



GAUTAM GROUP OF INSTITUTIONS

MAGADH UNIVERSITY

B. Ed. SYLLABUS – 1st YEAR

Scheme of Examination

First Year

Course No.	Course Name	Credit	Theory Marks	Practical Marks	Full Marks
Course 1	Childhood and Growing Up	4	80	20	100
Course 2	Contemporary India and Education	4	80	20	100
Course 3	Learning and Teaching	4	80	20	100
Course 4	Language across the Curriculum	2	40	10	50
Course 5	Understanding Discipline and Subjects	2	40	10	50
Course 6	Gender, School and Society	2	40	10	50
Course 7a	Pedagogy of a School Subject-Part I	2	40	10	50
Course EPC 1	Reading and Reflecting on Texts	2	40	10	50
Course EPC 2	Drama and Art in Education	2	40	10	50
Course EPC 3	Critical Understanding of ICT	2	40	10	50
	Total	26			650

COURSE 1 : CHILDHOOD AND GROWING UP

Unit 1: Introduction to Childhood

- Meaning and Definition of Childhood, Growth and Development;
- Stages of Development: Physical, Mental Social, Emotional, Moral;
- Factors affecting Childhood: Family, Peer group, neighbors Schools and Community.

Unit 2: Understanding Adolescence

- Cultural difference and Adolescent, impact of urbanizations and economic change in his experience.
- Growing up as Adolescents: impact religion socio-cultural context, gender, class, poverty and media.
- Childhood and adolescence: Problems of Indian adolescents and role of teacher, family and community.

Unit 3: Perspectives in Development

- Concepts and introduction to perspectives in development, and theories of development.
- Enduring themes in the study of development: development as multidimensional; Development as continuing through the life span; ways in which development is continuous/discontinuous; sociocultural contexts influencing development.
- Gathering data about children from different contexts: naturalistic observations; interviews; reflective journals about children; anecdotal records and narratives; clinical methods with reference to Piaget.

Unit 4: Language Development

- Development of Speech and Language.
- Stages of language development.
- Factors in language development.
- Uses of language: Turn taking, interactions, and conversations, listening.
- Socio-cultural variations in language: accents, differences in communication.
- Linguistic variation, implications for a multicultural classroom.
- Bilingual or multilingual children: implications for teachers.
- Classrooms; storytelling as a pedagogic tool.

Unit 5: Children in Their Natural Settings

- Observation about children by Parents and Teacher.
- Children in their natural setting: (Play, Community Setting) using activities as a base to establish rapport, childhood and their growing up in a realistic context.
- Impact of gender, caste, social class, urbanization and economic change for the lived experience of children.
- Concept and processes of socialization: Ecological theory of Bronfen Brenner.
- Individual difference among children: socio-cultural and economic context: process of socialization.
- Relationships with peers: friendships and gender; competition and cooperation, competition and conflict; aggression and bullying during childhood.

COURSE 2 : CONTEMPORARY INDIA AND EDUCATION

Unit 1: Diversity Inequality and Marginalization

- Diversity inequality and Marginalization in the society and the implications for education.
- Diversity at the level of individual of regions, languages, religions, caste, tribes etc.
- Diverse communities and individuals Education and Role in grooming children to respect diversity.
- Establish frameworks for collective living and resolution of tensions peaceful and justly.
- Education of marginalized groups like women, Dalits and tribal people.

Unit 2: Universalization of Secondary Education

- Right to education and its implication.
- Universalization of Education with special reference to:
 - (a) Universal Enrolment
 - (b) Universal Retention
 - (c) Universal Achievement
- Impact of realizing the UEE on secondary education: access, enrolment, participation and Achievement; Lessons from implementation of UEE.
- USE: status, issues and concerns.
- Strategies for realization of targets.

Unit 3: Constitutional Provision & Education

- Study of Constitution especially the preamble for the fundamentals Rights, Duties and the directive principles of state policies.
- Constitutional values related to aims of education.
- Democracy: Equality, Justice, Freedom, Secularism, Socialization, Fraternity.

Unit 4: Quality Education

- Quality education: meaning and concept.
- Indicators of Quality: related to learning environment & Student outcomes.
- Outcomes improvement through: Setting standards for performance; supporting inputs known to improve achievement. Adopting flexible strategies for the acquisition and use of inputs and Monitoring performance.
- Envisioning school management and organization for quality Education: school building, classroom practice role of Educational institution.
- Total Quality Management.

Unit 5: Study of Different Commissions and Policies in Education

- Wood Dispatch (1854), Wardha Commission 1937: Basic Education.
- Kothari commission (1966) recommendation and their implementation.
- Mudaliar commission (1951-53).
- National Policy of Education (NPE), 1986 & its review, 1992.
- Common school system.

