

FACULTY OF EDUCATION

SYLLABUS

FOR

BACHELOR OF EDUCATION (B.Ed.)

(Two Years)

(SEMESTER: I–IV)

Examinations: 2016–17



GURU NANAK DEV UNIVERSITY

AMRITSAR

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SCHEME OF STUDY

SEMESTER-I

Sr. No.	Paper No.	Paper Code	Title	Marks	Teaching (Credits)	Practical (Credits)
1	I	PI	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			
		CP II(A)	Pedagogy of a School Subject – II (PS-II) Part – A (Any one)			
5	V			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			

Bachelor of Education (B.Ed) (Two Years) (Semester System)

			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 Proficiency and Communication	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

SEMESTER-II

Sr. No.	Paper No	Paper Code	Title	Marks Teaching (Credits)	Practical (Credits)	Internship
1	I	P-IV	Understanding the Learning process	1004	1	
2	II	CP-IV	Assessment for learning	1004	1	
3	III	P-V	Educational Technology and ICT	1004	1	
4	IV	CP-I (B)	Pedagogy of a School Subject – I (PS-I) Part-B (As selected in the first Semester)	502	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			

Bachelor of Education (B.Ed) (Two Years) (Semester System)

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				
			EPC- II Drama and Art in Education				
			FE-IIField engagement for perspective papers				
6	VI	Total					
7	VII	Credits		25	0	1	
				475	17	8	

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	Foundations of Curriculum Development	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 Health and Physical Education			
7	V	ii.	Peace and Value Education	50	2	1
8	V	iii.	Guidance and Counseling			
9	V	iv.				
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

PAPER: I
UNDERSTANDING THE LEARNER AND LEARNING ENVIRONMENT (P-I)

Time: 3 Hrs.

Total Marks: 100
Theory: 70
Sessional Work: 30

- The syllabus consists of four units. Unit I, II, III, IV.
- The question paper will consist of five units. Unit I, II, III, IV, and V.
- In unit I, II, III and IV, there will be two questions from each unit of the syllabus (unit I-IV). The students will attempt any one question from each unit. Each question carries 10 marks.
- Unit V will be compulsory. It will consist of six short answer type questions. Out of which there will be one question from each unit of the syllabus (unit I-IV) and two questions from the entire syllabus. Each question carries 05 marks.

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

UNIT-I

- 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

UNIT-II

Cognitive and Information processing approaches

- a) Piaget's cognitive development theory
- b) Sternberg's information processing theory
- c) Gardener's multiple intelligences

UNIT-III

Humanistic and Psycho-social approaches

- a) Kohlberg's moral development
- b) Roger's Social – constructivism
- c) Erickson's psycho-social development

UNIT-IV

- 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 in their natural setting with respect to piaget's theory of cognitive development.

REFERENCES:

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

PAPER: II

CONTEMPORARY INDIA AND EDUCATION (P-II)

Time: 3 Hrs.

Total Marks: 100

Theory: 70

Sessional Work: 30

- The syllabus consists of four units. Unit I, II, III, IV.
- The question paper will consist of five units. Unit I, II, III, IV, and V.
- In unit I, II, III and IV, there will be two questions from each unit of the syllabus (unit I-IV). The students will attempt any one question from each unit. Each question carries 10 marks.
- Unit V will be compulsory. It will consist of six short answer type questions. Out of which there will be one question from each unit of the syllabus (unit I-IV) and two questions from the entire syllabus. Each question carries 05 marks.

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.

UNIT-I

- a) Meaning of Diversity, Inequality and Marginalization (Economic, Social, Religious, language) in Society and the Implication for Education.
- b) Equality of Educational Opportunities – Meaning, Provisions and Outcomes.
- c) LPG (Liberalization, Privatization and Globalization); Impact on Indian Society

UNIT-II

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

UNIT-III

- a) Universalisation of Elementary Education: Expansion, Equity and Excellence.
- b) Sarv Shiksha Abhiyan and Mid Day Meal.
- c) RTE Act-2009 and its Implications.

