

.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 $\frac{1}{2}$ hours duration.
- (iv) Each theory paper VI (Library Resources and Art in Education) and Paper VII (Experiential Learning) will be of 1 and $\frac{1}{2}$ 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 $\frac{1}{2}$ 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 $\frac{1}{2}$ 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: 1. Teaching of English 2. Teaching of Punjabi 3. Teaching of Science 4. Teaching of Mathematics 5. Teaching of Commerce 6. Teaching of Social Studies 7. Teaching of Economics	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 : Languages 1. TEACHING OF ENGLISH 2. TEACHING OF PUNJABI 3. TEACHING OF SCIENCE 4. TEACHING OF MATHEMATICS 5. TEACHING OF COMMERCE 6. TEACHING OF SOCIAL STUDIES 7. TEACHING OF ECONOMICS	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	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 RECOMMENDED

1. Ansari, S.H. (2003). *Philosophical Foundations of Education*. New Delhi: Sanjay Prakashan.
2. Black, N. et al. (2003). *Philosophy of Education*. UK: Blackwell Publishers.
3. Broudy, H.S. (1955). *Building a Philosophy of Education*, New Delhi: Prentice Hall of India.
4. Brubacher, J.S. *Modern Philosophies in Education*.
5. Dewey, J (1916/1966). *Democracy and Education. An Introduction to the Philosophy of Education*, New York: Free Press.
6. Oomen, T.K. (2014). *Social Exclusion in Independent India*. Orient Blackswan.
7. Pathak, Avijit (2004). *Social Implications of Schooling: Knowledge, Pedagogy and Consciousness*. Rainbow Publishers: Noida.
8. Pring, R (2004). *Philosophy of Education – Aims, Theory, Common Sense and Research*, New York: Continuum.

9. Rajput, J.S. (2006). *Human Values and Education*. New Delhi: Pragun Publications.
10. Ross, James (1966). *Ground Work of Educational Theory*, George G. Harreap and Co. Ltd., London.
11. Sri Aurobindo (1924). *A System of National Education*, Calcutta: Arya Publishing House.
12. Tagore, Rabindaranath (1961). *Towards Universal Man*, Bombay: Asia.
13. Taneja, V.R. (1998). *Educational Thought and Practice*. New Delhi: Sterling Publishers Pvt. Ltd.
14. Lal, B.K.(1978/2005). *Contemporary Indian Philosophy*. Delhi: Motilal Banarsi Dass.
15. Solomon, R.C.(2008) *The Little Philosophy Book*. New York: OUP
16. Sinha, Jadunath(2006). *Outlines of Indian Philosophy*. Calcutta: New Control
17. Joshi, Kireet (2011). *Philosophy of Indian Art* Delhi: Popular Media.

(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) RECOMMENDED BOOKS

1. Dandapani, S. (2004) Advanced Educational Psychology. New Delhi: Anmol Publications Pvt. Ltd.
2. Bigge, M.C. & Row. (1971): Learning Theories for Teachers (2nd Ed.). N.Y.: Harper Collins.
3. Bower, G.H. and Hilgard, E.R. (1981) theories of Learning. Prentic Hall, Inc. Englewood Cliffs, New Jersey.
4. Woolfolk, A. (2006) Educational Psychology. New Delhi: Pearson Publications.
5. Hall, C.S., Gardener, L. and John, B.C. (2010) Theories of Personality. Delhi: Aggarwal Printing Press.
6. Anastasi, A. and Susana U. (2010) Psychological Testing. New Delhi: PHI Learning Pvt. Ltd.
7. Aggarwal, J.C. (1995). Essentials of Educational Psychology, New Delhi: Vikas Publishing House Private Limited.
8. Allport, G.W. (1961). Pattern and Growth in Personality: New York.
9. Chauhan, S.S. (2002). Advanced Educational Psychology. New Delhi: Vikas Publishing.
10. Gore, M.S. (1984). Education and Modernization in India. Jaipur:Rawat Publishers.
11. Havighurst, R. et al. (1995). Society and Education. Baston: Allyn and Bacon
12. H.P.B Wheldall, K. (2006). Developments in Educational psychology. New York: Routledge.
13. Kamat, A.R.(1985). Education and Social Change in India. Bombay: Samaiya Publishing Co.
14. Rinehart and Winston, Bhatia, K.K. (2008). Basis of Educational Psychology. Ludhiana: Kalyani Publishers.
15. Sharma, K.N. (1990). Systems, Theories and Modern Trends in Psychology.Agra: Woolfork.
16. Anita (2004). Educational Psychology: Reason Education (Singapore). New Delhi: Indian Branch.
17. Upadhyay, B. & Singh Y.K.(2011). Encyclopaedia of Education Psychology.(vol. I to II).Delhi: APH
18. Crawford, W & De Cecco, J.P. *The Psychology of Learning and Instruction* Delhi:Prentice-Hall.
19. Kumar,R.(2009) *Child Development*.(Vol.I To II). New Delhi: APH

(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 RECOMMENDED

1. Egger, Paul, D (1998). Learning and Teaching. London: Allyn and Bacon.

2. Varghese, N.V., and Zaidi, S.M.I.A. (1997). *Micro-Planning in Education*, Module 8, in Modules on District Planning in Education (Ed.), National Institute of Educational Planning and Administration, New Delhi.
3. Chauhan, S.S. (2014). *"Innovations in Teaching Learning Process"*, Noida: Vikas Publishing House Private Ltd.
4. Dececco, J.P. (1988) *"The Psychology of Learning and Instruction"*, New Delhi: Prentice Hall.
5. Gagne, R.M. (1977). *"The conditions of learning"*, New York, Chicago: Holt, Rinehart and Winston.
6. Joyce, B. & Weil, M. (1992). *"Models of Teaching"*, New Delhi, Prentice Hall.
7. Kulkarni, S.S. (1986). *"Introduction to Educational Technology"*, New Delhi: Oxford & IBH Publishing Company.
8. Pandey, K.P.(1983). *"Dynamics of Teaching Behaviour"*, Ghaziabad: Amitash Parkashan.
9. Pandey, K.P. (1980). *"A First Course in Instructional Technology"*, Delhi: Amitash Parkashan.
10. Skinner, B.F. (1968). *"The Technology of teaching"*, New York: Appleton Century Crofts.
11. Sharma, R.A. (1991). *"Technology of Teaching"*, Meerut: R. Lall Book Depot.
12. Sharma, S.K. (2005). *"Learning and Teaching: Learning process"*, Delhi: Gyan Books Private Ltd.
13. Srivastava, D.S. and Kumari, S. (2005). *"Education: Understanding the learner"*, Delhi: Gyan Books Private Ltd.
14. Walia, J.S. (2011). *"Technology of Teaching"*, Jalandhar: Ahim Paul Publishers.
15. Walia, J.S. (2012). *"Teaching Learning Process"*, Jalandhar: Ahim Paul Publishers.
16. Hall, Gene E., Quinn, Linda F. and Gollnick, Donna M. (2014). *Introduction to Teaching: making a Difference in Student Learning*. Sage.
17. Cooper, Hilary (2014). *Professional Studies in Primary Education*. Sage.
18. Gooslad, John I. (1963). *Planning and organizing for teaching*. Ludhiana: Lyall Book Depot.

