

Sl. No.: 002

BHUPENDRA NARAYAN MANDAL UNIVERSITY



Laloo Nagar, Madhepura-852113 (Bihar)

Two Years

B. Ed.

Syllabus

Price: Rs.250/-

विश्वविद्यालय प्रेस, मधेपुरा

बैठक संख्या-01 की कार्यवृत्त

आज दिनांक-16.05.16 को विश्वविद्यालय पत्रांक-GS(P.V.C.O-043/15)-941/15 दिनांक-20.06.15 के आलोक में गठित बी0 एड0 पाठ्यक्रम समिति की बैठक मा0 प्रतिकुलपति महोदय की अध्यक्षता में उनके वैश्रम में आयोजित की गई, जिसमें निम्नलिखित सदस्य उपस्थित हुए:-

- | | |
|-------------------------------|-----|
| 01. डॉ0 आशुतोष कुमार | -ह0 |
| 02. डॉ0 कुमार सत्येन्द्र यादव | -ह0 |
| 03. डॉ0 राणा जयराम सिंह | -ह0 |
| 04. डॉ0 नरेश भोक्ता | -ह0 |
| 05. डॉ0 अजय कुमार सिंह | -ह0 |
| 06. डॉ0 बालगोविन्द सिंह | -ह0 |

समिति के अध्यक्ष-सह-प्रतिकुलपति ने मा0 सदस्यों को संबोधित करते हुए राज्यपाल से प्राप्त नामांकन अध्यादेश एवं परीक्षा परिनियम तथा विद्वत परिषद् की बैठक दिनांक-16.03.16 में लिए निर्णय के आलोक एवं मगध विश्वविद्यालय द्वारा अनुमोदित पाठ्यक्रम पर लम्बे चर्चा-परिचर्चा के उपरांत निम्नलिखित निर्णय लिये गये:-

01. संगीत शिक्षण विधि का विषय नहीं रहा, क्योंकि यह विशेष अध्ययन विषय के रूप में चला गया। यदि छात्र या छात्राएँ इस विषय को मुख्य विषय के रूप में अध्ययन किया हो तो उसके शिक्षण विषय, सहायक विषयों से तय किया जायेगा।
02. सामाजिक विज्ञान विषय के अर्न्तगत केवल इतिहास, राजनीति शास्त्र, भूगोल एवं अर्थशास्त्र ही होंगे। जिनमें से इतिहास या भूगोल में से एक तथा राजनीति शास्त्र एवं अर्थशास्त्र में से एक विषय स्नातक स्तर पर अनिवार्यतः होना चाहिए।
03. यदि सामाजिक विज्ञान का एक विषय मुख्य तथा दो अन्य सहायक विषय भी सामाजिक विज्ञान से ही हैं तो ऐसी स्थिति में मुख्य विषय पहला शिक्षण विषय के रूप में पढ़ना होगा तथा इसके साथ ही भाषा शिक्षण के रूप में उसे दूसरे शिक्षण विषय का अध्ययन करना होगा।
04. वैसे छात्र-छात्राओं जिन्होंने मुख्य विषय के रूप में समाजशास्त्र, मनोविज्ञान, दर्शनशास्त्र एवं गृह विज्ञान में से कोई एक विषय मुख्य विषय के रूप में पढ़ा होगा तो उसे उसका पहला शिक्षण विषय भाषा(हिन्दी, अंग्रेजी, संस्कृत एवं उर्दू) शिक्षण होगा।
05. वैसे छात्र-छात्राओं जिन्होंने मुख्य विषय के रूप में समाजशास्त्र, मनोविज्ञान, दर्शनशास्त्र एवं गृह विज्ञान का अध्ययन किया हो तो उसे उसका पहला शिक्षण विषय प्रारंभिक शिक्षा एवं दूसरा शिक्षण विषय भाषा शिक्षण(हिन्दी, अंग्रेजी, संस्कृत एवं उर्दू) होगा।
06. जिन छात्र-छात्राओं ने वाणिज्य में स्नातक की उपाधि प्राप्त की है उनका पहला शिक्षण विषयों के प्रारूप को अनुमोदित किया गया तथा दूसरा शिक्षण विषय भाषा शिक्षण होगा।

चर्चा-परिचर्चा के उपरांत पाठ्यक्रम के अनिवार्य विषयों के प्रारूप को अनुमोदित किया गया एवं पाठ्यक्रम के शेष माँग पर परिचर्चा उपरांत अनुमोदन हेतु दिनांक-30.05.16 निर्धारित की गई।

बैठक की कार्यवाही 11 बजे दिन से शुरू की गई तथा संध्या 7:30 बजे अध्यक्ष महोदय के आदेशानुसार समाप्त करने की घोषणा की गई, जिससे सभी मा0 सदस्यों ने सहमति व्यक्त की।

बैठक संख्या-02 की कार्यवृत्त

आज पूर्व निर्धारित दिनांक-30.05.16 को पुनः मा0 प्रतिकुलपति-सह-प्रभारी कुलपति महोदय की अध्यक्षता में उनके वैश्रम में बी0 एड0 पाठ्यक्रम समिति की बैठक आयोजित की गई, जिसमें निम्नलिखित सदस्य उपस्थित हुए:-

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|-----|---------------------------|-----|
| 01. | डॉ0 आशुतोष कुमार | -ह0 |
| 02. | डॉ0 कुमार सत्येन्द्र यादव | -ह0 |
| 03. | डॉ0 राणा जयराम सिंह | -ह0 |
| 04. | डॉ0 नरेश भोक्ता | -ह0 |
| 05. | डॉ0 अजय कुमार सिंह | -ह0 |
| 06. | डॉ0 बालगोविन्द सिंह | -ह0 |

समिति के अध्यक्ष-सह-प्रतिकुलपति ने मा0 सदस्यों को संबोधित करते हुए राज्यपाल से प्राप्त नामांकन अध्यादेश एवं परीक्षा परिनियम तथा विद्वत परिषद् की बैठक दिनांक-16.03.16 में लिए निर्णय के आलोक एवं मगध विश्वविद्यालय द्वारा अनुमोदित पाठ्यक्रम पर लम्बे चर्चा-परिचर्चा के उपरान्त निम्नलिखित निर्णय लिये गये:-

01. दोनों शिक्षण विषयों को दो समूहों प्रथम 7(a), जिसमें सभी भाषा शिक्षण, जीव विज्ञान शिक्षण और गणित शिक्षण तथा द्वितीय 7(b) शिक्षण विषय के अन्तर्गत प्राथमिक शिक्षा शिक्षण, सामाजिक विज्ञान-1 (इतिहास और नागरिक शास्त्र), सामाजिक विज्ञान-2 (भूगोल और अर्थशास्त्र), भौतिकीय विज्ञान एवं वाणिज्य को रखा गया है।

02. दो शिक्षण विषयों में से क्रमशः 7(a) प्रथम वर्ष के लिए तथा जिसमें सभी भाषा शिक्षण, जीव विज्ञान शिक्षण और गणित शिक्षण तथा द्वितीय 7(b) द्वितीय वर्ष के लिए निर्धारित किया गया। इसी क्रम में

यह भी स्पष्ट किया गया कि द्वितीय वर्ष के स्कूल इन्टर्नशिप कार्यक्रम में दोनों विषयों से बीस-बीस पाठ्य योजना का शिक्षण कार्य किया जाएगा।

