



ITEM No. 68

AKAL COLLEGE OF EDUCATION

Eternal University, Baru Sahib

Ref. No. ACE-A-77/2021

Date: 28th Sept., 2021

Hon'ble Vice Chancellor
Eternal University
Baru Sahib

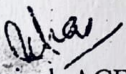
(Through Dean Academic Affairs)

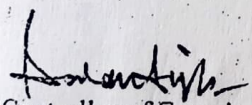
Subject: Revision of B.Ed. Curriculum

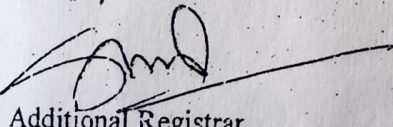
Respected Sir

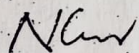
It is humbly presented that the existing curriculum of B.Ed. has been revised under the guidelines and framework of National Council of Education (NCTE).

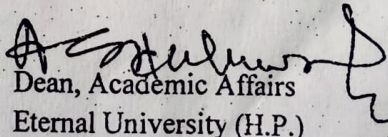
The revised curriculum is enclosed for your approval please.


Principal, ACE
Eternal University (H.P.)


Controller of Examination
Eternal University (H.P.)


Additional Registrar
Eternal University (H.P.)


Dean, ACE
Eternal University (H.P.)


Dean, Academic Affairs
Eternal University (H.P.)
18/10

Baru Sahib, Via Rajgarh, Distt: Sirmour, Himachal Pradesh-173101(India)
Tel: 8894429547 Fax: 01799-276006 E-mail: ace@eternaluniversity.edu.in

Proceeding of the 1st meeting of the Board of studies for Akal College of Education, Eternal University held on 02-07-2021 from 11:00 am to 1.00pm in the Seminar's Room

Following BOS members attended the meeting

S.No.	Name	College	Designation
1	Dr. Raina Bhatia	Principal, ACE	Chairman
2	Dr A.S. Ahluwalia	Dean Academic Affairs	Member
3	Dr. B.S. Sohal	Controller of Examination (CoE)	Member
4	Dr Ajar Nath Yadav	ACA	Secretary
5	Dr Shanta Kumari	ACEC& M	Secretary
6	Dr Dileep Sharma	ACE&T	Secretary
7	Dr Kulbhushan	ACA& SS	Secretary
8	Dr Anupama	ACN	Secretary
9	Dr Neelam Paul	Associate Professor, Govt. College of Education, Chandigarh	Member
10	Dr Richa Chhabra	Associate Professor, Dev Samaj College of Education, Chandigarh	Member
11	Dr Jasvir Kaur	Assistant Professor	Member Secretary

Dr. Raina Bhatia (Chairman BOS, ACA) welcomed and briefed about the agenda:

Agenda:

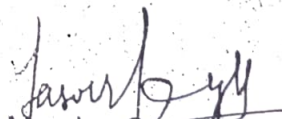
1. To objectively and critically analyse and interpret the cardinal issues involved in present curriculum
2. To get approval of B.Ed. revised curriculum in Academic Council, Eternal University.

Dr. Jasvir Kaur, Member Secretary, ACE presented the following points which curriculum needs to be revised:

1. To amalgamate theory with practical knowledge in Foundation and Pedagogical Subjects which is the need of the hour.
2. To incorporate school content of Elementary and Secondary level in pedagogical subjects of B.Ed. so that students may learn pedagogy practically and it also help them to connect with syllabus of Teacher Eligibility Test (TET)
3. To combine 'Language Across Curriculum' and 'Reading and Reflecting on Texts' into one subject as there is overlapping of syllabus

4. To enhance syllabus of Communicative English which is Add -On Course in curriculum. At present it is not interactive and functional. It has to be made practical by adding listening, speaking, reading and writing activities.
5. To develop guidelines and curriculum of Teaching Skill Development separately as a manual. It has to be included in first and third semester as per NCTE Curriculum Framework, 2014.
6. To add tutorials, field engagements and community service like helping needy children in their studies.
7. To add credits of Co-curricular activities/Club activities in DMC-Journal Club, Literary Club, Sports Club, Media Club, Eco Club, Peace and Harmony Club.
8. To add credits for National Service Scheme (NSS) in DMC
9. To develop curriculum on Choice Based Credit System (CBCS)

Dr Neelam Paul, Associate Professor, Govt. College of Education, Chandigarh and **Dr Richa Chhabra**, Associate Professor, Dev Samaj College of Education, Chandigarh were of the view that a 10 day workshop can be planned in collaboration of Govt. College of Education, Chandigarh & Dev Samaj College of Education, Chandigarh. As per the suggestion of experts and other members a 10 day online workshop on curriculum revision was planned from 5th July, 2021 to 15th July, 2021 in collaboration with Govt. College of Education, Chandigarh & Dev Samaj College of Education, Chandigarh where all faculty and students would attend workshop.


Member Secretary


Chairman, ACE
Eternal University

Proceeding of the 2nd meeting of the Board of studies for Akal College of Education, Eternal University held on 26-07-2021 from 11:00 am to 1.00pm through google meet

Following BOS members attended the meeting

S.No.	Name	College	Designation
1	Dr. Raina Bhatia	Principal, ACE	Chairman
2	Dr A.S. Ahluwalia	Dean Academic Affairs	Member
3	Dr. B.S. Sohal	Controller of Examination (CoE)	Member
4	Dr Ajar Nath Yadav	ACA	Secretary
5	Dr Shanta Kumari	ACEC& M	Secretary
6	Dr Dileep Sharma	ACE&T	Secretary
7	Dr Kulbhushan	ACA& SS	Secretary
8	Dr Anupama	ACN	Secretary
9	Dr Neelam Paul	Associate Professor, Govt. College of Education, Chandigarh	External Member
10	Dr Richa Chhabra	Associate Professor, Dev Samaj College of Education, Chandigarh	External Member
11	Dr Jasvir Kaur	Assistant Professor	Member Secretary

Dr. Raina Bhatia (Chairman BOS, ACA) welcomed and briefed about the agenda:

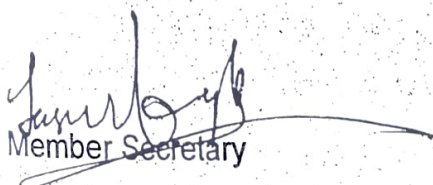
Agenda:

1. To get approval of B.Ed. revised curriculum from Board of Studies

Dr. Jasvir Kaur, Member Secretary, ACE presented the following points on which curriculum was revised:

1. To amalgamate theory with practical knowledge in Foundation and Pedagogical Subjects which is the need of the hour.
2. To incorporate school content of Elementary and Secondary level in pedagogical subjects of B.Ed. so that students may learn pedagogy practically and it also help them to connect with syllabus of Teacher Eligibility Test (TET)
3. To combine 'Language Across Curriculum' and 'Reading and Reflecting on Texts' into one subject as there is overlapping of syllabus
4. To enhance syllabus of Communicative English which is Add -On Course in curriculum. At present it is not interactive and functional. It has to be made practical by adding listening, speaking, reading and writing activities.
5. To develop guidelines and curriculum of Teaching Skill Development separately as a manual. It has to be included in first and third semester as per NCTE Curriculum Framework, 2014.
6. To add tutorials, field engagements and community service like helping needy children in their studies.
7. To add credits of Co-curricular activities/Club activities in DMC-Journal Club, Literary Club, Sports Club, Media Club, Eco Club, Peace and Harmony Club.
8. To add credits for National Service Scheme (NSS) in DMC
9. To develop curriculum on Choice Based Credit System (CBCS)

Dr Neelam Paul, Associate Professor, Govt. College of Education, Chandigarh and **Dr Richa Chhabra**, Associate Professor, Dev Samaj College of Education, Chandigarh appreciated the work done in making and revising of B.Ed. Curriculum and sent their remarks through mail which is attached. The other members of Board of Studies were also of the same opinion.


Member Secretary


Chairman, ACE
Eternal University



raina Bhatia <rainobhatia@gmail.com>

Regarding B.Ed. Curriculum

1 message

raina Bhatia <rainobhatia@gmail.com>


To: Charanjit Kaur <charanjitkaurchd@gmail.com>

Mon, Sep 6, 2021 at 11:11

Respected Ma'am

I am thankful to you for the best efforts put forward by you and other staff members of your college for renewing B.Ed. curriculum. Lastly, the curriculum is ready by the blessings of ALMIGHTY.
I am sending it to you for your final feedback. Kindly go through it and send me your valuable suggestions.

With Gratitude
Dr Raina Bhatia
Principal ACE
Eternal University

 B.Ed. New Curriculum 30.08.2021.docx
130K



raina Bhatia <rainobhatia@gmail.com>

B.Ed Curriculum revision

1 message

Charanjit Kaur <charanjitkaurchd@gmail.com>

Wed, Sep 15, 2021 at 11:11

To: raina Bhatia <rainobhatia@gmail.com>

Dear Madam,

It has been really a privilege and wonderful experience to organise and coordinate the B.ed curriculum revision workshop at Akal College of Education, Eternal University, Baru Sahib with your commendable efforts.

It was a great interaction among the faculty of Akal College and Dev Samaj College of Education. The brainstorming sessions were really fruitful and led us to a lot of learning. With your dedication Madam the final Curriculum looks just perfect with all required ingredients of Contemporary times.

Madam, we really appreciate your efforts and thank you for giving us this opportunity. We look forward to more such interactions in future as well.

Regards,

Charanjit Kaur
Assistant Professor
Dev Samaj College Of Education
Sector 36 B Chandigarh

Regarding B.Ed. Curriculum

1 message


raina Bhatia <rainobhatia@gmail.com>
To: paulmolu@yahoo.co.in

Mon, Sep 6, 2021 at 11:30 AM

Respected Ma'am

I am thankful to you for the best efforts put forward by you and other staff members of your college for renewing B.Ed. curriculum. Lastly, the curriculum is ready by the blessings of ALMIGHTY.
I am sending it to you for your final feedback. Kindly go through it and send me your valuable suggestions.

With Gratitude
Dr Raina Bhatia
Principal, ACE
Eternal University

 B.Ed. New Curriculum 30.08.2021.docx
130K

Re: B.Ed. Revised Curriculum

1 message

raina Bhatia <rainobhatia@gmail.com>
To: neelam paul <paulmolu@yahoo.co.in>

Sat, Sep 11, 2021 at 4:46 PM

Respected Ma'am

Thanks for your valuable suggestions.

With Gratitude
Dr Raina Bhatia
Principal, ACE
Eternal University
Thanks a lot.

On Sat, Sep 11, 2021 at 4:38 PM neelam paul <paulmolu@yahoo.co.in> wrote:
Greetings ma'am,

The curriculum looks very empowering for course of B.Ed. and complete.

Regard,
Dr. Neelam Paul
Associate professor
GCE 20D, Chandigarh

Sent from Yahoo Mail on Android

On Mon, 6 Sep 2021 at 3:16 pm, raina Bhatia
<rainobhatia@gmail.com> wrote:

Respected Ma'am

Kindly consider the one I am sending just now.

With Gratitude
Dr Raina Bhatia
Principal ACE

Regarding B.Ed. Curriculum

1 message

Mon, Sep 6, 2021 at 11:11

raina Bhatia <rainobhatia@gmail.com>


To: Richa Chhibbar <richachhibbar@gmail.com>

Respected Ma'am

I am thankful to you for the best efforts put forward by you and other staff members of your college for renewing B.Ed. curriculum. Lastly, the curriculum is ready by the blessings of ALMIGHTY.

I am sending it to you for your final feedback. Kindly go through it and send me your valuable suggestions.

With Gratitude
Dr Raina Bhatia
Principal, ACE
Eternal University

 B.Ed. New Curriculum 30.08.2021.docx
130K

raina Bhatia <rainobhatia@gmail.com>

M Gmail

Feed Back letter


1 message

Thu, Sep 30, 2021 at 11:11

Richa Chhibbar <richachhibbar@gmail.com>

To: raina Bhatia <rainobhatia@gmail.com>

Sent from my iPad

 Letter of thanks.docx
15K

Dr. Raina Bhatia

Principal, Akal College of Education

Eternal University

Baru Sahib (H.P.)

Dear Ma'am,

It gives me immense pleasure to have continued ties with you. I am very much pleased to tell you about the success for the most wonderful 10 Days B.Ed. Curriculum Revision Workshop (5 July- 15 July 21). It was a fruitful and amazing time for me and my colleagues. Thank you for bringing our expertise and experience around the table and engaging in such fruitful, constructive and open exchange of our thoughts and wisdom. Thank you very much for your excellent management of what has turned out to be a successful and highly stimulating workshop in all possible respects. Such a workshop involves enormous amounts of enthusiasm, motivation, time and energy. Thank you for a great workshop. We truly appreciate your structured approach to such a wide topic with some fantastic take aways which we can put into practice. Thanks again.

We look forward to have productive working relation ahead.

Best Regards

Richa Sharma 11.11.21 Professor Dev Samant college of Edu. chd.

(8)

Proceedings of BoS meeting of Akal College of Education held on 7th August, 2023 at 4.00PM . The following members were present in the meeting:

1. Dr Neelam Kaur
2. Dr Raino Bhatia
3. Dr Jasvir Kaur

Dean, Akal College of Education
Principal, ACE
Faculty, ACE

The Agenda of the Meeting was to discuss minor changes in the curriculum of B.Ed. The demand of Teaching of Commerce and Teaching of Economics have been increased because the students from Commerce background wants to opt for Teaching of Commerce and Teaching of Economics instead of Teaching of Social Science. Even the colleges and Universities across India have already incorporated the teaching of Commerce and Economics in their B.Ed. Curriculum.

The college wants to incorporate Teaching of Commerce and Teaching of Economics in response to the demand of students, providing specialized education for those from Commerce and Economics backgrounds, aligning with the practices of other Universities across India and at the same time enhancing admission status of the college by admitting B.Com students. This step will ultimately enhance the quality and relevance of education for aspiring teachers in these fields.

All the members of the house agreed with the agenda after analyzing the importance of the agenda. The meeting ended with vote of thanks.



Member Secretary



Chairperson

Item No.....

Dated: 07.10.2023

To

The Registrar
Eternal University
Baru Sahib (H.P.)

Through
Dean, Academics
Eternal University
Baru Sahib (H.P.)

Subject: Submission for Approval of Minor Changes in the Curriculum of B.Ed. in the Academic Council Meeting

Respected Sir

With reverence, the curriculum of B.Ed. with minor changes has been submitted after incorporating suggestions given by BoS members and external experts through mails which are attached for kind consideration.

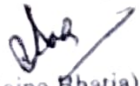
There is an increase demand from the students to study teaching of Commerce and Economics at B.Ed. Level especially the students who did Bachelor of Commerce (B.Com). Furthermore, the colleges and Universities across India have already incorporated the teaching of Commerce and Economics in their B.Ed. Curriculum.

In short, the inclusion of teaching of Commerce and Economics in the curriculum of B.Ed. is crucial for catering to the demand of students, providing specialized education for those from Commerce and Economics backgrounds, aligning with the practices of other Universities across India and at the same time it enhances admission status of the college. This step will ultimately enhance the quality and relevance of education for aspiring teachers in these fields.

The amended curriculum of B.Ed. is enclosed herewith for kind consideration and approval.


Thanking You

Yours Sincerely


(Dr Raino Bhatia)

Principal
Akai College of Education
Eternal University, Baru Sahib

CoE, Eternal University
Baru Sahib, H.P.


(Dr Neelam Kaur)
Dean, Health and Education
Eternal University, Baru Sahib


Dean Academic Affairs
Eternal University
Baru Sahib

Re: Regarding Minor Change in B.Ed. Curriculum

1 message

Thu, Oct 12, 2023 at 11:45 AM

Richa Chhibbar <richachhibbar@gmail.com>
To: raina Bhatia <rainobhatia@gmail.com>

Dr Raina Bhatia
Principal, ACE
Eternal University

Dear Ma'am

Happy to know that your prestigious institute has decided to introduce
Pedagogy of Commerce and Economics in the curriculum of B.Ed. This is indeed a highly appreciable step and will definitely be very beneficial for prospective teachers.
My best wishes for this academic endeavour.

Warm Regards
Richa Sharma

On Mon, 9 Oct 2023 at 10:28 AM, raina Bhatia <rainobhatia@gmail.com> wrote:
Respected Ma'am

I humbly request you that Akal College of Education has made minor changes in B.Ed. Curriculum. There was an increased demand from the students to study Teaching of Commerce and Economics at B.Ed. Level especially the students who did Bachelor of Commerce (B.Com). Furthermore, the colleges and Universities across India have already incorporated the teaching of Commerce and Economics in their B.Ed. Curriculum.

The inclusion of teaching of Commerce and Economics in the curriculum of B.Ed. is crucial for catering to the demand of students, providing specialized education for those from Commerce and Economics backgrounds, aligning with the practices of other Universities across India and at the same time it enhances admission status of the college. This step will ultimately enhance the quality and relevance of education for aspiring teachers in these fields.

The amended curriculum of B.Ed. is enclosed herewith for feedback and approval.

Thanking You

With warm Regards

Dr Raina Bhatia
Principal, ACE

Fwd: Regarding Minor Change in B.Ed. Curriculum

1 message

Dr jasvir gill <gilljasvir826@gmail.com>
To: printeuofficial@gmail.com

Fri, Oct 13, 2023 at 9:30 AM

----- Forwarded message -----

From: **raina Bhatia** <rainobhatia@gmail.com>
Date: Fri, Oct 13, 2023, 9:29 AM
Subject: Fwd: Regarding Minor Change in B.Ed. Curriculum
To: Dr jasvir gill <gilljasvir826@gmail.com>

----- Forwarded message -----

From: **neelam paul** <paulmolu@yahoo.co.in>
Date: Mon, 9 Oct, 2023, 11:29 am
Subject: Re: Regarding Minor Change in B.Ed. Curriculum
To: raina Bhatia <rainobhatia@gmail.com>

R/Maam

Keeping in view the increased demand from the students to study Teaching of Commerce and Economics at B.Ed. Level especially the students who did Bachelor of Commerce (B.Com). Furthermore, the colleges and Universities across India have already incorporated the teaching of Commerce and Economics in their B.Ed. Curriculum. So I approve the same.

Thanking You

With warm Regards

(Dr. Neelam Paul)

Associate Prof.

GCE,CHD.

On Monday, 9 October, 2023 at 10:28:20 am IST, raina Bhatia <rainobhatia@gmail.com> wrote:

Respected Ma'am

I humbly request you that Akal College of Education has made minor changes in B.Ed. Curriculum. There was an increased demand from the students to study Teaching of Commerce and Economics at B.Ed. Level especially the students who did Bachelor of Commerce (B.Com). Furthermore, the colleges and Universities across India have already incorporated the teaching of Commerce and Economics in their B.Ed. Curriculum.

The inclusion of teaching of Commerce and Economics in the curriculum of B.Ed. is crucial for catering to the demand of students, providing specialized education for those from Commerce and Economics backgrounds, aligning with the practices of other Universities across India and at the same time it enhances admission status of the college. This step will ultimately enhance the quality and relevance of education for aspiring teachers in these fields.

The amended curriculum of B.Ed. is enclosed herewith for feedback and approval.

Thanking You

**Scheme of Examination
and
Syllabus
for
Bachelor of Education
(B. Ed.)**

**Akal College of Education
Department of Education
(Session 2021-22 onwards)**

**Eternal University,
Baru Sahib, Dist. Sirmour, Himachal Pradesh, India.**

Program: Bachelor of Education (B. Ed.)

General Objectives of B. Ed. Program

- To encourage the pupil teachers to be a global citizen, serving the human beings at large through the nobler profession of teaching
- To persuade the pupil teachers to act as agents of modernization, social change, promote social cohesion, international understanding, and work for protection of human rights and rights of the child.
- To enable the pupil teachers to understand the central concepts, tools of inquiry and structures of the disciplines of Education in general, and teacher education in particular.
- To make the student teachers understand how children learn and develop, how they differ in their approaches to learning, and create learning opportunities that benefit diverse learners and learning contexts.
- To imbibe knowledge, develop an understanding of the various methods and approaches of organizing learning experiences for secondary school students.
- To develop the skills of student teachers to plan learning experiences in and outside the classroom that are based on learners' existing proficiency, interests, experiences and knowledge, and enable them to understand how students come to view, develop, learn and make sense of subject matter contained in the curriculum.
- To enable them to foster creative thinking among pupils for the reconstruction of knowledge.
- To provide student teachers self-identity as a 'teacher' through school based learning experiences and reflective practices that continually evaluate the effects of their choices and actions.
- To develop communication skills for education through Information and Communication Technology.
- To acquire knowledge and develop an understanding of the various procedures and techniques of evaluation and their classroom applications.
- To enable them to undertake Action Research and use innovative practices.
- To foster in student teachers a desire for life-long learning.

Outline for B.Ed. Curriculum

Semester I (August to December)

S.No.	Course Code	Course Title	Credits in the Semester			
			Theory	Tutorials	Practical	Credit
1.	EDU- 401	Philosophical Foundation of Education	2	1	1	4
2.	EDU- 402	Psychological Foundation of Education	2	1	1	4
3.	EDU- 403	Reading and Reflecting on Texts	0	0	1	1
4.	EDU- 404	Research Review I	1	0	1	2
5.	EDU- 405	Critical Understanding of ICT	1	0	1	2
6.	EDU- 406 to EDU-409	Pedagogy I*	2	1	1	4
7.	EDU- 410 to EDU-412	Pedagogy II*	2	1	1	4
8.	EDU-413	Drama and Art in Education	1	0	1	2
9.	EDU- 414	PSE(Preliminary School Engagement) **	0	0	2	2
Total			11	4	10	25

Semester I

**Preliminary School Engagement (PSE-1) (2Weeks)

1. Writing a reflective journal on observation of school students behaviour and regular class room teaching with respect to pedagogical practices and class room management techniques used by the school teachers.
2. Reflection on roles and responsibilities of different school staff and Critical study of the infrastructural facilities, namely Library, Laboratories, Playground, Sports facilities, Seminar Halls, Auditorium etc which are available in the school.
3. The Student- teacher shall also undertake the field activities pertaining to the practicals during this period.

