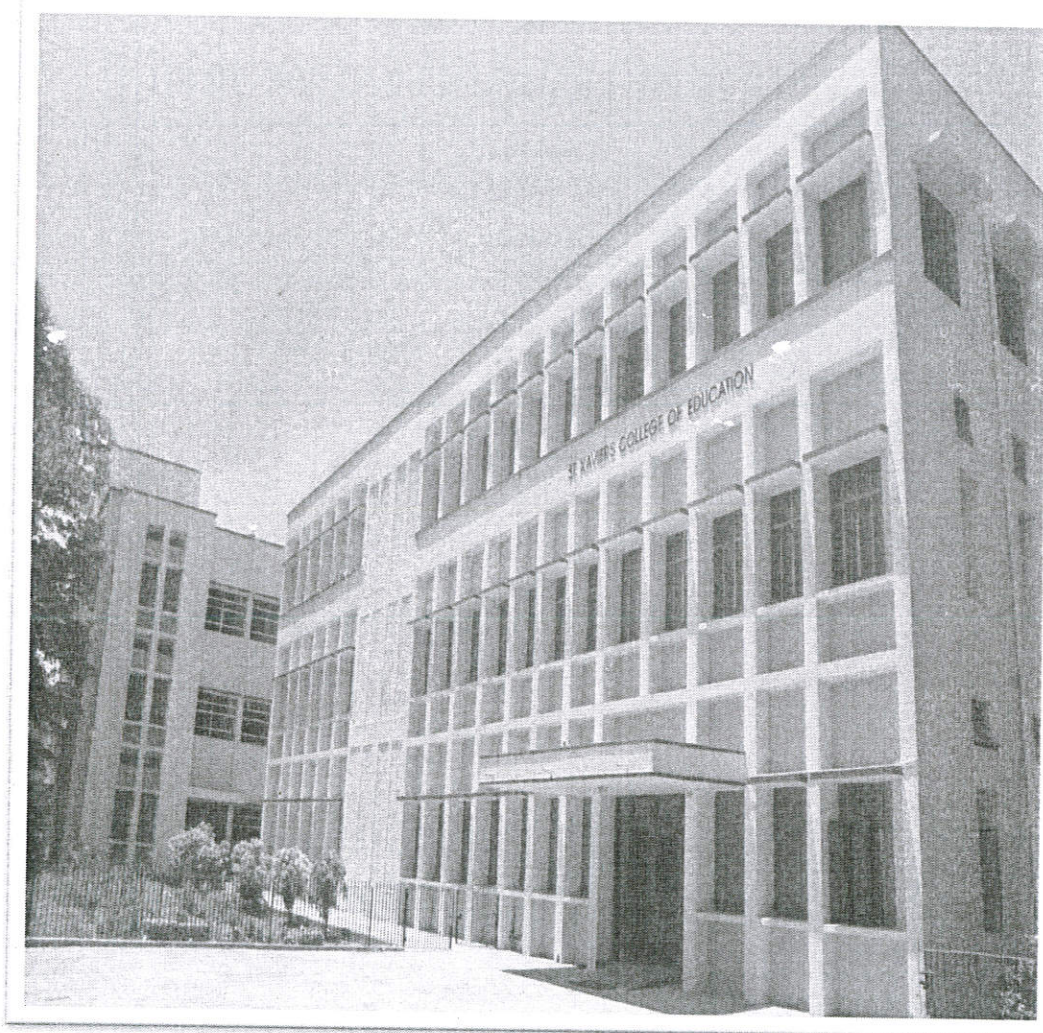


**ST. XAVIER'S COLLEGE OF EDUCATION (AUTONOMOUS)**

**PATNA**

**NAAC Accredited with 'A' Grade (3<sup>rd</sup> Cycle)**

**Aryabhata Knowledge University**



**Syllabus for Bachelor of Education (B.Ed.)**

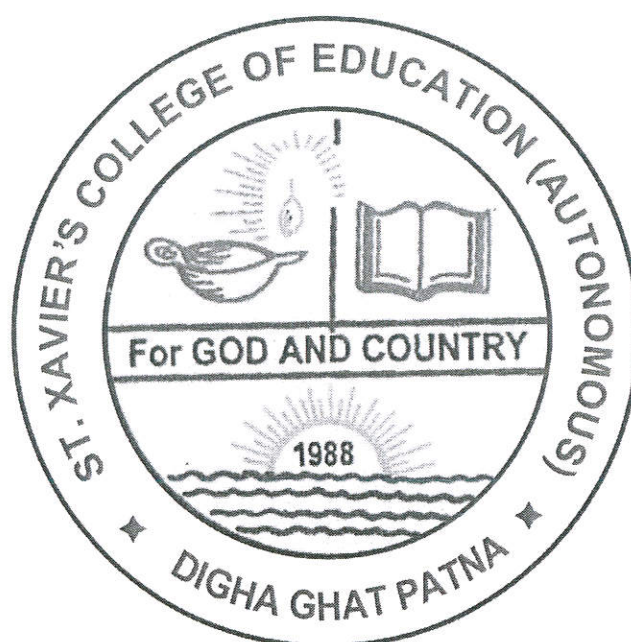
**Choice Based Credit System (CBCS)**

**(Approved by Board of Studies, dated 25.09.2025 and Academic  
Council Meeting, dated 16.10.2025)**

## **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 (3<sup>rd</sup> 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]*

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

*[Handwritten signatures and dates]*





### 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 - 14  |
| BCC - 2      | Contemporary India and Education | 4         | 70       | 30        | 100        | 15 - 17  |
| BCC - 4      | Language Across Curriculum       | 2         | 35       | 15        | 50         | 18 - 20  |
| BCC - 7A     | Pedagogy of School Subjects      | 2         | 35       | 15        | 50         | 21 - 52  |
| BEPC - 3     | Critical Understanding of ICT    | 2         | -        | 50        | 50         | 53 - 55  |
| BSI - 1      | School Internship for 4 weeks    | 2         |          |           |            |          |
| <b>Total</b> |                                  | <b>16</b> |          |           | <b>350</b> |          |

\*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        | 57 - 59  |
| BCC - 7B     | Pedagogy of a School Subject | 2         | 35       | 15        | 50         | 60 - 91  |
| BCC - 9      | Assessment for Learning      | 4         | 70       | 30        | 100        | 92 - 95  |
| BCC - 10     | Creating an Inclusive School | 2         | 35       | 15        | 50         | 96 - 97  |
| BEPC-2       | Drama and Art in Education   | 2         | -        | 50        | 50         | 98 - 100 |
| <b>Total</b> |                              | <b>14</b> |          |           | <b>350</b> |          |

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

6



### SEMESTER III

| Course Code  | Course Name                     | Credit    | External | Internal* | Full Marks | Page No.  |
|--------------|---------------------------------|-----------|----------|-----------|------------|-----------|
| BEPC-1       | Reading and Reflecting on Texts | 2         |          | 50        | 50         | 102 - 104 |
| BEPC-4       | Understanding Self              | 2         | -        | 50        | 50         | 105 - 106 |
| BSI - 2      | School Internship<br>4 months   | 8         | -        | -         | 50 + 150   |           |
| <b>Total</b> |                                 | <b>12</b> |          |           | <b>300</b> |           |

\*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         | 108 - 109 |
| BCC - 6      | Gender, School and Society             | 2         | 35       | 15         | 50         | 110 - 112 |
| BCC - 8      | Knowledge and Curriculum               | 4         | 70       | 30         | 100        | 113 - 115 |
| BCC -11      | Optional Course*** (OC)                | 2         | 35       | 15         | 50         | 116 - 131 |
|              | Practicum                              |           |          |            | 50         |           |
| <b>Total</b> |                                        | <b>10</b> |          |            | <b>300</b> |           |

\*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 (OC) from the following: (OC1.1) Basic Education, (OC1.2) Health, Yoga and Physical Education, (OC1.3) Guidance and Counselling, (OC1.4) Environmental Education, (OC1.5) Understanding School Management and Leadership and (OC1.6) Peace Education.

