

SYLLABUS

MAULANA MAZHARUL

HAQUE ARABIC

AND

PERSIAN UNIVERSITY

PATNA

TWO YEAR

BACHELOR OF EDUCATION (B.Ed.)

PROGRAMME

COURSES OF STUDY



SYLLABUS

ANNUAL DISTRIBUTION OF THE COURSES

B.ED. – 1ST YEAR

Course No.	Course Name	Credit	Theory	Practicum*	Full Marks
Course 1	Childhood and Growing Up	4	80	20	100 marks
Course 2	Contemporary India and Education	4	80	20	100 marks
Course 3	Learning and Teaching	4	80	20	100 marks
Course 4	Language Across the Curriculum	2	40	10	50 marks
Course 5	Understanding Disciplines and Subjects	2	40	10	50 marks
Course 6	Gender, School and Society	2	40	10	50 marks
Course 7a	Pedagogy of a School Subject Part-I	2	40	10	50 marks
Course EPC 1	Reading And Reflecting on Texts	2	40	10	50 marks
Course EPC 2	Drama And Art in Education	2	40	10	50 marks
Course EPC 3	Critical Understanding of ICT	2	40	10	50 marks
Total		26			650 marks

* Engagement with the Field: Task and Assignments for Courses 1-6 & 7a.

B.Ed. – 2nd Year

Course No.	Course Name	Credit	Theory	Practicum*	Full Marks
Course 7b	Pedagogy of a School Subject Part-II	2	40	10	50 marks
Course 8	Knowledge & Curriculum	4	80	20	100 marks
Course 9	Assessment for Learning	4	80	20	100 marks
Course 10	Creating an Inclusive School	2	40	10	50 marks
Course 11	Optional Course ***	2	40	10	50 marks
Course EPC	Understanding the Self	2	40	10	50 marks
	School Internship	10	250 marks
Total		26	650 marks

CHILDHOOD AND GROWING UP

COURSE CONTENT:

UNIT 1 : Understanding Childhood

- Understanding Childhood : Developmental Perspective
- Dimensions of Childhood : Social, Cultural, Political and Economic
- Key Factors during Childhood : Family, Neighborhood, Community and School
- Children and their Childhood : The Contextual Realities of Bihar
- General objectives of early childhood Education as related to national goals.
- Notion of joyful Childhood : Major discourse and educational implications
- Dimensions of individual development : physical, cognitive, language, social and moral their interrelationships and implications for teachers (with reference to Piaget, Erickson and Kohlberg)

UNIT 2 : Understanding Adolescence

- Adolescence : assumptions, stereotypes and need of a holistic understanding
- Major issues : growth and maturation, nature and nurture, continuity and discontinuity
- Learner as an adolescent : stages of development- developmental task with focus on process of growth and development across various stages from infancy to adolescence
- Factors affecting adolescence : social, cultural, political and economic
- Adolescence: activities, aspirations, conflicts and challenges of learner
- The contextual reality of adolescence in Bihar
- Dealing with adolescence; discourse on the role of teacher, family, community and state

UNIT 3 : Understanding Socialization and the Context of the Learner

- Understanding Socialization
- Socialization at home context: family as a social institution; parenting styles and their impact; transmission of parental expectations and values
- Socialization and the context of community: neighborhood, extended family, religious group and their socialization functions
- Socialization and the context of school : impact of entry to school, school as a social institution and its notions in Bihar, value formation in the context of schooling
- Schooling as a process of identity formation: ascribed, acquired and evolving
- Gender Identities and Socialization Practices in family, school, other formal and informal organization; Schooling of Girls
- Inequalities and resistances in society: issues of access, retention and exclusion

UNIT 4 : Understanding Differences in Learners

- Difference in learners based on socio-cultural contexts : impact of home languages of learners and language of instruction, impact of differential 'cultural capital' of learners

- Differences between individual learners: multiple intelligence, learning style, self-concept, self-esteem, attitude, aptitude, skills and competencies, interest, values, locus of control and personality
- Understanding differently-abled learners: slow learners and dyslexic learners
- Methods of assessing individual differences: tests, observation, rating scales, self-reports
- Catering to individual differences : grouping, individualizing instruction, guidance and counseling, bridge courses, enrichment activities and clubs

UNIT 5: Learner's Identity Development

- Understanding 'Identity Formation' : emergence of multiple identities in the formation of a person placed in various social and institutional contexts; the need for inner coherence; managing 'conflicting' identities
- Determinants of identity formation in individual and groups; social categories such as caste, class, gender, religion, language and age
- School as a site of identity formation in teacher and students; school, culture and those, teaching-learning practices and teacher discourse in the classroom, evaluation practices; value system and 'hidden curriculum' in schools
- The influence of peer group, media, technology and globalization on identity formation

RECOMMENDED HELP BOOK

**Excellent B.Ed. Guide & Guess
CHILDHOOD AND GROWING UP
BHARATI PRAKASHAN, PATNA - 4**

CONTEMPORARY INDIA AND EDUCATION

COURSE CONTENTS

UNIT I: UNDERSTANDING OF THE CONCEPT & AIMS OF EDUCATION

- Concept : Meaning and definitions of education, Processes of education- Schooling, Instruction, Training and Indoctrination, Modes of education- Formal, Informal and Non-Formal
- Aims : Meaning and functions of Aims, Classification of Aims of Education, Determinants of Aims of Education, Aims of education in relation to an individual, Aims of education in relation to a society / Nation, Philosophical contradictions between individualistic and socialistic aims and their synthesis

UNIT II: NORMATIVE VISION OF INDIAN EDUCATION

- Normative orientation of Indian education : A historical enquiry
- Constitutional provisions on education that reflect National ideals : Democracy, equality, liberty, secularism and social justice
- India as an evolving Nation, State : Vision, Nature and Salient Features - Democratic and Secular polity, Federal structure : Implications for educational system
- Aims and purposes of education drawn from the normative vision

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- Education for National development : Education Commission (1964-66)
- Emerging trends in the interface between
 - (i) Political process and education;
 - (ii) Economic developments and education; and
 - (iii) Socio-cultural changes and education

UNIT III : PHILOSOPHICAL VISION OF EDUCATION AND THE PHILOSOPHICAL SYSTEMS

- Philosophy and Education : Meaning and definitions of philosophy, Branches of philosophy and their relationship with educational problems and issues
- Philosophical systems : Schools of philosophy, Idealism, Naturalism, Pragmatism, Marxism and Humanism with special reference to their concepts of reality, knowledge and values, and their educational implications for aims, curriculum, methods of teaching and discipline

UNIT IV: PHILOSOPHICAL VISION OF EDUCATION : EDUCATIONAL THINKERS

An overview of salient features of the philosophy and practice of education advocated by the following thinkers :

- Indian Thinkers : R.N. Tagore, M.K. Gandhi, Swami Vivekananda, Aurobindo Ghose, Jiddu Krishnamurthi and Gijju Bhai Badheka
- Western Thinkers : Plato, Rousseau, Dewey,

UNIT V : CONTEMPORARY INDIAN SCHOOLING : CONCERNS AND ISSUES

- Universalization of School Education; Right to Education and Universal Access :
 - (i) Issues of (a) Universal enrollment (b) Universal retention (c) Universal success
 - (ii) Issues of quality and equity.The above to be discussed with specific reference to physical, economic, social and cultural access, particularly to girl child and weaker sections as well as differently abled children
- Equality of Educational Opportunity :
 - (i) Meaning of equality and constitutional provisions
 - (ii) Prevailing nature and forms of Inequality, including dominant and minor groups and related issues
 - (iii) Inequality in schooling : Public-private schools, rural-urban schools, single teachers schools and many other forms of inequalities in school systems and the processes leading to disparities
 - (iv) Differential quality in schooling : Variations in school quality
- Idea of common school system
- Right to Education Bill and its provisions.