UNIT-IV

- a) Universal Secondary Education: Expansion, Equity and Excellence; Role of RMSA.
 b) Pedagogic and Curricular Shifts: From NPE-1986 and NCF-2005.
 c) NCFTE-2009: Implications for Teacher Education for UEE and USE.

SESSIONAL WORK

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

Critical analysis of the following policy documents:

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

REFERENCES:

1. Aggarwal, J.C. (2009), Teaching Of History. Vikas Publishing House Pvt. Ltd.: New Delhi.
2. Bhatt, B.D. (2005), Modern Indian Education. Planning and Development. Kanishka Publishers, New Delhi
3. Goel, S.L. and Goel, A. (1994), Education Policy and Administration. Deep and Deep Publications, New Delhi.
4. Govt. of India. (1986), National Policy on Education. Ministry of HRD, New Delhi.
5. Gupta, V.K and Gupta, Ankur (2005), Development of Education System in India. Vinod Publication, Ludhiana.
6. Inderjeet, K. and Raj Kumar (2006), Development of Educational System in India. 21st century Publication, Patiala.
7. Jayapalan, N. (2002), Problems of Indian Education. H.B. Bhargava Publications, Delhi.
8. Murti, S.K. (2004), Teacher and Education in Indian Society. Vinod Publications, Ludhiana.
9. NCERT (2005), National curriculum Frame work.
10. Nesla (2004), Theory and Principles of Education. Vinod Publications, Ludhiana.
11. Oommen, T.K. (2014), Social Inclusion in Independent India: Dimensions and Approaches. Orient Publishers.

12. Pathak, A. (2002), Social Implications of Schooling: Knowledge, Pedogogy, and Consciousness. Rainbow Publishers
13. Sachdeva, M.S and Umesh (2005), A Modern Approach to Education in Emerging Indian Society. Vinod Publications, Ludhiana.
14. Sodhi, T.S. (2005), Development of Educational System in India. Bawa Publications, Patiala. 13. Venkateshwaran (2004): Principles of Education. Vinod Publications, Ludhiana.
15. Vijayen, Premavathy & Geetha, T. (2006), Integrated & Inclusive Education: DSE(VI) Manual. Kanishka Publishers. New Delhi.
16. Walia, J.S. (1998), Modern Indian Education and its Problems. Paul Publishers, Jalandhar.

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PAPER: III
EDUCATION AND DEVELOPMENT (P-III)

Time: 1.30 Hrs.

Total Marks: 50
Theory: 35
Sessional Work: 15

- The syllabus consists of two units. Unit I & II.
- The question paper will consist of three units. Unit I, II and III.
- In unit I, II, there will be two questions from each unit of the syllabus (unit I & II). The students will attempt any one question from each unit. Each question carries 10 marks.
- Unit III will be compulsory. It will consist of three short answer type questions. Out of which there will be one question from each unit of the syllabus (unit I & II) and one question from the entire syllabus. Each question carries 05 marks.

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

- Analyses 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.

UNIT-I

1. Meaning and concept of Education – Indian and Western perspective.
2. Changing aims of education in the context of Globalization.
3. Role of education for ensuring sustainable development.
4. Education for 21st century, four pillars of education as recommended by UNESCO.

UNIT-II

1. Education as an instrument of social change.
2. Education for Democracy, National Integration and International Understanding.
3. Home, School and Community as mediator of education.
4. Concept of values – importance, classification of values, sources of values, ways and means of inculcation of values.

SESSIONAL WORK

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

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

REFERENCES:

1. Aggarwal, J.C. (1993), Landmarks in the History of Modern Indian Education. Vikas Publishing House, New Delhi.
2. Aggarwal, J.C. (2002), Development and Planning of Modern Education. Vikas Publishing House, New Delhi.
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4. Bhatia, K.K, and Narang, C.L. (1996), The Teacher and Education in Emerging India Society. Tandon Publications, Ludhiana. 2nd rev. ed.
5. Bhatia, K.K. and Narang, C.L. (1992), Philosophical and Sociological Foundations of Education. Doaba House, Delhi.
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10. Dash, D.N. (2005), Philosophical and Sociological Foundation of Education. Dominant Publisher, New Delhi.
11. Dewey, John. (2004), Democracy and Education. An Introduction to the Philosophy of Education. Aakar Books, New Delhi.

