All India Mahila Sangh
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B.A (Education)

Syllabus – First Year

S.NO	SUBJECT CODE	SUBJECT	MAX.MARKS
1	BAE101	Educational Philosophy	100
2	BAE102	Educational Psychology	100
3	BAE103	Educational Sociology	100
4	BAE104	Changing Pedagogical Perspective	100
5	BAE105	Educational Assessment and Evaluation	100
6	BAE106	Human Development and Learning	100
7	BAE107	Foundation of Education	100

1. EDUCATIONAL PHILOSOPHY

Unit I

Meaning, nature, and scope of philosophy of education – Relationship between philosophy and education – Functions of educational philosophy – Major branches of philosophy: Metaphysics, Epistemology, and Axiology

Unit II

Indian schools of philosophy: Vedanta, Sankhya, Buddhism, Jainism – Their educational implications on aims, curriculum, methods of teaching, and discipline

Unit III

Western schools of philosophy: Idealism, Realism, Pragmatism, Naturalism, and Existentialism – Contributions and implications for education

Unit IV

Educational thinkers and their contributions: Mahatma Gandhi, Rabindranath Tagore, Swami Vivekananda, Sri Aurobindo, John Dewey, Paulo Freire

Unit V

Contemporary relevance of philosophy of education – Role of philosophy in curriculum planning, teacher education, and educational policy – Education for national integration, international understanding, and peace

2. EDUCATIONAL PSYCHOLOGY

Unit I

Meaning, nature, and scope of educational psychology – Relationship between psychology and education – Methods of educational psychology: observation, case study, experimental and survey methods

Unit II

Growth and development: physical, cognitive, emotional, social, and moral development – Stages of development: infancy, childhood, adolescence – Educational significance of developmental stages

Unit III

Learning: meaning and nature – Theories of learning: behaviourism (Pavlov, Skinner), cognitive theory (Piaget, Bruner), social learning theory (Bandura) – Factors affecting learning – Transfer of learning

Unit IV

Intelligence and creativity – Concept and theories of intelligence (Spearman, Thurstone, Gardner) – Emotional intelligence – Nature and development of creativity – Role of teacher in fostering creativity

Unit V

Motivation and personality – Types and theories of motivation (Maslow, McClelland, Herzberg) – Meaning and traits of personality – Theories of personality (Freud, Carl Jung, Eysenck) – Assessment of personality and intelligence in educational settings

3. EDUCATIONAL SOCIOLOGY

Unit I

Meaning, nature, and scope of educational sociology – Relationship between education and sociology – Importance of educational sociology in understanding society and education – Social aims of education

Unit II

Social structure and education – Role of education in socialization, social control, and social mobility – Agencies of education: family, school, peer group, mass media, and religion

Unit III

Culture and education – Meaning and characteristics of culture – Role of education in cultural preservation, transmission, and transformation – Multicultural education and cultural lag

Unit IV

Education and social stratification – Concept of social stratification and its forms: caste, class, and gender – Education as a tool for equality and equity – Challenges of inclusive and equitable education

Unit V

Education and social change – Role of education in modernization and national development – Education as an instrument of social reform – Education for sustainable development and global citizenship

4. CHANGING PEDAGOGICAL PERSPECTIVE

Unit I

Concept of pedagogy and its evolution – Traditional versus modern pedagogy – Paradigm shift from teacher-centred to learner-centred approaches – Constructivist pedagogy and its relevance in contemporary education

Unit II

Theories of learning and their pedagogical implications – Behaviourist, cognitive, constructivist, and socio-cultural perspectives – Application of theories in classroom instruction and curriculum design

Unit III

Curriculum and pedagogy – Interrelationship between curriculum, instruction, and assessment – Integrated and interdisciplinary pedagogical approaches – Experiential learning and project-based learning

Unit IV

Role of teacher in the changing educational landscape – Facilitator, mentor, reflective practitioner, and co-learner – Professional ethics and development – Collaboration with stakeholders for effective pedagogy