(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.

(C) BOOKS RECOMMENDED

1. Hood, Philip and Tobutt, Kristina (2015). *Teaching Language in the Primary School*. Sage.
2. Gordon, J. (2014). (2015). *Teaching English in the Secondary Schools*. Sage.
3. Gurrey, P. (1954). *The teaching of written English*. London: Longmans Green and Co.
4. Regional Institute of English, Chandigarh (1972). *Teacing English*. Regional Institute of English, Chandigarh.
5. Bhatia, Achla & Kaur, Ravjeet (2011). *Modern Teaching of English*. Patiala: Twenty First Century Publications.
6. Bhatia, K.K. *Teaching and Learning English as a Foreign Language*.

7. Chapman, L.R.H. *Teaching English to Beginners*, Longmans, London.
8. Deepika & Singh, Surjit (2010). *Techniques of Teaching English*. Patiala: Twenty First Century Publications.
9. Fisby, A.W. (1970). *Teaching English: Notes and Comments in English Overseas*, E.L.B.S., London.
10. N.C.E.R.T. (1970). *English for Today Book I & II at Home and School*.
11. Raman, M. (2004). *English Language Teaching*. Atlantic Publishers, New Delhi.
12. Sachdeva, M.S.(2013). *Teaching of English*. Patiala: Twenty First Century Publications.
13. Seely, John. *Oxford Guide to Writing and Speaking Teaching of English*.
14. Singh, Y. K. (2005). *Teaching of English*. APH Publication Corporation, New Delhi.
15. *Notes for Teachers in Training* – Regional Institute English Chandigarh, O.U.P.
16. Venkateswaran, S. *Principles of Teaching English*.
17. Venugopal, K.R. *Methods of Teaching English*, Neel Kamal Publishers.

(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: Pedagogy of a School Subject (Part-I)

(ii) Teaching of Punjabi

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 – ਓ

- 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.

(C) BOOKS RECOMMENDED

1. Billows, F.L. : *The Techniques of Language Teaching*.
2. Gurrey, P. : *Teaching of the Mother Tongue in Secondary Schools*.
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/ 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 RECOMMENDED

- 1. Cutting, Roger and Kelly, Orla (2014). *Creative Teaching in Primary Science*. Sage.
- 2. Dunne, Mick (2014). *Primary Science* (2nd ed.). Sage.
- 3. Their, H.D. (1970). *Teaching Elementary School Science: A Laboratory Approach*. New Delhi: Sterling Publishers.
- 4. Vaidya, N. (1989). *The Impact Science Teaching*. New Delhi: Oxford and IBH Publishing Company.
- 5. Mohan, R. (2002). *Innovative Science Teaching*. Delhi: Prentice-Hall.
- 6. Collete, Alfred T. and Eugene L. Chiappeta (1994), *Science Instruction in the Middle & Secondary Schools*, Macmillan, New York.
- 7. Jerry Wellington (1996), *Teaching Science in Secondary Classes*, Routledge, USA.
- 8. Kaur, Rakshinder (2007), *Teaching of Science*, Twenty First Century Publications, Patiala.

9. Kohli, V.K. How to Teach Science, Shri Krishna Publication, Ambla.
10. Mohan, Radha (2004), Innovative Science Teaching for Physical science Teachers, Prentice Hall of India, New Delhi.
11. Siddiqi & Siddiqi (2002) Teaching of Science Today and Tomorrow, Doaba House, New Delhi.
12. Sundarajan, S (1995) Teaching Science in Middle School: A Resource Book. Orient Longman, Hyderabad.
13. Tony Turner & Wendy Dimareo (1998), Learning to Teach Science in Secondary School, Routledge Publication, USA.
14. UNESCO (1966) Source Book for Science Teaching; UNESCO: Paris.
15. Vaidya N. (1999) Science Teaching for the 21st Century, Deep and Deep Publishers, New Delhi.
16. Venkataiah S. (2000) Science Education, Anmol Publications Pvt. Ltd., New Delhi.

(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)

(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 RECOMMENDED

- 1 Aggarwal, A.M. (1997). Teaching of Modern Mathematics. New Delhi: Dhanpat Rai Publishing Co.
2. Banga, Chaman Lal (2012). Teaching of Mathematics New Delhi; Shipra
3. Butler H., Charles, W & Lynwood, F (1951). The Teaching of Secondary School Mathematics New York: McGraw Hill.
4. Bloom, B.S. (1956). Taxonomy of Educational objectives: the classification of educational goals (is ted.) Hew York: Longmans Green
5. Chambers, Paul (2010). Teaching mathematics- Developing as a Reflective Secondary Teacher. New Delhi: SAGE
6. Gakhar, S.C. & Singh, Raminder (2005). Teaching of Mathematics, N.M. Publishers
7. Taylor, Helen and Harris, Andrew: Learning and Teaching Mathematics.
8. Hansen, et al: Children's Errors in Mathematics.
9. Witt, Marcus: Primary Mathematics for Trainee Teachers.
10. Chambers, P: Teaching mathematics in the secondary school.
11. Butler and Wren: The Meaning of Secondary School Mathematics
12. Chadha, B.N.: The Teaching of Mathematics
13. Gakhar, S.C. and: Teaching of Mathematics
14. Singh, Raminder
15. Kumar and: Teaching of Mathematics
16. Ratnalikar, D.N.
17. Mangal, S.K. : Teaching of Mathematics
18. N.C.E.R.T. Text Books (6th Class to 10th Class)
19. Sidhu, K.S.: The Teaching of Mathematics
20. Travers, et al: Mathematics Teaching

(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 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 RECOMMENDED

1. Gupta, Rainu: Teaching of Commerce.
2. Ghosh, D.K: Financing of Education. (Vol.I to III).
3. Douglas, Palmford and Anderson: Teaching Business Subjects, Prentice Hall.
4. Musselman and Hann: Teaching Book-keeping and Accounting, McGraw Hill.
5. Tonne, Lopham and Freeman: Methods of Teaching Business Subjects, McGraw Hill.
6. Tonne, Herbert, A.: Principles of Business Education, McGraw Hill.