*PEDAGOGY OF SCHOOL SUBJECT	COURSE CODE
Teaching of English	EDU-406
Teaching of Hindi	EDU-407
Teaching of Punjabi	EDU-408
Teaching of Physical Science	EDU-409
Teaching of Life Science	EDU-410
Teaching of Mathematics	EDU-411
Teaching of Social Sciences	EDU-412

Semester II (January to June)

S. No.	Course Code	Course Title	Credits in the Semester			
			Theory	Tutorials	Practical	Credits
1.	EDU- 415	Historical and Sociological Foundation of Education	2	1	1	4
2.	EDU- 416	Learner and Learning Process	2	1	1	4
3.	EDU- 417	Assessment for Learning	3	0	1	4
4.	EDU- 418	Research Review II	1	0	1	2
5.	EDU- 419	Knowledge and Curriculum	3	0	1	4
6.	EDU- 420 to EDU- 423	Pedagogy I*	2	1	1	4
7.	EDU- 424 to EDU- 426	Pedagogy II*	2	1	1	4
8.	EDU- 427	PSE-II(Preliminary School Engagement)**	0	0	2	2
Total			15	4	9	28

****Preliminary School Engagement PSE-II (2weeks)**

1. Organisation of Co-curricular activities by pupil teachers by assisting and participating in the organisation of the same and recording experiences of the same in a reflective journal.
2. Writing a reflective journal on the problems faced by teachers in assessment through the scheme of Continuous and Comprehensive Evaluation by observing the teachers evaluating students and engaging with them to know their problems with respect to implementation of the scheme in their school.
3. The student teacher shall also undertake the field activities pertaining to the practicals during this period.

*PEDAGOGY OF SCHOOL SUBJECT	COURSE CODE
Teaching of English	EDU-420
Teaching of Hindi	EDU-421
Teaching of Punjabi	EDU-422
Teaching of Physical Science	EDU-423
Teaching of Life Science	EDU-424
Teaching of Mathematics	EDU-425
Teaching of Social Sciences	EDU-426

Semester III (August to December)

S. No.	Course Code	Course Title	Credits in the Semester			
			Theory	Tutorials	Practical	Credits
1.	EDU- 428 to EDU-431	Internship I	0	0	10	10
2.	EDU- 432 to EDU-434	Internship II	0	0	10	10
Total			0	0	20	20

* SCHOOL SUBJECTS	COURSE CODE
English	EDU-428
Hindi	EDU-429
Punjabi	EDU-430
Physical Science	EDU-431
Life Science	EDU-432
Mathematics	EDU-433
Social Sciences	EDU-434

Semester IV (January to June)

S. No.	Course Code	Course Title	Credits in the Semester			
			Theory	Tutorials	Practical	Credits
1.	EDU- 435	Gender ,School and Society	2	0	1	3
2.	EDU- 436	Creating an Inclusive School	2	1	1	4
3.	EDU- 437	Guidance and Counselling	2	1	1	4
4.	EDU- 438	Research Review II	0	0	1	1
5.	EDU- 439	Understanding the Self	0	0	1	1
6.	Optional Course (Any One)					
	EDU- 440	Community Building Programme	0	0	2	2
	EDU- 441	Environmental Education	0	0	2	2
	EDU- 442	Life Skills Education	0	0	2	2
	EDU- 443	School Leadership	0	0	2	2
	EDU- 444	Health and Physical Education	0	0	2	2
Total			6	2	7	15

Semesters	Credits in the Semester			
	Theory	Tutorials	Practical	Credits
Semester I	11	4	10	25
Semester II	15	4	09	28
Semester III	00	00	20	20
Semester IV	06	02	07	15
Total	32	10	44	88

ETERNAL UNIVERSITY BARU SAHIB
NAME OF COLLEGE : AKAL COLLEGE OF EDUCATION
COURSE TITLE: PHILOSOPHICAL FOUNDATION OF EDUCATION

Course Code : EDU- 401
Course Title : PHILOSOPHICAL FOUNDATION OF EDUCATION
Semester : I
Credits : 4
Contact Hours : Theory – 2, Tutorial-1, Practical – 1

Objectives of the Course:

- To gain an understanding of the concept, meaning and aims of education and the inter-relation of education and philosophy.
- To reflect upon the thoughts of Indian and Western thinkers on education and explore the implications of the concepts involved in educational practices.
- To promote reflective thinking among students.
- To build up their capacity to be able to formulate their response to the concerns in education

Course Content

Unit I: Education and Philosophy: Meaning and Functions

- Concept , Meaning and Aims of Education
- Philosophy and its relation to Education
- Education as a liberal discipline and its Interdisciplinary nature
- Basic concepts in philosophy of education: Teaching, Training, Learning, Inquiry, Indoctrination w.r.t. child

Unit II: Methodological Options in Education

- Assumptions about human nature
- Various Schools of Thoughts in Philosophy of Education and their relevance in education : Idealism, Realism, Naturalism, Pragmatism, Existentialism
- Nature and place of Dialogue, Activity, Discovery in the process of education

Unit III: Epistemological Basis of Education

- Meaning of Knowledge, Reason, Belief
- Sources of Knowledge: Empirical knowledge, Rational Knowledge, Authentication of Knowledge, Experience , Values and Ideals
- Relationship of School, Education, Knowledge , Subject
- Constructivism, Scientific Methods, Reflective Judgements

Unit IV: Analytical study of major thinkers on education and their practice

- Relevance of educational thoughts of Indian and Western thinkers to the present Education system. To deliberate upon Aims and Functions of Education, Pedagogy, Pedagogical practices in the classroom, Teacher-Student Relationship and Essential Values and Qualities needed in a Teacher to prepare a child for life }
- Indian Thinkers: M.K. Gandhi, Rabindranath Tagore, Jiddu Krishnamurti, B.R. Ambedkar
- Western Thinkers: Plato, J.J. Rousseau, John Dewey, Paulo Freire

Practical Work:

- Reflecting on the Readings on any two thinkers on Education and maintaining a diary of the same after discussions and brainstorming on key ideas on Education and their contemporary relevance.

Suggested Readings:

- Brubacher, J.S. [1969] McGraw Hill Book Co. Modern Philosophies of Education
- Carr, David. [2003] Making Sense of Education; Routledge Falmer
- Cenkener, William : [1976] Manohar Publishers Hindu Personality in Education
- Dewey, John [1966] Democracy and Education ; New York, Macmillan
- Israel, Scheffler [1966] Philosophy and Education; Allyn Bacon Inc. 2nd ed.
- Kneller, George F. [1971] : Introduction to the Philosophy of Education ; John Wiley and Sons, Inc.
- Krishnamurti, J. ; [1953] Education and the Significance of Life. ; Krishnamurti Foundation India.
- Mani, R.S. [1964] ; Educational ideals of Gandhi and Tagore.
- O'Connor, D.J. [1973] An Introduction to Philosophy of Education. Universal Book Stall.
- Ozmon, Howard A. and Craver, Samuel M. : [1976] Philosophical Foundations of Education 2nd ed. Charles, Merrill Publishing Co.
- Peters, R.S. The concept of Education series Part 2 and 3 Edited by R.F. Dearden, P.H. Hirst and R.S. Peters ; Routledge and Kegan Paul, London and Boston.
- Schofield, Harry; [1982] The Philosophy of Education—An Introduction ; Unwin Education Books, London
- Siegel, Harvey [2009] The Oxford Handbook of Philosophy of Education.; Oxford University Press.
- Seetharamu, A.S. ; [1989] Philosophies of Education. Ashish Publishing House.
- Snook, I.A. [1967] Indoctrination and Education; Routledge and Kegan Paul

ETERNAL UNIVERSITY BARU SAHIB
NAME OF COLLEGE : AKAL COLLEGE OF EDUCATION
COURSE TITLE: PSYCHOLOGICAL FOUNDATION OF EDUCATION

Course Code : EDU- 402
Course Title : PSYCHOLOGICAL FOUNDATION OF EDUCATION
Semester : I
Credits : 4
Contact Hours : Theory – 2, Tutorial-1, Practical – 1

Objectives:

- To orient students to the field of Child Development, its nature and scope.
- To help students to develop the knowledge base and understanding of: Child growth & development, factors: heredity & environmental.
- To provide knowledge base of major areas of development – physical, motor, social, emotional, cognitive and language development.
- To introduce students to the main methods of studying children: observations, case studies etc.
- To understand the relationship between physical growth, nutrition and health with emphasis on the Indian context.

Unit: I- Fundamentals of Child Development

- General nature of Growth and Development
- Domains of Development: Physical development, Cognitive development, Social development, Language Development, Development of emotions.
- Periods of Development: Pre-natal period, Infancy and toddlerhood, childhood
- Adolescence : period of transition (with reference to physical, cognitive, social, emotional development)
- Different methods of child study: Observation, Interviews and questionnaires, Clinical case-study

Unit: II- Physical and Motor development during Childhood and Adolescence

- Change in body proportion and skeletal system
- Gain in Gross and fine motor skills
- Psychological impact of Pubertal Events
- Factors affecting physical growth: Heredity and nutrition

Unit: III- Cognitive Development during Childhood and Adolescence

- Cognitive development: development of mental abilities
 - Piaget 's cognitive- development theory
- Information Processing Perspective: Application of Information Processing to Academic Learning

- Development of Reasoning and thinking
- Factors influencing cognitive development

Unit: IV- Social Development and Emotional Development

- Significance of Social Development
- Erickson's Theory : Different Stages of Development
- Factors affecting Social Development
- Development of Positive self- concept
- Vygotsky's socio- cultural theory
- Patterns of Emotional Development
- Common Emotions in childhood- Fear, Love, Anger, Jealousy, Aggression
- Factors Affecting Emotional development: Security of Attachment, Cultural variations
- Guiding young children's language skills with special reference to bilingual and multilingual children.
- Socio- cultural influence on Language development

Practical Work:

- Student's teachers to collate about ten newspaper articles that involve issues of parenting and childhood. Analyse these and hold discussions.
- The students can identify any child to understand 5-14 year old children in diverse contexts and use case profile method to study her.
- View any two movies out of the following :
 - 1 Tare Zameen Par
 2. Apna Asmaan
 3. Slumdog Millionaire
- Discuss the content, picturization, character in the context of issues and concerns of childhood / adolescence.

Suggested Readings:

- Aries, P. (1965). *Centuries of Childhood-A social history of the family life*. Random House Inc. Chapter 1: The Ages of Life, Chapter 2: The Discovery of Childhood,
- Cole, M., Cole, S. R. and Lightfoot, C. (2004). *The Development of Children*. New York: Worth Publishers. Chapter 1: The study of Human Development.
- Papalia, D. E. and Olds, S. W. (2003). *Human Development*. New York: McGraw Hill Higher Education. Chapter 1: The Study of Human Development, Chapter 2: Theory and Research, Chapter 4: Physical Development During the First Three Years, Chapter 7: Physical Development in Early Childhood, Chapter 9: Physical Development in Middle Childhood.
- Walia, J.S.(2013). *Development of The Learner and Teaching –Learning Process*. Ahim Paul Publishers
- Mangal, S.K. (2013). *Advanced Educational Psychology (2/e)*. New Delhi: PHI Learning Private Limited.

ETERNAL UNIVERSITY BARU SAHIB
NAME OF COLLEGE: AKAL COLLEGE OF EDUCATION
COURSE TITLE: READING AND REFLECTING ON TEXTS

Course Code	: EDU - 403
Course title	: READING AND REFLECTING ON TEXTS
Semester	: I
Credit	: 2
Contact hours	: Theory – 1, Practical – 1

Objectives:

After undergoing this course, the student teachers will be able to:

- Appreciate the concept of reading of texts, using different strategies with Education
- Adopt a positive mindset towards purposeful reading to develop right skills for application of vocabulary, grammar, pronunciation and writing
- Understand the benefits of reading to enhance critical and divergent thinking.
- Make Use Of various reading strategies and the application of language with different areas of curriculum (teaching subjects)
- Evaluate and analyze different methods of teaching reading

Unit - I: Introduction to Reading

- Meaning, components main types of reading. Purpose and 7 stages of reading.
- Need for and Importance of reading in Schools at different levels of curriculum.
- Methods of Teaching Reading: The phonics Method, The whole-word approach, The language experience approach, The context support approach.
- Role of a Teacher in developing reading habits

Unit - II: Reading for Text comprehension

- Meaning and purpose of reading comprehension, what is difference between reading on screen and reading on paper in terms of comprehension
- Reading comprehension using critical thinking with different comprehension strategies to develop analytical skills using language across the curriculum.
- Exploring types of comprehension: list comprehension, generator comprehension, set comprehension, dictionary comprehension.
- What causes problems with reading comprehension and how to overcome reading comprehension difficulties.

Unit - III: Reading and Reflection

- Meaning and importance of Reflective learning.
- Developing reflective reading by making connections with text, and creating questions based on the taught subjects.
- Understanding strategies of reflective reading
- Meta cognitive skills for reading and critical appreciation of the text.
- Using MARCI TEST

Practical Work:

Each student is expected to create a project file reflecting their understanding and practice of teaching reading skills to their students at teaching practice._

- Applying comprehension skills to the teachings subjects taught at the schools.
- Write two Lesson Plans of your pedagogy subjects using reading comprehension skills in the lesson.
- Using MARSII SCALE to assess the students in the beginning and then in the last week of practice to conduct the study to see if using the learnt reading strategies has improved students reading skills and attitude towards reading.
- Creating their own research design; Student teacher will write 2000-2500 words essay that will give detail of strategies used and problems faced with solutions. The will also went well and what they think could have been better or what they think could have worked better if they had full academic year with their students.

Suggested Readings:

- Reading and reflecting on the texts, Indira Gandhi National Open University, Delhi:<http://www.ignou.ac.in>
- Grabe, w., & Stoller, F.L. (2002). Teaching and researching reading. Harlow, Essex: Pearson Education
- Halpern, D.F. (1996). Thought and knowledge: an introduction to critical thinking (3rd ed), Mahwah, NJ: L. Erlbaum Associates.
- Veeravagu, J., Muthusamy, C., Marimuthu, R, & Subrayan, A. (2010). Using Bloom's Taxonomy to gauge students' reading comprehension performance. Canadian Social Science, 6(3), 205-212.
- Oxford, Rebecca L. (1990): Language Learning Strategies: What every Teacher Should Know. Heinle ELT

ETERNAL UNIVERSITY BARU SAHIB
NAME OF COLLEGE: AKAL COLLEGE OF EDUCATION
COURSE TITLE: RESEARCH REVIEW I

Course Code	: EDU - 404
Course title	: RESEARCH REVIEW I
Semester	: I
Credit	: 2
Contact hours	: Theory – 1, Practical – 1

Objectives:

After undergoing this course, the student teachers will be able to:

- Understand the basics of research
- Develop research mindedness
- Identify a research problem.
- Formulate research questions
- Review the literature for research purpose
- Employ the scientific method in various aspects of education

UNIT 1 Basics of Research

a) Research: Definition, Characteristics, Objectives, Research and Scientific method.

b) Research Process: Basic Overview, Formulating the Research Problem, Defining the Research Problem, Research Questions, Literature Review

UNIT II Educational Research

Meaning, purpose and areas of educational research; Kinds of educational research: basic & applied research, evaluation research and action research, and their characteristics

Practical

- a. Visit your library and make a list of Research Journals available. (Online and offline)
- b. Take the help of your teachers to access a few online journals
- c. Make a list of Journals of education
- d. Review one Research Paper,
- e. One Article
- f. One Dissertation,
- g. Viva based on the following:
 What were the objectives and Hypothesis of the research you read?
 Discuss any two relevant studies that were quoted in literature review
 Discuss two important points of results.

Suggested Readings:

- Best J.W. (1999). Research in Education, New Delhi: Prentice Hall of India Pvt. Ltd
- Cohen, Lewis and Manion Lawrence (1994) Research Methods in Education New York: Holt Rinchart and Winston Inc.
- Garett, H.E. (1958). Statistics in Psychology and Education. Longman's green and Co. New York.
- Kaul, Lokesh (1984). Methodology of Educational Research. New Delhi: Vikas Publications.
- Sharma, Bharti (2004). Methodology of Educational Research. New Delhi: Vohra Publishers and Distributors.
- Sharma, S.R. (2003). Problems of Educational Research. New Delhi: Anmol Publications Pvt. Ltd.

ETERNAL UNIVERSITY BARU SAHIB
NAME OF COLLEGE: AKAL COLLEGE OF EDUCATION
COURSE TITLE: CRITICAL UNDERSTANDING OF ICT

Course Code	: EDU - 405
Course title	: CRITICAL UNDERSTANDING OF ICT
Semester	: I
Credit	: 2
Contact hours	: Theory – 1, Practical – 1

Objectives:

After undergoing this course, the student teachers will be able to:

- Appreciate the concept of integration of Information and Communication Technology with Education
- Assure a positive role in Technology Medicated Communication in the classroom
- Benefit from the computers and internet for Educational research and interaction.
- Employ various technological equipment/amenities and the application software in, skillfully and intelligently producing, Educational Courseware for use in methodologies (teaching subjects)
- Evaluate Educational Software and Computer Based Educational Courseware.

Unit - I: Introduction to Computers

- Concept, Need and Importance, Advantages of Computer.
- Need and Importance of Computer Education in Indian Schools at different levels.
- Concept, need and importance of ICT in Education.
- Role of a Teacher in integration of ICT in School Education.

Unit - II: Hardware and Software Approach of Computers

- Computer Hardware fundamentals (anatomy, input devices, output devices and Storage Devices)
- Computer Software: Concept and types (System, Application & Utility Software)
- Operating System: Concept, functions, types and importance
- Virus: Meaning, Types, Causes & Remedies

Unit - III: Online Teaching and Learning

- Internet: Concept, Need and Importance and applications
- Networking: Concept, types and importance of Networking
- Multimedia: Concept, Types, Need and importance for effective Teaching
- On-line Learning: Concept, Types(Synchronous & Asynchronous)
- Blogs: Concept, need & importance, advantages
- Various ICT initiatives by MHRD

Practical Work:

- Introduction to Basic Office applications (Word processing, Spreadsheet, presentation, Drawing Tool and Utility Tools)
- Write two Lesson Plans of your pedagogy subjects Using Computer.
- Make computerized Time-table.
- Prepare excel sheet and perform basic calculations.
- Prepare two presentations related to your pedagogy subjects with animations.
- Hand-on practice on Synchronous On-line Platform (Example Google Meet etc.)
- Hand-on practice on Asynchronous On-line Platform (Example Google Classroom etc.)
- Mobile Learning: Various apps that can be used for better Teaching Learning Process.

Suggested Readings:

- Copestake, S. (2004). Exel 2002. New Delhi: Drem Tech Press.
- Hahn, H. (1998). The internet-complete reference. New Delhi: Tata McGraw Hill Publication.
- Intel Education, NCTE (2007). Hand book for teacher educators. Bangalore
- Kumar, Sunil (2017). Understanding of ICT Skill Development, ISBN978-93-82181-11-8 GBD Publications, Gurur Sar Sadhar
- Leao, A.M.(2001). Computer for everyone. New Delhi: Vikas Publishinghouse.
- Petzold, C.(1998). Programming windows. USA: Microsoft Press.
- Rajaraman, Fundamental of Computers, New Delhi, Prentice Hall of India Pvt. Ltd.
- Singh, S. & Kumar, G. (2015). Understanding of ICT. Patiala:Twenty First Century Publication.
- Sinha, P. K., Computer Fundamentals, New Delhi, BPB, 1992.
- Srinivasam, T.M. (2002). Use of Computers and Multimedia in Education. Jaipur: Aavisakar Publication.
- Stone, E. (1996). How to use Microsoft Access. California: Emergyville.
- Sundararajan, K. (1998). Internet. Chennai: Kannadhasan Publication

ETERNAL UNIVERSITY BARU SAHIB
NAME OF COLLEGE : AKAL COLLEGE OF EDUCATION
COURSE TITLE: PEDAGOGY I (TEACHING OF ENGLISH)

Course Code : EDU- 406
Course Title : PEDAGOGY I (TEACHING OF ENGLISH)
Semester : I
Credits : 4
Contact Hours : Theory – 2, Tutorial-1, Practical – 1

Objectives

- To provide knowledge about nature of Language
- To enable the students to understand the pedagogy of the Language
- To improve linguistic skills of the students.
- To improve practical use of the Language.
- To provide detailed knowledge about Grammar.
- To improve school content

Course Content:

UNIT-I: Introduction

- a) Meaning and Nature of the Language, English language in Indian Context (English as a colonial language, English in post-colonial times, Status of English Language in present context.)
- b) Objectives, Principles(Linguistic and General) ,Maxims of Teaching English, Conditions of teaching -learning English in Indian Schools, Suggestions for improvement.
- c) Different Methods and Approaches of Teaching English in Schools (Grammar Translation Method, Direct Method, Structural Approach, Communicative Approach)

UNIT-II: Methods and Techniques

- a) Importance of Listening and Speaking in Language Teaching, Developing listening and speaking skills, Phonetics- Phonetic transcription (Vowels, Consonants and Diphthongs), Features of Connected Speech (Stress, Intonation, Rhythm and Juncture).
- b) Teaching Mechanics of Reading: Methods of teaching Reading, Types of Reading (Intensive Reading and Extensive Reading) Importance of Loud Reading and Silent Reading, Reading Comprehension, Use of Dictionary and Thesaurus.
- c) Teaching Mechanics of Writing: Essential marks of good handwriting, Importance of Writing Skill, Causes of Spelling Mistakes and Suggested Remedies.

