

**TEZPUR UNIVERSITY
DEPARTMENT OF EDUCATION**



**BACHELOR OF EDUCATION
B.ED. PROGRAMME**

COURSE STRUCTURE AND SYLLABUS

**Syllabi of the Education courses prepared on the basis of the NCFTE, 2009, NCTE
Regulation 2014, NCTE Curriculum Framework 2015,
UGC draft for Learning Outcomes-based Curriculum Framework (LOCF), 2019 and
NEP 2020 for B.Ed. Programme**

2021

PREAMBLE

The rapid expansion of secondary education envisaged by its Universalization will eventually demand a steady supply of large number of teachers capable of teaching at this level. The challenges of imparting quality secondary education to the huge number of students across the country cannot be met unless we have qualified and trained competent teachers. Keeping in mind this urgent need the Minister of Human Resource Development stressed the need for introducing Department of Education having many more teachers training courses. Tezpur University, therefore, took a step to introduce B.Ed. programme.

The Bachelor of Education (B.Ed.) programme is a professional course that prepares teachers for upper primary or middle level (classes VI-VIII), secondary level (classes IX-X) and senior secondary level (classes XI-XII). The programme shall be offered in composite institutions as defined in clause (b) of regulations 2 of the National Council for Teacher Education (Recognition Norms and Procedure) Regulations, 2014.

General Introduction of B.Ed. Programme

The present Syllabus for B.Ed. Programme is prepared following the NCTE Regulations 2014 and NCTE Curriculum Framework 2015, UGC Guidelines on Adoption of Choice Based Credit System & UGC draft for Learning Outcomes-based Curriculum Framework (LOCF), 2019 and NEP 2020. As per NCTE regulation 2014, B.Ed. curriculum should be categorized into three parts: i) Theory courses, ii) Engagement with field/ Practicum: The Student teacher may undertake any one of the following activities, and iii) School internship.

Theory courses of B.Ed. syllabus includes **Papers on Perspectives in Education (PE)** i.e. Child hood and Growing Up, Contemporary Indian Education, Teaching Learning and Management, Knowledge and Curriculum–Part I and Part II, Gender, School and Society, Creating an Inclusive school; Guidance and Counselling, Peace Education, Environmental Education, **Papers on Curriculum and Pedagogic studies (CPS)** i.e. Language across the Curriculum, Understanding Disciplines, Pedagogy of a School Subject- I, Pedagogy of a School Subject- II and Assessment and Evaluation of Learning and **Papers on Enhancing Professional Capabilities(EPC)** i.e. Reading and Reflecting on Texts, Drama and Art in Education, Critical Understanding of ICT, Understanding the Self. There is a separate component called **School internship (SI)** for Professional Development. The optional courses in the area of educational significance are also included in the syllabus besides offering open elective papers based on UGC Guidelines on Adoption of Choice Based Credit System.

The B.Ed. syllabus covers 35 courses in four semester duration along with internship. Total number of **91 credits** is covered within four semesters.

Theory courses of teaching will include classroom based teaching learning activities like lecture, discussion, dialogue, small group session, workshop, presentation, etc. In case of Practicum, the Student teachers may undertake any one of the given activities and Field works will include hands on

experiences in real school situations as well as in simulated forms through play, cooperative learning exercises, demonstration, case studies, action research, projects, etc.

The school internship will include fulltime engagement in real school situations for a prolonged period of **20 weeks duration**. This will cover observation, instructional design, planning, intervention practices, classroom teaching, record keeping, co-curricular activities, formative evaluation practices and interpretation, community projects, etc. under the supervision of teacher educator(s) and mentors from the concerned schools.

Pedagogy Courses

In B.Ed. program, these are the following pedagogy courses:

For Arts Students:

- Teaching of English/ Assamese/ Hindi (Only one language Pedagogy course to be opted)
- Teaching of Social Sciences.

For Science Students:

- Teaching of Mathematics
- Teaching of Physical Sciences/ Biological Sciences (Any one).

Details of the B.Ed. Programme

1. Name of the Programme	B.Ed. Programme
2. Name of the degree	B.Ed.
3. Eligibility for admission	Minimum 55% in BA /B Sc./BE /B. Tech
4. Intake	According to the norms of NCTE -50 Seats (a basic Unit)
5. Nature of the Programme	B.ED Programme
6. Duration of the Programme	Minimum: 4 Semesters. Maximum 8 Semesters
7. Admission procedure	Admission on the basis of the performance in the all India Entrance Examination held by the Tezpur University Entrance Examination Board.
8. Mode of Transaction of the Curriculum	For transacting the curriculum and for providing adequate learning experiences, the modes usually adopted by the University for academic programmes are as

	<p>follows</p> <ol style="list-style-type: none"> 1. Lecture-cum-discussion class of one hour duration. 2. Tutorial classes 3. Group activity 4. Guided reading in the Library to be followed by oral/written presentation. 5. Written assignments, writing of term papers 6. Seminar /symposium 7. Case study 8. School Internship -20 weeks <ol style="list-style-type: none"> a. Initial School Experience/ Internship I: 4 weeks Visit to schools chosen for internship to get acquainted with the functioning of the school, learn from observing an experienced practitioner. Other activities will include visit to community and reporting on survey conducted on adult education, right to education act, health and hygiene, girl child' education, social welfare schemes etc. b. Internship II: The period of Internship will be 16weeks: during this prolonged period learners will prepare teaching plans, produce teaching aids and teaching materials and teach in the selected school. They will maintain records and diaries, reflecting on their own teaching. 9. Peer teaching practices: Students will plan the teaching of one or two teaching points pertaining to a subject (one pedagogy course) and practice teaching for a very short duration, to be observed by fellow students.
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	<p>The University has a uniform system of continuous evaluation and follows the relative grading system. These will be applicable to the B.Ed. programme too. The tools for continuous evaluation are: class tests (with objective type, short-answer type and essay type questions), written assignments/ writing of term papers, guided library work followed by oral/written presentation, practical/performance tests and seminars.</p> <p>Mid Term and End-Term Examinations are there. The ratio of weight-age given to continuous evaluation and end-term test is 70:30</p> <p>The same mode will be adopted for the .B.Ed. program with modifications if and when necessary with the approval of the concerned School Board and the Academic Council.</p>
	<p>The details are available in the Academic Regulations (Copy attached).</p>

QUALIFICATION DESCRIPTORS FOR THE GRADUATES

A qualification descriptor indicates the generic outcomes and graduate attributes expected for the award of the Bachelor in Education (B.Ed.) degree. It means the academic standard for a specific qualification in terms of the levels of knowledge and understanding, skills and competencies and attitudes and values that the holders of the qualification are expected to attain and demonstrate, in terms of actual outputs after acquiring the degree.

The qualification descriptors reflect in particular-

- Disciplinary knowledge,
- Understanding Teaching as a Profession
- Professional skills
- Generic skills
- Global competencies

Each student is expected to acquire and demonstrate them in his/her academic and professional life. The students who successfully complete the Two years of full-time study of B.Ed. programme will be awarded with B.Ed. Degree.

Some of the expected learning outcomes that a student should be able to demonstrate on completion of a UG programme in Education include the following:

1. Understand nature of education and pedagogic processes through enriched experiences
2. Contribute to fill up the gap between theory and practice by dovetailing both appropriately.
3. Participate in Interactive processes wherein group reflection, critical thinking and Meaning making will be encouraged
4. Understand various educational issues in the context of diverse socio cultural & Multilingual Indian Society

5. Face the challenges of social, political and technological issues.
6. Understand the nature, purpose, influencing factors and problems of secondary education in contemporary issues
7. Describe teaching learning process in the classroom and various factors that influence it.
8. Understands various level learners, their needs, and interest and peculiar problems and motivate them for learning.
9. Plan and organize classroom through learner centered techniques of instruction for inclusive education & effective whole classroom instruction.
10. Conduct Pedagogical content analysis in subject areas and use it for facilitating learning in the classroom.
11. Effective use and utilization of Information Communication Technology resources, on-line as well as off line for day-to-day classroom teaching, remedial instruction and for providing challenging learning to the precious
12. Develop and select tests, evaluate and keep records of student's progress – cognitive as well as non-cognitive
13. To develop problem solving ability through action research

PROGRAMME OUTCOMES

The key outcomes planned in this UG Programme in Education are conceived as follows: After completing this programme, a learner:

1. Will acquire a wider and more comprehensive understanding of the basic concepts and ideas related to educational theory and pedagogic processes.
2. Will be able to build in-depth understanding and perspective on the nature of the learner, diversity and learning.
3. Shall be imbued with humanitarian values and ethics in order to shape future generations with competencies as well as values.
4. Will be equipped with a wide range of key skills and abilities of communication, reflection, art, aesthetics, theatre, ICT and teaching skills needed for planning and organizing inclusive education & effective whole classroom instruction.
5. Will have enhanced critical thinking skills as well as social awareness so that they can be agents of social change and transformation in the society.

PROGRAMME STRUCTURE

Total Credits: 91 Structure of the Curriculum

Course Category	No of courses	Credits per course	Total Credits
I. Perspectives in Education (PE)	10	3/4/5	32
II. Curriculum and Pedagogic studies (CPS)	17	3/4	23
III. Enhancing Professional Capabilities(EPC)	4	2/4	10
IV. Internship	2	4/16	20
V. Open Elective	2	3	6
Total	35		91

MAPPING OF COURSES WITH PROGRAM OUTCOMES (POS)

Sl no.	Type of course	Course Code	Course title	PO1	PO2	PO3	PO4	PO5
1	PE	BD 401	Human Growth and Development	Y	Y	Y	Y	Y
2		BD 402	Contemporary Indian Education	Y	Y	Y	Y	-
3	CPS	BD 403	Language across the Curriculum	Y	Y	Y	Y	-
4		BD 404	Understanding Disciplines	Y	Y	Y	Y	Y
5	EPC	BD 405	Reading and Reflecting on Texts	Y	Y	-	Y	Y
6	OE		OPEN ELECTIVE-I					
7	OE		OPEN ELECTIVE-II					
8	PE	BD 501	Teaching Learning and Management	Y	Y	Y	Y	Y
9	CPS	BD 502	Teaching of Assamese–Part I	Y	Y	Y	Y	-
10		BD 503	Teaching of English–Part I	Y	Y	Y	Y	Y
11		BD 504	Teaching Hindi–Part I	Y	Y	Y	Y	Y
12		BD 505	Teaching of Social Science –Part I	Y	-	Y	Y	Y
13		BD 506	Teaching of Physical Science –Part I	Y	-	-	Y	Y
14		BD 507	Teaching of Mathematics –Part I	Y	Y	Y	Y	Y
15		BD 508	Teaching of Biological Science –Part I	Y	Y	Y	Y	Y
16		PE	BD 509	Knowledge and Curriculum –Part I	Y	Y	Y	Y
17	CPS	BD 510	Assessment and Evaluation of Learning	-	Y	-	Y	Y
18	EPC	BD 511	Drama and Art in Education	Y	Y	Y	Y	-
19	SI	BD 512	Pre-Internship	Y	Y	Y	Y	
20	CPS	BD 550	Teaching of Assamese–Part II	Y	Y	Y	Y	-
21		BD 551	Teaching of English–Part II	Y	Y	Y	Y	Y
22		BD 552	Teaching Hindi–Part II					
23		BD 553	Teaching of Social Science –Part II	Y	-	Y	Y	Y
24		BD 554	Teaching of Physical Science –Part II	-	Y	-	Y	-

25		BD 555	Teaching of Mathematics –Part II	Y	Y	Y	Y	Y	
26		BD 556	Teaching of Biological Science –Part II	Y	Y	Y	Y	Y	
27	SI	BD 557	School Internship	Y	Y	Y	Y	Y	
28	PE	BD 575	Gender, School and Society	Y	Y	Y	Y	Y	
29		BD 576	Knowledge and Curriculum –Part II	Y	Y	Y	Y	Y	
30		BD 577	Creating an Inclusive School	Y	Y	Y	Y	Y	
31		BD 578	Guidance and Counselling	-	Y	-	Y	Y	
		OPTIONAL COURSES (ANY ONE)							
32	PE	1. BD 579 -Peace education		Y	Y	Y	Y	Y	
33		2. BD 580 -Environmental Education							
34	EPC	BD 581	Critical Understanding of ICT	Y	Y	Y	Y	Y	
35		BD 582	Understanding the Self	Y	Y	Y	Y	Y	

Evaluation Criteria (Rating Scale) Weightage

Component	Theory	Internship	Practicum: The Student teachers may undertake any one of the following activities:	Continuous & Comprehensive Evaluation (CCE)
Percentage/ Weightage	40	20	20	20

Semester Wise Course Structure for B.Ed. Programme

Course Code	Course		L	T	P	CH	CR	Skill Based Course	
SEMESTER – I									
BD 401	1	Human Growth and Development	4	1	0	5	5	BD 405 Reading and Reflecting on Texts	
BD 402	2	Contemporary Indian Education	4	1	0	5	5		
BD 403	4	Language across the Curriculum	3	1	0	4	4		
BD 404	5	Understanding Disciplines	3	1	0	4	4		
BD 405	EPC 1	Reading and Reflecting on Texts	1	1	0	2	2		
		Total	15	5	0	20	20		
		Open Elective – I	3	0	0	3	3		
		Total Credits = 20+3=23							
SEMESTER – II									
BD 501	3	Teaching Learning and Management	3	1	0	4	4		

	7a	Pedagogy of School Subject –Part I (Any One combination)						
BD 502	Any Language + Social Science	Teaching of Assamese–Part I	2	0	1	4	3	BD511 Drama and Art in Education & BD512 Pre-Internship
BD 503		Or Teaching of English–Part I						
BD504		Or Teaching Hindi–Part I						
BD 505		And Teaching of Social Science –Part I						
BD 506	Teaching of Physical Science –Part I	2	0	1	4	3		
BD 507	And Teaching of Mathematics –Part I	2	0	1	4	3		
BD 508	Or Teaching of Biological Science –Part I							
BD 509	8a	Knowledge and Curriculum –Part I	2	0	1	4	3	
BD 510	9	Assessment and Evaluation of Learning	2	0	1	4	3	
BD 511	EPC 2	Drama and Art in Education	0	0	2	4	2	
BD512	10a	Pre-Internship	0	0	4	8	4	
		Total	11	1	10	32	22	
		Open Elective II	3	0	0	3	3	
Total Credits = 22+3=25								
SEMESTER – III								
	7b	Pedagogy of a School Subject – Part II (Any One combination)						
BD550		Teaching of Assamese–Part II	2	0	1	4	3	BD557 School Internship
BD551		Or Teaching of English–Part II						
BD552		Or Teaching Hindi–Part II						
BD553		And Teaching of Social Science –Part II						
BD554	Teaching of Physical Science –Part II	2	0	1	4	3		
BD555	And Teaching of Mathematics –Part II							
BD556	Or Teaching of Biological Science –Part II							
BD557	10b	School Internship	0	0	10	20	16	
		Total	4	0	12	28	22	
Total Credits =22								

SEMESTER – IV								
BD 575	6	Gender, School and Society	2	0	1	4	3	BD 581 Critical Understanding of ICT
BD 576	8b	Knowledge and Curriculum –Part II	2	0	1	4	3	
BD 577	10	Creating an Inclusive School	2	0	1	4	3	
BD 578	11	Guidance and Counselling	2	0	1	4	3	
	12	Optional Course*(Any one)						
BD 579		-Peace education	2	0	1	4	3	
BD 580		-Environmental Education						
BD 581	EPC 3	Critical Understanding of ICT	3	0	1	5	4	
BD 582	EPC 4	Understanding the Self	1	0	1	3	2	
		Total	14	0	7	28	21	
		Total Credits = 21						
		Total Credits for Two -Year B.Ed. Programme: 23+25+22+21 = 91						

L: Lectures T: Tutorials P: Practical CH: Contact Hours (all per week) CR: Credit

**Note: Students of Physical Science Pedagogy would select Mathematics / Biological Sciences as 2nd pedagogy and Students of Social Science pedagogy would select English / Assamese as 2nd Pedagogy and vice-versa in the 2nd and 3rd semester.*

DETAILED SYLLABUS

BD-401: Human Growth and Development

L	T	P	CH	CR
4	1	0	5	5

Course Outcomes:

On completion of the course, it is expected that the students will be able to:

1. Elaborate different dimensions of child development i.e. physical, cognitive, emotional, social and moral and its educational implications.
2. Describe the various stages of development with real life examples and critically analyses the theories of child development in context of different dimensions.
3. Develop a concept map on individual differences and factors affecting individual differences.
4. Compare concept of personality from Indian and Western perspectives and explains the role and importance of social agencies, socio-culture context in personality development.
5. Describe the concepts of memory, motivation, creativity, and strategies for their development during growing up process.