Unit V

Emerging trends in pedagogy – Inclusive and equitable pedagogical practices – Technology-integrated pedagogy – Critical pedagogy, flipped classroom, blended learning, and global best practices in teaching

5. EDUCATIONAL ASSESSMENT EVALUATION

Unit I

Concept of measurement, assessment, and evaluation – Differences and interrelationships – Purpose and importance of evaluation in education – Types of evaluation: formative, summative, diagnostic, and placement

Unit II

Tools and techniques of assessment – Tests, rating scales, checklists, anecdotal records, and observation – Characteristics of a good measuring instrument: validity, reliability, objectivity, and usability

Unit III

Types of tests – Teacher-made and standardized tests – Achievement tests, diagnostic tests, and aptitude tests – Norm-referenced and criterion-referenced testing – Essay and objective type tests

Unit IV

Construction of achievement tests – Planning the test, writing test items, assembling the test, and preparing the scoring key – Item analysis and interpretation – Blueprints and table of specifications

Unit V

Statistical techniques in evaluation – Measures of central tendency and variability – Correlation and normal probability curve – Grading and reporting of student performance – Continuous and Comprehensive Evaluation (CCE)

6. HUMAN DEVELOPMENT AND LEARNING

Unit I

Meaning and principles of human development – Stages of development: prenatal, infancy, childhood, adolescence, and adulthood – Developmental tasks at different stages – Role of heredity and environment in human development

Unit II

Physical and motor development – Milestones of growth during infancy and childhood – Factors influencing physical development – Health, nutrition, and physical well-being in learning

Unit III

Cognitive and language development – Piaget's stages of cognitive development – Vygotsky's socio-cultural theory – Language acquisition and development – Role of teachers in fostering cognitive and language growth

Unit IV

Emotional and social development – Erikson's psychosocial stages – Development of self-concept, self-esteem, and emotional regulation – Peer interaction and moral development – Influence of family and school on social behaviour

Unit V

Learning and individual differences – Types and theories of learning – Learner variability in terms of intelligence, aptitude, interests, and learning styles – Role of motivation, attention, and reinforcement in learning – Implications for inclusive education

7. FOUNDATION OF EDUCATION

Unit I

Meaning, nature, and scope of education – Aims of education: individual and social aims – Education as a process and product – Functions of education in individual and national development

Unit II

Philosophical foundations of education – Contributions of Indian and Western philosophers to educational thought – Relationship of philosophy with aims, curriculum, and methods of education

Unit III

Sociological foundations of education – Education and society – Role of education in social change, socialisation, and social mobility – Education and culture, democracy, and globalization

Unit IV

Psychological foundations of education – Education and human development – Learning process and motivation – Individual differences and their educational implications – Mental health and adjustment

Unit V

Historical and political foundations of education – Development of education in ancient, medieval, and modern India – Constitutional provisions and educational policies – Education for national integration and international understanding

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B.A (Education)

Syllabus – Second Year

S.NO	SUBJECT CODE	SUBJECT	MAX.MARKS
1	BAE201	Educational Research	100
2	BAE202	Statistics in Education	100
3	BAE203	History of Education in India	100
4	BAE204	Curriculum Development	100
5	BAE205	Guidance and Counselling	100
6	BAE206	Teacher Education in India	100
7	BAE207	Environmental Education	100

1. EDUCATIONAL RESEARCH

Unit I

Meaning, nature, and scope of educational research – Need and importance of research in education – Types of research: basic, applied, and action research – Characteristics of good research

Unit II

Research problem and hypothesis – Identification and formulation of research problems – Meaning, types, and formulation of hypotheses – Variables: types and roles in research

Unit III

Research design and sampling – Steps in the research process – Types of research design: descriptive, experimental, historical – Sampling techniques: probability and non-probability methods