UNIT-III: Resource Material

- a) Language Course Book-Importance, Characteristics and Review
- b) Library-Importance, Management of Library, Role of Language Library in developing reading habits among the students.

- c) Language Curriculum-Meaning, Importance and Principles of Curriculum Construction.

UNIT-IV: Content

- a) Parts of Speech
- b) Antonyms, Synonyms and One Word Substitution.
- c) Sentences-Types of Sentences, Transformation of Sentences, Punctuation.
- d) School Curriculum

Practical Work

- Review of English Course Book
- Analysis of Horizontal and Vertical Curriculum
- Translation of Editorials from Punjabi or Hindi Newspapers (Any Two) in English.

Suggested Readings:

- Balasubramaniam, T. (1981). A Textbook of English Phonetics for Indian Students. Mumbai: Macmillan India Ltd.
- Bhatia, K.K. (2006). Teaching and Learning English as a Foreign Language. New Delhi: Kalyani Publishers.
- Bhatia, K.K. & Kaur, Navneet. (2015). Teaching and Learning English as a Foreign Language. Ludhiana: Kalyani Publishers.
- Doff, A. (1988). Teach English: A Training Course for Teachers. Cambridge: The British Council and Cambridge University Press.
- Kohli, A.L. (1999). Techniques of Teaching English. New Delhi: Dhanpat Rai and Company.
- Sachdeva, M.S. (2007). Teaching of English. Patiala: Twenty First Century Publications

ETERNAL UNIVERSITY BARU SAHIB
NAME OF COLLEGE : AKAL COLLEGE OF EDUCATION
COURSE TITLE: PEDAGOGY I (TEACHING OF HINDI)

Course Code	: EDU- 407
Course Title	: PEDAGOGY I (TEACHING OF HINDI)
Semester	: I
Credits	: 4
Contact Hours	: Theory – 2, Tutorial-1, Practical – 1

उद्देश्य :- भावी शिक्षकों को:

- भाषा के स्वरूप एवं व्यवस्था का ज्ञान करवाना ।
- भाषा सीखने की पद्धति एवं प्रक्रिया का बोध करवाना ।
- भाषाई कौशलों में दक्षता का विकास करना ।
- भाषा के व्यावहारिक प्रयोग में निपुणता लाना ।
- व्याकरण की विस्तृत जानकारी देना ।

इकाई— I : भाषा का स्वरूप

- क) भाषा का अर्थ, आधार, प्रकृति एवं हिन्दी भाषा की उत्पत्ति तथा विकास ।
ख) देवनागरी लिपि की विशेषताएँ एवं सीमाएँ तथा हिन्दी भाषा का महत्त्व मातृभाषा, राष्ट्रीय भाषा एवं अन्तर्राष्ट्रीय भाषा के रूप में ।
ग) हिन्दी शिक्षण— उद्देश्य, सामान्य सिद्धान्त एवं सूत्र

इकाई II : भाषाई कौशल

- क) श्रवण कौशल विकसित करने की विधियाँ, बोलचाल के गुण, अशुद्ध उच्चारण के कारण व निवारण
ख) पठन कौशल की विधियाँ व प्रकार (सूक्ष्म एवं स्थूल)। सस्वर पाठ एवं मौन पाठ का महत्त्व ।
ग) लेखन कौशल का महत्त्व, अवस्थाएँ, अशुद्धियों के कारण व निवारण ।

इकाई III : पुस्तक एवं पाठ्यक्रम

- क) पाठ्य पुस्तक का महत्त्व, विशेषताएँ व समीक्षा ।
ख) भाषा पुस्तकालय की उपयोगिता व व्यवस्था तथा छात्रों में पठन रुचि विकसित करने के उपाय
ग) पाठ्यक्रम— अर्थ, महत्त्व एवं निर्माण के सिद्धान्त ।

इकाई IV : व्याकरण बोध

क) वर्ण विचार – वर्णमाला, मात्राएँ, उच्चारण स्थल व प्राण तत्व।

ख) शब्द भेद – अर्थ, उत्पत्ति व व्युत्पत्ति के आधार पर, विपरितार्थक, वाक्यांश के लिए एक शब्द ।

ग) वाक्य – प्रकार, वाक्य परिवर्तन, विराम चिन्ह।

प्रायोगिक कार्य :-

- किसी एक बाल पत्रिका की समीक्षा।
- किसी अंग्रेजी समाचार पत्र के चार सम्पादकीय का हिन्दी में अनुवाद।

सन्दर्भ पुस्तक सूची :

- कश्यप, रेणु. (2001). 'राजभाषा हिन्दी का स्वरूप' विश्लेषण, पटना: जिज्ञासा प्रकाशन।
कुमार, योगेश. (2004). 'आधुनिक हिन्दी शिक्षण' नई दिल्ली: ए.पी. एच. पब्लिशिंग कॉरपोरेशन।
- कौर सर्वजीत (2009) हिन्दी शिक्षण, नई दिल्ली : कल्याणी पब्लिकेशन। खन्ना, ज्योति (2006), हिन्दी शिक्षण, नई दिल्ली : धनपत राय एण्ड कम्पनी।
- नीरू त्रिखा एवं मनीषा शर्मा (2010) हिन्दी व्याकरण एवं रचना : नई दिल्ली, तरुण पब्लिकेशन। मंगल उमा (2010) हिन्दी शिक्षण, नई दिल्ली, आर्य बुक डिपो।
- पाण्डेय, रामशकल. (2004). 'नूतन हिन्दी शिक्षण' आगरा: विनोद पुस्तक मन्दिर। पारीक, ममता. (2006). 'हिन्दी शिक्षण जयपुर : कल्पना पब्लिकेशन्स।
- भाटिया, कैलाशचन्द्र एवं मोतीलाल चतुर्वेदी. (2001). 'हिन्दी भाषा विकास और स्वरूप', नई दिल्ली : ग्रंथ अकादमी।
- व्यास भगवतीलाल एवं वेद प्रकाश. (2004). हिन्दी शिक्षण के नये आयामः आगरा : राधा प्रकाशन मन्दिर। सफाया रघुनाथ (2005) हिन्दी शिक्षण विधियाँ, जालन्धर, पंजाब बुक डिपो।
- सिंह, निरंजन कुमार. (2006). 'माध्यमिक विद्यालयों में हिन्दी शिक्षण' राजस्थान: हिन्दी ग्रन्थ अकादमी, तिलकनगर।
- सिंह सावत्री (2006), हिंदी शिक्षण, मेरठ, लॉयल बुक डिपो।
- शर्मा, ज्योति भनोट, (2000) हिन्दी शिक्षण लुधियाना: टण्डन पब्लिकेशन।

ETERNAL UNIVERSITY BARU SAHIB
NAME OF College : AKAL COLLEGE OF EDUCATION
COURSE TITLE: PEDAGOGY I (TEACHING OF PUNJABI)

Course Code : EDU- 408
Course Title : PEDAGOGY I (TEACHING OF PUNJABI)
Semester : I
Credits : 4
Contact Hours : Theory – 2, Tutorial-1, Practical – 1

ਉਦੇਸ਼ :

- ਵਿਦਿਆਰਥੀ ਅਧਿਆਪਿਕਾ ਨੂੰ ਸਾਹਿਤ ਦੇ ਵਿਭਿੰਨ ਰੂਪਾਂ ਅਤੇ ਅਧਿਆਪਨ ਢੰਗਾਂ ਬਾਰੇ ਜਾਣਕਾਰੀ ਦੇਣਾ।
- ਭਾਸ਼ਾ ਅਧਿਆਪਨ ਵਿੱਚ ਵਿਆਕਰਨ ਦੇ ਮਹੱਤਵ ਤੇ ਜਾਣੂ ਕਰਵਾਉਣਾ।
- ਵੱਖ ਵੱਖ ਅਧਿਆਪਨ ਕੌਸ਼ਲਾਂ ਵਿੱਚ ਨਿਪੁੰਨ ਕਰਨਾ।
- ਸਹਾਇਕ ਸਮੱਗਰੀ ਦੇ ਨਿਰਮਾਣ ਅਤੇ ਪ੍ਰਯੋਗ ਕਰਨ ਦੇ ਯੋਗ ਬਣਾਉਣਾ।
- ਪਾਠ ਯੋਜਨਾ ਨਿਰਮਾਣ ਦੇ ਯੋਗ ਬਣਾਉਣਾ।
- ਮੁਲਾਂਕਣ ਦੀ ਯੋਗਤਾ ਦਾ ਵਿਕਾਸ ਕਰਨਾ।

ਅਧਿਆਪਨ ਯੁਗਤਾਂ

ਭਾਸ਼ਣ, ਵਿਚਾਰ – ਵਟਾਂਦਰਾ ,ਕੰਮ ਸੋਪਣੀਆਂ , ਪਾਠਾਂਤਰ-ਕਿਰਿਆਵਾਂ, ਵਿਸ਼ਲੇਸ਼ਣ, ਅਭਿਆਸ , ਰੀਵਿਊ , ਸੈਮੀਨਾਰ ਅਤੇ ਪਾਠ ਪ੍ਰਦਰਸ਼ਨ ।

ਪਾਠ ਸਮੱਗਰੀ

ਇਕਾਈ 1

- ਕਵਿਤਾ ਦੀ ਸਿੱਖਿਆ – ਪਰਿਭਾਸ਼ਾ ,ਉਦੇਸ਼ ਅਧਿਆਪਨ ਦੀਆਂ ਵਿਧੀਆਂ
- ਵਾਰਤਕ ਦੀ ਸਿੱਖਿਆ- ਉਦੇਸ਼, ਅਧਿਆਪਨ ਦੇ ਚਰਨ ਅਤੇ ਵਿਧੀਆਂ
- ਵਿਆਕਰਨ ਦੀ ਸਿੱਖਿਆ- ਉਦੇਸ਼, ਕਿਸਮਾਂ , ਮਹੱਤਵ ਅਤੇ ਵਿਧੀਆਂ

ਇਕਾਈ 2

- ਪਾਠ ਯੋਜਨਾ – ਅਰਥ , ਕਿਸਮਾਂ ਅਤੇ ਗੁਣ
- ਪਾਠ ਯੋਜਨਾ ਦੀ ਤਿਆਰੀ – ਕਵਿਤਾ , ਕਹਾਣੀ , ਨਿਬੰਧ , ਵਿਆਕਰਨ , ਵਾਰਤਕ
- ਭਾਸ਼ਾ ਸਿੱਖਿਆ ਦਾ ਅਧਿਆਪਨ – ਗੁਣ , ਵਰਤਮਾਨ ਸਥਿਤੀ ਤੇ ਸੁਧਾਰ ਲਈ ਸੁਝਾਅ

ਇਕਾਈ 3

- ਵਿਸ਼ੇਸ਼ ਸਰੋਤ ਸਹਾਇਕ ਸਾਧਨ – ਮਹੱਤਵ, ਕਿਸਮਾਂ ਅਤੇ ਉਪਯੋਗ
- ਪ੍ਰੀਖਿਆ ਦੀਆਂ ਕਿਸਮਾਂ – ਮੌਖਿਕ , ਲਿਖਤੀ (ਨਿਬੰਧਾਤਮਕ, ਵਸਤੂਨਿਸ਼ਟ, ਲਘੂ ਉੱਤਰ) ਮੌਜੂਦਾ ਪ੍ਰੀਖਿਆ ਪ੍ਰਣਾਲੀ ਵਿੱਚ ਦੋਸ਼ ਅਤੇ ਸੁਧਾਰ ਲਈ ਸੁਝਾਅ , ਆਦਰਸ਼ ਪ੍ਰਸ਼ਨ ਉੱਤਰ ਦੇ ਨਿਰਮਾਣ ਦੇ ਸਿਧਾਂਤ ।
- ਭਾਸ਼ਾ ਕੌਸ਼ਲਾਂ ਦਾ ਮੁਲਾਂਕਣ – ਮੁਲਾਂਕਣ ਦੀ ਧਾਰਨਾ , ਪ੍ਰੀਖਿਆ ਅਤੇ ਮੁਲਾਂਕਣ ਵਿੱਚ ਅੰਤਰ , ਮੁਲਾਂਕਣ ਦੇ ਸਾਧਨ।

ਇਕਾਈ 4

- ਰਚਨਾ - ਪੈਰਾ ਰਚਨਾ , ਚਿੱਠੀ ਪੱਤਰ , ਸੰਵਾਦ , ਸੂਚਨਾ ।
- ਮੁਹਾਵਰੇ ਅਤੇ ਅਖੌਤਾਂ
- ਕਾਰਕ ਅਤੇ ਵਾਚ (ਕਿਸਮਾਂ)

ਪ੍ਰੋਯੋਗਿਕ ਕਾਰਜ (ਅੰਦਰੂਨੀ)

- ਸਲਾਨਾ ਪ੍ਰਸ਼ਨ ਪੱਤਰ ਦਾ ਨਿਰਮਾਣ
- ਭਾਸ਼ਾ ਹੁਨਰਾਂ ਨਾਲ ਸਬੰਧਤ ਕਿਰਿਆਤਮਕ ਖੋਜ (ਉਚਾਰਨ ਅਤੇ ਲਿਖਣ ਦੀ ਗਲਤੀਆਂ)

ਸ਼ਹਾਇਕ ਪੁਸਤਕਾਂ

- ਇੰਦਰਦੇਵ ਨੰਦਰਾ - ਆਧੁਨਿਕ ਪੰਜਾਬੀ ਅਧਿਆਪਨ ਟੈਂਡਨ ਪਬਲਿਸ਼ਰਸ
- ਸੁਖਵਿੰਦਰ ਸਿੰਘ ਸ਼ੇਖੋ ਅਤੇ ਮਨਦੀਪ ਕੌਰ ਸੇਖੋ - ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਅਧਿਆਪਨ ਕਲਿਆਣੀ ਪਬਲਿਸ਼ਰਜ
- ਡਾ ਅਮਰਜੀਤ ਸਿੰਘ - ਪੰਜਾਬੀ ਅਧਿਆਪਨ ਸੂਰੀਆ ਪਬਲਿਸ਼ਰਸ
- ਜਸਵੰਤ ਸਿੰਘ ਜੱਸ - ਮਾਤ - ਭਾਸ਼ਾ ਦੀ ਸਿੱਖਿਆ ਵਿਧੀ ਮਹਿਤਾਬ ਸਿੰਘ (ਨਿਊ ਬੁੱਕ ਕੰਪਨੀ)
- ਜੀ ਬੀ ਸਿੰਘ - ਗੁਰਮੁੱਖੀ ਲਿਪੀ ਦਾ ਜਨਮ ਅਤੇ ਵਿਕਾਸ ਪੰਜਾਬ ਯੂਨੀਵਰਸਿਟੀ , ਚੰਡੀਗੜ੍ਹ
- 6. ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਵਿਆਰਨ ਅਤੇ ਬਣਤਰ ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ , ਪਟਿਆਲਾ

ETERNAL UNIVERSITY BARU SAHIB
NAME OF COLLEGE : AKAL COLLEGE OF EDUCATION
COURSE TITLE: PEDAGOGY I (TEACHING OF PHYSICAL SCIENCE)

Course Code : EDU- 409
Course Title : PEDAGOGY I (TEACHING OF PHYSICAL SCIENCE)
Semester : I
Credits : 4
Contact Hours : Theory – 2, Tutorial-1, Practical – 1

Objectives

- Gain insight on the meaning and nature of Physical Science.
- Appreciate Physical Science as dynamic and expanding body of knowledge.
- Identify and formulate aims and objectives of Physical Science teaching.
- Use various methods and approaches of teaching Physical Science.
- Prepare as well as to select suitable instructional aids in teaching Physical Science and stimulate curiosity among the students.
- Construct a blue print of question paper in Physical Science.
- Understand recent trends in teaching learning of Physical Science.

Course Content:

Unit–I: Introduction

- a) Physical Science: Concept, Importance, Scope and Impact of Physical Science in daily life.
- b) Aims and objectives of teaching Physical Science- Bloom's taxonomy of educational objectives and its revised form, Instructional objectives of teaching Physical Science at secondary and senior secondary level.
- c) Formulating Instructional objectives in behavioral terms (Mager's and RCEM approach).

Unit–II: Methods and Techniques

- a) Methods- Scientific method, Project Method, Problem Solving Method and Lecture cum Demonstration method.
- b) Approaches- Inductive & Deductive Approach, Cooperative Learning, Constructivist and Enquiry based approach
- c) School Curriculum
- d) Micro-teaching: Concept, Phases and Skills (Introduction, Stimulus Variation, Reinforcement, Questioning, Explanation).

Unit- III: Instructional Aids and Evaluation in Physical Science

- a) Instructional Aids in Physical Sciences: Meaning, importance, classification,
- b) Principles of selection and use of various instructional aids such as Chalk Board, Charts, Models and animations.
- c) Objectives based test items: Concept, types and construction; Preparation of blue print of a question paper.

Unit –IV: Recent Trends in Teaching of Physical Science

- a) MOOC platforms for Physical Sciences and their relevance for teachers and students.
- b) CBCS: Concept, Need and Significance for discipline-centred as well as interdisciplinary teaching learning in Sciences.
- c) Blended Learning in Physical Science: Concept, Mechanism and Importance for a Global Knowledge Society.

Practical Work

- Evaluation of Physics/Chemistry Text Book of any class.
- Preparation of any two models.
- Information about five journals contributing in the field of Physics/ Chemistry.
- Construction of objectives based test on three topics of Physics/ Chemistry.

Suggested Readings

- Ahmed J. (2008): Teaching of Life Sciences; PHI Learning Pvt. Ltd., New Delhi. Das, R.C. (1992). Science Teaching in School. New Delhi: Sterling Publishing.
- Gupta, V.K. (1995). Teaching and Learning of Science and Technology, Delhi, Vikas Publishing House.
- Joshi, S.R. (2008): Teaching of Science, Concept Publishing House, New Delhi.
- Kalra, R.M. (2010). : Science Education for Teacher Trainees, New Delhi, PHI Learning. Kohli, V.K. (2006). How to Teach Science. Ambala: Vivek Pub. 2006.
- Mangal, S.K. (1997). Teaching of Science. New Delhi: Arya Book Depot: NCERT Mangal, S.K. (2009). Teaching of Science in Secondary Schools, New Delhi: NCERT. Mohan, Radha (2007) Innovative Physical Science Teaching Method, P.H.I., New Delhi.
- NCERT (2013). Pedagogy of Science Part-1 & 2: NCERT, New Delhi.
- Richardson, J.S and Caboon, G.P. (2005). Method and Material for Teaching General and Physical Science, McGraw Hill Book Co. Inc., New York.
- Sharma, R.C. (1998). Modern Science Teaching. New Delhi: Dhanpat Rai Pub. Co., New Delhi.
- Siddiqui, N.H. and Siddiqui, M.N. (1983). Teaching of Science Today and Tomorrow. Delhi: Doaba House.

ETERNAL UNIVERSITY BARU SAHIB
NAME OF COLLEGE : AKAL COLLEGE OF EDUCATION
COURSE TITLE: PEDAGOGY II (TEACHING OF LIFE SCIENCES)

Course Code : EDU- 410
Course Title : PEDAGOGY II (TEACHING OF LIFE SCIENCE)
Semester : I
Credits : 4
Contact Hours : Theory – 2, Tutorial-1, Practical – 1

Objectives

- To gain insights on the meaning and nature of Life Science.
- To appreciate Life Science as dynamic and expanding body of knowledge.
- To identify and formulate aims and objectives of Life Science learning.
- To use various methods and approaches of teaching learning Life Science.
- To critically analyse the existing curricula in life science.
- To select and use appropriate learning resources in Life Science.
- To evaluate and select appropriate text books in life science.

- To prepare as well as to select suitable instructional aids in teaching life science.
- To develop insights into current trends in teaching of Life Sciences.

Course Content:

UNIT–I: Background for Teaching of Life Science

- a) Life Science: Concept, importance and impact on daily life, correlation (intra-disciplinary inter-disciplinary and with day to day life)
- b) Aims and objectives of teaching life science-Bloom's taxonomy of educational objectives and its revised form; Instructional objectives of teaching life science at secondary and senior secondary level.
- c) Formulating Instructional objectives in behavioral terms (Magers and RCEM approach).

UNIT–II: Methods and Techniques

- a) Methods: lecture cum demonstration method, Scientific method, discussion method, Project Method, concept mapping.
- b) Approaches: Inductive & Deductive, Problem Solving approach, Cooperative Learning approach, experiential learning approach.
- c) School Curriculum
- d) Scientific attitude: Concept, characteristics and role of science teacher in its development.

UNIT- III: Learning Resources and Instructional Aids

- a) Learning resources in Life Science: Text books, reference books, journals, community resources.

- b) Life Science curriculum: rationale and value, analysis of text books and biology syllabi of NCERT/PSEB at Secondary and Senior Secondary stage.
- c) Instructional Aids: Meaning, importance, classification, principles of selection. Use of Chalk Board, Charts, Models, LCD projector, computer, EDUSAT.

