



## **Curriculum and Credit Frame Work for B.Ed. Programme with effect from July 2024**

**About the programme:** The two-year Bachelor of Education (B.Ed.) program is structured into four semesters, providing a comprehensive blend of theoretical knowledge and practical teaching experience. Each semester progressively builds on pedagogical concepts, educational psychology, curriculum development, and teaching methodologies. The curriculum also includes school internships, workshops, and hands-on teaching practice, ensuring that students are well-prepared for a career in education. This structured approach allows for a gradual and in-depth understanding of the teaching profession, equipping graduates with the skills and knowledge required to excel as educators.

### **PROGRAMME SPECIFIC OBJECTIVES (PSOS) FOR THE TWO-YEAR B.ED. PROGRAMME:**

- Develop a deep understanding of the physical, cognitive, emotional, and social development of children.
- Apply knowledge of child development to create inclusive and supportive learning environments.
- Analyse the impact of socio-political, economic, and cultural factors on education in India.
- Engage critically with educational policies to promote equity and justice in classrooms.
- Enhance language proficiency and communication skills across various subjects.
- Integrate language development strategies into subject teaching to support diverse learners.
- Master subject-specific pedagogical approaches for effective teaching of school subjects like English, Hindi, Mathematics, Science, Social Studies, etc.
- Design and implement lesson plans that cater to the diverse needs of students in various subjects.
- Utilize Information and Communication Technology (ICT) to enhance teaching and learning.
- Critically assess the role of ICT in contemporary education and integrate it meaningfully into the classroom.
- Develop clear and effective blackboard writing skills to facilitate student understanding.
- Use blackboard writing as a tool for better classroom management and instruction.
- Cultivate critical reading and reflective practices that inform teaching and learning.
- Engage with educational texts to develop a deeper understanding of educational theories and practices.
- Gain initial exposure to school environments, understanding the practical aspects of teaching.
- Reflect on classroom observations to inform future teaching practices.
- Apply learning theories to develop effective teaching strategies that meet the needs of all students.
- Reflect on the relationship between teaching practices and student outcomes.
- Understand the philosophical and theoretical foundations of curriculum design.
- Apply curriculum knowledge to create effective and engaging lesson plans.
- Design and implement assessment strategies that accurately measure student learning.
- Use assessment data to inform and improve teaching practices.
- Incorporate instructional technology to enhance educational practices.
- Evaluate the effectiveness of various technological tools in the classroom.
- Engage in extended teaching practice in schools, developing classroom management and instructional skills.

- Conduct community surveys to understand the socio-cultural context of education and apply this knowledge to teaching.
- Prepare for and engage in an extensive teaching internship, gaining practical experience in lesson planning, classroom management, and student assessment.
- Reflect on the internship experience to develop professional competencies and prepare a comprehensive internship report.
- Explore the intersection of gender, education, and society.
- Develop strategies to create gender-sensitive and inclusive educational environments.
- Understand the importance of environmental education in the curriculum.
- Integrate environmental awareness and sustainability practices into teaching.
- Develop strategies to create an inclusive school environment that supports all learners.
- Address the needs of diverse student populations, including those with special educational needs.
- Promote physical health, well-being, and holistic development in students.
- Integrate health and physical education into the overall educational experience.
- Gain expertise in designing assessments and evaluating educational outcomes.
- Provide effective guidance and counselling to support students' academic and personal development.
- Value Education and Human Rights Education: Promote ethical values and human rights awareness in educational settings.
- Teacher Education: Develop an understanding of teacher education principles to train future educators.
- Utilize drama and arts as tools for creative expression and learning in the classroom.
- Foster an appreciation of the arts and encourage self-expression among students.
- Engage in self-reflection to develop self-awareness and personal growth.
- Apply self-understanding to enhance teaching practices and professional development.

#### **PROGRAMME SPECIFIC OUTCOMES (PSOS) FOR THE TWO-YEAR B.ED. PROGRAMME**

- Graduates will have a deep understanding of children's physical, cognitive, emotional, and social development, enabling them to create inclusive and supportive learning environments.
- They will be able to apply theories of child development to design learning experiences that cater to diverse learners.
- Graduates will be able to analyze the impact of socio-political, economic, and cultural factors on education in India and engage critically with educational policies to promote equity and justice in classrooms.
- They will be skilled in addressing issues of gender, socio-economic disparities, and cultural diversity within the educational system.
- Graduates will master subject-specific pedagogical approaches for teaching various school subjects, such as English, Hindi, Mathematics, Science, and Social Studies.
- They will design and implement lesson plans that address the diverse needs of students, integrating language development strategies into their teaching practices.
- Graduates will be proficient in utilizing Information and Communication Technology (ICT) to enhance teaching and learning.
- They will critically assess the role of ICT in education and integrate it meaningfully into their classroom practices.
- Graduates will develop the skills necessary to design and implement effective assessment strategies that accurately measure student learning.
- They will use assessment data to inform and improve teaching practices, with a strong understanding of continuous and comprehensive evaluation (CCE).




- Graduates will develop strong classroom management and instructional skills, including effective blackboard writing and the use of instructional tools.
- They will engage in extended teaching practice, applying their skills in real classroom settings and reflecting on their experiences to improve their teaching.
- Graduates will understand the philosophical, sociological, and psychological foundations of curriculum design and apply this knowledge to create effective lesson plans.
- They will be able to develop and critique curricula, ensuring alignment with educational goals and contemporary trends as outlined in NCF 2023 and NEP 2020.
- Graduates will use drama and arts as tools for creative expression and learning, promoting an appreciation of the arts among students.
- They will integrate physical health, well-being, and environmental education into the curriculum, fostering holistic development in students.
- Graduates will engage in continuous professional development, staying updated with the latest educational research and practices.
- They will apply reflective practices to enhance their teaching effectiveness and contribute to their growth as educators.
- Graduates will develop strategies to create inclusive educational environments that support all learners, including those with special educational needs.
- They will be equipped to provide guidance and counselling, addressing the academic and personal development needs of students.

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**BACHELOR OF EDUCATION (B.ED.)**  
**COURSE STRUCTURE AND SCHEME OF EXAMINATION**  
**(W.E.F. Academic Session-2024-2025)**

\*The B.Ed. Programme shall be of two academic years (four semesters). A brief description of each paper, along with nomenclature, paper code, etc., is given below:

**SEMESTER-I**

Sr. No.	Course Code	Course Title	Hours per week		Total Credits	Max. Marks		
			Lecture	Practicum		Internal	External	Total Marks
Theory Course								
1.	BOE-101	Childhood and Growing Up	3	2	4	20	80	100
2.	BOE-102	Contemporary India and Education	3	2	4	20	80	100
3.	BOE-103	Language across the Curriculum	2	0	2	10	40	50
4.	BOE-104	Pedagogy of School Subject-1 (Part-1) (Any one option to be opted)						
	Option (i)	Pedagogy of English	3	2	4	20	80	100
	Option (ii)	Pedagogy of Hindi	3	2	4	20	80	100
	Option (iii)	Pedagogy of Sanskrit	3	2	4	20	80	100
	Option (iv)	Pedagogy of Punjabi	3	2	4	20	80	100
	Option (v)	Pedagogy of Urdu	3	2	4	20	80	100
	Option (vi)	Pedagogy of Physical Science	3	2	4	20	80	100
	Option (vii)	Pedagogy of Commerce	3	2	4	20	80	100
	Option (viii)	Pedagogy of Home Science**	3	2	4	20	80	100
	Option (ix)	Pedagogy of Music**	3	2	4	20	80	100
	5.	BOE-105	Pedagogy of School Subject-2 (Part-1) (Any one option to be opted)					
Option (i)		Pedagogy of Mathematics	3	2	4	20	80	100
Option (ii)		Pedagogy of Social Studies	3	2	4	20	80	100


  
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	Option (iii)	Pedagogy of Life Science	3	2	4	20	80	100
	Option (iv)	Pedagogy of Economics	3	2	4	20	80	100
	Option (v)	Pedagogy of Computer Science***	3	2	4	20	80	100
	Option (vi)	Pedagogy of Arts	3	2	4	20	80	100
Practicum Course								
6.	BOE-106	Critical Understanding of ICT	--	4	2	10	40	50
7.	BOE-107	Blackboard Writing	--	4	2	10	40	50
8.	BOE-108	Reading and Reflecting on Text	--	4	2	10	40	50
9.	BOE-109	Internship Phase-1 (School Exposure)	--	Two Weeks	2	10	40	50
Total			14	20+ Two Weeks	26	130	520	650

\*\* Course BOE-104 Option (viii) Pedagogy of Home Science and Course BOE-104 Option (ix) Pedagogy of Music can be opted with the other options of Course BOE-104 instead of options of Course BOE-105

\*\*\* Course BOE-105 Option (v) Pedagogy of Computer Science can be opted with the other options of Course BOE-105 instead of options of Course BOE-104

  
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BACHELOR OF EDUCATION (B.ED.)  
SEMESTER-I  
COURSE- I (BOE – 101)  
CHILDHOOD AND GROWING UP**

**Max Marks: 100  
External Marks/Theory: 80  
Internal Marks/Practicum: 20**

**Inst. Hours: 3+2  
Exam Hour: 3Hrs  
Credit: 4**

**INSTRUCTIONS FOR THE EXAMINER:** *The examiner is required to set a total of nine questions for the examination. Of these, students must attempt only five questions. Question 1 will be compulsory and will consist of four short-answer questions, each valued at 4 marks, with one question selected from each unit. Two long-answer questions, each with an internal choice, will be set from each unit. Students are required to attempt one long-answer question from each unit/Section. Thus, students will complete a total of five questions, ensuring that one question is selected from each unit. All questions are of equal value, carrying 16 marks each.*

**SUBJECT- SPECIFIC OBJECTIVES**

By the end of this course, students will be able to:

- Understand the concept of growth and development across different life stages.
- Develop an in-depth understanding of children and adolescents through observation and analysis.
- Analyse individual differences among learners and their implications for teaching.
- Understand cognitive and affective processes in learners.
- Explore the significance of social development and its implications for educators.
- Reflect on the challenges and opportunities of adolescence in the context of social, economic, and cultural changes.

**COURSE OUTCOMES**

Upon successful completion of this course, students will:

- Explain the concept and stages of growth and development and their relationship with learning.
- Differentiate between the concepts of growth and development in human beings.
- Analyse various development theories and apply appropriate theories in the learning process.
- Understand the concept of socialization and its impact on children within school and peer group contexts.
- Reflect on and address issues related to adolescence, including the impact of media, urbanization, and economic changes.

**COURSE CONTENT**

**UNIT 1: GROWTH AND DEVELOPMENT**

1.1 Concept of growth and development and its relationship with learning.



1.2 Principles of growth and development.

1.3 Stages of growth and development.

1.4 Theories of development: Piaget's theory of cognitive development, Vygotsky's theory of social development, Kohlberg's theory of moral development.

## **UNIT 2: HEREDITY AND ENVIRONMENT**

2.1 Concept of heredity and environment.

2.2 Influence of heredity and environment on development.

2.3 Individual differences among learners based on diversity (language, caste, gender, religion).

2.4 Importance of heredity and environment in the development of learners.

## **UNIT 3: SOCIAL DEVELOPMENT**

3.1 Concept of social development: Meaning, nature, and characteristics.

3.2 Stages of social development.

3.3 Social world and children: Roles of teachers, parents, and peers.

3.4 Dealing with children: Separation from parents, children in crèches, and children in orphanages.

## **UNIT 4: ADOLESCENCE**

4.1 Realistic and contextual frames of growing up in adolescence; recent issues related to adolescent development.

4.2 Impact of economic changes and urbanization on family structure, Impact of media on adolescents.

4.3 Adolescents in difficult circumstances,

4.4 Health awareness: Personal hygiene, nutrition, disease prevention, and control.

## **SUGGESTED PRACTICUM ACTIVITIES (CHOOSE ANY ONE)**

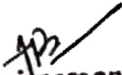
Students will choose and complete one of the following activities:

- Observe children during playtime at a practicing school or nearby school for a week; analyse their play activities, relationships, and communication with peers, and prepare a report on childhood understanding.
- Prepare a case study of a girl child from a minority community, focusing on her developmental challenges and strengths.
- Observe and interact with five adolescents from different contexts (e.g., rural areas, urban slums, Dalit households, tribal communities, urban areas, and working/street children), and compare their characteristics and challenges.
- Watch a movie related to adolescent issues and discuss its content, characterization, and depiction of adolescent challenges and concerns.
- Prepare and deliver a presentation on the educational implications of one developmental theory related to child development.
- Any other activity assigned by the teacher.

## **SUGGESTED READINGS**

- Aggarwal, J. C. (2013). *Essential educational psychology*. New Delhi: Villas Publishing House Pvt. Ltd.
- Chauhan, S. S. (1998). *Advanced educational psychology*. New Delhi: Vikas Publication.
- Hurlock, E. B. (2003). *Child growth and development*. Tata McGraw-Hill Education.
- Mangal, S. K. (2010). *Essentials of educational psychology*. New Delhi: PHI Pvt. Ltd.

- Mangal, S. K. (2010). *Advanced educational psychology*. New Delhi: PHI Pvt. Ltd.
- Pandey, K. P. (2010). *Advanced educational psychology*. New Delhi: Shipra Publication.
- Phatia, H. R. (1977). *Textbook of educational psychology*. New Delhi: The McMillan Company of India Ltd.
- Rao, S. Narayan. (1990). *Educational psychology*. New Delhi: Wiley Eastern Ltd.
- Sabus, S. (2012). *Educational psychology*. New Delhi: APH Publishing.
- Sharma, N. (2011). *Understanding adolescence*. New Delhi: National Book Trust, India.
- Singh, A. (Ed.). (2015). *Human development: A life span approach*. Delhi: Orient BlackSwan.

  
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BACHELOR OF EDUCATION (B.ED.)  
SEMESTER-I  
COURSE- II (BOE-102)  
CONTEMPORARY INDIA AND EDUCATION**

**Max Marks: 100  
External Marks/Theory: 80  
Internal Marks/Practicum: 20**

**Instructional Hours: 3+2  
Exam Hours: 3Hrs  
Credit: 4**

**INSTRUCTIONS FOR THE EXAMINER:** *The examiner is required to set a total of nine questions for the examination. Of these, students must attempt only five questions. Question 1 will be compulsory and will consist of four short-answer questions, each valued at 4 marks, with one question selected from each unit. Two long-answer questions, each with an internal choice, will be set from each unit. Students are required to attempt one long-answer question from each unit. Thus, students will complete a total of five questions, ensuring that one question is selected from each unit. All questions are of equal value, carrying 16 marks each.*

**SUBJECT- SPECIFIC OBJECTIVES**

- After completing the course, students will be able to:
- Understand various provisions concerning education in Indian Constitution.
  - Get a historical insight into the development of education in India.
  - Have a critical understanding of the development of education as a discipline.
  - Examine the issues and concerns related to universalization of elementary education.
  - Realize the importance of right to education and the provisions made for realizing it.
  - Understand the role of education in empowering the weaker section of Indian society.

**COURSE OUTCOMES**

- Gain knowledge about the contemporary issues in Indian education.
- Know about educational commissions and policies in India.
- Learn about modern education and alternative vision of education in India.
- Understand the policy for nation.

**COURSE CONTENT**

**UNIT-1: CONTEMPORARY ISSUES IN INDIAN EDUCATION**

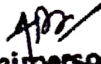
- 1.1 Universalization of Elementary Education in India
- 1.2 Mid-day Meal Scheme (MMS)
- 1.3 Impact of globalization, liberalization and privatization on education in India
- 1.4 Open and Distance Learning Systems in India

**UNIT-2: EDUCATION COMMISSIONS, COMMITTEES AND POLICIES IN INDIA**

- 2.1 Secondary Education Commission (1952-53)
- 2.2 Kothari Commission (1964-66)
- 2.3 National Policy of Education (1986)
- 2.4 National Curriculum Framework (2005)

**UNIT-3: MODERN EDUCATION AND ALTERNATIVE VISIONS OF EDUCATION IN INDIA**

- 3.1 Equal Access Education between Men and Women in India
- 3.2 Women Education in Modern India

  
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- 3.3 Status of Women Education in India  
3.4 Nai Talim

#### **UNIT-4: POLICY FORMATION FOR PUBLIC EDUCATION IN INDIA**

- 4.1 Indian Education System  
4.2 Right of Children to Free and Compulsory Education Act.  
4.3 Sarva Shiksha Abhiyan (SSA)  
4.4 Child Labour and Education Policy in India


#### **SUGGESTED PRACTICUM ACTIVITIES (CHOOSE ANY ONE):**

Students will select and complete one of the following practicum activities:

- Lab and Field Work: Group discussions and presentations on contemporary issues in Indian education
- Assessment Methods: Attendance, Participation, assignments and presentations
- Resources and Materials: Books, articles and online resources
- Any other activity, project, assigned by the teacher.

#### **SUGGESTED READINGS:**

- Aggarwal, K. C. (2016). Education in Contemporary in Indian society (Hindi), Ludhiana: Shri Vinod Pustak Mandir; First edition (2016)
- Aggarwal, J. C. (2008). *Education in Emerging Indian society*. New Delhi: Shipra Publication.
- Aggarwal, Y. (2000). Indian Education System: An Overview.
- Bhatia, k. K. (2005). *Education in Emerging in Indian Society*. Ludhiana: kalyani Publishers.
- Bhatta, S. C. (2015). Education in India: A Critical Analysis.
- Bhattacharya, S. (2002). *Foundations of education*. New Delhi: Atlantic Publication.
- Bhattacharya, S. (2019). Education and Social Change in India.
- Chadha, G. K. (2018). Indian Education System: Challenges and Opportunities.
- Chand, B. (2016). Education in Contemporary in Indian Society. Hyderabad: Neel kamal, Publications
- Chander, S. S. and Sharma, R. (2001). Principles of Education. New Delhi: Atlantic Publication.
- Choudhary, N. K. (2009). Constitution and Education. New Delhi: Shipra Publication
- Dash, M. (2004). Education in India Problem And Perspectives. New Delhi: Atlantic Publication.
- Dyer, C. (1999). Education and Development in India.
- Gahnta, R. & Dash, B. N. (Ed.) ( 2007). *Foundations of Education*. Hyderabad: Neelkamal Publications.
- Lal, R. B. (2016). Contemporary India and Education, Agra: R. Lal. Publications.
- MHRD, Government of India. (2019). Education in India.
- Ministry of Education, Government of India. (2020). National Education Policy 2020.
- Nandra, I. S. (2010). *Philosophical Sociological and Economical foundations of Education*. Patiala 21<sup>st</sup> century publications.
- Sachdeva, M.S. (2015). Contemporary India and Education, Patiala: Twenty first Century Publications;
- Shamsi, N. (2005). *Social foundations of Education*. New Delhi: Anmol publications.

  
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**BACHELOR OF EDUCATION (B.ED.)**  
**SEMESTER-I**  
**COURSE- III (BOE – 103)**  
**LANGUAGE ACROSS THE CURRICULUM**

Max. Marks: 50  
External Marks/Theory: 40  
Internal Marks: 10

Inst. Hours: 2  
Exam Hours: 1.5 Hrs.  
Credit: 2

**INSTRUCTIONS FOR THE EXAMINER:** *The examiner is required to set a total of five questions for the examination. Of these, students must attempt only three questions. Question 1 will be compulsory and will consist of two short-answer questions, each valued at 4 marks, with one question selected from each unit. Two long-answer questions, each with an internal choice, will be set from each unit. Students are required to attempt one long-answer question from each unit/Section. Thus, students will complete a total of three questions, ensuring that one question is selected from each unit. All questions are of equal value, carrying 16 marks each.*

**SUBJECT-SPECIFIC OBJECTIVES**

The course will enable students to:

- Enhance knowledge acquisition through the Language Across the Curriculum (LAC) approach.
- Understand the various roles of language in education and society.
- Create connections among different subjects through language learning.
- Utilize multilingualism as a strategic tool in classroom situations.
- Study and analyse authentic literary and non-literary texts.
- Understand and develop different language skills.
- Foster creativity among learners.
- Recognize the importance and role of language in content areas, with a focus on National Education Policy (NEP) 2020 and National Curriculum Framework (NCF) 2023.

**COURSE OUTCOMES**

After completing this course, learners will be able to:

- Comprehend and effectively use language across various domains.
- Implement multilingualism as a classroom strategy.
- Establish links between different school subjects through language learning.
- Develop insight into the symbolic relationship between curriculum and syllabus, as highlighted in NCF 2023.
- Cultivate language skills (Listening, Speaking, Reading, Writing - LSRW).
- Explain the impact of multilingualism and related aspects, in alignment with NEP 2020.

**COURSE CONTENT**

**UNIT 1: LANGUAGE ACROSS THE CURRICULUM (LAC)**

- 1.1 Concept, Nature, and Functions of Language
- 1.2 Origin and Basic Tenets of Language Across the Curriculum (LAC)
- 1.3 Goals, Benefits, and Challenges of the LAC Approach
- 1.4 Role of the Teacher in LAC: Effective Language Use and Multilingualism (NEP 2020, NCF 2023)

## UNIT 2: LANGUAGE DISCOURSE AND TEACHING SKILLS

- 2.1 Language Learning and Teaching in the Classroom
- 2.2 Development of Language Skills: Listening, Speaking, Reading, and Writing (LSRW)
- 2.3 Multilingualism and Language Diversity: Strategies and Challenges in the Classroom (NCF 2023)
- 2.4 Integrating Language Skills with Content Areas: Reports, Reviews, Essays, and Creative Writing

### SUGGESTED PRACTICUM ACTIVITIES

- Presentation on Language Skills: Prepare a detailed presentation on how different language skills (LSRW) can be integrated into the curriculum.
- Survey on Multilingualism: Conduct a survey to explore the challenges and opportunities of teaching in a multilingual classroom, and present the findings.
- Project on LAC Activities: Develop a project that includes activities to promote language learning across the curriculum, considering NEP 2020 guidelines.
- Language and Content Integration: Create a project that demonstrates the integration of language skills with content areas, highlighting best practices from NCF 2023.
- Classroom Language Strategy: Develop a classroom strategy that effectively uses multilingualism to enhance learning outcomes.
- Any other activity, assignment, project assigned by the teacher

### SUGGESTED READINGS

- Bhawan, J., & Ahlawat, M. (2017). *Language Across the Curriculum* (Hindi). Delhi: Book Man.
- Genlott, A., & Grönlund, A. (2013). Improving literacy skills through learning reading by writing: The IWTR method presented and tested. *Computers & Education*, 67, 98-104.
- Joshi, M. (2018). *Language Across the Curriculum* (1st ed.). E-book. www.bookboon.com.
- Lin, A., & Angle, H. (2016). *Language Across the Curriculum & CLIL in English as an Additional Language (EAL) Contexts*. ISBN 978-10-1802-2.
- Sameer, N. (2016). *Language Across the Curriculum*. Delhi: Educational Publishers.
- Sharma, V. (2019). *Language Across the Curriculum*. Delhi: Laxmi Publication.
- T.E. (2016). *Content and Language Integrated Learning*. The British Council, Forum for Across the Curriculum Teaching.
- Hassan, T., & Bhargava, P. (2016). *Language Across the Curriculum*. Delhi: Rakhi Prakashan.
- Sharma, R. K., Dubey, S. K., & Dayal, I. (2019). *Language Across the Curriculum and Reflecting on Texts*. Agra: Radha Prakashan Mandir Pvt. Ltd.
- Monika. (2020). *Teaching of English*. Delhi: Manisha Publication.
- Ministry of Education. (2020). *National Education Policy 2020*. Government of India.
- National Council of Educational Research and Training (NCERT). (2023). *National Curriculum Framework 2023*. NCERT.
- Mohanty, A. K. (2022). *Multilingual Education for Social Justice: Global and South Asian Perspectives*. Orient BlackSwan.
- Srivastava, A., & Gupta, A. (2021). *Multilingual Education in India: Challenges and Opportunities*. New Delhi: Sage Publications.

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BACHELOR OF EDUCATION (B.ED.)  
SEMESTER-I  
COURSE- IV (BOE-104)  
PEDAGOGY OF ENGLISH (OPTION I)**

**Max. Marks: 100  
External Marks/Theory: 80  
Internal Marks/Practicum: 20**

**Instructional Hours: 3+2  
Exam Hours: 3Hrs.  
Credit: 4**

**INSTRUCTIONS FOR THE EXAMINER:** *The examiner is required to set a total of nine questions for the examination. Of these, students must attempt only five questions. Question 1 will be compulsory and will consist of four short-answer questions, each valued at 4 marks, with one question selected from each unit. Two long-answer questions, each with an internal choice, will be set from each unit. Students are required to attempt one long-answer question from each unit/Section. Thus, students will complete a total of five questions, ensuring that one question is selected from each unit. All questions are of equal value, carrying 16 marks each.*

**SUBJECT SPECIFIC OBJECTIVES**

- Develop an understanding of the nature and structure of the English language.
- Enhance their proficiency in English, focusing on listening, speaking, reading, and writing (LSRW) skills.
- Understand the contextual use of language, including grammar and vocabulary.
- Critically analyses and appraise the existing English curriculum.
- Gain knowledge of effective strategies for teaching poetry, prose, grammar, and composition.
- Review and apply various teaching methods and approaches in the Indian context.
- Prepare and deliver lesson plans on different aspects of English as a second language.
- Develop tools and techniques for evaluating students' knowledge in English.
- Understand the process of language assessment and its application in educational settings.

**COURSE OUTCOMES**


Upon successful completion of this course, students will:

1. Comprehend the nature, functions, and principles of the English language, particularly within the Indian context.
2. Formulate instructional objectives and design lesson plans for effective English language teaching.
3. Apply various skills, approaches, and methods in teaching English, focusing on the development of LSRW skills.
4. Analyse and implement pedagogical strategies for teaching prose, poetry, grammar, and composition in English.

**COURSE CONTENT**

**UNIT 1: LANGUAGE AND ITS POSITION IN INDIA**

- 1.1 Nature, functions, and principles of language.
- 1.2 English as a link language in the global context.
- 1.3 Challenges of teaching and learning English in India.

  
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1.4 Language policies and the status of English as a medium of instruction: Position of languages in India; Articles 343-351, 350A, Language policy in India with reference to Kothari Commission (1964-66), NPE-1986; POA-1992; National Curriculum Framework-2023; NEP 2020.

## **UNIT 2: AIMS AND OBJECTIVES OF TEACHING ENGLISH**

2.1 Aims and objectives of teaching English at different stages of schooling.

2.2 Instructional planning: Need and importance.

2.3 Formulation of instructional objectives in behavioural terms.

2.4 Bloom's taxonomy of educational objectives, RCEM approach to lesson planning.

## **UNIT 3: AN OVERVIEW OF LANGUAGE TEACHING SKILLS, APPROACHES, AND METHODS OF ENGLISH LANGUAGE TEACHING**

3.1 Micro-teaching skills: Skill of introduction, Skill of questioning, Skill of illustration with examples, Skill of explaining, Skill of stimulus variation, Skill of reinforcement,

3.2 Methods: Difference between method and approach, Direct method, Bilingual method, Translation-cum-grammar method.

3.3 Approaches: Structural approach, Communicative approach, Inductive and deductive approaches, Constructive approach,

3.4 Development of LSRW skills: Listening, speaking, reading, and writing.

## **UNIT 4: CONTENT AND PEDAGOGICAL ANALYSIS OF TEACHING ENGLISH**

4.1 Pedagogical analysis: Concept and importance.

4.2 Teaching of prose: Strategies and techniques.

4.3 Teaching of poetry: Approaches and methods.

4.4 Teaching of grammar: Rules and context-based learning, Teaching of composition: Writing skills and creativity.

## **SUGGESTED PRACTICUM ACTIVITIES (CHOOSE ANY ONE)**

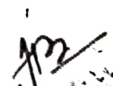
Students will choose and complete one of the following practicum activities:

- Prepare and present a lesson plan for teaching prose or poetry, focusing on one of the LSRW skills.
- Design and conduct a micro-teaching session on any of the English teaching skills.
- Create a detailed pedagogical analysis of a prescribed English textbook, identifying strengths and areas for improvement.
- Develop a rubric for assessing students' written compositions and apply it to sample student work.
- Conduct a survey on the challenges of teaching English in a multilingual classroom and present the findings.
- Any other Activity/project/assignment assigned by the teacher.

## **SUGGESTED READINGS**

- Bhatia, K. K., & Kaur, N. (2011). *Teaching and learning English as a foreign language*. Ludhiana: Kalyani Publishers.
- Bindra, R. (2005). *Teaching of English*. Jammu: Radha Krishan Anand and Co.
- Krashen, D. (1992). *Principles and practice in second language acquisition*. Oxford: Pergamum Press.
- Krishnaswamy, N. (2003). *Teaching English: Approaches, methods, and techniques*. New Delhi: Macmillan.
- Sachdeva, M. S. (2007). *Teaching of English*. Patiala: Twenty First Century Publications.
- Sahu, B. K. (2004). *Teaching of English*. Ludhiana: Kalyani Publishers.

- Shaik, M., & Gosh, R. N. (2005). *Techniques of teaching English*. Hyderabad: Neelkamal Publications.
- Sharma, C. R. (2017). *English language teaching: Methods, tools & techniques*. Vikas Publishing House Pvt. Ltd.
- Sharma, P. (2011). *Teaching of English: Skills and methods*. Delhi: Shipra Publication.
- Richards, J. C., & Rodgers, T. S. (2014). *Approaches and methods in language teaching* (3rd ed.). Cambridge: Cambridge University Press.
- Ur, P. (2012). *A course in English language teaching* (2nd ed.). Cambridge: Cambridge University Press.
- Harmer, J. (2007). *The practice of English language teaching* (4th ed.). Harlow: Pearson Education Limited.

  
**Chairperson**  
**Department of Education**  
**BPS Mahila Vishwavidyalaya**  
**Khapur Kalan (Sonapat)**

**Department of Education**  
**Faculty of Education**  
**B.P.S. MAHILA VISHWAVIDYALAYA, KHANPUR KALAN**  
**Bachelor of Education (B.Ed.)**  
**Semester-I**  
**Course-**  
**BOE – 104**

हिन्दी शिक्षण (विकल्प . द्वितीय)

अधिकतम अंक: 100

बाहरी अंक: 80

आंतरिक अंक: 20

प्रति सप्ताह घंटे: 03+02

परीक्षा समय: 03

क्रेडिट प्रति सप्ताह: 04

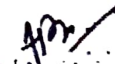
पेपर सेटर के लिए निर्देश: पेपर सेटर कुल नौ प्रश्न सेट करेगा, जिनमें से छात्रों को केवल पांच प्रश्न हल करने होंगे प्रश्न संख्या 01 अनिवार्य होगा, जिसमें प्रत्येक इकाई से 4 अंकों के चार लघु उत्तरीय नोट्स शामिल होंगे प्रत्येक इकाई से आंतरिक विकल्प वाले दो लंबे प्रश्न निर्धारित किए जाएंगे, जिनमें से छात्रों को प्रत्येक इकाई से एक लंबे प्रश्न का उत्तर देना होगा सभी प्रश्न समान यानी 16 अंकों के हैं।

**पाठ्यक्रम/विशिष्ट उद्देश्य :-**

- भावी शिक्षकों में हिन्दी शिक्षण के लिए भाषा-सम्बन्धी योग्यताओं का विकास करना ।
- भावी शिक्षकों में हिन्दी शिक्षण उपरान्त अपेक्षित कुशलताओं का विकास करना ।
- भावी शिक्षकों में एक हिन्दी अध्यापक के गुण विकसित करना ।
- भावी शिक्षकों में हिंदी पढ़ने, लिखने और बोलने की क्षमता को बढ़ाना और यह सुनिश्चित करना कि वे अपने भविष्य के छात्रों के लिए भाषा के मॉडल के रूप में काम कर सकें।
- भावी शिक्षकों को विभिन्न भाषा शिक्षण सिद्धांतों और दृष्टिकोणों का ज्ञान करना ।
- भावी शिक्षकों को समावेशी शिक्षण रणनीतियों को लागू करने के लिए प्रशिक्षित करें जो विभिन्न पृष्ठभूमि के शिक्षार्थियों की जरूरतों को संबोधित करते हैं । जिनमें विशेष शैक्षिक आवश्यकताओं वाले या दूसरी भाषा के रूप में हिंदी बोलने वाले लोग शामिल हैं।
- भावी शिक्षकों को भाषा शिक्षण के लिए विशिष्ट प्रभावी कक्षा प्रबंधन तकनीकों से लैस करें, जिसमें छात्र जुड़ाव बनाए रखने/विविध कक्षाओं का प्रबंधन करने और एक सहायक शिक्षण वातावरण बनाने की रणनीतियाँ शामिल हैं।
- छात्रों को भाषा शिक्षा से संबंधित आलोचनात्मक सोच कौशल विकसित करने के लिए प्रोत्साहित करें, जिससे वे हिंदी शिक्षण में आने वाली समस्याओं का विश्लेषण और समाधान कर सकें।
- आजीवन सीखने और व्यावसायिक विकास के प्रति प्रतिबद्धता को बढ़ावा देना, छात्रों को हिंदी शिक्षा के क्षेत्र में नवीनतम शोध और प्रगति से अपडेट रहने के लिए प्रोत्साहित करना।
- भाषा शिक्षण में नैतिक विचारों के महत्व पर जोर दें, जिसमें सांस्कृतिक विविधता का सम्मान, समान शिक्षा को बढ़ावा देना और चिंतनशील शिक्षण अभ्यास का विकास शामिल है।

**पाठ्यक्रम के निर्गमन:-**

- विभिन्न स्तरों पर छात्रों को प्रभावी ढंग से पढ़ाने के लिए व्याकरण, शब्दावली और उच्चारण सहित हिंदी भाषा पर मजबूत पकड़ विकसित करें।
- भावी शिक्षकों में भाषा संबंधी आयोग की विभिन्न अनुशंसाओं के बारे में ज्ञान सकेंगे ।
- भावी शिक्षकों में भारतीय शिक्षा प्रणाली में भाषा की भूमिका को समझ सकेंगे ।
- भावी शिक्षकों में हिन्दी भाषा के उच्चारण एवं शुद्ध लेखन की योग्यता उत्पन्न करना ।
- भावी शिक्षक भाषा संबंधी त्रुटियों और भाषा के समाधानों को जान सकेंगे ।

  
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**Khanpur Kalan (Sonapat)**



- हिंदी साहित्य और संस्कृति की संपन्न और सराहना को बढ़ावा देना, छात्रों के सीखने के अनुभव को समृद्ध करने के लिए शिक्षण प्रक्रिया में साहित्यिक कार्यों के एकीकरण को सक्षम करना।
- भावी शिक्षकों को भाषा सीखने को बढ़ाने के लिए डिजिटल टूल, मल्टीमीडिया संसाधनों और ऑनलाइन प्लेटफार्मों के उपयोग सहित आधुनिक शैक्षिक प्रौद्योगिकियों को अपने हिंदी शिक्षण अभ्यास में एकीकृत करने के लिए तैयार करें।

#### पाठ्यक्रम सामग्री

#### इकाई-प्रथम : भाषा का संप्रत्यय एवं सामान्य सिद्धांत

- 1.1 भाषा-अर्थ, स्वरूप व प्रकृति, भाषा की आवश्यकता, महत्व एवं कार्य ।
- 1.2 हिन्दी शिक्षण के सामान्य सिद्धांत ।
- 1.3 भाषा संबंधी कठिनाइयाँ, त्रुटियाँ और उपचार
- 1.4 हिन्दी शिक्षक के गुण एवं अपेक्षाएँ

#### इकाई-द्वितीय : भाषा संबंधित विभिन्न शिक्षा आयोगों की सिफारिशें ।

- 2.1 कोठारी कमीशन 1964- 66, राष्ट्रीय शिक्षा नीति 1986
- 2.2 राष्ट्रीय पाठ्यचर्या की रूपरेखा- 2005, नई शिक्षा नीति 2020 ।
- 2.3 विविध कक्षा में भाषा शिक्षण की चुनौतियाँ
- 2.4 बहुभाषावाद की अवधारणा और लाभ

#### इकाई- तृतीय : भाषाई एवं अनुदेशनात्मक उद्देश्य

- 3.1 हिन्दी शिक्षण के सामान्य उद्देश्य ।
- 3.2 संशोधित ब्लूम टैक्सोनीमी 2001
- 3.3 अपेक्षित व्यवहार परिवर्तन सम्बन्धी उद्देश्य ।
- 3.4 अनुदेशनात्मक उद्देश्य ।

#### इकाई-चतुर्थ : भाषाई कौशल एवं अनुदेशनात्मक सामग्री

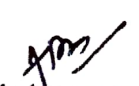
- 4.1 श्रवण कौशल : श्रवण कौशल का अर्थ, उद्देश्य, एवं महत्व एवं विधियाँ,
- 4.2 मौखिक अभिव्यक्ति कौशल का अर्थ, उद्देश्य, एवं महत्व एवं विधियाँ,,
- 4.3 पठन कौशल का अर्थ, उद्देश्य, एवं महत्व एवं विधियाँ,
- 4.4 लेखन कौशल का अर्थ, उद्देश्य, एवं महत्व एवं विधिया

#### मुझाई गई अभ्यास गतिविधियाँ (कोई एक चुनें)


- किसी भी विषय पर दस हिंदी वर्कशीट तैयार करें
- बोलने की प्रक्रिया के भाग के रूप में त्रुटियों को पहचानना और कक्षा में चर्चा करना
- अपने सेमिनार प्रेजेंटेशन का अपना एक वीडियो तैयार करें और त्रुटियों और कारणों का पता लगाएं
- शिक्षक द्वारा सौंपी गई कोई अन्य गतिविधि

#### अनुशंसित पुस्तकें

- हिन्दी शिक्षण : मंगल उमा 1991, आर्य बुक डिपो, देहली ।
- हिन्दी शिक्षण : पाण्डेय रामशुक्ल, अग्रवाल पब्लिकेशन, आगरा ।

  
 Chairperson  
 Department of Education  
 BPS Mahila Vishwavidyalaya  
 Khahpur Kalan (Sonapat)

- हिन्दी शिक्षण : डा० शिखा चतुर्वेदी, लाल बुक डिपो, मेरठ।
- हिन्दी शिक्षण : रमन बिहारी लाल, रस्तोगी पब्लिकेशन, मेरठ।
- हिन्दी उच्चारण और वर्तनी : शुक्ल भगवती प्रसाद, आर्य बुक डिपो, नई दिल्ली।
- हिन्दी शिक्षण : भोलानाथ तिवारी, लिपि प्रकाशन, नई दिल्ली।
- हिन्दी शिक्षण : पाण्डेय आर० एस० 1992, विनोद पुस्तक मण्डार, आगरा।
- हिन्दी शिक्षण : निरंजन कुमार सिंह, राजस्थान ग्रन्थ अकादमी, जयपुर।
- हिन्दी शिक्षण : राजेन्द्र प्रसाद, दि मैकमिलन कम्पनी ऑफ इण्डिया, नई दिल्ली।
- हिन्दी शिक्षण : डा० बी० एल० वत्स, अग्रवाल प्रकाशन, नई दिल्ली।

  
**Chairperson**  
**Department of Education**  
**BPS Mahila Vishwavidyalaya**  
**Khahpur Kalan (Sonapat)**

**DEPARTMENT OF EDUCATION  
FACULTY OF EDUCATION  
B.P.S. MAHILA VISHWAVIDYALAYA, KHANPUR KALAN  
BACHELOR OF EDUCATION (B.ED.)  
SEMESTER-I  
COURSE -IV (BOE-104)  
PEDAGOGY OF SANSKRIT (OPTION III)**