Unit IV

Tools and techniques of data collection – Questionnaires, interviews, observation, and tests – Characteristics of a good research tool – Validity and reliability of tools

Unit V

Data analysis and reporting – Classification and tabulation of data – Use of descriptive statistics – Interpretation and presentation of findings – Format and style of writing research reports and theses

2. STATISTICS IN EDUCATION

Unit I

Meaning, nature, and significance of statistics in education – Functions and limitations of statistics – Types of data: qualitative and quantitative – Scales of measurement: nominal, ordinal, interval, and ratio

Unit II

Organization and presentation of data – Frequency distribution – Graphical representation: histogram, frequency polygon, ogive, and pie chart – Tabulation of data for analysis

Unit III

Measures of central tendency – Mean, median, and mode – Calculation, uses, and limitations – Comparison and interpretation of measures of central tendency

Unit IV

Measures of variability – Range, quartile deviation, mean deviation, and standard deviation – Calculation and interpretation – Coefficient of variation and its significance

Unit V

Correlation and normal distribution – Meaning and types of correlation – Calculation of rank and product-moment correlation – Normal probability curve and its properties – Application of normal curve in education

3. HISTORY OF EDUCATION IN INDIA

Unit I

Education in ancient India – Vedic, Brahminic, and Buddhist systems of education – Objectives, curriculum, methods of teaching, and role of teacher – Contributions of institutions like Takshashila and Nalanda

Unit II

Education during medieval India – Islamic education system – Objectives and curriculum of madrasas and maktabs – Influence of Sufi and Bhakti movements on education

Unit III

Education in British India – Charter Acts, Woods Despatch (1854), Hunter Commission (1882), Sadler Commission (1917), Hartog Committee (1929) – Macaulay's Minute and its impact – Indigenous education and its decline

Unit IV

Development of education in post-independence India – University Education Commission (1948), Secondary Education Commission (1952), Kothari Commission (1964–66) – Recommendations and impact on Indian education system

Unit V

Educational policies and programmes – National Policy on Education (1968, 1986, modified 1992) – Right to Education Act (2009) – New Education Policy (2020): features and implementation – Contemporary challenges in Indian education

4. CURRICULUM DEVELOPMENT

Unit I

Meaning, nature, and scope of curriculum – Difference between curriculum and syllabus – Bases of curriculum: philosophical, psychological, sociological, and cultural – Functions and significance of curriculum in education

Unit II

Types of curriculum – Subject-centred, learner-centred, activity-based, integrated, and core curriculum – Hidden curriculum and its implications – Characteristics of an ideal curriculum

Unit III

Curriculum development process – Stages of curriculum planning and development – Determining aims, content selection, organization, and evaluation – Role of stakeholders in curriculum construction

Unit IV

Curriculum implementation and evaluation – Factors influencing curriculum implementation – Techniques of curriculum evaluation – Models of curriculum evaluation: Tyler, Stufflebeam (CIPP), and Stake models

Unit V

Recent trends and issues in curriculum development – Curriculum reforms in India – National Curriculum Frameworks (2005, 2023) – Competency-based curriculum, life skills education, environmental education, and integration of ICT

5. GUIDANCE AND COUNSELLING

Unit I

Meaning, nature, and scope of guidance and counselling – Need and importance of guidance in education – Principles of guidance – Types of guidance: educational, vocational, personal, and social

Unit II

Counselling: meaning and objectives – Differences between guidance and counselling – Counselling process and stages – Approaches to counselling: directive, non-directive, and eclectic

Unit III

Tools and techniques used in guidance and counselling – Psychological tests, interviews, observation, case study, and anecdotal records – Importance of assessment in counselling

Unit IV

Educational and vocational guidance – Role of guidance at different educational levels – Career development and planning – Sources of career information – Use of ICT in career counselling

Unit V

Role of teacher and counsellor – Qualities and functions of an effective counsellor – Ethical and professional issues in counselling – Guidance for children with special needs and behavioural problems.

