

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

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

B.Ed. Two Year Course Study

- Factors in language development
- Uses of language : Turn taking, interactions, and conversations, listening.
- Socio-cultural variations in language : accents, differences in communication.
- Linguistic variation, implications for a multicultural classroom.
- Bilingual or multilingual children : implications for teachers-multilingual
- Classrooms; storytelling as a pedagogic tool.

UNIT 15 : Children in Their Natural Settings

- Observation about children by Parent and Teacher.
- Impact of urbanization & economic change in his construction and experience.
- Children in their natural settings; (Play, Community Setting) using activities as a base to establish rapport children and childhood, their growth up in a realistic context, observation
- Impact of gender caste, social class, urbanization and economic change for the lived experience of children.
- Concept and processes of socialization : Ecological theory of Bronfen Brenner.
- Individual difference among children : socio-cultural and economic context; process of socialization; creativity.
- Relationships with peers : friendships and gender; competition and cooperation, competition and conflict; aggression and bullying during childhood.

COURSE 2 : CONTEMPORARY INDIA & EDUCATION

UNIT 1 : Diversity Inequality and Marginalization

- Diversity inequality and Marginalization in the society and the implications for education.
- Concept of social diversity and its enrichment in life challenges of universal education (NCERT 2006, 2006b, 2006c, 2006d).
- Diversity at the level of individual of regions, languages, religions, caste, tribes etc.
- Spread of modern education in colonial and post-independence perids.
- Diverse communities and individuals Education and Role in grooming children to respect diversity.
- Establish frameworks for collective living and resolution of tensions peaceful and justly.
- Education of marginalized groups like women Dalit's and tribal people.

UNIT 2 : Universalization of Secondary Education

- Constitutional provisions

SYLLABUS

- Policies and programmes for realizing the constitutional obligations
- Right to education and its implications for universalization of secondary education (USE).
- Impact of realizing the UEE on secondary education : access, enrolment, participation and Achievement; status of USE.
- USE : issues and concerns.
- Lessons from implementation UEE.
- Strategies for realization of targets.

UNIT 3 : Study of Constitution & Education

- Study of Constitution especially the preamble for the fundamentals Rights, Duties of citizens and the directive principles of state policies.
- Constitutional values related to aims of education.
- Concepts relating to inequality, discrimination marginalization in universalization of Education.
- Nationalist critique of colonial education and experiments with alternatives.
- The fulfillment of the constitutional promise of freedom, justice, equality and fraternity.
- Currency Research on multilingual education, medium of schooling, Development of three language formulae.
- Constitutional provisions and the colonial debated on school language Policies.

UNIT 4 : Quality in Education

- What is 'quality education' ?
- Indicators of quality : related to learning environment, Student Outcomes.
- Outcome improvement through : Setting standards for performance; supporting inputs known to improve achievement, Adopting flexible strategies for the acquisition and use of inputs, and Monitoring performance.
- Envisioning school management and organization for quality Education : school building, classroom practices role of Educational institution.

UNIT 5 : Study of Different Commissions and Policies

- Wardha commission 1937 : Basic Education.
- Kothari commissions (1966) recommendations and their implementation Mudaliar commission (1951-53).
- National Policy of Education (NPE), 1986 & its review, 1992.
- Liberalization & Globalization of Indian economy.
- Review of mid-day-meal programme & the role of legislative action to ensure nutrition.
- Different policies implementation and shaping of school education : NCF—2005, BCF -2008, NCFTE -2010.
- RMSA and Sarva Shiksha Abhiyan towards enrolling and retaining marginalized children.
- The role of agency of teachers in the content of universal and inclusive education.
- Common school system report : (chapter on teacher).

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 -



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.



