


K.K.University

(School of Education Training and Research)




BACHELOR OF EDUCATION (B.Ed.)
(Two Year Programme)

PROGRAMME STRUCTURE AND SYLLABUS
(Session: 2022-24)


Dean
School of Education
K.K. University
Berauti, Bihar Sharif
(Nalanda)





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KK University
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PROGRAMME - STRUCTURE

FIRST-YEAR

S.No	Course Code	Name of the Course	Credit	L	T	P	Maximum Marks		Total
							I.E	E.E	
1.	ERBD-1101	Childhood and Growing Up	4	3	1	-	30	70	100
2.	ERBD-1102	Contemporary India & Education	4	3	1	-	30	70	100
3.	ERBD-1103	Learning and Teaching	4	3	1	-	30	70	100
4.	ERBD-1104	Language across the Curriculum	2	2	1	-	15	35	50
5.	ERBD-1105	Understanding Discipline & Subject	2	2	1	-	15	35	50
6.	ERBD-1106	Gender, School and Society	2	2	1	-	15	35	50
7.		Pedagogy of School Subject Part-I :							
	ERBD-1107	Pedagogy of Hindi							
	ERBD-1108	Pedagogy of English							
	ERBD-1109	Pedagogy of Urdu							
	ERBD-1110	Pedagogy of Sanskrit							
	ERBD-1111	Pedagogy of Mathematics							
	ERBD-1112	Pedagogy of Physical Science							
	ERBD-1113	Pedagogy of Biological Science	2	2	1	-	15	35	50
	ERBD-1114	Pedagogy of History							
	ERBD-1115	Pedagogy of Civics							
	ERBD-1116	Pedagogy of Geography							
	ERBD-1117	Pedagogy of Economics							
	ERBD-1118	Pedagogy of Social Science							
	ERBD-1119	Pedagogy of Computer Science							
	ERBD-1120	Pedagogy of Home Science							
	ERBD-1121	Pedagogy of Commerce							
Practicum:									
8.	ERPC-1122	Reading and Reflecting on Texts	2	-	-	2	50	-	50
9.	ERPC-1123	Drama and Art in Education	2	-	-	2	50	-	50
10.	ERPC-1124	School Internship Programme-I (4 week)	2	-	-	2	50	-	50
		Total	26	17	7	6	300	350	650



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SECOND-YEAR

S.N.	Course Code	Name of the Course	Credit	L	T	P	Maximum Marks		Total
							I.E	E.E.	
1.	ERBD-1201	Knowledge and Curriculum	4	3	1	-	30	70	100
2.	ERBD-1202	Assessment for Learning	4	3	1	-	30	70	100
3.	ERBD-1203	Creating an Inclusive School	2	2	1	-	15	35	50
4.		Optional Papers (Select any One)							
	ERBD-1204 ERBD-1205 ERBD-1206	Health, Yoga and Physical Education Guidance and Counselling Understanding School Management and leadership	2	2	1	-	15	35	50
5.		Pedagogy of School Subject Part- (Select any One)							
	ERBD-1207 ERBD-1208 ERBD-1209 ERBD-1210 ERBD-1211 ERBD-1212 ERBD-1213 ERBD-1214 ERBD-1215 ERBD-1216 ERBD-1217 ERBD-1218 ERBD-1219 ERBD-1220 ERBD-1221	Pedagogy of Hindi Pedagogy of English Pedagogy of Urdu Pedagogy of Sanskrit Pedagogy of Mathematics Pedagogy of Physical Science Pedagogy of Biological Science Pedagogy of History Pedagogy of Civics Pedagogy of Geography Pedagogy of Economics Pedagogy of Social Science Pedagogy of Computer Science Pedagogy of Home Science Pedagogy of Commerce	2	2	1	-	15	35	50
Practicum									
6.	ERPC-1222	Critical Understanding of ICT	2	1	-	2	50	-	50
7.	ERPC-1223	Understanding the Self	2	1	-	2	50	-	50
8.	ERPC-1124	School Internship Programme Part-II (16 Weeks)	08	-	-	6	100	100	200
		Total	26	14	5	10	305	345	650


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Programme Outcomes (PO's)


After successful completion of the programme:

- PO1: Demonstrate a comprehensive understanding of educational theories, pedagogical practices, and the principles of child development, applying them to create effective teaching and learning environments.
- PO2 : Analyze and critically evaluate educational policies, curricula, and classroom practices, identifying areas for improvement and developing innovative solutions to complex educational challenges.
- PO3: Design and implement diverse, inclusive, and student-centered instructional strategies that accommodate individual learning differences, enhancing student engagement and learning outcomes.
- PO4: Engage in continuous self-reflection and professional development, adapting teaching methods based on reflective insights and emerging educational trends to improve teaching effectiveness.
- PO5: Conduct action research or small-scale inquiries to explore educational practices, assess outcomes, and contribute to the development of evidence-based teaching practices.
- PO6: Demonstrate a deep commitment to ethical values, inclusivity, and social responsibility in education, fostering a respectful, safe, and equitable learning environment for all learners


B.Ed. - Programme Specific Outcomes (PSO's)

The B.Ed Two-Year Teacher Education Programme aims at:

- PSO-1. Acquiring conceptual understanding of educational philosophy, sociology, psychological and other educational aspects with experiential learning.
- PSO-2. Reflections on various learning practices and legislative provisions related to Indian Education system for providing integrated learning experiences in the context of socio-cultural milieu of the learners and inclusive setting.
- PSO-3. Nurturing professional competencies and 21st Century skills of learners


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(B.Ed First Year)

CHILDHOOD AND GROWING UP

COURSE CODE: ERBD-1101	FULL MARKS: 100
COURSE CREDITS : 4	EXTERNAL: 70
	INTERNAL: 30

Essence of the Course :


This course offers an introduction to the study of childhood, child development and adolescence. It aims to develop understanding about children of different age groups through close observation and interaction with children from diverse socio-economic and cultural backgrounds. The main focus in the course is to enable student teachers to arrive at an understanding of how different socio-political realities construct different childhoods within children's lived contexts family, schools, neighbourhoods and community. The students would read about theories of child development, childhood and adolescence as constructed in different socio-economic and cultural settings.

Course Outcomes:

At the end of the course, students will be able to,

- CO1. Define key theories and concepts related to childhood development stages
- CO2. Describe how social, cultural, and environmental factors influence a child's growth and development.
- CO3. Demonstrate the application of child development theories in classroom and community settings
- CO4. Differentiate between various learning styles and developmental patterns among children, recognizing factors that impact these differences.
- CO5. Assess the impact of teacher-student relationships, parenting styles, and peer influence on childhood development.
- CO6. Design learning strategies and educational environments that cater to the developmental needs of children.

Unit	Course Content	Contact Hours
1.	<p>Concept and Process of Child Development</p> <ul style="list-style-type: none">• Meaning, Nature, object, scope and importance of study of child development.• Method of study of child Development:- Case History, observation, Experimental, Interview method, clinical method and sociometric method	15
	<p>Growth and Development of a Child</p> <ul style="list-style-type: none">• Concept of Growth and Development.• Difference between Growth and Development.• Characteristics and causes of child Development.• Factors Influencing child Development.• Principles of child development:	


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2.	<ul style="list-style-type: none"> • General Principles of child Development. • Particular Principals of child Development - Erikson's psycho social Development theory • Jean pea get's cognitive theory, • Albert Banduras social learning theory, • Kohlberg's moral Development theory, • Gesell maturation Theory, • Vygotsky's social cultural Development Theory 	32
3.	<p>Stage of Child Development and its Charecteristics</p> <ul style="list-style-type: none"> • Infancy:- Concept, chief characteristics and educational Implications. • Childhood:- Concept, chief characteristics and educational implications. • Adolescence:- Concept, General Principles, needs, importance, problems, Guidance and counseling, chief characteristics and educational Implication. 	16
4.	<p>Developmental Task in Differencial stage in Child Development</p> <ul style="list-style-type: none"> • Concept, Importance and obstruction of Development al Task. • Development Task of Infancy, childhood and Adolescence 	08

Assessment :


1. Class Tests: Two closed book tests will be conducted twice in a year: 20 Marks
2. Assignment: One assignment basis Unit 1-4 is mandated to submit:5 Marks
3. Quizzes/Debates/Individual Presentation/Role Play: 5 Marks

References :

- Agawal, J.C. (2015). Basic Ideas in Education Psychology, Shipra Publication, New Delhi.
- Chadha, Anupriya. (2015). Child Psychology, APH Publication, New Delhi.
- Mishra, R.C. (2015). Child Psychology, APH Publication, New Delhi.
- Sharma, P. (2014) Educational Psychology, APH Publication, New Delhi.
- Mathur, S.S. (2014). Educational Psychology, Vinod Pustak Mandir, Agra.
- Hurlock, E.B. (1972). Child Development, McMillan Co, New York.

Web-Resources:

- [Child Development Theories - Simply Psychology] (<https://www.simplypsychology .org/child-development.html>)
- [Developmental Psychology- Khan Academy] (<https://www.khanacademy.org/test-prep/mcat/behavior/development>)
- [Jean Piaget's Theory of Cognitive Development] (<https://www.simplypsychology.org/piaget.html>)
- [Child Psychology - Verywell Mind] (<https://www.verywellmind.com/child-psychology-4157212>)
- [Learning Theories in Childhood](<https://learningtheories.com/>)


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- [Theories of Childhood Development- OpenLearn] (<https://www.open.edu/openlearn/education-development/childhood-youth/theories-childhood-development/content-section-0>)

National - Journals :

- Indian Journal of Psychology: <http://ijpin>
- Indian Educational Review: <http://ncertnicin> (NCERT publications)
- Journal of Indian Association for Child and Adolescent Mental Health: (<https://iacamorg>)
- Journal of Psychological Researches: (<https://wwwindianjournalscom/ijoraspix?target=ijor:jopr>)
- Indian Journal of Social Work: <https://journalstissedu/>

International - Journals :

- Journal of Child Psychology and Psychiatry:] (<https://acamhonlineibrarywileycom/journal/14697610>)
- Child Development: [<https://srcdonlineibrarywileycom/journal/14678624>]
- (<https://srcdonlineibrarywileycom/journal/14678624>)
- Journal of Early Childhood Research: [<https://journalssagepubcom/home/ecr>] (<https://journalssagepubcom/home/ecr>)
- Childhood: <https://journalssagepubcom/home/chd>)
- International Journal of Early Years Education:] (<https://wwwtandfonlinecom/toc/ciey/20/current>)


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CONTEMPORARY INDIA AND EDUCATION

COURSE CODE: ERBD-1102	FULL MARKS: 100
COURSE CREDITS : 4	EXTERNAL: 70
	INTERNAL: 30

Essence of the Course :


Education system functions in the context of nature of culture, language, religious history and social structure. In the Indian context, the constitutional obligations make education responsive to such situations. This course focuses on various socio-cultural issues prominent in the context of universalisation of elementary education, inclusive education and education of the marginalised groups. Various experiences concerning collaborative interventions in education in the era of liberalisation and globalisation have been covered in this course.

Course Outcomes :

At the end of the course, students will be able to,

- CO1. Demonstrate a clear understanding of key educational policies and initiatives in contemporary India, including their historical evolution and impact on society
- CO2. Critically analyze the influence of socio-cultural factors such as caste, gender, language, and religion on education in India, formulating arguments on equity and social justice.
- CO3. Apply diverse educational philosophies and theories to address contemporary Challenges in the Indian education system.
- CO4. Create and propose inclusive, participatory, and democratic teaching strategies that address the diverse needs of learners, including marginalized communities.
- CO5. Evaluate the impact and effectiveness of various educational reforms, schemes, and initiatives implemented in India to improve access, equity, and quality in education.
- CO6. Engage with global and local educational trends, reflecting on their relevance to contemporary Indian education, and propose innovative practices for the future.

Unit	Course Content	Contact Hours
1.	Education In India <ul style="list-style-type: none">• Vedic Period Education• Buddhist Period Education• Medieval Period Education	14
2.	The Constitutional Provision and Education <ul style="list-style-type: none">• Study of constitution specially the preamble for the Fundamentals Rights, duties and directive principles of state policies• Constitutional Values related to aims of education• Educational structure in contemporary India and related bodies – NCERT, NCTE, UGC and NAAC	18
	Education Policy and Commissions <ul style="list-style-type: none">• Main Recommendation of Indian Education commission, Education Policy 1986 and its review (GOI 1992), National Curriculum Framework for school education 2005, New Education	22


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3.	<p>Policy 2020.</p> <ul style="list-style-type: none"> • Universalization of Elementary and secondary education: status, issues and concerns. • Equalization of educational opportunity. 	
4.	<p>Issues and Concerns in Education</p> <ul style="list-style-type: none"> • Med-day meal Program, Rashtriya Madhymik shiksha Abhiyan (RMSA), Sarva Shiksha Abhiyan (SSA), Right to education (2009), Integrated child development school. • Liberalization, Globalization and Privatization concept, meaning and its impact on Indian Education. 	18

Assessment :


1. Class Tests: Two closed book tests will be conducted twice in a year: 20 Marks
2. Assignment: One assignment basis Unit 1-4 is mandated to submit:5 Marks
3. Quizzes/Debates/Individual Presentation/Role Play: 5 Marks

References :

- Altekar, A.S. (1934). Education in Ancient India, Gyan Publishing House.
- Basu, A.N. (1947). Education in Modern India, Orient Book Co, Calcutta.
- Basu, B.D. (204). History of Education in Indiak, Cosmo Publication, Delhi.
- Dewey, J.(1916). Democracy and Education: An Introduction to the Philosophy of Education, New York.
- Government of India. (1964). Education and National Development, Report of the Education Commission, 1964-66 NCERT, Delhi.
- Govt. of India.(1986). National Policy on Education, Min of HRD, New Delhi.
- Mohanty, J. (1986).School Education in Emerging Society, sterling Publishers, MacMillan, New Delhi.
- Naik, J.P. (1982). The Education commission and after.APH Publishing.
- Naik, J.P. (1975). Elenentary Education in India: A Promise to keep, Allied Publishers, Bombay.
- NCERT. (1986). School Education in India – Present Status and Future needs, New Delhi.

Web –Resources :

- AnimatedVideosfromStudy.com,<http://study.com/academy/course/educational-psychology-course.html>
- IntroductiontoPsychology,OpenTextbook,<http://open.lib.umn.edu/intropsyc/>
- RTEAct2009,<http://www.azimpremjifoundation.org/pdf/RTE-Act.pdf>
- Education for values in schools- a framework, NCERT [http://www.ncert.nic.in/pdf_files/ FrameworkeducationCOMPLETEBOOK.pdf](http://www.ncert.nic.in/pdf_files/FrameworkeducationCOMPLETEBOOK.pdf)
- Values Education A Handbook for Teachers (2012), CBSE <http://cbseacademic.in/ webmat erial/ValueEdu/Value%20Education%20Kits.pdf>
- [Education System in India - National Portal of India](<https://www.india.gov.in/topics /education>)


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- [National Education Policy 2020 - MHRD](<https://www.education.gov.in/nep2020>)
- [Indian Education System - UNESCO](<https://en.unesco.org/countries/india>)
- [Contemporary Issues in Indian Education - NCERT](<https://ncert.nic.in/>)
- [Education Reforms in India - Brookings](<https://www.brookings.edu/research/education-reforms-in-india/>)

National - Journals :


- Economic and Political Weekly: <https://www.epw.in/>
- University News (AIU): <https://www.aiu.ac.in/>
- Journal of Educational Planning and Administration: <https://www.jepa.ac.in/>
- Indian Journal of Adult Education: <http://www.iaea-india.org/>
- Indian Journal of Social Development: [<https://www.indianjournals.com/ijor.aspx?target=ijor:ijds>] (<https://www.indianjournals.com/ijor.aspx?target=ijor:ijds>)

International - Journals :

- Comparative Education: [<https://www.tandfonline.com/toc/cced20/current>] (<https://www.tandfonline.com/toc/cced20/current>)
- International Journal of Educational Development: [<https://www.journals.elsevier.com/international-journal-of-educational-development>] (<https://www.journals.elsevier.com/international-journal-of-educational-development>)
- Educational Research for Policy and Practice: [<https://link.springer.com/journal/10671>] (<https://link.springer.com/journal/10671>)
- Globalisation, Societies and Education: [<https://www.tandfonline.com/toc/cgse20/current>] (<https://www.tandfonline.com/toc/cgse20/current>)


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LEARNING AND TEACHING

COURSE CODE: ERBD-1103	FULL MARKS: 100
COURSE CREDITS : 4	EXTERNAL: 70
	INTERNAL: 30

Essence of the Course :


This course focuses on the developing understanding of nature, levels, theories, and approaches to teaching and learning and relationship between teaching and learning; Meaning, characteristics of teaching profession and professional ethics as well as skills, competencies, & methods of teaching have been addressed along with characteristics of the learners and learning styles of the learners. The course culminates informing the basis for classroom communication and effective classroom management communication

Course Outcomes :

At the end of the course, students will be able to,

- CO1. Recall and list key educational concepts, theories, and principles related to child development, pedagogy, and assessment strategies.
- CO2. Explain and describe the application of educational theories in real classroom situations and interpret students' learning behavior
- CO3. Demonstrate the ability to apply pedagogical techniques and adapt teaching strategies to diverse learners and classroom situations.
- CO4. Analyze classroom interactions and teaching methods to identify gaps, challenges, and opportunities for improvement.
- CO5. Evaluate the effectiveness of instructional strategies and assessment tools, making informed judgments based on research and classroom data.
- CO6. Design innovative teaching-learning plans, curricula, and assessment frameworks that cater to the diverse needs of learners and foster critical thinking.

Unit	Course Content	Contact Hours
1.	Process and Aproches of Learning <ul style="list-style-type: none">• Concept, Types and Factors influencing Learning.• Learning Theories of Thorndike, Pavlov, Skinner, Insight and Bandura.• Transfer of Learning concept, theories and Implication of Education.• Motivation : Concept, types, its relation with learning, Achievement motivation.	16
2.	Nature of Learnor-1 <ul style="list-style-type: none">• Intelligence : Concept, Nature and theories of Intelligence (Spearing two Factor and Thurston's group Factor Theory) and its measurement.• Personality : Concept, Types, Determinants and Trait theory of personality, assessment of personality.	18
3.	Nature of Learnor-11	16


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	<ul style="list-style-type: none"> • Mental Health : Concept and Principle of mental Health students. • Adjustment : Concept and Process of adjustment, Defense Mechanism. • Remembering and forgetting : Concept, Types and factors influencing to Learning. 	
4.	<p>Understanding and Teacher Teaching</p> <ul style="list-style-type: none"> • Concept, characteristics and forms of Teaching. • Phases of Teaching : Proactive Interactive and Post active. • Levels of Teaching : Memory, Understanding, Reflective. • Basic Teaching skill and competencies. • Strategies and Techniques of Teaching. • Teacher's role in Teaching Process. 	18

Assessment :


1. Class Tests: Two closed book tests will be conducted twice in a year: 20 Marks
2. Assignment: One assignment basis Unit 1-4 is mandated to submit:5 Marks
3. Quizzes/Debates/Individual Presentation/Role Play: 5 Marks

References :

- Agawal, J.C. (2015). Basic Ideas in Education Psychology, Shipra Publication, New Delhi.
- Bhatnagar, Suresh and Anamika Saxena. (2003). Advanced Educational Psychology, Surya Publications, Meerut.
- Chuhan, S.S and Renu Rao.(2003). Educational Psychology & Evaluation, R. Lal Book Depot, Meerut.
- Mathur, S.S. (2014). Educational Psychology, Vinod Pustak Mandir, Agra.
- Kulshrestha, S.P. (2004). Educational Psychology, Surya Publications, Meerut.
- Kumar, Dinesh. (2015). Essentials of Educational Psychology, Nangia Publication, New Delhi.
- Santha, Kumari K. (2014). Advance Educational Psychology, APH Publication, New Delhi.
- Siddiqui, M.H. (2014). Educational Psychology, APH Publication, New Delhi.
- Sharma, P. (2014). Educational Psychology, APH Publication, New Delhi.

Web- Resources :

- [Effective Teaching Strategies - Edutopia](<https://www.edutopia.org/>)
- [Teaching and Learning Theories - Learning Theories](<https://www.learning-theories.com/>)
- [Instructional Design - Coursera] (<https://www.coursera.org/courses?query=instructio%20design>)
- [Active Learning Strategies - Vanderbilt University] (<https://cft.vanderbilt.edu/guides-subpages/active-learning/>)
- [Collaborative Learning - EdSurge](<https://www.edsurge.com/research>)
- [Cognitive Theories of Learning - Simply Psychology] (<https://www.simplypsychology.org/>)
- [The Science of Learning - OpenLearn] (<https://www.open.edu/openlearn/education/learning-science-learning>)


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- [Teaching Models - Google Scholar](<https://scholar.google.com/>)

National - Journals :


- Journal of Educational Psychology: <http://ijipin>
- Indian Journal of Teacher Education (IJTE): (<http://ncertnicin/publication/journals/IJTEhtml>)
- Journal of Indian Education: <http://ncertnicin>
- Teacher Support (NCERT): <http://ncertnicin>
- Learning Curve (Azim Premji University):(https://apfstatics3ap-south-1.amazonaws.com/s3fs-public/Learning_Curvepdf)

International - Journals :

- Learning and Instruction: [<https://www.journals.elsevier.com/learning-and-instruction>] (<https://www.journals.elsevier.com/learning-and-instruction>)
- Teaching and Teacher Education: [<https://www.journals.elsevier.com/teaching-and-teacher-education>] (<https://www.journals.elsevier.com/teaching-and-teacher-education>)
- Journal of Learning Disabilities: [<https://journals.sagepub.com/home/ldx>] (<https://journals.sagepub.com/home/ldx>)
- Journal of Educational Psychology: <https://www.apa.org/pubs/journals/edu/>
- International Journal of Learning and Teaching: <https://www.ijlt.org/>


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LANGUAGE ACROSS THE CURRICULUM

COURSE CODE: ERBD-1104	FULL MARKS: 50
COURSE CREDITS : 2	EXTERNAL: 35
	INTERNAL: 15

Essence of the Course :


This course focuses on the development of linguistic and communicative competencies of student teachers in a multicultural and multilingual environment. It is designed keeping in mind different language development of student teachers and which will have an impact on classroom interaction. It emphasizes on how language skill like listening, speaking, reading and writing play an important role in various subjects across the curriculum.

Course Outcomes :

At the end of the course, students will be able to,

- CO1. Identify key concepts of language acquisition and usage in different subjects, and recall the significance of language in constructing knowledge across disciplines.
- CO2. Explain how language shapes learning in various subjects and interpret its role in classroom communication and teaching.
- CO3. Apply strategies to integrate language skills (reading, writing, speaking,
- CO4. Analyze the challenges faced by learners in understanding subject matter due to language barriers and identify potential solutions.
- CO5. Evaluate textbooks, learning resources, and classroom practices in terms of language appropriateness, inclusivity, and effectiveness for diverse learners.
- CO6. Create lesson plans that integrate language support in subject teaching, incorporating strategies to support language development and content mastery.

Unit	Course Content	Contact Hours
1.	Language and developing Basic Skills <ul style="list-style-type: none">•Language meaning and concept, Social, Cultural and•political context of language. Language and identity,•Language and Gender•Functions of language, Multilingual perspective of India•Bihar, Constitutional provisions related to language in India•A brief historical background of language development.•Theories of language development-Bloom field and•chomski, Piaget, Skinner	16
2.	Language – School Curriculum <ul style="list-style-type: none">• Language as a ‘subject’ and as a ‘medium’ in school• Language, dialect and script• Role and importance of language in the curriculum• Place of mother language in present school curriculum• Understanding the objectives of learning language: imagination, creativity, sensitivity, skill development	18


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<ul style="list-style-type: none"> • Medium of instruction: suggestions of different commissions • Major debates about languages in classroom discourse • Role of the teacher in Language Teaching 	
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Assessment :

1. Class Tests: Two closed book tests will be conducted twice in a year: 10 Marks
2. Assignment: One assignment basis Unit 1-2 is mandated to submit:3 Marks
3. Quizzes/Debates/Individual Presentation/Role Play: 2 Marks

Reference :

- Agarwal, j.c. (2014).Curriculum development, shipra publication, Delhi.
- Agnihotri, R.K. (2007). Towards a pedagogical paradigm rooted in multilinguality.
- Butler, A. and Trubill, J. (1984) Towards Reading-Writing Classroom.New.
- Krashen, S. (1982). Principles and practice in second language acquisition.
- Kumar, K. (2000). Childs language and the teacher. National Book Trust, Macmillan.137-150 New Delhi.
- Khan, Mohamad S. (2013). School Curriculum, APH Publication ,New Delhi
- NCERT (2005).National Curriculum Framework (NCF).New Delhi:

Web - Resources :


- FirstandSecondLanguageAcquisition–ABriefComparison.
Retrievedfromhttps://www.uni-due.de/ELE/FLA_SL_A_brief_comparison.pdf
<http://multilingualism.pbworks.com/w/page/21913433/Similarities%20and%20Differences%20between%20First%20and%20Second%20Language%20Acquisition>
- ActivitiesforDevelopingSpeakingSkillRetrievedfrom<http://faculty.weber.edu/ppitts/ed4320/Handouts/speakingkills.htm> [http://www.educ.ualberta.ca/staff/olenka.Bilash/best %20of%20bilash/speaking.html](http://www.educ.ualberta.ca/staff/olenka.Bilash/best%20of%20bilash/speaking.html)

National - Journals :

- Indian Journal of Applied Linguistics: [<https://www.indianjournal.com/ijoraspx?target=ijor:ijol>]
- Language and Language Teaching (LLT): [<http://llt.org.in/>]
- The Journal of English Language Teaching (India): [<https://www.weltain/journals/>]
- Journal of Indian Education: [<http://ncertnicin/>]
- Indian Journal of Language Education: [<https://www.indianjournals.com/ijoraspx?target=ijor:ijle>]

International - Journals :

- Language and Education: [<https://www.tandfonline.com/toc/rlae20/current>]
- Journal of Language and Literacy Education: [<https://jollecoeu.edu/>]
- Linguistics and Education: [<https://www.journals.elsevier.com/linguistics-and-education>]


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UNDERSTANDING DISCIPLINE AND SUBJECT


COURSE CODE: ERBD-1105	FULL MARKS: 50
COURSE CREDITS : 2	EXTERNAL: 35
	INTERNAL: 15

Course Outcomes

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

- CO1. Identify key concepts and terminologies related to various disciplines and subjects in education.
- CO2. Explain the significance of different educational disciplines and how they contribute to holistic learning experiences.
- CO3. Demonstrate practical applications of theoretical concepts from various disciplines in classroom settings.
- CO4. Analyze the interrelationships between different disciplines and their relevance to curriculum design and instructional strategies.
- CO5. Critique educational practices based on disciplinary knowledge, assessing their effectiveness in fostering student learning.
- CO6. Design an integrated lesson plan that incorporates multiple disciplines, promoting interdisciplinary learning among students.

Unit	Course Content	Contact Hours
1.	Basic understanding of Disciplines. <ul style="list-style-type: none">• Concept and Meaning of Discipline.• Concept of Academic Disciplines.• Need and Importance of Academic Disciplines.• Difference between discipline and subject.• Strengths and weaknesses of disciplines.• Role of Teacher in Disciplines.• Aims of disciplines /subjects for learners development.	16
2.	Competencies and Advancement of the Disciplines and Subject : <ul style="list-style-type: none">• Emerging of subjects in Particular social, Political and intellectual concepts.• History and teaching of subject area in school.• Paradigm shift in the Nature of Discipline, Paradigm meaning, Utility, Discipline centred Curriculum.• Formulation of contents, Selection of content, designing syllabus for constructing knowledge among the learners.• Design of curriculum and Text Book. As Need of the children.• Concept of Interdisciplinary learning.• Interdisciplinary learning and related issues.	18


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Assessment :

1. Class Tests: Two closed book tests will be conducted twice in a year: 10 Marks
2. Assignment: One assignment basis Unit 1-2 is mandated to submit:3 Marks
3. Quizzes/Debates/Individual Presentation/Role Play: 2 Marks

Reference :

- Abbott, Andrew. (2001). The Chaos of Disciplines, Chicago: The University of Chicago Press.
- Bruner, J. (1977). The Process of Education. Harvard University Press.
- Bainbridge, W.S. (2003). The Future in the Social Sciences', Futures.
- Baker, Vaughan. (1997). The perils and Promises of Interdisciplinarity in the Humanities, in: Lewis Pyenson, Disciplines and Interdisciplinarity.
- Bird, Elizabeth. (2001). Disciplining the Interdisciplinary : Radicalism and the Academic Curriculum, British Journal of Sociology of Education.
- Del, Favero Marietta. (2002). 'Academic Disciplines' Encyclopaedia of Education.
- Gardner, Howard. (1999). The Disciplined Mind : what Students should Understand, New York.
- Goodlad, Sinclair . (1979). What is an Academic Discipline? In : Roy Cox (ed), Cooperation and choice in Higher Education, London.

