



राँची विश्वविद्यालय,
राँची

No. RU/R/ 4569 /15

Date 14.08.2015

To

The Principal
All B.Ed. Colleges under
Ranchi University.

Sub: Regarding Syllabus of two years B.Ed. Course as per NCTE Regulation 2014.

Sir/Madam,

With reference to the subject noted above, I am directed to enclose herewith a copy of Syllabus of two years B.Ed. Course duly approved by the Ranchi University Academic Council vide resolution no. 13/15 dated 25.07.2015 and also approved by the Syndicate vide resolution no. 788/15 dated 01-08-2015.

This is for your kind information and needful action at your end.

Encl: As above.

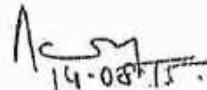
Yours faithfully
Sd/-
Registrar
Ranchi University, Ranchi


Memo RU/R/ 4569 /15

Date 14-08-2015

Copy to :

1. The Dean, Faculty of Social Sciences & Education, Ranchi University, Ranchi,
2. The Controller of Examinations, Ranchi University, Ranchi,
3. P.A. to VC/PVC/R for information to the VC/PVC/Registrar.


14-08-15
Registrar
Ranchi University, Ranchi


Principal
Bharathi College of Education
Kandri, Mandar, Ranchi

SYLLABUS
FOR
BACHELOR OF EDUCATION
(Two-Year Course)

RANCHI UNIVERSITY
RANCHI



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Kandri, Mandar, Ranchi

1

Syllabus for Bachelor of Education

Two-Year Course

ANNUAL DISTRIBUTION OF THE COURSES

Year 1

Course 1	Childhood and Growing Up	100 marks
Course 2	Contemporary India and Education	100 marks
Course 3	Learning and Teaching	100 marks
Course 4	Language across the Curriculum (1/2)	50 marks
Course 5	Understanding Disciplines and Subjects (1/2)	50 marks
Course 6	Gender, School and Society (1/2)	50 marks
Course 7a	Pedagogy of a School Subject - Part I (1/2)	50 marks
Course EPC1	Reading and Reflecting on Text (1/2)	50 marks
Course EPC2	Drama and Art in Education (1/2)	50 marks
Course EPC3	Critical Understanding of ICT (1/2)	50 marks
Engagement with the Field: Task and Assignments for Courses 1-6 & 7a		-----
Total-		650 marks

Year 2

Course 7b	Pedagogy of a School Subject - Part II (1/2)	50 marks
Course 8	Knowledge and Curriculum	100 marks
Course 9	Assessment for Learning	100 marks
Course 10	Creating an Inclusive School (1/2)	50 marks
Course 11	Optional Course * (1/2)	50 marks
Course EPC4	Understanding the Self (1/2)	50 marks
School Internship		150 marks
Practical Exam. Pedagogy of a School Subject - A		50
Pedagogy of a School Subject - B		50
Engagement with the Field: Task and Assignments for Courses 7b & 8-10		-----
Total -		650 marks

Curriculum Transactions

1. Total number of working days	-	200 days
2. Minimum attendance for course work	-	80%
3. Attendance for school internship	-	90%
4. Internship in schools (minimum period)	-	20 weeks
- In first year	-	04 weeks
- In second year	-	16 weeks

Note: The Internship should include an initial phase of one week for observing a regular classroom with regular teacher and would also include peer observations, teacher observations and faculty observations of practice lessons. Student Teacher will observe at least 10 lessons in each pedagogy of school subjects (Course 7a&7b).



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Distribution of Total Marks

The marks distribution of different papers are as follows:

No. Course	Title of papers	Year 1		Sessional/ Internal Marks	Total
		Duration of Exam.	Theory.		
1. Course 1	Childhood and Growing up. <i>Madhu</i>	3 hrs.	80	20	100
2. Course 2	Contemporary India and Education	3 yrs.	80	20	100
3. Course 3	Learning and Teaching	3 hrs.	80	20	100
4. Course 4	Language across the Curriculum (1/2)	1.30 hrs.	40	10	50
5. Course 5	Understanding Disciplines and Subjects (1/2)	1.30 hrs.	40	10	50
6. Course 6	Gender, School and Society (1/2)	1.30 hrs.	40	10	50
7. Course 7a	Pedagogy of a School Subjects - Part I (1/2)	1.30 hrs.	40	10	50
8. Course EPC1	Reading and Reflecting of Text (1/2)	1.30 hrs.	40	10	50
9. Course EPC2	Drama and Art in Education (1/2)	1.30 hrs.	40	10	50
10. Course EPC3	Critical Understanding of ICT (1/2)	1.30 hrs.	40	10	50
Total - 650 Marks					650
.....					
		Year 2			
		Duration of Exam.	Theory.		
11. Course 7b	Pedagogy of a School Subjects - Part II (1/2)	1.30 hrs.	40	10	50
12. Course 8	Knowledge and Curriculum	3 hrs.	80	20	100
13. Course 9	Assessment for Learning	3 hrs.	80	20	100
14. Course 10	Creating an Inclusive School (1/2)	1.30 hrs.	40	10	50
15. Course 11	Optional Course * (1/2)	1.30 hrs.	40	10	50
16. Course EPC4	Understanding the Self (1/2)	1.30 hrs.	40	10	50
School Internship	Pedagogy of a School Subject	A			150
Practical Exam.	Pedagogy of a School Subject	B			50
Total - 650 Marks					650

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• Record should be kept by the College:

1. Microteaching
2. Teaching Practice and Internship
3. Psychological tests (at least five)
4. A record at least two demonstration lessons, one in each of the methods attended and observed
5. Science practical (at least four)
6. A record of observation (at least 10 classes of fellow students)
7. A record of participation in criticism and demonstration classes (at least 10 classes in each method).

• About Practical and Project Work.

1. Those Students who opt Science method e.g., Physical Science, Biological Science and Maths, they must have done any ten practical work in the college Science Lab, as per the standard of secondary 9th, 10th or senior secondary.
2. Those students who opt language method, for example, Hindi, English, Sanskrit, Urdu, Regional Language. They must have done any five practical work in the college Language Lab as per the standard of secondary 9th, 10th and Higher secondary classes.
3. Those students who opt Arts method subject. For example - History, Civics, Geography, Home Science, Economics, Commerce, etc. they must have at least two project works of the concerned method subject.
4. Each course includes tasks and assignments.

• Rules & Regulations:

Eligibility for Admission:

- (a) Candidates with at least fifty percent marks either in the Bachelor's degree and/or in the Master's Degree in Sciences/Social Sciences/Commerce/ Humanities, Bachelor's in Engineering or Technology with specialization in Science and Mathematics with 55% marks or any other qualification equivalent thereto, are eligible for admission to the programme.
- (b) The reservation and relaxation for SC/ST/OBC and other categories shall be as per the rules of the Jharkhand State Government.

Selection of Pedagogy subjects (Methods) of Teaching:

Every candidate is expected to select two methods based on the subjects studied in graduation.

Working Days

- (a) There shall be at least 200 hundred working days each year exclusive of periods of examination and admission.
- (b) The institution shall work for a minimum of thirty six hours in a week (five or six days), during which physical presence in the institution of all the teachers is


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necessary to ensure their availability for advice, guidance, dialogue and consultation as and when needed.

- (c) The minimum attendance of student-teachers shall have to be 80% for all course work and practicum and 90% for school internship.

School Internship

School internship would be a part of the broad curricular area of Engagement with the Field and shall be designed to lead to development of a broad repertoire of perspectives, professional capacities, teacher sensibilities and skills. The curriculum of B.Ed. shall provide for sustained engagement with learners and the school (including engaging in continuous and comprehensive assessments for learning), thereby creating a synergy with schools in the neighborhood throughout the year. Student-teachers shall be equipped to cater to diverse needs of learners in schools. These activities shall be organized for 4 weeks in the first year of the course.

Students are to be actively engaged in teaching for 16 weeks to the final year of the course. They shall be engaged at two levels, namely upper primary (classes VI - VIII) and secondary (IX - X) or senior secondary, with at least 16 weeks in secondary/senior secondary classes. They should be provided opportunities to teach in schools with systematic supervisory support and feedback from faculty.

Internship in schools will be for a minimum duration of 20 weeks for a two-year programme (4 weeks in the first year and 16 weeks in the second year as noted above). This should also include, besides practice teaching, an initial phase of one week for observing a regular classroom with a regular teacher and would also include peer observations, teacher observations and faculty observations of practice lessons.

Modality of Teaching Practice and Internship

1. Candidates are required to complete 5 micro lessons & at least two simulation classes in each pedagogy subject before going for practice teaching. In addition to this, they are expected to observe the demonstration lessons undertaken by the members of the staff of the college.

Every candidate shall have to undergo practice teaching and internship of 5 full months (20 weeks) in a cooperating school as "Teaching Practice and Internship". During this period the candidate shall be attached to a school and he/she shall have to undertake such duties as are assigned to him/her by the Principal of the school in both curricular and co-curricular activities. In practice teaching the candidate will teach ten lessons in each method (10+10=20). During internship the candidates shall take 80 periods in the school taking equal number of lessons (40 + 40) from each of his/her methods opted, under the supervision of the respective teacher/educator/head of the school or any of the subject teachers in the school who are referred to as "Supervising teachers". During the teaching practice and internship period the lecturers concerned of the College of Education will go round the schools and observe the lessons of each student along with the supervising teachers and assess their lessons jointly. At the end of the teaching practice and internship program, all the



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student teachers shall show the teaching aids prepared in both the method subjects and also submit at least 5 teaching aids (practice teaching) and 15 (internship) = 20 each to the teacher educator of the college concerned. A certificate of satisfactory work shall be issued to the candidate by the Principal of the cooperating school after completion of teaching practice and internship.

Declaration of Awards

Candidates will be awarded Class based on the total marks in theory examinations of first year and second year as well as practical examinations, Records and Project Works.

- + First Class with Distinction 75% and above
- + First Class 60% and above but less than 75%
- + Second Class 45% and above but less than 60%
- + Minimum pass marks in Theory papers 45%
- + Minimum pass marks in Practical papers 45%
- + Minimum pass marks in Practical/Project/Records 45%

Break-up of marks for passing an examination:

Table: 1

Details	Grand Total	University Examination	Pass Marks	Sessional Marks	Pass Marks	Aggregate
1) Courses 1, 2, 3, 8 & 9	100	80	35	20	10	45
2) Courses having 50 Marks	50	40	18	10	5	23

Table: 2

Details	Grand Total	Practical Examination	Pass Marks	Sessional Marks	Pass Marks	Aggregate
Optional Paper	50	40	18	10	5	23

Note: Student must pass separately in Sessional, University Examination and Aggregate.