LANGUAGE ACROSS THE CURRICULUM

COURSE CONTENTS

UNIT I : 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);

- Aims and Objectives of Language Teaching
- Current Language Teaching-learning Processes and their Analysis
- Organizing Language Classroom
- Role of the Teacher
- Role of Errors

UNIT 5 : Developing Language Skills

- Developing Listening and Speaking skills: Dialogue, Storytelling, Poem Recitation, Short play
- Reading and expository text; strategies; comprehension; activating schema;
- Building schema: reading to learn; acquisition of registers
- Beyond the textbook: diverse forms of texts as materials for language
- Relationship of Language and Society : Identity, power and discrimination
- Nature of multilingualism : hierarchical status of Indian languages and its
- Critiquing state policies on language and education
- Developing Writing Skills
- Linkages between reading and writing

COURSE 5 : UNDERSTANDING DISCIPLINES AND SUBJECTS

UNIT 1 : Understanding Discipline and Subjects

- Understanding discipline and school subject's scheme of the school curriculum.
- Changing in most disciplinary areas (Linguistics, social science and natural science).
- Mathematics through socio-cultural prospective.
- Emerging of subjects in particular social, political and intellectual concepts.
- History of the teaching subject areas in schools (Montuschi, 2003, Porter and Ross, 2003).

UNIT 2 : Disciplinary Knowledge

- Redefining school subjects for social justice.
- Role of disciplinary knowledge in the overall scheme of school curriculum. (John Dwey)
- paradigm shifts in nature of disciplines.
- The School subjects concerning with social justice.
- The methods of study & validation it Knowledge.

UNIT 3 : Theory of Contents Selection

- Theory of contents, selection of context formed in the syllabus for construction knowledge among the learners.
- Recent development of science, Maths, and philosophy.
- Teaching of language History and Civics as better vehicles of colonial indoctrination.
- Teaching of Maths and Science as vehicles of national development.
- Inclusion & Exclusion of subject area from there school curriculum.

UNIT 4 : Experience of Children and Communities

- Experience of children and their communities their natural curiosities methods of the study of the subjects.
- School subjects with Practical Knowledge, community knowledge, intuitive knowledge and tacit knowledge (Deng, 2013).
- Work related subjects : Horticulure of hospitality, need to be creatively developed.
- Design of the curriculum & textbook as need of the children.

UNIT 5 : Gender Identity Roles & Interdisciplinary Knowledge

- Develop a growing sense of interdisciplinary approach of knowledge.
- Issues of gender identity roles and performativity for the development positive notions of body self.
- Gender roles in popular culture & implication at school.
- Work related subjects like horticulture or hospitality etc.

Course 6 : GENDER, SCHOOL AND SOCIETY

UNIT 1 : Gender Role in Home & Society

- Gender roles in society through family, caste, religion, culture (films, advertisements, songs etc.), law and the state (Menon, 2012).
- Opportunities for education to girls.
- Influence of home and society in gender identity construction.

UNIT 2 : Gender and School

- Role of schools, peers, teachers, curriculum and text books etc. in challenging gender inequalities.
- Roles and responsibilities in schools and classrooms, rituals and school routines, process of disciplinary distinctly as for boys & girls and in classroom interaction.
- Representation of gendered roles, relationships and ideas in text books & curricular (Nirantar, 2010).
- Examining how schools nurture of challenge creation of young people as masculine & feminine selves.
- Positive nations of sexuality among young people impact larger issues. perception of safety at school, home & beyond, Identification sexual abuse/viloence & verbalization combating the dominant societal outlook of objectification of female body.

UNIT 3 : Gender and Beliefs

- Critical reading of the media which propagates popular beliefs, reinforcing gender roles in the popular culture and by implementation at school.
- Development of positive nations of body and self-group work, discussion, A-V engagement for sensitized women issue.
- Pedagogy to challenge gendered inequalities roles of family, caste, religion, culture, media & popular culture, law & the state.

UNIT 4 : Issues of masculinity and Feminine

- Emergence of gender specific roles.

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

PEDAGOGY OF A SCHOOL SUBJECT - PART-I

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-Graduation 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.

