

**RANCHI UNIVERSITY
RANCHI**

SYLLABUS

B.Ed.

2023-24

First and Second Year Syllabus



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YEAR I

Paper No.	Title of Paper	Marks
Course 1	: Childhood and Growing Up	100
Course 2	: Contemporary India and Education	100
Course 3	: Learning and Teaching	100
Course 4	: Language Across the Curriculum (1/2)	50
Course 5	: Understanding Disciplines and Subjects (1/2)	50
Course 6	: Gender, School and Society (1/2)	50
Course 7a	: Pedagogy of a School Subject—Part I (1/2)	50
Course EPC1	: Reading and Reflecting on Text (1/2)	50
Course EPC2	: Drama and Art in Education (1/2)	50
Course EPC3	: Critical Understanding of ICT (1/2)	50
Total		650

COURSE-I

CHILDHOOD AND GROWING UP

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 teachers in enhancing creativity.

UNIT V: Personality

- Definition, nature, factors, types, theories.
- Mental Hygiene : Meaning, causes of maladjustment, educational programs to promote mental hygiene and defence mechanism.

अनुमोदित पुस्तकें

1. Childhood and Growing Up

—Dr. Girish Pachauri

2. बाल्यावस्था और विकास

—प्रो० रमन बिहारी लाल, श्रीमति सुनीता पलोड

3. बाल्यावस्था एवं विकास

—डॉ० गिरीश पचौरी

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COURSE-2

CONTEMPORARY INDIA AND EDUCATION

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 marginalisation in the way of Universalisation of education.
- Critical understanding of the constitutional values related to the aims of educational 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 Framework for Public Education in India

Contemporary Issues and Policies

- Right to education : Sarva Shiksha Abhiyan and the thrust towards enrolling and retaining hitherto marginalised children, Role and agency of teachers in the context of universal and inclusive education. • Earlier policies for Universal Elementary Education; Naveen Taleem to integrate life, Work and Education in context of community participation and development, The response of diverse social group of India to the spread of modern education in the colonial and post-independence periods. • Education for marginalised group; women, dalits and tribal people, nationalist critique of colonial education and experiments. • Liberalisation and Globalisation 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. • Current concerns : Privatisation, Stratification of education.

अनुमोदित पुस्तकें

1. Contemporary India and Education

—Prof. Raman Behari Lal, Dr. Krishna Kant

2. Contemporary India and Education

—Dr. Pradeep Singh Dehal, Dr. Vinod Kumar

3. Contemporary India and Education

—Satish Gill, Madan Singh

4. समकालीन भारत और शिक्षा

—प्रो० गिरीश पचोरी

5. समकालीन भारत और शिक्षा

—प्रतिभा त्रिपाठी

COURSE-3 : LEARNING AND TEACHING

UNIT I : Learning Process

- Definition, meaning, characteristics, factors affecting learning curve. • Theories of learning. • Classical conditioning. • Operant conditioning. • Trial and error. • Insight learning. • Transfer of learning : definition, meaning, types, theories educational implications.

UNIT II : Memory

- Concept, factors, aids to develop memory. • Technique to motivate children in the classroom.

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UNIT III : Motivation

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

UNIT IV : Guidance and Counselling

- Definition and meaning, difference between guidance and counselling.
- Types of guidance—personal, educational, vocational : Aims, needs and techniques.
- Role of the teacher and school in guidance and counselling.

UNIT V : Learning and Special Children

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

अनुमोदित पुस्तकें

1. Teaching and Learning

—Dr. Girish Pachauri

2. अधिगम एवं शिक्षण

—डॉ० गिरिश पचौरि

3. अधिगम एवं शिक्षण

—मोहन लाल आर्य

COURSE 4**LANGUAGE ACROSS THE CURRICULUM****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 and extensive reading).
- **Writing** : Mechanics of writing, good handwriting, teaching and spellings.

UNIT III : Aspects of Language Teaching

- **Techniques** : Discussion, notation, questioning.
- **Methods** : Storytelling, dramatisation, simulation, recitation, song/action, appreciation, comprehension, summarising.

अनुमोदित पुस्तकें

1. Language Across the Curriculum

—Ranjana Pandey

2. पाठ्यक्रम में भाषा

—रामकिशोर सिंह, रंजना पाण्डेय, पी०के० गुप्ता

3. पाठ्यक्रम में भाषा

—पूजा अग्रवाल

COURSE 5**UNDERSTANDING DISCIPLINE AND SUBJECTS****UNIT I : Philosophical Aspects of Education**

1. Western Thinkers : • John Dewey, • Rousseau.
2. Indian Thinker : • Swami Vivekanand, • Ravindra Nath Tagore.

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UNIT II :

- Concept and scope of curriculum. • Importance, need and utility of curriculum.
- Approaches and methods of organising different pedagogical subjects. • Principle of designing curriculum in pedagogical subject at different stages in school. • Current discourses on school curricula (e.g. Purely discipline oriented, not learner-oriented). Suggestions/Guidelines for selection of material for curriculum (e.g. Work related subjects like horticulture or hospitality, need to be creatively developed etc.)

