

# St. Xavier's College, Ranchi

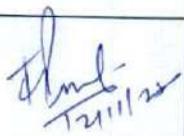
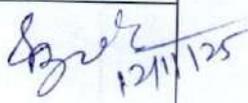
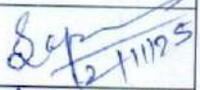
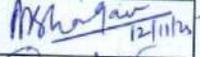
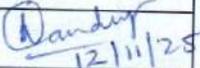
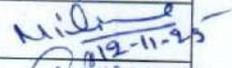
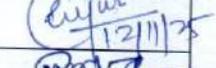
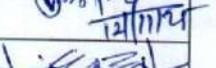
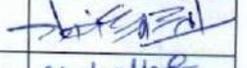
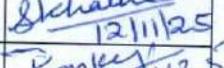
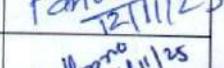
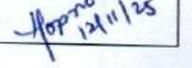
## Department of Education

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 Bachelor 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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- Boji
- Hoore
- Shankar
- 12/11
- Pony
- Mishra
- 2
- Mandy
- Milane
- Sap
- Carith
- son
- anna

### 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 unites 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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**SCHEME OF STUDY (Session 2025-2027)**  
**DEPARTMENT OF EDUCATION; ST. XAVIER'S COLLEGE, RANCHI**  
**(An Autonomous College, Affiliated to Ranchi University, Ranchi)**

***SEMESTER - WISE COURSE DISTRIBUTION***

**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

12/11  
 Horro  
 Shikha  
 Puro  
 Parag  
 Dandya  
 Ashwagana  
 Gupta  
 Sapra  
 Rana  
 U

**SEMESTER- II {Full Marks – 550}**

Code	Subjects	Marks	Credit T.C/P.C	Teaching Hrs.	I. A. Marks	Ex. A. Marks	I.A 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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 Mandy, Hopmo, Ashu, 12/11, Pooja, Rima, U, Milina, Sapna, Rishu, S.

**SEMESTER- III {Full Marks – 600}**

Code	Subjects	Marks	Credit T.C/P.C	Teaching Hrs.	I. A. Marks	Ex. A. Marks	IA 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

10/7/19  
 Homno  
 Shargana  
 Shivakho  
 Rujin  
 12/11  
 P. J.  
 Pandey  
 Anura  
 U  
 Sapna  
 Soma  
 7



## 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 its 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

10/17/17  
Horne  
Crisis 11/21/11  
Skhalter  
Pinto  
Pony  
10  
Nandhy  
Mishra  
Sap  
th  
Ashwani  
Ramesh  
Jom

- 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, अधिगमकर्ता 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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- बाल्यावस्था और विकास - प्रो० रमन बिहारी लाल, श्रीमति सुनीता पलोड़।
- बाल्यावस्था एवं विकास - डॉ० गिरीश पचौरी।

## PAPER 2 (CODE – BEDC102)

### CONTEMPORARY INDIA AND EDUCATION

#### COURSE OBJECTIVES

- CO1 To understand concept and aims of Education.
- CO2 To understand the social realities of Indian society and its impact on Education.
- CO3 To understand the concept of social change and social transformation in relation to Education.
- CO4 To Comprehend different values enshrined in the Constitution of India and its impact on education.
- CO5 To identify the contemporary issues in education and its educational implications.
- CO6 To understand the Historical developments and policy frameworks for Public Education in India.
- CO7 To get acquainted with the current development in universalizing secondary education in India.
- CO8 To understand meaning, nature, scope and functions of education.
- CO9 To understand the relationship between education and individual and national development.
- CO10 To examine the influences of universalization of secondary education and the constitutional provision.
- CO11 Analyse the importance of Indian constitutional basis of education for realization of educational outcomes and their implementation.
- CO12 Analyse an examine the issues and concern related to pre and post policies of education.
- CO13 Realize the need and importance of policy framework for public education in India.
- CO14 Identity the various cause for equality, inequality, discrimination & marginalization for the realization of UEE.
- CO15 To realize the importance of right to education and the provision made for realizing it.
- CO16 Understand the features and impact of liberalization, globalization and privatization of Indian education in the present context.
- CO17 Explores the strategies for pedagogic and curricular shift and mid day meal programme.
- CO18 Understand the stratification of education and their practical ramification in the school context.
- CO19 To analyze the philosophical reflections and educational thought of great educational thinkers.

A collection of handwritten signatures and dates in blue ink. The signatures include 'Harpno', 'Skhalur', 'Tonky', 'Mandy', 'Ashwina', 'Anita', and 'Soni'. There are also some dates and initials scattered around, such as '11/21', '12', and '12/11'.

