

Ranchi Women's College, Ranchi
(An Autonomous unit of Ranchi University, Ranchi)

Department of B.Ed.

Syllabus for Two years, B.Ed. Course
(Course effective for Academic year 202~~1~~⁴– 202~~2~~⁷)



SYLLABUS OF COURSE TO BE OFFERED

Ranchi Women's College, Ranchi

Department of B.Ed.

Members of Board of Studies

09.04.2021 Board of Studies of Department of B.Ed. has been constituted with following members under various categories for academic session 2021-22 and 2022-23 (tenure valid for two years)

- | | | Signature |
|--------------------------------------|--|---|
| 1. Co-ordinator, Department of B.Ed. | Dr. Seema Prasad
Assistant Professor,
Department of English, RWC | Chairperson <i>Seema Prasad</i>
09.04.2021 |
| 2. University Nominee | Dr. Shanti Nagpal
Faculty, Department of B.Ed.
Doranda College, Ranchi | V. C. Nominee <i>Sh. Nagpal</i>
09.04.2021 |
| 3. Experts from Outside College | i. Mrs. Shobha Tudu
Faculty, B.W.T.T.C., Ranchi.
ii. Dr. Asha Gupta
Faculty, D.S.P.M.U. | Expert <i>Asha Gupta</i>
09/04/2021
Expert |
| 4. Faculty, Deptt. of B.Ed. | i. Dr. Ranjana Kanth
ii. Dr. Malti Mahato
iii. Mrs. Sarita Singh
iv. Mrs. Rita Clara Kawa
v. Mrs. Rafat Jahan
vi. Dr. Kumari Biplabi
vii. Dr. Sachin Kumar
viii. Dr. Ratnesh Kumar Mishra
ix. Dr. Neelima Kumari
x. Mrs. Sarita Tirkey
xi. Mrs. Lakshmi Ranjana
xii. Mrs. Sujata Mazumdar
xiii. Mrs. Kunj Lata Lal | HOD <i>Ranjana</i>
Member <i>Malti</i>
Member <i>Singh</i>
Member <i>Rita</i>
Member <i>Rafat</i>
Member <i>Biplabi</i>
Member <i>Sachin</i>
Member <i>Ratnesh</i>
Member <i>Neelima</i>
Member <i>Sarita</i>
Member <i>Lakshmi</i>
Member <i>Sujata</i>
Member <i>Kunj</i> |
| 5. Alumni | Mrs. Nitu Singh
Intermediate Wing
Ranchi Women's College, Ranchi | |
| 6. Meritorious Students | i. Ms. Rupali Rani B.Ed. Sem-IV
ii. Ms. Taramani Hansda B.Ed. Sem-IV | <i>Taramani Hansda</i>
9/4/2021 |

Seema Prasad
Member Secretary
Academic Council
Ranchi Women's College

Seema Prasad
CHAIRPERSON
ACADEMIC COUNCIL
RANCHI WOMEN'S COLLEGE

Ranchi Women's College, Ranchi
Department of B.Ed.

Eligibility for promotion:

1. There will be Mid-Sem Examination of all theory papers. Theory paper with full marks of 100 will have Sessional (Mid-Sem) of 20 marks (80 + 20) and theory paper with total 50 marks will have Sessional (Mid-Sem) of 10 marks (40 + 10). Students will be declared to be pass in a paper if she obtains 45% or above in total (Mid-Sem and End-Sem Examination taken together)
2. To get promotion from 1st year to 2nd year one should pass at least in 4 (four) papers out of 7 (seven) theory papers (course 1 to 5, 7a & 7b)
3. 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.

School In'rnsnship

School internship would be a part o f 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 school in the neighborhood throughout the year. Student – teachers shall be equipped to cater to diverse needs of learners in school. These activities shall be organizes 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 school 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 (4weeks the in first year and 16 weeks in the second year as noted above). This should also include, besides practice teaching, an initial phase of one weeks 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

- **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 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 fo secondary 9th, 10th and Higher secondary classes.
3. Those students who opt Arts method subject. For example – History, Civics, Geography, Home Sc., 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 Science / 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 subject (Methods) of Teaching:

Every candidates 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 teacher is students 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 bur 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)Course 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: Students must pass separately in Sessional, University Examination and Aggregate.