03. स्कूल इन्टर्नशिप के अर्न्तगत 250(दो सौ पचास) अंकों के वितरण में प्रथम वर्ष आंतरिक मूल्यांकन के लिए 50 (पचास) अंक तथा ब्राह्म्य मूल्यांकन के लिए कोई प्रावधान नहीं रखा गया है, जबकि द्वितीय वर्ष में आंतरिक मूल्यांकन के लिए 160 (एक सौ साठ) अंकों तथा ब्राह्म्य मूल्यांकन के लिए 40 (चालीस) अंक का प्रावधान रखा गया है। ब्राह्म्य मूल्यांकन के अंक को दो शिक्षण विषयों के बीच बराबर-बराबर 20-20 (बीस-बीस) अंकों में बाँटने का प्रावधान किया गया।
04. पिछली बैठक के प्रस्ताव संख्या-01 को केवल शैक्षणिक सत्र-2015-2017 तक लागू माना जाएगा।
05. मगध विश्वविद्यालय द्वारा अनुमोदित पाठ्यक्रम को विद्वत परिषद् की बैठक दिनांक-16.03.16 में लिये गये निर्णय के आलोक में मामूली संशोधन करते हुए भू0 ना0 मंडल विश्वविद्यालय में द्वि-वर्षीय बी0 एड0 पाठ्यक्रम को अनुमोदन हेतु विश्वविद्यालय को अग्रसारित किया जा रहा है।

Scheme of Study:-

ANNUAL DISTRIBUTION OF THE COURSES FOR 1ST YEAR

Course No.	Course Name	Credit	Theory	Practicum	Full Marks
01	Childhood and Growing Up	4	80	20	100
02	Contemporary India and Education	4	80	20	100
03	Learning and Teaching	4	80	20	100
04	Language across the Curriculum	2	40	10	50
05	Understanding Disciplines and Subjects	2	40	10	50
06	Gender, School & Society	2	40	10	50
07(a)	Pedagogy of a School Subject-Part-I				
PSS-1	Teaching of English	2	40	10	50
PSS-2	Teaching of Urdu	2	40	10	50
PSS-3	Teaching of Hindi	2	40	10	50
PSS-4	Teaching of Sanskrit	2	40	10	50
PSS-5	Teaching of Biological Science	2	40	10	50
PSS-6	Teaching of Mathematics	2	40	10	50
EPC-1	Reading and Reflecting on Texts	2	40	10	50
EPC-2	Drama and Art in Education	2	40	10	50
EPC-3	Critical Understanding of ICT	2	40	10	50
	School Internship	2			50

Scheme of Study:-

ANNUAL DISTRIBUTION OF THE COURSES FOR 2ND YEAR

Course No.	Course Name	Credit	Theory	Practicum	Full Marks
07(b)	Pedagogy of a School Subject-Part-II				
PSS-7	Teaching of Elementry Education	2	40	10	50
PSS-8	Teaching of Social Science-I (History & Civics)	2	40	10	50
PSS-9	Teaching of Social Science-II (Geography & Economics)	2	40	10	50
PSS-10	Teaching of Physical Science	2	40	10	50
PSS-11	Teaching of Commerce	2	40	10	50
08	Knowledge and Curriculum	4	80	20	100
09	Assessment for Learning	4	80	20	100
10	Creating an Inclusive School	2	40	10	50
11	Optional Course	2	40	10	50
OC-1	Work Education and office Processing	2	40	10	50
OC-2	Health and Physical Education	2	40	10	50
OC-3	Peace Education	2	40	10	50
OC-4	Guidance and Counseling	2	40	10	50
EPC-4	Understanding the Self	2	40	10	50
	School Internship	08			200

2nd Year

COURSE 7(b): PEDAGOGY OF SCHOOL SUBJECT (Part-II)

(PSS for 2nd Year)

Course Credit : 2

Full Marks: 50

Exam Duration : 3 Hours

Theory : 40

Practicum : 10

Objectives:

On the whole, the Pedagogy of School Subject envisages the following objectives:

- To understand the epistemological and Pedagogical bases of their own chosen school subject.
- To understand the Pedagogy as the integration of knowledge about the learner, the subject and the social context.
- To embed the Pedagogy with in the teaching learning process, an approach to draw upon socialities to address issues of justice & equity.
- To comprise of three areas: (1) Nature of the school subject, including its relation to disciplinary knowledge and its social history; (2) Approaches for the teaching of the subjects at different stages of school; (3) Deeper theoretical understanding of how children in diverse social condense construct knowledge of specific subject concept areas.
- To go over some of the basic concepts of the subject area.
- To relate their understanding of concepts with what children bring to the classroom from their environment and experience, given their diverse backgrounds and interests.
- To work with theoretical studies as well as on the field with school children from different backgrounds to understand their initiative conceptions and to adequately prepare for their own internship.
- To examine teaching-learning process that incorporates enquiry, discovery, conceptual development, activity based learning etc. within the classroom.

PSS 7: TEACHING OF ELEMENTARY EDUCATION (7b)

Course Credit : 2

Full Marks: 50

Exam Duration : 3 Hours

Theory : 40

Practicum : 10

Course Objectives:-

On completion of course, the student-teacher will be able to:

- To enable the prospective teachers to identify the problems and issues associated with the Elementary Education.
- To acquaint the prospective teachers with the government policies and Programmes for the development of Elementary Education.
- Enable them to mobilize and utilize community resources as educational inputs.
- To develop among them the capacity to find out solution to the problems associated with the Elementary Education.

UNIT-1: Elementary Education: Conceptual Framework

Elementary Education in India-Scope, Issues and its present status Constitutional provisions for Universalisation of Elementary Education Expansion of Elementary Education under various Five Year Plans National Policy on Education- 1986, 1992

UNIT-2: Organization & Management of Elementary Education

- Education Planning at District level and Panchayati Raj
- Micro Planning
- Curriculum at Elementary level-its transaction

UNIT-3: Programmes for achieving Universalisation of Elementary Education

- Meaning and significance of Minimum Level of learning
- Multi Grade and Multi Level Teaching Learning Process

- Operation Black Board
- District Primary Education Programme
- Education for All
- Sarva Shiksha Abhiyan
- Alternative Schooling
- Role of NGOs towards Universalisation of Elementary Education
- Strategies for Universal Access, Retention and Quality of Elementary Education

UNIT-4: Role of SCERT in promotion of UEE

- District Institute of Education and Training –concept, functions and role as a pace setter for UEE.
- Pre –Service Teacher Education in DIET for adult and non-formal education

UNIT-5: Development of Skills and Competences required at elementary level

- Accusation of basic skills required for teaching at elementary stage.
- Special qualities of an Elementary School Teachers (EST)
- Need for orientation and refresher course for EST.
- Developing competencies related to working with parents and community.
- Role of basic training centers, normal school and DIETs' in providing training to EST.
- Preparation of teachers for elementary education for all.

REFERENCES:

1. Aggarawal, J.C & Aggarawal, S.P, Educational Planning in India, Vol.-I, New Delhi: Concept Publishing Co, 1992.
2. National Policy of Education, 1968, 1978, 1992, including POA-1992, MHRD.
3. Mohanty, Jagannath, Primary and Elementary Education, Deep & Deep Publication Pvt.Ltd, N. Delhi-2002.
4. Mohanty, Jagannath, Indian Education in Emerging Society, Sterling Publishers, N.

Delhi, 1984.

5. Syed, Nurullah & Naik, J. P. History of education in India-During British
6. Period; McMillian & Co. Ltd., Bombay, 1943.
7. Sadler, J. E Concept in Primary Education, Oxford University Press; New York, 1985.
8. Singh, B.G. 2010, Bharat Me Shiksha Ka adhikar & Prarambhik Siksha, Sharda Pustak Bhawan, Allahabad

PSS 8: TEACHING of SOCIAL SCIENCE-I (7b)
(HISTORY & CIVICS)

Course Credit : 2

Full Marks: 50

Exam Duration : 3 Hours

Theory : 40

Practicum : 10

Objectives:

On completion of the course the student's teacher will be able to:

- Understand the concept, Nature and scope of social science (History/Civics).
- Understand the aims and objectives of teaching History and Civics.
- Get acquainted with principles and methods of curriculum construction.
- Apply appropriate methods, principles maxims and skill of teaching History and Civics.
- Emphasize the role of history in developing the national integration and international understanding.
- Prepare lesson plan and unit plan.
- Develop the skills in preparing and using of instructional aids.
- Acquaint with different techniques of evaluation.

