

BODOLAND UNIVERSITY
DEBARGAON
P.O.: Rangalikhata (Kokrajhar)
Dist : Kokrajhar, BTAD, ASSAM, PIN - 783370

CURRICULUM FOR TWO YEARS B.Ed. PROGRAMME



Prepared and constructed with reference to the guidelines of Curriculum Frame work:
Two Year B.Ed. Programme by National Council for Teacher Education and its Regulations - 2014

Preface

As per the guide lines of National Curriculum Framework (NCF) for Teacher Education 2009, the two years B.Ed. course of Bodoland University is developed. The Curriculum Review Committee of Bodoland University deserves to prepare and construct a curriculum for two years of B.Ed. course by reviewing existing curriculum from October, 2019 to December, 2019 to meet the present need of Teacher Education for Bachelor of Education as per National Council for Teacher Education (NCTE) and its regulation of 2014.

The members of the Curriculum Review Committee drafted and reviewed the existing curriculum for two (2) years professional B.Ed. course and submitted the copy for consent and finalization.

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CURRICULUM FOR TWO YEARS B.Ed. DEGREE PROGRAMME

Introduction :

The Programme comprises of three broad curricular areas : Perspective in Education, Curriculum and Pedagogic Studies and Engagement with the field. As per the guidelines of “Curriculum Framework: Two Year B.Ed. Programme” circulated by National Council for Teacher Education (NCTE) in 2014, the following courses are designed for B.Ed. Programme of the Bodoland University, Kokrajhar, BTAD, Assam.

Perspective in Education (Core Courses):

Core courses are intended to provide a conceptual understanding of relevant concepts and processes in teacher-education and also situate them in the broader perspective of education and development. These are mandatory subjects for all student-teachers.

1. CC-01: Foundation of Education
2. CC-02: Growth and Development of Childhood and Adolescence
3. C.C-03: Contemporary India and Education
4. C.C-04: Understanding Discipline and Subject
5. C.C-05: Language Across the Curriculum
6. C.C-06: Learning and Teaching
7. C.C-07: Knowledge and Curriculum (Part-A & B)
10. C.C-08: Teacher Education
11. C.C-09: Assessment for Learning
12. C.C-10: Action Research

Curriculum and Pedagogic Studies (School Subjects)

Courses in pedagogic studies are aimed at providing an understanding of the dynamics and complexities in teaching-learning situations, including familiarity with the basic terms and operation as well as various ways of assessing learning. In consonance with the overall framework, emphasis is laid on the constructivist views in all these dimensions, with appropriate exposure to other views, wherever necessary. It also aims to develop in student-teacher an understanding of the curriculum, linking school knowledge with community life. The design of the programme will enable the students to specialize in two disciplinary areas, viz. Social Science, Science, Mathematics, Languages, English and subject area from the same discipline.

Optional Courses:

Apart from conceptual and practical learning gained through courses and pedagogic studies, student-teachers need to develop other dimensions of their sensibilities. They need to experience and internalize the fact that the teacher is much more than someone who teaches a subject. The teacher is also potentially a participant in the wider education system and he/she may play a proactive role both in the community life of the school and also in the boarder social context. In this sense he/ she is capable of becoming an agent of social development, even of social transformation.

In order to empower the student-teachers in these dimensions, it is necessary that they are provided with a range of experiences that will cumulatively enrich them as well as develop their sensitivity. Course 17 is (optional papers) and is attempted to satisfy need.

Engagement with the Field :

Tasks, Assignment & Practicum:

This is a part and parcel of all the courses which is included in the programme to stabilize their theoretical knowledge with different divergent activities. Tasks and Assignments for courses of respective pedagogy subjects will be selected by the concerned College and submission/performance of such items will be according to the respective College calendar.

Enhancement of Professional Capacity (EPC) :

These courses are included to train a student teacher to be effective and enhance their professional activities as a teacher by developing their extra efforts required for present education transaction. Following are the courses offered for this purpose:

1. EPC I : Reading and Reflecting on Texts
2. EPC II : Art in Education
3. EPC III : Critical Understanding of ICT
4. EPC IV : Understanding the Self

School Internship:

For School Internship, a student teacher should work as a regular teacher for a duration of 20 weeks of which 4 weeks in second semester as preparatory and 16 weeks in third semester participating in all activities (academic, non-academic, management, evaluation and other co-curricular activities) of the school. The school internship will realize the student-teachers how to cope-up with practical implementation of School Education. The details of the course are shown in the School Internship.

Assessment

For perspective in education and pedagogic studies 20% marks is assigned for continuous internal assessment and 80% for external assessment. Assessment for EPC is 60% internal and 40% is external. The design of internal assessment will be flexible but structured in its own. The minimum pass mark is 40%

Duration:

The maximum duration of the course completion is 4 (four) consecutive years.

Bodoland University, Kokrajhar
B.Ed. Course -2019

Design of the Institutional Course Implementation for a Semester

Course Code	Name of the course	Semester	Credit Hrs. per week	No. of periods(1 hour per period)			Marks of Evaluation	Total marks of the semester
				External	Internal	Total		
C.C. 01	Foundation of Education	1st	4	80	20	100	100	500
C.C. 02	Growth and Development of childhood and Adolescence		4	80	20	100	100	
C.C. 03	Contemporary India and Education		4	80	20	100	100	
C.C. 04	Understanding Discipline and Subjects		4	80	20	100	100	
C.C. 05	Language Across the Curriculum		2	40	10	50	50	
EPC-1	Reading and Reflecting on Text		2	20	30	50	50	
C.C. 06	Learning and Teaching	2nd	4	80	20	100	100	500
C.C. 07	Teacher Education		4	80	20	100	100	
C.C. 08	Assessment for Learning		4	80	20	100	100	
C.C. 09	Knowledge and Curriculum (Part-A)		2	40	10	50	50	
C.C. 10	Method paper -1: Part-A content areas (Any one)		2	40	10	50	50	
	(a) Pedagogy of Teaching Science (Part- A)		2	40	10	50	50	
	(b) Pedagogy of Teaching Social Science (Part –A)		2	40	10	50	50	
C.C. 10	Method paper-2 Part-A content areas (Any one)							
	(c) Pedagogy of Teaching Mathematics (Part –A)		2	40	10	50	50	
	(d) Pedagogy of Teaching	2	40	10	50	50		

	MIL-Assamese/Bodo/ Bengali/Hindi (Part –A)							
	(e) Pedagogy of Teaching English (Part –A)		2	40	10	50	50	
EPC-2	Drama and Art in education		2	20	30	50	50	

Pedagogy Subject- 1 : Science/Social Science (Prefer any one)

Pedagogy Subject- 2 : Mathematics/English/Assamese/Bodo/Bengali/Hindi (Prefer any one)

Total : 2 method subjects to be preferred by student-teacher.

In second semester the teacher trainees will do preparatory practice teaching at school for four (4) weeks in two school subjects.

Distribution of works in practice teaching for Second (2nd) Semester Trainees as follows:-

- i. Students teacher will be attend the school and observe the whole school activities during preparatory practice teaching and collect necessary information.
- ii. A minimum of 3+3 lessons will be delivered in two method papers with (3+3) lesson plans and prepare a report of practice teaching and submit the same to the college.
- iii. Daily school observation report during the practice teaching will be prepared and submit after the completion of the preparatory practice teaching.

N.B.: - It will keep in mind that there will be no allotted marks for said preparatory practice teaching tasks.

Design of the Institutional Course Implementation for a Semester

Course Code	Name of the course	Semester	Credit hrs. per week	No. of periods(1 hour per period)			Marks of Evaluation	Total marks of the semester
				External	Internal	Total		
C.C. 11	Action research	3 rd	2	20	30	50	50	400
C.C. 12	Method paper –1 (Pedagogical Aspects) Part-B (Any one)							
	(a) Pedagogy of Teaching Science (Part- B)		2	40	10	50	50	

	(b) Pedagogy of Teaching Social Science (Part –B)		2	40	10	50	50	
C.C. 12	Method paper-2 (Pedagogical Aspects) Part-B (Any one)							
	(c) Pedagogy of Teaching Mathematics (Part –B)		2	40	10	50	50	
	(d) Pedagogy of Teaching MIL- Assamese/Bodo/ Bengali/Hindi (Part –B)		2	40	10	50	50	
	(e) Pedagogy of Teaching English (Part –B)		2	40	10	50	50	
CC-I3	School Internship (Four Months)						250	

Distribution of marks in School Internship:

- (a) Reflective Journal : 20
- (b) Preparation of Unit plan / Lesson plan and practice
in classroom Interaction : 30
- (c) Preparation of School Development Plan (SDP) : 20
- (d) Practice of Micro Teaching Skills and Plan : 20
- (e) Total 8 (4+4) Lesson Plans of two Pedagogy papers
and 2 Lesson Plans other than Pedagogy subjects : 30
- (f) Preparation of Lesson based TLM (At least 5 nos.) : 20
- (g) Organization of Art and Creative Activities at school
(News writing, Role-play, Story Writing, Organization of Quiz,
Debate and Drawing will be conducted by the trainees
with the help of school children. At least 2 items need to conduct.) : 40
- (h) Organization of Yoga at school : 20
- (i) Final Lesson Plan & Demonstration
(Teaching of a lesson 20 marks &
Final Lesson Plan 10 marks) : 30
- (j) Viva Voce : 20

Total Marks-- 250

Course Code	Name of the course	Semester	Credit Hrs. Per week	No. of periods(1 hour per period)			Marks of Evaluation	Total marks of the semester
				External	Internal	Total		
C.C. 14	Gender, School and Society	4 th	4	80	20	100	100	400
C.C. 15	Knowledge and curriculum (Part-B)		2	40	10	50	50	
C.C. 16	Inclusive Education		2	80	20	100	100	
C.C. 17	Optional paper : (Any one)							
	(a) Health and Physical Education		2	40	10	50	50	
	(b) Peace and Human Right Education		2	40	10	50	50	
	(c) Environment Education		2	40	10	50	50	
	(d) Guidance and Counseling		2	40	10	50	50	
EPC-3	Critical Understanding of ICT		2	20	30	50	50	
EPC-4	Understanding the self		2	20	30	50	50	

Total Marks for the entire assessment programme = 1800

(Field visit, Excursion, Picnic, Institutional week etc. are not included in the distribution of the class period, but these are considered as the co-activity of the programme. These will be organized by the concern institution within the working days. School Internship for second semester as preparatory for the third semester).

Semester-wise Distribution of the Course

SEMESTER - I

C.C-01: Foundation of Education	100 Marks
C.C-02: Growth and Development of Childhood and Adolescence	100 Marks
C.C-03: Contemporary India and Education	100 Marks
C.C-04: Understanding Discipline and Subject	100 Marks
C.C-05: Language Across the Curriculum	50 Marks
EPC-1: Reading and Reflecting on Text	50 Marks

SEMESTER-II

C.C-06: Learning and Teaching	100 Marks
C.C-07: Teacher Education	100 Marks
C.C-08: Assessment for Learning	100 Marks
C.C-09: Knowledge and Curriculum (Part-A)	50 Marks
C.C-10: Method Paper-1 (Content areas)	
(a) Pedagogy of Teaching Science (Part-A)	50 Marks
(b) Pedagogy of Teaching Social Science (Part-A).....	50 Marks
C.C-10: Method Paper-2 (Content areas)	
(c) Pedagogy of Teaching Mathematics (Part-A).	50 Marks
(d) Pedagogy of Teaching MIL-	
(Assamese/Bodo/Bengali/Hindi) (Part-A)	50 Marks
(e) Pedagogy of Teaching English (Part-A)	50 Marks
EPC-2 : Art in Education	50 Marks

SEMESTER-III

C.C-11: Action Research	50 Marks
C.C-12: Method Paper-1 (Pedagogical aspects)	
(a) Pedagogy of Teaching Science (Part-B)	50 Marks
(b) Pedagogy of Teaching Social Science (Part-B).....	50 Marks
C.C-12: Method Paper-2 (Pedagogical aspects)	
(c) Pedagogy of Teaching Mathematics (Part-B)	50 Marks

(d) Pedagogy of Teaching MIL- (Assamese/Bodo/Bengali/Hindi) (Part-B)	50 Marks
(e) Pedagogy of Teaching English (Part- B)	50 Marks
C.C-13 : School Internship	250 Marks

SEMESTER-IV

C.C-14: Gender, School and Society.....	100 Marks
C.C-15: Knowledge and Curriculum (Part-B).....	50 Marks
C.C-16: Inclusive Education	100 Marks
C.C-17: Option Paper (Any One)	50 Marks
(a) Health and Physical Education	50 Marks
(b) Peace and Human Right education	50 Marks
(c) Environment Education	50 Marks
(d) Guidance and Counseling.....	50 Marks
EPC-3: Critical Understanding of ICT	50 Marks
EPC-4: Understanding the Self	50 Marks

SEMESTER-I

Semester-I

Course Code : 01

Foundation of Education

Full Marks-100

Internal -20 Marks (Practicum - 10, Formative Assessment- 10)

External - 80 Marks

Contact Hours- 4 hours per week

Objectives :

The student teachers will be able to:

- understand the meaning and nature of education.
- understand the philosophical bases of education.
- understand the Social, Psychological and Economic bases of education.
- analyze different views and schools of thoughts on Education.