- 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)

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

- † (अ) शब्दार्थ शिक्षण में शब्द की प्रकृति के अनुरूप विधियों का प्रयोग तथा-उपसर्ग, प्रत्यय संधि, समास, व्युत्पत्ति तथा वाक्य प्रयोग आदि के द्वारा शब्दार्थ शिक्षण की विधि

तृतीय इकाई

- † (अ) वाक्य रचना तथा लेखन (i) हिन्दी वाक्यों का रचना विधान। वाक्यों के प्रकार। हिन्दी में अर्थ विज्ञान और अर्थ बोध तथा अर्थ परिवर्तन। मुहावरे तथा लोकोक्तिओं का भाषा में स्थान और महत्व।

- (ii) पत्र लेखन, निबंध लेखन, तार तथा संवाद लेखन आदि की कुशलता के विकास की प्रविधि—(आ) कक्षा शिक्षण के समय वाक्यों के सार्थक रूप से बोलने की भाषिक भंगिमाओं से परिचित कराने के अभ्यास की विधि, लिखित रूप में भी भाषिक भंगिमाओं को स्पष्ट रूप से अभिव्यक्त कर सकने के अभ्यास की विधि। मुखर और मौन वाचक के उद्देश्य। पठन के प्रकार, साधारण पठन। अर्थ ग्रहण के साथ पठन। विचारात्मक एवं सर्जनात्मक पठन।

चतुर्थ इकाई

- † हिन्दी भाषा शिक्षण में मातृभाषा का महत्व। भाषा शिक्षण के सिद्धांत और भाषिक कौशल। भाषा शिक्षण में इन कौशलों का अन्योन्याश्रय संबंध। मातृभाषा के रूप में हिन्दी शिक्षण के उद्देश्य तथा द्वितीय भाषा के रूप में इसके उद्देश्यों में अंतर।

- † भारतीय भाषाओं में हिन्दी भाषा का स्थान तथा संपर्क भाषा के रूप में हिन्दी की भूमिका और महत्व। हिन्दी भाषा की बोलियाँ और उनका क्षेत्र।

पंचम इकाई

- † (1) पाठ योजना और उसकी उपयोगिता
(2) कविता, कहानी, निबंध नाटक शिक्षण के उद्देश्य और भाषा शिक्षण में इनका महत्व और भूमिका।

- (i) कविता (ii) कहानी (iii) निबंध (iv) नाटक
आदि की पाठ योजनाओं के सोपान तथा उनके उद्देश्य। प्रश्नोत्तर विधि तथा कक्षा में की जाने वाली विभिन्न क्रियाओं का रूप।

- (नवीं कक्षा की निर्धारित पाठ्यपुस्तक के पाठों को आधार बनाकर प्रत्येक विद्या के दो-दो पाठों का प्रशिक्षणाधियों के सहयोग से उदाहरण स्वरूप विकास करना अनिवार्य)

- † भाषा शिक्षण में मौखिक तथा लिखित प्रश्नों का स्वरूप—(क) कक्षा शिक्षण के समय अध्यापक द्वारा अर्थ ग्रहण, सराहना, सौन्दर्य बोध तथा रचनात्मकता के मूल्यांकन के लिए किये जाने वाले प्रश्नों के रूप तथा विधियाँ।

- † (ख) लिखित अभिव्यक्ति में किए जाने वाले अर्थ ग्रहण, सराहना तथा ऐसे रचनात्मक प्रश्न जिनके द्वारा छात्रों की सर्जनात्मक क्षमता तथा मौलिक कल्पना शक्ति का मूल्यांकन किया जा सके। साथ ही वे सराहना तथा सौन्दर्य बोधात्मक प्रश्न जिनके द्वारा भाव सौन्दर्य, जीवन दृष्टि तथा रचनागत आदि के विवेचन की क्षमता का मूल्यांकन किया जा सके।

- कक्षा शिक्षण के अतिरिक्त छात्रों की भाषागत रचनात्मकता के विकास के लिए की जाने वाली अन्य क्रियाएँ—कविता लेखन, कहानी लेखन तथा निबंध लेखन आदि की छोटी-छोटी कार्यशालाओं के आयोजन का स्वरूप और उनका महत्व।