Course Content:

UNIT –I: Nature, Scope and Curriculum of History/Civics

- Meaning, Nature, Scope and importance of History/Civics as a subject.
- Aims, objectives and values of teaching History/Civics.
- Relation of History/Civics with other school subjects: Geography, Economics science and language.
- Meaning of curriculum and syllabus and advantages of curriculum.
- Principles of curriculum framing and Articulation of History/Civics.
- Syllabus at the Primary, middle and secondary level.
- Construction of material – chronological, topical and concentric.
- Characteristics of good textbook and evaluation of textbook.

UNIT -II: *Methods and skills of teaching History/Civics.*

- Methods of teaching History/Civics, relative merits and limitation of different methods.
- Principles and maxims of teaching History/Civics.
- Skills of teaching History/Civics Introduction, Explanation, Blackboard writing, Questioning, Reinforcement, stimulus variation.
- Micro-teaching Characteristics, Process micro-teaching cycle advantages and limitations of micro teaching.
- Qualities of History teacher.
- Professional development of history teacher.
- Principles of organizing co-curriculum activities.
- Organizing semester, debates quiz exhibition to wall magazine, field trip and their report.

UNIT-III: *Instructional Planning and Instructional Aids/Equipment in History & Civics*

- Various approach of lesson plan.
- Advantages of lesson plan, steps of lesson plan.
- Classification of Lesson plan.
- Unit plan and its format.
- Need and Importance of Audio visual aids.
- Characteristics and essential qualities of audio-visual aids.
- Classification of audio-visual aids.

UNIT-IV: *Role of History in promoting National and International integration and Evaluating Learning*

- History and national integration: Our national heritage, unity in diversity, the role of history in promoting national integration.
- Education for Citizenship.
- History and international understanding: Our human heritage, the role of history as

promote internationalism.

- Importance and purpose of evaluation, selecting appropriate evaluation procedure: oral and written tests.
- Preparation of test items: - objective type and essay type.
- Setting question paper: Blue print, scoring key, question analysis.
- Devising achievement test in history and civics.

UNIT-V: *Mankind Through ages*

(a) Archaeology and Pre-history, Paleolithic and Neolithic ages:

- Bronze Age civilizations: Harappa, Mesopotamia, Egypt and Chinese.
- Iron Age Societies: Indian Chinese, Iranian, Greek, Roman.

(b) Social formations in the Medieval Period:

- Europe: Feudalism, role of church.
- Arab civilization.
- Indian: Social and economic life, development of culture and science.

(c) Beginning of Modern age and industrial revolution:

- Renaissance, Reformation, Discoveries and Exploration.
- Rise of Nation states and the English revolution.
- Industrial revolution, American, French and Russian revolution.

Transaction Mode:

- Participatory mode and group work.
- Lecture cum discussion and demonstration methods.
- Brain storming technique.
- Historical Trip.
- Project and presentation.
- Question-answer.

Practicum (Any two of the following)

The following activities are proposed:

- Seminars on current relevant topic/issues.
- Construction of achievement test in history and civics.
- Organizing quiz for school students.
- Organizing social science exhibition/fairs.
- Preparation of T.L.M.
- Visits of historical and political places.
- Organizing Bal-Sansad (Child Parliament)
- Project, based on historical movements, personality and local place.
- Review of one History/Civics school textbook.
- Preparation of a scrap-book.

Reference:

1. NCERT, Teaching of History: New Delhi.
2. Kochhar, S.K. : Teaching of History
3. Chaudhary, K.P.: Effective teaching of history in India
4. Harlikar: Teaching of civics in India
5. त्यागी, गुरसरनदास: सामाजिक अध्ययन शिक्षण का प्रणाली विज्ञान, अग्रवाल प्रकाशन, आगरा।
6. सिंघल, अनुपमा एवं एस0 पी0 कुलश्रेष्ठ: शैक्षिक तकनीकी के मूल आधार।
7. दुबे, मनीष एवं डॉ0 विभा दुबे: सामाजिक अध्ययन शिक्षण।
8. त्यागी, गुरसरनदास: इतिहास शिक्षण, अग्रवाल प्रकाशन, आगरा।
9. त्यागी, गुरसरनदास: नागरिक शास्त्र शिक्षण, अग्रवाल प्रकाशन, आगरा।
10. जैन एवं माथुर: विश्व का इतिहास।
11. श्रीवास्तव, के0 सी0: प्राचीन भारतीय इतिहास।
12. वर्मा, हरिश्चन्द्र: मध्यकालीन भारतीय इतिहास।
13. दुबे अभय कुमार, स0-2010, सामाजिक विज्ञान विश्व कोश, राजकमल प्रकाशन, नई दिल्ली।

PSS 9: TEACHING OF SOCIAL SCIENCE-II-(7b)
(GEOGRAPHY & ECONOMICS)

Course Credit : 2

Full Marks: 50

Exam Duration : 3 Hours

Theory : 40

Practicum : 10

Objectives:

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

- Understand concept, meaning and scope of social sciences.
- Get acquainted with appropriate methodology as applicable to social sciences.
- Prepare unit plan and lesson plan.
- Enrich the knowledge of basics of economics and acquaint with the Indian economy.
- Develop the skill in preparing and use of instructional aids.
- Develop understanding of a man and environment relationship.
- Understanding core relationship between human occupation, natural resources and natural regions.
- Acquire skill in teaching Social sciences.
-

Acquire knowledge of various evaluation procedures and to devise effective evaluation tools.

Course Content:

UNIT-I: *Nature, Scope and Curriculum of Social Science*

- Nature, Scope and importance of Geography and Economics as a subject.
- Aims and Objectives of teaching Geography and Economics at secondary level.
- Social science and social studies: core subjects of social science – History, Civics, Geography, Economics, Inter relationship between them.
- Curriculum and their principles.

UNIT-II: *Methods of Teaching Geography/Economics and their Instructional planning*

- Lecture, Discussion, Excursion, Project, Problem-solving, Story method Inductive and deductive, Brain-storming, lecture cum demonstration, Heuristics method, Tutorial.

Question-Answer.

- Principles and maxims of social studies teaching.
- Preparation of lesson plan and unit plan and their characteristics, importance; steps and format.
- Audio-visual aids in teaching of Geography, need, Importance and preparation.
- Text book of Geography and Economics.
- Teacher of Social Studies.

UNIT-III: *General Geography of India & World*

Geography of India:

- Location and situation – size, shape, relief, and physiographic division of India.
- Climate and Monsoon.
- Social, Natural, Vegetation and forest.
- Minerals
- Industry
- Transport

World Geography:

- The atmosphere-factors determining weather and climate.
- The Lithosphere- The changing factors at earth, external and thermal process.
- The Hydrosphere- Relief of the ocean floor.
- The Biosphere – Inter relationship between Man and Atmosphere, Lithosphere and Hydrosphere.
- Resources and their classification: renewables, & Nonrenewable, Potential and developed resources, distribution and utilization of resources-land, soil, forest, fisheries, power resources and their conservation.
- Population: Distribution, growth and density of population.
- Occupation: Primary occupation-food gathering, animal husbandry and mining, secondary occupation–industries, tertiary occupation, trade, transport, communication

and services.

- Man's Intervention: need and efforts to improve the quality of environment. Major nature regions of the world.