(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 RECOMMENDED

1. Aggarwal, J.C.: Teaching of Social Studies.
2. Binning and Binning: Teaching of Social Studies in Secondary Schools, McGrawHill.
3. Kochher, S.K.: Teaching of Social Studies.
4. Nasiah, K.: Social Studies in Schools, Oxford.
5. Sandhu, P.K. : Teaching of Social Studies (Punjabi).
6. Shaida, B.D. and Shaida, A.K.: Teaching of Social Studies
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/ 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 RECOMMENDED

1. Dhillon, Satinder: Teaching of Economics.
2. Kanwar, B.S. : Teaching of Economics.
3. Mittal, R.L.: Arth Shastar Da Adhiapan (Pbi. Univ.)
4. Mukherjee, Sandhya: Teaching of Economics.
5. Rai, B.C.: Teaching of Economics.
6. Sidhu, H.S.: Teaching of Economics
7. Siddiqui, M.H.: Teaching of Economics.
8. Yadav, Amita: Teaching of Economics

(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- 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 RECOMMENDED

1. Hahn, H. (1998). The internet- complete reference. New Delhi: Tata McGrill Hill Publication.
2. Petzold, C. (1998). Programming windows. USA: Microsoft Press.
3. Sundararajan, K. (1998). Internet. Chennai: Kannadhasan Publications.
4. Stone, E. (1996). How to use Microsoft Access. California: EmergyVille.
5. Srinivasan, T. M. (2002). Use of Computers and Multimedia in education. Jaipur: Aavisakar Publication.
6. Turvey, K., Allen, J., Potter, J., and Sharp, J.th(2014). *Primary computing and ICT: Knowledge, understanding and practice* (6 ed.). Sage.
7. Simmons, C., and Hawkins, C. (2014). *Teaching computing* (2nd ed.). Sage.
8. Prasad, Devi (1998). Art as the Basis of Education, New Delhi: NBT.
9. Sahi, Jane and Sahi, R(2009). Learning Through Art, Eklavya.
10. Joshi, Kireet (2011). Philosophy of Indian Art. Delhi: Popular Media.

(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
- Case study of a village/locality on land improvement.
- Cleanliness/waste management in public places

(C) BOOKS RECOMMENDED

1. Kolb, D.A. (1984) Kriplani J.B: The eastward Fad, Hindustani Talini sangh, wardha
2. Experiential learning, New Delhi; Prentice Hall
3. Alice Y. adkolb, D.A. (2017) The Experiential Educators; Principles and practices

(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.

SEMESTER – II

PAPER –VIII: Sociological Perspective in Education

Max. Marks: 100

External: 70

Internal: 30

(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.

(ii) 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) Sustainable development: concept, importance and its awareness through education
- (iii) 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

1. Ball, Stephen, J (1990). *Politics and Policy-making in Education: Explorations in Political Sociology*. London: Routledge.
2. Bruner, J.C (1997). *The Culture and Education*, London: Harvard University Press.
3. Friere, Paulo (1972). *Pedagogy of the Oppressed*. Harmond worth: Penguin.
4. Gandhi, M.K (1962). *The Problem of Education*, Ahmadabad: Navajivan Publishing House.
5. Sen, Amartya (1999). *Development as Freedom*. Oxford: Clarendon.
6. Hurn, C.J. (1993). *Limits and Possibilities of Schooling: An Introduction to the Sociology of Education*. Boston: Allyn and Bacon.
7. Pandey, K.P. (2007). *Perspectives in Social Foundations of Education*. Delhi: Shipra
8. Singharoy, D.K. (Ed.). (2010). *Interrogating Social Development*. Delhi: Manohar

(C) EVALUATION

External Examination	70	
Time	3 Hrs	
Internal Assessment	30	
Attendance	6	
Written Assignment/Project work/Response Sheet		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 10 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

Max. Marks: 100

External: 70

Internal: 30

(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)
- (ii) Policy recommendations regarding school education-NPE-1968,NPE-1986, POA-1992
- (iii) National Knowledge Commission (2005): Policy recommendation
- (iv) Birla Ambani report on privation of Higher education
- (v) 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.

(D) Books Recommended

1. Naik, J.P. (1965). *Educational Planning in India*. New Delhi: Allied.
2. Basu, Aparna (1972). *Essays in the History of Indian Education*. New Delhi: Concept.
3. Dharmpal (1983). *The Beautiful Tree: Indigenous Indian Education in the Eighteenth Century*. Delhi: Biblia Impex.
4. Drèze, J., and A.K. Sen (1995). Basic Education as a Political Issue, *Journal of Educational Planning and Administration*, 9 (1) (January): 1-26.
5. Government of India (1950). *Constitution of India*. New Delhi.
6. Government of India (1985). *The Challenge of Education*. New Delhi, Ministry of Human Resource Development (Mimeo).
7. Government of India (1986). *National Policy on Education 1986*. New Delhi: Ministry of Human Resource Development.
8. Government of India (1992). *National Policy on Education 1986 (Revised)*. New Delhi: Ministry of Human Resource Development.
9. Government of India (2001). *National Human Development Report 2001*. New Delhi: Planning Commission.

10. Rao, D.B.(2009). *Encyclopedia of Education-Planning and Development*. (Vol.I to II). Delhi: APH.

(E) 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	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 10 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: Curriculum Development

Max. Marks: 100

External: 70

Internal: 30

(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; types of curriculum, Foundation of curriculum; decentralization of curriculum development and notional practices.
- (ii) Process of curriculum change and development
- (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) 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.
- (iii) Critical appraisal of NCF-2005.

(C) BOOKS RECOMMENDED

1. Butchvarov, P. (1970), *The Concept of Knowledge*, Evanston, Illinois: North Western University Press.
2. Chomsky, N (1986). *Knowledge of Language*, New York : Prager.
3. Cole Luella (1950). *A History of Education: Socrates to Montessori*, New York: Holt, Rinehart & Winston.
4. Datta, D.M. (1972). *Six ways of Knowing*. Calcutta.: Calcutta University Press.
5. Dewey, J. (1997) My Pedagogic Creed", in D.J. Flinders and S.J. Thorton(eds.) *The Curriculum Studies Reader*, New York: Routledge.
6. Dewey, J (1956). *The Child and the Curriculum and School and Society*, University of Chicago Press, U.S.A. Chicago, Illinois.
7. Krishna M. J. (1947) *On Education*, New Delhi: Orient Longman.
8. Kumar K. (1996). *Learning from Conflict*, New Delhi: Orient Longman.
9. Lakshmi, T.K.S. & Yadav M.S. (1992). Education: Its Evolving Characteristics, in *New Frontiers in Education*, Vol. XXII, No.4, Oct-Dec.
10. Prema C. (2001). *Teaching & Learning: The Culture of pedagogy*, New Delhi: Sage Publication.
11. Srivastava, H.S. (2010). *Curriculum and Methods of Teaching*. Delhi: Shipra

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

(i) Teaching of English

Max. Marks: 50

External: 35

Internal: 15

(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 Application/Letters, short story, diary, notices reports, advertisements etc.
- (ii) Teaching Composition; Types and procedure. Poetry and prose; Its meaning, style of writing & recitation/reading with respect to 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

1. Bhatia, Achla &Kaur, Ravjeet (2011). *Modern Teaching of English*. Patiala: Twenty First Century Publications.
2. Bhatia, K.K.*Teaching and Learning English as a Foreign Language*.
3. Chapman, L.R.H.*Teaching English to Beginners*, Longmans, London.
4. Deepika & Singh, Surjit (2010).*Techniques of Teaching English*. Patiala: Twenty First Century Publications.
5. Fisby, A. W. (1970). *Teaching English: Notes and Comments in English Overseas*, E.L.B.S., London.
6. N.C.E.R.T. (1970).*English for Today Book I & II at Home and School*.
7. Raman, M. (2004).*English Language Teaching*.Atlantic Publishers, New Delhi.
8. Sachdeva, M.S.(2013). *Teaching of English*. Patiala: Twenty First Century Publications.
9. Seely, John. *Oxford Guide to Writing and Speaking Teaching of English*.
10. Singh, Y. K. (2005). *Teaching of English*.APH Publication Corporation, New Delhi.
11. *Notes for Teachers in Training* – Regional Institute English Chandigarh, O.U.P.
12. Venkateswaran, S. *Principles of Teaching English*.
13. Venugopal, K.R. *Methods of Teaching English*, Neel Kamal Publishers.

