

# **Syllabus Of 2-Years Bachelor of Education (B.Ed.) Programme**

**(As per Regulation of 2-Years B.Ed. Course approved by the Governor's Secretariat, Bihar in pursuance of the guidelines of NCTE - 2014)**

**(With effect from Session 2015-17)**



**2018**

**Mathura Singh Teacher Training  
College  
Faculty of Education JPU, Chapra**

## Scheme of Study (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 and 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 4	Understanding the Self	2	40	10	50 marks
	School Internship	10	.....	.....	250 marks
Total		26	.....	.....	650 marks

\*One credit is equal to 16 hours for theory and for practicum 32 hours.

\*\*Engagement with the Field: Task and Assignments for Courses 7b & 8-10.

\*\*\*Each student-teacher will take one Optional paper from the following- Vocational/Work Education, Health & Physical Education, Peace Education, Guidance & Counseling etc. and can also be an Additional Pedagogy Course.

## **Scheme for Paper Setting in B.Ed. Annual Examination**

Syllabus for each 4 credit Theory Paper shall be divided into 5 units. Based on this, the question paper pattern in the Annual Examination shall be as follows:

**Time: 3 Hours**

**Total Marks: 80**

**Pass Marks: 36**

**Ten** Long Answer Questions having equal weightage (two questions from each unit) shall be set. The candidates shall be asked to answer one question from each Unit.

**(5x 16 = 80 marks)**

Syllabus for each 2 credit Theory Paper shall be divided into 3 units. Based on this, the question paper pattern in the Annual Examination shall be as follows:

**Time: 3 Hours**

**Total Marks: 40**

**Pass Marks: 18**

**Six** Long Answer Questions (two questions from each unit) shall be set. The questions from **Ist** Unit shall carry **14** marks each and questions from **IInd** & **IIIRD** Units shall carry **13** marks each. The candidates shall be asked to answer one question from each Unit.

**(1 x 14 + 2 x 13 = 40 marks)**

Questions should be set in English & Hindi both, if applicable.

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**B.Ed. Year - I**

**CHILDHOOD AND GROWING UP**

**Course No.: 1**

**Course Credit: 4**

**Theory: 80 Marks**

**Practicum: 20 Marks**

**COURSES OBJECTIVES**

The student-teachers will be able to;

- Develop an understanding of the notions of childhood and adolescence;
- Develop an understanding about the impact/influence of socio cultural context in shaping human development, especially with respect to the Indian context;
- Develop an understanding of dimensions and stages of human development and developmental tasks ;
- Understand the range of cognitive capacities among learners;
- Appreciate the critical role of learner differences and contexts in making meanings, and draw out implications for schools and teachers;
- Understand socialization and its role in identity formation of a child;
- Understand identity formation and its determinants;

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, schools, 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 ethos, 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

Critical analysis of classroom instruction in the light of the developed Understandings

Case study of a learner with behaviour problem/talented child/a LD child/a slow learner/a disadvantaged child

Observing children in their natural setting

Study of intelligence of at least 5 school children and relating it with achievement and other background factors

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**FACULTY OF EDUCATION, J.P.U., CHAPRA**

**B.Ed. Year - I**

**CONTEMPORARY INDIA AND EDUCATION**

**Course No: 2**

**Course Credit: 4**

**Theory:80 Marks**

**Practicum:20 Marks**

**COURSES OBJECTIVES**

The student-teachers will be able to

- Understand the concept and aims of education
- Develop perspectives about vision of contemporary Indian educational reality, its concerns and issues.
- Understand the Constitutional values and their implications on education
- Understand the concept of philosophy, relationship between Philosophy and Education and implications of philosophy on education
- Understand the schools of Philosophy and their impact on education
- Understand the vision of education given by Indian & Western thinkers
- Understand the importance of universalization of secondary education and the constitutional provisions for realizing it
- Examine the issues and concerns related to universalization of secondary education
- Analyze the strategies used for realization UEE and the outcomes of their implementation.
- Realize the need and importance of equity and equality in education and the constitutional provisions for it.
- Identify the various causes for inequality in schooling
- Realize the importance of Right to Education and the provisions made for realizing it.

**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
- Education for National development: Education Commission (1964- 66)
- Emerging trends in the interface between
- Political process and education;
- Economic developments and education; and
- 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, Froebel and Maria Montessori

### **UNIT V: CONTEMPORARY INDIAN SCHOOLING: CONCERNS AND ISSUES**

Universalization of School Education; Right to Education and Universal Access:

Issues of a) Universal enrollment b) Universal retention c)

Universal success

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:

Meaning of equality and constitutional provisions

Prevailing nature and forms of inequality, including dominant and minor groups and related issues

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

Differential quality in schooling: Variations in school quality

Idea of 'common school' system

Right to Education Bill and its provisions.

### **PRACTICUM**

Readings on educational thinkers and presentation on the contribution of one of the thinkers (group work followed by discussion)

Project on the original work/s of a thinker

Seminar presentation on philosophical issues and report.

A brief study of some philosophical development of learners

Presentation on the reports and policies on USE

Conduct surveys of various educational contexts (*eg.* Schools of different kinds) to identify various forms of inequality

A survey study of a school with reference to its aims, objectives, values and curriculum (Private School, Govt. School, Buniyadi Vidyalaya, Kasturba Gandhi Balika Vidyalaya, Schools run by Religious and Linguistic minorities)

Annotated Bibliography.

**B.Ed. Year - I**

**LEARNING AND TEACHING**

**Course No.: 3**

**Course Credit: 4**

**COURSES OBJECTIVES**

**Theory:80 Marks**

**Practicum:20 Marks**

On completion of the course, the student teacher will be able to:

- Understand Concept & Nature of Learning
- Understand and appreciate different perspectives of learning – Behavioral, Social, Cognitive and Humanistic.
- Know various types and strategies of learning
- Understand different conditions for learning and acquire the skills to facilitate them.
- Understand the approaches and strategies for managing learning
- Demonstrate his/her understanding of the role of a teacher in different phases of teaching.
- Identify various kinds of subject matter content in a textbook.
- Write instructional objectives for teaching of a topic.
- Demonstrate his/her understanding of different skills and their role in effective teaching.
- Use instructional skills effectively.
- Organize learning with active participation of learners – individually and in groups.

**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?

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 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.

### **PRACTICUM**

Comparative study of syllabi of various subjects to identify content categories.

Writing instructional objectives of a lesson under domains and levels.

Practice on the skills of introducing, questioning, stimulus variation, illustrating and organizing learning activity.

Design learning episodes / activities and organize them in the classroom.

Analyze the type of strategies adopted by a classroom teacher in organizing learning.

Prepare a plan of action for any one type of learning (concept learning, skill learning, attitudinal learning)

**FACULTY OF EDUCATION, J.P.U., CHAPRA**

## **LANGUAGE ACROSS THE CURRICULUM**

**Course No.: 4**

**Course Credit: 2**

**COURSES OBJECTIVES**

**Theory: 40 Marks**

**Practicum: 10 Marks**

After completion of Course the student will be able to

- Have a conceptual understanding of language
- Understand the different roles of language;
- Understand the relation between literature and language;
- Understand and appreciate different registers of language;
- Understand the language background of students as first or second language users of the language used in teaching the subject;
- Understand multilingualism in the classroom, school language and home language;
- Develop sensitivity with respect to language diversity that exists in the classroom;
- Understand the nature of classroom discourse
- Analyse the Constitutional Provisions and recommendations of Commissions & Policies Of Language Education:

### **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 Language 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).

### **PRACTICUM**

Prepare a report on the status of languages given in the Constitution of India and language policies given in Kothari Commission, NPE1986, and POA-1992.

Visit five schools in the neighbourhood and prepare a report on the three language formula being implemented in the schools.

Take a few passages from Science, Social Science and Math's textbooks of Classes VI to VII and analyze: (i) How the different registers of language have been introduced? (ii) Does the language clearly convey the meaning of the topic being discussed? (iii) Is the language learner-friendly?

(iv) Is the language too technical? (v) Does it help in language learning? Now write an analysis based on the above issues

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## **UNDERSTANDING DISCIPLINES AND SUBJECTS**

**Course No.: 5**

**Course Credit: 2**

**Theory: 40 Marks**

**Practicum: 10 Marks**

### **COURSES OBJECTIVES**

The student-teachers will be able to

- Understand the basic premises of subjects/disciplines
- Understand the need for classification of human knowledge
- Know required basic competencies for effective transaction of knowledge
- Know how to enhance knowledge of the discipline
- Importance of research for advancement of subject/discipline
- Understand the concept of Interdisciplinarity in education

### **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 Plurality, 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, The Educational Perspective: Teaching and Learning

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

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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**FACULTY OF EDUCATION, J.P.U., CHAPRA**

## **GENDER, SCHOOL AND SOCIETY**

**Course No.: 6**

**Course Credit: 2**

**Theory: 40 Marks**

**Practicum: 10 Marks**

### **COURSES OBJECTIVES**

This course will enable the students to;

develop basic understanding and familiarity with key concepts—gender, gender bias, gender stereotype, empowerment, gender parity, equity and equality, patriarchy and feminism;

understand the gradual paradigm shift from women's studies to gender studies and some important landmarks in connection with gender and education in the historical and contemporary period;

learn about gender issues in school, curriculum, textual materials across disciplines, pedagogical processes and its intersection with class, caste, religion and region; and

### **COURSE CONTENTS**

#### **UNIT I: GENDER ISSUES: KEY CONCEPTS**

Gender, sex, sexuality, patriarchy, masculinity and feminism

Gender bias, 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, retention 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.

**Practicum:**

Analysis of textual materials from the perspective of gender bias and stereotype

Preparation of indicators on participation of boys and girls in heterogeneous schools—public and private-aided and managed by religious denominations

Preparation of tools to analyze reflection of gender in curriculum

Project on women role models in various fields with emphasis on women in unconventional roles.

Project on analyzing the institution of the family

Marriage, reproduction

Sexual division of labour and resources

Preparation of project on critical analysis of recommendations of commissions and policies on capacity building and empowerment of girls and women, how these initiatives have generated in the formation of women collectives and have helped in encouraging grassroots mobilization of women, such as the *Mahila Samakhya* programmes.

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**FACULTY OF EDUCATION, J.P.U., CHAPRA**

**PEDAGOGY OF A SCHOOL SUBJECT – PART-I**

**Course No.: 7a**  
**Course Credit: 2**

**Theory: 40 Marks**  
**Practicum: 10 Marks**

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)
- PSS-02- Method of Teaching Hindi- Part- (I)
- PSS-03- Method of Teaching Sanskrit- Part- (I)
- PSS-04- Method of Teaching Urdu- Part- (I)
- PSS-05- Method of Teaching Arabic- Part- (I)
- PSS-06- Method of Teaching Persian- Part- (I)
- PSS-07- Method of Teaching History- Part- (I)
- PSS-08- Method of Teaching Civics- Part- (I)
- PSS-09- Method of Teaching Geography- Part- (I)
- PSS-10- Method of Teaching Economics- Part- (I)
- PSS-11- Method of Teaching Home Science- Part- (I)
- PSS-12- Method of Teaching Commerce- Part- (I)
- PSS-13- Method of Teaching Physical Sciences- Part- (I)
- PSS-14- Method of Teaching Biological Sciences- Part- (I)
- PSS-15- Method of Teaching Mathematics- Part- (I)
- PSS-16- Method of Teaching Computer Science- Part- (I)

Detailed syllabus of each course has been given in the subsequent pages.

**FACULTY OF EDUCATION, J.P.U., CHAPRA**

**B.Ed. Year - I**

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

**Course No.: 7a**

**Theory: 40 Marks**

**Course Credit: 2**

**Practicum: 10 Marks**

**COURSES OBJECTIVES**

After completing the course the student-teacher will be able to-:

Develop an understanding of the nature and objectives of teaching English as a foreign language.

Understand the behavioural objectives of English teaching

Develop an ability to acquire language skills among learners

Gain knowledge about Constitutional provisions and policies of language education

Acquire Competence in the content prescribed by BSEB, C.B.S.E. in secondary and senior secondary schools

Become aware of modern methods of English teaching and put them to use in real classroom situations.