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CONTEMPORARY INDIA AND EDUCATION
BHARATI PRAKASHAN, PATNA - 4

LEARNING AND TEACHING

COURSE CONTENTS

UNIT I : Learning : Its Nature, Types and Strategies

- Concept & Nature of Learning, Concept learning, skill learning, verbal learning, social learning principle learning problem solving
- Basic Assumptions and analysis of the relevance of Learning Theories - Behavioral, Social, Cognitive & Humanistic learning theories
- Learning as a process of construction of knowledge - Constructivist Approach to learning
- Relationship of learning with school performance and ability of the learner

UNIT II : Factors affecting Learning & Management of Learning

- Concept of Motivation; types, techniques of enhancing motivation
- Health, sleep, difficulty of task, content and study habits as factors influencing learning
- Influence of method of learning : part and whole learning; superficial and in depth learning; Influence of prior learning on present learning; Strategies for transfer of learning
- Forgetting classroom learning - meaning and its causes; strategies for improving retention of learning
- Meaning of learning to Learn skills; Ways of developing self-study

UNIT III : Understanding Teacher and Teaching

- What is teaching? Teaching as a planned activity - elements of planning
- Assumptions underlying teaching and their Influence on the planning for teaching. Proficiency in Teaching : Meaning and place of awareness, skills, competencies and commitment.
- Assumptions underlying effectiveness in teaching - Behaviouristic, Humanistic and Constructivist perspectives
- An analysis of teacher's roles and functions, skills and competencies in the Pre-active phase - visualizing decision-making on outcomes, preparing and organization; Interactive phase - facilitating and managing learning; Post-active phase - assessment of learning outcomes, reflecting on pre-active, interactive and post-active processes
- Characteristics associated with effective teachers; Teacher's professional identity - what does it entail?

UNIT IV : Planning for Teaching

- Visualizing : The learner and learning readiness characteristics, the subject matter content and their inter-linkages, the learning resources, approaches/strategies.
- Decision making on outcomes: Establishing general instructional goals, specification of objectives and standards for learning, allocation of instructional time for various activities/ tasks - instructional time as a variable in learning.
- Decision-making on instructional approaches and strategies; Expository or Inquiry, Individualized or Small Group or Whole Class -

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skills required for learner engagement in the context of the strategy decided.

- Preparing for instruction : Identifying and selecting available learning resources or developing required learning resource.
- Preparation of a Plan : Unit Plan and Lesson Plan.

UNIT V : Skills and Strategies of Teaching

- Introducing a lesson - need and various possibilities
- Motivating the learners and sustaining their attention - importance of stimulus variation and reinforcement as skills.
- Questioning, Illustration and explanation as teacher competencies influencing student- learning in the classroom;
- Strategy of Teaching - a) Expository Strategy as approach to teaching for understanding: Presentation - discussion - demonstration, the Advance Organizer Model; (b) Inquiry Strategy as approach to teaching thinking skills and construction of knowledge : Concept attainment / Concept formation, Inductive thinking, Problem based learning/ Project Based Learning.
- Approaches to Individualized Instruction : Computer Managed Instruction, Programmed Instruction and Learning Activity Packages,
- Approaches to Individualized Instruction : Computer Managed Instruction, Programmed Instruction and Learning activity Packages,
- Approaches to Small Group and Whole group Instruction : Cooperative and Collaborative approaches to learning. Brain storming, Role Play and Dramatization, Group Discussion, Simulation and Games, Debate, Quiz and seminar.

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LEARNING AND TEACHING
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LANGUAGE ACROSS THE CURRICULUM

COURSE CONTENTS

UNIT 1 : Learner and their Language

- Meaning of Language; various forms, systems and properties
- Language capital of learners before school entry
- How children learn language with special reference to Skinner, Chomsky, Piaget and Vygotsky.
- Difference between acquiring language and learning language
- Social and cultural context of language; Language and Gender, Language and Identity, Language and Power, Language and Class (Society)
- Political context of language; Multilingual perspective of India and Bihar, Constitutional provisions related to languages in India

UNIT 2 : Language in School Curriculum

- Home language and School language; Medium of understanding (child's own language);

- centrality of language in learning;
- Language across the curriculum, Role and importance of language in the curriculum
- Language and construction of knowledge; Understanding the objectives of learning languages; imagination, creativity, sensitivity, skill development
- Difference between language as a school - subject and language as a means of learning and Communication;
- Critical review of Medium of Instruction; Different school subjects as registers;
- Multilingual classrooms; Multicultural awareness and language teaching.

UNIT 3 : Constitutional Provisions and Policies of Languages Education :

- Position of Languages in India; articles 343-351, 350A;
- Recommendation of Kothari Commission (1964-66); NPE-1986; POa-1992);
- National Curriculum Framework-2005 (language education)

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Excellent B.Ed. Guide & Guess

**LANGUAGE ACROSS THE CURRICULUM
BHARATI PRAKASHAN, PATNA - 4**

UNDERSTANDING DISCIPLINES AND SUBJECTS

COURSE CONTENTS

UNIT I: Basic Understanding of disciplines and Subjects

- What is a discipline? History of the concept of discipline.
- What Are Academic Disciplines? Need/ Perspectives of the classification of Human knowledge into disciplines & Subjects; 1. The Philosophical Perspective: Unity and Plarality, 2. The Anthropological Perspective: Culture and Tribes, 3. The Sociological Perspective Professionalization and Division of Labour 4. The Historical Perspective; evolution and Discontinuity, 5. The Management Perspective: Market and Organization, 6. The educational Perspective: Teaching and Learning
- Difference between discipline and subject; Nature and scope of disciplines/ subjects
- Difference between discipline and subject; Nature and scope of disciplines subjects
- Strengths and weaknesses of disciplines
- Basic premises and philosophy of subject
- Aims of disciplines subjects for learners development in the national context

UNIT II : Competencies for and Advancement of the disciplines/subjects

- Mastery over the subject

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- Communicating the subject
- subject specific terms and their uses
- Projects/activities in the subject
- Research in subject/discipline; Methods of data collection in the subject, Drawing conclusion, generalization and theory development
- Preparing reference, notes and bibliography

UNIT III : Interdisciplinary learning and the related issues

- What is Interdisciplinary learning? Interdisciplinary learning - a dialectical process
- What are interdisciplinary subjects ?
- What are the generic objectives of interdisciplinary subjects?
- Do interdisciplinary subjects require disciplinary depth?
- How can you design and coordinate interdisciplinary subjects?
- How can you assess interdisciplinary learning?
- what criteria can be used for quality assurance of interdisciplinary subjects?

