *Computers and Common Sense.* PHI Publications, Delhi

SEMESTER-II

PAPER: V and VI PEDAGOGY OF SCIENCE PS I and II (B) Option-xii

Time: 1.30 Hrs.

**Total Marks: 50
 Theory: 35
 Sessional Work: 15**

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Course Objectives: After completion of the course students will be able to:

- Differentiate different types of methods of teaching of Science.
- Understand the concept of Evaluation.
- Differentiate between different types of test items.
- Know how to plan a lesson.
- Understand different types of micro teaching skills.

SECTION-A

1. Characteristics of good method of teaching of science.
2. Methods of Teaching Science: Lecture Method, Demonstration method, Inductive-Deductive Method, Project method, Scientific Method.

SECTION-B

1. Planning, organizing and safety factors of Science laboratory.
2. Lecture cum Laboratory plan of Science laboratory.

SECTION-C

1. Continuous & Comprehensive Evaluation: Concept, techniques and weight-age distribution (VI to VIII, IX to X). Purpose of evaluation, types of evaluation: Diagnostic, Formative and Summative, Types of test items for evaluation -Essay type, short answer type, and objective type.
2. Meaning, Steps, Orientation of different microteaching Skills
 - Skill of Introducing the lesson
 - Skill of Blackboard writing
 - **Skill of Stimulus Variation**
 - Skill of Probing Questions
 - Skill of Explanation
 - Skill of Reinforcement
 - Skill of Demonstration

SEMESTER-II

SECTION-D

1. Meaning, Need and importance of Lesson Planning: with special reference to Herbart approach of lesson planning
2. Planning of Composite/Macro lessons with special reference to:
 - Cell
 - Pollination & its types
 - Digestive System
 - Rutherford model of an atom
 - States of matter
 - Carbon & its compounds
 - Insulators & Conductors
 - Motion
 - Energy & its types.

SESSIONAL WORK

Performance in unit tests and house examination	05 Marks
Attendance	02 Marks
Assignments on the following	08 Marks

Any two activities to be performed and a file of activities conducted to be maintained and certified.

- 1) Conduct of 2 Science practical.
- 2) Preparation of two Low cost working models.

REFERENCES:-

1. **Aggarwal D.D (2001):** *Modern Methods of Teaching Biology*. Sarup Teaching Series Sarup & Sons, New Delhi.
2. **Bhaskara Rao, D (2000):** *Teaching of Biology*, Nagarjuna Publishers, Gunter
3. **Bloom, Benjamin, S., Ed. (1958):** *Taxonomy of Educational Objectives*, Handbook I- Cognitive Domain, Harcourt Brace & World Inc., New York.
4. **Chikara, M.S. and S. Sarma (1985):** *Teaching of Biology*, Prakash brothers, Ludhiana
5. **Clark Julia V (1996):** *Redirecting Science Education*, Corwin Press inc., California.
6. **Ediger, Marlow and D.B. Rao (2000):** *Teaching Science Successfully*, Discovery Publishing House, New Delhi.
7. **Krathwohl, David R., Ed. (1964):** *Taxonomy of Educational Objectives*, Handbook II Affective Domain, David Mckay, New York.
8. **Mohan. Radha (2004):** *Innovative Science Teaching*, Prentice Hall of India, New Delhi.
9. **New UNESCO Source Book for Science Teaching (1978)**, Oxford & IBH, New Delhi.
10. **Sharma, R.C. & Shukla C.S. (2002):** *Modern Science Teaching*, Dhanpat Rai, Publishing Company, New Delhi.
11. **Sood, K.J. (1989):** *New Directions in Science Teaching*, Kohli Publishers, Chandigarh.
12. **Vaidya, N (1996):** *Science Teaching for the 21st Century* Deep & Deep Publications, New Delhi.
13. **Gupta S.K. (1983):** *Technology of Science Education*, Vikas Publishing House Pvt Ltd, Delhi.

SEMESTER-II
PAPER: V and VI
PEDAGOGY OF PHYSICAL SCIENCE
PS I and II (B) Option-xiii

Time: 1.30 Hrs.

Total Marks: 50
Theory: 35
Sessional Work: 15

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Course Objectives: After completion of the course students will be able to:

- Differentiate different types of methods of teaching of physical science.
- Understand the concept of Evaluation.
- Differentiate between different types of test items.
- Know how to plan a lesson.
- Understand different types of micro teaching skills.

SECTION-A

1. Characteristics of good method of teaching of science.
2. Methods of Teaching Science: Lecture Method, Demonstration method, Inductive-Deductive Method, Project method, Scientific Method.

SECTION-B

1. Planning, organizing and safety factors of Physical Science laboratory.
2. Lecture cum Laboratory plan of Physical science laboratory.

SECTION-C

1. Continuous & Comprehensive Evaluation: Concept, techniques and weight-age distribution (VI to VIII, IX to X). Purpose of evaluation, types of evaluation: Diagnostic, Formative and Summative, Types of test items for evaluation -Essay type, short answer type, and objective type.
2. Meaning, Steps, Orientation of different microteaching Skills
 - Skill of Introducing the lesson
 - Skill of Blackboard writing
 - Skill of Introducing with example
 - Skill of Probing Questions
 - Skill of Explanation
 - Skill of Reinforcement
 - Skill of Demonstration

SEMESTER-II

SECTION-D

1. Meaning, Need and importance of Lesson Planning: with special reference to Herbart approach of lesson planning
2. Planning of Composite/Macro lessons with special reference to:
 - Rutherford model of an atom
 - States of matter
 - Carbon & its compounds
 - Insulators & Conductors
 - Motion
 - Energy & its types
 - Bohr atom model
 - Conductors and Insulators
 - Metals and Non-Metals
 - Inertia
 - Force
 - Preparation of methane gas
 - Solutions
 - Acid and Bases.

SESSIONAL WORK

Performance in unit tests and house examination	05 Marks
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Attendance	02 Marks
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Assignments on the following	08 Marks
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1. Conduct of Two school related practical.
2. Preparation of two Low cost working models.

REFERENCES:-

1. **Das, R.C. (1989):** *Science Teaching in Schools*. Sterling Publishers. New Delhi. Kohli,
2. **V.K. (1998):** *How to Teach Science*. Vivek Publishers, Ambala.
3. **Kumar, Amit (2002):** *Teaching of Physical Sciences*. Anmol Publications, New Delhi.
4. **Mangal, S.K. (1997):** *Teaching of Science*, Arya Book Depot, New Delhi.
5. **Mohan, Radha (2002):** *Innovative Physical Science Teaching Methods*. P.H.I, New Delhi.
6. **Sharma, R.C. (1998):** *Modern Science Teaching*. Dhanpat Rai and Sons, New Delhi.
7. **Vaidyas, Narendra (1996):** *Science of Teaching for 21st Century*. Deep and Deep Publishers, New Delhi

SEMESTER-II
PAPER: V and VI
PEDAGOGY OF LIFE SCIENCE
PS I and II (B) Option-xiv

Time: 1.30 Hrs.

Total Marks: 50
Theory: 35
Sessional Work: 15

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Course Objectives: After Completion of Course the Students will be able to:

- Develop broad understanding of principles and knowledge used in life science education.
- To understand basic methods of teaching of life sciences
- Develop their essential skills for practicing life science education.
- Prepare lesson planning of life sciences properly.
- Develop their essential skills for evaluation.
- Manage instructional activity in such a way that the vast majority of the learner attain most of the objectives.

SECTION-A

1. Methods of Teaching Life Science: Lecture method, Demonstration method, Assignment method, Project method, Inductive-deductive method,
2. Audio- visual aids –blackboard, charts, models, television, computer, slide projector, overhead projector.

SECTION-B

1. Planning, organizing and safety factors of Life science laboratory.
2. Lecture cum Laboratory plan of Life science laboratory.

SECTION-C

1. Continuous & Comprehensive Evaluation: Concept, techniques and weight-age Distribution (VI to VIII, IX to X). Purpose of evaluation, types of evaluation: Diagnostic, Formative and Summative, Types of test items for evaluation -Essay type, short answer Type, and objective type.
2. Meaning, Steps, Orientation of different microteaching Skills
 - Skill of Introducing the lesson
 - Skill of Blackboard writing
 - Skill of Introducing with example
 - Skill of Probing Questions
 - Skill of Explanation
 - Skill of Reinforcement
 - Skill of Demonstration

SEMESTER-II

SECTION-D

1. Meaning, need and importance of lesson planning, Steps involved in lesson planning.
2. Preparation of lesson plan on the following topics
 - Plant cell
 - Animal cell
 - Micro organisms
 - Acid rain
 - Air pollution
 - Water pollution
 - Global warming
 - Carbon cycle
 - Structure of eye
 - Asexual reproduction in plants

SESSIONAL WORK

Performance in unit tests and house examination **05 Marks**

Attendance **02 Marks**

Assignments on the following **08 Marks**

(any two from the following)

1. Preparation of report on contribution of 3 eminent scientists in the field of life science.
2. Preparation one working model.
3. Perform and report experiments in practical file-
 - I. Slide preparation of cheek cells and onion peel.
 - II. Experiments related to osmosis.
 - III. Factors affecting germination.

REFERENCES:

1. **Bhandula, N. Chadha, Sharma, P.C. (1989):** *Teaching of Science*. Parkash Brothers, Ludhiana.
2. **David, F. Millar and Glenn, W. Blaypes:** *Methods and Materials for Teaching the Biological Sciences*.
3. **Gupta V.K. (1994):** *Life Science Education Today*. Arun Publishing House, Chandigarh.
4. **Kohli, V.K. (2006):** *How to Teach Science*. Vivek Publishers, Ambala.
5. **Rai, B.C.: Method: Teaching of Science**
6. **Sharma and Walia, G.S.: Teaching of Life Science.**
7. **Sharma.R.C. (1998):** *Modern Science Teaching*. Dhanpat Rai Publishers, New Delhi.
8. **Sood, J.K. (1987):** *Teaching of Life Science*. A Book of methods. Kohli Publishers, Chandigarh.
9. **Venkataish, S. (2002):** *Science Education in 21st century*. Anmol Publications, New Delhi.
10. **Yadav, K.: Teaching of life science**. Anmol Publications. New Delhi.

SEMESTER-II
PAPER: V and VI
PEDAGOGY OF HOME SCIENCE
PS I and II (B) Option-xv

Time: 1.30 Hrs.

Total Marks: 50
Theory: 35
Sessional Work: 15

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Course Objectives: After completion of the course students will be able to

- To make student teachers aware about scope of home science teaching.
- To make them understand various principles associated with teaching of home science
- To keep them abreast with various methods used for teaching of home science.
- To help student teachers in understanding correlation of home science with the school subjects.

SECTION-A

1. Qualities and competencies of a good Home science teacher.
2. **Different Methods of Teaching Home Science:** ICT integration in Teaching of Home Science, Group work and use of Assignments.

SECTION-B

1. Organization of Home science laboratory, planning and selection of equipments.
2. **Evaluation:** Continuous & Comprehensive Evaluation: Concept, techniques and weight-age distribution (VI to VIII, IX to X), Types of test items for evaluation -Essay type, short answer type and objective type.

SECTION-C

1. Micro teaching skills relevant in home science:
 - Skill of writing instructional objectives
 - Skill of introducing the lesson
 - Skill of explanation
 - Skill of questioning
 - Skill of black board writing.
2. Knowledge of the subject matter content up to secondary school stage.

SECTION-D

1. **Lesson Planning:** Need, Importance, Essentials of a Good Lesson Plan.
2. Steps in lesson planning in theory and demonstration lessons

SEMESTER-II**SESSIONAL WORK**

Performance in unit tests and house examination	05 Marks
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Attendance	02 Marks
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Assignments on the following	08 Marks
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1. Organizing co-curricular activities related to Home science (textile/ clothing) in school.
2. Preparation of low cost and improvised teaching aids. Preparation of one dry flower arrangements.

Books Recommended:

1. **Atkinson:** *Teaching of Home Science.*
2. **Chander, Shah and Joshi:** *Fundamentals of Teaching Home Sciences.*
3. **Chanderkant:** *Teaching of Home Science.*

SEMESTER-II

PAPER: V and VI **PEDAGOGY OF PHYSICAL EDUCATION** **PS I and II (B) Option-xvi**

Time: 1.30 Hrs.

Total Marks: 50
Theory: 35
Sessional Work: 15

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Course Objectives: After completion of the course students will be able to

1. Develop an understanding of aims, objectives and importance of teaching of physical education in schools.
2. Promote physical education through various means and methods of teaching.
3. Know the importance and values of teaching physical education and the relationship of physical education with other subjects.
4. Understand the importance of physical education room, equipment and text book.
5. Make the teaching of physical education more interesting and innovative.
6. Bring the overall awareness of values and to inculcate among students the desired habits and attitude towards physical education.
7. Develop an awareness regarding the importance of physical fitness and organic efficiency in individual and social life.
8. Develop awareness regarding first aid.

SECTION-A

1. **Teaching Methods:** Intensive Study of Lecture Method, Command Method, Discussion Method, Demonstration Method, Part Method, Whole Method and Whole Part Whole Method, Project Method.
2. Characteristics of good method of Teaching of Physical Science.

SECTION-B

1. **Evaluation:** Continuous & Comprehensive Evaluation: Concept, Techniques and Weightage Distribution (VI to VIII, IX to X).
2. Types of test items for Evaluation - Essay Type, Short Answer Type, Objective Type.

SECTION-C

1. **Audio-Visual Aids:** Charts, Models, Black-Board, T.V., Newspaper Clippings, Magazines, Computers, LCD and OHP.
2. **Micro Teaching:** Concept and procedure Teaching Micro-Skills with special reference to:
 - Skill of introducing the lesson
 - Skill of instructional objectives
 - Skill of Questioning
 - Skill of Explanation with illustration
 - Skill of stimulus – variation

SEMESTER-II

SECTION-D

1. **Lesson Planning:** Meaning, need and importance
2. Construction of lesson plan for theory and skill lessons

SESSIONAL WORK

Performance in unit tests and house examination	05 Marks
Attendance	02 Marks
Assignments on the following	08 Marks

1. To help in conduct and organization of annual sports meet of the college.
2. Demonstration of any five skills of different games.

REFERENCES:

1. **Charles, A. Bucher (1979):** *Foundations of Physical Education*. 8th ed. The C.V. Mosby Company, St. Louis.
2. **Fox, Edward L. (1984):** *Sports Physiology*. CBS College Publications,
3. **Haskell, W. (1982):** *Nutrition and Athletic Performance*. Bull Publishing, Halt.
4. **Kamlesh, M. L. (1983):** *Psychology in Physical Education and Sports*. Metropolitan Book Company, New Delhi.
5. **Kamlesh, M. L. (1988):** *Physical Education Facts and Foundations*. P.B. Publications Pvt. Ltd, Faridabad.
6. **Kaur, Manjit and Sharma, R.C:** *An Introduction to Health and Physical Education*. Tandon Publishers, Ludhiana.
7. **Singh, Hardy** *Science of Sports Training*. DVS Publications, New Delhi.
8. **Singh, Ajmer and Others (2003):** *Essentials of Physical Education*. Kalyani Publishers, Ludhiana.
9. **Singh, Ajmer and Others (2004):** *Essentials of Physical Education*. Kalyani Publishers, Ludhiana.
10. **Thomas, J.P.** *Organizations of Physical Education*. Gnanodaya Press, Madras.
11. **Trinarayan and Hariharan. (1986):** *Method in Physical Education*. South India Press, Karaikudi
12. **Voltmeter, F.V. and Esslinger, A. E. (1964):** *The Organization and Administration of Physical Education*. Third Edition. The Times of India Press, Bombay.
13. **Willmore, J.H. Costall:** *Physiology of Sports and Exercises*. Human Kinetics Language Book Society, Champaign. IL

SEMESTER-II

PAPER: V and VI PEDAGOGY OF MUSIC PS I and II (B) Option-xvii

Time: 1.30 Hrs.

**Total Marks: 50
 Theory: 35
 Sessional Work: 15**

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Course Objectives: After completion of the course students will be able to

1. To enable the pupil-teachers to understand the importance, aims and objectives of teaching of Indian Music.
2. To develop interest among pupil-teachers for Music.
3. To provide the knowledge of different methods and techniques of teaching of music.
4. To acquaint the pupil-teachers with latest teaching skills.
5. To enable pupil-teachers to organize competitions and other practical activities.

SECTION-A

1. Notation system of Pt. V.N. Bhatkhande and Pt. V.D. Pulskar.
2. Knowledge of following Taals- Ekgun and dugun of Dadra, Rupak, Keharva, Jhaptaal, Ektaal, Chartal, and teental.

SECTION-B

1. Non detail Ragas (only description) of the following Ragas- Malkauns, Bhairav, Bhairavi, Yaman and Bhupali.
2. Audio-Visual Aids for Teaching of Music.

SECTION-C

1. **Evaluation:** Continuous & Comprehensive Evaluation: Concept, techniques and weight-age distribution (VI to VIII, IX to X), Types of test items for evaluation -Essay type, short answer type and objective type.
2. Teaching Micro-Skills with special reference to:
 - Skill of introducing the lesson
 - Skill of instructional objectives
 - Skill of Questioning
 - Skill of Explanation with illustration
 - Skill of stimulus – variation

SECTION-D

1. Lesson Planning (a) Meaning, need and importance (b) Construction of lesson Plan (General and Specific).
2. Music instruments and music room

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SEMESTER-II

SESSIONAL WORK

Performance in unit tests and house examination	05 Marks
Attendance	02 Marks
Assignments on the following	08 Marks

Practical Work on Raag and Tal of UNIT I

REFERENCES:-

1. **Awasthi, S.S. (1964):** *A Critique of Hindustan Music and Music Education*. Jalandhar.
2. **Bhatkhande, V. M. (1987):** KRAMIK Pustak Mahika Laxmi Narayan Garg, Hathras.
3. **Bhatnagar, S. (1988):** *Teaching of Music*. Monika Prakashan, Shimla.
4. **Kalekar, Saryu (1968):** *Sangeet Shikshan Parichaya*. Khanna,
5. **Jyoti (1992):** *Teaching of Music*. Madan Panna Lal. Teaching of Music. Jalandhar.
6. **Shah, Shobhna (1986):** *Sangeet Shikshan Pranali*. Pb. Kitab Ghar Vinod Pustak Mandir, Agra Vasant (1986):
7. **Sangeet Visharad.** *Sangeet Karyalaya*, Hathras.

SEMESTER-II

PAPER: V and VI PEDAGOGY OF FINE ART PS I and II (B) Option-xviii

Time: 1.30 Hrs.

**Total Marks: 50
 Theory: 35
 Sessional Work: 15**

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Course Objectives: After completion of the course students will be able to

1. Develop imagination and sense of appreciation of art and interest in teaching of art.
2. Develop aesthetic sense.
3. Learn and understand the principles, concept, elements of art and to apply them in actual teaching and daily life.
4. Be acquainted with different techniques of painting.

SECTION-A

1. Method of teaching Art - Direct observation Method, Demonstration Method, Project Method.
2. Child Art- Meaning, Importance, Stages a. Scribbling Stage. b. Pre-schematic stage. c. Schematic Stage. d. Gang Age. e. Adolescent stage.

SECTION-B

1. Contribution of Artists: S.G.S. Sohan Singh, Amrita Sher Gill, S.S.G. Thakur Singh, S. Sobha Singh.
2. Evaluation: Continuous & Comprehensive Evaluation: Concept, techniques and weightage distribution (VI to VIII, IX to X).

SECTION-C

1. Types of test items for evaluation -Essay type, short answer type, objective type.
2. Micro Teaching Skills:
 - a. Stimulus Variation
 - b. Use of Black Board
 - c. Demonstration
 - d. Introducing the Lesson

SECTION-D

1. Lesson Planning: Need & importance
2. Preparation of composite lesson plan
 - a. Still life.
 - b. Landscape.
 - c. Composition.
 - d. Design.
 - e. Tie and Dye.

*B.ED. M.ED. (3 YEARS INTEGRATED DEGREE PROGRAMME)
(Syllabus for the Batch from Year 2020 to Year 2023)*

SEMESTER-II

SESSIONAL WORK

Performance in unit tests and house examination	05 Marks
Attendance	02 Marks
Assignments on the following	08 Marks

Practical Work:

1. Poster -1 Full sheet
2. Design for Rangoli
3. Sketching – 1 sheet

REFERENCES:-

1. **Arya Jaidev**, *Kala Ka Adhyapan*, Luxmi Publication, Meruth.
2. **Bharti Chetna**, *Teaching of Fine Arts*, Kalyani Publishers, Ludhiana.
3. **Chawla, S.S. (1986)**: *Teaching of Art*. Publication Bureau, Panjabi University, Patiala.
4. **Dhawan**, *”Appreciation and Fundamentals and History of Art*, Tip Top Trading company Ludhiana.
5. **Jaswani, K.K. ()**: *Art in Education*, Atma Ram and sons, Delhi.
6. **Jaswani, K.K. ()**: *Teaching and Appreciation of Art in Schools*, Atma Ram and sons Delhi.
7. **Prasad Janardan**, *Art Education*, Kanishka Publisher, New Delhi.
8. **Walia J.S, Kalaa Ke Sidhant**, Paul Publisher, Jalandhar.

SEMESTER-II
PAPER-VII
P-IX
INCLUSIVE EDUCATION

Time: 1.30 Hrs.

Total Marks: 50
Theory: 35
Sessional Work: 15

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

COURSE OBJECTIVES:-

After completing the course, the students will be able to:-

- Understand the concept of inclusive education
- Understand the children with diverse needs.
- Develop healthy attitude towards inclusive education.
- Understand the need of promoting inclusive education
- Use pedagogical strategies for addressing diversity.

SECTION-A

INTRODUCTION TO INCLUSIVE EDUCATION

- a) Inclusive Education: concept, need, importance, scope
- b) Difference among integrated, special education and inclusive education.

SECTION-B

- a) Recommendations and policies of national and international agencies for inclusive education
- b) Creating Inclusive Environment – Physical, Social and Emotional (Barrier Free Environment)

SECTION-C

CHILDREN WITH DIVERSE NEEDS

- a) Children with diverse needs: concept, characteristics, identification and intervention strategies with special reference to sensory, intellectual and developmental disabilities.

SEMESTER-II

SECTION-D

- a) Pedagogical strategies for addressing diversity in classroom through co-operative learning strategies, peer tutoring, social learning, reflective teaching and multi –sensory teaching
- b) Technology and its application – ICT, adaptive and assistive devices, individual and institutional requirements for inclusive settings

SESSIONAL WORK

Performance in Unit tests and House examination: 05 marks

Attendance: 02 marks

Assignment on the following: 08 marks

- Visit to any rehabilitation Centre or organization dealing with such persons and preparation of case study of any one person with disability.
- Case study of any one school providing inclusive education.

REFERENCES:-

1. **Dutt, B. & Garg, J. (2014).** *Education for All: A Survey*. New Delhi: Global Publication.
2. **Frank, M.H. & Steven, R.F. (1984).** *Education of Exceptional Learner*. Massachusetts: Atlyen and Bacon Inc.
3. **Hallahan, D.P. & Kuffman, J.M. (1991).** *Exceptional Children: Introduction to Special Education*. London: Prentice Hall, International Ltd.
4. **Hans, I.J. (2000).** *Children in Need of Special Care*. Human Horijons Series, Souvenir Press (E&A Ltd.).
5. **Kansal, A.K. (2012).** *Creativity, Memory and Personality Adjustment among Handicapped Adults*. Patiala: Twenty First Century Publications.
6. **Kar. C. (1992).** *Exceptional Children: Their Psychology and Instruction*. New Delhi: Sterling Publishers Private Ltd.
7. **Khatena, J. (1982).** *Educational Psychology of the Gifted*. New York: John Wiley and Sons.
8. **Kirk. S.A. & Gallagher J.J. (1989).** *Education of Exceptional Children*. Beston: Houghton Mifflinco.
9. **Kumar, J. (2013).** *Inclusive Education: A Journey through Challenges*. Patiala: Twenty First Century Publications.

SEMESTER-II**PAPER-VIII(i)****P-X****VOCATIONAL AND WORK EDUCATION****Time: 1.30 Hrs.****Total Marks: 50****Theory: 35****Sessional Work: 15****Instructions for the Paper Setters:-**

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

COURSE OBJECTIVES:-**After completing the course, the students will be able to:-**

- Understand the concept of vocational and work education.
- Acquire the knowledge of nature, aims and objectives of vocational and work education.
- Understand the historical, philosophical and sociological basis of work and vocational education.
- Acquaint the students regarding SUPW.

SECTION-A**VOCATIONAL EDUCATION**

- a) Vocational and work education : Concept, Objectives , Significance and Scope

SECTION-B

- a) Vocationalisation of Education : Basic Education Scheme(1937), Secondary Education Commission (1958), Education Commission (1966), NPE(1986)
- b) Concept of Socially Useful Productive Work (SUPW) as designed by I.V. Patel Committee.

SECTION-C**DEVELOPING WORK EDUCATION**

- a) Skill development vis-a-vis Employability, employment and entrepreneurship
- b) National skill qualification framework: Objectives, Standards, Curriculum for different levels

SECTION-D

Role of Government (Skill India Initiative) and NGO's as agency concerning vocational education

SEMESTER-II

SESSIONAL WORK

Performance in Unit tests and House examination: 05 marks

Attendance: 02 marks

Assignment on the following: 08 marks

Project on Role of NGO's in skill development and Vocational education in India.

REFERENCES:-

1. **Benkler, Y. (2006).***The wealth of networks: How social production transforms markets and freedom.* California:Yale University Press.
2. **Castells, M. (2011).***The rise of the network society: The information age:Economy, society, and culture (Vol. I, II & III).* John Wiley & Sons.
3. **Pathak, A. (2013).***Social implications of schooling: Knowledge, pedagogy and consciousness.* Aakar Books.
4. **Rampal, A., &Mander, H. (2013).***Lessons on food and hunger. Economic & Political Weekly, 48(28), 51.*

SEMESTER-II
PAPER-VIII(ii)
P-X
HEALTH AND PHYSICAL EDUCATION

Time: 1.30 Hrs.

Total Marks: 50
Theory: 35
Sessional Work: 15

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

COURSE OBJECTIVES:-

After completing the course, the students will be able to:-

- Maintain and promote good health
- Develop the understanding of physical education and its related fields.
- Bring the overall awareness of sports values and to inculcate among students the desired habits and attitude towards physical education.

SECTION-A

HEALTH EDUCATION

- a) Health : Concept, Dimensions, Determinants and Importance

SECTION-B

- a) Health Education : Concept, Aims and Objectives, Importance and Scope
 b) School Health Programme and Role of Teacher in Development of Health

SECTION-C

PHYSICAL EDUCATION

- a) Physical Education : Concept, Aims and Objectives, Importance and Scope

SECTION-D

- a) Physical Fitness : Components, Importance and Developing Awareness among Adolescents
 b) Physical Education Programme in School : Role of Teacher in selection of activities (Games and Athletics)

SESSIONAL WORK

Performance in Unit tests and House examination: 05 marks

Attendance: 02 marks

Assignment on the following: 08 marks

- Visit to a school to assess the school health programme (Report to be prepared).
- Plan a physical education programme for a secondary school.
- Organise physical fitness awareness campaign for adolescent

SEMESTER-II

REFERENCES:-

1. **Kamalesh & Sangral, (2000).***Principles and History of Physical Education.*Ludhiana: Tandon Publication.
2. **Rao, V. K. (2003).***Physical Education.* New Delhi: A.P.H. Publishing Corporation.
3. **Sarojkant B. & Prasanna K. C. (2003).***Health and Physical Education.* Ludhiana: Kalyeni Publishers.
4. **Kumar, V. (2000).***Modern Methods of Teaching Physical Education.*New Delhi: Sarup & Sons.
5. **Thomas, J.P. (2000).***Organizations of Physical Education.* Madras: Gnanodaya Press.
6. **Trinarayan & Hariharan (1986).***Method in Physical Education.* Karaikudi: South India Press.
7. **Voltmeter, F.V. & Esslinger, A. E. (1964).** *The Organization and Administration of Physical Education.* Third Edition. Bombay: The Times of India Press.
8. **Willmore, J.H. Costall (1999).** *Physiology of Sports and Exercises.* Human Kinetics Language Book Society, Champaign. IL

SEMESTER-II
PAPER-VIII(iii)
P-X
ENVIRONMENTAL EDUCATION

Time: 1.30 Hrs.

Total Marks: 50
Theory: 35
Sessional Work: 15

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

COURSE OBJECTIVES:-

After completing the course, the students will be able to:-

- Develop awareness about problems related to the human environment.
- Develop a perspective in which these problems can be framed and analyzed in a scientific manner.
- The role of teacher and students regarding conservation and preservation of environment.

SECTION-A

ENVIRONMENTAL EDUCATION

- a) Environmental Education : Concept, objectives , scope and importance
- b) Environmental Pollution : Causes, Types (Air, Water, Solid, Radio-Active , Noise), Effects

SECTION-B

Strategies for sensitizing learners towards protection of environment and its conservation, Role of the teacher in promoting conservation

SECTION-C

ENVIRONMENTAL PRESERVATION

- a) Environment preservation : Government Initiatives, International Efforts for Environment Protection

SECTION-D

- a) Environmental ethics: issues and possible solutions, problems related to lifestyle, sustainable development: consumerism and waste generation
- b) Community participation in natural resource management – water, forest etc.

SEMESTER-II

SESSIONAL WORK

Performance in Unit tests and House examination: 05 marks

Attendance: 02 marks

Assignment on the following: 08 marks

- Conduct a survey on environmental problems of the community.
- Organise an awareness campaign on environment protection and preservation.

REFERENCES:-

1. **Agarwal, S.P. & Aggarwal, J.C. (1996).***Environmental Protection, Education and Development*. New Delhi: New Concepts
2. **Kumar, A. (2009).** *A text book of environmental science*. New Delhi: APH Publishing Corporation.
3. **Kelu, P. (2000).** *Environmental education: A conceptual analysis*. Calicut: Calicut University.
4. **Joy, P., & Neal, P. (1994).***The handbook of environmental education*. London: New Fetter Lane
5. **Sharma, R. G. (1986).** *Environmental Education*. New Delhi : Metropolitan Book Co.,
6. **Sharma, R. A. (2008).***Environmental Education*. Meerut: R.Lall Books Depot.
7. **Sharma, B. L., & Maheswari, B. K. (2008).***Education for Environmental and Human value*. Meerut: R.Lall Books Depot.
8. **Singh, Y. K. (2009).***Teaching of environmental science*. New Delhi: APH Publishing Corporation.
9. **Sharma, V. S. (2005).***Environmental education*. New Delhi: Anmol publication.
10. **Reddy, P. K., & Reddy, N. D. (2001).***Environmental Education*. Hyderabad: Neelkamal publications.

SEMESTER-II**PAPER-VIII(iv)****P-X****PEACE AND VALUE EDUCATION****Time: 1.30 Hrs.****Total Marks: 50****Theory: 35****Sessional Work: 15****Instructions for the Paper Setters:-**

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

COURSE OBJECTIVES:-

After completing the course, the students will be able to:-

- After completing this course student teacher will be able to:-
- Comprehend the concept of peace education.
- Recognize the importance of peace education in national development.
- Know the pedagogy and evaluation for peace education.
- Get an insight into the strategies of inculcation of values among children.
- Develop awareness of value education.

SECTION-A**PEACE EDUCATION**

- a) Peace Education : Concept (National and International Context), Challenges, Approaches

SECTION-B

- a) Initiatives for Peace at National and International level
 b) Status and Programmes of Peace Education in School Curriculum

SECTION-C**VALUE EDUCATION**

- a) Values: Concept, Classification, Significance and Reasons for Value Crisis

SECTION-D

- a) Relationship between Values and Education
 b) Strategies & Methods of Inculcating Values in Life

SEMESTER-II

SESSIONAL WORK

Performance in Unit tests and House examination: 05 marks

Attendance: 02 marks

Assignment on the following: 08 marks

Preparation of collages from newspapers, etc. to highlight issues and challenges related to peace.

Application of one strategy of value education with school children and its report.

REFERENCES:-

1. **Ingelstam, M. (1996).** *Empowered for peace service: A curriculum for education and training in violence prevention, non-violence conflict transformation and peace building.* Stockholm: Christian Council of Sweden.
2. **Board of Education Fountain. (1999).** *Peace Education* NY: Unicef.
3. **Eisler, J. (1994).** *Comprehensive conflict result program (1993-94).* New York: N. Y. City.
4. **Feather T., Norman (1975)** *Values in Education and Society*, New York: A Division of Macmillan Publishing Co. Gupta,
5. **N.L. (1986).** *Value-education: Theory and Practice.* Amjeer, Krishna brothers.
6. **Venkataiah N. (1998).** *Value Education.* New Delhi: APH Publishing Corporat Apple,
7. **M.W. (2008).** *Can schooling contribute to a more just society? Education, citizenship and social justice.*
8. **Freire, P. (1998).** *Pedagogy of freedom: Ethics, democracy and civil courage*, Rowman and littlefield.
9. **Hall & Hall (2003).** *Human relations in education*, Rontledge
10. **Krishna murti, J. (1992).** *Education and world peace.* Krishnamurti foundation.
11. **Parekh, B.C. (2000).** *Rethinking multiculturalism: Cultural diversity and polical theory*, palgrave.

SEMESTER-II
PAPER-VIII(v)
P-X
GUIDANCE AND COUNSELLING

Time: 1.30 Hrs.

Total Marks: 50
Theory: 35
Sessional Work: 15

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

COURSE OBJECTIVES:-

After completing the course, the students will be able to:-

- To understand the meaning, aim, objectives and need of Guidance and Counseling.
- To develop skills of collection of Data through testing and non-testing tools.
- To enable the teacher trainees to organize guidance programs in secondary/ senior secondary schools.

SECTION-A

GUIDANCE IN SCHOOL

- a) Guidance: meaning, objectives, need, scope and principles;
- b) Need and objectives of educational, vocational and personal guidance.

SECTION-B

Guidance Services

- i. Information
- ii. Assessment
- iii. Vocational
- iv. Placement
- v. Follow-Up

SECTION-C

COUNSELLING IN SCHOOL

- a) Counselling: meaning, purpose & approaches
- b) Types of counselling (Facilitative, Preventive and Developmental)Approaches in Counselling (directive, non -directive & eclectic)

SECTION-D

Organization of school guidance and counselling program – role & functions of teacher as a counsellor.

SEMESTER-II

SESSIONAL WORK

Performance in Unit tests and House examination: 05 marks

Attendance: 02 marks

Assignment on the following: 08 marks

- Survey of a guidance cell of a school
- Visit to employment exchange/ counselling Centre
- Plan and Conduct a class talk and a career talk for secondary school student

REFERENCES:

1. **Sidhu, H.S. (2012).***Guidance & Counselling* (2nd Ed.). Patiala: Twenty First Century Publications.
2. **Siddiqui, M. H. (2014).***Guidance and Counselling*. New Delhi: APH Publishing Corporation.
3. **Virk, Jaswant K. (2010).** *Educational, Vocational Guidance & Counselling*. Patiala: Twenty First Century Publications.
4. **Aggarwal, J .C.(1989).***Educational, Vocational Guidance and Counseling*. Delhi: Doaba House.
5. **Bruce, Shetzer & Stone (1976).***Fundamentals of Guidance*. Houghton: Mifflin Co.
6. **Chauhan, S.S. (1982).***Principles and Techniques of Guidance*. New Delhi: Vikas Publishing House.
7. **Crow, L.D. & Crow, A.(1960).** *An Introduction to Guidance*. New York: American book Co.
8. **Erickson, C. C. (1955).** *Basic Text for Guidance Workers*. New Jersey: Prentice Hall.
9. **Traxler, A. E. (1957).***Techniques of Guidance*. New York, Harper and Bros.
10. **Virk, J. K. (2010).** *Educational, Vocational Guidance & Counselling*. Patiala: Twenty First century publications.

SEMESTER-II
PAPER-IX
EPC: III
READING AND REFLECTING ON TEXTS

Time: 1.30 Hrs.

Total Marks: 50
External Marks: 25
Internal Marks: 25

Course Objectives: After the completion of the course students will be able to:

- Able to explain different types of Text
- Reflect upon different types of policy document
- Discuss narrative text, autobiographical text and ethnographical text.

SECTION-A

- a) Reading Resources: NPE-1986, NCF-2005
- b) Reflection on core elements in the above stated policy documents with respect to aim of education, pedagogy and evaluation.

SECTION-B

- a) Reading of school text books (Class VIII /IX) -- social sciences, sciences, mathematics and languages.
- b) Reflection on core elements in the above stated school text books (Any one) with respect to gender, environment and health. (Prepare a Report).

