

Choice Based Credit System (CBCS)- B.Ed. Syllabus of T.N.A.C.E. (Autonomous), Harigaon (2025)

**TARKESHWAR NARAIN AGRAWAL COLLEGE OF EDUCATION
(AUTONOMOUS)**

NAAC Accredited with "B" Grade (1st Cycle)

Affiliated to – Aryabhata Knowledge University, Patna



Syllabus for Bachelor of Education (B.Ed.)

Choice Based Credit System (CBCS)

**(Approved by Board of Studies, dated 02.05.2025 and
Academic Council Meeting, dated 04.05.2025)**

**(For the candidates admitted from the academic year 2025-26
onwards)**

Choice Based Credit System (CBCS)- B.Ed. Syllabus of T.N.A.C.E. (Autonomous), Harigaon (2025)

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

Semester Wise

(According to the Guidelines of NCTE – 2014)



**TARKESHWAR NARAIN AGRAWAL COLLEGE OF EDUCATION
(AUTONOMOUS)**

NAAC Accredited with "B" Grade (1st Cycle)

Affiliated to - Aryabhatta Knowledge University, Patna

TARKESHWAR NARAIN AGRAWAL COLLEGE OF EDUCATION
(AN AUTONOMOUS COLLEGE)
HARIGAON, ARA

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13	DR. GYANDEO MANI TRIPATHI	MEMBER	EXPERT OUT SIDE COLLEGE	Gyandeo Mani Tripathi
14	SRI ARUN KUMAR	MEMBER	ALUMNI OF COLLEGE	Arun Kumar

- **Develop the teaching skills which includes imparting knowledge on effective teaching methods, lesson planning and Classroom management techniques.**
- **Motivates and stimulates students' interest to learn in more effective way. This interactive process helps them in clarification of thoughts and ideas.**
- **Address the Learning needs of all children including those who marginalized and disabled.**
- **Gain the highest aims of pedagogy and synthesis of knowledge systems and internationalism.**
- **Make students acquire new knowledge skills and attitude required for success in their professional life.**
- **Develop the needed counselling skills and competencies to be a facilitator of children needing specific kinds of help in finding solutions for day-to-day problems related educational, personal and social situations.**
- **Be sensitive in the social and administrative contexts, in which they need to operate.**
- **Develop an artistic and aesthetic sense in children through Art education.**
- **Equip with the essential pedagogical knowledge, teaching methodologies and psychological principles necessary for a successful career in teaching.**
- **Learn how to make productive work through various practical subjects, developing values and learning multiple skills.**
- **Identify their own personal expectations, perceptions of self-capacities and inclination.**

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TARKESHWAR NARAIN AGRAWAL COLLEGE OF EDUCATION, ARA

Autonomous

ARYABHATTA KNOWLEDGE UNIVERSITY, PATNA

NAAC Accredited 'B' Grade (1ST Cycle)

Syllabus for Education

SEMESTER I, II, III and IV

1. B.Ed. :

(i) Course Structure

(ii) Syllabus

Page No.

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Pramati Manjula Jena

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Scheme of Study
(Semester Wise Distribution of the Courses)
SEMESTER WISE DISTRIBUTION OF COURSES

SEMESTER - I

Course Code	Course Name	Credit	External	Internal*	Full Marks	Page No.
BCC-1	Childhood and Growing up	4	70	30	100	07-08
BCC-2	Contemporary India and Education	4	70	30	100	09-10
BCC-4	Language Across Curriculum	2	35	15	50	11-12
BCC-5	Understanding Disciplines and Subjects	2	35	15	50	13-14
BEPC-3	Critical Understanding of ICT	2	-	50	50	15-16
BSI - 1	School Internship for 4 weeks	2				
Total		16			350	

* Engagements with the Field: Tasks and Assignments for Course Code 1, 2, 4, 5 and BEPC - 3.

SEMESTER - II

Course Code	Course Name	Credit	External	Internal*	Full Marks	Page No.
BCC-3	Learning and Teaching	4	70	30	100	18-19
PS- 7A	Pedagogy of a School Subject - Part I	2	35	15	50	20-39
BCC-9	Assessment for Learning	4	70	30	100	40-41
BEPC - 1	Reading and Reflecting on Texts	2		50	50	42-43
BEPC-2	Drama and Art in Education	2	-	50	50	44-45
Total		14			350	

* Engagements with the Field: Tasks and Assignments for Courses 3, 7A, 9, BEPC - 1 and BEPC - 2.

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B.Ed. Semester - I

BCC-1: CHILDHOOD AND GROWING UP

Course Code: BCC-1

CREDITS: 4

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

COURSE OBJECTIVES

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

COURSE CONTENT

UNIT-I

(LEARNER: CHILDHOOD AND DEVELOPMENT)

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

UNIT- II

(LEARNER AND ADOLESCENCE)

- i.) Concept of Adolescence: Stereotypes, Need of Understanding, Major Issues and Factors.
- ii.) Understanding stages of development with special emphasis on adolescence.
- iii.) Adolescence: Activities, Aspirations, Conflicts and Challenges of Learner.
- iv.) The contemporary reality of adolescence with special focus on Bihar.
- v.) Dealing with adolescents: discourse on the role of Teacher, Family, Community and State.

UNIT-III

(SOCIALIZATION AND THE CONTEXT OF LEARNER)

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

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BCC-2: CONTEMPORARY INDIA AND EDUCATION

Course Code: BCC - 2

CREDITS: 4

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

COURSE OBJECTIVES

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

COURSE CONTENT

UNIT - I

(CONCEPT OF EDUCATION AND ITS NATURE)

- i.) Concept: meaning, aims and process.
- ii.) School Instruction: Training and Indoctrination.
- iii.) Agencies of Education: Formal, Informal and Non-Formal.
- iv.) Philosophy: Meaning and branches.
- v.) Educational Philosophy: Meaning, Functions and Scope.
- vi.) Schools of philosophy: Idealism, Naturalism and Pragmatism and their relation to the following thinkers: Rousseau, Tagore, Dewey, Gandhi and Maria Montessori.

UNIT - II

(CONSTITUTION AND EDUCATION)

- i.) Educational Articles related to Indian Constitution.
- ii.) Constitution especially the Preamble for the Fundamentals Rights, Duties of citizens and the Directive Principles of State Policies.
- iii.) Constitutional Values related to Aims of Education.
- iv.) The fulfilment of the Constitutional promise of Freedom, Justice, Equality and Fraternity.

UNIT - III

(EDUCATIONAL COMMISSIONS AND POLICIES)

- i.) Wardha Commission 1937: Basic Education.
- ii.) Mudaliar Commission (1951-53).
- iii.) Kothari Commissions (1966): Recommendations and their implementation.
- iv.) Yash Pal Committee Report.
- v.) National Knowledge Commission (2005)

UNIT - IV

(EDUCATIONAL SCHEMES AND FRAMEWORK)

- i.) Review of Mid-Day-Meal programme and the role of legislative action to ensure nutrition.
- ii.) Different policies implementation and shaping of school education: NCF- 2005, BCF-2008, NCFTE-2010.
- iii.) Rashtriya Madhyamik Shiksha Abhiyan (RMSA) and Sarva Shiksha Abhiyan (SSA) towards. enrolling and retaining marginalized children.
- iv.) National Policy of Education (NPE), 1986 and its review, 1992 and New Education Policy (NEP) 2020.
- v.) Current Central and State (Bihar) Government Schemes of Education.

MODE OF TRANSACTION

- i.) Teachers should incorporate discussions, projects, documentaries, movies and field-based projects.
- ii.) 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.
- iii.) Dialogue and discussions have to be the key for the transaction of this course.

REFERENCES

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

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BCC- 4: LANGUAGE ACROSS THE CURRICULUM

Course Code: BCC - 4

CREDITS: 2

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

COURSE OBJECTIVES

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

COURSE CONTENT

UNIT – I

(UNDERSTANDING LANGUAGE (NATURE AND FUNCTION))

- i.) Meaning, Concept, Definition and Nature of Language.
- ii.) Functions of a language.
- iii.) Concept and Aims of Language Across the Curriculum1 (LAC) Approach.
- iv.) Role, importance and Challenges of LAC approach in the curriculum.
- v.) Three language formula and 8th Schedule, Article (345-351).
- vi.) How children learn language with special reference to Skinner, Piaget, Vygotsky and Chomsky.
- vii.) Difference between acquiring language and learning language.

UNIT – II

(LANGUAGE DIVERSITY AND MULTILINGUALISM)

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

PRACTICUM

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

MODE OF TRANSACTION

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

REFERENCES

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- Areekkuzhiyil, Santhosh., Language Across the Curriculum, Hyderabad, Neelkamal Publications PVT. LTD.,
- Fang, Zhihui., Language and Literacy in Inquiry-Based Science Classrooms, New Delhi, SAGE Advantage,

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BCC-5: UNDERSTANDING DISCIPLINES AND SUBJECTS

Course Code: BCC - 5

CREDITS: 2

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

COURSE OBJECTIVES

- To understand the basic premises of school subjects/ academic disciplines.
- To understand the need for classification of human knowledge.
- To acquaint with the required basic competencies for effective transaction of knowledge.
- To enhance the knowledge of the academic discipline.
- To explain the importance of research and action research.
- To develop familiarity with the concept of Interdisciplinary learning.

COURSE CONTENT

UNIT - I

(BASIC UNDERSTANDING OF ACADEMIC DISCIPLINE AND SUBJECTS)

- i.) Concept, Meaning and Characteristics of Academic Discipline.
- ii.) History of academic discipline
- iii.) Need/Perspectives of the classification of Human knowledge into Disciplines and Subjects:
1. The Philosophical Perspective: Unity and Plurality, 2. The Anthropological Perspective: Culture and Tribes, 3. The Sociological Perspective: Professionalization and Division of Labour 4. The Historical Perspective: Evolution and Discontinuity, 5. The Management Perspective: Market and Organization, 6. The Educational Perspective: Teaching and Learning.
- iv.) Classification of Academic Disciplines: - Aristotelian, Approximate and Biglin.
- v.) Difference between discipline and subject; Nature and Scope of disciplines/subjects

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

- i.) Mastery over the subject.
- ii.) Communicating the subject.
- iii.) Subject specific terms and their uses.
- iv.) Projects/ Activities in different school subjects.
- v.) Research: Meaning, Characteristics, Need and Steps.
- vi.) Action Research: Meaning, Characteristics, Need and Steps.
- vii.) Interdisciplinary learning-meaning, nature and importance; assessment of interdisciplinary learning.
- viii.) Criteria used for quality assurance of interdisciplinary subjects.

MODE OF TRANSACTION

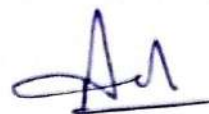
- i.) The specific content of this paper may be discussed and presented through seminar and Brainstorming sessions.
- ii.) Preparation of Action Research Report.

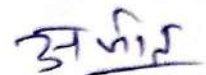
Promati Majhi, Dhanu, Sanjiv, Anurag, Anam, Arun Kr

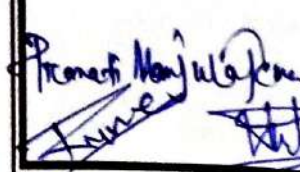


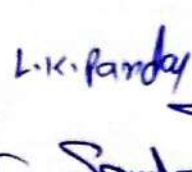
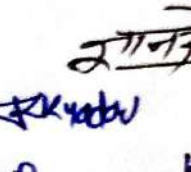
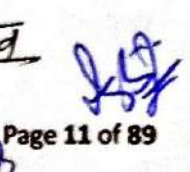
L.K. Pandey


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- S.K. Mangal, Essentials of Educational Technology, Prentice Hall India Learning Private Limited.





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BEPC-3: CRITICAL UNDERSTANDING OF ICT

Course Code: BEPC - 3

CREDITS: 2

F.M.: 50 (INTERNAL)

COURSE OBJECTIVES

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

COURSE CONTENT

UNIT-I

(INTRODUCTION TO INFORMATION AND COMMUNICATION TECHNOLOGY (ICT))

- i.) Concepts of ICT and its relevance for education,
- ii.) Vision, Mission and Policy Goals of National Policy on Information and Communication Technology (ICT) in School Education in India.
- iii.) Challenges of Integration of ICT in School.
- iv.) Use of radio, television, newspaper and video in education.
- v.) Functional knowledge of operating LCD projector.
- vi.) Functional knowledge of operating computers: on/off, word processing, use of PowerPoint, excel, paint.
- vii.) Essential Software, Mobile Applications, Free and Open-Source Software for Educational Use.

UNIT - II

(VISUALIZING TECHNOLOGY-SUPPORTED LEARNING SITUATIONS)

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

PRACTICUM

- i.) Using word processor, spreadsheet, and presentation software to produce various teaching learning resources.