**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).

**Practicum (Any One)***(Concerned teacher can devise assignment as per requirement of the course)*

Prepare a report on the status of languages given in the Constitution of India and language policies given in Kothari Commission, NPE 1986, and POA-1992.

Visit five schools in the neighborhood and prepare a report on the three language formula being implemented in the schools.

On the basis of the English Textbooks (VI to XII) prepare a list of topics and activities given on: (i) Language and Gender (ii) Language and Peace. Write a report on their reflection in the textbooks

Do a survey of five schools in your neighborhood to find out 1. Level of Introduction of English 2. Materials (textbooks) used in the classroom

Prepare a report on the challenges faced by the teachers and the learners in the teaching-learning process.

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**FACULTY OF EDUCATION, J.P.U., CHAPRA**

**B.Ed. Year - I**

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

**Course No.: 7a**

**Course Credit: 2**

**COURSES OBJECTIVES**

**Theory: 40 Marks**

**Practicum: 10 Marks**

After completing the course the student-teacher will be able to-:

Develop an understanding of the nature and objectives of teaching Hindi as a Mother language and national language

Understand the behavioural objectives of Hindi teaching

Develop an ability to acquire language skills among learners

Gain knowledge about Constitutional provisions and policies of language education

Acquire Competence in the content prescribed by BSEB, C.B.S.E. in secondary and senior secondary schools

Become aware of modern methods of Hindi teaching and put them to use in real classroom situations.

**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- It's ways and means, oral work, drilling vocabulary building, making sentence.

Teaching of writing and composition: Letter writing, Essay writing and Precise writing.

**PRACTICUM (Any One)(Concerned teacher can devise assignment as per requirement of the course)**

Prepare a report on the status of languages given in the Constitution of India and language policies given in Kothari Commission, NPE 1986, and POA-1992.

Visit five schools in the neighborhood and prepare a report on the three language formula being implemented in the schools.

On the basis of the Hindi Textbooks (VI to XII) prepare a list of topics and activities given on: (i) Language and Gender (ii) Language and Peace. Write a report on their reflection in the textbooks

Do a survey of five schools in your neighborhood to find out 1. Level of Introduction of Hindi 2. Materials (textbooks) used in the classroom

Prepare a report on the challenges faced by the teachers and the learners in the teaching-learning process.

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**FACULTY OF EDUCATION, J.P.U., CHAPRA**

**B.Ed. Year - I**

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

**Course No.: 7a**

**Theory: 40 Marks**

**Course Credit: 2**

**Practicum: 10 Marks**

**COURSES OBJECTIVES**

After completing the course the student-teacher will be able to-:

Understand the role and importance of Sanskrit and its cultural background.

Understand the behavioural objectives of Sanskrit teaching

Develop an ability to acquire language skills among learners

Gain knowledge about Constitutional provisions and policies of language education

Acquire Competence in the content prescribed by BSEB, C.B.S.E in secondary and senior secondary schools

Become aware of modern methods of Sanskrit teaching and put them to use in real classroom situations.

**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.

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 Precis writing.

**PRACTICUM (Any One)(Concerned teacher can devise assignment as per requirement of the course)**

Prepare a report on the status of languages given in the Constitution of India and language policies given in Kothari Commission, NPE 1986, and POA-1992.

Visit five schools in the neighborhood and prepare a report on the three language formula being implemented in the schools.

On the basis of the Sanskrit Textbooks (VI to XII) prepare a list of topics and activities given on: (i) Language and Gender (ii) Language and Peace. Write a report on their reflection in the textbooks

Do a survey of five schools in your neighborhood to find out 1. Level of Introduction of Sanskrit 2. Materials (textbooks) used in the classroom

Prepare a report on the challenges faced by the teachers and the learners in the teaching-learning process.

**FACULTY OF EDUCATION, J.P.U., CHAPRA**

**B.Ed. Year - I**

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**FACULTY OF EDUCATION, J.P.U., CHAPRA**

**B.Ed. Year - I**

**PSS-07-METHOD OF TEACHING HISTORY- PART- (A)**

**Course No.: 7a**

**Course Credit: 2**

**COURSES OBJECTIVES**

**Theory: 40 Marks**

**Practicum: 10 Marks**

After completing the course the student-teacher will be able to:-

Understand the nature scope and importance of History teaching

Understand the behavioural objectives of History teaching

To acquire Competence in the content prescribed by BSEB, C.B.S.E in secondary and senior secondary schools

To acquire Competence in various strategies, methods, techniques and skills of teaching History

To able to gain skills to create a harmonious environment in the classroom during teaching controversial topic

To acquire competence in relating of appropriate strategy to the content to be taught

**COURSE CONTENTS**

**Unit- I- Nature, Importance 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,

Importance of Teaching History.

B. Aims and objectives :

General aims of Teaching History.

Objectives of Teaching 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 state , NCERT Textbook controversy, history curriculum in CBSE, ICSE, BSEB

Selection and organization of Historical materials :

General Principles

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 Teaching History- Inductive deductive method, Story Telling Method, Lecture Method, Discussion Method, Source 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.

#### **Practicum (Any One) (*Concerned teacher can devise assignment as per requirement of the course*)**

Selection and documentation of 20 history sources and writing instructional objectives that would be achieved by each of these sources along with the teaching strategy that would be adopted to achieve them.

Analysis of the recommendation of various commission and making a comparative evaluation of the recommendation with regard to aims and objectives of teaching history in the schools

Analysis of content of the syllabi of history from class VI to XII of any school board and preparing a report related to the various principles/method/approaches that have been adopted for organisation for organising the syllabus under study

Preparing a lesson plan on any topic of the history teaching.

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**FACULTY OF EDUCATION, J.P.U., CHAPRA**

**B.Ed. Year - I**

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

**Course No.: 7a**

**Course Credit: 2**

**COURSES OBJECTIVES**

**Theory: 40 Marks**

**Practicum: 10 Marks**

After completing the course the student-teacher will be able to-:

Understand the nature scope and importance of civics teaching

Understand the behavioural objectives of civics teaching

To acquire Competence in the content prescribed by BSEB, C.B.S.E in secondary and senior secondary schools

To acquire Competence in various strategies, methods, techniques and skills of teaching civics

To able to gain skills to create a harmonious environment in the classroom during teaching controversial topic

To acquire competence in relating of appropriate strategy to the content to be taught

**COURSE CONTENTS**

**Unit- I- Nature, Scope and Aims of Teaching Civics**

Concept, Meaning and definitions of Civics.

Nature, Scope and Importance of Civics teaching at secondary level.

Integration of Civics with other school subject.

Civics teaching 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 principles of curriculum

Place of Civics in secondary and senior secondary school curriculum with special 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, 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

### **Practicum (Any One) (*Concerned teacher can devise assignment as per requirement of the course*)**

Develop a structure of curriculum of civics of any grade.

A report on the organization, planning and outcome of excursion.

A critical study of the present civics curriculum of Secondary School.

Analysis of unit/chapter in subject textbook to identify the concepts, principles and processes and to understand the underlying the subject structures

Assignment on any topic related to the civics teaching

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**FACULTY OF EDUCATION, J.P.U., CHAPRA**

**B.Ed. Year - I**

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

**Course No.: 7a**

**Course Credit: 2**

**COURSES OBJECTIVES**

**Theory: 40 Marks**

**Practicum: 10 Marks**

After completing the course the student-teacher will be able to:-

Understand the nature scope and importance of geography teaching

Understand the behavioural objectives of geography teaching

To acquire Competence in the content prescribed by BSEB, C.B.S.E. in secondary and senior secondary schools

To acquire Competence in various strategies, methods, techniques and skills of teaching geography at secondary level

To acquire competence in relating of appropriate strategy to the content to be taught

**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 developments 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, Dramatization, Role Playing, Brain Storming

### **Practicum (Any One) (*Concerned teacher can devise assignment as per requirement of the course*)**

Develop a structure of curriculum of geography of any grade.

A report on the organization, planning and outcome of excursion.

A critical study of the present Geography curriculum of Secondary School.

Analysis of unit/chapter in subject textbook to identify the concepts, principles and processes and to understand the underlying the subject structures

Assignment on any topic related to the geography teaching

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**FACULTY OF EDUCATION, J.P.U., CHAPRA**

**B.Ed. Year - I**

**PSS-10- METHOD OF TEACHING ECONOMICS- PART- (I)**

**Course No.: 7a**

**Course Credit: 2**

**COURSES OBJECTIVES**

**Theory: 40 Marks**

**Practicum: 10 Marks**

After completing the course the student-teacher will be able to-:

Understand the nature scope and importance of Economics teaching

Understand the behavioural objectives of Economic teaching

To acquire Competence in the content prescribed by BSEB, C.B.S.E in secondary and senior secondary schools

To acquire Competence in various strategies, methods, techniques and skills of teaching Economics at secondary level

To acquire competence in relating of appropriate strategy to the content to be taught

**COURSE CONTENTS**

**Unit- I- Nature, Scope and Aims of Teaching Economics**

Concept, Meaning and definition 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

#### **Practicum (Any One) (*Concerned teacher can devise assignment as per requirement of the course*)**

Collect information of 20 persons of a locality about their economic and non-economic activities

Collect information from a local market about the price trends of five vegetable for a week, develop a table indicating the trend in price change and discuss in class

Prepare a curriculum design for any grade of any board

Critical analysis of any one curriculum of economics

Assignment on any relevant topic related to economic teaching

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**FACULTY OF EDUCATION, J.P.U., CHAPRA**

**B.Ed. Year - I**

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

**Course No.: 7a**

**Course Credit: 2**

**COURSES OBJECTIVES**

**Theory: 40 Marks**

**Practicum: 10 Marks**

At the end of the course, the student teaches will be able to:

Understand the scope and importance of teaching of Home Science.

Acquaint with the objectives of teaching Home Science at secondary and senior secondary level.

To understand the principles of curriculum and can prepare a suitable curriculum

To acquire the skills and scientific information necessary for health, home management, child rearing home economics textiles, food & nutrition

Understand the facilities and teaching aids needed for Home Science teaching.

**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, Child 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

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

Enquiry and discovery approach

**Practicum (any one)** (*Concerned teacher can devise assignment as per requirement of the course*)

Preparations of a Home Science file that includes

Drafting

Embroidery

(iii)Recipe

Planning for Home Sc. Laboratory

Family budget of Middle class income group

Decoration of drawing room/ bedroom/ study room/ children's room/ guest room.

Preparation of sick diet-anaemic, diabetic, High Cholesterol

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**FACULTY OF EDUCATION, J.P.U., CHAPRA**

**B.Ed. Year - I**

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

**Course No.: 7a**

**Course Credit: 2**

**COURSES OBJECTIVES**

**Theory: 40 Marks**

**Practicum: 10 Marks**

After completing the course the student teacher will be able to:

Realize the importance of Commerce teaching.

Understand the aims and objectives of teaching Commerce

Acquire knowledge and skills necessary for the construction of Commerce curriculum

Acquire Competence in the content prescribed by BSEB, C.B.S.E. in secondary and senior secondary schools

Familiarize themselves with the methods and approaches of teaching Commerce at secondary and senior secondary levels and use them effectively in classroom

**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 syllabi

Text books and other supplementary materials in Commerce- Importance and qualities

**Unit- III- Methods and Techniques of imparting Commerce Education**

Lecture Method

Question-Answer Technique

Discussion Method

Project Method



Problem Solving

Games Method

**Practicum (Any One)**

Submission of report after doing work in any one of the following: (*Concerned teacher can devise assignment as per requirement of the course*)

Preparing a curriculum Design for the commerce of any grade of any board

Content analysis of any text book of commerce

Assignment on any topic related to commerce

Critical analysis of the curriculum of any grade of any board

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**FACULTY OF EDUCATION, J.P.U., CHAPRA**

**B.Ed. Year - I**

**PSS-13-METHOD OF TEACHING PHYSICAL SCIENCES- PART- (I)**

**Course No.: 7a**

**Course Credit: 2**

**COURSES OBJECTIVES**

**Theory: 40 Marks**

**Practicum: 10 Marks**

After completing the course the student teacher will be able to:

- Realize the importance of Physical science teaching.
- Understand the aims and objectives of teaching Physical sciences.
- Acquire knowledge and skills necessary for the construction of Physical science curriculum
- Acquire Competence in the content prescribed by BSEB, C.B.S.E. in secondary and senior secondary schools
- Familiarize themselves with the methods and approaches of teaching physical science at secondary and senior secondary levels and use them effectively in classroom

**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 sciences and modern Indian society: Relationship of physical sciences and society, impact of physical sciences on 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

#### **Practicum (Any One) (*Concerned teacher can devise assignment as per requirement of the course*)**

Identification of specific learning difficulties in Physical Science

Content analysis of the syllabus of any one grade of any one board at secondary or senior secondary level

Evaluation of the text book of physical science of any one grade of any one board at secondary or senior secondary level

Preparation of the structure of the curriculum of physical science of any one grade of any one board at secondary or senior secondary level

Prepare a programmed instruction for the any unit of physical science

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**FACULTY OF EDUCATION, J.P.U., CHAPRA**

**B.Ed. Year - I**

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

**Course No.: 7a**

**Course Credit: 2**

**COURSES OBJECTIVES**

**Theory: 40 Marks**

**Practicum: 10 Marks**

After completing the course the student teacher will be able to:

Realize the importance of Biological science teaching.