Evaluation scheme

Internal Scoring

Attendance: 5 marks

Sessional work related to Unit I-**5 marks**

Sessional work related to **SECTION-B-5 marks**

Review and Evaluation of the following -**10 marks**

- Learning to Be (UNESCO Report)
- Learning without Burden
- Human development Chapter in Annual Economic survey (2014-2015)

External (25 marks)

1. Evaluation on the basis of write up of chief characteristics of each one of the document
2. Evaluation of PPT presentation and viva (prepared on all assignments) in Unit 1 and **SECTION-B** by external

Note: Internal evaluation will be conducted by a team of three experts nominated by the principal of the college from his/her own faculty.

REFERENCES:

1. **Grellet, F. (1981)**, *Developing Reading Skills: A practical guide to reading comprehension exercises*. Cambridge University Press.
2. **Menon, N. (2012)**, *Seeing like a Feminist*. India: Penguin.
3. **Piaget, J. (1997)**, *Development and learning*. In M.Gauvain & M.Colw(Eds.) *Readings on the development of children*, New York. WH Freeman & Company.
4. **Sabyasachi, B. (1997)**. *The Mahatma and the poet: Letters and debates between Gandhi & Tagore*, National Book Trust.
5. **Cole (Eds.)**, *Readings on the development*, New York, WH Freeman and Company.

SEMESTER-II
PAPER-X
I-2
FIELD ENGAGEMENT WITH PERSPECTIVE PAPERS

Duration: 2 weeks

Total Marks: 50

Sessional: 50

The student will undertake any three of the following activity:

1. Visit to Rural/ urban slum area school and preparing case study of them
2. Visit to subject specific laboratories, subject related museum and places for integrating contents of prespective papers with field work.
3. Visit Border Area to study the educational facilities provided for girl students.
4. Visit to Museums.

Note:

1. Student will maintain a record of activities undertaken by him/ her in one week under the guidance of supervisor.
2. A proper documentation along with pictures and data (if possible) should be submitte

SEMESTER-III
PAPER-I: SCHOOL MANAGEMENT

Credits: 2
Time: 1.30 hrs.

Total Marks: 50
Theory: 35
Sessional Work: 15

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

COURSE OBJECTIVES:

After the completion of the course the students will be able to:

- Understand school as a platform for conducive learning environment.
- Understand the role of teacher and the principal in ensuring a vibrant school climate.
- Familiarise with the concept of Quality Enhancement and Management in school.

SECTION-A
SCHOOL ORGANISATION AND MANAGEMENT

- a) School Organization and Management: Meaning, need, functions and latest trends
- b) Norms and conditions of opening a school according to CBSE/PSEB

SECTION-B

- a) Total Quality Management: Concept, need and importance.
- b) Significance of TQM to schools with special reference to physical resources, human resources, healthy practices for staff and students with special reference to IQAC.

SECTION-C

FUNCTIONS OF SCHOOL

- a) Principal –The Leadership role: Importance, Qualities, Relation with others, Duties and functions
- b) Mechanism for co-ordinated functioning in school, Planning of annual school calendar, Time Table, Co-curricular activities

SECTION-D

- a) Registers and Records: Meaning, need and importance; Stock register, Admission register, Attendance register,
- b) Cumulative record card and Anecdotal records

SESSIONAL WORK

Performance in unit tests and house examination 05 Marks

Files to be prepared and submitted for evaluation 10 Marks

Assignments on the following (any two)

- Preparation of the Cumulative Record and Anecdotal record
- Preparation of time table for secondary class

References:-

- Mathur, S.S. (1990). *Educational Administration and Management*. Ambala: The Indian Press.
- Mohanty, J. (1998). *Educational Administration: Supervision and School Management*. New Delhi: Deep and Deep Publications.
- Sachdeva, M.S. (2001). *School Management*. Ludhiana: Bharat Book Centre.
- Safaya, R. & Shaida, B.D. (1979). *School Organization*. Delhi: Dhanpat Rai.
- Sarkaria, M.S., Singh, J., & Gera, M. (2008). *Modern School Management*. Ludhiana: Kalyani Publisher.

SEMESTER–III

PAPER–II: CURRICULUM DEVELOPMENT

Credits: 2

Time: 1.30 hrs.

Total Marks: 50

Theory: 35

Sessional Work: 15

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

COURSE OBJECTIVES:

After the completion of the course the students will be able to :

- Understand the meaning of curriculum
- Identify the components of curriculum
- Describe the various principles of curriculum development
- Explain various determinants of curriculum
- Develop a broad perspective on curriculum development
- Study types and approaches of curriculum development.
- Study various models and steps in curriculum development

SECTION–A

CONCEPT OF CURRICULUM AND DEVELOPMENT

- a) Meaning and Concept of Curriculum, Objectives and Components of Curriculum.
- b) Current Issues and Trends in Curriculum Organization and Development; NCF-2005.

SECTION–B

Bases and Determinants of Curriculum:

- i) Philosophical ii) Psychological iii) Sociological iv) Ideological.

SECTION–C

Types of Curriculum

- a) Types: Subject centred or Traditional Curriculum, Activity Centred Curriculum, Experience Centred Curriculum
- b) Undifferentiated Curriculum, Basic Education Curriculum

SECTION–D

Approaches of curriculum

- a) **Humanistic Curriculum:** Characteristics, Purpose, Role of the Teacher, Psychological basis of Humanistic Curriculum.
- b) **Social Reconstructionist Curriculum:** Characteristics, Purpose, Role of the Teacher in Reconstructionist Curriculum.

SEMESTER–III

SESSIONAL WORK

Performance in unit tests and house examination 05 Marks

Files to be prepared and submitted for evaluation 10 Marks

Assignments on the following (any one)

- Comparison between the curriculum of two boards of Education (PSEB & CBSE)
- Critical analysis of existing syllabi of 10+2 of any one board.

REFERENCES:-

- Aggarwal, D. (2007). *Curriculum development: Concept, Methods and Techniques*. New Delhi: Book Enclave
- Daniel, T., & Lawel, N.T. (1975). *Curriculum Development theory into practice*. New York: Mac Millan Publishing co. Inc.
- Diamond, R.M. (1986). *Designing and Improving Courses in Higher Education: A Systematic Approach*. California: Jossey-Bass Inc. Publication.
- Joseph, P.B. et al. (2000). *Cultures of Curriculum (studies in Curriculum Theory)*. New York: Teacher College Press.
- Mrunalini Talla. (2012). *Curriculum Development: Perspectives, Principles and Issues*. India: Pearson Education.
- Hilda, T. (1962). *Curriculum Development: Theory and Practice*. New York: Harcourt Brace, Jovanovich Inc.

SEMESTER–III

I–3 SCHOOL INTERNSHIP (16 WEEKS)

Total Marks: 400

External Marks: 200

Sessional/Internal: 200

DIVISION OF 16 WEEKS INTERNSHIP IS AS UNDER:

- a) Pre-Internship programme of 3 weeks in Teacher Education Institution:
 - i) 4 demonstration lessons in each subject (2 lessons based on models of teaching)
 - ii) **Workshop -I**
 - Integrating different teaching skills, (integrated lesson plans – 5 in each subject)
 - Correlation with different subjects as well as with real life experiences (Biographies, Anecdotes of childhood)- 5 lessons
 - Writing a self- reflective journal; 1
 - Preparation of one achievement and one diagnostic test
 - Steps for conducting action research- one assignment of action plan for action research
 - Steps for case study- preparation of one template
 - Activities related to EPC I, II, III & IV be prescribed to be undertaken in the school during school internship. (Performa to be prepared)
 - iii) **Workshop-II** (Self Development)
 - Yoga and its role in wellbeing- 30 minutes session each working day along with write up in reflective journal
 - Communication Skills (Listening, Speaking, Reading and Writing)- five sessions and its input report
 - Life skills and Social skills (Take any three at institutional level- practice- follow up- write up after internship)
 - Screening of an educational film/documentary followed by critical analysis. (Written Report)
- b) **School Internship of 13 weeks in a recognized school is Compulsory**

SEMESTER–III

DISTRIBUTION OF MARKS OF VARIOUS ACTIVITIES DURING SCHOOL INTERNSHIP PROGRAMME FOR SESSIONAL WORK

Sr. No.	Activities During School Internship Program	Marks
1	4 Discussion lesson (Two in each Pedagogy), 10 marks per lesson per subject	40
2	Preparation of lesson plans (20 general lesson plans for each subject), 10 marks for each subject	20
3.	Preparation of innovative lesson plans (20 lesson plans for each subject), 10 marks for each subject	20
4	Performance during Internship: 1. Practice through micro teaching 2. Use of Teaching aids 3. Use Innovations Techniques 4. Supervisory duties in Examination at respective school. 5. Checking of Answer Scripts 6. Formulation of School Time table 7. Overall Conduct	20
5	Observation of at least 20 lessons delivered by peer group and observation of 10 lessons delivered by senior teachers	5
6	Maintenance of attendance register, admission register, result records, stock registers etc.	5
7	Organization of a Co-Curricular activity (at least one, such as morning assembly, debate, declamation etc.) and submission of report	5
8	Reflective Journal writing	10
9	Correction of home-work notebooks	5
10	Construction, administration and analysis of one achievement test and submission of report	10
11	Preparation of Diagnostic test followed by remedial measures	10
12	Case Study of a child with deviant behaviour	10
13	Action research related with classroom/ institutional problems	10
14	Report on analysis of school's functioning in terms of infrastructure, learning resources, innovative practices and governance etc.	10
15	Prescribed activities for EPC I, II, III, IV and V practically implemented in school – Analysis Report	20
	Total	200

Note:

15 general nature lesson plans + 5 holistic lesson plans having components of ICT, values, constructivism, gender, inclusiveness

SEMESTER–III

EXTERNAL EXAMINATION

- i. There will be two external examinations in pedagogy of school subject I and II for 50 marks each to be conducted in the school or in the college with school students .This examination will be conducted by the internal examiners and external examiners (subject specific school teacher preferably at least 5 years of experience), coordinated by Principal of any other College of Education affiliated to G.N.D.U., Amritsar/ Faculty, Department of Education GNDU. The school Internship program will be of 16 weeks duration for regular students. The school experience program will be carried in the third semester in a practicing school or in two different types of schools in rotation. All lessons are to be supervised either by the mentor appointed for this purpose or concerned pedagogy Teachers. Comments will be entered in the note books & feedback will be given to the students.
- i) All the records prepared by the intern during internship in school will be evaluated by the external examiner and marks will be awarded out of 50.
- ii) Viva voce examination will be conducted for the activities carried out during Pre-Internship programme (workshop I and II) and will be evaluated out of 50

SESSIONAL / INTERNAL ASSESSMENT

- (i) A candidate who does not complete 2 composite discussion lessons and 50 lessons in each subjects (40+10) i.e.; 40 Composite lessons and 10 Micro lessons in each subject and 15 observations, (10+05) i.e.; 10 composite and 5 observations of lesson delivered by senior teachers of the school in each teaching subjects .The 40 composite lessons will be further divided as 20 composites lesson of general nature, with steps based on Harbartian approach (Modified by the respective college/ institution), 05 value based composite lessons, 10 model based lessons (based on Model of Teaching) and 05 lessons on ICT integration. The Principal will intimate the names and roll numbers of such candidates, to the University immediately after the completion of school internship program so that the result of the semester examination of these candidates may be withheld, If any candidate fails to complete the 16 weeks teaching practice in the session/year, his/her candidature will be cancelled and result be filed.(15 general nature lesson plans+5 holistic lesson plans having components of ICT, values, constructivism, gender and inclusiveness)
- (ii) In addition to the above condition, there will be a school experience program of 200 marks, the school experience program will consist of various activities as described below.

Note:-

- For internal evaluation a committee of three teachers(concerned teacher, HOD and a senior faculty nominated by the principal) will be constituted at the institution level and coordinated by the principal of the concerned college.
- The committee will assess the performance of the students and evaluate the records. The award list will be forwarded to the university by the principal of the institution.
- The record in the form of files , CD, pendrive be retained for at least three years in the institution.
- In case of any aberration or any complaint the university / external agency is authorized to review the internal awards.

SEMESTER–III

I–4 Field Engagement with community

Credits: 2

Duration: 3 weeks

Total Marks: 50

Internal – 25 marks

External – 25 marks

The Institution will plan two weeks programme to address to the societal concerns. In this programs institute must ensure that all the students select work worth two weeks programs and engaged in activities like -

Working in any two social service centre of the following

- (a) Pingalwara
- (b) Orphanages
- (c) NGO's : NanhiChaoon, Red Cross, Mahila Kendra, Nehru Yuva Kendra, Red Ribbon clubs, etc
- (d) Old Age Homes, Blind Schools
- (e) Theoretical orientation to the concept of Nai Taleem propagated by Mahatama Gandhi including experiential learning & work education.

Note:-

- File to be reported w.r.t. cleanliness, environment awareness, legal awareness, child right drive etc. for developing awareness among society.
- Student will maintain the record of activities undertaken by him/ her in two weeks at the respective service centre to the supervisor.
- External Evaluation will be done on the basis of files prepared by students including pictures, short videos, material, viva in examination.
- For internal evaluation a committee of three teachers (concerned teacher, HOD and a senior faculty nominated by the principal) will be constituted at the institution level and coordinated by the principal of the concerned college.
- The committee will assess the performance of the students and evaluate the records. The award list will be forwarded to the university by the principal of the institution.
- The record in the form of files, CD, pendrive be retained for at least three years in the institution.
- In case of any aberration or any complaint the university / external agency is authorized to review the internal awards.

SEMESTER–III

EPC: IV

SELF DEVELOPMENT

Time: 1.30 Hrs.

Total Marks: 50
External Marks: 25
Internal Marks: 25

Course objectives:

After the completion of the course students will be able to:

- Understand the importance of yoga for their mental and physical well being.
- Develop proficiency in communication skills through communicative and interactive sessions.
- Develop the capacity to facilitate personal growth and life skills in their students.
- Develop the capacity for perspective taking and appreciating different points of view.

SECTION–A

- a) Yoga and its role in wellbeing- with write up in reflective journal (One-week workshop)
- b) Communication skills (Listening, Speaking, Reading and Writing)- its input report (One-week workshop)

SECTION–B

- a) Life skills and social skills (Take any three at institutional level-practice-follow up-write up after internship) (One-week workshop)
- b) Screening of an educational film/documentary followed by critical analysis. (Written report) (One-week workshop)

****This work could be done during the pre internship programme as also specified in pre internship programme of the syllabus.**

Evaluation Scheme

Internal (25 Marks)

Attendance: 5 Marks

Sessional Work related to SECTION–A: 5 Marks

Sessional Work related to SECTION–B: 5 Marks

Participation in Workshops: 10 Marks

External (25 Marks)

Evaluation of PPT presentation and viva (prepared on all assignments) in SECTION–A and SECTION–B by external examiner

Note:-

- For internal evaluation a committee of three teachers (concerned teacher, HoD and a senior faculty nominated by the principal) will be constituted at the institution level and coordinated by the principal of the concerned college.
- The committee will assess the performance of the students and evaluate the records. The award list will be forwarded to the university by the principal of the institution.
- The record in the form of files, CD, pen drive be retained for at least three years in the institution.
- In case of any aberration or any complaint the university/external agency is authorized to review the internal awards.

SEMESTER-IV

PAPER-I: PHILOSOPHY OF EDUCATION

Credits: 4
Time: 3 Hrs.

Total Marks: 100
Theory: 70
Sessional Work: 30

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Note: The paper setter may set each question in 2/4 parts (with split up of marks totalling to 14) to ensure maximum representation of the syllabus.

COURSE OBJECTIVES:

After completing the course, the students will be able to:

- Explain the doctrines, different functions & branches of philosophy.
- Identify the significant features of Schools of Indian Philosophy.
- Discuss & enumerate the Ultimate & Proximate aims & goals of Education in Indian Philosophical Traditions for the present Indian Education System.
- Elucidate the contributions to educational thinking of great Indian Thinkers.
- Explain the concepts, fundamental thinking & also critically analyse the different Western Schools of philosophy.

SECTION-A

EDUCATIONAL PHILOSOPHY

- a) Philosophy : Concept, nature, functions(Speculative, Normative and Analytical)
- b) Education: Concept (Indian and Western) Types, and difference with related terms(Instruction, Training, Teaching and Indoctrination
- c) Relationship between Education and Philosophy, Difference between educational philosophy and philosophy of education.

SECTION-B

BRANCHES OF PHILOSOPHY

- a) Education and Metaphysics: Metaphysical problems confronting educationists related to the nature of the world and nature of man and society.
- b) Epistemology and Education: Knowledge, Types of Knowledge, Methods of acquiring knowledge with special reference to logical analysis, positive relativism and logical empiricism.
- c) Axiology and Education: Meaning, classification and hierarchy of values, Role of education in inculcation of values.

SEMESTER-IV

SECTION-C

INDIAN SCHOOLS OF PHILOSOPHY

- a) Sankhya, Vedanta, Buddhism, Jainism with special reference to the concepts of reality, knowledge and values, their educational implications for aims, contents and methods of education.
- b) Contribution of following Thinkers on Education: Swami Vivekanand, Rabindranath Tagore, Aurobindo Ghosh

SECTION-D

WESTERN SCHOOLS OF PHILOSOPHY

- a) Idealism, Naturalism, Pragmatism, Logical, Positivism, Empiricism with special reference to the concepts of reality, knowledge and values, their educational implications for aims, contents and methods of education.
- b) Contribution of following Thinkers on Education: John Dewey, Rousseau, Karl Marx

SESSIONAL WORK

Performance in unit tests and house examination 10 Marks

Files to be prepared and submitted for evaluation 20 Marks

Assignments on the following (any two)

- Case study of any educational institution with respect to its philosophy (metaphysics, epistemology, axiology, aims of education, curriculum, text books, discipline, role of teacher and methods of teaching).
- Contribution made by any institution for the development of values in the present day scenario.
- Critical appraisal of a thinker/book in terms of philosophy of life, values and ethics.
- Identify the different instruments of knowledge used by a proficient teacher in a classroom situation and explain them briefly.

REFERENCES:-

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- Gnanakan, K. (2011). *Integrated Learning*. New Delhi: Oxford University Press.
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- Pring, R. (2004). *Philosophy of Education – Aims, Theory, Common Sense and Research*. New York: Continuum.
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SEMESTER-IV

PAPER-II: PSYCHOLOGY OF LEARNING AND DEVELOPMENT

Credits: 4
Time: 3 Hrs.

Total Marks: 100
Theory: 70
Sessional Work: 30

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Note: The paper setter may set each question in 2/4 parts (with split up of marks totalling to 14) to ensure maximum representation of the syllabus.

COURSE OBJECTIVES:

After completing the course, the students will be able to:

- Understand the concept of human development
- Explore the different approaches of individual development.
- Explain the different approaches concerning the process of learning.

SECTION-A

HUMAN DEVELOPMENT

- a) Concept of Human Development, stages of human development; physical, cognitive, social, emotional, psychological and moral.
- b) Nature and characteristics of Human Behaviour, Scientific ways of studying human behaviour and Factors affecting human behaviour.
- c) Concept, types of groups, interrelationship and interdependence between individual and group in learning environment.

SECTION-B

PROCESS OF LEARNING

- a) Hull's Reinforcement theory, Tolman's Theory of learning and Lewin's Field theory of learning
- b) Learning as construction of knowledge (with special reference to learner, teacher and learning environment)
- c) Learning as socio-culturally mediated process (Experiential learning, Cognitive negotiability, Socio-Cultural mediation)

SECTION-C

LEARNING AND MOTIVATION

- a) Motivation: concept, types and techniques
 Role of motivation in learning: meaning of motivation, various approaches to motivation (humanistic approach; cognitive approach, attribution theory-Weiner)
- b) Maslow hierarchical theory
- c) Achievement motivation, strategies for motivating learner- intrinsic and extrinsic motivation

SEMESTER-IV

SECTION-D

MENTAL HEALTH AND ADJUSTMENT

- a) Mental health: Concept, factors affecting mental health of teachers and students, characteristics of mentally healthy person.
- b) Mental hygiene: Concept, principles of mental hygiene- preventive, constructive and curative measures.
- c) Concept, types and mechanism of adjustment

SESSIONAL WORK

Performance in unit tests and house examination 10 Marks

Files to be prepared and submitted for evaluation 20 Marks

Assignments on the following

Administration and Interpretation of any two of the following tests:

- Adjustment inventory, Achievement motivation, Test of mental health
- Analysis of a case of maladjusted learner

REFERENCES:-

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- Bruner, R.F. (1978). *Psychology applied to teaching*. Boston: Houghton Mifflin.
- Chauhan, S.S. (2002). *Advanced educational psychology*. New Delhi: Vikas Publishing House.
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- Sekav, S.V.K. (2005). *Education Society and Pedagogy*. New Delhi: Arise Publishers and Distributors.
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SEMESTER-IV

PAPER-III: TRENDS IN TEACHER EDUCATION

Credits: 4
Time: 3 Hrs.

Total Marks: 100
Theory: 70
Sessional Work: 30

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Note: The paper setter may set each question in 2/4 parts (with split up of marks totalling to 14) to ensure maximum representation of the syllabus.

COURSE OBJECTIVES:-

After completing the course, the students will be able to:-

- Understand the Concept, Development and Agencies of Teacher Education.
- Understand the Need For Teacher Education at Tertiary Level.
- Understand the Recommendations of Various Commissions for Teacher Education.
- Understand the Issues, Problems and Innovative Practices in Teacher Education.
- Research and Professionalism in Teacher Education.
- Understand various methods to managing Teacher Education.

SECTION-A

TEACHERS AND TEACHING PROFESSION

- a) Teaching as a profession: Components (with respect to Subject, Pedagogical and curriculum knowledge) professional ethics for teachers.
- b) Teaching: Concept, nature of teaching, reflective teaching, Relevance and strategies for making teachers as reflective practitioners.
- c) Teacher educators: Characteristics w.r.t cognitive, affective and conative domain, Role and responsibilities of teacher educators for developing teaching as a profession.

SECTION-B

CURRICULUM FRAMEWORK ON TEACHER EDUCATION

- a) National Curriculum Framework 2005 and its implications for Teacher Educators.
- b) National Curriculum Framework 1998 & 2009 and its implications for Teacher Educators.
- c) Recent national initiatives for quality in teacher education: National knowledge commission and Justice Verma committee report.

SECTION-C

MANAGEMENT OF TEACHER EDUCATION

- a) Instructional Methods In Teacher Education: concept, procedure, relevance and evaluation
- b) Fieldwork/ Practice teaching/Internship: Objectives, mechanism, evaluation
- c) Feedback: Types of feedback for internship, field engagement, innovative practices

SEMESTER-IV

SECTION-D

EVALUATION PRACTICES IN TEACHER EDUCATION

- a) Recognition, assessment and accreditation of teacher education institutions: Role of NCTE & NAAC
- b) Current Trends in teacher education:
 - i. Interdisciplinary approach
 - ii. Community Living
 - iii. Role of distance Education
 - iv. ICT
 - v. Inclusive
- c) Research in Teacher Education

SESSIONAL WORK

Performance in unit tests and house examination 10 Marks

Files to be prepared and submitted for evaluation 20 Marks

Assignments on the following(any two)

- A review of research in any one area of research in teacher education and write the policy implications
- A review of a research article in teacher education and write implications for practitioners.
- Case study of an innovative programme organised by NCERT (RIE's), DIET

REFERENCES:-

- Kauts, A. (2013). *Quality Concerns in Teacher Education*. Patiala: 21st Century Publication.
- Bose, K., & Srivastava, R.C. (1973). *Theory and Practice: Teacher Education in India*. Allahabad: Chug Publication.
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- Lomax, D.E. (1973). *The Education of Teachers in Britain*. London: John Wiley and Sons.
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B.ED. M.ED. (3 YEARS INTEGRATED DEGREE PROGRAMME)
(Syllabus for the Batch from Year 2020 to Year 2023)

SEMESTER-IV

- National Council For Teacher Education. (2009). *National Curriculum Framework for Teacher Education: Towards Profesional and Human Teahcers*. New Delhi: MemberSecretary, National Council for Teacher Education.
- *National Curriculum Framework for School Education (2000)*. NCERT: J.J. offsetPrinters.
- *National Curriculum Framework for School Education (2005)*. NCERT: J.J. offsetPrinters.
- *National Curriculum Framework for School Education (2006)*. NCERT: J.J. offset Printers.
- NCERT (1991a). *Elementary Teacher Edcuation Curriculum – Guidance and Syllabus*. New Delhi: NCERT.
- NCTE (1988). *National Education curriculum – A Framework*. New Delhi.
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- Rajput&Walia, K. (2002). *Teacher Education in India*. New Delhi: Sterling Publishers Pvt. Ltd.
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- Report of the Secondary Education (1954).
- Report of the University Education (1947-48).
- Sharma, R.A. (1999). *Teacher Education*. Meerut: Loyal Publishers Pvt. Ltd.
- Sharma, S.P. (2003). *Teacher Education*. New Delhi: Kanishka Publishers.
- Smith, E.R. (1962). *Teacher Education. A Reappraisal*. New York: Harper Row Publishers.
- Stinnet, T.M. (1965). *The Professional of Teaching*. New Delhi: Prentice Hall of the India Pvt. Ltd.
- Stone, J.C. (1970). *Breakthrough in Teacher Education*. San Francisco: Josswey Bass Inc.

SEMESTER-IV

PAPER-IV: ADVANCED EDUCATIONAL RESEARCH METHODOLOGY

Credits: 4

Time: 3 Hrs.

Total Marks: 100

Theory: 70

Sessional Work: 30

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

COURSE OBJECTIVES:-

After completing the course, the students will be able to:-

- Understand the concept of Research and Educational Research.
- Explain the characteristics of quantitative, qualitative and mixed research.
- Select and explain the method appropriate for a research study.
- Understand basics of qualitative research and techniques of qualitative data analysis.
- Understand the role and use of statistics in educational research.
- Explain the importance of documentation and dissemination of researches in education.
- Represent the data graphically.
- Analyse the data and draw useful inferences.

SECTION-A

QUANTITATIVE – QUALITATIVE METHODS OF RESEARCH

a) Quantitative Methods: Types of research: survey studies, descriptive studies, co-relational Studies, developmental studies, comparative studies, causal comparative studies, Classification by time: cross- sectional and longitudinal studies

b) Experimental Research:

- i) Nature of experimental research, variables in experimental research- independent, dependent and confounding variables
- ii) Experimental Research Designs: Single group pre test, post tests design, pre test- post test control group design, post- test only control group design and factorial design. Quasi-experimental design: non- equivalent comparison group design, time series design.
- iii) Internal and external validity of results in experimental research

c) Qualitative Method:

- i) Qualitative research: Meaning, steps and characteristics- phenomenology, ethnomethodology, naturalistic inquiry
- ii) Historical Research- Meaning, significance, steps, primary and secondary sources of information, external and internal criticism of the source

SEMESTER-IV

SECTION-B

TECHNIQUES OF QUALITATIVE DATA ANALYSIS

- a) Content Analysis
- b) Coding and Classification
- c) Categorization
- d) Triangulation
- e) Frequency and percentage Analysis
- f) Trend Analysis
- g) Utilization Of Corroborative evidences

SECTION-C

ANALYSIS AND INTERPRETATION OF DATA

- a) Testing of Hypothesis
- b) Normal Distribution: Skewness, Kurtosis, Theoretical and Empirical Distributions, Deviation from Normality and Underlying causes, Characteristics of Normal Probability Curve and its Applications, Relative Positions Percentile Rank, z-scores.
- c) Bi-serial, Point bi-serial – partial and, multiple correlation, tetrachoric and phi-coefficient.
- d) Regression equation and predictions

SECTION-D

INFERENTIAL STATISTICS

- a) Meaning of inference
- b) Uses and computation of chi-square test (equal and normal distribution)
- c) Assumption and Applications of analysis of variance.
- d) Data Analysis using computers – EXCEL/SPSS

SESSIONAL WORK

Performance in unit tests and house examination 10 Marks

Files to be prepared and submitted for evaluation 20 Marks

Assignments on the following (any two)

- Critical analysis of research paper for qualitative research
- Critical assessment of statistical techniques used in a research report/ thesis
- Analysis of data using any one computer based statistical package

REFERENCES:-

- Best, J.W. & Kahn. *Research in Education (10th Ed.)*. New Delhi: Prentice of India, Pvt.Ltd.
- Bogdan, R., & Taylor, S.L. (1975). *Introduction to qualitative Research Methods*. New Delhi: John Wiley and sons.
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(Syllabus for the Batch from Year 2020 to Year 2023)

SEMESTER-IV

- Creswell, J.W. (2011). *Educational Research: Planning, conducting, and Evaluating, Quantitative and Qualitative Research*. New Delhi: PHI learning Pvt. Ltd.
- Garrett, H.E. (1976). *Statistics in Education and Psychology*. Yakills Fitter & Simsons Pvt. Ltd.
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- Agyeyou, G. (2006). *Statistics for research II* edition. Sage Publication.
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- Tuckman, B.W. (1978). *Conducting educational Research*. New York: Harcourt Brace Javanovich Inc.
- Tuckman, B.W. (1972). *Conducting Fundamental Research*. New York: Harcourt Brace Javanovich Inc.

SEMESTER-IV

SPECIALISATION-CORE COURSE

PAPER-V A (E)

a) ELEMENTARY STAGE – SYSTEM, STRUCTURE, ISSUES AND CONCERNS

Credits: 2

Time: 1.30 Hrs.

Total Marks: 50

Theory: 35

Sessional Work: 15

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

COURSE OBJECTIVES

On Completion of this course the students will be able to:

- Understand the various institutions of education
- Gain insight into the structure of elementary education
- Familiarize with the administrative system of elementary education

SECTION-A

SYSTEM AND STRUCTURE OF ELEMENTARY EDUCATION IN INDIA

- a) Elementary Education: Concept and development
- b) Structure and Administrative System of Elementary Education at state and national level

SECTION-B

- a) Programmes launched by government at elementary level-objectives, importance and limitations SSA (Sarva Shiksha Abhiyan), NPE (National Policy on Education 1986, as modified in 1992), DPEP (District Primary Education Programme), ECCE (Early Childhood Care and Education), Mid day meal programme.

SECTION-C

PROBLEMS AND CHALLENGES OF ELEMENTARY EDUCATION IN INDIA

- a) Universalisation of Elementary Education (UEE) : Issues and concerns
- b) Problems and challenges of elementary education (access, enrolment, dropout, achievement and equality of educational opportunities, education of girls, disadvantaged and differently able children)

SECTION-D

Government interventions for Quality concerns in Elementary Education with special emphasis on SSA and RTE.

SEMESTER-IV

SESSIONAL WORK

Performance in unit tests and house examination 05 Marks

Files to be prepared and submitted for evaluation 10 Marks

Assignments on the following (any one)

- Case study of Anganwadi, pre-school centres
- Study of present status of ECCE in a State/District

REFERENCES:-

- Aggarwal, J.C., & Gupta, S. (2007). *Early Childhood Care and Education (1st Ed.)*. New Delhi: Shipra Publications.
- Government of India (1986). *National Policy on Education*. Department of Education, New Delhi.
- Mishra, R.C. (2005). *Early Childhood Education Today*. Prentice Hall Publisher
- NCERT. (2005). *National Curriculum Framework*. New Delhi.
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- Gupta, V.K., & Gupta, A. (2005). *Development of education system in India*. Ludhiana: Vinod Publication.
- Jayapalan, N. (2002). *Problems of Indian education*. New Delhi: Bhargava Publication.
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- Sodhi, T.S. (2005). *Development of Education System in India*. Patiala: Bawa Publications.
- http://en.wikipedia.org/wiki/Sarva_Shiksha_Abhiyan
- http://www.karmayog.org/education/education_5295.htm
- <http://www.educationforallinindia.com/page112.html>

SEMESTER-IV

SPECIALISATION-CORE COURSE

PAPER-IV A (E)

b) ELEMENTARY STAGE- CURRICULUM, PEDAGOGY AND ASSESSMENT

Credits: 2

Total Marks: 50

Time: 1½ Hrs. Theory: 35

Sessional Work: 15

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

COURSE OBJECTIVES

On completion of this course the students will be able to:

- gain insight into the structure of curriculum and pedagogy
- evolve concepts of pedagogical knowledge
- familiarize with the assessments suggested with national reports
- study various models of curriculum assessment

SECTION-A

CURRICULUM AND PEDAGOGY

Issues of teaching and learning, medium of instruction, personalizing knowledge, the process of transforming subject- matter knowledge into teaching material and pedagogic strategies for elementary classroom.

SECTION-B

Evolving conceptions of pedagogical knowledge as an integration of knowledge about the learner, disciplinary knowledge, knowledge of curriculum and the educational contexts and aims; nurturing inquiry and supporting children's learning.

SECTION-C

CURRICULUM AND ASSESSMENT

Assessment of curriculum suggested through the national report (NCF, 2005) on elementary stage education.

SECTION-D

Assessment Models of Curriculum Development: Need Assessment Model, Hilda Model, Vocational / Training Model, with special reference to analysis of needs, Selection of objectives, Selection and Organization of content / learning experiences and evaluation.

SEMESTER-IV

SESSIONAL WORK

Performance in unit tests and house examination 05 Marks

Files to be prepared and submitted for evaluation 10 Marks

Assignments on the following (any one)

- Preparing status report on elementary education in a chosen block/district with reference to enrolment, equity and achievement.
- Critical assessment of curriculum suggested through national report (NCF, 2005) on elementary education.

REFERENCES:-

- NCERT. (1991). *Elementary Teacher Education Curriculum*. New Delhi: Guidelines and Syllabi.
- Aggarwal, D. (2007). *Curriculum development: Concept, Methods and Techniques*. New Delhi: Book Enclave.
- Tanner, D., & Tanner, L. (1975). *Curriculum Development theory into practice*. New York: Mac Millan Publishing Co. Inc.
- Diamond, R.M. (1986). *Designing and Improving Courses in Higher Education: A Systematic Approach*. California: Jossey-Bass Inc. Publication.
- Joseph, P.B. et al. (2000). *Cultures of Curriculum (studies in Curriculum Theory)*. New York: Teacher College Press.
- Mrunalini, T. (2012). *Curriculum Development: Perspectives, Principles and Issues*. India: Pearson Education.
- Oliva, P.F. (1988). *Developing the Curriculum*. Scott, and Foresman and Co.
- Hilda, T. (1962). *Curriculum Development: Theory and Practice*. New York: Harcourt Brace, Jovanovich Inc.
- <http://www.ncert.nic.in/html/pdf/schoolcurriculum/ncfsc/ch2.pdf>
- http://en.wikipedia.org/wiki/Continuous_and_Comprehensive_Evaluation
- <http://www.cbse.nic.in/cce/index.html>

SEMESTER-IV

SPECIALISATION-CORE COURSE

PAPER-IV A (S)

a) SECONDARY AND SENIOR SECONDARY STAGE- INSTITUTIONS, SYSTEMS AND STRUCTURES

Credits: 2

Time: 1.30 Hrs.

Total Marks: 50

Theory: 35

Sessional Work: 15

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Course Objectives:

On Completion of this course the students will be able to:

- Understand the various institutions of secondary education
- Gain insight into the structure of secondary education
- Familiarize with the administrative system of secondary education

SECTION-A

SYSTEM AND STRUCTURE OF SECONDARY EDUCATION IN INDIA

- a) Secondary education: Concept and development
- b) Structure and Administrative System of secondary education:
 - i) at state level
 - ii) at national level

SECTION-B

- a) Bodies/Boards Governing Secondary Education:
 Structure and functions of CBSE (Central Board of Secondary education), ICSE (Indian Council of Secondary Education), NIOS (National Institute of Open Schooling)

SECTION-C

PROBLEMS AND CHALLENGES OF SECONDARY EDUCATION IN INDIA

- a) Universalization of Secondary Education (USE): Issues and Concerns
- b) Problems and challenges of secondary education (access, enrolment, dropout, achievement and equality of educational opportunities, education of girls, disadvantaged and differently able children)

SECTION-D

Government interventions for Quality concerns in Secondary and Higher Secondary Education with special emphasis on RMSA.