अनुमोदित पुस्तकें**1. Understanding Disciplines and Subjects**

—Dr. Premalata Maisnam, Dr. S.K. Lenka, A.K. Gandhi

2. पाठ्यक्रम और विषयों की समझ

—रामकिशोर सिंह

COURSE 6**GENDER, SCHOOL AND SOCIETY (1/2)****UNIT I :**

- Meaning of Gender, Gender bias and its indicators.
- Role of women, measure 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 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 verbalisation, combating the dominant societal outlook of objectification of female body.

अनुमोदित पुस्तकें**1. Gender, School and Society**

—Girish Pacahuri

2. लिंग, विद्यालय और समाज

—सुधीर कुमार मिश्रा, अपर्णा शर्मा

3. जेन्डर, स्कूल तथा समाज

—डॉ० दीप्ति जौहरी

PEDAGOGY OF A SCHOOL SUBJECT**Course 7a / 7b : ENGLISH****UNIT I : Place of English in India and its Aims**

- Place of English in India colonial and post colonial perspective. • 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. • Aims and objectives of teaching English as a second language at higher/lower level. • The theories and principles of language learning based on the Piaget, Vygotsky, Bruner and Chomsky.

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UNIT II : A Method and Approach of Teaching English

- Grammar cum translation method vs. direct method. • Dr. West's new method and bilingual method. • Structural approach vs. functional communicative approach.
- Situational language teaching. • Skills of introducing, questioning, probing, explaining, illustrating.

UNIT III :

- Teaching of prose, poetry, grammar, composition. • Difference between prose and poetry. • Important components of lesson plan. • Lesson plan of prose, poetry, grammar and composition. • Different literary and poetic devices : Rhyme, Rhythm, Simile, Metaphor, Alliteration, Pun Repetition...etc. • Essential qualification and qualities of an English Teacher.

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

- Need and importance of Audio-Visual Aids. • Types of Audio-Visual aids and its appropriate uses. • Language laboratory.

UNIT V : Teaching of Grammar

- Nature of Grammar. • **Types** : Functional and Formal. • **Methods** : Inductive and Deductive. • **Important Aspects of English Grammar** : Prefixes, Suffixes (Inflectional and Derivational) Stress, Intonation, Juncture.

UNIT VI :

- Teaching of Vocabulary. • Selection and Gradation of English Vocabulary for Teaching. • Vocabulary Games.

UNIT VII: Spoken English

- Phonology : Definition, organs of speech, vowels, consonants, Diphthongs. • Stress and intonation. • Practical work : Use of pronouncing dictionary, pronunciation drill, reading phonetic description.

UNIT VIII: Evaluation in English

- Concept of evaluation. • Essentials of a good test. • Tools of evaluation—Oral, Written, Types of questions. • Importance of test and examinations.

अनुमोदित पुस्तकें

1. Teaching of English

—Geeta Rai

2. Pedagogy of School Subject English

—R.A. Mittal, S.K. Lenka, Shiv Pujan Pandey

3. Pedagogy of School Subject English. —R.A. Sharma, Shika Chaturvedi

4. Pedagogy of School Subject English

—A.B. Bhatnagar

Course 7a / 7b : HINDI**इकाई 1 : हिन्दी शिक्षण : सैद्धान्तिक पक्ष**

- भाषा की प्रकृति, महत्त्व एवं अधिगम प्रक्रिया। • हिन्दी शिक्षण के उद्देश्य। • विद्यालयी स्तर पर भाषा। • हिन्दी भाषा एवं साहित्य शिक्षण की विधियाँ

इकाई 2 : भाषिक योग्यता का विकास

- श्रवण, दृश्य एवं मौखिक अभिव्यक्ति कौशल का विकास। • पठन योग्यता का विकास, पठन शिक्षण

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की विधियाँ—संस्करण पठन, मौन पठन, समकालिक पठन, सूक्ष्म पठन एवं विस्तृत पठन। • लिखित अभिव्यक्ति क्षमता का विकास।

इकाई 3 : साहित्यिक विधाआ—एवं व्याकरण शिक्षण

- कविता शिक्षण। • गद्य तथा गद्य की विभिन्न विधाआ—का शिक्षण—उपन्यास, नाटक, निबन्ध कहानी।
- व्याकरण शिक्षण।

इकाई 4 : मूल्यांकन, क्रियात्मक शोध तथा समुन्नयन कार्य

- हिन्दी पाठ्यपुस्तक समीक्षा। • भाषा संप्राप्ति मूल्यांकन। • निदानात्मक एवं उपचारात्मक कार्य।
- क्रियात्मक शोध। • समुन्नयन कार्य।

अनुमोदित पुस्तकें

- | | |
|--------------------------|-----------------|
| 1. हिन्दी शिक्षण | —रमन बिहारी लाल |
| 2. हिन्दी शिक्षण | —शिखा चतुर्वेदी |
| 3. हिन्दी शिक्षण शास्त्र | —शिखा अग्रवाल |

Course 7a / 7b : URDU

UNIT I : Language

- Origin and development of Urdu language in India. • Position of Urdu language in the post-independent India. • Various formats (Asnaf) of Urdu language and literature.
- Aims of teaching language (Psychological and Linguistic approach of Language teaching.) • Aims and objectives of teaching Urdu language. • Importance of Mother Tongue in school subject.

