S.T. COLLEGE
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BREAKING SYLLABUS

B.Ed. Session-_____

Name of Teacher-_____ Course No- 01

Month	Unit & Topic Details	Signature
	CHILDHOOD AND GROWING UP	

COURSE CONTENT :

UNIT 1 : Understanding Childhood
- Understanding Childhood : Developmental Perspective
- Dimensions of Childhood : Social, Cultural, Political and Economic
- Key Factors during Childhood : Family, Neighborhood, Community and School
- Children and their Childhood : The Contextual Realities of Bihar
- General objectives of early childhood Education as related to national goals.
- Notion of joyful Childhood : Major discourse and educational implications
- Dimensions of individual development : physical, cognitive, language, social and moral their interrelationships and implications for teachers (with reference to Piaget, Erickson and Kohlberg)

UNIT 2 : Understanding Adolescence
- Adolescence : assumptions, stereotypes and need of a holistic understanding
- Major issues : growth and maturation, nature and nurture, continuity and discontinuity
- Learner as an adolescent : stages of development- developmental task with focus on process of growth and development across various stages from infancy to adolescence
- Factors affecting adolescence : social, cultural, political and economic
- Adolescence: activities, aspirations, conflicts and challenges of learner
- The contextual reality of adolescence in Bihar
- Dealing with adolescence; discourse on the role of teacher, family, community and state

P.T.O.

Month	Unit & Topic Details	Signature
	UNIT 3 : Understanding Socialization and the Context of the Learner • Understanding Socialization • Socialization at home context: family as a social institution; parenting styles and their impact; transmission of parental expectations and values • Socialization and the context of community: neighborhood, extended family, religious group and their socialization functions • Socialization and the context of school : impact of entry to school, school as a social institution and its notions in Bihar, value formation in the context of schooling • Schooling as a process of identity formation: ascribed, acquired and evolving • Gender Identities and Socialization Practices in family, school, other formal and informal organization; Schooling of Girls • Inequalitiesa and resistances in society: issues of access, retention and exclusion	
	UNIT 4 : Understanding Differences in Learners • Difference in learners based on socio-cultural contexts : impact of home languages of learners and language of instruction, impact of differential 'cultural capital' of learners • Differences between individual learners: multiple intelligence, learning style, self-concept, self-esteem, attitude, aptitude, skills and competencies, interest, valeus, locus of control and personality • Understanding differently-abled learners: slow learners and dyslexic learners • Methods of assessing individual differences: tests, observation, rating scales, self-reports • Catering to individual differences : grouping, individualizing instruction, guidance and counseling, bridge courses, enrichment activities and clubs	
	UNIT 5 : Learnere's Identity Development • Understanding 'Identity Formation' : emergence of multiple identities in the formation of a person placed in various social and institutional contexts; the need for inner coherence; managing 'conflicting' identities • Determinants of identity formation in individual and groups; social categories such as caste, class, gender, religion, language and age • School as a site of identity formation in teacher and students; school, culture and those, teaching-learning practices and teacher discourse in the classroom, evaluation practices; value system and 'hidden curriculum' in schools • The influence of peer group, media, technology and globalization on identity formation	

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BREAKING SYLLABUS

B.Ed. Session-_____

Name of Teacher-_____ Course No - 02

Month	Unit & Topic Details	Signature
	CONTEMPORARY INDIA AND EDUCATION	

COURSE CONTENTS

UNIT I : UNDERSTANDING OF THE CONCEPT & AIMS OF EDUCATION
- Concept : Meaning and definitions of educatiton, 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
  (i) Political proces and education;
  (ii) Economic developments and education; and
  (iii) Socio-cultural changes and education