COURSE 3 : LEARNING AND TEACHING

Unit 1: Understanding the learner and Learning Process

- Understanding the learner's knowledge, skills, values, belief, attitudes and habits.
- Learning as a process and learning as an outcome.
- Learning from own experiences and move beyond them.
- Socio cultural & Cognitive Processes of learning.
- Autonomy, self-esteem and freedom experience by learners.

Unit 2: Dimensions of Learning

- Types of learning: Factual, Associations, conceptual, procedural, generalisation, principles and rules.
- Current theories of learning (Piaget, 1937; Vygotsky, 1977).
- Curiosity, interest, active engagement and inquiry in learning at all levels.
- Learning as construction of knowledge learning in school & outside of school.
- Notion of learning as construction of knowledge (NCE, 2005).
- Relationship between teachers & learners and learning themselves.

Unit 3: Learning & Motivation

3.1 Learning:

- Meaning, factors influencing learning: learner, teacher, process and task.
- Concepts: Learner, Teaching, Learning, Instruction, freedom and Autonomy.

3.2 Learning Theories:

- Trial and Error, Conditioned-response, Insight and their educational implications.
- Transfer of learning meaning, theories, transfer of learning from classroom to actual life situations.
- Pedagogic principles of organizing learning; Behavioristic, cognitive and Humanistic.

3.2 Motivation:

- Concept and Theories of motivation.
- Motivating children in classroom situations.
- Attention, motivation and readiness as factors influencing scholastic learning.

Unit 4: Understanding and Teacher Teaching

- Impact of one's own socialization processes and their influences on 'becoming a teacher'
- Teacher's professional identity.
- Teacher's role in teaching process.
- Phases and levels of teaching.
- Teaching: strategies and techniques.
- Proficiency in teaching: meaning and place of awareness, skills, competencies and commitment.

Unit 5: Teaching as a Profession

- Teaching as a Profession.
- Analyzing teaching in diverse classrooms.
- Teaching approaches that support learning (Ladson-Billing, 1995).
- Activity of teaching in formal setting (Carr, 2005, Lampest, 2001).
- Teaching on their beliefs & practices.

- Multiple responsibilities in institutional setting.
- Need & opportunities for professional growth of teacher.

COURSE 4 : LANGUAGE ACROSS THE CURRICULAM

Unit 1: Language and Literary

- Background of students, influence in classroom Interaction.
- Literacy, Oral and Written language used in classroom.
- Develop Strategies for using oral language for the classroom to promote learning in the subject area.
- Pedagogical decisions and nature of students learning.
- Reading comprehension.

Unit 2: Language Diversity & Multilingualism

- The home language and school language. Deficit theory (Eter, 1989).
- Discontinuity theory.
- Nature of Questioning in the classroom, types of questions.
- Constitutional Provision about Language.
- Language Diversity: In the Context of India.
- Multilingualism as a Resource and a Strategy.

Unit 3: Language across the Curriculum

- Function of language: in the classroom outside the class room.
- Language in education and Curriculum.
- Learning language and learning through language.
- Studying state policies on language in education.
- Relationship of Language and Society: Identity, power and discrimination.

Unit 4: Language Classroom

- Introduction, Aims and Objectives of Language Teaching.
- Current Language Teaching-learning Processes and heir Analysis.
- Organizing Language Classroom
- Role of the Teacher in language teaching.

Unit 5: Developing Language Skills

- Developing Listening and Speaking skills: Dialogue, Storytelling, Poem Recitation, Short play.
- Reading an expository text; strategies; comprehension; activating schema; Building schema; reading to learn.
- Beyond the textbook: diverse forms of texts as materials for language.
- Developing Writing Skills and Linkages between reading and writing.

COURSE 5 : UNDERSTANDING DISCIPLINES AND SUBJECTS

Unit 1: Understanding Discipline and Subjects

- Understanding discipline and school subjects in school curriculum.
- Changing in most disciplinary areas (Social science, Language, Humanities, Mathematics and Science).
- Emerging of subjects in particular social, political and intellectual concepts.
- History of the teaching subject areas in schools

Unit 2: Disciplinary Knowledge

- Role of disciplinary knowledge in the overall scheme of school curriculum.
- Values of disciplines.
- Paradigm shifts in nature of disciplines.
- The methods of study & validation of knowledge.
- Role of disciplinary knowledge in the overall scheme of school curriculum.

Unit 3: Theory of Contents Selection

- Formulation of contents, selection of content, designing syllabus for constructing knowledge among the learners.
- Recent development of Science, Maths, and philosophy.
- Teaching of language, History and Civics as better vehicles of colonial indoctrination.
- Teaching of Mathematics and Science as vehicles of national development.
- Inclusion & Exclusion of subject area from their school curriculum.