Web - Resources :


- [The Concept of Discipline in Education](<https://www.tandfonline.com>)
- [NCERT Guidelines on Subject Understanding](<https://ncert.nic.in>)
- [Theories of Discipline in Education](<https://www.educationcorner.com>)
- [Interdisciplinary Learning Approaches](<https://www.edutopia.org>)
- [UGC Guidelines on Subject and Curriculum](<https://www.ugc.ac.in>)
- [Framework for Developing Subject Knowledge](<https://www.researchgate.net>)
- [Subject-Specific Pedagogy](<https://www.teachingtimes.com>)
- [Integrating Disciplines in Education](<https://eric.ed.gov>)

National - Journals :

- Indian Journal of Education: <https://www.wijeducationin>
- Journal of Indian Education: <http://ncertnicin>
- Journal of Educational Planning and Administration: [<https://www.wniepaacin/>] (<https://www.wniepaacin/>)
- University News (AIU): <https://www.waiuacin/>
- Journal of Indian Academy of Social Sciences: <https://www.indianjournalscom/ijor.aspx?target=ijor:jiss>

International - Journals :

- Journal of Curriculum Studies: <https://www.tandfonline.com/toc/tcus20/current>


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GENDER, SCHOOL AND SOCIETY


COURSE CODE : ERBD-1106	FULL MARKS : 50
COURSE CREDITS : 2	EXTERNAL: 35
	INTERNAL: 15

Course Outcomes :

At the end of the course, students will be able to,

- CO1. Identify key concepts related to gender, school, and society, including terminology and definitions of gender roles and stereotypes.
- CO2. Explain the impact of societal norms and cultural values on gender identities and their implications for the educational environment.
- CO3. Demonstrate strategies for creating inclusive classroom environments that accommodate diverse gender identities and expressions.
- CO4. Analyze case studies to identify instances of gender bias in educational practices and propose solutions to address these biases.
- CO5. Evaluate the effectiveness of various gender-sensitive pedagogical approaches and their impact on student engagement and learning outcomes.
- CO6. Design a comprehensive lesson plan that incorporates gender equity principles, ensuring that all students feel represented and valued in the learning process.

Unit	Course Content	Contact Hours
1.	Gender Issues : Key Concepts <ul style="list-style-type: none">•Concepts of Gender and Gender Equality.•Difference between Sex and Gender.•Gender. Sex, Sexuality, Patriarchy, masculinity and feminism.•Contemporary period: Recommendations of policy initiatives•commission and committees, schemes, programs and plans.•Policy perspectives about Gender issues.•Gender bias. Gender stereotyping, and women empowerment.•Equity and equality in relation with caste, class, religion,•ethnicity, disability and region.•Gender and Society: Understanding the contesxt of India with•special focus on Bihar.•Gender identities and socialization practices: Family, School,•Other formal and informal organization.	16
2.	Gender and Education : Curriculum, Pedagogy and Teacher <ul style="list-style-type: none">• Gender, Culture and institution: Intersection of class, caste, religion and region.• The question of gender sensitivity.• Understanding school spaces from the perspective of gender.• Gender and hidden curriculum.	18


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	<ul style="list-style-type: none"> ● Gender in text and pedagogy: Analyzing the ‘Construction of gender’ in textbooks and classroom practices. ● Role of Education for gender equality. ● Teacher: as an agent of change. ● Socialization theory of gender. ● Various education activities for develop gender equality and sensitivity. ● Life skill Education and Sexuality. 	
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Assessment :

1. Class Tests: Two closed book tests will be conducted twice in a year: 10 Marks
2. Assignment: One assignment basis Unit 1-2 is mandated to submit:3 Marks
3. Quizzes/Debates/Individual Presentation/Role Play: 2 Marks

References :

- Aekar, s. (1994). Feminist theory and study of gender and education; in s.
- Apple M.W. (2008). Canschooling contribute to a more just society? Education, Citizenship and Social Justice, 3(3), 239-261
- Benkler, Y. (2006). The wealth of networks: How social production transforms markets and freedom. Yale University Press.
- Chandra, Krauna. (1984). Structures and ideologies: Socialization and Education of girl child.
- Deng, Z. (2013). School subjects and academic disciplines.In A. Luke, A. Woods, & K. Weir (Eds.), Curriculum, syllabus design and equity: A primer and model.Routledge.

Web – Resources :


- [Gender and Education - UNESCO](<https://en.unesco.org/gem-report/genderandeducation>)
- [Gender Equality in Education - UN Women](<https://www.unwomen.org/en/news/topics/gender-equality-in-education>)
- [Feminist Pedagogy in Schools - Coursera](<https://www.coursera.org/courses?query=feminist%20pedagogy>)

National - Journals :

- 1 Indian Journal of Gender Studies: [Link](<https://journals.sagepub.com/home/ijg>)
- Economic and Political Weekly: [Link](<https://www.epw.in>)
- Social Change Journal: [Link](<https://journals.sagepub.com/home/sch>)
- Man and Development: [Link](<http://www.crridres.in/journal-of-man-and-development/>)
- Educational Quest: [Link](<https://www.ndpublisher.in>)

International - Journals :

- Gender and Education: [Link](<https://www.tandfonline.com/toc/cgee20/current>)
- Journal of Gender Studies: [Link](<https://www.tandfonline.com/toc/cjgs20/current>)
- Feminist Studies: [Link](<https://www.feministstudies.org/>)
- Gender, Work & Organization:[Link](<https://onlinelibrary.wiley.com/journal/14680432>)


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PEDAGOGY OF HINDI

COURSE CODE : ERBD-1107	FULL MARKS : 50
COURSE CREDITS : 2	EXTERNAL: 35
	INTERNAL: 15

Course Outcomes :

At the end of the course, students will be able to,

CO1. Hkk"kk lajpuk esa fgUnh Hkk"kk rRoksa dk Kku nsukA

CO2. Jo.k] Hkk"kk okpu ,o ays[ku lEcU/kh Hkk"kk;h dkS'kyksa dk Kku nsukA

CO3. fgUnh Hkk"kk f'k{k.k iz.kkfy;ksa ds mi;skx dk Kku nsukA

CO4. fgUnh dh fo|kvksa ,oamuds O;ogkfjd f'k{k.dh laLFkfr;ksa dk Kku nsukA

CO5. fgUnh Hkk"kk f'k{k.k esa n`';&JO; midj.kksa ds O;ogkfjd mi;skx dk Kku nsukA

CO6. fgUnh f'k{k.k esa ewY;kadu ds egRo] ewY;kadu dh laLFkfr;ksa o fo|kvksa dk Kku nsukA


Unit	Course Content	Contact Hours
1.	UNIT – I: Hkk"kk dk vFkZ ,oa Lo:i <ul style="list-style-type: none"> • Hkk"kk dk vFkZ] ifjHkk"kk,a • Hkk"kk dh fo"ks'krk;sa ,oa izd`fr • vU; fo"k;ksa ds lFk lglEcU/k • ekr`Hkk"kk dk mn~Hko ,oa fodkl • Hkk"kk ds fofo/k :i • fodkl dh fofHkUu voLFkkvksa esa Hkk"kkf;d • fodkl&fo"ks'krk;sa ,oa izd`fr • fgUnh Hkk"kk f'k{k.dh ds xq.k 	16
2-	UNIT – II: ekr`Hkk"kk f'k{k.k ds mís'; ,oaa y{; <ul style="list-style-type: none"> • ekr`Hkk"kk ds lkekU; mís';] fof'k"V mís';]Lrjkuqlkj mís';] • f'k{k.k mís';ksa dk oxhZdj.k & KkukRed] HkkokRed] fdz;kRed] • mís';ksa dks O;ogkfjd :lk esa fy[kus dh fof/k;kWa vko';drk] • fofHkUu Lrj dh f'k{k.k ds ikB~;dze esa bldk LFkku] • f=Hkk"kk lw= fgUnh Hkk"kk f'k{k.k dh leL;k;sa ,oa lek/kku 	18

Assessment :


1. Class Tests: Two closed book tests will be conducted twice in a year: 10 Marks
2. Assignment: One assignment basis Unit 1-2 is mandated to submit:3 Marks
3. Quizzes/Debates/Individual Presentation/Role Play: 2 MarksReferenc

References :

- vxzoky] ljkst- o caly lqj{kk vkSj egs'ojh] oh- ds- ¼2011½- fgUnh f'k{k.k ds vk/kkj] vkj yky cqf fMiks] esjBA


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- thr] HkkbZ ;ksxsUnz- ¼2012&13½- fgUnh Hkk"kk f'k{k.k] vxzoky ifCyds'ku] vkxjk 2A
- frokjh izeks- ¼2008½- fgUnh f'k{k.k] bf.M;u ifCyds'ku] vkxjkA
- R;kxh- ,l- ds- ¼2013&14½- fgUnh Hkk"kk f'k{k.k] vxzoky ifCyds'ku] vkxjk 2A
- ikBd] vkj- ih- ¼2014½- fgUnh Hkk"kk f'k{k.k] dfu"B ifCy'kIZ] fMLV^{ah}C;wVIZ ubZ fnYyhA
- ik.Ms;] jke'kdy- ¼2014½- fgUnh f'k{k.k] fouksn iqLrd eafnj vkxjk 2A

Web - Resources :


- [NCERT Resources for Hindi Teaching](<https://ncert.nic.in>)
- [Effective Hindi Teaching Techniques](<https://www.educationworld.in>)
- [Hindi Pedagogy Resources](<https://eric.ed.gov>)
- [Language Teaching Strategies](<https://www.languageinindia.com>)
- [Innovative Teaching in Hindi](<https://www.hindustantimes.com>)
- [NCTE Hindi Language Education Guidelines](<http://ncte-india.org>)
- [Pedagogy and Assessment in Hindi](<https://www.springer.com>)
- [Methods of Teaching Hindi](<https://www.britishcouncil.org>)
- [Best Practices for Teaching Hindi](<https://www.academia.edu>)
- [Research on Hindi Pedagogy](<https://shodhganga.inflibnet.ac.in>)

National - Journals :


- Vidyawarta Hindi Journal: [Link](<https://wwwvidyawartacom>)
- Hindi Anusandhan Journal: [Link](<https://wwwhindianusandhancom>)
- Bhasha Sahitya Aur Media: [Link](<http://bharatbhavanorgin/journal-bhasha/>)
- Anusandhan Hindi Journal: [Link](<https://wwwresearchtrendnet>)
- Vidyottama Sansthan Hindi Journal: [Link](<https://wwwvidyottamacom>)

International - Journals :

- International Journal of Hindi Studies: [Link](<https://wwwsciencedirectcom/journal/international-journal-of-hindi-studies>)
- International Journal of Language & Literature: [Link](<https://ijllnetcom>)
- Journal of South Asian Languages and Linguistics: [Link](<https://brillcom/view/journals/jall/jall-overviewxml>)
- International Journal of Linguistics: [Link](<https://wwwmacrothinkorg/journal/indexphp/ijl>)
- Acta Linguistica: [Link](<https://akademiaicom/journal/30>)


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PEDAGOGY OF ENGLISH


COURSE CODE : ERBD-1108	FULL MARKS : 50
COURSE CREDITS : 2	EXTERNAL: 35
	INTERNAL: 15

Course Outcomes :

At the end of the course, students will be able to,

- CO1. Master the English language in its spoken and written forms, focusing on fluency and accuracy.
- CO2. Implement innovative and engaging teaching strategies that promote active learning in English language classes.
- CO3. Develop a comprehensive English curriculum that aligns with educational standards and meets the needs of diverse learners.
- CO4. Design and apply various formative and summative assessment methods to monitor student learning and provide constructive feedback.
- CO5. Critically engage with and analyze English literature, fostering a love for reading and critical thinking in students.
- CO6. Promote cross-cultural understanding through English, preparing students for global citizenship and communication

Unit	Course Content	Contact Hours
1.	Prspective of English teaching <ul style="list-style-type: none">• English language concept, teaching Nature and characteristics.• The objective of teaching English as a language at the secondary levels.• Problem in effective teaching of English a second language in Indian school and these possible solutions.• Place of English in school curriculum.• Characteristics of good Text book in English.	16
2.	Principles of English teaching <ul style="list-style-type: none">• Principles of English teaching ciples and maxims for teaching of English.• Development and Importance of English language teaching skills.• Micro teaching and Micro Plan.• English language teaching skills – Reading, Writing, lisetioning and speaking.• Acquantance with different literary genres: Prose, Poetry, Drama, Novel, Essay and Story• Methods :- Translation, Direct, Structural- Situational, Bilingual, Communicativa, Eclectic and Questioning.	18


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Assessment :

1. Class Tests: Two closed book tests will be conducted twice in a year: 10 Marks
2. Assignment: One assignment basis Unit 1-2 is mandated to submit:3 Marks
3. Quizzes/Debates/Individual Presentation/Role Play: 2 Marks

References :

- Arora Sanjay. (2007). Teaching of English. University Book House Pvt. Ltd, Jaipur.
- Bist, Abha Rani. (2008). Teaching English in India, Agrawal Publication Agra.
- Bansal, Suraksha.(2014). Essentials of English Teaching, R. Lall Book Depot, Meerut.
- Gupta, P.K. (2014). Teaching of English, R. Lal Book Depot, Meerut.
- Huda, Nural. (2004). Teaching English to Indian Pupils, Common Wealth Publisher Delhi.
- Jain, R. K. (2008). Essentials of English Teaching, Vinod Pustak Mandir, Agra.
- Mehta, R. L. (1957). The Teaching of English in India, Oriental Longmans.
- Mukalel, J C. (1998).Approaches to English language Teaching Sterling Publishing House, New Delhi.

Web - Resources :


- [NCERT English Pedagogy Resources](<https://ncert.nic.in>)
- [Teaching English Effectively](<https://www.teachingenglish.org.uk>)
- [English Language Learning Resources](<https://eric.ed.gov>)
- [Innovative Pedagogy for English Teaching](<https://www.cambridge.org>)
- [Language Assessment Strategies](<https://www.britishcouncil.org>)
- [Research on English Teaching Methods](<https://journals.sagepub.com>)
- [NCTE Guidelines for English Teaching](<http://ncte-india.org>)
- [Effective Classroom Practices for English](<https://www.academia.edu>)
- [English Language Acquisition Research](<https://www.ncbi.nlm.nih.gov/pmc>)
- [Edutopia: Teaching English as a Second Language](<https://www.edutopia.org>)

National - Journals :

- Journal of English Language Teaching (India): [Link](<http://www.weltaiin>)
- The EFL Journal: [Link](<http://www.efljournal.org/>)
- Indian Journal of Applied Linguistics: [Link](<https://www.languageinindia.com>)
- Language and Language Teaching: [Link](<http://www.lltdjkarvenorg/>)
- English Studies in India: [Link](<https://www.englishindia.com>)

International - Journals :

- TESOL Quarterly: [Link](<https://onlinelibrary.wiley.com/journal/15457249>)
- ELT Journal: [Link](<https://academicoup.com/eltj>)
- Journal of English for Academic Purposes: [Link](<https://www.journals.elsevier.com/journal-of-english-for-academic-purposes>)


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PEDAGOGY OF URDU

COURSE CODE : ERBD-1109	FULL MARKS : 50
COURSE CREDITS : 2	EXTERNAL: 35
	INTERNAL: 15

Course Outcomes :


At the end of the course, students will be able to,

- CO1. Read, write, and converse fluently in Urdu, demonstrating a strong grasp of its grammar and vocabulary.
- CO2. Implement culturally relevant teaching practices that reflect the rich literary and artistic traditions of Urdu-speaking communities.
- CO3. Design a comprehensive Urdu curriculum that includes literature, language skills, and cultural studies.
- CO4. Develop effective assessment tools that measure students' language proficiency and cultural understanding in Urdu.
- CO5. Analyze and interpret Urdu literature, fostering critical thinking and appreciation for diverse literary voices.
- CO6. Engage with the Urdu-speaking community to enhance language learning and promote cultural exchange.

Unit	Course Content	Contact Hours
1.	Perspective of Urdu <ul style="list-style-type: none">• Concept of Urdu language (Verbal and Nonverbal)• Objective of Urdu language teaching at secondary levels• Origin and development of Urdu language• The Qualities of a good Urdu language teacher• Teaching of Prose, Poetry and grammar in Urdu language• Characteristics of a good text book in Urdu	16
2.	Teaching skills methods in urdu language <ul style="list-style-type: none">• Principles and maxims of teaching in Urdu• Concept of Micro teaching and Micro Plan• Urdu language teaching skill – Reading, Writing, Speaking and listening• Methods : Translation method, Direct, Play way, Bilingual method, structural approach and communicative approach	18

Assessment :

1. Class Tests: Two closed book tests will be conducted twice in a year: 10 Marks
2. Assignment: One assignment basis Unit 1-2 is mandated to submit:3 Marks


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3. Quizzes/Debates/Individual Presentation/Role Play: 2 MarksReferenc

References :

- Buch, M.D. (2008). Methodology of Urdu, R.L Publication, New Delhi.
- Urdu Zaban dki Tadrees.(2000). Moinuddin, NCPUL, west Block, Rk Puram New Delhi.
- Hum Urdu Kaise Parhayen. (2000). Moinuddin.
- Tadrees e Zaban e Urdu.(1989). Inamullah Khan Sharwani.
- Ussol-E Taleem aur Arnal-e-Tallem.(1998). Garden D.S/Khalilur Rahman Sifi Premi, NCPUL, New Delhi.
- vxzoky] ts- lh- ¼2008½- f{k{k ds fl}kar] rjhds vkSj rduhd] fodkl ifCyds'ku gkml] izk-fy- ;wihA

Web - Resources :


- [Teaching Urdu Resources](<https://eric.ed.gov>)
- [NCERT Urdu Language Teaching Guidelines](<https://ncert.nic.in>)
- [Urdu Pedagogy in Indian Schools](<https://www.languageinindia.com>)
- [Best Practices for Teaching Urdu](<https://www.educationworld.in>)
- [Innovative Approaches to Urdu Language Education](<https://www.academia.edu>)
- [NCTE Urdu Language Education](<http://ncte-india.org>)
- [Urdu as a Second Language Resources](<https://shodhganga.inflibnet.ac.in>)
- [Teaching and Learning Urdu](<https://www.springer.com>)
- [Urdu Language Acquisition Research](<https://www.ncbi.nlm.nih.gov/pmc>)
- [Effective Classroom Practices in Urdu](<https://www.britishcouncil.org>)

National - Journals :


- Fikr-O-Nazar: [Link](<https://fikronnazarjnuacin>)
- Urdu Duniya: [Link](<https://www.urducouncilnicin>)
- Journal of Indian Institute of Urdu: [Link](<http://www.urdujournalorg>)
- Sahitya Amrit: [Link](<https://www.sahityaamritcom>)
- Taleem-o-Tahqiq: [Link](<http://tehreekorg/taleem-o-tahqiq/>)

International - Journals :

- Journal of Urdu Studies: [Link](<https://www.journalofurdustudiesorg>)
- Urdu Research Journal: [Link](<http://urdujournalcom>)
- International Urdu Research Journal: [Link](<https://www.iurjorg>)
- Modern Languages Open: [Link](<https://www.modernlanguagesopenorg/>)
- International Journal of Urdu Literature: [Link](<https://www.ijurdilitcom>)


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PEDAGOGY OF SANSKRIT

COURSE CODE : ERBD-1110	FULL MARKS : 50
COURSE CREDITS : 2	EXTERNAL: 35
	INTERNAL: 15

Course Outcomes :

At the end of the course, students will be able to,

- CO1. Hkk"kk dh fofHkUu Hkwfedkvksa dks le> ldsaxsA
 CO2. Hkkjr esa laD`r Hkk"kk dh fLFkfr ,oa egRo dks le> ldsaxsA
 CO3. laD`r Hkk"kk ds rRoksa dk izR;kLej.k dj ldsaxs vkSj mudk lgh iz;ksx dj ldsaxsA
 CO4. laD`r f{k{k.k ds fl{kUr} lw=} lkekU; ,oa fof{k"V m)s';ksa dks le> ldsaxsA
 CO5. ewyHkwr Hkk"kk dkS'kyksa] tSlS& Jo.k] Hkk"kk.k] okpu ,oa ys[ku ds lEizR;] egRo ,oa fodkl dks le> ldsaxA
 CO6. laD`r f{k{k.k dh fofHkUu fof/k;ksa ,ao mikxeksa dk izR;kLej.k dj ldsaxs vkSj budk leqfpr iz;ksx dj ldsaxsA


Unit	Course Content	Contact Hours
1	UNIT – I : laD`r Hkk"kk v;/kiu dh fof/k;kW vkSj ;qfDr;ka <ul style="list-style-type: none"> • laD`r Hkk"kk dh izd`fr] fo'ks"krk;sa] lEiUurk] iz;ksxA • ikB~;dze esa LFkku egRo & laD`r dh egRrk] vko';drkA laD`r Hkk"kk f{k{k.k ds xq.k 	16
2	UNIT – II: laD`r Hkk"kk gsrw visf{kr ;ksX;rk;sa& <ul style="list-style-type: none"> • lquuk] cksyuk] iBu lEca/kh] ys[ku ,o fpUru lEca/kh • laD`r Hkk"kk f{k{k.k ds lkekU; ,oa fof{k"V mís';& izkFkfed] ek;/fed] mPp f{k{k.k Lrj ij laD`r Hkk"kk ds mn~ns';ksa dk O;ogkj ijd <ax ls ys[ku- 	18

Assessment :

1. Class Tests: Two closed book tests will be conducted twice in a year: 10 Marks
2. Assignment: One assignment basis Unit 1-2 is mandated to submit:3 Marks
3. Quizzes/Debates/Individual Presentation/Role Play: 2 MarksReferenc

lanHkZ xzaFk lwph %

- xks;y] izhfrizHkk- ¼2000½- laD`r O;kdj.k] jktLFkku xzaFkxkj] tks/kiqjA
- f}osnh] dfiy nso- ¼2008½- Loukuqokn dkSeqnh] fo'ofok;] izdk'ku] t;iqjA
- ik.Ms;] jke'kdy- ¼2010½- laD`r f{k{k.k vxzoky ifCyds'ku] vkxjk&2A
- ik.Ms;] jke'kdy- ¼2010½- laD`r f{k{k.k vxzoky ifCyds'ku] vkxjk&2A
- feRry] lUrks"k- ¼2007½- laD`r f{k{k.k] vkj yky cqf miks] esjBA
- Hkalkyh] vk- ¼2004½- laD`r f{k{k.k ds use vkike] jktLFkkuXzUFkxkj] tks/kiqjA
- O;k] Hkksyk 'kadj- ¼1999½- laD`r Hkk"kk pkS[kEHkk fo/kkHkou fnYyA


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- 'kekZ] jek vkSj feJk] ,e- ds- ¼2014½- laLd`r f'k{k.k] vtZqu ifCyf'kax gkml] ubZ fnYyhA
- 'kekZ] jkts'k vkSj 'kekZ] Hkkjr] Hkq"k.k- ¼2012&13½- laLd`r f'k{k.k vxzoky ifCyds'ku] vkxjk&2A
- 'kekZ] f'k[kk - ¼2013&14½- laLd`r f'k{k.k vxzoky ifCyds'ku] vkxjk&2A

Web - Resources :


- [Sanskrit Teaching Guidelines](<https://ncert.nic.in>)
- [Innovative Sanskrit Teaching Techniques](<https://www.languageinindia.com>)
- [Sanskrit Pedagogy Resources](<https://eric.ed.gov>)
- [NCTE Guidelines for Sanskrit Education](<http://ncte-india.org>)
- [Research on Sanskrit Teaching Methods](<https://www.academia.edu>)
- [Teaching Sanskrit in Schools](<https://shodhganga.inflibnet.ac.in>)
- [NCERT Sanskrit Curriculum Resources](<https://ncertbooks.prashnottar.com>)
- [The Role of Sanskrit in Indian Education](<https://www.springer.com>)
- [Effective Teaching of Ancient Languages](<https://journals.sagepub.com>)
- [Pedagogy and Curriculum for Sanskrit](<https://www.britishcouncil.org>)

National - Journals :


- 1 Sanskrit Vimarsha: [Link](<https://sanskritvimarshaorg>)
- Sanskrit Studies: [Link](<http://www.sanskritstudiesorg>)
- Journal of Oriental Research Madras: [Link](<http://jororg.in>)
- Sanskrit Sahitya Parishad Patrika: [Link](<http://www.sahityaparishadorg>)
- Vedic Vani: [Link](<https://www.vedicvaniorg>)

International - Journals :

- Journal of Indo-European Studies: [Link](<https://www.jies.org>)
- Indologica Taurinensia: [Link](<https://www.indologicacom>)
- Journal of Indian Philosophy: [Link](<https://www.springer.com/journal/10781>)
- Asiatic Society Journal: [Link](<https://www.asiaticsociety.org>)
- Acta Orientalia: [Link](<https://brillcom/view/journals/ao/ao-overview.xml>)


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PEDAGOGY OF MATHEMATICS


COURSE CODE : ERBD-1111	FULL MARKS : 50
COURSE CREDITS : 2	EXTERNAL: 35
	INTERNAL: 15

Course Outcomes :


At the end of the course, students will be able to,

- CO1. Demonstrate a deep understanding of key mathematical concepts and principles, allowing them to effectively teach and explain these concepts to diverse learners.
- CO2. Various teaching strategies and pedagogical approaches to enhance student engagement and understanding in mathematics.
- CO3. Design and implement effective assessment tools to evaluate student understanding and progress in mathematics.
- CO4. Effectively integrate technology and digital resources into mathematics instruction to support learning and problem-solving.
- CO5. Develop and implement differentiated instruction strategies to meet the diverse needs of learners in mathematics classrooms.
- CO6. Foster mathematical communication skills, encouraging students to articulate their reasoning and problem-solving processes effectively.

