SYLLABUS
BACHELOR OF EDUCATION (B.Ed.)
(2-year Programme)
2015-16 & 2016-17 EXAMINATIONS
OUTLINES OF EVALUATIONS

The syllabi of B.Ed. Course will consist of following three parts:

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<thead>
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<th>Part</th>
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<tr>
<td>I</td>
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Semester-I

PART-I : THEORY
(i) Evaluation in this part will be external as well as internal.
(ii) Each theory paper I, II and III will be of three hours duration.
(iii) Each theory paper IV & V pedagogy of a school subject I & II will be of 1 1/2 hours duration.
(iv) Each theory paper VI (Exploring Library and other Learning Resources) and Paper VII (Art in Education) will be of 1 1/2 hours.

Semester-II

PART-I: THEORY
(i) Evaluation in this part will be external as well as internal
(ii) Each theory paper VIII, IX and X will be of three hours duration.
(iii) Each theory XI & XII Pedagogy of a school subject I & II will be of 1 1/2 hours duration.
(iv) Each theory paper XIII (School Management) and Paper XIV (Enriching Learning Through ICT) will be of 1 and 1/2 hours.

Semester III

(i) Evaluation in this part will be external as well as internal.
(ii) Evaluation Skill-in-Teaching Paper XV & XVI will be external as well as internal.
(iii) Evaluation in this session work XVII will be external as well as internal.

Semester IV

(i) Evaluation in this part will be external as well as internal.
(ii) Evaluation XVIII (Assessment for Learning) will be of three hours duration.
(iii) Evaluation XIX (Gender, School and Society) XX (Inclusive School), XXI (Understanding the Self), XXII (Reading and Reflecting on Texts), XXII (Strengthening Language Proficiency), XXIV (Health and Physical Education), XXV & XXVI (Optional Courses) will be of 1 1/2 hours.
## SEMESTER - I

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Total Marks: 1800  
Total Credits: 108
SEMESTER –I
PAPER -1: Philosophical Perspective in Education

(A) OBJECTIVES
To enable the student teachers to:
- Understand concepts and principles of foundations of education.
- Apply theories, ideas and generalization of educational foundations.
- Express and discuss philosophies and social concepts precisely and rationally.
- Analyze different views and schools of thoughts on education and draw generalization.

(B) SYLLABUS

Section-A
(i) Philosophy: its nature and scope; metaphysics, epistemology and axiology
(ii) Education: its nature and scope
(iii) Philosophy and education: Relationship between the two; Aims and determinants of education with reference to curriculum and pedagogy
(iv) Philosophies of education: Naturalism, Idealism, Pragmatism and Realism

Section-B
(i) Reflections on education: Guru Nanak Dev, R.N.Tagore, M.K. Gandhi, J. Krishnamurti and Vivekanand’s contribution to educational philosophy
(ii) Reflections on Education: Educational aims recommended by Education Commission (1964-66) and NPE (1986)
(iii) Values: meaning, significance, kinds, reconciliations between traditional and modern values in education

Activities (Any one of the Following)
(i) Preparing a handout of quotes of educational thinkers (any one) on education, human conduct, truth and morality.
(ii) Analysis and study of values of school students.
(iii) Content analysis of spiritual and moral theme/issue taken up by a newspaper (on national or vernacular).

(C) BOOKS RECOMMENDED

**D) EVALUATION**

- External Examination: 70 Marks
- Time: 3 Hrs
- Internal Assessment: 30 Marks
- Attendance: 6
- Written Assignment/Project work: 12
- Two Mid-term Examinations: 12

**E) INSTRUCTIONS FOR THE PAPER-SETTER**

The question paper will consist of three Sections: A, B, and C. Section A and B will have four questions from the respective Sections of the syllabus and will carry 10 marks each. Section C will consist of 10 questions of 3 marks each which will cover the entire syllabus uniformly and carry 30 marks in all.

**F) INSTRUCTIONS FOR THE CANDIDATES**

Candidates are required to attempt two questions each from the sections A and B and the entire section C.

**PAPER-II: Understanding the Learner**

**A) OBJECTIVES**

To enable the student teachers to:
- Understand the learner and his abilities.
- Understand the process of human development with special reference to adolescence.
- Analyze the characteristics and problems of Indian adolescents.
- Familiarize with administration and interpretation of psychological tests.
- Apply the understanding of the different typed of learners in various classroom situations.

**SECTION-A**

(i) Educational psychology- concept, nature, scope and importance.
(ii) Growth and development: meaning, difference, principles, influence of heredity and environment on growth and development of a child.
(iii) Indian Adolescents: Characteristics of emotional, social, cognitive and moral development, Problems of Indian adolescents. Role of family, school, community and mass-media in development of adolescents. Role of different cultures in development of adolescents.

**SECTION-B**

(i) Individual differences: inter and intra individual differences, concept, causes and implications.
(ii) Intelligence: concept, theories-Spearman, Thurstone and Gardner. Uses and limitations of Intelligence tests.

(iii) Learning: Meaning, process and factors affecting learning of an individual, Trial and error theory and classical conditioning theory.

(iv) Motivation: Concept, types and techniques, educational implications.

(v) Learner with special needs: Meaning, types: gifted, delinquents, creative, slow learner and their educational programmes.

Activities (Any one of the following)

(i) Administration and interpretation of any one psychological test (Intelligence/ motivation/ creativity).

(ii) Visit to a school and write a report on problems being faced by the students.

(C) RECOMMENDED BOOKS


(D) EVALUATION

External Examination 70 Marks

Time 3 Hrs
Internal Assessment 30 Marks
Attendance 6
Written Assignment/Project work 12
Two Mid-term Examinations 12

(E) INSTRUCTIONS FOR THE PAPER-SETTER
The question paper will consist of three Sections: A, B, and C. Section A and B will have four questions from the respective Sections of the syllabus and will carry 10 marks each. Section C will consist of 10 questions of 3 marks each which will cover the entire syllabus uniformly and carry 30 marks in all.

(F) INSTRUCTIONS FOR THE CANDIDATES
Candidates are required to attempt two questions each from the sections A and B and the entire section C.

PAPER – III: Teaching - Learning Process

(A) OBJECTIVES
To enable the student teachers 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.

(B) SYLLABUS

SECTION-A
(i) Teaching: Concept, nature, characteristic, principles, maxims, Learning-concept, process, relationship between teaching and learning.
(ii) Behaviourism, cognitivism, constructivism in relation to teacher and learner.
(iii) Teaching for academic learning: Objectives, flexible and creative planning using taxonomies, planning from a constructivist perspective, integrated and thematic planning.

SECTION-B
(i) Teaching styles: Meaning and concept, implications for classroom teaching, Learning styles- definition and concept, implications for classroom environment.
(ii) Learning environment: Meaning, need for organisation, procedures, planning spaces for learning.
(iii) Teaching and learning about cognitive processes: Teaching concepts through-discovery, exposition and in diverse classrooms.

Activities (Any one of the following)
(i) Writing behavioural objectives of any three lessons each of the two teaching subjects.
(ii) Identification of different teaching styles.
(iii) Analysis of classroom environment of a class.

(C) BOOKS RECOMMENDED

(D) EVALUATION

External Examination 70 Marks
Time 3 Hrs
Internal Assessment 30 Marks
Attendance 6
Written Assignment/Project work 12
Two Mid-term Examinations 12

(E) INSTRUCTIONS FOR THE PAPER-SETTER

The question paper will consist of three Sections: A, B, and C. Section A and B will have four questions from the respective Sections of the syllabus and will carry 10 marks each. Section C will consist of 10 questions of 3 marks each which will cover the entire syllabus uniformly and carry 30 marks in all.

(F) INSTRUCTIONS FOR THE CANDIDATES

Candidates are required to attempt two questions each from the sections A and B and the entire section C.
PAPER- IV & V: Pedagogy of a School Subject (Part-I)
(i) Teaching of English

(A) OBJECTIVES
To enable the student teachers to:
- Understand the nature and importance of English language;
- Identify the proficiency, interests and needs of learners in the context of grammar and vocabulary;
- Develop activities and tasks for English language learners;
- Apply methods, approaches and materials for teaching English at different levels in the Indian context.
- Develop language skills: listening, speaking, writing and reading for communication purpose.

(B) SYLLABUS

SECTION–A
(i) Language: meaning, nature and its roles. Difference between home language and school language and role of home language/Mother tongue in learning the school language.
(ii) Status of English as a second language in India; as per Articles 343-351, 350A and NPE-1986. Basic linguistic principles, objectives, methods: Translation, Bilingual, Direct, Structural, Situational and Communicative approaches; Presentation skills; Dramatization, Extempore, Role playing, Story-telling, Situational conversations etc.

SECTION-B
(i) Developing Language Skills i.e. listening & speaking; brief introduction about the sounds of English, Phonetics and teaching of pronunciation. Mechanics &Methods of Reading; Letter and non-letter methods, silent & loud reading, intensive & extensive reading and reading for comprehension.
(ii) Use of dictionary & thesaurus as resources in teaching and learning the language. Grammar its different types and methods of teaching Grammar; Inductive & deductive.

Activities (Any one of the following)
(i) Discussion on the problems of English language at elementary level.
(ii) Identification of spelling errors at the elementary level and remedial measure.
(iii) Identification of pronunciation errors at the elementary level and remedial measures.

(C) BOOKS RECOMMENDED

(D) EVALUATION

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<td>6</td>
</tr>
</tbody>
</table>

(E) INSTRUCTIONS FOR THE PAPER-SETTER

The question paper will consist of three Sections: A, B, and C. Section A and B will have two questions from the respective Sections of the syllabus and will carry 10 marks each. Section C will consist of 5 questions of 3 marks in each which will cover the entire syllabus uniformly.

(F) INSTRUCTIONS FOR THE CANDIDATES

Candidates are required to attempt one question each from the sections A and B and the entire section C.

PAPER- IV & V: Pedagogy of a School Subject (Part-I)

(ii) Teaching of Punjabi

(०) हृदेम

- विद्यार्थीमार्गिता देनें पंजाबी भाषा सी हिंदी सी अवसरों से हिंदी भाषा के चित्राचारको में नाम उत्सुकता।
- विद्यार्थीमार्गिता देने मार्ग बुटिक वन्दन संवेद वापस देने नाम उत्सुकता।
- विद्यार्थीमार्गिता देने मार्ग बुटिक वापस देने नाम उत्सुकता।
- विद्यार्थीमार्गिता देने मार्ग बुटिक वापस देने नाम उत्सुकता।
- विद्यार्थीमार्गिता देने अवसर बुटिक वापस देने नाम उत्सुकता।
- विद्यार्थीमार्गिता देने मार्ग बुटिक वापस देने नाम उत्सुकता।
- विद्यार्थीमार्गिता देने मार्ग बुटिक वापस देने नाम उत्सुकता।
- विद्यार्थीमार्गिता देने मार्ग बुटिक वापस देने नाम उत्सुकता।
- विद्यार्थीमार्गिता देने मार्ग बुटिक वापस देने नाम उत्सुकता।
Activities (Any one of the following)
(i) Discussion on the problems of Punjabi language at School level.
(ii) Identification of spelling errors at the elementary level and remedial measures.
(iii) Identification of pronunciation errors at the elementary level and remedial measures.

(C) BOOKS RECOMMENDED
3. Rybum, W. M. : Teaching of Mother Tongue
4. UNESCO : Teaching of Modern Languages.

(D) EVALUATION
External Examination 35 Marks
Internal Assessment 15 Marks
Attendance 3
Written Assignment/Project work 6
Two Mid-term Examinations 6

(E) INSTRUCTIONS FOR THE PAPER-SETTER
The question paper will consist of three Sections: A, B, and C. Section A and B will have two questions from the respective Sections of the syllabus and will carry 10 marks each. Section C will consist of 5 questions of 3 marks in each which will cover the entire syllabus uniformly.

(F) INSTRUCTIONS FOR THE CANDIDATES
Candidates are required to attempt one question each from the sections A and B and the entire section C.
PAPER- IV & V: Pedagogy of a School Subject (Part-I)
(iv) Teaching of Hindi

(A) OBJECTIVES
- विद्यार्थी-अध्यापक हिंदी भाषा के विकास प्रौद्योगिकी प्रति जागरूक करना।
- विद्यार्थी-अध्यापक को हिंदी भाषा के उद्देश्य और सिद्धांतों के बारे में जागरूक करना।
- विद्यार्थी-अध्यापक को हिंदी भाषा के अध्यापन की विचित्रियों के बारे में जागरूक करना।

(B) SYLLABUS

SECTION-A
(i) भाषा: अर्थ,उत्पत्ति, प्रकृति,भाषा का वर्ग और समाज से सम्बन्ध।
(ii) भाषा माध्यम के रूप में एक आलोचनात्मक दृष्टि, भाषा और माध्यम भाषा में अन्तर,भाषा की शिक्षक शिक्षार्थी सम्बन्ध में भूमिका।
(iii)भाषाओं की विशिष्ट-संविधान की धारा (343-351,350) कोटारी शिखर कमीशन -1964-66, राष्ट्रीय शिक्षा नीति-1986,पी0 और 90-1992,राष्ट्रीय पाठ्य-चर्चा 2005

SECTION-B
(i) हिंदी भाषा-स्वतन्त्रता से पहले और बाद का स्वरूप, हिंदी भाषा शिक्षण व अध्यापन के समय शिक्षक-शिक्षार्थी के सामने आने वाली चुनौतियाँ।
(ii) भाषा शिक्षण की विविध प्रणालियों-प्रत्यक्ष प्रणाली,क्रमांक प्रणाली, संशोधनात्मक प्रणाली,प्रकृतिक प्रणाली।
(iii)भाषा शिक्षण के समान्य सिद्धांत व सूत्र एवं इनकी शिक्षण की प्रभावशाली बनान में भूमिका हिंदी भाषा:भारतभाषा,राष्ट्रीय भाषा व अन्तरराष्ट्रीय भाषा के रूप में, उदेश्य व महत्व

Activities (Any one of the following)
(i) Discussion on the problems of Hindi language at School level.
(ii) Identification of spelling errors at the elementary level and remedial measures.
(iii) Identification of pronunciation errors at the elementary level and remedial measures.

(C) BOOKS RECOMMENDED
8. Unesco : *Teaching of Modern Languages*.

(D) EVALUATION
- External Examination : 35 Marks
- Internal Assessment : 15 Marks
- Attendance : 3
(E) INSTRUCTIONS FOR THE PAPER-SETTER
The question paper will consist of three Sections: A, B, and C. Section A and B will have two questions from the respective Sections of the syllabus and will carry 10 marks each. Section C will consist of 5 questions of 3 marks in each which will cover the entire syllabus uniformly.

(F) INSTRUCTIONS FOR THE CANDIDATES
Candidates are required to attempt one question each from the sections A and B and the entire section C.

PAPER- IV & V: Pedagogy of a School Subject (Part-I)
(iv) Teaching of Urdu

(A) OBJECTIVES
To enable the student teachers to:
- Develop interest for Urdu Learning and Teaching among the student-teachers.
- Solve the problems of teaching Urdu as first/second language.
- Revive creative, Corrective and research Potentials among the student-Teachers.
- Develop a habit of using reference books, Journal and other audio-visual aids.
- Teach prose and poetry and to prepare the lesson plans.

(B) SYLLABUS

SECTION – A
(i) Origin and development of Urdu, elementary knowledge of urdu scripts: Khat-e-naskh, khat-e-nastaliq, khat-e-shikast;
(ii) Teaching of alphabets borrowed from Arabic, Persian and hindi, their shapes and pronunciations, improvement in pronunciations, problems of urdu language teaching.

SECTION – B
(i) Objectives of teaching Urdu Language at elementary and secondary levels; reading and writing: meaning, concept and importance; types of reading silent/loud, extensive/intensive, comprehensive;

Activities (Any one of the following)
(i) Discussion on the problems of Urdu language at School level.
(ii) Identification of spelling errors at the school level and remedial measure.
(iii) Identification of pronunciation errors at the school level and remedial measures.