Unit 4: Experience of Children and Communities

- Experience of children and their communities their natural curiosities and methods of the study of the subjects.
- School subjects with Practical Knowledge, community knowledge, intuitive knowledge and tacit knowledge (Deng, 2013).
- Work related subjects (Horticultural or hospitality etc.) need to be creatively developed.
- Design of the curriculum & textbook as need of the children.

Unit 5: Gender Identity Roles & Interdisciplinary Knowledge

- Develop a growing sense and aspirations of interdisciplinary approach of knowledge.
- Performativity for the development positive notions of body self.
- Impact of NCFTE on this issue.
- Interrelation and interdependence of disciplines.

COURSE 6 : GENDER, SCHOOL AND SOCIETY

Unit 1: Gender Role in Home & Society

- Gender roles in society through family, caste, religion, culture (films, advertisements, songs etc.)
- Gender law and the state.
- Opportunities for education to girls.
- Influence of home and society in gender identity construction.

Unit 2: Gender and School

- Role of schools, peers, teachers, curriculum and text books etc. in challenging gender inequalities.
- Representation of gendered roles, relationships and ideas in text books & curricula (Nirantar, 2010).
- Positive notions of sexuality among young people and impact on larger issues.
- Identification of sexual abuse/violence & safety at school, home & beyond.

Unit 3: Gender and Beliefs

- Critical reading of the media which propagates popular beliefs.
- Reinforcing gender roles in the popular culture and by implementation at school.
- Discussion and Audio-Visual engagement for sensitized women issue.
- Importance of Gender and Beliefs.

Unit 4: Issues of Masculinity and Femininity

- Emergence of gender specific roles for masculinity and femininity.
- Cross-cultural perspective.
- Social construction of masculinity and feminist.
- Examining how schools nurture/challenge in creation young people as masculine & feminine selves.

Unit 5: Gender Inequality in the school

- Patriarchies in interaction with other social structures and identities.
- Pedagogy to challenge gendered inequalities roles of family, caste, religion and culture.
- Working towards gender equality in the classroom.
- Constitutional provisions for gender equality.

COURSE 7A & 7B: PEDAGOGY OF SCHOOL SUBJECT

PSS 1: TEACHING ENGLISH

Unit I: Introduction

- Values and importance of teaching English in India.
- The objective of teaching English as a second language at the secondary level.
- Place of English in school Curriculum.
- Problems in effective teaching of English as a second language in Indian schools and their possible solutions.
- Psychological, linguistic and pedagogical principles of teaching English as a second language.

Unit II:

- Types of Reading
- Reading defects and their remedy
- Reading Comprehension
- Developing the skills of writing-steps, stages, types
- Acquaintance with different literary genres: Poetry, Drama, Novel, Essay and Story.

Unit III: Methods of Teaching

- Grammar- translation method
- Direct method
- Structural- situational approach
- Bilingual approach
- Communicative language teaching
- Eclectic approach
- The skill of questioning

Unit IV: Teaching English

- Teaching of Prose - detailed and non- detailed
- Teaching of Poetry
- Teaching of Grammar
- Lesson planning in all the above four areas
- Skills of English teaching

Unit V: Various Aspects of English Teaching

- Maxims for teaching of English
- A-V aids in teaching English
- Place of mother tongue in English teaching
- Role of drills, exercises, vocabulary, spelling, pronunciation in English teaching.
- Evaluation in English teaching

PSS 2: TEACHING URDU

Unit I:

- Concepts of language (verbal & non-verbal) concept of language learning and acquisition functions of language, communication, transmission of culture and medium of instruction.
- Objectives of teaching Urdu at Secondary levels.
- Origin and development of Urdu language.
- The qualities of a good language teacher.

Unit II:

- Writing: Elementary knowledge of Urdu scripts-Khat-e-Naskh, Khat-e-Nastaliq and Khat-e-Shikast.
- Teaching of alphabets, borrowed from Arabic, Persian and Hindi, their shapes and nomenclatures.
- Punctuation
- Qualities of good hand writing
- Letter writing (Formal and Informal)
- Essay writing

Unit III:

- Reading: Its importance, concept and meaning
- Types of reading - Silent and loud reading, extensive and intensive reading.
- Reading comprehension
- Reading defects and their cure.