Unit -I : Concept and Aims of Education :-

15

- Meaning of Education and its Nature and Scope.
- Aims of Education : Individual aim, Social aim, Cultural aim, Knowledge aim, Liberal aim and Vocational aim.
- Various components in Education : School, Teacher, Learner, Curriculum, Syllabus, Textbook. Library, Smart Classroom, ICT facilities.

Unit - II : Philosophy and Education (Philosophical bases of Education) :-

20

- Meaning, Nature and Scope of Educational philosophy.
- Relationship between Education and Philosophy.
- Major schools of philosophy : Idealism, Naturalism, Pragmatism, Realism and their Educational Implications.
- Educational philosophy of Swami Vivekananda, Rabindra Nath Tagore, Mahatma Gandhi, Srimanta Sankardev and Gurudev Kalicharan Brahma and their contributions towards development of education.

Unit - III : Sociological Bases of Education :-

15

- Concept, Nature and Scope of Educational Sociology.
- Concept and Process of Socialization.
- Agent of Socialization - influence of home, school, peer and society.

- Education as an agent of social change, social control and modernization.

Unit - IV : Psychological Bases of Education :-

20

- Meaning and Nature of Psychology.
- Meaning, Nature and Scope of Educational Psychology.
- Different methods of Educational Psychology : Introspection, observation and experimentation.
- Learning Process : Meaning, Definition and Nature of learning, Importance of teaching learning process and learning cycle.
- Learning Theories : S-R theories, Conditioning theory, Gestalt theory and Laws of learning.
- Importance of Motivation, Attention, Interest in learning.

Unit - V : Economic Bases of Education :-

10

- Education for Economic Development- its meaning.
- Education for Employability, Consumer driven educational programs.
- Education as an investment.
- Problem of poverty and unemployment in Assam and suggestive measures.

Internal Assessment :

Unit Test : 10 marks

Assignment & practicum : 10 marks

Assignment and Practicum : (Any two)

1. Seminar on philosophy of education. (Naturalism, Pragmatism, Realism etc.)
2. Student -teacher shall analyze the educationist philosophies and make presentations in the local perspective.
3. Write an assignment on role of home, peer, school in the socialization process.
4. Conduct a survey on the implementation of state and centrally sponsored schemes of education and prepare a report on the same.

REFERENCES :

1. Ansari S.H. (2003), Philosophical Foundation of Education New Delhi : Sanjay Prakashan.
2. Dasgupta, S.N. (1975), A History of Indian Philosophy, Vol. I New Delhi : Motilal Banarasi Dass.
3. Biswal, R.N. (2005), Philosophy, of Education, New Delhi : Dominant Publishers and

Distributors.

4. Brubacher, J.S. (1969), Modern Philosophy of Education, New Delhi : Megraw Hill.
5. Russel berterned, (1969), History of Western Philosophy, Mondan : Allen and Unwin.
6. Pathak, Abhijit (2004), Social Implications of schoolings, Knowledge pedagogy and consciousness,Rainbow publishers : Noida
7. Chaube S.P. and A. Chaube (2007), Philosophical and Sociological Foundations of Education, New Delhi : Vikash, Publishing House Pvt. Ltd.
8. Behadur, K.P. (1978), The Wisdom of Sankya, New Delhi : Sterling publishers.
9. Dewey, John (1944), Democracy and Education, New York : MacMillan Co.
10. Bhatia and Bhatia : Theory and Principles of Education.
11. Chanhan S.S. : Advance Educational Psychology.
12. Dulumani Goswami : Philosophy of Education.
13. Dr. Ajit Boro: Gurudev Kalicharan Brahma: Published by Gurudev Kalicharan Trust.

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Semester- I

Course Code : 02

Growth and Development of Childhood and Adolescence

Full Marks-100

Internal -20 Marks (Practicum - 10, Formative Assessment- 10)

External - 80 Marks

Contact Hours- 4 hours per week

Objectives :

The student teacher will be able

- to understand about child, childhood and adolescence.
- to develop an understanding of different aspects of children physical, mental, social and emotional development.

- to understand the characteristic of growing up and its stages and problem of adolescence periods.
- to develop understanding about child rights and protection.

Unit -I : Perspectives in Child Development :- 20

(a) **Introduction to Development:** Concept of Growth and Development, Principle of Growth and Development, Stages of Development, Factors influencing Development, Major theoretical perspectives in Development – Psychodynamic, Humanistic and Contextual.

(b) **Gathering data about Children from different contexts:**

Naturalistic Observation, Interview, Case Studies, Anecdotal Records, Clinical Methods.

Unit - II : Aspects of Development :- 15

(a) **Physical & Motor development :**

- Growth and Maturation.
- Growth and Motor development in childhood and adolescence.
- Role of Parents and Teachers in physical and motor development.

(b) **Cognitive, Language development, Social and Emotional development:**

- Meaning of cognitive and language development.
- Meaning of social and emotional development.
- Stages of child's social development
- Basic understanding of emotion and emotional development.
- Functions of emotion.

Unit - III : Child Protection and Child Rights : 15

- Understanding child protection and child rights.
- Types of Child Abuse - child marriage, child labour, child trafficking, sexual abuse, physical abuse, stress.
- Acts, Policies and Schemes related to protection of Child Rights. Juvenile Justice Act,2015.
- Role of family, school and other institutions in protection of child rights.

Unit - IV : Adolescence:- 15

- Meaning and characteristics of adolescence.
- Hazards of development in adolescence in the contexts of family, school and community

& mass media.

□□ Role of different cultures in development of adolescence.

Unit - V : Contexts of Socialization :-

15

□ Concept of socialization.

□ Role of family, school, peer in socialization process.

□ Social, Economic and Cultural differences in socialization.

Internal Assessment :

Unit Test : 10 marks

Assignment & practicum : 10 marks

Assignment /Practicum : (Any two)

1. Indication of topic for seminar like- Child Abuse, Parental style, Juvenile delinquency, Life skills development in adolescence period and Child rights etc.
2. A comparative study on the protection of child right in Govt. and Private schools.
3. Study on Child marriage of a particular locality.
4. Prepare a report on children different context by gathering data. (Marginalized groups, first generation learners, children with special needs.)

REFERENCES :

1. J.C. Agarwal : Advanced Educational Psychology.
2. S.K. Mangal : Advanced Educational Psychology.
3. Chauhan, S.S. (2002) : Advanced Educational Psychology, New Delhi, Vikas Publishing.
4. Poonan Sharma and Lata Gairola : Fundamental of Child Development.
5. Suresh Bhatnagar, Shivani Nigam, Imtiyaj Mansoori and Yesmin Sultana :
Childhood and Growing up.
6. Dr. Marami Goswami : Learning and Pedagogy.
7. Shaffer, David Reed and Katherine Kipp,(2009) : Developmental Psychology: Childhood and advance.New Delhi : Cengage Learning.
8. Richardson, Keith (2000) : Developmental Psychology : How Nature and Nature Interact. Rutledge.

Semester-I

Course Code : 03

Contemporary India and Education

Full Marks-100

Internal -20 Marks (Practicum - 10, Formative Assessment- 10)

External - 80 Marks

Contact Hours- 4 hours per week

Objectives :

The student teacher will be able —

- to enable the student-teacher with studies on Indian society and education with special reference to Assam.
- to enable the student-teacher to understand about the educational policy and its determinants.
- to realize the various inequalities in Education.
- to develop an understanding of the needs, issues and challenges evolved in contemporary Indian society.

Unit -I : Constitutional provision of Education in India :- 15

- Preamble, Fundamental Rights, Directive Principle of state policies.
- Concept of diversity, inequality, marginalization.
- Equalization of educational opportunities in India.

Unit - II : Development of Indian Education : A historical perspective. 15

- Vedic Education : Aims, Teaching learning process and curriculum.
- Buddhist Education : Aims, Teaching learning process and curriculum.
- Islamic Education : Aims, Teaching learning process and curriculum.
- Education during the British Rule : 1813 Charter Act to Gokhale's bill.

Unit - III : Secondary Education (After independence):- 20

- Concept, Aims and Problems of Secondary Education in India.
- Secondary Education Commission 1952-53. (Mudaliar Commission) in secondary level.
- Indian Education Commission 1964-66 (Kothari Commission) in secondary level.
- National Education Policy- 1968, New Education Policy-1986, and New Education Policy-2019.
- Universalization of School Education, issues and concerns.

- Access, equity and quality of School Education.

Unit - IV : Current concerns of Indian Education :-

15

- Nai-Talim, UEE, DPEP, SSA, RTE- 2009, RMSA, RUSA and Samagra Siksha.
- SMC (School Management Committee)
- MDM Scheme(Mid-day-Meal)
- PPP in Education (Public Private Partnership)
- JNV (Jawahar Navadaya Vidyalaya)
- Model School, KGBV(Kasthurba Gandhi Balika Vidyalaya)

Unit - V : Value and Peace Education :-

15

- Concept and meaning of Value
- Classification of Values and importance of value education in schools.
- Concept and need of Peace education in national and international contexts.
- Role of teachers to promote peace education.

Internal Assessment :

Unit Test : **10** marks

Assignment & practicum : **10** marks

Assignment and Practicum : (any two)

- Critical analysis of progress of school education in India and preparing a report.
- Preparing a report on the trend of modernization & globalization.
- Organize value related activities at TEI's
- Organize a debate and discussion on the constitutional provision of education in Indian constitution.

REFERENCES :

- J.P. Naik (1965) : Educational planning in India, New Delhi : Alleid.
- Government of India (1985) : The Challenge of Education, New Delhi :
Ministry of Human Resource Development(Mimeo)
- Govt. pf India (1986) : National policy on Education 1986.
- Govt. pf India (1992) : National policy on Education 1986(Revised).
- S.C. Dubey, NBT : Indian Society

6. RTE Act. 2009, RTE-2011 Assam.
7. NCERT Text Book(2006) : Democratic Politics.
8. Taj, Haseen : Current Challenges in Education.
9. J.C. Agarwal : Development and planning of modern Education.
10. M. Vanja and Bharati D.V : Value oriented Education.
11. Kaur B. : Peace Education – New Trends and Innovations.
12. Arnish Kumar Ahuja : Economics of Education.

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Semester- I

Course Code : 04

Understanding Disciplines and Subjects

Full Marks-100

Internal -20 Marks (Practicum - 10, Formative Assessment- 10)

External - 80 Marks

Contact Hours- 4 hours per week

Objectives :

The student teacher will be able

- to understand subject as a interdisciplinary study other than a strict discipline oriented.
- to understand the subjects like horticulture, hospitality etc. are as much more academic subject.
- to help to enhance practical knowledge.
- to understand the importance of equal strategy in both theory and practical part of any subject.
- to examine for a good text book considering the NCF- 2005 school curriculum, subject, syllabus and matching of contents.

Unit -I : Discipline and Subject :-

- Education as an interdisciplinary field of study.
- Meaning and Nature of school subjects and discipline.
- Changing nature of contents of school subjects.
- Subjects as a vehicle of National development.
- Interrelation and interdependence among various school subjects.