**Max Marks: 100**

**External Marks/Theory: 80**

**Internal Marks/ Practicum: 20**

**Instructional Hours: 3+2**

**Exam Hours: 3Hrs**

**Credit: 4**

परीक्षक के लिए निर्देश: परीक्षक को परीक्षा के लिए कुल नौ प्रश्न निर्धारित करने होंगे। इनमें से छात्रों को केवल पांच प्रश्न ही हल करने होंगे। प्रश्न 1 अनिवार्य होगा और इसमें चार लघु उत्तरीय प्रश्न होंगे, प्रत्येक प्रश्न 4 अंक का होगा, प्रत्येक इकाई से एक प्रश्न चुना जाएगा। प्रत्येक इकाई से आंतरिक विकल्प वाले दो दीर्घ उत्तरीय प्रश्न पूछे जाएंगे। छात्रों को प्रत्येक इकाई/अनुभाग से एक दीर्घ उत्तरीय प्रश्न का उत्तर देना आवश्यक है। इस प्रकार, छात्र कुल पाँच प्रश्न पूरे करेंगे, यह सुनिश्चित करते हुए कि प्रत्येक इकाई से एक प्रश्न चुना गया है। सभी प्रश्न समान मूल्य के हैं, प्रत्येक 16 अंक का है।


**उद्देश्य**

- ⇒ भावी शिक्षकों में संस्कृत भाषा शिक्षण संबंधी योग्यताओं का विकास करना।
- ⇒ भावी शिक्षकों में संस्कृत शिक्षण उपरांत अपेक्षित कुशलताओं का विकास करना।
- ⇒ भावी शिक्षकों में एक संस्कृत अध्यापक के गुण विकसित करना।
- ⇒ भावी शिक्षकों में संस्कृत संबंधी विभिन्न साहित्य क्रियो के आयोजन की क्षमता विकसित करना।
- ⇒ भावी शिक्षकों में विभिन्न शिक्षण विधियाँ एवं तकनीक के उचित प्रयोग करने की क्षमता उत्पन्न करना।
- ⇒ भावी शिक्षकों में संस्कृत भाषा के उच्चारण एवं शुद्ध लेखन की योग्यता उत्पन्न करना।

**अधिगम प्रतिफल**

इस पाठ्यक्रम की सामग्री के पूरा होने के बाद शिक्षार्थी सक्षम होंगे:-

- ⇒ संस्कृत भाषा की प्रकृति आवश्यकता का दायरा और सिद्धांतों को समझें और समझाएं।
- ⇒ माध्यमिक स्तर पर संस्कृत शिक्षण से संबंधित बुनियादी अवधारणा के बारे में जागरूक करना।
- ⇒ विद्यार्थियों में भाषाई कौशल और इसके विकास की प्रक्रिया का विकास करना।
- ⇒ संस्कृत पढ़ने के लिए आवश्यक शिक्षण कौशल प्राप्त करना।
- ⇒ छात्रों के प्रदर्शन के मूल्यांकन के विभिन्न तरीकों का प्रयोग करना।
- ⇒ संस्कृत भाषा के शुद्ध उच्चारण एवं शुद्ध लेखन का प्रदर्शन करना।

  
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Department of Education  
BPS Mahila Vishwavidyalaya  
Khanpur Kalan (Sonapat)**



### इकाई-1 संस्कृत भाषा- शिक्षण

- 1.1 संस्कृत भाषा- शिक्षण, अर्थ, महत्त्व एवं उद्देश्य।
- 1.2 भाषा परिवार, संस्कृत भाषा और भारतीय भाषाएँ।
- 1.3 संस्कृत भाषा एवं साहित्य का ऐतिहासिक तथा वर्तमान अवलोकन ।
- 1.4 संस्कृत भाषा की पाठ्यक्रम में अनिवार्यता या स्थान ।

### इकाई -2 संस्कृत भाषा शिक्षण के लक्ष्य और उद्देश्य

- 2.1 विभिन्न स्तरों (प्राथमिक, माध्यमिक और उच्चतर माध्यमिक स्तर) पर संस्कृत शिक्षण के लक्ष्य और उद्देश्य।
- 2.2 संस्कृत भाषा शिक्षण में सामान्य सिद्धांत तथा सूत्र ।
- 2.3 विद्यालय स्तर पर संस्कृत शिक्षण से संबंधित समस्याएँ।
- 2.4 संस्कृत अध्यापक के गुण।

### इकाई -3 संस्कृत भाषा शिक्षण की विधियां एवं अनुदेशनात्मक सामग्री

- 3.1 संशोधित ब्लूम टैक्सनॉमी।
- 3.2 पाठ्य पुस्तक विधि , प्रत्यक्ष विधि, व्याकरण अनुवाद विधि ।
- 3.3 संस्कृत भाषा शिक्षण की विभिन्न पद्धतियाँ, उद्देश्य, विशेषताएँ, लाभ तथा सीमाएँ।
- 3.4 संस्कृत भाषा शिक्षण में दृश्य-श्रव्य साधन प्रयोग ।

### इकाई -4. संस्कृत भाषा शिक्षण पाठ्य- पुस्तक


- 4.1 संस्कृत विषय वस्तु एवं संस्कृत पाठ्य- पुस्तक निर्माण के सिद्धांत।
- 4.2 संस्कृत भाषा शिक्षण में श्रवण तथा पठन का अभ्यास ।
- 4.3 पाठ्यक्रम, पाठ्यक्रम और पाठ्यपुस्तक के बीच संबंध को समझना; सामग्री का चयन; गतिविधियों और कार्यों का विकास।
- 4.4 संस्कृत भाषा शिक्षण एवं पुस्तकालय।

### प्रयोगात्मक कार्य


निम्नलिखित में से किसी एक को चुनें:-

- सीखने के उद्देश्यों और मूल्यांकन विधियों सहित एक विशिष्ट ग्रेड/कक्षा के लिए एक व्यापक संस्कृत पाठ्यक्रम तैयार करें।
- पारंपरिक बनाम आधुनिक दृष्टिकोण जैसे शिक्षण के विभिन्न तरीकों की तुलना और तुलना करें
- प्रमुख संस्कृत ग्रंथों, जैसे महाकाव्यों, पुराणों, या दार्शनिक कार्यों, और शिक्षा में उनकी प्रासंगिकता के सांस्कृतिक और ऐतिहासिक संदर्भ को प्रस्तुत करना और चर्चा करना।

संस्कृत शिक्षण हेतु अनुमोदित पुस्तकें:-

  
Chairperson  
Department of Education  
BPS Mahila Vishwavidyalaya  
Khapur Kalan (Sonapat)

- चौबे, विजय नारायण (1985) संस्कृत शिक्षण विधि, उत्तर प्रदेश हिंदी संस्थान, लखनऊ।
- सफाई, रघुनाथ (1990) संस्कृत शिक्षण, चंडीगढ़ हरियाणा हिंदी ग्रंथ चंडीगढ़।
- पांडे, राम शुक्ल (2008) संस्कृत शिक्षण, आगरा एकेडमी, विनोद पुस्तक मंदिर आगरा।
- मित्तल, संतोष (2008) टीचिंग ऑफ संस्कृत, अग्रवाल पब्लिकेशंस आगरा।
- अशोक शर्मा और सुमन अग्रवाल (1997) टीचिंग ऑफ संस्कृत, विजया पब्लिकेशन लुधियाना।

  
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**B.P.S. MAHILA VISHWAVIDYALAYA, KHANPUR KALAN**  
**BACHELOR OF EDUCATION (B.ED.)**  
**SEMESTER-I**  
**COURSE -IV (BOE-104)**  
**PEDAGOGY OF PUNJABI (OPTION IV)**

अधिकतम अंक: 100

बाहरी अंक/सिद्धांत: 80

आंतरिक अंक/प्रैक्टिकम: 20 क्रेडिट: 4

शिक्षण घंटे: 3+2

परीक्षा घंटे: 3 घंटे

परीक्षक के लिए निर्देश: परीक्षक को परीक्षा के लिए कुल नौ प्रश्न निर्धारित करने होंगे। इनमें से छात्रों को केवल पांच प्रश्न ही हल करने होंगे। प्रश्न 1 अनिवार्य होगा और इसमें चार लघु उत्तरीय प्रश्न होंगे, प्रत्येक प्रश्न 4 अंक का होगा, प्रत्येक इकाई से एक प्रश्न चुना जाएगा। प्रत्येक इकाई से आंतरिक विकल्प वाले दो दीर्घ उत्तरीय प्रश्न पूछे जाएंगे। छात्रों को प्रत्येक इकाई/अनुभाग से एक दीर्घ उत्तरीय प्रश्न का उत्तर देना आवश्यक है। इस प्रकार, छात्र कुल पाँच प्रश्न पूरे करेंगे, यह सुनिश्चित करते हुए कि प्रत्येक इकाई से एक प्रश्न चुना गया है। सभी प्रश्न समान मूल्य के हैं, प्रत्येक 16 अंक का है।

**उद्देश्य**

- ⇒ भावी शिक्षकों में पंजाबी भाषा शिक्षण संबंधी योग्यताओं का विकास करना।
- ⇒ भावी शिक्षकों में पंजाबी शिक्षण उपरांत अपेक्षित कुशलताओं का विकास करना।
- ⇒ भावी शिक्षकों में एक पंजाबी अध्यापक के गुण विकसित करना।
- ⇒ भावी शिक्षकों में विभिन्न शिक्षण विधियाँ एवं तकनीक के उचित प्रयोग करने की क्षमता उत्पन्न करना।


**अधिगम प्रतिफल**

इस पाठ्यक्रम की सामग्री के पूरा होने के बाद शिक्षार्थी सक्षम होंगे:-

- ⇒ पंजाबी भाषा की आवश्यकता और सिद्धांतों की प्रकृति को समझें और समझाएं।
- ⇒ विद्यार्थियों में भाषा विज्ञान कौशल और इसके विकास की प्रक्रिया का विकास करना।
- ⇒ पंजाबी सिखाने के लिए आवश्यक शिक्षण कौशल हासिल करना।
- ⇒ छात्रों के प्रदर्शन के मूल्यांकन के तरीकों को सीखें और उनका उपयोग करना।

इकाई-1 भाषा की प्रकृति एवं विकास

1.1 भाषा: अर्थ, प्रकृति, महत्व और उसका विकास।

  
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**Khanpur Kalan (Sonapat)**



- 1.2 पंजाबी शिक्षण में शिक्षण उद्देश्यों का अर्थ, महत्व और वर्गीकरण।
- 1.3 व्यवहार की दृष्टि से भाषा के उद्देश्यों का वर्णन।
- 1.4 पंजाबी भाषा का अन्य भाषाओं (हिन्दी अंग्रेजी संस्कृत) और साहित्य के रूपों (गद्य, पद्य, व्याकरण, रचना) के साथ अंतर्संबंध।

इकाई-2 शैक्षणिक विश्लेषण और पाठ योजना

- 2.1 शैक्षणिक विश्लेषण का अर्थ, महत्व और चरण।
- 2.2 गद्य एवं पद्य में से किन्हीं दो विषयों पर शैक्षणिक विश्लेषण।
- 2.3 पाठ योजना : मूल तत्वों की आवश्यकता एवं महत्व एवं उसकी तैयारी।
- 2.4 पंजाबी में इकाई योजना: महत्व और इसकी तैयारी की आवश्यकता।

इकाई-3 भाषाई कौशल और शिक्षण कौशल

- 3.1 श्रवण कौशल, मौखिक कौशल, पठन कौशल एवं लेखन कौशल
- 3.2 प्रश्न कौशल, उदाहरण सहित चित्रण का कौशल
- 3.3 व्याख्या कौशल, प्रस्तावना कौशल।
- 3.4 पाठों की भाषाई और वैचारिक सामग्री की पहचान।

इकाई-4 शिक्षण अधिगम संसाधन एवं प्रक्रिया

- 4.1 शिक्षण सामग्री: संकल्पना, घटक।
- 4.2 भाषा प्रयोगशाला का महत्व एवं नवीनतम तकनीकों का उपयोग।
- 4.3 पंजाबी भाषा का पाठ्यक्रम।
- 4.4 पंजाबी भाषा की पाठ्य पुस्तकें।


प्रयोगात्मक कार्य

निम्नलिखित में से किसी एक को चुनें:-


- ऐसी गतिविधि निर्माण करें जो पंजाबी में सुनने, बोलने, पढ़ने और लिखने के कौशल को एकीकृत करे और प्रस्तुत करे कि इन गतिविधियों का कक्षा सेटिंग में कैसे उपयोग किया जा सकता है।
- पंजाबी सिखाने के लिए विशिष्ट प्रभावी कक्षा प्रबंधन तकनीकों का प्रदर्शन करें, जिसमें भागीदारी को प्रोत्साहित करने और आम चुनौतियों का समाधान करने की रणनीतियाँ शामिल हैं।
- पंजाबी शिक्षण में प्रौद्योगिकी के उपयोग का अन्वेषण करें और प्रस्तुति दें। और छात्रों की उपलब्धि पर उनके प्रभाव की व्याख्या करें।

पंजाबी शिक्षण हेतु अनुमोदित पुस्तकें:-

- सिंह, जे.बी. (1981)। गुरुमुखी लिपि का जन्म ते विकास। चंडीगढ़ पंजाबी यूनिवर्सिटी. प्रकाशन ब्यूरो
- सिंह, जे.बी. (1971)। गुरुमुखी लिपि भरे। लुधियाना लाहौर किताब की दुकान।
- सिंह, एच. (1966) पंजाबी, पटियाला, पंजाबी विश्वविद्यालय।

  
 Chairperson  
 Department of Education  
 BPS Mahila Vishwavidyalaya  
 Khahpur Kanan (Sonapat)

- सुकोन, एस.एस. और सिंह। पी.पी. (1961) पंजाबी बोली दा इतिहास. पंजाबी भाषा विभाग।

  
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Department of Education  
BPS Mahila Vishwavidyalaya  
Khahpur Kalan (Sonapat)

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FACULTY OF EDUCATION  
B.P.S. MAHILA VISHWAVIDYALAYA, KHANPUR KALAN  
BACHELOR OF EDUCATION (B.ED.)  
SEMESTER-I  
COURSE -IV (BOE-104)  
PEDAGOGY OF URDU (OPTION V)**

अधिकतम अंक: 100

अंक/सिद्धांत: 80

अंक/पैक्टिकम: 20 क्रेडिट: 4

शिक्षण घंटे: 3+2 बाहरी

परीक्षा घंटे: 3 घंटे आंतरिक

परीक्षक के लिए निर्देश: परीक्षक को परीक्षा के लिए कुल नौ प्रश्न निर्धारित करने होंगे। इनमें से छात्रों को केवल पांच प्रश्न ही हल करने होंगे। प्रश्न 1 अनिवार्य होगा और इसमें चार लघु उत्तरीय प्रश्न होंगे, प्रत्येक प्रश्न 4 अंक का होगा, प्रत्येक इकाई से एक प्रश्न चुना जाएगा। प्रत्येक इकाई से आंतरिक विकल्प वाले दो दीर्घ उत्तरीय प्रश्न पूछे जाएंगे। छात्रों को प्रत्येक इकाई/अनुभाग से एक दीर्घ उत्तरीय प्रश्न का उत्तर देना आवश्यक है। इस प्रकार, छात्र कुल पाँच प्रश्न पूरे करेंगे, यह सुनिश्चित करते हुए कि प्रत्येक इकाई से एक प्रश्न चुना गया है। सभी प्रश्न समान मूल्य के हैं, प्रत्येक 16 अंक का है।

**उद्देश्य**

- ⇒ उर्दू की अवधारणा और उसके तत्वों की व्याख्या करना।
- ⇒ उर्दू भाषा की प्रकृति और दायरे को समझना।
- ⇒ उर्दू भाषा की आवश्यकता एवं सिद्धांतों की व्याख्या करना।
- ⇒ माध्यमिक स्तर पर उर्दू शिक्षण से संबंधित बुनियादी अवधारणाओं के बारे में जागरूकता विकसित करना।

**अधिगम प्रतिफल**

इस पाठ्यक्रम की सामग्री के पूरा होने के बाद शिक्षार्थी सक्षम होंगे:-


- ⇒ उर्दू भाषा की आवश्यकता और सिद्धांतों की प्रकृति को समझना।
- ⇒ विद्यार्थियों में भाषाविज्ञान कौशल और इसके विकास की प्रक्रिया का विकास करना।
- ⇒ उर्दू सिखाने के लिए आवश्यक शिक्षण कौशल हासिल करना।
- ⇒ छात्रों के प्रदर्शन के मूल्यांकन के तरीकों को सीखें और उनका उपयोग करना।
- ⇒ भाषा दक्षताओं का प्रदर्शन करना।

**इकाई-1 भाषा की प्रकृति एवं विकास**

1.1 भाषा: अर्थ, प्रकृति, महत्व और उसका विकास।

1.2 उर्दू भाषा के शिक्षण में शिक्षण उद्देश्यों का अर्थ, वर्गीकरण और वर्गीकरण।

1.3 व्यवहार की दृष्टि से भाषा के उद्देश्यों का वर्णन।

  
**Chairperson  
Department of Education  
BPS Mahila Vishwavidyalaya  
Khanpur Kalan (Sonapat)**



1.4 उर्दू भाषा का अन्य भाषाओं (हिन्दी अंग्रेजी संस्कृत) और साहित्य के रूपों (गद्य, पद्य, व्याकरण, रचना) के साथ अंतर्संबंध।

इकाई-2 शैक्षणिक विश्लेषण और पाठ योजना ।

2.1 शैक्षणिक विश्लेषण का अर्थ, महत्व और चरण।

2.2 गद्य एवं पद्य से किन्हीं दो विषयों पर शैक्षणिक विश्लेषण।

2.3 पाठ योजना : मूल तत्वों की आवश्यकता एवं महत्व एवं उसकी तैयारी।

2.4 उर्दू में इकाई योजना: महत्व और उसकी तैयारी की आवश्यकता।

इकाई-3 भाषाई कौशल और शिक्षण कौशल

3.1 श्रवण कौशल, मौखिक कौशल, पठन कौशल एवं लेखन कौशल।

3.2 प्रश्न कौशल, उदाहरण सहित चित्रण का कौशल।

3.3 व्याख्या कौशल, प्रस्तावना कौशल।

3.4 पाठों की भाषाई और वैचारिक सामग्री की पहचान।

इकाई-4 उर्दू शिक्षण का मूल्यांकन

4.1 शिक्षण सामग्री: संकल्पना, घटक।

4.2 भाषा प्रयोगशाला का महत्व एवं नवीनतम तकनीकों का उपयोग।

4.3 उर्दू भाषा का पाठ्यक्रम ।

4.4 उर्दू भाषा की पाठ्य पुस्तकें।

प्रयोगात्मक कार्य

निम्नलिखित में से कोई एक कार्य करें:

- क्विज़, मौखिक परीक्षण और लेखन असाइनमेंट सहित उर्दू में छात्र की दक्षता को मापने के लिए मूल्यांकन उपकरण विकसित और कार्यान्वित करें।
- उद्देश्यों और शिक्षण विधियों सहित विभिन्न ग्रेड स्तर के लिए विस्तृत पाठ योजनाएं विकसित और प्रस्तुत करें।
- क्रियाओं, संयुग्मन और वाक्य संरचना सहित और आकर्षक गतिविधियों का उपयोग करके उर्दू व्याकरण सिखाने पर व्यावहारिक अभ्यास करें।


उर्दू शिक्षण हेतु अनुमोदित पुस्तकें:-

अंसारी, ए.एफ. (2015)। गज़ल की तालीम: नई दिल्ली उर्दू बोर्ड।

हुसैन, एच. (2016)। उर्दू शिक्षण, लुधियाना: लाहौर किताब की दुकान।

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श्रीवास्तव, आर.पी. और सिंह, पी. (2012)। उर्दू बोली का इतिहास. अलीगढ़ विश्वविद्यालय।

  
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**B.P.S. MAHILAVISHWAVIDYALAYA, KHANPUR KALAN (SONEPAT)**  
**BACHELOR OF EDUCATION (B.ED.)**  
**SEMESTER-I**  
**COURSE- IV (BOE – 104)**  
**PEDAGOGY OF PHYSICAL SCIENCE (OPTION VI)**

**Max. Marks: 100**  
**External Marks/Theory: 80**  
**Internal Marks/Practicum: 20**

**Instructional Hours: 3+2**  
**Exam Hours: 3Hrs.**  
**Credit: 4**

**INSTRUCTIONS FOR THE EXAMINER:** *The examiner is required to set a total of nine questions for the examination. Of these, students must attempt only five questions. Question 1 will be compulsory and will consist of four short-answer questions, each valued at 4 marks, with one question selected from each unit. Two long-answer questions, each with an internal choice, will be set from each unit. Students are required to attempt one long-answer question from each unit/Section. Thus, students will complete a total of five questions, ensuring that one question is selected from each unit. All questions are of equal value, carrying 16 marks each.*

**SUBJECT-SPECIFIC OBJECTIVES**

The course aims to:

- Promote knowledge and skills in scientific inquiry and problem-solving.
- Foster the construction and application of scientific and technological knowledge.
- Develop an understanding of the nature of science and its relationship to technology, society, and the environment.
- Encourage the use of innovative teaching methods and resources in Physical Science education.

**COURSE OUTCOMES**

By the end of the course, students will be able to:

- Understand the nature and scope of Physical Science and its role in secondary education.
- Appreciate that science is a dynamic and expanding body of knowledge.
- Comprehend the aims and objectives of teaching Physical Science and apply Bloom's Taxonomy in educational settings.
- Write instructional objectives in behavioural terms.
- Effectively use different activities, experiments, demonstrations, and laboratory experiences for teaching Physical Science.
- Facilitate the development of scientific attitudes in learners.
- Adopt suitable approaches and methods for teaching Physical Science.
- Appreciate the importance of instructional planning and the use of e-resources in teaching Physical Science.
- Understand and analyse the latest trends in science curriculum, including insights from NCF 2023 and NEP 2020.
- Develop skills in conducting experiments and linking theoretical concepts with practical work.

**COURSE CONTENT**

**UNIT 1: FUNDAMENTALS OF TEACHING PHYSICAL SCIENCE**

1.1 Meaning, Nature, and Scope of Physical Science; Need and Importance in Secondary Schools; Values in the Present Context

1.2 Scientific Literacy, Scientific Attitude, and Scientific Temper; Concepts of Theoretical Knowledge : Facts, Concepts, Hypotheses, Theories, Principles, and Laws

1.3 Correlation of Physical Science with Other School Subjects

1.4 Contributions of Eminent Scientists: APJ Abdul Kalam, Isaac Newton, John Dalton, Niels Bohr, Louis de Broglie, J.C. Bose, C.V. Raman, Albert Einstein, Homi J. Bhabha (Aligned with NEP 2020 and NCF 2023)

## **UNIT 2: AIMS AND OBJECTIVES OF TEACHING PHYSICAL SCIENCE**

2.1 Aims and Objectives of Teaching Physical Science

2.2 Bloom's Taxonomy of Educational Objectives, RCEM Approach

2.3 Writing Learning Objectives in Behavioural Terms

2.4 Formulating Instructional Objectives in Behavioural Terms (Aligned with NCF 2023)

## **UNIT 3: MICRO-TEACHING & MICRO SKILLS**

3.1 Meaning & Definition of Micro-teaching; Procedure or Cycle of Micro-Teaching Technique; Advantages of Micro Teaching

3.2 Meaning & Types of Micro-Skills

3.3 Skills of Introducing Lessons, Questioning, Explaining, Illustration with Examples, Stimulus Variation, Blackboard Writing

3.4 Co-Curricular Activities in Teaching Physical Science: Team Teaching, Panel Discussions, Science Excursions (Field Trips), Science Clubs, Science Fairs/Exhibitions (Aligned with NEP 2020)

## **UNIT 4: CURRICULUM AND LEARNING RESOURCES IN PHYSICAL SCIENCE**

4.1 Principles of Curriculum Construction; Critical Analysis of Existing Science Curriculum at the Secondary Level

4.2 Characteristics of a Good Curriculum and a Good Science Textbook; Characteristics of an Effective Physical Science Teacher

4.3 Physical Science Laboratory: Importance, Planning, Designing, and Equipping

4.4 Audio-Visual Aids and E-learning Resources; Improvised Apparatus: Meaning, Importance, and Preparation; Professional Growth of Physical Science Teachers: In-service Training, Orientation Programs, Refresher Courses, Seminars, Workshops (Aligned with NCF 2023)

## **SUGGESTED PRACTICUM ACTIVITIES (CHOOSE ANY ONE)**

Students will choose and complete one of the following practicum activities:


- Prepare a list of basic equipment used in Physics and Chemistry laboratories, including handling procedures.
- Design and create an improvised apparatus or equipment for use in a Physical Science lesson.
- Develop a working model on a topic from the Physical Science secondary school curriculum.
- Conduct a case study of a secondary science laboratory and prepare a detailed report.
- Any other activity, assignment and project assigned by the teacher.

## **SUGGESTED READINGS**

- Aggarwal, J.C. (2005). *Essentials of Examination System*. New Delhi: Vikas Publishing House.
- Ahmad, J. (2014). *Teaching of Biological Science*. PHI Learning.
- Arul, J. (2009). *Teaching of Physical Science*. Centrum Press.



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- Gupta, G. (2010). *Teaching of Science*. Twenty-first Century Publications.
- Joshi, D. (2012). *Methodology of Teaching Science*. New Delhi: Dorling Kindersley (India) Pvt. Ltd.
- Kaur, R. (2007). *Teaching of Science*. Twenty-first Century Publications.
- Kochhar, S.K. (2003). *Methods and Techniques of Teaching*. New Delhi: Sterling Publishers Pvt. Ltd.
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- Kulshrestha, S.P., & Singh, G. (2013). *Teaching of Physical Science*. Meerut: Raj Printers.
- Mangal, S.K. (2009). *Teaching of Physical Sciences*. International Publishing House.
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- Nagaraju, M.T.V., & Vanaja, M. (2015). *Methods of Teaching Physical Science*. New Delhi: Neel Kamal Publications.
- NCERT (2005). *National Curriculum Framework*. New Delhi: NCERT.
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- Pandey, S. (2003). *Major Issues in Science Teaching*. New Delhi: Sumit Publications.
- Sharma, R.C. (2006). *Modern Science Teaching*. New Delhi: Dhanpat Rai Publishing Co.
- Vanaja, M. (2008). *Methods of Teaching Physical Science*. Neelkamal Publications.
- Weil-Barais, A. (2001). *Constructivist Approaches and the Teaching of Science*.

  
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BACHELOR OF EDUCATION (B.ED.)  
SEMESTER- I  
COURSE- IV (BOE-104)  
PEDAGOGY OF COMMERCE (OPTION VII)**

**Max. Marks: 100  
External Marks/Theory: 80  
Internal Marks/Practicum: 20**

**Instructional Hours: 3+2  
Exam Hours: 3Hrs.  
Credit: 4**

**INSTRUCTIONS FOR THE EXAMINER:** *The examiner is required to set a total of nine questions for the examination. Of these, students must attempt only five questions. Question 1 will be compulsory and will consist of four short-answer questions, each valued at 4 marks, with one question selected from each unit. Two long-answer questions, each with an internal choice, will be set from each unit. Students are required to attempt one long-answer question from each unit/Section. Thus, students will complete a total of five questions, ensuring that one question is selected from each unit. All questions are of equal value, carrying 16 marks each.*

**SUBJECT- SPECIFIC OBJECTIVES:**

- Familiarize themselves with the concept of commerce, its objectives, and relevance in the school curriculum.
- Understand the various functions of commerce and its integration with other subjects.
- Develop the necessary competencies to become effective commerce teachers.
- Explore and apply various methods, approaches, and techniques specific to the teaching of commerce.

**COURSE OUTCOMES:**

Upon successful completion of this course, students will:

- Explain the concept, aims, and objectives of commerce education and its importance in the school curriculum.
- Demonstrate key teaching skills, understand the general qualities of an effective commerce teacher, and critically analyses commerce textbooks.
- Classify and apply different teaching methods and techniques, including lesson planning and the use of instructional aids, in commerce education.
- Prepare and execute lesson plans effectively, utilizing various teaching aids to enhance the learning experience in commerce.

**COURSE CONTENT**

**UNIT I: CONCEPT, AIMS, AND OBJECTIVES OF COMMERCE TEACHING:**

- 1.1 Concept, nature, scope, need, and importance of commerce education.
- 1.2 Integration of commerce with other subjects in the school curriculum.
- 1.3 Aims and objectives of teaching commerce at various educational stages.
- 1.4 Values and significance of commerce education in personal and societal development.

## **UNIT II: INSTRUCTIONAL OBJECTIVES, TEACHER, AND TEXTBOOK OF COMMERCE TEACHING:**

- 2.1 Bloom's taxonomy of instructional objectives: Understanding and application.
- 2.2 Writing instructional objectives in behavioural terms for commerce education.
- 2.3 Characteristics of a good commerce textbook and methods for textbook analysis.
- 2.4 Qualities and professional competencies required for effective commerce teachers.

## **UNIT III: MICRO TEACHING SKILLS AND METHODS IN COMMERCE TEACHING:**

- 3.1 Methods of teaching commerce: Discussion method, Lecture method, Project method, Problem-solving method.
- 3.2 Micro-teaching skills in commerce: Skill of introduction, Skill of reinforcement, Skill of probing questions, Skill of illustration with examples.
- 3.3 Case Study Method: Importance of case studies in commerce education, Steps to implement the case study method in the classroom.
- 3.4 Role-Playing and Simulation: Benefits of role-playing and simulations in teaching commerce, Designing and conducting role-plays and simulations in commerce lessons

## **UNIT IV: LESSON PLANNING AND TEACHING AIDS IN COMMERCE:**

- 4.1 Lesson planning in commerce: Need and importance of lesson planning.
- 4.2 Principles of effective lesson planning.
- 4.3 Procedure for developing a lesson plan, Various approaches to lesson planning in commerce education.
- 4.4 Teaching aids in commerce education: Audio aids: Meaning, use, merits, and limitations, Visual aids: Meaning, use, merits, and limitations, Audio-visual aids: Meaning, use, merits, and limitations.

## **SUGGESTED PRACTICUM ACTIVITIES: CHOOSE ANY ONE**

Students will choose and complete one of the following practicum activities:


- Deliver a micro-teaching lesson focusing on one of the micro-teaching skills in commerce.
- Prepare a detailed lesson plan for teaching a specific topic in commerce and present it to peers.
- Conduct a sessional work or unit test, followed by the interpretation of results and feedback to students.
- Develop a project-based activity or terminal assessment for commerce students and analyse its effectiveness.
- Any other suggested activity/project/assignment by the teacher.

## **SUGGESTED READINGS:**

- Aggarwal, J. C. (2008). *Teaching of commerce: A practical approach*. New Delhi: Vikas Publishing House.
- Gupta, R. (2018). *Teaching of commerce*. Jaipur: Shipra Publications.
- Kavita. (2012). *Teaching of commerce*. Jagdhamba Publishing House.
- Kumar, M. (2004). *Modern teaching of commerce*. Anmol Publications Pvt. Ltd.
- Monga, V., Kumar, N., & Kumar, M. (2019). *Teaching of commerce*. Twenty First Century Publication.
- Sharma, Y. K. (2011). *Teaching of commerce: Principles, theories, methods and techniques*. Kanishka Publishers Distributors.



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- Sumathy, M., & Manoharan, C. (2018). *Teaching of commerce*. Regal Publications.
- Venkateswarlu, K. (2010). *Methods of teaching commerce*. Discovery Publishing House.
- Jha, P. K., & Singh, R. (2020). *Innovative methods of teaching commerce*. New Delhi: Sage Publications.
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BACHELOR OF EDUCATION (B.ED.)  
SEMESTER-I  
COURSE IV (BOE – 104)  
PEDAGOGY OF HOME SCIENCE (OPTION VIII)**

**Max. Marks: 100  
External Marks/Theory: 80  
Internal Marks/Practicum: 20**

**Instructional Hours: 3+2  
Exam Hours: 3Hrs.  
Credit: 4**

**INSTRUCTIONS FOR THE EXAMINER:** *The examiner is required to set a total of nine questions for the examination. Of these, students must attempt only five questions. Question 1 will be compulsory and will consist of four short-answer questions, each valued at 4 marks, with one question selected from each unit. Two long-answer questions, each with an internal choice, will be set from each unit. Students are required to attempt one long-answer question from each unit/Section. Thus, students will complete a total of five questions, ensuring that one question is selected from each unit. All questions are of equal value, carrying 16 marks each.*

**SUBJECT-SPECIFIC OBJECTIVES**

The course aims to:

- Foster the all-round development of individuals in the context of home and family.
- Prepare students for careers in home management, education, development, and welfare.
- Equip students with the skills and knowledge needed to manage homes and families across various educational and developmental programs.
- Encourage the integration of modern educational trends and digital resources into Home Science education, in alignment with NCF 2023 and NEP 2020.

**COURSE OUTCOMES**

By the end of the course, students will be able to:

- Understand the nature, scope, and significance of Home Science as a discipline.
- Comprehend the aims and objectives of teaching Home Science and apply them effectively.
- Employ suitable approaches, methods, and resources to teach Home Science, including the use of e-resources.
- Formulate instructional objectives in behavioral terms, following Bloom's Taxonomy.
- Conduct various activities, experiments, demonstrations, and laboratory experiences to enhance the teaching-learning process in Home Science.
- Develop laboratory skills that link theoretical concepts with practical applications.
- Analyze and understand the latest trends in Home Science curriculum development.
- Critically evaluate the existing Home Science curriculum at the secondary level.

**COURSE CONTENT**

**UNIT 1: FUNDAMENTALS OF HOME SCIENCE**

- 1.1 Meaning, Nature, and Scope of Home Science; Need and Importance in Secondary Schools
- 1.2 Correlation of Home Science with Other School Subjects

- 1.3 Common Misconceptions Regarding Home Science
- 1.4 Components of Home Science: Food and Nutrition, Resource Management, Human Development, Textiles and Clothing, Extension Education

## **UNIT 2: AIMS AND OBJECTIVES OF HOME SCIENCE**

- 2.1 Aims and Objectives of Teaching Home Science
- 2.2 Bloom's Taxonomy of Educational Objectives
- 2.3 Writing Learning Objectives in Behavioural Terms
- 2.4 Formulating Instructional Objectives in Behavioural Terms (Aligned with NCF 2023 and NEP 2020)

## **UNIT 3: MICRO-TEACHING & MICRO SKILLS**

- 3.1 Meaning & Definition of Micro-teaching; Procedure or Cycle of Micro-Teaching; Advantages of Micro-Teaching
- 3.2 Types of Micro-Skills in Teaching
- 3.3 Skills for Effective Teaching: Skill of Introducing the Lesson, Skill of Questioning, Skill of Explaining, Skill of Illustration with Examples, Skill of Stimulus Variation, Skill of Blackboard Writing
- 3.4 Co-Curricular Activities in Teaching Home Science: Team Teaching, Panel Discussions, Science Excursions (Field Trips), Science Fairs and Exhibitions

## **UNIT 4: CURRICULUM AND LEARNING RESOURCES IN HOME SCIENCE**

- 4.1 Principles of Curriculum Construction; Critical Analysis of Existing Home Science Curriculum at Secondary Level
- 4.2 Characteristics of a Good Curriculum and a Good Home Science Textbook; Qualities of an Effective Home Science Teacher
- 4.3 Planning and Equipping a Home Science Laboratory: Importance, Design, and Implementation
- 4.4 Audio-Visual Aids, E-learning Resources, and Professional Development Opportunities for Home Science Teachers: In-service Training, Orientation Programs, Refresher Courses, Seminars, and Workshops (Incorporating NCF 2023 and NEP 2020 Guidelines)

## **SUGGESTED PRACTICUM ACTIVITIES (CHOOSE ANY ONE)**

Students will choose and complete one of the following practicum activities:


- Conduct ten practical sessions in Cooking, Stitching/Embroidery/Knitting, and Home Management.
- Organize a handicrafts fair in a rural setting to promote traditional skills.
- Plan and conduct a field visit to study and report on the health habits and concerns of school students in a village.
- Design and implement a remedial teaching program for a Home Science student.
- Develop a digital resource or e-learning module for a Home Science topic.
- Create a project on sustainable practices in Home Science, aligned with NEP 2020 goals.
- Any other activity, project, assignment assigned by the teacher.

## **SUGGESTED READINGS**

- Chandra, A., Shah, A., & Joshi, U. *Fundamentals of Teaching Home Science*. New Delhi: Sterling Publishers Pvt. Ltd.
- Dass, A., & Ray, S. (1984). *Teaching of Home Science*. New Delhi: Sterling Publishers Pvt. Ltd.
- Devdass, R. P. *Method of Teaching Home Science*. New Delhi: NCERT.



- Devdass, R. P. *Teaching of Home Science in Secondary Schools: A Handbook for Teachers*. New Delhi: NCERT.
- Spafford, I. *Fundamentals in Teaching Home Science*. New York: John Wiley & Sons.
- CBSE (2009). *Teacher's Manual on CCE*. New Delhi: CBSE.
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- Ministry of Education (2020). *National Education Policy 2020*. Government of India.
- Pathak, R., & Verma, S. (2017). *Modern Techniques in Home Science Education*. New Delhi: Anmol Publications.
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- Tiwari, M. (2015). *Advanced Home Science Education*. New Delhi: APH Publishing Corporation.
- Gupta, N. (2019). *E-Learning in Home Science: Tools and Techniques*. Delhi: Karishka Publishers.

  
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BACHELOR OF EDUCATION  
SEMESTER-I  
COURSE- IV (BOE- 104)  
PEDAGOGY OF MUSIC (OPTION IX)**

**Max. Marks: 100  
External Marks/Theory: 80  
Internal Marks/Practicum: 20**

**Instructional Hours: 3+2  
Exam Hours: 3Hrs.  
Credit: 4**

**INSTRUCTIONS FOR THE EXAMINER:** *The examiner is required to set a total of nine questions for the examination. Of these, students must attempt only five questions. Question 1 will be compulsory and will consist of four short-answer questions, each valued at 4 marks, with one question selected from each unit. Two long-answer questions, each with an internal choice, will be set from each unit. Students are required to attempt one long-answer question from each unit/Section. Thus, students will complete a total of five questions, ensuring that one question is selected from each unit. All questions are of equal value, carrying 16 marks each.*

**SUBJECT- SPECIFIC OBJECTIVES**

The course will enable student-teachers to:

- Understand the historical development, importance, and interdisciplinary connections of Music with other school subjects.
- Gain comprehensive knowledge of swaras, sruti, and apply Bloom's taxonomy to instructional objectives in Music education.
- Develop skills in pedagogical analysis, lesson planning, and effective classroom teaching for Music.
- Acquire proficiency in using and creating teaching aids for Music instruction.
- Recognize the essential qualities of a Music teacher and the significance of classical Music in education.
- Familiarize with different methods and approaches for teaching Music, ensuring effective student engagement and learning.
- Develop competency in designing and implementing evaluation tools for assessing Music education.

**COURSE OUTCOMES**

Upon completion of the course, the student-teachers will be able to:

- Understand the history, significance, and correlation of Music with other academic subjects.
- Demonstrate knowledge of swaras and sruti and apply Bloom's taxonomy in Music education.
- Prepare and implement pedagogical analysis and lesson plans for effective Music teaching.
- Develop and utilize teaching aids and resources to enhance Music instruction.
- Recognize and cultivate the qualities of an effective Music teacher.
- Apply various methods and approaches to teach Music in diverse educational settings.
- Develop and implement evaluation tools to assess student progress in Music.