Contents

Unit -1: Human Growth and Development

- Growth and Development: Concept, differences, Principles, Factors influencing growth and development and its educational implication.
- Dimensions of individual Development -Physical, Cognitive, Emotional, Social and Moral and its educational implications

Unit -2: Educational Implications of Developmental Stages from Infancy to Adolescence

- Concept, need and importance of developmental stages
(i) Early childhood (ii) Later Childhood (iii) Adolescence
- Developmental tasks of human development and its Purpose
- Theories of child development (Critical analysis of theories in context of different socioeconomic, political and cultural dimensions)

Unit -3: Individual Differences among Learners

- Individual Differences: Concept, Meaning and Types
- Understanding differently abled learners
- Factors influencing individual factors

Unit- 4: Learning in Constructivist Perspective

- Meaning, characteristics and Nature of learning as a process and outcome
- Dimensions of learning: Cognitive, Affective and Psychomotor
- Transfer of learning, learning styles, Memory and Forgetting – Meaning, Types and its educational importance.

Unit 5: Class Room Implications of Learning Theories and Strategies

- Theories of human learning:
a) Behaviourist b) Cognitive c) Humanistic d) Constructivism

- Information processing strategies: recall, organization, elaboration, active study and study tactics.

Practicum: The Student teachers may undertake any one of the following activities:

1. Observe the various age group children (early childhood, late childhood, adolescent) in different/various situation like in classroom, playground, at home, with parents, friends, siblings and list down the characteristics of them in physical, intellectual, emotional, and social domain.
2. Observe and interact with at least ten adolescent children living in different contexts (rural areas, urban slum, dalit household, urban area, and working/street people) and compare their lifestyle and problems.
3. Administer a test and interpret any one of the following tests on peer group: Intelligence Test/ Interest Inventory / Aptitude Test / Attitude Test/Creativity Test.
4. Conduct case studies of adolescent learners and evaluate it with theoretical characteristics of adolescence stage
5. Case study of any child with special needs / behavioural problems
6. View any two movies out of the following: 1. Smile Pinky (2008), 2. Born into Brothels (2014), 3. Salaam Bombay (1988), 4. Slumdog Millionaire (2009), 5. Gippie (2013) and 6. Mehek (2007). Discuss the content, picturisation, characters and messages in the context of issues and concerns of childhood/adolescence in these movies.
7. Visit a school (nearby school/practice teaching school) and take interview of five low achievers and five high achievers students and find out their ways of learning.

Text Books:

1. Hurlock, E.B. (2003). Child Growth and Development, Tata Mc Graw - Hill Education
2. Rao, V.K. and Reddy, R.S (ed.) (2007). Teaching and Learning. New Delhi. Commonwealth Publishers.
3. Woolfolk, A.E. (2009). Educational Psychology (11th Edition). New York, Prentice Hall.
4. Sharma, S.K. and Tomar, M. (eds.) (2007). Learning and Teaching: Learning Process. Delhi, Isha Books.

Reference Books:

1. Mangal, S.K. (2002). Advanced Educational Psychology. New Delhi, Prentice-Hall of India Pvt. Ltd.
2. Dandapani. (2002). Advanced Educational Psychology. New Delhi, Anmol Publication Pvt. Ltd.
3. John Quay & Jayson Seaman. (2013.) John Dewey and Education outdoors. Europe, Sage Publishers.
4. Saraswathi, T.S. (1999). Adult-Child Continuity in India: Is Adolescence a myth or an emerging reality? In T.S. Saraswathi (Ed), Culture, Social isation and Human Development: Theory, research and applications in India. New Delhi. Sage
5. Nambissan, G.B. (2009). Exclusion and Discrimination in Schools: Experiences of Dalit Children. Indian Institute of Dalit Students and UNICEF
6. Singh, A (Ed), (2015). Human Development: A Life Span Approach. Orient Black Swan, Delhi

Online/Web Resources/Websites/eBooks (Links):

1. https://www.researchgate.net/publication/258701982_Concept_of_personality_Indian_perspective/link/57ebd9cd08ae93b7fa957206/download
2. <https://ipi.org.in/texts/ipyc/ipyc-abstracts/savitadeo.php>
3. <https://www.youtube.com/watch?v=RPWEPvqDnco>
4. [https://socialsci.libretexts.org/Bookshelves/Psychology/Book%3A_Personality_Theory_in_a_Cultural_Context_\(Kelland\)/02%3A_Culture_and_Personality/2.04%3A_Different_Cultural_Factors_Affecting_Personality](https://socialsci.libretexts.org/Bookshelves/Psychology/Book%3A_Personality_Theory_in_a_Cultural_Context_(Kelland)/02%3A_Culture_and_Personality/2.04%3A_Different_Cultural_Factors_Affecting_Personality)
5. <https://www.open.edu/openlearn/education-development/childhood-youth/introduction-childpsychology/content-section-3.1>

Course:BD401: Childhood and Growing Up					
Matrix of Course Outcomes with Programme Outcomes					
Course Outcome No.	PO1	PO2	PO3	PO4	PO5
1		Y			
2				Y	
3	Y				
4		Y			
5					Y

BD402: Contemporary Indian Education

L	T	P	CH	CR
4	1	0	5	5

Course Outcomes:

On completion of the course, it is expected that the students will be able to:

1. Describe the impact of social realities of Indian society on education
2. Explain the concepts of social Change and social transformation in relation to education
3. Identify the contemporary issues in education and its educational implications
4. Analyze the educational thoughts of great Educational thinkers

Contents

Unit -1: Education as an Evolving Concept

- Meaning, concept and nature of education
- Aims of education in contemporary Indian society
- Determinants of Aim of Education
- Sources and Process of education

Unit-2: Education and Social Change

- Concept of social Change
- Factors of Social Change
- Education as an instrument of social change
- Socio-cultural influences on the aims and organization of education

Unit-3: Educational Thinker and their contribution to Education

- RabindraNath Tagore
- Swami Vivekananda
- J. Krishnamurthy
- Mahatma Gandhi

Unit-4: Contemporary Issues in Indian Education

- Equalization of Educational Opportunities—SC/ST, OBC, Women, Minorities and Challenged children, Gender Disparity
- Liberalization, Privatization and Globalization of Education

Unit -5: Policy Framework for public Education in India

- Education in Pre-Independent India—Significant Recommendation of commissions and committees.
- Education in Post-Independent India—Significant Recommendations of commissions and committees.
- National Education Policy on Education---1986, 1992(POA)
- Right to Education 2009 ACT, RUSA, New Education Policy

Practicum: The Student teachers may undertake any one of the following activities:

- a) A critical review of commission reports and policy documents through a thematic focus besides linking the contemporary context with salient debates since independence
- b) Conduct of survey of government and private schools to identify various forms of inequality
- c) Survey of nearby locality to find out the causes of low literacy
- d) Conduct surveys of various educational contexts (eg. Schools of different kinds) and make interpretative presentations based on these

Text Books

1. Jayapalan, N. (2008). History of Education in India. New Delhi. Atlantic Publishers.
2. Taneja, V. R. (2005). Socio-Philosophical Approach to Education. New Delhi, Atlantic Publishers and Distributors
3. Jayaram, N. (1990). *Sociology of Education in India*, Jaipur: Rawat Publications.
4. Haralambos, M. & Heald, R.M. (2010). *Sociology Themes and Perspectives*. New York: Oxford University Press

Reference Books

1. Apple, M. W. (2008). Can schooling contribute to a more just society? *Education, Citizenship and Social Justice*, 3(3), 239–261.
2. Balagopalan, S. (2003) Understanding educational innovation in India: the case of Ekalavya. *Education Dialogue* 1(1): 97-121.
3. Ozmon, Howard A and Craver, Samuel M (2007). *Philosophical Foundations of Education*. New York. Prentice Hall.
4. Kumar, K. (2013). *Politics of education in colonial India*. India: Routledge
5. Palmer, Joy A. (2001). *Fifty Modern thinkers on Education: From Piaget to the present Day*. London, Routledge Flamer.
6. Prema, Clarke (2001). *Teaching & Learning: The Culture of Pedagogy* .New Delhi. Sage Publication
7. Thapan, M.(Eds). (2015). *Education and Society*. UK: Oxford University Press.
8. UNESCO. (2004) *Education for All: The Quality Imperative*. EFA Global Monitoring Report, Paris.
9. Ballantice, H.J., Hammack, M.F. & Stuber, J. (2017). *The Sociology of Education: A Systematic Analysis*. New York: Routledge
10. Shukla, S. & Kumar, K.(Eds). (1985). *Sociological Perspectives in Education: A Reader*. Delhi: Chanakya Publications. **Web Resources:**

1. Sociological Imagination - <https://www.youtube.com/watch?v=89QxgCenYc8>
2. Illich, I. (1973) *De-Schooling Society*. London: Penguin
<http://www.arvindguptatoys.com/arvindgupta/DESCHOOLING.pdf>
3. Coleman. J. (1967). The Concept of Equality of Educational opportunities. <https://files.eric.ed.gov/fulltext/ED015157.pdf>
4. Economics of Education. IGNOU self-learning material
<https://drive.google.com/file/d/108QmjhlugdMLjyTtvJwAqUhSu01K0ZK/view>

BD402: Contemporary Indian Education Matrix of Course Outcomes with Programme Outcomes					
Course Outcome No.	PO1	PO2	PO3	PO4	PO5
1	Y				
2					Y
3			Y		
4		Y			
5					

BD403: Language across the Curriculum

Course Outcomes:

On completion of the course, it is expected that the students will be able to:

L	T	P	CH	CR
3	1	0	4	4

1. Explain the concept, nature, functions and position of English Language in India.
2. Describe the importance and use of first and second language in classroom practices
3. Analyze about language diversity that exists in the classrooms and role of language teacher in diverse classroom
4. Critically comment on language related issues like multilingual classroom, multicultural setup.

Contents

Unit-1: Language and Society

- Language: Meaning, Concept and functions;
- Home language and School language;
- Language and Culture

Unit-2: Language Diversity in Classrooms

- First Language and Second Language Acquisition
- Using of First and Second Language in the Classroom
- Difference between language as a school-subject and means of Communication

Unit-3: Position of English Language in the Indian Context

- Position of English as second language in India
- Communication process in the classroom

Unit- 4: Language across Curriculum

- Language being used across curriculum – social sciences, science, mathematics,
- Critical review of Medium of Instruction

Unit- 5: Language Related Issues

- Bilingualism, Multilingual;
- Challenges of teaching English in Multicultural setup

Practicum: The Student teachers may undertake any one of the following activities:

- a. Take a few passages from Science, Social Science and Maths textbooks of Classes VI to VII and write an analysis based on the issues given below:
 1. How the different registers of language have been introduced?
 2. Does the language clearly convey the meaning of the topic being discussed?
 3. Is the language learner-friendly?

4. Is the language too technical?
5. Does it help in language learning?

Textbooks

1. NCERT. (2007). National Focus Group on Teaching of English. New Delhi, NCERT.
2. Richards, J.C. (2006). Communicative Language Teaching Today. Cambridge, Cambridge University Press
3. Earl W. Stevick. (1982). Teaching and Learning Languages. Cambridge, Cambridge University Press.
4. Krashen, S.D. (1981). The Study of Second Language Acquisition and Second Language Learning. Oxford, Oxford University Press.

Reference

1. Widdowson, H. (1978). Aspects of Language Teaching. Oxford, Oxford University Press.
2. Stryker, S. B., & Leaver, B. L. (Eds.). (1997). "Content-based instruction for the foreign language classroom: Models and methods." Washington, DC: Georgetown University Press.
3. Allen, W., Anderson, K., & Narvaez, L. (1992). Foreign languages across the curriculum: The applied foreign language component. "Foreign Language Annals," 25, 11-19.
4. Consortium for Languages Across the Curriculum. (1996). "Languages Across the Curriculum: A declaration of principles and practices" [on-line]. Available: <http://WWW.Language.Brown.edu/LAC>. [Also reprinted in Shoenberg&Turlington, 1998, 16-17]
5. <http://egyankosh.ac.in/handle/123456789/46599>

BD403: Language across the Curriculum Matrix of Course Outcomes with Programme Outcomes					
Course Outcome No.	PO1	PO2	PO3	PO4	PO5
1	Y				
2		Y			
3					Y
4				Y	
5					

BD404: Understanding Disciplines

L	T	P	CH	CR
4	0	0	4	4

Course Outcomes:

On completion of the course, it is expected that the students will be able to:

1. Define the nature and role of disciplinary knowledge in the curriculum
2. Develop an understanding of science as a discipline.
3. Reflect on the nature of Mathematics as a discipline.
4. Analyze social science as a discipline.

Contents

Unit- 1: Understanding Disciplines

- Meaning and concept of Discipline, Curriculum and syllabus
- Education as interdisciplinary field of study
- Nature, character and role of disciplinary knowledge in the school curriculum, Interdisciplinary nature of curriculum
- Difference between curriculum and syllabus
- The paradigm shift in the nature of disciplines

Unit- 2: Language as a Subject and Discipline

- Centrality of language in education
- Role of language in children's intellectual development and learning
- Language in the school curriculum; aims issues and debates
- Policy issues and language at school
- Language as a Medium of Communication
- Phases of Language Development

Unit- 3: Social Science as a Subject and Discipline

- Nature and Philosophy of Social Science
- Social Science as an area of study
- Need of Studying Social Science through Interdisciplinary Perspectives
- Place and Relevance of Social Science in School Curriculum

Unit-4: Mathematics as a Subject and Discipline

- Nature and History of Mathematics
- Place of Mathematics in School Curriculum
- Mathematics in Day-to-day life
- Relationship of Mathematics with Other Subjects

Unit-5: Science as a Subject and Discipline

- Nature and history of science
- Scientific method
- Place of scientific knowledge in the schema of school curriculum
- Place and Relevance of Science in School Curriculum

Practicum: The Student teachers may undertake any one of the following activities:

1. Policy analysis National curriculum frame works
2. Critical analysis of a curriculum/ syllabus of particular school subject
3. Evaluate a textbook of secondary class with reference to its adequacy and in achieving Expected learning outcomes
4. Review of the books related to various Discipline, Review of curriculum and text books.

Text Books

1. PoonamBatra. (2010). Social Science Learning in Schools. Perspective and Challenges. New Delhi, Sage publication.
2. Chadha, Satish C.(2004).Art and Science of Teaching English. Meerut,Surya Publisher
3. Marsh. C.J (2009) 4th Education Key Concepts for Understanding Curriculum Routledge Publications
4. Radh Mohan. (2013). Innovative Science Teaching. PHI Learning Pvt. Ltd.

References

1. John Gordon. (2014). Teaching English in Secondary Schools. New Delhi, Sage Publication
2. William Outhwaite and Stephen Tuner. (2008).The SAGE Handbook of Social Science Methodology. New Delhi,Sage Publication.
3. HelleAlro. (2010).Critical Mathematics Education: Past, present and future.Europe, Sense Publishers,
4. Clifford.A.Pickover.(2012).The Math Book: From Pythagoras to the 57th Dimension, 250 Milestones in the History of Mathematics. New Delhi. Sterling Publishing House

BD404: Understanding Disciplines Matrix of Course Outcomes with Programme Outcomes					
Course Outcome No.	P01	P02	P03	P04	P05
1		Y			
2				Y	
3					Y
4			Y		
5					

BD405-Course EPC 1: Reading and Reflecting on Texts

Course Outcomes:

On completion of the course, it is expected that the students will be able to:

1. Explain the nature, purpose and types of reading skills.
2. Decipher the meaning of different kinds of text.
3. Describe the various approaches of reading.
4. Develop critical reading habit.

L	T	P	CH	CR
1	1	0	2	2

Contents

Unit-1: Understanding Reading

- Nature and Purpose of Reading;
- Types of Reading; Previewing, Prediction, Close Reading, Inference

Unit-2: Approaches to Reading

- Top-Down,
- Bottom-Up and
- Interactive

Unit -3: Reading Comprehension

- Importance of developing reading skills
- Reading as a Medium of Communication
- Problems of reading

Unit 4: Reflecting on Texts

- Developing critical reading
- Comprehending different kinds of texts: Political, Scientific, Legal etc.

Practicum

- a) Divide the class in small group and provide different kinds of texts and instruct them to read and reflect according to the nature of text
- b) Reading of Educational books written by eminent educationalist
- c) Reading of story, prose, poetry and other literatures

Textbooks:

1. William Grabe. (2009). Reading in a Second Language. Cambridge, University Press.
2. Donn Byrne. (1998). Teaching Writing Skills. Handbook for English Teachers. Delhi, Orient Longman Publisher.
3. Freire, Paulo. (1993). Pedagogy of the Oppressed. New York, Seabury Press.
4. Oxford, Rebecca L. (1990) : Language Learning Strategies: What Every Teacher Should Know. Heinle ELT.

Reference Books:

1. Sarah Freeman.(1977). Written Communication in English. Delhi, Orient Longman Publisher.

2. McCrindle A and Christensen, C (1995). 'The impact of learning journals on metacognitive processes and learning performance', Learning and Instruction 5,(3), 167-85
3. Kogan Page Moon, J (1999) Learning Journals; a handbook for academics, students and professional development, Kogan Page, London.