Eligibility for promotion:

1. 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)
2. A students 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:

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

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

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

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
		School Internship	150	150	68			
	7A	Pedagogy of a School subject - A (Practical)	50	50	23			
	7B	Pedagogy of a School subject - B (Practical)	50	50	23			

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

***FINE ARTS**

Grand Total - 1300

Ranchi Women's College, Ranchi
Department of B.Ed.

Syllabus of 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 - I	Reading and Reflecting on Text (1/2)	50	40 (Project)	18	10	05	23

Course - 1: Childhood and growing up:

Full Marks 80

Pass Marks 35

Time : 3hrs

Unit I: Educational Psychology

Meaning, Definition, Nature, Scope, branches of Psychology, Relationship between Education and Psychology, Importance of Educational Psychology for teacher.

Unit II: 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 III: Heredity and Environment

- Meaning, importance and role of heredity and environment.

- Educational implications.

Unit IV: Individual difference

- Meaning, nature, areas, causes.

- Influence of individual differences on learning

- Educational implications

Unit V: 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

Course - 2: Contemporary India and Education

Full Marks 80

Pass Marks 35

Time : 3 hrs

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 1948, 1952, 1964, 1986, 1992 and NEP 2020

Unit IV: Policy frameworks for public education in India

Contemporary Issues and policies\

- A) Right to Education: Sarva Shiksha Abhiyan, Samagra 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) Liberalization and Globalization of India Economy, pedagogic and curricular shift of 1990s, 2000s and 2020s, Mid Day Meal Programme and the role of Legislative action to ensure nutrition and public space where children eat together.
- C) 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

Course – 4: Language across the curriculum

Full Marks 40

Pass Marks 18

Time : 1.5hrs

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

Course – 5: Understanding Disciplines and Subject.

Full Marks 40

Pass Marks 18

Time : 1.5 hrs

Unit I: Philosophical aspects of Education

1. Indian Thinkers

- Swami Vivekanand
- Ravindra Nath Tagore

2. Western Thinkers

- Johan Dewey
- Rousseau

- 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 orb hospitality, need to be creatively developed etc.)

Unit III: School Management

Introduction, Meaning, Class room Management skills, Time – Table, Qualities and Responsibility of Principal and teachers

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

- (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

Ranchi Women's College, Ranchi
Department of B.Ed.
Syllabus of 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

Course – 3: Learning and Teaching

Full Marks 80

Pass Marks 35

Time : 3hrs

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

06. Concept, factors, aids to develop memory
07. Technique to motivate children in the classroom
08. Instructional Objectives and their specification in behavior terms.
09. Bloom's and Anderson's taxonomy of educational objectives in cognitive, affective and psychomotor domain

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

Hindi

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

Full Marks 40

Pass Marks 18

Time : 1.5hrs

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 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

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)

English

Full Marks 40

Pass Marks 18

Time : 1.5hrs

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

Urdu

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

Full Marks 40

Pass Marks 18

Time : 1.5hrs

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. 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

Sanskrit

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

Full Marks 40

Pass Marks 18

Time : 1.5hrs

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

PEDAGOGY OF A SCHOOL SUBJECT

Full Marks 40

Pass Marks 18

Time : 1.5hrs

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

Tribal & Regional Language

(मुडारी, संताली, हो, खडिया, कुडुख, नागपुरी, कुरमाली, खोरठा, पंचपरगनियों)

Unit I:

1. जनजातीय एवं क्षेत्रीय भाषा का उद्भव एवं विकास।
2. जनजातीय एवं क्षेत्रीय भाषाओं का (मुडारी, संताली, हो, खडिया, कुडुख, नागपुरी, कुरमाली, खोरठा, पंचपरगनियों) भाषा का भाषा वैज्ञानिक अध्ययन।
3. जनजातीय एवं क्षेत्रीय भाषाओं का अध्ययन एवं अध्यापन का लक्ष्य एवं उद्देश्य।

Unit II:

1. जनजातीय एवं क्षेत्रीय भाषा की ऐतिहासिक स्थिति।
2. विभिन्न कालों (लोक साहित्य, मध्यकालिन साहित्य एवं आधुनिक साहित्य) में जनजातीय एवं क्षेत्रीय भाषा के साहित्य की परिस्थिति एवं प्रवृत्ति।
3. झारखण्ड के जनजातीय, सामाजिक एवं सांस्कृतिक जीवन।