Unit - II : Theory of contents :

15

- Content and syllabus.
- Content and curriculum.
- Content, curriculum and Nation.
- Content : Theory and practical.
- Content and community.
- Content and learners.
- Content sequence and text book.

Unit - III : Theory and practical of a subject :-

15

- Importance of Theory and Practical of a subject.
- Relationship between Theory and Practice.
- Practical versus Project report.
- Practical versus Assignment.
- Practical versus Experiment.
- Practical versus Field work/study.

Unit - IV : Language and Social Science as a subject and discipline :-

20

- Centrality of language in education.
- Role of language in children's intellectual development and meaning.
- Language in the school curriculum: aims, issues and debates.
- Language as a Medium of communication.
- Phases of language development.
- Nature and philosophy of Social Science.
- Social Science as an area of study.
- Need of studying Social Science through- interdisciplinary perspective.
- Place and relevance of social science in school curriculum.

**Unit - V : Mathematics and Science as a subject and discipline :-
20**

- Nature and history of Mathematics.
- Place of Mathematics in the school curriculum.
- Mathematics in day to day life.
- Relationship of Mathematics with other subjects.
- Nature and history of Science.
- Knowledge, understanding of Science.
- Science as a discipline, place of scientific knowledge in the schema of school curriculum.
- Study of emergence of Science in relation to the social, political, intellectual and historical context.

Internal Assessment :

Unit Test : 10 marks

Assignment & practicum : 10 marks

Assignment and Practicum : (Any two)

- i) Text book analysis.(At least two textbook from secondary level)
- ii) Lesson analysis.(At least three lessons from two subject of secondary level)
- iii) Prepare a concept map of interdisciplinary school subject.
- iv) Write an assignment to examine the relevance of school subjects in NCF- 2005

REFERENCES :

1. Understanding Disciplines and Subjects (Educational perspective) by Prof. Dr. Saroj Sarma, Dr. Suman Nehra, Dr. Praveen Sharma.
2. Understanding Disciplines and Subjects (Complete guide, IGNOU Term End Exam) Published by Strait forward, New Delhi.
3. Understanding Disciplines and Subjects by Dr. Bijoy Kr. Sharma, Laxmi Book Depot.
- 4.
5. Understanding Disciplines and Subjects by Bhavna Sukla, Published by Bookman, New Delhi.

Semester- I

Course Code : 05

Language Across the Curriculum

Full Marks-50

Internal -10 Marks (Practicum - 05, Formative Assessment- 05)

External - 40 Marks

Contact Hours- 2 hours per week

Objectives :

The student teacher will be able

- to understand the importance of communicable language.
- to understand the first language, second language, third language etc.
- to understand the concept of multilingualism, standard language, home language, dialects etc.
- use of oral and standard language.
- understand the informal reading in different content areas.

Unit -I : Nature and functions of Language :-

15

- Language : Meaning and concept.
- Nature of Language.
- Language and learning.
- Language and thinking.
- Functions of Language.
- Role of Language across curriculum.
- Theories of Language Learning (Skinner, Social Learning Theory of Bandura and Walters, Nativist Chomskian perspective).
- Barriers in using a language & strategies to overcome them.

Unit - II : Language in Social context :

10

- Socio-cultural variation in language : accents, differences in communication, linguistic variation/dialects.
- Nature and importance of home language, school language and standard language.
- Language and communication : Meaning, types, components and barriers of communication.

- Meaning and concept of multilingual classroom and its advantage and disadvantage in Indian context.

Unit - III : Constitutional provision :- **5**

- Constitutional provision of teaching mother tongue..
- Relationship of home language (mother language) with standard language.

Unit - IV : Text structures of language :- **10**

- Contents of text.
- Skills and activities related to Language : Listening, Speaking, Reading, Writing, Viewing and Watching.
- Connecting content with language and culture.
- Context embedded and context reduced language tasks.
- Nature of Expository Text, Narrative Text and comparison.

Internal Assessment :

Unit Test : 05marks

Assignment & practicum : 05 marks

Assignment and Practicum : (Any two)

- i) Observation and list out of used language at neighborhood or school during play.
- ii) Collection of local folk song, dialogue, story, dak's proverb etc.
- iii) Preparation of word dictionary/word chart/Picture chart for bridging local language to standard language.
- iv) Prepare an activity for multilingual classroom situation.

REFERENCES :

1. Thomas M.Adams : Language Across the Curriculum- Taking stock.
2. Helmut Johanners Vollmer : Language Across the Curriculum
3. H. Stephen Straight : Language Across the Curriculum
4. Bryant Fillon : Language across the curriculum
5. Liv Combe : A language across the curriculum
6. Thomas M. Adams : Language across the curriculum Taking stock
7. Jack C. Richards : Curriculum approach in language teaching-Forward Central and Backward design.

Semester- I

EPC : 01

Reading and Reflecting on Text

Full Marks-50

Internal - 30 Marks

External - 20 Marks

Contact Hours- 2 hours per week

Objectives :

The student teacher will be able

- to develop reading capacity.
- to develop the creative ability, logical ability, analytical power, thinking skill and reading skill.
- to develop methods and approaches about reading.
- to strengthening ability to read, think, discuss, communicate and to write in the form of language.
- to lay a foundation for student teacher to become self learners reflective and expressive teachers and collaborative professional.
- to know the measurement and evaluation of reading.

Section - A : External

Unit -I : Ways of developing reading skills :-

10

- Objectives of Reading.
- Concept of Reading.
- Kinds of Reading ability/Skills.
- Methods of Teaching Reading.

Unit - II : Learner Assessment in Reading :

10

- Continuous and Comprehensive Assessment (CCA) of Pre-Reading, during Reading and Post Reading.
- Tools for assessing Reading.
- Record keeping for reading assessment.

Section - B : Praticum

Compulsory tasks :

- 1) Each trainee shall prepare his/her individual students profile in relation to concern paper e.g. (EPC-I)

- 2) Each trainee will maintain a portfolio to document and preserve all the activities conducted/ organized in the class.
- 3) Each trainee will keep a reflective journal on the day-to-day activity performed in the institute/college.
- 4) The student- teacher will be engaged with the reading interactively-individually and in small groups involving framing questions to think about while preparing to read something.
- 5) Student- teacher will select any one of the following thinkers and will present a paper on any one of their reflective write-up.
 - a) Swami Vivekananda.
 - b) Rabindra Nath Tagore.
 - c) Mahatma Gandhi.
 - d) Sarvepalli Radhakrishnan.

Suggested activities :

The course can include varied areas of reading activities. Selected texts materials or stories could be from popular fiction, Autobiography, biographical writing, drama's, news paper items, articles of magazines etc.

Mode of Transaction :

- 1) Participatory method to be followed.
- 2) Individual/pair/group/whole class activities/works allotted to the student teachers under the head suggested activities.
- 3) Sharing and group presentation followed by feedback from and faculty.
- 4) Group discussion/panel discussion on text materials.
- 5) Co-curricular activities in competition mode after formation different groups/houses.

SEMESTER-II

Semester-II

Course Code :- 06

Learning and Teaching

Full Marks-100

Internal-20 Marks (Assignment-10, Formative Assessment-10)

External-80 Marks

Contact Hours-4 hours per week

Objectives:-

The student teacher will be able

- to see things different and better deal with uncertainty.
- to understand how people learn and a way to explain.
- to understand the different learning theories and their educational implication.
- to understanding of teaching strategies, learning style and teaching style.
- to enhance the quality of learning.

Unit-I:- Progress of Learning.

10

- Plateau of learning and ways of overcome the plateau.
- Causes of fatigue, remedies of fatigue.
- Efficiency of learning.
- Methods of learning.
- Transfer of learning.

Unit II:- Learning of Cognitive Process.

20

- Domain of learning- Bloom's taxonomy
- Cognitive Processes as sensing, memorizing, understanding, analyzing, comparing and contrasting
- Learning as a cognitive process with special reference to Piaget's contribution.
- Learning as a Socio- Cultural Process with special reference to Vygotsky's contribution.
- Information processing approach: basic architecture of mind, working memory, long-term memory, short-term memory, attention encoding and retrieval.
- Constructivism.

Unit III:- Understanding the Learner.

15

- Concept of Individual difference within & among the learners
- Significance of individual differences in the classroom.
- Intelligence and IQ of the learners: Gifted and slow learner.
- Meaning and nature of Personality, Factors affecting Personality development of the learners.
- Creativity.

Unit IV:- Learning in and out of School.

20

- Issues of imposed schooling (oppression, monopoly of school in the sphere of learning, arrogance of authority, cultural invasion).
- Learning of knowledge, skills, values, beliefs, habits, positive emotions and strength.
- Learning out of School:

- Alternative ways of Learning, listening community, interpreting narratives, participating group and community activities.
- Field visit, excursion, project, exhibition, tournament, theatre, workshop, laboratory etc.
- Influence of home, religious and social institutions etc.

Unit V:- Teaching & Learning.

15

- Nature & concept of teaching.
- Teaching style - Team teaching, simulated teaching,
- Co-operative, collaborative learning, group learning, brain storming, peer learning, self learning and blended learning.
- Teaching behaviour- Authoritative, democratic and laissez faire.
- Teacher's role in ensuring co-operative & collaborative learning.

Assignment and Practicum:- (Any two)

1. Group discussion on Authoritative and Democratic behavior
2. Seminar on constructivism, teaching behavior.
3. Project on learning out of school.
4. Identification of different teaching styles
5. Analysis of classroom environment of a class

References:-

1. Learning and Teaching. By Dr. S.B. Sharma.
2. Learning from conflict. By Krishna Kumar, Publisher
3. Innovation in Teaching learning Process; New Delhi Vikash Publishing House Pvt. Ltd by S.S.Chauhan.
4. Learning and Teaching; by Dr. S.C. Oberoi, Laxmi Book Depot.
5. Principles, Method and technique of Teaching. by J.C. Agarwal

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Semester-II

Course Code :- 07

Teacher Education

Full Marks-100

Internal -20 Marks (Assignment-10, Formative Assessment-10)

External Assessment-80 Marks

Contact Hours-4 hours per week

Objectives:-

The student teacher will be able to

- understand the scenario of teacher education in India and abroad.
- understand and development of teacher education in India.
- know the teacher education program at different levels of India.

- highlight the roles played by different National and State level agencies of teacher education.

Unit I:- Introduction to Teacher Education.

20

- Teacher Education : Concept, Meaning, Significance and Functions of Teacher Education.
- Objectives of Teacher Education at school education (5+3+3+4)
- Development of teacher education in India and Recommendation of Secondary Education Commission 1952-53, Kothari Commission 1964-66, NPE 1986 with special reference to Assam.
- Teacher educational organization: At National level- NCTE, NIEPA, NCERT, RIE.
At State level- SCERT, SIMAT, IASE, CTE, DIET, Normal School, BITE, BTC, PPTC.
- Structure of Teacher Education in India (Pre- Service and In-Service teacher education).
- National Curriculum Framework for Teacher Education 2009 and 2014.

Unit II:- Teachers' Professional Identity.

10

- Professionalism – meaning, definition and characteristics.
- Professional code of Ethics and Teachers' Accountability.
- Professional growth.
- Qualities of a teacher.
- Teacher as a motivator, mentor and facilitator.

Unit III:- Teacher and Class room Management.

15

- Classroom Management: Concept, nature and importance.
- School Personal relationship: Head of the institution, teacher, students and their role.
- Supervision: Concept, types, principles, methods of supervision and internal monitoring and supervision.
- Role of teacher in the classroom management in the light of NPE 2019.

Unit IV:- Teaching

20

- Meaning and characteristics of Teaching.
- Principles of Teaching.
- Teaching Approaches.
- Teaching Strategies.
- Teaching Methodology.
- Phases of teaching (Pre-active, Inter-active, Post-active)
- Maxims of Teaching.
- Micro Teaching: Concepts and its utility in classroom transaction.

Unit V:- Guidance and Counseling for learner.

15

- Guidance : Meaning, nature and significance of guidance.
- Counseling : Concept, nature and principles of counseling.
- Characteristics of good counseling.
- Tools and techniques of guidance and counseling.
- Role of teacher in Guidance & counseling.

Assignment and Practicum:- (Any two)

- Study on Pre-service or In-service teacher Education Program.