Understand the aims and objectives of teaching Biological sciences.

Acquire knowledge and skills necessary for the construction of Biological science curriculum

Prepare and use different types of teaching aids in Biological sciences.

Organize co-curricular activities in Biological science teaching.

Develop Biological science laboratory and Biological science Museum

**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

**Practicum (Any One) (*Concerned teacher can devise assignment as per requirement of the course*)**

Preparation of design of ideal Laboratory/herbarium/ aquarium/terrarium

Preparation of common laboratory reagents

Identification of specific learning difficulties in biology

Survey of school science laboratory

Preparation of two working charts and models

Develop a programmed instruction of any topic of biology

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**FACULTY OF EDUCATION, J.P.U., CHAPRA**

**B.Ed. Year - I**

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

**Course No.: 7a**

**Course Credit: 2**

**COURSES OBJECTIVES**

**Theory: 40 Marks**

**Practicum: 10 Marks**

After completing the course the student teacher will be able to:

- Develop insight into the meaning, nature, scope and objective of mathematics education
- Explain the principles of curriculum construction
- Acquire Competence in the content prescribed by BSEB, C.B.S.E. in secondary and senior secondary schools
- Understand and apply different methods of teaching mathematics in the classroom
- Able to select appropriate techniques to make mathematics an easy subject
- Able to encourage students for probing, raising queries, appreciating dialogue among peer -group,

**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

**Practicum (Any One) (*Concerned teacher can devise assignment as per requirement of the course*)**

Identification of specific learning difficulties in mathematics

Content analysis of the syllabus of any one grade of any one board at secondary or senior secondary level

Evaluation of the text book of mathematics of any one grade of any one board at secondary or senior secondary level

Preparation of the structure of the curriculum of mathematics of any one grade of any one board at secondary or senior secondary level

Prepare a programmed instruction for the any unit of mathematics.

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**FACULTY OF EDUCATION, J.P.U., CHAPRA**

**B.Ed. Year - I**

**PSS-16-METHOD OF TEACHING COMPUTER SCIENCE- PART- (I)**

**Course No.: 7a**

**Course Credit: 2**

**COURSES OBJECTIVES**

**Theory: 40 Marks**

**Practicum: 10 Marks**

After completing the course the student teacher will be able to:

To know the nature scope and importance of computer science

To know the principles of curriculum construction

To understand the importance of computer in the era of globalization

To familiarize with the history of development of Computer Science

To develop the skills necessary for Computer education.

To know and understand the innovative methods for teaching Computer Science.

**COURSE CONTENTS**

**Unit- I- Nature, Scope and aims of teaching Computer Science**

Meaning and Concept

Nature and Scope

Importance of Computer Science

Aims of teaching computers

Difference between aims and objectives

Instructional objectives

Taxonomy and writing Instructional objectives in behavioural terms

**Unit- II- Development of Computer Science and its Curriculum**

First step in computing

History of Computers in India

Importance and Limitations of Computer

Curriculum (meaning and concept)

Principles of curriculum construction

Development of Computer Science Curriculum

Place in the School Curriculum in the era of globalization.

**Unit- III- Methods of Teaching and Teaching strategies in Computer Science**

Lecture method

Demonstration method



Laboratory method

Heuristic method

Project method

Assignment method

Problem solving method

Computer Assisted Instruction

**Practicum (Any One)** (*Concerned teacher can devise assignment as per requirement of the course*)

Develop a curriculum design for the computer science for any grade

Preparation of CAI

Power point presentation on any topic

Preparation of teaching aids through Computer.

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**FACULTY OF EDUCATION, J.P.U., CHAPRA**

**B.Ed. Year - I**

**EPC 1: READING AND REFLECTING ON TEXTS**

**Course No.: EPC 1**

**Course Credit: 2**

**COURSES OBJECTIVES**

**Theory: 40 Marks**

**Practicum: 10 Marks**

Language is the medium for comprehending ideas, for reflection and thinking, as well as for expression and communication. Enhancing one's facility in the language of instruction is thus a vital need of student teachers, irrespective of the subject areas that they are going to teach. This course is visualized as a range of primarily text-based language activities, which will aid in strengthening the ability to 'read', 'think', 'discuss and communicate' as well as to 'write' in the language of instruction. It is likely that student teachers will begin the programme with different levels of language ability; hence group work that supports different levels of learning is envisaged as a central feature of this course. It is also intended that the student teachers will develop a taste for and abilities in reading and making meaning of different kinds of texts. They will also learn to engage with ideas and appreciate that different kinds of writing are used to communicate these ideas in different contexts. Overall, areas of language proficiency which are emphasized are those that will lay a foundation for their becoming self-learners, reflective and expressive teachers, and collaborative professionals.

**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, converting 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 point(s) of view (small group discussion)

Writing a response paper (individually or in pairs)

Presentations of selected papers, questions and answers (large group).

**PRACTICUM:**

Read any one of the following texts and give critical appraisal of it:

*Robinson Crusoe* by Daniel Defoe

*Gulliver's Travels* by Jonathan Swift

*The God of Small Things* by Arundhati Roy

*Wings of Fire* by Dr. A.P.J. Abdul Kalam

*Deevaswapna* by Gijubhai Badheka

*De-schooling Society* by Ivan Illich

*Juthan* by Omprakash Valmiki

*National Policy on Education 1986*

*Learning without Burden*-Yashpal Committee Report

**FACULTY OF EDUCATION, J.P.U.,  
CHAPRA**

**B.Ed. Year - I**

**EPC 2: DRAMA AND ART IN EDUCATION**

**Course No.: EPC 2**

**Course Credit: 2**

**COURSES OBJECTIVES**

**Theory: 40 Marks**

**Practicum: 10 Marks**

The student-teachers will be able to

- Understanding the concept of Drama and its relevance for Education
- Extend their awareness through multiple perspectives, to look at reality through fantasy;
- Live or relive moments and evoke or even recreate situations;
- Understanding visual arts and crafts with their relevance for Education
- Understand the medium, in order to transpose learners into different time and space, to shape their consciousness through introspection and collective experiences;
- Understanding the self and as a form of self-expression for enhancing creativity

**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 Scene
- 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

**PRACTICUM**

Preparation of a drama script on a school based topic.

Preparation of multi-media materials for art education in Senior Secondary School.

Preparation of Instructional materials for education in the Arts in Secondary School.

Organization of Area Club. The objectives, functions and evaluation.

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**FACULTY OF EDUCATION, J.P.U., CHAPRA**

**B.Ed. Year - I**

**EPC 3: CRITICAL UNDERSTANDING OF ICT**

**Course No.: EPC 3**

**Course Credit: 2**

**COURSES OBJECTIVES**

**Theory: 40 Marks**

**Practicum: 10 Marks**

On completion of the course the students will be able to:

- Explain ICT and its application in Education
- Identify and demonstrate an understanding of the main components of the computer hardware in use
- Differentiate various operating systems and explain main functions of the system software environment
- Use a word processor, spread sheet, drawing and presentation software skillfully and intelligently to produce various teaching learning resources for educational use
- Use internet technologies efficiently to access remote information, communicate and collaborate with others
- Understand the social, economic, security and ethical issues associated with the use of ICT
- Plan, develop, and evaluate multimedia based learning content
- Develop learning objects using open source authoring software

**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
- 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 II: 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 applications

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.

### **PRACTICUM:**

Using word processor, spread sheet, and presentation software to produce various teaching learning resources.

Locating internet resources - navigating, searching, selecting, saving and evaluating (use standard internet evaluation criteria)

Comparative study of ICT syllabus of school education and teacher education of various organizations

Evaluating multimedia CD ROMs using standard criteria and study the multimedia evaluation reports available at <http://www.teem.org.uk/>

Developing a multimedia e-content for a topic using eXe Learning

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# **Syllabus Of 2-Years Bachelor of Education (B.Ed.) Programme**

**(As per Regulation of 2-Years B.Ed. Course approved by the Governor's Secretariat, Bihar in pursuance of the guidelines of NCTE - 2014)**

**(With effect from Session 2015-17)**



**(II<sup>nd</sup> – YEAR)  
2018**

**Mathura Singh Teacher Training  
College  
Faculty of Education JPU, Chapra**



**FACULTY OF EDUCATION, J.P.U., CHAPRA**

**B.Ed., Year - II**

**KNOWLEDGE AND CURRICULUM**

**Course No.: 8**

**Course Credit: 4**

**COURSES OBJECTIVES**

**Theory: 80 Marks**

**Practicum: 20 Marks**

After going through this course the student-teachers will be able to

Understand the concepts of knowledge and knowing.

Understand different ways of knowing, knowledge construction, the relative roles of knower and known in knowledge transmission and construction.

Analyze the different facets of knowledge and their interrelationship.

Comprehend the forms of knowledge and their organization in school education

Understand the meaning of curriculum and its associated concepts

Analyze the elements, organization, scope, various perspectives, needs, priorities, curriculum concerns, changes in the pedagogical approaches, sequence, evaluation schemes and other reforms in the documents of National curriculum frame works

Understand the influences of the knowledge categories, social, cultural, economic and the technological aspects in shaping the present school curriculum and the text books

Understand the different approaches and process of curriculum development

**COURSE 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 knowledge can be constructed? What is involved in construction of knowledge?

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 of culture in knowing?

How is knowledge rendered into action? How to reflect on knowledge?

**UNIT II: FORMS OF KNOWLEDGE AND ITS ORGANISATION IN SCHOOLS**

Can we categorize 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?

Understanding the meaning and nature of curriculum: Need for curriculum in schools

Differentiating curriculum framework, curriculum and syllabus; their significance in school 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 the curriculum of school education at national and state levels (with reference to National curriculum frameworks)

#### **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; (vii) 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) Teachers' 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 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

### **PRACTICUM**

Assignment on concepts of knowledge in philosophical perspective.

Group work to analyze the curricular concepts.

Review of national curriculum frame works on school education and write a report for presentation and discussion.

School visits to study the factors required for implementing the curriculum in schools and write reflective experiences.

Analysis of teachers' handbooks, text books, workbooks, source books followed by Power point presentations and report submission.

Interviews with class room practitioners and students who are the stakeholders to know their perceptions about the curriculum and the text books in use.

Readings of certain curriculum reviews and articles bearing significance to the course outlined and reflections on them.

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**FACULTY OF EDUCATION, J.P.U., CHAPRA**

**B.Ed., Year - II**

**ASSESSMENT FOR LEARNING**

**Course No.: 9**

**Course Credit: 4**

**COURSES OBJECTIVES**

**Theory: 80 Marks**

**Practicum: 20 Marks**

This course is designed to help student teachers to

Understand the nature of assessment and evaluation and their role in teaching-learning process.

Understand the importance of assessment in continuous and comprehensive manner

Develop assessment tasks and tools to assess learner's competence and performance

Acquire skill of constructing an achievement test

Administer different kinds of psychological tests

Devise marking, scoring and grading procedures,

Devise ways of reporting on student performance

Analyze, manage and interpret assessment data.

Develop the habit of reflecting-on and self-critiquing to improve performance.