- ii.) Creating Google Classroom and Forms.
- iii.) Conducting online classes on virtual platforms (Zoom and Google Meet).
- iv.) Using Web Tools in Teaching and Learning.

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- अरोरा, रंजना, शिक्षा में कम्प्यूटर और संचार कौशल का प्रयोग और विकास, अग्रवाल प्रकाशन, आगरा।
- तनेजा, इंदु, अध्ययन क्षेत्र और अवबोध, पद्य प्रकाशन, जयपुरवर्मा, अंजलि, इंटरनेट मेहतावा और अनुप्रयोग, ओमेगा प्रकाशन, नई दिल्ली।
- मंगल, एस. के., शिक्षा तकनीकी, पी. एच. आई लर्निंग प्राइवेट लिमिटेड, कर्नॉटसर्कस, नईदिल्ली।
- वालिया, जे.सी., सूचना संस्थान और शिक्षा तकनीकी, अहीम पॉल प्रकाशन, गोपालनगर, जालंधर।
- सीवानी, अशोक, अध्ययन क्षेत्र और विषय बोध, जैन प्रकाशन मंदिर, जयपुर।

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L.K. Pandey

B.Ed. Semester - II

BCC-3: LEARNING AND TEACHING

Course Code: BCC-3

CREDITS: 4

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

COURSE OBJECTIVES

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

COURSE CONTENTS

UNIT – I

(CONCEPTS RELATED TO LEARNING)

- i.) Learning: Implicit knowledge and beliefs, demystifying misconceptions.
- ii.) Nature, characteristics and types of learning (motor learning, verbal learning, concept learning, associative learning, problem solving and attitude learning.
- iii.) Major factors affecting learning.
- iv.) Transfer of learning, forgetting and memory: meaning and strategies.

UNIT – II

(THEORETICAL PERSPECTIVES ON LEARNING)

- i.) Reflections on the development of theories on learning.
- ii.) Theories related to Learning: Behaviourist, Cognitivist, Information- Processing, Humanist, Social-constructivist (Thorndike, Pavlov, Skinner, Kohler, Atkinson-Shiffrin model and Maslow and Vygotsky).
 - a) Concepts and principles with their applicability in different learning situations.
 - b) Relevance and applicability for different kinds of learning situations.
 - c) Role of learner in various learning situations, as seen in different theoretical perspectives.

UNIT – III

(LEARNING AND TEACHING)

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

UNIT – IV

(PERSONALITY, INTELLIGENCE AND MENTAL HEALTH)

- i.) Personality: Type and Trait Theories.
- ii.) Personality and Its Assessment: Projective and Non-Projective techniques

- iii.) Concept of Intelligence and I.Q. Test for providing better learning opportunities to the learners.
- iv.) Theories of Intelligence: Spearman's two-factor, Guilford's theory, Multiple Intelligence, and Emotional Intelligence.
- v.) Assessment of Intelligence.
- vi.) Mental Health of the Students, Difference between Mentally Healthy and Maladjusted child Different strategies of Adjustment

PRACTICUM (Any Two)

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

MODE OF TRANSACTION

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

REFERENCES

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- De Cecco, John P., Psychology of learning and instruction, Prentice-Hall Inc, Jersey.
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- Mangal, S.K., Advanced Educational Psychology, PHI Learning, New Delhi.
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- Skinner, Charles, Educational Psychology and Measurement, Prentice-Hall Private Limited, New Delhi.
- Walia, J S., Learner, Learning and Cognition, Ahim Paul Publication, Jalandhar.
- गुप्ता, एस.पी., उच्चतर शिक्षा मनोविज्ञान, शारदा पुस्तक भवन, इलाहाबाद।
- पाठक, पी. डी., शिक्षा मनोविज्ञान, अग्रवाल पब्लिकेशन, आगरा।
- मंगल, एस. के., शिक्षा मनोविज्ञान, अग्रवाल पब्लिकेशन, आगरा।
- शर्मा, राकेशकुमार, अधिगमकर्त्ता का विकास एवं शिक्षण अधिगम प्रक्रिया, अग्रवाल पब्लिकेशन, आगरा।
- सिंह, अरुण कुमार, शिक्षा मनोविज्ञान, भारती भवन, पटना।
- सिन्हा, एच. एस., शिक्षा मनोविज्ञान, अटलांटिक पब्लिकेशन, नई दिल्ली।

PS-7A-1: PEDAGOGY OF ENGLISH

Course Code: PS-7A-1

CREDITS: 2

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

COURSE OBJECTIVES

- i.) To know the history of English language teaching.
- ii.) To understand the nature and characteristics of English.
- iii.) To know the principles of language learning.
- iv.) To acquire the skills needed for mastering English.
- v.) To get some insight into different types of aims and objectives of teaching English.
- vi.) To understand the various method(s) and approach(es) for teaching English.
- vii.) To prepare lesson plans based upon different skills of teaching in English.
- viii.) To get familiar with the innovation in the field of English teaching methods.
- ix.) To understand the importance of teaching grammar.

CONTENT

UNIT – I

(NATURE OF ENGLISH LANGUAGE)

- i.) Meaning and nature of English language.
- ii.) Brief history of English language from pre-Independence days till today.
- iii.) Three-language formula.
- iv.) Aims and Objectives of Teaching English at secondary and senior secondary Levels.
- v.) Role of English in Modern India: International language, window on the modern world, library language, link language.
- vi.) Advantages and importance of English learning.
- vii.) Problems of teaching English in India.

UNIT – II

(TEACHING ENGLISH LANGUAGE AND LESSON PLAN)

A. TEACHING ENGLISH LANGUAGE (METHODS AND APPROACHES)

1. General Principles of Teaching English as a Second Language.
 - i.) Methods of teaching English.
 - a) Grammar Translation Method.
 - b) Direct Method.
 - c) Bi-lingual Method.
2. Approaches of teaching English.
 - a) Structural Approach General principles of selection and gradation.
 - b) Communicative Approach.
3. Innovative methods of teaching English: Think peer learning, group presentation, team teaching, activity-based learning, simulation exercises, reflective teaching and connecting textbook with context.
 - i.) Teaching of Grammar –

- a) Types: Functional and Formal (Traditional).
- b) Methods: Inductive and Deductive.

B. UNIT AND LESSON PLANNING:

- i.) Meaning and importance of Unit and lesson planning; Steps of lesson plan Herbartian, Bloom and 5E models.
- ii.) Micro-teaching and Core teaching skills.
- iii.) Writing Instructional objectives of prose & poetry.
- iv.) Qualities of an English Teacher.
- v.) Types of Audio-Visual Aids and its appropriate uses.
- vi.) Characteristics of a Good English Textbook.

PRACTICUM

- i.) Practice of Microteaching Cycle.
- ii.) Preparation of Unit Plan and Lesson Plan.
- iii.) Preparation of Teaching Aids.
- iv.) Content-based test for secondary classes.
- v.) Project/ Assignment.

REFERENCES

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- Broughton, Geoffrey, Teaching English As A Foreign Language, Routledge And Kegan Paul.
- Corder, Jim W., Handbook of Current English, Scott, Foresman And Co.
- Frisby And Cheeseman, New Ship English Course, Orient Longman.
- Horsburg, David, Modern English Book 7, Oxford University Press, Delhi.
- Kimbrough, Ted D., Inventory of Skills, B.E.C. Chicago.
- Pahuja, N.P., Teaching of English, Anmol Publication Private Limited, New Delhi.
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PS -7A – 2 :हिन्दी का शिक्षणशास्त्र

क्रेडिट- 2

कुल अंक-50 (आंतरिक 15, बाह्य-35)

विषय-वस्तु का उद्देश्य

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

- हिन्दी भाषा को प्रकृति, विशेषताएँ तथा महत्त्व
- मातृ भाषा के रूप में हिन्दी शिक्षण के उद्देश्य
- सफल हिन्दी शिक्षण हेतु विभिन्न उपागमों की योजना
- हिन्दीभाषा के विभिन्न साहित्यिक विधाओं का शिक्षण
- सूक्ष्म शिक्षण व विशिष्ट शिक्षण कौशल का अभ्यास
- पाठ योजना निर्माण का अभ्यास

विषय-वस्तु

इकाई-I

हिन्दी भाषा एवं विद्यालय में उसका स्थान

- हिन्दी भाषा के उद्गम का संक्षिप्त इतिहास
- हिन्दी भाषा का अर्थ, प्रकृति, विशेषताएँ तथा कार्य
- हिन्दी भाषा के सामान्य व विशिष्ट उद्देश्य
- विद्यालयी पाठ्यक्रम में हिन्दी भाषा का स्थान व महत्त्व, त्रिभाषासूत्र एवं संवैधानिक प्रावधान
- सहसंबंध

(क) आंतरिक गद्य, पद्य, व्याकरण एवं रचना

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

इकाई-II

हिन्दी भाषा के अध्यापन की विधाएँ

- गद्य शिक्षण के उद्देश्य एवं विधियाँ कथा कथन, अभिरूप (नाट्यीकरण, भूमिका अभिनय)
- पद्य शिक्षण के उद्देश्य एवं विधियाँ गीत, अभिनय, व्याख्या, कहानी
- व्याकरण शिक्षण के उद्देश्य एवं विधियाँ आगमन, निगमन, आगमन-निगमन, सूत्र, भाषा संसर्ग
- उद्दीपन प्रतिक्रिया रचना शिक्षण के (क) उद्देश्य (ख) प्रकार-नियम बद्ध एवं मुक्त-रचना (ग) विधियाँ-चित्र देखो और रचो, उद्दीपन प्रतिक्रिया
- सूक्ष्म शिक्षण एवं उसका महत्त्व, विशिष्ट शिक्षण कौशल
- पाठ-योजना का अर्थ एवं निर्माण के चरण (हरबर्ट ब्लूम तथा 5E मॉडल)

व्यावहारिककार्य:

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

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L.K. Pandey

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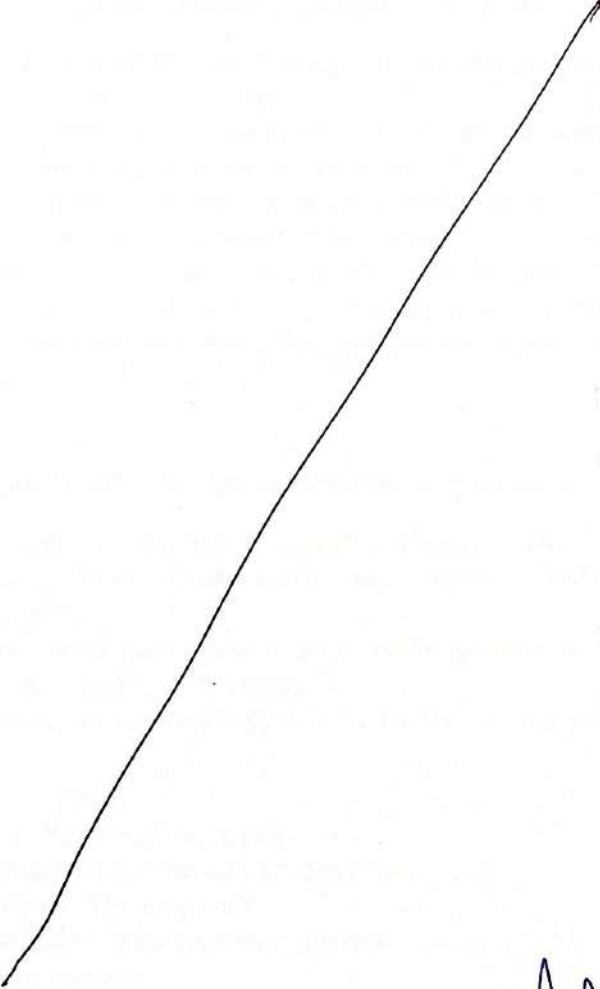




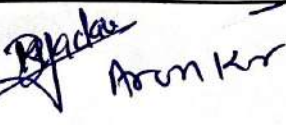


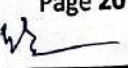
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संदर्भग्रंथ

