

Prakash
15/12/15

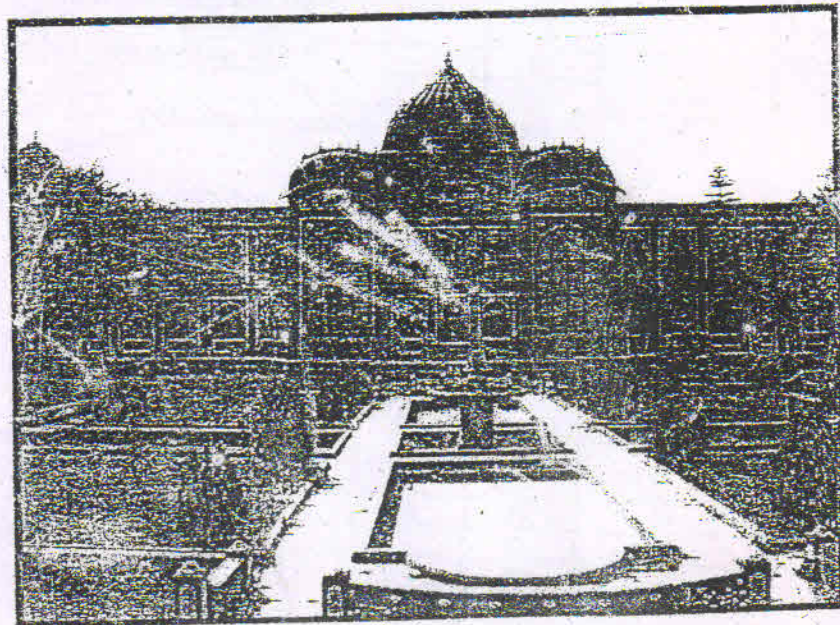


LALIT NARAYAN MITHILA UNIVERSITY
KAMESHWARANAGAR, DARBHANGA

Two- Year

Bachelor of Education (B.Ed.) Programme

(Syllabus)



Prakash
15/12/15

L.N. MITHILA UNIVERSITY
KAMESHWARANAGAR, DARBHANGA
Syllabus for Two Year B.Ed. Programme

Scheme of Study

1 st Year					
ANNUAL DISTRIBUTION OF COURSES					
Course No.	Course Name	Credit	Theory	Practicum*	Full Marks
Course 1	Childhood and Growing Up	4	80	20	100
Course 2	Contemporary India and Education	4	80	20	100
Course 3	Learning and Teaching	4	80	20	100
Course 4	Language across the Curriculum	2	40	10	50
Course 5	Understanding Disciplines and Subjects	2	40	10	50
Course 6	Gender, School and Society	2	40	10	50
Course 7a	Pedagogy of School Subject-Part-I	2	40	10	50
Course EPC1	Reading and Reflecting on Texts	2	40	10	50
Course EPC2	Drama and Art in Education	2	40	10	50
Course EPC3	Critical Understanding of ICT	2	40	10	50
Total		26	520	130	650

* Engagement with the Field: Tasks and Assignments for Courses 1-6 & 7a

2 nd Year					
ANNUAL DISTRIBUTION OF COURSES					
Course No.	Course Name	Credit*	Theory	Practicum**	Full Marks
Course 7b	Pedagogy of School Subject-Part-II	2	40	10	50
Course 8	Knowledge and Curriculum	4	80	20	100
Course 9	Assessment for Learning	4	80	20	100
Course 10	Creating an Inclusive School	2	40	10	50
Course 11	Optional Course***	2	40	10	50
Course EPC4	Understanding the Self	2	40	10	50
School Internship		10	-	-	250
Total		26	320	80	650

* One Credit is equal to 16 hours for theory and for practicum 32 hours

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

*** Each student-teacher will take One Optional Paper

FIRST YEAR

Course 1: Childhood and Growing Up

Course Objectives:

The student-teachers will be able to

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

Unit 1: Understanding Childhood

- a) Concept of Childhood : Historical and contemporary Perspectives; major discourse
- b) Key Factors during Childhood: Family, Neighborhood, Community and School
- c) Children and their Childhood: The Contemporary realities with special focus on Bihar
- d) Development of learner: physical, cognitive, language, social, and moral; their interrelationships and implications for teachers (with reference to Piaget, Erickson and Kohlberg)

Unit 2: Understanding Adolescence

- a) Concept of Adolescence: stereotypes and need of understanding, major issues and factors
- b) Understanding Stages of development with special emphasis on adolescence
- c) Adolescence: activities, aspirations, conflicts and challenges of learner; the role of teacher, family, community and state
- d) The contemporary reality of adolescence with special focus on Bihar

Unit 3: Understanding Socialization and the Context of the Learner

- a) Concept of Socialization: major perspectives, education as a medium and key factors
- b) Socialization: the context of family, community and school
- c) Gender Identities and Socialization Practices in: family, schools, other formal and informal organization; Schooling of Girls
- d) Process of Socialization and social realities (with special focus on Bihar): Inequalities, conflict, marginalization

Unit 4: Understanding Differences in Learners

- a) Difference in learners based on socio-cultural contexts
- b) Dimensions of differences in psychological attributes: cognitive, abilities, interest, aptitude, creativity, personality,
- c) Understanding differences based on a range of cognitive abilities: learning difficulties, slow learners and dyslexics, intellectual deficiency, intellectual giftedness
- d) Implication for catering to individual variations in view of 'difference' rather than 'deficit' perspective

Unit 5: Learner's Identity Development

- a) Understanding 'Identity Formation'
- b) Determinants of identity formation in individual and groups; social categories such as caste, class, gender, religion, language and age; peer group
- c) School as a site of identity formation in teacher and students
- d) The influence of media, technology and globalization on identity formation

Sessional Work

- **Assignment** (Any two of the following) (Concerned teacher can devise assignment as per requirement of the course)
 1. Critical analysis of classroom instruction in the light of the understandings developed
 2. Case study of a learner with behaviour problem/talented child/a LD child/a slow learner/a disadvantaged child
 3. Observing children in their natural setting
 4. Study of intelligence of at least 5 school children and relating it with achievement and other background factors

Suggested Readings:

- Benjafield, J.G. (1992). *Cognition*, Prentice Hall, Englewood Cliffs.
- Brown, J.S., Collins A and Dugrid, P (1989). *Situated Cognition and the Culture of Learning*, Educational Researcher, 32-42.
- Denise Pope (2001), *Doing School: How we are creating a Generation of Stressed Out, Materialistic, and Miseducated Students*. New Haven: Yale University Press.
- Gagné, R. M. (1985) *The Conditions of Learning and Theory of Instruction* (4th edition). New York: Holt, Rinehart and Winston
- Gardner, Howard (1989). *Frames of Mind. The Theory of Multiple Intelligences*, Basic Books, New York.
- Jeanne, Ellis Ormrod. *Educational Psychology: Developing Learners*. Fourth Edition
- Jeffrey Arnett (2007), *Adolescence and Emerging Adulthood: A Cultural Approach*. (3rd. ed.). Upper Saddle River, N.J.: Pearson.
- Lindgren, H.C. (1980). *Educational Psychology in the Classroom* Oxford University Press, New York.
- Patricia A. Alexander, Philip H. Winne (2006) *Handbook of Educational Psychology*
- Sarangapani M. Padma(2003.), *Constructing School Knowledge :An Ethnography of learning in an Indian Village*, Sage Publication
- Sturt Mary, Oakden, E.C. (1999) *Modern Psychology and Education*, Routledge.
- Vygotsky, L.S. *Mind in Society*, Harvard University Press: Cambridge, 1978. Chapter 6.
- Woolfolk, A.E. (2009) *Educational Psychology* (11th Edition) (My Education Lab Series) Prentice Hall

Course 2: Contemporary India and Education

Course Objectives:

The student-teachers will be able to

1. Understand the importance of universalisation of secondary education and the constitutional provisions for realizing it
2. Examine the issues and concerns related to universalisation of secondary education
3. Analyse the strategies used for realization UEE and the outcomes of their implementation.

