

# **GAUHATI UNIVERSITY**

**GUWAHATI-781014**

**Two Year B.Ed. Course**

**(Effective from 2015-16 Academic Session)**

**(Rules, regulations and syllabus)**

1. The structure of the present syllabus is relevant to face to face and regular mode of education only.
2. A Candidate may be allowed to appear in the Bachelor of Education (B. Ed.) Examination provided that after passing B.A/B.Sc./B.Com. or M.A./M.Sc./M. Com. Examination of this University or of any other University, with at least 50% (45% for SC/ST/OBC) marks, recognized for this purpose, he/she has prosecuted for not less than 2 years, a regular course of study in the subjects offered by him/her in a college affiliated to this University for this purpose and has in addition, undergone a course of practical training as indicated below :

Every candidate shall be examined in the following subjects:

**(First Year Course)**

<b>Paper Code</b>	<b>Name of Paper</b>	<b>Marks in External Exam</b>	<b>Marks in Internal Exam</b>	<b>Marks in Practical</b>	<b>Total</b>
Paper -01	Developmental Psychology	80	20	Nil	100
Paper-02	Contemporary Concerns and Issues in Indian Education	80	20	Nil	100
Paper-03	Teaching Approaches and Strategies	80	20	Nil	100

Paper-04	Language and Curriculum Transaction	40	10	Nil	50
Paper -05	Foundations of Education	80	20	Nil	100
Paper-06	Pedagogy of School Subject-I (Any one)  a)Teaching of MIL (Assamese/Bengali/ Hindi/ Bodo)  b) Teaching of English c) Teaching of Science d) Teaching of History  Pedagogy of School subject II (Any one) a. Social Science b. Mathematics c. Geography d. Sanskrit	40           40 30+10+10=50 in case of <b>Science and Geography</b>	10           10	Nil           50	50           50
Paper-07- EPC-I *	Practice Teaching			50	50
Paper-07- EPC-II *	Drama and Art in Education			50	50
Paper-07- EPC-III *	ICT and Classroom Transaction			50	50
<b>Total</b>		<b>440</b>	<b>110</b>	<b>150</b>	<b>700</b>

\*EPC-Enhancement of Professional Capacity.

**(Second Year Course)**

Paper-08	Gender issues and concerns in education	40	10	Nil	50
Paper-09	Foundations of Curriculum Development	80	20	Nil	100
Paper-10	Measurement and Evaluation in Education	80	20	Nil	100
Paper-11	Inclusion in Education	40	10	Nil	50
Paper-12	Action Research	40	10	Nil	50
Paper-13	Optional a. Environmental Education b. Guidance & Counseling c. Health & Physical Education d. Teacher Education e. Peace and human Rights education	40	10	Nil	50
Paper-14 EPC-IV	Education for Development of Self			50	50
Paper-15	Internship (4Months)			250	250
<b>Total</b>		<b>320</b>	<b>80</b>	<b>300</b>	<b>700</b>

### 3. Rules of Examination results.

- (a) Marks of external & internal examination will not be shown separately
- (b) A candidate, in order to pass, must obtain at least 40% marks in aggregate i.e. a total of 560 marks out of 1400 marks.
- (c) A candidate will have to secure at least 40 % marks in individual paper.
- (d) A candidate who secures below 40 % in one individual paper but if he/she secures aggregate 40% will be allowed to reappear in the examination as a back paper. (Maximum two back papers will be allowed)
- (e) Candidates securing at least 840 or 60% marks shall be declared to have obtained a First Class.
- (f) Candidates securing marks between 560 to 839 (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
  - (I) fails in theory part only
  - (II) fails in Practical part only
  - (III) fails to secure pass marks in assignment paper (s)but otherwise eligible (i.e. 40% out of 1400) 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 clause 3. (b), 3. (e) & 3. (f)



## **(1<sup>st</sup> Year Course)**

### **Paper -01**

**Total marks-100**

## **Developmental Psychology**

### **OBJECTIVES**

After completion of this course the student teacher will be able to:

- (1) Understand the basic concepts relating to growth and development.
- (2) Understand the general principles of development.
- (3) Understand the general characteristics of Childhood and Adolescence and problems of these stages and their implications.
- (4) Understand the influence of home and school in development of children.

### **Unit I**

#### **Growth and Development**

- Developmental Psychology –its concept , need and importance
- Growth and development –its concept
- Principles of Development
- Brief concept of stages of development

### **Unit II**

#### **Childhood**

- Developmental aspects during childhood
- Physical development
- Mental development
- Emotional development
- Social development
- Language and speech development

### **Unit III**

#### **Influence of Home and School on Personality development of children**

- Parental attitudes on Personality development of children-children of broken homes ,children of working mothers
- Influence of School and Teachers on personality development of children
- Learning Disability of Children and role of teachers.
- Developmental hazards during childhood

## **Unit IV**

### **Adolescence**

- Developmental aspects of Adolescents
- Physiological development
- Mental development
- Emotional development
- Social development
- Moral development

## **Unit V**

### **Personality development during Adolescence**

- Personality Development, Personality deviation
- Self concept, Self esteem
- Influence of family and peers in their Personality development
- Adjustment problems and Juvenile Delinquency

### **Practicum/ Assignment (Any One) besides Sessional test:**

1. To study the behavior of Children.
2. To study the problems relating to motivation of children for learning
3. To study the developmental characteristics of children.

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

### **Evaluation Scheme:**

- (i) Internal Assessment : 20 marks (is to be finalized by the Principal & Teachers of concerned Paper)
- (ii) External Examination : 80 marks
- (iii) Duration : 03 hours
- (iv) Pass Marks : 40% of the total.

The examination paper will have 5(five) questions with internal choice. Each Question carries equal marks.

### **References**

1. Chanda , S. C. (1989) : Child Psychology & Child Development , Loyal Book Depot
2. Cole, L. (1959) : Psychology of Adolescence , Rinehart & Winston , NY .
3. Ferguson , C. A. (1973) : Studies of Child language development , New York : Holt , Rinehart and Winston
4. Goswamee , G.(2008) : Child Development and Child Care, Arun Prakashan
5. Hurlock, E. B. (2000) : Adolescent Development , Mc . Graw Hill NC.
6. Hurlock, E. B. (1978) : Developmental Psychology – a life span approach . Tata Mc Graw Hill Publishing company Ltd., New Delhi
7. Jersild, A. T. (1967) : Psychology of Adolescence , Macmillan , New York
8. Kuppaswamy , B.(1980) : Child Behaviour and Development , 2<sup>nd</sup> edition, Vikas Publishing House pvt . Ltd
9. Thomson , G. G. (1969) : Child Psychology . Indian reprint . The Times of India Press, Bombay

**Paper-02**  
**Total Marks-100**

**Contemporary Concern and Issues in Education**

**Objectives**

After completion of this course the student teacher will be able to:

1. Understand the policies and programs 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 quality of secondary education and measures for enhancement of quality.
5. Understand the need and importance of education for peace and values.
6. Understand the concept of Globalization and Liberalization.

**Unit-I**

**Elementary Education**

- Constitutional provision of Education.
- Fundamental Rights and Duties.
- Directive principles of state policy.
- Policies and Programs for realizing the constitutional obligations.
- Universalization of Elementary Education -issues and concerns.
- Role of Sarva Shiksha Abhiyan In strengthening Elementary education.
- Integrated Education and Alternative Education.
- Right to Education.

**Unit –II**

**Secondary Education**

- Concept, Aim and Problems of Secondary Education.
- Secondary Education Commission 1952-53, Indian Education Commission 1964-66 -Their recommendations on secondary Education.
- Universalization of Secondary Education- Issues and concerns.
- Role of RastriyaMadhyamikSikshaAbhyan in strengthening secondary education.
- Salient features of NPE 1986.
- National Knowledge Commission (NKC) with reference to school education.

**Unit-III**

**Access, Equity and Quality of Secondary Education**

- Meaning of Equality of educational opportunities, Constitutional provision for ensuring equity.
- Inequality in Education-rural urban inequality, Gender inequality in school education.
- Indicators of quality Education, Enhancement of quality in secondary education.

## **Unit-IV**

### **Value and Peace Education**

- Concept of value, Classification of values-Social, moral, aesthetic and religious values.
- Need and strategies of value education in secondary schools.
- Concept and relevance of peace education, National and International contexts.
- Peace contexts: conditions for promotion of peace, UNESCO's concern on peace.
- Teacher's role in promoting peace.
- Education and human Rights – Role of Educational Institutions in promoting human Rights.

## **Unit-V**

### **Liberalization and Globalization**

- Liberalization – Concept and its impact in Education
- Globalization – Concept and its effect on Education
- Privatization of Education, Public private partnership.
- Education as investment.

#### **Practicum/ Assignment (Any One) besides Sessional test:**

1. Critical analysis of Progress of Elementary education in India and preparing a report there of.
2. Critical analysis of Progress of Secondary education in India and preparing a report there of.
3. Preparation of report on the trend of liberalization and Globalization.

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

#### **Evaluation Scheme:**

- (i) Internal Assessment : 20 marks (is to be finalized by the Principal & Teachers of concerned Paper)
- (ii) External Examination : 80 marks
- (iii) Duration : 03 hours
- (iv) Pass Marks : 40% of the total.

The examination paper will have 5(five) questions with internal choice. Each Question carries equal marks.

#### **References:**

1. Taj, Haseen: Current Challenges in Education, Neelkamal Publications, Hyderabad.
2. Chand, Jagdish: Environmental Education, Anshah Publishing House Delhi.
3. Aggarwal J C: Development and planning of modern Education, Vikas Publishing House Ltd. New Delhi.
4. Ruhela, S.P & Nayak R.K : National Educational Policy & development: Today & Tomorrow, Neelkamal Publications, Hyderabad.
5. M. Vanja & Bharati D.V : Value oriented Education, Neelkamal Publications, Hyderabad.
6. Kaur. B. : Peace Education – New trends and Innovations.
7. Arnish Kumar Ahuja – Economics of Education, Authors press, Delhi-92.