## **COURSE CONTENT**

### **UNIT 1: NATURE & SCOPE OF MUSIC**

- 1.1 A Brief History of Indian Music
- 1.2 Need and Importance of Music in Secondary Schools
- 1.3 Aims & Objectives of Teaching Music in Schools
- 1.4 Correlation of Music with Other School Subjects

### **UNIT 2: PEDAGOGICAL ANALYSIS AND LESSON PLANNING**

- 2.1 Content Analysis: Swar, Saptak, Sruti, Rhythm, Taal
- 2.2 Pedagogical Analysis: Identification of Concepts, Behavioral Outcomes, Activities & Experiments, Evaluation Techniques
- 2.3 Teaching Skills: Skill of Introducing the Lesson, Skill of Explaining, Skill of Stimulus Variation, Skill of Questioning
- 2.4 Need & Importance of Lesson Planning in Music

### **UNIT 3: TEACHING LEARNING RESOURCES AND PROCESSES**

- 3.1 Information about Voice Culture and Carny's
- 3.2 Possibilities of Notation for Indian Music
- 3.3 Motion and Rhythm in Music
- 3.4 Importance of Various Teaching Aids in Music

### **UNIT 4: APPROACHES AND EVALUATION IN TEACHING**

- 4.1 Methods of Teaching Music: Play Way Method, Heuristic Method, Lecture-cum-Demonstration, Geet Method, Project Method, applying various teaching methodologies to cater to diverse learning needs in Music.
- 4.2 Qualities of Music Teachers: Gayak, Vadak, Vadyakar
- 4.3 Importance of Classical Music and Suggestions for Popularization
- 4.4 Evaluation in Music Education

### **SUGGESTED PRACTICUM ACTIVITIES**


Student-teachers will choose and complete any two of the following activities:

- Sing a fast Khyal or play a rezakhoni Gat with Tanas and Alaps or Jhala and Toras in Ragas such as Bhupali, Bhairvi, Brindavani Sarag, Asawari, Bhimplashi, Malkauns, Kaffi.
- Sing or play a slow Khayal (Vilambit Bara Khyal) or Masti Khayal Gat in Asawari and Malkauns Rag.
- Practice Tha's and Dvignun Laya on Tabla in Teen Tal, Dadra, Juptal, Dharva, Ektal.
- Demonstrate tuning of the instrument for instrumentalists and tuning of the Tanpura for vocal music students.
- Read and write music notation using either the Bhatkhande or Vishnu Digamber Pulskar system.
- Any other activity, assignment and project assigned by the teacher.

### **SUGGESTED READINGS**

- Awasthi, S. (Year). *Teaching of Music (Hindi)*. Jalandhar: Govt. Training College.
- Bhatnagar, S. (Year). *Teaching of Music*.
- Goswami, O. (Year). *Indian Music*.
- Khande, B. (Year). *Short Historical Survey*.

- Khanna, J. (Year). *Teaching of Music*.
- Masan, P.L. (Year). *Teaching of Music (Hindi)*.
- Patwardhan, R. (Year). *Rag Vigyan*.
- Ranade, A. (Year). *Indian Music: Its Physical and Aesthetics*.
- Sambamoorthy, P. (Year). *Teaching of Music*.

  
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**DEPARTMENT OF EDUCATION  
FACULTY OF EDUCATION  
B.P.S. MAHILA VISHWAVIDYALAYA, KHANPUR KALAN  
BACHELOR OF EDUCATION (B.ED.)  
SEMESTER-I  
COURSE-V (BOE-105)  
PEDAGOGY OF MATHEMATICS (OPTION I)**

Max. Marks: 100  
External Marks/Theory: 80  
Internal Marks/Practicum: 20

Instructional Hours: 3+2  
Exam Hours: 3Hrs.  
Credit: 4

**INSTRUCTIONS FOR THE EXAMINER:** *The examiner is required to set a total of nine questions for the examination. Of these, students must attempt only five questions. Question 1 will be compulsory and will consist of four short-answer questions, each valued at 4 marks, with one question selected from each unit. Two long-answer questions, each with an internal choice, will be set from each unit. Students are required to attempt one long-answer question from each unit/Section. Thus, students will complete a total of five questions, ensuring that one question is selected from each unit. All questions are of equal value, carrying 16 marks each.*

**SUBJECT- SPECIFIC OBJECTIVES**

- Develop a deep understanding of the nature and essence of mathematics.
- Comprehend the characteristics and structure of mathematical language.
- Explore and appreciate the historical evolution of mathematical concepts.
- Analyse and articulate the contributions of Indian mathematicians to the field.
- Relate mathematics to other academic disciplines and understand its interdisciplinary connections.
- Formulate specific instructional objectives in behavioural terms.
- Master and apply various teaching methods effectively in the mathematics classroom.

**COURSE OUTCOMES**

- Upon successful completion of the course, students will:
- Understand the intrinsic nature, significance, and historical context of mathematics.
- Articulate the contributions of key Indian mathematicians and recognize the importance of Vedic Mathematics.
- Formulate and apply educational objectives within the context of Bloom's Taxonomy in behavioural terms.
- Integrate a variety of instructional media, including textbooks, reference materials, and digital resources, into their teaching practice.
- Employ a range of teaching skills and methods tailored to the secondary school mathematics curriculum.
- Design effective lesson plans, utilizing modern pedagogical approaches to cater to diverse learners.
- Implement innovative teaching strategies that address the needs of both gifted and slow learners.

**COURSE CONTENT**

## **UNIT I: MATHEMATICS: HISTORICAL BACKGROUND, NATURE, AND SIGNIFICANCE**

- 1.1 Meaning, nature, and significance of mathematics, Historical development of numbers and the metric system.
- 1.2 Contributions of Indian mathematicians: Aryabhata, Brahmagupta, Srinivasa Ramanujan, Bhaskar Acharya, An introduction to Vedic Mathematics.
- 1.3 Understanding axioms, postulates, assumptions, hypotheses, and theorems in mathematics, The value of teaching mathematics at the secondary level.
- 1.4 Correlation of mathematics with other disciplines and branches of mathematics.

## **UNIT II: MATHEMATICS IN SCHOOL CURRICULUM**

- 2.1 Aims and objectives of teaching mathematics, Bloom's Taxonomy of Educational Objectives.
- 2.2 Formulating instructional objectives in behavioural terms, Approaches to writing instructional objectives in behavioural terms.
- 2.3 Instructional media: textbooks, reference books, OERs, magazines, journals, encyclopaedias, newspapers, teaching aids, and other media.
- 2.4 Inclusion of Mathematics for Special Needs: Techniques for adapting curriculum for learners with disabilities and diverse needs.

## **UNIT III: SKILLS AND METHODS IN TEACHING MATHEMATICS AT THE SECONDARY STAGE**

- 3.1 Micro-skills in teaching mathematics: Skill of reinforcement, Skill of probing questioning, Skill of stimulus variation, Skill of illustration with examples, Skill of explaining.
- 3.2 Teaching methods: steps, advantages, and disadvantages of various methods: Lecture-cum-demonstration method, Project method, Problem-solving method, Inductive and deductive methods, Laboratory method.
- 3.3 Cooperative Learning: Implementing group work and peer learning strategies in mathematics instruction.
- 3.4 Class-room Management Strategies in Mathematics Teaching : (Techniques for managing a mathematics classroom effectively, Strategies for maintaining student engagement during mathematics lessons, addressing common classroom challenges specific to mathematics instruction, Incorporating differentiated instruction to manage diverse learning needs in a mathematics classroom).

## **UNIT IV: INSTRUCTIONAL PLANNING, DESIGNING, AND TRANSACTION IN MATHEMATICS**

- 4.1 Meaning, importance, steps, and qualities of a good lesson plan, Types of planning: yearly, unit, and daily.
- 4.2 Pedagogical approaches: Constructivist approach, Discovery approach., Collaborative approach. Reflective approach.
- 4.3 Strategies for teaching gifted and slow learners in mathematics.
- 4.4 Modern teaching techniques: Brainstorming, Quiz, Seminar, Discussion, Drill, Self-study, Supervised study, Group study.

### **SUGGESTED PRACTICUM ACTIVITIES: (Choose any one)**

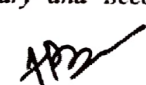
Students will complete one of the following practicum activities:

- Prepare and present a lesson based on a specific value of teaching mathematics.
- Create a PowerPoint presentation on a selected mathematics topic for secondary classes.
- Develop an album or video showcasing the contributions of Indian and Western mathematicians.
- Design an online game or video to teach a mathematical concept.

- Conduct a case study of a slow or gifted learner in mathematics.
- Develop low-cost and no-cost teaching aids and evaluate their effectiveness in a mathematics classroom.
- Analyse famous quotations on mathematics and prepare a detailed report.
- Identify one concept each from the Number System, Algebra, Coordinate Geometry, Trigonometry, Statistics, Mensuration, and Geometry, and illustrate how each can be applied in daily life.
- Create a differentiated lesson plan: Design a lesson plan that includes adaptations for students with different learning needs.
- Any other activity/project/assignment given by the teacher.

#### SUGGESTED READINGS

- Aggarwal, J. C. (2008). *Teaching of mathematics*. Shipra Publications.
- Anice, J. (2005). *Teaching of mathematics*. Neelkamal Publication.
- Kapoor, J. N. (1998). *Vidyalaya ganit ke liye aasaan prayog*. Arya Book Depot.
- Kapur, S. K. (2005). *Learn and teach Vedic mathematics*. Lotus Publication.
- Kulshreshtha, A. K. (2012). *Teaching of mathematics*. R. Lal and Sons.
- Lester, F. K. (Ed.). (2007). *Second handbook of research on mathematics teaching and learning*. NCTM & Information Age Publishing.
- Mangal, S. K. (2007). *Teaching of mathematics*. Arya Book Depot.
- NCERT. *A textbook of content-cum-methodology of teaching mathematics*. New Delhi: NCERT.
- Tyagi, S. K. (2004). *Teaching of arithmetic*. Commonwealth Publications.
- Ediger, M. (2004). *Teaching math successfully*. Discovery Publication.
- Cowan, P. (2006). *Teaching mathematics: A handbook for primary and secondary school teachers*. Routledge.

  
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BACHELOR OF EDUCATION (B.ED.)  
SEMESTER-I  
COURSE- V (BOE-105)  
PEDAGOGY OF SOCIAL STUDIES (OPTION II)**

**Max. Marks: 100  
External Marks/Theory: 80  
Internal Marks/Practicum: 20**

**Instructional Hours: 3+2  
Exam Hours: 3Hrs.  
Credit: 4**

**INSTRUCTIONS FOR THE EXAMINER:** *The examiner is required to set a total of nine questions for the examination. Of these, students must attempt only five questions. Question 1 will be compulsory and will consist of four short-answer questions, each valued at 4 marks, with one question selected from each unit. Two long-answer questions, each with an internal choice, will be set from each unit. Students are required to attempt one long-answer question from each unit/Section. Thus, students will complete a total of five questions, ensuring that one question is selected from each unit. All questions are of equal value, carrying 16 marks each.*

**SUBJECT- SPECIFIC OBJECTIVES**

- Develop a comprehensive understanding of the concept, nature, and scope of Social Science.
- Explore the relationship between Social Science and other school subjects, such as History, Sociology, Political Science, Economics, Mathematics, and Science.
- Cultivate essential teaching skills and techniques specific to Social Science instruction.
- Gain proficiency in pedagogical methods, teaching aids, and evaluative strategies in the context of Social Science.
- Prepare to effectively evaluate and diagnose students' learning in Social Science.

**COURSE OUTCOMES**

By the end of this course, students will be able to:

- Define and explain the concept, nature, and scope of Social Science.
- Analyse and articulate the relationship of Social Science with other academic disciplines.
- Identify and apply various teaching skills and methodologies appropriate for Social Science instruction.
- Evaluate the effectiveness of teaching aids and strategies in enhancing students' understanding of Social Science.
- Construct and utilize various evaluative tools to assess student learning and provide remedial teaching as necessary.

**COURSE CONTENT**

**UNIT 1: OVERVIEW OF SOCIAL SCIENCE**

1.1 Concept, Nature, and Scope of Social Science, The Need for and Improvements in Teaching Social Science, Objectives of Teaching Social Science at Different School Levels (Elementary and Secondary)

1.2 Interdisciplinary Relationship of Social Science with History, Sociology, Political Science, Economics, Mathematics, and Science.

1.3 The Role of Social Science in Shaping Citizenship and Social Responsibility

1.4 Social Science in the National Curriculum Framework (NCF) 2023 and NEP 2020

## **UNIT 2: BASIC TEACHING SKILLS, TEACHER COMPETENCIES, AND TEXTBOOK ANALYSIS IN SOCIAL SCIENCE**

2.1 Concept of Micro Teaching. Micro Teaching Skills: Questioning, Introduction, Explanation, Stimulus Variation, Black Board Writing, Illustration with Examples, and Reinforcement Skill.

2.2 Textbook Evaluation: Characteristics of a Good Social Science Textbook and Textbook Analysis Techniques

2.3 Essential Characteristics and Qualities of an Effective Social Science Teacher.

2.4 Strategies for differentiated instruction in Social Science, Use of digital resources and technology in teaching Social Science.

## **UNIT 3: METHODS, PEDAGOGIC PLANNING, AND TEACHING AIDS IN SOCIAL SCIENCE**

3.1 Pedagogical Methods: Lecture-Cum-Discussion, Project Method, Problem Solving, Storytelling, Source Method, Deductive and Inductive Approaches

3.2 Teaching Aids: Audio, Visual, and Audio-Visual Aids—Their Meaning, Use, Merits, and Limitations

3.3 Integration of experiential learning in Social Science teaching, Role of case studies and simulations in teaching Social Science concepts.

3.4 Pedagogical adaptations in teaching Social Science in inclusive classroom at all levels of school education.

## **UNIT 4: EVALUATION STRATEGIES IN SOCIAL SCIENCE**

4.1 Concept, Need, and Types of Evaluation.

4.2 Evaluation Tools: Checklists, Observation, and Interviews.

4.3 Types and Construction of Achievement Tests.

4.4 Diagnostic and Remedial Teaching: Concepts, Needs, and Importance, Use of rubrics and self-assessment tools in Social Science education.


## **SUGGESTED PRACTICUM ACTIVITIES (CHOOSE ANY ONE)**

- Organize visits to historical sites, ecological reserves, or political institutions.
- Conduct a social awareness campaign or an election awareness program.
- Plan and execute an exhibition related to Social Science.
- Develop and implement an annual plan, unit plan, or lesson plan.
- Create a scrapbook focused on a relevant Social Science theme.
- Any other activity assigned by the teacher.

## **SUGGESTED READINGS**

- Bhattacharya, S., & Darji, D. R. (1966). *Teaching of social studies in Indian schools*. Baroda: Acharya Book Depot.
- Binning, A. C. (n.d.). *Teaching social studies in secondary schools*. New York: McGraw-Hill.
- Dash, B. N., & Murthy, I. V. R. (2017). *Methods of teaching social studies*. Neel Kamal Publication Pvt. Ltd.
- Desai, D. B. (n.d.). *Samaj vidyana shikshan*. Ahmedabad: Balgovind Prakashan.
- Konli, A. S. (1996). *Teaching of social studies*. New Delhi: Anmol Publication Pvt. Ltd.

- Mangal, S. K., & Mangal, U. (2018). *Pedagogy of social sciences*. New Delhi: PHI Learning Pvt. Ltd.
- Mehta, D. D. (2004). *Teaching of social science*. Meerut: Lal Publication.
- Mellinger, H. D. (Ed.). (1981). *Handbook for the teaching of social studies*. UNESCO.
- Misra, S., & Ranjan, A. (2011). *Teaching of social science: History, context, challenges*. In *Contemporary trends in education*. Delhi: Pearson.
- Webb, K. (1995). *An introduction to problems in the philosophy of social sciences*. London: Pinter.

  
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BACHELOR OF EDUCATION (B.ED)  
SEMESTER-I  
COURSE-V (BOE-105)  
PEDAGOGY OF LIFE SCIENCE (OPTION III)**

**Max. Marks: 100  
External Marks/Theory: 80  
Internal Marks/Practicum: 20**

**Instructional Hours: 3+2  
Exam Hours: 3Hrs.  
Credit: 4**

**INSTRUCTIONS FOR THE EXAMINER:** *The examiner is required to set a total of nine questions for the examination. Of these, students must attempt only five questions. Question 1 will be compulsory and will consist of four short-answer questions, each valued at 4 marks, with one question selected from each unit. Two long-answer questions, each with an internal choice, will be set from each unit. Students are required to attempt one long-answer question from each unit/Section. Thus, students will complete a total of five questions, ensuring that one question is selected from each unit. All questions are of equal value, carrying 16 marks each.*

**SUBJEC- SPECIFIC OBJECTIVES**

- Articulate the nature and scope of life science, recognizing its importance in contemporary education and society.
- Explain the significance and values of life science in the current educational context.
- Identify and understand the key objectives of teaching life science.
- Apply Bloom's Taxonomy to formulate clear, measurable instructional objectives in behavioural terms.
- Select and employ suitable teaching approaches, methods, and resources for effective life science instruction.
- Plan, organize, and implement extension activities, recognizing their importance in enriching the life science curriculum.
- Integrate e-resources into life science teaching to enhance instruction and student engagement.
- Conduct experiments to demonstrate life science concepts, developing practical laboratory skills.
- Perform effectively as a life science teacher, adapting practices to the specific needs of Indian school settings.
- Understand and articulate the latest trends in science curriculum design and implementation.
- Critically analyse existing science curricula to identify strengths and areas for improvement.
- Organize and participate in non-formal science programs and activities, contributing to broader science education initiatives.
- Acquire skills in experimental techniques, experiment design, and the construction, repair, and maintenance of scientific equipment.
- Implement various teaching and learning approaches in life science education to enhance pedagogical effectiveness.
- Explore and utilize process skills in science education and understand the critical role of laboratories in teaching and learning.

## **COURSE OUTCOMES:**

Upon completing this course, students will be able to:

- Clearly understand and explain the importance of life science in today's education and society.
- Set specific, measurable goals for learning life science and select effective methods and resources to teach it.
- Plan and organize activities that enhance the life science curriculum and use digital tools to make learning more engaging.
- Develop practical skills for conducting experiments, using scientific equipment, and adapting their approach to fit different educational settings.
- Evaluate and improve science curricula, stay current with trends in science education, and engage in science programs and activities outside the classroom.

## **COURSE CONTENT**

### **UNIT I: FUNDAMENTALS OF TEACHING LIFE SCIENCE**

- 1.1 Meaning, Nature, and Scope of Life Science
- 1.2 Place and Values of Life Science in Secondary Schools in the Present Context
- 1.3 Correlation of Life Science with Other School Subjects, Biology in the Service of Human Welfare: Agriculture, Medicine, and Industry
- 1.4 Recommendations of National Curriculum Framework for School Education 2023 Regarding Science Education

### **UNIT II: AIMS AND OBJECTIVES OF LIFE SCIENCE**

- 2.1 Developing Scientific Attitude and Scientific Temper
- 2.2 Aim and Objectives of Teaching Life Science at Secondary and Senior Secondary Stages
- 2.3 Bloom's Taxonomy of Educational Objectives
- 2.4 Formulation of Instructional Objectives in Behavioural Terms

### **UNIT III: METHODS AND APPROACHES OF LEARNING LIFE SCIENCE**

- 3.1 Methods of Teaching: Lecture-cum-Demonstration Method, Problem-Solving Method, Scientific Method, Remedial Teaching, and Team Teaching
- 3.2 Skills of Teaching: Skill of Questioning, Skill of Explaining, Skill of Illustration with Examples, and Skill of Stimulus Variation
- 3.3 Pedagogical Approaches and Principles as per Recommendation of National Curriculum Framework for School Education 2023

### **UNIT IV: CURRICULUM AND LEARNING RESOURCES IN LIFE SCIENCE**

- 4.1 Trends in Science Curriculum and Principles of Curriculum Construction
- 4.2 Characteristics of a Good Curriculum,
- 4.3 Critical Analysis of Existing Curriculum of Life Science at the Secondary Level
- 4.4 Life Science Laboratory: Planning, Designing, and Maintenance of Equipment and Records, Types of Teaching Aids and Their Use in Teaching Life Science, Utilization of E-Resources and E-Learning in the Science Classroom

### **SUGGESTED PRACTICUM ACTIVITIES (CHOOSE ANY ONE)**


- Laboratory techniques such as collecting, culturing, staining, maceration, and temporary & permanent mounting of materials.
- Museum techniques: Preservation, preparation, and maintenance of plant, animal, and other specimens.



- Setting up and maintaining an aquarium and terrarium.
- Use and maintenance of basic equipment in the biology laboratory.
- Practicing at least five experiments to be demonstrated/ conducted in secondary class.
- Preparing a working model on biological secondary school standard topics.
- Collecting and preserving any five biological specimens and writing a report.
- Conducting a case study of any senior secondary science lab and preparing a report.
- Any other activity assigned by the teacher.

### SUGGESTED READINGS

- Aggarwal, J. C. (2005). *Essential of examination system*. New Delhi: Vikas Publishing House.
- Ahmad, J. (2014). *Teaching of biological science*. PHI Learning Private Limited.
- Ahmad, J. (2011). *Teaching of life sciences*. PHI Learning Private Limited.
- Gupta, G. (2010). *Teaching of science* (2nd ed.). Twenty-First Century Publication.
- Wellington, J. (1996). *Teaching science in secondary classes*. Routledge.
- Joshi, D. (2012). *Methodology of teaching science*. New Delhi: Dorling Kindersley (India) Pvt. Ltd.
- Kaur, R. (2007). *Teaching of science*. Twenty-First Century Publication.
- Kohli, V. K. (2007). *How to teach science*. Shri Krishna Publications.
- Mangal, S. K. (2005). *Teaching of life science*. Arya Book Depot.
- Martin, R., Sexton, C., Wagner, K., & Gerlorich, J. (1998). *Science for all children*. Allyn & Bacon.
- Mohan, R. (2007). *Innovative science teaching*. Prentice Hall of India.
- National Council of Educational Research and Training. (2000). *National curriculum framework for school education*. New Delhi: NCERT.
- National Council of Educational Research and Training. (2006). *Position paper national focus group on teaching of science*. New Delhi: NCERT.
- Pandey, S. (2003). *Major issues in science teaching*. New Delhi: Sumit Publications.
- Sharma, R. C. (2006). *Modern science teaching*. New Delhi: Dhanpat Rai Publishing Company.
- Siddiqi, M., & Siddiqi, N. (2002). *Teaching of science today and tomorrow*. Doaba House.
- Sundarajan, S. (1995). *Teaching science in middle school: A resource book*. Orient Longman.
- Vaidya, N. (1999). *Science teaching for the 21st century*. Deep and Deep Publications.

  
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BACHELOR OF EDUCATION (B.ED)  
SEMESTER-1  
COURSE- V (BOE 105)  
PEDAGOGY OF ECONOMICS (OPTION IV)**

**Max. Marks: 100  
External Marks/Theory: 80  
Internal Marks/Practicum: 20**

**Instructional Hours: 3+2  
Exam Hours: 3Hrs.  
Credit: 4**

***INSTRUCTIONS FOR THE EXAMINER:** The examiner is required to set a total of nine questions for the examination. Of these, students must attempt only five questions. Question 1 will be compulsory and will consist of four short-answer questions, each valued at 4 marks, with one question selected from each unit. Two long-answer questions, each with an internal choice, will be set from each unit. Students are required to attempt one long-answer question from each unit/Section. Thus, students will complete a total of five questions, ensuring that one question is selected from each unit. All questions are of equal value, carrying 16 marks each*

**SUBJECT-SPECIFIC OBJECTIVES:**

- To comprehend the concept, nature, and scope of Economics and its importance in the school curriculum.
- To explore the place of Economics in the school curriculum at different stages of education.
- To articulate the aims and objectives of teaching Economics, using Bloom's Taxonomy and the RCEM approach.
- To develop and practice essential teaching skills specific to the pedagogy of Economics.
- To understand the correlation of Economics with other subjects.
- To critically analyse textbooks and other instructional materials used in the teaching of Economics.
- To explore and apply various teaching methods suited to Economics.
- To identify and effectively use appropriate teaching aids, including audio, visual, and audio-visual materials, in the teaching of Economics.
- To critically understand and apply various assessment techniques and patterns in line with the NEP vision.
- To define and appreciate the stages of evaluation, including diagnostic, formative, and summative assessments.
- To implement continuous and comprehensive assessment and recognize the characteristics of a good test.

**COURSE OUTCOMES:**

After completing the course, students will be able to:

- Explain the concept, nature, and importance of Economics in the school curriculum.

- Identify the appropriate stage for introducing Economics in the school curriculum and justify its placement.
- Apply various teaching skills effectively, such as introductory, stimulus variation, and reinforcement, in the context of Economics.
- Analyse and evaluate Economics textbooks and correlate Economics with other subjects.
- Select and apply suitable pedagogical methods like lecture, project, role-play, and problem-solving in the teaching of Economics.
- Utilize various instructional aids effectively to enhance the learning experience in Economics.
- Design and implement evaluation strategies that align with the NEP vision and other educational standards.
- Conduct diagnostic, formative, and summative assessments, and design continuous and comprehensive evaluation plans.

## **COURSE CONTENT**

### **UNIT 1: CONCEPT AND OBJECTIVES OF ECONOMICS IN SCHOOL CURRICULUM**

- 1.1 Concept, Nature, Scope, Need, and Importance of Economics
- 1.2 Place of Economics in School Curriculum at Different Stages
- 1.3 Aims and Objectives of Pedagogy of Economics
- 1.4 Bloom's Taxonomy & Instructional Objectives Using RCEM Approach

### **UNIT 2: BASIC TEACHING SKILLS, TEACHER, AND TEXTBOOK OF PEDAGOGY OF ECONOMICS**

- 2.1 Micro Teaching Skills: Introductory, Stimulus Variation, Probing Questioning, Black Board Writing, Illustration with Examples, and Reinforcement Skill.
- 2.2 Correlation of Economics with Other Subjects (Mathematics, History, Social Studies, Commerce)
- 2.3 Importance of a Good Textbook in Economics
- 2.4 Characteristics of a Good Textbook and Analysis of Economics Textbooks in Social Science

### **UNIT 3 PEDAGOGY OF ECONOMICS & AIDS**

- 3.1 Methods of Pedagogy of Economics: Lecture Method, Project Method, Role-Play Method, Problem-Solving Method, Storytelling Method
- 3.2 Teaching Aids in Economics: Audio Aids: Visual Aids: Audio-Visual Aids.
- 3.3 Case Studies and Real-World Application in Economics Teaching, Experiential Learning in Economics.
- 3.4 Pedagogical adaptations for teaching Economics for Inclusive classroom for diverse learners at all school level.

### **UNIT 4: ASSESSMENT TECHNIQUES AND EVALUATION IN ECONOMICS**

- 4.1 Critical Understanding of the Existing Pattern of Assessment: NEP Vision,
- 4.2 Meaning, Aims, and Importance of Evaluation in Economics
- 4.3 Stages of Evaluation: Diagnostic, Formative, and Summative, Continuous and Comprehensive Assessment, Characteristics of a Good Test
- 4.4 Action Research in Economics Education: Concept, Process, and Implementation

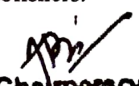
### **SUGGESTED PRACTICUM ACTIVITIES: (CHOOSE ANY ONE)**

Students must choose and complete **one activity** from the following:

- Develop a multimedia lesson using appropriate ICT resources and present it in a simulated teaching exercise.
- Conduct an action research project and submit a detailed report.
- Organize visits to institutions such as the Reserve Bank of India (RBI), other banks, industries, or the Finance Ministry.
- Participate in school and community-based activities, such as visiting innovative centres of pedagogy and learning, innovative schools, and educational resource centres.
- Conduct action research based on teaching-learning processes in schools or community settings.
- Any other activity, project, assignment assigned by the teacher.

#### SUGGESTED READINGS:

- Ahuja, H. L. (2016). *Microeconomics*. S. Chand Publishers.
- Arora, P. N., & Shorie, J. P. (1986). *Open book examination questions in economics*. NCERT.
- Assistant Masters Association. (1974). *The teaching of secondary school examinations*. Cambridge University Press.
- Bawa, M. S. (Ed.). (1995). *Teaching of economics: Contemporary methods and strategies for secondary and senior secondary levels*. IASE, Department of Education, Delhi University.
- Bawa, M. S. (Ed.). (1996). *Evaluation in economics*. IASE, Department of Education, Delhi University.
- Bawa, M. S. (Ed.). (1998). *Source book on strategies of teaching social sciences*. IASE, Department of Education, Delhi University.
- Blanchard, O. (2006). *Macroeconomics* (4th ed.). Prentice Hall.
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- Dornbusch, R., Fischer, S., & Startz, R. (2015). *Macroeconomics* (11th ed.). McGraw Hill.
- Dutt, R., & Sundaram, K. P. M. (2016). *Indian economy*. S. Chand Publishers.
- Hazlitt, H. (2010). *Economics in one lesson: The shortest and surest way to understand basic economics*. Currency.
- Hicks, J. R. (1960). *The social framework: An introduction to economics*. Oxford University Press.
- Hodgkinson, S., Whitehead, D., & David, J. (Eds.). (1986). *Economics education: Research and development issues*. Longman.
- Lekhi, R. K. (2014). *Economics of development and planning*. Himalaya Publishing House.
- Mishra, S. K., & Puri, V. K. (1995). *Economic development and planning*. Himalaya Publishing House.
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- Salvotro, D., & Reed, L. (2013). *International economics* (11th ed.). Wiley.
- Soderston, B. O. (1991). *International economics*. Macmillan.
- Siddiqi, M. H. (1998). *Teaching of economics*. Ashish Publishing House.
- Srivastava, H. S. (1976). *Unit tests in economics*. NCERT.
- Verma, S. (2018). *Bhartiya arthvyastha* [Indian economy]. Unique Publishers.

  
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BACHELOR OF EDUCATION (B.ED.)  
SEMESTER-I  
COURSE- V (BOE – 105)  
PEDAGOGY OF COMPUTER SCIENCE (OPTION V)**

**Max. Marks: 100  
External Marks/Theory: 80  
Internal Marks/Practicum: 20**

**Instructional Hours: 3+2  
Exam Hours: 3Hrs.  
Credit: 4**

**INSTRUCTIONS FOR THE EXAMINER:** *The examiner is required to set a total of nine questions for the examination. Of these, students must attempt only five questions. Question 1 will be compulsory and will consist of four short-answer questions, each valued at 4 marks, with one question selected from each unit. Two long-answer questions, each with an internal choice, will be set from each unit. Students are required to attempt one long-answer question from each unit/Section. Thus, students will complete a total of five questions, ensuring that one question is selected from each unit. All questions are of equal value, carrying 16 marks each.*

**SUBJECT- SPECIFIC OBJECTIVES**

- Recognize the importance of computer science as a vital subject in modern education.
- Understand and articulate the aims and objectives of teaching computer science at the secondary and higher secondary levels.
- Conduct pedagogical analysis of various computer science concepts.
- Appreciate the necessity of comprehensive lesson and unit planning in computer science education.
- Grasp the principles of curriculum construction in computer science.
- Evaluate the role and effectiveness of computer science textbooks.
- Develop strategies for the efficient planning and management of a computer laboratory.
- Acquire the skills necessary for planning and delivering computer science lessons effectively.
- Familiarize themselves with various teaching skills specific to computer science instruction.

**COURSE OUTCOMES**

Upon successful completion of the course, students will:

- Understand the nature, significance, and scope of computer science as a subject in school curricula.
- Formulate clear, specific instructional objectives in behavioural terms for teaching computer science.
- Develop and apply key micro-teaching skills to enhance the effectiveness of computer science instruction.
- Create well-structured lesson and unit plans for computer science topics.
- Critically analyse computer science textbooks and develop self-instructional materials.
- Design, manage, and utilize a computer laboratory effectively as a teaching and learning resource.
- Integrate e-learning resources, including multimedia tools, into computer science instruction.

- Identify the qualities of an effective computer science teacher and pursue professional growth in the field.

### **COURSE CONTENT**

#### **UNIT I: CONCEPT AND SCOPE OF TEACHING OF COMPUTER SCIENCE**

- 1.1 Concept, meaning, and nature of computer science.
- 1.2 Significance of computer science in the school curriculum.
- 1.3 Importance and scope of teaching computer science.
- 1.4 Computer science teaching at different levels: primary, secondary, and higher secondary.

#### **UNIT II: AIMS & OBJECTIVES OF TEACHING OF COMPUTER SCIENCE**

- 2.1 Aims and objectives of teaching computer science at different stages of schooling.
- 2.2 Bloom's Taxonomy of Educational Objectives.
- 2.3 Formulation of specific objectives in behavioural terms.
- 2.4 Achieving objectives in the teaching of computer science.

#### **UNIT III: MICRO TEACHING & SKILLS**

- 3.1 Concept, need, and importance of micro-teaching, Micro-teaching cycle and its steps.
- 3.2 Teaching skills: Skill of introducing the lesson, Skill of questioning, Skill of explanation, Skill of illustration with examples, Skill of stimulus variation, Skill of reinforcement, Skill of blackboard writing.
- 3.3 Lesson Planning: Concept, need, and importance of unit planning and lesson planning.
- 3.4 Classroom Management in Computer Science Education: Strategies for maintaining discipline and engagement in a computer lab setting, Techniques for managing student behaviour and promoting effective learning in technology-enhanced environments.

#### **UNIT IV: TEACHING LEARNING RESOURCES AND PROCESSES**

- 4.1 Development and designing of the computer science curriculum.
- 4.2 Development of textbooks & critical analysis of the textbook.
- 4.3 Development of self-instructional material.
- 4.4 Designing and managing a computer laboratory, E-learning resources: Use of multimedia, e-learning, PPT, and the internet, Qualities of a good computer science teacher & professional growth of a computer science teacher.

#### **SUGGESTED PRACTICUM ACTIVITIES: (CHOOSE ANY ONE)**


Students will choose and complete one of the following practicum activities:

- Prepare and present a detailed lesson plan for a specific computer science topic at the secondary or higher secondary level.
- Develop a PowerPoint presentation on a complex computer science concept tailored for secondary students.
- Design a virtual or physical model of an ideal computer laboratory, including layout and resource management strategies.
- Create an instructional video or e-learning module on a selected computer science topic.
- Conduct a critical analysis of a computer science textbook and propose improvements or alternatives.
- Develop a case study on the management of a computer laboratory, focusing on challenges and solutions.
- Design a set of self-instructional materials for a computer science topic, incorporating multimedia elements.

- Create a classroom management plan specifically for computer science lessons in a technology - rich environment.
- Any other activity/project/assignment provided by the institution.

#### SUGGESTED READINGS:

- Allen, D. W. (1969). *Micro-teaching: A description*. Stanford University Press.
- Aggarwal, J. C. (2006). *Essentials of educational technology: Teaching and learning*. Vikas Publishing House Pvt. Ltd.
- Mohanty, L. (2006). *ICT strategies for schools*. Sage Publication.
- Passi, B. K. (1976). *Becoming better teachers*. Centre for Advanced Study in Education, M.S . University of Baroda.
- Gehlawat, M. (2012). *Information technology in education*. Dorling Kindersley (India) Pvt. Ltd.
- Mangal, S. K., & Mangal, U. (2009). *Essentials of educational technology*. Phi Learning Private Limited.
- Sharma, R. A. (2008). *Technological foundation of education*. R.Lall Books Depot.
- Sharma, R. N. (2008). *Principles and techniques of education*. Surjeet Publications.
- Singh, Y. K. (2009). *Teaching practice*. APH Publishing Corporation.

  
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**BACHELOR OF EDUCATION (B. ED.)**  
**SEMESTER-I**  
**COURSE-V (BOE- 105)**  
**PEDAGOGY OF ARTS (OPTION VI)**

**Max. Marks: 100**  
**External Marks/Theory: 80**  
**Internal Marks/Practicum: 20**

**Instructional Hours: 3+2**  
**Exam Hours: 3Hrs.**  
**Credit: 4**

**INSTRUCTIONS FOR THE EXAMINER:** *The examiner is required to set a total of nine questions for the examination. Of these, students must attempt only five questions. Question 1 will be compulsory and will consist of four short-answer questions, each valued at 4 marks, with one question selected from each unit. Two long-answer questions, each with an internal choice, will be set from each unit. Students are required to attempt one long-answer question from each unit/Section. Thus, students will complete a total of five questions, ensuring that one question is selected from each unit. All questions are of equal value, carrying 16 marks each.*

**SUBJECT- SPECIFIC OBJECTIVES**

The course aims to:

- Develop an understanding of the nature and scope of Art and its relationship with other school subjects, fostering interdisciplinary learning.
- Equip student-teachers with the ability to identify and articulate the aims and objectives of teaching Art, aligned with Bloom's Taxonomy of instructional objectives.
- Analyze and apply pedagogical approaches to Art education, focusing on the development of lesson plans and teaching skills.
- Familiarize student-teachers with the elements, principles, and curriculum of Art, enabling them to select appropriate teaching methods and resources.
- Enhance the capacity of student-teachers to evaluate Art education effectively, using diverse tools and techniques.

**COURSE OUTCOMES**

By the end of the course, student-teachers will be able to:

- Understand the meaning, nature, and scope of Art and its integration with other school subjects.
- Analyse Art content pedagogically and develop comprehensive lesson plans that reflect educational objectives.
- Apply various teaching methods and resources, including ICT, to teach Art effectively.
- Evaluate student learning in Art through appropriate assessment techniques, ensuring alignment with the curriculum and instructional goals.

**COURSE CONTENT**

**UNIT 1: NATURE & SCOPE OF TEACHING ART**

**1.1 Meaning, Nature, and Scope of Teaching Art:** Understanding the foundational concepts of Art education.

1.2 Aims and Objectives of Teaching Art: Aligning Art education with educational goals and Bloom's Taxonomy.

1.3 Importance of Art in Education: Exploring the role of Art in holistic student development.

1.4 Correlation of Art with Other School Subjects: Integrating Art with subjects like Science, Mathematics, and Social Studies.

## **UNIT 2: PEDAGOGICAL ANALYSIS AND TEACHING SKILLS**

2.1 Pedagogical Analysis in Art Education: Identifying concepts, listing behavioural outcomes, activities, experiments, and evaluation techniques.

2.2 Teaching Skills in Art: Developing skills such as Art Appreciation, Observation, Imagination, Visual Communication, and handling art tools.

2.3 Art Development in Children: Understanding the stages of Art development in children.

2.4 Concept, Need, and Importance of Lesson Planning in Art: Structuring lesson plans to enhance teaching and learning in Art education.

## **UNIT 3: TEACHING LEARNING RESOURCES AND PROCESSES**

3.1 Elements and Principles of Art: Exploring fundamental elements and principles that guide Art creation and appreciation.

3.2 Curriculum Construction in Art: Understanding the meaning, principles, and steps involved in designing an Art curriculum.

3.3 Preparation and Use of Teaching Aids in Art: Creating and utilizing teaching aids to support Art instruction.

3.4 Application of ICT and Recreational Activities in Art: Integrating ICT tools and organizing recreational activities such as Art exhibitions and classroom decoration.

## **UNIT 4: APPROACHES AND EVALUATION IN TEACHING ART**

4.1 Methods of Teaching Art: Exploring various methods including Lecture-cum-Demonstration, Excursion, Project, and Observation Methods.

4.2 Evaluation in Art Education: Techniques and tools for assessing Art learning, including formative and summative assessments.

4.3 Professional Qualities of an Art Teacher: Identifying the key attributes and professional skills required for effective Art teaching.

4.4 Organizing and Evaluating Art Activities: Planning and evaluating activities like Art exhibitions, student portfolios, and collaborative Art projects.

## **SUGGESTED PRACTICUM ACTIVITIES**


Students will choose and complete any two of the following practicum activities:

- Create compositions involving human figures, birds, or animals.
- Develop posters focusing on writing and design elements.
- Practice still life drawing and painting techniques.
- Create traditional designs like Alpana or Rangoli.
- Develop a thematic collage using various materials.
- Explore and create landscape paintings using different mediums.
- Any other activity, assignment and project assigned by the teacher.