- आर्य, सुधा, हिन्दी शिक्षण, रजत प्रकाशन, अंसारी रोड, दरियागंज, नई दिल्ली ।
- कौशिक, जयनारायण, हिन्दी शिक्षण, हरियाणा साहित्य अकादमी, चंडीगढ़ ।
- दत्ता, संजय, मातृभाषा विषय-वस्तु एवं शिक्षण विधियाँ, जैन प्रकाशन मंदिर, जयपुर ।
- पाण्डेय, रामशकल, हिन्दी शिक्षण, अग्रवाल प्रकाशन, आगरा-21
- बाला, शशि, हिन्दी शिक्षण विधि, डिस्कवरी पब्लिकेशन हाउस, अंसारीरोड, प्रहलादस्ट्रीट, नई दिल्ली ।
- भटनागर, शरद, हिन्दी भाषा शिक्षण, अग्रवाल प्रकाशन, आगरा ।
- योगेंद्रजीत, भाई, हिन्दी भाषा शिक्षण, अग्रवाल प्रकाशन, आगरा ।
- राव, शशि, काव्यांजलि (कविता संग्रह), अग्रवाल प्रकाशन, आगरा ।
- राव, शशि, भाषाई कौशल एकक्रियात्मक शोध, मरीना प्रकाशन, दिल्ली ।
- राव, शशि, हिन्दी भाषा शिक्षण, मरीना प्रकाशन, दिल्ली ।
- लाल, रमन बिहारी, हिन्दी भाषा शिक्षण, रस्तोगी प्रकाशन, मेरठ ।
- शर्मा, एस.आर, भाषा-शिक्षण, अर्जुन प्रकाशन हाउस, दरियागंज, नईदिल्ली ।
- शर्मा, मातड, हिन्दी शिक्षण, शारदा पुस्तक भवन, यूनिवर्सिटी रोड, इलाहाबाद ।
- सिंह, निरंजन कुमार, माध्यमिक विद्यालय में हिन्दी शिक्षण, राजस्थान हिन्दी ग्रंथ अकादमी, जयपुर ।
- सिन्हा, शारदा, हिन्दी-अध्यापन, शारदा ज्ञानोदय, पटना ।










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

Course Code: PS-7A-3

CREDITS: 2

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

COURSE OBJECTIVES

- i.) To realize the importance of Physical Science teaching.
- ii.) To understand the aims and objectives of teaching Physical Sciences.
- iii.) To familiarize with the methods and approaches of teaching Physical Science and use them effectively in classroom.
- iv.) To gain mastery over core teaching skill required for effective Physical Science teaching.
- v.) To select and organize content, plan instruction and ensure effective delivery.

COURSE CONTENT

UNIT - I

(NATURE, SIGNIFICANCE AND OBJECTIVES OF TEACHING PHYSICALSCIENCE)

- i.) Nature and scope of Physical Science: Science as a process, product and attitude towards life; theory and experimentation.
- ii.) Relationship of Physical Sciences with sciences and other school subjects.
- iii.) Physical Sciences and modern Indian society: Relationship of physical sciences and society, impact of physical sciences on modern Indian society with special reference to issues related with environment, industrialization, sustainable development and peace.
- iv.) Aims and objectives of Teaching Physical Sciences, Instructional and Behavioural objectives with reference to Bloom Taxonomy of educational objectives.
- v.) Scientific Attitude and Scientific methods of inquiry as related of Physical Science Teaching.

UNIT - II

(METHODS AND APPROACHES FOR TEACHING OF PHYSICAL SCIENCE)

- i.) Methods and Approaches of teaching Physical Science: Lecture cum demonstration, Inductive-deductive, Analytic-synthetic, Heuristic, Laboratory, Problem solving and Project method.
- ii.) Laboratory techniques and Supervised study approaches.
- iii.) Microteaching and Core Teaching Skills.
- iv.) Unit Planning and Lesson Planning-Herbartian, Bloom and 5E approach.

PRACTICUM

- i.) Practice of Microteaching Cycle
- ii.) Preparation of Unit Plan and Lesson Plan
- iii.) Preparation of Teaching Aids
- iv.) Content-based test for secondary classes
- v.) Project/ Assignment.

REFERENCES

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

Pranav Manjula Jena

L.K. Pandey

Neeraj

Am

इमजिन

R.K. Yadav

मानदेव

सुधी

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अपेक्ष

अमर

Sandosh

Sandeep

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

Course Code: PS-7A-4

CREDITS: 2

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

COURSE OBJECTIVES

- i.) To develop an understanding of the nature and place of Biological Science.
- ii.) To formulate instructional objectives in terms of behavioural outcomes.
- iii.) To understand the teaching methods, approaches and techniques for teaching.
- iv.) To analyze and evaluate biological science curriculum and science text books.

COURSE CONTENT

UNIT – I

(NATURE, SCOPE AND OBJECTIVES OF TEACHING BIOLOGICAL SCIENCES)

- i.) Nature and Scope of Biological Sciences: Science as a process, product and attitude towards life.
- ii.) Correlation of Biological Science with society (environment, industrialization, sustainable development and peace), and other school subjects.
- iii.) Place of Biological Science in school curriculum.
- iv.) Aims and objectives of teaching Biological Science with reference to Bloom's Taxonomy.
- v.) Qualities of a Biological Science teacher and Biological Science textbook.

UNIT - II

(PLANNING, DESIGNING AND TRANSLATION OF TEACHING BIOLOGICAL SCIENCES)

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

PRACTICUM

- i.) Practice of Microteaching Cycle
- ii.) Preparation of Unit Plan and Lesson Plan
- iii.) Preparation of Teaching Aids
- iv.) Content-based test for secondary classes
- v.) Project/ Assignment

REFERENCES

- Bhushan, Shailendra, Teaching of Biology, Vinod Pustak Mandir, Agra
- Kulshresth, S.P., Teaching of Biology, R. Lall Book Depot, Meerut
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- कुल श्रेष्ठ, ए.एस.पी., जीव विज्ञान शिक्षण, लोयला बुक डिपो, मेरठ।
- मूषण, शैलेंद्र, जीव विज्ञान शिक्षण, विनोद पुस्तक मंदिर, आगरा।
- सीकरवार, मुक्ता, जीव विज्ञान, अग्रवाल प्रकाशन, आगरा।
- सूद, जे.के., जैविक विज्ञान शिक्षण, राजस्थान हिन्दी ग्रंथ अकादमी, जयपुर।

ज्ञानदेव

Ad

अनिल

June

Pranati

Manjula

Pena

Pranati

Lik Pandey

Shruti

Arjun Kr

Arjun Kr

Sandesh Kr

Sandeep

PS-7A-5: PEDAGOGY OF MATHEMATICS

Course code: PS-7A-5

CREDITS: 2

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

COURSE OBJECTIVES

- i.) To understand and appreciate the importance and use of Mathematics in daily life.
- ii.) To acquaint with the various approaches to teaching Mathematics and practice them successfully.
- iii.) To familiarize with the methods in planning instruction for classroom.
- iv.) To appreciate and organize activities to develop ability in Mathematics.

COURSE CONTENT

UNIT – I

(NATURE, SCOPE AND OBJECTIVES OF MATHEMATICS)

a) NATURE AND SCOPE OF MATHEMATICS

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

b) AIMS AND OBJECTIVES OF TEACHING MATHEMATICS

- i.) Aims and Objectives of teaching Mathematics.
- ii.) Writing Instructional objectives in behavioural terms.

UNIT – II

METHODS OF TEACHING, UNIT AND LESSON PLANNING IN TEACHING MATHEMATICS

a) METHODS OF TEACHING MATHEMATICS

- i.) Approaches to teaching Mathematics
 - (a) Inducto-deductive
 - (b) Analytic-synthetic
 - (c) Heuristic
 - (d) Laboratory
 - (e) Project
- ii.) Problem-Solving as an approach in Mathematics teaching.
- iii.) Using Micro-teaching for skill development

b) UNIT AND LESSON PLANNING

- i.) Preparation of Unit plan.
- ii.) Characteristics of a good Lesson plan
- iii.) Preparation of Lesson plans - Herbartian, Bloom and 5E model.

PRACTICUM

- i.) Practice of Microteaching Cycle.
- ii.) Preparation of Unit Plan and Lesson Plan.
- iii.) Preparation of Teaching Aids.
- iv.) Content-based test for secondary classes.
- v.) Project/ Assignment.

REFERENCES

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

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

Course code: PS-7A-6

CREDITS: 2

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

COURSE OBJECTIVES

- i.) To understand the concept, nature and scope of Social Science (History and Civics).
- ii.) To explain the aims and objectives of teaching History and Civics.
- iii.) To apply appropriate methods, principles, maxims and skills of teaching History and Civics.
- iv.) To emphasize the role of history in developing the national integration and international understanding.
- v.) To prepare lesson plans and unit plans.

COURSE CONTENT

UNIT – I

(NATURE AND SCOPE OF HISTORY/CIVICS)

- i.) Aims and objectives of teaching History and Civics.
- ii.) Meaning, Nature, Scope and Importance of History and Civics as a subject.
- iii.) Bloom's Taxonomy of Framing Educational Objectives.
- iv.) Correlation of History and Civics with other school subjects.
- v.) Micro-teaching and core teaching skills.

UNIT – II

(METHODS AND SKILLS OF TEACHING HISTORY AND CIVICS)

- i.) Methods of teaching History and Civics, relative merits and limitations of different methods.
- ii.) Importance of Teaching aids in Social Science.
- iii.) Principles and maxims of teaching History and Civics.
- iv.) Development of unit plan and lesson plan: Herbartian, Bloom and 5E model.
- v.) Qualities of a good Social Science teacher.
- vi.) A good text book in Social Science.

PRACTICUM

- i.) Practice of Microteaching Cycle.
- ii.) Preparation of Unit Plan and Lesson Plan.
- iii.) Preparation of Teaching Aids.
- iv.) Content-based test for secondary classes.
- v.) Project/Assignment.

REFERENCES

- > Bais, Narendra Singh, Teaching of History, Jain Prakashan Mandir, Jaipur.
- > Dash, Biranchi Narayan, Teaching of History, Neelkamal Publications Private Limited, Hyderabad.

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

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[Signatures and names at the bottom:]
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Sandeep
L.K. Pandey
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PS-7A-7: PEDAGOGY OF SOCIAL SCIENCE - II (GEOGRAPHY AND ECONOMICS)

Course Code: PS-7A-7

CREDITS: 2

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

COURSE OBJECTIVES

- i.) To understand concept, meaning and scope of Social Science (Geography and Economics).
- ii.) To formulate instructional objectives in terms of behavioural outcomes.
- iii.) To get acquainted with appropriate methods, principles, maxims and skills of teaching Geography and Economics.
- iv.) To gain mastery over core teaching skill required for effective Geography and Economics teaching.
- v.) To prepare unit plan and lesson plan.
- vi.) To develop attitudes to become competent and committed Commerce teacher.
- vii.) To analyze and evaluate Geography and Economics textbooks.

COURSE CONTENT

UNIT – I

(NATURE AND SCOPE OF GEOGRAPHY/ECONOMICS)

- i.) Meaning, Nature, Scope and Importance of Geography and Economics as a subject.
- ii.) Aims and Objectives of teaching Geography and Economics at secondary level.
- iii.) Bloom's Taxonomy of Writing Instructional Objectives.
- iv.) Correlation of Geography/ Economics with other school subjects
- v.) Principles and Maxims of Geography/ Economics teaching

UNIT – II

(METHODS OF TEACHING GEOGRAPHY/ECONOMICS AND THEIR INSTRUCTIONAL PLANNING)

- i.) Methods of teaching Geography/Economics: Discussion, Lecture cum Demonstration, Project, Excursion, Problem-solving, Inductive and Deductive, Brain-storming, Heuristic and Story-telling.
- ii.) Micro-teaching and Core Teaching Skills.
- iii.) Preparation of lesson plan and unit plan: Herbartian, Bloom and 5E models.
- iv.) Importance, Characteristics and Essential qualities of teaching aids in Geography/Economics.
- v.) Qualities of a Geography/Economics teacher.
- vi.) Characteristics of a good textbook in Geography/Economics.

PRACTICUM

- i.) Practice of Microteaching Cycle
- ii.) Preparation of Unit Plan and Lesson Plan
- iii.) Preparation of Teaching Aids
- iv.) Content-based test for secondary classes
- v.) Project/ Assignment.

REFERENCES

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

PS-7A-8: PEDAGOGY OF COMMERCE

Course Code: PS-7A-8

CREDITS: 2

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

COURSE OBJECTIVES

- i.) To understand the concept, meaning and scope of Commerce
- ii.) To formulate instructional objectives in terms of behavioural outcomes.
- iii.) To understand the teaching methods, techniques, devices, lesson planning, process for effective teaching, learning process and better instruction.
- iv.) To prepare unit plan and lesson plan.
- v.) To gain mastery over core teaching skill required for effective Commerce teaching.
- vi.) To develop attitudes to be a competent and committed Commerce teacher
- vii.) To analyze and evaluate Commerce textbooks

COURSE CONTENT

UNIT – I

(NATURE AND NEED OF COMMERCE)

- i.) Meaning, Nature, Need and Scope of Commerce Education.
- ii.) Aims and Objectives of teaching Commerce.
- iii.) Blooms Taxonomy of Educational Objectives: Techniques of writing objectives- Instructional and Behavioural.
- iv.) Correlation of Commerce with other school subjects.
- v.) Principles and Maxims of teaching Commerce.