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Excellent B.Ed. Guide & Guess
UNDERSTANDING DISCIPLINES AND SUBJECTS
BHARATI PRAKASHAN, PATNA - 4

GENDER, SCHOOL AND SOCIETY

COURSE CONTENTS

UNIT I: GENDER ISSUES: KEY CONCEPTS

- Gender, sex, sexuality, patriarchy, masculinity and feminism
- Gender basis, gender stereotyping, and empowerment
- Equity and equality in relation with caste, class, religion, ethnicity, disability and region
- Paradigm shift from women's studies to gender studies
- Historical backdrop : Some landmarks from social reform movements of the nineteenth and twentieth centuries with focus on women's experiences of education
- Contemporary period : Recommendations of policy initiatives commissions and committees, schemes, programmes and plans

UNIT II: GENDER, POWER AND EDUCATION

- Theories on Gender and Education : Application in the Indian Context
 - * Socialization theory
 - * Gender difference
 - * Structural theory
 - * Deconstructive theory
- Gender Identities and Socialization Practices in :
 - * Family
 - * Schools
 - * Other formal and informal organization
- Schooling of Girls : Inequalities and resistances (issues of access, attention and exclusion)

UNIT III: GENDER ISSUES IN CURRICULUM

- Gender, culture and institution : Intersection of class, caste, religion and region
- Curriculum and the gender question
- Construction of gender in curriculum framework since Independence : An analysis
- Gender and the hidden curriculum
- Gender in text and context (textbooks inter-sectionality with other disciplines, classroom processes, including pedagogy)
- Teacher as an agent of change
- Life skills and sexuality

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**GENDER, SCHOOL AND SOCIETY
BHARATI PRAKASHAN, PATNA - 4**

PDEAGOGY OF A SCHOOL SUBJECT - PART-1

Pedagogy of a School Subject (PSS)-Part I may be any One of the following Courses which is relevant for the candidate i.e. he/she has studied its related content as a subject at Graduation/Post-Grauation level :

PSS-01-METHOD OF TEACHING ENGLISH- PART-(I)

COURSE CONTENTS

UNIT I : Nature, Scope and Aims

- Role of English language in the Indian context : English as a colonial language. English in Post-colonial times; English as a language of knowledge, Position of English as second language in India;
- General Principles of language learning with special reference to English
- Advantages & importance of English learning
- Aims and Objectives of teaching English
- the Constituents of learning a foreign language : the sound system, the structural devices, vocabulary
- Difficulties in teaching English in India

UNIT II : Curriculum of English

- Meaning and principle of curriculum construction
- Critical study of existing English curriculum in Secondary and senior secondary Schools of CBSE, ICSE, BSEB
- Curriculum reform in English - Critical appraisal of NCF-2005, BCF-2008 in the context of language teaching
- Constitutional provisions and policies of language education : Position of Languages in India; Articles 343-351, 350A; Kothari Commission (1964-66); NPE-1986; POA-1992)
- Text books in English- Importance and qualities

UNIT III : Specific Instructional Strategies and Method of Teaching

- Methods, Inductive deductive, lecture, discussion Grammar, Translation Method, Direct method, multilingual, their advantages and limitations & comparisons.

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- Approaches- Structural approach and Communicative approach, constructive approach
- Specific Strategies for teaching Vocabulary : Its ways and means
- Specific strategies for Teaching of reading; Attributes of good reading. Types of Reading. Good and bad habits of Reading, Strategies to develop Reading Comprehension. Methods of reading.
- Specific strategies for developing Writing skills - Types of writing, factors affecting writing skills, qualities of good writing (Role of simplicity, logical thinking and organization in writing)

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PSS-01-METHOD OF TEACHING ENGLISH- PART-(I)
BHARATI PRAKASHAN, PATNA - 4

PSS-02-METHOD OF TEACHING HINDI-PART-(I)

COURSE CONTENTS

UNIT I : Nature, Scope and Aims

- Language-its meaning and functions. The role of mother- language in the education of a child.
- Special features of Hindi language and its universal significance- the cultural, social, practical, literary and linguistic.
- Aims and objectives of Teaching Hindi as mother-tongue and national language
- Different forms of Hindi; Hindi as a language of knowledge; Hindi as first, second and third language; Hindi at International level
- Difficulties in teaching mother tongue

UNIT II : Curriculum of Hindi

- Meaning and principle of curriculum construction
- Critical study of existing Hindi curriculum in Secondary and senior secondary Schools of CBSE, ICSE, BSEB
- Curriculum reform in Hindi-Critical appraisal of NCF-2005, BCF- 2008 in the context of language teaching
- Constitutional provisions and policies of language education : Position of Languages in India; Articles 343-351, 350A; Kothari Commission (1964-66); NPE-1986; POA-1992
- Text books in Hindi- Importance and qualities

UNIT III : Specific Instructional Strategies and Method of Teaching

- Teaching of Prose-Story, Drama, Essay and Novel Major steps in the planning of a prose lesson
- Teaching of poetry- Objectives of poetry lessons Importance for recitation, Major steps in a poetry plan.
- Teaching of Grammar : Place of grammar in the teaching of Hindi, Inductive and Deductive methods and their relative merits.
- teaching of Reading : Attributes of good reading. Types of reading- Scanning Skimming, Intensive reading, Extensive reading, Silent

reading, reading loud, Various methods of reading. The phonic method. Alphabetical method, word method and sentence method.

- Teaching of vocabulary- Its ways and means, oral work, drilling vocabulary building, making sentence
- Teaching of writing and composition : Letter writing. Essay writing and Precise writing

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**PSS-02-METHOD OF TEACHING HINDI-PART-(I)
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PSS-03 METHOD OF TEACHING SANSKRIT-PART-(I)

COURSE CONTENTS

UNIT I : Nature, Scope and Aims

- Language- Its meaning and functions. The role of classical language in the education of a child
- Special features of Sanskrit language and its universal significance- the cultural, social, practical, literary and linguistic.
- Aims and objectives of Teaching Sanskrit as classical language
- Sanskrit language and literature, Sanskrit language and Indian languages, Socio-cultural importance of Sanskrit language, Sanskrit as a modern Indian language
- Principles and Difficulties in teaching old and classical language

UNIT II : Curriculum of Sanskrit

- Meaning and principle of curriculum construction
- Critical study of existing Sanskrit curriculum in Secondary and senior secondary Schools of CBSE, ICSE, BSEB,
- Curriculum reform in Sanskrit-Critical appraisal of NCF-2005, BCF-2008 in the context of language teaching
- Constitutional provisions and policies of language education : Position of Languages in India; Articles 343-351, 350A; Kothari Commission (1964-66); NPE-1986; POA-1992
- Text books in Sanskrit- Importance and qualities

UNIT III : Specific Instructional Strategies and Method of Teaching

- Teaching of Prose-Drama, Story and Novel Major steps in the planning of a prose lesson
- Teaching of poetry- Objectives of poetry lessons Importance for recitation, Major steps in a poetry plan.
- Teaching of Grammar : Place of grammar in the teaching of Sanskrit, Inductive and Deductive methods and their relative merits.
- Teaching of Reading : Attributes of good reading. Types of reading- Scanning Skimming, Intensive reading, Extensive reading, Silent reading, reading loud, Various methods of reading. The phonic method. Alphabetical method, word method and sentence method.

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- Teaching of vocabulary- It's ways and means, oral work, drilling vocabulary building, making sentence
- Teaching of writing and composition : Letter writing. Essay writing and Precise writing.