6. TEACHER EDUCATION IN INDIA

Unit I

Meaning, nature, and objectives of teacher education – Historical development of teacher education in India – Types of teacher education: pre-service, in-service, and continuing education – Importance of teacher education in national development

Unit II

Structure and agencies of teacher education – Levels of teacher education: elementary, secondary, and higher education – Role of institutions: NCTE, NCERT, SCERTs, DIETs, and UGC – Open and distance learning in teacher education

Unit III

Curriculum and components of teacher education – Theoretical and practical components – Pedagogical knowledge, content mastery, and teaching skills – Internship and school experience programme

Unit IV

Issues and challenges in teacher education – Quality concerns, mismatch between theory and practice, lack of professional commitment – Reforms in teacher education – Teacher accountability and code of conduct

Unit V

Recent trends and innovations in teacher education – Constructivist and reflective teaching practices – Integration of ICT in teacher education – NEP 2020 and its implications for teacher preparation – Continuous professional development

7. ENVIRONMENTAL EDUCATION

Unit I

Meaning, scope, and importance of environmental education – Concept of environment and ecology – Need for environmental awareness and education at all levels – Goals and principles of environmental education

Unit II

Natural resources and their conservation – Types of natural resources: water, air, soil, forest, and minerals – Sustainable use and management of resources – Role of education in conservation and sustainable development

Unit III

Environmental problems and their impact – Pollution: air, water, soil, noise – Global environmental issues: climate change, global warming, ozone depletion, deforestation, and loss of biodiversity – Impact on human health and education

Unit IV

Environmental education in school curriculum – Integration of environmental concerns into teaching-learning – Methods and strategies: field trips, projects, eco-clubs, and experiential learning – Role of teachers in promoting environmental values

Unit V

Policies, movements, and global initiatives – Environmental movements in India: Chipko, Narmada Bachao Andolan – Major environmental policies and acts – Role of UNESCO, UNEP, and other organizations – Environmental ethics and citizenship

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B.A (Education)

Syllabus – Third Year

S.NO	SUBJECT CODE	SUBJECT	MAX.MARKS
1	BAE301	Development of Education in India	100
2	BAE302	Information and Communication Technology in Education	100
3	BAE303	Contemporary Trends and Issues in Indian Education	100
4	BAE304	Educational Management and Leadership	100
5	BAE305	Inclusive Education	100
6	BAE306	Value Education	100
7	BAE307	Pedagogy of School Subject: English/ Mathematics/ Physical Science/ Biological Science/ Social Science/Computer Science/ Commerce	100

1. DEVELOPMENT OF SCHOOL EDUCATION IN INDIA

Unit I

Education in ancient India – Vedic, Upanishadic, and Buddhist systems – Aims, content, methods of teaching, and evaluation – Role of teachers and educational institutions like Nalanda and Takshashila

Unit II

Education in medieval India – Islamic education system and its structure – Role of madrasas and maktabs – Contributions of Sufi and Bhakti movements – Cultural synthesis and educational implications

Unit III

Education during British rule – Introduction of Western education – Major commissions and their impact: Macaulay's Minute (1835), Wood's Despatch (1854), Hunter Commission (1882), Sargent Report (1944) – Rise of national education movement

Unit IV

Post-independence developments – University Education Commission (1948–49), Secondary Education Commission (1952–53), Kothari Commission (1964–66) – Implementation of recommendations and institutional developments

Unit V

Contemporary reforms and policies – National Policy on Education (1986, modified 1992), Right to Education Act (2009), New Education Policy (2020) – Access, equity, quality, and challenges in Indian education system.