BCC : B.Ed. Core Course

BEPC:B.Ed.Enhancing Professional Capacities

BSI :B.Ed. School Internship

PS: Pedagogy of School Subject

PS: Pedagogy of School Subject

*[Handwritten signatures and dates follow]*

## 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 thereto, 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.

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## Choice Based Credit System (CBCS)–B.Ed. Syllabus of SXCE (Autonomous), Patna (r.e.f. July 2025)

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, Peace 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.

Sund  
16/10/25  
Rajesh Jacob  
16/10/25

Nimish  
16/10/2025  
Anuj  
16/10/25

Dipak  
16/10/25  
Shubham  
16/10/25

# **B.Ed. Semester - I**

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## 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).

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## 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

### 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

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### 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, Neelakamal Publication, New Delhi
- Dandapani, S., Handbook of Education and Psychology, Neelkamal Publication, 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

Noida

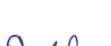
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Sd/-  
16/10/25  
Sund  
Anil Kumar  
16/10/2025  
Nimish  
Rajesh Jacob  
16/10/25  
Jatinder Singh  
16/10/25  
Pranjali  
16/10/25  
RK



## Choice Based Credit System (CBCS) –B.Ed. Syllabus of SXCE (Autonomous), Patna (r.e.f. July 2025)

- 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, अधिगम कर्ता का विकास और शिक्षण अधिगम प्रक्रिया, अग्रवाल प्रकाशन, आगरा ।
- शर्मा, रामनाथ, उच्च शिक्षा मनोविज्ञान, अटलांटिक प्रकाशन और वितरक, नई दिल्ली ।
- सिंह, अरुण कुमार, उच्च शिक्षा मनोविज्ञान, भारती भवन (प्रकाशन और वितरण) पटना ।
- सिंह, एच. एस. शिक्षा मनोविज्ञान, अटलांटिक प्रकाशन और वितरक, नई दिल्ली ।

  
16/10/25  
  
Sunil  
16/10/25  
  
Anirudh  
16/10/25  
  
Nini  
16/10/25  
  
Rajesh Jacob  
16/10/25  
  
Rajesh Jacob  
16/10/25

**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

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## 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

## 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

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### 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, शंकरपुर, दिल्ली।
  - गुप्ता, एस.पी. और अलका गुप्ता, भारत में शिक्षा प्रणाली का विकास, शारदा पुस्तक भवन, युनिवर्सिटी रोड, इलाहाबाद।

Definisi 16/10/25  
Guru  
Nila 16/10/25  
Jahyza 16.10.2025  
Mirinda 16/10/25  
Dipend 16/10/25  
Kajetifacat d-f  
16/10/25  
Gany 16/10/25  
OR



- 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

- School visit to find out communication problem.
- Assignments in developing writing skills – Summary, Letter, Paragraph, Essay & Speech
- Assignments in developing speaking skills – Oral, Presentation, Debate, Elocution, Discussion, Brainstorming.
- Assignments in developing Listening skills – Listening to speech, Oral Discourse

- Close and critical reading of selective texts under "discussion" reading in small groups
- Participatory transaction by building them around responses of students
- Giving students opportunities to go through experimental process for transacting some topics such as process writing

19



## SUGGESTED READINGS

- Pandey, Ranjana, Language Across the Curriculum, Meerut, R. Lall Book Depot,
- Gupta, Bhagwati., Language Across the Curriculum, Agra, Agrawal Publications,
- Sameer, Neelu., Language Across the Curriculum, Delhi, Educational Publishers and Dist.,
- Taj, Haseen., Language Across the Curriculum, Agra, Rakhi Prakashan Pvt. Ltd.,
- Pandey, Ranjana., Language Across the Curriculum, Meerut, R. Lall Book Depot,
- Chand, Bharati., Language Across the Curriculum, Hyderabad, Neelkamal Publications PVT. LTD.,
- Areekkuzhiyil, Santhosh., Language Across the Curriculum, Hyderabad, Neelkamal Publications PVT. LTD.,
- Fang, Zhihui., Language and Literacy in Inquiry-Based Science Classrooms, New Delhi, SAGE Advant Edge,

*[Handwritten signatures and dates]*



## UNIT II: CURRICULUM AND POLICY PERSPECTIVES IN ENGLISH LANGUAGE TEACHING

- Curriculum reforms: Critical appraisal of NCF-2005, NCFSE-2023
- Constitutional provisions and policies on language education
- Articles: 343–350A, Kothari Commission (1964–66), NPE – 1986, POA – 1992, NEP – 2020

## UNIT III: AIMS & OBJECTIVES, METHODS, APPROACHES, AND PLANNING IN ENGLISH LANGUAGE TEACHING

- Aims and instructional objectives: Teaching prose, poetry, & Grammar.
- Methods: Grammar Translation Method, Direct Method, Bilingual Method, Inductive and Deductive methods.
- Approaches& Innovations: Structural Approach, Communicative Approach, Peer learning, team teaching, Activity-based learning, simulation exercises, reflective teaching.
- Teaching Skills: Micro-lessons and core skills.
- Lesson Planning: Meaning, importance, and steps of Unit Plan & Lesson Plan (Herbartian, Bloom & 5E models).

## PRACTICUM

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

• Construction of an Achievement test.

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**BCC-7A & 7B- 2: हिंदी शिक्षण शास्त्र**

क्रेडिट: 2

कुल अंक - ५० ( आंतरिक १५ बाह्य - ३५ )

विषय वस्तु का उद्देश्य

- CO1. हिंदी भाषा की प्रकृति, विशेषताओं तथा महत्व से अवगत कराना ।
- CO2. मातृ भाषा के रूप में हिंदी शिक्षण के उद्देश्यों की जानकारी देना ।
- CO3. सफल हिंदी शिक्षण हेतु विभिन्न उपागम की योजना तैयार करना ।
- CO4. हिंदी भाषा के विभिन्न साहित्यिक विधाओं के शिक्षण का ज्ञान प्रदान करना ।
- CO5. सूक्ष्म शिक्षण व विशिष्ट शिक्षण कौशल का अभ्यास करना ।
- CO6. पाठ योजना निर्माण का अभ्यास करना ।

विषय वस्तु

### इकाई - I हिंदी भाषा एवं विद्यालय में उसका स्थान

- हिंदी भाषा के उद्गम का संक्षिप्त इतिहास
- हिंदी भाषा का अर्थ, प्रकृति, विशेषताएँ तथा कार्य
- हिंदी भाषा के सामान्य व विशिष्ट उद्देश्य (ब्लूम के वर्गीकरण के संदर्भ में)
- विद्यालयी पाठ्यक्रम में हिंदी भाषा का स्थान व महत्व
- त्रिभाषा सूत्र एवं संवैधानिक प्रावधान
- सहसंबंध