## **SUGGESTED READINGS**

- Gupta, A. (2003). *Kabad se Jugad: Little Science*. Bhopal: Eklavya.
- Khanna, S., & NBT. (1992). *Joy of Making Indian Toys*. New Delhi: National Book Trust.

- Prasad, D. (1998). *Art as the Basis of Education*. New Delhi: National Book Trust.
- Sahi, J., & Sahi, R. (2009). *Learning Through Art*. Bhopal: Eklavya Publications.
- Chawla, S.S. (1986). *Teaching of Art*. Patiala: Publication Bureau, Punjabi University.
- Dodd, N., & Hamer, W. (1980). *Drama and Theatre in Education*. London: Heinemann.
- NCERT. (2006). *Position Paper National Focus Group on Arts, Music, Dance, and Theatre*. New Delhi: NCERT.

  
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BACHELOR OF EDUCATION (B.ED.)  
SEMESTER-I  
COURSE VI (BOE-106)  
CRITICAL UNDERSTANDING OF ICT (PRACTICUM)**

**Max Marks: 50  
Hours: 4  
External Marks: 40  
Internal Marks: 10**

**Instructional**

**Credit: 2**

**INSTRUCTIONS FOR THE EXAMINER:** *This practical paper assesses the pupil-teachers' ability to effectively integrate information and communication technology (ICT) into educational practices. Examiners should evaluate the completion of practicum activities, focusing on the technical proficiency, creativity, relevance, and ethical use of ICT tools, such as MS Word, MS PowerPoint, MS Excel, and online platforms like Google Forms and Kahoot. Each candidate must submit a well-organized portfolio documenting all activities, including resume creation, presentations, digital content, online assessments, and engagement in online courses. Additionally, candidates should present a multimedia lesson or significant ICT-based project, which will serve as a key component of the assessment. Evaluation will include both internal and external assessments, with feedback and marks based on technical accuracy, innovation, practical application, and reflective practice.*

**SUBJECT- SPECIFIC OBJECTIVES**

By the end of this course, pupil-teachers will be able to:


- Acquire practical knowledge of computer functionalities and their applications in education.
- Effectively use information and communication technology (ICT) tools, software applications, and online learning platforms.
- Develop skills in creating and organizing digital resources for educational purposes.
- Integrate ICT into teaching, learning, evaluation, and management processes in an educational setting.
- Practice safe, ethical, and legal use of ICT in their professional activities.
- Utilize ICT to make classroom processes more inclusive and responsive to diverse learning needs.

**COURSE OUTCOMES**

Upon successful completion of this course, pupil-teachers will:

- Demonstrate the ability to create professional documents, presentations, and data reports using various ICT tools.
- Engage in online learning platforms and contribute to digital learning environments.
- Design and deliver multimedia lessons and digital assessments.
- Organize and facilitate online classes and meetings using appropriate platforms.
- Apply ethical and legal standards in the use of digital resources and online tools.
  - Employ ICT strategies to support diverse learners in inclusive educational settings.

**COURSE CONTENT**

  
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## UNIT 1: PRACTICAL APPLICATIONS OF ICT IN EDUCATION

1.1 Resume Creation and Document Management: Prepare a professional resume using MS Word, demonstrating formatting and document management skills.

1.2 Presentation Development: Create a presentation using MS PowerPoint and upload it on a digital platform like SlideShare, showcasing effective use of visual aids and presentation tools.

1.3 Data Management and Analysis: Develop progress report cards and annual results using MS Excel, including the graphical representation of data.

1.4 Multimedia Content Creation: Create and upload a multimedia content related to your pedagogy subject on YouTube, demonstrating the ability to design and share educational resources online.

## UNIT 2: ADVANCED ICT INTEGRATION IN TEACHING AND LEARNING

2.1 Online Assessment Tools: Prepare an online assessment tool using freely accessible software such as Google Forms or Kahoot, and evaluate its effectiveness.

2.2 Plagiarism Checking and Article Writing: Write an article and check its originality using online plagiarism software, attaching the plagiarism report to the final document.

2.3 Multimedia Lesson Development: Develop a multimedia lesson using appropriate ICT resources and present it in a simulated teaching exercise.

2.4 Online Course Engagement and Virtual Classrooms: Participate in an online course on platforms like Swayam and organize online classes or meetings using tools like Zoom or Google Meet.


### SUGGESTED PRACTICUM ACTIVITIES

- Construct a professional resume and present it as part of a portfolio.
- Develop a detailed PowerPoint presentation and upload it to a digital platform.
- Create a comprehensive progress report card in MS Excel, showcasing your data management skills.
- Produce a multimedia lesson plan and deliver it in a simulated classroom environment.
- Engage in an online course and reflect on the learning experience, focusing on the integration of ICT tools.
- Organize and conduct an online meeting or class using a virtual platform, demonstrating facilitation skills.
- Any other activity, assignment and project assigned by the teacher.

### SUGGESTED READINGS

- Ara, A., Sujhatha, M., & Ramakrishna. (2018). *ICT mediation in teaching learning*. New Delhi: Neelkamal Publications.
- Bansal, & Kaur. (2016). *Critical understanding of ICT*. Ludhiana: Tandon Publication.
- Benkler, Y. (2016). *The wealth of networks: How social production transforms markets and freedom*. Yale University Press.
- Brian, K. W., & Stacey, S. (2005). *Using information technology* (6th ed.). Tata McGraw Hill.
- Castells, M. (2011). *The rise of the network society: The information age: Economy, society, and culture* (Vols. I-III). John Wiley and Sons.
- Cheema, S. S., Kumar, G., & Preet, K. (2015). *ICT skill development*. Patiala: Twenty First Century Publication.
- Douglas, C. (2007). *The internet book: Everything you need to know about computer networking and how the internet works*. New York: Prentice Hall.
- DSERT, Karnataka. (2012). *Position paper on ICT mediation in education*. DSERT.

- MHRD. (2012). *National policy on information and communication technology (ICT) in school education*. MHRD, Government of India.
- MHRD, GOI. (2010). *National ICTC schools' scheme, development of education and literacy* (Revised). MHRD, New Delhi.
- NCERT. (2013). *National repository of open educational resources*. CIET, New Delhi. Retrieved from <http://nroer.gov.in>
- Sinha, & Sinha. (2005). *Computer fundamentals*. New Delhi: BPB Publications.

  
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BACHELOR OF EDUCATION  
SEMESTER-1  
COURSE- VII (BOE- 107)  
BLACKBOARD WRITING (PRACTICUM)**

**Max Marks: 50  
External Marks: 40  
Internal Marks: 10**

**Instructional Hours: 4  
Credit: 2**

***INSTRUCTIONS FOR THE EXAMINER:** During the practical exam, each student will be required to demonstrate their proficiency in blackboard writing, focusing on key components such as legibility, clarity, and effective use of space. The exam will assess the student's ability to apply the principles and techniques discussed in the course, including the grammatical accuracy of content, appropriate size and shape of letters, and the overall aesthetic appeal of the blackboard work. Students will be expected to integrate their blackboard writing with a brief instructional segment, showcasing how they would use the blackboard to enhance student understanding in a real classroom scenario. Additionally, evaluative skills will be tested, as students will critique their own work and provide constructive feedback to peers. This practical exam aims to assess not only the technical skills in blackboard writing but also the ability to create an engaging and visually appealing learning environment. Students should be prepared to justify their approach and demonstrate time management, confidence, and a clear connection with the students during the presentation.*

**SUBJECT- SPECIFIC OBJECTIVES**

The course aims to:

- Develop a comprehensive understanding of the principles and techniques of effective blackboard writing.
- Cultivate essential skills and competencies in blackboard writing for enhancing classroom teaching and learning.
- Foster awareness of the importance of blackboard writing in the context of contemporary educational practices.
- Encourage aesthetic sense, time management, tolerance, and self-confidence among student-teachers through effective use of blackboard writing.
- Emphasize the role of evaluative procedures in improving blackboard writing practices.

**COURSE OUTCOMES**

By the end of the course, students will be able to:

- Demonstrate proficiency in the key components of blackboard writing, including legibility, clarity, and appropriate use of space.
- Apply rules and best practices for blackboard writing to ensure effective communication of ideas in the classroom.
- Understand the relevance and importance of blackboard writing in the current educational scenario.

- Evaluate and improve their own blackboard writing skills through continuous practice and feedback.
- Integrate blackboard writing with other teaching aids and methodologies to enhance student engagement and learning.

### **COURSE CONTENT**

#### **UNIT 1: ESSENTIAL COMPONENTS AND PRINCIPLES OF BLACKBOARD WRITING**

- 1.1 Components of Blackboard Writing: Legibility of Handwriting, Highlighting Main Points, Utilization of Space, Teacher's Position and Contact with Students
- 1.2 Rules for Effective Blackboard Writing: Grammatically Correct Content, Clarity and Distinctiveness in Sketching and Drawing, Appropriateness and Relevancy of Blackboard Content, Maintaining Appropriate Size and Shape of Letters
- 1.3 Techniques for Writing in Straight Lines: Strategies for Ensuring Neatness and Alignment
- 1.4 Importance of Blackboard Writing in Contemporary Education: Role of Blackboard Writing in Enhancing Teaching and Learning (Aligned with NCF 2023 and NEP 2020)

#### **UNIT 2: EVALUATIVE PROCEDURES AND CONTEMPORARY SCENARIO**

- 2.1 Importance of Evaluative Procedures in Blackboard Writing, Continuous Assessment Techniques, Self-Evaluation and Peer Feedback
- 2.2 Current Trends in Blackboard Writing: Impact of Technology on Traditional Blackboard Use, Integration of Blackboard Writing with Digital Tools and ICT
- 2.3 Aesthetic Considerations in Blackboard Writing, Promoting Visual Appeal and Engagement in Classroom Instruction
- 2.4 The Role of Blackboard Writing in Developing Teacher Competencies, Enhancing Time Management, Self-Confidence, and Classroom Presence through Effective Blackboard Use

#### **SUGGESTED PRACTICUM ACTIVITIES**


Students will engage in the following practicum activities:

- Blackboard Writing Practice: Practice blackboard writing focusing on key components such as legibility, space utilization, and clarity of content. Receive peer and instructor feedback to improve techniques.
- Lesson Plan Integration: Prepare and present a lesson plan that integrates blackboard writing effectively with other instructional aids. Emphasize the use of blackboard writing to highlight key concepts.
- Evaluative Exercise: Conduct a self-evaluation and peer review of blackboard writing practices. Identify strengths and areas for improvement, and develop a plan for continuous skill enhancement.
- Technology Integration: Explore the integration of blackboard writing with digital tools such as interactive whiteboards and presentation software. Prepare a report on the benefits and challenges of this integration in the classroom.
- Any other activities assigned by the teacher.

#### **SUGGESTED READINGS**

- Bhalla, C.L. (1962). *Audio-Visual Aids in Education*. Delhi: Ram Lal Puri.
- Chadha, D.K., Singh, V.P., & Bansal, M.L. (Year). *Audio-Visual Education*. New Delhi: Sandeep Parkashan.
- Chakraborti, S.K. (1961). *Audio-Visual Education in India*. Calcutta: Little Flower Press.
- Chikara, M.S. (1991). *Audio Visual Education*. Ludhiana: Tandon Publications.

- DeKieffer, R.E., & Cochran, L.W. (1962). *A Manual of Audio-Visual Techniques*. New Delhi: Prentice Hall of India.
- Mangal, S.K. (Year). *Work Experience*. Ludhiana: Parkash Brothers.
- Safaya, R.N. (Year). *Work Experience*. Jalandhar: Punjab Kitab Ghar.
- Singh, N. (Year). *Work Experience and Blackboard Writing*. Ludhiana: Tandon Publication.
- Verma, K.K. (Year). *Work Experience*. Jalandhar: Trueman Book Co.

  
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BACHELOR OF EDUCATION (B.ED.)  
SEMESTER-I  
COURSE- VIII (BOE – 108)  
READING AND REFLECTING ON TEXT (PRACTICUM)**

**Max Marks: 50  
External Marks: 40  
Internal Marks: 10**

**Instructional Hours: 4  
Credit: 2**

**INSTRUCTIONS FOR THE EXAMINER:** *Examiner should evaluate students by assessing their ability to critically analyse texts, actively participate in discussions, and produce reflective and creative work. Key areas include the quality of reflective journaling, contributions to group activities, and the originality of projects like comparative analyses and lesson plans. Examiners should also consider students' effectiveness in applying their learning through teaching simulations and practical projects. The focus should be on both understanding the content and the practical application of skills.*

**SUBJECT- SPECIFIC OBJECTIVES**

- Engage with a variety of texts through personal, creative, and critical responses.
- Participate in interactive readings both individually and in small groups, enhancing their capacities as active readers and writers.
- Improve self-assessment and reflective practices.
- Develop advanced problem-solving skills.

**COURSE OUTCOMES**

Upon successful completion of the course, students will be able to:

- Engage in interactive reading sessions individually and in small groups.
- Critically analyse assigned readings and related pedagogical experiences.
- Serve as resources for their peers.
- Demonstrate active reading and writing skills.

**COURSE CONTENT**

**UNIT 1: UNDERSTANDING TEXTS AND CRITICAL READING**

1.1 Text: Meaning, Definition, and Characteristics

1.2 Types of Texts: General, Literary vs. Non-Literary, Narrative vs. Expository

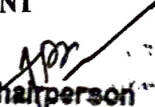
1.3 Educational Texts: Descriptive, Conceptual, and Historical, Policy Documents, Narrative and Expository Texts, Poems, Letters, Screenplays, Reports, and News Reports

1.4 Selecting Course Texts and Beyond: Identifying and selecting relevant texts, Understanding the process of critical reading, Ways of Reading: Pre-reading strategies, post-reading reflection

**UNIT 2: REFLECTIVE WRITING AND VOCABULARY DEVELOPMENT**

2.1 Understanding Reflective Writing

2.2 Features of Reflective Writing

  
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**Khahpur Kalan (Sonapat)**

2.3 Critical Reflection: Reading, reflecting, and thinking critically, Recognizing the benefits of reflection in developing a teaching philosophy.

2.4 Vocabulary Development: Preparing a vocabulary book with 50 words, including meanings and usage.


#### SUGGESTED PRACTICUM ACTIVITIES (Any six activities)

- Comparative Analysis: Conduct a comparative analysis of themes/topics related to the course texts.
- Write essays that incorporate arguments, different styles, and relevance to the text.
- Develop lesson plans based on texts previously read by the students.
- Students maintain a reflective journal throughout the course, documenting their thoughts, challenges, and progress in reading and writing tasks.
- Students engage in peer review of each other's reflective writing or critical essays. This activity will help them develop critical thinking and editing skills while learning to provide constructive feedback.
- Create role-playing activities where students act as educators, explaining the content and significance of a text to their peers. This helps in developing their ability to convey complex ideas clearly.
- Students create digital stories based on the themes or characters in the texts studied. This could involve video presentations, podcasts, or interactive web content, integrating multimedia skills with text analysis.
- Students design and deliver mini-lessons based on the texts, focusing on different pedagogical approaches. They receive feedback from peers and the instructor on their teaching techniques.
- Analyse case studies where particular texts have been used effectively in educational settings. Discuss how these strategies could be applied in different educational contexts.
- Encourage students to write their own literary or reflective pieces inspired by the texts read in the course. This could include short stories, poems, or reflective essays that align with the themes studied.
- Students adapt a selected text into a different format (e.g., turning a narrative text into a screenplay or a poem into a short story), exploring how meaning and interpretation change across formats.
- Arrange for students to participate in a community reading program or volunteer in a local library or school, applying their reading and writing skills in real-world settings.
- Any other activity assigned by the teacher

#### SUGGESTED READINGS

- Agnihotri, R. K., & Upadhyay, P. K. (2000). *Bhasha, bahu bhasha aur Hindi: Ekant samvad*. New Delhi: Shilalekh.
- Anderson, R. C. (1984). Role of reader's schema in comprehension, learning, and memory. In R. C. Anderson (Ed.), *Comprehension exercise*. Cambridge: Cambridge University Press.
- Chaudhary, K. P. (2015). *The effective teaching of history in India*. New Delhi: NCERT.
- Mason, J. M., & Sinha, S. (1992). Emerging literacy in the early childhood years: Applying Vygotskian model of learning and development. In B. Spodek (Ed.), *Handbook of research on the education of young children* (pp. 137-150). New York: Macmillan.

- National Council of Educational Research and Training (NCERT). (2005). *National curriculum framework (NCF)*. New Delhi: NCERT.
- National Council of Educational Research and Training (NCERT). (2008). *Reading for meaning*. New Delhi: NCERT.
- Singh, Y. K. (2019). *Teaching practice*. New Delhi: APH Publishing Corporation.
- Steve, D. (2012). *The basics of communication: A relational perspective*. Thousand Oaks, CA: Sage Publications.

  
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BACHELOR OF EDUCATION (B.ED.)  
SEMESTER-I  
COURSE- IX (BOE- 109)  
INTERNSHIP PHASE-I (SCHOOL EXPOSURE)**

**Max Marks: 50 | Total Duration: 02 Weeks**

**External Marks: 40 | Internal Marks: 10 | Credits: 02**

### **COURSE OVERVIEW**

The Internship Phase-I for B.Ed. students is designed as an initial school exposure program, acting as a crucial link between theoretical training and practical teaching experiences. This phase allows student-teachers to immerse themselves in real school environments, gaining firsthand experience of the multifaceted roles of teachers. Through this internship, student-teachers will engage in various teaching and non-teaching activities, thereby consolidating their understanding of classroom management, instructional strategies, and overall school functioning. The program emphasizes reflective practice, mentoring, and professional growth, preparing student-teachers for their future roles as educators.

### **SUBJECT-SPECIFIC OBJECTIVES**

The primary objectives of this internship phase are to:

1. **Foster Professional Skills:** Enable student-teachers to acquire practical teaching skills and understand the responsibilities of teachers in real classroom settings.
2. **Bridge Theory and Practice:** Provide opportunities for student-teachers to connect theoretical knowledge with actual teaching and school activities.
3. **Enhance Reflective Practices:** Cultivate a reflective mindset among student-teachers, encouraging them to critically evaluate teaching practices, classroom management techniques, and school operations.
4. **Develop an Understanding of School Dynamics:** Offer insights into the organizational structure, roles, and functioning of school staff and the various facilities available in schools.
5. **Build Competence in School Administration:** Equip student-teachers with the ability to handle school records, manage classroom resources, and participate in co-curricular activities.

### **COURSE OUTCOMES**

Upon completion of the Internship Phase-I, student-teachers will be able to:

1. **Understand Teacher Roles:** Attain an understanding of the different roles and responsibilities performed by teachers and other school staff in a school setting.
2. **Manage School Records:** Gain proficiency in handling and maintaining various school records, such as attendance registers, student performance records, and activity logs.

3. **Reflect and Improve:** Develop a reflective attitude to assess and improve teaching practices and school operations.
4. **Evaluate School Infrastructure:** Critically evaluate the infrastructural facilities of schools, including libraries, laboratories, sports areas, and other essential amenities.
5. **Participate in School Life:** Actively participate in and understand the significance of co-curricular activities, morning assemblies, and other school-wide events.

### COURSE CONTENT AND ACTIVITIES


#### Week 1: Classroom Observation and School Environment Analysis

1. **Reflective Journal on Classroom Teaching:**
  - a) **Activity:** Write reflective journals based on observations of regular classroom teaching, focusing on pedagogical practices, classroom management techniques, and student engagement strategies used by teachers.
  - b) **Outcome:** Develop insights into effective teaching methods and classroom dynamics.
2. **Roles and Responsibilities of School Staff:**
  - a) **Activity:** Observe and reflect on the roles and responsibilities of different school staff members, including teachers, administrative staff, and support personnel.
  - b) **Outcome:** Gain a comprehensive understanding of the teamwork and collaboration essential in a school environment.
3. **Critical Study of School Infrastructure:**
  - a) **Activity:** Conduct a critical study of the school's infrastructural facilities, including libraries, laboratories, playgrounds, canteens, sports facilities, seminar halls, and auditoriums.
  - b) **Outcome:** Evaluate the adequacy and effectiveness of the facilities provided for student learning and development.

#### Week 2: Detailed School Observations and Reporting

4. **Observation of School Timetable and Activities:**
  - a) **Activity:** Observe the existing school timetable and various co-curricular activities such as morning prayers, sports, cultural events, NCC, Scout and Guide, recreation, NSS, picnics, study-tours, and debates.
  - b) **Outcome:** Understand the structure of a typical school day and the importance of co-curricular activities in holistic education.
5. **School Library and Laboratory Observation:**
  - a) **Activity:** Observe the functioning of the school library and laboratories, focusing on their accessibility, resource management, and usage by students and teachers.
  - b) **Outcome:** Assess the role of libraries and labs in supporting the curriculum and promoting student research skills.
6. **School Building and Facility Review:**
  - a) **Activity:** Examine the school's physical environment, including the building, boundaries, playgrounds, drinking water facilities, toilets, and washrooms.
  - b) **Outcome:** Develop a critical understanding of the school's physical infrastructure and its impact on student safety, hygiene, and learning.
7. **Assessment and Reporting**
  - a) **Assessment Criteria:** Student-teachers will be assessed based on their active participation, quality of reflections, critical analyses, and their ability to connect theory with practice during the internship.

- b) **Documentation and Reporting:** Student-teachers are required to maintain a file documenting all observations, reflections, and activities performed during the internship, which will be evaluated at the end of the course.

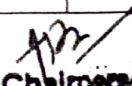
  
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**BACHELOR OF EDUCATION (B.ED.)**  
**COURSE STRUCTURE AND SCHEME OF EXAMINATION**  
**(W.E.F. Academic Session-2024-2025)**

**SEMESTER-II**

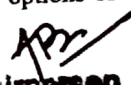
Sr. No.	Course Code	Course Title	Hours per week		Total Credits	Max. Marks		
			Lecture	Practicum		Internal	External	Total Marks
Theory Course								
1.	BOE-110	Learning and Teaching	3	2	4	20	80	100
2.	BOE-111	Knowledge and Curriculum	3	2	4	20	80	100
3.	BOE-112	Assessment for Learning	3	2	4	20	80	100
4.	BOE-113	Pedagogy of School Subject-1 (Part-2) (Any one option to be opted)						
	Option (i)	Pedagogy of English	3	2	4	20	80	100
	Option (ii)	Pedagogy of Hindi	3	2	4	20	80	100
	Option (iii)	Pedagogy of Sanskrit	3	2	4	20	80	100
	Option (iv)	Pedagogy of Punjabi	3	2	4	20	80	100
	Option (v)	Pedagogy of Urdu	3	2	4	20	80	100
	Option (vi)	Pedagogy of Physical Science	3	2	4	20	80	100
	Option (vii)	Pedagogy of Commerce	3	2	4	20	80	100
	Option (viii)	Pedagogy of Home Science*	3	2	4	20	80	100
	Option (ix)	Pedagogy of Music*	3	2	4	20	80	100
	BOE-114	Pedagogy of School Subject-2 (Part-2) (Any one option to be opted)						
	Option (i)	Pedagogy of Mathematics	3	2	4	20	80	100
	Option (ii)	Pedagogy of Social Studies	3	2	4	20	80	100
	Option (iii)	Pedagogy of Life Science	3	2	4	20	80	100

  
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Option (iv)	Pedagogy of Economics	3	2	4	20	80	100
Option (v)	Pedagogy of Computer Science**	3	2	4	20	80	100
Option (vi)	Pedagogy of Arts	3	2	4	20	80	100
<b>Practicum Course</b>							
BOE-115	Instructional Technology (HAE & PTA)	—	4	2	10	40	50
BOE-116	Internship Phase-2 (School Attachment)	—	One Week	1	05	20	25
BOE-117	Internship Phase-2 (Community Survey)	—	One Week	1	05	20	25
<b>Total</b>		<b>15</b>	<b>14+ Two Weeks</b>	<b>24</b>	<b>120</b>	<b>480</b>	<b>600</b>

\* Course BOE-104 Option (viii) Pedagogy of Home Science and Course BOE-104 Option (ix) Pedagogy of Music can be opted with the other options of Course BOE-104 instead of options of Course BOE-105

\*\* Course BOE-105 Option (v) Pedagogy of Computer Science can be opted with the other options of Course BOE-105 instead of options of Course BOE-104

  
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BACHELOR OF EDUCATION (B.ED.)  
SEMESTER- II  
COURSE-X (BOE – 110)  
LEARNING AND TEACHING

Max. Marks: 100  
External Marks/Theory: 80  
Internal Marks/Practicum: 20

Instructional Hours: 3+2  
Exam Hours: 3Hrs.  
Credit: 4

**INSTRUCTIONS FOR THE EXAMINER:** *The examiner is required to set a total of nine questions for the examination. Of these, students must attempt only five questions. Question 1 will be compulsory and will consist of four short-answer questions, each valued at 4 marks, with one question selected from each unit. Two long-answer questions, each with an internal choice, will be set from each unit. Students are required to attempt one long-answer question from each unit/Section. Thus, students will complete a total of five questions, ensuring that one question is selected from each unit. All questions are of equal value, carrying 16 marks each.*

#### SUBJECT SPECIFIC OBJECTIVES

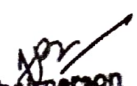
The course aims to:

- Develop an in-depth understanding of the diverse learning needs of students, considering factors such as abilities, learning styles, socio-cultural differences, language, and learning difficulties.
- Enhance awareness of different learning contexts and how they influence the teaching-learning process.
- Encourage reflection on personal beliefs and implicit understandings about the nature and types of learning.
- Provide a comprehensive understanding of various theoretical perspectives on learning and their implications in the classroom.
- Identify and analyse the variables involved in the teaching-learning process to make instruction more effective.
- Understand the different aspects of childhood development and how these impact teaching strategies and classroom management.
- Recognize the importance of catering to the needs of learners as individuals and as members of a classroom community to promote their personal and social development.
- Explore and understand theories of learning and intelligence to inform effective teaching practices.

#### COURSE OUTCOMES

By the end of the course, students will be able to:

- Understand and address the differential learning needs of students, ensuring an inclusive and supportive learning environment.
- Analyse the impact of socio-cultural, linguistic, and cognitive factors on student learning and adjust teaching strategies accordingly.
- Apply various learning theories to design and implement effective instructional practices.

  
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- Understand and facilitate the personal and social development of students by recognizing their individual and group needs.
- Develop instructional strategies that cater to different levels of intelligence and creativity in the classroom.
- Reflect critically on their own teaching practices to enhance student learning outcomes.
- Utilize various methods and approaches of teaching to cater to diverse learning contexts.

## **COURSE CONTENT**

### **UNIT 1: UNDERSTANDING THE LEARNER**

- 1.1 Personality: Meaning, Characteristics, Factors Affecting Personality, Types of Personality
- 1.2 Theories of Personality: Type and Trait Theories
- 1.3 Creativity: Meaning, Characteristics, and the Role of Teachers in Developing Creativity
- 1.4 Mental Health: Concept, Characteristics, and Maintenance of Mental Hygiene

### **UNIT 2: LEARNING AND ITS THEORIES**

- 2.1 Learning: Meaning, Characteristics, and Factors Affecting Learning
- 2.2 Theories of Learning: Pavlov's Classical Conditioning, Skinner's Operant Conditioning, Thorndike's Trial and Error Theory, Kohler's Insight Learning, Transfer of Learning: Concept and Types
- 2.3 Motivation: Meaning, Types, Factors, and Techniques to Enhance Motivation.

### **UNIT 3: MENTAL PROCESSES OF LEARNING**

- 3.1 Intelligence: Meaning, Concept, and Measurement of Intelligence
- 3.2 Theories of Intelligence: Spearman's Two-Factor Theory, Gardner's Multiple Intelligences Theory, Guilford's Structure of Intellect Theory
- 3.3 Thinking: Concept, Types, and Tools of Thinking
- 3.4 Memory: Concept, Types, and Strategies to Develop Memory, forgetting: Nature, Causes, Factors, and Strategies to Minimize Forgetting.

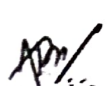
### **UNIT 4: METHODS AND APPROACHES OF TEACHING**

- 4.1 Concept, Levels, and Principles of Teaching; Relationship between Teaching and Learning
- 4.2 Factors Affecting Teaching
- 4.3 Methods of Teaching: Lecture Method, Tutorial Method, Brainstorming Method, Heuristic Method
- 4.4 Approaches to Teaching: System Approach, Integrated Approach, Multimedia Approach

### **SUGGESTED PRACTICUM ACTIVITIES (CHOOSE ANY ONE)**


Students will choose and complete one of the following practicum activities:

- Develop and present a lesson plan incorporating differentiated instruction to cater to diverse learning needs.
- Conduct a case study on the impact of socio-cultural factors on a student's learning and propose strategies to support their educational development.
- Create a portfolio of instructional strategies based on different learning theories and their application in real classroom settings.
- Design and implement a classroom activity that fosters creativity and critical thinking among students.
- Develop an assessment tool that measures multiple intelligences in students and analyse its effectiveness.
- Prepare a reflective journal on the application of various motivational techniques in the classroom and their impact on student engagement.
- Any other activity, project, assignment assigned by the teacher.

  
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## SUGGESTED READINGS

- Aggarwal, J.C. (1995). *Essential Educational Psychology*. New Delhi: Vikas Publishing House Pvt. Ltd.
- Bhatia, H.R. (1977). *Textbook of Educational Psychology*. New Delhi: The McMillan Company of India Ltd.
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- Lampert, M. (2001). *Teaching Problems and the Problems of Teaching*. Yale University Press.
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- Gardner, H. (1983). *Frames of Mind: The Theory of Multiple Intelligences*. Basic Books.
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BACHELOR OF EDUCATION (B.ED)  
SEMESTER-II  
COURSE XI (BOE 111)  
KNOWLEDGE AND CURRICULUM**

**Max. Marks: 100  
External Marks/Theory: 80  
Internal Marks/Practicum: 20**

**Instructional Hours: 3+2  
Exam Hours: 3Hrs.  
Credit: 4**

**INSTRUCTIONS FOR THE EXAMINER:** *The examiner is required to set a total of nine questions for the examination. Of these, students must attempt only five questions. Question 1 will be compulsory and will consist of four short-answer questions, each valued at 4 marks, with one question selected from each unit. Two long-answer questions, each with an internal choice, will be set from each unit. Students are required to attempt one long-answer question from each unit/Section. Thus, students will complete a total of five questions, ensuring that one question is selected from each unit. All questions are of equal value, carrying 16 marks each*

**SUBJECT SPECIFIC OBJECTIVES**

- Understand various methods of acquiring knowledge.
- Comprehend the nature and principles of curriculum.
- Analyse different curriculum design models.
- Apply knowledge in curriculum development, implementation, and evaluation.

**COURSE OUTCOMES**

- After completing this course, student-teachers will be able to:
- Differentiate between knowledge and information, and knowledge and skill, and explain the process through which information becomes knowledge.
- Describe the process of knowledge construction and its implications for teaching and learning.
- Generalize the principles of curriculum development.
- Compare various curriculum design models.
- Explain the procedures involved in evaluating a curriculum and the criteria for assessing its effectiveness.

**COURSE CONTENT**

**UNIT 1: EVOLVING KNOWLEDGE BASE IN EDUCATION**


- 1.1 Knowledge: Concept and Types
- 1.2 Sources of Knowledge
- 1.3 Distinction between Knowledge & Information, Knowledge & Skill, Belief & Truth, Reasoning & Analysis
- 1.4 The Knowing Process: Ways of Knowing, Construction of Knowledge, Role of the Knower

**UNIT 2: KNOWLEDGE AND RELATIONSHIP**

- 2.1 Aspects of Knowledge: Local & Universal, Theoretical & Practical, School & Out of School
- 2.2 Emerging Problems Related to Knowledge: Digital Literacy, Information Overload, Misinformation, Ethical Issues
- 2.3 Educational Relevance of Knowledge
- 2.4 Epistemology of Indian Philosophies: Sankhya, Vedanta

**UNIT 3: CONCEPTUAL FRAMEWORK OF CURRICULUM**

- 3.1 Curriculum: Meaning, Need, Characteristics, and Principles of Construction
- 3.2 Determinants of Curriculum: Philosophical, Psychological, Sociological, Political, Cultural, and

  
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3.3 Curriculum Development: Concept, Process, and Design Models

3.4 Curriculum Design Models: Discipline-Centred, Learner-Centered, Problem-Centred

#### UNIT 4: CURRICULUM FRAMEWORK AND EVALUATION

4.1 Curriculum Framework: Concept, Need, Functions, and Significance

4.2 Differentiating Curriculum Framework, Curriculum, and Syllabus: Significance in School Education

4.3 Aspects of Curriculum: NEP 2020 and NCF 2023 - Significance and Implications

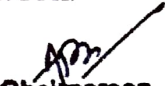
4.4 Evaluation of Curriculum: Meaning, Need, Importance, and Procedure

#### SUGGESTED PRACTICUM ACTIVITIES: (CHOOSE ANY ONE)

- Evaluate and prepare a report on the curriculum of any State, ICSE, or CBSE board at different levels.
- Compare the curriculum frameworks of NEP 1986 and NEP 2020, and write a report.
- Prepare a presentation on emerging problems related to knowledge and their impact on education.
- Conduct a small research project analysing a curriculum design model and its application in schools.
- Any other activity, project, assignment assigned by the teacher.

#### SUGGESTED READINGS

- Aggarwal, J. C. (2013). *Handbook of curriculum and instruction*. Doaba Book House.
- Aggarwal, J. C., & Gupta, S. (2005). *Curriculum development*. Shipra Publisher.
- Alexander, W. M., & Saylor, J. G. (1966). *Curriculum planning for modern schools*. Holt, Rinhart and Winston Inc.
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- Darji, D. R., & Lulla, B. P. (1967). *Curriculum development in secondary schools*. Sadhana Press.
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BACHELOR OF EDUCATION (B.ED.)  
SEMESTER-II  
COURSE- XII (BOE – 112)  
ASSESSMENT FOR LEARNING**

**Max. Marks: 100  
External Marks/Theory: 80  
Internal Marks/Practicum: 20**

**Instructional Hours: 3+2  
Exam Hours: 3Hrs.  
Credit: 4**

**INSTRUCTION FOR EXAMINER:** *The examiner is required to set a total of nine questions for the examination. Of these, students must attempt only five questions. Question 1 will be compulsory and will consist of four short-answer questions, each valued at 4 marks, with one question selected from each unit. Two long-answer questions, each with an internal choice, will be set from each unit. Students are required to attempt one long-answer question from each unit/Section. Thus, students will complete a total of five questions, ensuring that one question is selected from each unit. All questions are of equal value, carrying 16 marks each.*

**SUBJECT SPECIFIC OBJECTIVES**

- Critically analyse and understand various issues related to assessment and evaluation in educational settings.
- Develop a strong foundation in key concepts such as formative and summative assessments, evaluation, measurement, and the role of tests and examinations.
- Explore and apply diverse forms of assessment techniques that enhance student learning.
- Skilfully utilize and construct a variety of assessment tools tailored to specific educational needs.
- Design and implement comprehensive, realistic, and dynamic assessment procedures that consider students' diverse backgrounds and learning needs.

**COURSE OUTCOMES**

- Upon completing the course, students will be able to:
- Comprehend the foundational concepts of assessment, evaluation, and measurement.
- Apply both quantitative and qualitative tools and techniques for effective evaluation.
- Develop the ability to assess learners through a variety of methods and tools.
- Stay informed and adapt to new trends and innovations in the field of assessment.


**COURSE CONTENT**

**UNIT 1: INTRODUCTION TO ASSESSMENT AND EVALUATION**

- 1.1 Understanding Assessment, Measurement, and Evaluation.
- 1.2 Differentiating between 'Assessment of Learning', 'Assessment for Learning', and 'Assessment as Learning'.
- 1.3 Implementation of School-Based Assessment.
- 1.4 Continuous and Comprehensive Evaluation (CCE).

**UNIT 2: TOOLS AND TECHNIQUES OF ASSESSMENT**

- 2.1 Characteristics of Effective Assessment Tools.
- 2.2 Approaches to Assessment: Formative Assessment (Assessment for Learning), Summative Assessment (Assessment of Learning)

  
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2.3 Tools of Evaluation: Observation, Interviews, Questionnaires, Rating Scales, Checklists, and Cumulative Records.

2.4 Inclusive Assessment Practices: Adapting assessment methods to meet the diverse needs of all learners, including those with special educational needs (SEN), Exploring universal design for learning (UDL) in assessment.

### UNIT 3: ASSESSMENT OF LEARNERS

3.1 Creating Appropriate Questions to Assess Learner Readiness.

3.2 Techniques to Foster Critical Thinking in the Classroom.

3.3 Methods for Assessing Learners' Progress.

3.4 Developing and Maintaining Comprehensive Learner Profiles.

### UNIT 4: NEW TRENDS IN ASSESSMENT

4.1 Enhancing the Quality and Diversity of Examination Questions.

4.2 Implementing School-Based Credit Systems.

4.3 Exploring Alternative Modes of Certification.

4.4 Integrating ICT in Assessment and Examinations, The Role of On-Demand and Online Examinations.


### SUGGESTED PRACTICUM ACTIVITIES (CHOOSE ANY ONE)

Students will select and complete one of the following practicum activities:

- Analyse a variety of assessment tools used in different schools, identifying strengths and areas for improvement.
- Develop worksheets and other assessment tasks specifically tailored to a subject area of choice.
- Construct a test or examination paper in a selected subject area and gather feedback from peers on its effectiveness.
- Observe and interview a student, compiling a comprehensive learner profile based on the data collected.
- Participate in a simulated exercise involving the marking of an examination paper, followed by a critical review of the marking process.
- Conducting a case study on the impact of formative assessment in improving student learning outcomes.
- Designing and piloting a new assessment tool or technique in a classroom setting.
- Engaging in peer assessment and providing constructive feedback in a collaborative learning environment.
- Any other activity /project/assignment assigned by the teacher.

### SUGGESTED READINGS

- Black, P., Harrison, C., Lee, C., Marshall, B., & Wiliam, D. (2004). Working inside the black box: Assessment for learning in the classroom. *Phi Delta Kappan*, 86(1), 8-21.
- Black, P., & Wiliam, D. (2006). Assessment for learning in the classroom. In J. Gardner (Ed.), *Assessment and learning* (pp. 9-14). Thousand Oaks, CA: Sage.
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BACHELOR OF EDUCATION (B.ED.)  
SEMESTER-II  
COURSE- XIII (BOE-113)  
PEDAGOGY OF ENGLISH (OPTION I)

Max. Marks: 100  
External Marks/Theory: 80  
Internal Marks/Practicum: 20

Instructional Hours: 3+2  
Exam Hours: 3Hrs.  
Credit: 4

**INSTRUCTIONS FOR THE EXAMINER:** *The examiner is required to set a total of nine questions for the examination. Of these, students must attempt only five questions. Question 1 will be compulsory and will consist of four short-answer questions, each valued at 4 marks, with one question selected from each unit. Two long-answer questions, each with an internal choice, will be set from each unit. Students are required to attempt one long-answer question from each unit/Section. Thus, students will complete a total of five questions, ensuring that one question is selected from each unit. All questions are of equal value, carrying 16 marks each.*

#### SUBJECT-SPECIFIC OBJECTIVES

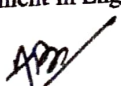
The course aims to:

- Equip students with knowledge and skills to effectively use various teaching aids in the English classroom.
- Develop proficiency in the principles and practices of unit and lesson planning for teaching English.
- Enhance classroom management skills, procedures, and techniques for language teaching, leveraging teaching aids and technology.
- Enable students to examine and develop resources and materials suitable for language teaching and testing for young learners.
- Explore issues in language assessment and understand their impact on classroom teaching and learning.
- Foster the ability to create a learning-rich environment conducive to language acquisition.
- Promote understanding of curriculum development principles in English education, aligned with NCF 2023 and NEP 2020.
- Encourage the use of ICT, audio-video materials, and Internet resources in English language teaching.

