



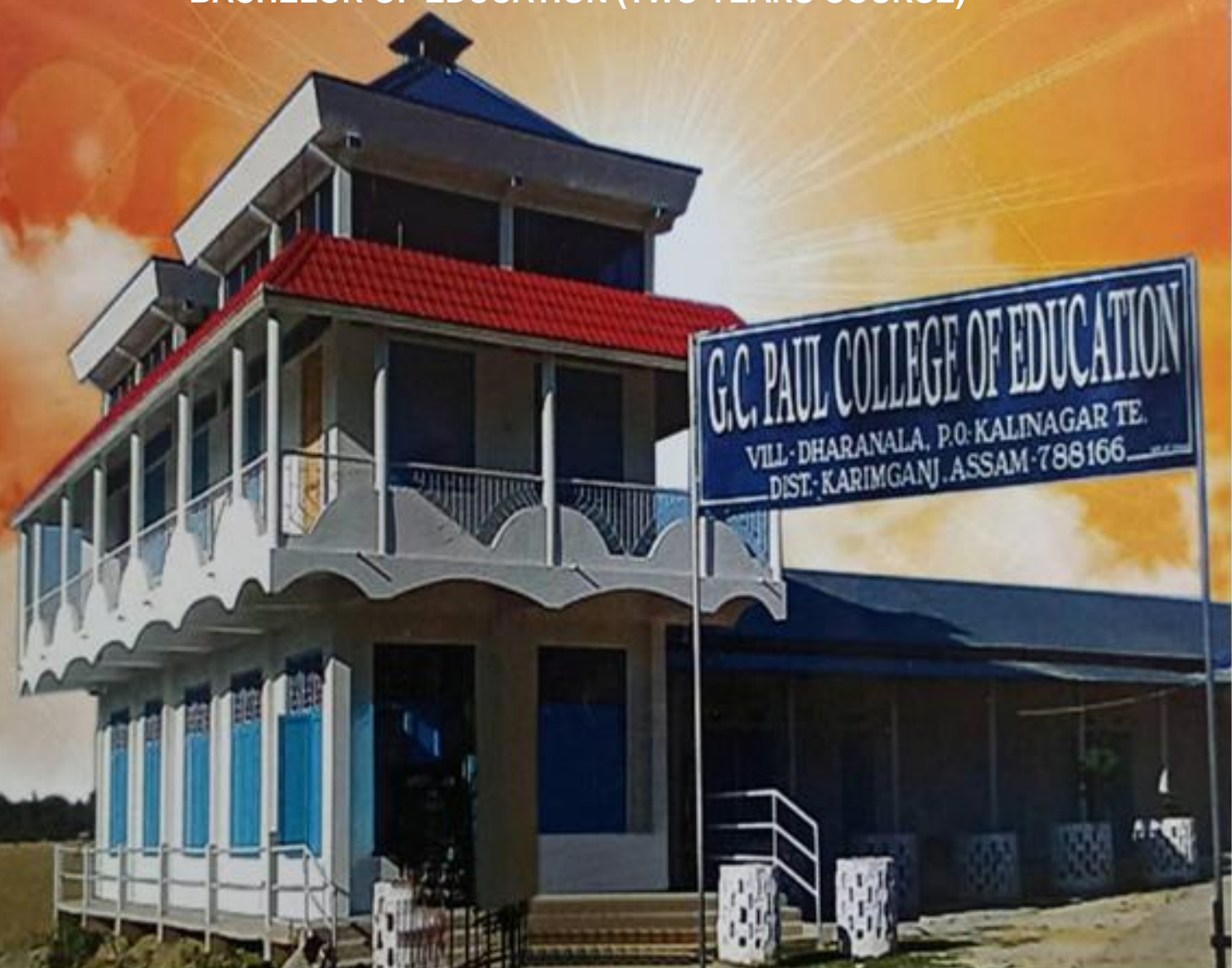
G C PAUL COLLEGE OF EDUCATION

ESTD: 2012

AFFILIATED TO ASSAM UNIVERSITY, SILCHAR
RECOGNISED BY NATIONAL COUNCIL FOR TEACHER EDUCATION

PROSPECTUS OF B. ED. COURSE

BACHELOR OF EDUCATION (TWO YEARS COURSE)



Dharanala, Kalinagar T. E., Ramkrishna Nagar Subdivision

Karimganj, Assam. Pin Code: 788166

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Web site: www.gcpaulcollegeofeducation.org