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

P. T. o.

Month	Unit & Topic Details	Signature
	UNIT IV: PHILOSOPHICAL VISION OF EDUCATION : EDUCATIONAL THINKERS An overview of salient features of the philosophy and practive of education advocated by the following thinkers : • Indian Thinkers : R.N. Tagore, M.K. gandhi, Swami Vivekananda, Aurobindo Ghose, Jiddu Krishmmurthi and Gijju Bhai Badheka • Western Thinkers : Plato, Rousseau, Deway,	
	UNIT V : CONTEMPORARY INDIAN SCHOOLING : CONCERNS AND ISSUES • Universalization of School Education; Right to Education and Universal Access : (i) Issues of (a) Universal enrollment (b) Universal retention (c) Universal sucess (ii) Issues of quality and equity. The above to be discussed with specific reference to physical, economic, social and cultural access, particularly to girl child and weaker sections as well as differently abled children	
	• Equality fo Educational Opportunity : (i) Meaning of equality and constitutional provisions (ii) Prevailing nature and forms of Inequality, including dominant and minor groups and related issues (iii) Inequality in schooling : Public-private schools, rural-urban schools, single teachers schools and many other forms of inequalities in school systems and the processes leading to disparities (iv) Differential quality in schooling : Variations in school quality • Idea of common school system • Right to Educaiton Bill and its provisions.	
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BREAKING SYLLABUS

B.Ed. Session-_____

Name of Teacher-_____ Course No- 03

Month	Unit & Topic Details	Signature
	LEARNING AND TEACHING	

COURSE CONTENTS

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

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

UNIT III : Understanding Teacher and Teaching
- What is teaching? Teaching as a planned activity - elements of planning
- Assumptions underlying teaching and their Influence on the planning for teaching. Proflciency 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?

P.T.O.

Month	Unit & Topic Details	Signature
	UNIT IV : Planning for Teaching • Visualizing : The learner and learning readiness characteristics, the subject matter content and their inter-linkages, the learning resources, approaches/strategies. • Decision making on outcomes: Establishing general instructional goals, specification of objectives and standards for learning, allocation of instructional time for various activities/ tasks - instructional time as a variable in learning. • Decision-making on instructional approaches and strategies: Expository or Inquiry. Individualized or Small Group or Whole Class - skills required for learner engagement in the context of the strategy decided. • Preparing for instruction : Identifying and selecting available learning resources or developing requried learning resource. • Preparation of a Plan : Unit Plan and Lesson Plan.	
	UNIT V : Skills and Strategies of Teaching • Introducing a lesson - need and various possibilities • Motivating the learners and sustaining their attention - importance of stimulus variation and reinforcement as skills. • Questioning, Illustration and explanation as teacher competencies influencing student- learning in the classroom; • Strategy of Teaching - a) Expository Strategy as approach to teaching for understanding: Presentation - discussion - demonstration, the Advance Organizer Model; (b) Inquiry Strategy as approach to teaching thinking skills and construction of knowledge : Concept attainment / Concept formaiton, Inductive thinking, Problem based learning/ Project Based Learning. • Approaches to Individualized Instruction : Computer Managed Instruction, Programmed Instruction and Learning Activity Packages, • Approaches to Individualized Instruction : Computer Managed Instruction, Programmed Instruction and Learning activity Packages, • Approaches to Small Group and Whole group Instruction : Cooperative and Collaborative approaches to learning. Brain storming, Role Play and Dramatization, Group Discussion, Simulation and Games, Debate, Quiz and seminar.	