Unit IV:

- Methods of teaching:
- Translation method
- Direct method
- Play way method
- Bilingual method
- Structural approach Communicative approach

Unit V:

- Teaching of prose
- Teaching Poetry
- Teaching of Grammar
- Teaching of Composition
- Lesson planning in all the above areas
- Skill of questioning
- Teaching aids in Urdu

PSS 3: TEACHING OF HINDI

इकाई – 1: हिन्दी शिक्षण के उद्देश्य एवं लक्ष्य

- हिन्दी भाषा का अर्थ एवं सम्प्रत्यय
- हिन्दी भाषा शिक्षण के सामान्य व विशिष्ट उद्देश्य
- माध्यमिक एवं उच्चतर माध्यमिक स्तर पर हिन्दी शिक्षण के लक्ष्य एवं उद्देश्य
- भारत में हिन्दी शिक्षण की समस्याएँ
- हिन्दी भाषा शिक्षण के सिद्धांत
- ब्लूम वर्गीकरण के अनुसार शैक्षिक उद्देश्यों का व्यवहारपरक लेखन

इकाई – 2: हिन्दी शिक्षण में पाठ योजना

- पाठ योजना— अर्थ, महत्व एवं विशेषताएँ
- पाठ योजना के विभिन्न उपागम (हरबर्ट एवं ब्लूम)
- गद्य, पद्य एवं व्याकरण की पाठ योजना के सोपान
- एक उत्तम पाठ योजना का निर्माण
- विभिन्न श्रव्य— दृश्य उपकरणों का हिन्दी शिक्षण में प्रयोग

इकाई – 3: हिन्दी शिक्षण के विभिन्न भाषायी कौशल

- हिन्दी भाषा कौशल के विकास का महत्व
- श्रवण कौशल का अर्थ, महत्व एवं शिक्षण तकनीक
- वाचन कौशल का अर्थ, महत्व एवं शिक्षण तकनीक
- पठन कौशल का अर्थ, महत्व एवं पठन कौशल के तकनीक का विकास
- लेखन कौशल का अर्थ, महत्व, लेखन शिक्षण के चरण, औपचारिक एवं अनौपचारिक लेखन

इकाई – 4: हिन्दी शिक्षण की विधियाँ

- गद्य शिक्षण विधि – व्याख्या, अर्थबोध व पाठ्यपुस्तक विधि
- पद्य शिक्षण विधि – गीत, अभिनय, व्याख्या व प्रश्नोत्तर विधि
- व्याकरण शिक्षण विधि – पाठ्यपुस्तक, सूत्र प्रणाली, आगमन व निगमन विधि
- रचना शिक्षण विधि – खेल विधि, चित्रपूर्ति, रिक्त स्थान, प्रबोधन व प्रश्नोत्तर विधि

इकाई – 5: हिन्दी शिक्षण में मूल्यांकन

- हिन्दी शिक्षण में मूल्यांकन का अर्थ व महत्व
- परीक्षण के प्रकार – वस्तुनिष्ठ व विषयनिष्ठ (निबन्धात्मक)
- श्रवण, मौखिक अभिव्यक्ति, पठन लेखन एवं वाचन कौशल के मूल्यांकन हेतु एकांशो का निर्माण
- हिन्दी शिक्षण में सतत एवं व्यापक मूल्यांकन

PSS 4: TEACHING OF SANSKRIT

Unit I: Nature and Importance of Sanskrit language

- Nature of Sanskrit Language, Sanskrit Language and Literature, Sanskrit Language and Indian Language, Sanskrit as historical language (Dev-vani) Socio- cultural importance of Sanskrit language, Sanskrit as a Modern language, Aims and objectives of teaching Sanskrit at different levels, Qualities of a Sanskrit Teacher, Importance of Teaching Sanskrit in India, Problems related to teaching Sanskrit at school level.

Unit II: Different methods of Teaching Sanskrit

- Inductive and deductive approach, whole language approach, construction approach, Multi-lingual approach to language teaching (Dewey, Vygotsky, Chomsky, Krashen), Indian thoughts on language teaching (Panini, Kamta Prasad, Kishor Das Vajpai) Grammar translation method, Direct method, Structural situational method, Audio-lingual method, Natural Method, Communicative approach, Preparation of Ideal Lesson Plan, Use of Audio-visual aids in Sanskrit language.

Unit III: Different approaches of Sanskrit Language

- Pronunciation, sounds, linguistic diversity and its impact on Sanskrit, the Organisation of sounds; structure of sentences, the concept of universal grammar, Nature and structure of meaning, Basic concept in phonology, morphology, syntax and semantic, Discourse.

Unit IV: Acquisition of Language skill

- Skill of listening and speaking, Tasks, Materials and resource for developing the listening and speaking skill: Storytelling, dialogues situation conversation role play, simulations, speech, games and contexts, language laboratories, pictures, authentic materials and multi- media resources, skill of reading skill, Types of reading : Reading aloud and silent reading, Extensive and Intensive reading, Study skill including using thesauruses, dictionary encyclopedia etc. writing process of writing, formal and informal writing.

Unit V: Assessment in Sanskrit Language

- Concept of evaluation, Continuous and comprehensive evaluation, Assessment of progress and development of language, Techniques of evaluation, Interpretation of scores and feedback to students-teacher and parents.