#### COURSE OUTCOMES

After completing this course, students will be able to:

- Utilize a variety of teaching aids effectively in the English classroom.
- Develop and implement management skills, procedures, and techniques for language teaching.
- Create and evaluate resources and materials for language teaching and testing.
- Analyse and address issues in language assessment, understanding their implications for classroom practice.
- Design and maintain a learning-rich environment for English language learners.
- Understand and apply the principles underlying curriculum development in English education.

  
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Khanpur Kalan (Sonapat)

- Identify and use appropriate methods, approaches, and materials for teaching English at various levels within the Indian context.
- Develop activities and tasks for learners using audio-video materials, ICT, and Internet resources.

### **COURSE CONTENT**

#### **UNIT 1: LANGUAGE TEACHING - AN OVERVIEW**

- 1.1 Different Approaches/Theories to Language Learning & Teaching: Philosophical, Social, and Psychological Bases
- 1.2 Western Overview of Language Learning: John Dewey, Jerome Bruner, Jean Piaget, Noam Chomsky, Stephen Krashen, Lev Vygotsky
- 1.3 Indian Overview of Language Learning: Mahatma Gandhi, Sri Aurobindo, Rabindranath Tagore, Zakir Hussain, S. Radhakrishnan, Gijubhai Badheka
- 1.4 Factors Affecting Language Learning in the Indian Context

#### **UNIT 2: IMPORTANCE OF AIDS AND PREPARATION OF INSTRUCTIONAL AIDS**

- 2.1 Meaning and Importance of Instructional Aids
- 2.2 Principles of Instructional Aids and Their Application in the Classroom
- 2.3 Basic Teaching Aids: Pictures, Computer, Flashcards, Overhead Projectors, Podcasts, Interactive Boards, Audiobooks, Language Learning Apps, etc.
- 2.4 Developing Appropriate Teaching Aids and Their Effective Use in Language Teaching

#### **UNIT 3: LANGUAGE ASSESSMENT AND CLASSROOM EVALUATION**

- 3.1 Evaluation: Meaning and Importance in Language Teaching
- 3.2 Concept of Continuous and Comprehensive Evaluation (CCE)
- 3.3 Assessment of Learning: Formative and Summative Assessments
- 3.4 Construction of Teacher-Made Tests for English Proficiency: Steps and Characteristics of a Good Test, Concept of Evaluation, Measurement, and Testing, Review and Analysis of an English Textbook

#### **UNIT 4: PRINCIPLES OF LANGUAGE CURRICULUM DEVELOPMENT**

- 4.1 Meaning and Scope of Curriculum Development
- 4.2 Philosophical, Sociological, and Psychological Foundations of Curriculum Development
- 4.3 Importance of Curriculum Development in English Education
- 4.4 Principles, Issues, and Trends in Curriculum Development, Including Insights from NCF 2023 and NEP 2020

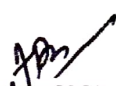
#### **SUGGESTED PRACTICUM ACTIVITIES (CHOOSE ANY ONE)**

Students will choose and complete one of the following practicum activities:


- Prepare and present a lesson plan for teaching prose or poetry, focusing on LSRW (Listening, Speaking, Reading, Writing) skills with effective instructional teaching aids.
- Develop a project on Continuous and Comprehensive Evaluation (CCE) in English language teaching.
- Participate in and report on a debate comparing Indian and Western approaches to language learning.
- Create and demonstrate the use of an innovative teaching aid designed for the English classroom.
- Analyse an existing English textbook and suggest improvements based on current educational trends.

#### **SUGGESTED READINGS**

- Brown, A. H., & Green, T. D. (2015). *The Essentials of Instructional Design: Connecting Fundamental Principles with Process and Practice*. Routledge.

  
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- Collins, C. (2000). *Collins Cobuild English Grammar*. India: HarperCollins Publishers.
- Petrina, S. (2007). *Advanced Teaching Methods for the Technology Classroom*. IGI Global.
- NCERT. (2005). *National Curriculum Framework*. New Delhi: NCERT.
- McIver, D., Fitzsimmons, S., & Flanagan, D. (2016). *A Knowledge-in-Practice Approach to Choosing Instructional Methods*. *Journal of Management Education*, 40(1).
- Sharma, C. R. (2017). *English Language Teaching: Methods, Tools & Techniques*. Vikas Publishing House Pvt. Ltd.
- Jossey-Bass (2007). *Teaching and Learning: Foundations and Innovative Methods*. Wiley.
- Petrina, S. (2007). *Advanced Teaching Methods for the Technology Classroom*. (pp.125-153).
- Sharma, R. (2010). *Curriculum Development in English Education*. Delhi: A.P.H. Publishing Corporation.
- Ministry of Education (2020). *National Education Policy 2020*. Government of India.
- NCERT (2023). *National Curriculum Framework 2023*. New Delhi: NCERT.

  
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**Department of Education**  
**Faculty of Education**  
**B.P.S. Mahila Vishwavidyalaya, Khanpur Kalan**  
**Bachelor of Education (B.Ed.)**  
**Semester-II**  
**Course-**  
**BOE - 113**  
**हिन्दी शिक्षण (विकल्प - द्वितीय)**

अधिकतम अंक: 100

प्रति सप्ताह घंटे: 03+02

बाहरी अंक: 80

परीक्षा समय: 03

आंतरिक अंक: 20

क्रेडिट प्रति सप्ताह: 04


पेपर सेटर के लिए निर्देश: पेपर सेटर कुल नौ प्रश्न सेट करेगा, जिनमें से छात्रों को केवल पांच प्रश्न हल करने होंगे। प्रश्न संख्या 01 अनिवार्य होगा, जिसमें प्रत्येक इकाई से 4 अंकों के चार लघु उत्तरीय नोट्स शामिल होंगे। प्रत्येक इकाई से आंतरिक विकल्प वाले दो लंबे प्रश्न निर्धारित किए जाएंगे, जिनमें से छात्रों को प्रत्येक इकाई से एक लंबे प्रश्न का उत्तर देना होगा। सभी प्रश्न समान यानी 16 अंक के हैं।

**पाठ्यक्रम/विशिष्ट उद्देश्य :-**

- भावी शिक्षकों में हिन्दी शिक्षण के लिए भाषा-सम्बन्धी योग्यताओं का विकास करना ।
- भावी शिक्षकों में हिन्दी शिक्षण उपरान्त अपेक्षित कुशलताओं का विकास करना ।
- भावी शिक्षकों में एक हिन्दी अध्यापक के गुण विकसित करना ।
- भावी शिक्षकों में हिंदी पढ़ने, लिखने और बोलने की क्षमता को बढ़ाना और यह सुनिश्चित करना कि वे अपने भविष्य के छात्रों के लिए भाषा के मॉडल के रूप में काम कर सकें।
- भावी शिक्षकों को विभिन्न भाषा शिक्षण सिद्धांतों और दृष्टिकोणों का ज्ञान करना ।
- भावी शिक्षकों को समावेशी शिक्षण रणनीतियों को लागू करने के लिए प्रशिक्षित करें जो विभिन्न पृष्ठभूमि के शिक्षार्थियों की जरूरतों को संबोधित करते हैं । जिनमें विशेष शैक्षिक आवश्यकताओं वाले या दूसरी भाषा के रूप में हिंदी बोलने वाले लोग शामिल हैं।
- भावी शिक्षकों को भाषा शिक्षण के लिए विशिष्ट प्रभावी कक्षा प्रबंधन तकनीकों से लैस करें, जिसमें छात्र जुड़ाव बनाए रखने/एक विविध कक्षाओं का प्रबंधन करने और एक सहायक शिक्षण वातावरण बनाने की रणनीतियाँ शामिल हैं।
- छात्रों को भाषा शिक्षा से संबंधित आलोचनात्मक सोच कौशल विकसित करने के लिए प्रोत्साहित करें, जिससे वे हिंदी शिक्षण में आने वाली समस्याओं का विश्लेषण और समाधान कर सकें।
- आजीवन सीखने और व्यावसायिक विकास के प्रति प्रतिबद्धता को बढ़ावा देना, छात्रों को हिंदी शिक्षा के क्षेत्र में नवीनतम शोध और प्रगति से अपडेट रहने के लिए प्रोत्साहित करना।
- भाषा शिक्षण में नैतिक विचारों के महत्व पर जोर दें, जिसमें सांस्कृतिक विविधता का सम्मान, समान शिक्षा को बढ़ावा देना और चिंतनशील शिक्षण अभ्यास का विकास शामिल है।

**पाठ्यक्रम के निर्गमन:-**

- भावी शिक्षकों में हिन्दी सम्बन्धी विभिन्न साहित्यिक कृतियों के आयोजन की क्षमता विकसित करना ।
- भावी शिक्षकों में विभिन्न शिक्षण -विधियों एवं तकनीकों के उचित प्रयोग करने की क्षमता उत्पन्न करना।
- भावी शिक्षकों में हिन्दी पाठ्य पुस्तक के विश्लेषण एवं दृश्य - श्रव्य सामग्री सम्बन्धी क्षमता उत्पन्न करना ।
- भावी शिक्षकों में हिन्दी भाषा के उच्चारण एवं शुद्ध लेखन की योग्यता उत्पन्न करना ।

  
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**Khanpur Kalan (Sonipat)**

- हिंदी भाषा कौशल का मूल्यांकन करने के लिए विविध मूल्यांकन विधियों को डिजाइन और कार्यान्वित करने की छात्रों की क्षमता विकसित करना। यह सुनिश्चित करना कि मूल्यांकन निष्पक्ष, व्यापक और सीखने के उद्देश्यों के साथ संरेखित हो।
- छात्रों को विस्तृत और प्रभावी पाठ योजनाएं बनाने में सक्षम करें जिसमें विभिन्न शिक्षण शैलियों और भाषा दक्षता के स्तरों के लिए उपयुक्त विभिन्न प्रकार की शिक्षण रणनीतियों और सामग्रियों को शामिल किया जाए।
- छात्रों की विविध आवश्यकताओं और क्षमताओं को पूरा करने के लिए पाठों को तैयार करते हुए, प्रभावी हिंदी भाषा पाठ्यक्रम को डिजाइन करना। व्यवस्थित करना और लागू करना।

#### पाठ्यक्रम सामग्री

**इकाई-प्रथम : सूक्ष्म शिक्षण कौशल एवं पाठ-योजना**

- 1.1 सूक्ष्म शिक्षण कौशल का अर्थ एवं सोपान
- 1.2 प्रश्न कौशल
- 1.3 उदाहरण कौशल
- 1.4 व्याख्या कौशल
- 1.5 उद्दीपन कौशल

**इकाई-द्वितीय : हिंदी विधाओं के विभिन्न प्रकार एवं पाठ योजना**

- 2.1 गद्य शिक्षण:- अर्थ, उद्देश्य, सोपान व विधियां ।
- 2.2 पद्य शिक्षण :- अर्थ, उद्देश्य, सोपान व विधियां ।
- 2.3 व्याकरण शिक्षण :- अर्थ, उद्देश्य, सोपान व विधियां ।
- 2.4 रचना शिक्षण :- अर्थ, उद्देश्य, सोपान व विधियां ।

**इकाई-तृतीय : पाठ-योजना ; शिक्षाशास्त्रीय विश्लेषण पाठ्य क्रियाएँ एवं दृश्य - श्रव्य सामग्री**

- 3.1 पाठ योजना का अर्थ एवं महत्व
- 3.2 हिन्दी पाठ्य पुस्तक का शिक्षाशास्त्रीय विश्लेषण एवं इससे सम्बन्धित विभिन्न उपविषय : गद्य, पद्य एवं व्याकरण शिक्षाशास्त्रीय विश्लेषण करते हुए निम्न बिन्दुओं का अनुकरण करें :-  
 क पाठ्य-वस्तु का विश्लेषण ।  
 ख अनुदेशनात्मक उद्देश्यों का निर्धारण ।  
 ग शिक्षण विधियां एवं प्रक्रिया ।  
 घ मूल्यांकन तकनीक का निर्धारण ।
- 3.3 हिन्दी शिक्षण में पाठ्य सहायमी क्रियाएँ एवं उनकी उपयोगिता

3.4 हिन्दी शिक्षण में अनुदेशनात्मक सामग्री का अर्थ, प्रयोग एवं महत्व

**इकाई-चतुर्थ: पाठ्यक्रम, मूल्यांकन एवं गृहकार्य का संप्रत्यय**

- 4.1 पाठ्यक्रम का अर्थ, महत्व एवं सिद्धांत ।
- 4.2 हिन्दी भाषा की पाठ्य-पुस्तक का स्वरूप एवं हिन्दी पाठ्य-पुस्तक की समीक्षा
- 4.3 हिन्दी में मूल्यांकन :- अर्थ, उद्देश्य, महत्व एवं विधियां ।
- 4.4 हिन्दी शिक्षण में गृहकार्य :- अर्थ एवं स्वरूप। गृहकार्य की आवश्यकता एवं गृहकार्य में संशोधन की विधियां

**सुझाई गई अभ्यास गतिविधियाँ (कोई एक चुनें)**


- एक आदर्श पाठ योजना तैयार कर कक्षा में प्रस्तुत करें
- विभिन्न पाठ योजना की तैयारी
- हिंदी शिक्षण से संबंधित दो शिक्षण सहायक सामग्री तैयार करें

  
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- शिक्षण को प्रभावी बनाने के लिए विभिन्न हिंदी तकनीकी उपकरणों का उपयोग
- कक्षा में दो गतिविधि आधारित पाठ योजना तैयार करें और प्रस्तुत करें
- शिक्षक द्वारा सौंपी गई कोई अन्य गतिविधि

### अनुशंसित पुस्तकें

- |                               |   |   |
|-------------------------------|---|---|
| ➤ हिन्दी शिक्षण               | : | मंगल उमा 1991, आर्य बुक डिपो, देहली ।                       |
| ➤ हिन्दी शिक्षण               | : | पाण्डेय रामशुक्ल, अग्रवाल पब्लिकेशन, आगरा ।                 |
| ➤ हिन्दी शिक्षण               | : | डा० शिखा चतुर्वेदी, लाल बुक डिपो, मेरठ ।                    |
| ➤ हिन्दी शिक्षण               | : | रमन बिहारी लाल, रस्तोगी पब्लिकेशन, मेरठ ।                   |
| ➤ हिन्दी उच्चारण<br>और वर्तनी | : | शुक्ल भगवती प्रसाद, आर्य बुक डिपो, नई दिल्ली ।              |
| ➤ हिन्दी शिक्षण               | : | भोलानाथ तिवारी, लिपि प्रकाशन, नई दिल्ली ।                   |
| ➤ हिन्दी शिक्षण               | : | पाण्डेय आर० एस० 1992, विनोद पुस्तक भण्डार, आगरा ।           |
| ➤ हिन्दी शिक्षण               | : | निरंजन कुमार सिंह, राजस्थान ग्रन्थ अकादमी, जयपुर ।          |
| ➤ हिन्दी शिक्षण               | : | राजेन्द्र प्रसाद, दि मैकमिलन कम्पनी ऑफ इण्डिया, नई दिल्ली । |
| ➤ हिन्दी शिक्षण               | : | डा० बी० एल० वत्स, अग्रवाल प्रकाशन, नई दिल्ली ।              |

  
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**Khahpur Kalan (Sonapat)**



**DEPARTMENT OF EDUCATION  
FACULTY OF EDUCATION  
B.P.S. MAHILA VISHWAVIDYALAYA, KHANPUR KALAN  
BACHELOR OF EDUCATION (B.ED.)  
SEMESTER-II  
COURSE -XIII (BOE-113)  
PEDAGOGY OF SANSKRIT (OPTION III)**

**Max Marks: 100  
External Marks/Theory: 80  
Internal Marks/ Practicum: 20**

**Instructional Hours: 3+2  
Exam Hours: 3Hrs  
Credit: 4**

परीक्षक के लिए निर्देश: परीक्षक को परीक्षा के लिए कुल नौ प्रश्न निर्धारित करने होंगे। इनमें से छात्रों को केवल पांच प्रश्न ही हल करने होंगे। प्रश्न 1 अनिवार्य होगा और इसमें चार लघु उत्तरीय प्रश्न होंगे, प्रत्येक प्रश्न 4 अंक का होगा, प्रत्येक इकाई से एक प्रश्न चुना जाएगा। प्रत्येक इकाई से आंतरिक विकल्प वाले दो दीर्घ उत्तरीय प्रश्न पूछे जाएंगे। छात्रों को प्रत्येक इकाई/अनुभाग से एक दीर्घ उत्तरीय प्रश्न का उत्तर देना आवश्यक है। इस प्रकार, छात्र कुल पाँच प्रश्न पूरे करेंगे, यह सुनिश्चित करते हुए कि प्रत्येक इकाई से एक प्रश्न चुना गया है। सभी प्रश्न समान मूल्य के हैं, प्रत्येक 16 अंक का है।

**उद्देश्य**


- ⇒ भावी शिक्षकों में संस्कृत भाषा शिक्षण संबंधी योग्यताओं का विकास करना ।
- ⇒ भावी शिक्षकों में संस्कृत शिक्षण उपरांत अपेक्षित कुशलताओं का विकास करना ।
- ⇒ भावी शिक्षकों में विभिन्न शिक्षण विधियां एवं तकनीक के उचित प्रयोग करने की क्षमता उत्पन्न करना।
- ⇒ भावी शिक्षकों में संस्कृत भाषा के उच्चारण एवं शुद्ध लेखन की योग्यता उत्पन्न करना।

**अधिगम प्रतिफल**

इस पाठ्यक्रम की सामग्री के पूरा होने के बाद शिक्षार्थी सक्षम होंगे:-

- ⇒ विद्यार्थियों में भाषाई कौशल और इसके विकास की प्रक्रिया का विकास करना।
- ⇒ संस्कृत पढ़ने के लिए आवश्यक शिक्षण कौशल प्राप्त करना।
- ⇒ छात्रों के प्रदर्शन के मूल्यांकन के विभिन्न तरीकों का प्रयोग करना।
- ⇒ संस्कृत भाषा के शुद्ध उच्चारण एवं शुद्ध लेखन का प्रदर्शन करना।

**इकाई -1 संस्कृत भाषा में उच्चारण शिक्षण एवं भाषाई कौशल**

  
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BPS Mahila Vishwavidyalaya  
Khanpur Kalan (Sonapat)**

- 1.1 अशुद्ध उच्चारण के प्रकार, व्याकरण तथा सुधार के उपाय ।
- 1.2 संस्कृत में अक्षर विन्यास, शिक्षण संबंधी अशुद्धियां कारण तथा निवारण के उपाय।
- 1.3 श्रवण कौशल एवं मौखिक कौशल:- अर्थ, उद्देश्य, महत्व एवं विधियां।
- 1.4 पठन कौशल एवं लेखन कौशल: अर्थ, उद्देश्य, महत्व एवं विधियां।

#### इकाई -2 सूक्ष्म तथा विस्तृत पाठ योजना

- 2.1 सूक्ष्म शिक्षण कौशल का अर्थ एवं सोपान।
- 2.2 प्रश्न कौशल, उदाहरण कौशल ।
- 2.3 उद्दीपन कौशल, व्याख्या कौशल, प्रस्तावना कौशल।
- 2.4 पाठ योजना का अर्थ, महत्व।

#### इकाई -3 संस्कृत में विधाओं का शिक्षण

- 3.1 संस्कृत में गद्य शिक्षण -प्रक्रिया उद्देश्य तथा सोपान।
- 3.2 संस्कृत में पद्य शिक्षण -प्रक्रिया उद्देश्य तथा सोपान।
- 3.3 संस्कृत में व्याकरण शिक्षण प्रक्रिया उद्देश्य तथा सोपान।
- 3.4 संस्कृत में रचना शिक्षण प्रक्रिया उद्देश्य तथा सोपान।


#### इकाई -4. संस्कृत भाषा में मूल्यांकन एवं गृहकार्य

- 4.1 संस्कृत भाषा ज्ञान का मूल्यांकन अर्थ, अनिवार्यता एवं महत्व ।
- 4.2 परीक्षाओं के प्रकार (निबंधात्मक, वस्तुनिष्ठ, लघुउत्तर) ।
- 4.3 गृहकार्य नियोजन में एवं संशोधन प्रक्रिया ।
- 4.4 संस्कृत भाषा की सहायी क्रियाएं (श्लोक का उच्चारण, भाषण, अभिनय एवं रचनात्मक प्रतियोगिताएं) ।

#### प्रयोगात्मक कार्य

निम्नलिखित में से किसी एक को चुनें:-


- एक चयनित संस्कृत साहित्यिक कृति का विश्लेषण लिखें, उसके विषय, साहित्यिक शैली और शैक्षिक मूल्यों पर चर्चा करें।
- किसी एक विषय पर विस्तृत पाठ योजना बनाना और प्रस्तुत करना जिसमें उद्देश्य, शिक्षण सामग्री और संस्कृत व्याकरण, शब्दावली या साहित्य पढ़ाने के तरीके शामिल हों।

  
Chairperson  
Department of Education  
BPS Mahila Vishwavidyalaya  
Khahpur Kalan (Sonapat)

- संस्कृत में छात्रों की प्रगति का मूल्यांकन करने के रचनात्मक और योगात्मक मूल्यांकन सहित लिए मूल्यांकन उपकरणों और तकनीकों की एक श्रृंखला का निर्माण करें।

**संस्कृत शिक्षण हेतु अनुमोदित पुस्तकें:-**

- चौबे, विजय नारायण (1985) संस्कृत शिक्षण विधि, उत्तर प्रदेश हिंदी संस्थान, लखनऊ।
- सफाई, रघुनाथ (1990) संस्कृत शिक्षण, चंडीगढ़ हरियाणा हिंदी ग्रंथ चंडीगढ़।
- पांडे, राम शुक्ल (2008) संस्कृत शिक्षण, आगरा एकेडमी, विनोद पुस्तक मंदिर आगरा।
- मित्तल, संतोष (2008) टीचिंग ऑफ़ संस्कृत, अग्रवाल पब्लिकेशंस आगरा।
- अशोक शर्मा और सुमन अग्रवाल (1997) टीचिंग ऑफ़ संस्कृत, विजया पब्लिकेशन लुधियाना।

  
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BACHELOR OF EDUCATION (B.ED.)  
SEMESTER-II  
COURSE -XIII (BOE-113)  
PEDAGOGY OF PUNJABI (OPTION IV)

अधिकतम अंक: 100

अंक/सिद्धांत: 80

अंक/प्राैक्तिकम: 20 क्रेडिट: 4

शिक्षण घंटे: 3+2 बाहरी

परीक्षा घंटे: 3 घंटे आंतरिक

परीक्षक के लिए निर्देश: परीक्षक को परीक्षा के लिए कुल नौ प्रश्न निर्धारित करने होंगे। इनमें से छात्रों को केवल पांच प्रश्न ही हल करने होंगे। प्रश्न 1 अनिवार्य होगा और इसमें चार लघु उत्तरीय प्रश्न होंगे, प्रत्येक प्रश्न 4 अंक का होगा, प्रत्येक इकाई से एक प्रश्न चुना जाएगा। प्रत्येक इकाई से आंतरिक विकल्प वाले दो दीर्घ उत्तरीय प्रश्न पूछे जाएंगे। छात्रों को प्रत्येक इकाई/अनुभाग से एक दीर्घ उत्तरीय प्रश्न का उत्तर देना आवश्यक है। इस प्रकार, छात्र कुल पाँच प्रश्न पूरे करेंगे, यह सुनिश्चित करते हुए कि प्रत्येक इकाई से एक प्रश्न चुना गया है। सभी प्रश्न समान मूल्य के हैं, प्रत्येक 16 अंक का है।

#### उद्देश्य

- ⇒ पंजाबी की अवधारणा और उसके तत्वों की व्याख्या करना।
- ⇒ पंजाबी भाषा की प्रकृति और दायरे को समझना।
- ⇒ पंजाबी भाषा की आवश्यकता एवं सिद्धांतों की व्याख्या करना।
- ⇒ माध्यमिक स्तर पर पंजाबी शिक्षण से संबंधित बुनियादी अवधारणाओं के बारे में जागरूकता विकसित करना।

#### अधिगम प्रतिफल


इस पाठ्यक्रम की सामग्री के पूरा होने के बाद शिक्षार्थी सक्षम होंगे:-

- ⇒ पंजाबी भाषा की आवश्यकता और सिद्धांतों की प्रकृति को समझें और समझाएं।
- ⇒ विद्यार्थियों में भाषा विज्ञान कौशल और इसके विकास की प्रक्रिया का विकास करना।
- ⇒ पंजाबी सिखाने के लिए आवश्यक शिक्षण कौशल हासिल करना।
- ⇒ छात्रों के प्रदर्शन के मूल्यांकन के तरीकों को सीखें और उनका उपयोग करना।

इकाई-1 पंजाबी भाषा सिखाने के दृष्टिकोण और तरीके

- 1.1 संरचनात्मक दृष्टिकोण, संचारी दृष्टिकोण, आगमनात्मक और निगमनात्मक दृष्टिकोण 1.2 संपूर्ण भाषा दृष्टिकोण; रचनात्मक दृष्टिकोण, भाषा शिक्षण के लिए बहुभाषी दृष्टिकोण 1.3 प्रदर्शन- अनुकरण विधि और परियोजना विधि

- 1.4 व्यक्तिगत एवं समूह शिक्षण पद्धति

  
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BPS Mahila Vishwavidyalaya  
Khanpur Kalan (Sonapat)

#### इकाई-2 पंजाबी भाषा में पाठ योजना और विकासात्मक मुद्दे

- 2.1 अर्थ, आवश्यकता एवं महत्व
- 2.2 एक अच्छी पाठ योजना के चरण और गुण
- 2.3 पाठ योजना के प्रकार: वर्ष इकाई और व्यक्तिगत
- 2.4 एक अच्छे पंजाबी शिक्षक के गुण

#### इकाई-3 पंजाबी भाषा के शिक्षण में पाठ्यक्रम

- 3.1 अर्थ, महत्व एवं आवश्यकता
- 3.2 पाठ्यचर्या निर्माण के सिद्धांत.
- 3.3 पंजाबी शिक्षण का पुस्तक विश्लेषण
- 3.4 सामग्री विश्लेषण

#### इकाई-4 पंजाबी शिक्षण में दृष्टिकोण और मूल्यांकन

- 4.1. उपचारात्मक शिक्षण- उपचारात्मक शिक्षण का अर्थ एवं महत्व
- 4.2. पंजाबी भाषा में सामान्य त्रुटियाँ और उनका निराकरण मूल्यांकन
- 4.3. परीक्षण, माप और मूल्यांकन की अवधारणा
- 4.4 शिक्षण अधिगम प्रक्रिया में मूल्यांकन का स्थान।


#### प्रयोगात्मक कार्य

निम्नलिखित में से कोई एक कार्य करें:

- क्विज़, मौखिक परीक्षण और लेखन असाइनमेंट सहित पंजाबी में छात्र की दक्षता को मापने के लिए मूल्यांकन उपकरण विकसित और कार्यान्वित करें।
- उद्देश्यों और शिक्षण विधियों सहित विभिन्न ग्रेड स्तर के लिए विस्तृत पाठ योजनाएं विकसित और प्रस्तुत करें।
- क्रिया, संयुग्मन और वाक्य संरचना सहित और आकर्षक गतिविधियों का उपयोग करके पंजाबी व्याकरण सिखाने पर व्यावहारिक अभ्यास का संचालन करें।

#### पंजाबी शिक्षण हेतु अनुमोदित पुस्तकें:-

- सिंह, जे.बी. (1981)। गुरुमुखी लिपि का जन्म ते विकास। चंडीगढ़ पंजाबी यूनिवर्सिटी. प्रकाशन ब्यूरो
- सिंह, जे.बी. (1971)। गुरुमुखी लिपि भरे। लुधियाना लाहौर किताब की दुकान।
- सिंह, एच. (1966) पंजाबी, पटियाला, पंजाबी विश्वविद्यालय।
- सुकोन, एस.एस. और सिंह। पी.पी. (1961) पंजाबी बोली का इतिहास. पंजाबी भाषा विभाग।

  
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SEMESTER-II  
COURSE -XIII (BOE-113)  
PEDAGOGY OF URDU (OPTION V)

अधिकतम अंक: 100

अंक/सिद्धांत: 80

अंक/पैक्टिकम: 20 क्रेडिट: 4

शिक्षण घंटे: 3+2 बाहरी

परीक्षा घंटे: 3 घंटे आंतरिक

परीक्षक के लिए निर्देश: परीक्षक को परीक्षा के लिए कुल नौ प्रश्न निर्धारित करने होंगे। इनमें से छात्रों को केवल पांच प्रश्न ही हल करने होंगे। प्रश्न 1 अनिवार्य होगा और इसमें चार लघु उत्तरीय प्रश्न होंगे, प्रत्येक प्रश्न 4 अंक का होगा, प्रत्येक इकाई से एक प्रश्न चुना जाएगा। प्रत्येक इकाई से आंतरिक विकल्प वाले दो दीर्घ उत्तरीय प्रश्न पूछे जाएंगे। छात्रों को प्रत्येक इकाई/अनुभाग से एक दीर्घ उत्तरीय प्रश्न का उत्तर देना आवश्यक है। इस प्रकार, छात्र कुल पाँच प्रश्न पूरे करेंगे, यह सुनिश्चित करते हुए कि प्रत्येक इकाई से एक प्रश्न चुना गया है। सभी प्रश्न समान मूल्य के हैं, प्रत्येक 16 अंक का है।

#### उद्देश्य

- ⇒ उर्दू की अवधारणा और उसके तत्वों की व्याख्या करना।
- ⇒ उर्दू भाषा की प्रकृति और दायरे को समझना।
- ⇒ उर्दू भाषा की आवश्यकता एवं सिद्धांतों की व्याख्या करना।
- ⇒ विद्यार्थियों में भाषाविज्ञान कौशल और विकास की प्रक्रिया को परिभाषित करना।


#### अधिगम प्रतिफल

इस पाठ्यक्रम की सामग्री के पूरा होने के बाद शिक्षार्थी सक्षम होंगे:-

- ⇒ उर्दू भाषा की आवश्यकता और सिद्धांतों की प्रकृति को समझें और समझाएं।
- ⇒ विद्यार्थियों में भाषाविज्ञान कौशल और इसके विकास की प्रक्रिया का विकास करना।
- ⇒ उर्दू सिखाने के लिए आवश्यक शिक्षण कौशल हासिल करना।
- ⇒ छात्रों के प्रदर्शन के मूल्यांकन के तरीकों को सीखें और उनका उपयोग करना।
- ⇒ भाषा दक्षताओं का प्रदर्शन करना।

इकाई -1 उर्दू भाषा सिखाने के दृष्टिकोण और तरीके

- 1.1 संरचनात्मक दृष्टिकोण, संचारी दृष्टिकोण, आगमनात्मक और निगमनात्मक दृष्टिकोण।
- 1.2 संपूर्ण भाषा दृष्टिकोण; रचनात्मक दृष्टिकोण, भाषा शिक्षण के लिए बहुभाषी दृष्टिकोण।
- 1.3 प्रदर्शन- अनुकरण विधि और परियोजना विधि।
- 1.4 व्यक्तिगत एवं समूह शिक्षण पद्धति।

  
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इकाई -2 उर्दू भाषा में पाठ योजना और विकासात्मक मुद्दे

- 2.1 पाठ योजना: अर्थ, आवश्यकता एवं महत्व।
- 2.2. एक अच्छी पाठ योजना के चरण और गुण।
- 2.3. पाठ योजना के प्रकार: वर्ष इकाई और व्यक्तिगत।
- 2.4. एक अच्छे उर्दू शिक्षक के गुण।

इकाई-3 उर्दू भाषा के शिक्षण में पाठ्यक्रम

- 3.1 अर्थ, महत्व एवं आवश्यकता।
- 3.2. पाठ्यचर्या निर्माण के सिद्धांत।
- 3.3 उर्दू शिक्षण का पुस्तक विश्लेषण।
- 3.4 सामग्री विश्लेषण।

इकाई- 4 उर्दू भाषा का गृहकार्य और मूल्यांकन

- 4.1 गृहकार्य की अवधारणा, अर्थ, आवश्यकता।
- 4.2 उर्दू शिक्षण में गृहकार्य की सुधार विधियाँ।
- 4.3 मूल्यांकन का अर्थ, आवश्यकता एवं महत्व।
- 4.4. मूल्यांकन की विभिन्न तकनीकें।

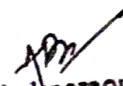
प्रयोगात्मक कार्य

निम्नलिखित में से कोई एक कार्य करें:

- ऐसी गतिविधि का निर्माण करें जो उर्दू में सुनने, बोलने, पढ़ने और लिखने के कौशल को एकीकृत करें और प्रस्तुत करें कि इन गतिविधियों का कक्षा सेटिंग में कैसे उपयोग किया जा सकता है।
- उर्दू सिखाने के लिए विशिष्ट प्रभावी कक्षा प्रबंधन तकनीकों का प्रदर्शन करें, जिसमें भागीदारी को प्रोत्साहित करने और आम चुनौतियों का समाधान करने की रणनीतियाँ शामिल हैं।
- उर्दू शिक्षण में प्रौद्योगिकी के उपयोग का अन्वेषण करें और प्रस्तुति दें। और छात्रों की उपलब्धि पर उनके प्रभाव की व्याख्या करें।

उर्दू शिक्षण हेतु अनुमोदित पुस्तकें:-

- अंसारी, ए.एफ. (2015)। गज़ल की तालीम: नई दिल्ली उर्दू बोर्ड।
- हुसैन, एच. (2016)। उर्दू शिक्षण, लुधियाना: लाहौर किताब की दुकान।
- सिंह, एच. (2010). उर्दू भाषा की शिक्षा. पटियाला: पंजाबी विश्वविद्यालय।
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BACHELOR OF EDUCATION (B.ED.)  
SEMESTER-II  
COURSE XIII (BOE – 113)  
PEDAGOGY OF PHYSICAL SCIENCE (OPTION VI)**

**Max. Marks: 100  
External Marks/Theory: 80  
Internal Marks/Practicum: 20**

**Instructional Hours: 3+2  
Exam Hours: 3Hrs.  
Credit: 4**

**INSTRUCTIONS FOR THE EXAMINER:** *The examiner is required to set a total of nine questions for the examination. Of these, students must attempt only five questions. Question 1 will be compulsory and will consist of four short-answer questions, each valued at 4 marks, with one question selected from each unit. Two long-answer questions, each with an internal choice, will be set from each unit. Students are required to attempt one long-answer question from each unit/Section. Thus, students will complete a total of five questions, ensuring that one question is selected from each unit. All questions are of equal value, carrying 16 marks each.*

**SUBJECT-SPECIFIC OBJECTIVES**

The course aims to:

- Promote knowledge and skills in scientific inquiry and problem-solving.
- Facilitate the construction and application of scientific and technological knowledge in real-world contexts.
- Foster an understanding of the nature of science and its relationship with technology, society, and the environment.
- Integrate modern educational practices, including those outlined in NCF 2023 and NEP 2020, into the teaching of Physical Science.

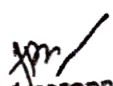
**COURSE OUTCOMES**

By the end of the course, students will be able to:

- Understand the importance and steps involved in lesson, unit, and year planning in Physical Science.
- Conduct pedagogical analysis of Physical Science topics to enhance teaching and learning.
- Utilize various activities, experiments, demonstrations, and laboratory experiences effectively in the teaching-learning process.
- Facilitate the development of scientific attitudes in learners.
- Adopt suitable approaches and methods to teach Physical Science, incorporating the latest educational trends.
- Appreciate the importance of instructional planning in the teaching of Physical Science.
- Understand the concepts of evaluation, including continuous and comprehensive evaluation (CCE), and apply them effectively in Physical Science education.
- Develop skills in conducting experiments and linking theoretical concepts with practical work.
- Critically analyse the existing Physical Science curriculum and suggest improvements in line with NCF 2023.

**COURSE CONTENT**

**UNIT 1: INSTRUCTIONAL PLANNING AND PEDAGOGICAL ANALYSIS IN  
PHYSICAL SCIENCE**

  
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Khanpur Kalan (Sonapat)**

1.1 Need and Importance of Instructional Planning; Types of Planning (Year Plan, Unit Plan, Lesson Plan); Principles of Lesson Planning

1.2 Meaning, Importance, and Preparation of Lesson Plans

1.3 Concept of Pedagogical Analysis in Teaching Physical Sciences; Differences Between Content Analysis and Pedagogical Analysis

1.4 Components and Operations in Pedagogical Analysis: Analysis of Topics Such as Energy and Its Types, Atomic Structure, Friction, Water as a Universal Solvent, Matter in Our Surroundings, Force & Laws of Motion (Aligned with NCF 2023)

## **UNIT 2: METHODS & APPROACHES OF LEARNING PHYSICAL SCIENCE**

2.1 Meaning of Methods and Approaches; Differences Between Methods and Approaches

2.2 Practical Implementation of Theories and Concepts in Physical Sciences

2.3 Methods of Teaching: Lecture, Lecture-cum-Demonstration, Project, Laboratory, Scientific, Heuristic, Historical, and Concentric Methods

2.4 Approaches to Teaching: Problem-Solving, Investigatory, Concept Mapping, Collaborative, Inductive, and Deductive Approaches (Aligned with NEP 2020)

## **UNIT 3: INDIVIDUALIZATION OF INSTRUCTION**

3.1 Meaning & Need for Individualized Instruction; Strategies for Individualized Instruction

3.2 Programmed Learning: Linear, Branching, and Adaptive

3.3 Personalized System of Instruction (PSI)

3.4 Computer-Assisted Instruction (CAI) and Its Role in Enhancing Physical Science Education (Incorporating NCF 2023 Guidelines)

## **UNIT 4: EVALUATION IN PHYSICAL SCIENCE**

4.1 Concepts of Evaluation, Measurement, and Testing; Types of Evaluation (Diagnostic, Formative, Summative)

4.2 Techniques and Devices for Evaluation in Physical Science; Characteristics of a Good Test/Tool

4.3 Continuous and Comprehensive Evaluation (CCE) in Physical Science

4.4 Construction and Use of Achievement Tests in Physical Science; Different Types of Grading Systems, Portfolio, and Task Analysis: Meaning and Advantages (Aligned with NEP 2020)

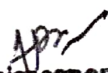
## **SUGGESTED PRACTICUM ACTIVITIES (CHOOSE ANY ONE)**

Students will choose and complete one of the following practicum activities:

- Prepare a list of basic equipment used in Physics and Chemistry laboratories, including handling instructions.
- Conduct and document at least five experiments to be demonstrated or conducted in secondary classes.
- Design and build a working model on a Physical Science topic suitable for secondary school students.
- Conduct a case study of a secondary school science laboratory and prepare a detailed report on its functionality, resources, and effectiveness.
- Any other activity, project, assignment assigned by the teacher.