Unit	Course Content	Contact Hours
1.	Foundations of Mathematics Teaching <ul style="list-style-type: none">• Meaning, definition, Nature, scope and importance of Mathematics in school curriculum• History of mathematics with special emphasis on Indian mathematicians (Aryabhatta, Brahmagupta, and Srinivas Ramanujam)• Aims and objectives of Mathematics teaching.• Importance of Mathematics teaching in Daily life.• Correlation of Mathematics with other subjects and areas.• Concept, Principles of curriculum.• Curriculum of mathematics at Secondary level.• Bloom's taxonomy and Specification of objectives in terms of learning outcomes.	16


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2.	<p>Methods and techniques of Teaching Mathematics.</p> <ul style="list-style-type: none"> • Maxims and Principles of teaching in mathematics. • Micro Teaching- Concept, Cycle, importance and types of skills. • Methods of teaching Mathematics: Modified form of lecture {illustrated lecture, lecture-cum-demonstration}, Inductive-Deductive, Analytic-synthetic, Problem-solving, Laboratory, Heuristic, Project. • Techniques of teaching Mathematics: Oral, Written, Drill, Self-study, Brain storming • Mathematics text book: Characteristics, evaluation and selection. • Characteristics of a good mathematics teacher. 	18
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Assessment :

1. Class Tests: Two closed book tests will be conducted twice in a year: 10 Marks
2. Assignment: One assignment basis Unit 1-2 is mandated to submit:3 Marks
3. Quizzes/Debates/Individual Presentation/Role Play: 2 Marks

References :

- Agarwal R.B. (2014). Lesson Pedagogy in Mathematics A.P.H. Publishing Corporation, New Delhi.
- Kulshreshtha, A.K. (2015). Teaching of Mathematics R. Lall. Book Depot, Meerut.
- Kulshreshtha, A.K.(2012). GanitShikshan, R. Lall Book Depot, Meerut.
- Mishra, L. (2015). Teaching of Mathematics APH Publishing Corporation, New Delhi
- Mishra, L. (2015). Teaching of Mathematics APH Publishing Corporation, New Delhi

Web - Resources :


- [Mathematics Pedagogy NCERT](<https://ncert.nic.in>)
- [Teaching Mathematics Effectively](<https://www.teachingtimes.com>)
- [Innovative Approaches to Math Education](<https://eric.ed.gov>)
- [NCTE Guidelines for Mathematics Teaching](<http://ncte-india.org>)
- [Research on Math Education Techniques](<https://journals.sagepub.com>)

National - Journals :

- Journal of Mathematics Education - [jmriin](<https://jmriin/>)
- Indian Journal of Educational Studies - [ijeseducation](<http://ijeseducation/>)
- International Journal of Mathematics Trends and Technology - [ijmtjournalorg](<https://www.ijmtjournal.org/>)
- Journal of Indian Education (NCERT) - [ncertnicin](<https://ncertnicin/journalsphp>)
- Indian Journal of Research in Multidisciplinary Education - [edresearchjournalcom](<https://www.edresearchjournal.com/>)

International - Journals :

- International Journal of Science and Mathematics Education - [springercom](<https://www.springer.com/journal/10763>)


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- Journal of Mathematics Teacher Education - [springercom](<https://www.springer.com/journal/10857>)
- International Journal of Mathematical Education in Science and Technology - [tandfonline.com](<https://www.tandfonline.com/toc/tmes20/current>)
- Mathematics Education Research Journal - [springercom] (<https://www.springer.com/journal/13394>)
- Educational Studies in Mathematics - [springercom](<https://www.springer.com/journal/1>)

PEDAGOGY OF PHYSICAL SCIENCE


COURSE CODE : ERBD-1112	FULL MARKS : 50
COURSE CREDITS : 2	EXTERNAL: 35
	INTERNAL: 15

Course Outcomes :

At the end of the course, students will be able to,

- CO1. Design inquiry-based learning experiences that promote critical thinking and exploration in physical science topics.
- CO2. Demonstrate the ability to connect physical science concepts to real-world applications, enhancing student relevance and understanding.
- CO3. Understand and apply laboratory safety protocols while effectively teaching laboratory skills and procedures in physical science.
- CO4. Utilize models and simulations to explain complex physical science phenomena, enhancing conceptual understanding.
- CO5. Create and implement formative and summative assessments tailored to evaluate student understanding in physical science.
- CO6. Identify and facilitate interdisciplinary connections between physical science and other subject areas, promoting holistic learning.

Unit	Course Content	Contact Hours
1.	Nature, Significance and objective of Physical Science Teaching. <ul style="list-style-type: none"> Meaning, definition and scope of physical science in daily life. Significance of teaching of physical science in secondary and senior secondary level (School). Contribution of physicists and chemist in the development of science in India. Aims and objectives of Physical Science teaching: General and specific. Impact of physical science on modern Indian Society with special reference to issues related with environment industrialization, sustainable development and place. Curriculum of physical science at secondary levels 	16
2.	Methods and Approaches for Teaching of Physical Science. <ul style="list-style-type: none"> Principle and maxims of physical science teacher 	18


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<ul style="list-style-type: none"> • Microteaching skills practice through Micro lessons plan. • Approaches and methods of teaching of physical science – Inductive- deductive method, Heuristic method, Experimental method, Problem solving method, Lecture method, Demonstration method, Lecture cum demonstration method, Laboratory method. • Microteaching skills practice through Micro lessons plan. • Characteristics of a good physical science text book • Characteristics of a good science teacher 	
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Assessment :

1. Class Tests: Two closed book tests will be conducted twice in a year: 10 Marks
2. Assignment: One assignment basis Unit 1-2 is mandated to submit:3 Marks
3. Quizzes/Debates/Individual Presentation/Role Play: 2 Marks

References :

- Dayal, Deepak. (2015). Modern Methods of Teaching Physics
- Goyal, Suraj.(2014). Teaching and Physics, Rajat Publication, New Delhi.
- Pandey, Veena. (2008). Teaching of Physics, Sumit Enterprises, New Delhi.
- Mangal S.K.(1995). Teaching of Physical and Life Science, AVG Book Depot, Karol Bagh.
- Nayak, A.K. (2014). Teaching of Physics, APH Publication, New Delhi.
- Singh, Yogendra. (2014). Dictionary of Physics, APH Publication, New Delhi.
- Sharma, B.L. (2014). Teaching of Chemistry, R.Lal book Depot, Meerut.

Web - Resources :


- Interactive simulations for teaching physical science concepts.<https://phet.colorado.edu/>
- Khan Academy-PhysicsVideo lessons on fundamental physics concepts.(<https://www.khanacademy.org/science/physics>)
- The Physics Classroom- A resource offering tutorials, animations, and problem-solving exercises.<https://www.physicsclassroom.com/>
- Open Stax - College Physics- Free, peer-reviewed textbook and additional resources.<https://openstax.org/details/books/college-physics>

National - Journals :

- 1 Indian Journal of Physics Education - [indjphysorg](<http://indjphysorg/>)
- Resonance-Journal of Science Education (Indian Academy of Sciences) - [iasacin](<https://www.iasacin/listing/issues/reso>)
- Science and Education - [ncertnicin](<https://ncertnicin/journalsphp>)
- Journal of Science Education and Research - [edupubcoin](<https://edupubcoin/>)
- Journal of School Science - [ncertnicin](<https://ncertnicin/journalsphp>)

International - Journals :

- Journal of Research in Science Teaching - [wileyonlinelibrarycom](<https://onlinelibrary.com/journal/10982736>)


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- Science Education- [wileyonlinelibrarycom](<https://onlinelibrarywileycom/journal/1098237x>)
- International Journal of Science Education - [tandfonlinecom](<https://www.tandfonline.com/toc/tsed20/current>)
- Journal of Science Teacher Education - [springercom](<https://www.springer.com/journal/10972>)
- Research in Science Education - [springercom](<https://www.springer.com/journal/11165>)

PEDAGOGY OF BIOLOGICAL SCIENCE


COURSE CODE : ERBD-1113	FULL MARKS : 50
COURSE CREDITS : 2	EXTERNAL: 35
	INTERNAL: 15

Course Outcomes :

At the end of the course, students will be able to,

- CO1. Demonstrate mastery of key biological concepts and principles, enabling them to teach effectively across various biological topics.
- CO2. Design and implement experiential learning activities that promote hands-on exploration and discovery in biological science.
- CO3. Incorporate environmental education into the biology curriculum, fostering a sense of responsibility and awareness regarding ecological issues.
- CO4. Develop skills in data collection and analysis, teaching students how to interpret biological data and draw meaningful conclusions.
- CO5. Implement inclusive teaching practices that accommodate diverse learning styles and needs in biological science education.
- CO6. Explore ethical considerations in biological sciences and teach students to engage in responsible scientific practices

Unit	Course Content	Contact Hours
1.	Perspective of Biological Science in School Curriculum. <ul style="list-style-type: none"> • Concept, Nature and scope of Biological science. • Place of Biological science in school curriculum. • Thrust areas of Biological science and their impact on modern life. • Construction of Biologist in the development of science in India. • Aims and objectives of Biological Science teaching: General and specific. • Curriculum accessories and support materials – text book, handbooks workbooks, slides, laboratory materials. 	16
2.	Major Methods used and used and Teaching Skill. <ul style="list-style-type: none"> • Principle and maxims of Biological science teaching. • Micro teaching and micro plan. 	16


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	<ul style="list-style-type: none"> • Methods : Lecture, discussion, Demonstration, Project and Heuristic, Laboratory method. • Activity approaches and non. Formal methods of Biology teaching such as field trip, Gardening, Science clubs, visits to science museums, maintenance of aquariums, Herbariums and vaveriams. • Bloom’s taxonomy and specification of obmective in term of learning outcomes. • Characteristics of a good Biological Science text book. • Characteristics of a good Biological science teacher 	
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Assessment :

1. Class Tests: Two closed book tests will be conducted twice in a year: 10 Marks
2. Assignment: One assignment basis Unit 1-2 is mandated to submit:3 Marks
3. Quizzes/Debates/Individual Presentation/Role Play: 2 MarksReferenc

References :

- Aggarwal, D. D. (2008). Modern Method of Teaching Biology, Karanpaper Books. New Delhi
- Aggarwal, J.C. (1990). Curriculum Reforms in India, Daoba House, Delhi.
- Das, R.C.(1985). Science Teaching in School, Sterling Publishers Pvt. Ltd, New Delhi.
- Kulshresth, S.P. (2014). Teaching of Biology, R.Lall Book Depot, Meerut.
- Kulshreshtha, S.P. (2006). Teaching of Biology, Loyal Book Depot, Meerut.
- Mangal S. K. (1992). Teaching of science, Arya Book Depot, New Delhi.

Web - Resources :


- Khan Academy – Biology- Comprehensive video lessons on key biology
<https://www.biointeractive.org/>topics.
<https://www.khanacademy.org/science/biology>
- Biology Corner-Resources for teaching biology, including lessons, labs, and worksheets.
<https://www.biologycorner.com/>
- OpenStax – Biology- Free, open-source biology textbook with detailed explanations.
[<https://openstax.org/details/books/biologye>](<https://openstax.org/details/books/biology-2e>)

National - Journals :

- 1 Journal of Biological Education Research - [ijbercom](<http://www.ijbercom/>)
- Indian Journal of Biology - [ijbiocom](<http://www.ijbiocom/>)
- Biology Education (NCERT) - [ncertnicin](<https://ncertnicin/journalsphp>)
- Journal of Science Education and Technology - [ncertnicin](<https://ncertnicin/journalsphp>)
- International Journal of Science and Biology Education - [ijsbecom](<https://www.ijsbecom/>)

International - Journals :

- Journal of Biological Education -
[tandfonlinecom](<https://www.tandfonlinecom/toc/rjbe20/current>)


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- International Journal of Biology Education - [ijbeorg](<https://www.ijbeorg/>)
- Science & Education - [springercom](<https://www.springercom/journal/11191>)
- The American Biology Teacher - [biooneorg](<https://biooneorg/journals/the-american-biology-teacher>)
- CBE—Life Sciences Education - [ascborg](<https://www.ascborg/careers/cbe-life-sciences-education-journal/>)

PEDAGOGY OF HISTORY


COURSE CODE : ERBD-1114	FULL MARKS : 50
COURSE CREDITS : 2	EXTERNAL: 35
	INTERNAL: 15

Course Outcomes :

At the end of the course, students will be able to,

- CO1. Analyze historical events and their impacts critically, fostering an understanding of historical contexts.
- CO2. Demonstrate the ability to formulate research questions and conduct historical inquiries using primary and secondary sources.
- CO3. Recognize and appreciate diverse perspectives in historical narratives, understanding the importance of multiple viewpoints.
- CO4. Equipped to design inclusive history curricula that engage students and promote historical literacy.
- CO5. Apply various teaching strategies, including project-based learning and simulations, to effectively engage students in historical studies.
- CO6. Develop appropriate assessment tools to evaluate student understanding of historical concepts and skills.

Unit	Course Content	Contact Hours
1.	<p>Perspective of History Teaching in School.</p> <ul style="list-style-type: none"> • Concept of history. • Correlation and differentiation of history with Geography, Political Science, Economics and Literature. • Objectives of teaching history at secondary level. • Principals of construction of curriculum of History. • Characteristics of good Curriculum. 	16


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2.	<p>Teaching Skill and Methods.</p> <ul style="list-style-type: none"> • Method of teaching history – Lecture, Lecture-cum-discussion, Source method, Project, Social Recitation, Supervised Study, Story Telling, Chronological and Team Teaching. • Arranging, organizing, planning, executing and reporting of • Field trips. • History room. • Role-playing 	18
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Assessment :

1. Class Tests: Two closed book tests will be conducted twice in a year: 10 Marks
2. Assignment: One assignment basis Unit 1-2 is mandated to submit:3 Marks
3. Quizzes/Debates/Individual Presentation/Role Play: 2 Marks

References :


- Ballard, M.Ed. (1970). New Movements in the study and Teaching of History, Temple Snuth, London.
- Elton, G.R. (1967). The Practice of History, Methuen, London.
- Ghate, V.D.(1989). History Teaching, Chandigarh, Haryana, Hindi Granth Academy.
- Johnson, H. (1962). Teaching of History, Macmillan, New York.
- Kochar, S.k. (1994). The Teaching of History, Delhi, Vikas Publishing House.
- Steele, Ian. (1976). Developments in History Teaching Open Books, London.

Web - Resources :

- [National Council of Educational Research and Training (NCERT) - History Syllabus](<https://ncert.nic.in/textbook.php?lehs1=0-14>)
- [Teaching History: A Guide for Teachers](<https://www.teachinghistory.org/>)
- [History Education: Resources for Teaching](<https://www.history.org.uk/resources/>)
- [The Historical Association: Teaching Resources](<https://www.history.org.uk/resources/>)
- [History Matters: Teaching Materials](<http://historymatters.gmu.edu/>)
- [TeachingHistory.org: Classroom Strategies](<https://teachinghistory.org/teaching-materials/classroom-strategies>)
- [The American Historical Association: Resources for Educators](<https://www.ahistory.org/teaching>)

National - Journals :

- Indian Historical Review - [sagepubcom](<https://journals.sagepub.com/home/ihr>)
- Social Change - [journals.sagepub.com](<https://journals.sagepub.com/home/sch>)
- History Education (NCERT) - [ncert.nic.in](<https://ncert.nic.in/journals.php>)
- Journal of Indian History and Culture - [cprfoundation.org] (<https://www.cprfoundation.org/journal/>)
- Indian Journal of History of Science - [insaindiaresin](<http://www.insaindiaresin/journals.php>)


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International - Journals :

- Journal of Educational Media, Memory, and Society - [berghahnjournalscom](<https://www.berghahnjournals.com/view/journals/jemms/jemms-overview.xml>)
- The History Teacher - [societyforhistoryeducationorg] (<http://www.societyforhistoryeducation.org/>)
- History of Education - [tandfonlinecom](<https://www.tandfonline.com/toc/thed20/current>)
- History Education Research Journal - [uclpresscouk](<https://www.uclpresscouk/>)
- The Public Historian - [journalsuchicagoedu](<https://www.journalsuchicago.edu/tph>)

PEDAGOGY OF CIVICS


COURSE CODE : ERBD-1115	FULL MARKS : 50
COURSE CREDITS : 2	EXTERNAL: 35
	INTERNAL: 15

Course Outcomes :


At the end of the course, students will be able to,

- CO1. Understand the structure and functions of government and the importance of civic engagement in a democratic society.
- CO2. Articulate the rights and responsibilities of citizens and the role of civic education in fostering active citizenship.
- CO3. Develop skills to facilitate debates and discussions on civic issues, encouraging critical discourse among students.
- CO4. Analyze contemporary social justice issues and their historical roots, promoting a deeper understanding of civic responsibility.
- CO5. Design civics curricula that integrate current events, enabling students to connect classroom learning with real-world civic issues.
- CO6. Create assessment tools to measure student knowledge and engagement in civic topics effectively.

Unit	Course Content	Contact Hours
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1.	Perspectives of Civics <ul style="list-style-type: none"> • Meaning nature and scope of Civics, place and importance of Civics in school curriculum, Importance of Civics in the development of International Understanding correlation of Civics with other subjects, Importance of Text book of Civics and Qualities of Civics teacher. • Objectives of teaching Civics in democratic India, objectives of teaching the subject at different stages, Instructional objectives. 	16
2.	Teaching Skill and Methods <ul style="list-style-type: none"> • General principals and maxims of teaching Civics, Presentation of subject matter of Civics at different stages, Teaching techniques of Civics, Evaluation of text book of Civics. • Considerations for the selection of methods of teaching, methods of teaching Civics: Lecture, Textbook, Project, Discussion Supervised study and Problem Solving. 	18

Assessment :


1. Class Tests: Two closed book tests will be conducted twice in a year: 10 Marks
2. Assignment: One assignment basis Unit 1-2 is mandated to submit:3 Marks
3. Quizzes/Debates/Individual Presentation/Role Play: 2 Marks

References :

- Forrester, J.F. (1956). Introducing Social Studies, Orient Longmans, Bombay.
- Mathur.Pawan. (205). Teaching of Political Science, Shipra Publication, New Delhi.
- Nasiali,K. (1964). Social Studies in the School, Madras: Oxford University Press.
- Kochar, S.k. (1963). The teaching of Social studies, University Publisher, Delhi.
- Taneja, V.R. (1958). Teaching of Social Studies, Mahindra Capital Publisher, Chandigarh.
- Samford, C.D. (1952). Social Studies in the Secondary School, McGraw Hill, New York.
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- Lkgkj.k] lqjsUnz dqekj- ¼2008½- lekftd foKku f'k{k.k] lkfgR; pfUnzdk] t;iqjA
- R;kxh] xq:lj.k nkl- ¼2014½- ukxfjd 'kkL= f'k{k.k dk iz.kkyh foKku] vxzoky ifCyds'ku] vkxjka

Web - Resources :

- [Civics Education Resources (National Council for the Social Studies)](<https://www.socialstudies.org/>)
- [Civic Learning: Best Practices](<https://civicslearning.org/>)
- [Teaching Civics: Resources and Strategies](<https://www.icivics.org/>)
- [Civics and Citizenship Education: Resources for Educators](<https://www.ncss.org/standards/>)
- [Constitutional Rights Foundation: Civic Education Resources](<https://www.crf-usa.org/>)
- [Teaching Tolerance: Civic Education](<https://www.tolerance.org/>)


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- [National Constitution Center: Educational Resources](<https://constitutioncenter.org/learn>)
- [Civics 101: Podcast and Resources](<https://www.civics101podcast.org/>)
- [League of Women Voters: Education Resources](<https://www.lwv.org/>)
- [The Center for Civic Education](<https://www.civiced.org/>)

National - Journals :

- 1 Indian Journal of Political Science - [ijpsnet](<http://ijpsnet/>)
- Journal of Political Studies - [journalsagepubcom](<https://journalsagepubcom/home/jps>)
- Civic Education Journal (NCERT) - [ncertnicin](<https://ncertnicin/journalsphp>)
- Indian Journal of Social Work - [tissedu](<http://www.tissedu/>)
- Journal of Educational Research and Social Sciences - [ijressorg](<https://www.ijressorg/>)

International - Journals :

- Journal of Civic Literacy - [journalsiupuiedu](<https://journalsiupuiedu/indexphp/civilit/index>)
- Journal of Social Studies Research - [elseviercom](<https://www.journal-elsevier.com/journal-of-social-studies-research>)
- Teaching Citizenship - [uclpresscouk](<https://www.uclpresscouk/>)
- Journal of Civic Education - [civiceducationorg](<http://civiceducationorg/>)
- Journal of Political Education - [taylorandfranciscom](<https://www.taylorandfrancis.com/>)


PEDAGOGY OF GEOGRAPHY

COURSE CODE : ERBD-1116	FULL MARKS : 50
COURSE CREDITS : 2	EXTERNAL: 35
	INTERNAL: 15

Course Outcomes :

At the end of the course, students will be able to,

- CO1. Demonstrate an understanding of geographical concepts, including location, place, human-environment interactions, and spatial relationships.
- CO2. Read, interpret, and create various types of maps, including thematic and topographic maps.
- CO3. Analyze environmental issues and their geographical implications, fostering sustainable practices and awareness.
- CO4. Understand global interconnections and the impact of globalization on local and regional geography.
- CO5. Develop geography curricula that incorporate fieldwork and experiential learning opportunities.
- CO6. Utilize diverse assessment methods, including projects and presentations, to evaluate students' geographical understanding.


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Unit	Course Content	Contact Hours
1.	Perspectives of Geography <ul style="list-style-type: none"> ● Meaning, Definition, Nature and scope of Geography. ● Importance of Geography in school Curriculum. ● Concept of Geography teaching. ● Aims and objective of Geography teaching. ● Concept and Principle of Curriculum. ● Curriculum of Geography at Secondary school. 	16
2.	Teaching Skill and Methods of Geography Teaching <ul style="list-style-type: none"> ● Concept and Principles of teaching. ● Maxims of teaching. ● Concept of micro teaching skill and micro Lesson plan of Geography. ● Methods: Lecture, Discussion, Story-telling, Excursion, Project, Problem-Solving, Inductive, Deductive, Comparative, Demonstration, Experimental, Scientific and Activity. ● Text Book of Geography. ● Geography teacher. 	18

Assessment :

1. Class Tests: Two closed book tests will be conducted twice in a year: 10 Marks
2. Assignment: One assignment basis Unit 1-2 is mandated to submit:3 Marks
3. Quizzes/Debates/Individual Presentation/Role Play: 2 Marks


References :

- Agrawal, D.D. (2000). Modern methods of teaching of Geography, sarup and sons, New Delhi.
- Bansel, S.C. (2013). Advanced Geography of India, Minakshi Publication, Meerut.
- Indra, G. (2015). Teaching of Geography, APH Publication, New Delhi
- Rao, M.S. (1993). Teaching of Geography, Anmol Publications, New Delhi.
- Sharma, G.R. (1983), Teaching of Geography, modern Publishers, Meerut.
- Sidhqui, M.H. (2013). Teaching of Geography, APH Publication, New Delhi.
- Taneja, V.R. (1958). Teaching of Social Studies, Mahindra Capital Publisher, Chandigarh.

Web - Resources :

- [National Geographic Education](<https://www.nationalgeographic.org/education/>)
- [Geography for Kids: Educational Resources](<https://www.geography4kids.com/>)
- [Teaching Geography: Strategies and Resources](<https://www.geography.org.uk/>)
- [National Council for Geographic Education](<https://www.ncge.org/>)
- [GeoLounge: Geographic Resources](<https://geolounge.com/>)
- [The Geographical Association: Teaching Resources](<https://www.geography.org.uk/>)

National - Journals :


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- Indian Journal of Geography and Environment - [geographyjournalorg](https://www_geographyjournalorg/)
- The Indian Geographical Journal - [geographicalsocietyofindiaorg](<https://geographicalsocietyofindiaorg/>)
- Journal of Indian Geography (NCERT) - [ncertnicin](<https://ncertnicin/journalsphp>)
- Journal of Land Use and Geology - [jlugin](<https://wwwjlugin/>)
- International Journal of Geographical Information Science - [taylorandfranciscom] (<https://wwwtaylorandfranciscom/>)

International - Journals :

- Journal of Geography - [tandfonlinecom](<https://wwwtandfonlinecom/toc/rjog20/current>)
- International Research in Geographical and Environmental Education - [tandfonlinecom] (<https://wwwtandfonlinecom/toc/rgee20/current>)
- Journal of Geographical Systems - [springercom](<https://wwwspringercom/journal/10109>)
- Geographical Research - [wileyonlinelibrarycom](<https://onlinelibrarywileycom/journal/17455871>)
- Annals of the American Association of Geographers - [tandfonlinecom](<https://wwwtandfonlinecom/toc/raag20/current>)


PEDAGOGY OF ECONOMICS

COURSE CODE : ERBD-1117	FULL MARKS : 50
COURSE CREDITS : 2	EXTERNAL: 35
	INTERNAL: 15


Course Outcomes :

At the end of the course, students will be able to,

- CO1. Demonstrate an understanding of fundamental economic concepts, such as supply and demand, market structures, and economic systems.
- CO2. Analyze economic data and trends to make informed decisions and predictions about economic conditions.
- CO3. Connect economic theories to real-world scenarios, encouraging practical application in everyday decision-making.
- CO4. Design engaging economics curricula that promote critical thinking and problem-solving skills.
- CO5. Implement various instructional strategies, including case studies and simulations, to teach economic principles effectively.


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CO6. Develop assessment tools to evaluate student understanding of economic concepts and their applications.

Unit	Course Content	Contact Hours
1.	Perspective of Economics Teaching <ul style="list-style-type: none"> • Concept/Nature of teaching Economics. • Correlation and differentiation of Economics with other Social Science subject- Geography, History, Political science. • Aims and Objective of Economic Teaching. • Qualities of Economic Teacher. • Approaches to organize Economics curriculum in terms of concentric, correlation, and integration approaches. 	16
2.	Methods and Teaching Skill <ul style="list-style-type: none"> • Arranging, Organizing, Planning, Executing and Reporting of Field Trips. • Organizing Economic clubs and thought provoking programme like quizzes. 	18

Assessment :


1. Class Tests: Two closed book tests will be conducted twice in a year: 10 Marks
2. Assignment: One assignment basis Unit 1-2 is mandated to submit:3 Marks
3. Quizzes/Debates/Individual Presentation/Role Play: 2 Marks

References :

- Chakravarty, Sakhomy (1987). Teaching of Economics in India, Bombay.
- Kanwar, B.S. (1970). Teaching of Economics, Prakash Educatinal Publishers, Ludhiyana.
- Norman, I.C.(Ed). (1975). Teaching of Economics, London Educational Books.
- N.C.E.R.T. (1974).Teaching Units in Economics for High and Higher Secondary stage New. Delhi.
- Siddiqu, M.H. (1993). Teaching of Economics, Ashish Publishing House, New Delhi.
- Saxena, N.R. (2006). Teaching of Economics, Navdeep Publications, New Delhi.
- Yadav, Amita. (2006). Teaching of Economics, Anmol Publications, New Delh.

Web - Resources :

- [Council for Economic Education: Teaching Resources](<https://www.counc ilforeconed.org/>)
- [EconEdLink: Economics Education Resources](<https://www.econedlink.org/>)
- [Teaching Economics: Strategies and Lessons](<https://www.economicshelp.org/>)
- [The Federal Reserve Education: Economics Resources](<https://www.fe deralreser veedu cation.org/>)
- [National Economics Challenge: Teaching Tools](<https://www.econchallenge.unl.edu/>)
- [The Economics Classroom: Resources](<https://www.economicsclassroom.com/>)
- [EconEd: K-12 Economics Resources](<https://www.econed.org/>)


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- [Economics for Leaders: Teaching Resources](<https://www.fee.org/>)
- [Interactive Economics: Lesson Plans](<https://www.interactiveeconomics.com/>)
- [Teaching Economic Concepts: Resources](<https://www.khanacademy.org/economics-finance-domain>)

National - Journals :

- 1 Indian Journal of Economics & Development: <https://www.indianjournals.com/ijoras-px?target=ijor:ijed>
- Arthashastra: Indian Journal of Economics & Research: <https://www.indianjournalofeconomicsandresearch.com/>
- Journal of Economic Policy & Research: <https://www.jimssouthdelhi.com/Journals>
- Indian Journal of Social Research: <https://indianjournals.com/ijoras-px?target=ijor:ijsr&type=home>
- Journal of Indian Education (NCERT): <https://ncert.nic.in/publication/journals.php>

International - Journals :

- Journal of Economic Education: <https://www.tandfonline.com/toc/vece20/current>
- Economics of Education Review: <https://www.journals.elsevier.com/economics-of-education-reviews>
- International Review of Economics Education: <https://www.journals.elsevier.com/international-review-of-economics-education>
- Journal of Educational Research in Economics: <https://dergipark.org.tr/en/pub/ejer>
- Economic Journal: <https://academicoup.com/ej>


PEDAGOGY OF SOCIAL SCIENCE

COURSE CODE : ERBD-1118	FULL MARKS : 50
COURSE CREDITS : 2	EXTERNAL: 35
	INTERNAL: 15

Course Outcomes :

At the end of the course, students will be able to,

- CO1. Recognize the interconnectedness of social science disciplines, including sociology, anthropology, and political science.
- CO2. Demonstrate the ability to conduct social science research using qualitative and quantitative methods.
- CO3. Analyze cultural diversity and its implications for social interactions and community building.
- CO4. Create inclusive social science curricula that reflect diverse perspectives and promote critical engagement.