PSS 5: TEACHING OF HOME SCIENCE

Unit I: Introduction

- Home Science as School Subject
- Meaning & Scope of home science
- Value and Importance of Home Science as school subject;
- Aims and Objectives of teaching home science
- Administrative measures

Unit II: Methods of Teaching Home Science

- Skills and techniques of teaching home science
- Basic principles
- Various methods of teaching Home Science-lecture, Lecture-cum demonstration, Laboratory, Project and Heuristic; their applications, Advantage and Limitations.
- Role of Teachers
- Professional growth of teachers

Unit III: Aids to Teaching of Home Science

- Meaning and importance of Teaching Aids,
- Types of Teaching Aids,
- Home Science laboratory, equipment used in Home Science laboratory,
- Use of library
- Prescribed Books

Unit IV: Transaction of Contents and Curriculum

- Curriculum: Meaning, Fundamental principles and approaches in curriculum,
- Ideal Curriculum in Home Science
- Planning of Home Science
- Correlation of Home Science with other school subjects,
- Unit plan and lesson plan, Principles of lesson planning, steps of writing a lesson plan.

Unit V: Evaluation in Home Science

- Qualities of good Evaluation.
- Test & types and their significance;
- Main features of good tests
- Observation by teacher
- Maintaining records

PSS 6: TEACHING OF ELEMENTARY EDUCATION

Unit I: Elementary Education: Conceptual Framework

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

Unit II: Organization & Management of Elementary Education

- Education Planning at District level and Panchayati Raj
- Strategies of Planning
- Curriculum at Elementary level-its transaction
- Multi Grade and Multi Level Teaching Learning Process

Unit III: Programmes for Achieving Universalization of Elementary Education

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

Unit IV: 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
- Constitutional provisions for Elementary learning
- NCTE for Elementary Education

Unit V: Development of Skills and Competences

- Accusation of basic skills required for teaching at elementary stage
- Special qualities of an Elementary School Teacher (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

<p style="text-align: center;">PSS 7: TEACHING SOCIAL SCIENCE-I (HISTORY & CIVICS)</p>

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 subject: Geography, Economics Science and language.
- Principles of curriculum framing and Articulation of History/Civics.
- 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.
- Qualities of History teacher.
- Professional development of history teacher.

Unit III: Instructional Planning and instructional Aids/Equipment in History & Civics

- Various approach of lesson plan.
- Need and Importance & Characteristics of Audio visual aids in teaching history/civics.
- Skills of teaching History/Civics: Introduction, explanation, blackboard writing, questioning. reinforcement, stimulus variation.
- Organizing seminar, debates quiz exhibition, wall magazine, field trip and their report.

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.
- History and international understanding: Our human heritage, the role of history as promote internationalism.
- 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

- 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 question, summative and formative approach.
- Construction of achievement test items.
- Continuous evaluation using feedback for improvement of teaching and learning.

<p style="text-align: center;">PSS 8: TEACHING SOCIAL SCIENCE-II (GEOGRAPHY & ECONOMICS)</p>

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, Inductive and deductive, 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: Level and Phases of Teaching and Innovation in Teaching

- Levels of Teaching
- Phases and Operations of Teaching
- Types of Teaching.
- Innovation in teaching Geography and Economics- Micro teaching, Programme Instruction and computer assistance instruction.
- Action Research

Unit IV: Education for Citizenship

- Teaching of Geography and Economics for good citizenship.
- Teaching of Geography & Economics for National Understanding.
- Teaching of Geography & Economics for International Understanding.
- Process of learning through observation, inquiry, hypothesis, experimentation, data collection, interpretation.

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 question
- Construction of achievement test items.
- Continuous evaluation using feedback for improvement of teaching and learning.

<p style="text-align: center;">PSS 9: TEACHING OF SCIENCE-I (FOR PHYSICAL SCIENCE GROUP)</p>

Unit I: Introduction

- Nature of science, its role and importance in daily life, Objectives of teaching science.
- Science education in India.
- Planning the instruction: - 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: Methods of Teaching

- Lecture method, discussion method, demonstration method, activity based teaching, inductive and deductive approaches, Heuristic method, inquiry approach, problem solving method, project method programmed instruction.

Unit III: Evaluation in Science Teaching

- Oral observation and written, objectives and essay type questions, type, fill-in-blank type, true-false, matching type, construction of test items, achievement test, diagnostic test and their constructivist approach, Summative and formative, Continuous and comprehensive Evaluation (CCE).

Unit IV: Social Science Curriculum

- History of development of Science Curriculum
- From subject - centered to behaviorist to constructivist approach of curriculum development.
- Recommendations of NFFs on Science curriculum
- Designing science curriculum for Primary and secondary level
- Role of science lab, text book, library, Exhibition in teaching science.