UNIT –IV: Current Trends in Teaching of Life Science

- a) e -learning: meaning, principles, goals; e-resources : e-books , e-journals
- b) e- assessment: concept, importance and methods
- c) Web based learning, blended learning and mobile learning.

Practical Work

- Contributions of eminent life scientists (any three)
- Preparation of any two models.
- Conducting and preparing action research report in life science during teaching practice.

Suggested Readings

- Ahmad, J. (2011). *Teaching Of Biological Sciences* PHI
- Bhandula, N. (1989). *Teaching of Science*. Ludhiana: Parkash Brothers.
- Das, R.C. 2012, *Science teaching in schools*, Sterling Publishers Pvt Ltd., New Delhi.
- Ediger, M. (2007). *School Science Education*, Discovery Publishing House, New Delhi
- Kohli, V.K. (2006). *How to Teach Science*. Ambala: Vivek Pub. 2006.
- Lakshmi, G.D. (2004). *Methods of teaching Life Sciences*, Discovery Publishing House, New Delhi.
- Liversidge, T; Cochrane, M. Kerfoot, B. & Thomson, J. 2010, *Teaching Science*, SAGE Pub. India Pvt. Ltd., New Delhi.
- Mangal, S.K. (1997). *Teaching of Science*. Arya Book Depot, New Delhi.
- Radha, M. (2007). *Innovative Science Teaching*, Prentice Hall of India Pvt Ltd., Delhi.
- Ramakrishna, A. (2012). *Methodology of Teaching Life Science*; Dorling Kindersley (India) Pvt Ltd.
- Sharma, R.C. (1998). *Modern Science Teaching*. New Delhi: Dhanpat Rai Pub. Co. Siddiqui, N.H. and Siddiqui, M.N. (1983). *Teaching of Science Today and Tomorrow*. Delhi: Doaba House

ETERNAL UNIVERSITY, BARU SAHIB
NAME OF SCHOOL/DEPTT.: AKAL COLLEGE OF EDUCATION
COURSE TITLE: PEDAGOGY II (TEACHING OF MATHEMATICS)

Course Code : EDU- 411
Course title : TEACHING OF MATHEMATICS
Semester : I
Credit : 4
Contact hours : Theory-2, Tutorial-1, Practical- 1

Objectives:

Student Teachers would be able to

- To understand the nature of Mathematics.
- To understand the historical developments leading to concepts in modern Mathematics.
- To understand importance of Mathematics.
- To understand aims and objectives of teaching mathematics
- To understand the various instructional methods and their appropriate use in teaching Mathematics.
- To understand current Trends in teaching and learning Mathematics.

Unit I: Nature and Scope of Mathematics

Concept of Mathematics: Meaning, Characteristics (Precision, accuracy, logical sequence, applicability, Generalisation and classification, reasoning, mathematical language & symbolism and abstractions) and building blocks of Mathematics (Axioms, Assumptions, Postulates), Need and Importance of Mathematics with reference to real life related errands.

Values of Teaching Mathematics: Disciplinary, Intellectual, Utilitarian, Moral, Social, Cultural, Aesthetic, Vocational values, Values related to scientific attitude, International value

Correlation of Mathematics: Correlation of Mathematics with life, Correlation of different branches of Mathematics, Correlation of mathematics with other subjects (Engineering, Language and literature, Psychology, Social Science, Architecture, Music, Science).

Contribution of Indian Mathematicians-Aryabhatta, Shrinivasa, Ramanujan Aiyanger, Bhaskaracharya, Brahmgupta

Unit II: Aims and Objectives of Teaching Mathematics

Aims of teaching Mathematics, Difference between aims and objectives,

Objectives of teaching Mathematics: Concept and meaning, Types of objectives (Educational, Teaching) of teaching mathematics.

Bloom's Taxonomy of educational objectives (cognitive, affective and psychomotor domain)

UNIT III: Instructional methods for Teaching Mathematics

Concept and meaning of methods, Classification of methods, Precautions while selecting methods of teaching

Lecture-cum-Demonstration method, Laboratory method, Heuristic method, Inductive-Deductive, Analytic-synthetic method, project method, Problem Solving method and merits and demerits of different methods

Arousing and maintaining interest in learning of Mathematics

School Curriculum

UNIT IV: Learning resources and aids in Teaching Mathematics

Mathematics Club: Concept, Functions and Organisation of Mathematics Club

Mathematics Laboratory: Concept and Need of Mathematics Laboratory

Teaching aids: Classification and importance of teaching aids, Principles for selection and use of teaching aids, Types of audio Visual aids (Visual aids-Chalk Board, Charts, Diagrams, Flannel Board, Models, Auditory aids-Radio, Tape recorder, audio-Visual Aids- Films, television, information and communication technology.

Practical Work

Solve the problem by selecting appropriate instructional method (Activity method, play way method, Inductive- Deductive, Analytic-synthetic method, project method, Problem Solving and cooperative learning method) related to various topics included in the following areas:

- Teaching of Arithmetic
- Teaching of Algebra
- Teaching of Geometry
- Teaching of Mensuration
- Teaching of Statistics

Suggested Readings:

- Arora, S.K. (2000). How to Teach Mathematics. New Delhi: Sterling Publishers Pvt. Ltd.
- Gakhar, S.C. and Jaidka, M.L. (2003). Teaching of Mathematics. Panipat: M/s N.M. Publishers.
- Hukum, Avtar Ram and Singh, V.P. (2005). A Handbook for Designing Mathematics Laboratory in Schools. New Delhi: NCERT.
- Mangal, S. K. (2007). Teaching of Mathematics. New Delhi: Arya Book Depot
- Text Books 6th to 10th Standard.
- Pedagogy of Mathematics: Textbook for two year B.Ed Course. Publication Department by the Secretary, National Council of Educational Research and Training, Sri Aurobindo Marg, New Delhi 110016.
- Siddiqui, Hasan. Mujibul (2005). Teaching of Mathematics. New Delhi: A.P.H Publishing co-operation.
- Kulshreshtha, A. K.; Teaching of Mathematics, R. Lal and Sons, Meerut
- James, Anice; Teaching of Mathematics, Neelkamal publications, New Delhi
- Ediger Mariow ; Teaching Math Successfully, Discovery Publication.
- Aggarwal, J.C.; Teaching of mathematics, Vikas Publishing House Pvt. Ltd, Uttar Pradesh

Website

[http:// www.ncert.nic.in](http://www.ncert.nic.in)

ETERNAL UNIVERSITY BARU SAHIB
NAME OF COLLEGE : AKAL COLLEGE OF EDUCATION
COURSE TITLE: PEDAGOGY II (TEACHING OF SOCIAL STUDIES)

Course Code : EDU- 412
Course Title : PEDAGOGY II (TEACHING OF SOCIAL STUDIES)
Semester : I
Credits : 4
Contact Hours : Theory – 2, Tutorial-1, Practical – 1

Objectives

- To acquire a conceptual understanding of the nature of Social Studies.
- To acquire basic knowledge and skills to analyze and transact the Social Studies.
- Develop learning materials on selected units to facilitate learning in Social Studies.
- Plan lessons, Units based on different approaches to facilitate learning of Social Studies.
- To enable student teachers examine the prevailing pedagogical practices in classrooms critically and to reflect on the desired changes.
- To sensitize and equip student teachers to handle social issues.
- Realize her/his role as facilitator in enhancing Social Studies learning in the real classroom situation.
- Explore the use and relevance of different learning resources and materials in learning different units in Social Sciences.
- To understand different ways of assessing learner performance and providing additional support to the learners.
- Reflect upon her/his own experiential knowledge in the process of becoming a Social Studies teacher.

Course Content:

UNIT I: Concept of Social Studies

- a) Concept, scope and nature of Social Studies, Distinguish between Social Studies and Social Science.
- b) Correlation of Social studies with Social Science, Languages, Mathematics, Arts and Science.
- c) Aims and Objectives of teaching Social Studies at middle and secondary school level with reference to Bloom's Taxonomy.

Unit - II: Methods and Techniques of teaching Social Studies

- a) Lecture Method, Discussion Method and Problem Solving Method
- b) Project Method, Source Method and Socialized recitation method.
- c) Techniques of Teaching: Explanation, Supervised Study, Jurisprudential Enquiry, Dramatization, Brain-Storming, and Field Trip.

UNIT III: Curriculum and Teaching Learning Material

- a) Social Studies curriculum at secondary stage-Features, issues and recommendations of NCF 2005.
- b) School Curriculum
- c) Resource for Learning (Primary and Secondary) - Meaning, examples, advantages and limitations. Dale's Cone of Experiences.
- d) Maps, Charts, Globe, Graphs, Models (Working & Skill), Realia and specimens, and Multimedia as teaching aids in Social studies teaching.

UNIT IV: Current trends in Teaching of Social Studies

- a) ICT Based Approach- Power Point Presentations and e-learning.
- b) Cooperative Learning Approach- Concept, Procedure, Advantages and Limitations
- c) Constructivist Approach- Meaning, Characteristics, Strengths and Limitations.

Practical Work

- Qualitative Analysis of Social Studies Curriculum (secondary school stage) – PSEB/ CBSE/ICSE.
- PowerPoint presentation based seminar on the contributions of any one eminent Social reformists: Guru Nanak Dev Ji, Raja Ram Mohan Rai, Dr. B.R. Ambedkar, Swami Vivekananda, Vinoba Bhave, Abraham Lincoln, Mahatma Jyoti Rao Phule, Yousafzai Malala, Kailash Satyarthi, and Nelson Mandela.

Suggested Readings:

- Bhatia, S.K., & Jindal, S. ((2016). A Text Book of Curriculum, Pedagogy and Evaluation. New Delhi: Parago International Publisher.
- Bining, A.C. & Bining, D.H. (1952). Teaching Social Studies in Secondary Schools. New York: McGraw, Hill Book Company, Inc.
- Heller, F. (1986). The use and abuse of Social Sciences. London: Sage Publications.
- Hemming, J. (1953). The Teaching of Social Studies in Secondary Schools. London: Longman Green and Company
- Kochhar, S.K. (1986). Methods and Techniques of Teaching. New Delhi: Sterling Publishers Pvt. Ltd.
- Mofatt, M.R. (1955). Social Studies Instruction. New York: Prentice Hall.
- National Curriculum Frame Work (2005). New Delhi: NCERT.
- Pathak, R.P. (2012). Teaching of Social Studies. New Delhi: Pearson. Position Paper by National Focus Group on Teaching of Social Sciences
- Preston, R.C. & Herman (1974). Social Studies in the Elementary School. New York: Rhinehart and Company.
- Preston, R.C. (1959). Teaching Social Studies in the Elementary School. New York: Rinehart and Company.
- Shaيدا, B.D. (1962). Teaching of Social Studies. Jalandhar: Panjab Kitab Ghar. Sharma, P.L. (2002). Modern Methods of Teaching Political Science. New Delhi: Sarup& Sons.
- Singh, G. & Kaur, J. (2007). Teaching of Social Studies. Ludhiana: Kalyani Publishers. Singh, G. (2008). Samajik Adhain da Adhiapan. Ludhiana: Chetna Parkashan.

ETERNAL UNIVERSITY BARU SAHIB
NAME OF COLLEGE: AKAL COLLEGE OF EDUCATION
COURSE TITLE: DRAMA AND ART IN EDUCATION

Course Code : **EDU - 413**
Course title : **DRAMA AND ART IN EDUCATION**
Semester : **I**
Credit : **2**
Contact hours : **Theory – 1, Practical – 1**

Objectives:

- To acquaint them with sketching for expression and communication purpose.
- To develop sense of organization and an aesthetic sense in them.
- To prepare/improve teaching aids for effective teaching learning.
- To write legibly on Chalk Board.
- To learn to handle and display teaching mate
- To understand concept and scope of Drama and Music in Education.
- To develop their aesthetic sensibilities.
- To bring the Drama and Music into the center of exploration.
- To explore the adaptive strategies of artistic expression.
- To recognize the role of Drama and Music in education at school level.
- To learn to identify areas that suit learning process through Drama and Music.
- To explore the Role of teacher as a creative guide.

Course Content:

Unit I

1. Drawing and Sketching -15 sheets
 - a) Pencil sketches -2 sheets
 - b) Landscapes -2 sheets
 - c) Collages -2 sheets (1 from each Teaching Subject)
 - d) Alphabets writing in blocks (A to Z)
 - Capital – 5 Sheets
 - Small- 1 Sheet
 - e) Number drawing – 1 Sheet
 - f) Cutting and Pasting – 2 sheets (1 from each Teaching Subject)
2. Motto writing - 2 sheets (1 English and 1 Mother tongue)
3. Action Drawing - 2 sheets
4. Black Board plans - 4 sheets (2 each from teaching Subjects)
5. Charts (Display and write-up) - 2 (one for each Teaching Subjects)
6. 3 sheets depicting types of colours, colour schemes and principles of art.
7. 2 Design – Geometrical/Floral
8. 3 Free hand sketches of still life, nature study with pencil in light & shade

Practical Work: Students will maintain a file of all these activities.

Unit II

1) Black.Board. Writing and Sketching on any topics from two teaching subjects:

General Instructions for Simple Expressional Competencies

- a) Only Poster and water colours in flat or graded tone.
- b) Cutting, Pasting and Display of 2 pictures on display board.
- c) Block lettering in ink or color on paper in English, Gurmukhi/Devnagari
- d) Writing in Gurmukhi, Devnagari or Roman script and sketching on chalkboard
- e) Simple freehand sketching of diagrams, figures, outline maps, fields, block diagrams of respective teaching subjects.

Practical Work: Keep record of these activities duly signed by the subject teachers.

Unit-III

- 1) Prepare and present two skits with expression to teach any topic from their own teaching subjects
- 2) Practice and present two folk songs related to social evils / patriotic songs.
- 3) Collect and present five poems with rhythm and action in each teaching subject.

Note: - Students will practice the above skills with the help of teacher.

Practical Work:

- Analyse any two Folk songs and discuss their significance in education.
- Dialogue writing on any topic from the content of respective teaching subjects

Suggested Readings:

- Khanna, Jyoti (2015). Sangeet Adhyapan. : Tandon Publications Ludhiana
- National Centre for the Performing Arts -http://www.tata.com/0_our_commitment/community_initiatives/arts/ncpa.htm
- NCERT: Position paper National Focus Group on Arts, Music, Dance and Theatre, Publication Department Secretary, NCERT, New Delhi, 2006.
- Prasad, D. (1998). Art as the basis of education. National Book Trust.

ETERNAL UNIVERSITY BARU SAHIB
NAME OF THE COLLEGE: AKAL COLLEGE OF EDUCATION
Course Title: HISTORICAL AND SOCIOLOGICAL FOUNDATION OF
EDUCATION

Course Code : EDU - 415
Course title : HISTORICAL AND SOCIOLOGICAL FOUNDATION OF EDUCATION
Semester : II
Credit : 4
Contact hours : Theory – 2, Tutorial-1, Practical – 1

Objectives

- To enable student teachers to understand the importance of policies & programs during pre & post-independence era.
- Comprehend the system of Indian education.
- Analyze the forces affecting the education system.
- Critically examine the issues and concerns of education in the socio-cultural context in India.
- Sensitize with the cause & effects of social evils
- Inculcation of sensitivity & values in education.
- Develop vision for future of Indian education.

Course Content:

Unit-I: Historical development of Indian Education

- Pre-Independence Development in Indian education
 - Pre-British Period (Vedic, Buddhist, Muslim)
 - Prominent Characteristics of Education in India During Colonial Period (special reference to Anglicist- Oriental Controversy, Downward Filtration Theory & Basic Education)
- Post- Independence Developments in Indian Education
 - Constitutional provisions Of Education
 - Kothari Commission(1964-66)
 - NPE 86 & POA 92
 - Yashpal Committee
 - Knowledge Commission
 - RTE 2009

Unit-II: Contemporary development of Indian Education

- System Of Indian Education
 - Vocationalisation of Education (Skill Development)
 - Decentralization of Educational Administration (Administrative Hierarchy)

- Autonomy & Accountability in Higher Education
- Student Unrest (Special reference to Lingdoh Committee Report)
- Agencies Of Indian Education
 - UGC
 - NCERT
 - NCTE
 - NAAC
 - CBSE
 - RCI(Rehabilitation Council of India)

Unit-III: Education & Socio-Cultural Context

- Relationship between Society & Education
- Social Process: Socialisation, Social Stratification, Social Change, Social mobility
- Education as an instrument of social Change, Influence of education on Society, Family & their practices.
- Education & Culture: Analysis of the concepts of Cultural Lag, Cultural Conflict, cultural Pluralism, Ambivalence, Cultural Tolerance, Acculturation & Enculturation
- Socio-Cultural influences on the aims & organization of education (in context of sanskritisation, Industrialisation & Modernisation)

Unit-IV: Social Issues in Education

- Values in Education: Causes of Value Degeneration. Methods & Techniques of value inculcation (Classroom Context)
- Democracy, Socialism & Secularism: Concept & Practices in Schools.
- Role of Education in reproducing dominance & challenges of Marginalization with reference to Class, Caste, Gender & Religion.
- Sensitization towards Social Evils (Inequality and Social Exclusion on basis of Class, Caste, Gender & Religion).
- Teacher & Society: A Critical Appraisal of the status of a Teacher in Indian Society.

Practical Work

Each student will undertake the following activities:

- Preparing reports on any of the centrally sponsored programmes like Sarv Shiksha Abhyan (SSA) Rashtrya Madhyamik Shiksha Abhyan (RMSA), Mid-day Meal.
- Presentation of New Education Policy
- Presentations on various educational policies/ programmes.
- Undertaking local level surveys on issues/problems related to school education.

Suggested Readings:

- Anand, C L and et al (1993) Teacher and Education in the Emerging Indian Society, NCERT, New Delhi.
- Aggarwal (2002) - Landmarks in the history of Modern Indian Education, Vikas Publishing House Pvt. Ltd., New Delhi. - Aggarwal, J.C. (2002) – Development of Modern Indian education, Vikas Publishing House Pvt. Ltd., New Delhi.
- Government of India (GoI) (1966). National Education Commission (1964-66), Ministry of Education: New Delhi. Government of India (GoI) (1986/92).

- New Education Policy, MHRD: New Delhi.
- Humayun Kabir (1951). Education in New India. London: George Allen and Unwin Ltd.
- Jagannath Mohanty (1998). Jayapalan, N. Modern Trends in Indian Education. Hyderabad: Neelkamal Publication. New Delhi: Deep and Deep
- Delors, Jacques (1996) Learning the Treasure Within, Report to UNESCO of the
- International Commission on Education for Twenty-first Century, UNESCO.
- Dewey, John. (1952). The School and the Child, New York: The Macmillan Company, (Also available in Hindi School aur Bachche Translation: RRCEE)
- Gandhi M K (1956) Basic Education, Ahmedabad, Navjivan.
- Govt. of India (1952) Report of the Secondary Education Commission, New Delhi
- Govt. of India, MHRD (1986, Revised 1992) National Policy of Education, New Delhi
- Govt. of India, MHRD (1992) Programme of Action (Draft) New Delhi, Aravali Printers and Publishers.

ETERNAL UNIVERSITY BARU SAHIB
NAME OF COLLEGE : AKAL COLLEGE OF EDUCATION
COURSE TITLE: LEARNER AND LEARNING PROCESS

Course Code : EDU- 416
Course Title : LEARNER AND LEARNING PROCESS
Semester : II
Credits : 4
Contact Hours : Theory – 2, Tutorial-1, Practical – 1

Objectives:

- To create awareness in student-teachers with respect to the range of cognitive capacities and affective processes in human learners.
- To acquaint student-teachers with the different contexts of learning and situate schools as a special environment for learning.
- To enable them to reflect on their own implicit understanding of the nature and kinds of learning.
- To develop an understanding of different theoretical perspectives of learning with a focus on cognitive views of learning.
- To familiarize them with the concept and nature of Intelligence, Personality and Adjustment.

Course Content:

Unit I: Development and Learning

- Learning and Teaching – Nature, Relevance and Relationship.
- Nature and Nurture, Growth and Maturation.
- Relationship between Development and Learning
- Key Cognitive Processes: Perception, Attention, Memory, Language, Thinking, Problem Solving, Emotions and Motivation.

Unit II Cognition and Learning

- Approaches to Learning:
 - (a) Behaviorist, Cognitivist, Information-Processing, Humanist, Social Constructivist.
 - (b) Theories of Learning (Concepts, Principles and applicability is different learning situations): -Thorndike, Pavlov, Skinner, Kohler, , Rogers, Bandura ,Vygotsky
- Meaning of ‘Cognition’ and its role in learning.

Unit-III Intelligence and Motivation

- Defining Intelligence (Definitions given by different Psychologists)
- Nature of Intelligence and the role of Heredity and Environment
- Theories of Intelligence

- (a) Spearman's Two Factor theory
 - (b) Guilford's Factor Analytical Theory
 - (c) Cattell and Horn's Theory of Intelligence
 - (d) Sternberg's Information Processing Theory
 - (e) Howard Gardner's Theory of Multiple Intelligence
- Assessment of Intelligence
 - (a) Individual Tests – Verbal Tests
 - (b) Group Tests : Verbal/Non Verbal
- Use, Misuse and Abuse of Intelligence Testing
- Motivation-Meaning and Need, Difference between Needs and Drives, Motives and Incentives, Role of a teacher in motivating students: Need and Strategies.