(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- XI & XII: Pedagogy of School Subject (Part II)
(ii) Teaching of Punjabi

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 ਪੰਜਾਬੀ ਸਾਹਿਤ 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।

ਸਿਲੇਬਸ

ਭਾਗ - ੳ

- i) ਮਾਤ ਭਾਸ਼ਾ ਦੀ ਪਾਠ ਪੁਸਤਕ: ਮਹੱਤਵ, ਚੰਗੀ ਪਾਠ ਪੁਸਤਕ ਦਾ ਗੁਣ।
- ii) ਕਵਿਤਾ, ਵਾਰਤਕ (ਕਹਾਣੀ ਅਤੇ ਹਿਕਾਯੇ) ਦਾ ਅਧਿਆਪਨ: ਉਦੇਸ਼ ਅਤੇ ਪ੍ਰਮੁੱਖ ਵਿਧੀਆਂ, ਵਿਆਕਰਣ ਅਧਿਆਪਨ, ਉਦੇਸ਼ ਅਤੇ ਪ੍ਰਮੁੱਖ ਵਿਧੀਆਂ।
- iii) ਸਕੂਲ ਪੁਸਤਕਾਲਾ: ਮਹੱਤਵ, ਮੌਜੂਦਾ ਸਥਿਤੀ ਅਤੇ ਸੁਧਾਰ ਲਈ ਸੁਝਾਅ।

ਭਾਗ - ਅ

- i) ਮਾਤ ਭਾਸ਼ਾ ਦਾ ਅਧਿਆਪਕ: ਯੋਗਤਾਵਾਂ, ਲੋੜੀਂਦੇ ਗੁਣ ਅਤੇ ਭੂਮਿਕਾ
- ii) ਮਾਤ ਭਾਸ਼ਾ ਦੀ ਸਿੱਖਿਆ ਵਿੱਚ ਦ੍ਰਿਸ਼ਟੀ-ਸ਼੍ਰੇਣੀ ਸਹਾਇਕ ਸਾਧਨਾਂ ਦਾ ਮਹੱਤਵ ਅਤੇ ਵਰਤੋਂ।

- iii) ਮਾਤ ਭਾਸ਼ਾ ਸਿੱਖਿਆ ਦਾ ਮੁਲਾਂਕਣ: ਮੁਲਾਂਕਣ ਦੇ ਢੰਗ , ਮੁਲਾਂਕਣ ਪ੍ਰਕ੍ਰਿਆ ਨਾਲ ਸਬੰਧਿਤ ਸਮੱਸਿਆਵਾਂ, ਨਿਰੰਤਰ ਅਤੇ ਸਮੁੱਚੇ ਮੁਲਾਂਕਣ: ਸਕੱਲਪ, ਵਿਧੀਆਂ ਅਤੇ ਉਭਰ ਰਹੀਆਂ ਸਮੱਸਿਆਵਾਂ।
- iv) ਸੂਖਮ ਅਧਿਆਪਨ ਅਤੇ ਕੋਸ਼ਲ।
- v) ਪਾਠ ਯੋਜਨਾ ਦਾ ਮਹੱਤਵ, ਉਦੇਸ਼ ਅਤੇ ਤਿਆਰੀ

(C) BOOKS RECOMMENDED

1. Billows, F.L.: *The Techniques of Language Teaching*.
2. Gurrey, P. : *Teaching of the Mother Tongue in Secondary Schools*.
3. Rybum, W. M.: *Teaching of Mother Tongue*
4. Unesco : *Teaching of Modern Languages*.

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

(vi) Teaching of Science

Max. Marks: 50

External: 35

Internal: 15

(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

- (i) Science Laboratory: Planning, Purchase and Maintenance of apparatus, Maintenance of stock and store registers, Maintaining Records and Safety Procedures.
- (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 Science.

SECTION–B

- (i) Methods of teaching: Lecture method, Lecture-cum-demonstration method, Heuristic method, Problem solving method and Unit Planning. Lesson planning in Science: concept, objectives, importance and steps.
- (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

1. Cutting, Roger and Kelly, Orla (2014). *Creative Teaching in Primary Science*. Sage.
2. Dunne, Mick (2014). *Primary Science* (2nd ed.). Sage.
3. Their, H.D. (1970). *Teaching Elementary School Science: A Laboratory Approach*. New Delhi: Sterling Publishers.
4. Vaidya, N. (1989). *The Impact Science Teaching*. New Delhi: Oxford and IBH Publishing Company.
5. Mohan, R. (2002). *Innovative Science Teaching*. Delhi: Prentice-Hall.
6. Collete, Alfred T. and Eugene L. Chiappeta (1994), *Science Instruction in the Middle & Secondary Schools*, Macmillan, New York.
7. Jerry Wellington (1996), *Teaching Science in Secondary Classes*, Routledge, USA.
8. Kaur, Rakshinder (2007), *Teaching of Science*, Twenty First Century Publications, Patiala.
9. Kohli, V.K. *How to Teach Science*, Shri Krishna Publication, Ambla.
10. Mohan, Radha (2004), *Innovative Science Teaching for Physical science Teachers*, Prentice Hall of India, New Delhi.
11. Siddiqi & Siddiqi (2002) *Teaching of Science Today and Tomorrow*, Doaba House, New Delhi.
12. Sundarajan, S (1995) *Teaching Science in Middle School: A Resource Book*. Orient Longman, Hyderabad.
13. Tony Turner & Wendy Dimareo (1998), *Learning to Teach Science in Secondary School*, Routledge Publication, USA.
14. UNESCO (1966) *Source Book for Science Teaching*; UNESCO: Paris.
15. Vaidya N. (1999) *Science Teaching for the 21st Century*, Deep and Deep Publishers, New Delhi.
16. Venkataiah S. (2000) *Science Education*, Anmol Publications Pvt. Ltd., New Delhi.

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

Max. Marks: 50
External: 35
Internal: 15

(A) OBJECTIVES

To enable the student teachers to:

Select appropriate methods of teaching to teach mathematics.

Understand preparation of lesson plan.