BD405: Reading and Reflecting on Texts Matrix of Course Outcomes with Programme Outcomes					
Course Outcome No.	PO1	PO2	PO3	PO4	PO5
1	Y				
2		Y			
3					Y
4				Y	
5					

SEMESTER-II

BD501: Teaching, Learning and Management

L	T	P	CH	CR
3	1	0	4	4

Course Outcomes:

On completion of the course, it is expected that the students will be able to:

1. Explain the nature learning and Teaching
2. Differentiate between school management, School organization and school administration
3. Describe the various controlling bodies and functionaries of Education
4. Reflect on Teaching and Learning process

Contents

Unit-1: Understanding Learning

- Nature of learning: learning as a process and learning as an outcome
- Types of learning: factual, associations, conceptual, procedural, generalizations,
- Factors affecting learning process
- Dimensions of learning: cognitive, affective and psychomotor

Unit2: Understanding Teaching

- Concept of teaching
- Nature of Teaching

- Phases of Teaching
- Maxims of teaching
- Teaching in diverse classrooms

Unit- 3: School management

- Concept of School Management and administration □ Educational Leadership: Roles and Responsibilities
- Institutional Planning : Meaning, need & importance, steps
- Classroom Management : Meaning, Concept, Objectives and Principles

Unit -4: School Organisation

- School Organisation: Meaning, purpose and characteristics
- School Time Table : Types, Guidelines for Preparation
- School Records: Types and Its Importance
- Co-Curricular Activities: Need and Importance, Organisation □ Different Types of school board: CBSE, State Boards etc.
- The structure and function at different levels–centre, state, district and institutional level.
- Functions of apex bodies at centre and state level:
CABE, NCERT, NUEPA, UGC, NCTE, KVS, NVS, IGNOU, SCERT, SRC, DIET, etc.

Practicum: The Student teachers may undertake any one of the following activities:

1. Prepare list of various records prepared by schools and write a report on its importance.
2. Study and organize co-curricular activities undertaken in school and prepare a report on its management and problems faced.
3. Prepare a school time table and the points you kept in mind while doing so.
4. Visit to school and prepare a report on organization of different academic activities in school.

Text Books

1. Kochar, S.K. (2009). Methods and Techniques of Teaching. New Delhi, Sterling Publishers.
2. Deshmukh, A. and Naik, A.: Educational Management. Himalayan Publishing House.
3. Sharma, S.K. and Tomar, M. (2007). Learning and Teaching Learning Process. Delhi, Isha Books.
4. Bloom, B .S. et. al.(1964). Taxonomy of Educational Objective Handbook 1, Cognitive Domain, Handbook 2, Affective Domain. London, Orient Longman Publisher.

References

1. S. Majumdar. (2005). Regional Guidelines for Teacher Development for Pedagogy Technology Integration. Bangkok, UNESCO.
2. Kumar, K. L. (1996). Educational Technology. New Delhi, New Age International (P) Ltd.
3. Aggarwal, J. C. (2010). Principals Methods and Techniques of Teaching. Vikas Publishing House Pvt Ltd. New Delhi.
4. Jangira N K and Ajit Singh. (1982). Core Teaching Skills: The Microteaching Approach. New Delhi, NCERT.

BD501: Teaching, Learning and Management
Matrix of Course Outcomes with Programme Outcomes

Course Outcome No.	PO1	PO2	PO3	PO4	PO5
1	Y				
2		Y			
3					Y
4				Y	
5			Y		

BD 502: শিক্ষাবিজ্ঞান কঃ অসমীয়া শিক্ষণ (১)

L	T	P	CH	CR
2	0	1	4	3

বিষয়ৰ উদ্দেশ্যঃ

উক্ত বিষয়ৰ শিক্ষাৰ অন্তত শিক্ষক প্ৰশিক্ষাৰ্থী জনে-

- ১) মাতৃভাষা শিষণৰ উদ্দেশ্য আৰু ভাষা শিক্ষণৰ কৌশল সমূহৰ বিষয়ে অৱগত হব।
- ২) মাত-ভাষা হিচাপে অসমীয়া ভাষা শিক্ষণৰ কৌশল সমূহ আয়ত্ব কৰিব পাৰিব।
- ৩) অসমীয়া ভাষাৰ প্ৰকৃতি আৰু বৈশিষ্ট্যসমূহৰ বিষয়ে জ্ঞান লাভ কৰিব।
- ৪) অসমীয়া ব্যাকৰণ সম্পৰ্কে বিতংকৈ জানিবলৈ সক্ষম হব।
- ৫) অসমীয়া ভাষাৰ পাঠ্যপুথি পৰ্যালোচনা কৰিবলৈ সক্ষম হব।

পাঠ্য-ক্ৰমণিকা

গোট- ১ : মাতৃভাষা হিচাপে অসমীয়া শিক্ষণৰ প্ৰয়োজনীয়তা তথা সমস্যা -

- (ক) শিশুৰ শিক্ষাত মাতৃভাষাৰ ভূমিকা।
- (খ) ভাষাৰ প্ৰথমিক কৌশলসমূহ শ্ৰৱণ, কথন, পঠন আৰু লিখনৰ ধাৰণা আয়ত্ব কৰণ।
- (গ) ভাৱ, যোগাযোগ, বসান্বাদন আৰু সৃজনীশীলতাৰ হাতিয়াৰ স্বৰূপে মাতৃভাষাৰ বিকাশ সাধন।
- (ঘ) মাতৃভাষা হিচাপে অসমীয়া ভাষা শিক্ষণ কৌশল।
- (ঙ) মাতৃভাষা শিক্ষণৰ সমস্যাঃ গৃহ ভাষা আৰু বিদ্যালয়ৰ ভাষা হিচাপে অসমীয়া ভাষা।

গোট-২ : অসমীয়া ভাষাৰ প্ৰকৃতি বিচাৰ -

- (ক) অসমীয়া ভাষাৰ প্ৰকৃতি আৰু বৈশিষ্ট্য
- (খ) অসমীয়া ভাষাৰ উপাদান - অসমীয়া ধ্বনি, উচ্চাৰণ পদ্ধতি, লিপি, শব্দ গঠন আৰু শব্দ ভাণ্ডাৰ, বাক্য গঠন।

গোট-৩ : অসমীয়া ভাষাৰ ব্যাকৰণ প্ৰধান দিশ সমূহ-

- (ক) ধ্বনি, সন্ধি, শব্দৰ প্ৰকাৰ, প্ৰত্যয়, বাক্য, ভাৱৰ প্ৰকাৰ, কাৰক, কাল আৰু দশা ইত্যাদিৰ প্ৰয়োগ আৰু ব্যৱহাৰ।

গোট-৪ : অসমীয়া পাঠ্যপুথি পৰ্যালোচনা-

- (ক) পাঠ্যপুথি প্ৰস্তুতকৰণৰ নীতি
- (খ) বিদ্যালয়ৰ পাঠ্যপুথি পৰ্যালোচনা

ক্ৰমশঃ...২

ব্যৱহাৰিক কাৰ্যঃ

নিৰ্দিষ্ট পাঠ্যপুথিৰ বিষয় বস্তু বিশ্লেষণ

প্ৰসংগ পুথিঃ

- ১) গোস্বামী, গোলোক চন্দ্ৰ- (১৯৯০) অসমীয়া ব্যাকৰণৰ মৌলিক বিচাৰ, বীণা লাইব্ৰেৰী,
গুৱাহাটী-১
(২০০০) অসমীয়া ব্যাকৰণ প্ৰৱেশ, বীণা লাইব্ৰেৰী, গুৱাহাটী-১
(২০০২) অসমীয়া ভাষাৰ উচ্চাৰণ, বীণা লাইব্ৰেৰী, গুৱাহাটী-১
(২০১০) অসমীয়া আখৰ-জোঁটনি, সমীক্ষা,
বীণা লাইব্ৰেৰী, গুৱাহাটী-১
- ২) দাস, চক্ৰেশ্বৰ (২০১২) অসমীয়া ভাষা শিক্ষণৰ ৰূপৰেখা,
বাণী মন্দিৰ, গুৱাহাটী-১
- ৩) দাস, হৰিৰাম (২০০৪) অসমীয়া মাতৃভাষা শিক্ষণ পদ্ধতি,
শ্ৰীভূমি পাব্লিছিং কোম্পানী, কলকতা-১
- ৪) নাথ, প্ৰফুল্ল কুমাৰ (২০১৬) মাতৃভাষা শিক্ষণ পদ্ধতি আৰু কৌশল,
বুকলেণ্ড, গুৱাহাটী-১
- ৫) পাঠক, ৰমেশ (১৯৮৮) ব্যাকৰণ আৰু প্ৰকৃতি-বিজ্ঞান,
বীণা লাইব্ৰেৰী, গুৱাহাটী-১
(২০০৮) অসমীয়া ভাষাৰ ইতিহাস,
অশোক বুক ষ্টল, গুৱাহাটী-১
- ৬) বৰ্মণ, শিৱনাথ (২০০৮) অসমীয়া আখৰ-জোঁটনিৰ কথা,
বনলতা- গুৱাহাটী-১
- ৭) শৰ্মা, মদন (২০০৯) অসমীয়া ভাষা শিক্ষণ পদ্ধতি,
ষ্টুডেণ্টচ্ ষ্টৰচ্ - গুৱাহাটী-১
- ৮) Pattanayak, DP (1974) Language Curriculum, CIIL, Mysore
- ৯) Sharma, MM (1972) Assamese Lessons, Guahati University, Guwahati.

BD 502 : Pedagogy A : Teaching of Assamese-I
Matrix of Course outcomes with Programme outcome

Course Outcome No.	PO 1	PO 2	PO 3	PO 4	PO 5
1	Y				
2	Y				
3		Y			
4			Y		
5				Y	

BD 503-: Pedagogy A: Teaching of English – I

L	T	P	CH	CR
2	0	1	4	3

Course Outcomes:

On completion of the course, it is expected that the students will be able to

1. Describe the objectives of English language teaching.
2. Explain the different approaches and methods of teaching English.
3. Do unit planning and use teaching aids in English language Teaching.
4. Differentiate between different assessment types and techniques used in English language Teaching

Contents

Unit-1: Objectives of English language teaching

- Objectives of teaching English in India
- Place of English in India
- Teaching of English as a L2 in a multilingual context

Unit- 2: Approaches to English Language Teaching

- Communicative approach
- Constructivist approach

Unit 3: Methods of English Language Teaching

- Grammar translation method
- Direct method
- Structural-situational method
- Silent way method
- Suggestopedia method
- Total physical response method

Unit 4: Lesson Planning and Teaching Aids

- Lesson planning based on Pedagogical analysis of prose, poetry, grammar and composition
- Activity based Teaching: individual, pair and group activity
- Use of teaching aids in English Language Teaching

Unit 5: Evaluation of English Language Learning

- Basic principles of testing English
- Comprehensive and continuous evaluation
- Development of good test items in English
- Preparation of an achievement test

Practicum: The Student teachers may undertake any **ONE** of the following activities:

1. Preparation of lesson plans on topics from prose, poetry, grammar and composition each.
2. Development of achievement test in English along with blue print (Any one Class VI to XII)

- Preparation of teaching aids (Traditional and Digital each one) along with justification behind using those particular aids.

Textbooks:

- Nunan, D. (2004). Task-based Language Teaching. Cambridge, University Press.
- Richards, J.C. and Rogers. (2001). Approaches and Methods in Language Teaching. Cambridge, University Press.
- Tudor, I. (2001). The Dynamics of the Language Classroom. Cambridge University Press.

Reference Books:

- Tickoo, M.L. (2010). Teaching and Learning English. Hyderabad, Orient BlackSwan
- Sharma, Madan M. & Mohapatra, D. (2009). How to Teach English: A Resource Book for Teachers and Teacher Educators. Guwahati, Bhabani Print and Publications.

BD 503-: Pedagogy A: Teaching of English – I					
Matrix of Course Outcomes with Programme Outcomes					
Course Outcome No.	PO1	PO2	PO3	PO4	PO5
1	Y				
2		Y			
3					Y
4				Y	
5			Y		

बी डी 504: अध्यापन कला क: हिंदी शिक्षण - I

L	T	P	CH	CR
2	0	1	4	3

पाठ्यक्रम के उद्देश्य पाठ्यक्रम समाप्ति के पश्चात शिक्षार्थी शिक्षक शनम्र में समर्थयिोंगे :

- हिंदी भाषा शिक्षण में दक्षता एिं प्रभािी गुण अर्जित करना
- बहुभाषी भारतीय समाि में प्रथम भाषा के रूप में हिंदी के बारे में आलोचनात्मक समझ शिकशसत करना
- भारत में हिंदी की भूशमका को समझना

इकाई 1: हिंदी शिक्षण के उद्देश्य

- सेकेंड्री स्तर पर हिंदी शिक्षण के उद्देश्य ,हिंदी की बोशलयाँ
- सेकेंड्री स्तर पर प्रथम भाषा एिं शितीय भाषा के रूप में हिंदी शिक्षण के उद्देश्य

इकाई2: हिंदी शिक्षण में दशृ य-श्रव्य उपकरणों की भशू मका

मातृभाषा के रूप में भारत में हिंदी की भूशमका ,राष्ट्रभाषा तथा संपकथ भाषा; दशृ य-श्रव्य उपकरण: हिंदी शिक्षण में दशृ य-श्रव्य उपकरण।

इकाई 3: हिंदी शिक्षण उपागम की पद्धशतयाँ:

उपागम पद्धशतयाँ: अभ्यास कायथ की मिंत्ता; हिंदी शिक्षक के गुण और भूशमका; भाषा के शिशिध घटकों के बीच परस्पर समन्ियन ,शिशिध शिक्षण सूत्रों का प्रयोग।

इकाई 4: शिक्षण शिशध

शिक्षण शिशध:संकल्पना प्राशि प्रशतमान; गद्य ,पद्य ,व्याकरण ,िाक्य संरचना तथा किंानी ,नाटक और पत्र लेखन के रूप में अन्य प्रकार के गद्य की शिक्षण शिशध ,उपकरण एिं हिंदी शिक्षण में उनका प्रयोग।

इकाई 5: हिंदी लखे न और शिषय िस्तु का व्थिरुथापन

लेखन प्रिुशत: लेखन की उच्च क्रकया शिशध यर्था: ितथनी ,शिराम शचहनों का प्रयोग ,िंाशिया या पररच्छेद शनमाथण ,अनच्ु छेदों का िीषथक तथा उप-िीषथक आक्रद। उद्धृशतयों का रेखांकन ,संशिक्षाक्षरों का प्रयोग ,पत्रों में संबोधनों का उशचत प्रयोग ,आिेदन आक्रद। शनबंध अर्थिी अन्य क्रकसी रचना में शिषयिस्तु और अनुच्छेदों का सु-व्थिरुथापन।

पाठ्य पस्ु

तकें:

भाई योगेंद्रीत: हिंदी भाषा शिक्षण ,शिनोद पुस्तक मंक्रदर ,आगरा। लाल

,रमण शर्विारी: हिंदी शिक्षण ,रस्तोगी प्रकािन ,मेरठ

सदं भथ

पस्ु तकें:

िोयस ,बी .एिं शिल ,एम .: मॉडल्स ऑफ रटहचग। प्रेशन्टस िंॉल इंक.,न्यू िसी .9191 ,

(Joyce, B. & Weil, M.: Models of Teaching. Prentice Hall Inc., New Jersey, 1979)

क्षशत्रय ,के .: मातृभाषा शिक्षण ,शिनोद पुस्तक मंक्रदर ,आगरा।

BD 504-: Pedagogy A: Teaching of Hindi – I Matrix of Course Outcomes with Programme Outcomes					
Course Outcome No.	PO1	PO2	PO3	PO4	PO5
1	Y				
2		Y			
3					Y
4				Y	
5			Y		

BD-505-: Pedagogy A: Teaching of Social Sciences - I

L	T	P	CH	CR
2	0	1	4	3

Course Outcomes:

On completion of the course, it is expected that the students will be able to

1. Explain the nature and scope of social sciences and apply the knowledge of social sciences to everyday life
2. Identify and inculcate different values through social science teaching.
3. Analyse different methods and strategies in which learning situations can be created to learn concepts in Social Sciences.
4. Develop social science curriculum at school level.
5. Critically examine different pedagogical issues in the content of learning social sciences.

CONTENT

Unit -1: The Nature and Scope of Knowledge in Social Sciences

- Fundamental meaning and concepts of Social Sciences
- Nature and scope of social science
- Social science subject-content at various stages of school education
- Concept of social studies and how it differs from other social sciences

Unit-2: Aims & Objectives of Teaching Social Sciences

- The aim of teaching social science
- General and specific objectives of social science teaching
- Development of values through social science teaching

Unit-3: Method and Strategies of Teaching Social Sciences

- **Methods:** Source Method, Problem Solving, Project Method, Storytelling, Demonstration method, Inductive-Deductive Method

- **Strategies:** Cooperative learning, Dramatization, Enquiry based learning, Role playing and simulation, Field trips, study tours, museum, exhibition & community as a resource site for learning Social Science

Unit-4: Curriculum Construction in Social Science

- Concept and objectives of curriculum
- Characteristics of good social science curriculum
- Critical appraisal of social science syllabus at secondary level

Unit -5: Focus Pedagogical Issues

- Creating an interactive environment, constructive and critical pedagogies in the social science.
- Learning beyond textbooks by relating subject-content to real life situation.
- Inclusiveness in learning.