(C) BOOKS RECOMMENDED
1. Usool-e-Talim: Dr. Z.D.Alvi
2. Usool-e-Tadris: M.Qasim Siddiqi
3. Jadid Talimi Nafsiat : M.Sharif Khan
4. Urdu Kaise Parhain : Saleem Abdullah
5. Urdu Zaban Ki Tarikh: Dr. Mirza Khalil Baig.
6. Mukhtasir Tarikh Adab-e-Urdu : S.Ejaz Husain
7. Shairi Ki Tanqid: Prof, A, Kalam Qasemi
8. Urdu Shairi Ka Tanqidi Mutala: Sunbal Nigar
(D) EVALUATION
External Examination 35 Marks
Internal Assessment 15 Marks
Attendance 3
Written Assignment/Project work 6
Two Mid-term Examinations 6

(E) INSTRUCTIONS FOR THE PAPER-SETTER
The question paper will consist of three Sections: A, B, and C. Section A and B will have two questions from the respective Sections of the syllabus and will carry 10 marks each. Section C will consist of 5 questions of 3 marks in each which will cover the entire syllabus uniformly.

(F) INSTRUCTIONS FOR THE CANDIDATES
Candidates are required to attempt one question each from the sections A and B and the entire section C.

PAPER- IV & V: Pedagogy of a School Subject (Part-I)
(v) Teaching of Sanskrit

(A) OBJECTIVES
To enable the student teachers to:
(i) To understand the role and importance of Sanskrit and its cultural background.
(ii) To be able to know the place of Sanskrit in curriculum.
(iii) National Curriculum Framework-2005 (language education); position of Sanskrit.

(B) SYLLABUS

SECTION-A
(i) Aims and objectives of Sanskrit teaching at different level, Quality of Sanskrit teaching at different level, place of Sanskrit in three language formula and its objective.
(ii) Material and sources for developing the listening and speaking skills: Storytelling, dialogues, situational conversations, role plays, simulations, speech, language labs, pictures, authentic material and multimedia resources.

SECTION-B
(i) Approaches of Sanskrit Languages: Direct method, traditional method, textbook method, elective method, communicative approach, grammar translation method, inductive and deductive method.
(ii) Teaching skills: The organization of sounds, structure of sentences, concept of universal grammar, nature and structure of meaning, basic concept of phonology, syntax and semantics, speech and writing.

(C) BOOKS RECOMMENDED
2. Apte, D.G. and: Teaching of Sanskrit in Secondary
4. Boki, V.P. and: A New Approach to Teaching of Sanskrit,
9. Shakal
11. Sanskrit Shikshan, Haryana Hindi Granth Academy, Chandigarh.

PAPER- IV & V: Pedagogy of a School Subject(Part-I)
(vi) Teaching of Science

(A) OBJECTIVES

To enable the student teachers to:
- Understand the nature and significance of Science.
- Identify objectives of teaching Science at different school stages.
- Develop scientific attitude among students.
- Understand and apply various principles of curriculum construction.
- Identify and organize various learning experiences in teaching of Science.
- Select and use different types of teaching aids in Science.

(B) SYLLABUS

SECTION – A

(i) Nature and Significance of Science: Nature, scope, importance and value of science;
   Science as an integrated area of study; Science and modern Indian society:
   Relationship of science and society;
(ii) Aims and objectives of teaching science in elementary and secondary school;
   Bloom’s Taxonomy of educational objectives, Pedagogical analysis: Meaning and
   need, guidelines for conducting pedagogical analysis.
(iii) Science curriculum: Meaning, Principles, Various approached to science curriculum
   construction, developing learner-centered curriculum in science.

SECTION – B

(i) Science text book: Meaning, importance and qualities, a critical analysis of science
   text book of state board and NCERT
(ii) Learning Experiences and Teaching aids: Concept, Edgar Dale’s Cone of Learning
   Experiences, Importance, Use and Classification of Teaching Aids, Integrating
   ICT in science teaching

Activities (Any one of the following)

(i) Writing instructional objectives in behavioural form for any five topics.
(ii) Developing a low-cost teaching aid in Science
(iii) Pedagogical analysis of any one topic.

(C) BOOKS RECOMMENDED


(D) EVALUATION

<table>
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<tr>
<th>Component</th>
<th>Marks</th>
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<tr>
<td>External Examination</td>
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<td>Internal Assessment</td>
<td>15</td>
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<td>Attendance</td>
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<tr>
<td>Written Assignment/Project work</td>
<td>6</td>
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<tr>
<td>Two Mid-term Examinations</td>
<td>6</td>
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</table>

(E) INSTRUCTIONS FOR THE PAPER-SETTER

The question paper will consist of three Sections: A, B, and C. Section A and B will have two questions from the respective Sections of the syllabus and will carry 10 marks each. Section C will consist of 5 questions of 3 marks in each which will cover the entire syllabus uniformly.

(F) INSTRUCTIONS FOR THE CANDIDATES

Candidates are required to attempt one question each from the sections A and B and the entire section C.

PAPER- IV & V: Pedagogy of a School Subject (Part-I)

(vii) Teaching of Physical Science

(A) OBJECTIVES:
To enable the student teachers to:
(i) Understand the nature and present position of Physical Sciences.
(ii) Formulate instructional objectives in Behavioural terms.
(iii) Understand the various principles of the curriculum construction in Physical Sciences.
(iv) Develop scientific attitude among the students.
(v) Select and integrate different types of instructional media.
(B) SYLLABUS

SECTION–A

(i) Aims and objectives of teaching of Physical Sciences, Reasons for inclusion of Physical Sciences in school curriculum, Inculcation of scientific attitude and scientific method.

(ii) Present position of science teaching in schools, need and concept of creativity in Physical Science.

(iii) Physical Science Curriculum: Principles and organization of Physical Science curriculum in schools, A critical analysis of existing curriculum at various stages of school level.

SECTION–B

(i) Science text book: Meaning, importance and qualities. Critical analysis of Science text book of a state board or NCERT.

(ii) Learning Experiences and Teaching aids: Concept, Importance, Edgar Dale’s Cone of Learning Experiences, Usage and Classification of Teaching Aids, Integrating ICT in Life science teaching, improvised apparatus.

Activities (Any one of the following)

(i) Writing instructional objectives in behavioural form for any five topics.

(ii) Developing a low-cost teaching aid in Science.

(iii) Pedagogical analysis of any one topic.

(C) BOOKS RECOMMENDED

2. Bhandu, N.: Teaching of Science
5. Kesis and Ogburn: Modern Science Teaching
6. Hoffmann
7. Kohli, V.K.: How to Teach Science
9. Mann, S.S.: How to Teach Science

(D) EVALUATION

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</table>

(E) INSTRUCTIONS FOR THE PAPER-SETTER

The question paper will consist of three Sections: A, B, and C. Section A and B will have two questions from the respective Sections of the syllabus and will carry 10 marks each. Section C will consist of 5 questions of 3 marks in each which will cover the entire syllabus uniformly.
(F) INSTRUCTIONS FOR THE CANDIDATES
Candidates are required to attempt one question each from the sections A and B and the entire section C.

PAPER- IV & V: Pedagogy of a School Subject(Part-I)
(viii) Teaching of Life Science

(A) OBJECTIVES
To enable the student teachers to:
- Develop insight on the meaning and nature of life science.
- Determine aims and objectives for teaching and learning of life science in Indian schools.
- Develop competencies related to teaching and learning of life science at the school level with special reference to Indian school conditions.
- Critically analyse the science textbooks.
- Understand various learning experiences and usage of teaching aids.

(B) SYLLABUS

SECTION – A
(i) Life Science: Meaning, Nature, Concept, Scope of Life Science in Human Life, relationship with other subjects; Place of life science in the school curriculum, General aims of teaching lifesciences at various stages of school; Bloom’s Taxonomy of educational objectives.

SECTION – B
(i) Life Science textbook: Need and importance, Qualities of a good text book, A critical analysis of science textbook of NCERT and state board.
(ii) Learning Experiences and Teaching aids: Concept, Importance, Edgar Dale’s Cone of Learning Experiences, Usage and Classification of Teaching Aids, Integrating ICT in Life science teaching, improvised apparatus.
(iii) Life science Laboratory: Planning, Purchase and Maintenance of apparatus, Maintaining Records and Safety Procedures.

Activities (Any one of the following)
(i) Writing instructional objectives in behavioural form for any five topics.
(ii) Developing a low-cost teaching aid in Science
(iii) Pedagogical analysis of any one topic.

(C) BOOKS RECOMMENDED

(D) EVALUATION
External Examination 35 Marks
Internal Assessment 15 Marks
Attendance 3
Written Assignment/Project work 6
Two Mid-term Examinations 6

(E) INSTRUCTIONS FOR THE PAPER-SETTER
The question paper will consist of three Sections: A, B, and C. Section A and B will have two questions from the respective Sections of the syllabus and will carry 10 marks each. Section C will consist of 5 questions of 3 marks in each which will cover the entire syllabus uniformly.

(F) INSTRUCTIONS FOR THE CANDIDATES
Candidates are required to attempt one question each from the sections A and B and the entire section C.

PAPER- IV & V: Pedagogy of a School Subject(Part-I)
(ix) Teaching of Mathematics

(A) OBJECTIVES
To enable the student teachers to:
- Understand the importance and objectives of teaching mathematics.
- Understand the methodology of teaching to be used while teaching mathematics.
- Understand the principles of curriculum construction in mathematics.
- Set up mathematics club in the school and organize its activities.

(B) SYLLABUS

SECTION – A
(i) Nature of Mathematics: Meaning, nature, importance and value of mathematics; Axioms, postulates, assumptions and hypothesis in mathematics;
(ii) Historical development of notations and hypothesis in mathematics; Contribution to mathematics (Ramanujam, Aryabhatta, Bhaskaracharya, Euclid, Pythagoras).

SECTION – B
(i) Objectives: Aims and objectives of teaching mathematics in elementary and
secondary schools; Bloom’s taxonomy of educational objectives and writing objectives in behavioural terms.

(ii) Pedagogical Analysis: meaning and need and procedure for continuing pedagogical analysis. Classification of content, objective, evaluation, etc.

Activities (Any one of the following)
(i) Teaching aid from the 3-dimentional aspects
(ii) Creative way of teaching of mathematics at elementary level
(iii) Preparing a question bank for mathematics

(C) BOOKS RECOMMENDED
1. Taylor, Helen and Harris, Andrew: Learning and Teaching Mathematics.
6. Chadha, B.N.: The Teaching of Mathematics
8. Singh, Raminder
9. Kumar and: Teaching of Mathematics
10. Ratnalikar, D.N.
12. N.C.E.R.T. Text Books (6th Class to 10th Class)

(D) EVALUATION
External Examination 35 Marks
Internal Assessment 15 Marks
Attendance 3
Written Assignment/Project work 6
Two Mid-term Examinations 6

(E) INSTRUCTIONS FOR THE PAPER-SETTER
The question paper will consist of three Sections: A, B, and C. Section A and B will have two questions from the respective Sections of the syllabus and will carry 10 marks each. Section C will consist of 5 questions of 3 marks in each which will cover the entire syllabus uniformly.

(F) INSTRUCTIONS FOR THE CANDIDATES
Candidates are required to attempt one question each from the sections A and B and the entire section C.

PAPER- IV & V: Pedagogy of a School Subject (Part-I)
(xi) Teaching of Computer Science

(A) OBJECTIVES
To enable the student teachers to:
- Understand the need & importance of computer education as a subject.
- Understand the different teaching methodologies for teaching of computer education.
- Discuss the importance of computer curriculum & computer textbooks.
• Understand how to set up & maintain a computer laboratory.
• Acquire the knowledge on latest trends in information technology.

(B) SYLLABUS

SECTION – A
(i) Computer Science: concept, objectives & importance, applications of computer with special reference to education & society; Bloom’s taxonomy of educational objectives.
(ii) Curriculum: concept, design& principles of curriculum; integration of computer education with other subjects.

SECTION – B
(i) Computer Science text book: meaning, types, importance and qualities;
(ii) Computer Science Teacher: qualifications and qualities, professional growth and role in teaching learning process.

Activities (Any one of the following)
(i) Critical analysis of computer science curriculum at school level for ay class.
(ii) Analysis and interpretation of results and role of computers.
(iii) Use of any one educational software in teaching.

(C) BOOKS RECOMMENDED

(D) EVALUATION
External Examination 35 Marks
Internal Assessment 15 Marks
Attendance 3
Written Assignment/Project work 6
Two Mid-term Examinations 6

(E) INSTRUCTIONS FOR THE PAPER-SETTER
The question paper will consist of three Sections: A, B, and C. Section A and B will have two questions from the respective Sections of the syllabus and will carry 10 marks each. Section C will consist of 5 questions of 3 marks in each which will cover the entire syllabus uniformly.

PAPER- IV & V: Pedagogy of School Subject (Part I)
(xi) Teaching of Commerce

(A) OBJECTIVES
To enable the student teachers to:
• Understand the objectives, methods and techniques of teaching of commerce at the school stage.
• Instill the competence of organizing co-curricular activities for enriching the subject matter of commerce.
• Develop the skill of effective teaching making use of various devices, techniques and teaching aids.
• Present, conduct and organize projects, surveys, seminars, conferences.

(B) SYLLABUS

SECTION – A
(i) Commerce: meaning, nature, objectives, importance, scope; relationship with other subjects; curriculum: meaning, principles, process and approaches to curriculum development and its evaluation,
(ii) Critical appraisal of +2 business studies and accountancy curriculum. Teacher: qualities, professional growth and role

SECTION – B
(i) Commerce text book: meaning, types, importance and qualities; evaluation and selection of text books, resources for supplementing teaching and learning
(ii) Teaching aids: Importance, types, projected and non-projected aids, selection and integration in teaching-learning process, practice set and worksheets and co-curriculum activities

Activities (Any one of the following)
(i) Role on Multi National Corporation (MNC)
(ii) Evaluate Budget of the current year
(iii) Preparation of a low-cost teaching aid

(C) BOOKS RECOMMENDED

(D) EVALUATION
External Examination 35 Marks
Internal Assessment 15 Marks
Attendance 3
Written Assignment/Project work 6
Two Mid-term Examinations 6

(E) INSTRUCTIONS FOR THE PAPER-SETTER
The question paper will consist of three Sections: A, B, and C. Section A and B will have two questions from the respective Sections of the syllabus and will carry 10 marks each. Section C will consist of 5 questions of 3 marks in each which will cover the entire syllabus uniformly.

(F) INSTRUCTIONS FOR THE CANDIDATES
Candidates are required to attempt one question each from the sections A and B and the entire section C.
(A) OBJECTIVES
To enable the student teachers to:
- Develop an understanding of aims and objectives of teaching social studies.
- Develop an understanding of pupil teachers concerning curriculum organization.
- Acquaint pupil teacher with different methods and audio-visual aids.
- Develop proper understanding of modern concepts and tools of evaluation.
- Develop proper understanding of latest development in current affairs/events.
- Organize discussion, seminars, tours and set up social studies room.

(B) SYLLABUS

SECTION – A
(i) Concept, scope and nature of social studies, difference between social sciences and social studies, aims and objectives of teaching social studies at school level, significance of social studies as a core subject;
(ii) Curricular approaches to teaching of Social Science: curricular approaches: Coordination, Correlational, Concentric, Spiral, Integrated, and Regressive.
(iii) Instructional planning: concept, need and importance; Unit plan and lesson: need and importance; procedure of unit and lesson planning.

SECTION – B
(i) Need and importance of Social studies room, Social Studies Text Book: Need, importance and qualities,
(ii) Social studies teacher: qualities and role,
(iii) Audio visual aids: meaning, importance, projective and non-projective teaching-aids: overhead projector, slide projector, chalk board, maps, charts, diagram, model, picture, graphs and globe.

Activities (Any one of the following)
(i) Writing instructional objectives in behavioural form for five topics from the text book.
(ii) To prepare a scrapbook of current issues/themes pertaining to the broad area of discipline/subject taken up by the print media.
(iii) Preparation of a low-cost teaching aid.

(C) BOOKS RECOMMENDED
7. Wesley, E.N.: Teaching of Social Studies in High School

(D) EVALUATION
External Examination 35 Marks
Internal Assessment 15 Marks
Attendance 3
Written Assignment/Project work 6
Two Mid-term Examinations 6

(E) INSTRUCTIONS FOR THE PAPER-SETTER
The question paper will consist of three Sections: A, B, and C. Section A and B will have two questions from the respective Sections of the syllabus and will carry 10 marks each. Section C will consist of 5 questions of 3 marks in each which will cover the entire syllabus uniformly.

