

# St. Xavier's College, Ranchi

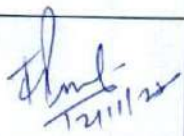
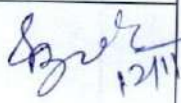

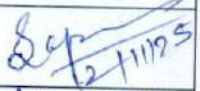
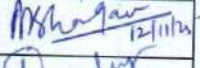
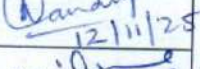
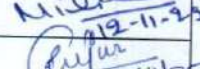
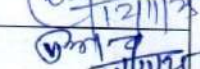
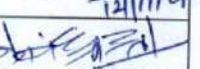
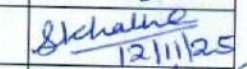
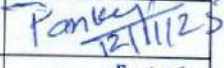


## Department of Education

Resolution of the Board of Studies meeting held on 12/11/2025

1. It was resolved that Department of Education will follow the same syllabus of the year 2024-25 for the year 2025-26.
2. The optional courses proposed last year will be offered this year.
3. Practical classes will be allotted for the teachers that will reflect in the time table.

List of examiner for the end sem. Exam will remain as it is. Board of Studies

Meeting to be held on 12/11/2025

S.N.	Name	Designation		Signature
1.	Dr. (Fr.) Florence Purty	HOD Department of Education, St. Xavier's College, Ranchi	Chairman	 12/11/25
2.	Prof. (Dr.) Tapan Kumar Basantia	Dean Department of Education Central University of Jharkhand Ranchi	Subject Expert	 12/11/25
3.	Dr. Goreti Mariam Ekka	Asst. Prof. Department of Education Dr. Shyama Prasad Mukherji University Ranchi	Subject Expert	 12/11/25
4.	Dr. Sapna Tripathi	Principal, Shahid Shaikh Bikhari College of Education	University Nominee	 12/11/25
5.	Dr. Anupama Bhargava	Faculty member	Member	 12/11/25
6.	Dr. Nandita Pandey	Faculty member	Member	 12/11/25
7.	Dr. Nilima Jyotsna Toppo	Faculty member	Member	 12-11-25
8.	Dr. Sudhanshu Cyril Kujur	Faculty member	Member	 12/11/25
9.	Dr. Vikram Bahadur Nag	Faculty member	Member	 12/11/25
10.	Mr. Jagbandhu Mahto	Faculty member	Member	 12/11/25
11.	Mrs. Sudha Rani Khalkho	Faculty member	Member	 12/11/25
12.	Mr. Pankaj Kumar	Faculty member	Member	 12/11/25
13.	Mrs. Kavita Topno	Faculty member	Member	 12/11/25

14.	Ms. Shilpa Kindo	Faculty member	Member	<i>Shilpa</i> 12/11/25
15.	Ms. Ruma Bhattacharya	Faculty member	Member	<i>Ruma</i> 12/11/25
16.	Mr. Ram Murmu	Faculty member	Member	<i>U</i> 12-11-25
17.	Sr. Pushpa Ergat	Principal, Ursuline Convent High School, Ranchi	Member	<i>Ergat</i> 12.01.25
18.	Sr. Sushanti Guria	Asst. teacher, St. Anne's High School, Mandar	Member	<i>S</i> 12.11.25
19.	Ms. Daisy Kerketta	Asst. teacher, St. Xavier's Intermediate College, Ranchi	Member	<i>Kerketta</i> 12/11/25



**St. Xavier's College  
(Autonomous),  
Ranchi**

**Two years B.Ed. Program**

**Session (2025-2027)**

## B.Ed. Program

B.Ed. program which is also known as Batchelor of Education is a two-year program. This aims to prepare teachers for middle level (VI-VIII), secondary level (IX-X) and senior secondary level (XI-XII).

### Working Days

1. There shall be 200 working days each year (two semester) exclusive of admission and examination process.
2. The Department of Education shall work for a minimum of 36 hours in a week (6 days). In the working days the physical presence of all the teachers and students is necessary for classes, guidance and consultation.
3. The minimum attendance of pupil teacher will be 80% for all the courses and Practicum and 90% for school internship.

### Evaluation Scheme

1. Evaluation will be done according to the norms of the St. Xavier's College(Autonomous), Department of Examination.
2. Two sessional Tests will be conducted during the semester consisting of 30 marks for core papers and 15 marks for EPCs.
3. End semester exam will be of 70 marks for core paper and 15 marks for EPCs.
4. The passing marks in each exam and practical will be 40 %.

### Credit Point

It is the product of point and number of credits for a course.

### Cumulative Grade Point Average(CGPA)

It is a measure of overall cumulative performance of a student over all semesters. The CGPA is the ratio of total credit points secured by a student in various courses in all semesters and the sum of the total of all credits of all courses in all the semesters. It is expressed up in two decimal places.

### Grade Point

It is a numerical weight allotted to each letter grade on a 10-point scale.

### Letter Grade

It is an index of the performance of students in a said course. Grades are denoted by letters O, A+, A, B+, B, C and F.

### Semester Grade Point Average (SGPA)

It is a measure of performance of work done in a semester. It is a ratio of total credit points secured by a student in various courses registered in a semester and the total course credits taken during that semester. It shall be expressed up to two decimal places.

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- Dr. P. J. Hoorn
- Shashank
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- Carthik
- Anna
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### **Semester**

Each semester will consist of 18 weeks of academic work equivalent to 90 actual days and 3-4 weeks approximately of examination etc. The odd semester may be scheduled from July to December and even semester from January to June.

Transcript or Grade Card or Certificate

Based on the grades earned, a grade certificate shall be issued to all registered students after every semester. The grade certificate will display the course details (Code, title, number of Credits, grade secured).

**Internal Assessment:** There will be continuous internal assessment during the semester.

**External Assessment:** End term examination held at the end of each semester.

### **Course Curriculum**

Course curriculum framework in a programme may be of three kinds: Perspective in Education, Curriculum and Pedagogic Studies, Enhancement of Professional Capacities (EPC) and Engagement with the field. All the courses include in built- field based units of study and projects with theoretical inputs from an inter disciplinary perspective.

### **Internship**

Students 20 weeks of internship in schools. They will go for school observation cum teaching practice in second semester for 4 weeks and Practice teaching for 16 weeks in third semester.

### **Prohibition to register in other courses**

The candidates admitted to this course will not be allowed to pursue any other degree course.

## **Programme Outcomes (PO) and Programme Specific Outcomes (PSO)** **BACHELOR OF EDUCATION (B.Ed.)**

### **Programme Outcomes (POs)**

**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 Mindset:** 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.

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**PO7.** Employability

**PSO1. Foundation of Education:** Apply the principles of philosophical and social foundations of education to the educational process such as framing the aims and objectives of teaching and designing the curriculum

**PSO2. Psychology of Learners:** Use the principles of child psychology for understanding the diverse needs of the students and using the appropriate teaching strategy to facilitate their learning.

**PSO3. Pedagogical Knowledge:** Employ pedagogical knowledge and skills for enhancing the teaching-learning process and overcoming classroom challenges.

**PSO4. Innovative Pedagogy:** Use innovative learner-directed pedagogical strategies like collaborative, blended, flipped learning for effective transaction of the content.

**PSO5. Classroom Management:** Manage classroom discipline by engaging learners in experiential learning activities and providing a conducive learning environment.

**PSO6. Evaluation:** Design formative, summative and diagnostic evaluation tools to assess the different aspects of leaning and bring improvement in the teaching and learning process.

**PSO7. Ethical Principles:** Develop individual and universal ethical principles and values among themselves and their-learners.

**PSO8.Communication Skills:** Employ effective communication skills to understand and transact curriculum according to the needs of diverse learners.

**PSO9.Gender Equity:** Apply gender-sensitive approaches to ensure gender equity in the classroom.

**PSO10. Mental Health:** Ensure the overall well-being of the learners by applying and practicing the principles of mental health and hygiene.

practicing the principles of mental health and hygiene.



**SEMESTER- I { Full Marks – 350 }**

Code	Subjects	Marks	Credit T.C/P.C	Teaching Hrs.	I. A. Marks	Ex. A. Marks	I.A P.M.	Ex.A P.M.
BEDC101	Paper 1 Childhood and Growing Up	100	4+1	64+16	30	70	12	28
BEDC102	Paper 2 Contemporary India and Education	100	4+1	64+16	30	70	12	28
BEDC103	Paper 3 Language Across the Curriculum	50	2+1	32+16	15	35	6	14
BEDC104	Paper 4 Classroom Organisation & School Management	50	2+1	32+16	15	35	6	14
BEDC105	EPC 1 Reading and Reflecting on Texts (Practical)	50	2+1	32+16	15	35	6	14

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**SEMESTER- II {Full Marks – 550}**

Code	Subjects	Marks	Credit T.C/P.C	Teachin g Hrs.	I. A. Marks	Ex. A. Marks	IA P.M.	Ex.A P.M.
BEDC206	Paper 5 Learning and Teaching	100	4+1	64+16	30	70	12	28
BEDC207	Paper 6 Gender, School and Society	50	2+1	32+16	15	35	6	14
BEDC208 M1 & BEDC208 M2	Paper 7 M1+ M2 Pedagogy of a School Subject	100 +100	4+1 4+1	64+16 64+16	30+30	70+70	12+ 12	28+28
BEDC209	EPC 2 Drama and Art in Education (Practical)	50	2+1	32+16	15	35	6	14
BEDC210	EPC 3 Critical Understanding of ICT (Practical)	50	2+1	32+16	15	35	6	14
BEDC211	School Observation (Practical)	100	4	128	-	-	-	40

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**SEMESTER- III {Full Marks – 600}**

Code	Subjects	Marks	Credit T.C/P.C	Teaching Hrs.	I. A. Marks	Ex. A. Marks	I.A P.M.	Ex.A P.M.
BEDC312	Paper 8 Knowledge and Curriculum	100	4+1	64+16	30	70	12	28
BEDC313 M1(Pr.) BEDC313 M2 (Pr.)	Pre- Internship Microteaching Appraisal Pedagogy of School Subject (M1+M2 Practical)	50+50	3+3	96+96	-	-	-	20+20
BEDC314	School Internship (M1+M2 Practical)	200	16	512	-	-	-	40+40
BEDCP315 M1	Pedagogy of a School Subjects M1- Practical Exam	100	2+1	32+16	-	-	-	40
BEDCP315 M2	Pedagogy of a School Subjects M2 - Practical Exam	100	2+1	32+16	-	-	-	40

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**SEMESTER- IV {Full Marks – 300}**

Code	Subjects	Marks	Credit T.C/P.C	Teaching Hrs.	I. A. Marks	Ex. A. Marks	I.A P.M.	Ex.A P.M.
BEDC416	Paper 9 Assessment for Learning	100	4+1	64+16	30	70	12	28
BEDC417	Paper 10 Creating an Inclusive School	50	2+1	32+16	15	35	6	14
BEDC418	Paper 11 Understanding Disciplines and Subjects	50	2+1	32+16	15	35	6	14
BEDC419	EPC 4 Understanding The Self (Practical)	50	2+1	32+16	15	35	6	14
BEDC420	Paper 12 Optional Course (Practical) • Fine Arts • Basics of Computer • Guidance & Counselling • Life Skills Education • Environmental Education • Leadership Development	50	2+1	32+16	15	35	6	14

- *Passing marks in Theory Paper is 40% and in Practical 40%.*

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## SEMESTER - I

### **PAPER 1 (CODE – BEDC101)**

### **CHILDHOOD AND GROWING UP**

#### **COURSE OBJECTIVES**

- CO1 To identify the difference between growth and development.
- CO2 To develop an understanding of various stages of growth and development.
- CO3 To develop an insight about needs, problems and age specific characteristics of adolescents.
- CO4 To develop understanding regarding differences between learners with respect to their biological attributes as well as socio-economic and cultural background.
- CO5 To identify the different learning needs of learners arose because of individual differences in a formal setting of teaching and learning.
- CO6 To be able to devise different instructional strategies to cater to individual differences for optimum development of each learner.
- CO7 To create a clear understanding about nature of human intelligence.
- CO8 To develop an insight regarding the implication of theories of intelligence in education of child.
- CO9 To identify special children (gifted, slow-learner and intellectually challenged) on the basis of I.Q. level.
- CO10 To develop understanding regarding creativity among learners.
- CO11 To understand the different factors influencing learning and development.
- CO12 To understand the types of personality and how to balance it.
- CO13 To understand the role of teacher as counselor and parents in dealing with adolescence problems.
- CO14 To understand the nature of child abuse, substance abuse, peer pressure and it bearing on childhood and adolescence.

#### **COURSE CONTENT**

##### **Unit-I : Growth and Development**

- Meaning, Nature and Principles of Growth and development.
- Stages of Growth and development with respect to physical, motor, social emotional and Cognitive development with reference to: (i) Infancy (ii) Early Childhood (iii) Childhood
- Adolescence : with special reference to the :
  - (i) Needs and problems of the adolescent.

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- (ii) Aspects of Growth and development during adolescence (physical emotional, social and mental).

### Unit – II : Heredity and Environment

- Meaning, importance and role of heredity and environment.
- Educational implications.

### Unit – III : Individual Difference

- Meaning, nature, areas, causes.
- Influence of individual differences on learning.
- Educational implications.

### Unit-IV : Intelligence and Creativity

#### Intelligence:

- Nature of intelligence, emotional intelligence.
- Theories of intelligence.
- Distribution of intelligence: (i) Gifted (ii) Backward –slow learner (iii) Mentally challenged,

#### Creativity:

- Meaning and characteristics.
- Process of creativity
- Role of the teachers in enhancing creativity

### Unit – V: Personality

- Definition, nature, factors, types, theories.
- Mental Hygiene: Meaning, causes of maladjustment, educational programs to promote mental hygiene and defense mechanism.

