

## SYLLABUS

### BACHELOR OF EDUCATION (B.Ed.)

(2- year Programme)

2019-20 & 2020-21 EXAMINATIONS

(Regular & Distance)

#### OUTLINES OF EVALUATIONS

The syllabi parts:	Of B.Ed.Course will	Consist of following three
PART-I	: Theory	1500 Marks
PART-II	: Skill in Teaching	260 Marks
PART-III	: Sessional Work	40 Marks
	Total	1800 Marks

#### 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 <sup>1/2</sup> hours duration.
- (iv) Each theory paper VI (Library Resources and Art in Education) and Paper VII (Experiential Learning) will be of 1 and ½ 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 <sup>1/2</sup> 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 <sup>1/2</sup> hours.

SEMESTER - I

Paper	Nomenclature	Theory	Internal Assessment
I	Philosophical Perspective in Education	70	30
II	Psychological Perspective in Education	70	30
III	Teaching - Learning Process	70	30
IV	Pedagogy of a School Subject (Part I)	35	15
V	Pedagogy of a School Subject (Part I) Any two of the following: Languages (i) Teaching of English (ii) Teaching of Punjabi (iii) Teaching of Hindi (iv) Teaching of Urdu (v) Teaching of Sanskrit Science (vi) Teaching of Science (vii) Teaching of Physical Science (viii) Teaching of Life Science Mathematics (ix) Teaching of Mathematics Computer Science (x) Teaching of Computer Science Commerce (xi) Teaching of Commerce Social Sciences (xii) Teaching of Social Studies (xiii) Teaching of Economics (xiv) Teaching of Geography (xv) Teaching of Political Science (xvi) Teaching of History Home Science (xvii) Teaching of Home Science Agriculture (xviii) Teaching of Agriculture Fine Arts (xix) Teaching of Fine Arts Music (xx) Teaching of Music Physical Education (xxi) Teaching of Physical Education	35	15
VI	Library Resources and Art in Education	35	15
VII	Experiential Learning	35	15
	Total	500	

SEMESTER – II

Paper	Nomenclature	Theory	Internal Assesment
VIII	Sociological Perspective in Education	70	30
IX	Educational Policy & Planning in Contemporary India	70	30
X	Curriculum Development	70	30
XI	Pedagogy of a School Subject (Part II)	35	15
XII	Pedagogy of a School Subject (Part II) Any two of the following : <b>Languages</b> (i) Teaching of English (ii) Teaching of Punjabi (iii) Teaching of Hindi (iv) Teaching of Urdu (v) Teaching of Sanskrit <b>Science</b> (vi) Teaching of Science (vii) Teaching of Physical Science (viii) Teaching of Life Science <b>Mathematics</b> (ix) Teaching of Mathematics <b>Computer Science</b> (x) Teaching of Computer Science <b>Commerce</b> (xi) Teaching of Commerce <b>Social Sciences</b> (xii) Teaching of Social Studies (xiii) Teaching of Economics (xiv) Teaching of Geography (xv) Teaching of Political Science (xvi) Teaching of History <b>Home Science</b> (xvii) Teaching of Home Science <b>Agriculture</b> (xviii) Teaching of Agriculture <b>Fine Arts</b> (xix) Teaching of Fine Arts <b>Music</b> (xx) Teaching of Music <b>Physical Education</b> (xxi) Teaching of Physical Education	35	15
XIII	School Management	35	15
XIV	Enriching Learning Through ICT	35	15
	Total	500	

### SEMESTER – III

Paper	Nomenclature	External Assessment	Internal Assessment
XV & XVI	School Internship- Subject I	100	30
	School Internship- Subject II	100	30
XVII	Engagement with Community (Experiences for Social and Environmental Sensitivity)	25	15
	Total	300	