Develop achievement text in mathematics.

Understand the concept of comprehensive evaluation in mathematics.

Understand preparation and use of diagnostics and organize remedial teaching.

(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: Heuristic, inductive-deductive, analytic-synthetic, problem-solving, project and laboratory.
- (iii) The Van-Hiele Levels of Geometric thinking, Nature and kinds of proof: direct proof, mathematical induction, proof by contradiction disproof by counter example.

SECTION – B

- (i) Importance of mathematics laboratory and mathematics Text books.
- (ii) Lesson planning – Importance and basic steps. Planning lesson of arithmetic, algebra geometry and trigonometry statistics; Assessment and Evaluation for Mathematics Learning: Error analysis, identification of hard spots and remedial measures.
- (ii) Preparation of diagnostic and achievement test; Remedial measures in teaching of mathematics. Mathematics club formation and organization of its activities: Wall Magazine, Quiz, preparation of charts and models in mathematics.

Activities (Any one of the following)

- (iii) Preparation of case study of slow or gifted learner in mathematics (iv)
Construction of achievement test
- (iii) Preparation of enrichment program for gifted children in mathematics

BOOKS RECOMMENDED

- *IGNOU(1to4). Teaching of Mathematics. New Delhi: IGNOU
- *James, Anice(2005). Teaching of Mathematics. Hyderabad: Neelkamal
- *Kumar, Sudhir & Ratnalikar (2004). Teaching of Mathematics. New Delhi: Anmol Publications
- *Mangal, S.K.(2010). Teaching of Mathematics, Ludhiana: Tandon Publications. *NCERT(2006-08)Text Books of Class I to X. New Delhi: NCERT *NCERT(2005). Designing of Mathematics Laboratory in Schools. New Delhi: NCERT. *NCERT(2006). Position paper, Focus Group on Teaching of Mathematics. New Delhi: NCERT
- *NCERT(2009). Laboratory Manual in Mathematics at secondary Stage. New Delhi: NCERT
- *NCERT(2012). Pedagogy of Mathematics (Textbook for two-year B.Ed Course). New Delhi. NCERT
- *Sidhu, K.S.(1995). The Teaching of Mathematics New Delhi: Sterling Publications Pvt. Ltd.
- UNESCO(1996). New Trends of Mathematics Teaching.

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- XI & XII: Pedagogy of School Subject (Part II)
(xi) Teaching of Commerce

Max. Marks: 50

External: 35

Internal: 15

(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

1. Gupta, Rainu: Teaching of Commerce. Delhi: Shipra.
2. Ghosh, D.K.: Financing of Education. (Vol.I to III). Delhi: Cosmo.
3. Douglas, Palmford and Anderson: *Teaching Business Subjects*, Prentice Hall.
4. Musselman and Hann: *Teaching Book-keeping and Accounting*, McGraw Hill.
5. Tonne, Lopham and Freeman: *Methods of Teaching Business Subjects*, McGraw Hill.
6. Tonne, Herbert, A.: *Principles of Business Education*, McGraw Hill.

(D) EVALUATION

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

(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**

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. Understand the latest development in current affairs/events.

(B) SYLLABUS**SECTION – A**

- (i) Methods of teaching social studies: Lecture, discussion, socialized recitation, source and project method.
- (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 Studies: Concept, importance and purpose. technique of evaluating learner achievement in social studies: Written and oral tests, observation tools, work samples, portfolio; continuous and comprehensive evaluation (CCE)..
- (iii) Different types of test: Essay type test, objective and short-answer type; Devices and techniques of teaching social studies – Narration, description, illustration, questioning, assignment, field trip, storytelling, group and self study, programmed learning, inductive thinking, concept mapping, expository teaching and problem solving.

Activity (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

1. Aggarwal, J.C.: *Teaching of Social Studies*.
2. Binning and Binning: *Teaching of Social Studies in Secondary Schools*, McGraw Hill.
3. Kochher, S.K.: *Teaching of Social Studies*.
4. Nasiah, K.: *Social Studies in Schools*, Oxford.
5. Sandhu, P.K.: *Teaching of Social Studies* (Punjabi).

6. Shaida, B.D. and Shaida, A.K.: *Teaching of Social Studies*
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/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- XI & XII: Pedagogy of School Subject (Part II)

(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) 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*.
2. Kanwar, B.S.: *Teaching of Economics*.
3. Mittal, R.L.: *Arth Shastar Da Adhiapan* (Pbi. Univ.)
4. Mukherjee, Sandhya: *Teaching of Economics*.
5. Rai, B.C.: *Teaching of Economics*.
6. Sidhu, H.S.: *Teaching of Economics*
7. Siddiqui, M.H.: *Teaching of Economics*.
8. Yadav, Amita: *Teaching of Economics*

(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- XIII: School Management

Max. Marks: 50

External: 35

Internal: 15

(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

1. Kowalski, Theodore. J (2001). *Case Studies on Educational Administration* (3rd ed.) New York, Longman.
2. Mukhopadhyay, Marmar and Tyagi, R.S (2005). *Governance of School Education in India*. New Delhi, NIEPA.
3. Jha, Jyotsna, Saxena, K.B.C. and Baxi, C.V (2001). *Management Processes in Elementary Education: A Study of Existing Practices in Selected States in India*. New, Delhi, The European Commission.
4. Tilak, J. B.G (1992). *Education and Structural Adjustment*. Prospects 22 (4), 84: 407-22.
5. Drucker (2001). *Management Challenges for the 21st Century*. New York: Harper-business.
6. Glasser (1998). *The Quality School*, 3rd ed. Harper-perennial Library.
7. Mukerjee, S.N.- *Secondary School Administration*.
8. Safaya&Shaيدا- *School Administration & Organisation*.
9. Sidhu, K.S.- *School Organisation & Administration*. International Prakashan, Jalandhar.
10. Walia, J.S.-*Foundations of School Administration and organisation*. Paul.

(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-XIV: Enriching Learning through ICT

Max. Marks: 50

External: 35

Internal: 15

(A) OBJECTIVES

To enable the student teachers to:

Understand the concept of characteristics

Understand the role and importance of ICT in teaching-learning process.

Integration of ICT in teaching learning process.

Employ hands-on-experience on computer.

Use different multimedia and on-line resources in teaching-learning process.

Familiarize with the new trends in ICT.

(B) SYLLABUS

SECTION-A

- (i) ICT: Concept, Characteristics and importance, Scope of ICT in Education, Advantages and disadvantages.
- (ii) Integration of ICT in teaching and learning, challenges of integrating ICT in school education.