**PAPER-03**  
**Total Marks: 100**  
**TEACHING APPROACHES AND STRATEGIES**

**Objectives**

After completion of this course the student teacher will be able to:

1. Acquaint the students with the teaching- learning process, Maxims and Principles of Teaching
2. Know about the devices of teaching
3. Know about the styles of teaching
4. Familiarize with Micro Teaching
5. Understand lesson planning procedure, teacher effectiveness and classroom management

**UNIT I Teaching Learning Process**

- Meaning and significance of Teaching – Learning Process
- Teaching as an Art and Science
- Important aspects of Teaching – Learning Process
- Criteria of good teaching
- Principles of teaching
- Maxims of teaching
- Phases of Teaching –Pre –active, Interactive and Post –active phases

**UNIT II Devices of Teaching**

- Meaning and importance of teaching devices
- Artificial teaching devices-Explanation, Illustration, Narration and Questioning

**UNIT III Styles of Teaching**

- Autocratic Style-Lecture Method, Team Teaching, Tutorial
- Permissive Style-Group/Panel Discussion, Brain Storming, Project

**UNIT IV Micro Teaching**

- Meaning, Definitions and significance of Micro Teaching
- Phases, activities and components of Micro teaching
- Steps in Micro teaching
- Advantages and disadvantages of Micro teaching
- Comparison between Micro teaching and traditional teaching

**UNIT V Lesson Planning and Teacher Effectiveness**

- Meaning and significance of Lesson planning
- Essentials of a good lesson plan
- Meaning and characteristics of teacher effectiveness
- Classroom management – meaning and strategies

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

1. Selecting a topic and writing instructional objectives.
2. Preparation of instructional materials by selecting a unit from Secondary school curriculum content.
3. Preparation of report on classroom management strategies.

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

**Evaluation Scheme:**

- i) Internal Assessment : 20 marks (is to be finalized by the Principal & Teachers of concerned Paper)
- ii) External Examination : 80 marks
- iii) Duration : 03 hours
- iv) Pass Marks : 40% of the total.

The examination paper will have 5(five) questions with internal choice. Each Question carries equal marks.

**References:**

1. Aggarwal, J. C.: Principles, methods and techniques of teaching, New Delhi, Vikas Publishing House Pvt. Ltd
2. Passi, B. K. : Becoming Better Teacher, Micro Teaching Approach , Ahmadabad, Sahitya Mudranalaya
3. Singh, Amarjit: Classroom Management , New Delhi , Kanishka Publishers
4. Sharma, T.R. and Bhargava , Mahesh – Modern Teaching , Strategies and Styles, Agra, H.P. Bhargava Book House

**Paper -04**  
**Total Marks- 50**  
**Language & Curriculum transaction**

**Objectives**

After completion of this course the student teacher will be able to:

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

**Unit: I**-Language across the curriculum (LAC)-Its meaning and concept. Language and Learning. Language and thinking. Origins, goals and difficulties of LAC, Content and Language integrated learning (CLIL)

**Unit: II**-Modes of human activities involving language-listening, speaking, reading, writing, viewing, shaping, watching and moving ahead. Dimensions of competence-subject specific knowledge, procedural or methods of competence, ability to evaluate and communicate. Linguistic interdependence and educational development of bilingual children. Problems of language and learning. Language as an instrument of thought.

**Unit:III**-Language in subject specific vs. foreign language. Linguistic competences- Mother tongue education. Need for development of language skills and competence to subject specific teaching. Importance of reading comprehension in non-linguistic subject matter learning. Content and language integrated learning in Bilingual and multi-lingual education.

**Unit:IV**- Curriculum approaches in language teaching forward, central & backward design. Learning to use language across the curriculum and using language to learn.

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

1. Making content analysis on a given topic.
2. Practices for language proficiency.

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

**Evaluation Scheme:**

- |                           |  |
|---------------------------|--|
| (i) Internal Assessment   | : 10 marks (is to be finalized by the Principal & Teachers of concerned Paper) |
| (ii) External Examination | : 40 marks   |
| (iii) Duration            | : 02 hours   |
| (iv) Pass Marks           | : 40% of the total.  |

The examination paper will have 4(four) questions with internal choice. Each Question carries equal marks.

**References:**

1. James Briton, Language and learning (Harmondsworth: Penguin Books, 1970)
2. Douglas Barnes, From communication to curriculum (Harmondsworth: Penguin Books, 1970)
3. Nancy Martin et al., writing and learning across the curriculum (London: Ward Lock Educational, 1976)
4. Courtney Cazden, "Language, Literacy and literature: putting it all together," National Elementary principal, 1977.
5. Asher J (1977) Learning another language through Actions. Loia Gatos, California: Sky oaks production



**Paper -05**  
**Total Marks- 100**  
**FOUNDATIONS of EDUCATION**

**Objectives**

After completion of this course the student teacher will be able to:

- 1) Understand the concept and aims of education
- 2) Understand the philosophical bases of education
- 3) Understand the Sociological bases of education
- 4) Understand the concept of Educational psychology.
- 5) Understand the Concept of Learning and motivation.

**Unit-I**

**Education as an evolving concept**

- Meaning of education – ancient to modern, scope of education ,education as organized, institutionalized , formal and state sponsored activity
- Various components in education and their changing connotations- school, curriculum , teacher, Learner, teaching-Learning and instruction
- Aims of education- individual and social aim, Liberal and vocational aim Sources of aim of education
- Changing aims of Education in the context of globalization

**Unit-II**

**Philosophical foundation of education**

- Concept, Nature and scope of educational philosophy
- Relationship between education and philosophy
- Schools of philosophy – Idealism, Naturalism, and Pragmatism and their educational implications
- Educational Philosophy of Swami Vivekananda , Rabindra Nath Tagore , Mahatma Gandhi , John Dewey and Rousseau

**Unit-III**

**Sociological foundation of education**

- Concept, Nature and scope of educational Sociology
- Concept of socialization, agents of socialization, – Family, school and community
- Role of education in social change , social control and modernization

**Unit- IV**

**Psychological foundation of education**

- Educational Psychology – meaning, Nature, and scope
- Methods of educational Psychology- Introspection, Observation, and Experimentation
- Application of educational Psychology in Teaching –Learning process

- Understanding Learning process – meaning, definition and nature of Learning, Theories of Learning and Laws of Learning
- Motivation and Learning
- Attention and Interest- meaning and nature of attention and interest; role of Teacher in creating interest

## **Unit – V**

### **Economic Process and Education**

- Education for economic development- its meaning and nature
- Education as development of human resource: Education for Employability, Consumer driven educational programmes
- Quality of life as an outcome of education,
- Education as an investment
- Privatization of education, Public-Private partnership, and liberalization in education

### **Practicum/ Assignment (Any One) besides Sessional test:**

1. Identification of components of Philosophical foundation in secondary school curriculum content.
2. Preparation of report on Psychological foundations of secondary school curriculum.

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

### **Evaluation Scheme:**

- (i) Internal Assessment : 20 marks (is to be finalized by the Principal & Teachers of concerned Paper)
- (ii) External Examination : 80 marks
- (iii) Duration : 03 hours
- iv) Pass Marks : 40% of the total.

The examination paper will have 5(five) questions with internal choice. Each Question carries equal marks.

### **References**

- (1) R.P. Bhatnagar, International Publishing House, Meerut, 2003
- (2) R.P. Pathak, , Philosophical and Sociological principles of Education Dorling Kinderseley (India) Pvt. Ltd., 2012.
- (3) R.N. Sarma, Philosophy and Sociology of Education urjeet Publications, Delhi-07, 1992
- (4) Bhatia & Bhatia, The Philosophical & Sociological foundations of Education, Doaba House, Delhi-110006, 1995
- (5) Murthy, S.K., Philosophical and Sociological foundations of Education, Shri Vinod Pustak Mandir, Agra-2
- (6) Chauhan, S.S., Advanced Educational Psychology, Vikash Publishing House, Pvt. Ltd., New Delhi-110014, 1999.
- (7) Kar, B.C : Education , A Study of its Principles and Psychology , New Book Stall, Guwahati

- (8) Rush, R.R. : The Philosophical Bases of Education
- (9) Brubachar, J.S. : Modern Philosophies of Education
- (10) Goswami, Dulumoni : Philosophy of Education, DVS Publishers, Panbazar, Guwahati, 2013
- (11) Amrish Kumar Ahuja : *Economics of Education* , Authors Press, Delhi -92
- (12) S. Natarajan : *Introduction to Economics of Education*, Sterling Publishers private Limited, New Delhi
- (13) Altekar, A.S. : Education in Ancient India, ISHA Books , Delhi -110009
- (14) Shrivastava, K.K. : Philosophical Foundations of Education, Kanishka Publishers, Distributors, New Delhi-110002
- (15) Ghosh , Suresh C. : History of Education in India, Rawat Publications
- (16) Ghanta Ramesh & Das B.N : Foundations of Education, Neelkamal Publications, Hyderabad- 500095
- (17) Aggarwal : Landmarks In the History of Modern Indian Education
- (18) Chandra, S.S. : Sociology of Education
- (19) Talesra, H : Sociological Foundations of Education
- (20) Brubacher, IS : Modern Philosophies of Education
- (21) Chandra, SS : Sociology of Education
- (22) Chauhan, SS : Advance Educational Psychology, Vikas Publishers

**Paper- 06**  
**Total Marks- 50**  
**(Pedagogy of school subject-I)**  
**(a) Teaching of M.I.L (Assamese/ Bodo/ Bengali/ Hindi)**

**Objectives**

After completion of this course the student teacher will be able to:

- Refresh and enrich his/her knowledge on the subject
- Realize the value of the mother tongue after completion of the course.
- Instruct mother tongue in the class room in a more efficient way.
- Apprise with latest methodologies and technologies of teaching mother tongue at secondary level.
- Understand the need, significance and importance of teaching mother tongue at secondary level.
- Comprehend and adopt various methods and techniques of evaluations.
- Prepare and use different kinds of instructional materials for teaching mother tongue
- Understand and detect the causes of learning difficulties by the students and suggest remedial measures.