UNIT-IV: *Introductory Economics*

- Types of economics – capitalistic, socialistic and mixed economy, developed and developing economy.
- Consumption: Meaning, definition, utility-kinds of utility.
- Consumer, procedure, demand and supply-meaning, definition, law of demand, price mechanism.
- Indian Economy: Main sectors and regions, sectors according to ownership – private and public, sectors according to the types of activity- rural and Urban.

UNIT-V: *Evaluation*

- Objectives of evaluation in social science. Essay type, short answer type and objective type questions in social sciences, their advantages and limitations, framing different types of questions.
- Construction of achievement test items.
- Continuous evaluation using feedback for improvement of teaching and learning.

Transaction Mode:

- Lecture cum demonstration.
- Discussions
- Problem-Solving
- Question-Answer
- Illustration
- Story-telling
- Field trip
- Inductive-deductive.

Practicum (Any two of the following)

- Preparation of unit plan.

- Preparation of teaching aids including slides and PPT.
- Preparation of scrap book.
- Preparation and analysis of achievement test.
- Action Research

Reference:

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PSS 10: TEACHING OF PHYSICAL SCIENCE (7b)

Course Credit : 2

Exam Duration : 3 Hours

Full Marks: 50

Theory : 40

Practicum : 10

Objectives:

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

- Understand the nature and structure of science.
- Understand the aims and general objectives of teaching science at secondary level.
- Apply the principles of learning processes in the appropriate teaching strategy.
- Construct test items to measure objectives belonging to various cognitive levels.
- Identify specific learning difficulties in science and provide suitable remedial/individual instruction.
- Use effectively the teaching aids in teaching science.

Course Content:

UNIT I:

History, Philosophy and nature of science, its role and importance in daily life. Objectives of teaching science.

Planning the instruction: Behavioral objectives, types of objectives, writing instructional objectives in behavioural terms, identification of teaching points, organizing the content, designing learning experiences. Role and functions of instructional materials and teaching aids: Components of instructional materials, multimedia, computer, chart, models, improvised apparatus preparation of unit and lesson plan.

UNIT II:

Planning the teaching by using the following methods: Lecture method, discussion method, demonstration method, activity based teaching, inductive and deductive approaches, Heuristic method, inquiry approach, problem solving method, projected method programmed instruction, learning teaching.

Evaluation: Oral observation and written, objectives and essay type questions, type, fill-in-blank type, true-false, matching type, making of test items, achievement test, diagnostic test and their constructivist approach.

UNIT III:

- Carbon and its compounds: Occurance, Allotropes, Carbon chain, Isomerism, Saturated and unsaturated compound, hydrocarbon, Aromatic compound, man made materials: Soap, detergents, polymers: Plastic, rubber and Fibre.
- Heat as energy, temperature, transfer of heat, thermal expansion and change of state. Reflection and refraction of light on plane and curved surface. Refractive Index, Prism, pure spectrum, optical instruments, microscope, telescope, defects of vision, mirage, total internal reflection, wavelength of various colours.
- Rate of chemical reactions and chemical Equilibrium:
- Elementary idea of rate of reactions, slow and fast reaction, reversible and irreversible reactions, Chemical equilibrium – dynamic nature only acids and bases. pH Scale, Heat changes during chemical reactions.

UNIT IV:

- Motion, Force, Work and Energy:
- Displacement, motion and its types: speed, velocity and acceleration, angular velocity and acceleration.
- Force: Magnitude and direction, Addition and subtraction, resultant balanced and unbalanced force, Momentum.
- Work: work done by force, dependence of work on relative orientation of force and displacements, energy, (Kinetic and Potential) work – energy equivalence, power conversion of K.E. into P.E. and vice-versa, law of conservation of energy and momentum, Gravitation: Newton's law of gravitation, acceleration due to gravity, factors affecting 'g' motion of planets around Sun.

UNIT V:

- Atomic structures: Atomic number, electronic configuration, Atomic mass, Model of Atom: Dalton's, Rutherford and Bohr's Atomic Theory.
- Simple pendulum, restoring force, SHM. Displacement, amplitude, frequency, time period, expression for time period, wave motion, propagation of wave through a medium, Longitudinal and transverse waves, wave length, relation between speed,

frequency and wavelength, transfer of energy and momentum in wave propagation, periodic motion, sound waves and their nature.

- Heat as form of energy: work and heat, temperature, specific heat, thermal expansion, coefficient of linear expansion, Light, image formation by spherical mirrors and lenses, telescope, microscope, defects of vision and their correction, perception of color, color blindness, composition of white light, wavelength and color of light.
- In unit III, IV and V activity based learning be highlighted as per NCF-2005.

Transaction Mode:

Lecture, discussion demonstration project, problem-solving, and heuristic inductive – deductive method.

Practical:

Demonstration by the teacher and observation by the students on a pre-designed questionnaire of the following.

- a) Magnetic effect of current
- b) Spectrum
- c) Preparation of gases like H_2 , O_2 , NH_3 , Cl_2 , & CO_2 .

Activities to be conducted by the students:

- a. Measurement using following instruments: meter scale, vernier calipers, screw gauge, thermometer, ammeter, and voltmeter.
- b. Production spectrum using prism.
- c. Image formation by convex and concave lens.
- d. Reaction between $Zn + CuSO_4(aq.) \rightarrow Fe + CuSO_4$.

Practicum: Any two of the following

- Preparation of teaching aids: charts, models, OHP transparencies, PPT etc.
- Preparation of ball and stick models of CH_4 , C_2H_5 , C_2H_4 , C_2H_2 , NH_3 , H_2 and CO_2 .
- Maintenance of Science laboratory equipment.

- a) Preparation of solutions and laboratory reagents.
- b) Use of first aid and awareness of safety rules.
- c) Organisation of science club and hobby club.
- d) Organisation of Science Exhibition.
- Measurements of length, mass, time and temperature and graphic manipulation like
 - (a) distance-time graph
 - (b) velocity-time graph
 - (c) voltage-current graph
 - (d) temperature-time graph
 - (e) Force extension of spring or elastic chord graph etc.
- Study of motion under force (design and demonstration).
- Study of laws of reflection and refraction.
- Design and study of working of
 - (a) Telescope and Microscope
 - (b) Pinhole camera
 - (c) Eclipse formation.
- To demonstrate
 - (1) Image formation in spherical mirrors and lenses
 - (2) Resultant of forces acting at a point or body
 - (3) Work done in lifting a weight or compresses spring to raise a body
 - (4) Waves on Stretched rope and water surface
 - (5) Various relations in waves
- Measurement of rise of temperature with time of different materials kept under sun and shadow with interpretation of result.

References:

1. Lewis, J. Teaching of school physics, Penguin Book, UNESCO, 1972.
2. Anderson, Hans O and Kautnik, Paul G, Towards More effective science Instruction in secondary education. The MacMillan Co., New York and Courier MacMillan, London, 1972.

PSS 11: TEACHING OF COMMERCE (7b)

Course Credit : 2

Full Marks: 50

Exam Duration : 3 Hours

Theory : 40

Practicum : 10

Course Objectives:-

On completion of course, the student-teacher will be able to:

- To enable the students teacher to understand the basic concept of teaching commerce at secondary / sr. secondary.
- To enable the student-teacher to understand the objective and scope of Commerce at Higher Secondary stage.
- To enable the student-teacher to use commercial activities and community resources in day-to day life activities.
- To enable the student-teacher to understand the relationship of commerce with other school subjects.
- To enable the student-teacher to critically analyze the syllabus and textbook of Commerce at Secondary stage.

Course Content:-

UNIT-1: Introduction of Teaching Commerce

Meaning, nature and scope of commerce teaching at secondary / sr. secondary stage.

Aims and objectives of Teaching Commerce at higher secondary level.

Correlation of Commerce with other school subjects.

UNIT-2: Curriculum Designing

Meaning of curriculum syllabus and textbook.

Approaches of Curriculum design.