(क) गद्य, पद्य, व्याकरण एवं रचना

(ख) विद्यालयी विषयों के साथ (इतिहास, भूगोल, विज्ञान, गणित, अर्थशास्त्र, पर्यावरण शिक्षण, हस्तकला संगीत व नृत्य)

- साहित्यकारों का योगदान: कबीरदास, सूरदास, सूर्यकांत त्रिपाठी निराला, रामधारी सिंह दिनकर, भारतेन्दु हरिश्चंद्र, मुंशी प्रेमचंद एवं महादेवी वर्मा

Rajesh Jacob S.J  
16/10/25

Mirish  
16/10/25

Sapna  
16/10/25















## PRACTICUM

- Preparation of Teaching Aids
- Practice of different Practical in Biological Sciences from Schools stage
- Content-based test for secondary classes
- Project/ Assignment
- Construction of Achievement Test
- Practice of Microteaching Cycle
- Preparation of Unit Plan and Lesson Plan

## 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, एस.पी., जीव विज्ञान शिक्षण, लोयोला बुक डिपो, मेरठ ।
- भूषण, शैलेंद्र, जीव विज्ञान शिक्षण, विनोद पुस्तक मंदिर, आगरा ।
- सीकरवार, मुक्ता, जीव विज्ञान, अग्रवाल प्रकाशन, आगरा ।
- सूद, जे. के., जैविक विज्ञान शिक्षण, राजस्थान हिंदी ग्रंथ अकादमी, जयपुर ।

Rajesh Jacob S-1  
16/10/25

**BCC-7A & 7 B-4: PEDAGOGY OF SCIENCE-II**  
**(PHYSICAL SCIENCE)**

**COURSE CODE: BCC-7A & 7B-4**

**CREDITS: 2**

**F.M.-50 (EXTERNAL-35, INTERNAL-15)**

**COURSE OUTCOMES**

At the successful completion of this course, the student-teacher will be able to:

- CO1. Appreciate the significance of Physical Science education in the school curriculum.
- CO2. Articulate the aims and objectives of teaching Physical Sciences at various educational levels.
- CO3. Employ a range of effective teaching methods and approaches suitable for Physical Science instruction.
- CO4. Demonstrate mastery of essential teaching skills specific to Physical Science.
- CO5. Plan, organize, and deliver instructional content effectively using appropriate pedagogical strategies.
- CO6. Design and utilize suitable teaching aids aligned with their lesson plans.
- CO7. Set up and manage a well-equipped Physical Science laboratory to support experiential learning.
- CO8. Display the professional qualities and responsibilities of an effective Physical Science teacher.
- CO9. Apply appropriate evaluation tools and techniques to assess student learning in Physical Science.

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- Nature and scope of physical science: Science as a process, product and attitude towards life; theory and experimentation
- 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), and other sciences.
- Aims and objectives of Teaching Physical Sciences, Instructional and Behavioural objectives with reference to Bloom Taxonomy of educational objectives.
- Contribution of Indian Scientists (Acharya Kanada, CV Raman, S N Bose, Homi Jahangir Bhabha, Vikram Sarabhai, Hargovind Khurana, APJ Abdul Kalam, )

- Maxims of Teaching Sciences.
- Techniques of physical science teaching – Team Teaching, Oral, written, drill, assignment, simulation
- Improvised teaching learning Materials in Physical Science and Science Kit
- Place of Activities and Projects in Science

- Scientific attitude and scientific methods of inquiry
- Online methods (Synchronous & Asynchronous) of teaching Science.
- Unit Planning and Lesson Planning – Herbartian, Bloom and 5E Models.
- Qualities of a Physical Science Teacher and Science Textbook

Rajesh Jacob  
16/10/25

Pranav  
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Nimish  
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Laprah  
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## PRACTICUM

- Content-based test for secondary classes
- Preparation of Teaching Aids
- Practice of different Practical in Physical Sciences from Schools stage
- Construction of an Achievement Test
- Preparation of Unit Plan and Lesson Plan
- Project/ Assignment.

## 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 ।

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Sushil 16/10/25  
Nirish 16/10/25  
Rajesh Jaiswal 16/10/25  
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## BCC-7A & 7B -5: PEDAGOGY OF MATHEMATICS

**COURSE CODE: BCC-7A & 7B-5**

**CREDITS: 2**

**F.M.-50 (EXTERNAL-35, INTERNAL-15)**

### COURSE OUTCOMES

At the successful completion of this course, the student-teacher will be able to:

- CO1. Explain the meaning, nature, and scope of Mathematics and its significance in everyday life.
- CO2. Write instructional objectives in behavioural terms using Bloom's taxonomy for effective lesson planning.
- CO3. Analyze the correlation of Mathematics with other subjects and real-life situations to make learning meaningful.
- CO4. Describe and appreciate the historical development of Mathematics and evaluate the contributions of Indian mathematicians like Bhaskaracharya, Aryabhata, Ramanujan, and Vashistha Narayan.
- CO5. Differentiate and apply various approaches to teaching Mathematics (Inducto-Deductive, Analytic-Synthetic, Heuristic, Laboratory, Project) in classroom practice.
- CO6. Design and implement lesson plans and unit plans using the Herbartian and 5E models, integrating problem-solving strategies.
- CO7. Practice and refine micro-teaching skills to improve classroom performance and teaching competencies.
- CO8. Integrate modern trends such as cooperative learning, activity-based learning, and innovative teaching aids to enhance student engagement.
- CO9. Organize and manage Mathematics-related activities such as lab work, field visits, and exhibitions while demonstrating the professional roles and responsibilities of a Mathematics teacher.

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## COURSE CONTENT

## UNIT I: FOUNDATIONS AND PERSPECTIVES OF MATHEMATICS

- Meaning, Nature and Scope of Mathematics
- Aims and objectives of teaching Mathematics
- Writing Instructional objectives in Behavioural terms
- Correlation in Mathematics with other Subjects and Areas
- History of Mathematics, Contribution of Indian Mathematicians (Bhaskaracharya, Aryabhata, Ramanujam, Vashistha Narayan, Leelawati)

## UNIT II: APPROACHES, STRATEGIES, AND PLANNING FOR EFFECTIVE MATHEMATICS TEACHING

- Approaches to teaching Mathematics: Inducto-deductive, Analytic-synthetic, Problem-solving
- Methods of teaching Mathematics: Lecture cum Demonstration, Heuristic, Laboratory and Project method
- Using Micro-teaching for skill development
- Characteristics of a good lesson plan
- Preparation of Unit and lesson plans – Herbartian, Bloom and 5E model

## UNIT III: MODERN TRENDS, CONCERNS, AND RESOURCES FOR ENRICHING MATHEMATICS EDUCATION

- Modern trends in Mathematics Teaching: Co-operative and activity-based learning
- Major concerns in mathematics Education: NCF-2005 and NCF-SE 2023
- Improvised Teaching Aids and Learning Resources in Mathematics
- Role and responsibility of a Mathematics teacher
- Promoting Mathematics related activities in schools: Mathematics Lab, Field Visit and Mathematics Exhibition

[illegible]



**Choice Based Credit System (CBCS) –B.Ed. Syllabus of SXCE (Autonomous), Patna (r.e.f. July 2025)**

- Saxen, K.K., GanitShikshan, University Book House, Jaipur
- Schwartz, Sydney L., Teaching Young Children Mathematics, Atlantic Pubs. And Dists., B-2, Vishal Enclave, N.D.-27
- Sharma, M.S., Teaching of Mathematics, Max Ford Bks, First Floor, Ansari Road, Daryaganj, N.D.
- Singh, B. N., Teaching of Mathematics (B. Ed. Guide),
- Upraiti, Mishreelal, Ganit Evam UskaShikshan, Agrawal Pubs., NirbhayNagr, Gailana Road, Agra-7
- Vatsyayan, T., Ganit-Shikshan Ki AadhunikVidhiyaen, Lok Shiksha Manch, Subhash Park, Shahdra, Delhi
- Yadav, Siyaram, Teaching of Mathematics, Vinod Pustak Mandir, Agra-2