**Unit-I:**

**Language and grammar**

- Language - nature, characteristics ,function and its relation with literature
- Importance and role of mother tongue in child development and its relationship to language
- Role of society and family in the development of mother tongue
- Development of fundamental language skills – listening, speaking, reading and writing
- Developing mother tongue as an instrument of thought, communication, appreciation and creation
- Essentials of grammar in mother tongue- Sound, junctures, mood system, use of case endings, suffixes, prefixes, narration , uses of tenses, phrases and idioms.

**Unit-II:**

**Planning teaching of mother tongue**

- Lesson planning: Its format and design, Instructional material, Concept of SMART CLASS, I.C.T.
- Approaches to teaching of mother tongue aids ,types of teaching aids
- Approaches to teaching of mother tongue, using text, reader and supplementary reader
- Identification of Objectives and teaching points
- Various ways of using text books in the classroom
- Preparation of feedback material for prose, poetry, grammar and composition



- Methods of teaching mother tongue
- Different kinds of methods of teaching: Storytelling, text book, narration, demonstration, Inductive-deductive, dramatization, etc.

### **Unit-III:**

#### **Syllabus, text books, evaluation and assessment in mother tongue**

- Syllabus, general principles, selection and gradation, text books, principles governing the Preparation of a text book, reader and supplementary books, A review of the Syllabus and text books
- Modern concept of Evaluation , continuous and comprehensive evaluation, oral and written test, testing tools, synchronizing with the objectives of teaching mother tongue at different levels, construction of Objective based test, unit test results, preparation of a balanced question paper , construction of unit test, design and blue print.

#### **Practicum/ Assignment (Any One) besides Sessional test:**

1. Making content analysis on a given topic.
2. Practices for language proficiency.

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

#### **Evaluation Scheme:**

- (i) Internal Assessment : 10 marks (is to be finalized by the Principal & Teachers of concerned Paper)
- (ii) External Examination : 40 marks
- (iii) Duration : 02 hours
- iv) Pass Marks : 40% of the total.

The examination paper will have 4(four) questions with internal choice. Each Question carries equal marks.

#### **Reference books:**

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

**Paper-06**  
**Total Marks-50**  
**(b) Teaching of English**

**Objectives**

After completion of this course the student teacher will be able to:

- Enrich the knowledge of English grammar and vocabulary
- Realize the value of English after completion of the course
- Understand the need and significance of teaching at secondary level
- Develop language skills specially the phonology and speech habit.

**Unit: I**

**Objectives and scope**

- 1.1 Objective and scope of teaching English at the secondary level.
- 1.2 The role of English in the present national context and its place in the secondary school curriculum.
- 1.3 Instructional objectives (General, specific)
- 1.4 Acquisition of mother tongue versus second language
- 1.5 Issues of learning English in multi-lingual/ Multi cultural society.

**Unit-II**

**Basic language skills**

- 1.1 Sequence of language skills
- 1.2 Development of listening skill
- 1.3 Development of speaking skill, controlled and free speech habit
- 1.4 Development of reading skill, intensive and extensive reading, silent and oral reading, formation of reading habit through extensive reading.
- 1.5 Development of writing skill-guided and free writing and its importance.

**Unit-III**

**Methods of teaching English as Second Language**

- 3.1 Translation Method, Direct Method, Behaviouristic and structural approach, bi-lingual method, communicative approach, audio-lingual method.
- 3.2 New concept of evaluation-CCE in language teaching
- 3.3 Construction of objective based test items in English
- 3.4 Planning off teaching prose and poetry
- 3.5 Teaching of Grammar in inductive and deductive method.
- 3.6 Importance of teaching grammar in the language course (substitution tables)
- 3.7 Techniques of teaching English-dramatization, role play, language games
- 3.8 Unit planning for a learner centered classroom preparation-preparation of low cost teaching aids

## **Unit: IV**

### **The phonetic structure of English**

- 4.1 Phonetics and symbols, articulation, transcription and pronunciation, drills
- 4.2 Phonetic exercises and use of a dictionary in second language
- 4.3 Word stress, sentence stress and intonation patterns

### **Practicum/ Assignment (Any One) besides Sessional test:**

1. Preparation of language charts and games
2. Preparation of Micro (5) and Macro teaching (5+15) lesson plans
3. Preparation of achievement test and diagnostic test.

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

### **Evaluation Scheme:**

- |                           |  |
|---------------------------|--|
| (i) Internal Assessment   | : 10 marks (is to be finalized by the Principal & Teachers of concerned Paper) |
| (ii) External Examination | : 40 marks   |
| (iii) Duration            | : 02 hours   |
| (iv) Pass Marks           | : 40% of the total.  |

The examination paper will have 4(four) questions with internal choice. Each Question carries equal marks.

### **References**

1. Hornby A.S.: A guide to Patterns and usage in English
2. Connor, J.D.: Better English Pronunciation
3. Venkateshwaran, s: Principles of Teaching English , Delhi: Vikas Publishing House

**Paper-06**  
**Total Marks-50**

## **(c)Teaching of Science**

### **Objectives**

After completion of this course the student teacher will be able to:

- Refresh and enrich his/her knowledge on General Science.
- Understand the concept, value, nature and scope of General Science
- Understand the need and significance of teaching General Science at secondary level.
- Develop skills and competence in teaching General Science at secondary level.
- Apprise with latest methodologies, approaches and technologies of teaching general sciences.
- Comprehend and adopt various methods and techniques of evaluations.
- Develop adequate skills in Preparation and use of different kinds of improvised teaching aids for teaching General Science.
- Understand and detect the causes of difficulties faced by the students in learning General Science and suggest remedial measures.
- Create interest in the students in learning General Science by organizing suitable activities.

### **Unit: I-**

#### **Nature, scope and objectives of teaching General Science**

- a) Nature and scope of General Science- science and daily life
- b) Science curriculum- Principle of curriculum construction, Need and practice of science in school curriculum, science education in India.
- c) Correlation of science with other school subjects.
- d) Aims and objectives for science teaching.
- e) Instructional objectives for science teaching.

### **Unit:II-**

#### **Approaches and methods of teaching science**

- a) Lecture, demonstration, explanation, observation
- b) Ensuring Problem solving , laboratory, Project, Heuristic, Discussion for teaching science.
- c) Learning by discovery, group work and team teaching.
- d) Collaborative strategies, provision in heterogeneous class room.

### **Unit:III-**

#### **Planning and designing for effective instruction in science**

- a) Design of unit and lesson planning-approaches to lesson planning, format of lesson plan.
- b) Teaching aids and laboratory in science, their necessity and importance.
- c) Museum, field-trips and excursion, their relevance to science.
- d) Preparation of simple aids of Science teaching

### **Unit:IV-**

#### **Evaluation of learner's progress**



- Concept and importance of assessment & evaluation.
- Techniques of evaluation (Theory & Practical)
- Construction of Unit Test: Design and blue print, Item construction, Question wise analysis, Construction of science question paper including marking scheme.

#### **Activity:**

- Visit to workshop and factory.
- Preparation of School garden.
- Preparation of improvised teaching aids of science teaching.
- Preparation Lay-out of science laboratory.
- Visit to Science museum.

#### **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.
- To find learning difficulties of students in science
- Preparation of Teaching aids.

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

#### **Evaluation Scheme:**

- |                           |   |
|---------------------------|---|
| (i) Internal Assessment   | : 10 marks (is to be finalized by the Principal & Teachers of concerned Paper ) |
| (ii) External Examination | : 40 marks (30 Theory + 10 Practical)   |
| (iii) Duration            | : 02 hours  |
| (iv) Pass Marks           | : 40% of the total.   |

The examination paper will have 4(four) questions with internal choice. Each Question carries equal marks.

#### **REFERENCES**

- Bhatnaagar, A.B. & Bhatnagar, S.S. (2011). Teaching of Science. Meerut: R. Lal Book Depot
- Callahan, J.E. & Clark L. (1990). Teaching in the middle and secondary schools- Planning for Competency. N.York: MacMillan Publication Company.
- Das, R.C. (1985). Science Teaching in Schools, Sterling Pub. N.Delhi
- Kothari Commission Report (1966). MHRD, GOI
- Kulshreshta, S.P. (2012). Teaching of Science, Meerut: R Lal Book Depot
- Layton, David (ed.). 1989. Innovations in Science and Technology Educatio, Sterling Pub, Pvt. Ltd. N.Delhi
- Maheshwari, V.K. & Maheswari, S. (2010). Teaching of Science. Meerut: R.Lal Book Depot
- Mangal, S.K. 91991). Audio-Visual Education. AryaBook Depot, N.Delhi-5
- Mangal, S.K. (20014). Teaching of Physical and life sciences , Arya Book Depot, N. Delhi
- Maslow, Abhraham. 91971). Science and Self Actualisation, Th Menas Ready, N.York.