- † अध्यापन विधियाँ—व्याख्यान के साथ-साथ परिचर्चा, छात्रों द्वारा स्वयं करके सीखना उनकी सहभागिता द्वारा शिक्षण।

- † (स) प्रयोगात्मक—निम्नलिखित में से केवल दो
(i) छात्रों की भाषा सीखने संबंधी कठिनाईयों और समस्याओं का अध्ययन विश्लेषण तथा निदान के उपाय।

- (ii) ऐसे छात्र समूहों अथवा किसी विशिष्ट छात्र की भाषा सीखने संबंधी समस्याओं कठिनाईयों का निदानात्मक उपचार जो सर्वथा विशिष्ट और भिन्न हो।

- (iii) पाठ्यपुस्तक में दी हुई रचनाओं (कविता, कहानी, निबंध आदि) के अतिरिक्त छात्रों से समकालीन पत्र पत्रिकाओं से पूरे सामग्री का चयन।

**PSS 4 : TEACHING SOCIAL SCIENCE - I
(HISTORY & CIVICS)**

UNIT — I: Nature, Scope and Curriculum of History/Civics

- Meaning, Nature, Scope and importance of History/Civics as a subject.
- Aims, objectives and values of teaching History/Civics.
- Relation of History/Civics with other school subjects: Geography, Economics science and language.
- Meaning of curriculum and syllabus and advantages of curriculum.
- Principles of curriculum framing and Articulation of History/civics.
- Syllabus at the Primary, middle and secondary level.
- Construction of material — chronological, topical and concentric.
- Characteristics of good textbook and evaluation of textbook.

UNIT — II: Methods and skills of teaching History/civics.

- Methods of teaching History/Civics, relative merits and limitation of different methods.
- Principles and maxims History/civics
- Skills of teaching History/civics Introduction, Explanation, Blackboard writing, Questioning, Reinforcement, stimulus variation.
- Micro-teaching Characteristics, Process micro-teaching cycle advantages and limitations of micro teaching.
- Qualities of History teacher.
- Professional development of history teacher.
- Principles of organizing co-curriculum activities.
- Organizing semester, debates quiz exhibition to wall magazine, field trip and their report.

UNIT — III: Instructional Planning and Instructional Aids/Equipment in History & Civics

- Various approach of lesson plan.
- Advantages of lesson plan, steps of lesson plan.
- Classification of Lesson plan.
- Unit plan and its format.
- Need and Importance of Audio visual aids.
- Characteristics and essential qualities of audio-visual aids.
- Classification of audio-visual aids.

UNIT — IV : Role of History in promoting National and International integration and Evaluating Learning

- History and national integration : Our national heritage, unity in diversity, the role of history in promoting national integration.
- Education for Citizenship.

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 princpels 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 Stratgemies 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, mastery learning, Dalton Plan
- Learning in Groups- Cooperative and collaborative learning, addressing needs of heterogeneous classroom
- Techniques of Teachign : Questioning, Dramatization, Role Playing, Brain Storming

HELPFUL BOOK

Excellent B.Ed. Guide & Guess

PSS-08 METHOD OF TEACHING CIVICS-PART-I
BHARATI PRAKASHAN, PATNA - 4

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

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.

PSS : 6 TEACHING OF SCIENCE-I (FOR PHYSICAL SCIENCE GROUP)

UNIT I: History, Philosophy and nature of science, its role and importance in daily life, Objectives of teaching science.
 Planning the instruction : Behavioral objectives, types of objectives, writing instructional objectives in behavioural terms, identification of teaching points, organizing the content, designing learning experiences. Role and function of instructional materials and teaching aids : Components of instructional materials, multimedia, computer, chart, models, improvised apparatus preparation of unit and lesson plan.

UNIT II:

- **Planning the teaching by using the following methods:** Lecture method, discussion method, demonstration method, activity based teaching, inductive and deductive approaches, Heuristic method, inquiry approach, problem solving method, projected method programmed instruction, learning teaching.
- **Evaluation :** Oral observation and written, objectives and essay type questions, type, fill-in-blank type, true-false, matching type, making of test items, achievement test, diagnostic test their constructivist approach.