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BREAKING SYLLABUS

B.Ed. Session-_____

Name of Teacher-_____ Course No- 04

Month	Unit & Topic Details	Signature
	LANGUAGE ACROSS THE CURRICULUM **COURSE CONTENTS** **UNIT 1 : Learner and their Language** • Meaning of Language; various forms, systems and properties • Language capital of learners before school entry • How children learn language with special reference to Skinner, Chomsky, Piaget and Vygotsky. • Difference between acquiring language and learning language • Social and cultural context of language; Language and Gender, Language and Identify, Language and Power, Language and Class (Society) • Political context of language; Multilingual perspective of India and Bihar, Constitutioanl provisions related to languages in India	
	UNIT 2 : Language in School Curriculum • Home language and School language; Medium of understanding (child's own language); • centrality of language in learning; • Language across the curriculum, Role and importance of language in the curriculum • Language and construction of knowledge; Understanding the objectives of learning languages; imaginaiton, creativity, sensitivity, skill development • Difference between language as a school - subject and language as a means of learning and Communicaiton; • Critical review of Medium of Instruction; Different school subjects as registers; • Multilingual classrooms; Multicultural awareness and language teaching.	

P T. o.

Month	Unit & Topic Details	Signature
	UNIT 3 : Constitutional Provisions and Policies of Languages Education : • Position of Languages in India; articles 343-351, 350A; • Recommendation of Kothari Commission (1964-66);l NPE-1986; POa-1992); • National Curriculum Framework-2005 (languae education)	

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BREAKING SYLLABUS

B.Ed. Session-_____

Name of Teacher-_____ Course No- 05

Month	Unit & Topic Details	Signature
	UNDERSTANGING DISCIPLINES AND SUBJECTS	
	COURSE CONTENTS	
	UNIT I : Basic Understanding of disciplines and Subjects	
	• What is a discipline? History of the concept of discipline.	
	• What Are Academic Disciplines? Need/ Perspectives of the classification of Human knowledge into disciplines & Subjects; 1. The Philosophical Perspective: Unity and Plarality, 2. The Anthropological Perspective: Culture and Tribes, 3. The Sociological Perspective Professionalization and Division of Labour 4. The Historical Perspective; evolution and Discontinuity, 5. The Management Perspective: Market and Organization, 6. The educational Perspective: Teaching and Learning	
	• Difference between discipline and subject; Nature and scope of disciplines/ subjects	
	• Difference between discipline and subject; Nature and scope of disciplines subjects	
	• Strengths and weaknesses of disciplines	
	• Basic premises and philosophy of subject	
	• Aims of disciplines subjects for learners development in the national context	
	UNIT II : Competencies for and Advancement of the disciplines/subjects	
	• Mastery over the subject	
	• Communicating the subject	
	• subject specific terms and their uses	
	• Projects/activities in the subject	
	• Research in subject/discipline; Methhods of data collection in the subject, Drawing conclusion, generalization and theory development Preparing reference, notes and bibliography	

P.T.O.

Month	Unit & Topic Details	Signature
	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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<u>**BREAKING SYLLABUS**</u>

B.Ed. Session-_____

Name of Teacher-_____ Course No- 06

Month	Unit & Topic Details	Signature
	<u>**GENDER, SCHOOL AND SOCIETY**</u> **COURSE CONTENTS** **UNIT I : GENDER ISSUES : KEY CONCEPTS** • Gender, sex, sexuality, patriarchy, masculinity and feminism • Gender basis, gender stereotyping, and empowerment • Equity and equality in relation with caste, class, religion, ethnicity, disability and region • Paradigm shift from women's studies to gender studies • Historical backdrop : Some landmarks from social reform movements of the ninteenth and twentieth centuries with focus on women's experiences of education • Contemporary period : Recommendations of policy initiatives commissions and committees, schemes, programmes and plans	

	UNIT II : GENDER, POWER AND EDUCATION
	• Theories on Gender and Education : Application in the Indian Context
	    * Socialization theory
	    * Gender difference
	    * Structural theory
	    * Deconstructive theory
	• Gender Identities and Socialization Practices in :
	    * Family
	    * Schools
	    * Other formal and informal organization
	• Schooling of Girls : Inequalities and resistances (issues of access, etention and exclusion)	