Critical appraisal of textbook in Commerce from the stand point of curriculum design and syllabus framing, treatment and organization of subject matter.

UNIT-3: Organization of co-curricular Activities and lesson planning

- Need and Importance of CCA in teaching learning process.
- Aims and objective of lesson planning.
- Types of lesson plan.

UNIT-4: Teaching Methods

Methods of Teaching Commerce:

- Discussion method
- Lecture method
- Inductive and deductive method
- Computer Assisted Instruction (CAI)
- Using of Teaching Aid

UNIT-5: Evaluation

- Meaning, importance of Evaluation
- Types of Evaluation
- Test, Blue Print, Unit Plan
- Characteristics of a good evaluation

COURSE 8: KNOWLEDGE AND CURRICULUM

Course Credit : 4
Exam Duration : 3 Hours

Full Marks: 50
Theory : 80
Practicum : 20

Objectives:

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

- To introduce perspectives in education and will focus on epistemological and social bases of education.
- To discuss the basis of modern concept child-centered education.
- To introduce changes due to industrialisation, democracy ideas of individual autonomy and reason.
- To understand education in relation to modern values like equity and equality, individual opportunity, social justice & human dignity, with special reference to the ideas of Ambedkar.
- To draw understanding from critical multiculturalism and democratic education system of education.
- To understand nationalism, universalism and secularism and their inter-relationship with education with reference to the ideas of Tagore & Krishnamurti.
- To identify various dimensions of the curriculum and their relationship with the aims of education.
- To discuss the relationship of power, ideology and the curriculum.
- To analyse critically various samples of textbooks, children's literature and teacher's handbooks etc.

Course Content:

UNIT 1: *Epistemology and social bases of Education*

- Distinction between knowledge and skill.
- Teaching and training, Knowledge and Information, Reason and belief.
- The concepts of activity discovery and dialogue with reference to the ideas of Gandhi and Tagore.

- Child's construction of knowledge: attaining knowledge through activity & experiences.
- Concepts of belief, information, knowledge & understanding.
- Different kinds of knowledge & their validation processes.

UNIT 2: *Education and Modern values*

- Historical changes Introduced by industrialisation democracy and ideas of individual autonomy and reason.
- Education in relation to modern value like equity and equality, individual opportunity social, justice and human dignity with special reference to ideas of Dr. Ambedkar (Rodrigues, 2002).
- Multiculturalism and democratic system of education.
- Concepts of Nationalism, universalism, secularism and there inter relationship with education with special reference to the ideas of Tagore & Krishnamurti.

UNIT 3: *Various Dimensions of Curriculum*

- Various dimensions of curriculum and their relationship with the aims of education.
- Knowledge & Power: representation, inclusion of knowledge & knowledge of different social groups in curriculum & textbook.
- What is curriculum?
- Who prepares the curriculum and why?
- Who will participate in the developing curriculum?
- Process & criteria for curriculum selection & construction.
- What is the role of state in designing curriculum?

UNIT 4: *Framing Curriculum*

- The relationship between curriculum framework and syllabus.
- How syllabus is transformed in to textbooks? Explain through examples?
- Principles of curriculum construction.

- Dominant knowledge vs. marginalized knowledge Indigenous knowledge vs Scientific Knowledge.
- School knowledge vs. Everyday knowledge information & out of school knowledge.
- Approaches to curriculum Organisation & Development.
- Development of children & Organisation of curriculum experiences.

UNIT 5: *Curriculum as a Process*

- Curriculum as a process and practice, relationship of power, ideology and curriculum.
- Curriculum, syllabus and Textbooks: concept and interrelation.
- Representation of various social groups in curriculum development.
- Analysis of various samples of textbooks, children, literature and teachers handbooks.

COURSE 9: ASSESSMENT FOR LEARNING

Course Credit : 4

Exam Duration : 3 Hours

Full Marks: 100

Theory : 80

Practicum : 20

Objectives:

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

- Understand the nature of assessment and evaluation and their role in teaching-learning process.
- Understand the perspectives of different schools of learning on learning assessment.
- Realise the need for school based and authentic assessment.
- Examine the contextual roles of different forms of assessment in schools.
- Understand the different dimensions of learning and the related assessment procedures, tools and techniques.
- Develop assessment tasks and tools to assess learner's performance.
- Analyse, manage, and interpret assessment data.
- Analyse the reporting procedures of learner's performance in schools.
- Develop indicators to assess learner's performance on different types of tasks.
- Examine the issues and concerns of assessment and evaluation practices in schools.
- Understand the policy perspectives on examinations and evaluation and their implementation practices.
- Traces the technology bases assessment practices and other trends at the international level.

Course Content:

UNIT 1: *Perspectives on Assessment and Evaluation*

- Meaning of Assessment, Measurement, Tests, Examination, Appraisal, and Evaluation and their interrelationships
- Difference between "true ability" and "observed ability", Principles of assessment and evaluation, Behaviorist, Cognitivist and Constructivist Perspectives.

- Purposes of Assessment: Prognostic, Monitoring of Learning, Providing Feedback, Promotion, Placement, Certification, Grading and Diagnostic.
- 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) Need for continuous and comprehensive assessment School based assessment; Authentic assessment.

UNIT 2: *Assessment of Learning*

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

UNIT 3: *Assessment for Learning*

- Assessment information as an input for learning, metacognition and development – need for continuous, formative and diagnostic assessment.
- Use of Projects, Assignments, Work sheets, Practical work, Performance based activities, Seminars and Reports as assessment devices.
- Developing Performance Tasks (Subject Specific)
- Assessment of Group Processes - Collaborative/Cooperative Learning and Social skills.
- Portfolio Assessment – its meaning, scope and uses; Planning, development and Assessment.

- Self, Peer and Teacher Assessments.

UNIT 4: *Planning, Construction, Implementation and Reporting of assessment*

- Consideration of what and why to assess (content and objectives)
- Differentiation between instructional, learning and assessment objectives
- Stating of Assessment Objectives - Need for integrated objectives.
- Deciding on the nature and form of assessment - oral tests and written tests; open book examination; weightage to content, objectives, allocation of time; Preparation of a blue print.
- Construction/selection of items; Guidelines for construction of test items
- Assembling the test items; Guidelines for administration
- Scoring procedure – manual and electronic; Development of Rubrics
- Analysis and Interpretation of Students' Performance
- Processing test performance: calculation of percentages; central tendency measures; graphical representations; and interpreting performance Item response analysis.
- Role of Feedback in Improving Learning, and Learners' Development
- Ascertaining student needs, identifying student interests and feeding forward for improving learning
- Reporting Student Performance – content and formats; Progress reports, Cumulative records, Profiles, and Open house.
- Using feedback for reporting to different stakeholders – students, parents, and administrators.
- Use of Feedback for teachers' self-improvement.

UNIT 5: *Issues, Concerns and Trends in Assessment and Evaluation*

- Existing Practices: Unit tests, half- yearly and annual examinations, semester system, Board examinations and Entrance tests, State and National achievement surveys.
- Management of assessment and examinations, Use of question bank

- Issues and Problems: Marking Vs Grading, Non-detention policy, Objectivity Vs Subjectivity.
- Impact of entrance test and public examination on teaching and learning – the menace of coaching.
- Policy perspectives on examinations and evaluation: Recommendations in National Policies of Education and curriculum frameworks.
- Trends in assessment and evaluation: Online examination, Computer-based examination and other technology based examinations.
- Standards based assessment – international practices.