Eligibility for promotion:

- To get promotion from 1st Year to 2nd Year one should pass at least in 4 papers out of seven theory papers (course 1 to 7a)
- A student not promoted to the 2nd Year course will have to appear in all the papers in the subsequent examination up to a maximum of 3 attempts.

Provision of Grace Marks:

Upto 5 marks in any one of the theory papers once in complete course to pass the paper or improve Class from 2nd to 1st Class only.

Failure Students:

- Sessional marks will remain the same for three consecutive years.
- If any student fails in any subject in first year, and promoted to second year, he/she will get chance to clear his/her failure paper(s) in the next examination with junior batch.

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Year - 1

Course 1: Childhood and growing up:

[100 Marks]

- Unit I: Growth and Development
- Meaning, Nature and principal of Growth and development.
 - Stages of Growth and development with respect to physical, motor, social, emotional, and Cognitive development with reference to -
 - (i) Infancy (ii) Early Childhood (iii) Childhood
 - Adolescence - with special reference to the -
 - i) Needs and problems of the adolescent.
 - ii) Aspects of Growth and development during adolescence (physical, emotional, social and mental)
- Unit II: Heredity and Environment .
- Meaning, importance and role of heredity and environment.
 - Educational implications.
- Unit III: Individual difference .
- Meaning, nature, areas, causes.
 - Influence of individual differences on learning
 - Educational implications
- Unit IV: Intelligence and creativity.
- Intelligence:
- Nature of intelligence, emotional intelligence
 - Theories of intelligence
 - Distribution of intelligence
- (i) Gifted (ii) Backward - slow Learner (iii) Mentally challenged
- Creativity:
- Meaning and characteristics
 - Process of creativity
 - Role of the teachers in enhancing creativity
- Unit V: Personality .
1. Definition, nature, factors, types, theories
 2. Mental Hygiene: Meaning, causes of maladjustment, educational programs to promote mental hygiene and defense mechanism

References:

- | | | |
|----------------------------|---|--|
| 1. Agarwal J.C. | : | Essentials of Educational Psychology |
| 2. Bhatia H.R. | : | A textbook of Educational Psychology |
| 3. Boring E.G. et. | : | A Textbook of Educational Psychology |
| 4. Chauhan S.S. | : | Advanced Educational Psychology |
| 5. Chaube S.P. | : | Modern Psychology in the new Education |
| 6. Crow L.D. & Crow A. | : | Educational Psychology |
| 7. Coleman L.E. Bruce W. F | : | Educational Psychology |
| 8. Dandekar W.N. | : | Psychology Foundation of Education |
| 9. Dash M. | : | Educational Psychology |

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10. Demo M.H.	:	<i>Teaching for Learning: Applying Educational Psychology in the Classroom</i>
11. Denis Child	:	<i>Psychology and Teacher</i>
12. De Cecco J.P. & Crawford W	:	<i>Instruction: Educational Psychology</i>
13. Dutta N.K.	:	<i>Psychology and foundations of Education</i>
14. Gange N.L. & Berliner D.L.	:	<i>Educational Psychology</i>
15. Hurlock E.B.	:	<i>Development Psychology</i>
16. Jayswal S.R.	:	<i>Foundation of Educational Psychology</i>
17. Kashyap A.C. & Pree G.S.	:	<i>Educational Psychology and Guidance, Counselling</i>
18. Murthy S.K.	:	<i>Educational Psychology</i>
19. Pandey K.P.	:	<i>Advanced Educational Psychology</i>

Distribution of Marks:

Internal Assessment - 20 marks

University Examination - 80 marks

There shall be eight questions from which the examinees will attempt five. Each question will carry equal marks.

5X16 = 80

Course - 2: Contemporary India and Education

[100 Marks]

Unit I: Meaning and aims of Education, scope, nature and function of education, factors influencing aims of education.

Unit II: Indian constitutional basis of Education:

- Concept of diversity: At the level of Individual, of Religions, Castes, Tribes etc.
- Equity, Inequality, Discrimination and Marginalization in the way of Universalisation of education.
- Critical understanding of the constitutional values related to the aims of education in context of :
 - ❖ Preamble
 - ❖ Fundamental Rights and Duties of citizens
 - ❖ Directive principle of state policy

Unit III: Background of policy of Education in British India:

Brief history of policies between 1947 - 64, 1964 - 86, 1986 and after

Unit IV: Policy frameworks for public education in India:

Contemporary Issues and policies

- A) Right to Education: Sarva Shiksha Abhiyan and the thrust towards enrolling and retaining hitherto marginalized children, Role and agency of teachers in the context of universal and inclusive education.
- B) Earlier policies for Universal Elementary Education; Naye Taleem to integrate life, Work and Education in context of community Participation and Development, The response of diverse social groups of India to the spread of modern education in the colonial and Post - Independence periods.
- C) Education for marginalized group; Women, Dalits and Tribal people, Nationalist critique of colonial education and experiments.

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- D) Liberalization and Globalization of Indian Economy, Pedagogic and curricular shift of 1990s and 2000s, Mid Day Meal Programme and the role of Legislative action to ensure nutrition and public space where children eat together.
- E) Current concerns: Plebianisation, Privatization, Stratification of education.

References:

- | | |
|---------------------------|---|
| 1. Ghosh, S.C (2007) | : <i>History of Education in India</i> |
| 2. Sharma Y. K. | : <i>The Doctrines of Education</i> |
| 3. Venkateshwaran S | : <i>Principles of Education</i> |
| 4. Ghakratborty J. C | : <i>Modern Education : It's Aims & Principles</i> |
| 5. R. Chopra & P. Jeffery | : <i>Educational regimes in contemporary India, Sage.</i> |
| 6. GOI (1966) | : <i>Report of the Education Commission: Educational national Development. New Delhi: Ministry of Education</i> |
| 7. GOI (1986) | : <i>National Policy of Education</i> |
| 8. GOI (2009) | : <i>The right of Children to free and compulsory education act, 2009</i> |
| 9. GOI (2011) | : <i>Sarva shiksha Abhiyan - Framework for implementation based On right of children to free and compulsory education act, 2009</i> |

N.B. - Visit to e. Book Library (electronic library) & website

Distribution of Marks:

Internal Assessment	-	20 marks
University Examination	-	80 marks

There shall be eight questions from which the examinees will attempt five. Each question will carry equal marks.

5X16 = 80

Course-3:- Learning and Teaching

[100 Marks]

Unit I: Learning Process

1. Definition, meaning, characteristics, factors affecting learning curve.
2. Theories of learning
3. Classical conditioning
4. Operant conditioning
5. Trial and error
6. Insight learning
7. Transfer of learning: definition meaning, types, theories educational Implications.

Unit II: Memory

1. Concept, factors, aids to develop memory
2. Technique to motivate children in the classroom

Unit III: Motivation

1. Concept, types and Maslow's theory
2. Techniques to motivate children in classroom

Unit IV: Guidance and Counseling

1. Definition and meaning, differences between guidance and counselling
2. Types of guidance - personal, educational, vocational: Aims, needs & techniques.
3. Role of the teacher and school in guidance and counseling

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Unit V: learning and special children

1. Concept and meaning of special children
2. Identification of children with (i) Dyslexia (ii) Autism (iii) Attention Deficient disorders
3. Mainstreaming of special children with normal children
4. Special education programme for these children

N.B. Psychological Tests (Any Three)

- Intelligence Test
- Attitude towards Teaching Profession (ATTP Scale) by Dr. A.K. Tewar
- Determine an individual's Personality, i.e. to know about oneself - "WHO ARE YOU"
- Division of attention on 2 simultaneous tasks - one Muscular and one mental
- Educational and vocational interest test
- Case study of the Exceptional child
- Memory Test : Whole & part Method, Verbal Learning

References:

1. Safaya R.N. & Bhatia B.D. : Educational Psychology and Guidance, Counselling
2. Shankar Uday : Advanced Educational Psychology
3. Soreson H : Educational Psychology
4. Skinner C.E. : Educational of Psychology
5. Wallia J.S. : Foundations of Educational Psychology
6. White William F. : Psychological principles Applied to Classroom teaching
7. Yelon L and Western G.C. : Teachers World: Psychology in Classroom
8. Collins Mary & Drever J. : Experiments Psychology
9. Dandekar W.N. : Fundamental of Experimental Psychology
10. Kuppaswami B. : Elementary Experiments in Psychology
11. Paraweswaran E.G. & Rao : Manual of Experimental Psychology
12. Parry John & Adiseshaiah W. : Experimental Psychology
13. Postman L. & Introduction : Experimental Psychology Egan James P. An
14. Woodsworth R. & Scholsberg H. : Experimental Psychology
15. Kirk Samuel A. : Educations Exceptional Children
16. Chauhan S.S. : Education of Exceptional Children
17. Mangal S.K. : Educating Exceptional Children
18. Das M. : Education of Exceptional Children
19. Mohin M. : Teaching's Handbook for Exceptional Children

Distribution of Marks:

Internal Assessment - 20 marks

University Examination - 80 marks

There shall be eight questions from which the examinees will attempt five. Each question will carry equal marks.

5X16 = 80

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Course - 4: Language across the curriculum

[50Marks]

Unit I:

- Language Policies
- Three language formula
 - Constitutional provisions
 - Colonial debates on school language policies

Unit II:

- Strategies for developing language competencies
(Listening, Speaking and writing)
- Listening - Pronunciation, Expression, Phonetic, Stress and Intonation
 - Speaking- Conversation and Dialogues, Controlled and guided oral work, Free oral reproduction, Rhythm and jingles, Word and Sentence stress, Drill
 - Reading: Mechanics of reading, Method of teaching reading, (Alphabetical method, word method, Sentences method), Kinds of reading (Loud and silent reading) Types of reading (intensive & extensive reading)
 - Writing: Mechanics of writing, Good handwriting, Teaching of spellings

Unit III:

- Aspects of language teaching
- Techniques: Discussion, Notation, Questioning
 - Methods: Storytelling, Dramatization, Simulation, Recitation, Song/ Action, Appreciation, Comprehension, Summarizing.

References:

- Padma Satakopachari : On Education for Teacher Educators
- Raghunath Safaya : Hindi Teaching
- Ramshakal Pandey : Hindi Teaching
- B.P. Johri, P.P. Pathak : Development of Educational System in India
- Grellet, F : Developing reading skills: A practical guide
- Agnihotri, R. K : Multilingualism as a classroom recourse to reading comprehension exercises
- Piaget, J. (1997) : Development & Learning
- M. Gauvain & M. Cole : Readings on the development of children

N.B. - Visit to e. Book Library (electronic library) & website

Distribution of Marks:

Internal Assessment - 10 marks

University Examination - 40 marks

There shall be six questions from which the examinees will attempt only four. Each question will carry equal marks.

