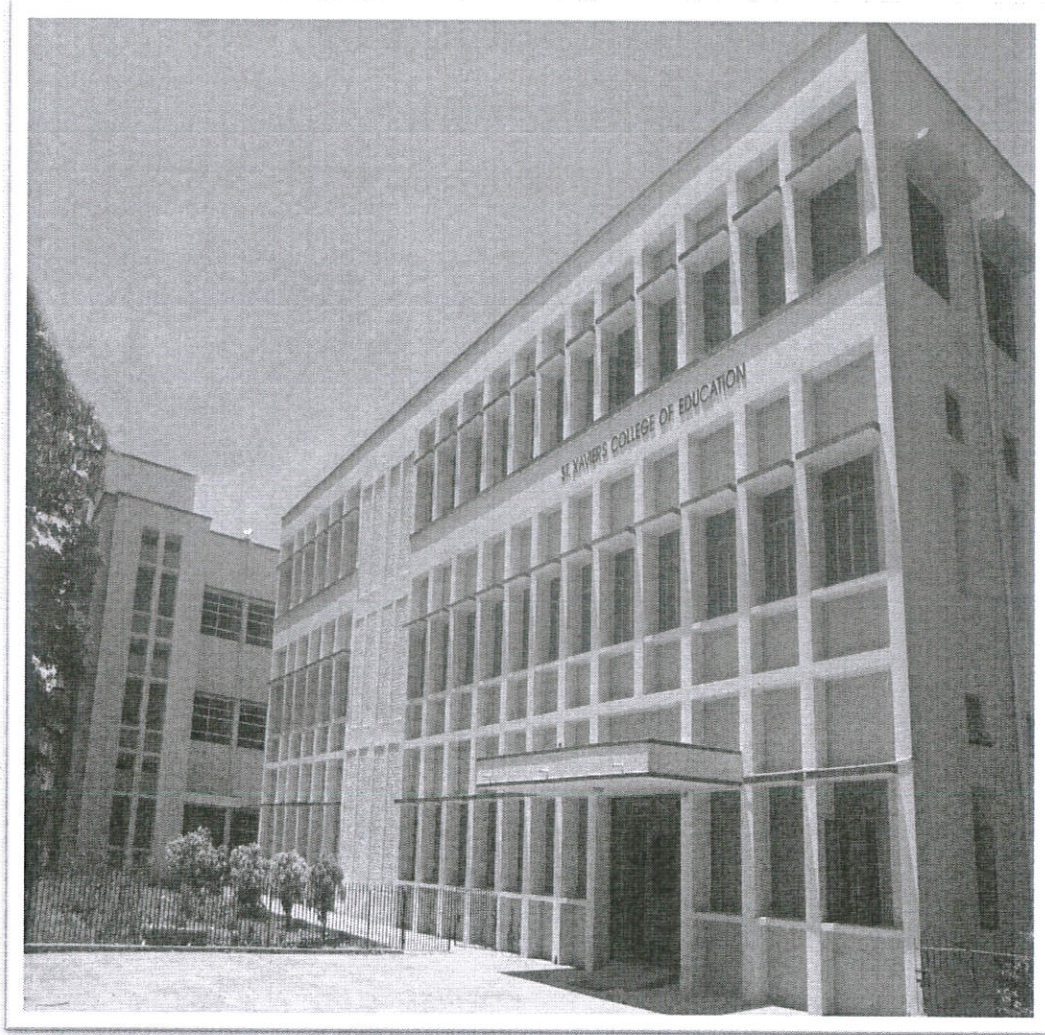


**ST. XAVIER'S COLLEGE OF EDUCATION (AUTONOMOUS)
PATNA**

**NAAC Accredited with 'A' Grade (3rd Cycle)
Aryabhata Knowledge University**



Syllabus for Bachelor of Education (B.Ed.)

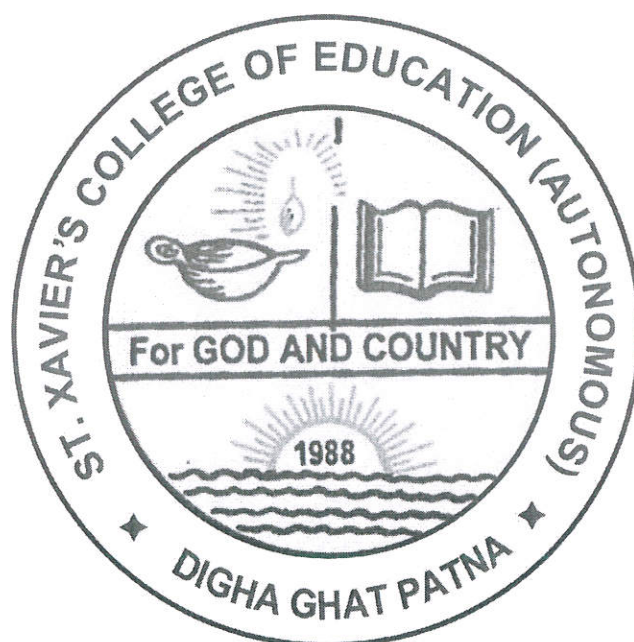
Choice Based Credit System (CBCS)

**(Approved by Board of Studies, dated 16.03.2024 and Academic
Council Meeting, dated 20.03.2024)**

Syllabus of Bachelor of Education (B.Ed.) Programme

Semester Wise

(According to the guidelines of NCTE-2014)



ST. XAVIER'S COLLEGE OF EDUCATION

AUTONOMOUS

ARYABHATTA KNOWLEDGE UNIVERSITY

NAAC Accredited 'A' Grade (3rd Cycle)

Programme Outcomes (PO) and Programme Specific Outcomes (PSO)

BACHELOR OF EDUCATION (B.Ed.)

Programme Outcomes (POs)

At the end of the B.Ed., programme, the prospective teachers will acquire the ability to

- PO1. Disciplinary Knowledge:** Apply the knowledge and principles of philosophical, psychological and sociological perspectives of education to solve the problems of the teaching-learning process and make it more effective.
- PO2. Inclusive Environment:** Create an inclusive learning environment incorporating the key elements of inclusive education.
- PO3. Teaching skills:** Use all the major skills of teaching in the classroom to enhance the learning of the students.
- PO4. Values:** Incorporate the values of peace, justice, equality, and fraternity in their personal and professional life.
- PO5. Interdisciplinary Capacity:** Employ interdisciplinary abilities like digital skills, skills of art and craft, metacognitive-mindfulness practices to recognize and develop the values and virtues related to the teaching profession.
- PO6. Sustainable Practices:** Incorporate eco-friendly and sustainable approaches to encourage environmentally responsible behaviour among the learners.

[Handwritten signatures and dates in blue ink, mostly dated 20/03/24 and 24/03/24, are present below the POs section.]

Programme Specific Outcomes (PSO)

On completion of B.Ed. course, the prospective teachers will be able to accomplish the following in their professional life

- | | |
|---------------|---|
| PSO1. | Foundation of Education: Apply the principles of philosophical and social foundations of education to the educational process such as framing the aims and objectives of teaching and designing the curriculum |
| PSO2. | Psychology of Learners: Use the principles of child psychology for understanding the diverse needs of the students and using the appropriate teaching strategy to facilitate their learning |
| PSO3. | Pedagogical Knowledge: Employ pedagogical knowledge and skills for enhancing the teaching-learning process and overcoming classroom challenges. |
| PSO4. | Innovative Pedagogy: Use innovative learner-directed pedagogical strategies like collaborative, blended, flipped learning for effective transaction of the content. |
| PSO5. | Classroom Management: Manage classroom discipline by engaging learners in experiential learning activities and providing a conducive learning environment. |
| PSO6. | Evaluation: Design formative, summative and diagnostic evaluation tools to assess the different aspects of learning and bring improvement in the teaching and learning process. |
| PSO7. | Ethical Principles: Develop individual and universal ethical principles and values among themselves and their learners. |
| PSO8. | Communication Skills: Employ effective communication skills to understand and transact curriculum according to the needs of diverse learners. |
| PSO9. | Gender Equity: Apply gender-sensitive approaches to ensure gender equity in the classroom. |
| PSO10. | Mental Health: Ensure the overall well-being of the learners by applying and practicing the principles of mental health and hygiene |

~~S.G.~~ 20/3/24
~~G.S.~~ 20/03/2024
V.R. 20/3/24
Pata 20/03/24
Shir 20/3/2024
J. 20/3/24
Sapnashuman 20/3/24
Shantibabu 20/03/24
Sr. Usha 20/3/24
Nimish 20/3/24
Subha 20/3/24
Raj 20/3/24

ST. XAVIER'S COLLEGE OF EDUCATION
Autonomous
ARYABHATTA KNOWLEDGE UNIVERSITY
NAAC Accredited 'A' Grade (3rd Cycle)

Syllabus for Education
SEMESTER I, II, III and IV

	Page No.
1. B.Ed.:	01 - 91
(i) Course Structure	06 – 07
(ii) Regulations	08 - 09
(iii) Syllabus	11 - 91

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Scheme of Study
(Semester Wise Distribution of the Courses)

SEMESTER WISE DISTRIBUTION OF COURSES

SEMESTER I

Course Code	Course Name	Credit	External	Internal*	Full Marks	Page No.
BCC -1	Childhood and Growing up	4	70	30	100	11 - 13
BCC - 2	Contemporary India and Education	4	70	30	100	14 - 15
BCC - 4	Language Across Curriculum	2	35	15	50	16 - 17
PS 7A	Pedagogy of School Subjects – Part I	2	35	15	50	18 - 37
BEPC - 3	Critical Understanding of ICT	2	-	50	50	38 - 39
BSI - 1	School Internship for 4 weeks	2				
Total		16			350	

*Engagements with the Field: Tasks and Assignments for Course Code 1, 2, 4, 7A and BEPC - 3.

SEMESTER II

Course Code	Course Name	Credit	External	Internal*	Full Marks	Page No.
BCC - 3	Learning and Teaching	4	70	30	100	41 - 43
PS- 7B	Pedagogy of a School Subject – Part II	2	35	15	50	44 - 63
BCC - 9	Assessment for Learning	4	70	30	100	64 - 65
BCC - 10	Creating an Inclusive School	2	35	15	50	66 - 67
BEPC-2	Drama and Art in Education	2	-	50	50	68 - 69
Total		14			350	

*Engagements with the Field: Tasks and Assignments for Courses 3, 7B, 9, 10 and BEPC-2.

Handwritten signatures and dates (mostly 20/3/24) are present below the table, indicating approvals or engagements.

Choice Based Credit System (CBCS) – B.Ed. Syllabus of SXCE (Autonomous), Patna (Year-2024)

SEMESTER III

Course Code	Course Name	Credit	External	Internal*	Full Marks	Page No.
BEPC-1	Reading and Reflecting on Texts	2		50	50	71 - 72
BEPC-4	Understanding Self	2	-	50	50	73 - 74
BSI - 2	School Internship 4 months	8	-	-	50 + 150	
Total		12			300	

*Engagements with the Field: Tasks and Assignments for Courses BEPC-1 and BEPC-4.

SEMESTER IV

Course Code	Course Name	Credit*	External	Internal**	Full Marks	Page No.
BCC – 5	Understanding Disciplines and Subjects	2	35	15	50	76 - 77
BCC - 6	Gender, School and Society	2	35	15	50	78 - 79
BCC - 8	Knowledge and Curriculum	4	70	30	100	80 - 81
BCC -11	Optional Course***	2	35	15	50	82 - 91
	Practicum				50	
Total		10			300	

*One Credit is equal to 15 hours for theory and 30 hours for practicum

**Engagements with the Field: Tasks and Assignments for Courses 5, 6, 8, and 11.

***Each student-teacher will take one optional paper from the following: 1) Basic Education, 2) Health, Yoga and Physical Education, 3) Guidance and Counselling, 4) Environmental Education, and 5) Understanding School Management and Leadership.

BCC : B.Ed. Core Course

BEPC:B.Ed. Enhancing Professional Capacities

BSI :B.Ed. School Internship

PS: Pedagogy of School Subject

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- Top left: A signature with "20/3/24" below it.
- Below that: "V. Kumar" with "20/3/24" below it.
- Top middle: "20/3/24" and "20/3/24" with "20/3/24" below them.
- Below that: "20/3/24" and "20/3/24" with "20/3/24" below them.
- Top right: "20/3/24" and "20/3/24" with "20/3/24" below them.
- Below that: "20/3/24" and "20/3/24" with "20/3/24" below them.
- Bottom right: "20/3/24" and "20/3/24" with "20/3/24" below them.

REGULATIONS

1. About the Course

The 2 years B.Ed. programme is designed to integrate the study of subject knowledge, human development, pedagogical knowledge and communication skills.

Candidates with at least 50% marks either in the Bachelor's Degree and /or in the Master's Degree in Sciences/Social Sciences/ Humanity, Bachelor's in Engineering or Technology with specialization in Science and Mathematics with 55% marks or any other qualification equivalent there to, are eligible for admission to the programme.

2. Duration of Course and Working Days

2.1 Duration of Course

The B.Ed. programme shall be duration of two academic years, which can be completed in a maximum of three years from the date of admission to the programme.

2.2 Semester System

The B.Ed. programme having four semesters of six months each. The end-semester examination shall be held after the completion of the semester on the dates notified by the college.

2.3 Working Days

2.3.1 There shall be at least 90 working days in each semester inclusive of classroom transaction, practicum, field study and conduction of experimentation.

2.3.2 The institution shall work for a minimum of 36 hours in a week (five or six days), during which physical presence in the institution of all the student-teacher is necessary to ensure their availability for advice, guidance and consultation as and when needed.

2.3.3 The minimum attendance of student-teachers shall have to be 80% for all academic activities and 90% for school Internship.

2.4 Curriculum

The B.Ed. curriculum is designed to integrate the study of content knowledge, human development, pedagogical knowledge and communication skills. The programme comprises of three broad curricular areas: Perspectives in Education, Curriculum and Pedagogic Studies, and Engagement with the Field.

(Handwritten signatures and dates)

Choice Based Credit System (CBCS) – B.Ed. Syllabus of SXCE (Autonomous), Patna (Year-2024)

The courses under each of these curricular areas is based on a close reading of original writings, seminar/term paper presentations and continuous engagement with the field. Transaction of the courses shall be done using a variety of approaches, such as, case studies, discussions on reflective journals, observations of children, and interactions with the community in multiple socio-cultural environments.

Information and Communication Technology (ICT), Gender, Yoga Education and Inclusive Education forms an integral part of the B.Ed. curriculum.

3. Admission to the Course

Bachelor of Education (B.Ed.) admission is conducted through the state-level entrance examination known as Bihar B.Ed. CET and is also based on marks obtained by students in their qualifying examination. Candidates who have completed their graduation or postgraduate degree can apply for the admission in B.Ed. Course.

A merit list is published by the Nodal University or the Universities/colleges for the admission.

[illegible]

B.Ed.

Semester - I

BCC-1: CHILDHOOD AND GROWING UP

Course Code: BCC-1

CREDITS: 4

F.M.: 100 (INTERNAL: 30, EXTERNAL: 70)

COURSE OBJECTIVES

- CO1 : To develop understanding about children of different age groups through close observation and interaction with children from diverse socio-economic and cultural background.
- CO2 : To enable student-teachers to arrive at an understanding of how different socio, economic, cultural, political relation construct different childhood and community.
- CO3 : To enable student-teachers to understand theories of child development and crucial aspects from the construct of childhood that has political, social and cultural dimensions.
- CO4 : To enable student-teachers to establish rapport with children using various activities.
- CO5 : To interpose the impact of gender, caste and social class on lived experience of children.

COURSE CONTENT

UNIT-I: LEARNER: CHILDHOOD AND DEVELOPMENT

- Concept of Childhood: Historical and Contemporary perspectives; major discourses
- Key Factors during Childhood: Family, Neighbourhood, Community and School
- Growth and Development – Characteristics, Principles, Similarities and Differences, Stages of development.
- Development of Learner: Physical, Cognitive, Language, Emotional, Social and Moral; their Interrelationships and Implications for Teachers (Relevant Ideas of Piaget, Erikson and Kohlberg, Bronfen Brenner).

UNIT-II: LEARNER AND ADOLESCENCE

- Concept of Adolescence, Characteristics and Influencing factors
- Major Issues, Concerns and Stereotypes of Adolescence
- Adolescence: Activities, Aspirations, Conflicts and Challenges of Learner
- The contemporary reality of adolescence with special focus on Bihar
- Dealing with adolescents: Role of Teacher, Family, Community and State

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UNIT-III: SOCIALIZATION AND THE CONTEXT OF LEARNER

- Concept of Socialization: Major Perspectives, Agencies, Characteristics, Types, Education as a Medium and key factors
- Socialization: The context of Family, Community and School
- Identity Formation and Gender Identities and Socialization Practices in Family and Schools
- Formal and Informal Organization
- Process of Socialization and Social realities (with special focus on Bihar): Inequalities, Conflict and Marginalization
- Theories of Identity Formation in individuals and groups: Freud's Psychoanalytic theory.