### SEMESTER - IV

Paper	Nomenclature	Theory	Internal Assessment
XVIII	Assessment for Learning	70	30
XIX	Gender, School and Society	35	15
XX	Inclusive School	35	15
XXI	Understanding the Self	35	15
XXII	Reading and Reflecting on Texts	35	15
XXIII	Strengthening Language Proficiency	35	15
XXIV	Health and Physical Education	35	15
XXV & XXVI	Optional Courses (Any Two)		
(i)	Guidance and Counseling	35	15
(ii)	Human Rights and Value Education	35	15
(iii)	Experiential Learning and Work Education	35	15
(iv)	Distance and Open Learning	35	15
(v)	Teacher Education	35	15
(vi)	Life Skills Education	35	15
(vii)	Special Education	35	15
(viii)	Comparative Education	35	15
(ix)	Vocational Education	35	15
(x)	Environment Education	35	15

Total Marks: 1800

## SEMESTER –I

### PAPER -1: Philosophical Perspective in Education

Max. Marks: 100

External: 70

Internal: 30

#### (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 AUTHOR

- 1.INDERDEV NANDRA

#### (D) EVALUATION

External Examination	70 Marks
Time	3 Hrs
Internal Assessment	30 Marks
Attendance	6
Written Assignment/Project work/ Response sheets	12
Two Mid-term Examinations/ House test	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: Psychological Perspective In Education**

Max. Marks: 100

External: 70

Internal: 30

### **(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) BOOKS AUTHOR**

### **(D) EVALUATION**

External Examination	70 Marks
Time	3 Hrs
Internal Assessment	30 Marks
Attendance	6
Written Assignment/Project work/ Response sheet	12
Two Mid-term Examinations/ House Test	(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**

Max. Marks: 100

External: 70

Internal: 30

#### **(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 AUTHOR: SACHDEVA OR NANDRA**

#### **(D) EVALUATION**

External Examination 70 Marks

Time 3 Hrs

Internal Assessment 30 Marks

Attendance 6

Written Assignment/Project work/ Response Sheets 12

Two Mid-term Examinations/ House Test 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

Max. Marks: 50

External: 35

Internal: 15

#### (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/foreign language.
- (ii) History and Status of English language in India: Basic linguistic principles, objectives, methods: Translation, Bilingual, Direct, Approaches: Structural, Situational and Communicative. Presentation skills; 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.

**BOOKS AUTHOR: DEEPIKA LAMBS**

#### (D) EVALUATION

External Examination	35 Marks
Internal Assessment	15 Marks
Attendance	3
Written Assignment/Project work /	
Response Sheet	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: Teaching of Punjabi (Part-I)**