FEW GOLDEN MOMENTS



SOCIAL EXTENSION PROGRAMME AT SONBEEEL



FEW SNAPSHOTS OF COLLEGE GARDEN





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কলেজ সংগীত

সবুজের কোলে জন্ম মোদের
 স্বপ্নে গাঁথা পুণ্য তীর্থ,
 শ্রেষ্ঠ এ শিক্ষালয়।
 ছড়িয়েছে সূর্যের আশীর্বাদ
 কিরণে কিরণে, নীল আকাশের আলিঙ্গনে।

বাড়িয়েছি হাত মোরা উদ্ভের পানে
 হৃদয়ে চাঞ্চল্য ছুঁয়ে নিক্ শিখর,
 আমরাই হবো পৃথিবীর দিশারী।
 নয় একবার নয় বারবার
 শিক্ষাব্রত এ বিদ্যালোকের চির অহংকার।

কালজয়ী হয়ে উঠবো মোরা -
 নিরিখ মোদের শিক্ষা-পারদ
 শিক্ষা-শিক্ষক-শিক্ষার্থী ত্রি-মিলনেই বিশ্বজয়।
 জি সি পাল এর বিদ্যাঙ্গনে উঠছে সফল পতাকা
 আগামী প্রজন্মের অনেক সৃষ্টির ছাড়পত্রের অঙ্গীকারে।

