

Aryabhatta Knowledge University

Patna, Bihar

Two year

Bachelor of Education (B.Ed.) Programme

Syllabus

(Based on NCTE Curriculum Framework for two year B.Ed. Programme)

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28/09/2015

28/09/2015

INDEX
ANNUAL DISTRIBUTION OF THE COURSES YEAR - 1

SI No.	Code	DESCRIPTION	Page No.
1	CC-1	Childhood and Growing up	5
2	CC-2	Contemporary India and Education	9
3	CC-3	Learning and Teaching	11
4	CC-4	Language across the Curriculum	14
5	CC-5	Understanding disciplines and Subjects	16
6	CC-6	Gender, School and Society	26
7	CC-7a	Pedagogy of a School Subject - Part I	27
8	EPC-1	Reading and Reflecting on Texts	52
9	EPC-2	Drama and Art in Education	54
10	EPC-3	Critical Understanding of ICT	56
ANNUAL DISTRIBUTION OF THE COURSES YEAR - 2			
11	CC-7b	Pedagogy of School Subject - Part II	59
12	CC-8	Knowledge and Curriculum	86
13	CC-9	Assessment for Learning	88
14	CC-10	Creating an Inclusive School	91
15	CC-11	Optional Course	94
16	EPC - 4	Understanding the Self	98
	School Internship		
PEDAGOGY OF SCHOOL SUBJECTS			
17	PC	Pedagogy of English	27, 59
18	PC	Pedagogy of Hindi	28, 60
19	PC	Pedagogy of Biology	30, 62
20	PC	Pedagogy of Mathematics	31, 63
21	PC	Pedagogy of History	32, 64
22	PC	Pedagogy of Civics	33, 65
23	PC	Pedagogy of Geography	35, 66
24	PC	Pedagogy of Economics	36, 68
25	PC	Pedagogy of Chemistry	38, 70
26	PC	Pedagogy of Physics	39, 71
27	PC	Pedagogy of Commerce	40, 72
28	PC	Pedagogy of Computer Science	41, 74
29	PC	Pedagogy of Home Science	43, 75
30	PC	Pedagogy of Urdu	44, 79
31	PC	Pedagogy of Sanskrit	45, 77
32	PC	Pedagogy of Maithili	46, 79
33	PC	Pedagogy of Bhojpuri	47, 80
34	PC	Pedagogy of Arabic	47, 80
35	PC	Pedagogy of Persian	49, 82
36	PC	Pedagogy of Bangla	51, 84
OPTIONAL COURSES (OC)			
37	OC-1	Basic Education	94
38	OC-2	Health, Yoga and Physical Education	95
39	OC-3	Guidance and Counselling	96
40	OC-4	Environmental Education	97
41	OC-5	Understanding School Management and Leadership	98

P. Saini
28/9/15

28/9/15

28/9/15

28/9/15
29.09.2015

Marking Scheme for Internal Assessment of CCs and EPCs

Type of Courses	Break up	Marks
Courses with internal Marks 20	Internal test	10
	Assignments and Projects	10
	Total	20
Courses with internal Marks 10	Internal tests	05
	Assignments and Projects	05
	Total	10

Marking Scheme for Assessment of School Contact Program

School Internship Program – Part I		One month: 5 hours/day
Tasks	Details	Marks
1	School Diary	05
2	Classroom Observation	10
3	School Observation (Interaction with school management or Meeting with SMCs)	10
4	Teacher – Student dialogue	10
5	Case Studies	5
6	Learning Plan	10
	Total	50

Marking Scheme for Assessment of School Internship Program

School Internship Program – Part II		Four months: 5 hours/day
Tasks	Details	Marks
1	School Diary	10
2	Classroom Observation	15
3	School Observation (Interaction with school management or Meeting with SMCs)	15
4	Teacher – Student dialogue	10
5	Professional Ethics	10
6	Project work and Action Research	40
7	Teaching Practice	50
	External Assessment (Practical Exam)	50
	Total	200

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28/9/15

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28/9/15

213

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28.09.2015

An Overview of the yearly distribution of Courses

First Year		Marks			
Course Code	Course Title	Credit	Internal	External	Total
CC-1	Childhood and Growing up	4	20	80	100
CC-2	Contemporary India and Education	4	20	80	100
CC-3	Learning and Teaching	4	20	80	100
CC-4	Language across the Curriculum	2	10	40	50
CC-5	Understanding disciplines and Subjects	2	50	--	50
CC-6	Gender, School and Society	2	10	40	50
CC-7a	Pedagogy of a School Subject - Part I	2	10	40	50
EPC-1	Reading and Reflecting on Texts	2	50	--	50
EPC-2	Drama and Art in Education	2	50	--	50
EPC-3	Critical Understanding of ICT	2	50	--	50
	Total	26	290	360	650
School Internship - 4 Weeks					
Second Year					
CC-7b	Pedagogy of School Subject - Part II	2	10	40	50
CC-8	Knowledge and Curriculum	4	20	80	100
CC-9	Assessment for Learning	4	20	80	100
CC-10	Creating an Inclusive School	2	10	40	50
CC-11	Optional Course	2	10	40	50
EPC - 4	Understanding the Self	2	50	--	50
School Internship - 16 Weeks		10	200	50	250
	Total	26	320	330	650
	Grand Total	52	610	690	1300