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

W.E.F.-

BREAKING SYLLABUS

B.Ed. Session-_____

Name of Teacher-_____ Course No- 07a

Month	Unit & Topic Details	Signature

	PDEAGOGY OF A SCHOOL SUBJECT - PART-1
	Pedagogy of a School Subject (PSS)-Part I may be any One of the following Courses which is relevant for the candidate i.e. he/she has studied its related content as a subject at Graduation/Post-Grauation level :
	
	PSS-01-METHOD OF TEACHING ENGLISH- PART-(I)
	
	COURSE CONTENTS
	
	UNIT I : Nature, Scope and Aims
	   • Role of English language in the Indian context : English as a colonial language. English in Post-colonial times; English as a language of knowledge, Position of English as second language in India;
	   • General Principles of language learning with special reference to English
	   • Advantages & importance of English learning
	   • Aims and Objectives of teaching English
	   • the Constituents of learning a foreign language : the sound system, the structural devices, vocabulary
	   • Difficulties in teaching English in India
	
	UNIT II : Curriculum of English
	   • Meaning and principle of curriculum construction
	   • Critical study of existing English curriculum in Secondary and senior secondary Schools of CBSE, ICSE, BSEB
	   • Curriculum reform in English - Critical appraisal of NCF-2005, BCF-2008 in the context of language teaching
	   • Constitutional provisions and policies of language education : Position of Languages in India; Articles 343-351, 350A; Kothari Commission (1964-66); NPE-1986; POA-1992)
	   • Text books in English- Importance and qualities	

P.T.O.

Month	Unit & Topic Details	Signature
	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 Teachign of reading; Attributes of good reading. Types of Reading. Good and bad habits of Reading, Strategies to develop Reading Comprehension. Methods of reading. • Specific strategies for developing Writing skills - Types of writing, factors affecting writing skills, qualities of good writing (Role of simplicity, logical thinking and organization in writing)	

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BREAKING SYLLABUS

B.Ed. Session-_____

Name of Teacher-_____ Course No- 07a

Month	Unit & Topic Details	Signature
	### PSS-02-METHOD OF TEACHING HINDI-PART-(I) **COURSE CONTENTS** **UNIT I : Nature, Scope and Aims** • Language-its meaning and functions. The role of mother- language in the education of a child. • Special features of Hindi language and its universal significance- the cultural, social, practical, literary and linguistic. • Aims and objectives of Teaching Hindi as mother-tongue and national language • Different forms of Hindi; Hindi as a language of knowledge; Hindi as first, second and thrid langguage; 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; Artic les 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, Inductibve and Deductive methods and their relative merits. • teaching of Reading : Attributes of good reading. Types of reading- Secanning Skimming, Intensive reading, Extensive reading, Silent	

P.T.O.

Month	Unit & Topic Details	Signature
	reading, reading loud, Varous methods of reading. The phonic method. Alphabetical method, word method and sentence method. • Teacing of vocabulary- It's ways and means, oral work, drilling vocabulary building, making sentence • Teaching of writing and composition : Letter writing. Essay writing and Precise writing	

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BREAKING SYLLABUS

B.Ed. Session-_____

Name of Teacher-_____ Course No- 07a

Month	Unit & Topic Details	Signature
	PSS-03 METHOD OF TEACHING SANSKRIT-PART-(I)	
	COURSE CONTENTS	
	UNIT I : Nature, Scope and Aims	
	• Language- Its meaning and funcitons. 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 languae and Indian languages, Socio-cultural importance of Sanskrit language, Sanskrit as a modern Indian language	
	• Principles and Difficulties in teachigng 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; Artic les 343-351, 350A; Kothari Commission (1964-66); NPE-1986; POA-1992	
	• Text books in Sanskrit- Importance and qualities	
	UNIT III : Specific Instructtional 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- Secanning Skimming, Intensive reading, Extensive reading, Silent reading, reading loud, Varous methods of reading. The phonic method. Alphabetical method, word method and sentence method.	
	• Teacing of vocabulary- It's ways and means, oral work, drilling vocabulary building, making sentence	
	• Teaching of writing and composition : Letter writing. Essay writing and Precise writing.	