# **Paper-06**

## **Total Marks-50**

### **(d)Teaching of History**

#### **Objectives**

After completion of this course the student teacher will be able to:

- Refresh and enrich his/her knowledge on the subject.
- Apprise with latest methodologies and technologies of teaching history.
- Understand the significance and importance of teaching history at secondary level.
- Apprise with the latest methodologies and technologies of teaching social science.
- Comprehend and adopt various methods and techniques of evaluations.
- Prepare and use different kinds of instructional materials for teaching Social science.
- Understand and detect the cause of learning difficulties by the students and suggest remedial measures.

#### **Unit-I:**

**Meaning, nature, scope and aims and objectives of teaching history.**

- Meaning, nature and scope of teaching history:-its meaning and definition, Scope of the subject history, classification history, Relation of history with other subjects, History is a Science or Arts?
- Aims and objectives of teaching history, Importance of teaching history, instructional objectives.

#### **Unit-II:**

**Methods and techniques of teaching history**

- Methods of teaching history: Introduction, various methods of teaching history-Lecture method, Project method, unit method, Biography method, source method, Discussion method, Field trip or excursion method, dramatization, etc.
- Techniques of teaching history: Introduction, different techniques-narration, drill, examination, question-answer, illustration, assignment etc.

#### **Unit-III:**

**Planning teaching of history**

- Lesson planning: Its format and designing
- Importance of teaching aids, types of teaching aids
- Importance of history room and library
- Importance of history excursion and field trip.

## **Unit-IV:**

### **Curriculum of History and evaluation procedure**

- Cultural epoch theory, Biographical theory, Psychological theory
- Principles of syllabus construction
- Contents of history syllabus
- Meaning and purpose of evaluation, Different aspects of evaluation in history, Techniques of evaluation, test items, Design and blue print of a question paper, Teacher made test and standardized test.

### **Practicum/ Assignment (Any One) besides Sessional test:**

1. To study the problems relating to national integration.
2. To prepare a report about historical place having educational significance
3. To prepare a chronological chart for ancient/medieval/ modern history of India.
4. Pedagogical analysis of any two topics from prescribed Text-Book
4. Preparation of Teaching aids.

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

#### **Evaluation Scheme:**

- |                           |  |
|---------------------------|--|
| (i) Internal Assessment   | : 10 marks (is to be finalized by the Principal & Teachers of concerned Paper) |
| (ii) External Examination | : 40 marks   |
| (iii) Duration            | : 02 hours   |
| (iv) Pass Marks           | : 40% of the total.  |

The examination paper will have 4(four) questions with internal choice. Each Question carries equal marks.

## **REFERENCE**

1. Agarwal, J.C. Teaching of History.
2. B.D. Shadia & Sahab Singh. Teaching of History. Dhanpat Rai and Sons, Jalandar
3. Choudhury, K.P. (1975). Effective teaching of history in India. NCERT, New Delhi
4. Dash, B. M : Contents – cum methods of teaching social science, Kalyani Publishers, New Delhi
5. Gosh, K.D. (1951). Creative teaching of History. Oxford University Press, London.
5. Kochar, S.K. Teaching of History, Sterling Pub. New Delhi.
6. Mangal, S.K. & Mangal, U. (2008). Teaching of History, Sterling Pub. New Delhi.
7. Gosh, K.D. (1951). Creative teaching of History. Oxford University Press, London
8. Ghale, V.D. (1953). Suggestions for the Teaching of History, Oxford University
9. NCERT. 1970. Teaching History in Secondary Schools, New Delhi, and NCERT.
10. NCERT. Handbook for History Teacher.
11. Carpenter, P.: History Teaching: The Era Approach. Cambridge University Press.

**Paper-06**  
**Total Marks- 50**  
**Pedagogy of school subject-II**  
**(e)Teaching of Social Science**

**Objectives**

After completion of this course the student teacher will be able to:

- Refresh and enrich his/her knowledge on the subject.
- Understand the nature, structure and scope of Social Science and its importance in the context of emerging concerns and need of Indian society.
- Understand the correlations of different components of social science.
- Apprise with the latest methodologies and technologies of teaching Social Science.
- Understand the need and significance of teaching Social Science at secondary level.
- Comprehend and adopt various methods and techniques of evaluations.
- Prepare and use different kinds of instructional materials for teaching Social Science.

**Unit-I:**

**Meaning, nature and scope of teaching Social Science.**

- Social Science- its meaning, evolution of the concept and definition, nature and scope of teaching social science, difference between social science and social studies, Correlation of social science with other subjects.
- Place and importance of social science in secondary school curriculum.

**Unit II:**

**Aims and objectives of teaching social science**

- Aims, objectives and values of teaching social science.
- Blooms taxonomy of behavioral objectives related to social science.

**Unit –III:**

**Methods and instructional materials o teaching social science.**

- Need of a right method of teaching social science, its merits and demerits.
- Lecture-cum-discussion method, Text-book method, Project method, Problem solving method, Source method, Field trips or Excursion method, Demonstration method.



- Support materials needed for various learning experiences. Use of Audio, Visual and audio-visual aids, using role play, dramatization, social science project, fair and field experiences, museum, exhibition etc.

#### **Unit -IV:**

#### **Planning teaching of Social science and Evaluation process**

- Essentials of social science textbook
- Qualities of a social science teacher.
- Concept, need and importance of a lesson plan, steps of lesson plan, preparation of lesson plan.
- Annual and unit plans, micro-teaching for developing the teaching skills.
- Concept and Purpose of evaluation in social science.
- Aspects of evaluation in social science- evaluation as a continuous and comprehensive process, formative and summative evaluation, evaluation of cognitive and non-cognitive outcomes, tools of evaluation.
- Preparation of a Question Paper: Preparation of blue print, setting a good question paper.

#### **Practicum/ Assignment (Any One) besides Sessional test:**

1. Preparation of teaching aids.
2. Construction of achievement test
3. Preparation of blue print of Question paper

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

#### **Evaluation Scheme:**

- |                           |   |
|---------------------------|---|
| (i) Internal Assessment   | : 10 marks (is to be finalized by the Principal & Teachers of concerned Paper ) |
| (ii) External Examination | : 40 marks  |
| (iii) Duration            | : 02 hours  |
| (iv) Pass Marks           | : 40% of the total.   |

The examination paper will have 4(four) questions with internal choice. Each Question carries equal marks.

#### **Reference Books:**

1. Kochchar, S.K: Teaching of social science, sterling publication, New Delhi.
2. Dash, B. M : Contents – cum methods of teaching social science, Kalyani Publishers, New Delhi
3. Agarwal, J. C.: Teaching of Social Science, Vikas Publication House, New Delhi.

**Paper-06**  
**Total Marks- 50**  
**(f)Teaching of Mathematics**

**Objectives**

After completion of this course the student teacher will be able to:

- Refresh and enrich his/her knowledge on Mathematics
- Understand the concept, value, nature and scope of Mathematics.
- Understand the need and significance of teaching mathematics at secondary level.
- Understand the correlations among different components Mathematics.
- Apprise with latest methodologies, approaches and technologies of teaching Mathematics.
- Comprehend and adopt various methods and techniques of evaluations.
- Develop adequate skills in Preparation and use of different kinds of improvised teaching aids for teaching Mathematics.
- Understand and detect the causes of difficulties faced by the students in learning mathematics and suggest remedial measures.
- Develop interest in the students in learning mathematics by organizing suitable activities.

**Unit I:**

**Foundations of Mathematics Education**

- Nature of Mathematics: Meaning and dimensions of mathematics historical, Scientific, language, artistic, recreational, activity and tool, the nature of mathematical propositions, Mathematical proof
- Learning of mathematics: Perspective on the psychology of learning and teaching of mathematics-constructivism and enactivism, Constructivism and a Vygotskian perspective, zone of proximal development.
- Curriculum reforms in school mathematics: Rationale, objectives, principles, designs and materials produced in the recent curricular reforms at the national and state levels and their critical appraisal. Aims and objectives of teaching secondary school mathematics. Writing objectives in behavioral terms.

**Unit II:**

**Strategies for teaching of different kinds of mathematical knowledge.**

- Teaching of Mathematical Concepts : Meaning and aspect of a concept, 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

- Teaching of Mathematical generalizations

- (i) 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.
- (ii) Learning by discovery: Nature and purpose of learning by discovery, maxims for planning and conducting discovery strategies, planning of strategies involving either induction or deduction or both, Heuristic and Analytic methods for constructing knowledge.
- (iii) Learning mathematics in groups- Characteristics of students with high ability and unsuccessful, group work, project method.

### **Unit-III:**

#### **Teaching of process in mathematics**

- 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.
- Teaching problem solving in mathematics

### **Unit-IV:**

#### **Planning teaching of mathematics-assessment and evaluation in mathematics**

- Lesson planning :Its format and designing
- The mathematics laboratory; Planning and organizing laboratory activities, mathematics outside the classroom
- Assessment tools and techniques, design and blue print, item construction, construction of a mathematics question paper
- Planning remedial teaching strategies based on the perceived causes, implementation and evaluating the strategies

#### **Practicum/ Assignment (Any One) besides Sessional test:**

- 1 To study the learning difficulties of students in mathematics for a particular class.
- 2 To prepare an Evaluation scheme (Table of specifications) and objective type test on a unit/topic.
- 3 To do pedagogical analysis of two topics from prescribed text-book.
- 4 To make a case study of a pupil facing difficulties in learning mathematics and suggest remedial measures.

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

#### **Evaluation Scheme:**

- (i) Internal Assessment : 10 marks (is to be finalized by the Principal & Teachers of concerned Paper)
- (ii) External Examination : 40 marks

- (iii) Duration : 02 hours  
(iv) Pass Marks : 40% of the total.

The examination paper will have 4(four) questions with internal choice. Each Question carries equal marks.