Unit – IV Personality and Adjustment

- Meaning and Nature of Personality
- Theories of Personality
 - (a) Type Approach – Hippocrates, Kretschmer, Sheldon, Jung
 - (b) Trait Approach – Cattell
 - (c) Type cum Trait Approach – Eysenck
 - (d) Psychoanalytic Approach – Adler
- Meaning and nature of Adjustment –(in the context of teaching and learning)
- Methods of Adjustment – Direct methods/Indirect methods
- Characteristics of a Well Adjusted Person

Practical Work:

- The student-teacher does observation of children at play and maintain diaries to acquaint themselves with the different strategies of children employ in Learning and Cognition - 2 hours each across 4 observations; observations can be carried out in the schools. The students could identify different games that children play; Individual and Group behaviour in play; friendships and social relationships. (The analysis could include the following aspects: Motor Skills, Language used during Play, Group Structure and Interactions, arriving at rules and following them, Gender Behaviour, Patterns of Negotiation and Resolving Conflict, Folk Songs and Games, Popular Culture). The above field engagement is to be followed by post-assignment discussions during contact hours to arrive at linkages between play social, emotional, cognitive, language and motor development of children.
- Student-teachers shall conduct Individual and Group Intelligence Testing through appropriate culture fair Tests chosen by Faculty Mentors and prepare an e-portfolio of the entire project.

Suggested Readings:

- Cox M. (2005). *The Pictorial World of the Child*. New York: Cambridge University Press.
- Crain, W. (1992). *Theories of Development: Concepts and Applications*. (3rd Edition). New Jersey: Prentice Hall. Chapter 7: Kohlberg's Stages of Moral and Development, Chapter 8: Learning Theory: Pavlov, Watson, and Skinner, Chapter 9: Bandura's Social Learning Theory, Chapter 11: Freud's Psychoanalytic Theory, Chapter 12: Erikson and the Eight Stages of Life.
- Erikson, Eric, H. (1972). *Play and Development*. New York: W.W. Norton.

- Gardner, H. (1985). *Frames of Mind: The Theory of Multiple Intelligences*. London: Paladin Books.
- Gilligan, C. (1977). In a Different Voice: Women's Conception of Self and Morality.
- *Harvard Educational Review*, 47 (4), 481-517.
- Harris, M. and Butterworth, G. (2002). *Developmental Psychology: a student's handbook*. New York: Taylor & Francis. Chapter 7: The beginnings of Language Development, Chapter 10: Social Development in Pre-school Years, Chapter 14: Social Development in the School Years.
- Hergerhahn, B.R.(1976).An Introduction to Theories of Learning,Englewood Cliffs
- ,NJ:Prentice Hall.
- Lefrancois, G. (1991). *Psychology for Teaching*. Wadsworth Publishing Co. Chapter 1:Psychology for teaching, Chapter 5: Thinking and remembering, Chapter 8:Intelligence and creativity.
- Mangal, S.K(1997)Advanced Educational Psychology; New Delhi :Prentice Hall of India
- Walia,J.S(2013)Development of The Learner and Teaching Learning Process:Ahim Paul Publishers, Jalandhar,India
- Piaget J. (1997). Development and Learning. In Gauvian, M. and M. Cole. (eds.)

ETERNAL UNIVERSITY BARU SAHIB
NAME OF COLLEGE : AKAL COLLEGE OF EDUCATION
COURSE TITLE: ASSESSMENT FOR LEARNING

Course Code : EDU- 417
Course Title : ASSESSMENT FOR LEARNING
Semester : II
Credits : 4
Contact Hours : Theory – 3, Tutorial-0, Practical – 1

Objectives of the Course:

- To understand the nature of assessment and its role in teaching learning process
- To critically analyze the role of assessment at different domains of learning
- To develop the skill of construction of testing tools
- To understand, analyze, manage and implement assessment data
- To Examine different trends and issues in assessment

Course Content:

Unit I: Overview of Assessment and Evaluation

- Basic Concepts: Measurement, Assessment and Evaluation Assessment of Learning and Assessment for Learning
- Principles and Purposes of Assessment
- Perspectives of Assessment: Behaviorist, cognitive and Constructivist
- Types of evaluation- Norm referenced and criterion referenced evaluation

Unit-II: Techniques and Tools of Assessment and Evaluation

- Types of evaluation tools: self-made and standardized tools
- Characteristics of good tool(validity, reliability and usability).
- Assessment of scholastic and allied aspects in learning outcomes:
- Types of test items (Essay, Short answer type , Objective, Objective based
- Construction of a Test: Planning (Blue Print), Preparation, Try Out and Evaluation
- Assessment of affective domain: Observation, project work, interview and rating scales as techniques of assessment
- Assessment of psychomotor domain of learning outcome: Practical work,Performance based activities and rubrics as tools of assessment

Unit-III: Trends and Issues in Assessment

- Continuous and Comprehensive Evaluation (CCE),
- Grading vs Marking System: Use of grades, Methods of assigning grades, Guidelines for effective grading
- Choice Based Credit System
- Emerging Practices in Assessment: Standard Based Assessment, Online, Computer Based and Open Book Examinations.

Unit-IV: Analysis and Implementation of Assessment

- Analysis and Interpretation: Calculation of percentages, Frequency distribution, central tendency, Percentile Rank,
- Graphical representation : Pie Chart, Bar Graph, Histogram, Frequency Polygon
- Theoretical understanding of Normal Probability Curve and its applications

Practical Work:

- 1) Construction of different types of test items
- 2) Construction of an Achievement Test on One Topic.
- 3) Compilation of result of one class at school level and its analysis (Mean, Median, Mode) and graphical representation.
- 4) Preparation of rubrics
- 5) Report on grading system in schools.

Suggested Readings:

- Anastasi, A. (1983): Psychological Testing..., 6th Ed. New York, The Macmillan Co. 6th Edition.
- Asthana Bipin (2011) Measurement and Evaluation in Psychology and Education. Agrwal Publications, Agra.
- GOI (2009) The right of children to free and compulsory education act (2009) Retrieved from <http://mhrd.gov.in/sites/upload-files/mhrd/files/rte.pdf>.
- Gupta, S.P. (1991) Statistical Method, Sultan Chand and Sons Publishers, New Delhi
- Sharma, R.A. (2010) Essentials of Measurement in Education and Psychology. R. Lall Book Depot, Meerut.
- Thorndike R. L and Thorndike Christ Tracy (2010) Measurement and Evaluation in Psychology and Education. PHI Learning Private Limited, New Delhi.
- Ved Prakash, et al (2000) Grading in school, NCERT, Published at the publication division by the secretary, NCERT, Sri Aurobindo Marg, New Delhi.

ETERNAL UNIVERSITY BARU SAHIB
NAME OF COLLEGE: AKAL COLLEGE OF EDUCATION
COURSE TITLE: RESEARCH REVIEW II

Course Code : EDU - 418
Course title : RESEARCH REVIEW II
Semester : II
Credit : 2
Contact hours : Theory – 1, Practical – 1

Objectives:

After undergoing this course, the student teachers will be able to:

- Understand the Language of research
- Develop research mindedness
- Understand the difference between qualitative and quantitative research
- Employ different sampling techniques

UNIT 1 Understanding the language of research

- Defining a Construct, Variable, Concept of Independent and dependent variable
- Types of Research
 - a) Descriptive vs. Analytical Research
 - b) Applied vs. Fundamental Research
 - c) Quantitative vs. Qualitative Research
 - d) Conceptual vs. Empirical Research

UNIT II Sampling and Types of Sampling Techniques 6 hours

- Defining sampling and all types of sampling Techniques

Practical Work

1. Review 02 Post Graduate Dissertations and write a research report based on it.
2. Write an article and get it published in any Journal

Suggested Reading:

- Best J.W. (1999). Research in Education, New Delhi: Prentice Hall of India Pvt. Ltd
- Cohen, Lewis and Manion Lawrence (1994) Research Methods in Education New York: Holt Rinchart and Winston Inc.
- Garrett, H.E. (1958). Statistics in Psychology and Education. Longman's green and Co. New York.

ETERNAL UNIVERSITY BARU SAHIB
NAME OF COLLEGE: AKAL COLLEGE OF EDUCATION
COURSE TITLE: KNOWLEDGE AND CURRICULUM

Course Code : EDU- 419
Course Title : KNOWLEDGE AND CURRICULUM
Semester : II
Credits : 4
Contact Hours : Theory – 3, Tutorial-0, Practical – 1

Objectives

- To explain concept, principles, approaches and types of curriculum
- To analyze various curriculum frameworks
- To explain the concept and types of disciplines
- To understand the nature, changes in disciplines and subjects in terms of social, political and intellectual context
- To study the relationship between academic disciplines and school subjects

Course content:

Unit-I: Knowledge

- a) Meaning and Nature of knowledge
- b) Sources of knowledge: Empirical Vs Revealed knowledge
- c) Methods of acquiring knowledge
- d) Types of Knowledge:
 - Disciplinary Knowledge
 - Course content Knowledge
 - Indigenous Knowledge
 - Scientific Knowledge

Unit-II: Essentials of Curriculum

- a) Curriculum: Concept, objectives and components
- b) Different Approaches to Curriculum Development-
 - Subject- centred
 - Learner centred
 - Constructivist
 - Competency based
 - Environmental
- c) Current issues in curriculum: gender differences, environmental issues, inclusiveness, value concerns, human rights
- d) Stakeholders in Curriculum : Learner characteristics, Teacher's experiences, Parental expectations

Unit-III: School: The site of knowledge and Curriculum Engagement

- a) Contribution of the teachers in assimilation and dissemination of information and knowledge
- b) Emerging problems related to knowledge
- c) Role of School Administration and teacher in creating a context for transacting the curriculum effectively
- d) Role of Apex bodies in providing curriculum and pedagogic supports to teachers within schools- NCERT, CBSE, NIOS, SCERT, and CIET.

Practical

- Designing Vertical and Horizontal Curriculum for class VI to X.
- Identifying gender bias in any one chapter of a school text book.
- Critically evaluate the curriculum Implementation: Review and renewal of aim and processes.

Suggested Readings

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

ETERNAL UNIVERSITY BARU SAHIB
NAME OF COLLEGE : AKAL COLLEGE OF EDUCATION
COURSE TITLE: PEDAGOGY I (TEACHING OF ENGLISH)

Course Code : EDU- 420
Course Title : PEDAGOGY I (TEACHING OF ENGLISH)
Semester : II
Credits : 4
Contact Hours : Theory – 2, Tutorial-1, Practical – 1

Objectives

- To provide knowledge about various forms of Literature and methods of Teaching English.
- To enhance teaching skills of the students
- To enable the students to prepare teaching aids and their uses
- To provide knowledge about preparation of lesson plan
- To develop evaluative skills of the students.

Course Content:

UNIT I: Teaching Skills

- a) Poetry-Objectives, Methods and Steps of teaching Poetry.
- b) Prose- Objectives, Methods and Steps of teaching Prose.
- c) Grammar-Objectives, Types, Methods (Inductive and Deductive Methods), Importance, Steps of teaching Grammar.

UNIT II: Lesson Planning and Language Teacher

- a) School Curriculum
- b) Lesson Planning-Meaning, Types, Objectives and Importance.
- c) Writing Lesson Plan- Poem, Story. Essay, Grammar, Prose
- d) Language Teacher-Qualities, Present Status of English Teacher and Suggestion for improvement.

UNIT III: Audio-Visual Aids and Evaluation

- a) Audio Visual Aids (Types, Importance, Uses), Language Laboratory (It's set up and Uses).
- b) Types of Examination-Oral and Written (Objective Type, Short Answer Type and Essay type) Principles of good question paper, Defects in present Examination System and Suggestions for improvement.
- c) Evaluation of Language Skills-Concept, Difference between Test and Examination, Continuous and Comprehensive Evaluation, Evaluation Techniques.

UNIT IV: Grammar

- a) Composition-Paragraph Writing, Letter Writing, Notice Writing, Dialogue Writing.
- b) Idioms, Proverbs
- c) Reported Speech, Voice

Practical Work

- Preparation of Annual Question Paper.
- Action Research(Speaking and Writing Errors)

Suggested Readings:

- Balasubramaniam, T. (1981). A Textbook of English Phonetics for Indian Students. Mumbai: Macmillan India Ltd.
- Bhatia, K.K. (2006). Teaching and Learning English as a Foreign Language. New Delhi: Kalyani Publishers.
- Bhatia, K.K. & Kaur, Navneet. (2015). Teaching and Learning English as a Foreign Language. Ludhiana: Kalyani Publishers.
- Doff, A. (1988). Teach English: A Training Course for Teachers. Cambridge: The British Council and Cambridge University Press.
- Kohli, A.L. (1999). Techniques of Teaching English. New Delhi: Dhanpat Rai and Company.
- Sachdeva, M.S. (2007). Teaching of English. Patiala: Twenty First Century Publications.

ETERNAL UNIVERSITY BARU SAHIB
NAME OF COLLEGE : AKAL COLLEGE OF EDUCATION
COURSE TITLE: PEDAGOGY I (TEACHING OF HINDI)

Course Code	: EDU- 421
Course Title	: PEDAGOGY I (TEACHING OF HINDI)
Semester	: I
Credits	: 4
Contact Hours	: Theory – 2, Tutorial-1, Practical – 1

उद्देश्य :- भावी शिक्षकों को –

- साहित्य की विभिन्न विधाओं व शिक्षण प्रक्रियाओं का ज्ञान करवाना।
- भाषायी कौशलों में दक्षता प्रदान करना।
- सहायक शिक्षण सामग्री के निर्माण व प्रयोग के योग्य बनाना।
- पाठ-योजना निर्माण का ज्ञान प्रदान करना।
- मूल्यांकन की योग्यता विकसित करना।

इकाई – I

- क) कविता शिक्षण— उद्देश्य, सोपान तथा विधियाँ।
ख) गद्य शिक्षण— उद्देश्य, सोपान तथा विधियाँ।
ग) व्याकरण शिक्षण— महत्त्व, उद्देश्य, सोपान तथा विधियाँ।

इकाई II

- घ) पाठ-योजना : अर्थ, प्रकार, उद्देश्य, तथा गुण।
ङ.) पाठ-योजना लेखन : कविता, कहानी, निबन्ध, व्याकरण, गद्य।
च) हिन्दी अध्यापक के गुण, वर्तमान स्थिति व सुधार के उपाय।

इकाई III

- छ) दृश्य-श्रव्य सामग्री : प्रकार, महत्त्व व उपयोग।
ज) परीक्षा प्रणाली के प्रकार : { मौखिक लिखित (निबन्धात्मक, लघुत्तर, वस्तुनिष्ठ) }, प्रश्न पत्र निर्माण के सिद्धान्त, परीक्षा प्रणाली के दोष व सुधार के उपाय।
झ) भाषा कौशलों का मूल्यांकन – धारणा, मूल्यांकन की तकनीक, परीक्षा व मूल्यांकन में अन्तर।

इकाई IV

- ञ) रचना – गद्यांश, पत्र, सूचना, सम्वाद।
ट) मुहावरे, लोकोक्तियाँ, सूक्तियाँ।
ठ) कारक, वाच्य परिवर्तन।
प्रायोगिक कार्य :-
1. वार्षिक प्रश्न –पत्र का निर्माण।
2. क्रियात्मक अनुसन्धान (उच्चारण व लेखन की अशुद्धियाँ)।

सन्दर्भ पुस्तक सूची : –

- कश्यप, रेणु. (2001). 'राजभाषा हिन्दी का स्वरूप' विश्लेषण, पटना: जिज्ञासा प्रकाशन।
- कुमार, योगेश. (2004). 'आधुनिक हिन्दी शिक्षण' नई दिल्ली: ए.पी. एच. पब्लिशिंग कॉरपोरेशन।
- कौर सर्वजीत (2009) हिन्दी शिक्षण, नई दिल्ली : कल्याणी पब्लिकेशन।
खन्ना, ज्योति (2006), हिन्दी शिक्षण, नई दिल्ली : धनपत राय एण्ड

कम्पनी ।

- नीरू त्रिखा एवं मनीषा शर्मा (2010) हिन्दी व्याकरण एवं रचना : नई दिल्ली, तरुण पब्लिकेशन । मंगल उमा (2010) हिन्दी शिक्षण, नई दिल्ली, आर्य बुक डिपो ।
- पाण्डेय, रामशकल. (2004). 'नूतन हिन्दी शिक्षण' आगरा: विनोद पुस्तक मन्दिर । पारीक, ममता. (2006). 'हिन्दी शिक्षण जयपुर : कल्पना पब्लिकेशन्स ।
- भाटिया, कैलाशचन्द्र एवं मोतीलाल चतुर्वेदी. (2001). 'हिन्दी भाषा विकास और स्वरूप', नई दिल्ली : ग्रंथ अकादमी ।
- व्यास भगवतीलाल एवं वेद प्रकाश. (2004). हिन्दी शिक्षण के नये आयाम: आगरा : राधा प्रकाशन मन्दिर ।
- सफाया रघुनाथ (2005) हिन्दी शिक्षण विधियाँ, जालन्धर, पंजाब बुक डिपो ।
- सिंह, निरंजन कुमार. (2006). 'माध्यमिक विद्यालयों में हिन्दी शिक्षण' राजस्थान: हिन्दी ग्रन्थ अकादमी, तिलकनगर ।
- सिंह सावत्री (2006), हिंदी शिक्षण, मेरठ, लायल बुक डिपो ।
- शर्मा, ज्योति भनोट, (2000) हिन्दी शिक्षण लुधियाना: टण्डन पब्लिकेशन ।

ETERNAL UNIVERSITY BARU SAHIB
NAME OF College : AKAL COLLEGE OF EDUCATION
COURSE TITLE: PEDAGOGY I (TEACHING OF PUNJABI)

Course Code	: EDU- 422
Course Title	: PEDAGOGY I (TEACHING OF PUNJABI)
Semester	: II
Credits	: 4
Contact Hours	: Theory – 2, Tutorial-1, Practical – 1

ਉਦੇਸ਼ :

- ਭਾਸ਼ਾ ਦੇ ਸਰੂਪ ਅਤੇ ਵਿਵਸਥਾ ਬਾਰੇ ਜਾਣਕਾਰੀ ਦੇਣਾ।
- ਭਾਸ਼ਾ ਸਿੱਖਣ ਦੇ ਤਰੀਕੇ ਅਤੇ ਪ੍ਰਕਿਰਿਆ ਬਾਰੇ ਜਾਣਕਾਰੀ ਦੇਣਾ।
- ਭਾਸ਼ਾ ਕੌਸ਼ਲਾਂ ਵਿੱਚ ਨਿਪੁੰਨਤਾ ਲਿਆਉਣਾ।
- ਭਾਸ਼ਾ ਦੇ ਵਿਵਹਾਰਿਕ ਪ੍ਰਯੋਗ ਵਿੱਚ ਨਿਪੁੰਨਤਾ ਲਿਆਉਣਾ।
- ਵਿਆਕਰਨ ਦੀ ਵਿਸਥਾਰਪੂਰਵਕ ਜਾਣਕਾਰੀ ਦੇਣਾ।

ਇਕਾਈ 1

- ੳ) ਭਾਸ਼ਾ – ਪਰਿਭਾਸ਼ਾ , ਆਧਾਰ, ਪ੍ਰਕਿਰਤੀ , ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਨਿਕਾਸ ਅਤੇ ਵਿਕਾਸ
ਅ) ਲਿਪੀ ਦੀ ਅਰਥ , ਗੁਰਮੁਖੀ ਲਿਪੀ ਦੀ ਪ੍ਰਚੀਨਤਾ ਅਤੇ ਅਨੁਕਊਲਤ
ੲ) ਮਾਤ – ਭਾਸ਼ਾ ਦੀ ਸਿੱਖਿਆ ਦੇ ਉਦੇਸ਼ , ਮਹੱਤਵ, ਸਿਧਾਂਤ , ਸੂਤਰ

ਇਕਾਈ 2

- ੳ) ਭਾਸ਼ਾ ਦੀ ਸਿੱਖਿਆ ਵਿੱਚ ਸੁਣਨ ਅਤੇ ਬੋਲਚਾਲ ਦਾ ਮਹੱਤਵ , ਸੁਣਨ ਸ਼ਕਤੀ ਦੇ ਵਿਕਾਸ ਲਈ ਲੋੜੀਂਦੇ ਅਭਿਆਸ , ਚੰਗੀ ਬੋਲਚਾਲ ਦੇ ਗੁਣ , ਅਸ਼ੁੱਧ ਉਚਾਰਨ ਦੇ ਕਾਰਨ ਅਤੇ ਸੁਧਾਰ।
ਅ) ਪੜ੍ਹਨਾ ਸਿਖਾਉਣਾ ਦੀਆਂ ਵਿਧੀਆਂ ਅਤੇ ਪੜ੍ਹਾਈ ਸਿਖਿਆ ਦੀਆਂ ਕਿਸਮਾਂ – ਸੁਖਮ ਪੜ੍ਹਾਈ ਅਤੇ ਸਥੂਲ ਪੜ੍ਹਾਈ , ਉੱਚੀ ਪਾਠ ਅਤੇ ਮੌਨ ਪਾਠ ਦਾ ਮਹੱਤਵ।
ੲ) ਲਿਖਣ ਕਲਾ ਦਾ ਮਹੱਤਵ , ਲਿਖਣਾ ਸਿਖਾਉਣਾ ਦੀਆਂ ਅਵਥਾਵਾਂ ਅਤੇ ਅਸ਼ੁੱਧ ਸ਼ਬਦ – ਜੋੜ ਦੇ ਕਾਰਨ ਅਤੇ ਕਾਰਨ ਅਤੇ ਸੁਧਾਰ।