SECTION-B

- (i) Using Computer and internet in education, ICT in teacher education, Developing Techno-pedagogic skills
- (ii) Multimedia courseware, internet resources, new trends in ICT: Smart class room, Virtual classroom, mobile learning, on - line 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

1. Abbott, C. (2001). *ICT: Changing Education*. UK: Psychology Press.

2. Khan, N. (2004). *Educational Technology*. New Delhi: Rajat Publications.
3. Mambi, Adam J. (2010). *ICT Law Book: A Source Book for Information and Communication Technologies*. Tanzania: Mkukina Nyota Publishers Ltd.
4. Mangal, S.K., & Mangal, Uma (2010). *Essentials of Educational Technology*. New Delhi: PHI Learning Pvt. Ltd.
5. Mehra, V. (2004). *Educational Technology*. New Delhi: S.S. Publishers.
6. Sharma, R.A. (2006). *Technological Foundations of Education*. Meerut: R. Lall Book Depot.

(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.

SEMESTER - III **SCHOOL INTERNSHIP**

Internship in schools is to be organised for a minimum duration of 16 weeks. Before this, pre-teaching phase in the term of micro-teaching will be organized in the college/ department for at least two weeks. A trainee will teach at least ten micro lessons (two micro lessons in each of the five selected micro teaching skills) and will observe the micro lessons taught by his/her fellow student teachers for providing the required feedback. During this pre-teaching phase the student teachers will be provided training to prepare teaching-learning material/teaching aids. Every student teacher will keep the record of micro-teaching lessons taught by him/her and checked by his/her teacher educator for presenting before the external examiner during the final skill-in teaching practical examination for evaluation.

During the school internship, the students should be provided opportunities to teach in government or private schools with systematic supervisory support and feed-back from the 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 planning and delivering at least ten lessons in each school subject. Apart from this each trainee teacher would submit two teaching aids and one question paper for a secondary class to his/her master trainer. At the culmination of this phase, the master trainer in each subject will conduct one discussion lesson to evaluate the performance of the intern.

During second phase of the school internship, the student teacher apart from taking the regular classes as per the school time-table will engage with the school community and organize different co-curricular activities. They may organize or participate in any five of these activities; Blood Donation Camp; Student Health Check-Up Camp Plantation of Trees, Ornamental plants or flowering plants; Quiz competition; Declamation Contest; Debate Competition; Painting/ Poster Making Competition; Poetical Recitation; Cleaning of classroom, School Lawn or Drinking Water Tank. During the school internship the

teacher trainees will have to plan and deliver total 40 lessons in each subject (30 more lessons in the second phase). Besides, each student teacher would observe at least 30 lessons(15 lessons in each (respective) school subjects).

Apart from the above student teacher will conduct an action research during his/her internship. A detailed report will be prepared including all the steps of the study. The tools, techniques used, response sheets or any other document in support of the study should be submitted along with the report. The action research report will be evaluated by the Master Trainer in the respective school subject.

In Addition to the above requirement of the university, the student teachers would have to participate in and perform all other activities of the schools as and when assigned by the head of the school. A certificate of satisfactory work by the Principal/Headmaster of the school shall be issued to the candidate after the completion of internship, which shall be further countersigned by the supervisor and the Principal of the College/Head of the Department.

Evaluation of School Internship:

External; 100 Marks (in each subject)

Micro-lesson Plans: 10 Marks

Practice/Discussion lesson Plans: 20 Marks

Observation

Question Paper: 5 Marks

Time –Table: 5 Marks

Final Lesson –Plan 5 Marks

Black Board Work/Slide 5 Marks

Content of the lesson: 10 Marks

Teaching Aids Used 10 Marks

Pupil participation 5 marks

Class Control 5 Marks

Method of teaching 10 Marks

Language/Questioning 5 Marks

Recapitulation /Home Work

Reinforcement 5 Marks

Internal 30 Marks (in each subject)

Discussion Lesson: 10 Marks (in each subject)

Action Research 10 Marks

Teaching Learning Material 10 Marks (in each subject)

(Teaching Aids)

Evaluation of School Community Engagement

External 25 Marks

Activities Record 15 Marks

Viva-voce 10 Marks

Internal 15 marks

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

1. Gregory, R.J. (2014). *Psychological Testing: History, Principles and Applications (6th Edition)*. New Delhi: Pearson Publications.
2. Newman, F.M. (1996). *Authentic achievement: Restructuring schools for intellectual quality*. San Francisco, CA: Jossey-Bass.
3. Nitko, A.J. (2001). *Educational assessment of students (3rd ed.)*. Upper Saddle River, NJ: Prentice Hall.
4. Norris N. (1990). *Understanding Educational Evaluation*, Kogan Page Ltd.
5. Rao, Manjula (1998). *Training material on continuous and comprehensive evaluation (monograph)* Mysore: Regional Institute of Education (NCERT).
6. Rao, Manjula (2004): *Evaluation in schools – a training package (monograph)*, Mysore: Regional Institute of Education (NCERT).
7. Singh H.S.(1974). *Modern Educational Testing*. New Delhi: Sterling Publication.
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

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 – XIX: Gender, School and Society

Max. Marks: 50

External: 35

Internal: 15

(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) Gender: Concept, Social, Psychological and cultural constructs of gender .
- (ii) Gender Role and perceptions: masculinity and femininity, feminism and Patriarchy.

SECTION-B

- (i) Gender and Society : Gender equity, gender equality, gender roles, gender biases and gender stereotyping
- (ii) Gender identity: concept and development, gender bias and gender issues in Indian society.

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

1. Naik, J.P (1975). *Equality, Quality and Quantity. The Elusive Triangle in Indian Education*. Bombay: Allied.
2. Jain, V. K. and Arora, A. P (1995). Effect of School Level Variables on Achievement Gap between Boys and Girls, *Indian Educational Review*, Special Number DPEP. 30(1). January.
3. Bordia, A. (2007). *Education For Gender Equity: The Lok Jumbish experience*, p 313-329.
4. Chatterji, S. A. (1993). *The Indian Women in Perspective*, New Delhi: Vikas Publishing.
5. Devendra, K. (1994). *Changing Status of Women in India*, New Delhi: Vikas Publishing House.
6. Gupta, A. K. (1986). *Women and Society*, New Delhi: Sterling Publications.
7. Ministry of Education (1959). Report of National Committee of Women's Education. New Delhi: ME.
8. Ruhela, S. (1988). *Understanding the Indian Women Today*; Delhi: Indian Publishers Distributors.
9. Thakur, H. K. (1988). *Women and Development Planning (Case study of Nauhatta Block)*, New Delhi: Vikas Publishing House.

(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- XX: Inclusive School

Max. Marks: 50
External: 35
Internal: 15

(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 conducive environment in inclusive schools.

SECTION-B

- (i) Creating and sustaining inclusive practices: Role of teachers, parents and community.
- (ii) NPE (1986), Project Integrated Education for Disabled Children (1987), the Persons with Disabilities Act (1995), The Rights of person with disabilities Act 2016.