Max. Marks: 50 External: 35

Internal: 15

(ੳ) ਉਦੇਸ਼

- \* ਵਿਦਿਆਰਥੀ-ਅਧਿਆਪਕਾਂ ਨੂੰ ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦੀ ਉਤਪਤੀ ਅਤੇ ਵਿਕਾਸ ਪ੍ਰਕਿਰਿਆ ਤੋਂ ਜਾਣੂ ਕਰਵਾਉਣਾ।
- \* ਵਿਦਿਆਰਥੀ-ਅਧਿਆਪਕਾਂ ਨੂੰ ਭਾਸ਼ਾ ਗ੍ਰਹਿਣ ਕਰਨ ਸਬੰਧੀ ਧਾਰਨਾਵਾਂ ਤੋਂ ਜਾਣੂ ਕਰਵਾਉਣਾ।
- \* ਵਿਦਿਆਰਥੀ-ਅਧਿਆਪਕਾਂ ਨੂੰ ਮਾਤ ਭਾਸ਼ਾ ਦੀ ਸਿੱਖਿਆ ਦੇ ਉਦੇਸ਼ਾਂ ਅਤੇ ਸਿਧਾਂਤਾਂ ਤੋਂ ਜਾਣੂ ਕਰਵਾਉਣਾ।
- \* ਵਿਦਿਆਰਥੀ-ਅਧਿਆਪਕਾਂ ਨੂੰ ਭਾਸ਼ਾਈ ਹੁਨਰਾਂ ਅਤੇ ਕਿਰਿਆਵਾਂ ਦੀ ਸੁਚੱਜੀ ਵਰਤੋਂ ਕਰਨ ਦੇ ਯੋਗ ਬਣਾਉਣਾ।
- \* ਵਿਦਿਆਰਥੀ ਅਧਿਆਪਕਾਂ ਨੂੰ ਪੰਜਾਬੀ ਸਾਹਿਤ ਦੇ ਵਿਭਿੰਨ ਰੂਪਾਂ ਦੀਆਂ ਅਧਿਆਪਨ ਵਿਧੀਆਂ ਤੋਂ ਜਾਣੂ ਕਰਵਾਉਣਾ।
- \* ਵਿਦਿਆਰਥੀ-ਅਧਿਆਪਕਾਂ ਨੂੰ ਸਕੂਲ ਪੱਧਰ ਤੇ ਪੰਜਾਬੀ ਦੇ ਅਧਿਆਪਨ ਸਬੰਧੀ ਪੇਸ਼ ਆਉਣ ਵਾਲੀਆਂ ਮੁਸ਼ਕਲਾਂ ਹੱਲ ਕਰਨ ਦੇ ਯੋਗ ਬਣਾਉਣਾ।
- \* ਵਿਦਿਆਰਥੀ-ਅਧਿਆਪਕਾਂ ਵਿੱਚ ਭਾਸ਼ਿਕ, ਸਾਹਿਤਕ ਅਤੇ ਬੋਧਿਕ ਯੋਗਤਾਵਾਂ ਦਾ ਵਿਕਾਸ ਕਰਨਾ।
- \* ਵਿਦਿਆਰਥੀ-ਅਧਿਆਪਕਾਂ ਵਿੱਚ ਸਿਰਜਨਾਤਮਿਕ ਅਤੇ ਖੋਜਾਤਮਕ ਕੁਸ਼ਲਤਾਵਾਂ ਦਾ ਵਿਕਾਸ ਕਰਨਾ।

**ਭਾਗ - ੳ**

- i) ਭਾਸ਼ਾ ਦੀ ਪ੍ਰਕਿਰਤੀ, ਭਾਸ਼ਾ ਉਤਪਤੀ ਦਾ ਸਿਧਾਂਤ, ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਨਿਕਾਸ ਅਤੇ ਵਿਕਾਸ, ਅਜੋਕੇ ਦੌਰ ਵਿੱਚ ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਨੂੰ ਦਰਪੇਸ਼ ਚੁਣੌਤੀਆਂ, ਗੁਰਮੁਖੀ ਲਿਪੀ ਦਾ ਨਿਕਾਸ ਅਤੇ ਵਿਕਾਸ
- ii) ਭਾਸ਼ਾ ਗ੍ਰਹਿਣ ਕਰਨ ਸਬੰਧੀ ਪਿਆਜੇ, ਚੋਮਸਕੀ ਅਤੇ ਵਾਇਗੋਟਸਕੀ ਦੀਆਂ ਧਾਰਨਾਵਾਂ।
- iii) ਮਾਤ ਭਾਸ਼ਾ ਦਾ ਬੱਚੇ ਦੀ ਸਿੱਖਿਆ ਲਈ ਮਹੱਤਵ, ਮਾਤ ਭਾਸ਼ਾ ਦੀ ਸਿੱਖਿਆ ਦੇ ਉਦੇਸ਼ ਅਤੇ ਸਿਧਾਂਤ।