References

1. Bransford, J., Brown, A.L., & Cocking, R.R. (Eds.). (2000). How people learn: Brain, mind, experience, and school. Washington, DC: National Academy Press.
2. Burke, K. (2005). How to assess authentic learning (4th Ed.). Thousand Oaks, CA: Corwin.
3. Burke, K., Fogarty, R., & Belgrad, S (2002). The portfolio connection: Student work linked to standards (2nd Ed.) Thousand Oaks, CA: Corwin.
4. Carr, J.F., & Harris, D.E. (2001). Succeeding with standards: Linking curriculum, assessment, and action planning. Alexandria, VA: Association for Supervision and Curriculum Development.
5. Danielson, C. (2002). Enhancing student achievement: A framework for school.
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7. Gentile, J.R. & Lalley, J.P. (2003). Standards and mastery learning: Aligning teaching and assessment so all children can learn. Thousand Oaks, CA: Corwin.
8. Guskey, T.R., & Bailey, J.M. (2001). Developing grading and reporting systems for student learning. Thousand Oaks, CA. Corwin.
9. Natrajan V. and Kulshreshta SP (1983). Assessing non-Scholastic Aspects-Learners Behaviour, New Dlehi: Association of Indian Universities.
10. Srivastava Narendra (2011): Introductory Biometry: Statistics and Research Methodology, Pointer Publishers, Jaipur, Rajsthan.

COURSE 10: CREATING AN INCLUSIVE SCHOOL

Course Credit : 2
Exam Duration : 3 Hours

Full Marks: 50
Theory : 40
Practicum : 10

Objectives:

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

- To bring about an understanding of the „Cultures, Policies & Practices" that need to be addressed in order to create an inclusive school, as spelt out by both and ainscow in "The Indian for Inclusion" (2000).
- To explore the definition of „disability" and „inclusion" within an educational framework so as to identify the dominating threads that contribute to the Psychological construct of disability and identity.
- To look at the models of disability as well as the dominant disclosure on „the other" in the narratives of all concerned.
- To attempt to identify the „barriers" to learning and participation.
- To integrate the physically and mentally handicapped with the general community as equal partners.
- To prepare them for normal growth and enable them to face life with coverage and confidence.
- To promote integration of students with disabilities in the normal schools.
- To help schools move towards positive practices, cultures and policies.

Course Content:

UNIT 1: Concepts of Inclusive Education

- Meaning, Definition, characteristics and objectives of special Education, Integrated Education and Inclusive Education.
- De-institutionalization, normalization, least restricted environment integration, Mainstreaming and Inclusive education.
- Implement Disability and Handicappedness.

UNIT 2: *Education for children with special need*

- Definition, Causes, Identification and Educational provisions for Visually Impaired children.
- Definition causes identification and educational provisions for Hearing Impaired children.
- Definition causes identification and educational provisions for Mentally Impaired children.
- Definition, characteristics, causes Type and approaches for helping learning Disability.

UNIT 3: *Policies & Acts Implementing Inclusive Education*

- Silent features of national policy on education (1968to1986)
- Rehabilitation council of India.
- Persons with disabilities act 1995 (Equal opportunities, Protection of right and full participation)
- New Policies for persons with disability 2012.
- Right to education 2009.

UNIT 4: *Children with special Needs*

- Historical and contemporary perspectives to disability and inclusion.
- Range of learning difficulties.
- Disability identification, assessment and interaction.
- Approaches and skills for teaching children with learning difficulties.

UNIT 5: *Inclusion and Exclusion in Indian Education*

- Forms of inclusion and exclusion in Indian education (marginalized sections of society, gender, children with special needs)
- Addressing Inequality and Diversity in Indian Classroom: pedagogical and curriculum concerns
- Understanding and exploring the nature of assessment for inclusive education.

Mode of Transaction:

- The Practicum and the Theory courses of the programme to develop a solid platform for this paper.
- In consonance with other courses, this course helps in understanding how structures in school create barriers for inclusionary practices.
- The practicum courses of the programme, with the present course should help students in exploring spaces for inclusion in schools.
- Dialogue and discussions has to be the key for the transaction of this course.

References:

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3. Frostig, M, and Maslow, P. (1973). *Learning Problems in the Classroom: Prevention and Remediation*. Grune & Stratton: New York.
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COURSE 11: OPTIONAL COURSES (OC)

Course Credit : 2

Exam Duration : 3 Hours

Full Marks: 50

Theory : 40

Practicum : 10

(OC-1): Work Education and Office Processing

Objectives:

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

- Develop the ability to write different types of letters.
- Use postal and telephone services.
- Develop the competence in maintaining different types of office registers.
- Develop the skill in filling and indexing of letters properly.
- Appreciate the place of office in life.

Course Content:

UNIT-I:

- **Letter writing:** Qualities of a good letter, format of a letter
- **Commercial Letters:** Letters of inquiry, quotation and order, complaints and recovery.
- **Letters of complaint:** Railway and post office
- **Government letters:** Meaning and characteristics, types of official letters, Format of ordinary official letter, D.O. letter, Memorandum and circular letter
- **Filling and indexing:** Aims of filling, characteristics of good filing, types of filling. Horizontal and vertical filling systems, indexing, meaning and need, types of indexing – sample, card and visible indexing.

UNIT-II:

- Meaning of office and office procedures, office organization and office management
- Office communications – meaning and characteristics, types of communication,

Internal and external communication. Departmentisation of office.

- Making travel arrangement – Tour programme, Reservations, Tour Advance, Submission of T.A. Bills.

UNIT-III:

- *Postal service:* Types of postal service, filling in different types of forms and performas, preparing postal packer and parcel and sealing them. Writing a telegram, Operation of intercom, receiving a call, making notes about calls, use of telephone directory, private branch Exchange (PBX), Speed post, Western Union & Instant Money order.
- *Postal saving schemes:* Term Deposits, Kisan Vikas Patra (K.V.P), National Saving Certificate (NSF), MIS, PPF, RD.

UNIT-IV:

- Handling of correspondence/mail – Record of inward and outward mail. Making entries in important registers – stock register, attendance register, medical bill registers, inward and outward register, peon book and letter receipts and dispatch.

UNIT-V:

- Filling and indexing – aims of filling, characteristics of good filling, types of filling. Horizontal and vertical filling systems, indexing, meaning and need, types of indexing – simple, card and visible indexing.

EVALUATION:

Evaluation will be done on the basis of practicals, records and tests and viva.

(OC- 2): Health and Physical Education

Objectives:

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

- Develop physical fitness.
- Understand the rule and regulations of different physical education activities.
- Develop competencies in games and athletic events and other activities.
- Understand their role in conducting matches and annual sports.
- Develop and appreciate the values of education programme.

Course Content:

UNIT-I: Physical Education

- Concept of Physical Education
- Definition of Physical education
- Aims & Objectives of Physical Education
- Importance of Physical Education
- Meaning of Physical Education
- Scope of Physical Fitness.
- Definition of Physical Fitness
- Component of Physical Fitness.

UNIT-II: Health Education

- Meaning and definition of Health & health Education
- Objectives of Health Education
- Importance of Health Education
- Dimension of Health
- Objectives of Health Education
- Importance of Health Education
- Dimension of Health

UNIT-III: *Major Games*

- History of Game
- Measurement of Court/Ground
- Fundamental Skills
- Techniques & Tactics of Games/Sports
- Rules & Regulations
- Major championship/competitions

3.1 Awards & Honour of Particular Games/Sports

Note: student teacher shall participate and learn minimum of two games in a year from the following: badminton, basketball, cricket, football, table-tennis, volleyball and any other similar game.

UNIT-IV: *Athletics*

- | | |
|----------------------------|---|
| • Short Distance (Sprints) | 100m, 200m, 400m, Run |
| • Middle Distance | 800m, 1500m, Run |
| • Distance Runes | 3000m, 5000m, 10000m, Run |
| • Relay | 4×100m, 4×400m |
| • Skills: | Starts (Crouch start standing start) Striding, Finishing, Exchange of baton etc.) |

UNIT-V: *Yoga*

- Meaning and definition of Yoga and Meditation
- Element of Yoga (Practice of selected Asanas)
- Importance of Yoga
- Types of Pranayama (Practice of selected Pranayama)

(OC-3): Peace Education

Objectives:

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

- Understand the importance of peace education.
- Analyse the factor responsible for disturbing peace.
- Familiarize them with the pedagogy of peace.
- Develop understanding about strategies for peace education.
- Appreciate the role of peace in life.