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CO5. Employ a variety of instructional methods, including group work and discussions, to engage students in social science topics.

CO6. Design assessment practices that align with social science learning objectives and measure critical thinking skills.

Unit	Course Content	Contact Hours
1.	<p>Perspective of Social Science</p> <ul style="list-style-type: none"> • Basic concepts, meaning, Nature and scope of Social Science. • Inter-relationship with other subjects. • Difference between social science and social studies. • Origin and Development of social science. • Importance of social science in school curriculum. • Aims and objective of social science teaching. • Concept and principle of curriculum. • Curriculum of social science at secondary level. 	16
2.	<p>Methods and Teaching Skill in Social Science</p> <ul style="list-style-type: none"> • Concept and Principle of teaching. • Maxims of teaching. • Micro Teaching skill and micro Lesson plan. • Methods: Lecture, Discussion, Story telling, Excursion, Project, Problem solving, Inductive, Deductive, Comparative Demonstration, Heuristic, Experimental, Scientific, Socialized Recitation, Observation, Source. • Text Book of Social Science.Social Science teacher. 	18

Assessment :


1. Class Tests: Two closed book tests will be conducted twice in a year: 10 Marks
2. Assignment: One assignment basis Unit 1-2 is mandated to submit:3 Marks
3. Quizzes/Debates/Individual Presentation/Role Play: 2 MarksReferenc

References :


- Agrawal, J.C.(1982). Teaching of Social Science, Vikas Publishing House Pvt. Ltd, New Delhi.
- Chandra, S.S. (2015). Teaching of Social Science, R. Lal Bookd Deprat, Meerut.
- Kochar, S.k. (1963). The teaching of Social studies, University Publisher, Delhi.
- Nasiali,K. (1964). Social Studies in the School, Madras: Oxford University Press.
- Singh, Y.K. (2015). Teaching of Social Studies, APH Publication, New Delhi.
- Taneja, V.R. (1958). Teaching of Social Studies, Mahindra Capital Publisher, Chandigarh.
- Tanja, V.R.(1970). Fundamentals of teaching Social Science, Mohindra Copital Publishers Chandigarh.

Web - Resources :

- [National Council for the Social Studies](<https://www.socialstudies.org/>)
- [Social Science Research Network](<https://www.ssrn.com/>)
- [Teaching Social Studies: Resources and Strategies](<https://www.teachsocialstudies.org/>)


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- [American Sociological Association: Teaching Resources](<https://www.asanet.org/>)
- [Teaching Tolerance: Social Justice Resources](<https://www.tolerance.org/>)
- [Social Science Education Consortium](<https://www.ssec.org/>)
- [The Historical Society: Resources for Social Studies](<https://www.historians.org/>)
- [Social Studies Tech Tools](<https://www.socialstudies.org/resources>)
- [The National Social Science Association](<https://www.nssa.us/>)
- [PBS LearningMedia: Social Studies](<https://www.pbslearningmedia.org/>)

National - Journals :

- 1 Indian Journal of Social Science and Interdisciplinary Research: <http://www.ijssir.com/>
- Journal of Indian Social Science: <https://www.indianjournals.com/ijor.aspx?target=ijor:jsir>
- Journal of Educational Planning and Administration: <https://www.nuepa.org/Publication/Publications.aspx>
- Indian Journal of Educational Research: <https://www.caluniv.ac.in/journal/education.html>
- Social Scientist: <http://www.socialscitist.in/>

International - Journals :

- Journal of Social Science Education: <https://www.jsse.org/>
- International Journal of Social Sciences & Education: <http://ijsse.com/>
- Social Science Quarterly: <https://onlinelibrary.wiley.com/journal/15406237>
- International Journal of Social Research Methodology: <https://www.tandfonline.com/toc/tsrm20/current>
- Global Journal of Human-Social Science: <https://globaljournals.org/journals/human-social-science>


PEDAGOGY OF COMPUTER SCIENCE

COURSE CODE : ERBD-1119	FULL MARKS : 50
COURSE CREDITS : 2	EXTERNAL: 35
	INTERNAL: 15

Course Outcomes :

At the end of the course, students will be able to,

- CO1. Demonstrate proficiency in fundamental computer science concepts, including programming, algorithms, and data structures.
- CO2. Apply computational thinking to solve complex problems, fostering creativity and innovation.
- CO3. Understand the ethical implications of technology use, promoting responsible digital citizenship among learners.


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- CO4. Design computer science curricula that integrate hands-on learning experiences and real-world applications.
- CO5. Implement diverse instructional strategies, including project-based learning and collaborative coding exercises, to enhance student engagement.
- CO6. Create effective assessment methods to evaluate student understanding of computer science concepts and practical skills.


Unit	Course Content	Contact Hours
1.	<p>Foundatios of Computer Science Education & Ms Office</p> <ul style="list-style-type: none"> • Meaning, definition, Nature, scope and importance of Computer Science in school curriculum • History of Computer Science. • Aims and objectives of Computer Science teaching. • Importance of Computer Science teaching in Daily life. • Input and output devices. • MS Office-2010 onwards (Word, Excel, Power Point) & Paint. 	16
2.	<p>AIMS, Objectives, Methods and Teachniques of Teaching of Computer Science</p> <ul style="list-style-type: none"> • Concept, Definition, phases and levels of teaching • General aims and objectives of teaching computer science in secondary education. • Bloom's taxonomy and Specification of objectives in terms of learning outcomes. • Micro Teaching- Concept, Cycle, importance and types of skills. • Methods of teaching Computer science: Modified form of lecture {illustrated lecture, lecture-cum-demonstration}, Inductive-Deductive, Analytic-synthetic, Problem-solving, Laboratory, Project. • Advance method of teaching (Mobile learning and online learning). • Computer science text book: Characteristics, evaluation and selection. 	18

Assessment :


1. Class Tests: Two closed book tests will be conducted twice in a year: 10 Marks
2. Assignment: One assignment basis Unit 1-2 is mandated to submit:3 Marks
3. Quizzes/Debates/Individual Presentation/Role Play: 2 Marks

References :

- Ananthula, Raghu. (2015). Computer in education, APH Publication, New Delhi
- Bharti, V. (2020). Pedagogy of Computer Science, Laxmi Publication, Bhiwani India.


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- Devisri, K. (2018). Pedagogy of Computer Science, Lalu Publication and Laxmi Book Publication, Maharast.
- Khandai, H. (2013). Teaching of Computer Science. APH Publication, New Delhi.
- Leon, A. M. (2001). A computer for everyone. Vikas Publishing house New Delhi.

Web - Resources :

- [Code.org: Computer Science Education Resources](<https://code.org/>)
- [CS Unplugged: Teaching Computer Science](<https://csunplugged.org/>)
- [Computer Science Teachers Association (CSTA)](<https://www.csteachers.org/>)
- [Khan Academy: Computer Programming] (<https://www.khanacademy.org/computing>)
- [MIT OpenCourseWare: Computer Science](<https://ocw.mit.edu/courses/electrical-engineering-and-computer-science/>)
- [Scratch: Programming for Kids](<https://scratch.mit.edu/>)
- [Codecademy: Online Coding Courses](<https://www.codecademy.com/>)

National - Journals :

- Journal of Indian Education (NCERT): <https://ncertnicin/publication/journalsphp>
- International Journal of Computer Science and Network: <https://ijcsnorg/>
- Indian Journal of Computer Science: <http://ijcsonlinecom/>
- Journal of Educational Technology: https://www.indianjournals.com/ijor.aspx?target=ijo_r:j et&type=home
- Indian Journal of Computer Science and Engineering: <https://www.ijcsecom/>

International - Journals :

- Computers & Education: <https://www.journalselsevier.com/computers-and-education>
- Journal of Computer Science Education: <https://www.tandfonline.com/toc/nese20/current>
- International Journal of Computer-Supported Collaborative Learning: <https://links.springer.com/journal/11412>
- The Journal of Educational Computing Research: <https://journals.sagepub.com/home/jec>
- International Journal of Emerging Technologies in Learning: <https://online-journals.org/index.php/i-jet>


PEDAGOGY OF HOME SCIENCE

COURSE CODE : ERBD-1120	FULL MARKS : 50
COURSE CREDITS : 2	EXTERNAL: 35
	INTERNAL: 15

Course Outcomes :

At the end of the course, students will be able to,

- CO1. Understand the importance of home science in developing essential life skills, including nutrition, budgeting, and household management.
- CO2. Apply research methods to analyze issues related to home science, fostering informed decision-making in personal and community contexts.


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- CO3. Explore the cultural dimensions of home science, promoting appreciation for diverse family practices and lifestyles.
- CO4. Create engaging home science curricula that address current societal challenges and promote healthy living.
- CO5. Implement hands-on instructional strategies, including workshops and cooking demonstrations, to enhance learning experiences.
- CO6. Develop assessment tools to evaluate student competencies in home science topics, ensuring a comprehensive understanding of practical applications.

Unit	Course Content	Contact Hours
1.	<p>Concept and Meaning of Home Science Teaching</p> <ul style="list-style-type: none"> • Concept and meaning of Home Science, Need and significance of Home Science Modern concept Place of Home Science in school curriculum Correlation of Home Science with other subject, Qualities of a good Home Science Teacher. • Aims and objectives of teaching Home Science at various levels, Writing instructional objectives in behavioral terms. 	18
2.	<p>Teaching Skill and Methods</p> <ul style="list-style-type: none"> • General Principle of teaching, Maxims of teaching, Methods of teaching Home Science, Laboratory, Demonstration, Project, Problem Solving Group work. • Qualities of an Home Science Teacher. • Characteristics of a Good Home Science Textbook. 	18

Assessment :


1. Class Tests: Two closed book tests will be conducted twice in a year: 10 Marks
2. Assignment: One assignment basis Unit 1-2 is mandated to submit:3 Marks
3. Quizzes/Debates/Individual Presentation/Role Play: 2 Marks

References :


- Adams, John. (1930). The New Teaching, Hodder and Stoughton.
- Ambron, Sveann Robinson. (1978). Child Development, Holt Rinehart Winston, Second Edition.
- Chandr, Arvinda. (1978). Introduction to Home Science, Metropolitan Book Co. New Delhi.
- Das, R.R. & Ray, Binita. (1979). Teaching of Home Science; Sterling Publishers, New Delhi.
- Devadas, R. P. (1958). Teaching of Home Science; in Secondary School; All India Council for Secondary Education, New Delhi.
- Devadas, R.P. (1968). Textbook of Home Science; Ministry of Food, Govt. of India.
- Devadas, Rajamall. (1978). Methods of Teaching Home Science, NCERT, New Delhi.
- Mann, Mohinder K. (1976). Home Management for Indian; Kalyani Publishers, Delhi.
- Yadav, Seema. (1994). Teaching of Home Science, Anmol Publications, New Delhi.

Web - Resources :

- [National Home Economics Association](<https://www.nhea.com/>)


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- [Home Science Education Resources](<https://www.homescience.net/>)
- [American Association of Family & Consumer Sciences](<https://www.aafcs.org/>)
- [Cooking and Nutrition Resources for Educators](<https://www.cookingmatters.org/>)
- [Family and Consumer Sciences Resources](<https://www.fcscommunity.com/>)
- [Home Science for Kids](<https://www.sciencebuddies.org/>)
- [Teaching Resources for Home Economics](<https://www.teachinghome.com/>)
- [NC Extension: Family and Consumer Sciences](<https://www.ces.ncsu.edu/>)
- [Home Science Projects for Students](<https://www.education.com/>)

National - Journals :

- Indian Journal of Home Science: <https://www.indianjournals.com/ijoraspx?target=ijor:ijhs>
- Journal of Family Ecology and Consumer Sciences: <https://journalscoza/content/journal/cons>
- Home Science Extension and Communication Management: <http://www.helixdnare.in/category/journals/>
- Journal of Social Science and Home Science: <http://www.ripublication.com/ijssh.htm>
- Indian Journal of Nutrition and Dietetics: <https://www.ijndonline.org/>

International - Journals :

- Journal of Family & Consumer Sciences: <https://www.aafcs.org/resources/publications/journal>
- Journal of Home Economics: <https://www.tandfonline.com/toc/vheb20/current>
- International Journal of Home Science: <http://www.homesciencejournal.com/>
- Family and Consumer Sciences Research Journal: <https://onlinelibrary.wiley.com/journal/15523934>
- Home Economics Research Journal: <https://journalssagepub.com/home/her>


PEDAGOGY OF COMMERCE

COURSE CODE : ERBD-1121	FULL MARKS : 50
COURSE CREDITS : 2	EXTERNAL: 35
	INTERNAL: 15

Course Outcomes :

At the end of the course, students will be able to,

- CO1. Analyze and interpret key concepts in commerce, demonstrating critical thinking skills.
- CO2. Apply theoretical knowledge of commerce to real-world business scenarios, fostering practical understanding.
- CO3. Evaluate different teaching methods in commerce education and select appropriate strategies for diverse learning environments.


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- CO4. Create engaging lesson plans that incorporate current trends and technologies in commerce.
- CO5. Collaborate with peers to design projects that promote entrepreneurial skills and financial literacy.
- CO6. Reflect on their teaching practices in commerce, identifying areas for improvement and professional growth.

Unit	Course Content	Contact Hours
1.	Concept and Nature of Commerce Teaching <ul style="list-style-type: none"> • Need and significance of teaching Commerce. • Correlation and differentiation of Commerce with other subjects like Economics, Statistics and Accountancy. • Aims and objectives of teaching Commerce at different levels. • Approaches to organize Commerce curriculum in terms of concentric correlation and integration approaches. 	16
2.	Methods and Teaching Skills of Commerce Teaching <ul style="list-style-type: none"> • Strategies of teaching Commerce. • Methods of teaching Commerce – Lecture, Lecture cum Discussion, Project method and Team teaching. • Concept of teaching, Maxims of teaching, concept of micro teaching 	18

Assessment :


1. Class Tests: Two closed book tests will be conducted twice in a year: 10 Marks
2. Assignment: One assignment basis Unit 1-2 is mandated to submit:3 Marks
3. Quizzes/Debates/Individual Presentation/Role Play: 2 Marks

References :


- Gupta, Ramu. (2014). Teaching of commerce, Shipra Publication, New Delhi.
- Kartik, G.S. (2008). Teaching of Commerce, Sumit Enterprises, New Delhi.
- Khan, Mohammad Sharif.(1982). Commerce Education, Sterling Pub. Pvt Ltd, Delhi.
- Roberts, J. (2000). “ Getting organized for E-business” Gartner Column.
- Rao, Seema. (1995). Teaching of Commerce, Anmol Publications, New Delhi.
- Singh, Y.K. (2014). Teaching of Commerce, APH Publication, New Delhi.
- Singh, Y.K. (2014). Teaching of Commerce, APH Publication, New Delhi.
- [Gupta, Ramu. (2014). Teaching of commerce, Shipra Publication, New Delhi.]
- [Kartik, G.S. (2008). Teaching of Commerce, Sumit Enterprises, New Delhi.]
- [Khan, Mohammad Sharif.(1982). Commerce Education, Sterling Pub. Pvt Ltd, Delhi.]
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- [Rao, Seema. (1995). Teaching of Commerce, Anmol Publications, New Delhi.]
- [Singh, Y.K. (2014). Teaching of Commerce, APH Publication, New Delhi.]
- [Singh, Y.K. (2014). Teaching of Commerce, APH Publication, New Delhi.]
- [Gupta, Ramu. (2014). Teaching of commerce, Shipra Publication, New Delhi.]
- [Kartik, G.S. (2008). Teaching of Commerce, Sumit Enterprises, New Delhi.]
- [Khan, Mohammad Sharif.(1982). Commerce Education, Sterling Pub. Pvt Ltd, Delhi.]
- [Roberts, J. (2000). “ Getting organized for E-business” Gartner Column.]
- [Rao, Seema. (1995). Teaching of Commerce, Anmol Publications, New Delhi.]
- [Singh, Y.K. (2014). Teaching of Commerce, APH Publication, New Delhi.]
- [Singh, Y.K. (2014). Teaching of Commerce, APH Publication, New Delhi.]

Web - Resources :

- [National Association of State Boards of Accountancy: Education Resources](<https://www.nasba.org/>)
- [Council for Economic Education: Resources](<https://www.councilforeconed.org/>)


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- [Business and Economics Education Resources](<https://www.bized.co.uk/>)
- [The American Association of Colleges of Business](<https://aacsb.edu/>)
- [Khan Academy: Personal Finance](<https://www.khanacademy.org/college-careers-more/personal-finance>)
- [National Business Education Association](<https://www.nbea.org/>)
- [Teaching Resources for Business Education](<https://www.teachingbusiness.org/>)
- [Edutopia: Business and Economics Resources](<https://www.edutopia.org/>)

National - Journals :

- Indian Journal of Commerce and Management Studies: <https://scholarshubnet/indexphp/ijcms>
- Journal of Commerce and Accounting Research: <http://publishingindiacom/jcar/>
- The Indian Journal of Industrial Relations: <https://www.indianjournals.com/ijor.aspx?target=ijor:ijir&type=home>
- Arthshastra Indian Journal of Economics & Research: <https://www.indianjournalofeconomicsandresearch.com/>
- Journal of Business and Management Studies: <https://journals.indiancopenic.com/search/details?id=38114>

International - Journals :

- Journal of Business Research: <https://www.journals.elsevier.com/journal-of-business-research>
- International Journal of Commerce and Management Research: <http://www.managejournal.com/>
- Journal of Global Commerce Research: <http://globalcommerceresearch.com/>
- The Journal of International Commerce and Economics: https://www.usitc.gov/research/analysis/journals/journal_international_commerce_and_economics.htm
- European Journal of Commerce and Management Research: <https://www.ejcmr.org/>


READING AND REFLECTING ON TEXTS

COURSE CODE : ERBD-1122	FULL MARKS : 50
COURSE CREDITS : 2	EXTERNAL: 00
	INTERNAL: 50

Course Outcomes :

At the end of the course, students will be able to,

- CO1. Comprehend and summarize various literary texts, demonstrating understanding of themes and contexts.
- CO2. Analyze texts critically, identifying literary devices and their impact on meaning.
- CO3. Synthesize information from multiple sources to form coherent arguments and insights.
- CO4. Create reflective journals that articulate their thoughts and responses to reading materials.


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- CO5. Evaluate different reading strategies and apply them effectively in diverse classroom settings.
 CO6. Engage in discussions and debates that reflect a deep understanding of the texts studied.

Unit	Course Content	Contact Hours
1.	The Importance of Reading and Writing <ul style="list-style-type: none"> • Reading and responding variety of texts in different ways. • Learn to think together. • Personal /Creative/ Critical all of these to become conscious of their own thinking process as they grapple with diverse tests. • Participating in Reading and writing process to enhance their capacities as readers and writers • Reading narrative texts, expository texts from divers source or including autobiographical narratives, field notes, ethnographies etc. • Analyse various text structures. • The content of writing from readings. • Reading & Writing leads to develop the critical skills. • Writing with sense of purpose and audience responding, writing within the context of other ideas. 	18
2.	Understanding of Textbooks and Pedagogy <ul style="list-style-type: none"> • Philosophy and guiding principles for the development of language textbooks. • Content, approaches and methods of teaching language – Interactive and participatory methods, teacher as facilitator. • Themes, structure of the unit, nature of exercises and its implications. • Academic standards and indicators of learning. • Learning resources for effective transaction of language curriculum. 	18

Assessment :


1. (Any two of the following :20 Marks)

- Read a book, a journal Article, or a chapter and write a critical appreciation along with personal responses and summarize.
- Prepare presentations on literary text – Autobiography / ethnographic text.
- Beyond the textbook: reading comprehension and question –answers.
- Prepare a Vocabulary Book 100 words with Meanings, Usage (and also pictures wherever possible)
- Write a book review and critically analyze the Language and the ideas ingrained in the text.

2. Class Tests: Two closed book tests will be conducted twice in a year: 20 Marks

3. Assignment: One assignment basis Unit 1-2 is mandated to submit:10 Marks

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- Butler, A. and Turbill, J. (1994). Towards Reading-Writing Classroom. Primary English Teaching Association Cornell University, New York.
- Krashen, S. (1982). Principles and practice in second language acquisition. Pergamon Press Inc.
- Kumar, K. (2000). Childs language and the teacher. National Book Trust, New Delhi.
- Martin, Jr. B. (1987). The making of a Reader: A Personal Narrative. In Bernice E. Cullinan, Children's Literature in the Reading Programme. Michigan: International Reading Association.

Web - Resources :

- <http://www.bbc.co.uk/skillswise/factsheet/en03text-11-f-different-types-of-text> Models of Reading Process
- <http://people.ucalgary.ca/~mpeglar/models.html>
- <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3001687/>

National - Journals :

- Indian Journal of Educational Research (NCERT) - <https://ncertnicin>
- Language in India - <https://www.languageinindia.com>
- Indian Journal of Literacy Education - <https://www.wijle.in>
- Journal of Educational and Psychological Research - <https://jeprindia.com>

International - Journals :

- Reading Research Quarterly (International Literacy Association) - <https://ilaonline.org/online-library>
- Journal of Adolescent & Adult Literacy - <https://ilaonline.org/online-library>
- Literacy Research: Theory, Method, and Practice - <https://journals.sagepub.com/home/lrx>


DRAMA AND ART IN EDUCATION

COURSE CODE : ERBD-1123	FULL MARKS : 50
COURSE CREDITS : 2	EXTERNAL: 00
	INTERNAL: 50

Course Outcomes :

At the end of the course, students will be able to,

- CO1. Demonstrate foundational skills in various art forms, including drama, visual arts, and music.
- CO2. Analyze the role of drama and art in education, articulating its impact on student engagement and learning.


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- CO3. Create lesson plans that integrate drama and art across the curriculum, enhancing creativity and critical thinking.
- CO4. Collaborate with peers to develop and perform original works, fostering teamwork and communication skills.
- CO5. Evaluate student performances and artistic expressions, providing constructive feedback that promotes growth.
- CO6. Reflect on their experiences in drama and art, assessing their personal and professional development.


Unit	Course Content	Contact Hours
1.	<p>Drama as Performing Art</p> <ul style="list-style-type: none"> • Understanding the concept of Drama and its relevance for Education. • Drama as pedagogy • Organizing Drama: Preparatory activities and resources, dramatic society • Forms of Drama: Solo, group • Playing Drama: Story, Dialogue, Characters, Symbols, decoration of floor, Lighting, creating different situations. • Knowledge of Indian and regional drama traditions • Appreciating art of Drama in learners • Integrating Drama with School Curriculum 	16
2.	<p>Visual Arts and Crafts</p> <ul style="list-style-type: none"> • Understanding visual Arts and Crafts with their relevance for Education. • Visual Arts and Crafts as pedagogy • Visual Arts and Crafts: different forms, basic resources and their use • Knowledge of Indian Craft Traditions and regional folk arts • Knowledge of Indian Contemporary Arts and Artists; Visual Arts • Appreciating visual arts and crafts in learners • Review and assessment of visual arts and crafts • Visualizing School and Classroom as a space for art aided learning • Preparation of teacher for art aided learning: planning, performance 	18

Assessment :

1. Class Tests: Two closed book tests will be conducted twice in a year: 20 Marks
2. Assignment: One assignment basis Unit 1-2 is mandated to submit:5 Marks
3. Quizzes/Debates/Individual Presentation/Role Play: 25 Marks
 - Best out of the Waste.
 - Making Show-Pieces by Paper-cutting and folding.
 - Greeting cards.
 - Calligraphy in Hindi and English.


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- Making of Rangoli: Alpana and Aripana
- Performance a short story in dramatic changes
- Preparing a lesson plan which is based on dramatic songs with Art & crafts TLM

References :

- Armstrong, M. (1980). The Practice of art and the growth of understanding. In closely observe children: The diary of a Primary Classroom (pp. 131-170). Writers & Readers.
- Booth, D. (1994). Story Drama: Reading, Writing & Role-Playing Across the Curriculum Pembroke Publishers Ltd.
- Davis, J.H. (2008). Why our schools need the arts, Teachers college Press, New York.
- De, A khera, R., Samson, M., & Shiva kumar, A.K. (2011). PROBE revisited : A report on elementary education in India, Oxford University Press, New Delhi.

Web - Resources :

- [The Arts Education Partnership](<https://www.aep-arts.org/>)
- [Drama Education Resources (National Drama)](<https://www.nationaldrama.org.uk/>)
- [Art Education Resources (National Art Education Association)](<https://www.arteducators.org/>)
- [Teaching Drama: Strategies and Resources](<https://www.teachingdrama.com/>)
- [Theatre for Young Audiences: Educational Resources](<https://tyausa.org/>)
- [The Kennedy Center: Arts Education Resources](<https://artsedge.kennedy-center.org/>)
- [Art21: Teaching Resources](<https://art21.org/>)

National - Journals :

- Journal of Indian Education (NCERT) - <https://ncertnicin>
- Contemporary Education Dialogue - <https://journalssagepubcom/home/ced>
- Indian Journal of Arts Education - <https://ijaenetin>
- Journal of Arts Education (IGNCA) - <http://igncagovin>
- International Journal of Educational Research and Technology - <https://soeagracom/ijert>

International - Journals :

- International Journal of Education & the Arts - <https://www.ijea.org>
- Research in Drama Education: The Journal of Applied Theatre and Performance - <https://www.tandfonline.com/loi/crde20>


SCHOOL INTERNSHIP PROGRAMME- I

COURSE CODE : ERBD-1124	FULL MARKS : 50
COURSE CREDITS : 2	EXTERNAL: 00
	INTERNAL: 50

Course Outcomes :

At the end of the course Students will be able to,

CO1. Apply pedagogical theories and practices in real classroom settings, demonstrating competence in teaching.


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- CO2. Reflect critically on their internship experiences, identifying strengths and areas for improvement.
- CO3. Collaborate with mentor teachers and peers to develop effective teaching strategies tailored to diverse learners.
- CO4. Evaluate the effectiveness of their lesson plans and instructional strategies based on student feedback and outcomes.
- CO5. Engage with the school community, fostering partnerships with parents and stakeholders to enhance the educational experience.
- CO6. Demonstrate professionalism and ethical practices in all aspects of their internship, preparing for their future roles as educators

Unit	Course Content	Contact Hours
1.	<p>Preparation Phase (2 Weeks):</p> <ul style="list-style-type: none"> Understanding school policies, curriculum, and timetables. Familiarization with mentor teachers, school culture, and classroom environment. Preparation of lesson plans and teaching materials in consultation with the mentor teacher. 	10
2.	<p>Teaching Practice (4 Weeks):</p> <ul style="list-style-type: none"> Teach subject-specific lessons in assigned classes. Use a variety of teaching-learning methods and strategies to engage students. Implement classroom management techniques to create a conducive learning environment. 	14

Assessment :


S. No.	Activities	Internal Marks
1.	Psychological Test	10
2.	Micro Teaching	10
3.	Learning Plan(Substitute to teaching plan)	20
4.	Action Research	10
	Total	50

References :

- Kumar, A. (2021). Teacher Internship: Theory and Practice. Sage Publications.
- Sharma, R. C. (2019). School Internship for B.Ed Students. Atlantic Publishers.
- NCTE (2020). Internship Manual for B.Ed Programs. NCTE Guidelines.
- NCERT (2018). Learning and Teaching: Pedagogy for Pre-service Teachers

Web - Resources :

- [NCTE Internship Guidelines] (https://ncte.gov.in/Website/PDF/Norms/TeacherEducationProgramme_2021.pdf)
- National Repository of Open Educational Resources (NROER)
- [NROER School Internship Resources](<https://nroer.gov.in/home/>)


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- A collection of teaching materials, lesson plans, and e-resources for student teachers.
- Ministry of Education, India
- [Internship Programs and Teacher Development](<https://www.education.gov.in>)
- Diksha Portal [Diksha Teaching Resources](<https://diksha.gov.in/>)
- Offers digital learning content, lesson plans, and teaching strategies for teacher interns.
- [NCERT Internship Handbook](<https://ncert.nic.in>)
- This resource offers insights into effective teaching practices, lesson planning, and classroom management during internships.
- UNESCO Teaching and Learning Resources
- [UNESCO Teacher Development Resources](<https://en.unesco.org/themes/teachers>)
- UNESCO provides global insights on teaching internships, innovative pedagogy, and professional development.
- Edutopia - Teaching Internship Tips[Edutopia - School Internships](<https://www.edutopia.org/>)
- Articles and videos offering tips for successful internships, classroom management strategies, and student engagement methods.
- OECD Teaching and Learning International Survey (TALIS[OECD TALIS Insights] (<https://www.oecd.org/education/talis/>)
- The Open University - Teacher Education Resources [OpenLearn - Teacher Training](<https://www.open.edu/openlearn/education/teacher-training>)
- [Internship Tips and Strategies](<https://www.teachertoolkit.co.uk/>)

National - Journals :

- 1 Indian Journal of Teacher Education (IJTE) - <https://www.ncte-india.org>
- Journal of Educational Research and Extension - <https://www.srk.vorg/journal>
- Indian Educational Review (NCERT) - <https://ncert.nic.in>
- EDUCARE: International Journal for Educational Studies - <https://educarejjes.info>
- The Learning Curve (Azim Premji Foundation) - <https://azimpremjiuniversity.edu.in>

International - Journals :

- Journal of Teacher Education - <https://journals.sagepub.com/home/jte>


(B.Ed : SECOND YEAR SYLLABUS)

KNOWLEDGE AND CURRICULUM

COURSE CODE : ERBD-1201	FULL MARKS : 100
COURSE CREDITS : 4	EXTERNAL: 70
	INTERNAL: 30

Essence of the Course :

Every teacher deals with a creation of congenial environment for curriculum transaction. Teacher's job is primarily concerned with operationalizing various curricular practices. Teacher's understanding


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of the nature of knowledge in the context of school subjects is considered most essential. It aims to provide knowledge and skills to student teachers relating to curriculum development, implementation and evaluation. The concept of knowledge, teaching, discovery, dialogue etc. highlighted by different thinkers must be clear to the student teachers. Different concepts like nationalism, universalism, secularism and their interrelations with education has been covered in this course. The nature of school curriculum and its foundations, transaction process etc. have also been highlighted in this course.