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PSS-03 METHOD OF TEACHING SANSKRIT-PART-(I)
BHARATI PRAKASHAN, PATNA - 4

PSS-07 METHOD OF TEACHING HISTORY-PART-(I)

COURSE CONTENTS

UNIT I : Nature, Scope and Aims of Teaching History

A. Nature and Importance :

- Definitions concept and constituents of History.
- Correlation of the different aspect of History-with other subjects like Geography, Civics, Economics, science and Technology.
- Importance of Teachign History.

B. Aims and objectives :

- General aims of Teachign History.
- Objectives of Teacing History-Instructional and Behavioural and their relationship with curriculum.
- Blooms Taxonomy of Educational objective

UNIT II : History Curriculum

- Principal of curriculum construction
- History curriculum and stae, NCERT Textbook controversy, history curriculum in CBSE, ICSE, BSEB
- Selection and organization of Historical materials :
(a) General Principles
(b) Specific principles- Cultural Epoch, Bibliographical, Chronological, Topical, Integrational, Concentric, Spiral and Unit approaches.
- Qualities of a good History text books.
- Curriculum reform in History - Critical appraisal of NCF-2005, BCF-2008 in the context of Social Science teaching.

UNIT III : Instructional strategies and methods of History teaching

- Methods of Teachign History- Inductive deductive method, Story Telling Method Lecture Method, Discussion Method, Ssource Method, Project and Problem Solving Method.
- Techniques of teaching - Simulation, gamming, survey method, case study, Brain storming Team teaching
- Learning in Groups- Cooperative and collaborative learning, addressing needs of heterogeneous classroom
- Use of ICT in learning History without burden
- Teaching controversial topics in History.

RECOMMENDED HELP BOOK

Excellent B.Ed. Guide & Guess
PSS-07 METHOD OF TEACHING HISTORY-PART-(I)
BHARATI PRAKASHAN, PATNA - 4

PSS-08 METHOD OF TEACHING CIVICS-PART-(I)

COURSE CONTENTS

UNIT I : Nature, Scope and Aims of Teaching Civics

- Concept, Meaning and definitions of Civics.
- Nature, Scope and Importance of Civics teachign at secondary level.
- Integration of Civics with other school subject.
- Civics teachign and national politics
- General Aims of teaching Civics at secondary level.
- Instructional and behavioural objective of Civics teaching at secondary level.

UNIT II : Principles of curriculum construction

- Meaning and principls of curriculum
- Place of Civics in secondary and senior secondary school curriculum with speical reference to B.S.E.B., C.B.S.E. and I.C.S.E.
- Curriculum reform in Civics- Critical appraisal of NCF-2005, BCF-2008 in the context of Social Science teaching
- Approaches to organize Civics curriculum in terms of correlation, Integration, concentric, spiral, unit and chronological approaches.
- Defects in the present Civics curriculum at secondary level.
- Text books in Civics- Importance and qualities

UNIT III : Instructional Strategies for Civics Teaching

- Methods of Teaching-
 - Expository Based : Lecture, debate, discussion, storytelling method
 - Discovery Based : Experimental/inquiry/problem solving, assignments
 - Activity Based : Simulation/gamming, survey method, source method, case study, project method.
- Computer assisted instruction, modular, masttery learning, Dalton Plan
- Learning in Groups- Cooperative and collaborative learning, addressing needs of heterogeneous classroom
- Techniques of Teachign : Questioning, Dramatization, Role Playing, Brain Storming

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PSS-08 METHOD OF TEACHING CIVICS-PART-(I)
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PSS-09 METHOD OF TEACHING GEOGRAPHY-PART-(I)

COURSE CONTENTS

UNIT I: Nature, Scope and Aims of Teaching Geography

- Nature, Scope, importance of Geography- Geography as a science and art, place of Geography in the school curriculum.
- Values of Teaching Geography- Moral, aesthetic, Utilitarian, practical, intellectual, vocational.
- Objectives of teaching Geography at the secondary school level in the context of Bihar.
- Writing instructional objectives in behavioural terms and their importance. Classifying them into categories of knowledge, understanding, application skills etc.

UNIT II : geography curriculum

- Meaning and principles of curriculum development
- Critical study of existing Geography curriculum in Sec. School
- Curriculum reform in Geography - Critical appraisal of NCF-2005, BCF-2008 in the context of Social Science teaching
- Overview of the recent curriculum development in Social Studies with special reference to Geography.
- Importance of text books and practical classes in geography

UNIT III : Methods & Approaches of Teaching Geography

- Method of teaching- Lecture method, project method, survey method, observation method, laboratory method, comparative method, picture method.
- Approach of teaching- Inductive deductive approach, descriptive approach, regional approach, environmental approach, teacher-Centred, learner- centred, activity centred, systematic approach.
- Importance of excursion and tours in understanding geography
- Techniques, of teaching- Questioning, Dramatisation, Role Playing, Brain Storming

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**PSS-09 METHOD OF TEACHING GEOGRAPHY-PART-(I)
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PSS-08 METHOD OF TEACHING ECONOMICS-PART-(I)

COURSE CONTENTS

UNIT I: Nature, Scope and Aims of Teaching Economics

- Concept, Meaning and definitions of Economics.
- Nature, Scope and Importance of Economics teaching at secondary level.
- Integration of Economics with other school subject.
- General Aims of teaching Economics at secondary level.
- Instructional and behavioural objective of Economics teaching at secondary level.

- Knowledge of economy, globalization, liberalization, world bank, sustainable development, development with social justice

UNIT II : Principles of curriculum construction

- Meaning and principles of curriculum construction
- Place of Economics in secondary and senior secondary school curriculum with special reference to B.S.E.B., C.B.S.E. and I.C.S.E.
- Developmental trends in Economics teaching.
- Approaches to organize Economics curriculum in terms of correlation, integration, concentric, spiral, unit and chronological approaches.
- Curriculum reform in Economics - Critical appraisal of NCF-2005, BCF-2008 in the context of Social Science teaching.

UNIT III : Instructional Strategies for Economics Teaching

- Methods of Teaching-
 - Expository Based : Lecture, debate, discussion, storytelling method
 - Discovery Based : Experimental/inquiry/problem solving, assignments
 - Activity Based : Simulation/gamming, survey method, source method, case study, project method.
- Computer assisted instruction, modular, mastery learning, Dalton Plan
- Learning in Groups- Cooperative and collaborative learning, addressing needs of heterogeneous classroom
- Techniques of Teaching : Questioning, Dramatization, Role Playing, Brain Storming

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PSS-08 METHOD OF TEACHING ECONOMICS-PART-(I)

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PSS-11 METHOD OF TEACHING HOME SCIENCE-PART-(I)

COURSE CONTENTS

UNIT I : Aims and Objectives of Teaching Home Science

- Concept, meaning, and importance of Home Science education
- Philosophy of Teaching Home Science : From Rousseau to Modern age
- Aims and objective of teaching Home Science
- Classifications of objectives in behavioral terms.
- The Scope and component of Home Sc.- Health and Hygiene, Food and Nutrition, Home management, Preservation of Food, rearing, Textile and Clothing (brief introduction)

UNIT II : Curriculum and Textbook of Home Science

- Meaning and definitions of curriculum
- Principles and bases of curriculum construction

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- Evaluation of present curriculum of home science in schools
- Home Science text books - functions and characteristics
- Curriculum reforms in Home Science

UNIT III : Teaching Aids and Other Activities

- Home science laboratory : its equipments and maintenance.
- Audio - Visual aids in teaching Home Science at secondary level : Blackboard, Flannel board and Bulletin board; Radio, film, T.V. & Computer.
- Role of Excursion & visits.
- Co-curricular activities- socialized techniques; role expectations
- Enquirey and discovery approach

