

DIRECTORATE OF DISTANCE EDUCATION, BRABU, MUZ

B.Ed. Syllabus

PAPER-I

EDUCATION AND SOCIETY

VALUE EDUCATION AND EDUCATION FOR HUMAN RIGHTS

Objectives:

1. To enable student to understand the need and importance of value-education and education for Human Rights.
2. To enable them to understand the nature of value, moral values, moral education and to differentiate such values from religious education, moral training or moral indoctrination.
3. To orient the students with the basis of morality and with the place of reason and emotional in moral development of child.
4. To enable them to understand the process of moral development vis-à-vis their cognitive and social development.
5. To orient the students with various intervention strategies for moral education and conversion of moral learning to moral education.

Course Content

UNIT – I The socio-Moral and Cultural Context

- a) Need and importance of value education in the existing social scenario.
- b) Valuation of culture: Indian culture and human values spiritual values.
- c) Universal Charter of Human Rights-National Human Rights Commission.

UNIT-II Nature and Concept of Morality and Moral Education

- a) Moral education vis-à-vis religious education, moral instructions, moral training and moral indoctrination.
- b) Justice and care – the two dimensions/perspective in morality : dichotomy between reason and passion.
- c) Moral judgment and moral action.

ENVIRONMENTAL EDUCATION

objectives:

1. To enable the student teacher understand about the concept of environmental education.

2. To develop in the student teacher a sense of awareness about the environmental pollution, and possible hazards and its causes and remedies.
3. To develop a sense of responsibility towards conservation of environment, bio-diversity and sustainable development.
4. To develop reasonable understanding about the role of school and education in fostering the idea of learning to live in harmony with nature
5. To enable the students to understand about the various measure available to conserve the environment for sustaining the development.

Course Contents

UNIT – I

- (a) Environment : meaning, scope and nature of environmental education
- (b) Types of environmental pollution.

UNIT –II

- (a) Causes and effects of environmental hazard, global and local : environmental pollution and its remedies.
- (b) Green house effect – an impending catastrophe
- (c) Ozone layer depletion – environmental threat, acid rain, pillar melting, rise of sea level and their implications.

UNIT –III

- (a) Programmes of environmental education for attitude changes among the children.

UNIT –IV

Biodiversity : Conservation of genetic diversity. An important priority: learning to live in harmony with nature.

POPULATION EDUCATION

Objectives:

1. To develop in the student teacher an understanding of the concept, need and importance of population education.
2. To enable the students to understand various terminologies connected with population studies and factors responsible for population growth.
3. To develop an awareness in the student teacher of the implications of population growth on various aspects of social functioning.
4. To help student teacher to understand the effect of unchecked growth of population on the depletion of natural resources from the environment.
5. To help the student teacher to appreciate the role of population education as an educational intervention for upgrading quality of social functioning.

Course Contents

UNIT –I

Introduction: Nature and scope of population education : meaning, concept need, scope, importance and objectives.

UNIT-II

- (a) Population dynamics : distribution and density, population composition: Age,sex,rural, urban, literacy – all India.
- (b) Factors affecting population growth: fertility, morality and migration (mobility)

UNIT –III

- (a) Population and quality of life: population in relation to : Socio-economic development, health status , nutrition health services and education.
- (b) Effect of unchecked growth of population on natural resources and environment.
- (c) Population and literacy campaigns in India.

UNIT –IV

- (a) Population education in schools: Scope of population education in Schools.
- (b) Integration of population education with the general school curriculum.

PAPER-II
EDUCATIONAL MEASUREMENT AND EVALUATION

Objectives:

1. To develop awareness about measurement and evaluation in Education
2. To familiarize the students with different kinds of psychological tests and their characteristics.
3. To prepare the students to understand the steps for construction of achievement and diagnostic test.
4. To give understanding about the concepts and applications of statistical techniques.