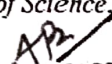
## **SUGGESTED READINGS**

- Aggarwal, J.C. (2005). *Essentials of Examination System*. New Delhi: Vikas Publishing House.
- Ahmad, J. (2014). *Teaching of Biological Science*. PHI Learning.
- Arul, J. (2009). *Teaching of Physical Science*. Centrum Press.
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- G. Parveen Manoj, & Koya Haddan M.P. (2016). *Teaching Science Resource, Method, and Practice (Physical Science & Natural Science)*. Neelkamal.
- Gupta, G. (2010). *Teaching of Science*. Twenty-First Century Publication.
- Joshi, D. (2012). *Methodology of Teaching Science*. New Delhi: Dorling Kindersley (India ) Pvt. Ltd.
- Kaur, R. (2007). *Teaching of Science*. Twenty-First Century Publication.
- Kochhar, S.K. (2003). *Methods and Techniques of Teaching*. New Delhi: Sterling Publishers Pvt. Ltd.
- Kohli, V.K. (2007). *How to Teach Science*. Shri Krishna Publications.
- Kulshrestha, S.P., & Singh, G. (2013). *Teaching of Physical Science*. Meerut: Raj Printers.
- Kumar, A. (2002). *Teaching of Physical Science*. Anmol Publications.
- Mangal, S.K. (2009). *Teaching of Physical Sciences*. International Publishing House.
- Mohan, R. (2004). *Innovative Science Teaching for Physical Science Teachers*. PHI Learning.
- Nagaraju, M.T.V., & Vanaja, M. (2015). *Methods of Teaching Physical Science*. New Delhi: Neel Kamal Publications.
- NCERT (2005). *National Curriculum Framework*. New Delhi: NCERT.
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- Sharma, R.C. (2006). *Modern Science Teaching*. New Delhi: Dhanpat Rai Publishing Company.
- Tripathi, S. (2004). *Teaching of Physical Science*. Dominant Publishers.
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BACHELOR OF EDUCATION (B.ED.)  
SEMESTER-II  
COURSE- XIII (BOE-113)  
PEDAGOGY OF COMMERCE (OPTION VII)**

**Max. Marks: 100  
External Marks/Theory: 80  
Internal Marks/Practicum: 20**

**Instructional Hours: 3+2  
Exam Hours: 3Hrs.  
Credit: 4**

**SUBJECT SPECIFIC OBJECTIVES**

- Familiarize themselves with the objectives and relevance of commerce education.
- Understand various functions and roles within the field of commerce.
- Develop essential competencies required for effective commerce teaching.
- Explore and apply different methods, approaches, and techniques specific to commerce education.

**COURSE OUTCOMES**

Upon successful completion of this course, students will:

- Apply various evaluation techniques in the pedagogy of commerce.
- Conduct pedagogical analysis of specific commerce topics.
- Critically evaluate commerce curricula and provide constructive feedback for improvement.
- Effectively use self-instructional materials in the teaching and learning of commerce.

**COURSE CONTENT**

**UNIT I: PEDAGOGICAL ANALYSIS IN COMMERCE TEACHING**

- 1.1 Aspects of pedagogical analysis in commerce.
- 1.2 The utility of pedagogical analysis for commerce teachers.
- 1.3 Steps in pedagogical analysis: Double entry system., Multinational companies, Trade.
- 1.4 Integration of ICT in Pedagogical Analysis for Commerce Education

**UNIT II: CURRICULUM IN COMMERCE**

- 2.1 Curriculum: Meaning, concept, and characteristics.
- 2.2 Principles of curriculum construction in commerce education.
- 2.3 Development of commerce curriculum.
- 2.4 Critical evaluation of commerce curriculum, Suggestions for improvement in commerce curriculum.

**UNIT III: ASSESSMENT TECHNIQUES AND EVALUATION**


- 3.1 Concept of evaluation and measurement in commerce education.
- 3.2 Differences between measurement and evaluation.
- 3.3 Objectives and purposes of evaluation in commerce.
- 3.4 Types of evaluation in commerce education: Formative evaluation, Summative evaluation, Evaluation devices: Quantitative evaluation., Qualitative evaluation.

**UNIT IV: SELF-INSTRUCTIONAL MODULES AND MATERIALS IN COMMERCE TEACHING**

- 4.1 Individualized self-instructional modules: Forms, characteristics, and principles.
- 4.2 Group-directed self-instructional modules: Elements, procedures, and uses.
- 4.3 Self-instructional material in commerce: Meaning, need, and importance.
- 4.4 Effective use of various self-instructional materials in the teaching and learning of commerce.

**SUGGESTED PRACTICUM ACTIVITIES (CHOOSE ANY ONE)**


Students will choose and complete one of the following practicum activities:

  
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- Design and deliver a 15-minute presentation on any topic in commerce using the lecture method.
- Prepare a pedagogical analysis on a selected topic in commerce.
- Create a PowerPoint presentation on a topic covered in the pedagogy of commerce syllabus.
- Any other topic assigned by the teacher

### SUGGESTED READINGS

- Aggarwal, J. C. (2008). *Teaching of commerce: A practical approach*. New Delhi: Vikas Publishing House.
- Gupta, R. (2018). *Teaching of commerce*. Jaipur: Shipra Publications.
- Kavita. (2012). *Teaching of commerce*. Jagdhamba Publishing House.
- Kumar, M. (2004). *Modern teaching of commerce*. Anmol Publications Pvt. Ltd.
- Monga, V., Kumar, N., & Kumar, M. (2019). *Teaching of commerce*. Twenty First Century Publication.
- Sharma, Y. K. (2011). *Teaching of commerce: Principles, theories, methods and techniques*. Kanishka Publishers Distributors.
- Singh, Y. K. (2009). *Teaching of commerce*. APH Publishing House.
- Sumathy, M., & Manoharan, C. (2018). *Teaching of commerce*. Regal Publications.
- Venkateswarlu, K. (2010). *Methods of teaching commerce*. Discovery Publishing House.
- New Addition: Jha, P. K., & Singh, R. (2020). *Innovative methods of teaching commerce*. New Delhi: Sage Publications.
- New Addition: Trivedi, R. (2021). *Effective strategies for teaching commerce in schools*. New York: Springer.

  
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BACHELOR OF EDUCATION (B.ED.)  
SEMESTER-II  
COURSE- XIII (BOE – 113)  
PEDAGOGY OF HOME SCIENCE (OPTION VIII)

Max. Marks: 100  
External Marks/Theory: 80  
Internal Marks/Practicum: 20

Instructional Hours: 3+2  
Exam Hours: 3Hrs.  
Credit: 4

*INSTRUCTIONS FOR THE EXAMINER: The examiner is required to set a total of nine questions for the examination. Of these, students must attempt only five questions. Question 1 will be compulsory and will consist of four short-answer questions, each valued at 4 marks, with one question selected from each unit. Two long-answer questions, each with an internal choice, will be set from each unit. Students are required to attempt one long-answer question from each unit/Section. Thus, students will complete a total of five questions, ensuring that one question is selected from each unit. All questions are of equal value, carrying 16 marks each.*

#### SUBJECT SPECIFIC OBJECTIVES

The course will enable students to:

- Promote the all-round development of individuals within home and family settings.
- Prepare for careers in home management, education, development, and welfare.
- Develop the ability to manage homes and families across various levels of education and programs.

#### COURSE OUTCOMES

After completing this course, students will be able to:

- Understand the importance and steps involved in lesson, unit, and year planning.
- Conduct pedagogical analysis in Home Science.
- Utilize various activities, experiments, demonstrations, and laboratory experiences effectively in the teaching-learning process of Home Science.
- Foster the development of scientific attitudes in learners.
- Apply suitable approaches and methods for teaching Home Science.
- Appreciate the significance of planning in the teaching of Home Science.
- Comprehend the concept and types of evaluation.
- Understand and implement continuous and comprehensive evaluation (CCE).
- Develop skills for conducting experiments that demonstrate Home Science concepts.
- Enhance laboratory skills to link theory with practical work.

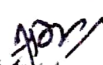
#### COURSE CONTENT

##### UNIT 1: INSTRUCTIONAL PLANNING AND PEDAGOGICAL ANALYSIS IN HOME SCIENCE

1.1 Importance of Instructional Planning: Types (Year Plan, Unit Plan, Lesson Plan) and Principles of Lesson Planning

1.2 Lesson Plan: Meaning, Importance, and Preparation

1.3 Pedagogical Analysis in Home Science: Concept and Differences from Content Analysis

  
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1.4 Components of Pedagogical Analysis: Analysis of Balanced Diet, Health & Hygiene, Child Care, Fibre, Care and Maintenance (NCF 2023)

## UNIT 2: METHODS AND APPROACHES OF LEARNING HOME SCIENCE

2.1 Methods and Approaches: Definitions and Differences

2.2 Teaching Methods: Assignment, Lecture, Lecture-cum-Demonstration, Project, Laboratory, Heuristic, Historical

2.3 Approaches: Problem Solving, Investigatory, Collaborative, Inductive and Deductive

2.4 Practical Skills: Stitching Styles, Embroidery Techniques, and Crafting (Aligned with NEP 2020)

## UNIT 3: INDIVIDUALIZATION OF INSTRUCTION

3.1 Individualized Instruction: Meaning, Need, and Strategies

3.2 Programmed Learning: Linear, Branching, and Adaptive

3.3 Personalized System of Instruction (PSI)

3.4 Computer-Assisted Instruction (CAI) and Its Role in Home Science (NCF 2023)

## UNIT 4: EVALUATION IN HOME SCIENCE

4.1 Evaluation, Measurement, and Testing: Concepts and Types (Diagnostic, Formative, Summative)

4.2 Evaluation Techniques: Characteristics of Good Tests/Tools

4.3 Continuous and Comprehensive Evaluation (CCE): Construction and Use of Achievement Tests

4.4 Grading Systems, Portfolio and Task Analysis, and the Use of Question Banks in Home Science


## SUGGESTED PRACTICUM ACTIVITIES (CHOOSE ANY ONE)

Students will choose and complete one of the following practicum activities:

- Preparation of an online test in Home Science.
- Development of objective-type, short-answer, and essay-type tests.
- Organization of a quiz competition in Home Science and analysis of student responses.
- Planning a field visit to study and report on health habits and concerns of village school students.
- Designing a remedial teaching program for a Home Science student.
- Writing a project report on an extension education topic.
- Any other activity, assignment, project assigned by the teacher.

## SUGGESTED READINGS:

- Chandra, A., Shah, A., & Joshi, U. (1984). *Fundamentals of Teaching Home Science*. New Delhi: Sterling Publishers Pvt. Ltd.
- Dass, A., & Ray, S. (1984). *Teaching of Home Science*. New Delhi: Sterling Publishers Pvt. Ltd.
- Devdass, R. P. (1980). *Methods of Teaching Home Science*. New Delhi: NCERT.
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**DEPARTMENT OF EDUCATION  
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BACHELOR OF EDUCATION  
SEMESTER-II  
COURSE- XIII (BOE- 113)  
PEDAGOGY OF MUSIC (OPTION IX)**

**Max. Marks: 100  
External Marks/Theory: 80  
Internal Marks/Practicum: 20**

**Instructional Hours: 3+2  
Exam Hours: 3Hrs.  
Credit: 4**

**INSTRUCTIONS FOR THE EXAMINER:** *The examiner is required to set a total of nine questions for the examination. Of these, students must attempt only five questions. Question 1 will be compulsory and will consist of four short-answer questions, each valued at 4 marks, with one question selected from each unit. Two long-answer questions, each with an internal choice, will be set from each unit. Students are required to attempt one long-answer question from each unit/Section. Thus, students will complete a total of five questions, ensuring that one question is selected from each unit. All questions are of equal value, carrying 16 marks each.*

**SUBJECT SPECIFIC OBJECTIVES**

The course will enable student-teachers to:

- Develop an understanding of the aims and objectives of teaching Music in schools.
- Cultivate competencies and skills essential for teaching Music effectively.
- Gain awareness of the fundamental principles of Music education, including historical, cultural, and theoretical aspects.
- Understand the importance of evaluation procedures in Music education.
- Foster aesthetic sense, time management, tolerance, and self-confidence among student-teachers.

**COURSE OUTCOMES**

After completing the course, student-teachers will be able to:

- Understand and explain the history and significance of Indian Music in the school curriculum.
- Develop and apply competencies for teaching Music, including lesson planning and classroom management.
- Demonstrate knowledge of swaras, sruti, rhythm, and voice culture in Music education.
- Use and create teaching aids and methods for effective Music instruction.
- Evaluate and assess student performance in Music, incorporating both traditional and modern techniques.

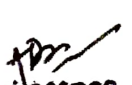
**COURSE CONTENT**

**UNIT 1: HISTORY AND FOUNDATIONS OF MUSIC EDUCATION**

- 1.1 A Brief History of Indian Music
- 1.2 Aims and Objectives of Music in the School Curriculum
- 1.3 Knowledge of Swaras and Sruti
- 1.4 Principles of Teaching Music

**UNIT 2: VOICE CULTURE AND NOTATION IN MUSIC**

- 2.1 Possibilities of Notation for Indian Music
- 2.2 Voice Culture: Understanding Voice and Larynx
- 2.3 Knowledge of Motion and Rhythm
- 2.4 Application of Notation in Teaching Music

  
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### UNIT 3: TEACHING METHODS AND SKILLS IN MUSIC EDUCATION

- 3.1 Methods of Teaching Music
- 3.2 Lesson Planning in Music
- 3.3 Qualities of a Music Teacher
- 3.4 Skill Development in Music Education

### UNIT 4: TEACHING AIDS, CLASSICAL MUSIC, AND EVALUATION

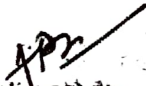
- 4.1 Teaching Aids in Music
- 4.2 Importance of Classical Music
- 4.3 Evaluation in Music Education
- 4.4 Integration of Technology in Music Education

### SUGGESTED PRACTICUM ACTIVITIES

- Student-teachers will choose and complete any one of the following activities:
- Sing a fast Khyal or play a rezakhoni Gat with Tanas and Alaps or Jhala and Toras in Ragas like Bhupali, Bhairvi, Brindavani Sarag, Asawari, Bhimplashi, Malkauns, and Kaffi.
- Perform a slow Khayal (Vilambit Bara Khyal) or Masti Khayal Gat in Asawari and Malkauns Rag.
- Practice Tha's and Dvigan Laya on Tabla in Teen Tal, Dadra, Jhaptal, Dharva, and Ektal.
- Demonstrate tuning of an instrument for instrumentalists and tuning of the Tanpura for vocal music students.
- Learn and practice reading and writing Music notation using either the Bhatkhande or Vishnu Digamber Pulskar system.
- Any other activity assigned by the teacher.

### SUGGESTED READINGS

- Elliott, D. J. (2012). *Fundamentals of Music*. New Delhi: Prentice Hall of India.
- Khanna, J. (2003). *Teaching of Music*. Ludhiana: Tandon Publications.
- Leeder, J. A., & Haynie, W. S. (1958). *Music Education in High School*. New Jersey: Prentice Hall.
- Myers, L. K. (1953). *Teaching Children Music in Elementary Schools*. New York: Prentice Hall.
- Rainbow, B. (1968). *Handbook for Music Teachers*. London: Novello and Co. Ltd.
- Shah, S. (2006). *Sangeet Shikshan*. Agra: Vinod Pustak Mandir.
- Wilson, M. E. (1951). *How to Help Your Child with Music*. New York: Henry Schuman.

  
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**DEPARTMENT OF EDUCATION  
FACULTY OF EDUCATION  
B.P.S. MAHILA VISHWAVIDYALAYA, KHANPUR KALAN  
BACHELOR OF EDUCATION (B.ED.)  
SEMESTER-II  
COURSE- XIV (BOE-114)  
PEDAGOGY OF MATHEMATICS (OPTION I)**

**Max. Marks: 100  
External Marks/Theory: 80  
Internal Marks/Practicum: 20**

**Instructional Hours: 3+2  
Exam Hours: 3Hrs.  
Credit: 4**

***INSTRUCTIONS FOR THE EXAMINER:** The examiner is required to set a total of nine questions for the examination. Of these, students must attempt only five questions. Question 1 will be compulsory and will consist of four short-answer questions, each valued at 4 marks, with one question selected from each unit. Two long-answer questions, each with an internal choice, will be set from each unit. Students are required to attempt one long-answer question from each unit/Section. Thus, students will complete a total of five questions, ensuring that one question is selected from each unit. All questions are of equal value, carrying 16 marks each.*

**SUBJECT SPECIFIC OBJECTIVES**

The course aims to:

- Understand the principles of curriculum construction and development in mathematics.
- Identify the characteristics and the need for good mathematics textbooks.
- Explain the concept of evaluation and effectively use various evaluation tools and techniques in mathematics.
- Conduct pedagogical analysis and utilize various resources in teaching mathematics.

**COURSE OUTCOMES**

By the end of the course, students will be able to:

- Gain a thorough understanding of the curriculum development process in mathematics, including its organization and critical analysis.
- Develop the ability to select and evaluate textbooks for effective mathematics teaching.
- Apply different evaluation methods, including formative, diagnostic, and summative assessments, in mathematics education.
- Conduct pedagogical analysis in mathematics, focusing on key topics such as arithmetic, algebra, and geometry, and understand the role of various teaching resources like math laboratories and clubs.

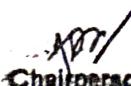
**COURSE CONTENT**

**UNIT 1: CURRICULUM OF MATHEMATICS AT SECONDARY SCHOOL LEVEL**

- 1.1 Principles and concepts of curriculum construction and organization in mathematics.
- 1.2 Approaches to organizing the mathematics curriculum at the school level.
- 1.3 Critical analysis and evaluation of a mathematics syllabus.
- 1.4 Characteristics and need for good textbooks in mathematics.

**UNIT 2: EVALUATION OF LEARNING AND TEACHING OF MATHEMATICS**

- 2.1 Norm-referenced and criterion-referenced evaluation.
- 2.2 Formative, diagnostic, and summative evaluation techniques.
- 2.3 Continuous and comprehensive evaluation (CCE) in mathematics.

  
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2.4 Designing and constructing evaluation tools, including unit tests, blueprints, and marking schemes

### UNIT 3: PEDAGOGICAL ANALYSIS AND RESOURCES IN TEACHING OF MATHEMATICS

3.1 Concept and components of pedagogical analysis in teaching mathematics.

3.2 Pedagogical analysis of key topics in mathematics, including arithmetic, algebra, and geometry.

3.3 Role and importance of a mathematics laboratory: Setting up and managing materials.

3.4 Application of digital resources and computers in teaching mathematics.

### UNIT 4: PROFESSIONAL DEVELOPMENT OF MATHEMATICS TEACHERS

4.1 Importance of professional development at individual, organizational, and governmental levels.

4.2 Participation in seminars, workshops, conferences, and symposia: Benefits and relevance.

4.3 Teacher as a researcher: Importance of action research and competencies required.

4.4 Qualities of an effective mathematics teacher and the role of continuous professional growth.


### SUGGESTED PRACTICUM ACTIVITIES (CHOOSE ANY ONE)

Students will select and complete one of the following practicum activities:

- Construct a blueprint for a unit test in mathematics.
- Develop an evaluation tool tailored for secondary school students.
- Prepare and present an action research report on issues faced by teachers or students in a mathematics classroom.
- Design and develop a game for teaching a mathematics topic at the school level, including detailed rules and instructions.
- Create both a digital and a live teaching-learning material for mathematics.
- Produce videos or films related to mathematics education, focusing on specific teaching strategies or concepts.
- Conduct a seminar on a topic related to mathematics education, utilizing PowerPoint for presentation.
- Any other relevant activity, project, or assignment assigned by the teacher.

### SUGGESTED READINGS

- Aggarwal, J. C. (2008). *Teaching of mathematics*. Delhi: Shipra Publications.
- Anice, J. (2005). *Teaching of mathematics*. Hyderabad: Neelkamal Publication.
- Kapoor, J. N. (1998). *Vidyalaya ganit ke liye aasaan prayog*. New Delhi: Arya Book Depot.
- Kapur, S. K. (2005). *Learn and teach Vedic mathematics*. Delhi: Lotus Publication.
- Kulshreshtha, A. K. (2012). *Teaching of mathematics*. Meerut: R. Lal and Sons.
- Lester, F. K. (Ed.). (2007). *Second handbook of research on mathematics teaching and learning*. Charlotte, NC: NCTM & Information Age Publishing.
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- NCERT. (n.d.). *A textbook of content-cum-methodology of teaching mathematics*. New Delhi: NCERT.
- Saxena, K. K. (2008). *Ganit shikshan*. Jaipur: University Book House.
- Tyagi, S. K. (2004). *Teaching of arithmetic*. Delhi: Commonwealth Publications.
- Ediger, M. (2004). *Teaching math successfully*. Discovery Publication.
- Cowan, P. (2006). *Teaching mathematics: A handbook for primary and secondary school teachers*. Routledge.

  
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BACHELOR OF EDUCATION (B.ED.)  
SEMESTER-II  
COURSE XIV (BOE-114)  
PEDAGOGY OF SOCIAL STUDIES (OPTION II)

Max. Marks: 100  
External Marks/Theory: 80  
Internal Marks/Practicum: 20

Instructional Hours: 3+2  
Exam Hours: 3Hrs.  
Credit: 4

*INSTRUCTIONS FOR THE EXAMINER: The examiner is required to set a total of nine questions for the examination. Of these, students must attempt only five questions. Question 1 will be compulsory and will consist of four short-answer questions, each valued at 4 marks, with one question selected from each unit. Two long-answer questions, each with an internal choice, will be set from each unit. Students are required to attempt one long-answer question from each unit/Section. Thus, students will complete a total of five questions, ensuring that one question is selected from each unit. All questions are of equal value, carrying 16 marks each.*

#### SUBJECT SPECIFIC OBJECTIVES

The course aims to:

- Develop an in-depth understanding of the objectives and importance of teaching social science at different educational levels.
- Equip students with the skills to design and implement effective lesson plans, instructional materials, and co-curricular activities in social science education.
- Enhance the ability to conduct pedagogical analyses and utilize instructional aids for effective teaching and learning in social science.
- Foster the ability to critically engage with curriculum development principles and create curricula that meet the diverse needs of learners in social science.

#### COURSE OUTCOMES

By the end of the course, students will be able to:

- Summarize the various aspects of social science and articulate the objectives of teaching social science at different levels.
- Demonstrate proficiency in selecting and using appropriate pedagogical strategies, co-curricular activities, and instructional materials for teaching social studies.
- Develop and implement effective lesson plans and instructional aids to enhance the learning experience in social science classrooms.
- Analyse and contribute to the curriculum development process in social science, ensuring alignment with contemporary educational policies such as NCF 2023 and NEP 2020.


#### COURSE CONTENT

##### UNIT 1: LESSON PLANNING AND INSTRUCTIONAL AIDS

1.1 Need and Importance of a Good Lesson Plan

1.2 Types of Planning: Year Plan, Unit Plan, Lesson Plan; Principles of Lesson Planning; Steps Involved in Lesson Planning

1.3 Development and Utilization of Instructional Aids: Charts, Maps, Graphs, Tables, Models, Film Strips, T.V., Computer, Internet

  
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1.4 Role of Technology in Enhancing Instructional Aids and Classroom Teaching (Aligned with NEP 2020)

## UNIT 2: PEDAGOGICAL ANALYSIS IN SOCIAL SCIENCE

2.1 Pedagogical Analysis: Concept, Importance, Steps

2.2 Pedagogical Analysis of Specific Topics: The Mughal Empire (Class IX), Constitutional Design (Class VII), Human Environment: Settlement, Transport, and Communication (Class VII), Poverty as a Challenge (Class IX).

2.3 Application of Pedagogical Analysis in Classroom Settings

2.4 Integration of Multidisciplinary and Cross-Curricular Approaches in Social Science Education (Aligned with NCF 2023)

## UNIT 3: CO-CURRICULAR ACTIVITIES AND INSTRUCTIONAL MATERIALS

3.1 Co-Curricular Activities: Objectives, Types, and Importance

3.2 Principles Underlying the Organization of Co-Curricular Activities

3.3 Role and Organization of Co-Curricular Activities in Teaching Social Science

3.4 Need, Importance, and Arrangement of a Social Science Resource Centre, Use of Community Resources and Local Knowledge in Teaching Social Science

## UNIT 4: CURRICULUM CONSTRUCTION IN SOCIAL STUDIES

4.1 Concept of Curriculum: Scope, Aims, and Objectives

4.2 Characteristics, Types, and Principles of Designing a Good Curriculum for Social Science

4.3 Principles of Curriculum Construction in Social Studies

4.4 Trends and Issues in Social Science Curriculum Development (Aligned with NEP 2020 and NCF 2023)

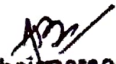
### SUGGESTED PRACTICUM ACTIVITIES (CHOOSE ANY ONE)

Students will choose and complete two activities from the following groups:

- Organize and report on a visit to a historical site, ecological area, or political institution, focusing on its educational value in social science teaching.
- Plan and execute a program on social or election awareness, an exhibition, or the preparation of an annual, unit, or lesson plan.
- Create a scrapbook that compiles resources, instructional aids, or co-curricular activities for teaching social science.
- Any other activity, assignment and project assigned by the teacher.

### SUGGESTED READINGS

- Dash, B.N., & Radha Krishna Murthy, I.V. (2017). *Methods of Teaching Social Studies*. Hyderabad: Neel Kamal Publication Pvt. Ltd.
- Binning, A.C. (1952). *Teaching Social Studies in Secondary Schools*. New York: McGraw Hill.
- Bhattacharya, S., & Darji, D.R. (1966). *Teaching of Social Studies in Indian Schools*. Baroda: Acharya Book Depot.
- Desai, D.B. (2005). *Samaj Vidyana Shikshan*. Ahmedabad: Balgovind Prakashan.
- Konli, A.S. (1996). *Teaching of Social Studies*. New Delhi: Anmol Publications Pvt. Ltd.
- Mehlinger, H.D. (Ed.). (1981). *Handbook for the Teaching of Social Studies*. UNESCO. London: Gareem Helm.
- Mangal, S.K., & Mangal, U. (2018). *Pedagogy of Social Sciences*. New Delhi: PHI Learning Pvt. Ltd.
- Mehta, D.D. (2004). *Teaching of Social Science*. Meerut: R.Lall Book Depot.
- Webb, K. (1995). *An Introduction to Problems in the Philosophy of Social Sciences*. London: Pinter.
- NCERT. (2023). *National Curriculum Framework 2023*. New Delhi: NCERT.
- Ministry of Education. (2020). *National Education Policy 2020*. Government of India.

  
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BACHELOR OF EDUCATION (B.ED)  
SEMESTER- II  
COURSE- XIV (BOE – 114)  
PEDAGOGY OF LIFE SCIENCE (OPTION III)


Max. Marks: 100  
External Marks/Theory: 80  
Internal Marks/Practicum: 20

Instructional Hours: 3+2  
Exam Hours: 3Hrs.  
Credit: 4

**INSTRUCTIONS FOR THE EXAMINER:** *The examiner is required to set a total of nine questions for the examination. Of these, students must attempt only five questions. Question 1 will be compulsory and will consist of four short-answer questions, each valued at 4 marks, with one question selected from each unit. Two long-answer questions, each with an internal choice, will be set from each unit. Students are required to attempt one long-answer question from each unit/Section. Thus, students will complete a total of five questions, ensuring that one question is selected from each unit. All questions are of equal value, carrying 16 marks each.*

**SUBJECT SPECIFIC OBJECTIVES**

- Relate everyday experiences with the learning of life science.
- Understand the concepts of evaluation, including different types and continuous and comprehensive evaluation (CCE).
- Examine and address pedagogical issues in life science education.
- Construct and apply appropriate assessment tools for evaluating life science learning.
- Stimulate curiosity, inventiveness, and creativity in life science education.
- Utilize life science concepts effectively for developing life skills.
- Develop competencies for teaching and learning life science through various instructional strategies.
- Understand and apply the principles of lesson planning, unit planning, and year planning.
- Perform pedagogical analysis of various life science topics.
- Integrate ICT tools effectively into the teaching and learning of life science to enhance the understanding and delivery of concepts.
- Select and use appropriate ICT resources, including educational software and online platforms, to enrich biology teaching.
- Access and use virtual labs and online experiments for biological investigations, complementing physical lab work.
- Incorporate digital textbooks, e-books, and online platforms into teaching practices to provide updated and interactive educational resources.
- Develop engaging e-content using various tools and free software for life science, including interactive simulations, multimedia presentations, and digital assessments.
- Establish and manage biological science clubs to foster student interest and engagement in biology.
- Organize and conduct science fairs, exhibitions, and educational tours to promote scientific inquiry and creativity.
- Design and maintain science bulletin boards and implement mobile science laboratories to enhance science communication and practical biology experiences.

  
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- Create and use low-cost, improvised apparatus for conducting biology experiments, making science education more accessible.

## **COURSE OUTCOMES**

Upon completing this course, students will be able to:

- Connect life science concepts to everyday experiences and real-world applications.
- Understand and implement various evaluation methods, including continuous and comprehensive evaluation (CCE).
- Construct effective assessment tools and evaluate their impact on student learning.
- Stimulate curiosity, creativity, and a sense of inquiry in life science education.
- Apply life science concepts to develop life skills in students.
- Plan and execute lessons, units, and yearly instructional plans effectively.
- Utilize ICT tools, virtual labs, and digital resources to enhance life science education.
- Engage in co-curricular activities such as science clubs, fairs, and educational tours to enrich the learning experience.
- Employ mobile labs and improvised equipment to deliver hands-on biology education.

## **COURSE CONTENT**

### **UNIT 1: INSTRUCTIONAL PLANNING AND PEDAGOGICAL ANALYSIS IN LIFE SCIENCE**

- 1.1 Need and importance of Instructional Planning.
- 1.2 Types of Planning: Year Plan, Unit Plan, and Lesson Plan.
- 1.3 Principles of Lesson Planning, Steps involved in Lesson Planning, Unit Planning, and Year Planning.
- 1.4 Pedagogical Analysis of Selected Life Science Topics: Photosynthesis, Cell Structure, Food Chains, Ecological Balance, Reproduction, Food and Nutrition

### **UNIT 2: ICT AND E-CONTENT DEVELOPMENT IN LIFE SCIENCE**

- 2.1 Use of ICT in Teaching and Learning.
- 2.2 ICT Resources to Support Biology Teaching.
- 2.3 Virtual Labs and Online Experiments, Digital Textbooks, E-books, and Online Platforms for Science Education.
- 2.4 Tools and Free Software for E-Content Development in Science.

### **UNIT 3: BIOLOGY THROUGH CO-CURRICULAR ACTIVITIES**


- 3.1 Biological Science Clubs.
- 3.2 Science Fairs and Exhibitions.
- 3.3 Organizing Educational Tours.
- 3.4 Science Bulletin Boards, Mobile Science Laboratories, Low-Cost Improvised Apparatus.

### **UNIT 4: EVALUATION IN LIFE SCIENCE**

- 4.1 The Concept of Evaluation, Measurement, and Testing.
- 4.2 Types of Evaluation: Diagnostic, Formative, Summative, Techniques and Devices of Evaluation in Life Science, Continuous and Comprehensive Evaluation (CCE) in Life Science.
- 4.4 Characteristics of a Good Test/Tool of Evaluation, Different Types of Grading Systems, Construction and Use of Achievement Tests in Life Science, Portfolio and Task Analysis: Meaning and Advantages.

### **SUGGESTED PRACTICUM ACTIVITIES (CHOOSE ANY ONE)**


- Laboratory techniques such as collecting, culturing, staining, temporary & permanent mounting of materials.
- Museum techniques: Preservation, preparation, and maintenance of plant, animal, and other specimens.
- Setting up and maintaining an aquarium and terrarium.
- Use and maintenance of basic equipment in the biology laboratory.

  
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- Practicing at least five experiments to be demonstrated/ conducted in secondary class.
- Preparing a working model on a biological secondary school standard topic.
- Collecting and preserving any five biological specimens and writing a report.
- Conducting a case study of any senior secondary science lab and preparing a report.
- Any other activity assigned by the teacher.

#### SUGGESTED READINGS

- Ahmad, J. (2011). *Teaching of life sciences*. PHI Learning Private Limited.
- Ahmad, J. (2014). *Teaching of biological science*. PHI Learning Private Limited.
- Collete, A. T., & Chiappeta, E. L. (1994). *Science instruction in the middle & secondary schools*. Macmillan.
- Gupta, G. (2010). *Teaching of science*. Twenty-First Century Publication.
- Joshi, D. (2012). *Methodology of teaching science*. Dorling Kindersley (India) Pvt. Ltd.
- Kaur, R. (2007). *Teaching of science*. Twenty-First Century Publication.
- Kochhar, S. K. (2003). *Methods and techniques of teaching*. New Delhi: Sterling Publishers Pvt. Ltd.
- Kohli, V. K. (2007). *How to teach science*. Shri Krishna Publications.
- Mangal, S. K. (2005). *Teaching of life science*. Arya Book Depot.
- Martin, R., Sexton, C., Wagner, K., & Gerlorich, J. (1998). *Science for all children*. Allyn & Bacon.
- Mohan, R. (2007). *Innovative science teaching*. Prentice Hall of India.
- National Council of Educational Research and Training. (2006). *Position paper on teaching of science*. NCERT.
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- Sharma, S. B. (2016). *Pedagogy of science*. Rakhi Prakashan.
- Siddiqi, M., & Siddiqi, N. (2002). *Teaching of science today and tomorrow*. Doaba House.
- Sundarajan, S. (1995). *Teaching science in middle school: A resource book*. Orient Longman.
- Vaidya, N. (1999). *Science teaching for the 21st century*. Deep and Deep Publications.

  
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BACHELOR OF EDUCATION (B.ED.)  
SEMESTER-II  
COURSE-XIV (BOE-114)  
PEDAGOGY OF ECONOMICS (OPTION IV)**

**Max. Marks: 100  
External Marks/Theory: 80  
Internal Marks/Practicum: 20**

**Instructional Hours: 3+2  
Exam Hours: 3Hrs.  
Credit: 4**

**INSTRUCTIONS FOR THE EXAMINER:** *The examiner is required to set a total of nine questions for the examination. Of these, students must attempt only five questions. Question 1 will be compulsory and will consist of four short-answer questions, each valued at 4 marks, with one question selected from each unit. Two long-answer questions, each with an internal choice, will be set from each unit. Students are required to attempt one long-answer question from each unit/Section. Thus, students will complete a total of five questions, ensuring that one question is selected from each unit. All questions are of equal value, carrying 16 marks each.*

**SUBJECT SPECIFIC OBJECTIVES**

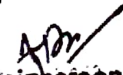
- To understand the importance and process of creating effective lesson plans in Economics.
- To develop skills in utilizing various instructional aids, including digital tools, to enhance the teaching of Economics.
- To perform a detailed pedagogical analysis of key economic topics, identifying concepts, outcomes, activities, and evaluation techniques.
- To apply pedagogical analysis to improve instructional strategies in Economics.
- To appreciate the role of co-curricular activities in enriching the teaching and learning of Economics.
- To explore the qualities of an effective Economics teacher and how to organize relevant co-curricular activities.
- To understand the principles and processes involved in curriculum development.
- To differentiate between syllabus and curriculum and apply this understanding in constructing an effective Economics curriculum.

**COURSE OUTCOMES**

After completing the course, students will be able to:

- Create well-structured lesson plans incorporating various instructional aids and ICT tools.
- Integrate charts, models, and digital resources effectively in Economics teaching.
- Demonstrate the ability to perform pedagogical analysis on economic topics such as types of markets, fiscal policy, and national income.
- Design learning activities and assessment methods based on the pedagogical analysis.
- Plan and execute co-curricular activities that complement the Economics curriculum.
- Exhibit the qualities of an effective Economics teacher through active engagement in co-curricular activities.
- Construct a curriculum for Economics that aligns with educational principles and meets the needs of students.
- Critically evaluate the effectiveness of different curriculum designs in Economics.

**COURSE CONTENT**

  
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## **UNIT 1: LESSON PLANNING AND INSTRUCTIONAL AIDS**

- 1.1 Need and Importance of a Good Lesson Plan
- 1.2 Types of Planning: Year Plan, Unit Plan, Lesson Plan
- 1.3 Principles of Lesson Planning and Steps Involved
- 1.4 Development and Utilization of Instructional Aids: Charts, Maps, Graphs, Tables, Models, Film Strips, T.V., Computer, Internet, Application of ICT in Teaching Economics.

## **UNIT 2: PEDAGOGICAL ANALYSIS IN ECONOMICS**

- 2.1 Pedagogical Analysis in Teaching Economics: Important Steps
- 2.2 The Teacher Will Demonstrate Pedagogical Analysis of One of the Following Topics: Types of Markets, Fiscal Policy, National Income
- 2.3 Key Components of Pedagogical Analysis: Identification of Concepts, Listing Behavioural Outcomes, Listing Activities and Experiments, Listing Evaluation Techniques.
- 2.4 Differentiated Instruction in Economics: Adapting Pedagogical Analysis for Diverse Learners.

## **UNIT 3: ECONOMICS TEACHER & CO-CURRICULAR ACTIVITIES**

- 3.1 Co-Curricular Activities in Economics: Objectives of Co-Curricular Activities  
Types of Co-Curricular Activities
- 3.2 Principles Underlying Organization of Co-Curricular Activities, Need and Importance of Co-Curricular Activities in Economics
- 3.3 Role and Organization of Co-Curricular Activities in Teaching Economics
- 3.4 Qualities of an Effective Economics Teacher

## **UNIT 4: CURRICULUM DEVELOPMENT**

- 4.1 Curriculum: Meaning and Importance
- 4.2 Difference between Syllabus and Curriculum
- 4.3 Development and Principles of Curriculum Construction
- 4.4 Integrating Cross-Curricular Themes in Economics Curriculum.

## **SUGGESTED PRACTICUM ACTIVITIES: (CHOOSE ANY ONE)**


Students are required to complete any two activities from the following:

- Develop an Annual Plan, Unit Plan, and Lesson Plan for teaching Economics.
- Construct a curriculum for a selected topic in Economics.
- Plan and conduct co-curricular activities that enhance the teaching of Economics.
- Organize visits to innovative centres of pedagogy and learning, and conduct action research based on teaching and learning in school and community settings.
- Any other activity, project, assignment assigned by the teacher.

## **SUGGESTED READINGS:**

- Ahuja, H. L. (2016). *Microeconomics*. S. Chand Publishers.
- Arora, P. N., & Shorie, J. P. (1986). *Open book examination questions in economics*. NCERT.
- Assistant Masters Association. (1974). *The teaching of secondary school examinations*. Cambridge University Press.
- Bawa, M. S. (Ed.). (1995). *Teaching of economics: Contemporary methods and strategies for secondary and senior secondary levels*. IASE, Department of Education, Delhi University.
- Bawa, M. S. (Ed.). (1996). *Evaluation in economics*. IASE, Department of Education, Delhi University.
- Bawa, M. S. (Ed.). (1998). *Source book on strategies of teaching social sciences*. IASE, Department of Education, Delhi University.
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- Salvotre, D., & Reed, L. (2013). *International economics* (11th ed.). Wiley.
- Soderston, B. O. (1991). *International economics*. Macmillan.
- Siddiqi, M. H. (1998). *Teaching of economics*. Ashish Publishing House.
- Srivastava, H. S. (1976). *Unit tests in economics*. NCERT.
- Verma, S. (2018). *Bhartiya arthvyastha* [Indian economy]. Unique Publishers.

  
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FACULTY OF EDUCATION  
B.P.S. MAHILA VISHWAVIDYALAYA, KHANPUR KALAN  
BACHELOR OF EDUCATION (B.ED.)  
SEMESTER-II  
COURSE- XIV (BOE – 114)  
PEDAGOGY OF COMPUTER SCIENCE (OPTION V)**

**Max. Marks: 100  
External Marks/Theory: 80  
Internal Marks/Practicum: 20**

**Instructional Hours: 3+2  
Exam Hours: 3Hrs.  
Credit: 4**

***INSTRUCTIONS FOR THE EXAMINER:** The examiner is required to set a total of nine questions for the examination. Of these, students must attempt only five questions. Question 1 will be compulsory and will consist of four short-answer questions, each valued at 4 marks, with one question selected from each unit. Two long-answer questions, each with an internal choice, will be set from each unit. Students are required to attempt one long-answer question from each unit/Section. Thus, students will complete a total of five questions, ensuring that one question is selected from each unit. All questions are of equal value, carrying 16 marks each.*

**SUBJECT SPECIFIC OBJECTIVES**

- Conduct effective pedagogical analysis in the teaching of computer science.
- Understand the concept and various types of instructional aids and their applications in computer science education.
- Master the procedures for using interactive whiteboards and other modern instructional tools.
- Develop and prepare teaching-learning materials specifically for computer science.
- Create and present effective PowerPoint presentations as a teaching aid.
- Understand and apply various methods of teaching computer science effectively.
- Explore and utilize various evaluation techniques and tools in the context of computer science education.
- Grasp the concept and application of computer-aided evaluation.
- Understand and implement procedures for conducting online examinations and e-assessments.