### **Reference Books;**

1. NCERT,: a text book of content-cum-methodology of teaching mathematics, New Delhi, NCERT
2. Cooney, Thomas J. And others(1975), : Dynamics of teaching secondary school mathematics, Boston: Houghton Mifflin
3. Kulshrestha, Dr.A.K.(2012).: teaching of Mathematics, Meerut, R. Lall book depot



## **Paper-07**

**Total Marks-50**

### **EPC- 1: Practice Teaching**

The student teacher will do practice teaching in school for four weeks in two school subjects. A minimum of 15 lessons will be delivered in each pedagogy of school subject during practice teaching opted by the student teachers. The student practice teaching will be evaluated out of 50 marks. The trainees have to prepare and submit  $(15+15) = 30$  lesson plans for two method subjects. After the practice teaching a final practical examination of 50 marks will be held to assess the teaching skill. The board of examiners shall observe one teaching lesson plan delivered by student teacher in any one of the two pedagogy papers. After delivery of lesson plan, the viva voce examination will be followed by the same examiners.

#### **Scheme of Evaluation:**

- a. Teaching of a lesson- 20 marks
- b. Final lesson plan- 10 marks
- c. Viva-Voce- 10 marks
- d. Lesson plan book- 10 marks (internal)
  - External-40 marks
  - Internal- 10 marks (is to be finalized by the Principal & Teachers of concerned Paper)
  - Pass Mark- 40% of the Total

#### **Board of Examiners:**

The board examiners will consist of (at least two internal members from the Department/teacher training college) and one external examiners appointed by the Controller of Examinations.

**EPC- 2: Drama and art in education**

**Objectives**

After completion of this course the student teacher will be able to:

- Integrate the art , music and drama in education
- Nurture creativity and aesthetic sensibilities
- Help the learners to extend their awareness through multiple perspectives
- Understand the local culture and art forms and interpret art works , movies and other media
- Involve the community to participate in educational and social change

**Practicum/Assignment**

**Interactive Session (Focus Area)**

- Differences among the people and its influence actions, decisions and relations. Variations of change in life-identify it within drama importance of drama in teaching-learning process.
- Ways of seeing situations, structures of communities through observations, probing questions. Find out the connections between particular and universal situations. Various criteria to look at same situation from different perspectives.
- Create situation between classroom and events and situation in world outside with the knowledge of Stage preparation, painting, photographs, play back music, characterization, make-up, personal belongings, delivery of speech, sequence.
- Preparation of short play, voice play, mono acting with the lesson plan.
- Visit craft museums, art galleries and prepare a project, organize art, craft, music exercises in groups. Use different medium in visual art like free drawing, in comic strips, in collage.
- Preparation of architecture and spatial design of Colonial, Mughal, Sultanate period, Ahom Kingdom, Architectural design of town/city planning
- Preparation of aids using music on PowerPoint.

**Evaluation Scheme:**

- |                           |   |
|---------------------------|---|
| (i) Internal Assessment   | : 10 marks (is to be finalized by the Principa & Teachers of concerned Paper) |
| (ii) External Examination | : 40 marks  |
| (i) Duration              | : 02 hours  |
| (ii) Pass Marks           | : 40% of the total.   |

**(iii)Board of Examiners:**

- (iv)The board examiners will consist of at least two internal members from the Department/teacher training college and one external examiners appointed by the Controller of Examinations.

**Paper-07**  
**Total Marks-50**  
**EPC-3: ICT and Classroom Transaction**

**Objectives**

After completion of this course the student teacher will be able to:

1. Make the students understand the concept of ICT in Education.
1. Familiarize student-teachers with computer software technologies.
2. Develop an understanding of the process of technology mediated communication.

**Course Content**

- Fundamentals of Computer  
Concept & Applications of Computers, Computer Hardware and Computer software: Input (Keyboard, Mouse, Scanner, Microphones, Digital camera), Output(Monitor, Printer, Speaker, Screen image projector) & Storage Devices (Hard Disk, CD &DVD, Mass Storage Devices)  
-Software concepts & Type-(System software & Application software)
- Various Applications of Computer software in school learning programme  
-MS Office  
-MS Excel  
-MS Power point
- Internet & its Application  
-Facilities available for communication-e-learning, e-schooling, e-mail, online conferencing (Audio-video), e-Library, websites.  
Safe use of the Internet, Viruses and its Management.

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

1. Preparation of Educational document with the help of MS Word.
2. Calculations through MS Excel.
3. Preparation of School Lesson in MS Word.
4. Preparation of School Lesson in MS Power Point.

**Evaluation Scheme:**

- |                           |  |
|---------------------------|--|
| (i) Internal Assessment   | : 10 marks (is to be finalized by the Principal & Teachers of concerned Paper) |
| (ii) External Examination | : 40 marks   |
| (iii) Duration            | : 02 hours   |
| (iv) Pass Marks           | : 40% of the total.  |

**Board of Examiners:**

The board examiners will consist of (at least two internal members from the Department/teacher training college) and one external examiner appointed by the Controller of Examinations.

**References:**

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



## **(2<sup>nd</sup> Year Course)**

### **PAPER-08**

**Total marks 50**

## **GENDER ISSUES AND CONCERNS**

### **Objectives**

After completion of this course the student teacher will be able to:

1. Understand the basic terms, concepts used in gender studies
2. Explain the concept of sex and gender.
3. Understand the gender discrimination in construction and dissemination of knowledge.
4. Explain the social construction of gender with special reference to family.
5. Describe women in education and various laws protecting them.
6. Develop an awareness and sensitivity.
7. Acquire knowledge about different legal and educational provisions for gender equality

### **UNIT I**

#### **Basic concepts in Gender studies**

- Gender , Sex, Patriarchy, Feminism , Feminity and Masculinity , Difference between Sex and Gender , Gender Stereotype
- Socialization and Gender biases –in the family, School and in the society, Nature versus Nurture

### **UNIT II**

#### **Gender inequalities in Schooling**

- Organization of Schooling
- Gender bias in Textbook
- Curricular Choices
- Teachers' attitude
- Classroom Interaction
- Peer Culture

## **UNIT III**

### **Education (Formal & Informal) as an agent to redress inequalities of Gender**

- Teacher as an Agent of Change- Role of Teachers
- Teacher Training for Gender equality
- Role of Family and Community
- Role of Textbook
- Role of Mass Media
- Role of NGO
- Role of Life Skill Education

## **UNIT IV**

### **Constitutional Provision, Education and Empowerment of Women**

- Constitutional Provision for equality of Women (Educational and Legal Provisions)
- University Education Commission (1948-49) on Women Education
- Kothari Commission (1964-66) on Women Education
- National Policy on Education (1986) on women education
- National Council for Women Education
- Millennium Development Goal
- National Policy for Empowerment of Women, 2001
- Adult Education and Mass Literacy Programme Targeting Women

### **Practicum/ Assignment (Any One) besides Sessional test:**

1. Analyze school textbook and curriculum.
2. Survey on status of women in India
3. Survey on the role of women in different communities
4. Case study on problems of girls education in schools
5. Organization of gender awareness programme for school students/teachers.

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

## Evaluation Scheme:

- (i) Internal Assessment : 10 marks (is to be finalized by the Principal & Teachers of concerned Paper)
- (ii) External Examination : 40 marks
- (iii) Duration : 02 hours
- iv) Pass Marks : 40% of the total.

The examination paper will have 4(four) questions with internal choice. Each Question carries equal marks.

## References

1. Aker, S. (1994) Feminist theory and the study of gender and education;
2. Bhatia, R. L. & Ahuja, B. N. (2006) Modern Indian Education and its Problems, Surjeet Publication, Delhi, India
3. Kathleen, Weiler. (1988). Women Teaching for Change: Gender, Class, and Power. New York: Bergin Garvey.
4. Ramachandran, Vimala. (2004). Gender and Social Equity in Education: Hierarchies of Access. New Delhi: Sage.
5. Bagchi, Jasodhara, Guha, Jaba and Sengupta, Piyali (eds). (1997). Loved and Unloved: the Girl Child in West Bengal. Kolkata: Stree Publishers.
6. Batliwala, Srilatha. (1993). Empowerment of Women in South Asia: Concepts and Practices.
7. Colombo: Asian-South Pacific Bureau of Adult Education.
8. Bhasin, Kamla. (2000). Understanding Gender. New Delhi: Kali for Women.
9. Bhasin, Kamla. (2004). Exploring Masculinity. New Delhi: Women Unlimited.
10. Chanana, Karuna (ed.). (1988). Socialisation, Education and Women: Explorations in Gender Identity. New Delhi: Orient Longman.
11. 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.
12. Menon, N., Lokneeta, J and Arya, S. (2001) Narivadi Rajneeti sangharsh aur muddey. Delhi University.

**Paper- 09**  
**Total Marks-100**  
**Foundations of Curriculum Development**

**Objectives**

After completion of this course the student teacher will be able to:

1. Understand the meaning, characteristics, definitions and scope of curriculum in relation with educational objectives.
2. Understand to understand the basic foundation of curriculum.
3. Understand the news trends in curriculum development.

**Unit-I:**

Curriculum meaning, characteristics, definitions, scope, and importance, its relation with educational objectives, structure and organization.

**Unit-II:**

Foundations of curriculum-Philosophical, Psychological, Social, Cultural, Technological and Scientific.

**Unit-III:**

Principles of curriculum construction, system approach to curriculum development, curriculum administration-curriculum planning, curriculum organization and curriculum evaluation, Determinants of curriculum, Different approaches to curriculum, Patterns of Curriculum Organization.

**Unit-IV:**

Principles and methods of Curriculum Construction, Construction of curriculum for different stages of education.