Theory:

UNIT – I Measurement and Evaluation

- a) Concept of measurement and evaluation in Education, Difference between measurement and evaluation, Scales of measurement (normal, ordinal, interval and ratio scales).
- b) Teaching- learning process and evaluation, need and importance of evaluation, Characteristics of good evaluation, continuous and comprehensive evaluation.
- c) Approaches to evaluation-Formative and Summative evaluation, difference between formative and summative evaluation. Criterion referenced & norm referenced evaluation.

UNIT –II Techniques of Evaluation

- a) Psychological Tests: Knowledge about Intelligence, Personality and Aptitude tests.
- b) Characteristics of good test:
(i) Validity (ii) Reliability (iii) Norms (iv) Usability

UNIT –III Standardized Tests

Knowledge of standard test, Difference between teachers made tests and standardized tests, Steps in the construction and standardization of achievement and diagnostic tests.

UNIT-IV

- a) Measures of Central Tendency – Mean, Median, Mode & their applications.
- b) Measures of variability- Standard Deviation & their applications.

UNIT – V

- a) Measure of Relative Position : Uses, Limitations and computations of
(i) Percentile
(ii) Standard Scores
- b) Norms distribution Curve: Meaning, Significance and Characteristics.
- c) Measures of Relationship: Concept, uses and computation of co-efficient of correlation using Pearson's product Moment Method (Ungrouped data) and Spearman's Rank Difference Method.

PAPER – III
EDUCATIONAL PSYCHOLOGY

UNIT – I

Nature, Scope and Purpose of teaching Psychology at the Higher Secondary level. Various schools of Psychology and their philosophical and socio-cultural backgrounds. The relevance to the emerging Indian Society and Youth.

UNIT –II

A study of major controversial issues in Psychology with reference to :

- (a) Learning: Meaning & factors effecting learning.
- (b) Theories of Learning – Trial & Error, Insight & Conditioning.
- (c) Transfer of Learning

UNIT –III

- (a) Growth & Development
- (b) Factors Effecting Development
- (c) Role of Psychology in achieving education aims – Individual and social

UNIT –IV

- (a) Intelligence: Meaning Theories and Measurement.
- (b) Methods of teaching Psychology. Lectures, Demonstration, Project, Group Dynamic Problem solving. Critical incidents etc.
- (c) Individual Differences

UNIT – V

- (a) Role of experiments in learning Psychology.
- (b) The Laboratory,equipment. Integration of theory and Practical.
- (c) Use of aids in teaching Educational Psychology.

UNIT – VI

Remembering & Forgetting:

Nature, Process & Causes of Forgetting

PAPER – IV
APPLICATION OF COMPUTER EDUCATION & DEVELOPMENT OF COMMUNICATION SKILLS

Objectives:

After undergoing this course the students will be able to :

1. Work with computers to enhance interactive teaching/learning skills.
2. Work with various MS Office Applications like Word, Excel and Power Point
3. Browse the Internet and conduct research for their lessons
4. Manage access to digital resources in a computer enabled classroom
5. Evaluate digital lesson plans, projects, presentations and research
6. Use computers in educational planning and designing curriculum and units.

Recommended Contents:

UNIT – I

- (a) Education Technology : Meaning, Scope, Objectives Types
- (b) Introduction to Computers Hardware, Software, Types of Computers, basis of computer architecture, Computer aided learning.

UNIT –II

Various ways of using computers in education, instruction Design and Technology Working with computers to enhance interactive teaching/learning skills:

- (a) Curriculum framing questions
- (b) Problem Based Learning

UNIT –III

Using Computer Software MS-Word for student learning, Using Computer Software MS Excel for student learning, Using Computer Software MS Power Point for student learning.

UNIT –IV

- (a) Using Internet for research
- (b) Using Internet Communication tools in classroom

UNIT –V

Management of access to computer/internet resources in a computer enabled classroom. Evaluation of computer internet based student projects, presentations and research work, Using Computers in Educational planning and administration.