Course Content:

UNIT-I: Importance of Peace

- Aims, Objectives and importance of Peace Education.
- Barriers – Psychological, Cultural, Political.
- Factors responsible for disturbing Peace: Unemployment, terrorism, Exploitation, suppression of individuality, complexes.
- Characteristics of good textbook, evaluation of text book, analysis of text book from peace education and environmental education perspective.

UNIT-2: Empowerment for Peace

- Justice – Social economics, Cultural and religions.
- Equality – Egalitarianism, Education for all, equal opportunity.
- Critical thinking: Reasoning and applying wisdom cooperation.
- Learning to be and learning to live together.
- Conflict resolution; Brain storming, Problem Solving Model and Activity Performance.

UNIT-3: Development Perspectives: Adolescence

- Cognitive, moral, social reasoning and wisdom.
- Bad habits: drug, abuses, theft, indiscipline.

UNIT-4: *Pedagogy of Peace*

- Conflict resolution
- Brain storming
- Problem Solving Model
- Activity Performance

UNIT-5: *Strategies for Peace*

- Emotional integration: Rapprochement, storytelling, narration of scenario with zest.
- Understanding background: Survey, action researches.
- Violence in school, home and society. Negotiation Persuasion, rapprochement, co-existence.

Practicum:

Excursion to sites or monuments symbolizing introspection; Organizing morning assembly, meditation, exhibition, etc. on peace-related themes.

End of term project: each student will be required to submit and present in class a paper covering a short analysis of any contemporary conflict and a proposal to resolve it.

References:

1. Bachelor, M. and Brown, K. (eds.) Buddhism and Ecology.
2. Dalai Lama, H.H. The Art of living and Dying in peace.
3. Fromm, E. Sane Society.
4. Hanh, T. N. Being Peace.
5. Karve, I. Yuganta.

(OC-4): Guidance and Counseling

Objectives:

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

- Understand the concepts of guidance and its need.
- Provide guidance and counseling to pupils.
- Assist the school counselor.

Course Content:

UNIT-1: *Introduction to Guidance*

- Meaning, Nature, Scope and need of guidance.
- Guidance Services: Educational, Vocational and Personal guidance.
- Problems of Guidance, Principles of guidance.
- Modern Trends of Guidance.
- Placement Service: Educational placement, vocational placement.
- Evaluation of guidance programme, follow-up services.

UNIT-2: *Counseling*

- Nature of principles of counseling, difference between guidance and counseling.
- Approaches to counseling- Directive, Non-Directive and Eclectic Counseling.
- Professional Role & Functions of the counselor.

- Techniques for collection information's-Non-standardized method and standardized method.

UNIT-3: *Function of Guidance and counseling Service:*

- Role and Requirement of Guidance and counseling Centre.
- Identification of problems and Organisation in guidance.
- Anecdotal Record.
- Need of psychological test in guidance service: Intelligence test, personality test and Interest inventories.

UNIT-4: *Educational Guidance*

- Meaning and principles of guidance.
- Philosophical, psychological and sociological foundations of guidance.
- Aims and objectives of guidance with special reference to secondary schools.
- Evaluating the students through performance in class and co-curricular activities, anecdotal records, rating scales, autobiographies and essays, socio gram and cumulative records, uses and limitations of standardized tests and inventories in guidance.
- Educational and occupational information.

UNIT-5: *Vocational Guidance*

- Group guidance techniques and guidance in classroom programme.
- Understanding the role of counselor teachers, administrators and other specialists.
- Helping student with educational and vocational problems.
- Introduction to counseling and follow-up programme.
- Teaching and guiding exceptional students (the gifted, retarded and handicapped).

Transaction Mode:

- Lecture cum discussion.
- Project and Presentation.
- Question-Answer.
- Problem Solving

Any two of the following

- Case study of any one special need child.
- Organizing career interview for school students.
- Psychological test: Personality test, Aptitude test, Creativity test.
- Organizing career and counseling talk.

Practicals:

1. The students will administer at least five tests/non tests from a & b selecting at least two from them.
 - a) Test Technique: Intelligence Test, Aptitude Test, Interest Test, Personality Questionnaire and study Habit Inventory.
 - b) Non Test technique: Socio metric Test, rating scale, anecdotal record and interview.
2. Students will maintain cumulative record or prepare a case study.
3. Collection and dissemination of educational and occupational information.

Reference:

1. Nayak, A.K.(2004): Guidance counseling, A.P.H. publication corporation, New Delhi.
2. Kumari, Sarita and Monica Tomar(2005): Guidance and counseling, shri publishers and distributors, New Delhi.
3. जायसवाल, सीताराम(2011): शिक्षा में निर्देशन एवं परामर्श, अग्रवाल पब्लिकेशन, आगरा।
4. चौहान, विजयलक्ष्मी एवं डा० कल्पना जैन: निर्देशन एवं परामर्श अंकुर प्रकाशन, उदयपुर।
5. सिंह, डॉ० राजीव कुमार एवं कुमारी, डॉ० माधुरी: शिक्षा में निर्देशन एवं परामर्श; संस्कृति प्रकाशन, भागलपुर।

COURSE EPC 4: Understanding the Self (1/2)

Course Credit : 2

Exam Duration : 3 Hours

Full Marks: 50

Theory : 40

Practicum : 10

Objectives:

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

- To help student teachers discover and develop open-mindedness, the attitude of a self-motivated learner, having self-knowledge and self-restraint.
- To help student for sensitivity, sound communication skills and ways to establish peace and harmony.
- To develop the capacity to facilitate personal growth and social skills in their own students.

Course Content:

UNIT-1: *Exploring the Aim of Life*

Objectives

- To enable students to develop a vision of life for themselves.
- To encourage students to give conscious direction to their lives to take responsibility for their actions.
- To develop a holistic and integrated understanding of the human self and personality.

Workshop Themes

- Vision as a person: Aspiration and purpose of life.
- Giving a conscious direction to life.
- Understanding different dimensions of self and personality and way in which they influence the dynamics of identity formation, values and direction of life.

UNIT-2: *Discovering one's True Potential*

Objectives

- To facilitate the personal growth of the students by helping them to identify their own potential.
- To develop the power of positive attitude.
- To encourage students to develop the capacity for self-reflection and personal integration.

Workshop Themes

- Understanding one's strengths and weaknesses through self-observation exercises.
- Taking responsibility for one's own actions.
- Developing positivity, self-esteem and emotional integration.
- Exploring fear and trust: competition and cooperation.
- Developing skills of inner self organization and self-reflection.
- Writing a self-reflective journal.

UNIT-3: *Developing Sensitivity*

Objectives

- To enable students to examine and challenge the stereotypical attitudes and prejudices that influence identity formation and the process of individuation.
- To encourage students to develop the capacity for perspective taking and appreciating different points of view.
- To develop sensitivity towards needs of children by connecting with one's own childhood experiences.

Workshop Themes

- Understand and challenge the unconscious, conditioned attitudes that are stereotyped and prejudiced (gender, caste, class, race, region, disability etc.) and critically examine the sources of stereotyped messages (e.g. media).

- Defining consciously one's own values towards self and society and develop a capacity to understand and appreciate divergent points of view. Widening their realm of consciousness.
- Developing the capacity for empathic listening and communication skills.
- Understanding one's own childhood and adult-child gaps in society.