UNIT III:

- Newton's laws, qualitative concept of relativity, Universal law of gravitation, its discovery, Kepler's law, solar system, stars, constellation, galaxy, universe, formation of earth and its structure.
- Heat as energy, temperature, transfer of heat, thermal expansion and change of state. Reflection and refraction of light on plane and curved surface. Refractive Index, Prism, pure spectrum, optical instruments, microscope, telescope, defects of vision, mirage, total internal reflection, wavelength of various colours.
- Rate of chemical reactions and chemical Equilibrium :
- Elementary idea of rate of reactions, slow and fast reaction, reversible and irreversible reactions, Chemical equilibrium - dynamic nature only acids and bases. pH Scale, Heat changes during chemical reactions.

UNIT IV:

- Motion, Force, Work and Energy :
- Displacement, motion and its types : speed, velocity and acceleration, angular velocity and acceleration.
- Force : Magnitude and direction, Addition and subtraction, resultant balanced and unbalanced force, Momentum.
- Work : work done by force, dependence of work on relative orientation of force and displacements, energy, (Kinetic and Potential) work - energy equivalence, power conversion of K.E. into P.E and vice-versa, law of conservation energy and momentum, Gravitation: Newton's law of gravitation, acceleration due to gravity, factors affecting 'g' motion of planets around Sun.

UNIT V:

- Wave and Oscillation, Heat and Light.
- Simple pendulum, restoring force, SHM. Displacement, amplitude, frequency, time period, expression for time period, wave motion.



propagation of wave through a medium, Longitudinal and transverse waves, wave length, relation between speed, frequency and wavelength, transfer of energy and momentum in wave propagation, periodic motion, sound waves and their nature.

- Heat as form of energy : work and heat, temperature, specific heat, thermal expansion, coefficient of linear expansion, Light, image formation by spherical mirrors and lenses, telescope, microscope, defects of vision and their correction, perception of colour, colour blindness, composition of white light, wavelength and colour of light.
- In unit III, IV and V activity based learning be highlighted as per NCF-2005.

PSS 7 : TEACHING OF SCIENCE - II (FOR BIOLOGICAL SCIENCE GROUP)

UNIT I:

History, Philosophy and nature of science, its role and importance in daily life, Objectives of teaching science.
 Planning the instruction : Behavioral objectives, types of objectives, writing instructional objectives in behavioural terms, identification of teaching points, organizing the content, designing learning experiences. Role and functions of instructional materials and teaching aids : Components of instructional materials, multimedia, computer, chart, models, improvised apparatus preparation of unit and lesson plan, Constructivist approach NCF - 2005.

UNIT II:

- **Planning the teaching by using the following methods :** Lecture method, discussion method, demonstration method, activity based teaching, inductive and deductive approaches, Heuristic method, inquiry approach, problem solving method, programmed instruction, learning. In the light of NCF - 2005 constructivist approach is also followed.
- **Evaluation :** Oral observation and written, objectives and essay type questions, types of objective test items : short answer type, multiple choice types, fill-in-blank type, true-false, matching type, making of test items, achievement test, diagnostic test and their construction approach are adopted.

UNIT III :

Nutrition : Balance diet and nutrition deficiency diseases. Structure and function of different animal tissues. Communicable and non-communicable diseases, their symptoms, prevention and control. Cell structure prokaryotic and Eukaryotic, functions of various cell organelles, cell division : (Mitosis, Meiosis). Apical meristems, tissue system, permanent tissue (complex, secretory), epidermis.

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.

