

**GAUHATI UNIVERSITY**  
GUWAHATI-781014

**Two Year B.Ed. Programme (Semester System)**

(Effective from 2025-26 Academic Session)

(Rules, Regulations and Syllabus)

**Preamble**

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

**Gauhati University B.Ed. Programme**

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

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

#### 6. **Duration and Working Days**

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

(b) **Working Days:**

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

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

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

#### 8. **Modes of Transaction**

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

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

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

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

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

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

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

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

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

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

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

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

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

**Semester wise Credit and Marks Distribution**

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

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

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

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

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

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

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

## SEMESTER-I

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

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

### COURSE OUTCOMES:

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

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

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

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

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

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

**Evaluation Scheme:**

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

## References:

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

## SEMESTER- I

**COURSE CODE: BED0100204**

**COURSE NAME: PSYCHOLOGICAL FOUNDATIONS OF EDUCATION**

**TOTAL MARKS: 100**

**EXTERNAL(THEORY): 80 MARKS**

**INTERNAL: 20 MARKS**

**CREDIT: 4**

### **COURSE OUTCOMES:**

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

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

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

**Practicum/ Assignment besides Sessional Test:**

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

**Evaluation Scheme:**

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

**References:**

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

## SEMESTER-I

**COURSE CODE: BED0100304**

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

**TOTAL MARKS: 100**

**EXTERNAL(THEORY): 80 MARKS**

**INTERNAL: 20 MARKS**

**CREDIT: 4**

### **COURSE OUTCOMES:**

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

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

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

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

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

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

**Evaluation Scheme:**

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

**References:**

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

## SEMESTER-I

**COURSE CODE: BED0100404**

**COURSE NAME: TEACHING APPROACHES AND STRATEGIES**

**TOTAL MARKS: 100**

**EXTERNAL(THEORY): 80 MARKS**

**INTERNAL: 20 MARKS**

**CREDIT: 4**

### **COURSE OUTCOMES:**

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

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

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

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

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

**Evaluation Scheme:**

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

**References:**

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

## SEMESTER-I

**COURSE CODE: BED0100502**

**COURSE NAME: ICT AND CLASSROOM TRANSACTION**

**TOTAL MARKS: 50**

**EXTERNAL (PRACTICUM): 40 MARKS**

**INTERNAL: 10 MARKS**

**CREDIT: 2**

### **COURSE OUTCOMES:**

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

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

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

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

**Procedure:**

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

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

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

**Evaluation Scheme:**

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

**References:**

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

## SEMESTER-I

**COURSE CODE: BED0100602**  
**COURSE NAME: DRAMA AND ART IN EDUCATION**

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

### COURSE OUTCOMES:

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

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

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

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

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

**Evaluation Scheme:**

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

**References:**

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

## SEMESTER-II

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

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

### COURSE OUTCOMES:

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

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

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

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

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

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

**Evaluation Scheme:**

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

**References:**

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

## SEMESTER-II

**COURSE CODE: BED0200204**

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

**TOTAL MARKS: 100**

**EXTERNAL (THEORY): 80 MARKS**

**INTERNAL: 20 MARKS**

**CREDIT: 4**

### **COURSE OUTCOMES:**

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

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

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

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

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

**Evaluation Scheme:**

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

**References:**

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

## SEMESTER-II

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

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

### COURSE OUTCOMES:

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

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

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

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

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

**Evaluation Scheme:**

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

**References:**

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

## SEMESTER-II

**COURSE CODE: BED0200402**

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

**TOTAL MARKS: 50**

**EXTERNAL (THEORY): 40 MARKS**

**INTERNAL: 10 MARKS**

**CREDIT: 2**

### **COURSE OUTCOMES:**

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

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

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

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

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

**Evaluation Scheme:**

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

**References:**

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

## SEMESTER-II

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

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

### COURSE OUTCOMES:

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

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

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

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

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

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

**Evaluation Scheme:**

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

**References:**

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

## SEMESTER-II

**COURSE CODE: BED0200402**  
**COURSE NAME: A6-TEACHING OF ENGLISH**

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

### COURSE OUTCOMES:

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

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

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

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

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

**Evaluation Scheme:**

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

**References:**

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

## SEMESTER-II

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

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