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Rajesh Jaiswal  
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**BCC-7A & 7B -6: PEDAGOGY OF SOCIAL SCIENCE-I  
(HISTORY AND CIVICS)**

**COURSE CODE: BCC-7A & 7B-6**

**CREDITS: 2**

**F.M.-50 (EXTERNAL-35, INTERNAL-15)**

**COURSE OUTCOMES**

At the successful completion of this course, the student-teacher will be able to:

- 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.
- CO6. To develop the skills in preparing and using of Instructional Aids

**COURSE CONTENT**

**UNIT –I: NATURE AND SCOPE OF HISTORY AND 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 of History and Civics
- Contribution of Historians and Political Scientists: Chanakya, B. R. Ambedkar, Ram Chandra Guha, Basant Shinde

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Rajesh Jaiswal  
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Sapna

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

- Micro-teaching and core teaching skills
- Methods of teaching History and Civics: Narration cum demonstration, Interactive Lecture, Story Telling, Source, Project, Inductive and deductive, Dramatization and Field Visit
- Instructional Media in Social Science
- Development of unit plan and lesson plan: Herbartian, Bloom and 5E model
- Qualities of a good Social Science teacher

## UNIT-III: ROLE OF HISTORY AND CIVICS IN PROMOTING NATIONAL AND INTERNATIONAL INTEGRATION

- National integration: Our national heritage, unity in diversity, the role of History & Civics in promoting national integration
- International understanding: Our human heritage, the role of History & Civics in promoting international understanding
- Education for Democratic/Global Citizenship
- Major concerns in History and Civics Education in School as highlighted in NCF-2005 and NCF-SE 2023

## PRACTICUM

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

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 Nimish 16/10/25  
 Rajesh Jacob S. J. 16/10/25  
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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 सरणदास, नागरिक शिक्षण का प्रणाली विज्ञान, अग्रवाल प्रकाशन, आगरा ।
- त्यागी, गुरु सरणदास, इतिहास शिक्षण, 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 ।

~~Rajesh~~  
16/10/25  
Gurdeep Singh  
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Nimish  
16/10/2025  
Rajesh Jacob  
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Sh. Kaprahe  
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## 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
- Qualities of a Commerce teacher

### UNIT-III: INNOVATIVE METHODS, RESOURCES AND EVALUATION IN COMMERCE

- Instructional Media in Commerce
- Criteria for selection of instructional material and equipment
- New trends in Teaching Commerce: Market Visit, e-Business platforms
- Characteristic of a good textbook in Commerce

## 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
- Construction of an Achievement test
- Preparation of a teaching model

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M. J. S.  
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Kajeth Jacat s.j.  
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Ninich  
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Sapraha  
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### 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)
- Method and Techniques of Teaching Commerce Singh M.N Young Man and Co., New Delhi
- Rao, S., Teaching of Commerce, Anmol Publications, New Delhi
- Singh M.N, Method and Techniques of Teaching Commerce, Young Man and Company, New Delhi

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## BCC-7A & 7B -9: PEDAGOGY OF COMPUTER SCIENCE

**COURSE CODE: BCC-7A & 7B-9**

**CREDITS: 2**

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

## COURSE OUTCOMES

At the successful completion of this course, the student-teacher will be able to:

CO1 : To analyze the nature, scope and importance of the computer science

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.

CO7 : To familiarize with different essential software and application.

CO8 : To explore different evolving domains of digital platforms for individual and group learning.

## 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 COMPUTER SCIENCE

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

## UNIT-III: 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 21<sup>st</sup> 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

## PRACTICUM:

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

- MS office- Word, Excel, Power-point, Access
- Web Tools - Blogs, Internet forum, News Groups, Social Networking
- Content based test
- Entry and processing the test marks in terms of average, percentage and ranks.
- Preparation of CAI
- Practice of Microteaching Cycle

~~Rajesh~~  
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Rajesh Jacob S.J.  
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Kapuram





## BCC 7A & 7B -10: PEDAGOGY OF HOME SCIENCE

**COURSE CODE: BCC-7A & 7B-10**

**CREDITS: 2**

**F.M.-50 (EXTERNAL-35, INTERNAL-15)**

### COURSE OUTCOMES

At the successful completion of this course, the student-teacher will be able to:

- 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 lesson plan
- CO6 : To develop understanding of the contents of Home Science.
- CO7 : To understand the nature and process of Home Science as a branch of science.
- CO8 : To develop skills as a Home Science teacher.
- CO9 : Different learning resources in Home Science.

### COURSE CONTENT

#### UNIT I: NATURE AND OBJECTIVES OF HOME SCIENCE TEACHING

- Meaning, Nature, and Scope of Home Science
- Need for including Home Science at the school level; Importance of Home Science in the modern life style
- Historical Perspectives of Home Science as a school subject
- Correlation among various branches of Home Science
- Aims and Objectives of teaching Home Science, Writing learning objectives in behavioural terms

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## 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

### UNIT-III: INNOVATION IN TEACHING OF HOME SCIENCE

- Instructional Media in Home Science, Various learning resources in Home Science
- New trends and activities towards teaching of Home Science
- Planning of Home Science laboratory
- Qualities of a good Home Science textbook
- Qualities of a Home Science teacher

## PRACTICUM

- Practice of Microteaching Cycle
- Practice of Lesson plan
- Content test based on secondary school curriculum
- Family budget of Middle-class income group
- Decoration of drawing room / bedroom / study room / children's room / guest room.
- Preparation of diet: sick, anemic, diabetic, high cholesterol
- Preparation of diet for expecting mother, lactating mother and for growing children

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## Choice Based Credit System (CBCS) –B.Ed. Syllabus of SXCE (Autonomous), Patna (r.e.f. July 2025) ✈

- Arrangement of First Aid Box
- Food Preservation - Jam, Jelly, Pickles, Chips, Puree
- Kitchen Garden
- Sewing, knitting, embroidery, fabric painting, dyeing, leatherwork
- Planning for Home Science Laboratory

## SUGGESTED READINGS

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

[illegible]



### 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

  
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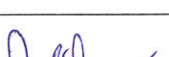
- Functional knowledge of operating computers: on/off, word processing, use of PowerPoint, excel, paint
- Essential Software, Mobile Applications, Free and Open-Source Software for Educational Use
- Challenges of Integration of ICT in School

## 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)

## 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

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### 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, जयपुरवर्मा, अंजलि, इंटरनेट मेहतावा और अनुप्रयोग, ओमेगा प्रकाशन, नई दिल्ली।
- मंगल, एस. के., शिक्षा तकनीकी, पी. एच. आई लर्निंग प्राइवेट लिमिटेड, कनॉटसर्कस, 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।



# **B.Ed.**

# **Semester - II**

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### 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

o Social Constructivist: Vygotsky

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### 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

[illegible]



## 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.

### 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]*

## BCC-7A & 7B -1: PEDAGOGY OF ENGLISH

**COURSE CODE: BCC-7A & 7B-1**

**CREDITS: 2**

**F.M.-50 (EXTERNAL-35, INTERNAL-15)**

## COURSE OUTCOMES

At the successful completion of this course, the student-teacher will be able to:

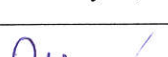
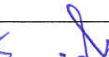
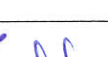
- CO7. Understand the nature and characteristics of English language contents at the secondary stage.
- CO8. Identify requirements and skills needed for mastering English.
- CO9. Gain awareness about the use of language laboratories.
- CO10. Utilize teaching aids effectively in English teaching.
- CO11. Explore innovations in the field of English teaching methods.
- CO12. Reflect on the qualities of an effective English teacher.

