

**GAUHATI UNIVERSITY**  
GUWAHATI-781014

**Two Year B.Ed. Programme (Semester System)**  
(Effective from 2025-26 Academic Session)  
(Rules, Regulations and Syllabus)

**Preamble**

The Bachelor of Education (B.Ed.) is a two-year professional programme designed to prepare reflective, competent, and ethically grounded teachers for secondary and higher secondary education. Aligned with the vision of the National Education Policy (NEP) 2020 and the National Curriculum Framework for Teacher Education (NCFTE) 2009, the programme blends theory with hands-on practice to shape well-rounded educators. It offers student-teachers a rich and dynamic curriculum that encourages multidisciplinary thinking, practical learning experiences and learner-centered approaches. With a strong focus on inclusivity, creativity and real-world teaching, the programme supports future teachers in understanding diverse learners and classrooms. Through school internships, practicum and community-based activities, student-teachers gain the skills and confidence to become agents of change. This programme envisions creating a new generation of teachers who not only uphold the values of the Indian Constitution but are also equipped to meet the challenges of a rapidly changing educational landscape.

**Gauhati University B.Ed. Programme**

1. This shall be a professional Course of studies leading to the Degree of Bachelor of Education (B.Ed.) and designed only for face to face regular mode of education.
2. The duration of B.Ed. course (Semester System) shall be of two academic session/Year (Four Semester). Each academic session shall consist of two semester I & III: July/August to December and II & IV: from January/February to June Each semester.
3. The B.Ed. course shall consist of differential weightages (2 and 4 credits, total of 80 credits in all) spread over four semesters. Each 2-credit paper shall carry 50 marks, and each 4-credit paper shall carry 100 marks. The entire curriculum shall be of 2000 marks in total.
4. The term 'Credit' refers to the weightage assigned to a course in relation to the instructional hours allotted to it. Each credit in a taught course is equivalent to one hour of classroom teaching or two hours of seminar/group work/laboratory work/field work/workshop per week over a period of 18 to 20 weeks in a semester. Thus, a 2-credit course shall involve 2 hours of regular teaching per week or up to 8 hours of programme-related activities. Similarly, a 4-credit course shall involve 4 hours of classroom teaching per week or up to 16 hours of programme-related activities.
5. **Intake, Eligibility, Admission Procedure and Fees**
  - (a) **Intake:** There shall be a basic unit of 50 students, with a maximum of two units. There shall not be more than 25 students per teacher for a school subject for methods/pedagogy courses and other practical activities of the programme to facilitate participatory teaching and learning.
  - (b) **Eligibility:**
    - (i) Candidates with at least 50% marks either in the Bachelor's Degree and/or in the Master's Degree in Sciences/Social Sciences/ Humanity, Bachelor's in Engineering or Technology with specialization in Science and Mathematics with 55% marks or any other qualification equivalent thereto, are eligible for admission to the programme.
    - (ii) The reservation and relaxation for SC/ST/OBC/PWD and other categories shall be as per the rules of the Central Government / State Government, whichever is applicable.
  - (c) **Admission Procedure:** Admission shall be made on merit on the basis of marks obtained in the qualifying examination and/or in the entrance examination or any other selection process as per the policy of the State Government and the University.

- (d) **Fees:** The institution shall charge only such fee as prescribed by the affiliating body / state government concerned in accordance with provisions of National Council for Teacher Education (NCTE) (Guidelines for regulations of tuition fees and other fees chargeable by unaided teacher education institutions) Regulations, 2002, as amended from time to time and shall not charge donations, capitation fee etc from the students.

**6. Duration and Working Days**

- (a) **Duration:** The B.Ed. programme shall be of a duration of two academic years, which can be completed in a maximum of three years from the date of admission to the programme.

(b) **Working Days:**

(i) There shall be at least 200 working days each year exclusive of the period of examination and admission.

(ii) The institution shall work for a minimum of 36 hours in a week (5 or 6 days), during which physical presence in the institution of all the teachers and student teachers is necessary to ensure their availability for advice, guidance, dialogue and consultation as and when needed.

7. **Attendance:** The minimum attendance of student-teachers shall have to be 80% in each paper/course and practicum individually, and 90% for school-based activities, practice teaching and internship, in order to be eligible to fill up the examination form and appear for the semester examination.

**8. Modes of Transaction**

To move beyond traditional lecture-based teaching and promote active, participatory learning, the B.Ed. programme engages prospective teachers in a variety of meaningful learning experiences. The key modes of transaction include:

- (a) **Lecture-cum-Discussion Sessions:** These sessions are designed to help student-teachers connect theoretical knowledge with real-life educational contexts. Faculty members facilitate discussions that encourage critical thinking and reflection on foundational and pedagogical concepts.

- (b) **Seminar Presentations:** Student-teachers undertake topical or thematic studies, prepare write-ups, and present their findings in seminars. These presentations are followed by open discussions, aimed at enhancing academic understanding, communication skills, and confidence.

- (c) **Library Work:** To deepen subject knowledge, student-teachers are encouraged to engage in independent reading and research in the library. They collect relevant materials on assigned themes or issues and use them to develop seminar papers or assignments.

- (d) **Practicum:** As part of developing a research mindset and professional competencies, student-teachers engage in a range of practicum-based activities integrated into specific courses. These include ICT and Classroom Transaction, Drama and Art in Education, Development of Self, and Action Research Project. Through these components, they acquire hands-on experience in using digital tools, integrating creative arts into teaching, engaging in reflective self-development, and conducting project work or action research related to real educational issues. These practicum activities are completed within the semester and evaluated through both internal assessments by faculty and external examination, wherever applicable.

- (e) **Sessional Activities and Tests:** Each course includes sessional assignments or class tests that must be completed within a set timeframe. These are conducted under the guidance of faculty members and form a part of the internal assessment.

- (f) **School-Based Practice Teaching and Internship:** Student-teachers undergo one month of practice teaching in the second semester and a four-month school internship in the third semester. These school-based experiences involve classroom teaching on school subjects, conducting activities, managing classroom situations, and participating in school administration and community services. The performance shall be evaluated by mentors and faculty, and a report certified by the host school must be submitted for final assessment by internal and external evaluators.

## **9. Examination Rules (As per G.U.)**

### **(a) Evaluation:**

- (i) The mode of evaluation would be through a combination of external and internal assessment in the ratio of 80:20 respectively.
  - (ii) Along with routine examinations, classroom participations, class assignments, project work and presentations would also be a part of the overall internal assessment of the students.
  - (iii) The minimum passing mark for Internal Assessment shall be 40%. This translates to 8 marks out of 20 for a 100-mark paper/course and 4 marks out of 10 for a 50-mark paper/course. Each candidate is required to appear in two Sessional Tests. Candidates who fail in the Internal Assessment will be allowed two chances to improve their marks in subsequent semesters by appearing in re-tests and submitting revised assignments.
  - (iv) Equal weightage will be given to all the units while setting of questions papers in external examination.
  - (v) The marks obtained in the external and internal examinations will be presented as a combined total in the marksheet and will not be displayed separately.
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- (b) A candidate, in order to pass, must obtain at least 40% marks in aggregate i.e. a total of 800 marks out of 2000 marks.
  - (c) A candidate will have to secure at least 40 % marks in individual paper/ course.
  - (d) A candidate who secures below 40% in one individual paper/course but if he/she secures aggregate 40% will be allowed to reappear in the examination as a back/arrear paper. (Maximum two back/arrear papers will be allowed)
  - (e) Candidates securing at least 1200 or 60% marks shall be declared to have obtained a First Class.
  - (f) Candidates securing marks between 800 to 1199 (both inclusive) shall be declared to have obtained a Second Class.
  - (g) A candidate who fails to pass or present himself for the B.Ed. Examination shall not be entitled to claim a refund of the examination fee nor will such fee be carried over for subsequent examination.
  - (h) If a student after completion of a regular B.Ed. course and after having obtained his/her admit card does not appear in the B.Ed. Final examination for some unavoidable reason, he/she may appear in the next subsequent examination as a non-collegiate and will be required to pay the prescribed fees.
  - (i) If a candidate (a) fails in theory part only (b) fails in Practical part only (c) fails to secure pass marks in assignment paper/course (s) but otherwise eligible (i.e. 40% out of 2000) to pass the B.Ed. Examination will be given a chance to re-appear or submit the report within two years to clear his/her paper(s)/Practical/report/assignment. But the candidate must take casual admission(s) for the year(s) and pay all the prescribed fees for the subsequent examination(s). If a candidate fails in only one theory paper in the third year from the year of his/her admission he/she shall have a chance to reappear in that paper only in the immediate next year. Results of all such candidates will be declared as per above clause (b), (e) & (f) under Examinations rules.

## **Expected Programme Learning Outcomes (PLOs)**

The Two-Year B.Ed. Programme, spread across four semesters, aims to prepare professionally competent, ethically grounded and socially responsible teachers. Upon successful completion of the programme, student-teachers will be able to:

1. Demonstrate foundational knowledge of philosophical, sociological, and psychological principles relevant to education and apply them to classroom practices.
2. Critically engage with the curriculum and implement inclusive, learner-centered and appropriate pedagogical strategies across subject areas.
3. Integrate ICT and creative arts (including drama and visual arts) to enrich teaching-learning experiences and foster student engagement.
4. Apply inclusive education practices to address the needs of learners from diverse backgrounds, including children with special needs and those from marginalized communities.
5. Design and implement assessment strategies using appropriate tools to evaluate students' learning outcomes and inform reflective teaching.
6. Undertake action research to explore and resolve classroom and school-based challenges, contributing to educational innovation and improvement.
7. Uphold professional ethics and constitutional values, promoting social justice, gender equity and respect for human rights.
8. Collaborate with school and community stakeholders to build holistic learning environment that support students' academic and personal growth.
9. Demonstrate life skills and emotional intelligence for personal well-being, effective communication and classroom management.
10. Exhibit leadership, teamwork and professional conduct during internship, field engagement and school-based teaching experiences.

### Semester wise Credit and Marks Distribution

Semester	Credits	Internal Marks	External Marks	Practicum	Total Marks
I	20	100	320	80	500
II	20	100	300/320	100/80	500
III	18	180	80	190	450
IV	22	110	400	40	550
<b>Total</b>	<b>80</b>	<b>490</b>	<b>1100/1120</b>	<b>410/390</b>	<b>2000</b>

### Course Outline of Two-Year B.Ed. Programme (Semester System)

Semester	Course Code	Course Name	Credits	Internal Marks	External Marks	Practicum	Total Marks
<b>I</b>	BED0100104	PHILOSOPHICAL, SOCIOLOGICAL & ECONOMIC BASES OF EDUCATION	4	20	80	-	100
	BED0100204	PSYCHOLOGICAL FOUNDATIONS OF EDUCATION	4	20	80	-	100
	BED0100304	CONTEMPORARY CONCERN AND ISSUES IN EDUCATION	4	20	80	-	100
	BED0100404	TEACHING APPROACHES AND STRATEGIES	4	20	80	-	100
	BED0100502	ICT AND CLASSROOM TRANSACTION	2	10	-	40	50
	BED0100602	DRAMA AND ART IN EDUCATION	2	10	-	40	50
	Total	-	20	100	320	80	500

Semester	Course Code	Course Name	Credits	Internal Marks	External Marks	Practicum	Total Marks
II	BED0200104	SCHOOL ORGANISATION, MANAGEMENT AND ADMINISTRATION	4	20	80	-	100
	BED0200204	MEASUREMENT AND EVALUATION IN EDUCATION	4	20	80	-	100
	BED0200304	EDUCATIONAL TECHNOLOGY	4	20	80	-	100
	BED0200402 (Any one)	A1-TEACHING OF SANSKRIT	2	10	40	-	50
		A2-TEACHING OF ASSAMESE	2	10	40	-	50
		A3-TEACHING OF BENGALI	2	10	40	-	50
		A4-TEACHING OF HINDI	2	10	40	-	50
		A5-TEACHING OF BODO	2	10	40	-	50
		A6-TEACHING OF ENGLISH	2	10	40	-	50
		A7-TEACHING OF HISTORY	2	10	40	-	50
		A8-TEACHING OF SCIENCE	2	10	30	10	50
	BED0200502 (Any one)	B1-TEACHING OF MATHEMATICS	2	10	40	-	50
		B2-TEACHING OF GEOGRAPHY	2	10	30	10	50
		B3-TEACHING OF SOCIAL SCIENCE	2	10	40	-	50
	BED0200602	PRACTICE TEACHING	4	20	-	80	100
	Total	-	20	100	300/320	100/80	500

Semester	Course Code	Course Name	Credits	Internal Marks	External Marks	Practicum	Total Marks
<b>III</b>	BED0300104	LANGUAGE AND CURRICULUM TRANSACTION	2	10	40	-	50
	BED0300204	A-ACTION RESEARCH	2	10	40	-	50
		B-ACTION RESEARCH PROJECT	2	10	-	40	50
	BED0300312	INTERNSHIP	12	150	-	150	300
	Total	-	18	180	80	190	450

Semester	Course Code	Course Name	Credits	Internal Marks	External Marks	Practicum	Total Marks
<b>IV</b>	BED0400104	INCLUSIVE EDUCATION	4	20	80	-	100
	BED0400204	TEACHER EDUCATION	4	20	80	-	100
	BED0400302 (Any one)	A-HEALTH & PHYSICAL EDUCATION (E)	2	10	40	-	50
		B-HUMAN RIGHTS AND PEACE EDUCATION (E)	2	10	40	-	50
		C-ENVIRONMENTAL EDUCATION (E)	2	10	40	-	50
		D-GENDER STUDIES (E)	2	10	40	-	50
		E-GUIDANCE AND COUNCELLING (E)	2	10	40	-	50
	BED0400402	LIFE SKILLS FOR TEACHERS	2	10	40	-	50

	BED0400504	DEVELOPMENTAL PSYCHOLOGY	4	20	80	-	100
	BED0400604	INDIAN KNOWLEDGE SYSTEM AND PEDAGOGICAL PERSPECTIVES	4	20	80	-	100
	BED0400702	DEVELOPMENT OF SELF	2	10	-	40	50
	Total	-	22	110	400	40	550



## SEMESTER-I

**COURSE CODE: BED0100104**  
**COURSE NAME: PHILOSOPHICAL, SOCIOLOGICAL & ECONOMIC BASES OF EDUCATION**

**TOTAL MARKS: 100**  
**EXTERNAL (THEORY): 80 MARKS**  
**INTERNAL: 20 MARKS**  
**CREDIT: 4**

### COURSE OUTCOMES:

1. Remember fundamental concepts, types, and characteristics of education, and identify major philosophical and sociological foundations relevant to the Indian context.
2. Understand the relationship between education, philosophy, society, and economy, and interpret their evolving roles in the light of globalization and policy changes.
3. Apply philosophical and sociological principles to analyze real-life educational situations, classroom interactions, and curriculum design.
4. Analyze the implications of different schools of philosophy and sociological theories on educational aims, methods, and outcomes.
5. Evaluate the role of education in addressing contemporary social and economic challenges such as unemployment, poverty, illiteracy, and social stratification.
6. Create reflective and context-based insights into educational practices by integrating philosophical reasoning and sociological analysis through practical activities and case studies.

UNITS	CONTENTS
UNIT-1	<b>EDUCATION AS AN EVOLVING CONCEPT</b> <ul style="list-style-type: none"><li>• Meaning, Definition, Characteristics, Scope and Types of Education</li><li>• Aim of Education- Individual aim, Social aim, Cultural aim, Liberal aim, Vocational aim; Changing aims of education in the context of Globalization</li><li>• Agencies of education and their roles- Home, School, Peer Groups, Community, Mass Media</li><li>• Components of education and their roles-Internet, Teacher, Curriculum, Syllabus, Library, Smart Classrooms, ICT facilities.</li><li>• Framework of NEP 1986, 1992 and 2020</li></ul>
UNIT-2	<b>PHILOSOPHICAL BASES OF EDUCATION</b> <ul style="list-style-type: none"><li>• Education and Philosophy- Meaning, Definition, Nature, Scope, relationship.</li><li>• Educational Philosophy- Meaning, Definition, Nature, Significance and Scope</li><li>• Major schools of philosophy: Idealism, Naturalism, Pragmatism and their Educational Implications</li><li>• Educational Philosophy of Swami Vivekananda, Rabindra Nath Tagore, Mahatma Gandhi, Srimanta Sankardev and their contributions towards development of education</li></ul>
UNIT-3	<b>FOUNDATIONS OF CURRICULUM DEVELOPMENT</b> <ul style="list-style-type: none"><li>• Curriculum- meaning, definitions, characteristics, scope, importance and its relation with educational objectives, structure and organization</li></ul>

	<ul style="list-style-type: none"> <li>• Principles of curriculum construction, Different approaches to curriculum</li> <li>• Determinants and types of curriculum</li> <li>• Construction of curriculum for different stages of education,</li> <li>• New trends in curriculum planning</li> </ul>
<b>UNIT-4</b>	<b>SOCIOLOGICAL BASES OF EDUCATION</b> <ul style="list-style-type: none"> <li>• Concept, Definition, Nature and Scope of Sociology in Education</li> <li>• Concept of socialization, agents of socialization- family, school and community</li> <li>• Social norms and values, social stratification and social mobility</li> <li>• Role of education in social control and modernization</li> <li>• Group Dynamic, Group behaviour, Role of education in socio cultural change</li> </ul>
<b>UNIT-5</b>	<b>ECONOMIC BASES OF EDUCATION</b> <ul style="list-style-type: none"> <li>• Education for Economic Development- its meaning and significance</li> <li>• Education for Employability, Consumer driven educational programs</li> <li>• Education as an investment- concept, meaning, nature and significance in education</li> <li>• Privatization of education, Public-Private partnership and liberalization in education</li> </ul>

**Mode of Transaction:** Lecture, Lecture cum Discussion

**Practicum/ Assignment (any one) besides Sessional Test:**

- **Comparative Analysis of National Education Policies (1986, 1992 & 2020)**, prepare a comparative chart or presentation analyzing the framework, vision, and structural changes in NEP 1986, 1992, and NEP 2020. Highlight how the changing aims of education reflect the evolving needs of society in the context of globalization.
- **Design a Thematic Curriculum Unit**, for any one stage of education (primary, secondary, or higher secondary) using any one approach (subject-centered, learner-centered, or activity-based). Include objectives, content, teaching methods, evaluation strategies, and integration of ICT.
- **Local Employer Survey**, Survey small businesses or local employers to identify the employability skills they expect from new graduates. Analyze whether education systems are aligned with these expectations.

**Evaluation Scheme:**

- Internal Assessment: 20 marks (is to be finalized by the Principal & Teachers of concerned Paper)
  - Sessional Test: 10 marks
  - Assignment, Seminar/Group Discussion: 10 marks
- External Examination: 80 marks
- Pass Marks: 40% (both in Internal and External separately)

## References:

- Pathak, R.P. (2012). *Philosophical and Sociological Principles of Education*. Dorling Kindersley (India) Pvt. Ltd.
- Sarma, R.N. (1992). *Philosophy and Sociology of Education*. Nurjeet Publications, Delhi-07.
- Bhatia, K., & Bhatia, B.D. (1995). *The Philosophical and Sociological Foundations of Education*. Doaba House, Delhi-110006.
- Murthy, S.K. (n.d.). *Philosophical and Sociological Foundations of Education*. Shri Vinod Pustak Mandir, Agra-2.
- Kar, B.C. (n.d.). *Education: A Study of its Principles and Psychology*. New Book Stall, Guwahati.
- Rush, R.R. (n.d.). *The Philosophical Bases of Education*.
- Brubacher, J.S. (n.d.). *Modern Philosophies of Education*.
- Goswami, Dulumoni. (2013). *Philosophy of Education*. DVS Publishers, Panbazar, Guwahati.
- Ahuja, Amrish Kumar. (n.d.). *Economics of Education*. Authors Press, Delhi-92.
- Natarajan, S. (n.d.). *Introduction to Economics of Education*. Sterling Publishers Pvt. Ltd., New Delhi.
- Altekari, A.S. (n.d.). *Education in Ancient India*. ISHA Books, Delhi-110009.
- Shrivastava, K.K. (n.d.). *Philosophical Foundations of Education*. Kanishka Publishers & Distributors, New Delhi-110002.
- Ghosh, Suresh C. (n.d.). *History of Education in India*. Rawat Publications.
- Ghanta, Ramesh & Das, B.N. (n.d.). *Foundations of Education*. Neelkamal Publications, Hyderabad-500095.
- Aggarwal, J.C. (n.d.). *Landmarks in the History of Modern Indian Education*.
- Chandra, S.S. (n.d.). *Sociology of Education*.
- Talesra, H. (n.d.). *Sociological Foundations of Education*.
- Brubacher, I.S. (n.d.). *Modern Philosophies of Education*.
- Chandra, S.S. (n.d.). *Sociology of Education*.

## SEMESTER- I

**COURSE CODE: BED0100204**

**COURSE NAME: PSYCHOLOGICAL FOUNDATIONS OF EDUCATION**

**TOTAL MARKS: 100**

**EXTERNAL(THEORY): 80 MARKS**

**INTERNAL: 20 MARKS**

**CREDIT: 4**

### COURSE OUTCOMES:

1. Understand the foundations of Educational Psychology
2. Analyze the process of Human Growth and Development
3. Apply Developmental Theories to educational practice
4. Understand and implement Theories of Learning and Motivation
5. Identify and address Individual Differences in Learners
6. Analyze Personality and Adjustment patterns in Learners
7. Develop competence to foster holistic development in Learner

UNITS	CONTENTS
UNIT-1	<b>PSYCHOLOGICAL FOUNDATIONS OF EDUCATION</b> <ul style="list-style-type: none"><li>• Meaning, Definition Nature and Scope of Psychology</li><li>• Meaning, Definition, Nature and Scope of Educational Psychology</li><li>• Methods of Educational psychology- Introspection, Observation, Experimentation and Clinical</li><li>• Significance of Educational Psychology in teaching learning process</li></ul>
UNIT-2	<b>GROWTH AND STAGES OF DEVELOPMENT</b> <ul style="list-style-type: none"><li>• Meaning and nature of Growth and Development.</li><li>• Stages of Development- Infancy&amp; Childhood: Physical, Mental, Social, Emotional and Language Development</li><li>• Adolescence -Physical, Mental, Social and Emotional Development</li><li>• Factors affecting Growth and Development-Heredity and Environment</li></ul>
UNIT-3	<b>LEARNING AND MOTIVATION</b> <ul style="list-style-type: none"><li>• Learning- Meaning, Definition, Nature. Factors affecting Learning</li><li>• Theories of Learning- Thorndike (Connectionism), Pavlov (Classical Conditioning), Skinner (Operant Conditioning), Gestalt (Insightful Learning) ; Methods of Learning and Laws of Learning</li><li>• Transfer of Learning</li><li>• Motivation-Meaning, functions and types</li></ul>
UNIT-4	<b>THE LEARNER AS AN INDIVIDUAL</b> <ul style="list-style-type: none"><li>• Meaning and Significance of Individual Difference</li><li>• Intelligence-meaning, nature and types</li><li>• Meaning and Nature of Attention, Interest, Memory and Forgetting</li><li>• Creative, Gifted and Slow Learners: Concepts and Characteristics</li><li>• Understanding Individual Differences for effective learning outcomes: Role of the teacher in fostering individual growth</li></ul>
UNIT-5	<b>LEARNER'S PERSONALITY AND ADJUSTMENT</b> <ul style="list-style-type: none"><li>• Personality: Meaning, Definition Nature and Types of Personality</li></ul>

	<ul style="list-style-type: none"> <li>• Traits of Personality</li> <li>• Qualities of integrated personalities</li> <li>• Personality Deviation and role of the teacher in mitigating personality issues</li> <li>• Mechanisms of adjustment</li> </ul>
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**Mode of Transaction:** Lecture, Lecture cum Discussion

**Practicum/ Assignment besides Sessional Test:**

- Any one Psychological Laboratory Practical Test or Experiment related to Memory, Attention, Personality, Intelligence and learning

**Evaluation Scheme:**

- Internal Assessment: 20 marks (is to be finalized by the Principal & Teachers of concerned Paper)
  - Sessional Test: 10 marks
  - Assignment, Seminar/Group Discussion: 10 marks
- External Examination: 80 marks
- Pass Marks: 40% (both in Internal and External separately)

**References:**

- Chauhan, S. S. (1999). Advanced educational psychology. New Delhi: Vikash Publishing House Pvt. Ltd.
- Kar, B. C. (n.d.). Education: A study of its principles and psychology. Guwahati: New Book Stall.
- Mangal, S. K. (n.d.). Essentials of educational psychology. New Delhi: Prentice Hall of India.
- Nirmala, Dr. J (2012). Psychology of Learning and Human Development. Neelkamal Publications Pvt. Ltd. New Delhi.

## SEMESTER-I

**COURSE CODE: BED0100304**

**COURSE NAME: CONTEMPORARY CONCERN AND ISSUES IN EDUCATION**

**TOTAL MARKS: 100**

**EXTERNAL(THEORY): 80 MARKS**

**INTERNAL: 20 MARKS**

**CREDIT: 4**

### **COURSE OUTCOMES:**

1. Understand the policies and programmes for Universalization of elementary education and secondary education.
2. Examine the issues and concerns related to primary and secondary education.
3. Realize the various inequalities in education.
4. Understand the need and importance of education for peace and values.
5. Understand the concept of Globalization and liberalization.

<b>UNITS</b>	<b>CONTENTS</b>
<b>UNIT-1</b>	<b>ELEMENTARY EDUCATION</b> <ul style="list-style-type: none"><li>• Concept, aim and constitutional provisions of elementary education</li><li>• Fundamental rights and duties, Directive principles of state policy.</li><li>• Universalization of elementary education- issues, concerns, RTE Act-2009, FLN (Foundational Literacy and Numeracy)</li><li>• Role of SSA (Samagra Shiksha) in Strengthening Elementary education.</li><li>• Elementary education and NPE1986 and NEP2020</li></ul>
<b>UNIT-2</b>	<b>SECONDARY EDUCATION</b> <ul style="list-style-type: none"><li>• Concept, Aim and Problems of secondary education.</li><li>• Secondary Education commissions 1952-53, Indian Education commission 1964-66, their recommendations on secondary education.</li><li>• Universalization of secondary education issues and concerns.</li><li>• Role of Rastriya Madhyamik Siksha Abhyan in strengthening secondary education.</li><li>• Secondary Education-NPE1986 and NEP2020</li></ul>
<b>UNIT-3</b>	<b>ACCESS, EQUITY AND QUALITY OF SECONDARY EDUCATION</b> <ul style="list-style-type: none"><li>• Equity of educational opportunity and constitutional provision for ensuring equity</li><li>• Inequality in education: rural urban inequality, gender inequality in school education</li><li>• Indicators of quality education, enhancement of quality in secondary education.</li><li>• Strategies to Improve Access in Education- Government initiatives, Scholarship schemes, Transportation facilities and hostels, Inclusive infrastructure (ramps, Braille materials) etc.</li></ul>
<b>UNIT-4</b>	<b>VALUE AND PEACE EDUCATION</b> <ul style="list-style-type: none"><li>• Value Education: Concept, meaning, nature, classification of values –social, moral, aesthetic and religious values.</li><li>• Need and strategies of value education in secondary schools.</li><li>• Peace Education: Meaning, Definition and nature</li><li>• Relevance of peace education in National, International context and role of UNO</li></ul>

	& UNESCO <ul style="list-style-type: none"> <li>• Education and human right- role of educational Institutions in promoting human rights</li> </ul>
<b>UNIT-5</b>	<b>LIBERALIZATION AND GLOBALIZATION</b> <ul style="list-style-type: none"> <li>• Liberalization- Concept, meaning, nature and its significance in Education</li> <li>• Globalization- Concept, meaning, nature and its significance in Education</li> <li>• Internationalization of education- global perspectives in teaching and learning, Enhancing quality and competitiveness in education, Promoting global citizenship and multi-culturalism in education</li> <li>• International Understanding and role of teacher</li> </ul>

**Practicum/ Assignment (any one) besides Sessional Test:**

- Critical analysis of progress of elementary education in India and preparing a report there of.
- Critical analysis of progress of secondary education in India and preparing a report there of.
- Survey on implementation of National Policy of Education (NPE) in secondary schools. (At least three schools).

**Mode of Transaction:** Lecture, Lecture cum Discussion

**Evaluation Scheme:**

- Internal Assessment: 20 marks (is to be finalized by the Principal & Teachers of concerned Paper)
  - Sessional Test: 10 marks
  - Assignment, Seminar/Group Discussion: 10 marks
- External Examination: 80 marks
- Pass Marks: 40% (both in Internal and External separately)

**References:**

- Taj, Hassen: Current challenges in education, Neelkamal Publications, Hyderabad.
- Chand, Jagdish: Environmental Education, Anshah Publishing House, Delhi.
- Aggarwal, J.C.: Development and planning of modern education, Vikas Publishing House Ltd., New Delhi.
- Ruhela, S.P. & Nayak R.K.: National Educational Policy & development: Today's, Tomorrow, Neelkamal Publications, Hyderabad.
- M. Vanja & Bharati, D.V.: Oriented Education, Neelkamal Publications, Hyderabad.
- Kaur, B.: Peace Education- New Trends and Innovations.
- Anish Kumar Ahuja: Economics of Education Authors Press, Delhi- 92

## SEMESTER-I

**COURSE CODE: BED0100404**

**COURSE NAME: TEACHING APPROACHES AND STRATEGIES**

**TOTAL MARKS: 100**

**EXTERNAL(THEORY): 80 MARKS**

**INTERNAL: 20 MARKS**

**CREDIT: 4**

### **COURSE OUTCOMES:**

1. Describe the teaching-learning process and its significance in educational settings.
2. Explain the maxims and principles of teaching with relevant examples.
3. Identify and classify various devices of teaching used to enhance classroom instruction.
4. Compare and evaluate different methods of teaching based on their effectiveness and applicability.
5. Differentiate between various teaching styles and demonstrate their appropriate use in diverse learning contexts.

<b>UNITS</b>	<b>CONTENTS</b>
<b>UNIT-1</b>	<b>TEACHING LEARNING PROCESS</b> <ul style="list-style-type: none"><li>• Meaning, concept, nature and significance of the Teaching-learning process</li><li>• Teaching as an Art and Science</li><li>• Important aspects of teaching learning process, Criteria of good teaching</li><li>• Principles and Maxims of teaching</li><li>• Phases of teaching- Pre-active, Interactive and Post-active phases.</li></ul>
<b>UNIT-2</b>	<b>METHODS AND TECHNIQUES OF TEACHING</b> <ul style="list-style-type: none"><li>• Concept, meaning, nature and significance of the Methods of teaching</li><li>• Traditional and modern method of teaching- significance and characteristics</li><li>• Concept, nature and significance of the different Techniques of teaching</li><li>• Meaning, definition, nature and devices of teaching and their significance</li><li>• Styles of Teaching</li></ul>
<b>UNIT-3</b>	<b>CORRELATION OF STUDIES</b> <ul style="list-style-type: none"><li>• Concept, meaning and significance of correlation</li><li>• Types of correlation of studies</li><li>• Joyful learning: Meaning, nature, importance</li><li>• Experiential Learning: Meaning, nature, importance</li><li>• Integrated Approach-Combines pedagogy, psychology and content across courses</li></ul>
<b>UNIT-4</b>	<b>MICRO TEACHING</b> <ul style="list-style-type: none"><li>• Meaning, definitions, nature and significance of Micro Teaching</li><li>• Phases, activities and components of Micro teaching</li><li>• Steps in Micro teaching</li><li>• Advantages and disadvantages of Micro teaching</li><li>• Comparison between Micro teaching and traditional teaching</li></ul>
<b>UNIT-5</b>	<b>LESSON PLANNING, TEACHER EFFECTIVENESS AND CLASSROOM MANAGEMENT</b> <ul style="list-style-type: none"><li>• Meaning, characteristics and significance of Lesson planning</li></ul>



	<ul style="list-style-type: none"> <li>• Models of Lesson Planning- Herbartian Approach, RCEM Approach, 5E Model, Project-Based Learning Model</li> <li>• Essentials of a good lesson plan</li> <li>• Teacher effectiveness- Meaning and characteristics</li> <li>• Classroom management – meaning, nature and strategies</li> <li>• Role of teacher in effective classroom management</li> </ul>
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**Mode of Transaction:** Lecture, Lecture cum Discussion

**Practicum/Assignment (any one) besides Sessional Test:**

- Preparation of micro-lesson plans and simulation of a micro-teaching session focusing on core teaching skills.
- Preparation of a report analyzing classroom management strategies adopted in school settings.
- Development of instructional materials based on a selected unit from the secondary school curriculum.

**Evaluation Scheme:**

- Internal Assessment: 20 marks (is to be finalized by the Principal & Teachers of concerned Paper)
  - Sessional Test: 10 marks
  - Assignment, Seminar/Group Discussion: 10 marks
- External Examination: 80 marks
- Pass Marks: 40% (both in Internal and External separately)

**References:**

- Aggarwal, J. C. (n.d.). *Principles, methods and techniques of teaching*. New Delhi: Vikas Publishing House Pvt. Ltd.
- Passi, B. K. (n.d.). *Becoming better teacher: Micro-teaching approach*. Ahmedabad: Sahitya Mudranalaya.
- Singh, A. (n.d.). *Classroom management*. New Delhi: Kanishka Publishers.
- Sharma, T. R., & Bhargava, M. (n.d.). *Modern teaching: Strategies and styles*. Agra: H. P. Bhargava Book House.