4. Realize the need and importance of equity and equality in education and the constitutional provisions for it.
5. Identify the various causes for inequality in schooling
6. Realize the importance of Right to Education and the provisions made for realizing it.
7. Understand the importance of indicators, standards and strategies for enhancement of quality in secondary schools
8. Understand the need and importance of education for peace and the national and international efforts towards it.
9. Examine the issues and concerns related to global and local environmental crisis
10. Explores the strategies for sensitizing the learners towards environmental conservation
11. Understand the Action measures taken for Environmental Conservation and its sustainability at the international level.
12. Explore the school curriculum for integrating environmental concerns

Unit-1: Constitutional Provisions and Education

- a) Constitutional provisions of education
- b) Policies and programmes for realizing the constitutional obligations
- c) Universalisation of Elementary education- issues and concerns, Role of SSA
- d) Right to Education Act 2009

Unit-2: Universalisation of Secondary Education

- a) Concept, aims and problems of Secondary Education
- b) Secondary Education Commission-1952-53, Indian Education Commission-1964-66- their recommendations on secondary education
- c) Universalisation of Secondary Education (USE)- Role of RMSA
- d) Salient features of NPE 1986 Revised Education Policy 1992 and National Knowledge Commission (NKC) with reference to school education

Unit-3: Equity & Equality in Education

- a) Meaning of Equality of Educational Opportunities
- b) Constitutional provisions for ensuring equity
- c) Nature and forms of inequality including dominant and minor groups, gender
- d) Inequality in schooling: public-private schools; Rural-urban-tribal schools, and schools for differentially-abled

Unit-4: Quality in education

- a) 'Quality education'- meaning and implications
- b) Indicators of quality: related to learning environment, Student Outcomes
- c) Quality education- its accreditation
- d) Enhancement of quality in secondary schools

Unit-5: Peace Education

- a) Concept of Peace; Peace as a dynamic Social Reality
- b) Relevance of Peace: national and international contexts
- c) Role of education in promotion of peace: implications for pedagogy
- d) Teacher role in promoting peace

Sessional Work

- **Assignment** (Any two of the following) (Concerned teacher can devise assignment as per requirement of the course)
 1. Presentation on the reports and policies on USE
 2. Analysis of school curriculum for integrating environmental concerns

3. Conduct surveys of various educational contexts (eg. Schools of different kinds) to identify various forms of inequality
4. Individual or group projects to visualize feasible school-based strategies for contributing to 'peace' and 'environmental conservation'

Suggested Readings:

- Anand, C.L. et.al. (1983). *Teacher and Education in Emerging Indian Society*, NCERT, New Delhi.
- NCERT (1993). *Teacher and Education in Emerging Indian Society*, New Delhi
- Govt. of India (1986). *National Policy on Education*, Min. of HRD, New Delhi.
- Govt. of India (1992). *Programme of Action (NPE)*. Min of HRD.
- Mohanty, J., (1986). *School Education in Emerging Society*, Sterling Publishers.
- MacMillan, New Delhi.
- NCERT (1986). *School Education in India – Present Status and Future Needs*, New Delhi.
- Ozial, A.O. *Hand Book of School Administration and Management*, London, Macmillan.
- Salamatullah, (1979). *Education in Social context*, NCERT, New Delhi.
- Ministry of Education. 'Education Commission "Kothari Commission". 1964-1966. Education and National Development. Ministry of Education, Government of India 1966.
- *National Policy on Education. 1986*. Ministry of HRD, Department of Education, New Delhi.
- *Seventh All India School Education Survey*, NCERT: New Delhi. 2002
- UNDPA. *Human Development Reports*. New Delhi. Oxford: Oxford University Press.
- UNESCO. (2004) *Education for All: The Quality Imperative. EFA Global Monitoring Report*. Paris.
- Varghese, N.V. (1995). *School Effects on Achievement: A Study of Government and Private Aided Schools in Kerala*. In Kuldeep Kumar (Ed.) *School effectiveness: and learning achievement at primary stage: International perspectives*. NCERT. New Delhi.
- UNESCO's *Report on Education for sustainable development*.
- Ministry of Law and Justice (2009) *Right to Education*. Govt of India
- Govt of India (1992) *Report of Core group on value orientation to education, Planning commission*
- Arvind Kumar (2003). *Environmental challenges of the 21st century*, APH Publishing corporation, New Delhi

Course 3: Learning and Teaching

Course Objectives:

The student-teachers will be able to

1. Reflect on their own implicit understanding of the nature and kinds of learning
2. Gain an understanding of different theoretical perspectives on learning
3. Demonstrate understanding of the role of a teacher at different phases of instruction
4. Write instructional objectives teaching of a topic
5. Demonstrate understanding of different skills and their role in effective teaching
6. Use instructional skills effectively

Unit 1 Understanding Learning

- a) Nature of learning: learning as a process and learning as an outcome
- b) Types of learning: factual, associations, conceptual, procedural, generalizations, principles and rules, attitudes, values and skills
- c) Pedagogic principles for organizing learning: behaviouristic, humanistic and constructivistic

- d) A critical analysis of the relevance and applicability of various learning theories for different kinds of learning situations

Unit 2 Factors Influencing Learning

- a) Biological and hereditary factors influencing learning
- b) Factors related to the subject matter content and learning material and method of learning; attention, motivation and readiness as factors influencing scholastic learning
- c) Factors influencing remembering and forgetting, conceptual organization and reorganization, scaffolding,
- d) Role of the teachers, school and parents in addressing various factors influencing learning: a few strategies

Unit 3 Understanding Teaching

- a) Teaching as a planned activity – its elements and assumptions
- b) Phases of teaching: pre-active, interactive and post-active.
- c) Proficiency in teaching: meaning and place of awareness, skills, competencies and commitment; general and subject related skills and competencies required in teaching
- d) Teacher's professional identity- what does it entail?

Unit 4 Pre-active and Interactive Phases of Teaching

- a) Teacher roles and functions in the pre-active phase –
 - Understanding the learner and learner readiness characteristics, the subject matter content and their inter-linkages,
 - Specification of objectives
 - Selecting the appropriate instructional approaches, strategies and learning resources
 - Preparation of a Plan: Unit Plan and Lesson Plan
- b) Teacher roles and functions in the interactive phase - facilitating and managing learning; Expository Strategy (Presentation-discussion-demonstration, the Advance Organizer Model), Inquiry Strategy (Concept Attainment/ Concept Formation, Inductive Thinking, Problem Based Learning/Project Based Learning)
- c) Interactive Phase of Teaching – Approaches and Skills of Teaching
 - 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
 - Instructional Skills: Structuring, Soliciting and Reacting, Verbal and Non-verbal, Feedback and Reinforcement, Discourse, Demonstration and Modelling

Unit 5 Post-active Phase of Teaching and Learners' Evaluation

- a) Teacher roles and functions in the post-active phase: evaluation of pupil learning, evaluation
- b) Generating feedback on all three phases of teaching
- c) Reflection and appraisal for professional development in teaching: self-reflection, observation and feedback by peers
- d) Analysis of teaching using different media, appraisal by students

Sessional Work

- Assignment (Any two of the following)
 1. Study of instructional practices with reference to use of classroom skills
 2. Classification of instructional objectives of a lesson under domains and levels
 3. Writing instructional objectives for different content categories
 4. Construction of Unit/Lesson Plan
 5. Practice of skills in a simulated situation

Suggested Readings:

- Bloom, B S., Englehart M D, Furst E J, Hill W H and Khrathwohl, D R (1956, 1964) *Taxonomy of Educational Objective Handbook 1, Cognitive Domain, Handbook 2, Affective Domain*, Longman London
- Buch, M B and Santharam M R (1972) *Communication in Classroom*, CASE, Faculty of Ed. & Psy. M S Univ. Baroda
- Davis, Irork (1971) *The Management of Learning*, McGraw Hill, London
- Jangira N K and Ajit Singh (1982) *Core Teaching Skills: The Microteaching Approach*, NCERT, New Delhi
- Nagpure, V. (1992) *Teacher Education at Secondary Level*, Himalaya Publishing House, 'Ramdoot', Dr Balerao Marg, Girgaon, Bombay 400 004.
- Passi, B K (1976) *Becoming better teacher-Micro-teaching Approach*, SahityaMudranalaya, Aahmedabad
- Sharma, R A (1983) *Technology of Teaching*; International Publishing House, Meerut
- Kumar, K L (1996) *Educational Technology*, New Age International (P) Ltd Publishers, New Delhi
- Singh, L C *Microteaching: Theory and Practical*, National Psychological Corporation, Agra

Course 4: Language across the Curriculum

Course Objectives:

The student-teachers will be able to

1. Have a conceptual understanding of language;
2. Understand the language background of students as first or second language users of the language used in teaching the subject;
3. Understand multilingualism in the classroom, school language and home language;
4. Develop sensitivity with respect to language diversity that exists in the classroom;
5. Understand the nature of classroom discourse

Unit 1: Learner and their Language

- a) Meaning of Language; various forms, systems and properties
- b) Understanding the knowledge of language in learners
- c) Language capital of learners before school entry
- d) How children learn language with special reference to Skinner, Chomsky, Piaget and Vygotsky
- e) Difference between acquiring language and learning language

Unit 2: Context and Perspectives of Language

- a) Social, cultural and political context of language
- b) Language and identity
- c) Language and power