## COURSE CONTENT

## UNIT I: CORE SKILLS, RESOURCES, AND NATURE OF THE ENGLISH

## LANGUAGE

- Nature: Brief history of the English language from Pre-Independence days till today, three-language formula, characteristics of a good English textbook, and linkage of the textbook with real-life context.
- Core Skills: Listening, Speaking, Reading, and Writing (LSRW) Skills, grammar skills for proficiency in English, interdependence of language skills, and qualities of an English teacher.
- Resources: Meaning, importance, and use of Audio-visual aids, language laboratories in schools.
- Contribution of Poets & Novelists: Rabindranath Tagore, Sarojini Naidu, Mulk Raj Anand, R.K. Narayan, Ruskin Bond, William Shakespeare and William Wordsworth.

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## UNIT II: CURRICULUM AND POLICY PERSPECTIVES IN ENGLISH LANGUAGE TEACHING

- Curriculum reforms: Critical appraisal of NCF-2005, NCFSE-2023
- Constitutional provisions and policies on language education
- Articles: 343–350A, Kothari Commission (1964–66) , NPE – 1986, POA – 1992, NEP – 2020

## UNIT III: AIMS & OBJECTIVES, METHODS, APPROACHES, AND PLANNING IN ENGLISH LANGUAGE TEACHING

- Aims and instructional objectives: Teaching prose, poetry, & Grammar.
- Methods: Grammar Translation Method, Direct Method, Bilingual Method, Inductive and Deductive methods.
- Approaches& Innovations: Structural Approach, Communicative Approach, Peer learning, team teaching, Activity-based learning, simulation exercises, reflective teaching.
- Teaching Skills: Micro-lessons and core skills.
- Lesson Planning: Meaning, importance, and steps of Unit Plan & Lesson Plan (Herbartian, Bloom & 5E models).

## PRACTICUM

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

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Nimish 16/10/25  
Rajesh Jacob 16/10/25  
16/10/25





BCC-7A & 7B- 2: हिंदी शिक्षण शास्त्र

क्रेडिट: 2

कुल अंक - ५० (आंतरिक १५ बाह्य - ३५)

विषय वस्तु का उद्देश्य

- CO7. हिंदी भाषा की प्रकृति, विशेषताओं तथा महत्व से अवगत कराना ।
- CO8. मातृ भाषा के रूप में हिंदी शिक्षण के उद्देश्यों की जानकारी देना ।
- CO9. सफल हिंदी शिक्षण हेतु विभिन्न उपागम की योजना तैयार करना ।
- CO10. हिंदी भाषा के विभिन्न साहित्यिक विधाओं के शिक्षण का ज्ञान प्रदान करना ।
- CO11. सूक्ष्म शिक्षण व विशिष्ट शिक्षण कौशल का अभ्यास करना ।
- CO12. पाठ योजना निर्माण का अभ्यास करना ।

विषय वस्तु

इकाई - I हिंदी भाषा एवं विद्यालय में उसका स्थान

- हिंदी भाषा के उद्गम का संक्षिप्त इतिहास
- हिंदी भाषा का अर्थ, प्रकृति, विशेषताएँ तथा कार्य
- हिंदी भाषा के सामान्य व विशिष्ट उद्देश्य (ब्लूम के वर्गीकरण के संदर्भ में)
- विद्यालयी पाठ्यक्रम में हिंदी भाषा का स्थान व महत्व
- त्रिभाषा सूत्र एवं संवैधानिक प्रावधान
- सहसंबंध

(क) गद्य, पद्य, व्याकरण एवं रचना

(ख) विद्यालयी विषयों के साथ (इतिहास, भूगोल, विज्ञान, गणित, अर्थशास्त्र, पर्यावरण शिक्षण, हस्तकला संगीत व नृत्य)

- साहित्यकारों का योगदान: कबीरदास, सूरदास, सूर्यकांत त्रिपाठी निराला, रामधारी सिंह दिनकर, भारतेन्दु हरिश्चंद्र, मुंशी प्रेमचंद एवं महादेवी वर्मा

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**इकाई - II भाषा अध्यापन के सूत्र, सिद्धांत एवं कौशल**

- भाषा अध्यापन के सूत्र: ज्ञात से अज्ञात की ओर, सरल से कठिन की ओर, मूर्त से अमूर्त की ओर, पूर्ण से अंश की ओर, सामान्य से विशिष्ट की ओर
- भाषा अध्यापन के सिद्धांत: अनुकरण का सिद्धांत, रुचि का सिद्धांत, अभ्यास का सिद्धांत, बोलचाल का सिद्धांत, अनुपात व क्रम का सिद्धांत, व्यक्तिगत भिन्नता का सिद्धांत
- भाषा कौशल
  - (क) श्रवण: महत्व एवं कठिनाइयाँ
  - (ख) वाचन: महत्व, कठिनाइयाँ एवं वाचन के प्रकार (मौन वाचन एवं सस्वर वचन)
  - (ग) पठन: महत्व कठिनाइयाँ एवं अशुद्ध उच्चारण के कारण एवं अभिव्यक्ति का महत्व
  - (घ) लेखन: महत्व कठिनाइयाँ एवं अशुद्ध वर्तनी का कारण
- उपरोक्त भाषा कौशलों के विकास में शिक्षक की भूमिका
- निदानात्मक परीक्षण व उपचारात्मक शिक्षण
- सूक्ष्म शिक्षण एवं उसका महत्व, विशिष्ट शिक्षण कौशल
- पाठ योजना का अर्थ एवं निर्माण के चरण (हरबर्ट, ब्लूम तथा 5E मॉडल)
- हिंदी शिक्षण में अनुदेशात्मक सामग्री का प्रयोग

**इकाई - III भाषा अध्यापन के नए आयाम, विधियाँ एवं साधन**

- गद्य शिक्षण के उद्देश्य एवं विधियाँ : कथाकथन, अभिरूप (नाटयीकरण एवं भूमिका अभिनय)
- पद्य शिक्षण के उद्देश्य एवं विधियाँ : गीत, अभिनय, व्याख्या, रसास्वादन विधि एवं खंड विधि
- व्याकरण शिक्षण के उद्देश्य एवं विधियाँ : आगमन - निगमन, सूत्र, भाषा संसर्ग
- रचना शिक्षण के उद्देश्य, प्रकार ( नियमबद्ध एवं मुक्त रचना), विधियाँ ( चित्र देखो रचो )

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**BCC-7A & 7B -3: PEDAGOGY OF SCIENCE-I**  
**(BIOLOGICAL SCIENCES)**

**COURSE CODE: BCC-7A & 7B-3**

**CREDITS: 2**

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

## COURSE OUTCOMES

At the successful completion of this course, the student-teacher will be able to:

- CO10. Develop an understanding of the nature and place of Biological Science
- CO11. Formulate instructional objectives in terms of behavioral outcomes
- CO12. Understand the teaching methods, approaches and techniques for teaching material.
- CO13. Analyze the interdisciplinary connections of biological science with environmental, industrial, and peace-oriented contexts, and evaluate its relevance to sustainable development.
- CO14. Recognize the historical development of biological sciences and critically appraise the contributions of eminent Indian biologists such as Charak, Sushrut, Janaki Ammal, J.C. Bose, and M.S. Swaminathan.
- CO15. Critically evaluate curriculum reforms in science education, with specific reference to NCF 2005 and NCF 2023, and propose contextually relevant pedagogical adaptations.
- CO16. Analyze and evaluate biological science syllabus and science text books
- CO17. Use appropriate educational technology and develop low-cost teaching materials
- CO18. Develop skills in organizing curriculum activities such as science clubs, science fair, science exhibition and field trips.

exhibition and field trips.