UNIT – II

(METHODS OF TEACHING COMMERCE AND THEIR INSTRUCTIONAL PLANNING)

- i.) Methods of Commerce teaching: Lecture Method, Project Method, Problem Solving, Discussion Method, Practical work in Commerce.
- ii.) Micro-teaching and core teaching skills.
- iii.) Unit planning and Lesson planning: Herbartian, Bloom and 5E models.
- iv.) Importance, Characteristics and essential qualities of teaching aids in Commerce.
- v.) Qualities of a Commerce teacher.
- vi.) Characteristic of a good textbook in Commerce.

PRACTICUM

- i.) Submission of report after doing work in any one of the following:
- ii.) Preparation of a balance sheet
- iii.) Practice of Microteaching Cycle
- iv.) Preparation of a Unit plan and a Lesson plan in Commerce

REFERENCES

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

PS-7A-9: PEDAGOGY OF COMPUTER SCIENCE

Course Code: PS-7A-9

CREDITS: 2

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

COURSE OBJECTIVES

- i.) To know the principles and place of curriculum in schools.
- ii.) To acquire skills in writing the instructional objectives for teaching computer science.
- iii.) To understand the importance of computer in the era of globalization
- iv.) To familiarize with the different skills of teaching in Computer Science
- v.) To develop the skills of writing Unit Plan & Lesson Plan in Computer Science
- vi.) To know and understand the innovative methods for teaching Computer Science

COURSE CONTENT

UNIT - I

(NATURE, SCOPE AND AIMS OF TEACHING COMPUTER SCIENCE)

- i.) Concept, Nature, Scope and Importance of Computer Science
- ii.) Place in the School Curriculum in the era of globalization
- iii.) Aims of teaching computers in school
- iv.) Aims and Objectives of teaching Computer Science in schools
- v.) Bloom Taxonomy and writing Instructional objectives in behavioural terms

UNIT - II

(METHODS OF TEACHING AND EVALUATION IN COMPUTER SCIENCE)

- i.) Methods of teaching Computer Science to students: Lecture method, Demonstration method, Laboratory method, Project method, Assignment method, Problem solving method, Computer Assisted Instruction.
- ii.) Unit plan and Lesson Plans in Computer Science: Steps and format-Herbartian, Bloom and 5E models.
- iii.) Microteaching and core teaching skills
- iv.) Characteristics of a good text book of Computer
- v.) Qualities of a Computer teacher

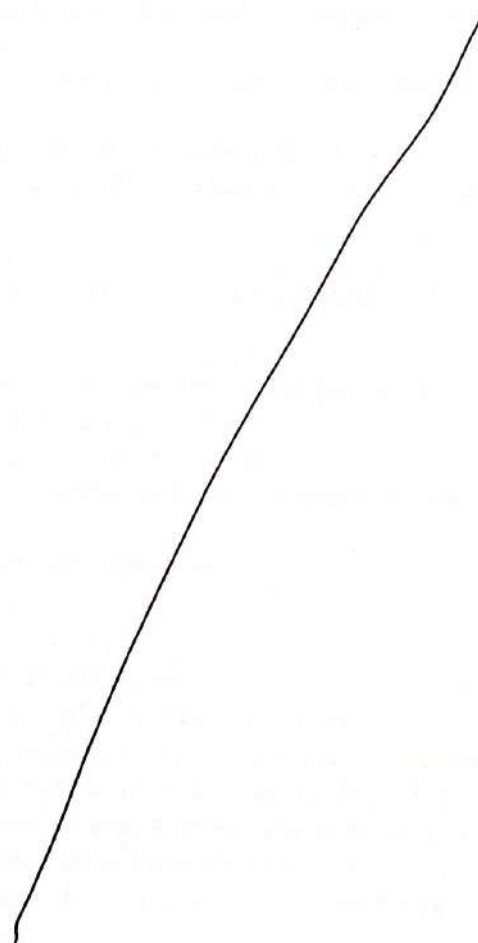
PRACTICUM

Submission of report after completing anyone of the following:

- i.) Entry and processing the test marks in terms of average, percentage and ranks.
- ii.) Preparation of CAI
- iii.) Practice of Microteaching Cycle
- iv.) Power point presentation.
- v.) Preparation of Unit Plan and Lesson Plan
- vi.) Preparation of teaching aids through Computer.

REFERENCES

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



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PS-7A-10: PEDAGOGY OF HOME SCIENCE

Course Code: PS-7A-10

CREDITS: 2

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

COURSE OBJECTIVES

- i.) To acquaint with the nature and scope of Home Science.
- ii.) To understand the nature and process of Home Science as a branch of Science.
- iii.) To develop symphony among various branches of Home Science.
- iv.) To familiarize with the various methods in Home Science teaching
- v.) To prepare Home Science lessons.
- vi.) To analyse the methods of organizing Home Science curriculum.
- vii.) To develop an understanding of the modern evaluation methods in Home Science.

COURSE CONTENT

UNIT - I

(NATURE AND OBJECTIVES OF HOME SCIENCE TEACHING)

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

UNIT - II

(METHODS AND PLANNING INSTRUCTIONAL PLANNING APPROACHES OF TEACHING HOME SCIENCE)

- I.) Various methods of teaching home science: Lecture Method, Demonstration method, Project Method, Laboratory Method
- II.) Microteaching and core teaching skills
- III.) Unit plan and Lesson Plan in Home Science: Steps and format-Herbartian, Bloom and 5E models
- IV.) Techniques of teaching Home Science.

PRACTICUM

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

REFERENCES

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

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PC-7A-11: PEDAGOGY OF URDU

Course Code: PS-7A-11

CREDITS: 2

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

COURSE OBJECTIVES

- To enable the students-teachers to
- Obtain Mastery over the concept of books in Urdu Language.
- Become familiar with the objectives and importance of Urdu teaching
- Become familiar with the techniques, methods and activities of Urdu teaching
- Can construct, select and use suitable test items for evaluation
- Become familiar with the basic skills of Urdu language teaching

COURSE CONTENT

UNIT -I

(NATURE AND OBJECTIVES OF URDU LANGUAGE TEACHING)

- Urdu as a language in School: Historical and Current Scenario
- Teaching of Verbal Communication: Importance, Verbal Communication, Factors affecting the same, home environment, disability in terms of verbal communication, impact of regional dialects, psychological disability, measures of improvement.
- Teaching of Reading: Concept, Method of Reading: Oral reading and loud reading, Types of reading; Alphabetic, phonetic, word, sentence, story.
- Teaching of Writing: Objectives: Teaching of writing-mechanics or writing-transcription
- Writing Instructional Objectives in behavioural terms.

UNIT - II

(METHODS OF TEACHING URDU LANGUAGE AND EVALUATION)

- Methods of Urdu Language Teaching: Dictation, paragraph writing, creative writing and composition writing. Lesson Planning and Unit Planning
- Core Skills in Teaching: Microteaching Skills.
- Evaluation in Urdu Language: Essay type question, short question, objective type question
- Evaluation Techniques: Designing a question paper based on blue print.

PRACTICUM

- Practice of Microteaching Skills
- Test construction
- Preparation of Unit Plan and Lesson Plan
- Preparation of Teaching Aids
- Content-based test for secondary classes
- Project/assignment.

REFERENCES

- Akhtar Hussain Akhtar, Urdu Ki Tadris
- Alabaksh Shaikh, Urdu Ki Tadris
- Alka Ahuja, Teacher Education, New Delhi; A Mittal Publication
- Arun Athreya. A Text Book of Teacher Education. New Delhi: Dominant Publisher and Dest
- Ram, S., Current I
- ssues in Teacher Education, New Delhi; Sarup & Sons.

PC-7A-12: PEDAGOGY OF SANSKRIT

Course Code: PS-7A-12

CREDITS: 2

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

COURSE OBJECTIVES

- To enable the student-teacher understand about:
- The nature, characteristics and significance of Sanskrit language
- The aims and objectives of teaching Sanskrit as an ancient Indian language
- The various approaches of planning for successful Sanskrit teaching Approaches for teaching different aspect of Sanskrit language
- Aids and other similar available materials that could be used for teaching Sanskrit language
- The techniques for obtaining feedback for self-evaluation and evaluation of student's success in learning and using Sanskrit language

COURSE CONTENT

UNIT - I

(NATURE, SCOPE AND AIMS)

- Language it's meaning and functions
- General principles of language learning with special reference to Sanskrit.
- Development of Sanskrit language in India
- Special features of Sanskrit language and its universal significance cultural, practical, literary and linguistic.
- The place of Sanskrit in school curriculum with special reference to B.S.E.B., C.B.S.E. & I.C.S.E. Courses.

UNIT -II

(LESSON PLANNING AND METHODS OF TEACHING AND EVALUATION)

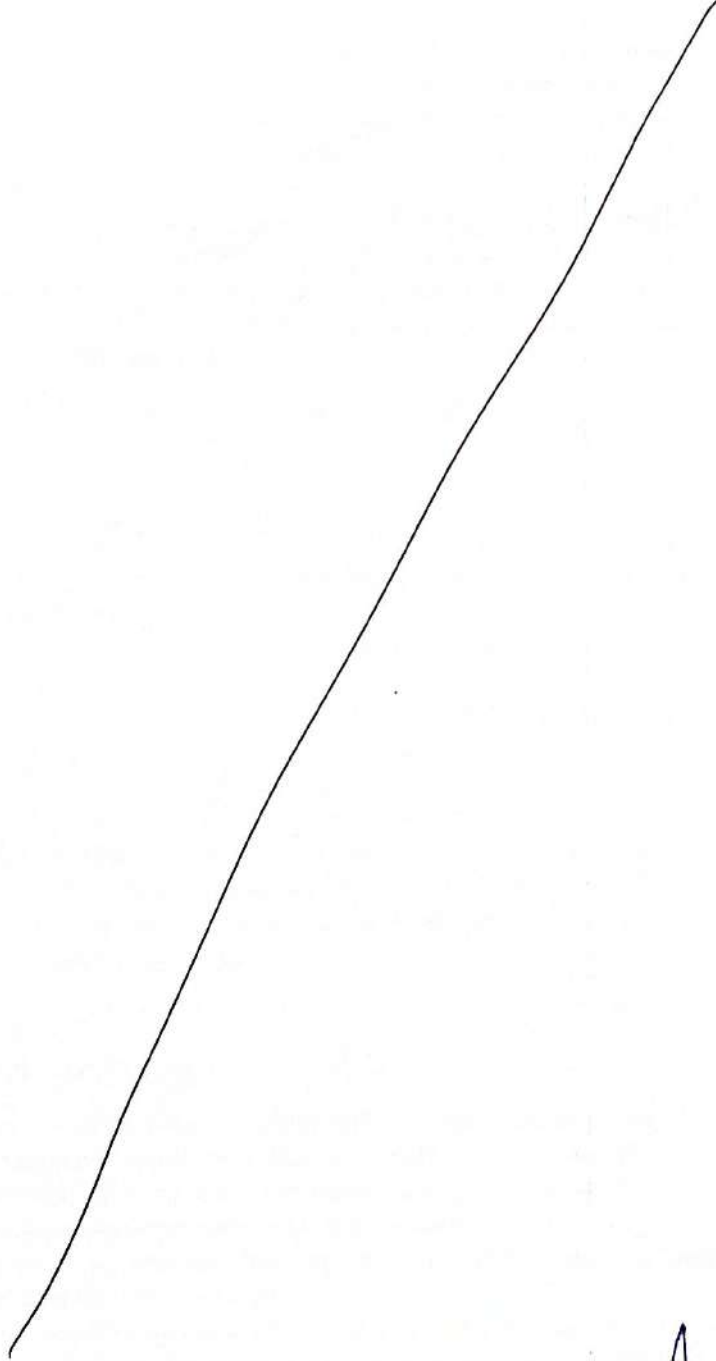
- Meaning and importance of lesson planning, steps of the lesson plan B.S. Bloom model.
- Skills of teaching: - Core skills and planning micro lessons for their development.
- Translation method for teaching Sanskrit, its advantages and limitations, Direct method for teaching Sanskrit, its main principles and techniques.
- Comparison between translation method and direct method.
- Evaluation Techniques: Construction of achievement test in Sanskrit with Essay type, short answer type and objective type items.
- Ways of testing reading, writing, speaking, grammar and vocabulary

PRACTICUM

- Practice of Microteaching Skills
- Test construction
- Preparation of Unit Plan and Lesson Plan
- Preparation of Teaching Aids
- Content-based test for secondary classes
- Project/assignment.