**ਭਾਗ - ਅ**

- i) ਭਾਸ਼ਾ ਸਿੱਖਿਆ ਵਿੱਚ ਸੁਣਨ ਅਤੇ ਸਮਝਣ ਦਾ ਮਹੱਤਵ, ਬੋਲਚਾਲ ਦੀ ਸਿੱਖਿਆ ਦਾ ਉਦੇਸ਼, ਮੌਖਿਕ ਕ੍ਰਿਆਵਾਂ, ਅਸੁਧ ਉਚਾਰਨ ਦੇ ਕਾਰਨ ਅਤੇ ਸੁਧਾਰ ਲਈ ਯਤਨ।
- ii) ਪੜ੍ਹਨਾ (ਵਾਚਨ), ਸਿਖਾਉਣ ਦੇ ਉਦੇਸ਼, ਪ੍ਰਮੁੱਖ ਵਿਧੀਆਂ, ਵਾਚਨ ਦੀਆਂ ਕਿਸਮਾਂ, ਸੂਖਮ ਵਾਚਨ ਅਤੇ ਸਥੂਲ ਵਾਚਨ, ਵਾਚਨ ਦੇ ਢੰਗ, ਉੱਚੀ ਪਾਠ ਅਤੇ ਮੋਨ ਪਾਠ, ਬੱਚਿਆਂ ਵਿੱਚ ਚੰਗੀਆਂ ਪੜ੍ਹਨ ਰੁਚੀਆਂ ਉਤੇਜਿਤ ਕਰਨ ਲਈ ਯਤਨ।
- iii) ਲਿਖਣਾ ਸਿਖਾਉਣ ਦੇ ਉਦੇਸ਼, ਪ੍ਰਮੁੱਖ ਵਿਧੀਆਂ, ਲਿਖਤੀ ਕੰਮ ਦੀ ਸੁਧਾਈ, ਸੁਧਾਈ ਦੇ ਢੰਗ, ਸ਼ਬਦ - ਜੋੜਾਂ ਦੀਆਂ ਗਲਤੀਆਂ, ਸੁਧਾਰ ਲਈ ਯਤਨ

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.

1. BOOKS AUTHOR: INDERDEV NANDRA

(D) EVALUATION

External Examination

35 Marks

Internal Assessment

15 Marks

Attendance: 3

Written Assignment/Project work/

Response Sheet

6

Two Mid-term Examinations/ House

Test:6

(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 School Subject (Part- I)**  
**(iii) Teaching of Hindi**

**M.M. = 50**  
**External: 35**  
**Internal: 15**

**(A) Objectives**

- विद्यार्थी - अध्यापक को हिन्दी भाषा के विकास प्रक्रिया के प्रति जागरूक करना ।
- विद्यार्थी - अध्यापक को हिन्दी भाषा के उद्देश्यों और सिद्धांतों के बारे में जागरूक करना ।
- विद्यार्थी - अध्यापक को हिन्दी भाषा के अध्यापन की विधियों के बारे में जागरूक करना ।

**(B) Syllabus**

**Section – A**

- (i) हिन्दी भाषा की प्रकृति, भाषा का विकास और समाज से संबंध
- (ii) भाषा का माध्यम भाषा के रूप में प्रयोग - एक आलोचनात्मक दृष्टि, भाषा और माध्यम भाषा में अंतर, भाषा की शिक्षा संबंध में भूमिका
- (iii) भाषाओं की स्थिति संविधान की धारा 351-343, कोठारी कमीशन 66-1964, राष्ट्रिय शिक्षा नीति 1986, पी .ओ .ए 1992 .व राष्ट्रिय पाठ्यचर्चा की रूपरेखा 2005 -

**Section – B**

- (i) हिन्दी भाषा की स्थिति और भूमिका - स्वतन्त्रता से पहले और स्वतन्त्रता के बाद, हिन्दी भाषा शिक्षण अधिगम के समय विद्यार्थी - शिक्षक के सामने आने वाली चुनौतियाँ
- (ii) भाषा शिक्षण की प्रचलित विधियाँ - प्रत्यक्ष प्रणाली, ढांचागत प्रणाली, प्राकृतिक प्रणाली व संप्रेषणात्मक प्रणाली
- (iii) भाषा शिक्षण के सामान्य सिद्धांत , शिक्षण को प्रभावी बनाने में इनकी भूमिका, हिन्दी भाषा के विविध रूप - मातृ भाषा, राष्ट्रिय भाषा व अन्तराष्ट्रिय भाषा

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 AUTHOR: NARULA

(D) EVALUATION

External Examination	35 Marks
Internal Assessment	15 Marks
Attendance	3
Written Assignment/Project work/ Response Sheet	6
Two Mid-term Examinations/ House Test	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)**  
**(vi) Teaching of Science**

Max. Marks: 50  
External: 35  
Internal: 15

**(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 approaches 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 AUTHOR: GOGI GUPTA**