### 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 ACTIVITIES

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- A discussion on role of teachers in addressing the issues of adolescents.
- An interactive session with adolescent students to understand their concerns
- Preparing a concept map on individual differences and its impact on learning.
- Organizing discussion session on the challenges faced by a teacher in dealing with individual differences in the classroom.
- Administration of intelligence test on school children to see the distribution in a heterogeneous group.
- Developing a plan of intervention for gifted / slow-learners during school internship
- A visit to special educational institution for intellectually challenged children.
- Personality test of peer and self.
- Movie review on health issues.
- Mental health talks and discussions
- Peer counseling
- Analysis a case of maladjusted adolescent learners.
- Prepare project / assignment and process of creativity.

### 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
- 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.
- Childhood and Growing Up - Dr. Girish Pachauri
- गुप्ता, एस. पी., उच्चतर शिक्षा मनोविज्ञान, शारदा पुस्तक भवन, इलाहाबाद।
- शर्मा, राकेश कुमार, अधिगमकर्त्ता का विकास और शिक्षण अधिगम-प्रक्रिया, अग्रवाल प्रकाशन, आगरा।
- शर्मा, रामनाथ, उच्च शिक्षा मनोविज्ञान, अटलांटिक प्रकाशन और वितरक, नई दिल्ली।
- सिंह, अरुण कुमार, उच्चशिक्षा मनोविज्ञान, भारती भवन (प्रकाशन और वितरक), पटना।
- सिन्हा, एच.एस., शिक्षा मनोविज्ञान, अटलांटिक प्रकाशन और वितरक, नई दिल्ली।

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## COURSE CONTENT

### Unit – I : Meaning and Scope of Education

- Meaning and aims of Education, scope, nature and function of education, factors influencing aims of education.

### Unit – II : Indian Constitutional basis of Education

- Concept of diversity: At the level of Individual of Religions, Castes, Tribes etc.
- Equity, Inequality, Discrimination and Marginalization in the way of Universalisation of education.
  - Preamble
  - Fundamental Rights and Duties of citizens
  - Directive principle of state policy

### Unit – III : Educational policy in Pre & Post Independence of India

- Macaulay's Minutes (1835), Wood's dispatch (1854), Hunter Commission 1882.
- Post – University Education Commission (1948), Secondary Education Commission (1952), Indian Education Commission (1964), National policy on Education 1986, National Education policy 2020.

### Unit-IV: Policy frameworks for public education in India

Contemporary Issues and policies:

- (A) Right to Education: Sarva Shiksha Abhiyan and the thrust towards enrolling and retaining hitherto marginalized children, Role and agency of teachers in the context of universal and inclusive education.
- (B) Earlier policies for Universal Elementary Education, Nayee Taleem to integrate life, Work and Education in context of community Participation and Development, the response of diverse social groups of India to the spread of modern education in the colonial and Post-independence periods.
- (C) Education for marginalized group: Women, Dalits and Tribal people, Nationalist critique of colonial education and experiments.
- (D) Liberalization and Globalization of Indian Economy, Pedagogic and curricular shift of 1990s and 2000s, Mid-day Meal Programme and the role of Legislative action to ensure nutrition and public space where children eat together.
- (E) Current concerns : Plebianisation, Privatization, Stratification of education

### MODE OF TRANSACTION

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- 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 ACTIVITIES

- Critical analysis and review of aim of education and function of education.
- Creative writing, speech, debates and elocution on concept of diversity, equity, inequality, discrimination and marginalization.
- Presentation and discussion on Contemporary Indian Educational policies.
- Assess the impact of right to education Act, UEE and mid day meal programme on the school.
- Creating awareness among students about preamble, fundamental rights and duties and directive principle of state policy.
- Critical analysis of different philosophical reflection and educational thought of great educational thinkers.
- Survey of school to see the impact of LPG to equalize educational opportunities.
- Discussion, debate, presentation.

### 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
- Contemporary India and Education – Prof. Raman Behari Lal, Dr. Krishna Kant
- Contemporary India and Education – Dr. Pradeep Singh Dehal, Dr. Vinod Kumar
- Contemporary India and Education – Satish Gill, Madam Singh
- अग्रवाल, जे. सी., भारत में शिक्षा व्यवस्था का विकास, शिक्षा प्रकाशन, विकास मार्ग, शकरपुर, दिल्ली।
- गुप्ता, एस. पी. और अलका गुप्ता, भारत में शिक्षा प्रणाली का विकास, शारदा पुस्तक भवन, यूनिवर्सिटी रोड, इलाहाबाद।
- समकालीन भारत और शिक्षा – प्रो० गिरीश पचौरी।
- समकालीन भारत और शिक्षा – प्रतिमा त्रिपाठी।

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## PAPER 3 (CODE – BEDC103)

### LANGUAGE ACROSS THE CURRICULUM

#### COURSE OBJECTIVES

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

#### COURSE CONTENT

##### Unit-I : Language and Policies

- Meaning and nature of language.
- Colonial debates on school language policies.
- Constitutional provisions of languages.
- Three language formula.
- NEP – 2020 and language

##### Unit – II : Strategies of developing language competencies (Listening, Speaking and Writing)

- Listening : Pronunciation, Expression, Phonetic, Stress and Intonation.
- Speaking : Conversation and Dialogues, Controlled and guided oral work, Free oral reproduction, Rhythm and jingles, Word and Sentence stress, Drill.
- Reading : Mechanics of reading, Method of teaching reading (Alphabetical method, word method, sentences method), Kinds of reading (Loud and silent reading) Types of reading (intensive and extensive reading).
- Writing : Mechanics of writing, Good handwriting, Teaching of spellings.

##### Unit – III : Aspects of Language Teaching

- Techniques : Discussion, Notation, Questioning.

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Bottom left: *Sapna*, *Harna*, *12/11*

Bottom center: *Skhalne*, *15*

Bottom right: *Chandny*, *Milana*, *Mhargava*, *U*



- Methods : Storytelling, Dramatization, Simulation, Recitation, Song/Action, Appreciation, Comprehension, Summarizing.

### MODE OF TRANSACTION

- 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.

### SUGGESTED ACTIVITIES

- Exposure to language lab.
- Extempore, essay writing, language activities.
- Skit /drama.

### SUGGESTED READINGS

- Pandey, Ranjana, Language Across the Curriculum, Meerut, R. Lall Book Dept.
- 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.
- Language Across the Curriculum – Ranjana Pandey
- पाठ्यक्रम में भाषा - रामकिशोर सिंह, रंजना पाण्डेय, पी० के० गुप्ता
- पाठ्यक्रम में भाषा - पूजा अग्रवाल

## PAPER 4 (CODE – BEDC104)

### CLASSROOM ORGANIZATION AND SCHOOL MANAGEMENT

#### COURSE OBJECTIVES

- CO1 To understand the meaning and purpose of educational management.
- CO2 To manage various resources in school.

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|-----|--|
| CO3 | To understand organization and management of school programmes.      |
| CO4 | To understand the concept and importance of time management.         |
| CO5 | To explain the role of teachers and the principal.                   |
| CO6 | To understand the importance of discipline and classroom management. |

## COURSE CONTENT

## Unit – I : School Management and Structure

- Concept and scope of school management, process of school management (SWOC Analysis) planning, organizing, control, decision making, communication, coordination, management of human resources, finance (budget);
- Management skills
- Physical facilities in school.

## **Unit – II : Leadership and Education Administration.**

- Concept of Leadership, quality of good leadership, role and responsibilities of Principal.
- Styles of Educational Leadership
- Education Administration
- a) Central Level: CAGE, NIEPA, NCERT, CBSE
- b) State Level: JCERT, JAC

### **Unit – III : Organisation and Management of School and Classroom Programs**

- Co-curricular activities – Meaning, importance and types of co-curricular activities.
- School Discipline – Concept and importance of school discipline, causes of students indiscipline, overcoming students indiscipline.
- Classroom Management - Concept, Approaches of classroom management.
  - Factors affecting classroom management.
  - Techniques of classroom management.

### MODE OF TRANSACTION

- Lecture, lecture cum Demonstration, Discussion, Practical Assignment

## SUGGESTED ACTIVITIES

- Visit different types of schools and do comparative study with respect to various variables.
- Prepare list of various records prepared by schools and write a report on its importance.
- Study the various co-curricular activities undertaken by schools.
- Organize any co-curricular activity in school and prepare a report on its management and problems faced.

problems faced.



- Preparing school time table according to the principles of time table construction.
- Analysis of a time table of any school on the basis of principles of time table construction and suggestions for improvement.
- Prepare an awareness programme on various indiscipline problems faced in schools.
- Visit schools and study the leadership style of principles through observations

### SUGGESTED READINGS

- Dash B.N., school organization, administration and Management, Neel Kamal Publication Pvt. Ltd. New Delhi (2004)
- Jagannath Mohanthy, Educational Administration supervision and school management, Deep & Deep publication (2004)
- N.P. Rao: Education and Human Resource Management APM. Pub. Corp., New Delhi 1996.
- Desai, D. M. (1964). *Outline of Educational Administration in India*. Ahmedabad: A. R. Sheth & Co.
- Desai, D. M. (1964). *Shaikshanik Prakashan*. Baroda: University Granth Nirman.
- Getzels, J. W. et.al. (1968). *Educational Administration as a Social Process*. New York: Harper and Row.
- Goleman, D. (1998). *Working with Emotional Intelligence*. New York: Bantam Books.
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- Halpin, A.W. *Theory and Research in Educational Administration*. Collier Mac.
- Kochar, S. K. (1994). *Secondary School Administration*. Jullandhar: Jullandhar University Publications.
- Mukherji, S. N. *Secondary School Administration*. Baroda: Acharya Book Depot.
- Naik, J. P. (1969). *Institutional Planning*. New Delhi: Asian Institute of Planning and Administration.
- Owenss, R. G. (1970). *Organizational Behaviour in Schools*. New Jersey: Prentice Hall.
- Robbin, S., Judge, T., and Vohra, N. (2012). *Organizational Behaviour*. Delhi: Pearson.
- Safeya, R., and Shaida, B. D. (1964). *School Administration and Organisation*. Delhi: Dhanpatrai & Sons.
- Bhatnagar R.P. and Verma I.B. (1978) Educational supervision, layal book depot, Meerut.
- Bhatnagar R.P. and Aggarwal, V. (1986) Educational administration and management, layal Book depot Meerut.

**EPC 1 (CODE – BEDC105)**

### READING AND REFLECTING ON TEXTS

18

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## 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 of retail what they have read.

## COURSE CONTENT

### Unit-I : Development of Reading Skill

- Role of Language and the pedagogy of reading and writing.
- Reading: Meaning and Process.
- The Aims of Reading Interactively- Individually and in Small groups.
- Different types of reading skills and strategies.

### Unit-II: Understanding the Texts

- Texts: Meaning and Types (Narrative texts, Field notes, Ethnographic study,
- Expository texts: Learn to make prediction, Check their prediction, answer questions and summarize them, responding to a text with one's own opinions and writing within the context of others' ideas.

## SUGGESTED ACTIVITIES

- Critical review writing on any book of their choice.
- Understanding unseen passages or piece of writing and explaining it verbally or written.

## SUGGESTED READINGS

- Creative approaches to classroom teaching – Mukalel, J.C (1998)
- Mukalel J.C (1998) Psychology of language teaching.
- Yule G (1985) The study of language Cambridge.
- 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

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- 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
- Text Reading and Reflections – P.K. Gupta, A.K. Gandhi, S. S. Bhatnagar
- पढ़ना और प्रतिबिम्बित करना - डॉ० राजकुमार गोयल

## SEMESTER - II

### PAPER 5 (CODE – BEDC206)

### LEARNING AND TEACHING

#### 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.
- CO6 To understand about the concept of learning.
- CO7 To aware about the different viewpoints of learning.
- CO8 To aware about the concept of transfer of learning.
- CO9 To make aware of special learners and their critical understanding
- CO10 To know about measures & policies to empower special child.
- CO11 To develop techniques to motivate children in classroom.

#### COURSE CONTENT

##### Unit – I : Learning Process

- Meaning, definition, characteristics, factors affecting learning.
- Theories of learning:
  - Trial and error.
  - Insight learning.
  - Classical conditioning.

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- Operant conditioning.
- Transfer of learning: meaning, definition, types, theories, educational implications.

### Unit – II : Memory

- Meaning and concept of Memory.
- Types of Memory.
- Remembering and Forgetting.
- Factors affecting memory.
- Development of memory.

### Unit – III : Motivation

- Meaning and concept
- Types of motivation.
- Maslow's theory.
- Techniques to motivate children in classroom.

### Unit – IV : Guidance and Counseling

- Definition and meaning, differences between guidance and counseling.
- Types of guidance – personal, educational, vocational: Aims, needs and techniques.
- Role of the teacher and school in guidance and counseling.
- Definition and meaning differences between guidance and counseling.
- Types of guidance counseling personal, educational, vocational, aims needs and techniques.
- Role of the teacher and school in guidance and counseling.

### Unit – V : Learning and Special Children

- Concept and meaning of special children.
- Identification of children with (i) Dyslexia (ii) Autism (iii) Attention Deficient disorders.
- Mainstreaming special children with normal children.
- Special education programme for these children.

### MODE OF TRANSACTION

- Teacher 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.

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- Lecture, oral presentation, discussion, project work, assignments, experiment.
- Project, seminar, special school visit.

## SUGGESTED ACTIVITIES

- Lab experiment on 'Mirror Drawing' related to transfer of learning.
- Discussion on career guidance needs by expert.
- Decision making and problem solving.
- School guidance programme.
- Students will prepare assignment and present their views / ideas on guidance &counseling.
- Visit and observation of special schools.
- Outreach programme to be conducted for sensitisation & awareness.
- Compare and conduct the existing government policies for special children and practices through studies / survey / project.