Practicum: The Student teachers may undertake any one of the following activities:

1. Prepare projects keeping in view the interconnections between the various disciplines that constitute Social Sciences.
2. Prepare and discuss pedagogical issues in learning social science.

Text Books

1. George, A.M., and Madan, A. (2009). Teaching Social Science in Schools, New Delhi, Sage Publication.
2. J.C.Agarwal. (2005). Teaching of Social Studies: A practical approach. New Delhi, Vikas Publishing house,.
3. Sharma R.N. & Sharma, R.L. (2005). Contemporary Teaching of Social Studies. Delhi, Surjeet Publications.

Reference Books

1. Poonam Batra. (2010). Social Science Learning in Schools. Perspective and Challenges. New Delhi, Sage publication.
2. Chenicheri Sid Nair and Patricie Mertova. (2013). Enhancing Learning and Teaching through Student Feedback in Social Sciences. New Delhi, Chand Publishing.
3. National Curriculum Framework, 2005, New Delhi, NCERT.
4. Teaching of social science. (2005). National Focus Group Position Papers. NCERT

BD-505-: Pedagogy A: Teaching of Social Sciences - I Matrix of Course Outcomes with Programme Outcomes					
Course Outcome No.	PO1	PO2	PO3	PO4	PO5
1	Y				

2			Y		
3	Y				
4					Y
5				Y	

BD506: Teaching of Physical Science –Part I

L	T	P	CH	CR
2	0	1	4	3

Course Outcomes:

On completion of the course, it is expected that the students will be able to:

1. Describe the meaning, nature, scope and historical development of physical science and discuss strategies to promote scientific attitude, scientific temper among learners following the steps of scientific method.
2. Formulate the aims and objectives of teaching and learning physical science.
3. Design the framework of lesson plan using different teaching methods, approaches and strategies for teaching-learning of physical science.
4. Compare the perspective of science curriculum in the NCFs with prescribed school science syllabus and textbooks.
5. Develop and use various resources for teaching-learning physical science.

Contents

Unit -1: Nature and Status of Science

- Nature of Science
- Role of science in removing ignorance and superstition, bringing socio-economic changes concern to environment □ Steps in scientific method.
- Developing scientific attitude.
- Historical and developmental perspective of science, Impact on society, and futuristic views.

Unit–2: Aims & Objectives of Teaching Physical Science

- Objectives of Physical science teaching at secondary school level.
- Formation of general and specific objectives based on blooms taxonomy

Unit-3: Pedagogy of Physical Sciences

- Criteria of selecting a method of teaching
- Teaching Methods
- Teacher centred methods
- Student centred/group centred methods □ Innovative Methods: Role Play , Play way , Quiz

- Approaches of Physical science teaching: Inductive , Deductive , Problem Solving and Constructivist

Unit-4: Resources for Teaching Physical Science

- Planning and organization of Physical science laboratory
- Planning and management of practical activities in Physical science laboratory
- Evaluation of students activities in Physical science laboratory
- Technology: Use of various web resources in Physical science teaching

Unit-5: Physical Science Curriculum and Text Book

- Issues and concern of Physical science curriculum
- Emphasis of NCF-2005 on transaction of curriculum
- Characteristics of a good text book and evaluation of text book
- Alternative resources for physically challenged learners

Engagement with the Field/Practicum/Activity: The Students may undertake any one of the following activities:

1. Visit a school and organize a group activity to develop scientific attitude like quiz, role-play, panel discussion etc.
2. Visit a school and organize a science exhibition and poster presentation of scientific concepts.
3. Students will visit the school and identify various components in science laboratory and other related activities.
4. Preparation of low cost and no cost learning teaching aids on any topic.
5. Content analysis of any topics of sciences.
6. Design & develop at least two learning resources for physical science (one out of them has to be an ICT based learning resource).
7. Design a learning situation in Physical Science by selecting an appropriate strategy.
8. Comparing the science textbooks at Secondary Stage on the basis of different validities of Science Curriculum stipulated in NCF-2005.

Text Books

1. Vaidya,N. (1999). *Science Teaching for 21st Century*. Deep & Deep Publications.
2. Mohan, R. (2002). *Innovative Science Teaching for Physical Science Teachers*. Prentice Hall of India Pvt. Ltd., New Delhi.
3. Das, R.C. (2009). *Science Teaching in Schools*. Sterling, New Delhi
4. NCERT (2013). *Pedagogy of Science, Textbook of B.Ed., Part I&II*, National Council for Educational Research and Training, New Delhi.

References

1. NCERT (2005). *National Curriculum Framework for School Education*. National Council of Educational Research and Training (NCERT), New Delhi.
2. NCERT (2006). *Position Paper of National Focus Group on Teaching of Science*. New Delhi: NCERT

3. Tobin, K.(1993). The Practice of Constructivism in Science Education. Lawrence Erlbaum Associates.
4. Tony L., Matt C., Bernie K. and Judith T.(2010).Teaching Science. New Delhi, Sage Publication India Pvt .Ltd.

Online/Web Resources/Websites/eBooks (Links):

1. International Bureau of Education The Chinese National Commission For UNESCO (2000). *Science Education For Contemporary Society :Problems, Issues and Dilemmas*. Final Report Of The International Workshop On The Reform In The Teaching Of Science And Technology At Primary And Secondary Level In Asia:Comparative References To Europe.
http://www.ibe.unesco.org/sites/default/files/China_FinalReport.pdf
2. National Academy of Sciences and . 2008. *Science, Evolution, and Creationism*. Washington, DC: The National Academies Press. <https://doi.org/10.17226/11876>.
3. McFarlane A. &SakellariouS. (2002).The Role of ICT in Science Education,Cambridge Journal of Education,32:2,219-232,DOI: [10.1080/03057640220147568](https://doi.org/10.1080/03057640220147568)
4. Rocha Fernandes G.W., Rodrigues A.M., Rosa Ferreira C.A. (2019) ICT-Based Science Education: Main Digital Resources and Characterisation. In: Using ICT in Inquiry-Based Science Education. SpringerBriefs in Education. Springer, Cham. https://doi.org/10.1007/978-3-030-17895-6_1

BD506 Teaching of Physical Sciences- Part I Matrix of Course Outcomes with Programme Outcomes					
Course Outcome No.	PO1	PO2	PO3	PO4	PO5
1	Y				Y
2					
3				Y	
4					
5					

L	T	P	CH	CR
2	0	1	4	3

BD507-: Pedagogy A: Teaching of Mathematics – I

Course Outcomes:

On completion of the course, it is expected that the students will be able to

1. Explain the meaning and nature of discipline mathematics and inquire into historical developments and the contribution of eminent mathematicians
2. Frame the aims and objectives of teaching mathematics and endow with the significance of taxonomy of instructional objectives of teaching mathematics

3. Develop year plan, unit plan, lesson plan and develop skill in charting lesson
4. Describe various instructional methods and technique of teaching mathematics.
5. Construct as well administer diagnostic and achievement tests for effectual teaching and evaluation in mathematics

Contents

Unit-1: Conceptual and Historical Background of Mathematics

- Evolution of mathematics as disciplines – origin and recent developments
- Nature, Importance and scope of Mathematics for nation building
- Place and Values of Mathematics in school curriculum and modern world
- Correlation of Mathematics with other branches, subjects and life
- Contribution of Mathematicians to world development

Unit-2: Aims and Objectives of Teaching Mathematics

- Aims of Teaching Mathematics
- Objectives of Teaching Mathematics at different stages
- Stating instructional objectives and learning outcomes in behavioural terms □
Mathematical Thinking and creativity as a goal of mathematics Education

Unit- 3: Planning of Instruction in Mathematics

- Meaning , importance and purpose of lesson planning
- Different types of plans- unit plan, year plan, lesson plan
- Approaches in lesson planning – Herbartian ,constructivist approaches

Unit -4: Methods, Techniques and Device of Teaching Mathematics

- Methods : Inductive-deductive, Analytic-synthetic, Heuristic, Project, Concentric, Problem Solving, Laboratory Method, Project Method
- Techniques and Device: Drill, Home Assignment, Oral, Written, Review, Supervised Study and Brain Storming, Co-Operative Learning , Individualised Instruction, Ability grouping and Gradation
- Motivational Techniques in teaching of mathematics

Unit -5: Assessment in Mathematics learning

- Types of test items-Merits and demerits
- Construction of Achievement and Diagnostic tests
- Diagnosis learning difficulties and find remedial measures

Practicum: The Student teachers may undertake any one of the following activities:

1. Preparation of biographic sketches of Indian Mathematicians.
2. Preparation of lessons plans on any topics from prescribed mathematics school texts using 5E/or ICON models.
3. Construct a mathematics diagnostic or achievement test and diagnose the pupils learning difficulties and suggest few remedial measures.

- Construct an achievement test or diagnostic test and identify the learning difficulties of students.

Text Books

- Chambers, Paul. (2010). Teaching Mathematics, Sage South Asia, New Delhi.
- Anice, J. (2008). Methods of Teaching Mathematics. Neel Kamal Publications, New Delhi.
- Malhotra, V. (2006). Methods of Teaching Mathematics, New Delhi: Crescent Publishing Corporation.
- Sidhu, K.S. (2006). *The Teaching of Mathematics*, New Delhi: Sterling Publishers Pvt Ltd.

Reference Books

- Paul Chambers and Robert Timlin. (2013). Teaching Mathematics in the Secondary School. Second Edition. Sage Publisher.
- Kothari, R. G., and Shelat, P. H. (2011). Mathematical Weaknesses Among Secondary School Students. Germany: VDM Verlag Publishers.
- Deepka, E. (2007). Designing assessment for mathematics. (2nd Ed). Thousand Oaks, CA: Corwin Press.
- Kincheloe, J. (2008). Critical Pedagogy (2nd Edn). New York: Peter Lang.
- Timo Leuders, Kathleen Philipp, Juliane Leuders. (2018). Diagnostic Competence of Mathematics Teachers: Unpacking a Complex Construct in Teacher Education and Teacher Practice. Springer International Publishing AG

BD507-: Pedagogy A: Teaching of Mathematics - I					
Matrix of Course Outcomes with Programme Outcomes					
Course Outcome No.	PO1	PO2	PO3	PO4	PO5
1	Y				
2		Y			
3			Y		
4				Y	
5					Y

BD 508-: Pedagogy A: Teaching of Biological Sciences– I

L	T	P	CH	CR
2	0	1	4	3

Course Outcomes:

On completion of the course, it is expected that the students will be able to:

- Describe the nature, scope and objectives of biological science
- Develop effective plans for teaching biological sciences
- Prepare teaching learning aids in biological science teaching
- Explain different methods of teaching in Biological Sciences

Content

Unit-I: Biological Science as a Dynamic Body of Knowledge

- Meaning and nature of knowledge in biological sciences
- Major scientific achievements in biological sciences
- Value development: intellectual, utilitarian, aesthetic, disciplinary, training in scientific attitude and vocational.

Unit-II: Objectives of Teaching Biological Sciences

- Objectives of biological science teaching at secondary school level.
- Formation of general and specific objectives based on blooms taxonomy.

Unit- III: Construction of knowledge and Skills in Biological Sciences

- Constructivist approach in learning biological sciences
- Misconceptions in biological sciences and their remedies
- Concept mapping of themes related to biology

Unit-IV: Pedagogy in Biological Sciences

- Strategies of teaching biological sciences: Inquiry learning, discovery method, inductive-deductive method, co-operative and collaborative learning.
- Development of professional competencies and ethics of biology teacher

Unit-V: Planning of instruction

- Planning of Instruction: Lesson planning, Unit planning
- Importance of teaching learning aids in biological science teaching •
Preparation of various types of biological teaching learning aids

Use of teaching learning aids in biological science.

Practicum: The Student teachers may undertake any one of the following activities:

- a. Preparation of low cost and no cost learning teaching aids on any topic of Biological Sciences.
 - b. Use of ICT in preparation of Teaching Learning Aids in Biological Science
 - c. Preparation of a report on a field trip visit to botanical gardens, National Park and Wild Life Sanctuaries.
 - d. Presentation seminar on various topics of Biological Sciences
- Text Books:**
- a. Kulshreshtha, S. P. & Kulshreshtha, A. (2016). Pedagogy of Biological Science. New Delhi: R. Lal Bookman publisher Ltd.
 - b. Mohan, Radha. (2013). Innovative Science Teaching. Delhi: PHI pvt. Ltd.

Reference Books

- a. Das, R.C. Science Teaching in Schools. Sterling, New Delhi. (2009).
- b. Aggarwal .D.D. (2008). Modern Method of Teaching Biology, Karan Publishers, New Delhi.
- c. UNESCO: Modern Trends in Teaching Biological Sciences Vols. III.

<p>BD 508-: Pedagogy A: Teaching of Biological Sciences– I Matrix of Course Outcomes with Programme Outcomes</p>

Course Outcome No.	PO1	PO2	PO3	PO4	PO5
1	Y				
2		Y			
3				Y	
4					Y
5			Y		

BD509: Knowledge and Curriculum–Part I

L	T	P	CH	Cr
2	0	1	4	3

Course Outcomes:

On completion of the course, it is expected that the students will be able to:

1. Explain the concept , Process, Facets of knowledge
2. Elaborate Ways of Acquiring Knowledge
3. Describe Teaching as a complex activity
4. Identify core, hidden, null and latent curriculum in textbooks

Contents

Unit- 1: Understanding Knowledge

- Meaning, concept , Process, Facets of knowledge
- Forms of knowledge and its organization in schools
- Ways of Acquiring Knowledge

Unit-2: Knowledge and Education

- Meaning of information, wisdom, instruction, teaching, training, skills • Modes of Education – Face to face, Open and Distance (OD)
- Teaching as a complex activity :
- Formal setting
- Informal setting
- Teaching in Multi-cultural setting

Unit-3: Concept of Curriculum

- Meaning and concept of curriculum
- Meaning of Curriculum framework, syllabus , textbook
- Types of curriculum: Core, Hidden, Null and Latent curriculum
- Differentiated curriculum and Syllabus

Unit -4 Curriculum development

- Need and Importance of Curriculum development
- Principles of curriculum development
- Foundations of curriculum - Indian Context
- Determinants of curriculum development

- Theories of curriculum development

Practicum: The Student teachers may undertake any one of the following activities:

1. Policy analysis - National Curriculum Frameworks.
2. Identification of core, hidden, null and latent curriculum in textbooks.
3. Analysis of School Curriculum at different stages

Text Books

1. National Curriculum framework, NCERT, (2005) New Delhi.
2. National Curriculum framework for School Education, NCERT, (2000). New Delhi.
3. Agarwal .A (1995). Dismantling the divide between indigenous and scientific knowledge, development and change.
4. Learning Without Burden. (1993). Report of the National Advisory Committee, MHRD, Government of India.

Reference Books

1. Ant Weilwer ,C.(1998). Low knowledge and local knowing: an anthropological analysis of contested “Cultural Products in the context of development.
2. Delors, J., (1996). Learning the Treasure within, Report of International Commission on Education for 21st Century – UNESCO
3. G.Boomer, N. Lester, C. Onore and J.Cook (Eds.) (1992). Negotiating the curriculum: Educating for the 21st century, London : The Falmer Press.

BD509: Knowledge and Curriculum–Part I					
Matrix of Course Outcomes with Programme Outcomes					
Course Outcome No.	PO1	PO2	PO3	PO4	PO5
1	Y				
2		Y			
3				Y	
4					Y
5			Y		

BD 510: Assessment and Evaluation of Learning

L	T	P	CH	CR
2	0	1	4	3

Course Outcomes:

On completion of the course, it is expected that the students will be able to:

1. Critically analyses the recent trends and scope of assessment and evaluation.
2. Examine the contextual roles of different forms of assessment in schools.
3. Explore the different dimensions, procedures, tools and techniques related to assessment
4. Assess the issues and concerns of assessment and evaluation practices in schools.
5. Apply the statistical tools for analysis and interpretation in educational assessment process.