UNIT II : Methodology

- Pronunciation in Urdu, skill in questioning, example and explanation. • Technique of Urdu teaching. • Teaching Urdu prose, poetry, ghazal, grammar, essay and letter writing.
- Examination and evaluation. • Importance of homework in Urdu. • Lesson Planning : (Meaning, importance and structure), planning of prose, poetry, grammar and essay.

UNIT III : Material

- Urdu Text-Book (Evaluation of existing curriculum). • Teaching and reading material (silent, loud, simultaneous, extensive and intensive reading). • Audio-visual Aids in Urdu teaching. • Personality of Urdu Teachers. • Co-curricular activities (Practical activities) in Urdu. • Urdu Library.

अनुमोदित पुस्तकें

- | | |
|-----------------|-------------|
| 1. उर्दू शिक्षण | —एम०डी० बुच |
|-----------------|-------------|

Course 7a / 7b : SANSKRIT

UNIT I : Aims and Objectives of Teaching Learning

- Importance of Sanskrit as language and its status. • The position of Sanskrit in India.
- The place of Sanskrit in the School Curriculum.

UNIT II : Methods of Teaching Techniques

- Prose : Discussion, narration, questioning. • Methods : Story telling, dramatisation, simulation. • Poetry Methods : Recitation, song / action, dramatization, discussion, appreciation.

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- **Listening** : Pronunciation, expressive, phonetics, stress on intonation.
- **Speaking** : Loud, silent, chorus, expressive, speed.
- **Writing** : Hand writing skill, poetic and 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 : Material 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, Advertisement.
- **Use of Library** : Koshas, Dictionaries.
- **Language** : Lab.

अनुमोदित पुस्तकें

1. संस्कृत शिक्षण
2. संस्कृत शिक्षण
3. संस्कृत शिक्षण

—सन्त कुमार मिश्रा

—डॉ० सन्तोष मिश्रा

—रेनु सिंह

Course 7a / 7b : PHYSICAL SCIENCE

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).

UNIT II : Aims, Values and Objectives of Teaching Physical Science

- Aims and objectives of teaching physical science.
- Importance of physical science in school curriculum.

UNIT III : Science Curriculum

- Definition of curriculum.
- Principles of curriculum organisation.
- Qualities of a good Science text-book state and CBSE.
- Critical review of Physical science text-book.

UNIT IV : Strategies of Teaching Physical Science

- **Science Teaching** : Concepts and meaning of approaches methods and techniques.
- **Approaches** : Inductive, deductive and heuristic.
- **Methods** : Lecture, demonstration, lecture cum demonstration, scientific problem-solving, team teaching.
- **Modern Techniques of Science Teaching** : Brain storming, quiz, seminars, discussion, scenario building.

UNIT V : Instruction Planning

- Importance and 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.
- Maintenance of register in the lab.
- Lab work and safety procedures.
- Collection, improvisation and preservation of apparatus.

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UNIT VI: Strengthening, Science Teaching

- Science Clubs, Eco-clubs, Museum and Science Fairs. • Role of Govt. and Non-Govt. organisation in popularizing science.

UNIT VII: Evaluation

- Concept, type and importance of evaluation. • Tools of evaluation. • Construction of unit test. • Construction of a questions bank.

अनुमोदित पुस्तकें**1. Pedagogy of School Subject Physical Science**

—S.P. Kulshrestha, Gaya Singh

2. Pedagogy of School Subject Science —A.B. Bhatnagar, S.S. Bhatnagar**3. Pedagogy of School Subject Science** —S.P. Kulshrestha, K.P. Singh**5. विज्ञान शिक्षणशास्त्र** —डॉ० ए०बी० भटनागर**6. विज्ञान शिक्षण (फिजिकल साइंस)** —ए०के० कुलश्रेष्ठ, एन०के० कुलश्रेष्ठ**Course 7a / 7b : LIFE SCIENCE****UNIT I: The Nature and Scope of Life Science**

- Meaning, nature and scope of life science. • Importance of life science in school curriculum. • Aims and objectives of teaching life science. • Specifying instructional objectives in behavioural terms.

UNIT II: Development of Instructional Material

- Meaning of unit planning in life science. • Step involved in development of teaching unit, determination of teaching points. • Unit plan, lesson plan.

UNIT III: Aids to Science Teaching

- Classification of teaching aids. • Importance of teaching aids in teaching life science.