- d) Language and Gender
- e) Multilingual perspective of India and Bihar
- f) Constitutional provisions related to languages in India

Unit 3: Language- School Curriculum

- a) Language as a 'subject' and as a 'medium' in school
- b) Language, dialect and script
- c) Role and importance of language in the curriculum
- d) Place of mother language in present school curriculum
- e) Understanding the objectives of learning languages: imagination, creativity, sensitivity, skill development
- f) Medium of instruction : suggestions of different commissions
- g) Major debates about languages in classroom discourse

Sessional Work

- Assignment (select any two of the following)(Concerned teacher can devise assignment as per requirement of the course)

Course 5: Understanding Disciplines and Subjects

Course Objectives:

The student-teachers will be able to

1. Understand the basic premises of subject/discipline
2. Understand the need for classification of human knowledge
3. Know required basic competencies for effective transaction of knowledge
4. Know how to enhance knowledge of the discipline
5. Importance of research for advancement of subject/discipline

Unit 1: Basic Understanding of subject and disciplines

- a) Human knowledge and need of classification of knowledge into subject/discipline- Language, Social Science, Science and Mathematics
- b) Difference between subject and discipline
- c) Nature and scope of subject/discipline
- d) Basic premises and philosophy of subject
- e) Aim of subject/discipline for learners development in the national context

Unit 2: Competencies for the subject/discipline

- a) Mastery over the subject
- b) Communicating the subject
- c) Subject specific terms and their uses
- d) Projects/activities in the subject

Unit 3: Advancement of the subject/discipline

- a) Research in subject/discipline
- b) Methods of data collection in the subject
- c) Drawing conclusion, generalization and theory development
- d) Preparing reference, notes and bibliography

Sessional Work

- Assignment (select any two of the following)(Concerned teacher can devise assignment as per requirement of the course)

Course 6: Gender, School and Society

Course Objectives:

The student-teachers will be able to

1. Develop basic understanding and familiarity with key concepts- gender, gender bias, gender stereotype, empowerment, gender parity, equity, and equality, patriarchy and feminism;
2. Understand the gradual paradigm shift from women' studies to gender studies and some important landmarks in connection with gender and education in the historical and contemporary period;
3. Learn about gender issues in school, curriculum, textual materials across disciplines, pedagogical processes and its intersection with class, caste, religion and region; and
4. Understand how gender, power and sexuality relate to education (in terms of access, curriculum and pedagogy).

Unit 1 Gender Issue:: Key Concepts:

- a) Gender, sex, sexuality, patriarchy, masculinity, feminism
- b) Gender bias, gender stereotyping, and empowerment
- c) Paradigm shift from women's studies to gender studies
- d) Contemporary period: Recommendations of policy initiatives, commissions and committees, schemes, programmes and plans.

Unit 2 Gender, Power and Education

- a) Theories on Gender and Education: Application in the Indian context-Socialization theory, Gender differences, Structural theory
- b) Gender identities and socialization practices in: Family, Schools and Other formal and informal organizations
- c) Schooling of girls: Inequalities and resistances (issues of access, retention and exclusion)

Unit 3: Gender issues in Curriculum

- a) Gender, culture and institution: Intersection of class, caste, religion and region
- b) Curriculum and the gender questions
- c) Gender and hidden curriculum
- d) Gender in text and context (textbooks, classroom processes, including pedagogy)
- e) Teacher as an agent of change

Sessional Work

- Assignment (select any two of the following)(Concerned teacher can devise assignment as per requirement of the course)

- b) Shifting Trends in assessment Philosophy
- c) Construction of test design and subject question paper along with marking scheme
- d) Diagnosing basic causes of difficulties in learning of Philosophy -concept, generalizations, problem-solving and proof
- e) Planning remedial teaching strategies based on the perceived causes, implementing and evaluating the strategies

Sessional Work

- Assignment (select any two of the following)(Concerned teacher can devise assignment as per requirement of the course)
 1. Designing learning activities, appropriate strategies, selecting/preparing learning resources; assessment techniques and tools, etc.
 2. Analysis of unit/chapter in subject textbook to identify the concepts, principles and processes and to understand the underlying the subject structures
 3. Analysis of subject textbook of the concerned class taught by the pupil-teacher (content, exercises, activities, activities, activities and overall presentation of the book)
 4. Critical analysis of teaching skills and strategies used in a lesson taught in a class or lesson plan in a nearby school
 5. Identification of learning difficulties experienced by students in a lesson and evaluation of the diagnostic and remedial strategies adopted by the teacher in a nearby school

Suggested Readings:

1. Victor, P George (2002), *Teaching Philosophy in 21st Century*, D. K. Print World, Delhi
2. Scheffler, Israel (1956), *Philosophical Models of Teaching*, Harvard Educational Review
3. Fletcher, BA (1961), *A Philosophy for a Teacher*, Oxford Press, New York
4. Scheffler, Israel (1973), *Reason and Teaching*, London
5. Brookfield, S (1990), *The Skillful Teacher*, Sanfrancisco
6. Goodyear, GE & Allchin, D (1998), 'Statement of Teaching Philosophy' *To Improve the Academy*, 17, 103-22

Course EPC 1: Reading and Reflecting on Texts

Course Objectives:

The student-teachers will be able to

1. To engage with reading interactively-individually and in small groups;
2. Reading a variety of text and reflexively placing what one has read;
3. Develop strategies for different types of reading skills;
4. Writing with a sense of purpose;
5. Responding to a text with one's own opinion or writing.

Unit 1: Speaking and Reading Skills

- a) Definition, Components: Punctuation, Articulation, Public Speaking, Telephone etiquette

- b) Definition of Reading, Levels of Reading, Techniques of Reading
- c) Different types of reading skills and strategies
- d) Reading a variety of texts as empirical, conceptual, historical work, policy documents, studies about school and teaching-learning
- e) Reading Narrative texts, expository texts from diverse sources, autobiographical narratives, field notes and ethnographies

Unit 2: Improving Written, Communication and Presentation Skills

- a) Writing and Expressing,
- b) Organizing content and preparing an outline, Constructing Meaningful Sentences
- c) Responding to a text with one's own opinion or writing
- d) Analysing audience and locale and Making Effective Presentations

Unit 3: Reflecting on Texts

- a) Simple meaning of the text
- b) Reading between the lines- hidden meaning of text
- c) Reading biographies, anecdotes, notes
- d) Preparing notes

Sessional Work

- Assignment (select any two of the following)(Concerned teacher can devise assignment as per requirement of the course)

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

- a) *Deevaswapna* by Gijubhai Badheka
- b) *De-schooling Society* by Ivan Illich
- c) *Juthan* by OmprakashValmiki
- d) *Tottochan*
- e) *National Policy on Education 1986*
- f) *Learning without Burden*-Yashpal Committee Report

Course EPC 2: Drama and Art in Education

Course Objectives:

The student-teachers will be able to

1. Extend their awareness through multiple perspectives, to look at reality through fantasy;
2. Live or relive moments and evoke or even recreate situations;
3. Understand the medium, in order to transpose learners into different time and space, to shape their consciousness through introspection and collective experiences;
4. Understanding the self and as a form of self-expression for enhancing creativity

Unit 1: Drama as Performing Art

- a) Understanding the concept of Drama and its relevance for Education
- b) Drama as pedagogy
- c) Organizing drama: preparatory activities and resources, dramatic society
- d) Forms of Drama : solo, group
- e) Playing Drama: story, dialogue, characters, symbols, creating different situations
- f) Knowledge of Indian and regional drama traditions
- g) Social Relevance of dance and Drama in Contemporary Indian Scene
- h) Appreciating art of drama in learners

Unit 2: Visual Arts and Crafts

- a) Understanding visual arts and crafts with their relevance for Education
- b) Visual arts and crafts as pedagogy
- c) Visual arts and crafts : different forms, basic resources and their use
- d) Knowledge of Indian Craft Traditions and regional folk arts
- e) Appreciating visual arts and crafts in learners

Unit 3: Art –aided Learning and role of a Teacher

- a) Integrating Drama with school curriculum
- b) Dance/drama research and other component of correlated arts
- c) Integrating Arts and Crafts with school curriculum
- d) Visualizing School and Classroom as a space for art aided learning
- e) Preparation of teacher for art aided learning
- f) Role of Media and technology in the study and propagation of dance/drama

Sessional Work

- **Assignment** (Any two of the following)(Concerned teacher can devise assignment as per requirement of the course)

Course EPC 3: Critical Understanding ICT**Course Objectives:**

The student-teachers will be able to

1. Appreciate the concept of integration of Information and Communication Technology with Education
2. Assure a positive role in Technology Medicated Communication in the classroom
3. Benefit from the computers and internet for Educational research and interaction.
4. Employ various technological equipment/amenities and the application software in, skillfully and intelligently producing, structured Educational Courseware for use in methodologies (teaching subjects)
5. Evaluate Educational Software and Computer Based Educational Courseware.