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W.E.F.-

BREAKING SYLLABUS

B.Ed. Session-_____

Name of Teacher-_____ Course No- 07a

Month	Unit & Topic Details	Signature
	PSS-07 METHOD OF TEACHING HISTORY-PART-(I)	
	COURSE CONTENTS	
	UNIT I : Nature, Scope and Aims of Teaching History	
	A. Nature and Importance :	
	• Definitions concept and constituents of History.	
	• Correlation of the different aspect of History with other subjects like Geography, Civics, Economics, science and Technology.	
	• Importance of Teachign History.	
	B. Aims and objectives :	
	• General aims of Teachign History.	
	• Objectives of Teacing History-Instructional and Behavioural and their relationsip with curriculum.	
	• Blooms Taxonomy of Educational objective	
	UNIT II : History Curriculum	
	• Principal of curriculum construction	
	• History curriculum and stae, NCERT Textbook controversy, history curriculum in CBSE, ICSE, BSEB	
	• **Selection and organization of Historical materials :** (a) General Principles (b) Specific principles- Cultural Epoch, Bibliographical, Chronological, Topical, Integrational, Concentric, Spiral and Unit approaches.	
	• Qualities of a good History text books.	
	• Curriculum reform in History - Critical appraisal of NCF-2005, BCF-2008 in the context of Social Science teaching.	
	UNIT III : Instructional strategies and methods of History teaching	
	• Methods of Teachign History- Inductive deductive method, Story Telling Method Lecture Method, Discussion Method, Ssource Method, Project and Problem Solving Method.	
	• Techniques of teaching - Simulation, gamming, survey method, case study, Brain storming Team teaching	
	• Learning in Groups- Cooperative and collaborative learning, addressing needs of heterogeneous classroom	
	• Use of ICT in learning History without burden	
	• Teaching controversial topics in History.	

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BREAKING SYLLABUS

B.Ed. Session-_____

Name of Teacher-_____ Course No-07a

Month	Unit & Topic Details	Signature
	PSS-08 METHOD OF TEACHING CIVICS-PART-(I) **COURSE CONTENTS** **UNIT I : Nature, Scope and Aims of Teaching Civics** • Concept, Meaning and definitions of Civics. • Nature, Scope and Importance of Civics teachign at secondary level. • Integration of Civics with other school subject. • Civics teachign and national politics • General Aims of teaching Civics at secondary level. • Instructional and behavioural objective of Civics teaching at secondary level.	
	UNIT II : Principles of curriculum construction • Meaning and principels of curriculum • Place of Civics in secondary and senior secondary school curriculum with speical reference to B.S.E.B., C.B.S.E. and I.C.S.E. • Curriculum reform in Civics- Critical appraisal of NCF-2005, BCF-2008 in the context of Social Science teaching • Approaches to organize Civics curriculum in terms of correlation, Integration, concentric, spiral, unit and chronological approaches. • Defects in the present Civics curriculum at secondary level. • Text books in Civics- Importance and qualities	
	UNIT III : Instructional Stragtegies for Civics Teaching • Methods of Teaching- Expository Based : Lecture, debate, discussion, storytelling method Discovery Based : Experimental/inquiry/problem solving, assignments Activity Based : Simulation/gamming, survey method, source method, case study, project method. • Computer assisted instruction, modular, masttery learning, Dalton Plan • Learning in Groups- Cooperative and collaborative learning, addressing needs of heterogeneous classroom • Techniques of Teachign : Questioning, Dramatization, Role Playing, Brain Storming	

