

Ranchi Women's College, Ranchi

(An Autonomous unit of Ranchi University, Ranchi)

Department of B.Ed.

Syllabus for Two years

B.Ed. Course

Proposed Two Year B.Ed. Course Semester wise for Ranchi Women's College, Ranchi

Semester - 01

Proposed Paper	Course	Topic Description	Full Marks	End. Sem. Marks	Aggregate Pass Marks	Ses. (Mid) Sem. Marks	Aggregate Pass	Aggregate Pass Marks
1.	1	✓ Childhood and Growing Up	100	80	35	20	10	45
2	2	✓ Contemporary India and Education	100	80	35	20	10	45
3.	4	✓ Language across the Curriculum (1/2)	50	40	18	10	05	23
4	5	✓ Understanding Disciplines and Subject (1/2)	50	40	18	10	05	23
5	EPC-1	Reading and Reflecting on Text (1/2)	50	40 (Project)	18	10	05	23

* 04 - Theory Papers, 01 - Project

Semester - 02

Proposed Paper	Course	Topic Description	Full Marks	End. Sem. Marks	Aggregate Pass Marks	Ses. (Mid) Sem. Marks	Aggregate Pass	Aggregate Pass Marks
6	3	✓ Learning and Teaching	100	80	35	20	10	45
7	7a	✓ Pedagogy of a School subject - A Part - I (1/2)	50	40	18	10	05	23
8	7b	✓ Pedagogy of a School subject-B Part - II (1/2)	50	40	18	10	05	23
9	EPC-2	Drama and Arts in Education (1/2)	50	40 (Project)	18	10	05	23
10	EPC-3	Critical Understanding of ICT (1/2)	50	40 (Project)	18	10	05	23

* 03 - Theory Papers, 02 - Project

Semester - 03

Proposed Paper	Course	Topic Description	Full Marks	End. Sem. Marks	Aggregate Pass Marks	Ses. (Mid) Sem. Marks	Aggregate Pass	Aggregate Pass Marks
11	8	✓ Knowledge and Curriculum	100	80	35	20	10	45
12	7a	Pedagogy of a School subject - A (Practical)	125	100	45	25	11	56
13	7b	Pedagogy of a School subject - B (Practical)	125	100	45	25	11	56

* 01 - Theory Paper, 02 - Practical

Semester - 04

Proposed Paper	Course	Topic Description	Full Marks	End. Sem. Marks	Aggregate Pass Marks	Ses. (Mid) Sem. Marks	Aggregate Pass	Aggregate Pass Marks
14	9	✓ Assessment for Learning	100	80	35	20	10	45
15	6	✓ Gender, School and Society (1/2)	50	40	18	10		
16	10	✓ Creating an Inclusive School (1/2)	50	40	18	10	05	23
17	11	Optional Course (1/2) *	50	40 (Practical)	18	10	05	23
18	EPC-4	Understanding the Self (1/2)	50	40 (Project)	18	10	05	23

* 03 - Theory ; 02 - Practical Grand Total - 1300

*Tailoring

Total 11 Theory Papers.

Semester – 01

Proposed Paper	Course	Topic Description	Full Marks	End. Sem. Marks	Aggregate Pass Marks	Ses. (Mid) Sem. Marks	Aggregate Pass	Aggregate Pass Marks
1	1 ✓	Childhood and Growing Up	100	80	35	20	10	45
2	2 ✓	Contemporary India and Education	100	80	35	20	10	45
3	4 ✓	Language across the Curriculum (1/2)	50	40	18	10	05	23
4	5 ✓	Understanding Disciplines and Subject (1/2)	50	40	18	10	05	23
5	EPC -1	Reading and Reflecting onText (1/2)	50	40 (Project)	18	10	05	23

* 04 - Theory
01 - Project

Full Marks: 80
Pass Marks: 35

Course - 1: Childhood and growing up:

{100 Marks}

Unit 1: 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

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.

5 X 16 = 80

Full Marks : 80
Pass Marks : 35

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 University 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.
- D) Liberalization and Globalization of India Economy, pedagogic and curricular shift of 190s 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.

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.

5 X 16 = 80

Full Marks: 40
Pass Marks: 18

Course – 4: Language across the curriculum

{50 Marks}

Unit 1: Language Policies

- a) Three language formula
- b) Constitutional provisions
- c) Colonial debates on school language policies

Unit II: Strategies for developing language competencies

(Listening, Speaking and Writing)

1. **Listening** – Pronunciation, Expression, phonetic, stress and Intonation
2. **Speaking** - Conversation and Dialogues, Controlled and guided oral work, Free oral reproduction, Rhythm and jingles, Word and Sentence stress, Drill
3. **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)
4. **Writing**- Mechanics of writing, Good handwriting, Teaching of Spelling

Unit III: Aspects of language teaching

1. **Techniques:** Discussion, Notation, Questioning
2. **Method:** Storytelling, Dramatization, Simulation, Recitation, Song/Action, Appreciation, Comprehension, summarizing.

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.

4 X 10 = 40

Full Marks : 40
Pass Marks : 18

Course – 5: Understanding Disciplines and Subject.