## 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 Educatio – Dr. Pradeep Singh Dehal, Dr. Vinod Kumar
- Contemporary India and Educatio – 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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- 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: CABE, 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.

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- 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.
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- 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

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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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- 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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- 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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 Supriya  
 Rama  
 Jyoti

- 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 , पद्य 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**

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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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- Practicing team teaching.
- Construction of tools of evaluation.
- To organize – special assembly and activities on science day.
- Activities of popularize science and spread awareness.

### SUGGESTED READINGS

- Pedagogy of School Subject Physical Science – S.P. Kulshrestha, Gaya Singh
- Pedagogy of School Subject Science – A.B. Bhatnagar, S.S. Bhatnagar
- Pedagogy of School Subject Science – S.P. Kulshrestha, K.P. Singh
- Teaching of physical science – S.K. Mangal & Shubhra Mangal
- Modern Teaching of science – S. M. Zaidi
- Teaching of Physics – Suraj Goyal
- Modern Methods of teaching physics Shalini Wadhwa
- विज्ञान शिक्षणशास्त्र - डॉ० ए० बी० भटनागर
- विज्ञान शिक्षण - ए० के० कुलश्रेष्ठ, एन० के० कुलश्रेष्ठ

## 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.

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- Anice, J. (2008). Methods of Teaching Mathematics. New Delhi: Neelkamal Publications.
- Butler, C. H., Wren F. L. and Banks, J. H. (1971). The teaching of Secondary Mathematics. New York : McGraw Hill.
- Coney, T. J., Davis, G. J., and Hen Derson, K. B. (1975). Dynamics of Teaching Secondary School Mathematics. Boston: Houghton - Mifflin co.
- Ediger, M., and Rao, B. (2000). Teaching Mathematics successfully. New Delhi: Discovery Publishing House.
- Kidd, P. K., Myers, S. S., Cilley David, M. (1970). The Laboratory Approach to Mathematics. Chicago: Science Research Associates Inc.
- Kinney, L. B., and Purdy, C. R. (1965). Teaching of Mathematics in Secondary School. New York; Holt, Rinchart and Winston.
- Koehler, M. J. & Mishra, P. (2008). Introducing technological pedagogical content knowledge. In AACTE Committee on Innovation and Technology (Eds)., Handbook of technological pedagogical content knowledge (TPACK) for educators . New York: Routledge.
- Kolb, J. R., and Bassler, O. C. (1979). Learning to teach secondary School Mathematics. London: In text Educational Pub.
- Kothari, R. G., and Mistry, H. S. (2012). Diagnosis of Learning Difficulties on Fractions and Decimals: A study on the students of upper primary schools. Germany: Lambert Academic Publishers.
- Kothari, R. G., and Shelat, P. H. (2011). Mathematical weaknesses among secondary school students. Germany: VDM Verlag Publishers.
- Kumar, S. (1993). Teaching of Mathematics. New Delhi: Anmol Pub. Pvt.
- Mottershead, L. (1978). Sources of Mathematical discovery. Oxford : Basil black Wall.
- Nickson, M. (2006). Teaching and Learning Mathematics : A Guide to Recent Research and its Application. London: Continuum
- Packiam, S. (1983). Teaching of Modern Mathematics: A New Approach. New Delhi: Doaba House.
- Pandya, B. (2007). Teaching of Mathematics. Agra : Radha Prakashan Mandir.
- Paul, C. (2008). Teaching Mathematics : Developing as a Reflective Secondary Teacher. New Delhi: Sage Publication.
- Rao, N. M. (2007). A Manual of Mathematics Laboratory. New Delhi: Neelkamal Publications.
- Reeve, W. D. (1954). Mathematics for the Secondary School. New York: Holt, Rinehart and Winston, Inc.
- Servais, W., and Varga, T. (Ed.) (1971). Teaching School Mathematics. A UNESCO Source Book. UNESCO, Penguin books.
- Shah G. B. (1964). New Dimensions in teaching of Mathematics. Baroda : CASE.

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- Sidhu, K. B. (1974). The Teaching of Mathematics. New Delhi: Sterling Pub. (p). Ltd. (LB 1646 14 54)
- Singh, H., Avtar, R., and Singh, V. P. (2008). A Handbook for Designing Mathematics
- Ravat, M. S., and Agrawal, M. (1986). Ganit Shikshan. Agra: Vinod Pustak Amandir.
- Pedagogy of School Subject Mathematics – A. K. Kulshreshtha
- गणित शिक्षण - अरुण कुमार कुलश्रेष्ठ
- गणित शिक्षण - ए० बी० भटनागर
- गणित शिक्षण - उन्नति बिश्नोई

## HISTORY PEDAGOGY

### COURSE OBJECTIVES

- CO1 Develop an understanding of the nature and importance of History.
- CO2 Explore the use and relevance of different learning resources and materials in learning different units in History.
- CO3 Ability to teach different content of history with various method and strategies.
- CO4 Ability to use various learning of History sources effectively.
- CO5 To prepare lesson plans and unit plans.
- CO6 Concept of History, aim and objectives of teaching history, place and importance of teaching the subject at secondary and higher secondary level of education.