UNIT IV: Science, Curriculum, Science Library and Textbooks

- Concept, scope and principles of curriculum constructions in life science. • Significance of good science library and selecting of books. • Characteristics of good science book. • Evaluation of the text book.

UNIT V: Approaches and Methods of Teaching Life Science

- Enquiry, problem-solving, lecture-cum demonstration, laboratory, project, assignment, team-teaching, workshops.

UNIT VI: Planning and Management of Science Laboratory

- Planning and organising laboratory for practical and teaching of life science. • Safety in bio-laboratory. • Maintenance of science records and registers.

UNIT VII: Evaluating Outcome of Science Teaching

- Concept of Evaluation. • Steps in construction of objective based test. • Devising and adopting assessments procedure.

अनुमोदित पुस्तकें**1. Pedagogy of Biological Science** —S.P. Kulshrestha, A.K. Kulshrestha**2. Pedagogy of School Subject Biological Science**

—Sudha Pahuja, Ravi Kant

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3. Pedagogy of School Subject Life Science

—Munendra Kumar

5. जैविक विज्ञान शिक्षण की प्रक्रिया

—डॉ० उन्नति बिशनोई

6. जैविक विज्ञान शिक्षण

—एस०पी० कुलश्रेष्ठ, धर्मेश तोमर, एस०के० गिल

Course 7a / 7b : MATHEMATICAL SCIENCE**UNIT I : Nature of Mathematics**

- Understanding the nature of Mathematics, specially the role of Axioms, hypothesis, postulates and operations.
- Contribution of any two mathematics (Aryabhatta, Ramanuja, Euclid, Pythagoras).
- Importance of Mathematics in life.
- Maths across the curriculum—its relation with other disciplines.

UNIT II :

- Aims and objectives of Mathematics.
- Methods/techniques of teaching Maths—inductive, deductive, analytic, synthetic, problem-solving, lecture-cum-demonstration, drill, assignments, graded presentation.

UNIT III :

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

UNIT IV : Mathematics Teacher

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

UNIT V : Curriculum and Text-Book of Mathematics

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

UNIT VI :

- Mathematics room and its equipments, Maths Laboratory.
- Co-curricular activities : Games, Quiz, Puzzles, Visits, Talks.
- Organisation and importance of Maths Club.

UNIT VII: Instructional Material

- Type, importance, uses with special reference and following visual aids.
- Projected aids : Slides, transparencies.
- Non-projected : Charts, models, boards, calculators.
- Audio-visual : T.V. Video.

UNIT VIII:

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

UNIT IX:

- Popularising mathematics.

अनुमोदित पुस्तकें

1. Pedagogy of School Subject Mathematics

—A.K. Kulshreshtha

2. गणित शिक्षण

—अरुण कुमार कुलश्रेष्ठ

3. गणित शिक्षण

—ए०बी० भटनागर

4. गणित शिक्षण

—उन्नति बिशनोई

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Course 7a / 7b : HOME SCIENCE**UNIT I : Meaning and Scope of Home Science**

- Meaning, nature of Home Science and its place in the secondary school.
- Aims and objectives of teaching Home Science at senior secondary level.
- Importance and scope of Home Science

UNIT II : Methods and Approaches of Teaching Home Science

- Discussion method.
- Lecture and question and answer method.
- Project method.
- Problem-solving method.
- Demonstration method.
- Laboratory method.
- Dramatization and field trips.

UNIT III : Teaching Learning Process in Home Science

- Teaching of child development.
- Teaching of food, health and nutrition.
- Teaching of textile and clothing.
- Teaching of home management.

UNIT IV : Audio Visual Aids in Teaching Home Science**UNIT V : Home Science Teacher**

- Qualities of good Home Science teacher.
- Role of Home Science teacher

UNIT VI : Curriculum Contentions

- Concept, principle, basis and measures.
- Curriculum for secondary school stage.
- Unit planning : meaning, importance, steps, advantages.

UNIT VII : Lesson Planning

- Concept of Planning for Home Science teaching.
- Various steps of lesson planning.

UNIT VIII : Evaluation in Home Science Teaching

- Concept of measurement and evaluation.
- Criteria of good evaluation.
- Preparation of blue print in evaluation.

अनुमोदित पुस्तकें

1. Pedagogy of School Subject Home Science—*B.L. Sharma, B.M. Saxena*
2. गृह विज्ञान शिक्षण —*सुरक्षा बंसल*
3. गृह विज्ञान शिक्षण —*डॉ० महिमा गुप्ता*

Course 7a / 7b : HISTORY METHOD**UNIT I : Concept of History**

- Concept of History, aim and objectives of teaching history, place and importance of teaching the subject at secondary and higher secondary level of education.

UNIT II : Methods

- Methods of teaching : Story telling, dramatization and role play, lecture, discussion, sources, question and answer, project, self-study, assignment, supervised study.