## SEMESTER-I

**COURSE CODE: BED0100502**

**COURSE NAME: ICT AND CLASSROOM TRANSACTION**

**TOTAL MARKS: 50**

**EXTERNAL (PRACTICUM): 40 MARKS**

**INTERNAL: 10 MARKS**

**CREDIT: 2**

### COURSE OUTCOMES:

1. Understand the use and potential of ICT tools, software applications, and digital resources in education.
2. Apply various internet tools and computer applications in the classroom teaching-learning process.
3. Analyze classroom needs to select and use appropriate ICT tools that support diverse learning abilities.
4. Evaluate the effectiveness of ICT integration in simplifying record-keeping and managing educational information.
5. Create inclusive and technology-supported classroom environments by integrating suitable ICT strategies.
6. Explore and apply emerging educational technologies such as Interactive Smart Boards and Artificial Intelligence tools for innovative classroom transactions

UNITS	CONTENTS
UNIT-1	<b>FUNDAMENTALS OF COMPUTER</b> <ul style="list-style-type: none"><li>• Computer- Definition, Components, Types, Basic Operations, Characteristics, and Applications</li><li>• Computer Hardware and Computer software</li><li>• Input Devices (Keyboard, Mouse, Scanner, Microphones, Touchpad, Touch Screen, Light Pen, Joystick, Stylus etc.); Output Devices (Monitor, Printer, Speaker, Screen image projector etc.)</li><li>• Storage Devices (Hard Disk, CD &amp; DVD, Mass Storage Devices)</li><li>• Software concepts &amp; Type- (System software &amp; Application software)</li></ul>
UNIT-2	<b>APPLICATIONS OF COMPUTER SOFTWARE IN SCHOOL LEARNING PROGRAMME</b> <ul style="list-style-type: none"><li>• MS Word: Use in preparing lesson plans, worksheets, test papers, circulars, and educational documents</li><li>• MS Excel: Application in managing student data, generating grade sheets, analyzing performance, and organizing timetables</li><li>• MS PowerPoint: Designing interactive classroom presentations, visual teaching aids, and multimedia learning materials</li></ul>
UNIT-3	<b>INTERNET AND ITS APPLICATIONS IN EDUCATION</b> <ul style="list-style-type: none"><li>• Computer Network: Definition, types, and modes of connection (wired and wireless)</li><li>• Internet: Definition and educational applications</li><li>• Basic Internet Terms: Browser, ISP (Internet Service Provider), Website, Webpage, Homepage, URL (Uniform Resource Locator), Wi-Fi, Hotspot, Client, Server, Download &amp; Upload, Online &amp; Offline, Cloud (Cloud Computing), Hacking</li><li>• Communication and Collaboration Tools: E-learning platforms, E-schooling services, E-mail, online conferencing (audio and video), E-library, virtual</li></ul>

	classrooms, educational websites and portals <ul style="list-style-type: none"> <li>• Safe Use of the Internet: Concepts of digital safety and cyber hygiene; threats such as viruses and malware and their management; use of antivirus software and firewalls</li> </ul>
<b>UNIT-4</b>	<b>ICT IN EDUCATION AND OPEN EDUCATIONAL RESOURCES (OER)</b> <ul style="list-style-type: none"> <li>• Meaning, Definition, and Significance of ICT; Understanding the concept and relevance of ICT in modern education; Need and Scope of ICT in Classroom Transactions</li> <li>• ICT for Assessment: Role of ICT tools in formative and summative assessment, digital feedback systems, and performance tracking.</li> <li>• Open Educational Resources (OER): Concept, principles, and significance of freely accessible educational materials.</li> <li>• Massive Open Online Courses (MOOCs): Overview of MOOCs, their role in expanding access to education, and their impact on lifelong learning.</li> <li>• Tools for OER and MOOCs: Introduction to platforms and digital tools used to create, access, and utilize OER and MOOCs effectively in educational contexts.</li> <li>• Emerging Technologies in ICT: Overview of Artificial Intelligence (AI), Augmented Reality (AR), and Interactive Smart Boards in transforming educational environments and supporting innovative pedagogy.</li> </ul>

**Mode of Transaction:** Lecture, Lecture cum Discussion, Demonstration

**Procedure:**

Students are first required to develop a theoretical understanding of key areas, including Fundamentals of Computer, Applications of Computer Software, Internet in Education, and ICT with Open Educational Resources (OERs). Building on this foundation, they will engage in structured practicum tasks designed to connect theoretical knowledge with practical application. Teachers will facilitate the process through demonstrations and illustrative examples, enabling students to explore how ICT tools can be effectively integrated into educational settings. After these guided sessions, students will undertake hands-on activities to reinforce learning. Both individual and collaborative work will be encouraged, with continuous support and feedback provided by instructors. All practicum tasks must be thoroughly documented and submitted as part of the course requirements.

**Practicum/ Assignment (any one) besides Sessional Test:**

- Label and explain the components of a computer system using a diagram
- Prepare a report on different educational websites and their uses in school teaching.
- Explore and list five OER platforms with features and uses.
- Review a MOOC course (from platforms like SWAYAM, Coursera, or edX) and submit a short evaluation.

**Evaluation Scheme:**

- Internal Assessment: 10 marks (is to be finalized by the Principal & Teachers of concerned Paper)
  - Sessional Test: 5 marks
  - Assignment, Seminar/Group Discussion: 5 marks
- External Examination: 40 marks (is to be finalized by the Principal & Teachers of concerned Paper and the External Examiner)
  - Practicum File: 10 Marks
  - Computer (Practicum): 20 marks
  - Viva-voce: 10 marks
- Pass Marks: 40% (both in Internal and External separately)

**References:**

- V.K. Rao-Instructional system Design-Instructional Technology
- Arora Bansal-Computer fundamentals
- Kishore, Chavan-Information Technology
- Dyne, Nandkishore-Information Technology
- ABC of internet-Crumlish Christian
- Singh and Sukhvir-Fun of Computer
- Mohenty, Laxman & Vohra Niharika: ICT strategies for school, SAGE

## SEMESTER-I

**COURSE CODE: BED0100602**

**COURSE NAME: DRAMA AND ART IN EDUCATION**

**TOTAL MARKS: 50**

**EXTERNAL (PRACTICUM): 40 MARKS**

**INTERNAL: 10 MARKS**

**CREDIT: 2**

### **COURSE OUTCOMES:**

1. Understand the key concepts of drama and visual art integration in education.
2. Explain the processes of dramatizing textbook lessons and visual art presentation.
3. Demonstrate play-making and visual art techniques in classroom settings.
4. Analyze various drama and art conventions to enhance teaching effectiveness.
5. Evaluate the role of theatrical and visual art activities in connecting classroom learning to real-world contexts.
6. Design and implement integrated drama and art-based classroom activities.

UNITS	CONTENTS
UNIT-1	<b>DEVELOPMENT OF SKILLS THROUGH DRAMA AND ART</b> <ul style="list-style-type: none"><li>• Meaning and Definition of Art and Drama; Role and Importance of Visual and Performing Arts in Education</li><li>• Drama and Art as Essential Skills for Teachers</li><li>• Child Art; Basic Elements of Drawing and Painting; Concept of Colour</li><li>• Theatrical games or exercises focused on developing observation, imagination, imitation, self-exploration, and voice modulation.</li><li>• Freehand drawing activities such as sketching, shading, strokes, colouring, and concept development.</li></ul>
UNIT-2	<b>PROCESS OF ART AND PLAY MAKING</b> <ul style="list-style-type: none"><li>• Different types and processes of topic improvisation for creating creative drama.</li><li>• Play-making with a focus on characterization, plot, theme, acting, <i>rasa</i>, costumes, colour, make-up, music and sound, dialogues, body movements/choreography, etc.</li><li>• Understanding the importance of perspective, observational drawing, nature study, and still life composition.</li></ul>
UNIT-3	<b>UNDERSTANDING DRAMATIZATION AND VISUAL ART</b> <ul style="list-style-type: none"><li>• Use of various techniques of story-making, storytelling, and story dramatization.</li><li>• Arrange solo or group performances.</li><li>• Engage in activities such as collage making, clay sculpture modelling, terracotta, printmaking, mask making, and gain knowledge of commercial art forms like poster making, cover designing, and illustration.</li></ul>
UNIT-4	<b>DRAMA AND ART AS TOOLS IN THE TEACHING-LEARNING PROCESS</b> <ul style="list-style-type: none"><li>• Engage in play-making and improvisation on themes related to self, family, education, and societal issues, focusing on different age groups of children.</li><li>• Explore how artists design their work, manage resources—including raw materials—and address challenges related to historical, social, economic, scientific, and environmental concerns.</li><li>• Conduct participatory play/music/dance-making or demonstration classes based on school textbook lessons with a structured lesson plan. (Focus on how a</li></ul>

	<p>facilitator or teacher applies drama techniques in the teaching-learning process.)</p> <ul style="list-style-type: none"> <li>• Use various theatre techniques or devices to enhance learning areas. Techniques may include: Role Play, Teacher-in-Role (T.I.R), Image Theatre, Theatrical Games, Object Theatre, Hot Seating, Forum Theatre, and Voice of the Mindset.</li> </ul>
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**Mode of Transaction:** Lecture, Lecture cum Discussion, Demonstration

**Practicum/ Assignment (any one) besides Sessional Test:**

- Participate in a workshop on practical file making, including preparation of paper-based projects or PowerPoint presentations.
- Conduct a study of heritage site architecture through field visits, photography, computer graphics, and photo editing.
- Visit craft museums and art galleries, and prepare a reflective project/report based on the visit.
- Prepare a short play, voice play, or mono-acting performance, accompanied by a detailed lesson plan.

**Evaluation Scheme:**

- Internal Assessment: 10 marks (is to be finalized by the Principal & Teachers of concerned Paper)
  - Sessional Test: 5 marks
  - Assignment, Seminar/Group Discussion: 5 marks
- External Examination: 40 marks (is to be finalized by the Principal & Teachers of concerned Paper and the External Examiner)
  - Practicum File on Drama and Art: 10 marks
  - Drama Performance (Practicum): 10 marks
  - Art & Craft Activity (Practicum): 10 marks
  - Viva-voce: 10 marks
- Pass Marks: 40% (both in Internal and External separately)

**References:**

- National Council of Educational Research and Training (NCERT). (2006). *Position Paper on Arts, Music, Dance and Theatre*. New Delhi: NCERT.
- Prasad, D. (1998). *Art as the Basis of Education*. New Delhi: NBT.
- Baldwin, P. (2009). *The Primary Drama Handbook*. London: SAGE Publications.
- Nayak, A. K., & Rao, V. K. (2010). *Classroom Teaching Methods and Practices*. New Delhi: APH Publishing Corporation.
- Heathcote, D., & Bolton, G. (1995). *Drama for Learning: Dorothy Heathcote's Mantle of the Expert Approach to Education*. Portsmouth: Heinemann.
- Eisner, E. W. (2002). *The Arts and the Creation of Mind*. New Haven: Yale University Press.
- Government of India. (2005). *National Curriculum Framework (NCF)*. New Delhi: NCERT.

## SEMESTER-II

**COURSE CODE:** BED0200104  
**COURSE NAME:** SCHOOL ORGANISATION, MANAGEMENT AND ADMINISTRATION

**TOTAL MARKS: 100**  
**EXTERNAL (THEORY): 80 MARKS**  
**INTERNAL: 20 MARKS**  
**CREDIT: 4**

### COURSE OUTCOMES:

1. Define and explain the concept and importance of class and school organization.
2. Identify and differentiate among various forms of school management.
3. Describe and compare major theories of educational administration.
4. Analyze the roles and responsibilities of the Principal, Headmaster/Headmistress, and Teachers in effective school management.
5. Identify and evaluate the functions of different agencies that provide financial support to education.

UNITS	CONTENTS
UNIT-1	<b>SCHOOL ORGANIZATION</b> <ul style="list-style-type: none"><li>• School Organization: Meaning, Definition, Characteristics, Function and Scope</li><li>• School Structure: Importance and Significance of school structure, types of School Structure, School Building, Classroom, Library, Laboratory, Administrative Block, Staff Room, Playground, Lavatory and other facilities and Equipments</li><li>• Human Resource: Principal, Headmaster, Teachers, Librarians, Supporting staff – duties, roles and responsibilities</li><li>• Maintenance of school records: Purpose, Significance and types of school records – Management Information System (MIS) - Meaning, importance &amp; application</li></ul>
UNIT-2	<b>SCHOOL MANAGEMENT</b> <ul style="list-style-type: none"><li>• School Management: Concept, Definition, Nature, Objectives, Principle and Scope</li><li>• Planning, organizing, directing, supervising and controlling in educational management</li><li>• Resource management: Human Resource, Material Resource, Financial Resource</li><li>• Role of Teacher in Classroom Management and maintaining discipline</li></ul>
UNIT-3	<b>MANAGEMENT APPROACHES</b> <ul style="list-style-type: none"><li>• Meaning, definition, importance of Management Approach</li><li>• Schools of Management- Classical approach, Behavioural approach, System and Contingency management approach</li><li>• Types of management approaches: Man Power Approach, Cost Benefit Approach, Social Demand Approach, Social Justice Approach, Rate of Return Approach</li></ul>

<b>UNIT-4</b>	<b>SCHOOL AND EDUCATIONAL ADMINISTRATION</b> <ul style="list-style-type: none"> <li>• School Administration: Meaning, Nature, Aims and Principle</li> <li>• Educational Administration and Supervision: Meaning, Definition, Aims, Nature and Functions</li> <li>• Institutional planning: Meaning, Definition, Nature, Types and Importance.</li> <li>• Leadership: Meaning, Nature, Style and Measurement of Leadership, Teacher as an educational leader</li> </ul>
<b>UNIT-5</b>	<b>SCHOOL AS A SOCIAL ORGANISATION</b> <ul style="list-style-type: none"> <li>• School complex- concept, objectives and importance</li> <li>• Relation between school and community</li> <li>• Role of school in social change and development</li> <li>• Role and responsibilities of School Management and Development committee (SMDC)</li> </ul>

**Mode of Transaction:** Lecture, Lecture cum Discussion

**Practicum/ Assignment (any one) besides Sessional Test:**

- Preparation of a Time Table for Secondary School
- Preparation of Annual Scheme of Work
- Participate in or observe a school–community program (e.g., health camp, plantation drive, cultural day) and write a reflection on the school’s role in community development.
- Create a detailed diagram of an ideal school structure, highlighting essential components such as classrooms, library, laboratory, staff room, playground, and administrative block.

**Evaluation Scheme:**

- Internal Assessment: 20 marks (is to be finalized by the Principal & Teachers of concerned Paper)
  - Sessional Test: 10 marks
  - Assignment, Seminar/Group Discussion: 10 marks
- External Examination: 80 marks
- Pass Marks: 40% (both in Internal and External separately)

**References:**

- Safaya, R.N. & Shaida, B.D. (n.d.). *School Administration and Organization*. Dhanpat Rai & Sons, Jalandhar/Delhi.
- Sharma, R.A. (n.d.). *Educational Administration and Management*. R. Lall Book Depot, Meerut, U.P.
- Agarwala, J.C. (n.d.). *School Administration*. Arya Book Depot, Karol Bagh, New Delhi–5.
- Edmonson, J.B., et al. (n.d.). *The Administration of the Modern Secondary School*. Macmillan.
- Saikia, M. (n.d.). *School Organization and Administration*. Mani Manik Prakashan, Guwahati.



## SEMESTER-II

**COURSE CODE: BED0200204**

**COURSE NAME: MEASUREMENT AND EVALUATION IN EDUCATION**

**TOTAL MARKS: 100**

**EXTERNAL (THEORY): 80 MARKS**

**INTERNAL: 20 MARKS**

**CREDIT: 4**

### **COURSE OUTCOMES:**

1. Define and explain the basic concepts of evaluation and related terminology.
2. Describe the taxonomy of educational objectives and demonstrate the ability to write clear and measurable educational objectives.
3. Identify and interpret the basic tools of measurement and apply appropriate techniques of evaluation in educational contexts.

UNITS	CONTENTS
UNIT-1	<b>CONCEPT OF MEASUREMENT ASSESSMENT AND EVALUATION</b> <ul style="list-style-type: none"><li>• Meaning and definition of measurement, assessment and evaluation</li><li>• Types of measurement and evaluation-Formative, summative and diagnostic</li><li>• Importance of measurement and evaluation in Education.</li></ul>
UNIT-2	<b>TAXONOMY OF EDUCATIONAL OBJECTIVES</b> <ul style="list-style-type: none"><li>• Blooms Taxonomy of Educational objectives with revised edition</li><li>• Types of tests and criteria of a good test</li><li>• Preparing a blueprint of an achievement test</li><li>• Concept of Reliability, Validity and objectivity</li><li>• Steps in constructing a test (Planning, identifying objectives, designing the test, writing items, first draft, item analysis and standardisation)</li></ul>
UNIT-3	<b>NEW TRENDS IN EVALUATION</b> <ul style="list-style-type: none"><li>• Quantitative evaluation (Essay and objective type tests)</li><li>• Qualitative evaluation (Observation, Checklist, Rating Scale and Anecdotal records)</li><li>• Internal assessment-Cumulative Record Cards.</li><li>• Credit and grading system, Examination on demand, online examination, computer in evaluation</li></ul>
UNIT-4	<b>CONCEPT OF STATISTICS AND ITS APPLICATIONS</b> <ul style="list-style-type: none"><li>• Statistics- meaning, types, need and importance</li><li>• Data interpretation- meaning, types, presentation and tabulation</li><li>• Graphical representation of grouped and ungrouped data- bar graph, pie diagram, frequency polygon and histogram</li></ul>
UNIT-5	<b>MEASURES AND INTERPRETATIONS OF STATISTICAL DATA</b> <ul style="list-style-type: none"><li>• Central tendency- mean, median and mode</li><li>• Variability- range, quartile deviation, mean deviation and standard deviation</li><li>• Correlation- Rank difference and product moment method</li><li>• Normal probability curve- Its characteristics and uses</li></ul>

**Mode of Transaction:** Lecture, Lecture cum Discussion

**Practicum/ Assignment (any one) besides Sessional Test:**

- Construction and standardization of an achievement test
- Preparation of a check list
- Preparation of a Questionnaire
- Administration of a test and interpretation of scores

**Evaluation Scheme:**

- Internal Assessment: 20 marks (is to be finalized by the Principal & Teachers of concerned Paper)
  - Sessional Test: 10 marks
  - Assignment, Seminar/Group Discussion: 10 marks
- External Examination: 80 marks
- Pass Marks: 40% (both in Internal and External separately)

**References:**

- Thorndike, R.L. and Hagen, E. P.-Measurement and Evaluation in Psychology and Education, New Delhi, John Wily and Sons.
- Garrett, H.E.-Statistics in Psychology and Education, Mumbai, Vakil, Feffer and Simons Pvt. Ltd.
- Mangal, S.K. -Statistics in Psychology and Education, New Delhi, Prentice Hall of India Pvt. Ltd.
- Asthana, Bipin-Measurement and Evaluation in Psychology and Education. Agra, Vinod Pustak Mandir

## SEMESTER-II

**COURSE CODE: BED0200304**  
**COURSE NAME: EDUCATIONAL TECHNOLOGY**

**TOTAL MARKS: 100**  
**EXTERNAL (THEORY): 80 MARKS**  
**INTERNAL: 20 MARKS**  
**CREDIT: 4**

### COURSE OUTCOMES:

1. Define the concept of educational technology and explain its types, evolution, and relevance.
2. Analyze innovative trends and emerging practices in educational technology.
3. Describe the teaching-learning and communication processes in educational contexts.
4. Demonstrate the use of ICT tools and integrate national and global digital platforms in teaching-learning practices.
5. Utilize digital tools and platforms to design and implement effective evaluation and assessment strategies.

UNITS	CONTENTS
UNIT-1	<b>INTRODUCTION TO EDUCATIONAL TECHNOLOGY</b> <ul style="list-style-type: none"><li>• Meaning, definition and objectives of Educational Technology</li><li>• Nature, scope and characteristics of educational technology</li><li>• Types of educational technology; Hardware, Software and Systems Approach.</li><li>• Historical evolution of educational technology</li><li>• Importance and relevance of Technology in modern education</li></ul>
UNIT-2	<b>INNOVATIVE TRENDS IN EDUCATIONAL TECHNOLOGY</b> <ul style="list-style-type: none"><li>• Programmed Instruction: Meaning, Definitions, Principles of programmed Instruction, Types of programme instruction</li><li>• Self – learning Modules, Multimedia packages</li><li>• Learning Management Systems (LMS)</li><li>• Online collaborative Apps</li><li>• Computer in Education: Educational apps and gamification in teaching</li></ul>
UNIT-3	<b>TEACHING- LEARNING AND COMMUNICATION PROCESS</b> <ul style="list-style-type: none"><li>• Concept and important aspects of teaching learning process</li><li>• Concept, definition and Types of Communication, Importance of Communication in the teaching learning process.</li><li>• Principles of Effective Communication and barriers of classroom communication.</li><li>• Flander’s Interaction Analysis Categories (FIAC)</li></ul>
UNIT-4	<b>ICT IN EDUCATION</b> <ul style="list-style-type: none"><li>• Introduction to ICT tools- Computer, Internet, multimedia.</li><li>• Use of ICT in Teaching learning Process</li><li>• Integration of ICT in teacher education</li><li>• National and International ICT initiatives in Education (DIKSHA, Swayam, MOOCs, ePathshala)</li><li>• AI-Powered Education tools –ChatGPT</li></ul>

<b>UNIT-5</b>	<b>EVALUATION AND ASSESMENT USING TECHNOLOGY</b> <ul style="list-style-type: none"> <li>• Technology assisted evaluation tools (Google Forms, Kahoot)</li> <li>• E-portfolios</li> <li>• Online assessment and feedback systems</li> <li>• Open Educational Resource</li> </ul>
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**Mode of Transaction:** Lecture, Lecture cum Discussion

**Practicum/ Assignment (any one) besides Sessional Test:**

- Technology Integration Project: Design and implement a technology-enhanced lesson plan
- Case Study Analysis: Evaluate a real-world example of technology integration in education.
- Online Discussion Forum Participation: Engage in discussions on ethical considerations and emerging trends.
- Observe a recorded classroom session or peer-teaching activity and conduct a Flander's Interaction Analysis (FIAC)
- Explore platforms like DIKSHA, Swayam, or MOOCs, and write a review report on one selected course/resource.
- Create and maintain an e-portfolio to document all practicum work completed throughout the course

**Evaluation Scheme:**

- Internal Assessment: 20 marks (is to be finalized by the Principal & Teachers of concerned Paper)
  - Sessional Test: 10 marks
  - Assignment, Seminar/Group Discussion: 10 marks
- External Examination: 80 marks
- Pass Marks: 40% (both in Internal and External separately)

**References:**

- Roblyer, M. D., & Doering, A. H. (2019). Integrating educational technology into teaching. Pearson.
- Koehler, M. J., & Mishra, P. (2009). What is technological pedagogical content knowledge? Contemporary Issues in Technology and Teacher Education, 9(1), 60-70.
- Puentedura, R. (2006). SAMR: Explained. Retrieved from <http://www.hippasus.com/rrpweblog/archives/2016/02/08/SAMRExplained.pdf>
- Bates, A. W., & Sangrà, A. (2011). Managing technology in higher education: Strategies for transforming teaching and learning. John Wiley & Sons

## SEMESTER-II

**COURSE CODE: BED0200402**

**COURSE NAME: A1-TEACHING OF SANSKRIT**

**TOTAL MARKS: 50**

**EXTERNAL (THEORY): 40 MARKS**

**INTERNAL: 10 MARKS**

**CREDIT: 2**

### **COURSE OUTCOMES:**

1. Revise and enrich knowledge on Sanskrit to strengthen subject mastery.
2. Appraise the value and cultural significance of Sanskrit after completing the course.
3. Identify and apply methodologies and technologies for effective teaching of Sanskrit.
4. Analyze the need and significance of teaching Sanskrit at the secondary level.
5. Design and utilize various instructional materials for teaching Sanskrit.
6. Diagnose learning difficulties faced by students in Sanskrit and recommend suitable remedial measures.

UNITS	CONTENTS
UNIT-1	<b>NATURE, SCOPE AND OBJECTIVES OF TEACHING SANSKRIT</b> <ul style="list-style-type: none"><li>• Nature and scope of Sanskrit as an Indian Language with historical background</li><li>• Values and importance of teaching Sanskrit from linguistic, literary, cultural and national points view</li><li>• Structure of the Sanskrit language and its peculiarities</li><li>• Value oriented education in Sanskrit</li><li>• Place of Sanskrit in the school curriculum</li><li>• Teaching of Sanskrit for developing the fundamental language skills (listening, speaking, reading and writing)</li><li>• Aims and objectives of teaching Sanskrit</li></ul>
UNIT-2	<b>METHODS AND TECHNIQUES OF TEACHING SANSKRIT</b> <ul style="list-style-type: none"><li>• Traditional methods: Gurukul and the Pathshala</li><li>• Methods of teaching Sanskrit: (a) Substitution method and the Direct method (b) The text book approach (c) Induction- deduction methods of teaching grammar (d) Dramatization, recitation, and translation</li><li>• Techniques of teaching Sanskrit: Importance of oral work, reading for various purpose silent and sound reading, letter method-alphabetic, phonic, phonetic, non-letter method words, phrase, sentence</li></ul>
UNIT-3	<b>PLANNING TEACHING OF SANSKRIT</b> <ul style="list-style-type: none"><li>• Syllabus and Text books, source and reference materials, audiovisual and audio-visual aids, rapid readings, Lesson plan-steps of writing a lesson plan- Introduction, presentation and closure, preparation of feedback materials for prose, poetry, grammar, and composition</li></ul>
UNIT-4	<b>EVALUATION AND ASSESSMENT IN SANSKRIT</b> <ul style="list-style-type: none"><li>• Modern concept of evaluation, continuous and comprehensive evaluation, oral and written test, Essay type and objective type tests, preparation of a balanced question paper, Assessment of class and home works, Diagnostic and prognostic objectives of evaluation</li></ul>

**Mode of Transaction:** Lecture, Lecture cum Discussion

**Practicum/ Assignment (any one) besides Sessional Test:**

- Preparation of language charts and games
- Preparation of Micro (5) and Macro teaching (15) lesson plans
- Preparation of achievement test and diagnostic test

**Evaluation Scheme:**

- Internal Assessment: 10 marks (is to be finalized by the Principal & Teachers of concerned Paper)
  - Sessional Test: 5 marks
  - Assignment, Seminar/Group Discussion: 5 marks
- External Examination: 40 marks
- Pass Marks: 40% (both in Internal and External separately)

**References:**

- M.A. Chee, E.A.: Instruction in Indian secondary Schools
- Ballard, P.B.: The Mother Tongue
- Wheat, H.G.: The teaching of Reading
- Watking, E.: How to teach Silent Reading to beginners
- Gurrey, P.: Teaching the Mother Tongue
- Pattanayak, D.P.: Language Curriculum, CIII, Mysore-6

## SEMESTER-II

**COURSE CODE:** BED0200402  
**COURSE NAME:** A2-TEACHING OF ASSAMESE  
A3-TEACHING OF BENGALI  
A4-TEACHING OF HINDI  
A5-TEACHING OF BODO

**TOTAL MARKS: 50**

**EXTERNAL (THEORY): 40 MARKS**

**INTERNAL: 10 MARKS**

**CREDIT: 2**

### COURSE OUTCOMES:

1. Recall and enrich prior knowledge related to the subject matter.
2. Recognize and value the significance of the mother tongue in education.
3. Demonstrate the ability to instruct in the mother tongue more effectively in the classroom.
4. Identify, analyze, and apply the latest methodologies and technologies for teaching the mother tongue at the secondary level.
5. Explain the need, significance, and importance of teaching the mother tongue at the secondary level.
6. Comprehend, evaluate, and adopt appropriate methods and techniques for assessing student learning in the mother tongue.

UNITS	CONTENTS
UNIT-1	<b>LITERATURE, LANGUAGE AND GRAMMAR</b> <ul style="list-style-type: none"><li>• Literature--meaning, objective, types, role</li><li>• Literature as a medium of social change</li><li>• Language – meaning, definition, nature, characteristics, function, and its relation with literature</li><li>• Importance of grammar in language learning Essentials of grammar in mother tongue- Sound, junctures, mood system, use of case endings, Suffixes, prefixes, narration, uses of tenses, phrases and idioms proverbs</li></ul>
UNIT-2	<b>MOTHER TONGUE EDUCATION AND ITS IMPORTANCE</b> <ul style="list-style-type: none"><li>• Importance and role of mother tongue in child development and its relationship to language</li><li>• Role of society and family in the development of mother tongue</li><li>• Development of fundamental language skills in learning mother tongue – listening, speaking, reading and writing</li><li>• Developing mother tongue as an instrument of thought, communication, appreciation and Creation</li><li>• Place of MIL in Secondary level Curriculum as per N.C.F.2005</li></ul>
UNIT-3	<b>METHODS AND CLASSROOM TECHNIQUE</b> <ul style="list-style-type: none"><li>• Methods of teaching Mother Tongue (Different kinds of methods of teaching: Storytelling, Narration, Demonstration, Inductive- Deductive, Dramatization, Role play, Recitation, Language game)</li><li>• Concept, meaning and nature of Smart Class and ICT use, TLM use in language learning.</li><li>• Syllabus and Textbook--Concept, meaning, principles, selection and gradation</li><li>• Importance of Prose, Poetry, Rapid reader and Supplementary books in teaching-</li></ul>

	learning process
<b>UNIT-4</b>	<b>TEACHING OF MOTHER TONGUE: PLANNING AND EVALUATION PROCESS</b> <ul style="list-style-type: none"> <li>• Lesson planning: Concept, need and importance of lesson plan, steps and preparation of lesson plan, Unit Plan.</li> <li>• Concept and purpose of evaluation in Mother tongue.</li> <li>• Aspects of evaluation in mother tongue - continuous and comprehensive Evaluation (CCE), formative and summative evaluation.</li> <li>• Preparation of a Question paper. Preparation of blue print, setting a good question paper</li> </ul>

**Mode of Transaction:** Lecture, Lecture cum Discussion

**Practicum/ Assignment (any one) besides Sessional Test:**

- Prepare Hand-Made magazine
- Group Discussion on major literary figures with their contributions

**Evaluation Scheme:**

- Internal Assessment: 10 marks (is to be finalized by the Principal & Teachers of concerned Paper)
  - Sessional Test: 5 marks
  - Assignment, Seminar/Group Discussion: 5 marks
- External Examination: 40 marks
- Pass Marks: 40% (both in Internal and External separately)

**References:**

- Chee, M.A.: Instruction in Indian Secondary Schools, Chapter -5.
- Ballard, P.B.: The mother tongue
- Wheat, H.G. : The Teaching of Reading
- Watking, E. : How to teach Silent Reading to beginners
- Gurrey, P. : Teaching The mother tongue
- Pattanayak, D.P. : language Curriculum, CIII, Mysore School



## SEMESTER-II

**COURSE CODE: BED0200402**

**COURSE NAME: A6-TEACHING OF ENGLISH**

**TOTAL MARKS: 50**

**EXTERNAL (THEORY): 40 MARKS**

**INTERNAL: 10 MARKS**

**CREDIT: 2**

### **COURSE OUTCOMES:**

1. Apply the rules of English grammar and demonstrate an expanded vocabulary in various contexts.
2. Explain the need, objectives, and roles of teaching English at the secondary level.
3. Evaluate the significance of English in academic and professional contexts.
4. Develop listening, speaking, reading, and writing skills appropriate for the secondary level.