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

pMjwbl AiDAYn

Time: 1.30 Hrs.

Total Marks: 50
 Theory: 35
 Sessional Work: 15

- The syllabus consists of two units. Unit I & II.
- The question paper will consist of three units. Unit I, II and III.
- In unit I, II, there will be two questions from each unit of the syllabus (unit I & II). The students will attempt any one question from each unit. Each question carries 10 marks.
- Unit III will be compulsory. It will consist of three short answer type questions. Out of which there will be one question from each unit of the syllabus (unit I & II) and one question from the entire syllabus. Each question carries 05 marks.

audyS

1. ividAwRQI–AiDAwpkW iv~c pMjwbl pVHwauX dl rucl pYdw krnl[
2. ividAwRQI–AiDAwpkW iv~c skUI p~Dr qy mwq-BwSw pVHwauX sbMDI pyS AwauNdIAW muSikIW h~l krn dy Xog bxwauXw[
3. ividAwRQI–AiDAwpkW iv~c isrjnwqimk, aupcwrqimk qy AnsMDwnqimk kuSlqvwW dw ivkws krnw[
4. ividAwRQIAW–AiDAwpkW nMU loV Anuswr hwvlw pusqkW dy vrqoN krn dl Awdq pwauxl[
5. ividAwRQIAW–AiDAwpkW nMU swihq dy iviBMn rUpW dy AiDAwpn FMgW bwry jwxkwrI dyxw[
6. ividAwRQI–AiDAwpkW nMU mwq-BwSw dl is~iKAw dy audySW Aqy isDWqW dl soJI krwauXw[

iekwel-1

1. BwSw dl auqqI dy isDWq qy pRikrql, smwjK srokwr, smwj, s~qw qy pCwx[
 is~iKAw Kyqr iv~c BwSw dw mh~qv – Gr, skUI, BwSw mwiDAm vjoN, pwTkRm dl BwSw, bhu-BwSI jmwq Aqy AiDAwpk-ividAwRQI sbMD iv~c BwSw dw rUp[
2. sMivDwn qy is~iKAw simqIAW dl BwSw sbMDI irportW
 BwSwvW dl siQql (Dwrw 343-351, 350), koTwrI kmISn (1964 qy 1966), rwStrI is~iKAw nlqI – 1986, pl.E.ey. – 1992, rwStrI pwTkRm Prymvrk – 2005 (BwSw AiDAn)
3. mwq BwSw dl Dwrnw – mwq BwSw is~iKAw dy audyS, mh~qv, isDWq qy sUqr[
4. pMjwbl BwSw dw inkws qy ivkws – il~pl dy ArQ, gurmu~KI il~pl dl pRwclnqw qy AnukUIqw[

iekwel-2

5. pMjwbl BwSw dl vrqmwn isQql – pMjwbl dIAW aup-bollAW, AMqr-rwStrl p~Dr qy pMjwbl Aqy
pMjwbl nMU drpyS sm~isAwvW[
pMjwbl BwSw il~Kx dy dwrSink, mnoivigAwnk qy smwjK AwDwr[
6. (a) suxn kOSl BwSw is~iKAw iv~c mh~qv, AiBAws qy loVINdIAW SrqW[
(A) bolcwl dl is~iKAw dw mh~qv, ASu~D aucwrX dy kwrn qy suDwr[
7. pVHnw (vwcn) is~iKAw – pVHwel is~iKAw dIAW ivDIAW sUKm qy sQUI Aqy iksmW mnopwT qy
au~clpwT[
8. ilKxw isKwauXw – ilKq rcnw dw mh~qv, ivDIAW, AiBAws, ilKql kMmW dl suDwel sulyK qy
rcnwqmk ilKxw[