UNIT III : Co-relation with other Subjects

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

UNIT IV : Co-curricular Activities

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

UNIT V : Qualities of Teacher

- Qualities and qualification 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

- Visual—CB, charts, pictures, graph, maps, globes, models, flannel board.
- Auditory—Radio, gramophone, phonograph records.
- Audio Visual—T.V. Motion picture, films.
- Miscellaneous—Booklets, Newspaper, Magazine, computer assisted instructions.

UNIT VII : Examination and Evaluation of History

- Planning of History Lesson.
- Unit Planning.

अनुमोदित पुस्तकें**1. Pedagogy of School Subject History***—Dr. Rampal Singh, Dr. Dharmendra Kumar***4. इतिहास शिक्षण***—रामपाल सिंह, राजकुमार***Course 7a / 7b : CIVICS METHOD**

- Unit - I : Meaning and scope of Civics/political science.
- Unit - II : Aims and objectives of teaching Civics at various states of education.
- Unit - III : Relation of Civics with other Social Sciences.
- Unit - IV : Curriculum of Civics in school, meaning, definition, principles, curriculum principle of selection and organisation of curriculum.
- Unit - V : Methods of teaching : Unit Method, Source Method, Discussion Method, Problem Method, Project Method, Socialised 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 and Evaluation in Civics.

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- Unit - XI : Practical activities in Civics (Youth Parliament, UNO etc.)
 Unit - XII : Planning of Civics lesson.
 Unit - XIII : Concept of citizenship of its important on present day social order.

अनुमोदित पुस्तकें

1. Pedagogy of School Subject Civics—*Rampal Singh, Dharmendra Kumar*
 4. नागरिक शास्त्र शिक्षण —*रामपाल सिंह, राजकुमार*

Course 7a / 7b : ECONOMIC METHOD

UNIT I : Economic and its Aims

- Nature, scope, importance of economics, aims and objectives of teaching at secondary and higher secondary level.
- Co-relation of economic and mathematics, history, geography, science and language.

UNIT II : Approaches to Teaching Economics Methods

(Importance, Procedure, Advantage and Limitations)

- Lecture-cum-discussion method.
- Problem-solving method.
- Self-learning.
- Project method.
- Symposium.
- Dramatization.

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

- Unit Analysis.
- Instructional objectives and procedure.
- Planning in economics.

UNIT IV : Economics Curriculum and its Objectives

- Meaning of curriculum.
- Importance of economics curriculum at the school—secondary and higher secondary stage.
- Principles and organisation of curriculum.
- Innovations in curriculum.

UNIT V : Economic Teacher

- Qualities and qualification.
- Role and responsibility.
- Professional growth.
- Diagnostic testing and remedial teaching.

UNIT VI : Facilities and Equipments

- Instructional material and teaching aids
 - Visual : Chalkboard, chart, picture, graphs, maps, globes, objects, models, specimens and flannel board.
 - Auditory : Radio, recorders.
 - Audio Visual : Television, motion picture, films.
 - Miscellaneous : Booklets, newspapers, magazine.
- Computer assisted instructions.

UNIT VII : Examination and Evaluation in Economics

अनुमोदित पुस्तकें

1. Pedagogy of School Subject Economics

—Rampal Singh, Dharmendra Kumar

2. अर्थशास्त्र शिक्षण

—रामपाल सिंह, धर्मेन्द्र कुमार

Course 7a / 7b : GEOGRAPHY METHOD

UNIT I : Nature and Scope of Geography

- Unique position of Geography among social sciences.
- Geography as bridge between arts and science.

UNIT II : Aims and Objectives of Geography as a means to :

- Understand the life of man and his environment.
- Develop a balance understanding of the people of the world.
- Create awareness of relationship between resources and over population.

UNIT III : Concept of Geography

- Geography in the description of the earth.
- Study of landscape—physical and cultural.
- Science of distribution on earth.
- 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 teaching 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

- Story telling, text-book, observation and direct, laboratory, regional and comparative project, discussion method.
- Lesson planning in Geography teaching.

Unit - VIII : Geography Teacher

Unit - IX : Teaching aids : kinds of importance, chalk board, globes, maps, atlas, charts, models, pictures, projected aids.

Unit - X : Methodology : Instruments and sample survey, Instruments : types and uses.

Unit - XI : Geography room : Laboratory, geography museum, excursion-their importance and equipment.

Unit - XII : Environment pollution : A Geographical Problem.

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

Unit - XIV : Examination, evaluation and measurement in teaching Geography.

अनुमोदित पुस्तकें

1. Pedagogy of School Subject Geography*—Dr. R.P. Singh and Dr. Gita Dudeja***2. भूगोल शिक्षण***—जे०पी० वर्मा, मंजू वर्मा*

Course 7a / 7b : COMMERCE METHOD

UNIT I : Concept of Commerce

- Meaning, need and scope of Commerce.
- Importance of the subject.
- Aims and objectives of teaching at Secondary and Higher Secondary level.
- Co-relation with other subjects with Business, Maths, Economics, Geography, Book-Keeping, Science language.