**Unit-V:**

New trends in curriculum planning, Innovation in practice and theory in curriculum transaction, Place of text books, essentials of good text books, selection of text books.

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

1. Making Content analysis on given topic
2. To prepare an outline of Secondary school curriculum

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



### **Evaluation Scheme:**

- (i) Internal Assessment : 20 marks (is to be finalized by the Principal & Teachers of concerned Paper)
- (ii) External Examination : 80 marks
- (iii) Duration : 03 hours
- (iv) Pass Marks : 40% of the Total

The examination paper will have 5(five) questions with internal choice. Each question carries equal marks.

### **References:**

- 2. Smith, B.O. et al. Foundations of Curriculum Improvement, Yonders, N.V. World Book Co.
- 3. Taba, H. Curriculum Development. Theory and Practice. Hareourt, Brace World Inc. USA. 1962.
- 4. Taylor, J. Galen & Alexander, William M. Planning curriculum for Schools.
- 5. Oristein, Allan,C & Hunkins, Francis P. Curriculum Foundations, Principles and Issues (9Second edition). Allyn and Bacon Inc. USA.1993
- 6. Packiam, S. Curricular innovations and educational technology, Delhi, Doba house, 1986.
- 7. Malla Reddy, M. and Ravisankar, S. Curriculum Development and Educational Technology, N.Delhi.
- 8. NCERT (1984). Curriculum and Evaluation, New Delhi: NCERT Publications

**Paper-10**  
**Total Marks-100**  
**Measurements and Evaluation in Education**

**Objectives**

After completion of this course the student teacher will be able to:

- Acquaint the students with the basic concepts of evaluation and related terms
- Acquaint the students with the taxonomy of educational objectives and develop the skills and competencies to write the educational objectives.
- Help the students understand the basics tools of measurement and the techniques of evaluation.

**Unit-I:**

**Concept of Measurement Assessment and Evaluation**

- Meaning and definition of assessment measurement and evaluation
- Types of measurement and evaluation-Formative, summative and diagnostic
- Importance of measurement and evaluation in Education.

**Unit-II:**

**Taxonomy of Educational Objectives**

- Blooms Taxonomy of Educational objectives with revised edition
- Test construction- steps, types and criteria of a good test
- Preparing a blueprint of an achievement test- (Identifying objectives, designing the test, writing items and item analysis)
- Concept of Reliability, Validity and objectivity

**Unit-III:**

**New Trends in Evaluation**

- Quantitative evaluation (Essay, short type and objective type test)
- Qualitative evaluation (observation, checklist, Rating Scale and Anecdotal records)
- Internal assessment-Cumulative Record cards.
- Credit and grading system, examination on demand, online examination, computer in evaluation

**Unit-IV:**

**Concept of Statistics and its application**

- Statistics- meaning ,types ,need and importance
- Data interpretation- meaning, types, presentation and tabulation.
- Graphical representation of the grouped and ungrouped data-bar graph, pie diagram, frequency polygon and histogram

## **Unit-V:**

### **Measures of Central Tendency , Variability and Correlation**

- Central tendency- Mean, Median and Mode
- Variability- Range, Average Deviation , Standard Deviation
- Correlation – Rank difference and Product Moment Method

### **Practicum/ Assignment (Any One) besides Sessional test:**

1. Construction and standardization of an achievement test.
2. Construction of Attitude Scale.
3. Preparation of a Questionnaire
4. Administration of test and interpretation of scores.

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

### **Evaluation Scheme:**

- (i) Internal Assessment : 20 marks (is to be finalized by the Principal & Teachers of concerned Paper)
- (ii) External Examination : 80 marks
- (iii) Duration : 03 hours
- (iv) Pass Marks : 40% of the total.

The examination paper will have 5(five) questions with internal choice. Each Question carries equal marks.

### **References:**

- Thorndike, R.L. and Hagen, E.P.-Measurement and Evaluation in Psychology and Education, New Delhi, John Wiley 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, Prentive Hall of India Pvt. Ltd.
- Asthana, Bipin-Measurement and Evaluation in Psychology and Evaluation. Agra, Vinod Pustak Mandir

**Paper-11**  
**Total Marks-50**  
**Inclusion in Education**

**Objectives**

After completion of this course the student teacher will be able to:

1. Understand the concept of Inclusion in Education in the context of Education for All.
2. Understand the children with diverse needs.
3. Understand with the concept of Inclusive Education as a common school system.
4. Develop an understanding of the role of facilitators in promoting inclusion in education.

**Unit I:**

**Inclusion in Education**

- Inclusion in Education-Meaning and definition
- 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
- Inclusion in education for children with diverse needs—its rationale. Inclusion in education—a human right

**Unit II:**

**Children with Diverse Needs**

- Concept of Impairment, Disability and Handicap
- Nature and characteristics of children with—
  - Sensory impairment (Visual and Hearing)
  - Loco motor Disability
  - Gifted and talented
  - Mental Retardation
  - Development Disabilities (Autism, Cerebral Palsy)
  - Learning Disabled
  - Slow Learners
  - Multiple Disabilities

**Unit III:**

**Educational provision to facilitate Inclusion in Education**

- Concept of Inclusive Education—Meaning, scope and importance
- Philosophy: Transition from Segregation, Integration to Inclusion
- Issues and challenges of implementing Inclusive Education
- Benefits of Inclusion: for children with and without diverse needs
- Building inclusive learning friendly classrooms, overcoming barriers for inclusion.



## Unit IV :

### Legal provisions and Role of Stakeholders

- Rehabilitation Council of India Act, 1992; Persons with Disabilities Act ( Equal opportunities, Protection of rights and full participation, 1995); The National Trust for the welfare of Persons with autism, mental retardation and multiple disabilities Act, 1999.
- Role and responsibilities of Teachers, Family, Community. Role of Government and NGOs.
- Inclusive education in SSA and RTE.

### Practicum/ Assignment (Any One) besides Sessional test:

1. Identification of different types of Children with Special Needs.
2. Study of various Schemes & Benefits for Children with Special Needs.
3. Case Study

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

### Evaluation Scheme:

- |                           |  |
|---------------------------|--|
| (i) Internal Assessment   | : 10 marks (is to be finalized by the Principal & Teachers of concerned Paper) |
| (ii) External Examination | : 40 marks   |
| (iii) Duration            | : 02 hours   |
| (iv) Pass Marks           | : 40%  |

The examination paper will have 4 (four) questions with internal choice. Each question carries equal marks.

### References:

- 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*. Massachusetts: Atlyen and Bacon Inc.
- Jha, M.M. (2002). *School Without Wall: Inclusive Education for All*. Oxford: Heinemann
- Kar, Chintamani (1992). *Exceptional Children: Their Psychology and Instruction*. New Delhi: Sterling Publishers Private Ltd.
- Kumar, Jitender (2013). *Inclusive Education : A Journey through Challenges*. Patiala: Twenty First Century Publications
- Mangal, S.K. (2007). *Education of 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 Mission Vidyalaya
- NCERT (2006) *National Curriculum Framework for School Education 2005 (NCFSE)*. New Delhi: NCERT
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- Umadevi, M.R. (2012). *Special Education- A Practical approach to Educating Children with Special Needs*. Hyderabad: Neelkamal Publications Pvt. Ltd.
- Virk, Jaswant K. & Arora Alka (2010). *Fundamentals of Inclusive Education*. Patiala: Twenty First Century Publications.

**PAPER – 12**  
**Total Marks-50**  
**ACTION RESEARCH**

**Objectives:**

- To develop an understanding of the concept, principles, process & steps of Action Research.
- To develop an appreciation of the importance of Action Research for the Professional growth of the teacher.
- To develop an understanding of different methods (tools) of data collection of Action Research.
- To develop the skill of constructing appropriate tools while conducting an Action Research.
- To develop the skill of writing Action Research Report.

**Unit – I**

**Fundamental of Action Research**

- Meaning & Characteristics of Action Research.
- Difference between Fundamental and Action Research
- Principles of Action Research.
- Uses and Limitations of Action Research.

**Unit- II**

**Action Research and the Teachers**

- Action Research for the Professional Growth of Teachers.
- Ethical consideration in conducting Action Research

**Unit – III**

**Steps and & methods of Action Research**

- Steps of Action Research Project
- Methods – Experimental, Diagnostic and Case Study method
- Tools – Diary , Observation, Questionnaire , Interview schedule , Rating Scale, Audio Video Recording and Photograph

## **Unit- IV**

### **Methods of Action Research**

- Experimental
- Diagnostic
- Case Study method

## **Unit-IV**

### **Report Writing in Action Research**

- The Research Question
- Rationale
- Sample
- Methods of Data Collection
- Analysis and Interpretation of Data
- Reflection of the Results
- Development of Strategic Plan of Action.

### **Practicum/ Assignment (Any One) besides Sessional test:**

1. To prepare a list of topic for Action research.
2. To prepare an outline of Action Research project
- 3.

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

### **Evaluation Scheme:**

- |       |                      |   |
|-------|----------------------|---|
| (i)   | Internal Assessment  | :10 marks (is to be finalized by the Principal & Teachers of concerned Paper) |
| (ii)  | External Examination | : 40 marks  |
| (iii) | Duration             | : 02 hours  |
| (iv)  | Pass Marks           | : 40%   |

The examination paper will have 4 (four) questions with internal choice. Each question carries equal marks.

### **References**

- (1) Best John, W & Kahn : Research in Education, Prentice Hall of India, New Delhi
- (2) Davydd J Greenwood : Introduction to Action Research, SAGE
- (3) Thamarasseri, Ismail : Introduction to Educational Research, Kanishka Publishers, Distributors, New Delhi
- (4) Khandai, H.K. : Action Research in Education & Adult Education

**Paper- 13**  
**Total Marks-50**  
**Optional- a**  
**Environmental Education**

**Objectives**

After completion of this course the student teacher will be able to:

1. Understand the relationship between man and environment.
2. Acquaint the students with environmental issues.
3. Develop environmental awareness among the students.