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PSS-11 METHOD OF TEACHING HOME SCIENCE-PART-(I)
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PSS-12 METHOD OF TEACHING COMMERCE-PART-(I)

COURSE CONTENTS

UNIT I : Nature, Need and Objectives of Commerce Education

- Meaning, Nature, Need and Scope of Commerce Education
- Justification for including commerce as an optional subject at school level
- Nature of general and specific objectives, behavioural objectives
- Technique of writing objective-instructional and behavioural
- Importance of Commerce in daily life

UNIT II : Curriculum of Commerce and Text books

- Concepts of curriculum and syllabus
- Principles of curriculum construction in commerce
- Place of Commerce in School curriculum especially in CBSE, ICSE and BSEB
- A critical appraisal of present commerce syllabus
- Text books and other supplementary materials in Commerce- Importance and qualities

UNIT III : Methods and Techniques of imparing Commerce Education

- Lecture Method
- Question-Answer Technique
- Discussion Method
- Problem Solving
- Project Method
- Games Method

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PSS-12 METHOD OF TEACHING COMMERCE-PART-(I)
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PSS-13 METHOD OF TEACHING PHYSICAL SCIENCES-ART-(I)

COURSE CONTENTS

UNIT I: Nature, Significance and Objectives of Teaching Physical Science

- Nature of physical science: as a body of knowledge, method of inquiry and attitude towards life; theory and experimentation; relationship of physical sciences with other sciences
- Physical science and modern Indian society: Relationship of physical sciences and society, impact of physical sciences and modern Indian society with special reference to issues related with environment, industrialization, sustainable development and peace.
- Aims and objectives of Teaching Physical Sciences, Instructional and Behavioural objectives with reference to Bloom Taxonomy of educational objectives
- Scientific attitude and scientific methods of inquiry as related of Physical Science Teaching

UNIT II: Physical Science Curriculum

- Meaning and definition of Curriculum
- Principles and steps of Curriculum construction
- Place of Physical Sciences in present secondary and senior secondary school curriculum with special reference to CBSE, ICSE and BSEB
- Limitations of existing Physical Science curriculum at secondary school level
- Curriculum reform in Science- Critical appraisal of NCF-2005, BCF-2008 in the context of Science teaching

UNIT III: Methods and Approaches for Teaching of Physical Science

- Qualities and competencies of a physical science teacher
- Methods of teaching : Inductive-deductive, Analytic synthetic, heuristics, experimental problem solving, project, lecture, demonstration, Programmed instruction, team teaching
- techniques of physical science teaching- Oral, written, drill, assignment, simulation, term teaching, task analysis, laboratory techniques and supervised study
- Approaches - Defining, concept formation, stating necessary or sufficient condition, giving examples accompanied by a reason, Comparing and contrasting, Giving counter examples.

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PSS-12 METHOD OF TEACHING COMMERCE-PART-(I)

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PSS-14 METHOD OF TEACHING BIOLOGICAL SCIENCES-PART-(I)

COURSE CONTENTS

UNIT I: Nature, scope, aims and objectives of teaching Biology

- Nature, scope and importance of Biological sciences education

SYLLABUS

- Aims and objectives of teaching Biological Science in terms of their learning outcome
- Emergence and development of Biological science education
- Discoveries and landmark development in biology and contribution of Eminent Indian biologist
- Scientific attitude and scientific method as the major objectives of Biological science teaching.

UNIT II : Biological Science Curriculum

- Meaning and definitions of curriculum
- Principles of curriculum construction and development of curriculum in biology
- Defects in the existing Biological science curriculum at secondary level.
- Curriculum reform in Science- Critical appraisal of NCF-2005, BCF-2008 in the context of Science teaching
- Trends in Science curriculum; Consideration in developing learner-centered curriculum in biology

UNIT III : Methods and Aids in Teaching of Biological Science

- Methods of teaching- Lecture Method, Demonstration method, Lecture-cum-Demonstration method, Heuristic method, laboratory method, Project method, Programmed Instruction and Team Teaching.
- Teaching aids in Biological science teaching- Audio, Visual and Audio visual
- Use of community resources in the teaching of Biological sciences.
- Organizing co-curricular activities in Biological Sciences : Science club, Field trips, Science fair, Science Quiz etc.
- Organizing Biological science Resource centres - Biological science laboratory and Biological science Museum Setting and maintaining an Aquarium, Vivarium and Botanical garden

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PSS-14 METHOD OF TEACHING BIOLOGICAL SCIENCES-PART-(I)

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PSS-15 METHOD OF TEACHING MATHEMATICS-PART-(I)

COURSE CONTENTS

UNIT I : Aims and objectives of Mathematics Teaching

- Meaning and nature of mathematics: role of Axioms, hypothesis, postulates, operations etc.
- Scope of mathematics as school subject and in daily life operations
- Developmental trends in mathematics teaching
- Correlation of mathematics with other school subject
- Need for establishing general objectives for teaching mathematics

- Objectives of teaching mathematics in terms of Instruction and Behaviour

UNIT II : Mathematics Curriculum and Text Book

- Meaning and definition of curriculum
- Bases and principles of curriculum construction
- Place of mathematics in school curriculum
- Curriculum reform in Mathematics - Critical appraisal of NCF-2005, BCF-2008 in the context of Mathematics teaching
- Evaluation of mathematics curriculum at secondary and senior secondary stages
- Text books and supplementary materials in mathematics.

UNIT III : Methods and Approaches for teaching of Mathematics

- Qualities and competencies of a mathematics teacher
- Methods of teaching : Inductive-deductive, Analytic synthetic, heuristics, experimental, problem solving, project, lecture, demonstration, Programmed instruction, team teaching
- Techniques of mathematics teaching - Oral, written, drill, assignment, simulation, term teaching, task analysis, laboratory techniques and supervised study
- Approaches - Defining, concept formation, stating necessary or sufficient condition, giving examples accompanied by a reason. Comparing and contrasting, Giving counter examples.

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**PSS-15 METHOD OF TEACHING MATHEMATICS-PART-(I)
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EPC-01 READING AND REFLECTING ON TEXTS

COURSE CONTENTS

UNIT I: ENGAGING WITH NARRATIVE AND DESCRIPTIVE ACCOUNTS

The selected texts could include stories or chapters from fiction, dramatic incidents, vivid descriptive accounts, or even well-produced comic strip stories.

Suggested Activities

- Reading for comprehending and visualizing the account (individual plus group reading and discussion/explanation)
- Re-telling the account - in one's own words/from different points of view (taking turns in a smaller group)
- Narrating/describing a related account from one's life experience (in front of a smaller group)
- Discussion of characters and situations - sharing interpretations and points of view (in a smaller group)
- Writing based on the text, e.g. summary of a scene, extrapolation of story, converging a situation into a dialogue, etc. (individual task).

UNIT II: ENGAGING WITH POPULAR SUBJECT-BASED EXPOSITORY WRITING

The selected texts could include articles, biographical writing, or extracts from popular non-fiction writing, with themes that are drawn from the subject areas of the student teachers (various sciences, mathematics, history, geography, literature/language pieces). For this Unit, the student-teachers should work in groups divided according to their subjects, within which different texts could be read by different pairs of student teachers.