Unit III:

1. जनजातीय एवं क्षेत्रीय भाषा में श्रव्य – दृश्य सामग्री का उपयोग।
2. जनजातीय एवं क्षेत्रीय भाषा के शिक्षक का व्यक्तित्व।
3. जनजातीय एवं क्षेत्रीय भाषा में पाठ्यक्रम – सहगामी क्रियायें।

Unit IV:

1. मुडारी / संताली / हो / खडिया / कुडुख / नागपुरी / कुरमाली / खोरठा / पंचपरगनियों व्याकरण।
2. मुण्डारी में – आधुनिक शिष्ट काव्य / संताली में – तरास / हो में – बिरसा मुण्डा हो – हृदय दुरं पुति / खडिया में – संक्षिप्त शब्दकोष / कुडुख में – प्राचीन शिष्ट काव्य / नागपुरी में – नल दमयंती / कुरमाली में – सृष्टिधरेक गीत / खोरठा में – तातल एव पंचपरगनियों में – रम किस्टोकेर गीत का अध्ययन।

Unit V:

1. झारखण्ड में स्वतंत्रता आन्दोलन एवं जनजातीय विद्रोह।
2. स्वतंत्र राज्य का संघर्ष एवं झारखण्ड की विकास यात्रा।
3. झारखण्ड का भौतिक स्वरूप एवं विभिन्न जनजाति।

संदर्भ ग्रन्थ:

Unit I:

लेखक – डॉ० सुनील कुमार सिंह (काउन पब्लिकेशन)

डॉ० बी० बी० नाग / डॉ० कृष्ण चन्द्र टूडू / डॉ० सरस्वती गागराई / जुलियंस बा / प्रो० चौठी उरॉव / एव. पी० सी० बेक / डॉ० बी० पी० केशरी / डॉ० एन० के० सिंह / प्रो० बी० एन० ओहदार / परमानन्द महतो।

नोट: इस भाग के उत्तर अपनी – अपनी जनजातीय एवं क्षेत्रीय भाषा में अपेक्षित होगी।

Unit II:

लेखक – डॉ० सुनील कुमार सिंह (काउन पब्लिकेशन)

डॉ०एच० एन० सिंह (कुरमाली)

Unit IV:

लेखक – डॉ० रामदयाल मुण्डा / डॉ० डोमन साहु समीर / लाको बोदरा एवं फादर दीनी / पं नुवास केरकेटा / प्रो० चौठी उरॉव एवं पी० सी० बेक / पीटर शांति नवरंगी / डॉ० शशिभुषण महतो / डॉ० ए० के० झा / डॉ० करम चन्द्र अहीर।

नोट: इस भाग के उत्तर अपनी – अपनी जनजातीय एवं क्षेत्रीय भाषा में अपेक्षित होगी।

लेखक – प्रो० तुलसी नारायण सिंह मुण्डा / श्यामचरण टुडु / भोलानाथ गागराई / फा० पौलुस कुल्लु/ प्रो० दुखा भगत / दृक पाल देवधरिया / डॉ० एच० एन० सिंह/ शिवनाथ प्रमाणिक / शक्तिधर अधिकारी एवं चन्द्र मोहन महतो।

नोट: इस भाग के उत्तर अपनी – अपनी जनजातीय एवं क्षेत्रीय भाषा में अपेक्षित होगी।

Unit V:

लेखक – डॉ० सुनील कुमार सिंह (काउन पब्लिकेशन)

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 x 10 = 30 & 2 x 5 = 10

Total Marks : 40

Physical Science

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

Full Marks 40

Pass Marks 18

Time : 1.5hr

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

Life Science

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

Full Marks 40

Pass Marks 18

Time : 1.5hrs

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

Mathematical Science

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

Full Marks- 40

Pass Marks- 18

Time : 1.5 hrs

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

History Method

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

Full Marks 40

Pass Marks 18

Time : 1.5hr

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

Civics Method

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

Full Marks 40

Pass Marks 18

Time : 1.5hrs

- 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.