REFERENCES

- Gautam, Shailja & Rajni, Sanskrit Shikshan, Vinod Pustak Mandir, Agra
- Sharma, Bele Rani, Modern Methods of Teaching Sanskrit, Sarup & Sons, ND, 2002
- Pandey, Ramshakal, Sanskrit Shikshan, Vinod Pustak Mandir, Agra



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BCC-9: ASSESSMENT FOR LEARNING

Course Code: BCC-9

CREDITS: 4

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

COURSE OBJECTIVES

- i.) To understand the nature of assessment and evaluation and their role in teaching-learning process.
- ii.) To explain the perspectives of different schools of learning-on-learning assessment
- iii.) To analyze the need for school based and authentic assessment
- iv.) To examine the contextual roles of different forms of assessment in schools
- v.) To understand the different dimensions of learning and the related assessment procedures, tools and techniques
- vi.) To develop assessment tasks and tools to assess learners' performance
- vii.) To analyse the reporting procedures of learners' performance in schools
- viii.) To examine the issues and concerns of assessment and evaluation practices in schools
- ix.) To familiarize with the policy perspectives on examinations and evaluation and their implementation practices

COURSE CONTENT

UNIT – I

(PERSPECTIVES OF ASSESSMENT AND EVALUATION)

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

UNIT – II

(ASSESSMENT OF LEARNING)

- i.) Dimensions of learning: Cognitive, Affective and Performance (Psychomotor)
- ii.) Assessment of cognitive learning: types and levels of cognitive learning: understanding and application; thinking skills-convergent, divergent, critical, problem solving, and decision making; items and procedures for their assessment.
- iii.) Assessment of affective learning: attitude, values, interest, self-concept; items and procedures for their assessment
- iv.) Assessment of Performance: tools and techniques for assessment of skills
- v.) Grading: Concept, Types and Application: indicators for grading, CBSE and State evolved indicators.

UNIT - III (ASSESSMENT FOR LEARNING)

- i.) Metacognition and development
- ii.) Need for Continuous and Comprehensive assessment
- iii.) Use of Projects, Assignments, Work sheets, Practical work, Performance based activities, Seminars and Reports as assessment devices.
- iv.) Developing Performance Tasks (Subject Specific)
- v.) Assessment of Group Processes - Collaborative/Cooperative Learning and Social skills.
- vi.) Portfolio Assessment-meaning, types and uses; Planning, development and Assessment.
- vii.) Self, Peer and Teacher Assessments.

UNIT - IV

(ISSUES, CONCERNS AND TRENDS IN ASSESSMENT AND EVALUATION)

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

MODE OF TRANSACTION

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

REFERENCE

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

Pranati Manjula Jena

R. K. Pandey

L.K. Pandey

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BEPC-1: READING AND REFLECTING ON TEXTS

Course Code: BEPC-1

CREDITS: 2

F.M.: 50 (INTERNAL)

COURSE OBJECTIVES

- i.) 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.
- ii.) To become conscious of their own thinking process as they grapple with diverse texts. To enhance their capacities as readers and writers by becoming participants in the process of reading.
- iii.) To engage with the reading interactively individually and in small groups.
- iv.) To make predictions, check their predictions answer questions and then summarize or retail what they have read.

COURSE CONTENT

UNIT – I

(THE IMPORTANCE OF READING AND WRITING)

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

UNIT – II

(UNDERSTANDING OF TEXTBOOKS AND PEDAGOGY)

- i.) Philosophy and guiding principles for the development of language textbooks
- ii.) Content, approaches and methods of teaching languages Interactive and participatory methods, teacher as facilitator
- iii.) Themes, structure of the unit, nature of exercises and its implications
- iv.) Academic standards and indicators of learning
- v.) Learning resources for effective transaction of language curriculum.

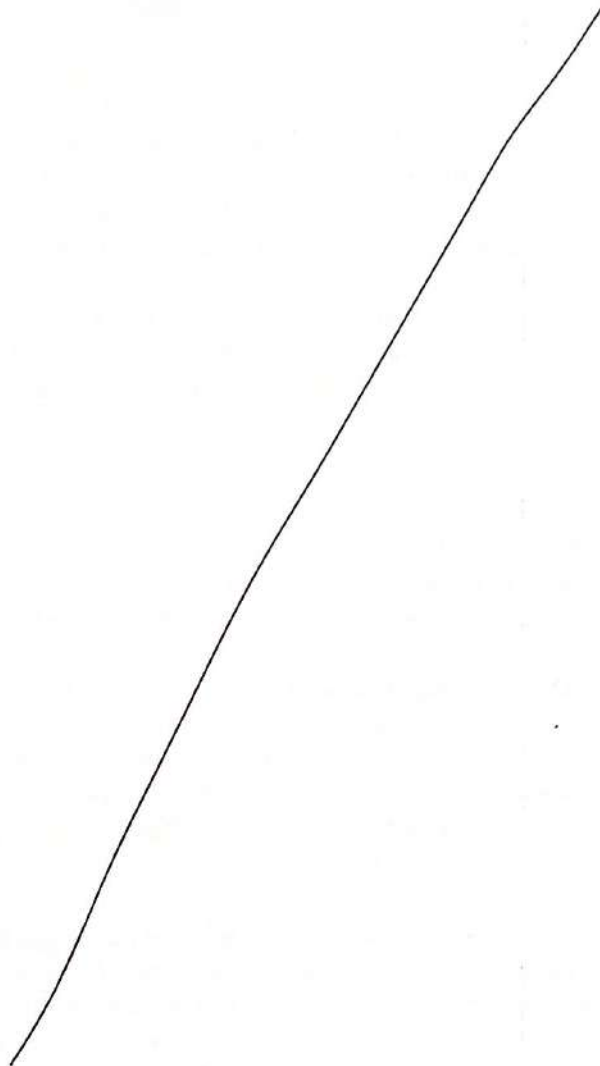
MODE OF TRANSACTION

- i.) Reading various texts
- ii.) Critical thinking
- iii.) Writing various approaches
- iv.) Guest lectures on relevant studies
- v.) Group discussion

vi.) Question-answer

REFERENCE

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



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- Amu
- Pranav Manjula Jena
- L.K. Pandey
- Sandeep
- Sanjay Kumar
- Arum Kr
- Page 43 of 89

BEPC-2: DRAMA AND ART IN EDUCATION

Course Code: BEPC-2

CREDITS: 2

E.M.: 50 (INTERNAL)

COURSE OBJECTIVES

- i.) To understand the concept of Drama and its relevance for Education
- ii.) To extend awareness through multiple perspectives, to look at reality through fantasy,
- iii.) To live or relive moments and evoke or even recreate situations;
- iv.) To understand visual arts and crafts with their relevance for Education
- v.) To understand the medium, in order to transpose learners into different time and space, to shape their consciousness through introspection and collective experiences

COURSE CONTENT

UNIT - I

(DRAMA AS PERFORMING ART)

- i.) Understanding the concept of Drama and its relevance for Education
- ii.) Organizing Drama: preparatory activities and resources, dramatic society
- iii.) Forms of Drama: Solo, Group, Types of Drama
- iv.) Playing Drama: story, dialogue, characters, symbols, decoration of floor, lighting, creating different situation or Scenes
- v.) Knowledge of Indian and Regional drama traditions
- vi.) Review and assessment of performing art 'Drama'
- vii.) Integrating Drama with School Curriculum

UNIT - II

(VISUAL ARTS AND CRAFTS)

- i.) Understanding Visual Arts and Crafts with their relevance for Education
- ii.) Visual Arts and Crafts: different forms, basic resources and their use
- iii.) Knowledge of Indian Craft Traditions and regional folk arts with special reference to Bihar.
- iv.) Knowledge of Indian Contemporary Arts and Artists; Visual Arts
- v.) Appreciating visual arts and crafts in learners
- vi.) Review and assessment of visual arts and crafts
- vii.) Visualizing School and Classroom as a space for art aided learning
- viii.) Integrating Arts and Crafts with School Curriculum

PRACTICUM

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

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L.K. Pandey
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Page 44 of 89

REFERENCE

- **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. Khera, 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.**
- **Heinig, R. 1992. Creative Drama for the Classroom Teacher. Allyn and Bacon.**
- **RoutledgeFalmer. Hornbrook, D. 1991. Education in Drama: Casting the Dramatic Curriculum.**
- **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.**

Pranati Manjula Pena

L.K Pandey

Sandeep

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Page 45 of 89

B.Ed. Semester – III

PS-7B-1: PEDAGOGY OF ENGLISH

Course Code: PS-78-1

CREDITS: 2

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

COURSE OBJECTIVES:

- i.) To develop the skills needed for mastering English.
- ii.) To develop techniques for the purpose of analysing prose and poetry.
- iii.) To learn some of the literary devices which are used commonly in prose and poetry.
- iv.) To understand the importance of teaching grammar.
- v.) To develop awareness about Language Labs.
- vi.) To get acquainted with the Constitutional provisions and Policies of Language Education.
- vii.) To understand the techniques for getting feedback, self-evaluation and evaluation.

COURSE CONTENTS

UNIT - I

(CORE CONTENTS AND SKILLS IN ENGLISH LANGUAGE)

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

UNIT - II

(CURRICULUM REFORM IN THE FIELD OF ENGLISH LANGUAGE TEACHING AND EVALUATION)

- i.) Curriculum reform in Language teaching- Critical appraisal of National Curriculum Framing (NCF)-2005, Bihar Curriculum Framing (BCF) 2008 in the context of Language teaching.
- ii.) Constitutional provisions and policies of language education, position of languages in India.
 - a) Articles: 343-350 A
 - b) Kothari Commission (1964-66)
 - c) National Policy of Education (NPE) - 1986
 - d) Programme of Action (POA)-1992
 - e) New Education Policy (NEP) 2020
- iii.) Concept of Language Lab
- iv.) Evaluation: Meaning, Purpose, Types and Tools of Evaluation
- v.) Construction of an Achievement Test

PRACTICUM

- i.) Preparation of Teaching Aids
- ii.) Content-based test for secondary classes
- iii.) Project/ assignment
- iv.) Construction of an achievement test

REFERENCE

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

PC&7B - 2: हिन्दी का शिक्षण शास्त्र

क्रेडिट -2

कुल अंक-50

(आंतरिक 15, बाह्य 35)

विषय वस्तु का उद्देश्य

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

- भाषा अध्यापन के सूत्र और सिद्धांतों का परिचय
- विभिन्न भाषा कौशलों का महत्व, दोष एवं विकास
- भाषा शिक्षण में बहु आयामी बुद्धिमत्ता का उपयोग
- हिन्दी भाषा शिक्षण में उपयोगों शिक्षण सहायक सामाग्रियाँ तथा अन्य उपलब्ध सामाग्रियाँ
- हिन्दी भाषा के उपयोग तथा सीखने में छात्रों का मूल्यांकन तथा आत्म-मूल्यांकन की युक्तियाँ

विषय वस्तु

इकाई - I

(भाषा अध्यापन के सूत्र और सिद्धान्त)

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

इकाई - II

(भाषा अध्यापन के नए आयाम, साधन एवं मूल्यांकन)

- भाषा अध्यापन में बहु आयामी बुद्धिमत्ता का उपयोग: शाब्दिक, संगीतात्मक, शारीरिक, वैयक्तिक एवं प्राकृतिक,
- भाषा अध्यापन के शैक्षणिक साधन
- विद्यालयी स्तर पर आयोजित किए जाने वाले उपक्रम, भाषा परिषद् एवं भाषा प्रतियोगिताएँ (उद्देश्य, महत्त्व एवं आयोजन)
- पाठ्य पुस्तक: महत्त्व, एक अच्छी हिन्दी पाठ्य पुस्तक की विशेषताएँ
- पुस्तकालय: आवश्यकता महत्त्व एवं उपयोग

vi.) भाषा शिक्षक:

(क) हिन्दी भाषा शिक्षक के विशेष गुण एवं व्यावसायिक वृद्धि

(ख) बदलते परिवेश में हिन्दी भाषा शिक्षक के उत्तरदायित्व एवं चुनौतियाँ

vii.) विषय वस्तु

क) पद्य : पुष्प की अभिलाषा, में नीर भरी दुःख की बदली, बाल-लोला

ख) गद्य : ईदगाह, बचपन के दिन, शिक्षा और संस्कृति

ग) व्याकरण संज्ञा, सर्वनाम, विशेषण, कारक, क्रिया, क्रिया विशेषण

घ) रचना: पत्र लेखन और निबंध

viii.) हिन्दी भाषा का मूल्यांकन (अर्थ, उद्देश्य, विशेषता, प्रकार, उपकरण एवं तकनीकी)

ix.) उपलब्धि परीक्षण का निर्माण

व्यावहारिक कार्य :

i.) प्रश्न पत्र की रचना

ii.) शिक्षण सहायक सामग्री का निर्माण

iii.) माध्यमिक कक्षाओं के लिए विषय-वस्तु आधारित परीक्षा

iv.) परियोजना/दत्तकार्य

प्रस्तावित ग्रंथ

i.) आर्य, सुधा, हिन्दी शिक्षण, रजत प्रकाशन, अंसारी रोड, दरियागंज, नई दिल्ली ।

ii.) बाला, शशि, हिन्दी शिक्षण विधि, डिस्कवरी पब्लिकेशन हाउस, अंसारी रोड, प्रहलाद स्टॉट, नई दिल्ली ।

iii.) भटनागर, शरद, हिन्दी शिक्षण, अग्रवाल प्रकाशन, आगरा ।

iv.) दत्ता, संजय, मातृभाषा विषय-वस्तु एवं शिक्षण विधियाँ, जैन प्रकाशन मंदिर, जयपुर ।

v.) कौशिक, जयनारायण, हिन्दी शिक्षण, हरियाणा साहित्य अकादमी, चंडीगढ़ ।

vi.) लाल, रमन बिहारी, हिन्दी शिक्षण, रस्तोगी प्रकाशन, मेरठ ।

vii.) पाण्डेय, रामशकल, हिन्दी शिक्षण, अग्रवाल प्रकाशन, आगरा-2 ।

viii.) राव, शशि, हिन्दी भाषा शिक्षण, मरीना प्रकाशन, दिल्ली ।

ix.) राव, शशि, काव्यांजलि (कविता संग्रह), अग्रवाल प्रकाशन, आगरा ।

x.) शर्मा, एस.आर., भाषा शिक्षण, अर्जुन प्रकाशन हाउस, दरियागंज, नई दिल्ली ।

xi.) सिंह, निरंजन कुमार, माध्यमिक विद्यालय में हिन्दी शिक्षण, राजस्थान हिन्दी ग्रंथ अकादमी, जयपुर ।

xii.) सिन्हा, शारदा, हिन्दी अध्यापन, शारदा ज्ञानोदय, पटना ।

xiii.) योगेंद्रजीत, भाई, हिन्दी भाषा शिक्षण, अग्रवाल प्रकाशन, आगरा ।

Pramod Manjula Jena

ज्ञानदेव

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अजीत

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PS-7B-3: PEDAGOGY OF SCIENCE-1 (PHYSICAL SCIENCE)

Course Code: PS-7B-3

CREDITS: 2

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

COURSE OBJECTIVES

- i.) To realize the importance of Physical Science teaching.
- ii.) To acquire competence in the content prescribed in Secondary and Senior Secondary schools.
- iii.) Science To develop the skill in preparing and using effective teaching learning materials in physical
- iv.) To understand the qualities of a Physical Science Teacher.
- v.) To understand the application of appropriate Evaluation Techniques in Physical Science

COURSE CONTENT

UNIT -I

(CORE COMPONENTS IN PHYSICAL SCIENCES AND THEIR TRANSACTION)

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

UNIT - II

(INNOVATIVE METHODS, LEARNING AIDS IN SCIENCE AND EVALUATION IN SCIENCE)

- i.) NCF-2005 and BCF-2008 perspectives on Science Teaching
- ii.) Techniques of Physical Science teaching - Team Teaching, Oral, written, drill, assignment, simulation, task analysis, Programmed instruction, Online techniques
- iii.) Improvised teaching learning Materials in Physical Science
- iv.) Qualities of a Physical Science Teacher and Science Textbook
- v.) Place of Activities and Projects in Science
- vi.) Learning Science through Science Exhibition, Field Visit, Science Club, Quiz
- vii.) Evaluation: meaning, purpose, types and tools of Evaluation
- viii.) Construction of an Achievement Test

PRACTICUM

- i.) Preparation of Teaching Aids
- ii.) Practice of different Practical's in Physical Sciences
- iii.) Content-based test for secondary classes
- iv.) Construction of an Achievement Test
- v.) Project/ Assignment

Pramati Manjula Gena

L.K. Pandey

PS-7B-4: PEDAGOGY OF SCIENCE-11 (BIOLOGICAL SCIENCES)

Course Code: PS-7B-4

CREDITS: 2

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

COURSE OBJECTIVES

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

COURSE CONTENTS

UNIT – I

(CORE COMPONENTS OF BIOLOGICAL SCIENCES IN SCHOOL CURRICULUM)

- i.) Discussion on core topics of secondary and senior secondary stages:
 - Photosynthesis
 - Digestion, respiration, circulation, excretion, control and coordination
 - Communicable and noncommunicable diseases
 - Cell structure and division
 - Nutrition and balanced diet
 - Classification of plants and animal kingdom
- ii.) Curriculum reform in science-critical appraisal of NCF-2005, BCF-2008 in the context of science teaching
- iii.) Trends in Science curriculum, consideration in developing learner centred curriculum in biology

UNIT - II

(INSTRUCTIONAL MEDIA NON-FORMAL APPROACHES AND EVALUATION IN BIOLOGICAL SCIENCES)

- i.) Instructional media: need and importance, classification, selection and integration of media in teaching-learning process
- ii.) Improvising low-cost apparatus
- iii.) Non-formal approaches in teaching biological science: activity-based approach, field trip, Biology museums (aquarium, Vivarium and herbarium), Science club, Science fair and Science exhibition.
- iv.) Evaluation: meaning, purpose, types and tools of Evaluation
- v.) Construction of an Achievement test

PRACTICUM

- i.) Preparation of Teaching Aids
- ii.) Practice of different Practical in Biological Sciences from Schools stage
- iii.) Content-based test for secondary classes
- iv.) Project/ Assignment

v.) Construction of an Achievement Test

REFERENCE

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

PS-7B-5: PEDAGOGY OF MATHEMATICS

Course Code: PS-7B-5

CREDITS: 2

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

COURSE OBJECTIVES

- I.) To understand and appreciate the importance and use of Mathematics in daily life.
- II.) To acquaint with the methods in planning instruction for classroom.
- III.) To appreciate and organize activities to develop ability in Mathematics.
- IV.) To obtain feedback both about teaching as well as students' learning.

COURSE CONTENT

UNIT – I

(CORE CONTENTS IN MATHEMATICS AND ITS DEVELOPMENT)

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

UNIT – II

(INNOVATIONS IN MATHEMATICS TEACHING AND EVALUATION)

- i.) Modern trends in Mathematics Teaching-Co-operative and Activity based learning
- ii.) Major concerns in mathematics Education: NCF-2005 and BCF-2008
- iii.) Improvised Teaching Aids and Learning Resources in Mathematics
- iv.) Characteristics of a good mathematics textbook
- v.) Role and responsibility of a Mathematics teacher
- vi.) Promoting Mathematics related activities in schools: Mathematics Lab, Field Visit and Mathematics Exhibition
- vii.) Evaluation: meaning, purpose, types and tools of Evaluation
- viii.) Construction of an Achievement test

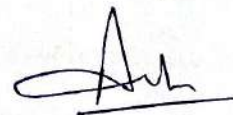
PRACTICUM

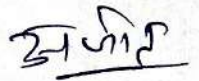
- i.) Preparation of Teaching Aids
- ii.) Content-based test for secondary classes
- iii.) Project/ Assignment
- iv.) Construction of an Achievement Test

REFERENCE

- Agrawal, V.S., Vedic Mathematics, Motilal Banarsidas, Delhi
- Chambers, Paul, Teaching Mathematics, Sage Publications India Private Limited, New Delhi
- Dogra, M.S., Teaching of Mathematics, Max Ford Books, Delhi
- Kulshreshtha, A. K., Teaching of Mathematics, R. Lall Book Depot, Meerut
- Schwartz, Sydney L., Teaching Young Children Mathematics, Atlantic Publication and Distributors, New Delhi
- Sharma, M.S., Teaching of Mathematics, Max Ford Bks, First Floor, Ansari Road, Daryaganj, New Delhi.
- Yadav, Siyaram, Teaching of Mathematics, Vinod Pustak Mandir, Agra
- अग्रिहोत्री, एस.पी., गणित शिक्षण, अग्रवाल प्रकाशन, आगरा ।
- उपरैती, मिश्रीलाल, गणित एवं उसका शिक्षण, अग्रवाल प्रकाशन, आगरा ।

- कुलश्रेष्ठ, ए.के., गणित शिक्षण, आर. लाल बुक डिपो, सरकार के पास इंटरकॉलेज, मेरठ ।
- गुप्ता, रमा, गणित शिक्षण, यूनिवर्सिटी बुक हाउस, जयपुर ।
- दुबे, मनीष, गणित शिक्षण, शारदा पुस्तक भवन, यूनिवर्सिटी रोड, इलाहाबाद ।
- मुखर्जी, संघ्या, गणित शिक्षण, अग्रवाल प्रकाशन, आगरा ।
- वात्स्यायन, टी., गणित-शिक्षण की आधुनिक विद्याएं, लोक शिक्षा मंच, सुभाष पार्क, शाहदरा, दिल्ली ।
- सक्सेना, कृष्ण कन्हैया, गणित शिक्षण, यूनिवर्सिटी बुक हाउस, जयपुर ।





Pramati Manjula Jena Sandeep





L.K. Ramdey





Anurag



Sandoshika

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

Course Code: PS-7B-6

CREDITS: 2

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

COURSE OBJECTIVES

- i.) To acquire competence in the content prescribed in Secondary and Senior Secondary schools.
- ii.) To emphasize the role of History in developing the National Integration and International understanding.
- iii.) To develop the skills in preparing and using of Instructional Aids.
- iv.) To familiarize with the major concerns in History and Civics Education in School
- v.) To acquire knowledge of various evaluation procedure and to device effective evaluation tools

COURSE CONTENT

UNIT - I

(CURRICULUM OF HISTORY AND CIVICS IN SCHOOLS)

A) HISTORY

- i.) Archaeology and Pre-history, Palaeolithic and Neolithic ages:
- ii.) Bronze Age civilizations: Harappa and Mesopotamia
- iii.) Social formations in the Medieval Period
- iv.) Renaissance, Reformation, Discoveries and Exploration
- v.) Rise of Nation, States and the English revolution
- vi.) American, French and Russian revolution

B) CIVICS

- i.) Democracy and Political System in India
- ii.) Our Constitution and its Characteristics: Preamble, Amendments and Education specific provisions
- iii.) Distribution of Power between Centre and States
- iv.) Fundamental Rights and Duties
- v.) Electoral System in India
- vi.) Federalism
- vii.) Popular struggles in India

UNIT - II

(ROLE OF HISTORY AND CIVICS IN PROMOTING NATIONAL AND INTERNATIONAL INTEGRATION AND EVALUATING LEARNING)

- i.) National integration: Our national heritage, unity in diversity, the role of History & Civics in promoting national integration.
- ii.) Education for Citizenship.
- iii.) Major concerns in History and Civics Education in School as highlighted in NCF-2005 and BCF 2008.
- iv.) International understanding: Our human heritage, the role of History & Civics in promoting international understanding.
- v.) Evaluation: meaning, purpose, types and tools of Evaluation.
- vi.) Construction of an Achievement test.

PRACTICUM

- i.) Preparation of Teaching Aids
- ii.) Content-based test for secondary classes
- iii.) Project/ Assignment
- iv.) Construction of an Achievement test

REFERENCE

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

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

Course Code: PS-7B-7

CREDITS: 2

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

COURSE OBJECTIVES

- i.) To acquire competence in the content prescribed in Secondary and Senior Secondary schools.
- ii.) To develop the skills in preparing and using effective instructional aids.
- iii.) To familiarize with the major concerns in Geography and Economics education in school.
- iv.) To develop skills in organizing curriculum activities such as Field Visit, Lab Work, Seminars and Projects.
- v.) To acquire knowledge of various evaluation procedure and to device effective evaluation tools.

COURSE CONTENT

UNIT – I

(GENERAL GEOGRAPHY AND ECONOMICS OF INDIA AND WORLD)

- i.) Geography of India: Location and Situation - size, shape, relief, and physiographic division of India; Climate and Monsoon; Natural Vegetation and forest; Minerals; Industries and Transport.
- ii.) The atmosphere-factors determining weather and climate.
- iii.) Inter relationship between Human being and Atmosphere, Lithosphere and Hydrosphere.
- iv.) Resources and their classification: Renewable and Non-renewable.
- v.) Population: Distribution, growth and density of population.
- vi.) Types of economies-capitalistic, socialistic and mixed economy; developed and developing economy.
- vii.) Indian Economy: Main Sectors-According to ownership-private and public sectors according to the types of activity- rural and urban.