Suggested Activities

- Reading to extract overall meaning, information, subject knowledge (guided reading in pairs and simple note making) using reading strategies, such as scanning, skimming and reading for extracting information.
- Identifying major concepts and ideas involved and making notes on these in some schematic form - flow diagram, tree diagram, mind map, etc. (guided working in pairs)
- Explaining the gist of the text/topic to others (in the larger subject group)
- Attending the writing style, subject-specific vocabulary and 'perspective' or 'reference frame' in which different topics are presented—this will vary across subjects and texts, and requires some interpretative skills for 'placing' the context of each text (group discussion and sharing)
- Writing a review or a summary of the text, with comments and opinions (individual task)

UNIT III: ENGAGING WITH EDUCATIONAL WRITING

Selected texts could be drawn from the wide range of popular educational writing in the form of well-written essays, extracts or chapters from authors who deal with themes from education, schooling, teaching or learning. The writings selected should present a definite point of view or argument about some aspects of the above themes, Student-teachers can be grouped randomly for this Unit.

Suggested Activities

- Reading for discerning the theme(s) and argument of the essay (guided reading individually or in pairs)
- Analysis of structure of the essay/article, identifying sub-headings, key words, sequencing of ideas, use of concrete details, illustrations and/or statistical representations, etc. (guided working in pairs)
- Analyzing the structure of the argument—identifying main ideas, understanding topic sentences of paragraphs, supporting ideas and examples, terms used as connectors and transitions (guided small group discussion)
- Discussion of the theme, sharing responses and points of view (small group discussion)
- Writing a response paper (individually or in pairs)
- Presentations of selected papers, questions and answers (large group).

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**EPC-01 READING AND REFLECTING ON TEXTS
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EPC-02 DRAMA AND ART IN EDUCATION

COURSE CONTENTS

UNIT 1 : Drama as performing Art and its Relevance to Education

- Understanding the concept of Drama and its relevance for Education
- Drama as pedagogy
- Organizing drama : preparatory activities and resources, dramatic society
- Playing Drama : story, dialogue, characters, symbols, creating different situations
- Other forms of theatre; Stage Plays, Skits, Mime, Street Plays
- Knowledge of Indian and regional drama traditions
- Social Relevance of dance and Drama in Contemporary Indian Science
- Appreciating art of drama in learners

UNIT 2 : Visual Arts and Crafts

- Understanding visual arts and crafts with their relevance for Education
- Visual arts and crafts as pedagogy
- Visual arts and crafts : different forms, basic resources and their use
- Knowledge of Indian Craft Traditions and regional folk arts
- Appreciating visual arts and crafts in learners

UNIT 3 : art-aided Learning and Role of a Teacher

- Integrating Drama with school curriculum
- Dance/drama research and other component of correlated arts
- Integrating Arts and Crafts with school curriculum
- Visualizing School and Classroom as a space for art aided learning
- Preparation of teacher for art aided learning
- Role of Media and technology in the study and propagation of dance drama

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**EPC-02 DRAMA AND ART IN EDUCATION
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EPC-3 CRITICAL UNDERSTANDING OF ICT

COURSE CONTENTS

UNIT I : Basics in ICT and Computer Applications

- Information and Communication Technology : Meaning, nature and advantages
- Emergence of new information technology- convergence of computing and telecommunications

SYLLABUS

- Computer hardware fundamentals (anatomy, input devices, output devices, storage devices, display devices), hardware troubleshooting and diagnosis
- Operating system-meaning and types, types of computers
- Computer Network-LAN, WAN, Internet- concept and architecture: Locating internet resources - navigating, searching, selecting, evaluating, saving and bookmarking
- Use of digital camera, camcorder, scanner, interactive white board and multimedia projector for creating and using multimedia resources
- Computer security : hacking, virus, spy ware, misuse, abuse, antivirus, firewall, and safe practices

UNIT 2 : Basic Computer software Applications

- Software - meaning and types (system software, application software, proprietary software, open source software, shareware and freeware)
- Open source software : concept, philosophy, types, and advantages. Open source educational software
- Introduction to MS-Windows-navigating the desktop, control panel, file manager, explorer, and accessories
- Introduction to MS Office and Open Office
- Basic microcomputer applications (word processing, spreadsheets, presentations and drawing) and its educational application.
- Utility tools; pdf creator, file archiving, file converter, antivirus
- Multimedia : meaning, types, advantages and evaluation of multimedia resources Development and use of multimedia in education
- E-content: design, development, standards, learning objects and reusability and authoring tools

UNIT 3 : ICT based Education and Evaluation

- computer Based Instructions, Computer Assisted Instructions, and Computer Managed Instruction.
- Educational Software : Concept, need and Evaluation of Educational software.
- Technology supported presentations/projects/assignments : Concept, need and Evaluation of Students educational MM presentations/projects/assignments.
- Plagiarism : Concept of plagiarism with technology supported students assignments/projects and measures to reduce plagiarism in Education.
- Question Bank Development in school scenario (with inbuilt Evaluation mechanism Developing Question bank using Hot Potatoes with different types of questions such as multiple choice, short answers, jumbled sentences, crossword, match, order, gap-fill exercises.

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EPC-3 CRITICAL UNDERSTANDING OF ICT
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KNOWLEDGE AND CURRICULUM

COURSES CONTENTS

UNIT I: KNOWLEDGE AND KNOWING

- **Concept of Knowledge**
 - What is knowledge ?
 - What is knowing ? Can doing, thinking and feeling be discerned separately in knowing ?
 - Differentiation between information, knowledge, skill, belief and truth.
- **Knowing Process**
 - What are different ways of knowing ?
 - How are the relative roles of knower and the known in knowledge transmission and construction ?
 - What are the relative roles of knower and the known in knowledge transmission and construction ?
- **Facets of Knowledge**
 - What are the different facets of knowledge and relationship, such as: Local and universal, concrete and abstract, theoretical and practical, contextual and textual, school and out of school ? (With an emphasis on understanding special attributes of school knowledge.)
 - What is the role culture in knowing ?
 - How is knowledge reared into action? How to reflect on knowledge?

UNIT II: FORMS OF KNOWLEDGE AND ITS ORGANISATION IN SCHOOLS

- Can we categorise knowledge ? On what basis ?
- What forms of knowledge are included in school education ?
- On what basis are knowledge categories selected in school education?
- Who selects, legitimizes, and organizes categories of knowledge in schools ? In what form ?
- How does school knowledge get reflected in the form of curriculum, syllabus and textbooks?

unit III: concept of curriculum

- Understanding the meaning and nature of curriculum : Need for curriculum in schools
- Differentiating curriculum framework, curriculum and syllabus; their significance in schools education
- Notion of the textbook
- Facets of curriculum : Core curriculum – significance in Indian context
- Meaning and concerns of 'hidden' curriculum
- Curriculum visualized at different levels : National_level: state-level; school-level; class-level and related issues (Connections, relations and differences)
- Difference between curriculum framework, curriculum and syllabus
- Trends in curriculum of school education at national and state levels (with reference to National curriculum frameworks)

SYLLABUS

UNIT IV : CURRICULUM DETERMINANTS AND CONSIDERATIONS

- Nature of learner and the Forms of knowledge; ;Nature of learner, needs and interests, and learning process; Forms of knowledge and disciplines, and their characterization in different school subjects.
- Determinants of curriculum at the nation or state-wide level; (i) social-political-cultural-geographical-economic diversity; (ii) socio-political aspirations, including ideologies and educational vision; (iii) economic necessities; (iv) technological possibilities; (v) cultural orientations; (vi) national priorities; (viii) system of governance and power relations; and (viii) International contexts.
- Inequality in educational standards, need for common goals and standards; issues related to common school curriculum National goals and priorities:
- Considerations in curriculum development at the level of the school: (i) forms of knowledge and its characterization in different school subjects (ii) Relevance and specificity of educational objectives for concerned level (iii) Socio-cultural context of students—multi cultural, multilingual aspects (iv) Learner characteristics (v) Teacher's experiences and concerns (vi) Critical issues: Environmental concerns, gender differences, inclusiveness, value concerns and issues, social sensitivity.