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W.E.F.-

BREAKING SYLLABUS

B.Ed. Session-_____

Name of Teacher-_____ Course No- 079

Month	Unit & Topic Details	Signature
	PSS-09 METHOD OF TEACHING GEOGRAPHY-PART-(I) **COURSE CONTENTS** **UNIT I : Nature, Scope and Aims of Teaching Geography** • Nature, Scope, importance of Geography- Geography as a science and art, place of Geography in the school curriculum. • Values of Teaching Geography- Moral, aesthetic, Utilitarian, practical, intellectual, vocational. • Objectives of teaching Geography at the secondary school level in the context of Bihar. • Writing instructional objectives in behavioural terms and their importance. Classifying them into categories of knowledge, understanding, application skills etc.	
	UNIT II : geography curriculum • Meaning and principles of curriculum development • Critical study of existing Geography curriculum in Sec. School • Curriculum reform in Geography - Critical appraisal of NCF-2005, BCF-2008 in the context of Social Science teaching • Overview of the recent curriculum development in Social Studies with special reference to Geography. • Importance of text books and practical classes in geography	
	UNIT III : Methods & Approaches of Teaching Geography • Method of teaching- Lecture method, project method, survey method, observation method, laboratory method, comparative method, picture method. • Approach of teaching- Inductive deductive approach, descriptive approach, regional approach, environmental approach, teacher-Centred, learner- centred, activity centred, systematic approach. • Importance of excursion and tours in understanding geography • Techniques of teaching- Questioning, Dramatisation, Role Playing, Brain Storming	

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B.Ed. Session-_____

Name of Teacher-_____ Course No- 07a

Month	Unit & Topic Details	Signature
	PSS-08 METHOD OF TEACHING ECONOMICS-PART-(I) **COURSE CONTENTS** **UNIT I : Nature, Scope and Aims of Teaching Economics** • Concept, Meaning and definitions of Economics. • Nature, Scope and Importance of Economics teaching at secondary level. • Integration of Economics with other school subject. • General Aims of teaching Economics at secondary level. • Instructional and behavioural objective of Economics teaching at secondary level. • Knowledge of economy, globalization, liberalization, world bank, sustainable development, development with social justice	
	UNIT II : Principles of curriculum construction • Meaning and principels of curriculum construction • Place of Economics in secondary and senior secondary school curriculum with speical 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 appralsal of NCF-2005, BCF-2008 in the context of Social Science teaching.	
	UNIT III : Instructional Strağtegies 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, masttery learning, Dalton Plan • Learning in Groups- Cooperative and collaborative learning, addressing needs of heterogeneous classroom • Techniques of Teachign : Questioning, Dramatization, Role Playing, Brain Storming	

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BREAKING SYLLABUS

B.Ed. Session-_____

Name of Teacher-_____ Course No- 079

Month	Unit & Topic Details	Signature
	PSS-11 METHOD OF TEACHING HOME SCIENCE-PART-(I) **COURSE CONTENTS** **UNIT I : Aims anbd Objectives of Teaching Home Science** - Concept, meaning, and importance of Home Science education - Philosophy of Teaching Home Science : From Roussean to Modern age - Aims and objective of teaching Home Science - Classifications of objectives in behavioral terms. - The Scope and component of Home Sc.- Health and Hygiene, Food and Nutrition, Home management, Preservation of Food, rearing-Textile and Clothing (brief introduction)	
	UNIT II : Curriculum and Textbook of Home Science - Meaning and definitions of curriculum - Principles and bases of curriculum construction - Evaluation of present curriculum of home science in schools - Home Science text books - functions and characteristics - Curriculum reforms in Home Science	
	UNIT III : Teaching Aids and Other Activities - Home science laboratory : its equipments and maintenance. - Audio - Visual aids in teaching Home Science at secondary level : Blackboard, Flannel board and Bulletin board; Radio, film, T.V. & Computer. - Role of Excursion & visits. - Co-curricular activities- socialized techniques; role expectations - Enquirey and discovery approach	