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

1. Archer L, Hutchings M. and Ross A (2003). *Higher Education and Social Class Issues of Exclusion and Inclusion*. London: Routledge Falmer Taylor and Francis Group.
2. Jha, J and D. Jhingran (2002). *Elementary Education for the Poorest and other Deprived Groups: the Real Challenge of Universalisation*, New Delhi: Centre for Policy Research.
3. Ghai, A (2002). Disability in the Indian Context: Post-Colonial Perspectives, In M. Corker and T. Shakespeare (Eds.) *Disability/Post-modernity. Embodying Disability Theory* (88- 100). London: Continuum.
4. Jha, M.M (2002). *School Without Walls: Inclusive Education for All*. New Delhi: Madhuban Educational Books.
5. Ainscow, M. (1999). *Understanding the Development of Inclusive Schools*. London: Falmer.
6. Alur, M. (2002). Introduction in Hegarty, S & Alur M (Eds.), *Education and Children with Special Needs: From Segregation to Inclusion*. New Delhi: Sage Publications.
7. Stringfield, S (2006). *Equity in Education: Experiences and Directions for Developing and Developed Countries – Contexts of Learning*, Routledge, UK.
8. Mithu Alur and Michael Bach (2005). *Inclusive Education from Rhetoric to Reality*, New Delhi, Viva Books Ltd.
9. Mittler, P (2000). *Working Towards Inclusive Education - Social Contexts*, London: David Fulton Publishers.
10. Mukhopadhyay Sudesh (2005). Inclusive Education in the Context of EFA, In Mithu Alur & Michael Bach, *Inclusive Education from Rhetoric to Reality*, Viva Books Ltd, New Delhi.
11. Mukhopadhyay, S. and Mani, M.N.G (2002). Education of Children with Special Needs. In R. Govinda (Ed.), *India Education Report. A Profile of Basic Education* (pp. 96-108). New Delhi: Oxford University Press.
12. OECD (2004). *Equity in Education: Scholars with Disabilities, Learning Difficulties and Disadvantages*, Paris.
13. *Disadvantages*, Paris.
14. OECD (2005). *School Factors Related to Quality and Equity: Results from PISA 2000*, Paris.
15. Gearheart, B.R. & Gearheart, C.J. (1985). *Learning Disability* (5th Ed.). Melbourne: Merrill
16. Balsara, Maitraya. (2011). *Inclusive Education for Special Children*. Delhi: Kanishka

(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 – XXI: Understanding the Self

Max. Marks: 50

External: 35

Internal: 15

(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

1. Broudy, H.S. (1955). *Building a Philosophy of Education*, New Delhi: Prentice Hall of India.
2. Baron, R.A. (2012). *Psychology*. New Delhi: Prentice Hall of India Pvt. Ltd.
3. Bhattacharya, Srinibas (2000). *Sociological Foundations of Education*. New Delhi: Atlantic Publishers and Distributors.
4. Brown, Francis J. (1954). *Educational Sociology*, New York: Prentice Hall of India.
5. Ottoway, A.K.C. (1962). *Education and Society*, London: Routledge Kegan Paul.
6. Pathak, Avijit (2004). *Social Implications of Schooling: Knowledge, Pedagogy and Consciousness*. Rainbow Publishers: Noida.
7. Hurn, C.J. (1993). *Limits and Possibilities of Schooling: An Introduction to the Sociology of Education*. Boston: Allyn and Bacon.
8. M Carnoy, D Rhoten (2002). *What Does Globalization Mean for Educational Change? A Comparative Approach*, Comparative Education Review.

(D) EVALUATION

External Examination	35 Marks
International 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- XXII: Reading and Reflecting on Texts

Max. Marks: 50

External: 35

Internal: 15

(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

(ii) Reflection on core element (NPE-1986, NCF-2005): Aims of education, pedagogy and evaluation.

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

1. Grellet, F. (1981). Developing Reading Skills: A practical guide to reading comprehension exercises. Cambridge University Press.
2. Menon, N. (2012). Seeing like a Feminist. India: Penguin.

3. Piaget, J. (1997). Development and learning. In M. Gauvain & M. Colw (Eds.) Readings on the development of children, New York. WH Freeman & Company.
4. Sabyasachi, B. (1997). The Mahatma and the poet: Letters and debates between Gandhi & Tagore, National Book Trust.
5. Cole (Eds.), Readings on the development, New York, WH Freeman and Company.

(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-XXIII: Strengthening Language Proficiency

Max. Marks: 50

External: 35

Internal: 15

(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.
- (ii) Wall Magazine: objective, significance and preparation.
- (iii) Engaging with educational writing: Extracts or chapters from authors who deal with themes from education, schooling, teaching or learning.

(C) BOOKS RECOMMENDED

1. Agnihotri, R.K. (1995). *Multilingualism as a classroom resource*. In K. Heugh, A. Siegruhn, & P. Pluddemann (Eds.), *Multilingual Education for South Africa* (pp. 3-7), Heinemann Education Groups.
2. Freedman, S.W. & Dyson, A.H. (2003). *Handbook of Research on Teaching English language Arts*. Lawrence Erlbaum Associates Inc, USA: New Jersey.
3. Government of India. (1986). *National Policy on Education*. GOI.
4. Grellet, F. (1981) *Developing Reading Skills: A practical guide to Reading Comprehension exercises*. Cambridge University Press.
5. Kumar, Krishna. (2007). *The child's language and the Teacher*. New Delhi: National Book.
6. Mangal, U. (2010). *Teaching of Hindi*, New Delhi: Arya Book Depot.
7. National Curriculum Framework (2005), New Delhi: NCERT.
8. Sachdeva, M.S. (2013). *Teaching of English*. Patiala: Twenty First Century Publications.
9. Safaya, Raghunath. *Methods of Teaching of Hindi*. Jalandhar: Punjab Book Depot.
10. Sinha, S. (2009). *Roseblatt's Theory of Reading*. Explaining Literature contemporary education dialogue. 6(2), pp. 223-237.
11. Sullivan, M. (2008). *Lessons for Guided writing*. Scholastic. National curriculum framework. (2005).

(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-XXIV: Health and Physical Education

Max. Marks: 50

External: 35

Internal: 15

(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 (Kapalbharti, 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 asnas.
- (iii) Preparation of first-aid box.