Contents

Unit 1: Perspectives on Assessment and Evaluation

- Conceptual overview of assessment and Evaluation
- Meaning, Principles and Purposes of Assessment and Evaluation
- Forms of assessment: based on
 - purpose : prognostic, formative, diagnostic and summative,
 - nature of information gathered : qualitative, quantitative
 - nature of interpretation : norm referenced, criterion referenced

Unit -2: Tools and Techniques for Assessment and Evaluation

- Different Types of Test : Paper pencil tests, Oral tests, and Performance tests
- Construction of an Achievement Test and Diagnostic test
- Rating scale, Check list, Anecdotal records , Socio-metric technique, Interview, Questionnaire and Inventory
- Use of Projects, Assignments, Work sheets, Practical work, Seminars and Reports as assessment devices

Unit -3: Assessment of Subject Based Learning

- Observation of learning process –by self , peer and teachers
- Self-assessment and peer-assessment practices-Designing and Implementation of tools □ Cumulative records - Developing and maintaining a comprehensive learner profile

Unit-4: Reforms in Evaluation

- Recent trends and practices prevailing in assessment and evaluation : group discussion, student profile, Poster assessment, open book exam, participatory assessment
- Rubrics & Portfolios: Meaning and significance in evaluation
- Continuous and comprehensive evaluation
- Credit system and Grading - direct and indirect

Unit-5: Elementary Statistical in Educational Evaluation

- Need and importance of statistics in education
- Classification and tabulation of data
- Graphical representations of data
- Measures of central tendency, Measures of variability and measures of relationship □ Normal distribution - normal probability curve and its characteristics

Engagement with the Field/Practicum/Activity: The Students may undertake any one of the following activities:

1. Design a Questionnaire or Interview Schedule in a selected topic
2. Design different types of questions items and identify the reliability of the test.
3. Present the report of student: using a portfolio or rubrics
4. Prepare e-portfolio of own activities/performances

Text Books

1. Sidhu, K.S. (2009). *New Approaches to Measurement and Evaluation*, Sterling Publishers, New Delhi
2. Lal, J.P. (2006) *Educational Measurement and Evaluation*. New Delhi: Anmol Publications
3. George, D. (2005) *Modern Trends in Examination System*. New Delhi: Commonwealth Publication

Reference Books

1. Reid, Howard M. (2013). *Introduction to Statistics-Fundamental Concepts and Procedures of Data Analysis*. New Delhi: SAGE Publications Pvt Ltd.
2. Gardner, John (2012). *Assessment and Learning -2nd edition*. New Delhi: SAGE Publications India Pvt. Ltd.
3. Pearson Series in Education (2012) *Essentials of Educational Technology and Management*, New Delhi, Pearson Education
4. Quinlan, Audrey M. A (2012). *Complete Guide to Rubrics: Assessment Made Easy for Teachers*, K. D. College, USA: Rowman Littlefield Education.

Online/Web Resources/eBooks (Links)

1. Hickey, D. & Itow, R. C. (2012). Participatory assessment for participatory teaching and learning in school contexts. *Designing with Teachers: Participatory Approaches to Professional Development and Education*, 78-88. <https://dmlhub.net/wpcontent/uploads/2012/08/designing-with-teachers.pdf>
2. Northern Illinois University Center for Innovative Teaching and Learning. (2012). Rubrics for assessment. *Instructional guide for university faculty and teaching assistants*. <https://www.niu.edu/citl/resources/guides/instructional-guide>
3. Davis, M. H., & Ponnampuruma, G. G. (2005). Portfolio assessment. *Journal of Veterinary Medical Education*, 32(3), 279–284. <https://doi.org/10.3138/jvme.32.3.279>
4. Brualdi A. (2000). Implementing Performance Assessment in the Classroom. *Classroom Leadership*, 3(5) http://www.ascd.org/publications/classroom_leadership/feb2000/Implementing-Performance-Assessment-in-the-Classroom.aspx

BD 510 : Assessment for Learning					
Matrix of Course Outcomes with Programme Outcomes					
Course Outcome No.	PO1	PO2	PO3	PO4	PO5
1					Y
2					
3		Y			
4					
5				Y	

BD511: Drama and Art in Education

L	T	P	CH	CR
0	0	2	4	2

Course Outcomes:

On completion of the course, it is expected that the students will be able to:

1. Describe the importance of dramatic way of presentation.
2. Integrate singing method in teaching learning process.
3. Demonstrate various 'Dance forms' and their integration in educational practices.
4. Use art of drawing and painting in teaching learning process.

Contents Unit-

Unit- 1: Drama and its Fundamentals

- Drama as a tool of learning
- Different Forms of Drama
- Role play and Simulation
- Use of Drama for Educational and social change (Street play, Dramatization of a lesson)
- Use of Drama Techniques in the Classroom: voice and speech, mime and movements, improvisation, skills of observation, imitation and presentation

Unit - 2: Music (*Gayan and Vadan*)

- *Sur, Taal and Laya (Sargam)*
- Vocal - Folk songs, Poems, Prayers
- Singing along with "Karaoke"
- Composition of Songs, Poems, Prayers
- Integration of *Gayan* and *Vadan* in Educational practices

Unit -3: Drawing and Painting

- Colours, Strokes and Sketching- understanding of various means and perspectives

- Different forms of painting- Worli art, Madhubani art, Glass painting, Fabric painting and various forms of painting
- Use of Drawing and Painting in Education -Chart making, Poster making, match-stick drawing and other forms

Unit -4 Creative Art

- Creative writing -Story writing, Poetry writing
- Model making - Clay modeling, Origami, Puppet making
- Decorative Art - Rangoli, Ekebana, Wall painting (Mural)
- Designing - Computer graphics, CD Cover, Book cover, Collage work
- The use of different art forms in Education

Practicum: The Student teachers may undertake any one of the following activities:

1. Develop a script of any lesson in any subject of your choice to perform a Play / Drama.
2. Develop a script for the street play focusing on “Girl’s education and Women empowerment”.
3. Prepare a pictorial monograph on “Various Dance forms in India”.
4. Prepare a calendar chart on “Various Musical Instruments in India”.
5. Organize a competition on some Decorative / Performing Art forms in the school during your School Internship programme and prepare a report on it.
6. Develop a creative design based on your choice for CD Cover or Book cover.
7. Develop a design or picture based on collage work.

Textbooks

1. Nakrani, H. (1988). GamtaGaoGeet. Rajkot, PravinPrakashan.
2. Deva, B.C.(1981). An Introduction to Indian Music. Publication Division, Ministry of Information and Broadcasting, Government of India
3. NCERT, (2006). Position Paper by National Focus Group on Arts, Music, Dance and Theatre

BD 511 : Drama and Art in Education					
Matrix of Course Outcomes with Programme Outcomes					
Course Outcome No.	P01	P02	P03	P04	P05
1	Y				
2			Y		
3		Y			
4				Y	
5					

BD512 Pre-Internship (Four Weeks)

L	TP	CH	CR	
0	0	4	8	4

Course Outcomes:

On completion of the course, it is expected that the students will be able to

1. Narrate their first-hand experience of the teaching-learning process in a school
2. Explain how teaching and learning happen in school environment
3. Apply the theoretical knowledge gained from the study of the various foundation
4. Practice Pedagogy courses in actual teaching

Activities

After observing experienced practitioners, the student-teachers shall reflect on their own learning experiences and note the important aspects of the actual classroom interaction.

- a) The student-teachers will acquire the first-hand knowledge of the school as an organisation and understand the process of organizing different academic and co-curricular activities in a school.
- b) The student-teachers will acquire the knowledge of the kind of learning experiences that may facilitate learning in schools.
- c) Student teacher will prepare five lessons on integration of different teaching skill and they will present these lessons in school.
- d) On the basis of the experience gained, the teacher-students will be able to design learning sequences in the two school subjects for using them in actual lesson planning and teaching.

BD512 Pre-Internship					
Matrix of Course Outcomes with Programme Outcomes					
Course Outcome No.	PO1	PO2	PO3	PO4	PO5
1		Y			
2	Y		Y		
3				Y	
4					
5					

SEMESTER –III BD550: Teaching

BD 550: শিক্ষাবিজ্ঞান খঃ অসমীয়া শিক্ষণ (২)

L	T	P	CH	CR
2	0	1	4	3

বিষয়ৰ উদ্দেশ্যঃ

উক্ত বিষয়ৰ শিক্ষাৰ অন্তত শিক্ষক প্ৰশিক্ষার্থী জনে-

- ১) মাতৃভাষা হিচাপে অসমীয়া ভাষা শিক্ষণৰ বিভিন্ন পদ্ধতি, সম্পৰ্কে জ্ঞান লাভ কৰিব।
- ২) শ্ৰেণীকক্ষত মূল পাঠ আৰু পৰিপূৰক পাঠৰ ব্যৱহাৰ সম্পৰ্কে জানিব পাৰিব।
- ৩) 5E আৰু ICON আৰ্হি অনুযায়ী পাঠ পৰিকল্পনা প্ৰস্তুতকৰণ সম্পৰ্কে জ্ঞান অৰ্জন কৰিব পাৰিব।
- ৪) ভাষা শিক্ষণত ব্যৱহৃত শিক্ষণীয় সঁজুলি প্ৰস্তুত কৰিব পাৰিব।
- ৫) ভাষা শিক্ষণত ব্যৱহৃত বিভিন্ন মূল্যায়ণ কৌশল সম্পৰ্কে জানিব পাৰিব।
- ৬) অসমীয়া সাহিত্যৰ ভঁৰাল চহকী কৰা সাহিত্যিক সকল তথা তেওঁলোকৰ সাহিত্যৰাজি সম্পৰ্কে জ্ঞান লাভ কৰিব।

পাঠ্য-ক্রমণিকা

গোট-১ : অসমীয়া ভাষা শিক্ষণৰ বিভিন্ন দিশ-

(ক) অসমীয়া শিক্ষণৰ বিভিন্ন পদ্ধতি-পাঠ্যপুথি, সাধুকোৱা পদ্ধতি, ব্যাখ্যা পদ্ধতি আৰু নাটকীয় কৌশল পদ্ধতি।

(খ) পাঠৰ ব্যৱস্থাপনা-

(অ) মূল পাঠ আৰু পৰিপূৰক পাঠৰ ব্যৱহাৰ।

(আ) মাতৃভাষাৰ শিক্ষণীয় উদ্দেশ্যাবলী আৰু শিক্ষণীয় বিষয় চিনাক্তকৰণ

গোট-২ : পাঠ পৰিকল্পনা আৰু শিক্ষণীয় সঁজুলি।

(ক) 5E আৰু ICON আৰ্হিৰ জৰিয়তে পাঠ পৰিকল্পনা।

(খ) শিক্ষণীয় সঁজুলি প্ৰকাৰ, ব্যৱহাৰ, শিক্ষণীয় সঁজুলি প্ৰস্তুতকৰণ।

গোট-৩ : মূল্যায়ণ-

(ক) ক্ৰমাগত মূল্যায়ণ, মৌখিক আৰু লিখিত আৰ্হিৰ পৰীক্ষা।

(খ) বিদ্যালয়ৰ বিভিন্ন পৰ্যায়ত মাতৃভাষা শিক্ষণৰ সামগ্ৰিক নীতি।

ক্রমশঃ...২

গোট-৪ : অসমীয়া সাহিত্যৰ পৰিচয়-

(ক) মাতৃভাষাৰ সাহিত্যৰাজিৰ চমু পৰ্যালোচনা, প্ৰধান লেখক সকল আৰু
তেওঁলোকৰ সাহিত্যৰ লগত পৰিচয়।

(খ) সাহিত্যৰ বসাস্বাদনৰ উপাদান - অলংকাৰ, বস, ছন্দ আদি সম্পৰ্কে
আলোচনা।

ব্যৱহাৰিক কাৰ্য্য:-

- ১) অনুমোদিত পাঠৰ পৰা 5E আৰু ICON আৰ্হি অনুযায়ী গদ্য, পদ্য, ব্যাকৰণ আৰু বচনাৰ
একোটাকৈ পাঠ পৰিকল্পনা প্ৰস্তুতকৰণ।
- ২) শিক্ষণীয় সঁজুলি প্ৰস্তুতকৰণ।

প্ৰসংগপুথিঃ

- ১) গোস্বামী, যতীন্দ্ৰ নাথ (১৯৯৪) : অসমীয়া সাহিত্যৰ চমু বুৰঞ্জী, গুৱাহাটীঃ মণি-মানিক
প্ৰকাশ।
- ২) নেওগ, মহেশ্বৰ (২০০০) : অসমীয়া সাহিত্যৰ ৰূপৰেখা, গুৱাহাটীঃ চন্দ্ৰ প্ৰকাশ
- ৩) বৰা, ডঃহেম (১৯৯৪) : অসমীয়া সাহিত্যলৈ মহিলা লেখকৰ দান, গোলাঘাটঃ সপ্তাদী
প্ৰকাশন।
- ৪) ভৰালী, শৈলেন (১৯৯২) : আধুনিক অসমীয়া সাহিত্যৰ ইতিহাস, গুৱাহাটীঃ চন্দ্ৰ
প্ৰকাশ
- ৫) শৰ্মা, মদন (২০০৯) : অসমীয়া ভাষা শিক্ষণ পদ্ধতি, ষ্টুডেণ্টচ্ ষ্টৰ্চ : গুৱাহাটী-১
- ৬) দাস, চক্ৰেশ্বৰ (২০১২) : অসমীয়া ভাষা শিক্ষণৰ ৰূপৰেখা, বাণী মন্দিৰছ গুৱাহাটী-১
- ৭) গোস্বামী, ত্ৰৈলোক্যনাথ (১৯৯১) : সাহিত্য আলোচনা, বাণী প্ৰকাশ, প্ৰাইভেট
লিমিটেড, গুৱাহাটী-১
- ৮) Baruah, Birinchi Kumar (1978): History of Assamese Literature, New Delhi:
Sahitya Akademi
- ৯) Baruah, Hem (1965): Assamese Literature, New Delhi: NBT

BD 550 : Pedagogy B : Teaching of Assamese-II
Matrix of Course outcomes with Programme outcome

Course Outcome No.	P01	P02	P03	P04	P05
1	Y				
2	Y				
3		Y			
4		Y			
5			Y		
6				Y	

BED551- Pedagogy A: Teaching of English II

L	TP	CH	CR
2	01	4	3

Course Outcomes:

On completion of the course, it is expected that the students will be able to:

1. Explain the importance of developing the basic language skills (LSRW);
2. Identify the problems related to developing listening, speaking, reading and writing skills;
3. Differentiate between the strategies used for formal and functional grammar
4. Describe the importance of using ICT in English language teaching

Unit-1: Acquisition of Language Skills

- Concept of language learning and language acquisition
- Principles of language teaching

Unit-2: Developing Language Skills

- Importance of developing listening Speaking, Reading and Writing Skills
- Problems related to developing
 - listening
 - speaking
 - reading and
 - writing skills

Unit-3: Teaching Pronunciation

- Teaching sounds
- Practice in Speaking using pronunciation drills, question-answer exercises, conversation, storytelling and choral recitation of rhymes.

Unit-4: Teaching Grammar

- Formal and functional grammar; need for teaching formal grammar
- Presenting grammatical structures in the class - inductive and deductive methods

Unit-5: ICT in language learning

- Use of Language laboratory and multimedia resources in English Language learning

Practicum: The Student teachers may undertake any one of the following activities:

1. Prepare activities for listening, speaking, reading and writing as English teacher. (2 Each)
2. Prepare a book-review of any one English Text Book (from the syllabus of 6th to 12th class) suggesting activities for listening, speaking, reading and writing.

Text Books

1. Stern, H.H. *Fundamental Concepts of Language Teaching* (Oxford University Press, Oxford, 1983)
2. Sasikumar, et al: *A Course in Listening and Speaking I*, Foundation Books, Delhi, 2005. CD included.

3. Rodney, H. & Geoffrey K. P. (2002). *The Cambridge Grammar of the English Language*. Cambridge: Cambridge University Press.
4. Chaudhary N. (2012). *Methodology of Teaching English*, Pearson, Kindersley India Pvt. Ltd.