Course Outcomes :

At the end of the course, students will be able to,

- CO1. Recall key concepts and historical perspectives on curriculum development and knowledge construction.
- CO2. Explain the philosophical and sociological foundations of curriculum.
- CO3. Demonstrate how to design a curriculum aligned with educational goals and societal needs.
- CO4. Differentiate between various curriculum frameworks and their implications for teaching practices.
- CO5. Critically assess the role of knowledge in education, considering various educational theories.
- CO6. Develop a context-appropriate curriculum model that integrates diverse knowledge systems and cultural values.

Unit	Course Content	Contact Hours
1.	<p>Concept of Knowledge and Education</p> <ul style="list-style-type: none"> • Meaning of knowledge & knowing kinds of knowledge. • Sources of knowledge. • Distinction between : Information and knowledge, Belief and Reasoning, Knowledge and skill. • Brief Introduction About the : Understanding the meaning , Nature and place of Education in life, Forms of Education, Function, need, utility, and importance of education, Aims of Education, Vidya, Education, Talim, Types of Education, Role of socio-cultural aspect of knowing. 	15
2.	<p>Philosophy Bases of Education</p> <ul style="list-style-type: none"> • Philosophy of Education, Concept Scope and Need. • Relationship between philosophy and Education. • Major philosophy of Education.(Idealism, Naturalism, Realism and Pragmatism) with Reference to Aims. Curriculum, Methods, teacher taught Relations and Discipline and its impact on modern Education. • Major Indian philosophy of Education with Reference to Aims. Curriculum, Methods Teacher taught Relations and discipline in Vedanta, Buddhism and Islamic tradition and its impact on modern Education. • Study about following Visionaries: <ul style="list-style-type: none"> • Guru deo Tagore (Shantinekatan) • Mahatma Gandhi (Basic Education) • Swami Vivekanand (Man making Education and Navya Vedanta) 	32


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	<ul style="list-style-type: none"> • Shri Aurobindo (Integral Education). • Sociology of Education, Concept. Scope and Need • Individuals and social Aims of Education Agencies of Education. • Education as a process of Socialization • Role of Education in Process of Social Change and modernization • Role of Education in Promoting National Integration, Emotional Integration, and International Integration • Religion, Culture and Education. 	
3.	Sociological Basis of Education <ul style="list-style-type: none"> • Sociology of Education, Concept. Scope and Need • Individuals and social Aims of Education Agencies of Education. • Education as a process of Socialization • Role of Education in Process of Social Change and modernization • Role of Education in Promoting National Integration, Emotional Integration, and International Integration • Religion, Culture and Education. 	18
4.	Conceptual Frame Work of Curriculum <ul style="list-style-type: none"> • Curriculum: Concept Aims and types • Principles of curriculum construction • Bases of curriculum • Characteristics of good text book. • Relationship between Aims of Education and Curriculum • Teacher's Role in Curriculum Construction • Curriculum and discipline • Evaluation of Curriculum 	12

Assessment :


1. Class Tests: Two closed book tests will be conducted twice in a year: 20 Marks
2. Assignment: One assignment basis Unit 1-4 is mandated to submit:5 Marks
3. Quizzes/Debates/Individual Presentation/Role Play: 5 Marks

References :

- Aggarwal, J.C. (2002). Handbook of Curriculum and Instruction, Doaba Book House, New Delhi.
- Aggarwal, J.C. (2014). Curriculum Development, Shipra Publication Delhi.
- Gandhi, M.k. (1951). Basic Education, New Jivan Publishing House, Ahmedabad.
- Nehru, R.S.S. (2015). Principals of Curriculum, APH Publication, New Delhi.
- Nanda, V.k. (2005). Education in an Emerging Indian Society, Anmol Publication, New Delhi.
- Panday, R.S. (2010-11). Education in an Emerging Indian Society, Agarwal Publication, Agra..
- xq|rk] ,- vkSj vxzoky] ts- lh- ¼2009&10½- mnh;eku Hkkjrh; lekt esa f'k{kk] f'kijk izdk'ku] fnYyhA
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Web - Resources :

- Curriculum,SyllabusandTextbooks,http://www.ncert.nic.in/new_ncert/ncert/rightside/links/pdf/focus_group/cst_final.pdf
- [Curriculum Theories - OpenLearn](<https://www.open.edu/openlearn/education/curriculum-theories-and-practice/content-section-0>)
- [Philosophies of Education - Khan Academy](<https://www.khanacademy.org/humanities/big-history-project>)
- [Pedagogical Theories and Models- Coursera] (https://www.coursera.org/courses?q_ uery=p_eda_gogical%20theories)

National - Journals :

- 1 Indian Journal of Educational Research [Link](<http://www.ijeronline.com/>)
- Journal of Indian Education (NCERT) [Link](<http://ncert.nic.in/journal-of-indian-education-ncert.html>)
- Educational Quest - An International Journal of Education and Applied Social Sciences [Link](<http://www.ndpublisher.in/Default.aspx>)
- Indian Journal of Teacher Education (IJTE)[Link](<https://ncte-india.org/ncte-new/?page-id=>)
- Journal of Educational Planning and Administration (NIEPA)[Link](<https://niepa.ac.in/>)


International - Journals :

- Journal of Curriculum Studies (Taylor & Francis)[Link]([https:// www.tand fonline.com /toc/tcus20/current](https://www.tandfonline.com/toc/tcus20/current))
- Curriculum Inquiry (Wiley)[Link](<https://onlinelibrary.wiley.com/journal/1467873x>)
- International Journal of Educational Research[Link] (<https://www.journalsonline.com/international-journal-of-educational-research>)


ASSESSMENT FOR LEARNING

COURSE CODE : ERBD-1202	FULL MARKS : 100
COURSE CREDITS : 4	EXTERNAL: 70
	INTERNAL: 30

Course Outcomes :


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At the end of the course, students will be able,

CO1. Identify different types of assessment methods and tools in education.

CO2. Explain the principles and purposes of formative and summative assessments.

CO3. Use assessment techniques to monitor and support student learning in a classroom setting.

CO4. Analyze assessment data to make informed instructional decisions.

CO5. Critically evaluate the effectiveness of various assessment strategies in promoting student learning.

CO6. Design a comprehensive assessment plan that includes self-assessment, peer assessment, and teacher feedback.


Unit	Course Content	Contact Hours
1.	<p>Concept and Purpose of Assessment and Evaluation</p> <ul style="list-style-type: none"> • Concept, Levels, and Purpose of Assessment, Measurement and Evaluation. • Relationship between measurement and Evaluation. • Classification of Assessment based on: <ol style="list-style-type: none"> a) Purpose –Prognostics, Formative and summative. b) Scope or Construction – Teacher made, Standardized. c) Use Achievement and Diagnostic d) Nature of Information gathered – qualitative and quantitative. e) Mode of Responses or Expression – Oral, written and Practical. f) Nature of interpretation – Norm referenced and Criterion referenced. g) Context – Internal and External. 	16
2.	<p>Modern Trends and Approaches to Evaluation</p> <ul style="list-style-type: none"> • Continuous and Comprehensive Evaluation: Applications and limitations of CCE. • Significant trends in evaluation at school level: Grading system, Credit system, Question Bank, Online examination, Open book examination, Assignments, Project work and Debates. 	14
3.	<p>Fundamentals of Statistics.</p> <ul style="list-style-type: none"> • Meaning, Nature and scope of educational statistics . • Frequency distribution, Tabulation and graphical repetition of data (Histogram, Frequency polygon, Olive, Pie-Diagram). • Measure of central Tendency (Mean, Median and mode). • Measures of Variability and their computation. • Correlation – Concept, types and interpretation. • Derived scores – Z, T and percentile Rank. 	16

Assessment :

1. Class Tests: Two closed book tests will be conducted twice in a year: 20 Marks
2. Assignment: One assignment basis Unit 1-4 is mandated to submit:5 Marks
3. Quizzes/Debates/Individual Presentation/Role Play: 5 Marks

References :

- Asthana, B.B. (2012). Measurement and Evaluation in Psychology and Education, Agrawal Publication, Agra.


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- Asthana, B.B. & Others.(2012). Educational Research Methods and statistics Agrawal Publication, Agra.
- Brindhamuni, M. (2014). Educational Evaluation, APH Publication , New Delhi.
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- HkV~ukxj] ,-ch- ¼2015½- 'kSf{kd ,oa ekufld ekiu] vkj yky cqđ fMiks] esjBA
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Web - Resources :

- [Formative and Summative Assessment - Edutopia](<https://www.edutopia.org/>)
- [Assessment Techniques in EducatioCoursera](<https://www.coursera.org/courses?query=assessment%20in%20education>)
- [Assessment for Learning: Theory and Practice - ResearchGate](<https://www.researchgate.net/>)
- [Alternative Assessment Strategies - OpenLearn](<https://www.open.edu/>)
- [Rubrics and Scoring Systems - Google Scholar](<https://scholar.google.com/>)
- [Diagnostic Assessment in Schools - NSTA](<https://www.nsta.org/>)
- [Student-Centered Assessment - EdSurge](<https://www.edsurge.com/>)
- [Data-Driven Assessment - ResearchGate](<https://www.researchgate.net/>)
- [Peer and Self-Assessment - Simply Psychology](<https://www.simplypsychology.org/>)
- [Assessing 21st-Century Skills - OECD](<https://www.oecd.org/>)

National - Journals :

- Indian Educational Review (NCERT)[Link](<http://ncertnicin/publication/journalshtml>)
- Journal of Educational Measurement and Evaluation[Link](<http://www.iaseindia.org/>)
- Indian Journal of Educational Technology (IJET)[Link](<http://www.cietnicin/ijetphp>)
- Journal of School Educational Technology[Link](<https://www.i-scholarin/indexphp/jset>)
- Journal of Educational Evaluation for Health Professions[Link](<https://www.jeehporg/>)

International - Journals :


- Assessment & Evaluation in Higher Education (Taylor & Francis)[Link] (<https://www.tandfonline.com/toc/caeh20/current>)
- Educational Assessment, Evaluation, and Accountability (Springer)[Link] (<https://www.springer.com/journal/11092>)
- International Journal of Educational Assessment[Link](<https://journalssagepub.com/home/iea>)

CREATING AN INCLUSIVE SCHOOL

COURSE CODE : ERBD-1203	FULL MARKS : 50
COURSE CREDITS : 2	EXTERNAL: 35
	INTERNAL: 15

Course Outcomes :

At the end of the course, students will be able,


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- CO1. Recognize policies and practices that promote inclusion in schools.
- CO2. Explain the importance of diversity and equity in an inclusive school environment.
- CO3. Implement strategies for addressing diverse learning needs and creating a supportive learning environment.
- CO4. Analyze barriers to inclusion and propose solutions for addressing them.
- CO5. Assess the effectiveness of inclusive education policies and practices.
- CO6. Develop a plan for creating an inclusive school culture that supports all students


Unit	Course Content	Contact Hours
1.	<p>Concepts of and Inclusive Education</p> <ul style="list-style-type: none"> • Meaning, Definition, Characteristics and objectives of Inclusive Education. • Different between in the special Education, Inclusive Education and Integrated Education. • Role of school and Teacher in the Inclusive Education. • Policies and Acts Implementing Inclusive Education:- <ul style="list-style-type: none"> a) Rehabilitation council of India. b) New Education Policy-1986. c) Right to Education -2009. d) New Education Policy, 2020. 	16
2.	<p>Education for Children With Special Need</p> <ul style="list-style-type: none"> • Meaning, Definition, Causes, Identification, needs and Education Provisions for Visually. • Meaning, Definition, Causes, Identification, needs and Education provisions for Hearing Impaired children. • Meaning, Definition, Causes, Identification, needs and Education provisions for mentally retarded children and learning disability. • Meaning, Definition, Causes, Identification, needs and Education provisions for Physical disabilities children. 	18

Assessment :

1. Class Tests: Two closed book tests will be conducted twice in a year: 10 Marks
2. Assignment: One assignment basis Unit 1-2 is mandated to submit:3 Marks
3. Quizzes/Debates/Individual Presentation/Role Play: 2 Marks

References :

- Cruickshank, W.M. (1975). Psychology of Exceptional children and Youth, Englewood Cliffs NJ, Prentice Hall.
- Guirkind, (1971). Special Education Needs, Routledge Kegan Paul.
- Ghai, A. (2005). Inclusive Education: A myth or reality In Ranjit Kumar, Anil Sethi.
- Ghai, Anita (2008) Gender and Inclusive Education at all levels in Ved Prakash & K.


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- Mangal,S.K,(2009). Education Exceptional Children: An Introduction to Special Education, Prentice Hall of India Private Limited, New Delhi.
- Mohan, T. (2015). Parenting the Special Child, APH Publication, New Delhi.
- Sharma, Vijay Shankar. (2015). Special Education, APH Publication, New Delhi.

Web - Resources :

- [Inclusive Education - UNESCO](<https://en.unesco.org/themes/inclusion-in-education>)
- [Special Education Needs - UNICEF](<https://www.unicef.org/>)
- [Universal Design for Learning - CAST](<https://www.cast.org/impact/universal-design-for-learning-udl>)
- [Inclusive Practices in Classrooms - Edutopia](<https://www.edutopia.org/>)
- [Designing for Inclusion – Coursera](<https://www.course.ra.org/courses?query=i nclu si ve%20education>)
- [Teaching Students with Disabilities - OpenLearn](<https://www.open.edu/>)
- [Inclusive School Culture - ResearchGate](<https://www.researchgate.net/>)

National - Journals :


- Disabilities and Impairments (National Institute for the Empowerment of Persons with Intellectual Disabilities)[Link](<http://niepidnicin/journalsphp>)
- Indian Journal of Special Education[Link](<https://wwwi-scholarin/indexphp/IJSE>)
- Journal of Inclusive Education (NIEPA) [Link](<https://wwwniepaacin/>)
- Journal of Disability Studies[Link](<http://pubsisciencein/jds>)
- Indian Journal of Educational and Psychological Research[Link](<https://wwwi-scholarin/indexphp/ijep>)

International - Journals :

- International Journal of Inclusive Education (Taylor & Francis)[Link](<https://www.tandfonline.com/toc/tied20/current>)
- European Journal of Special Needs Education (Taylor & Francis) [Link](<https://www.tandfonline.com/toc/rejs20/current>)
- Journal of Research in Special Educational Needs (Wiley) [Link](<https://online.library.wiley.com/journal/14713802>)
- International Journal of Disability, Development and Education (Taylor & Francis)[Link](<https://www.tandfonline.com/toc/cijd20/current>)
- Journal of Special Education Technology (SAGE)[Link](<https://journal.sagepub.com/home/jst>)

HEALTH, YOGA AND PHYSICAL EDUCATION

COURSE CODE : ERBD-1204	FULL MARKS : 50
COURSE CREDITS : 2	EXTERNAL: 35
	INTERNAL: 15


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Course Outcomes :

At the end of the course, students will be able,

CO1. Recall the basic principles of health, yoga, and physical education.

CO2. Explain the benefits of regular physical activity and mental wellness practices.


CO3. Demonstrate yoga techniques and physical exercises in classroom settings.

CO4. Analyze the role of physical education in promoting overall well-being.

CO5. Evaluate various health and fitness programs for effectiveness in schools.

CO6. Design a holistic wellness program that incorporates physical activity, yoga, and mental health education

Unit	Course Content	Contact Hours
1.	<p>Understandig Health and Yoga</p> <ul style="list-style-type: none"> • Health: Concept, importance, dimensions and determinants of health: Health needs of children and adolescents, including differently-abled children. • Food and nutrition: food habits, timing of food, nutrients and their functions, practices related to food hygiene, malnutrition, including obesity. • Common health problems and diseases: cause, prevention and cure, immunization and first aid, food and waterborne and deficiency diseases and prevention. • Yoga: importance of yoga, practicing yogasanas, kriyas and pranayams; Yoga at school and role in classroom practices. • Physical fitness, strength, endurance and flexibility, its components, sports skills, indigenous and self-defense activities. • Role of institutions (school, family and sports), health services, policies and major health and physical education-related programs, blood banks, role of media. 	16
2.	<p>Health and Physical Education Curriculum, School and Teacher</p> <ul style="list-style-type: none"> • Understanding Games and Sports: different types and their importance for each Learner. • Athletics (general physical fitness exercise), games (lead-up games, relays and major games) rhythmic activities, gymnastics and their impact on health. • Organization of games and sports: understanding rules and regulations; Planning and Event management. • Health and physical Education: A critical analysis of school curriculum; present notions about the subject in school curriculum; Integrated curriculum approach for health and physical Education. • Space for Health and Physical Education in School: Planning, resource creation, updation and optimum utility, future prospects for students. • Teacher for Health and Physical Education: Professional Preparation; role in school. 	18


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Assessment :

1. Class Tests: Two closed book tests will be conducted twice in a year: 10 Marks
2. Assignment: One assignment basis Unit 1-2 is mandated to submit:3 Marks
3. Quizzes/Debates/Individual Presentation/Role Play: 2 Marks

References :

- Atwal & Kansal.(2003). A Textbook of Health, Physical Education and Sports, A. P. Publisher, Jalandhar.
- Kamlesh, M.L. & Sangral, M.S.(1986). Methods in Physical Education, Prakash Brothers, Ludhiana.
- Kaur, Manjeet.(2003) Health and Physical Education, Tendon Publicatons, Ludhiana.
- Kangane, Sopan & Sonawane, Sanjeev.(2007). Physical Education, Nirali publicationPune.

Web - Resources :

- (YouTube)](<https://www.youtube.com/user/yogawithadriene>)
- [Physical Education Resources by PE Central](<https://www.pecentral.org/>)
- [WHO: Physical Activity Guidelines](<https://www.who.int/news-room/fact-sheets/detail/physical-activity>)
- [Yoga Journal – Online Yoga Classes](<https://www.yogajournal.com/yoga-videos/>)
- [Introduction to Physical Education] ([https://www.academia.edu/36723369/Introduction to Physical Education](https://www.academia.edu/36723369/Introduction_to_Physical_Education))

National - Journals :

- Journal of Health and Wellbeing[Link](<http://journalofhealthandwellbeing.com/>)
- Indian Journal of Yoga[Link](<http://www.ijoy.org/>)
- Yoga Mimamsa (Kaivalyadhama Yoga Institute) [Link](<https://ym-kdhamin/>)
- Indian Journal of Physical Education, Sports and Applied Science [Link](<http://www.sportjournals.org/>)
- Journal of Physical Education and Sport Sciences [Link](<https://www.i-schol arin/index.php/JSS>)


International - Journals :

- International Journal of Yoga (Medknow)[Link](<http://www.ijoy.org/>)
- Journal of Physical Education and Sport Management (Academic Journals)
- [Link](<https://academicjournals.org/journal/JPEsm>)
- Journal of Yoga & Physical Therapy (OMICS)[Link](<https://www.longdom.org/yoga-physical-therapy.html>)


GUIDANCE AND COUNSELING

COURSE CODE : ERBD-1205	FULL MARKS : 50
COURSE CREDITS : 2	EXTERNAL: 35
	INTERNAL: 15

Course Outcomes :


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At the end of the course, students will be able,

CO1. Identify key theories and models in guidance and counselling.

CO2. Explain the role of a counselor in supporting students' emotional and academic development.

CO3. Utilize counselling techniques to address students' personal, social, and academic issues.

CO4. Analyze the challenges and opportunities in implementing effective guidance programs in schools.

CO5. Evaluate the impact of counselling interventions on students' growth and learning.

CO6. Develop a guidance and counselling framework tailored to the needs of a diverse student population.

Unit	Course Content	Contact Hours
1.	<p>Fundamentals of Guidance and Services at School</p> <ul style="list-style-type: none"> • Concept, meaning and Need of Guidance • Aims and principles of guidance. • Types of Guidance – Educational, Vocational & Personal . • Issues and Problems of Guidance. • Organizing Guidance services at school : Planning, Execution and follow up. • Role of teacher in organizing guidance services . • Role and Requirement of Guidance. • Tools or Techniques used in guidance :- Observation, Questionnaire, case study, Interview, Anecdotal record, cumulative record 	16
2.	<p>Fundamentals of Counseling and Service at School</p> <ul style="list-style-type: none"> • Concept, meaning Need and Importance of counselling. • Aims and Principles of Counselling. • Issues and Problems of Counseling. • Difference between Guidance and Counselling. • Methods of Counseling: Directive, Non Directive, Elective. • Difference between Directive and Non Directive Counselling. • Concept, function and Qualities of Counselor. • Counseling service in School. • Role and Requirement of Counseling Center. • Procedure of Counselling: Initial disclosure, In-depth exploration and Commitment to action. • Guidance and Counselling for children with special Need: Characteristics and Guidance for Exceptional children, children with different abilities (Hearing, Visual, Artho and learning disabilities), Disadvanced children. 	18


Assessment :

1. Class Tests: Two closed book tests will be conducted twice in a year: 10 Marks


2. Assignment: One assignment basis Unit 1-2 is mandated to submit:3 Marks

3. Quizzes/Debates/Individual Presentation/Role Play: 2 Marks

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- Gupta, Saroj. (2015). Guidance and Career Counselling, A.P.H Publication Corporation, New Delhi.
- Kumari, Sarita and Monica Tomar (2005), Guidance and Counselling, Shri Publishers and distributors, New Delhi.
- Nayak, A.K.(2004) Guidance Counselling, A.P.H Publication Corporation, New Delhi.
- Nayak, A.K.(2004) Guidance Counselling, A.P.H Publication Corporation, New Delhi.
- vxzoky] jf'e- ¼2012½- 'kSf{kd ,oa O;kolkf;d funsZ'ku] f'kizk ifCyds'ku fnYyhA
- vLFkkuk] fofiu- ¼2013&14½- ijke'kZ vkSj funsZ'ku] vxzoky ifCyds'ku vkxjA
- pkSgku fot;y{eh ,oa dYiuk tSu ¼2070½- funsZ'ku ,oa ijke'kZ vadqj izdk'ku mn;iqj-A
- Tk;loky] lhrkekjke- ¼2011½-f'k{kk esa funsZ'ku ,oa ijke'kZ] vxzoky ifCyds'ku vkxjA
- 'kekZ vkj- , - ,oa f'k{kk prqosZnh- ¼2009½- funsZ'ku ,oa ijke'kZ ds ewy rRo] vkj yky cqf fMiks] esjBA

Web - Resources :

- Counseling](https://www.academia.edu/34568780/Introduction_to_Guidance_and_Counseling)
- [Career Counseling – Free Course by Alison](<https://alison.com/course/career-counselling>)
- Counseling Techniques by Coursera](<https://www.coursera.org/learn/counseling-techniques>)
- [NCERT: Guidance and Counselling for School Teachers](<https://ncert.nic.in/guidance.pdf>)
- [British Association for Counselling and Psychotherapy](<https://www.bacp.co.uk/>)
- [FutureLearn – Introduction to Counseling](<https://www.futurelearn.com/courses/introduction-to-counseling>)
- [Guidance and Counseling Course – National University of Singapore] (<https://www.coursera.org/learn/guidance-counseling>)

National - Journals :


- Indian Journal of Psychology and Education[Link](<http://www.ijpein/>)
- Journal of Indian Academy of Applied Psychology[Link](<http://jiaaporg/>)
- Indian Journal of Guidance and Counselling[Link](<http://wwwi-scholarin/indexphp/ijgc>)
- Journal of Psychosocial Research [Link](<https://www.psychosocres.com/>)
- Indian Journal of Clinical Psychology[Link](<https://www.ijcpcom/>)

International - Journals :

- British Journal of Guidance & Counselling (Taylor & Francis)[Link] (<https://www.tandfonline.com/toc/cbjg20/current>)
- International Journal for the Advancement of Counselling (Springer)[Link] (<https://www.springer.com/journal/10447>)
- Journal of Counseling Psychology (APA)[Link](<https://www.apa.org/pubs/journals/cou>)

UNDERSTANDING SCHOOL MANAGEMENT AND LEADERSHIP

COURSE CODE : ERBD-1206	FULL MARKS : 50
COURSE CREDITS : 2	EXTERNAL: 35
	INTERNAL: 15


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Course Outcomes :

At the end of the course, students will be able,

CO1. Identify the basic principles of school management and leadership.

CO2. Explain different leadership styles and their impact on school functioning.

CO3. Demonstrate leadership and management skills in organizing school activities.

CO4. Analyze the role of school management in improving teaching and learning outcomes.

CO5. Critically evaluate the effectiveness of leadership practices in fostering a positive school culture.

CO6. Design a strategic school management plan that promotes effective leadership and sustainable school improvement.


Unit	Course Content	Contact Hours
1.	Concepts of School Management <ul style="list-style-type: none">• Meaning, Nature, definition, characteristics objectives, and Scope of School Management.• Methods of school management – Human Resource Power method, Cost method, social demand method and social Justice method.• School Academic Calendar and Time – Table.• Educational Supervision and school discipline.• Managing Co – Curricular Activities.• School Budget.• Classroom Management.• Teacher as a Learning Manager.• Role of principal and teachers in the school management.• Role of school records in effective management system.	16
2.	Leadership in Education <ul style="list-style-type: none">• Concept and , Development of Leadership.• Leadership Theory:- Personality trait Theory, The Time-Makes the leadership Theory, The Interactional or Group Approach, The Group functional Theory.• Leadership Style:- Democratic, Not Interventional, Idealized, Person oriental, Behaviorist.• Leadership’s Measurement Methods.• Leadership and Principal.	18

Assessment :


1. Class Tests: Two closed book tests will be conducted twice in a year: 10 Marks
2. Assignment: One assignment basis Unit 1-2 is mandated to submit:3 Marks
3. Quizzes/Debates/Individual Presentation/Role Play: 2 MarksReferenc

References :

- Bhatnagar R.P. and Agrawal, V. (1986). Educational Administrations, Loyal Book Deport, Pvt. Ltd, Meerut.
- Chandra S.S. (2008). School Organization and Management, R.Lall Book Depot, Meerut.