**Unit I: Concept of Environment**

- Meaning and Definitions, Structure and Types of environment
- Concept of Ecology and Ecosystem
- Man and Environment
- Environmental ethics

**Unit II: Environmental Problems**

- Environmental Disasters- Natural and Man-made
- Environmental Pollution- Air, Water and Soil
- Ozone layer depletion, Global Warming, Acid Rain, Deforestation and Desertification
- Environmental Management and protection

**Unit III: Environmental Education**

- Meaning, Scope and Nature of Environmental Education
- Aims and objectives of Environmental Education
- Methods of creating environmental awareness through- Formal, Informal and Non-formal education
- Natural Resources—Types, their Utilization and conservation
- Environmental Education for Sustainable Development

**Unit IV: Environment and Quality of Life**

- Population Explosion and Family Welfare Programmes
- Population and Quality of Life in relation to Socio-economic development, poverty, Public health and hygiene and illiteracy
- Environmental movements, National and International conventions on Environment
- Environment Protection Laws



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

1. Preparation of an activity based curriculum on Environmental Education for primary classes.
2. Development of Nursery and reporting
3. Identification and reporting of the most immediate environmental problems faced by the locality
4. Celebrating the environment days
5. Conducting action research in Environmental Education
6. Organization of seminar/ debate/workshops
7. Examine the issues and consensus related to global and local environmental crisis
8. Exploration of strategies for sensitizing the individuals towards environmental conservation

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

**Evaluation Scheme:**

- (i) Internal Assessment : 10 marks (is to be finalized by the Principal & Teachers of concerned Paper)
- (ii) External Examination : 40 marks
- (iii) Duration : 02 hours
- (iv) Pass Marks : 40% of the total.

The examination paper will have 4(four) questions with internal choice. Each Question carries equal marks.

**References:**

- Agarwal, P. & Rana, S.(1986). *Environment and Natural Resources*. New Delhi: Jugminder Book Agency.
- Bala, G.S. (2007). *Environmental Education*. Guwahati: DVS Publishers & Distributors
- Chauhan, I.S. & Chouhan Arun.( '998). *Environmental Degradation*. Jaipur: Prem Rawat for Rawat Publishers
- De, A.K. & De, A.K. (2004). *Environmental Education*. New Delhi: New Age International Publishers
- Kumar, A.(2009). *A Text Book of Environmental Science*. New Delhi: APH Publishing Corporation.
- Satapathy, N. (1997). *Sustainable Development*. Ahmedabad: Karnavati Publications
- Sharma, B.L.& Maheswari, V.K. (2008). *Education for Environment and Human Values*. Meerut: R. Lall Book Depot.
- Sharma, R.A. (2008). *Environmental Education*. Meerut: R. Lall Book Depot.
- Sharma, S.P.(2006). *Environmental Education*. Guwahati: DVS Publishers and Distributors

**PAPER-13**  
**Total marks 50**  
**Optional- b**  
**Guidance and Counseling**

**Objectives**

After completion of this course the student teacher will be able to:

1. Understand the concept, nature, scope and importance of guidance.
2. Understand the meaning, purpose and functions of different types of guidance.
3. Understand about the different types of guidance programme and their organization.
4. Understand the meaning, nature, objectives, need and importance, types, steps and techniques of counseling.
5. Understand the relationship between guidance and counseling.
6. Understand the role of school counselor.

**Unit: I**

- Concept of Guidance and Counseling
- Guidance- meaning, nature, scope, need and importance.
- Types of Guidance- educational, vocational and personal.
- Organization of Guidance services in secondary schools.
- Role of the teacher in Guidance programme.

**Unit: II**

- Counselling- Meaning, nature, scope, need and importance.
- Types of Counselling.
- Qualities of a good Counsellor , Role of a school counselor in a guidance programme
- Counselling in individual situations.

**Unit:III**

- Child Guidance Clinic- need and importance, organization of a child guidance clinic- personnels- their qualities and functions.
- Guidance and Counselling services for different categories of children-gifted, slow learners, juvenile delinquents, physically and mentally challenged.
- Guidance needs of students- Problems related to home and school.
- Guidance for Adolescent learners.

**Unit: IV**

- Relationship between Guidance and Counselling.

- Group Guidance and Group Counselling, Steps and Techniques.
- Problems of Guidance and Counselling.
- Career and Occupational Information, Placement and follow-up services.

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

1. Organization of Career Talks
2. Organization career corner
3. Identification of problems of guidance programme in any school of Assam.
4. Testing the vocational aptitude of secondary school students.

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

**Evaluation Scheme:**

- |                            |                     |   |
|----------------------------|---------------------|---|
| (i) Internal Assessment    | : 10 marks          | (is to be finalized by the Principal & Teachers of concerned Paper) |
| (ii) External Examination: | 40 marks            |   |
| (iii) Duration             | : 02 hours          |   |
| (iv) Pass Marks            | : 40% of the total. |   |

The examination paper will have 4(four) questions with internal choice. Each Question carries equal marks.

**References:**

- 1.S.K.Kochhar- Guidance And Counselling In Colleges And Universities, Sterling Publishers Pvt Ltd.N.Delhi, 1989.
- 2.Bhatia,K.K.- Principles OF Guidance and Counselling, Kalyani Publishers, 2009.
- 3.Agrawal, Rashmi- Educational Vocational Guidance and Counselling ; Principles, Techniques and Programmes, Shipra Publication, 2010.
- 4.Charls Kiruba & Jyothsna, N.G.- Guidance and Counselling, Neelkamal, Publication Pvt. Ltd. First Edition, 2011.
5. Mdhukar,I- Guidance and Counselling, New Delhi, Authors Press.
6. Mc. Daniel, H.b.- Guidance in Modern Schools. New York, Rinechart and Winton.
7. Traxler,A.E. and North,R.D.- Techniques of Guidance, New York, Harper and R.W.
8. Gururani ,G.D- Guidance and Counselling, Educational, Vocational and Career Planning ,

**Paper-13**  
**Total marks- 50**  
**Optional -c**  
**Health and Physical Education**

**Objectives:**

After completion of this course the student teacher will be able to:

- Use competencies and skills needed for becoming an effective teacher (especially Physical Education).
- Be sensitive about emerging issues such as health & fitness, wellness, technology, environment.
- Inculcate rational thinking and scientific temper among the students.
- Develop critical awareness about the social realities among the students.
- Use managerial and organizational skills.

**Unit I**

Physical education

- Meaning, Definition and Scope of physical Education
- Objectives and purposes of Physical Education
- Values and Ethics of Physical Education

**Unit II**

- Sociological bases of physical Education
- Importance of Physical education
- Physical education and human Values

**Unit III**

Philosophy of recreation & sports

- Meaning of play, recreation & leisure, definition & significance of recreation and leisure
- Relationship between play, recreation & leisure
- Types of recreation
- ☐ Planning and Organization of Physical Education Activities- Playfield, Courts, Equipment, Gymnasium, etc.
- ☐ Planning Sports competition in schools- Intramurals and Extramural.
- ☐ Coaching of Sports Activities in Schools.
- ☐ School Health Services including First-Aid and Safety Measures.
- ☐ Role and Responsibility of Teacher in School Health Programme.

**Unit IV**

Teacher training in Physical education



- Professional qualities & Professional growth of a Health & Physical Education Teacher
- Teacher Training in Physical education
- Methods of teaching physical education (Lecture Method, Demonstration Method, Discussion Method, Project Method, Whole Method, Field Practice and Field Trips)
- Management of Sports and Physical Education

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

1. To prepare a Chart of physical education programme.
2. To prepare a balanced Diet chart for physical fitness.

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

**Evaluation Scheme:**

- |                           |                     |   |
|---------------------------|---------------------|---|
| (i) Internal Assessment   | : 10 marks          | (is to be finalized by the Principal & Teachers of concerned Paper) |
| (ii) External Examination | : 40 marks          |   |
| (iii) Duration            | : 02 hours          |   |
| (iv) Pass Marks           | : 40% of the total. |   |

The examination paper will have 4(four) questions with internal choice. Each Question carries equal marks.

**References**

1. Aggarwal, J.C. **Health & Physical Education**, Shipra Publications, Delhi (2009)
2. Bhatt, B.D. **Teaching of Physical and Health Education**, Kanishka Publishing House, New Delhi.(1993)
3. Behari, S. K. & Choudhury P.K.(1996) : Health and Physical education, Kalyani Publishers, New Delhi.
4. Chand Tara & Prakash Ravi **Advanced Methods of Physical and Health Education**, Eastern Book House, Guwahati. (1997).
5. Chandra, S.S. **Health Education & Physical Education**, Surjeet Publications, Delhi (2007)
6. Dash, B.N. **Health & Physical Education**, Neelkamal publications, New Delhi, (2007)

**Paper- 13**  
**Total Marks-50**  
**Optional- d**

**TEACHER EDUCATION**

**Objectives**

After completion of this course the student teacher will be able to:

1. Understand the development of teacher education in India.
2. Know the teacher education programmes at different levels in India.
3. Familiarize themselves with the teaching behavior and teaching skills.
4. Familiarize themselves with the trends in Teacher Education.

**Course Content:**

**Unit-I: Development of Teacher Education in India**

- Historical development to teacher education in India and Recommendations of Secondary Education Commission 1952-53, Indian Education Commission (1964-66) and NPE-1986.
- Meaning, Importance and Aims of Teacher Education Programmes.
- Structure of Teacher Education at different levels.