SEMESTER-IV

SESSIONAL WORK

Performance in unit tests and house examination 05 Marks

Files to be prepared and submitted for evaluation 10 Marks

Assignments on the following (any one)

Report on norms and conditions for affiliation to

- PSEB
- CBSE

REFERENCES:-

- Aggarwal, J.C. & Gupta, S. (2007). *Secondary education-history, problem and management*. New Delhi: Shipra publications.
- Nayak. A.K. & Rao, V.K. (2010). *Secondary education*. Darya Ganj, New Delhi: APH.
- Mathur, S.S. (2011). *Teacher and secondary education*. Agra-2: Aggarwal Publications.
- Gupta, V.K., & Gupta, A. (2005). *Development of education system in India*. Ludhiana: Vinod publication.
- Jayapalan, N. (2002). *Problems of Indian education*. New Delhi: Bhargava Publication.
- Sachadeva, M.S. & Umesh. (2005). *A Modern approach to education in emerging Indiansociety*. Ludhiana: Vinod publication.
- Sodhi, T.S. (2005). *Development of Education System in India*. Patiala: Bawa Publications.
- <http://cbse.nic.in/>
- <http://www.nios.ac.in/>
- <http://www.pseb.ac.in/>
- http://en.wikipedia.org/wiki/Diet,_India
- <http://www.educationforallinindia.com/page112.html>
- http://en.wikipedia.org/wiki/Central_Institute_of_Educational_Technology
- <http://ciet.nic.in/>

SEMESTER-IV

SPECIALISATION-CORE COURSE

PAPER-IV A (S)

b) SECONDARY AND SENIOR SECONDARY STAGE- CURRICULUM, PEDAGOGY AND ASSESSMENT

Credits: 2

Total Marks: 50

Time: 1.30 Hrs. Theory: 35

Sessional Work: 15

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Course Objectives

On completion of this course the students will be able to:

- Gain insight into the structure of curriculum and pedagogy
- Evolve concepts of pedagogical knowledge
- Familiarize with the assessments suggested by national reports
- Study various models of curriculum assessment

SECTION-A

CURRICULUM AND PEDAGOGY

Issues of teaching and learning, medium of instruction, personalizing knowledge, the process of transforming subject- matter knowledge into teaching material and pedagogic strategies for secondary classroom.

SECTION-B

Evolving conceptions of pedagogical knowledge as an integration of knowledge about the learner, disciplinary knowledge, knowledge of curriculum and the educational contexts and aims; nurturing inquiry and supporting children's learning.

SECTION-C

CURRICULUM AND ASSESSMENT

Assessment of curriculum suggested through the national report (NCF, 2005) on secondary stage education.

SECTION-D

Assessment Models of Curriculum Development: Need Assessment Model, Taba Model, Vocational/Training Model, with special reference to analysis of needs, Selection of Objectives, Selection and Organization of Content / Learning Experiences and Evaluation.

SEMESTER-IV

SESSIONAL WORK

Performance in unit tests and house examination 05 Marks

Files to be prepared and submitted for evaluation 10 Marks

Assignments on the following (any one)

- Critical assessment of curriculum suggested through national report (NCF, 2005) on secondary education
- Critical assessment of any one model of development of curriculum (need assessment model, Taba model, vocational / training model)

REFERENCES:-

- Aggarwal, D. (2007). *Curriculum development: Concept, Methods and Techniques*. New Delhi: Book Enclave
- Diamond, R.M. (1986). *Designing and Improving Courses in Higher Education: A Systematic Approach*. California: Jossey-Bass Inc. Publication.
- Hilda, T. (1962). *Curriculum Development: Theory and Practice*. New York: Harcourt Brace, Jovanovich Inc.
- Joseph, P.B. et al. (2000). *Cultures of Curriculum (studies in Curriculum Theory)*. New York: Teacher College Press.
- Mrunalini, T. (2012). *Curriculum Development: Perspectives, Principles and Issues*. India: Pearson Education.
- NCERT (2005). *National Curriculum Framework*. New Delhi
- Oliva, P.F. (1988). *Developing the Curriculum*. Scott, and Foresman and Co.
- Tanner, D., & Tanner, L. (1975). *Curriculum Development theory into practice*. New York: Mac Millan Publishing Co. Inc.

SEMESTER-IV

PAPER-VI: DISSERTATION (FORMULATION OF SYNOPSIS)

Credits: 2 Marks: 50 (25 Internal & 25 External)

Every candidate shall submit the synopsis on an educational problem under the guidance of supervisor from department of the university/institute/college at the end of semester IV upto 15th April. This must be finalized in the in-house interaction meet of the research committee formulated in the University Department/ College/ Institution. For internal evaluation a committee of three members (supervisor, HOD and a senior faculty nominated by the principal) will be constituted. The synopsis will be externally evaluated by the members of the Board of Studies constituted by Guru Nanak Dev University, Amritsar.

SEMESTER-IV**PAPER-VII****I-5 EXPOSURE TO CURRICULUM DEVELOPMENT INSTITUTIONS****Duration: 2 WEEKS****Total Marks: 50****Sessional: 50**

Students will visit curriculum development institutions, text book agency, policy making bodies (NCERT, HIEPA, NUEPA, All India Radio, HRDC's), state education department (SCERT's, DIET's) etc. relevant to understanding educational practices.

Note:-

- The students will visit the above mentioned institutions and critically analyse the curriculum or the text books and will submit the report to the supervisor.
- For internal evaluation a committee of three teachers (concerned teacher, HOD and a senior faculty nominated by the principal) will be constituted at the institution level and coordinated by the principal of the concerned college.
- The committee will assess the performance of the whole year and evaluate the records. The award list will be forwarded to the university by the principal of the institution.
- The record in the form of files, CD, pen drive be retained for at least three years in the institution.
- In case of any aberration or any complaint the university / external agency is authorized to review the internal awards.

SEMESTER–V

PAPER–I
SOCIOLOGY OF EDUCATION

Time: 3 Hrs.

Total Marks: 100

Theory: 70

Sessional Work: 30

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

COURSE OBJECTIVES:

After completing the course, the student will be able to:

- Understand the Concept of Sociology.
- Understand the Concept of Social Stratification.
- Make a Critical Analysis of the Social Structure.
- Understand the Concepts and Processes of Social Institutions, Social Organizations and Social Stratification.
- Develop a Sociological Outlook towards education for becoming capable of directing the course of Development of Education.
- Become sensitive to the Issues of Equality, Excellence, and Inequalities in Education.

SECTION–A

Education and Sociology

- a) Concept, nature, scope, functions of sociology of education. Difference between educational sociology and sociology of education, need for a sociological approach in education.
- b) Education as an agency of socialization (Folkways, mores, values, institutions).
- c) Socialization- concept, mechanism and theories of socialization. Education and socialization. Need of socialization.

SEMESTER–V

SECTION–B

Social interactions and their educational implications

- a) Social group inter-group relationship – group dynamics
- b) Social stratifications – concepts of social stratification and its educational implications. Stratification and Mobility (Westernization, Sanskritisation, Urbanization, Industrialization and Modernization).
- c) Education as an institution; a social sub-system; Major roles and status (Students, teachers and administrator's inter-relationship)

SECTION–C

Culture: Meaning and nature

- a) Meaning, nature and types of culture, role of education in the cultural context and Multiculturalism.
- b) Cultural change, Cultural lag, cultural crisis, with special reference to Indian society.
- c) Education in Indian society
 - i) Nature, concepts and basic postulates of Indian society.
 - ii) Knowledge about Indian constitution and its directive principles, value enshrined in Indian constitution.
 - iii) Influence of education and political systems on each other.

SECTION–D

Social change: its meaning and concept with special reference to India

- a) Concept of Gender sensitization and Marginalisation.
- b) Concept and nature of social change; a review of the issue in the Indian Educational system to comprehend its change in social, political & economic background (educational programmes and policies)
- c) Educational opportunities and excellence: Equality vs. Equity, inequalities in Indian social system with special reference to Socially and Economically disadvantaged groups-SC, ST, gender and habitation (rural, urban, hilly region)

SEMESTER–V

SESSIONAL WORK

Performance in unit tests and house examination 10 Marks

Files to be prepared and submitted for evaluation 20 Marks

Assignments on the following (any two)

- Study of self-help group of your area
- Survey of influence of westernization on village life
- Socio-metric study of a class consisting of not less than 25 students. Prepare a questionnaire on different aspects of socialization and administer it on at least 30 students (homogeneous group) to find out the most influencing aspect. Prepare a report on entire activity.
- Conduct a survey to find out the educational problems forced by socially and economically disadvantages groups.

References:-

1. Aikara, J. *Education: Sociological Perspective*. Jaipur: Rawat Publications.
2. Arum, R., & Beattie, I.R. (2014). *The structure of schooling: Readings in the sociology of education* (3rd edition). Sage.
3. Avijit Pathak: *Social Implications of Schooling*. New Delhi: Aakar Books.
4. Ball, S., J (1990). *Politics and Policy-making in Education: Explorations in Political Sociology*. London: Routledge.
5. Ballantine, J.H., & Spade, Joan Z., (2014). *Schools and society: A sociological approach to education* (5th Ed.). Sage.
6. Bhattacharya, Srinibas (2000). *Sociological Foundations of Education*. New Delhi: Atlantic Publishers and Distributors.
7. Bhavinds, P.V. & Sabu, S. (2014). *Sociological Perspectives on Education*. New Delhi: APH Publishing Corporation.
8. Brown, Francis J. (1954). *Educational Sociology*, New York: Prentice Hall of India.
9. Bruner, J.C (1997). *The Culture and Education*, London: Harvard University Press.
10. Chaudhury, S.K. (Ed.). (2014). *Sociology of environment*. New Delhi: Sage.
11. Cook and Cook (1980). *Sociological Approach to Education*, London: McGraw Hill.
12. Dewey, John (1966). *Democracy and Education*, New York: The Freeman's Press.

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(Syllabus for the Batch from Year 2020 to Year 2023)

13. Friere, Paulo (1972). *Pedagogy of the Oppressed*, Harmond worth: Penguin.
14. Gandhi, M.K (1962). *The Problem of Education*, Ahmadabad: Navajivan Publishing House.
15. Govinda, R. (Ed.): *Who Goes to School? : Exploring Exclusion in Indian Education*, New Delhi: Oxford.
16. Hasley, A.H.; FloudJeen and Anderson C., Arnold (1969). *Education, Economy and Society*, New York: The Freeman's Press.
17. Hurn, C.J. (1993). *Limits and Possibilities of Schooling: An Introduction to the Sociology of Education*. Boston: Allyn and Bacon.
18. Indira, R. (Ed.). (2012). *Themes in sociology of education*. New Delhi: Sage.
19. Karabel and A.H. Halsey (Eds.): *Power and Ideology in Education*. New York: Oxford University Press.
20. Kumar, Rajni, Anil Sethi and Shalini Sikka (Eds.): *School, Society, Nation: Popular Essays in Education*, New Delhi: Orient Longman.
21. Mathur, S.S. (1966). *A sociological approach to Indian education*. Agra: Vinod Pustak Mandir.
22. MacIver, R.M. and Page, Thomas (1948). *Society*, New York: Rinehart & Co. Inc.
23. Nambissan, Geetha B. and S. Srinivasa Rao (Eds.): *Sociology of Education in India*. New Delhi: Oxford University Press.
24. Ottoway, A.K.C. (1962). *Education and Society*, London: Routledge Kegan Paul.
25. Panday, K.P. (2010). *Perspectives in Social Foundations of Education*. New Delhi: Shipra Publication.

SEMESTER–V

PAPER–II

HISTORICAL, POLITICAL AND ECONOMIC PERSPECTIVES OF EDUCATION

Time: 3 Hrs.

Total Marks: 100

Theory: 70

Sessional Work: 30

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

COURSE OBJECTIVES:

After completing the course, the student will be able to:

- understand the factors from historical perspective that contributed to present education system, explain the important features of various reports, commissions & policies of education during pre & post independence development of education in India
- understand human capital, education & employment analysis of earning, manpower planning & financing of education
- understand the pre-independence & post-independence development of education in India
- familiarize the key concepts of economic and political developments in India.
- Investigate how globalisation influences educational reform.

SECTION–A

DEVELOPMENT OF EDUCATION IN PRE-INDEPENDENCE PERIOD

- a) Development of Education in the following periods of time: Vedic, Brahminic, Jainism period & Buddhist period
- b) Medieval India: Sultanate and Mughal period.
- c) Education Under East- India company and British Rule: Charter Act (1813), Charter Act(1833), Macaulay's Minutes(1835), Wood's Despatch (1854), Sadler commission (1917-1919), Wardha Scheme of Basic Education(1937).

SECTION–B

DEVELOPMENT OF EDUCATION IN POST INDEPENDENCE PERIOD

- a) Analysis of Education Commissions: Secondary Education Commission (1953), Education Commission (1964-66), National Commission on Teachers (1999), Yashpal Committee (1993), Chaturvedi Committee (1993).
- b) Analysis of Policies: NPE (1986), Program Of Action (POA) (1992).
- c) Critical review of NCF 2005, 2009, Ambani- Birla Committee (2000), National Knowledge Commission (2006).

SEMESTER–V

SECTION–C

POLITICAL PERSPECTIVE OF EDUCATION

- Concept and need of political ideology & role of education in political development (democracy, freedom, human rights)
- Education in Monarchic & Democratic & Communist countries
- Political Thoughts/ motive behind various policies, practices, schemes launched by different government in the centres (Macaulay's Minutes, Rammurthy commission, National policy on Education (1986) and NPE(1992), R.T.E. ACT (2010) reservation policy, Swach Bharat Abhiyaan, Sarva Shiksha Abhiyan, Mid-Day meal, National Literacy Mission (NLM), Reservations & Scholarships Kasturba Gandhi Balika Vidyalaya Scheme)

SECTION–D

ECONOMIC PERSPECTIVE OF EDUCATION

- Education Sector: a non profit organisation (Human Capital Formation; Quality of Life and Economic Growth; Poverty and Income Inequalities; Human Development Index) Contribution of Education in the economic development of a country
- Educational Challenges for Indian education in the light of LPG.
- Educational financing in India at various levels at elementary, secondary & senior secondary school level in different time periods

SESSIONAL WORK

Performance in unit tests and house examination 10 Marks

Files to be prepared and submitted for evaluation 20 Marks

Assignments on the following (any two)

- Trace the historical hallmarks of Indian Education till date with their salient features.
- Write a report on the implementation and the present status of either Right to education, GATT or WTO for Education
- Carry out an impact evaluation of any one educational projects of the centre government (survey or case study)

References:-

- Aggarwal, J.C. (1993). *Landmarks in the History of Modern Indian Education*. Vikas Publishing House, New Delhi.
- Aperyan, V. (1987). *Population, Economic and Politics*. Moscow: Progress Publishers.
- Basu, Aparna (1972). *Essays in the History of Indian Education*. New Delhi: Concept.
- Benn, M. (2011). *Schools wars: The battle for Britain's education*. London: Verso.
- Bhaduri, A. (2010). *Essays in the Reconstruction of Political Economy*. New Delhi: Aakar Books.

SEMESTER–V

6. Chalam, K.S. (2011). *Economic reforms and social exclusion: Impact of liberalization on marginalized groups in India*. New Delhi: Sage.
7. Education & National Development: Report of the Kothari commission on Education (1964-66), New Delhi.
8. Ghosh, S.C. (2013). *The History of Education in Modern India 1757-2012 (4th Edition)*. New Delhi: Orient Black Swan.
9. Govt. of India: Programme of Action-National policy on Education, Ministry of Human Resources Development, New Delhi, 1986.
10. Joshi, K.L. (1977). *Problems of higher Education in India*. Bombay: Popular Prakashan
11. Kaul, J.N. (1975). *Higher Education, Social change & National Development*. Shimla: Indian Institute of Advanced Study
12. Kneller, G.F. (1993). *Foundation of Education*. New York: John Wiley & Sons, Inc.
13. M Carnoy, D Rhoten (2002). *What Does Globalization Mean for Educational Change? A Comparative Approach*, Comparative Education Review.
14. Ministry of Education (1978). Report of the Education Commission (1964-66). New Delhi: Govt. of India
15. Mukerji, S.N (1961). *History of Education in India (Modern Period)*. Baroda: Acharya Book Depot.
16. Mukerji, S.N (1964). *Education in India - Today and Tomorrow*.
17. Narullah, S. and Naik, J.P (1951). *A History of Education in India*. Bombay: Macmillan.
18. Pandey, R.S. (2013). *Education in Emerging Indian Society*. Agra: Aggarwal Publications.
19. Prakash, Ved and Biswal, K. (2012). *Perspectives on Educational Development: Revisiting Education Commission and After*. New Delhi: NUEPA.
20. Ramachandran, V. and Ramkumar, V. (2011). *Education in India*. New Delhi: National Book Trust.
21. Santhakumar, V. (2011). *Economic analysis of institutions: A practical guide*. New Delhi: Sage.
22. Tilak, Jandhyala B.G (2013). *Higher Education in India: In search of Equality, Quality and Quantity*. New Delhi: Orient Blackswan Pvt. Ltd.
23. Vaizey, John (1962): *Economics of Education*. London: Faber & Faber.
24. West, E.G. (1965). *Education and the State: A Study in Political Economy*. London: Institute of Economic Affairs. [2nd Edition].
25. World Bank (1986). *Financing Education in Developing Countries*. Washington DC.
26. Ziderman, A. & D. Albrecht: *Financing Universities in Developing Countries*.

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(Syllabus for the Batch from Year 2020 to Year 2023)*

SEMESTER–V

**PAPER–III
EDUCATION STUDIES**

Time: 3 Hrs.

**Total Marks: 100
Theory: 70
Sessional Work: 30**

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

COURSE OBJECTIVES:

After completing the course, the student will be able to:

- understand the nature of education as a discipline/an area of study
- examine issues related to education as interdisciplinary knowledge
- examine critically the theories and basic concepts of education drawn from various disciplines cognate to education such as Philosophy, Psychology, Sociology, Management, Economics etc in such a way that their linkages with methods, pedagogy and practices in the classroom could be established
- examine critically the concerns arises from vision of school education and teacher education and also the vision of great educators
- reflect on the multiple contexts in which the school and teacher education institutions are working
- discuss the emerging dimensions of school and teacher education.

SECTION–A

INTRODUCTION TO EDUCATION STUDIES

- a) **Education Studies:** Concept, Education as a field of study/ Education as a discipline.
- b) Interdisciplinary nature of education- relationship with psychology, sociology, management, economics and anthropology.
- c) Aims of Indian Education in the context of democratic, secular, egalitarian and humane society.

SECTION–B

MULTIPLE SCHOOL CONTEXTS

- a) Elementary, Secondary and Higher Education(both in rural and urban settings)
- b) Types of Institutions: Government and Non-government (private, public, public private partnership and NGO) with reference to their affiliations and functions
- c) Changing role of teachers /headmasters/ principals in the new millennium.

SECTION–C

CONTEMPORARY CONCERNS OF POLICY PRACTICES

- a) Education for all : initiatives and implications for UEE in India (RTE Act, 2009)
- b) Contemporary concerns of education for marginalised groups, differently abled (Integrated education for disabled children[IEDC], Inclusive education in SSA, RUSA, child with special needs.
- c) Policies on girls and women education(National Policy for empowerment for women (2001),National Plan of action for children (2005), National programme for Education of girls,2010 (SSA, RUSA)

SEMESTER-V

SECTION-D

READING AND UNDERSTANDING EDUCATION TEXTS

- a) Maria Montessori: The Secret of Childhood
- b) Theodore Schultz: Investment in Human Capital
- c) Paulo Freire: Pedagogy of the Oppressed
- d) Peter Drucker: Management of Non- Profit Organisation.
- e) Friedrich Froebel: The Education of Man

SESSIONAL WORK

Performance in unit tests and house examination 10 Marks

Files to be prepared and submitted for evaluation 20 Marks

Assignments on the following (any two)

- Critical review of a recommended book/script written by a scholar/thinker/government document to reflect on educational development of a nation or state.
- Identification of educational practices by an institution to address the betterment of living conditions of marginalized sections of society.
- Success story of learner/institution/programme in overcoming barriers to inclusive education.
- Relevance of reports- Pratham, Mahila Sangha, Parvesh

References:-

- Banrs, J.A. (1996). *Cultural diversity and education: Foundations curriculum and teaching (4THed.)*. Boston: Allynand, Becon.
- Beyer, L.E. (Ed.) (1996). *Creating democratic classrooms: The struggle to integrate theory and Practice*. New York: Teachers College Press
- Bruner, J.S. (1996). *The Culture of education*. Cambridge, M.A.: Harward University Press.
- Dearden R. F. (1984). *Theory and practice in Education*. London, Routledge K Kegan& Paul.
- Debra Heyes, Martin Hills, Pam Chistie and Bob Lingard (2007). *Teachers and schooling: Making a Difference*. Australia Allen and Unwin.
- Delors, J. et al; (1996). *Learning: The Treasure within report of the international commission on education for 21ST century*. UNESCO.
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- Matheson, D. (2004). *An Introduction to the study of education (2nd Edition)*. David FultonPublishers.
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- Palmer, Joy A, (2001). *Fifty Modern thinkers on education: From Piaget to the present Day*. London. Routledge Flamer.
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- Winch, C. (1st edition). (1996). *Key Concepts in the Philosophy of Education*. London, Routledge.
- Winch, C. (1986). *Philosophy of Human Learning*. London Routledge.

SEMESTER–V

SPECIALISATION – OPTIONAL COURSES

PAPER–IV: B (E-i) CURRICULUM PEDAGOGY AND ASSESSMENT

Course Title (a) CURRICULUM DEVELOPMENT

Time: 3 Hrs.

Total Marks: 100

Theory: 70

Sessional Work: 30

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Course Objectives:

On Completion of this course the students will be able to:

- understand the principles of curriculum development
- understand the need for and the components of curriculum development.
- understand the process involved in curriculum planning
- analyze the issues of different kinds involved in curriculum development

SECTION–A

CURRICULUM DEVELOPMENT: AN OVERVIEW

- a) Historical Perspective of Curriculum Development.
- b) Concept, Scope and Characteristics of Curriculum Development.
- c) Principles for Curriculum Development and Factors affecting Curriculum Development

SECTION–B

APPROACHES TO CURRICULUM DEVELOPMENT

- a) Curriculum Development as a continuous cyclical process.
- b) Selection and development of learning resources (text-books, teaching-learning materials and resources outside the school- local environment, community and media, etc.
- c) Approaches: Humanistic Curriculum: Characteristics, Purpose, Role of the Teacher, Psychological basis of Humanistic Curriculum, Social Reconstructionist Curriculum: Characteristics, Purpose, Role of the Teacher in Reconstructionist Curriculum.

SEMESTER–V

SECTION–C

KNOWLEDGE AND CURRICULUM

- a) Hidden Curriculum: Knowledge and power: representation, inclusion and exclusion of knowledge of different social groups in curriculum and textbooks
- b) Concepts of Belief, Information, Knowledge and Understanding
- c) Bodies of knowledge: different kinds of knowledge and their validation processes, Processes and criteria for curriculum selection and construction (Child's construction of knowledge: attaining knowledge through activity and experience)

SECTION–D

CURRICULUM ISSUES AND CONCERNS

- a) Issues and Concerns in addressing the disadvantaged groups, multicultural context curriculum
- b) The salient features of National curriculum framework (1988, 2000,2005): analysis of these documents with respect to various aspects of foundations, concerns, and the changes made with important considerations.
- c) Comparative study and analysis of curricular frameworks of other countries-US, UK and Australia (Eg; Nuffield, BSCS, PSCS, NSES. with respect to their priorities, concerns and goals towards school education)

SEMESTER–V

SPECIALISATION – OPTIONAL COURSES

PAPER–IV: B (S-i) CURRICULUM PEDAGOGY AND ASSESSMENT

Course Title (a) CURRICULUM DEVELOPMENT

Time: 3 Hrs.

Total Marks: 100

Theory: 70

Sessional Work: 30

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Course Objectives:

On Completion of this course the students will be able to:

- understand the principles of curriculum development
- understand the need for and the components of curriculum development.
- understand the process involved in curriculum planning
- analyze the issues of different kinds involved in curriculum development

SECTION–A

CURRICULUM DEVELOPMENT: AN OVERVIEW

- a) Historical Perspective of Curriculum Development.
- b) Concept, Scope and Characteristics of Curriculum Development.
- c) Principles for Curriculum Development and Factors affecting Curriculum Development

SECTION–B

APPROACHES TO CURRICULUM DEVELOPMENT

- a) Curriculum Development as a continuous cyclical process.
- b) Selection and development of learning resources (text-books, teaching-learning materials and resources outside the school- local environment, community and media, etc.
- c) Approaches: Humanistic Curriculum: Characteristics, Purpose, Role of the Teacher, Psychologicalbasis of Humanistic Curriculum, Social Reconstructionist Curriculum: Characteristics, Purpose, Role of the Teacher in Reconstructionist Curriculum.

SECTION–C

KNOWLEDGE AND CURRICULUM

- a) Hidden Curriculum: Knowledge and power: representation, inclusion and exclusion of knowledge of different social groups in curriculum and textbooks
- b) Concepts of Belief, Information, Knowledge and Understanding
- c) Bodies of knowledge: different kinds of knowledge and their validation processes, Processes and criteria for curriculum selection and construction (Child's construction of knowledge: attaining knowledge through activity and experience)

SEMESTER–V

SECTION–D

CURRICULUM ISSUES AND CONCERNS

- a) Issues and Concerns in addressing the disadvantaged groups, multicultural context curriculum
- b) The salient features of National curriculum framework (1988, 2000,2005): analysis of these documents with respect to various aspects of foundations, concerns, and the changes made with important considerations.
- c) Comparative study and analysis of curricular frameworks of other countries-US, UK and Australia (Eg; Nuffield, BSCS, PSCS, NSES. with respect to their priorities, concerns and goals towards school education)

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SEMESTER–V
SPECIALISATION – OPTIONAL COURSES
PAPER–IV: B (E-i) CURRICULUM PEDAGOGY AND ASSESSMENT
Course Title (b) ADVANCED CURRICULUM THEORY

Time: 3 Hrs.

Total Marks: 100
Theory: 70
Sessional Work: 30

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Course Objectives:-

On completion of this course the student will be able to:

- reflect upon the concept of curriculum and curriculum theory.
- describe the nature of human knowledge.
- explain the model of curriculum planning.
- list and explain different curriculum patterns and designs.
- gain insight into models of curriculum change and innovation.
- explain diffusion theory and model of dissemination of curriculum change and innovation.

CURRICULUM DEVELOPMENT

SECTION–A

CURRICULUM- CONCEPT, THEORY AND THEORIST

- a) **Curriculum:** Concept, Types and Scope of Curriculum Studies.
- b) **Curriculum Theory:** Meaning, Characteristics and types of curriculum theory.
- c) **Curriculum Theorist:** Mental disciplinarians (Charles Eliot), social meliorists (John Dewey), social efficiency (Franklin Bobbitt), developmentalists (G. Stanley Hall)

SECTION–B

CURRICULUM PLANNING

- a) **Curriculum Planning:** concept, aims and objectives and models-prescriptive (ralph tyler model) and descriptive (Malcolm skilbeck's situational model).
- b) Role of teacher in operationalising curriculum (Concept mapping, Long- range planning, daily lesson planning, creating learning situations, selecting learning experiences, choice of resources, planning assessments.
- c) Planning and use of curricular materials- teachers hand book, source book, work book, manuals and other learning materials.

SECTION–C

Curriculum Design–Patterns and Models

- a) **Curriculum Design:** concept, steps and patterns (centralized, decentralized, co-ordinated).
- b) Representative curriculum designs
- c) Models of curriculum design–objective model, process model, Tyler model, wheeler model, Kerr's model.

SEMESTER–V

SECTION–D

Curriculum Change and Innovation- Concept, Theory and Model

- Curriculum Change and Innovation:** Concept, and difference between curriculum change and curriculum innovation
- Theory of curriculum change and innovation: Diffusion theory (Roger).
- Models of Dissemination (Schon's model, Havlock's models)

SESSIONAL WORK

Performance in unit tests and house examination 10 Marks

Files to be prepared and submitted for evaluation 20 Marks

Assignments on the following

- Comparison between the curriculum of two board of Education (Punjab Board of School Education and Central Board of School Education).
- Critical analysis of existing syllabi of teacher education of any one university in your state.

REFERENCES:-

- Aggarwal, D. (2007). Curriculum development: Concept, Methods and Techniques. New Delhi. Book Enclave.
- Aggarwal, J.C (1990). Curriculum Reform in India- World overviews, Doaba World Education Series-3 Delhi, Doaba House, Book seller and Publisher.
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B.ED. M.ED. (3 YEARS INTEGRATED DEGREE PROGRAMME)
(Syllabus for the Batch from Year 2020 to Year 2023)

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- Reddy, B. (2007): Principles of curriculum planning and development.
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- <http://www.people.uwplatt.edu/~steck/petrina%20text/chapter%209pdf>.
- <http://www.docs.lib.purdue.edu/cgi/viewcontent.cgi?article=1423&content=eandc>.
- http://www.higher_ed.org/resources/charles-eliot.html.
- <http://www.flm-journal.org/Articles/6F9A84FC509C2D73FA4535A001FBO.PDF>.
- <http://www.gaylecturner.net/three%20current.pdf>
- <http://www.files.eric.ed.gov/fulltext/ED319666.pdf>.
- <http://www.education.stateuniversity.com/pages/1794/Bobbitt-Franklin-1876-1956.html>.
- [http://www.nou.edu.ny/NOUN-OCL/pdf/EDU/EDU703CURRICULUM DEVELOPMENT THEORY&PRACTICES.pdf](http://www.nou.edu.ny/NOUN-OCL/pdf/EDU/EDU703CURRICULUM_DEVELOPMENT_THEORY&PRACTICES.pdf).
- <http://www.amec.glp.net/c/document-library/get-file?p-i-id=781847&folderId=1077184&name=DLFE-20789.pdf>.
- <http://www.sagepub.in/upm-data/31989-8695-kelly-final.pdf>.
- <http://www.tojet.net/articles/v5i2/523.pdf>.

SEMESTER–V

SPECIALISATION – OPTIONAL COURSES

PAPER–IV: B (S-i) CURRICULUM PEDAGOGY AND ASSESSMENT

Course Title (b) ADVANCED CURRICULUM THEORY

Time: 3Hrs.

Total Marks: 100

Theory: 70

Sessional Work: 30

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Course Objectives:-

On completion of this course the student will be able to:

- reflect upon the concept of curriculum and curriculum theory.
- describe the nature of human knowledge.
- explain the model of curriculum planning.
- list and explain different curriculum patterns and designs.
- gain insight into models of curriculum change and innovation.
- Explain diffusion theory and model of dissemination of curriculum change and innovation.

SECTION–A

Curriculum Development – Trends and Theories

- a) Current Trends in Curriculum Development-Autonomy and Curriculum Development, Curriculum for Inclusion, E –learning and Curriculum Development.
- b) Theories and Curriculum Development-Curriculum and Constructivism, Curriculum and Critical Theory, Curriculum and Poststructuralist Theory

SECTION–B

Curriculum-Knowledge and Planning

- a) Knowledge: concept and nature of knowledge in philosophical and sociological perspective.
- b) Curriculum planning: concept, aims and objectives and models-prescriptive (ralph tyler model) and descriptive (Malcolm skilbeck's situational model).

SECTION–C

Curriculum Design - Patterns and Models

- a) Curriculum design: concept, steps and patterns (centralized, decentralized, co-ordinated).
- b) Models of curriculum design –objective model, process model, wheeler model, Kerr's model.

SEMESTER–V

SECTION–D

Curriculum Change and Innovations

- Curriculum change and innovations: concept, and difference between curriculum change and curriculum innovation and Factors responsible for innovations in curriculum development.
- Theory of curriculum change and innovation (diffusion theory by roger)
- Models of dissemination (Schon's model, Havlock's models).

SESSIONAL WORK

Performance in unit tests and house examination 10 Marks

Files to be prepared and submitted for evaluation 20 Marks

Assignments on the following

- Comparison between the curriculum of two board of Education (Punjab board of school education and central board of school education).
- Critical analysis of existing syllabi on teacher education of any one university in your state.

REFERENCES:-

- Aggarwal, D. (2007).Curriculum development: Concept, Methods and Techniques. New Delhi. Book Enclave.
- Aggarwal, J.C (1990). Curriculum Reform in India- World overviews, Doaba World Education Series-3 Delhi, Doaba House, Book seller and Publisher.
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- Diamond, R. M. (1986) Designing and Improving Courses in Higher Education: A Systematic Approach, California:Jossey-Bass Inc. Publication.
- Duyilemi,B.O.(2000).Introduction and understanding curriculum studies.Ado-Ekiti:Selak educational publishers.
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- McKernan, J. (2007): Curriculum and Imagination: Process, Theory, Pedagogy and Action Research.
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- NCERT (2000). National Curriculum Framework for School Education, NCERT, New Delhi.
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- NCTE (2009) National Curriculum Framework for Teacher Education.
- Oliva, P. F. (1988) Developing the Curriculum.Scott, and Foresman and Co.
- Reddy, B. (2007): Principles of curriculum planning and development.

B.ED. M.ED. (3 YEARS INTEGRATED DEGREE PROGRAMME)
(Syllabus for the Batch from Year 2020 to Year 2023)

SEMESTER–V

- Taba Hilda (1962) Curriculum Development: Theory and Practice, New York: Harcourt Brace, Jovanovich Inc.
- Urevbu, A.(2001) curriculum studies, London and Lagos, juland publishers.
- <http://www.nadasisland.com/currictheory/foundation.html>.
- <http://www.people.uwplatt.edu/~steck/petrina%20text/chapter%209pdf>.
- <http://www.docs.lib.purdue.edu/cgi/viewcontent.cgi?article=1423&content=eandc>.
- http://www.higher_ed.org/resources/charles-eliot.html.
- <http://www.flm-journal.org/Articles/6F9A84FC509C2D73FA4535A001FBO.PDF>.
- <http://www.gaylecturner.net/three%20current.pdf>
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- [http://www.nou.edu.ny/NOUN-OCL/pdf/EDU/EDU703CURRICULUM DEVELOPMENT THEORY&PRACTICES.pdf](http://www.nou.edu.ny/NOUN-OCL/pdf/EDU/EDU703CURRICULUM_DEVELOPMENT_THEORY&PRACTICES.pdf).
- <http://www.amec.glp.net/c/document-library/get-file?p-i-id=781847&folderId=1077184&name=DLFE-20789.pdf>.
- <http://www.sagepub.in/upm-data/31989-8695-kelly-final.pdf>.
- <http://www.tojet.net/articles/v5i2/523.pdf>.

SEMESTER-V

SPECIALISATION – OPTIONAL COURSES

PAPER-IV: B(E-ii) EDUCATIONAL PLANNING, ECONOMICS AND POLICY

Course Title (a) EDUCATIONAL PLANNING AND POLICY

Time: 3 Hrs.

Total Marks: 100

Theory: 70

Sessional Work: 30

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

COURSE OBJECTIVES:

After completing the course, the students will be able to:

- Reflect on various concerns of educational policy at elementary level
- Develop understanding about quality dimensions of elementary level
- Examine the existing reports to gain insight into concerns of elementary education.
- Reflect on various issues related with elementary education.
- Understand about the policies and programmes of elementary education
- Understand the concept of educational planning at elementary level
- Gain insight into financing of education at elementary level

SECTION-A

EDUCATIONAL POLICY:

- a) Types of educational policy- State level Institutional, Short –term, Long- term at Elementary Level
- b) Need and Importance of Educational Policy at Elementary Level
- c) Linkage between national Educational Policy and State Development Policy at Elementary Level

SECTION-B

EDUCATIONAL PLANNING AT ELEMENTARY LEVEL:

- a) Concept, needs and goals of Educational Planning
- b) Principles and Approaches of Educational Planning.
- c) Educational Planning in India since independence

SECTION-C

POLICIES & PROGRAMS OF ELEMENTARY EDUCATION

- a) District Primary Education Programme-goals and strategies.
- b) Sarva Shiksha Abhiyan & RTE Act 2009- goals and specific programme interventions at national level and in respective states to improve access, enrolment, retention/participation and achievement. Problems of wastage and stagnation.
- c) Monitoring, research and evaluation of specific schemes like mid-day meals, establishments of VEC and different incentive schemes and achievement levels.

SECTION-D

FINANCING AND PLANNING OF ELEMENTARY EDUCATION

- a) Meaning, nature and scope. Economic development and financing of education
- b) Financing of education in India: Centre- State relationship, mobilization of resources
- c) RTE Act 2009-analysis and implications for curriculum planning, teaching methodology and evaluation.

SEMESTER–V

Sessional Work (any one of the following):

30 Marks

- Each student is required to prepare and present in a seminar a status report on economic development & financing of education.
- Visit a school for reporting on access, and enrolment/ retentions of girl students and give suggestions for improvement.
- Critical Analysis of Research Studies on programs and policies related to elementary education.
- Case study of a school or some innovative practice under SSA.

References:-

1. Bruns, Barbara; Minqat, Alain and Rakotomalala, Ramahatra. (2003). *Achieving Universal Elementary Education by 2015. A Chance for Every Child*. World Bank Publications.
2. De, Anuradha & Dreze, Jean (1999). *Public Report on Basic Education In India*. Oxford University Press. USA.
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SEMESTER-V

SPECIALISATION – OPTIONAL COURSES

PAPER-IV: B (S-ii) EDUCATIONAL PLANNING, ECONOMICS AND POLICY

Course Title (a) EDUCATIONAL PLANNING AND POLICY

Time: 3 Hrs.