UNITS	CONTENTS
UNIT-1	<b>OBJECTIVES, SCOPE &amp; ROLE OF TEACHING ENGLISH IN SECONDARY SCHOOL CURRICULUM</b> <ul style="list-style-type: none"><li>• Objectives &amp; scope of teaching English at the secondary level.</li><li>• Role of English in the present context &amp; its place in the secondary school curriculum.</li><li>• Concept of first language (L1) and Second language (L2)</li><li>• Instructional objectives (General &amp; Specific)</li><li>• Issues of learning English language in a multi-lingual and multicultural society.</li></ul>
UNIT-2	<b>BASIC LANGUAGE SKILLS</b> <ul style="list-style-type: none"><li>• Sequence of language skills</li><li>• Development of listening skill- focussed listening</li><li>• Development of speaking skill- controlled &amp; free speech habit</li><li>• Development of reading skill- intensive &amp; extensive reading, silent &amp; loud reading, scaffolding, skimming and scanning</li><li>• Development of writing skill- guided &amp; free writing</li></ul>
UNIT-3	<b>METHODS OF TEACHING ENGLISH AS SECOND LANGUAGE</b> <ul style="list-style-type: none"><li>• Translation method, Direct method Structural approach, Communicative approach, Bilingual method, Audio- lingual method.</li><li>• New concept of evaluation- CCE in language teaching.</li><li>• Construction of objective- based test items in English.</li><li>• Lesson Planning- Importance and Steps</li><li>• Planning of teaching- prose and poetry</li><li>• Teaching of grammar- inductive &amp; deductive method, substitution table</li><li>• Techniques of teaching English- dramatization, role play, language games</li><li>• Use of Textbook in classroom instruction</li><li>• Preparation of unit plan</li><li>• Use of TLMs and Preparation of low-cost teaching aids</li></ul>

<b>UNIT-4</b>	<b>THE PHONETIC STRUCTURE OF ENGLISH</b> <ul style="list-style-type: none"> <li>• Introduction to Phonetics- phonetics &amp; symbols, articulation, transcription, pronunciation and drills</li> <li>• Consonant sounds and vowel sounds.</li> <li>• Phonetic exercises</li> <li>• Use of dictionary in second language</li> <li>• Word stress, Sentence stress &amp; Intonation patterns.</li> </ul>
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**Mode of Transaction:** Lecture, Lecture cum Discussion

**Practicum/ Assignment (any one) besides Sessional Test:**

- Preparation of language charts & Games
- Write a report on spelling errors/pronunciation errors at secondary level & their remedial measures
- Seminar on a given topic with power point presentation
- Practice in Language Lab

**Evaluation Scheme:**

- Internal Assessment: 10 marks (is to be finalized by the Principal & Teachers of concerned Paper)
  - Sessional Test: 5 marks
  - Assignment, Seminar/Group Discussion: 5 marks
- External Examination: 40 marks
- Pass Marks: 40% (both in Internal and External separately)

**References:**

- Hornby, A. S. *A Guide to Patterns and Usage in English*.
- Connor, J. D. *Better English Pronunciation*.
- Venkateswaran, S. *Principles of Teaching English*. Delhi: Vikas Publishing House.
- Baruah, T. C. *The English Teacher's Handbook*. Sterling Publishers Limited.
- Balasubramaniam, T. *A Textbook of English Phonetics for Indian Students*. Macmillan.
- Sharma, R. A. *Pedagogy of School Subject: English*. Arihant Electric Press.
- Thompson, M. S. H. *The Teaching of English in India*. Sarup Book Publishers.
- Pahuja, N. P. *Teaching of English*. Anmol Publications.
- Narula, N. K. *A Textbook of Communicative English*. Astha Publishers.
- Bansal, B. D. *Essentials of English Teaching*. R. Lall Book Depot.
- Sharma, R. A. *Teaching of English*. R. Lall Book Depot.
- Vootikanti, Madhavi. *Research Methods in English*. Astha Publishers.
- Madan, Poonam. *English Methodology*. R. Lall Book Depot.

## SEMESTER-II

**COURSE CODE: BED0200402**  
**COURSE NAME: A7-TEACHING OF HISTORY**

**TOTAL MARKS: 50**  
**EXTERNAL (THEORY): 40 MARKS**  
**INTERNAL: 10 MARKS**  
**CREDIT: 2**

### COURSE OUTCOMES:

1. Recognize the need for teaching-learning of History in secondary classes.
2. Construct a systematic and critical understanding of History in a democratic and secular country with a diverse socio-cultural milieu.
3. Relate the relevance of History in the contemporary context of a globalised world.
4. Formulate critical perspectives on the nature and philosophy of History and methods of enquiry.
5. Analyze, evaluate, and integrate source material critically as historical evidence.
6. Examine the organization of the History curriculum and its pedagogical concerns.
7. Implement effective classroom processes in History and reflect on their transactional implications.

UNITS	CONTENTS
UNIT-1	<b>INTRODUCTION</b> <ul style="list-style-type: none"><li>• Meaning, nature and scope of teaching history: Cross Cultural perspectives and the post-modernist challenge.</li><li>• Aims and Objectives of teaching history and its importance at secondary school level.</li><li>• Blooms taxonomy of behavioural objectives related to social science.</li><li>• Recommendation of NCF 2005 and NEP 2020 regarding teaching of history.</li></ul>
UNIT-2	<b>METHOD AND STRATEGIES OF TEACHING HISTORY</b> <ul style="list-style-type: none"><li>• Purpose and Approaches of teaching History: Inductive, Deductive, and Constructivist approaches in the teaching of History.</li><li>• Interdisciplinary approach and integration with other subjects, encouraging Critical and historical thinking.</li><li>• Methods of teaching history- Lecture cum discussion method, Problem solving method, Source method, Field trips or Excursion method, Project method, Biographic method.</li><li>• Techniques of teaching history- narration, illustration, dramatization, storytelling, assignment.</li></ul>
UNIT-3	<b>LEARNING RESOURCE IN TEACHING HISTORY</b> <ul style="list-style-type: none"><li>• Learning history: perspectives of teaching of History, Chronological concept, acquisition of skills related to map reading, time scale etc.</li><li>• Internal and External Criticism in learning History</li><li>• Importance of History text books, learning resources and support materials needed for various learning experiences.</li><li>• Use of audio-visual aids and multimedia in teaching of history; role play, History project, fair and field experiences, museum, exhibition, role of history Teacher.</li></ul>

<b>UNIT-4</b>	<b>PLANING AND EVALUATIONS IN HISTORY</b> <ul style="list-style-type: none"> <li>• Lesson Planning- needs steps and format of lesson plan, unit plan.</li> <li>• Evaluation and Assessment in History- Formative, Summative, Continuous and Comprehensive Evaluation (CCE).</li> <li>• Innovations in Assessment: Self-assessment, Peer assessment, Learners' profile, Open Text Book Assessment.</li> <li>• Preparation of a Question Paper and blue Print; Preparation of achievement test in history.</li> <li>• Tools and techniques of evaluation in History, content analysis.</li> </ul>
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**Mode of Transaction:** Lecture, Lecture cum Discussion

**Practicum/ Assignment (any one) besides Sessional Test:**

- Visit to Museum/Archives/Local Monument; Historical excursions and evaluating learning processes; analyze historical films and theatre performances; Participate in Talks and discussions.
- Term Paper and Seminar Presentation on Critical appraisal of curriculum policies/documents and curriculum frameworks, existing curriculum of History and text books at school level.
- To prepare a chronological chart for ancient/medieval/ modern history of India.

**Evaluation Scheme:**

- Internal Assessment: 10 marks (is to be finalized by the Principal & Teachers of concerned Paper)
  - Sessional Test: 5 marks
  - Assignment, Seminar/Group Discussion: 5 marks
- External Examination: 40 marks
- Pass Marks: 40% (both in Internal and External separately)

**Reference:**

- Batra, P. (Ed.). (2010). *Issues in History Teaching*. Routledge Falmer, London.
- Das, V. (1989). Subaltern as Perspective. In R. Guha (Ed.), *Subaltern Studies VI: Writings on South Asian History and Society*. Oxford University Press, London.
- Haydn, T., Arthur, J., & Hunt, M. (Eds.). (2001). *Learning to Teach History in the Secondary School: A Companion to School Experience*. Routledge Falmer (Taylor & Francis Group), London & New York.
- Habib, I. (1995). *Essays in Indian History – Towards a Marxist Perception*. Tulika Books, Delhi.
- Hobsbawm, E. (1992). *Nations and Nationalism since 1780: Programme, Myth, Reality*. Cambridge University Press. (Note: This fills the missing title from your original reference.)
- Kochhar, S. K. (1985). *Methods and Techniques for Teaching History*. Sterling Publishers, New Delhi.
- Menon, N. (2010). History, Truth and Nation: Contemporary Debates on Education in India. In A. Vinayak & R. Bhargava (Eds.), *Understanding Contemporary India: Critical Perspectives*. Orient Blackswan, New Delhi.

## SEMESTER-II

**COURSE CODE: BED0200402**  
**COURSE NAME: A8-TEACHING OF SCIENCE**

**TOTAL MARKS: 50**  
**EXTERNAL (THEORY): 30 MARKS, PRACTICUM: 10 MARKS**  
**INTERNAL: 10 MARKS**  
**CREDIT: 2**

### COURSE OUTCOMES:

1. Recall and refresh prior knowledge on General Science.
2. Describe the concept, value, nature, and scope of General Science.
3. Explain the need and significance of teaching General Science at the secondary level.
4. Demonstrate skills and competence in teaching General Science at the secondary level.
5. Explore and apply latest methodologies, approaches, and technologies in teaching General Science.
6. Interpret and use various methods and techniques of evaluation.
7. Design and prepare different kinds of improvised teaching aids for teaching General Science.
8. Identify and analyze the causes of learning difficulties in General Science and recommend remedial measures.
9. Stimulate student interest in General Science by organizing engaging and suitable activities.

UNITS	CONTENTS
UNIT-1	<b>MEANING, NATURE, OBJECTIVES AND TAXONOMY</b> <ul style="list-style-type: none"><li>• Meaning and importance of science</li><li>• Nature and scope of General Science- science and daily life</li><li>• Science curriculum- Principle of curriculum construction, Need and practice of science in school curriculum, science education in India</li><li>• Aims and Objectives of teaching Biological Science, Blooms Taxonomy of educational objectives, revised Bloom's taxonomy, instructional objectives and criteria for writing instructional objectives</li><li>• Scientific Attitude- meaning, characteristics and inculcation of Scientific Attitude</li></ul>
UNIT-2	<b>METHODS AND APPROACHES OF TEACHING SCIENCE</b> <ul style="list-style-type: none"><li>• Lecture, demonstration, explanation, observation, Problem solving, laboratory, Project, Heuristic, Discussion Method for teaching science</li><li>• Approaches of teaching Science- meaning, importance and steps of inductive-deductive approach, structural and functional approach, type species approach, critical inquiry approach and problem-solving approach. (Maier's)</li><li>• Models of teaching Science- meaning, importance and steps of inquiry training model and 5'E'- Model</li><li>• Introduction to innovative teaching and learning methods- meaning and importance of Assignments, Discussion, Team teaching, Brain storming, Concept mapping, Co-operative and Collaborative learning, Experiential learning and Constructive learning</li></ul>

<b>UNIT-3</b>	<b>CONTENT IN BIOLOGICAL SCIENCE</b> <ul style="list-style-type: none"> <li>• Study of cells – meaning, structure and functions of cell and its organelles, plant and animal cell and their differences, osmosis, Experiments on osmosis and diffusion.</li> <li>• Food and its constituents – meaning of food, constituents and their sources, functions of different food constituents and their deficiency disorders.</li> <li>• The world of microbes- classification of microbes, useful and harmful microbes, and microbial diseases.</li> <li>• Health and Diseases</li> </ul>
<b>UNIT-4</b>	<b>CONTENT IN PHYSICAL SCIENCE.</b> <ul style="list-style-type: none"> <li>• Light- Meaning of light, Reflection of light and laws of reflection, image formation in concave mirror and convex mirror, Refraction of light, total internal reflection and its effects, Dispersion of light</li> <li>• Nature of Matter - States of matter, Elements, compounds and mixtures-meaning, characteristics, Separation of mixtures</li> <li>• Metals, non-metals, and metalloids- meaning and properties (physical and chemical)</li> <li>• Atom-Meaning of an atom; Structure of an atom; Dalton's theory, Models of Atom</li> </ul>

### **Suggested Practical:**

#### **Physics:**

- Experiment on Inertia of Rest.
- To measure temperature of liquid at various state in Celsius and Fahrenheit scale.
- To verify Newton's Second Law of Motion.

#### **Chemistry:**

- To determine boiling point of water.
- Separation of a mixture of oil and water.

#### **Biology:**

- To show that light is essential for Photosynthesis.
- Demonstration of different parts of a dicot and monocot plant.

**Mode of Transaction:** Lecture, Lecture cum Discussion and Demonstration

### **Practicum/ Assignment (any one) besides Sessional Test:**

- Preparation of list of science equipments for laboratory according to the syllabus of a class.
- Pedagogical analysis of any two topics from prescribed Text-Book.
- Find learning difficulties of students in science.
- Visit to workshop and factory.
- Preparation of School Garden.
- Preparation of improvised teaching aids of science teaching.
- Preparation of Lay-out of science laboratory.
- Visit to Science Museum.

### **Evaluation Scheme:**

- Internal Assessment: 10 marks (is to be finalized by the Principal & Teachers of concerned Paper)
  - Sessional Test: 5 marks
  - Assignment, Seminar/Group Discussion: 5 marks
- External Examination: 40 marks (30 Theory + 10 Practical)
- Pass Marks: 40% (both in Internal and External separately)

### **References:**

- Bhatnagar, A. B., & Bhatnagar, S. S. (2011). *Teaching of Science*. Meerut: R. Lal Book Depot.
- Callahan, J. E., & Clark, L. H. (1990). *Teaching in the Middle and Secondary Schools: Planning for Competency*. New York: Macmillan Publishing Company.
- Das, R. C. (1985). *Science Teaching in Schools*. New Delhi: Sterling Publishers.
- Government of India. (1966). *Education and National Development: Report of the Education Commission 1964–66 (Kothari Commission Report)*. New Delhi: Ministry of Education, MHRD.
- Kulshreshtha, S. P. (2012). *Teaching of Science*. Meerut: R. Lal Book Depot.
- Layton, D. (Ed.). (1989). *Innovations in Science and Technology Education*. New Delhi: Sterling Publishers Pvt. Ltd.
- Maheshwari, V. K., & Maheshwari, S. (2010). *Teaching of Science*. Meerut: R. Lal Book Depot.
- Mangal, S. K. (1991). *Audio-Visual Education*. New Delhi: Arya Book Depot.
- Mangal, S. K. (2014). *Teaching of Physical and Life Sciences*. New Delhi: Arya Book Depot.
- Maslow, A. H. (1971). *Science and Self-Actualization*. New York: The Means Ready.
- SEBA/SCERT. *Science Textbook for Class IX and X*. Assam: SEBA/SCERT.

## SEMESTER-II

**COURSE CODE: BED0200502**

**COURSE NAME: B1-TEACHING OF MATHEMATICS**

**TOTAL MARKS: 50**

**EXTERNAL (THEORY): 40 MARKS**

**INTERNAL: 10 MARKS**

**CREDIT: 2**

### COURSE OUTCOMES:

1. Recall and enrich knowledge of Mathematics.
2. Explain the concept, value, nature, and scope of Mathematics.
3. Justify the need and significance of teaching Mathematics at the secondary level.
4. Identify and apply latest methodologies, approaches, and technologies in teaching Mathematics.
5. Analyze and adopt appropriate methods and techniques of evaluation.
6. Design and use different kinds of improvised teaching aids for Mathematics instruction.
7. Diagnose learning difficulties in Mathematics and propose suitable remedial measures.
8. Stimulate student interest in Mathematics through engaging and meaningful activities.

UNITS	CONTENTS
UNIT-1	<b>FOUNDATIONS OF MATHEMATICS EDUCATION</b> <ul style="list-style-type: none"><li>• Meaning and nature of mathematics</li><li>• Different aspects of mathematics- historical, scientific, linguistic, artistic and recreational, The nature of mathematical propositions.</li><li>• Learning of mathematics- Perspective on the psychology of learning and teaching of mathematics-constructivism and enactivism, Constructivism on a Vygotskian perspective, zone of proximal development.</li><li>• Curriculum reforms in school mathematics: Rationale, objectives, principles, designs and materials produced in the recent curricular reforms at the national and state levels with critical appraisal, Curriculum of mathematics as envisaged by NEP-2020</li><li>• Aims and objectives of teaching mathematics at secondary school, writing objectives in behavioural terms</li></ul>
UNIT-2	<b>STRATEGIES FOR TEACHING OF MATHEMATICS</b> <ul style="list-style-type: none"><li>• Teaching of Mathematical Concepts, concept formation and concept assimilation, moves in teaching a concept- defining, stating necessary and or sufficient condition, giving example with or without a reason, comparing and constructing, giving counter example, non-example with or without a reason</li><li>• Teaching of Mathematical Generalizations:<ul style="list-style-type: none"><li>○ Learning by exposition- Moves in teaching for understanding of generalizations: Induction moves-focus, objectives, motivation, assertion; Interpretation moves- instantiation, paraphrasing, review of prerequisites, translation, analogy, analysis, justification, application; Planning of strategies for teaching generalizations.</li><li>○ Learning by discovery- Nature and purpose of learning by discovery, Planning and conducting discovery strategies, planning of strategies involving either induction or deduction or both, Heuristic and Analytic methods for constructing knowledge.</li><li>○ Learning mathematics in groups- Characteristics of students with high and low ability, group work, project method.</li></ul></li></ul>



<b>UNIT-3</b>	<b>TEACHING PROCESS IN MATHEMATICS</b> <ul style="list-style-type: none"> <li>• Teaching for understanding proof- developing an intuition about the nature of proof, kinds of proof-direct proof, mathematical induction, proof by contradiction, proof by cases, the contra-positive and disproof by counter example.</li> <li>• Teaching problem solving in mathematics</li> </ul>
<b>UNIT-4</b>	<b>PLANNING, ASSESSMENT AND EVALUATION OF MATHEMATICS</b> <ul style="list-style-type: none"> <li>• Lesson planning- Its format and designing</li> <li>• The mathematics laboratory- Planning and organizing laboratory activities, mathematics outside the classroom</li> <li>• Assessment tools and techniques, design and blue print, item construction, construction of a mathematics question paper</li> <li>• Planning remedial teaching in mathematics, implementation and evaluating the strategies</li> </ul>

**Mode of Transaction:** Lecture, Lecture cum Discussion and Demonstration

**Practicum/ Assignment (any one) besides Sessional Test:**

- Study the learning difficulties of students in Mathematics for a specific class and topic.
- Prepare an evaluation scheme (for 50 marks), including design, blueprint, question paper, evaluation criteria, and remedial measures.
- Conduct pedagogical analysis of two topics from the prescribed Mathematics textbook of a selected class.
- Carry out a case study of a pupil facing difficulties in learning Mathematics and suggest appropriate remedial measures.

**Evaluation Scheme:**

- Internal Assessment: 10 marks (is to be finalized by the Principal & Teachers of concerned Paper)
  - Sessional Test: 5 marks
  - Assignment, Seminar/Group Discussion: 5 marks
- External Examination: 40 marks
- Pass Marks: 40% (both in Internal and External separately)

**References:**

- NCERT. *A Textbook of Content-cum-Methodology of Teaching Mathematics*. New Delhi: NCERT.
- NCERT. *Pedagogy of Mathematics: A Textbook for Two-Year B.Ed. Course*. New Delhi: NCERT.
- Cooney, Thomas J., et al. (1975). *Dynamics of Teaching Secondary School Mathematics*. Boston: Houghton Mifflin.
- Kulshrestha, A. K. (2012). *Teaching of Mathematics*. Meerut: R. Lall Book Depot.

## SEMESTER-II

**COURSE CODE: BED0200502**

**COURSE NAME: B2-TEACHING OF GEOGRAPHY**

**TOTAL MARKS: 50**

**EXTERNAL (THEORY): 30 MARKS, PRACTICUM: 10 MARKS**

**INTERNAL: 10 MARKS**

**CREDIT: 2**

### **COURSE OUTCOMES:**

1. Revise and enrich knowledge related to Geography.
2. Explain the concept, value, nature, and scope of Geography.
3. Justify the need and significance of teaching Geography at the secondary level.
4. Analyze the correlations among different components of Geography.
5. Evaluate and integrate latest methodologies, approaches, and technologies in teaching Geography.
6. Apply various methods and techniques of evaluation in Geography teaching.
7. Design and prepare improvised teaching aids for effective Geography instruction.
8. Diagnose students' difficulties in learning Mathematics and recommend appropriate remedial measures.
9. Stimulate students' interest in General Science through organizing relevant learning activities.

<b>UNITS</b>	<b>CONTENTS</b>
<b>UNIT-1</b>	<b>NATURE, SCOPE AND OBJECTIVES OF TEACHING GEOGRAPHY</b> <ul style="list-style-type: none"><li>• Meaning, Nature and scope of Geography, Place of Geography in the school curriculum</li><li>• Relationship of Geography with other school subject; Concept and importance of Local Geography.</li><li>• Aims and objectives of teaching Geography in secondary schools;</li><li>• Development of human brotherhood and international understanding through the teaching of Geography</li><li>• Geography as a discipline of synthesis</li></ul>
<b>UNIT-2</b>	<b>METHODS OF TEACHING GEOGRAPHY</b> <ul style="list-style-type: none"><li>• Importance of methods in the teaching of Geography</li><li>• Different methods of teaching Geography-Lecture, Discussion method, Project method, Inductive method, Deductive method, Demonstration method</li><li>• Different strategies of teaching Geography- Observation, project, problem solving, laboratory, experimental narrative,</li><li>• Maps- concept, importance, elements and types</li></ul>
<b>UNIT-3</b>	<b>PLANNING AND DESIGNING FOR EFFECTIVE INSTRUCTION IN GEOGRAPHY</b> <ul style="list-style-type: none"><li>• Design of Lesson planning and importance of lesson planning</li><li>• Approaches to lesson planning in teaching of Geography</li><li>• Importance of Geography room and Geography Museum</li><li>• Instructional materials used in the teaching of Geography-maps, Globes, atlas, films, pictures, specimens, models, simple meteorological equipments, Field work, aerial photographs, excursions and GIS</li></ul>
<b>UNIT-4</b>	<b>EVALUATION PROCEDURE</b> <ul style="list-style-type: none"><li>• Concept and importance of assessment and evaluation in Geography</li><li>• Techniques of evaluation (Theory and Practical)</li></ul>

	<ul style="list-style-type: none"> <li>• Construction of tests in geography- designing of tests, blueprint of tests, framing the questions, assembling the questions and preparing the instructions, administration of tests</li> <li>• Diagnostic tests and remedial measures in geography</li> </ul>
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**Mode of Transaction:** Lecture, Lecture cum Discussion and Demonstration

**Practicum/ Assignment (any one) besides Sessional Test:**

- Content analysis of a Geography textbook.
- Prepare an achievement test in Geography.
- Organize and report on a field trip related to Geography content.

**Evaluation Scheme:**

- Internal Assessment: 10 marks (is to be finalized by the Principal & Teachers of concerned Paper)
  - Sessional Test: 5 marks
  - Assignment, Seminar/Group Discussion: 5 marks
- External Examination: 40 marks (30 Theory + 10 Practical)
- Pass Marks: 40% (both in Internal and External separately)

**References:**

- Verma, O. P. – *Geography Teaching*. E. G. Vedanayagam, Sterling Publishers Pvt. Ltd.
- Lambert, David & Balderstone, David – *Learning to Teach Geography in the Secondary School*. Neelkamal Publishers.
- Singh, R. L. & Singh, P. B. Rana – *Elements of Practical Teaching*.
- Shaida, B. D. & Sharma, J. C. – *Teaching of Geography*.

## SEMESTER-II

**COURSE CODE: BED0200502**

**COURSE NAME: B3-TEACHING OF SOCIAL SCIENCE**

**TOTAL MARKS: 50**

**EXTERNAL (THEORY): 40 MARKS**

**INTERNAL: 10 MARKS**

**CREDIT: 2**

### **COURSE OUTCOMES:**

1. Describe the nature, structure, and scope of social science and explain its importance in the context of emerging concerns and needs of Indian society.
2. Identify and analyze the correlations among different components of social science.
3. Explore and evaluate the latest methodologies and technologies of teaching social science.
4. Apply and adapt various methods and techniques of evaluation.
5. Design and implement effective lesson plans for teaching social science.
6. Develop, prepare, and utilize diverse instructional materials for teaching social science.

UNITS	CONTENTS
UNIT-1	<b>INTRODUCTION</b> <ul style="list-style-type: none"><li>• Meaning, scope, nature and importance of teaching social science.</li><li>• Aims and objectives of teaching social science.</li><li>• Correlation of Social Science with other subjects.</li><li>• Present status of social science in Secondary School curriculum.</li><li>• Blooms taxonomy of behavioural objectives related to social science.</li></ul>
UNIT-2	<b>CURRICULUM DEVELOPMENT IN SOCIAL SCIENCE</b> <ul style="list-style-type: none"><li>• Meaning and Principles of social science curriculum for secondary level.</li><li>• Characteristics of good social science curriculum, E-text book.</li><li>• Recommendation of NCF 2005 and NEP 2020 regarding teaching of social Science.</li><li>• Critical analysis of present Secondary School curriculum of Social Science.</li></ul>
UNIT-3	<b>METHODS AND PEDAGOGICAL APPROACHES OF TEACHING SOCIAL SCIENCE</b> <ul style="list-style-type: none"><li>• Methods and approaches of teaching social science - Concept and Significance.</li><li>• Lecture Method, Discussion method, Text book method, Project method, Problem solving method, Source method, Storytelling, Field trips or Excursion method, Dramatization.</li><li>• Approaches: Inductive, Deductive &amp; Constructivist, Multidisciplinary &amp; Integrated approaches.</li><li>• Activity based and experiential learning, ICT in Social science teaching.</li></ul>
UNIT-4	<b>PLANNING AND EVALUATION PROCESS OF TEACHING SOCIAL SCIENCE</b> <ul style="list-style-type: none"><li>• Lesson planning: Concept, need and importance of lesson plan, steps and preparation of lesson plan, Unit Plan.</li><li>• Concept and purpose of evaluation in social science.</li><li>• Aspects of evaluation in social science- continuous and comprehensive Evaluation (CCE), formative and summative evaluation.</li><li>• Preparation of a Question paper. Preparation of blue print, setting a good question paper.</li></ul>

**Mode of Transaction:** Lecture, Lecture cum Discussion

**Practicum/ Assignment (any one) besides Sessional Test:**

- Preparation of Blue Print of question paper.
- Construction of achievement test
- Preparation of a map of India showing the distribution of (a) Physical, (b) Vegetation, (c) Mineral Resources, (d) Railway, (e) Agriculture, (f) Industry, (g) Political, and (h) Historical Map.
- Development of an action plan to motivate adolescents towards (any one):
  - a) Prevention of drug addiction
  - b) Prevention of HIV/AIDS
  - c) Maintenance of Swachhata (cleanliness)
  - d) Fulfilling nutritional needs of adolescents

**Evaluation Scheme:**

- Internal Assessment: 10 marks (is to be finalized by the Principal & Teachers of concerned Paper)
  - Sessional Test: 5 marks
  - Assignment, Seminar/Group Discussion: 5 marks
- External Examination: 40 marks
- Pass Marks: 40% (both in Internal and External separately)

**References:**

- Kochhar, S. K. (Year). *Teaching of Social Science*. New Delhi: Sterling Publishers.
- Dash, B. N. (Year). *Content-cum-Methods of Teaching Social Science*. New Delhi: Kalyani Publishers.
- Aggarwal, J. C. (Year). *Teaching of Social Science*. New Delhi: Vikas Publishing House.

## SEMESTER-II

**COURSE CODE: BED0200602**  
**COURSE NAME: PRACTICE TEACHING**

**TOTAL MARKS: 100**  
**EXTERNAL (PRACTICUM): 80 MARKS**  
**INTERNAL: 20 MARKS**  
**CREDIT: 4**

### **COURSE OUTCOMES:**

1. Gain practical experience in real classroom settings by delivering lessons.
2. Develop and implement lesson plans effectively in pedagogy subjects, aligning with curriculum objectives and classroom needs.
3. Design and use appropriate Teaching-Learning Materials (TLMs) to enhance classroom instruction and student engagement.
4. Demonstrate teaching competencies through the delivery of structured lessons, classroom management, and communication strategies.
5. Reflect on teaching practices through continuous self-assessment and feedback from mentors, peers, and examiners.

### **Procedure:**

The student-teacher will undertake practice teaching in schools for a duration of four weeks, covering two school subjects. A minimum of 15 lessons must be delivered in each pedagogy subject chosen by the student-teacher. Accordingly, each student will prepare and submit a total of 30 lesson plans, along with appropriate Teaching-Learning Materials (TLMs), for the two method subjects. The practice teaching performance will be evaluated out of 100 marks. Upon completion of the practice teaching, a final practical examination will be conducted to assess the student's teaching skills. During the final examination, the Board of Examiners will observe the delivery of one lesson, including the use of TLMs, in any one of the two pedagogy subjects. This observation will be followed by a viva-voce examination conducted by the same examiners.

### **Evaluation Scheme:**

- Internal Assessment: 20 marks  
(is to be finalized by the Principal & Teachers of concerned Paper)
  - Assignment, Seminar/Group Discussion, Practice Teaching Class Observation, use of Lesson Plans and TLMs.
- External Examination : 80 marks  
(is to be finalized by the Principal & Teachers of concerned Paper and the External Examiner)
  - Lesson Plan Book : 30 marks
  - Teaching of a Lesson : 20 marks
  - Final Lesson Plan : 10 marks
  - Viva-Voce : 20 marks
- Pass Marks: 40% (both in Internal and External separately)

**References:**

- Chauhan, S. S. (2007). *Innovative Teaching Practices*. Vikas Publishing House.
- NCTE (2014). *Norms and Standards for Bachelor of Education Programme*. National Council for Teacher Education, New Delhi.
- Ornstein, A. C., & Lasley, T. J. (2000). *Strategies for Effective Teaching* (4th ed.). McGraw-Hill.
- Ryan, K., & Cooper, J. M. (2010). *Those Who Can, Teach* (13th ed.). Wadsworth Cengage Learning.
- Siddiqui, M. H. (2009). *Techniques of Classroom Teaching*. APH Publishing Corporation.

### SEMESTER-III

**COURSE CODE: BED0300104**

**COURSE NAME: LANGUAGE AND CURRICULUM TRANSACTION**

**TOTAL MARKS: 50**

**EXTERNAL (THEORY): 40 MARKS**

**INTERNAL: 10 MARKS**

**CREDIT: 2**

#### **COURSE OUTCOMES:**

1. Explain the basic concept of language across the curriculum.
2. Describe the modes of human activities involving language.
3. Analyze the need for development of language skills and competence in subject-specific teaching and language-integrated learning.
4. Justify the importance of learning to use language across the curriculum and using language to learn.

UNITS	CONTENTS
UNIT-1	<b>NATURE AND FUNCTION OF LANGUAGE</b> <ul style="list-style-type: none"><li>• Language- meaning, concept and functions</li><li>• Theories of language learning</li><li>• Barriers in using language</li><li>• Problems in language learning and strategies to overcome them</li><li>• Linguistic interdependence and educational development of bilingual children</li></ul>
UNIT-2	<b>LANGUAGE DIVERSITY IN CLASSROOM LEARNING</b> <ul style="list-style-type: none"><li>• First language – it's significance-role of home in imparting first language.</li><li>• Second language-it's significance – use of second language in classroom situation.</li><li>• Tri language – role of multilingualism</li><li>• Language as an instrument of thought</li></ul>
UNIT-3	<b>ACTIVITIES FOR 'LSRW' SKILLS DEVELOPMENT</b> <ul style="list-style-type: none"><li>• Modes of human activities involving language learning (Listening, Speaking, Reading, Writing, Viewing, Shaping, Watching and Moving)</li><li>• Dimensions of competence – subject specific knowledge, methods of competence.</li></ul>
UNIT-4	<b>LANGUAGE AND CURRICULUM (LAC)</b> <ul style="list-style-type: none"><li>• Language across curriculum (LAC)-meaning and concept, origin, goals and difficulties, Language and learning, language and thinking</li><li>• Use of language in transacting different subjects of the curriculum.</li><li>• Content and language integrated learning (CLIL)</li><li>• Curriculum approaches in language teaching forward, central and backward design.</li></ul>

**Mode of Transaction:** Lecture, Lecture cum Discussion and Demonstration

**Practicum/ Assignment (any one) besides Sessional Test:**

- Practice activities to develop language proficiency
- Analyze a textbook/content and identify activities promoting LSRW skills.



**Evaluation Scheme:**

- Internal Assessment: 10 marks (is to be finalized by the Principal & Teachers of concerned Paper)
  - Sessional Test: 5 marks
  - Assignment, Seminar/Group Discussion: 5 marks
- External Examination: 40 marks
- Pass Marks: 40% (both in Internal and External separately)

**References:**

- Britton, J. (1970). *Language and Learning*. Harmondsworth: Penguin Books.
- Barnes, D. (1976). *From Communication to Curriculum*. Harmondsworth: Penguin Books.
- Martin, N., et al. (1976). *Writing and Learning Across the Curriculum*. London: Ward Lock Educational.
- Cazden, C. (1977). Language, literacy and literature: Putting it all together. *National Elementary Principal*.
- Asher, J. (1977). *Learning Another Language Through Actions*. Los Gatos, California: Sky Oaks Productions.

### SEMESTER-III

**COURSE CODE: BED0300204**

**COURSE NAME: A-ACTION RESEARCH**

**TOTAL MARKS: 50**

**EXTERNAL (THEORY): 40 MARKS**

**INTERNAL: 10 MARKS**

**CREDIT: 2**

#### **COURSE OUTCOMES:**

1. Understand the concept, principles and significance of action research in educational contexts.
2. Analyze classroom-based problems and apply appropriate steps of action research to address them.
3. Identify and evaluate suitable methods and tools for data collection in school settings.
4. Design and implement research tools and interventions to gather and analyze classroom data effectively.
5. Develop and present an action research report that reflects critical thinking, professional insight, and reflective practice.