UNIT-IV: INDIVIDUAL DIFFERENCES AMONG LEARNERS

- Diversity in Learners based on Socio-Cultural contexts
- Dimensions of differences in psychological attributes: Cognitive Abilities, Interest, Aptitude, Creativity, Personality and Values
- Understanding differences based on a range of cognitive abilities: Learning Difficulties, Slow Learners, Dyslexia, Intellectually Challenged and Intellectual Giftedness.
- Role of School and Teacher in catering individual variations

MODE OF TRANSACTION

- Teachers should incorporate discussions, projects, documentaries, movies and field-based projects
- Close and critical reading, as well as analysis of various articles, policy documents, texts, documentaries, movies should be developed in a group, student-teacher should conduct field-based projects, and be able to analytically document their findings
- Dialogue and discussions have to be the key for the transaction of this course.

SUGGESTED READINGS

- Aggarwal, J.C., Essentials of Educational Psychology, Vikas Publication. House, Noida,
- Chaube, S.P, Essentials of General Psychology, NeelakamalPublication, New Delhi
- Dandapani, S., Handbook of Education and Psychology, NeelkamalPublication, New Delhi
- De Cecco, John P., Psychology of learning and instruction, Prentice-Hall Inc, Jersey
- Driscoll, Marcy P., Psychology of learning for instruction, New York
- Hurlock, Elizabeth B., Child development, McGraw Hill Ed. New Delhi
- Mangal, S.K., Advanced Educational Psychology, PHI Learning, New Delhi
- Mathur, S.S., Educational Psychology and Measurement, Vinod Pustak, Agra
- Rakheja, Udit, Development of learner and teaching learning process, Dorling Kindersley, Noida

12

- Rao, Usha, Advanced Educational Psychology, Himalaya Publication, New Delhi.
- Skinner, Charles, Educational Psychology and Measurement, Prentice-Hall Private Limited, New Delhi
- Walia, J S., Learner Learning and Cognition, Ahim Paul Publication, Jalandhar
- गुप्ता, एस.पी., उच्चतर शिक्षा मनोविज्ञान, शारदा पुस्तक भवन, इलाहाबाद।
- शर्मा, राकेश कुमार, अधिगमकर्ता का विकास और शिक्षण अधिगम प्रक्रिया, अग्रवाल प्रकाशन, आगरा।
- शर्मा, रामनाथ, उच्च शिक्षा मनोविज्ञान, अटलांटिक प्रकाशन और वितरक, नई दिल्ली।
- सिंह, अरूण कुमार, उच्चशिक्षा मनोविज्ञान, भारतीभवन (प्रकाशन और वितरक), पटना।
- सिन्हा, एच.एस., शिक्षा मनोविज्ञान, अटलांटिक प्रकाशन और वितरक, नई दिल्ली।

[Handwritten signatures and dates:]

- Sri Latha / 20/03/24
- V. Rajan / 20/03/24
- Lakshmi / 20/03/24
- Nirish / 20/03/24
- Pammy / 20/03/24

BCC-2: CONTEMPORARY INDIA AND EDUCATION

Course Code: BCC - 2

CREDITS: 4

F.M.: 100 (INTERNAL: 30, EXTERNAL: 70)

COURSE OBJECTIVES

- CO1 : To understand the concept and aims of Education.
- CO2 : To understand the social realities of Indian society and its impact on Education.
- CO4 : To understand the concept of social change and social transformation in relation to Education.
- CO5 : To comprehend different values enshrined in the Constitution of India and its impact on Education.
- CO6 : To identify the contemporary issues in education and its educational implications.
- CO7 : To understand the Historical developments and policy frameworks for Public Education in India.
- CO8 : To get acquainted with the current development in universalizing secondary education in India.

COURSE CONTENT

UNIT –I: PHILOSOPHICAL FOUNDATIONS OF EDUCATION

- Concept, Aims and Process of Education
- Agencies of Education: Formal, Informal and Non-Formal
- Philosophy: Meaning and Branches
- Educational Philosophy: Meaning, Functions and Scope
- Schools of Philosophy: Idealism, Naturalism and Pragmatism and their relation to the following thinkers: Rousseau, Tagore, Dewey, Gandhi and Maria Montessori

UNIT –II: CONSTITUTION AND EDUCATION

- Articles in the Indian Constitution related to Education
- Preamble: Constitutional Promises of Freedom, Justice, Equality and Fraternity
- Fundamentals Rights and Duties of citizens
- Directive Principles of State Policies

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UNIT-III: HISTORY OF EDUCATION AND COMMISSIONS

- Education in India during Vedic, Buddhist, Islamic period and Adams Report.
- Wardha Commission (1937)
- Kothari Commissions (1966)
- Yash Pal Committee Report (1993)
- National Knowledge Commission (2005)

UNIT-IV: EDUCATIONAL POLICIES, SCHEMES, AND FRAMEWORK

- New Education Policy (NEP) 2020 with special reference to Secondary Education
- Different policies implementation and shaping of school education: NCF-SE 2023
- Samagra Shiksha Abhiyan (SSA) towards enrolling and retaining marginalized children.
- Current Central and State (Bihar) Government Schemes of Education

MODE OF TRANSACTION

- Teachers should incorporate discussions, projects, documentaries, movies and field-based projects
- Close and critical reading, as well as analysis of various articles, policy documents, texts, documentaries, movies should be developed in a group, student-teacher should conduct field-based projects, and be able to analytically document their findings
- Dialogue and discussions have to be the key for the transaction of this course.

SUGGESTED READINGS

- Bhatnagar, Suresh, Contemporary India and Education, Meerut R. Lall Book Depot
- Chaube, S.P., History of Indian Education, Vinod Pustak Mandir, Agra
- Dehal, Pradeep Singh, Contemporary India and Education, Meerut R. Lall Book Depot
- Jayapalan, N., History of Indian Education, Atlantik Publication., New Delhi
- Lal, Raman Behari, Contemporary India and Education, Meerut R. Lall Book Depot
- Raina, M.K., Development of Education, Maxford Books, New Delhi.
- Sharma, Dr., Hist. and Problems of Education in India, Lakshmi Narain Agarwal, Agra
- Tripathy, Pitabash, Pinaki Roy, Contemporary Issues in Education, New Delhi
Kunal Books
- अग्रवाल, जे.सी., भारत में शिक्षा व्यवस्था का विकास, शिक्ष प्रकाशन, विकास मार्ग, शकरपुर, दिल्ली।
- गुप्ता, एस.पी. और अलका गुप्ता, भारत में शिक्षा प्रणाली का विकास, शारदा पुस्तक भवन, यूनिवर्सिटी रोड, इलाहाबाद।

BCC- 4: LANGUAGE ACROSS THE CURRICULUM

Course Code: BCC - 4

CREDITS: 2

F.M.: 50 (INTERNAL: 15, EXTERNAL: 35)

COURSE OBJECTIVES

- CO1 : To enable them to understand students' language background and know how oral and written language can be used in the classroom to ensure optimal learning of the subject area.
- CO2 : To be familiar with theoretical issues, and to develop competence in analyzing current school practices and coming up with appropriate alternatives.
- CO3 : To understand the different roles of language.
- CO4 : To create sensitivity to the language diversity that exists in the classrooms.
- CO5 : To understand multilingualism in the classroom.
- CO6 : To focus on improving language proficiency in all subjects in order to enhance students' learning and learning outcome.

COURSE CONTENT

UNIT-I: UNDERSTANDING LANGUAGE (NATURE AND FUNCTION)

- Meaning, Concept, Definition and Nature of Language
- Functions of a language.
- Concept and Aims of Language Across the Curriculum (LAC) Approach
- Role, Importance and Challenges of LAC approach in the curriculum.
- Three language formula and 8th Schedule, Articles (343 – 351)
- How children learn language with special reference to Skinner, Piaget, Vygotsky and Chomsky
- Difference between acquiring language and learning language.

UNIT-II: LANGUAGE DIVERSITY AND MULTILINGUALISM

- Discussion as a tool for learning.
- Nature of questioning in the classroom, Types of questions and Teacher's role.
- Understanding home language and school language
- Difference between language as a school-subject and language as a means of learning and communication.
- Develop strategies (activities) for using language in the classroom-oral and written
- Language Diversity in the context of India
 - (a) Concept and Definition of Multilingualism
 - (b) Role of Teacher in Multilingual Classroom
 - (c) Language provision: New Education Policy (NEP), 2020

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PS-7A-1: PEDAGOGY OF ENGLISH

Course Code: PS-7A-1

CREDITS: 2

F.M.: 50 (INTERNAL: 15, EXTERNAL: 35)

COURSE OBJECTIVES

- CO1 : To know the history of English language teaching.
- CO2 : To understand the nature and characteristics of English.
- CO3 : To know the principles of language learning.
- CO4 : To acquire the skills needed for mastering English.
- CO5 : To get some insight into different types of aims and objectives of teaching English.
- CO6 : To understand the various method(s) and approach (es) for teaching English.
- CO7 : To prepare lesson plans based upon different skills of teaching in English.
- CO8 : To get familiar with the innovation in the field of English teaching methods.
- CO9 : To understand the importance of teaching grammar.

COURSE CONTENT

UNIT I: NATURE OF ENGLISH LANGUAGE

- Meaning and Nature of English language
- Brief history of English language from Pre-Independence days till today
- Three-language formula.
- Aims and Objectives of Teaching English at secondary and senior secondary Levels
- Role of English in Modern India: International language, window on the modern world, library language, link language
- Advantages and Importance of English learning
- Problems of teaching English in India

UNIT II: TEACHING ENGLISH LANGUAGE AND LESSON PLAN

A. TEACHING ENGLISH LANGUAGE (METHODS AND APPROACHES)

- General Principles of Teaching English as a Second Language.
- **Methods of teaching English**
 - 1. Grammar Translation Method 2. Direct Method 3. Bi-lingual Method
- **Approaches of teaching English**
 - 1. Structural Approach - General principles of Selection and Gradation.
 - 2. Communicative Approach
- **Innovative methods of teaching English:** Think Pair Share learning, Group presentation, Team teaching, Activity-based learning, Simulation exercises, Reflective teaching and connecting textbook with context.
- Teaching of Grammar - a. Types: Functional and Formal (Traditional)
 - b. Methods: Inductive and Deductive

- Meaning and Importance of Unit and Lesson planning; Steps of lesson plan - Herbartian, Bloom and 5E models
- Microteaching and Core teaching skills
- Writing Instructional objectives of prose & poetry
- Qualities of an English Teacher
- Types of Instructional Aids and its appropriate uses
- Characteristics of a Good English Textbook.

- Practice of Microteaching Cycle
- Preparation of Unit Plan and Lesson Plan
- Preparation of Teaching Aids
- Content-based test for secondary classes
- Project/ Assignment.

- Arora, Sanjay, Teaching of English, University Book House, Jaipur
- Bhatia, K.K., Teaching and Learning English, Kalyani Publication, Ludhiana
- Bisht, Abha Rani, Teaching English in India, Agrawal Publication, Agra
- Broughton, Geoffrey, Teaching English As A Foreign Language, Routledge And Kegan Paul
- Corder, Jim W., Handbook of Current English, Scott, Foresman And Co.
- Frisby And Cheeseman, New Ship English Course, Orient Longman
- Horsburg, David, Modern English Book 7, Oxford University Press, Delhi
- Kimbrough, Ted D., Inventory of Skills, B.E.C. Chicago
- Pahuja, N.P., Teaching of English, Anmol Publication Private Limited, New Delhi
- Singh, Sachchita Nand, English Method of Teaching, NadeepPublication., Patna

Sud
20/3/24
Gubel
20/03/2024
Ashur
20/03/2024
M
20/3/24
Hoprah
20/3/24
Shortish
20/03/24
Stobbs
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Nimish
20/3/24
Denny
20/3/24

हस्ता शिर्षाणि न अनुदर्शयन्तः। सामान्ना को प्रयोग

S.D. 20/3/24
S.D. 20/3/24
V.R. 20/3/24
H.P. 20/3/24
D.K. 20/3/24
K. 26/3/24
Nimish 20/3/24
D.C. 20/3/24
20/3/24

व्यावहारिक कार्य:

- सूक्ष्मशिक्षण कौशलों का अभ्यास
- पाठ-योजना का निर्माण
- माध्यमिक कक्षाओं के लिए विषय वस्तु आधारित परीक्षा
- परियोजना / दत्तकार्य

प्रस्तावित ग्रंथ

- आर्य, सुधा, हिन्दी शिक्षण, रजत प्रकाशन, अंसारी रोड, दरियागंज, नई दिल्ली।
- कौशिक, जय नारायण, हिन्दी शिक्षण, हरियाणा साहित्य अकादमी, चंडीगढ़।
- दत्ता, संजय, मातृ भाषा विषय-वस्तु एवं शिक्षण विधियाँ, जैन प्रकाशन मंदिर, जयपुर।
- पाण्डेय, रामशकल, हिन्दी शिक्षण, अग्रवाल प्रकाशन, आगरा-2।
- बाला, शशि, हिन्दी शिक्षण विधि, डिस्कवरी पब्लिकेशन हाउस, अंसारी रोड, प्रहलाद स्ट्रीट, नई दिल्ली।
- भटनागर, शरद, हिन्दी भाषा शिक्षण, अग्रवाल प्रकाशन, आगरा।
- योगेंद्रजीत, भाई, हिन्दी भाषा शिक्षण, अग्रवाल प्रकाशन, आगरा।
- राव, शशि, काव्यांजलि (कवितासंग्रह), अग्रवाल प्रकाशन, आगरा।
- राव, शशि, भाषाई कौशल एक क्रियात्मक शोध, मरीना प्रकाशन, दिल्ली।
- राव, शशि, हिन्दी भाषा शिक्षण, मरीना प्रकाशन, दिल्ली।
- लाल, रमन बिहारी, हिन्दी भाषा शिक्षण, रस्तोगी प्रकाशन, मेरठ।
- शर्मा, एस.आर., भाषा-शिक्षण, अर्जुन प्रकाशन हाउस, दरियागंज, नई दिल्ली।
- शर्मा, मार्तंड, हिन्दी शिक्षण, शारदा पुस्तक भवन, यूनिवर्सिटी रोड, इलाहाबाद।
- सिंह, निरंजन कुमार, माध्यमिक विद्यालय में हिन्दी शिक्षण, राजस्थान हिन्दी ग्रंथ अकादमी, जयपुर।
- सिन्हा, शारदा, हिन्दी-अध्यापन, शारदा ज्ञानोदय, पटना।

Handwritten signatures and dates in blue ink, mostly dated 20/3/24, indicating approvals or verifications.

**PS-7A-3: PEDAGOGY OF SCIENCE-I
(PHYSICAL SCIENCE)**

Course Code: PS-7A-3

CREDITS: 2

F.M.: 50 (INTERNAL: 15, EXTERNAL: 35)

COURSE OBJECTIVES

- CO1 : To realize the importance of Physical Science teaching.
- CO2 : To formulate the aims and objectives of teaching Physical Sciences.
- CO3 : To familiarize with the methods and approaches of teaching Physical Science and use them effectively in classroom.
- CO4 : To gain mastery over core teaching skills required for effective Physical Science teaching.
- CO5 : To select and organize content, plan instruction and ensure effective delivery.

COURSE CONTENT

UNIT I- NATURE, SIGNIFICANCE AND OBJECTIVES OF TEACHING PHYSICAL SCIENCE

- Nature and Scope of Physical Science: Science as a Process, Product and Attitude towards life; Theory and Experimentation
- Relationship of Physical Sciences with sciences and other school subjects.
- Physical Sciences and modern Indian society: Relationship of physical sciences and society, impact of physical sciences on modern Indian society with special reference to issues related with environment, industrialization, sustainable development and peace.
- Aims and objectives of teaching Physical Sciences, Instructional and Behavioural objectives with reference to Bloom's Taxonomy of educational objectives.
- Scientific Attitude and Scientific methods of inquiry as related to Physical Science Teaching.
- Qualities of a good Science textbook

UNIT II - METHODS AND APPROACHES FOR TEACHING OF PHYSICAL SCIENCE

- Methods and Approaches of teaching Physical Science: - Lecture cum demonstration, Inductive–deductive, Analytic-synthetic, Heuristic, Laboratory, Problem solving and Project method.
- Microteaching and its importance in teacher preparation
- Core Microteaching Skills and their components
- Unit Planning and Lesson Planning – Herbartian, Bloom and 5E approach.

Unit Planning and Lesson Planning – Herbartian, Bloom and SE approach.

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PRACTICUM

- Practice of Microteaching Cycle
- Preparation of Unit Plan and Lesson Plan
- Content-based test for secondary classes
- Project/ Assignment
- Conducting atleast two laboratory experiments and preparation of practical file

SUGGESTED READINGS

- Dass, L. Ghanshyam, Teaching of Physics And Chemistry, Oxford University Press
- Gupta, Sharwan Kumar, Teaching Physical Science in Secondary Schools, Sterling Publication Private Limited, Delhi
- Karla, Sapna, Teaching of Science, Jain Prakashan Mandir, Jaipur
- Kumar, Amit, Teaching of Physical Sciences, Anmol Publication Private Limited, New Delhi
- Rao, Aman, Teaching of Physics, Anmol Publication. Private Limited., New Delhi
- Sharma, Yogendra K, Teaching of Physical Science, Kanishka Publication and Distributors, Ansari Road, Daryaganj, New Delhi
- Siddiqi, Dr. N.N., Teaching of Science - Today and Tomorrow, Doaba House, Delhi
- रावत, आर पी, विज्ञान शिक्षण, आविष्कार प्रकाशन, जिला, जयपुर-03।
- सूद, जे.के., विज्ञान शिक्षण, विनोद पुस्तक मंदिर, आगरा।

Handwritten signatures and dates in blue ink, mostly dated 20/3/24, are present below the suggested readings section. The signatures include names like Sush, V. Jagan, J. Usho, and others, with dates such as 20/3/24 and 20/03/24.