References

1. Anderson, Anne and Tony Lynch. 1988. *Listening*. Oxford: OUP
2. Kenneth, A. et. al. (2004). *Study Speaking*. Cambridge: Cambridge University Press
3. Freeman, D. 27 Teaching and testing grammar. (2009).
Retrieved from <https://teachgrammar.com/wp-content/uploads/2012/07/Teaching-and-Testing-Grammar.pdf>
4. Nozadze, A. How to make assessment of grammar skills more efficient. *Journal of Education*
Retrieved from <https://jebs.ibsu.edu.ge/jms/index.php/je/article/view/73/81>.
5. Teaching and assessing grammar .Retrieved from https://owl.purdue.edu/owl/teacher_and_tutor_resources/teaching_resources/teaching_and_assessing_grammar.html
6. <http://egyankosh.ac.in/bitstream/123456789/46834/1/BES-144B1E.pdf>

BED551- Pedagogy A: Teaching of English II					
Matrix of Course Outcomes with Programme Outcomes					
Course Outcome No.	PO1	PO2	PO3	PO4	PO5
1	Y				
2		Y			
3					Y
4				Y	
5			Y		

बी डी 552 : अध्यापन कला ख : हिंदी शिक्षण II

पाठ्यक्रम के उद्देश्य

- पररचचाथ के माध्यम से शिक्षण कौलिक शिकास
- शिद्यार्जर्थयों में िुद्ध भाषा प्रयोग की प्रिशत शिकशसत करना
- देिनागरी शलशप के बारे में सटीक ज्ञान अर्जित करना
- हिंदी शिक्षण के शलए प्रयोग क्रकए िाने के शलए सस्ती अशधगम सामग्री का शिकास िं शिद्यार्जर्थयों िारा की िाने िाली गलशतयों में सुधार

L	T	P	CH	CR
2	0	1	4	3

इकाई-I: पठन ,श्रिण िं बोधन

कौलिक शिकास :बोधन ,श्रिण ,मौशखक हिंदी के प्रकार िं शिशधयाँ; श्रिण के दौरान नोट तैयार करना; पठन ,बोधन ,संप्रषे ण: किंाशनयों के संिाद, उच्च स्िर में पठन ,नाटक िं कशिता पठन आक्रद में मौशखक हिंदी के उशचत रूपों का प्रयोग।

इकाई-II िद्धु पठन

बलाघात िं स्िर का सिंी प्रयोग और सार्थथक िब्द-समूिंो में िब्दों के सिंी उच्चारण का शिभािन ,सु-पठन प्रिशत ,शिशभन्न उद्देश्यों के शलए उशचत लय िं गशत के सार्थ पठन।

इकाई-III मल्ू याकं न िं सामान्यीकरण

समग्र बोधन के शलए पठन ,मूल्यांकन के शलए पठन ,आनदं प्राशि के शलए पठन ,तथ्य प्राशि के शलए पठन ,तकथ-िशि , पररभाषाएं ,सामान्यीकरण;शििरशणकाएँ, चाटथ अनुसूची िं शनयम पुशस्तकाओं का पठन आक्रद।

इकाई-IV हिंदी में पाठ पररयोिना

पाठ पररयोिना: गद्य ,पद्य ,व्याकरण िं बोधन के शलए पाठ पररयोिना का प्रारूप ,हिंदी में मूल्यांकन ,अच्छे मापन की शििेषताएं ,हिंदी में नैदाशनक परीक्षण िं उपचारी शिक्षण, हिंदी में शनकष संदर्जभत परीक्षण िं संदर्जभत प्रशतमान परीक्षण , हिंदी में शिशभन्न प्रकार के शिषय िं प्रश्नों का शिशनमाथण।

व्याििंाररक पक्ष

- शसलेबस को इकाईयों में बाँटना और उन्िंेे सिंी क्रम में व्यिस्थाशपत करना
- कक्षा IX, X, XI, अर्थिी XIIके शलए शनधाथररत क्रकसी भी एक हिंदी पाठ्य-पुस्तक का आलोचनात्मक अध्ययन
- हिंदी शिक्षण के शलए भाषा क्रकट का शनमाथण
- प्रश्नों-प्रत्रों का शनमाथण
- क्रकसी भी हिंदी शिषय के शिक्षण के शलए दो खेलों का शिकास

पाठ्य पस्ु

तकें:

भाई योगेंद्रीत: हिंदी भाषा शिक्षण ,शिनोद पुस्तक मंक्रदर ,आगरा। लाल ,रमण शर्विारी: हिंदी शिक्षण ,रस्तोगी प्रकािन ,मेरठ

सदं भथ

पस्ु तकें:

जॉयस ,बी .एँ शिल ,एम .: मॉडल्स ऑफ रटहचग। प्रेशन्टस िंॉल इंक.,न्यू िसी .9191 ,
(Joyce, B. & Weil, M.: Models of Teaching. Prentice Hall Inc., New Jersey, 1979)

क्षत्रय ,के .: मातृभाषा शिक्षण ,शिनोद पुस्तक मंक्रदर ,आगरा।

BD 553: Teaching of Social Sciences-II

L	T	P	CH	CR
2	0	1	4	3

Course Outcomes:

On completion of the course, it is expected that the students will be able to:

1. Analyse the content in social sciences and Prepare lesson plans and unit plans
2. Develop relevant learning materials in social sciences at school level.
3. Identify the characteristics of a good social science text books
4. Design various types of tools for assessment in social sciences.

Contents

Unit-1: Pedagogic Planning in learning Social Sciences

- Content Analysis: Identification of units, themes, learning points, generalisations, and issues/problems
- Writing Instructional Objectives
- Designing of Lessons Plans and Unit Plans: Meaning, Importance & Principles

Unit-2: Learning Resources and Preparation of Materials

- Secondary literature, reference material in libraries, using newspaper, magazine as a source
- Preparation and use of teaching aids contextually: pictures, charts, models, maps, globe, graphs , Audio-visual aids
- Use of Internet and multimedia package, ICT in learning Social Sciences – Website on Geography and History, interactive websites etc.

Unit-3: Professional Development of Social Science Teachers

- Characteristics of social science teachers
- Professional competencies of Social Science teachers,
- Participation in seminars, conferences, online sharing, distance learning

Unit-4: Text book and Social Science Room

- Need and Importance of Textbooks
- Criteria for selection of good Textbooks, Review of some Text books prescribed in the school syllabus

- Need, importance and advantage of Social Science Room, Social Science Club/Study Circle

Unit-5: Assessment of Learning in Social Sciences

- Construction of test items (unit test) to assess simple factual knowledge, higher thinking and application abilities, Types of Questions, blue print

Tools for Assessment: Check list, observation, sociometry, interview, rating scale recording and evaluating procedures to assess the performance of students' activities, projects, laboratory skills, group assessment

Practicum: The Student teachers may undertake any one of the following activities:

1. Plan learning designs based on problem solving situations, inquiry and projects to facilitate learning of Social Sciences.
2. Preparation of low cost teaching aids on any topic.
3. Construction of test items and blue print.

Text Books

1. S. P. Ruhela(2009). Lesson Plans in Social Sciences. Neelkamal Publication, New Delhi.
2. Jothi, Arul, et al. (2009). Teaching of Social Sciences-II. Anmol publications
3. R.P. Pathak. (2012). Teaching of Social Studies. Pearson Education India

Reference Books

1. Dhamija.Neelam (1993) Multimedia Approaches in Teaching Social Studies. Harmen Publishing House, New Delhi.
2. James A. Duplass. (2010).Teaching Elementary Social Studies: Strategies, Standards, and Internet Resources.Cengage Learning; 3 editions.
3. Banerjee, Basabi Khan and others.(2003). Self-Instructional Package on Social Sciences for Upper Primary Teachers New Delhi: NCERT
4. Susan A. Adler (Contributor), Peggy Altoff (Contributor), 2011.National Curriculum Standards for Social Studies: A Framework for Teaching, Learning, and Assessment. National Council for the Social Studies: Bulletin.
5. Gallanvan & Kottler, Ellen (2008), Secrets to success for social studies teachers, Thousand Oaks, Sage Publication.
6. National Curriculum Frame Work, (2005), NCERT, New Delhi

Matrix of Course Outcomes with Programme Outcomes: BD 553-: Pedagogy B: Teaching of Social Sciences-II					
Course Outcome No.	PO1	PO2	PO 3	PO 4	PO5
1	Y				

2				Y	
3			Y		Y
4					
5				Y	

BD554: Teaching of Physical Science –Part II

L	T	P	CH	CR
2	0	1	4	3

Course Outcomes:

On completion of the course, it is expected that the students will be able to:

1. Design unit plan, lesson plans in physical science based on behaviorist and constructivist approaches and prepare teaching-learning aids in science.
2. Demonstrate the different skills of teaching in simulated situation.
3. Plan & organize physical science co-curricular activities.
4. Explain the need of different types of assessment strategies and discuss different tools and techniques of assessment in Physical Science.
5. Describe the need & importance of professional development for physical science teachers.

Contents

Unit-1: Models of Teaching Sciences

- Concept Attainment Model
- Inquiry Training Model

Unit 2: Planning of Instruction

- Planning of Instruction
 - Lesson planning
 - Unit planning
- Teaching learning aids in planning the Instructions
 - Importance of teaching learning aids in science teaching
 - Preparation of Various types teaching learning aids
 - Use of teaching learning aids in science instruction

Unit-3: Physical Sciences related Activities

- Importance of science activities
- Planning & Organization of field trip, project work, science quiz, excursion, science exhibition, science fair, aquarium, bird watching, star gaze.

- Formation and activities of Science club in school.
- Science Olympiad

Unit-4: Assessment and Evaluation

- Evaluation of cognitive and Psychomotor aspects of science learning, □
Assessment of experimental skills in Science Teaching.
- Practicing continuous and comprehensive evaluation to test regular progress □
Developing blue print and framing different types of questions, diagnostic testing
- Developing performance parameter for qualitative assessment anecdotal record, portfolio etc.

Unit-5: Current /Innovative practices in Science teaching

- Recent trends in curriculum development
- Concept of mobile Science Laboratory & Science express
- Professional organization for science teachers
- Use of concept maps in science teaching
- Current research trends in science education

Engagement with the Field/Practicum/Activity: The Students may undertake any one of the following activities:

1. Preparation of a unit plan in Physical Science.
2. Preparation of at least two lesson plans for a particular concept in Physical Science- one based on behaviourist and another on constructivist approach.
3. Develop a simulated lesson plans.
4. Construction of various type of test items/tools for assessment.
5. Debate on any one topics like-Physical Science and Sustainable development; Social and ethical issues related to Physical Science; Role of Language in Physical Science; Gender and Physical Science etc
6. Visit to any of the professional organization and prepare a report on the in-service professional development programmes that they undertake for Science teachers.
7. Visit a nearby school to interact with a few senior teachers of physical science. Seek their opinion on what major area you should focus upon during your pre-service training programme.
8. Identify the institutions and organisations that regularly organise seminars and conferences on various aspects of science and science education. Collect the information about the themes of the seminars and conferences that were organised during last five years.
9. Ask your fellow trainees to observe the practice lessons taken by you and provide their feedback. Refine your presentation in the light of their feedback.
10. Observe some practice lessons taken by your fellow students and try to give them critical feedback about their teaching-learning proceedings.

Text Books

1. Sharma, R. C. (2006). Modern Science Teaching. New Delhi: Dhanpatrai publishing company (P) Ltd.

- Vaidya, N. (2003). *Science Teaching for the 21st Century*. New Delhi: Deep and Deep Publications.
- NCERT (2013). *Pedagogy of Science, Textbook of B.Ed., Part I&II*, National Council for Educational Research and Training, New Delhi.
- Mohan, R. (2002). *Innovative Science Teaching for Physical Science Teachers*. Prentice Hall of India Pvt. Ltd., New Delhi

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- Prasad, J. (1999). *Practical aspects in Teaching of Science*. New Delhi: Kanishka Publication.
- NCERT (2005). *National Curriculum Framework for School Education*. National Council of Educational Research and Training (NCERT), New Delhi.
- NCERT (2006). *Position Paper of National Focus Group on Teaching of Science*. New Delhi: NCERT.
- Science & Children*. A Peer Reviewed Journal Published by National Science Teachers Association (NSTA).
- The Science Teacher*. A Peer Reviewed Journal Published by National Science Teachers Association (NSTA).
- NCERT (2000). *Position Paper of National Focus Group on Examination Reforms*. New Delhi: NCERT.
- NCERT (2012). *Source Book on Assessment for Classes VI-VIII Science*
- CBSE (2016). *Revised Formative Assessment Manual for Teachers Class-IX Science*

Online/Web Resources/Websites/eBooks (Links):

- National Academies of Sciences, Engineering, and Medicine. 2015. *Science Teachers' Learning: Enhancing Opportunities, Creating Supportive Contexts*. Washington, DC: The National Academies Press. <https://doi.org/10.17226/21836>.
- National Research Council. 1999. *The Assessment of Science Meets the Science of Assessment: Summary of a Workshop*. Washington, DC: The National Academies Press. <https://doi.org/10.17226/9588>.
- National Research Council. 1997. *Science Teaching Reconsidered: A Handbook*. Washington, DC: The National Academies Press. <https://doi.org/10.17226/5287>.
- Jensen EA and Gerber A (2020) Evidence-Based Science Communication. *Front. Commun.* 4:78. <https://doi.org/10.3389/fcomm.2019.00078>

Course:BD554 Teaching of Physical Sciences- Part II Matrix of Course Outcomes with Programme Outcomes					
Course Outcome No.	PO1	PO2	PO3	PO4	PO5
1				Y	
2				Y	
3					

4		Y			
5					

BD555: Teaching of Mathematics-II

L	T	P	CH	CR
2	0	1	4	3

Course Outcomes:

On completion of the course, it is expected that the students will be able to

1. Describe the significance of pedagogical, technological skill development for mathematics teacher.
2. Narrate the distinctive features of various technological, pedagogical, content knowledge and the role of the teacher as a techno-pedagogue
3. Explain the principles, approaches and the recent trends in mathematics curriculum structuring and the mode of transaction
4. Identify appropriate learning resources and use of teaching aids in enhancing mathematical interest and attitude.
5. Critically analyze the essential qualities, characteristics and professional growth of Mathematics teacher to endorse the professional spirit

Unit- 1: Pedagogical Skills Development & Professional growth of Mathematics Teacher

- Pedagogical Skill: Meaning ,Types and significance
- Multiple Learning Styles of students and its classroom implications
- Catering to the needs of the gifted, slow learners, under achievers, Learning Disabled
- Mathematics Teacher – Qualities, Characteristics, ethics and Professional Growth □ Role of mathematics teacher in improving the image of learners and the school

Unit - 2: Technological Pedagogical Content Knowledge in Mathematical Concepts

- Techno Pedagogic Content Knowledge: Meaning and significance
- Need of technological pedagogical content knowledge in mathematics.
- Ways and means to link Technology to Pedagogic Content Knowledge
- Using appropriate teaching aids: audio- Visual aids, charts, models, Computer aided instruction (CAI), Textbook and other ICT equipment's.

Unit -3: Construction and Organisation of Mathematical Curriculum

- Curriculum and syllabus: Meaning, definition and foundations
- Organisation of curriculum from upper primary to higher secondary level □
Modern Trends and Approaches in curriculum construction □
Analysis of concepts of all grades wise.

Unit - 4: Innovations in Teaching Mathematics

- Innovative and Fun ways of teaching mathematics: Use of the Mathematics Laboratory, Mathematics Exhibition, Mathematics Club, Mathematics Fairs, Field Trips and activities for mathematical creativity
- Vedic mathematics for enhancing mathematics learning
- Enrichment programmes in mathematics learning- Mathematics Olympiad and mathematics talent search, master learning strategy

Unit -5: Teaching Skills for promoting Mathematics Education

- Teaching skills- Micro teaching procedure
- Link Practice-Integration of skills
- Development of ICT Enabled Skills

Practicum: The Student teachers may undertake any one of the following activities:

1. Observe the mathematics laboratory and list the resources available and give suggestions to facilitate the establishment of a mathematics laboratory.
2. Prepare a blue print for teacher made achievement test using preparation of low cost and no cost learning teaching aids on any topic.
3. Development of four enrichment programme/activities for school students.
4. Division of one mathematics syllabus of any class into unit and submit a report
5. Prepare a report - Critical analysis of any one Mathematics Textbook (VI to X)

Text Books

1. Paul Chambers, (2010). Teaching Mathematics, Sage South Asia New Delhi.
2. James Anice (2005); Teaching of Mathematics, Neelkamal Publication, New Delhi.
3. Kulshrestha, Arun Kumar.(2004). Teaching of Mathematics, Meerut: Surya
4. Kothari, R. G., and Shelat, P. H. (2011). Mathematical weaknesses among secondary school students. Germany: VDM Verlag Publishers.

Reference Books

1. Kothari, R. G., and Mistry, H. S. (2012). Diagnosis of Learning Difficulties: Fractions and Decimals- A study on the students of upper primary schools. Germany: Lambert Academic Publishers.
2. Kothari, R. G., and Shelat, P. H. (2011). Mathematical weaknesses among secondary school students. Germany: VDM Verlag Publishers.
3. Kincheloe, J. (2008). Critical Pedagogy (2nd Edn). New York: Peter Lang.
4. Bender, W.N. (2005). Differentiating Math instruction strategies that work for K-8 classrooms. Thousand Oaks, CA: Corwin press.

BD 555: Pedagogy A: Teaching of Mathematics - I

Matrix of Course Outcomes with Programme Outcomes

Course Outcome No.	PO1	PO2	PO3	PO4	PO5
1		Y			
2				Y	
3	Y				
4			Y		
5					Y

BD 556-: Pedagogy B: Teaching of Biological Sciences– III

Course Outcomes:

On completion of the course, it is expected that the students will be able to:

L	T	P	CH	CR
2	0	1	4	3

1. Describe Biological Science Laboratory and other resources for teaching biological science
2. Explain various E-Learning resources in biological science teaching
3. Demonstrate evaluation techniques in biological sciences
4. Elaborate professional development of a biological science teacher

Contents

Unit-I: Models of Teaching Biological Science

- Concept Attainment Model
- Inquiry Training Model

Unit-II: Resources for Teaching Biological Science

- Planning and organization of biology laboratory
- Evaluation of students activities in biology laboratory
- Technology: Use of various web resources in biological science teaching

Unit-III: Biology Science Curriculum and Biology Science Text Book

- Issues and concern of biological science curriculum
- Characteristics of a good text book and evaluation of text book
- Alternative resources for physically challenged learners

Unit-IV: Evaluation of Learner

- Developing blue print and framing different types of questions, Achievement, Diagnostic test and Remedial Teaching
- Developing performance parameter for qualitative assessment anecdotal record, portfolio etc.

Unit- V: Current /Innovative practices in Biological Science teaching

- Recent trends in curriculum development
- Concept of mobile Biological Science Laboratory and virtual lab in Biological science
- Professional organization for biological science teachers

Practicum: The Student teachers may undertake any one of the following activities:

1. Use of ICT in preparation of Teaching Learning Aids in Biological Science
2. Preparation of a report on a field trip visit to botanical gardens, National Park and Wild Life Sanctuaries.
3. Presentation seminar on various topics of Biological Sciences
4. Identification and listing of various components in biological laboratory and other related activities.

Text Books

1. Kulshreshtha, S. P. &Kulshreshtha, A. (2016). Pedagogy of Biological Science. New Delhi: R. Lal Bookman publisher Ltd.
2. Mohan, Radha. (2013). Innovative Science Teaching. Delhi: PHI pvt. Ltd.