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

- 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

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

UNIT 1 : The Importance of Reading

- Reading and responding variety of texts in different ways.
- Learn to think together.
- Personal/creative/Critical all of these together responding.
- Developing Meta-cognitive awareness to become conscious of their own thinking process as they grapple with diverse texts.
- Participating in Reading and writing process to enhance their capacities as readers and writers.
- Reading narrative texts, expository texts from diverse source or including autobiographical narratives, field notes, ethnographies etc

UNIT 2 : Reading various of Texts

- Role of language & pedagogy of reading and writing across other subjects.
- Reading interactively-individually and in small groups.
- Enhancing capacity of placing a text through reading and experiences.
- Making and appraising arguments and interpretations, creating thoughtful arguments and offering justification for them.
- Reading variety of texts : empirical, conceptual and historical work, policy, documents, studies about schools, teaching learners and about different people's experiences.
- Addressing different types of reading skills and
- Expository texts like : Making predictions, answer questions and summarizing.

UNIT 3 : Writing

- Analyse various text structures.
- The content of writing from readings.
- Reading & Writing leads to develop the critical the critical skills.
- Writing with sense of purpose and audience responding, writing within the context of other ideas.

UNIT 4 : Reading and Writing

- Ways of reading: pre-reading and post reading activities
- Helping Children to become Good Readers
- What is writing and relationship between Reading and Writing
- Writing as a tool of consolidating knowledge, responding to / aesthetically relating to narrative texts
- Assessment of writing
- Types of texts; narrative and expository reader's response to literature, schemas and interpretation of texts
- Engaging with a text.

UNIT 5 : Understanding of Textbooks and Pedagogy

- Philosophy and guiding principles for the development of language textbooks
- Content, approaches and methods of teaching language – Interactive and participatory methods, teacher as facilitator
- Themes, structure of the unit, nature of exercises and its implications
- Academic standards and indicators of learning
- Learning resources for effective transaction of language curriculum.

COURSE : EPC 2 : Drams and Art in Education (1/2)**Creative Drama : Focus Areas**

- In drama exploration, the overall context presented to students is to understand life and to learn from life. The mode is experiential. The exercises are structured by the teacher, but the experience and its outcome is generated by participants in the process. The experience and reflection on that, is the learning. However for this to happen it is mandatory that the exercises are planned and structured by the teacher and not offered as "open improvisations".
- Encourage recognition of differences among people : Caste, gender, religion, age, community, occupation, lifestyle, etc. and how these influence actions, decisions, and relationships of people. Learn to place oneself in a wider arena of these-cross cutting currents. The self to be placed in the context of the other. "How should I look at the other ? What does that reveal about ?" Go beyond the immediate and look at other groups and setting, e.g. rural, the disadvantaged and other cultural communities.
- Ways of seeing situations, social structures and communities. To sharpen observation and to learn to continuously ask probing questions while investigating situations. Develop the capacity to look at same situation from different perspectives. Learning to recognize contradiction within situations with the aim of grasping a better understanding of the situation rather than wanting to look for solutions.
- Finding connections between the particular and the universal. How larger processes and contexts play out in the specify context of daily life situations and vice versa. For instance, the case of amarginalized Dalit woman seeking medical help is connected with the larger worlds of state responsibility and public health policy, prevailing gender relations, the judiciary, etc.
- Change as a principle of life. Identifying it within drama work; the repercussions of change, who does it affect, why and how ?
- Learning to continuously reflect on and analyse classroom exploration and their connection with events and situations in world outside. Evaluating one's own and group's progres in class.

Fine Arts : Focus Areas

- **Art, Art appreciation and Art education** : Visit to places like crafts museums, bal-bhavan, art galleries. Organise art, craft and music exercises with small groups followed by discussions and presentation. Any local exhibition or art event can be used as precursor for the session. The session should involve using some art for a while followed by a reflection on the experience and then connect it to their own schoold days and art.
- **Visual Art** : Opportunities to experiment and create pieces of art using different medium. Focus on colours, textures, composition and thematic content. Using a range of medium: paper and water colors, paper and

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

EPC-3 CRITICAL UNDERSTANDING OF ICT

COURSE CONTENTS

UNIT 1 : Basics in ICT and Computer Applications

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

- 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, evaluationg, 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.