(F) INSTRUCTIONS FOR THE CANDIDATES
Candidates are required to attempt one question each from the sections A and B and the entire section C.

PAPER- IV & V: Pedagogy of a School Subject (Part-I)
(xiii) Teaching of Economics

(A) OBJECTIVES
To enable the student teachers to:
- Understand the concept, Principles, and theories for growth and development of Indian Economy.
- Understand technology of teaching i.e. Instructional Objectives, Teaching Methods, Devices, Techniques, Teaching aids and Lesson plans.
- Formulate practical solutions of day to day economic problems.
- Carry curriculum transactions effectively by developing an effective evaluation.
- Develop the skill of effective teaching making use of various devices, techniques and teaching aids.
- Interpret, Calculate and Evaluate Economic data, maps, tables, diagrams and graphs.

(B) SYLLABUS

SECTION – A
(i) Economics: meaning, nature, objectives, importance, scope; relationship with other subjects; curriculum: meaning, principles,
(ii) Approaches to curriculum design – topical, correlational, integrated discipline, problem solving, conceptual design. Trend analysis in economic growth, economic development, sustainable development and quality of life.

SECTION – B
(i) Economics text book: meaning, types, importance, qualities and critical appraisal of text books in Economics from the stand point of curriculum design and syllabus frame, treatment and organization of subject matter,
(ii) Teacher: qualities, professional growth and role. Organizing activities: economics club, seminar, competition, wall magazine, using community resource and organizing field trips.

Activities (Any one of the following)
(i) Define and evaluate the term GNP
(ii) Role of economics in life (Case study of any one family)
(iii) Evaluate income and expenditure of any one secondary school

(C) BOOKS RECOMMENDED
1. Dhillon, Satinder: Teaching of Economics.
3. Mittal, R.L.: Arth Shastar Da Adhiapan (Pbi. Univ.)
8. Yadav, Amita: Teaching of Economics

(D) EVALUATION
External Examination 35 Marks
Internal Assessment 15 Marks
Attendance 3
Written Assignment/Project work 6
Two Mid-term Examinations 6

(E) INSTRUCTIONS FOR THE PAPER-SETTER
The question paper will consist of three Sections: A, B, and C. Section A and B will have two questions from the respective Sections of the syllabus and will carry 10 marks each. Section C will consist of 5 questions of 3 marks in each which will cover the entire syllabus uniformly.

(F) INSTRUCTIONS FOR THE CANDIDATES
Candidates are required to attempt one question each from the sections A and B and the entire section C.

PAPER- IV & V: Pedagogy of a School Subject (Part-I)
(xiv) Teaching of Geography

(A) OBJECTIVES
To enable the student teachers to:
- Understand the need and concepts of learning geography.
- Apply various methods and audio-visual aids of teaching Geography.
- Develop the power of analysis, reasoning and judgment through different practical activities.
- Organize tours, field trips and other practical activities.
- To develop global outlook, scientific observation, critical thinking and sense of inter dependence.

(B) SYLLABUS

SECTION – A
(i) Geography: meaning, nature, objectives, importance, scope; relationship with other subjects; curriculum: meaning, principles, role and importance of the geography teacher,
(ii) Approaches to curriculum design: topical, integrated discipline, conceptual design curriculum.

SECTION – B
(i) Geography text book: meaning, types, importance and qualities;
(ii) Geography teacher: qualities, professional growth and role, formation and management of geography lab.
Activities (Any one of the following)
(i) Development and change in urban areas
(ii) Geographical changes in the context of population migration
(iii) Evaluate geographical aspects of any school

(C) BOOKS RECOMMENDED
12. Thrall, Zoe: *Teaching of Geography*

(D) EVALUATION
External Examination 35 Marks
Internal Assessment 15 Marks
Attendance 3
Written Assignment/Project work 6
Two Mid-term Examinations 6

(E) INSTRUCTIONS FOR THE PAPER-SETTER
The question paper will consist of three Sections: A, B, and C. Section A and B will have two questions from the respective Sections of the syllabus and will carry 10 marks each. Section C will consist of 5 questions of 3 marks in each which will cover the entire syllabus uniformly.

(F) INSTRUCTIONS FOR THE CANDIDATES
Candidates are required to attempt one question each from the sections A and B and the entire section C.

PAPER- IV & V: Pedagogy of a School Subject (Part-I)
(xv) Teaching of Political Science

(A) OBJECTIVES
To enable the student teachers to:
- Understand the aims and objectives of teaching of Political Science.
- Understand and apply the principles of curriculum construction.
- Use different methods and audio visual aids.
• Understand the nature of Indian Political System and its relations with neighbouring countries.
• Develop proper understanding of latest development in current affairs/events.
• Organize discussion, Seminars, tours and practical activities.

(B) SYLLABUS

SECTION – A
(i) Political Science: meaning, nature, objectives, importance, scope; relationship with other subjects;
(ii) Curriculum: meaning, principles; methods of teaching political science: concept, characteristics.

SECTION – B
(i) Political Science text book: meaning, types, importance and qualities;
(ii) Teacher: qualities, professional growth and role.
(iii) Audio-visual aids: Meaning, types, selection and integration in teaching-learning process.

Activities (Any one of the following)
(i) Role of political parties in democracy
(ii) Political parties and its relationship with different organisations
(iii) Preparation of a low-cost teaching aid.

(C) BOOKS RECOMMENDED
1. Aggarwal, J.C.: Teaching of Political Science and Civics
2. Preston, R.C.: Teaching of World Understanding

(D) EVALUATION
External Examination 35 Marks
Internal Assessment 15 Marks
Attendance 3
Written Assignment/Project work 6
Two Mid-term Examinations 6

(E) INSTRUCTIONS FOR THE PAPER-SETTER
The question paper will consist of three Sections: A, B, and C. Section A and B will have two questions from the respective Sections of the syllabus and will carry 10 marks each. Section C will consist of 5 questions of 3 marks in each which will cover the entire syllabus uniformly.

(F) INSTRUCTIONS FOR THE CANDIDATES
Candidates are required to attempt one question each from the sections A and B and the entire section C.

PAPER- IV & V: Pedagogy of a School Subject (Part-I)
(xvi) Teaching of History

(A) OBJECTIVES
To enable the student teachers to:
• Understand the meaning, scope and importance of history.
• Identify the aims and objectives of teaching of History.
• Use various methods and audio-visual aids and latest information technology.
• analyze the role of history in developing the national and international understanding.
• prepare lesson plan by using specific methods of teaching history.
(B) SYLLABUS

SECTION – A
(i) History: meaning, nature, objectives, importance, scope; relationship with other subjects; curriculum: meaning, principles,
(ii) role of the history teacher for use and development of history, developer of international understanding, techniques for teaching history, questioning narration, illustration, drill, dramatization, seminar, panel discussion, conference and workshops etc.; their uses and applications.

SECTION – B
(i) History text book: meaning, types, importance and qualities; classification of instructional objectives of teaching history in operational terms.
(ii) Approaches to curriculum design- social, political and cultural considerations and issues related to the curriculum of history, trend analysis in history. Define lesson plan, need for lesson planning, different formats of lesson plan and writing a lesson plan.

Activities (Any one of the following)
(i) Write down the brief history of any govt. school.
(ii) Evaluate one chapter of history of any class.
(iii) Visit any one historical place and write down its historical importance.

(C) BOOKS RECOMMENDED
5. Ghosh, K.D.: Creative Teaching in History.

(D) EVALUATION
External Examination 35 Marks
Internal Assessment 15 Marks
Attendance 3
Written Assignment/Project work 6
Two Mid-term Examinations 6

(E) INSTRUCTIONS FOR THE PAPER-SETTER
The question paper will consist of three Sections: A, B, and C. Section A and B will have two questions from the respective Sections of the syllabus and will carry 10 marks each. Section C will consist of 5 questions of 3 marks in each which will cover the entire syllabus uniformly.

(F) INSTRUCTIONS FOR THE CANDIDATES
Candidates are required to attempt one question each from the sections A and B and the entire section C.
(A) OBJECTIVES
To enable the student teachers to:
- Understand aims and objectives of teaching of Home Science as a subject.
- Analyze school syllabus of the subject in relation to its applicability to practical situation and adaptability of the curriculum to local needs.
- Utilize effectively the instructional material in teaching of Home science.
- develop skills of using various teaching methods and teaching aids in teaching of Home Science.
- understand correlation of home science with the school subjects.

(B) SYLLABUS

SECTION – A
(i) Home science: meaning, nature, importance, scope and relationship with other subjects; Aims and objectives of teaching home science.
(ii) Home Science curriculum: concept, scope, principles and approaches.

SECTION – B
(i) Home science text book: meaning, types, importance and qualities; Home Science teacher: qualities, professional growth and role.
(ii) Home science lab and club: Need and importance, planning and organization.

Activities (Any one of the following)
(i) Critical analysis of existing Home Science curriculum for any class.
(ii) Discussion on organization of mid-day meals in schools.
(iii) Preparation of a low-cost teaching aid.

(C) BOOKS RECOMMENDED
1. Atkinson: Teaching of Home Science
2. Chanderkant: Teaching of Home Science
4. Dass and Ray: Teaching of Home Science
5. Devadas, R.P.: Methods of Teaching Home Science
8. Sherry, G.P.: Greh Vigyan Shiksha
10. Yadav, Seema: Teaching of Home Science

(D) EVALUATION
External Examination 35 Marks
Internal Assessment 15 Marks
Attendance 3
Written Assignment/Project work 6
Two Mid-term Examinations 6

(E) INSTRUCTIONS FOR THE PAPER-SETTER
The question paper will consist of three Sections: A, B, and C. Section A and B will
have two questions from the respective Sections of the syllabus and will carry 10 marks each. Section C will consist of 5 questions of 3 marks in each which will cover the entire syllabus uniformly.

(F) INSTRUCTIONS FOR THE CANDIDATES
Candidates are required to attempt one question each from the sections A and B and the entire section C.

PAPER- IV & V: Pedagogy of a School Subject (Part-I)
(xxi) Teaching of Agriculture

(A) OBJECTIVES
To enable the student teachers to:
- Understand the importance of Agriculture in school syllabus.
- Attain a thorough knowledge and understanding of the method of teaching Agriculture.
- Use the latest audio-visual aids in teaching of agriculture.
- Use the hand tools of agriculture and horticulture.
- Prepare teaching material for the children, adults and village learning folk.
- Understand the changing patterns of teaching of Agriculture with the introduction of new technology in the teaching field.

(B) SYLLABUS

SECTION – A
(i) Agriculture: meaning, nature, objectives, importance, scope; relationship with other subjects;
(ii) Agriculture Curriculum: meaning, principles and approaches.

SECTION – B
(i) Agriculture text book: meaning, types, importance and qualities;
(ii) Agriculture Teacher: qualities, professional growth and role.

Activities (Any one of the following)
(i) Critical analysis of agriculture curriculum at secondary stage.
(ii) Critical analysis of agriculture text book for any class.

(C) BOOKS RECOMMENDED
2. Garric, S.K.:Audio-Visual Education in India
4. Hammends, Garsil:Teaching of Agriculture
5. Hemlin, H.M.:Agriculture Education in Community Schools

(D) EVALUATION
External Examination 35 Marks
Internal Assessment 15 Marks
Attendance 3
Written Assignment/Project work 6
Two Mid-term Examinations 6
(E) INSTRUCTIONS FOR THE PAPER-SETTER
The question paper will consist of three Sections: A, B, and C. Section A and B will have two questions from the respective Sections of the syllabus and will carry 10 marks each. Section C will consist of 5 questions of 3 marks in each which will cover the entire syllabus uniformly.

(F) INSTRUCTIONS FOR THE CANDIDATES
Candidates are required to attempt one question each from the sections A and B and the entire section C.

PAPER- IV & V: Pedagogy of a School Subject (Part-I)
(xix) Teaching of Fine Arts

(A) OBJECTIVES
To enable the student teachers to:
• Be familiar with the methods of teaching Fine Art and to encourage creativity in school children.
• Be equipped with the latest techniques of evaluating student's achievements in art.
• Understand the principles, concepts and techniques of teaching art and to apply them in actual teaching.
• Attain elementary knowledge of various components of arts.
• Understand importance of Art in life.

(B) SYLLABUS

SECTION – A
(i) Fine Art: Concept, scope and principles of Art, Importance of Art in life and education. Aims and objectives of teaching of Art;
(ii) Elements of Art: Life, Form, Space, Light and Shade, Colour, Texture; Six Limbs of Indian Art; Principles of Art: Balance, rhythm, harmony, Sectiony, dominance, proportion.

SECTION – B
(i) Principles of Curriculum construction at secondary level, Significance of Fine Art and its correlation with other school subjects.
(ii) Qualities and functions of an Art Teacher; Importance of Black Board in Fine Arts, Importance of art room, art exhibition and competitions in encouraging creative expression among students.

Activities (Any one of the following)
(i) Write instructional objectives of teaching Fine Arts for any five topics.
(ii) Critical analysis of Fine Arts curriculum at secondary level.
(iii) Discussion on Role of art in life

(C) BOOKS RECOMMENDED
1. Chawla, S.S.: Teaching of Art
2. Jaswani, K.K.: Teaching and Appreciation of Art in Schools
3. Jeswani, K.K.: Art in Education
4. Jeswani, K.K.: Appreciation of Art
5. Lowenfeld, Viktor: Creative and Mental Growth
6. Read, Herbert: Education Through Art
7. Schultz & Harold Schores, H. *Art in the Elementary School*

**(D) EVALUATION**

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<tr>
<td>Two Mid-term Examinations</td>
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</tbody>
</table>

**(E) INSTRUCTIONS FOR THE PAPER-SETTER**

The question paper will consist of three Sections: A, B, and C. Section A and B will have two questions from the respective Sections of the syllabus and will carry 10 marks each. Section C will consist of 5 questions of 3 marks in each which will cover the entire syllabus uniformly.

**(F) INSTRUCTIONS FOR THE CANDIDATES**

Candidates are required to attempt one question each from the sections A and B and the entire section C.

**PAPER- IV & V: Pedagogy of a School Subject (Part-I)**

**(xx) Teaching of Music**

**(A) OBJECTIVES**

To enable student teachers to:

- Understand the history and development of Music, relationship of music with other school subject.
- Be equipped with various types of ragas and different taals.
- Be familiar with folk music and different sounds.
- Improve the basic knowledge of the students in different types of music in various gharanas.
- Understand the principles, concepts and techniques of teaching Music and to use them in actual teaching.

**(B) SYLLABUS**

**SECTION – A**

(i) A brief history of Indian music, Music and other Fine arts, Aims and objectives of Music as a subject in school curriculum, Music at different stages in schools.

(ii) Voice culture; Musical and non-musical sounds; The effects of music on behaviour, activity, fatigue and emotions.

**SECTION – B**

(i) Folk music: its role and significance in education. Lay, its emotional, aesthetic significance and essentials of training in rhythm. Training for appreciation of Music; Qualities and effectiveness.

(ii) Qualities and effective music education of the following: Vakgyabar (Composer), Music Teacher, Singer, Vadak (Player).

**Activities (Any one of the following)**

(i) Write instructional objectives for any five topics.

(ii) Analysis of curriculum for any class at secondary stage.
(C) BOOKS RECOMMENDED
1. Awasthi, G.C.: Teaching of Music
3. Khanna, Jyoti: Teaching of Music
5. Srivastava, Girish Chander: Tabla Vadan, Part-1 and Part-2

(D) EVALUATION
External Examination 35 Marks
Internal Assessment 15 Marks
Attendance 3
Written Assignment/Project work 6
Two Mid-term Examinations 6

(E) INSTRUCTIONS FOR THE PAPER-SETTER
The question paper will consist of three Sections: A, B, and C. Section A and B will have two questions from the respective Sections of the syllabus and will carry 10 marks each. Section C will consist of 5 questions of 3 marks in each which will cover the entire syllabus uniformly.

