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MAULANA MAZHARUL HAQUE ARABIC AND PERSIAN UNIVERSITY PATNA

Principal.

G. S. Teachers Training Colleg∈ Awdhara, 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	Contemportary 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 1973	Pri	40	10	50 marks
Course EPC 2	Drama And Art in Education	318/108/		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 2	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 4	Understanding the Self	2	40	10	50 marks
	School Internship	10		******	250 marks
	Total	26		THE STREET	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-developmenta 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
- Inequalitiesa 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, valeus, 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: Learnere'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, Informala nd 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

SYLLABUS

- Education for National development: Education Commission (1964-66)
- Emerging trends in the interface between
 - (i) Political proces 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 practive of education advocated by the following thinkers:

 Indian Thinkers: R.N. Tagore, M.K. gandhi, Swami Vivekananda, Aurobindo Ghose, Jiddu Krishmmurthi and Gijju Bhai Badheka

Western Thinkers: Plato, Rousseau, Deway,

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 sucess
 - (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 fo 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.

RECOMMENDED HELP BOOK

Excellent B.Ed. Guide & Guess
CONTEMPORARY INDIA AND EDUCATION
BHARATI PRAKASHAN, PATNA - 4

LEARNING AND TEACHING

COURSE CONTENTS

UNIT I: Learning: Its Nature, Types and Strategles

 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

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; Strategles 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. Profleiency 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

SYLLABUS

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 formaiton, 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.

RECOMMENDED HELP BOOK

Excellent B.Ed. Guide & Guess LEARNING AND TEACHING BHARATI PRAKASHAN, PATNA-4

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 Identify, Language and Power, Language and Class

Political context of language; Multilingual perspective of India and Bihar, Constitutioanl 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; imaginaiton, 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); INPE-1986; POn-1992);
- National Curriculum Framework-2005 (language education)

RECOMMENDED HELP BOOK

Excellent B.Ed. Guide & Guess
LANGUAGE ACROSS THE CURRICULUM
BHARATI PRAKASHAN, PATNA - 4

UNDERSTANGING 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; Methhods 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?

RECOMMENDED HELP BOOK

Excellent B.Ed. Guide & Guess UNDERSTANGING 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 ninteenth 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
 Security of the 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, etention 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
- Lafe skills and sexuality

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GENDER, SCHOOL AND SOCIETY
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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 apraisal 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.

SYLLABUS

- Approaches- Structural approach and Communicative approach, constructive approach
- Specific Strategies for teaching Vocabulary: Its ways and means
- Specific strategies for Teachign 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 thrid 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 quality

UNIT III: Specific Instructional Strategies and Method of Teaching

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

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