### COURSE CONTENT

#### Unit – I: Concept of History / Foundation of History education

- Meaning aims and objectives of teaching history.
- Place of history in secondary and higher secondary level.
- Correlation of History with different subject:- Geography, Literature, Philosophy, Science, Economic, Political Sciences.
- Scientific approach to teaching the subject:
  - Concept based teaching
  - Generalization based teaching
  - Maxims of teaching- known to unknown, simple to complex, concrete to abstract.

#### Unit – II: Methods of Teaching History / Evaluation of History

- Types of Method:- Story telling, Dramatization, Text book, Role play, Lecture, Discussion, Source, Question & Answer Project, Self-study, assignment, Supervised study.
- Lesson plan and unit plan.

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### 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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- 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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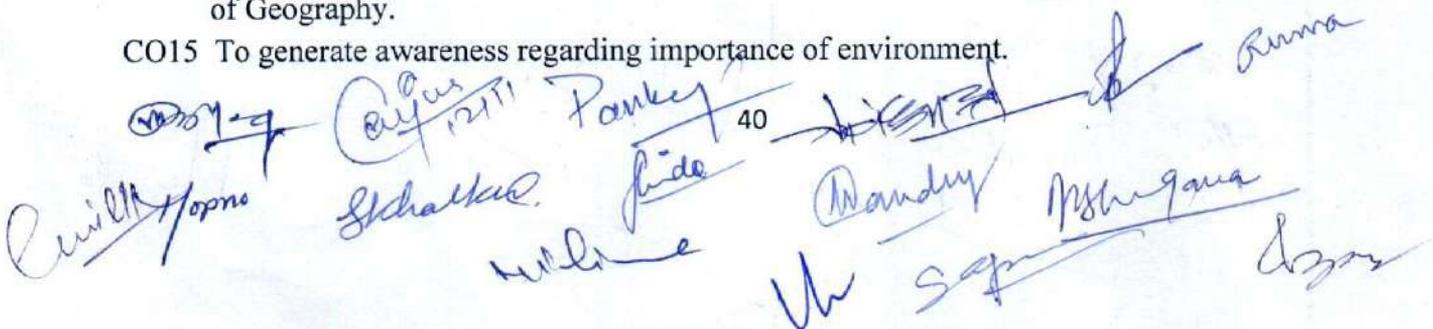
- Learning without Burden, Report of the National Advisory Committee, 1993, Ministry of Human Resource Development, Government of India.
- Mishra R.C, Lesson Planning. A.P.H publishing corporation New Delhi.
- Tyagi Gursharan Arthashastra Shiksha Ka Pranali Vigyan
- Parween, Abida & others Samajik Adhyan 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.

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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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- 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।

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## 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।

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- 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, १९९७

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- 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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- Origin and development of Art.
- Classification of different type of Art.
- Various type of different medium in Art.
- Art room- its need, equipments and decoration.

### SUGGESTED ACTIVITES

- Mixing of colours, use of oil pastels.
- Poster making.
- Chart making.
- Model making.
- Organisation of schools exhibition.
- Art exhibition with different articles and waste materials
- Develop a script of any lesson of their method subject to perform a drama.
- Perform a street play on any theme.