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

Total Marks : 40

Home Science

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

Full Marks- 40

Pass Marks- 18

Time : 1.5 hrs

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

Geography Method

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

Full Marks 40

Pass Marks 18

Time : 1.5hrs

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 I 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

Economics Method

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

Full Marks 40

Pass Marks 18

Time : 1.5hrs

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

Commerce Method

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

Full Marks 40

Pass Marks 18

Time : 1.5hr

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

PEDAGOGY OF SOCIOLOGY

Total Marks: 50

External Theory: 40

Internal: 10

UNIT-I:

Introduction

- (a) Meaning, nature, scope and importance of sociology in modern context.
- (b) Relation of Sociology with other subjects: Political Science, History, Literature (languages), Psychology and Geography.
- (c) Aims, objectives and values of teaching of Sociology with special reference to Bloom's taxonomy

UNIT-II:

Methods and Techniques

- (a) Methods of teaching: Lecture method, Source method, Discussion method and Problem solving method, Project method, Survey method and Sociometric technique
- (b) Modern techniques and Devices: Assignment, Seminars, Symposium Dramatization, Illustration, Questioning, ICT in teaching of sociology

UNIT-III:

Curriculum Construction

- (a) Principle for the construction and thematic organization of sociology curriculum.
- (b) Approaches of organization of Sociology curriculum: Unit, Concentric and Topical
- (c) Critical analysis of Sociology syllabus at the Senior Secondary Stage.

UNIT- IV:

Contents

- (a) Social Institutions – Marriage, Family, Kinship.
- (b) Social Structure – Meaning, Elements – Status, role, norms, values, power and prestige.
- (c) Brief Contributions of Social Thinkers: M.N Srinivas, S.C.Dube, Swami Vivekananda, Mahatma Gandhi

Sessional Work (Internal):

1. Writing a report on any social activity performed by the students.
2. Prepare a Project report on any Indian Thinkers

Suggested Readings:

- Bottomors, T.B. (1975). Introduction to Sociology. Bombay: Blackie and Dans.
- Dharma, R.N. (2001). Samajshastra Ka Sidhant. New Delhi: Atlantic Publishers.
- Giddens, Anthony (2001). Sociology: A Textbook for the Nineties. London: Polity.
- Jha, Jainendra Kumar (Ed.) (2001). Encyclopaedia of Teaching of Sociology

Distribution of Marks:

Internal Assessment	- 10 Marks
University Examination	- 40 Marks

PEDAGOGY OF COMPUTER SCIENCE

Total Marks: 50,

External Theory: 40

Internal: 10

UNIT I:

Nature and Scope

- (a) Meaning, Nature, basic concepts, facts and generalizations in Computer Science.
- (b) Scope of Computer Science – Relation with other Sciences and its uses in day to day life. Significance of Computer Science in school curriculum. Place of Computer Science at different stages of school.
- (c) Role of ICT in teacher education .

UNIT – II:

Aims and Objectives of Teaching Computer Science

- (a) Aims and Objectives of teaching Computer Science at different levels
- (b) Blooms taxonomy of Educational objectives
- (c) Instructional objectives with specifications

UNIT – III:

Instructional Methods, Techniques and Planning For Teaching

- (a) Strategies: Team teaching, lecture cum Demonstration, Inductive-Deductive, Analytical, synthetic, Problem solving, seminar, small group strategies, cooperative learning, group learning, debate, discussion, Individualized strategies, Web based learning
- (b) Computer assisted learning (CAL) and Computer Managed Learning(CML)
- (c) Techniques: Brainstorming, Buzz session, Simulation, symposium, Team teaching – Meaning, organization and importance
- (d) **Lesson Planning:** Concept, Need and Importance of unit planning and lesson planning

UNIT – IV:

- (a) Meaning and importance of evaluation, Types and techniques
- (b) Characteristics of a good test in Computer Science

Sessional Work: • Design cover pages for Magazines, Books etc. (Minimum 5 designs) •
Multimedia presentation (Minimum of 10 slides)

Suggested Readings:

- Agarwal J. C. (2006). Essential of educational technology. Teaching and Learning. New Delhi: Vikas Publishing House Pvt. Ltd.
- Goel H.K. (2005). Teaching of Computer Science. New Delhi: RL. Lall Book Depot.
- Haseen Taj. (2006), Educational Technology, H.P. Bhargava Book House, Agra
- Haseen Taj. (2008), Current challenges in Education. Neelkamal publications pvt., ltd. Hyderabad.
- Singh, Y.K. (2009). Teaching Practice. New Delhi: APH Publishing Corporation.
- Intel (2003): Intel Innovation in Education, Intel, Teach to the Future-Students Work Book. Kochhar, S.K. (1992). Methods and techniques of teaching. New Delhi: Sterling Publishers Pvt. Ltd.
- Krishnamurthy, R. C. (2003). Educational Technology: Expanding our vision. Delhi: Authors Press.
- Kumar Hemant, R.Lal Publisher, Meerut. Kumar, Sunil (2017). Teaching of Computer Science. Gurusar Sadhar: GBD Publications.
- Mohanty, L. (2006). ICT strategies of schools. New Delhi: Sage Publication.