Unit V: Professional Development of Science/Physics/Chemistry Teacher

- Professional Development - Teaching as a profession, need for pre service and in-service professional development programme.
- Various opportunities for in-service professional development, interaction with peer teachers, reading, attending training programme, membership of professional Organization, sharing through conferences, seminars and journals, travel, cultivating science hobbies, mentoring, teachers exchange with universities and all other school etc.
- Teacher as a researcher- learning to understand, how students learn science.
- Action Research - Meaning, selecting problems for action research, developing various format for action research, area of action research.

<p style="text-align: center;">PSS 10: TEACHING OF SCIENCE-II (FOR BIOLOGICAL SCIENCE GROUP)</p>

Unit I: Introduction

- Nature of science, its role and importance in daily life, Objectives of teaching science.
- Planning the instruction: - 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. Constructivist approach NCF-2005.

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, programmed instruction, learning teaching. In the light of NFF 2005 constructivist.

Unit III: Assessment of Learning in Biological Science

- Objectives and essay type question, types of objective test items: short answer type, multiple choice type, fill-in-blank type, true-false, matching type, making of test items, achievement test, diagnostic test and their construction approach.
- Assessment through participation in collaborative learning peer interaction; group discussion, seminars and presentations by learners on various topic related to biological process, environment and recent advancements in the areas of biological sciences.

Unit IV: Approaches and strategies of learning Biology

- Process of learning through observation, inquiry, experimentation,
- Approaches and strategies of learning Biology: Expository approach, investigation, projects, peer interactions, collaborative approach, experiential learning.

Unit V: Professional Development of Biology Teacher

- Various professional Development programmes for teacher such as in-service teacher training, seminars and conferences, membership of professional organizations etc.
- Field visit of teachers
- Teachers as a researcher: learning to understand, how children learn science including biological sciences, Action research in teaching learning of Biology.

PSS 11: TEACHING OF MATHAMETICS

Unit I: Nature and Scope of Mathematics

- Concept, meaning, Nature and scope of Mathematics
- History of mathematics with special reference to Indian Mathematics,
- Importance of Mathematics in school curriculum
- Values of Mathematics Teaching: intellectual, utilitarian, social, aesthetic, cultural, psychological, vocational, disciplinary and moral value
- Aims and objectives of teaching mathematics

Unit II: Construction and Organisation of curriculum in mathematics

- Principles of curriculum construction
- Basic of curriculum construction in mathematics
- Drawbacks of existing curriculum & Suggestions for improvement in mathematics curriculum
- Methods of Organisation of curriculum in mathematics
- Suggested curricular area in mathematics given by NCF-2005

Unit III: Methods and Techniques of teaching Mathematics

- Methods of Teaching Mathematics
- Techniques and strategies of teaching mathematics
- Role of mathematics teacher
- Planning in Mathematics teaching

Unit IV: Learning Resources in Mathematics

- Types of Pre-service and in-service programme for mathematics teacher,
- Journals and other resource material in mathematics education,
- professional growth of mathematics teacher: participation in conference/seminars/workshop
- Organisation of mathematics textbook and Maths lab
- Teaching Aids in Mathematics Teaching

Unit V: Assessment and Evaluation of Mathematics Learning

- Assessment and Evaluation in Mathematics,
- Various methods of assessment in mathematics so as to asses understanding of mathematical concept, process and communication, creativity, problem solving and experimental activity, performance,

- continuous and comprehensive evaluation,
- diagnostic tests and remedial teaching
- Identifying and Organising components for developing framework of question paper at different stages of learning

COURSE EPC 1: READING AND REFLECTING ON TEXTS (1/2)

Unit I: The Importance of Reading and Reflecting

- Participating in Reading and writing process as readers and writers,
- Reading narrative texts, expository text from diverse source or including autobiographical narratives, field notes, ethnographies etc.
- Learn to think together.
- Personal/Creative/Critical all of these together responding.
- Developing Meta-cognitive awareness to become conscious of their own thinking process as they grapple with diverse texts.

Unit II: Reading variety of Texts

- Reading interactively- individually and in small groups.
- Enhancing capacity of placing a text through reading and experiences.
- Making and appraising arguments and interpretations, creating thoughtful arguments and offering justification for them.
- Reading variety of texts: empirical, conceptual and historical work, policy, documents, studies about schools, teaching learners and about different people's experiences.
- Expository texts like: Making predictions, answer question and summarizing.

Unit III: Writing and Reflecting on Texts

- Analysis various text structures.
- The Content of writing from readings.
- Reading & Writing leads to develop the critical skills.
- Writing with sense of purpose and audience responding.
- Writing within the context of other ideas.