(F) INSTRUCTIONS FOR THE CANDIDATES
Candidates are required to attempt one question each from the sections A and B and the entire section C.

PAPER- IV & V: Pedagogy of a School Subject (Part-I)
(xxi) Teaching of Physical Education

(A) OBJECTIVES
To enable the student teachers to:
- Develop an understanding of objectives and importance of teaching of Physical Education in schools.
- Know the relationship of Physical Education with other subjects.
- Understand the importance of Physical Education room, equipment and text book.
- 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.

(B) SYLLABUS

SECTION – A
(i) Physical Education: meaning, nature, objectives, importance, scope, relationship with other subjects;
(ii) Physical Education curriculum: meaning, principles and approaches.

SECTION – B
(iii) Physical education text book: meaning, types, importance and qualities; Physical education Teacher: qualities, professional growth and role.
(iv) Physical Education room: importance, organization and equipment. Audio-visual aids: meaning, importance, selection and types.
Activities (Any one of the following)
(i) Critical analysis of physical education curriculum for any class at school level.
(ii) Critical analysis of physical education text book for any class at school level.
(iii) Preparation of a low-cost teaching aid.

(C) BOOKS RECOMMENDED

(D) EVALUATION
External Examination 35 Marks
Internal Assessment 15 Marks
Attendance 3
Written Assignment/Project work 6
Two Mid-term Examinations 6

(E) INSTRUCTIONS FOR THE PAPER-SETTER
The question paper will consist of three Sections: A, B, and C. Section A and B will have two questions from the respective Sections of the syllabus and will carry 10 marks each. Section C will consist of 5 questions of 3 marks in each which will cover the entire syllabus uniformly.

(F) INSTRUCTIONS FOR THE CANDIDATES
Candidates are required to attempt one question each from the sections A and B and the entire section C.
PAPER- VI: Exploring Library and Other Learning Resources

(A) OBJECTIVES
To enable the student teachers to:
- Understand the technical terminology of library science.
- Understand the maintenance of the library.
- Understand the basic principles of library science and develop library ethics.
- Understand the application of information technologies in libraries.

(B) SYLLABUS

SECTION-A
(i) Library: Meaning, objective and importance
(ii) Library procedure: library management, Cataloguing, locating a book/material in the library, Layout of the library policies.

SECTION-B
(i) Types of libraries: Academic, public, special and digital, Infrastructure for setting up of a school library
(ii) Types of books, different reading material and techniques of keeping these books and materials

Practical Work/Project
- To prepare entries of few titles of the accession register
- Classification of books according to DDC and CC
- Visit to library.

(C) BOOKS RECOMMENDED

(D) EVALUATION
External Examination 35 Marks
Internal Assessment 15 Marks
Attendance 3
Written Assignment/Project work 6
Two Mid-term Examinations 6

(E) INSTRUCTIONS FOR THE PAPER-SETTER
The question paper will consist of three Sections: A, B, and C. Section A and B will have two questions from the respective Sections of the syllabus and will carry 10 marks each. Section C will consist of 5 questions of 3 marks in each which will cover the entire syllabus uniformly.
(F) INSTRUCTIONS FOR THE CANDIDATES
Candidates are required to attempt one question each from the sections A and B and the entire section C.

PAPER – VII: ART IN EDUCATION

(A) OBJECTIVES
To enable the student teachers to:
• Understand the basics of different Art forms – impact of Art forms on the human mind
• Enhance artistic and aesthetic sensibility among learners to enable them to respond to the beauty in different Art forms, through genuine exploration, experience and free expression
• Enhance skills for integrating different Art forms across school curriculum at secondary level.
• Enhance awareness of the rich cultural heritage, artists and artisans.

(B) SYLLABUS

SECTION-A
(i) Art and aesthetics: Meaning, concept and significance at the secondary level of school education
(ii) Difference between Education in Arts and Arts in Education

SECTION-B
(i) Knowledge of Indian Craft Traditions and its relevance in education
(ii) Knowledge of Indian Contemporary Art and Artists
(iii) Visual Arts, Indian festivals and their artistic significance

Activities (Any one of the following)
(i) Theme-based projects from any one of the curriculum areas covering its social, economic, cultural and scientific aspects integrating various Arts and Craft forms;
(ii) Textbook analysis to find scope to integrate Art forms either in the text or activities or exercises;
(iii) Documentation of the process of any one Art from the pedagogical basis such as collage, handwriting skill and computer generated poster making.

(C) BOOKS RECOMMENDED

(D) EVALUATION
External Examination 35 Marks
Internal Assessment 15 Marks
Attendance 3
Written Assignment/Project work 6
Two Mid-term Examinations 6
(E) INSTRUCTIONS FOR THE PAPER-SETTER

The question paper will consist of three Sections: A, B, and C. Section A and B will have two questions from the respective Sections of the syllabus and will carry 10 marks each. Section C will consist of 5 questions of 3 marks in each which will cover the entire syllabus uniformly.

(F) INSTRUCTIONS FOR THE CANDIDATES

Candidates are required to attempt one question each from the sections A and B and the entire section C.

SEMIESTER – II
PAPER – VIII: Sociological Perspective in Education

(A) OBJECTIVES

To enable the student teachers to:
- Understand the concept of education from a sociological perspective.
- Analyze social stratification in Indian society.
- inculcate human values among the learners.
- Be an agent of change for removal of various types of disparities.

(B) SYLLABUS

SECTION - A
(i) Sociology of education: concept, scope and approaches
(ii) Culture: concept, characteristics, acculturation and enculturation, propaganda
(iii) Social Stratification: caste, class, gender, religious stratification in Indian society; social versus natural inequality

SECTION - B
(i) Education: inequality of access and opportunity for education; steps undertaken at the national level for removal of educational inequalities during the current five year plan
(ii) Right to Education Act -2009: salient features and implementation bottlenecks
(iii) Sustainable development: concept, importance and its awareness through education
(iv) Education for 21st century - the four pillars of education (Delor's Commission (1996)

Activities (Any one of the following)
(i) Discussion on role of culture in social change.
(ii) Report on different types of disparities in Indian society.
(iii) Evaluation of Right to Education Act-2009 in any one School.

(C) BOOKS RECOMMENDED


(D) EVALUATION
External Examination 70 Marks
Time 3 Hrs
Internal Assessment 30 Marks
Attendance 6
Written Assignment/Project work 12
Two Mid-term Examinations 12

(E) INSTRUCTIONS FOR THE PAPER-SETTER
The question paper will consist of three Sections: A, B, and C. Section A and B will have two questions from the respective Sections of the syllabus and will carry 10 marks each. Section C will consist of 5 questions of 3 marks in each which will cover the entire syllabus uniformly.

(F) INSTRUCTIONS FOR THE CANDIDATES
Candidates are required to attempt one question each from the sections A and B and the entire section C.

PAPER- IX: Educational Policy and Planning in Contemporary India

(A) OBJECTIVES
To enable the student teachers to:
- Understand the education policy and its determinants.
- Identify and apply various approaches of educational planning.
- Analyze the functioning of administrative bodies.
- Critically analyze recent education policies.

(B) SYLLABUS

SECTION-A
(i) Education Policy-meaning and policy determinants.
(ii) Policy formulation: Role of MHRD, NCERT, NASSCOM
(iii) Education Planning: concept, types and approaches, The current plan- mobilisation and allocation of funds for different levels of education.

SECTION-B
(i) Policy recommendations regarding school -National Education Commission (1964-66)
(v) Birla Ambani report on privation of Higher education
(vi) Skill Development Mission (2014)

Activities (Any one of the following)
(i) Preparing budget estimate for an elementary school with 200 students, 6 teachers and 4 supporting staff.
(ii) Study of mid-day meal practices in the school and suggestions for further improvement.
(iii) Study of the availability of the text books and students school bag contents.

(C) Books Recommended

(D) EVALUATION
External Examination 70 Marks
Time 3 Hrs
Internal Assessment 30 Marks
Attendance 6
Written Assignment/Project work 12
Two Mid-term Examinations 12

(E) INSTRUCTIONS FOR THE PAPER-SETTER
The question paper will consist of three Sections: A, B, and C. Section A and B will have two questions from the respective Sections of the syllabus and will carry 10 marks each. Section C will consist of 5 questions of 3 marks in each which will cover the entire syllabus uniformly.

(F) INSTRUCTIONS FOR THE CANDIDATES
Candidates are required to attempt one question each from the sections A and B and the entire section C.

PAPER- X: Knowledge and Curriculum

(A) OBJECTIVES
To enable the student teachers to:
- Understand the need and importance of curriculum.
- Analyze different issues in curriculum.
- Apply different approaches to curriculum construction.
- Construct curriculum for children with special needs.

(B) SYLLABUS

SECTION-A
(i) Curriculum: curriculum and syllabus: concept, need and importance; facets- hidden curriculum and bias in curriculum; decentralization of curriculum development and notional practices.
(ii) Current issues in curriculum: gender differences, environmental issues, inclusiveness, value concerns, human rights
(iii) Stakeholders in Curriculum: Learner characteristics, Teacher's experiences, Parental expectations

SECTION-B

(i) Approaches to Curriculum development: Subject-centered and learner-centered; Content organization; Spiral curriculum, unitization of syllabus, integration of school curriculum with futuristic needs; vocational bias and skill development curriculum.
(ii) Recommendations of NCF- 2005 for curriculum development.
(iii) Curriculum for children with special needs: purpose and importance, curriculum needs of gifted, visually challenged and slow learner.

Activities (Any one of the following)
(i) Preparing a report on difficulties faced in chapter wise teaching of the school subject.
(ii) Identifying gender bias in any one chapter of a school text book.

(C) BOOKS RECOMMENDED

(D) EVALUATION
External Examination  70 Marks
Time  3 Hrs
Internal Assessment  30 Marks
Attendance  6
Written Assignment/Project work  12
Two Mid-term Examinations  12

(E) INSTRUCTIONS FOR THE PAPER-SETTER
The question paper will consist of three Sections: A, B, and C. Section A and B will have four questions from the respective Sections of the syllabus and will carry 10 marks each. Section C will consist of 10 questions of 3 marks each which will cover the entire syllabus uniformly and carry 30 marks in all.
(F) INSTRUCTIONS FOR THE CANDIDATES
Candidates are required to attempt two questions each from the sections A and B and the entire section C.

PAPER- XI & XII: Pedagogy of School Subject (Part II)
(i) Teaching of English

(A) OBJECTIVES
To enable the student teachers to:
- Develop the required skills and their inter links for mastering the language.
- Prepare and use teaching aids in the classroom and ICT (INTERNET and Computer Technology);
- Understand the teaching of poetry, prose and drama;
- Understand the functions of language lab;
- Understand constructive approach to language teaching and learning;
- Understand the process of language assessment/evaluation.

(B) SYLLABUS

SECTION–A
(i) Vocabulary its types and various ways of teaching and expansion of vocabulary, developing the writing skills: Choice of script, dictation and spellings. Formal and informal writings such as poetry, short story, diary, notices articles reports, advertisements etc.
(ii) Teaching Composition; Types and procedure. Poetry and prose; Its meaning, style of writing & recitation/reading w.r.t. rhyme scheme and language used.

SECTION-B
(i) Teaching-learning materials and Audio-Visual aids: meaning, importance and its types with special reference to preparation of charts, models, PPT, use of print media such as magazines, newspapers and ICT, Concept of language lab.
(ii) Lesson Planning: Importance, preparation of lesson plans for teaching Prose, Poetry, Grammar and Composition, Concept of CCE & Evaluation, meaning and importance of tests and examination, different types of tests; oral, written, self-evaluation and group evaluation. Some ways and means for testing different skills of English language

Activities (Any one of the following)
(i) Analysis of advertisement in regional newspaper on the basis of language.
(ii) Preparation of transparencies
(iii) Preparation of educational media software.

(C) BOOKS RECOMMENDED
2. Bhatia, K.K. Teaching and Learning English as a Foreign Language.
11. *Notes for Teachers in Training – Regional Institute English* Chandigarh, O.U.P.

(D) EVALUATION

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(E) INSTRUCTIONS FOR THE PAPER-SETTER

The question paper will consist of three Sections: A, B, and C. Section A and B will have two questions from the respective Sections of the syllabus and will carry 10 marks each. Section C will consist of 5 questions of 3 marks in each which will cover the entire syllabus uniformly.

(F) INSTRUCTIONS FOR THE CANDIDATES

Candidates are required to attempt one question each from the sections A and B and the entire section C.

PAPER- XI & XII: Pedagogy of School Subject (Part II)

(ii) Teaching of Punjabi

(०) दृष्टिबंध

- हिंदीमार्गी अभिलेखांशं हिंद भाषा स्त्री मिश्रिता देने वैदेण्य में पर्रिस्त्थित देने सन्न वर्गवैदेण्य।
- हिंदीमार्गी अभिलेखांशं हिंद भाषा युग्म के अलि हिंदीमार्गी स्त्री मिश्रिते क्षेत्र देने में वर्गवैदेण्य।
- हिंदीमार्गी अभिलेखांशं हिंद भाषा नामिते देने विधिन क्षेत्र देने अभिलेखांशं विधियां देने सन्न वर्गवैदेण्य।
- हिंदीमार्गी अभिलेखांशं हिंद मान्यता पंचाक देने अभिलेखांशं भेंगे नामिते क्षेत्रां भूमिकां मनोनिर्माण न्योऽ वर्ग देने में वर्गवैदेण्य।
- हिंदीमार्गी अभिलेखांशं हिंद भाष्य, मानिते अन्वेषण प्रयोगों देने वर्गवैदेण्य।
- हिंदीमार्गी अभिलेखांशं हिंद मिलितवैदेण्य में अन्वेषण प्रयोगों देने वर्गवैदेण्य।

(०) मिश्रित

- हिंदीमार्गी, भाषा सूची, विस्तार सूची युग्म मान्यता मनोनिर्माण अन्वेषण प्रयोगों, हिंदीमार्गी पंचाक अन्वेषण मान्यता, सन्निर्देश हिंद वैदेण्य मनोनिर्माण पंचाक देने में वर्गवैदेण्य।

- हिंदीमार्गी, भाषा सूची, विस्तार सूची युग्म मान्यता मनोनिर्माण अन्वेषण प्रयोगों, हिंदीमार्गी पंचाक अन्वेषण मान्यता, सन्निर्देश हिंद वैदेण्य मनोनिर्माण पंचाक देने में वर्गवैदेण्य।

- हिंदीमार्गी, भाषा सूची, विस्तार सूची युग्म मान्यता मनोनिर्माण अन्वेषण प्रयोगों, हिंदीमार्गी पंचाक अन्वेषण मान्यता, सन्निर्देश हिंद वैदेण्य मनोनिर्माण पंचाक देने में वर्गवैदेण्य।
(E) INSTRUCTIONS FOR THE PAPER-SETTER
The question paper will consist of three Sections: A, B, and C. Section A and B will have two questions from the respective Sections of the syllabus and will carry 10 marks each. Section C will consist of 5 questions of 3 marks in each which will cover the entire syllabus uniformly.

(F) INSTRUCTIONS FOR THE CANDIDATES
Candidates are required to attempt one question each from the sections A and B and the entire section C.

PAPER- XI & XII: Pedagogy of School Subject (Part II)
(iii) Teaching of Hindi

(A) OBJECTIVES
● विद्यार्थी--अध्यापक हिंदी भाषा के विकास प्रक्रिया प्रति जागरूक करना।
● विद्यार्थी--अध्यापक की हिंदी भाषा के उद्देश्य और लिखाएँ के बारे में जागरूक करना।
● विद्यार्थी--अध्यापक की हिंदी भाषा के अध्यापन की विचित्रियों के बारे में जागरूक करना।

(B) SYLLABUS

SECTION-A
(i) भाषाओं कीशल: (क) बोलचाल कीशल: अर्थ, महत्व, उद्देश्य, क्रियाएँ (ख) शब्दक्रियाएँ: अर्थ, महत्व, उद्देश्य, प्रविष्टियों (ग) वचन कीशल: अर्थ, बावल, मन्त्र के वारण व निवारण उपाय (घ) लेखन कीशल: अर्थ, लेखन प्रक्रिया, महत्व, सूचनात्मक लेखन की विचित्रियाँ
(ii) लिपि: अर्थ, स्वरूप, महत्व, देवनागरी लिपि का उपयोग, विकास व विशेषताएँ (क) गद्य शिक्षण-गद्य का अर्थ, उद्देश्य, सोपान, विचित्रियाँ (ख) पघ शिक्षण – पघ का अर्थ, उद्देश्य, सोपान, विचित्रियाँ

SECTION-B
(iii) **ACTIONS**

To enable the student teachers to:
- Develop interest for Urdu Learning and Teaching among the students.
- Solve the problems of teaching Urdu as first/second language.
- Revive creative, Corrective and research Potentials among the student-Teachers.
- Develop a habit of using reference books, Journal and other audio-visual aids.
- Teach prose and poetry and to prepare the lesson plans.