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B.Ed. Session-_____

Name of Teacher-_____ Course NO- 07a

Month	Unit & Topic Details	Signature
	PSS-12 METHOD OF TEACHING COMMERCE-PART-(I) **COURSE CONTENTS** **UNIT I : Nature, Need and Objectives of Commerce Education** • Meaning, Nature, Need and Scope of Commerce Education • Justification for including commerce as an optional subject at school level • Nature of general and specific objectives, behavioural objectrives • Technique of writing objectie-instructional and behavioural • Importance of Commerce in daily life	
	UNIT II : Curriculum of Commerce and Text books • Concepts of curriculum and syllabus • Principles of curriculum construction in commerce • Place of Commerce in School curriculum especially in CBSE, ICSE and BSEB • A critical appraisal of present commerce syllabus • Text books and other supplementary materials in Commerce- Importance and qualities	
	UNIT III : Methods and Techniques of imparing Commerce Education • Lecture Method • Question-Answer Technique • Discussion Method • Project Method • Problem Solving • Games Method	

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B.Ed. Session-_____

Name of Teacher-_____ Course No- 07a

Month	Unit & Topic Details	Signature
	PSS-13 METHOD OF TEACHING PHYSICAL SCIENCES-ART-(I)	
	COURSE CONTENTS	
	UNIT I : Nature, Significance and Objectives of Teaching Physical Science	
	• Nature of physical science: as a body of knowledge, method of inquiry and attitude towards life; theory and experimentation; relationship of physical sciences with other sciences	
	• Physical science and modern Indian society: Relationship of physical sciences and society, impact of physical sciences and modern Indian society with special reference to issues related with environment, industrialization, sustainable development and peace.	
	• Aims and objectives of Teaching Physical Sciences, Instructional and Behavioural objectives with reference to Bloom Taxonomy of educational objectives	
	• Scientific attitude and scientific methods of inquiry as related of Physical Science Teaching	
	UNIT II : Physical Science Curriculum	
	• Meaning and definition of Curriculum	
	• Principles and steps of Curriculum construction	
	• Place of Physcial 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 : Inductivbe-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 accompained by a reason, Comparing and contrasting, Giving counter examples.	

BREAKING SYLLABUS

B.Ed. Session-_____

Name of Teacher-_____ Course No– 07a

Month	Unit & Topic Details	Signature
	PSS-14 METHOD OF TEACHING BIOLOGICAL SCIENCES-PART-(I) **COURSE CONTENTS** **UNIT I : Nature, scope, aims and objectives of teaching Biology** • Nature, scope and importance of Biological sciences education • Aims and objectives of teaching Biological Science in terms of their learning outcome • Emergence and development of Biological science education • Discoveries and landmark development in biology and contribution of Eminent Indian biologist • Scientific attitude and scientific method as the major objectives of Biological science teaching.	
	UNIT II : Biological Science Curriculum • Meaning and definitions of curriculum • Principles of curriculum construction nd 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	

W.E.F.-

BREAKING SYLLABUS

B.Ed. Session-_____

Name of Teacher-_____ Course No- 7a

Month	Unit & Topic Details	Signature
	PSS-15 METHOD OF TEACHING MATHEMATICS-PART-(I)	
	COURSE CONTENTS	
	UNIT I : Aims and objectives of Mathematics Teaching	
	• Meaning and nature of mathematics: role of Axioms, hypothesis, postulates, operations etc.	
	• Scope of mathematics as school subject and in daily life operations	
	• Developmental treads 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 teachign 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 condiiton, giving examples accompanied by a reason. Comparing and contrasting, Giving counter examples.	