2. INFORMATION AND COMMUNICATION TECHNOLOGY IN EDUCATION

Unit I

Concept and scope of Information and Communication Technology (ICT) – Role of ICT in education – Evolution of educational technology – Components of ICT: hardware, software, and network systems

Unit II

Use of ICT in teaching and learning – Computer-assisted instruction (CAI), web-based learning, and digital resources – Interactive whiteboards, multimedia, and simulations – Blended learning and flipped classrooms

Unit III

CT tools for assessment and management – Online assessment tools, digital rubrics, and feedback systems – Educational management information systems (EMIS) – Record keeping and data analysis through ICT

Unit IV

Integration of ICT in curriculum – Designing ICT-based lessons and activities – Constructivist approaches using ICT – National and state-level ICT initiatives: DIKSHA, SWAYAM, NROER, ePathshala

Unit V

Challenges and ethics in using ICT – Digital divide and accessibility issues – Cyber safety and responsible digital citizenship – Copyright, plagiarism, and ethical use of technology in education

3. CONTEMPORARY TRENDS AND ISSUES IN INDIAN EDUCATION

Unit I

Meaning and significance of contemporary trends in education – Changing socio-economic and cultural context of education – Impact of globalization, liberalization, and privatization on Indian education

Unit II

Major educational issues in India – Access, equity, and quality in education – Dropout, gender disparity, and regional imbalances – Language issues and medium of instruction

Unit III

Policy initiatives and educational reforms – National and State Education Policies – Right to Education Act (2009) – National Curriculum Framework (2005, 2023) – New Education Policy (2020) and its implementation

Unit IV

Role of education in national development – Education for sustainable development – Peace education, human rights education, and value education – Life skills and 21st-century competencies

Unit V

Emerging concerns and future directions – Digital education and technology integration – Inclusive education and special needs – Teacher education reforms – Education and employment linkages

4. EDUCATIONAL MANAGEMENT AND LEADERSHIP

Unit I

Concept, nature, and scope of educational management – Principles and functions of management – Types of educational management: centralised, decentralised, and participative – Importance of planning and decision-making in education

Unit II

Institutional planning and school management – Components of institutional planning – Time-table management, financial management, and resource mobilisation – School records and maintenance of discipline

Unit III

Leadership in education – Meaning, nature, and styles of leadership – Theories of leadership: trait, behavioural, and situational – Role of leadership in school effectiveness and team building

Unit IV

Educational supervision and inspection – Aims and functions of supervision – Techniques and tools for effective supervision – Role of head of the institution as supervisor and instructional leader

Unit V

Quality assurance and accountability in education – Total Quality Management (TQM) – Role of accreditation and assessment bodies (NAAC, NCTE, etc.) – Performance appraisal of teachers and institutional evaluation

5. INCLUSIVE EDUCATION

Unit I

Concept, meaning, and need for inclusive education – Evolution from special education to inclusive practices – Principles of inclusion – Benefits of inclusive education for all learners

Unit II

Types of learners with diverse needs – Children with physical, sensory, intellectual, emotional, and learning disabilities – Gifted and talented children – Socio-economically disadvantaged groups

Unit III

Policies and legislations supporting inclusion – RTE Act (2009), RPWD Act (2016), National Policy on Education (2020) – Role of institutions like NCERT, NIOS, and RCI in promoting inclusion

Unit IV

Curriculum adaptations and teaching strategies – Individualized Education Programme (IEP) – Differentiated instruction, Universal Design for Learning (UDL), and use of assistive technologies – Classroom management in inclusive settings

Unit V

Role of teachers and community in inclusion – Attitudes and competencies of inclusive teachers – Collaboration with parents, special educators, and community resources – Promoting social inclusion and sensitivity through education

6. VALUE EDUCATION

Unit I

Concept, meaning, and need for value education – Nature and classification of values: personal, social, moral, spiritual, and democratic – Value crisis in modern society and the role of education in addressing it

Unit II

Philosophical foundations of value education – Contributions of Indian and Western philosophers: Mahatma Gandhi, Swami Vivekananda, Tagore, Sri Aurobindo, and John Dewey – Relevance of their ideas in contemporary value education