**(B) SYLLABUS**

**SECTION – A**

(i) Methods of teaching Urdu: translation, direct and play way;
(ii) Qualities of a good text book, teaching aids, qualities of good Urdu language teacher.
SECTION – B
(i) Lesson planning: meaning, importance, steps and preparation of lesson planning of prose, poetry and grammar.
(ii) Criteria and types of language test, error analysis and remedial teaching.

(C) BOOKS RECOMMENDED
1. Usool-e-Talim: Dr. Z.D.Alvi
2. Usool-e-Tadris: M.Qasim Siddiqi
3. Jadid Talimi Nafsiat: M.Sharif Khan
4. Urdu Kaise Parhain: Saleem Abdullah
5. Urdu Zaban Ki Tarikh: Dr. Mirza Khalil Baig.
6. Mukhtasir Tarikh Adab-e-Urdu: S.Ejaz Husain
7. Shairi Ki Tanqid: Prof, A. Kalam Qasemi
8. Urdu Shairi Ka Tanqidi Mutala: Sunbal Nigar
9. Urdu Nasr Ka Tanqidi Mutala: Sunbal Nigar
10. Dastan Novel Aur Afsana: Dr. Durdana Qasmi
11. Asnaf-e-Adab: Dr. Qamar Rais
12. Khake-Inshaiye, DrameyAur
13. Afsaney:M.Qasim Siddiqi
14. Urdu Sarf: Dr. M.Ansarullah

(D) EVALUATION
External Examination 35 Marks
Internal Assessment 15 Marks
Attendance 3
Written Assignment/Project work 6
Two Mid-term Examinations 6

(E) INSTRUCTIONS FOR THE PAPER-SETTER
The question paper will consist of three Sections: A, B, and C. Section A and B will have two questions from the respective Sections of the syllabus and will carry 10 marks each. Section C will consist of 5 questions of 3 marks in each which will cover the entire syllabus uniformly.

(F) INSTRUCTIONS FOR THE CANDIDATES
Candidates are required to attempt one question each from the sections A and B and the entire section C.

PAPER- XI & XII: Pedagogy of School Subject (Part II)
(iv) Teaching of Sanskrit

(A) OBJECTIVES
To enable the student teachers to:
- To understand the role and importance of Sanskrit and its cultural background.
- To be able to know the place of Sanskrit in curriculum.
- National Curriculum Framework-2005 (language education); position of Sanskrit.

(B) SYLLABUS

SECTION-A
(i) Test book: Meaning and importance. Reading: Study skills including thesauruses, dictionary and encyclopedia.
(ii) Writing: Process of writing, reference skills and higher order skills.
SECTION-B
(ii) Typology of questions: Activities and tasks, problem solving, creative and critical thinking.

(C) BOOKS RECOMMENDED

PAPER- XI & XII: Pedagogy of a School Subject (Part-II)
(vi) Teaching of Science

(A) OBJECTIVES
To enable the student teachers to:
(i) Understand the importance and planning of a Science laboratory.
(ii) Identify and apply various methods and approaches of Teaching of Science.
(iii) To develop the scientific attitude among the students.
(iv) To train the students to use the new problem solving approaches.

(B) SYLLABUS

SECTION–A
(ii) Co-curricular and non-formal Approaches: field trips, school gardening, biology clubs, visit to science museums, science fairs, excursions, quiz, seminars. Science note books, reference books, science journals and library for Physics and Chemistry.

SECTION–B
(ii) Evaluation: concept, importance and types, Continuous and comprehensive evaluation (CCE), qualities of a good test, tools of evaluation, various types of questions and construction of an achievement test in Science.

Activities (Any one of the following)
(i) Practicing at least two experiments to be conducted/demonstrated in secondary classes.
(ii) Writing two lesson plans.
(iii) Construction of an achievement test.

(C) BOOKS RECOMMENDED

(D) EVALUATION

<table>
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<tr>
<th>Evaluation Type</th>
<th>Marks</th>
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</table>

(E) INSTRUCTIONS FOR THE PAPER-SETTER

The question paper will consist of three Sections: A, B, and C. Section A and B will have two questions from the respective Sections of the syllabus and will carry 10 marks each. Section C will consist of 5 questions of 3 marks in each which will cover the entire syllabus uniformly.

(F) INSTRUCTIONS FOR THE CANDIDATES

Candidates are required to attempt one question each from the sections A and B and the entire section C.

PAPER- XI & XII: Pedagogy of a School Subject (Part-II)
(vii) Teaching of Physical Science

(A) OBJECTIVES

To enable the student teachers to:
(i) Understand the importance and planning of a Physical Science laboratory.
(ii) Identify and apply various methods and approaches of Teaching of Physical Science.
(iii) Organize various co-curricular activities for teaching of Science.
(iv) Develop the scientific attitude among the students.
(v) Use the new problem solving approaches.

(B) SYLLABUS

SECTION–A

(ii) Co-curricular and non-formal Approaches: field trips, school gardening, Science clubs, visit to science museums, science fairs, excursions, quiz, seminars. Sciencelibrary, note books, reference books, science journals.

SECTION–B

(ii) Concept of evaluation, qualities of a good test, tools of evaluation, various types of questions and construction of an achievement test in Physical Science.

Activities (Any one of the following)

(i) Practicing at least two experiments to be conducted/demonstrated in secondary classes.
(ii) Writing two lesson plans.
(iii) Construction of an achievement test.

(C) BOOKS RECOMMENDED

2. Bhandu, N.: Teaching of Science
5. Kesis and Ogburn, Hoffmann: Modern Science Teaching
6. Kohli, V.K.: How to Teach Science
8. Mann, S.S.: How to Teach Science
10. Sharma, R.C.: Modern Science Teaching

(D) EVALUATION

External Examination 35 Marks
Internal Assessment 15 Marks
Attendance 3
Written Assignment/Project work 6
Two Mid-term Examinations 6

(E) INSTRUCTIONS FOR THE PAPER-SETTER

The question paper will consist of three Sections: A, B, and C. Section A and B will have two questions from the respective Sections of the syllabus and will carry 10 marks each. Section C will consist of 5 questions of 3 marks in each which will cover the entire syllabus uniformly.

(F) INSTRUCTIONS FOR THE CANDIDATES
Candidates are required to attempt one question each from the sections A and B and the entire section C.

PAPER- XI & XII: Pedagogy of a School Subject (Part-II)
(viii) Teaching of Life Science

(A) OBJECTIVES
To enable the student teachers to:

- Understand various methods and approaches of teaching life science.
- Examine prevalent pedagogical practices in the classroom critically and to reflect on desired changes.
- Develop competency in formulating lesson plans.
- Acquire mastery over the development and use of evaluation tools in life science.
- Acquire the knowledge of different activities/experiments/demonstrations/lab experiences for teaching and learning of life science.
- Understand the qualities and various strategies of professional growth of life science teachers.

(B) SYLLABUS

SECTION – A
(i) Approaches and Methods of Teaching Life sciences: Lecture, lecture-cum-demonstration, laboratory, heuristic, project, problem solving, inductive and deductive method. Constructivist approach to life science teaching.
(ii) Unit Plan: Characteristics, steps in Unit Plan, Lesson Planning: concept, objectives, importance and steps. Co-curricular and non-formal Approaches: field trips, school gardening, biology clubs, visit to science museums, science fairs, excursions, science library, quiz, seminars.

SECTION – B
(i) Professional development of Life Science teacher: meaning, need, professional development at individual and government level.
(ii) Evaluation in life Science: concept, importance, analysis and critique of present pattern of examination at school level, Continuous and comprehensive evaluation (CCE), various types of tests: essay, objective and short answer type, qualities of a good test; Construction of an achievement test.

Activities (Any one of the following)
(i) Practicing atleast two experiments to be conducted /demonstrated in secondary classes.
(ii) Writing two lesson plans.
(iii) Construction of an achievement test.

(C) BOOKS RECOMMENDED

(D) EVALUATION

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(E) INSTRUCTIONS FOR THE PAPER-SETTER

The question paper will consist of three Sections: A, B, and C. Section A and B will have two questions from the respective Sections of the syllabus and will carry 10 marks each. Section C will consist of 5 questions of 3 marks in each which will cover the entire syllabus uniformly.

(F) INSTRUCTIONS FOR THE CANDIDATES

Candidates are required to attempt one question each from the sections A and B and the entire section C.

PAPER- XI & XII: Pedagogy of School Subject (Part II) (ix) Teaching of Mathematics

(A) OBJECTIVES

To enable the student teachers to:
- Understand the principles of curriculum construction in mathematics.
- Set up mathematics club in the school and organize its activities.
- Use and prepare various teaching aids in teaching of mathematics.
- Understand the concept of comprehensive evaluation in mathematics.

(B) SYLLABUS

SECTION – A

(i) Strategies for Learning and Teaching Mathematics: Concept formation and concept attainment: concept attainment model and Constructivism and zone of proximal development for learning and teaching of concepts;
(ii) Methods of Teaching: Lecture, discussion, demonstration, inductive-deductive, analytic-synthetic, problem-solving and project; Techniques of Teaching Mathematics: Oral work, written work, drill-work, brain-storming and computer assisted instruction (CAI).

SECTION – B
(i) Lesson planning – Importance and basic steps. Planning lesson of arithmetic, algebra and geometry; Unit Planning: Format of a unit plan; Assessment and Evaluation for Mathematics Learning: Error analysis, diagnostic tests, identification of hard spots and remedial measures; Tools and techniques for formative and summative assessments of learner achievement in mathematics;

(ii) Preparation of diagnostic and achievement test; Remedial measures in teaching of mathematics; Teaching different branches: Arithmetic, algebra, geometry, trigonometry, statistics.

Activities (Any one of the following)
(i) Preparation of case study of slow or gifted learner in mathematics
(ii) Construction of achievement test
(iii) Preparation of enrichment program for gifted children in mathematics

(C) BOOKS RECOMMENDED
4. Chambers, P.: Teaching mathematics in the secondary school
6. Chadha, B.N.: The Teaching of Mathematics
8. Kumar and Ratnalikar, D.N.: Teaching of Mathematics
10. Sidhu, K.S.: The Teaching of Mathematics
12. Bloom, B.S: Taxonomy of educational objectives; the classification of educational goals.

(D) EVALUATION
External Examination 35 Marks
Internal Assessment 15 Marks
Attendance 3
Written Assignment/Project work 6
Two Mid-term Examinations 6

(E) INSTRUCTIONS FOR THE PAPER-SETTER
The question paper will consist of three Sections: A, B, and C. Section A and B will have two questions from the respective Sections of the syllabus and will carry 10 marks each. Section C will consist of 5 questions of 3 marks in each which will cover the entire syllabus uniformly.

(F) INSTRUCTIONS FOR THE CANDIDATES
Candidates are required to attempt one question each from the sections A and B and the entire section C.

PAPER- XI & XII: Pedagogy of a School Subject (Part-II)
(x) Teaching of Computer Science

(A) OBJECTIVES
To enable student teacher to:
- Understand the need & importance of computer education as a subject.
• Understand the different teaching methodologies for teaching of computer education.
• Discuss the importance of computer curriculum & computer textbooks.
• Understand how to set up & maintain a computer laboratory.
• Acquire the knowledge on latest trends in information technology.

(B) SYLLABUS

SECTION – A
(i) Methods of teaching of Computer Science: demonstration, lecture, problem solving, laboratory and project methods, multimedia; internship in teaching: concept and importance;
(ii) Computer Science Laboratory: importance and organization, Lesson planning: concept, objectives, importance and steps.

SECTION – B
(i) Evaluation in computer science: concept, importance and types; different type of tests: essay type, objective and short answer type; importance and steps.
(ii) Internet: meaning, scope and applications in Education, Role of ICT in teacher education, video technology in education, CAI.

Activities (Any one of the following)
Hands on experience:
(i) MS Power Point
(ii) MS Word and
(iii) MS Excel

(C) BOOKS RECOMMENDED

(D) EVALUATION
External Examination 35 Marks
Internal Assessment 15 Marks
Attendance 3
Written Assignment/Project work 6
Two Mid-term Examinations 6

(E) INSTRUCTIONS FOR THE PAPER-SETTER
The question paper will consist of three Sections: A, B, and C. Section A and B will have two questions from the respective Sections of the syllabus and will carry 10 marks each. Section C will consist of 5 questions of 3 marks in each which will cover the entire syllabus uniformly.

(F) INSTRUCTIONS FOR THE CANDIDATES
Candidates are required to attempt one question each from the sections A and B and the entire section C.

**PAPER- XI & XII: Pedagogy of School Subject (Part II)**

**(xi) Teaching of Commerce**

**(A) OBJECTIVES**

To enable the student teachers to:

- Identify and apply different methods and techniques of teaching of commerce at the school stage.
- Instill the competence of organizing co-curricular activities for enriching the subject matter of commerce.
- Develop the skill of effective teaching making use of various devices, techniques and teaching aids.
- Present, conduct, organize projects, surveys, seminars, conferences.
- Develop the skill of lesson planning and construction of an achievement test of Commerce.

**(B) SYLLABUS**

**SECTION – A**

(i) Methods of teaching commerce: concept, characteristics, methods - lecture, discussion, source, case study, role playing and problem solving.
(ii) Audio-visual aids: meaning, importance, projective and non-projective teaching aids. Internship in teaching: concept and importance.

**SECTION – B**

(i) Pedagogical analysis of content: pedagogical analysis of unit, identification of new concepts in a unit, behavioural outcomes, selecting and development learning experiences and activities in a unit, preparation of a unit plan, maintenance of classroom environment.
(ii) Evaluation in commerce: concept, importance and types; different type of tests: essay type test, objective and short answer type; lesson plan: concept, objectives, importance and steps

**Activities (Any one of the following)**

(i) Prepare a balance sheet of any educational institution
(ii) Critical analysis of one unit of commerce at the secondary level
(iii) Role of financial sector in modern economy.

**(C) BOOKS RECOMMENDED**


**(D) EVALUATION**

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Attendance 3
Written Assignment/Project work 6
Two Mid-term Examinations 6

(E) INSTRUCTIONS FOR THE PAPER-SETTER
The question paper will consist of three Sections: A, B, and C. Section A and B will have two questions from the respective Sections of the syllabus and will carry 10 marks each. Section C will consist of 5 questions of 3 marks in each which will cover the entire syllabus uniformly.

(F) INSTRUCTIONS FOR THE CANDIDATES
Candidates are required to attempt one question each from the sections A and B and the entire section C.

PAPER- XI & XII: Pedagogy of School Subject (Part II)
(xii) Teaching of Social Studies

(A) OBJECTIVES
To enable the student teachers to:
• Develop an understanding of aims and objectives of teaching social studies.
• Develop an understanding of pupil teachers concerning curriculum organization.
• Acquaint pupil teacher with different methods and audio-visual aids.
• Develop proper understanding of modern concepts and tools of evaluation.
• Understand the latest development in current affairs/events.

(B) SYLLABUS

SECTION – A
(i) Methods of teaching and social science: Lecture, discussion, socialized recitation, source and project method. Instructional planning: concept, need and importance;
(ii) Unit plan and lesson: need and importance; procedure of unit and lesson planning, current affairs in social studies: meaning, importance and method.