Order of Merit

Percentage of Marks	Grade
86 & Above	O (Outstanding)
76 to 85	A+ (Excellent)
66 to 75	A (Very Good)
56 to 65	B (Good)
45 to 55	C (Average)
Less than 45	D (Fail)

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CC-1: CHILDHOOD AND GROWING UP

OBJECTIVES

- To develop understanding about children of different age groups through close observation and interaction with children from diverse socio-economic and cultural background.
- To enable student teacher to arrive at an understanding of how different socio-political relation construct different childhoods and community.
- To bring together theories of child development and crucial aspects from the construct of childhood, which has political, social & cultural dimensions.
- To interact with children using activities as a base to establish rapport.
- To interpose how gender, caste and social class may impact the lived experiences of children.

Unit-1

Learner: Childhood and development

- Concept of Childhood: Historical and contemporary perspectives; major discourse
- Key Factors during Childhood: Family, Neighborhood, Community and School
- Children and their Childhood: The Contemporary realities with special focus on Bihar
- Development of learner: physical, cognitive, language, emotional, social and moral; their interrelationships and implications for teachers (relevant ideas of Piaget, Erikson and Kohlberg).

Unit-2

Learner and Adolescence

- Concept of Adolescence: stereotypes, need of understanding, major issues and factors
- Understanding Stages of development with special emphasis on adolescence
- Adolescence: activities, aspirations, conflicts and challenges of learner
- The Contemporary reality of adolescence with special focus on Bihar
- Dealing with adolescents: discourse on the role of teacher, family, community and state

Unit-3

Socialization and the Context of Learner

- Concept of Socialization: major perspectives, education as a medium and key factors
- Socialization: The context of family, community and school
- Gender Identities and Socialization Practices in: Family, Schools, Other formal and informal organization, Schooling of Girls
- Process of Socialization and social realities (with special focus on Bihar): Inequalities, conflict, marginalization

P. S. S. 10/11/15

28/9/15

215

28.09.2015

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- Determinants of identity formation in individuals and groups: Social categories, such as caste, class, gender, religion, language and age; peer group

Unit-4

Individual Differences among Learners

Differences in learners based on socio-cultural contexts

- Dimensions of differences in psychological attributes: cognitive, abilities, interest, aptitude, creativity, personality, values
- Understanding differences based on a range of cognitive abilities: learning difficulties, slow learners and dyslexics, intellectual deficiency, intellectual giftedness.
- Implications for catering to individual variations in view of 'difference' rather than 'deficit' perspective

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P. S. S. S.
28/9/15

28/9/15

28/9/15

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CC-2 CONTEMPORARY INDIA AND EDUCATION

OBJECTIVES:

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

- To enable student teachers to engage with studies on Indian society & education.
- To acquire conceptual tools of sociological analysis and hands on experience of engaging with diverse communities, children & schools.
- To respect diversity and at the same time establish frameworks for collective living and resolution of tensions peacefully & justly.
- To understand critically the constitutional values related to the aims of education.
- To make them understand the policy frameworks for public education in India.

COURSE CONTENT:

UNIT 1:

a) Concept of Education and its Nature

Idealism, Naturalism and Pragmatism and their relation to the following thinkers: Rousseau, Tagore, Dewey and Gandhi

b) Diversity Inequality and Marginalization

- Diversity inequality and Marginalization in the society and the implications for education.
- Concept of social diversity and its enrichment in life challenges for universal education (NCERT 2006, 2006b, 2006c, 2006d).
- Diversity at the level of individual of regions, languages, religions, caste, tribes women and dalit.

UNIT 2: Study of Constitution & Education

- Study of Constitution especially the preamble for the fundamentals Rights, Duties of citizens and the directive principles of state policies.
- Constitutional values related to aims of education.

P. S. S. S.
28/9/15

28/9/15

217

28.09.2015

- Concepts relating to inequality, discrimination marginalization in universalization of Education.
- The fulfillment of the constitutional promise of freedom, justice, equality and fraternity.
- Current Research on multilingual education, medium of schooling, Development of three language formulae.
- Constitutional provisions and the colonial debates on school language Policies.

UNIT 3: Study of Different Commissions

- Wardha commission 1937: Basic Education.
- Kothari commissions (1966) recommendations and their implementation
- Mudaliar commission (1951-53).
- National Policy of Education (NPE), 1986 & its review, 1992.

UNIT 4: Study of Policies

- Review of mid-day-meal programme & the role of legislative action to ensure nutrition.
- Different policies implementation and shaping of school education: NCF – 2005, BCF -2008, NCFTE -2010.
- RMSA and Sarva Shiksha Abhiyan towards enrolling and retaining marginalized children.
- The role of agency of teachers in the content of universal and inclusive education.
- Common school system report: (chapter on teacher).

Mode of Transaction:

- Teachers should incorporate discussions, projects, documentaries, movies and fieldsbased projects
- Close and critical reading, as well as analysis of various articles, policy documents, texts, documentaries, movies should be developed
- In a group, student-teacher should conduct field based projects, and be able to analytically document their findings
- Dialogue and discussions has to be the key for the transaction of this course.