4X10= 40

Course - 5: Understanding Disciplines and Subjects.

[50 Marks]

Unit-I: Philosophical aspects of Education

1. Western Thinkers

- John Dewey
- Rousseau

2. Indian Thinkers

- Swami Vivekanand
- Ravindra Nath Tagore

Unit-II:

1. Concept and Scope of Curriculum

2. Importance, Need and Utility of Curriculum

3. Approaches and methods of Organizing different pedagogical subjects

4. Principles of designing curriculum in pedagogical subjects at different stages in school.

5. Current discourses on school curricula (eg. Purely discipline oriented, not learner oriented).

Suggestions/Guidelines for selection of materials for curriculum

(eg. Work related subjects like horticulture or hospitality, need to be creatively developed etc.).

Reference:

1. Great Educators

: Ram Babu Gupta

2. Curriculum Development

: S. Arulswamy

3. On Education for Teacher Educators

: Padma Satyakopachari

4. Ideas and Great Western Educators

: Chaula and Chaula

5. Education in the Emerging Indian society

: Yadav H.S. & Yadav S.

6. A New approach to Teacher & Education in the Emerging Indian Society

: B.N.Dash.

7. Teaching of Social Study

: J.S. Walia

8. Deng, Z (2013)

: School subjects and academic disciplines

9. A. Luke, A. Woods, & K. Weir

: Curriculum, syllabus design & equity

N.B. - Visit to e. Book Library (electronic library) & website

Distribution of Marks:

Internal Assessment - 10 marks

University Examination - 40 marks

There shall be six questions from which examinees will attempt four. Each question will carry equal marks. 4X10= 40

Course - 6: Gender, School and Society (1/2)

[50 Marks]

Unit I:

+ Meaning of Gender, Gender bias and its indicators

+ Role of women, Measures for the uplift of women and removing gender bias with reference to Indian constitution.

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Unit II:

- + Sociological basis of Education
- + Relation between society and Education with special reference to aims of Education, Method of teaching Curriculum.
- + Gendered roles of agencies in education: Family, Community, School, Mass Media, Caste, Religion, Culture and popular culture, Law and State in challenging gender inequalities or reinforcing gender parity.

Unit III:

- + The role of teachers in formulating of positive notions of sexuality among young people
- + Its Impact and Issues - Perceptions of safety at school, Home and beyond, Identification of sexual abuse/violence and its verbalization, Combating the dominant societal outlook of objectification of female body.

Reference:

- | | | |
|--|---|------------------------------------|
| 1. Education in Emerging India | - | S. Gupta (2 nd Edition) |
| 2. Foundations of Education | - | Prof. Ramesh Ghanta & B.N. Dash |
| 3. Teacher in developing Indian society | - | Dr. Ramshakal Pandey |
| 4. Psychological, Philosophical and sociological foundation of education | - | J. C. Agrawal |

Distribution of Marks:

Internal Assessment - 10 marks

University Examination - 40 marks

There shall be six questions from which the examinees will attempt only four. Each question will carry equal marks. 4X10= 40

PEDAGOGY OF A SCHOOL SUBJECT

N.B. There will be examination for Course 7a in First Year and for Course 7b in Second Year.

Course 7 a/7b: Pedagogy of a school subject - part I (1/2) & part II (1/2) [50 Marks]

ENGLISH

- Unit I:** Place of English in India and its Aims.
1. Place of English in India colonial and post colonial perspective
 2. English as a library language, a link language, a language for communication in a globalized economy, a window to the world, a world language to foster international brotherhood.
 3. Aims and Objectives of teaching English as a second language at higher/lower Level
 4. The theories and principles of language learning based on the Piaget, Vygotsky, Bruner and Chomsky.
- Unit II:** A Method and Approach of teaching English
1. Grammar Cum translation method vs. direct method


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2. Dr. West's new method & bilingual method
3. Structural approach vs. functional communicative approach
4. Situational language teaching
5. Skills of Introducing, Questioning, Probing, Explaining, Illustrating.

Unit III:

1. Teaching of Prose, Poetry, Grammar, Composition
2. Difference between Prose and Poetry
3. Important components of lesson Plan
4. Lesson plan of Prose, Poetry, Grammar, and Composition
5. Different Literary and poetic devices: Rhyme, Rhythm, Simile, Metaphor, Alliteration, Pun Repetition...etc.
6. Essential qualification and qualities of an English Teacher

Unit IV: Audio - Visual Aids in the Teaching of English

1. Need and importance of Audio - Visual Aids
2. Types of Audio - Visual Aids and its appropriate uses
3. Language laboratory

Unit V: Teaching of Grammar

1. Nature of Grammar
2. Types: Functional and Formal
3. Methods: Inductive and Deductive
4. Important aspects of English Grammar - Prefixes, Suffixes (Inflectional and Derivational) Stress, Intonation, Juncture

Unit VI:

1. Teaching of Vocabulary
2. Selection and Gradation of English Vocabulary for Teaching
3. Vocabulary Games

Unit VII: Spoken English

- (i) Phonology- Definition, organs of speech, vowels, consonants, Diphthongs
- (ii) Stress and intonation
- (iii) Practical work- use of pronouncing dictionary, pronunciation drill, reading phonetic description.

Unit VIII: Evaluation in English

1. Concept of evaluation
2. Essentials of a good test
3. Tools of evaluation-Oral, Written, Types of questions
4. Importance of test and examination.

References

- | | |
|--------------------|--|
| 1. Ahija N.P. | : Teaching of English |
| 2. Bhatia K.K. | : New Techniques of Teaching English as a Foreign Language |
| 3. Bhatia KT | : The Teaching of English in India: Its Principles and Technique |
| 4. Bisht Abha Rani | : Teaching English in India |


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- | | |
|--------------------|---|
| 5. Bose K | : Teaching of English: of Modern Approach |
| 6. French F.G. | : The Teaching of English in Abroad Part I, II, III. |
| 7. Rishy A.W. | : The Teaching of English: Notes & Comments on Teaching |
| 8. Gokak V.K. | : English in India: its Present & Future |
| 9. Jain R.K. | : Essentials of English Teaching |
| 10. Kohli A.L. | : Techniques of English Teaching |
| 11. Meimon & Patel | : Teaching English as a Foreign Language |
| 12. Palmer H.E. | : The Principles of Language Study |
| 13. Sharma K.L. | : Method of Teaching English in India |
| 14. Varghese Paul | : Teaching of English as Second Language |

Distribution of Marks:

Internal Assessment	-	10 marks
University Examination	-	40 marks

There shall be five long- answer questions, from which the examinees will attempt three carrying 10 marks each and four short- answer questions from which examinees will attempt two, carrying 5 marks each.

3X10= 30 & 2X5=10

Total Marks : 40

HINDI

Course 7/a / 7b: Pedagogy of a school subject - part I (1/2) & part II (1/2) [50 Marks]

Unit I : हिन्दी शिक्षण: सैद्धान्तिक पक्ष

1. भाषा की प्रकृति, महत्व एवं अधिगम प्रक्रिया ।
2. हिन्दी शिक्षण के उद्देश्य,
3. विद्यालयी स्तर पर भाषा
4. हिन्दी भाषा एवं साहित्य शिक्षण की विधियाँ।

Unit II : भाषिक योग्यताओं का विकास

- 1- श्रवण, दृश्य एवं मौखिक अभिव्यक्ति कौशल का विकास ।
- 2- पठन योग्यता का विकास, पठन शिक्षण की विधियाँ – सरल पठन, गहन पठन, समकालिक पठन, सूक्ष्म पठन एवं विस्तृत पठन।
- 3- लिखित अभिव्यक्ति क्षमता का विकास ।

Unit III : साहित्यिक विद्याओं एवं व्याकरण शिक्षण

1. कविता शिक्षण
- 2- गद्य तथा पद्य की विभिन्न विधाओं का शिक्षण- उपन्यास, नाटक, निबंध कहानी।
3. व्याकरण शिक्षण

Unit IV : मूल्यांकन, क्रियात्मक शोध तथा समुन्नयन कार्य।

- 1- हिन्दी पाठ्य पुस्तक समीक्षा
- 2- भाषा संप्राप्ति मूल्यांकन
- 3- निदानात्मक एवं उपचारात्मक कार्य ।
- 4- क्रियात्मक शोध
- 5- समुन्नयन कार्य

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प्रायोगिक कार्य

- 1- क्रियात्मक शोध
- 2- कहानी का नाट्य रूपान्तरण अनुवाद
- 3- प्रोजेक्ट, दत्त कार्य
- 4- प्रश्न पत्र प्रारम्भ एवं प्रश्न पत्र निर्माण ।

References:

- | | |
|---|---|
| 1- निरंजन कुमार सिंह | : माध्यमिक विद्यालयों में हिन्दी शिक्षण |
| 2- रामराकल पाण्डेय | : हिन्दी शिक्षण |
| 3- रमन लाल बिहारी | : हिन्दी शिक्षण |
| 4- रघुनाथ सफाया | : हिन्दी शिक्षण विधि |
| 5- विश्वनाथ त्रिपाठी | : हिन्दी साहित्य का संक्षिप्त इतिहास |
| 6- के.पी. पी. पाण्डेय | : शिक्षा में क्रियात्मक अनुसंधान |
| 7- कृष्णपोपाल रस्तोगी | : माया सम्प्रति मूल्यांकन |
| 8- सेंट्रल पेडागोजिकल इंस्टीट्यूट, इलाहाबाद | : उच्चारण शिक्षण |
| 9- डा. कर्ण सिंह | : हिन्दी शिक्षण |

Distribution of Marks:

Internal Assessment	-	10 marks
University Examination	-	40 marks

There shall be five long- answer questions, from which the examinees will attempt three carrying 10 marks each and four short- answer questions from which examinees will attempt two, carrying 5 marks each.

$$3 \times 10 = 30 \text{ \& } 2 \times 5 = 10$$

Total Marks : 40

URDU

Course 7 a / 7b: Pedagogy of a school subject - part I (1/2) & part II (1/2) [50 Marks]

A. Language

1. Origin and Development of Urdu language in India
2. Position of Urdu language in the post Independent India
3. Various formats (Asnaf) of Urdu Language and Literature
4. Aims of teaching language (Psychological and Linguistic approach of Language teaching)
5. Aims and objectives of teaching Urdu language
6. Importance of Mother Tongue in school subject

B. Methodology

1. Pronunciation in Urdu, Skill in questioning, example & explanation
2. Technique of Urdu Teaching
3. Teaching Urdu Prose, Poetry, Ghazal, Grammar, Essay & Letter Writing
4. Examination & Evaluation
5. Importance of Homework in Urdu
6. Lesson Planning: (Meaning, Importance & Structure) planning of prose, poetry, grammar & essay.