Unit 1: Concept of Information and Communication Technology (ICT)

- a) ICT in Education: Concept, need and importance of ICT in Education.
- b) Difference between Educational Technology, Communication Technology and Information Technology.
- c) Challenges in integrating Information and Communication Technology in School Education in the scenario of schools in Bihar

Unit 2: Interaction through Computers and Internet

- a) Computer Fundamentals: Meaning, characteristics, Basic components (hardware and software) and functioning of a computer (through Block Diagram)
- b) Using Computer in Schools: Instruction (including Computer Based Instructions, Computer Assisted Instructions, and Computer Managed Instruction), Computer Based Education and Computer Managed Education (with special focus on Admission, Administration, and Evaluation).

- c) Internet: Use of Internet in Education, Research & Communication: including e-learning and Educational uses of search engines, e-mail, educational chat rooms, blogs, discussion groups/boards, e - conferencing.
- d) Technology Mediated Communication: Concept of Classroom (Technology Mediated) Communication. Role of a Teacher in Technology Mediated Communication.

Unit 3: ICT and Evaluation

- a) Educational Software: Concept, need and Evaluation of Educational software.
- b) Question Bank Development in school scenario (with inbuilt Evaluation mechanism): Developing Question Bank using Hot Potatoes with different types of questions such as multiple choice, short answers, jumbled sentences, crossword, match, order, gap-fill exercises.
- c) Technology supported presentations/projects/assignments: Concept, need and Evaluation of Students' Educational MM presentations/projects/assignments.

Sessional Work

- Assignment (Any two of the following)(Concerned teacher can devise assignment as per requirement of the course)
 1. Development of Software: Transparencies / Slides /Scripts / Scenarios.
 2. Development of Programmed Learning Material
 3. Development of Learning Multimedia Package.
 4. Organizing workshop on Handling Hardware.
 5. Preparation of Low-Cost / Improvised Material.
 6. Conducting a Lesson using OHP / Slide Projector / Video / Computer.

Suggested Readings:

- Cancian, D., et.al. (2007). *X-elerated Professional Development for Integration of Technology in Teacher Education*. Pre-service Curriculum with CD ROM and Hand Book for Teacher Educators. ND: Learning Links Foundation (Intel Corporation)
- Chauhan, S. (Ed.) (2008). *Sankalan-Collection of Technology Supported Lesson Plans*. Delhi: UniversitySchool of Education. Guru Gobind Singh IP University.
- *Computers and Communication Technology*. (2008). Part I & II (Class XI), available online on the National Council of Educational Research and Training, New Delhi website: www.ncert.nic.in
- *Computers in Education* (2000). Indira Gandhi National Open University, Delhi: <http://www.ignou.ac.in>
- Dutt, N.K. &Jaiswal, L.C. (2008) *Computer Shiksha*. Delhi: Doaba Book House.
- Goel, H.K. (2007). *Computer Shiksha*. Merrut: Surya Publication.
- *Guide to measuring Information and Communication Technologies in Education*. (2009). Canada: UNESCO Institute for Statistics. Retrieved from: <http://www.uis.uesco.org>
- Hot Potatoes™ available at <http://web.uvic.ca/hrd/hotpot/>
- Mayer, R.E. (2002). Cognitive Theory and the Design of Multimedia Instruction: An Example of the Two - Way Street between Cognition and Instruction. *New Directions for Teaching and Learning*. Number 89. 55-71.
- Menaria, S. & M. M. (2006). *Computer Shiksha*. Udaipur: Ashutosh Publication.
- Morrison, G.R., Lowther, D.L. &Demeulle L. (1999). *Integrating Computer Technology into the Classroom*. United States of America: Merrill (Prentice Hall)
- Moursund, D. (2005). *Introduction to Information and Communication Technology in Education*. Retrieved from website of University of Oregon: www.uoregon.edu
- National Policy on ICT in School Education. (2010). New Delhi: Department of School Education and Literacy. Ministry of HRD, GOI. Retrieved from: http://mhrd.gov.in/ict_school
- Rajasekar, S. (2010). *Computers in Education*. ND: Neelkamal Publications Pvt. Ltd.

- Roblyer, M.D. (2008). *Integrating Educational Technology into Teaching*. New Delhi: Pearson Education, South Asia, India.
- *Shiksha Mein Computer* (2001). Available on website of Indira Gandhi National Open University, Delhi: <http://www.ignou.ac.in>
- Singh, Kamal Deep. (2012). *Lesson through Multimedia*. N. Delhi: Arya Book Depot.
- Singh, Kamal. D., & Kaur, D. (2008). *Using Computers in Education*. New Delhi: Dhanpat Rai Publishing Company (Pvt.) Limited.
- Varanasi, L., Sudhakar, V. & Mrunalini, T. (2004). *Computer Education*. New Delhi: Neelkamal Publications Pvt. Ltd.
- Walia, J.S. (2008). *Foundations of Computer Education and Applications*. Punjab: Ahim Paul Publishers.

School Internship

Having gained some experience with the child, the community and schools during the course works in institutes, the student-teachers need to be sent to schools for firsthand experience. During the first year, to support better understanding of schools and in preparation of Internship, teacher education institutes shall make provisions for visits to innovative centres of pedagogy and learning - innovative schools, educational resource centres, etc. and to a designated school for at least four weeks.

SECOND YEAR

Course 7b: Pedagogy of a School Subject- Part-II

Student-teacher has to select one more pedagogy subject listed under Course 7a (Pedagogy of the School Subject- Part-I). They cannot choose same subject or two languages together.

Course 8: Knowledge and Curriculum

Course Objectives:

The student-teachers will be able to

1. Understand the concept of knowledge according to various school of thought;
2. Understand different ways of knowing, knowledge construction; the relative roles of knower and known in knowledge transmission and construction
3. Understand meaning, nature and purpose of education
4. Understand Constitutional provisions related to Education
5. Understand Vision of education according to National Curriculum Framework and State Curriculum Framework
6. Interrelation among knowledge, curriculum and aims of Education and role of Teacher as a critical pedagogue
7. Trace the educational ideas of following thinkers and outline their relevance in present context
8. Understanding the meaning and nature of Curriculum and Need for Curriculum in Schools;
9. Curriculum visualised at different levels: National-level, state-level, school-level; class- level and related issues;
10. Understand the broad determinants of curriculum making(at the national or state –wide level);
11. Understanding different approaches to curriculum development;

Unit 1: Epistemological bases of Education

- a) Concept of knowledge, distinction between knowledge, skill, teaching, training, information, reason & belief
- b) Knowledge according to various school of thought *i.e.* idealism, naturalism, empiricism and pragmatism
- c) Knowing Process : Different ways of knowing, knowledge construction, the relative roles of knower and known in knowledge transmission and construction, knowing in school
- d) Determinants of knowledge in School

Unit 2: Meaning and Nature of Education

- a) Meaning and nature of education : natural or social process, intentional or unintentional, activity or process, notions of an educated person
- b) Purpose of Education: individual development or social transformation, providing knowledge or information, worthiness of education and who decides it
- c) Vision of Indian education; multiple perspectives (social, cultural, religious, political); Constitutional provisions
- d) Vision of education according to National Curriculum Framework (NCF 2005) and State Curriculum Framework (BCF 2008)

Unit-3: Educational Ideas of Contemporary Thinkers

- a) Swami Vivekananda
- b) Sri Aurobindo
- c) Rabindranath Tagore
- d) Mahatma Gandhi
- e) Gijubhai Badheka
- f) J. Krishna Murthy
- g) John Dewey
- h) Paulo Freire

Unit 4: Concept of Curriculum

- a) Understanding the meaning and nature of Curriculum: Need for Curriculum in Schools
- b) Differentiating Curriculum Framework, Curriculum and Syllabus : their significance in school education, Notion of the textbook
- c) Facets of Curriculum : Core Curriculum-significance in Indian context; 'Hidden' Curriculum
- d) Curriculum visualised at different levels: National-level, state-level, school-level; class- level and related issues (connections, relations and differences)

Unit 5: Curriculum Development (at School Level)

- a) Determinants of curriculum making: Social-political-cultural-geographical-economic diversity; National priorities, International context
- b) Considerations in curriculum development- forms of knowledge, learners characteristics, teachers experience
- c) Approaches to curriculum development: subject-centred; environmentalist (incorporating local concerns); behaviourist; competency-based (including minimum levels of learning); learner centred and constructivist.
- d) Processes of curriculum making- formulating aims, criteria for selecting knowledge, organising fundamental concepts, Selection and organisation of learning situations
- e) Operationalizing curriculum into learning situations, curriculum evaluation and revision