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**BCC-7A & 7 B-4: PEDAGOGY OF SCIENCE-II**  
**(PHYSICAL SCIENCE)**

**COURSE CODE: BCC-7A & 7B-4**

**CREDITS: 2**

**F.M.-50 (EXTERNAL-35, INTERNAL-15)**

## COURSE OUTCOMES

At the successful completion of this course, the student-teacher will be able to:

- CO10. Appreciate the significance of Physical Science education in the school curriculum.
- CO11. Articulate the aims and objectives of teaching Physical Sciences at various educational levels.
- CO12. Employ a range of effective teaching methods and approaches suitable for Physical Science instruction.
- CO13. Demonstrate mastery of essential teaching skills specific to Physical Science.
- CO14. Plan, organize, and deliver instructional content effectively using appropriate pedagogical strategies.
- CO15. Design and utilize suitable teaching aids aligned with their lesson plans.
- CO16. Set up and manage a well-equipped Physical Science laboratory to support experiential learning.
- CO17. Display the professional qualities and responsibilities of an effective Physical Science teacher.
- CO18. Apply appropriate evaluation tools and techniques to assess student learning in Physical Science.

  
Rajesh Jacob SJ  
 16/10/25



- Nature and scope of physical science: Science as a process, product and attitude towards life; theory and experimentation
- 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), and other sciences.
- Aims and objectives of Teaching Physical Sciences, Instructional and Behavioural objectives with reference to Bloom Taxonomy of educational objectives.
- Contribution of Indian Scientists (Acharya Kanada, CV Raman, S N Bose, Homi Jahangir Bhabha, Vikram Sarabhai, Hargovind Khurana, APJ Abdul Kalam, )

- Maxims of Teaching Sciences.
- Techniques of physical science teaching – Team Teaching, Oral, written, drill, assignment, simulation
- Improvised teaching learning Materials in Physical Science and Science Kit
- Place of Activities and Projects in Science

- Scientific attitude and scientific methods of inquiry
- Online methods (Synchronous & Asynchronous) of teaching Science.
- Unit Planning and Lesson Planning – Herbartian, Bloom and 5E Models.
- Qualities of a Physical Science Teacher and Science Textbook

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## PRACTICUM

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

### SUGGESTED READINGS

- Agnihotri, S.P. GanitShikshan, Agrawal Publications
- Chambers, Paul, Teaching Mathematics,
- Chambers, Paul., Teaching Mathematics, New Delhi Sage Publications India Pvt. Ltd.
- Dogra, M.S., Teaching of Mathematics, Delhi Max Ford Books
- Dube, Manish, GanitShikshan, Sharda Pustak Bhavan, University Road, Allahabad
- Goswami, Manoj Kumar., Vigyan Shikshan, Delhi Discovery Publishing House Pvt. Ltd.
- Gupta, Rama, GanitShikshan, University Book House, Jaipur
- Kulshresht, A. K., GanitShikshan, R. Lall Book Depot, Near Govt. Inter College, Meerut
- Kulshreshtha, A. K., Teaching of Mathematics, Meerut R. Lall Book Depot
- Mukharji, Sandhya., GanitShikshan, Lucknow Prakash Kendra
- Rawat, M. S., GanitShikshan, Agra Agrawal Publications, M.S., GanitShikshan, Vinod Pustak Mandir, Agra-2

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- 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 सरणदास, नागरिक शिक्षण का प्रणाली विज्ञान, अग्रवाल प्रकाशन, आगरा ।
- त्यागी, गुरु सरणदास, इतिहास शिक्षण, 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 ।

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Whipi 16.10.2025  
Mirinda  
Japman  
Kijit Jacal b.1  
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- Bloom's Taxonomy of Writing Instructional Objectives
- Correlation of Geography and Economics with other school subjects
- Principles and Maxims of Geography and Economics teaching
- Characteristics of a good textbook in Geography and Economics
- Contribution of Indian Geographers and Economists: Kautilya, Aryabhatta, S. P., Chatterjee and Amartya Sen

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

- Methods of teaching Geography and Economics: Discussion, Interactive Lecture, Project, Inductive and Deductive, Brain-storming, Dramatization and Storytelling
- Microteaching and Core Teaching Skills
- Preparation of Lesson plan and Unit plan: Herbartian, Bloom and 5E models
- Qualities of a Geography and Economics teacher

### UNIT-III: CURRICULUM PERSPECTIVES AND ACTIVITY-BASED APPROACHES IN SOCIAL SCIENCE TEACHING

- Improvising low-cost apparatus and Learning Materials (Instructional Media)
- Critical appraisal of NCF – 2005 and NCF-SE 2023 in the context of Social Science Education
- Activities in Geography and Economics: Field Visits, Lab Work, Seminars and Projects, Museums

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## PRACTICUM

- Practice of Microteaching Cycle
- Preparation of Unit Plan and Lesson Plan
- 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, 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 एनक्लेव जैनभवन, शांतिनगर, जयपुर ।
- मुखर्जी, स., अर्थशास्त्र शिक्षण, लखनऊ प्रकाश केंद्र ।
- वात्स्यायन, टी., भूगोल शिक्षा की आधुनिक विधाएं, लोकशिक्षा मंच, सुभाषपार्क, शाहदरा, दिल्ली ।
- सत्संगी, जी.डी., अर्थशास्त्र शिक्षण, आगरा विनोद पुस्तक मंदिर ।
- सिंह, एच. एन., भूगोल शिक्षण, विनोद पुस्तक मंदिर, आगरा ।

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## BCC-7A & 7B -8: PEDAGOGY OF COMMERCE

**COURSE CODE: BCC-7A & 7B-8**

**CREDITS: 2**

**F.M.-50 (EXTERNAL-35, INTERNAL-15)**

### COURSE OUTCOMES

At the successful completion of this course, the student-teacher will be able to:

- 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
- CO8 : To analyze the role of teaching aids in teaching of Commerce.
- CO9 : To develop the skill in preparing and using effective instructional aids.
- CO10 : To develop skills in organizing curriculum activities such as Field Visit, Lab Work, Seminars and Projects

### 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

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## UNIT II: METHODS OF TEACHING COMPUTER SCIENCE

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

## UNIT-III: 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 21<sup>st</sup> 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

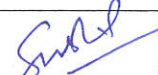
## PRACTICUM:

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

- MS office- Word, Excel, Power-point, Access
- Web Tools - Blogs, Internet forum, News Groups, Social Networking
- Content based test
- Entry and processing the test marks in terms of average, percentage and ranks.
- Preparation of CAI
- Practice of Microteaching Cycle