ਇਕਾਈ 3

- ੳ) ਮਾਤ – ਭਾਸ਼ਾ ਦੀ ਪਾਠ ਪੁਸਤਕ – ਮਹੱਤਵ , ਵਿਸ਼ੇਸ਼ਤਾਵਾਂ ਦੀ ਸਮੀਖਿਆ
ਅ) ਭਾਸ਼ਾ ਪੁਸਤਕਾਲਾ – ਮਹੱਤਵ , ਵਿਵਸਥਾ ਅਤੇ ਪੜ੍ਹਨ ਰੁਚੀਆ ਦਾ ਵਿਕਾਸ
ੲ) ਮਾਤ – ਭਾਸ਼ਾ ਦੀ ਪਾਠਕ੍ਰਮ – ਅਰਥ , ਮਹੱਤਵ ਅਤੇ ਨਿਰਮਾਣ ਦੇ ਸਿਧਾਂਤ

ਇਕਾਈ 4

- ੳ) ਵਰਨ ਬੋਧ – ਸਵਰ , ਵਿਅੰਜਨ , ਅਨੁਨਾਸਿਕ , ਦੁੱਤ ਅੱਖਰ , ਲਗਾਂ – ਮਾਤਰਾਂ, ਲਗਾਂਖਰ
ਅ) ਸ਼ਬਦ ਬੋਧ – ਸ਼ਬਦਾਂ ਦੇ ਸ਼ਬਦ ਰਚਨਾ , ਵਿਰੋਧੀ ਸ਼ਬਦ , ਬਹੁਤੇ ਸ਼ਬਦਾਂ ਦੀ ਥਾਂ ਇੱਕ ਸ਼ਬਦ , ਬਹੁ – ਅਰਥਕ ਸ਼ਬਦ
ੲ) ਵਾਕ ਬੋਧ – ਪ੍ਰਕਾਰ , ਵਾਕ ਵਟਾਂਦਰਾ , ਵਿਸ਼ਰਾਮ ਚਿੰਨ੍ਹ।

ਪ੍ਰੋਯੋਗਿਕ ਕਾਰਜ

- ਬਾਲ ਪੱਤਰਿਕਾ ਦਾ ਮੁਲਾਂਕਣ
- ਅੰਗਰੇਜ਼ੀ ਦੇ ਅਖਬਾਰ ਵਿਚੋਂ ਚਾਰ ਸੰਪਾਦਕੀ ਦਾ ਪੰਜਾਬੀ ਵਿੱਚ ਅਨੁਵਾਦ।

ਸ਼ਹਾਇਕ ਪੁਸਤਕਾਂ

- ਇੰਦਰਦੇਵ ਨੰਦਰਾ - ਆਧੁਨਿਕ ਪੰਜਾਬੀ ਅਧਿਆਪਨ ਟੰਡਨ ਪਬਲਿਸ਼ਰਜ
- ਸੁਖਵਿੰਦਰ ਸਿੰਘ ਸ਼ੇਖੋ ਅਤੇ ਮਨਦੀਪ ਕੌਰ ਸੇਖੋ - ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਦਾ ਅਧਿਆਪਨ ਕਲਿਆਣੀ ਪਬਲਿਸ਼ਰਜ
- ਡਾ ਅਮਰਜੀਤ ਸਿੰਘ - ਪੰਜਾਬੀ ਅਧਿਆਪਨ ਸੂਰੀਆ ਪਬਲਿਸ਼ਰਜ
- ਜਸਵੰਤ ਸਿੰਘ ਜੱਸ - ਮਾਤ - ਭਾਸ਼ਾ ਦੀ ਸਿੱਖਿਆ ਵਿਧੀ ਮਹਿਤਾਬ ਸਿੰਘ (ਨਿਊ ਬੁੱਕ ਕੰਪਨੀ)
- ਜੀ ਬੀ ਸਿੰਘ - ਗੁਰਮੁੱਖੀ ਲਿਪੀ ਦਾ ਜਨਮ ਅਤੇ ਵਿਕਾਸ ਪੰਜਾਬ ਯੂਨੀਵਰਸਿਟੀ , ਚੰਡੀਗੜ੍ਹ
- ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਵਿਆਰਨ ਅਤੇ ਬਣਤਰ ਪੰਜਾਬੀ ਯੂਨੀਵਰਸਿਟੀ , ਪਟਿਆਲਾ
- ਕੰਗ , ਕੁਲਬੀਰ ਸਿੰਘ ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਵਿਗਿਆਨ , ਜਲੰਧਰ : ਪੰਜਾਬੀ ਭਾਸ਼ਾ ਅਕਾਦਮੀ ।

ETERNAL UNIVERSITY BARU SAHIB
NAME OF COLLEGE : AKAL COLLEGE OF EDUCATION
COURSE TITLE: PEDAGOGY I (TEACHING OF PHYSICAL SCIENCE)

Course Code : EDU- 423
Course Title : PEDAGOGY I (TEACHING OF PHYSICAL SCIENCE)
Semester : II
Credits : 4
Contact Hours : Theory – 2, Tutorial-1, Practical – 1

Objectives

After completion of the course, the student teachers will be able to

- Write lesson plans for effective teaching in Physical Science.
- Select and use appropriate learning resources in Physical Science.
- Organize practical work and improvise Physical Science apparatus
- Understand the intricacies and significance of evaluation in Physical science.
- Join various platforms to bring professional growth.

Course Content:

UNIT–I: Planning for Effective Teaching

- (a) Lesson Planning: Concept, Importance, Approaches (Herbartian approach and Constructivist approach), Types (Macro, Micro, ICT-based, Test-based, Models of Teaching based and Diary Lessons) and their limitations,
- (b) School Curriculum
- (c) Learning Beyond the classrooms- Importance, planning and organizing co- curricular activities – Science clubs, science museum, science fair, Excursions.
- (d) Practical work in physical science- Need, importance and planning/organization.

Unit II: Learning Resources in Physical Science

- (a) Text books- Need, Importance and evaluation criteria, Reference books, Journals, e-resources: Need, Importance.
- (b) Designing laboratories of Physics and Chemistry- Need and Importance of laboratory for teachers and students, Design of Physics and Chemistry labs.
- (c) Selection, purchase and maintenance of apparatus and equipment in laboratory, First aid in laboratory, Development of science kits, improvising apparatus and low cost experiments in Physical Science.

UNIT III: Evaluation and Professional Development

- (a) Evaluating Learning in Physical Science-Concept, need, types (Formative, Summative and Diagnostic) and Process.
- (b) Teacher Evaluation in Physical Science: Concept, Need and Types (Peer and Student Evaluation).
- (c) Physical Science teacher- Need and Importance, Professional Competencies and Professional Development Programmes, Role of Teacher as a facilitator.

UNIT IV: Content Area and Pedagogical Analysis

- a) Force, Motion and Energy: Concept, Types and Application
- b) Reflection and Refraction: Concept, Laws and Application ,
- c) Atomic Structure (Bohr's Model) and Periodic Table (Trends in groups & periods).
- d) Chemical Bonding: Concept, Types and applications.

Practical Work

- 1) Preparation of any two lesson plans of Physics/Chemistry.
- 2) Study of e-resource in physical science and prepare the report.
- 3) Construction of any two improvised apparatus/ low cost demonstration activities.

Suggested Readings:

- Ahmed J. (2008): Teaching of Life Science. PHI Learning Pvt. Ltd., New Delhi.
- Bhandula, N. (1989). Teaching of Science. Ludhiana: Parkash Brothers.
- Das, R.C. (1992). Science Teaching in School. New Delhi: Sterling Publishing. Davar, M. (2012). Teaching of Science. New Delhi: PHI Learning Private Limited.
- Garg, K.K., Singh, R and Kaur, I. (2007). A Text book of Science of Class X, New Delhi: NCERT.
- Joshi S.R. (2007). Teaching of Science. New Delhi: APH Publishing Corporation.
- Kohli, V.K. (2006). How to Teach Science. Ambala: Vivek Pub. 2006.
- Liversidge T., Cochrane M., Kerfoot B. and Thomas J. (2009). Teaching Science: Developing as a Reflective Secondary Teacher. New Delhi: SAGE Publications India Private Limited.
- Mangal, S.K. (1997). Teaching of Science. New Delhi: Arya Book Depot
- Mohan, R. (2007). Innovative Physical Science Teaching Method, P.H.I., New Delhi. NCERT (2013). Pedagogy of Science Part-1 & 2: NCERT, New Delhi.
- New UNSECO Source Book for Science. France: UNSECO.
- Sharma, R.C. (2010). Modern Science Teaching. New Delhi: Dhanpat Rai Pub. Co. Siddiqui, N.H. and Siddiqui, M.N. (1983). Teaching of Science Today and Tomorrow. Delhi: Doaba House.

ETERNAL UNIVERSITY BARU SAHIB
NAME OF COLLEGE : AKAL COLLEGE OF EDUCATION
COURSE TITLE: PEDAGOGY II (TEACHING OF LIFE SCIENCE)

Course Code : EDU- 424
Course Title : PEDAGOGY II (TEACHING OF LIFE SCIENCE)
Semester : II
Credits : 4
Contact Hours : Theory – 2, Tutorial-1, Practical – 1

Objectives

After completion of the course, the student teachers will be able to

- Write unit plans and lesson plans for effective teaching learning in Life Science.
- Organise co-curricular activities related to Science
- Organise practical work and improvise Life Science apparatus
- Construct appropriate assessment tools for evaluating learning of life science.
- Construct a blue print of question paper in Life Science.
- Join various platforms to bring professional growth

Course Content:

Unit–I: Instructional Planning and Evaluation

- a) Unit planning and Lesson planning: Meaning, importance and Types
- b) School Curriculum
- c) Preparation of lesson plans: ICT based, Diary format, model based (inquiry training, concept attainment, inductive thinking)
- d) Evaluating learning in Life Science: concept, types, steps and importance; Choice based Credit System.

Unit-II: Learning Beyond the Classrooms

- a) Setting up Biology Laboratory at Senior Secondary Stage: Selection, purchase and maintenance of apparatus and equipment in it, First aid in laboratory.
Improvising apparatus and low cost experiments in Life Science
- b) Learning Beyond the classrooms: Importance, planning and organising co- curricular activities – Science clubs, science fair, Excursions and field visits.

Unit –III: Professional Development and Ethics

- a) Organizing and evaluating practical work in Life Science. Life Science teacher: Qualifications, Qualities, Role in nurturing creativity
- b) Professional development: Meaning, professional development programmes
- c) Ethics of life science teacher, role of reflective practices in professional development.

Unit–IV: Course Content and Pedagogical Analysis

- a) Micro-organisms and diseases (bacteria and virus)
- b) Effect of population and human growth on environment
- c) Human Circulatory system
- d) Human Nervous system
- e) Pedagogical analysis of the topics: environmental pollution, levels of organization.

Practical Work

1. Study of community resource in life science and prepare the report on any one (Zoo, Sea Shore Life, Botanical Garden, Zoological garden, Science Park, Science Centre, National laboratory, etc).
2. Construction of any two improvised apparatus.
3. Preparation of herbarium of medicinal plants.(any 10 plants)

Suggested Readings:

- Ahmad, J. (2011). *Teaching of Biological Sciences* PHI
- Bhandula, N. (1989). *Teaching of Science*. Ludhiana: Parkash Brothers.
- Das, R.C. 2012, *Science teaching in schools*, Sterling Publishers Pvt Ltd., New Delhi.
- Ediger, M. (2007). *School Science Education*, Discovery Publishing House, New Delhi
- Kohli, V.K. (2006). *How to Teach Science*. Ambala: Vivek Pub. 2006.
- Lakshmi, G.D. (2004). *Methods of teaching Life Sciences*, Discovery Publishing House, New Delhi.
- Liversidge, T; Cochrane, M. Kerfoot, B. & Thomson, J. 2010, *Teaching Science*, SAGE Pub. India Pvt. Ltd., New Delhi.
- Mangal, S.K. (1997). *Teaching of Science*. Arya Book Depot, New Delhi.
- Radha, M. (2007). *Innovative Science Teaching*, Prentice Hall of India Pvt Ltd. Delhi.
- Ramakrishna, A. 2012, *Methodology of Teaching Life Science*; Dorling Kindersley (India) Pvt Ltd.
- Sharma, R.C. (1998). *Modern Science Teaching*. New Delhi: Dhanpat Rai Pub. Co. Siddiqui, N.H. and Siddiqui, M.N. (1983). *Teaching of Science Today and Tomorrow*.

ETERNAL UNIVERSITY, BARU SAHIB
NAME OF COLLEGE: AKAL COLLEGE OF EDUCATION
COURSE TITLE: PEDAGOGY II (TEACHING OF MATHEMATICS)

Course Code : EDU- 425
Course title : TEACHING OF MATHEMATICS
Semester : II
Credit : 4
Contact hours : Theory-2, Tutorial-1, Practical- 1

Objectives

- To understand the mathematics curriculum construction.
- To improve the competencies in secondary level Mathematics using different methods.
- To understand instructional planning and material development
- To apply appropriate evaluation techniques in Mathematics.
- To understand the preparation and use of achievement and diagnostics test and organize remedial teaching

Unit I: Mathematics Curriculum

Concept, Meaning and purpose of curriculum, Principles of curriculum construction (unity, community centredness, flexibility, child centredness, subject centredness, teacher's view, disciplinary Value, Cultural value, correlation, Modernisation,)

Basis of curriculum construction in Mathematic (Philosophical, Psychological, Sociological and scientific)

Stages of curriculum development in mathematics (formulation of objectives, Selection and organization of appropriate learning material, Selection of suitable learning experiences, selection of suitable material for evaluation).

Unit II: Instructional Planning and material development

Concept and meaning of planning, levels and principles of lesson planning, Characteristics of good lesson plan, Precautions while preparing a lesson plan, Steps involved in lesson plan.

Microteaching: Concept, Characteristic, principles underlying Microteaching,

Microteaching Process

Teaching Skills: Meaning and types of skills (Skill of explanation, Skill of Questioning, Skill of Stimulus Variation, Skill of Reinforcement, Skill of Blackboard Writing)

Unit III: Evaluation in Mathematics

Meaning and concept of evaluation, Process of evaluation, types of evaluation (Formative, Summative), Difference between examination, measurement and evaluation,

Concept of comprehensive and continuous evaluation (CCE) in mathematics, Scope/Area of CCE, advantages and limitations of CCE

Meaning, Functions, Types, Steps for construction of Achievement Test and Diagnostic test

UNIT IV: Current Trends in Teaching and Learning Mathematics

Concepts: Meaning, concept formation and concept assimilation; Concept Attainment Model in teaching mathematics

Cooperative Learning: concept and approaches

Higher order thinking skills in mathematics: Concept and Importance of HOTS in 21st Century, Techniques for enhancing HOTS in Mathematics.

Practical Work

- Preparation of Unit Plan
- Preparation of Micro Lesson plans(Any 05 skills)

Suggested Readings:

- Kulshreshtha, A. K.; Teaching of Mathematics, R. Lal and Sons, Meerut
- James, Anice; Teaching of Mathematics, Neelkamal publications, New Delhi
- Ediger Mariow ; Teaching Math Successfully, Discovery Publication.
- Goel, A.; Learn and Teach Mathematics. Author Press, New Delhi
- Bagyanathan, D.; Teaching of Mathematics, TamilNadu Text book Society, Chennai
- Mangal, S. K. (2007). Teaching of Mathematics. New Delhi: Arya Book Depot
- Text Books 6th to 10th Standard.
- National Focus on Teaching of Mathematics. Publication Department by the Secretary, National Council of Educational Research and Training, Sri Aurobindo Marg, New Delhi 110016.
- Pedagogy of Mathematics: Textbook for two year B.Ed Course. Publication Department by the Secretary, National Council of Educational Research and Training, Sri Aurobindo Marg, New Delhi 110016.
- Shankaran & Gupta, H. N. (1984). Content-cum-Methodology of Teaching Mathematics. New Delhi: NCERT
- Siddiqui, Hasan. Mujibul (2005). Teaching of Mathematics. New Delhi: A.P.H Publishing co-operation.
- Sidhu, K.S. (1998). Teaching of Mathematics. New Delhi: Sterling Publication Pvt. Ltd.
- Thomas, A. S. (1993). Mathematics for Elementary Teachers (An Interactive Approach). Florida: HBJ Publishers
- Website-http:

ETERNAL UNIVERSITY BARU SAHIB
NAME OF COLLEGE : AKAL COLLEGE OF EDUCATION
COURSE TITLE: PEDAGOGY II (TEACHING OF SOCIAL STUDIES)

Course Code : EDU- 426
Course Title : PEDAGOGY II (TEACHING OF SOCIAL STUDIES)
Semester : II
Credits : 4
Contact Hours : Theory – 2, Tutorial-1, Practical – 1

Objectives

- To acquaint the pupil teachers with Plan lessons, Units based on different approaches to facilitate learning of Social Studies.
- To enable student teachers examine the prevailing pedagogical practices in classrooms critically and to reflect on the desired changes.
- Realize her/his role as facilitator in enhancing Social Studies learning in the real classroom situation.
- Explore the use and relevance of different learning resources and materials in learning different units in Social Sciences.
- To understand different ways of assessing learner performance and providing additional support to the learners.

Course Content:

Unit I: Pedagogic planning

- a) Concept, Need and importance of a lesson plan and its approaches (Herbartian Approach, RCEM approach and Constructivist approach)
- b) School Curriculum
- c) Planning for teaching of Social Studies – Annual plan, Unit plan, Lesson plan and Short/Diary Lesson plan.
- d) Writing ICT based, Model based, and Test based lesson plan.

Unit II: Teacher, Text book, laboratory

- a) Social Studies Teacher-Qualities and qualification, and Role. Professional development- Concept, need and ways, Role of ICSSR and NCERT.
- b) Social Studies Text Book- Meaning, Features (of good text book), and Importance (For teacher and students).
- c) Social Studies Room: Need and Importance, Equipments required, and management of the room.

Unit – III: Assessment and Evaluation in Social Studies Education

- a) Peer assessment, use of Rubrics and Portfolio in assessment of Social Studies.
- b) Open-book tests- Strengths and limitations, Techniques of evaluating student's answer books/Assessing project work.

- c) Construction of an Achievement test.

Unit – IV: Content from NCERT Text books

- a) Constitutional Design
- b) Agriculture and National Economy
- c) Globalization and Indian Economy, Consumer rights
- d)

Practical Work

- Construction of Achievement Test based on Blue Print
- Prepare an Open Book Test

Suggested Readings:

- Bhatia, S.K., & Jindal, S. ((2016). A Text Book of Curriculum, Pedagogy and Evaluation. New Delhi: Parago International Publisher.
- Bining, A.C. & Bining, D.H. (1952). Teaching Social Studies in Secondary Schools. New York: McGraw, Hill Book Company, Inc.
- Dash, B.N. (2006).Content-cum-Method of Teaching of Social Studies. New Delhi: Kalyani Publication.
- Fleming J. (1949). The Teaching of Social Studies in Secondary School. London: Longman Green and Co.
- Heller, F. (1986). The use and abuse of Social Sciences. London: Sage Publications. Hemming, J. (1953). The Teaching of Social Studies in Secondary Schools. London: Longman Green and Company
- Kochhar, S.K. (1986). Methods and Techniques of Teaching. New Delhi: Sterling Publishers Pvt. Ltd.
- Kochhar, S.K.; (1968). The Teaching of Social Studies. New Delhi: Sterling Publisher Pvt. Ltd.
- Pathak, R.P. (2012). Teaching of Social Studies. New Delhi: Pearson. Position Paper by National Focus Group on Teaching of Social Sciences
- Preston, R.C. & Herman (1974). Social Studies in the Elementary School. New York: Rhinehart and Company.
- Preston, R.C. (1959). Teaching Social Studies in the Elementary School. New York: Rinehart and Company.
- Sahu, B.K. (2007). Teaching of Social Studies. New Delhi: Kalyani Publishers. Sansanwal, D.N. & Tyagi, S.K. (2006). Multiple Discriminant Type Item. MERI Journal of Education, 1(1), 18-25.
- Shaida, B.D. (1962). Teaching of Social Studies. Jalandhar: Panjab Kitab Ghar. Singh, G. (2007). Teaching of Social Studies. Ludhiana: Kalyani Publishers.

ETERNAL UNIVERSITY BARU SAHIB
NAME OF COLLEGE: AKAL COLLEGE OF EDUCATION
COURSE TITLE: INTERSHIP I

Course Code : EDU – 428, EDU-429, EDU-430, EDU-431
Course title : INTERSHIP I
Semester : III
Credit : 10
Contact hours : Theory – 0 Practical – 20

School Internship

School Internship Part I shall include the undertaking of the following tasks and the assessment shall be based on a Viva Voce External Examination which shall be held in the college premises.

School Internship Part I (EDU-428 to EDU-431)

MM: (100Marks)

10 Credits

S.No.	Components	Marks
1	Simulated Teaching (2)	10
2	Discussion Lessons (2 Lessons) Total 2 Discussion Lessons (10x2)	20
3	25 Lesson Plans (25x1)	25
4	Achievement Test Report (ATR)	10
5	Two Lessons Delivered in each pedagogy course through the use of Multimedia (5x2=10)	10
6	Text Book Review	10
6	Use of Teaching Learning Material in Classroom Discourse (including teaching aids and reference material)	10
7	Peer Group observation	5
Total		100

School Internship Part II (EDU-428 to EDU-431)

10 Credits
M.M. 100

The School Internship Part-II shall entail the assessment of the final lesson plan at the culmination of the internship wherein the student teacher will be observed by external and internal examiners while they teach in the schools. This assessment shall be done for both the pedagogies of teaching subjects opted by the students-teacher and each shall carry 100 marks.