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C. Material

1. Urdu Text-Book (Evaluation of existing curriculum)
2. Teaching and reading material
(Silent, loud, simultaneous, extensive & intensive reading)
3. Audio-Visual Aids in Urdu Teaching
4. Personality of Urdu Teachers
5. Co-curricular activities (Practical activities) in Urdu
6. Urdu Library

Reference:

1. Ryburn : Suggestion for the Teaching of Mother Tongue in India
2. Akhtar Ansari : Ghazal aur Darse Ghazal
3. Farman Saleem : Urdu Zaban aur uski Taleem
4. Mukhtar Ahmad Makki : Tadris Urdu Usool wa Zawabit: Urdu Adab ki Asnaf
5. Azaj Ahmad : Mukhtasar Tarikh Urdu
6. Farman Fatehpuri : Tadrees Urdu
7. Moinuddin : Urdu Zaban ki Tadris
8. K.G.Saiyidain : Usool Taleem
9. Sajid Hussain : Urdu aur Uska Tadrissi Tariqa

Distribution of Marks:

Internal Assessment

10 marks

University Examination

40 marks

There shall be five long-answer questions, from which the examinees will attempt three carrying 10 marks each and four short-answer questions from which examinees will attempt two, carrying 5 marks each.

3X10= 30 & 2X5=10

Total Marks : 40

SANSKRIT

Course 7 a / 7b: Pedagogy of a school subject - part I (1/2) & part II (1/2) [50 Marks]

- Unit I: Aims and objectives of teaching learning
1. Importance of Sanskrit as language and its status
 2. The position of Sanskrit in India.
 3. The place of Sanskrit in the School curriculum
- Unit II: Methods of teaching Techniques:-
1. Prose - Discussion, narration, questioning
Methods - Story telling, Dramatization, Simulation
 2. Poetry Methods - Recitation, Song/ Action, Dramatization, discussion, appreciation
 3. Grammar Methods - Inductive, Deductive, Play way, Interactive
 4. Composition - Guided, free, creative, correction of composition.
- Unit III:

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- A. Strategies of developing language competencies
 (i) *Listening*- Pronunciation, expressive, phonetics, stress on intonation
 (ii) *Speaking*- Loud, silent, chorus, expressive, speed.
 (iii) *Writing*- Hand writing skill, poetic & non poetic
 (iv) *Extra - curricular activities* of Sanskrit

Unit IV: Teacher and Text-Book

1. Teacher - Qualities, role and responsibilities, Professional growth, diagnostic testing and remedial teaching
2. Textbook: Characteristics of a text -book, critical analysis of a text book

Unit V: Materials of Instruction or language Teaching

- (i) Language Practice - assignment, games, club, Language club.
- (i) Use of technology: Multimedia centre, OHP, Video, tape recorder Computer assisted instruction
- (ii) Use of media: TV, Newspaper, Advertisements
- (iii) Use of Library: Koshas, Dictionaries
- (iv) Language -Lab

Reference

- | | |
|--|------------------------|
| 1. Dr. Santosh Mittal | : संस्कृत शिक्षा |
| 2. Raghunath Safaya | : संस्कृत शिक्षण |
| 3. Ramm Narayan Tripathi | : संस्कृत अध्यापन विधि |
| 4. Ram Shakal Pandey | : संस्कृत शिक्षण |
| 5. Dr. Karn Singh | : संस्कृत शिक्षण |
| 6. Dr. Satyadeo Singh, Shashikala Sharma | : संस्कृत शिक्षण |

Distribution of Marks:

Internal Assessment - 10 marks

University Examination - 40 marks

There shall be five long- answer questions, from which the examinees will attempt three carrying 10 marks each and four short- answer questions from which examinees will attempt two, carrying 5 marks each.

$$3 \times 10 = 30 \text{ \& } 2 \times 5 = 10$$

Total Marks : 40

PHYSICAL SCIENCE

Course 7 a / 7b: Pedagogy of a school subject - part I (1/2) & part II (1/2) [50 Marks]

Unit - I: The nature and scope of physical science

1. Nature and scope of Science
2. Structure of science, substantive structure, empirical knowledge, theoretical knowledge (Facts, concepts, Hypothesis, theory, principle, law, syntactic structure of science, scientific enquiry, process of science, attitude of inquiry)

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Unit - II: Aims, Values & Objectives of Teaching Physical Science

1. Aims and objectives of teaching physical science
2. Importance of physical Science in school curriculum

Unit - III: Science Curriculum

1. Definition of curriculum
2. Principles of curriculum organization
3. Qualities of a good Science text book state & CBSE
4. Critical review of Physical science text book

Unit - IV: Strategies of teaching Physical Science

1. *Science teaching* - Concepts and meaning of approaches methods, & techniques
2. *Approaches* - Inductive, deductive, & heuristic
3. *Methods* - Lecture, demonstration, lecture cum demonstration, scientific problem-solving, team teaching.
4. *Modern techniques of science teaching* - Brain storming, quiz, seminars, discussion, scenario building.

Unit - V: Instruction Planning

1. Importance & use of teaching aids
Visual: projected aids, slides, film strips, transparencies.
Audiovisual: TV, Radio, Film Projector, Computed (multimedia)
Audio: Radio, Tape recorder
Non-projected: Charts, models
2. Maintenance of register in the lab.
3. Lab work & safety procedures
4. Collection, Improvisation and preservation of apparatus

Unit - VI: Strengthening Science teaching

1. Science Clubs, Eco-clubs, Museum, and Science Fairs.
2. Role of Govt. & Non Govt. organizations in popularizing Science.

Unit - VII: Evaluation

1. Concept, Type and importance of Evaluation
2. Tools of Evaluation
3. Construction of unit test.
4. Construction of a Questions bank

References:

- | | | |
|-----|----------------------------|---|
| 1. | Sharma R.C. | : <i>Modern Science Teaching</i> |
| 2. | Sharma & Sharma | : <i>Teaching of Science</i> |
| 3. | Kohli Y.K. & Siddiqui M.N. | : <i>Science Teaching Today & Tomorrow</i> |
| 4. | Viadya N. & Rajput J.S. | : <i>Reshaping our Schools/ Science Education</i> |
| 5. | Jagtap | : <i>Science Teaching</i> |
| 6. | Hakim D.S. | : <i>Science Teaching (Marathi)</i> |
| 7. | Rai B.C. | : <i>Modern Science Teaching</i> |
| 8. | Bandula | : <i>Science Teaching</i> |
| 9. | Chanda R.C. | : <i>Teaching of Science</i> |
| 10. | Jose S. | : <i>Science Teaching as Continuous Enquiry</i> |
| 11. | Rowe M.B. | : <i>Teaching Science as Continuous Enquiry</i> |
| 12. | Mandal | : <i>Educational Technology</i> |

13. Usha Rao : Educational Technology
 14. Publication : Science in Secondary Schools
 15. Dr. Dubey J.R. & Dr. Singh Karn : Teaching of Physical Science

Distribution of Marks:

Internal Assessment - 10 marks
 University Examination - 40 marks

There shall be five long-answer questions, from which the examinees will attempt three carrying 10 marks each and four short-answer questions from which examinees will attempt two, carrying 5 marks each.

3X10= 30 & 2X5=10

Total Marks : 40

LIFE SCIENCE

Course 7 a / 7b: Pedagogy of a school subject - part I (1/2) & part II (1/2) [50 Marks]

Unit - I: The Nature & Scope of Life Science

1. Meaning, Nature and Scope of life science
2. Importance of life science in school curriculum
3. Aims & Objectives of teaching life science
4. Specifying instructional objectives in behavioral terms.

Unit- II: Development of Instructional Material

1. Meaning of unit planning in life science
2. Step involved in development of teaching unit, determination of teaching points
3. Unit plan, lesson plan.

Unit - III: Aids to science teaching

1. Classification of teaching aids
2. Importance of teaching aids in teaching life science

Unit - IV: Science Curriculum, Science library and text books

1. Concept, scope and principles of curriculum constructions in life science
2. Significance of good science library and selecting of books
3. Characteristics of good Science book
4. Evaluation of the text book

Unit- V: Approaches & Methods of teaching Life Science

1. Enquiry, Problem solving, Lecture cum Demonstration, Laboratory, Project, Assignment, Team teaching, Workshops

Unit-VI: Planning and Management of Science Laboratory

1. Planning and organizing laboratory for practical and teaching of life science
2. Safety in Bio- laboratory
3. Maintenance of Science records & registers

Unit - VII: Evaluating outcome of Science teaching

1. Concept of Evaluation
2. Steps in construction of objective based test.
3. Devising & adopting assessments procedure

References:

1. Agarwal, D.D. : Methods of Teaching Biology
2. Bhaskara Rao, D. : Teaching of Biology
3. Clark, Julia V. : Redirecting Science Education

- | | |
|-----------------|---|
| 4. Mohan, Radha | : Innovative Science Teaching |
| 5. Vaidya, N. | : Science Teaching for the 21st Century |
| 6. Sood, T.K. | : New Directions to Science Teaching |
| 7. Mayal, S.K. | : Teaching of Physical & Life Science |
| 8. Pahuja Sudha | : Teaching of Biological Science |

Distribution of Marks:

Internal Assessment	- 10 marks
University Examination	- 40 marks

There shall be five long- answer questions, from which the examinees will attempt three carrying 10 marks each and four short -answer questions from which examinees will attempt two, carrying 5 marks each.

3X10= 30 & 2X5=10

Total Marks : 40

MATHEMATICAL SCIENCE

Course 7 a /7b: Pedagogy of a school subject - part 1 (1/2) & part II (1/2) [50 Marks]

Unit- I: Nature of Mathematics

1. Understanding the nature of Mathematics, specially the role of Axioms, hypothesis, postulates & operations
2. Contribution of any two mathematicians (Aryabhata, Ramanuja, Euclid, Pythagoras)
3. Importance of Mathematics in life
4. Maths across the curriculum- its relation with other disciplines

Unit-II:

1. Aims & Objectives of Mathematics
2. Methods / techniques of teaching Maths-inductive, deductive, analytic, synthetic, problem solving, lecture cum demonstration, drill, assignments, graded presentation.