UNIT V: CURRICULUM DEVELOPMENT

- Understanding different approaches to curriculum development: Subject-centered; environmentalist (incorporating local concerns); behaviourist; competency-based (including minimum levels of learning') learner-centered and constructivist.
- Process of curriculum making: (i) Formulating aims and objectives (based on overall curricular aims and syllabus) (ii) Criteria for selecting knowledge and representing fundamental concepts and themes vertically across levels and integrating themes within (and across) different subjects (iv) Selection and organization of learning situations (v) selecting learning experiences (vi) Critical issues : Environmental concerns, gender differences, inclusiveness, value concerns and issues, social sensitivity.

UNIT V: CURRICULUM DEVELOPMENT

- Understanding different approaches to curriculum development : Subject-centered: environmentalist (incorporating local concerns); behaviourist; competency-based (including minimum levels of learning); learner-centered and constructivist.
- Process of curriculum making : (i) Formulating aims and objectives (based on overall curricular aims and syllabus) (ii) Criteria for selecting knowledge and representing knowledge in the form of thematic questions in different subjects (iii) Organizing fundamental concepts and themes vertically across levels and integrating themes within (and across) different subjects (iv) Selection and organization of learning situations (v) selecting learning experiences (vi) choice of resources (vii) planning assessments.

- Syllabus in different subject areas, time management, Text book as a tool for curriculum transaction, other learning resources such as 'on learning' and ICT, interactive videos, other technological resources.
- Planning and use of curricular materials teachers, hand book, source book, work book, manuals, and other learning materials.

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KNOWLEDGE AND CURRICULUM
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ASSESSMENT FOR LEARNING

COURSE CONTENTS

Unit I: Introduction to Assessment & Evaluation

- Concept of test, measurement, examination, appraisal, evaluation and their inter relationships.
- Purpose and objectives of assessment- for placement, providing feedbacks, grading promotion, certification, diagnostic of learning difficulties.
- **Forms of assessment :-**
 1. Based on purpose : Formative, Summative, prognostic; diagnostic; Norms referenced; Criterion referenced
 2. Based on nature & scope : Teacher made; Standardized
 3. Based on mode of response: Oral, written, performance
 4. Based on context : Internal, External, self, peer, & teacher
 5. Based on nature of information gathered: Quantitative, selection of content, teaching learning resources, methodology, strategies & assessment procedures followed.
- Importance of assessment & evaluation for Quality Education – as a tool in Pedagogic decision making on as writing instructional objectives, selection of content, teaching learning resources, methodology, strategies & assessment procedures followed.
- Authentic assessment; school based assessment

Unit II: Assessment of Learning

- Concept of Cognitive, Affective, Psychomotor domain of learning
- Revise taxonomy of objectives (2001) and its implications for assessment and stating the objectives.
- Constructing table of specifications & writing different forms of question-(VSA, SA ET & objectives.)
- Construction of achievement tests-steps, procedure and uses
- Construction of diagnostic test Steps & tution.

Unit III: Assessment for Learning

- Need for CCE its importance and problems faced by teachers
- Meaning & Construction of process-oriented tools observation schedule; check-list; rating scale, anecdotal record;
- Assessment of group processes–Nature of group dynamics; Socio-metric techniques; steps for formation of groups, criteria for assessing

SYLLABUS

task; Criteria's for assessment fo social skills in collaborative or cooperative learning situations.

- Quality assurance in tools – Reliability (Test-retest; equivalent forms, split-half) & Validity (Face, content, construct) – Procedure to established them; Item – analysis.
- Portfolio assessment – meaning, scope & uses; developing & assessing portfolio; development of Rubrics.

Unit IV: Individual psychological assessment

- Measurement of intelligence : Individual-Group, Verbal-non-verbal, power-speed
- Measurement of Aptitude : Aptitudes tests and its uses
- Measurement of Interest : Use of interest inventories
- Measurement fo Attitude : Use of Attitude Seales
- Measurement of Personality

Unit V : Interpretntion and Reporting of student's performance

- Interpreting students's performance
 1. Descriptive statistics (measures of central tendency & measures fo variability, Percentages)
 2. Graphical répresentation (Histogram, Frequency Curves)
 3. NPC – percentile.
- Grading – Meaning, types, and its use .
- Role of feedback to stake holders (Students, Parents, Teachers) and to improve teaching learning process; Identifying the strengths & weakness of learners.
- Reporting students's performance – Progress reports, cumulative records, profiles and their uses, Portfolios.

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CREATING AN INCLUSIVE SCHOOL

COURSE CONTENTS

Unit I: Introduction to Inclusive Education

- Concept meaning scope and challenges of inclusive education
- Distinction between special education, integrated education and inclusive education and their merits and demerits
- Creati9ng inclusive environment – phusical, social and emotional (barrier free environment)
- Role of parents, head masters and teachers in ensuring equal educational opportunities for these students
- Facts and myths of inclusive education with particular reference to Indian context
- Factors influencing inclusive education

Unit II: Nature and needs of Students with Diverse Needs (SWDN)

- Definition, types and classification of SWDN (Visual Impairment, Hearing Impairment, Specific Learning Difficulties, Locomotor and Neuromuscular Disorders, Cerebral Palsy, Mental Retardation, Autism, Leprosy Cured Persons, Mental Illness and Multiple Disabilities, special health problems, gifted, Creative, SC, ST, girl students, rural students, students from linguistic minority, street children, migrant workers children and orphans)
- Characteristics and educational needs of SWDN based on research evidence
- Concept of an inclusive school – infrastructure and accessibility, human resources, attitudes to disability, whole school approach, Community-based education.
- Supportive resources and services for children with SWDN in inclusive education.

Unit III: Educational Strategies, Management and Assessment Techniques for SWDN

- Importance and need for adaptation (content and methodology for various subjects taught at secondary level for different categories of students coming under diverse needs)
- Guidelines for adapting teaching sentence, mathematics and languages of the secondary level.
- Inducational measures for effective implementance of inclusive education.
- Teacher's role in implementaing returns in assessment and evaluation in inclusive education: Type of adaptations? adjustment in assessment and evaluation strategies used for students with diverse needs; Importance fo continuous and comprehensive evaluation
- Programmes & procedures used for placement, grading, promotion, certification to bring uniformity in assessment

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OPTIONAL COURSES

HEALTH AND PHYSICAL EDUCATION

COURSE CONTENTS

Unit I: Conceptual Understanding of Health, Safety and Security

- Concept of health, importance, dimensions and determinants and determinants fo health; Health needs of children and adolescents, including differently- abled children
- Understanding of the body system – skeleton, muscular, respiratory, circulatory and digestive in relation to ;health fitness, bones, muscles and joints, their functions, common injuries of bones.