Reference Books

1. Das, R.C. Science Teaching in Schools. Sterling, New Delhi. (2009).
2. Aggarwal .D.D. (2008). Modern Method of Teaching Biology, Karan Publishers, New Delhi.
3. UNESCO: Modern Trends in Teaching Biological Sciences Vols. III.

BD556: Teaching of Biological Sciences– I Matrix of Course Outcomes with Programme Outcomes					
Course Outcome No.	PO1	PO2	PO3	PO4	PO5
1					
2					
3		Y			
4	Y		Y		
5				Y	Y

BD557 School Internship (Sixteen Weeks)

L	TP	CH	CR
0	0	16	16

Course Outcomes:

On completion of the course, it is expected that the students will be able to:

1. Describe the pedagogical principles and various issues and problems related to teaching
2. Demonstrate competencies and skills required for effective classroom teaching, planning teaching, class management, and evaluation of student learning and organization of cocurricular activities.
3. Develop proper professional attitude, professional ethic, values and interests and
4. Observe the role and responsibilities of a teacher.

5. Familiarize themselves with important aspects of the existing educational scenario of the state/province concerned.

Organization of Internship

The internship will be organised for a continuous period of Sixteen weeks in selected cooperating schools of the area. Before that the student-teachers will be involved in planning, preparing lesson plans, producing teaching materials and teaching aids and other preparatory activities suggested by the teacher-educators.

- a) Student teacher will organize assembly meeting during the period.
- b) The student will teach one lesson every day from any method/subject. While planning and teaching lessons he/she will keep in mind the special needs of the slow learners and encourage co-operative learning.
- c) Student teacher will practice innovative teaching practices in school.
- d) Student teacher will assess the performance of their students preparing blue print and test paper
- e) Student teachers have to observe one class of peers (peer lesson observation).
- f) Student teacher will identify one problem for action research in school and then he/ she will do action research in supervision of teacher educator.
- g) Student teacher will identify a problematic child for case study in school and and he/ she will do case study of that problematic child in supervision of teacher educator.
- h) Student teacher will participate and organizing different co-curricular activities like – Yoga camp, Excursion, Celebrate days and festivals, Group Discussion, Quiz, Awareness raising program and Debate etc. and prepare a report on it.
- i) Student teacher will organize programme for development for communication skill and personality development.
- j) Student teacher will administer Psychological Test and experiment and apply use of ICT in classroom teaching
- k) Organize a workshop on some selected Creative Art forms in the school during your School Internship programme and prepare a report on it.
- l) Organised awareness programme during Internship for female infanticide and foeticide, child marriages, dowry, sexual abuse, work place harassment in terms of drama, street play, poster, documentary, Power Point Presentations
- m)The student will learn to design and administer simple diagnostic tests and identify learning difficulties and prepare the remedial program.
- n) Every student-teacher will maintain a diary; recording reflections on his/her own teaching. He/she will also maintain records and reports related to curricular and cocurricular activities

BD557 School Internship					
Matrix of Course Outcomes with Programme Outcomes					
Course Outcome No.	PO1	PO2	PO3	PO4	PO5
1	Y				
2					Y

3		Y			
4			Y		
5				Y	

SEMESTER -IV

BD575: Gender, School and Society

L	T	P	CH	CR
2	0	1	4	3

Course Outcomes:

On completion of the course, it is expected that the students will be able to:

1. Explain the difference between sex and gender and apply this knowledge to understand own experiences as well as experience of others.
2. Identify gender-based issues in education in general and school in particular.
3. Plan strategies to develop gender sensitivity in classroom (and school) through pedagogic interventions.
4. Elaborate various legal provisions related to women and promote gender justice by creating awareness regarding it.

Content

Unit- 1: Understanding Gender

- Notion of Gender and Sexuality, gender roles, gender identification;
- Gender as a social construct;
- Influence of institutions like family, caste, religion, culture, the media and popular culture (films, advertisements, songs etc.), law and the state on gender roles

Unit 2: Gender and School

- Gender bias in school enrolments, dropouts, household responsibilities, societal attitudes towards girl's education, value accorded to women's education
- Issues related to gender in School: sexual abuse, sexual harassment, and Perception of safety at school, home and beyond.
- Importance of vocational training and income generation for women

Unit 3 Gender and Education, Society

- Pedagogical Strategies to develop gender sensitivity
- Concept of Patriarchy and Matriarchy and issues related to Indian Women
- Gender roles in society through variety of institutions such as family, caste, religion, culture, the media and popular culture (films, advertisements, songs etc), law and state
- Issue related to women/girl child

Unit-4 Gender and Law

- Introduction to laws related to women (Rape, Dowry, Remarriage, Divorce, Property inheritance, Trafficking).
- Women's reservation bill – history and current status
- The Indian constitution and provisions according to women
- Human rights and women's rights

[Legal aspects related to women, Declining sex ratio, PNDT (Pre Natal Diagnostic Techniques) act, female feticide, violence against women, domestic violence act, sexual harassment at work place, indecent representation of women (prohibition act), Cybercrime

Practicum: The Student teachers may undertake any one of the following activities:

1. Textbook analysis for identifying gender issues, gender biases reflected in it.
2. To undertake study of sex ratio and analysis its state wise analysis
3. Prepare presentation on laws related to rape, dowry, remarriage, divorce, property inheritance, trafficking etc.
4. Debate on women reservation bill
5. Group Activities on Domestic violence and other personal issues and its remedies.
6. Visits to institutions like WSRC, Dowry prohibition cell, Women help line, NGO working for women etc.

Text Books

1. Geetha, V. (2002). *Gender*. Kolkata: STREE.
2. Hasan, Zoya and Ritu Menon. 2004. *Unequal Citizens: A Study of Muslim Women in India*. New Delhi: Oxford University Press.

Reference Books/Readings

1. Apple, M. W. 1979. *Ideology and Curriculum*. London: Routledge and Kegan Paul.
2. Chanana, Karuna. 1996. 'Gender Inequality in Primary Schooling in India: The Human Rights Perspective', *Journal of Educational Planning and Administration*, 10 (4), 361-81.
3. NCERT. 2006. Focus Group on *Gender Issues in Education*. New Delhi
4. Bhog, Dipta. 2002. 'Gender and Curriculum,' *Economic and Political Weekly*, 37(17), 1638-1642.
5. Dube, Leela 1988, in Chanana, Karuna(ed) *Socialization, Education and Women*. Nehru Memorial Museum and Library: New Delhi
6. Bhatta, Zarina, 1988, in Chanana, Karuna(ed) *Socialization, Education and Women*. Nehru Memorial Museum and Library: New Delhi

<p>Course: BD575 Gender, School & Society Matrix of Course Outcomes with Programme Outcomes</p>

Course Outcome No.	PO1	PO2	PO3	PO4	PO5
1					Y
2		Y			
3	Y				
4				Y	Y
5			Y		Y

BD576 - Course 8b: Knowledge and Curriculum –Part II

L	T	P	CH	CR
2	0	1	4	3

Course Outcomes:

On completion of the course, it is expected that the students will be able to:

1. Describe various concepts, maxims, modes, media of Education and models of teaching.
2. Explain different models and process of curriculum development
3. Elaborate the strategies of curriculum implementation
4. Examine issues in curriculum development

Contents

Unit-1: Transacting Knowledge

- Meaning of Approach, Method, Model, Skills and Technique
- Maxims of education
- Modes and Media ;Print, audio-visual , electronic media, human interaction, real objects
- Models of teaching :
- Inquiry training model
- Concept attainment model

Unit - 2: Curriculum Perspectives

- Changing paradigms in education; cognitivism, behaviorism, constructivism, connectivism
- Activity -based curriculum
- Discovery Approach, Dialogue with reference to Gandhiji and Tagore's philosophy.
- Curriculum development; Issues

Unit- 3: Curriculum Development

- Models of curriculum development
- Process of curriculum development
- Curriculum planning

- Curriculum designing
- Curriculum implementation

Unit-4 Curriculum Implementation

- Curricular team and its functions at local, state and national levels.
- Tools of implementation. Hand-books, Manuals, Textbooks, Modules, Instructional Materials
- Training teachers for curriculum implementation

Unit -5 Curriculum Evaluation

- Formative and Summative Evaluation
- Criteria for evaluating the curriculum
- Curriculum evaluation models

Practicum: The Student teachers may undertake any one of the following activities:

1. Textbook analysis
2. Visit to DEO, DIET, Schools to find out the role of different personnel in curriculum development process.
3. Evaluation and preparation of a report of existing GSHSEB, IB and CBSC curriculum at different level.
4. Explore the school facilities, infrastructure and resources as curricular supports.
5. Analyze the curricular materials with reference to NCF's recommendations and insights into school pedagogy

Text Books

1. Olivia, P (2004): Developing the curriculum (6th ed). Allyn& Bacon, Inc.
2. Delors, J., (1996) Learning the Treasure within, Report of International Commission on Education for 21st Century – UNESCO
3. G.Boomer, N. Lester, C. Onore and J.Cook (Eds.) (1992). Negotiating the curriculum: Educating for the 21st century, London : The Falmer Press.

Reference Books

1. The Curriculum for the Ten Year School – A Frame Work, 1975, NCERT, New Delhi
2. National Curriculum for Elementary and Secondary Education: A framework .1988, NCERT, New Delhi.
3. National Curriculum framework for school Education, NCERT, 2000, New Delhi.
4. National Curriculum framework, NCERT, 2005, New Delhi.
5. National Focus Group on ‘Curriculum, Syllabus, Textbooks’, NCERT
6. Learning Without Burden, Report of the National Advisory Committee, 1993, MHRD, Government of India.

BD576 : Knowledge and Curriculum II					
Matrix of Course Outcomes with Programme Outcomes					
Course Outcome No.	PO1	PO2	PO3	PO4	PO5
1	Y				

2		Y			
3			Y		
4				Y	
5					Y

BD577 - Course 10: Creating an Inclusive School

L	T	P	CH	CR
2	0	1	4	3

Course Outcomes:

On completion of the course, it is expected that the students will be able to :

1. Discuss systematically the philosophy of creating Inclusive school
2. Critically analyze the various issues involved in inclusive education
3. Develop successful inclusive learning practices
4. Identify conceptual frameworks appropriate for investigating inclusion issues, examining the inclusivity of systems and for developing inclusive school.

Contents

Unit -1: Concept of Special Education, Mainstreaming and Inclusion

- Special Education: Concept And History
- Integration and Inclusion
- Different Ways of Mainstreaming
- Difference Between Integrated and Inclusive Education

Unit-2: National policies, programmes and Acts for inclusive Education

- NPE-1986, Policies guidelines on Inclusive Education, UNESCO
- National Legislations- RCI Act 1992, PWD Act- 1995, National Trust Act-1999, RTE Act—2009

Unit-3: Nature and Needs of the Individuals having Disabilities

- Hearing impairment -definition, characteristics, classification and teaching strategies
- Visual impairment - definition, characteristics, classification and teaching strategies
- Orthopaedics impairment (Physical Disability) definition, characteristics, classification and teaching strategies

- Intellectual and Developmental Disabilities- definition, characteristics, classification and teaching strategies

Unit-4: Inclusion in Operation

- Issues in special Education and inclusive Education
- Early detection of disability
- Parental attitude , Community awareness
- Special School versus integrated school, Inclusive School
- Rehabilitation of disabilities
- Role of the parent, community, peers, resource person, itinerant teacher, shadow teacher, head master and teacher

Unit-5: Inclusive Schools

- Inclusive School : concept and definition
- Characteristics of Inclusive School
- Models of Inclusive Education,
- Current issues :Identification, Labelling, Advocacy, Empowerment

Practicum: The Student teachers may undertake any one of the following activities::

The students will undertake any one of the following:

1. Prepare a blueprint of Inclusive School.
2. Seminar presentation on various issues and challenges of inclusion
3. Conduct a survey in the local area/ Visit to Inclusive Schools and observe classroom transaction of any to ascertain the prevailing attitudes and practices towards social and academic inclusion of children with diverse needs.
4. Visit the family of a child with disability and describe briefly her/his problems and suggest remedies also.
5. Developing list of teaching activities of CWSN in the school

Text Books

1. Jha. M. (2002) Inclusive Education for All: Schools Without Walls, Heinemann Educational publishers, Multivista Global Ltd., Chennai, 600042, India.
2. NCERT (2006). National Focus Group Report on Education of SC and ST, New Delhi. PWD Act 1995,98,2000
3. Sharma P.L. (2003) Planning Inclusive Education in Small Schools, R.I.E. Mysore
4. Armstrong, A. C., Armstrong, D., & Spandagou, I. (2010). Inclusive education: International policy and practice. London: Sage.

Reference Books

1. Department for Education and Skills (DfES) (2001b) *Inclusive Schooling: children with special educational needs*, London, DfES.
2. Mittler, P. (2000) *Working Towards Inclusive Education: social contexts*, London, David Fulton.
3. Mani, M.N.G.(1992). *Techniques of Teaching Blind Children*. New Delhi: Sterling Publishers
4. Panda, K.C. (1997). *Education of Exceptional Children*. New Delhi: Vikas Publishing House.
5. Ainscow, M., Booth. T (2003): *The Index for Inclusion: Developing Learning and Participation in Schools*. Bristol: Center for Studies in Inclusive Education.
6. Ahuja. A, Jangira, N.K. (2002): *Effective Teacher Training; Cooperative Learning Based Approach: National Publishing house 23 Daryaganj, New Delhi 110002*.
7. Jangira N.K. and Mani, M.N.G. (1990): *Integrated Education for Visually Handicapped*, Gurgaon, Old Subjimandi, Academic Press.
8. Jha. M.(2002) *Inclusive Education for All: Schools Without Walls*, Heinemann Educational publishers, Multivista Global Ltd, Chennai, 600042, India.
9. Sharma, P.L. (1990) *Teachers handbook on IED-Helping children with special needs* N. C. E R T Publication.
10. Sharma P.L (2003) *Planning Inclusive Education in Small Schools*, R .I E. Mysore

Web Resources

1. http://www.ncert.nic.in/new_ncert/ncert/rightside/links/pdf/focus_group/special_ed_final1.pdf
2. <https://cpb-us-e1.wpmucdn.com/blogs.uoregon.edu/dist/e/13135/files/2012/12/INTL-UGThesis-Kohama.pdf>
3. https://www.researchgate.net/publication/301675529_INCLUSIVE_EDUCATION_IN_INDIA_-_CONCEPT_NEED_AND_CHALLENGES
4. https://www.researchgate.net/publication/329523348_Inclusive_education_Perspectives_on_implementation_and_practice_from_international_experts
5. <http://uis.unesco.org/sites/default/files/documents/towards-inclusive-education-forchildren-with-disabilities-a-guideline-2009-en.pdf>
6. https://www.researchgate.net/publication/234126587_A_Self_help_Text_book_on_Inclusive_Education.

BD577 : Creating an Inclusive School					
Matrix of Course Outcomes with Programme Outcomes					
Course Outcome No.	PO1	PO2	PO3	PO4	PO5
1	Y				
2		Y			
3			Y		
4				Y	
5					Y

BD-578: Guidance and Counselling

L	T	P	CH	CR
2	0	1	4	3

Course Outcomes:

On completion of the course, it is expected that the students will be able to:

1. Describe the concept, nature, types, principles, scope of guidance & counselling and discuss some of the problems & issues of school guidance which are pertinent at the present time.
2. Critically analyse the role of guidance while selecting, working and using social media platforms.
3. Compare the various approaches to counselling and describes the various steps involved in the counselling process to achieve counselling goals
4. Describe the use different tools, techniques of guidance & counselling for holistic understanding of the learner and demonstrate skills for administering, scoring, interpreting and analysing test results for providing guidance and counselling to the students.
5. Discuss the strategies and important role of teacher/guidance personnel in promoting the mental health of the students as well as justifies the need of counselling for differently abled students.

Contents

Unit-1: Concept of Guidance

- Concept, scope and functions of guidance in education,
- Objectives, principles, importance of guidance
- Procedure and purpose of guidance.

Unit -2: Aspects of Guidance

- Personal, educational and vocational Guidance -
- Issues and problems of guidance.

Unit-3: Concept of Counselling

- Concept, need, principles of Counselling,
- Procedure and process of Counselling
- Characteristics and role of a counsellor

Unit-4: Aspects of Counselling

- Types of counselling
 - Directive, Non Directive and Eclectic
- Individual and Group
- Techniques in counselling: Lectures, discussions and Dramatics.
- Importance of follow up in the counselling Programme

Unit-5: Techniques used in Guidance and counselling.

- Tests Technique: Psychological tests (Intelligence, Aptitude, and Attitude, Interest, Study Habit inventory and personality questionnaire), Academic achievement tests.
- Non test technique: Anecdotal records of students, Cumulative Records, Rating scale, observation, role play, case study, questionnaire and Interviews.
- Providing Guidance and counselling exceptional students (the gifted, retarded and handicapped) for solving their educational, vocational problems and special needs.