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- Kochher, S.K. (1970). Secondary School Administrations, Sterling Publishers, Delhi, Julandhar.
- Mathur, S.S. (1969). Educational Administration, Principles and Practices, Krishna, Brothers, Julandhar.
- Mukerji, S.N. (1970). Administration of Education Planning and Finance, Baroda, Acharya Book Depot.
- Sidhu, K.S. (1985). School Organization and Administration, Sterling New Delhi.

Web - Resources :

- [School Leadership and Management – Educational Leadership](<https://www.lasscentra.l.c om/course/school-leadership-and-management-8505>)
- [Leadership in Education by Harvard](<https://online-learning.harvard.edu/course/leading-ed u cation>)
- [EdX – School Leadership](<https://www.edx.org/course/school-leadership>)
- [Educational Leadership and Managemen Coursera](<https://www.coursera.org /learn/ educatio nal-leadership-management>)
- [Open University: Leadership and Management](<https://www.open.edu/o penlearn/educatio n/ leadership-and-management>)
- [School Leadership Development – The Wallace Foundation](<https:/ /www.wall acefou nda ti on.org/knowledge-center/school-leadership/pages/default.aspx>)

National - Journals :


- Journal of Educational Planning and Administration (JEPA)Link: [JEPA - NIEPA] (<http:/ /ww wniepaacin>)
- Indian Journal of Educational Management Link: [IJEM](<https://wwwind ianjournal scom/ ijo raspix?target=ijor:ijem&type=home>)
- Journal of Indian Education (NCERT) Link: [Journal of Indian Education] (<https:/ /ncertnic in /journalsphp?ln=en>)
- The Journal of Education and DevelopmentLink: [JED](<https://ww weducationanddev elop m entjournalcom/>)
- Indian Educational Review (NCERT)Link: [Indian Educational Review](<https://n certnicin/ jo urnalsphp?ln=en>)

International - Journals :

- Educational Management Administration & Leadership (EMAL)
Link: [EMAL -SAGE Journals](<https://journalssagepubcom/home/ema>)
- International Journal of Educational Management
Link: [IJEM - Emerald Insight](<https://wwwemeraldcom/insight/publication/issn/0951-354X>)
- Journal of Educational Administration

PEDAGOGY OF HINDI

COURSE CODE : ERBD-1207	FULL MARKS : 50
COURSE CREDITS : 2	EXTERNAL: 35


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Course Outcomes :

At the end of the course, students will be able,

CO1. Jo.k] Hkk"kk] okpu ,oa ys[ku lEcU/kh Hkk"kk;h dkS'kyksa dk Kku nsukA

CO2. fgUnh Hkk"kk f'k{k.k iz.kkfy;ksa ds mi;skx dk Kku nsukA

CO3. fgUnh dh fo|kvksa ,oa muds O;ogkfjd f'k{k.k dh laLFkfr;ksa dk Kku nsukA

CO4. fgUnh Hkk"kk f'k{k.k esa n`;&JO; midj.kksa ds O;ogkfjd mi;skx dk Kku nsukA

CO5. fgUnh f'k{k.k esa ewY;kadu ds egRo] ewY;kadu dh laLFkfr;ksao fo|kvksa dk Kku nsukA


Unit	Course Content	Contact Hours
1-	<p>bdkbZ – I:fgUnh Hkk"kk f'k{k.k dh lgk;d lkexzh ,oa ikB;kstuk</p> <ul style="list-style-type: none"> fgUnh f'k{k.k esa lgk;d lkexzh dh vo/kkjuk] izdkj] egRo ,oa iz;ksx lkkB;kstuk & vFkZ] egRo] fo'ks"krk,a bdkbZ ,oa ikB;kstuk ds mikxe x] i] ,oa O;kdj.k ds ikB ;kstuk ds lksiku 	16
2-	<p>bdkbZ– II: fgUnh Hkk"kk f'k{k.k esa uokpkj ,oa ewY;kadu</p> <ul style="list-style-type: none"> fgUnh f'k{k.k esa ewY;kadu dk vFkZ ,oa egRo ijh{k.k ds izdkj&oLrqfu"B ,oa fuca/kkRed Jo.k ekSfyd vfHkO;fDr] iBu & Yks[ku ,oa okpu dkS'ky ds ewY;kadu gsrq ,dk'kksa dk fuekZ.k fgUnh f'k{k.k esa lrr~ ,oa O;kid ewY;kadu NRT, CRT, CCE fud'k ,oa lanfHkZr ijh{k.k] lajpuRed ,oa ladyukRed ewY;kadu fgUnh Hkk"kk f'k{k.k esa fdz;kRed vuqla/kku fgUnh f'k{k.k esa miyfC/k ijh{k.k ,oa uhy i= fgUnh f'k{k.k esa Hkk"kk d{k ,oa iz;ksx'kkyk 	18

Assessment :

- Class Tests: Two closed book tests will be conducted twice in a year: 10 Marks
- Assignment: One assignment basis Unit 1-2 is mandated to submit:3 Marks
- Quizzes/Debates/Individual Presentation/Role Play: 2 MarksReferenc

References :

- vzoky] ljkst- o caly lqj{kk vkSj egs'o]h] oh- ds- ¼2011½- fgUnh f'k{k.k ds vk/kkj] vkj yky cqf fMiks] esjBA
- thr] HkkbZ ;ksxsUnz- ¼2012&13½- fgUnh Hkk"kk f'k{k.k] vzoky ifCyds'ku] vkxjk 2A
- frokjh izeksn- ¼2008½- fgUnh f'k{k.k] bf.M;u ifCyds'ku] vkxjka
- R;kxh- ,- ds- ¼2013&14½- fgUnh Hkk"kk f'k{k.k] vzoky ifCyds'ku] vkxjk 2A
- ikBd] vkj- ih- ¼2014½- fgUnh Hkk"kk f'k{k.k] dfu"B ifCy'kIZ] fMLV^{ah}C;wVIZ ubZ fnYyhA


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- ik.Ms;] jke'kdy- ¼2014½- fgUnh f'k{k.k] fouksn iqLrd eafnj vkxjk 2A
- ik.Ms; jke'kdy- ¼2014&15½- fgUnh f'k{k.k] vxzoky izdk'ku] vkxjk 2A

Web - Resources :

- [NCERT Resources for Hindi Teaching](<https://ncert.nic.in>)
- [Effective Hindi Teaching Techniques](<https://www.educationworld.in>)
- [Hindi Pedagogy Resources](<https://eric.ed.gov>)
- [Language Teaching Strategies](<https://www.languageinindia.com>)
- [Innovative Teaching in Hindi](<https://www.hindustantimes.com>)
- [NCTE Hindi Language Education Guidelines](<http://ncte-india.org>)
- [Pedagogy and Assessment in Hindi](<https://www.springer.com>)
- [Methods of Teaching Hindi](<https://www.britishcouncil.org>)
- [Best Practices for Teaching Hindi](<https://www.academia.edu>)
- [Research on Hindi Pedagogy](<https://shodhganga.inflibnet.ac.in>)


National - Journals :

- Vidyawarta Hindi Journal: [Link](<https://wwwvidyawartacom>)
- Hindi Anusandhan Journal: [Link](<https://wwwhindianusandhancom>)
- Bhasha Sahitya Aur Media: [Link](<http://bharatbhavanorgin/journal-bhasha/>)
- Anusandhan Hindi Journal: [Link](<https://wwwresearchtrendnet>)
- Vidyottama Sansthan Hindi Journal: [Link](<https://wwwvidyottamacom>)


International - Journals :

- International Journal of Hindi Studies: [Link]([https:// wwwscience_directcom /journal /international-journal-of-hindi-studies](https://wwwscience_directcom /journal /international-journal-of-hindi-studies))
- International Journal of Language & Literature: [Link](<https://ijllnetcom>)
- Journal of South Asian Languages and Linguistics: [Link](<https://brillcom/ view/ journals /jall/jall-overviewxml>)
- International Journal of Linguistics: [Link](<https://wwwmacrothinkorg/journal/indexphp/ijl>)
- Acta Linguistica: [Link](<https://akademiaicom/journal/30>)

PEDAGOGY OF ENGLISH


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COURSE CODE : ERBD-1208	FULL MARKS : 50
COURSE CREDITS : 2	EXTERNAL: 35
	INTERNAL: 15

Course Outcomes :

At the end of the course, students will be able,

- CO1. Develop and understanding of the concept, Nature and Functions of Language.
CO2. Understand the various teaching-learning theories of language
CO3. Understand the importance of English in a multi-lingual society
CO4. Critically explain and adopt various teaching methods and approaches as per their suitability to the content to be taught.
CO5. Design and develop effective lesson-plans for various genres such as Poetry, prose, fiction etc.
CO6. Develop and use teaching-aid in the classroom both in the print and audio-visual formats.
CO7. Develop and use resources like the Language Lab and ICT-enabled smart class-room


Unit	Course Content	Contact Hours
1.	Teaching AIDS and Lesson Plan <ul style="list-style-type: none"> • Concept types, Need and Importance of teaching aids. • Concept and approach of lesson plan. • Unit and lesson planning : Prose, Poetry and grammar. • Characteristics of a good lesson plan. • Innovation and Practices in English language teaching. 	16
2.	Testing and Evaluation <ul style="list-style-type: none"> • Concept of Testing and Evaluation. • Need and Importance of Testing in English. • Diagnostic test and Remedial teaching • Concept of Language lab in a school. • Innovative methods of teaching English. • Types of Questions: Essay, Short and Objective type. • Achievement test and Blue Print NRT, CRT, CCE 	18

Assessment :


1. Class Tests: Two closed book tests will be conducted twice in a year: 10 Marks
2. Assignment: One assignment basis Unit 1-2 is mandated to submit: 3 Marks
3. Quizzes/Debates/Individual Presentation/Role Play: 2 Marks

References :

- Arora Sanjay. (2007). Teaching of English. University Book House Pvt. Ltd, Jaipur.
- Bist, Abha Rani. (2008). Teaching English in India, Agrawal Publication Agra.
- Huda, Nural. (2004). Teaching English to Indian Pupils, Common Wealth Publisher Delhi.
- Jain, R. K. (2008). Essentials of English Teaching, Vinod Pustak Mandir, Agra.
- Karki, C. B. (2007) An Introduction to Linguistics and Phonetics, Sanjay Publication, Agra.


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- Mehta, R. L. (1957). The Teaching of English in India, Oriental Longmans.
- Mukalel, J C. (1998). Approaches to English language Teaching Sterling Publishing House, New Delhi.

Web - Resources :

- [NCERT English Pedagogy Resources](<https://ncert.nic.in>)
- [Teaching English Effectively](<https://www.teachingenglish.org.uk>)
- [English Language Learning Resources](<https://eric.ed.gov>)
- [Innovative Pedagogy for English Teaching](<https://www.cambridge.org>)
- [Language Assessment Strategies](<https://www.britishcouncil.org>)
- [Research on English Teaching Methods](<https://journals.sagepub.com>)
- [NCTE Guidelines for English Teaching](<http://ncte-india.org>)
- [Effective Classroom Practices for English](<https://www.academia.edu>)


National - Journals :

- Journal of English Language Teaching (India): [Link](<http://www.eltaiin>)
- The EFL Journal: [Link](<http://www.efljournal.org/>)
- Indian Journal of Applied Linguistics: [Link](<https://www.languageinindia.com>)
- Language and Language Teaching: [Link](<http://www.ltdjkarven.org/>)
- English Studies in India: [Link](<https://www.englishindia.com>)


International - Journals :

- TESOL Quarterly: [Link](<https://onlinelibrary.wiley.com/journal/15457249>)
- ELT Journal: [Link](<https://academicoup.com/eltj>)
- Journal of English for Academic Purposes: [Link](<https://www.journalsevier.com/journal-of-english-for-academic-purposes>)
- Journal of Second Language Writing: [Link](<https://www.journalsevier.com/journal-of-second-language-writing>)
- Applied Linguistics: [Link](<https://academicoup.com/applij>)

PEDAGOGY OF URDU


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COURSE CODE : ERBD-1209	FULL MARKS : 50
COURSE CREDITS : 2	EXTERNAL: 35
	INTERNAL: 15

Course Outcomes :

At the end of the course, students will be able,

CO1. Student able to Understand the basic concepts and function of language.

CO2. Able to understand the importance and different roles of language;

CO3. Understand the importance of home language and school language and role of mother tongue in education

CO4. Able to develop an understanding of the nature of Urdu language system.

CO5. Student able to develop an understanding of the nature of Urdu language system

CO6. Able to develop linguistic skills of Urdu language and different teaching skills associated with teaching of Urdu


Unit	Course Content	Contact Hours
1.	Teaching Aids and Lesson Plan <ul style="list-style-type: none"> • Concept, types, Need and Importance of teaching aids – • Concept and Approach of lesson plan. • Unit and lesson planning : Prose, Poetry and Grammar. • Characteristics of a good lesson plan. • Importance of Lesson plan. 	16
2.	Evaluation in Urdu Teaching <ul style="list-style-type: none"> • Concept of Evaluation. • Concept Need, and Process form and summative Evaluation. • Norm-reference test & criterion reference test, continuous and comprehensive Evaluation. • Types of Item (Objective and Subjecting) • Achievement test and Blue print. • NRT, CRT, CCE. • Concept or language lab in a school. • Action Research & Project work in Urdu Teaching. 	18

Assessment :

1. Class Tests: Two closed book tests will be conducted twice in a year: 10 Marks
2. Assignment: One assignment basis Unit 1-2 is mandated to submit:3 Marks
3. Quizzes/Debates/Individual Presentation/Role Play: 2 Marks

References :

- Urdu Zaban dki Tadrees.(2000). Moinuddin, NCPUL, west Block, Rk Puram New Delhi.
- Moinuddin.(2000). Hum Urdu Kaise Parhayen.Urdu beuro, New Delhi.
- Ussol-E Taleem aur Arnal-e-Tallem.(1998). Garden D.S/Khalilur Rahman Sifi Premi, NCPUL, New Delhi.


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- vxzoky] ts- lh- ¼2008½- f{k.k ds fl}kar] rjhds vkSj rduhd] fodkl ifCyds'ku gkml] izk-fy-;wihA
- valkj]h v[rj- ¼1979½- xty vkSj xty dh rkyhe] rkjdh&&mnwZ cksMZ] ubZ fnYyhA

Web - Resources :


- [Teaching Urdu Resources](<https://eric.ed.gov>)
- [NCERT Urdu Language Teaching Guidelines](<https://ncert.nic.in>)
- [Urdu Pedagogy in Indian Schools](<https://www.languageinindia.com>)
- [Best Practices for Teaching Urdu](<https://www.educationworld.in>)
- [Innovative Approaches to Urdu Language Education](<https://www.academia.edu>)
- [NCTE Urdu Language Education](<http://ncte-india.org>)
- [Urdu as a Second Language Resources](<https://shodhganga.inflibnet.ac.in>)
- [Teaching and Learning Urdu](<https://www.springer.com>)
- [Urdu Language Acquisition Research](<https://www.ncbi.nlm.nih.gov/pmc>)
- [Effective Classroom Practices in Urdu](<https://www.britishcouncil.org>)

National - Journals :


- Fikr-O-Nazar: [Link](<https://fikronnazarjnuacin>)
- Urdu Duniya: [Link](<https://www.urducouncilnicin>)
- Journal of Indian Institute of Urdu: [Link](<http://www.urdujournalorg>)
- Sahitya Amrit: [Link](<https://www.sahityaamritcom>)
- Taleem-o-Tahqiq: [Link](<http://tehreekorg/taleem-o-tahqiq/>)

International - Journals :

- Journal of Urdu Studies: [Link](<https://www.journalofurdustudiesorg>)
- Urdu Research Journal: [Link](<http://urdujournalcom>)
- International Urdu Research Journal: [Link](<https://www.iurjorg>)
- Modern Languages Open: [Link](<https://www.modernlanguagesopenorg/>)
- International Journal of Urdu Literature: [Link](<https://www.ijurdlitcom>)


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PEDAGOGY OF SANSKRIT

COURSE CODE : ERBD-1210	FULL MARKS : 50
COURSE CREDITS : 2	EXTERNAL: 35
	INTERNAL: 15

Course Outcomes :

At the end of the course, students will be able,

CO1. Hkk"kk dh fofHkUu Hkwfedkvksa dks le> ldsaxsA

CO2. Hkkjr esa laLd`r Hkk"kk dh fLFkfr ,oa egRo dks le> ldsaxsA

CO3. laLd`r Hkk"kk ds rRoksa dk izR;kLej.k dj ldsaxs vkSj mudk lgh iz;ksx dj ldsaxsA

CO4. laLd`r f'k{k.k d sfl{kUr] lw=] lkekU; ,oa fof'k"V m)s';ksa dks le> ldsaxsA

CO5. ewyHkwr Hkk"kk dkS'kyksa] tSls& Jo.k] Hkk"kk.k] okpu ,oa ys[ku ds lEizR;;] egRo ,oa fodkl dk sle> ldsaxsA

CO6. laLd`r f'k{k.k dh fofHkUu fof/k;ksa ,ao mikxeksa dk izR;kLej.k dj ldsaxs vkSj budk leqfpr iz;ksx dj ldsaxsA


Unit	Course Content	Contact Hours
1.	UNIT – I: lgk;d lkexzh ,oa ikB;kstuk <ul style="list-style-type: none"> • laLd`r Hkk"kk f'k{k.k esa lgk;d lkexzh dh vo/kkjuk] izdkj ,oa iz;ksx • laLd`r Hkk"kk f'k{k.k esa bdkbZ ,oa ;kstuk dk vFkZ] egRo ,oa fo'ks"krkikB ;kstuk ds fofHkUu mikxe • x] ij ,oa O;kdj.k ds ikB ;kstuk fuekZ.k ,oa lksiku 	16
2.	UNIT – II: laLd`r Hkk"kk f'k{k.k esa eqY;kadu <ul style="list-style-type: none"> • ewY;kadu dk vFkZ vko';drk ,oa egRo • ijh{k.k ds izdkj ¼oLrqfu"B ,oa fo"k;fu"V½ • ekud ,oa fud'k lUnfHkZr ijh{k.k • Irr ,oa O;kid ewY;kadu • miyfC/k ijh{k.k ,oa uhy i= • funkukRed ,oa vkpkjRed ijh{k.k • laLd`r f'k{k.k vkSj Hkk"kk iz;ksx'kkyk d{k • laLd`r Hkk"kk f'k{k.k ,oa fdz;kRed vuqla/kku 	18

Assessment :

1. Class Tests: Two closed book tests will be conducted twice in a year: 10 Marks
2. Assignment: One assignment basis Unit 1-2 is mandated to submit:3 Marks
3. Quizzes/Debates/Individual Presentation/Role Play: 2 Marks

References :

- xks;y] izhfrizHkk- ¼2000½- laLd`r O;kdj.k] jktLFkku xzaFkxkj] tks/kiqjA
- f}osnh] dfiy nso- ¼2008½- Loukuqokn dkSeqnh] fo'ofokj; izdk'ku] t;iqjA
- ik.Ms;] jke'kdy- ¼2010½- laLd`r f'k{k.k vxzoky ifCyds'ku] vkxjk&2
- feÜky] lUrks"k- ¼2007½- laLd`r f'k{k.k vkj yky cq d fMiks] esjBA
- Hkalkyh] vk- ¼2004½- laLd`r f'k{k.k ds use vkike] jktLFkku xzUFkxkj] tks/kiqjA


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- O;k] Hkksyk 'kadj- ¼1999½- laLd`r Hkk"kk pkS[kEHkk fo/kkHkou fnYyhA
- 'kekZ] jek vkSj feJk] ,e- ds- ¼2014½- laLd`r f'k{k.k] vtZqu ifCyf'kax gkml] ubZ fnYyhA
- 'kekZ] jkts'k vkSj 'kekZ] Hkkjr] Hkq"k.k- ¼2012&13½- laLd`r f'k{k.k vxzoky ifCyds'ku] vkxjk&2
- 'kekZ] f'k{kk - ¼2013&14½- laLd`r f'k{k.k vxzoky ifCyds'ku] vkxjk&2
- f=ikBh] jkeukjk;.k- ¼1970½- laLd`r v/;u] fof/k] y{ehukjk;.k vxzoky] vkxjKA
- f=ikBh] jekdkUr] ¼2002½- vuqokn jRukdj] pkS[kHHkk fo|kHkou] okjk.klhA

Web - Resources :


- [Sanskrit Teaching Guidelines](<https://ncert.nic.in>)
- [Innovative Sanskrit Teaching Techniques](<https://www.languageinindia.com>)
- [Sanskrit Pedagogy Resources](<https://eric.ed.gov>)
- [NCTE Guidelines for Sanskrit Education](<http://ncte-india.org>)
- [Research on Sanskrit Teaching Methods](<https://www.academia.edu>)
- [Teaching Sanskrit in Schools](<https://shodhganga.inflibnet.ac.in>)
- [NCERT Sanskrit Curriculum Resources](<https://ncertbooks.prashnottar.com>)
- [The Role of Sanskrit in Indian Education](<https://www.springer.com>)
- [Effective Teaching of Ancient Languages](<https://journals.sagepub.com>)
- [Pedagogy and Curriculum for Sanskrit](<https://www.britishcouncil.org>)

National - Journals :


- Sanskrit Vimarsha: [Link](<https://sanskritvimarshaorg>)
- Sanskrit Studies: [Link](<http://www.sanskritstudiesorg>)
- Journal of Oriental Research Madras: [Link](<http://jororg.in>)
- Sanskrit Sahitya Parishad Patrika: [Link](<http://www.sahityaparisadorg>)
- Vedic Vani: [Link](<https://www.vedicvani.org>)

International - Journals :

- Journal of Indo-European Studies: [Link](<https://www.jies.org>)
- Indologica Taurinensia: [Link](<https://www.indologicacom>)
- Journal of Indian Philosophy: [Link](<https://www.springer.com/journal/10781>)
- Asiatic Society Journal: [Link](<https://www.asiaticsociety.org>)
- Acta Orientalia: [Link](<https://brillcom/view/journals/ao/ao-overview.xml>)


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PEDAGOGY OF MATHEMATICS

COURSE CODE : ERBD-1211	FULL MARKS : 50
COURSE CREDITS : 2	EXTERNAL: 35
	INTERNAL: 15


Course Outcomes :

At the end of the course, students will be able to,

- CO1. Demonstrate a deep understanding of key mathematical concepts and principles, allowing them to effectively teach and explain these concepts to diverse learners.
- CO2. Various teaching strategies and pedagogical approaches to enhance student engagement and understanding in mathematics.
- CO3. Design and implement effective assessment tools to evaluate student understanding and progress in mathematics.
- CO4. Effectively integrate technology and digital resources into mathematics instruction to support learning and problem-solving.
- CO5. Develop and implement differentiated instruction strategies to meet the diverse needs of learners in mathematics classrooms.
- CO6. Foster mathematical communication skills, encouraging students to articulate their reasoning and problem-solving processes effectively.

Unit	Course Content	Contact Hours
1.	Planning of Teaching & Teaching Aids <ul style="list-style-type: none">• Lesson planning- concept, importance and characteristics.• Preparation of Lesson Plans based on innovative approaches of teaching mathematics.• Unit plan- concept, importance and preparation• Teaching Aids- Meaning, definition and types.	16
2.	Evaluation and Test Design in Mathematics <ul style="list-style-type: none">• Concept, need, importance & process of evaluation• Formative and Summative Evaluation.• Continuous & Comprehensive Evaluation(CCE)• Norm-reference Test, Criterion reference test.• Types of Questions (Essays type, short answer type and objective)• Remedias & Deagnosis test.• Construction of Test: Design and Blue Print.• Action Research and Project work in mathematics.	18

Assessment :


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1. Class Tests: Two closed book tests will be conducted twice in a year: 10 Marks
2. Assignment: One assignment basis Unit 1-2 is mandated to submit:3 Marks
3. Quizzes/Debates/Individual Presentation/Role Play: 2 MarksReferenc

References :

- Agarwal R.B. (2014). Lesson Pedagogy in Mathematics A.P.H. Publishing Corporation, New Delhi.
- Kulshreshth, A.K. (2015). Teaching of Mathematics R. Lall. Book.Dpot, Meerut.
- Kulshresth, A.K.(2012). GanitShikshan, R. Lall Book Depot, Meerut.
- Mishra, L. (2008). Teaching of Mathematics APH Publishing Corporation, New Delhi
- Mishra, L. (2015). Teaching of Mathematics APH Publishing Corporation, New Delhi
- Naider, N.T. & Prasach, R.S. & Sharma, M.S.R. (2015). Teaching of Mathematics APH Publishing Corporation, New Delhi
- Sharma, R.&Sharma] M. (2008). Teaching of Mathematics, APH Corporation Publishing, New Delhi.
- Siddiqui, K.S. (2008). The Teaching of Mathematics, Sterling Publishers private Limited, New Delhi.

Web - Resources :


- <https://www.youtube.com/watch?v=hbDkSaSnbVM>
- <https://www.youtube.com/watch?v=IO19-MTwtHl>
- <https://www.youtube.com/watch?v=MrIdc-Hs-is>
- <https://www.youtube.com/watch?v=lhwAMhZQ6kU>
- <http://mathigon.org/resources/value-of-mathematics.pdf>
- <http://mathedu.hbcse.tifr.res.in>
- http://www.ncert.nic.in/departments/nie/dee/publication/pdf/CCE_Math.pdf
- http://www.ncert.nic.in/departments/nie/niew/school_kits/kit_manuals.html

National - Journals :

- Journal of Mathematics Education - [jmriin](<https://jmriin/>)
- Indian Journal of Educational Studies - [ijeseeducation](<http://ijeseeducation/>)
- International Journal of Mathematics Trends and Technology - [ijmttjournalorg] (<https://wwwijmttjournalorg/>)
- Journal of Indian Education (NCERT) - [ncertnicin](<https://ncertnicin/journalsphp>)
- Indian Journal of Research in Multidisciplinary Education - [edresearchjournalcom] (<https://wwwedresearchjournalcom/>)

International - Journals :

- International Journal of Science and Mathematics Education - [springercom](<https://wwwspringercom/journal/10763>)
- Journal of Mathematics Teacher Education - [springercom] (<https://wwwspringercom/journal/10857>)
- International Journal of Mathematical Education in Science and Technology [tandfonlinecom] (<https://wwwtandfonlinecom/toc/tmes20/current>)


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- Mathematics Education Research Journal - [springercom](<http://www.springer.com/journal/13394>)
- Educational Studies in Mathematics - [springercom](<https://www.springer.com/journal/10649>)

PEDAGOGY OF PHYSICAL SCIENCE


COURSE CODE : ERBD-1212	FULL MARKS : 50
COURSE CREDITS : 2	EXTERNAL: 35
	INTERNAL: 15

Course Outcomes :

At the end of the course, students will be able to,

- CO1. Design inquiry-based learning experiences that promote critical thinking and exploration in physical science topics.
- CO2. Demonstrate the ability to connect physical science concepts to real-world applications, enhancing student relevance and understanding.
- CO3. Understand and apply laboratory safety protocols while effectively teaching laboratory skills and procedures in physical science.
- CO4. Utilize models and simulations to explain complex physical science phenomena, enhancing conceptual understanding.
- CO5. Create and implement formative and summative assessments tailored to evaluate student understanding in physical science.
- CO6. Identify and facilitate interdisciplinary connections between physical science and other subject areas, promoting holistic learning.