UNIT -II

(INNOVATIVE METHODS, LEARNING AIDS AND EVALUATION IN TEACHING GEOGRAPHY AND ECONOMICS)

- i.) Major concerns in Geography and Economics Education in School as highlighted in NCF-2005 and BCF 2008.
- ii.) Activities in Geography and Economics: Field Visit, Lab Work, Seminars and Projects
- iii.) Evaluation: meaning, purpose, types and tools of evaluation
- iv.) Construction of an Achievement test

PRACTICUM

- i.) Preparation of Teaching Aids
- ii.) Content-based test for secondary classes
- iii.) Project/ Assignment
- iv.) Construction of an Achievement test

REFERENCE

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

Ad राजीव

Pranati Manjula Perna

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मानदेव

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L.K. Pandey

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PS-7B-8: PEDAGOGY OF COMMERCE

Course Code: PS-7B-8

CREDITS: 2

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

COURSE OBJECTIVES

- i.) To acquire competence in the content prescribed in Secondary and Senior Secondary schools.
- ii.) To analyse the role of teaching aids in teaching of Commerce.
- iii.) To develop the skill in preparing and using effective instructional aids. To familiarize with the major concerns in Commerce education in school.
- iv.) To develop skills in organizing curriculum activities such as Field Visit, Lab Work, Seminars and Projects.
- v.) To acquire knowledge of various evaluation procedure and to device effective evaluation tools.

COURSE CONTENTS

UNIT – I

(CORE COMPONENTS OF COMMERCE FROM SCHOOL EDUCATION)

- i.) Nature and Purpose of Business, Concepts, Objectives and Characteristics of Business.
- ii.) Forms of Business Organizations.
- iii.) Business Services, Banking, E-Business, Insurance.
- iv.) Social Responsibility of Business: Business Ethics, Responsibility towards owners, consumers, employees, Government and Community.
- v.) Principles and functions of Management.

UNIT – II

(INNOVATIVE METHODS, RESOURCES AND EVALUATION IN COMMERCE)

- i.) Meaning, Importance and Use of teaching aids in teaching of Commerce
- ii.) Criteria for selection of instructional material and equipment
- iii.) Different audio-visual equipment and materials used in commerce teaching
- iv.) Use of textbook as teaching aids
- v.) New trends in Teaching Commerce: Market Visit, e-Business platforms
- vi.) Evaluation: meaning, purpose, types and tools of evaluation
- vii.) Construction of an Achievement test

PRACTICUM

- i.) Submission of report after doing work in any one of the following:
- ii.) Preparation of a balance sheet
- iii.) Preparation of a teaching model
- iv.) Critical review of a text book of secondary or higher secondary level.
- v.) Preparation of a unit plan and a lesson plan in Commerce.
- vi.) Construction of an Achievement test

REFERENCE

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

[A large diagonal line is drawn across the page, crossing out the reference list.]

[Handwritten signatures and names are present at the bottom of the page:]

Pranati Manjula Gena, Sandeep, L.K. Pandey, Arun Kr, Sandeep, and others.

PS-78-9: PEDAGOGY OF COMPUTER SCIENCE

Course Code: PS-78-9

CREDITS: 2

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

COURSE OBJECTIVES

- i.) To understand the importance of computer in the era of globalization
- ii.) To familiarize with the history of development of Computer Science
- iii.) To familiarise with different essential software and application.
- iv.) To explore different evolving do mains of digital platforms for individual and group learning
- v.) To develop achievement test for evaluation of learning in computer science.

UNIT – I

(DEVELOPMENT OF COMPUTER SCIENCE AND ITS CURRICULUM)

- i.) Computer: Definition, Characteristics and Limitations, Types of Computers: Generation, Size, Technology and Purpose.
- ii.) Essentials of Computer: Hardware's, Software's, Operating System and Processor.
- iii.) Safe use of Computer-Virus management, Net safety, Legal and Ethical Issues.
- iv.) Network: Types-Internet and WWW
- v.) Web 2.0 Technology and Tools: Blogs, Wiki, Internet forum, News Groups, Social Networking.
- vi.) e-Learning and Web based learning-concept, features and educational application
- vii.) On-line Learning- (Synchronous and Asynchronous), Online Learning Resources: e-Library,
- viii.) e-mail, Chat, Online Conferencing Websites, Apps, Teleconferencing
- ix.) Virtual Classroom concept, elements, advantages and limitations.
- x.) Smart class room-concept, elements, advantages and limitations.
- xi.) Edu sat concept, elements, advantages and limitations

UNIT – II

(INNOVATION AND RESOURCES IN COMPUTER SCIENCE)

- i.) Artificial Intelligence and machine learning
- ii.) Virtual reality and augmented reality
- iii.) Computers as a powerful medium of Instruction across various subjects
- iv.) Core Computer skills of a 21st Century Teacher
- v.) Planning and Design of Computer Science lab, Safety Measures
- vi.) Resources in Computer lab, Practical Lab Work and its Recording
- vii.) Teaching Aids in Computer Science
- viii.) Problem in teaching Computer Science
- ix.) Meaning, nature, types, tool and techniques of evaluation
- x.) Preparation of an achievement test

PRACTICUM:

- i.) Appropriate Practical has to be conducted based on the topic of the syllabus:
- ii.) MS office- Word, Excel, Power-point, Access
- iii.) Web Tools - Blogs, Wiki, Internet forum, News Groups, Social Networking
- iv.) Construction of an achievement test

REFERENCE

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

PS-7B-10: PEDAGOGY OF HOME SCIENCE

PS-7B-10

CREDITS: 2

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

COURSE OBJECTIVES

- i.) To develop understanding of the contents of Home Science.
- ii.) To understand the nature and process of Home Science as a branch of science.
- iii.) To develop skills as a Home Science teacher.
- iv.) To develop symphony among various branches of Home Science. Know and practice the various methods in Home Science teaching
- v.) Different learning resources in Home Science.
- vi.) To acquire knowledge of various evaluation procedure and to device effective evaluation tools.

COURSE CONTENT

UNIT - 1

(CORE TOPICS IN HOME SCIENCE AND ITS TRANSACTION)

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

UNIT - II

(INNOVATION IN TEACHING OF HOME SCIENCE)

- i.) Various learning resources in Home Science
- ii.) Qualities of Home Science teachers
- iii.) New trends and activities towards teaching of Home Science
- iv.) Textbooks in Home Science
- v.) Planning of Home Science laboratory
- vi.) Meaning, Nature, Types, Tools and Techniques of Evaluation
- vii.) Preparation of an Achievement test

PRACTICUM

- i.) Planning for Home Science Laboratory
- ii.) Family budget of Middle-class income group
- iii.) Decoration of drawing room/bedroom/study room/children's room/guest room.
- iv.) Preparation of diet: sick, anaemic, diabetic, high cholesterol.
- v.) Preparation of diet for expecting mother, lactating mother and for growing children.
- vi.) First Aid, Arrangement of First Aid Box.
- vii.) Food Preservation - Jam, Jelly, Pickles, Chips, Puree
- viii.) Kitchen Garden

- ix.) Sewing, knitting, embroidery, fabric painting, dyeing, leather work
- x.) Construction of an Achievement test

REFERENCE

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

REFERENCES

- Akhtar Hussain Akhtar, Urdu Ki Tadris
- Alabaksh Shaikh, Urdu Ki Tadris
- Alka Ahuja, Teacher Education, New Delhi; A Mittal Publication
- Arun Athreya, A Text Book of Teacher Education, New Delhi; Dominant Publishers and Dest
- Exhibitags
- Ram, S., Current Issues in Teacher Education, New Delhi; Sarup & Sons

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Pramati Manjula Jena

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PC-7B-12: PEDAGOGY OF SANSKRIT

PS-7B-12

CREDITS: 2

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

- i.) COURSE OBJECTIVES
- ii.) To enable the student-teacher understand about:
- iii.) The nature, characteristics and significance of Sanskrit language
- iv.) The aims and objectives of teaching Sanskrit as an ancient Indian language
- v.) The various approaches of planning for successful Sanskrit teaching
- vi.) Approaches for teaching different aspect of Sanskrit language
- vii.) Aids and other similar available materials that could be used for teaching Sanskrit language
- viii.) The techniques for obtaining feedback for self-evaluation and evaluation of student's success in learning and using Sanskrit language

COURSE CONTENT

UNIT – I

(CONTENT SPECIFIC INSTRUCTIONAL STRATEGIES IN SANSKRIT)

- i.) Teaching of Prose, Drama, Story and Novel; Major steps in the planning of a prose lesson.
- ii.) Teaching of poetry Objectives of poetry lessons; Importance of recitation: Major steps in poetry.
- iii.) Teaching of Grammar: Place of grammar in the teaching of Sanskrit, Inductive and Deductive methods and their relative merits.
- iv.) Teaching or Reading: Attributes of good reading; Types of reading Scanning, Skimming, Intensive reading, Extensive reading, Silent reading, reading loud;
- v.) Various methods of reading, reading loud; The phonic method, Alphabetical method, word method and sentence method.
- vi.) Teaching of vocabulary - its ways and means, oral work, drilling vocabulary building. making sentence.
- vii.) Teaching of writing and composition; Letter writing, Essay writing and precise writing.

UNIT – II

(LEARNING RESOURCES IN SANSKRIT AND TEACHER)

- i.) Meaning and importance of Teaching Aids
- ii.) Simple Teaching Aids: Blackboard, Picture, Chart and Map, Models, Flash cards, Puppets, Magnetic board etc.
- iii.) Technological Aids: (Audio-visual Aids) Radio, Tape recorder, Television, Video,
- iv.) Overhead projector, Gramophone and Lingua phone.
- v.) Computer Assisted Language learning
- vi.) Language laboratory and its importance in the teaching of Sanskrit language
- vii.) Salient features of a good text-book in Sanskrit, Sanskrit library and the class-room.

viii.) Qualities of a Sanskrit Teacher- an evaluative approach.

PRACTICUM

- i.) Preparation of Teaching Aids
- ii.) Content-based test for secondary classes
- iii.) Project/assignment

REFERENCES

- Gautam, Shailja & Rajni, Sanskrit Shikshan, Vinod Pustak Mandir, Agra
- Sharma, Bele Rani, Modern Methods of Teaching Sanskrit, Sarup & Sons, ND, 2002
- Pandey, Ramshakal, Sanskrit Shikshan, Vinod Pustak Mandir, Agra



24/5/12

काननदेव

Pramati Manjula Gema

L.K. Pandey

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BCC-10: CREATING AN INCLUSIVE SCHOOL

Course Code: BCC-10

CREDITS: 2

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

COURSE OBJECTIVES

- i.) To familiarize with the concept of contemporary Indian Schooling.
- ii.) To understand the perspectives of different types of schools setting.
- iii.) To get acquainted with Inequality in schooling.
- iv.) To get acquainted with the nature and characteristics of Inclusive system of Education.
- v.) To gain knowledge on Policy and legislative frameworks promoting inclusion.
- vi.) To understand the need and demands of Students with Diverse Needs.
- vii.) To develop the idea about creating a conducive environment in an inclusive school.

COURSE CONTENT

UNIT – I

(CONTEMPORARY INDIAN SCHOOLING: POLICY CONCERNS AND ISSUES)

- i.) Name and types of the school: Development in the light Policy perspectives; As a source to. understand the contemporary structure of schools in India as well as Bihar.
- ii.) Making of School time table, Structure of Educational Administration.
- iii.) Universalisation of School Education: Right to Education and Universal Access, Issues of Universal enrolment and Universal retention.
- iv.) Inequality in schooling: Public-private schools, rural-urban schools; Social-cultural-economical aspects.
- v.) Idea of Common School System: with special focus on Report by Govt. of Bihar.
- vi.) Teacher Professionalism: teacher ethics, guidelines by NCTE, School service-book.

UNIT – II

(CREATING AN INCLUSIVE SCHOOL)

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

MODE OF TRANSACTION

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

SUGGESTED READINGS

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

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BEPC-4: UNDERSTANDING SELF

Course Code: BEPC-4

CREDITS: 2

F.M. 50(INTERNAL)

COURSE OBJECTIVES

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

COURSE CONTENT

UNIT -I

(REFLECTING ON 'SELF')

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

UNIT-II: UNDERSTANDING TEACHERS' IDENTITY

- i.) Teachers' identity: Contemporary status and debates, Notion of an "Ideal Teacher"
- ii.) Transition of teachers' identity in Indian scenario: From 'Guru' to 'Professional'
- iii.) Major factors affecting teachers' identity: socio-cultural, political, economical
- iv.) Creating case narratives of teachers and reflecting on them
- v.) Knowledge and practice of professional ethics
- vi.) Teacher's autonomy: An integral part of its identity
- vii.) Developing as a Teacher: Role of Teacher Education Programmes

MODE OF TRANSACTION

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

REFERENCE

- 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
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- 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. Henson, 2000, Educational Psychology for Effective Teaching, Wordsworth Publishing Company.