### SUGGESTED READINGS

- Pencil shading landscape I,II, III, IV (Shanti Publication Delhi)
- Art – The basic of education (Devi Prasad)
- Theory of drama by A. Nicoll.
- Armstrong, M. (1980). The Practice of art and the growth of understanding. In closely observed children: The diary of a primary classroom (pp. 131-170). Writers and Readers.
- Booth, D. 1994. Story Drama: Reading, Writing and Role-playing Across the Curriculum. Pembroke Publishers Ltd.
- Bowell, P. and B. Heap. 2001. Planning Process Drama. London: David Fulton. An excellent introduction to planning process drama. Simple, thoughtful, and enthusiastic.
- Davis, J.H. (2008). Why our schools need the arts. New York: Teachers college Press.
- De, A.K., R., Samson, M., and Shiva Kumar, A.K. (2011) PROBE revisited: A report on elementary education in India. New Delhi: Oxford University Press.
- Delpit, L.D. (1988) The silenced dialogue: Power and pedagogy in educating other people's children. The New Press.
- Erion, P. 1996, Drama in the Classroom: Creative Activities for Teachers, Parents and Friends. Lost Coast Press.
- Healthcote, D., and Bolton, G. (1994). Drama for learning: Dorothy Healthcote's mantle of the expert approach to education. Portsmouth. NH: Heineman Press.
- Heining, R. 1992. Creative Drama for the Classroom Teacher. Allyn and Bacon.
- Hornbrook, D. 1991. Education in Drama: Casting the Dramatic Curriculum. Routledge Falmer.
- John, B., Yogin, C., and Chawla, R. (2007). Playing for real: Using drama in the classroom, Macmillan
- Peterson, L. and D. O' Connor. 1997. Kids Take the Stage: Helping Young People
- Spolin, V. 1986. Theatre Games for the Classroom: A Teacher's Handbook. Evanston, IL: Northwestern University Press.

[Handwritten signatures and notes at the bottom of the page, including names like Hopne, Anurag, Pankaj, Anand, and others.]

- Drama and Art in Education – Dr. Jas Raj Kaur, Dr. Satish Kumar Pandey
- कला का अध्यापन - कुसुम लता राठीर
- शिक्षा में नाटक एवं कला - शिल्पी शर्मा, संध्या वाष्ण्य
- शिक्षा में नाटक एवं कला - डॉ० बी० एल० शर्मा

### EPC 3 (CODE – BEDC210)

#### CRITICAL UNDERSTANDING OF ICT

##### COURSE OBJECTIVES

- CO1 To acquaint teacher trainees concept of ICT & Educational technology & its importance.
- CO2 To train the teacher trainees with use of teaching learning materials.
- CO3 To develop competency among teacher trainees to use computer and Audio and Visual electronic resources.
- CO4 To develop the ability to explore Internet.
- CO5 To train the students in handling Ms-office, Ms-Word, Ms-Excel & PowerPoint.
- CO6 To explore the concept of emerging communication, teleconferencing, Interactive broadcasting.
- CO7 To develop understanding to use computer in teaching learning, evaluation & educational administration.

##### COURSE CONTENT

###### Unit – I : ICT and Educational Technology

- Concept of ICT or ICT in Education: Definition, its nature, aims and objectives and importance of ICT.
- Educational technology and ICT.

###### Unit – II : Teaching Learning Materials

- Audio materials, visual and audio-visual materials.
- Project and non-project materials.
- Computer, E-mail, Internet.

###### Unit – III : Communication in Education

- Emerging communication, communication satellite, teleconferencing, interactive broadcasting, language lab mobile service.

###### Unit – IV : Computer and Education

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- 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 Brainstroming 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.

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- 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, PualPublication., 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 - डॉ० 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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- 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

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- 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, मुल्यांकन एवं सांख्यिकी, अग्रवाल प्रकाशन, आगरा।
- अधिगम के लिए आंकलन -डॉ० मोहनलाल आर्य।
- 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, समावेशी 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

## PAPER 11 (CODE – BEDC418)

### UNDERSTANDING DISCIPLINES AND SUBJECTS

#### COURSE OBJECTIVES

- CO1 To understand and enhance the knowledge about Discipline.
- CO2 To understand the notion of knowledge with different perspectives.
- CO3 To acquaint with the concept of Pedagogy and different approaches of it.
- CO4 To enhance the knowledge and critical thinking about the construction of curriculum of different school subjects like language, social science and science
- CO5 To develop familiarity with the concept of interdisciplinary knowledge.
- CO6 The course aim at generating awareness among teacher-trainees about notions and approaches of knowledge.
- CO7 To make aware teacher-trainees about curriculum construction.

#### COURSE CONTENT

##### Unit – I : Knowledge, Disciplines and Philosophical aspects of Education

- Concept of Discipline.
- Notion and approaches of knowledge:  
Objective, contextual, diverse, dialogical and subjective knowledge.
- Concept of Disciplinary Knowledge.
- Naturalism, Idealism, Pragmatism, Realism.

##### Unit – II : Pedagogy and its Approaches

- Concept of Pedagogy.
- Different approaches and methods of organizing different pedagogical subjects:

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- 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.