**Unit-II: Pre-service Teacher Education Programmes**

- Concepts and Importance of Pre-service teacher Education at Elementary and Secondary levels.
- Curriculum and Evaluation of Pre-Service Teacher Education at different levels.
- Role of NCTE, NCERT, SCERT and DIET in Teacher Education
- Problems of Pre-Service Teacher Education and their remedies.

**Unit-III: In-service Teacher Education programmes**

- In-service Teacher Education-Concept, Importance and Objectives
- Types of Programmes and Organizational Agencies for In-service Teacher Education Programmes.
- Shortcomings and Suggestions for In-service Teacher Education Programmes.
- Distance Education and In-service Teacher Education.

**Unit-IV: Modification of Teaching Behaviour and Student-Teaching Programme**

- Students Teaching Programmes-Concept, Importance and Organizational Pattern.
- Micro-Teaching and Stimulated Teaching.
- Problems related to Student-Teaching Practice and Internship Programme and their Solutions.

**Unit-V: Teaching Profession and Trends of Teacher Education**

- Concept of Profession
- Teaching as profession and Professional Development of Teachers
- Teacher's role and responsibility in 21<sup>st</sup> Century
- Professional Ethics
- Innovative practices in Teacher Education: Internship and 4 year integrated teacher

- Usage of ICT in teacher education programmes
- Teacher effectiveness: meaning and components

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

1. Analysis of Teaching Behavior of School Teachers in a subject (10 periods) using Ned A. Flanders Techniques.
2. Study of Pre-service or In-service Teacher Education Programmes
3. Role of DIET/NCTE/SCERT/SIE in Teacher Education

**Mode of Transaction:** Lecture and Lecture cum discussion

**Evaluation Scheme:**

- (i) Internal Assessment : 10 marks (is to be finalized by the Principal & Teachers of concerned Paper)
- (ii) External Examination: 40 marks
- (iii) Duration : 02 hours
- (iv) Pass marks : 40%

The examination paper will have 4 (four) questions with internal choice. Each question carries equal marks.

**REFERENCES**

1. Govt. of India (1964-66) Report of the Education Commission.
2. Govt. of India (1986). National Policy on Education.
3. Anand, C.L. (1988). Aspects of Teacher Education, Delhi. S. Chand Co.
4. Mukherjee, S.N. (1968). (ed.) Education of the Teachers in India. VVo.I and II, Delhi, S. Chand Co.
5. Mukherjee, S.n. (1968). Admission and Organization of Teacher Training Institutions, N. Delhi NCERT
6. Buch, M.B. (1987). 9ED.) Third Survey of Research in Education, Delhi, NCERT.
7. Singh, L.L. 91990). (ED.). Teacher Education in India-resource Book, NCERT
8. National Council for Teacher Education 9NCTE) Teacher Education, Curriculum- A Frame work NCERT, N.Delhi
9. Richard g. ET.AL. 91986). Professional Priorities in Teacher McMillan Co. N.Y.
10. Report of the Education Commission 91964-660. Ministry of Eeducation, LNC Agarwal, Agra, 1971.
11. Stnnet, T.N. (19860. Professional Priorities In Teacher McMillan Co. N.Y.



**Paper- 13**  
**Total Marks-50**  
**Optional- e**  
**PEACE & HUMAN RIGHTS EDUCATION**

**Objectives**

After completion of this course the student teacher will be able to:

1. Understand the concept of human rights education and peace education.
2. Get familiarize with the rights of the child.
3. Understand the issues of gender equity and human rights education for girl child.
4. Get acquainted with the strategies and approaches for inculcating HRE.
5. Develop an understanding of Peace Education and its strategies.

**Course Content:**

**Unit-I: Introduction to Human Rights Education**

- Origin and Historical Development of Concept of Human Rights
- UN Charter & UDHR
- Human Rights in Indian context
- Human Rights and Duties Education: Concept, importance and objectives
- Approaches and strategies of Human Rights Education

**Unit-II: Covenants and Conventions and rights of education in Indian context**

- International Covenants on Economic, Social and Cultural rights
- Conventions on the rights of the Child
- Education as a fundamental right and RTE Act-2009
- Policy perspectives of Human rights education and core elements in National Curriculum Framework
- Role of Teachers in sensitization and Human rights
- Human rights protection Act and role of NHRC, SHRC.

**Unit-III: Values**

- Meaning, definition and values
- Classification of Values: Intrinsic and Extrinsic
- Stages of value development

**Unit-IV: Approaches and Methods of Value Education**

- Value Education: Concept, importance and objectives
- Approaches and methods of value education: Integrated Approach and conventional method
- Models of value education: Value clarification, Jurisprudential inquiry model, Living Values- an Education programme (LVEP)
- Evaluation in Value Education



#### **Unit-V: Peace Education**

- Concept of Peace and Peace Education
- Ideas of peace as perceived by Indian thinkers
- Relationship between Peace Education and Value Education
- Evaluation of Values and Peace Education

#### **Practicum/ Assignment (Any One) besides Sessional test:**

- Experiential learning sessions on Yoga and Meditation and preparing a report on it.
- Creating some selected values among the pupil teachers.
- Demonstration of Yoga in classroom.

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

#### **Evaluation Scheme:**

- (i) Internal Assessment : 10 marks (is to be finalized by the Principal & Teachers of concerned Paper)
- (ii) External Examination: 40 marks
- (iii) Duration : 02 hours
- (iv) Pass Marks : 40%

The examination paper will have 4 (four) questions with internal choice. Each question carries equal marks.

#### **REFERENCES**

1. Bharadwaj, T.R. (2007). Education of Human Values, New Delhi: Mittal Publications,- 110059 A-110, Mohan Garden, New Delhi-110059
2. Brownlie, Ian (ed): Basic Documents on Human Rights Oxford, Clarendon Press.
3. Bhat, S.R. (1986). Knowledge, Value and Education: An Axionoetic Analysis. Delhi: Gian Pub.
4. Christe, D.J., Wagner.R.V., Winter.D.D. (2009): Peace, Conflucit & Violence: Peace Psychologyfor the 21<sup>st</sup> century, New Jersey, Printice Hall
5. Dhand, H. (2002): Teaching Human Rights –A Handbook for Teacher Educators., Bhopal ; Asian Institute of Human Rights Education
6. Diane Tillman (2000): Living Values Activities for Young Adults. Delhi: Sterling Publishers
7. Georgi, V.B. and Seberich, M. (Eds.) (2004). International Perspectives in Human Rights Education. Gutersloh: Bertelsmann Foundation Publishers.
8. Ghose, D.N. (2012). A Textbook of Value Education. New Delhi: Deep & Deep Publication Pvt. Ltd.
9. Goel, A. and Goel, S.L. (2005). Human Values and Education. New Delhi: Deep & Deep Publication Pvt. Lt.
10. Hassija, J.C. (1997: Human Rights Education. Mount Abu: Brahma Kumaris.

**Paper-14**  
**Total Marks-50**  
**EPC: 4 Education for Development of self**

**Objectives**

After completion of this course the student teacher will be able to:

- Develop the understanding of self
- Create social –relational sensitivity and effective communication skills
- Realize a holistic and integrated understanding of human self and personality
- Understand the need and importance of yoga to enhance abilities of body and mind
- Explore one's dreams ,aspirations ,concerns through varied forms of self expression

**Practicum/Assignment**

**Interactive Session (Focus Area)**

- Sharing case studies/biographies/ stories of different children who are raised in different circumstances and how this affected their sense of self and identity formation its factors.
- Watching a movie/documentary where the protagonist undergoes trials and finally discovers his/her despite odds.
- Issues of contemporary adolescence/youth need to be taken up as student-teachers first need to understand themselves and themselves in relation to their students and classroom situations.
- The exercise of developing reflective journals and providing regular feedback on those can be used here.
- Importance of yoga, pranayam, suryanamaskar and mediation in life. Activities related to body, mind, sense, emotions imagination concentration, observation. Components of Stress-free life
- Suggested workshop-
  - (a) Place of art in education
  - (b) Aims of education in present scenario
  - (c) Mythical thinking in contemporary life
  - (d) Life Stories through advertising

**Evaluation Scheme:**

(i) Internal Assessment	: 10 marks (is to be finalized by the Principal & Teachers of concerned Paper)
(ii) External Examination	: 40 marks
(iii) Duration	: 02 hours
(iv) Pass Marks	: 40% of the total.

**Board of Examiners:**

The board examiners will consist of (at least two internal members from the Department/teacher training college) and one external examiner appointed by the Controller of Examinations.

**References**

1. Friere, Paul: Pedagogy of Hope, London, UK Continuum Pub. Co.
2. Krishnamurti J.: Life Ahead, To Parents, Teachers and Students Ojai, California, USA, Krishnamurti Educational Trust
3. Wood David: Narrating Professional Development, Teacher's stories as texts for improving practice.

**Paper-15**  
**Total Marks-250**

**Internship (4 months)**

Sl. No.	Activities	Marks
01	Internship (submitting monthly report on activities performed by student teachers with proper certification). Student teachers should remain present in respective school during the school time and maintain school diary.	25x4=100
02	Preparation of scholastic achievement test cum record (two)	25x2=50
03	Presentation of Internship experiences and viva voce	100

**Scheme of Evaluation:**

1. Internal Assessment : 150 Marks (External & Internal Examiner will finalize the marks)
2. External (viva voce) : 100 Marks
3. Pass Mark : 40% of the Total

**Board of Examiners**

The board of examiners will consist of at least two internal members from the department/ teacher training college and one external examiner appointed by the Controller of Examinations. The Board of Examiners will examine the Internship monthly report and Scholastic Achievement test cum record prepared by the students for evaluation purpose.

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Academic Registrar  
Gauhati University