**COURSE OUTCOMES**

Upon successful completion of this course, students will:

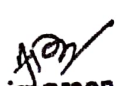
- Be proficient in conducting pedagogical analysis for computer science topics and applying these insights in their teaching practice.
- Utilize a wide range of instructional aids, including interactive whiteboards and multimedia presentations, to enhance the learning experience.
- Develop and present teaching-learning materials and PowerPoint presentations that effectively convey computer science concepts.
- Apply various teaching methods tailored to the needs of computer science education.
- Design and implement evaluation strategies that incorporate both traditional and computer-aided techniques.
- Conduct and manage online examinations and e-assessments, ensuring accurate and fair evaluation of student performance.

**COURSE CONTENT**

**UNIT I: CONTENT AND PEDAGOGICAL ANALYSIS**

1.1 Concept, need, and importance of pedagogical analysis.

1.2 Pedagogical analysis of the following topics: Computer System, Networking, MS-Windows, MS-Office, Operating System.

  
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- 1.3 Pedagogical Analysis of Digital Literacy and Cyber security
- 1.4 Pedagogical Analysis of Artificial Intelligence and Machine Learning

## **UNIT II: INSTRUCTIONAL AIDS**

- 2.1 Types and roles of instructional aids in the teaching of computer science.
- 2.2 Visual media: Chalkboard, charts, graphs, maps.
- 2.3 Interactive whiteboards: Meaning, importance, and uses.
- 2.4 PowerPoint presentations: Definition, steps in designing PPTs, and enhancing teaching and learning through PPTs.

## **UNIT III: TEACHING METHODS**

- 3.1 Lecture-cum-demonstration method.
- 3.2 Project method.
- 3.3 Computer-assisted instruction methods.
- 3.4 Laboratory method.
- 3.5 Inductive-deductive method.

## **UNIT IV: EVALUATION TECHNIQUES**

- 4.1 Meaning, need, and importance of evaluation.
- 4.2 Types of evaluation: Formative, summative, Continuous and Comprehensive Evaluation (CCE), and grading (marks and grades).
- 4.3 Techniques and tools of evaluation.
- 4.4 Attributes of a good achievement test: Characteristics, functions, and types.
- 4.5 Computer-aided evaluation and e-assessment: Concepts, tools, and implementation.

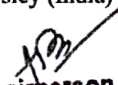
## **SUGGESTED PRACTICUM ACTIVITIES (CHOOSE ANY ONE)**

Students will choose and complete one of the following practicum activities:


- Conduct a pedagogical analysis of a specific computer science topic, including the preparation of related teaching-learning materials and evaluation techniques.
- Design and deliver a PowerPoint presentation on a computer science concept tailored for secondary or higher secondary students.
- Develop an instructional aid (e.g., chart, graph, or interactive whiteboard activity) for teaching a computer science topic.
- Create and evaluate an e-assessment tool or online examination system for computer science.
- Conduct a detailed analysis of the effectiveness of an interactive whiteboard in teaching a computer science lesson.
- Prepare and critically evaluate a lesson plan using the lecture-cum-demonstration method or project method in computer science.
- Develop a comprehensive evaluation plan for a computer science unit, incorporating both formative and summative assessment techniques.
- Design a blended learning module: Combine online and offline instructional strategies for teaching a computer science topic.
- Any other relevant activity/project/assignment assigned by the teacher.

## **SUGGESTED READINGS**

- Aggarwal, J. C. (2006). *Essentials of educational technology*. Vikas Publishing House Pvt. Ltd.
- Goel, H. K. (2005). *Teaching of computer science*. R. Lall Book Depot.
- Jain, S. (1990). *Introduction to computer science and basic programming*. Prentice Hall of India.
- Krishnamurthy, R. C. (2003). *Educational technology: Expanding our vision*. Authors Press.
- Gehlawat, M. (2012). *Information technology in education*. Dorling Kindersley (India) Pvt. Ltd.

  
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- Mangal, S. K., & Mangal, U. (2009). *Essentials of educational technology*. Phi Learning Private Limited.
- Mohanty, L. (2006). *ICT strategies for schools*. Sage Publication.
- Sharma, R. N. (2008). *Principles and techniques of education*. Surjeet Publications.

  
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FACULTY OF EDUCATION  
B.P.S. MAHILA VISHWAVIDYALAYA, KHANPUR KALAN (SONEPAT)  
BACHELOR OF EDUCATION  
SEMESTER-II  
COURSE- XIV (BOE- 114)  
PEDAGOGY OF ARTS (OPTION VI)

Max. Marks: 100  
External Marks/Theory: 80  
Internal Marks/Practicum: 20

Instructional Hours: 3+2  
Exam Hours: 3Hrs.  
Credit: 4

**INSTRUCTIONS FOR THE EXAMINER:** *The examiner is required to set a total of nine questions for the examination. Of these, students must attempt only five questions. Question 1 will be compulsory and will consist of four short-answer questions, each valued at 4 marks, with one question selected from each unit. Two long-answer questions, each with an internal choice, will be set from each unit. Students are required to attempt one long-answer question from each unit/Section. Thus, students will complete a total of five questions, ensuring that one question is selected from each unit. All questions are of equal value, carrying 16 marks each.*

#### SUBJECT SPECIFIC OBJECTIVES

The course will enable the students to:


- Understand the foundational principles of teaching Art, including its significance in education.
- Develop an awareness of various art forms and their cultural contexts, appreciating the diversity of artistic expressions.
- Familiarize with different strategies and methodologies for teaching Art at the secondary and higher secondary levels.
- Develop practical skills in the use of various art tools and instruments, fostering creativity and technical proficiency.
- Cultivate an appreciation for the relationship between Art, nature, and human existence.
- Understand and apply effective methods and approaches for teaching Art in diverse educational settings.

#### COURSE OUTCOMES

By the end of the course, student-teachers will be able to:

- Comprehend the foundational concepts of Art education and integrate them into the school curriculum.
- Demonstrate proficiency in using various art tools and techniques, applying them effectively in the classroom.
- Analyze and appreciate different forms of Art, recognizing their cultural and social significance.
- Develop and implement effective lesson plans and teaching strategies for Art, tailored to the needs of secondary and higher secondary students.
- Evaluate student learning in Art using appropriate assessment techniques, fostering creativity and critical thinking.

#### COURSE CONTENT

  
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## UNIT 1: FOUNDATION AND CONTEXT OF ARTS

- 1.1 Aims and Objectives of Teaching Fine Arts: Understanding the goals and educational objectives of Art education.
- 1.2 Importance and Place of Fine Arts in Education: Exploring the role of Fine Arts in holistic student development and curriculum integration.
- 1.3 Construction of Syllabus for Fine Arts at Secondary Education: Principles and processes involved in designing an Art curriculum.
- 1.4 Relationship of Fine Arts with Other School Subjects: Interdisciplinary connections between Art and other subjects like History, Literature, and Science.

## UNIT 2: METHODS OF TEACHING & INDIAN ARTISTS, PAINTINGS

- 2.1 Lecture-cum-Demonstration Method in Indian Paintings: Applying traditional teaching methods to explore Indian Art.
- 2.2 Project Method in Indian Art: Engaging students in project-based learning focused on Indian artists and their contributions.
- 2.3 Observation Method: Encouraging critical observation as a tool for understanding and appreciating Art.
- 2.4 Significant Contributions of Indian Artists: Raja Ravi Varma's Indian Paintings: Analysing his impact on Indian Art, Contribution of Abanindranath Tagore and Amrita Sher-Gil: Understanding their role in shaping Indian Art, Centres of Art Schools: Exploring prominent Art schools and their influence on Indian Art.

## UNIT 3: SKILL DEVELOPMENT IN ART

- 3.1 Skill of Art Appreciation: Developing the ability to critically evaluate and appreciate different forms of Art.
- 3.2 Skill of Observation: Enhancing observation skills to better understand artistic elements.
- 3.3 Skill of Imagination and Visual Communication: Fostering creativity and the ability to communicate ideas visually.
- 3.4 Skill of Handling Art Tools: Mastering the use of colours, brushes, and other tools to create Art, Art Development in Children: Understanding the stages of Art development in children and how to nurture their creativity.

## UNIT 4: PROFESSIONAL EFFICIENCY, MEASUREMENT, AND EVALUATION

- 4.1 Professional Qualities of a Good Art Teacher; Identifying the key attributes and skills required for effective Art teaching.
- 4.2 Creativity in Art and the Role of the Art Teacher: Encouraging creativity in students and understanding the teacher's role in this process.
- 4.3 Organizing Art Exhibitions and Classroom Decoration: Planning and executing Art exhibitions, and creating an aesthetically pleasing classroom environment.
- 4.4 Measurement and Evaluation in Art Education: Understanding the importance, need, and types of evaluation techniques in Art education.

## SUGGESTED PRACTICUM ACTIVITIES


- Students will choose and complete any four of the following practicum activities:
- Develop a unique design that reflects an understanding of Art principles.
- Create artistic greeting cards using various materials and techniques.
- Design a composition based on a selected theme, utilizing colour and form.
- Create a landscape painting, focusing on elements like perspective, colour, and texture.
- Develop a thematic collage using different materials to express an idea or concept.
- Create a poster with a focus on visual communication and design principles.

## SUGGESTED READINGS

- Gupta, A. (2003). *Kabad se Jugad: Little Science*. Bhopal: Eklavya.
- Khanna, S., & NBT. (1992). *Joy of Making Indian Toys*. New Delhi: National Book Trust.
- Prasad, D. (1998). *Art as the Basis of Education*. New Delhi: National Book Trust.

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- Sahi, J., & Sahi, R. (2009). *Learning Through Art*. Eklavya.
- Chawla, S.S. (1986). *Teaching of Art*. Patiala: Publication Bureau, Punjabi University.
- Dodd, N., & Hamer, W. (1980). *Drama and Theatre in Education*. London: Heinemann.
- NCERT. (2006). *Position Paper National Focus Group on Arts, Music, Dance, and Theatre*. New Delhi: NCERT.

  
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DEPARTMENT OF EDUCATION  
FACULTY OF EDUCATION  
R.P.S. MAHILA VISHWAVIDYALAYA, KHANPUR KALAN  
BACHELOR OF EDUCATION (B.ED.)  
SEMESTER - II  
COURSE- XV (BOE -115)  
INSTRUCTIONAL TECHNOLOGY (H.A.E. & P.T.A.) (PRACTICUM)

Max Marks: 50

External Marks: 40

Internal Marks: 10

Instructional Hours: 4

Credit: 2

**INSTRUCTIONS FOR THE EXAMINER:** During the practical exam, each student will be required to demonstrate their proficiency in preparing teaching aids and handling of available equipments like OHP, LCD Projector etc., focusing on basics of operation, setup, and classroom application. The exam will assess the student's ability to apply the principles and techniques discussed in the course, including the preparation and effective use of teaching aids. Students will be expected to integrate their knowledge with a brief instructional segment, showcasing how they would use the aids and equipments to enhance student understanding in a real classroom scenario. Additionally, evaluative skills will be tested, as students will critique their own work and provide constructive feedback to peers. This practical exam aims to assess not only the technical skills in handling equipments but also the ability to create an engaging and visually appealing learning environment by using teaching aids also.

**SUBJECT SPECIFIC OBJECTIVES**

The course aims to:

- Acquaint student-teachers with the foundational philosophy and importance of work education in the teaching-learning process.
- Enable student-teachers to understand the significance of teaching aids in enhancing classroom instruction and student engagement.
- Develop the skills necessary for the preparation and effective use of teaching aids, ensuring that student-teachers can facilitate efficient and impactful teaching.
- Cultivate proficiency in chalkboard writing as an essential classroom management and instructional tool.

**COURSE OUTCOMES**

By the end of the course, student-teachers will be able to:

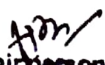
- Demonstrate a clear understanding of the basic philosophy and significance of work education and its application in the classroom.
- Identify and classify various types of teaching aids, understanding their relevance and use in different educational contexts.
- Prepare, use, and evaluate a range of teaching aids, including models, charts, and digital resources, to enhance teaching effectiveness.
- Exhibit effective chalkboard writing skills, utilizing them for better classroom management and communication.
- Integrate modern educational tools like overhead projectors, LCDs, AI and digital cameras into their teaching practices, aligning with the goals of NCF 2023 and NEP 2020.

**COURSE CONTENT**

**UNIT 1: PREPARING TEACHING AIDS**

1.1 Meaning, Concept, and Significance of Teaching Aids: Understanding the role of teaching aids in the educational process.

1.2 Importance and Need for Teaching Aids: Why teaching aids are essential for effective classroom instruction.

  
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1.3 Classification of Teaching Aids: Types of teaching aids: Visual, Audio, Audio-Visual, and Digital aids.

1.4 Material Requirements and Effective Use of Teaching Aids, Tools and materials needed for creating teaching aids (e.g., paper, colours, scales, pencils), Best practices for using teaching aids in the classroom.

## UNIT 2: HANDLING AVAILABLE EQUIPMENT

1.1 Overhead Projector (OHP): Basics of operation, setup, and classroom application.

1.2 Slide Projector and LCD Projector, Interactive Boards: Fundamentals of use, advantages in teaching, and integration into lesson plans.

1.3 Tape Recorder and Digital Camera: Utilizing audio tools and digital photography in education.


1.4 Computer, AI and ICT Tools, the role of computers in modern education, focusing on digital presentations and interactive learning, use of Artificial Intelligence

## SUGGESTED PRACTICUM ACTIVITIES

- Teaching Aid Preparation:
  - Create two coloured charts (20" X 30") for specific teaching subjects.
  - Develop two models (one working and one static) related to teaching subjects.
  - Design two power point presentations for each teaching subject.
  - Make five flash cards for each teaching subject.
- Teaching Aid Development: Design and present teaching aids for a chosen subject. Discuss their educational significance and how they will be used in the classroom.
- Digital Equipment Demonstration: Conduct a demonstration on the use of digital tools in a classroom setting. Reflect on how these tools enhance learning.
- Classroom Integration Project: Create a lesson plan that integrates at least two different types of teaching aids. Implement the lesson and evaluate its effectiveness in terms of student engagement and comprehension.
- Chalkboard Writing Practice: Engage in a series of chalkboard writing exercises focused on legibility, organization, and clarity. Receive peer feedback and make improvements.
- Any other assignment/activity assigned by the teacher.

## SUGGESTED READINGS

- Bhalla, C.L. (1962). *Audio-Visual Aids in Education*. Delhi: Ram Lal Pury.
- Chadha, D.K., Singh, V.P., & Bansal, M.L. (Year). *Audio-Visual Education*. New Delhi: Sandeep Parkashan.
- Chakraborti, S.K. (1961). *Audio-Visual Education in India*. Calcutta: Little Flower Press.
- Chikara, M.S. (1991). *Audio Visual Education*. Ludhiana: Tandon Publications.
- deKieffer, R.E., & Cochran, L.W. (1962). *A Manual of Audio-Visual Techniques*. New Delhi: Prentice Hall of India.
- Mangal, S.K. (Year). *Work Experience*. Ludhiana: Parkash Brothers.
- Safaya, R.N. (Year). *Work Experience*. Jalandhar: Punjab Kitab Ghar.
- Singh, N. (Year). *Work Experience and Blackboard Writing*. Ludhiana: Tandon Publication.
- Verma, K.K. (Year). *Work Experience*. Jalandhar: Trueman Book Co.

  
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B.P.S. MAHILA VISHWAVIDYALAYA, KHANPUR KALAN  
BACHELOR OF EDUCATION (B.ED.)  
SEMESTER-II  
COURSE- XVI (BOE- 116)  
INTERNSHIP PHASE-2 (SCHOOL ATTACHMENT)  
COURSE- XVII (BOE-117)  
INTERNSHIP PHASE-2 (COMMUNITY SURVEY)**

**Max Marks:** 25+25= 50 | **Total Duration:** 02 Weeks (1 Week Each for School Attachment and Community Survey)

**External Marks:** 20+20= 40 | **Internal Marks:** 5+5= 10 | **Credits:** 01+01=02

### **COURSE OVERVIEW**

Internship Phase-2 is an integral part of the B.Ed. program, designed to provide student-teachers with deeper insights into school dynamics and community engagement. This phase consists of two components: School Attachment and Community Survey. The School Attachment component focuses on immersing student-teachers in real classroom settings, observing teaching-learning processes, and participating in various school activities. The Community Survey component aims to connect student-teachers with the broader educational context by engaging with the community, understanding its educational needs, and conducting relevant surveys. This dual exposure equips future teachers with practical knowledge, critical thinking skills, and a comprehensive understanding of the educational ecosystem.

### **SUBJECT-SPECIFIC OBJECTIVES**


The main objectives of Internship Phase-2 are to:

1. **Enhance Observational Skills:** Enable student-teachers to observe real classroom situations and gain insights into effective teaching and classroom management.
2. **Understand School Functioning:** Familiarize student-teachers with school organization, management, and the role of various educational resources in enhancing learning.
3. **Develop Reflective Practices:** Encourage student-teachers to critically analyze school environments and provide feedback for improvement.
4. **Gain Community Insight:** Conduct community surveys to understand the educational needs and challenges faced by students and parents.
5. **Engage in School and Community Activities:** Participate in school celebrations, co-curricular activities, and community outreach to foster a holistic understanding of education.

### **COURSE OUTCOMES**

Upon successful completion of the Internship Phase-2, student-teachers will be able to:

1. **Analyze Classroom Dynamics:** Critically observe classroom interactions, pedagogical practices, and assess the effectiveness of teaching methods.
2. **Evaluate School Environment:** Understand the philosophy, aims, and organizational structure of schools, and how these impact teaching and learning.
3. **Reflect and Suggest Improvements:** Provide constructive feedback on school operations, classroom management, and student engagement.

  
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4. **Conduct Effective Community Surveys:** Collect and analyze data from the community to understand educational challenges and suggest relevant interventions.
5. **Apply Practical Teaching Skills:** Develop and use audio-visual aids, conduct lab work, and learn evaluation techniques, including preparing question papers and grading.

## **COURSE CONTENT AND ACTIVITIES**

### **WEEK 1: SCHOOL ATTACHMENT (1 WEEK)**

#### **1. Classroom and School Environment Observation**

- a) **Activity:** Observe real classroom situations in at least two schools (private/government) affiliated with HBSE/CBSE. This includes understanding the school's philosophy, aims, organization, management, curriculum transaction, and assessment methods.
- b) **Outcome:** Develop a holistic understanding of the school environment and identify effective teaching strategies.

#### **2. Visit to Innovative Pedagogy and Learning Centres available in school**

- a) **Activity:** Visit educational resource centers and innovation centers to observe advanced teaching methods and learning technologies.
- b) **Outcome:** Gain exposure to innovative pedagogical practices and integrate these into future teaching.

#### **3. School Timetable and Attendance Record**

- a) **Activity:** Observe the school timetable and attendance records to understand the scheduling of academic and co-curricular activities.
- b) **Outcome:** Learn to manage time effectively in a school context.

#### **4. Morning Assembly and Co-Curricular Activities**

- a) **Activity:** Report on the conduct of morning assemblies and participate in co-curricular activities such as sports, cultural events, and competitions.
- b) **Outcome:** Understand the role of co-curricular activities in holistic education.

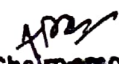
#### **5. Observing National Days and Important Occasions**

- a) **Activity:** Participate in the celebration of national days and other significant occasions with school children.
- b) **Outcome:** Foster a sense of national pride and cultural awareness among students.

#### **6. Use of School Library and Laboratory Work**

- a) **Activity:** Utilize school libraries and conduct lab work, helping students with practical exercises and research.
- b) **Outcome:** Promote the use of additional resources to support learning.

### **WEEK 2: COMMUNITY SURVEY (1 WEEK)**

  
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## 7. Philosophy, Vision, and Objectives of the School

- a) **Activity:** Analyze the school's mission, objectives, and their alignment with educational goals.
- b) **Outcome:** Understand how school philosophy impacts teaching and learning outcomes.

## 8. School Organization and Management

- a) **Activity:** Study the organizational structure, fee management, staff salaries, leave rules, and service conditions.
- b) **Outcome:** Gain insights into the administrative workings of schools.

## 9. School Infrastructure Analysis

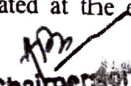
- a) **Activity:** Conduct a detailed evaluation of the school plant, including infrastructural, instructional, and human resources.
- b) **Outcome:** Assess the adequacy and effectiveness of school facilities in supporting education.

## 10. Feedback and Suggestions


- a) **Activity:** Prepare feedback and suggestions based on classroom observations and overall school functioning.
- b) **Outcome:** Enhance reflective skills and contribute valuable insights for school improvement.
- a) **Outcome:** Improve instructional design skills and enhance student learning experiences.

## ASSESSMENT AND REPORTING

- a) **Assessment Criteria:** Student-teachers will be assessed on their ability to observe, analyze, reflect, and report on school and community dynamics. Marks will be awarded based on participation, quality of observations, reflective practices, and the effectiveness of feedback and suggestions.
- b) **Documentation:** Student-teachers are required to maintain detailed records and reports of all activities, which will be reviewed and evaluated at the end of the internship phase.

  
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1. **Documentation Quality:** Assessment of submitted lesson plans, records, and reports.
2. **Practical Skills:** Evaluation of teaching proficiency, classroom management, and participation in school activities.
3. **Reflective Practice:** Review of reflective reports and ability to articulate insights gained from the internship experience.
4. **Supervisor Feedback:** Performance assessment based on observations and feedback from the internship supervisor.

  
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**BACHELOR OF EDUCATION (B.ED.)**  
**COURSE STRUCTURE AND SCHEME OF EXAMINATION**  
**(W.E.F. Academic Session-2024-2025)**

**SEMESTER-III**

SEMESTER-III

Sr. No	Course Code	Course Title	Hours per week		Total Credits	Max. Marks		
			Lecture	Practicum		Internal	External	Total Marks
Practicum Course								
1.	BOE-201	Pre- Internship Pedagogy Workshop	—	Two Weeks	2	10	40	50
School Internship Phase-3 (16 Weeks)								
2.	BOE-202	School Internship Report	—	40	4	20	80	100
3.	BOE-203	Pedagogy of School Subject-1	—		8	40	160	200
4.	BOE-204	Pedagogy of School Subject-2	—		8	40	160	200
Total			—	40+ Two Weeks	22	110	440	550

*[Signature]*  
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BACHELOR OF EDUCATION (B.ED.)  
SEMESTER-III  
COURSE- XVIII (BOE-201)  
PRE- INTERNSHIP PEDAGOGY WORKSHOP  
COURSE-XIX (BOE-202)  
SCHOOL INTERNSHIP REPORT  
COURSE-XX (BOE-203)  
PEDAGOGY OF SCHOOL SUBJECT-1  
COURSE-XXI (BOE-204)  
PEDAGOGY OF SCHOOL SUBJECT-2**

**Max Marks:** 50+100+200+200=550 | **Total Duration:** 2 Weeks+16 Weeks=18 Weeks

**External Marks:** 40+80+160+160=440 | **Internal Marks:** 10+20+40+40=110 | **Credits:** 2+4+8+8= 22

**SUBJECT- SPECIFIC OBJECTIVES**

1. **Enhance Professional Practice:** Equip student teachers with the practical skills and experience necessary for effective teaching through immersive school internships and community surveys.
2. **Integrate Theory with Practice:** Facilitate the application of pedagogical theories and strategies in real-world classroom settings and community environments.
3. **Develop Comprehensive Understanding:** Foster a deep understanding of school operations, curriculum implementation, and community engagement.
4. **Promote Reflective Practice:** Encourage ongoing reflection on teaching practices, community interactions, and overall professional growth.

**COURSE OUTCOMES**


Upon successful completion of this course, students will be able to:

1. **Demonstrate Teaching Proficiency:** Effectively plan, deliver, and assess lessons across multiple subjects while integrating technology and innovative teaching methods.
2. **Conduct In-Depth Analysis:** Analyze and evaluate school environments, curricula, and administrative processes to identify areas for improvement and implement best practices.
3. **Engage with the Community:** Conduct meaningful community surveys and engage with local stakeholders to understand and address educational and social needs.
4. **Reflect and Report:** Prepare detailed reports on internship experiences and community engagement, demonstrating reflective and analytical skills.

**COURSE CONTENT**

**PHASE 1: PRE-INTERNSHIP PEDAGOGY WORKSHOP (2 WEEKS)**

**Objective:** Prepare student teachers for effective teaching and community engagement through a comprehensive workshop.

  
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1. **Microteaching:** Practice teaching small lessons in a controlled environment to refine skills and receive constructive feedback.
2. **Mega Teaching:** Simulate full classroom sessions to experience and manage larger groups and diverse teaching scenarios.

## PHASE 2: SCHOOL INTERNSHIP (16 WEEKS)

**Objective:** Provide immersive, hands-on teaching experience and involvement in school activities.


1. **Teaching Practice:**
  1. **Lesson Planning and Delivery:** Prepare and deliver 80 lesson plans across all pedagogy subjects.
  2. **Classroom Management:** Implement effective classroom management techniques and differentiated instruction strategies.
  3. **Observation and Collaboration:**
  4. **Peer Observations:** Observe and provide feedback on 20 lessons conducted by fellow student teachers.
  5. **Participation in School Activities:** Engage in morning assemblies, cultural activities, exhibitions, quizzes, games, sports, and PTA/SMC/PTM meetings.
2. **Administrative Duties:**
  1. **Timetable Preparation:** Assist in creating and managing school timetables.
  2. **Record Keeping:** Maintain a teacher diary and other school records, including attendance and student progress.
3. **Community Engagement:**
  1. **Community Surveys:** Conduct surveys to understand community needs and perceptions regarding education.
  2. **Field Visits:** Visit innovation centers and educational resource centers to gain insights into new teaching practices and resources.
4. **Reporting and Documentation:**
  1. **Lesson Plans:** Submit 80 lesson plans in each subject area.
  2. **School Profile:** Document the school's infrastructure, social science laboratory, equipment, and library facilities.
  3. **Participation Records:** Maintain records of participation and organization of school activities.

## PHASE 3: POST INTERNSHIP

5. **Reflective Report:**
  1. **Preparation:** Compile a comprehensive report summarizing experiences, observations, and reflections from the internship period.
  2. **Exhibition: Teaching Aids:** Organize and display teaching aids developed during the internship.
  3. **Viva-Voce: Oral Examination:** Present findings and reflections in a viva-voce session with the concerned supervisor.

## INTERNAL ASSESSMENT

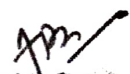
6. **Evaluation Criteria:**

  
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**B.P.S. MAHILA VISHWAVIDYALAYA, KHANPUR KALAN (SONEPAT)**  
**BACHELOR OF EDUCATION (B.Ed.)**  
**COURSE STRUCTURE AND SCHEME OF EXAMINATION**  
**(W.E.F. Academic Session-2024-2025)**

**SEMESTER-IV**

SEMESTER-IV								
Sr. No.	Course Code	Course Title	Hours per week		Total Credits	Max. Marks		
			Lecture	Practicum		Internal	External	Total Marks
Theory Course								
1	BOE-205	Gender, School and Society	3	2	4	20	80	100
2	BOE-206	Environmental Education	3	2	4	20	80	100
3	BOE-207	Creating an Inclusive School	3	2	4	20	80	100
4	BOE-208	Health and Physical Education	3	2	4	20	80	100
5	BOE-209	Optional Course (Any one option to be opted)						
	Option (i)	Educational Measurement and Evaluation	3	2	4	20	80	100
	Option (ii)	Guidance and Counseling in Indian School	3	2	4	20	80	100
	Option (iii)	Value Education and Human Rights Education	3	2	4	20	80	100
	Option (iv)	Teacher Education	3	2	4	20	80	100
Practicum Course								
6	BOE-210	Drama and Arts in Education	—	4	2	10	40	50
7	BOE-211	Understanding the Self	—	4	2	10	40	50
Total			15	18	24	120	480	600
Grand Total (Semester- I to Semester- IV)					96	480	1920	2400

  
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BACHELOR OF EDUCATION (B. ED.)  
SEMESTER- IV  
COURSE - XXII (BOE – 205)  
GENDER, SCHOOL AND SOCIETY**

**Max Marks: 100  
External Marks/Theory: 80  
Internal Marks/Practicum: 20**

**Inst. Hours: 3+2  
Exam Hour: 3 hrs.  
Credit: 4**

**INSTRUCTIONS FOR THE EXAMINER:** *The examiner is required to set a total of nine questions for the examination. Of these, students must attempt only five questions. Question 1 will be compulsory and will consist of four short-answer questions, each valued at 4 marks, with one question selected from each unit. Two long-answer questions, each with an internal choice, will be set from each unit. Students are required to attempt one long-answer question from each unit/Section. Thus, students will complete a total of five questions, ensuring that one question is selected from each unit. All questions are of equal value, carrying 16 marks each.*

**SUBJECT SPECIFIC OBJECTIVES:**

By the end of this course, pupil-teachers will be able to:

- Develop an understanding of the concepts of gender and gender roles and their impact on society.
- Explain the processes of gender identity formation and socialization.
- Identify and address gender-related challenges in schools, such as bullying, eve-teasing, and sexual abuse.
- Critically examine gender stereotypes in educational settings and learn methods to counteract them.

**COURSE OUTCOMES:**

Upon successful completion of this course, pupil-teachers will:

- Comprehend the distinctions between gender and sex, and articulate the importance of gender equality in various social contexts.
- Analyse and evaluate the role of social institutions in perpetuating or challenging gender roles.
- Propose strategies to address gender-related challenges in schools and promote a safe and inclusive environment.
- Reflect on the impact of socialization practices on gender identity formation and challenge gender stereotypes in educational settings.

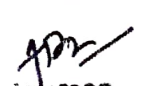
**COURSE CONTENT**

**UNIT 1: CONCEPT OF GENDER AND GENDER ROLES**

- 1.1 Gender: Concept, differences between gender and sex.
- 1.2 Understanding concepts related to gender: Feminism, masculinity, and femininity.
- 1.3 Gender equality: Meaning, need, importance, and the causes and consequences of gender inequalities.
- 1.4 Gender roles and social institutions: Influence of family, community, and society.

**UNIT 2: GENDER AND SCHOOL**

- 2.1 Addressing gender issues in schools: Strategies to prevent bullying, eve-teasing, and sexual abuse.

  
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- 2.2 Role of school, peers, teachers, curriculum, and textbooks in challenging gender inequalities.
- 2.3 Gender concerns related to access, enrolment, retention, participation, and achievement in schools.
- 2.4 Gender discrimination: Meaning, causes, and manifestations at different levels of educational institutions.

### UNIT 3: GENDER IDENTITY AND SOCIALIZATION PROCESS

- 3.1 Gender identity and socialization practices within the family and other formal and informal organizations.
- 3.2 Gender stereotypes in schools: Identification and strategies to overcome them.
- 3.3 Social construction of gender: Exploring how gender roles are formed and maintained.
- 3.4 Theories of gender construction: Biological and social theories, and their application in the Indian context.

### UNIT 4: GENDER-RELATED ISSUES IN INDIA

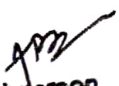
- 4.1 Female foeticide: Meaning, reasons, legal provisions, and preventive strategies.
- 4.2 Domestic violence: Meaning, causes, legal provisions, and preventive strategies.
- 4.3 Dowry system: Meaning, causes, legal provisions, and preventive strategies.
- 4.4 Sexual harassment at the workplace: Meaning, causes, legal provisions, and preventive strategies.

### SUGGESTED PRACTICUM ACTIVITIES : (CHOOSE ANY ONE)

- Presentation on gender issues, gender roles, and the necessity of gender equality, using real-life examples.
- Role-playing scenarios to simulate situations involving bullying, eve-teasing, and sexual abuse, followed by group discussions on strategies to address these challenges in the classroom.
- Organize an awareness campaign in the community to educate people about gender stereotypes and biases in schools or the community.
- Presentation and group discussion on gender-related social issues, legal provisions, and preventive strategies.
- Any other activity, assignment, project assigned by the teacher.

### SUGGESTED READINGS

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- Bala, I., & Bala, A. (2023). *Gender and society*. Delhi: Academic Publication.
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- Yadav, H. K. (2021). *Concept of gender, school, and society*. Gujarat: Redshin e Publication.

  
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BACHELOR OF EDUCATION (B.ED.)  
SEMESTER-IV  
COURSE - XXIII BOE – 206  
ENVIRONMENTAL EDUCATION**

Max. Marks: 100  
External Marks/Theory: 80  
Internal Marks/Practicum: 20

Instructional hours = 3+2  
Exam Hours: 3Hrs.  
Credits: 4

**INSTRUCTIONS FOR THE EXAMINER:** *The examiner is required to set a total of nine questions for the examination. Of these, students must attempt only five questions. Question 1 will be compulsory and will consist of four short-answer questions, each valued at 4 marks, with one question selected from each unit. Two long-answer questions, each with an internal choice, will be set from each unit. Students are required to attempt one long-answer question from each unit/Section. Thus, students will complete a total of five questions, ensuring that one question is selected from each unit. All questions are of equal value, carrying 16 marks each.*

**SUBJECT-SPECIFIC OBJECTIVES**

The course aims to:

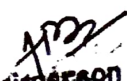
- Impart fundamental knowledge about the environment and its related challenges.
- Increase awareness, knowledge, skills, and participation regarding environmental issues and their solutions.
- Foster an attitude of concern and responsibility towards environmental conservation.
- Equip students with the ability to address environmental problems through education and action.

**COURSE OUTCOMES**

By the end of the course, students will be able to:

- Understand the concept, importance, scope, and aims of environmental education.
- Comprehend the principles and significance of sustainable development.
- Recognize the concepts of ecosystems and food chains and the environmental imbalances caused by human activities.
- Identify potential environmental hazards and develop strategies to mitigate the effects of environmental degradation and pollution.
- Integrate various components of environmental education into the curriculum.
- Develop effective methods and strategies for teaching environmental education.
- Analyse and address various environmental issues and problems.
- Understand the impact of human activities on the environment and the importance of environmental ethics.
- Promote awareness and sensitivity towards environmental issues in educational settings.
- Acquire knowledge about environmental education programs aimed at fostering positive attitudes and behaviour towards the environment.

**COURSE CONTENT**

  
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## **UNIT 1: BASIC CONCEPTS OF ENVIRONMENT & ENVIRONMENTAL EDUCATION**

- 1.1 Meaning & Definition of Environment; Basic Components and Classification of Environment
- 1.2 Meaning, Definition & Importance of Environmental Education; Characteristics of Environmental Education
- 1.3 Aims & Objectives of Environmental Education; Development and Content of Environmental Awareness
- 1.4 Differences Between Environmental Education and Environmental Awareness; Teacher's Role in Environmental Education (Aligned with NCF 2023 and NEP 2020)

## **UNIT 2: ECOSYSTEM, ENVIRONMENTAL POLLUTION, DEGRADATION, AND HAZARDS**

- 2.1 Ecosystem: Meaning, Components, Functions, and Food Chains; Causes of Imbalance
- 2.2 Environmental Pollution: Types (Soil, Water, Air, Noise, Radioactive) and Control Measures
- 2.3 Environmental Degradation: Concepts, Causes, Types; Environmental Hazards and Disasters: Natural and Man-made
- 2.4 Global Environmental Changes: Greenhouse Effect, Ozone Layer Depletion, Acid Rain, Melting of Polar Ice Caps, and Rising Sea Levels (Impact of Human Activities - NEP 2020)

## **UNIT 3: CURRICULUM DEVELOPMENT AND ENVIRONMENTAL EDUCATION**

- 3.1 Teaching-Learning Strategies and Evaluation Techniques in Environmental Education
- 3.2 Environmental Education Programs for Attitude Change; Role of Media, Films, and Television in Spreading Environmental Awareness
- 3.3 Planning Environmental Education in Schools, Colleges & Universities
- 3.4 Curriculum Development in Environmental Education; Environmental Laws in India (Aligned with NCF 2023)


## **UNIT 4: ENVIRONMENTAL ISSUES AND PROTECTION**

- 4.1 Sustainable Development: Concepts, Principles, and Practices
- 4.2 Environmental Conservation and Management: National Parks, Bird Sanctuaries, and Zoos
- 4.3 Environmental Protection Plans and Projects: Save Dal Lake, Save Hangul, Save Tiger, Chipko Movement, Save Ganga (Aligned with NEP 2020)
- 4.4 Alternate Sources of Energy, Eco-friendly Technology, and Waste Management

## **SUGGESTED PRACTICUM ACTIVITIES( CHOOSE ANY ONE)**

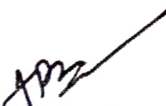
Students will choose and complete one of the following practicum activities:

- Prepare a scrap file with environmental articles and news, including suggestions by pupil-teachers.
- Develop a project report on a local environmental problem and propose solutions.
- Conduct a classroom discussion on disaster management and prepare a report.
- Participate in and promote Vanmahotsav by involving the school community in tree planting and awareness activities.
- Engage in on-field learning by raising a nursery or kitchen garden.
- Organize and lead activities for an eco-club in a rural school, promoting environmental awareness and action.
- Any activity, project, assignment assigned by the teacher.

  
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## SUGGESTED READINGS

- De, A.K., & De, A.K. (2004). *Environmental Education*. New Delhi: New Age International.
- De, A.K., & De, A.K. (2005). *Environmental Studies*. New Delhi: New Age International.
- Goel, M.K. (2006). *Paryavaran Addhyayan*. Agra: Vinod Pustak Mandir.
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- Kormondy, E. (1991). *Concept of Ecology*. New Delhi: Prentice Hall of India.
- Mahajan, V.S. (Ed.) (1994). *Environmental Protections: Challenges and Issues*. New Delhi: Deep & Deep Publications.
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BACHELOR OF EDUCATION (B. ED.)  
SEMESTER- IV  
COURSE – XXIV (BOE – 207)  
CREATING AN INCLUSIVE SCHOOL**

**Max Marks: 100**

**External Marks/Theory: 80**

**Internal Marks/Practicum: 20**

**Inst. Hour : 3+2**

**Exam Hour: 3 hrs.**

**Credits : 04**

**INSTRUCTIONS FOR THE EXAMINER:** *The examiner is required to set a total of nine questions for the examination. Of these, students must attempt only five questions. Question 1 will be compulsory and will consist of four short-answer questions, each valued at 4 marks, with one question selected from each unit. Two long-answer questions, each with an internal choice, will be set from each unit. Students are required to attempt one long-answer question from each unit/Section. Thus, students will complete a total of five questions, ensuring that one question is selected from each unit. All questions are of equal value, carrying 16 marks each.*


**SUBJECT SPECIFIC OBJECTIVES**

The course aims to:

- Develop a pedagogical understanding that values diversity and promotes true inclusion, enabling each child to optimize their potential within a common curriculum framework.
- Foster an understanding of the philosophy of inclusion and familiarize students with policies, programs, and legislations related to children with special needs.
- Build awareness about the diverse needs of disabled individuals and the importance of creating inclusive classrooms that address these needs.
- Critically analyse inclusive educational practices and develop strategies to implement effective inclusive education.
- Understand the global and national commitments towards the education of children with diverse needs, as outlined in policies like NCF 2023 and NEP 2020.
- Enhance the ability to plan need-based programs for children with varied abilities, utilizing human and material resources effectively in inclusive classrooms.
- Equip students with specific teaching strategies for special needs children, including learner-friendly evaluation procedures and innovative practices.
- Engage with policy critique and contribute to the formulation and implementation of laws and practices pertaining to the education of children with special needs.