### SUGGESTED READINGS

- Fundamentals of Special Education – Dr. R.A. Sharma, R. Lall Book Depot, Meerut
- A.K. Narayana Rao- Guidance and Counseling.
- J.C. Aggarwal – Essentials of Educational Psychology.
- R. A. Sharma- Guidance & Counseling.
- J.S. Walia – Educational Psychology
- 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 York
- 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
- Teaching and Learning – Dr. Girish Pachauri
- 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., अधिगमकर्ता का विकास एवं शिक्षण-अधिगम प्रक्रिया, अग्रवाल पब्लिकेशन, आगरा।

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Ranjit



- सिंह, अ. कुमार, शिक्षा मनोविज्ञान, भारती भवन, पटना।
- सिन्हा, एच. एस., शिक्षा मनोविज्ञान, अटलांटिक पब्लिकेशन, नई दिल्ली।
- अधिगम एवं शिक्षण - डॉ० गिरीश पचौरी
- अधिगम एवं शिक्षण - मोहन लाल आर्य
- विशिष्ट शिक्षा - डॉ. आर. ए. शर्मा, आर. लाल, बुक डिपो, मेरठ।

## PAPER 6 (CODE – BEDC207)

### GENDER, SCHOOL AND SOCIETY

#### 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.
- CO6 To generate awareness regarding contemporary gender issues.
- CO7 To create an understanding about impact of gender stereotypes in depriving opportunities to individuals for productive and dignified life.
- CO8 To sensitize on gender discrimination prevalent in the society.
- CO9 To make aware of constitutional provisions for prevention and removal of gender discrimination and promotion of gender parity in India.

#### COURSE CONTENT

##### Unit – I : Gender Issues and Measures of Prevention

- Meaning of Gender, Gender bias and its indicators.
- Role of women, measures for the upliftment of women and removing gender bias with reference to Indian constitution.

##### Unit – II : Role of different agencies in ensuring gender parity

- Concept of gender just education.
- Role of schools, peers, teachers, curriculum and text books etc. in challenging gender inequalities or reinforcing gender parity.



- Construction of gender in school: Gender perspective (Theoretical basis), role and responsibilities in schools and classrooms.

### **Unit – III : Gender and Sexual Harassment**

- Concept of Sexuality and its types. The role of teachers in formulating positive notion of sexuality among young people.
- Sexual harassment in family, neighborhood and other formal and informal institutions and its impact overall.
- Perceptions of safety at school, house and beyond. Combating dominant societal outlook of objectification of female body.
- Institutional redressing mechanism for sexual harassment and abuse. POCSO Act 2012.

**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 ACTIVITIES

- Group discussion on various topics like sexuality, place of LGBTQIA in Indian society, societal outlook on objectification of female body and ways to combat it.
- Assignment on role of teacher in removing gender disparity.
- Interaction with gender champions.
- Discussion session on contemporary gender issues and its negative impact on the progress of human society.
- Case study on the role of women in upliftment of women in India with special reference to Jharkhand.

### SUGGESTED READINGS

- Chanana, Karuna, Interrogating Womens Education, Rawat Publication, Jaipur
- Conway, Till Ker, Womans Education Alfred A. Knopf, New York
- Mishra , R.C., Women Education, Aph Publication Company, Ansari Road, Daryaganj, New Delhi
- Rao, Digumarti Bhaskara, Education for Women Discovery Publication House, Ansari Road, Darya Ganj, New Delhi
- Serto, Dr. Manilei, Women Education and Development Max Ford Bks, First Floor, Ansari Road, Daryaganj, New Delhi
- Tierney, Helen, Women Studies Encyclopedia, A-F Rawat Publication., Satyam Apt, Jawahar Nagar, Jaipur

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- Tilak, Jandhyala B.G., Women Education and Development Gyan Publication House 5 Ansari Road, New Delhi
- Gender, School and Society & Girish Pacahuri
- दत्ता, संजय, शिक्षा में लैंगिक मुद्दे , पद्म प्रकाशन, जयपुर।
- पराशर, युगल बिहारी, लिंग, विद्यालय एवं समाज, राजलक्ष्मी प्रकाशन, जयपुर।
- पाठक, सुमेधा, स्त्री-शिक्षा, अग्रवाल प्रकाशन, आगरा।
- लिंग, विद्यालय और समाज - सुधीर कुमार मिश्रा, अपर्णा शर्मा।
- जेन्डर, स्कूल तथा समाज - डॉ० दीप्ति जौहरी।

## PAPER 7 (CODE - BEDC208M1/M2) PEDAGOGY OF A SCHOOL SUBJECT

### ENGLISH PEDAGOGY

#### COURSE OBJECTIVES

- CO1 To become aware of the nature and system of Language, Language Acquisition and Language Learning.
- CO2 To understand the nature and characteristics of English Language.
- CO3 To develop a perspective on English Language education in Indian context.
- CO4 To critically examine the English language curriculum at school level.
- CO5 To develop the ability of applying various Teaching Strategies and methods for creating effective learning environment.
- CO6 To become effective language teachers by continuous learning and exploring the existing theories and practices in language education.
- CO7 To formulate and use various learning resources in the classroom.
- CO8 To enable to assess and locate gaps in the learning of language.
- CO9 To apply different assessment procedure in the classroom.
- CO10 To organize and work on language laboratory.
- CO11 To teach English in interesting manner.

#### COURSE CONTENT

##### UNIT -I: NATURE, SYSTEM AND THEORIES OF LANGUAGE LEARNING

- Language as a system consisting sub-system –at sound level, word level, sentence level(basic concept of Phonology, morphology, syntax and semantics)
- The theories and principles of language learning based on Jean Piaget's, Lev Vygotsky's, Jerome Bruner's and Noam Chomsky's language acquisition and language learning theory

##### UNIT-II: ENGLISH LEARNING IN INDIA

25

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- Historical perspective and socio-culture role of English in India.
- Significance of Learning English at Global Context. Challenges of Teaching and learning English in India.
- English as a Library Language a Link Language, a Language for Communication in a globalized economy, a language to foster brotherhood.
- Teaching English as Second Language at higher level.

### **UNIT-III: PLANNING CLASSROOM TEACHING, METHODS AND APPROACHES OF TEACHING ENGLISH**

- Concept and significance of Lesson Plan.
- Lesson Plan of Prose, Poetry, Grammar and Comprehension.
- Concept and relevance of Unit Plan
- Analysis of Different Methods and Approaches with respect to their strength and limitations: Grammar cum translation method, Direct Method, Bilingual Approach, Dr. West's Method, Structural Approach, Communicative Approach, Situational Approach, Interdisciplinary Approach.

### **UNIT -IV: LEARNING RESOURCES, ASSESSMENT AND CURRICULUM**

- Meaning, Types, Functions and Preparation of Learning Resources.
- Use of Multi-media material, Activity Based Strategy, Flash Cards, Language games, Graded Readers and Language Laboratories.
- Assessment and Evaluation. Characteristics of a Good Test. Construction of Blue Print and construction of English Question Paper. Constructing Diagnostic Tests, Cloze Test, Portfolio Evaluation in English.

### **UNIT- V: EFFECTIVE TEACHING AND LANGUAGE TEACHER**

- Essentials of Good Teaching. Qualities of an Effective Teacher: Problems and Solutions
- Rationale, Objectives and Principles of Curriculum construction. Analysis of Textbooks in Different Boards.

### **SUGGESTED ACTIVITIES**

- Visiting Language Lab for Practicing Different Language Modules.
- Preparing Language Games
- Creative Writing in English
- Preparing study Material of English with Interdisciplinary Approach.
- Writing Instructional objectives and Lesson plans
- Practicing Skills with Lesson Plans
- Preparation of Blue Print and Question paper

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- Preparing Evaluation Report

## SUGGESTED READINGS

- Baruah 1988 The English Teacher's Hand book , New Delhi , Sterling.
- Heena Siddiqui Teaching English
- Pedagogy of School Subject English – R.A. Mittal, S.K. Lenka, Shiv Pujan Pandey
- Pedagogy of School Subject English – R.A. Sharma, Shika Chaturvedi
- Pedagogy of School Subject English – A.B. Bhatnagar

## PHYSICAL SCIENCE PEDAGOGY

### COURSE OBJECTIVES

- CO1 To gain knowledge and insight into the meaning, nature, scope and objectives of science education.
- CO2 To appreciate the science, as dynamic body of knowledge.
- CO3 To acknowledge presence of science and scientific principles in every day experiences.
- CO4 To understand aims and objectives of teaching Physical Science at secondary level.
- CO5 To employ various methods and techniques of teaching physical science.
- CO6 To learn effective utilization of learning resources.
- CO7 To develop different tools of evaluation.
- CO8 To conduct / demonstrate experiments in the laboratory.
- CO9 To popularize science as a significant discipline of study.
- CO10 To create awareness regarding vocational value of science.

### COURSE CONTENT

#### Unit – I (a): The Nature and Scope of Physical Science

- Nature and scope of science.
- Structure of science, substantive structure, empirical knowledge, theoretical knowledge (facts, concepts, hypothesis, theory, principle, law, syntactic structure of science, process of scientific enquiry).
- Importance of physical science in school curriculum.

#### I (b):

- Strengthening science teaching: Science clubs, Eco clubs, Museum and Science fairs.

#### Unit – II : Science Curriculum

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- Middle left: *Sap*
- Middle center: *Amu*, *Amu*, *Amu*
- Middle right: *Amu*
- Bottom left: *Amu*
- Bottom center: *Amu*
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- Definition of curriculum.
- Principles of curriculum organisation.
- Qualities of a good Science text-book.
- Critical review of Physical science text-book.

### Unit – III : Strategies of teaching Physical Science

- Science Teaching : Concepts and meaning of approaches methods and techniques.
- Approaches : Inductive, deductive and heuristic.
- Method: Lecture, demonstration, lecture cum demonstration, scientific problem-solving, team teaching.
- Modern Techniques of Science Teaching: Brain storming, quiz, seminars, discussion, scenario building.

### Unit – IV (a) : Instruction Planning

- Aims and objectives of teaching physical science.
- Lesson plan / unit plan.

### IV (b):

- Importance and use of teaching aids.
- Visual: projected aids, slides, film strips, transparencies. Audio Visual: T.V, Radio, Film projector, Computed (Multi Media) Audio: Radio, Tape recorder. Non projected: Charts, Models.
- Laboratory work and safety procedures

### Unit – V: Evaluation

- Concept, type and importance of evaluation.
- Tools of evaluation.
- Construction of a question paper (blue print)
- Construction of a question bank.

### SUGGESTED ACTIVITIES

- Discussion – competencies essential for physical science teacher.
- Presentation – Role of teacher in popularizing science.
- Ppt / Lecture cum demonstration method – use of various teaching approaches to refresh the content (secondary classes) developing assignment sheets.
- Preparation of teaching aids
- Performing / demonstrating simple experiments.
- Visit to a school laboratory.

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 Sap



- ### SUGGESTED READINGS

- LIFE SCIENCE PEDAGOGY

### COURSE OBJECTIVES

- CO1 To understand the nature, scope and objectives of Life Science.
- CO2 To Appreciate Life Science as a dynamic body of knowledge.
- CO3 To enable students to develop Lesson plan for life science pedagogy.
- CO4 To know various approaches and methods of teaching life science.
- CO5 To develop scientific attitude among learners.
- CO6 To develop essential skills through practicing life science.
- CO7 To Prepare tools for evaluation in life science.

## COURSE CONTENT

## Unit – I : The Nature and Scope of Life Science

- Meaning, nature and scope of life science.
- Importance of life science in school curriculum.
- Aims and objectives of teaching life science.
- Specifying instructional objectives in behavioural terms.

## Unit – II : Development of Instructional Material

- Meaning of unit planning in life science.

Meaning of unit planning in life science.

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- Steps of designing lesson plan for biology content.

### Unit – III : Aids and methods of Teaching life science

- Classification of teaching aids.
- Importance of teaching aids in teaching life science.
- Lecture method, lecture-cum-demonstration, laboratory method, project method, discovery method, problem-solving method.

### Unit – IV : Science Curriculum, Science library and laboratory, text-books

- Concept, scope and principles of curriculum constructions in life science.
- Significance of good science library and laboratory.
- Different types of biology laboratory.
- Characteristics of good science book.

### Unit – V: Evaluating Outcome of Science Teaching

- Concept of evaluation.
- Steps in construction of objective based test.
- Devising and adopting assessments procedure.

### SUGGESTED ACTIVITIES

- Survey of Biological laboratory in a school.
- Written assignment.
- Group / individual presentation and discussion.
- Preparation of charts/ models.
- Preparation of lesson / unit plan.
- Practice the skill of collection, fixation and preservation of Biological/plants materials.
- Observe and draw different microscopic permanent slides.
- Observe and draw different specimen.

### SUGGESTED READINGS

- Teaching of life science – Dr. S.K.Mangal
- Pedagogy of Biological Science – S.P.Kulshrestha, A.K. Kulshrestha
- Pedagogy of School Subject Biological Science – Sudha Pahuja, Ravi Kant
- Pedagogy of School Subject Life Science – Munendra Kumar
- जैविक विज्ञान शिक्षण की प्रक्रिया - डॉ० उन्नति विश्मोई

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# MATHEMATICAL SCIENCE PEDAGOGY

## COURSE OBJECTIVES

- CO1 Understand nature of Mathematics as a discipline.
- CO2 To appreciate the contribution of mathematicians.
- CO3 To understand the importance of mathematics in day to day life.
- CO4 To understand aims and general objective of teaching mathematics.
- CO5 To use various method and techniques of mathematics.
- CO6 To learn special programme for gifted students.
- CO7 To understand the qualities & qualifications of mathematics teacher.
- CO8 To select and organize learning experiences according to curriculum and level of students.
- CO9 To design and evaluate mathematics text-book.
- CO10 To conduct / demonstrate experiments in the laboratory work.
- CO11 To develop appropriate strategy / approach to conduct co-curricular activities.
- CO12 To understand the use of popularize instructional material.
- CO13 To construct lesson plan, achievement test in mathematics.
- CO14 To understand innovations and implication of popularizing mathematics.