**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 : -

Based on purpose: Formative, Summative, prognostic; diagnostic; Norm referenced; Criterion referenced

Based on nature & scope: Teacher made; Standardized

Based on mode of response: Oral, written, performance

Based on context: Internal, External, self, peer, & teacher

Based on nature of information gathered: Quantitative, & Qualitative

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

Concept of Cognitive, Affective, Psychomotor domain of learning

Revised taxonomy of objectives (2001) and its implications for assessment and stating the objectives.

Constructing table of specifications & writing different forms of questions – (VSA, SA, ET & objective type, situation based)

Construction of achievement tests- steps, procedure and uses

Construction of diagnostic test – Steps, uses & limitation

### **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 tasks; Criteria's for assessment of 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 establish 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 of Attitude: Use of Attitude Scales

Measurement of Personality

### **Unit V: Interpretation and Reporting of student's performance**

Interpreting student's performance

Descriptive statistics (measures of central tendency & measures of variability, percentages)

Graphical representation (Histogram, Frequency Curves)

NPC – percentile.

Grading – Meaning, types, and its uses

Role of feedback to stake holders (Students, Parents, Teachers) and to improve teaching – learning process; Identifying the strengths & weakness of learners.

Reporting student's performance – Progress reports, cumulative records, profiles and their uses, Portfolios.

### **PRACTICUM:**

Constructing a table of specification on a specific topic (subject specific)

Constructing a unit test using table of specifications and administering it to target group and interpreting the result.

Construction of any one of the process oriented tools and administering it to group of students & interpreting it.

Administration of a Psychological tests and interpretation of test results

Determination of Reliability or validity of any self-made test

Construction of a Test Battery with at least five types of test items and trying out of the same on a class/group of students

Analysis of question papers( teacher made)

**FACULTY OF EDUCATION, J.P.U., CHAPRA**

**B.Ed., Year - II**

**CREATING AN INCLUSIVE SCHOOL**

**Course No.: 10**

**Course Credit: 2**

**COURSES OBJECTIVES**

**Theory: 40 Marks**

**Practicum: 10 Marks**

After going through this course the student teacher would be able to  
understand the meaning, scope and importance of inclusive education  
identify the children with diverse needs in the classroom  
understand the Concept of an inclusive school  
manage students in inclusive classroom by adapting appropriate strategies  
relate the use adaptation in assessment and evaluation strategies to ensure uniformity of the outcomes

**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  
Creating inclusive environment – physical, 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 science, social studies, mathematics and languages at the secondary level  
Educational measures for effective implementation of inclusive education.

Teachers' role in implementing reforms in assessment and evaluation in inclusive education;  
Type of adaptations / adjustment in assessment and evaluation strategies used for students with diverse needs; Importance of continuous and comprehensive evaluation  
Programmes & procedures used for Placement, grading, promotion, certification to bring uniformity in assessment

## **PRACTICUM**

Readings on PWD Act, RTE Act, IEDSS, SSA, RMSA and their implications for inclusive education  
Visit to special schools for observing the behaviours of students with VI, HI, MR, LH.  
Visit to AIISH to observe how to deal with assessment and for the students with diverse needs  
Discussion of the reports of the visits to schools / AIISH  
Lesson planning for inclusive classroom

**FACULTY OF EDUCATION, J.P.U., CHAPRA**  
**B.Ed. Year- II**  
**PEDAGOGY OF A SCHOOL SUBJECT – PART-II**

**Course No.: 7b**  
**Course Credit: 2**

**Theory: 40 Marks**  
**Practicum: 10 Marks**

Pedagogy of a School Subject (PSS)-Part **II** may be any One of the following relevant Courses which the candidate has studied in B.Ed. 1st year:

- PSS-01-      Method of Teaching English- Part- (II)
- PSS-02-      Method of Teaching Hindi- Part- (II)
- PSS-03-      Method of Teaching Sanskrit- Part- (II)
- PSS-04-      Method of Teaching Urdu- Part- (II)
- PSS-05-      Method of Teaching Arabic- Part- (II)
- PSS-06-      Method of Teaching Persian- Part- (II)
- PSS-07-      Method of Teaching History- Part- (II)
- PSS-08-      Method of Teaching Civics- Part- (II)
- PSS-09-      Method of Teaching Geography- Part- (II)
- PSS-10-      Method of Teaching Economics- Part- (II)
- PSS-11-      Method of Teaching Home Science- Part- (II)
- PSS-12-      Method of Teaching Commerce- Part- (II)
- PSS-13-      Method of Teaching Physical Sciences- Part- (II)
- PSS-14-      Method of Teaching Biological Sciences- Part- (II)
- PSS-15-      Method of Teaching Mathematics- Part- (II)
- PSS-16-      Method of Teaching Computer Science- Part- (II)

Detailed syllabus of each course has been given in the subsequent pages.



**FACULTY OF EDUCATION, J.P.U., CHAPRA**

**B.Ed. Year - II**

**PSS-01-METHOD OF TEACHING ENGLISH- PART- (II)**

**Course No.: 7b**

**Theory: 40 Marks**

**Course Credit: 2**

**Practicum: 10 Marks**

**COURSES OBJECTIVES**

After the completion of the course, the student teacher will be able to

- develop effective teaching aids for effective instruction delivery in the classroom
- develop an insight about the role of English teacher in developing multilingual skills in students
- plan the lesson with a balance of prose poetry and grammar teaching
- develop competence in designing effective instructional strategies to teach English
- develop ability to design, develop and use various tools and techniques & evaluation

**COURSE CONTENTS**

**Unit- I- Planning for teaching**

Meaning and importance of lesson planning, steps of lesson plan- B.S. Blooms Model

Skills of teaching: Core skills and planning Micro-lessons

Teaching of Prose. Major steps in the planning of a prose lesson

Teaching of Poetry. Objectives of poetry lessons. Major steps in the planning of a poetry lesson.

Teaching of Grammar. Place of Teaching Grammar in the teaching of English. Methods of teaching Grammar and its planning

**Unit –II - Aids of Teaching**

Meaning and importance of teaching aids.

Simple teaching aids: Black board, picture, chart, models, maps, flash cards, puppets, and so on.

Technological Aids: Radio, Tape recorder, Television, Video, OHP, LCD, Lingua-phone etc.

Computer Assisted Language learning

Language Laboratory and its importance in teaching of English

Innovations in Teaching Aids in English.

English library, English classroom

**Unit –III- Evaluation Techniques**

Concept and types of evaluation

Characteristics of a good test

Construction of achievement test in English

Ways of testing- reading, writing, speaking, grammar and vocabulary

Qualities of an English Teacher- an evaluative approach

**PRACTICUM (Any One)***Concerned teacher can devise assignment as per requirement of the course)*

Develop an album of teaching aids for English teaching

Keeping in view the needs of the children with special needs prepare two activities for English teachers

Construction of achievement test

Preparation of a unit plan

Practise in language laboratory to pronounce English correctly

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**FACULTY OF EDUCATION, J.P.U., CHAPRA**

**B.Ed. Year - II**

**PSS-02-METHOD OF TEACHING HINDI- PART- (II)**

**Course No.: 7b**

**Course Credit: 2**

**COURSES OBJECTIVES**

**Theory: 40 Marks**

**Practicum: 10 Marks**

After the completion of the course, the student teacher will be able to

- To develop effective teaching aids for effective instruction delivery in the classroom
- To develop an insight about the role of Hindi teacher in developing multilingual skills in students
- To plan the lesson with a balance of prose poetry and grammar teaching
- To develop competence in designing effective instructional strategies to teach Hindi
- To develop ability to design, develop and use various tools and techniques & evaluation

**COURSE CONTENTS**

**Unit- I- Planning for teaching**

- General principles of language teaching with special reference to Hindi as mother-tongue and national language
- Meaning and importance of lesson-planning, Steps of the lesson plan- B.S. Bloom model.
- Skills of Teaching: Core skills and planning micro-lessons for their development.
- Basis skills of languages.
- Methods of teaching Hindi to a multilingual class

**Unit –II - Aids of Teaching**

- Meaning and importance of Teaching Aids
- Simple Teaching Aids: Blackboard, Picture, Chart and Map, Models, Flash cards, Puppets, Magnetic board etc.
- Technological Aids: Radio, Tape-recorder, Television, Video, Overhead projector, LCD projector, Gramophone and lingua phone.
- Computer Assisted Hindi language learning.
- Language laboratory and its importance in the teaching of Hindi Language.
- Salient features of a good text-book in Hindi

**Unit –III- Evaluation Techniques**

- Concept and types of Evaluation.
- Characteristics of a good test.
- Construction of achievement test in Hindi with Essay type, Short answer type and Objective type items.
- Ways of testing reading, writing, speaking, grammar and vocabulary.

Qualities of an Urdu Teacher- an evaluative approach

### **PRACTICUM**

**(Any One)***(Concerned teacher can devise assignment as per requirement of the course)*

Develop an album of teaching aids for Hindi teaching

Keeping in view the needs of the children with special needs prepare two activities for Hindi teachers

Construction of achievement test

Preparation of a unit plan

Assignment on any topic related to Hindi teaching

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**FACULTY OF EDUCATION, J.P.U., CHAPRA**

**B.Ed. Year - II**

**PSS-03-METHOD OF TEACHING SANSKRIT- PART- (II)**

**Course No.: 7b**

**Course Credit: 2**

**COURSES OBJECTIVES**

**Theory: 40 Marks**

**Practicum: 10 Marks**

After the completion of the course, the student teacher will be able to

- To develop effective teaching aids for effective instruction delivery in the classroom
- To develop an insight about the role of Sanskrit teacher in developing multilingual skills in students
- To plan the lesson with a balance of prose poetry and grammar teaching
- To develop competence in designing effective instructional strategies to teach Sanskrit
- To develop ability to design, develop and use various tools and techniques & evaluation

**COURSE CONTENTS**

**Unit- I- Planning for teaching**

- Translation method for teaching Sanskrit, Its advantages and limitations.
- Direct method for teaching Sanskrit, its main principles and techniques.
- Other methods:- Traditional Method ,Textbook Method ,Elective Method, Communicative Approach, Inductive and Deductive Method
- Meaning and importance of lesson-planning, Steps of the lesson plan- B.S. Bloom model.
- Skills of Teaching: Core skills and planning micro-lessons for their development.
- Basis skills of languages.

**Unit –II - Aids of Teaching**

- Meaning and importance of Teaching Aids
- Simple Teaching Aids: Blackboard, Picture, Chart and Map, Models, Flash cards, Puppets, Magnetic board etc.
- Technological Aids : (Audio- visual Aids) Radio, Tape recorder, Television, Video, Overhead projector, Gramophone and Lingua phone.
- Computer Assisted Language learning.
- Language laboratory and its importance in the teaching of Sanskrit language.

**Unit –III- Evaluation Techniques**

- Concept and types of Evaluation.
- Characteristics of a good test.
- Construction of achievement test in Sanskrit with Essay type, Short answer type and Objective type items.
- Ways of testing reading, writing, speaking, grammar and vocabulary.

Qualities of an Sanskrit Teacher- an evaluative approach

**Practicum(Any One)***(Concerned teacher can devise assignment as per requirement of the course)*

Develop an album of teaching aids for Sanskrit teaching

Keeping in view the needs of the children with special needs prepare two activities for Sanskrit teachers

Construction of achievement test

Preparation of a unit plan

Assignment on any topic related to Sanskrit teaching

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**FACULTY OF EDUCATION, J.P.U., CHAPRA**

**B.Ed. Year - II**

**PSS-04-METHOD OF TEACHING URDU- PART- (II)**

**Course No.: 7b**

**Course Credit: 2**

**COURSES OBJECTIVES**

**Theory: 40 Marks**

**Practicum: 10 Marks**

After the completion of the course, the student teacher will be able to

To develop effective teaching aids for effective instruction delivery in the classroom

To develop an insight about the role of Urdu teacher in developing multilingual skills in students

To plan the lesson with a balance of prose poetry and grammar teaching

To develop competence in designing effective instructional strategies to teach Urdu

To develop ability to design, develop and use various tools and techniques & evaluation

**COURSE CONTENTS**

**Unit- I- Planning for teaching**

General principles of language teaching with special reference to Urdu as mother-tongue..

Meaning and importance of lesson-planning, Steps of the lesson plan- B.S. Bloom model.