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(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.
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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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- 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.
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- 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.
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- 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.
- Bernard, H.W & Fullner, D.W. (1987) Principles of Guidance, a Basic Text (Indian Education), New Delhi; Allied Publishers Pvt. Ltd.,
- 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.
- Jayaswal S. (1981) Guidance and Counseling, Lucknow : Prakashan Kendra.
- 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: <http://www2.ed.gov/offices/OVAE/AdultEd/OCE/SuccessStories/success.pdf>
- 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)
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- Ministry of Education. (2006). Senior Secondary Phase. Republic of Namibia.
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## 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

Handwritten signatures and notes at the bottom of the page include:
   
 - A circled signature "Anur" with "12/11" written below it.
   
 - A signature "Pankaj" with "71" written next to it.
   
 - A signature "Mandira".
   
 - A signature "Mishra".
   
 - A signature "Anu".
   
 - Other illegible signatures and scribbles.



- Plantation drive within and outside the campus of the college.
- Case study on good practices for protection of environment in the city.

### SUGGESTED READINGS

- Agarwal, S.K., Tiwari, Swarnalata., Dubey, P.S. (1996). Biodiversity and Environment. New Delhi: APH Publishing.
- Botkin, Daniel, B. & Keller, Edward, A. (2000). Environmental Science, Earth a living Planet. New York: John Wiley & Sons Inc.
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- Chawan, I.S. & Chauhan, Arun. (1998). Environmental Degradation. Jaipur: Rawat Publications.
- Chiras, D.D. & Regonold, J.P.(2010). Natural Resource Conservation: Management for a Sustainable Future (e Book, 10<sup>th</sup> Edition). N.J.: Benjamin Commings / Pearson.
- Garg, M.R. (2000). Environmental Pollution and Protection. Guwahati: DVS Publications.
- Gokulanathan, Pai, P.P. (eds). (2000). Environmental Education. Shillong: NEHU Publications.
- Jain, K. (2005). An Introduction to Environmental Education. New Delhi: Summit Enterprises.
- Kohli, Kanchi & Menon, Manju. (2021). Development of Environmental Laws in India. Kolkata: Cambridge University Press.
- Ministry of Environment, Forest and Climate Change. (2019). A Handbook on International Environment Conventions and Programs. <https://moef.gov.in/wp-content/uploads/2020/02/convention-v-16-CURUE-web.pdf>.
- Shukla, C. (2004). Principles of Environmental Education. New Delhi: Mohit Publications.
- Singh, J.S., Singh, S.P.& Gupta, S.R. (2006). Ecology, Environment, Resource Conservation. Anamoya Publications. <https://sdgs.vn.org/goals>.
- Vargese, Anita., Oommen, Meera, Anna., Paul, Miridula, Marg-Nath, Snehlata. (Eds.) (2022). Conservation through sustainable Use: Lessons from India. New Delhi: Routledge.

### LEADERSHIP DEVELOPMENT

#### COURSE OBJECTIVES

- CO1 To understand and gain conceptual knowledge of leadership.  
 CO2 To demonstrate an understanding of current leadership theories.

A collection of handwritten signatures and names in blue ink, including 'Hano', 'Anita', 'Manduy', 'Sapna', 'U', 'Ashwargaria', 'Rana', and others, some with dates like '12/11' and '73'.

- CO3 To understand the impact of effective leadership on organisation.
- CO4 To help students become effective leaders.
- CO5 To apply diverse skills and approaches associated with leadership in a variety of situations and contexts.
- CO6 To analyze and reflect on instances of leadership in everyday lives.

## CONTENT

### Unit - I: Introduction to Leadership

- Roles, functions and characteristics of a leader.
- Leadership traits and ethics.
- Styles of leadership.

### Unit - II: Leadership and Management

- Educational management: Meaning, Nature and Scope.
- Functions of Management (Planning, Organizing, Staffing, Directing and Controlling), Leadership as a process and practice.
- Difference between leader and Manager.

### Unit - III: Theories of Leadership and Challenges

- Theories of Leadership (Trait Theory, Behavioural Theory, Contingency Theories, Transactional Theories and Transformational Leadership Theory).
- Issues and challenges for leaders: conflict management, Developing and encouraging human & Material resources, SWOC of self and institution, Understanding team dynamics, implementation of best / innovative practices.

## MODE OF TRANSACTION

- Lecture, Discussion, Workshop and Case Studies.

## SUGGESTED ACTIVITIES

- Case studies on leadership.
- Games / Activities / Exercises / Workshop.

## SUGGESTED READINGS

- Dash B.N., school organization, administration and Management, Neel Kamal Publication Pvt. Ltd. New Delhi (2004)

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- Safeya, R., and Shaida, B. D. (1964). *School Administration and Organisation*. Delhi: Dhanpatrai & Sons.
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- Kochar, S. K. (1994). *Secondary School Administration*. Jullandhar: Jullandhar University Publications.
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