sYSnl vrk:-

Performance in Unit tests and House examination-05 marks

Attendance -02 marks

Assignment on the following -08 marks

1. BwSw sbMDl sMivDwn simqlAW dIAW irportW dw mulWkx[
2. pMjwbl BwSw dl skUIW iv~c vrqmwn siQql sbMDl srvyKx sbMDl irport iqAwr krnw[

shwieK pusqkW dl sUcl

- | | | |
|--|---|--|
| 1. ieMdrdyv nMdrW | AwDuink pMjwbl AiDAwPn | tMfn pbiISrz |
| 2. suKivMdr isMG syKoN/
mndlp kOr syKoN | pMjwbl BwSw dw AiDAwPn | kilAwxl pblIkySnz |
| 3. fw. Amrjlq kOr | | |
| 4. fw. aumkwr AYn.kol | pMjwbl AiDAwPn | sUrIAw pblIkySnz |
| 5. jsvMq isMG j~s | pMjwbl BwSw dw AiDAwPn | rVl pblISrz |
| 6. fw. rGUNwQ sPwieAw | mwq BwSw dl is~iKAw ivDI | mihqwb isMG (inaU bu~k kMpnI) |
| 7. Wright, T. (1988): | mwq BwSw dl is~iKAw | pRkwS bRdrz |
| 8. Tickoo, M.L. (2005) | Roles of Teachers and Learners
Teaching and Learning English | Oxford University Press, Oxford.
Orient Longman, New Delhi. |

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

fgzUnh f'k{k.k

Time: 1.30 Hrs.

Total Marks: 50
 Theory: 35
 Sessional Work: 15

- The syllabus consists of two units. Unit I & II.
- The question paper will consist of three units. Unit I, II and III.
- In unit I, II, there will be two questions from each unit of the syllabus (unit I & II). The students will attempt any one question from each unit. Each question carries 10 marks.
- Unit III will be compulsory. It will consist of three short answer type questions. Out of which there will be one question from each unit of the syllabus (unit I & II) and one question from the entire syllabus. Each question carries 05 marks.

mn~ns';

1- Nk= v/;kidksa esa ekSf[kd o fyf[kr Hkk"kk dks le>us dh ;ksX;rk esa o`f)

djukA
 2- Nk= v/;kidksa esa Hkk"kk dks 'kq) ,oa O;kdj.k ds fu;eksa ds vuqlkj fy[kus dh ;ksX;rk fodflr djukA

3- Nk= v/;kidksa esa lkSUn;kZuqHkwfr dks fodflr

djukA
 4- Nk= v/;kidksa esa l`tukRed izo`fRr;ksa dks fodflr

djukA
 5- Nk= v/;kidksa dh Hkk"kk vkSj lkfgR; ds izfr :fp fodflr djukA

6- lkfgR; ds ek;/e ls folkfFkZ;ksa esa ln~o`fRr;ksa dk fodkl

djukA
 7- fgUnh Hkk"kk ds ek;/e ls vU; fo"k;ksa dks le>us] xzg.k djus rFkk vfHkO;Dr djus dh ;ksX;rk fodflr djukA

bZdkbZ&1

1- Hkk"kk] vFkZ] izd`fr] Hkk"kk dk oxZ vkSj lekt ls

IEcu/kA
 2- Hkk"kk f'k{k.k esa lkekU; fl)kUr ,oa lw=] f'k{k.k dks izHkko`kkyh cukus esa

budh HkwfedkA
 3- fgUnh Hkk"kk % ekr`Hkk"kk] jk"V~zh; o vUrjkZ"V~zh; Hkk"kk ds :i

esa mn~ns'; o egRoA
 4- Hkk"kk;ksa dh fLFkfr % lafo/kku dh /kkjk ¼343] 351] 350½] dksBkjh f'k{k.k deh'u fjkVZ