Skills of Teaching: Core skills and planning micro-lessons for their development.

Basis skills of languages.

Methods of teaching Urdu for Non-Urdu speaking people

**Unit –II - Aids of Teaching**

Meaning and importance of Teaching Aids

Simple Teaching Aids: Blackboard, Picture, Chart and Map, Models, Flash cards, Puppets, Magnetic board etc.

Technological Aids: Radio, Tape-recorder, Television, Video, Overhead projector, LCD projector, Gramophone and lingua phone.

Computer Assisted Urdu language learning.

Language laboratory and its importance in the teaching of Urdu Language.

Salient features of a good text-book in Urdu.

Co-Curricular activities in Urdu: KhushNawesi, Mushairah, Baitbazi, Bazm-e-Adab, Mobahisa, Adbi- Numaish, Adbi Maqale, Mojallah wa Moraqqa‘

**Unit –III- Evaluation Techniques**

Concept and types of Evaluation.

Characteristics of a good test.

Construction of achievement test in Urdu with Essay type, Short answer type and Objective type items.

Ways of testing reading, writing, speaking, grammar and vocabulary.

Qualities of an Urdu Teacher- an evaluative approach

**Practicum(Any One)***(Concerned teacher can devise assignment as per requirement of the course)*

Develop an album of teaching aids for Urdu teaching

Keeping in view the needs of the children with special needs prepare two activities for Urdu teachers

Construction of achievement test

Preparation of a unit plan

Assignment on any topic related to Urdu teaching

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**FACULTY OF EDUCATION, J.P.U., CHAPRA**

**B.Ed. Year - II**

**PSS-05-METHOD OF TEACHING ARABIC- PART- (II)**

**Course No.: 7b**

**Course Credit: 2**

**COURSES OBJECTIVES**

**Theory: 40 Marks**

**Practicum: 10 Marks**

After the completion of the course, the student teacher will be able to

To develop effective teaching aids for effective instruction delivery in the classroom

To develop an insight about the role of Arabic teacher in developing multilingual skills in students

To plan the lesson with a balance of prose poetry and grammar teaching

To develop competence in designing effective instructional strategies to teach Arabic

To develop ability to design, develop and use various tools and techniques & evaluation

**COURSE CONTENTS**

**Unit- I- Lesson Planning and Methods of Teaching**

General principles of language learning with special reference to Arabic

Meaning and importance of lesson-planning, Steps of the lesson plan- B.S. Bloom model.

Skills of Teaching: Core skills and planning micro-lessons for their development.

Basis skills of languages.

Translation method for teaching Arabic, it's advantages and limitations.

Direct method for teaching Arabic, its main principles and techniques.

Comparison between translation method and direct method.

**Unit- II- Aids to Teaching**

Meaning and importance of Teaching Aids

Simple Teaching Aids: Blackboard, Picture, Chart and Map, Models, Flash cards, Puppets, Magnetic board etc.

Technological Aids: Radio, Tape-recorder, Television, Video, Overhead projector, LCD projector, Gramophone and lingua phone.

Computer Assisted language learning

Language laboratory and its importance in the teaching of Arabic Language.

Salient features of a good text-book in Arabic. Comparative Analysis of prescribed text-books of different Boards.

Co-curricular activities in Arabic: Elegant writing, Musabiqah-al-Abyat, Mutahiratun She'riah.

**Unit- III- Evaluation Techniques**

Concept and types of Evaluation.

Concept and Components of Continuous Comprehensive Evaluation (CCE).

Characteristics of a good test.

Construction of achievement test in Arabic with Essay type, Short answer type and Objective type items.

Ways of testing reading, writing, speaking, grammar and vocabulary.

Qualities of an Arabic Teacher- an evaluative approach

**PRACTICUM (Any One)***(Concerned teacher can devise assignment as per requirement of the course)*

Develop an album of teaching aids for Arabic teaching

Keeping in view the needs of the children with special needs prepare two activities for Arabic teachers

Construction of achievement test

Preparation of a unit plan

Assignment on any topic related to Arabic teaching

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**FACULTY OF EDUCATION, J.P.U., CHAPRA**

**B.Ed. Year- II**

**PSS-06-METHOD OF TEACHING PERSIAN- PART- (II)**

**Course No.: 7b**

**Course Credit: 2**

**COURSES OBJECTIVES**

**Theory: 40 Marks**

**Practicum: 10 Marks**

After the completion of the course, the student teacher will be able to

To develop effective teaching aids for effective instruction delivery in the classroom

To develop an insight about the role of Persian teacher in developing multilingual skills in students

To plan the lesson with a balance of prose poetry and grammar teaching

To develop competence in designing effective instructional strategies to teach Persian

To develop ability to design, develop and use various tools and techniques & evaluation

**COURSE CONTENTS**

**Unit- I- Lesson Planning and Methods of Teaching**

General principles of language learning with special reference to Persian

Meaning and importance of lesson-planning, Steps of the lesson plan- B.S. Bloom model.

Skills of Teaching: Core skills and planning micro-lessons for their development.

Basis skills of language learning.

Translation method for teaching Persian, its advantages and limitations.

Direct method for teaching Persian, its main principles and techniques.

Comparison between translation method and direct method.

**Unit- II- Aids to Teaching**

Meaning and importance of Teaching Aids

Simple Teaching Aids: Blackboard, Picture, Chart and Map, Models, Flash cards, Puppets, Magnetic board etc.

Technological Aids: Radio, Tape-recorder, Television, and Video, Overhead projector, LCD projector, and Gramophone and lingua phone.

Computer Assisted language learning.

Language laboratory and its importance in the teaching of Persian Language.

Salient features of a good text-book in Persian.

Co-curricular activities in Persian: Elegant writing, Baitbazi, Mushaira etc.

**Unit- III- Evaluation Techniques**

Concept and types of Evaluation.

Concept and Components of Continuous Comprehensive Evaluation (CCE).

Characteristics of a good test.

Construction of achievement test in Persian with Essay type, Short answer type and Objective type items.

Ways of testing reading, writing, speaking, grammar and vocabulary.

Qualities of an Ideal Persian Teacher- an evaluative approach.

**Practicum(Any One)***(Concerned teacher can devise assignment as per requirement of the course)*

Develop an album of teaching aids for Persian teaching

Keeping in view the needs of the children with special needs prepare two activities for Persian teachers

Construction of achievement test

Preparation of a unit plan

Assignment on any topic related to Persian teaching

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**FACULTY OF EDUCATION, J.P.U., CHAPRA**

**B.Ed. Year - II**

**PSS-07-METHOD OF TEACHING HISTORY- PART- (II)**

**Course No.: 7b**

**Course Credit: 2**

**COURSES OBJECTIVES**

**Theory: 40 Marks**

**Practicum: 10 Marks**

After the completion of the course, the student teacher will be able to

To develop effective teaching aids for effective instruction delivery in the classroom

To develop an insight about the role of history teacher for national integration

To promote reflection on issues pertaining to teaching of history

To develop competence in designing effective instructional strategies to teach history

To develop ability to design, develop and use various tools and techniques & evaluation

**COURSE CONTENTS**

**Unit- I- Aids and Activities in History Teaching**

Teaching learning materials, Reference material- Archives, archeological survey report, newspaper and periodicals etc.

Selecting and using teaching aids & audio visual aids with special reference to historical maps, posters, cartoons, articles, books, ancient collections, community resources.

Organizing co- curricular activities- history club, study circles, debate, exhibition, seminars and discussion, preparation of scrap book, history museum

Role of tour and excursion in history teaching

**Unit –II- Instructional Planning**

Skills of Teaching: Core Teaching skills and planning of micro-teaching lesson for developing the skills.

Planning for effective instruction in History

Unit Planning : Need and steps

Lesson Planning- procedure for effective planning

**Unit –III- Evaluation in History**

Concept of Evaluation and Purpose of Evaluation.

Types of Evaluation: Formative Vs Summative, External Vs Internal, Criterion-referenced Vs Norm-referenced evaluations.

Tools of Evaluation

Qualities of a good evaluating tool.

Essay and objective type tests- their merits and limitation.

Construction of Achievement Test in History

**Practicum (Any One)** *Concerned teacher can devise assignment as per requirement of the course)*

Organisation of history exhibition on a particular theme

Preparation of an album as an aid to the teaching of history

Preparation of Model on any historical topic

Preparing a resource unit on a topic of their choice in history.

Construction of the achievement test for class IX and X

Organization of the quiz / poster competition on any topic of History

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**FACULTY OF EDUCATION, J.P.U., CHAPRA**

**B.Ed.,Year - II**

**PSS-08-METHOD OF TEACHING CIVICS- PART- (II)**

**Course No.: 7b**

**Course Credit: 2**

**COURSES OBJECTIVES**

**Theory: 40 Marks**

**Practicum: 10 Marks**

After the completion of the course, the student teacher will be able to

To develop effective teaching aids for effective instruction delivery in the classroom

To develop an insight about the role of civics teacher for national integration

To promote reflection on issues pertaining to teaching of civics

To develop competence in designing effective instructional strategies to teach civics

To develop ability to design, develop and use various tools and techniques & evaluation

**COURSE CONTENTS**

**Unit- I- Aids and Activities in Civics Teaching**

Importance of teaching Aids, different types of teaching aids

Role of civics teacher in the effective use of teaching aids

Role of Co-curricular activities in Civics teaching

Organising co-curricular activity-Debate, Seminar, conference, panel discussion and symposium, civics club

Using community resources in developing low cost aids

**Unit –II- Instructional Planning**

Skills of Teaching: Core Teaching skills and planning of micro-teaching lesson for developing the skills.

Planning for effective instruction in civics

Unit Planning : Need and steps

Lesson Planning- procedure for effective planning

**Unit –III- Evaluation in Civics**

Concept of Evaluation and Purpose of Evaluation.

Types of Evaluation: Formative Vs Summative, External Vs Internal, Criterion-referenced Vs Norm-referenced evaluations.

Tools of Evaluation

Qualities of a good evaluating tool.

Essay and objective type tests- their merits and limitation.

Construction of Achievement Test in Civics

**Practicum (Any One)***(Concerned teacher can devise assignment as per requirement of the course)*

Organisation of exhibition on a particular theme related to civics teaching

Preparation of an album as an aid to the teaching of Civics

Preparation of Model on any political topic

Preparing a resource unit on a topic of their choice in civics

Construction of the achievement test for class IX and X

Organization of the quiz / poster competition on any topic of civics

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**FACULTY OF EDUCATION, J.P.U., CHAPRA**

**B.Ed.,Year - II**

**PSS-09-METHOD OF TEACHING GEOGRAPHY- PART- (II)**

**Course No.: 7b**

**Course Credit: 2**

**COURSES OBJECTIVES**

**Theory: 40 Marks**

**Practicum: 10 Marks**

After the completion of the course, the student teacher will be able to

To develop effective teaching aids for effective instruction delivery in the classroom

To develop an insight about the role of geography teacher

To promote reflection on issues pertaining to teaching of geography

To develop competence in designing effective instructional strategies to teach geography

To develop ability to design, develop and use various tools and techniques & evaluation

**COURSE CONTENTS**

**Unit- I- Teaching Aids and Co-curricular Activities**

Geography teacher- requirements, qualities of Geography teacher.

Teaching aids.

Mass media

Geography room, lab, Geography museum- importance, designing, equipping, maintaining.

Importance and organization of fields trips, visits, excursion.

Geography based hobby, clubs, etc.

**Unit II- Instructional planning**

Unit plan: meaning, need, and steps

Preparing the programme of work for the year.

Micro teaching

Lesson planning- meaning, importance, format, characteristics of a good lesson plan.

Planning of practical work in Geography.

**Unit- V- Evaluation in Geography**

Purpose and importance of evaluation in Geography.

Formative and summative evaluation.

Unit test-meaning, importance.

Preparation of achievement test in geography

Well balanced question paper in Geography

**Practicum (Any One)***(Concerned teacher can devise assignment as per requirement of the course)*

Preparation of an album as an aid to the teaching of geography.

Preparation of Model.