## COURSE CONTENT

### Unit – I : Nature Aims & Objective, of Mathematics Teaching

- Understanding the nature of Mathematics, specially the role of Axioms, hypothesis, postulates and operations.
- Contribution of any two mathematics (Aryabhatta, Ramanuja, Euclid, Pythagoras).
- Importance of Mathematics in life.
- Maths across the curriculum- its relation with other disciplines.
- Aims and objectives of Mathematics.
- Methods/techniques of teaching Maths-inductive, deductive, analytic, synthetic, problem-solving, lecture-cum-demonstration, drill, assignments, graded presentation.

### Unit – II: Mathematics Teacher and Special Children

- Qualities and qualifications.
- Professional growth.
- Difficulties faced by the teachers and suggestive measures to overcome them.
- Special programme and motivational schemes for gifted children.
- Diagnosis causes and remedies of backwardness in mathematics.

### Unit – III: Curriculum and Text Book of Mathematics

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- Critical study of syllabus of deferent stages in accordance with the theoretical principles of curriculum construction.
- Organisation of content on the basis of topical and concentric approaches.
- Characteristics of a good text-book of Mathematics.
- Evaluation of text-book (std V to XII)

- Mathematics room and its equipments, Maths Laboratory.
- CO-curricular activities: Games, Quiz, Puzzles, Visits, Talks.
- Organisation and importance of Maths Club.
- Type, importance, uses with special reference and following visual aids.
- Projected aids: Slides, transparencies.
- Non-projected: Charts, models, boards, calculators.
- Audio-visual: T.V. Video

- Making a lesson plan and construction of an achievement test in mathematics.
- Designing of some experimental projects in Maths.
- Popularizing mathematics.

- Write an essay on nature of Mathematics and contribution of Indian Mathematicians.
- Preparation of various teaching aids.
- Preparation of programmed learning material for selected Units in Mathematics.
- Evaluation of Mathematics text book.
- Construction of various types of test items.
- Construction of achievement and diagnostic tests.
- Development and tryout of Teaching-learning strategy for teaching of particular Mathematical concepts.
- Use of computer in Teaching of Mathematics.
- Use of Mathematics activities for recreation.
- Development and use of Mathematics laboratory.
- Identify the slow learners, low achievers and high achievers in Mathematics from the classroom during practice teaching. (case study)
- Development and tryout of Teaching-learning strategy for teaching of particular Mathematical concepts











### Unit – III: Co-curricular Activities

- Importance of Co-curricular activities, clubs, visits, celebration of days of National importance and festivals.
- Knowing history through excursion, Field trip, Museum.
- Importance of History room/need, equipments, maintenance.

### Unit – IV: Learning Resources in History / Teaching Aids

- Visual – CB, Charts, Pictures, Graph, Maps, Globes, Models, Flannel board.
- Auditory – Radio, Gramophone, Phonograph, Records.
- Audio Visual – T.V., Motion Picture, Films
- Miscellaneous – Booklets, Newspaper, Magazine, Computer assisted instructions.

### Unit – V: Qualities of Teacher

- Qualities and qualification.
- Role and Responsibility.

### SUGGESTED ACTIVITIES

- Preparation of teaching Aids.
- Visiting History places and writing report.
- Project work using ICT on any History lesson.
- Analysis of History Text-book and other Curriculum materials.
- Planning of lesson on History

### SUGGESTED READINGS

- Tyagi Guru Sharn Das – Ethihis Shikshan (Hindi)
- Teaching of History – J.C. Agarwal (English)
- Teaching of History – S.K. Kochar (English)
- Itihas Shikshan – R.A. Sharma (Hindi)
- Pedagogy of School Subject History – Dr. Rampal Singh, Dr. Dharmendra Kumar
- इतिहास शिक्षण - रामपाल सिंह, राजकुमार

## CIVICS PEDAGOGY

### COURSE OBJECTIVES

CO1 To develop and understand of the nature and importance of Civics/Pol.Sc.

CO2 To understand of the place/ importance of Civics/Pol.Sc.

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- CO3 To acquire knowledge about aims and general objectives of Civics teaching in secondary school.
- CO4 To integrate knowledge within components of Civics/Pol.Sc with other school subject.
- CO5 To trace the changing trends in learning of Civics/Pol.Sc. With respect to its goals and approaches to learning.
- CO6 To analysis the content in learning of Civics/Political Sc. With respect to its categories, process skill knowledge organization and other critical issues.
- CO7 To develop ability to teach different content/topics of Civics/Pol.Sc. with various methods and strategies.
- CO8 To develop ability to use various learning recourses effectively.
- CO9 To develop ability to understand different political issues.
- CO10 To identify theme in Civics/Pol.Sc. In which community can be used as a learning resources.
- CO11 To identify and relate everyday experiences with learning Civics.

- Audio Visual Aids in Civics.
- Civics Room.
- Club.
- Textbook.



- Civics Teacher.

### Unit – V: Planning and Evaluation in Civics / Pol. Sc.

- Planning of Civics lesson.
- Examination and Evaluation in Civics.
- Concept of citizenship of its important on present day social order.

### SUGGESTED ACTIVITY

- Collection of data and information about one current problem as prescribed in school syllabus.
- Presentations related to current political issues.
- Mock Session.
- Organizing discussions, debates, quiz on Political and social Issues.

### SUGGESTED READINGS

- Bhatnagar, CPR, Bhushan and Khanna : A Preparation and Evaluation of Text Books in Social Studies.
- Binning and Bining : Social Studies in Secondary Schools
- Martorella, PH : Social Studies Strategies – Theory and Practical
- NCERT, Improving Civics Teaching, New Delhi
- NCERT (1988) National curriculum for Elementary and Secondary Education : A Framework (Review Edn.)
- Social Studies : - A Draft Syllabus for Classes I to X
- Yajnik, K.S. : The Teaching of Social Studies in India
- Tyagi Guru Sharan Das : Nagrik Shastra Ka Shikshan.
- Singh Rampal : Nagrik Shastra Shikshan
- National Curriculum Frame Work, 2005, NCERT, New Delhi.
- Position paper by National Focus on Teaching of Social Sciences
- The Curriculum for the Ten Year School- a Frame Work, 1975, NCERT, New Delhi.
- Learning without Burden, Report of the National Advisory Committee, 1993, Ministry of Human Resource Development, Government of India.
- Bank, James, a (1977) teaching strategies for the social studies. Enquiry, valuing and decision making, Wesley Publishing comp. Massachusetts.
- James, Hemming (1953) The teaching of Social studies in secondary school.
- Longman Green & Company, London.
- Kumar Krishna (2005) Second Edn. Political agendas of Education: A study of colonialist nationalist ideas, sage, New Delhi.
- NCERT Textbooks in Social for classes VIII, IX and X.

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- Pedagogy of School Subject Civics – Rampal Singh, Dharmendra Kumar
- नागरिकशास्त्र शिक्षण - रामपाल सिंह, राजकुमार
- नागरिकशास्त्र शिक्षण का प्रणाली विज्ञान- गुरसरनदास त्यागी।

## ECONOMICS PEDAGOGY

### COURSE OBJECTIVES

- CO1 To develop the understanding of meaning nature and scope of Economics.
- CO2 To understand the importance of Economics.
- CO3 To acquire knowledge about correlation of Economics with other subjects.
- CO4 To develop ability to teach different topics of Economics with various method and strategies so as to teach economics effectively.
- CO5 To develop ability to use various learning resources effectively.
- CO6 To analyze the curriculum of Economics.
- CO7 To develop the ability to understand different economic issues.
- CO8 To enhance ability to correlate everyday experiences with learning economics in daily life.

### COURSE CONTENT

#### Unit – I: Economics and its Aims

- Nature, scope, importance of economics, aims and objectives of teaching at secondary and higher secondary level.
- Co-relation of Economics with Mathematics, History, Geography, Science and Language.

#### Unit – II: Approaches to Teaching Economics, Methods & Objectives

##### (Importance, Procedure, Advantage and Limitations)

- Lecture-cum-discussion method
- Project method.
- Problem-solving method.
- Self-learning.
- Unit method.
- Instructional objectives and procedure

#### Unit – III: Economics Curriculum and Teaching

- Different principles of curriculum construction.
- Lesson Planning in economics.

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- Qualities of Economics teacher.

#### Unit – IV: Facilities & Equipments

- Instructional material and teaching aids
  - Visual: Chalkboard, chart, picture, graphs, maps, globes objects, models, specimens and flannel board.
  - Auditory: Radio, recorders.
  - Audio Visual: Television, motion picture, films.
  - Miscellaneous: Booklets, newspapers, magazine.
- Computer assisted instruction.

#### Unit – V: Examination and Evaluation in Economics

- Evaluation, measurement
- Different techniques of evaluation in Economics

#### MODE OF TRANSACTION

- Lecture, Discussion, Project, Group Activities, Interactive and Collaborative learning.

#### SUGGESTED ACTIVITIES

- Organizing discussion, debates duly related to Economics issues.
- Preparing unit plan and lesson plan.
- Teaching presentation on various topics of subject.
- Preparation of charts, figures, models,
- Selection of real objects for teaching.
- Visit of local villages and industries situated in Ranchi, Jharkhand.

#### SUGGESTED READINGS

- Pedagogy of School Subject Economics – Rampal Singh, Dharmendra Kumar, R. Lall Publication
- Binning and Binning : Social Studies in Secondary Schools
- Martorella, P.H : Social Studies Strategies – Theory and Practical
- NCERT (1988) National curriculum for Elementary and Secondary Education : A Framework (Review Edn.)
- Yajnik, K.S. : The Teaching of Social Studies in India
- National Curriculum Frame Work, 2005, NCERT, New Delhi.
- Position paper by National Focus on Teaching of Social Sciences
- Report of the Secondary Education Commission, 1953, Ministry of Education, Government of India. New Delhi.

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- Learning without Burden, Report of the National Advisory Committee, 1993, Ministry of Human Resource Development, Government of India.
- Mishra R.C, Lesson Planning. A.P.H publishing corporation New Delhi.
- Tyagi Gursharan Arthashastra Shiksha Ka Pranali Vigyan
- Parween, Abida & others Samajik Adhyan Shikshan , Astha Prakashan, Jaipur.
- Sharma B.L & others, Samajik Vigyan Shikshan, R.Lal Book Depot, Meerut U.P
- Pandey Mridula: Dictionary of Education Rajat publication New Delhi.
- Aggarwal J.C: Teaching of Economics
- NCERT/ ICSE/JAC Board Books of Economics (Class 9<sup>th</sup> , 10<sup>th</sup> , 11<sup>th</sup> , and 12<sup>th</sup> )
- अर्थशास्त्र शिक्षण - रामपाल सिंह, धर्मेन्द्र कुमार, आर. लाल बुक डिपो, मेरठ।
- अर्थशास्त्र शिक्षण का प्रणाली विज्ञान: गुरसरनदास त्यागी, अग्रवाल पब्लिकेशन्स।

## GEOGRAPHY PEDAGOGY

### COURSE OBJECTIVES

- CO1 To develop an understanding of the nature of the knowledge in Geography.
- CO2 To develop an understanding in correlation aspect of the subject with other disciplines at secondary stage.
- CO3 To trace the changing trends in learning Geography with respect to its goals and approaches to learning.
- CO4 To develop the ability to organize learning experiences according to the nature of learning of the learner.
- CO5 To develop ability to analyze principles, designs and materials produced in the curriculum of Geography
- CO6 To identify issues and concerns related to the subject in present times.
- CO7 To examine the different ways in which learning situations can be created to learn concepts of Geography.
- CO8 To formulate different strategies and apply methods for classroom transaction of knowledge of Geography.
- CO9 To explore the use and relevance of different learning resources and materials in learning different units in Geography.
- CO10 To understand the need and aims of evaluation of learning outcomes.
- CO11 To explain various processes and techniques of evaluation.
- CO12 To arrange the Geography laboratory in schools and develop knowledge of facilities and materials available in the laboratory that facilitate learning of Geography.
- CO13 To appreciate the importance of knowledge of Geography in day to day dealings in life.
- CO14 To inculcate right values and competencies for development in the profession of teaching of Geography.
- CO15 To generate awareness regarding importance of environment.



CO16 To sensitize for environmental protection, preservation and conservation.

## **COURSE CONTENT**

### **Unit – I : Nature and Scope of Geography**

- Concept of Geography.
- Unique position of Geography among social sciences.
- Nature of Geography and its importance.
- Correlation of Geography with other school subjects.
- Geography and environmental issues.

### **Unit –II: Instructional Process of Geography**

- Aims and Objectives of teaching Geography.
- Bloom's taxonomy.
- Methods and strategies of teaching geography; Story-telling, Text book method, Observation method, Lecture method, Demonstration method, Regional method, Discussion, Project, Laboratory methods and learner centric self-learning methods.
- Lesson Planning of geography teaching.

### **Unit – III: Evaluation In Teaching Geography**

- Evaluation, Measurement and Assessment in teaching geography.
- Construction of Question paper (Blue Print)
- Characteristics of a good Question paper.