S.T. COLLEGE of Education

BREAKING SYLLABUS

B.Ed. Session-_____

Name of Teacher-_____ Course No- EPC-1

Month	Unit & Topic Details	Signature

	EPC-01 READING AND REFLECTING ON TEXTS
	
	COURSE CONTENTS
	
	UNIT I : ENGAGING WITH NARRATIVE AND DESCRIPTIVE ACCOUNTS
	   The selected texts could include stories or chapters from fiction, dramatic incidents, vivid descriptive accounts, or even well-produced comic strip stories.
	Suggested Activities
	• Reading for comprehending and visualizing the account (individual plus group reading and discussion/explanation)
	• Re-telling the accont - in one's own words/from different points of view (taking turns in a smaller group)
	• Narrating/describing a related account from one's lfie 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, convering 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, geographyh, literature/langujage 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 'perspectrive' 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)	

P.T.O-

Month	Unit & Topic Details	Signature
	UNIT III : ENGAGING WITH EDUCATIONAL WRITING	

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 exampelks, terms used as connectors and transitions (guided small group discussion)
- Discussion of the **theme, sharing responses and point9s)** of view (small group discussion)
- Writing a response paper (individually or in pairs)
- Presentations of selected papers, questions and answers (large group).

PRINCIPAL

W.E.F.-

BREAKING SYLLABUS

B.Ed. Session-_____

Name of Teacher-_____ Course No- EPC-2

Month	Unit & Topic Details	Signature
	EPC-02 DRAMA AND ART IN EDUCATION. **COURSE CONTENTS** **UNIT 1 : Drama as performing Art and its Relevance to Education** • Understanding the concept of Drama and its relevance for Education • Drama as pedagogy • Organizing drama : preparatory activities and resources, dramatic society • Playing Drama : story, dialogue, characters, symbols, creating different situations • Other forms of theatre; Stage Plays, Skits, Mime, Street Plays • Knowledge of Indian and regional drama traditions • Social Relevance of dance and Drama in Contemporary Indian Science • Appreciating art of drama in learners	
	UNIT 2 : Visual Arts and Crafts • Understanding visual arts and crafts with their relevance for Education • Visual arts and crafts as pedagogy • Visual arts and crafts : different forms, basic resources and their use • Knowledge of Indian Craft Traditions and regional folk arts • Appreciatign visual arts and crafts in learners	
	UNIT 3 : art-aided Learning and Role of a Teacher • Integratign Drama with school curriculum • Dance/drama research and other component of correlated arts • Integratign Arts and Crafts with school curriculum • Visualizing School and Classromm 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	

S.T. COLLEGE of Education

W.E.F.-

BREAKING SYLLABUS

B.Ed. Session-_____

Name of Teacher-_____ Course No- EPC-3

Month	Unit & Topic Details	Signature
	EPC-3 CRITICAL UNDERSTANDING OF ICT **COURSE CONTENTS** **UNIT I : Basics in ICT and Computer Applications** • Information and Communicaiton Technology : Meaning, nature and advantages • Emergence of new information technology- convergence of computing and telecommunications • Computer hardware fundamentals (anatomy, input devices, output devices, storage devices, display devices), hardware troubleshooting and diagnosis • Operating system-meaning and types, types of computers • Computer Network-LAN, WAN, Internet- concept and architecture; Locating internet resources - navigating, searching, selecting, evaluationg, saving and bookmarking • Use of digital camera, camcorder, scanner, interactive white board and multimedia projector for creating and using multimedia resources • Computer security : hacking, virus, spy ware, misuse, abuse, anttivirus, firewall, and safe practices	
	UNIT 2 : Basic Computer software Applications • Software - meaning and types (system software, application software, proprietary software, open source software, shareware and freeware) • Open source foftware : concept, philosophy, tyeps, and advantages. Open source educational software • Introduction to MS-Windows-navigating the destop, 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 educatiortal application. • Utility tools; pdf creator, file archiving, file converter, antivirus • Multimedia : meaning, types, advantages and evaluation of multimedia resources Development and use of multimedia in education • E-content: design, development, standards, learning objects and reusability and authoring tools	

P.T.O.

Month	Unit & Topic Details	Signature
	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/projectts and measures to reduce plagiarism in Educaiton. • Question Bank Development in school seenario (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.	

PRINCIPAL