Distribution of Marks:

Internal Assessment	- 10 Marks
University Examination	- 40 Marks

Ranchi Women's College, Ranchi

B.Ed. Department

Syllabus

Pedagogy of Psychology

Course 7a/7b:

Unit 1: Concept of Psychology.

1. Meaning, Nature and Scope of Psychology.
2. Aims and Objectives of teaching psychology at secondary and higher secondary level.
3. Importance of psychology in school curriculum.

Unit 2: Method of Teaching Psychology.

1. Lecture- cum- Discussion method.
2. Discovery Teaching method.
3. Individualized Instruction.
4. Learning by Teaching.
5. Audio Visual Instruction.
6. Team Teaching method.
7. Problem -Solving method.
8. Inductive and Deductive method.
9. Analytical and Synthesis method.
10. Laboratory method.

Unit3: Correlation with other core subjects.

1. Correlation with other school subjects to understand the learning, socio-cultural and cognitive processes.
2. Psychological Approach to teaching and learning in and out of school—
 - *Behaviourism perspective
 - *Operant conditioning
 - *Constructivism
 - *Cognitivism

Unit 4: Curriculum of Psychology and its Objectives.

1. Meaning, Principles and organisation of curriculum.
2. Importance of psychology for curriculum construction.

Unit 5: Psychology Teacher.

1. Qualification of psychology teacher.
2. Psychology teacher should possess quality as teaching is a complex activity.
3. Psychology teacher should have analysing teaching in diverse classrooms.

4. Teaching as a profession – role and responsibilities.

5. Capable of solving classroom challenges in regard to students and school.

Unit:6 Lesson Planning: -

1. Meaning, Objective and steps for constructing lesson plan.

2. Importance of lesson learning for psychology teacher.

Unit 7: Text book in psychology.

1. Importance of good psychology text books.

2. Effect of text books on psychology.

Unit 8: Co-curricular Activities.

1. Debate and Discussion.

2. Drama sharing case studies/ biographies and stories of different issues .

3. Art and Music.

4. Model.

5. Sports.

Unit 9: Instructional Materials and Teaching Aids.

1. Print-Textbooks, handouts, study guides and manuals.

2. Audio-Cassettes, microphone, podcast, recorders.

3. Visual-charts, photographs, models.

Unit 10: Examination and Evaluation in psychology.

1. Examination, Evaluation and Measurement in psychology.

2. Evaluation tests--verbal or non- verbal test.

3. Achievement test and teacher- made test.

Distribution of Marks:

Internal Assessment: 10 Marks

External Assessment: 40 Marks

References:

1: Ausubal, D.P.(1985) Learning as Constructing meaning in new directions in educational psychology, learning and teaching. London: The Falmer press

2: Sanapaty, K and Pradhan, N(2005). Constructivist pedagogy in the classroom: a paradigm shift, Journal of Education (May 6-14)

3: Hilgard, E.R. et al(1979). Introduction to psychology .New York: Harcourt Brace Jovanovich inc.

4: Mangal.S.K. Advanced Educational Psychology (2019) PHI learning private limited, Delhi.

5: Singh.K.P: Chandra Trilok, A.J.S.Parihar. Advanced Educational Psychology (2011) Vijay Rekheja, Meerut.

6: Chouhan.S.S. Advanced Educational Psychology Vikas

Publishing, Noida, U.P. Regd. Office-New Delhi.

PHILOSOPHY

Course 7a/7b : Pedagogy of a school subject part 1(½) and part 2 (½) (50 Marks)

Unit-1: Concept of Philosophy

1. Meaning, Nature and Scope of philosophy
2. Aim and Objective of teaching Philosophy at secondary and higher secondary level
3. Importance of Philosophy in school curriculum

Unit-2: Method of Teaching Philosophy

1. Lecture-cum-Discussion Method,
2. problem Solving Method,
3. Inductive and Deductive Method,
4. Heuristic Method,
6. Analytical and Synthesis Method,
7. Storytelling Method.