### **Unit – IV: Teacher and Teaching Aid**

- Geography Teacher
- Teaching aids (Audio, Visual and audio-visuals)
- Instruments: Types and uses, sample survey
- Geography resource room ( Laboratory, Museum, Excursion)

### **Unit-V: Curriculum and Text-book of Geography**

- Basic principles of curriculum constructions.
- Critical study of syllabus of different, stages with the theoretical principle of curriculum construction.
- Characteristics of a good text book of Geography.

**MODE OF TRANSACTION:** Lecture, Discussion, Project Dialogue through question – answer technique, Group Activities, One to one practical experience in geography lab, Inter-departmental collaborative learning.

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- Undertaking activities / endeavours for protection and conservation of environment.
- Preparation of various types of learning resources (for hybrid teaching)
- Interpretation of topographical sheet.
- Geographical tools and equipments- a visit to geography laboratory.
- Making instructional plans for various topics of geography at secondary level.
- Teaching presentation on various topics of geography at secondary level.
- Visit to the Geography laboratory and first hand experion of geographical instruments.
- Preparation of charts, figures and models.
- Interpretation of topographical sheet.
- Critical study of syllabus (CBSE, ICSE and JAC Board)

- Pedagogy of School Subject Geography – Dr. R.P. Singh and Dr. Gita Dudeja
- भूगोल शिक्षण - जे० पी० वर्मा, मंजू वर्मा
- भूगोल शिक्षण- जी. सी. भट्टाचार्य

## COURSE OBJECTIVES

- CO1 To understand the concept, meaning and scope of Commerce.
- CO2 To formulate instructional objectives in terms of behavioural outcomes.
- CO3 To understand the teaching methods, techniques, devices, lesson planning, process for effective teaching, learning process and better instruction.
- CO4 To prepare unit plan and lesson plan.
- CO5 To gain mastery over core teaching skill required for effective Commerce teaching.
- CO6 To develop attitudes to be a competent and committed Commerce teacher.
- CO7 To analyze and evaluate Commerce textbooks.
- CO8 To acquire competence in the content prescribed in Secondary and Senior Secondary schools.
- CO9 To analyse the role of teaching aids in teaching of Commerce.
- CO10 To develop the skill in preparing and using effective instructional aids.
- CO11 To familiarize with the major concerns in Commerce education in school.
- CO12 To develop skills in organizing curriculum activities such as Field Visit, Lab Work, Seminars and Projects.
- CO13 To acquire knowledge of various evaluation procedure and to device effective evaluation

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## COURSE CONTENT

### Unit – I: Concept of Commerce

- Meaning, need and scope of Commerce.
- Importance of the subject.
- Aims and objectives of teaching at Secondary and Higher Secondary level.
- Co-relation with other subjects with Business, Maths, Economics, Geography, Book-Keeping, Science language.

### Unit – II: Planning

- Lesson planning, unit planning, annual planning with objectives, procedures and evaluation.

### Unit – III: Method of Teaching

- Expository based – Lecture, debate, discussion story-telling.
- Discovery based – Experimental, inquiry, problem-solving.
- Activity based – Simulation/gaming, survey, case study, project.
- Individualized instructive based – Computer assisted instruction modulars, mastery learning, Dalton plan.
- Group Dynamics based- Seminars, conference, panel discussion, symposium.

### Unit – IV: Text-book in Commerce

- Characteristics, importance of text-books.
- Criteria for their selection.

### Unit – V: Commerce Teacher

- Qualification and training, qualities.
- Roles and responsibilities.
- Professional growth.

### Unit – VI: Co-curricular Activities

- Objective, importance, principles of organisation.

## SUGGESTED ACTIVITIES

- Prepare a microteaching skills and maintain the record.

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- Prepare a report on statement on Income and expenditure of rural women.
- Collection of e-learning resources in Commerce and maintaining a record of presenting them for peer reflection.

### SUGGESTED READINGS

- Donglous Palnford and Anderson (2000): Teaching Buriners subject, New York Prentice Hall.
- Rao, Seema (2000): Teaching of Commerce New Delhi: Anmol publications.
- Singh, Y.K. (2009) Teaching of Commerce: New Delhi: APH Publishing Corporation.
- Aggarwal J.C. (2003): Teaching of Commerce, New Delhi Vikas Publication.
- Chopra, H.K. and Sharma 4. (2007): Teaching of Commerce, Ludhiana: Kalyani Publisher.
- Green, H.O. (2001) Activity Handbook for Business Teachers New York: McGraw 4:11
- Rao Seema (2005): Teaching of Commerce, New Delhi: Anmol Publishers
- Pedagogy of School Subject Commerce – Dr. S.S. Chandra, Dr. N.L. Sharma, Dr. Amit Sharma
- Pedagogy of School Subject Commerce – Dr. R.P. Singh and Dr. Imtiyaj Mansoori
- वाणिज्य शिक्षण - बी० एल० शर्मा, इम्तियाज मंसूरी

### हिन्दी शिक्षण

#### उद्देश्य

- भाषा के संप्रत्यय से अवगत कराना।
- भाषा के विविध रूपों से परिचित कराना।
- भाषा सीखने की प्रक्रिया को जानना और समझना।
- भाषा सीखने-सिखाने के सृजनात्मक दृष्टिकोण को समझना।
- विद्यालयी शिक्षा के विविध स्तर पर भाषा की भूमिका को जानना।
- भाषायी कौशलों से परिचित कराना।
- भारत में हिन्दी भाषा की भूमिका को समझना।
- हिन्दी भाषा का अन्य विद्यालयी विषयों के साथ संबंध को जानना।
- हिन्दी अध्ययन-अध्यापन के प्रति सकारात्मक दृष्टिकोण विकसित करना।
- आदर्श हिन्दी शिक्षक के गुणों को विकसित करना।
- हिन्दी शिक्षण के उद्देश्यों से परिचित कराना।
- हिन्दी भाषा एवं साहित्य शिक्षण की पद्धतियों का ज्ञान कराना।
- सहायक शिक्षण सामग्री की उपादेयता से अवगत कराना।
- भाषा के मूल्यांकन की प्रक्रिया को जानना।



## इकाई 9: भाषा और शिक्षण

- भाषा की प्रकृति, महत्व एवं अधिगम-प्रक्रिया ।
- हिन्दी शिक्षण के उद्देश्य ।
- विद्यालयी स्तर पर भाषा ।
- हिन्दी भाषा एवं साहित्य शिक्षण ।

### इकाई २: भाषिक योग्यता का विकास

- श्रवण, दृश्य एवं मौखिक अभिव्यक्ति कौशल का विकास ।
- पठन योग्यता का विकास, पठन शिक्षण की विधियाँ- सस्वर पठन, मौन पठन, समकालिक पठन, सूक्ष्म पठन एवं विस्तृत पठन।
- लिखित अभिव्यक्ति क्षमता का विकास ।

### इकाई ३: साहित्यिक विधाएँ तथा व्याकरण का शिक्षण

- कविता शिक्षण
- गद्य तथा गद्य की विभिन्न विधाओं का शिक्षण-उपन्यास, नाटक, निबन्ध, कहानी ।
- व्याकरण शिक्षण ।

### इकाई ४: सहायक शिक्षण सामग्री

- सहायक शिक्षण सामग्री का अर्थ एवं महत्व ।
- सहायक शिक्षण सामग्री के प्रकार: पारम्परिक सामग्री तथा नवीन सामग्री, दृश्य श्रव्य तथा दृश्य-श्रव्य सामग्री ।
- सहायक शिक्षण सामग्री के चयन एवं प्रयोग में सावधानियाँ ।
- भाषा प्रयोगशाला ।

इकाई ५: मूल्यांकन, क्रियात्मक शोध तथा समुन्नयन कार्य

- हिन्दी पाठ्यपुस्तक समीक्षा ।
- भाषा संप्राप्ति मूल्यांकन ।
- निदानात्मक एवं उपचारात्मक कार्य ।
- क्रियात्मक शोध ।
- समुन्नयन कार्य ।

### अन्तरण का तरीका

व्याख्यान, मौखिक प्रस्तुतीकरण, परिचर्चा, परियोजना कार्य, दत्तकार्य ।

अन्तरण का तरीका

व्याख्यान, मौखिक प्रस्तुतीकरण, परिचर्चा, परियोजना कार्य, दत्तकार्य ।

*[Handwritten signatures and marks follow, including a large '45' in the center.]*



## अपेक्षित क्रियाकलाप

- कक्षा ६ से ८ तक के विद्यार्थियों की भाषा का अवलोकन करते हुए हिन्दी के विविध रूपों पर एक रिपोर्ट तैयार करना।
- विज्ञान, सामाजिक अध्ययन और गणित की कक्षा ६ से ७ की किताबों के कुछ अंश चुनकर विश्लेषण करना कि- क्या यह बच्चे के स्तर के अनुरूप है? क्या यह भाषा सीखने में सहायक है?
- भाषा दोष को कम करने वाले दो सहायक शिक्षण सामग्री को तैयार कर उसको प्रस्तुत करना।
- सुनने और बोलने में असमर्थ बालकों को ध्यान में रखते हुए हिन्दी शिक्षण की दो गतिविधियाँ तैयार करना।
- हस्तलिखित समाचार-पत्र का विकास करना।
- सी.बी.एस.ई. एवं झारखण्ड बोर्ड के विद्यार्थियों में हिन्दी भाषा की स्थिति का तुलनात्मक विश्लेषण करना।
- हिन्दी शिक्षण के निमित्त पाठ-योजना तैयार करना तथा उसे प्रस्तुत करना।
- प्रकरण आधारित सहायक शिक्षण-सामग्री यथा: चार्ट, मॉडल, फ्लैश कार्ड इत्यादि तैयार करना।
- मूल्यांकन हेतु प्रश्न-पत्र का निर्माण करना।
- हिन्दी की किसी एक पाठ्यपुस्तक की समीक्षा करना।
- किसी एक कक्षागत समस्या के निराकरण हेतु क्रियात्मक-शोध करना।

## अनुमोदित पुस्तकें

- हिन्दी शिक्षण - रमन बिहारी लाल
- हिन्दी शिक्षण - शिखा चतुर्वेदी
- हिन्दी शिक्षण शास्त्र - शिखा अग्रवाल
- हिन्दी शिक्षण - डॉ. रामशकल पाण्डेय
- नूतन हिन्दी शिक्षण - भाई योगेन्द्र जीत
- हिन्दी शिक्षण - शिखा चतुर्वेदी
- हिन्दी शिक्षण - बी. एल. शर्मा
- हिन्दी शिक्षण - मीनाक्षी भटनागर
- हिन्दी शिक्षण - गिरीश पचौरी, सीमा रानी
- हिन्दी शिक्षण के आधार - सरोज अग्रवाल, सुरक्षा बंसल, बी. के. माहेश्वरी
- हिन्दी शिक्षण - डॉ. सावित्री सिंह, डॉ. शिवपूजन पाण्डेय, डॉ. महिमा गुप्ता।

## संस्कृत शिक्षण

### उद्देश्य

- भारत में संस्कृत भाषा के इतिहास एवं भूमिका को समझना।
- भारत में संस्कृत भाषा के महत्व से अवगत कराना।



- संस्कृत शिक्षण के लक्ष्य और उद्देश्यों से परिचित कराना।
- संस्कृत अध्ययन-अध्यापन के प्रति सकारात्मक दृष्टिकोण विकसित करना।
- भाषाई दक्षताओं से परिचित कराना।
- संस्कृत शिक्षण की विधियों और प्रविधियों से परिचित कराना।
- आदर्श संस्कृत शिक्षक के गुणों को विकसित करना।
- भाषा शिक्षण में प्रयुक्त अनुदेशनात्मक सामग्रियों से अवगत कराना।
- भाषा के मूल्यांकन की प्रक्रिया को जानना।

### इकाई 9: संस्कृत शिक्षण के लक्ष्य और उद्देश्य

- भाषा के रूप में संस्कृत का महत्व और उसकी स्थिति ।
- भारत में संस्कृत की स्थिति ।
- विद्यालयी पाठ्यक्रम में संस्कृत का स्थान ।

## इकाई २: संस्कृत शिक्षण की विधियाँ और प्रविधियाँ

- गद्य विधियाँ: पाठ्यपुस्तक, व्याख्या, प्रश्नोत्तर, कथा-कथन, नाटकीकरण ।
- कविता विधियाँ: गीत एवं अभिनय, व्याख्या, खण्डान्वय, तुलना, समीक्षा ।
- व्याकरण विधियाँ: पाठ्यपुस्तक, आगमन, निगमन, सूत्र, व्याख्या ।
- रचना: मौखिक, लिखित, रचना का संशोधन, शिक्षण विधियाँ ।

### इकाई ३: भाषाई दक्षताओं के विकास की रणनीतियाँ

- सुनना: उच्चारण, अभिव्यंजक, ध्वनि-विज्ञान, स्वर शैली पर बल ।
- बोलना: मौखिक अभिव्यक्ति कौशल का विकास ।
- पढ़ना: सस्वर, मौन, सामूहिक, भावबोधक, गति ।
- लिखना: हस्तलेखन कौशल, काव्यात्मक और गैर-काव्यात्मक ।

इकाई ४: भाषा शिक्षण की अनुदेशनात्मक सामग्री

- भाषा अभ्यास: दत्त कार्य, खेल, क्लब/ भाषा क्लब ।
- प्रौद्योगिकी का उपयोग: मल्टी-मीडिया केन्द्र, ओ.एच.पी., वीडियो, टेप रिकॉर्डर, कम्प्यूटर-सहायक अनुदेशन ।
- मीडिया का उपयोग: टेलीविजन, समाचार-पत्र, विज्ञापन ।
- पुस्तकालय का उपयोग, कोश/ शब्दकोश का प्रयोग।
- भाषा प्रयोगशाला ।