**PS-7A-4: PEDAGOGY OF SCIENCE-II
(BIOLOGICAL SCIENCES)**

Course Code: PS-7A-4

CREDITS: 2

F.M.: 50 (INTERNAL:15, EXTERNAL: 35)

COURSE OBJECTIVES

- CO1 : To develop an understanding of the nature and place of Biological Science.
CO2 : To formulate instructional objectives in terms of behavioural outcomes.
CO3 : To understand the teaching methods, approaches and techniques for teaching.
CO4 : To analyze and evaluate biological science curriculum and science text books.

COURSE CONTENT

UNIT I–NATURE, SCOPE AND OBJECTIVES OF TEACHING BIOLOGICAL SCIENCES

- Nature and Scope of Biological Sciences: Science as a Process, Product and Attitude towards life.
- Correlation of Biological Science with society (Environment, industrialization, Sustainable Development and Peace), and other school subjects.
- Place of Biological Science in school curriculum.
- Aims and Objectives of teaching Biological Science with reference to Bloom's Taxonomy.
- Qualities of a Biological Science teacher and Biological Science textbook.

UNIT II - PLANNING, DESIGNING AND TRANSLATION OF TEACHING BIOLOGICALSCIENCES

- Microteaching and Core Teaching skills
- Development of Unit plan, lesson plan using Herbart, Bloom and 5E approach.
- Methods of teaching Biological Sciences: Lecture- cum-demonstration method, Project method, Heuristic method, Problem solving method and Laboratory method.
- Laboratory Management and Organisation

PRACTICUM

- Practice of Microteaching Cycle
- Preparation of Unit Plan and Lesson Plan
- Preparation of Teaching Aids
- Content-based test for secondary classes
- Project/ Assignment
- Conducting atleast two laboratory experiments and preparation of practical file

(Handwritten signatures and dates)

SUGGESTED READINGS

- Bhushan, Shailendra, Teaching of Biology, Vinod Pustak Mandir, Agra
- Kulshresth, S.P., Teaching of Biology, R. Lall Book Depot, Meerut
- Malhotra, Methods of Teaching Biology, Crescent Publication Co., Ansari Road, Darya Ganj, New Delhi
- Siddiqi, N.N., Teaching of Science - Today and Tomorrow, Doaba House, Delhi
- Yadav, K, Teaching of Life Science, Anmol Publication, New Delhi
- कुलश्रेष्ठ, ए.एस.पी., जीव विज्ञान शिक्षण, लोयला बुक डिपो, मेरठ।
- भूषण, शैलेंद्र, जीव विज्ञान शिक्षण, विनोद पुस्तक मंदिर, आगरा।
- सीकरवार, मुक्ता, जीवविज्ञान, अग्रवाल प्रकाशन, आगरा।
- सूद, जे.के., जैविक विज्ञान शिक्षण, राजस्थान हिन्दी ग्रंथ अकादमी, जयपुर।

Handwritten signatures and dates in blue ink, likely indicating approval or review of the syllabus. The signatures are dated 20/03/24 and 20/03/24.

PS-7A-5: PEDAGOGY OF MATHEMATICS

Course code: PS-7A-5

CREDITS: 2

F.M.: 50 (INTERNAL: 15, EXTERNAL: 35)

COURSE OBJECTIVES

- CO1 : To understand and appreciate the importance and use of Mathematics in daily life.
- CO2 : To acquaint with the various approaches to teaching Mathematics and practice them successfully.
- CO3 : To familiarize with the methods in planning instruction for classroom.
- CO4 : To appreciate and organize activities to develop ability in Mathematics.

COURSE CONTENT

UNIT I: NATURE, SCOPE AND OBJECTIVES OF MATHEMATICS

a) NATURE AND SCOPE OF MATHEMATICS

- Meaning, Nature and Scope of Mathematics
- Mathematics and Human Civilization
- Need for Teaching Mathematics
- Correlation of Mathematics with other Subjects and Areas
- History of Mathematics, Contribution of Indian Mathematicians (Bhaskaracharya, Aryabhatta, Ramanujam and Vashistha Narayan)

b) AIMS AND OBJECTIVES OF TEACHING MATHEMATICS

- Aims and Objectives of teaching Mathematics
- Writing Instructional Objectives in behavioural terms

UNIT II: METHODS OF TEACHING, UNIT AND LESSON PLANNING IN TEACHING MATHEMATICS

a) METHODS OF TEACHING MATHEMATICS

- Approaches to teaching Mathematics
(a) Inducto-Deductive (b) Analytic-Synthetic (c) Heuristic (d) Laboratory(e) Project
- Problem-Solving as an approach in Mathematics teaching
- Using Micro-teaching for skill development

b) UNIT AND LESSON PLANNING

- Preparation of Unit plan
- Characteristics of a good Lesson plan
- Preparation of Lesson plans – Herbartian, Bloom and 5E model.

PRACTICUM

- Practice of Microteaching Cycle
- Preparation of Unit Plan and Lesson Plan
- Preparation of Teaching Aids
- Content-based test for secondary classes
- Project/ Assignment.

SUGGESTED READINGS

- Agrawal, V.S., Vedic Mathematics, Motilal Banarsidas, Delhi
- Chambers, Teaching Mathematics, Sage Publications India Private Limited, New Delhi
- Dogra, M.S., Teaching of Mathematics, Max Ford Books, Delhi
- Kulshreshtha, A. K., Teaching of Mathematics, R. Lall Book Depot, Meerut
- Schwartz, L., Teaching Young Children Mathematics, Atlantic Publication and Distributors, New Delhi
- Sharma, M.S., Teaching of Mathematics, Max Ford Bks, First Floor, Ansari Road, Daryaganj, New Delhi
- Yadav, Teaching of Mathematics, Vinod Pustak Mandir, Agra
- अग्रिहोत्री, एस.पी., गणित शिक्षण, अग्रवाल प्रकाशन, आगरा।
- उपरैती, म. लाल, गणित एवं उसका शिक्षण, अग्रवाल प्रकाशन, आगरा।
- कुलश्रेष्ठ, ए.के., गणित शिक्षण, आर.लाल बुक डिपो, सरकार के पास इंटर कॉलेज, मेरठ।
- गुप्ता, र., गणित शिक्षण, यूनिवर्सिटी बुक हाउस, जयपुर।
- दुबे, म., गणित शिक्षण, शारदा पुस्तक भवन, यूनिवर्सिटी रोड, इलाहाबाद।
- मुखर्जी, स., गणित शिक्षण, अग्रवाल प्रकाशन, आगरा।
- वात्स्यायन, टी., गणित-शिक्षण की आधुनिक विद्याएं, लोक शिक्षा मंच, सुभाष पार्क, शाहदरा, दिल्ली।
- सक्सेना, क. क., गणित शिक्षण, यूनिवर्सिटी बुक हाउस, जयपुर।

Handwritten signatures and dates in blue ink, mostly dated 20/3/24, are present below the suggested readings section.

**PS-7A-6: PEDAGOGY OF SOCIAL SCIENCE-I
(HISTORY AND CIVICS)**

Course code: PS-7A-6

CREDITS: 2

F.M.: 50 (INTERNAL: 15, EXTERNAL: 35)

COURSE OBJECTIVES

- CO1 : To understand the concept, nature and scope of Social Science (History and Civics).
CO2 : To explain the aims and objectives of teaching History and Civics.
CO3 : To apply appropriate methods, principles, maxims and skills of teaching History and Civics.
CO4 : To emphasize the role of History in developing the national integration and international understanding.
CO5 : To prepare lesson plans and unit plans.

COURSE CONTENT

UNIT –I: NATURE AND SCOPE OF HISTORY/CIVICS

- Meaning, Nature, Scope and Importance of History and Civics as a subject.
- Aims and objectives of teaching History and Civics.
- Bloom's Taxonomy of Framing Educational Objectives.
- Correlation of History and Civics with other school subjects
- Principles and Maxims of teaching History and Civics.
- A good text book in Social Science

UNIT –II: METHODS AND SKILLS OF TEACHING HISTORY AND CIVICS

- Methods of teaching History and Civics: Narration cum Demonstration, Story Telling, Source, Project, Inductive and Deductive, Dramatization and Field Visit methods
- Instructional Media in Social Science
- Microteaching and core teaching skills
- Development of unit plan and lesson plan: Herbatian, Bloom and 5E model
- Qualities of a good Social Science teacher

PRACTICUM

- Practice of Microteaching Cycle
- Preparation of Unit Plan and Lesson Plan
- Preparation of Teaching Aids
- Content-based test for secondary classes
- Project/Assignment

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SUGGESTED READINGS

- Bais, Narendra Singh, Teaching of History, Jain Prakashan Mandir, Jaipur
- Dash, Biranchi Narayan, Teaching of History, Neelkamal Publications Private Limited, Hyderabad
- Kochhar, S.K., Teaching of Social Sciences, Sterling Publishers Private Limited, New Delhi
- Phillips, Ian, Teaching History, Sage Publication India Private Limited, New Delhi
- Sharma, R. A., Teaching of Social Science, R. Lall Book Depot, Meerut
- Srinivas, Moturi, I Prasada Rao, Methods of Teaching History, Discovery Publishing House, New Delhi
- Yadav, Nirmal, Teaching of History, Anmol Publication, New Delhi
- कुमारी, सुशीला, इतिहास-शिक्षण की आधुनिक विद्याएं, लोक शिक्षा मंच, सुभाष पार्क, शाहदरा, दिल्ली।
- त्यागी, गुरु सरनदास, नागरिक शिक्षण का प्रणाली विज्ञान, अग्रवाल प्रकाशन, आगरा।
- त्यागी, गुरु सरनदास, इतिहास शिक्षा, विनोद पुस्तक मंदिर, आगरा।
- योगेंद्रजीत, भाई, इतिहास शिक्षण की रूप रेखा, विनोद पुस्तक मंदिर, आगरा।
- शर्मा, सुरेंद्र कुमार, नागरिक शास्त्र शिक्षण, डिस्कवरी पब्लिशिंग हाउस प्राइवेट लिमिटेड, दिल्ली।
- सत्संगी, जी.डी., नागरिक शास्त्र शिक्षण, विनोद पुस्तक मंदिर, आगरा।
- सिंह, योगेंद्र के., नागरिक शास्त्र शिक्षण, एफ पब्लिशिंग कंपनी, नई दिल्ली।

Handwritten signatures and dates (20/3/24) are present below the suggested readings list, indicating approval or review by various individuals.

**PS-7A-7: PEDAGOGY OF SOCIAL SCIENCE-II
(GEOGRAPHY AND ECONOMICS)**

Course Code: PS-7A-7

CREDITS: 2

F.M.: 50 (INTERNAL: 15, EXTERNAL: 35)

COURSE OBJECTIVES

- CO1 : To understand concept, meaning and scope of Social Science (Geography and Economics).
CO2 : To formulate instructional objectives in terms of behavioural outcomes.
CO3 : To get acquainted with appropriate methods, principles, maxims and skills of teaching Geography and Economics.
CO4 : To gain mastery over core teaching skills required for effective Geography and Economics teaching.
CO5 : To prepare unit plan and lesson plan.
CO6 : To develop attitudes to become competent and committed Commerce teacher.
CO7 : To analyze and evaluate Geography and Economics textbooks.

COURSE CONTENT

UNIT-I: NATURE AND SCOPE OF GEOGRAPHY/ ECONOMICS

- Meaning, Nature, Scope and Importance of Geography and Economics as a subject.
- Aims and Objectives of teaching Geography and Economics at secondary level.
- Bloom's Taxonomy of Writing Instructional Objectives.
- Correlation of Geography/ Economics with other school subjects
- Principles and Maxims of Geography/ Economics teaching
- Characteristics of a good textbook in Geography / Economics

UNIT-II: METHODS OF TEACHING GEOGRAPHY/ECONOMICS AND THEIR INSTRUCTIONAL PLANNING

- Methods of teaching Geography / Economics: Discussion, Lecture cum Demonstration, Project, Field Visit, Inductive and Deductive, Brain-storming, Dramatization and Story-telling
- Microteaching and Core Teaching Skills
- Preparation of Lesson plan and Unit plan: Herbartian, Bloom and 5E models.
- Instructional Media in Geography / Economics
- Qualities of a Geography / Economics teacher

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- Practice of Microteaching Cycle
- Preparation of Unit Plan and Lesson Plan
- Preparation of Teaching Aids
- Content-based test for secondary classes
- Project/ Assignment.

SUGGESTED READINGS

- Aggarwal, J.C., Teaching of Economics: A Practical Approach, Agrawal Publications, Agra
- Dhillon, S., Teaching of Economics, Kalyani Publishers, Delhi
- Kaur, B., Teaching of Geography, Deep And Deep Publication. Private Limited, New Delhi
- Rai, B.C., Teaching of Geography, Prakashan Kendra, Lucknow
- Rao, M.S., Teaching of Geography, Anmol Publication Private Limited, New Delhi
- Sharma, R.K., Teaching of Geography, Max Ford Bks, New Delhi
- Srivastva, H.S., Handbook of Education In Geography, National Council For Teacher Education, New Delhi
- दुबे, एस.के., उच्चतर भूगोल शिक्षण, बुक एन्क्लेव, जैन भवन, शांति नगर, जयपुर।
- मुखर्जी, संध्या, अर्थशास्त्र शिक्षण, लखनऊ प्रकाश केंद्र।
- वात्स्यायन, टी., भूगोल-शिक्षा की आधुनिक विद्याएं, लोक शिक्षा मंच, सुभाष पार्क, शाहदरा, दिल्ली।
- सत्संगी, जी.डी., अर्थशास्त्र शिक्षण, आगरा विनोद पुस्तक मंदिर।
- सिंह, एच.एन., भूगोल शिक्षण, विनोद पुस्तक मंदिर, आगरा।
- सिंह, हरनारायण, भूगोल शिक्षण, विनोद पुस्तक मंदिर, आगरा।

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Jinta 20/03/24

Akshay 20/3/24

Sapanel 20/3/24

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Sobal 20/3/24

Mimish 20/3/24

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Choice Based Credit System (CBCS) – B.Ed. Syllabus of SXCE (Autonomous), Patna (Year-2024)
PS-7A-8: PEDAGOGY OF COMMERCE

Course Code: PS-7A- 8

CREDITS: 2

F.M.: 50 (INTERNAL: 15, EXTERNAL: 35)

COURSE OBJECTIVES

- CO1 : To understand the concept, meaning and scope of Commerce.
- CO2 :To formulate instructional objectives in terms of behavioural outcomes.
- CO3 : To understand the teaching methods, techniques, devices, lesson planning, process for effective teaching, learning process and better instruction.
- CO4 :To prepare unit plan and lesson plan.
- CO5 :To gain mastery over core teaching skill required for effective Commerce teaching.
- CO6 :To develop attitudes to be a competent and committed Commerce teacher
- CO7 :To analyze and evaluate Commerce textbooks

COURSE CONTENT

UNIT I: NATURE AND NEED OF COMMERCE

- Meaning, Nature, Need and Scope of Commerce Education
- Aims and Objectives of teaching Commerce
- Blooms Taxonomy of Educational Objectives: Techniques of writing objectives - Instructional and Behavioural
- Correlation of Commerce with other school subjects
- Principles and Maxims of teaching Commerce
- Characteristic of a good textbook in Commerce

UNIT II: METHODS OF TEACHING COMMERCE AND THEIR INSTRUCTIONAL PLANNING

- Methods of Commerce teaching: Lecture Method, Project Method, Problem Solving, Discussion Method, Practical work in Commerce
- Microteaching and Core teaching skills
- Unit planning and Lesson planning: Herbartian, Bloom and 5E models
- Instructional Media in Commerce
- Qualities of a Commerce teacher

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Guraj
20/03/2024

V.K.
20/3/24

Fate
20/03/29

Shankar
20/3/24

W
20/3/24

Debnal
20/3/24

Shankar
20/03/24

Ninibha
20/3/24

Jub
20/3/24

Jy. Usha
20/3/24

Ram
20/3/24

PRACTICUM

- Preparation of a balance sheet
- Practice of Microteaching Cycle
- Preparation of a Unit plan and a Lesson plan in Commerce
- Assignment and Project
- Content Based Test

SUGGESTED READINGS

- Khan, Mohammad Sharif, Commerce Education, Sterling Publication Pvt Ltd, Delhi
- Method and Techniques of Teaching Commerce Singh M.N Young Man and Co., New Delhi
- Rao, Seema, Teaching of Commerce, Anmol Publications, New Delhi
- Lulla B.P., Teaching of Commerce in Our School, (BTTC-BIE Publication, Bombay)
- Aggarwal, J.C., Teaching of Commerce-A Practical Approach, Vikas Publishing House Private Limited, New Delhi
- सक्सेना, उदयवीर, वनज्य शिक्षा, विनोदपुस्तकमंदिर, आगरा।

Handwritten signatures and dates (20/3/24) are present below the suggested readings section, indicating approval or review by various individuals.