Sessional Work

- Assignment (Any two of the following) (Concerned teacher can devise assignment as per requirement of the course)

Course 9: Assessment for Learning

Course Objectives:

The student-teachers will be able to

1. Understand the nature of assessment and evaluation and their role in teaching-learning process.
2. Understand the perspectives of different schools of learning on learning assessment
3. Realise the need for school based and authentic assessment
4. Examine the contextual roles of different forms of assessment in schools
5. Understand the different dimensions of learning and the related assessment procedures, tools and techniques
6. Develop assessment tasks and tools to assess learners performance
7. Analyse, manage, and interpret assessment data
8. Analyse the reporting procedures of learners performance in schools
9. Develop indicators to assess learners performance on different types of tasks
10. Examine the issues and concerns of assessment and evaluation practices in schools
11. Understand the policy perspectives on examinations and evaluation and their implementation practices
12. Traces the technology bases assessment practices and other trends at the international level

Unit 1: Perspectives on Assessment and Evaluation

- a) Meaning of Assessment, Measurement, Tests, Examination, Appraisal, and Evaluation and their interrelationships; Principles of assessment and evaluation,
- b) Behaviourist, Cognitivist and Constructivist Perspectives of assessment
- c) Purposes of Assessment: Prognostic, Monitoring of Learning, Providing Feedback, Promotion, Placement, Certification, Grading and Diagnostic
- d) Classification of assessment:
 - based on purpose (prognostic, formative, diagnostic and summative)
 - scope (teacher made; standardized),
 - attribute measured (achievement, aptitude, attitude, etc.),
 - nature of information gathered (qualitative, quantitative),
 - mode of response (oral and written; selection and supply),
 - nature of interpretation (norm referenced, criterion referenced) and
 - context (internal, external)
- e) Need for continuous and comprehensive assessment

Unit 2: Assessment for Learning

- a) Use of Projects, Assignments, Work sheets, Practical work, Performance based activities, Seminars and Reports as assessment devices
- b) Assessment of Group Processes - Collaborative/Cooperative Learning and Social skills
- c) Portfolio Assessment – its meaning, scope and uses; Planning, development and assessment
- d) Self, Peer and Teacher Assessments

Unit 3: Assessment of Learning

- a) Dimensions of learning: cognitive, affective and performance
- b) Assessment of cognitive learning:
 - types and levels of cognitive learning: understanding and application;
 - thinking skills –convergent, divergent, critical, problem solving, and decision making;
 - items and procedures for their assessment

- c) Assessment of affective learning: attitude and values, interest, self-concept; items and procedures for their assessment
- d) Assessment of Performance: tools and techniques for assessment of skills
- e) Grading: Concept, Types and Application
 - indicators for grading; CBSE and State evolved indicators

Unit 4: Preparing a Report on Assessment

- a) Guidelines for construction and administration of Achievement Test (Test design, items and question paper, marking scheme)
- b) Construction of Scoring procedure – manual and electronic
- c) Processing test performance: calculation of percentages; central tendency measures; graphical representations; and interpreting performance, Item response analysis
- d) Analysis and Interpretation of Student Performance and its Reporting– Progress reports, Cumulative records, Profiles, and Open house
- e) Using feedback for reporting to different stakeholders – students, parents, and administrators (for Learners’ Development and teachers’ self-improvement)

Unit 5: Issues, Concerns and Trends in Assessment and Evaluation

- a) Existing Practices: Unit tests, half- yearly and annual examinations, semester system, Board examinations and Entrance tests
- b) Management of assessment and examinations, Use of question bank
- c) Issues and Problems: Marking v/s Grading, Non-detention policy, Objectivity v/s Subjectivity, Impact of entrance test and public examination on teaching and learning – the menace of coaching
- d) Trends in assessment and evaluation: Online examination, Computer-based examination and other technology based examinations

Sessional Work

Assignment (Any two of the following)

1. Planning of an achievement test
2. Planning of other assessment tools
3. School visits followed by presentation on evaluation practices in schools
4. Data processing and interpretation of any achievement test of school students
5. Presentation of papers on issues and concerns / trends in assessment and evaluation

Suggested Readings:

- Bransford, J., Brown, A.L., & Cocking, R.R. (Eds.). (2000). *How people learn: Brain, mind, experience, and school*. Washington, DC: National Academy Press.
- Burke, K. (2005). *How to assess authentic learning* (4th Ed.). Thousand Oaks, CA:
- Carr, J.F., & Harris, D.E. (2001). *Succeeding with standards: Linking curriculum, assessment, and action planning*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Danielson, C. (2002). *Enhancing student achievement: A framework for school improvement*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Gentile, J.R. & Lalley, J.P. (2003). *Standards and mastery learning: Aligning teaching and assessment so all children can learn*. Thousand Oaks, CA: Corwin.
- Guskey, T.R., & Bailey, J.M. (2001). *Developing grading and reporting systems for student learning*. Thousand Oaks, CA. Corwin.
- Natrajan V. and Kulshreshta S.P. (1983). *Assessing non-Scholastic Aspects-Learners Behaviour*, New Dlehi: Association of Indian Universities.
- NCERT (1985). *Curriculum and Evaluation*, New Delhi: NCERT

- Newman, F.M. (1996). *Authentic achievement: Restructuring schools for intellectual quality*. San Francisco, CA: Jossey-Bass.
- Nitko, A.J. (2001). *Educational assessment of students* (3rd Ed.). Upper Saddle River, NJ: Prentice Hall.

Course 10: Creating an Inclusive School

Course Objectives:

The learners will be able to

1. Demonstrate knowledge of different perspectives in the area of education of children with disabilities
2. Reformulate attitudes towards children with special needs
3. Identify needs of children with diversities
4. Plan need-based programmes for all children with varied abilities in the classroom
5. Use human and material resources in the classroom
6. Use specific strategies involving skills in teaching special needs children in inclusive classrooms
7. Modify appropriate learner-friendly evaluation procedures
8. Incorporate innovative practices to respond to education of children with special needs

Unit 1: Paradigms in Education of Children with Special Needs

- a) Historical perspectives and contemporary trends
- b) Concept and philosophy of special education, integrated education and inclusive education
- c) Legal and Policy Perspectives - The Rehabilitation Council of India Act 1992, Constitutional Provisions: Persons with Disability Act 1995, Right to Education Act, 2009, National Policy- Education of Students with disabilities in the National Policy on Education, 1968, 1986, POA (1992), Education in the National Policy on Disability, 2006.
- d) Special role of institutions for education of children with disabilities-Rehabilitation Council of India, National Institute of Different Disabilities- Composite Regional Centres (CRC), District Disability Rehabilitation Centres (DDRCs), BRCs and CRCs under SSA, NGOs.

Unit 2: Defining Special Needs

- a) Understanding diversities- concepts, characteristics, classification of children with diversities (Visual impairment, Hearing impairment, Specific learning difficulties- locomotor and neuromuscular disorders, Mental retardation, Autism, Leprosy cured persons, Mental illness and Multiple disabilities)
- b) Special needs in term of the curriculum in the context of different disabilities and their learning styles
- c) Concept of an Inclusive Education- infrastructure and accessibility, human resources, attitudes to disability, whole school approach
- d) Community based education

Unit 3: Inclusive Practices in Classroom for All

- a) School's readiness for addressing learning difficulties, making learner's profile
- b) Making learning meaningful- responding to special needs by developing strategies for differentiating content, curricular adaptations, lesson planning and TLM
- c) Pedagogical strategies to respond to individual needs of learners- Cooperative learning strategies in the classroom, peer tutoring, social learning, reflective teaching, multisensory teaching
- d) Supportive services required for meeting special needs in the classroom- special teacher, speech therapist, physiotherapist, occupational therapist, counsellors
- e) Development and application of learner-friendly evaluation procedures; Different provisions for examination by CBSE and State Boards; Documentation, Record keeping and maintenance

Sessional Work:

- Assignment (Any two of the following)(Concerned teacher can devise assignment as per requirement of the course)
 1. Identification of children with Special Needs
 2. Teaching one child with special needs
 3. Adaptation of curriculum and methods to teach one child with special needs
 4. Visit to one institution dealing with disabled children and writing its' report
 5. Establish the cell to identify children with special needs

Suggested Readings:

- Bhalerao, Usha: Madhya Pradesh Ke Shikshit Darishti Hin Ka Samajik Adhyan. Delhi: Gourav Publishing House, 1935.
- Derek, B. & Keith B.: Making the Special Schools Ordinary. New York: The Falmer Press, 1990.
- Hassen, U. (Ed.): Normal and Handicapped Children: A Comparative Approach. New Delhi: Ashish Publishing House, 1995.
- Holland, A. (Ed.): Language Disorder in Children. Great Britain: Nfer – Nelson, 1984.
- Howell, H.: Inside Special Education. Columbus: Merrill Publication Co., 1983.
- James Loring & Graham, B.: Integration of Handicapped Children in Society. London: Routledge and Kogan Pub. Ltd., 1978.
- Jangira, N.K. et al.: Education of Children with Seeing Problems. New Delhi: Central Resource Centre, 1992.
- John, M. Hughes: The Slow Learner in your Class. London: Thomas Nelson & Sons Ltd., 1983.
- Krishna, M.: Gifted Underachievers. New Delhi: Discovery Publishing House, 1991.
- Krishna, M.: Gifted and Talented – a Developmental Perspective. New Delhi: Discovery Publishing House, 1993.
- Martis, W.L.: Strategies for Educational Change: Recognizing the Gifted Talents of Children. New York: Macmillian Publishing Co., 1981.
- Mani, M.N.G.: Techniques of Teaching Blind Children. New Delhi: Sterling Publication Pvt. Ltd., 1992.
- Morgenstern, F.: Teaching Plans for Handicapped Children London: Methum & Co., 1981.
- Pal, H.R. & Sharma, M.: Education of Gifted. New Delhi: Kshipra Publication, 2007.
- Rao Sujatha, A.: Dear Teacher: The Gifted Child Needs you. Secunderabad: A.K.Sujatha, 19987.
- Reddy, G. L. et al.: Slow Learners Their Psychology and Instruction. New Delhi: Discovery Publishing House, 1997.
- Venkataiah, N.: Special Education. New Delhi: Anmol Publications Pvt. Ltd., 2001.

Course 11: OPTIONAL COURSE

The student-teachers have to select any one from the five given below optional subjects:

Course 11 (a): Education for Peace**Course Objectives:**

The student-teachers will be able to

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

2. Reflect on the attitudes that generate conflicts at personal and social levels and learning skills and strategies of resolving these conflicts
3. Strengthen self by continual reflection leading to reduction in stereotypes
4. Transcending barrier of identity and socialisation
5. Orient curricular and educational processes, find creative alternatives which counter the negative influence of media and local community to weed out negative effects by influencing parents, families and local community
6. Develop attitudes and skills for resolving conflicts in creative manner
7. Perform the activities for experiential awareness of peace as a reality at personal and school levels
8. Reflect on school, curricula, textbooks and pedagogical processes from peace perspective
9. Understand the role of media and local community in peace education
10. Discuss the peaceful solutions to the real issues faced by them.

Unit 1: Understanding Peace as a Dynamic Social Reality

- a) Challenges to peace by increasing stresses, conflicts, crimes, terrorism, violence and wars resulting in poor quality of life.
- b) Peace contexts: underlying assumptions, processes and imperatives
- c) Peace values vis-a-vis Constitutional values: Importance of the attitudes, beliefs and values of peace viz., compassion, cooperation, love, etc. that foster inner peace and Constitutional values of justice, equality, freedom, respect for differences and ecological resources that ensures peace in society
- d) Approaches to peace education
- e) Highlights of various philosophies of peace- Gandhi, Krishnamurthy, Aurobindo, Badheka, The Dalai Lama ; initiatives at national and international levels.

Unit 2: Understanding Conflicts, Mediation and Transformation of Conflict

- a) Nature of conflict
 - Incompatibility of needs and aspirations
 - Resulting conflicts at different levels in society- intrapersonal, interpersonal, organisational, interstate and global
- b) Understanding the role of social conditions and processes that sustain conflict: limited resources, poverty, political, economic, socio-cultural and ecological conditions, environmental resources viz. Water, forests, energy etc.
- c) Developing capabilities for mediation and conflict transformation
 - Awareness of own identity, cultural underpinning and communication skills
 - Awareness of context of the conflict
 - Commitment to mediate
 - Looking for alternative strategies, skills and creative solutions to overcome/transform conflicts

Unit 3: Orienting Education for Peace Building

- a) Critical reflection on the curricular processes and pedagogy of peace education
 - Challenging the traditional models of learning to constructivist approaches in teaching
 - Rethinking authority relations from democratic perspective; promoting dialoguing, and developing capabilities for decision making
 - Understanding social justice in local contexts- its implications for beliefs, attitudes, and values and school/social practices and conflict resolution at all levels
 - Awareness of pedagogical skills and strategies for removing tensions, examination fair, stress, corporal punishment, violence and conflicts at school level
 - Becoming peace teacher acquisition of relevant knowledge, attitudes, values and skills
- b) Pedagogical knowledge for skill orientation of subject content and teaching-learning experience in classroom for promoting peace

- Awareness of the epistemic connection of the subject content with peace values, e.g. language (effective communication), Science (objectivity, flexibility), social science (democratic ethos, Constitutional values, and Multi-culturalism, conflicts, violence and war links with challenges to regional and local conflicts), maths (precision)
 - Using textbook contents for highlighting values of peace, particularly anti-peace messages in direct or hidden
 - Humanistic approach to evaluation
- c) Becoming agency for peace in the school organisation and surrounding local communities
- Awareness of cultural characteristics of the local communities around school and quality of its linkages-parenting styles, disciplinary practices, economic conditions, linguistic background, domestic violence, attitudes towards education, etc.
 - Inspiring movements for health, yoga, effective parenting, and communication skill building, mediating conflicts in and around school
 - Awareness and orientation of students' attitudes towards balanced media exposure
- d) Evaluation of the Peace –Building Processes-
- Understanding importance of skills and strategies of assessment of the peace – building process in terms of attitudes, values, skills and strategies at school level- motivation and sustains of efforts, sharing experiences towards peace building, reviewing strategies

Sessional Work

- Assignment (Any two of the following) (Concerned teacher can devise assignment as per requirement of the course)

Suggested Readings:

- Bhatt, S.R., Knowledge, Value and Education: An Axionoetic Analysis, Delhi: Gian Pub., 1986.
- C, Sheshadri; The Source book of Value Education, NCERT
- M. Shery; Bhartiya Sanskriti, Agra (Dayalbagh)
- Joshi. D. (2005). Value Education & Civic Sense. New Delhi: Kanishka Publishers.
- Joshi. D. (2006). Value Education & Globalization, New Delhi: Lotus Publishers.
- Josta, Hari Ram, Spiritual Values & Education, Ambala, Associated Press, 1991.
- Justice Rama Jois; Human Rights - Human Values, NCTE
- Kar, N.N.(1996). Value Education: A Philosophical Study. Ambala: Associated Pub.
- Karan, R. V. N., Men Education & Values, New Delhi, B.R. Pub. Corp., 1979.
- Kulshrestha, S.P., Emerging Value Pattern of Teachers & Value Pattern of Teachers & New Trends, Education in India, New Delhi: Light & Life Pub., 1979.
- Mascarenhas, M. & Justa, H.R., Ed., Value Education in Schools and Other Essays, Delhi Konark, 1989.
- Nirmal Kumar, The stream of Culture
- R., King, Values & Involvement in Grammar School, London: Routledge, 1969.
- S. Abid Hussain; The Indian Culture
- Sharma, S. R., Ed., Teaching of Moral Education, N. Delhi: Cosmos, Pub., 1999.
- Singh, Samporn, Human Values, Jodhpur: Faith Pub., 1979.
- Source book of Human Rights - NCERT
- Sri Aurobindo Centre, India is one, Pondicherry
- Sri Aurobindo; The foundations of Indian Culture; Pondicherry

Course Objectives:

The student-teachers will be able to

1. Broaden the notions about peace and peace education, their relevance and connection to inner harmony in social relationships based on Constitutional values
2. Reflect on the attitudes that generate conflicts at personal and social levels and learning skills and strategies of resolving these conflicts
3. Strengthen self by continual reflection leading to reduction in stereotypes
4. Transcending barrier of identity and socialisation
5. Orient curricular and educational processes, find creative alternatives which counter the negative influence of media and local community to weed out negative effects by influencing parents, families and local community
6. Develop attitudes and skills for resolving conflicts in creative manner
7. Perform the activities for experiential awareness of peace as a reality at personal and school levels
8. Reflect on school, curricula, textbooks and pedagogical processes from peace perspective
9. Understand the role of media and local community in peace education
10. Discuss the peaceful solutions to the real issues faced by them.