{50 Marks}

Unit I: Philosophical aspects of Education

1. Western Thinkers

- Johan 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 subject 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.)

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.

4 X 10 = 40

Course – EPC – 01:- Reading and Reflecting on Texts

{50 Marks}

- (a) The Role of language and the pedagogy of reading and writing.
- (b) The aims of the reading interactively – individually and in small groups.
- (c) Different types of reading skills and strategies : Narrative texts, Field Notes, Ethnographies.
- (d) 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)

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 I External and I Internal examiner

Semester – 02

Proposed Paper	Course	Topic Description	Full Marks	End. Sem. Marks	Aggregate Pass Marks	Ses. (Mid) Sem. Marks	Aggregate Pass	Aggregate Pass Marks
6	3	Learning and Teaching	100	80	35	20	10	45
7	7a	Pedagogy of a School subject – A Part - I (1/2)	50	40	18	10	05	23
8	7b	Pedagogy of a School subject-B Part - II (1/2)	50	40	18	10	05	23
9	EPC -2	Drama and Arts in Education (1/2)	50	40 (Project)	18	10	05	23
10	EPC -3	Critical Understanding of ICT (1/2)	50	40 (Project)	18	10	05	23

* 03 - Theory
02 - Project

Full Marks : 80
Pass Marks : 35

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. Technique to motivate children in the classroom

Unit IV: Guidance and Counseling

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

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. Tewr
- 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

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.

5 X 16 = 80

Full Marks : 40
Pass Marks : 18

Physical Science

Course 7a / 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)

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 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

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 05 marks each.

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

Total Marks : 40

Full Marks : 40
Pass Marks : 18

Life Science

Course 7a / 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

Unit I:- 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 book

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

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 05 marks each.

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

Total Marks : 40

Full Marks : 40

Pass Marks : 18

Mathematical Science

Course 7a / 7b: Pedagogy of a school subject – part I (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 (Aryabhatta, Ramanuja, Euclid, Pythagoras)
3. Importance of Mathematics in life
4. Math across the curriculum – its relation with other disciplines

Unit II:-

1. Aims & Objectives of Mathematics
2. Methods / techniques of teaching Math – 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 stage in accordance with the theoretical principles of curriculum construction
2. Organization of content on the basis of topical and concentric approaches
3. Characteristics of a good text book of Mathematics
4. Evaluation of text book (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

1. Projected aids – Slides, Transparencies
2. Non – Projected – Charts, Models, 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

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 05 marks each.

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

Total Marks : 40

Full Marks : 40

Pass Marks : 18

Home Science

Course 7a/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

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 05 marks each.

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

Total Marks : 40

Full Marks : 40

Pass Marks : 18

History Method

Course 7a / 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.

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 , club, 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

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 05 marks each.

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

Total Marks : 40

Full Marks : 40

Pass Marks : 18

Civics Method

Course 7a / 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 Science

Unit IV :- Curriculum of Civics in School, Meaning, Definition, Principles, Curriculum principle of selection and organization of C 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 book in Civics

Unit IX :- Civics Teacher

Unit X:- Examination & Evaluation in Civics

Unit XI:- Practical Activities in Civics (Youth parliament, UNOetc.)

Unit XII:- Planning of Civics lesson

Unit XIII:- Concept of citizenship and its importance on present day social order

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 05 marks each.

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

Total Marks : 40

Full Marks : 40
Pass Marks : 18

Economics Method

Course 7a / 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 1086)

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, object, models, specimens and Flannel board
 - (i) **Auditory** – Radio, recorders
 - (ii) **Audio Visual** – Television, Motion picture, Films
 - (iii) **Miscellaneous** – Booklets, Newspapers, Magazines
2. Computer assisted instructions

Unit VII:- Examination & Evaluation in Economics

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 05 marks each.

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

Total Marks : 40

Full Marks : 40
Pass Marks : 18

Geography Method

Course 7a / 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

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 | Geography teaching

Unit VIII:- Geography Teacher

Unit IX:- Teaching Aids kinds importance, chalk Board, Globes, Maps, Atlas, Charts, Models, picture, project 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

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 05 marks each.

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

Total Marks : 40

Full Marks : 40
Pass Marks : 18

Commerce Method

Course 7a / 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
4. Co-relation with other subject 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.

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 05 marks each.

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

Total Marks : 40

Full Marks : 40
Pass Marks : 18

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 7a / 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 bases on the Piaget, Vygotsky, Bruner and Chomsky.

Unit II: A Method and Approach of teaching English

1. Grammar Cum translation method vs. direct method
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
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 Game

Unit VII: Spoken English

1. Phonology – Definition, organs of speech, vowels, consonants, Diphthongs
2. Stress and intonation
3. 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

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 05 marks each.