UNIT –VI

- (a) Communication: Meaning, Definition, Process & Different Components of Communication.
- (b) Communicative Skills: Factors affecting effective communication, barriers in the way of effective communication

PAPER- V
WOMEN EDUCATION

- UNIT – I Women’s Education in India**
- (a) Meaning, Importance and objectives of Women Education
 - (b) Constrains and Remedies
- UNIT –II Status of Women in India**
- (a) Reasons of their Backwardness –Social, Cultural and Economics
 - (b) Role of Media in Improving Status of Women
- UNIT –III History of Education**
- (a) Education in ancient medieval and modern India.
 - (b) Different commission & committees and their recommendations for improvement of education of India.
- UNIT –IV Programme of Women’s Education**
- (a) Mahila Samakhya
 - (b) Special Facilities for Girl Child Education
 - (c) Integrated Child Development Scheme
- UNIT –V Agencies of Women’s Education**
- (a) National and International volunteer Agencies
 - (b) Government & Non-government organizations.

PAPER –VI
PERSONALITY & CREATIVE SKILL DEVELOPMENT

- UNIT- I Personality :**
- (a) Meaning Definition Nature & Scope
 - (b) Types, Theories & Measurement
- UNIT –II Creativity :**
- (a) Define creativity, Factors affecting creativity.
 - (b) Measurement of creativity, To whom you will call a creative student.
- UNIT –III Classroom Performance:**
- (a) Body Language, Manners, Etiquette.
 - (b) Social Skills, Public Relations, Rapport building, Life Skills.

UNIT – IV Special Education

- (a) Physically challenged students, gifted, backward & slow learners.
- (b) Intervention & Special Education for Various forms of exceptionality

UNIT -V Motivation

- (a) concept sources of motivations internal&external
- (b) Theories & Techniques of Motivating a slow learner or student of defective personality makeup.

METHODS OF TEACHING

PAPER –VII

Trainees will be required to acquaint themselves thoroughly with School syllabi in their respective subjects.

An accurate and up to date knowledge of the subject contents a part from the knowledge of the methods shall be expected of them.

Out of the Methods subjects, a candidate shall any two. The Choice of subjects may be restricted owing either to the non-provision of one of more subjects listed here under or to restriction imposed by a college on the choice of the combinations of methods subjects.

The methods subjects are the following:

Social Studies, Science, Mathematics, English, Hindi, Urdu, Primary Education, Sanskrit, Commerce, Home Science,

-----TEACHEING OF SOCIAL STUDIES-----

UNIT – I Objectives, Scope and Curriculum

- (a) Meaning and nature of Social studies
- (b) Aims and objectives of teaching of Social studies at School stage and skills to be developed among school students
- (c) General principles of curriculum framing, principals of selection and organization of content.
- (d) Presentation of the subject matter of Social studies at secondary level

UNIT –II Methods of Teaching and Resources of Social studies

- (a) General principles and maxims of teaching in relations to Social Studies.
- (b) Methods of techniques of teaching Social Studies.
- (c) Traditional methods
 - Modern methods
 - Importance and need of textbooks
- (d) Qualities of Social studies teachers.

UNIT –III Teaching Aids for Social Studies.

- (a) Traditional Aids – Blackboard,Textbooks
- (b) Verbal Aids- Story, Example, Dramatization.

- (c) Visual Aids- Bulletin Board Historical Charts, Historical Maps, Real Objects, Specimen, Models, Picture, Photographs
- (d) Audio Aids-Ratio,Tape,Recorder
- (e) Audio Visual Aids: Historical filmstrips, T.V.
- (f) Social Studies Room/Corner in School
- (g) Excursion, Excavations, Field work, Museum, Exhibition of social and cultural life of people.

UNIT –IV Lesson Planning –Meaning, Importance & Approaches

- (a) Year Plan
- (b) Unit Plan
- (c) Lesson Plan : Steps, Exponents of Lesson Plan
- (d) Unit test

UNIT –V Evaluation in Social Studies

- (a) Meaning and purpose of Evaluation, steps of Evaluation.
- (b) Techniques of Evaluation-Essay Type, Short Answers and Objective types test items Evaluation and values related to social studies.
- (c) Construction of Unit test.
- (d) Writing Objective type test items under the Cognitive, Affective and Psychomotor Domains.