Total Marks: 100

Theory: 70

Sessional Work: 30

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

COURSE OBJECTIVES:

After completing the course, the students would be able to:

- explain concept, nature, principles and procedure of educational planning at secondary level
- acquaint the students with the concept of educational planning of education at secondary level
- explain types of educational policy, link between educational policy and national development policy.
- understand the concept of educational planning at secondary level
- gain insight into financing of education at secondary level

SECTION-A

EDUCATIONAL POLICY AT SECONDARY LEVEL:

- a) Types of educational policy- National State Level Institutional, Short-Term and Long- Term at Secondary Level
- b) Need and Importance of Educational Policy at Secondary Level
- c) Linkage between Educational Policy and National Development Policy at Secondary Level

SECTION-B

EDUCATIONAL PLANNING AT SECONDARY LEVEL

- a) Concept, needs and goals of Educational Planning at Secondary Level
- b) Principles and Approaches of Educational Planning at Secondary Level
- c) Educational planning in India since Independence at Secondary Level

SECTION-C

PLANNING MECHANISMS AND FIVE-YEAR PLAN IN EDUCATION

- a) Main features of five-year plans with special reference to education, impact of five-year plans, and perspective plan for education in the 12th Five Year plan.
- b) Perspective planning at central, state and local levels: concepts of macro, and micro level planning.
- c) District level planning: recent initiatives. Availability of educational statistics at central, state and district levels.

SEMESTER–V

SECTION–D

EDUCATIONAL EXPENDITURE:

- a) Educational Expenditure and its Source of finance Government grants (central, state, local) Tuition fee, Taxes Endowment Donation and gifts, Foreign aids.
- b) School Budgetary and accounting procedure. Central grants, state grants and allocation of grants by U.G.C. Grant-in-aid policy in India and the states. Monitoring of expenditure control and utilization of funds, accounting and auditing. Central-State Relationship in Financing of Education.
- c) Financial estimates by Tapas Mazumdar Committee (GoI, 1998)

Sessional Work (Any Two of the Following):

30 Marks

- Estimation of opportunity cost on a sample of working school age children.
- Preparation of a blue print for expenditure control in a school
- Preparation of a school budget

References:-

1. Blaug.M. (1972). Economics of Education published by Penguin Books.
2. Govt. Of India, MHRD. (1982). NPE and its POA (1986/1992).
3. Nordhaus, W.D. (1998). Economics and Policy issues in climate change.
4. Parkash Shree. (1999). *Educational Planning*. Gyan Publishing House.
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SEMESTER-V
SPECIALISATION – OPTIONAL COURSES
PAPER-IV: B (E-ii) EDUCATIONAL PLANNING, ECONOMICS AND POLICY
Course Title (b) ECONOMICS OF EDUCATION

Time: 3 Hrs.

Total Marks: 100
Theory: 70
Sessional Work: 30

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

COURSE OBJECTIVES

After completing the course, the students will be able to:

- Understand the genesis of concept of economics of education.
- Describe and differentiate between expenditure and investment, social and economic returns and private funding in the concept of economics of education.
- Appreciate and explain impact of liberalization, privatization and globalization on financing of elementary education.
- Understand the policy issues in financing education at elementary level.
- Gain information about global perspectives in financing education at elementary level.

SECTION-A

ECONOMICS OF EDUCATION:

- a) Concept, scope and history of Economics of Education
- b) Relationship between education and economic development
- c) Investment criteria in education. Rate of return to education: cost-benefit analysis, cost-effectiveness analysis; Age education- earnings relationships

SECTION-B

FINANCING OF EDUCATION:

- a) Principles of financing education: Equity, Efficiency, Adequacy
- b) Education and distribution, inequality; Distribution of public spending on education
- c) Importance of public expenditure on education, its determinants and impact on economic development. Private and Public sources of funding.

SECTION-C

POLICY ISSUES IN FINANCING EDUCATION:

- a) Public expenditure on education in India
- b) Center-state relations in financing education: Planning Commission, Finance Commission
- c) Liberalisation, Privatisation and Globalisation (LPG) in education vis-à-vis education and economic development

SEMESTER–V

SECTION–D

GLOBAL PERSPECTIVES IN FINANCING EDUCATION:

- a) Financing of education at elementary level in the context of international commitments and constitutional provisions.
- b) Resource mobilization in financing elementary education: equity, efficiency and adequacy.
- c) Impact of LPG on financing education at elementary level.

Sessional Work (Any one of the activities):

30 Marks

- Comparison of financial allocation and utilization of funds in educational development at elementary stage in 11th and 12th Five Year Plans.
- In-depth study of an elementary school in terms of inputs under SSA and its impact on enrolment and retention.
- Preparing and comparing socio-economic profile of student enrolment in a government and a private elementary school in the same area (rural/urban).

References:-

1. Blaug, Mark. (1968) ed. *Economics of Education I & II*. Penguin.
2. Blaug, Mark (ed.) 1992. *The Economic Value of Education*. Hants, England: Edward Elgar.
3. Blaug, Mark. (1972). *An Introduction to Economics of Education*. Allen Lane the Penguin, London.
4. Blaug, Mark. (1974). *Education and employment problem in developing countries*. New Delhi: The MacMillan Company of India Limited.
5. Bowman M.J., et al: (Eds.) (1962). *Readings in Economics of Education*. UNESCO.
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SEMESTER-V
SPECIALISATION – OPTIONAL COURSES
PAPER-IV: B (S-ii) EDUCATIONAL PLANNING, ECONOMICS AND POLICY
Course Title (b) ECONOMICS OF EDUCATION

Time: 3 Hrs.

Total Marks: 100
Theory: 70
Sessional Work: 30

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

COURSE OBJECTIVES

After completing the course, the students will be able to:

- Understand the genesis of concept of economics of education.
- Describe and differentiate between expenditure and investment, social and economic returns and private funding in the concept of economics of education.
- Develop understanding of financing of secondary education in the light of vocationalisation of education and skill development programmes.
- Understand the policy issues in financing education at secondary level.
- Appreciate and explain impact of liberalization, privatization and globalization on financing of secondary education.
- Gain information about global perspectives in financing education at secondary level.

SECTION-A

ECONOMICS OF EDUCATION

- a) Concept, scope and history of Economics of Education
- b) Relationship between education and economic development
- c) Investment criteria in education. Rate of return to education: cost-benefit analysis, cost-effectiveness analysis; Ageeducation- earnings relationships

SECTION-B

FINANCING OF EDUCATION

- a) Principles of financing education: Equity, Efficiency, Adequacy
- b) Education and distribution, inequality; Distribution of public spending on education
- c) Importance of public expenditure on education, its determinants and its impact on development. Public and Private sources of funding.

SECTION-C

POLICY ISSUES IN FINANCING EDUCATION

- a) Public expenditure on education in India
- b) Center-state relations in financing education: Planning Commission, Finance Commission
- c) Liberalisation, Privatisation and Globalisation (LPG) in education vis-à-vis education and economic development

SEMESTER–V

SECTION–D

GLOBAL PERSPECTIVES IN FINANCING EDUCATION

- Financing of education at secondary level in the context of international commitments and constitutional provisions.
- Resource mobilization in financing secondary education: equity, efficiency and adequacy.
- Impact of LPG on financing education at secondary level.

Sessional Work (any one of the activities):

30 Marks

- Comparison of financial allocation and utilization of funds in educational development at secondary stage in 11th and 12th Five Year Plans.
- In depth study of a secondary school in terms of inputs under SSA and its impact on enrolment and retention.
- Preparing and comparing socio-economic profile of student enrolment in a government and a private secondary school in the same area (rural/urban).

References:-

- Blaug, Mark. (1968) .ed. *Economics of Education I & II*. Penguin.
- Blaug, Mark. (1992). *The Economic Value of Education*. Hants, England: EdwardElgar.
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- Kothari, V.N. (1966). [Rapporteur] *Investment in Human Resources*. Bombay: Popular Prakashan for the Indian Economic Association.
- Kothari, V.N., and P.R. Panchamukhi. (1980).*Economics of Education: A TrendReport, in D.T. Lakdawala, ed., A Survey of Research in Economics Vol. VI*. NewDelhi: Allied, pp. 169-238.
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SEMESTER–V

SPECIALISATION – OPTIONAL COURSES

PAPER–IV: B (E-iii) Educational Management, Administration and Leadership

Course Title (a) INSTITUTIONS, STRUCTURE AND ISSUES

Time: 3 Hrs.

Total Marks: 100

Theory: 70

Sessional Work: 30

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

COURSE OBJECTIVES:

After completing the course, the students will be able to:

- Understand the status of Elementary Education
- Analyze organizational structure of Elementary Education and role of various organizations, institutions and agencies in Elementary Education
- Understand the functioning of various support services at Elementary Level
- Develop critical understanding about issues and challenges in elementary education
- Understand the significance of EMIS and Research in bringing positive changes in elementary education

SECTION–A

INTRODUCTION TO ELEMENTARY EDUCATION AND RECOMMENDATION OF COMMITTEES AND COMMISSIONS

- a) Concept, needs importance and objectives of elementary education
- b) Growth and development of elementary education in a historical perspectives. Dakkar Summit and Millennium Development Goals
- c) Recommendation of Committees and Commissions (Radha Krishna Commission 1948, Mudaliar Commission 1953-54, Kothari commission 1964-66, National Policy on Education 1986, Programme of Action 1992, NCF 2000 and NCF 2005)

SECTION–B

ORGANISATIONS, INSTITUTIONS AND AGENCIES OF ELEMENTARY EDUCATION

- a) National level –Ministry of Human Resource Development (CABE, NEUPA, NCERT and RIEs), Ministry of Social Justice and Empowerment (RCI and National Institutes), Ministry of Woman and Child Development; Ministry of Tribal Affairs; Ministry of Minority Affairs.
- b) State level - State department of Education, Directorates and Secretariats, SCERTs / SIEs, State Institute of Educational Technology (SIET), State Institute of Educational Management and Training (SIEMAT),
- c) District and sub district levels - DIET, BRC, CRC, SMC (School Management Committee), PTA (Parent teacher Association) MTA (Mother Teacher Association),
 - International Agencies – UNICEF, UNESCO, WHO, IBE
 - NGOs, Civil Society and Advocacy groups –focus areas, importance and functions

SEMESTER-V

SECTION-C

STATUS OF ELEMENTARY EDUCATION

- Status of Elementary Education- National Scenario in terms of enrolment, retention, dropout, Out of school children, Status of Infrastructural facilities- classrooms, library, separate toilets for boys and girls, boundary walls, Kitchen sheds
- Quality concerns in elementary education – classroom processes, learning achievement, teacher and teacher preparation. Co-ordination among and between different ministries for ensuring effective inclusive elementary education
- Language formula and its implementation - medium of instruction, multilingual approach at primary level

SECTION-D

ISSUES AND CONCERNS OF ELEMENTARY EDUCATION

- Enrolment, Retention, Dropout, Gross Enrolment Ratio, Net Enrolment Ratio
- Access- Physical, Social, and Gender
- Quality of Access -Physical, Social, and Gender, Equity and Equality

Sessional Work: (any one of the activities)

30 Marks

- Study on child labour in particular city/district/state
- Study on the provisions for CWSN in SSA and the modalities and status of their implementation in particular district/state
- A study on the Quality of Access: physical, social and gender in a particular city/cluster/block/district/state.
- Writing a report on how the language formula is implemented in primary schools

References:-

- Anand, C.L. et. Al. (1989). *The Teacher and Education in Emerging Indian Society*. NCERT. New Delhi.
- Bhatia & Bhatia. (1989). *The Philosophical and Sociological Foundation of Education*. Doaba House, Delhi.
- Chopra, R.K. (1993). *Status of teachers in India*. New Delhi: NCERT.
- Gupta, V. K. (2003). *Development of education system in India*. Ludhiana: Vinod Publications.
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- Ottaway, A. K.C. (1955). *Education and Society*. London: Routledge & Kegan Paul.
- Rao, V.K. (2007). *Universalization of Elementary Education*. Indian Publishing House: New Delhi.
- Report of Education Commission. (1964-66) (1966). Ministry of Education, New Delhi:

SEMESTER-V
SPECIALISATION – OPTIONAL COURSES
PAPER-IV: B (S-iii) Educational Management, Administration and Leadership
Course Title (a) INSTITUTIONS, STRUCTURE AND ISSUES

Time: 3 Hrs.

Total Marks: 100

Theory: 70

Sessional Work: 30

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

COURSE OBJECTIVES:

After completing the course, the students will be able to:

- Understand the concept and objectives of Secondary and Senior Secondary education
- understand the status of Secondary and Senior Secondary education in India
- analyze the issues of secondary and Senior Secondary education in different aspects
- develop critical understanding about current status of Secondary education in India
- understand policy perspectives in decentralization of administration and management of secondary and senior secondary education
- analyze the role of various organizations, institutions and agencies in Secondary education

SECTION-A

INTRODUCTION TO SECONDARY AND SENIOR SECONDARY EDUCATION

- a) Objectives, Structure, Approaches and Strategies for Secondary and Senior Secondary Education
- b) Growth and Development of Secondary and Senior Secondary Education. Universalisation of Secondary Education
- c) Policy perspectives in decentralization of administration and management of secondary and senior secondary education- Local Bodies, SDMC, PTA

SECTION-B

ORGANISATIONS, INSTITUTIONS AND AGENCIES IN SECONDARY EDUCATION

- a) National level Organisations and Institutions in administration and management of secondary education: Ministry of Human Resource Development (CABE, CBSE, ICSE, NEUPA, NCERT (NIE, CIET, PSSCIVE & RIE, NIOS); Ministry of Social Justice and Empowerment (RCI and National Institutes); Ministry of Tribal Affairs; Ministry of Minority Affairs
- b) State level Organisations and Institutions in administration and management of secondary education: State departments of education, Directorates and Secretariats, State Boards of School Education, SCERT / SIE, State Institute of Educational Technology (SIET), State Institute of Educational Management and Training (SIEMAT),
- c) District and sub district level Organisations and Institutions in administration and management of secondary education: District Education Office, Block Education Office, Department of Public Instruction, SMC (School Management Committee), PTA (Parent Teacher Association) International Agencies – Important UN Organisations - UNICEF, UNESCO, WHO, IBE, NGOs, Civil Society and Advocacy groups –focus areas, importance and functions.

SEMESTER–V

SECTION–C

ISSUES AND CONCERNS OF SECONDARY EDUCATION

- a) Status of Secondary Education- National Scenario in terms of access, enrolment, retention, dropout, and out of school children
- b) Status of Infrastructural facilities- classrooms, library, separate toilets for boys and girls.
- c) Status of secondary school teachers in terms of qualification and professional training

SECTION–D

PROGRAMMES AND IMPLEMENTATION STRATEGIES OF SECONDARY EDUCATION

- a) Programmes and Strategies of Government of India implemented since independence to improve access, enrolment, retention and quality of Secondary education
- b) RMSA for achieving Universalization of Secondary Education – programmes and strategies, its impact on quality enhancement, National Vocational Education Qualification Framework (NVEQF)
- c) Centrally sponsored schemes and state projects and programmes – their impact in the secondary education process.

Sessional Work: (any one of the activities)

30 Marks

- Writing a report on RAMSA
- A report on Universalization of Secondary Education
- Critical evaluation of role of SIEMAT
- A study on the Quality of Access: physical, social and gender in a particular city/cluster/block/ district/state

References:-

1. NCTE (2009) National Curriculum Framework for Teacher Education, New Delhi.
2. Report of the Education Commission (1964-66).
3. Report of the National Commission on Teachers 1983-85).
4. National Curriculum Frameworks for Teacher education, 2009
5. Report of the Delors Commission, UNESCO, 1996
6. National Policy of Education 1986/1992.
7. National Curriculum Framework on school education, 2005.
8. Govt. of India, MHRD. (2005). *Universilisation of Secondary Education : Report of the CABE Committee*. New Delhi
9. Chopra, R.K. (1993). *Status of Teachers in India*. New Delhi : NCERT
10. Gupta, V.K. (2003). *Development of Education System in India*. Ludhiana: Vinod Publications
11. NCF.(2005).NCERT : New Delhi,
12. NCTE .(2009).*NCF for Teacher Education*.New Delhi
13. Siddiqui. M.A. (1993). *In-service Education of Teachers*. New Delhi, NCERT

SEMESTER–V

14. Singh, .L.C. and Sharma. P.C. (1995). *Teacher Education and Teachers*. New Delhi: Vikas Publishing House.
15. Shukla, S. (1999). A brief note of efforts to Address Multi grade teaching in India, June, New Delhi.
16. UNESCO. (2004).*Education for All Quality imperative*. EFA Global Monitoring Report Paris.
17. SudeshMudhopadyay& Anil Kumar K. (2001).*Quality Profiles of secondary school*. NIEPA, New Delhi
18. Chopra, R.K. (1993). *Status of Teachers in India*. NCERT, New Delhi
19. Govt. of India (1953). Report of Secondary Education Commission, New Delhi
20. Govt. of India (1996). Indian Education Commission (1964-66) Report. New Delhi
21. Govt. of India - (1986/1992). National Policy of Education, 1992 Modification and their POA's, MHRD, Dept. of Education
22. Malhotra, P.L. (1986). School Education in India: Present Status and Future Needs NCERT, New Delhi.

SEMESTER–V
SPECIALISATION – OPTIONAL COURSES
PAPER–IV: B (E-iii) EDUCATIONAL MANAGEMENT, ADMINISTRATION AND LEADERSHIP
Course Title (b) SCHOOL MANAGEMENT

Time: 3 Hrs.

Total Marks 100
Theory: 70
Sessional Work: 30

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

COURSE OBJECTIVES:

After completing the course, the students will be able to:

- Understand the concept of management of elementary education
- Think about planning, policy and execution strategy of primary level
- Understand about school organization and Education Management
- Understand about innovative contribution of school education management and planning
- Understand about organization, policy, research and innovation at school level
- Understand about the structure of the Universal Elementary Education (UEE)

SECTION–A
MANAGEMENT OF ELEMENTARY EDUCATION

- a) Management of Elementary Education: Meaning, Concept, need, nature of management and educational management
- b) Nature of management of various types of primary school: Government school, private school, Grant-in-aid school, Navodaya Vidyalaya, CBSE, District Panchayat managed school, school at local level
- c) Strategy for fully priority fields, implementation system, training and research and orientation management of DISE for education for management at local level

SECTION–B
PLANNING AND SCHOOL MANAGEMENT

- a) **Planning:** Planning design and dimension required forms and structure of selection of place for primary school
- b) Teacher student ratio, programme for professional development for teachers, functions and role of construction of school management committee, School based criteria, facility criteria and teacher based criteria.
- c) District education office, role, duties and functions, construction and importance of Parent-Teacher Association

SEMESTER–V

SECTION–C

UNIVERSALIZATION OF ELEMENTARY EDUCATION (UEE)

- Concept, importance and resisting factors of Universalization of Elementary Education
- Current situation of Universalization of Elementary Education in India, Right to Education Act, 2009 and remedies for strategy of Universalization
- Overall thinking about nature of structure up to Std. 7 regulatory primary education in India, and Regulation of Primary Education Comparison of primary education with other countries of the world (America, Japan, England, Australia, Finland)

SECTION–D

PROGRAMS AND POLICIES OF ELEMENTARY EDUCATION

- Current Policies and Execution Strategy: Elementary education committee in central government, state government, district, rural area, district panchayat, urban area, and idea of management of school management committee.
- Operation Black Board scheme, Mid-day Meal Scheme and its implementation. SarvaSikshaAbhiyan (SSA) – Concept, objectives and implementation
- Concept, nature and implementation of school of comprehensive evaluation (SCE)

Sessional Work: (any two of the activities)

30 Marks

- Prepare a report on teacher-student ratio, strength of standard wise students, subject teaches of any one school of your district according to provision of RTE Act 2009
- Prepare a report for evaluating the activities of a district in terms of SSA
- Evaluate quantitatively and qualitatively the Mid-day Meal Scheme in Rural and Urban schools
- Prepare a report on functions and problems of primary education officer, education inspector, BRC, CRC and coordinator
- Prepare a report on review in terms of qualitative management of a primary school in terms of responsible leadership and participating management

References:-

- Dewey, John. (1966). *The Child and the Curriculum*. The University of Chicago Press.
- NCTE. (2009). *National Curriculum Framework for Teacher Education*.
- NCERT. (2000). *National Curriculum Framework for School Education*. NCERT, New Delhi.
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- Wiles, J.W. & Joseph Bondi. (2006). *Curriculum Development: A Guide to practice*,

B.ED. M.ED. (3 YEARS INTEGRATED DEGREE PROGRAMME)
(Syllabus for the Batch from Year 2020 to Year 2023)

SEMESTER–V

6. Veer U. (2004). *Modern Teaching and Curriculum Management*. Anmol Publication Private Limited, New Delhi.
7. NCERT. (1984). *Curriculum and Evaluation*. NCERT, New Delhi.
8. NCERT. (2006). *Systematic reforms for curriculum change*. New Delhi.
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11. National Curriculum for Elementary and Secondary Education. (1998). A Framework, NCERT, New Delhi.
12. NCERT. (2005). Position paper on Teacher Education for Curricular Renewal, New Delhi.
13. H.M. Kliebard. (1989). *Problems of Definition of Curriculum*. *Journal of Curriculum and Supervision*, 5, 1, 1-5.
14. J.J. Wallin (2011). What is? Curriculum Theorizing: for a People Yet to Come. *Study Philosophy of education*, 30, 285-301.
15. W.F. Pinar. (2004). *Understanding Curriculum*. New York. NY. Peter Lang Publishing, Inc., p.16.
16. Hamilton (1989) in W.F. Pinar (2004). *Understanding Curriculum*. New York, NY: Peter Lang Publishing, Inc., p. 17.
17. W.F. Pinar (2004). *Understanding Curriculum*. New York, NY: Peter Lang Publishing, Inc., p. 72, p. 75, p. 78
18. W.F. Pinar (2004). *Understanding Curriculum*. New York, NY: Peter Lang Publishing, Inc., p. 97.
19. Dewey, J. (1902). *The Child and the Curriculum* (pp. 1-31). Chicago: The University of Chicago Press.

SEMESTER-V
SPECIALISATION – OPTIONAL COURSES
PAPER-IV: B (S-iii) EDUCATIONAL MANAGEMENT, ADMINISTRATION AND LEADERSHIP
Course Title (b) SCHOOL MANAGEMENT

Time: 3 Hrs.

Total Marks-100
Theory: 70
Sessional Work: 30

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

COURSE OBJECTIVES:

After completing the course, the students will be able to:

- Understand the importance of educational planning and school management.
- Think about planning, policy and execution strategy of secondary level
- Understand about organization, policy, research and innovation at school level
- Understand the ways of resolving problems in classroom management.
- Analyze different learning resources for effective classroom management.

SECTION-A

EDUCATIONAL PLANNING AND SCHOOL MANAGEMENT

- a) Educational Planning - Concept, Types (National, State and District; Short Term and long term; Macro and Micro)
- b) School Management - Meaning, Importance, Types and Process, School Development Plan – Meaning, Nature, Importance and Steps
- c) Role of Teacher, SMDC and Community in the preparation of school development plan and in school management.

SEMESTER–V

SECTION–B

RESOURCE MANAGEMENT

- a) Infrastructural and Material Resources: physical space-building and open space, Furniture, Water and Sanitation facilities (separate toilet, garbage disposal, safe drinking water), Barrier-free Environment, Equipment and Teaching-Learning Materials
- b) Financial Resources: Grants (State Policy), Funds generation, Donations, Other sources
- c) Human Resources: Students, Teachers, Parents, Community and Local Resource Persons – their inter-relationship, Role of teacher in resource management in schools

SECTION–C

MONITORING THE SCHOOL

- a) Monitoring – Meaning, Importance, scope and objectives at secondary level
- b) Mechanisms of monitoring: Structure, personnel and functions; Ongoing,
- c) Monitoring practices and related issues and Conflict Management

SECTION–D

CLASSROOM MANAGEMENT

- a) Effective classroom management for quality learning. Components of Classroom Environment: Learning situation, Space and Time, Motivation and Discipline
- b) Management of learning situations: Management of group and Individualized learning, Management of space and time: Seating arrangement and Time allocation
- c) Management of Motivation and Discipline. Student involvement in the development, collection/procurement, use and management of learning resources.

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Sessional Work: (any one of the activities)

30 Marks

- Case study of a child with behavioral problems
- Survey of resources available in a school and the manner of their utilization.
- Appraisal of a School Development Plan.
- Preparation of a plan for ensuring quality learning in a class/ subject using ICT
- Assessment of the existing monitoring mechanism at the secondary level in the state and suggestions for improvement.

References:-

1. Emmer, E.T. & Everson, C.M. (2008). *Classroom management for middle and high school teachers* (8th ed.). New York: Allyn and Bacon.
2. Glasser, William. (1993). *The Quality school Teacher*. New York, NY: Harper Collins Publishers, Inc. Glasser, William. (1990). *The Quality School*. New York, NY: Harper Collins Publishers, Inc.
3. Govt. of India. (1992). *Programme of Action 1992*. New Delhi: Department of Education.
4. Govt. of India. (1986/1992). *National Policy of Education*. New Delhi: Department of Education. Marsh, C.(2000). *Handbook for beginning teachers* (2nd ed.) Melbourne: Pearson Education.
5. MHRD. (2008). *Framework for implementation of Rashtriya Madhyamik Shiksha Abhiyan: A scheme for Universalization of access to and improvement of quality at the secondary stage*. New Delhi: Department of School Education and Literacy.
6. MHRD. (2011). *Sarva Shiksha Abhiyan: Framework for implementation based on the Right of Children to Free and Compulsory Education Act, 2009*. New Delhi: Department of School Education and Literacy.

SEMESTER–V**SPECIALISATION – OPTIONAL COURSES****PAPER–II: B (E-iv) INCLUSIVE EDUCATION****Course Title (a) INCLUSIVE EDUCATION AND ITS PRACTICES****Time: 3 Hrs.****Total Marks: 100****Theory: 70****Sessional Work: 30****Instructions for the Paper Setters:-**

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

COURSE OBJECTIVES:

- Describe the concept of Inclusion and its historical perspective.
- Differentiate various types of Inclusion
- Understand new innovative techniques in inclusive education
- Explain the concept of Disability.
- Explain various constraints in setting Inclusive Schools.

SECTION–A**INTRODUCTION TO INCLUSIVE EDUCATION**

- a) **Inclusive Education:** Concept, Objectives, Scope and Benefits of Inclusive Education. Differences between special, integrated and inclusive education
- b) Types of exclusion w.r.t gender, caste, locale and disability.
- c) Historical perspective and policy documentation on inclusive education.

SEMESTER–V

SECTION–B

ACCESSING INCLUSIVE EDUCATION

- a) **Barriers to Inclusive Education:** Systematic Barriers, Societal barriers and Pedagogical barriers.
- b) Fundamental elements of inclusive school and Strategies for making Inclusive schools.
- c) Provisions for CWSN in different education initiatives: PIED/ IEDC : SSA ; NCF, 2005, RTE 2009 Act; and Bachpanbachaoandolan with reference to pedagogy, curriculum and assessment of learning outcomes.

SECTION–C

DISABILITY AND INCLUSION

- a) Meaning and forms of disability; Identification, assessment and certification of special education needs.
- b) Rights of children with disabilities and implications for educational provisions, role of government and non- government organisations.
- c) Meaning of Inclusion in educational settings- Concept, Types, stages and principles.

SECTION–D

SOCIAL CONSTRAINTS

- a) Provisions of Inclusive Education under SarvShikshaAbhiyan and RTE.
- b) Inequality of opportunities, economic and social consequences of gender inequality, programmes on girl education- Kasturba Gandhi balika Vidyalaya, DPEP
- c) Impact assessment of social welfare schemes for gender, marginalised and disabled groups.

B.ED. M.ED. (3 YEARS INTEGRATED DEGREE PROGRAMME)
(Syllabus for the Batch from Year 2020 to Year 2023)

Sessional Work:**Marks: 30**

- Prepare a report of recent developments done in the field of Inclusive education.
- Visit to a Inclusive School and prepare a report.

REFERENCES:-

- Ahuja. A, Jangira, N.K. (2002): Effective Teacher Training; Cooperative Learning Based Approach: National Publishing house 23 Daryaganj, New Delhi. 110002.
- Ainscow, M., Booth. T (2003): The Index for Inclusion: Developing Learning and Participation in Schools. Bristol: Center for Studies in Inclusive Education.
- Jangira N.K. and Mani, M.N.G. (1990): Integrated Education for Visually Handicapped, Gurgaon, Old Subjimandi, Academic Press.
- Jha. M.(2002) Inclusive Education for All: Schools Without Walls, Heinemann Educational publishers, Multivista Global Ltd, Chennai, 600042, India.
- Sharma P.L (2003) Planning Inclusive Education in Small Schools, R.I E. Mysore.
- Sharma, P.L. (1990) Teachers handbook on IED-Helping children with special needs N.C.E.R.T. Publication.

SEMESTER-V
SPECIALISATION – OPTIONAL COURSES
PAPER-II: B (S-iv) INCLUSIVE EDUCATION
Course Title (a) INCLUSIVE EDUCATION AND ITS PRACTICES

Time: 3 Hrs.

Total Marks: 100
Theory: 70
Sessional Work: 30

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

COURSE OBJECTIVES:-

- Describe the concept of Inclusion and its historical perspective.
- Differentiate various types of Inclusion
- Understand new innovative techniques in inclusive education
- Explain the concept of Disability.
- Explain various constraints in setting Inclusive Schools.

SECTION-A

INTRODUCTION TO INCLUSIVE EDUCATION

- a) Inclusive Education: Concept, Objectives, Scope and Benefits of Inclusive Education.
Differences between special, integrated and inclusive education
- b) Types of exclusion w.r.t gender, caste, locale and disability.
- c) Historical perspective and policy documentation on inclusive education.

SECTION-B

ACCESSING INCLUSIVE EDUCATION

- a) Barriers to Inclusive Education: Systematic Barriers, Societal barriers and Pedagogical barriers.
- b) Fundamental elements of inclusive school and Strategies for making Inclusive schools.
- c) Provisions for CWSN in different education initiatives: PIED/ IEDC : SSA ; NCF, 2005, RTE 2009 Act; and Bachpanbachaoandolan with reference to pedagogy, curriculum and assessment of learning outcomes.

SECTION-C

DISABILITY AND INCLUSION

- a) Meaning and forms of disability; Identification, assessment and certification of special education needs.
- b) Rights of children with disabilities and implications for educational provisions, role of government and non- government organisations.
- c) Meaning of Inclusion in educational settings- Concept, Types, stages and principles.

SEMESTER–V

SECTION–D

SOCIAL CONSTRAINTS

- a) Provisions of Inclusive Education under SarvShikshaAbhiyan and RTE.
- b) Inequality of opportunities, economic and social consequences of gender inequality, programmes on girl education- Kasturba Gandhi balika Vidyalaya, DPEP
- c) Impact assessment of social welfare schemes for gender, marginalised and disabled groups.

SESSIONAL WORK:

Marks: 30

- Prepare a report of recent developments done in the field of Inclusive education.
- Visit to a Inclusive School and prepare a report.

REFERENCES:-

- Ahuja. A, Jangira, N.K. (2002): Effective Teacher Training; Cooperative Learning Based Approach: National Publishing house 23 Daryaganj, New Delhi. 110002.
- Ainscow, M., Booth. T (2003): The Index for Inclusion: Developing Learning and Participation in Schools. Bristol: Center for Studies in Inclusive Education.
- Jangira N.K. and Mani, M.N.G. (1990): Integrated Education for Visually Handicapped, Gurgaon, Old Subjimandi, Academic Press.
- Jha. M.(2002) Inclusive Education for All: Schools Without Walls, Heinemann Educational publishers, Multivista Global Ltd, Chennai, 600042, India.
- Sharma P.L (2003) Planning Inclusive Education in Small Schools, R .I E. Mysore.
- Sharma, P.L. (1990) Teachers handbook on IED-Helping children with special needs N.C.E.R .T. Publication.

SEMESTER–V

SPECIALISATION – OPTIONAL COURSES

PAPER–IV: B (E-iv) INCLUSIVE EDUCATION

Course Title (a) TRENDS AND ISSUES IN INCLUSIVE EDUCATION

Time: 3 Hrs.

Total Marks: 100

Theory: 70

Sessional Work: 30

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

COURSE OBJECTIVES:-

On completion of this paper, the student-teachers will be able to:

- Understand Inclusive School Education Concept and nature.
- Develop awareness of learner towards inclusive education and its practices.
- Enable the student to organize inclusive classroom.

SECTION–A

CURRENT TRENDS IN INCLUSIVE EDUCATION

- a) Education: Normalization, Mainstreaming, Integration and Inclusion
- b) Rehabilitation: Deinstitutionalization, Community based rehabilitation, Cross disability approach
- c) Open School Learning system : Non-Formal Education

SECTION–B

ISSUES IN INCLUSIVE EDUCATION IN INDIA

- a) Current Status and Issues of inclusive education in India
- b) Barriers and Facilitators in Inclusive Education: Attitude, Social and Educational
- c) Ethical Issues in Inclusive Education and Researches in Inclusive Education in India

SECTION–C

SUPPORTIVE SERVICES FOR INCLUSION

- a) Concept, importance and types of supportive services (medical, rehabilitative and educational).
- b) Early identification and available referral services for support, Myths and facts of supportive services for inclusive learning.
- c) Role of teacher and teacher educators in utilizing support services for inclusion.

SEMESTER–V

SECTION–D

INNOVATION IN INCLUSIVE EDUCATION

- Assistive and Adaptive Technology for Diverse learners: Product (Aids and Appliances) and Process (Individualized Education Plan (IEP), Remedial Teaching),
- Therapeutic Interventions: Need and Scope, Use of Information Communication Technology (ICT) in inclusive classroom
- Effectiveness of inclusive strategies such as enrichment, cluster grouping, mixed ability grouping, multilevel teaching, cooperative learning, peer tutoring in the context of constructivism.

SESSIONAL WORK

Performance in unit tests and house examination 10 Marks

Files to be prepared and submitted for evaluation 20 Marks

Assignments on the following

The students may undertake any one of the following activities:

- Review of literature related to education of children with diverse needs presentation of reports in a seminar
- Identify suitable research areas in inclusive education.
- Make a list of existing resources in the local area and discuss their use and limitations based on survey of five inclusive schools

REFERENCES:-

- Loreman, Deppeler and Harvey- Inclusive Education, Allen and Unwin Australia.
- Felicity Armstrong and Michele Moore(2004). *Action Research for Inclusive Education*. RoutledgeFalmer
- Mike Adams and Sally Brown(2006). *Towards Inclusive Learning in Higher Education*. Routledge.
- Peter Mittler(2000). *Working towards Inclusive Education*, David Fulton Publishers.
- Nind, Sheehy and Simms, Inclusive Education (2006) –Learners and Learning Context, David Fulton Pub.17) Integrated and Inclusive Education, Premavathy and Mittal, R C I.
- Advani, Lal. and Chadha, Anupriya (2003). *You and Your Special Child*, New Delhi: UBS Publishers.
- Sharma, Kaushal and Mahapatra (2007). *Emerging Trends in Inclusive Education*.
- Sharma, R.N., & Chandra: *Advanced Educational technology*. New Delhi: Atlantic Publishers S.S. (2003) and Distributors.
- Sharma, T.R. (2005): *Educational Technology* (Pbi.). Patiala: Twenty First Century Publications.
- Sodhi, G.S. & Dutt,: *Educational Technology*. Chandigarh: Sumir Publishers.
- Sunil (1993), Mehra, V. (2004): *Educational Technology*. New Delhi: S.S. Publishers.
- Thakur, A.S. & Berwal, Sandee (2011): *Essentials of Education Technology*. Patiala: Twenty First Century Publications.

SEMESTER–V**SPECIALISATION – OPTIONAL COURSES****PAPER–IV: B (S-iv) INCLUSIVE EDUCATION****Course Title (a) TRENDS AND ISSUES IN INCLUSIVE EDUCATION****Time: 3 Hrs.****Total Marks: 100****Theory: 70****Sessional Work: 30****Instructions for the Paper Setters:-**

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

COURSE OBJECTIVES:-

On completion of this paper, the student-teachers will be able to:

- Understand Inclusive School Education Concept and nature.
- Develop awareness of learner towards inclusive education and its practices.
- Enable the student to organize inclusive classroom.

SECTION–A**Current Trends in Inclusive Education**

- a) Education: Normalization, Mainstreaming, Integration and Inclusion
- b) Rehabilitation: Deinstitutionalization, Community based rehabilitation, Cross disability approach
- c) Open School Learning system : Non-Formal Education

SECTION–B**Issues in Inclusive Education in India**

- a) Current Status and Issues of inclusive education in India
- b) Barriers and Facilitators in Inclusive Education: Attitude, Social and Educational
- c) Ethical Issues in Inclusive Education and Researches in Inclusive Education in India

SECTION–C**Supportive Services for inclusion**

- a) Concept, importance and types of supportive services (medical, rehabilitative and educational).
- b) Early identification and available referral services for support, Myths and facts of supportive services for inclusive learning.
- c) Role of teacher and teacher educators in utilizing support services for inclusion.