**(D) EVALUATION**

External Examination	35 Marks
Internal Assessment	15 Marks
Attendance	3
Written Assignment/Project work/ Response Sheet	6
Two Mid-term Examinations/ House Test	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)**  
**(vii) Teaching of Physical Science**

Max. Marks: 50

External: 35

Internal: 15

**(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 AUTHOR:**

**(D) EVALUATION**

External Examination	35 Marks
Internal Assessment	15 Marks
Attendance	3
Written Assignment/Project work/ Response Sheets	6
Two Mid-term Examinations/ House Test	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)**  
**(viii) Teaching of Life Science**

Max. Marks: 50

External: 35

Internal: 15

**(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 analyze 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 life sciences at various stages of school; Bloom's Taxonomy of educational objectives.
- (ii) Curriculum: Meaning, Principles, Various approaches to science curriculum construction, Recent trends in science curriculum, Science education in national curriculum framework 2005, A critical analysis of existing curriculum at various stages of school level.

**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.

**1. BOOKS AUTHOR**

**(D) EVALUATION**

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

Max. Marks: 50

External: 35

Internal: 15

**(A) OBJECTIVES**

To enable the student teachers to:

Understand the importance and objectives of teaching mathematics.

Understand in nature of mathematics.

Know about in contribution of mathematician.

Understand in pedagogical analysis of different topic.

**(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 activity and experiment, evaluation, etc. Arithmetic (Number systems, Fractions, Ration and proportion, profit and Loss, simple and compound Interest). Algebra (Polynomials, Linear equations, Quadratic equations Arithmetic Progressions), Geometry (Congruent and Similar triangles, Constructions and Circles), Trigonometry(t-ratois, Heights and distances), Statistics (Measures of Central Tendency and Graphical Representation of Data)

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 AUTHOR: NEETU SETHI**

**(D) EVALUATION**

External Examination	35 Marks
Internal Assessment	15 Marks
Attendance	3
Written Assignment/Project work/	
Response Sheets	6
Two Mid-term Examinations/ House	
Test	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)**

### **(x) Teaching of Computer Science**

Max. Marks: 50

External: 35

Internal: 15

#### **(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 any class.
- (ii) Analysis and interpretation of results and role of computers.
- (iii) Use of any one educational software in teaching.

1. BOOKS AUTHOR : ISHA GUPTA

#### **(D) EVALUATION**

External Examination 35 Marks

Internal Assessment 15 Marks

Attendance 3

Written Assignment/Project work/

Response Sheets 6

Two Mid-term Examinations/ House

Test 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

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

Max. Marks: 50

External: 35

Internal: 15

**(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 AUTHOR: VINTY MONGA**

**(D) EVALUATION**

External Examination 35 Marks

Internal Assessment 15 Marks

Attendance 3

Written Assignment/Project work/

Response Sheets 6

Two Mid-term Examinations/ House

Test 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)**  
**(xii) Teaching of Social Studies**

Max. Marks: 50

External: 35

Internal: 15

**(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 Studies: : Coordination, Correlational, Concentric, Spiral, Integrated, and Regressive.
- (iii) Instructional planning: concept, need and importance.

**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: LED projector, Interactive Boards, 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 AUTHOR: RAJ KUMAR KHANNA**

**(D) EVALUATION**

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

Max. Marks: 50  
External: 35  
Internal: 15

**(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 AUTHOR: RENU GUPTA**

**(i) EVALUATION**

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

Max. Marks: 50

External: 35

Internal: 15

**(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 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 organizations
- (iii) Preparation of a low-cost teaching aid.

**(C) BOOKS AUTHOR: RAJ KUMAR KHANNA**

**(D) EVALUATION**

External Examination	35 Marks
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Internal Assessment	15 Marks
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Attendance	3
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Written Assignment/Project work/ Response Sheets	6
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Two Mid-term Examinations/ House	
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Test	6
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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- IV & V: Pedagogy of a School Subject (Part-I)**  
**(xvi) Teaching of History**