PS-7A-9: PEDAGOGY OF COMPUTER SCIENCE

Course Code: PS-7A-9

CREDITS: 2

F.M.: 50 (INTERNAL: 15, EXTERNAL: 35)

COURSE OBJECTIVES

- CO1 : To know the principles and place of curriculum in schools.
CO2 : To acquire skills in writing the instructional objectives for teaching computer science.
CO3 : To understand the importance of computer in the era of globalization
CO4 : To familiarize with the different skills of teaching in Computer Science
CO5 : To develop the skills of writing Unit Plan & Lesson Plan in Computer Science
CO6 : To know and understand the innovative methods for teaching Computer Science

COURSE CONTENT

UNIT I: NATURE, SCOPE AND AIMS OF TEACHING COMPUTER SCIENCE

- Concept, Nature, Scope and Importance of Computer Science
- Place of Computer Science in the School Curriculum in the era of globalization
- Aims and Objectives of teaching Computer Science in Schools
- Bloom Taxonomy and writing Instructional objectives in behavioural terms
- Characteristics of a good text book of Computer
- Correlation with other school subjects
- Principles and Maxims of teaching Computer Science

UNIT II: METHODS OF TEACHING AND EVALUATION IN COMPUTER SCIENCE

- Methods of teaching Computer Science to students: Demonstration method, Laboratory method, Project method, Assignment method, Problem solving method, Computer Assisted Instruction
- Unit plan and Lesson Plans in Computer Science: Steps and format – Herbartian, Bloom and 5E models
- Microteaching and core teaching skills
- Instructional Media in Computer Science
- Qualities of a Computer teacher

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PRACTICUM

- Entry and processing the test marks in terms of average, percentage and ranks.
- Preparation of CAI
- Practice of Microteaching Cycle
- PowerPoint presentation
- Preparation of Unit Plan and Lesson Plan
- Preparation of teaching aids through Computer

SUGGESTED READINGS

- Aggrawal, J.C., Teaching of Computer Science: A Practice Approach, Vikas Publishing House Private Limited, New Delhi
- Beals, A.C.F., A Guide to the Teaching of Computer Science in School, University of London Press, London
- Choudhary, K.P., Audio-Visual Aids in Teaching Indian Computer Sciences, Atma Ram and Sons, Delhi
- Choudhary, K.P., The Effective Teaching of Computer Science in India, A Handbook for Computer Science Teachers, New Delhi, NCERT
- Dale, E, Audio- Visual Methods in Teaching, Deyden Press, New York
- Ghosh, V.D., Creative Teaching of Computer Science, Oxford University, Press, Delhi
- Rajaraman, Dharma, Computer Primer, Prentice-Hall of India, New Delhi
- Rao, V.K., Computer Education, A.P.H. Publishing Corporation, New Delhi
- Sharma, Mukul, Computers in Classrooms, A. Mukherjee and Company Private Limited, Calcutta
- Singh, Y.K. and Nath Ruchika; Teaching of Computer Science A.P.H. Publishing Corporation, New Delhi
- अग्रवाल, जे.सी., शैक्षिक तकनीकी एवं कम्प्यूटर अनुदेशन, अग्रवाल प्रकाशन, आगरा।
- श्रीवास्तव, स्मिता, कम्प्यूटर एवं संचार तकनीकी, आगरा, अग्रवाल प्रकाशन, आगरा।

[Handwritten signatures and dates in blue ink, mostly dated 20/3/24 and 20/03/24, are present below the suggested readings section.]

PS-7A-10: PEDAGOGY OF HOME SCIENCE

Course Code: PS-7A- 10

CREDITS: 2

F.M.: 50 (INTERNAL: 15, EXTERNAL: 35)

COURSE OBJECTIVES

- CO1 : To acquaint with the nature and scope of Home Science.
CO2 : To understand the nature and process of Home Science as a branch of Science.
CO3 : To develop symphony among various branches of Home Science.
CO4 : To familiarize with the various methods in Home Science teaching.
CO5 : To prepare Home Science lessons.
CO6 : To analyse the methods of organizing Home Science curriculum.
CO7 : To develop an understanding of the modern evaluation methods in Home Science.

COURSE CONTENT

UNIT I: NATURE AND OBJECTIVES OF HOME SCIENCE TEACHING

- Need for including Home Science at the school level; Importance of Home Science in the modern life style
- Curriculum: the various ways of arrangement, supporting materials, textbooks, laboratory, charts, models etc.
- Writing learning objectives in behavioral terms
- Historical Perspectives of Home Science as a school subject
- Qualities of a good Home Science textbook

UNIT II: METHODS AND PLANNING INSTRUCTIONAL PLANNING APPROACHES OF TEACHING HOME SCIENCE

- Various methods of teaching Home Science: Lecture Method, Demonstration Method, Project Method, Laboratory Method
- Techniques of teaching Home Science
- Microteaching and core teaching skills
- Unit plan and Lesson Plan in Home Science: Steps and format – Herbartian, Bloom and 5E models
- Instructional Media in Home Science
- Qualities of a Home Science teacher

[Handwritten signatures and dates:]

Jagjit Singh
20/3/24

Sunil
20/3/24

P.A.
20/3/24

V.R.
20/3/24

Fala
20/3/24

Se-pal
20/3/24

Ashmita
20/3/24

Nimisha
20/3/24

Subir
20/3/24

Anamika
20/3/24

36

PRACTICUM

- Practice of Microteaching Cycle
- Family budget of Middle-class income group
- Decoration of drawing room/bedroom/study room/children's room/guest room.
- Preparation of diet: sick, anaemic, diabetic, high cholesterol
- Preparation of diet for expecting mother, lactating mother and for growing children
- First Aid, Arrangement of First Aid Box
- Food Preservation - Jam, Jelly, Pickles, Chips, Puree
- Kitchen Garden
- Sewing, knitting, embroidery, fabric painting, dyeing, leatherwork

SUGGESTED READINGS

- Hindi Garanth Academy, Yadav, S., Teaching of Home Science, Anmol Publications, New Delhi
- Yadav, S. : Teaching of Home Science, Anmol Publications, New Delhi
- Sukhiya, S.P. & Malhotra, P.V., The teaching of Home Science, Chandigarh: Haryana
- Dass & Ray, The teaching of Home Science, Sterling Publishers Private Limited, New Delhi
- Chandra, A., Fundamentals of teaching Home Science, Sterling Publishers Private Limited, New Delhi
- Sheri, G.P. & Sherry, D.P., Teaching of Home Science, Vinod Pustak Mandir, Agra

Handwritten signatures and dates in blue ink, likely indicating approval or completion of the syllabus review. The signatures are dated 20/03/24 and 20/03/24.

BEPC-3: CRITICAL UNDERSTANDING OF ICT

Course Code: BEPC - 3

CREDITS: 2

F.M.: 50 (INTERNAL)

COURSE OBJECTIVES

- CO1 : To acquaint with ICT and its application in Education.
- CO2 : To identify and demonstrate an understanding of the basic components of the computer and its accessories and its use.
- CO3 : To familiarize with different essential software and mobile application useful in teaching and learning.
- CO4 : To use word processor, spread sheet, drawing and presentation software skillfully and intelligently to produce various teaching learning resources for educational use.
- CO5 : To use internet and Web technologies efficiently to access remote information, communicate and collaborate with others.
- CO6 : To explore different evolving domains of digital platforms for individual and group learning.

COURSE CONTENT

UNIT-I: INTRODUCTION TO INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

- Concepts of ICT and its relevance for education,
- National Mission on Education through Information and Communication Technology (ICT)
- Use of radio, television, newspaper and video in education
- Functional knowledge of operating LCD projector
- Functional knowledge of operating computers: on/off, word processing, use of PowerPoint, excel, paint
- Essential Software, Mobile Applications, Free and Open-Source Software for Educational Use
- Challenges of Integration of ICT in School

UNIT-II: VISUALIZING TECHNOLOGY-SUPPORTED LEARNING SITUATIONS

- Computer as a learning tool: making own email ID, sending emails; Effective browsing of the internet for discerning and selecting relevant information; downloading relevant material and evaluating them
- Massive Open Online Courses, OER and other Indian initiatives towards digital learning (Digital India, Digi Locker, ABC ID)
- Various innovative methods of teaching/learning and use of ICT: Blended Learning, Web quest, TPACK, Google for Education (Classroom, Docs, Slides, Sheets, Forms)
- Web 2 Tools: Wiki, Blogs, e-portfolio, Learning Groups
- Enabling students to plan and execute projects (using computer-based tools) and conduct online classes (Zoom and Google Meet)

online classes (Zoom and Google Meet)

Handwritten signatures and dates:

- Sunil 20/08/2024
- Shruti 20/08/2024
- Vidya 20/08/2024
- Amita 20/08/2024
- Rohini 20/08/2024
- J. Lakshmi 20/08/2024
- Shantika 20/08/2024
- Nirish 20/08/2024
- Sube 20/08/2024
- Pammy 20/08/2024

PRACTICUM

- Using word processor, spreadsheet, and presentation software to produce various teaching learning resources.
- Creating Google Classroom and Forms
- Conducting online classes on virtual platforms (Zoom and Google Meet)
- Using Web Tools in Teaching and Learning

SUGGESTED READINGS

- Arulsamy, S., Application of ICT in Education, Neelkamal Publications Private Limited, Hyderabad
- Bhatia, K.K., Fundamentals of Educational Technology, Kalyani Publishers, Delhi
- Ellington, Henry, Educational Technology, Kogan Page India Private Limited, New Delhi
- Mangal, S. K. and Uma Mangal, Essentials of Educational Technology Phi Learning Private Limited, Connaught Circus, New Delhi
- Mohanty, Jagannath, Modern Trends in Educational Technology, Neelkamal Publications Private Limited, Hyderabad
- Mohanty, Laxman, ICT in Education, SAGE Publications, New Delhi
- Reddy, Jayashree S., Enhanced Education Technology in Learning, Instruction and Research, Current Publications, Agra
- Sharma, P.L., Digital Technology in Education, Pearl Books, New Delhi
- Shukla, Bhavna, ICT in Education Visions and Realities, Agrawal Publications, Agra
- Shukla, Satishprakash, Information and Communication Technology in Teacher Education, Agrawal Publications, Agra
- अग्रवाल, जे.सी., शैक्षिक तकनीकी और कम्प्यूटर अनुसंधान, अग्रवाल प्रकाशन, आगरा।
- अरोरा, रंजना, शिक्षा में कम्प्यूटर और संचार कौशलों का प्रयोग और विकास, अग्रवाल प्रकाशन, आगरा।
- तनेजा, इंदु, अध्ययन क्षेत्र और अवबोध, पद्य प्रकाशन, जयपुर वर्मा, अंजलि, इंटरनेट मेहतावा और अनुप्रयोग, ओमेगा प्रकाशन, नई दिल्ली।
- मंगल, एस. के., शिक्षा तकनीकी, पी. एच. आई लर्निंग प्राइवेट लिमिटेड, कनॉट सर्कस, नई दिल्ली।
- वालिया, जे.सी., सूचना संस्थान और शिक्षा तकनीकी, अहीम पॉल प्रकाशन, गोपालनगर, जालंधर।
- सीवानी, अशोक, अध्ययन क्षेत्र और विषय बोध, जैन प्रकाशन मंदिर, जयपुर।

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B.Ed. Semester - II

BCC-3: LEARNING AND TEACHING

Course Code: BCC - 3

CREDITS: 4

F.M.: 100 (INTERNAL: 30, EXTERNAL: 70)

COURSE OBJECTIVES

- CO1 : To reflect on their own implicit understanding of the nature and kinds of learning.
- CO2 : To gain an understanding of different theoretical perspectives of learning.
- CO3 : To develop familiarity with the process of learning and the ways of facilitating meaningful learning in and out of the school.
- CO4 : To employ the processes of teaching and managing classroom situations for meaningful learning.
- CO5 : To understand the concept of Personality, Intelligence and Mental health of a person.

COURSE CONTENTS

UNIT-I: CONCEPTS RELATED TO LEARNING

- Learning: Implicit knowledge and beliefs; demystifying misconceptions
- Nature, Characteristics and Types of Learning (Motor learning, Verbal learning, Concept learning, Associative learning, Problem solving and Attitude learning)
- Major factors affecting learning
- Transfer of learning, Forgetting and Memory: Meaning and Strategies

UNIT-II: THEORETICAL PERSPECTIVES ON LEARNING

- Theories related to Learning: Concept, Principles and Educational Implications
 - Behaviorist: Thorndike, Pavlov, Skinner
 - Cognitivist : Kohler
 - Information- Processing: Atkinson–Shiffrin model
 - Humanist: Maslow
 - Social Constructivist: Vygotsky

[illegible]

UNIT-III: LEARNING AND TEACHING

- Organizing Learning: Issues and Concerns; Learning as ‘Transmission and Reception of Knowledge’ and Learning as ‘Construction of Knowledge’; Individual versus Group learning; Learning in heterogeneous groups; Nature of the learning context
- Paradigms for learning-teaching process: teacher-centric, subject-centric and learner-centric; Teacher as a) transmitter of knowledge b) model c) facilitator d) negotiator e) co-learner
- The idea of Creative Learning: Concept and its pedagogical implications
- Creating facilitative learning environment: learning and motivation, positive emotions, self-efficacy, collaborative and self-regulated learning

UNIT-IV: PERSONALITY, INTELLIGENCE AND MENTAL HEALTH

- Personality: Type and Trait Theories
- Personality and Its Assessment: Projective and Non-Projective techniques
- Concept of Intelligence and I.Q.
- Theories of Intelligence: Spearman's two-factor, Guilford's theory, Multiple Intelligence, and Emotional Intelligence
- Assessment of Intelligence
- Mental Health of the Students, Different strategies for Improving Mental Health

PRACTICUM

- Performance Test: Maze Learning, Finger Dexterity, Pass Along Test, Word Association Test
- Paper Pencil Test: Mental Health, Adjustment, Personality

MODE OF TRANSACTION

- Teachers should incorporate discussions, projects, documentaries, movies and field-based projects
- Close and critical reading, as well as analysis of various articles, texts, documentaries, movies should be developed in a group, student-teacher should conduct field-based projects, and be able to analytically document their findings
- Dialogue and discussions have to be the key for the transaction of this course.

~~Sd/-~~ 20/3/24
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V.R. 20/3/24
fate 20/03/24
Dr. Usna 20/3/24
Dipal 20/3/24
Shantika 20/3/24
Subir 20/3/24
Ninish 20/3/24
Ommy 20/3/24

SUGGESTED READINGS

- Aggarwal, J.C., Essentials of Educational Psychology, Vikas Publication. House, Noida
- Chaube, S.P., Handbook of Education and Psychology, Neelkamal Publication, New Delhi
- De Cecco, J. P., Psychology of learning and instruction, Prentice-Hall Inc, Jersey
- Driscoll, M. P., Psychology of learning for instruction, New York
- Hurlock, E. B., Child development, McGraw Hill Ed. New Delhi
- Mangal, S.K., Advanced Educational Psychology, PHI Learning, New Delhi
- Rao, U., Advanced Educational Psychology, Himalaya Publication, New Delhi
- Skinner, Charles, Educational Psychology and Measurement, Prentice-Hall Private Limited, New Delhi
- Walia, J S., Learner, Learning and Cognition, Ahim Paul Publication, Jalandhar
- गुप्ता, एस.पी., उच्चतर शिक्षा मनोविज्ञान, शारदा पुस्तक भवन, इलाहाबाद।
- पाठक, पी. डी., शिक्षा मनोविज्ञान, अग्रवाल पब्लिकेशन, आगरा।
- मंगल, एस. के., शिक्षा मनोविज्ञान, अग्रवाल पब्लिकेशन, आगरा।
- शर्मा, र. क., अधिगम कर्ता का विकास एवं शिक्षण अधिगम प्रक्रिया, अग्रवाल पब्लिकेशन, आगरा।
- सिंह, अ. क., शिक्षा मनोविज्ञान, भारती भवन, पटना।
- सिन्हा, एच. एस., शिक्षा मनोविज्ञान, अटलांटिक पब्लिकेशन, नई दिल्ली।

[Handwritten signatures and dates:]

Jagjit Singh
20/3/24

Sunil
20/03/2024

Vijay
20/3/2024

V. Vignesh
20/3/24

Fista
20/03/24

V. Usha
20/3/24

Dhanraj
20/3/24

Kantharaj
20/03/24

Nimish
20/3/24

Ammi
20/3/24

PS-7B-1: PEDAGOGY OF ENGLISH

Course Code: PS-7B - 1

CREDITS: 2

F.M.: 50 (INTERNAL: 15, EXTERNAL: 35)

COURSE OBJECTIVES:

- CO1 : To develop the skills needed for mastering English.
- CO2 : To develop techniques for the purpose of analysing prose and poetry.
- CO3 : To learn some of the literary devices which are used commonly in prose and poetry.
- CO4 : To understand the importance of teaching grammar.
- CO5 : To develop awareness about Language Labs.
- CO6 : To get acquainted with the Constitutional provisions and Policies of Language Education.
- CO7 : To understand the techniques for getting feedback, self-evaluation and evaluation.