SEMESTER–V

SECTION–D

Innovation in Inclusive Education

- Assistive and Adaptive Technology for Diverse learners: Product (Aids and Appliances) and Process (Individualized Education Plan (IEP), Remedial Teaching),
- Therapeutic Interventions: Need and Scope, Use of Information Communication Technology (ICT) in inclusive classroom
- Effectiveness of inclusive strategies such as enrichment, cluster grouping, mixed ability grouping, multilevel teaching, cooperative learning, peer tutoring in the context of constructivism.

SESSIONAL WORK

Performance in unit tests and house examination 10 Marks

Files to be prepared and submitted for evaluation 20 Marks

Assignments on the following

The students may undertake any one of the following activities:

- Review of literature related to education of children with diverse needs presentation of reports in a seminar
- Identify suitable research areas in inclusive education.
- Make a list of existing resources in the local area and discuss their use and limitations based on survey of five inclusive schools

REFERENCES:-

- Loreman, Deppeler and Harvey- Inclusive Education, AllwenandUnwin Australia.
- Felicity Armstrong and Michele Moore(2004). *Action Research for Inclusive Education*. RoutledgeFalmer
- Mike Adams and sally Brown(2006). *Towards Inclusive Learning in Higher Education*. Routledge.
- Peter Mittler(2000). *Working towards Inclusive Education*, David Fulton Publishers.
- Nind, Sheehy and Simms, Inclusive Education (2006) –Learners and Learning Context, David Fulton Pub.17) Integrated and Inclusive Education, Premavathyand Mittal, R C I.
- Advani, Lal. and Chadha, Anupriya (2003). *You and Your Special Child*, New Delhi: UBS Publishers.
- Sharma, KaushalandMahapatra (2007). *Emerging Trends in Inclusive Education*.
- Sharma, R.N., &Chandra: *Advanced Educational technology*. New Delhi: Atlantic Publishers S.S. (2003) and Distributors.
- Sharma, T.R. (2005): *Educational Technology* (Pbi.). Patiala: Twenty First Century Publications.
- Sodhi, G.S. & Dutt: *Educational Technology*. Chandigarh: Sumir Publishers.
- Sunil (1993), Mehra, V. (2004): *Educational Technology*. New Delhi: S.S. Publishers.
- Thakur, A.S. & Berwal, Sandee (2011): *Essentials of Education Technology*. Patiala: Twenty First Century Publications.

SEMESTER–V

SPECIALISATION – OPTIONAL COURSES
PAPER–IV: B (E-v) EDUCATIONAL TECHNOLOGY AND ICT
Course Title (a) EDUCATIONAL TECHNOLOGY

Time: 3 Hrs.**Total Marks: 100****Theory: 70****Sessional Work: 30****Instructions for the Paper Setters:-**

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

COURSE OBJECTIVES:-

On completion of this course, the students will be able to:

- Understand the nature and scope of educational technology.
- Understand the various forms and approaches of educational technology.
- Gain insight into the educational technology programmes in India.
- Become effective user of technology in Education.

SECTION–A**EDUCATIONAL TECHNOLOGY**

- a) Educational Technology: Concept, Importance, types, and its role in education.
- b) Objectives of educational technology at micro and macro level
- c) Evolution of the concept of educational technology and ICT

SECTION–B**INNOVATIONS IN TEACHING- LEARNING**

- a) Forms of Educational Technology: Teaching Technology, Instructional technology and behavioural technology
- b) Approaches to Educational Technology: Hardware, Software and System Approach.
- c) Differentiation between technology in education and technology of education.

SECTION–C**EDUCATIONAL TECHNOLOGY PROGRAMS**

- a) Uses and significance of educational technology in the Indian context
- b) Educational technology programs in India with special reference to CIET, EMMRC, IGNOU, SIET and their role in education.
- c) System Approach to Education and its components: Goal Setting, Task Analysis, Content Analysis and Context Analysis.

SEMESTER–V

SECTION–D

INNOVATIONS IN TECHNOLOGY

- Innovations in teaching Technology
- Computer Assisted Instruction, Personalised System instruction, learner-controlled instruction: Steps and merits
- Scope of Educational technology in India.

SESSIONAL WORK:

Marks: 30

- Identifying appropriate media and material for effective use in transaction of a lesson.
- Prepare a powerpoint presentation on uses of educational technology in Indian classrooms.
- Development of technology-based study material for school students.

REFERENCES:-

- Bhushan, A. & Ahuja, M. (1992). *Educational Technology*. Meerut: Vikas Publication.
- Chauhan S.S. *A Text Book of Programmed Instruction. (2nd Ed.)*. New Delhi/ Bangalore: Sterling Publishers Pvt. Ltd.
- C.S. Shukla. *Essential of Educational Technology and Management*. New Delhi: Dhanpatrai Pub. Company Pvt. Ltd.
- Das, R.C. (1993). *Educational Technology: A Basic Text*. New Delhi: Sterling Publishers.
- Flanders, Ned A. (1978). *Analyzing Teaching Behaviour*. London: Addison Wasley Publishing Co.
- Gakhar, S.C. (2008). *Educational Technologies*. Panipat: N.M. Publication.
- Joyce, B. Weil, M. & Showers, B. (1985). *Models of Teaching*. Prentice Hall of india, Pvt. Ltd.
- Kumar, K.L. (2008). *Educational Technology (Second Revised Edition)*. New Delhi: New Age International Pvt. Ltd. Publishers.
- Madan Lal. *Essentials of Educational Technology*. New Delhi: Anmol Publications.
- Mehra, V. (2010). *A Textbook of Educational Technology*. New Delhi: Sanjay Prakashan
- Mukhopadhyay, M. (1990). *Educational Technology – Challenging Issues*. New Delhi: Sterling Publishers Pvt. Ltd.
- Patel I.J. and others. *A Handbook of Programmed Learning*. CASE, Baroda.
- Sharma R.A. (2005). *Programmed Instruction- An Instructional Technology*. Meerut: Loyal Book Depot.

SEMESTER–V

SPECIALISATION – OPTIONAL COURSES **PAPER–IV: B (S-v) EDUCATIONAL TECHNOLOGY AND ICT** **Course Title (a) EDUCATIONAL TECHNOLOGY**

Time: 3 Hrs.

Total Marks: 100

Theory: 70

Sessional Work: 30

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

COURSE OBJECTIVES:-

On completion of this course, the students will be able to:

- Understand the nature and scope of educational technology.
- Understand the various forms and approaches of educational technology.
- Gain insight into the educational technology programmes in India.
- Become effective user of technology in Education.

SECTION–A

EDUCATIONAL TECHNOLOGY

- a) Educational Technology: Concept, Importance, types, and its role in education.
- b) Objectives of educational technology at micro and macro level
- c) Evolution of the concept of educational technology and ICT

SECTION–B

INNOVATIONS IN TEACHING- LEARNING

- a) **Forms of Educational Technology:** Teaching Technology, Instructional technology and behavioural technology
- b) **Approaches to Educational Technology:** Hardware, Software and System Approach.
- c) Differentiation between technology in education and technology of education.

SECTION–C

EDUCATIONAL TECHNOLOGY PROGRAMS

- a) Uses and significance of educational technology in the Indian context
- b) Educational technology programs in India with special reference to CIET, EMMRC, IGNOU, SIET and their role in education.
- c) **System Approach to Education and its components:** Goal Setting, Task Analysis, Content Analysis and Context Analysis.

SEMESTER–V

SECTION–D

INNOVATIONS IN TECHNOLOGY

- Innovations in teaching Technology
- Computer Assisted Instruction, Personalised System instruction, learner-controlled instruction: Steps and merits
- Scope of Educational technology in India.

SESSIONAL WORK:

Marks: 30

- Identifying appropriate media and material for effective use in transaction of a lesson.
- Prepare a powerpoint presentation on uses of educational technology in Indian classrooms.
- Development of technology-based study material for school students.

REFERENCES:-

- Bhushan, A. & Ahuja, M. (1992). *Educational Technology*. Meerut: Vikas Publication.
- Chauhan S.S. *A Text Book of Programmed Instruction. (2nd Ed.)*. New Delhi/ Bangalore: Sterling Publishers Pvt. Ltd.
- C.S. Shukla. *Essential of Educational Technology and Management*. New Delhi: Dhanpatrai Pub. Company Pvt. Ltd.
- Das, R.C. (1993). *Educational Technology: A Basic Text*. New Delhi: Sterling Publishers.
- Flanders, Ned A. (1978). *Analyzing Teaching Behaviour*. London: Addison Wasley Publishing Co.
- Gakhar, S.C. (2008). *Educational Technologies*. Panipat: N.M. Publication.
- Joyce, B. Weil, M. & Showers, B. (1985). *Models of Teaching*. Prentice Hall of india, Pvt. Ltd.
- Kumar, K.L. (2008). *Educational Technology (Second Revised Edition)*. New Delhi: New Age International Pvt. Ltd. Publishers.
- Madan Lal. *Essentials of Educational Technology*. New Delhi: Anmol Publications.
- Mehra, V. (2010). *A Textbook of Educational Technology*. New Delhi: Sanjay Prakashan
- Mukhopadhyay, M. (1990). *Educational Technology – Challenging Issues*. New Delhi: Sterling Publishers Pvt. Ltd.
- Patel I.J. and others. *A Handbook of Programmed Learning*. CASE, Baroda.
- Sharma R.A. (2005). *Programmed Instruction- An Instructional Technology*. Meerut: Loyal Book Depot.

SEMESTER–V

SPECIALISATION – OPTIONAL COURSES **PAPER–IV: B (E-v) EDUCATIONAL TECHNOLOGY AND ICT** **Course Title (b) ICT IN EDUCATION**

Time: 3 Hrs.

Total Marks: 100

Theory: 70

Sessional Work: 30

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Course Objectives:

On completion of this course, the students will be able to:

- Understand the concept and need of ICT in education.
- Know about the barriers in integrating ICT in classrooms.
- Develop understanding of the ICT supported teaching learning strategies.
- Understand the concept of communication process.
- Understand different modern techniques of communication.
- Appreciate the role of ICT in education.

SECTION–A

ICT IN EDUCATION

- a) Concept, need, importance of ICT in education
- b) Paradigm Shift due to ICT from Teaching to learning- Curriculum methods of teaching , Role of teacher, classroom environment , evaluation procedure, education management
- c) Challenges and Barriers to integration of ICT in Indian Schools classrooms

SECTION–B

ICT SUPPORTED TEACHING – LEARNING STRATEGIES

- a) E- learning and web based learning- concept, features and educational implications
- b) Co-operative and Collaborative Learning- concept, features and educational implications
- c) Project based learning- concept, features and educational implications

SECTION–C

COMMUNICATION PROCESS

- a) Communication Process: Concept, types, modes, process and barriers.
- b) Modern tools of communication: mobile, e-mail, chat online, conferencing, blog, Wiki, internet Forum, News groups
- c) Social networking as an effective communication.

SEMESTER–V

SECTION–D

NEW TRENDS IN ICT

- a) EDUSAT- Concept, elements, advantages and limitations
- b) Online learning resources: E-library, websites, Apps, and web 2.0 technology.
- c) Modern Techniques of communication: Tele conferencing, e- learning, m- learning.
Classrooms: Smart, flipped and virtual

SESSIONAL WORK:

Marks: 30

- Preparation of power point presentation on any topic of education.
- Critical analysis of Teaching aids and their applications in instruction and learning.
- Visit to a school and prepare a report on the functioning of EDUSAT in that school.

REFERENCES:-

- Abbott, C. (2003). *ICT: Changing Education*. UK: Routledge
- Bhushan, A. & Ahuja, M. (1992). *Educational Technology*. Meerut: Vikas Publication.
- Brown, D & Florian, L (2004). *ICT and Special Educational Needs*. UK: McGraw-Hill Education
- Das, R.C. (1993). *Educational Technology: A Basic Text*. New Delhi: Sterling Publishers.
- Gakhar, S.C. (2008). *Educational Technologies*. Panipat: N.M. Publication.
- Kumar, K.L. (2008). *Educational Technology (Second Revised Edition)*. New Delhi: New Age International Pvt. Ltd. Publishers.
- Madan Lal. *Essentials of Educational Technology*. Anmol Publications.
- Mehra, V. (2010). *A Textbook of Educational Technology*. New Delhi: Sanjay Prakashan
- Mukhopadhyay, M. (1990). *Educational Technology – Challenging Issues*. New Delhi: Sterling Publishers Pvt. Ltd.
- N. Sareen. *Information and Communication Technology*. Anmol Publication.
- Rosenberg, M.J. (2001). *E-learning*. New York: McGraw Hill.
- Shortis, T. (2001). *The Language of ICT: Information and Communication Technology*. Psychology Press
- Semenov, A. (2015). *Information and Communication Technologies in Schools: A Handbook for Teachers*. UNESCO
- Sharma R.A. (2005). *Programmed Instruction- An Instructional Technology*. Meerut: Loyal Book Depot.

SEMESTER–V**SPECIALISATION – OPTIONAL COURSES****PAPER–IV: B (S-v) EDUCATIONAL TECHNOLOGY AND ICT****Course Title (b) ICT IN EDUCATION****Time: 3 Hrs.****Total Marks: 100****Theory: 70****Sessional Work: 30****Instructions for the Paper Setters:-**

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

COURSE OBJECTIVES:-

On completion of this course, the students will be able to:

- Understand the concept and need of ICT in education.
- Know about the barriers in integrating ICT in classrooms.
- Develop understanding of the ICT supported teaching learning strategies.
- Understand the concept of communication process.
- Understand different modern techniques of communication.
- Appreciate the role of ICT in education.

SECTION–A**ICT IN EDUCATION**

- a) Concept, need, importance of ICT in education
- b) Paradigm Shift due to ICT from Teaching to learning- Curriculum methods of teaching, Role of teacher, classroom environment, evaluation procedure, education management
- c) Challenges and Barriers to integration of ICT in Indian Schools classrooms

SEMESTER–V

SECTION–B

ICT SUPPORTED TEACHING – LEARNING STRATEGIES

- E- learning and web-based learning- concept, features and educational implications
- Co-operative and Collaborative Learning- concept, features and educational implications
- Project based learning- concept, features and educational implications

SECTION–C

COMMUNICATION PROCESS

- Communication Process:** Concept, types, modes, process and barriers.
- Modern tools of communication: mobile, e-mail, chat online, conferencing, blog, Wiki, internet Forum, News groups
- Social networking as an effective communication.

SECTION–D

NEW TRENDS IN ICT

- EDUSAT- Concept, elements, advantages and limitations
- Online learning resources: E-library, websites, Apps, and web 2.0 technology.
- Modern Techniques of communication: Tele conferencing, e- learning, m- learning.
Classrooms: Smart, flipped and virtual

SESSIONAL WORK:

MARKS: 30

- Preparation of power point presentation on any topic of education.
- Critical analysis of Teaching aids and their applications in instruction and learning.
- Visit to a school and prepare a report on the functioning of EDUSAT in that school.

REFERENCES:-

- Abbott, C. (2003). *ICT: Changing Education*. UK: Routledge
- Bhushan, A. & Ahuja, M. (1992). *Educational Technology*. Meerut: Vikas Publication.
- Brown, D & Florian, L (2004). *ICT and Special Educational Needs*. UK: McGraw-Hill Education
- Das, R.C. (1993). *Educational Technology: A Basic Text*. New Delhi: Sterling Publishers.
- Gakhar, S.C. (2008). *Educational Technologies*. Panipat: N.M. Publication.
- Kumar, K.L. (2008). *Educational Technology (Second Revised Edition)*. New Delhi: New Age International Pvt. Ltd. Publishers.
- Madan Lal. *Essentials of Educational Technology*. Anmol Publications.
- Mehra, V. (2010). *A Textbook of Educational Technology*. New Delhi: Sanjay Prakashan
- Mukhopadhyay, M. (1990). *Educational Technology – Challenging Issues*. New Delhi: Sterling Publishers Pvt. Ltd.
- N. Sareen. *Information and Communication Technology*. Anmol Publication.
- Rosenberg, M.J. (2001). *E-learning*. New York: McGraw Hill.
- Shortis, T. (2001). *The Language of ICT: Information and Communication Technology*. Psychology Press
- Semenov, A. (2015). *Information and Communication Technologies in Schools: A Handbook for Teachers*. UNESCO
- Sharma R.A. (2005). *Programmed Instruction- An Instructional Technology*. Meerut: Loyal Book Depot.

SEMESTER–V

DISSERTATION (Data Collection)

Credits: 2

Marks: 50 (Sessional)

Candidate will go for field work and collect the data for dissertation in Semester Vth preferably during four weeks of internship. Candidate will give presentation of their data collection work and evaluation will be done by College Research Committee of three members (supervisor, HOD and a senior faculty nominated by the principal).

SEMESTER–V

PAPER–VI

I–6 Internship in the area of specialization (Elementary/ Secondary Stage) in Semester–V is compulsory.

S.N.	Activity	Max. Marks
1	Observation and preparation of a profile of the institution	10
2	Supervision of the practice teaching work of five students	10
3	Checking of the lesson copies of student teachers and will maintain the record for five students.	5
4	Observation of the teaching of student teacher and give feedback and will maintain its record of the same five students.	10
5	Identification and supervision the work of action research of two student teachers.	5
6	Developing teaching learning resources relevant to the needs of the learner for at least two topics from their teaching subjects	5
7	Coordination and supervision of the organization of at least two co- curricular activities organized by student teacher in the practicing schools.	5
	Grand Total	50

The sessional work will be evaluated by the supervisor in the practicing school and principal of the college/Head of the Department where student is studying. The student will also obtain a certificate from the principal of the practicing school where internship is being organized counter signed by the supervisor and principal of the college/Head of the Department.

SEMESTER-VI
PAPER-I: CURRICULUM STUDIES

Time: 3 Hrs.

Total Marks: 100
Theory: 70
Sessional Work: 30

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

COURSE OBJECTIVES:

After completing the course, the student will be able to

- understand the meaning of curriculum development
- explain various models and approaches of curriculum development
- describe the concept of curriculum evaluation
- understand various issues in curriculum development
- understand the role of teacher in the transaction and evaluation of curriculum.
- understand the recent developments in the field of curriculum development.
- understand the planning and evaluation of curriculum.

SECTION-A

Concepts, Bases and determinants of Curriculum

- a) Meaning and nature of curriculum. Need for Curriculum in schools.
- b) Perspectives on curriculum; Traditionalists; Conceptual- Empiricists; Reconceptualists, and Constructivists.
- c) Curriculum framework- need and importance; ramification of curriculum framework into curriculum, syllabus, units and textbooks: Analysis of Different curriculum frameworks.

SECTION-B

Curriculum Planning and Development

- a) Concept and Principles of Curriculum Development.
- b) Approaches of Curriculum development: Administrative approach, Grass root approach, Systems approach. Factors affecting curriculum development.
- c) Role of organizations like NCERT, SCERTs, UGC and NCTE in curriculum development.

SECTION-C

Selection and Organization of learning experiences

- a) Principles and criteria for creating learning experiences: Cognitive, Critical perspectives, applicability, Utility, objectivity and scope for inclusiveness.
- b) Recent developments and trends in Curriculum designing: National Curriculum Framework-2005 and National Curriculum Framework for Teacher Education-2009, Lifelong learning, Futuristic education, ICT-based education.
- c) Implementation of Curriculum: Selection and development of learning resources (textbooks, teaching-learning materials and resources outside the school – local environment, community and media, etc.), Role of teacher in developing, transacting and evaluating curriculum, Space for teacher to act as a critical pedagogue

SEMESTER-VI

SECTION-D

Curriculum Evaluation

- a) Curriculum Evaluation: Planning and Evaluation of curriculum material. Need for continuous evaluation of curriculum.
- b) Models of curriculum evaluation: Tyler model, stakes model, Screven model, Kirkpatrick model.
- c) Formative, diagnostic and summative evaluation-continuous and comprehensive evaluation [CCE]

SESSIONAL WORK

Performance in unit tests and house examination 10 Marks

Files to be prepared and submitted for evaluation 20 Marks

Assignments on the following (any one)

- A comparison of two syllabi state government.
- Critically examine the existing curriculum at elementary and secondary level.

REFERENCES:-

1. Aggarwal, D. (2007): Curriculum development: Concept, Methods and Techniques. New Delhi. Book Enclave.
2. Diamond R. M. (1986) Designing and Improving Courses in Higher Education: A Systematic Approach, California, Jossey-Bass Inc. Publication.
3. Joseph, P.B. et al; (2000): Cultures of Curriculum (studies in Curriculum Theory). New York. Teacher College Press.
4. McKernan, J. (2007): Curriculum and Imagination: Process, Theory, Pedagogy and Action Research. Routledge. U.K.
5. NCERT (2005). National Curriculum Framework-2005, NCERT, Sri Aurobindo Marg, New Delhi.
6. NCERT (2000). National Curriculum Framework for School Education, NCERT, New Delhi.
7. Oliva, P. F. (1988) Developing the Curriculum. Scott, and Foresman and Co.
8. Reddy, B. (2007): Principles of curriculum planning and development.
9. Hilda, T. (1962) Curriculum Development: Theory and Practice, New York, Harcourt Brace, Jovanovich Inc.

SEMESTER–VI

SPECIALISATION – OPTIONAL COURSES

PAPER–II: B (E-i) CURRICULUM PEDAGOGY AND ASSESSMENT

Course Title (a) CURRICULUM TRANSACTION

Time: 3 Hrs.

Total Marks: 100

Theory: 70

Sessional Work: 30

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

COURSE OBJECTIVES:-

On completion of this course the students will be able to:

- describe various methods/media for transaction.
- discuss approaches of curriculum transaction.
- explain role of ICT in curriculum Transaction.
- develop skills to integrate Audio Visual Aids in curriculum transaction.
- understand the role of communication in curriculum transaction

SECTION–A

UNDERSTANDING CURRICULUM TRANSACTION

- a) Meaning of curriculum transaction, minimum requirement for transaction of curriculum: duration, in-take, eligibility of students, content, qualification of teaching staff, infrastructure facilities, institutional facilities, classroom climate.
- b) Issues related to curriculum transaction, teacher's role in curriculum transaction.
- c) Transaction of critical issues: social sensitivity, transaction strategies for creating scope of critical thinking, environmental concerns, gender concerns, values.

SECTION–B

RESOURCES AND APPROACHES OF CURRICULUM TRANSACTION

- a) Curricular materials- textbooks: presentation of content, language, illustrations, episode, stories and practice exercise, Teacher's guide: its role in transaction.
- b) Collaborative/cooperative learning: meaning and its role in curriculum transaction, use of various methods and media in transaction of curriculum.
- c) Constructivist approach to curriculum transaction, situated learning, cognitive apprenticeship, social meditation, negotiating and scaffolding.

SECTION–C

INTEGRATION OF ICT IN CURRICULUM TRANSACTION

- a) Use of Library, Audio-visual and ICT Resources
- b) Strategies for using audio-visual media – films, documentaries – in furthering learning
- c) ICT's importance and role in transaction of curriculum

**SEMESTER-VI
SECTION-D**

ROLE OF COMMUNICATION IN TRANSACTION

- a) Concept of Communication in transaction, Importance of communication transaction of learning experience, various communication means and media, Necessary requirement for proper communication.
- b) Elements of communication (Who-the sender, what-the message, whom-the receiver, what-the change/the communication medium and structure of human relationship through which content material is transmitted).
- c) Barriers in curriculum transaction in classroom.

SESSIONAL WORK

Marks: 30

- Students will prepare an observation schedule for curriculum transaction in any one-school subject.
- Students will observe and identify various methods, media & approaches used in transaction of curriculum for particular school subject/or course in teacher education.

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13. Reddy, B. (2007): Principles of curriculum planning and development.
14. Srivastava, D.S and SaritaKumari (2005) Curriculum and Instruction, Isha Books, D-43, Prithviraj Road, Adarsh Nagar, Delhi-110033.
15. Taba Hilda (1962) Curriculum Development: Theory and Practice, New York, Harcourt Brace, Jovanovich Inc.

SEMESTER–VI

SPECIALISATION – OPTIONAL COURSES

PAPER–II: B (S-i) CURRICULUM PEDAGOGY AND ASSESSMENT

Course Title (a) CURRICULUM TRANSACTION

Time: 3 Hrs.

Total Marks: 100

Theory: 70

Sessional Work: 30

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

COURSE OBJECTIVES:-

On completion of this course the students will be able to:

- describe various methods/media for transaction.
- discuss approaches of curriculum transaction.
- explain role of ICT in curriculum Transaction.
- develop skills to integrate ICT in curriculum transaction.
- understand the importance of collaborative learning.

SECTION–A

Understanding Curriculum Transaction

- a) Meaning of curriculum transaction, minimum requirement for transaction of curriculum: duration, in-take, eligibility of students, content, qualification of teaching staff, infrastructure facilities, institutional facilities, classroom climate.
- b) Issues related to curriculum transaction, teacher's role in curriculum transaction.

SECTION–B

Resources and Approaches of Curriculum Transaction

- a) Curricular materials- textbooks: presentation of content, language, illustrations, episode, stories and practice exercise, Teacher's guide: its role in transaction.
- b) Collaborative/cooperative learning: meaning and its role in curriculum transaction, use of various methods and media in transaction of curriculum.

SECTION–C

Integration of ICT in Curriculum Transaction

- a) ICT's importance and role in transaction of curriculum
- b) Various modes of ICT for transaction with their strengths and limitations, PLM, CAL, CAI.

SEMESTER-VI

SECTION-D

Role of Communication in Transaction

- a) Concept of Communication in transaction, Importance of communication transaction of learning experience, various communication means and media, Necessary requirement for proper communication.
- b) Elements of communication (Who-the sender, what-the message, whom-the receiver, what-the change/the communication medium and structure of human relationship through which content material is transmitted), what effect-the valued.

SESSIONAL WORK

Performance in unit tests and house examination 10 Marks

Files to be prepared and submitted for evaluation 20 Marks

Assignments on the following

- Students will prepare an observation schedule for curriculum transaction in any one-school subject.
- Students will prepare three lesson plans with appropriate technology resources/solutions.

REFERENCES: -

1. Aggarwal, D. (2007). Curriculum development: Concept, Methods and Techniques. New Delhi: Book Enclave.
2. Aggarwal, J.C (1990). Curriculum Reform in India- World overviews, DoabaWorld Education Series-3 Delhi, Doaba House, Book seller and Publisher.
3. Arora, G.L. (1984): Reflections on Curriculum. NCERT.
4. CIET (2006) The Process of Making National Curriculum Framework-2005: A Video documentary both in Hindi and English, CIET, NCERT, New Delhi.
5. CIET (2007) Curriculum Syllabus and Textbook: An Audio Interview with Sh. RohitDhankar, Chairperson of the National Focus Group set up under NCF2005 Process, CIET, NCERT, New Delhi.
6. Dewey, J. (1966). The Child and the Curriculum. The University of Chicago Press.
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14. Reddy, B. (2007): Principles of curriculum planning and development.
15. Srivastava, D.S. & Kumari S. (2005) Curriculum and Instruction.Delhi: Isha Books.
16. Taba Hilda (1962) Curriculum Development: Theory andPractice.New York: Harcourt B.ace, Jovanovich Inc.

SEMESTER-VI
SPECIALISATION – OPTIONAL COURSES
PAPER-II: B (E-i) CURRICULUM PEDAGOGY AND ASSESSMENT
Course Title (b) CURRICULUM EVALUATION

Time: 3 Hrs.

Total Marks: 100
Theory: 70
Sessional Work: 30

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

COURSE OBJECTIVES:-

On completion of this course the students will be able to:

- Understand process of curriculum assessment
- Differentiate between formative and summative evaluation
- Gain insight into various strategies used for assessment
- Utilize different techniques for evaluation of curriculum and program
- Explain various tools used in curriculum assessment

SECTION-A

CURRICULUM EVALUATION

- a) Curriculum Evaluation: Concept, Need
- b) Purpose of Curriculum Evaluation
- c) Evaluation Questions: Question of intrinsic value, question of instrumental value, question of comparative value.

SECTION-B

MODELS OF CURRICULUM EVALUATION

- a) Curriculum evaluation models:
 - i. Ralph Tyler's Evaluation Model
 - ii. CIPP Model (Stufflebeam)
 - iii. Robert Stake's Countenance Model
 - iv. Michael Melfessel & Michael Model
- b) Applying measures and investigating their effectiveness
- c) Role of Evaluator/ Assessor in Quality Control (Process of quality control identifying the effective and deterioration, systematic stock taking of implemented curriculum.

SECTION-C

APPROACHES TO EVALUATION

- a) Scientific Humanistic Approach (Cronbach)
- b) Intrinsic and Pay Off Approach (Michael Scriven)
- c) Formative and Summative Approach

SECTION-D

ISSUES OF EVALUATION

- a) Criterion and Norm referenced evaluation
- b) Intended vs goal free Evaluation
- c) Evaluation standards

SEMESTER-VI

SESSIONAL WORK

Marks: 30

- Assessment of curriculum of a particular school subject using a rubric
- Summative evaluation of instructional process based upon questionnaire to be filled by students

REFERENCES:-

- Bawa, M.S. & Nagpal, B.M. (Editors); Developing Teaching Competencies; Viva Books; 2010
- Cohen, L., Lawrence, M. and Morrison, K. (2004). A Guide to Teaching Practice Fifth Edition, London: Routledge Falmer-Taylor and Francis Group.
- Connelly, F. Michael (Editor) (2008). The Sage Handbook of Curriculum and Instruction. New Delhi: Sage Publications India Pvt. Ltd.
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- Mukunda, Kamala V. (2009). What Did You Ask At School Today: A Handbook of Child Learning. Noida: Harper Collins Publishers.
- N.C.E.R.T. (2005). National Curriculum Framework for School Education; New Delhi.
- Ornstein, C. A. & Hunkins, P.F. (1988). *Curriculum: Foundations, Principles and issues*. USA: Prentice Hall
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- Zias, Robert S. (1976). Curriculum: Principles and Foundations. New York. Thomas Y. Crowell Company.

SEMESTER-VI
SPECIALISATION – OPTIONAL COURSES
PAPER-II: B (S-i) CURRICULUM PEDAGOGY AND ASSESSMENT
Course Title (b) CURRICULUM EVALUATION

Time: 3 Hrs.

Total Marks: 100
Theory: 70
Sessional Work: 30

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

COURSE OBJECTIVES:-

On completion of this course the students will be able to:

- Understand process of curriculum assessment
- Differentiate between formative and summative evaluation
- Gain insight into various strategies used for assessment
- Utilize different techniques for evaluation of curriculum and program
- Explain various tools used in curriculum assessment

SECTION-A

CURRICULUM EVALUATION

- a) **Curriculum Evaluation:** Concept, Need
- b) Purpose of Curriculum Evaluation
- c) **Evaluation Questions:** Question of intrinsic value, question of instrumental value, question of comparative value.

SECTION-B

MODELS OF CURRICULUM EVALUATION

- a) Curriculum evaluation models:
 - i. Ralph Tyler's Evaluation Model
 - ii. CIPP Model (Stufflebeam)
 - iii. Robert Stake's Countenance Model
 - iv. Michael Melfessel & Michael Model
- b) Applying measures and investigating their effectiveness
- c) Role of Evaluator/ Assessor in Quality Control (Process of quality control identifying the effective and deterioration, systematic stock taking of implemented curriculum.

SECTION-C

APPROACHES TO EVALUATION

- a) Scientific Humanistic Approach (Cronbach)
- b) Intrinsic and Pay Off Approach (Michael Scriven)
- c) Formative and Summative Approach

SECTION-D

ISSUES OF EVALUATION

- a) Criterion and Norm referenced evaluation
- b) Intended vs goal free Evaluation
- c) Evaluation standards

SEMESTER-VI

SESSIONAL WORK

Marks: 30

- Assessment of curriculum of a particular school subject using a rubric
- Summative evaluation of instructional process based upon questionnaire to be filled by students

REFERENCES:-

- Bawa, M.S. & Nagpal, B.M. (Editors); Developing Teaching Competencies; Viva Books; 2010
- Cohen, L., Lawrence, M. and Morrison, K. (2004). A Guide to Teaching Practice Fifth Edition, London: Routledge Falmer-Taylor and Francis Group.
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- Leonard, J.P. Developing the Secondary School Curriculum; Holt, Rinehart and Winston; New York.
- Lewey, A. (Ed.). The International Encyclopedia of Curriculum. Oxford: Pergamon Press.
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- Moore, K. D. (2005). Effective Instructional Strategies: From Theory to Practice. New Delhi: Sage Publications India Pvt. Ltd.
- Muijs, D. & Reynolds, D. (2005). Effective Teaching: Evidence and practice- Second Edition. London: Sage Publication.
- Mukalel, Joseph C.; Creative Approaches to Classroom Teaching; Discovery Publishing House; New Delhi.
- Mukunda, Kamala V. (2009). What Did You Ask At School Today: A Handbook of Child Learning. Noida: Harper Collins Publishers.
- N.C.E.R.T. (2005). National Curriculum Framework for School Education; New Delhi.
- Ornstein, C. A. & Hunkins, P.F. (1988). *Curriculum: Foundations, Principles and issues*. USA: Prentice Hall
- Wiles, J. W. and Bondi, J. C. (2007). Curriculum Development: A Guide to Practice. Eight Edition; Pearson Boston.
- Zias, Robert S. (1976). Curriculum: Principles and Foundations. New York. Thomas Y. Crowell Company.

SEMESTER-VI
SPECIALISATION – OPTIONAL COURSES
PAPER-II: B(E-ii) EDUCATIONAL PLANNING, ECONOMICS AND POLICY
Course Title (a) EDUCATIONAL PLANNING, MANAGEMENT AND FINANCING OF
EDUCATION

Time: 3 Hrs.

Total Marks: 100
Theory: 70
Sessional Work: 30

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

COURSE OBJECTIVES:

After completing the course, the students will be able to:

- understand indigenous system of elementary education
- make a critical review policies and programmes related to elementary education
- understand monetary, planning and management of elementary education at national, state & local level
- read and understand global reports on elementary education and review state policies in the light of global trends.

SECTION-A

Indian Education: Planning

- a) Concept, Scope and Dimensions of Educational Planning
- b) Approaches to Educational Planning
- c) Educational Planning at the National, State, District and Institutional Level

SECTION-B

Educational Management at elementary level

a) National Level:

- i) Ministry of Education (MHRD)
- ii) CABE-NCERT-RIE NIEPA, NCTE, CIET

b) State Level:

- i) Ministry of School Education
- ii) Directorate of School Education
- iii) Board of Education
- iv) SCERT – SSA – SIET – SRC – SIEMAT

c) District Level :

- i) District Education Administration –DEO, DPO (SSA)
- ii) Sub-district Level: URC/BRC/BEO, Representatives from CRCs, innovative teachers.

SECTION-C

Planning Process in Elementary Education:

- a) Concept, scope and nature of Institution planning.
- b) Need and importance of Institution Planning
- c) Types of Institution Planning

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SECTION-D

Financing of Education

- a) Education as Investment
- b) Sources of Finance
- c) Budgeting of Education: Types and Procedures

SESSIONAL WORK

Performance in unit tests and house examination 10 Marks

Files to be prepared and submitted for evaluation 20 Marks

Assignments on the following

- Conduct a play to illustrate recommendations of various committees on elementary education.
- Organize a Seminar on indigenous system of elementary education.
- Visit any two schools and find out innovative teachers. Prepare a detailed report on their innovation.
- Prepare a report on planning, preparation implementation and organization of a new institution after conducting interviews with school authorities.
- Prepare a yearly plan for school after reviewing all the activities of the school.

References:-

1. UNESCO. (2006): Teachers and Educational Quality: Monitoring Global Needs for 2015. UNESCO Publication. Montreal.
2. Celin Richards. (1984). The Study of Elementary Education and Resource Book. Vol. I.
3. Government of India (1986). National Policy on Education, New Delhi: MHRD.
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9. Kurrian, J. (1993). *Elementary Education in India*. New Delhi: Concept Publication.
10. Lewis, Ramón. (2008). *Understanding Pupil Behaviour*. U.K: Routledge Publications.

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13. Rao, V.K. (2007). *Universalization of Elementary Education*. New Delhi: Indian Publishers.
14. Rita Chemicals (2008). *Engaging pupil voice to ensure that every child matters: A practical guide*. David Fultan Publishers.
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16. Sharma, Ram Nath (2002). *Indian Education at the cross road*. Shubhi Publications.
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19. NCERT. (1991). *Elementary Teacher Education Curriculum, Guidelines and Syllabi*, New Delhi.
20. NCERT. (2005). *National Curriculum Framework*, New Delhi.
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SEMESTER-VI
SPECIALISATION – OPTIONAL COURSES
PAPER-II: B (S-ii) EDUCATIONAL PLANNING, ECONOMICS AND POLICY
Courser Title (a) EDUCATIONAL PLANNING, MANAGEMENT AND FINANCING OF
EDUCATION

Time: 3 Hrs.