UNITS	CONTENTS
UNIT-1	<b>BASIC CONCEPT OF ACTION RESEARCH</b> <ul style="list-style-type: none"><li>• Meaning, Definition, Characteristics of Research</li><li>• Meaning, Definition, Nature, Characteristics and Types of Action Research</li><li>• Principles and Importance of Action Research</li><li>• Differences between Fundamental Research and Action Research</li><li>• Advantage and Limitation of Action Research</li></ul>
UNIT-2	<b>METHODS AND TOOLS OF ACTION RESEARCH</b> <ul style="list-style-type: none"><li>• Methods- Meaning, Significance and importance of methods</li><li>• Methods in Action Research: Experimental, Diagnostic and Case Study</li><li>• Tools- Meaning, Significance and importance of tools</li><li>• Types of Tools: Diary, Questionnaire, Observation, Interview Schedule, Rating Scale, Audio-Video Recording</li></ul>
UNIT-3	<b>ACTION RESEARCH IN EDUCATIONAL CONTEXT</b> <ul style="list-style-type: none"><li>• Scope of Action Research- Classroom, School Management and Policy Implementation</li><li>• Action Research for Professional Development of Teachers</li><li>• Ethical Consideration in conducting Action Research</li></ul>
UNIT-4	<b>STEPS AND REPORT WRITING IN ACTION RESEARCH</b> <ul style="list-style-type: none"><li>• Steps and Procedure of Action Research project</li><li>• Report Writing-<ul style="list-style-type: none"><li>○ The Research Question, Rational, Sample</li><li>○ Data Collection, Methods of Data collection</li><li>○ Analysis and Interpretation of Data</li><li>○ Reflection of the Results</li><li>○ Development of Strategic Plan of Action</li></ul></li></ul>

**Mode of Transaction:** Lecture, Lecture cum Discussion

**Practicum/ Assignment (Any One) besides Sessional Test:**

- Conduct a survey or interview among school teachers to understand their views on action research for professional development and compile a list of relevant and feasible topics for Action Research in education.
- Develop a detailed outline for an Action Research project

**Evaluation Scheme:**

- Internal Assessment: 10 marks (is to be finalized by the Principal & Teachers of concerned Paper)
  - Sessional Test: 5 marks
  - Assignment, Seminar/Group Discussion: 5 marks
- External Examination: 40 marks
- Pass Marks: 40% (both in Internal and External separately)

**References:**

- Best, J. W., & Kahn, J. V. (n.d.). *Research in Education*. New Delhi: Prentice Hall of India.
- Greenwood, D. J., & Levin, M. (n.d.). *Introduction to Action Research*. Thousand Oaks, CA: SAGE Publications.
- Thamarasseri, I. (n.d.). *Introduction to Educational Research*. New Delhi: Kanishka Publishers & Distributors.
- Khandai, H. K. (n.d.). *Action Research in Education and Adult Education*.

### **SEMESTER-III**

**COURSE CODE: BED0300204**

**COURSE NAME: B-ACTION RESEARCH PROJECT**

**TOTAL MARKS: 50**

**EXTERNAL (PRACTICUM): 40 MARKS**

**INTERNAL: 10 MARKS**

**CREDIT: 2**

#### **COURSE OUTCOMES:**

1. Identify problems or challenges in classroom teaching, school management, or policy implementation that can be addressed through action research.
2. Select appropriate research methods and tools (e.g., observation, interviews, questionnaires) suitable for action research projects.
3. Design a structured action research proposal including objectives, research questions, methodology, and data collection plan.
4. Conduct a small-scale action research project to address an identified educational problem.
5. Analyze and interpret data collected through various methods and derive meaningful conclusions.
6. Prepare and present a comprehensive action research report, reflecting on the findings and suggesting an action plan or strategy.
7. Follow ethical principles while conducting action research in educational contexts.
8. Reflect on the role of action research in personal and professional development as a teacher.

#### **Procedure:**

Each student-teacher shall conduct an independent action research project on a school-based problem identified during their internship, under the close supervision of a faculty mentor. The research must involve real-time data collection, critical analysis, reflection, and the implementation of contextually relevant intervention strategies aimed at improving teaching-learning processes or school functioning. The procedure will include the following sequential stages:

1. Orientation: At the commencement of the semester, student-teachers shall undergo a structured orientation session designed to acquaint them with the foundational principles, nature, objectives, and methodologies of action research in education. This orientation will also cover ethical considerations and technical aspects of conducting field-based educational research.
2. Topic Selection: Students will engage in reflective discussions and consultations with assigned faculty member/mentor to identify a relevant and feasible researchable issue within the school setting. The selected topic must align with contemporary educational concerns and should have practical significance for improving classroom or school practices.
3. Topic Approval: Each proposed topic will be formally evaluated and approved by the College Research Committee (CRC) or an equivalent academic body. Upon approval, a Research Supervisor/Mentor will be officially assigned to each student for continuous academic and methodological support throughout the research process.

4. **Research Proposal:** Students are required to prepare a comprehensive research proposal. This proposal must be presented before the College Research Committee for constructive feedback and formal approval before proceeding to the research phase.
5. **Research Phase:** Once the proposal is approved, students will begin systematic data collection, followed by the implementation of intervention strategies as part of their action research. Regular interaction with the assigned mentor is mandatory. Student-teachers must maintain a research diary and submit monthly progress reports documenting field activities, challenges, and outcomes.
6. **Action Research Report Writing:** The final report must be written in a formal academic style (refer the Suggested Format for Action Research). A plagiarism verification report must be submitted along with the final dissertation to ensure academic integrity.

#### **Evaluation Scheme:**

- Internal Assessment: 10 marks (is to be finalized by the Principal & Teachers of concerned Paper)
  - Internal Assessment to be assessed based on the:
    - Quality and presentation of the action research proposal
    - Consistency and quality of interaction with the supervisor/mentor
    - Timeliness and thoroughness of progress report submissions
- External Examination: 40 marks
- Pass Marks: 40% (both in Internal and External separately)

#### **Assessment Guidelines (For External Examiner)**

The school-based action research practicum will be evaluated out of 40 marks, distributed across two components: Report Writing (20 marks) and Presentation & Viva-Voce (20 marks).

#### **Report Writing (20 marks), the evaluation will be based on:**

- Identification of Problem and Objectives, Research Design and Tools (5 marks)
- Implementation and Intervention Efforts (5 marks)
- Data Analysis and Findings (5 marks)
- Overall Report Quality and Reflection (5 marks)

#### **Presentation & Viva voce (20 marks), the assessment will consider:**

- Presentation of the report-clarity and organization of the report (5 marks)
- Communication skills and articulation of the research process (5 marks)
- Understanding of the problem and justification of actions taken (5 marks)
- Response to questions and reflective insights (5 marks)

**NB: Each student-teacher must submit a printed report and present the project before the external examiner during internship assessment.**

## **Suggested Format for Action Research**

1. Title/Front Page
2. Certificate by the Principal (TEI)
3. Declaration by the Student
4. Certificate by the Guide/Mentor
5. Acknowledgement
6. List of Figures and Tables
7. List of Abbreviations
8. Abstract
9. Table of Contents
10. Title of the Study
11. Introduction
  - a. Conceptual or theoretical background of the study
  - b. Need and Significance or rationale of the study
  - c. Identification of the problem (broader area)
    - (i) Focus of the study
    - (ii) Pin pointing the problem
12. Objectives of the study
13. Research Questions (if required)
14. Probable causes of the problem (diagnosing the causes)
15. Action Hypothesis
16. Definition of Key Terms Used
17. Methodology
  - a. Population and Sample
  - b. Procedure/action plan
  - c. Tools to be used
  - d. Procedure of data collection
  - e. Organisational framework
18. Pre test
19. Remedial measures
  - Monitoring of research outcomes (Self Evaluation)
    - (i) Progress after 15 days
    - (ii) Progress after 1 month
    - (iii) Progress after 1.5 month
    - (iv) Progress after 2 months
    - (v) Progress after 2.5 months
    - (vi) Progress after 3 months so on
20. Post test
21. Analysis and Interpretation of Data
22. Findings of the study
23. Suggestions and Recommendations
24. Educational Implication
25. Conclusion
26. References
27. Appendices

**References:**

- Best, J. W., & Kahn, J. V. (n.d.). *Research in Education*. New Delhi: Prentice Hall of India.
- Greenwood, D. J., & Levin, M. (n.d.). *Introduction to Action Research*. Thousand Oaks, CA: SAGE Publications.
- Thamarasseri, I. (n.d.). *Introduction to Educational Research*. New Delhi: Kanishka Publishers & Distributors.
- Khandai, H. K. (n.d.). *Action Research in Education and Adult Education*.

### SEMESTER-III

**COURSE CODE: BED0300312**  
**COURSE NAME: INTERNSHIP**

**TOTAL MARKS: 300**  
**EXTERNAL (PRACTICUM): 150 MARKS**  
**INTERNAL: 150 MARKS**  
**CREDIT: 12**

#### **COURSE OUTCOMES:**

1. Integrate theoretical knowledge of pedagogy, psychology, and curriculum with real classroom teaching experiences.
2. Develop practical teaching skills through the planning, preparation, and delivery of lessons across different subjects and classes.
3. Demonstrate the ability to use appropriate teaching-learning materials (TLMs), ICT tools, and learner-centered strategies to facilitate active learning.
4. Engage in systematic observation of classroom processes and reflect critically on teaching-learning practices.
5. Implement effective classroom management techniques to ensure a conducive learning environment.
6. Identify the diverse learning needs of students and adopt inclusive strategies to address them.
7. Interact professionally with school personnel, students, parents, and the wider school community.
8. Participate in various school-based activities including co-curricular programmes, morning assembly, evaluation processes, and school management functions.
9. Maintain essential teaching records such as lesson plans, reflective journals, observation notes, attendance, and assessment data.
10. Reflect on personal teaching practices through continuous self-evaluation and mentor feedback to improve professional competence.

#### **Procedure:**

This will be a four-month school internship. The internship is an intensive, practice-oriented component of the B.Ed. programme designed to provide student-teachers with sustained exposure to the real functioning of schools. It shall be conducted under the joint supervision of school mentors and faculty members from the teacher education institution. The following procedure shall be followed:

- At the beginning of the semester, student-teachers shall undergo a structured orientation programme organized by the teacher education institution. The orientation shall:
  - Familiarize students with the objectives and structure of the internship.
  - Clarify ethical responsibilities, professional expectations, and required teaching competencies.
  - Provide guidance on lesson planning, integration of ICT, and reflective practices.
  - Explain record maintenance and the evaluation process associated with the internship.
- Each student-teacher shall be placed in a recognized school (Government or Private) with proper approval from the concerned authority, for a continuous period of four months.
- The placement shall be coordinated with partner schools, taking into account the student's pedagogic subjects, medium of instruction, and geographical preference to ensure alignment with the curriculum goals of the B.Ed. programme.
- The process will be facilitated by a School Internship Coordinator, who will act as a liaison between the teacher education institution and the schools, ensuring smooth communication and logistical coordination.
- A Mentor Teacher will be assigned to each student-teacher. The mentor, from the teacher education institution, will regularly visit the internship school to monitor activities, provide academic support, and offer constructive feedback throughout the internship period.



**Evaluation Scheme:**

- Internal Assessment: 150 marks  
(is to be finalized by the Principal & Teachers of concerned Paper and the External Examiner)
- External Examination: 150 marks  
(is to be finalized by the Principal & Teachers of concerned Paper and the External Examiner)
- Pass Marks: 40% (both in Internal and External separately)

**Board of Examiners:**

The Board of Examiners will consist of at least two Internal Examiners from the college and one External Examiner appointed by the Controller of Examinations, Gauhati University. The Board will examine all the related materials of Internship and finalize the total marks to be awarded. However, the Internal Examiners of concerned teachers of the TEI would examine all the materials except the Internship Report beforehand and would award internal marks out of 150 on the basis of their performance.

**DISTRIBUTION OF MARKS**

<b>Sl. No.</b>	<b>Activities</b>	<b>Marks</b>
1	Maintenance of School Diary	20
2	Analysis of Syllabus and Text Book	10
3	Writing Lesson Plans	30
4	A Case Study	20
5	Two Achievement Tests	20
6	Micro-Lessons	20
7	Reflective Journal	10
8	Community Work	20
9	Presentation of Internship Report (100 Marks) and Viva-voce (50 Marks)	150
	<b>Grand Total</b>	<b>300</b>

## ACTIVITIES IN DETAIL

Sl. No.	Activities	Marks
1	<p><b>Maintenance of School Diary:</b> Every Student-Teacher has to maintain a monthly school diary as a part of their internship activities. The writing of school diary will commence on the 1st day of the beginning month and will continue till the last day of the closing month. Each of the pages of the diary should be signed by any one of the appointed Mentors. This school diary has been designed to provide them spaces to record their daily/occasional activities for four months as given below.</p> <p><b>1. Morning Assembly:</b> The student-teachers shall attend morning assembly on regular basis. They are also to address the assembly at least twice a week on various topics like moral education, profile of great personalities, health and hygiene habit, current affairs etc.</p> <p><b>2. Classroom Activities:</b> The student-teachers shall observe the classroom management system of the school. They will also take classes on their own pedagogy subjects. For this they have to prepare lesson plans (15 for each pedagogy subject during the internship period).</p> <p><b>3. Analysis of Syllabus and Text book:</b> The student-teachers shall take up the activity of analyzing the syllabus and text book of a particular class for a particular pedagogy subject.</p> <p><b>4. Developing Teaching Aids:</b> The student-teachers shall develop various innovative teaching-aids depending upon the subject matter and level of the students.</p> <p><b>5. Achievement Tests:</b> The student-teachers shall conduct two tests, one for each pedagogy subject taught. For this they have also to prepare the blue print and the question paper both with graphical representation of the scores.</p> <p><b>6. Counselling &amp; Case Study:</b> From the classroom observation or with the help of the formative evaluation, the student-teachers shall find out the exceptional or special children and then make arrangement for counseling sessions. It will help them in preparing the Case Study as well.</p> <p><b>7. Organization of Co-curricular Activities:</b> The student-teachers will try to organize co-curricular activities like quiz, debate etc. with due permission from the Head.</p> <p><b>8. PTA Meeting:</b> The student-teachers shall attend Parent-Teacher Association meeting if such meetings are held during internship.</p> <p><b>9. Participation in Excursions:</b> When excursions are organized from the school, the student-teachers will accompany the excursions team.</p> <p><b>10. Maintenance of hygiene:</b> The student-teachers are required to check whether their students are maintaining hygiene like cleanliness of nails, teeth, cloths etc.</p> <p><b>11. Observation of Festivals:</b> The student-teachers will participate in any festival which might be held during their internship period.</p> <p><b>12. Observation of Student Union activities:</b> The student-teachers shall be required to observe and record the activities of the Student Union that is</p>	20

	functioning in the school.	
<b>2</b>	<b>Analysis of Syllabus and Text Book:</b> (For a particular class for any one of the two pedagogy subjects in the prescribed format.)	10
<b>3</b>	<b>Writing Lesson Plans:</b> (Total-30, 15 for each pedagogy subject, as per GU format)	30
<b>4</b>	<b>A Case Study:</b> For the case study a student-teacher would pick up a male or female student of a particular class under his/her school who has been experiencing difficulty in learning or finding it difficult to adjust with the existing environment.	20
<b>5</b>	<b>Two Achievement Tests of 50 marks each:</b> Two achievement tests, one for each pedagogy subject must be prepared by the internees including the blueprints. Student-teacher might give the graphical representation of the scores as well.	20
<b>6</b>	<b>Micro-Lesson Plans (Total 8 Lessons, One skill for each lesson):</b> The teaching Skills to be included are: Introducing a lesson, Stimulus variation, Black board writing, Explanation, Questioning, Demonstration, Illustration and Achieving Closure	20
<b>7</b>	<b>Reflective Journal:</b> To record reflections on own teaching as well as peer teaching during internship period.	10
<b>8</b>	<b>Community Work (any two):</b> Visit to old age Home/Orphanage, Plantation, Awareness program, Yoga and Cleanliness drive	20
<b>9</b>	<b>Presentation of Internship Report and Viva-voce (100+50) Marks</b> The Report must include the following with supporting documents: (i) Supervision and monitoring system of the school (ii) Prayer & assembly (iii) SMDC/PTA (iv) Time Table Preparation (v) Grievance Redressal System (vi) Observation of Student Union Activities (vii) Role of Teachers in organizing CCA (viii) Organization of Educational Field Trip/ Community Service/NCC/NSS/Scout & Guide (ix) Community Work (x) Community Festival (xi) Observation of Peer teacher's teaching (xii) Role of the Principal/HM Note: Paste clear photographs wherever necessary	150
<b>Grand Total:</b>		<b>300</b>

**NB: All the reports are to be certified by the Principal and Mentor/Supervisor of TEI**

## References:

- National Council for Teacher Education (NCTE). (2014). *Norms and Standards for Bachelor of Education (B.Ed.) Programme*. New Delhi: NCTE.
- National Council for Teacher Education (NCTE). (2009). *National Curriculum Framework for Teacher Education (NCFTE)*. New Delhi: NCTE.
- Ministry of Education (2020). *National Education Policy 2020*. Government of India.

## SEMESTER-IV

**COURSE CODE: BED0400104**  
**COURSE NAME: INCLUSIVE EDUCATION**

**TOTAL MARKS: 100**  
**EXTERNAL (THEORY): 80 MARKS**  
**INTERNAL: 20 MARKS**  
**CREDIT: 4**

### COURSE OUTCOMES:

1. Explain the concept of inclusion in education in the context of Education for All.
2. Identify the characteristics and needs of children with diverse backgrounds.
3. Describe the concept of inclusive education as part of a common school system.
4. Analyze the role of facilitators in promoting inclusion in educational settings.

UNITS	CONTENTS
UNIT-1	<b>INTRODUCTION TO INCLUSIVE EDUCATION</b> <ul style="list-style-type: none"><li>• Inclusive Education: Meaning and Definition, Nature, Scope and importance</li><li>• Inclusion of children in education from socially disadvantaged section- Schedule Castes, Schedule Tribes, educationally backward, minorities, girls, children from rural and slum areas and other marginalized group</li><li>• Integration and Inclusion-Concept and differences</li><li>• Inclusion in education- a human right</li></ul>
UNIT-2	<b>CHILDREN WITH DIVERSE NEED</b> <ul style="list-style-type: none"><li>• Concept of Impairment, Disability and Handicap</li><li>• Nature, characteristics and its educational provisions for children with:<ul style="list-style-type: none"><li>○ Sensory impairment (Visual and Hearing)</li><li>○ Loco motor Disability</li><li>○ Gifted and talented</li><li>○ Mental Retardation</li><li>○ Development Disabilities (Autism, Cerebral Palsy)</li><li>○ Learning Disabled</li><li>○ Slow Learners</li><li>○ Multiple Disabilities</li></ul></li></ul>
UNIT-3	<b>PROVISIONS TO FACILITATE INCLUSIVE EDUCATION</b> <ul style="list-style-type: none"><li>• Identification of children with special need</li><li>• Paradigm shift from segregation, integration to Inclusion</li><li>• Issues and challenges of implementing Inclusive Education</li><li>• Benefits of inclusion: for Children with and without diverse needs</li><li>• Role and responsibilities of the Stakeholders: Teachers, Family, Community. Role of Government and NGOs</li></ul>
UNIT-4	<b>BUILDING INCLUSIVE SCHOOLS</b> <ul style="list-style-type: none"><li>• Identifying and Addressing Barriers to Inclusive Schools</li><li>• Building learner friendly classrooms</li><li>• Planning and management of inclusive classroom-Infrastructure, Human Resource and Instructional Practices</li><li>• The Role of Teachers in Inclusive Classroom: Challenges and Best Practices</li><li>• Assistive Technology for CWSN</li></ul>

<b>UNIT-5</b>	<b>NATIONAL POLICIES, PROGRAMMES AND ACTS</b> <ul style="list-style-type: none"> <li>• NEP-1986, policies guidelines on Inclusive Education</li> <li>• Rehabilitation Council of India Act, 1992</li> <li>• Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995, Rights of Persons with Disabilities Act, 2016</li> <li>• The National Trust for Welfare of Persons with Autism, Cerebral palsy, Mental Retardation and Multiple Disabilities Act, 1999.</li> <li>• National Policy for Persons with Disabilities (2006)</li> <li>• Inclusive education in SSA and RTE, 2009 and NEP, 2020</li> </ul>
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**Mode of Transaction:** Lecture, Lecture cum Discussion

**Practicum/ Assignment (any one) besides Sessional Test:**

- Identification of different types of children with special needs.
- Study on the role of Government and NGOs in promoting inclusive education.
- Visit to a Special School and report writing.

**Evaluation Scheme:**

- Internal Assessment: 20 marks (is to be finalized by the Principal & Teachers of concerned Paper)
  - Sessional Test: 10 marks
  - Assignment, Seminar/Group Discussion: 10 marks
- External Examination: 80 marks
- Pass Marks: 40% (both in Internal and External separately)

**References:**

- Ainscow, M. (1999). *Understanding the development of inclusive schools*. London: Falmer Press.
- Berry, P. (1976). *Language and communication in the mentally handicapped*. Baltimore: University Park Press.
- Booth, T., Nes, K., & Stromstad, M. (2003). *Developing inclusive teacher education*. London: Routledge Falmer.
- Clough, P., & Corbett, J. (2000). *Theories of inclusive education: A students' guide*. London: Paul Chapman Publishing Ltd.
- Deiner, P. L. (1993). *Resources for teaching children with diverse abilities*. Fort Worth: Harcourt Brace College Publishers.
- Gunter, H. (2000). Educational leadership and diversity. *Educational Management, Administration and Leadership*, Special Edition: Diversity.
- Halsall, R. (Ed.). (1998). *Teacher research and school improvement*. Buckingham: Open University Press.
- Hegarty, S., & Alur, M. (2002). *Education and children with special educational needs: From segregation to inclusion*. New Delhi: Sage Publications India Pvt. Ltd.
- NCERT. (2014). *Index for inclusion*. New Delhi: National Council of Educational Research and Training.

## SEMESTER-IV

**COURSE CODE: BED0400204**

**COURSE NAME: TEACHER EDUCATION**

**TOTAL MARKS: 100**

**EXTERNAL (THEORY): 80 MARKS**

**INTERNAL: 20 MARKS**

**CREDIT: 4**

### **COURSE OUTCOMES:**

1. Explain the development of teacher education in India.
2. Identify teacher education programmes at different levels in India.
3. Analyze teaching behaviour and teaching skills.
4. Evaluate emerging trends in teacher education.

UNITS	CONTENTS
UNIT-1	<b>DEVELOPMENT OF TEACHER EDUCATION IN INDIA</b> <ul style="list-style-type: none"><li>• Teacher Education-Concept, scope and aims and objectives</li><li>• Need and Significance of Teacher Education in 21<sup>st</sup> Century</li><li>• Historical development to teacher education in India</li><li>• Recommendations of Secondary Education Commission 1952-53, Indian Education Commission (1964-66) and NPE-1986</li><li>• Structure of Teacher Education at different levels</li></ul>
UNIT-2	<b>PRE-SERVICE TEACHER EDUCATION PROGRAMMES</b> <ul style="list-style-type: none"><li>• Concepts and Importance of Pre-service teacher Education at Elementary and Secondary Levels</li><li>• Curriculum and Evaluation of Pre-service Teacher Education at different level</li><li>• Role of NCTE, SCERT and DIET in Teacher Education</li><li>• Problems and remedies of Pre-Service Teacher Education Programme</li></ul>
UNIT-3	<b>IN-SERVICE TEACHER EDUCATION PROGRAMMES</b> <ul style="list-style-type: none"><li>• Concept, Importance and Objectives</li><li>• Types of Programmes and Organization Agencies for In-service Teacher Education Programmes.</li><li>• Continuous Professional Development (CPD), Short term course, Faculty Development Programme (FDP)</li><li>• Problems and remedies of In-Service Teacher Education Programme</li></ul>
UNIT-4	<b>TEACHING AS A PROFESSION</b> <ul style="list-style-type: none"><li>• Teacher's Qualities, role and responsibilities in 21<sup>st</sup> Century</li><li>• Professional Ethics of Teachers</li><li>• Teacher as a Facilitator, Counsellor, Practitioner and Researcher</li><li>• Innovative Teacher Education: Integration of ICT in teacher Education programmes, 4-year Integrated Teacher Programme (ITEP)</li><li>• Teacher effectiveness: meaning and components</li><li>• NEP-2020 and Teacher Education</li></ul>
UNIT-5	<b>TRENDS, ISSUES AND CHALLENGES OF TEACHER EDUCATION</b> <ul style="list-style-type: none"><li>• Skill and Competency based Teacher Education, Flanders Interaction Analysis, Micro Teaching and Simulated Social Skill Teaching (SSST)</li><li>• National Curriculum Framework for Teacher Education (NCFTE), 2009</li></ul>

	<ul style="list-style-type: none"> <li>• Quality Assurance in Teacher Education and its challenges</li> <li>• Problems related to Student-Teaching Practice and Internship Programme and their Solutions</li> </ul>
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**Mode of Transaction:** Lecture, Lecture cum Discussion

**Practicum/ Assignment (any one) besides Sessional Test:**

- Analysis of Teaching Behaviour of School Teachers in a subject (10 periods) using Ned A. Flanders' Interaction Analysis Technique (FIAC).
- Study of Pre-service or In-service Teacher Education Programmes.
- Role of DIET/NCTE/SCERT in Teacher Education.

**Evaluation Scheme:**

- Internal Assessment: 20 marks (is to be finalized by the Principal & Teachers of concerned Paper)
  - Sessional Test: 10 marks
  - Assignment, Seminar/Group Discussion: 10 marks
- External Examination: 80 marks
- Pass Marks: 40% (both in Internal and External separately)

**References:**

- Government of India. (1964–66). *Report of the Education Commission*. New Delhi.
- Government of India. (1986). *National Policy on Education*. New Delhi.
- Anand, C. L. (1988). *Aspects of Teacher Education*. Delhi: S. Chand & Co.
- Mukherjee, S. N. (Ed.). (1968). *Education of the Teachers in India* (Vols. I & II). Delhi: S. Chand & Co.
- Mukherjee, S. N. (1968). *Admission and Organization of Teacher Training Institutions*. New Delhi: NCERT.
- Buch, M. B. (Ed.). (1987). *Third Survey of Research in Education*. New Delhi: NCERT.
- Singh, L. C. (Ed.). (1990). *Teacher Education in India: A Resource Book*. New Delhi: NCERT.
- National Council for Teacher Education (NCTE). (Year not specified). *Teacher Education Curriculum: A Framework*. New Delhi: NCERT.
- Richard, G., et al. (1986). *Professional Priorities in Teacher Education*. New York: Macmillan Co.
- Agarwal, L. N. C. (1971). *Report of the Education Commission (1964–66)*. Agra: Agarwal & Co.
- Stinnett, T. N. (1986). *Professional Priorities in Teacher Education*. New York: Macmillan Co.

## SEMESTER-IV

**COURSE CODE: BED0300204**

**COURSE NAME: A-HEALTH & PHYSICAL EDUCATION (Elective-1)**

**TOTAL MARKS: 50**

**EXTERNAL (THEORY): 40 MARKS**

**INTERNAL: 10 MARKS**

**CREDIT: 2**

### **COURSE OUTCOMES:**

1. Apply competencies and skills needed for becoming an effective teacher, especially in physical education.
2. Explain the importance and scope of physical education and health education.
3. Organize and conduct school-level sports activities.
4. Analyze communicable diseases and recommend appropriate precautions.
5. Promote rational thinking and scientific temper among students.

UNITS	CONTENTS
UNIT-1	<b>INTRODUCTION OF PHYSICAL EDUCATION</b> <ul style="list-style-type: none"><li>• Meaning, Definition Objectives, Purposes and Scope of Physical Education</li><li>• Values and Ethics of Physical Education</li><li>• Relation of physical education with Arts and Science.</li><li>• Sociological bases of physical Education</li><li>• Importance of Physical education in school curriculum</li><li>• Types, nature and significance of yoga in education</li></ul>
UNIT-2	<b>POSTURE AND METHODS OF PHYSICAL EDUCATION</b> <ul style="list-style-type: none"><li>• Posture: Meaning, concept and significance of correct postures - standing and sitting</li><li>• Advantages of Correct Posture</li><li>• Common Postural Deformities - Knock knee, Flat Foot, Round shoulders, Lordosis, kyphosis, Bow Lega and Scoliosis Physical Activities as Corrective measures</li><li>• Qualities of physical education teacher.</li><li>• Methods of teaching Physical Education (lecture method, Demonstration method, Discussion method, whole method, project method etc.)</li></ul>
UNIT-3	<b>PLANNING SPORTS COMPETITIONS IN SCHOOLS</b> <ul style="list-style-type: none"><li>• Intramural and Extramural competitions.</li><li>• Preparation of Fixtures (knockout and League matches)</li><li>• Preparation of playing grounds- Football, Volleyball, Badminton, Kabaddi etc.</li><li>• Concept of Balanced Diet, Smart diet</li><li>• Safety measures in sports</li></ul>
UNIT-4	<b>HEALTH EDUCATION AND SPORTS FOR CWSN (CHILDREN WITH SPECIAL NEEDS -DIVYANG)</b> <ul style="list-style-type: none"><li>• Concept of Disability and Disorder</li><li>• Types of Disability it's causes and nature (Intellectual disability, Physical Disability)</li><li>• Aims and objective of Adaptive Health Education</li><li>• Role of various professionals for children with Special needs (Counsellor, occupational</li><li>• Therapist, Physiotherapist, physical education teacher, speech therapist and special educator)</li></ul>



**Mode of Transaction:** Lecture, Lecture cum Discussion

**Practicum/ Assignment (Any One) besides Sessional Test:**

- Prepare a chart of a physical education programme.
- Prepare a balanced diet chart for physical fitness.
- Prepare a first aid box.
- Conduct or participate in a workshop on yoga.

**Evaluation Scheme:**

- Internal Assessment: 10 marks (is to be finalized by the Principal & Teachers of concerned Paper)
  - Sessional Test: 5 marks
  - Assignment, Seminar/Group Discussion: 5 marks
- External Examination: 40 marks
- Pass Marks: 40% (both in Internal and External separately)

**References:**

- Aggarwal, J. C. (2009). *Health & physical education*. Shipra Publications.
- Bhatt, B. D. (1993). *Teaching of physical & health education*. Kanishka Publishing House.
- Behari, S. K., & Choudhury, P. K. (1996). *Health and physical education*. Kalyani Publishers.
- Chanda, S. S. (2007). *Health education and physical education*. Surjeet Publications.
- Dash, B. N. (2007). *Health & physical education*. Neel Kamal Publications.
- Singh, A., Bains, J., Gill, J. S., Brar, R. S., & Rathee, N. K. (2003). *Essentials of physical education*. Kalyani Publishers.

## SEMESTER-IV

**COURSE CODE: BED0300204**

**COURSE NAME: B- HUMAN RIGHTS AND PEACE EDUCATION (Elective-2)**

**TOTAL MARKS: 50**

**EXTERNAL (THEORY): 40 MARKS**

**INTERNAL: 10 MARKS**

**CREDIT: 2**

### **COURSE OUTCOMES:**

1. Explain the concept of Human Rights Education (HRE) and Peace Education.
2. Identify the fundamental rights of the child.
3. Analyze the issues related to gender equity and Human Rights Education for the girl child.
4. Apply appropriate strategies and approaches for inculcating Human Rights Education.
5. Demonstrate an understanding of Peace Education and its implementation strategies.

UNITS	CONTENTS
UNIT-1	<b>INTRODUCTION TO HUMAN RIGHTS EDUCATION</b> <ul style="list-style-type: none"><li>• Human Right: Concept, Origin and Historical Development of Human Rights</li><li>• UN Charter &amp; UDHR</li><li>• Human Rights in Indian context</li><li>• Human Rights and Duties in Education: Concept, objectives and importance</li><li>• Approaches and strategies of Human Rights Education</li></ul>
UNIT-2	<b>COVENANTS AND CONVENTIONS AND RIGHTS OF EDUCATION IN INDIAN CONTEXT</b> <ul style="list-style-type: none"><li>• International Covenants on Economic, Social and Cultural rights</li><li>• Conventions on the rights of the Child</li><li>• Education as a fundamental right and RTE Act-2009</li><li>• Policy perspectives of Human rights education and core elements in National Curriculum Framework</li><li>• Role of Teachers in sensitization and Human rights</li><li>• Human rights protection Act and role of NHRC, SHRC</li></ul>
UNIT-3	<b>PEACE EDUCATION</b> <ul style="list-style-type: none"><li>• Concept, meaning, nature and significance of Peace and Peace Education</li><li>• Ideas of peace as perceived by Indian thinkers</li><li>• Value education: Concept and significance</li><li>• Relationship between Peace Education and Value Education</li><li>• Evaluation of Values and Peace Education</li><li>• Strategies and skills in promoting Peace Education</li></ul>
UNIT-4	<b>CHALLENGES OF PEACE EDUCATION AND ROLE OF DIFFERENT ORGANIZATIONS</b> <ul style="list-style-type: none"><li>• Challenges and issues of Peace Education</li><li>• Role of National and International organizations for promoting peace</li></ul>

	<ul style="list-style-type: none"> <li>• International Institution for Peace (IIP), UNESCO, UNICEF</li> <li>• International Peace Bureau (IPB), United Nation Organization (UNO)</li> <li>• Global Peace Education (GPE)</li> <li>• Mahatma Gandhi Institution of Education for Peace and Sustainable development.</li> </ul>
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**Mode of Transaction:** Lecture, Lecture cum Discussion

**Practicum/ Assignment (Any One) besides Sessional Test:**

- Suggest the means and methods to maintain peace and human rights in India.
- Prepare a time-line chart on the human rights policies and Programmes of India.
- Prepare a scrap book on issues related to peace and human rights.
- Prepare a case study report on the violation of human rights.