### COURSE OUTCOMES:

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

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

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

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

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

**Evaluation Scheme:**

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

**Reference:**

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

## SEMESTER-II

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

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

### COURSE OUTCOMES:

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

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

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

**Suggested Practical:**

**Physics:**

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

**Chemistry:**

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

**Biology:**

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

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

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

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

### Evaluation Scheme:

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

### References:

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

## SEMESTER-II

**COURSE CODE: BED0200502**  
**COURSE NAME: BI-TEACHING OF MATHEMATICS**

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

### COURSE OUTCOMES:

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

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

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

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

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

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

**Evaluation Scheme:**

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

**References:**

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

## SEMESTER-II

**COURSE CODE: BED0200502**  
**COURSE NAME: B2-TEACHING OF GEOGRAPHY**

**TOTAL MARKS: 50**

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

**INTERNAL: 10 MARKS**

**CREDIT: 2**

### COURSE OUTCOMES:

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

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

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

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

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

**Evaluation Scheme:**

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

**References:**

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

## SEMESTER-II

**COURSE CODE: BED0200502**

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

**TOTAL MARKS: 50**

**EXTERNAL (THEORY): 40 MARKS**

**INTERNAL: 10 MARKS**

**CREDIT: 2**

### **COURSE OUTCOMES:**

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

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

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

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

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

**Evaluation Scheme:**

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

**References:**

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

## SEMESTER-II

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

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

### **COURSE OUTCOMES:**

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

### **Procedure:**

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

### **Evaluation Scheme:**

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

**References:**

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

### SEMESTER-III

**COURSE CODE: BED0300104**

**COURSE NAME: LANGUAGE AND CURRICULUM TRANSACTION**

**TOTAL MARKS: 50**

**EXTERNAL (THEORY): 40 MARKS**

**INTERNAL: 10 MARKS**

**CREDIT: 2**

#### **COURSE OUTCOMES:**

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

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

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

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

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

**Evaluation Scheme:**

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

**References:**

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

### SEMESTER-III

**COURSE CODE: BED0300204**  
**COURSE NAME: A-ACTION RESEARCH**

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

#### **COURSE OUTCOMES:**

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

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

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

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

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

**Evaluation Scheme:**

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

**References:**

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

## **SEMESTER-III**

**COURSE CODE:     BED0300204**  
**COURSE NAME:     B-ACTION RESEARCH PROJECT**

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

### **COURSE OUTCOMES:**

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

### **Procedure:**

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

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

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

#### **Evaluation Scheme:**

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

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

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

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

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

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

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

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

## Suggested Format for Action Research

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

**References:**

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

## SEMESTER-III

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

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

### **COURSE OUTCOMES:**

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

### **Procedure:**

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

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

**Evaluation Scheme:**

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

**Board of Examiners:**

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

**DISTRIBUTION OF MARKS**

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

## ACTIVITIES IN DETAIL

Sl. No.	Activities	Marks
1	<p><b>Maintenance of School Diary:</b> Every Student-Teacher has to maintain a monthly school diary as a part of their internship activities. The writing of school diary will commence on the 1st day of the beginning month and will continue till the last day of the closing month. Each of the pages of the diary should be signed by any one of the appointed Mentors. This school diary has been designed to provide them spaces to record their daily/occasional activities for four months as given below.</p> <ol style="list-style-type: none"> <li><b>1. Morning Assembly:</b> The student-teachers shall attend morning assembly on regular basis. They are also to address the assembly at least twice a week on various topics like moral education, profile of great personalities, health and hygiene habit, current affairs etc.</li> <li><b>2. Classroom Activities:</b> The student-teachers shall observe the classroom management system of the school. They will also take classes on their own pedagogy subjects. For this they have to prepare lesson plans (15 for each pedagogy subject during the internship period).</li> <li><b>3. Analysis of Syllabus and Text book:</b> The student-teachers shall take up the activity of analyzing the syllabus and text book of a particular class for a particular pedagogy subject.</li> <li><b>4. Developing Teaching Aids:</b> The student-teachers shall develop various innovative teaching-aids depending upon the subject matter and level of the students.</li> <li><b>5. Achievement Tests:</b> The student-teachers shall conduct two tests, one for each pedagogy subject taught. For this they have also to prepare the blue print and the question paper both with graphical representation of the scores.</li> <li><b>6. Counselling &amp; Case Study:</b> From the classroom observation or with the help of the formative evaluation, the student-teachers shall find out the exceptional or special children and then make arrangement for counseling sessions. It will help them in preparing the Case Study as well.</li> <li><b>7. Organization of Co-curricular Activities:</b> The student-teachers will try to organize co-curricular activities like quiz, debate etc. with due permission from the Head.</li> <li><b>8. PTA Meeting:</b> The student-teachers shall attend Parent-Teacher Association meeting if such meetings are held during internship.</li> <li><b>9. Participation in Excursions:</b> When excursions are organized from the school, the student-teachers will accompany the excursions team.</li> <li><b>10. Maintenance of hygiene:</b> The student-teachers are required to check whether their students are maintaining hygiene like cleanliness of nails, teeth, cloths etc.</li> <li><b>11. Observation of Festivals:</b> The student-teachers will participate in any festival which might be held during their internship period.</li> <li><b>12. Observation of Student Union activities:</b> The student-teachers shall be required to observe and record the activities of the Student Union that is</li> </ol>	20