इकाई ५: शिक्षक, पाठ्यपुस्तक एवं मूल्यांकन

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 Yono Skhalke. Pandey 47 Nidine Pao  
 Cerina ~~12/11~~ 12/11 Mshangava  
 12/11 12/11 U



- शिक्षक: गुण, भूमिका और उत्तरदायित्व, व्यावसायिक विकास।
- पाठ्यपुस्तक: पाठ्यपुस्तक की विशेषताएँ, पाठ्यपुस्तक का आलोचनात्मक विश्लेषण।
- संस्कृत की पाठ्येतर गतिविधियाँ।
- निदानात्मक परीक्षण और उपचारात्मक शिक्षण।

### अन्तरण का तरीका

व्याख्यान, मौखिक प्रस्तुतीकरण, परिचर्चा, परियोजना कार्य, दत्तकार्य ।

### अपेक्षित क्रियाकलाप

- भाषा दोष को कम करने वाले दो सहायक शिक्षण सामग्री को तैयार कर उसको प्रस्तुत करना।
- भाषाई कौशलों के विकास हेतु प्रत्येक कौशल पर पाँच-पाँच गतिविधियाँ तैयार करना।
- हस्तलिखित समाचार-पत्र का विकास करना।
- सी.बी.एस.ई. एवं झारखण्ड बोर्ड के विद्यार्थियों में संस्कृत भाषा की स्थिति का तुलनात्मक विश्लेषण करना।
- संस्कृत शिक्षण के निमित्त पाठ-योजना तैयार करना तथा उसे प्रस्तुत करना।
- प्रकरण आधारित सहायक शिक्षण-सामग्री यथा: चार्ट, मॉडल, फ्लैश कार्ड इत्यादि तैयार करना।
- मूल्यांकन हेतु प्रश्न-पत्र का निर्माण करना।
- संस्कृत के किसी एक पाठ्यपुस्तक की समीक्षा करना।
- उच्चारण अभ्यास हेतु गतिविधियाँ तैयार करना।
- संस्कृत भाषा में रचित महाग्रंथों का अवलोकन करना।
- विद्यालय स्तर पर संस्कृत के पाठ्यपुस्तक पर प्रतिवेदन तैयार करना।
- संस्कृत शिक्षण-अधिगम प्रक्रिया में शिक्षक-शिक्षार्थी के समक्ष आनेवाली चुनौतियों पर चर्चा करना तथा प्रतिवेदन तैयार करना।

अनुमोदित पुस्तकें

- संस्कृत शिक्षण - डॉ० सन्तोष मित्तल, आर. लाल बुक डिपो, मेरठ
- संस्कृत शिक्षण - रेणू सिंह, डॉ० संतकुमार मिश्रा, आर. लाल बुक डिपो, मेरठ
- संस्कृत शिक्षण - डॉ० मृदुला राय, श्री विनोद पुस्तक मंदिर, आगरा
- संस्कृत का शिक्षा-शास्त्र - सत्यवीर शास्त्री, लक्ष्मी प्रकाशन, दिल्ली
- संस्कृत शिक्षणम् - के साम्बशिवमूर्ति, दीपशिखा प्रकाशन, जयपुर
- संस्कृत शिक्षणम् (शास्त्रशिक्षणसहितम्) - उदयशङ्कर झा, चौखम्बा सुरभारती प्रकाशन, वाराणसी
- संस्कृत शिक्षण - रामशकल पाण्डेय, श्री विनोद पुस्तक मंदिर आगरा
- संस्कृत शिक्षण - रघुनाथ सफाया, हरियाणा ग्रन्थ अकादमी, १९६७

● संस्कृत शिक्षण - रघुनाथ सफाया, हरियाणा ग्रन्थ अकादमी, १९६७

Handwritten signatures and names include: Ravi, Dhanraj, Pankaj, 48, Shikhar, Anur, Harna, Skhalke, Jide, Chandry, Milne, Vm, Sep, and Sps.



- कौशलबोधिनी - विश्वास, संस्कृत भारती, दिल्ली
- संस्कृत शिक्षण - डॉ० रामशकल पाण्डेय, श्री विनोद पुस्तक मंदिर, आगरा ।

## EPC 2 (CODE – BEDC209)

### DRAMA AND ART IN EDUCATION

#### 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 : Introduction of Art

- Meaning and definition of Art.
- Classification of Art.
- Concepts and forms of Art.
- Role of Art education in B.Ed course.

##### Unit – II: Methods and Approaches of Teaching Arts

- Aims and objectives of teaching art in schools.
- Place of Art in school education – child art, its characteristic.
- The Art teacher: Role, areas of activities viz. environment, participation in life, visit to the place of Art.
- Methods of teaching of art.

##### Unit- III: Drama and its Fundaments

- Origin and development of drama.
- Aims and objectives of teaching drama in schools.
- Terms, concepts, forms and elements of drama.
- Methods of teaching drama.

##### Unit- IV: General idea of Art

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Northwestern University Press.







- Computer in teaching learning.
- Computer in evaluation.
- Computer in educational administration.

### SUGGESTED ACTIVITIES

- Use of ICT and Educational technology in teaching learning process.
- Preparation of various teaching learning materials.
- Operating computer and its components.
- Searching and downloading documents from Internet.
- Creating E-mail, Adding, text, picture and Mail merge.
- Conducting and operating teleconferencing and interactive broadcasting.
- Visit and operate language lab with spell check, automatic spell check and learn new languages.
- Use of computer in teaching & evaluation.
- Use of computer in preparing records, report cards. etc.

### 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
- Information and Communication Technology – Pooja Sharma, Shivangi Nigam
- अग्रवाल, जे. सी., शैक्षिक तकनीकी और कम्प्यूटर अनुसंधान, अग्रवाल प्रकाशन, आगरा।
- अरोरा, रंजना, शिक्षा में कम्प्यूटर और संचार कौशलों का प्रयोग और विकास, अग्रवाल प्रकाशन, आगरा।
- तनेजा, इंदु, अध्ययन क्षेत्र और अवबोध, पद्य प्रकाशन, जयपुर वर्मा, अंजलि, इंटरनेट मेहतावा और अनुप्रयोग, ओमेगा प्रकाशन, नई दिल्ली।



- मंगल, एस. के., शिक्षा तकनीकी, पी. एच. आई लर्निंग प्राइवेट लिमिटेड, कनॉट सर्कस, नई दिल्ली।
- वालिया, जे. सी., सूचना संस्थान और शिक्षा तकनीकी, अहीम पॉल प्रकाशन, गोपालनगर, जालंधर।
- सीवानी, अशोक, अध्ययन क्षेत्र और विषय बोध, जैन प्रकाशन मंदिर, जयपुर।
- सूचना एवं सम्प्रेषण तकनीकी (आई० सी० टी०) और ई-अधिगम - डॉ० राज कुमार गोयल, डॉ० मीरा अग्रवाल, संध्या वाण्येय
- शिक्षा में सूचना एवं सम्प्रेषण तकनीकी - प्रदीप सिंह, अभिषेक चयवन
- शिक्षा में सूचना एवं सम्प्रेषण तकनीकी - डॉ० शिल्पी शर्मा

## SEMESTER - III

### PAPER 8 (CODE – BEDC312)

### KNOWLEDGE AND CURRICULUM

#### 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.
- CO6 To create an insight about the vision of different Indian and Western thinkers for education of a child.
- CO7 To develop an understanding regarding the implication of the thoughts and visions of different thinkers on modern education.

#### COURSE CONTENT

##### Unit – I : Concept and Designing of Curriculum

- What is curriculum, syllabus/ text-book.
- Relationship between curriculum and syllabus.
- Aim and objective of curriculum.
- Curriculum development, principles, approaches process.
- Curriculum design, meaning, components sources types.
- Role of state and school in designing curriculum with reference to its activities rules, discipline and time table.

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## Unit – II : Epistemological Bases of Education

- Epistemological Bases :
  - Concept of knowledge.
  - Types of knowledge.
  - Source of knowledge.
- Differences between :
  - Knowledge and information
  - Teaching and training
  - Reason and belief
- Child centred education: Activity, discovery, dialogue with reference to philosophy of Gandhi and Tagore, Dewey and Plato.

### Unit - III : Philosophical Bases of Education; Indian and Western Thinkers

- **Indian thinkers :** Gandhi, Tagore, Vivekananda, Aurobindo
- **Western thinkers:** Rousseau, Froebel, Pestalozzi, John Dewey.

## Unit – IV : Sociological Bases of Education

- Social basis of education in the context of society, culture and modernity.
- Historical changes introduced by industrialization, democracy, ideas of individual autonomy.
- Education in relation to modern values:
  - Equity and equality
  - Individual opportunity and social justice and dignity with reference to Ambedkar.

## Unit – V: Nationalism, Universalism, Secularism with Education

- Concept of Nationalism, Universalism, Secularism and their interrelationship with education with reference to Tagore and Krishnamurti.
- Criteria for their selection regarding role and contribution of Tagore and Krishnamurti.

### MODE OF TRANSACTION

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

## SUGGESTED ACTIVITIES

- Analysis of school curriculum at different stages.
- Designing on activity based curriculum.
- Textbook analysis.
- Visit to different schools (Pvt. & Govt.) to analyse the role of different personnel in curriculum development process.
- Evaluation and preparation of a report of exiting curriculum of different boards.



- Discussion session to critically analyze the relevance of the contributions of different thinkers in teaching and learning.

## SUGGESTED READINGS

- Carr, D., Making sense of education. An introduction to the philosophy and theory of education and teaching Routledge.
- Hindustani, T.S. (1938). Basic National Education: Report of the Zakir Hussain Committee. Sagaon, Wardha: Hindustani Talimi Sangh.
- Mathur S.S., A Sociological Approach to Indian Education, Agra, Vinod Prakashan.
- Mukherjee S.N., History of Education in India, Acharya Book Dept, Baroda.
- Nanda, V.K., Education in an Emerging Indian Society, Anmol Publications, New Delhi
- Panday, R.S., Education in an Emerging Indian Society, Agrawal Publication, Agra
- Saxena, R.N., Education in an Emerging Indian Society, R. Lall Book Depot, Meerut
- Shulman, L.S. (1986) Those who understand: Knowledge growth in teaching Educational Researcher, 4-14.
- Sykes, M (1987) the Story of Nai Talim. Wardha: Nai Talim Samiti.
- Walia, J.S., Education in an Emerging Indian Society, Pual Publication., Jalandhar, 2005.
- Knowledge and Curriculum – Ram Kishore Singh
- Knowledge and Curriculum – N.R.S. Saxena, Munendra Kumar
- यादव, प्र., उदीयमान भारतीय समाज में शिक्षक, साहित्य प्रकाशन, अपना बाजार, अस्पताल रोड, आगरा।
- वलिया, जे. एस., शिक्षा के सिद्धांत तथा विधियाँ, पॉल प्रकाशन, जालंधर।
- सक्सेना, एन. आर. एवं कुमार संजय, शिक्षा के दार्शनिक एवं समाजशास्त्रीय सिद्धांत, आर. लाल बुक डिपो., मेरठ।
- ज्ञान भाषा एवं पाठ्यक्रम - डी० ए० बी० भटनागर।

## SEMESTER – IV

### PAPER 9 (CODE – BEDC416)

### ASSESSMENT FOR LEARNING

#### COURSE OBJECTIVES

- CO1 To understand the nature of assessment and evaluation and their role in teaching-learning process.
- CO2 To understand and apply taxonomy of educational objectives in teaching learning settings.
- CO3 To understand that evaluation of students can be done in a formal and informal way.
- CO4 To explain the perspectives of different schools of learning-on -learning assessment.
- CO5 To analyze the need for school based and authentic assessment.

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- CO6 To examine the contextual roles of different forms of assessment in schools.
- CO7 To understand the different dimensions of learning and the related assessment procedures, tools and techniques.
- CO8 To develop assessment tasks and tools to assess learners' performance.
- CO9 To analyse the reporting procedures of learners' performance in schools.
- CO10 To examine the issues and concerns of assessment and evaluation practices in schools.
- CO11 To familiarize with the policy perspectives on examinations and evaluation and their implementation practices.
- CO12 To understand different dimensions of statistics in teaching learning process.
- CO13 To develop tabulation of data and application its graphical representation.
- CO14 To understand the measures of central tendency, coefficient of correlation, dispersion and relative position.

## COURSE CONTENT

### Unit – I : Significance of Evaluation in Teaching Learning Process

- Definition and meaning of evaluation, differences among measurement, assessment and evaluation.
- Scales of measurement: normal scale, ordinal scale, interval scale and ration scale.
- Approaches of evaluation: Formative and summative criterion references and norm referenced evaluation, internal and external evaluation.
- Instructional objectives and their specification in behavior terms.
- Bloom's and Anderson's taxonomy of educational objectives in cognitive, affective and psychomotor domain.

### Unit – II : Techniques and Tools of Evaluation

- Meaning of testing and interpretation of test results.
- Techniques of Evaluation Self-Reporting, observation, Peer Rating and Sociogram.
- Tools of Testing : Rating Scales, Inventories, Anecdotal Record, Interview Schedules and Cumulative Record Cards

### Unit – III : Learner Evaluation Process

- Construction of Teacher Made Achievement Test : Design, blue print, preparing the questions paper and making scheme, steps in standardizing and achievement test.
- Different types of questions.

### Unit – IV : Statistics : Interpretation and Tabulation of Data

- Concept and types of statistics.
- Utility of statistics in teaching-learning process.
- Classification and tabulation of un-grouped and grouped data.

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- Bohag
- Chauhan
- Pankaj
- Horne
- Quill
- Shkhalkh
- reila
- Pida
- Manday
- Uu
- Sap
- Shingara
- Shyama



- Graphical representation of data : Histogram, frequency polygon, cumulative frequency curve, pie chart and ogive.
- Application of various graphical representation of data.