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P. Sankar
28/9/15

28/9/15

28/09/15

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P.S. - 4
28/9/15

28/9/15

219

28.09.2015

CC-3LEARNING AND TEACHING

अधिगम और शिक्षण

OBJECTIVES

- To enable student teachers to engage with studies on Indian society & education.
- To acquire conceptual tools of sociological analysis and hands on experience of engaging with diverse communities, children & schools.
- To respect diversity and at the same time establish frameworks for collective living and resolution of tensions peacefully & justly.
- To understand critically the constitutional values related to the aims of education.
- To make them understand the policy frameworks for public education in India.

Unit-1 Concepts related to Learning

- Learning: Implicit knowledge and beliefs; demystifying misconceptions
- Major factors affecting learning
- Analytical understanding of relations: Learning and Development; Learning and Motivation; Learning and Creativity; Learning and Intelligence

Unit-2 Theoretical perspectives on Learning

- Reflecting on the development of theories on learning: Historical perspective
- Theories related to Learning: Behaviorist, Cognitivist, Information-processing view, Humanist, Social-constructivist
- Concepts and principles with their applicability in different learning situations
- Relevance and applicability for different kinds of learning situations
- Role of learner in various learning situations, as seen in different theoretical perspectives

Unit-3 Learning and Teaching

- Organising Learning: issues and concerns; Learning as 'transmission and reception of knowledge' and Learning as 'construction of knowledge'; Individual versus group learning; learning in heterogeneous groups; nature of the learning context
- Paradigms for learning-teaching process: teacher centric, subject centric and learner centric; Teacher as a) transmitter of knowledge, b) model, c) facilitator, d) negotiator, e) co-learner
- Understanding Social-constructivist perspective of teaching and its implications
- The idea of Creative Learning: Concept and its pedagogical implications
- Creating facilitative learning environments: enhancing motivation, positive emotions, self-efficacy, collaborative and self regulated learning

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Unit-4 Understanding Assessment

- Meaning of terms: assessment, evaluation, test, examination, appraisal, grading, measurement; and their interrelations
- Assessment: major perspectives (behaviorist, cognitivist and constructivist), qualitative and quantitative aspects
- Purpose of assessment: 'Assessment of Learning' and 'Assessment for Learning'
- Continuous and Comprehensive assessment: Concept and components
- Role of statistics in assessment: Introductory Elementary statistics, Central tendencies, standard deviation, correlation, graphical representation of data
- Assessment: Planning, construction of tools, implementation and reporting (projects, assignments; performances; Kinds of tests and their constructions; Observation of learning processes by self, by peers, by teacher; Self-assessment and peer-assessment; Constructing portfolios; feedback)

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27/7/15
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221

- 27
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27-139
28-0-2015

P. S. S. S.
28/9/15

P. S. S. S.
28/5/15

CC- 4LANGUAGE ACROSS THE CURRICULUM

सम्पूर्ण पाठ्यचर्या में भाषा

OBJECTIVES

- To enable the student teacher to understand students' language background and know how oral and written language can be used in the classroom to ensure optimal learning of the subject area.
- To be familiar with theoretical issues, and to develop competence in analyzing current school practices and coming up with appropriate alternatives.
- To understand multilingualism in the classroom.
- To understand the nature of reading comprehension in the content areas and writing specific content areas.
- To analyze children's writing to understand their concepts; writing with a sense of purpose – writing to understand.

Unit-1

Developing Basic Skills

1. Listening: Casual and Focused listening, Identification of sound, information and emotional tone, understanding Syntactic patterns, Stress and Intonation
2. Speaking: a. Controlled and guided oral work, Free oral reproduction, Rhythm and jingles, Conversations and Dialogues, Word and Sentence stress, Basic Intonation Patterns, b. Presentation Skills: Recitation, Dramatization, Declamation, Reading aloud textual materials, narrating events, Extempore, Short speeches, etc.
3. Writing: 1. Characteristics of good handwriting.
 - Punctuation mark and capital letters, spelling correctly, neatly and legibly with reasonable speed, using vocabulary and structural items
 - 2. Paragraph Writing -
 - a. Parts of a Paragraph
 - b. Qualities of a good paragraph
 - 3. Essay Writing
 - a. Types (forms) of Essay
 - b. Parts of Essay - Origin, Development, Conclusion
 - 4. Dialogue Completion
 - 5. Report, Article and Precise Writing
4. Applied Grammar:
 1. Basic (fundamental) Sentence Pattern
 2. Determiners, auxiliaries and Modals
 3. Active and Passive Voice
 4. Direct and Indirect Speech
 5. Important Literary Devices - Simile, Metaphor, Alliteration, Pun ...etc

28/9/15
223
20.09.2015

Unit-2

Issues Related to Language

- Social, Cultural and political context of language
- Multilingual perspective of India and Bihar
- Constitutional provisions related to languages in India
- Major debates about languages in classroom discourse

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P. S. S. S.
28/9/15

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28/9/15

28/9/15
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