-----**TEACHING OF SCIENCE**-----

UNIT – I Nature and scope of modern Science, impact of science on modern communities

- (a) Aims and objectives of Teaching Science in School.
- (b) Bloom’s Taxonomy & its applications.

UNIT –II History and modern Trends in Science curriculum

- (a) Principles of planning Science curriculum at school level.
- (b) Co-curricular & non-formal approaches: Field trips, Science clubs, organizing Science firs & exhibition.

UNIT –III Methods of teaching Science& their practical applications

- (a) Different methods& approaches of teaching science at secondary level.
- (b) Planning for teaching: lesson plans, Unit planand year plan.

UNIT –IV Important of teaching materials

- (a) Preparation, Selection & Use of teaching aids.
- (b) Team teaching, Seminar presentation, microteaching & computer assisted teaching.

UNIT –V Evaluation: Comprehensive and Continuous Evolution

- (a) Types of Test: Objective, Essay Type& Short Answer type, Diagnostic Test & Remedial Test, Achievement Test.
 - (b) Criterion Referenced Test and Blue print.
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TEACHING OF MATHEMATICS-----

Objectives:

The course will try to develop among the prospective secondary school teacher:

- (a) Understanding of nature of mathematics
- (b) Understanding of historical development leading to concepts in modern mathematics.
- (c) Understanding of learning theories and their applications in mathematics education.
- (d) Improve their competencies in secondary level mathematics.
- (e) Understanding various instructional strategies and their appropriate use in teaching mathematics at the secondary level.
- (f) Understanding preparation and use of diagnostic test and organize remedial teaching.
- (g) Application of appropriate evaluation techniques In mathematics.

Course Content:

1. Introduction to Mathematics Education

- Nature of Mathematics (axioms, postulates, patterns and language of Mathematics)
- Values of teaching Mathematics
- Aims and objectives of teaching Mathematics
- Integration of Mathematics with other subjects

2. Historical developments in Mathematics

- Historical development of Notations and Number Systems
- Contributions of Indian Mathematicians (Ramanujan, Aryabhata, Bhaskaracharya)

3. Place of Mathematics in Secondary School curriculum

- Principles of curriculum construction
- Critical evaluation of the curriculum in use in Mathematics at the Secondary stage.
- Qualities of a good Mathematics textbook and its evaluation.

4. Instructional strategies in teaching Mathematics

- Inductive, deductive approach
- Analytic and Synthetic approach
- Heuristic and project approach
- Graded assignments in Mathematics
- Problems solving

5. Organization of teaching Mathematics and their related problems

- Developing objectives of teaching Mathematics in behavioural terms (Bloom's taxonomy)
- Preparation of lesson plan

- Selecting appropriate instructional strategies related to various topics included in secondary classes of the CBSE in the following areas,.
- Teaching of Arithmetic (Commercial Maths)
- Teaching of Algebra (Sets,relation, functions and algebraic identities)
- Teaching of Geometry (Congruent and Similar triangles)
- Teaching of Trigonometry (t-ratios,Heights and Distances)
- Teaching of Statistics (Measures of Central Tendency)
- Teaching of Menstruation (Surface areas and volumes of solid figures)
- Mathematics clubs

6. Diagnostic test and remedial teaching in Mathematics

- Nature and constructions of diagnostic test
- Error analysis
- Different models of lesson planning
- Annual, term, unit lesson planning
- Criticism of lessons being observed

----- **TEACHING OF ENGLISH** -----

UNIT – I Objectives of teaching and learning of English at Secondary level

- Aims and Objectives of teaching English
- Second languages learning and mother tongue learning
- The function of second language in a multilingual society
- Role of English in India and its place in the School curriculum
- The curriculum of English in the secondary schools
- **Qualities and role of the English teacher**

UNIT –II Methods and approaches –Need and importance

- Grammar cum translation method
- Direct method
- Bilingual method
- Communicative approach
- Structural approach
- Audio-Visual Aids-Importance and types Projective/Non-Projective Aids/Language