Max. Marks: 50  
External: 35  
Internal: 15

**(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.
- (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.

**(i) BOOKS AUTHOR: RAJ KUMAR KHANNA**

**(ii) EVALUATION**

External Examination	35 Marks
Internal Assessment	15 Marks
Attendance	3
Written Assignment/Project work/	
Response Sheets	6
Two Mid-term Examinations/ House	
Test	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)**  
**(xvii) Teaching of Home Science**

Max. Marks: 50

External: 35

Internal: 15

**(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.

**BOOKS AUTHOR: (D)**

**EVALUATION**

External Examination 35 Marks

Internal Assessment 15 Marks

Attendance 3

Written Assignment/Project  
work/Response Sheets 6

Two Mid-term Examinations/ House

Test 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**

Max. Marks: 50  
External: 35  
Internal: 15

**(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 AUTHOR: KULWANT SINGH**

**(D) EVALUATION**

External Examination	35 Marks
Internal Assessment	15 Marks
Attendance	3
Written Assignment/Project work/ Response Sheets	6
Two Mid-term Examinations/ House Test	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)**  
**(xx) Teaching of Music**

Max. Marks: 50  
External: 35  
Internal: 15

**(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, Vada (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 AUTHOR:**

**(D) EVALUATION**

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

Max. Marks: 50

External: 35

Internal: 15

**(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.

**BOOKS AUTHOR: GURPREET KANG**

**(D) EVALUATION**

External Examination	35 Marks
Internal Assessment	15 Marks
Attendance	3
Written Assignment/Project work/ Response Sheets	6
Two Mid-term Examinations/ House Test	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: Library Resources and Art in Education**

Max. Marks: 50

External: 35

Internal: 15

### **(A) OBJECTIVES**

To enable the student teachers to:

- Understand the maintenance of the library.
- Understand the basic principles of library science and develop library ethic
- 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.

### **(B) SYLLABUS**

#### **SECTION-A**

- (i) Library: Meaning, objective and importance, Library procedure: library management, Cataloguing, locating a book/material in the library.
- (ii) Types of books, different reading material and techniques of keeping these books and materials

#### **SECTION-B**

- (i) Art and aesthetics: Meaning, concept and significance at the secondary level of school education, Arts in Education: Aims and objectives, importance of art in child development.
- (ii) Importance of exhibitions and cultural festivals.

Practical Work/Activities (Any two of the following)

- Visit to library.
- Theme-based projects from any one of the curriculum areas covering its social, economic, cultural and scientific aspects integrating various Arts and Craft forms;
- Documentation of the process of any one Art from the pedagogical basis such as collage, handwriting skill and computer generated poster making

### **(C) BOOKS AUTHOR: SAKSHI BEHL**

### **(D) EVALUATION**

External Examination	35 Marks
Internal Assessment	15 Marks
Attendance	3
Written Assignment/Project work/Response Sheets	6
Two Mid-term Examinations/ House Test	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: EXPERIENTIAL LEARNING

Max. Marks: 50

External: 35

Internal: 15

### Objectives

To enable the student teachers to :

- Develop insight on indigenous models of experiential learning.
- Understand and practice models of Indian philosophers for societal reconstruction
- Promote respect for diversity, leadership and social justice
- Identify pedagogical practices for effective implementation of curriculum strategies.

### SECTION A

- (i) Experiential Learning : Concept nature, importance & scope. Objectives and principles. Issues and concerns.
- (ii) Contemporary relevance of Nai Talim, work education, experiential learning and community engagement.
- (iii) Role and responsibilities of teachers, head masters for community and parent engagement in school matters.

### SECTION B

- (i) Education for life and through life and its reflection in curriculum.
- (ii) Pedagogical practices: Relevance of curriculum content of the lives of children.
- (iii) Sensitization of students on global issues i.e. resource and technology availability inequality, poverty, climate change, global warming, value crisis, food and energy crisis.

### Activities (any two of the following)

- Survey on village sanitation practices.
- Writing expenditure account for annual function/classroom activity/ festival.
- Experimental reports on growing school
- Gardens/community garden/kitchen garden
- Mock assembly/ mock parliament
- Care study of a village/locality on land improvement.
- Cleanliness/waste management in public places

### 1. BOOKS AUTHOR:

#### (D) EVALUATION

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