Unit- III:

1. Special programme & motivational schemes for gifted children
2. Diagnosis causes and remedies of backwardness in mathematics

Unit- IV: Mathematics Teacher

1. Qualities and Qualifications
2. Professional growth
3. Difficulties faced by the teachers and suggestive measures to overcome them

Unit- V: Curriculum and Text Book of Mathematics

1. Critical study of syllabus of deferent stages in accordance with the theoretical principles of curriculum construction
2. Organization of content on the basis of topical and concentric approaches.
2. Characteristics of a good text book of Mathematics
4. Evaluation of text books (std V to XII)

Unit- VI

1. Mathematics room & Its equipments, Maths Laboratory
2. Co Curricular activities: Games, Quiz, Puzzles, Visits, Talks
3. Organization & importance of Maths club

Unit- VII: Instructional Material

Type, Importance, uses with special reference & following visual aids


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1. Projected aids - Slides, Transparencies
2. Non-projected - Charts, Models, Boards, Calculators
3. Audio Visual - TV, Video

Unit- VIII

1. Making a lesson plan and construction of an achievement test in mathematics
2. Designing of some experimental projects in Maths

Unit IX

1. Popularizing mathematics

References

- | | |
|------------------------|---|
| 1. Haggarty Lind | : <i>New Idea of Teacher Education: A Mathematics Framework</i> |
| 2. Mangal, S.K. | : <i>A Text Book on Teaching Mathematics</i> |
| 3. Butler & Wren | : <i>Teaching a Secondary Maths</i> |
| 4. Yong | : <i>Teaching of Mathematics</i> |
| 5. Davis | : <i>Teaching of Maths</i> |
| 6. Sidhu, Kulbir Singh | : <i>The Teaching of Mathematics</i> |
| 7. Wider, Sue | : <i>Learning to Teach Mathematics in School</i> |
| 8. Kulshrestha, A.K | : <i>Teaching of Mathematics</i> |
| 9. James, Anice | : <i>Teaching of Mathematics</i> |
| 10. Banga, Chaman Lal | : <i>Teaching of Mathematics</i> |
| 11. Shukla, C.S | : <i>Teaching of Mathematics</i> |

Distribution of Marks:

Internal Assessment - 10 marks

University Examination - 40 marks

There shall be five long-answer questions, from which the examinees will attempt three carrying 10 marks each and four short-answer questions from which examinees will attempt two, carrying 5 marks each.

3X10= 30 & 2X5=10

Total Marks : 40

HOME SCIENCE

Course 7 a / 7b: Pedagogy of a school subject - part I (1/2) & part II (1/2) [50 Marks]

Unit -I: Meaning and Scope of Home Science

1. Meaning, nature of Home Science and its place in the secondary school
2. Aims & Objectives of teaching Home Science at Senior Secondary level
3. Importance and Scope of Home Science

Unit -II: Methods and Approaches of teaching Home Science

1. Discussion method,
2. Lecture and question and answer method
3. Project method
4. Problem solving method
5. Demonstration method
6. Laboratory method
7. Dramatization and field trips

Unit -III: Teaching Learning Process in Home Science

1. Teaching of Child Development
2. Teaching of Food, Health and Nutrition
3. Teaching of Textile and Clothing
4. Teaching of Home Management

Unit- IV: Audio Visual Aids in Teaching Home Science

Unit- V: Home Science Teacher

1. Qualities of good Home Science Teacher
2. Role of Home Science Teacher

Unit -VI: Curriculum Contentions

1. Concept, Principles, Basis and Measures
2. Curriculum for Secondary School stage
3. Unit planning - Meaning, Importance, Steps, Advantages

Unit- VII: Lesson Planning

1. Concept of Planning for Home Science teaching
2. Various steps of Lesson Planning

Unit- VIII: Evaluation in Home Science teaching

1. Concept of measurement and evaluation
2. Criteria of good evaluation
3. Preparation of blue print in evaluation

Reference:-

1. Chandra Arvinda : *Fundamentals of Teaching Home Science*
2. Das, R.R. & Ray Binita : *Teaching of Home Science*
3. Devdas R.P. : *Teaching of Home Science*
4. Sukhiga S.P. & Mahnotra : *गृह विज्ञान*
5. Shery S.P. : *गृह प्रबंध व व्यवस्था*

Distribution of Marks:

Internal Assessment : 10 marks

University Examination : 40 marks

There shall be five long-answer questions, from which the examinees will attempt three carrying 10 marks each and four short-answer questions, from which examinees will attempt two, carrying 5 marks each.

3X10= 30 & 2X5=10

Total Marks : 40

HISTORY METHOD

Course 7 a / 7b: Pedagogy of a school subject - part I (1/2) & part II (1/2) [50 Marks]

Unit - I: Concept of History

1. Concept of History, Aims and objectives of teaching History, Place and importance of teaching the subject at secondary and higher secondary level of Education.

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Unit- II: Methods

1. Method of teaching- Story telling, Dramatization and Role play, Lecture, Discussion, Sources, Question & Answer, Project, Self Study, Assignments, Supervised study.

Unit - III: Co-Relation with other subjects

1. Co-relation with other school subjects, Geography, Literature, Philosophy, Science, Economics, Political Science, (Civics)
2. Scientific approach to teaching the subject
 - Concept based teaching
 - Generalization based teaching
 - Maxims of teaching- known to unknown, simple to complex, concrete to abstract.

Unit - IV: Co Curricular Activities

1. Importance and organization of co-curricular activities, clubs, visits, celebration of days of National importance and festivals.
2. Knowing History through Excursion, Museum.
3. History room needs, equipments, maintenance

Unit - V: Qualities of Teacher

Qualities and qualifications of a good History teacher, Challenges faced by the History teacher in the present day context.

Unit- VI: Instructional Materials and teaching Aids - Types and Importance

1. Visual- CB, charts, pictures, graph, maps, globes, models, flannel board
2. Auditory - Radio, gramophone, phonograph records
3. Audio Visual - TV. Motion pictures, films,
4. Miscellaneous - Booklets, Newspaper, Magazine, computer assisted instructions.

Unit- VII: Examination and Evaluation of History

1. Planning of History Lesson
2. Unit Planning

References:-

1. Gosh, K.D. : *Creative Teaching of History, Bombay*
2. NCERT : *Teaching History in Secondary Schools*
3. Vajreshwari, R. : *A Handbook of History Teachers*
4. Tyagi, Guru Sharan Das : *इतिहास शिक्षण*
5. Kocher, S.K. : *Teaching of History*
6. Sharma, R.A. : *इतिहास शिक्षण*

Distribution of Marks:

Internal Assessment	-	10 marks
University Examination	-	40 marks

There shall be five long-answer questions, from which the examinees will attempt three carrying 10 marks each and four short-answer questions, from which examinees will attempt two, carrying 5 marks each.

3X10= 30 & 2X5=10

Total Marks : 40

CIVICS METHOD

Course 7 a / 7b: Pedagogy of a school subject - part I (1/2) & part II (1/2) [50 Marks]

- Unit -I : Meaning and Scope of Civics / Political Science
- Unit - II : Aims & Objectives of teaching Civics at Various stages of Education
- Unit - III : Relation of Civics with other Social Sciences
- Unit - IV : Curriculum of Civics in School, Meaning, Definition, principles, Curriculum Principle of selection and organization of curriculum
- Unit- V : Methods of teaching : Unit Method, Source Method, Discussion Method, Problem Method, Project Method, Socialized Recitation Method
- Unit - VI : Audio Visual Aids in Civics
- Unit - VII : Civics Room, Museum and club
- Unit - VIII : Textbook and Reference books in Civics
- Unit - IX : Civics Teacher
- Unit - X : Examination & Evaluation in Civics
- Unit - XI : Practical Activities in Civics (Youth parliament, UNO etc.)
- Unit - XII : Planning of Civics lesson
- Unit - XIII : Concept of citizenship and its important on present day social order

References

1. R. Tripathi & K. Tripathi : Teaching of Civics
2. Rai B.C. : Methods of Teaching Civics
3. N. R. Saxena , B.K. Mishra
P. K. Mohanty : Teaching of Civics
4. J. S. Walia : Teaching of Social Studies
5. Kochar S.K. : Teaching Social Studies
6. Saxena N.R. : Teaching of Civics
7. Yadav Nirmal : Teaching of Civics & Political Science
8. Binūng & Binning : Teaching of Social Studies
9. Mital H.C. : Teaching of Social Studies
10. Tyagi G. : नागरिक शास्त्र का शिक्षण
11. Kshetriay K. : नागरिक शास्त्र शिक्षण
12. Singh Rampal : नागरिक शास्त्र शिक्षण
13. Sharma B.L. : सामाजिक विज्ञान शिक्षा
14. Agarwal N.N. : Teaching of Political Science
15. Buch H.B. : Improving Instruction in Civics
16. Sufia Maharotra : नागरिक शास्त्र का शिक्षण
17. White F.M. : Teaching of Modern Civics
18. Mouley & Rajput : नागरिक शास्त्र शिक्षण

Distribution of Marks:

Internal Assessment	-	10 marks
University Examination	-	40 marks



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There shall be five long-answer questions, from which the examinees will attempt three carrying 10 marks each and four short-answer questions, from which examinees will attempt two, carrying 5 marks each.