ETERNAL UNIVERSITY BARU SAHIB
NAME OF COLLEGE: AKAL COLLEGE OF EDUCATION
COURSE TITLE: INTERSHIP II

Course Code : EDU – 432, EDU-433, EDU-434
Course title : INTERSHIP II
Semester : III
Credit : 10
Contact hours : Theory – 0 Practical – 20

School Internship

School Internship Part I shall include the undertaking of the following tasks and the assessment shall be based on a Viva Voce External Examination which shall be held in the college premises.

School Internship Part I (EDU-432 to EDU-434)

MM: (100Marks)

10 Credits

S.No.	Components	Marks
1	Simulated Teaching (2)	10
2	Discussion Lessons (2 Lessons) Total 2 Discussion Lessons (10x2)	20
3	25 Lesson Plans (25x1)	25
4	Achievement Test Report (ATR)	10
5	Two Lessons Delivered in each pedagogy course through the use of Multimedia (5x2=10)	10
6	Text Book Review	10
6	Use of Teaching Learning Material in Classroom Discourse (including teaching aids and reference material)	10
7	Peer Group observation	5
Total		100

School Internship Part II (EDU-432 to EDU-434)

10 Credits

M.M. 100

The School Internship Part-II shall entail the assessment of the final lesson plan at the culmination of the internship wherein the student teacher will be observed by external and internal examiners while they teach in the schools. This assessment shall be done for both the pedagogies of teaching subjects opted by the students-teacher and each shall carry 100 marks.

ETERNAL UNIVERSITY BARU SAHIB
NAME OF COLLEGE: AKAL COLLEGE OF EDUCATION
COURSE TITLE: GENDER, SCHOOL AND SOCIETY

Course Code : EDU - 435
Course title : GENDER, SCHOOL AND SOCIETY
Semester : IV
Credit : 3
Contact hours : Theory – 2 Practical – 1

Objectives:

This course will enable the students to:

- develop basic understanding and familiarity with key concepts–gender, gender stereotype, empowerment, gender parity, equity and equality, patriarchy and feminism;
- learn about gender issues in school, curriculum, textual materials across disciplines, pedagogical processes and its intersection with class, caste, religion and region; and
- understand how gender, power and sexuality relate to education (in terms of access, curriculum and pedagogy).
- explain the social construction of gender with special reference to family
- demonstrate an understanding of psychological and sociological perspectives of gender
- understand the need of equality and women empowerment

Unit I: Gender Issues:

- **Psychological and Sociological perspectives**
 - a) Sex and Gender, Gender biases, gender equality and Gender stereotypes
 - b) Patriarchy, masculinity, feminism
 - c) Equity and equality in India in relation to caste, class, religion and region.
- **Social Construction of Gender**
 - a) Gender Identities Socialization Practices in Family, School, Formal and Non-formal organization
 - b) Role of education in dealing with Gender issues: Domestic Violence, Female Foeticide and Infanticide and Dowry
 - c) National efforts to protect women's rights

Unit II: Gender and Education

- **Gender Inequality in schooling;**
 - a) Gender bias; gender inequality in primary and secondary education.
 - b) Schooling of girls: Issues of access, retention and exclusion
 - c) Role of school, teachers and peer and curriculum in challenging gender inequality.
- **Gender issues in curriculum**
 - a) Construction of gender in curriculum framework
 - b) Gender in text and context (Textbooks, classroom processes, including pedagogy)

- c) Gender and hidden curriculum (teacher attitude, peer culture and classroom interaction)

Practical Work

- Project on women role models in various fields with emphasis on women in unconventional roles.
- Preparation of project on gender issues and relating it with the social context of the pupil teacher
- Critical analysis of a movie on gender issues

Suggested Readings:

- Chatterji, S. A. (1993). The Indian Women in perspective, New Delhi: Vikas Publishing
- Devendra, K. (1994). Changing status of women in India, New Delhi: Vikas Publishing House
- Gupta, A. K. (1986). Women and Society, New Delhi: Sterling Publications
- Thakur, H. K. (1988). Women and Development planning (Case study of Nauhatta Block), New Delhi: Vikas Publishing House

ETERNAL UNIVERSITY BARU SAHIB
NAME OF COLLEGE : AKAL COLLEGE OF EDUCATION
COURSE TITLE: CREATING AN INCLUSIVE SCHOOL

Course Code : EDU- 436
Course Title : CREATING AN INCLUSIVE SCHOOL
Semester : IV
Credits : 4
Contact Hour : Theory – 2, Tutorial-1, Practical – 1

Objectives:

- To understand Diversity, Disability and Inclusion
- To identify and address the diverse need of all learners
- To use different teaching strategies for inclusive education
- To understand the special teacher, speech therapist, clinical psychologist for supporting inclusion
- To understand the recommendation of various polices.

Course Content:

Unit-I: Understanding Inclusion in Education

- a) Concept of special, integrated and inclusive education,
- b) Historical and contemporary perspectives to disability and inclusion.
- c) Need, importance and barriers of inclusive Education

Unit-II: Understanding Children with Diverse Needs

- a) Concept and classification of CWDN (Physical, Social, Psychological, Cultural and Economic diversity)
- b) Sensory Impairment –Definition, identification and educational programme (Visual, hearing)
- c) Cognitive disabilities- Concept, classification and educational programme (Intellectual disability and Learning disabilities)

Unit-III: Inclusive practices in classrooms: support services

- a) Innovative practices and strategies for promoting inclusive education.
- b) Assistive and adaptive technology for children with diverse needs.
- c) Role of general teacher, special teacher, speech therapist, clinical psychologist and other outsourced experts and family in inclusive school.

Unit-VI: Policy Perspective with reference to children with disabilities

- a) United Nation convention on the rights of persons with disabilities (UNCRPD)2006
- b) Role of Rehabilitation Council of India in inclusive education.
- c) Inclusive education in RTE 2010

Practical Work:

- Visits to inclusive/special school with an objective of observing and understanding the transactional processes, school ethos and student-teacher relationships. Report of the visits to be submitted and presented.

- Preparation of individualised learning materials to meet the needs of a child with any of the disabilities discussed with a report on how it/they can be effectively used.
- Carry out case study of a child with any of the disabilities discussed, with a presentation in the class.
- Taking any topic of your interest from the school curriculum, chalk out the process of teaching it along with teaching aids, in an inclusive classroom. The inclusive classroom should have at least 2 students with disability.

Suggested Readings:

- Alur, M. (2002). Introduction in Hegarty, S & Alur M (Eds.), Education and Children with Special Needs: From Segregation to Inclusion. New Delhi: Sage Publications.
- Balsara, Maitraya. (2011). Inclusive Education for Special Children. Delhi: Kanishka 146
- Bartlett, L.D. and Weisentein, G.R. (2003). Successful Inclusion for Educational Leaders. New Jersey: Prentice Hall.
- Bender, W. N. (1995) Identification and Teaching Strategies for Learning Disabilities. New York: Allyn & Bacon.
- Chadha, A. (2002) A guide to educating children with Learning Disabilities. New Delhi: Vikas publication.
- Jha, M.M. (2002). School without Walls: Inclusive Education for All. New Delhi: Madhuban Educational Books.
- Mangal, S.K. (2002). Advanced Educational Psychology. New Delhi: Prentice Hall of India.
- 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.
- Narayan, J. (2003) Educating Children with Learning Problems in Regular Schools, Secunderabad: NIMH.
- Panda, K.C. (2001). Education of Exceptional Children. New Delhi: Vikas Publishing House Pvt. Ltd.
- Sharma, Yogendra K. (2014) Inclusive education. New Delhi: Kaniksha Publishers
- web

Sites:

www.mhrd.gov.in
<https://www.un.org>
www.ascd.org
www.education.vic.gov.in
www.rehabcouncil.nic.in

ETERNAL UNIVERSITY BARU SAHIB
NAME OF College : AKAL COLLEGE OF EDUCATION
COURSE TITLE: GUIDANCE AND COUNSELLING

Course Code : EDU- 437
Course Title : GUIDANCE AND COUNSELLING
Semester : IV
Credits : 4
Contact Hours : Theory – 2, Tutorial-1, Practical – 1

COURSE OBJECTIVES

- Impart understanding of the concept of guidance
- Make the pupil teachers aware about the concept of counseling
- Make the pupil teachers aware with testing and non-testing techniques
- Make the pupil –teachers clear about the kind of guidance services
- Enable the pupil-teachers to understand the procedure of dissemination of occupational information and organization
- Prepare the pupil teachers with the understanding of types of counseling and qualities of an effective counseling and qualities of an effective counselor.

Unit-I : Understanding Guidance and Counselling

- a. Guidance : Meaning, Need, Objectives, Scope
- b. Foundations of guidance
- c. Types of Guidance- Educational, Vocational, Personal, Leisure Time
- d. Counselling : Meaning, Assumptions, Objectives, Process.

Unit II: Approaches and recent trends

- a. Principles of guidance and counseling
- b. Difference between Guidance and Counselling
- c. Approaches of Counselling : Directive, Non directive and Eclectic
- d. Recent trends in Guidance and Counselling

Unit –III: Guidance Services

- a. Guidance Services: Educational information service, Individual Inventory, Placement Services and Follow-up Services
- b. Occupational information service -meaning and importance, information about education and job opportunities and personal and social information.
- c. Methods of Dissemination of occupational information
- d. Data gathering techniques-job analysis, survey method

Unit –IV: Organization of Guidance programme and Guidance for Children with special needs

- a. Organization of Guidance and counselling services at secondary and Senior Secondary level of Schooling.
- b. Role of Head master, teacher and counsellor in Organization of Guidance programme
- c. Testing techniques: Achievement, aptitude, intelligence, Interest.
- d. Non Testing Techniques: Socio-metric technique, Rating Scale, Cumulative Record Card, observation
- e. Role of teachers in helping children with special needs.

Practical Work

- Visit to a guidance and counseling centre and write a report
- Survey of guidance programme of a secondary school
- To prepare a case study (of any one differently abled child)
- Organize a Career talk for secondary school students

Suggested readings

- Aggarwal, J.C.: *Educational & Vocational Guidance and Counselling*, Jalandhar:Doaba House.
- Kocchar,S.K.:Pivotal Issuein Indian Education,Sterling Publication Pvt. Ltd.,N.D.,1984
- Rao.S.N. and Sahajpal, P.: *Counselling and Guidance* (3rd edition).Delhi: McGrill Hill.
- Bhatia,K.K.: *Principles of Guidance and Counselling*, Kalayani Publishers.
- Jones, A.E.:*Principles of Guidance*,Tata McGraw Hill.
- Walia,J.S. : *Foundations of Guidance*, Paul Publishers.
- Bernard H.W. and Fulmer D.W.: *Principles of Guidance*, A BasicText, Bombay; Allied Publishers

ETERNAL UNIVERSITY BARU SAHIB
NAME OF SCHOOL/ DEPTT. : AKAL COLLEGE OF EDUCATION
COURSE TITLE: RESEARCH REVIEW III

Course Code : EDU - 438
Course title : RESEARCH REVIEW III
Semester : IV
Credit : 1
Contact hours : Theory-0, Practical – 1

PRACTICAL

- a. Doing a basic Metaanalytical study on any one topic to understand what Metaanalysis is
 - b. Formulate different types of hypothesis for a particular research
 - c. Preparation of graphic designs of data obtained by any previous research study
-
- Best J.W. (1999). Research in Education, New Delhi: Prentice Hall of India Pvt. Ltd.
 - Borg, W.R. and Gall, M.D. (1983). Educational Research – An Introduction, New York: Longman, Inc.
 - Christensen, L. (2007). Experimental Methodology. Boston: Allyn & Bacon.
 - Clive Opie (2004). Doing Educational Research- A Guide for First time researchers. New Delhi: Vistar Publications.
 - Cohen, Lewis and Manion Lawrence (1994) Research Methods in Education New York: Holt Rinchart and Winston Inc.
 - Fraenkel, J.R., Wallen, N.E. (1996). How to Design and Evaluate Research in Education. New York: McGraw Hill

ETERNAL UNIVERSITY BARU SAHIB
NAME OF COLLEGE: AKAL COLLEGE OF EDUCATION
COURSE TITLE: UNDERSTANDING THE SELF

Course Code	: EDU - 439
Course title	: UNDERSTANDING THE SELF
Semester	: IV
Credit	: 1
Contact hours	: Theory – 0, Practical – 1

After Completion of Course, the Students will be able to

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

Curriculum Transaction

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

UNIT-I: EXPLORING THE AIM OF LIFE

Objectives

To enable students to develop a vision of life for themselves.

To encourage students to give conscious direction to their lives to take responsibility for their actions.

To develop a holistic understanding of the human self and personality.

Workshop Themes

1. Understanding different dimensions of self and personality and way in which they influence the dynamics of identity formation, values and direction of life.
2. Philosophy of Yoga and its role in well-being.
3. Developing positivity, self-esteem and emotional integration.
4. Writing a self-reflective journal

UNIT-II: DEVELOPING SENSITIVITY

Objectives

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

Workshop Themes

1. Defining consciously one's own values towards self and society and develop a capacity to appreciate understand and understand and appreciate divergent points of view.
2. Developing the capacity for empathic listening and communication skills.
3. Understanding group dynamics and communication

4. Exploring and practicing ways to facilitate personal growth and develop social skills in students while teaching

Practical Work:

Workshop on Yoga

Workshop on Communication skill and SWOT analysis (Debate/ Declamation/ Group

Discussion

Workshop on Personality development

Nature walk/ Visit to national park/ Sanctuary

Preparation of Reflective journal

Practical file

SUGGESTED READINGS:

- Antoine de Saint-Exupery. (1977). The Little Prince. London, UK
- Wordsworth Edition Translated by Irene Testot-ferry (available in Hindi)
- Dalal, A.S. (2001). Our Many Selves. Pondicherry, India: Sri Aurobindo Ashram.
- Frankl, V. (1946). Man's Search for Meaning. New York: Pocket Books.
- Joshi, K. (ed) (2005). The Aim of Life. Auroville, India: Saiier.
- Krishnamurti, J. (1953). Education and the Significance of Life, Ojai, California, USA: Krishnamurti Foundation Trust.
- NCERT, (2006). Education for Peace, Position Paper. New Delhi: NCERT.
- Walk with Me: A Guide for Inspiring Citizenship Action. (2006). New Delhi: Pravah Pub.
- Readings for Discussion:-
 - Bach, R. (1994). Jonathan Livingston Seagull, London, UK: HarperCollins Publications.
 - Chatterjee, D. (1998). Leading Consciously, MA, USA: Butterworth

ETERNAL UNIVERSITY BARU SAHIB
NAME OF COLLEGE: AKAL COLLEGE OF EDUCATION
COURSE TITLE: COMMUNITY BUILDING PROGRAMME

Course Code : EDU - 440
Course title : Community Building Programme & Club Activities
Semester : IV
Credit : 2
Contact hours : Practical – 2

The Institution will plan two weeks programme to address to the societal concerns and curriculum and pedagogic concerns.

UNIT-I Community Building Programme

1. In this programs institute must ensure that all the students select work worth two weeks programs and engaged in activities like -NSS Camps
2. Visit to Rural/ urban slum area school and preparing case study of any one school.
3. Visit to some good schools in terms of infrastructure, learning resources and practices, governance etc. and preparing case study on the school
4. Organizing Tree plantation, cleanliness, road safety, environment awareness, legal awareness, child right drive etc. for developing awareness among society.
5. Visit to community service institutions like Red cross, Mahila Kendra, Nehru Yuva Kendra, Red Ribbon clubs, Old Age Homes etc.
6. Visit to subject specific laboratories, subject related museums.

UNIT-2 CLUB Activities

The students will participate in the club activities and prepare report of each club:

1. Literary Club
2. Journal Club
3. Sports Club
4. Media Club
5. Peace and Harmony Club
6. Eco Club

Note -The students will prepare a report of the activities done and submit to the Institution.

ETERNAL UNIVERSITY BARU SAHIB
NAME OF College : AKAL COLLEGE OF EDUCATION
COURSE TITLE: ENVIRONMENTAL EDUCATION

Course Code : EDU- 441
Course Title : ENVIRONMENTAL EDUCATION
Semester : IV
Credits : 4
Contact Hours : Theory – 0, Practical – 2

Objectives

- To acquaint the student teachers with the concept of Environment and Ecology.
- To create awareness and generate interest of student teachers in Environmental Education.
- To provide knowledge to the student teachers about Pollution and its control.
- To sensitize student teachers towards Global Environmental Problems.
- To sensitize student teachers towards need of Conservation of Natural resources.
- To develop desirable attitude, values and respect for the environment.
- To acquaint the student teachers with the initiative of government and local bodies in environmental conservation.

UNIT I: Environmental Education

- a. Concept of Environment, Components of Environment, Ecology, Biosphere, Concept of Population and Community, Eco System.
- b. Environmental Education: Concept, Objectives, need & importance, Principles of Environmental Education.
- c. Programmes for School, Strengthening Environmental Education in School System

UNIT II: Eco System and Natural Resources

- a. Concept of Ecosystem: Biotic and Abiotic factors, Food Chain, Food Web and Flow of Energy.
- b. Major Ecosystems of the World (Tropical forests, Grasslands and Freshwater).
- c. Conservation of Natural Resources: Concept of Conservation and need of its sensitization, Classification of Natural Resources and Conservation of water, soil, air and Endangered Species.

UNIT III: Environmental Hazards and Disaster Management

- a) Environmental Pollution: Types, Effects and Control
- b) Global Environmental Issues: Global Warming, Climatic Change, Ozone layer depletion, Deforestation.
- c) Disaster Management: Phases (Before, during and after the disaster) in Earthquake, Fire and Floods.

UNIT IV: Efforts towards Environmental Awareness

- a) Environmental Projects: Ganga Action Plan, Save Tiger Project, UNO's Agenda 21 (section ii).
- b) Rain Water harvesting, Eco Schools, Eco tourism, Environmental Ethics

- c) Environmental Education: Multidisciplinary and Interdisciplinary approach, Role of Mass Media in Environmental Education

Practical Work:

- Carrying out any one Environmental Awareness Activity of the following:
- Preparing a Scrap File along with suggestions of student-teacher related to Environmental Problems.
- Carrying out a Project on Environment and preparing its detailed report.

Suggested Readings:

- Dani, H.M. (1996). Environmental Education. Chandigarh: Panjab University Publication Bureau.
- Kaur, A. (2003). Scientific Approach to Environmental Education: Ludhiana, Tandon Publications.
- Khoshoo, T.N. (1999). Environmental Concerns and Strategies. New Delhi: Ashish Publication House.
- Kohli, V.K and Kohli, Vikas (1995). Environmental Pollution and Management. Ambala: Vivek Publishers.
- Website: www.unep.org

ETERNAL UNIVERSITY BARU SAHIB
NAME OF COLLEGE : AKAL COLLEGE OF EDUCATION
COURSE TITLE: LIFE SKILLS EDUCATION

Course Code : EDU- 442
Course Title : LIFE SKILLS EDUCATION
Semester : IV
Credits : 2
Contact Hours : Theory – 0, Practical – 2

Objectives:

- To acquaint students with the concept and importance of Life skills.
- To acquaint students with the role of education in developing life skills.
- To develop attitude of students towards developing life skills through education.
- To integrate life skills with the teaching learning process.
-

Unit I: Life Skills and Life Skills Education

- a) Life Skills – Concept, need and Importance
- b) Life Skills Education-Concept, Need and Importance for Teacher
- c) Core Life Skills as prescribed by W.H.O.
- d)

Unit II: Life Skills and Education

- a) Skill of effective communication : Concept, need and importance teachers
- b) Skill of Problem solving and decision making : Concept and Importance for Educationists
- c) Skill of Critical and Creative thinking
- d) Ways and means of enhancing Life Skills among students
- e) Coping stress and emotions as life skills
- f) Skill of building Inter Personal relationships : Importance for teachers and integration with teaching learning process

Practical Work:

- Workshop on core life skills
- Case study / Story telling / debate on core life skills

ETERNAL UNIVERSITY BARU SAHIB
NAME OF COLLEGE : AKAL COLLEGE OF EDUCATION
COURSE TITLE: SCHOOL LEADERSHIP

Course Code : EDU- 443
Course Title : SCHOOL LEADERSHIP
Semester : IV
Credits : 2
Contact Hours : Theory – 0, Practical – 2

Objectives of the Course:

- To develop a critical understanding of the notion of school organization and
- To develop a comprehensive understanding of context-specific notions of school effectiveness.
- To develop an understanding of school leadership and challenges to management.
- To help in making overt connections between field-based project work, educational leadership and change facilitation.
- To develop an understanding of the system of education, its relationship with school curriculum management in the context of the structures and processes of the education system and its impact on pedagogic processes in the classroom.

Course Content:

Unit I: Structures and Processes of the Indian Education System

- Types of schools within different administration bodies
- Roles and responsibilities of education functionaries
- Governance rules and financial management of different types of school.
- Relationships between support organizations(Affiliating, Regulating and Financing bodies) and the school.
- Understanding and interpreting educational policies that impact schools
- Concepts of school culture, organization, leadership and management.
- Role of school activities such as assemblies, annual days etc., in the creation of school culture.

Unit II: School Effectiveness and School Standards

- School effectiveness -meaning and its assessment.
- Understanding and developing standards in education
- Classroom management effective communication and motivational skills.
- Learner- centred educational and inclusive Education.