SYLLABUS

- Common health problems and diseases (Communicable diseases; measles, chickenpox, whooping cough, tuberculosis) –its causes, prevention and cure, immunization and firstaid.
- Reproductive and sexual health – RTI, STI, HIV/AIDS, responsible sexual behaviour
- poisoning ways of prevention, safety from snake and dog bites, animal attacks, prevention and treatment

Unit II : Food and Nutrition

- Food and nutrition, Balanced diet, food habits, timing of food, nutrients and their functions.
- Diversity of Indian food, seasonal foods and festivals, preservation of food value during cooking, indigenous and modern ways to preserve food.
- Economics of food, shift in food practices and its globalization.
- Practices related to food hygiene, malnutrition, including obesity, food and waterborne and deficiency diseases and prevention

Unit III : Awareness about Physical Fitness

- Physical fitness, strength, endurance and flexibility, its components, sports skills, indigenous and self-deficiency activities
- Games and sports – athletics (general physical fitness exercises), games (lead-up games, relays and major games) rhythmic activities, gymnastics and their impact on health
- Yogic practices – importance of yoga, yogasanas, kriyas and pranayams
- Role of institutions (school, family and sports), health services, policies and major health and physical education-related programmes, blood banks, role of media.

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PEACE EDUCATION

COURSE CONTENTS

Unit I : Understanding Peace as a Dynamic Social Reality

- Awareness of relevance of peace
- Challenges to peace by increasing stresses, conflicts, crimes, terrorism, violence and wars resulting in poor quality of life.
- Peace contexts : underlying assumptions, processes and imperatives
- Peace values vis-a-vis Constitutional values: Importance of the attitudes, beliefs and values of peace viz, compassion, cooperation, love, etc. that foster inner peace and Constitutional values of justice, equality, freedom, respect for differences and ecological resources that ensures peace in society
- Foundations for peace : compassionate and ethical decision-making and intercultural and cultural harmony, responsible citizenship, respect for secular and democratic ideals based on non-violence, respect for

differences, e.g. socio-economic, gender, etc. life style in harmony with sustainable development

- Highlights of various philosophies of peace- Gandhi, Krishnamurthy, Aurobindo, Badheka, The Dalai Lama ; initiatives at national and international levels.

Unit II: Understanding Conflicts, Mediation and Transformation of Conflict

- Nature of conflict, Incompatibility of needs and aspirations, Resulting conflicts at different levels in society-intrapersonal, organizational, interstate and global.
- Understanding the role of social conditions and processes that sustain conflict : Limited resources, poverty, political, economic, socio-cultural and ecological conditions, environmental resources viz. Water, forests, energy etc.
- Developing capabilities for mediation and conflict transformation : Awareness of own identity, cultural underpinning and communication skills, Awareness of context of the conflict. Commitment to mediate. Looking for alternative strategies, skills and creative solutions to overcome/transform conflicts

Unit III: Orienting Education for Peace Building

- Critical reflection on the curricular processes and pedagogy of peace education
- Rethinking authority relations from democratic perspective: promoting dialoguing, and developing capabilities for decision making
- Understanding social justice in local contexts - its implications for beliefs, attitudes, and values and school/social practice and conflict resolution at all levels
- Awareness of pedagogical skills and strategies for removing tensions, examination fear, stress, corporal punishment, violence and conflicts at school level
- Becoming peace teacher acquisition of relevant knowledge, attitudes, values and skills
- Pedagogical knowledge for skill orientation to subject content and teaching-learning experience in classroom for promoting peace
- Awareness of the epistemic connection of the subject content with peace values, e.g. Language (effective communication), Science (objectivity, flexibility), social science (democratic ethos, Constitutional values, and Multi-culturalism, conflicts, violence and war links with challenges to regional and local conflicts), Mathematics (precision)
- Using textbook contents for highlighting values of peace, particularly anti-peace messages in direct or hidden
- Humanistic approach to evaluation
- Becoming agency for peace in the school organization and surrounding local communities
- Awareness of cultural characteristics of the local communities around school and quality of its linkages-parenting styles, disciplinary practices, economic conditions, linguistic background, domestic violence, attitudes towards education, etc.

SYLLABUS

- Inspiring movements for health , yoga, effective parenting, and communication skill building, mediating conflicts in and around school
- Awareness and orientation of students attitudes towards balanced media exposure
- Understanding importance of skills and strategies of assessment of the peace-building process in terms of attitudes, values, skills and strategies at school level-motivation and sustains of efforts, sharing experiences towards peace building reviewing strategies

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PEACE EDUCATION
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GUIDANCE AND COUNSELLING

COURSES CONTENTS

Unit I : Needs and Problems of Learners in Schools

- Helping learners to understand self: one's own self, strengths and weaknesses, self-esteem, self-concept, self-confidence
- Concept fo Guidance and Counselling : Role & need of guidance & Counselling, guidance services, nature, scope and different approaches to guidance and counselling.
- Academic : difficulties in learning, attention, underachievement, stress, indiscipline, dropouts, school violence
- Socio-personal : behavioural, psychological, attitudinal problems.
- vocational : career planning career development and career information
- Differently abled, disadvantaged, creative and talented group of students

Unit II : Developing Resources in Schools for Guidance

- Human resources : Role fo teacher, teacher-counsellor, medical officer, psychologist and social worker;
- Physical and Material resources : career corner, career literatures including charts and posters, psychological tests, materials and their uses
- School community linkages, role of PTAs, guidance committee, referral agencies.

Unit III : Minimum Guidance Programme for the School

- Group Guidance activities : orientation programmes, class talks and career talks, career exhibitions, workshops and group discussions
- Counselling : Individual and group counselling
- Testing Programmes : Mental ability, interest, attitude and aptitude
- Development and maintenance of cumulative records

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GUIDANCE AND COUNSELLING

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EPC 4 : UNDERSTANDING THE SELF

COURSE CONTENTS

Unit I : Understanding Self

- (a) Self-awareness : Recognition of self-character, self-confidence, self-worth, self-esteem, and self-development and self-assessment.
- (b) Understanding adequate self as a product of positive experiences of caring, warmth and appreciation in the family, school, neighbourhood etc. which promote healthy discipline, shunning violence
- (c) Development of professional identity of a teacher
- (d) Awareness of the influence of social milieu on self
- (e) Negative experiences generate stress, anger aggression

Unit II : Yoga and its role in self-well-being

- (a) Yoga, mediation, anger/stress management as practices that restore positive physical health and attitudes
- (b) Awareness of own identity, social identity, cultural underpinnings
- (c) Developing capabilities for mediation- Listening to the conflicting parties, awareness of context fo conflict, conflict between teachers, conflict between teacher and student, skills and strategies for conflict resoution.

Unit III : Becoming a Humane Teacher

- (a) Nurturing capabilities for critical self-reflection : transcending past negative experiences
- (b) Development of sensitivity, importance of empathy
- (c) Developing skills of communication : Listening to others, sharing feelings, descriptive non-judgmental feedback, empathizing, trusting
- (d) self-discipline, self-management.
 - Removal of prejudices, biases and stereotypes and building multicultural orientation.
 - Nurturing ethical behaviour, positivity, non-violence, love and caring, compassion and
 - Habitual self-reaction by using daily journal on experiences.

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EPC 4 : UNDERSTANDING THE SELF

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