#### Unit – V : Measures of Central Tendency, Dispersion & Relative Position

- Mean, Median and Mode.
- Correlation co-efficient and nature and characteristics.
- Methods of calculation and their application to test scores.
- Range, quartiles, deviation, mean deviation and standard deviation, nature and significance.
- Methods of calculation and their application to test graphical.
- Percentiles and quartiles: Nature and significance.
- Methods of calculation: Statistical and graphical.

#### MODE OF TRANSACTION

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

#### SUGGESTED ACTIVITIES

- Assignment on writing instructional objectives of different domains in behavioral terms.
- Prepare a formative and a summative test.
- To develop appropriate tools of evaluation to assess various performances of learner related to development of cognitive, affective and psychomotor domains of behavior.
- Preparation tabulation data of ungrouped and grouped data.
- Collection of data and information about any action research and prepare graphical representation on it.
- To measures central tendency of any obtained data.
- To measure correlation coefficient of two variable.
- Analysis of dispersion of any collected data.
- To calculate the relative position and interpret outcomes.
- Framing different types of questions

#### SUGGESTED READINGS

- Asthana, B., Measurement and Evaluation in Psychology, Agrawal Publication, Agra.
- Garrett, H., Statistics in Psychology and Education, Vikils, Fefferand Simons, Bombay

Handwritten signatures and initials at the bottom of the page, including names like "Rupa", "Mishra", "Wandey", "Mishra", "Sapna", "Cervilla", "Skhalke", "Parker", "Hono", and "Rupa". There is also a small number "57" written in the center.



- Linn, R. L., Measurement and Assessment in Teaching, Dorling Kindersley Private Limited, Delhi.
- Assessment of learning - Dr. A.B. Bhatnagar, Anurag Bhatnagar
- Assessment of Learning - Dr. Jas Raj Kuar, Dr. Ritu Bist
- Assessment in Education: Principles and Procedures – Anupama Bhargava
- गुप्ता, एस. पी. और गुप्ता, अ., शैक्षिक मापन और मूल्यांकन, शारदा पुस्तक भवन, यूनिवर्सिटी रोड, इलाहाबाद।
- रावल, म., शिक्षा में मापन, मूल्यांकन एवं सांख्यिकी, अग्रवाल प्रकाशन, आगरा।
- अधिगम के लिए आंकलन - डॉ० मोहनलाल आर्या।
- अधिगम का आंकलन - डॉ० ए० बी० भटनागर, डॉ० मीनाक्षी भटनागर, डॉ० अनुराग भटनागर।
- अधिगम का आंकलन - डॉ० रमन बिहारी लाल, सुनीता पलोड़।
- अधिगम का आंकलन - डॉ० जसराज कौर, डॉ० रितु बिस्ट।

## PAPER 10 (CODE – BEDC417)

### CREATING AN INCLUSIVE SCHOOL

#### COURSE OBJECTIVES

- CO1 To familiarize with the concept of contemporary Indian Schooling.
- CO2 To get acquainted with the nature and characteristics of Inclusive system of Education.
- CO3 To understand the needs and demand of Student with Diverse Need.
- CO4 To develop the idea about creating a conducive environment in an inclusive school.
- CO5 To sensitize regarding the needs of Special children.
- CO6 To understand the concept of Special Education, Mainstreaming and Inclusion.
- CO7 To analyse the status of Inclusive Education in India with reference to different Policies, programmes and Acts regarding rehabilitation Special Children.
- CO8 To realise the nature and needs of different categories of Special Children.
- CO9 To comprehend and apply the special techniques of teaching and evaluating special children.
- CO10 To critically think on issues of special Education and Inclusive Education.

#### COURSE CONTENT

##### Unit – I : Meaning, Nature and Scope of Inclusive Education

- Meaning and scope of Inclusive Education/Special Education
- Inclusive education in different perspectives :
  - Historical perspective
  - Meaning of normality
  - Meaning of exceptionality
- Aims/Objectives of creating an inclusive school

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- Definition of “disability” and “inclusive” within the education framework (NPE 1986, UNESCO 1989, RTE Act 2009)
- Need and importance of Inclusive education

#### Unit – II : Children with Special Needs

- Hearing impaired children
- Visually impaired children
- Orthopedically impaired children
- Teaching of learning disabilities  
(Loco motor and Neuromuscular Disorders)
- Intellectually Disabled Children
- Learning Disabled Children
- Autism

#### Unit – III : Instructional and Assessment Procedure

- Components of effective instruction
- Individualized education programs
- Special teaching method
- Special instruction adaptation
- Special procedure in special education
- Technique of assessment in special education
- Behaviour assessment in special education

#### 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.
- Lecture, oral presentation, discussion, project work, assignment, experiments, visit program.

#### SUGGESTED ACTIVITIES

- Organisation of special school visit program.

#### SUGGESTED READINGS

- Clough, Peter, Managing Inclusive Education, Sage Publications India Private Limited, M-Block Market, New Delhi.
- Dash, Neema, Inclusive Education, Atlantik Publication, New Delhi
- Mangal S. K. and Mangal, Shubhra, Creating an Inclusive School, Shipra Publication, Delhi

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- 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.
- Creating and Inclusive Education - Dr. K. P. Singh
- झा, मदनमोहन, समवेशी शिक्षा, प्रकाशन संस्थान, दयानंद मार्ग, दरियागंज, नई दिल्ली।
- मंगल, एस. के. और मंगल, उमा, समेकित विद्यालय की स्थापना, टंडन प्रकाशन, लुधियाना।
- समावेशी शिक्षण - डॉ० ए० बी० भटनागर
- समावेशी शिक्षण - मदन सिंह



- Maxims of Teaching

- Principles of construction of curriculum.
- Social science subjects and it's curriculum construction.
- Science subjects and it's curriculum construction.

- The specific content of this paper may be discussed and presented through seminar and Brainstorming sessions.
- Assignment and Presentation.
- Special lecture.
- Project work.
- Mock-test.

- Report writing of various educational policies.
- Use of manuscript of various educational policies about curriculum.
- Motivating learners for construction of future curriculum.
- The similarities between Indian philosophy and western philosophy
- The comparison between Indian and Western thinkers.
- The source of knowledge to the Indian and Western philosophy.
- The Educational thoughts of Western and Indian thinkers.
- The contribution of great educational thinkers to education.

- Principles of Education: - N.R. Swaroop Saxena.
- Theory and Principles of Education – De. J.S. Walia.
- 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 Disciplined and School Subjects, Agrawal Publication, Agra
- Maisnam, P., Understanding Disciplines and Subjects, R. Lall Book Dept, Meerut
- Mangal, S.K., Essentials of Educational Technology, Prentice Hall India Learning Private Limited.



- Understanding Disciplines and Subjects – Dr. Premlata Maisnam, Dr. S.K.Lenka, A.K. Gandhi
- पाठ्यक्रम और विषयों की समझ- रामकिशोर सिंह

**EPC 4 (CODE – BEDC419)**

## UNDERSTANDING THE SELF

### COURSE OBJECTIVES

- |     |  |
|-----|--|
| CO1 | To help student-teacher 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.   |
| CO4 | improve balance and stability in student.  |
| CO5 | To enable the student to have good health.   |
| CO6 | To practice mental hygiene.  |

## COURSE CONTENT

## **Unit – I : Holistic and Integrated Understanding of Human Self and Personality**

- Who am I?
- Individual in society with different identities: Gender, relational, cultural.
- Beliefs: Stereotypes and prejudices.
- Relationship with self, others, family, society.
- “I” – A teacher. Who a teacher is? Role of a teacher, qualities and functions.
- Communication skill including the ability to listen and observe.

## Unit – II : Personality Development

- Self exploration: Knowing ones strengths and weaknesses, positive strokes and negative strokes etc.
  - Spiritual/Character Development
  - Self-esteem
  - Emotions:
    - (a) The power of emotion in human behavior.
    - (b) Understanding of the emotions.
    - (c) Growth toward emotional maturity.
- Rima*  
*Nikhil*



- (d) Stages of emotional growth.

### Unit – III : Philosophy of Yoga

- Meaning of Yoga
- Types of Yoga
- Yoga as a way of Healthy and Integrated living.
- Characteristics of the practitioners of Yoga.
- Utility of Yoga in different contexts, (Exercise, Meditation, Pranayam)

### MODE OF TRANSACTION

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

### SUGGESTED ACTIVITIES

- Demonstration of different Asanas by expert.

### SUGGESTED READINGS

- Yoga for Healthy living – A.R. Seetharam
- 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 L.L.C.
- 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? (3<sup>rd</sup> 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; Paramahansa Yogashram.

*Handwritten signatures and initials:*  
Homo, Cevel, Sree, Shalve, Nidhi, Sap, Wandy, Bhargava, Pido, Anix, U.



- Vygotsky, L. (1997). Interaction between learning and development. In M. Gauvain and M.
- Understanding the Self – Shivani Jain
- Understanding the Self – Seema Sharma
- स्वयं की समझ-पूजा अग्रवाल, राजकुमार गोयल
- शिक्षा दर्शन और आत्म-विकास की अवधारणाएँ - डॉ० राजकुमार गोयल, डॉ० मीरा अग्रवाल
- आत्म-बोध - शिवपाल सिंह, राकेश कुमार केशरी

## PAPER 12 (CODE – BEDC420)

### OPTIONAL COURSE

### FINE ARTS

#### COURSE OBJECTIVES

- CO1 To introduce certain concepts to enhance the understanding of art.
- CO2 To understand the function of art
- CO3 To develop aesthetic sensibilities.
- CO4 To highlight the use of art in creative expression.
- CO5 To give practical and theoretical understanding and practice in the arts.

#### CONTENT

##### Unit – I: Introduction to Fine Arts

- Definition of Arts
- Aims and objectives of teaching art and craft in schools.
- A brief history of Indian art pre historic period to modern Indian Art.
- A brief history of western art pre historic period to modern times.

##### Unit – II: Arts and its Techniques

- The Art Teacher: Role, area of activities viz. environment, participation in life, excursion of the place of Art. Excursion of the place of Art
- Technique of drawing and painting colour theory.
- Theory of perspective
- Aesthetics

##### Unit – III: Study of the following sculptures

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- Symbol player Sun temple (Konark, Orissa)
- Lakshmi, Narayana (Khajuraho M.P)
- Seated Buddha from Katra Tila Mathura
- Mother and Child (Vimla Shah Temple, Mount Abu, Rajasthan)

### SUGGESTIVE ACTIVITY

- Experimentation with different Art like Painting, Paper cutting and folding and different type of paper work.
- Drawing with the help of Pencil and Pen both.
- Sketching with the help of Pencil and Pen both.
- Create some crafts.
- Organisation of schools exhibition during school visit.
  - Art exhibition with different art materials
  - Art exhibition with different waste materials.
- Experimentation with different Art like painting, paper cutting and folding and different type of paper work.
- Draw a painting on canvas / paper.
- Organize a competition of drawing and painting in school drawing your school internship programme and prepare a report on it.

### SUGGESTED READINGS

- An Introduction to Indian Art Part I (NCERT)
- An Introduction to Indian Art Part II (NCERT)
- Art of speech by Kelhlin Rich
- Indian painting (Siv Arama Murti)
- The art and technique of pen drawing (G. Montague Ellwood).
- Daves J.H. (2008) Why our school need the Arts. New York: Teachers College Press
- Drama and Art in Education Dr Jas Raj Kaur, Dr. Salish Kumar Pandey
- कला का अध्यापन – कुसुम लता राठौर

## BASICS OF COMPUTER

### COURSE OBJECTIVES

- CO1 To understand importance, characteristics of computer
- CO2 To develop an understanding about the components of computers.
- CO3 To describe the introduction to operating system.
- CO4 To open and sun the window operating system / MS- Office / Microsoft Word / Excel / PowerPoint

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- CO5 To develop the ability to explore internet / Browsing internet.
- CO6 To formulate different strategies & learning experience / E-mail.
- CO7 To acquaint with the terminology and configuration of computers.

## COURSE CONTENT

### Unit – I : Fundamental of Computers

1. Introduction, characteristics of computers
2. Essential components of computer
  - Input unit
  - Central processing unit
  - Output devices
3. Types of memory, storage devices.
4. Computer language (assembly, machine, high level).
5. Uses and applications of computer

### Unit – II : Introduction to Operating System

- Computer and types of operating system.
- Basics of MS Windows
- Components of Windows
- Advantages of Windows

### Unit – III : Introduction to MS-Office

#### 1. Microsoft Word

- Introduction, components of word documents, basics of Word Processing.
- Saving/opening new documents/files in different locations (drives)
- Text editing, spell check, insert picture, word art.
- Text printing, mail merge.

#### 2. Microsoft Excel

- Introduction, components of excel.
- Enter and edit data in excel work sheet.
- Statistical application.
- Function.
- Graphical representation, how to create/draw graphs.
- Standard statistical function.

#### 3. Microsoft Power Point

- Introduction, application.
- Creating and viewing a presentation.

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Arjun 12/11, Pankaj, Mandy, Nishu, Shikhar, Anshu, Sagar, Anur, Sagar, Sagar



- Clip art.
- Editing the presentation
- Slide show

#### 4. Unit – IV : Introduction to Internet and E-Mail

- Internet, history and working, characteristics of internet.
- Electronic mail.
- Browsing internet.
- World Wide Web (WWW)
- Advantage of Internet.
- Educational Websites.

#### SUGGESTED ACTIVITIES

- Use of computer and its components.
- To operate various parts of computer ie UPS, Keyboard, CPU, Monitor, Printer.
- To run Ms-office ie Ms-Word, Excel, PowerPoint.
- To create a document, file, folder.
- To Edit, format text, picture, viewing documents.
- To save a document.
- To create power Point slide.
- To create mail and mail merge.
- To use various tools & Icon.
- To explore internet & download File / Pdf.