- Study on teacher Education institution.
- Practice on Micro-Teaching skill at institution and simulated situation.
- Visit to a nearby Secondary School and observe day to day classroom management for 7 working days and prepare a report on it.

References:-

- (i) Govt. of India (1964-66) Report of the Education Commission.
- (ii) Govt. of India (1986) National Policy on Education.
- (iii) Teacher Education by Saxena Mishra and Mohanty Meerut, R. Hall Book Dep. Of.
- (iv) Development of Education in India (vol. 4 &5) by S. P. Agarwal and J. C. Agarwal; concept publishing co. New Delhi.
- (v) The role of the teacher in the classroom: A manual for understanding and improving Teacher, Classroom Behaviour by; Amidou, Flauders Ned, Paul. S. Amidou Associates.

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Semester-II

Course Code-08

Assessment for Learning

Full Marks-100

Internal -20 Marks (Assignment -10, Formative Assessment-10)

External -80 Marks

Contact Hours- 4 hours per week

Objectives :

The student teacher will be able

- to develop and understanding about assessment, examination and evaluation process.
- to support student teachers in understanding the psycho-social and political dimensions of assessment.
- to differentiate between various types of assessment.
- to develop about the current evaluation process.
- to select and construct various types of assessment tools appropriately.
- to critical understanding of issues in assessment and also explore realistic, comprehensive and dynam

Unit I : Concept of Assessment, Examination and Evaluation :

15

- Concept of Examination, Evaluation, Assessment, Test and Measurement
- Evaluation as an integral part of teaching-learning process.
- Reforms in examination.
- Continuous and comprehensive evaluation : Diagnostic, formative and summative.

- Issues and concerns in assessment and evaluation : Marking vs grading, non-detention policy, objective vs subjective.
- New trends in assessment and evaluation : On-line examination, computer based examination

Unit II : Tools of Assessment :

15

- Oral test and Performance test
- Achievement test : Standardized and teacher-made test.
- Diagnostic test, Intelligence test and Aptitude test.
- Rating scale, Check list, Anecdotal record, Portfolio, Inventory.
- Socio-metric technique, Interview, Questionnaire.
- Observation, project, assignment, practical works, workshop, seminar, report writing

Unit- III : Characteristics of Evaluation :

10

- Meaning of validity and reliability and its different methods of findings.
- Objectivity, usability and norms.
- Interdependence of validity, reliability and objectivity.
- Preparation of a question paper by using blue print.

Unit- IV : Teacher-made Achievement Test :

20

- Essay and Objective type test.
- Improving Essay and Objective type questions
- Types of Essay and Objective test, their characteristics, advantages and disadvantages.
- Construction of a balance question paper : Design, Blue Print and Development of questions.
- Characteristics of good test.

Unit- V : Statistical Process in Assessment :

20

- Frequency distribution
- Graphical representation
- Measures of central tendency (mean, median and mode)
- Measures of variability- quartile deviation, mean deviation and standard deviation
- Percentile Rank
- Correlation.

Assignment and Practicum: (Any two)

1. Construction of an achievement test in any school subject in school Education.
2. Question paper analysis any two school subjects.

3. Preparation of cumulative record card.
4. Administration of a question paper in school and scoring answer copies.

References:

1. Guliksen, H-Theory of mental test, New York : John Wiley and Sons
2. Harper, A.E. and Harper, E.S (1990); Preparing objective examination- Handbook for teachers, students and examiners, New Delhi-prentice Hall of India.
3. Lindquist, B.F. (1951) Educational measurement, Washington, D.C. American Council of Education
4. Mangal, S.K. (1993), Advance educational Psychology. New Delhi : Prantice- Hall of India Pvt. Ltd.
5. Mehrens, W.A. and Lehmann I.J. Measurement and Evaluation in Education and Psychology, 2nd edition, New York, Halt, Rinehart and Winston.
6. Rawat, D.S. (1956), Statistics and Measurement in Education, Agra : Bharat Publication.
7. Thorndike, R.L. and Hagen, E.P. (1977), Measurement and Evaluation in Psychology and Education, 4th Edition, New York : John Wiley and Sons.
8. Walker, H.W. (1943), Elementary Statistical Methods, New York : Henry Holt and Co.
9. Garret, H.E. (1962), Statistic in Psychology and Education. Bombay : Allied Pacific Pvt. Ltd.



Semester-II

Course Code :- 09

Knowledge and Curriculum (Part-A)

Full Marks-50

Practicum -10 Marks

External - 40 Marks

Contact Hours- 2 hours per week

Objectives:

The student teacher will be able to

- understand the need and importance of curriculum .
- understand the concept of knowledge.
- to know about the rule of curriculum construction in a heterogeneous and plural society like India.
- apply different approaches to curriculum construction.

- to know about the various determinants and principles of curriculum development.

Unit I:- Epistemological bases of Knowledge. 10

- Concept of Knowledge.
- Ways of acquiring knowledge and information.
- Distinction between- (i) knowledge and understanding (ii) knowledge and skill (iii) application and skill
- Need and importance of knowledge.

Unit II:- Knowledge and Education. 10

- Meaning of Information, Wisdom, Instruction, Teaching and Training.
- Modes of Education- Face to face, Open and Distance.
- Teaching in Multicultural setting.

Unit III:- Concept of Curriculum. 10

- Meaning and concept of Curriculum, Syllabus and Text book.
- Need and importance of curriculum development.
- Principles of Curriculum development.
- Types of Curriculum: Learner centered, Activity centered and Core Curriculum.
- Stakeholder in curriculum : Learners, Teachers and Parents.
- Concept of Hidden Curriculum.

Unit-IV: Bases of Curriculum Development. 10

- Determinants of Curriculum Development.
- Foundation of curriculum in Indian Context (Sociological, Philosophical and Psychological).
- Curriculum reforms with special reference to NCF 2005
- Current issues : Environmental concerns, gender difference, inclusiveness, value education, social sensitivity, Peace and human right education and Population education.

Assignment / Practicum: (Any two)

1. Critical analysis of school education curriculum (5+3+3+4)
2. Role of NCERT and SCERT in curriculum development.
3. Identification of Co-curricular activities in the existing curriculum.
4. Critical appraisal of NCF. 2005

References:

1. Dr. Rajesh Kumar Vashistha (2016), Knowledge and Curriculum.
2. Dr. Vijay Kumar (2018), Knowledge and Curriculum.
3. Dr. Ram Kishore Singh and Amit Kumar Bharti(2016), Knowledge and curriculum.
4. National Curriculum Framework - 2005

Semester-II

Course Code-10(a)

Pedagogy of Teaching Science, (Part-A)

Full Marks-50

Internal -10 Marks (Assignment-5, Formative Assessment-5)

External -40 Marks

Contact Hours- 2 hours per week

Objectives :

The student teacher will be able

- to understand the meaning, nature and scope of science.
- to distinguish the different branches of science, such as Biological Science, Chemical Science, Physical Science etc.
- to create different situations for learning science.
- to understand the aims and objectives of Teaching science in different school level.
- to construct assessment tools for science subjects.

Unit-I: Science as School Subject:

10

- Meaning, Nature and Scope of Science.
- Aims and objectives of Science teaching at school education.
- Science and its different disciplines- Biology, Physics, Chemistry and Environmental Science.
- Correlation of Science with other subjects at school education.
- Values of Science.
- Importance of Science in the school curriculum.

Unit II: Science Curriculum:

10

- NCF-2009 and teaching of science.
- Principles of construction of general science curriculum.
- Exploring and utilization of resources for curriculum transaction.
- Adopting the curriculum to the local needs.

Unit-III : Teaching Learning Strategies of Science:

10

- Methods and Approaches of Science-teaching-
 - a. Lecture Method

- b. Demonstration Method
 - c. Project Method
 - d. Experimental Method
 - e. Laboratory Method
 - f. Heuristic Method
 - g. Inductive - Deductive Method
 - h. Integrating ICT in science teaching
- Process of Science teaching : observation, data collection, classification, measurement, analysis, prediction, inference, hypothesis.
 - Concept of scientific attitude
 - Need for development of scientific attitude
 - Designing of unit and lesson planning

Unit-IV: Assessment and Evaluation in Science:

10

- Tools and Techniques of evaluation of Science subject- Project, Assignment, Field trip, Experiment, Activities, Seminar, Workshop.

Assignment and Practicum: (Any two)

1. Collection of life history and contribution of Leeuwenhook, Aristotle, Robert Boyle, Kepler, Darwin,
2. Organizing workshop and seminar related to the syllabus.
- 3 Evaluation of science curriculum- SEBA/CBSE
4. Assignment on related topics of the syllabus (any two)
5. Analysis a text book of science for secondary level.
6. Lesson analysis.

References:-

1. Biswar Barenya Vigyani- Dr. Sibanath Barman
2. Science Teaching in schools- R.C. Das
3. Teaching of science 5th revised edition2000, R.Lall Book Deptt., Meerat; by S.P. Kulshehtha
4. Teaching of science,2012 PHI Private Ltd. New Delhi 11001 by, Davar M
5. Modern science teaching 6th revised edition,2012; Dhaupat Rai Publishing New Delhi, by R.C. Sarma

Semester-II
Course Code-10(b)
Pedagogy of Teaching Social Science, (Part-A)
Full Marks-50
Internal -10 Marks (Assignment-5, Formative Assessment-5)
External -40 Marks
Contact Hours- 2 hours per week

Objectives :

The student teacher will be able —

- to refresh and enrich trainee's knowledge on the subject.
- to understand the nature, structure and scope of Social Science and its importance in the curriculum.
- to apprise with the latest methodologies and technologies of teaching social science.
- to context of emerging concerns and need of Indian society.
- to understand the correlations of different components of Social Science.
- to comprehend and adopt various methods and techniques of evaluations.
- to prepare and use different kinds of instructional materials for teaching Social Science.

Unit-I: Meaning, nature and scope of teaching Social Science:

10

- Social Science- its meaning, definition, nature and scope of teaching social science,
- Difference between social science and social studies, social science and natural science, correlation of social science with other subjects.
- Place and importance of social science in school Education curriculum (In the light of NCF-2005)

Unit II: Aims and objectives, methods and instructional materials of teaching Social Science:10

- Aims and objectives of 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 and Demonstration method of teaching social science.
- 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, Atlas, Maps, Globe, Chart, Models, Graphs, Audio-Visual aids, CD-ROM, Multimedia, Internet etc.

Unit-III : Teaching of Geography and Economics:

10

- Meaning, nature and scope of Geography and Economics.
- Environmental Pollution, Resource depletion and Resource mobilization, Environmental degradation and its preservation.
- Current trends : Scarcity and choice, opportunity, cost, productivity, demand, supply.
- Classification of Economics system- Capitalism, Socialism, Mixed Economy.
- Developmental issues in Economics : Sustainable Development, Economic growth and Development, Gross Domestic product, Economic planning, function of money and budget, Economic reforms and globalization.

Unit-IV: Planning teaching of social science and evaluation process

10

- Essentials of social science textbook.
- Concept, need and importance of a unit plan, lesson plan and its preparation.
- Developing instructional objectives of a topic in behavioural terms of pupils and stating learning outcome.
- Identifying teaching points.
- Different types tools and techniques of Evaluation.

Assignment and Practicum : (Any two)

1. Seminar presentation on relevant topic by using multimedia like power point etc.
2. Analysis of existing social science syllabus of school Education.
3. Field visit to the places like- commercial establishment, higher and technical institution, factories, heritage site, habitation of ethnic community etc and prepare a report.
4. Lesson based Teaching aids preparation.
5. Preparation unit plan and lesson plan on social science subject on secondary level text book.

References:

1. Teaching of social science, by J.C. Aggarwal vikash publishing house, Pvt. New Delhi
2. Teaching of social science; by S.K. Kochar- sterling publishing Pvt. Ltd. New Delhi
3. Teaching of social science, Aalcolm P. Douglass
4. Content cum methods of teaching social science, Kalyani Publishers, New Delhi; B.M. Dash
5. Teaching of social studies; by Shaida B.D. and Saida A.K.