SECTION – B
(i) Evaluation of Learning in Social Science: Purpose of evaluation in social science; technique of evaluating learner achievement in social science: Written and oral tests, observation tools, work samples, portfolio; Assessment: Tools and techniques of continuous and comprehensive evaluation (CCE) for curricular and co-curricular subjects.
(ii) Current affairs in social studies: Meaning, importance and method; Evaluation in Social Studies: Modern concept and importance. Different type of test: Essay type test, objective and short-answer type; Lesson plan in social studies. Devices and techniques of teaching social studies – Narration, description, illustration, questioning, assignment, field trip, story telling, role play, group and self study, programmed learning, inductive thinking, concept mapping, expository teaching and problem solving.

Activities (Any one of the following)
(i) Identification of difficulties in learning social sciences
(ii) Critical evaluate decline in social aspects in daily life
(iii) Evaluate social issues in newspaper

(C) BOOKS RECOMMENDED
7. Wesley, E.N.: *Teaching of Social Studies in High School*

(D) EVALUATION
External Examination 35 Marks
Internal Assessment 15 Marks
Attendance 3
Written Assignment/Project work 6
Two Mid-term Examinations 6

(E) INSTRUCTIONS FOR THE PAPER-SETTER
The question paper will consist of three Sections: A, B, and C. Section A and B will have two questions from the respective Sections of the syllabus and will carry 10 marks each. Section C will consist of 5 questions of 3 marks in each which will cover the entire syllabus uniformly.

(F) INSTRUCTIONS FOR THE CANDIDATES
Candidates are required to attempt one question each from the sections A and B and the entire section C.

**PAPER- XI & XII: Pedagogy of School Subject (Part II)**
(xiii) Teaching of Economics

(A) OBJECTIVES
To enable the student teachers to:
- Understand the concept, Principles, and theories for growth and development of Indian Economy.
- Understand technology of teaching i.e. Instructional Objectives, Teaching Methods, Devices, Techniques, Teaching aids and Lesson plans.
- Formulate practical solutions of day to day economic problems.
- Carry curriculum transactions effectively by developing an effective evaluation.
- Develop the skill of effective teaching making use of various devices, techniques and teaching aids.
- Interpret Calculate and Evaluate Economic data, maps, tables, diagrams and graphs.

(B) SYLLABUS

**SECTION – A**
(i) Methods - lecture, discussion, source, project and problem solving; Audio visual aids: meaning and importance. Using of teaching aids,
(ii) Use of text books, workbooks, newspaper, models, computer based instruction in economics.

**SECTION – B**
(i) Lesson planning: concept, objectives, importance and steps.
(ii) Evaluation in Economics: concept, importance and types; different type of tests: essay type test, objective and short answer type.

Activities (Any one of the following)
(i) Construction of an achievement test in Economics.
(ii) Evaluate income and expenditure of any one institution.
(iii) Preparation of a low-cost teaching aid.

(C) BOOKS RECOMMENDED
1. Dhillon, Satinder: Teaching of Economics.
3. Mittal, R.L.: Arth Shastar Da Adhiapan (Pbi. Univ.)
8. Yadav, Amita: Teaching of Economics

(D) EVALUATION
External Examination 35 Marks
Internal Assessment 15 Marks
Attendance 3
Written Assignment/Project work 6
Two Mid-term Examinations 6

(E) INSTRUCTIONS FOR THE PAPER-SETTER
The question paper will consist of three Sections: A, B, and C. Section A and B will have two questions from the respective Sections of the syllabus and will carry 10 marks each. Section C will consist of 5 questions of 3 marks in each which will cover the entire syllabus uniformly.

(F) INSTRUCTIONS FOR THE CANDIDATES
Candidates are required to attempt one question each from the sections A and B and the entire section C.

PAPER- XI & XII: Pedagogy of School Subject (Part II)
(xiv) Teaching of Geography

(A) OBJECTIVES
To enable the student teachers to:
- Develop an understanding of the need and concepts of learning geography.
- Know the various methods and audio-visual aids of teaching Geography.
- Develop the power of analysis, reasoning and judgment through different practical activities.
- Organize tours, field trips and other practical activities.
- Understand concept of evaluation.
- Develop global outlook, scientific observation, critical thinking and sense of interdependence.

(B) SYLLABUS
SECTION – A
(i) Methods of teaching geography: concept, characteristics, methods - lecture, excursion, project and problem solving.
(ii) Audio visual aids: meaning, importance, projective and non-projective teaching aids. Internship in teaching: concept and importance.

SECTION – B
(i) Organizational skills: place finding from Atlas, map making, organizing quiz competition, exhibition, wall magazine, organizing field trips, use of geographical dictionary, use of geographical instruments and equipment. Photography as a learning tool: meaning, importance and use in teaching of geography.
(ii) Lesson plan: concept, objectives, importance and steps. Evaluation in geography: concept, importance and types; Continuous and comprehensive evaluation (CCE), different type of tests: essay type test, objective and short answer type; computer based instruction; power point presentation.

Activities (Any one of the following)
(i) Concept of Green society
(ii) Critically evaluate Ecological problems due to today’s development model
(iii) Role of NGO’s for geographical importance of nature.

(C) BOOKS RECOMMENDED
12. Thrall, Zoe: Teaching of Geography

(D) EVALUATION
External Examination 35 Marks
Internal Assessment 15 Marks
Attendance 3
Written Assignment/Project work 6
Two Mid-term Examinations 6

(E) INSTRUCTIONS FOR THE PAPER-SETTER
The question paper will consist of three Sections: A, B, and C. Section A and B will have two questions from the respective Sections of the syllabus and will carry 10 marks each. Section C will consist of 5 questions of 3 marks in each which will cover the entire syllabus uniformly.

(F) INSTRUCTIONS FOR THE CANDIDATES
Candidates are required to attempt one question each from the sections A and B and the entire section C.
PAPER- XI & XII: Pedagogy of School Subject (Part II)
(xv) Teaching of Political Science

(A) OBJECTIVES
To enable the student teachers to:
- Identify and use different methods and audio visual aids.
- Understand the nature of Indian Political System and its relations with neighbouring countries.
- Develop proper understanding of latest development in current affairs/events.
- Organize discussion, Seminars, tours and practical activities.

(B) SYLLABUS

SECTION – A
(i) Methods of teaching - story telling, lecture, discussion, source, project and problem solving.
(ii) Audio visual aids: meaning, importance, projective and non-projective teaching aids. Internship in teaching: concept and importance.

SECTION – B
(i) Lesson planning: concept, objectives, importance and steps.
(ii) Evaluation in political science: concept, importance and types; Continuous and comprehensive evaluation (CCE), different type of tests: essay type test, objective and short answer type.

Activities (Any one of the following)
(i) Explain any political thinker in the political context.
(ii) Role of political theories in political change.
(iii) Constitutional basic parameters for political parties.

(C) BOOKS RECOMMENDED
1. Aggarwal, J.C.: Teaching of Political Science and Civics
2. Preston, R.C.: Teaching of World Understanding

(D) EVALUATION
External Examination 35 Marks
Internal Assessment 15 Marks
Attendance 3
Written Assignment/Project work 6
Two Mid-term Examinations 6

(E) INSTRUCTIONS FOR THE PAPER-SETTER
The question paper will consist of three Sections: A, B, and C. Section A and B will have two questions from the respective Sections of the syllabus and will carry 10 marks each. Section C will consist of 5 questions of 3 marks in each which will cover the entire syllabus uniformly.

(F) INSTRUCTIONS FOR THE CANDIDATES
Candidates are required to attempt one question each from the sections A and B and the entire section C.
(A) OBJECTIVES
To enable the student teachers to:
- Understand the meaning, scope and importance of history.
- Develop an understanding of Aims and Objectives of teaching of history.
- Acquaint prospective teachers with various methods and audio-visual aids and latest information technology.
- Enable prospective teachers to emphasize the role of history in developing the national and international understanding.
- Enable prospective teachers with various techniques of evaluation.
- Enable prospective teachers to prepare lesson plan by using specific methods of teaching history.

(B) SYLLABUS

SECTION – A
(i) Methods of teaching history: concept, characteristics, methods - story telling, lecture, discussion, source, project and problem solving;
(ii) Audio-visual aids: meaning, importance, types. Internship in teaching: concept and importance;

SECTION – B
(i) Importance of library resource, reference books, atlas and maps, collection and upkeep of history resource, trend analysis in history. Lesson plan: concept, objectives, importance and steps,
(ii) Evaluation in history: concept, importance and types; Continuous and comprehensive evaluation (CCE), different type of tests: essay type test, objective and short answer type; principle for setting a summative evaluation question paper in history, techniques of using and reporting test results.

Activities (Any one of the following)
(i) Importance of historical studies.
(ii) Write down any historical event
(iii) Role of history for future orientation.

(C) BOOKS RECOMMENDED
5. Ghosh, K.D.: Creative Teaching in History.

(D) EVALUATION
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(E) INSTRUCTIONS FOR THE PAPER-SETTER
The question paper will consist of three Sections: A, B, and C. Section A and B will have two questions from the respective Sections of the syllabus and will carry 10 marks each. Section C will consist of 5 questions of 3 marks in each which will cover the entire syllabus uniformly.

(F) INSTRUCTIONS FOR THE CANDIDATES
Candidates are required to attempt one question each from the sections A and B and the entire section C.

PAPER- XI & XII: Pedagogy of a School Subject-I (Part-II)
(xvii) Teaching of Home Science

(A) OBJECTIVES
To enable the student teachers to:

- Identify and apply various teaching methods and teaching aids in teaching of Home Science.
- Utilize effectively the instructional material in teaching of Home science.
- Construct achievement tests in Home Science.
- Present, conduct, and organize projects, surveys, seminars, conferences.

(B) SYLLABUS

SECTION – A
(i) Methods of teaching home science: concept, characteristics, methods – lecture demonstration, heuristic, project and problem solving;
(ii) Audio visual aids: meaning, importance, projective and non-projective teaching aids.

SECTION – B
(i) Lesson plan: concept, objectives, importance and steps.
(ii) Evaluation in home science: concept, importance and types, Continuous and comprehensive evaluation (CCE), different type of tests: essay type, objective and short answer type;

Activities (Any one of the following)
(i) Preparation of five lesson plans.
(ii) Construction of an achievement test.
(iii) Best out of waste articles.

(C) BOOKS RECOMMENDED
1. Atkinson: *Teaching of Home Science*
2. Chanderkant: *Teaching of Home Science*
4. Dass and Ray: *Teaching of Home Science*
5. Devadas, R.P.: *Methods of Teaching Home Science*
7. Kapoor, Ritu.: *Teaching of Home Science*
8. Sherry, G.P.: *Greh Vigyan Shiksha*
(D) EVALUATION

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(E) INSTRUCTIONS FOR THE PAPER-SETTER

The question paper will consist of three Sections: A, B, and C. Section A and B will have two questions from the respective Sections of the syllabus and will carry 10 marks each. Section C will consist of 5 questions of 3 marks in each which will cover the entire syllabus uniformly.

(F) INSTRUCTIONS FOR THE CANDIDATES

Candidates are required to attempt one question each from the sections A and B and the entire section C.

PAPER- XI & XII: Pedagogy of a School Subject(Part-II)
(xviii) Teaching of Agriculture

(A) OBJECTIVES

To enable the student teachers to:
- Understand and apply different methods of teaching Agriculture.
- Use the latest audio-visual aids in teaching of agriculture.
- Use the hand tools of agriculture-horticulture.
- Prepare teaching material for the children, adults and village learning folk.
- Understand the changing patterns of teaching of Agriculture with the introduction of new technology in the teaching field.

(B) SYLLABUS

SECTION – A
(i) Methods of teaching agriculture: concept, characteristics, methods –lecture cum demonstration, heuristic, project and problem solving.
(ii) Audio-visual aids: meaning, importance and projective and non-projective teaching aids. Agriculture laboratory and club.

SECTION – B
(i) Lesson planning: concept, objectives, importance and steps.
(ii) Evaluation in agriculture: concept, importance and types; different type of tests: essay type, objective and short answer type; Continuous and comprehensive evaluation (CCE).

Activities (Any one of the following)
(i) Preparation of any five model lesson plans.
(ii) Construction of an achievement test in Agriculture.
(iii) Preparation of a low-cost teaching aid.

(C) BOOKS RECOMMENDED
(D) EVALUATION
External Examination 35 Marks
Internal Assessment 15 Marks
Attendance 3
Written Assignment/Project work 6
Two Mid-term Examinations 6

(E) INSTRUCTIONS FOR THE PAPER-SETTER
The question paper will consist of three Sections: A, B, and C. Section A and B will have two questions from the respective Sections of the syllabus and will carry 10 marks each. Section C will consist of 5 questions of 3 marks in each which will cover the entire syllabus uniformly.

(F) INSTRUCTIONS FOR THE CANDIDATES
Candidates are required to attempt one question each from the sections A and B and the entire section C.

PAPER- XI & XII: Pedagogy of a School Subject (Part-II)
(xix) Teaching of Fine Arts

(A) OBJECTIVES
To enable student teachers to:
- Be familiar with the methods of teaching Fine Art and to encourage creativity in school children.
- Be equipped with the latest techniques of evaluating student's achievements in art.
- Learn and understand the principles, concepts and techniques of teaching art and to apply them in actual teaching.
- Attain elementary knowledge of various components of arts.
- Plan lessons and deliver them effectively in class room.

(B) SYLLABUS

SECTION – A
(i) Methods of Teaching Art: Lecture Method; Lecture cum Demonstration Method; Observation Method; Project Method; Method of Imagination and free expression.
(ii) Qualities of a good poster: Design-its meaning and types, Colour- types and effects, Importance of colours in life, Elements of Good Landscape and appreciation of Art.

SECTION – B
(iii) Lesson Planning: concept, importance, objectives and steps.
(iv) Evaluation in Fine Arts: concept, importance and types; different type of tests: essay type, objective and short answer type; evaluation of practical work in fine arts, Continuous and comprehensive evaluation.

Activities (Any one of the following)
(i) Portrait of any one eminent educationist/social issue
(ii) Preparation of five lesson plans.
(iii) Construction of an achievement test.

(C) BOOKS RECOMMENDED
1. Chawla, S.S.: Teaching of Art
2. Jaswani, K.K.: Teaching and Appreciation of Art in Schools
3. Jeswani, K.K.: Art in Education
4. Jeswani, K.K.: Appreciation of Art
5. Lowenfeld, Viktor: Creative and Mental Growth
6. Read, Herbert: Education Through Art
7. Schultz & Harold Schores, H.: Art in the Elementary School

(D) EVALUATION
External Examination 35 Marks
Internal Assessment 15 Marks
Attendance 3
Written Assignment/Project work 6
Two Mid-term Examinations 6

(E) INSTRUCTIONS FOR THE PAPER-SETTER
The question paper will consist of three Sections: A, B, and C. Section A and B will have two questions from the respective Sections of the syllabus and will carry 10 marks each. Section C will consist of 5 questions of 3 marks in each which will cover the entire syllabus uniformly.

(F) INSTRUCTIONS FOR THE CANDIDATES
Candidates are required to attempt one question each from the sections A and B and the entire section C.

PAPER- XI & XII: Pedagogy of a School Subject-I (Part-II)
(xx) Teaching of Music

(A) OBJECTIVES
To enable the student teachers to:
- Identify and use different methods of teaching music.
- Be equipped with various types of ragas and different taals.
- Be familiar with folk music and different sounds.
- Improve the basic knowledge of the students in different types of music in various gharanas.
- Understand the principles, concepts and techniques of teaching Music and to use them in actual teaching.

(B) SYLLABUS

SECTION – A
(i) Methods of teaching music: Lecture Method; Lecture cum Demonstration Method; Observation Method; Project Method; Method of Imagination and free expression.
(ii) Audio-visual aids: concept, Importance, selection and projective and no-projective teaching aids.

SECTION – B
(i) Lesson Planning: concept, objectives, importance and steps.
(ii) Evaluation in Music: concept, importance and types, Continuous and comprehensive evaluation (CCE), evaluation of practical work in fine arts, different types of tests; essay type, objective and short answer type.

Activities (Any one of the following)
(i) Preparation of five model lesson plans.
(ii) Construction of an achievement test in Music.
(iii) Morning assembly and role of music teacher.