**Evaluation Scheme:**

- Internal Assessment: 10 marks (is to be finalized by the Principal & Teachers of concerned Paper)
  - Sessional Test: 5 marks
  - Assignment, Seminar/Group Discussion: 5 marks
- External Examination: 40 marks
- Pass Marks: 40% (both in Internal and External separately)

**References:**

- Bharadwaj, T. R. (2007). *Education of human values*. New Delhi: Mittal Publication.
- Brownlie, I. (Ed.). (n.d.). *Basic documents on human rights*. Oxford: Clarendon Press.
- Bhat, S. R. (1986). *Knowledge, value and education: An axiomatic analysis*. Delhi: Gian Publishing House.
- Christie, D. J., Wagner, R. V., & Winter, D. D. (2009). *Peace, conflict & violence: Peace psychology for the 21st century*. New Jersey: Prentice Hall.
- Dhand, H. (2002). *Teaching human rights: A handbook for teacher educators*. Bhopal: Asian Institute of Human Rights Education.
- Tillman, D. (2000). *Living values activities for young adults*. Delhi: Sterling Publishers.
- Georgi, V. B., & Seberich, M. (Eds.). (2004). *International perspectives in human rights education*. Gütersloh: Bertelsmann Foundation Publishers.
- Ghose, D. N. (2012). *A textbook of value education*. New Delhi: Deep & Deep Publications Pvt. Ltd.
- Goel, A., & Goel, S. L. (2005). *Human values and education*. New Delhi: Deep & Deep Publications Pvt. Ltd.
- Hassija, J. C. (1997). *Human rights education*. Mount Abu: Brahma Kumaris.

## SEMESTER-IV

**COURSE CODE: BED0300204**

**COURSE NAME: C-ENVIRONMENTAL EDUCATION (Elective-3)**

**TOTAL MARKS: 50**

**EXTERNAL (THEORY): 40 MARKS**

**INTERNAL: 10 MARKS**

**CREDIT: 2**

### **COURSE OUTCOMES:**

1. Recognize the importance of environmental education.
2. List the natural resources and identify associated problems.
3. Explain the impact of different types of pollution and propose management strategies.
4. Evaluate the policies and programmes initiated to protect the environment.
5. Describe the major environmental movements in India.
6. Justify the importance of environmental management and protection.
7. Design curriculum for environmental education.
8. Analyze the impact of science and technology on the environment.
9. Practice environmental ethics in day-to-day life.

UNITS	CONTENTS
UNIT-1	<b>INTRODUCTION TO ENVIRONMENTAL EDUCATION</b> <ul style="list-style-type: none"><li>• Concept and Meaning of Environment</li><li>• Components of Environment</li><li>• Types of Environment</li><li>• Focal Aspects of Environmental Education</li><li>• Functions of Environmental Education</li><li>• Goals and Objectives of Environmental Education</li><li>• Need and Importance of Environmental Education</li><li>• Core Themes of Environmental Education</li><li>• Scope of Environmental Education.</li></ul>
UNIT-2	<b>ENVIRONMENTAL POLLUTION, HAZARDS AND DISASTER MANAGEMENT</b> <ul style="list-style-type: none"><li>• Environmental Degradation: Meaning and Types of Environmental Degradation</li><li>• Environmental Pollution: Meaning, Nature and Types of Pollution: Soil/Land Pollution, Water Pollution, Air Pollution, Noise Pollution, Light Pollution, Solid Waste Pollution</li><li>• Prevention and Management of Pollution</li><li>• Hazards and Disaster Management: Earth Quake, Land Slides, Volcanic Eruption, Forest Fire, Tsunami, And Cyclone.</li><li>• Major Environmental Problems around the World: Global Warming, Green House Effect, Climate Change, Ozone Layer Depletion, Acid Rain</li><li>• Environmental Policies and Programmes in India: Environmental Legislation, Acts, Rules, Notifications and Amendments.</li></ul>
UNIT-3	<b>ENVIRONMENTAL MOVEMENTS AND SUSTAINABLE DEVELOPMENT IN INDIA</b> <ul style="list-style-type: none"><li>• Environmental Movements in India: Bishnoi Movement</li><li>• Chipko Movement - Narmada Bachao Andolan - Silent Valley Movement - Baliapal Movement – Ganga Action Plan – Swachh Bharat Mission</li></ul>

	<ul style="list-style-type: none"> <li>• Environment for Sustainable Development: Symptoms of Non-Sustainability</li> <li>• Principles of Sustainable Development - Strategies for Sustainable Development</li> <li>• India's Initiation for Sustainable Development.</li> </ul>
<b>UNIT-4</b>	<b>ENVIRONMENTAL EDUCATION IN SCHOOL CURRICULUM AND ENVIRONMENTAL ETHICS</b> <ul style="list-style-type: none"> <li>• Status of Environmental Education in School Curriculum</li> <li>• Environmental Education at different levels of School Education</li> <li>• Innovative Methods of Teaching Environmental Education</li> <li>• Problems faced in Teaching Environmental Education</li> <li>• Role of UNEP, CEE and NCERT in Promoting Environmental Education. Emergence and Importance of Environmental Ethics</li> <li>• Principles of Environmental Ethics</li> <li>• Environmental Ethics and Human Values</li> <li>• The Core Aspects of Promoting Environmental Ethics.</li> </ul>

**Mode of Transaction:** Lecture, Lecture cum Discussion

**Practicum/ Assignment (Any One) besides Sessional Test:**

- Identify any 10 plants in and around your institution and write a brief report on them.
- Suggest suitable means and methods for maintaining a clean and safe environment in your locality.
- Prepare a timeline chart highlighting major environmental policies and programmes of India.
- Prepare a scrapbook on issues related to the environment.
- Prepare a case study report on the effects of pollution.

**Evaluation Scheme:**

- Internal Assessment: 10 marks (is to be finalized by the Principal & Teachers of concerned Paper)
  - Sessional Test: 5 marks
  - Assignment, Seminar/Group Discussion: 5 marks
- External Examination: 40 marks
- Pass Marks: 40% (both in Internal and External separately)

**References:**

- Tomar, A. (2011). *Environmental education*. Delhi: Kalpaz Publications.
- Driver, R. (1989). Student's conceptions and the learning of science. *International Journal of Science Education*.
- Joshi, P. C., & Joshi, N. (2012). *A textbook of environmental science*. New Delhi: A.P.H. Publishing Corporation.
- Havilah, S. N. (2013). *Environmental education*. New Delhi: A.P.H. Publishing Corporation.

## SEMESTER-IV

**COURSE CODE: BED0300204**

**COURSE NAME: D-GENDER STUDIES (Elective-4)**

**TOTAL MARKS: 50**

**EXTERNAL (THEORY): 40 MARKS**

**INTERNAL: 10 MARKS**

**CREDIT: 2**

### **COURSE OUTCOMES:**

1. Define the basic terms used in gender studies.
2. Differentiate between the concepts of sex and gender.
3. Explain the nature and forms of gender discrimination.
4. Demonstrate awareness in society regarding gender inequalities.
5. Identify the sources of gender issues in society.

UNITS	CONTENTS
UNIT-1	<b>CONCEPT OF GENDER STUDIES</b> <ul style="list-style-type: none"><li>• Meaning, definition of Gender, Sex, Feminism, Patriarchy, Masculinity</li><li>• Difference between Sex and Gender, Gender Stereotype; Nature versus Nurture</li><li>• Meaning and significance of Gender Socialization.</li><li>• Agencies in Gender socialization-family, community, school, textbook peer groups and mass media; their functions in Gender socialization</li></ul>
UNIT-2	<b>GENDER ISSUES IN THE SOCIAL LIFE</b> <ul style="list-style-type: none"><li>• Gender Stereotype -Meaning, nature and its social impact</li><li>• Gender bias -Meaning, nature and factors; social impact of gender bias; process of eradicating Gender Bias</li><li>• Gender inequalities -Meaning, nature and its impact on society</li><li>• Issues and its solution related to gender socialization</li></ul>
UNIT-3	<b>EDUCATION AS AN AGENT TO REDRESS GENDER INEQUALITIES</b> <ul style="list-style-type: none"><li>• Gender Issues: Meaning, nature and its impact in society</li><li>• Education as an agent of change</li><li>• Teacher education for gender equality</li><li>• Role of Text book, Role of Mass Media, Role of NGO, Role of life skill education</li><li>• Role of School, family, society and peer to improve the issues of gender stereotype, gender bias, and gender inequalities</li></ul>
UNIT-4	<b>CONSTITUTIONAL PROVISIONS, EDUCATION AND EMPOWERMENT OF WOMEN</b> <ul style="list-style-type: none"><li>• Constitutional Provisions for equality of women (Educational and Legal provisions)</li><li>• Kothari Commission (1964-66) on Women Education.</li><li>• National Policy on Education (1986) for women education.</li><li>• National Council for Women Education.</li><li>• Domestic violence Act 2005</li><li>• National Policy for Empowerment of Women, 2001</li></ul>

**Mode of Transaction:** Lecture, Lecture cum Discussion

**Practicum/ Assignment (Any One) besides Sessional Test:**

- Analyze school textbooks and curriculum from a gender perspective.
- Conduct a survey on the status of women in the locality.
- Conduct a survey on the role of women in different communities.
- Carry out a case study on the problems of girls' education in schools.
- Organize a gender awareness programme for school students or teachers.

**Evaluation Scheme:**

- Internal Assessment: 10 marks (is to be finalized by the Principal & Teachers of concerned Paper)
  - Sessional Test: 5 marks
  - Assignment, Seminar/Group Discussion: 5 marks
- External Examination: 40 marks
- Pass Marks: 40% (both in Internal and External separately)

**References:**

- Acker, S. (1994). *Feminist theory and the study of gender and education*.
- Bhatia, R. L., & Ahuja, B. N. (2006). *Modern Indian education and its problems*. Delhi: Surjeet Publications.
- Weiler, K. (1988). *Women teaching for change: Gender, class and power*. New York: Bergin & Garvey.
- Ramachandran, V. (2004). *Gender and social equity in education: Hierarchies of access*. New Delhi: Sage Publications.
- Bagchi, J., Guha, J., & Sengupta, P. (Eds.). (1997). *Loved and unloved: The girl child in West Bengal*. Kolkata: Stree Publishers.
- Batliwala, S. (1993). *Empowerment of women in South Asia: Concepts and practices*. Colombo: Asian-South Pacific Bureau of Adult Education.
- Bhasin, K. (2000). *Understanding gender*. New Delhi: Kali for Women.
- Bhasin, K. (2004). *Exploring masculinity*. New Delhi: Women Unlimited.
- Chanana, K. (Ed.). (1988). *Socialisation, education and women: Explorations in gender identity*. New Delhi: Orient Longman.

## SEMESTER-IV

**COURSE CODE: BED0400302**

**COURSE NAME: E-GUIDANCE AND COUNCELLING (Elective-5)**

**TOTAL MARKS: 50**

**EXTERNAL (THEORY): 40 MARKS**

**INTERNAL: 10 MARKS**

**CREDIT: 2**

### **COURSE OUTCOMES:**

1. Explain the concept, nature, scope, and importance of guidance.
2. Describe the meaning, purpose, and functions of different types of guidance.
3. Identify different types of guidance programmes and analyze their organization.
4. Interpret the meaning, nature, objectives, need, importance, types, steps, and techniques of counselling.
5. Differentiate between guidance and counselling.
6. Examine the role of a school counsellor.

UNITS	CONTENTS
UNIT-1	<b>CONCEPT OF GUIDANCE</b> <ul style="list-style-type: none"><li>• Guidance- Meaning, Definition, Nature, Scope, Need and Importance</li><li>• Types of Guidance- Educational, Vocational and Personal</li><li>• Organization of Guidance services in secondary schools</li><li>• Role of the teacher in Guidance programme</li></ul>
UNIT-2	<b>CONCEPT OF COUNSELLING</b> <ul style="list-style-type: none"><li>• Meaning, Nature, Scope, Need and Importance of Counselling.</li><li>• Types of counselling</li><li>• Qualities of a good counsellor</li><li>• Role of a school and Teacher in counselling programme.</li><li>• Counselling in individual situations</li></ul>
UNIT-3	<b>CHILD GUIDANCE CLINIC</b> <ul style="list-style-type: none"><li>• Child guidance clinic- Meaning, Definition, Need and importance,</li><li>• Organization of Child guidance clinic, Guidance Personnel with their qualities and functions</li><li>• Guidance and counselling services for different categories of children- gifted, slow learners, physically and mentally challenged, Guidance for Adolescent learners, Guidance for CWSN</li><li>• Needs of Guidance for students- Problems related to home and school</li></ul>
UNIT-4	<b>SCHOOL GUIDANCE PROGRAMME</b> <ul style="list-style-type: none"><li>• Importance of guidance and counselling cells in educational institutions</li><li>• Placement and follow up services, School Guidance Clinic</li><li>• Role of the Head of the institution and parents in guidance and counselling</li><li>• Challenges and functions of the teacher as guidance provider/counsellor</li></ul>



**Mode of Transaction:** Lecture, Lecture cum Discussion

**Practicum/ Assignment (Any One) besides Sessional Test:**

- Organize a career talk session in a school.
- Set up a career corner with relevant resources.
- Identify and analyze problems related to the guidance programme in a school.
- Administer and interpret a vocational aptitude test for secondary school students.

**Evaluation Scheme:**

- Internal Assessment: 10 marks (is to be finalized by the Principal & Teachers of concerned Paper)
  - Sessional Test: 5 marks
  - Assignment, Seminar/Group Discussion: 5 marks
- External Examination: 40 marks
- Pass Marks: 40% (both in Internal and External separately)

**References:**

- Kochhar, S. K. (1989). *Guidance and counseling in colleges and universities*. Sterling Publishers Pvt. Ltd.
- Bhatia, K. K. (2009). *Principles of guidance and counseling*. Kalyani Publishers.
- Agrawal, R. (2010). *Educational vocational guidance and counseling: Principles, techniques, and programmes*. Shipra Publications.
- Kiruba, C., & Hyothsna, N. G. (2011). *Guidance and counseling* (1st ed.). Neelkamal Publications Pvt. Ltd.
- Traxler, A. E., & North, R. D. (n.d.). *Techniques of guidance*. Harper and Row.
- Gururani, G. D. (n.d.). *Guidance and counseling: Educational, vocational and career planning*.

## SEMESTER-IV

**COURSE CODE: BED0400402**  
**COURSE NAME: LIFE SKILLS FOR TEACHERS**

**TOTAL MARKS: 50**  
**EXTERNAL (THEORY): 40 MARKS**  
**INTERNAL: 10 MARKS**  
**CREDIT: 2**

### COURSE OUTCOMES:

1. Understand the core concepts, relevance, and theoretical foundations of life skills in the context of teacher education.
2. Develop essential intra-personal and inter-personal competencies for effective teaching, leadership, and professional identity formation.
3. Apply life skills to enhance classroom management, student engagement, and holistic teacher development.
4. Analyze and facilitate group dynamics to promote inclusive, collaborative, and learner-centered educational environments.
5. Cultivate 21st-century competencies including leadership, digital literacy, and entrepreneurial thinking for transformative school practices.

UNITS	CONTENTS
UNIT-1	<b>FOUNDATIONS OF LIFE SKILLS EDUCATION</b> <ul style="list-style-type: none"><li>• Concept, Definition, Objectives, and Importance of Life Skills</li><li>• Classification: Life Skills, Survival Skills, Livelihood Skills</li><li>• Theoretical Perspectives and Models: 4-H Model, Experiential Learning, Constructivist Approach</li><li>• Life Skills for Teacher Effectiveness and Professional Well-being</li><li>• Integration of Life Skills in School Curriculum</li></ul>
UNIT-2	<b>WHO-RECOMMENDED CORE LIFE SKILLS</b> <ul style="list-style-type: none"><li>• Self-Awareness and Empathy</li><li>• Critical Thinking and Creative Thinking</li><li>• Decision-Making and Problem-Solving</li><li>• Effective Communication and Interpersonal Relationships</li><li>• Coping with Stress and Coping with Emotions</li><li>• Application of Core Life Skills in Classroom Situations</li></ul>
UNIT-3	<b>LIFE SKILLS FOR PERSONAL AND PROFESSIONAL DEVELOPMENT</b> <ul style="list-style-type: none"><li>• Intra-personal Skills: Self-Motivation, Positive Thinking, Emotional Regulation</li><li>• Interpersonal Skills: Conflict Resolution, Teamwork, Empathy in Teaching</li><li>• Professional Attributes: Growth Mindset, Reflective Thinking, Resilience</li><li>• Work-Life Balance: Stress Management (Mindfulness, Relaxation), Burnout Prevention</li><li>• Digital Literacy Skills: Use of AI and ICT for Teaching, Assessment and Collaboration, Creating Digital Learning Resources, Managing Screen Time and Digital Stress</li></ul>
UNIT-4	<b>LIFE SKILLS FOR GROUP DYNAMICS AND INCLUSIVE EDUCATION</b> <ul style="list-style-type: none"><li>• Understanding Groups and Teams: Group Dynamics, Roles, Collaboration, Clarifying Expectations, Consensus Building and Problem-Solving in Groups</li><li>• Promoting Positive Classroom Climate and Student Well-being</li><li>• Life Skills for Working with Diverse Learners</li><li>• Motivation Strategies in Educational Settings</li></ul>

**Mode of Transaction:** Lecture, Lecture cum Discussion, Demonstration, Group Discussions and Fishbowl Activities

**Practicum/ Assignment (Any One) besides Sessional Test:**

- Workshops on stress management, leadership and digital tools
- Seminar presentations and life skills-based lesson planning
- Self-Assessment and Goal-Setting Portfolio
- Role-plays, simulations, and problem-solving tasks

**Evaluation Scheme:**

- Internal Assessment: 10 marks (is to be finalized by the Principal & Teachers of concerned Paper)
  - Sessional Test: 5 marks
  - Assignment, Seminar/Group Discussion: 5 marks
- External Examination: 40 marks
- Pass Marks: 40% (both in Internal and External separately)

**References:**

- Rao, N. (2009). *Life Skills Education and Adolescents*. New Delhi: APH Publishing Corporation.
- UNICEF. (2012). *Life Skills: A Handbook for Teachers, Trainers and School Leaders*. New York: UNICEF.
- World Health Organization (WHO). (1997). *Life Skills Education for Children and Adolescents in Schools: Programme Development*. Geneva: WHO.
- Nasheeda, A., Abdullah, H. B., Krauss, S. E., & Sahari, M. (2019). Fostering life skills through education: A review of the pedagogical approaches.
- Trilling, B., & Fadel, C. (2009). *21st Century Skills: Learning for Life in Our Times*. San Francisco: Jossey-Bass.
- Singh, Y. K. (2006). *Teaching of Life Skills*. New Delhi: APH Publishing Corporation.
- UNICEF. (2012). *Life Skills: Definition and Importance*. New York: UNICEF.
- Ministry of Education. (2020). *National Education Policy 2020*. New Delhi: Government of India.
- National Council of Educational Research and Training (NCERT). (2005). *National Curriculum Framework 2005*. New Delhi: NCERT.

## SEMESTER-IV

**COURSE CODE: BED0400504**

**COURSE NAME: DEVELOPMENTAL PSYCHOLOGY**

**TOTAL MARKS: 100**

**EXTERNAL (THEORY): 80 MARKS**

**INTERNAL: 20 MARKS**

**CREDIT: 4**

### **COURSE OUTCOMES:**

1. Explain the meaning, nature, factors, and principles of growth and development.
2. Describe the stages of development with its multidimensional aspects.
3. Analyze the impact of different agencies on child development.
4. Interpret the meaning, nature, and theories of learning.
5. Identify key concepts of memory and forgetting.
6. Examine the processes of defence mechanism and delinquency.

UNITS	CONTENTS
UNIT-1	<b>GROWTH AND DEVELOPMENT</b> <ul style="list-style-type: none"><li>• Growth and Development- Concept and Differences</li><li>• Principles of Growth and Development</li><li>• Factors affecting of Growth and Development, Heredity and Environment—its meaning, nature and importance and significance, Individual Differences</li><li>• Theories of Development- Piaget (Cognitive Development), Kohlberg (Moral and Social Development), Vygotsky (Constructivism), Erikson (Psychosocial Development)</li></ul>
UNIT-2	<b>DEVELOPMENT PSYCHOLOGY</b> <ul style="list-style-type: none"><li>• Development Psychology- Meaning, Definition Nature and Scope.</li><li>• Methods of Studying development Psychology</li><li>• Need and Importance of Development Psychology for Teacher</li><li>• Brief concept of stages of Development- Infancy, Childhood and Adolescence.</li></ul>
UNIT-3	<b>CHILDHOOD PERIOD</b> <ul style="list-style-type: none"><li>• Developmental aspect during Childhood (Early and Late Childhood) :<ul style="list-style-type: none"><li>○ Physical Development</li><li>○ Mental Development</li><li>○ Emotional Development</li><li>○ Social Development</li><li>○ Language and Speech Development</li></ul></li><li>• Hazards during Childhood Period</li><li>• Role of Home and School on personality development of children.</li></ul>
UNIT-4	<b>ADOLESCENCE PERIOD</b> <ul style="list-style-type: none"><li>• Adolescence - Characteristics and needs of adolescence</li><li>• Developmental aspects of Adolescence –<ul style="list-style-type: none"><li>○ Physical Development</li><li>○ Mental Development</li><li>○ Emotional Development</li><li>○ Social Development</li><li>○ Moral Development</li></ul></li><li>• Problems of Adolescence Period; Need of Studying Adolescence period for teacher.</li></ul>

<b>UNIT-5</b>	<b>PERSONALITY DEVELOPMENT</b> <ul style="list-style-type: none"> <li>• Personality Development, Personality Deviation</li> <li>• Influence of family, Peer and Social Media in Personality Development</li> <li>• Adjustment Problems in Classroom and Society</li> <li>• Juvenile Delinquency- Causes of delinquency and its remedies.</li> </ul>
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**Mode of Transaction:** Lecture, Lecture cum Discussion

**Practicum/ Assignment (any one) besides Sessional Test:**

- Study the developmental characteristics of children.
- Study the problems of adolescence.
- Identify the major problems faced by secondary school children.

**Evaluation Scheme:**

- Internal Assessment: 20 marks (is to be finalized by the Principal & Teachers of concerned Paper)
  - Sessional Test: 10 marks
  - Assignment, Seminar/Group Discussion: 10 marks
- External Examination: 80 marks
- Pass Marks: 40% (both in Internal and External separately)

**References:**

- Chand, S. C. (1989). *Child psychology & child development*. Loyal Book Depot.
- Goswamee, G. (2008). *Child development and child care*. Arun Prakashan.
- Hurlock, E. B. (2000). *Adolescent development*. McGraw-Hill.
- Jersild, A. T. (1967). *Psychology of the learner*. Macmillan.
- Kuppaswamy, B. (1980). *Child behaviour and development* (2nd ed.). Vikas Publishing House Pvt. Ltd.

## SEMESTER-IV

**COURSE CODE: BED0400604**  
**COURSE NAME: INDIAN KNOWLEDGE SYSTEM AND PEDAGOGICAL PERSPECTIVES**

**TOTAL MARKS: 100**  
**EXTERNAL (THEORY): 80 MARKS**  
**INTERNAL: 20 MARKS**  
**CREDIT: 4**

### COURSE OUTCOMES:

1. Understand the foundations and components of the Indian Knowledge System (IKS) within the context of Indian education.
2. Analyze educational practices from historical, philosophical and cultural perspectives of India.
3. Explore pedagogical tools and practices rooted in Indian traditions that enhance experiential and holistic learning.
4. Develop strategies to integrate IKS into the modern school curriculum using innovative and inclusive teaching-learning methods.
5. Reflect on the significance of indigenous knowledge, local context, and cultural heritage in shaping educational practices and teacher identity.

UNITS	CONTENTS
UNIT-1	<b>FOUNDATIONS OF INDIAN KNOWLEDGE SYSTEM IN EDUCATION (IKS)</b> <ul style="list-style-type: none"><li>• Meaning, characteristics and scope of IKS</li><li>• Genesis of Indian Knowledge System</li><li>• Sources of Indian knowledge: Vedas, Upanishads, Smritis, Puranas and Classical texts</li><li>• Evolution of Indian education systems: Gurukul, Nalanda, Takshashila with reference to their aims of education, curriculum, methods of teaching, role of teacher and evaluation system</li></ul>
UNIT-2	<b>INDIAN EDUCATIONAL THOUGHT AND PEDAGOGY</b> <ul style="list-style-type: none"><li>• Philosophical foundations of IKS – Dharma, Karma, Purusharthas and the concept of holistic development</li><li>• Educational ideas of Indian thinkers and their relevance to modern pedagogy:<ul style="list-style-type: none"><li>• Swami Vivekananda</li><li>• Mahatma Gandhi</li><li>• Rabindranath Tagore</li><li>• Sri Aurobindo</li></ul></li></ul>
UNIT-3	<b>IKS in Contemporary Teacher Education and Schooling</b> <ul style="list-style-type: none"><li>• Relevance of IKS in 21st-century skills and school subjects</li><li>• Role of teacher and student in traditional and contemporary IKS-based education</li><li>• Strategies for teachers to include IKS in curriculum planning and lesson delivery</li><li>• Challenges and opportunities in implementing IKS in classrooms</li></ul>
UNIT-4	<b>IKS IN CURRICULUM AND CLASSROOM</b> <ul style="list-style-type: none"><li>• Integration of local knowledge systems (agriculture, ecology, crafts, medicine) into classroom learning</li><li>• Folk pedagogy: storytelling, oral traditions, proverbs, riddles, and songs as teaching tools</li></ul>

	<ul style="list-style-type: none"> <li>• Indigenous pedagogies: Samvada (dialogue), Shastrartha (debate), Anubhav (experience), Prashnottara (question-answer)</li> <li>• Role of community, elders and artisans in the education process</li> <li>• Promoting inclusivity through IKS: recognizing and integrating diverse perspectives, fostering cultural pride and ensuring equitable access to education and resources</li> </ul>
<b>UNIT-5</b>	<b>LANGUAGE, ARTS AND CULTURE IN INDIAN EDUCATION</b> <ul style="list-style-type: none"> <li>• Role of mother tongue and multilingualism in Indian pedagogy</li> <li>• Traditional Indian art forms (music, dance, drama, visual arts) as pedagogical tools</li> <li>• Sanskrit and regional literatures as knowledge carriers</li> <li>• Integration of cultural practices and Indigenous games &amp; sports in the school curriculum</li> </ul>

**Mode of Transaction:** Lecture, Lecture cum Discussion and Group Discussions

**Practicum/Assignment (Any One) besides Sessional Test:**

- Field visits to traditional knowledge holders, artisans, institutions
- Use of storytelling, local songs and case-based discussions
- Practice of Indigenous games & sports
- Seminar presentation on educational philosophy of Indian Thinkers

**Evaluation Scheme:**

- Internal Assessment: 20 marks (is to be finalized by the Principal & Teachers of concerned Paper)
  - Sessional Test: 10 marks
  - Assignment, Seminar/Group Discussion: 10 marks
- External Examination: 80 marks
- Pass Marks: 40% (both in Internal and External separately)

**References:**

- Altekar, A. S. (1944). *Education in Ancient India*. Nand Kishore & Bros
- Mookerjee, R. K. (1960). *Ancient Indian Education: Brahmanical and Buddhist*
- Vivekananda, S. (2006). *The Complete Works of Swami Vivekananda*. Advaita Ashrama
- Gandhi, M. K. (1951). *Basic Education*. Navajivan Trust.
- Tagore, R. (2003). *Towards Universal Man*. Rupa Publications.
- Sri Aurobindo (2004). *The Human Cycle: The Ideal of Human Unity*
- Semali, L. M., & Kincheloe, J. L. (1999). *What is Indigenous Knowledge? Voices from the Academy*. Falmer Press.
- Joshi, M. (Ed.). (2021). *Handbook on Indian Knowledge System*. AICTE.
- Kumar, K. (1991). *Political Agenda of Education*. Sage Publications.
- Chatterjee, S. (2015). *Indian Aesthetics and Art Education: A Pedagogical Inquiry*.
- National Education Policy 2020 (NEP 2020) – Government of India.  
<https://www.education.gov.in>

- NCERT (2006). *Position Paper on National Focus Group on Indian Knowledge Systems in Curriculum*.  
[https://ncert.nic.in/pdf/focus-group/Indian\\_Knowledge\\_Systems.pdf](https://ncert.nic.in/pdf/focus-group/Indian_Knowledge_Systems.pdf)
- NCERT (2005). *Position Paper on Teaching of Indian Languages*.  
<https://ncert.nic.in/pdf/focus-group/language.pdf>
- UNESCO (2003). *Education in a Multilingual World*.
- Mukhopadhyay, M., & Chaudhuri, A. (2012). *Education for Values in Schools – A Framework*. NCERT.
- AICTE Indian Knowledge System Portal – <https://iksindia.org>



## SEMESTER-IV

**COURSE CODE: BED0400702**  
**COURSE NAME: DEVELOPMENT OF SELF**

**TOTAL MARKS: 50**  
**EXTERNAL (PRACTICUM): 40 MARKS**  
**INTERNAL: 10 MARKS**  
**CREDIT: 2**

### COURSE OUTCOMES:

1. Describe the concept of self to develop self-awareness.
2. Demonstrate social-rational sensitivity and effective communication skills in group settings.
3. Integrate knowledge to form a holistic understanding of human self and personality.
4. Explain the need for and analyze the importance of yoga in enhancing physical and mental abilities.
5. Express personal dreams, aspirations, and concerns through creative forms of self-expression.

UNITS	CONTENTS
UNIT-1	<b>CONCEPT OF SELF</b> <ul style="list-style-type: none"><li>• Self: Meaning, concept, definition, nature of Self</li><li>• Self-concept, self-esteem, factors of self-identity</li><li>• SOAR/SWOT of yourself, self-development</li><li>• Maslow's need Hierarchy theory and self- actualization.</li><li>• Forms of self-expression.</li></ul>
UNIT-2	<b>CONCEPT OF PERSONALITY</b> <ul style="list-style-type: none"><li>• Concept, meaning, definition and nature of personality</li><li>• Concept of integrated personality and processes of harmonious development.</li><li>• Dynamic approaches to personality.</li><li>• Utilization of life skills in our daily life.</li><li>• Importance and role of biography and autobiography in life.</li><li>• Mindfulness- concept and inculcation of mindfulness in life.</li></ul>
UNIT-3	<b>CONCEPT OF SELF MANAGEMENT</b> <ul style="list-style-type: none"><li>• Concept of Stress Management.</li><li>• Yoga for mental and physical well-being.</li><li>• Methods of conflict resolutions.</li><li>• Group and social harmony.</li></ul>
UNIT-4	<b>SCHOOLING AS A PROCESS OF IDENTITY FORMATION</b> <ul style="list-style-type: none"><li>• Developing national, secular humanistic identity.</li><li>• Constructive role of education and "Critical Pedagogy" in moving towards peaceful living.</li><li>• Application of life skill and solving problem in real life situation.</li></ul>
UNIT-5	<b>INTRODUCTION TO YOGA</b> <ul style="list-style-type: none"><li>• Concept of Yoga, origin of Yoga, History and Development of Yoga, Contribution of Maharishi Patanjali in the field of Yoga, Importance of Yoga as a part of Indian Knowledge System</li><li>• Classification of Yoga, Aim of Yoga in Health and Wellness.</li><li>• Scope of Yoga - Role of Yoga in stress management, Yoga as a tool for Academic Excellence</li></ul>

**Mode of Transaction:** Lecture, Lecture cum Discussion, Demonstration

**Practicum/ Assignment (any four) besides Sessional Test:**

- Develop reflective journals and provide regular feedback to promote self-awareness and continuous personal growth.
- Analyze a movie where the protagonist undergoes challenges and ultimately discovers their identity despite the odds.
- Write biographies or stories of children raised in different circumstances, highlighting how these experiences affect their sense of self and identity formation.
- Explore contemporary issues of adolescence/youth, emphasizing the need for student-teachers to understand themselves and their relationship with students and classroom dynamics.
- Examine the importance of yoga, pranayama, surya namaskar, and meditation in life through activities related to body, mind, senses, emotions, imagination, concentration, and observation; discuss components of a stress-free life.

**Workshop (any two):**

- Conduct workshop on yoga
- Workshop on understanding self through Art and Drama
- Mythical thinking in contemporary life
- Life Stories through advertising/ poster/ puppet show

**Evaluation Scheme:**

- Internal Assessment: 10 marks (is to be finalized by the Principal & Teachers of concerned Paper)
  - Sessional Test: 5 marks
  - Assignment, Seminar/Group Discussion: 5 marks
- External Examination: 40 marks (is to be finalized by the Principal & Teachers of concerned Paper and the External Examiner)
  - Practicum File/Report: 15 Marks
  - Workshop Report: 10 Marks
  - Presentation and Viva voce: 15 Marks
- Pass Marks: 40% (both in Internal and External separately)

**References:**

- Krishnamurti, J. (n.d.). *Life ahead: To parents, teachers and students*. Ojai, California, USA: Krishnamurti Educational Trust.
- Wood, D. (n.d.). *Narrating professional development: Teachers' stories as text for improving practice*.
- Freire, P. (1994). *Pedagogy of hope*. London, U.K.: Continuum Publishing Company.