রচনা - সব্যসাচী রুদ্রগুপ্ত

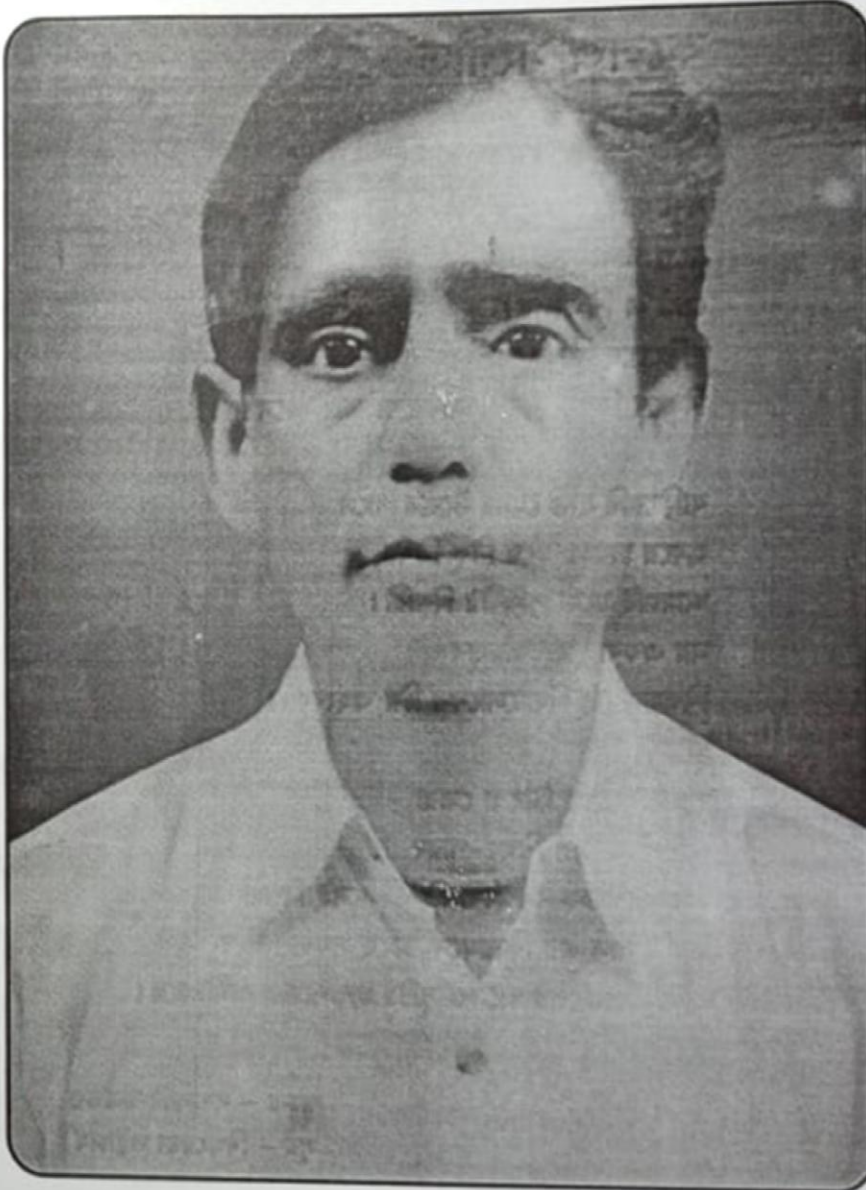
His views on Education



"Education should be imparted with a view to the type of society that we wish to build. We are working for a modern democracy built on the values of human dignity and equality. These are only ideals : we should make them living forces. Our vision of the future should include these great principles"

OUR HOMAGE TO

Late Gouranga Chandra Paul



28.03.1896 – 14.02.1972



FROM THE DESK OF MANAGING DIRECTOR

A warm and hearty welcome to all of you who have stepped into the threshold of G.C. Paul College of Education or are eager to step into in the near future. Friends, you have come here with high hopes, and aspirations for a bright future. May we help you to unfurl your dreams? Our motto-'Quality Education for All in a Secure and loving Environment', sums up the ethos, commitment and mission of our academy fraternity. I ensure you that our extended hand will be ever ready to guide you in your path to achievements.

This is also an opportunity for me to greet all the faculty members and other associated members of this Parivar, whose sincere wishes, help and cooperation have helped us in shaping this institution. Here I would like to put on record my extreme gratefulness to the then Vice Chancellor Assam University, Silchar Prof. Somnath Dasgupta, whose kind goodwill has made this day possible.

To say now a few words about my mission and vision of promoting the scope of Higher Education in this remote, rural region of the north-east, I would like to say that G. C. Paul College of Education is an educational trust, constituted under Indian Trust Act 1882 and which came into being on 12th January, 2012. It has been set up with the humble thoughts of commemorating my father late Gouranga Chandra Paul - a man whose life was dedicated for the marginalized and disadvantaged section of the society. Incidentally the day also coincides with the phenomenal appearance of Swami Vivekananda of the great Saint, Seer and Architect of modern India

Let me now retrace my steps to the days when I had a dream to develop the educational scope of this vast Ratabari area. After my retirement from Ramkrishna Nagar College, rendering about 39 years of unbreakable service, out of which I served as Principal in the college for glorious 12 years, I thought it was the right time to plunge into the task of fulfilling my long standing dream. I therefore started this project with great zeal and enthusiasm in order to fulfill the demands of the people of this constituency and establish a B.Ed college in this locality. The journey was a tough one, and many hurdles came in its wake. But by the divine grace of the Almighty and the good wishes of all, my dream turned into reality. On 19th June/2015 Assam University, Silchar kindly accorded affiliation to G. C. Paul College of Education. Words will not suffice to express my sincere gratitude to the authorities of National Council for Teacher Education, (A statutory body of Govt. of India.), Government of Assam (Education Department), College Development Council & Education Department of Assam University, Silchar for all their kind help in this regard.

Friends, the need of the hour is nation building through character development of its citizens. This can be achieved only when the youths of today are given proper guidance and mental support. Keeping this in mind we have to take care to maneuver our students and canalize their creative talents in the right direction, so that they become dutiful citizens of the country and friendly teachers of our society. Our pinpointed reflection is 'Youth for Rural Reconstruction'.

We sincerely hope that the institution will bring radical changes in the socio-cultural environment in the near future, as fulfillment of aspirations and dreams are a far cry for the people of this remote and economically deprived region. And this I am sure will be made possible by the able guidance of our learned Principal, a renowned academician of this valley Sri Jayanta Choudhury with coordinated efforts from other faculty members.

I am also confident that the members of the Trust, Management and the employees and other the associate members of G. C. Paul College of Education, will leave no stone unturned in shaping this institute into a front ranking B.Ed degree college of Assam. So with these noble thoughts in mind, let us all strive together and join hands to make G. C. Paul College of Education into a model B.Ed College for the entire region.

So with this mission, vision and social commitment, G. C. Paul College of Education is now all set to face the future challenges and is devoted to put in their best efforts for a brighter and beautiful tomorrow.

The rest is in God's Hands!