COURSE CONTENTS:

UNIT-I: CORE CONTENTS AND SKILLS IN ENGLISH LANGUAGE

- LSRW SKILLS (Listening, Speaking, Reading and Writing) in English
- Developing skills in Grammar for making the students proficient in English Language
- Importance of Interdependence of Language Skills
- Content Analysis of Prose and Poetry.
Discussion on selected topics in prose and poetry:
Prose: "Uncle Podger Hangs a Picture" (Ref. New Oxford, Modern English by David Horsburgh T Nicholas Horsburgh, Book 6)
Poetry: "Where the Mind is without Fear" (Ref. New Oxford, Modern English by David Horsburgh T Nicholas Horsburgh, Book 8)
- Literary Devices: Alliteration, Analogy, Anaphora, Antithesis, Assonance, Hyperbole, Imagery, Irony, Metaphor, Onomatopoeia, Oxymoron, Personification, Simile
- Grammar: Parts of Speech, Kinds of sentences, Time and Tense

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UNIT-II: CURRICULUM REFORM IN THE FIELD OF ENGLISH LANGUAGE TEACHING AND EVALUATION

- Curriculum reform in Language teaching- National Curriculum Framework for School Education (NCF SE) 2023
- Constitutional provisions and policies of language education, position of languages in India.
Articles: 343 – 350 A
Kothari Commission (1964-66)
National Policy of Education (NPE) – 1986
Programme of Action (POA)– 1992
New Education Policy (NEP) 2020
- Concept of Language Lab
- Evaluation: Meaning, Purpose, Types and Tools of Evaluation
- Construction of an Achievement Test

PRACTICUM

- Preparation of Teaching Aids
- Content-based test for secondary classes
- Project/ assignment
- Construction of an achievement test

SUGGESTED READINGS

- Arora, Sanjay, Teaching of English, University Book House, Jaipur
- Bhatia, K.K., Teaching And Learning English, Kalyani Publication, Ludhiana
- Bisht, Abha Rani, Teaching English In India, Agrawal Publication, Agra
- Broughton, Geoffrey, Teaching English As A Foreign Language, Routledge And Kegan Paul
- Corder, Jim W., Handbook of Current English, Scott, Foresman And Co.
- Frisby And Cheeseman, New Ship English Course, Orient Longman
- Horsburg, David, Modern English Book 7, Oxford University Press, Delhi
- Kimbrough, Ted D., Inventory of Skills, B.E.C. Chicago
- Pahuja, N.P., Teaching of English, Anmol Publication Private limited, New Delhi
- Singh, Sachchita Nand, English Method of Teaching, Nadeep Publication, Patna-4

Handwritten signatures and dates (20/3/24) at the bottom of the page, indicating approval or completion of the syllabus.

PC-7B- 2:हिन्दी का शिक्षण शास्त्र

क्रेडिट-2

कुल अंक-50 (आंतरिक- 15, बाह्य- 35)

विषय वस्तु का उद्देश्य

प्रशिक्षणार्थी को इस योग्य बनाना कि वे निम्नांकित बिंदुओं की समझ विकसित करें :

- CO1 : भाषा अध्यापन के सूत्र और सिद्धांतों का परिचय देना ।
- CO2 : विभिन्न भाषा कौशलों का महत्त्व, दोष एवं विकास की समझ उत्पन्न करना ।
- CO3 : भाषा शिक्षण में बहुआयामी बुद्धिमत्ता का उपयोग करना ।
- CO4 : हिन्दी भाषा शिक्षण में उपयोगी शिक्षण सहायक सामग्रियाँ तथा अन्य उपलब्ध सामग्रियों का प्रयोग करना ।
- CO5 : हिन्दी भाषा के उपयोग तथा सीखने में छात्रों का मूल्यांकन तथा आत्म-मूल्यांकन की युक्तियों का प्रयोग करना।

विषय वस्तु

इकाई I-भाषा अध्यापन के सूत्र और सिद्धान्त

- भाषा अध्यापन के सूत्र : ज्ञात से अज्ञात की ओर, सरल से जटिल की ओर, मूर्त से अमूर्त की ओर, पूर्ण से अंश की ओर, सामान्य से विशिष्ट की ओर
- भाषा अध्यापन के सिद्धान्त: अनुकरण का सिद्धान्त, रुचि का सिद्धान्त, अभ्यास का सिद्धान्त, बोलचाल का सिद्धान्त, अनुपात व क्रम का सिद्धान्त, व्यक्तिगत विभिन्नता का सिद्धान्त
- भाषा कौशल
 - श्रवण : महत्त्व एवं कठिनाइयाँ
 - भाषण : महत्त्व, कठिनाइयाँ एवं अशुद्ध उच्चारण के कारण एवं अभिव्यक्ति का महत्त्व
 - पठन / वाचन : महत्त्व, कठिनाइयाँ एवं वाचन के प्रकार (मौन वाचन एवं सस्वर वाचन)
 - लेखन : महत्त्व, कठिनाइयाँ एवं अशुद्ध वर्तनी का कारण
- उपरोक्त भाषा कौशलों के विकास में शिक्षक की भूमिका
- निदानात्मक परीक्षण व उपचारात्मक शिक्षण

इकाई II-भाषा अध्यापन के नए आयाम, साधन एवं मूल्यांकन

- भाषा अध्यापन में बहुआयामी बुद्धिमत्ता का उपयोग: शाब्दिक, संगीतात्मक, शारीरिक, वैयक्तिक एवं प्राकृतिक
- भाषा अध्यापन के शैक्षणिक साधन
- विद्यालयी स्तर पर आयोजित किए जानेवाले उपक्रम, भाषा परिषद् एवं भाषा प्रतियोगिताएँ (उद्देश्य, महत्त्व एवं आयोजन)

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- पाठ्य पुस्तक: महत्त्व, एक अच्छी हिन्दी पाठ्य पुस्तक की विशेषताएँ
- पुस्तकालय: आवश्यकता, महत्त्व एवं उपयोग
- भाषा शिक्षक:
 - (क) हिन्दी भाषा शिक्षक के विशेष गुण एवं व्यावसायिक वृद्धि
 - (ख) बदलते परिवेश में हिन्दी भाषा शिक्षक के उत्तरदायित्व एवं चुनौतियाँ
- विषय वस्तु
 - क) पद्य : पुष्प की अभिलाषा, मैं नीर भरी दुःख की बदली, बाल-लीला
 - ख) गद्य : ईदगाह, बचपन के दिन, शिक्षा और संस्कृति
 - ग) व्याकरण : संज्ञा, सर्वनाम, विशेषण, कारक, क्रिया, क्रिया विशेषण
 - घ) रचना: पत्र लेखन और निबंध
- हिन्दी भाषा का मूल्यांकन: अर्थ, उद्देश्य, विशेषता, प्रकार, उपकरण एवं तकनीकी
- उपलब्धि परीक्षण का निर्माण
- हिन्दी भाषा के संदर्भ में NCF-SE 2023

- प्रश्नपत्र की रचना
- शिक्षण सहायक सामग्री का निर्माण
- माध्यमिक कक्षाओं के लिए विषय-वस्तु आधारित परीक्षा
- परियोजना / दत्तकार्य

- आर्य, सुधा, हिन्दी शिक्षण, रजत प्रकाशन, अंसारी रोड, दरियागंज, नई दिल्ली ।
- बाला, शशि, हिन्दी शिक्षण विधि, डिस्कवरी पब्लिकेशन हाउस, अंसारी रोड, प्रहलाद स्टीट, नई दिल्ली ।
- भटनागर, शरद, हिन्दी शिक्षण, अग्रवाल प्रकाशन, आगरा ।
- दत्ता, संजय, मातृभाषा विषय-वस्तु एवं शिक्षण विधियाँ, जैन प्रकाशन मंदिर, जयपुर ।
- कौशिक, जयनारायण, हिन्दी शिक्षण, हरियाणा साहित्य अकादमी, चंडीगढ़ ।
- लाल, रमन बिहारी, हिन्दी शिक्षण, रस्तोगी प्रकाशन, मेरठ ।
- पाण्डेय, रामशकल, हिन्दी शिक्षण, अग्रवाल प्रकाशन, आगरा-2 ।
- राव, शशि, हिन्दी भाषा शिक्षण, मरीना प्रकाशन, दिल्ली ।
- राव, शशि, काव्यांजलि (कविता संग्रह), अग्रवाल प्रकाशन, आगरा ।
- शर्मा, एस.आर., भाषा-शिक्षण, अर्जुन प्रकाशन हाउस, दरियागंज, नई दिल्ली ।
- सिंह, निरंजन कुमार, माध्यमिक विद्यालय में हिन्दी शिक्षण, राजस्थान हिन्दी ग्रंथ अकादमी, जयपुर ।
- सिन्हा, शारदा, हिन्दी-अध्यापन, शारदा ज्ञानोदय, पटना ।
- योगेंद्रजीत, भाई, हिन्दी भाषा शिक्षण, अग्रवाल प्रकाशन, आगरा ।

[illegible]

**PS-7B -3: PEDAGOGY OF SCIENCE-I
(PHYSICAL SCIENCE)**

Course Code: PS-7B - 3

CREDITS: 2

F.M.: 50 (INTERNAL: 15, EXTERNAL: 35)

COURSE OBJECTIVES

- CO1 : To realize the importance of Physical Science teaching.
- CO2 : To acquire competence in the content prescribed in Secondary and Senior Secondary schools.
- CO3 : To develop the skill in preparing and using effective teaching learning materials in physical Science
- CO4 : To understand the qualities of a Physical Science Teacher.
- CO5 : To understand the application of appropriate Evaluation Techniques in Physical Science

COURSE CONTENT

UNIT-I CORE COMPONENTS IN PHYSICAL SCIENCES AND THEIR TRANSACTION

- Effective transfer of the concepts of secondary and senior secondary science curriculum.
- Newton's Laws of Motion and Gravitation, Force, Work and Energy, Heat and its transfer, Reflection and Refraction of light, Sound.
- Periodic table, Atomic Structure, Chemical reactions and Balanced chemical equations, Acids and Bases, PH scale.

UNIT-II INNOVATIVE METHODS, LEARNING AIDS IN SCIENCE AND EVALUATION IN SCIENCE

- National Curriculum Framework for School Education (NCF-SE) 2023 perspectives on Science Teaching
- Techniques of Physical Science teaching – Team Teaching, Oral, written, drill, assignment, Simulation, Online techniques
- Improvised teaching learning Materials in Physical Science
- Qualities of a Physical Science Teacher
- Place of Activities, supervised study and Laboratory techniques in Science
- Learning Science through Science Exhibition, Field Visit, Science Club, Quiz, and Projects
- Evaluation: Meaning, Purpose, Types and Tools of Evaluation
- Construction of an Achievement Test

PRACTICUM

- Preparation of Teaching Aids
- Practice of different Practicals in Physical Sciences
- Content-based test for secondary classes
- Project/ Assignment
- Construction of an Achievement Test

SUGGESTED READINGS

- Dass, L. Ghanshyam, Teaching of Physics And Chemistry, Oxford University Press
- Gupta, Sharwan Kumar, Teaching Physical Science in Secondary Schools, Sterling Publication Private Limited, New Delhi
- Karla, Sapna, Teaching of Science, Jaipur Jain Prakashan Mandir
- Kumar, Amit, Teaching of Physical Sciences, Anmol Publication Private Limited, New Delhi
- Rao, Aman, Teaching of Physics, Anmol Publication. Private Limited, New Delhi
- Sharma, Yogendra K, Teaching of Physical Science, Kanishka, Publication and Distributors, Ansari Road, Daryaganj, New Delhi
- Siddiqi, Dr. N.N., Teaching of Science - Today And Tomorrow, Doaba House, Delhi
- रावत, आर. पी., विज्ञान शिक्षण, आविष्कार प्रकाशन और वितरक, जयपुर ।
- सूद, जे.के., विज्ञान शिक्षण, विनोद पुस्तक मंदिर, आगरा ।

Handwritten signatures and dates in blue ink, likely indicating approval or completion of the syllabus review. The signatures are dated 20/03/24 and 20/02/24.

**PS-7B -4: PEDAGOGY OF SCIENCE-II
(BIOLOGICAL SCIENCES)**

Course Code: PS-7B -4

CREDITS: 2

F.M.: 50 (INTERNAL: 15, EXTERNAL: 35)

COURSE OBJECTIVES

- CO1 : To acquire competence in the content prescribed in Secondary and Senior Secondary schools.
- CO2 : To familiarize with the teaching approaches, methods and techniques for teaching.
- CO3 : To use appropriate educational technology and develop low-cost teaching materials.
- CO4 : To develop skills in organizing curriculum activities such as science clubs, science fair, science exhibition and field trips.
- CO5 : To understand the application of appropriate Evaluation Techniques in Biological Science.

COURSE CONTENTS

UNIT I: CORE COMPONENTS OF BIOLOGICAL SCIENCES IN SCHOOL CURRICULUM

- Discussion on core topics of secondary and senior secondary stages:
 - Photosynthesis
 - Digestion, Respiration, Circulation, Excretion, Control and Coordination
 - Communicable and Noncommunicable diseases
 - Cell structure and division
 - Nutrition and balanced diet
 - Classification of plants and animal kingdom
- Curriculum reform in science-critical appraisal of National Curriculum Framework for School Education (NCF SE) 2023 in the context of science teaching

UNIT II: INSTRUCTIONAL MEDIA NON-FORMAL APPROACHES AND EVALUATION IN BIOLOGICAL SCIENCES

- Instructional media : Need and Importance, Classification, Selection and Integration in teaching-learning process
- Improvising low-cost apparatus
- Non-formal approaches in teaching biological science: activity based approach, field trip, Biology museums (Aquarium, Vivarium and Herbarium), Science Club, Science Fair and Science Exhibition
- Evaluation: Meaning, Purpose, Types and Tools of Evaluation
- Construction of an Achievement test

50

PS-7B -5: PEDAGOGY OF MATHEMATICS

Course Code: PS-7B - 5

CREDITS: 2

F.M.: 50 (INTERNAL: 15, EXTERNAL: 35)

COURSE OBJECTIVES

- CO1 : To understand and appreciate the importance and use of Mathematics in daily life.
CO2 : To acquaint with the methods in planning instruction for classroom.
CO3 : To appreciate and organize activities to develop ability in Mathematics.
CO4 : To obtain feedback both about teaching as well as students' learning.

COURSE CONTENT

UNIT I: CORE CONTENTS IN MATHEMATICS AND ITS DEVELOPMENT

- Concepts in Mathematics (Number System, Fractions, Polynomial, Mensuration, Trigonometry, Quadratic Equations, Profit and Loss, Data Handling)
- Misconceptions in Mathematics and strategies for removing them

UNIT II: INNOVATIONS IN MATHEMATICS TEACHINGANDEVALUATION

- Modern trends in Mathematics teaching:- Co-operative and Activity based learning
- Major concerns in mathematics Education: NCF-SE 2023
- Improvised Teaching Aids and Learning Resources in Mathematics
- Characteristics of a good mathematics textbook
- Role and responsibility of a Mathematics teacher
- Promoting Mathematics related activities in schools: Mathematics Lab, Field Visit and Mathematics Exhibition
- Evaluation: Meaning, Purpose, Types and Tools of Evaluation
- Construction of an Achievement test

PRACTICUM

- Preparation of Teaching Aids
- Content-based test for secondary classes
- Project/ Assignment
- Construction of an Achievement Test

52

- Agrawal, V.S., Vedic Mathematics, Motilal Banarsidas, Delhi
- Chambers, Paul, Teaching Mathematics, Sage Publications India Private Limited, New Delhi
- Dogra, M.S., Teaching of Mathematics, Max Ford Books, Delhi
- Kulshreshtha, A. K., Teaching of Mathematics, R. Lall Book Depot, Meerut
- Schwartz, Sydney L., Teaching Young Children Mathematics, Altatlantic Publication and Distributors, New Delhi
- Sharma, M.S., Teaching of Mathematics, Max Ford Bks, First Floor, Ansari Road, Daryaganj, New Delhi.
- Yadav, Siyaram, Teaching of Mathematics, Vinod Pustak Mandir, Agra
- अग्रिहोत्री, एस.पी., गणित शिक्षण, अग्रवाल प्रकाशन, आगरा।
- उपरैती, मिश्रीलाल, गणित एवं उसका शिक्षण, अग्रवाल प्रकाशन, आगरा।
- कुलश्रेष्ठ, ए.के., गणित शिक्षण, आर.लाल बुक डिपो, सरकार के पासइंटर कॉलेज, मेरठ।
- गुप्ता, रमा, गणित शिक्षण, यूनिवर्सिटी बुक हाउस, जयपुर।
- दुबे, मनीष, गणित शिक्षण, शारदा पुस्तक भवन, यूनिवर्सिटी रोड, इलाहाबाद।
- मुखर्जी, संध्या, गणित शिक्षण, अग्रवाल प्रकाशन, आगरा।
- वात्स्यायन, टी., गणित-शिक्षण की आधुनिक विद्याएं, लोक शिक्षा मंच, सुभाष पार्क, शाहदरा, दिल्ली।
- सक्सेना, कृष्ण कन्हैया, गणित शिक्षण, यूनिवर्सिटी बुक हाउस, जयपुर।

[illegible]

**PS-7B -6: PEDAGOGY OF SOCIAL SCIENCE-I
(HISTORY AND CIVICS)**

Course Code: PS-7B -6

CREDITS: 2

F.M.: 50 (INTERNAL: 15, EXTERNAL: 35)

COURSE OBJECTIVES

- CO1 : To acquire competence in the content prescribed in Secondary and Senior Secondary schools.
- CO2 : To emphasize the role of History in developing the National Integration and International understanding.
- CO3 : To develop the skills in preparing and using of Instructional Aids.
- CO4 : To familiarize with the major concerns in History and Civics Education in School
- CO5 : To acquire knowledge of various evaluation procedure and to device effective evaluation tools