## DEPARTMENT OF EDUCATION

GAUHATI UNIVERSITY, GUWAHATI-781014

# CURRICULUM FOR TWO YEAR M.ED. PROGRAMME WITH FOUR SEMESTERS

(Approved in the Academic Council meeting 26<sup>th</sup> December 2024, Gauhati University)

### Preamble

The Master of Education (M.Ed) programme is a two year professional programme in the field of Teacher education which aims at preparing teacher educators and other educational professionals including curriculum developers, educational policy analysts, planners, administrators, supervisors, school principles and researchers.

### Gauhati University M.Ed. Programme

- (1) This shall be a professional Course of studies leading to the Degree of Master of Education (M.Ed.) and designed only for face to face regular mode of education.
- (2) Candidates seeking admission into M.Ed. programme shall have obtained at least 50% marks or an equivalent Grade in the following programme
  - (i) Two year B.Edprogramme
  - (ii) B.A. B.Ed./ B.Sc. B.Ed
  - (iii) B.El. Ed
  - (iv) D.El Ed with undergraduate degree

Apart from this qualification the candidates have to clear an entrance test to be conducted by Gauhati University.

- (3) Reservation and relaxation for reserved categories shall be as per rule of the Central Govt./ State Govt, whichever is applicable
- (4) **Duration:** The duration of the programme shall be of two academic years with four semesters

- (5) **Working Days** : At least 200 working days in each year, exclusive of the period of admission and inclusive of classroom transaction, practicum, field study and conduct of examination.
- (6) **Modes of Transaction** : With a view to move away from theoretical discourses and lectures only, the prospective teacher-educator is required to be engaged in various kinds of learning experience. However, the nature of engagement of the prospective Teacher-Educator will be of the following kinds:
- (i) **Lecture cum-Discussion Session**: The faculties of M.Ed. programme shall provide the perspective teacher-educators a platform to review their experiences, help them to develop insights into the disciplinary knowledge base through discussion
  - (ii) **Seminar Presentations**: The prospective teacher-educators will undertake thematic/topical study, prepare write-up and make seminar presentations followed by open-house discussion with a view to enhance their knowledge base and repertoire of presentation skills.
  - (iii) **Library Work**: On a specific theme / issue / problem relating to school / teacher education, the prospective teacher-educator would be asked to consult the library, collect information and prepare their write-ups for seminar presentation and discussion.
  - (iv) **Dissertation/research activities** :Project work or dissertation, related to any topic or issues in education/educational psychology and teaching shall be assigned to each individual prospective teacher-educator to be completed within a semester and will be evaluated by external experts and internal. The performance of each prospective teacher-educator in research-based activities leading to dissertation in fourth semester, shall be assessed internally and externally out of 100 marks.
  - (v) **Sessional activities/test** : Course related sessional work to be planned in each course, and each prospective teacher-educator is required to complete the same within the specified period of time as decided by the institution under the guidance of the faculty concerned.
  - (vi) **Internship in educational institutions**: Learning experiences would be provided through several teacher education institutions. The prospective teacher educators

will go for internship for at least 3 weeks in any teacher education institutions for different experiences like teaching, activities, research and management etc. in the third semester. Internship shall be assessed internally/Externally by the faculty members (Mentors) under whose close mentorship he / she is required to perform such activities / by a group of faculties including the mentor, as would be decided by the institution. A report of the Internship experiences is to be submitted by the prospective teacher with certification from the institutions where internship is done. It will be evaluated by internal and external experts

- (vii) Prospective teachers will have to prepare a dissertation synopsis which will have to present with ppt in the presence of an external experts in the third semester. The same synopsis/ research proposal will continue as dissertation in the fourth semester under a supervisor.
- (viii) External evaluator will evaluate the Internship report and synopsis presentation of the prospective teachers in same day. External evaluator will evaluate on 30 marks for internship and 30 marks for synopsis presentation. Internal evaluator will evaluate on 20 marks for internship and 20 marks for synopsis presentation.

### **Expected Programme Learning Outcome**

The two year M.Ed. programme with four semesters is designed to expect the following learning outcome:

- (1) To build perspective and understanding of concepts, theories, ideas and practices across various fields of Education.
- (2) Professional Capacity Building of the teacher educators is one of the expected programme learning outcome of the M.Ed. programme.
- (3) Applying the knowledge of different courses of M.Ed. programme the prospective teacher educators will be able to develop the capacities in teaching, research and extension work in the field of education in general and Teacher Education Institutes in particular.
- (4) After completion of the programme the prospective teacher educators will be able to contribute in Research and Knowledge Creation. Involve in knowledge dissemination,

research and innovative educational practices related to different stakeholders of education

- (5) Demonstrate academic integrity and professional ethics by keeping self abiding to rules, regulations, values and high standards in teaching, research, administration at diversified educational setting and Teacher Education Institutes.
- (6) The programme will enable the teacher educators to develop a Commitment towards Society and National Goals:
- (7) The programme will enable the prospective teacher to get an insight into various educational policies and practices.
- (8) The programme focuses on formulating and implementing leadership and management skills. The programme will provide the students with a systematic framework for understanding the school management and its different strategies.

## **DETAIL COURSES AND STRUCTURE OF CURRICULUM WITH CREDIT AND MARKS**

### **Semester wise course and credits**

#### **1<sup>st</sup> Semester**

Course	Title of the course	Credit	Total marks	Internal	External	Practicum
C-01	Philosophical perspectives of education	4	100	20	80	0
C-02	Sociological perspectives of education	4	100	20	80	0
C-03	Understanding Psychology of the learner	4	100	20	80	0
C-04	Educational Technology	4	100	20	80	0
C-05	Teacher education	4	100	20	80	0
Total		20	500	100	400	0

## 2<sup>nd</sup> Semester

Course	Title of the course	Credit	Total marks	Internal	External	Practicum
C-06	Developmental Psychology	4	100	20	80	0
C-07	Development of modern Indian Education	4	100	20	80	0
C-08	Methodology of educational research	4	100	20	80	0
C-09	Statistics in education	4	100	20	80	0
C-10	(A)Assessment and evaluation in education (B)Practicum	(A)2 (B)2	(A)50 (B)50	(A)10 (B)10	40	50 ( Internal-10, External-40)
Total		20	500	100	360	50

## 3<sup>rd</sup> Semester

Course	Title of the course	Credit	Total marks	Internal	External	Practicum
C-11	Current trends and Issues in education	4	100	20	80	0
C-12	Educational planning and Management	4	100	20	80	0
C-13	Inclusive education	4	100	20	80	0
EC-01	Any One (A)Gender studies (B)Guidance and counseling (C)Human rights, value and peace education	4	100	20	80	0
C-14	Practicum (A)Synopsis preparation and presentation (B)Internship ( 3 weeks)	(A)2 (B)2	(A)50 (B)50	(A)20 (B)20	(A)30 (B)30	(A)50 (B)50
Total		20	500	80 +40	320+60	100

#### **4<sup>th</sup> Semester**

Course	Title of the course	Credit	Total marks	Internal	External	Practicum
C-15	Economics of Education	4	100	20	80	0
C-16	Curriculum studies	4	100	20	80	0
C-17	Indian Knowledge system and Education	4	100	20	60	20 (Internal)
EC-2	Any One (A)Environmental education (B)Mental health and Stress Management (C)Skill education	4	100	20	80	0
C-18	Dissertation	4	100	Dissertation-40	Dissertation-40 Viva voce-20	0
Total		20	500	120	360	0



## DETAILS OF SYLLABUS

### **1<sup>ST</sup> SEMESTER**

#### **Semester: 1<sup>st</sup> Semester**

**Title of the Paper: Philosophical Perspectives of Education**

**Course Code: C-01**

**Credit: 4**

**Total: 100 (Internal – 20 External – 80)**

#### **Couse Learning Outcome:**

After completion of this paper the learner will be able to:

- Understand the Concept, Nature and Functions of Philosophy.
- Analyse the different Branches of Philosophy and their Significance.
- Understand the concept, nature, scope and functions of Educational Philosophy and Philosophy of Education.
- Analyse the relationship of Philosophy with Education.
- Analyse the relationship of Philosophy with Science.
- Understand different Indian Schools of Philosophy in Vedic Period.
- Analyse the educational implications of different IndianSchoolsofPhilosophy in Vedic Period.
- Understand different Western Schools of Philosophy.
- Analyse the Educational Implications of different Western Schools of Philosophy
- Understand the concept of Logical Positivism.
- Understand the concept of Eclectic Tendency in Education- Synthesizing All Educational Philosophies and Tendencies in Education.
- Understand the Philosophy of the great philosophers and their contributions.

Units	Contents	Marks		Total Marks
		Internal	External	
<b>Unit-1</b>	<b>Philosophical Foundations</b> <ul style="list-style-type: none"> <li>Philosophy- Meaning, Nature and Functions of Philosophy</li> <li>Metaphysics- Concept, Nature of Reality and Its related domains with their Pedagogical Significance.</li> <li>Epistemology- Concepts, Types and Theories of Knowledge with reference to Method of Teaching.</li> <li>Axiology- Concepts, Value Theories and their Educational Implication</li> </ul>	<b>20</b>	<b>80</b>	<b>100</b>
<b>Unit-2</b>	<b>Philosophy of Education</b> <ul style="list-style-type: none"> <li>Meaning, Nature and Scope of Educational Philosophy and Philosophy of Education.</li> <li>Functions of Philosophy of Education.</li> <li>Relationship between Educational Philosophy and Philosophy of Education.</li> <li>Philosophy and Science, Philosophy and Education</li> </ul>			
<b>Unit-3</b>	<b>Indian Schools of Philosophy- Vedic Period</b> <ul style="list-style-type: none"> <li>Nyaya, Vaisheshika, Samkhya, Yoga, Mimamsa, and Vedanta.</li> <li>Educational Implications of these schools with reference to- Aims &amp; Objectives, Curriculum, Method of Teaching, Teacher Pupil relationship and Discipline.</li> </ul>			
<b>Unit-4</b>	<b>Western Schools of Philosophy</b> <ul style="list-style-type: none"> <li>Idealism, Naturalism, Pragmatism, Realism and Existentialism.</li> <li>Educational Implications of these schools with reference to- Aims &amp; Objectives, Curriculum, Method of Teaching, Teacher Pupil relationship and Discipline.</li> </ul>			
<b>Unit-5</b>	<b>Modern Concept of Philosophy and Value Education</b> <ul style="list-style-type: none"> <li>Logical Positivism</li> <li>Eclectic Tendency in Education</li> </ul>			

	<ul style="list-style-type: none"> <li>• Contribution of Indian Philosophers- Yogi Aurobindo, J. Krishnamurthy and S. Radhakrishnan.</li> <li>• Contribution of Western Philosophers- Russell, J.F. Herbert, John Dewey.</li> <li>• Value oriented Education- Concept and types of Values, Objectives and method of Value Oriented Education</li> </ul>			
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### Recommended readings

- Shrivastava, K. K.: Philosophical Foundations of Education (Kanishka Publishers, Distributers, New Delhi, 2003)
- Chaube, S.P. and Akhilesh Choube, Philosophical and Sociological Foundation of Education, Vinod Pustak Mandir, Agra-2
- Sahu, Bhagirathi : The New Educational Philosophy, Sarup and Sons : New Delhi, 2002
- Wingo, G. Max: Philosophies of Education, Sterling Publishers Pvt. Ltd. New Delhi, 1975
- Brubacher J.S : Modern Philosophies of Education, McGRAW-HILL BOOK COMPANY, INC, New York, Toronto London, 1950
- Chakrabarti, Mohit, Pioneers in Philosophy of Education, Concept Publishing Company: New Delhi, 2002
- Goswami, Dulumoni, Philosophy of Education, DVS Publishers, Guwahati, 2014
- Bryan Magee, The Story of Philosophy, The Dorling Kindersley Book, London
- Connor, D.J. Introduction to the Philosophy of Education. Routledge and Kegan Paul. London.
- Kabir, H. Indian Philosophy of Education, Asia publishing House, New Delhi, 1964.
- Bhayrappa, S.L (1988), Values in Modern Indian Educational Thoughts. NCERT, New Delhi
- Bhatia and Bhatia: The Philosophical & Sociological Foundation of Education, Doba House, Delhi-110002.
- M'uller, F. Max- Six Systems of Indian Philosophy, D.K Print World Pvt.ltd., 2016.
- Radhakrishnan, S- Indian Philosophy, Volume -1, Oxford, 2<sup>nd</sup> Edition, 2008.

- Radhakrishnan, S- Indian Philosophy, Volume -2, Oxford, 2<sup>nd</sup> Edition, 2008.
- Chatterjee, Satischandra and Dutta, Dhirendramohan -An Introduction to Indian Philosophy, MotilalBanarsi das International, 2021.
- Dasgupta, Surendranath,- A History of Indian Philosophy Volume-1, Surjeet Publication, 2018.

## **Semester: 1<sup>st</sup> Semester**

### **Title of the Paper: Sociological Perspectives of Education**

Course Code: **C-02**

Credit: 4

TotalMarks : 100 (Internal – 20 External – 80)

### **Course Learning Outcome:**

After completion of this paper the learner will be able to:

- Understand the concept and nature of Educational Sociology and Sociology of Education.
- Understand the relationship and differences between Educational Sociology and Sociology of Education.
- Analyse the relationship of Educational Sociology with Teacher Education.
- Understand the concept and types of Culture.
- Understand the concept of Cultural Diffusion, Cultural Lag, Cultural Integration, Multi-culturalism.
- Analyse the relationship of Culture with Education.
- Understand the concept and relationship of Social Control and Social Order.
- Explain the role of Education on Social Control and Social Order.
- Understand the concept, nature and factors of Social Change.
- Understand the concept and relationship of Social Stratification and Social Mobility.
- Explain the role of education on Social Change, Social Stratification and Social Mobility.
- Understand the concept and nature of social group and its types.
- Understand the concept and types of Social Organization and Disorganization.

Units	Contents	Marks		Total Marks
		Internal	External	
<b>Unit-1</b>	<b>Sociology of Education</b> <ul style="list-style-type: none"> <li>• Concept of Educational Sociology and Sociology of Education.</li> <li>• Nature and Scope of Educational Sociology and Sociology of Education</li> <li>• Relationship and Differences between Educational Sociology and Sociology of Education</li> <li>• Implication of Educational Sociology on Teacher Education.</li> </ul>	<b>20</b>	<b>80</b>	<b>100</b>
<b>Unit-2</b>	<b>Culture and Education</b> <ul style="list-style-type: none"> <li>• Culture- Its Meaning, Characteristics and Functions, Types of Culture-Material and Non-material culture, Modern and Primitive Culture.</li> <li>• Cultural Diffusion, Cultural Lag, Cultural Integration, Multiculturalism and Composite Culture, Cultural Change, its factors and Role of Education</li> <li>• Difference between Culture and Civilization, Culture and Personality</li> </ul>			
<b>Unit-3</b>	<b>Social Control and Order</b> <ul style="list-style-type: none"> <li>• Social Control- Its Meaning and Nature</li> <li>• Types of Social Control- Formal and Informal means</li> <li>• Agencies of Social Control, Social Control and Education</li> <li>• Social Order- Its Meaning, Nature and Problems. Social Order and Education.</li> <li>• Theories of 'Unity of Society'- Value Consensus Theory and Conflict Theory.</li> </ul>			
<b>Unit-4</b>	<b>Education and Social System</b> <ul style="list-style-type: none"> <li>• Social Stratification and Social Mobility- Concepts and Relationship.</li> <li>• Education and Social Stratification, Education and Social Mobility.</li> <li>• Social Change- Concept, Factors and Theories of Social Change.</li> <li>• Role of Education in Social Change.</li> <li>• Social Group- Its Meaning, Characteristics and Types.</li> </ul>			

<b>Unit-5</b>	<b>Education and Social Organization and Disorganization</b> <ul style="list-style-type: none"> <li>• Concept of Social Organization and Disorganization.</li> <li>• Types of Social Organization</li> <li>• Social Disorganization- Its Characteristics, Factors and Types.</li> <li>• Education and Social Disorganization.</li> </ul>			
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### Recommended Readings

- Bhatia & Narang (2013). *Philosophical and Sociological Bases of Education*. Ludhiana: Tandon Publications.
- Brown, F. J. (1954): *Educational Sociology (2<sup>nd</sup> Edition)*. New York: Prentice Hall.
- Chanda, S.S. & Sharma, R. K. (2002). *Sociology of Education*. New Delhi: Atlantic Publishers.
- Ogburn, W.F. & Nimkoff, W.F. (1966). *A handbook of Sociology*. New Delhi: Eurasia Publishing House (Pvt.) Ltd.
- Rao, C. N. Shankar (2005). *Sociology-Principles of Sociology with an introduction to Social Thought*. New Delhi: S. Chand & Company.
- Ravi, S. S. (2015). *Philosophical and Sociological Bases of Education*. New Delhi: Prentice Hall India Pvt. Ltd.
- Saikia, Polee (2019) 2<sup>nd</sup> Edition. *Sociological Foundations of Education*. Guwahati: DVS Publishers.
- Mathur, S.S: *A Sociological Approach to Indian Education*, Vinod Oustak Mandir, Agra 2
- N.J. Dutt, Suresh (1997). *Society and Education*. Anmol Publications.
- Groups (2<sup>nd</sup> Edition) Blackwell Publishers.
- Bhushan, V & Sachdeva, D.R. *An Introduction of Sociology*: Kitabmahal Agency, New Delhi.
- Haralambos, M. *Sociology (1980) Themes and Perspectives*, Oxford University Press, New Delhi.

## Semester: 1<sup>st</sup> Semester

### Title of the Paper: Understanding Psychology of the Learner

Course Code: C-03

Credit: 4

Total: 100 (Internal – 20 External – 80)

### Course Learning Outcomes:

- To enable the students trainees to understand the nature, scope and methods of Educational Psychology and its contribution in the field of education
- To acquaint the students with the process of Learning and Learning theories and importance of motivation in learning
- To help the students to understand the learners and some cognitive processes of the learners like memory and forgetting
- To familiarize the students with the concept of intelligence and creativity.
- To acquaint the student trainees with the traits and types of personality and to help them to acquire the skills of certain common mechanisms.

Units	Contents	Marks		Total Marks
		Internal	External	
<b>Unit-1</b>	<b>Educational Psychology</b> <ul style="list-style-type: none"><li>• Meaning, nature and Branches of Psychology</li><li>• Meaning, nature and scope of Educational Psychology</li><li>• Methods of Educational Psychology-- Introspection, Observation, Experimental and Clinical</li><li>• Need of Educational Psychology for the teachers</li><li>• Contribution of Educational Psychology to the theory and practice of education</li></ul>	<b>20</b>	<b>80</b>	<b>100</b>
<b>Unit-2</b>	<b>Process of Learning and Motivation</b> <ul style="list-style-type: none"><li>• Meaning and nature of learning</li><li>• Theories of leaning—Connectionism, Classical conditioning, Operant Conditioning Gestalt, Theory of</li></ul>			

	<p>Constructivism .Educational implications of theories of learning</p> <ul style="list-style-type: none"> <li>• Meaning, definitions and functions of motivation</li> <li>• Intrinsic and extrinsic motivation. Strategies to enhance motivation in the class.</li> <li>• Theories of motivation: Maslow's self-actualization theory, Theory of Achievement Motivation.</li> </ul>			
<b>Unit-3</b>	<p><b>Understanding the Learner</b></p> <ul style="list-style-type: none"> <li>• Understanding Individual Differences: Dimensions of Individual differences. Guidelines for teachers treating individual differences</li> <li>• Cognitive Process: Piaget's theory of cognitive development.</li> <li>• Habit formation: Formation of good habit and breaking of bad habit</li> <li>• Memory: Types of Memory. Techniques of memorization. Memory Disorders.</li> <li>• Forgetting: Characteristics and causes of forgetting</li> </ul>			
<b>Unit-4</b>	<p><b>Intelligence and Creativity</b></p> <ul style="list-style-type: none"> <li>• Meaning and nature of intelligence. Influence of Heredity and Environment on intelligence</li> <li>• Types of intelligence: Social, Cultural, Emotional and Multiple Intelligence.</li> <li>• Theory of Structure of Intellect (SOI) by J. P. Guilford</li> <li>• Creativity: Meaning and nature of creativity, characteristics of a creative person and identification of creative potential.</li> <li>• Nurturing creativity: role of the teachers</li> </ul>			
<b>Unit-5</b>	<p><b>Personality and Adjustment</b></p> <ul style="list-style-type: none"> <li>• Meaning, definitions and nature of personality</li> </ul>			



	<ul style="list-style-type: none"> <li>• Meaning of Types and traits of personality</li> <li>• Psychology of Adjustment: Adjustment as a process. Criteria of good adjustment.</li> <li>• Maladjustment: Symptoms and Causes</li> <li>• Adjustment Mechanisms: Meaning and characteristics of adjustment mechanisms. Some common mechanisms of adjustment</li> </ul>			
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### Recommended Readings:

- Aggarwal, J.C. (2010). *Essentials of Educational Psychology*. Vikash Publishing House Pvt. Ltd. Noida (UP)
- Chauhan, S.S (1991). *Advanced Educational Psychology*, Vikash Publishing House Pvt. Ltd.
- Crow, L.D. & Crow, A (1963). *Educational Psychology*. Eurasia Publishing. N. D.
- Comer Ronald & Gould Elizabeth (2011). *Psychology around us*. Wiley India. New Delhi.
- Fernandes, M.M (2008). *The Advanced Educational Psychology: The Psychology of the Learner*. Himalaya Publishing House, Mumbai.
- Mangal, S. K (2004): *Advanced Educational Psychology*. Prantice Hall of India. New Delhi.
- Nirmala, J. (2012). *Psychology of Learning and human Development*. Neelkamal Publications Pvt. Ltd. Hyderabad
- Woolfolk Anita (2011): *Educational Psychology*. Pearson. New Delhi.

## Semester: 1<sup>st</sup> Semester

### Title of the Paper: Educational Technology

Course Code: C-04

Credit: 4

Total: 100 (Internal – 20 External – 80)

### Course Learning Outcomes:

The students will be able to acquaint with-

- The scope and evolution of Educational Technology in the field of education.
- Systems Approach and Instructional Design/strategies applicable in the Educational setting
- Integration of ICT into the teaching- learning process
- Design, develop and use various digital teaching learning resources.
- The latest e-resources and web-based applications in education.

Units	Contents	Marks		Total Marks
		Internal	External	
Unit-1	<b>Introduction to Educational Technology</b> <ul style="list-style-type: none"><li>• Concept, Definition, Nature, and Scope of educational technology</li><li>• Objectives of Educational Technology at Micro and Macro level</li><li>• Forms of Educational Technology: Teaching Technology, Instructional Technology, Behavioural technology and Instructional Design</li><li>• Approaches of Educational Technology- Hardware and Software Approach</li><li>• Transactional Usage of Educational Technology in formal and non-formal system of education - Integrated, Complementary and Supplementary uses</li></ul>	20	80	100
Unit-2	<b>Systems Approach and Instructional Design in Education</b> <ul style="list-style-type: none"><li>• Meaning , Definition, characteristics and processes of Systems Approach</li></ul>			

	<ul style="list-style-type: none"> <li>• Procedural steps of systems approach in education-System Analysis, System Design and Development and System operation and Evaluation</li> <li>• Advantages and applications of Systems Approach in Teaching Learning Process</li> <li>• Flow diagram for designing a system</li> <li>• Instructional Design and Instructional strategies- Training psychology, Cybernetic psychology and Task Analysis/ System Analysis-, Content Analysis, Context Analysis in the educational process</li> </ul>			
<b>Unit-3</b>	<b>Communication, ICT and the Teaching-Learning Process</b> <ul style="list-style-type: none"> <li>• Concept of Communication – Principles, Modes and Barriers of Communication</li> <li>• Functions of communication, Role of Feedback in Communication</li> <li>• Importance of Communication Skills for teachers: Face-to-Face, Distance and other Alternative Modes of Effective Communication</li> <li>• Communication Enrichment through Multimedia and ICT</li> <li>• Recent Educational policies and efforts related to ICT integration in education</li> <li>• Nature of Teaching-learning process- Phases of teaching and Levels of teaching</li> <li>• Models of Teaching-Meaning and Classification of Teaching models</li> </ul>			
<b>Unit-4</b>	<b>Instructional techniques and Strategies</b> <ul style="list-style-type: none"> <li>• Programmed Instruction-meaning, principles, types of programme learning in educational setting</li> <li>• Procedural steps of developing programme learning material for learners</li> <li>• Flanders's Interaction Analysis</li> </ul>			

	Technique in classroom interaction <ul style="list-style-type: none"> <li>• Micro teaching, Personalised System of Instruction(PSI), Modular Instruction(MI), Computer Assisted Instruction(CAI), Thematic cum Illustration Approach</li> </ul>			
<b>Unit-5</b>	<b>Web Based Learning and Communication Technology</b> <ul style="list-style-type: none"> <li>• Internet and its applications in class rooms Teaching</li> <li>• E-learning/Online tutoring, virtual classroom, Open AI</li> <li>• Blended learning, Flipped classroom</li> <li>• Digital Resources-OER, SWAYAM, DIKSHA, NPTEL, MOOC</li> </ul>			

**Essay (Any three of the following) –**

1. Development of the Programmed Instruction – Branching, Linear.
2. Writing of a term paper on the given course contents.
3. Development of communication plan.
4. Development of Multimedia Presentations.
5. Critical review of Educational program presented through MOOC/SWAYAM
6. Application and use of a recent technology tool in the classroom activities.

**Recommended Readings**

- Mangal, S.K &Mangal, Uma (2011) Essentials of EducationlTechnology, PHI Learning Private limited, New Delhi
- Apple, M. (1991): The new technology: Is it part of the solution or part of the problem in education? Computers in the Schools, 8(2), 59-81.
- Cheng, I., Safont, L.V. &Basu, A. (2009). Multimedia in Education: Adaptive Learning and Testing. New Jersey: World Scientific Pub Co Inc.

- Collins, J., Hammond, M. & Wellington, J.J. (1997). Teaching and Learning with Multimedia. London: Routledge.
- Dale, E. (1969). Audiovisual Methods in Teaching, (Edn 3). New York: Dryden Press. D'Antoni, S. & Savage, C. (eds) (2009).
- Open Educational Resources: Conversations in Cyberspace. New York: United Nations Educational, Scientific and Cultural Organization.
- Solomon, G. & Schrum, L. (2007). Web 2.0: New Tools, New Schools. Washington: International Society for Technology in Education.
- Spencer, K. (1991). The Psychology of Educational Technology and Instructional Media. Liverpool: United Writers Press.
- Timothy J. N., Donald A. S., James D. L., James D. R. (2010). Educational Technology for Teaching and Learning, (Edn 4). NOIDA: Pearson Education.

## Semester: 1<sup>st</sup> Semester

### Title of the Paper: Teacher Education

Course Code: C-05

Credit: 4

Total: 100 (Internal – 20 External – 80)

### Course Learning Outcomes:

After completion of the course the students will be able to-

1. Gain insight on the concept, structure, mode of teacher education
2. Use content and pedagogical knowledge to inform their teaching reflecting on their own practices, enabling them for independent and team work
3. Critically examine the role of different educational policies, commissions, agencies, stakeholders etc and their significant impacts
4. Create knowledge creation and dissemination based on research and current trends vis-a-vis NEP2020, striving for development of self and career
5. To apply different strategies, tools methods, competencies etc to respond towards the real world challenges with commitment keeping in mind the national goals and to work in diversified contexts

Units	Contents	Marks		Total Marks
		Internal	External	
<b>Unit-1</b>	<b>Introduction to Teacher Education</b> <ul style="list-style-type: none"><li>• Teacher education – concept, meaning, scope and functions</li><li>• Objectives of teacher education at various levels of education</li><li>• Development of teacher education in the pre-independent and post independent period</li><li>• Structure of teacher education in India</li><li>• Teacher education institutions in India and its different types</li></ul>	<b>20</b>	<b>80</b>	<b>100</b>
<b>Unit-2</b>	<b>Teacher Education in India</b> <ul style="list-style-type: none"><li>• Pre-service teacher education - meaning, need and importance</li><li>• In-service teacher education- meaning</li></ul>			

	<p>need and importance</p> <ul style="list-style-type: none"> <li>Objectives of Pre-service and In-service programs for teachers</li> <li>Institutions of Pre-service and In-service teacher education</li> <li>Recommendations of different policies, commissions, frameworks etc for teacher education</li> </ul>			
<b>Unit-3</b>	<p><b>Components of Teacher Education as a profession</b></p> <ul style="list-style-type: none"> <li>Concept of profession and teaching characteristics</li> <li>Professional ethics of teachers, Enhancing professional development and factors affecting teacher development</li> <li>Teacher education curriculum, Development of skills and capabilities—teaching skills, use of ICT, use of different approaches-collaborative, participative, expository etc.</li> <li>Total Quality management in teaching</li> <li>Performance appraisal of teachers</li> </ul>			
<b>Unit-4</b>	<p><b>Agencies and different Stakeholders in teacher education</b></p> <ul style="list-style-type: none"> <li>Recognition, accreditation of teacher education institutions</li> <li>Role of National and State level Bodies of teacher education – UGC, NCTE, NUEPA, NAAC, NCERT, RASHTRIYA HINDI SANSTHAN, RIE, SCERT, SIE, DIET, etc.</li> <li>Teacher education through Open and Distance Learning</li> <li>Quality concerns in teacher education</li> <li>Stakeholders’ Role: Parents, Students, Community, Government and others</li> </ul>			
<b>Unit-5</b>	<p><b>Research, Innovative Trends in Teacher Education and Current Challenges</b></p> <ul style="list-style-type: none"> <li>Research in teacher education- Action research, innovative experiments, Flanders’s Interaction Analysis, Micro-</li> </ul>			

	teaching <ul style="list-style-type: none"> <li>• Integrated Approaches – Simulation, Blended learning, Programmed instruction, Online- Virtual classrooms</li> <li>• New developments in teacher education - Guidance and Counseling, Inclusive classroom, communication and Life Skill education, Physical and Mental Wellbeing, Extension work</li> <li>• Web- Based Learning and Digital Resources – OER, MOOC, NPTEL, SWAYAM, DIKSHA</li> <li>• Challenges in teacher education.</li> </ul>			
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### Recommended Readings

- Agarwal, S. P. and Agarwal, J.C. : Development of Education in India, (vol 4, 5). Concept Publishing Company . New Delhi.
- Arora, G.L. (2002). Teachers and their Training: Need for New Perspectives, Ravi Books, New Delhi.
- Amidon, Edmund, J. & Flanders Ned, A. : The Role of Teachers in the Classroom: A Manual for Understanding & Improving Teacher's Classroom Behaviour. Paul Amidon Associates, Minneapolis.
- Bhargava, M. & Saikia, L.R. (2005): Teacher in the 21<sup>st</sup> Century-Challenges, Responsibility and Credibility. Rakhi Prakashan, Agra.
- Flora, J. & Jahita Begum, A. (2011) : Teacher Education: Quality Indicators. APN Publishing Corporation. New Delhi.
- Gupta, Arun K. (1984) , Teacher Education : Current and Future Prospects. New Delhi, Sterling Publications.
- Khanna, Lamba, Saxena & Murthy: Teacher Education: Theory and Practice. Doaba House.
- Mishra, R.C. (2010). Classroom Management APH Publishing Corporation. New Delhi.
- NCF (2000). NCERT Publication, New Delhi.
- NCF (2005) On School Education



- NCERT (2006). Teacher Education for Curriculum Renewal. NCERT. New Delhi
- NCFTE (2009). NCTE Publication, New Delhi.
- NEP 2020 on Teacher Education.
- Reports of Education Commissions(1964-66)
- Report on National Commission of Teachers (1983-85) . NCERT. New Delhi.
- UNESCO (1976). Regional Office for Education in Asia, Bangkok, Exploring New Dimensions in Teacher Education.
- UNESCO (1981) A System Approach to Teaching and Learning Procedures: A Guide for Teacher Educators. Paris, UNESCO.

## **2<sup>ND</sup> SEMESTER**

### **Semester: 2<sup>nd</sup> Semester**

**Title of the Paper: Developmental Psychology**

Course Code: **C-06**

Credit: 4

Total: 100 (Internal – 20 External – 80)

#### **Course Learning Outcome:**

After completion of this course the learner will be able to:

- Understand the meaning, nature, scope and different methods of Developmental Psychology
- Understand the Pre-natal Period of Development.
- Know the characteristics and different Developmental Aspects of Infancy Period.
- Explain the Parental Attitude and Family Role in the Development of Infants.
- Know the characteristics and different Developmental Aspects of Childhood Period.
- Understand the role of Family and School in Social and Personality Development of children.
- Understand the Meaning, Characteristics and Developmental Aspects of Adolescence.

- Explain the Need and Importance of studying Adolescence.
- Understand the Social, Emotional and Personality Development of Adolescents.
- Analyse the Role of Family, Teacher and Peer on Adolescent's Development.
- Understand the concept of Gerontology.
- Know the different Policies and Programmes for Elderly.