UNIT II : Planing

- Lesson planning, unit planning, annual planning with objectives, procedures and evaluation.

UNIT III : Method of Teaching

- Expository based—Lecture, debate, discussion story-telling.
- Discovery based—Experimental, inquiry, problem-solving.
- Activity based—Simulation/gaming, survey, case study, project.
- Individualised Instructive based—Computer assisted instruction modulars, mastery learning, Dalton plan.
- Group Dynamics based—Seminars, conference, panel discussion, symposium.

UNIT IV : Text-book in Commerce

- Characteristics, importance of text-books.
- Criteria for their selection.

UNIT V : Commerce Teacher

- Qualification and training, qualities.
- Roles and responsibilities.
- Professional growth.

UNIT VI : Co-curricular Activities

- Objective, importance, principles of organisation.

अनुमोदित पुस्तकें

1. Pedagogy of School Subject Commerce*—Dr. S.S. Chandra, Dr. N.L. Sharma, Dr. Amit Sharma***2. Pedagogy of School Subject Commerce***—Dr. R.P. Singh and Dr. Imtiyaz Mansoori***3. वाणिज्य शिक्षण***—बी०एल० शर्मा, इम्तियाज मंसूरी***4. वाणिज्य शिक्षण***—सुरक्षा बंसल*

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EPC 1 : READING AND REFLECTING ON TEXTS

- The role of language and the pedagogy of reading and writing.
- The aims of the reading interactively—individually and in small groups.
- Different types of reading skills and strategies : Narrative texts, field notes, ethnographic.
- Expository texts : Learn to make prediction, check their prediction, answer questions and summarise them, responding to a text with one's own opinions or writing within the context of other's ideas.

अनुमोदित पुस्तकें

- Text Reading and Reflections—*P.K. Gupta, A.K. Gandhi, S.S. Bhatnagar*
- पढ़ना और प्रतिबिम्बित करना — डॉ० राजकुमार गोयल

EPC 2 : DRAMA AND ART IN EDUCATION (1/2)

- Aims and objectives of teaching art and drama in schools.
- Place of Art in school education—child art, its characteristic.
- The Art Teacher : Role, areas of activities viz. environment, participation in life, visit to the place of Art.
- Methods of teaching art/drama
- Activities related to Drama/Art :
 - Organisation of school exhibition.
 - Art exhibition with different articles and waste materials.
 - One act play, role play and cultural show.

अनुमोदित पुस्तकें

- Drama and Art in Education—*Dr. Jas Raj Kaur, Dr. Satish Kumar Pandey*
- कला का अध्यापन — कुसुम लता राठौर
- शिक्षा में नाटक एवं कला — शिल्पी शर्मा, संध्या वाघ्णैय
- शिक्षा में नाटक एवं कला — डॉ० बी०एल० शर्मा

COURSE EPC 3 : CRITICAL UNDERSTANDING OF ICT**UNIT I :**

- Concept of ICT or ICT in Education : Definition, its nature, aims and objectives and importance of ICT.
- Educational technology and ICT.

UNIT II : Teaching Learning Materials

- Audio materials, visual and audio-visual materials.
- Project and non-project materials.
- Computer, E-mail, Internet.

UNIT III :

- Emerging communication, communication satellite, teleconferencing, interactive broadcasting, language lab mobile service.

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UNIT IV :

- Computer in teaching learning.
- Computer in evaluation.
- Computer in educational administration.

अनुमोदित पुस्तकें**1. Information and Communication Technology**

—Pooja Sharma, Shivangi Nigam

3. सूचना एवं सम्प्रेषण तकनीकी (आई०सी०टी०) और ई-अधिगम

—डॉ० राज कुमार गोयल, डॉ० मीरा अग्रवाल, संध्या वाष्णीय

3. शिक्षा में सूचना एवं सम्प्रेषण तकनीकी

—प्रदीप सिंह, अभिषेक चव्वन

4. शिक्षा में सूचना एवं सम्प्रेषण तकनीकी

—डॉ० शिल्पी शर्मा

5. सूचना एवं संचार प्रौद्योगिकी

—कृष्ण चन्द्र यादव, पूनम मदान, रेखा मौर्य, रोमा श्रीवास्तव

YEAR II

Paper No.	Title of Paper	Marks
Course 7b	: Pedagogy of a School Subject—Part II (1/2)	50
Course 8	: Knowledge and Curriculum	100
Course 9	: Assessment for Learning	100
Course 10	: Creating an Inclusive School (1/2)	50
Course 11	: Optional Course (1/2)	50
Course EPC4	: Understanding the Self (1/2)	50
School Internship		150
Practical Exam	Pedagogy of a School Subject - A	50
	Pedagogy of a School Subject - B	60
Engagement with the Field : Task and Assignments for courses 7B and 8 -10		
Total		650

Course 8 : KNOWLEDGE AND CURRICULUM**UNIT I : Curriculum, Aims and Objectives**

- What is curriculum, syllabus/text-book?
- Aim and objective of curriculum.
- Principles and procedure of curriculum construction.
- Relationship between curriculum and syllabus.