● Practice of Microteaching Cycle

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- Preparation of Unit Plan and Lesson Plan
- Preparation of teaching aids through Computer

### 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, University of London Press, London
- 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 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
- श्रीवास्तव, स्मिता, कंप्यूटर एवं संचार तकनीकी, आगरा, अग्रवाल प्रकाशन आगरा ।
- अग्रवाल, जे.सी., शैक्षिक तकनीक एवं कंप्यूटर अनुदेशन, अग्रवाल प्रकाशन आगरा ।

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## 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

## UNIT-III: INNOVATION IN TEACHING OF HOME SCIENCE

- Instructional Media in Home Science, Various learning resources in Home Science
- New trends and activities towards teaching of Home Science
- Planning of Home Science laboratory
- Qualities of a good Home Science textbook
- Qualities of a Home Science teacher

## PRACTICUM

- Practice of Microteaching Cycle
- Practice of Lesson plan
- Content test based on secondary school curriculum
- Family budget of Middle-class income group
- Decoration of drawing room / bedroom / study room / children's room / guest room.
- Preparation of diet: sick, anemic, diabetic, high cholesterol
- Preparation of diet for expecting mother, lactating mother and for growing children

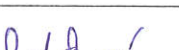
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## Choice Based Credit System (CBCS)–B.Ed. Syllabus of SXCE (Autonomous), Patna (r.e.f. July 2025)

- Arrangement of First Aid Box
- Food Preservation - Jam, Jelly, Pickles, Chips, Puree
- Kitchen Garden
- Sewing, knitting, embroidery, fabric painting, dyeing, leatherwork
- Planning for Home Science Laboratory

### SUGGESTED READINGS

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







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## Choice Based Credit System (CBCS) –B.Ed. Syllabus of SXCE (Autonomous), Patna (r.e.f. July 2025)

- 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 decisionmaking; items and procedures for their assessment
- 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.

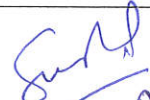
### UNIT-III: ASSESSMENT FOR LEARNING

- 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.

Seminars and Reports as assessment devices.

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## 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 of 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

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## 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 1992
- 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

### 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-BlockMarket, New Delhi.
- Dash, Neema, Inclusive Education, Atlantik Publication, 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, मदन मोहन, समवेशी शिक्षा, प्रकाशन संस्थान, दयानंद मार्ग, दरियागंज, नई दिल्ली।
- मंगल, एस. के. और मंगल, उमा, समेकित विद्यालय की स्थापना, टंडन प्रकाशन, लुधियाना।

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## 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

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## 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

## PRACTICUM

- Preparation of a drama script on a school-based topic.
- Preparation of multi-media materials for art education in Senior Secondary School.
- Preparation of Instructional materials for education in Arts in Secondary School.
- Organization of Area Club.
- Any activity based on the units of the paper in the form of written assignment, projects, performance or field work with a detailed report.

## SUGGESTED READINGS

- Armstrong, M. (1980). The Practice of art and the growth of understanding. In closely observed children: The diary of a primary classroom (pp. 131-170). Writers and Readers.
- Booth, D. 1994. Story Drama: Reading, Writing and Role-playing Across the Curriculum. Pembroke Publishers Ltd.

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# **B.Ed.**

# **Semester - III**

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## 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

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
- 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

### MODE OF TRANSACTION

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

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### SUGGESTED READINGS

- 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.

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## 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 and 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

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## MODE OF TRANSACTION

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

## 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](http://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.

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# **B.Ed.**

# **Semester - IV**

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## UNIT-II: COMPETENCIES FOR ADVANCEMENT OF THE DISCIPLINES / SUBJECTS

- Mastery over the subject
- Communicating the subject, Subject specific terms and their uses
- Projects/ Activities in different school subjects
- Subject Specific Action Research: Meaning, Characteristics, Need and Steps
- Interdisciplinary learning – Meaning, Nature and Importance; Assessment of Interdisciplinary learning
- Criteria used for quality assurance of interdisciplinary subjects

### MODE OF TRANSACTION

- The specific content of this paper may be discussed and presented through seminar and Brainstorming sessions.
- Preparation of Action Research Report

### SUGGESTED READINGS

- Mohan, G. A., Understanding the Learning and Classroom Management, Neelkamal Publications Private Limited., Hyderabad
- Pandey, R., Understanding Disciplines and Subjects, R. Lall Book Depot, Meerut
- Shukla, B., Understanding Disciplines and School Subjects, Agrawal Publications, Agra
- Maisnam, P., Understanding Disciplines and Subjects, R. Lall Book Depot, Meerut
- Mangal, S.K., Essentials of Educational Technology, Prentice Hall India Learning Private Limited.

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Rajesh Patel 16/10/25



## 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

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## 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

## 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

*(Handwritten signatures and dates)*

## Choice Based Credit System (CBCS) –B.Ed. Syllabus of SXCE (Autonomous), Patna (r.e.f. July 2025)

- 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।

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## BCC-8: KNOWLEDGE AND CURRICULUM

**Course Code: BCC - 8**

**CREDITS: 4**

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

## COURSE OBJECTIVES

- CO1 : To understand different ways of knowing and the relative roles of knower and known in knowledge transmission and construction.
- CO2 : To understand the meaning of curriculum and its associated concepts.
- CO3 : To analyze the elements, organization, scope, various perspectives, needs, priorities and curriculum concerns.
- CO4 : To familiarize with the different approaches and process of curriculum development.
- CO5 : To critically appraise the contributions of great educational thinkers to education.

## COURSE CONTENT

## UNIT-I: KNOWLEDGE AND KNOWING

- Knowledge: Major discourse; Concept of Information, Belief and Truth
- Sources of Knowledge
- Knowing Process: Different ways of knowing; Knowledge Construction
- Role of socio-cultural aspect in knowing

## UNIT-II: UNDERSTANDING CURRICULUM

- Curriculum: Need and Concept; Clarity among curriculum framework, Curriculum, Syllabus and Textbook; major facets
- Curriculum determinants: Criteria, Knowledge categories, Vision and ideological stances, socio-cultural context of learners, National and school level determinants
- Different approaches towards curriculum development: major principles; Subject-centered; environmentalist (incorporating local concerns); behaviourist; competency-based (including 'minimum levels of learning'); learner-centered

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### UNIT-III: UNDERSTANDING EDUCATION AND THINKERS

- Educated Person: Understanding meaning, nature and notion of an educated person
- Analyzing the thoughts of various Indian thinkers: Swami Vivekananda, Sri Aurobindo, Dr. Zakir Husain and Dr. APJ Abdul Kalam
- Analyzing the thoughts of various western thinkers: Plato, Paulo Freire and St. Ignatius of Loyola

## UNIT-IV: PURPOSE OF EDUCATIONAND 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.

Brainstroming sessions.

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- 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. Lal 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।

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## UNIT-II: BASIC EDUCATION: CURRICULUM, SCHOOL AND TEACHER

- 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

### MODE OF TRANSACTION

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

### 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

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- 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

- Developing Skills and demonstration of at least five Yoga practices by the student teachers
- Drill and Practice of two games and two Athletic Events
- Preparation of a Balanced diet plan

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### 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.