¼1964&66½] jk"V~zh; f'k{k.k uhfr & 1986] ih- vks- , - & 1992] jk"V~zh; ikB~; ; ppkZ & 2005A

bZdkbZ&2

5- fgUnh Hkk"kk % LorU=rk ls igys vkSj ckn dk Lo:i] fgUnh Hkk"kk f'k{k.k o vf/kxe ds le;

f'k{k.kd&f'k{k.kkFkhZ ds lkeus vkus okyh

ppukSfr;kaA

6- fgUnh f'k{k.kd & vko';drk] egRo o orZeku fLFkfr A

7- Hkk"kk vkSj ek;/e Hkk"kk esa vUrj] Hkk"kk dh f'k{k.kd & f'k{k.kkFkhZ

IEcU/k esa HkwfedkA

8- nsoukxjh fyfi ^ mn~Hko] fodkl o

fo'ks"krk,jA

IS'uy dk;Z%

Performance in Unit tests and House examination-05 marks

Attendance -02 marks

Assignment on the following -08 marks

1- fgUnh dk jk"V~ Hkk"kk ds :i esa orZeku fLFkfr ,oa mldh vkykspukRed ewY;kadu

IEcU/kh fyfkr

ijksVZ rS;kj djukA

2- fgUnh Hkk"kk ds fodkl IEcU/kh lafo/kku esa lfEefyr /kkjkvksa dk

eqY;kadu djsaA

lgk;d iqLrd lwph%

- uk;d lqjs'k] PfgUnh Hkk"kk f'k{k.k]ß VoaVh QkLVZ Isapqjh ifCyds'kUI]

ifV;kykA

- cjkM+ loZthr dkSj] PfgUnh v/;kiu]ß dY;k.kh ifCyds'kUI]

nsgyhA

- [kUuk T;ksfr] PfgUnh f'k{k.k]ß /kuir jk; ,.M IU+] nsgyhA

- Xkks;y ,0 ds0 PfgUnh f'k{k.k]ß gjh'k izdk'k.k efUnj]

vkxjkA

- eDdM+ ufjUnz] PfgUnh f'k{k.k]ß xqyukt+ ifCyds'kUt+]

tkyU/kjA

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

- The syllabus consists of two units. Unit I & II.
- The question paper will consist of three units. Unit I, II and III.
- In unit I, II, there will be two questions from each unit of the syllabus (unit I & II). The students will attempt any one question from each unit. Each question carries 10 marks.
- Unit III will be compulsory. It will consist of three short answer type questions. Out of which there will be one question from each unit of the syllabus (unit I & II) and one question from the entire syllabus. Each question carries 05 marks.

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.

UNIT-I

1. English as a subject in the present context
 - a) Importance of English in a multilingual society.
 - b) Aims and objectives of teaching English.
 - c) Factors affecting Language Learning (Physiological, Psychological and Social)
2. Nature of the language
 - a) Linguistic principles of teaching and learning English language.
 - b) General Principles of teaching and learning English language

UNIT-II

1. Developing Language Skills: Listening and Speaking
 - a) Features of Connected Speech: Stress, Rhythm and Intonation.
 - b) Description of Vowels and Consonant Sounds.

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.
- 2) Teaching of Grammar: Place of Grammar Types and Methods of Teaching Grammar
 - 3) 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 skills in the classroom from the following:
 - (a) Declamation
 - (b) Extempore
 - (c) Role playing
 - (d) Dramatization

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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

- The syllabus consists of two units. Unit I & II.
- The question paper will consist of three units. Unit I, II and III.
- In unit I, II, there will be two questions from each unit of the syllabus (unit I & II). The students will attempt any one question from each unit. Each question carries 10 marks.
- Unit III will be compulsory. It will consist of three short answer type questions. Out of which there will be one question from each unit of the syllabus (unit I & II) and one question from the entire syllabus. Each question carries 05 marks.

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.

UNIT-I

Nature of Social Science and its relation to Disciplinary Knowledge.

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.
 (b) Values of teaching Social Science
3. Correlation of Social Science with Maths, Sciences, Languages and Arts.

UNIT-II

Aims and pedagogical approaches for Teaching of Social Science

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

SESSIONAL WORK

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

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

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