COURSE CONTENT

UNIT –I: CURRICULUM OF HISTORY AND CIVICS IN SCHOOLS

A) HISTORY

- Archaeology and Pre-history, Paleolithic Neolithic Ages and Bronze Age
- Civilizations: Harappa and Mesopotamia
- Renaissance, Reformation, Discoveries and Exploration
- Rise of Nation: States and the English revolution, Nationalism in India,
- French and Russian revolution
- Peasants and Farmers

B) CIVICS

- Democracy in Contemporary World
- Political System in India
- Our Constitution and its Characteristics: Preamble, Amendments and Education specific provisions
- Distribution of Power between Centre and States
- Fundamental Duties and Rights
- Electoral System in India

[Handwritten signatures and dates:]

- Sgt. [Signature] 20/3/24*
- Galt 20/3/24*
- Ljita 20/07/24*
- A. V. [Signature] 20/3/24*
- V. A. 20/3/24*
- Shankar 20/03/24*
- Nimish 20/3/24*
- [Signature] 20/3/24*

UNIT-II: ROLE OF HISTORY AND CIVICS IN PROMOTING NATIONAL AND INTERNATIONAL INTEGRATION AND EVALUATING LEARNING

- National Integration: Our national heritage, unity in diversity, the role of History & Civics in promoting national integration
- Education for Citizenship
- Major concerns in Social Science Education in School as highlighted in NCF-SE 2023
- International Understanding: Our human heritage, the role of History & Civics in promoting international Understanding
- Evaluation: Meaning, Purpose, Types and Tools of Evaluation
- Construction of an Achievement test

PRACTICUM

- Preparation of Teaching Aids
- Content-based test for secondary classes
- Project / Assignment
- Construction of an Achievement test

SUGGESTED READINGS

- Bais, Narendra Singh, Teaching of History, Jain Prakashan Mandir, Jaipur
- Dash, Biranchi Narayan, Teaching of History, Neelkamal Publications Private Limited, Hyderabad
- Kochhar, S.K., Teaching of Social Sciences, Sterling Publishers Private Limited, New Delhi
- Phillips, Ian, Teaching History, Sage Publication India Private Limited, New Delhi
- Sharma, R. A., Teaching of Social Science, R. Lall Book Depot, Meerut
- Srinivas, Moturi, I Prasada Rao, Methods of Teaching History, Discovery Publishing House, New Delhi
- Yadav, Nirmal, Teaching of History, Anmol Publication, New Delhi
- कुमारी, सुशीला, इतिहास-शिक्षण की आधुनिक विद्याएं, लोकशिक्षा मंच, सुभाष पार्क, दिल्ली।
- त्यागी, गुरु सरनदास, नागरिक शिक्षण का प्रणाली विज्ञान, अग्रवाल प्रकाशन, आगरा।
- त्यागी, गुरु सरनदास, इतिहास शिक्षा, विनोद पुस्तक मंदिर, आगरा।
- योगेंद्रजीत, भाई, इतिहास शिक्षण की रूपरेखा, विनोद पुस्तक मंदिर, आगरा।
- शर्मा, सुरेंद्रकुमार, नागरिक शास्त्र शिक्षण, डिस्कवरी पब्लिशिंग हाउस प्राइवेट लिमिटेड, दिल्ली।
- सत्संगी, जी.डी., नागरिक शास्त्र शिक्षण, विनोद पुस्तक मंदिर, आगरा।
- सिंह, योगेंद्र के., नागरिक शास्त्र शिक्षण, एफ. पब्लिशिंग कंपनी, नई दिल्ली।

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**PS-7B -7: PEDAGOGY OF SOCIAL SCIENCE-II
(GEOGRAPHY AND ECONOMICS)**

Course Code: PS-7B - 7

CREDITS: 2

F.M.: 50 (INTERNAL: 15, EXTERNAL: 35)

COURSE OBJECTIVES

- CO1 : To acquire competence in the content prescribed in Secondary and Senior Secondary schools
- CO2 : To develop the skills in preparing and using effective instructional aids
- CO3 : To familiarize with the major concerns in Geography and Economics education in school
- CO4 : To develop skills in organizing curriculum activities such as Field Visit, Lab Work, Seminars and Projects
- CO5 : To acquire knowledge of various evaluation procedure and to device effective evaluation tools

COURSE CONTENT

UNIT-I: GENERAL GEOGRAPHY AND ECONOMICS OF INDIA AND WORLD

- Geography of India
 - Physiographic division of India;
 - Climate
 - Natural Vegetation and forest;
 - Agriculture
 - Industries
 - Disaster Management
- Economics
 - Main sectors of Indian Economy
 - Poverty
 - Unemployment
 - Food Security

UNIT-II: INNOVATIVE METHODS, LEARNING AIDS AND EVALUATION IN TEACHING GEOGRAPHY AND ECONOMICS

- Major concerns in Social Science Education in School as highlighted in NCF-SE 2023
- Activities in Geography and Economics: Field Visit, Lab Work, Seminars and Projects
- Evaluation: Meaning, Purpose, Types and Tools of Evaluation
- Construction of an Achievement test

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PRACTICUM

- Preparation of Teaching Aids
- Content-based test for secondary classes
- Project/ Assignment
- Construction of an Achievement test

SUGGESTED READINGS

- Aggarwal, J.C., Teaching of Economics: A Practical Approach, Agrawal Publications, Agra
- Dhillon, S., Teaching of Economics, Kalyani Publishers, Delhi
- Kaur, B., Teaching of Geography, Deep And Deep Publication. Private Limited., Rajouri Garden, New Delhi
- Rai, B.C., Teaching of Geography, Prakasha Kendra, Lucknow
- Rao, M.S, Teaching of Geography, Anmol Publication. Private Limited, New Delhi
- Sharma, R.K., Teaching of Geography, Max Ford Bks, Daryaganj, New Delhi
- Srivastva, H.S., Handbook of Education In Geography, National Council For Teacher Education, New Delhi
- दुबे, एस. के., उच्चतर भूगोल शिक्षण, बुक एन्क्लेव, जैन भवन, शांतिनगर, जयपुर।
- मुखर्जी, स., अर्थशास्त्र शिक्षण, लखनऊ प्रकाश केंद्र।
- वात्स्यायन, टी., भूगोल-शिक्षा की आधुनिक विद्याएं, लोक शिक्षा मंच, सुभाष पार्क, शाहदरा, दिल्ली।
- वात्स्यायन, टी., भूगोल-शिक्षा की आधुनिक विद्याएं, लोक शिक्षा मंच, सुभाष पार्क, शाहदरा, दिल्ली।
- सत्संगी, जी.डी., अर्थशास्त्र शिक्षण, आगरा विनोद पुस्तक मंदिर।
- सिंह, एच.एन., भूगोल शिक्षण, विनोद पुस्तक मंदिर, आगरा।

Handwritten signatures and dates in blue ink, mostly dated 20/03/24 and 20/03/24.

PS-7B -8: PEDAGOGY OF COMMERCE

Course Code: PS-7B -8

CREDITS: 2

F.M.: 50 (INTERNAL: 15, EXTERNAL: 35)

COURSE OBJECTIVES

- CO1 : To acquire competence in the content prescribed in Secondary and Senior Secondary schools.
- CO2 : To analyse the role of teaching aids in teaching of Commerce.
- CO3 : To develop the skill in preparing and using effective instructional aids.
- CO4 : To familiarize with the major concerns in Commerce education in school.
- CO5 : To develop skills in organizing curriculum activities such as Field Visit, Lab Work, Seminars and Projects
- CO6 : To acquire knowledge of various evaluation procedure and to device effective evaluation tools

COURSE CONTENTS

UNIT I: CORE COMPONENTS OF COMMERCE FROM SCHOOL EDUCATION

- Nature and Purpose of Business, Concepts, Objectives and Characteristics of Business
- Forms of Business Organizations
- Business Services, Banking, E-Business, Insurance
- Social Responsibility of Business: Business Ethics, Responsibility towards owners, Consumers, Employees, Government and Community
- Principles and Functions of Management

UNIT-II: INNOVATIVE METHODS, RESOURCES AND EVALUATION IN COMMERCE

- Meaning, Importance and Use of teaching aids in teaching of Commerce
- Criteria for selection of instructional material and equipment
- Different audio – visual equipments and materials used in commerce teaching
- Use of textbook as teaching aids
- New trends in Teaching Commerce: Market Visit, e-Business platforms
- Evaluation: Meaning, Purpose, Types and Tools of Evaluation
- Construction of an Achievement test

[Handwritten signatures and dates:]

- Sunil / 20/04/24
- Ashu / 20/3/2024
- Vijay / 20/3/24
- Darpanal / 20/3/24
- Nimish / 20/3/24
- Raj / 20/3/24
- Mohit / 20/3/24
- V.R. / 20/3/24
- Shantidhar / 20/3/24
- Suby / 20/3/24
- Jyoti / 20/03/24
- Priyanka / 20/3/24
- Pr. Usha / 20/3/24
- Om / 20/3/24

PRACTICUM

Submission of report after doing work in any one of the following:

- Preparation of a balance sheet
- Preparation of a teaching model
- Critical review of a text book of secondary or higher secondary level.
- Preparation of a unit plan and a lesson plan in Commerce.
- Construction of an Achievement test

SUGGESTED READINGS

- Aggarwal, J.C., Teaching of Commerce- A Practical Approach, Vikas Publishing House Private Limited, New Delhi
- Khan, M. S., Commerce Education, Sterling Publication Private Limited, Delhi
- Lulla B.P., Teaching of Commerce in Our School, (BTTC-BIE Publication, Bombay)
- Singh M.N, Method and Techniques of Teaching Commerce, Young Man and Company, New Delhi
- Rao, S., Teaching of Commerce, Anmol Publications, New Delhi
- सक्सेना, उ., वनज्य शिक्षा, विनोद पुस्तक मंदिर, आगरा।

Handwritten signatures and dates in blue ink, likely indicating approvals or dates of submission. The signatures are written in a cursive style and are accompanied by dates ranging from 20/03/24 to 20/04/24.

PS-7B -9: PEDAGOGY OF COMPUTER SCIENCE

Course Code: PS-7B -9

CREDITS: 2

F.M.: 50 (INTERNAL: 15, EXTERNAL: 35)

COURSE OBJECTIVES

- CO1 : To understand the importance of computer in the era of globalization
CO2 : To familiarize with the history of development of Computer Science
CO3 : To familiarise with different essential software and application.
CO4 : To explore different evolving domains of digital platforms for individual and group learning.
CO5 : To develop achievement test for evaluation of learning in computer science.

UNIT-I: DEVELOPMENT OF COMPUTER SCIENCE AND ITS CURRICULUM

- Computer: Definition, Characteristics and Limitations, Types of Computers: Generation, Size, Technology and Purpose
- Essentials of Computer: Hardwares, Softwares, Operating System and Processor
- Safe use of Computer – Virus management, Net safety, Legal and Ethical Issues
- Network: Types-Internet and WWW
- Web 2.0 Technology and Tools: Blogs, Wiki, Internet forum, News Groups, Social Networking
- e-Learning and Web based learning–concept, features and educational application
- On-line Learning- (Synchronous and Asynchronous), Online Learning Resources: e- Library, e-mail, Chat, Online Conferencing Websites, Apps, Teleconferencing
- Virtual Classroom - concept, elements, advantages and limitations.
- Smart class room – concept, elements, advantages and limitations.
- Edusat - concept, elements, advantages and limitations

UNIT-II: INNOVATION AND RESOURCES IN COMPUTER SCIENCE

- Artificial Intelligence and machine learning
- Virtual reality and augmented reality
- Computers as a powerful medium of Instruction across various subjects
- Core Computer skills of a 21st Century Teacher
- Planning and Design of Computer Science lab, Safety Measures
- Resources in Computer lab, Practical Lab Work and its Recording
- Teaching Aids in Computer Science
- Problem in teaching Computer Science
- Meaning, nature, types, tool and techniques of evaluation
- Preparation of an Achievement Test

[Handwritten signatures and dates follow]

PRACTICUM:

Appropriate Practical has to be conducted based on the topic of the syllabus:

- MS office- Word, Excel, Power-point, Access
- Web Tools - Blogs, Wiki, Internet forum, News Groups, Social Networking
- Construction of an achievement Test

SUGGESTED READING

- Aggrawal, J.C., Teaching of Computer Science: A Practice Approach, Vikas Publishing House Private Limited, New Delhi
- Beals, A.C.F., A Guide to the Teaching of Computer Science in School, London, University of London Press
- Binning, A.C., and Binning, D.R., Teaching in Computer Science in School, M.S. Graw Hill Book Co., New York
- Choudhary, K.P., Audio-Visual Aids in Teaching Indian Computer Sciences, Atma Ram and Sons, Delhi
- Choudhary, K.P., The Effective Teaching of Computer Science in India, A Handbook
- Dale, E, Audio- Visual Methods in Teaching, Deyden Press, New York for Computer Science Teachers, New Delhi, NCERT
- Ghosh, V.D., Creative Teaching of Computer Science, Oxford University, Press, Delhi
- Rajaraman, Dharma, Computer Primer, Prentice-Hall of India, New Delhi
- Rao, V.K., Computer Education, A.P.H. Publishing Corporation, New Delhi
- Sharma, Mukul, Computers in Classrooms, A. Mukherjee and Company Private Limited, Calcutta
- Singh, Y.K. and Nath Ruchika; Teaching of Computer Science A.P.H. Publishing Corporation, New Delhi
- अग्रवाल, जे.सी., शैक्षिक तकनीकी एवं कम्प्यूटर अनुदेशन, अग्रवाल प्रकाशन, आगरा।
- श्रीवास्तव, स्मिता, कम्प्यूटर एवं संचार तकनीकी, आगरा, अग्रवाल प्रकाशन, आगरा।

Handwritten signatures and dates in blue ink, likely indicating approvals or dates of completion. The signatures are written in a cursive style and are accompanied by dates ranging from 20/3/24 to 26/03/24.

PS-7B -10: PEDAGOGY OF HOME SCIENCE

PS-7B - 10

CREDITS: 2

F.M.: 50 (INTERNAL: 15, EXTERNAL: 35)

COURSE OBJECTIVES

- CO1 : To develop understanding of the contents of Home Science.
CO2 : To understand the nature and process of Home Science as a branch of Science.
CO3 : To develop skills as a Home Science teacher.
CO4 : To develop symphony among various branches of Home Science.
CO5 : Know and practice the various methods in Home Science teaching.
CO6 : Different learning resources in Home Science.
CO7 : To acquire knowledge of various evaluation procedure and to device effective evaluation tools.

COURSE CONTENT

UNIT-I: CORE TOPICS IN HOME SCIENCE AND ITS TRANSACTION

- Teaching of nutrition and food, home decoration, health care, baby care, including mother health, baby health and clothing, mother-craft, nursing, home management, home budget and accounts.
- Problems and strategies of teaching various home science aspects.

UNIT-II: INNOVATION IN TEACHING OF HOME SCIENCE

- Various learning resources in Home Science
- Qualities of Home Science teachers
- New trends and activities towards teaching of Home Science
- Textbooks in Home Science
- Planning of Home Science laboratory
- Meaning, Nature, Types, Tools and Techniques of Evaluation
- Preparation of an Achievement test

PRACTICUM

- Planning for Home Science Laboratory
- Family budget of Middle-class income group
- Decoration of drawing room/bedroom/study room/children's room/guest room.

~~S.S.M~~ 20/3/24
~~Surya~~ 20/3/2024
Cafe 20/3/24
~~Dhar~~ 20/3/2024
V.O 20/3/24
Jata 20/3/24
S. Usha 20/3/24
Kopala 20/3/24
Shortish 20/3/24
Nimish 20/3/24
S.B.S 20/3/24
Shrini 20/3/24

Choice Based Credit System (CBCS) – B.Ed. Syllabus of SXCE (Autonomous), Patna (Year-2024)

- Preparation of diet: sick, anaemic, diabetic, high cholesterol
- Preparation of diet for expecting mother, lactating mother and for growing children
- First Aid, Arrangement of First Aid Box
- Food Preservation - Jam, Jelly, Pickles, Chips, Puree
- Kitchen Garden
- Sewing, knitting, embroidery, fabric painting, dyeing, leatherwork
- Construction of an Achievement test

SUGGESTED READINGS

- Hindi Garanth Academy, Yadav, S., Teaching of Home Science, Anmol Publications, New Delhi
- Yadav, S. : Teaching of Home Science, Anmol Publications, New Delhi
- Sukhiya, S.P. & Malhotra, P.V., The teaching of Home Science, Chandigarh: Haryana
- Dass & Ray, The teaching of Home Science, Sterling Publishers Private Limited, New Delhi
- Chandra, A., Fundamentals of teaching Home Science, Sterling Publishers Private Limited, New Delhi
- Sheri, G.P. & Sherry, D.P., Teaching of Home Science, Vinod Pustak Mandir, Agra

Handwritten signatures and dates in blue ink, mostly dated 20/3/24 and 20/03/24, are present below the suggested readings section.