Unit III: School Leadership and Management

- Administrative and academic leadership
- Styles of leadership
- Team leadership
- Pedagogical leadership
- Leadership for motivation and change
- Desirable Change in management
- Conflict Management

Unit IV: Change Facilitation in Education

- Sarva Shiksha Abhiyan (SSA) experiences and RMSA
- Equity in Education · Incentives and schemes for girl child
- Issues in educational and school reform
- Preparing for and facilitating change in education through Teacher Education system as prime mover.
- Role and functions of IASEs, DIETs, CTE · Role, functions and networking of institutions like UGC, NCERT, NCTE, NUEPA, SCERT etc.
- Accountability and Continuous Professional Development

Practical Work:

- The students shall be required to study the role of the supervisors and principals in a school.
- The students may look at the working of a school and prepare a school improvement plan.

Suggested Readings:

- Batra, Sunil (2003). From School Inspection to School Support. .
- Early, P. and D. Weindling (2004). A changing discourse: from management to leadership.
- Fullan, M. (1993) Making schools successful, synthesis of case studies of schools in Asian countries, ANTRIEP, NUEPA(2012).. Why Teachers Must Become Change Agents. In Educational Leadership, 50 (6)
- Govinda, R. (2001). Capacity Building for Educational Governance at Local Levels. Paper presented at the International Consultation on Educational Governance at Local Levels, Held at UNESCO, Paris 27-28 February 2001.
- Madan Mohan (2002). School without Walls Heinemann: New Delhi pp 24-40; 128-1

ETERNAL UNIVERSITY BARU SAHIB
NAME OF COLLEGE : AKAL COLLEGE OF EDUCATION
COURSE TITLE: HEALTH AND PHYSICAL EDUCATION

Course Code : EDU- 444
Course Title : Health and Physical Education
Semester : IV
Credits : 4
Contact Hours : Theory – 0, Practical – 2

Objectives

- To enable the student teachers to develop an understanding about Health & Physical Education.
- To create awareness on different aspects of health and fitness among student- teachers.
- To understand meaning, concept, aims and objectives of Health and Physical Education in school curriculum.
- To learn good health habits: acquire knowledge of common communicable diseases.
- To understand the nature of injuries and to take care during emergencies and provide first aid.
- To understand the diet modification in the treatment of under-weight and obesity.
- To clearly understand concept of recreation and how to organize recreational games.
- To understand various Yoga Asanas and techniques.

UNIT-I: Concept, Aims and Objectives

- a) Health Education: Concept, Aims and objectives, importance and principles of Health Education in School Curriculum.
- b) Physical Education: Concept, aims and objectives, need and importance of Physical Education in school curriculum.
- c) School Health Programmes: Health services, Health supervision and Health instruction.

UNIT-II: First Aid, Posture and Yoga

- a) First Aid: Concept, need, importance and principles of first aid, first aid kit.
- b) Posture: meaning and importance of good posture, common postural deformities: causes, preventive measures, remedial exercises.
- c) Yoga: Concept, types, need and importance, benefits of specific yoga asanas with their techniques (Surya Namaskar, Tad Asana, Padma Asana, Chakra Asana, Dhanus Asana)

Practical Work:

- Project on calculating BMI of 5 persons and write a report.
- Practice and perform any three yoga asanas.
- Three types of Sports Ground.

Suggested Readings:

- Eriksson, O.B. (1990)/ Sports medicine, health and medication. Enfield: Guninness Publishing Road.
- Hedge, (1997). How to maintain good health, New Delhi: UBPSD Publishers.
- Kanele, B.S., & Kumar, C.P. (1996). Text book on health and physical education, Ludhiana: Kalyana Publishers.
- Krishna, G. (1993). The purpose of yoga. New Delhi: UBS Publishers Ltd. Ramachandran, L.t., & Dharmalingam. (1993). Health Education, A new approach, New Delhi: Vikas Publishers Ltd.
- Malik, Neeru and Malik, Rakesh (2005). Health and Physical Education, Gurusar Sadhar: GBD Publications.
- Mangal, S.K. (2005)/ Health and Physical Education, Ludhiana: Tandon Publication Book Market.
- Nash T.N. (2006). Health and Physical Education, Hyderabad: Nilkamal Publishe

ETERNAL UNIVERSITY BARU SAHIB
NAME OF COLLEGE : AKAL COLLEGE OF EDUCATION
COURSE TITLE: PEDAGOGY I (TEACHING OF ECONOMICS)

Course Code : EDU- 445
Course Title : PEDAGOGY I (TEACHING OF ECONOMICS)
Semester : I
Credits : 4
Contact Hours : Theory – 2, Tutorial-1, Practical – 1

Objectives:-

- To acquire a conceptual understanding of Economics.
- To acquire basic knowledge and skills to analyze and transact the Economics curriculum
- To develop an understanding of aims and objectives of teaching of Economics
- To sensitize and equip student teachers to handle Economic issues and concerns in a responsible manner.
- To enable student teachers to examine the prevailing pedagogical practices in classrooms critically and to reflect on the desired changes.
- To realize her/his role as facilitator in enhancing Economics learning in the real classroom situation.
- To reflect upon her/his own experiential knowledge in the process of becoming an Economics teacher.

UNIT I: Economics: Context and Concerns

- a) Concept, importance and scope of Economics as a school subject.
- b) Understanding Economics in relation to Commerce, History, Geography, Civics,
- c) Mathematics, Statistics, Agriculture and Science
- d) Aims and Objective of teaching of Economics at Secondary Level in light of NCF- 05.

UNIT - II: Pedagogical Issues

- a) Methods of Teaching: Lecture, Discussion Method, Inductive- deductive method,
- b) Project Method, Survey Method, Cooperative learning Method
- c) Techniques of Teaching: Supervised Study, Jurisprudential Enquiry, Dramatization, Brain-Storming, Field trip and Simulation

UNIT III:Curriculum and Professional Development

- a) Concept of curriculum and role of curricula in development of economic values and critical thinking.
- b) Text- Books; Importance and Qualities, Supplementary Material.
- c) Economics Teacher: Qualities and Professional development (concept, need and ways of professional development

UNIT IV: Content from NCERT Text books

- a) Sectors of Indian Economy
- b) Agriculture and National Economy

c) Poverty as challenge

Practical Work

- Preparing mock budget of their home/school for a financial year
- Power Point presentation based seminar on the contributions of any one eminent Economist : Chanakay (Kautilay), Amartya Sen, Adam, Smith, Marshal and Pigou

Suggested Readings:

- Aggarwal, J.C. (2005). Teaching of Economics-A Practical Approach. Agra: Vinod Pustak Mandir.
- Arora, P.N. (1985). Evaluation in Economics. New Delhi: NCERT.
- Dhillon, S. And Chopra, K.(2002).Teaching of Economics.Ludhiana:Kalyani Publishers.
- Heller, F. (1986).The use and abuse of Social Sciences, London: Sage Publications, 1986.
- Kanwar, B.S. (1973). Teaching of Economics. Ludhiana: Prakash Brothers.
- Kegan Paul.Sexena, N.R.;Mishra, B.K. and Mohanty,R.K. (2004).Teaching of Economics. Merrut: R. Lall Book Depot.
- Kochhar, S.K. (1986).Methods and Techniques of Teaching. New Delhi: Sterling Publishers Pvt. Ltd.,
- Lee, N. (Ed.) (1975). Teaching Economics. London: Heinemann Educational Books.
- Mittal, R.L., ArthShastar Da Adhiapan. Patiala: Punjabi University Press.
- Narang, V (2015) Teaching of Economics Om Publishers and distributors, New Delhi. National Curriculum Frame Work 2005, NCERT, New Delhi.
- Position Paper by National Focus Group on Teaching of Social Sciences
- Robinson, K. and Wulson, R. (Eds.) (1977).Extending Economics within the Curriculum. London: Rutledge and
- Sharma, Seema (2004). Modern Teaching Economics. New Delhi: Anmol Publication Pvt. Ltd.
- Siddiqui, M.H. (2004). Teaching of Economics. New Delhi: Asish Publishing House.
- Singh,T.; Singh A. & Singh P.(2014). Teaching of Economics, Jalandhar: SG Publication.
- Singh, Yogesh (2005). Aratha Shaster Sikshan. New Delhi: Ashish Publication. Yadav, Amita (2005). Teaching of Economics. New Delhi: Publication Pvt. Ltd.

ETERNAL UNIVERSITY BARU SAHIB
NAME OF COLLEGE : AKAL COLLEGE OF EDUCATION
COURSE TITLE: PEDAGOGY I (TEACHING OF ECONOMICS)

Course Code : EDU- 446
Course Title : PEDAGOGY I (TEACHING OF ECONOMICS)
Semester : II
Credits : 4
Contact Hours : Theory – 2, Tutorial-1, Practical – 1

Objectives:-

- To acquire the conceptual understanding of pedagogic planning
- To enable the students frame behavioural objectives
- To acquire basic skills of lesson planning
- To sensitize the students about various types of learning material, resources and teaching aids
- To enable the pupil teachers to implement assessment and evaluation tools and techniques
- To reflect on the content areas listed in curriculum

UNIT I: Pedagogic Planning

- a) Blooms revised taxonomy of writing behavioral objectives in context of Economics lesson Planning
- b) Concept, Need and importance of a lesson plan, Approaches of lesson plan: Herbartian lesson plan, RCEM approach and Constructivist approach
- c) Planning for teaching Economics – Annual plan, Unit plan, Daily Lesson plan and Short/Diary Lesson Plan.

UNIT II: Teaching Learning Material

- a) Importance and classification of teaching learning material with special reference to Edgar Dale's Cone of Experiences
- b) Charts, Graphs, Models — Working & Still, Specimens & Objects, Multimedia in Economics teaching
- c) Learning Resource : Primary and Secondary

UNIT - III: Assessment and Evaluation

- a) Concept, importance and tools of Evaluation
- b) Peer assessment; use of Rubrics and Portfolio in assessment of Economics
- c) Open-book tests: Strengths and limitations.

UNIT - IV: Content from NCERT Text books

- a) Globalization and Indian Economy
- b) Consumer Rights
- c) Food security in India

Practical Work

- Conducting survey in a locality with references to any economic activity.
- Debate on the state of Indian economy.

Suggested Readings :

- Aggarwal, J.C. (2005). Teaching of Economics - A Practical Approach. Agra: Vinod Pustak Mandir.
- Arora, P.N. (1985). Evaluation in Economics. New Delhi: NCERT.
- Dhillon, S. And Chopra, K. (2002). Teaching of Economics. Ludhiana: Kalyani Publishers.
- Kanwar, B.S. (1973). Teaching of Economics. Ludhiana: Prakash Brothers.
- Lee, N. (Ed.) (1975). Teaching Economics. London: Heinemann Educational Books. Mittal, R.L., ArthShastar Da Adhiapan. Patiala: Punjabi University Press.
- Robinson, K. and Wulson, R. (Eds.) (1977). Extending Economics within the Curriculum. London: Routledge
- Kegan Paul. Sexena, N.R.; Mishra, B.K. and Mohanty, R.K. (2004). Teaching of Economics. Merrut: R. Lall Book Depot.
- Sharma, Seema (2004). Modern Teaching Economics. New Delhi: Anmol Publication Pvt. Ltd.
- Siddiqui, M.H. (2004). Teaching of Economics. New Delhi: Asish Publishing House.
- Singh, Yogesh (2005). Aratha Shaster Sikshan. New Delhi: Ashish Publication. Yadav, Amita (2005). Teaching of Economics. New Delhi: Publication Pvt. Ltd. National Curriculum Frame Work 2005, NCERT, New Delhi.
- Position Paper by National Focus Group on Teaching of Social Sciences
- Heller, F. (1986). The use and abuse of Social Sciences, London: Sage Publications, 1986.
- Kochhar, S.K. (1986). Methods and Techniques of Teaching. New Delhi : Sterling Publishers Pvt. Ltd.
- Kaur Manminder (2010), Teaching of Economics, Ludhiana: Tandon Publications
- Singh, Tirath, Arjinder; Pargat Singh (2014). Teaching of Economics, Jalandhar: SG Publication.

ETERNAL UNIVERSITY BARU SAHIB
NAME OF COLLEGE : AKAL COLLEGE OF EDUCATION
COURSE TITLE: PEDAGOGY II (TEACHING OF COMMERCE)

Course Code : EDU- 447
Course Title : PEDAGOGY II (TEACHING OF COMMERCE)
Semester : I
Credits : 4
Contact Hours : Theory – 2, Tutorial-1, Practical – 1

Objectives:-

- To develop an understanding of the content in commerce
- To acquire the knowledge of nature and scope of commerce
- To acquire the knowledge of history of commerce
- To develop an appreciation towards the role of commerce in daily life.
- To develop the understanding of aims and objectives of teaching commerce.
- To develop the understanding of the various methods, approaches and techniques of teaching commerce
- To develop an understanding of planning daily lessons and unit plan.
- To apply the knowledge of methodology in their teaching

UNIT-I: Introduction

- a) Meaning, nature and scope of commerce. Correlation of commerce with economics, mathematics, social science and geography.
- b) Place of commerce in secondary school curriculum.
- c) Aims and objectives of teaching commerce with special reference to Blooms Taxonomy of educational objectives. Writing instructional objectives in behavioural terms.

UNIT -II: Methods and Techniques

- a) Methods of teaching commerce: lecture cum demonstration method, discussion method and inductive deductive method.
- b) Survey and market studies, project method.
- c) Techniques of teaching commerce: Brain-storming, Assignment, simulation and role playing, Excursions and Field Trips.

UNIT III: Instructional Material and Evaluation

- a) Instructional Material in Commerce- Concept and importance, Classification (Projected and non-projected material), Criterion for the selection of effective instructional material.
- b) Construction and uses of achievement tests, unit tests and objective based test items in commerce.
- c) Diagnostic tests: Concept and uses. Remedial teaching in commerce.

UNIT-IV: Professional Development of Teacher

- a) Programmes for quality improvement in teaching of commerce- role of seminar, workshops and projects.
- b) Internship in Teaching Commerce: Concept and Importance
- c) Multimedia in learning commerce- Educational broadcasting, telecasting and videoconferencing.

Practical Work

- Collection of newspaper and magazine articles related to any current topic and analyze them.
- Construction of objective based test items on any topic of commerce.

Suggested Readings:

- Aggarwal (2008) Teaching of Commerce: A Practical Approach (2nd ed) UP: Vikas Publishing House Pvt. Ltd.
- Bhatia & Bhatia, (2000). The Principles and Methods of Teaching, Delhi: Doaba House Kochhar, S.K., (1997) Methods and Techniques of Teaching, Sterling Publishers Pvt. Ltd.
- Chauhan S.S (2008) Innovations in Teaching Learning Process. UP: Vikas Publishing House Pvt. Ltd.
- Dhand, H (2009). Techniques of Teaching, New Delhi: APH Publishing Corporation
- Sharma, R.N. (2008) Principles and Techniques of Education. New Delhi: APH Publishing Corporation.
- Siddiqui, M.H. (2009). Techniques of Classroom Teaching. New Delhi APH Publishing Corporation
- Singh, Y.K. (2009) Teaching of Commerce. New Delhi: APH Publishing Corporation
- Dema and Brinkman, Guidance in Business Education South. Western Publishing Company, New York.
- Rao, Seema. (2005). Teaching of Commerce, Anmol Publication, New Delhi.

ETERNAL UNIVERSITY BARU SAHIB
NAME OF COLLEGE : AKAL COLLEGE OF EDUCATION
COURSE TITLE: PEDAGOGY II (TEACHING OF COMMERCE)

Course Code : EDU- 448
Course Title : PEDAGOGY II (TEACHING OF COMMERCE)
Semester : II
Credits : 4
Contact Hours : Theory – 2, Tutorial-1, Practical – 1

Objectives:

- To acquire a conceptual understanding of the nature of commerce
- To acquire the knowledge of different activities organized by commerce associations
- To develop an appreciation towards the role of commerce in daily life
- To develop an understanding of planning daily lessons and unit lessons
- To explore the use and relevance of different learning resources in learning different contents in commerce
- To reflect upon his/her own experimental knowledge in the process of becoming a commerce teacher

UNIT 1: Lesson Planning

- a) Unit Analysis, Content Analysis and Task Analysis: Concept and uses.
- b) Lesson planning: concept, steps for preparation, need and importance. Construction of lesson plans- ICT based, Diary based, test based and model based.
- c) Unit plan- Steps, format, advantages of unit planning; Difference between Unit Plan and Lesson Plan.

UNIT II: Learning Resources

- a) Commerce Text book: Need and importance, Criterion for evaluation of textbooks.
- b) Commerce club or association activities school bank-school co-operative society.
- c) Commerce laboratory- teacher's diary, records and registers to be maintained, equipment, essentials and desirable

UNIT III: Qualities and Professional Ethics of Commerce Teacher

- d) Qualities of a Commerce teacher, concept and Need of professional development of commerce teacher.

- a) Need and Importance of in service teacher training of commerce teachers.
- b) Ethics in teaching of commerce.

UNIT IV: Basic Concepts of Commerce

- a) Forms of business ownership: Sole Proprietor, Partnership, Joint stock companies and co-operative societies -Meaning, features, advantages and limitations;
- b) Multinational companies- meaning, features, advantages and limitations.
- c) Concept of Book-keeping and Accountancy, Accounting procedure.
- d) Final Accounts- objectives of preparing financial statements, Trading A/C, Profit and Loss A/C, Balance Sheet.

Practical Work:

- Dummy filling of Bank forms
- Participation in discussion on any economic topic/ budget/ act and prepare a report.

Suggested Readings:

- Aggarwal (2008) Teaching of Commerce: A Practical Approach (2nd ed) UP: Vikas Publishing House Pvt. Ltd.
- Bhatia & Bhatia, (2000). The Principles and Methods of Teaching, Delhi: Doaba House Kochhar, S.K., (1997) Methods and Techniques of Teaching, Sterling Publishers Pvt. Ltd.
- Chauhan S.S (2008) Innovations in Teaching Learning Process. UP: Vikas Publishing House Pvt. Ltd.
- Dhand, H (2009). Techniques of Teaching, New Delhi: APH Publishing Corporation
- Sharma, R.N. (2008) Principles and Techniques of Education. New Delhi: APH Publishing Corporation.
- Siddiqui, M.H. (2009). Techniques of Classroom Teaching. New Delhi APH Publishing Corporation
- Singh, Y.K. (2009) Teaching of Commerce. New Delhi: APH Publishing Corporation.
- Venkatesh, Warlu K. and Boshia Johni ad Digumarti, S.K. and Rao, Bhaskara:Methods of Teaching of Commerce.aLiberation Serif
- Aggarwal, J.C. (2003). Teaching of Commerce,Vikas Publication, New Delhi.

ETERNAL UNIVERSITY BARU SAHIB
NAME OF COLLEGE: AKAL COLLEGE OF EDUCATION
COURSE TITLE: INTERSHIP I

Course Code : EDU – 449 (ECONOMICS)
Course title : INTERSHIP I
Semester : III
Credit : 10
Contact hours : Theory – 0 Practical – 20

School Internship

School Internship Part I shall include the undertaking of the following tasks and the assessment shall be based on a Viva Voce External Examination which shall be held in the college premises.

School Internship Part I (EDU-449)

MM: (100Marks)
10 Credits

S.No.	Components	Marks
1	Simulated Teaching (2)	10
2	Discussion Lessons (2 Lessons) Total 2 Discussion Lessons (10x2)	20
3	25 Lesson Plans (25x1)	25
4	Achievement Test Report (ATR)	10
5	Two Lessons Delivered in each pedagogy course through the use of Multimedia (5x2=10)	10
6	Text Book Review	10
6	Use of Teaching Learning Material in Classroom Discourse (including teaching aids and reference material)	10
7	Peer Group observation	5
Total		100

School Internship Part II (EDU-449)

10 Credits
M.M. 100

The School Internship Part-II shall entail the assessment of the final lesson plan at the culmination of the internship wherein the student teacher will be observed by external and internal examiners while they teach in the schools. This assessment shall be done for both the pedagogies of teaching subjects opted by the students-teacher and each shall carry 100 marks.

ETERNAL UNIVERSITY BARU SAHIB
NAME OF COLLEGE: AKAL COLLEGE OF EDUCATION
COURSE TITLE: INTERSHIP II

Course Code : EDU – 450 (COMMERCE)
Course title : INTERSHIP II
Semester : III
Credit : 10
Contact hours : Theory – 0 Practical – 20

School Internship

School Internship Part I shall include the undertaking of the following tasks and the assessment shall be based on a Viva Voce External Examination which shall be held in the college premises.

School Internship Part I (EDU-450)

MM: (100Marks)
10 Credits

S.No.	Components	Marks
1	Simulated Teaching (2)	10
2	Discussion Lessons (2 Lessons) Total 2 Discussion Lessons (10x2)	20
3	25 Lesson Plans (25x1)	25
4	Achievement Test Report (ATR)	10
5	Two Lessons Delivered in each pedagogy course through the use of Multimedia (5x2=10)	10
6	Text Book Review	10
6	Use of Teaching Learning Material in Classroom Discourse (including teaching aids and reference material)	10
7	Peer Group observation	5
Total		100

School Internship Part II (EDU-450)

10 Credits
M.M. 100

The School Internship Part-II shall entail the assessment of the final lesson plan at the culmination of the internship wherein the student teacher will be observed by external and internal examiners while they teach in the schools. This assessment shall be done for both the pedagogies of teaching subjects opted by the students-teacher and each shall carry 100 marks.