(Dr. K. R. Paul)
Managing Director
G. C. Paul College of Education

Location of the College

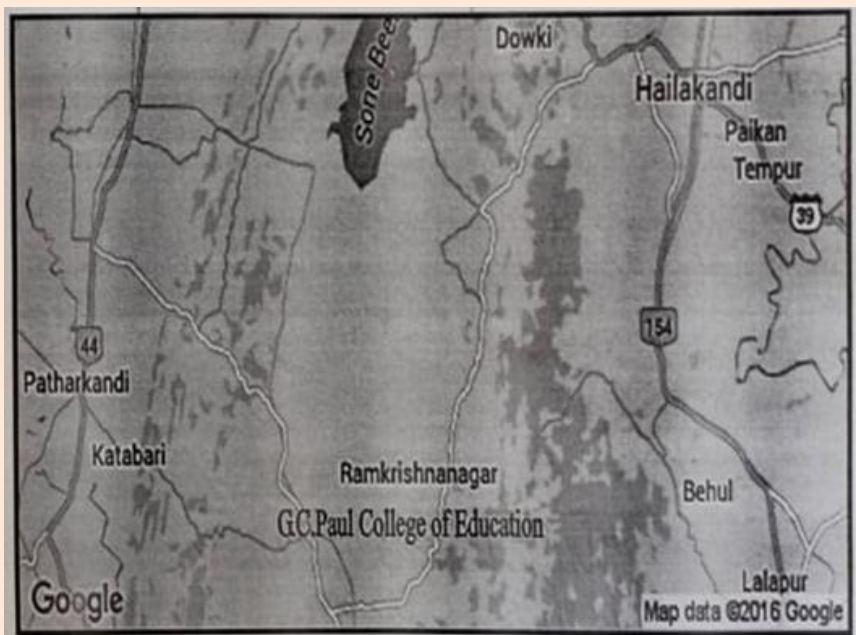
Ramkrishna Nagar is a Sub divisional town, situated about 55 km away from Karimganj district town, 75 km from Silchar and 22 km from Hailakandi district town, Assam India. The topography of the area comprises undulating hillocks. It is well connected by bus services from Karimganj, Silchar, Badarpur, the biggest N.F. Rly junction of Barak Valley and shared taxis run by private operators. Kumbhirgram Airport is approximately 90 km from Ramkrishna Nagar. Tripura is the neighbouring state of Karimganj district.

Longitude & Latitude position of the Institution:

Longitude: 24.583077

Latitude: 92.454219

Nearest district town: Hailakandi



About Ram Krishna Nagar Sub division

Ramkrishna Nagar, a hamlet situated in a remote corner of the district of Karimganj, Assam, bordering Bangladesh, is a land of scenic magnificence and natural beauty. The hilly tracks of the region and nearby lush green tea gardens stretching out add to its grandeur.

Ramkrishna Nagar came into existence with the independence of India in 1947, when a large number of people crossed over from erstwhile East Pakistan (Now Bangladesh) and took shelter in this inaccessible land. The task of settlement was a strenuous one, and the migrants had to toil for their livelihood. As a result economic development of this region was a gradual one.

Ram Krishna Nagar is a City in Ramkrishna Nagar Tehsil in Karimganj District of Assam State, India. It is located 35 KM towards south from District head quarters Karimganj. It is a Tehsil head quarter, now Sub-division.

Pin code of Ram Krishna Nagar is 788166 and postal head office is Ramkrishnanagar.

Ram Krishna Nagar is surrounded by Hailakandi Tehsil towards East, South Hailakandi Tehsil towards East, Patharkandi Tehsil towards west, Dullavcherra Tehsil towards South.

Hailakandi, Karimganj, Silchar, Dharmanagar are the nearby Cities to Ram Krishna Nagar.

This Place is in the border of the Karimganj District and Hailakandi District. Hailakandi is east towards this place.

Demographics of Ram Krishna Nagar

Bengali is the Local Language here.

How to reach Ram Krishna Nagar

There are several roads connecting Ramkrishna Nagar with the major towns and cities of Barak Valley. The most convenient approach to Ramkrishna Nagar would be Monacherra Railway Station about 40 KM from this sub-divisional town. Besides, public Buses and shared taxis can be availed from Hailakandi, Karimganj, Badarpur and Silchar to reach Ramkrishna Nagar.

Weather and Climate of Ramkrishna Nagar Sub-division

It is hot in summer. Ramkrishna Nagar summer highest day temperature is in between 25°C to 37°C.