Preparing a resource unit on a topic of their choice in geography

Construction of the achievement test for class IX and X

Organization of the quiz / poster competition on any topic of geography

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**FACULTY OF EDUCATION, J.P.U., CHAPRA**

**B.Ed.,Year - II**

**PSS-10-METHOD OF TEACHING ECONOMICS- PART- (II)**

**Course No.: 7b**

**Course Credit: 2**

**COURSES OBJECTIVES**

**Theory: 40 Marks**

**Practicum: 10 Marks**

After the completion of the course, the student teacher will be able to

To develop effective teaching aids for effective instruction delivery in the classroom

To develop an insight about the role of Economics teacher

To promote reflection on issues pertaining to teaching of Economics

To develop competence in designing effective instructional strategies to teach Economics

To develop ability to design, develop and use various tools and techniques & evaluation

**COURSE CONTENTS**

**Unit I- Teaching Aids And Co-Curricular Activities**

Importance of teaching Aids, different types of teaching aids and their effective use in teaching of economics.

Role of Co-curricular activities in economics teaching

Organizing Co-curricular activities in economic teaching-Debate, Seminar, conference, panel discussion and symposium, economic club, Wall magazine, magazine, quiz

Role of economic teacher for use and development of these teaching aids

Using community resources

**Unit II- Instructional planning**

Unit Planning: meaning need and steps

Core teaching skills

Development of micro plan

Lesson planning- Procedure of preparing lesson plan

**Unit III –Evaluation in Economics**

Nature of educational evaluation, its need, role in educational process.

Evaluation procedure for appraising learner's performance, uses of evaluation.

Behavioural approach to testing instructional objectives in Economics.

Planning & Preparation of unit test and achievement test.

Open book examination, evaluating project work, question bank.

Diagnostic test and Remedial Teaching

**Practicum (Any One)***(Concerned teacher can devise assignment as per requirement of the course)*

Preparation of an album as an aid to the teaching of Economics.

Preparation of Model.

Preparing a resource unit on a topic of their choice in Economics.

Construction of the achievement test for class IX and X

Organization of the quiz / poster competition on any topic of Economics

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**FACULTY OF EDUCATION, J.P.U., CHAPRA**

**B.Ed.,Year - II**

**PSS-11-METHOD OF TEACHING HOME SCIENCE- PART- (II)**

**Course No.: 7b**

**Course Credit: 2**

**COURSES OBJECTIVES**

**Theory: 40 Marks**

**Practicum: 10 Marks**

At the end of the course, the student teaches will be able to:

Know and apply various techniques and approaches of teaching Home Science.

Develop a lesson plan with adequate balance of theory and practice

Tackle the problems related to the home science teaching

To give practical training of life to the students without any gender discrimination

[The education commission (64-66) recommended that there should be no differentiation of curricula on the basis of sex. Because boys too need Home Sc. education, since they have equal responsibility in family living. They are equally concerned with health, hygiene, nutrition, budget, appropriate clothing, child rearing, home management etc. because of employment of their partner.]

To develop effective tools for the evaluation of students' achievement.

**COURSE CONTENTS**

**Unit- I- Instructional Strategies for Home Science Teaching**

Methods of teaching Home Sc.- Lecture cum Discussion method, Demonstration method, Project method, Problem solving method, Laboratory method, Team Teaching, Assignment, Home experience (activity) method

Teaching skills & their development- Development of core teaching skills through micro teaching, simulation

Lesson planning- Procedure of making an effective lesson plan

Balance of theoretical and practical aspect in lesson plan

**Unit- II- Problems of Home Science Teaching**

Problems of Teaching Home Sc. in Schools

Teaching with gender discrimination

Teaching as an optional subject

Teaching without Practical approach

Teaching in later stage

**Unit- III- Evaluation in Home Science**

- Concept and purpose of Evaluation

- Types of evaluation- Formative-Summative, External-Internal, • Tools of evaluation
- Qualities of a good Evaluating Tool
- Essay and objectives type tests
- Planning and construction of Achievement Test
- Selection of a good evaluating tool for evaluate the practical knowledge of the learner

**Practicum (Any One)***(Concerned teacher can devise assignment as per requirement of the course)*

Prepare a lesson plan for class IX or X

Prepare a programmed instruction of any topic

Develop an achievement test for secondary classes

Make an assignment related to the problems of home science teaching

First Aid, Arrangement of First Aid Box

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**FACULTY OF EDUCATION, J.P.U., CHAPRA**

**B.Ed.,Year - II**

**PSS-12-METHOD OF TEACHING COMMERCE- PART- (II)**

**Course No.: 7b**

**Course Credit: 2**

**COURSES OBJECTIVES**

**Theory: 40 Marks**

**Practicum: 10 Marks**

After completing the course the student teacher will be able to:

Understand the importance of teaching aids and can prepare it according to their lesson plan

Gain mastery over core teaching skill required for effective commerce teachings

Select and organize content, plan instruction and ensure effective delivery

Develop achievement test in commerce

Understand the application of appropriate evaluation technique in Commerce

**COURSE CONTENTS**

**Unit I - Instructional Material- Teaching Aids and co-curricular activities**

Meaning, Importance and use of teaching aids in teaching of Commerce

Criteria for selection of Instructional material and equipment

Different audio visual equipment and material used in Commerce Education

Different types of co-curricular activities for strengthening Commerce education

Use of Software and Hardware in teaching of Commerce

Practical work in Commerce

**Unit II–Planning for Teaching Commerce**

Unit Plan and lesson plan

Micro plan for the development of core teaching skills

Lesson planning procedure- Selection and organization of content. Planning instruction in

Commerce, Stating instructional and behavioral objective , Preparation and use of Teaching Aids in Commerce, manage the students response

Planning Year's work in Commerce: Accountancy and budget

**Unit- V- Evaluation in Commerce**

Concepts of Evaluation

Measurement and tests

Types of tests

Developing different types of tests in Commerce including Diagnostic Tests

Remedial Teaching

Preparing an Achievement Test and types of test items

**Practicum (Any One)***(Concerned teacher can devise assignment as per requirement of the course)*

Designing lesson plans with the help of effective teaching aids

Prepare a school budget using community resources

Preparation of models and charts helpful in commerce teaching

Observation of lesson taught by the fellow prospective teachers and experienced teachers

Construction of an achievement test for class IX or class X

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**FACULTY OF EDUCATION, J.P.U., CHAPRA**

**B.Ed.,Year - II**

**PSS-13-METHOD OF TEACHING PHYSICAL SCIENCES- PART- (II)**

**Course No.: 7b**

**Course Credit: 2**

**COURSES OBJECTIVES**

**Theory: 40 Marks**

**Practicum: 10 Marks**

After completing the course the student teacher will be able to:

- Understand the importance of teaching aids and can prepare it according to their lesson plan
- Gain mastery over core teaching skill required for effective physical science teachings
- Select and organize content, plan instruction and ensure effective delivery
- Develop physical science laboratory
- Develop achievement test in physical science
- Understand the application of appropriate evaluation technique in Physical science

**COURSE CONTENTS**

**Unit I –Teaching Aids and Activities in Physical science**

- Teaching aids in Physical science- Audio, Visual, Audio-Visual, Still, Motion, Two dimensional, Three dimensional
- Preparing low cost improvised teaching aids.
- Physical Science Laboratory: setting materials required and importance
- Use of community resources in teaching Physical Science
- Non-formal approaches in Physical science teaching- science club, field trips, science fair, science quizzes

**Unit II - Instructional Strategies in Physical Science**

- Unit Plan and lesson plan
- Micro plan for the development of core teaching skills
- Lesson planning procedure-Selection and organization of content. Planning instruction in physical science, Stating instructional and behavioral objective , Preparation and use of Teaching Aids in physical science, manage the students response

**Unit III- Evaluation in Physical science**

- Meaning and purpose of evaluation
- Types of evaluation- Formative- Summative, External- Internal, Criterion-referenced-Norm-referenced
- Tools of evaluation
- Qualities of a good measuring tool

Essay & objective type tests,  
Teacher made and Standardized test  
Planning and construction of an achievement test

**Practicum (Any One)***(Concerned teacher can devise assignment as per requirement of the course)*

Preparing one lesson plan containing explanation of physical science principle or law/  
demonstration of physical science / Numerical problem.  
Preparation of design of ideal physical science laboratory or preparing one lesson plan for  
conducting physical science laboratory on any topic.  
Survey of a school physical science laboratory  
Preparation of models and charts using audio visual aids  
Observation of lesson taught by the fellow prospective teachers and experienced teachers  
Construction of an achievement test for class IX or class X.

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**FACULTY OF EDUCATION, J.P.U., CHAPRA**

**B.Ed.,Year - II**

**PSS-14-METHOD OF TEACHING BIOLOGICAL SCIENCES- PART- (II)**

**Course No.: 7b**

**Theory: 40 Marks**

**Course Credit: 2**

**Practicum: 10 Marks**

**COURSES OBJECTIVES**

After completing the course the student teacher will be able to:

- Adopt proper transactional strategies for effective teaching of biology
- Identify specific learning difficulties in biology and provide suitable remedial instructions
- Gain mastery over core teaching skill required for effective biology teachings
- Able to encourage school students for probing, raising queries related to the particular biological topic
- Apply different tools and techniques of evaluation in biological sciences.

**COURSE CONTENTS**

**Unit I - Transactional strategies in Biological Science Teaching**

- Unit Planning: importance and preparation
- Lesson-planning: Need and importance
- Selection and organization of content. Planning instruction in biological science, Stating instructional and behavioral objective , Preparation and use of Teaching Aids in biological science, manage the students response
- Core teaching skills and planning of micro lessons for their development
- Content analysis and identification of major concepts in a given topic.

**Unit II- Pedagogical Analysis of following Topics**

Structure and function of cell organelles-, nutrition in plants and animals, photosynthesis, respiration in animals and man, transport system in plants and circulatory system in animals, excretory system in man, reproduction of plants and animals, plant hormones and ecological balance.

Pedagogical analysis should consist of

- Identification of concepts
- Listing behaviour outcomes
- Listing evaluation procedure
- Listing activities and experiments

**Unit III- Evaluation in Biology**

- Concept and purpose of evaluation.

Types of evaluation- Formative Vs Summative, External Vs Internal, Criterion- referenced Vs Norm- referenced evaluation.

Tools of evaluation.

Qualities of a good evaluating tool.

Essay and objective type tests- their merits and limitations, Measures of their improvement.

Construction of Achievement test in Biological Science

**Practicum (Any One)***(Concerned teacher can devise assignment as per requirement of the course)*

Designing lesson plans for a particular concept keeping in mind the expected operational level of children

Prepare a micro lesson plan of any topic of biology

Observation of lesson taught by the fellow prospective teachers and experienced teachers

Construction of an achievement test for class IX or class X

Writing essay, short answer and objective type test items

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**FACULTY OF EDUCATION, J.P.U., CHAPRA**

**B.Ed.,Year - II**

**PSS-15-METHOD OF TEACHING MATHEMATICS- PART- (II)**

**Course No.: 7b**

**Theory: 40 Marks**

**Course Credit: 2**

**Practicum: 10 Marks**

**COURSES OBJECTIVES**

After completing the course the student teacher will be able to:

Understand the importance of teaching aids and can prepare it according to their lesson plan

Gain mastery over core teaching skill required for effective mathematics teachings

Select and organize content, plan instruction and ensure effective delivery

Develop achievement test in mathematics

Understand the application of appropriate evaluation technique in mathematics

**COURSE CONTENTS**

**Unit I –Teaching Aids and Activities in Mathematics**

Teaching aids in Mathematics- Audio, Visual, Audio-Visual, Still, Motion, Two dimensional, Three dimensional

Preparing low cost improvised teaching aids.