(C) BOOKS RECOMMENDED

1. Bucher, C.A. (1964) *Foundations of Physical Education*, New York: Mosby and company.
2. Kang Gurpreet singh & Deol Nishan Singh. (2013). *An Introduction to Health and Physical Education*, 21st century publications, India.
3. Alderman, H., Behrman, J. R., Lavy, V., & Menon, R (1997). Child Nutrition, Child Health, and School Enrolment, Policy Research Working Paper 1700 (January).
4. The World Bank Policy Research Department, Poverty and Human Resources Division.
5. Agarwal, D. K., Upadhyay, S. K., Tripathi, A. M., Agarwal K. N (1987). Nutritional Status, Physical Work Capacity and Mental Function in School Children. Nutrition Foundation of India, Scientific Report 6.
6. Brahman, G. N. V. (2003). Evaluation of Mid Day Meal Programme in the States of Andhra Pradesh, Karnataka, Orissa, Tamil Nadu, Kerala, and Gujarat. Paper presented at a workshop on mid-day meal programme in schools in India convened by the Nutrition Foundation of India, New Delhi. August, 1.
7. Chandler A.M. K, Walker S. P, Connolly K, Grantham-McGrenor S. M (1995). School Breakfast Improves Verbal Fluency in Undernourished Jamaican Children. *Journal of Nutrition*, 125 (4), 894-900.
8. Drèze, Jean & Aparajita Goyal (2003). Future of Mid-Day Meals, *Economic and Political Weekly*, November 4673- 4683 (special articles).
9. Government of India (2004). Guidelines for National Programme of Nutritional Support to Primary Education. New Delhi: Ministry of Human Resource Development, Department of Elementary Education and Literacy.
10. Levinger, B (1996). *Nutrition, Health and Education For All*. Newton, MA: Education Development Centre.
11. Liu, J. Raine, A. Venables, P. H. Dalais, C. Mednick, S.A. (2003). Malnutrition at Age 3 years and Lower Cognitive Ability at Age 11 years: Independence from Psycho-social Adversity. *Arch Pediatrics & Adolescent Medicine*. 157 (60): 593 -600.
12. Mathews, R (1996). Importance of Breakfast to Cognitive Performance and Health, *Perspectives in Applied Nutrition*, 3,3: 204-212.
13. Mehrotra, Santosh (2006). Child Malnutrition and Gender Discrimination in South Asia. *Economic and Political Weekly*. March 11.
14. Mosley, W H and L. C. Chen (1984). An Analytical Framework for the Study of Child Survival in Developing Countries, *Population and Development Review*, 10, 25-45.
15. National Institute of Educational Planning and Administration (2006). Report of Review Workshop on National Programme of Nutritional Support to Primary Education, New Delhi.

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

Max. Marks: 50

External: 35

Internal: 15

(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

1. Rao, S.N. and Sahajpal, P: *Counselling and Guidance* (3rd edition). Delhi: McGrill Hill.
- Pal, O.B.: *Encyclopaedia of Guidance and Counselling*. (Vol. I to II) Delhi: APH.
2. Gupta, S. Barki & Mukhopadayaay : *Career and Counselling Education*. Delhi: Kalpaz
- Guidance and Counselling – A Manual*, Sterling Publication.
3. Bhatia, K.K.: *Principles of Guidance and Counselling*, Kalyani Publishers.
4. Dave, Indu: *The Basic Essential of Counselling*, Sterling Publication.
5. Goyal, R.P.: *Sikhya Ate Vivsaya Agvayee* (Punjabi University Publication).
6. Jones, A.E.: *Principles of Guidance*, Tata McGraw Hill.
7. Meenakshi: *Guidance and Counselling*, Udami Publication.
8. Nanda, S.K.: *Guidance and Counselling*, Tandon Publishers.

9. Walia, J.S.: *Foundations of Guidance*, Paul Publishers.

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

Max. Marks: 50
External: 35
Internal: 15

(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.
- (ii) Emphasis on values in NPE-1986.
- (iii) Culture: Concept, characteristics and its relationship with education, strategies of promoting culture according to NPE -1986.

(C) BOOKS RECOMMENDED

1. Donders, Y. and Vladimir Volodin (eds) (2007). *Human Rights in Education, Science and Culture: Legal Developments and Challenges*, UK, UNESCO Publishing.

2. Hammarberg, T (1997). A School for Children with Rights, Innocenti lectures, UNICEF, Florence, Italy
3. Tomasevski, K (2001). Governmental Human Rights Obligation in Education. Right to Education Paper No. 3. Lund: Raul Wallenburg Institute of Human Rights and Humanitarian Law.
4. Verhellen, E (1998). Facilitating Children's Rights in Education – Expectations and Demands on Teachers and Parents, University of Ghent.
5. Weiner, Myron (1991). The Child and the State in India: Child Labour and Education Policy, in Comparative Perspective, Princeton: Princeton University Press.
6. Verhellen, E (1998). Facilitating Children's Rights in Education – Expectations and Demands on Teachers and Parents, University of Ghent.
7. Weiner, Myron (1991). The Child and the State in India: Child Labour and Education Policy, in Comparative Perspective, Princeton: Princeton University Press.

(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.

(A) OBJECTIVES

- * To assess various subjects in school education, their coverage, content transaction modalities and outcomes.
- * To Study rural education and infrastructure needs and align them with the education programmes.
- * To outline the various local employment programmes and their mandate.

(B) SYLLABUS

SECTION-A

- (i) Experiential Learning and Work Education: Meaning, need and relevance in present scenario.
- (ii) Historical Perspective of local community engagement, work education experiential learning and Nai Talim Practice in India.
- (iii) Responsibilities of teachers, head masters and community members in experiential learning and work education

SECTION-B

- (i) Identification of sign of distress in financial, social, political aspects and coping mechanisms, participation in community mobilization.
- (ii) Service engagement and empowerment activities along with trained resident community volunteers, implementation of community engagement
- (iii) Work education plan for identified and prioritized aspects.

Activities (Any two of the following)

1. Application of participatory Learning and Action techniques of resources mapping and social mapping.
2. Awareness program involving school community, development specialists and villagers in developing village development plan.
3. Involving high school students in the activity and work based education programs in the neighborhood selected villages.
4. Involving high school students in community projects and participatory Rural Appraisal, Land and Human Resources Mapping and Action research with community Organization.
5. On Field Learning: Nursery Raising and Kitchen Gardening as Plantation.
6. Conducting field visit and field interaction with the help of school students of the villages and self Help Groups and village Resources for the students.
7. Conducting and facilitating school-community workshops and health camps.

(C) BOOKS RECOMMENDED

1. Kolb, D.A.(1984) Kriplani J.B. The eastord Fad, Hindustani Talini Sangh, Wardha

2. Experiential Learning, New Delhi, Prentice Hall.
3. Alice Y. adkolb, D.A. (2017) the Experiential Educators, principles and practices.

(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- XXV & XXVI (Option x): Environment Education

Max. Marks: 50

External: 35

Internal: 15

(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

1. Burton, Ian, Robert W. Kares and Gilbert F.White (1993). The environmental as Hazard. New York: the Guildford press.

2. Dani, H.M. (1996). Environmental Education .Chandigarh: Punjab University Publication Bureau.
3. Huckle, J. & Sterling, S. (eds) (1996). Education for sustainability, London: Earthscan.
4. Kaur, T.N. (1999), Environmental Concerns & Strategies, New Delhi: Ashish Publication House.
5. Laeeq Futehally (1994) Our Environment. India: National Book Trust.
6. Lambert, P.R. (2000). Education for sustainable development : a new role for subject association, education in science ,208, pp.8-9.
7. Pankaj Shrivastava & D.P. Singh (2002). Environment Education, Anmol publication Pvt. Ltd.
8. Nanda, V.K. (1987). Environmental Education. Delhi: Anmol.
9. Rajagopalan, R. (2005). Environmental Studies from Crisis to Cure. Delhi: OUP.

(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.