Unit	Course Content	Contact Hours
1.	<p>Teaching Aids and Lesson Plan</p> <ul style="list-style-type: none"> • Use of audio-visual aids in teaching of Physical science with special references to new technologies like interactive T.V. Computer aided instruction. • Learning science through science exhibition, Field excursion, Science club, Science quiz etc. • Text book in physical science – its need and use, evaluation of a text book. • Unit plan– concept, importance and preparation • Lesson planning- concept, importance and characteristics. 	16
2.	<p>Evaluation in Physical Science Teaching</p> <ul style="list-style-type: none"> • Concept, need, importance & process of evaluation. • Formative and Summative Evaluation. • Continuous and comprehensive evaluation(CCE) • Types of Questions (Essays type, short answer type and objective) • Norm-reference Test & Criterion reference test. • Remedial and Diagnosis test. • Construction of Test: Design and Blue Print. 	18


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	<ul style="list-style-type: none"> Action Research and Project work in physical science. 	
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Assessment :


1. Class Tests: Two closed book tests will be conducted twice in a year: 10 Marks
2. Assignment: One assignment basis Unit 1-2 is mandated to submit:3 Marks
3. Quizzes/Debates/Individual Presentation/Role Play: 2 Marks

References :

- Mohan Radha. (2010). Innovative Science Teaching Prentice Hall of India, New Delhi.
- Mangal, S.K. (1996). Teaching of Science, Arya Book Depot, New Delhi.
- Nayak, A.K. (2014). Teaching of Physics, APH Publication, New Delhi.
- Sood, J.K. (1989). New Directions in Science Teaching, Kohli Publishers, Chandigarh.
- Smitha, V. P. (2015). Teaching of science, APH Publication, New Delhi.
- Sharma, I.M. (1977). Teaching of science and life Science Dhanpat Rai & Sons, Delhi.
- Singh, U.K. & Nayab, A.K (2003). Science Education, Commonwealth Publishers, Daryaganj, New Delhi.
- Sharma, Vandita. (2012). Teaching of Science, R.Lal Book Depot. Meerut.

Web - Resources :

- Interactive simulations for teaching physical science concepts.<https://phet.colorado.edu/>
- Khan Academy - Physics Video lessons on fundamental physics concepts. <https://www.khanacademy.org/science/physics>
- The Physics Classroom- A resource offering tutorials, animations, and problem-solving exercises. <https://www.physicsclassroom.com/>
- OpenStax - College Physics- Free, peer-reviewed textbook and additional resources. <https://openstax.org/details/books/college-physics>
- HyperPhysics-A broad overview of physics topics with in-depth explanations.<http://hyperphysics.phy-astr.gsu.edu/>
- BBC Bitesize – Physics- Bite-sized learning resources for high school and college physics. <https://www.bbc.co.uk/bitesize/subjects/zqmtsbk>
- Merlot Physics Portal- A curated collection of peer-reviewed online learning materials for physics.[<https://www.merlot.org/merlot/Physics.htm>] (<https://www.merlot.org/merlot/Physics.htm>)
- NOVA Labs – Physics- Interactive labs and activities for exploring physics principles. <https://www.pbs.org/wgbh/nova/labs/lab/energy/>


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- Physics Education Resources by APS-Resources for teaching and learning physics, created by the American Physical Society.[<https://www.aps.org/programs/education/n/teachers/index.cfm>](<https://www.aps.org/programs/education/teachers/index.cfm>)

National - Journals :

- Indian Journal of Physics Education - [indjphysorg](<http://indjphysorg/>)
- Resonance - Journal of Science Education (Indian Academy of Sciences) - [iasacin] (<https://www.ias.ac.in/listing/issues/reso>)
- Science and Education - [ncertnicin](<https://ncertnicin/journalsphp>)
- Journal of Science Education and Research - [edupubcoin](<https://edupubcoin/>)
- Journal of School Science - [ncertnicin](<https://ncertnicin/journalsphp>)

International - Journals :

- Journal of Research in Science Teaching - [wileyonlinelibrarycom](<https://onlinelibrary.wiley.com/journal/10982736>)
- Science Education-[wileyonlinelibrarycom](<https://onlinelibrary.wiley.com/journal/10982736>)
- International Journal of Science Education - [tandfonlinecom] (<https://www.tandfonline.com/current>)
- Journal of Science Teacher Education - [springercom](<https://www.springer.com/journal/10972>)
- Research in Science Education - [springercom](<https://www.springer.com/journal/11165>)


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PEDAGOGY OF BIOLOGICAL SCIENCE

COURSE CODE : ERBD-1213	FULL MARKS : 50
COURSE CREDITS : 2	EXTERNAL: 35
	INTERNAL: 15

Course Outcomes :


At the end of the course, students will be able,

- CO1. Develop basic understanding and familiarity with key concepts-
- CO2. Curriculum, textbook, Teaching-Learning Resources, professional development of teachers.
- CO3. Use different resources, activities/ experiments and laboratory experiments effectively in teaching-learning of biological sciences.
- CO4. Develop and ealbiological Science laboratory
- CO5. Acquire necessary skills and training for school based activities such as science clubs, science fairs, organization of laboratory.
- CO6. Explore different ways of creating learning situations considering learning needs and context of the learner and the relevant concept.


Unit	Course Content	Contact Hours
1.	Teaching Aids and Lesson Plan <ul style="list-style-type: none">• Use of audio-visual aids in teaching of Biological science with special references to new technologies like interactive T.V. Computer aided instruction.• Text book in Biological science – its need and use, evaluation of a text book.• Unit plan– concept, importance and preparation• Lesson planning- concept, importance and characteristics	16
2.	Evaluation in Biological Science Teaching <ul style="list-style-type: none">• Meaning, objective & process of evaluation.• Formative and Summative Evaluation.• Continuous and comprehensive evaluation(CCE)• Types of Questions (Essays type, short answer type and objective)• Norm-reference Test & Criterion reference test.• Remedial and Deagnosis test.• Construction of Test: Design and Blue Print.	18

Assessment :

1. Class Tests: Two closed book tests will be conducted twice in a year: 10 Marks
2. Assignment: One assignment basis Unit 1-2 is mandated to submit:3 Marks


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3. Quizzes/Debates/Individual Presentation/Role Play: 2 MarksReferenc

References :

- Aggarwal, J.C. (1990). Curriculum Reforms in India, Daoba House Delhi.
- Das, R.C.(1985). Science Teaching in School, Sterling Publishers Pvt. Ltd, New Delhi.
- Kulshresth, S.P. (1988). Teaching of Biology, R.Lall Book Depot, Meerut.
- Kulshreshtha, S.P. (2006). Teaching of Biology, Loyal Book Depot, Meerut.
- Mangal S.K.(1995). Teaching of Physical and Life Science, AVG Book Depot, Karol Bagh.
- Venkataih, S. (2001). Science Education in 21st Century, Anmol Publishers, Delhi.
- Yadav, K. (1993). Teaching of Life Science, Anmol Publications, New Delhi.
- xq|rk] pkaney o eaxy] ehuv- ¼2010½- tho foKku f'k{k.k] vkLFkk izdk'ku] t;iqjA
- Hkw"k.k 'kSysUnz- ¼1989½- tho foKku f'k{k.k] fouksn iqLrd eafnj] vkxjKA
- Hkw"k.k 'kSysUnz- ¼2015½- tho foKku f'k{k.k] vxzoky ifCyds'ku] vkxjKA

Web - Resources :


- HHMI BioInteractive- Interactive animations and resources on various biological topics. https://www.biointeractive.org/
- Khan Academy – Biology- Comprehensive video lessons on key biology topics. https://www.khanacademy.org/science/biology
- Biology Corner-Resources for teaching biology, including lessons, labs, and worksheets.https://www.biologycorner.com/
- OpenStax – Biology- Free, open-source biology textbook with detailed explanations. [https://openstax.org/details/books/2e](https://openstax.org/details/books/biology-2e)
- Learn Genetics- Engaging, interactive learning tools for genetics and biology concepts.https://learn.genetics.utah.edu/
- BioMan Biology-Games and quizzes on various biology topics.https://www.biomanbio.com/
- Nature Education – Scitable-Resources for learning about biology and life sciences, especially genetics.https://www.nature.com/scitable/
- Crash Course – Biology-Fun and engaging biology videos covering various topics https://thecrashcourse.com/courses/biology

National - Journals :


- Journal of Biological Education Research - [ijbercom](http://www.ijbercom/)
- Indian Journal of Biology - [ijbiocom](http://www.ijbiocom/)
- Biology Education (NCERT) - [ncertnicin](https://ncertnicin/journalsphp)
- Journal of Science Education and Technology - [ncertnicin](https://ncertnicin/journalsphp)
- International Journal of Science and Biology Education - [ijsbecom](https://www.ijsbecom/)

International - Journals :

- Journal of Biological Education - [tandfonlinecom](https://www.tandfonline.com/toc/rjbe20/current)
- International Journal of Biology Education - [ijbeorg](https://www.ijbeorg/)


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- Science & Education - [springercom](<https://www.springer.com/journal/11191>)
- The American Biology Teacher - [biooneorg](<https://biooneorg/journals/the-american-biology-teacher>)
- CBE—Life Sciences Education - [ascborg](<https://www.ascborg/careers/cbe-life-sciences-education-journal/>)

PEDAGOGY OF HISTORY

COURSE CODE : ERBD-1214	FULL MARKS : 50
COURSE CREDITS : 2	EXTERNAL: 35
	INTERNAL: 15

Course Outcomes :

At the end of the course, students will be able,


- CO1. Identify key historical events and their significance.
- CO2. Explain the cause and effect of historical events.
- CO3. Use historical sources to develop classroom discussions.
- CO4. Analyze historical narratives from multiple perspectives.
- CO5. Evaluate historical interpretations and their relevance to contemporary issues.
- CO6. Develop interactive projects that engage students in historical research

Unit	Course Content	Contact Hours
1.	Teaching Aids and lesson Plan <ul style="list-style-type: none"> • Concept, meaning and types of teaching aids. • Need and importance of Audio Visual Aids in History Teaching. • Concept of Lesson plan, Need and Importance of lesson plan and unit plan. • Approaches of lesson plan. 	16
2.	Evaluating History Teaching <ul style="list-style-type: none"> • Concept of Evaluation, Salient features of summative and formative Evaluation in History. • Diagnostic and Remedial teaching. • Question preparation in objective, short and essay type tests. • Preparation of Achievement test and Blue Print. • Continuous and comprehensive evaluation (CCE) • Norm-reference test and criterion reference test. • Action research and project work in History Teaching. 	18

Assessment :

1. Class Tests: Two closed book tests will be conducted twice in a year: 10 Marks
2. Assignment: One assignment basis Unit 1-2 is mandated to submit: 3 Marks
3. Quizzes/Debates/Individual Presentation/Role Play: 2 Marks

References :


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- Shukla, Chhaya. (2008). Method of Teaching History, Sumit Enterprises, New Delhi.
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Web - Resources :


- [National Council of Educational Research and Training (NCERT) - History Syllabus] (<https://ncert.nic.in/textbook.php?lehs1=0-14>)
- [Teaching History: A Guide for Teachers](<https://www.teachinghistory.org/>)
- [History Education: Resources for Teaching](<https://www.history.org.uk/resources/>)
- [The Historical Association: Teaching Resources](<https://www.history.org.uk/resources/>)
- [History Matters: Teaching Materials](<http://historymatters.gmu.edu/>)
- [TeachingHistory.org: Classroom Strategies](<https://teachinghistory.org/teaching-materials/classroom-strategies>)
- [The American Historical Association: Resources for Educators](<https://www.historians.org/teaching>)
- [The National Archives: Teaching Resources](<https://www.nationalarchives.gov.uk/education/>)
- [History for Kids: Teaching History to Children](<https://www.historyforkids.net/>)
- [The British Museum: Teaching Resources](<https://www.britishmuseum.org/learn/schools>)

National - Journals :

- Indian Historical Review - [sagepubcom](<https://journalssagepubcom/home/ihr>)
- Social Change - [journalssagepubcom](<https://journalssagepubcom/home/sch>)
- History Education (NCERT) - [ncertnicin](<https://ncertnicin/journalsphp>)
- Journal of Indian History and Culture - [cprfoundationorg](<https://www.cprfoundationorg/journal/>)
- Indian Journal of History of Science - [insaindiaresin](<http://www.insaindiaresin/journalsphp>)

International - Journals :

- Journal of Educational Media, Memory, and Society - [berghahnjournalscom](<https://www.berghahnjournalscom/view/journals/jemms/jemms-overviewxml>)
- The History Teacher - [societyforhistoryeducationorg](<http://www.societyforhistoryeducation.org/>)


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- History of Education - [tandfonlinecom](<https://www.tandfonline.com/toc/thed20/current>)
- History Education Research Journal - [uclpresscouk](<https://www.uclpresscouk/>)
- The Public Historian - [journalsuchicagoedu](<https://www.journalsuchicagoedu/tph>)

PEDAGOGY OF CIVICS


COURSE CODE : ERBD-1215	FULL MARKS : 50
COURSE CREDITS : 2	EXTERNAL: 35
	INTERNAL: 15

Course Outcomes :

At the end of the course, students will be able,

- CO1. Recall important constitutional provisions and democratic values.
- CO2. Interpret the functioning of local, state, and national government systems.
- CO3. Implement role-playing activities to simulate civic participation.
- CO4. Analyze social and political issues from a civic perspective.
- CO5. Critically evaluate the role of education in promoting responsible citizenship.
- CO6. Design civic engagement projects that foster social responsibility.

Unit	Course Content	Contact Hours
1.	<p>Teaching Aids and Lesson Plan</p> <ul style="list-style-type: none"> • Concept, meaning and types of teaching aids. • Need and Importance of teaching aids. • Concept and meaning of lesson plan. • Approaches of lesson plan, Characteristics of a good lesson plan. • Need and Importance of lesson plan. • Essentials of instruction material, classification of audio-visual aids, need and importance of audio-visual aids. • Lesson planning in Civics. 	16
2.	<p>Evaluation in Civics</p> <ul style="list-style-type: none"> • Concept objective and Process. • Formative & summative Evaluation Civics. • Preparation of achievement test & Blue Print. • Norm- reference & criterion reference(NRT,CRT) • Preparation of achievement test & Blue Print. • Different types of test-essay type, short answer type and objective type. • Diagnostic and remedial Teaching. • Action research and project work in the teaching of Civics. 	18


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Assessment :

1. Class Tests: Two closed book tests will be conducted twice in a year: 10 Marks
2. Assignment: One assignment basis Unit 1-2 is mandated to submit:3 Marks
3. Quizzes/Debates/Individual Presentation/Role Play: 2 Marks

References :

- Kochar, S.k. (1963). The teaching of Social studies, Delhi: University Publisher.
- Mathur, Pawan. (2005). Teaching of Political Science, Sumit Enterprises, New Delhi.
- Nasiali, K. (1964). Social Studies in the School, Madras: Oxford University Press.
- Samford, C.D. (1952). Social Studies in the Secondary School, New York: McGraw Hill.
- Taneja, V.R. (1958). Teaching of Social Studies, Chandigarh; Mahindra Capital Publisher.
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Web - Resources :


- [Civics Education Resources (National Council for the Social Studies)](<https://www.socialstudies.org/>)
- [Civic Learning: Best Practices](<https://civicslearning.org/>)
- [Teaching Civics: Resources and Strategies](<https://www.icivics.org/>)
- [Civics and Citizenship Education: Resources for Educators](<https://www.ncss.org/standards/>)
- [Constitutional Rights Foundation: Civic Education Resources](<https://www.crf-usa.org/>)
- [Teaching Tolerance: Civic Education](<https://www.tolerance.org/>)
- [National Constitution Center: Educational Resources](<https://constitutioncenter.org/learn>)
- [Civics 101: Podcast and Resources](<https://www.civics101podcast.org/>)
- [League of Women Voters: Education Resources](<https://www.lwv.org/>)
- [The Center for Civic Education](<https://www.civiced.org/>)

National - Journals :

- Indian Journal of Political Science - [ijpsnet](<http://ijpsnet/>)
- Journal of Political Studies - [journalsagepubcom](<https://journalsagepubcom/home/jps>)
- Civic Education Journal (NCERT) - [ncertnicin](<https://ncertnicin/journalsphp>)
- Indian Journal of Social Work - [tissedu](<http://www.tissedu/>)
- Journal of Educational Research and Social Sciences - [ijressorg](<https://www.ijressorg/>)

International - Journals :

- Journal of Civic Literacy - [journalsiupui.edu](https://journalsiupui.edu/ind_exphp/civicit/index)
- Journal of Social Studies Research - [elseviercom](<https://www.journal.elsevier.com/journal-of-social-studies-research>)
- Teaching Citizenship - [uclpresscouk](<https://www.uclpresscouk/>)
- Journal of Civic Education - [civiceducationorg](<http://civiceducationorg/>)


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- Journal of Political Education - [taylorandfranciscom](<https://www.taylorandfrancis.com/>)

PEDAGOGY OF GEOGRAPHY

COURSE CODE : ERBD-1216	FULL MARKS : 50
COURSE CREDITS : 2	EXTERNAL: 35
	INTERNAL: 15

Course Outcomes :

At the end of the course, students will be able,

CO1. Understand the modern concept of Geography

CO2. Prepare yearly plan, unit plan, and lesson plan for different classes.


CO3. Prepare maps and charts to illustrate the contents of different classes and use them effectively.

CO4. Apply appropriate methods and techniques of teachings of particular topics at different levels.

CO5. Arrange field trips and local surveys.

CO6. Prepare achievement test and diagnostic test, administration of the test, analysis of results and make suggestion for remedial teaching

Unit	Course Content	Contact Hours
1.	Teaching Aids and Lesson Plan <ul style="list-style-type: none"> • Concept, meaning and types of teaching Aids. • Need and Importance of Geographical teaching aids. • Maps in Geography teaching. • Concept, meaning and definition of lesson plan. • Characteristics of a good lesson plan. • Approaches of lesson plan. • Preparation of lesson plan and Unit plan. • Innovation and practices in Geography teaching. 	16
2.	Evaluation in Geography <ul style="list-style-type: none"> • Meaning, objectives and process of Evaluation. • Formative and summative Evaluation. • Continious & comprehensiv Evaluation(CCE) • Diagnostic test, Remedial test, Norn referance test and Criterion referance test. • Types of Question (Essays type, short answer type and objective.) • Blue print and Achievement test. • Action Research and Project work in the teaching of Geography. 	18


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Assessment :

1. Class Tests: Two closed book tests will be conducted twice in a year: 10 Marks
2. Assignment: One assignment basis Unit 1-2 is mandated to submit:3 Marks
3. Quizzes/Debates/Individual Presentation/Role Play: 2 Marks

References :

- Agrawal, D.D. (2000). Modern methods of teaching of Geography, sarup and sons, New Delhi.
- Bansel, S.C. (2013). Advanced Geography of India, Minakshi Publication, Meerut.
- Indra, G. (2015). Teaching of Geography, APH Publication, New Delhi
- Rao, M.S. (1993). Teaching of Geography, Anmol Publications, New Delhi.
- Sharma, G.R. (1983), Teaching of Geography, modern Publishers, Meerut.
- Sidhqui, M.H. (2013). Teaching of Geography, APH Publication, New Delhi.
- Taneja, V.R. (1958). Teaching of Social Studies, Chandigarh; Mahindra Capital Publisher.
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- eksgu ds- ,l- ¼1975½- Hkqxsy f{k{k.k] lkfgR; izdk'ku] vkxjka
- oekZ] ts-ih- ¼1975½- Hkqxsy v/;;u] fouksn iqLrd eafnj] vkxjka
- flag] ,p-,u- ¼1992½- Hkwksy f{k{k.k] vxzoky ifCyds'ku] vkxjka
- flag] ,p-,u- ¼2014½- Hkwksy f{k{k.k] vxzoky ifCyds'ku] vkxjka
- flag] ,p- ¼2011½- Hkwksy f{k{k.k] jk/kk izdk'ku eafnj izk0 fy0] vkxjka


Web - Resources :

- [National Geographic Education](<https://www.nationalgeographic.org/education/>)
- [Geography for Kids: Educational Resources](<https://www.geography4kids.com/>)
- [Teaching Geography: Strategies and Resources](<https://www.geography.org.uk/>)
- [National Council for Geographic Education](<https://www.ncge.org/>)
- [GeoLounge: Geographic Resources](<https://geolounge.com/>)
- [The Geographical Association: Teaching Resources](<https://www.geography.org.uk/>)
- [Geography Education: Lesson Plans and Activities](<https://www.teachgeography.com/>)
- [Geography Matters: Teaching Geography](<http://www.geographymatters.com/>)

National - Journals :

- Indian Journal of Geography and Environment - [geographyjournalorg](<https://www.geographyjournal.org/>)
- The Indian Geographical Journal - [geographicalsocietyofindiaorg](<https://geographicalsocietyofindia.org/>)
- Journal of Indian Geography (NCERT) - [ncertnicin](<https://ncertnicin/journalsphp>)
- Journal of Land Use and Geology - [jlugin](<https://www.jlugin/>)
- International Journal of Geographical Information Science - [taylorandfranciscom](<https://www.taylorandfrancis.com/>)

International - Journals :


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- Journal of Geography - [tandfonlinecom](<https://www.tandfonline.com/toc/rjog20/current>)
- International Research in Geographical and Environmental Education - [tandfonlinecom](<https://www.tandfonline.com/toc/rgee20/current>)
- Journal of Geographical Systems - [springercom](<https://www.springer.com/journal/10109>)

PEDAGOGY OF ECONOMICS

COURSE CODE : ERBD-1217	FULL MARKS : 50
COURSE CREDITS : 2	EXTERNAL: 35
	INTERNAL: 15

Course Outcomes :

At the end of the course, students will be able,


- CO1. List fundamental concepts in micro and macro economics.
- CO2. Explain economic theories like supply and demand.
- CO3. Use real-world data to teach economic principles.
- CO4. Analyze economic trends and their implications for policy.
- CO5. Critique different economic models for their relevance to current events.
- CO6. Create problem-solving activities focused on local and global economic issues.

Unit	Course Content	Contact Hours
1.	<p>Teaching Aids and Lesson Plan</p> <ul style="list-style-type: none"> • Concept, meaning and types of teaching Aids. • Need and Importance of Economics teaching aids. • Meaning, Definition of Lesson plan. • Characteristics of a good Lesson plan. • Approaches of lesson plan. • Innovation and practices in Economics teaching. 	16
2.	<p>Purpose of Evaluation in Economics</p> <ul style="list-style-type: none"> • Concept and types of Evaluation, Characteristics of summative and formative evaluation. • Continuous and comprehensive Evaluation(CCE). • Question preparation for objective and essay type examination. • Diagnostic and Remedial teaching. • Norm Reference test and criterion reference test. • Action research and project work in Economic Teaching. • Preparation of achievement test and Blue Print. 	18

Assessment :

1. Class Tests: Two closed book tests will be conducted twice in a year: 10 Marks
2. Assignment: One assignment basis Unit 1-2 is mandated to submit:3 Marks
3. Quizzes/Debates/Individual Presentation/Role Play: 2 Marks

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- Kanwar, B.S. (1970). Teaching of Economics, Prakash Educatinal Publishers, Ludhiyana.
- N.C.E.R.T. (1974). Teaching Units in Economics for High and Higher Secondary stage New Delhi.
- Siddiqu, M.H. (1993). Teaching of Economics, Ashish Publishing House, New Delhi.
- Saxena, N.R. (2006). Teaching of Economics, Navdeep Publications, New Delhi.
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- oekZ] jkeiky flag- ¼2008½- vFkZ'kkL= f'k{k.k] esjB] vkj0 yky cq d fMiksa

Web - Resources :


- [Council for Economic Education: Teaching Resources](<https://www.councilforeconed.org/>)
- [EconEdLink: Economics Education Resources](<https://www.econedlink.org/>)
- [Teaching Economics: Strategies and Lessons](<https://www.economicshelp.org/>)
- [The Federal Reserve Education: Economics Resources]([https://www. Federalrese rveedu ca tion.org/](https://www.Federalrese rveedu ca tion.org/))
- [National Economics Challenge: Teaching Tools](<https://www.econchallenge.unl.edu/>)
- [The Economics Classroom: Resources](<https://www.economicsclassroom.com/>)
- [EconEd: K-12 Economics Resources](<https://www.econed.org/>)
- [Economics for Leaders: Teaching Resources](<https://www.fee.org/>)
- [Interactive Economics: Lesson Plans](<https://www.interactiveeconomics.com/>)
- [Teaching Economic Concepts: Resources](<https://www.khanacademy.org/economics-fina nce-domain>)

National - Journals :


- Indian Journal of Economics & Development: <https://www.indianjournalscom/ijor.aspx? Target =ijor:ijed>
- Arthashastra: Indian Journal of Economics & Research: <https://www.indianjournalof econo mi csandresearchcom/>
- Journal of Economic Policy & Research: <https://www.jimssouthdelhicom/Journals>
- Indian Journal of Social Research: <https://indianjournalscom/ijor.aspx?target =ijor:ijsr&ty pe= home>
- Journal of Indian Education (NCERT): <https://ncertnicin/publication/journ alsph>

International - Journals :

- Journal of Economic Education: <https://www.tandfonlinecom/toc/vece20/current>
- Economics of Education Review: <https://www.journalseviercom/economics-of-education-review>
- International Review of Economics Education: <https://www.journalseviercom/international-review-of-economics-education>


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- Journal of Educational Research in Economics: <https://dergipark.org.tr/en/pub/ejer>
- Economic Journal: <https://academicoupcom/ej>

PEDAGOGY OF SOCIAL SCIENCE

COURSE CODE : ERBD-1218	FULL MARKS : 50
COURSE CREDITS : 2	EXTERNAL: 35
	INTERNAL: 15

Course Outcomes :


At the end of the course, students will be able,

- CO1. Recall key social science concepts across disciplines like sociology and economics.
 CO2. Explain the role of social institutions in shaping human behavior.
 CO3. Use case studies to apply social science concepts to contemporary issues.
 CO4. Analyze the relationship between social norms and individual behavior.
 CO5. Assess the effectiveness of different social science teaching methods.
 CO6. Develop cross-disciplinary projects that integrate multiple social science topics.

Unit	Course Content	Contact Hours
1.	Teaching Aids and Lesson Plan <ul style="list-style-type: none"> Meaning and types of teaching aids. Need and Importance of teaching aids. Concept and meaning of lesson plan. Characteristics of a good lesson plan. Need and Importance of lesson plan. Approaches of lesson plan. Preparation of Unit plan. 	16
2.	Evaluation in Social Science <ul style="list-style-type: none"> Meaning, types and objective of Evaluation. Formative and summative Evaluation in Social Science. Continuous and comprehensive test (CCE). Types of Question (Essays, Short answer and objective types.) Construction of Blue and Achievement test. Diagnostic test, Remedial test Norm reference test and Criterion reference test. Action research and project work in social science teaching. 	18

Assessment :

1. Class Tests: Two closed book tests will be conducted twice in a year: 10 Marks
2. Assignment: One assignment basis Unit 1-2 is mandated to submit:3 Marks
3. Quizzes/Debates/Individual Presentation/Role Play: 2 Marks


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- Kochar, S.K. (1963). The teaching of Social Studies, University Publisher, Delhi.
- Mathur, Pawan. (2008). Teaching of Social Studies, Sumit Enterprises, New Delhi.
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- Sharma, Rajesh. (2014). Teaching of Social Studies, APH Publication, New Delhi.
- Taneja, V.R. (1958). Teaching of Social Studies, Mahindra Capital Publisher, , Chandigarh.
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- 'kekZ] ,y- ch- ¼2008½- lkekftd foKku f'k{k.k] vkj-yky cqf fMiksa] esjBA
- JhokLro] vkj-,oa xkSre] vkj- ¼2016½- lekftd foKku f'k{kk.k] vxzoky ifCyds'ku] vkxjKA

Web - Resources :


- [National Council for the Social Studies](<https://www.socialstudies.org/>)
- [Social Science Research Network](<https://www.ssrn.com/>)
- [Teaching Social Studies: Resources and Strategies](<https://www.teachsocialstudies.org/>)
- [American Sociological Association: Teaching Resources](<https://www.asanet.org/>)
- [Teaching Tolerance: Social Justice Resources](<https://www.tolerance.org/>)
- [Social Science Education Consortium](<https://www.ssec.org/>)
- [The Historical Society: Resources for Social Studies](<https://www.historians.org/>)
- [Social Studies Tech Tools](<https://www.socialstudies.org/resources>)
- [The National Social Science Association](<https://www.nssa.us/>)
- [PBS LearningMedia: Social Studies](<https://www.pbslearningmedia.org/>)

National - Journals :

- Indian Journal of Social Science and Interdisciplinary Research: <http://www.ijssir.com/>
- Journal of Indian Social Science: <https://www.indianjournals.com/ijor.aspx?target=ijor:jsir>
- Journal of Educational Planning and Administration: <https://www.nuepa.org/Publications/Publications.aspx>
- Indian Journal of Educational Research: <https://www.calunivacin/journal/education.html>
- Social Scientist: <http://www.socialscientist.in/>

International - Journals :

- Journal of Social Science Education: <https://www.jsse.org/>
- International Journal of Social Sciences & Education: <http://ijsse.com/>
- Social Science Quarterly: <https://onlinelibrary.wiley.com/journal/15406237>
- International Journal of Social Research Methodology: <https://www.tandfonline.com/toc/tstrm20/current>


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- Global Journal of Human-Social Science: <https://globaljournalsorg/journals/human-social-science>

PEDAGOGY OF COMPUTER SCIENCE

COURSE CODE : ERBD-1219	FULL MARKS : 50
COURSE CREDITS : 2	EXTERNAL: 35
	INTERNAL: 15

Course Outcomes :


At the end of the course, students will be able,

- CO1. Recall basic programming languages and computational algorithms.
- CO2. Explain the logic behind algorithms and data structures.
- CO3. Use coding exercises to teach problem-solving in computer science.
- CO4. Analyze different software solutions for common problems.
- CO5. Assess the impact of technology in educational settings.
- CO6. Develop coding projects that encourage collaborative problem-solving.