Total Marks: 100
Theory: 70
Sessional Work: 30

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

COURSE OBJECTIVES:

After completing the course, the students will be able to:

- acquaint the students with the need, scope and purpose of educational planning in terms of national and community needs
- understand the recommendations of different education commissions regarding secondary education commissions
- know different programmes and policies for realizing the constitutional obligations related to secondary education in India
- develop an idea about the structure of secondary education in India.

SECTION-A

Indian Education: Planning

- a) Concept, Scope and Dimensions of Educational Planning
- b) Approaches to Educational Planning
- c) Educational Planning at the National, State, District and Institutional Level

SECTION-B

Educational Management

- a) Meaning, Concept and need for management at secondary to senior secondary school level. Techniques & Skill for effective management in secondary school.
- b) Type of Management, Effective management, Co-ordination, Supervision & Inspection.
- c) Management at Nation : MHRD, CABE, NCERT

SECTION-C

Planning for Secondary and Senior Secondary Stage

- a) Institutional Planning : Concept and Purpose in Educational Administration
- b) Planning at National , State and District Level in India – Administrative Structure & functions at each stage
- c) Funds and Grants available at Secondary stage of Education

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SECTION–D

Financing of Education

- a) Educational Expenditure: Source of finance Central Government grants, Tuition fee, Endowment Donation and gifts, Foreign aids.
- b) School Budgetary and accounting procedure, grant in aid policy in India, Monitoring of expenditure, Control and Utilization of Funds, Accounting and Auditing, Central – State relationship in Financing of Education.
- c) Determinants of Educational cost.

SESSIONAL WORK

Performance in unit tests and house examination 10 Marks

Files to be prepared and submitted for evaluation 20 Marks

Assignments on the following

- Study of Annual report of RMSA/NCERT or any Govt. agency to identify issues of secondary education in India
- Prepare a report on major obstacles and challenges in universalization of secondary education.
- In a recent book, journal, or article available on the internet, find a proposal for a basic reform or restructuring in the public/Govt/private secondary schools.
- Organize a Debate on the best approach to planning and Skill for effective management in secondary school.

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1. Blaug.M. (1972). Economics of Education published by Penguin Books.
2. Govt. Of India ,MHRD.(1982). NPE and its POA(1986/1992).
3. Nordhaus,W.D.(1998).Economics and Policy issues in climate change.
4. Parkash Shree. (1999).Educational Planning published by Gyan Publishing House.
- Padmanabhan,C.B.(1986).Economics of Educational planning in India. New Delhi: Arya Book Depot.

SEMESTER-VI
SPECIALISATION – OPTIONAL COURSES
PAPER-II: B (E-ii) EDUCATIONAL PLANNING, ECONOMICS AND POLICY
Coursr Title (b) EDUCATIONAL POLICY AND RESEARCH

Time: 3 Hrs.

Total Marks: 100

Theory: 70

Sessional Work: 30

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

COURSE OBJECTIVES

After completing the course, the student will be able to:

- Understand the theoretical aspects of educational policy and planning.
- Understand contextual framework for policy making in education in India.
- Acquaint with the technologies and methods about educational planning w.s.r.t. Five Year Plans and focus on socially and economically disadvantage groups.
- Understand the dynamic of pattern and utilization of financing of education at different stages of education.
- Critically appraise the educational development and its impact on national development in the light of the principle of social and gender equity.

SECTION-A

- a) Theoretical Aspects of Policy, Planning and Implementation in social sector with specific reference to education.
- b) Framework for Policy Making in Education in India: Societal contexts, democracy, development, Centre-state relations and their impact on education policy formulation.
- c) Dynamics of Policy Making: Elementary, secondary and higher education, w.s.r.t. right to education, inclusion and equity in education, accreditation, capacity building, curriculum formation, language policy.

SECTION-B

- a) Policy issues on teacher education and training, central and state sponsored schemes in initiating education development, community ownership in education, incentive schemes, research and development, privatization and commercialization of education.
- b) Interdisciplinary surveys/case studies on causes of low status of education in India w.r.t. elementary education (I-V, VI-VIII and I-VIII) across different population groups-socially and economically disadvantaged sections including religious minorities groups;
- c) Critical appraisal of DISE and ASER Reports in terms of universal access, enrolment, retention, educational facilities and learning outcomes. Evaluation of Sarva Shiksha Abhiyan, mid-day meal scheme and other incentive schemes for elementary education, impact of Right to Education, Community participation in education etc.

SEMESTER-VI

SECTION-C

- Education Planning: With reference to population and enrolment projections and estimates of teacher at different stages and other supply parameters, including budgetary estimates.
- Education Planning in Five Year Plans with focus on expansion, equity and excellence in education with special reference to elementary education.
- Planning and Finance: Principles determining the financial allocations and the actual pattern of financing.

SECTION-D

- Focal Issues of Researches: Education as investment in education; Variations in economic returns from education – causes and remediation;
- Socio-economic determinants of education vs education as an engine of national development; inequality/disparity in education attainment at elementary education level from different educational databases;
- Pattern of availability and utilization of public finances in elementary education in a federal framework; Resource crunch and external funding of elementary education in era of LPG.

Sessional Work (any of the activities)

- Policy analysis on education at elementary education stage with focus on equity and excellence.
- Field survey of a village, towns on socio-economic profile of school going or out of school children.
- Critical appraisal of human development reports or reports on trends in educational development in India.

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- Acton, Ashton (2013). *Issues in Teaching and Education Policy, Research, and Special Topics*. Scholarly Editions.
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15. UNDP (2014): *Human Development Report 2014 Sustaining Human Progress: Reducing Vulnerabilities and Building Resilience*. New York, USA: Palgrave Macmillan.
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Websites:

<http://mhrd.gov.in>

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http://ncte-india.org/ncte_new/

<http://planningcommission.nic.in/plans/planrel/fiveyr/welcome.html>

SEMESTER-VI
SPECIALISATION – OPTIONAL COURSES
PAPER-II: B (S-ii) EDUCATIONAL PLANNING, ECONOMICS AND POLICY
Course Title (b) EDUCATIONAL POLICY AND RESEARCH

Time: 3 Hrs.

Total Marks: 100

Theory: 70

Sessional Work: 30

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

COURSE OBJECTIVES:

After completing the course, the student will be able to:

- Understand the theoretical aspects of educational policy and planning.
- Understand contextual framework for policy making in education in India.
- Acquaint with the technologies and methods about educational planning w.s.r.t. Five Year Plans and focus on socially and economically disadvantage groups.
- Understand the dynamic of pattern and utilization of financing of education at different stages of education.
- Critically appraise the educational development and its impact on national development in the light of the principle of social and gender equity.

SECTION-A

- a) Theoretical Aspects of Policy, Planning and Implementation in social sector with specific reference to education.
- b) Framework for Policy Making in Education in India: Societal contexts, democracy, development, Centre-state relations and their impact on education policy formulation.
- c) Dynamics of Policy Making: Elementary, secondary and higher education, w.s.r.t. right to education, inclusion and equity in education, accreditation, capacity building, curriculum formation, language policy.

SECTION-B

- a) Policy issues on teacher education and training, central and state sponsored schemes in initiating education development, community ownership in education, incentive schemes, research and development, privatization and commercialization of education.
- b) Interdisciplinary surveys/case studies on causes of low status of education in India w.s.r.t. secondary education (IX-X, XI-XII and IX-XII) across different population groups-socially and economically disadvantaged sections including religious minorities groups; Girls' enrolment at secondary education level;
- c) Critical appraisal of the patterns of access, enrolment, retention and transition at secondary education level, evaluation of Rashtriya Madhyamik Shiksha Abhiyan (RMSA), critically analysing vocationalisation of secondary education, privatisation of secondary education etc.

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SECTION-C

- Education Planning: With reference to population and enrolment projections and estimates of teacher at different stages and other supply parameters, including budgetary estimates.
- Education Planning in Five Year Plans with focus on expansion, equity and excellence in education with special reference to secondary education.
- Planning and Finance: Principles determining the financial allocations and the actual pattern of financing.

SECTION-D

- Focal Issues of Research: Education as investment in education; Variations in economic returns from education – causes and remediation;
- Socio-economic determinants of education vs education as an engine of national development; inequality/disparity in education attainment at secondary education level from different educational databases;
- Pattern of availability and utilization of public finances in secondary education in a federal framework; Resource crunch and mobilising alternative resources for secondary education in era of LPG.

SESSIONAL WORK

Performance in unit tests and house examination 10 Marks

Files to be prepared and submitted for evaluation 20 Marks

Assignments on the following

- Policy analysis on education at secondary education stage with focus on equity and excellence.
- Field survey of a village, towns on socio-economic profile of school going or out of school children.
- Critical appraisal of human development reports or reports on trends in educational development in India.

References:-

- Acton, Ashton (2013). *Issues in Teaching and Education Policy, Research, and Special Topics*. Scholarly Editions.
- Aggarwal, J.C. (2005). *Recent Developments and Trends in Education*. Delhi: Shipra Publications.
- Bhushan, S. (2009). *Restructuring Higher Education in India*. New Delhi: Rawat Publications.
- Desjardins, Richard (2009). *Research of Vs Research for Education Policy*.
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- Halpin, David (2005). *Researching Education Policy: Ethical and Methodological Issues*. Routledge.
- Jennifer, Ozga (1999). *Policy Research in Educational Settings: Doing Qualitative Research in Educational Settings*. McGraw-Hill Education (UK).

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8. Government of India (2008). *Eleventh Five-Year Plan 2007-2012: Social Sector*. Planning Commission.
9. Government of India (2013). *Eleventh Five-Year Plan 2012-2017: Social Sector*. Planning Commission.
10. Government of India (2014). *Economic Survey 2013-14*, Oxford University Press: New Delhi.
11. Government of India (2015). *Economic Survey 2014-15*, Oxford University Press: New Delhi.
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15. UNDP (2014): *Human Development Report 2014 Sustaining Human Progress: Reducing Vulnerabilities and Building Resilience*. New York, USA: Palgrave Macmillan.
16. UNESCO (2002). *Education for all: is the world on track?* Paris: UNESCO
17. UNESCO (2012). *Shaping the education of tomorrow* (Report on the UN Decade of Education for Sustainable Development). Paris, France: UNESCO.
18. UNESCO (2014). *Teaching and learning: Achieving quality for all. EFA Global Monitoring Report 2013/14*. Paris, France: UNESCO.
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<http://mhrd.gov.in>

<http://indiabudget.nic.in/survey.asp>

<http://www.ncert.nic.in>

http://ncte-india.org/ncte_new/

<http://planningcommission.nic.in/plans/planrel/fiveyr/welcome.html>

SEMESTER-VI
SPECIALISATION – OPTIONAL COURSES
PAPER-II: B (E-iii) Educational Management, Administration and Leadership
Course Title (a) EDUCATIONAL ADMINISTRATION

Time: 3 Hrs.

Total Marks: 100
Theory: 70
Sessional Work: 30

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

COURSE OBJECTIVES:

After completing the course, the students will be able to:

- Understand meaning, concept and scope of educational administration and planning in secular, socialist and democratic system of India.
- Develop understanding of educational planning in Five Year Plans in independent India in the context of globalized economy.
- Develop understanding of SSA and other initiatives in achieving the goal of UEE.
- Appreciate and describe role of community, PRI and other organizations for UEE.

SECTION-A

Introduction to Educational Administration

- a) Concept, Scope, Principles of Educational Administration
- b) Educational Administration Approaches and Emerging Trends
- c) Development of Modern Concept of Educational Administration from 1900 to Present Day: Taylorism, Administration as a Process, Human Relations Approach to Administration.

SECTION-B

Educational Administrative Bodies in India at National Level: Role & Functions

- a) State Bodies: State Council of Educational Research & Training (SCERT),
- b) State Institute of Education Technology (SIET),
- c) District Institute of Education & Training (DIET),
- d) Institute of Advance Studies in Education (IASE)

SECTION-C

Community participation in educational administration and administrative structures

- a) Rationale and need for participation,
- b) Enabling provisions in the policy (73rd and 74th Amendment and NPE), Public private partnership as a paradigm of educational administration.
- c) Role of centre, state and local authorities in the implementation of Right to Education Act-2009.

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SECTION–D

Involvement of community and Panchayati Raj Institutions

- a) Assessment of the present status of Panchayati Raj Institutions vis-à-vis school management, Participation of NGOs in achieving goals of universalisation of elementary education.
- b) Perspective plan for elementary education in India in the 11th Five Year Plan and 12th Five Year Plan.
- c) Role of District Information System for Education (DISE) in monitoring universalisation of elementary education in India.

SESSIONAL WORK

Performance in unit tests and house examination 10 Marks

Files to be prepared and submitted for evaluation 20 Marks

Assignments on the following

- Conducting a field survey to assess community-school partnership in achievement of goals of UEE (8 years schooling) for EFA.
- Content analysis of government documents and data base from 2000 to till date (impact of SSA).
- Case study of elementary school head/teacher regarding implementation of RTE (2009).

References:-

1. Altrichter, H. and Elliot, J. (2000). *Images of Educational Change*. England: Buckingham Open University.
2. Bhattacharya, D.K. (2001). *Managing People*. New Delhi: Excel Books.
3. Bush T., L. B. (2003). *The Principles and Practice of Educational Management*, (Edited,Ed.) New Delhi: Sage Publications.
4. Bush, T. (2013). *Educational Management, Administration & leadership*. New Delhi: Sage Publications.
5. Chauhan,S.(2012). *Educational Management*. New Delhi: Pearson Publication.
6. Dawra, S. (2003). *Management Thought*. New Delhi: Mohit Publication.
7. Harigopal, K. (2001). *Management of Organizational Change*. New Delhi: Response Books.
8. Luthans, F. (2005). *Organisational Behaviour*. New York: McGraw – Hills Inc.
9. Lunenburg,F.C.& Orenstein, A.C.(2012).*Educational Administration- Concept & Practices*. USA: Wadsworth, Cengage Learning Solutions, Canada.
10. McCaffery, P. (2004). *The Higher Education Manager's Handbook*. NewYork and Canada: Routledge.

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11. Nair, S.R. (2004). *Organizational Behaviour- Texts and Cases*. Mumbai: Himalaya Publication.
12. Nangia, S.B. (2009). *Educational Administration*. New Delhi: APH Publishing Corporation Publishing House.
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15. Prasad, A. (2007). *University Education Administration and the Law*. New Delhi: Deep& Deep Publications.
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18. Sayeed, O. B. and Pareek, U. (2000). *Actualizing Managerial Roles*. New Delhi: Tata McGraw-Hill Publishing Company Limited.
19. Srivastav, A.K. (2009). *Educational Administration Policy, Planning and Survey*. New Delhi: Kunal Books.
20. Sharma, R. A. (2009). *Educational Administration & Management*. Meerut: R Lal Book Depot.
21. Sindhu, I.S. (2012). *Educational Administration & Management*. New Delhi: Pearson Publications.

SEMESTER–VI
SPECIALISATION – OPTIONAL COURSES
PAPER–II: B (S-iii) Educational Management, Administration and Leadership
Course Title (a) EDUCATIONAL ADMINISTRATION

Time: 3 Hrs.

Total Marks: 100
Theory: 70
Sessional Work: 30

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

COURSE OBJECTIVES:

After completing the course, the students will be able to:

- Understand meaning, concept and scope of educational administration and planning in secular, socialist and democratic system of India.
- Understand the emerging role of community in educational administration in the light of 73rd and 74th amendment and NPE (1986).
- Develop understanding of RMSA and other state level initiative in universalization of school education.
- Acquaint with the funding of secondary education for vocalization and skill development in current period.
- Understand role of monitoring bodies in implementation of government schemes for universal school education.

SECTION–A

Introduction to Educational Administration

- a) Concept, Scope, Principles of Educational Administration
- b) Educational Administration Approaches and Emerging Trends
- c) Development of Modern Concept of Educational Administration from 1900 to Present Day: Taylorism, Administration as a Process, Human Relations Approach to Administration.

SECTION–B

Educational Administrative Bodies in India at National Level: Role & Functions

- a) University Grant Commission (UGC)
- b) National Council of Educational Research and Training (NCERT)
- c) National University of Educational Planning and Administration (NUEPA)
- d) Ministry of Human Resource Development (MHRD)
- e) National Council for Teacher Education (NCTE)
- f) Central Advisory Board For Education (CABE)

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SECTION–C

Community participation in educational administration and administrative structure

- a) Rationale and need for participation
- b) Enabling provisions in the policy (73rd and 74th Amendment and NPE), Public private partnership as a paradigm of educational administration.
- c) Perspective plan for Secondary education in India in the 11th Five Year Plan and 12th Five Year Plan. Rashtriya Madhyamik Shiksha Abhiyan (RMSA)

SECTION–D

Administration of public examinations:

- a) Role of Central Board of Secondary Education (CBSE), Punjab School Education Board (PSEB), Council for the Indian School Certificate Examinations and National Institute for Open Learning.
- b) **Role of Secondary Education Management Information System (SEMIS)** in monitoring universalisation of elementary education in India.

SESSIONAL WORK

Performance in unit tests and house examination 10 Marks

Files to be prepared and submitted for evaluation 20 Marks

Assignments on the following

- i) Conducting a field survey to assess community-school partnership in achievement of goals of universal schooling (I-VIII/IX-X/XI-XII).
- ii) Content analysis of government documents and data base from 2001-02 to 2009-10 to 2014-15: trends in equitable universal schooling.
- iii) Implementation of vocationalisation of education at secondary school stage.

References:-

1. Altrichter, H. and Elliot, J. (2000). *Images of Educational Change*. England: Buckingham Open University.
2. Bhattacharya, D.K. (2001). *Managing People*. New Delhi: Excel Books.
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8. Luthans, F. (2005). *Organisational Behaviour*. New York: McGraw – Hills Inc.
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12. Nangia, S.B. (2009). *Educational Administration*. New Delhi: APH Publishing Corporation Publishing House.
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18. Sayeed, O. B. and Pareek, U. (2000). *Actualizing Managerial Roles*. New Delhi: Tata McGraw-Hill Publishing Company Limited.
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21. Sindhu, I.S.(2012). *Educational Administration & Management*. New Delhi: Pearson Publications.

SEMESTER-VI
SPECIALISATION – OPTIONAL COURSES
PAPER-II: B (E-iii) Educational Management, Administration and Leadership
Course Title (b) EDUCATIONAL LEADERSHIP

Time: 3 Hrs.

Total Marks: 100

Theory: 70

Sessional Work: 30

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Course Objectives:-

On completion of this course the student will be able to:

- Critically examine the core and contemporary leadership theories relevant to educational practice and settings.
- Know about new changes and challenges in leadership of institutions.
- Develop capacities for being efficient and effective educational leaders.

SECTION-A

Leadership: Theories and Models

- a) **Leadership:** Concept, Functions and Theories of leadership
- b) **Educational Leadership:** Theories and models (including curriculum, professional, academic, instructional and student-centered leadership)

SECTION-B

Leadership Roles: Challenges and Perspectives

- a) Values, vision and moral purpose in educational leadership.
- b) Issues of diversity in educational organizations with special reference to gender and multiculturalism.

SECTION-C

Leadership and Organisational Behaviour

- a) Basic Attributes of Organizations:
 - Organizational Design and Learning,
 - Organizational Culture
 - Diversity
 - Individual Differences: Perception, Attribution, and Motivation
- b) **Nature of Groups:** Teamwork and Work Group Design - Conflict, Negotiation and Stress management.

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SECTION–D

Pre-requisites and Barriers in Leadership

- a) Essential requisites of a good Educational Leader- mission, vision and values.
- b) Barriers in Educational Leadership.

SESSIONAL WORK

Marks: 30

- Report On the current practices/trends in the field of Educational Leadership.
- Prepare a report by assessing the type of leadership of five principals of different schools.

REFERENCES:-

- Baldrige, J. V. (1978). Policy making and effective Leadership. Sanfrancisco: Jossey Bass.
- Chandrashekar Pramila: Educational Planning and Management: Sterling publishers: New Delhi: 1994
- Dash B.N., School Organization, Administration and management, Neel kamal Publication Pvt. Ltd. Newdelhi, (2004)
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- Sharma. O.P “Administration of Education Boards in India” s. B. Nangia, Ashish publishing House, 8/81 PubjabiBagh. New Delhi
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SEMESTER-VI
SPECIALISATION – OPTIONAL COURSES
PAPER-II: B (S-iii) Educational Management, Administration and Leadership
Course Title (b) EDUCATIONAL LEADERSHIP

Time: 3 Hrs.

Total Marks: 100

Theory: 70

Sessional Work: 30

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Course Objectives:-

On completion of this course the students will be able to:

- Utilize the leadership skills in maintaining human relations in administration.
- Understand the role of leader in the professional growth of the person.
- Understand the role of principle as a democratic leader.
- Explore the barriers to educational leadership.

SECTION-A

Educational Leadership

- a) Educational Administration Leadership Skills (i) Decision Making (ii) Planning (iii) Co-ordinating (iv) Communicating (v) Evaluating (vi) Feed Back
- b) Behavioural Pattern of Educational Leadership: (i) Aloofness (ii) Production Emphasis (iii) Thrust (iv) Consideration (v) Human Relationship

SECTION-B

Role of an Educational Leader

- a) Role of an Educational Leader: (i) As a Policy Formulator (ii) As a Planner (iii) As an Organizer (iv) As a Decision Maker (v) As a Coordinator (vi) Maintainer of Human Relationship with Students, Teachers, Guardians and the Community (vii) As an Innovator
- b) Role of Principal as a change agent and as a democratic leader of the school and local community.

SECTION-C

Pre-requisites and Barriers in Leadership

- a) Essential requisites of a good Educational Leader- mission, vision and values.
- b) Barriers in Educational Leadership.
- c) Models of leadership: Ohio state leadership, Managerial grid model, Likert leadership.

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SECTION–D

Leadership and Human Relationship

- a) Importance, basic Values
- b) Principles of Human Relations in administration.
- c) Ways and Means of Establishing Human Relationship with Teachers, Parents, Students etc.

SESSIONAL WORK

Marks: 30

- Survey any two schools and prepare a report of human relationships between teacher and learner.
- Prepare a report by assessing the type of leadership of five principals of different schools.

REFERENCES:-

- Baldrige, J. V. (1978). Policy making and effective Leadership. Sanfrancisco: Jossey Bass.
- Bhattacharya, D.K. (2001) Managing People. New Delhi: Excel Books.
- Bush T., L. B. (2003). The Principles and Practice of Educational Management. (Edited, Ed.) New Delhi: Sage Publications.
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SEMESTER-VI
SPECIALISATION – OPTIONAL COURSES
PAPER-II: B (E-iv) INCLUSIVE EDUCATION

Course Title (a) PREPARATION AND MANAGEMENT OF INCLUSIVE EDUCATION
Time: 3 Hrs.

Total Marks: 100
Theory: 70
Sessional Work: 30

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Course Objectives: On completion of this course the students will be able to:

- Understand the essentials for the preparation for inclusive education.
- Appreciate the role of the concerned personnel for supporting inclusion for children with diverse needs
- Recognize the needs of preparation of teachers for inclusion.
- Understand the need of planning and management for inclusive education.

SECTION-A

PREPARATION FOR INCLUSIVE EDUCATION

- a) Concept and meaning of diverse needs, Educational approaches and measures for meeting the diverse needs.
- b) Importance of early detection, Functional assessment for development of compensatory skills.
- c) Adaptations in instructional objectives , curriculum and co-curricular activities for meeting diverse needs of children minority from rural, tribal, girls, SC ST , linguistic and other groups.

SECTION-B

SUPPORTING INCLUSION FOR CHILDREN WITH DIVERSE NEEDS

- a) Role of technology for meeting diverse needs of learners, Role of resource teacher in developing and enriching academic skills for higher learning.
- b) Role of teachers, parents and other community members for supporting inclusion of children with diverse needs.
- c) Role of different national and international agencies {institutions, universities} in promoting inclusive education.

SECTION-C

TEACHER PREPARATION FOR INCLUSIVE EDUCATION

- a) Skills and competencies of teachers and teacher educators for secondary education in inclusive settings.
- b) Roles, responsibilities and professional ethics of an inclusive education teacher and teacher educators.
- c) Evaluation and follow up programmes for improvisation of teacher preparation programmes for inclusive education.

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SECTION-D

PLANNING AND MANAGEMENT OF INCLUSIVE EDUCATION

- Planning and Management of Inclusive Classrooms: Infrastructure, Human Resource and Instructional Practices
- Curriculum and Curricular Adaptations for Diverse Learners
- Classroom Evaluation Practices

SESSIONAL WORK

Marks: 30

The students will undertake any one of the following:

- Conduct a survey on the type of supportive service needed for inclusion of children with any disability of your choice and share the findings in the class.
- Subject specific Term Work Module/assessment modes – at least two- as decided by the department/college in the beginning of the semester (like Extension/field/experimental work, Short Quiz; Objective test, lab practical, open book test etc and written assignments, Case study, Projects, Posters and exhibits etc for which the assessment is to be based on class presentations wherever applicable) to be selflessly assessed by the teacher/s concerned

REFERENCES:-

- Ahuja. A, Jangira, N.K. (2002): Effective Teacher Training; Cooperative Learning Based Approach: National Publishing house 23 Daryaganj, New Delhi 110002.
- Ainscow, M., Booth. T (2003): The Index for Inclusion: Developing Learning and Participation in Schools. Bristol: Center for Studies in Inclusive Education.
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- Dash M., Education of Exceptional Children-Atlantic Publications and Distributors, New Delhi
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- Sharma, P.L. (1990) Teachers handbook on IED-Helping children with special needs N. C. ER T Publication.
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SEMESTER–VI

SPECIALISATION – OPTIONAL COURSES **PAPER–II: B (S-iv) INCLUSIVE EDUCATION**

Course Title (a) PREPARATION AND MANAGEMENT OF INCLUSIVE EDUCATION

Time: 3 Hrs.

Total Marks: 100

Theory: 70

Sessional Work: 30

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Course Objectives: On completion of this course the students will be able to:

- Understand the essentials for the preparation for inclusive education.
- Appreciate the role of the concerned personnel for supporting inclusion for children with diverse needs
- Recognize the needs of preparation of teachers for inclusion.
- Understand the need of planning and management for inclusive education.

SECTION–A

PREPARATION FOR INCLUSIVE EDUCATION

- a) Concept and meaning of diverse needs, Educational approaches and measures for meeting the diverse needs.
- b) Importance of early detection, Functional assessment for development of compensatory skills.
- c) Adaptations in instructional objectives , curriculum and co-curricular activities for meeting diverse needs of children minority from rural, tribal, girls, SC ST , linguistic and other groups.

SECTION–B

SUPPORTING INCLUSION FOR CHILDREN WITH DIVERSE NEEDS

- a) Role of technology for meeting diverse needs of learners, Role of resource teacher in developing and enriching academic skills for higher learning.
- b) Role of teachers, parents and other community members for supporting inclusion of children with diverse needs.
- c) Role of different national and international agencies {institutions, universities} in promoting inclusive education.

SECTION–C

TEACHER PREPARATION FOR INCLUSIVE EDUCATION

- a) Skills and competencies of teachers and teacher educators for secondary education in inclusive settings.
- b) Roles, responsibilities and professional ethics of an inclusive education teacher and teacher educators.
- c) Evaluation and follow up programmes for improvisation of teacher preparation programmes for inclusive education.

SEMESTER-VI

SECTION-D

PLANNING AND MANAGEMENT OF INCLUSIVE EDUCATION

- Planning and Management of Inclusive Classrooms: Infrastructure, Human Resource and Instructional Practices
- Curriculum and Curricular Adaptations for Diverse Learners
- Classroom Evaluation Practices

SESSIONAL WORK

Marks: 30

The students will undertake any one of the following:

- Conduct a survey on the type of supportive service needed for inclusion of children with any disability of your choice and share the findings in the class.
- Subject specific Term Work Module/assessment modes – at least two- as decided by the department/college in the beginning of the semester (like Extension/field/experimental work, Short Quiz; Objective test, lab practical, open book test etc and written assignments, Case study, Projects, Posters and exhibits etc for which the assessment is to be based on class presentations wherever applicable) to be selflessly assessed by the teacher/s concerned

REFERENCES:-

- Ahuja. A, Jangira, N.K. (2002): Effective Teacher Training; Cooperative Learning Based Approach: National Publishing house 23 Daryaganj, New Delhi 110002.
- Ainscow, M., Booth. T (2003): The Index for Inclusion: Developing Learning and Participation in Schools. Bristol: Center for Studies in Inclusive Education.
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- Dash M.,Education of Exceptional Children-Atlantic Publications and Distributors, New Delhi
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- Sharma P.L (2003) Planning Inclusive Education in Small Schools, R .I E. Mysore
- Sharma, P.L. (1990) Teachers handbook on IED-Helping children with special needs N. C. ER T Publication.
- Wornock, M. (1978) "Special Educational Needs". Report of the Committee of the Inquiry into the People, HMSO.

SEMESTER–VI**SPECIALISATION – OPTIONAL COURSES****PAPER–II: B (E-iv) INCLUSIVE EDUCATION****Course Title (b) EDUCATION FOR SPECIAL CHILDREN****Time: 3 Hrs.****Total Marks: 100****Theory: 70****Sessional Work: 30****Instructions for the Paper Setters:-**

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

COURSE OBJECTIVES:-

On completion of this course the students will be able to:

- Understand concept, and educational implications of visual impairment.
- Understand the concept, classification and educational provision for children with hearing impairment.
- Learn about the concept, identification and intervention strategies for children with autism and speech impairment.
- Understand the concept of mental retardation.

SECTION–A**VISUAL IMPAIRMENT**

- a) Definition, characteristics, causes, prevention and problems.
- b) Educational provisions, role of technology in education and mobility.
- c) Curriculum adaptation and Role of teacher for educating children with visual impairment.

SECTION–B**HEARING IMPAIRMENT**

- a) Definition, characteristics causes and classification.
- b) Prevention and educational provisions.
- c) Curriculum adaptation and Curriculum adaptation and Role of teacher for educating children with hearing impairment.

SECTION–C**SPEECH IMPAIRMENT AND AUTISM**

- a) Speech impairment: Concept, classification, causes and available intervention.
- b) Autism: concept, nature, identification, educational provision and intervention.
- c) Curriculum adaptation and Role of teacher for educating children with speech impairment and autism.

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SECTION-D

MENTAL RETARDATION

- Definition, characteristics, causes and classification.
- Prevention and educational provision.
- Curriculum adaptation and Role of teacher for educating children with mental retardation.

SESSIONAL WORK

Marks: 30

- A case study in any area of disability in prescribed format with short term and long-term plan.
- Report on visit to a special school.

REFERENCES:-

- American Association on Mental Retardation, (2002). *Mental retardation: Definition, classification and systems of supports*. (10th ed.). Washington: DC.
- Mani, M. N. G. (2000). *Inclusive education in Indian context*. Coimbatore: International HumanResource Development Centre for the Disabled, Sri Ramakrishna Mission Vidyalaya.
- Man, K, &Hailahan, M. J. (1992). *Exceptional children: Introduction to special education*. NewJersey: Prentice Hall Inc.
- Nirman, P. (2007). *Encyclopedia of Special Education*. New Delhi: Anmol publication.
- Narayanaswamy, S., &Kansara, J. (2006). *Family, Community and Hearing Child*. New Delhi: Kanishka Publishers.
- Orlansky, W. D. (1992). *Exceptional Children: An inventory survey of special education*. NewYork: Macmillan Publishing Company.
- Premavathy, V., &Nagomi, V. G. (2005). *Handbook: Education of children with low vision, rehabilitation council of India*. New Delhi: Kanishka Publishers.
- Reddy, G. L. (2004). *Hearing impairment: An educational consideration*. New Delhi: Discovery Publishing House.
- Venkatesan, S. (2003). *Children with developmental disabilities: A training guide for parents, teachers and care givers*. New Delhi: Sage Publications.

SEMESTER–VI**SPECIALISATION – OPTIONAL COURSES****PAPER–II: B (S-iv) INCLUSIVE EDUCATION****Course Title (b) EDUCATION FOR SPECIAL CHILDREN****Time: 3 Hrs.****Total Marks: 100****Theory: 70****Sessional Work: 30****Instructions for the Paper Setters:-**

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

COURSE OBJECTIVES:-

On completion of this course the students will be able to:

- Understand concept, and educational implications of visual impairment.
- Understand the concept, classification and educational provision for children with hearing impairment.
- Learn about the concept, identification and intervention strategies for children with autism and speech impairment.
- Understand the concept of mental retardation.

SECTION–A**VISUAL IMPAIRMENT**

- a) Definition, characteristics, causes, prevention and problems.
- b) Educational provisions, role of technology in education and mobility.
- c) Curriculum adaptation and Role of teacher for educating children with visual impairment.

SECTION–B**HEARING IMPAIRMENT**

- a) Definition, characteristics causes and classification.
- b) Prevention and educational provisions.
- c) Curriculum adaptation and Curriculum adaptation and Role of teacher for educating children with hearing impairment.

SECTION–C**SPEECH IMPAIRMENT AND AUTISM**

- a) Speech impairment: Concept, classification, causes and available intervention.
- b) Autism: concept, nature, identification, educational provision and intervention.
- c) Curriculum adaptation and Role of teacher for educating children with speech impairment and autism.

SEMESTER–VI

SECTION–D

MENTAL RETARDATION

- Definition, characteristics, causes and classification.
- Prevention and educational provision.
- Curriculum adaptation and Role of teacher for educating children with mental retardation.

SESSIONAL WORK

Marks: 30

- A case study in any area of disability in prescribed format with short term and long-term plan.
- Report on visit to a special school.

REFERENCES:-

- American Association on Mental Retardation, (2002). *Mental retardation: Definition, classification and systems of supports*. (10th ed.). Washington: DC.
- Mani, M. N. G. (2000). *Inclusive education in Indian context*. Coimbatore: International HumanResource Development Centre for the Disabled, Sri Ramakrishna Mission Vidyalaya.
- Man, K, &Hailahan, M. J. (1992). *Exceptional children: Introduction to special education*. NewJersey: Prentice Hall Inc.
- Nirman, P. (2007). *Encyclopedia of Special Education*. New Delhi: Anmol publication.
- Narayanaswamy, S., &Kansara, J. (2006). *Family, Community and Hearing Child*. New Delhi: Kanishka Publishers.
- Orlansky, W. D. (1992). *Exceptional Children: An inventory survey of special education*. NewYork: Macmillan Publishing Company.
- Premavathy, V., &Nagomi, V. G. (2005). *Handbook: Education of children with low vision, rehabilitation council of India*. New Delhi: Kanishka Publishers.
- Reddy, G. L. (2004). *Hearing impairment: An educational consideration*. New Delhi: Discovery Publishing House.
- Venkatesan, S. (2003). *Children with developmental disabilities: A training guide for parents, teachers and care givers*. New Delhi: Sage Publications.

SEMESTER–VI

SPECIALISATION – OPTIONAL COURSES **PAPER–II: B (E-v) EDUCATIONAL TECHNOLOGY AND ICT** **Course Title (a) ICT IN TEACHING LEARNING**

Time: 3 Hrs.

Total Marks: 100

Theory: 70

Sessional Work: 30

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Course Objectives:

On completion of this course, the students will be able to:

- Understand the usage of ICT in teaching learning process.
- Understand the concept of e-learning.
- Understand the application of ICT in classrooms.
- Get information about the role of ICT in assessment and management in teaching learning process.
- Explain different models of teaching.

SECTION–A

ICT INTEGRATION IN TEACHING LEARNING PROCESS

- a) Approaches to integrating in teaching and learning
- b) E-learning: Concept, types, advantages and limitations , and learning management systems (LMS)
- c) ICT integrated Unit plan – web 2.0 for creating constructivist learning environment

SECTION–B

ICT APPLICATION IN CLASSROOMS

- a) Project/ problem based learning (PBL): Role of ICT, developing technology integrated PBL unit.
- b) Web quest and virtual field trips: Concept, process and use in the classroom
- c) Multiple intelligences in classroom: ICT tools and applications

SECTION–C

ICT FOR ASSESSMENT, MANAGEMENT AND PROFESSIONAL DEVELOPMENT

- a) Electronic assessment portfolio- Concept, types, tools and e- portfolio rubrics.
- b) Electronic teaching portfolio- Concept, types, tools, portfolio as a reflective tool for teacher.
- c) ICT for personal and professional development: tools and opportunities.

SEMESTER–VI

SECTION–D

MODELS OF TEACHING

- Programmed learning: Concept, Steps
- Types of programmed learning : Linear, branching, mathematics
- Models of teaching: Glaser basic Model, Enquiry training model

SESSIONAL WORK:

Marks: 30

Performance in unit tests and house examination: 10 Marks

Attendance: 05 Marks

Assignments on the following (any two): 15 Marks

- Preparation of power point presentation on any topic of education.
- Critical analysis of Teaching aids and their applications in instruction and learning.
- Prepare 20 frames on a topic using programmed learning.