Units	Contents	Marks		Total Marks
		Internal	External	
<b>Unit-1</b>	<b>Basic Issues in the study of development</b> <ul style="list-style-type: none"> <li>• Perspectives of Growth and Development</li> <li>• Significance facts about Growth and Development</li> <li>• Prenatal Development- Characteristics</li> <li>• Hazards during the prenatal period</li> </ul>	<b>20</b>	<b>80</b>	<b>100</b>
<b>Unit-2</b>	<b>Development in Infancy</b> <ul style="list-style-type: none"> <li>• The Neonatal period- basic needs of the neonate.</li> <li>• Conditions influencing neonatal development.</li> <li>• Adjustment to post-natal life, Characteristics of Infancy.</li> <li>• Developmental tasks of Infancy-Physical, Motor, Emotional, behaviour, Sex-role Typing.</li> <li>• Hazards in Infancy</li> </ul>			
<b>Unit-3</b>	<b>Development during Childhood.</b> <ul style="list-style-type: none"> <li>• Developmental tasks of Childhood- Physical, Mental, Emotional, Social, Personality Development.</li> <li>• Speech and Language Development.</li> <li>• Children and their Parents- Parental attitudes, Parenting Types and Skills, Problems faced by children of Broken Homes and working Mothers</li> </ul>			
<b>Unit-4</b>	<b>Adolescence</b> <ul style="list-style-type: none"> <li>• Understanding Adolescence – Physiological, Mental, Emotional and Social Development.</li> <li>• Need and Importance, Goals of Adolescents, Identity crisis during Adolescence- Cause and</li> </ul>			

	<p>Remedies.</p> <ul style="list-style-type: none"> <li>• Adolescents and Peers Relationship- Exploring peer group relationship, Influence of peers on personality development of Adolescents.</li> <li>• Problems of Adolescents- Emotional, Social, Personality.</li> <li>• Sexual Problems and Sex-education.</li> <li>• Role of Family and Teacher in dealing with Adolescents.</li> </ul>			
<b>Unit-5</b>	<p><b>Gerontology and Developmental Issues</b></p> <ul style="list-style-type: none"> <li>• Gerontology- Meaning, Characteristics, Need and Importance.</li> <li>• Developmental Issues- Physical, Social, Emotional, Financial and Health Related Issues.</li> <li>• Attitudinal changes towards the Elderly- Family and Society.</li> <li>• National Policies and Programmes for Elderly <ul style="list-style-type: none"> <li>➤ National Social Assistance Programme (1995)</li> <li>➤ National Policy for Older Persons (1999)</li> <li>➤ National Programme for Health Care of Elderly (NPHCE)</li> <li>➤ National Policy on Senior Citizens (2011)</li> </ul> </li> </ul>			

### **Recommended Readings:**

- Bee, H. and Denise Boyd (2006). *The Developing Child*. New Delhi: Pearson Education Inc. India edition
- Chaube, S. P. (2011). *Developmental Psychology*. New Delhi: Neelkamal Publications Ltd.
- Cole, L. (1936). *Psychology of Adolescence*, New York: Rinehart and Winston
- Goswamee, G. (2008). *Child Development and Child Care*. Guwahati: ArunPrakashan.

- Hurllock, E. B. (1980). *Developmental Psychology-A Life span approach*. New Delhi: Tata McGraw Hill Publishing Com. Ltd.
- Hurlock, E.B. (1942). *Child Development*. New Delhi: Tata McGraw Hill Publishing Com. Ltd
- Thompson, G.G. (1969). *Child Psychology*. Bombay: The Times of India Press.
- Chanda, S.C (1989): *Child Psychology & Child Development*, Loyal book Depot.
- Ferguson, C.A (1973): *Studies of Child language development*, New York: Holt, Rinehart and Winston.
- Jersild, A.T (1967): *Psychology of Adolescence*, Macmillan, New York.
- Kuppuswamy, B (1980): *Child Behaviour and Development*, 2<sup>nd</sup> edition, Vikash Publishing House pvt.ltd
- Thomson, G.G (1969): *Child Psychology- Indian reprint*. The times of India Press, Bombay.
- Santrock, J.W.: *Adolescence*, 11<sup>th</sup> edition, Tata McGraw Hill Publishing Company, New Delhi.
- Hamilton, I.S (2011). *An Introduction to Gerontology*. Cambridge University Press.
- Cress, C.J (2011). *Geriatric Care Management*, 3<sup>rd</sup> edition, Jones and Bartlett Publishers, Inc.
- Sue E. Meiner and Jennifer J. Yeager, *Gerontologic Nursing*, 6<sup>th</sup> edition.

## Semester: 2<sup>nd</sup> SEMESTER

### Title of the Paper: Development of Indian Education

Course Code: C-07

Credit: 4

Total: 100 (Internal – 20 External – 80)

### Course Learning Outcomes

After completion of this course, student teachers will be able to:

- Discuss genesis, vision, and evolution of education in ancient India to the contemporary India
- Analyse the education system during British Period
- Compare the recommendations and educational importance of different Education Commission and Committees in post Independent India
- Analyse the vision of NEP,2020 that envisions to transform India into a vibrant knowledge society.
- Shape their educational perspective to act as an effective teacher.

<b><u>Units</u></b>	<b><u>Contents</u></b>	<b>Marks</b>		<b>Total</b>
		<b>Internal</b>	<b>External</b>	
<b><u>Unit-1</u></b>	<b>Education in Ancient and Medieval India</b> <ul style="list-style-type: none"><li>• Vision, Concept and Salient Features of The Vedic Education System</li><li>• Vision, Concept and Salient Features of The Buddhist Education System</li><li>• Vision, Concept and Salient Features of The Islamic Education System</li></ul>	20	80	100
<b><u>Unit-2</u></b>	<b>Education in India during British rule: 19<sup>th</sup> Century</b> <ul style="list-style-type: none"><li>• Indigenous system of education</li><li>• Contribution of Christian missionaries</li><li>• Charter Act 1813 and Macaulay's minute</li><li>• Wood's Educational Dispatch</li><li>• Hunter commission's recommendations</li></ul>			
<b><u>Unit-3</u></b>	<b>Education in India in the 20<sup>th</sup> century- before independence</b> <ul style="list-style-type: none"><li>• Lord Curzon's education policy</li><li>• Development of Indian nationalism and</li></ul>			

	move towards compulsory primary education, Gokhale's Bill for Compulsory Primary Education: 1910-1912 <ul style="list-style-type: none"> <li>• Major recommendations of Calcutta University Commission</li> <li>• Basic education</li> </ul>			
<b><u>Unit-4</u></b>	<b>Development of Education in India in the post independence period</b> <ul style="list-style-type: none"> <li>• Major recommendations of University Education Commission on teacher and teacher education</li> <li>• Recommendations of Kothari Commission</li> <li>• National Education Policy 1968</li> <li>• National Education Policy 1986 and 1992</li> </ul>			
<b><u>Unit-5</u></b>	<b>Recent Development</b> <ul style="list-style-type: none"> <li>• Overview on SSA, RMSA and SamagraShikshaAbhiyan</li> <li>• Right to Education Act 2009</li> <li>• National Education Policy 2020-Philosophy of the Policy , Structural change in School education, higher education and teacher education</li> <li>• RUSA 2012 and PM-USHA 2023</li> </ul>			

### **Recommended readings**

- Aggarwal, J.C. (2004). *Landmarks in the History of the Modern Indian Education*. New Delhi: Vikas Publishing House Pvt. Ltd.
- Chaube, S. P. and Chaube, A. (2005). *Education in Ancient and Medieval India*. New Delhi: Vikas Publishing House Pvt. Ltd.
- Dash, B.N. (2014). *History of Education in India*. New Delhi: Dominant Publishers and Distributors Pvt. Ltd.
- Ghosh, Suresh C. (2007). *History of Education in India*. New Delhi: Rawat Publications.
- Thakur, A.S. and Thakur, A. (2015). *Development of Education System in India: Problems and Prospects*. Agra: Agarwal Publications
- Draft National Education Policy 2019. MHRD, Govt of India
- BharatarShikshaEtihasarAdhyan ( Assamese) , JatinBaruah , Lawyers Book Stall, Guwahati
- RastriyaShikshaniti 2020 ( Assamese), ShikshaMantranaloy, Bharat Sarkar

## **Semester: 2<sup>nd</sup> SEMESTER**

### **Title of the Paper: Methodology of Educational Research**

Course Code: **C-08**

Credit: 4

Total: 100 (Internal – 20 External – 80)

### **Course Learning Outcome:**

After completion of this course the learner will be able to:

- Understand the Meaning, Characteristics, Objectives, Steps and Significance of Educational Research
- Understand the types of Educational Research: Basic/Fundamental, Applied and Action Research
- Understand the Methods of Educational Research: Historical, Descriptive, Experimental Method
- Understand the Meaning, Nature, Purpose, Source and Steps of Review of Related Literature.
- Analyse the Identification of Review of Related Literature
- Understand the Organizing the Review of Related literature.
- Analyse the Importance of Review of Related literature
- Understand the Ethical Issues in Social Science Research
- Understand the Meaning of Research design
- Understand the Meaning of Population and Sample
- Understand the Sample Size, Sampling Error and its Importance for drawing inferences.
- Understand the Types of Sampling- Probability and Non-probability.
- Understand the Tools of Educational Research.
- Understand the Meaning and Nature of Qualitative and Quantitative Research
- Analyse the Difference between Qualitative and Quantitative Research
- Analyse the Advantages and Disadvantages of Qualitative and Quantitative Research
- Understand the Qualitative Data Analysis.

- Understand the Quantitative Data Analysis.
- Understand the Meaning and Characteristics of Research Report.
- Understand the Preparation and Structure of Research Report.

Units	Contents	Marks		Total Marks
		Internal	External	
<b>Unit-1</b>	<b>Educational Research:</b> <ul style="list-style-type: none"> <li>• Meaning, Definition, Characteristics, Objectives, Steps and Significance of Educational Research.</li> <li>• Types of Educational Research: Basic/Fundamental, Applied and Action Research</li> <li>• Methods of Educational Research: Historical, Descriptive, Experimental Method.</li> </ul>	<b>20</b>	<b>80</b>	<b>100</b>
<b>Unit-2</b>	<b>Review of the Related Literature:</b> <ul style="list-style-type: none"> <li>• Meaning, Nature, Purpose, Source and Steps of Review of Related Literature.</li> <li>• Identification of Review of Related Literature</li> <li>• Organizing the Review of Related literature.</li> <li>• Importance of Review of Related literature</li> <li>• Ethical Issues in Social Science Research</li> </ul>			
<b>Unit-3</b>	<b>Research Design:</b> <ul style="list-style-type: none"> <li>• Meaning of Research Design</li> <li>• Meaning of Population and Sample</li> <li>• Sample Size, Sampling Error and its Importance for drawing inferences.</li> <li>• Types of Sampling- Probability and Non-probability</li> <li>• Tools of Educational Research- Observation Schedule, Questionnaire, Interview Schedule, Inquiry Forms, Psychological Tests, Sociometric Techniques.</li> </ul>			
<b>Unit-4</b>	<b>Qualitative and Quantitative Research and its Analysis:</b> <ul style="list-style-type: none"> <li>• Meaning and Nature of Qualitative and Quantitative Research</li> <li>• Difference between Qualitative and</li> </ul>			



	Quantitative Research <ul style="list-style-type: none"> <li>• Advantages and Disadvantages of Qualitative and Quantitative Research</li> <li>• Qualitative Data Analysis- Organization and Analysis of Qualitative Research</li> <li>• Quantitative Data Analysis- Organization and Analysis of Quantitative Research.</li> </ul>			
<b>Unit-5</b>	<b>Research Report:</b> <ul style="list-style-type: none"> <li>• Meaning and Characteristics of Research Report.</li> <li>• Preparation and Structure of Research Report- Preliminary Section, Main body of the Report and Reference Section</li> </ul>			

### **Recommended Readings:**

- Best and Khan, Research in Education, (10<sup>th</sup> Edition) Prentice Hall PVT Limited M-97 Connaught Place, New Delhi, New Delhi.
- Langenbach Michle and Courtney Vaughn (7<sup>th</sup> Edition).; An Introduction to Educational Research, Allyn and Bacon, London.
- Shefali R Pandya, Educational research, 2010, APH Publishing Corporation, Ansari Road, Darya Ganj New Delhi 110002.
- Koul, Lokesh- Methodology of Educational Research, 2011 New Delhi: Vikash Publishing House Pvt. Ltd.
- Kothari, C. R. – Research Methodology Method & Techniques, Second Edition, WishwaPrakashan, New Delhi.
- Sidhu, Kulbir Singh, Methodology of Research in Education, 1990, Sterling Publishers Pvt. Ltd., New Delhi.
- Good, C.V Scates, D.F, Methods of Research- Educational, Psychological, Sociological, New York Appleton Century Crofts Inc.

## Semester : 2<sup>nd</sup> Semester

Title of the Paper : **Statistics in Education**

Course code : **C- 09**

Credit : 4

Total Marks : 100 (Internal 20 ;External 80)

### Course Learning Outcome:

After going through this paper students will be able to

- Know the various concepts of statistics .
- develop the knowledge and understanding of various methods of inferential statistics.
- know, understand and apply different types of parametric and nonparametric test.
- acquaint the students to formulate different forms of hypotheses .
- help the students to know the diverse application of different statistics.

Units	Contents	Marks		Total marks
Unit 1	<b>Introduction to Statistics, Correlation and Regression</b> <ul style="list-style-type: none"><li>• Meaning and definition of statistics</li><li>• Application of statistics in Education</li><li>• Measure of Relationship – Correlation , its different types</li><li>• Methods of computing coefficient of correlation-Product moment and Rank difference Method. ;Regression -Equation and Prediction</li></ul>	<b>Internal</b>	<b>External</b>	<b>100</b>
		<b>20</b>	<b>80</b>	
Unit 2	<b>The Normal Distribution</b> <ul style="list-style-type: none"><li>• Meaning , Nature and Importance of Normal Probability Curve</li><li>• Properties of Normal Probability Curve ; Uses of Normal Probability Curve; Table of areas Under the Normal Probability Curve</li></ul>			

	<ul style="list-style-type: none"> <li>• Asymmetry or Divergence from Normality, it's types:</li> <li>• Application of Normal Probability Curve</li> </ul>			
<b>Unit – 3</b>	<b>Standard Error of Mean and other Concepts</b> <ul style="list-style-type: none"> <li>• Concept of Standard Error of Mean ;Level of Significance ;</li> <li>• One Tailed and Two Tailed tests of Significance ;</li> <li>• Hypothesis and different types of hypotheses;</li> <li>• type I and Type II errors in Hypothesis Testing</li> </ul>			
<b>Unit - 4</b>	<b>The Significance of Mean and Other Statistics and Difference between Means</b> <ul style="list-style-type: none"> <li>• The Significance of the Mean ;Standard Deviation and Coefficient of Correlation .</li> <li>• Significance of the Difference between Mean –Correlated and Uncorrelated ;</li> <li>• 't' test and Z test of significance ; Analysis of variance (ANOVA) Meaning and Nature of ANOVA;</li> </ul>			
<b>Unit - 5</b>	<b>Concept of Parametric and nonparametric Test</b> <ul style="list-style-type: none"> <li>• Chi Square Test , Nature and Assumption of chi square Test ;</li> <li>• Chi-square as Goodness of Fit ;Chi –square as Goodness of Fit;</li> <li>• Chi –Square test of Equality ; Chi square Test of Independence ;</li> <li>• Chi –Square Test for 2x2 Contingency</li> </ul>			

### **Recommended Reading**

Croxton , F.E., Cowden, D.J. & Klein , S. ,(1975)*Applied General Statistics (3<sup>rd</sup>ed)*.,new Delhi : Prentice Hall of India Pvt Ltd .

Edwards, A. (2012) :*Statistical Methods (2<sup>nd</sup> ed)*, New York : Holt , Rinehart & Winston

Ferguson, G. A.(1990): *Statistical Analysis in Psychology and Education* , New York : McGraw Hill Book Co Inc.

Fisher, R.A.(1992): *Statistical Methods for Research workers* , New York : Hafner Publishing Co.

Garrett , H.E. (2016)*Statistics in Psychology and Education* ,Bombay Allied Pacific Pvt. Ltd

Guildford ,J.P.(2013)*Fundamental Statistics in Psychology and Education* , World Press

Garrett, H.E. (2005)*Statistics in psychology and Education* , Paragon International Publishers , New Delhi

Mangal , S.K. (2010 ) *Statistics in Psychology and Education* ,2<sup>nd</sup> Ed. Prentice Hall

Saha , K. (2020 ) *Statistics in Psychology and Education* , 3<sup>rd</sup> ed Mani Manik Prakashan , Assam

**Semester: 2<sup>nd</sup> SEMESTER****Title of the Paper: Assessment and Evaluation in Education and Test paper designing (Practicum)**Course Code: **C-10**

Credit: 2+2

Total: 50+50 (Internal- 10, External- 40, Practicum- 10+40)

**Course Learning Outcomes:**

This course will help the students to understand

- The concept of Assessment and Evaluation in Education
- The concept of scales of measurement and their uses.
- To acquaint with the basics ideas of achievement test and the process of test standardization.
- The application of teacher made test and standardized achievement test through practicum work.

Units	Contents	Marks			Total
		Internal	External	Practicum	Marks
Part 1		10	40	50	50+50
Unit-1	Assessment and Evaluation in Education <ul style="list-style-type: none"><li>• Meaning of Testing, Assessment and Evaluation</li><li>• Types of Assessment and Evaluation (Formative, Diagnostic, Summative)</li><li>• Need and Importance of Assessment and Evaluation</li><li>• Norm reference and Criterion reference evaluation</li><li>• Scales of Measurement- Nominal, Ordinal, Interval and Ratio Scale</li></ul>				
Unit-2	Learning Objectives, Learning outcomes and Assessment tools				

	<ul style="list-style-type: none"> <li>• Meaning of Learning Objectives, Learning outcomes and Assessment tools</li> <li>• Bloom's Taxonomy of educational objectives- original and revised.</li> <li>• Teacher made tools, types of subjective teacher made tool (Extended response or Essay type, Restricted response or Short response type)</li> <li>• Blueprint- Meaning, purpose and its importance</li> <li>• Steps of Blueprint preparation- Analysis of the Syllabus, Selection of the items on the basis of the Bloom's Taxonomy</li> </ul>				
<b>Unit-3</b>	<b>Achievement test and its standardization procedure</b> <ul style="list-style-type: none"> <li>• Meaning and significance of a test</li> <li>• General procedure of test construction and standardization</li> <li>• Meaning of Achievement, Nature of Achievement test and its uses</li> <li>• Types of Achievement test</li> <li>• Uses of Achievement test.</li> </ul>				
<b>Part 2</b>					
<b>Preparation of Test</b> <b>Practicum on- Preparation of test and question paper designing</b>  The prospective teacher educators will be required to prepare- <ol style="list-style-type: none"> <li>I. Teacher Made test following Bloom's Taxonomy</li> <li>II. Standardized Achievement test</li> </ol> on an appropriate and relevant topic with consultation of supervisor and to be submitted to the department of Education, Gauhati University.					

### **Recommended Reading**

- Anastasi Anne & Urbina Susana: Psychological Testing, Pearson Education
- Freeman F.S. Theory and Practice of Psychological testing (3<sup>rd</sup> edition), New Delhi, Oxford & IBH Pub. Co., 1976
- Garret E Henry & Woodworth: Statistics in Psychology and Education
- Mangal, S.K. : statistics in Psychology and Education, Prentice Hall of India, New Delhi
- Null, V.H.: Introduction to Educational Measurement. HowtonMifflin Company, Boston, 1965
- Nunnally, J.C.: Educational Measurement and Evaluation, New York, Mc. Grew Hill Book Company, 1964
- Rawat, D.S.: Measurement, Evaluation and Statistics in Education. New Delhi, Raj Prakashan, 1970
- Robert, L. Ebel & David A. David A. Frisbie: Essentials of Educational Measurement, Prentice Hall of India, New Delhi

## **3<sup>RD</sup> SEMESTER**

### **Semester: 3<sup>rd</sup> SEMESTER**

**Title of the Paper: Current Trends and Issues in Education**

Course Code: **C-11**

Credit: 4

Total: 100 (Internal – 20 External – 80)

#### **Course learning outcome**

- To familiarize the students with the constitutional provision of education and their implementation.

- To familiarize the students with the various schemes of elementary education including RTE Act 2009
- To familiarize the students with the programmes of secondary education
- To familiarize the students with the value, peace education and human rights education
- To familiarize the students with the various issues of Indian higher education

Unit	Content	Marks		
		Internal	External	Total Marks
Unit-1	<ul style="list-style-type: none"> <li>• Educational provisions under Indian constitution and their implementation</li> <li>• SarvaShikshaAbhiyan- Objectives and implemnatation- SamagraShikshaAbhiyan</li> <li>• Mid-Day Meal Scheme- PM POSHAN</li> <li>• Primary Education as Fundamental Right</li> <li>• Right of Children to Free and Compulsory Education Act (RTE) 2009, significance and critical appraisal of the act</li> <li>• Recruitment of Elementary school teachers- Importance of TET</li> </ul>	20	80	100
Unit-2	<ul style="list-style-type: none"> <li>• Vocationalization of secondary education • Implementation of RMSA</li> <li>• Education system in secondary education – Continuous Comprehensive Evaluation, Grading system</li> <li>• Problems of secondary education in India with reference to Assam</li> <li>• Gender gap in secondary education</li> </ul>			
Unit-3	<ul style="list-style-type: none"> <li>• Value- concept and classification</li> <li>• Need of Value oriented education in the 21st century Page</li> <li>• Policies on value education in India</li> <li>• Peace Education – meaning and significance</li> <li>• Status of peace education in the curriculum of higher education</li> </ul>			



	<ul style="list-style-type: none"> <li>● Role of world organization in promoting peace education – UNO, UNESCO, UNICEF</li> <li>● Human Rights Education- definition and objectives</li> <li>● World programmes on Human Rights Education</li> </ul>			
Unit-4	<ul style="list-style-type: none"> <li>● Structure of higher education in India</li> <li>● Institutional framework of higher educational in India – Universities, Institutions of National Importance, Deemed universities, Affiliated college, Autonomous College</li> <li>● Higher Education through ODL system- Role of IGNOU</li> <li>● National Knowledge Commission on Higher Education</li> <li>● Yashpal Committee Report on higher education</li> <li>● Higher education in the recent Five Year Plan</li> <li>● RastrriyaUchachattarShikshaAbhiyan (RUSA)- PM USHA</li> </ul>			
Unit-5	<ul style="list-style-type: none"> <li>● Quality Assurance in Indian higher education</li> <li>● Assessment and Accreditation of higher educational institutions – Role of NAAC</li> <li>● Examination reforms – Semester system, Choice Based Credit System (CBCS)</li> <li>● Access, equity and relevance of Indian higher education</li> <li>● Impact of Globalization on Indian higher education</li> <li>● Privatization of higher education</li> </ul>			

## **Recommended Reading**

- Lal and Sinha (2007), Development of Indian Education and Its problems, R. Lal Book Depot, Meerut
- Bhatnagar, S and Sexana A. (2006), Modern Indian Education and its Problems, R. Lal Book Depot, Meerut
- Report of the RastriyaMadhyamikShikshaAbhiyan (RMSA) 2010, Govt. of India, MHRD, New Delhi
- Mahanty, J, Indian Education in Emerging Society, Sterling Publishers, New Delhi
- Aggarwal, Sudher, Human Rights in Psy-social Perspectives, RakhiPrakashan, Agra
- Rahela, S.P. and BhargavaVovek, Dimensions of Value Education, H.P. Bhargava Book House, Agra
- Hicks, David, Ed. – Education for Peace, New York Routledge
- Goswami, Dulumoni, Higher Education in India, Growth, Expansion and Issues, DVS Publishers, Guwahati
- Goswami, Dulumoni, Contemporary Issues in Education , EBH Publishers, Guwahati

## **Semester: 3<sup>rd</sup> SEMESTER**

### **Title of the Paper: Educational Planning and Management**

Course Code: **C-12**

Credit: 4

Total: 100 (Internal – 20 External – 80)

### **Course Learning Outcome**

- Develop an understanding on the concept of different areas of educational management
- Develop an understanding on the concept of educational planning
- Apply the knowledge of educational planning and management in designing a management system in educational institution
- Develop the understanding on financial resources of educational institution
- Enable to develop plan for financial resource management in education
- Understand the various challenges of educational management

Unit	Contents	Marks		
		Internal	External	Total marks
Unit-1	Introduction to Educational Management <ul style="list-style-type: none"> <li>● Meaning , Nature and scope of educational management</li> <li>● Administration, Organization and Management</li> <li>● Aspects of educational management- Planning, Organizing, Directing, Supervising and Controlling</li> </ul>	20	80	100
Unit-2	Management of Resources in education <ul style="list-style-type: none"> <li>● Personnel management in education</li> <li>● Classroom management</li> <li>● Need for resource management in educational institution</li> <li>● Conflict management, Stress management</li> <li>● Resource mobilization</li> </ul>			
Unit-3	Financial Management <ul style="list-style-type: none"> <li>● Sources of educational finance</li> <li>● Role of Centre and State in financing education</li> <li>● Importance of public funding in education</li> <li>● Importance of Foreign Direct Investment in education</li> <li>● PPP model for educational institutions</li> </ul>			
Unit-4	Educational Planning <ul style="list-style-type: none"> <li>● Social Demand approach, Manpower requirement approach and Rate of Return approach in educational planning</li> <li>● Institutional Planning- Concept, Nature , Scope and Procedure</li> <li>● Decentralization of educational planning</li> </ul>			
Unit-5	Contemporary Issues in educational Management			

	<ul style="list-style-type: none"> <li>● Total Quality management in higher education</li> <li>● Educational Entrepreneurship</li> <li>● Organization climate and Institutional effectiveness</li> <li>● Performance appraisal for teachers</li> </ul>			
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### **Recommended readings**

- Sharma R.N. (2007) : Educational Administration, Management and Organization, Surjeet Publications, Delhi
- Taj, Hasseen and Bhargava, Piyush (2012) : Modern Perspective of organizational behavior, Haraprasad Institute of Behavioural Studies, Agra
- Mathu, M.V. : Towards improved educational planning and administration, Dialogue publications
- Bhatnagar R.D. : Educational Administration, Planning and Supervision, Aupama Publications
- Adams H.P. and Dickey F.G. : Basic Principles of supervision , American Book Company, New Work
- Cambell C.M. : Practical Application of Democratic Administration, Harper and Brothers, New York

## Semester :3<sup>rd</sup> Semester

### Title of the Paper: Inclusive Education

Course Code: C- 13

Credit: 04

Total: 100 (Internal – 20 External – 80)

### Course Learning Outcomes:

After completion of this course, the learners will be able to–

- Understand the concept of Inclusive Education in the context of Education for All.
- Understand the children with Special Needs.
- Acquaint with the legal provisions and Government policies to promote common school system.
- Develop an understanding of the role of stakeholders in promoting inclusive education.
- Understand the barriers in implementing Inclusive Education and some best practices to overcome them.
- Understand the ethical issues related to Inclusive Education

Units	Contents	Marks		Total Marks
		Internal	External	
<b>Unit-1</b>	<b>Inclusion in Education</b> <ul style="list-style-type: none"><li>● □ Inclusion in Education-Meaning and concept</li><li>● Understanding Inclusive Education- Concept and importance</li><li>● History of Inclusive Education- Paradigm shift from segregation, integration to Inclusion</li><li>● Types of Inclusive Education- Full inclusion, Partial Inclusion and Mainstreaming</li><li>● Inclusive Education and the target groups</li><li>● Inclusion in education—a human right</li></ul>	<b>20</b>	<b>80</b>	<b>100</b>
<b>Unit-2</b>	<b>Understanding Learners from diverse contexts</b> <ul style="list-style-type: none"><li>● Inclusion of learners in education from different social, cultural, community, religion, caste, class, gender, linguistic and geographic location (rural and slum areas)</li></ul>			

	<p>and other marginalized group, children with diverse needs</p> <ul style="list-style-type: none"> <li>• Understanding inclusive education with special reference to children with special needs-Concept of Impairment, Disability and Handicap</li> <li>• Nature and characteristics of CWSN — Sensory impairment (Visual and Hearing), Loco motor Disability, Gifted and talented, Intellectual Disability</li> <li>• Development Disabilities (Autism, Cerebral Palsy), Learning Disabled, Slow Learners, Multiple Disabilities</li> </ul>			
<b>Unit-3</b>	<p><b>Building Inclusive Schools</b></p> <ul style="list-style-type: none"> <li>• Identifying and addressing Barriers to Inclusive Education- Attitudinal, Physical and Instructional</li> <li>• Planning and management of inclusive classroom- Infrastructure, Human Resource and Instructional Practices</li> <li>• Assistive Technology for CWSN</li> <li>• Family Support &amp; Community Involvement for Inclusive Education</li> </ul>			
<b>Unit-4</b>	<p><b>Policies, Programmes and Legislative &amp; Educational Provisions for CWSN</b></p> <ul style="list-style-type: none"> <li>• Rehabilitation Council of India Act, 1992</li> <li>• Persons with Disabilities ( Equal Opportunities, Protection of Rights and Full Participation) Act, 1995</li> <li>• The National Trust for Welfare of Persons with Autism, Cerebral palsy, Mental Retardation and Multiple Disabilities Act, 1999.</li> <li>• National Policy for Persons with Disabilities (2006)</li> <li>• Rights of Persons with Disabilities Act, 2016</li> <li>• Inclusive education in SSA and RTE, 2009 and NEP, 2020</li> </ul>			
<b>Unit-5</b>	<p><b>Challenges of Inclusive Education and Role of the Stakeholders</b></p> <ul style="list-style-type: none"> <li>• Issues and challenges of implementing Inclusive Education</li> <li>• The Role of Teachers in Inclusive Classroom : Challenges and Best Practices</li> </ul>			

	<ul style="list-style-type: none"> <li>• □ Role and responsibilities of the Stakeholders: Teachers, Family, Community. Role of Government and NGOs.</li> <li>• □ thical issues of Inclusive Education.</li> <li>• Suggestions to overcome barriers of Inclusive Education.</li> </ul>			
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### Recommended Readings:

- Ashman,A.&Elkins,J.(2002).*Educating Children with Special Needs*. French Forest, NSW: Prentice Hall.
- Dutt,B. &Garg,Jyoti (2014). *Education for All: A Survey*. New Delhi: Global Publication.
- Frank, M.H & Steven, R.F. (1984). *Education of Exceptional Learner*. Massachussts:Atlyen aBacon Inc.
- Jha, M.M. (2002). *School Without Wall: Inclusive Education for All*. Oxford: Heinemann
- Kar, Chintamoni (1992). *Exceptional Children: Their Psychology and Instruction*. New Delhi: Sterling Publishers Private Ltd.
- Kumar, Jitender (2013). *Inclusive Education : A Journey through Challenges*. Patiala: TwentyFirst Century Publications
- Mangal, S.K.(2007). *Educationg Exceptional Children- An Introduction to Special Education*.New Delhi: Prantice Hall of India Pvt. Ltd.
- Mani, M.N.G.(2000). *Inclusive Education in Indian Context*. Coimbatore: Ramakrishna MissionVidyalaya.
- NCERT (2006). *National Curriculum Framework for School Education 2005 (NCFSE)*. NewDelhi: NCERT
- Umadevi, M.R.( 2012). *Special Education- A Practical approach to Educating Children withSpecial Needs*. Hyderabad: Neelkamal Publications Pvt. Ltd.
- Virk, Jaswant K. &AroraAlka (2010). *Fundamentals of Inclusive Education*. Patiala: TwentyFirst Century Publications.

