

# Bihar Head Master Syllabus 2024

## General Studies Syllabus

Topics	
Elementary Mathematics	Indian National Movement
General Awareness	Geography.
General Science	

## B.Ed Syllabus

### Unit 1

Topics	
Children and their childhood: The contextual Realities of Bihar	Understanding Childhood: Developmental Perspective
Factors affecting adolescence: social, cultural, political, and economic	Adolescence: assumptions, stereotypes, and need of a holistic understanding

<p>Dimensions of individual development: physical, cognitive, language, social and moral their interrelationships and implications for teachers (concerning Piaget Erickson and Kohlberg)</p>	<p>The contextual reality of adolescence in Bihar</p>
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*Unit 2*

<p><b>Topics</b></p>	
<p>Inequalities and resistances in society: issues of access, retention, and exclusion</p>	<p>The difference in learners based on Socio-cultural contexts: impact of home languages of learners and language of instruction, the impact of the differential cultural capital of learners</p>
<p>Understanding of differently-Abled learners: slow learners and dyslexic learners</p>	<p>Methods of assessing individual differences: tests, observation, rating scales self</p>
<p>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</p>	

*Unit 3*

<p><b>Topics</b></p>
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<p>School as a site of identity formation in teachers and students; school, culture and ethos, teaching-learning practices and teacher discourse in the classroom evaluation practices; value system and hidden curriculum in school</p>	<p>Concept: Meaning and definitions of education, Processes of education-schooling Instruction, Training and Indoctrination, Modes of education formal Informal and</p>
<p>Understanding Identity Formation: the 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</p>	<p>Education for National development: Education commission (1964-66)</p>
<p>Non-Formal constitutional provisions on education that reflect National ideals: Democracy equality, liberty, secularism, and social injustice</p>	

*Unit 4*

<p><b>Topics</b></p>
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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	Philosophy and Education: Meaning and definitions of philosophy, Branches of philosophy and their relationship with educational problems and issues
Western Thinkers: Plato, Rousseau, Dewey,	Indian Thinkers: RN. Tagore, M.K. Gandhi, Swami Vivekananda, Aurobindo Ghose, Jiddu Krishnamurthi, and Giiubhai Badheka

### Unit 5

<b>Topics</b>	
Prevailing nature and forms of Inequality, including dominant and minor groups and related issues	Inequality in schooling: Public-private schools, rural-urban schools, single teacher schools and many other forms of inequalities in school system 3nq 1tr” processes leading to disparities
Differential quality in schooling: variations in school quality	Right to Education: Bill and its provisions.
Meaning of equality and constitutional provisions	

### Unit 6

<b>Topics</b>	
Relationship of learning with school performance and ability of the learner	Meaning of learning to learn skills; ways of developing self-study
Concept of Motivation; types, techniques of enhancing motivation	Forgetting classroom learning-meaning and its causes; strategies for improving retention of learning
Learning principle in learning problem solving Basic Assumptions and analysis of the relevance of Learning Theories Social, Cognitive & Humanistic learning theories learning as a process of construction of Knowledge-Constructivist Behavioral, Approach to learning	

*Unit 7*

<b>Topics</b>
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<p>Characteristics associated with effective teachers; Teacher professional identity – what does it entail?</p>	<p>Preparing for instruction: Identifying selecting available learning resources or developing required learning resources.</p>
<p>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 to learn; Post-active phase – assessment of learning outcomes reflecting on pre-active, interactive and post-active processes</p>	<p>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</p>
<p>Visualizing: The learner and learning readiness characteristics, the subject matter content and their inter-linkages, the learning resources, approaches/strategies</p>	<p>Preparation of a plan: Unit plan and Lesson plan</p>

Unit 8

<b>Topics</b>	
Questioning Illustration and explanation as teacher competencies influencing student learning in the classroom	Inquiry Strategy as an approach to teaching 'thinking skills and construction of
Motivating the learners and sustaining their attention-importance of stimulus variation and reinforcement as skills	Approaches to Small Group and Whole group Instruction: Cooperative and
The strategy of Teaching -a) Expository Strategy as an approach. LA-teaching for	Knowledge: Concept attainment/ Concept formation, Inductive thinking Problem-based learning/Project Based Learning
Understanding: Presentation – discussion – demonstration, the Advance Organizer	Collaborative approaches to learning- Brainstorming Roleplay and Dramatization, Group discussion, simulation and Games, Debate, Quiz and seminar

Unit 9

<b>Topics</b>
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<p>The social and cultural context of language: Language and Gender, Language and Identity language and Power, language and Class (Society)</p>	<p>Constitutional provisions related to languages in India</p>
<p>How children learn a language with special reference to Chomsky, Piaget, and Vygotsky.</p>	<p>Position of Languages in India; articles 343-351, 350A</p>
<p>The political context of language; multilingual perspective of India and Bihar</p>	<p>Languages; imagination, creativity, sensitivity, skill development</p>
<p>Language and construction of knowledge; understanding the objectives of learning</p>	<p>A critical review of Medium of Instruction; Different school subjects as registers</p>

*Unit 10*

<p><b>Topics</b></p>	
<p>What are Academic Disciplines? Need/Perspectives of the classification of Human</p>	<p>What criteria can be used for quality assurance of interdisciplinary subjects</p>



The Philosophical Perspective: Unity and plurality	The educational Perspective: Teaching and Learning Research in subject/discipline- Methods of data collection in the subject Drawing conclusion, generalization, and theory development Preparing & reference notes and
Knowledge into disciplines & Subjects	The Management Perspective: Market and organization
The Sociological Perspective: Professionalization and Division of Labor	What is Interdisciplinary learning? The interdisciplinary learning-a dialectical process
The Anthropological Perspective: Culture and Tribes	The Historical Perspective: Evolution and Discontinuity

*Unit 11*

<b>Topics</b>	
The paradigm shift from women studies to gender studies	Teacher as an agent of change
Hislo-fiscal background: Some landmarks from social reform movements of the nineteenth and twentieth centuries with a focus on women's experiences of education	Gender, culture, and institution: Intersection of class, religion, and region

<p>Equity and equality in relation with caste, class, religion, ethnicity, disability, and Region</p>	<p>Methods, Inductive deductive, lecture, discussion, multilingual, source method observation method, laboratory method, project, and problem-solving method and their advantages and limitation &amp; comparisons</p>
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*Unit 12*

<p><b>Topics</b></p>	
<p>Ideologies and educational vision; (iii) economic necessities; (iv) technological</p>	<p>Purpose and objectives of assessment-for placement! Providing feedbacks grading promotion, certification, diagnostic of learning difficulties</p>
<p>Determinants of the curriculum at the nation or state-wide level; (i) social-political culture-geographical-economic diversity; (ii) socio-political aspirations, including</p>	<p>Concept of an inclusive school- infrastructure and accessibility, human resources attitudes to disabling whole school approach, community-based education</p>
<p>Possibilities; (v) cultural orientations; (vi) national priorities; (vii) system of "inclusion" and power relations; and (viii) international contexts</p>	<p>Reporting students performance- progress reports, cumulative records profiles, and their uses, Portfolios.</p>

Concept of test, measurement, examination, appraisal, evaluation and they're inter relationships	Understanding peace as a Dynamic Social Reality
Determinants of the curriculum at the nation or state-wide level; (i) social-political culture-geographical-economic diversity; (ii) socio-political aspirations, including	Concept of health, importance, dimensions, and determinants of health; Health needs of children and adolescents, including differently-abled children
Developing Resources in Schools for Guidance”	

## Languages Syllabus

<b>Topics</b>	
Hindi	English