REFERENCES:-

- Abbott, C. (2003). *ICT: Changing Education*. UK: Routledge
- Bhushan, A. & Ahuja, M. (1992). *Educational Technology*. Meerut: Vikas Publication.
- Brown, D & Florian, L (2004). *ICT and Special Educational Needs*. UK: McGraw-Hill Education
- Das, R.C. (1993). *Educational Technology: A Basic Text*. New Delhi: Sterling Publishers.
- Gakhar, S.C. (2008). *Educational Technologies*. Panipat: N.M. Publication.
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- Madan Lal. *Essentials of Educational Technology*. Anmol Publications.
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- Sharma R.A.(2005). *Programmed Instruction- An Instructional Technology*. Meerut: Loyal Book Depot.

SEMESTER–VI

SPECIALISATION – OPTIONAL COURSES **PAPER–II: B (S-v) EDUCATIONAL TECHNOLOGY AND ICT** **Course Title (a) ICT IN TEACHING LEARNING**

Time: 3 Hrs.

Total Marks: 100

Theory: 70

Sessional Work: 30

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

Course Objectives:

On completion of this course, the students will be able to:

- Understand the usage of ICT in teaching learning process.
- Understand the concept of e-learning.
- Understand the application of ICT in classrooms.
- Get information about the role of ICT in assessment and management in teaching learning process.
- Explain different models of teaching.

SECTION–A

ICT INTEGRATION IN TEACHING LEARNING PROCESS

- d) Approaches to integrating in teaching and learning
- e) E-learning: Concept, types, advantages and limitations, and learning management systems (LMS)
- f) ICT integrated Unit plan – web 2.0 for creating constructivist learning environment

SECTION–B

ICT APPLICATION IN CLASSROOMS

- d) Project/ problem based learning (PBL): Role of ICT, developing technology integrated PBL unit.
- e) Web quest and virtual field trips: Concept, process and use in the classroom
- f) Multiple intelligences in classroom: ICT tools and applications

SECTION–C

ICT FOR ASSESSMENT, MANAGEMENT AND PROFESSIONAL DEVELOPMENT

- d) Electronic assessment portfolio- Concept, types, tools and e- portfolio rubrics.
- e) Electronic teaching portfolio- Concept, types, tools, portfolio as a reflective tool for teacher.
- f) ICT for personal and professional development: tools and opportunities.

SEMESTER-VI

SECTION-D

MODELS OF TEACHING

- Programmed learning: Concept, Steps
- Types of programmed learning: Linear, branching, mathematics
- Models of teaching: Glaser basic Model, Enquiry training model

SESSIONAL WORK:

Marks: 30

Performance in unit tests and house examination: 10 Marks

Attendance: 05 Marks

Assignments on the following (any two): 15 Marks

- Preparation of power point presentation on any topic of education.
- Critical analysis of Teaching aids and their applications in instruction and learning.
- Prepare 20 frames on a topic using programmed learning.

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- Brown, D & Florian, L (2004). *ICT and Special Educational Needs*. UK: McGraw-Hill Education
- Das, R.C. (1993). *Educational Technology: A Basic Text*. New Delhi: Sterling Publishers.
- Gakhar, S.C. (2008). *Educational Technologies*. Panipat: N.M. Publication.
- Kumar, K.L. (2008). *Educational Technology (Second Revised Edition)*. New Delhi: New Age International Pvt. Ltd. Publishers.
- Madan Lal. *Essentials of Educational Technology*. Anmol Publications.
- Mehra, V. (2010). *A Textbook of Educational Technology*. New Delhi: Sanjay Prakashan
- Mukhopadhyay, M. (1990). *Educational Technology – Challenging Issues*. New Delhi: Sterling Publishers Pvt. Ltd.
- N. Sareen. *Information and Communication Technology*. Anmol Publication.
- Rosenberg, M.J. (2001). *E-learning*. New York: McGraw Hill.
- Shortis, T. (2001). *The Language of ICT: Information and Communication Technology*. Psychology Press
- Semenov, A. (2015). *Information and Communication Technologies in Schools: A Handbook for Teachers*. UNESCO
- Sharma R.A. (2005). *Programmed Instruction- An Instructional Technology*. Meerut: Loyal Book Depot.

SEMESTER–VI

SPECIALISATION – OPTIONAL COURSES

PAPER–II: B (E-v) EDUCATIONAL TECHNOLOGY AND ICT

Course Title (b) EDUCATIONAL MEDIA AND RESEARCH IN CLASSROOM

Time: 3 Hrs.

Total Marks: 100

Theory: 70

Sessional Work: 30

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

COURSE OBJECTIVES:-

After completing the course, the student will be able to:

- To enable learners apply ICT tools in courseware design and conduction of research work
- To enable student with the pattern of e-content design and its validation
- To enable students evaluate on-line learning materials and process of online testing
- Understand various new innovations in Educational technology

SECTION–A

MULTIMEDIA

- a) **Multimedia:** Concept, Need and Importance
- b) Multi-media packages and their uses in formal, non-formal and distance education
- c) Multimedia and learning theory, multimedia in teaching and learning, and multimedia distribution system

SECTION–B

ONLINE LEARNING MATERIAL

- a) Open and Distance learning systems – Concept, need, characteristics and scope
- b) Nature of learning materials, evaluation and feedback.
- c) Research in Educational Technology – trends and priority areas.

SECTION–C

AUDIO VISUAL MEDIA IN EDUCATION

- a) Audio-visual media – meaning, importance and various forms. Audio/Radio: Broadcast and audio recordings - strengths and Limitations.
- b) Criteria for selection of instructional units, script writing, pre-production, post-production process and practices, use of RCCP in teaching, Role of AIR/Gyanvani, Audio Conferencing and Interactive Radio Conference.
- c) Video/Educational Television: Telecast and Video recordings - Strengths and limitations, Use of Television and CCTV in instruction and Training.

SEMESTER-VI

SECTION-D

INNOVATIONS IN EDUCATIONAL TECHNOLOGY

- New Horizons of Educational Technology: Recent innovations in the area of ET interactive video – Hypertext, video-texts, optical fiber technology.
- Open schools and Open Universities. Recent experiments in the third world countries and pointers for India with reference to education.
- Email, Newsgroups and mailing lists, discussion forums, Social Networking Sites.

SESSIONAL WORK:

Marks: 30

Performance in unit tests and house examination: 10 Marks

Attendance: 05 Marks

Assignments on the following (any two): 15 Marks

- Visit to local TV / Radio Station and analyzing the educational radio broadcast or TV telecast for quality and content
- Preparation of a seminar paper and presentation through power point.
- Prepare a report on the usage of audio-video media in distance mode of learning.

REFERENCES:-

- Conrad, K. (2001). *Instructional Design for Web – Based Training*. HRD Press.
- Dececco, J., P. (1964). *Educational Technology Reading in Programmed Instruction*.
- Gagne, RM, Leslie J.B.; & Walter W.W. (1987). *Principles of Instructional Design*. Woodworth Publishing Co.
- Horton, W (2001). *Designing web-based Training*. John Wiley & Sons.
- Mangal, S.K. (2002). *Fundamental of Educational Technology*. Ludhiana: Parkash Brothers.
- Phillips. R (1997). *Interactive Multimedia*. London: Kogan Page.
- Morey, D; Maybury M & Bhavani, Th. (2001). *Knowledge Management*. Hyd :University Press (India) Ltd.
- Rosenberg, M.J. (2001). *E-learning*. New York: McGraw Hill.
- Rinehart, H., Joyce, W. & Bruce and Marsha Wali. (1985). *Model of Teaching*. New Delhi: Prentice Hall of India.
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- Sharma, R.A. (2005). *Educational Technology*. Meerut: Modern Publishers.
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- Sharma, R.N., & Chandra (2003). *Advanced Educational technology*. New Delhi: Atlantic Publishers S.S. and Distributors.
- Sharma, T.R. (2005). *Educational Technology (Pbi.)*. Patiala: Twenty First Century Publications.
- Sodhi, G.S. & Dutt. *Educational Technology*. Chandigarh: Sumir Publishers.
- Sunil (1993), Mehra, V. (2004). *Educational Technology*. New Delhi: S.S. Publishers.
- Thakur, A.S. & Berwal, Sandee (2011). *Essentials of Education Technology*. Patiala: Twenty First Century Publications.

SEMESTER–VI

SPECIALISATION – OPTIONAL COURSES

PAPER–II: B (S-v) EDUCATIONAL TECHNOLOGY AND ICT

Course Title (b) EDUCATIONAL MEDIA AND RESEARCH IN CLASSROOM

Time: 3 Hrs.

Total Marks: 100

Theory: 70

Sessional Work: 30

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

COURSE OBJECTIVES:-

After completing the course, the student will be able to:

- To enable learners apply ICT tools in courseware design and conduction of research work
- To enable student with the pattern of e-content design and its validation
- To enable students evaluate on-line learning materials and process of online testing
- Understand various new innovations in Educational technology

SECTION–A

MULTIMEDIA

- a) **Multimedia:** Concept, Need and Importance
- b) Multi-media packages and their uses in formal, non-formal and distance education
- c) Multimedia and learning theory, multimedia in teaching and learning, and multimedia distribution system

SECTION–B

ONLINE LEARNING MATERIAL

- a) Open and Distance learning systems – Concept, need, characteristics and scope
- b) Nature of learning materials, evaluation and feedback.
- c) Research in Educational Technology – trends and priority areas.

SECTION–C

AUDIO VISUAL MEDIA IN EDUCATION

- a) Audio-visual media – meaning, importance and various forms. Audio/Radio: Broadcast and audio recordings - strengths and Limitations.
- b) Criteria for selection of instructional units, script writing, pre-production, post-production process and practices, use of RCCP in teaching, Role of AIR/Gyanvani, Audio Conferencing and Interactive Radio Conference.
- c) Video/Educational Television: Telecast and Video recordings - Strengths and limitations, Use of Television and CCTV in instruction and Training.

SEMESTER-VI

SECTION-D

INNOVATIONS IN EDUCATIONAL TECHNOLOGY

- New Horizons of Educational Technology: Recent innovations in the area of ET interactive video – Hypertext, video-texts, optical fiber technology.
- Open schools and Open Universities. Recent experiments in the third world countries and pointers for India with reference to education.
- Email, Newsgroups and mailing lists, discussion forums, Social Networking Sites.

SESSIONAL WORK:

Marks: 30

Performance in unit tests and house examination: 10 Marks

Attendance: 05 Marks

Assignments on the following (any two): 15 Marks

- Visit to local TV / Radio Station and analyzing the educational radio broadcast or TV telecast for quality and content
- Preparation of a seminar paper and presentation through power point.
- Prepare a report on the usage of audio-video media in distance mode of learning.

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- Conrad, K. (2001). *Instructional Design for Web – Based Training*. HRD Press.
- Dececco, J., P. (1964). *Educational Technology Reading in Programmed Instruction*.
- Gagne, RM, Leslie J.B.; & Walter W.W. (1987). *Principles of Instructional Design*. Woodworth Publishing Co.
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- Mangal, S.K. (2002). *Fundamental of Educational Technology*. Ludhiana: Parkash Brothers.
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- Schank, R.C. (2001). *Virtual Learning*. McGraw Hill.
- Sallis, E & Jones, G (2002). *Knowledge Management in Education*. London: Kogan Page Ltd.
- Sharma, R.A. (2005). *Educational Technology*. Meerut: Modern Publishers.
- Sharma, R.A. (1977). *ShikshanTakniki*. Meerut: Modern Publishers.
- Singh, L.C. and Sharma, R.D. (2002). *Micro Teaching*. Agra: Bhargwa Book House Book Depot.
- Sharma, R.N., & Chandra (2003). *Advanced Educational technology*. New Delhi: Atlantic Publishers S.S. and Distributors.
- Sharma, T.R. (2005). *Educational Technology (Pbi.)*. Patiala: Twenty First Century Publications.
- Sodhi, G.S. & Dutt. *Educational Technology*. Chandigarh: Sumir Publishers.
- Sunil (1993), Mehra, V. (2004). *Educational Technology*. New Delhi: S.S. Publishers.
- Thakur, A.S. & Berwal, Sandee (2011). *Essentials of Education Technology*. Patiala: Twenty First Century Publications.

SEMESTER–VI**PAPER–III****DISSERTATION****Marks: 100 (External)**

- a) Dissertation shall be submitted Upto 15th April. Under ordinary circumstances extension after Semester–IV will not be granted. However, one-month extension under extra ordinary circumstances without late fee may be granted by Dean Academic Affairs GNDU, Amritsar. This extension will be granted under specific reasons to be recorded by the HOD of the department / principal of the institution as well as supervisor of the candidate/es
- b) Every candidate shall be examined in viva-voce on his/her dissertation.
- c) When a candidate/es has failed in the examination but has obtained pass marks in the dissertation, dissertation marks may be carried forward at his option for two subsequent years without fresh assessment of the dissertation. After two years the candidate/es may revise the dissertation and resubmit it for the assessment.

SEMESTER–VI

PAPER–IV

SUBMISSION OF THE PROJECT REPORT – EACH ONE TEACH ONE AND TREE PLANTATION

Max Marks: 50

The Students will undertake the following projects and submit the report accordingly:

1. Under Each one Teach one project, each student will identify and select an under privileged child. The student has to teach the selected under privileged child focussing on holistic development (All three domains- Cognitive, Affective and Psychomotor) throughout the course. A progress report will be submitted in each semester and a composite report will be submitted at the end of Semester–VI
2. Under the tree plantation project, each student will plant one tree in Semester–I. Tree should be useful either medicinal or fruit bearing. The student will look after the plant throughout the course, the student shall submit the project report along with the photographs of the tree clicked at the end of every semester. The composite report will be submitted at the end of Semester–VI.

The report will be evaluated internally and marks will be awarded

For internal evaluation a committee of three teachers will be constituted at the institutional level and coordinated by the Principal of the concerned college.

B.ED. M.ED. (3 YEARS INTEGRATED DEGREE PROGRAMME)
(Syllabus for the Batch from Year 2020 to Year 2023)

SEMESTER–VI

PAPER–V

I–6: Internship in an In-Service and in a Pre-Service Teacher Preparation Context as per the School Level Specialisation

Max. Marks: 100

Duration: 4 weeks

- Internship of 4 weeks in a teacher Education institute relevant to the area of specialization (Elementary / Secondary / Senior Secondary) is compulsory.
- Interns will be evaluated at institution level by the teacher educator. The distribution of 100 marks of internship will be as under:

S.N.	Activity	Max. Marks
1	Performance in teaching B.Ed. Classes	20
2	Performance in 2 demonstration lessons.	20
3	Preparation of 10 lessons plans (5 composite + 5 based on different models) in school subjects.	20
4	Preparation of a Question paper/ Rating scale.	10
5	Resources used during teaching program. (Aids/Innovations)	10
6	Observation/Reflection of at least 10 lessons delivered by peer group	10
7	Field report based on the area of specialization	10
	Grand Total	100

The sessional work will be evaluated by the supervisor and principal of institution where internship is being organised and co-ordinated by principal of the college/ Head of the Department where student is studying. The student will also seek a certificate from the principal of the institution where internship is being organised counter signed by the supervisor and principal of the college / head of the department.



KHALSA COLLEGE OF EDUCATION
Ranjit Avenue, Amritsar (Punjab)

Re-accredited 'A' Grade by NAAC *Recognized by NCTE & UGC under Section 2(F) and 12(B)

ANNUAL INSTITUTIONAL PLAN OF ACTION FOR INTERNAL EVALUATION

The Institution prepares proper schedule that includes the relevant information regarding dates of semester-wise internal practical examination and house test examination. The students' academic progress is monitored regularly by adopting the strategy of continuous internal evaluation through seminars, project work, unit test and house test examinations. The review of internal assessment is taken by the Principal regularly. For the implementation of Internal Assessment Process, Examination committee is formed at the institutional level which monitor overall internal assessment process. Internal practical examinations are held by the college and Externals are held under the scrutiny of the External Examiner appointed from the University.

Dates for the tests/submission of assignments are notified on the college notice boards and announced by faculty in the respective classes at least a week in advance. After checking, answer sheets/assignments are shared with students and marking pattern is discussed. The internal assessment lists are displayed on the notice board before the term end examination. Faculty members provide timely feedback to individual or group performance. Their doubts are also cleared with advice about writing correct & appropriate answers. Those who score below 70% are provided extra assistance in the form of remedial classes. Lot of opportunities in order to improve their performance is being provided from time to time. The college also provides provision to answer bilingually while giving viva-voice. Transparency and security of evaluation system is ensured by the institute.

Principal
Khalsa College of Education
Ranjit Avenue, Amritsar

STUDENTS HAVE A PROVISION TO ANSWER IN LANGUAGE OF THEIR OWN CHOICE

together ਸਿੱਕੇ ਦਿੱਤੇ ਹੋਣਾ ਯਾ ਵਰਤਣ
ਜੋ ਸਿੱਕੇ ਦਿੱਤੇ ਹੋਣੇ ਹਨ

1 Learning to do ਸਿੱਖਿਆ ਪ੍ਰਣਾਲੀ ਵਿਗਿਆਨ
ਸਾਂਝੀ ਸਮੇਂ ਦਿੱਤੀ ਖਾਸਤ ਫਰਕ ਕਰੀ ਕਰੀ
ਜਿਹਦੀ ਹੋਵੇ ਦਿੱਤੀ ਹੋਵੇ ਦਿੱਤੀ ਹੋਵੇ
ਕਰ ਦਿੱਤੀ ਹੋਵੇ ਕਰ ਦਿੱਤੀ ਹੋਵੇ
ਸਾਂਝੀ ਕਰੀ ਦਿੱਤੀ ਹੋਵੇ

2 Learning to do together ਸਿੱਖਿਆ
ਦਿੱਤੀ ਸਾਂਝੀ ਕਰੀ ਕਰੀ
ਦਿੱਤੀ ਕਰੀ ਕਰੀ ਕਰੀ
ਕਰੀ - ਕਰੀ ਕਰੀ ਕਰੀ
ਕਰੀ ਕਰੀ ਕਰੀ ਕਰੀ

10 ਦਿੱਤੀ ਕਰੀ ਕਰੀ
ਦਿੱਤੀ ਕਰੀ ਕਰੀ

ਸਿੱਖਿਆ ਪ੍ਰਣਾਲੀ

ਕਰੀ ਕਰੀ ਕਰੀ

2 ਕਰੀ ਕਰੀ

3 ਕਰੀ ਕਰੀ



ਸਿਰਫੀ ਆਰੀ ਉਮਰਾਂ ਦੇ ਲੋਕਾਂ ਦੇ ਸਮਰੱਥ
 ਫਾਇਦੇ ਦੀ ਜੋ ਉਹ ਫਾਇਦੇ ਹੀ ਹੋਣਗੇ
 ਤੇ ਇਹ ਵੀ ਬਹੁਤ ਘੱਟ ਤੋਂ ਕਾਫ਼ੀ ਹੋਵੇਗਾ
 ਵੀ ਸਿਰਫੀ ਸਮਰੱਥ ਲੋਕ

੧. ੧੦੦

ਫਾਇਦੇ ਹੀ ਹੋਣਗੇ ਇਹਨਾਂ ਦੇ ਲਈ ਸਿਰਫੀ

ਇਹਨਾਂ ਦੇ ਸਿਰਫੀ ਹੀ ਹੋਣਗੇ ਤੇ ਇਹਨਾਂ ਦੇ
 ਸਿਰਫੀ ਸਿਰਫੀ ਹੀ ਹੋਣਗੇ ਤੇ ਇਹਨਾਂ ਦੇ
 ਹੀ ਹੋਣਗੇ ਸਿਰਫੀ ਹੀ ਹੋਣਗੇ ਤੇ ਇਹਨਾਂ ਦੇ
 ਹੀ ਹੋਣਗੇ ਸਿਰਫੀ ਹੀ ਹੋਣਗੇ ਤੇ ਇਹਨਾਂ ਦੇ

੧੦੦

ਫਾਇਦੇ ਹੀ ਹੋਣਗੇ ਇਹਨਾਂ ਦੇ ਲਈ ਸਮਰੱਥ

ਇਹਨਾਂ ਦੇ ਹੀ ਹੋਣਗੇ ਇਹਨਾਂ ਦੇ ਲਈ ਸਮਰੱਥ

ਇਹਨਾਂ ਦੇ ਹੀ ਹੋਣਗੇ ਇਹਨਾਂ ਦੇ ਲਈ ਸਮਰੱਥ
 ਇਹਨਾਂ ਦੇ ਹੀ ਹੋਣਗੇ ਇਹਨਾਂ ਦੇ ਲਈ ਸਮਰੱਥ
 ਇਹਨਾਂ ਦੇ ਹੀ ਹੋਣਗੇ ਇਹਨਾਂ ਦੇ ਲਈ ਸਮਰੱਥ
 ਇਹਨਾਂ ਦੇ ਹੀ ਹੋਣਗੇ ਇਹਨਾਂ ਦੇ ਲਈ ਸਮਰੱਥ

੩੦

ਫਾਇਦੇ ਹੀ ਹੋਣਗੇ ਇਹਨਾਂ ਦੇ ਲਈ ਸਮਰੱਥ
 ਨਵੇਂ ਪੀੜ੍ਹੇ ਦੇ ਲੋਕਾਂ ਦੇ ਲਈ ਸਮਰੱਥ

ਉਹ ਸਿਰਫੀ ਹੀ ਹੋਣਗੇ ਇਹਨਾਂ ਦੇ ਲਈ ਸਮਰੱਥ
 ਇਹਨਾਂ ਦੇ ਹੀ ਹੋਣਗੇ ਇਹਨਾਂ ਦੇ ਲਈ ਸਮਰੱਥ

III ਇੱਥੇ ਇਸ਼ਟ ਦੇ ਵਿਸ਼ਾਲ ਗੋਲੇ ਤੁਹਾਡੇ ਦੇ
ਅਧਿਕਾਰਾਂ ਦੀ ਪੁਰਤੀ ਕਰਕੇ ਉਹੀਆਂ ਦੇ

IV ਕੇਲਮ ਹੇਠਲੀ ਦੇ ਉਤਸ਼ਾਹਿਤ ਕਰਕੇ ਉਹੀਆਂ

V ਜੀ ਅਧਿਕਾਰਾਂ ਦੀਆਂ ਵਿਧੀਆਂ

I ਇਸ਼ਟ ਨਾਗਰਿਕਤਾ ਤੇ ਜੋਰੋਂ ਅਧਿਕਾਰਾਂ

ਅਧਿਕਾਰਾਂ ਤੇ ਜੋਰੋਂ ਉਹੀਆਂ ਉਹੀਆਂ
ਇਸ਼ਟ ਵਿਸ਼ਵ ਵਿਕਾਸ ਅਤੇ ਇਸ਼ਟ ਨਾਗਰਿਕਤਾ
ਪ੍ਰਭੂ ਕਰਕੇ ਇੱਥੇ ਅਧਿਕਾਰਾਂ

II ਅਧਿਕਾਰਾਂ ਦੇ ਉਪਰੋਕਤੋਂ ਅਧਿਕਾਰਾਂ ਦੇ
ਦੀ ਹੱਥ ਕਰੀ ਕਰਕੇ ਉਹੀਆਂ

Ans: 1 ਸ਼ਾਇ - ਪ੍ਰਕਾਸ਼ 00 ਪਿਛਲੇ ਪ੍ਰਭੂ ਅਧਿਕਾਰਾਂ ਇੱਥੇ

ਦੀ ਉਹੀਆਂ ਦੀਆਂ UNEDLO ਦੇ ਅਧਿਕਾਰਾਂ ਦੇ
ਉਹੀਆਂ ਵਿਸ਼ਵ ਪ੍ਰਭੂ ਕੀਤੀਆਂ ਹਨ।
ਉਹੀਆਂ ਦੀਆਂ ਕੀਤੀਆਂ ਹਨ।
ਇਸ਼ਟ 2000 ਵਿਸ਼ਵ ਵਿਕਾਸ
ਉਹੀਆਂ ਵਿਸ਼ਵ ਵਿਕਾਸ
ਉਹੀਆਂ ਵਿਸ਼ਵ ਵਿਕਾਸ

I Learning to be II Learning to do
Learning to know IV Learning to live

ਇਹਨਾਂ
ਦਾ ਜੋ
ਮਾਣ 100

30)

ਆਰਥਿਕ ਦੇਰੀਵੇਟ
ਮੀਸਰਾ ਕਾਰਜਿਕ

ਤੱਕ ਇਹ
ਸੱਖ ਜਿੱਥੇ
ਚ ਠੀ

ਖਾਣੀ ਦੇ ਤੌਰ ਵਰਤ ਦਾ ਵਾਤਾ ਵਰਤਦਾ
ਮਾਪਦ ਜੋ

Meaning of Sustainable development

ਇਹ

ਕਾ

ਵਾਤਾ
ਮਾਮਲਾ
ਇਹ

ਕਾਇਮ ਰਹਿਣ ਵਾਲਾ ਸ਼ਬਦ ਹੈ ਉਤਪਤੀ ਦੇ ਇਹ
ਸ਼ਬਦ 1987 ਦੇ ਸੰਨ ਵਿੱਚ "ਬ੍ਰੰਡ ਲੈਂਡ" ਦੇ ਸੰਸਦ
ਵਿਸ਼ੇਸ਼ਤਾ ਦੇ ਸੰਸਦ "ਬ੍ਰੰਡ ਲੈਂਡ" ਦੇ ਸੰਸਦ
ਸੰਸਦ "ਬ੍ਰੰਡ ਲੈਂਡ" ਦੇ ਸੰਸਦ "ਬ੍ਰੰਡ ਲੈਂਡ" ਦੇ ਸੰਸਦ
ਕਾਇਮ ਰਹਿਣ ਵਾਲਾ ਸ਼ਬਦ ਹੈ ਉਤਪਤੀ ਦੇ ਇਹ
ਕਾਇਮ ਰਹਿਣ ਵਾਲਾ ਸ਼ਬਦ ਹੈ ਉਤਪਤੀ ਦੇ ਇਹ
ਕਾਇਮ ਰਹਿਣ ਵਾਲਾ ਸ਼ਬਦ ਹੈ ਉਤਪਤੀ ਦੇ ਇਹ

ਵਿਸ਼ੇਸ਼ਤਾ

Meaning of Sustainable development

ਕਾਇਮ ਰਹਿਣ ਵਾਲਾ ਸ਼ਬਦ ਹੈ ਉਤਪਤੀ ਦੇ ਇਹ
ਕਾਇਮ ਰਹਿਣ ਵਾਲਾ ਸ਼ਬਦ ਹੈ ਉਤਪਤੀ ਦੇ ਇਹ
ਕਾਇਮ ਰਹਿਣ ਵਾਲਾ ਸ਼ਬਦ ਹੈ ਉਤਪਤੀ ਦੇ ਇਹ

ਕਾਇਮ ਰਹਿਣ ਵਾਲਾ ਸ਼ਬਦ ਹੈ ਉਤਪਤੀ ਦੇ ਇਹ

ਕਾਇਮ ਰਹਿਣ ਵਾਲਾ ਸ਼ਬਦ ਹੈ ਉਤਪਤੀ ਦੇ ਇਹ
ਕਾਇਮ ਰਹਿਣ ਵਾਲਾ ਸ਼ਬਦ ਹੈ ਉਤਪਤੀ ਦੇ ਇਹ
ਕਾਇਮ ਰਹਿਣ ਵਾਲਾ ਸ਼ਬਦ ਹੈ ਉਤਪਤੀ ਦੇ ਇਹ

ਬੁਧੀਏ ੨੫ ਤੇ ਜੋ ਭੂ ਗਣਿਤ ਰੀਤੁਤ ਮੋਰਾ
ਇਕਾਮ ਖਸੀ ਮਿਸਿਰਮਾ ਆਰ ਮਿਸਿਰ
ਜੋ ਪੀਤੁ ਚੁ ਕਾਪਮੀ ਕੀਟਿ ਕੁ ਪੀਤੁਭਾਤ
ਮਾਭੁਤ ।

੫੦ ਗਣਿਤ ਰੀਤੁਤ ਮੋਰਾ ਇਕਾਮ ਚੁ ਖਸੀ ਮਾਤੀ

੨੦ ਮਿਸਿਰਮਾ ੦੦ ਇਕ ਮਾਤੀ ਆਰ ਮਾਤੀ
ਜੋ ਜੋ ਚੁਕੀਰਮਾ ਚੁ ਚੁਕੀਰ ਮਿਸਿਰ ਮਾਤੀ
ਕਾਤਾ ਤੇ ਮਿਸਿਰਮਾ ਚੁ ਚੁਕੀਰ ਮਿਸਿਰਮਾ ਚੁ
ਕਾਤਾ ਤੇ ਮਿਸਿਰਮਾ ਚੁ ਚੁਕੀਰ ਮਿਸਿਰਮਾ ਚੁ
ਪੁੱਧ ਤੇ ਚੁਕੀਰ ਮਿਸਿਰਮਾ ਚੁ ਚੁਕੀਰ ਮਿਸਿਰਮਾ ਚੁ
ਕਾਤਾ ਮਿਸਿਰਮਾ ਚੁ ਚੁਕੀਰ ਮਿਸਿਰਮਾ ਚੁ
ਕਾਤਾ ਮਿਸਿਰਮਾ ਚੁ ਚੁਕੀਰ ਮਿਸਿਰਮਾ ਚੁ

ਅੰਤਿਮ ਗਣਿਤ ਰੀਤੁਤ ਮੋਰਾ ਇਕਾਮ ਚੁ ਖਸੀ ਮਾਤੀ

ਗਣਿਤ ਰੀਤੁਤ ਮੋਰਾ ਇਕਾਮ ਚੁ ਖਸੀ ਮਾਤੀ
ਕਾਤਾ ਮਿਸਿਰਮਾ ਚੁ ਚੁਕੀਰ ਮਿਸਿਰਮਾ ਚੁ
ਕਾਤਾ ਮਿਸਿਰਮਾ ਚੁ ਚੁਕੀਰ ਮਿਸਿਰਮਾ ਚੁ
ਕਾਤਾ ਮਿਸਿਰਮਾ ਚੁ ਚੁਕੀਰ ਮਿਸਿਰਮਾ ਚੁ
ਕਾਤਾ ਮਿਸਿਰਮਾ ਚੁ ਚੁਕੀਰ ਮਿਸਿਰਮਾ ਚੁ
ਕਾਤਾ ਮਿਸਿਰਮਾ ਚੁ ਚੁਕੀਰ ਮਿਸਿਰਮਾ ਚੁ

Answer Goldsmith's & Mica ੦੦

ਜੋ ਜੋ ਚੁਕੀਰਮਾ ਚੁ ਚੁਕੀਰ ਮਿਸਿਰਮਾ ਚੁ
ਕਾਤਾ ਮਿਸਿਰਮਾ ਚੁ ਚੁਕੀਰ ਮਿਸਿਰਮਾ ਚੁ
ਕਾਤਾ ਮਿਸਿਰਮਾ ਚੁ ਚੁਕੀਰ ਮਿਸਿਰਮਾ ਚੁ
ਕਾਤਾ ਮਿਸਿਰਮਾ ਚੁ ਚੁਕੀਰ ਮਿਸਿਰਮਾ ਚੁ
ਕਾਤਾ ਮਿਸਿਰਮਾ ਚੁ ਚੁਕੀਰ ਮਿਸਿਰਮਾ ਚੁ
ਕਾਤਾ ਮਿਸਿਰਮਾ ਚੁ ਚੁਕੀਰ ਮਿਸਿਰਮਾ ਚੁ

our specific nature of work once acquired not remain useful for a long time on account of changes in technology and other related developments. One time education will, therefore, fall short of making a person employable for the full period of adult life. The learners will have to acquire new skills and new competencies as they advance in age.

Earning To Live Together:

The third pillar of education concerns man's relationship with his fellowmen who is the voluntary product of the nature itself and is considered to be the destiny of all mankind. As such, human beings make one family irrespective of nationalities, races and religions.

Therefore, what is required for learning to live together is

- respect for persons and their unique individuality.
- freedom and autonomy of persons to be who they are and pursue their goals and express them creatively.
- democracy in spirit and practice.
- respect for all the religions
- assertion of equality of persons
- promoting harmony among individual, society and nature.
- promoting the Upanishadic ideal of 'Vasudeva

4. Two pillars of education recommended by UNESCO.

The Indian National Commission for Co-operation with UNESCO played a active role in disseminating report in our country. There have been two major futuristic, landmark reports offering visions of emerging challenges in education from UNESCO (United Nations Educational, Scientific and Cultural Organization).

Pillars of Education in 21st Century

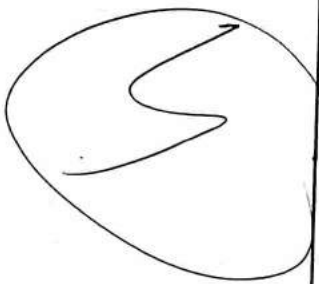
The report of UNESCO of the International Commission on Education for 21st Century is entitled 'Learning: The Treasure Within' emphasizing that Education has a Treasure within and developed a vision - 'A necessary Utopia' of Education for the 21st Century based on four pillars - Learning to know, Learning to do, Learning to live together and Learning to be.

Learning to Do:-

Knowledge is not cultivated for its own sake. It should be made applicable if it is to empower the learner with skills. Cultivation of skills is an essential feature of today's education. This is particularly indispensable in the

world that is increasingly becoming technology-oriented. Also, the nature of work is expected to change continually. Skills for

Kutumbapam - the whole world as one family
There is need to develop in each learner understanding of other people, their cultures, their mutual interdependence for carrying out joint projects for peace; Thus, the biggest challenge of education in 21st Century is learning to live together' can be strengthened by promoting values of world peace among learners.



Education for sustainable development for teachers and students besides covering environmental education.

2. Re-orienting existing education programmes for Sustainable Development:

In the light of need of sustainability, the arms of education, curricula, methods of teaching, text books at all levels of education should be re-oriented to accommodate the need of future generation.

3. Vision building for Sustainable Development:

Education should provide vision to people, particularly teachers and students to work for environment protection and Conservation. The programmes should be organized in the form of orientations and workshops, involving the local communities.

4. Research and Innovation for Sustainable Development:

The institutes of higher education and Universities should conduct research and survey to identify linkages between Education for sustainable development and other aspects of learning.

5. Human Rights Education for Sustainable Development:

Human Right Education for sustainable development are as follows -

- is the only guarantee of demonstrating our commitment to human dignity, promotion of an adequate standard of life to everyone and finally for the promotion of world peace and

It develop learning to work in learning to listen to others and the which surround us, understanding our economic, social and political environment whether at a national or global level.

3. Role of education in Sustainable development.

The word sustainability is derived from Latin word 'Sustainer' which means 'to hold up'.

According to Brundtland Commission Report (1987): "Sustainable Development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs."

The United Nation 2005 World Summit Outcome Document: refers to the "Interdependent and mutually reinforcing pillars" of sustainable development as economic development, social development and environmental protection.

Education for Sustainable development is an approach to teaching and learning "that seeks to improve empower people of all ages to assume responsibility for creating and enjoying a sustainable future". Development is to impart knowledge, values, attitudes and skills needed to empower pupils to bring about the changes required to achieve sustainability.

1. Capacity Building and Training for Sustainable Development:- Educational institution should organize capacity building and training programmes on

Internationalizing Curriculum involves a process of global processes concerning conceptions of knowledge, economic exchange, the changing nature of work and labour, requirements and cultural diversity. It is an essential characteristic of a dynamic and creative society that is able to engage effectively with global forces and to meet the challenges of the new century. Internationalization of curriculum therefore should incorporate a range of values that includes openness, tolerance and cosmopolitanism.

8. More autonomy for individuals in a society of knowledge:

Society must aim to allow every individual to develop freely. The individual will have to find his or her own points of reference in a society of constant change that generates short-lived values. School must give the pupils the capacity to acquire the relevant knowledge and interpret new values that will, in turn, guarantee them the ability to remain up to date with evolution of their environment.

9. Rebuilding the Social Link:

It is through education that the desire and the benefits of living together is learned at school and non-formal

④
guarantee fundamental human rights and freedom
all without distinction of Creed, race and
sex / economic or political status.

- is committed the achievement of goals of UN
Decade for Human Rights Education (1995-2005)

6. Peace Education for Sustainable Development:

Peace in today's world is only a dream that
does not exist in reality. The majority of the
world's population and the rest of God's creation
on earth in buffering from conflicts, violence
and wars which are in the rise globally.
In the language of UNESCO "Since war begins
in the minds of men, it is in the mind
of men that defences of peace are not be
constructed".

7. Inculcation of Values for Sustainable Development
Educational institutions should develop strategies
to inculcate values to bring positive changes
for sustainability through education. These values
includes:

- a) Respect for the human rights of future
generation and commitments to intergenerational
responsibility.
- b) Respect and care for the greater Common-
ality of life.
- c) Respect and commitment for protecting and
restoring the earth's ecosystem.
- d) Respect for cultural diversity, an a commit-
ment to build locally and globally a

पुष्प
सुधा

Submitted To :-

Haryinder Sandhu Mam
(Asst Professor)

Submitted By :-

Divya Sharma Red 1st
Sem Roll No - 2009

Topic.....