Using mathematics as a game for recreation -Quiz, Fair, , Puzzles, Riddles, magic squares

Diagnostic and Enrichment Programme in mathematics

Mathematic Laboratory & Mathematic club

**Unit II - Planning of Mathematics Teaching**

Unit Plan and lesson plan

Micro plan

Lesson planning procedure-Selection and organization of content. Planning instruction in Mathematics, Stating instructional and behavioral objective , Preparation and use of Teaching Aids in Mathematics, manage the students response

**Unit III- Evaluation in Mathematics**

Meaning and purpose of evaluation

Types of evaluation- Formative- Summative, External- Internal, Criterion-referenced-Norm-referenced

Tools of evaluation

Qualities of a good measuring tool

Essay & objective type tests, Teacher made and

Standardized test

Planning and construction of an achievement test

**Practicum (Any One)***(Concerned teacher can devise assignment as per requirement of the course)*

Designing lesson plans for a particular concept keeping in mind the expected operational level of children

Preparation of design of ideal mathematics laboratory

Survey of a school mathematics laboratory

Preparation of models and charts

Observation of lesson taught by the fellow prospective teachers and experienced teachers

Construction of an achievement test for class IX or class X

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**FACULTY OF EDUCATION, J.P.U., CHAPRA**

**B.Ed.,Year - II**

**PSS-16-METHOD OF TEACHING COMPUTER SCIENCE- PART- (II)**

**Course No.: 7b**

**Course Credit: 2**

**COURSES OBJECTIVES**

**Theory: 40 Marks**

**Practicum: 10 Marks**

After completing the course the student teacher will be able to:

Gain mastery over core teaching skill required for effective Computer science teachings

Select and organize content, plan instruction and ensure effective delivery

Develop achievement test in computer science

Understand the application of appropriate evaluation technique in computer science

Able to set up an effective computer science laboratory

**COURSE CONTENTS**

**Unit- I- Lesson Planning and Instruction in Computer**

Micro plan

Steps involved in lesson plan

Textbook in Computer Science

Effective teacher of Computer Science

Teaching Aids in Computer Science

Problems in teaching Computer Science

**Unit- II- Evaluation in Computer Science**

Nature and Need of Evaluation

Objectives and kinds of Evaluation: Internal- External, Criterion referenced- non referenced, formative- summative

Evaluation through computer

Test construction

Tools of evaluation: characteristics of a good measuring tool

**Unit- III- Computer Science Laboratory**

Need and Importance

Planning and Designing laboratory

Equipments and material

Maintenance and safety measures

Practical work in Computer Science teaching

Internet and intranet in education

**Practicum (Any one)***(Concerned teacher can devise assignment as per requirement of the course)*

Submission of report after Entry and processing the test marks in terms of average, percentage and ranks

Designing lesson plans for a particular concept keeping in mind the expected operational level of children

Preparation of design of ideal Computer science laboratory

Survey of a school computer science laboratory

Preparation of models and charts

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**FACULTY OF EDUCATION, J.P.U., CHAPRA**

**B.Ed., Year - II**

**OPTIONAL COURSES**

**Course No.: 11**

**Course Credit: 2**

**Theory: 40 Marks**

**Practicum: 10 Marks**

Each student will take one optional paper from the following;

Vocational/Work Education  
Health & Physical Education  
Peace Education  
Guidance & Counseling

Detailed syllabus of each course has been given in the subsequent pages.

**FACULTY OF EDUCATION, J.P.U., CHAPRA**

**B.Ed.,Year - II**

**VOCATIONAL/WORK EDUCATION**

**Course No.: 11 (a)**

**Course Credit: 2**

**COURSES OBJECTIVES**

**Theory: 40 Marks**

**Practicum: 10 Marks**

To enable the students to understand the meaning, objectives and importance of work experience.

To enable them to know the Historical background of work experience.

To enable them to understand the Contents of work experience and develop related skills.

**COURSE CONTENTS**

Each student shall offer one of the following crafts and gain work experience:

VE-1	Tailoring
VE-2	Embroidery
VE-3	Leather Craft
VE-4	Horticulture & Gardening
VE-5	Agriculture
VE-6	Spinning
VE-7	Artistic Craft

**VE-1. TAILORING**

**COURSE CONTENTS**

**Unit 1 – Introduction to Sewing**

Information on Sewing Machines,  
Safety precautions to be followed while operating the machines.  
Maintenance of Sewing Machines,  
Repairs and corrections in Machine and stitches,  
Useful materials for sewing; Knowledge of needles & threads

**Unit 2 – Techniques & Pattern:**

Techniques; Information on body structure, Right technique for measurements, Precaution while cutting, Useful tip for perfect sewing;

- Patterns; Stitches pattern in sewing; Whipping stitch, Slip stitch, Button Hook stitch, Over sewing stitch, Plain seam, Over cost seams, Decorative Stitches

Use of accessories like buttons, Elastic, zips in sewing, Variety of cuffs, Collars, strips, facing and lining, Variety of Sleeves and Pockets

Kids Apparels;New born essentials, Cloth Diapers, Simple baby suit, Zabla set, Baba suit, Kids Daily wear, Night Suit, Frocks; Sun – frock, A-Shape Frocks, Plain frock, Umbrella frock, Party frock, School Uniform (Skirt and Blouse)

Girls and Women Apparels:Petticoat, kali Petticoat, Plated Petticoat, 8/6 kali Petticoat, Tunics and tops, Tops with variety of collars, Short tops, Simple tops, maxis, Salwar – Kurta,

Normal salwar, Normal Kurta, Blouse, Simple Blouse, Choli Blouse, Kameez with dart, princess line, with kali, six piece, umbrella with yoke, overlap style.

Boys and Gents Apparels; Daily Wear, Under Garments, Normal Pyjama, Churidar Pyjama, Kurta - (Bengali & Lucknowi Kalidar designs), Shirts, Trousers, shorts & T- shirts, Gent's Night suit

## **VE-2.EMBROIDERY**

### **COURSE CONTENTS**

#### **Unit 1.-Introduction of Embroidery**

History of Embroidery – Mahabharat, Ramayan & Indus valley civilization. Give reference to decoration on garments.

Use of embroidery on state regalia like curtain, cushions, wall hangings, state robes and throne canopies.

The patronage of Mughals East India Company in the growth & development of embroidery as an craft.

Sources of and inspirations for motifs and designs nature, jewelry, painting & etc.

Centers for embroidery & the development of traditional embroidery of each state of country

#### **Unit 2. Elements & Principal of Art**

Study of live, form, texture, colour, pattern, light and space

Principal of Art; Study of harmony, balance, repetition, rhythm proportion & emphasis

Placement of design alive vertical, horizontal, diagonal, half drop, bride placement etc.

Kind of designs; a. Naturalistic, b. Conservative, c. Decorative, d. abstract

Understanding and Using colour; Classification like primary, secondary & tertiary colour, Characteristics like hue, value & intensity; a. Type like cool/warm, advancing/recoding b.

Colour harmonies/schemes – monochromatic complimentary, analogous etc.

Factors affecting choice of use of colour

Study of embroidery, tools and equipment specially kinds of needles & threads

Basic embroidery stitches likes ----- stem, chain, satin, long & short etc.

Study of Traditional Embroideries of India; Kantha of Bengal, Sujni of Bihar, Phulkari of Punjab, Kasuti of Karhatalia, Kashida & Zardozi of Kashmir, & Chikankari of Lucknow

### **VE-3.LEATHER CRAFT**

#### **COURSE CONTENTS**

##### **Unit 1.Tools and Accessories for Stitching**

Tools & Accessories required for stitching on leather  
Types of sewing machines like Flat, Post & Cylinder Bed, Working mechanism of sewing machine, Identification of the problems in sewing machine and troubleshooting measures, Safety precautionary measures in operating the machine  
Reinforcement materials and their specific applications  
Lining materials and their use for a given purpose  
Fittings & Fasteners for a specific job  
Needle points, sizes (numbers) and parts  
Different types of threads, sizes and quality parameters

Cutting methods

Hand-cutting

Machine-cutting

Pattern nesting

Safety precautions to be adopted while handling knife

Minimize wastage of material while cutting

##### **Unit 3.Stitching Practice on Leather**

Various type of stitches like lock stitch, chain stitch, zig zag stitch and overlock stitch  
Stitching on Various types of leather  
Grading and assorting of leathers  
Various types of Seams  
Various types of leather products  
Various types of edge treatments  
Causes and Remedies of needle and thread breakage  
Adhesives for leather products

### **VE-4. HORTICULTURE &GARDENING**

#### **COURSE CONTENTS**

##### **Unit-1. Garden Design:**

Scope and objectives of gardening • Style of gardens: Formal, Informal • Types of gardens: English, Mughal and Japanese. • Components of garden • Planning of outdoor gardens: Small, Residential, Larger Home Garden, Roof Garden, Terrace Garden, Children's garden, School and Institutional Garden, Park, Industrial garden, Housing complex, Indoor gardening

##### **Unit-2. Specialized Gardens:**

Herb garden, Rose garden, Bog garden, Sunken garden, Topiary garden, Kitchen garden, Pavedgarden, Dish garden, Rock garden, Terrace garden, Water garden & Bottle garden (Terrarium), Concept of container / pot garden and designs

**Unit- 3. Nursery production and management:**

Scope, Site, Soil (Types of soil, water holding capacity, field capacity, Electrical Conductivity, pH.), Environment (knowledge of climatic conditions), Layout, Manure, Fertilizers, Maintenance, Garden tools, Culture and Garden calendar, Types, Nursery beds, Pest & Disease management. Hi-tech Nursery.

Propagation of ornamental flowers/plants by seeds, layering, Vegetative propagation techniques: Cutting and its types, Budding and its types, Grafting and its types & tissue culture.

Propagation of bulb plants: Scaling, Scooping, Bulbils, Division, Cutting

Trees and their significance in garden and landscape designing

Ground cover plants, Ornamental ferns and their propagation, Herbaceous perennials, Annuals & Biennials: Important Genera and Species, their importance in garden designs; Orchids: Environment, propagation, potting & compost, nutrient supply, watering, important species.

**VE-5. AGRICULTURE**

**COURSE CONTENTS**

**Unit-1 Concept & Method of scientific agriculture**

Ability to appreciate the importance of scientific agriculture, ability to select land for a crop and crop for a piece of land, ability to grow crop, fruits and vegetables as a subsidiary occupation,. Ability to realize the significance of the compost drive and reclamation movement, Ability and practice in the preparation of cropping scheme according to weather

**Unit-II Storing & Marketing**

Knowledge of storing grains, preparing them for the market

Practice in preparation of usual budget and profit and loss, knowledge of accounts and appreciate the dignity of labour.

**Unit-III Vegetable Gardening**

Following practices required; Practice in vegetable gardening (a) lay out of kitchen garden compound (b) practice of raising seedlings in seedbed/sowing seeds (c) transplantation of sapling (required in some vegetables) and (d) regular care of growing plants (d) Practice of growing seasonal grain.

**VE-6. SPINNING**

**COURSE CONTENTS**

**Unit-1 History & Process of Producing Khadi**

History of khadi, ability to produce khadi with a view ultimately to attaining the self-sufficiency in cloth, knowledge and practice in picking cotton, and its processing such as cleaning, ginning, paralleling, carding and shiver making, spread of carding in madhyam, Pirjan or middle carding, proficiency in Spinning Yarn, ability to estimate the weight of yarn, count of yarn, strength of yarn and finished product of yarn,

### **Unit-II Marketing & Accounting**

Preparing Khadi products for the market.

Ability to work out the profit and loss, ability to maintain accounts, such as stock register, production register, disposal register, balance-sheet etc.,

### **Unit-III Gandhian Thought**

Gandhian view on: Enlightened citizenship, value of work: Man and machine, knowledge without character, Education without character. Can Internet serve khadi spirit of Khadi? Role of Internet in promoting Gandhian values, Globalization and Buniyadi Siksha of Mahatma Gandhi.

## **VE-7. ARTISTIC CRAFT**

### **COURSE CONTENTS**

#### **Unit -1. Geometrical 3D Object Study at least – 5 works**

To develop the basis sense of structure – detail drawings In various positions and angles develop & understand basic Shapes and Forms – any twisting form and its detail study. Basic Geometrical Shapes – Square, Rectangle, Cylinder, Cone, Intersecting Triangle, Half rounded 3D Shapes & Circle. Medium – Pencil, Conte – Black & Brown

#### **Unit-2. Structure & Character Study at least – 2 works**

Operational problems in building up structure – Foliage & Trunk Study for basic understanding of structure, Bending, Twisting, Curving Forms created from nature. Expanding structure through unit etc.

Experiments through various types of materials combinations of Known and Unknown

Rhythmic 3D

Form. Medium – Wire, Plaster of Paris, Clay etc.