Semester-II
Course Code-10(c)
Pedagogy of Teaching Mathematics, (Part-A)

Full Marks-50

Internal -10 Marks (Assignment-5, Formative Assessment-5)

External -40 Marks

Contact Hours- 2 hours per week

Objectives :

The student teacher will be able

- to develop insight into the meaning, nature, scope and objective of Mathematics Education
- to appreciate the role of Mathematics in day-to-day life
- to state general aims and objectives of teaching mathematics at upper and secondary levels.
- to define Taxonomies of educational objectives of mathematics in general and in particular
- to state different objectives of mathematics curriculum at various stages of schooling.

Unit-I : Nature and scope of Mathematics:

10

- Meaning, definition and nature of Mathematics.
- Educational Values (Practical value, Disciplinary value, Cultural value, social value)
- Place of mathematics in the school curriculum, Reasons for keeping mathematics in school curriculum
(In the light of NCF-2009)
- Contribution of Indian Mathematicians-Arybhata, Bhaskara-II, Ramanujan
- A mathematical theorem-converse, inverse and contra positive, proof and its types
- Relation of Mathematics with other subjects.
- Scope of mathematics

Unit-II : Aims and objectives Teaching Mathematics:

15

- Concept and meaning, aims and objectives of teaching mathematics.
- Classification of objectives (Bloom's Taxonomy), Writing objectives in terms of pupil's behavior.
- Need and Importance of writing objectives in behavioural terms.
- Aims and objectives of teaching Mathematics at different stages of schooling.
- Instructional Objectives of mathematics teaching (knowledge, understanding, application, skill, appreciation, interest)

- Mathematization
- Process involved in learning mathematics

Unit -III Curriculum in Mathematics

15

- Objectives of curriculum
- Principles for designing curriculum (curriculum construction, curriculum organization)
- Approach for organizing a mathematics curriculum (Topical, concentric, spiral, logical and psychological)
- Importance and utility of learning-experiences
- Pedagogical analysis of various in mathematics at various level of schooling - Arithmetic, Algebra. Trigonometry and Geometry
- Mathematical language & symbols.
- Role of language in mathematical classroom.
- Children's conceptualization of mathematical ideas with special reference to theoretical perspectives of Jean Piaget & Vygotsky

Assignment and Practicum: (Any two)

1. To study the learning difficulties of students in mathematics for a particular class.
2. Collection of photographs & writing biographies of Mathematicians.
3. Evaluation of existing school Mathematics syllabus.
4. Identifying / writing teaching points in mathematics text book.

References:

1. Teaching of Mathematics- Dr. A.K. Kulshrestha.
2. The Teaching of Mathematics- Kulbir Singh Sidhu.
3. Pedagogy of Mathematics- NCERT
4. Teaching of Mathematics (A new Approach)- Prof. J.K. Nath
5. Pedagogy of Mathematics- Dr. S.K. Mangal

Semester-II
Course Code-10(d)
Pedagogy of Teaching MIL (Assamese / Bodo / Bengali / Hindi), Part-A
Full Marks-50
Internal -10 Marks (Assignment-5, Formative Assessment-5)
External -40 Marks
Contact Hours- 2 hours per week

Objectives :

The student teacher will be able

- to understand the different roles and importance of language.
- to develop an understanding of the nature of language.
- to understand the role and importance of mother tongue
- to know the place of language in curriculum

Unit I : Role of Language and its position in India

15

- Language- its meaning, nature, characteristics.
- Aims and objectives of language teaching.
- Objectives and principles of teaching and learning MIL as a first and second language.
- Aims and objectives of language learning.
- Position of the language in India: Hunter Commission (1882-83) Mudaliar Commission (1952-53), Kothari Commission (1964-66)
- Different stages in the learning of language in school education.
- The place of MIL in the secondary school curriculum (In the light of NCF-2005)

Uni II : Objectives of teaching Mother Tongue

10

- Importance and role of Mother Tongue in child education.
- Developing Mother Tongue as an instrument of communication, belief, critical thinking appreciation and creation.
- Standard language, interference with dialects and other Modern Indian Languages
- Acquisition of language skills : Listening, Speaking, Reading and Writing

Unit III: Methods and Classroom techniques.

15

□□ Approaches to teaching Mother Tongue

□□ Methods of teaching Mother Tongue (Different kinds of methods of teaching :
Storytelling, □□ Narration, Demonstration, Inductive- Deductive, Dramatization)

□□ Concept of Smart Class and ICT in language.

□□ Concept, need and importance of unit plan, lesson plan and its preparation

□□ Micro Teaching : Its relevance in language teaching.

Assignment and Practicum - (Any two)

1. Lesson based TLM Preparation
2. Evaluation/Test Tools Preparation
3. Text Book analysis.
4. Preparation of a hand writing Magazine
5. Preparation of a wall Magazine
6. Collection of local Folksong

References:

- (a) Asomiya Bhasa Sikshonor Ruprekha : Banjit Pathak
- (b) Asomiya Matribhasar Sikshon : Padmaram Shaloi
- (c) Asomiya Matribhasar Sikshon Poddhoti: Haliram Das
- (d) Asomiya Bhasa Sikshonor Ruprekha : Sakreshwar Das
- (e) Asomiya Bhasa Sikshon Poddhoti : Madan Sarmah
- (f) Asomiya Sahityar Ruprekha - Maheswar Neog
- (g) Asomiya Sahityar Samikshatmak etibritiya-- Salyendra Nath Sarma
- (h) Boro Bima Rao Phwrwngnai Khanthi- Guneswar Muchahary
- (i) Boro Bima Rao Phwrwngnai Adob- Dr. Mangal Singh Hazowary
- (j) Boro Rao Khanthi – Dr. Swarna Prabha Chainary
- (k) Bangla Sikshan Padhati – Dr. Subimal Mishra
- (l) Bangla Sikshan Padhati – Kaushik Chattapadhya
- (m) Bangla Sikshan Padhati Abong Bangla Paranal Ruprekha– Ashok Gupta

Semester-II

Course Code-10(e)

Pedagogy of Teaching English, (Part-A)

Full Marks-50

Internal -10 Marks (Assignment-5, Formative Assessment-5)

External - 40 Marks

Contact Hours- 2 hours per week

Objectives :

The student teacher will be able

- to understand the need, objectives and roles of teaching English at the School Education.
- to refresh knowledge of advanced English grammar.
- to understand the concepts of First language (L1), Second language (L2) and Foreign language.
- to understand and develop the English language skills.

Unit-I : Objectives, Scope and role of English:

10

- Issues of learning English at multilingual and multicultural society.
- Objectives and scope of teaching English at School level.
- Role of English in present context and its place in India.
- The place of English in school curriculum. (In the light of NCF-2005)
- Concept of First language (L1), Second language (L2) and Foreign language in the context of English.
- First language (L1) acquisition and Second Language (L2) learning

Unit-II : Basic language skills:

20

- Sequence of developing language skills and its justification
- Development of listening skill : sub-skills of listening; Intensive and extensive listening
- Development of Speaking skill: sub-skills of reading; Intensive and extensive reading; Silent and loud reading;
- Development of writing skill :sub-skills of writing; Guided and free writing; stages of writing- Pre writing, while writing and post writing.

Unit -III : Syntactic structure of English:

10

- Modifiers, Pre-modifiers and Post modifiers.
- Noun and Noun phrase, Verb phrase, Adjective phrase, Adverb and Adverbials, Prepositional phrase.

- Phrase and clauses- Independent clause, Dependent clause, Noun clause, Adjective clause, Adverbial clause.

Assignment and Practicum : (Any two)

1. Seminar on a given topic with power point presentation.
2. Identification of spelling errors/pronunciation errors at the elementary level/secondary level and their remedial measures.
3. Preparation of language charts and games.

References:

1. T.C. Baruah : The English Teachers' Handbook
2. S.Venkateshwaran : Principles of Teaching English
3. Randolph Quick and Sidney Greenbaum: A University Grammar of English
4. A.S. Hornby : A Guide to Patterns and Usage in English
5. Language across the curriculum :- Bryant Fillon
6. Language Power and Pedagogy- James Cummins
7. Curriculum approaches in language teaching : Kivilcim Vermez.

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Semester-II

EPC-2

Art in Education

Full Marks-50

Internal -30 Marks

External -20 Marks

Contact Hours- 2 hours per week

Objectives :

The student teacher will be able

- to understand cultural identity and its diversity and richness.
- to provide an aesthetically viable atmosphere in schools encouraging of learners.
- to enhance learning looking at reality through imagination and fantasy using Drama and Art techniques.

- to understand the media performing Arts, Fine Arts and Literary Arts to utilize them for active Teaching-Learning experiences instead of moral sermons like lecturing in the class.
- to make student - Teacher understand the richness and variety of artistic tradition so as to them creative thinkers and good citizens of the Nation.
- to develop the creative ability, imagination power and thinking skill.

Section A: (External)

Unit I : Art Education

20

- Meaning and concept of 'Art' and Art in Education
- Understand aesthetics and its educational relevance.
- Drama and Art as a pedagogy of learning and development : Understanding Drama, Art & Music (Visual Arts and Performing Arts) and their importance in teaching of different subjects at school level.
- A brief introduction to some of the renowned artists of Assam.

Section B: Internal

Unit-II : Drama and its Fundamentals-

5

- Importance of Drama in Education and in social context.
- Drama as a tool of learning.
- Different forms of Drama
- Role play and Simulation
- Use of Drama techniques in the Class room- Voice, Speech and Presentation

Unit-III: Visual Art-

10

- Importance of Visual Art in Education
- Art as a tool of learning
- Colours, Strokes and Sketching understanding of various means and perspectives.
- Traditional and regional art forms and Folk Art, Manuscript painting- Chitra Bhagawat, Glass Painting, Fabric, Painting and Various from of Paintings.
- Use of Drawing and painting in Education- Chart Making, Poster Making and other forms.
- Visit places of Art Exhibition and Cultural festivals, documentary

Unit-IV: Creative Art

10

- Creative Writing- Story and poem.
- Model Making- Clay Modeling, Origami, Puppet making, Flower making and Pot

Painting.

- Designing - Book Cover, Collage Work, Greeting Card Making and Craft

Unit-V: Music and Dance-

5

- Various Dance Forms- Sattriya, Bharat Natyam and Folk Dance
- Importance of Music and Dance in Education
- Swarpa (Notes) Taal and Laya (Saragam), Alankar, Vadi-Samvadi, Raga and Bandish
- Vocal-Folk Song, Prayer song- Saraswati Vandane.
- Integration of Music and Dance in Education.
- Introduction to some of the Traditional Musical Instructions.

Assessment :-

The assessment should be continuous, systematic, organize to measure all the multidimensional aspects of the Student Teacher. Student Teacher will be assessed on the basis of their behavioral aspects inner self qualities and some other aspects on the basis of their assignments, projects, performances etc. (reflective writings, participation in group, teams, society members etc)

References :-

1. Narayan, S (1997) Gandhi Views on Education: Buniyadi Shiksha 9(Basic Education)
2. NCERT (2006) Position paper National Focus Group on Arts, Music, Dance and Theatre New Delhi: NCERT)
3. Prasad, D. (1986) Arts as the basis of Education, NBT, New Delhi.
1. Bharatiya Raga Sargeet Tatwa- Dr. Sudarshana Baruat, Publisher Assam Book trust, Panbajar
2. Introduction of Rages - Pt Satish Chandra
3. Elements of Hindustani Classical Music- Shruti Jauhari
4. To the Actor : On the Technique of Acting- Michael Chekhov
5. Physical Actor Training - Anderi Droznin
6. Moment work - Moises Kaufman
7. On Theatre and the art of Acting- Konstantin Stanislavsty
8. History of Indian art-
9. An Introduction to Indian Art - Part I- Lakshmi Books
10. History of Indian Art- Kumari Devender
11. Classical dance of India- Deepika Biswas
12. Traditions of Indian folk dance by Kapila Vatsayan
13. Indian Classical dance- Kapila Vatsayan. □ □ □

SEMESTER-III

Semester-III

Course Code-11

Action Research

Full Marks-50

Internal -30 Marks (Practicum -20, Formative Assessment-10)

External -20 Marks

Contact Hours- 2 hours per week

Objectives :

The student teacher will be able

- to develop an understanding of the concept, principles process & steps of action research.
- to identify the problem for action research.
- to improve the working conditions of various infra-structural components of a school.
- to develop scientific attitude among teachers whereby they motivated to study problems scientifically before taking decision.
- to bring excellencies in school working.
- to support change and good practices in institution and services.
- to develop the skill of writing action research report

Unit I : Basic concept of Action Research :

7

- Meaning, characteristics and types of Research and Action Research
- Difference between Action Research and fundamental research.
- Importance and limitation of Action Research

Unit II : Methods and tools of Action Research:

6

- Steps of Action Research
- Methods- Experimental, Diagnostic and Case Study Method.
- Tools- Diary, Observation, Questionnaire, Interview schedule, Rating scale, Audio, Recorder.