कार्यसूची

Date.....

क्रमांक	विषय	पृष्ठसंख्या	हरनाम
1.	(अ) हिंदी साहित्य का इतिहास (ब) हिंदी साहित्य के इतिहास लेखन की प्रक्रिया (ग) हिंदी साहित्य के इतिहास लेखन की प्रक्रिया (घ) काल विभाजन और नामकरण लेखकविचार (झंझी प्रमचंद जी)	1 2 3-4 5 6-9	
3.	काव्य (गोस्वामी तुलसीदास)	10-14	
4.	काव्यशास्त्र (भट्टाचार्य बालाजी)	15-19	
5.	कहानीकार (जनेश कुमार)	20-24	

Documentary Evidence for remedial support provided

KHALSA COLLEGE OF EDUCATION, RANJIT AVENUE, AMRITSAR

**Schedule for Remedial Classes
B.A. B.Ed. INTEGRATED, SEM-III**

SESSION 2020-2021

Timings: 02:30 – 03:30 PM

DATE	PAPER CODE	PAPER NAME	FACULTY NAME
11.01.2021 12.01.2021	P-I	Understanding Education and Its Perspectives	Ms. Prabhjot Kaur
15.01.2021 16.01.2021	P-II	Gender, School and Society	Ms. Rupneet Kaur
18.01.2021 19.01.2021	P-III	General English	Ms. Gunmeera
20.01.2021 21.01.2021	P-IV	General Punjabi	Dr. Ajaypal Singh
22.01.2021	Stream V & VI	Sociology	Ms. Navdeep Kaur Gill
23.01.2021		History	Dr. Ruchi Bhargava
		Political Science	Ms. Poonam Mahajan



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KHALSA COLLEGE OF EDUCATION, RANJIT AVENUE, AMRITSAR

Attendance Chart for Remedial Classes

Paper: *Understanding education & its perspective* Class: B.A.-B.Ed. (Integrated)

Faculty Name: *Prabhjit Kaur*

Semester: III

SNO.	ROLL NO.	NAME OF THE STUDENTS	11-01-21	12-01-21
1	112	Kajal	P	P
2	114	Avneet Kaur	P	P
3	115	Meenakshi	P	P
4	116	Kiranpreet Kaur	P	P

P.K.
Ms. Prabhjit Kaur
 Teacher Incharge

SPDhills
 PRINCIPAL

Principal
 Khalsa College of Education
 Ranjit Avenue, Amritsar

KHALSA COLLEGE OF EDUCATION, RANJIT AVENUE, AMRITSAR

Attendance Chart for Remedial Classes

Paper: Gender, School and Society

Class: B.A. B.Ed. (Integrated)

Faculty Name: Ms. Rupmeet

Semester: III[illegible]

h

Ms. Lynneet Kaur
TEACHER INCHARGE

Spruitt
PRINCIPAL

Principal
Khalsa College of Education
Ranjit Avenue, Amritsar

Attendance Chart for Remedial Classes

Class: B.A. - B.ed

Semester: III.

18/1/21 - 19/1/21

Ms. Gunmeera
TEACHER IN CHARGE

SPD with
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KHALSA COLLEGE OF EDUCATION, RANJIT AVENUE, AMRITSAR

Attendance Chart for Remedial Classes

Paper: (P-V) General Punjabi

Class: B.A. B-Ed. Int.

Faculty Name: Dr. Ajaypal Singh

Semester: IV

S.No.	Roll No.	NAME OF STUDENT	20.01.2021	21.01.2021
1.	109	KIRANJEET	P	P
2.	125	NAVPREET KAUR	P	P
3.	126	ARSHPREET KAUR	P	P

Dr. Ajaypal Singh

Teacher Incharge

Principal

Principal
Khalsa College of Education
Ranjit Avenue, Amritsar

Attendance Chart for Remedial Classes

Class: B.A-B.Ed

Semester: III

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Attendance Chart for Remedial Classes

Paper: Sociology

Class: B.A B.ED

Faculty Name: Ms. Vandee Kour

Semester: 3

[illegible]

Naveed Khan

Ms. Navdeep Kaur
TEACHER INCHARGE

S. P. Singh
Principal
Khalsa College of Education
Ranjit Avenue, Amritsar

KHALSA COLLEGE OF EDUCATION, RANJIT AVENUE, AMRITSAR


Attendance Chart for Remedial Classes

Paper: Political Science (Stream V & VI). Class: B.A. B.Ed Int.

Faculty Name: Ms. Poonam Mahajan.

Semester: III

[illegible]

 (Ms. Poonam Mahajan)
TEACHER INCHARGE

Splinters
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KHALSA COLLEGE OF EDUCATION, RANJIT AVENUE, AMRITSAR

B.A.-B.Ed. INTEGRATED

SEMESTER III

DATE SHEET

Evening Session

Timings: 01:30 PM to 03:00 PM

DATE	DAY	PAPER CODE	PAPER NAME
25.01.2021	Monday	P-I	Understanding Education and Its Perspectives
27.01.2021	Wednesday	P-II	Gender, School and Society
29.01.2021	Friday	P-III	General English
01.02.2021	Monday	P-IV	General Punjabi
03.02.2021	Wednesday	Stream IV & V	Sociology
			History
			Political Science

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PRINCIPAL

KHALSA COLLEGE OF EDUCATION, RANJIT AVENUE, AMRITSAR

B.A.-B.Ed. INTEGRATED

SEMESTER III

SCORE CARD

PAPER I: UNDERSTANDING EDUCATION AND ITS PERSPECTIVES

MAX. MARKS - 35

MIN. MARKS - 17

S.NO.	ROLL NO.	NAME OF STUDENT	MARKS	REMARKS
1	112	KAJAL	15	Pass
2	114	AVNEET KAUR	19	Pass
3	115	MEENAKSHI	17	Pass
4	116	KIRANPREET KAUR	20	Pass

(MS. PRABHJIT KAUR)
TEACHER INCHARGE

P.K.

SPM
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B.A.-B.Ed. INTEGRATED

SEMESTER III

SCORE CARD

PAPER II: GENDER, SCHOOL AND SOCIETY

MIN. MARKS - 17

MAX. MARKS - 35

S.NO.	ROLL NO.	NAME OF STUDENT	MARKS	REMARKS
1	101	RAKESH SINGH THAKUR	17	Pass
2	124	SANDEEP KAUR	19	Pass

(MS. RUPNEET KAUR)
TEACHER INCHARGE



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B.A.-B.Ed. INTEGRATED

SEMESTER III

SCORE CARD

PAPER III: GENERAL ENGLISH

MAX. MARKS - 35

MIN. MARKS - 17

S.NO.	ROLL NO.	NAME OF STUDENT	MARKS	REMARKS
1	104	SUPREET KAUR	21	Pass
2	124	SANDEEP KAUR	23	Pass
3	125	NAVPREET KAUR	22	Pass
4	129	GURLAL SINGH	19	Pass

(Ms. GUNMEERA)
TEACHER INCHARGE
Gunmeera

S. Pruthi
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B.A.-B.Ed. INTEGRATED

SEMESTER III

SCORE CARD


PAPER IV: GENERAL PUNJABI

MAX. MARKS - 35

MIN MARKS - 17

S.NO.	ROLL NO.	NAME OF STUDENT	MARKS	REMARKS
1	109	KIRANJEET	20	Pass
2	125	NAVPREET KAUR	20	Pass
3	126	ARSHPREET KAUR	29	Pass

(DR. AJAYPAL SINGH)
TEACHER INCHARGE
Ajaypal


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B.A.-B.Ed. INTEGRATED

SEMESTER III

SCORE CARD

STREAM IV & V: SOCIOLOGY

MAX. MARKS - 35

MIN. MARKS - 17

S.NO.	ROLL NO.	NAME OF STUDENT	MARKS	REMARKS
1	101	RAKESH SINGH THAKUR	21	Pass

Navdeep Kaur

TEACHER INCHARGE
(MS. NAVDEEP KAUR)

SPM
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SEMESTER III


SCORE CARD

STREAM IV & V: HISTORY

MAX. MARKS - 35

MIN. MARKS - 17

S.NO.	ROLL NO.	NAME OF STUDENT	MARKS	REMARKS
1	101	RAKESH SINGH THAKUR	20	Pass
2	102	KOMALPREET KAUR	19	Pass
3	118	SAJAN SINGH	20	Pass


TEACHER INCHARGE
(DR. RUCHI BHARGAVA)


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Principal
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B.A.-B.Ed. INTEGRATED

SEMESTER III

SCORE CARD

STREAM IV & V: POLITICAL SCIENCE

MAX MARKS-35

MIN. MARKS-17

S.NO.	ROLL NO.	NAME OF STUDENT	MARKS	REMARKS
1	101	RAKESH SINGH THAKUR	19	Pass

TEACHER INCHARGE
(MS. POONAM MAHAJAN)

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KHALSA COLLEGE OF EDUCATION, RANJIT AVENUE, AMRITSAR

DATE: 05.03.2021

NOTICE

Remedial Classes are being arranged for students who have been recommended for the same by the concerned course teachers. All concerned students are advised to contact their subject teachers.

Further students may note that:

- It is mandatory for all recommended students to attend these remedial classes.
- 100% attendance is compulsory.
- Classes for all courses will be held as per attached time table.




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KHALSA COLLEGE OF EDUCATION, RANJIT AVENUE, AMRITSAR

Schedule for Remedial Classes

M.Ed. SEMESTER -I

SESSION 2020-2021

Timings: 02:30 – 03:30 PM

DATE	PAPER CODE	PAPER NAME	FACULTY NAME
15.03.2021 16.03.2021	P-I	Philosophy of Education	Dr. Surinder Kaur
17.03.2021 18.03.2021	P-II	Psychology of Learning and Development	Ms. Pooja Sharma
19.03.2021 20.03.2021	P-III	Introduction to Research and Methodology	Dr. Kamalpreet Kaur



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KHALSA COLLEGE OF EDUCATION, RANJIT AVENUE, AMRITSAR

Attendance Chart for Remedial Classes

Paper: Philosophy of Education

Class: M. Ed.

Faculty Name: Dr. Swinder Kaur

Semester: I[illegible]

(Dr. Swaminathan Kaul)
TEACHER INCHARGE


Spru
Principal PRINCIPAL
Khalsa College of Education
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Attendance Chart for Remedial Classes

Class: M.Ed
Semester: I

Faculty Name: Ms. Pooja Sharma

[illegible]


(Mr. Raju Sharma)
TEACHER IN CHARGE


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Attendance Chart for Remedial Classes

Paper: P-II (Introduction to Research and Methodology)

Class: Master of Education
Semester: II

Faculty Name:

Dr. Kamalpreet Kaur

[illegible]

(Dr. Kamalpreet Kaur)
TEACHER INCHARGE

[Signature]
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KHALSA COLLEGE OF EDUCATION, RANJIT AVENUE, AMRITSAR

MASTER OF EDUCATION (M.Ed.)

SEMESTER I

DATE SHEET

Morning Session

Timings: 09:00 AM to 12:00 NOON

DATE	DAY	PAPER CODE	PAPER NAME
23.03.2021	Tuesday	P-III	Introduction to Research and Methodology
25.03.2021	Thursday	P-I	Philosophy of Education
27.03.2021	Saturday	P-II	Psychology of Learning and Development



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KHALSA COLLEGE OF EDUCATION, RANJIT AVENUE, AMRITSAR

MASTER OF EDUCATION (M.Ed.)

SEMESTER I

SCORE CARD

PAPER I: PHILOSOPHY OF EDUCATION

MAX. MARKS - 70

MIN MARKS - 38

S.NO.	ROLL NO.	NAME OF STUDENT	MARKS	REMARKS
1	802	PRABHJEET KAUR	35	Pass
2	809	HARPREET KAUR	36	Pass

Dr. Surinder Kaur
TEACHER INCHARGE

[Signature]
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KHALSA COLLEGE OF EDUCATION, RANJIT AVENUE, AMRITSAR
MASTER OF EDUCATION (M.Ed.)
SEMESTER I


SCORE CARD
PAPER II: PSYCHOLOGY OF LEARNING AND DEVELOPMENT

MAX. MARKS-50

MIN MARKS-38

S.NO.	ROLL NO.	NAME OF STUDENT	MARKS	REMARKS
1	803	GURPREET KAUR	32	Pass
2	808	SHRUTI JAISWAR	38	Pass
3	811	MANPREET KAUR	40	Pass


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KHALSA COLLEGE OF EDUCATION, RANJIT AVENUE, AMRITSAR
MASTER OF EDUCATION (M.Ed.)
SEMESTER I


SCORE CARD
PAPER III: INTRODUCTION TO RESEARCH AND METHODOLOGY

MAX. MARKS - 70

MIN. MARKS - 28

S.NO.	ROLL NO.	NAME OF STUDENT	MARKS	REMARKS
1	804	BALWANT SINGH	37	Pass
2	809	HARPREET KAUR	39	Pass

Dr. Kamalpreet Kaur
TEACHER INCHARGE



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KHALSA COLLEGE OF EDUCATION, RANJIT AVENUE, AMRITSAR

Schedule for Remedial Classes

B.Ed.-M.Ed. SEMESTER -I

SESSION 2020-2021

Timings: 02:30 – 03:30 PM

DATE	PAPER CODE	PAPER NAME	FACULTY NAME
15.03.2021 16.03.2021	P-I	Contemporary India and Education	Dr. Gurmanjit Kaur
17.03.2021 18.03.2021	P-II	Understanding the Learner	Mr. Paramjit Singh
19.03.2021 20.03.2021	P-III	Learning and Teaching	Dr. Surinder Kaur
22.03.2021 23.03.2021	P-IV	Language Across the Curriculum	Ms. Anjum Sharma



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Attendance Chart for Remedial Classes

Paper: *P-5, Contemporary India & Education*, Class: *B.Ed- M.Ed Inb.*
 Faculty Name: *Dr. Gurmajit Kaur* Semester: *I.*

S.No.	Roll No.	Name of Students	15.03.2021	16.03.2021
1	1626	Kiranjeet Kaur	P	P
2	1627	Manpreet Kaur	P	P
3	1633	Radhika Sohal	P	P
4	1635	Harmandeep Kaur	P	P
5	1640	Amitpal Kaur	P	P
6	1646	Gurpreet Singh	P	P

Gurmajit
 (DR. GURMANJIT KAUR)
 TEACHER IN CHARGE

Sprons
 PRINCIPAL
 Principal
 Khalsa College of Education
 Ranjit Avenue, Amritsar

Attendance Chart for Remedial Classes

Class: B.Ed - M.Ed Integrated

Semester: I

(MR. PARAMJIT SINGH)
TEACHER INCHARGE

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Attendance Chart for Remedial Classes

Faculty Name: Dr. Surinder Kaur

Semester: I

[illegible]

S. P. Singh
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KHALSA COLLEGE OF EDUCATION, RANJIT AVENUE, AMRITSAR

Attendance Chart for Remedial Classes

Paper: IV Language Across the Curriculum Class: B.ed M.ed
Faculty Name: Ms. Anjum Sharma Semester: I

S.No.	Roll Number	NAME OF THE STUDENT	22.03.21	23.03.21
1.	1626	KIRANJEET KAUR	P	P
2.	1638	SUKHMANDEEP KAUR	P	P
3.	1643	KIRANDEEP KAUR	P	P
4.	1645	RAMANPREET KAUR	P	P
5	1646	GURPREET SINGH	P	P

[Signature]

(MS. ANJUM SHARMA)
TEACHER INCHARGE

[Signature]
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Ranjit Avenue, Amritsar

KHALSA COLLEGE OF EDUCATION, RANJIT AVENUE, AMRITSAR
B.Ed.-M.Ed. INTEGRATED

SEMESTER I

DATE SHEET

Morning Session

Timings: 09:00 AM to 12:00 NOON

MAX. MARKS - 70

MIN. MARKS - 28

DATE	DAY	PAPER CODE	PAPER NAME
29.03.2021	Monday	P-I	Contemporary India and Education
31.03.2021	Wednesday	P-II	Understanding the Learner
03.04.2021	Saturday	P-III	Learning and Teaching
05.04.2021	Monday	P-IV	Language Across the Curriculum


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B.Ed.-M.Ed. INTEGRATED

SEMESTER I

SCORE CARD

PAPER I: CONTEMPORARY INDIA AND EDUCATION

MAX. MARKS - 70

MIN. MARKS - 28

S.NO.	ROLL NO.	NAME OF STUDENT	MARKS	REMARKS
1	1626	KIRANJEET KAUR	32	Pass
2	1627	MANPREET KAUR	35	Pass
3	1633	RADHIKA SOHAL	36	Pass
4	1635	HARMANDEEP KAUR	37	Pass
5	1640	AMRITPAL KAUR	38	Pass
6	1646	GURPREET SINGH	39	Pass

(Dr. SURINDER KAUR)
TEACHER INCHARGE


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KHALSA COLLEGE OF EDUCATION, RANJIT AVENUE, AMRITSAR

B.Ed.-M.Ed. INTEGRATED

SEMESTER I

SCORE CARD

PAPER II: UNDERSTANDING THE LEARNER

MAX. MARKS-70

MIN MARKS-28

S.NO.	ROLL NO.	NAME OF STUDENT	MARKS	REMARKS
1	1626	KIRANJEET KAUR	28	Pass
2	1640	AMRITPAL KAUR	39	Pass

(MR. PARAMJIT SINGH)
TEACHER INCHARGE



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KHALSA COLLEGE OF EDUCATION, RANJIT AVENUE, AMRITSAR

B.ED.-M.ED. INTEGRATED

SEMESTER I

SCORE CARD

PAPER III: LEARNING AND TEACHING

MAX MARKS 70

MIN MARKS - 28

S.NO.	ROLL NO.	NAME OF STUDENT	MARKS	REMARKS
1	1626	KIRANJEET KAUR	35	Pass
2	1635	HARMANDEEP KAUR	36	Pass
3	1646	GURPREET SINGH	39	Pass

(Dr. SURINDER KAUR)
TEACHER INCHARGE


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KHALSA COLLEGE OF EDUCATION, RANJIT AVENUE, AMRITSAR

B.Ed.-M.Ed. INTEGRATED

SEMESTER I

SCORE CARD

PAPER IV: LANGUAGE ACROSS THE CURRICULUM

MAX. MARKS- 70

MIN. MARKS- 28

S.NO.	ROLL NO.	NAME OF STUDENT	MARKS	REMARKS
1	1626	KIRANJEET KAUR	32	Pass
2	1638	SUKHMANDEEP KAUR	35	Pass
3	1643	KIRANDEEP KAUR	38	Pass
4	1645	RAMANPREET KAUR	39	Pass
5	1646	GURPREET SINGH	40	Pass

(MS. ANJUM SHARMA)
TEACHER INCHARGE




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KHALSA COLLEGE OF EDUCATION, RANJIT AVENUE, AMRITSAR

DATE: 15.04.2021

NOTICE

Remedial Classes are being arranged for students who have been recommended for the same by the concerned course teachers. All concerned students are advised to contact their subject teachers.

Further students may note that:

- It is mandatory for all recommended students to attend these remedial classes.
- 100% attendance is compulsory.
- Classes for all courses will be held as per attached time table.

Pr Singh
Naveed Hour
Dr. Jyoti Sharma
Dr. Sandeep

SPD
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KHALSA COLLEGE OF EDUCATION, RANJIT AVENUE, AMRITSAR

Schedule for Remedial Classes

B.Ed. SEMESTER -I

SESSION 2020-2021

Timings: 02:30 – 03:30 PM

DATE	PAPER CODE	PAPER NAME	FACULTY NAME
26.04.2021 27.04.2021	P-I	Understanding the Learner & Learning Environment	Mr. Paramjit Singh/ Ms. Rama Joshi
28.04.2021 29.04.2021	P-II	Contemporary India and Education	Ms. Suruchi Arora/ Dr. Ruchi
30.04.2021 01.05.2021	P-III	Education And Development	Ms. Samita/ Ms. Navdeep Kaur Gill



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KHALSA COLLEGE OF EDUCATION, RANJIT AVENUE, AMRITSAR

Attendance Chart for Remedial Classes

Paper: I [Understanding the Learner and Learning Environment] Class: B.Ed
Faculty Name: Mr. Paramjit Singh Semester: I

S.No.	Roll No.	Name of the Students	26.04.21	27.04.21
1	2004	RANJIT KAUR	P	P
2	2014	RANJEET KAUR	P	P
3	2015	ANMOLDEEP KAUR	P	P
4	2019	GURSHARANJIT	P	P
5	2021	RAMANDEEP	P	P
6	2029	NITISH	P	P
7	2036	AMANDEEP KAUR	P	P
8	2063	KIRANBIR	P	P
9	2064	SHWETA	P	P
10	2080	SUKHPREET KAUR	P	P
11	2090	PRANJHAL	P	P
12	2098	ISHA	P	P
13	2102	PALAK GUPTA	P	P
14	2103	YASHIKA THAKUR	P	P


 (MR. PARAMJIT SINGH)
 TEACHER INCHARGE


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KHALSA COLLEGE OF EDUCATION, RANJIT AVENUE, AMRITSAR

Attendance Chart for Remedial Classes

Paper: I [Understanding the Learner and Learning Environment] Class: B.Ed
Faculty Name: Mr. Paramjit Singh Semester: I

S.No	Roll No.	Name of the Students	26.04.21	27.04.21
15	2104	MANPREET SINGH BUTTAR	P	P
16	2114	JASWINDER	P	P
17	2115	PAWANPREET	P	P
18	2121	NAYNEET	P	P
19	2122	PUNEET	P	P
20	2129	DHANBIR SINGH	P	P


 (MR. PARAMJIT SINGH)
 TEACHER INCHARGE



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KHALSA COLLEGE OF EDUCATION, RANJIT AVENUE, AMRITSAR

Attendance Chart for Remedial Classes

Paper: I Understanding the Learner and Learning Environment Class: B. Ed
 Faculty Name: Ms. Rama Joshi Semester: I

S.No.	Roll No.	NAME OF THE STUDENT	26-4-2021	27-4-2021
1.	2130	HARISH KUMAR	P	P
2.	2134	MANMEEN KAUR	P	P
3.	2135	RAVNEET KAUR	P	P
4.	2139	SUNANDA	P	P
5.	2141	SHIFALI SALARIA	P	P
6.	2142	SUMANDEEP KAUR	P	P
7.	2145	RITU ARORA	P	P
8.	2153	LOVEPREET	P	P
9.	2157	GAURI NARANG	P	P
10.	2161	MANNAT MAHAJAN	P	P
11.	2164	KAJAL	P	P
12.	2167	NISHCHAYATA BHARGAV	P	P
13.	2172	JUGIRAJ KAUR	P	P
14.	2173	RAVINDER KAUR	P	P


 (MS. RAMA JOSHI)
 TEACHER INCHARGE


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Attendance Chart for Remedial Classes

Class: B.Ed

Semester: I

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KHALSA COLLEGE OF EDUCATION, RANJIT AVENUE, AMRITSAR

Attendance Chart for Remedial Classes


Paper: Contemporary India & Education


Class: B.Ed

Faculty Name: Ms. Suruchi Arora

Semester: I

			28/4/21	29/4/21
1	2017	Ajay Duggal	P	P
2	2029	Nitish	P	P
3	2036	Amandeep Kaur	P	P
4	2043	Simranjit Kaur	P	P
5	2045	Damanjot Kaur	P	P
6	2047	Sifti Arora	P	P
7	2063	Kiranbir	P	P
8	2064	Shweta	P	P
9	2067	Mehakpreet Singh	P	P
10	2069	Gurkirat Kaur	P	P
11	2070	Prabhjot Kaur	P	P
12	2076	Kiranbir Kaur	P	P
13	2080	Sukhpreet Kaur	P	P
14	2083	Smile	P	P
15	2085	Jovenor	P	P


 (MS. SURUCHI ARORA)
 TEACHER INCHARGE


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 Ranjit Avenue, Amritsar

Khalsa College of Education, Ranjit Avenue, Amritsar

Attendance Chart for Remedial Classes

Paper: Contemporary India & Education

Class: B.Ed

Faculty Name: Ms. Suruchi Arora

Semester: I

			28/4/21	29/4/21
16	2086	Gurleen	P	P
17	2091	Nikita	P	P
18	2092	Kiandeep	P	P
19	2095	Ramneet	P	P
20	2098	Isha	P	P
21	2100	Kamwalpreet Kaur	P	P
22	2101	Gurkirat Kaur	P	P
23	2104	manpreet Singh	P	P
24	2105	Nikita mahajan	P	P
25	2113	Geetanjali	P	P
26	2114	Jaswinder	P	P
27	2116	Rafia Afsheen	P	P
28	2121	Namneet	P	P
29	2122	Puneet	P	P
30	2124	Sasha	P	P

Suruchi
(MS. SURUCHI ARORA)
TEACHER INCHARGE

SPDheh
PRINCIPAL

Principal
Khalsa College of Education
Ranjit Avenue, Amritsar

KHALSA COLLEGE OF EDUCATION, RANJIT AVENUE, AMRITSAR

Attendance Chart for Remedial Classes

Paper: Contemporary India & Education

Class: B.Ed

Faculty Name: Ms. Shuchi Arora

Semester: I[illegible]

S.P. Dhillon
Principal
Khalsa College of Education
Ranjit Avenue, Amritsar

Suruchi
(MS. SURUCHI ARORA)
TEACHER INCHARGE

KHALSA COLLEGE OF EDUCATION, RANJIT AVENUE, AMRITSAR


Attendance Chart for Remedial Classes

Paper: **II Contemporary India and Education** Class: **B.Ed**
 Faculty Name: **Dr. Ruchi** Semester: **I**

S.NO	ROLL NO	NAME OF THE STUDENTS	28.04.21	29.04.21
1	2129	Dhanbir Singh	P	P
2	2134	Manmeen Kaur	P	P
3	2135	Ravneet Kaur	P	P
4	2140	Navneet Dussad	P	P
5	2141	Shifali Saloria	P	P
6	2142	Sumandeep Kaur	P	P
7	2145	Ritu Arora	P	P
8	2148	Rakhi	P	P
9	2153	Lorepreet	P	P
10	2161	Mannat Mahajan	P	P
11	2172	Jugraaj Kaur	P	P
12	2173	Ravinder Kaur	P	P
13	2175	Bukra Malhotra	P	P
14	2176	Manpreet Kaur	P	P


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 (DR. RUCHI BHARGAVA)
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KHALSA COLLEGE OF EDUCATION, RANJIT AVENUE, AMRITSAR

Attendance Chart for Remedial Classes

Paper: III Education and Development

Class: B.Ed

Faculty Name: Ms. Samita

Semester: I

Sl. No	Rollno.	Name of the Student	30/4/21	1/5/21
1.	2004	Ranjit Kaur	P	P
2.	2008	Harpreet Kaur	P	P
3.	2029	Nitish	P	P
4.	2043	Simsranjit Kaur	P	P
5.	2045	Damanjot Kaur	P	P
6.	2050	Ayushi Arjun	P	P
7.	2056	Sahibdeep	P	P
8.	2059	Dilpreet	P	P
9.	2063	Kiranbir	P	P
10.	2064	Shweta	P	P
11.	2069	Gurbirat Kaur	P	P
12.	2071	Harleen Kaur	P	P
13.	2075	Nisha Batra	P	P
14.	2102	Palak Gupta	P	P

Samita

MS. SAMITA

(TEACHER INCHARGE)

S. Dhiman
PRINCIPAL

Principal
Khalsa College of Education
Ranjit Avenue, Amritsar

KHALSA COLLEGE OF EDUCATION, RANJIT AVENUE, AMRITSAR

Attendance Chart for Remedial Classes

Paper: III: Education and Development

Class: B.Ed

Faculty Name: Ms. Samita

Semester: I[illegible]

Lami S.

MS. SAMETA

(TEACHER INCHARGE)

SPDhull
PRINCIPAL

Principal
Khalsa College of Education
Ranjit Avenue, Amritsar

KHALSA COLLEGE OF EDUCATION, RANJIT AVENUE, AMRITSAR

Attendance Chart for Remedial Classes

Paper: 3 Education and Development Class: BED (Sem-I)
 Faculty Name: Ms. Navdeep Kaur Gill Semester: I

S.No	ROLL NUMBER	NAME OF THE STUDENT	30.04.2021	01.05.2021
1	2117	MANSI	P	P
2	2122	PUNEET	P	P
3	2126	PALAK SHARMA	P	P
4	2127	HARMANPREET	P	P
5	2141	SHIFALI SALARIA	P	P
6	2142	SUMANDEEP KAUR	P	P
7	2146	NAUDEEP	P	P
8	2154	MANPREET	P	P
9	2171	AABHA DUGGAL	P	P
10	2173	RAVINDER KAUR	P	P
11	2191	GURSIMRAN	P	P
12	2193	SHRABANI BISWAL	P	P
13	2195	GURPREET KAUR	P	P
14	2162	RASHMI PURI	P	P

Navdeep Kaur

(MS. NAUDEEP KAUR)
 TEACHER INCHARGE

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KHALSA COLLEGE OF EDUCATION, RANJIT AVENUE, AMRITSAR
BACHELOR OF EDUCATION (B.Ed.)

SEMESTER I

DATE SHEET

Morning Session

Timings: 09:00 AM to 12:00 NOON

DATE	DAY	PAPER CODE	PAPER NAME
10.05.2021	Monday	P-II	Contemporary India and Education
13.05.2021	Thursday	P-III	Education And Development
17.05.2021	Monday	P-I	Understanding the Learner & Learning Environment


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BACHELOR OF EDUCATION (B.Ed.), SEMESTER I

SCORE CARD

PAPER I: UNDERSTANDING THE LEARNER & LEARNING ENVIRONMENT

MAX MARKS-70

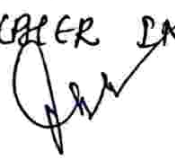
MIN. MARKS-28


S.NO.	ROLL NO.	NAME OF STUDENT	MARKS	REMARKS
1	2004	RANJIT KAUR	31	Pass
2	2014	RANJEET KAUR	35	Pass
3	2015	ANMOLDEEP KAUR	32	Pass
4	2019	GURSHARANJIT KAUR	35	Pass
5	2021	RAMANDEEP KAUR	33	Pass
6	2029	NITISH	38	Pass
7	2036	AMANDEEP KAUR	35	Pass
8	2063	KIRANBIR	37	Pass
9	2064	SHWETA	36	Pass
10	2080	SUKHPREET KAUR	32	Pass
11	2090	PRANCHAL	30	Pass
12	2098	ISHA	38	Pass
13	2102	PALAK GUPTA	39	Pass
14	2103	YASHIKA THAKUR	40	Pass
15	2104	MANPREET SINGH BUTTAR	35	Pass
16	2114	JASWINDER	32	Pass
17	2115	PAWANPREET	39	Pass
18	2121	NAVNEET	38	Pass
19	2122	PUNEET	39	Pass
20	2129	DHANBIR SINGH	38	Pass
21	2130	HARISH KUMAR	35	Pass
22	2134	MANMEEN KAUR	37	Pass
23	2135	RAVNEET KAUR	36	Pass
24	2139	SUNANDA	35	Pass

(MR. RAMA JOSHI)
TEACHER IN CHARGE

S. P. Singh
Principal
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25	2141	SHIFALI SHARMA	36	Pass
26	2142	SUMANDEEP KAUR	35	Pass
27	2145	RITU ARORA	34	Pass
28	2153	LOVEPREET	33	Pass
29	2157	GAURI NARANG	32	Pass
30	2161	MANNAT MAHAJAN	31	Pass
31	2164	KAJAL	30	Pass
32	2167	NISCHAYATA BHARGAV	30	Pass
33	2172	JUGRAJ KAUR	32	Pass
34	2173	RAVINDER KAUR	33	Pass
35	2191	GURSIMRAN	34	Pass
36	2193	SHRABANI BISWAL	35	Pass

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KHALSA COLLEGE OF EDUCATION, RANJIT AVENUE, AMRITSAR
BACHELOR OF EDUCATION (B.Ed.), SEMESTER I

SCORE CARD

PAPER II: CONTEMPORARY INDIA AND EDUCATION

MAX. MARKS-70

MIN MARKS-28

S.NO.	ROLL NO.	NAME OF STUDENT	MARKS	REMARKS
1	2017	AJAY DUGGAL	32	Pass
2	2029	NITISH	35	Pass
3	2036	AMANDEEP KAUR	36	Pass
4	2043	SIMRANJIT KAUR	38	Pass
5	2045	DAMANJOT KAUR	39	Pass
6	2047	SIFTI ARORA	39	Pass
7	2063	KIRANBIR	40	Pass
8	2064	SHWETA	33	Pass
9	2067	MEHAKPREET SINGH	34	Pass
10	2069	GURKIRAT KAUR	31	Pass
11	2070	PRABHJOT KAUR	30	Pass
12	2076	KIRANBIR KAUR	32	Pass
13	2080	SUKHPREET KAUR	33	Pass
14	2083	SMILE	33	Pass
15	2085	LOVENOOR	32	Pass
16	2086	GURLEEN	33	Pass
17	2096	NIKITA	34	Pass
18	2092	KIRANDEEP	35	Pass
19	2095	RAMNEET	37	Pass
20	2098	ISHA	38	Pass
21	2100	KANWALPREET KAUR	38	Pass
22	2101	GURKIRAT KAUR	39	Pass
23	2104	MANPREET SINGH	40	Pass
24	2105	NIKITA MAHAJAN	40	Pass

TEACHER INCHARGE
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[Signature]
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 Ranjit Avenue, Amritsar

25	2113	GEETANJALI	32	Pass
26	2114	JASWINDER	35	Pass
27	2116	RAFIA AFREEN	36	Pass
28	2121	NAVNEET	35	Pass
29	2122	PUNEET	38	Pass
30	2124	SASHA	38	Pass
31	2125	MANINDER	39	Pass
32	2127	HARMANPREET	39	Pass
33	2128	MAMTA	40	Pass
34	2129	DHANBIR SINGH	40	Pass
35	2134	MANMEEN KAUR	35	Pass
36	2135	RAVNEET KAUR	39	Pass
37	2140	NAVNEED DUSAAD	40	Pass
38	2141	SHIFALI SALARIA	31	Pass
39	2142	SUMANDEEP KAUR	30	Pass
40	2145	RITU ARORA	32	Pass
41	2148	RAKHI	33	Pass
42	2153	LOVEPREET	35	Pass
43	2161	MANNAT MAHAJAN	36	Pass
44	2172	JUGRAAJ KAUR	38	Pass
45	2173	RAVINDER KAUR	39	Pass
46	2175	BUSHRA MALHOTRA	40	Pass
47	2176	MANPREET KAUR	41	Pass

TEACHER INCHARGE
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KHALSA COLLEGE OF EDUCATION, RANJIT AVENUE, AMRITSAR
BACHELOR OF EDUCATION (B.Ed.), SEMESTER I


SCORE CARD


PAPER III: EDUCATION AND DEVELOPMENT

MAX. MARKS-70

MIN MARKS-28

S.NO.	ROLL NO.	NAME OF STUDENT	MARKS	REMARKS
1	2004	RANJIT KAUR	38	Pass
2	2008	HARPREET KAUR	39	Pass
3	2029	NITISH	39	Pass
4	2043	SIMRANJIT KAUR	40	Pass
5	2045	DAMANJOT KAUR	35	Pass
6	2050	AYUSHI ARJUN	38	Pass
7	2056	SAHIBDEEP	39	Pass
8	2059	DILPREET	39	Pass
9	2063	KIRANBIR	40	Pass
10	2064	SHWETA	41	Pass
11	2069	GURKIRAT KAUR	30	Pass
12	2071	HARLEEN KAUR	32	Pass
13	2075	NISHA BATRA	35	Pass
14	2102	PALAK GUPTA	38	Pass
15	2104	MANPREET SINGH BUTTAR	39	Pass
16	2115	PAWANPREET	39	Pass
17	2117	MANSI	39	Pass
18	2122	PUNEET	40	Pass
19	2126	PALAK SHARMA	41	Pass
20	2127	HARMANPREET	42	Pass
21	2141	SHIFALI SALARIA	35	Pass
22	2142	SUMANDEEP KAUR	38	Pass
23	2146	NAVDEEP	39	Pass
24	2154	MANPREET	40	Pass

(MS. SAMITA)
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25	2171	AABHA DUGGAL	30	Pass
26	2173	RAVINDER KAUR	35	Pass
27	2191	GURSIMRAN	39	Pass
28	2193	SHRABANI BISWAL	34	Pass
29	2195	GURPREET KAUR	39	Pass
30	2162	RASHMI PURI	38	Pass

(MS. SAMITA)
TEACHER INCHARGE
Samita

S. Prasan
PRINCIPAL
Principal
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Ranjit Avenue, Amritsar