UNIT –III Lesson Planning and Teaching of Skill

- Meaning, importance and steps of lesson planning
- Teaching prose
- Teaching poetry
- Teaching grammar
- Teaching composition
- Maxims of teaching

UNIT –IV Inculcation of Skills

- Listening comprehension
- Making notes while listening
- Spoken English: Types and modes of spoken English

- Good reading habits- Reading with appropriate speed for various purposes such as studying, looking for information, scanning etc.
- Good writing habits with correct punctuation
- Languages games

UNIT –V Evaluation – New Directions in Evaluation

- Evaluation in English
- Continuous and comprehensive evaluation, Diagnostic tests and remedial test, remedial technique, enrichment technique.
- Self-evaluation and Self-correcting exercise
- Achievement of records in English
- Writing objectives type test items under the cognitive, affective and psychomotor domains
- Different Kinds of exercises, check lists, probes and process records

-----TEACHING OF HINDI-----

इकाई –1

माध्यमिक स्तर पर हिन्दी शिक्षण के उद्देश्य –

- माध्यमिक स्तर पर हिन्दी भाषा को प्रथम एवं द्वितीय भाषा के रूप में पढाने का उद्देश्य।
- भारत में मातृभाषा के रूप में हिन्दी भाषा एवं माध्यमिक स्तर के पाठ्यक्रम में इसका स्थान।
- माध्यमिक स्तर पर हिन्दी भाषा का पाठ्यक्रम।

इकाई –2

शिक्षण विधि एवं तकनीकी–

- हिन्दी भाषा शिक्षण की विधियाँ एवं तकनीकी।
- हिन्दी भाषा के प्रयोग एवं अभ्यास का महत्व।

इकाई –3

पाठ योजना एवं शिक्षण कौशल–

- हिन्दी गद्य की पाठयोजना एवं शिक्षण।
- हिन्दी कविता की पाठयोजना एवं शिक्षण।
- हिन्दी व्याकरण की पाठयोजना एवं शिक्षण।

इकाई–4

मूल्यांकन–

- मूल्यांकन की नई दिशाएँ।
- सतत एवं बौद्धिक मूल्यांकन
- उपचारात्मक जाँच, निदानात्मक जाँच एवं निदानात्मक तकनीकीयाँ।

इकाई –5

आदतों का निर्माण।

- सुनकर समझना।
- उचित आरोह–अवरोह
- सम्प्रेषण अभ्यास।
- बोलने के विभिन्न तरीके–कथन, कहानी,सस्वर वाचन,नाटक, कविता पाठ।
- पढ़ने की अच्छी आदतें–कथन,विभिन्न उद्देश्यों के लिए उचित गति से पढ़ना–अध्ययन,सूचना प्राप्ति महत्वपूर्ण बिन्दू।
- पाठ्य पुस्तक के विश्लेषण का अभ्यास संगठन के लिए।

-----TEACHING OF URDU-----

UNIT-I Objectives of teaching and learning of Urdu at Secondary Level

- Mother Tongue Learning –role and Importance of Mother tongue.
- Aims and Objectives of Teaching Urdu.
 - As First Language
 - As second Language
 - As Third Language
- Role of Urdu in India and its place in the School Curriculum.
- The Curriculum of Urdu in the Secondary School.

UNIT –II Methods and Approaches

- Translation Method
- Direct Method
- Bilingual Method
- Discussion Method
- Structural Approach
- Communicative Approach