Unit	Course Content	Contact Hours
1.	<p>Planning of Teaching & Teaching Aids</p> <ul style="list-style-type: none"> Lesson planning- concept, importance and characteristics. Preparation of Lesson Plans based on innovative approaches of teaching computer science. Unit plan– concept, importance and preparation Teaching Aids- Meaning, definition and types. 	16
2.	<p>Evaluation and Test Design in Computer Science</p> <ul style="list-style-type: none"> Concept, need, importance & process of evaluation Functions and characteristics of good evaluation. Formative and Summative Evaluation. Continuous and comprehensive evaluation(CCE). Diagnosing basic causes for difficulties in learning concepts, generalizations, problem solving and proof Planning remedial teaching strategies based on the perceived causes, implementing and evaluating the strategies Norm-reference Test (NRT), Criterion reference test (CRT). Types of Questions (Essays type, short answer type and objective) Construction of Test: Design and Blue Print. Action research and Project work in computer science. 	18

Assessment :

1. Class Tests: Two closed book tests will be conducted twice in a year: 10 Marks


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2. Assignment: One assignment basis Unit 1-2 is mandated to submit:3 Marks
3. Quizzes/Debates/Individual Presentation/Role Play: 2 Marks

References :

- Bharti, V. (2020). Pedagogy of Computer Science, Laxmi Publication, Bhiwani India.
- Ananthula, Raghu. (2015). Computer in education, APH Publication, New Delhi
- Bharti, V. (2020). Pedagogy of Computer Science, Laxmi Publication, Bhiwani India.
- Devisri, K. (2018). Pedagogy of Computer Science, Lalu Publication and Laxmi Book Publication, Maharast.
- Khandai, H. (2013). Teaching of Computer Science. APH Publication, New Delhi.
- Leon, A. M. (2001). A computer for everyone. Vikas Publishing house New Delhi.
- Rajaraman, Dharm. (1986). Computer Primer, Prentice-Hall of India, New Delhi.
- Singh, L.C. (1977). Micro-Teaching: An Innovation in Teacher Education, Department of Teacher Education NCERT, New Delhi.
- Singh, Y.K.&Nath , R. (2005). The teaching of Computer Science, APH Publication, New Delhi.

Web - Resources :


- [Code.org: Computer Science Education Resources](<https://code.org/>)
- [CS Unplugged: Teaching Computer Science](<https://csunplugged.org/>)
- [Computer Science Teachers Association (CSTA)](<https://www.csteachers.org/>)
- [Khan Academy: Computer Programming](<https://www.khanacademy.org/computing>)
- [MIT OpenCourseWare: Computer Science](<https://ocw.mit.edu/courses/electrical-engineering-and-computer-science/>)
- [Scratch: Programming for Kids](<https://scratch.mit.edu/>)
- [Codecademy: Online Coding Courses](<https://www.codecademy.com/>)
- [edX: Computer Science Courses](<https://www.edx.org/learn/computer-science>)
- [Coursera: Computer Science Specializations](<https://www.coursera.org/browse/computer-science>)
- [National Center for Women & Information Technology: Resources](<https://www.ncwit.org/>)

National - Journals :


- Journal of Indian Education (NCERT): <https://ncertnicin/publication/journalsphp>
- International Journal of Computer Science and Network: <https://ijcsnorg/>
- Indian Journal of Computer Science: <http://ijcsonlinecom/>
- Journal of Educational Technology: <https://www.indianjournalsonline.com/ijor.aspx?target=ijor:jet&type=home>
- Indian Journal of Computer Science and Engineering: <https://www.ijcsecom/>

International - Journals :

- Computers & Education: <https://www.journalselsevier.com/computers-and-education>
- Journal of Computer Science Education: <https://www.tandfonline.com/toc/ncse20/current>
- International Journal of Computer-Supported Collaborative Learning: <https://link.springer.com/journal/11412>


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- The Journal of Educational Computing Research: <https://journalssagepubcom/home/jec>
- International Journal of Emerging Technologies in Learning: <https://online-journals.org/index.php/i-jet>

PEDAGOGY OF HOME SCIENCE

COURSE CODE : ERBD-1220	FULL MARKS : 50
COURSE CREDITS : 2	EXTERNAL: 35
	INTERNAL: 15

Course Outcomes :


At the end of the course, students will be able,

- CO1. Identify basic concepts in nutrition, health, and family management.
- CO2. Explain the role of Home Science in everyday life and community welfare.
- CO3. Apply principles of nutrition and resource management in teaching.
- CO4. Analyze the impact of socio-economic factors on health and family life.
- CO5. Critique home science practices for sustainability and well-being.
- CO6. Design community-based projects that address nutrition and family welfare.

Unit	Course Content	Contact Hours
1.	Lesson Plan and Audio Visual Aids <ul style="list-style-type: none"> Audio Visual Aids and their use in teaching. Home Science Use of Modern Technology. Need and Importance of Home Science Room and Equipments. Lesson. Planning in Home Science Teaching, Need and importance of Lesson plan, Characteristics of good Lesson Plan. 	16
2.	Evaluation in Home Science <ul style="list-style-type: none"> Concept objective process of Evaluation. Formative and summative Evaluation. Diagnostic and remedial teaching teaching, Action research and Project work in Home Science. Continious and comprehensive evaluation (CCE). Norms-and Criterion referance test(NRT & CRT). Different types of test (Objective, short and Essay Types). Preparation of achievement test and Blue Print. 	18

Assessment :

1. Class Tests: Two closed book tests will be conducted twice in a year: 10 Marks
2. Assignment: One assignment basis Unit 1-2 is mandated to submit:3 Marks
3. Quizzes/Debates/Individual Presentation/Role Play: 2 Marks Referenc


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References :

- Adams, John. (1930). The New Teaching, Hodder and Stoughton.
- Ambron, Sveann Robinson. (1978). Child Development, Holt Rinehart Winston, Second Edition.
- Chandr, Arvinda. (1978). Introduction to Home Science, Metropolitan Book Co. New Delhi.
- Das, R.R. & Ray, Binita. (1979). Teaching of Home Science; Sterling Publishers, New Delhi.
- Devadas, R. P. (1958). Teaching of Home Science; in Secondary School; All India Council for Secondary Education, New Delhi.
- Devadas, R.P. (1968). Textbook of Home Science; Ministry of Food, Govt. of India.
- Devadas, Rajamall. (1978). Methods of Teaching Home Science, NCERT, New Delhi.
- Mann, Mohinder K. (1976). Home Management for Indian; Kalyani Publishers, Delhi.
- Yadav, Seema. (1994). Teaching of Home Science, Anmol Publications, New Delhi.

Web - Resources :


- [National Home Economics Association](<https://www.nhea.com/>)
- [Home Science Education Resources](<https://www.homescience.net/>)
- [American Association of Family & Consumer Sciences](<https://www.aafcs.org/>)
- [Cooking and Nutrition Resources for Educators](<https://www.cookingmatters.org/>)
- [Family and Consumer Sciences Resources](<https://www.fcscommunity.com/>)
- [Home Science for Kids](<https://www.sciencebuddies.org/>)

National - Journals :

- Indian Journal of Home Science: <https://www.indianjournals.com/ijor.aspx?target=ijor:ijhs>
- Journal of Family Ecology and Consumer Sciences: <https://journalscoza/content/journal/cons>
- Home Science Extension and Communication Management: http://www.helixdna.resin/cat_egy/journals/
- Journal of Social Science and Home Science: <http://www.ripublication.com/ijsshsthtm>
- Indian Journal of Nutrition and Dietetics: <https://www.ijndonline.org/>

International - Journals :

- Journal of Family & Consumer Sciences: <https://www.aafcs.org/resources/publications/journal>
- Journal of Home Economics: <https://www.tandfonline.com/toc/vheb20/current>
- International Journal of Home Science: <http://www.homesciencejournal.com/>
- Family and Consumer Sciences Research Journal: <https://onlinelibrary.wiley.com/journal/15523934>
- Home Economics Research Journal: <https://journal.sagepub.com/home/her>


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PEDAGOGY OF COMMERCE

COURSE CODE : ERBD-1221	FULL MARKS : 50
COURSE CREDITS : 2	EXTERNAL: 35
	INTERNAL: 15

Course Outcomes :


At the end of the course, students will be able,

- CO1. Recall key principles of business, accounting, and finance.
- CO2. Explain the role of commerce in economic development.
- CO3. Use real-world business case studies to apply commerce principles.
- CO4. Analyze market trends to understand their impact on business strategies.
- CO5. Evaluate the effectiveness of different financial management strategies.
- CO6. Develop simulations for students to engage in business decision-making.

Unit	Course Content	Contact Hours
1.	Lesson Planing and Teaching Aids <ul style="list-style-type: none">• Concept, meaning and types of teaching Aids.• Need and Importance of Commerce teaching aids.• Meaning and Definition of Lesson plan.• Characteristics of a good Lesson plan.• Approaches of lesson plan.• Preparation of lesson plan and Unit plan.• Organizing commerce clubs and though provoking programmers like quizzes.	16
2.	Evaluation <ul style="list-style-type: none">• Concept objective process of Evaluation.• Formative and summative Evaluation.• Continious and comprehensive evaluation (CCE).• Questions preparation objective, short and essay type examinations of Commerce.• Diagnostic and remedial teaching.• Action research and Project work in Commerce Teaching.• Norms-and Criterion referance test(NRT & CRT).• Construction of Test: Design and Blue Print.	18

Assessment :

1. Class Tests: Two closed book tests will be conducted twice in a year: 10 Marks


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2. Assignment: One assignment basis Unit 1-2 is mandated to submit:3 Marks
3. Quizzes/Debates/Individual Presentation/Role Play: 2 Marks

References :

- Gupta, Ramu. (2014). Teaching of commerce, Shipra Publication, New Delhi.
- Kartik, G.S. (2008). Teaching of Commerce, Sumit Enterprises, New Delhi.
- Khan, Mohammad Sharif.(1982). Commerce Education, Sterling Pub. Pvt Ltd, Delhi.
- Roberts, J. (2000). “ Getting organized for E-business” Gartner Column.
- Rao, Seema. (1995). Teaching of Commerce, Anmol Publications, New Delhi.
- Singh, Y.K. (2014). Teaching of Commerce, APH Publication, New Delhi.
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Web - Resources :


- [National Association of State Boards of Accountancy: Education Resources] ([https:// www.nasba.org/](https://www.nasba.org/))
- [Council for Economic Education: Resources](<https://www.councilforeconed.org/>)
- [Business and Economics Education Resources](<https://www.bized.co.uk/>)
- [The American Association of Colleges of Business](<https://aacsb.edu/>)
- [Khan Academy: Personal Finance](<https://www.khanacademy.org/college-careers-more/personal-finance>)
- [National Business Education Association](<https://www.nbea.org/>)
- [Teaching Resources for Business Education](<https://www.teachingbusiness.org/>)
- [Edutopia: Business and Economics Resources](<https://www.edutopia.org/>)
- [Education Resources for Marketing and Business](<https://www.marketingteacher.com/>)
- [The Online Business Education Resource](<https://www.businesseducation.org/>)

National - Journals :

- Indian Journal of Commerce and Management Studies: <https://scholarshubnet/inde xphp/ i jcms>
- Journal of Commerce and Accounting Research: <http://publishingindiacom/jcar/>
- The Indian Journal of Industrial Relations: <https://www.indianjournalsonline.com/ijor.aspx?target=ijor:ijir&type=home>
- Arthshastra Indian Journal of Economics & Research: <https://www.indianjournalofeconomicsandresearch.com/>
- Journal of Business and Management Studies: <https://journalsind excopernicus.com/search/details?id=38114>

International - Journals :

- Journal of Business Research: <https://www.journals.elsevier.com/journal-of-business-research>


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- International Journal of Commerce and Management Research: <http://www.managejournal.com/>
- Journal of Global Commerce Research: <http://globalcommerceresearch.com/>
- The Journal of International Commerce and Economics: https://www.usitc.gov/research_and_analysis/journals/journal_international_commerce_and_economics.htm
- European Journal of Commerce and Management Research: <https://www.ejcmr.org/>

CRITICAL UNDERSTANDING OF ICT


COURSE CODE : ERBD-1222	FULL MARKS : 50
COURSE CREDITS : 2	EXTERNAL: 00
	INTERNAL: 50

Course Outcomes :

At the end of the course, students will be able,

- CO1. Explain the role and significance of Information and Communication Technology (ICT) in modern education and its impact on teaching-learning processes.
- CO2. Demonstrate the ability to use various ICT tools, such as digital platforms, educational software, and online resources, for enhancing instructional methods. (Application)
- CO3. Develop strategies to effectively integrate ICT in lesson planning and curriculum delivery to foster interactive and learner-centered classrooms.
- CO4. Evaluate the use of ICT tools in the assessment and evaluation processes, exploring their strengths and limitations in tracking learner progress.
- CO5. Promote digital literacy among students by guiding them in the responsible use of the internet, digital resources, and communication platforms for academic purposes.)
- CO6. Critically analyze current trends and advancements in ICT, and assess their potential implications for future educational practices and policies.

Unit	Course Content	Contact Hours
1.	<p>Introduction to Information and Communication Technology (ICT)</p> <ul style="list-style-type: none"> • Concepts of ICT and its relevance for education • Aims and objectives of National Policy on Information and Communication Technology (ICT) in School Education in India • Types of ICT resources: audio-visual and computer media • Challenges of Integration of ICT in School • Use of radio, television of ICT in School • Use of newspaper in education. • Functional knowledge of operating LCD Projector • Functional knowledge of operating computers: on/of. Word processing, use of power point, excel, paint • Competencies of teachers in handling educational software in teaching –learning process 	16


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2.	<p>Visualizing Technology-Supported Learning Situations</p> <ul style="list-style-type: none"> • Computer as a learning tool: making own email ID, sending emails; Effective browsing of the internet for discerning and selecting relevant information; Downloading relevant material; Cross collating knowledge from varied sources. • General Introduction to E-learning, Mobile-learning, distance learning, On-line learning, Virtual University, Wikipedia, Massive Open Online Courses • Development PPT slide show for classroom use • Generating subject –related demonstrations using computer software • Enabling students to plan and execute projects (using computer based research) • Collaborative learning tasks • Interactive use of ICT: Participation in web groups. Creation of ‘blog’, social networking sites, common messaging apps 	18
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Assessment :


1. Class Tests: Two closed book tests will be conducted twice in a year: 20 Marks
2. Assignment: One assignment basis Unit 1-2 is mandated to submit:5 Marks
3. Quizzes/Debates/Individual Presentation/Role Play: 25 Marks
 - Installation of Operating systems, Windows, installation of essential Software and Utilities.
 - Projects that may involve the hardware like LCD Projector, digital camera, camcorder, scanner, Printer, interactive white board and software like word processors (MS Word/Libre Office), spread sheet and Slide Presentation (PPT/impress); and/or Creating and using Blogs and Google Groups, Google Docs.
 - Develop a report on preparing a lesson plan on any topic from your methods while using internet resources. They report should mention the details of navigating, searching, selecting, saving and evaluating the authenticity of the material and also mention how it adds or justify the facts, figures(data), graphics, explanation and logic of the topic.
 - Teaching with a multimedia e-content developed by the student.

References :

- Castells, M.(2011). Th rise of the network society: The information age: Economy, society, and culture (Vol. I,II& III). John Wiley & Sons.
- Chakravarti, U. (1998). Rewriting history. The life and times of Pandita Ramabai Zubaan
- DSERT Karnataka.(2012). Position paper on ICT mediation in education.DSERT.

Web - Resources :

- National Digital Library of India (NDLI)](<https://ndl.iitkgp.ac.in/>) – A comprehensive resource for digital learning materials.
- [UNESCO ICT in Education](<https://en.unesco.org/themes/ict-education>) – UNESCO’s insights and research on ICT in education.


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(Nalanda)




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- [ICT in Education Toolkit](<https://www.ictinedtoolkit.org/usere/login.php>) – A practical toolkit for integrating ICT in teaching and learning.
- [ePathshala](<http://epathshala.nic.in/>) – A platform by NCERT for e-learning resources, including ICT modules.
- [European Schoolnet](<http://www.eun.org/focus-areas/ict-in-education>) – Provides research, projects, and initiatives for ICT in education.

National - Journals :


- Journal of Educational Technology - <https://wwweducationindiajournalorg/journal/43/Journal-of-Educational-Technology>
- Indian Journal of Open Learning (IGNOU) - <http://journalignouonlineacin/iojp/>
- EduTech: Journal of Educational Technology - <https://www.journalselsevier.com/computers-and-education>
- Journal of Indian Education (NCERT) - <https://ncertnicin/publication/journalsphp>
- International Journal of Information and Computation Technology (IJICT) - <https://www.rpublication.com/ijict.htm>

International - Journals :

- British Journal of Educational Technology <https://onlinelibrary.wiley.com/journal/14678535>
- International Journal of Education and Development using ICT <https://ijedict.decuwiedu/>
- Journal of Educational Computing Research - <https://journals.sagepub.com/home/jec>
- Computers & Education - <https://www.journalselsevier.com/computers-and-education>
- Journal of Interactive Media in Education - <https://jimeopen.acuk/>


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UNDERSTANDING THE SELF


COURSE CODE : ERBD-1223	FULL MARKS : 50
COURSE CREDITS : 2	INTERNAL: 50

Course Outcomes :

At the end of the course, students will be to,

- CO1. Identify personal values and beliefs – Students will be able to recognize and reflect on their own values, beliefs, and attitudes, fostering self-awareness
- CO2. Analyze the impact of self-awareness on professional practice – Students will evaluate how their understanding of self influences their actions, decision-making, and relationships in educational settings
- CO3. Develop emotional intelligence – Students will demonstrate the ability to manage their emotions and empathize with others, promoting positive interpersonal dynamics in the classroom
- CO4. Reflect on personal strengths and areas for growth – Students will critically reflect on their strengths and limitations to identify opportunities for self-improvement and professional development).
- CO5. Construct a personal philosophy of teaching – Students will synthesize their understanding of self with pedagogical principles to articulate a personal philosophy of teaching
- CO6. Apply self-regulation strategies – Students will apply self-regulation techniques to manage stress, maintain work-life balance, and enhance their overall well-being

Unit	Course Content	Contact Hours
1.	Reflecting on ‘Self’ <ul style="list-style-type: none">• Situating ‘Self’ in society: Understating of multiple identities such as gender, relational, cultural; understanding personal beliefs, stereotypes and prejudices resulting from these identities.• The impact of one’s own socialization processes on the making of present ‘self’.• Awareness of one’s own shifting identities as ‘student’ ‘adult’ and student-teacher.• Reflections on one’s own aspirations and efforts in becoming a ‘teacher’.	16
2.	Understanding Teachers Identity <ul style="list-style-type: none">• ‘Teachers’ identity: Contemporary status and debates, Notional of	18


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	<p>an 'Ideal' teacher.</p> <ul style="list-style-type: none"> • Transition of teachers identity in Indian scenario: from 'Guru' to 'Professional'. • Major factors affecting teachers' identity: socio-cultural, political, economical context • Theoretical perspectives related to teachers' identity. • Creating case narratives of teachers and reflecting on them. • Knowledge and practice of Professional ethics. • Teacher's autonomy: an integral part of its identity. • Developing as a Teacher: Role of Teacher Education Programmes. 	
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Assessment :


1.	Class Tests: Two closed book tests will be conducted twice in a year:	20
2.	Elaborate your own values towards self and society.	05
3.	Role of Teacher in Education Programmes.	05
4.	Role of Professional ethics in Educational Programmes.	10
5.	Report on stress management techniques.	05
6.	Any other project/assignment given by the institution	05
	Total	50

Reference :


- B.K.S Iyengar (1976). Light on Yoga , Schocken Books, New York.
- Hall, C., & Hall, E. (2003). Human relations in education. Rout ledge.
- Kumar, K. (2004). What is worth teaching? (3rd ed.). Orient Blackswan.
- Mukunda, K.V. (2009). What did you ask at school today? A handbook of child learning. Harper Collins.
- Muni Mahindra kumar. (1994). Preksha Meditation, Ladnun, Jain Vishva Bharathi. Nigam.
- Sharma, N. (2003). Understanding adolescence NBT India.
- Tagore, R. (2003). Civilization and progress. In Crisis in civilization and other essays, Rupa & Co, New Delhi.
- Uni Kishan Lal (1997). Preksha Dhyana Yogic Kriyayen, Tulsio Adhytama, Ladnun.
- Vygotsky, L. (1978). Mind in Society: The Development of Higher Psychological Processes, MA: Harvard University Press.

Web - Resources :

- [National Programme on Technology Enhanced Learning (NPTEL) – Self Awareness] (<https://nptel.ac.in/courses/109/104/109104107/>)– A course on self-awareness and identity development.
- [Coursera - The Science of Well-Being](<https://www.coursera.org/learn/the-science-of-well-being>) – A course focused on well-being and self-awareness.
- [Mind Tools - Self-Understanding and Self-Improvement](<https://www.mindtools.com/>) – Articles and tools for personal development and self-understanding.


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- [Psychology Today - Self Exploration](<https://www.psychologytoday.com/us/basics/self>) – Resources on self-concept and personal growth.
- [Khan Academy - Self and Identity](<https://www.khanacademy.org/test-prep/mcat/behavior/self-identity>) – Lessons on self-identity and psychology.
- [The School of Life](<https://www.theschooloflife.com/>) – A platform offering resources and videos on self-awareness and emotional well-being.
- [Verywell Mind - Developing Self-Awareness](<https://www.verywellmind.com/self-awareness-4163489>) – Articles on developing self-awareness and emotional intelligence.

National - Journals :


- Journal of Indian Psychology - <https://wwwresearchgatenet/journal/Journal-of-Indian-Psychology-0972-5438>
- Indian Journal of Positive Psychology - <https://wwwiahrwcom/journalphp?n=Indian-Journal-of-Positive-Psychology>
- Indian Journal of Social Research - <http://wwwindianjournalscom/ijoraspj?target=ijor:ijsr>
- Indian Journal of Clinical Psychology - <http://wwwijcpcoin/>
- Journal of the Indian Academy of Applied Psychology - <https://jiaaporg/>

International - Journals :

- Journal of Personality and Social Psychology - <https://www.wapa.org/pubs/journals/psp/>
- Self and Identity Journal - <https://www.tandfonline.com/toc/psai20/current>
- Journal of Humanistic Psychology - <https://journals.sagepub.com/home/jhp>
- International Journal of Wellbeing - <https://www.internationaljournalofwellbeing.org/>
- Journal of Counseling Psychology - <https://www.wapa.org/pubs/journals/cou>


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SCHOOL INTERNSHIP PROGRAM –II


COURSE CODE : ERBD-1224	FULL MARKS : 200
COURSE CREDITS : 8	INTERNAL: 100
Duration:- 16 weeks	EXTERNAL: 100

Course Outcomes :

At the end of the course, students will be able,

- CO1. Students will be able to apply pedagogical theories and practices in real classroom settings, demonstrating competence in teaching.
- CO2. Students will be able to reflect critically on their internship experiences, identifying strengths and areas for improvement.
- CO3. Students will be able to collaborate with mentor teachers and peers to develop effective teaching strategies tailored to diverse learners.
- CO4. Students will be able to evaluate the effectiveness of their lesson plans and instructional strategies based on student feedback and outcomes.
- CO5. Students will be able to engage with the school community, fostering partnerships with parents and stakeholders to enhance the educational experience.
- CO6. Students will be able to demonstrate professionalism and

Unit	Course Content	Working Hour	Weeks
1.	Preparation Phase (2 Weeks): <ul style="list-style-type: none">• Understanding school policies, curriculum, and timetables.• Familiarization with mentor teachers, school culture, and classroom environment.• Preparation of lesson plans and teaching materials in consultation with the mentor teacher.	12	2
2.	Teaching Practice (12 Weeks): <ul style="list-style-type: none">• Teach subject-specific lessons in assigned classes.• Use a variety of teaching-learning methods	72	12


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(Nalanda)




Pro Vice Chancellor
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Berauti, Nepura, Bihar Sharif
Nalanda - 803115 (Bihar)

	<ul style="list-style-type: none"> and strategies to engage students. Implement classroom management techniques to create a conducive learning environment. Continuous assessment of student learning through formal and informal methods. Integrate ICT in teaching where possible. Participation in co-curricular and extra-curricular activities. 		
3.	<p>Engagement with the School Community</p> <ul style="list-style-type: none"> Assist in school duties such as invigilation, organizing school events, and parent-teacher meetings. Collaborate with peers and school staff for school improvement initiatives. Involvement in guidance and counseling sessions with students 	12	2

Assessments :

Activities during this period shall be evaluated as follows:-

S. N.	Activities	Marks		Total
		Internal	External	
1	Achievment Test	20	--	20
3	Teaching Practise (Lesson Plan/ Criticism)	60	--	60
4	Classroom & Peer Observation	10	--	10
5	School Diary	10	--	10
6	External Assessment (Final Teaching Exam)	--	100	100
	Total	100	100	200

References :


1. Kumar, A. (2021). Teacher Internship: Theory and Practice. Sage Publications.
2. Sharma, R. C. (2019). School Internship for B.Ed Students. Atlantic Publishers.
3. NCTE (2020). Internship Manual for B.Ed Programs. NCTE Guidelines.
4. NCERT (2018). Learning and Teaching: Pedagogy for Pre-service Teachers

Web - Resources :

- National Repository of Open Educational Resources (NROER)
- Website: [NROER](<https://nroer.gov.in/home>)
- Website: [Diksha](<https://diksha.gov.in/>)
- Coursera - Learning to Teach Online (<https://www.coursera.org/learn/teach-online>)
- Website: [British Council] (<https://www.britishcouncil.in/teach/resources>)
- Website: [NCTE Resources](<https://ncte.gov.in/>)
- Website: [CBSE Academics](<http://cbseacademic.nic.in/teachers.html>)

National - Journals :

- University News Journal (AIU) - <https://www.aiu.ac.in/research/journals/>


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- Journal of Educational Studies (JES) - <https://www.jesbd.org/>
- Indian Journal of Teacher Education (IJTE) - [https://www.ncte-india.org/ website /JOURNALS.aspx](https://www.ncte-india.org/website/JOURNALS.aspx)
- Educational Quest: An International Journal of Education and Applied Social Sciences - <https://www.indianjournals.com/ijor.aspx?target=ijor:eq>
- Journal of School Social Work - <https://journals.sagepub.com/home/swr>

International - Journals :

- Journal of Teacher Education - <https://journals.sagepub.com/home/jte>
- Teaching and Teacher Education - <https://www.journals.elsevier.com/teaching-and-teacher-education>
- Action in Teacher Education - <https://www.tandfonline.com/toc/uate20/current>
- Asia-Pacific Journal of Teacher Education - <https://www.tandfonline.com/toc/capi20/current>
- Journal of Education for Teaching - <https://www.tandfonline.com/toc/cjet20/current>


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