Unit IV: Reading and Writing

- Ways of reading; pre-reading and post reading activities
- Helping Children to become Good Readers and writers
- Writing as a tool of consolidating knowledge
- Reading and writing as combined tool
- Assessment of Reading and writing

Unit V: Understanding of Textbooks and pedagogy

- Philosophy and guiding principles for the development of language textbooks
- Content, approaches and methods of teaching languages- Interactive and participatory methods, teacher as facilitator
- Themes, structure of the unit, nature of exercises and its implications
- Learning resources for effective transaction of language curriculum.
- Types of texts; narrative and expository reader's response to literature, schemas and interpretation of texts.

COURSE EPC 2: DRAMA AND ART IN EDUCATION (1/2)

Creative Drama: Focus Areas

- In drama exploration, the overall context presented to students is to understand life and to learn from life. The mode is experiential. The exercises are structured by the teacher, but the experience and its outcome is generated by participants in the process. The experience and reflection on that, is the learning. However for this to happen it is mandatory that the exercises are planned and structured by the teacher and not offered as "open improvisations".
- Encourage recognition of differences among people: caste, class, gender, religion, age, community, occupation, lifestyle, etc. and how these influence actions, decisions, and relationships of people. Learn to place oneself in a wider arena of these cross cutting currents. The self to be placed in the context of the other. "How should I look at the other? What does that reveal about me?" Go beyond the immediate and look at other groups and settings, e.g. rural, the disadvantaged and other cultural communities.
- Ways of seeing situations, social structures and communities. To sharpen observation and to learn to continuously ask probing question while investigating situation. Develop the capacity to look at same situation from different perspectives. Learning to recognize contradictions within situations with the aim of grasping a better understanding of the situation rather than wanting to look for solutions.
- Finding connections between the particular and the universal. How larger processes and contexts play out in the specific context of daily life situations and vice versa. For instance, the case of a marginalized Dalit woman seeking medical help is connected with the larger worlds of state responsibility and public health policy, prevailing gender relations, the judiciary, etc.
- Change as a principle of life. Identifying it within drama work; the repercussions of change, who does it affect, why and how?
- Learning to continuously reflect on and analyse classroom exploration and their connection with events and situations in world outside. Evaluating one's own and group's progress in class.

Fine Arts: Focus Areas

- **Art, Art appreciation and Art education:** visit to places like crafts museums, bal-bhavan, art galleries. Organise art, craft and music exercises with small groups followed by discussions and presentation. Any local exhibition or at event can be used as precursor for the session. The session should involve using some art for a while followed by a reflection on the experience and then connect it to their own school days and art.
- **Visual Art:** Opportunities to experiment and create pieces of art using different medium, Focus on colours, textures, composition and thematic content. Using a range of medium: paper and water colors, paper and crayon, color pencils, acrylic, oil paint and canvass student-teacher would learn about lines, forms, compositions, colors, space divisions etc. Specific tasks would include free drawing, developing

narratives in visuals, composition of an imagined situation, telling a story through comic strips, creating a collage using images, bits cut out from old magazines, newspaper etc.

- **Music:** Orientation to different forms of music with either a film screening or lecture demonstration by an artist to show a wide range of musical forms and a brief history of one or two forms; connecting to music in nature and within or own selves; voice training: opening the voice, music and rhythm exercises; singing, creating music with different objects, practicing basic notes and tones; experimenting with one new forms: folk of any one region; collating music/songs from a community/within the family for special occasions or themes. (e.g. lullabies from different language cultures, harvest song, song during the freedom struggle etc.; create musical pieces with other; design and run sessions on music with children.
- **Cinema and Electronic Media:** Provide exposure to alternative cinema, develop appreciation for cinema as an art and understand the impact of the electronic media, it's impact on our psyche and aesthetics; orientation with an expert on films providing a background followed by screening of known films; projects/ discussion on television and our mindscape; storylines, the corruption of aesthetics, intervention in familial spaces, increasing legitimization of violence; age appropriate viewing and selection of films.
- **Literary Arts:** Linkage between language, literature and performing arts; appreciation of poetry as performance art, play reading and reading literature as an art, selection of poetic pieces and developing performances around it; exposure to readings in different language tradition: Hindi, English other regional languages and dialectics drawing upon local traditions.
- **Architecture and spatial Design:** develop a deeper understanding of architectural heritage, appreciation of spatial designs and the aesthetics therein: colonial, Mughal, Sultanate period, Post-Independence etc. Through heritage walks; political dynamics of space and its changing trends; cultural social connections to natural resources and access to these viz a viz architecture and design; spaces for children in a city.
- **Designing a Project for School Children:** Participants to identify a specific age group of children and a relevant theme and design an art based project for them which should span over a period of time example- a heritage walk to a nearby monument and a public events about it- including art exhibition, plays, songs and other similar expressions; principles of inclusion, diversity, child-centered approaches would be a given and the participants would be encouraged to use all that they have learnt in an interactive manner; feedback from students, teachers and community would be used for evaluation of this aspect.