Unit III

Approaches and strategies for value education – Direct, indirect, integrated, and incidental approaches – Role of curriculum and co-curricular activities – Role of storytelling, role-play, group discussion, and reflective practices

Unit IV

Values in school and classroom context – Teacher as a role model – Creating value-oriented school culture – Integrating values through subjects like literature, social science, and life skills education

Unit V

National and global initiatives for value education – UNESCO's perspectives on peace and global citizenship education – Constitutional values and national integration – Education for human rights, environmental ethics, and sustainable development

7. PEDAGOGY OF SCHOOL SUBJECT:

1.ENGLISH

Unit I

Nature, scope, and importance of teaching English – Objectives of teaching English at different school levels – English as a second language and as a global language – Challenges in teaching English in multilingual classrooms

Unit II

Approaches, methods, and techniques of teaching English – Grammar-translation method, direct method, audio-lingual method, communicative language teaching (CLT) – Structural and functional approaches – Constructivist approach in English pedagogy

Unit III

Teaching of language skills – Listening and speaking: techniques, activities, and assessment – Reading: types, strategies, and comprehension – Writing: guided, creative, and functional writing – Integration of the four language skills

Unit IV

Planning and instructional materials – Lesson planning for language and literature – Use of textbooks, workbooks, dictionaries, language labs, and ICT tools – Preparation of teaching aids and use of multimedia in English classrooms

Unit V

Assessment and evaluation in English – Tools and techniques for evaluating language skills – Continuous and comprehensive evaluation – Diagnostic testing and remedial teaching – Portfolio assessment and self-assessment strategies

2. MATHEMATICS

Unit I

Nature, scope, and significance of mathematics – Aims and objectives of teaching mathematics at different stages – Values of mathematics: utilitarian, disciplinary, cultural, and recreational – Historical development of mathematics as a discipline

Unit II

Approaches and methods of teaching mathematics – Inductive and deductive methods – Analytic and synthetic methods – Heuristic and laboratory approaches – Activity-based and constructivist approaches in mathematics teaching

Unit III

Teaching of mathematical concepts and skills – Developing number sense, algebraic thinking, spatial understanding, and data handling – Use of manipulatives and models – Teaching of mathematical problem-solving and reasoning

Unit IV

Instructional planning and resources – Lesson planning and unit planning in mathematics – Use of textbooks, workbooks, math kits, and ICT tools – Preparation and use of teaching-learning materials and low-cost teaching aids

Unit V

Assessment and evaluation in mathematics – Types of tests: oral, written, and performance-based – Formative and summative assessment – Diagnostic testing and error analysis – Continuous and comprehensive evaluation in mathematics

3. PHYSICAL SCIENCE

Unit I

Nature and scope of physical science – Aims and objectives of teaching physical science at secondary level – Values of science education: intellectual, utilitarian, aesthetic, and ethical – Science as a process and product of human endeavour

Unit II

Approaches and methods of teaching physical science – Lecture-cum-demonstration, laboratory method, inquiry-based learning, project method, heuristic approach, and problem-solving method – Constructivist approach in science pedagogy

Unit III

Planning for effective instruction – Year plan, unit plan, and lesson plan – Use of teaching-learning materials, experiments, models, charts, and ICT tools – Integration of environmental education and scientific temper

Unit IV

Teaching of concepts in physics and chemistry – Teaching of motion, force, energy, heat, sound, light, matter, elements, compounds, and chemical reactions – Use of activities, analogies, and experiments to clarify abstract concepts

Unit V

Assessment in physical science – Tools and techniques for evaluating practical and theoretical understanding – Formative and summative evaluation – Diagnostic assessment and remedial teaching – Use of rubrics and portfolios

4. BIOLOGICAL SCIENCE

Unit I

Nature, scope, and significance of biological science – Aims and objectives of teaching biology at different school levels – Place of biology in the school curriculum – Values of biology education in everyday life and national development