#### SUGGESTED READINGS

- Sinha, P.K.: Computer Fundamentals: Concepts, Systems, and Applications. New Delhi: BPB Publications, 1992.
- Introduction to Computer Science; 2<sup>nd</sup> Edition, Pearson.
- Flynn, Meredith and Rutkosky, Nita: Advanced Microsoft Office 2000. New Delhi: PB Publications, 2000.
- Hergest, Douglas: Excel 4 for Windows – Instant Reference. Singapore: Tech Publications PTE Ltd., 1992.
- Hillman, David: Multimedia Technology and Applications. New York: Delmar Publishers, 1998.
- Matthews, Martin: Windows 95 Power Tools. New York: Random House Electronic Publishing, 1995.
- Minasi, Mark, Christiansen, Eric, & Shapar, Kristina: Expert Guide to Windows 98. San Francisco: Sybex, 1998.
- Nagpal, D.P.: Computer Course. New Delhi: Wheeler Publishing, 2001.
- Oberlin, S.K, Kervran, P. & Cox, J: A Quick Course in Windows 3.1. Delhi: Jaico Publishing House, 1993.

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- Rajaraman, V.: Fundamentals of Computers. New Delhi: Prentice Hall of India Pvt. Ltd., 1997.
- Rathbone, Andy: Windows for Dummies. Delhi: Pustak Mahal, 1993.
- Ray, John: Special Edition Using Microsoft TCP / IP. New Delhi: Prentice Hall of India Pvt. Ltd., 1997.
- Sanders, Donald H.: Computers Today. New York: McGraw Hill Book Co., 1988.
- Sansanwal, D.N.: Information Technology and Higher Education. UNIVERSITY NEWS, Vol. 38, No. 46, 2000, pp 1-6.
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- Underdahl, Brian & Underdahl, Keith: Internet with Web Page / Web Site Design. New Delhi: IDG Books India (P) Ltd., 2000.

## GUIDANCE AND COUNSELLING

## COURSE OBJECTIVES

- CO1 To make student-teachers aware about the concepts of guidance and counseling.  
CO2 To technique of collecting information and data for guidance.  
CO3 To learn the techniques of evaluation for guidance programme.  
CO4 To develop understanding of the role of teacher as counselor.  
CO5 To create an awareness of the working of guidance centres.

## COURSE CONTENT

## Unit – I : Introduction to Guidance

- Concept, nature, need, scope and principles of guidance.
- Types of guidance: Educational, vocational and personal
- Individual and group guidance.

## Unit – II : Introduction to Counselling

- Concept, nature and principles of counseling.
- Counseling approaches: directive, non-directive.
- Group counseling Vs individual counseling: characteristics of a good counselor.

### Unit – III : Techniques of collecting Information and Evaluation for Guidance

- Test of intelligence, creativity, aptitude interest and personality along with its uses and limitations.



- Non-testing technique: observation questionnaire, interview, anecdotal records, cumulative records, case study.
- Evaluation of a guidance programme and follow-up

### SUGGESTED ACTIVITIES

- Administration of any two tests from selecting test / non test technique and write a report.
- Visit to a school to study guidance services and write a report.
- Visit to a guidance and counseling and write a report.

### SUGGESTED READINGS

- A.K. Narayana Rao (2002) Guidance and Counseling, APH Publishing Corporation, New Delhi.
- Arulmani, G & Arulmani, S. Nag (2004): Career Counseling: A Handbook, New Delhi, Tata Ms Graw hill Publishing Company Limited.
- Asha, Bhatnagar (1999). Guidance and Counseling: Theoretical Perspective, Vol. 1, New Delhi Vikas Publishing House.
- Baker, B Stanley (1992) School Counseling for the Twenty First Century, New York.
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- Bhattacharya (1984); Guidance and Counseling, Bombay: Sheth Publication.
- Chauhan, S.S. (1982). Principles of Guidance, New York.
- Gidson, R.L & Mitchell, M.H (2003): Introduction to Counseling and Guidance New Delhi.
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- John S. Koshy (2004) Guidance and Counseling Dominant Publishers and Distributors, New Delhi.
- Jonse, R,N (2000) Introduction to Counseling Skills: Text and Activities, New Delhi. Sage Publications.
- Kochhar, S. K (1979) Guidance in Indian Education, New Delhi: Sterling Publisher Pvt. Ltd.
- Mishra, R. C. (2005) Guidance & Counseling (2 vols); New Delhi: APH Publishing Cooperation.
- Nayak, A. K. (1997) Guidance & Counseling New Delhi; APH, Publishing Cooperation.
- Ramesh Chaturvedi (2007) Guidance and Counseling Techniques – Crescent Publishing Corporation, New Delhi.
- Safaya, Rai (2002); Guidance and Counseling, Chandigarh: Abhishek Publishers.
- Sharma, A. (2006); Guidance & Counselling, Guwahati: DVS Publishers and Distributors.
- Sitaram Sharma (2005) Guidance and Counseling. An Introduction, Shri Sai Printing

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Graphics, New Delhi.

- Vashist, S.R. (2001); Methods of Guidance, New Delhi: Anmol Publishing, 20.
- Venkataiah, S. (2000); Vocational Education, New Delhi: Anmol Publishing.

## LIFE SKILLS EDUCATION

### COURSE OBJECTIVES

- CO1 To familiarize student-teachers in the theoretical foundations of Life Skills Education.
- CO2 To prepare student-teachers in training methodologies and enable students to apply Life Skills in various spheres.
- CO3 To develop professionals in Life Skills Education and enhance the ability to contribute as youth workers specialized in the area of Life Skills Education.
- CO4 To foster the spirit of social responsibility in students and enhance social and emotional well being.

### Unit - I: Introduction

- Life Skills Education: Concept, need and importance of Life Skills Education for teachers. Difference between Livelihood Skills and Life Skills.
- Key Issues and Concerns of Adolescent students in emerging Indian context.

### Unit - II: Process and Methods Enhancing the Life Skills

- Communicative Skills: Listening, Reading, Speaking Writing and Different Modes of Writing, Social Media, Digital Ethics, Nonverbal Communication.
- Team skills: Classroom Discussions, Brainstorming, Social and Cultural Etiquettes, Role plays. Educational Games and Simulation Storytelling, Debates.
- Professional Skills: Resume skills, Interview skills, Group Discussion skills and Exploring Career opportunities.
- Decision making and mapping of using problem trees.
- Audio and Visual activities, e.g. Arts, Music, Theatre, Dance

### Unit - III: Core Life Skills

- Skills of Self awareness and Empathy: Concept, Importance for Teachers in particular, Integration with the teaching learning process, learning to live together with other living beings.

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- Skills of Coping with Stress and Emotion: Concept, importance for Teachers in particular and Integration with the teaching learning process.
- Skills of Problem Solving and Decision making: Concept, importance for Educationists, Integration within the teaching -learning process.

### Practical Assignments/Field Engagement

- The activities listed in Unit II with respect to the process and methods of Life Skills will be taken up in workshops to initiate the student-teachers with respect to the dynamics of the same.
- The Core Life Skills will also be demonstrated through role plays on diverse issues in the form of workshops.
- The student-teachers shall also engage in reflection on different core Life Skills being displayed by children in schools during their field engagement.
- Human animal interface: Case of study of a domestic/institutional animal/with human being.

### SUGGESTED READINGS

- A Life Skills Program for Learners in Senior Phase. (2002). University of Pretoria. Chapter in Thesis. Retrieved from:  
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- Life Skills Based Education. (2011). Wikipedia. Retrieved from:  
[http://en.wikipedia.org/wiki/Life\\_skills-based\\_education](http://en.wikipedia.org/wiki/Life_skills-based_education)
- Life Skills Based Education CCE. (2009). CBSE. Retrieved from:  
[http://www.cbse.nic.in/cce/life\\_skills\\_cce.pdf](http://www.cbse.nic.in/cce/life_skills_cce.pdf)
- Ministry of Education. (2006). Senior Secondary Phase. Republic of Namibia.
- Retrieved from: <http://www.nied.edu.na/publications>

## ENVIRONMENTAL EDUCATION

### COURSE OBJECTIVES

- CO1 To understand the concept and components of Environment.
- CO2 To identify natural resources and its types.
- CO3 To critically analyze the need to conserve natural resources.
- CO4 To develop an insight on anthropogenic interference causing environmental degradation.
- CO5 To evaluate the consequences of environmental degradation on life.
- CO6 To appreciate the need to mitigate the degradation of environment through preservation

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- Top center: "Cup" and "12/11"
- Top right: "Pankaj" and "71"
- Bottom left: "Sachin" and "Cup"
- Bottom center: "Mandir" and "Sachin"
- Bottom right: "Mandir" and "Sachin"



and conservation practices.

- CO7 To understand the concept of sustainable development and its need in the contemporary world.
- CO8 To explain different SDGs and importance of their achievement in the light of present environmental concerns.
- CO9 To become aware of various international conventions and protocols for promoting sustainable development aimed to protect environment from further degradation.
- CO10 To know various major Indian environmental legislations drawn to protect, preserve and conserve environment.

## CONTENT

### Unit - I: Environment and Contemporary Issues

- Concept of Environment and its components.
- Natural resources, types of natural resources and its conservation.
- Concern related to Environmental degradation in present times; Pollution, Global warming, Acid rain, Deforestation, Loss of Biodiversity, Climate change.

### Unit - II: National and International interventions for Sustainable Development

- Concept of Sustainable development.
- SDGs (Sustainable development Goals) – targets, indicators, challenges and strategies.
- Major international intervention to achieve SDGs and mitigate environmental degradation – Convention, Protocols, Organization and Institutions.
- Indian legislation for protection, preservation and conservation of environment.

### Unit - III: Environmental Education

- Aim objectives of Environmental Education (EE).
- Guiding principles of EE at different levels of Education.
- Methods and strategies of EE.
- Evaluation procedures for EE.

## SUGGESTED ACTIVITIES

- Discussion on national and international issues related to environmental degradations and interventions for their integration.
- Local visit to identify and document urban green spaces, mechanism / systems existing in the city for sustainable development and conservation of environment.

Skhalie, Hame, Rupa, 12/11, Pankaj, Pida, Nidhi, 72, Danday, U. S. S. P., Anish, S. Z. R., Panna, M. S. G. A. S.



- ### SUGGESTED READINGS

- ## LEADERSHIP DEVELOPMENT

CO2 To demonstrate an understanding of current leadership theories.

Liza ~~Wong~~ Wong Chun 1211 Park 73 Liz Pido Rena  
 Hano Skhalke Mandy Ashegaria  
Chia Milne Saps the



CO6 To analyze and reflect on instances of leadership in everyday lives.

Dash B.N., School Organization, administration and Management, Neel Kamal  
 Publication Pvt. Ltd. New Delhi (2004)



- Jagannath Mohanthy, Educational Administration supervision and school management, Deep & Deep publication (2004)
- N.P. Rao: Education and Human Resource Management APM. Pub. Corp., New Delhi 1996.
- Desai, D. M. (1964). *Outline of Educational Administration in India*. Ahmedabad: A. R. Sheth & Co.
- Desai, D. M. (1964). *Shaikshanik Prakashan*. Baroda: University Granth Nirman.
- Getzels, J. W. et.al. (1968). *Educational Administration as a Social Process*. New York:Harper and Row.
- Goleman, D. (1998). *Working with Emotional Intelligence*. NewYork: Bantam Books.
- Goleman, D. (1995). *Emotional Intelligence*: NewYork: Bantam Book.
- Halpin, A.W. *Theory and Research in Educational Administration*. Collier Mac.
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- Mukherji, S. N. *Secondary School Administration*. Baroda: Acharya Book Depot.
- Naik, J. P. (1969). *Institutional Planning*. New Delhi: Asian Institute of Planning and Administration.
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- Robbin, S., Judge, T., and Vohra, N. (2012). *Organizational Behaviour*. Delhi: Pearson.
- Safeya, R., and Shaida, B. D. (1964). *School Administration and Organisation*. Delhi: Dhanpatrai & Sons.
- Bhatnagar R.P. and Verma I.B.(1978) Educational supervision, layal book depot, Meerut.
- Bhatnagar R.P. and Aggarwal, V. (1986) Educational administration and management, leyal Book depot Meerut.
- Dash B.N., school organization, administration and Management, Neel Kamal Publication Pvt. Ltd. New Delhi (2004)
- Jagannath Mohanthy, Educational Administration supervision and school management, Deep & Deep publication (2004)
- N.P. Rao: Education and Human Resource Management APM. Pub. Corp., New Delhi 1996.
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- Goleman, D. (1998). *Working with Emotional Intelligence*. NewYork: Bantam Books.
- Goleman, D. (1995). *Emotional Intelligence*: NewYork: Bantam Book.
- Halpin, A.W. *Theory and Research in Educational Administration*. Collier Mac.

A collection of handwritten signatures and initials in blue ink. From left to right, they include: a signature that appears to be 'Sanjiv', a signature 'Chaitali', a signature 'Skhalke', a signature 'Rupar' with '12/11' written below it, a signature 'Pony' with '75' written below it, a signature 'Sikar', a signature 'Rida', and a signature 'Rana'. There are also several other initials and marks scattered below these signatures.



- Kochar, S. K. (1994). *Secondary School Administration*. Jullandhar: Jullandhar University Publications.
- Mukherji, S. N. *Secondary School Administration*. Baroda: Acharya Book Depot.
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 Chaudhary  
 Khargaria  
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5	Dr. Mamta Kumari M.No. 8298149459 R.T.C. B. Ed College, Ranchi
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