3X10= 30 & 2X5=10

Total Marks : 40

ECONOMICS METHOD

Course 7 a / 7b: Pedagogy of a school subject - part I (1/2) & part II (1/2) [50 Marks]

Unit - I: Economics and its Aims

1. Nature, Scope, Importance of Economics, Aims & Objectives of teaching at secondary and higher secondary level.
2. Co relation of Economics with Mathematics, History, Geography, Science and Language

Unit- II: Approaches to teaching Economics Methods (Importance, procedure, advantage and limitations)

1. Lecture cum discussion method
2. Project method
3. Problem solving method
4. Symposium
5. Self Learning
6. Dramatization

Unit - III: Pedagogical Analysis (in relation to core elements given in NPE 1986)

1. Unit Analysis
2. Instructional Objectives and procedure
3. Planning in Economics

Unit - IV: Economics Curriculum and its Objectives

1. Meaning of Curriculum
2. Importance of Economics Curriculum at the School: Secondary & Higher Secondary Stage
3. Principles and Organization of Curriculum
4. Innovations in Curriculum


Unit -V: Economics Teacher

1. Qualities and qualification
2. Role and responsibility
3. Professional Growth
4. Diagnostic testing and remedial teaching

Unit , VI: Facilities and Equipments

1. Instructional material and teaching aids
 - (i) Visual - Chalkboard, chart, pictures, graphs, maps, globes, objects, models, specimens and Flannel board
 - (ii) Auditory - Radio, recorders
 - (iii) Audio Visual - Television, Motion picture, Films
 - (iv) Miscellaneous - Booklets, Newspapers, magazines

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2. Computer assisted instructions

Unit - VII: Examination & Evaluation in Economics

REFERENCES

- | | |
|-------------------------------------|---|
| 1. Rai B.C. | : Method: Teaching of Economics |
| 2. Sharma K. | : Teaching of Economics |
| 3. Siddiqui | : Teaching of Economics |
| 4. Yadav A | : Teaching of Economics |
| 5. Aggrawal J.C. | : Teaching of Economics: A practical Approach |
| 6. राय जी कामेश | : अर्थशास्त्र शिक्षण |
| 7. सिंह रामपाल एवं कुमार
मर्मन्ध | : अर्थशास्त्र शिक्षण |
| 8. त्यागी गुरुसरणदास | : अर्थशास्त्र शिक्षण |
| 9. राय जी. कामेश | : अर्थशास्त्र शिक्षण |
| 10. गल्लिक डी. एस. | : अर्थशास्त्र शिक्षण |
| 11. गुप्ता रेणु | : अर्थशास्त्र शिक्षण |

Distribution of Marks:

Internal Assessment	-	10 marks
University Examination	-	40 marks

There shall be five long-answer questions, from which the examinees will attempt three carrying 10 marks each and four short-answer questions, from which examinees will attempt two, carrying 5 marks each.

$$3 \times 10 = 30 \text{ \& } 2 \times 5 = 10$$

Total Marks : 40

GEOGRAPHY METHOD

Course 7 a / 7b: Pedagogy of a school subject - part I (1/2) & part II (1/2) [50 Marks]

- Unit - I: Nature and Scope of Geography
1. Unique position of Geography among social sciences
 2. Geography as a bridge between arts and science
- Unit - II: Aims & Objectives of Geography as a means to:-
1. Understand the life of Man and his environment
 2. Develop a balance understanding of the people of the world
 3. Create awareness of relationship between resources and over population
- Unit - III: Concept of Geography
1. Geography in the description of the earth
 2. Study of landscape- physical and cultural
 3. Science of distribution on earth
 4. Study of the earth as the home of man and the interaction between man and his environment
- Unit - IV: Planning the Geography Curriculum, Its importance, Basic principles and techniques of curriculum construction for different levels
- Unit - V: Correlation of Geography with other subjects

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Unit -VI: Local Geography: Its meaning, significance and usefulness

Unit - VII: Method of teaching Geography

1. Story telling, Text book, Observation & direct, Laboratory, Regional & Comparative Project, Discussion method
2. Lesson planning in Geography teaching

Unit -VIII : Geography Teacher

Unit -IX: Teaching Aids: Kinds importance, Chalk Board, Globes, Maps, Atlas, Charts, Models, Pictures, Projected Aids

Unit -X: Methodology: Instruments and Sample Survey, Instruments: types, and uses

Unit -XI: Geography Room: Laboratory, Geography Museum, Excursion - their importance & Equipment

Unit-XII: Environment Pollution: A Geographical Problem

Unit -XIII: The importance of Audio- Visual in Geography

Unit - XIV : Examination, Evaluation and Measurements in teaching Geography

References:

- | | |
|-----------------------------|-----------------------------|
| 1. R. P. Singh | : Teaching of Geography |
| 2. J.P Verma | : Teaching of Geography |
| 3. J.C Bhattacharya | : भूगोल अध्यापन |
| 4. R. Tripathi | : भूगोल शिक्षण |
| 5. Sanjay Dutta & O.P. Garg | : Teaching of Geography |
| 6. Ram Bachhan Rao | : भूगोल शिक्षण में नये आयाम |
| 7. Yadav Siyaram | : भूगोल शिक्षण |
| 8. Singh Sawindra | : भूगोल शिक्षण |
| 9. Singh sachidananda | : भूगोल शिक्षण |
| 10. Phndey Raushakal | : Geography Teaching |
| 11. Yadav Hiralal | : Teaching of Geography |
| 12. Singh Sabindra | : Teaching of Geography |

Distribution of Marks:

Internal Assessment - 10 marks

University Examination - 40 marks

There shall be five long-answer questions, from which the examinees will attempt three carrying 10 marks each and four short-answer questions, from which examinees will attempt two, carrying 5 marks each.

$3 \times 10 = 30$ & $2 \times 5 = 10$

Total Marks : 40

COMMERCE METHOD

Course 7 a/ 7b: Pedagogy of a school subject - part I (1/2) & part II (1/2) [50 Marks]

Unit- I: Concept of commerce

1. Meaning need and scope of Commerce
2. Importance of the subject
3. Aims and objectives of teaching at Secondary and Higher Secondary Level

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4. Co-relation with other subjects like Business Maths, Economics, Geography, Book Keeping, Science, language

Unit- II: Planning

1. lesson planning, unit planning, annual planning with objectives, procedures and evaluation.

Unit- III: Method of Teaching

1. Expository based- Lecture, debate, discussion, story telling
2. Discovery based- Experimental, inquiry, problem solving
3. Activity based - Simulation/ gaming, survey, case study, project
4. Individualized Instructive based- Computer assisted instruction modular, Mastery learning, Dalton plan
5. Group Dynamics based- Seminars, conference, panel discussion, symposium

Unit- IV: Text book in commerce

1. Characteristics, importance of text books
2. Criteria for their selection

Unit- V: Commerce Teacher

1. Qualification and training, qualities
2. Roles and responsibilities
3. Professional growth

Unit VI: Co-curricular activities -

Objectives, Importance, principles of organization

Practical visits/assignment:

Stock exchange, Bank, Insurance Company, department store, mall, Account/Commerce Club and its activities.

References

- | | |
|---------------------|---|
| 1. Khan Maha Sharif | : The Teaching of Commerce |
| 2. Singh M.N. | : Methods and Technique of Teaching Commerce. Subject |
| 3. Rao Seema | : Teaching of Commerce |
| 4. Dr. Singh R.P. | : Teaching of Commerce |
| 5. डॉ. कुमार मुकेश | : वाणिज्य शिक्षण |
| 6. शर्मा बी. एल. | : वाणिज्य शिक्षण |
| 7. मित्तल अमित | : वाणिज्य शिक्षण |
| 8. पाल हंसराज | : वाणिज्य शिक्षण |
| 9. Tomer Sanjiv | : Teaching of Commerce |
| 10. Gupta Rainu | : Teaching of Commerce |
| 11. Aggrawal J.C. | : Teaching of Commerce |

Distribution of Marks:

Internal Assessment - 10 marks

University Examination - 40 marks

There shall be five long-answer questions, from which the examinees will attempt three carrying 10 marks each and four short-answer questions, from which examinees will attempt two, carrying 5 marks each.

3X10= 30 & 2X5=10

Total Marks : 40

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Note: Micro Teaching, Demonstration, Simulation classes will be organized according to convenience of the institution concerned.

Course EPC 1: Reading and Reflecting on Texts:

[50 Marks]

- (3)
- The role of language and the pedagogy of reading and writing.
 - The aims of the readings interactively – individually and in small groups.
 - Different types of readings skills and strategies : Narrative texts, Field Notes, Ethnographies
 - Expository texts: Learn to make prediction, check their prediction, answer questions and summarize them, Responding to a text with one's own opinions or writing within the context of others' ideas.

Possibilities of Practical work:

- Read and respond to a variety of texts in their own ways (creative or critical)
- Learn to think together depending on the text and purpose of reading.

Important : (Students will prepare project reports and files)

Reference:

- | | |
|--------------------------|---|
| 1. Agnihotri, R. K | : Multilingualism as a classroom recourse |
| 2. Anderson, R. C (1984) | : Role of the reader's schema in comprehension, Learning & memory |
| 3. Delpit, L. D. (2012) | : The silenced dialogue: Power and pedagogy in educating other people's children. |
| 4. Dr. Arya Sharma | : Teaching of English |

N.B. - Visit to e. Book Library (electronic library) & website

Distribution of Marks:


Students will be required to prepare at least three projects covering the components in the paper, which will carry 50 marks. The project reports as well as the knowledge of the student shall be assessed jointly by 1 External and 1 Internal examiner.

Course EPC2: Drama and art in education (1/2)

[50 Marks]

- (3)
- Aims and Objectives of teaching art and drama in schools
 - Place of Art in school education - child art, its characteristic.
 - The Art Teacher: Role, Areas of activities viz. Environment, Participation in life, visit to the place of Art.
 - Methods of teaching art/ drama
 - Activities related to Drama / Art
 - Organization of School exhibition
 - Art exhibition with different articles and waste materials
 - One act play, Role play and cultural show

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Preparation of teaching aids, articles of decoration

Important: (Students will prepare projects reports and files)

References

1. Armstrong, M. (1980) : The practice of art and the growth of understanding.
2. Davis, J. H (2008) : Why are schools need the arts.
3. Heathcote, D. & Bolton, G.(1995) : Drama for learning
4. John, B. Yogin, C. & Chawla, R.(2007) : Playing for real: Using drama in the Classroom
5. Prasad, D. (1998) : Art as the basis of education.

N.B. - Visit to e. Book Library (electronic library) & website

Distribution of Marks:

Students will be required to prepare at least three projects covering the components in the paper, which will carry 50 marks. The project reports as well as the knowledge of the student shall be assessed jointly by 1 External and 1 Internal examiner.

Course: EPC 3 : Critical Understanding of ICT (1/2)

(50 Marks)

- (3)
- Unit - I: (a) Concept of ICT or ICT in Education: Definition, Its Nature, Aims and Objectives and Importance of ICT.**
(b) Educational Technology and ICT.

Unit - II: Teaching Learning materials

- a) Audio materials, visual and audio visual materials.
- b) Project and non Project materials.
- c) Computer, E - mail, Internet.

Unit - III: Emerging communication; communication satellite, Teleconferencing, Interactive Broadcasting, Language Lab mobile service.

- Unit - IV: (a) Computer in Teaching learning.**
(b) Computer in Evaluation
(c) Computer in Educational Administration

Practical: (Each student will prepare at least one Power Point Presentation and computerized assignment.)