Unit- III : Action Research in Educational Contexts:

7

- Identifying the areas of Action Research.
- Action Research and professional development of teachers.
- Procedure and preparation of report writing in Action Research.

Practicum : (Any one from a & b and c is compulsory)

10+20=30

- (a) Prepare a topic list of Action Research.
- (b) Prepare a proposal of Action Research.
- (c) Conduct of an Action Research in any one of the following areas –
 - (i) Classroom teaching context

(ii) Management of classroom and school

(iii) LAB area context

References:

- (1) Introduction to Educational Research by Thamarasseri, Ismail, Kanishka publishers, New Delhi
- (2) Introduction to Action Research, SAGE: by Davydd J. Greenwood.
- (3) NCERT Publication regarding Action Research.
- (4) SCERT Publication regarding Action Research.

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Semester-III

Course Code-12(a)

Pedagogy of Teaching Science, (Part-B)

Full Marks-50

Internal -10 Marks (Assignment-5, Formative Assessment-5)

External -40 Marks

Contact Hours- 2 hours per week

Objectives :

The student teacher will be able —

- to enhance the teaching-learning process with confidence.
- to develop new ideas and deal with greater horizon of learning strategies to facilitate effective learning of the learning topics.
- to refresh the contents of science with reference to lesson planning by considering learner centered strategy.
- to encourage the students to be friendly with nature and maintain goodness to all.
- to encourage the students to appreciate the natural phenomenon.
- to indicate that the science deal with every walk of life.

Unit-I: Concept Building for Teaching Learning (As per school curriculum):

Biology:-

- Characteristics of living and non-living things- Respiration, Photosynthesis, Reproduction, growth & development,. Digestion, Excretion.

- Cell, Types and Functions of Cell, Cell as functional, structural & biological unit of life.
- Heredity & Genetics
- Ecosystem. Food chain, Food web, Ecological Pyramids

Physics:

- Matters and Materials, Properties of matters physical change and chemical change of matters.
- Motion, work, Energy, Force power
- Magnetism and Electricity
- Light, Reflection, Refraction, Image Formation.
- Lenses, convex lenses, concave lenses

Chemistry:

- Chemical symbols, chemical formula, Chemical equation
- Volume, Density
- Molecular weight, atomic weight
- Chemical properties of Metals-Iron, Copper, Silver, Sodium, Aluminum
- Acid & Base

Assignment and Practicum: (Any two)

1. To find learning difficulties of students in science. (Assignment)
2. Experiment of laws reflection of light
3. Experiment of laws of reflection of light
4. Photosynthesis
5. Identification of Acid & Bases.

References:-

1. Text Book on Science for class IX & X
2. Biswar Barenya Vigyoni - Dr. Sibanath Barman
3. Science Teaching in schools - R.C. Das
4. Teaching of science 5th revised edition 2000, R.Lall Book Deptt, Merut ; by S.P. Kulshchtha.
5. Teaching of Science, 2012 PHI Private Ltd. New Delhi 11001 by, Davar M.
6. Modern Science teaching 6th revised edition, 2012, Dhanpat Rai Publishing, New Delhi, R.C.Sarma.

Semester-III
Course Code-12(b)
Pedagogy of Teaching Social Science (Part-B)

Full Marks-50

Internal -10 Marks (Assignment -5, Formative Assessment-5)

External -40 Marks

Contact Hours- 2 hours per week

Objectives :

The student teacher will be able —

- to develop an understanding of the nature of social science.
- to acquire conceptual understanding of the processes of teaching and learning social science.
- to acquire basic knowledge and skills to analyze and transact the social science curriculum effectively.
- to sensitize and equip students teachers to handle social issues and concern in a responsible manner.

Unit I : Political Science

15

- Meaning, nature and scope of Political Science.
- Elements of State- Population, Territory, Government, Sovereignty
- Forms of Government- Parliamentary and Presidential
- Organs of Government- Legislature, Executive and Judiciary
- Constitutional vision for a democratic India.
- Fundamental duties.
- Structures and functions of the Government at different levels : Union, State/Union territory, District and Local bodies.
- Society and political process (Election, Political parties, pressure groups)

Unit II : History

15

- Meaning, nature, scope, aims and objectives of teaching History.
- Civilization, Culture
- The periodisation of Indian history- Ancient, Medieval, Modern and contemporary societies.
- History of Assam (Specially in Medieval Period)

Unit- III : Assessment for learning Social science

10

- Concept and purpose of evaluation in social science

- Evaluation is a continuous and comprehensive process.
- Tools and techniques of evaluation in social science
- Preparation of a question paper by using design of blue print.

Assignment and Practicum: (Any two)

1. Project work- (a) Socio- political system (Assam)
 - (b) Women rights in society
 - (c) Superstition
2. Role play/street drama on different social issues.
3. Group discussion on different social burning issues.
4. Writing different types of test items (Essay type and objective type)

References:

1. Teaching of social science, by J.C. Aggarwal vikash publishing house, Pvt. New Delhi
2. Teaching of social science; by S.K. Kochar- sterling publishing Pvt. Ltd. New Delhi
3. Teaching of social science, Aalcolm P. Douglass
4. Content cum methods of teaching social science, Kalyani Publishers, New Delhi; B.M. Dash
5. Teaching of social studies; by Shaida B.D. and Saida A.K.

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Semester-III

Course Code-12(c)

Pedagogy of Teaching Mathematics, (Part-B)

Full Marks-50

Internal -10 Marks (Assignment-5, Formative Assessment-5)

External -40 Marks

Contact Hours- 2 hours per week

Objectives :

The student teacher will be able

- to develop the need of Audio-Visual Multimedia as a meaningful resource in Mathematics learning.
- to develop the understanding of Social and Technical hurdles and issues related to handling these hurdles in utilizing learning resources in Mathematics.

- to understand the role of formal evaluation in Mathematics.
- to develop an understanding of assessment framework.
- to appreciate the importance of Mathematics laboratory in learning Mathematics
- to develop competencies for teaching-learning Mathematics through various measures.

Unit-I: Method and Techniques of Teaching Mathematics : **15**

- Inductive and Deductive in Mathematics.
- Analysis-Synthesis
- Heuristic
- Problem Solving
- Home work, Assignment, Self study, Group work
- Review in Mathematics
- Unit Planning and Lesson Planning.
- Integrating ICT in Mathematics Teaching/Learning.

Unit- II: Learning Resources in Mathematics : **15**

- Audio-visual multimedia-selection and designing
- Community resources for mathematics learning.
- Handling hurdles in utilizing resources.
- Mathematics learning : Supplementary text material, Summer programme, Correspondence course, Mathematics Club.
- Designing mathematics laboratory and its effective use.
- Professional development of mathematics teacher.

Unit- III Measurement and Evaluation in Mathematics: **10**

- Concept of measurement and evaluation.
- Test and its classification.
- Formal ways of evaluation- types, criterion-reference and non - reference test, Continuous and comprehensive evaluation, assessing product Vs process, self and peer evaluation
- Developing a frame work for question paper at different stages of learning.
- Preparation of blue print

Assignment and Practicum: (Any two)

Semester-III

Course Code-12(d)

Pedagogy of Teaching MIL (Assamese / Bodo / Bengali / Hindi), Part-B

Full Marks-50

Internal -10 Marks (Assignment-5, Formative Assessment-5)

External -40 Marks

Contact Hours- 2 hours per week

Objectives :

The student teacher will be able —

- to understand the use grammar and vocabulary in context's of language
- to be able to develop activities and tasks for learners
- to be able to practice the language teaching skills
- to understand about the methods of teaching language
- to understand and prepare various kinds of lesson plans
- to understand the relationship between curriculum, syllabus and text books in language
- to comprehend and adopt various methods and techniques of evaluation.
- to appreciate the use of audio-visual aids and ICT
- to be able to develop activity based Teaching aids/T.L.M. in contexts of Lesson

Unit-I: Literature:

10

- Historical analysis of literature.
- Meaning and kinds of literature.
- Difference between language and literature.
- Types of Text : Narrative, Informative, Descriptive & Persuasive

Unit- II : Teaching of different forms of Literature :

15

- Textbooks : Importance of textbooks, Philosophy and principles for development of language text books.
- A review of the school syllabus and textbooks.
- Teaching of Prose
- Teaching of Poetry
- Teaching of Grammar

- □ Essentials of grammar in mother tongue, sound, junctures, word formation, sentence structure, mood system, suffixes, prefixes, phrases and idioms
- Role of teacher in teaching mother tongue.

Unit-III : Evaluation

15

- □ Modern concept of evaluation
- □ Process and technique of Continuous and Comprehensive Evaluation
- □ Types of test for evaluating language skills, testing tools.
- □ Design and development of Question – Open-ended, Close- ended, MCQ, True-false etc.

Assignment and Practicum : (Any two)

1. Prepare a note on Assamese / Bodo / Bengali / Hindi sound system.
2. Seminar on any topic of MIL.
3. Writing Application / Letter / Drafting / Story / Essay on a given topic.
4. Analysis of advertisement in regional news paper on the basis of language.
5. Report writing on given situation.
6. News writing for news papers.

References:-

- (a) Asomiya Bhasa Sikshonor Ruprekha : Banjit Pathak
- (b) Asomiya Matribhasar Sikshon : Padmaram Shaloi
- (c) Asomiya Matribhasar Sikshon Poddhoti: Haliram Das
- (d) Asomiya Bhasa Sikshonor Ruprekha : Sakreshwar Das
- (e) Asomiya Bhasa Sikshon Poddhoti : Madan Sarmah
- (f) Asomiya Sahityar Ruprekha - Maheswar Neog
- (g) Asomiya Sahityar Samikshatmak etibritya - Salyendra Nath Sarma

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Semester-III
Course Code-12(e)
Pedagogy of Teaching English , Part-B
Full Marks-50
Internal -10 Marks (Assignment-5, Formative Assessment-5)
External -40 Marks
Contact Hours- 2 hours per week

Objectives :

The student teacher will be able —

- to develop the ability to correct and improve pronunciation through English phonology
- to understand different methodologies and approaches of teaching English.
- to understand and adopt different methods and techniques of evaluation in English
- to plan a lesson effectively.

Unit-I : Method and Approaches of teaching English : 15

- Behaviourist and Structural approach, Communicative and Situational approach to teaching English.
- Grammar-Translation method, Direct method, Bilingual method, Audio lingual method.
- Inductive and Deductive method of teaching grammar.
- Use of substitution table in teaching grammar.
- Different techniques of teaching English- Dramatization, Role play, Language games, Debate and Group discussion

Unit-II : Phonetic structure of English: 10

- Organs of speech and airstream mechanism in speech; Concept of phoneme; Vowel sound, Consonant sounds and Diphthongs.
- Phonemic symbols, Articulation and Transcription
- Use of Dictionary for checking pronunciation, Pronunciation drills- Minimal pairs and other phonetic exercise.
- Stress and Intonation- Word stress, Sentence stress, Intonation patterns and their different functions.

Unit -III : Planning of lesson and Evaluation : 15

- Planning of Prose, Poetry and Grammar lesson.
- Unit plan and lesson plan for learner-centered classroom.
- Preparation of teaching aids for language class.
- Construction of objective type test items in English

Assignment and Practicum: (Any two)

1. Analysis of syllabus and textbook in English prescribed by SEBA/CBSE
2. Preparation of a unit plan from a English text book.
3. Construction of Achievement Test, Diagnostic Test tools for English.
4. Writing letter/story/essay on a given topic.
5. Report writing.
6. Creative writing.
7. Drafting of memorandum on a particular issue.