## Semester: 3<sup>rd</sup> Semester

### ELECTIVE PAPER

#### Title of the Paper: Guidance and Counseling

Course Code: EC- 01 (A)

Credit: 04

Total: 100 (Internal – 20 External – 80)

#### Course Learning Outcomes:

After completion of this course the students will be able to:

- Understand the concept, need and importance of Guidance and Counseling
- Know the different types and approaches to Guidance and Counseling
- Acquaint themselves with the organization of guidance service and school guidance clinic
- Enable them to understand the challenges faced by the teacher as guidance worker.
- Able to help in career planning and decision making of students
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Units	Contents	Marks		Total Marks
		Internal	External	
Unit-1	<b>Introduction to Guidance and Counseling</b> <ul style="list-style-type: none"><li>• Guidance and Counseling: Meaning, nature, importance and principles</li><li>• Types and Functions of guidance and Counseling</li><li>• Guidance and Counseling: It's relationship and Differences</li><li>• Areas of Guidance and Counseling. Teacher as a counselor</li></ul>	20	80	100



<b>Unit-2</b>	<b>Psychological well being of students: Role of Guidance and Counseling</b> <ul style="list-style-type: none"> <li>• Guidance and counseling services for adolescent learners and learners with diverse needs</li> <li>• Psychodynamics of adjustment and role of Guidance and Counseling</li> <li>• Promoting psychological well being through school based guidance programme</li> <li>• Helping learners for coping with stress and anxiety: Role of the teachers and head of the institution</li> </ul>			
<b>Unit-3</b>	<b>Child Guidance Clinic</b> <ul style="list-style-type: none"> <li>• Historical Background, meaning and objectives of Child Guidance Clinic</li> <li>• Techniques of Child Guidance. Services provided by Child Guidance Clinic</li> <li>• Organisation of Child Guidance Clinic- personnel involved, their qualifications and functions</li> <li>• Problems of Child Guidance clinics in India</li> </ul>			
<b>Unit-4</b>	<b>Organisation of Guidance Services in Secondary Schools and Colleges</b> <ul style="list-style-type: none"> <li>• Purpose and functions of Guidance Service. Orientation Programmes</li> <li>• Types of Guidance Techniques: Individual and Group</li> <li>• Use of Tests, inventories and interviews in a guidance programme</li> <li>• Challenges and functions of the teacher as guidance provider/ counselor</li> </ul>			
<b>Unit-5</b>	<b>Guidance and Counseling for Information service and Career Planning</b> <ul style="list-style-type: none"> <li>• Changing nature of the world of work: Need of occupational information-Role of the Teacher</li> <li>• Counseling for career planning and decision making of students</li> <li>• Factors affecting Career Choice: Learner's ability, family and economic factors</li> <li>• Campus programmes and Placement services</li> </ul>			

### **Recommended Readings:**

- Agarwal, Rashmi(2010).*Educational, Vocational guidance and Counselling, Principles, Techniques and programmes*. New Delhi: Shipra Publication.
- Aggarwal J.C. (1989):*Educational and Vocational Guidance and Counselling*. New Delhi:Doaba House.
- Bhatia,K.K.(2009). *Principles of Guidance and Counselling*. New Delhi: Kalyani Publishers
- Gibson, R.L & Marianne, H.M(2008).*Introduction to Counseling and Guidance*. PHI Learning Pvt. Ltd. New Delhi
- Gururani, G.D (2022). *Guidance and Counseling , Educational, Vocational and Career Planning*. Akansha Publishing House. New Delhi
- Kochhar,S.K. (2010).*Educational and vocational guidance in secondary schools*. New Delhi: Starling Publishers Pvt. Ltd.

### **Semester: 3<sup>rd</sup> Semester**

#### **Title of the Paper: Human Rights, Value and Peace Education**

Course Code: EC- 01 (B)

Credit: 04

Total: 100 (Internal – 20 External – 80)

#### **Course Learning Outcomes:**

After completion of the course, students will be able to:

- Explain the basic concepts of human rights and human rights education
- Understand the process of imparting human rights education
- Know constitutional provisions and international agencies related with protection of human rights
- Examine the need and importance of value education
- Discuss the ways of fostering values in children
- Understand the need and importance of peace in human life

Units	Contents	Marks		Total Marks
		Internal	External	
<b>Unit-1</b>	<b>Basic Concept of Human Rights and Human Rights Education</b> <ul style="list-style-type: none"> <li>• Concept, Nature , objectives, principles and of Scope of Human Rights</li> <li>• Needs and importance of Human Rights in existing social scenario</li> <li>• Meaning, nature and scope of Human Rights Education,</li> <li>• Methods for inculcating Human Rights: Teaching Learning Process in Human Rights Education through Curricular and co-curricular activities</li> <li>• Agencies of Human rights Education – School, Family, Community, press and mass media and Teacher.</li> <li>• Role of different Government and non-government organizations and global agencies in Human Rights Education, UN, UNESCO, Vienna Declaration</li> </ul>	<b>20</b>	<b>80</b>	<b>100</b>
<b>Unit-2</b>	<b>Legal Rights- Concept and Scope</b> <ul style="list-style-type: none"> <li>• Legal Rights – Meaning, nature and its relevance relating to the present global scenario</li> <li>• Different sources of Rights: Philosophical, Religious, Social and Psychological.</li> <li>• Classification of Fundamental Rights</li> <li>• Role of different organizations like UNESCO with reference to legal rights <ul style="list-style-type: none"> <li>➤ Universal Declaration of Human Rights (1948) by UN</li> <li>➤ UN and Promotion and Protection of Human Rights</li> <li>➤ Human Rights and Indian Constitution</li> <li>➤ Fundamental Rights similar to the UN Human Rights in Constitution of India</li> </ul> </li> </ul>			

<b>Unit-3</b>	<b>Concept of value and Value Education</b> <ul style="list-style-type: none"> <li>• Values: Meaning, definitions and Types of values</li> <li>• Sources of Values: periods of development</li> <li>• Kohlberg's stages of moral development</li> <li>• Aims of Value education: Need, importance and development of values: Socio-cultural traditions, religion and constitution-</li> <li>• Approach and Strategies of Value development: Curricular and Co-curricular activities – Field trips, Club activities – whole school approach – pedagogy of values – Role plays, Stories, Anecdotes, Group singing, Group Activities and Questioning.</li> <li>• Ways of fostering values in children - Role of parents, Teachers, Society, Peer Groups, Religion, Government, Mass Media and Voluntary Organisations in fostering values</li> </ul>			
<b>Unit-4</b>	<b>Values in Indian Philosophical Thoughts</b> <ul style="list-style-type: none"> <li>• Concept of values in the Vedas and Upanishads</li> <li>• Thoughts of Indian Philosophers on values- Swami Vivekananda, Sri Aurobindo, MahapurushSrimantaSankardev, APJ AbulKalam ideas on Values</li> <li>• Concept of Yogic Practices and Value inculcation- Role of Meditation, Pranayama and Yoga asana in value orientation</li> </ul>			

Unit-5	<b>Peace and promoting a culture of peace in human life</b> <ul style="list-style-type: none"> <li>• Meaning , definition characteristics and importance of Peace in Human life</li> <li>• Conflict prevention and resolution – promoting inner peace, mutual understanding, tolerance, solidarity and non-violence</li> <li>• Fostering culture of peace through education – Education for non-violence</li> <li>• Meaning, definition, characteristics, aims and objectives of peace education</li> <li>• Need and importance of education for peace- role of teacher in promoting peace, Peace Education and International Understanding</li> <li>• International peace and security – Role of UNESCO through the culture of peace programmes and efforts and strategies</li> </ul>			
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### **SUGGESTED ACTIVITIES (Any Two)-**

1. Seminar presentation on human rights and protection of human rights of disadvantaged groups
2. Group discussion on fostering human values direct and indirect method.
3. Quiz on relevant topics from the syllabus related human rights and peace
4. Brain Storming session on current social context of value degradation and threat to humanity
5. Write an assignment on Education for non-violence, international peace and security.

### **Recommended Readings**

- MoyuriSarma&Smita Sharma(2023) Human Rights, Value and Peace Education, DVS Publishers, Guwahati
- Reddy & Others (2015). Human Rights Education. Hyderabad: Neelkamal Publications Pvt. Ltd
- Aggarwal, J.C.(2008). Education in the Emerging Indian Society. New Delhi:Shipra Publication.
- Chand, Jagdish (2007). Education for Human Rights.NewDelhi:Anashah Publishing House.
- Mohanty, J. (2006). Human Rights Education. New Delhi: Deep & Deep Publications.

- Naseema, C. (2008). Human Rights Education Theory and Practice. New Delhi: Shipra Publications.
- Rao, DigumartiBhaskara (2004). Human Rights Education. New Delhi: Discovery Publication House.
- Nanda, R.T.(1997). Contemporary Approaches to value Education in India. New Delhi: Regency Publications.
- Thomas, B.(2004). Moral and Value Education. Jaipur: Avishkar Publishers

## **Semester: 3<sup>rd</sup> Semester**

### **Title of the Paper: Gender Issues**

Course Code: **EC- 01 (C)**

Credit: 04

Total: 100 (Internal – 20 External – 80)

### **Course Learning Outcomes:**

After completion of this course the Prospective teachers will be able to:

1. Understand the basic terms, concepts used in gender studies and to understand the difference between sex and gender.
2. Define and evaluate gender as a social construct.
3. To know about the gender discrimination in construction and dissemination of knowledge.
4. Develop an awareness and sensitivity towards gender discrimination.
5. Acquire knowledge about different legal and educational provisions for gender equality.

## Course Content

Units	Contents	Marks		Total Marks
		Internal	External	
<b>Unit-1</b>	<b>Basic Concepts in Gender and its related terms</b>  Concept of Gender and Sex; Male , Female and Transgender; Femininity and Masculinity: Patriarchy and Matriarchy: difference between sex and gender. gender and social institutions –Family , Marriage, Kinship, religious institutions and gender. Gender stereotype on the basis of Male , female and transgender.	<b>20</b>	<b>80</b>	<b>100</b>
<b>Unit-2</b>	<b>Gender Role –Biological and Cultural</b> Biological Role –Role as a Male , Role as a Female and role s a Transgender; Cultural Role –Masculine and Feminine ;Reproductive role and productive role ;society induced role; Community, religion and culture and their role in preservation and dissemination of gender inequality; cultural practices violating women’s rights; Role of culture in creating gender stereotype.			
<b>Unit-3</b>	<b>Socialization and gender biases</b> Biases in the school : Gender biases present in secondary schools: in school organization , biases present in the textbooks, curricular choices and transaction .Gender biases f the teacher in dealing with the students; In the Society: Gender biases in education and employment, work and pay , Political representation, Marriage, taking leadership Voting behaviour			

<b>Unit-4</b>	<b>Gender analysis , Polity and Governance</b> Gender analysis Framework ;Gender analysis Process ;gender analysis tools ;Gender analysis in various contexts; Areas of gender sensitization; political participation of women ; hidden role of Man in women's political participation; Gender and political empowerment			
<b>Unit-5</b>	<b>Gender Equality and Mainstreaming</b> Concept and Importance of Gender equality: Difference between Women empowerment and gender equality; Role of Parents , Teachers and Curriculum , mass media and civil society in gender equality; gender Stereotype created by mass media;;continuing education program targeting women ;UNs move for Gender equality ;Sustainable development goals – goal 5 :gender equality and human right ;NEP 2020 and gender equality			

### Recommended Readings:

- Aeker,S. (1994) Feminist theory and the study of gender and education;
- Bhatia , R. L. &Ahuja , B. N. (2006) Modern Indian Education and it's Problems , Surjeet Publication , Delhi, India
- Kathleen, Weiler. (1988). Women Teaching for Change: Gender, Class, and Power. New York: Bergin Garvey.
- Ramachandran, Vimala. (2004). Gender and Social Equity in Education: Hierarchies of Access. New Delhi: Sage.
- Bagchi, Jasodhara, Guha, Jaba and Sengupta, Piyali (eds). (1997). Loved and Unloved: the Girl Child in West Bengal. Kolkata: Stree Publishers.
- Batliwala, Srilatha.(1993). Empowerment of Women in South Asia: Concepts and Practices.



- Colombo: Asian-South Pacific Bureau of Adult Education.
- Bhasin, Kamla.(2000). Understanding Gender. New Delhi: Kali for Women.
- Bhasin, Kamla.(2004). Exploring Masculinity. New Delhi: Women Unlimited.
- Chanana, Karuna(ed.). (1988). Socialisation, Education and Women: Explorations in Gender Identity. New Delhi: Orient Longman.
- Govinda, R. (ed.). (2002). India Education Report: A Profile of Basic Education. New Delhi: Oxford University Press. 10. Gould, S. J. (1981). The Mismeasure of Man. London: Penguin Books.
- Menon, N., Lokneeta. J and Arya, S.(2001) NarivadiRajneetisangharshaurmuddey. Delhi University.

## **4<sup>TH</sup> SEMESTER**

### **Semester: 4<sup>th</sup> Semester**

**Title of the Paper: Economics of Education**

**Course Code: C- 15**

**Credit: 04**

**Total: 100 (Internal – 20 External – 80)**

#### **Course Learning Outcomes:**

After completion of the course the students will be able to -

- Understand the concept of economics of education and relationship between economics and education
- Realize the impact of education on a democratic social order
- Examine how economic discourses are associated with the concepts of the market and productivity
- Know the sources of finance in education
- Understand the economic policies of contemporary world and its impact on education

Units	Contents	Marks		Total Marks
		Internal	External	
<b>Unit-1</b>	<b>Basic Ideas of Economics and Education</b> <ul style="list-style-type: none"> <li>• Concept, Definition, Objectives and importance of economics of education.</li> <li>• Education as investment- public and private investments on education</li> <li>• Contribution of classical Economists in the field of economics of education</li> <li>• Education as merit and public good</li> <li>• Education and human development</li> <li>• Relationship between Education and economic growth</li> </ul>	<b>20</b>	<b>80</b>	<b>100</b>
<b>Unit-2</b>	<b>Sources of Educational finance</b> <ul style="list-style-type: none"> <li>• Allocation of resources at different levels of education</li> <li>• Sources of fund for education- Government, Private and Philanthropic agencies</li> <li>• Educational Finance and Government schemes in India</li> <li>• Education in Union Budget</li> </ul>			
<b>Unit-3</b>	<b>Cost of education</b> <ul style="list-style-type: none"> <li>• Concept of Cost</li> <li>• Types of cost</li> <li>• Unit Cost of education</li> <li>• Cost Benefit Analysis</li> <li>• Cost Effective Analysis</li> </ul>			
<b>Unit-4</b>	<b>Political Economy of Education: Colonial and post-colonial encounters; liberalism to Neo-liberalism:</b> <ul style="list-style-type: none"> <li>• Political Economy and the System of Education</li> <li>• Globalisation and educational reform; market mechanisms and education</li> <li>• Commoditization and privatization in education</li> <li>• The political economy of teacher education.</li> </ul>			

<b>Unit-5</b>	<b>Contemporary Issues and Concerns in economics of education:</b> <ul style="list-style-type: none"> <li>• Mobilizing resources for education</li> <li>• Understanding the dynamics of centre-state relations</li> <li>• FDI on education- Foreign University Campus</li> <li>• Public-Private- Partnership</li> <li>• GATS (General Agreement on Trade in Services);</li> <li>• Ideological, socio-economic and socio-cultural forces that shape education</li> <li>• Educational reform, social change and education.</li> </ul>			
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### **Recommended Readings**

- Adam Smith. The Wealth of Nations, “Inequalities Arising from the Nature of Employments Themselves”. pp. 100-102.
- Althusser, L. 1971. ‘Ideology and ideological state apparatuses’, in L. Althusser. ‘Lenin and Philosophy’ and Other Essays. London: New Left Review.
- Banerjee, S. Cole, E. Duflo and L. Linden. 2003. “Improving the Quality of Education in India: Evidence from Three Randomized Experiments,” NBER mimeo.
- Becker, Gary (1993). “Nobel Lecture: The Economic Way of Looking at Behavior,” Journal of Political Economy 101, pp. 385-409
- Belfield. Clive. 2000. Economic Principles for Education. Edward Elgar.
- Chattopadhyay, Saumen. 2012. Education and Economics. Oxford
- Prakash, Ved and K. Biswal. 2008. Perspectives on Education and Development, NUEPA: Delhi.
- Schultz, T.W. 1961. Investment in Human Capital, American Economic Review.
- Sen, Amartya and Dreze. 1996. India: Economic Development and Social Opportunity. Oxford University Press.
- Tilak, Jandhyala B. G. 2002. “Education and Poverty”. 3 (2) Journal of Human Development (New York: UNDP). July. 191-207.

- Tilak, Jandhyala B.G.2006. “Economics of Human Capital in India”. Indian Economic Journal (89th IEA Annual Conference Volume): 3-20.
- Tilak, Jandhyala B.G.2008. “Education, Growth and Development, Keynote Address”. Indian Economic Journal (91st IEA Annual Conference Volume):

## **Semester: 4<sup>th</sup> SEMESTER**

### **Title of the Paper: Curriculum Studies**

Course Code: **C-16**

Credit: 4

Total: 100 (Internal – 20 External – 80)

### **Course learning outcome**

- To enable the students to understand the concept, needs and scope of curriculum in relating to curriculum development
- To acquaint the students with the bases of curriculum and importance of technology integration in transacting curriculum
- To help the students to identify the problems of existing curriculum and also to enable them with the new trends and innovative practices in curriculum development

Units	Contents	Marks		
		Internal	External	Total marks
Unit-1	Curriculum Development <ul style="list-style-type: none"> <li>• Curriculum – Meaning, nature, needs and scope of curriculum</li> <li>• Curriculum Development – it's objectives and basic elements</li> <li>• Factors influencing Curriculum</li> <li>• Development Types of Curriculum</li> </ul>	20	80	100

Unit-2	<p>Bases for Curriculum Development</p> <ul style="list-style-type: none"> <li>• Philosophical, psychological and sociological bases of Curriculum Development</li> <li>• Cultural, technological and scientific bases of Curriculum Development</li> <li>• Knowledge and Curriculum</li> <li>• Competency – based curriculum and concept-based curriculum</li> </ul>			
Unit-3	<p>ICT and Curriculum Development</p> <ul style="list-style-type: none"> <li>• Technology integration in the classroom and its importance</li> <li>• Different kinds of instructional materials</li> <li>• Barriers to technology integration in curriculum</li> <li>• Changing role of the teachers in transacting curriculum</li> </ul>			
Unit-4	<p>Defects of Curriculum and Curriculum Evaluation</p> <ul style="list-style-type: none"> <li>• Defects of existing curriculum and principles of curriculum construction</li> <li>• Purpose of curriculum evaluation. Curriculum change-meaning, need and strategies</li> <li>• Factors affecting curriculum change</li> <li>• Construction of curriculum for different levels</li> </ul>			
Unit-5	<p>Towards an Effective Curriculum</p> <ul style="list-style-type: none"> <li>• Innovative practices and research in curriculum</li> <li>• Action research approach to Curriculum Development</li> <li>• Towards an effective curriculum – content modification, process modification, environment modification, response</li> </ul>			

	modification <ul style="list-style-type: none"> <li>Curriculum effectiveness and measures of enhancing quality of curriculum</li> </ul>			
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### **Recommended Readings:**

- Mamidi, M.R. and S. Ravisankar (1995): Curriculum Development and Educational Technology. Sterling publishers Pvt. Lt. New Delhi-110016
- BhallaNavneet (2007): Curriculum Development. Authors press, Laxmi Nagar, Delhi-110092
- Sharma, R.A (2013): Curriculum Development and instruction, Methods, Instruction, Methods,. R. Lall Book Depot. Meerut.

## **Semester:4<sup>th</sup> Semester**

### **Title of the Paper: Indian Knowledge System**

Course Code: **C- 17**

Credit: 04 (Theory – 3, Practical – 1)

Total: 100 (Internal – 20 External 60 Practicum-20)

### **Learning Outcomes:**

After completion of the course the students will be able to demonstrate the ability to

- Recognize the rich tradition of Indian knowledge system and also appreciate for it
- Apply their knowledge and critical thinking in multidisciplinary themes
- Acquire the knowledge and skill in Indian yoga and yogic practices
- Apply Yogic knowledge for maintaining a balanced physical and mental self.

## **Course Content**

Units	Contents	Marks		Practicum	Total
		Internal	External		
<b>Unit-1</b>	<b>Introduction to Indian knowledge</b> <ul style="list-style-type: none"> <li>Importance and relevance of Indian knowledge system</li> </ul>	<b>20</b>	<b>60</b>	<b>20</b>	<b>100</b>

	<ul style="list-style-type: none"> <li>Idea of Bharat Barsha in ancient time</li> <li>History of Sanskrit literature</li> <li>Sutra and Vedic literature</li> </ul>				
Unit-2	<b>Indian Philosophy and Values</b> <ul style="list-style-type: none"> <li>Six philosophy of India- Samkhya, Vedanta, Nyaya, Mimamsha, Vaishesika and Yoga</li> <li>Educational implications of Indian schools of philosophy and their relevance in the modern context</li> <li>Development of Buddhism and Jainism</li> </ul>				
Unit-3	<b>Vedic literature</b> <ul style="list-style-type: none"> <li>Introduction to Rigveda</li> <li>Introduction to Yajurveda</li> <li>Introduction to Samveda</li> <li>Introduction to Atharvabeda</li> </ul>				
Unit-4	<b>Introduction to Yoga</b> <ul style="list-style-type: none"> <li>Concept of Yoga, origin of Yoga ,History and Development of Yoga, Contribution of Maharishi Patanjali in the field of Yoga, Importance of Yoga as a part of Indian Knowledge System</li> <li>Classification of Yoga, Aim of Yoga in Health and Wellness.</li> <li>Scope of Yoga - Role of Yoga in stress management, Yoga as a tool for Academic Excellence</li> </ul> <b>Yoga Practicum</b>				
Unit-5	<b>Glimpses of Ancient Indian Knowledge in the modern world</b> <ul style="list-style-type: none"> <li>Glorious past of ancient bharatiya education- Gurukul system, Nalanda, Takxila</li> <li>Vedic mathematics in modern science</li> <li>Arthashatra and modern economy</li> <li>Medicine in ancient Bharat</li> </ul>				
<b>Yoga Practicum will be for 20 marks with 1 Credit</b>					

### **Guidelines for Yoga Practicum**

1) Students will perform few warm-up exercises before the practical class.

1) Students will be guided by the teacher to perform minimum 5 basic Yogasanas

- 2) Students will Learn 3 Mudras from the above-mentioned list
- 3) Students will Learn Pranayams from any one group mentioned
- 3) Teacher will teach the students to do meditation methodically.

### **Recommended readings**

- Srimad Swami SivanandaSaraswati (2017) Yoga Bole RogAragya, Umachal Granthawali-24, Guwahati
- Bibekananda Kendra (1991) Yoga Ashan- Pranayam- Mudra, Guwahati
- Mukul Chandra Bora ( 2023) Bharatiya Knowledge Syatem, Khanna Book Publishining Co (P) Ltd, New Delhi

### **Semester: 4<sup>th</sup> Semester**

#### **Title of the Paper: Environmental Education**

Course Code: E- 2 (A)

Credit: 04

Total: 100 (Internal – 20, External – 80)

### **Learning Outcomes:**

After completion of this course the students will be able to-

- Give the students the concept of Environment and its importance
- Enable the students to understand the importance of Environmental Education
- Help the students to acquire the strategies and approaches of studying Environmental Education and to familiarise them with environment protection laws.
- Acquaint the students with the demographic scenario in Indian population and impact of population growth on environment
- Make the students to understand the relationship between Man and Environment and to inculcate in them the environmental values and concept of sustainable development and UN's Global Goals.



Units	Contents	Marks		Total Marks
		Internal	External	
<b>Unit-1</b>	<b>Concept of Environment and Environmental Education</b> <ul style="list-style-type: none"> <li>• Meaning, definition and characteristics of Environment</li> <li>• Structure of environment, Ecology and Ecosystem</li> <li>• Environmental Education: Meaning, definitions and Objectives</li> <li>• Importance of Environmental Education as an interdisciplinary approach</li> <li>• Present status of Environmental Education in Indian context</li> </ul>	<b>20</b>	<b>80</b>	<b>100</b>
<b>Unit-2</b>	<b>Environmental Problems and Conservation of Environment</b> <ul style="list-style-type: none"> <li>• Environmental degradation and environmental pollution</li> <li>• Environmental Hazards: Natural and man induced environmental hazards or disasters</li> <li>• Natural Resources: Types, causes and impact of depletion of resources</li> <li>• Environmental Conservation through Environmental Awareness, Environmental Education, Resource Management, Environmental Impact Assessment (EIA), Control of pollution</li> <li>• Global Environmental Issues</li> </ul>			

<b>Unit-3</b>	<b>Methods and Approaches of Environmental Education and constitutional safeguards</b> <ul style="list-style-type: none"> <li>• Strategies of teaching Environmental Education at different levels—Primary, Secondary and Higher.</li> <li>• Need for Environmental Education in Teacher Education Programme.</li> <li>• Extension –project, field trip, street play</li> <li>• Community participation in environment awareness programme—role of women and NGOs</li> <li>• Environment protection laws and constitutional safeguards in India : Article 51A, The Water (Prevention &amp; Control of Pollution) Act 1974, The Air (Prevention &amp;Control of Pollution) Act 1981, The Environment (Protection) Act 1986, The Motor Vehicle Act 1988, The Wildlife Protection Act, 1972</li> <li>• National and International Conventions on environmental issues, Earth Summits</li> </ul>			
<b>Unit-4</b>	<b>Population and Quality of life</b> <ul style="list-style-type: none"> <li>• Demographic scenario in India</li> <li>• Causes of population growth</li> <li>• Population growth and its impact on environmental degradation</li> <li>• Population Education: Meaning, nature and importance of population education</li> <li>• Population and Quality of life</li> <li>• National Population Policy (NPP), 2000</li> </ul>			
<b>Unit-5</b>	<b>Environmental Ethics and Sustainable Development</b> <ul style="list-style-type: none"> <li>• Man and his environment during ancient period</li> <li>• Importance of flora and fauna for human being</li> <li>• Man and his environment during present period</li> <li>• Environmental Values and Ethics: decline in basic values and its impact on environment</li> <li>• Striving for a better environment: Sustainable Development Goals (SDGs) or Global Goals-The 2030 Agenda for Sustainable Development.</li> </ul>			

### **Recommended Readings:**

- Chitrabhanu, T.K (2007). *Environmental Education*. Authorspress. New Delhi.
- Gupta, P.K (2004). *Population Education*. R.Lall Book Depot. Meerut.
- Ramakrishnan and Panneeselvam (2007). *Environmental Science Education*. Sterling Publishers Private Ltd. New Delhi.
- Reddy and Reddy (2003). *Environmental Education*. Neelkamal Publications Pvt. Ltd. Hyderabad/New Delhi.
- Sharma and Maheshwari (2005). *Education for environment and Human Values*, R.Lall Book Depot. Meerut.
- Sharma, R.A (2008). *Environmental Education*. R.Lall Book Depot. Meerut.
- Shrivastava, K. K (2014). *Environmental education- Principles, Concepts and Management*. Kanishka Publishers, Distributors, New Delhi

### **Semester: 4<sup>th</sup> Semester**

#### **Title of the Paper: Stress management**

Course Code: **EC-02 (B)**

Credit: 04

Total: 100 (Internal – 20 External – 80)

### **Course Learning Outcome: -**

After going through this course the students will be able to -

- Understand the nature of the stress and to recognize the stressors of life.
- Comprehend the physiological and psychological effects of stress.
- To understand the effect of stress on day to day life activities.
- To learn the skills for managing stress.
- To develop the ability to prevent stress and enhance personal growth.

Units	Contents	Marks		Total Marks
		Internal	External	
<b>Unit-1</b>	<b>Understanding Stress</b> Meaning and Nature of stress; Types of stress(Acute stress, Episodic acute stress, Chronic stress); Eustress and Distress, their differences; Stressors and it's types: Physiological, Psychological, Emotional, Environmental, Psycho-social, Psycho-spiritual, Chemical, Workplace related stress	<b>20</b>	<b>80</b>	<b>100</b>
<b>Unit-2</b>	<b>Conflict, Frustration and Depression as Predictor/creator of Stress</b> Meaning of Conflict, Types, its relation with stress; conflict as a barrier of good mental health; Management of conflict(Address the Conflict, Clarify the Issue Causing the Conflict, Identify a Solution)Meaning of Frustration, Types(Internal and external) ,its relation with stress; Managing Frustration; Depression , its types , its relation to stress; managing Depression. Role of Emotional Intelligence in stress management.			
<b>Unit-3</b>	<b>Effects of stress</b> Effect of stress on body (Headache, Chest Pain, Fatigue, Muscle tension or pain, Sleep problems, Erectile dysfunction stomach Upset),on Mind (Irritability, Mood swings, Overwhelmed feeling ,Depression and sadness, Lack of motivation, Lack of concentration, Lowered sex drive Restlessness, Seeing only the negative, Anxiety),on Behavior( Eating disorder, Angry outbursts and emotional abuse, Less exercise, Social withdrawal Drug & alcohol abuse, Reduced personal hygiene, Nervous habits such as nail-biting & picking at your skin, Poor judgment)			

<b>Unit-4</b>	<p><b>Stress in workplace and Educational Sector</b></p> <p>Working Environment and workplace Culture; Stress creators in workplace;</p> <p>Issues related to job satisfaction , Work -Life balance related issues and solution; Prevention of Stress in workplace ; Academic Stress of students and its management ;Impact of Mental health and academic Performance; Stress as a barrier of good mental health; Ways for preventing maladjustment of students; Role of moderate stress in good performance.</p> <p><b>Life Stressors-personal and professional stressors and the teachers; Teacher's maladjustment; Ways for preventing maladjustment of teachers.</b></p>			
<b>Unit-5</b>	<p><b>Strategies of Stress Management and it's Prevention</b></p> <p>Strategies : Physical method of stress relaxation: Yoga, Pranayama, Physical exercise, Walking ,Sleep; Hobbies related to physical activities, Psychological method of stress relaxation: (identification and management), coping with the stressful thinking, Time management , Problem solving and decision making ,Small changes large rewards, Monitoring and Follow Up; Self Care , Nutrition and the lifestyle changes, Positive thinking , Relaxation techniques .</p>			

### **Suggested Reading: -**

- Boarman, S. , (2009).NHS Health and Wellbeing : Final Report , London , Department of Health

- Carnegie , D. (2016).How to stop worrying and start living , Vayu education of India ,New Delhi
- Hadfield , J.A. (2016).Psychology and Mental Health,, Tylor and Francis ltd.
- Carroll, H.A. (2012).Mental Hygiene: the Dynamics of Adjustment, Literary Licensing, LLC, India
- Stress Reduction and Prevention (2013) Edtd by Meichenbaum D. &Jaremko, M.Springer US
- Chakrawal , A. Goyal , P.(2016). Stress Management , Studera Press

### **Semester: 4<sup>th</sup> Semester**

#### **Title of the Paper: Skill Education**

Course Code: **EC-02 (C)**

Credit: 04

Total: 100 (Internal – 20 External – 80)

#### **Course Learning Outcome**

- Developing awareness of skill development among the prospective teachers
- Help to build skills in different domains
- Integrate skill education with other subjects
- Understanding the initiatives of government n skill development and their implementation

Unit	Contents	Marks		
		Internal	External	Total
Unit-1	Introduction to skill <ul style="list-style-type: none"> <li>• Concept of skill and skill development, Technical skill , conceptual skill</li> <li>• Different types of skills, Life skill and soft skill</li> <li>• Importance of skill development</li> </ul>	20	80	100

	<ul style="list-style-type: none"> <li>• 21<sup>st</sup> century skills for the youth</li> <li>• Role of education in skill development</li> </ul>			
Unit-2	<p>Communication , thinking process and creativity</p> <ul style="list-style-type: none"> <li>• Concept and types of communication</li> <li>• Effective communication</li> <li>• Nature and types of thinking, Nature of positive thinking</li> <li>• Reasoning</li> <li>• Problem solving</li> <li>• Concept and nature of creativity</li> <li>• Verbal and non-verbal creativity</li> </ul>			
Unit-3	<p>Friendship and leadership</p> <ul style="list-style-type: none"> <li>• Nature and types of friendship</li> <li>• Changing trends of friendship through stages of life</li> <li>• Meaning and nature of leadership</li> <li>• Leadership quality</li> <li>• Functions of a leader</li> </ul> <p>Concept and importance of team work</p>			
Unit-4	<p>Skill Education</p> <ul style="list-style-type: none"> <li>• Concept of skill education</li> <li>• Skill education in Schools and colleges</li> <li>• NEP 2020 and skill based education</li> <li>• UGC initiatives on skill education- Community Colleges:Choice Based Credit System (CBCS): National Skill Qualification Framework (NSQF):2013</li> <li>• Skill Development Centers (SDCs): Vocationalization of Higher Education: Internship and Industry Interaction: Skill Development through (MOOCs):Entrepreneurship Development Programs:</li> </ul>			
Unit-5	<p>Recent initiatives on skill education in India</p> <ul style="list-style-type: none"> <li>○ PradhanMantriKaushalVikasYojana (PMKVY) 2015</li> <li>○ Skill India Mission 2015</li> <li>○ National Apprenticeship Promotion Scheme (NAPS) 2016)</li> <li>○ DeenDayalUpadhyayaGrameenKaushalyaYojana (DDU-GKY) 2014</li> <li>○ National Skill DevelopmentCorporation (NSDC)</li> <li>○ Udaan( 21<sup>st</sup> October 2016)</li> <li>○ National Skill Development Fund (NSDF) ( 2009)</li> <li>○ Rural Self Employment Training Institutes (RSETIs ( 2009)</li> </ul>			

	<ul style="list-style-type: none"> <li>○ Mahatma Gandhi National Rural Employment Guarantee Act (MGNREGA): ( 2005)</li> <li>• Challenges of of skill education</li> </ul>			
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### Recommended reading

- AlkaWadkar : Life Skills for Success, SAGE
- Dr. P. Ratnasubapathy : Life Skill Education , Shantha Publishers
- P.C. Choudhury and Dr. B. K. Mahanty: Education and Skill Development, APH Publishing Corporation, Daryaganj, New Delhi-110002
- Alak Sharma : Skill Development : Policies, programmes and Prospects, Routledge India, Cannaught Place, New Delhi-110001
- V.V.K. Suburaj : Skill Educaiton and Vocational Education , PHI Learning Private Limited, Daryaganj, New Delhi-110002
- Dr. Shalini Verma: Skills for Success: Personal Development and Employability, Pearson India Education Services Pvt. Ltd, Bengaluru-560008, Karnatak

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