**COURSE OUTCOMES**

- By the end of the course, students will be able to:
- Summarize and apply the principles of inclusive education, understanding the shift from segregation to inclusion.

  
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- Analyse and implement policies and programs related to children with special needs, including those outlined in NCF 2023 and NEP 2020.
- Identify and address the diverse physical, psychological, and socio-cultural needs of learners in inclusive classrooms.
- Design and modify curricula, instructional strategies, and evaluation methods to meet the needs of all learners.
- Develop and apply innovative practices and use assistive technologies to support children with special needs.
- Critically engage with and contribute to policy-making processes related to inclusive education.
- Plan and execute inclusive educational practices that accommodate diverse learning needs, ensuring equity and access for all students.

## **COURSE CONTENT**

### **UNIT 1: UNDERSTANDING INCLUSION IN EDUCATION**

- 1.1 History of Inclusion: Paradigm Shift from Segregation to Inclusion
- 1.2 Concept and Principles, advantages of Inclusive Education
- 1.3 Differences Between Special Education, Integrated Education, and Inclusive Education
- 1.4 Barriers and Facilitators of Inclusive Education.

### **UNIT 2: POLICIES, PROGRAMMES, AND LEGISLATIVE PROVISIONS FOR CHILDREN WITH SPECIAL NEEDS**

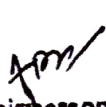
- 2.1 Salamanca Statement (1994) and its Impact on Global Inclusive Education
- 2.2 UN Convention on the Rights of Persons with Disabilities (UNCRPD),
- 2.3 Persons with Disabilities (PWD) Act 1995, National Policy for Persons with Disabilities (2006),
- 2.4 Right to Persons with Disabilities Act (2016), Rehabilitation Council of India (RCI) Act (1992), and Sarva Shiksha Abhiyan (SSA) with Special Reference to Inclusive Education, Recent Trends and Issues in Inclusive Education in the Context of NCF 2023 and NEP 2020

### **UNIT 3: UNDERSTANDING PHYSICAL, PSYCHOLOGICAL, AND SOCIO-CULTURAL DIVERSITY**

- 3.1 Diversity Due to Disability: Nature, Characteristics, Identification, and Educational Needs
  - Special Needs of Children with Sensory Disabilities
  - Special Needs of Children with Cognitive Disabilities
  - Special Needs of Children with Physical Disabilities
- 3.2 Issues and Challenges Faced by Girls with Disabilities
- 3.3 Socio-Cultural Factors Influencing Education and Inclusion of Children with Disabilities
- 3.4 Psychological Aspects of Inclusion: Building Resilience and Self-Esteem in Diverse Learners

### **UNIT 4: ADDRESSING LEARNERS' DIVERSITY**

- 4.1 Curriculum Adaptation and Modifications for Inclusive classroom for diverse learners
- 4.2 Assistive and Adaptive Devices and Role of Virtual Reality in Inclusive classroom
- 4.3 Universal Design for Learning (UDL): Principles and Applications in Inclusive Classrooms
- 4.4 Strategies for Creating Inclusive Learning Environments: Role of Teachers, Parents, and the Community

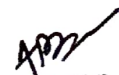
  
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## SUGGESTED PRACTICUM ACTIVITIES (CHOOSE ANY ONE)

- Students will choose and complete one activity from the following:
- During the internship, visit a nearby school to observe teaching-learning processes, infrastructure, and the nature of inclusive practices. Assess the challenges and factors that promote inclusive practices, providing justifications.
- Visit a nearby special, inclusive, and regular school. Compare the practices in terms of time table, teaching-learning activities, infrastructure, child-to-child interaction, and parental support.
- Prepare a need profile of all children in a class, critically analyzing the relationship between students' needs, abilities/disabilities, and their socio-economic and educational status.
- Adapt a pedagogical practice studied in the course and suggest ways to make it appropriate for addressing the needs of all learners in the class.
- Review the assessment and evaluation practices being followed in a school and reflect critically on these practices in the context of inclusive education.
- Review the characterization of persons/children with disabilities in popular media. Draw correlations between popular myths, current beliefs, and media representations.
- Conduct interviews with regular teachers to ascertain the current challenges for promoting inclusive education. Gather opinions from at least 25 teachers.
- Explore the concept of inclusion in the Vedic era and trace its journey to modern times. Reflect and discuss whether inclusion is a new concept.
- Any other activity, project, assignment assigned by the teacher.

## SUGGESTED READINGS

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BACHELOR OF EDUCATION (B.ED.)  
SEMESTER-IV  
COURSE- XXV (BOE-208)  
HEALTH AND PHYSICAL EDUCATION**

**Max Marks: 100  
External Marks/Theory: 80  
Internal Marks/Practicum: 20**

**Inst. Hours: 3+2  
Exam Hours: 3hrs  
Credits: 4**

**INSTRUCTIONS FOR THE EXAMINER:** *The examiner is required to set a total of nine questions for the examination. Of these, students must attempt only five questions. Question 1 will be compulsory and will consist of four short-answer questions, each valued at 4 marks, with one question selected from each unit. Two long-answer questions, each with an internal choice, will be set from each unit. Students are required to attempt one long-answer question from each unit/Section. Thus, students will complete a total of five questions, ensuring that one question is selected from each unit. All questions are of equal value, carrying 16 marks each.*

**SUBJECT SPECIFIC OBJECTIVES:**

- After completing the course, students will be able to:
- Understand the meaning, scope, aim, and objectives of physical education.
  - Identify the need and importance of physical education in modern society.
  - Explain the concept of health education and balanced diet.
  - Conduct various activities related to physical health.


**COURSE OUTCOMES:**

- Upon successful completion of the course, students will:
- Gain a thorough understanding of the health and physical education.
  - Develop the ability to select and evaluate the exercise according to bodily needs.
  - Apply different approach for removing barriers in adapted physical education
  - Conduct awareness activities about obesity, various communicable diseases such as AIDS, Hepatitis B, Rabies, Malaria and understand the role of balanced diet.

**COURSE CONTENT**

**UNIT I: BASICS OF PHYSICAL EDUCATION**

- 1.1 Meaning, aim, objectives, scope, need and importance of physical education in modern society.
- 1.2 Role of institutions, health services, programs, and age and sex differences in relation to physical activities and sports.
- 1.3 Relationship of physical education with other subjects and philosophy of Olympism.
- 1.4 Meaning, aims, and objectives and approach for removing barriers in adapted physical education.

  
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## **UNIT II: EXERCISE AND SPORTS TRAINING**

- 2.1 Meaning and importance of physical components (speed, strength, endurance, flexibility) and indigenous and self-defence activities.
- 2.2 Benefits of exercise (muscular, circulatory, respiratory systems).
- 2.3 Types, methods, and components of warming up, and importance of cooling down in sports.
- 2.4 Development of physical fitness: posture, relaxation, importance.

## **UNIT III: BASICS OF HEALTH & HEALTH EDUCATION**

- 3.1 Meaning, dimensions and determinants of health.
- 3.2 Meaning, objectives and scope of health education.
- 3.3 Principles and importance of health education at school level.
- 3.4 Health services provided by the government.

## **UNIT IV: NUTRITION AND CONTEMPORARY HEALTH PROBLEMS**

- 4.1 Concept of malnutrition and obesity, and its effect on individual and its management.
- 4.2 Meaning and importance of a balanced diet.
- 4.3 Needs and problems of adolescence and their management.
- 4.4 Communicable diseases such as aids, hepatitis b, rabies, malaria and swine flu.


### **SUGGESTED PRACTICUM ACTIVITIES (CHOOSE ANY ONE)**

Students will select and complete **one** of the following practicum activities:

- Group discussion and presentation on the role of physical education in modern society.
- Conduct a warm-up and cool-down session and organize college-level interclass tournaments of various games.
- Analyse the principles of health education and present strategies for implementing health education in schools.
- Create a diet plan addressing malnutrition and obesity issues.
- Any other relevant activity, project, or assignment assigned by the teacher.

### **SUGGESTED READINGS**

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B.P.S. MAHILA VISHWAVIDYALAYA, KHANPUR KALAN  
BACHELOR OF EDUCATION (B.ED.)  
SEMESTER-IV  
COURSE- XXVI (BOE – 209)  
EDUCATIONAL MEASUREMENT AND EVALUATION (OPTION-1)

Max Marks: 100  
External Marks/Theory: 80  
Internal Marks/Practicum: 20

Inst. Hour : 3+2  
Exam Hour: 3  
Credit : 4

**INSTRUCTIONS FOR THE EXAMINER:** *The examiner is required to set a total of nine questions for the examination. Of these, students must attempt only five questions. Question 1 will be compulsory and will consist of four short-answer questions, each valued at 4 marks, with one question selected from each unit. Two long-answer questions, each with an internal choice, will be set from each unit. Students are required to attempt one long-answer question from each unit/Section. Thus, students will complete a total of five questions, ensuring that one question is selected from each unit. All questions are of equal value, carrying 16 marks each.*

**SUBJECT SPECIFIC OBJECTIVES:**

- Understand the foundational knowledge of assessment approaches in education.
- Explore and create ideas related to new trends in educational evaluation.
- Learn and apply tools and techniques of measurement and evaluation.
- Develop teaching competencies in designing and conducting assessments.
- Acquire knowledge related to the analysis, feedback, and reporting of assessment results.

**LEARNING OUTCOMES:**

Upon successful completion of this course, students will:

- Understand the basic concepts, trends, and practices in educational measurement and evaluation.
- Become proficient with various tools and techniques of measurement and evaluation.
- Develop skills and competencies in constructing and standardizing educational tests.
- Apply knowledge of measurement and evaluation to interpret and report educational outcomes.
- Use appropriate statistical techniques in the analysis of measurement and evaluation data.

**COURSE CONTENT**

**UNIT 1: EDUCATIONAL MEASUREMENT AND EVALUATION**

- 1.1 Meaning, nature, and scope of educational measurement and evaluation.
- 1.2 Levels of measurement: Nominal, ordinal, interval, and ratio.
- 1.3 Differences between measurement and evaluation; types of evaluation.
- 1.4 Types of evaluation: Placement, formative, diagnostic, and summative.

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## UNIT 2: TOOLS OF MEASUREMENT AND EVALUATION

- 2.1 Types of tools for measurement and evaluation: Essay-type tests and objective-type tests, Questionnaires and schedules, Inventories.
- 2.2 Characteristics of a good measuring instrument: Validity: Types and factors affecting validity, Reliability: Types and factors affecting reliability, Norms., Usability.
- 2.3 Observation and Rating Scales: Meaning and importance of observation in evaluation, Types of observation: Participant and non-participant, Rating scales: Types and uses in educational settings.
- 2.4 Rubrics and Checklists: Concept and purpose of rubrics in assessment, designing effective rubrics and checklists for classroom assessment, Using rubrics and checklists for formative assessment

## UNIT 3: STANDARDIZATION OF A TEST

- 3.1 Norm-referenced and criterion-referenced tests.
- 3.2 Construction and standardization of an achievement test.
- 3.3 Item analysis: Difficulty index, discrimination index.
- 3.4 Interpretation of test scores.

## UNIT 4: STATISTICS AND NEW TRENDS IN MEASUREMENT AND EVALUATION

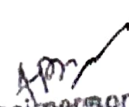
- 4.1 Statistical terms: Data, class interval, frequency, frequency distribution.
- 4.2 Measures of central tendency: Arithmetic mean, median, and mode.
- 4.3 Grading system: Relative merits and demerits of marking and grading.
- 4.4 Semester system: Implementation and challenges.

### SUGGESTED PRACTICUM ACTIVITIES: (CHOOSE ANY ONE)

- Construct and standardize an achievement test, including item analysis and score interpretation.
- Prepare a comprehensive questionnaire relevant to educational research or evaluation.
- Administer a self-made test, analyses the results using appropriate statistical techniques, and interpret the scores.
- Any other activity/project/assignment assigned by the teacher.

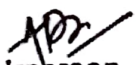
### SUGGESTED READINGS:

- Anastasi, A., & Urbina, S. (2008). *Psychological testing*. New Delhi: Prentice Hall of India Pvt. Ltd.
- Ebel, R. L., & Frisbel, D. A. (1990). *Essentials of educational measurement*. New Delhi: Prentice Hall.
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- Koul, L. (2009). *Methodology of educational research* (4th ed.). New Delhi: Vikas Publishing House Pvt. Ltd.
- Kubiszyn, T., & Borich, G. (2003). *Educational testing and measurement: Classroom application and practice* (7th ed.). New York: John Wiley and Sons.
- Linn, R. L., & Gronlund, N. E. (2003). *Measurement and assessment in teaching* (8th ed.). Delhi: Pearson Publishers.

  
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- Sharma, T. R. (2007). *Measurement and evaluation*. Patiala: Twenty First Century Publications.
- Singh, B. (2007). *Modern educational measurement and evaluation system*. New Delhi: Anmol Publications Private Limited.
- Thorndike, R. M., & Thorndike-Christ, T. M. (2011). *Measurement and evaluation in psychology and education* (8th ed.). New Delhi: Pearson.
- New Addition: Cohen, R. J., & Swerdlik, M. E. (2018). *Psychological testing and assessment: An introduction to tests and measurement* (9th ed.). New York: McGraw-Hill Education.
- New Addition: McMillan, J. H. (2014). *Classroom assessment: Principles and practice for effective standards-based instruction* (6th ed.). Boston: Pearson.

  
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BACHELOR OF EDUCATION (B.ED.)  
SEMESTER-IV  
COURSE-XVI (BOE – 209)  
GUIDANCE AND COUNSELLING IN INDIAN SCHOOL (OPTION II)

Max Marks: 100

External Marks/Theory : 80

Internal Marks/Practicum: 20

Inst. Hours : 3+2

Exam Hours: 3

Credits: 4

**INSTRUCTIONS FOR THE EXAMINER:** *The examiner is required to set a total of nine questions for the examination. Of these, students must attempt only five questions. Question 1 will be compulsory and will consist of four short-answer questions, each valued at 4 marks, with one question selected from each unit. Two long-answer questions, each with an internal choice, will be set from each unit. Students are required to attempt one long-answer question from each unit/Section. Thus, students will complete a total of five questions, ensuring that one question is selected from each unit. All questions are of equal value, carrying 16 marks each.*

**SUBJECT SPECIFIC OBJECTIVES:**

- Understand the nature, scope, and importance of guidance in educational settings.
- Recognize the critical role of guidance for populations with special needs.
- Comprehend the nature, scope, and applications of counselling in various educational and related fields.
- Apply group guidance and counselling techniques effectively in educational contexts.
- Develop and implement different guidance services tailored to the needs of students.

**COURSE OUTCOMES:**


Upon successful completion of the course, students will:

- Clearly articulate the concepts, nature, and scope of guidance and its distinction from education, teaching, and counselling.
- Assess the educational and psychological needs that necessitate guidance and stay updated with new trends in the field.
- Understand and apply the core principles, aims, and processes of counselling while recognizing the qualities of an effective counsellor.
- Implement group guidance and counselling strategies, including various techniques such as career talks, exhibitions, and conferences.
- Develop and manage educational guidance, occupational information services, placement services, and follow-up services within educational institutions.

**COURSE CONTENT**

**UNIT 1: UNDERSTANDING GUIDANCE**

- 1.1 Meaning of Guidance – Concept, nature, need, scope, and areas in guidance.
- 1.2 Distinctions between guidance, education, teaching, and counselling.

  
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- 1.3 Educational and psychological needs for guidance.
- 1.4 Emerging trends and evolving demands in guidance.

## **UNIT 2: ELEMENTS AND SCOPE OF COUNSELING**

- 2.1 Meaning of Counselling: Concept, importance, and purpose.
- 2.2 Functions and necessity of counselling in educational contexts.
- 2.3 Aims, stages, and process of counselling.
- 2.4 Qualities and competencies of an effective counsellor.

## **UNIT 3: GROUP GUIDANCE AND COUNSELING**

- 3.1 Group guidance: Concept, nature, principles, and scope.
- 3.2 Fundamentals of group guidance.
- 3.3 Group guidance vs. individual counselling: Applications and distinctions.
- 3.4 Group guidance techniques: a) Career talks: Organizing and delivering effective career talks, b) Career exhibitions: Planning and executing career exhibitions for students, c) Career conferences: Facilitating and managing career-related conferences.

## **UNIT 4: DIFFERENT GUIDANCE SERVICES**

- 4.1 Educational guidance: Definition, need, and scope.
- 4.2 Occupational information services: Concept, definition, nature, principles, and scope.
- 4.3 Placement services: Concept, definition, nature, principles, and scope.
- 4.4 Follow-up services: Concept, definition, nature, principles, and importance in student development.

## **SUGGESTED PRACTICUM ACTIVITIES (CHOOSE ANY ONE)**

Students will select and complete one of the following practicum activities:

- Conduct a small-scale research project on the effectiveness of different guidance services in a local school, focusing on special needs populations.
- Organize and deliver a career talk or career exhibition event, followed by a reflective report on its impact on students.
- Develop a detailed counselling session plan addressing a specific issue commonly encountered by school students, and reflect on the counselling process.
- Create a follow-up service strategy for a hypothetical school, detailing its design, implementation, and potential benefits for student progress.
- Analyse case studies related to group guidance and counselling, comparing various approaches and techniques used in real-world educational settings.
- Design a comprehensive educational guidance program for secondary school students, incorporating elements of occupational information, placement, and follow-up services.
- Any other activity, project, assignment assigned by the teacher.

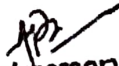
## **SUGGESTED READINGS**

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- Siddiqui, M. H. (2014). *Guidance and counselling*. New Delhi: APH Publishing Corporation.

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- Shetzer, B., & Stone, S. (1976). *Fundamentals of guidance*. Houghton: Mifflin Co.
- Chauhan, S. S. (1982). *Principles and techniques of guidance*. New Delhi: Vikas Publishing House.
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- Jones, A. J. (1970). *Principles of guidance*. New York: McGraw Hill Co.
- Kochhar, S. K. (1989). *Guidance and counselling in colleges and universities*. New Delhi: Sterling Publishers Pvt. Ltd.
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- Meenakshi. (2003). *Guidance & counselling*. Kalia Prakashan.
- Ohlsen, M. M. (1977). *Group counselling* (2nd ed.). New York: Holt Rinehart and Winston.

  
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BACHELOR OF EDUCATION (B.ED.)  
SEMESTER-IV  
COURSE-XVI (BOE -209)  
VALUE EDUCATION AND HUMAN RIGHTS EDUCATION (OPTION III)

Max Marks: 100  
External Marks/Theory: 80  
Internal Marks Practicum: 20

Inst. Hours: 3+2  
Exam Hours: 3  
Credits: 4

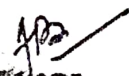
**INSTRUCTIONS FOR THE EXAMINER:** *The examiner is required to set a total of nine questions for the examination. Of these, students must attempt only five questions. Question 1 will be compulsory and will consist of four short-answer questions, each valued at 4 marks, with one question selected from each unit. Two long-answer questions, each with an internal choice, will be set from each unit. Students are required to attempt one long-answer question from each unit/Section. Thus, students will complete a total of five questions, ensuring that one question is selected from each unit. All questions are of equal value, carrying 16 marks each.*

**SUBJECT SPECIFIC OBJECTIVES:**

- Understand the fundamental concepts and importance of value education and human rights education.
- Explore the nature of value education and its significance in human life.
- Gain knowledge of human rights and the relevant provisions in the Indian Constitution.
- Learn about various types of human rights and their application.
- Comprehend the role of educational institutions in promoting both value education and human rights education.
- Understand and implement different approaches to value development in classroom settings.
- Recognize the international dimensions of human rights education.
- Appreciate the significance of constitutional provisions for human rights and the Millennium Development Goals.
- Understand the role of national and international agencies in promoting human rights education.

**COURSE OUTCOMES:** Upon completing the course, students will be able to:

- Articulate the concept and necessity of value education.
- Analyse the role of social agencies in value education.
- Discuss the challenges and strategies in implementing value education.
- Explain the significance of human rights education and its constitutional framework.
- Identify and describe different areas of human rights, including women's rights, child rights, consumer rights, and labour rights.
- Evaluate the role of educational institutions and global agencies in advancing value and human rights education.

  
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## **COURSE CONTENT**

### **UNIT-1: CONCEPT OF VALUE EDUCATION AND VARIOUS AGENCIES RELATED VALUE EDUCATION**

- 1.1. Basic Concept of Value Education.
- 1.2. Meaning, Concept and need of Value Education.
- 1.3. Aims and Objectives of Value Education.
- 1.4 Role of Social Agencies: Family, Mass Media, School and Government.

### **UNIT-2: CHALLENGES, STRATEGIES AND METHODS OF VALUE EDUCATION**

- 2.1. Impact of Global Development on Values
- 2.2. Role of religion and great personalities in propagation of value Education.
- 2.3 Challenges of Value Education
- 2.4 Approaches of Value Education

### **UNIT-3: CONCEPT AND CONSTITUTIONAL PROVISIONS OF HUMAN RIGHTS**

- 3.1 Meaning, concept and objectives of human rights education
- 3.2 Evolution of Human Rights
- 3.3 Need and importance of Human Rights education.
- 3.4 Human rights and Indian constitutional provisions.

### **UNIT-4: DIFFERENT AREAS OF HUMAN RIGHTS EDUCATION**

- 4.1. Women and Child Rights
- 4.2 Consumer Rights
- 4.3 Labour Rights
- 4.4 Human Right Commission.

### **SUGGESTED PRACTICUM ACTIVITIES:( CHOOSE ANY ONE )**

- Case Study Analysis: Students analyse real-life case studies related to human rights violations and the role of education in addressing these issues.
- Role-Playing Exercises: Students simulate scenarios involving human rights and value conflicts to practice decision-making and ethical reasoning.
- Group Discussions: Facilitate discussions on the impact of global developments on values and the role of religion and notable personalities in value education.
- Debate Sessions: Organize debates on the effectiveness of various approaches to value education and human rights education.
- Project Work: Develop projects focused on the role of educational institutions in promoting human rights and value education, including recommendations for improvement.
- Field Visits: Arrange visits to institutions like Human Rights Commissions, NGOs, or schools practicing innovative approaches to value and human rights education.
- Reflective Journals: Encourage students to maintain journals documenting their reflections on the course content, especially on how they perceive the role of education in fostering values and human rights.
- Workshops on Constitutional Provisions: Conduct workshops to deepen understanding of constitutional rights and the significance of these provisions in everyday life.

  
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- Any other activity /project/assignment assigned by the teacher.

#### **SUGGESTED READINGS :**

- Adams, D. (Ed.). (1997). *UNESCO and a culture of peace: Promoting a global movement*. Paris: UNESCO.
- Bhargava, M., & Taj, H. (2006). *Glimpses of higher education*. Agra: Rakhi Prakashan.
- Borgohain, B. (1999). *Human rights, social justice & political challenge*. New Delhi: Kanishka Publishers.
- Dhand, H. (2000). *Teaching human rights: A handbook*. Bhopal: Asian Institute of Human Rights.
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- Mohanty, J. (2005). *Teaching of human rights: New trends and innovations*. New Delhi: Deep and Deep Publications.
- Mohanty, J. (Ed.). (2000). *Human rights*. New Delhi: Deep and Deep Publications.
- Palai, A. K. (1999). *National Human Rights Commission of India: Formation, functioning and future prospects*. New Delhi: Atlantic Publishers.
- Symonides, J. (2002). *Human rights: Concept and standards*. Jaipur: Rawat Publications.
- Taj, H. (2005). *National concern and education*. New Delhi: Neel Kamal Publications.

  
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DEPARTMENT OF EDUCATION  
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B.P.S. MAHILA VISHWAVIDYALAYA, KHANPUR KALAN  
(SONIPAT)

BACHELOR OF EDUCATION (B.ED)  
SEMESTER-IV  
COURSE- XXVI (BOE- 209)  
TEACHER EDUCATION (OPTION-IV)

Max. Marks: 100  
External Marks/Theory: 80  
Internal Marks/Practicum: 20

Instructional hours = 3+2  
Exam Hours: 3Hrs.  
Credits: 4


**INSTRUCTIONS FOR THE EXAMINER:** *The examiner is required to set a total of nine questions for the examination. Of these, students must attempt only five questions. Question 1 will be compulsory and will consist of four short-answer questions, each valued at 4 marks, with one question selected from each unit. Two long-answer questions, each with an internal choice, will be set from each unit. Students are required to attempt one long-answer question from each unit/Section. Thus, students will complete a total of five questions, ensuring that one question is selected from each unit. All questions are of equal value, carrying 16 marks each*

**SUBJECT-SPECIFIC OBJECTIVES:**

- To understand the need, concept, and scope of teacher education.
- To trace the historical development of teacher education in India, both before and after independence.
- To familiarize with recent developments and trends in teacher education.
- To identify and analyze major issues and challenges in teacher education.
- To critically evaluate the standards and policies related to admission, recruitment, and working conditions of teacher educators.
- To discuss the impact of privatization, globalization, and autonomy on teacher education.
- To understand the concept of profession and professionalism in the context of teacher education.
- To develop professional ethics and a code of conduct for teacher educators.
- To explore various factors that contribute to teacher effectiveness and strategies for its enhancement and evaluation.
- To comprehend the nature and scope of research in teacher education.
- To identify key areas and emerging trends in research within the field of teacher education.
- To promote the development of research skills among teacher educators.

**COURSE OUTCOMES:**

- By the end of this course, students will be able to:
- Demonstrate an understanding of the historical milestones in teacher education in India.
- Analyse recent developments and their implications on teacher education practices.

  
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- Identify the challenges and issues related to teacher education and propose solutions.
- Critically evaluate policies related to teacher education and their implementation.
- Display an understanding of professionalism in teacher education.
- Apply ethical principles and a professional code of conduct in their practice.
- Use strategies to enhance and assess teacher effectiveness.
- Identify research areas and trends in teacher education.
- Design and conduct research projects addressing relevant issues in the field of teacher education.
- Critically analyse research findings and apply them to improve educational practices.

## **COURSE CONTENT**

### **UNIT 1: CONCEPT AND HISTORY OF TEACHER EDUCATION**

- 1.1 Need, Concept, and Scope of Teacher Education
- 1.2 Historical Development of Teacher Education Before and After Independence
  - Before Independence: Wood Dispatch (1854), Hunter Commission (1882)
  - After Independence: Indian Education Commission (1964-66), National Policy of Education (1986), National Knowledge Commission (2000), National Curriculum Framework for Teacher Education (2009).
- 1.3 Recent Developments in Teacher Education with respect to NEP 2020

### **UNIT 2: ISSUES OF TEACHER EDUCATION**

- 2.1 Major Issues and Problems of Teacher Education
- 2.2 Maintaining Standards in Teacher Education: Admission Policies and Procedures, Recruitment of Teacher Educators
- 2.3 Conditions of Teacher Educators
- 2.4 Impact of Privatization, Globalization, and Autonomy on Teacher Education

### **UNIT 3: TEACHER EDUCATION AS A PROFESSION**


- 3.1 Concept of Profession and Professionalism in Teaching
- 3.2 Developing Professionalism and Ethics in Teacher Education: Professional Ethics, Professional Code of Conduct
- 3.3 Teacher Effectiveness: Meaning and Influencing Factors
- 3.4 Strategies for Enhancing and Evaluating Teacher Effectiveness

### **UNIT 4: RESEARCH IN TEACHER EDUCATION**

- 4.1 Nature and Scope of Research in Teacher Education
- 4.2 Key Areas of Research in Teacher Education
- 4.3 Trends and Emerging Areas in Research in Teacher Education.
- 4.4 Action Research in Teacher Education: Concept, Process, and Implementation

### **SUGGESTED PRACTICUM ACTIVITIES: (CHOOSE ANY ONE)**

- Write a reflective essay on the evolution of teacher education in India, including a critical analysis of key historical milestones.

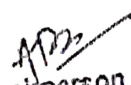
  
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- Create a timeline highlighting the major developments in teacher education before and after independence.
- Conduct a case study on a specific issue in teacher education (e.g., privatization, recruitment policies) and present findings through a report or presentation.
- Organize a panel discussion or debate on the impact of globalization on teacher education.
- Design and conduct a workshop on professional ethics and professionalism for teacher educators.
- Develop a code of conduct for teacher educators and create a plan for its implementation and monitoring.
- Identify a current issue or trend in teacher education and design a small-scale research project to explore it further.
- Prepare and present a research paper or poster on the chosen topic.
- Visit teacher education institutions to observe the implementation of recent policies and standards in teacher education.
- Conduct interviews with teacher educators to gather insights into the challenges and opportunities they face in their profession.
- Any other activity assigned by the teacher.

## SUGGESTED READINGS

- Kohli, V. K. (1992). *Teacher education in India*. Vivek Publishers.
- MHRD. (1990). *Towards an enlightenment and humane society: The Rama Murti Committee report*. Government of India, Department of Education.
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- Nayar, D. P. (1989). *Towards a national system of education*. Mittal Publishing.
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- Sharma, R. A. (2005). *Teacher education*. Loyal Book Depot.
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- Sikula, J. (Ed.). (1985). *Handbook of research on teacher education*. MacMillan Publishing.
- Singh, L. C., & Others. (1990). *Teacher education in India*. NCERT.
- Singh, T. (1978). *Diffusion of innovation among training colleges of India*. Bharat Bharti Prakashan.
- Udayveer. (2006). *Modern teacher training*. Anmol Publications.

  
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B.P.S. MAHILA VISHWAVIDYALAYA, KHANPUR KALAN (SONEPAT)  
BACHELOR OF EDUCATION  
SEMESTER- IV  
COURSE - XXVII (BOE- 210)  
DRAMA AND ARTS IN EDUCATION (PRACTICUM)

Max Marks: 50  
External Marks: 40  
Internal Marks: 10

Inst Hours: 4  
Credits: 2

**INSTRUCTIONS FOR THE EXAMINER**

*The practical examination for this course will assess the student-teachers' understanding and application of drama and arts in education. Examiners are required to evaluate the students' ability to integrate creative arts into their teaching practices, focusing on the effectiveness of their lesson plans, the clarity of their reflections, and their ability to engage students through artistic expression. During the exam, students will present their practicum activities, demonstrating their skills in art appreciation, execution, and integration of arts in pedagogy. The examiner should assess the students' competence in organizing and managing classroom activities that involve drama and arts, their ability to critically reflect on their practices, and their understanding of the role of arts in fostering holistic development in students. The evaluation will also consider the creativity, originality, and educational relevance of the art projects presented. The examiner should ensure that the assessment is fair, comprehensive, and aligned with the course objectives, providing constructive feedback to help students improve their teaching strategies and use of arts in education.*

**SUBJECT SPECIFIC OBJECTIVES**


The course aims to:

- Develop an understanding of the significance of drama and art in education and their role in holistic student development.
- Cultivate competencies in art appreciation, expression, and education, emphasizing the importance of integrating arts into the curriculum.
- Explore the use of arts as a pedagogical tool to enhance learning across various subjects, fostering creativity and critical thinking.
- Recognize the role of drama as an educational tool, particularly in elementary education, and identify areas where drama can effectively facilitate learning.
- Understand the adaptive strategies of artistic expression and their relevance in creating an inclusive and engaging learning environment.

**COURSE OUTCOMES**

By the end of the course, student-teachers will be able to:

- Demonstrate a basic understanding of art appreciation, art expression, and the role of arts in education.

  
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- Integrate drama and visual arts into teaching practices to enhance student engagement and learning outcomes.
- Utilize creative strategies in the classroom to support the development of students' aesthetic sense, creativity, and problem-solving skills.
- Design and implement art-based activities and lessons that are inclusive, culturally relevant, and aligned with contemporary educational policies such as NCF 2023 and NEP 2020.
- Reflect on the role of the teacher as a creative guide, facilitating student learning through drama and the arts.

## COURSE CONTENT

### UNIT 1: UNDERSTANDING DRAMA AND ARTS IN EDUCATION

- 1.1 Meaning and Concept of 'Art' and 'Arts in Education'
- 1.2 Understanding Aesthetics and Its Educational Relevance
- 1.3 Drama and Arts as Pedagogy: Role of Visual and Performing Arts in Teaching-Learning of Different Subjects
- 1.4 Fine Arts Activities: Clay Modelling, Collage, Craft Work, Painting, Drawing, and Watercolour Techniques


### UNIT 2: MIXED MEDIA ARTS AND CREATIVE EXPRESSION

- 2.1 Exploring Different Art Activities in Mixed Media Art Forms
- 2.2 Developing Skills in Mixed Media Arts: Techniques and Applications
- 2.3 Creating a Wall Mural: Planning and Implementing Classroom Art Projects
- 2.4 Displaying and Organizing Art Work: Classroom Decoration and Art Exhibitions

### SUGGESTED PRACTICUM ACTIVITIES

Student-teachers will engage in the following practicum activities:

- Role Playing: Conduct a 'role playing' activity where students enact historical or contemporary personalities (e.g., Akbar, Galileo, Bhagat Singh). Reflect on the educational outcomes of this activity.
- Self-Reflective Essay: Write a self-reflective essay on how the course on art will enhance your teaching practice. Focus on the integration of arts into your teaching methodology.
- Art and Music Exploration: Learn and explain how music notations are made or the concept of composition in visual art. Submit a brief report on your findings. Alternatively, carry out a web search on Indian sculpture and compile a brief report.
- Art Observation and Reflection: Observe an art period in a school and write a reflection on the teaching methods used, student engagement, and overall effectiveness of the lesson.
- Project-Based Learning: Organize art, craft, and music exercises with small groups, followed by presentations and discussions. Reflect on the learning outcomes and group dynamics.

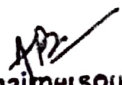
  
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- Art and Culture Project: Plan and execute a classroom project focused on creating a wall mural or organizing an art exhibition. Reflect on the students' creativity and the challenges faced during the project.
- Any other activity, project, assignment assigned by the teacher.

### SUGGESTED READINGS

- Chawla, S.S. (1986). *Teaching of Art*. Patiala: Publication Bureau, Punjabi University.
- Dodd, N., & Hamer, W. (1980). *Drama and Theatre in Education*. London: Heinemann.
- Efland, A. D. (1990). *A History of Art Education: Intellectual and Social Currents in Teaching the Visual Arts*. New York, NY: Teachers College Press.
- Khanna, S. (1992). *Joy of Making Indian Toys*. New Delhi: National Book Trust (NBT).
- McCaslin, N. (1987). *Creative Drama in the Primary Grades* (Vol. I & II). New York/London: Longman.
- Narayan, S. (1997). *Gandhi's Views on Education: Basic Education*. Ahmedabad: Navajivan Publishing House.
- NCERT. (2006). *Position Paper on National Focus Group on Arts, Music, Dance, and Theatre*. New Delhi: NCERT.
- Prasad, D. (1998). *Art as the Basis of Education*. New Delhi: National Book Trust (NBT).
- Sahi, J., & Sahi, R. (2009). *Learning Through Art*. Eklavya Publications.
- Shirley, G. (2000). *Art: An A to Z Guide*. USA: Franklin Watts.
- Vaze, P. (1999). *How to Draw and Paint Nature*. Mumbai: Jyotsna Prakashan.
- Ward, A. (1993). *Sound and Music*. New York: Franklin Watts.

  
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DEPARTMENT OF EDUCATION  
FACULTY OF EDUCATION  
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BACHELOR OF EDUCATION (B.ED.)  
SEMESTER-IV  
COURSE - XXVIII (BOE – 211)  
UNDERSTANDING THE SELF (PRACTICUM)

Max Marks: 50  
External Marks: 40  
Internal Marks: 10

Inst. Hours : 4  
Credits : 2

**INSTRUCTIONS FOR THE EXAMINER**

*The examiner is instructed to evaluate students based on their understanding and application of the course concepts, with particular attention to their ability to reflect on personal growth, professional development, and ethical considerations in teaching. Students should be assessed on their engagement in practicum activities, the depth of their reflective exercises, and their demonstration of effective communication and self-management skills. The examiner should also consider the creativity and originality displayed in activities such as role-playing, vision board creation, and community service projects. The assessment should emphasize the students' ability to connect theory with practice, particularly in relation to inclusiveness, stress management, and professional ethics in the classroom. Additionally, students should be encouraged to demonstrate their growth in self-awareness, emotional intelligence, and their commitment to ongoing personal and professional development.*

**SUBJECT SPECIFIC OBJECTIVES**


The course will enable students to:

- Understand the development of self to exercise their professionalism.
- Realize personal responsibility as a teacher for the integrated development of oneself and learners.
- Demonstrate sensitivity to gender biases and social disparities in the classroom and practice inclusiveness.
- Achieve mental and physical well-being.
- Reflect on personal experiences, aspirations, and efforts in becoming an individual and a teacher.
- Develop effective communication skills, including listening and observation.

**COURSE OUTCOMES**

After completing this course, students will be able to:

- Understand their strengths, weaknesses, values, and beliefs.
- Recognize and manage their feelings, emotions, and reactions.
- Define personal and professional goals more clearly.
- Enhance communication skills.
- Understand the importance of relationships and social connections.

  
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## COURSE CONTENT

### UNIT 1: SELF-CONCEPT AND PERSONALITY DEVELOPMENT

- 1.1 Concept of Self: Self-Concept and Self-Esteem
- 1.2 Concept of Personality: Types and Theories
- 1.3 SWOT Analysis: Identifying Strengths, Weaknesses, Opportunities, and Threats
- 1.4 Self-Expression: Forms of Self-Expression (Storytelling, Art, Movement)

### UNIT 2: WELL-BEING AND PROFESSIONAL GROWTH

- 2.1 Stress Management: Overview and Coping Techniques
- 2.2 Development of Self through Life Skills
- 2.3 Professional Ethics and Teamwork in Teaching
- 2.4 Physical and Mental Well-being: Practicing Asanas, Pranayama, Meditation, and Yogic Kriyas

### SUGGESTED PRACTICUM ACTIVITIES

- Conduct a SWOT analysis during group discussions, reflecting on personal strengths and areas for growth.
- Engage in self-expression activities through storytelling, analysis of biographies, poetry, painting, or creative movement.
- Participate in group discussions reflecting on stressful or emotional life events and exploring coping mechanisms.
- Develop life maps that chart personal and professional growth, goals, and achievements.
- Students write a reflective essay identifying their core values and beliefs, and discuss how this influences their behaviour as both individuals and teachers.
- Engage in role-playing exercises where students act out scenarios related to classroom management, gender sensitivity, or inclusiveness, followed by group discussions on the outcomes and learnings.
- Maintain a daily journal documenting mindfulness practices (e.g., meditation, pranayama) and reflecting on their impact on personal well-being and classroom management.
- Organize sessions where students give and receive constructive feedback on their communication and teaching styles, focusing on strengths and areas for improvement.
- Collaborate on a group project that explores case studies of ethical dilemmas in teaching. Each group presents their analysis and proposed solutions, highlighting the role of professional ethics.
- Participate in workshops that explore various forms of creative expression (e.g., creative writing, drama, visual arts) and discuss how these can be integrated into teaching practices to enhance student engagement.
- Engage in a community service project that involves working with underprivileged groups or schools, reflecting on the experience and its impact on personal and professional growth.
- Conduct a workshop where students learn and practice various stress management techniques such as deep breathing, progressive muscle relaxation, or guided imagery, and discuss their effectiveness.
- Create a vision board that visually represents personal and professional goals. Students present their boards to the class and explain how they plan to achieve these goals.
- Design and teach a lesson plan that incorporates inclusive teaching practices. Reflect on the challenges and successes in ensuring all students are engaged and supported.
- Any other activity, project, assignment assigned by the teacher.

### SUGGESTED READINGS:

*M.D.*  
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