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

Total Marks : 40

Full Marks : 40
Pass Marks : 18

Hindi

Course 7a / 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, महत्त्व 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 का विकास
2. पठन योग्यता का विकास, पठन शिक्षण की विधियाँ – सरवर पठन, मौन पठन, समकालिक पठन, सूक्ष्म पठन, एवं विस्तृत पठन,।
3. लिखित अभिव्यक्ति क्षमता का विकास।

Unit III: साहित्यिक विधाओं एवं व्याकरण शिक्षण

1. कविता शिक्षण
2. गद्य तथा गद्य 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

प्रायोगिक कार्य

1. क्रियात्मक शोध
2. कहानी का नाट्य रूपान्तर अनुवाद
3. प्रोजेक्ट, दत्त कार्य
4. प्रश्न पत्र प्रारूप एवं प्रश्न पत्र निर्माण।

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 05 marks each.

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

Total Marks : 40

Full Marks : 40
Pass Marks : 18

Urdu

Course 7a / 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, Easy & Letter Writing
4. Examination & Evaluation
5. Importance of Homework in Urdu
6. Lesson Planning: (Meaning, Importance & structure) planning of prose, poetry, grammar & essay.

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

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 05 marks each.

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

Total Marks : 40

Full Marks : 40
Pass Marks : 18

Sanskrit

Course 7a / 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: Method of teaching Techniques:-

1. **Prose** – Discussion, narration, questioning
Methods – Story telling, Dramatization, Simulation
2. **Poetry Methods** – Recitation, Song / Action, Dramatization, discussion, appreciation
3. **Grammar Method** – Inductive, Deductive, Play way, Interactive
4. **Composition** – Guided, free, creative, correction of composition.

Unit III:

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

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 05 marks each.

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

Total Marks : 40

Additional Marks : 040
Pass Marks : 108

Course – EPC – 02:- Drama and art in education (1/2)

{50 Marks}

1. Aims and Objectives of teaching art and drama in schools
2. Place of Art in school education – child art, its characteristic.
3. The Art Teacher: Role, Areas of activities viz Environment, Participation in life, visit to the place of Art.
4. Methods of teaching art / drama
5. 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
 - Preparation of teaching aids, articles of decoration

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

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 I External and I Internal examiner

Course – EPC – 03:- Critical Understanding of ICT (1/2)

{50 Marks}

Unit I:- (a) Concept of ICT or 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 and files)

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 I External and I Internal examiner.

Semester – 03

Proposed Paper	Course	Topic Description	Full Marks	End. Sem. Marks	Aggregate Pass Marks	Ses. (Mid) Sem. Marks	Aggregate Pass	Aggregate Pass Marks
11	8 ✓	Knowledge and Curriculum	100	80	35	20	10	45
12	7a	Pedagogy of a School subject – A (Practical)	125	100	45	25	11	56
13	7b	Pedagogy of a School subject – B (Practical)	125	100	45	25	11	56

* 01 – Theory
02 – Practical

Full Marks : 80
Pass Marks : 35

Course – 08:- Knowledge and curriculum

~~{50 Marks}~~

Unit I:- 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.

Unit VI:- Philosophical Basis of Education India and Western thinkers.

Indian thinkers :- Gandhi, Tagore, Vivekananda, John Dewey

Unit VII:- 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.

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.

5 X 16 = 80

Semester – 04

Proposed Paper	Course	Topic Description	Full Marks	End. Sem. Marks	Aggregate Pass Marks	Ses. (Mid) Sem. Marks	Aggregate Pass	Aggregate Pass Marks
14	9	Assessment for Learning	100	80	35	20	10	45
15	6	Gender, School and Society (1/2)	50	40	18	10		
16	10	Creating an Inclusive School (1/2)	50	40	18	10	05	23
17	11	Optional Course (1/2) *	50	40(Practical)	18	10	05	23
18	EPC-4	Understanding the Self (1/2)	50	40 (Project)	18	10	05	23

* 03 - Theory
02 - Practical

Full Marks - 80
Pass Marks - 35

Course – 09:- Assessment for learning

{50 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
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 ungrouped 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 coefficient 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. Method of calculation – statistical and graphical

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.

5 X 16 = 80

full Marks : 40
Pan Marks : 18

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,

Unit II:

- Sociological basis of Education
- Relation between society and Education with special reference to aims 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.

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. 4 X 10 = 40

Full Marks - 40
Pass Marks - 18

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
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

Quantitative Concept

Quantitative Concept

Statistical Concept

Medical Concept

Unit II:- Learning Disabilities and Education Adaptation

1. Historical background and definitions of learning disabilities
2. Characteristics of learning disabled children:-
 - Cognitive
 - Educational
 - Physical
 - Communication
3. Types of learning disabilities
4. Teaching of learning disabilities
5. Treatment of learning disabilities:-
 - Behavior guidance method
 - Cognitive behavior modification
6. Adaptation teaching methods:-
 - Improving basic skills
 - Improving Classroom behavior
 - 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

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.

$$4 \times 10 = 40$$

Course EPC – 04:- 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, relationam, 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.

Prossibilities:- 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)

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 – 11:-
Gardening

Optional Courses *(1/2)

{50 Marks}

Vocational / Work Education:-

Unit I:- Gardening

1. Concept need and importance of work Experience with special emphasis Gardening
2. Objectives of teaching Gardening in school
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 compos
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

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.