(C) BOOKS RECOMMENDED
1. Awasthi, G.C.: Teaching of Music
3. Khanna, Jyoti: Teaching of Music
5. Srivastava, Girish Chander: Tabla Vadan, Part-1 and Part-2

(D) EVALUATION
External Examination: 35 Marks
Internal Assessment: 15 Marks
Attendance: 3
Written Assignment/Project work: 6
Two Mid-term Examinations: 6

(E) INSTRUCTIONS FOR THE PAPER-SETTER
The question paper will consist of three Sections: A, B, and C. Section A and B will have two questions from the respective Sections of the syllabus and will carry 10 marks each. Section C will consist of 5 questions of 3 marks in each which will cover the entire syllabus uniformly.

(F) INSTRUCTIONS FOR THE CANDIDATES
Candidates are required to attempt one question each from the sections A and B and the entire section C.

PAPER- XI & XII: Pedagogy of a School Subject (Part-II)
(xxi) Teaching of Physical Education

(A) OBJECTIVES
To enable student teachers to:
• Identify and apply various methods of teaching Physical Education.
• Understand the importance of Physical Education room, equipment and text book.
• Make the teaching of Physical Education more interesting and innovative.
• 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.

(B) SYLLABUS

SECTION – A
(i) Methods of teaching physical education: concept, characteristics, lecture cum
demonstration, command, project and problem solving.
(ii) Organizational structure of athletic meet, Types of tournaments and its organization structure: Knock-out tournament, league of round robin tournaments, combination tournament and challenge tournament, sports events intramurals and extramural tournament planning.

SECTION – B
(i) Lesson plan: concept, objectives, importance and steps.
(ii) Evaluation in Physical Education: concept, importance and types; different type of tests: essay type, objective and short answer type.

Activities (Any one of the following)
(i) Mark a sports ground.
(ii) Prepare a report any one of the following game: Volley ball, Badminton and Kho-kho.

(C) BOOKS RECOMMENDED

(D) EVALUATION
External Examination 35 Marks
Internal Assessment 15 Marks
Attendance 3
Written Assignment/Project work 6
Two Mid-term Examinations 6

(E) INSTRUCTIONS FOR THE PAPER-SETTER
The question paper will consist of three Sections: A, B, and C. Section A and B will have two questions from the respective Sections of the syllabus and will carry 10 marks each. Section C will consist of 5 questions of 3 marks in each which will cover the entire syllabus uniformly.
(F) INSTRUCTIONS FOR THE CANDIDATES
Candidates are required to attempt one question each from the sections A and B and the entire section C.

PAPER- XIII: School Management

(A) OBJECTIVES
To enable the student teachers to:-
- Understand the concept and importance of school management.
- Understand the concept of time table and co-curricular activities.
- Understand the role of worthy head masters and teachers.
- Understand the roles of students’ self-government.
- Understand the concept of supervision.

(A) SYLLABUS

SECTION-A
(i) School management-concept, nature, scope, Time table- meaning, types, importance and principles. Discipline- concept, types, freedom and discipline, importance, causes of indiscipline and suggestions.
(ii) Co-curricular activities-concept, content, types, importance and organisation of different co-curricular activities.

SECTION - B
(i) Leadership: concept, theories and qualities of leader. School Personnel- Head of the institution, teachers and students: their roles and relationships.
(ii) Student-self Government- concept, different roles of student’s self-government. Supervision- concept, types, principles, methods of supervision, defects in existing supervisory programme and suggestions.

Activities (Any one of the following)
(i) Preparation of blue print of the time- table.
(ii) Organisation of morning assembly at the school/college.
(iii)Constitute the welfare committees of students.
(iv)Visit of school as a supervisor.

(C) BOOKS RECOMMENDED
8. Safaya&Shaida- School Administration & Organisation.

(D) EVALUATION
External Examination 35 Marks
Internal Assessment 15 Marks
Attendance 3
Written Assignment/Project work 6
Two Mid-term Examinations 6

(E) INSTRUCTIONS FOR THE PAPER-SETTER
The question paper will consist of three Sections: A, B, and C. Section A and B will have two questions from the respective Sections of the syllabus and will carry 10 marks each. Section C will consist of 5 questions of 3 marks in each which will cover the entire syllabus uniformly.

(F) INSTRUCTIONS FOR THE CANDIDATES
Candidates are required to attempt one question each from the sections A and B and the entire section C.

PAPER-XIV: Enriching Learning through ICT

(A) OBJECTIVES
To enable the student teachers to:
- Understand the role and importance of ICT in teaching-learning process.
- Understand the computer fundamentals.
- Employ hands-on-experience on computer.
- Use different e-resources and hardware technologies in teaching-learning process.
- Familiarize with the new trends in ICT.

(B) SYLLABUS

SECTION-A
(i) ICT: concept, characteristics and importance, Role of information technology in teaching-learning process, Challenges of integrating ICT in school education.
(ii) Computer fundamentals: meaning, components and types of computers, functions of an operating system and application software.

SECTON-B
(i) Computer applications in learning: concept, features and advantages of MS- Word, Excel and Power point.
(ii) Hardware technologies and their applications: over head projector, DLP projector, Audio-video recording instruments and CCTV.New trends in ICT: Smart classroom, EDUSAT, on-line resources in learning

Activities (Any one of the following)
(i) Prepare your CV using computer and get its print out.
(ii) Use an interactive white board and write a report.
(iii) Prepare a power point presentation for secondary school students.
(C) BOOKS RECOMMENDED

(D) EVALUATION
- External Examination: 35 Marks
- Internal Assessment: 15 Marks
- Attendance: 3
- Written Assignment/Project work: 6
- Two Mid-term Examinations: 6

(E) INSTRUCTIONS FOR THE PAPER-SETTER
The question paper will consist of three Sections: A, B, and C. Section A and B will have two questions from the respective Sections of the syllabus and will carry 10 marks each. Section C will consist of 5 questions of 3 marks in each which will cover the entire syllabus uniformly.

(F) INSTRUCTIONS FOR THE CANDIDATES
Candidates are required to attempt one question each from the sections A and B and the entire section C.

SEMESTER - III
SCHOOL INTERNSHIP

Internship in schools is to be organised for a minimum duration of 16 weeks. During this period, the students should be provided opportunities to teach in government and private schools with systematic supervisory support and feedback from faculty. During the Internship, a student-teacher shall work as a regular teacher and participate in all the school activities, including planning, teaching and assessment, interacting with school teachers, community members and children.

School internship should include an initial phase of four weeks of Supervised Teaching Practice in the school. This phase would include school engagement, peer observations and observations of interns’ lessons by faculty. During this period, each trainee-teacher has to plan at least 10 lessons in each school subject. At the culmination of this phase, the subject teacher will conduct one discussion lesson for each school subject and will evaluate the performance of the intern. Each discussion lesson will be of 10 marks.

During Internship, the student-teachers apart from taking regular classes as per the time-table of the school, has to perform certain activities/assignments. Each student-teacher has to plan and deliver at least 40 lessons in each school subject. Besides, the student-teachers are to observe 20 lessons, 10 in each school subject taught by fellow student-teachers.

Further, each student-teacher has to develop strategies/teaching techniques to identify a slow learner/talented learner/child with learning difficulties or any other case/problem for
action research at the initial stage of internship programme and conduct the study in detail. A report is to be prepared detailing all the steps of the study. The tools, techniques used, response sheets or any other valuable documents in support of the study should be submitted along with the report. The action research report will be evaluated either by the teacher supervising the internship or by the subject teacher. This action research report will carry 20 marks.

Furthermore, each student teacher is required to prepare and submit teaching learning materials. The quality of the material will be evaluated by the subject teachers and student teachers will be awarded out of 10 marks.

During internship the performance of students will be assessed continuously by internal examiner and at the completion of internship by a panel of internal and external examiners. The final lesson for each school subject will be of 100 marks.

In addition to the above requirements of the university, the student-teachers would have to participate and perform other activities of the school as and when assigned by head of the school. A certificate of satisfactory work by the Principal/ Headmaster of the school shall be issued to the candidate after completion of Internship.

SEMESTER - IV
PAPER – XVIII: Assessment for Learning

(A) OBJECTIVES
To enable the student teachers to:
• Gain a critical understanding of issues in assessment and evaluation.
• Differentiate between various types of assessment.
• Use of a wide range of assessment tools.
• Select and construct various types of assessment tools appropriately.
• Evolve realistic, comprehensive and dynamic assessment.

(B) SYLLABUS

SECTION-A
(i) Assessment and Evaluation: meaning of assessment and evaluation, purpose; diagnostic, formative and summative evaluation
(ii) Tools of assessment: assignments, projects, tests: objective and essay type- their merits and limitations, kinds of test items, oral testing
(iii) Continuous and comprehensive evaluation: concept, significance, merits and limitations.

SECTION-B
(i) Statistical tools and techniques: percentage, percentile rank, graphical presentation of performance, frequency distribution, central tendency measures- mean, median and mode; normal distribution and standard scores.
(ii) Examination Reforms: flexibility, quality and range of questions, school based credit, alternative modes of examination.

Activities (Any one of the following)
(i) Prepare a report on implementation of CCE at school level.
(ii) Construction of an achievement test in any school subject at elementary/secondary.
(iii) Critical appraisal of learning outcomes – scholastic and co-scholastic.

(C) BOOKS RECOMMENDED


8. Ved Prakash, et.al. (2000). *Grading in schools*, NCERT, Published at the publication Division by the secretary, NCERT, New Delhi: Sri Aurobindo Marg.

(D) EVALUATION

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(E) INSTRUCTIONS FOR THE PAPER-SETTER

The question paper will consist of three Sections: A, B, and C. Section A and B will have four questions from the respective Sections of the syllabus and will carry 10 marks each. Section C will consist of 10 questions of 3 marks each which will cover the entire syllabus uniformly and carry 30 marks in all.

(F) INSTRUCTIONS FOR THE CANDIDATES

Candidates are required to attempt two questions each from the sections A and B and the entire section C.

PAPER – XIX: Gender, School and Society

(A) OBJECTIVES

To enable the student teachers to:

- Develop basic understanding of gender and its related key concepts.
- Understand some important landmarks in connection with gender and education in the contemporary perspective.
- Learn about gender issues in school curriculum, text and pedagogical processes.
- Understand the relationship of gender, power and sexuality to education.

(B) SYLLABUS

SECTION-A

(i) Concepts of gender, patriarchy, masculinity and feminism, gender bias and gender stereotyping.
(ii) Gender equality in India with special reference to caste, class and religion.
(iii) Policy initiatives for gender equality and empowerment in independent India.
SECTION-B

(i) Socialization theory on gender and gender differences.
(ii) Gender Identities and socialization practices in family, school, other formal and informal organizations.
(iii) Schooling of girls: inequalities and intervention for girls’ participation in schooling.

Activities (Any one of the following)

(i) Identification of gender bias in school text book.
(ii) Preparation of report on organizational climate in single-sex and co-education school.

(C) BOOKS RECOMMENDED


(D) EVALUATION

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(E) INSTRUCTIONS FOR THE PAPER-SETTER

The question paper will consist of three Sections: A, B, and C. Section A and B will have two questions from the respective Sections of the syllabus and will carry 10 marks each. Section C will consist of 5 questions of 3 marks in each which will cover the entire syllabus uniformly.

(F) INSTRUCTIONS FOR THE CANDIDATES

Candidates are required to attempt one question each from the sections A and B and the entire section C.

PAPER- XX: Inclusive School

(A) OBJECTIVES

To enable the student teachers to:
• Understand the concept and importance of inclusiveness in education.
• Use different teaching strategies for inclusive education.
• Understand the role of teachers, parents and community for supporting inclusion.
• Understand the recommendations of various Policies.

(B) SYLLABUS

SECTION-A

(i) Inclusive Education: meaning, concept and its importance.
(ii) Difference between special, integrated and inclusive education.
(iii) Teaching strategies for inclusive education and creating conductive environment in inclusive schools.

SECTION-B

(i) Creating and sustaining inclusive practices: Role of teachers, parents and community.

Activities (Any one of the following)
1. Field visit to school promoting inclusive practices.
2. Analysis of teaching learning practices with reference to inclusion.

(C) BOOKS RECOMMENDED

7. Stringfield, S (2006). Equity in Education: Experiences and Directions for Developing and Developed Countries – Contexts of Learning, Routledge, UK.


**D) EVALUATION**

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**E) INSTRUCTIONS FOR THE PAPER-SETTER**

The question paper will consist of three Sections: A, B, and C. Section A and B will have two questions from the respective Sections of the syllabus and will carry 10 marks each. Section C will consist of 5 questions of 3 marks in each which will cover the entire syllabus uniformly.

**F) INSTRUCTIONS FOR THE CANDIDATES**

Candidates are required to attempt one question each from the sections A and B and the entire section C.

**PAPER – XXI: Understanding the Self**

**A) OBJECTIVES**

To enable the student teachers to:

(i) Be aware of the processes of socialisation.
(ii) Understand the self of the growing 'student' as well as 'teacher'.
(iii) Shape their own and student’s sense of identity.
(iv) Reflect on one's aspirations and possibilities in order to develop a growing sense of agency as a 'teacher', a 'professional', as well as a 'human being'.

**B) SYLLABUS**

**SECTION- A**

(i) Socialization and Development of Self: At home, community and at school inter-linkages within wider social-cultural contexts.
(ii) Emergence of ‘person’ and ‘identity’: concept, need and determinants in the formation of a person
(iii) The influence of peer group, media messages, technology and globalization on identity formation.

**SECTION-B**

(i) Schooling as a process of identity formation: Developing national, secular and humanistic identity.
(ii) Constructive role of education and ‘critical pedagogy ’in moving towards peaceful living.

**C) BOOKS RECOMMENDED**

(D) EVALUATION

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(E) INSTRUCTIONS FOR THE PAPER-SETTER

The question paper will consist of three Sections: A, B, and C. Section A and B will have two questions from the respective Sections of the syllabus and will carry 10 marks each. Section C will consist of 5 questions of 3 marks in each which will cover the entire syllabus uniformly.

(F) INSTRUCTIONS FOR THE CANDIDATES

Candidates are required to attempt one question each from the sections A and B and the entire section C.

PAPER- XXII: Reading and Reflecting on Texts

(A) OBJECTIVES

To enable the student teachers to:
- Understand different types of Text.
- Reflect upon different types of policy document
- Discuss narrative text, autobiographical text and ethnographical text.

(B) SYLLABUS

SECTION-A

(i) Reading resources: NPE-1986, NCF-2005

SECTION-B

(i) Reading of text books(class VIII/IX) –science, social science, mathematics and languages.
(ii) Reflection on core element in the above stated school text books with respect to gender, environment and health.
Activities

Review and Evaluate anyone of the following:

- Learning To Be (UNESCO Report)
- Learning : The treasure within (1996)
- Learning without Burden
- Human Development Chapter in Annual Economic Survey (2014-15)

(C) BOOKS RECOMMENDED


(D) EVALUATION

External Examination 35 Marks
Internal Assessment 15 Marks
Attendance 3
Written Assignment/Project work 6
Two Mid-term Examinations 6

(E) INSTRUCTIONS FOR THE PAPER-SETTER

The question paper will consist of three Sections: A, B, and C. Section A and B will have two questions from the respective Sections of the syllabus and will carry 10 marks each. Section C will consist of 5 questions of 3 marks in each which will cover the entire syllabus uniformly.

(F) INSTRUCTIONS FOR THE CANDIDATES

Candidates are required to attempt one question each from the sections A and B and the entire section C.

Paper-XXIII: Strengthening Language Proficiency

(A) OBJECTIVES

To enable the student teachers to:

- Comprehend ideas, for reflection and thinking, as well as for expression and communication.
- Enhance one's facility in the language of instruction is thus a vital need of student-teachers.
- Strengthen the ability to 'read', 'think', ‘discuss and communicate' as well as to 'write'.

(B) SYLLABUS

SECTION-A

(i) Engaging with popular Subject-based Expository Writing: Selected Articles, biographical writing,
(ii) Engaging with different writing: newspapers, magazine and contemporary educational issues.

SECTION-B
(i) School Magazine: objective, significance and layout.
(iii) Engaging with educational writing: Extracts or chapters from authors who deal with themes from education, schooling, teaching or learning.

