



**LALIT NARAYAN MITHILA UNIVERSITY  
KAMESHWARANAGAR, DARBHANGA**

**Two- Year  
Bachelor of Education (B.Ed.) Programme  
(Syllabus)**



**Lalit Narayan Mithila University  
Kameshwaranagar, Darbhanga**

**LALIT NARAYAN MITHILA UNIVERSITY**  
**KAMESHWARANAGAR, DARBHANGA**

**Syllabus for Two Year B.Ed. Programme**

**Scheme of Study**

<b>1<sup>st</sup> Year</b>					
<b>ANNUAL DISTRIBUTION OF COURSES</b>					
<b>Course No.</b>	<b>Course Name</b>	<b>Credit</b>	<b>Theory</b>	<b>Practicum*</b>	<b>Full Marks</b>
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 <i>EPC1</i>	Reading and Reflecting on Texts	2	40	10	50
Course <i>EPC2</i>	Drama and Art in Education	2	40	10	50
Course <i>EPC3</i>	Critical Understanding of ICT	2	40	10	50
<b>Total</b>		<b>26</b>	<b>520</b>	<b>130</b>	<b>650</b>

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

<b>2<sup>nd</sup> Year</b>					
<b>ANNUAL DISTRIBUTION OF COURSES</b>					
<b>Course No.</b>	<b>Course Name</b>	<b>Credit*</b>	<b>Theory</b>	<b>Practicum**</b>	<b>Full Marks</b>
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 <i>EPC4</i>	Understanding the Self	2	40	10	50
School Internship		10	-	-	250
<b>Total</b>		<b>26</b>	<b>320</b>	<b>80</b>	<b>650</b>

\*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

## **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).

**In the second year under 7b, a student has to choose any one pedagogy subject from the following list:**

1. Pedagogy of Mathematics
2. Pedagogy of Biological Science
3. Pedagogy of History
4. Pedagogy of Geography
5. Pedagogy of Political Science
6. Pedagogy of Economics
7. Pedagogy of Psychology
8. Pedagogy of Philosophy.

### **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 meaning, nature and purpose of education
3. Understand Vision of education according to National Curriculum Framework and State Curriculum Framework in the context of Indian Constitution
4. Interrelation among knowledge, curriculum and aims of Education and role of Teacher as a critical pedagogue
5. Trace the educational ideas of contemporary thinkers and outline their relevance in present context
6. Understanding the meaning and nature of Curriculum and Need for Curriculum in Schools;
7. Curriculum visualised at different levels: National-level, state-level, school-level; class- level and related issues;
8. Understand the broad determinants of curriculum making(at the national or state –wide level);
9. 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.
- NatrajanV.andKulshreshtaS.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, 1985.
- 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: Macmillan 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*. Secundarabad: 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

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: 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 11 (b): Education for Conservation and Environmental Regeneration

### 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.
- Doraisami, S. (1979). *Environmental Education in the Curricula of Indian Schools*. School Science. Vol. 8, No.3.
- *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.
- Kaayar, V.S. (1997). *Environmental Concerns, Depleting Resources and Sustainable Development*. Jaipur: Pointer 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.
- 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. (2003). *Essentials of Physical Education*. Ludhiana: Kalyani publishers.
- 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.
- Barki B.G Mukhopadhyay (2000); *Guidance and counseling - A manual*
- Bengalee M D: *Guidance and counseling*
- Bengalee Mehroo D: *Child Guidance*
- Bhatia, K. K., (2002). *Principles of Guidance and Counseling*, Ludhiana: Vinod Publications.
- 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*
- Nambiyar K: *Strategies Guidance Based Education*
- Nanda S.K.; Chadha P.C.: *Educational and vocational guidance*
- Oberoi S.C (2000); *Educational, Vocational Guidance and Counseling*
- Patterson L E; Welfel E R. *The counseling Process*
- Safaya, B.N., (2002). *Guidance & Counseling*, Chandigarh: Abhishek Publications.
- Sharma R A *Fundamentals of Guidance and Counseling*
- Sharma, R. N. (2004); *Guidance and Counseling*
- 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.
- Sodhi, T.S. & Suri, S. P., (1999). *Guidance and Counseling*, Patiala: Bawa Publication.

### 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 ;

### 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:

- Kaushik, V.K.: *School Administration & Organization*. New Delhi: Anmol Prakashan,2002.
- Kochar, S.K.: *Secondary School Administration*. New Delhi: Sterling, 1978..
- Kudesia, U.C.: *Shiksha Prashasan*. Agra: Vinod Pustak Mandir, 1981.
- Mathur, S.S. and Kohli, V.K.: *School Administration and Organization*. Jallunder:Krishna Brothers, 1973.
- Mohanti, J.: *Education Administration, Supervision and School Management*. NewDelhi: Deep and Deep, 2002.
- Mukerjee, S.N.: *Educational Administration in India*. Baroda: Acharya Book Depot,1962.
- Mukerjee, S.N.: *Secondary School Administration*. Baroda: Acharya Book Depot,1963.
- Nwankwo, J.I.: *Educational Administration Theory and Practice*. New Delhi: Vikas Publishers, 1982.
- Pandya, S.R.: *Adminstration and Management of Education*. Mumbai: Himalya, 2001.
- 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 Avem Sangathan*. Agra: Vinod Prakashan, 2001.
- Siddhu, S.K.: *School Organization and Administration*. New Delhi: SterlingPublishers, 1987.
- Vashist, S.R.: *Classroom, School Administration*. New Delhi: Anmol Prakashan, 2002.

## 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 1: 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, organization 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 16 weeks. This should include an initial phase of one week for observing a regular classroom with a regular teacher and would 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 16 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 it 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)

### Scheme of Assessment for Internship Programme

School Internship Programme		For sixteen weeks
Internal Assessment		
Tasks	Details	Marks
1.	School Diary- a) Maintenance of Attendance Register	5
	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
<b>Total</b>		<b>150</b>
<b>External Assessment</b>		<b>50+50</b>
<b>Gross Total</b>		<b>250</b>

StudyRaw.Com