COURSE EPC 3: CRITICAL, UNDERSTANDING OF ICT (1/2)

Unit I: Computer & Its Uses

- What is Computer?
- History & Technological Development.
- Uses of Computer in Modern Society i.e. Education, Weather Forecasting, Banking, Research, Defense, Business, Census etc.
- Limitation and Disadvantage.
- Impact of Computer on Education, Planning and Administration.

Unit II: Characteristics & Functions of Computer

- Characteristics of Computer.
- Classification of computer (According to Technology & Capacity wise)
- Personal Computer.
- Input Unit, Output Unit, Processing Unit
- Memory of Computer

Unit III: Role of ICT

- Introduction of ICT
- Role of ICT in effective curriculum transaction
- Use of specific ICT tools in education
- ICT in evaluation Process
- Globalization of community through computer (internet)

Unit IV: ICT Based Teaching-learning Approach

- Social networking
- E-learning
- Virtual learning
- Cloud learning
- Learner centered ICT pedagogy

Unit V: ICT & Capacity Development

- Capacity development of teachers
- ICT enhancing teaching and learning process
- Multimedia Presentation
- Intel teaching to the future training program
- Open learning system

B.Ed. SYLLABUS - 2nd YEAR

Scheme of Examination Second Year

Course No.	Course Name	Credit	Theory Marks	Practical Marks	Full Marks
Course 7b	Pedagogy of a School Subject-Part II	2	40	10	50
Course 8	Knowledge and Curriculum	4	80	20	100
Course 9	Assessment and Learning	4	80	20	100
Course 10	Creating an Inclusive School	4	40	10	50
Course 11	Optional Course*	2	40	10	50
Course EPC 4	Understanding the Self	2	40	10	50
School Internship		10			250
Total		26			650

Engagement with the Field: Tasks and Assignments for Course 7b & 8-10.

COURSE 7A & 7B: PEDAGOGY OF SCHOOL SUBJECT

Same as 1st Year Syllabus

COURSE 8 : KNOWLEDGE AND CURRICULUM

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 into textbook? 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

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, metcognition and development-need for continuous, formative and diagnostic assessment.
- Use of Projects, Assignment, 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; weight age 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 representation; and interpreting performance Item response analysis
- Role of Feedback in Improving Learning, and Learners Development

- Ascertaining students needs; indentifying 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 teacher's self-improvement.

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

- Existing Practices: Unit tests, half-yearly and annual examination, semester system, Board examinations and Entrance tests, State and National achievement surveys.
- Management of assessment and examination, Use of question bank
- Issues and Problems: Marking Vs Grading, Non- detention policy, Objectivity Vs Subjectivity,
- Impact of entrance test and public examination and evaluation: Recommendation 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.

COURSE 10 : CREATING AN INCLUSIVE SCHOOL

Unit 1: Concepts of inclusive Education

- Meaning, Definition, characteristics and objectives of special Education, Integrated Education an Inclusive Education.
- De-institutionalization, normalization, lease 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 (1968 to 1986)
- 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 section 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.

COURSE II: OPTIONAL COURSES* (OC)

(OC) 1: WORK EDUCATION AND OFFICE PROCESSING

Unit I:

- **Letter writing:** Qualities of a good letter, format of a letter
- **Commercial Letters:** Letters of inquiry, quotation and order, complaints and recovery.
- **Government letters:** Meaning and characteristics, types of official letters, Format of ordinary official letter, D.O. letter, Memorandum and circular letter.
- **Filing and indexing:** Aims of filing, characteristics of good filing, types of filing. Horizontal and vertical filing 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 Services:** Types of postal service, filling in different types of forms and Performa's, 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 Para (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:

- Filing and indexing- aims of filing, characteristics of good filing, types of filing. Horizontal and vertical filing 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. Dept. of Education/Syllabus/B.Ed.(Secondary) 2 years (2015-17) Department of Education Magadh University, Bodh Gaya

(OC) 2: HEALTH AND PHYSICAL EDUCATION

Unit I: Physical Education

- Concepts 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 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 300m, 500m, 10000m, Run

- Relay 4x100m, 4x400m
- 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

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 II: 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 III: Development Perspectives: Adolescence

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

Unit IV: Pedagogy of Peace

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

Unit V: 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.

(OC) 4: GUIDANCE AND COUNSELING

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, sociogram 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)

COURSE EPC 4: UNDERSTANDING THE SELF (1/2)

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 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 the 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 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 message (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: Application 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.