References:

1. S. Venkateshwaram : Principles of Teaching English
2. T. Balasubromonium : A Textbook of English Phonetics for Indian Students
3. Bansal and Harrison : Apoke English
4. Communication Competence Dr.
5. How to teach English; by M.Sarma & D.Mahapatra, Bhabani Books, Guwahati-2009

Semester-III

Course Code-13

School Internship

Full Marks-250

Internal -250 Marks

Step-wise feedback in systematic way followed by Marks

School internship : Intensive engagement with the school in the form of School Internship)

Introduction:

School Internship would be a broad curricular area of “Engagement with the Field” and shall be designed to lead to development of professional capacity, teacher sensitivities and skills. The curriculum of B.Ed. shall provide sustained engagement with student-teachers and

the school (including engaging in continuous and comprehensive assessment in learning) , thereby creating synergy with schools in the neighborhood throughout the years. These activities shall be organized four weeks in the second semester. Students are to be actively engaged in teaching for sixteen weeks in third semester. And they shall be engaged in secondary (Class – IX-X) or senior secondary levels, with at least sixteen weeks in secondary/ senior secondary classes. They should be provided opportunities to teach in schools with systematic supervisory support and feedback from faculty.

Internship in schools will be for a minimum duration of twenty weeks for two year programme (four weeks in second semester and sixteen weeks in third semester as noted above)

1. During the internship student teacher shall work as a regular teacher.
2. The student teacher will participate in all the school activities including planning, teaching and assessment, interacting with the school teacher, community members and children.
3. Before teaching in a class room the student teacher will observe the school and each classroom for a week to understand the school in totality, its philosophy and aims, organization and management.
4. Systematic supervisory support and feedback from the faculty of TEI should be provided to the student- teachers.
5. Each Intern shall be conducted internship activities in one school for the entire sixteen weeks.

Things to Know :

- In no case a student-teacher should go for internship to any other school.
- Internship should not be reduced to the delivery of a certain number of lesson plans but should aim for meaningful and holistic engagement with learners and the school.
- Moreover teaching should not be practiced through the reductionist approach of micro teaching of isolated skills simulated lessons.

Programme Implementation :

The teacher education institutions should meet the following specific demands of implementing these professional programmes of study.

- (a) Prepare a calendar for all activities, including school internship. The school internship and other school contact programme shall be synchronized with the academic calendar of the school.
- (b) Make an arrangement with at least ten schools for the internship as well as other school base activities. The arrangement shall have the approval of the district education authorities.
- (c) Transaction of the perspectives in education and curriculum and pedagogic studies courses should be done using a multiple and variety of approaches such as case studies, problem solving, discussion on reflective journals in colloquial, observation of children in multiple socio-cultural environments. Interns shall maintain reflective journal and observation records, which provide opportunities for reflective thinking.
- (d) Initiate discourse on education by periodically organizing seminars, debate, lectures and discussion groups for students and faculty.
- (e) Organize academic enrichment programmes including interaction with faculty from parent disciplines and encourage faculty members to participate in academic pursuits and pursue research especially in schools.
- (f) School teacher shall be invited to teacher education institute for feedback to student teachers.

Engagement with the Field : The following tasks will be conducted during school internship.

<u>Tasks</u>	<u>Marks</u>
(a) Reflective Journal	: 20
(b) Preparation of Unit plan / Lesson plan and practice in classroom Interaction	: 30
(c) Preparation of School Development Plan (SDP)	: 20
(d) Practice of Micro Teaching Skills and Plan	: 20
(e) Total 8 (4+4) Lesson Plans of two Pedagogy papers and 2 Lesson Plans other than Pedagogy subjects	: 30
(f) Preparation of Lesson based TLM (At least 5 nos.)	: 20
(g) Organization of Art and Creative Activities at school (News writing, Role-play, Story Writing, Organization of Quiz, Debate and Drawing will be conducted by the trainees with the help of school children. At least 2 items need to conduct.)	: 40
(h) Organization of Yoga at school	: 20
(i) Final Lesson Plan & Demonstration (Teaching of a lesson 20 marks & Final Lesson Plan 10 marks)	: 30
(j) Viva Voce	: 20

Total Marks: 250

(N.B: Tasks (i) and (j) will be assessed by the External Evaluator.)

SEMESTER-IV

Semester-IV

Course Code-14

Gender, School and Society

Full Marks-100

Internal -20 Marks (Assignment -10, Formative Assessment-10)

External -80 Marks

Contact Hours- 4 hours per week

Objectives:

The student teacher will be able

- to develop basic understanding & familiarity with key concepts- gender, gender bias, gender stereo types, gender parity, equity & equality, patriarchy and feminism.
- to learn gender issues in school curriculum, textual materials across disciplines & pedagogical process and its intersection with class, caste, community, religion, region and global community
- to understand how gender, power, sexuality relate to education in terms of access, curriculum and pedagogy :
- to understand the gradual paradigm shift from women studies to gender studies.

Unit I : Gender Issues : Key Concepts-

20

- Gender, sex, sexuality, patriarchy, masculinity, feminism, differences between gender and sex.
- Gender bias, gender stereo-type and empowerment.
- Equity and equality.

Unit II : Gender, Power and Education -

20

- Theories of gender and education.
- Socialization theory.
- Structural theory.
- Gender identities and socialization practices in family and schools.
- Other formal and non-formal / informal organizations.
- Schooling of girls, issues of access, retention, exclusion, provisions for safe and better education.

Unit III : Gender issues in Curriculum

20

- Curriculum and gender question.
- Gender and hidden curriculum.
- Gender, culture and institution.
- Life skills and sexuality.

Unit IV : Gender

20

- Constitutional provision for equality of women. (Educational and Legal provision)
- Introduction to laws related to women.
- Sexual harassment and abuse - agencies or institutions redressing sexual harassments and abuse.
- Linkage between sexual right and reproductive rights.
- Dowry in terms of caste, religion and region : with reference to North-Eastern Region.

Assignment and Practicum: (Any two)

1. Survey on status of women in your locality.
2. Case study on problems of girls education in school.
3. Organisation of gender awareness programme for school / teacher.
4. Organizing debate on gender issues.
5. Analysis of text material from the perspective of gender bias and stereotypes.

References:-

1. Aeker, S. (1994) Feminist theory and the study of gender and education.
2. Bhatia, R.L. & Ahuja, B.N. (2006) Modern Indian Education and it's problems, Surjeet publication, Delhi, India
3. Bhasin, Kamla (2004) Exploring Masculinity New Delhi women unlimited.
4. Chanana, Karuna (ed), 1988, Socialization, Education and Women : Exploration in gender identity, New Delhi : OOrient longman

Semester-IV
Course Code-15
Knowledge and Curriculum (Part-B)
Full Marks-50
Internal -10 Marks (Assignment -5, Formative Assessment-5)
External -40 Marks
Contact Hours- 4 hours per week

Objectives:

The student teacher will be able

- to understand concept and principles of foundation of education.
- to apply theories, ideas and generalization of educational foundation.
- to help student-teacher to identify various dimensions of the curriculum and the relationship with the aim of education.
- to understand the new trends in curriculum development.
- to analyze different views and schools of thoughts on education and draws generalization.

Unit I : Knowledge and Methods of Enquiry: 15

- Knowledge as construction of experience : Case example from school subjects.
- Knowledge as distinct from information : Case examples from school subjects.
- Methods of enquiry, scientific thinking, social scientific thinking, mathematical thinking.
- Connection between knowledge, curriculum, textbook ; knowledge and learners.

Unit II : Curriculum and Democratization: 10

- Critical multiculturalism and democratic education.
- Curriculum for Nationalism, Secularism and Universalism and their interrelation with special reference to Tagore and Krishnamurti.

Unit III : New Trends and Issues in Curriculum : 15

- Language across the curriculum and their interpretation in educational context.
- Construction of curriculum for different stages of Education.

- Critical understanding of standardized pedagogic method : Concept formation, enquiry based learning, project based learning etc.
- Innovation in Practice and theory in curriculum transaction.
- Role of teacher in curriculum development.

Assignment and Practicum : (Any two)

1. To prepare an outline secondary school curriculum.
2. An outline of NCF- 2009 of Teacher Education.
3. Making content analysis of given topic.
4. Prepare a report on difficulties faced in chapter wise teaching of the school subject.

References:

1. Dr. Rajesh Kumar Vashistha (2016), knowledge and Curriculum.
2. Dr. Vijay Kumar (2018), Knowledge and Curriculum.
3. Dr. Ram Kishore Singh and Amit Kumar Bharti(2016), Knowledge and curriculum.

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Semester-IV

Course Code-16

Inclusive Education

Full Marks-100

Internal -20 Marks (Assignment -10, Formative Assessment-10)

External -80 Marks

Contact Hours- 4 hours per week

Objectives :

The student teacher will be able

- to understand the concept of inclusion in education in the context of education for all.
- to understand the children with diverse needs.
- to enable the student-teacher to reformulate the attitude towards Children With Special Needs.
- to understand and adopt specific teaching strategies for inclusive education and creating conducive environment in inclusive schools.
- to enable the student-teacher to design appropriate learner friendly evaluation procedures and tools.

- to enable the student-teacher to implement laws pertaining to education of Children With Special Needs.

Unit I : Inclusion in Education:

15

- Inclusion in Education : Meaning and definition.
- Inclusion of children in education from socially disadvantage section - Schedule Cast, 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 : Introduction of Inclusive Education -

15

- Meaning, scope and need of inclusive education.
- Historical perspectives: Legislative framework : RCI Act (1992), PWD Act-1995, National Policy for Disabled (2006), SSA (2002), Continual Education Programme, RTE (2009)
- Different approaches of inclusive education.

Unit III : Children with Diverse Needs-

20

- Meaning of Impairment, Disability and Handicap.
- Nature and characteristics of children with-
 - Loco Motor disability
 - Hearing and visual impairment
 - Autism
 - Spastics
 - Deaf and dumbness
- Mental and physical retardation
- Cerebral Palsy
- Mental illness and multiple disabilities
- Orthopedic and intellectual impairment.

Unit IV : Facilities for Inclusive Education-

15

- ICT : Its adaptive and assistive devices for helping the learners.
- Support service required to meet the special needs in the classroom and school.
 - Speech Therapist

Special Teachers

Counselor

Physical- Therapist

Yoga Teachers.

Occupational Therapist

Special Environment

Role of Teacher, Parents and Community.

Unit V : Planning and Management of Inclusive school

15

- Early identification of special needs children, establishing a school philosophy, enrolment drive and measures for retention.
- Curriculum adaptation - material teaching, level of support, rules and substitution.
- Innovative practices - peer tutoring, co-operative learning, team teaching
- Barriers in inclusive education and various intervention

Assignment and Practicum : (Any two)

1. Identification of children with special needs in your school and prepare a report.
2. Study of various schemes and benefits for children with special needs.
3. Planning of a lesson and teaching in inclusive classroom
4. Case study on children with special needs in your locality.
5. Group discussion on special children's

References:-

1. Baquer, A and Sharma, A (1997), Disability : Challenges Vs Responses CAN, New Delhi
2. Friel, J (1997), Children With Special Needs, Jessica kingsley publication boondon.
3. Panda, K.C. (1997), Education of Exceptional Children New Delhi, Vikas Publishing House.
4. Guilford, (1971) Special Education Need, Routtage Kagan Paul.

OPTIONAL COURSES

Course Code- 17

Semester-IV

Course Code-17(a)

Optional

Health and Physical Education

Full Marks-50

Internal -10 Marks (Assignment -05, Formative Assessment-05)

External -40 Marks

Contact Hours- 2 hours per week

Objectives :

The student teacher will be able

- to acquire knowledge about physical and health education
- to develop the skills in organizing the physical education programmes in school.
- to develop the activities required for organizing physical education meets and events.
- to equipped about their health status.
- to acquire knowledge about yoga and physical exercises.
- to create awareness on different aspects of health and fitness.

Unit I : Introduction of Physical Education-

10

- Meaning, definition, aims & objectives of health and physical education.
- Importance of physical education.
- Need for environment in physical education programme.
- Ethics of health and physical education
- Methods of teaching physical education and preparation of general lesson plan.

Unit II : Understanding Children's Health Needs.

10

- Effect of physical activities on Child health.

- Motor development and factors affecting motor development.
- Postures- sitting posture, reading posture, standing posture, working posture.