BCC- 9: ASSESSMENT FOR LEARNING

Course Code: BCC - 9

CREDITS: 4

F.M.: 100 (INTERNAL: 30, EXTERNAL: 70)

COURSE OBJECTIVES

- CO1 : To understand the nature of assessment and evaluation and their role in teaching-learning process.
- CO2 : To explain the perspectives of different schools of learning-on-learning assessment
- CO3 : To analyze the need for school based and authentic assessment
- CO4 : To examine the contextual roles of different forms of assessment in schools
- CO5 : To understand the different dimensions of learning and the related assessment procedures, tools and techniques
- CO6 : To develop assessment tasks and tools to assess learners' performance
- CO7 : To analyse the reporting procedures of learners' performance in schools
- CO8 : To examine the issues and concerns of assessment and evaluation practices in schools
- CO9 : To familiarize with the policy perspectives on examinations and evaluation and their implementation practices

COURSE CONTENT

UNIT-I: PERSPECTIVES OF ASSESSMENT AND EVALUATION

- Meaning of Assessment, Measurement, Tests, Examination, Appraisal, Evaluation and their interrelationships
- Difference between ‘True ability’ and ‘Observed ability’, Principles of Assessment and Evaluation.
- Purposes of Assessment: Prognostic, Monitoring of Learning, Providing Feedback, Promotion, Placement, Certification, Grading and Diagnostic
- Classification of Assessment: based on purpose (prognostic, diagnostic, formative and summative), scope (teacher made, standardized), attribute measured (achievement, aptitude, attitude etc.), nature of information gathered (qualitative, quantitative), mode of response (oral and written; selection and supply), nature of interpretation (norm referenced, criterion referenced) and context (internal, external).
- Characteristics of Evaluation

UNIT-II: ASSESSMENT OF LEARNING

- Dimensions of learning: Cognitive, Affective and Performance (Psychomotor)
- Assessment of cognitive learning: types and levels of cognitive learning: understanding and application; thinking skills – convergent, divergent, critical, problem solving, and decision making; items and procedures for their assessment

[Handwritten signatures and dates:]

- Sasha 20/3/24
- V.R. 20/3/24
- Jeta 20/03/24
- L.V. Usha 20/3/24
- Nimish 20/3/24
- 64

Choice Based Credit System (CBCS) – B.Ed. Syllabus of SXCE (Autonomous), Patna (Year-2024)

- Assessment of affective learning: attitude, values, interest, self-concept; items and procedures for their assessment
- Assessment of Performance: tools and techniques for assessment of skills
- Grading: Concept, Types and Application: indicators for grading; CBSE and State evolved Indicators.

UNIT-III: ASSESSMENT FOR LEARNING

- Metacognition and Development
- Need for Continuous and Comprehensive assessment
- Use of Projects, Assignments, Work sheets, Practical work, Performance based activities, Seminars and Reports as assessment devices.
- Developing Performance Tasks (Subject Specific)
- Assessment of Group Processes - Collaborative/Cooperative Learning and Social skills.
- Portfolio Assessment –Meaning, Types and Uses; Planning, development and Assessment.
- Self, Peer and Teacher Assessments.

UNIT-IV: ISSUES, CONCERNS AND TRENDS IN ASSESSMENT AND EVALUATION

- Existing Practices: Unit tests, Half-yearly and Annual examinations, Semester system, Board examinations and Entrance tests, State and National Achievement Surveys.
- Management of assessment and examinations, Use of question bank
- Trends in assessment and evaluation: Online examination, Computer-based examination and other technology-based examinations
- Role of Statistics in assessment, Introductory Elementary Statistics: Graphical representation of data, Measures of Central tendencies, Standard Deviation and Correlation

MODE OF TRANSACTION

- The specific content of this paper may be discussed and presented through seminar and Brainstroming sessions.
- Development of Achievement test and administration and reporting the results using statistical measures.

SUGGESTED READINGS

- Asthana, B., Measurement and Evaluation in Psychology, Agrawal Publication, Agra
- Garrett, H., Statistics in Psychology and Education, Vikils, Fefferand Simons, Bombay
- Linn, R. L., Measurement and Assessment in Teaching, Dorling Kindersley Private Limited, Delhi
- गुप्ता, एस.पी. और गुप्ता, अ., शैक्षिक नक्शान और मूलांकन, शारदा पुस्तक भवन, यूनिवर्सिटी रोड, इलाहाबाद।
- रावल, म., शिक्षा में मापन, मुलंकान एवं सांख्यिकी, अग्रवाल प्रकाशन, आगरा।

BCC – 10: CREATING AN INCLUSIVE SCHOOL

Course Code: BCC - 10

CREDITS: 2

F.M.: 50 (INTERNAL: 15, EXTERNAL: 35)

COURSE OBJECTIVES

- CO1 : To familiarize with the concept of contemporary Indian Schooling.
CO2 : To understand the perspectives of different types of schools setting.
CO3 : To get acquainted with Inequality in schooling.
CO4 : To get acquainted with the nature and characteristics of Inclusive system of Education.
CO5 : To gain knowledge on Policy and legislative frameworks promoting inclusion.
CO6 : To understand the need and demands of Students with Diverse Needs.
CO7 : To develop the idea about creating a conducive environment in an inclusive school.

COURSE CONTENT

UNIT-I: CONTEMPORARY INDIAN SCHOOLING: POLICY CONCERNS AND ISSUES

- Name and types of the School: Development in the light Policy perspectives; As a source to understand the contemporary structure of schools in India as well as Bihar
- Making of School time table, Structure of Educational Administration
- Universalisation of School Education: Right to Education and Universal Access, Issues of Universal enrollment and Universal retention
- Inequality in schooling: Public-private schools, rural-urban schools; Social-cultural-economical aspects
- Idea of Common School System: with special focus on Report by Govt. of Bihar

UNIT-II: CREATING AN INCLUSIVE SCHOOL

- Inclusive Education: Meaning, Characteristics, Principles, Advantages, Scope and Barriers
- Analysis of related policy documents: PWD Act 1995, RPWD Act 2016 and RCI 1994
- Students with diverse needs: meaning and classification of children with diverse needs; Assessment of children to know their profile and strategies of teaching (visual impairment, hearing impairment, intellectual disability, learning disability, gifted children, socially and economically disadvantaged group children)
- Concept of an inclusive school – infrastructure and accessibility, human resources, attitudes towards disability.
- Whole school approach: Role of School, Community and State

[illegible]

MODE OF TRANSACTION

- The specific content of this paper may be discussed and presented through seminar and Brainstorming sessions
- Visit to a school having Inclusive set-up.

SUGGESTED READINGS

- Clough, Peter, Managing Inclusive Education, Sage Publication India Private Limited, M-Block Market, New Delhi.
- Dash, Neema, Inclusive Education, AtlantikPublication, New Delhi
- Mangal S.K. and Mangal, Shubhra, Creating an Inclusive School, Shipra Publication, Delhi
- Puri, Madhumita, Handbook of Inclusive Education, SAGE Publications, New Delhi
- Sharma, Kaushal, Emerging Trends In Inclusive Education, Ivy Publication House, Delhi
- Mangal, S.K., Educating Exceptional Children, Prentice Hall India Learning Private Limited
- झा, मदनमोहन, समवेशी शिक्षा, प्रकाशन संस्थान, दयानंद मार्ग, दरियागंज, नई दिल्ली।
- मंगल, एस. के. और मंगल, उमा, समेकित विद्यालय की स्थापना, टंडन प्रकाशन, लुधियाना।

Handwritten signatures and dates in blue ink, mostly dated 20/3/24 and 25/3/24, are present below the suggested readings section. The signatures include names like Sushil, V. Jagan, J. K. Sharma, and others, with some dates written as 20/3/24 and others as 25/3/24.

BEPC-2: DRAMA AND ART IN EDUCATION

Course Code: BEPC-2

CREDITS: 2

F.M.: 50 (INTERNAL)

COURSE OBJECTIVES

- CO1 : To understand the concept of Drama and its relevance for Education
- CO2 : To extend awareness through multiple perspectives, to look at reality through fantasy;
- CO3 : To live or relive moments and evoke or even recreate situations;
- CO4 : To understand visual arts and crafts with their relevance for Education
- CO5 : To understand the medium, in order to transpose learners into different time and space, to shape their consciousness through introspection and collective experiences

COURSE CONTENT

UNIT-I: DRAMA AS PERFORMING ART

- Understanding the concept of Drama and its relevance for Education
- Organizing Drama: preparatory activities and resources, dramatic society
- Forms and Types of Drama
- Playing Drama: Story, Dialogue, Characters, Symbols, Decoration of floor, lighting, Creating different situation or Scenes
- Knowledge of Indian and Regional drama traditions
- Review and Assessment of performing art 'Drama'
- Integrating Drama with School Curriculum

UNIT-II-VISUAL ARTS AND CRAFTS

- Understanding Visual Arts and Crafts with their relevance for Education
- Visual Arts and Crafts: different forms, basic resources and their use
- Knowledge of Indian Craft Traditions and regional folk arts with special reference to Bihar.
- Knowledge of Indian Contemporary Arts and Artists; Visual Arts
- Appreciating Visual Arts and Crafts in learners
- Review and Assessment of Visual Arts and Crafts
- Visualizing School and Classroom as a space for art aided learning
- Integrating Arts and Crafts with School Curriculum

- ## SUGGESTED READINGS

Northwestern University Press.

B.Ed.

Semester - III

BEPC-1: READING AND REFLECTING ON TEXTS

Course Code: BEPC - 1

CREDITS: 2

F.M.: 50 (INTERNAL)

COURSE OBJECTIVES

- CO1 : To read a wide variety of texts, including empirical, conceptual and historical, work, policy, documents, studies about school, teaching, learning and about different people's experience of all of these.
- CO2 : To become conscious of their own thinking process as they grapple with diverse texts.
- CO3 : To enhance their capacities as readers and writers by becoming participants in the process of reading.
- CO4 : To engage with the reading interactively, individually and in small groups.
- CO5 : To make predictions, check their predictions, answer, questions and then summarize or retail what they have read.

COURSE CONTENT

UNIT-I: THE IMPORTANCE OF READING AND WRITING

- Reading and responding variety of texts in different ways
- Personal/Creative/Critical thinking and responding
- Developing Meta-cognitive awareness to become conscious of their own thinking process as they grapple with diverse texts
- Participating in reading and writing process to enhance their capacities as readers and writers
- Reading narrative texts, expository texts from diverse source or including autobiographical narratives, field notes, ethnographies etc
- Analyse various text structures
- The content of writing from readings
- Reading and Writing leads to develop the critical skills (flow diagram, mind map etc.)
- Writing with sense of purpose and audience responding, writing within the context of other ideas

UNIT-II: UNDERSTANDING OF TEXTBOOKS AND PEDAGOGY

- Philosophy and guiding principles for the development of language textbooks
- Content, approaches and methods of teaching languages – Interactive and participatory methods, teacher as facilitator

methods, teacher as facilitator

A collection of handwritten signatures and dates in blue ink. The signatures are: 'Sudhi' dated 20/03/2024, 'Shruti' dated 20/03/2024, 'V. Nagar' dated 20/03/24, 'Jata' dated 20/03/24, 'S. Usha' dated 20/03/24, 'Sapora' dated 20/03/24, 'Shantiksha' dated 20/03/24, 'Minisha' dated 20/03/24, 'Shubh' dated 20/03/24, and 'S. mm' dated 20/03/24.

- Themes, structure of the unit, nature of exercises and its implications
- Academic standards and indicators of learning
- Learning resources for effective transaction of language curriculum

- Reading various texts
- Critical thinking
- Writing various approaches
- Guest lectures on relevant studies
- Group discussion
- Question-answer

- Butler, A. and Turbill, J., Towards Reading-Writing Classroom. Primary English Teaching Association Cornell University, New York
- Krashen, S., Principles and practice in second language acquisition, Pergamon Press Inc.
- Kumar, K., Child's language and the teacher, National Book Trust, New Delhi
- Martin, Jr. B. (1987). The Making of a Reader: A Personal Narrative. In Bernice E. Cullinan, Children's Literature in the Reading Programme. Michigan: International Reading Association.
- NCERT (2005). National Curriculum Framework (NCF). New Delhi: NCERT.
- Reading Development Cell, NCERT (2008). Reading for meaning. New Delhi: NCERT.
- Yule, G. (2006). The study of language. Delhi: Cambridge University Press.

~~Sy~~ Sunil 20/03/24
~~Ashu~~ Ashu 20/03/24
V.R. 20/03/24
Rohit 20/03/24
Nitin 20/03/24
Jia 20/03/24
S. Usha 20/03/24
Laprel 20/03/24
Shantika 20/03/24
Nimish 20/03/24
Sammy 20/03/24

BEPC- 4: UNDERSTANDING SELF

Course Code: BEPC- 4

CREDITS: 2

F.M. 50(INTERNAL)

COURSE OBJECTIVES

- CO1 : To help student- teachers to discover and develop open-mindedness, the attitude of a self-motivated learner, having self-knowledge and self-restraint.
- CO2 : To develop sensitivity, sound communication skills and ways to establish peace and harmony.
- CO3 : To develop the capacity to facilitate personal growth and social skills in their own students

COURSE CONTENT

UNIT—I: REFLECTING ON ‘SELF’

- Situating ‘Self’ in society: understating of multiple identities such as gender, relational, cultural, personal beliefs, stereotypes and prejudices resulting from these identities
- The impact of one’s own socialization processes on the making of present ‘self’
- Awareness of one’s own shifting identities as ‘student’, ‘adult’ and ‘student-teacher’
- Reflections on one’s own aspirations and efforts in becoming a ‘teacher’

UNIT-II: UNDERSTANDING TEACHERS’ IDENTITY

- Teachers’ Identity: Contemporary status and debates, Notion of an ‘Ideal Teacher’
- Transition of Teachers’ Identity in Indian scenario: From ‘Guru’ to ‘Professional’
- Major factors affecting teachers’ Identity: Socio-Cultural, Political, Economical
- Creating case narratives of teachers and reflecting on them
- Knowledge and practice of Professional Ethics
- Teacher’s Autonomy: An integral part of its identity
- Developing as a Teacher: Role of Teacher Education Programmes

MODE OF TRANSACTION

- The specific content of this paper may be discussed and presented through seminar, workshop and Brainstroming sessions.

[Handwritten signatures and dates in blue ink, mostly dated 20/03/24 and 20/03/24]

SUGGESTED READINGS

- Batra, P. (2005). Voice and agency of teachers: Missing link in national curriculum framework 2005. Economic and Political Weekly, 4347-4356
- Bhatt, H. (New Delhi) The diary of a school teacher. An Azim Premji University Publication, New Delhi. Retrieved from www.arvindguptatoys.com/arvindgupta/diary-school-teacher-eng.pdf
- Dweck, C., Mindset: The new psychology of success. Random House LLC.
- Hall, C., and Hall, E. (2003). Human relations in education. Routledge.
- Kelly, G.A. (1991). The psychology of personal constructs Volume one – A Theory of Personality, London: Routledge.
- Kenneth T. H., 2000, Educational Psychology for Effective Teaching, Wordsworth Publishing Company.
- Kumar, K. (2004). What is worth teaching? (3rd ed.). Orient Blackswan
- Mukunda, K.V. (2009). What did you ask at school today? A handbook of child learning. Harper Collins.
- Pathak, A. (2013). Social implications of schooling: Knowledge, pedagogy and consciousness. Aakar Books.
- Plato (2009). Reason and persuasion: Three dialogues (Chapter 6). In J. Holbo (Ed.), Meno: Reason, persuasion and virtue. Pearson.
- Seetharam A.R. (1996) Yoga for Healthy Living. Mysore; ParamahansaYogashram.
- Vygotsky, L. (1997). Interaction between learning and development. In M. Gauvain and M.

Handwritten signatures and dates in blue ink, mostly dated 20/3/24, are scattered across the page. The signatures include names like 'Sudh', 'V.D.', 'G.D.', 'fata', 'Shubh', 'Nimish', 'Shruti', 'Sri. Usha', and 'Anamika'. Some dates are 20/3/24, while others are 20/3/23 or 20/3/27.

B.Ed.

Semester - IV

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- © 2000 Blackwell Science Ltd *Journal of Internal Medicine* 247: 111–116

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BCC - 6: GENDER, SCHOOL AND SOCIETY

Course Code: BCC - 6

CREDITS: 2

F.M.:50 (INTERNAL:15, EXTERNAL: 35)

COURSE OBJECTIVES

- CO1 : To understand the gender roles in society, through a variety of institution such as the family, caste, religion, culture, media and popular culture (films, advertisement, songs) law and the state.
- CO2 : To understand how socialization impacts gender roles in society.
- CO3 : To examine the role of schools, peers, teachers, curriculum and textbooks. in challenging gender inequalities or reinforcing gender parity.
- CO4 : To help rethink beliefs on gender bias and subjects.
- CO5 : To formulate positive notions of sexuality and related concerns among young people.

COURSE CONTENT

UNIT-I: GENDER ISSUES: KEY CONCEPTS

- Gender, Sex, Sexuality, Patriarchy, Masculinity and Femininity
- Feminism: Liberal, Radical, Socialist, Marxist and Eco-feminism
- Historical backdrop- Landmarks from social reforms movements; Legislative reforms
- Constitutional Provisions and Government Policies about Gender issues
- Gender biasness, stereotyping, and empowerment
- Media and Gender Representation
- Equity and equality in relation with caste, class, religion, ethnicity, disability and region
- Gender and Society: Understanding the context of India with special focus on Bihar

UNIT-II: GENDER AND EDUCATION: CURRICULUM, PEDAGOGY AND TEACHER

- Paradigm shift from women's studies to gender studies: Research Perspective
- School and Curriculum: Gender sensitivity, gender and hidden curriculum, understanding school spaces from the perspective of gender
- Gender in text and pedagogy: Analyzing Gender Construction in textbooks and classroom practices
- Role of Education for gender equality
- Teacher: An agent of change, gender sensitive professional
- Life Skills and Gender Equality

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MODE OF TRANSACTION

- Discussion, Seminar and Brainstroming sessions.
- Content analysis of two textbooks of school with respect to gender.
- Development of a project on the organizational climate of two schools'(single sex and co-educational school.)