(C) BOOKS RECOMMENDED

(D) EVALUATION
External Examination 35 Marks
Internal Assessment 15 Marks
Attendance 3
Written Assignment/Project work 6
Two Mid-term Examinations 6

(E) INSTRUCTIONS FOR THE PAPER-SETTER
The question paper will consist of three Sections: A, B, and C. Section A and B will have two questions from the respective Sections of the syllabus and will carry 10 marks each. Section C will consist of 5 questions of 3 marks in each which will cover the entire syllabus uniformly.

(F) INSTRUCTIONS FOR THE CANDIDATES
Candidates are required to attempt one question each from the sections A and B and the entire section C.

PAPER-XXIV: Health and Physical Education

(A) OBJECTIVES
To enable the student teachers to:
- Understand the concept of holistic health and its various dimensions.
- Understand the importance of sports and yoga for development of holistic health.
• Develop positive attitude.
• Be equipped about their health status.
• Be aware about rules of safety in hazardous situation.
• Sensitise, motivate and help them to acquire the skills for physical fitness.

(B) SYLLABUS

SECTION-A
(i) Human Nervous System: parts and its functions
(ii) Endocrine glands: Functions and location in the body
(iii) Diet and Nutrition: Components of balanced diet and their sources, concept of calorific value, childhood obesity-causes and prevention.
(iv) Common Childhood Illnesses: Causes and prevention; immunization.

SECTION-B
(i) Physical Fitness: Concept and components; aerobic, anerobic and yogic exercises, indigenous games and sports’
(ii) Yoga: Concept, yogic kriya and asanas with special reference to breathing exercises (Kapalbharty, anulom-vilom, parvatasna) and musculoskeletal exercises (Vajrasna, Parvatasna, gomukhasna and Padamasna) - their benefits and techniques.
(iii) First aid: Handling of dog, animal and snake bites, fractures, bleeding, burns, sunstroke and chemical poisoning.

Activities (any one of the following)
(i) Prepare a chart of balanced diet.
(ii) Performing different yoga asanas.
(iii) Preparation of first-aid box.

(C) BOOKS RECOMMENDED
4. The World Bank Policy Research Department, Poverty and Human Resources Division.

(D) EVALUATION
External Examination 35 Marks
Internal Assessment 15 Marks
Attendance 3
Written Assignment/Project work 6
Two Mid-term Examinations 6

(E) INSTRUCTIONS FOR THE PAPER-SETTER
The question paper will consist of three Sections: A, B, and C. Section A and B will have two questions from the respective Sections of the syllabus and will carry 10 marks each. Section C will consist of 5 questions of 3 marks in each which will cover the entire syllabus uniformly.

(F) INSTRUCTIONS FOR THE CANDIDATES
Candidates are required to attempt one question each from the sections A and B and the entire section C.

PAPER- XXV & XXVI (Option i): Guidance and Counseling

(A) OBJECTIVES
To enable the student teachers to:
- Understand the need and importance of Guidance and Counseling.
- Develop skills of collection of data through testing and non-testing tools.
- Conduct a counseling interview.
- Organize guidance programs in secondary/senior secondary schools.

(B) SYLLABUS

SECTION-A
(i) Guidance: meaning, need and types- educational, vocational and personal-their meaning and objectives.
(ii) Testing Techniques: Testing of mental abilities, aptitudes and interests.
(iii) Non-Testing Techniques: Interview, Rating Scales, Cumulative record card.
SECTION-B

(i) Counselling: meaning, purpose and approaches - directive and non-directive and eclectic.
(ii) Counselling Interview: Steps in counselling interview
(iii) School Guidance and counselling programme, career guidance, career talks; role of teacher as a counsellor.

Activities (Any one of the following)
(i) Administration and interpretation of:
   - Interest Inventory
   - Aptitude Test
(ii) Visit to employment exchange
(iii) Visit to a counselling Centre

(C) BOOKS RECOMMENDED
5. Dave, Indu: The Basic Essential of Counselling, Sterling Publication.
7. Meenakshi: Guidance and Counselling, Udami Publication.

(D) EVALUATION
External Examination 35 Marks
Internal Assessment 15 Marks
Attendance 3
Written Assignment/Project work 6
Two Mid-term Examinations 6

(E) INSTRUCTIONS FOR THE PAPER-SETTER
The question paper will consist of three Sections: A, B, and C. Section A and B will have two questions from the respective Sections of the syllabus and will carry 10 marks each. Section C will consist of 5 questions of 3 marks in each which will cover the entire syllabus uniformly.

(F) INSTRUCTIONS FOR THE CANDIDATES
Candidates are required to attempt one question each from the sections A and B and the entire section C.

PAPER – XXV & XXVI (Option ii): Human Rights and Value Education

(A) OBJECTIVES
To enable the student teachers to:
• Understand the concept and meaning of human rights.
• Understand the fundamental principles of human rights education.
• Understand the need and importance of value education.
• Understand the role of various values keeping organizations of the world.

(B) SYLLABUS

SECTION –A
(i) Human Rights: Meaning, concept, need, objective and its importance.
(ii) Human Rights Education: Concept, objective and its principle.
(iii) Human Rights Education at different levels: Elementary, high and secondary.

SECTION-B
(i) Values: Meaning, objective, classification and sources of value inculcation, value crisis.
(iii) Culture: Concept, characteristics and its relationship with education, strategies of promoting culture according to NPE -1986.

(C) BOOKS RECOMMENDED

(D) EVALUATION
External Examination 35 Marks
Internal Assessment 15 Marks
Attendance 3
Written Assignment/Project work 6
Two Mid-term Examinations 6

(E) INSTRUCTIONS FOR THE PAPER-SETTER
The question paper will consist of three Sections: A, B, and C. Section A and B will have two questions from the respective Sections of the syllabus and will carry 10 marks each. Section C will consist of 5 questions of 3 marks in each which will cover the entire syllabus uniformly.

(F) INSTRUCTIONS FOR THE CANDIDATES
Candidates are required to attempt one question each from the sections A and B and the entire section C.
PAPER- XXV & XXVI (Option iii): Environment Education

(A) OBJECTIVES
To enable the student teachers to:
• Get acquainted with the concept of environment and environment education.
• Be aware of the problem of environmental hazards and conservation of resources.
• Develop desirable sensitivity, attitude, values and respect for the environment.
• Understand the concept of sustainable development and environment ethics.

(B) SYLLABUS

SECTION-A
(i) Environment education: Meaning, objective, need, and its importance.
(ii) Environment awareness through education, environmental pollution.
(iii) Environmental hazards: Greenhouse effect, ozone layer depletion, acid rain, polar melting, rising of sea level its causes and effects.

SECTION-B
(i) Natural Resources: Definition, classification and conservation of natural resources, education for sustainable development.
(ii) Environmental ethics: issues and solutions
(iii) Programmes of environmental education for school children.

Activities (Any one of the following)
1. To study environmental awareness among school students.
2. To study environmental ethics among school students.
3. Visit to a school having Eco-club.

(C) BOOKS RECOMMENDED

(D) EVALUATION

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(E) INSTRUCTIONS FOR THE PAPER-SETTER

The question paper will consist of three Sections: A, B, and C. Section A and B will have two questions from the respective Sections of the syllabus and will carry 10 marks each. Section C will consist of 5 questions of 3 marks in each which will cover the entire syllabus uniformly.

(F) INSTRUCTIONS FOR THE CANDIDATES

Candidates are required to attempt one question each from the sections A and B and the entire section C.

PAPER-XXV & XXVI (Option iv): Distance and Open Learning

(A) OBJECTIVES

To enable the student teachers to:

- Understand the concept and scope of Distance and Open Learning.
- Understand the future and importance of Distance and Open Learning.
- Know various evaluation techniques in Distance and Open Learning.

(B) SYLLABUS

SECTION-A

(i) Distance Education: Concept, objective and its importance.
(ii) Methods of distance and open learning education.
(iii) Role of technology: Print and non-print media, audio technology, video technology and satellite based communication system.

SECTION-B

(i) Professional training and evaluation techniques in distance education.
(ii) Interventions for continuing education through programmes like adult literacy and education of adolescents and youth.
(iii) Policy and programmes to spread literacy and promote continuing education.

Activities (any one of the following)

(i) Quality of print media /lessons in distance education.
(iii) Report on various courses run by IGNOU.

(C) BOOKS RECOMMENDED

(D) EVALUATION

External Examination 35 Marks
Internal Assessment 15 Marks
Attendance 3
Written Assignment/Project work 6
Two Mid-term Examinations 6

(E) INSTRUCTIONS FOR THE PAPER-SETTER

The question paper will consist of three Sections: A, B, and C. Section A and B will have two questions from the respective Sections of the syllabus and will carry 10 marks each. Section C will consist of 5 questions of 3 marks in each which will cover the entire syllabus uniformly.

(F) INSTRUCTIONS FOR THE CANDIDATES

Candidates are required to attempt one question each from the sections A and B and the entire section C.

PAPER – XXV & XXVI (Option – v): Teacher Education

(A) OBJECTIVES

To enable the student teachers to:
- Understand the scenario of teacher education.
- Analyze teacher education programmes.
- Become competent teacher educators.
- Highlight the role played by different national and state level agencies of teacher education.

(B) SYLLABUS

SECTION-A

(i) Teacher Education: concept, objectives at different level
(ii) Role and function of NCERT, NCTE, DIET and CTE on teacher education

SECTION-B

(i) Role of professional organizations and associations of teacher education.
(ii) Innovations in teacher education: Teacher-controlled instruction, learner-controlled instruction-meaning, nature and strategies.

Activities (Any one of the following)

(i) Observation of any internship programme and preparing report.
(ii) Visit to any agency of teacher education.
(iii) Evaluation of any in-service institution.

(C) BOOKS RECOMMENDED

6. NCERT: Second All India Survey of Teacher Education.

(D) EVALUATION

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(E) INSTRUCTIONS FOR THE PAPER-SETTER

The question paper will consist of three Sections: A, B, and C. Section A and B will have two questions from the respective Sections of the syllabus and will carry 10 marks each. Section C will consist of 5 questions of 3 marks in each which will cover the entire syllabus uniformly.

(F) INSTRUCTIONS FOR THE CANDIDATES

Candidates are required to attempt one question each from the sections A and B and the entire section C.

PAPER – XXV & XXVI (Option– vi): Life Skills Education

(A) OBJECTIVES

To enable the student teachers to:
- Understand concept, process and practice of core life skills.
- Familiarize them with theories on Life Skills Approach.
- Identify role of life skills for positive change and well being

(B) SYLLABUS

SECTION-A

(i) Life Skills: Concept, importance and core life skills: Social and negotiation; Thinking & coping skills; Cognitive problem solving theory.
(ii) Life Skills Training: Concept and Four-Stage Skills Model, life skills especially for children at risk. Resilience: Concept, need and importance.

SECTION-B

(i) The four pillars of education, life skills in social context vis-à-vis media influence and dimensions in life skills.
(ii) Life skills to deal with peer pressure, suicide and substance abuse. Life skills and wellbeing: Educational implications.
Activities (Any one of the following)
Life skills training activities pertaining to any of the ten core life skills.

(C) BOOKS RECOMMENDED

(D) EVALUATION
External Examination 35 Marks
Internal Assessment 15 Marks
Attendance 3
Written Assignment/Project work 6
Two Mid-term Examinations 6

(E) INSTRUCTIONS FOR THE PAPER-SETTER
The question paper will consist of three Sections: A, B, and C. Section A and B will have two questions from the respective Sections of the syllabus and will carry 10 marks each. Section C will consist of 5 questions of 3 marks in each which will cover the entire syllabus uniformly.

(F) INSTRUCTIONS FOR THE CANDIDATES
Candidates are required to attempt one question each from the sections A and B and the entire section C.

PAPER – XXV & XXVI (Option – vii): Special Education

(A) OBJECTIVES
To enable the student teachers to:
- Develop an awareness and skill in identifying special children.
- Equip themselves with latest trends of the special education.
- Impart knowledge about functioning of special schools.
(B) SYLLABUS

SECTION-A
(i) Special Education: Meaning, need, importance and classification.
(ii) Trends in special education: Mainstreaming, community based rehabilitation, deinstitutionalization, inclusion and individualized education programme.

SECTION –B
(i) Identification, characteristics, causes and education of children with autism, mentally retarded, orthopedically handicapped, visually impaired and children with locomotor impairment.
(ii) Learning disabilities: Types and remediation.

Activities (Any one of the following)
(i) Visit to a special school.
(ii) Problems of teachers in dealing with special children in inclusive setting.
(iii) Identification of different type of learning disability.

(C) BOOKS RECOMMENDED

(D) EVALUATION
External Examination 35 Marks
Internal Assessment 15 Marks
Attendance 3
Written Assignment/Project work 6
Two Mid-term Examinations 6

(E) INSTRUCTIONS FOR THE PAPER-SETTER
The question paper will consist of three Sections: A, B, and C. Section A and B will have two questions from the respective Sections of the syllabus and will carry 10 marks each. Section C will consist of 5 questions of 3 marks in each which will cover the entire syllabus uniformly.
(F) INSTRUCTIONS FOR THE CANDIDATES
Candidates are required to attempt one question each from the sections A and B and the entire section C.

PAPER- XXV & XXVI (Option– viii): Comparative Education

(A) OBJECTIVES
To enable the student teachers to:
- Critically understand the education system in different countries.
- Deal with education related issues and phenomena in comparative perspectives, within and across the countries.

(B) SYLLABUS

SECTION-A
(i) Comparative Education: Concept, importance and current trends.
(ii) Educational development and contemporary issues in comparative education.

SECTION-B
(i) Facets of societies that impact the educational system special reference to Canada, Australia and China.
(ii) Comparative analysis of educational policies, planning, practices and present status in SAARC countries.

Activities (Any one of the following)
(iii) Comparative report of education system in India and Canada/Australia.
(iv) Discussion on problems of school education system in India.

(C) BOOKS RECOMMENDED
(D) EVALUATION
External Examination 35 Marks
Internal Assessment 15 Marks
Attendance 3
Written Assignment/Project work 6
Two Mid-term Examinations 6

(E) INSTRUCTIONS FOR THE PAPER-SETTER
The question paper will consist of three Sections: A, B, and C. Section A and B will have two questions from the respective Sections of the syllabus and will carry 10 marks each. Section C will consist of 5 questions of 3 marks in each which will cover the entire syllabus uniformly.

(F) INSTRUCTIONS FOR THE CANDIDATES
Candidates are required to attempt one question each from the sections A and B and the entire section C.

PAPER- XXV & XXVI (Option– ix): Vocational Education

(A) OBJECTIVES
To enable the student teachers to:
- Develop an awareness and concept of different skills
- Impart knowledge about vocational education.
- Equip themselves with latest trends in different trades.

(B) SYLLABUS

SECTION -A
(i) Vocational Education: Concept, objectives and its importance.
(ii) Vocationalization of Education: Concept, objective and its importance.

SECTION-B
(i) Transformation of vocational courses in different policies, Educational Streams with special reference to vocational trades, Market trade and employability.
(ii) Skill Development: need, objective, standards, curriculum and levels, National Skill Qualification Framework.
(iii) Revision of vocationalization of education (2014): aims and objectives, implementing agencies, certification, facility and teacher training.

Activities (Any one of the following)
(i) Visit to an ITI/ Skill centre.
(ii) Report on functioning of an industrial unit.
(iii) Evaluation of vocational stream at secondary school stage.

(C) BOOKS RECOMMENDED

(D) EVALUATION

External Examination 35 Marks
Internal Assessment 15 Marks
Attendance 3
Written Assignment/Project work 6
Two Mid-term Examinations 6

(E) INSTRUCTIONS FOR THE PAPER-SETTER

The question paper will consist of three Sections: A, B, and C. Section A and B will have two questions from the respective Sections of the syllabus and will carry 10 marks each. Section C will consist of 5 questions of 3 marks in each which will cover the entire syllabus uniformly.

(F) INSTRUCTIONS FOR THE CANDIDATES

Candidates are required to attempt one question each from the sections A and B and the entire section C

Web sites:
- www.education.nic.in
- www.socialjustice.nic.in
- www.ncert.nic.in
- www.ncte.in.org
- www.naac.india.com
- www.ugc.nic.in,
- www.nkc.org