



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

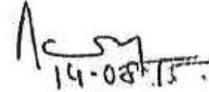
Ranchi University, Ranchi

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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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 ^{1 month}
- In second year	-	16 weeks ^{4 months}

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>Maabhu</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					
		Year 2			
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		A			50
Practical Exam.		B			50
.....					
Total - 650 Marks					


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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

Mudhi Kishan

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

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

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 *Wanda Wean* [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. Walia 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. Kuppiswami B. : *Elementary Experiments in Psychology*
11. Paraveswaran E.G. & Rao : *Manual of Experimental Psychology*
12. Parry John & Adishesaih 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

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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 Satakopachari |
| 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 (2nd 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 अविगम 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 – सरवर पठन, गौन पठन, समयकालिक 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 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

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प्रायोगिक कार्य

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

References:

- | | |
|---|---|
| 1- निरंजन कुमार सिंह | : माध्यमिक विद्यालयों में हिन्दी शिक्षण |
| 2- रामशकल 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- कृष्णगोपाल रस्तोगी | : भाषा सम्पत्ति 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.

3X10= 30 & 2X5=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 uar Uska Tadrisi 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
- Listening- Pronunciation, expressive, phonetics, stress on intonation
 - Speaking- Loud, silent, chorus, expressive, speed.
 - Writing- Hand writing skill, poetic & non poetic
 - Extra - curricular activities of Sanskrit

Unit IV: Teacher and Text-Book

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

Unit V: Materials of Instruction or language Teaching

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

Reference

- Dr. Santosh Mittal : संस्कृत शिक्षा
- Raghunath Safaya : संस्कृत शिक्षण
- Ramm Narayan Tripathi : संस्कृत अध्यापन विधि
- Ram Shakal Pandey : संस्कृत शिक्षण
- Dr. Karn Singh : संस्कृत शिक्षण
- 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

- Nature and scope of Science
- 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> |