- Kumar, K. (2004). What is worth teaching? (3rd ed.). Orient Blackswan
- Mukunda, K.V. (2009). What did you ask at school today? A handbook of child learning. Harper Collins.
- Pathak, A. (2013). Social implications of schooling: Knowledge, pedagogy and consciousness. Aakar Books.
- Plato (2009). Reason and persuasion: Three dialogues (Chapter 6). In J. Holbo (Ed.), Meno: Reason, persuasion and virtue. Pearson.
- Seetharam A.R. (1996) Yoga for Healthy Living. Mysore; Paramahansa Yogashram.
- Vygotsky, L. (1997). Interaction between learning and development. In M. Gauvain and M.

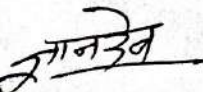


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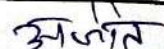


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B.Ed. Semester – IV

BCC-6: GENDER, SCHOOL AND SOCIETY

Course Code: BCC-6

CREDITS: 2

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

COURSE OBJECTIVES

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

COURSE CONTENT

UNIT – I

(GENDER ISSUES: KEY CONCEPTS)

- i.) Gender, sex, sexuality, patriarchy, masculinity and femininity
- ii.) Feminism: Liberal, Radical, Socialist, Marxist and Eco-feminism
- iii.) Historical backdrop-Landmarks from social reforms movements; Legislative reforms
- iv.) Constitutional Provisions and Government Policies about Gender issues
- v.) Equity and equality in relation with caste, class, religion, ethnicity, disability and region
- vi.) Gender bias, gender stereotyping, and empowerment
- vii.) Gender and Society: Understanding the context of India with special focus on Bihar

UNIT – II

(GENDER AND EDUCATION: CURRICULUM, PEDAGOGY AND TEACHER)

- i.) Paradigm shift from women's studies to gender studies: Research Perspective
- ii.) School and Curriculum: Gender sensitivity, gender and hidden curriculum, understanding school spaces from the perspective of gender
- iii.) Gender in text and pedagogy: Analysing Gender Construction in textbooks and classroom
- iv.) practices Role of Education for gender equality
- v.) Teacher: An agent of change, gender sensitive professional

MODE OF TRANSACTION

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

REFERENCE

- Chanana, Karuna, Interrogating Women's Education, Rawat Publication, Jaipur Conway,
Till Ker, Woman's Education Alfred A. Knopf, New York

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

 अंशु

Pramati Manjula Jena

Sandeep

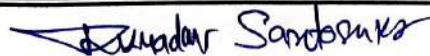
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BCC-8: KNOWLEDGE AND CURRICULUM

Course Code: BCC-8

CREDITS: 4

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

COURSE OBJECTIVES

- i.) To understand different ways of knowing and the relative roles of knower and known in knowledge transmission and construction.
- ii.) To understand the meaning of curriculum and its associated concepts.
- iii.) To analyse the elements, organization, scope, various perspectives, needs, priorities and curriculum concerns.
- iv.) To familiarize with the different approaches and process of curriculum development.
- v.) To critically appraise the contributions of great educational thinkers to education.
- vi.) To acquire knowledge about the concept of value and its different types.
- vii.) To expose students towards value education.

COURSE CONTENT

UNIT – I

(KNOWLEDGE AND KNOWING)

- i.) Knowledge: major discourse; concept of information, belief and truth
- ii.) Sources of Knowledge.
- iii.) Knowing Process: Different ways of knowing; knowledge construction
- iv.) Role of socio-cultural aspect in knowing.

UNIT - II

(UNDERSTANDING CURRICULUM)

- i.) Curriculum: need and concept; clarity among curriculum framework, curriculum, syllabus and textbook; major facets.
- ii.) Curriculum determinants: Criteria, knowledge categories, Vision, ideological stances, Socio-cultural context of learners, National and school level determinants.
- iii.) Different approaches towards curriculum development: major principles; Subject-centered; environmentalist (incorporating local concerns); behaviourist; competency-based (including 'minimum levels of learning'); learner-centered.

UNIT – III

(UNDERSTANDING EDUCATION AND THINKERS)

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

UNIT – IV

(PURPOSE OF EDUCATION AND VALUE EDUCATION)

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

MODE OF TRANSACTION

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

REFERENCE

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

OPTIONAL COURSES

OC 1.1: BASIC EDUCATION

Course Code: OC 1.1

CREDITS: 2

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

COURSE OBJECTIVES

- i.) To understand the Gandhian philosophy of life.
- ii.) To get acquainted with the Basic Education system.
- iii.) To develop familiarity with the policy perspectives related to Basic Education. To analyse the principles of correlation in Basic Education and its pedagogical aspects.
- iv.) To develop understanding of the nature of assessment in the curriculum of Basic Education.
- v.) To get acquainted with the role and expectations of teachers for Basic Education.

UNIT – I

(UNDERSTANDING GANDHIAN PHILOSOPHY)

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

UNIT – II

(BASIC EDUCATION: CURRICULUM, SCHOOL AND TEACHER)

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

MODE OF TRANSACTION

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

REFERENCE

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

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OC 1.2: HEALTH, YOGA AND PHYSICAL EDUCATION

Course Code: OC 1.2

CREDITS: 2

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

COURSE OBJECTIVES

- i.) To understand the concept of holistic health, its various dimensions and determinants. To develop positive attitude towards health, physical education and yoga as an individual.
- ii.) To sensitise, motivate and help them to acquire the skills for physical fitness, learn correct postural habits and activities for its development.
- iii.) To develop organisation skills in organising inter house tournaments and sports meet.
- iv.) To understand the need and relevance of Yoga and develop the skills in yogic practices.
- v.) To create interest for the practice of Yog asanas and meditations.
- vi.) To understand various policies and programmes related to health, physical education and yoga.

UNIT - I

(UNDERSTANDING HEALTH AND YOGA)

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

UNIT - II

(HEALTH AND PHYSICAL EDUCATION: CURRICULUM, SCHOOL AND TEACHER)

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

MODE OF TRANSACTION

- i.) Developing Skills and demonstration of at least five Yoga practices by the student teachers.
- ii.) Drill and practice of two games and two Athletic Events.
- iii.) Preparation of a Balanced diet plan

REFERENCE

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

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Dr. Sandeep

Dr. J. K. Pandey

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OC 1.3: GUIDANCE AND COUNSELLING

Course Code: OC 1.3

CREDITS: 2

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

COURSE OBJECTIVES

- i.) To understand and appreciate the nature, purpose and need for guidance and counselling.
- ii.) To understand the concept and importance of career development.
- iii.) To understand the importance of making right choice in life.
- iv.) To develop competencies to help students resolve their social, emotional, academic and career problems.
- v.) To develop capacity of applying the techniques and procedures of guidance and counselling
- vi.) To understand the process of organizing of guidance services in schools.
- vii.) To familiarize the responsibilities and moral obligation of a Counsellor,
- viii.) To become aware of the importance of Inclusive Learning Environment in school.

UNIT – I

(FUNDAMENTALS OF GUIDANCE AND COUNSELLING)

- i.) Meaning, Aims and Principles of Guidance
- ii.) Need of Guidance: Educational, Vocational and Psychological needs
- iii.) Types of Guidance: Educational, Vocational and Personal
- iv.) Meaning, Aims, Principles and Need of Counselling
- v.) Difference between Guidance and Counselling
- vi.) Issues and Problems of Guidance and Counselling

UNIT – II

(GUIDANCE AND COUNSELLING SERVICES AT SCHOOL)

- i.) Purpose and principles of Organisation of Guidance services
- ii.) Organizing Guidance and Counselling services at school:
 1. Planning
 2. Execution
 3. Follow-up
- iii.) Role of counsellor, social worker and teacher in organizing guidance services.
- iv.) Career Guidance Services.
- v.) Career Information Centre.
- vi.) Career Conferences.
- vii.) Career Bulletin.

TOOLS AND TECHNIQUES IN GUIDANCE AND COUNSELLING

- i.) Meaning, need and importance of studying and appraising individual guidance.
 - a) Testing-Techniques: Intelligence Test, Aptitude Test and Personality Test.
 - b) Non-Testing Techniques: Cumulative Record Cards, Case Study, Interview and Observation.
- ii.) Types/Approaches of Counselling: Directive, Non-Directive and Eclectic.

- iii.) Procedure of Counselling: 1. Initial disclosure 2. In-depth exploration 3. Commitment to action.
- iv.) Qualities of a good/effective Counsellor.

(GUIDANCE AND COUNSELLING FOR CHILDREN WITH SPECIAL NEEDS)

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

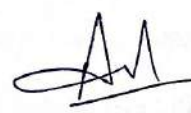
PRACTICUM

Any two of the following -

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

REFERENCE

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




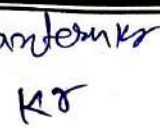


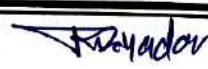
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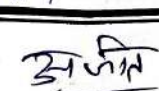
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OC 1.4: ENVIRONMENTAL EDUCATION

Course Code: OC 1.4

CREDITS: 2

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

COURSE OBJECTIVES

- i.) To understand and reflect on the concept and characteristics of Environmental Education from various aspects.
- ii.) To develop awareness, understanding and concern about environment and associated problems.
- iii.) To learn about the environment, through the environment and for the environment
- iv.) To develop special skills needed to link theoretical understanding with practical/applied aspects.

UNIT – I

(UNDERSTANDING ENVIRONMENT AND ENVIRONMENTAL ISSUES)

- i.) Concept of Environmental Education: meaning, nature and major components, Role of Education in creating environmental awareness
- ii.) Environment and sustainable development; Sustainable Development Goals (SDGs)
- iii.) Relating environment with traditional knowledge and cultural practices
- iv.) An overview of constitutional provisions related to environment and its protection
- v.) Major Environmental Issues
 - a) Pollution related to land, water and air
 - b) Deforestation: Change in forest cover over time
 - c) Waste generation and management
 - d) Environmental degradation and its impact on the health of people
 - e) Greenhouse gas emission and Global warming
 - f) Climatic changes: Disturbance in weather cycle
 - g) Impact of natural-disaster/man-made disaster on environment
- vi.) Environmental issues in the context of Bihar

UNIT – II

(ENVIRONMENTAL EDUCATION: CURRICULUM, PEDAGOGY AND TEACHER)

- i.) Environmental Education in School Curriculum:
 - ❖ Identification of topics related to environmental education in school subjects and their analysis;
 - ❖ Integrated approach towards environmental education in school curriculum;
 - ❖ Idea of Green Curriculum and Green School
- ii.) Understanding pedagogy for Environmental Education at School for different levels.
- iii.) Activity based strategies for Environmental Education.
 - ❖ Eco- clubs, organizing exhibitions, field trips, observations, sensitive towards the environment of school.
- iv.) Role of teacher (Sensitive towards environmental issues and local problems while teaching.)

MODE OF TRANSACTION

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

REFERENCE

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

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OC-1.5: UNDERSTANDING SCHOOL MANAGEMENT AND LEADERSHIP

Course Code: OC 1.5

CREDITS: 2

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

COURSE OBJECTIVES

- i.) To develop a critical understanding of the notion of school organization.
- ii.) To develop a comprehensive understanding of context-specific notions of school effectiveness.
- iii.) To develop an understanding of school leadership and challenges to management.
- iv.) To develop a critical understanding of the notion of school management.
- v.) To develop an understanding of the system of education, its relationship with school curriculum management in the context of the structures and processes of the education system and its impact on pedagogic processes in the classroom.
- vi.) To get acquainted with the planning mechanism in school management.
- vii.) To explain the role of school records in effective management system.

UNIT – 1

(UNDERSTANDING SCHOOL ORGANIZATION)

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

UNIT – II

(ASPECTS OF SCHOOL MANAGEMENT)

- i.) School management: Concept, basic principles and systemic nature; Community-School Relationship, School Management Committee.
- ii.) Planning mechanism in school management: annual school calendar (day to day)
- iii.) Managing School resources: The school Building, School budget, Laboratory, Workshop, Library, Sports ground, Hostel, School office; Cleanliness, Maintenance and Optimum Utility
- iv.) Role of school records in effective management system

MODE OF TRANSACTION

- i.) The specific content of this paper may be discussed and presented through seminar and Brainstorming sessions.
- ii.) Practicum: Preparation of Time -Table and Annual School Budget

REFERENCE

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

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