Unit II

Approaches and methods of teaching biological science – Lecture, demonstration, laboratory, project, field trip, and inquiry-based learning – Constructivist approach and experiential learning – Role of observation and experimentation

Unit III

Planning for biology instruction – Yearly and unit planning – Lesson plan format for teaching biology topics – Use of models, specimens, charts, diagrams, and digital resources – Organization of biology laboratory and maintenance of biological materials

Unit IV

Teaching of major concepts in biology – Strategies for teaching cell biology, human physiology, plant life, reproduction, genetics, evolution, ecology, and environment – Correlating biology with other sciences and everyday life

Unit V

Assessment and evaluation in biology – Oral, written, and practical tests – Formative and summative evaluation techniques – Tools for assessing scientific skills and attitudes – Diagnostic testing and error analysis in biology learning

5. SOCIAL SCIENCE

Unit I

Nature and scope of social science – Distinction between social science and social studies – Aims and objectives of teaching social science at different school stages – Role of social science in promoting civic responsibility, democratic values, and national integration

Unit II

Approaches and methods of teaching social science – Storytelling, discussion, project method, dramatization, source method, and field visits – Interdisciplinary and constructivist approaches – Use of current events and newspaper in teaching

Unit III

Planning and instructional resources – Yearly and unit plans – Lesson planning for history, geography, civics, and economics – Use of maps, globes, time-lines, charts, models, and ICT tools – Social science lab and resource corner

Unit IV

Teaching of themes and concepts – Strategies for teaching historical events, geographical features, civic concepts, and economic principles – Developing skills of critical thinking, analysis, and interpretation – Integrating environmental and global education

Unit V

Assessment in social science – Techniques of evaluating knowledge, understanding, and application – Formative and summative evaluation – Open book tests, project work, and portfolio assessment – Diagnostic assessment and feedback

6. COMPUTER SCIENCE

Unit I

Nature, scope, and objectives of computer science education – Importance of computer literacy in the digital age – Role of computer science in the school curriculum – Aims of teaching computer science at different levels

Unit II

Methods and approaches of teaching computer science – Demonstration, project-based learning, problem-solving method, collaborative learning, and flipped classroom – Constructivist approach and hands-on learning in computer labs

Unit III

Planning for computer science instruction – Lesson planning for theory and practical sessions – Preparation of lab manuals, worksheets, and activities – Use of e-content, educational software, and simulations – Maintenance of computer lab

Unit IV

Content areas in computer science – Strategies for teaching fundamentals of computing, operating systems, programming (e.g., Python or Scratch), MS Office, internet usage, cybersecurity, and emerging technologies – Integration with other subjects

Unit V

Evaluation and assessment in computer science – Practical exams, viva, project work, online quizzes, and digital portfolios – Formative and summative assessment – Evaluation of coding skills and digital creativity – Use of rubrics and performance-based assessments

7. COMMERCE

Unit I

Nature, scope, and objectives of commerce education – Importance of commerce in school curriculum – Role of commerce in individual and national economic development – Values of commerce education in everyday life and entrepreneurship

Unit II

Methods and strategies of teaching commerce – Lecture, discussion, project method, case study, role play, and simulation – Use of real-life business examples and market visits – Constructivist and activity-based learning in commerce

Unit III

Planning for commerce instruction – Preparation of annual, unit, and lesson plans – Effective transaction of concepts in accountancy, business studies, and economics – Use of textbooks, ledgers, balance sheets, charts, and multimedia tools

Unit IV

Content areas in commerce – Pedagogical approaches for teaching topics like business organization, banking, insurance, trade, accounting principles, and financial literacy – Linking classroom learning with real-world applications and current affairs

Unit V

Assessment in commerce education – Techniques for evaluating theoretical and practical understanding – Formative and summative evaluation – Project work, presentations, case analysis, and portfolio assessment – Diagnostic tests and remedial teaching