UNIT II : Designing of Curriculum

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

UNIT III : Epistemological Bases of Education

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

UNIT IV :

- Concept of : Nationalism, Universalisation, Secularism and their interrelationship with education with reference to Tagore and Krishnamurti.
- Criteria for their selection.

UNIT V : Philosophical Basis of Education Indian and Western Thinkers

- **Indian thinkers** : Gandhi, Tagore, Vivekananda, Aurobindo
- **Western thinkers** : Rousseau, Froebel, Pestalozzi, John Dewey.

UNIT VI: Social Bases of Education

- Social basis of education in the context of society, culture and modernity.
- Historical changes introduced by Industrialisation, Democracy, ideas of individual autonomy.

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- Education in relation to modern values :
 - Equity and equality
 - Individual opportunity and social justice and dignity with reference to Ambedkar.

अनुमोदित पुस्तकें

- | | |
|-----------------------------|--------------------------------|
| 1. Knowledge and Curriculum | —Ram Kishore Singh |
| 2. Knowledge and Curriculum | —N.R.S. Saxena, Munendra Kumar |
| 3. ज्ञान भाषा एवं पाठ्यक्रम | —डॉ० ए०बी० भटनागर |

Course 9 : ASSESSMENT OF LEARNING

UNIT I : Significance of Evaluation in Teaching Learning Process

- Definition and meaning of evaluation, differences among measurement, assessment and evaluation.
- Scales of measurement : normal scale, ordinal scale, interval scale and ratio scale.
- Approaches of evaluation : Formative and summative criterion references and norm referenced evaluation, internal and external evaluation.
- Instructional objectives and their specification in behaviour terms.
- Bloom's and Anderson's taxonomy of educational objectives in cognitive, affective and psychomotor domain.

UNIT II : Techniques and Tools of Evaluation

- Meaning of testing and interpretation of test results.
- Techniques of Evaluation Self-Reporting, Observation, Peer Rating and Sociogram.
- Tools of Testing : Rating Scales, Inventories, Anecdotal Record, Interview Schedules and Cumulative Record Cards

UNIT III : Learner Evaluation Process

- Construction of Teacher Made Achievement Test : Design, blue print, preparing the questions paper and making scheme, steps in standardizing and achievement test.
- Different types of questions.

UNIT IV : Statistics : Interpretation and Significance

- Concept and types of statistics.
- Utility of statistics in teaching-learning process.

UNIT V : Tabulation of Data its Graphical Representation

- Classification and tabulation of un-grouped and grouped data.
- Graphical representation of data : Histogram, frequency polygon, cumulative frequency curve, pie chart and ogive.
- Application of various graphical representation of data.

UNIT VI : Measures of Central Tendency

- Mean, Median and Mode : Correlation co-efficient and nature and characteristics.
- Methods of calculation and their application to test scores.

UNIT VII: Measure of Dispersion

- Range, quartiles, deviation, mean deviation and standard deviation, nature and significance.
- Methods of calculation and their application to test graphical.

UNIT VIII: Measures of Relative Position

- Percentiles and Quartiles : Nature and significance.
- Methods of calculation : Statistical and graphical.

अनुमोदित पुस्तकें

1. Assessment of Learning —Raman Bihari Lal
2. Assessment of Learning —Dr. A.B. Bhatnagar, Anurag Bhatnagar
3. Assessment of Learning —Dr. Jas Raj Kuar, Dr. Ritu Bist
4. अधिगम के लिए आंकलन —डॉ० मोहनलाल आर्य
5. अधिगम का आंकलन— डॉ० ए०बी० भटनागर, डॉ० मीनाक्षी भटनागर, डॉ० अनुराग भटनागर
6. अधिगम का आंकलन —डॉ० रमन बिहारी लाल, सुनीता पलोड
7. अधिगम का आंकलन —डॉ० जसराज कौर, डॉ० रितु बिस्ट

Course 10 : CREATING AND INCLUSIVE SCHOOL (1/2)**UNIT I : Meaning, Nature and Scope of Inclusive Education**

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

UNIT II : Learning Disabilities and Educational Adaptation

- Historical background and definitions of learning disabilities.
- Characteristics of learning disabled children
 - Cognitive
 - Physical
 - Communication
 - Educational
 - Behavioural
- Types of learning disabilities
- Teaching of learning disabilities
- Treatment of learning disabilities :
 - Behaviour guidance method
 - Cognitive behaviour modification

- Adaptation teaching methods
 - Improving basic skills
 - Improving social Procedure
- Improving classroom behaviour

UNIT III : Instructional and Assessment Procedure

- Components of effective instruction.
- Individualized education programs.
- Special teaching method.
- Special instruction adaptation.
- Special procedure in special education.
- Technique of assessment in special education.
- Behaviour assessment in special education.