Important: (Students will prepare project reports and files)

Reference:

1. Mohanty J. : Educational Technology & Communication Media
2. Mohanty J. : Educational Technology
3. Kulkarni S.S. : Introduction to Educational Technology
4. Kumar K.L. : Educational Technology
5. Sampath K. Pannirselvam : Introduction to Educational Technology

- A. Santhanam S.
- | | | |
|---------------------|---|---------------------------------------|
| 6. Balia J. S. | : | Educational Technology |
| 7. Rajaseker S. | : | Educational Technology and |
| Vanaja M. | : | Computer Education |
| 8. Kulsreshtha S.P. | : | Foundation of Educational Technology |
| 9. Sharma R.A. | : | Educational Technology and management |
| 10. Aggrawal J.C. | : | Educational Technology and management |

Distribution of Marks:

Students will be required to prepare at least three projects covering the components in the paper, which will carry 50 marks. The project reports as well as the knowledge of the student shall be assessed jointly by 1 External and 1 Internal examiner.

Year - 2

PEDAGOGY OF A SCHOOL SUBJECT

N.B. There will be examination for Course 7b in Second Year.

Course 7b: Pedagogy of a school subject - part II (1/2)

[50 Marks]

N.B: Content Test

- Class VII to X and XI to XII

(The Institutions will take content test of secondary school syllabus before sending the students for school internship.)

School Internship

[150 Marks]

Course 8: Knowledge and curriculum

[100 Marks]

*Write
Note*

Unit - 1: Curriculum, Aims and objectives

1. What is curriculum, syllabus / Text book?
2. Aim and objective of curriculum.
3. Principles and procedures of curriculum construction.
4. Relationship between curriculum and syllabus.

Unit - II: designing of curriculum

1. Role of state and school in designing curriculum with reference to its activities, rules, disciplines and time table.

Unit - III: Epistemological bases of education

1. Epistemological bases :- Differences between
 - Knowledge and school
 - Teaching and training
 - Knowledge and information
 - Reason and belief
2. Child centre education - activity, discovery, dialogue with reference to philosophy of Gandhi and Tagore, Dewey and Plato.

Unit - IV:

Concept of: Nationalism, Universalism, secularism and their interrelationship with education with reference to Tagore and Krishnamurti.

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Unit - VI

- Unit - VI**
- Philosophical Basis of Education Indian and Western thinkers.**
 Indian thinkers :- Gandhi, Tagore, Vivekananda, Aurobindo
 Western thinkers :- Rousseau, Froebel, Pestalozzi, John Dewey
- Social bases of education**
1. Social bases of education in the context of society, culture and modernity.
 2. Historical changes introduced by Industrialization, Democracy, ideas of Individual Autonomy.
 3. Education in relation to modern values :-
 - Equity and equality
 - Individual opportunity and social justice and dignity with reference to Ambedkar.

References

1. Deng, Z (2013) : *School subjects and academic disciplines*
2. A. Luke, A. Woods, & K. Weir : *Curriculum, syllabus design & equity*
3. Curriculum Development : S. Arulswamy
4. Great Educators : Ram Babu Gupta
5. Ideas and Great Western Educators : Chaula and Chaula
6. Apple, M. W. (2008) : *Can schooling contribute to a more just Society? Education citizenship and social justice*
7. Apple, M. W., Beane, J. A (2006) : *Democratic schools : Lessons in powerful education*
8. Education in emerging Indian social : Dr. J.S. Walia.
9. Education in emerging Indian social : Dr. g. Singaravelu.
10. Foundations and Development of Education in Emerging Indian Society.: N.R. Swaroop Saxena, Dr. Hari Shankar Singh (2013)
11. Curriculum Development : Dr. S. Arulsamy
12. Education in emerging India : S. Gupta
13. On Education for teacher educators : Padma Satakopopuchari

N.B. - Visit to e. Book Library (electronic library) & website

Distribution of Marks:

Internal Assessment - 20 marks

University Examination - 80 marks

There shall be eight questions from which the examinees will attempt five. Each question will carry equal marks. 5X16 = 80

Course 9: Assessment for learning

[100 Marks]

Unit - I: Significance of Evaluation in Teaching Learning Process

1. Definition and meaning of evaluation, differences among measurement, assessment and evaluation.
2. Scales of measurement: nominal scale, ordinal scale, interval scale and ratio scale

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3. Approaches of evaluation: Formative and summative, criterion Referenced and Norm Referenced Evaluation, Internal and External Evaluation.
 4. Instructional Objectives and their specification in behavior terms.
 5. Bloom's and Anderson's taxonomy of educational objectives in cognitive, affective and psychomotor domain.
- Unit - II:** Techniques and Tools of Evaluation
1. Meaning of testing and interpretation of test results
 2. Techniques of Evaluation Self - Reporting, Observation, Peer Rating and Sociogram
 3. Tools of testing - Rating Scales, Inventories, Anecdotal Record, Interview Schedules and Cumulative Record Cards.
- Unit - III:** Learner Evaluation Process
1. Construction of Teacher Made Achievement Test - Design, Blue Print, Preparing the Question Paper and Marking Scheme, Steps in Standardizing and Achievement Test.
 2. Different types of questions
- Unit - IV:** Statistics; Interpretation and Significance
1. Concept and types of statistics
 2. Utility of statistics in teaching - learning process
- Unit - V:** Tabulation of data its graphical representation
1. Classification and tabulation of un - grouped and grouped data
 2. Graphical representation of data: Histogram, Frequency polygon, Cumulative frequency curve, Pie chart and Ogive.
 3. Applications of various graphical representations of data
- Unit - VI:** Measures of Central Tendency
1. Mean, Median and Mode: Correlation co efficient their nature and characteristics
 2. Methods of calculation and their application to test scores
- Unit - VII:** Measures of Dispersion
1. Range, Quartiles Deviation, Mean Deviation and Standard Deviation Nature and Significance
 2. Methods of calculation and their application to test graphical
- Unit - VIII:** Measures of Relative Position
1. Percentiles and Quartiles - nature and significance
 2. Methods of calculation - statistical and graphical

References

- | | |
|--------------------------------|---|
| 1. Axon A. & Axon E.N. | : Statistics for Psychology |
| 2. Asthana B. | : Measurement and Evaluation in Psychology and Education |
| 3. Bhatnagar A B & Bhatnagar M | : मनोविज्ञान और शिक्षा में मापन एवं मूल्यांकन |
| 4. Dash B. N. & Dash N | : Educational Measurement, Statistics and Guidance Services |
| 5. Garrett H.E. | : Statistics in Psychology and Education |
| 6. Guilford J.C. & Fruchter B. | : Fundamental Statistics in |

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- | | |
|-------------------------------|--|
| 7. Gupta S.P. | Psychology and Evaluation
: शिक्षा तथा मनोविज्ञान में अधुनिक मापन तथा मूल्यांकन |
| 8. Lal J.P. (2006) | : Educational Measurement and Evaluation |
| 9. Linn R.L. & Miller M.D. | : Measurement and Assessment in Teaching |
| 10. Sharma R.A. | : मापन एवं मूल्यांकन |
| 11. Sharma R.A. | : Essentials of Measurement in Education and Psychology |
| 12. Sharma R.A. | : Elementary Statistics in Education and Psychology |
| 13. Sharma R.A. | : Advanced Statistics in Education and Psychology |
| 14. Sharma T.R. & Bhargava V. | : Elementary Statistics in Education and Psychology |
| 15. Singh L.S. | : मापन मूल्यांकन एवं सांख्यिकी |
| 16. Smith D. | : Measurement and Evaluation in Secondary Schools |
| 17. Thorndike R.L. & Nagen H. | : Measurement and Evaluation in Psychology and Education |
| 18. Vashist S.R. | : Practice and Educational Evaluation |
| 19. Vashist S.R. | : Theory of Education Measurement |
| 20. Varma R.P. | : सांख्यिक मूल्यांकन |

Distribution of Marks:

Internal Assessment - 20 marks

University Examination - 80 marks

There shall be eight questions out of which the examinees will attempt any five. Each question will carry equal marks.

5X16= 80

Course: 10 Creating an Inclusive School (1/2)

[50 Marks]

Unit - I: Meaning, Nature and scope of Inclusive education

1. Meaning and scope of Inclusive Education / Special education.
2. Inclusive education in different perspectives:-
 - Historical perspective
 - Meaning of normality
 - Meaning of exceptionality
 - Quantitative Concept
 - Qualitative Concept
 - Statistical Concept
 - Medical Concept
3. Aims/ Objectives of creating an inclusive school.
4. Definition of "disability" and "Inclusive" within the education framework (NPE 1986, UNESCO 1989, RTE Act 2009)
5. Need and importance of Inclusive education.

Unit - II: Learning Disabilities and Educational Adaptation

1. Historical background and definitions of learning disabilities.

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2. Characteristics of learning disabled children:-

- Cognitive
- Educational
- Physical
- Behavioral
- Communication

3. Types of learning disabilities

4. Teaching of learning disabilities.

5. Treatment of learning disabilities:-

- Behaviour guidance method
- Cognitive behaviour modification

6. Adaptation teaching methods:-

- Improving basic skills
- Improving classroom behaviour
- Improving social behavior

Unit - III: Instruction and Assessment Procedure

1. Components of effective instruction
2. Individualized education programs
3. Special teaching method
4. Special instructional adaptation
5. Special procedure in special education
6. Techniques of assessment in special education
7. Behavior assessment in special education

References:

1. Educating exceptional children.
An Introduction to special education. : S. K. Mangal
2. Foundation of educational Psychology : Walia J.S.
3. Special Education. : M.S. Ansari (2008)
4. Booth, T. & Anisow, M., (2000) : Index for inclusion: Developing learning & participation in schools.
5. UNESCO, (2009) : Policy guidelines on inclusion in education

N.B. - Visit to e. Book Library (electronic library) & website

Distribution of Marks:

Internal Assessment - 10 marks

University Examination - 40 marks

There shall be six questions from which the examinees will attempt only four. Each question will carry equal marks. 4X10= 40

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Course 11: Optional Courses * (1/2)

Vocational/Work Education:

[50 Marks]

GARDENING

Unit - I: Gardening

1. Concept, need and importance of Work Experience with special emphasis on Gardening
2. Objectives of teaching Gardening in schools
3. Method of teaching
4. Evaluating Student work

Unit- II: Materials and Tools

1. Seeds, cutting and grasses: types, uses and resources
2. Pots, types, uses and resources
3. Manure & Fertilizers: types, sources and importance
4. Tools & Equipments - Sources, function and uses

Unit- III: Content Enrichment

1. Soil classification texture and structure
2. Methods of preparation:
 - (a) Sexual and Vegetative
 - (b) Cutting, lying, grafting and budding
 - (c) Ornamental Gardening -
 - (i) Ornamental Plants: types and their classification
 - (ii) Techniques of growing vegetables
 - (d) Kitchen Gardening
 - (i) Vegetables: Types, (seasonal & perennial)
 - (ii) Techniques of growing vegetables

Practical Work

1. Preparing the compost
2. Pot Culture - Filling and preparing pots for sowing seeds and plants
3. Plant propagation- stem cutting, budding, grafting, and laying
4. Planting and pruning different kinds of hedges
5. Preparing Bonsai of common plants like Peepal, Bargad, Pilkhan, Bougainvillea, Mango
6. Project collecting and pasting pictures of common flowering plants, their sowing techniques and seasons of flower

References:

- | | |
|--------------------------|-------------------------------------|
| 1. Swamienger Gopal K.S. | : Complete Gardening in India |
| 2. Parthsarthy ICAR | : Handbook of Agriculture |
| 3. Upadhyaya K.D. | : "Plant" Protection (Insect, Pest) |
| 4. Srivastava K.P. | : A Textbook of Applied Entomology |
| 5. Fisher Sue | : Garden Colour |
| 6. Trivedi P.P. | : Home Gardening |
| 7. Pavey A. Graham | : Flower Gardens |
| 8. Pavey A. Graham | : Container Gardens |

Distribution of Marks:

Internal Assessment	-	10 marks (to be awarded on Practical Note Book)
University Examination (Practical)	-	40 marks

Note: Practical examination shall be conducted and evaluated jointly by one External & one Internal Examiner.