SUGGESTED READINGS

- Chanana, Karuna, Interrogating Womens Education, Rawat Publication, Jaipur
- Conway, Till Ker, Womans Education Alfred A. Knopf, New York
- Mishra, R. C., Women Education, Aph Publication Company, Ansari Road, Daryaganj, New Delhi
- Rao, Digumarti Bhaskara, Education For Women Discovery Publication House, Ansari Road, Darya Ganj, New Delhi
- Serto, Dr. Manilei, Women Education And Development Max Ford Bks, First Floor, Ansari Road, Daryaganj, New Delhi
- Tierney, Helen, Womens Studies Encyclopedia, A-F Rawat Publication., Satyam Apts, Jawahar Nagar, Jaipur
- Tilak, Jandhyala B. G., Women Education and Development Gyan Publication House 5 Ansari Road, New Delhi
- दत्ता, संजय, शिक्षा में लैंगिक मुद्दे, पद्म प्रकाशन, जयपुर।
- पाराशर, युगल बिहारी, लिंग, विद्यालय एवं समाज, राजलक्ष्मी प्रकाशन, जयपुर।
- पाठक, सुमेधा, स्त्री-शिक्षा, अग्रवाल प्रकाशन, आगरा।

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UNIT-IV: PURPOSE OF EDUCATION AND VALUE EDUCATION

- Purpose of Education: individual or social development, providing knowledge or information, materialistic and spiritual development; worthiness and political agenda of education
- Education and Values: Definition and Types of Values; Role of teachers in value inculcation: Sources of value creation; Values perpetuation by education; Impact of school contexts on learners' value formation
- Value erosion, Value Education, and ways to foster values

MODE OF TRANSACTION

- The specific content of this paper may be discussed and presented through seminar and Brainstroming sessions.

SUGGESTED READINGS

- Carr, D., Making sense of education. An introduction to the philosophy and theory of education and teaching Routledge.
- Hindustani, T. S. (1938). Basic National Education: Report of the Zakir Hussain Committee. Sagaon, Wardha: Hindustani Talimi Sangh.
- Mathur S.S., A Sociological Approach to Indian Education, Agra, Vinod Prakashan.
- Mukherjee S.N., History of Education in India, Acharya Book Depot, Baroda.
- Nanda, V.K., Education in an Emerging Indian Society, Anmol Publications, New Delhi
- Panday, R.S., Education in an Emerging Indian Society, Agrawal Publication, Agra
- Saxena, R.N., Education in an Emerging Indian Society, R. Lall Book Depot, Meerut
- Shulman, L.S. (1986) Those who understand: Knowledge growth in teaching. *Educational Researcher*, 4-14
- Sykes, M (1987) *The Story of Nai Talim*. Wardha: Nai Talim Samiti.
- Walia, J.S., Education in an Emerging Indian Society, Pual Publication., Jalandhar, 2005
- यादव, प्र., उदीयमान भारतीय समाज के शिक्षक, साहित्य प्रकाशन, अपना बाजार, अस्पताल रोड, आगरा।
- वालिया, जे.एस., शिक्षा के सिद्धांत तथा विधियाँ, पॉल प्रकाशन, जालंधर।
- सक्सेना, एन. आर. एवं कुमार संजय, शिक्षा के दार्शनिक एवं समाज शास्त्रीय सिद्धांत, आर. लाल बुक डिपो., मेरठ।

[Handwritten signatures and dates in blue ink, mostly dated 20/03/24 and 21/03/24, are present below the suggested readings list.]

OC 1.1: BASIC EDUCATION

CREDITS: 2

F.M.: 50 (INTERNAL:15, EXTERNAL: 35)

CO1 : To understand the Gandhian philosophy of life.
CO2 : To get acquainted with the Basic Education system.
CO3 : To develop familiarity with the policy perspectives related to Basic Education.
CO4 : To analyse the principles of correlation in Basic Education and its pedagogical aspects.
CO5 : To develop understanding of the nature of assessment in the curriculum of Basic Education.
CO6 : To get acquainted with the role and expectations of teachers for Basic Education.




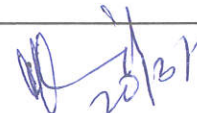

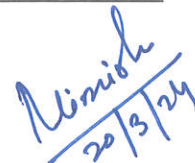


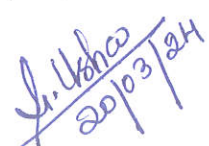


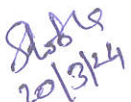

- Gandhian philosophy of Life: its bearing on the principles and the practice of Basic Education
- A review of the different experiments and experiences of Mahatma Gandhi made in South Africa and in India culminating in the evaluation of Basic Education
- Basic Education System: Backdrop and its development, Wardha Committee
- The Development of Basic Education System in Bihar
- Policy perspectives related to Basic Education: A Critical Study of the recommendations and assessment made by the important committees, commissions in respect of its implementation

- The Principle of Correlation in Basic Education and its pedagogical aspects
- The curriculum of Basic Education: Analysis and review; Comparison with the general school curriculum
- Nature of Assessment in the curriculum of Basic Education
- Envisioning new curriculum of Basic Education for contemporary Education: Objectives, structure and process of knowledge generation
- Schools for Basic Education: Organizational set up, infrastructure and functioning, relation with community
- Teachers for Basic Education: Expectations and professional preparation

[illegible]

- ## SUGGESTED READINGS

- Carini, P.F. (2001), Valuing the immeasurable. In *Starting strong: A different look at children, schools, and standards* (pp. 165 – 181). New York: Teachers College Press.
- D. V. Lakshmi, Basic Education, Discovery Publishing Private Limited, New Delhi

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OC 1.2: HEALTH, YOGA AND PHYSICAL EDUCATION

Course Code: OC 1.2

CREDITS: 2

F.M.: 50 (INTERNAL:15, EXTERNAL: 35)

COURSE OBJECTIVES

- CO1 : To understand the concept of holistic health, its various dimensions and determinants.
- CO2 : To develop positive attitude towards health, physical education and yoga as an individual.
- CO3 : To sensitise, motivate and help them to acquire the skills for physical fitness, learn correct postural habits and activities for its development.
- CO4 : To develop organisation skills in organising inter house tournaments and sports meet.
- CO5 : To understand the need and relevance of Yoga and develop the skills in yogic practices.
- CO6 : To create interest for the practice of yogasanas and meditations.
- CO7 : To understand various policies and programmes related to health, physical education and yoga.

UNIT-I: UNDERSTANDING HEALTH AND YOGA

- Health: Concept, importance, dimensions and determinants of health; Health needs of children and adolescents, including differently-abled children
- Food and nutrition: food habits, timing of food, nutrients and their functions, practices related to food hygiene, malnutrition, including obesity
- Common health problems and diseases: causes, prevention and cure, immunization and first aid, food and waterborne and deficiency diseases and prevention
- Yoga: Importance of yoga, practicing *yogasanas*, *kriyas* and *pranayams*; Yoga at school and role in classroom practices
- Physical fitness, strength, endurance and flexibility, its components, sports skills, indigenous and self-defense activities
- Role of institutions (school, family and sports), health services, policies and major health and physical education-related programmes, blood banks, role of media

UNIT-II: HEALTH AND PHYSICAL EDUCATION: CURRICULUM, SCHOOL AND TEACHER

- Understanding Games and Sports: different types and their importance for each learner
- Athletics (general physical fitness exercises), games (lead-up games, relays and major games) rhythmic activities, gymnastics and their impact on health
- Organization of games and sports: understanding rules and regulations; Planning and Event management
- Health and Physical Education: A critical analysis of school curriculum; present notions about the subject in school curriculum; Integrated curriculum approach for Health and Physical Education
- Spaces for Health and Physical Education in School: Planning, resource creation, upgradation and optimum utility; future prospects for students
- Teacher for Health and Physical Education: Professional Preparation; role in school

- ## SUGGESTED READINGS

- Atwal and Kansal. (2003). A Textbook of Health, Physical Education and Sports,
- Bucher, C.A. (1979). Foundations of Physical Education and Sports, St. Louis: C.V.
- Kamlesh, M.L. and Sangral, M.S. (1986). Methods in Physical Education, Ludhiana:
- Kangane, Sopan and Sonawane, Sanjeev. (2007). Physical Education. Pune: Nirali
- Kaur, Manjeet. (2003). Health and Physical Education, Ludhiana: Tendon Publications.
- Sharma, Anil P. (2011). Mind, Body and Divine Yoga. New Delhi: Personal Graphics
- Sharma, Anil P. and Pandey, Pradeep K. (2010). Psychology in Yoga. New Delhi:
- Singh, Ajmer and Gill, Jagtar Singh and Brar, Racchpal Singh and Bains, Jagdish and Rathee,
- Singh, Ajmer. (2003). Essentials of Physical Education. Ludhiana: Kalyani publishers.
- Sonia Kanwar, Manmeet Kaur Gill, R.S. Brar, Teaching Methodology and Educational Technology in Physical Education, Kalyani Publishers, Ludhiana.
- Nirmaljit Kaur. (2003). Essentials of Physical Education, Ludhiana: Kalyani Publishers.

Sushil
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- **Guidance and Counselling for Children with Special Needs:**

- Characteristics and Guidance for Exceptional children
- Gifted children, disadvantaged children
- Children with different abilities (Hearing, Visual and Learning disabilities)

Any two of the following –

- Case study of any one special need child
- Organizing career interview for school students
- Psychological test: Personality test, Aptitude test, Creativity test
- Organizing career and counselling talk

- Ahmad, S., Guidance and Counselling, Motilal Banarsidas, Delhi
- Anand, S.P., Guidance in Schools, Global Printers, Bhubaneswar
- Charles, Kiruba, Guidance and Counselling, Neelkamal Publications Private Limited, Hyderabad
- Chaturvedi, Ramesh, Career Guidance and Counselling, Crescent Publishing Corporation, New Delhi
- Chaturvedi, Ramesh, Guidance and Counselling for School Students, Crescent Publishing Corporation, New Delhi
- Crow, Lester D. and Alice Crow, Introduction to Guidance, Surjeet Publications, Delhi
- Kashyap, Alok, Career Counselling and Education, Global Publications, Delhi
- Nayak, A.K., Guidance and Counselling, APH Publishing Corporation, New Delhi
- Pal, Omprakash, Guidance and Counselling, APH Publishing Corporation, New Delhi
- Rao, S. Nageswara, Guidance and Counselling, Discovery Publishing House Private Limited, Delhi
- Sengupta, Priyanka, Group Career Counselling for Students, Pacific Books International, Delhi
- Sharma, P.K., Educational Guidance and Counselling, Max Ford Books, Delhi
- त्रिपाठी, मधुसूदन, शिक्षा में निर्देशन और परामर्श, ओमेगा प्रकाशन, नई दिल्ली।
- उपाध्याय, राधावल्लभ, निर्देशन एवं परामर्श, अग्रवाल प्रकाशन, आगरा।
- मिश्रा, मंजू, शैक्षिक तथा व्यावसायिक निर्देशन, ओमेगा प्रकाशन, नई दिल्ली।
- नालंदा मुक्त विश्व विद्यालय, शैक्षिक निर्देशन एवं परामर्श, नालंदा ओपन यूनिवर्सिटी, पटना।
- राय, अमरनाथ, निर्देशन एवं परामर्श, मोतीलाल बनारसी दास, दिल्ली।

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OC 1.4: ENVIRONMENTAL EDUCATION

Course Code: OC 1.4

CREDITS: 2

F.M.: 50(INTERNAL:15, EXTERNAL: 35)

COURSE OBJECTIVES

- CO1 : To understand and reflect on the concept and characteristics of Environmental Education from various aspects
- CO2 : To develop awareness, understanding and concern about environment and associated problems.
- CO3 : To learn about the environment, through the environment and for the environment
- CO4 : To develop special skills needed to link theoretical understanding with practical/applied aspects.

UNIT-I: UNDERSTANDING ENVIRONMENT AND ENVIRONMENTAL ISSUES

- Concept of Environmental Education: Meaning, Nature and Major Components, Role of Education in Creating Environmental Awareness
- Environment and Sustainable Development; Sustainable Development Goals (SDGs)
- Relating environment with traditional knowledge and cultural practices (Indian Knowledge System)
- An overview of Constitutional Provisions related to environment and its protection
- Major Environmental Issues
 - Pollution related to land, water and air
 - Deforestation: Change in forest cover over time
 - Waste generation and management
 - Environmental degradation and its impact on the health of people
 - Green house gas emission and Global warming
 - Climatic changes: Disturbance in weather cycle
 - Impact of natural-disaster/man-made disaster on environment
- Environmental issues in the context of Bihar

UNIT-II: ENVIRONMENTAL EDUCATION: CURRICULUM, PEDAGOGY AND TEACHER

- Environmental Education in School Curriculum:
 - Identification of topics related to environmental education in school subjects and their analysis;
 - Integrated approach towards environmental education in school curriculum;
 - Idea of Green Curriculum and Green School

Choice Based Credit System (CBCS) – B.Ed. Syllabus of SXCE (Autonomous), Patna (Year-2024)

- Understanding pedagogy for Environmental Education at School for different levels.
- Activity based strategies for Environmental Education.
 - Eco- clubs, organizing exhibitions, field trips, observations, sensitization towards the environment of school.
- Role of teacher (Sensitive towards environmental issues and local problems while teaching.)

MODE OF TRANSACTION

- The specific content of this paper may be discussed and presented through seminar and Brainstroming sessions.
- Organising an Environmental Awareness Program
- Visit to a nearby Bioreserve

SUGGESTED READINGS

- Shartendu, S., Environmental Education, Sharda Publication, Allahabad
- किसलय, शारदेन्दु, पर्यावरण शिक्षा, डिस्कवरी प्रकाशन हाउस, अंसारी रोड, दरियागंज, नई दिल्ली।
- गोल, एम. के., पर्यावरण शिक्षण, अग्रवाल प्रकाशन, आगरा।
- तेली, बी. एल., पर्यावरण अध्ययन, कॉलेज बी. के. डिपो, त्रिपोलिया बाजार, जयपुर।
- शिमरे, चोंग, पर्यावरण शिक्षण भारत में रूझान एवं प्रयोग, सेज पब्लिकेशंस इंडिया लिमिटेड, नई दिल्ली।

Handwritten signatures and dates (20/3/24) are present below the suggested readings section, indicating approval or review by various individuals.

OC - 1.5: UNDERSTANDING SCHOOL MANAGEMENT AND LEADERSHIP

Course Code: OC 1.5

CREDITS: 2

F.M.: 50 (INTERNAL:15, EXTERNAL: 35)

COURSE OBJECTIVES

- CO1 : To develop a critical understanding of the notion of school organization.
- CO2 : To develop a comprehensive understanding of context-specific notions of school effectiveness.
- CO3 : To develop an understanding of school leadership and challenges to management.
- CO4 : To develop a critical understanding of the notion of school management.
- CO5 : 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.
- CO6 : To get acquainted with the planning mechanism in school management.
- CO7 : To explain the role of school records in effective management system.

UNIT-I: UNDERSTANDING SCHOOL ORGANIZATION

- School Organization: Concept and major Components; Community as an important component
- Basic Principles for the functioning of school organization
- School as an organization and as a part of organization, academic and administrative structures.
- Relation between Schools and other educational organizations: Teacher education institution, State and National level bodies
- Idea of Democratic and Distributive leadership in the schools
- Leadership qualities and role: Monitor, Class-Teacher, Head of School, Academic leaderships

UNIT-II: ASPECTS OF SCHOOL MANAGEMENT

- School management: Concept, Basic Principles and Systemic Nature; Community-School Relationship, School Management Committee.
- Planning mechanism in school management: annual school calendar (day to day)
- Managing School resources: The school Building, School budget, Laboratory, Workshop, Library, Sports ground, Hostel, School office; Cleanliness, Maintenance and Optimum Utility
- Role of school records in effective management system

MODE OF TRANSACTION

- The specific content of this paper may be discussed and presented through seminar and Brainstroming sessions.
- Practicum: Preparation of Annual Calendar; Time -Table and Annual School Budget

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SUGGESTED READINGS

- Chandra, S.S., School Organization and Management, R. Lall Book Depot., Meerut,
- Singh, Yashodha, Educational Administration and School Organization, ShethPublication., Bombay
- Tak, Suleman, Educational Management and School Organization, Jain Prakashan, Jaipur,
- वर्मा, राजेश, शैक्षिक प्रबंधन एवं विद्यालय संगठन, इंडियन पब्लिशिंग हाउस, 852, महावीर नगर, टोंकरोड, जयपुर।
- वालिया, जे.एस., माध्यमिक शिक्षा और स्कूल प्रबंधन, अहीम पॉलपब।, एन.एन. 11, गोपालनगर, जलंधर।
- शर्मा, प्रतिष्ठा, शैक्षिक प्रबंधन एवं विद्यालय संगठन, साहित्य प्रकाशन, अपना बाजार, अस्पताल रोड, आगरा।

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