अनुमोदित पुस्तकें

1. Creating and Inclusive Education —Dr. K.P. Singh, Satyaveer Singh
2. समावेशी शिक्षण —डॉ० ए०बी० भटनागर
3. समावेशी शिक्षण —मदन सिंह

OPTIONAL COURSES (1/2) : GARDENING**UNIT I : Gardening**

- Concept, need and importance of work experience with special emphasis on Gardening.
- Objective of teaching gardening in schools.
- Method of teaching.
- Evaluating student work.

UNIT II : Materials and Tools

- Seeds, cutting and grasses : Types, uses and resources.
- Pots, types, uses and resources.
- Manure and fertilisers : Types, sources and importance.
- Tools and equipments : Sources, function and uses.

UNIT III : Content Enrichment

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

BASICS OF COMPUTER

UNIT I : Fundamental of Computers

1. Introduction, characteristics of computers
2. Essential components of computer
 - Input unit
 - Central processing unit
 - Output devices
3. Types of memory, storage devices.
4. Computer languages (assembly, machine, high level).
5. Uses and applications of computer

UNIT II : Introduction to Operating System

1. Computer and types of operating system.
2. Basics of MS Windows
3. Components of Windows
4. Advantages of Windows

UNIT III : Introduction to MS-Office

1. **Microsoft Word**
 - Introduction, components of word documents, basics of Word Processing.
 - Saving/opening new documents/files in different locations (drives)
 - Text editing, spell check, insert picture, word art.
 - Text printing, mail merge.
2. **Microsoft Excel**
 - Introduction, components of excel.
 - Enter and edit data in excel work sheet.
 - Statistical application.
 - Function.
 - Graphical representation, how to create/draw graphs.
 - Standard statistical function.
3. **Microsoft Power Point**
 - Introduction, application.
 - Clip art.
 - Slide show
 - Creating and viewing a presentation.
 - Editing the presentation

UNIT IV : Introduction to Internet and E-mail

1. Internet, history and working, characteristics of internet.
2. Electronic mail.
3. Browsing internet.
4. World Wide Web (WWW)
5. Advantage of Internet.
6. Educational Websites.

FINE ARTS

Contents :

1. Definition of arts.
2. Aims and objectives of teaching art and craft in schools.
3. A brief history of Indian Art : Pre-historic period to Modern Indian Art.
4. A brief history of Western Art : Pre-historic period to Modern times.
5. The Art Teacher : Role, area of activities viz. environment, participation in life, excursion of the place of Art.
6. Technique of Drawing and Painting : Colour Theory.
7. Theory of perspective.
8. Aesthetics.

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TAILORING**UNIT I : Textile and Clothing**

- History of textile and clothing.
- Textile clothing of the body.
- Characteristics, importance of textile and clothing.
- Classification of textile and clothing.
- The laundry of the clothing.

UNIT II : History of Sewing Machine

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

EPC 4 : UNDERSTANDING THE SELF**UNIT I : Holistic and Integrated Understanding of Human Self and Personality**

- Who Am I?
- Individual in society with different identities : Gender, relational, cultural.
- Beliefs : Stereotypes and prejudices.
- Relationship with self, others, family, society.
- "I" — A teacher. Who a teacher is? Role of a teacher, qualities and functions.
- Communication skill 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 :
 - (a) The power of emotion in human behaviour.
 - (b) Understanding of the emotions.
 - (c) Growth toward emotional maturity.
 - (d) Stages of emotional growth.

UNIT III : Philosophy of Yoga

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

अनुमोदित पुस्तकें

1. Understanding the Self —Shivani Jain
2. Understanding the Self —Seema Sharma
3. स्वयं की समझ —पूजा अग्रवाल, राजकुमार गोयल
4. शिक्षा दर्शन और आत्म-विकास की अवधारणाएँ —डॉ० राजकुमार गोयल, डॉ० मीरा अग्रवाल
5. आत्म-बोध —शिवपाल सिंह, राकेश कुमार केशरी

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नवीन संस्करण

सूर्या त्वैश्चन बैंक

सभी विषयों के प्रश्नोत्तर रूप में उपलब्ध

दीर्घ उत्तरीय, लघु उत्तरीय तथा अतिलघु उत्तरीय, सत्य/असत्य, खाली स्थान, वस्तुनिष्ठ प्रश्न तथा एक शब्द या वाक्य वाले प्रश्नों का समावेश

आगामी परीक्षा के लिए उपयोगी प्रश्नों सहित

सभी विषयों के ईजी नोट्स **ENGLISH MEDIUM** में भी उपलब्ध हैं।

नोट : यद्यपि यह पाठ्यक्रम अत्यन्त सावधानीपूर्वक छपा गया है, तथापि किसी भी त्रुटि के लिए मुद्रक, प्रकाशक जिम्मेदार नहीं होगा। पेपर कोर्ड नं. विश्वविद्यालय से सुनिश्चित करें।

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