Unit 1: Conceptual Understanding of Environmental Conservation and Regeneration

- a) Concept, nature and major components of Environment
- b) Concept, need and scope of environmental conservation and regeneration
- c) Structure and functions of different ecosystems
- d) Environment and sustainable development
- e) India as a mega biodiversity Nation
- f) An overview of constitutional provisions related to environment and its protection
- g) Environmental legislation: awareness and issues involved in enforcement

Unit 2: Environmental Degradation and Its Impact

- a) Environmental degradation and its impact on the health of people
- b) Deforestation in the context of tribal life, Shifting cultivation and its impact on environment
- c) Impact of natural disaster/ man-made disaster on environment
- d) Threats of pollution viz; air, water, soil, noise, thermal, and radioactive pollution
- e) Greenhouse gas emission and Global warming
- f) Consumerism and waste generation
- g) Environmental issues in the context of Bihar

Unit 3: Creating Environmental Awareness

- a) Biodiversity conservation
- b) Role of individual, local bodies, media and Community participation in conservation of natural resources, in prevention of pollution and in creating environmental awareness
- c) Environmental Education in School Curriculum: identification of topics related to environmental education in school subjects and their analysis; integrated approach towards environmental education in school curriculum; idea of Green Curriculum
- d) Understanding pedagogy for Environmental Education at School for different levels
- e) Role of teacher: Sensitive towards environmental issues while teaching, making Eco clubs, organising exhibitions, field trips, observations, sensitive towards the environment of school

Sessional Work

- Assignment (Any two of the following) (Concerned teacher can devise assignment as per requirement of the course)

Suggested Readings:

- Anjaneyulu, Y. (2005). Introduction to Environmental Science. Hyderabad: BS Publications.

- Arvind Kumar. A textbook of Environmental Science
- Doraisami, S. (1979). Environmental Education in the Curricula of Indian Schools. School Science. Vol. 8, No.3.
- Environmental Education — Deb, Sikdar and Agarwal.
- Environmental Education- K Purushotham and D Narasimha Reddy
- Environmental Education- V Krishnamachayulu
- Environmental Science: A Global Concern - William P Cunningham
- Environmental Science: A study of interrelationship — Eldon D Enger and Bradely F. Smith
- Environmental Science: Richard T Wright and Bernard J Nebel.
- Environmental studies- Chand publication, R.A. Sharma.
- Kaayar, V.S. (1997). Environmental Concerns, Depleting Resources and Sustainable Development. Jaipur: Pointer Publishers.
- Karpagam, M. (1991). Environmental Economics. New Delhi: Sterling Publishers.
- Krishnamacharyulu, V. (2004). Environmental Education. Hyderabad: Neelkamal Publications.
- Kumar, A. (2004). A Textbook of Environmental Science. New Delhi: A.P.H. Publishers.
- Manivasakam, M. (1995). We Breathe and Drink Poison. New Delhi: National Books Trust.
- Saxena, A.B. Education for the environmental concerns
- Sharma, B.M. (2004). Teaching Environmental Education. New Delhi: Akansha Publishing House.
- State of India's Environment — Citizens report 2001
- The Curriculum Guides on Nutrition/ Health Education and Environmental Sanitation in Primary Schools. New Delhi: NCERT.
- The Hindu — survey of the Environment
- UNESCO-UNEP International Environment Education Program Report.

Course 11 (c): Health and Physical Education

Course Objectives

The student-teachers will be able to

1. Understand the concept of holistic health, its various dimensions and determinants
2. Develop positive attitude towards health
3. Equip to know their health status, identify health problems and be informed for taking remedial measures
4. Make them aware about rules of safety in hazardous situation- illness, accident, injury, and equip them with First Aid measures about common sickness and injury
5. Encourage them to learn and to form right habits about exercise, games and sports, sleep, rest and relaxation
6. Sensitise, motivate and help them to acquire the skills for physical fitness, learn correct postural habits and activities for its development
7. Help them to understand and develop skills to deal with psycho-social issues including those, related to process of growing up during adolescence, HIV/AIDS and substance abuse

Unit 1: Conceptual Understanding of Health, Safety and Security

- a) Concept, Importance, dimensions and determinants of health
- b) Health needs of children, adolescents including differently-abled children
- c) Understanding the Body System - respiratory, circulatory and digestive
- d) Common health problems and diseases (Communicable and non-communicable diseases) - their causes, prevention and cure, immunization and First Aid
- e) Reproductive and sexual health - RTI, STI, HIV/AIDS, responsible sexual behaviour
- f) Disasters in school and outside, learning safety measures for disasters

Unit 2: Food and Nutrition

- a) Concept of food and nutrition; Food habits- timing, nutrients and their functions
- b) Diversity of Indian food, seasonal foods and festivals

- c) Preservation of food values during cooking, indigenous and modern ways of preserving food
- d) Economics of food, globalization and shift in food practices
- e) Practices related to food hygiene, malnutrition, including obesity; food and waterborne diseases and their prevention

Unit 3: Awareness about Physical Fitness

- a) Concept of physical fitness, strength, endurance and flexibility, its components, sports skills, self-defence activities
- b) Games and sports- athletics, games, rhythmic activities, gymnastics; their impact on health
- c) Yogic practices- importance of *yoga*, *yogasanas*, *kriya* and *pranayams*
- d) Role of institutions (school, sports, family) in physical fitness, health services, policies and programmes related to health and physical education, Blood Bank
- e) Organization of games and sports tournaments, learning and performing basic yogic activities

Sessional Work

- **Assignment** (Any two of the following) (Concerned teacher can devise assignment as per requirement of the course)

Suggested Readings:

- Atwal & Kansal. (2003). A Textbook of Health, Physical Education and Sports, Jalandhar, A. P. Publisher,
- Bucher, C.A. (1979). Foundations of Physical Education and Sports, St. Louis: C.V. Mosby & Co.
- Kamlesh, M.L. & Sangral, M.S. (1986). Methods in Physical Education, Ludhiana: Prakash Brothers.
- Kangane, Sopan & Sonawane, Sanjeev. (2007). Physical Education. Pune: Nirali publication.
- Kaur, Manjeet. (2003). Health and Physical Education, Ludhiana: Tendon Publications.
- Sharma, Anil P. (2011). Mind, Body and Divine Yoga. New Delhi: Personal Graphics & Advertiser Pvt. Ltd.
- Sharma, Anil P. & Pandey, Pradeep K. (2010). Psychology in Yoga. New Delhi: Personal Graphics & Advertiser Pvt. Ltd.
- Singh, Ajmer & Gill, Jagtar Singh & Brar, Racchpal Singh & Bains, Jagdish & Rathee, Nirmaljit Kaur. (2003). Essentials of Physical Education, Ludhiana: Kalyani Publishers.
- Singh, Ajmer. (2003). Essentials of Physical Education. Ludhiana: Kalyani publishers.
- Sonia Kanwar, Manmeet Kaur Gill, R.S. Brar, Teaching Methodology and Educational Technology in Physical Education, Kalyani Publishers, Ludhiana.
- Syedentop, Daryl (1994). Introduction to physical education, fitness and sports (2nd ed.). London: Mayfield publishing company.
- Uppal, A.K. & Gautam, G. P. (2004). Physical Education and Health. Delhi: Friends publisher.

Course 11 (d): Guidance and Counselling

Course Objectives:

The student-teachers will be able to

1. Understand the nature, purpose and need for guidance and counseling
2. Understand the responsibilities and moral obligation of a counselor
3. Understand the techniques and procedures of guidance
4. Know about the sources of occupational information, their types and modes of dissemination
5. Understand the concept, importance and theories of career development
6. Know career pattern, career maturity, vocational career
7. Understand and Guide students with special needs

Unit 1: Understanding Guidance and Counseling

- a) Guidance: Concept, aims, objectives, functions and principles.
- b) Need & Procedure for (Educational, Psychological and Social) guidance
- c) Group Guidance: Concept, Need, Significance and Principles, Organization of Guidance programs in schools
- d) Counseling: Meaning, Principles and approaches of counseling, Individual and Group Counseling.
- e) Process of counseling (Initial disclosure, In-depth Exploration & Commitment to Action)
- f) Role and Qualities of teacher as a Counselor, Professional Ethics and Code of Conduct

Unit 2: Techniques and Procedures of Guidance

- a) Standardized techniques: Meaning, purpose, need and uses of various standardized techniques (viz. Aptitude, attitude, interest, achievement, personality)
- b) Non-Standardized techniques :Meaning, purpose, need and uses of various non-standardized techniques (viz. the questionnaire, observation, socio -metry, rating scale, anecdotal record, case study, cumulative record, autobiography, interviews)
- c) Responsibilities of the users of Standardized Tests

Unit 3: Occupational Information and Guiding Students with Special Needs

- a) Meaning, collection, types, classification and dissemination of occupational information
- b) Career development: Teacher's role in career planning
- c) Behavior problems of students with special needs, viz. socio-emotional problems of handicapped and deprived groups such as SC, ST and girls,
- d) Provision of facilities at governmental and non-governmental level.