Study from Found Objects – Intricate Drawings, Enlarging images and complete 3D sculpture making to develop the sense and handle true to realism as referred in the found object.

Medium – Clay, photographs for document.

#### **Unit- 3. Organic & Inorganic Form – Study & Composition at least – 2 works**

Drawing & exercise – composition – sculpture for Basic understanding of 3D Sculpture – Armature, Machete Positioning, Spacing, Rounding, Found Vitality of the Built images.

Medium – Clay, Plaster of Paris, Paper – Mount Board, Wax etc.

Figurative & Non – Figurative – its high / low Relief works By Clay medium – Terracotta – Preparation of clay, using Clay tools, Line, Texture, Shapes, High & low cut-imposing and Extracting from plates-firing basic understanding of Relief works.

**FACULTY OF EDUCATION, J.P.U., CHAPRA**

**B.Ed. Year - II**

**HEALTH AND PHYSICAL EDUCATION**

**Course No.: 11(b)**

**Course Credit: 2**

**COURSES OBJECTIVES**

**Theory: 40 Marks**

**Practicum: 10 Marks**

The aim of teaching this area as a B.Ed. course may be perceived as an integrated and holistic understanding of health, diseases, physical fitness among children to promote health and well-being of children. Thus, the broader objective of learning of this area should enable the student teachers to

- help them to understand the concept of holistic health, its various dimensions and determinants and the importance of sports and yoga for development of holistic health;

- develop positive attitude towards health as individual and be collectively responsible to achieve it;

- equip them to know their health status, identify health problems and be informed for taking remedial measures;

- make them aware about rules of safety in hazardous situation (illness, accident and injury) and equip them with first aid measures about common sickness and injuries;

- encourage them to learn and to form right habits about exercise, games and sports, sleep, rest and relaxation;

- sensitize, motivate and help them to acquire the skills for physical fitness, learn correct postural habits and activities for its development;

- create interest for the practice of yogasanas and meditations through which they learn the skills/art of self-control, concentration, peace and relaxation to avoid ill effects of stress, strain and fatigue of routine life;

- help them to understand and develop skills to deal with psycho-social issues including those, related to process of growing up during adolescence, HIV/AIDS and substance abuse;

- understand various policies and programmes related to health, physical education and *yoga*; and

- help them to understand the process of assessment of health and physical fitness.

**COURSE CONTENTS**

**Unit I: Conceptual Understanding of Health, Safety and Security**

- Concept of health, importance, dimensions and determinants of 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.

- 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

Safety and security — disasters in and outside schools, Accidents and first aid – cuts, burns, bites, sprain, fracture, drawing and 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

Physical fitness, strength, endurance and flexibility, its components, sports skills, indigenous and self-defence 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.

**Assignment:** (Concerned teacher can devise assignment as per requirement of the course).

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**FACULTY OF EDUCATION, J.P.U., CHAPRA**

**B.Ed. Year - II**

**PEACE EDUCATION**

**Course No.: 11(c)**

**Course Credit: 2**

**COURSES OBJECTIVES**

**Theory: 40 Marks**

**Practicum: 10 Marks**

After going through this paper the student-teachers will be able to;

Broaden the notions about peace and peace education, their relevance and connection to inner harmony in social relationships based on Constitutional values

Reflect on the attitudes that generate conflicts at personal and social levels and learning skills and strategies of resolving these conflicts

Strengthen self by continual reflection leading to reduction in stereotypes

Transcending barrier of identity and socialization

Orient curricular and educational processes, find creative alternatives which counter the negative influence of media and local community to weed out negative effects by influencing parents, families and local community

Develop attitudes and skills for resolving conflicts in creative manner

Perform the activities for experiential awareness of peace as a reality at personal and school levels

Reflect on school, curricula, textbooks and pedagogical processes from peace perspective

Understand the role of media and local community in peace education

Discuss the peaceful solutions to the real issues faced by them.

**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 of 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, interpersonal, 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

Challenging the traditional models of learning to constructivist approaches in teaching

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 practices 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 of 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.

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  
Evaluation of the Peace –Building Processes-

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

**Practicum:**

Experiential learning sessions on yoga, meditation, communication skills, conflicts, their resolution, media influence, cooperative competitive strategies, use of meditation, art, drama, nature to experience harmony

Visits to organizations connected with peace and intercultural harmony, and aesthetic appreciation to experience peace as reality submission of reports on experiences

Assignments on topics which require deep understanding and generating creative/alternative ideas to deal with issues and challenges to peace like; (i) Conflicts experienced at home/in family/ in society/ in school,etc.(ii) Experiences of handling conflicts in a creative manner (iii) Exploring possible strategies of resolving commonly experienced conflicts (iv) Healthy discipline among school children (v) Identifying challenges of peace in school and dealing with one such challenge (vi) Strategies of promoting healthy relationships on the job.

Developing an action plan for peace in school and local community

Visiting websites on peace education to become familiar with National and International initiatives, approaches and strategies of peace, case studies of conflict in the region.

**FACULTY OF EDUCATION, J.P.U., CHAPRA**

**B.Ed. Year - II**

**GUIDANCE AND COUNSELLING**

**Course No.: 11(d)**

**Course Credit: 2**

**COURSES OBJECTIVES**

**Theory: 40 Marks**

**Practicum: 10 Marks**

On completing the course student teachers would be able to:

Aware about various problems faced by the students in schools;

Recognize the need for guidance and counseling in schools;

Familiarize with various guidance services in school;

Develop resources for guidance activities in schools;

Plan a minimum guidance programme for a school.

Develop understanding about the role of school in guidance.

**COURSE 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 of 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, drop-outs, school violence

Socio-personal: behavioral, 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 of teacher, teacher-counsellor, career master, 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

**Practicum:**

Study the problems of school children and probable guidance interventions.

Identify and prepare a list of problem of students in school that can be addressed through a teacher counsellor.

Plan a minimum guidance programme for a school at the secondary stage.

Identification of probable cases from school students for providing counseling services and prepares a report.

Develop materials for organizing career information activities for primary, upper primary, secondary and higher secondary stages.

Prepare a directory of emerging career options for the youth in India.

Review any one psychological test under different categories such as: Intelligence, Aptitude, personality and Interest.

Plan and conduct a class talk and a career talk for secondary school students on identified themes.

List out the nature of job of a school counselor in terms of their major and minor duties and other responsibilities.

Prepare a status paper on the guidance services in Indian Schools.

Make a directory of the Courses offered by the Institutions engaged in preparing school counsellors in India.

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**FACULTY OF EDUCATION, J.P.U., CHAPRA**

**B.Ed. Year - II**

**EPC 4: UNDERSTANDING THE SELF**

**Course No.: EPC 3**

**Course Credit: 2**

**COURSES OBJECTIVES**

**Theory: 40 Marks**

**Practicum: 10 Marks**

After undergoing this course, the student teachers will be able to:

- Understand the development of self as a person and as teacher ;
- Develop sensibilities, dispositions and skills;
- Develop social relational sensitivity and effective communication skills;
- Develop integrated understanding of human self and personality to deal with conflicts at different levels;
- Understand the philosophy of Yoga and its role in well-being.

**COURSE CONTENTS**

**Unit I: Understanding Self**

- Self-Awareness: Recognition of self-character, self-confidence, self-worth, self-esteem, and self-development and self-assessment
- 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
- Development of professional identity of a teacher
- Awareness of the influence of social milieu on self
- Negative experiences generate stress, anger aggression

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

- Yoga, meditation, anger/stress management as practices that restore positive physical health and attitudes
- Awareness of own identity, social identity, cultural underpinnings
- Developing capabilities for mediation- Listening to the conflicting parties, awareness of context of conflict, conflict between teachers, conflict between teacher and student, skills and strategies for conflict resolution
- Alternative strategies and creative solutions to overcome/transform conflicts

**Unit III: Becoming a Humane Teacher**

- Nurturing capabilities for critical self- reflection; transcending past negative experiences
- Development of sensitivity, importance of empathy
- Developing skills of communication: listening to others, sharing feelings, descriptive non-judgmental feedback, empathizing, trusting
- 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-reflection by using daily journal on experiences.

### **PRACTICUM**

Sharing case studies/biographies/stories of different children who are raised in different circumstances and how this affected their sense of self and identity formation.

Reflections, story making, self -disclosure through art, dance and theatre

Nature walk/ field visit , adventure, Simulation exercises, collective art

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**FACULTY OF EDUCATION, J.P.U., CHAPRA**

**B.Ed. Year - II**

**SCHOOL INTERNSHIP**

**Course Credit: 10**

**Full Marks:250**

**COURSES OBJECTIVES**

School Internship/ Field Attachment aims at engaging the students-teachers with field based situation and work in upper primary, secondary or senior secondary government/recognized private school and to provide an opportunity for reflection and writing on the same. This is to provide first-hand experience of the different kinds of works related to school education. This is also to facilitate a bridge between what students learn in classroom and observe in the field.

**COURSE CONTENTS/ ACTIVITY**

Internship work shall be carried out in an upper primary, secondary or senior secondary government/recognized private school for a minimum duration of **16** weeks.

For each student-teacher, internship should be conducted preferably in one school for the entire **16** weeks.

The Principal/Head of the Institution shall assign a Supervisor to each student for Internship work.

Internship should not be reduced to the ‘delivery’ of a certain number of lesson plans, but should aim for meaningful and holistic engagement with learners and the school. During the Internship a student-teacher shall work as a regular teacher and participate in all the school activities, including Practice Teaching, and participation in all the school activities, including planning, teaching and assessment, interacting with school teachers, community members and children under the direct guidance of his/her supervisor and shall submit a report manifesting his/her experiences concerning all the dimensions as well as his/her understanding of the school in totality, its philosophy and aims, organization and management; the life of a teacher; needs of the physical, mental, emotional development of children; aspects of curriculum and its transaction; quality, transaction, and assessment of teaching-learning, in two typed copies, within the time specified by the College/Department, which shall in no case be later than the first date announced for start of the Second Year Examination, along with a certificate duly signed by the supervisor that the work has been carried out under his/ her personal supervision and that it is not a copy of an earlier work of the same nature. The Internship Report should be typed in Times New Roman/Walkman Chanakya font with letter size **12** and line spacing **1.5**. The word limit for the Internship Report shall ideally be between 12,000 (nearly 60 pages) to 14,000 words (nearly 70 pages).

The candidate shall also submit separately the —Records of the Lessons taught at school (At least **60** Lesson Plans in the Pedagogical subject)‖, —Record of Preparing Teaching-Learning Materials‖ (**20** for school subject), and the ‘Records of the Observation of Peer Interns’ Lesson (at least **20** lessons of Peer Interns’ are to be observed).



Student-teachers are to be actively engaged in teaching at two levels, namely, upper primary and secondary. They should be provided opportunities to teach in schools with systematic supervisory support and feedback from faculty.

During Internship student-teacher has to organize different activities in the school such as co-curricular activities and do case studies on infrastructural facilities available or on any other issue of importance.

### **ACTIVITIES OF INTERNSHIP & THEIR WEIGHTAGE IN ASSESSMENT**

SL. NO.	ACTIVITIES/DIMENSIONS	MARKS
1	Internship Report	40
2	Records of the Lessons taught at school (At least <b>60</b> Lesson Plans in the Pedagogical subject)	60
3	Records of <b>two</b> Criticism Lessons delivered under the observation of supervisor and a faculty member other than supervisor	20
4	Records of the Observation of Peer Interns' Lesson (at least <b>20</b> lessons of Peer Interns' are to be observed)	20
5	Record of Preparing Teaching-Learning Materials ( <b>20</b> for school subject)	20
6	Development of Achievement Test in the subject concerned, its application on the relevant class and preparation of result	10
7	Preparation of School Time Table	05
8	Preparation of Cumulative Records of 5 students	10
9	Case study: Meeting with parents of at least 2 students for total growth & development of their wards and preparation of report	10
10	Organization of 5 co-curricular activities and preparation of report	10
11	Maintenance of School records (related to Office)	15

<b>12</b>	Maintenance School Laboratories /Maintenance School Library	<b>10</b>
<b>13</b>	Organization of Sports/Games & preparing Reports	<b>10</b>
<b>14</b>	Regularity and Behaviour	<b>10</b>
<b>TOTAL</b>		<b>250</b>

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