UNIT-4: *Peace, Progress and Harmony*

Objectives

- To develop the capacity to establish peace within oneself.
- To develop the capacity to establish harmony within a group and methods of conflict resolution.
- To understand the meaning of leadership and develop attitudes and skills of a catalyst.
- To understand the basis of social disharmony, the factors those contribute to it and ways to facilitate change.

Workshop Themes

- Establishing peace within oneself, exercises of concentration and mediation.
- Understanding group dynamics and communication.
- Creating group harmony: exploring methods of creating a collective aspiration for progress and conflict resolution.
- Exploring the bases of social disharmony: becoming the agents and catalysts of change and exploring methods of facilitating change.

UNIT-5: *Facilitating Personal Growth: Applications in Teaching*

Objectives

- To explore attitudes and methods needed for facilitating personal growth in students.
- To explore ways of integrating the facilitation of personal growth and social skills within the formal curriculum.

Workshop Themes

- Becoming a self-reflective practitioner: becoming conscious of one's own attitudes and communication pattern while teaching.
- Observing children: Appreciating social, economic, cultural and individual differences in children and relating with them.
- Exploring and practicing ways to facilitate personal growth and develop social skills in students while teaching.

Mode of Transaction

There is no standard prescribed material for these workshops. The professional experts are expected to engage with the students with specially designed activities. These could be based on the facilitator's personal integration and unique individual and group characteristics and are rooted within the context of student's lives and contemporary realities. It is suggested that the students be given space to explore and articulate their own sense of life and its issues. They can be encouraged to think a fresh on issues that most closely concern them and use creativity and imagination to develop a perspective on them. The resource materials are an aid in this process. The resource materials can also include newspaper/web articles on contemporary concern and ovies/documentaries and other audio-visual materials. There is a suggested list of resource materials which should be contextualized and updated periodically.

Expertise/Specialization required teaching this course

Specialists who have conducted personal development workshops and who have a qualification in clinical and counseling Psychology.

References:

1. Antoine de Saint-Exupery. (1977), The Little Prince, London, UK: Wordsworth Edition Translated by Irene Testot-ferry (available in Hindi)
2. Csikzentmihalyi, M. (1993). The Evolving Self: A Psychology for the Third Millennium, New York: Harper Collins.

3. Dalal, A.S. (1987). *Living Within*, Pondicherry, India: Sri Aurobindo Ashram Trust.
4. Dalal, A.S. (2001). *Our Many Selves*, Pondicherry, India: Sri Aurobindo Ashram Trust.
5. Erikson, E. (1964). *Insight and Responsibility*, New York, USA: Norton.
6. Frankl, V. (1946). *Man's Search for Meaning*, New York : Pocket Books.
7. Joshi, K. (ed.) (2005). *The Aims of Life*, Auroville, India: Saiier.
8. Josselson, R. (1990). *Finding Herself: Pathways to Identity Development in Women* Oxford, UK: Jossey-Bass Pub.
9. Krishnamurti, J. (1953), *Education and the Significance of Life*, Ojai, California, USA: Krishnamurti Foundation Trust.
10. Maslow, A. (1971). *The Farther Reaches of Human Nature*, New York, USA: The Viking Press.
11. NCERT, (2006). *Education for Peace, Position Paper*, New Delhi: NCERT.
12. Sri Aurobindo and The Mother, (1956). *The Science of Living*. In "On Education: Pondichery, India: Sri Aurobindo Ashram.
13. *Walk with Me: A Guide for Inspiring Citizenship Action* (2006), New Delhi: Pravah Pub.
14. Yuva School Life skills Programmes, (2008) *Handbook for Teacher Department of Education and SCERT, Govt. of NCT of Delhi, Draft Vols. 1,2,3 & 4.*

Audio-Visual Resources

- i. *Aims of Life* by Kireet Joshi (DVD) for DVD/facilitation. Contact mothersinstitute@hotmail.com
2. *Full of Life : A sensitive Japanese Teachers explores feelings, death with 10 year olds* (<http://www.arvindguptatoys.com/films.html>)
3. *Personality Development* (Interactive CD, Computer Only) with Yoga and Guided Meditation Modules. Indus Quality Foundation.

The Hourse one Gulmohar Avenue by Samina Mishra (www.cultureunplugged.com)

SCHOOL INTERNSHIP

Course Credit : 10

Full Marks: 250

1. Students are to be actively engaged in teaching for 16 weeks in the final year of the course. They shall be engaged at two levels, namely, upper primary (classes VI – VIII) and secondary (IX – X), or senior secondary (XI-XII), with at least 16 weeks in secondary/senior secondary classes.
2. They should be provided opportunities to teach in schools with systematic supervisory support and feedback from faculty.
3. Internship in schools will be for a minimum duration of 20 weeks for a two-year programme (4 weeks in the first year, and 16 weeks in the second year as noted above). This should also include, besides practice teaching, an initial phase of one week for observing a regular classroom with a regular teacher and would also include peer observations, teacher observations and faculty observation of Practice lessons.

Internship & Evaluation -

(A) B.Ed. (First year) Maximum Marks: 50

Duration: Four weeks-

During this period, the student teachers will be provided training in core teaching skills, content analysis, development of TLM, organization of school activities, lesson planning etc. The evaluation of the students will be done on the basis of their performance by teacher educators' group.

- | | |
|--|---------|
| 1. Content analysis and mode of transaction Assignment in Teaching subject | 5×2=10 |
| 2. Preparation, representation and use of TLM in subject. | 5×2=10 |
| 3. Participation, Exercises, Acquisition of Skills | 10 |
| 4. Observation of day to day two School activities and report of an in depth study of one activity | 10×2=20 |

Total Marks:	50
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Internship & Evaluation

(B) B.Ed. (Second year)

1. Duration (16 weeks)

200 marks

Delivery of lessons

Minimum number of Lessons in each teaching subject to be delivered should be 20 excluding two criticism Lessons. Total 40 lessons for two teaching subjects will be required for students who had P.G. & kept 2 method papers in same subject.

2. Practicum

- (i) Preparation and analysis of achievement tests followed by remedial teaching.
- (ii) Case study/Action Research
Working with community (meeting with parents at least 2 for total growth & development of their words and preparation of report)
- (iii) Observation of 5 lessons in each subject and preparation of report
Organise/Participate in any one school co-curricular activities/Review of the text book.
- (iv) Teaching Aids in each teaching subject. (Any other activities decided by the institute)
Preparation of health card/time-table preparation blue print of an achievement test/psychological test (2) etc.

3. Post Internship

Reflection/Review of above programme & feedback

4. Suggested School Activities (any four):

- Organization of Cultural Activities
- Organization of Sports/Games
- Making school time table
- Organizing morning assembly
- Maintenance of School record
- Preparing TLM
- Guidance and Counseling
- Organizing Science Exhibition
- Maintenance School Laboratories
- Maintenance School Library

- Community Oriented activities
- Gardening
- Literacy Campaign
- Mass Awareness Programme

5. Assessment of Internship activities

A	Regular Classroom Teaching through 40 (20+20) lessons with Preparation	50 Marks
B	To Critisize two lessons of each subject and observed by minimum two supervision	10 Marks
C	Classroom Management Techniques	20 Marks
	(i) Observation of 5 lessons in each teaching subject and preparation of report	10 Marks
	(ii) Development of achievement test and remedial teaching	10 Marks
	(iii) Participation in 2 co-curricular activities and preparation of report.	10 Marks
	(iv) Analysis of textbook	10 Marks
D	Teaching Aids (at least 2 in each subject)	10 Marks
E	Implementation of ICT Skill development through curriculum	20 Marks
	- Use of Computer - PPT Presentaiton - Browsing - Data Entry & Calculation	10 Marks
Total		160 Marks
External Assesment – For two Pedegogy paper will be -20+20=40		40 Marks
Grand Total		200 Marks