Sessional Work

- **Assignment (Any two of the following))** (Concerned teacher can devise assignment as per requirement of the course)
 1. Visit to different Guidance Centre
 2. Preparation of Cumulative Record
 3. Case Study of Problem Child
 4. Administration, Scoring' & interpretation of at least two tests
 5. Job Analysis of a Counsellor
 6. Establishing Career Centre
 7. Preparation of scrap-book for career Counselling

Suggested Readings

- Aggarwal, J. C., (2000). Educational & Vocational Guidance and Counseling, Jalandhar : Doaba House.
- Asch, M. (2000). Principles of Guidance and Counseling, New Delhi: Sarup and Sons.
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- Bhatnagar, R. P.; Rani. S. (2001); Guidance and Counseling in Education and Psychology.
- Chauhan S S: Principles and Techniques of Guidance
- Joneja G. K. (1997); Occupational information in Guidance, NCERT publication
- Kochhar S.K.: Educational and Vocational guidance in Secondary Schools
- Kochhar S.K. (1999) Guidance and counseling in colleges and universities
- Nambiyar K: Strategies Guidance Based Education
- Nanda S.K.; Chadha P.C.: Educational and vocational guidance
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- Oberoi S.C (2000); Educational, Vocational Guidance and Counseling
- Patterson L E; Welfel E R. The counseling Process

- Rao S. N. (1991) Counseling and Guidance.
- Safaya, B.N., (2002). Guidance & Counseling, Chandigarh: Abhishek Publications.
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- Sharma, Tara Chand, (2002). Modern Methods of Guidance and Counseling, New Delhi: Sarup and Sons.
- Shertzer, Bruce and Stone, Shelly C., (1974). Fundamentals of Counseling, London: Houghton Missli.
- Shirley, A. Harmin and Guilford, E., (1987). Guidance in the Secondary Schools, New Delhi: NCERT.
- Sidhu, H. S., Guidance and Counseling, (2005), Twenty First Century, Patiala.
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Course 11 (e): School Management and Leadership

Course Objectives:

The student-teachers will be able to

1. To understand the need, nature, concept and scope of School organization ;
2. To understand the basic components, principles for the functioning of school organization ;
3. To understand School as an organization and as a part of organization;
4. To develop the understanding of the concept of system approach, designate implications for teaching learning activities;
5. To understand the concept, principles of School management and Community-School Relationship ;
6. To develop the awareness of Leadership style and its impact on school management and functioning ;
7. To develop the basic skills of school management.

Unit-1 Understanding School Organization

- a) School Organization: Concept and major Components; Community as an important component
- b) Basic Principles for the functioning of school organization
- c) School as an organization and as a part of organization
- d) Relation between Schools and other educational organizations: Teacher-education institution, State and National level bodies.

Unit-2 Aspects of School Management

- a) School management: Concept, basic principles and systemic nature; Community-School Relationship
- b) Planning mechanism in school management: annual school calendar, day to day schedules, time table, staff meetings, activities, student issues, monitoring
- c) Managing School resources: The school Building, School budget, Laboratory, Workshop, Library, sports ground, Hostel, School Office; cleanliness, maintenance and optimum utility
- d) Role of school records in effective management system

Unit3 Leadership in School

- a) Rationality, limits, belief and decision making in schools
- b) Concept of Leadership: basic theories
- c) Idea of Democratic and Distributive leadership in the schools
- d) Leadership qualities and role: Monitor, Class-Teacher, Head of School, Academic leaderships
- e) Leadership style and its impact on school management and functioning

Sessional Work

- Assignment (Any two of the following)) (Concerned teacher can devise assignment as per requirement of the course)

1. Critical Study of the setup of S C E R T
3. Study of the setup of the office of the Deputy Director, Education (District).
4. Preparation of chart of the educational setup in Bihar.
5. Evaluation of Educational Administration of Sarva Shiksha Abhiyan

Suggested Readings:

- Balsara, Maitrya: Administration Reorganization of Teacher. New Delhi: Kaniska, 2002.
- Bhatnagar, R.P. and Vidhya Agarwal: Educational Supervision. Meerut: Loyal Book Depot, 1978.
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- Kochar, S.K.: Secondary School Administration. New Delhi: Sterling, 1978.
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- Mohanti, B.: School Administration and Supervision. New Delhi: Deep and Deep, 2001.
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- Mukerjee, S.N.: Secondary School Administration. Baroda: Acharya Book Depot, 1963.
- Nwankwo, J.I.: Educational Administration Theory and Practice. New Delhi: Vikas Publishers, 1982.
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- Sharma, K.K.: Shala Prashashan. Bhopal: M.P. Granth Akademi, 2002.
- Shukla, S.P.: Education Administration, Organization and Health Education. Agra: Vinod Prakashan, 2000.
- Shukhiya, S.P.: Vidhyalaya Prashashan Avam Sangathan. Agra: Vinod Prakashan, 2001.
- Siddhu, S.K.: School Organization and Administration. New Delhi: Sterling Publishers, 1987.
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Course EPC 4: Understanding the Self

Course Objectives:

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

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

Unit I: Understanding Self

- a) Self-Awareness: Recognition of self-character, self-confidence, self-worth, self-esteem, and self-development and self-assessment
- b) Understanding adequate self as a product of positive experiences of caring, warmth and appreciation in the family, school, neighbourhood etc. which promote healthy discipline, shunning violence
- c) Development of professional identity of a teacher
- d) Awareness of the influence of social milieu on self

- e) Negative experiences generate stress, anger aggression

Unit 2: Yoga and its role in self-well-being

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

Unit 3: Becoming a Humane Teacher

- a) Nurturing capabilities for critical self- reflection; transcending past negative experiences
- b) Development of sensitivity, importance of empathy
- c) Developing skills of communication: listening to others, sharing feelings, descriptive non-judgemental feedback, empathising, trusting
- d) Self-discipline, self-management;
 - Removal of prejudices, biases and stereotypes and building multicultural orientation;
 - Nurturing ethical behaviour, positivity, non-violence, love and caring, compassion; and
 - Habitual self-reflection by using daily journal on experiences.

Sessional Work

- Assignment (Any two of the following)(Concerned teacher can devise assignment as per requirement of the course)

School Internship

Having gained some experience with the child, the community and schools in the first Year, the second year would offer intensive engagement with the school in the form of School Internship. During the first year, to support better understanding of schools and in preparation of Internship, teacher education institutes shall make provisions for visits to innovative centres of pedagogy and learning - innovative schools, educational resource centres, etc. for at least four weeks. In the Second Year School Internship should be organized for sixteen weeks.

During the Internship,

- A student-teacher shall work as a regular teacher and participate in all the school activities, including planning, teaching and assessment, interacting with school teachers, community members and children.
- The student-teachers will observe the school and its classrooms for a week, to understand the school in totality, its philosophy and aims, organisation and management;
- The student-teachers will understand the needs of the physical, mental, emotional development of children; aspects of curriculum and its transaction; quality, transaction, and assessment of teaching-learning.
- Student-teachers are to be actively engaged in teaching at two levels, namely, upper primary and secondary.
- They should be provided opportunities to teach in government and private schools with systematic supervisory support and feedback from faculty.
- Internship in schools is to be done for a minimum duration of 15 weeks. This should include an initial phase of one week for observing a regular classroom with a regular teacher and would

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also include peer observations, teacher observations and observations of interns' lessons by faculty.

- For each student-teacher, internship should be conducted preferably in one school for the entire 15 weeks.
- During Internship student-teacher has to organize different activities in the school such as co-curricular activities and do case studies on infrastructural facilities available or on any other issue of importance.
- Internship should not be reduced to the 'delivery' of a certain number of lesson plans, but should aim for meaningful and holistic engagement with learners and the school.
- Learners have to maintain following records-
 - 1) Lesson plans (30 in each school subject)
 - 2) Micro plans on core teaching skills
 - 3) Preparing teaching-learning materials (20 in each school subject)

School Internship Programme		For Four Months
Internal Assessment		
Tasks	Details	Marks
1.	School Diary- a) Maintenance of Attendance Register b) Morning assembly And School Records	5
2.	Classroom Observation (one week)	5
3.	School Time-Table	5
4.	Village Camps & Community Work	5
5.	Parent-Teachers Meeting	5
6.	Seminar Organization	10
7.	Micro-teaching Records	10
8.	Organizing Cultural Programmes	10
9.	Action Research	10
10.	Preparation of TLM	10
11.	Teaching Practice	35+35
Total		150
External Assessment		50+50
Gross Total		250