Unit-3: Correlation with other subjects

1. Correlation with other subject like language, Political Science(civics), Economics, Geography and Science.
2. Philosophical approach to teaching: Known to Unknown, Simple to Complex, Concrete to Abstract, Constructionism, Progressivism.

Unit-4: Philosophy Curriculum and its objectives

1. Meaning, Principles and Organisation of Curriculum.
2. Curriculum of philosophy at higher secondary level.

Unit-5: Philosophy Teacher

1. Quality, qualification and professional growth of a good philosophy teacher.
2. Role and responsibility of philosophy teacher.
3. Challenges faced by the philosophy teacher in the present day context.

Unit-6: Lesson planning

1. Meaning, objective and steps of lesson planning.
2. Concept of lesson planning for philosophy teaching.

Unit-7: Text-book in Philosophy

1. Characteristics and Importance of a good Text-book in Philosophy.
2. Critical analysis of a good text-book in philosophy.

Unit-8: Co-curricular activities

1. Objective, importance and organisation of co-curricular activities.
2. Celebration of World Philosophy Day and important Indian and western philosopher's day.
3. Philosophy room - needs, equipments and maintenance.

Unit-9: Instructional materials and teaching aids

1. Visual: Chalkboard, Chat, Picture, Model,
2. Auditory: Radio, Recorders.
3. Audio-visual: Computer, television, Motion picture, film.
4. Miscellaneous: booklets, newspaper, magazine.

Unit-10: Examination and evaluation in Philosophy

1. Concept, type and importance of evaluation.
2. Tools of evaluation.
3. Construction of a question paper and types of questions

References

1. Vector, P George (2002): Teaching Philosophy in 21st Century, D.K.Print World, Delhi.
2. Scheffler, Israel(1956): philosophical Method of Teaching, Harvard Educational Review
3. Fletcher, BA(1961): A Philosophy for a Teacher, Oxford Press, New York
4. Scheffler, Israel(1973):
Reason and Teaching, London
5. Brookfield, S(1990): The skillful Teacher, San Francisco.
6. Jon, Saphier, Mary Ann Haley-Spesa, Robert Gower: The Skillful Teacher: The Comprehensive Resource for Improving Teaching and Learning, Publisher- Research for Better Teaching
7. Tiwari, Deepak(2018): Methods of Teaching Education, Crescent Publishing Corporation, Delhi

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

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.

Ranchi Women's College, Ranchi
Department of B.Ed.
Syllabus of 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	08	Knowledge and Curriculum	100	80	35	20	10	45
		School Internship	150	150	68			
	7A	Pedagogy of a School Subject – A (Practical)	50	50	23			
	7B	Pedagogy of a School Subject – B (Practical)	50	50	23			

Total Marks :- 350

Note:-No Mid – Sem Examination of School Internship and Practical subjects (7A & 7B)

Course – 08:- Knowledge and curriculum

Full Marks 80

Pass Marks 35

Time : 3hrs

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 Krishnamurthy.

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

Indian Thinkers :- Gandhi, Aurobindo,
Western Thinkers:- Pestalozzi, John Dewey.

Unit VI:- 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.
4. Education for marginalized group; Women, Dalits and Tribal people, Nationalist critique of colonial education and experiments.

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

Ranchi Women's College, Ranchi
Department of B.Ed.

Syllabus of 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

Total Marks :- 300

***FINE ARTS**

Course – 09:- Assessment for learning

Full Marks :-80

Pass Marks :-35

Time : 3hrs

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

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 0- 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. 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.

$$5 \times 16 = 80$$

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

Full Marks 40

Pass Marks 18

Time : 1.5hrs

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

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

Full Marks 40

Pass Marks 18

Time : 1.5hrs

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
- Quantitative 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 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 – 11:-

Optional Courses *(1/2)

{50 Marks}

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 I External and I Internal examiner.

Vocational / Work Education:

Fine Arts

{50 Marks}

T

Content

1. Definition of Arts.
2. Aims and Objectives of teaching art and craft in school
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

Gardening

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.

Vocational / Work Education:

Tailoring

{50 Marks}

Unit I:- Textile and clothing

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

Unit II:- 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

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