Unit III : Knowledge and skill development for Health Education. 10

- Diet and nutrition: Components of balanced diet and their sources, concept of calorific value, childhood obesity - causes and prevention.
- Common childhood illnesses : Causes and prevention, immunization.
- Communicable disease (Malaria, Dysentery, AIDS, H₁N₁ etc.).
- Schools health services including First Aid and safety measures.

Unit IV : Yoga, Games and Sports. 10

- Concept of yoga, Pranayama, Meditation.
- Basic skill of games and sports.
- Rules of games and sports. (Football, Volleyball, Kabbadi, Kho-kho)
- Free hand exercise.
- Organizing tournaments and various committees : their role and responsibilities.

Assignment and Practicum : (Any two)

1. Performing :

- (a) Yoga Asana
- (b) Physical Exercise
- (c) Playing games and sports

2. Preparation of a chart of balanced diet.

3. Preparation of First Aids Box

4. Preparation of low cost teaching aids for finer muscle development.

References:

1. Aggorwal J.C. Health and Physical Education, Shipra Publications, Delhi (2009)
2. Dash, B.N. Health & Physical Education, Neelkamal Publication, New Delhi, (2007)
3. Chandra, S.S. Health Education & Physical Education, Surjeet Publication, Delhi (2007)
4. Bhatt, B.D. Teaching of Physical and Health Education, Kanishka Pub- House, New Delhi, (1993)

Semester-IV

Course Code-17(b)

(Optional)

Peace and Human Right Education

Full Marks-50

Internal -10 Marks (Assignment -05, Formative Assessment-05)

External -40 Marks

Contact Hours- 2 hours per week

Objectives :

The student teacher will be able —

- to understand the concept and scope of peace education.
- to know about the aims & objectives of peace education.
- to understand the role of education for world peace and international understanding
- to understand the concept and meaning of human rights.
- to understand the different strategies for promoting human rights education.

Unit I : Peace Education:

15

- Meaning, nature and scope of Peace education.
- Aims, objective and importance of Peace education.
- Initiative related to peace education : children's right / Human rights education, Education development, Gender training, Global education, Life skills education.
- Approaches to peace education : Within schools and outside of schools.

Unit II : Empowerment for peace :

10

- Justice : Social economics, cultural and religions.
- Equality : Egalitarianism, Education for all, Equal opportunity.
- Critical thinking : Reasoning and applying.
- Learning to be and learning to live together.

Unit III : Introduction to Human Right Education :

15

- Meaning and nature of human rights education.

- Human rights education in schools and colleges.
- Strategies for promoting human rights education.
- Human Rights Movement.
- Functions of human rights movement.
- Government's obligations to ensure human rights to peace.

Practicum and Assignment : (any two)

1. Organization of a seminar on life skills.
2. Group discussion on Human Rights violation.
3. Developing an action plan for enhancing peace in school and local community.
4. Preparation of collages from Newspapers etc. to highlight issues and challenges to peace or positive response to them.

References:

1. Bharadwaj, T.R. (2007), Education of human voles, New Delhi ; Mittal publication, New Delhi-110059
2. Bhat, S.R. (1986), knowledge, value and education : An Axionetic Analysis, Delhi : Gian : Pub
3. Dr. Avninder Preet Singh & Dr. Parmvir Singh (2017) peace Education, Ludhiana, Tondon Pub
4. Dhan, H (2002) : Teaching Human Rights- A handbook for teacher educators, Bhopal ; Asian Institute of Human Rights Education. □□□

Semester-IV

Optional

Environment Education 17(c)

Full Marks-50

Internal -10 Marks (Assignment -05, Formative Assessment-05)

External -40 Marks

Contact Hours- 2 hours per week

Objectives :

The student teacher will be able

- to acquaint with the concept of environment and environmental education.
- to develop desirable sensitivity, attitude, values and respect for the environment.
- to be aware of the problems of environmental hazards and conservation of resources.
- to understand the concept of sustainable development and environmental ethics.

- to aware about deferent types of pollution and its remedies for greater benefit of human life.

Unit- 1: Environment Education.

10

- Meaning, scope and importance of Environment Education.
- Objectives of Environment Education in Secondary level.
- Approaches of Environment Education.
- Curriculum development in Environment Education.

Unit- II : Man and Environment.

10

- Structure and functions of different ecosystems.
- Shifting cultivation and its impact on environment.
- Sustainable land use management.
- Agricultural waste : Their impact and management.
- Alternative sources of energy.
- Equitable uses of resources for sustainable livelihoods.
- Environmental legislation : awareness and issues involved in enforcement.

Unit- III : Environmental Hazards and Pollution.

10

- Meaning, types and causes of environmental hazards.
- Environmental pollution (Soil pollution, air pollution, water pollution, noise pollution) and its remedies.
- Environmental hazards and its impact on environment and health of people.

Unit IV : Conservation and protection of Environment.

10

- Need and scope of environmental conservation and regeneration.
- Role of individual in conservation of natural resources : water, energy and food'
- Biological control for sustainable agriculture.
- Wildlife and its conservation.
- Role of women in conservation of environment.
- Role of media in creating environmental awareness.

Assignment and Practicum : (Any Two)

1. To study the environmental awareness among school students.
2. Cleanliness / Swachhata Abhiyan at nearby locality.
3. Visit to a centre having Eco-Club.
4. Prepare a project on Pollution.

References :

1. Sharma, S.P. (2006). Environmental Education, Guwahati
2. Bala, G.S. (2007). Environmental Education.
Guwahati, DVS Publication to distributors.
3. Kumar, A (2009), A text book of Environmental Science, New -Delhi : APH Publishing corporation.
4. Sharma, R.A. (2008), Environmental Education.
Meerut : R. Law book depot.

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Semester-IV

Course Code -17(d)

Guidance and Counseling (Optional)

Full Marks-50

Internal -10 Marks (Assignment -05, Formative Assessment-05)

External -40 Marks

Contact Hours- 2 hours per week

Objective :

The student teacher will able to -

- understand the Concept, nature, scope and importance of guidance.
- understand the meaning, purpose and functions of different types of guidance.
- understand about the different types of guidance programme and their organization.
- understand the meaning, nature, objectives, need and importance of guidance and counseling.
- to know about the types, steps and techniques of counseling.
- understand the relationship between guidance and counseling.
- understand the role of school counselor.

Unit – I Fundamentals of Guidance :

15

- Meaning, nature and importance of guidance.
- Types of Guidance : educational, vocational and personal.
- Organization of Guidance service in secondary schools.

Role of the teacher in Guidance programme.

Unit –II Fundamentals of Counseling :

10

Counseling : meaning, nature, scope and importance.

Types of Counseling.

Qualities of a good counselor, Role of a school counselor in a guidance programme

Counseling in individual situations.

Relationship between guidance and counseling.

Unit –III Child Guidance Clinic:

15

Child guidance Clinic : need and importance.

Organization of a child guidance clinic-personnel : their qualities and functions.

Guidance and Counseling service 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.

Carrere and Occupational Information, placement and follow-up services.

Assignment and Practicum :- (Any two)

1. Visit to a counseling centre nearby medical health centre.
2. Prepare a list of Occupational Information.
3. Write an essay on organization of guidance services in school.
4. Listing the problems of an Adolescent and suggest measures to solve them.

References :

1. S.K.Kochhar – Guidance and counseling in colleges and universities, sterling pub. Pvt. Ltd. N. Delhi, Authours press.
2. Bhatia, K.K.– Principles of Guidance and counseling, kalyani publishers – 2009.
3. Mdhukar, I- Guidance and counseling, New Delhi, Authors Press.
4. Agrarwal, Rashmi – Educational Vocational Guidance and Counseling; Principles, Techniques and Programme, shipra Publication, 2010.
5. Dr. S.C. Oberoi,- Guidance and counseling, Pub. R.Lall Book Depot, Meerut-2017
6. R.A. Sharma- Fundamentals of Guidance & counseling, R. Lall Book Depot, Merut.

Semester-IV

EPC- 3

Critical Understanding of ICT

Full Marks-50

Internal -30 Marks (Practicum - 20, Formative Assessment- 10)

External - 20 Marks

Contact Hours- 2 hours per week

Objectives :

The student teacher will be able —

- to develop on understanding of the concept of ICT in education
- to develop of on understanding of the importance and needs of communication through ICT
- to perform the basic computer operations.
- to enable them to use the various internet tools.
- to help them to simplify record keeping, information management in educational administration.
- to enable them to select and use suitable computer applications in class-room teaching learning process.

Unit-I : Fundamentals of Computer

10

- Meaning and concept of ICT.
- Concept and applications of computers
- Computer Hardware and Software : Input (keyboard, mouse, scanner, microphone, digital camera etc.)
- Output (monitor, printer, speaker, screen-image projector) storage devices, Hard-Disk, Pen drive, CD and DVD, Mass-storage Devices, Rom and Ram)
- Software concept and types : System software and Application software
- Computer software in school learning programme : MS-Office, MS-Excel & MS-Power point

Unit-II : Internet and Educational Resources.

10

- Introduction to Internet.
- Use of the internet tools to search, connect, download, E-mail for teaching-learning process.

- Know about safe practices about internet such as security, identity and hacking.
- Use of Open Educational Resources (OERs) for learning specific topics.
- Preparing lesson based e-resources

Assignment and Practicum:(any five)

30

- (a) Student teachers may plan some project activities & preparation of report (in recorded)
- (b) Video conferencing & Audio conferencing for example Radio Connect of our Prime Minister with student before their public examination, Downloading one programme and discussion/preparation of a brief report on it.
- (c) Internet browsing on Educational Website for example- CIET, NCERT etc.
- (d) One activity on information sharing & storing.
- (e) Preparation of school lesson in MS-Power point.
- (f) Creating digital concept map, flow chart, time-line from a particular content.
- (g) Hands on experience in setting up a desktop PC and working with various input devices, output devices, storage devices and display devices

References:

1. V.K. Rao- Introduction system Design-Instructional Technology.
2. Arora Bausal - Computer fundamentals.
3. Kishore Chavan- Information Technology.
4. Mohenty, Laxman & Vohra Niharika ; ICT strategies for school, SAGE
5. Dyne, Nandhishore- Information Technology.
6. ABC of Internet - Crumlish Christian

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Semester-IV

EPC-4

Understanding the Self

Full Marks-50

Internal -30 Marks (Practicum - 20, Formative Assessment- 10)

External - 20 Marks

Contact Hours- 2 hours per week

Objectives :

The student teacher will be able —

- to develop the understanding of self.
- to create social relation sensitivity and effective communication skills.
- to understanding the self of the growing student as well as teacher.
- to shape their own and students sense of identity.
- to reflect on one's aspirations and possibilities in order to develop a growing sense of agency as a 'teacher' a 'professional' as well as 'human being'.

Unit-I : Self- Concept

10

- Meaning and definition of Self-concept.
- Importance of self-concept.
- Components of self-concept.
- Factors influencing self-concept.
- Development of self-concept.
- Impact of positive and negative self-concept.
- Meaning, concept, importance & types of self esteem.

Unit-II : Schooling as a process of identity formation :

10

- Developing national, secular humanistic identity.
- Constructive role of education and "Critical Pedagogy" in moving towards peaceful living.
- Application of life skill and solving problem in real life situation.

Assignment and Practicum:(any five)

30

1. Sharing case study biographies/stories of different circumstances and how this affected their sense of self and identity formation.
2. Watching movie/documentary films where the protagonist undergoes trials and finally Discover's his/her despite odds.
3. Varied art forms of aesthetics, poetry, storytelling, performing & visual arts, imagination, observation, emotions.
4. Yoga for understanding oneself (yoga, yogasana, asana, kriya, pranayama, meditation)
5. Suggested workshop -
 - (a) Place of Art in Education
 - (b) Mythical thinking in contemporary life.
 - (c) Life skills

6. The exercise of developing reflective journal and providing regular feedback.

References:

1. Krishnamurti J : Life Ahead, To parents, Teachers and students ojai, California, USA, Krishnamurti Educational Trust.
2. Wood David : Narrating professional development Teacher's stories as text for improving practice.
3. Friere, paul : Pedagogy of Hope; London U.K. continue Pub. Co.

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