Practicum: The Student teachers may undertake any one of the following activities::

The Student teachers may undertake any one of the following activities:

1. Try to identify some students in nearby school who may have counselling needs and try to put these needs into areas like physical, educational, social, emotional and career related.
2. Identify topics for a class talk and prepare a detailed outline of the class talk.
3. Conduct a survey of the problems that are most prevalent in schools which need immediate attention of a guidance counsellor and prepare brief report.
4. Conduct Case study of any child with special needs / behavioural problems.
5. Visit to schools of different nature (government/private; rural/urban) and observe the culture of the school, identify the specific guidance needs of the learners and prepare guidance & counselling programme keeping in view the needs of the learners.
6. Identify personal-emotional/social cases for group counselling/individual counselling and plan the counselling sessions.
7. Administer a test and interpret any one of the following tests on students/peer group: Intelligence Test/ Interest Inventory / Aptitude Test / Attitude Test/Creativity Test.
8. View any two movies out of the following: 1. TaareZameen Par (2007), 2. Stanley KaDhaba (2011), 3. Salaam Bombay (1988), 4. Slumdog Millionaire (2009), 5. I Am Kalam (2011) and 6. Ordinary People (1980) 7. Nil BatteySannata (2015). Discuss the content, characters and messages, issues and concerns expressed in these movies.
9. Interact with the counsellor to understand the process of the counselling, nature of problems of the students and prepare a report.
10. Collect articles related to problems of students such as aggression, violence, crime, rape, suicide, drug abuse, HIV/AIDS, conflict within families or neglect due to single or divorced parents etc. Highlight the proactive role of parents, teachers, and counselling by counsellors.

Text Books

1. Chauhan, S.S.(2004). Principles and Techniques of Guidance. New Delhi: Vikash Publishing House.
2. Indu Dave, (1984). The Basic Essentials of Counselling. New Delhi : Sterling Publishers Pvt Ltd.
3. Rao, S.N. (2001). Counselling Psychology. New Delhi : Tata McGrawHill Publishing Co Ltd.

4. Shrivastava, K.K. (2003). Principles of Guidance and Counselling. New Delhi: Kaniska Publication.

Reference Books

1. Gururani, G.D. (2006). Guidance and Counselling: Educational, Vocational, Career Planning. Akanksha Publisher.
2. Robyn.S.Hess; Magnuson, S. and Beeler, L. (2012). Counselling Children and Adolescents in Schools. New Delhi: Sage Publications India Pvt.Ltd.
3. Kochhar, S. K. (2006). Educational and Vocational Guidance in Secondary Education. New Delhi: Sterling Publications.
4. Mangal, S.K. (2007). Educating Exceptional Children: An Introduction to Special Education, New Delhi: Prentice Hall of India Private Limited.
5. Chaturvedi, R. (2013). Guidance and Counselling Techniques. Neha Publisher and Distributors.
6. Gupta, M. (2003). Effective Guidance and Counselling Modern Methods and Techniques. Jaipur: Mangal Deep Publication.
7. Aggarwal, R. (2010). Elementary Guidance and Counselling. New Delhi: Shipra Publication.
8. Jones, Nelson (2005). Practical Counselling and Helping Skills, 5th Edition, London: Sage Publications.
9. Robert L. Gibson and Marianne H. Mitchell, (2006). Introduction to Counselling and Guidance, New Delhi, Prentice Hall of India Private Limited.
10. NCERT (2008) Module-1,2,3&10

Online/Web Resources/Websites/eBooks (Links):

1. https://www.researchgate.net/publication/258701982_Concept_of_personality_Indian_perspective/link/57ebd9cd08ae93b7fa957206/download
2. www.researchgate.net/publication/340389534_School_Counselling_in_India/link/5e863af392851c2f527793ba/download
3. <https://youtu.be/GAcmqpFERzs>
4. <https://youtu.be/AOkVH-8zn5A>
5. <https://youtu.be/T6gTX08fpIM>
6. <https://www.education.vic.gov.au/school/teachers/health/mentalhealth/Pages/promoting-mental-health.aspx>
7. https://www.researchgate.net/publication/320931533_The_Role_of_Teacher_in_Primary_School_Students'_Mental_Health_Promotion

BD578:Guidance and Counselling					
Matrix of Course Outcomes with Programme Outcomes					
Course Outcome No.	PO1	PO2	PO3	PO4	PO5
1		Y			
2					Y

3					
4					
5				Y	

BD579: Peace Education

Course Outcomes:

On completion of the course, it is expected that the students will be able to

L	T	P	CH	CR
2	0	1	4	3

1. Explain the need for peace education
2. Narrate the developments in peace education in India and Abroad.
3. Link appropriate methods and approaches for getting peace. 4. Analyse the role of teacher in education for peace

Contents

Unit -I: Peace Education: Basics

- Meaning, concept and Relevance of peace
- Understanding peace: Individual, Social, National and International context
- Types of peace education (International Peace Education, Developmental Peace Education, Human Rights Peace Education, Conflict Resolution, Imposed versus consensual peace)

Unit -2: Historical Development of Peace Education

- Historical Development of Peace Education in the world.
- Creation of United Nations, UNESCO, UNICEF and their endeavours to promote Peace Education
- Peace Education in India and its development. **Unit -3: Education for Peace**
- Paradigm shift from Peace Education to Education for Peace.
- Concept and Meaning of Education for Peace.
- Curriculum Development: Stage specific Approach- Early childhood, Elementary Stage, Secondary Stage, Higher Secondary Stage, Higher Education stage and Adult Education stage.

Unit -4: Pedagogy of Education for Peace

- Teaching Methodologies
- Teacher Education for Peace
- National Focus Group on Education for Peace **Practicum**
- Excursion to sites or monuments symbolizing introspection; Organizing morning assembly, mediation, exhibition, etc. on peace - related themes.
- End of term project: Each student-teacher will be required to submit and present in class a paper covering a short analysis of any contemporary conflict and a proposal to resolve it.

Practicum: The Student teachers may undertake any one of the following activities:

- a) Excursion to sites or monuments symbolizing introspection; Organizing morning assembly, mediation, exhibition, etc. on peace - related themes.
- b) End of term project: Each student-teacher will be required to submit and present in class a paper covering a short analysis of any contemporary conflict and a proposal to resolve it.

Text Books

- 1. Rodopi .S.P.Ruhela. (2013).Peace Education (cosmic flashes). Bhargava Publication.
- 2. Bachelor, M. and Brown, K. (eds.) Buddhism and Ecology
- 3. Dalai Lama, H.H. The Art of Living and Dying in Peace.

Reference Books

- 1. Andrew Fitz-Gibbon. (2010). Positive Peace: Reflections on Peace Education, Nonviolence, and Social Change.
- 2. Loreta Navarro-Castro & Jasmine Nariogalace (2010). Peace Education: pathway to a culture of peace. Center for Peace Education, Qoezon ,Phillippines.
- 3. Boulding, E. (2000) Cultures of Peace: The Hidden Side of History.. Syracuse, NY: Syracuse University Press.

BD579: Peace Education					
Matrix of Course Outcomes with Programme Outcomes					
Course Outcome No.	PO1	PO2	PO3	PO4	PO5
1	Y				
2		Y			
3					Y
4				Y	
5			Y		

BD580: Environmental Education

L	T	P	CH	CR
2	0	1	4	3

Course Outcomes:

On completion of the course, it is expected that the students will be able to:

- 1. Describe the multidisciplinary nature of environment education
- 2. Develop sense of responsibility, awareness and concern for environmental issues
- 3. Elaborate the concept, objectives, methods & techniques of Environment education
- 4. Adopt different strategies for Environment education and apply them effectively

Contents

Unit- 1: Introduction to Environmental Education

- Meaning, Nature importance, aims and scope of Environmental Education
- Differences between Environmental Education and Environmental Science

Unit- 2: Understanding Our Environment

□ Ecosystem: Concept, characteristics, structure and functions of eco system □ Bio diversity: global, national and local; Utilitarian values of Biodiversity □ Threats and Conservation of Biodiversity.

Unit- 3: Challenges of Environment

- Environmental Pollution- Causes, effects and remedial measures
Air Pollution (b)Water Pollution(c) Soil Pollution (d)Thermal Pollution(e)Radio Active Pollution (f) Noise Pollution (g) E waste pollution
- Deforestation, Soil erosion, Climate change, Greenhouse effect, Global warming
- Ozone depletion, Acid rain, Bio-magnification, Eutrophication.
- Population explosion –Urbanization
- Role of individuals in preventing the degradation of the quality of Environment.

Unit 4: Environmental Education for Sustainable Development

- Sustainable Development
- Conservation of renewable and non-renewable resources.
- Environmental protection, conservation and preventive measures
- Methods and Techniques of teaching Environmental Education
- Role of mass media, technology, NGOs and governmental organizations in developing awareness about environmental problems and its prevention

Unit-5 Environmental Ethics and Legislative Measures

- Learning to live in harmony with nature
- Environmental ethics : Issues and possible solutions
- Air (Prevention and Control of Pollution) Act, Water (Prevention and Control of Pollution) Act, Wildlife Protection Act, Forest Conservation Act etc.
- Disaster Management: Concept, Types and importance of disaster management training.

Practicum: The Student teachers may undertake any one of the following activities:

1. Prepare a document on environmental problems in your locality and suggest possible remedial measure.
2. Study the implementation of Environmental Education Programmes
3. Prepare environmental awareness programme and conduct the same with school children and submit the report or prepare quizzes and games on environmental issues.
4. To visit industries and study alternative strategies of Environmental management.
5. To prepare a resource material on any of the environmental problems along with a suitable evaluation strategy.
6. Organization of Field trips, Role play, Poster presentation, Quiz, debate, Projects in Environmental Education

Text Books

1. Mittal, Santosh & Agrawal, M. (2010). Environment & Environmental Education in 21st Century, R Lall Publications, Meerut.
2. Vijayan.S. (2008). Principles of Environmental Education. Sarup& Sons Publications, New Delhi.
3. Krishnamacharyulu, V. and G.S.Reddy. (2004). Environmental Education: For B.Ed. Students of Indian Universities. Neelkamal Publications, New Delhi.
4. AGARWAL S.K. (1997). Environmental Issues themes New Delhi: APH Publishing Corporation.

Reference Books

1. Robert B. Stevensyn. (2013). International handbook of search on Environmental Education. Rutledge publication.
2. Suresh Pauchari.(2012). Environmental Education. Pearson publication
3. Robert B.Stevenson (2012). International handbook of research on environmental education, Routledge.
4. Richard T. Wright (2012). Environmental science: towards a sustainable future .11th edition. PHI learning Private Limited, New Delhi.
5. Lange, Robert R. (1980). Environmental Education Needs Assessment and Evaluation, Colorado.

BD580 : Environmental Education Matrix of Course Outcomes with Programme Outcomes					
Course Outcome No.	PO1	PO2	PO3	PO4	PO5
1	Y				
2		Y			
3					Y
4				Y	
5			Y		

BD 581: Critical Understanding of ICT

L	T	P	CH	CR
3	1	0	4	4

Course Outcomes:

On completion of the course, it is expected that the students will be able to:

1. Identify the policy concerns for ICT
2. Elucidate the application of ICT for teaching Learning
3. Critically reflect on the suitability of learning resources planned in teaching-learning.
4. Develop various skills to use computer technology for sharing the information and ideas.

Contents

Unit -1: ICT in Education

- Meaning , Nature and Need of ICT in Education, □ Approaches: Blended, face to face, online etc.
- Challenges of Integration of ICT in School; Aims and objectives of National Policy on Information and Communication Technology (ICT) in School Education in India; IT@ School Project
- Major institutions of educational technology in India–CIET, SIET,

Unit- 2: Technology-enhanced Learning Resources

- ICT and Multimedia as technology-enhanced communication devices in teachinglearning: a comparative review of various learning resources
- Computer as a learning resource for presentation, documentation, word processing, evaluation.
- Internet as an Information Resource: Evaluating information resources on the Internet
- General Introduction to E-learning, Mobile-learning, distance learning, On-line learning, Virtual University, Wikipedia, Massive Open Online Courses (MOOCs)

Unit-3: Emerging Trends & Role of Teachers

- Components and Objectives of National Mission on Education through ICT (NMEICT), Spoken Tutorials, GyanDarshan, Gyanvani, Sakshat Portal, e-GyanKosh; Virtual laboratory and Haptic technology.
- Role of Web 2 and web 3 technologies in creating constructive learning environment.
- Changing roles and competencies of a teacher in technology enhanced learning.

Unit -4: Role of ICT in Alternative Assessment

- Alternative Assessment: Meaning, Need and Importance
- Portfolio assessment, performance task: developing performance criteria, how to conduct, and rubrics for performance based assessment, components of rubrics, types of rubrics, steps for creating rubrics, uses

Use of professional forums, educational blogs, wiki, and social networking in the context of constructivist classroom

Practicum:

1. Planning and preparation of an ICT integrated presentation for secondary level
2. Identification and use of an internet resource for learning at the secondary level
3. Demonstrations of use of audio-visual and computer-based media
4. Group discussion on learning potentials as well as dangers of using ICT

Text Books

1. Das R C Educational Technology (1993). A Basic Text (Sterling Publishers, New Delhi.

2. Kumar, K L (1996) Educational Technology (New Age International (P) Ltd Publishers, New Delhi,)
3. Sharma, A.K. (2008). Educational Technology, Vinod Pustak Mandir Agra.
4. Aggarwal Rashmi (2009). Educational Technology Management & Evaluation, Shipra Publications, Delhi
5. Chauhan, S.S. (1978): A Text Book of Programmed Instructions
6. S. Majumdar-Regional Guidelines for Teacher Development for Pedagogy

Reference Books

1. UNESCO. (2005). Technology Integration, Bangkok
2. Dannelle D. Stevens. (2012). Introduction to Rubrics: An Assessment Tool to Save Grading Time, Convey Effective Feedback, and Promote Student Learning.
3. Angie Simmons. (2012). Learning Journeys with ICT: Integrating ICT into Classroom. Technology Teaching Systems Ltd.
4. Concetta M. Stewart, Catherine C. Schifter. (2010). Teaching and Learning with Technology: Beyond Constructivism. Routledge.
5. Brandford Bervell. (2012). Integration of Technology in the Social Studies Curriculum. LAP Lambert Academic Publishing

BD 581: Critical Understanding of ICT					
Matrix of Course Outcomes with Programme Outcomes					
Course Outcome No.	PO1	PO2	PO3	PO4	PO5
1	Y				
2		Y			
3					Y
4				Y	
5			Y		

BD 582: Understanding the Self

L	T	P	CH	CR
1	0	1	3	2

Course Outcomes:

On completion of the course, it is expected that the students will be able to

1. Explain about the self as a person
2. Elaborate the professional identity of a teacher
3. Reflect critically on factors that shape identity formation and influence sense of self of the growing 'student' as well as teacher in school
4. Develop a holistic and integrated understanding of the human self and personality

Contents

Unit -1: Emergence of 'Person' and 'Identity'

- Understanding 'identity formation'
- Need for inner coherence; managing 'conflicting' identities.
- Determinants of identity formation in individuals and groups: Social categories, such as caste, class, gender, religion, language and age.
- Influence of Peer group, Technology and globalisation on identity formation.

Unit -2: Evolving an 'Identity' as a Teacher

- The impact of one's own socialisation processes; awareness of one's own shifting identities as 'student', 'adult' and 'student-teacher', and influences that have acted/continue to act on oneself.
- Reflections on one's own aspirations and efforts in becoming a 'teacher'.
- Teacher's 'professional identity'.

Unit-3: Yoga and Peace living

- Origin of Yoga & its brief development
- Yoga as a Science of Art (Yoga Philosophy and essential).
- Meaning of Yoga, Objectives, Types, importance of yoga
- Meditation – Objectives, types, effect on body, mind and soul,
- Yogic therapies and modern concept of Yoga

Unit-4: Role of Intelligence

- Multiple Intelligence
- Differentiating EQ, IQ and SQ
- Role of Various Intelligence for personal and professional development

Practicum:

1. Sharing case studies/biographies/stories of different children who are raised in different circumstances and how this affects their sense of self and identity formation.
 2. Watching a movie/documentary where the protagonist undergoes trials and finally discovers their potential
 3. The exercise of developing reflective journals and providing regular feedback.
 4. Engagement with the Field: Tasks and Assignments for Courses 6, 8b, 10 & 11 **Text Books**
1. Swati Chanchani & Rajiv Chanchani (1995.) Yoga for Children: a Complete Illustrated Guide to Yoga, Including a Manual for Parents and Teachers. UBS Publishers Distributors. India.
 2. Daniel Goleman.(2012).Working 2012 with Emotional Intelligence, Bloomsbury Publishing India Private Limited. India.

Reference Books

1. Mark Stephens(2012) Yoga Sequencing: Designing Transformative Yoga Classes. North Atlantic Books, Philippines.
2. Jonny Bell.(2014).Emotional Intelligence: A Practical Guide to Mastering Emotions: Emotions Handbook and Journal (Emotions and Feelings) [Kindle Edition]

BD 582: Understanding the Self

Matrix of Course Outcomes with Programme Outcomes

Course Outcome No.	PO1	PO2	PO3	PO4	PO5
1	Y				
2		Y			
3					Y
4				Y	
5			Y		