UNIT –III Teaching of Skills

- Teaching Prose
- Teaching Poetry
- Teaching Grammar

UNIT –IV Inculcation Habits

- **Listening Comprehension**
 - Practice in Listening and Comprehension
 - Implications of Stress and Intonation
- **Communication Habits**
 - Use of Spoken Forms in Dialogue, Stories, Reading Aloud. Dramatization and Poetry Reading
 - Correct use of stress and Intonation and Division of Utterance into Meaningful Word-Group
- **Good Reading Habits**
 - Reading with appropriate Speed for Various Purposes Such as Studying, Looking for information, Scanning etc.
 - Reading for overall comprehension, Practice of analyzing a Text for Organization.
 - Reading for Facts, Reasoning, Logical Relationship, Definitions. Generalisations. Understanding Diagrams.
 - **Reading Manuals, Charts, Schedule and Rule Books**
- **Good Writing Habits**
 - Advanced mechanics of Writing i.e., Spelling , Punctuation, indenting. Title and Sub title of Sections Underlining, Quotations,

Use of Parentheses, Use of Abbreviations, Capital Letters and Correct Forms of Address in Letters. Applications etc.

UNIT- V Lesson Planning

- prose-Fictional and Non-Fictional, Informative, Descriptive and Emotional.
- Poetry –Development of the Emotional Aspect. Expression and its Aesthetic sense. Components of poetry Teaching.
- Grammar
- Composition-Relationship between oral and Written Composition
- Audio-Visual Aids-Importance, Types, Production and Usage.

-----TEACHING PRIMARY EDUCATION-----

Importance of Primary Education, Aims and Objective of Primary Education, Curriculum for Elementary Schools; Text book in Primary Education. Teaching Aids Elementary School Building, Library and Laboratory, Single teacher and multiple Class; Methods of teaching different subjects in Elementary Schools; Elementary School teacher and the community; teaching of language skills.

-----TEACHING OF SANSKRIT-----

1. Aims of teaching Sanskrit Contrast and comparison with those of a modern Indian language and a foreign language, specially English.
The Position of Sanskrit in India. The cultural, practical, literary and linguistic value.
2. The place of Sanskrit in School curriculum; the stage at which Sanskrit may be begun, Sanskrit in the early and later stages differences in scope and standards.
3. The ancient Indian Method of language teaching. The Patsala and transaction methods. Their advantages and limitations. The direct method. Its main Principles, possibilities of the different methods being adopted in combination.
4. Sanskrit phonetics, Ear-training and drill.
5. Oral work, drilling vocabulary building, simple oral composition. The use of Kosha and Dhatupathas. Visual Aids, Dramatics, Eurhythmics.
6. Written work-Dictation, transcription, spelling and pronunciation, simple composition exercises, reproduction after oral composition Free composition.
7. Reading to follow conversation, various methods of reading. Their relative merits and demerits. Recitation of prose and poetry. Difference in Structure. Appreciation of the musical quality of Sanskrit passages.
8. Translation. From Sanskrit to mother tongue and Voce-versa. The practical and linguistic values, stage at which to be introduced, Correlation with grammar.

9. Grammar- Inductive, deductive and concentric methods of teaching grammar. Their relative merits Correlation with study of text. Stage at which the study of grammar should begin. Grammatical drill and comparative grammar.
10. The Sanskrit library and the classroom. Their equipment.
11. The Sanskrit teacher, his equipment, knowledge of Sanskrit language and literature and Philology.

-----**TEACHING OF COMMERCE**-----

1. The nature and scope of commerce.
2. Aims of teaching commerce in School curriculum.
3. Syllabus of commerce in Secondary School.
4. Commerce in daily life and class room.
5. The method of teaching Commerce.
 - (i) Discussion method
 - (ii) The Problem method
 - (iii) The Project method
 - (iv) The source method
6. Using Audio –Visual Materials, specimen visiting Bank and post office Excursions.
7. Co- relation of Commerce with other subjects
8. The Commerce teacher
9. Assessment and evaluation in Commerce.

-----**TEACHING OF HOME SCIENCE**-----

Concept and scope of Home Science Aims of teaching Home Science in School; Methods of teaching .Teaching Aids. Home Science Syllabus and its organization; Home laboratories. Text books. Teaching of nutrition and food, Home management. Home decoration; Health Science, textiles and clothing; and Mother, Craft, General ideas of the different branches of Home Science, Evaluation, Practical work :- Laundry, Sewing, Cooking. Home decoration, Home Economics. Sick diet, First Aid.