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BASICS OF COMPUTER**Unit - I: Fundamentals of Computers**

1. Introduction, Characteristics of Computers
2. Essential Components of Computer
 - ☐ Input Unit
 - ☐ Central Processing Unit
 - ☐ Output Devices
3. Types of Memory, Storage devices
4. Computer Languages (Assembly, Machine, High Level)
5. Uses & Applications of Computer

Unit - II: Introduction to Operating system

1. Components & Types of Operating system
2. Basics of MS Windows
3. Components of Windows
4. Advantages of Windows

Unit - III: Introduction to MS-Office

1. Microsoft Word
 - ☐ Introduction, Components of Word documents, Basics of Word Processing,
 - ☐ saving/ Opening new Documents/Files in different locations (Drives)
 - ☐ Text Editing, Spell check, Insert pictures, word Art,
 - ☐ Text printing, Mail merge
2. Microsoft Excel,
 - ☐ Introduction, components of excel,
 - ☐ Enter & edit data in Excel Work sheet,
 - ☐ Statistical application,
 - ☐ Function,
 - ☐ Graphical representation, How to create/ draw graphs
 - ☐ Standard statistical function,
3. Microsoft Power Point
 - ☐ Introduction, application,
 - ☐ Creating & viewing a presentation
 - ☐ Clip Art,
 - ☐ Editing the presentation
 - ☐ Slide Show

Unit - IV: Introduction to Internet & E-mail

1. Internet, History & working, Characteristic of Internet,
2. Electronic Mail
3. Browsing Internet
4. World Wide Web (WWW)
5. Advantage of Internet
6. Educational Websites


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PRACTICAL

MS -Windows

- ☐ Creating folder, opening, moving, and searching files and folders.
- ☐ Use of accessories: - Calculator, Notepad, Paint, WordPad

MS-Word

- ☐ Opening new document, saving, closing, opening the old document, Exit word.
- ☐ Selecting text with mouse and key, copy, cut, paste, find and replace, delete text, check spelling & grammar, Bold, Italic, underline text, font size, color, & effect,
- ☐ Changing case, text alignment & orientation, setting border & shading, bullets & numbering, header & footer,
- ☐ Inserting graphics, word art, pictures, clip art, tables, mail merge,
- ☐ Printing.

MS - Power Point

- ☐ Creating presentation, entering contents in slide, p.p views
- ☐ Insert, delete and duplicate slide,
- ☐ Apply designs, change color scheme, slide background, color, font size, header & footer.
- ☐ Animations and transitions, setting timings for slide show, rehearsing time, add transition, animate text & object, insert music or sound, insert video.

MS - EXCEL

- ☐ Writing in a worksheet, save unnamed workbook, exit.
- ☐ Opening existing workbook, selecting cells, changing and editing worksheet content, moving, copying, deleting ranges.
- ☐ Changing column width, font size, color, bold, italic, underline. Formatting numeric content, date & time, applying border and shading. Inserting & removing sheet, insert cells, rows, columns, charts.
- ☐ Function: sum, count, average, max. Min, sort,

INTERNET

- ☐ E-mail: create e-mail Account.
- ☐ Sending, message, attaching files,
- ☐ Receiving & replying, deleting, forwarding, message,
- ☐ Use of search engines: downloading information

References:

- | | | | |
|----|------------------------|---|---------------------------|
| 1. | Rajaraman V | : | Fundamentals of Computers |
| 2. | Ram V. | : | Fundamentals of Computers |
| 3. | Balaguruswami B. | : | Fundamentals of Computers |
| 4. | Rajshekhar S. | : | Computer Education |
| 5. | Dangwal Kiranlata | : | Computer in Teaching |
| 6. | Goyal H.K | : | कम्प्यूटर शिक्षा |
| 7. | Upadhaya A. & Singh N. | : | कम्प्यूटर शिक्षा |
| 8. | Singhal V.K. (ed.) | : | रविजीवस कम्प्यूटर कोर्स |

Distribution of Marks:

Internal Assessment	-	10 marks (to be awarded on Practical Note Book)
University Examination (Practical)	-	40 marks

Note: Practical examination shall be conducted and evaluated jointly by one External & one Internal Examiner.

Vocational/ Work Education:

FINE ARTS

[50 Marks]

Content

1. Definition of Arts.
2. Aims and Objectives of teaching art and craft in schools
3. A Brief History of Indian Art : Pre- historic period to -Modern Indian Art
4. A Brief History of Western Art : Pre- historic period to Modern times .
5. The Art Teacher - role, areas of activities, viz. Environment, participation in life, excursion of the place of Art.
6. Technique of Drawing & Painting - Color Theory
7. Theory of Perspective
8. Aesthetics

Practical

1. Drawing from Nature - Tree, Flower, Landscape
2. Two Dimensional Design - Poster making, Collage, Illustration
3. Three Dimensional Design - Clay, Wood, Wax, Thread etc.
4. Calligraphy - Hindi & English
5. Figure drawing - Human & Animals
6. Man Made Objects - (E.g. Building, Furniture, Vehicle, commonly used objects).

References:

1. Sinha Gayatri : Art and Visual Culture in India 1857 - 2007
2. Chaitanya Krishna : A History of Indian Painting

Distribution of Marks:

Internal Assessment	-	10 marks (to be awarded on Practical Note Book)
University Examination (Practical)	-	40 marks

Note: Practical examination shall be conducted and evaluated jointly by one External & one Internal Examiner.

Vocational/ Work Education:

TAILORING

[50 Marks]

Unit 1: Textile and clothing

- History of textile and clothing
- Characteristics, Importance of textile and clothing
- Classification of textile and clothing
- Textile clothing of the body

40

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- The Laundry of the clothing

Unit 2: History of Sewing Machine

- Types of Sewing Machine
- Parts and Tools of Sewing Machine
- Machine faults and their remedies
- Pattern making and cutting
- Precautions in drafting and sewing
- Maintenance of sewing machine

Practical Work:

- Embroidery Work
- Drafting and Stitching
- Baby Frock
- Baba shirt and Pant
- Blouse and Petticoat
- Salwar and Kurta

References:

1. सामान्य शरीर वाणिज्य प्रियंका : सिलाई कढ़ाई शिक्षा
2. प्रकाशवती : होम टेल्सिंग फॉर्स
3. हंस एल. आर. : कटिंग एण्ड टेल्सिंग - पार्ट 1
4. टमटा जी. एल. : टेल्सिंग - कटिंग एण्ड फॉर्स डिजाइनिंग
5. Verma Gayatri & Deo Kapil : Cutting and Tailoring Course Illustrated

Distribution of Marks:

Internal Assessment	-	10 marks (to be awarded on Practical Note Book)
University Examination (Practical)	-	40 marks

Note: Practical examination shall be conducted and evaluated jointly by one External & one Internal Examiner

Course EPC4: Understanding the self

(50 Marks)

- Unit - I: Holistic and integrated understanding of human self and personality:
- WHO AM I?
 - Individual in society with different Identities: Gender, relational, cultural.
 - Beliefs: Stereotypes and prejudices
 - Relationship with self, others, family, society
 - "I" - A teacher. Who a teacher is? Role of a teacher, Qualities and Functions.
 - Communication skills including the ability to listen and observe.
- Unit- II: Personality development
- Self exploration: Knowing ones strengths and weaknesses, Positive strokes and negative strokes etc.
 - Spiritual/ Character Development
 - Self - Esteem



Emotions:

- The Power of Emotions in Human Behavior
- Understanding of the Emotions
- Growth toward Emotional Maturity
- Stages of Emotional Growth

Unit - III: Philosophy of yoga

- Meaning of Yoga
- Yoga as a way to Healthy and Integrated Living
- Characteristics of the practitioners of Yoga
- Utility of yoga in different contexts. (Exercise : Meditation, Pranayam)

The course shall focus on the following exercises:

- Revisiting one's childhood experiences - influences, Limitations and potentials - while empathizing with other childhoods, and also the childhood experiences of one's peers.
- Personal narratives, Life stories, Group interaction and film reviews.

Workshops: The institutions can invite resource persons according to their convenient.

Possibilities: Johari Window, Transactional analysis, Communication Skills, Enneagram and Stress Management etc.

N.B: Methodologies: Interactive sessions & Exercises . Students will prepare Personal diary.

Important : (Students will prepare some project reports and files)

Reference:

- | | |
|---|---|
| 1. Hall , C. , & Hall, E. (2003) | : Human relations in education |
| 2. Choubey, M., et.al | : Fundamentals of Physical Education |
| 3. Qureshi M.U. | : Modern Teaching of Physical Education |
| 4. Dr. Mrunalini, T., | : Yoga Education |
| 5. Rohr, Richerd, et.al | : Experiencing the Enneagram |
| 6. Kegan Robert | : The Evolving Self |
| 7. Dalal A.S | : Psychology Mental Health and Yoga |
| 8. Lawrence E. Cole & William F. Brouce | : Educational Psychology |
| 9. Patricia H. Berne & Louis M. Savary | : Building Self Esteem in children |
| 10. Goleman Daniel | : Emotional Intelligence |
| 11. Dr. Mrunalini T. | : Yoga Education |
| 12. Baed Rajesh Kumar | : Yoga Education and Physical Education |

Distribution of Marks:

Students will be required to prepare at least three projects covering the components in the paper, which will carry 50 marks. The project reports as well as the knowledge of the student shall be assessed jointly by 1 External and 1 Internal examiner.