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

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

### References:

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

## SEMESTER-IV

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

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

### COURSE OUTCOMES:

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

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

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

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

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

**Evaluation Scheme:**

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

**References:**

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

## SEMESTER-IV

**COURSE CODE: BED0400204**  
**COURSE NAME: TEACHER EDUCATION**

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

### COURSE OUTCOMES:

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

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

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

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

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

**Evaluation Scheme:**

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

**References:**

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

## SEMESTER-IV

**COURSE CODE: BED0300204**

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

**TOTAL MARKS: 50**

**EXTERNAL (THEORY): 40 MARKS**

**INTERNAL: 10 MARKS**

**CREDIT: 2**

### **COURSE OUTCOMES:**

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

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

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

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

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

**Evaluation Scheme:**

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

**References:**

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

## SEMESTER-IV

**COURSE CODE: BED0300204**

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

**TOTAL MARKS: 50**

**EXTERNAL (THEORY): 40 MARKS**

**INTERNAL: 10 MARKS**

**CREDIT: 2**

### **COURSE OUTCOMES:**

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

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

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

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

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

**Evaluation Scheme:**

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

**References:**

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

## SEMESTER-IV

**COURSE CODE: BED0300204**

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

**TOTAL MARKS: 50**

**EXTERNAL (THEORY): 40 MARKS**

**INTERNAL: 10 MARKS**

**CREDIT: 2**

### **COURSE OUTCOMES:**

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

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

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

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

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

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

**Evaluation Scheme:**

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

**References:**

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

## SEMESTER-IV

**COURSE CODE: BED0300204**  
**COURSE NAME: D-GENDER STUDIES (Elective-4)**

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

### COURSE OUTCOMES:

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

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

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

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

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

**Evaluation Scheme:**

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

**References:**

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

## SEMESTER-IV

**COURSE CODE: BED0400302**

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

**TOTAL MARKS: 50**

**EXTERNAL (THEORY): 40 MARKS**

**INTERNAL: 10 MARKS**

**CREDIT: 2**

### **COURSE OUTCOMES:**

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

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

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

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

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

**Evaluation Scheme:**

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

**References:**

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

## SEMESTER-IV

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

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

### COURSE OUTCOMES:

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

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

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

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

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

**Evaluation Scheme:**

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

**References:**

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

## SEMESTER-IV

**COURSE CODE: BED0400504**  
**COURSE NAME: DEVELOPMENTAL PSYCHOLOGY**

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

### COURSE OUTCOMES:

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

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

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

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

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

**Evaluation Scheme:**

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

**References:**

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

## SEMESTER-IV

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

**TOTAL MARKS: 100**

**EXTERNAL (THEORY): 80 MARKS**

**INTERNAL: 20 MARKS**

**CREDIT: 4**

### COURSE OUTCOMES:

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

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

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

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

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

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

**Evaluation Scheme:**

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

**References:**

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

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

## SEMESTER-IV

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

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

### COURSE OUTCOMES:

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

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

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

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

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

**Workshop (any two):**

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

**Evaluation Scheme:**

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

**References:**

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