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### OC 1.3: GUIDANCE AND COUNSELLING

Course Code: OC 1.3

CREDITS: 2

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

#### COURSE OBJECTIVES

- CO1 : To understand and appreciate the nature, purpose and need for guidance and counselling.
- CO2 : To understand the concept and importance of career development.
- CO3 : To understand the importance of making right choice in life.
- CO4 : To develop competencies to help students resolve their social, emotional, academic and career problems.
- CO5 : To develop capacity of applying the techniques and procedures of guidance and counselling.
- CO6 : To understand the process of organizing of guidance services in schools.
- CO7 : To familiarize the responsibilities and moral obligation of a Counsellor.
- CO8 : To become aware of the importance of Inclusive Learning Environment in school.

#### UNIT - I: FUNDAMENTALS OF GUIDANCE AND COUNSELLING

- Meaning, Aims, Needs and Principles of Guidance
- Types of Guidance: Educational, Vocational and Personal
- Meaning, Aims, Needs of Counselling and Principles
- Difference between Guidance and Counselling
- Issues and Problems of Guidance and Counselling
- Types / Approaches of Counselling: Directive, Non-Directive and Eclectic
- Procedure of Counselling: 1. Initial disclosure 2. In-depth exploration 3. Commitment to action
- Qualities of a good /effective Counsellor

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## UNIT - II: GUIDANCE AND COUNSELLING SERVICES AT SCHOOL

- Purpose and principles of Organisation of Guidance services
- Organizing Guidance and Counselling services at school: Planning, Execution and Follow-up
- Role of counsellor, social worker and teacher in organizing guidance services
- Career Guidance Services, Career Information Centre, Career Conferences and Career Bulletin
- Tools and Techniques in Guidance and Counselling
  - Testing-Techniques: Intelligence Test, Aptitude Test and Personality Test
  - Non-Testing Techniques: Cumulative Record Cards, Case Study, Interview and Observation
- **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)

## PRACTICUM

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

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- 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, राधा वल्लभ, निर्देशन एवं परामर्श, अग्रवाल प्रकाशन, आगरा।
- मिश्रा, मंजू, शैक्षिक तथा व्यावसायिक निर्देशन, ओमेगा प्रकाशन, नई दिल्ली।
- नालंदा मुक्त विश्वविद्यालय, शैक्षिक निर्देशन एवं परामर्श, नालंदा ओपन यूनिवर्सिटी, पटना।
- राय, अमरनाथ, निर्देशन एवं परामर्श, मोती लाल बनारसी दास, दिल्ली।

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

- ### MODE OF TRANSACTION

- ## SUGGESTED READINGS

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## 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

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- ### MODE OF TRANSACTION

- ### SUGGESTED READINGS

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## OC 1.6: PEACE EDUCATION

**Course Code: OC 1.6**

**CREDITS: 2**

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## COURSE OUTCOMES

- CO1: Explain the concept, nature, scope, and importance of peace education in the Indian and global context.
- CO2: Analyze the role of education in fostering tolerance, non-violence, justice, liberty, equality, and fraternity as enshrined in the Indian Constitution.
- CO3: Critically evaluate UNESCO initiatives and SDG 4.7 with reference to peace, global citizenship, and sustainable development.
- CO4: Interpret and apply insights from Indian philosophical traditions (Buddha's Middle Path, Jain Anekantavada, Vedantic harmony, Upanishadic Vasudhaiva Kutumbakam) to contemporary peace-building in education.
- CO5: Assess the contributions of Indian and global reformers and thinkers (Swami Vivekananda, Aurobindo, St. Mother Teresa, Nelson Mandela) in promoting peace and humanitarian values.
- CO6: Demonstrate the ability to integrate peace education into school curricula through Social Science, Languages, Arts, and Co-curricular activities.
- CO7: Design classroom practices that incorporate Indian Knowledge Systems (IKS) such as folklore, Panchatantra, Jataka tales, yoga, meditation, storytelling, and community festivals.
- CO8: Develop strategies for creating schools as peace zones through democratic classroom management and by embodying the role of teachers as peace educators.
- CO9: Apply communication, empathy, cooperative learning, peer mediation, and restorative practices as skills for conflict resolution and peace-building.
- CO10: Promote inclusivity and respect for diversity in classrooms by addressing issues of caste, tribe, gender, and religion.

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## Unit I: Foundations of Peace Education

### A. Concept and Meaning of Peace Education

- Definition, nature, scope, and importance of peace education
- Role of education in fostering values of tolerance, non-violence, and social harmony
- Peace as enshrined in the Indian Constitution: justice, liberty, equality, fraternity
- UNESCO initiatives and Sustainable Development Goal 4.7 (Education for Peace, Global Citizenship, and Sustainable Development)

### B. Philosophical Foundations

- Indian philosophical traditions and peace: Buddha's Middle Path, Jain doctrine of Anekantavada, Vedantic ideas of harmony, and Upanishadic vision of Vasudhaiva Kutumbakam
- Contributions of thinkers and reformers: Swami Vivekananda, Aurobindo, St. Mother Teresa of Kolkata and Nelson Mandela

## Unit II: Pedagogy and Practices of Peace Education

### A. Pedagogical Approaches

- Integrating peace education into school curriculum: Social Science, Language, Art, and Co-curricular activities
- Indian Knowledge Systems (IKS): folklore, Panchatantra, Jataka tales, local traditions, yoga, meditation, community festivals
- School as a peace zone: democratic classroom management and participatory practices, Role of teachers as peace educators and role models

### B. Skills and Strategies for Peace Building

- Communication skills, empathy training, cooperative learning, peer mediation
- Conflict resolution strategies: dialogue, negotiation, restorative practices
- Promoting inclusive classrooms: respecting diversity of caste, tribe, gender, and religion

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## SUGGESTED PRACTICUM/ASSIGNMENTS

- Prepare a peace education module using Indian folktales or epics (e.g., Ramayana, Mahabharata, Jataka)
- Conduct a role-play on conflict resolution in school settings
- Reflective journal on experiences of non-violence, tolerance, and inclusivity in daily life
- Case studies and community practices: Gandhi Ashrams, SEWA movements, NEP 2020 emphasis on holistic development and peace
- Designing peace education activities: group discussions, theatre, community service, storytelling based on Indian epics and local wisdom

## SUGGESTED READINGS

- Barash. P.David (2000). Approaches to peace, Oxford University Press, New York.
- Bernard Jessie, (1957) The sociological study of conflict International Sociological Association, The nature of conflict UNESCO Paris.
- Burns, Robin Joan and Robert Aspeslagh (1996). Three Decades of peace education around the world, New Jersey : Garland Publication, INC.
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- Galtung, I (1996). Peace by peaceful means : Peace and conflict, Development and civilization, PRIO – International peace research institute of Oslo and sage publications.
- Gandhi, M.K. (1994). *Towards New Education*.
- Gandhi, M.K., (1959) An Autobiography of The story of my experiments with Truth, Ahmadabad : Navajivan Trust.
- Hicks, David, Edi, (1988), Education for Peace, New York: Routledge.
- Kreidler, W.J.(1995), Teaching, Conflict Resolution Through Children's Literature : New York : Scholastic.

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- Kumar, K. (2002). *Peace, Culture and Society*.
- NCERT National curriculum Framework (2005), position paper, National Focus Group on Education for peace, NCERT, New Delhi (2006).
- Reardon, Betty, (1988), *Comprehensive Peace education. Educations for globalresponsibility*, New York: Teachers College Press.
- Srivastava, R. (2015). *Indian Perspectives on Peace Education*.
- Timpson, William M (2002), *Teaching and Learning Peace*, Madison, Wisconsin, Atwood Publishing.
- UNESCO. (2014). *Global Citizenship Education: Preparing Learners for the Challenges of the 21st Century*.

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