Average temperatures of January is 17°C, February is 19°C March is 23°C, April is 26°C, May is 25°C

*"What is education? Is it book learning?
No. Is it diverse knowledge? Not even that.
The Training by which the current and expression of will are brought
Under control and become fruitful is called education,
- Swami Vivekananda*

Our Vision

The aims and visions of G. C. Paul College of Education are to create intergraded global citizens and world-class professionals, who will work for building a just, equitable and compassionate society. This college also aims at educating every individual student to grow and develop as a whole person, so that she/he would think, act and lead with courage, confidence, scholarship and good will towards creating a worthwhile and peaceful society.

The vision of the college is to create a better world through ideal families. In order to realize the vision, the college aims to impart an education par excellence for the all-round development of the youth who enter its portals. They are trained to express their love, compassion, creative action and self-discipline in every walk of life.

Our Mission

The Mission of the college is to train student-teachers to achieve high academic and ethical standards through value-based quality education. The success of the mission depends up on the committed Endeavour of the student, the consistent effort and sacrifice of the management, faculty and staff, and the whole hearted co-operation of the academic administrator and well wishers of the college. The institution provides university approved academic syllabus, a convenient academic atmosphere and accomplished teacher educators. It is open to all, irrespective of religion, caste or community.

Our Values

- ⇒ Friendship
- ⇒ Politeness
- ⇒ Self-discipline
- ⇒ Respect for property
- ⇒ Tolerance
- ⇒ No use of bad language
- ⇒ Time maintenance
- ⇒ No discrimination on the grounds of caste, creed, sex, religion or race.
- ⇒ Respect for others
- ⇒ Being kind and considerate to others
- ⇒ Truthfulness
- ⇒ Cleanliness
- ⇒ Sense of brotherhood
- ⇒ No Bullying
- ⇒ Beauty in all aspect

The coat of arms

G. C. Paul College of Education is an institution for teacher's education. The college coat of arms highlights the intellectual and moral tasks envisaged by the founders. The motto on the crest is "light, life, love": light- for the enlightenment and illumination of heart and mind which enables one to dispel the darkness of ignorance and evil, life-for the fullness of growth in every way, physical, intellectual, mental, emotional and spiritual; love for the law of compassion and tenderness which aims at a sweet fellowship among all, the co-operation and communion with one another and with the supreme.

Guiding principle preference is shown

G. C. Paul College of Education welcomes academically qualified candidates regardless of ethnicity, gender, culture, castes and beliefs. While preference is shown to the educational and cultural needs of the minority community, admission is open to all irrespective of caste, creed and nationality. The college aims at creating trained teachers with a sense of human solidarity and concern for common good.

Ownership and Administration of College

G. C. Paul College of Education is owned and governed by G. C. Paul College of Education an education Trust, constituted under Indian Trust Act 1982. It is managed by a constituted Governing Body.

Pre-admission - Admission & others

Eligibility:

(a) Candidates with at least fifty percent marks either in the Bachelor's Degree and/or the Master's Degree in Sciences / Social Sciences / Humanity and Bachelor's in Engineering or Technology with specialization in Science and Mathematics with 55% marks or any other qualification equivalent thereto, are eligible for admission to the programme.

(b) The reservation and relaxation for SC/ST/OBC/PWD and other categories shall be as per the rules of the Central Government/State Government/University, whichever is applicable.

Admission Procedure:

Admission shall be made on merit i.e. on the basis of marks obtained in the qualifying examination and in the entrance examination.

- The completed application form along with the related certificates, mark sheets, caste certificate (if applicable), passport size recent photograph 2 copies, Stamp size photograph 2 copies shall have to be submitted within the specific date as per the admission notification Application form and all correspondence should be addressed to –

Principal/ Secretary

**G. C. Paul College of Education
Dharanala, Kalinagar T. E.,
Ramkrishna Nagar Sub-Division,
Karimganj, Assam-788166**

- All original testimonials HSLC onwards should be submitted at the time of admission for verification purpose.
- Students from other Universities should be submitted Migration Certificate with in 10(ten) days from the date of Admission.
- The procedure, however, is subject to modification.

Rules & Regulations

- Students have to put up 90% attendance to appear in B.Ed final examinations as collegiate students.
- Students shall have to attend classes according to the timetable prescribed by the College.
- Students are required to carry identity card within the college campus.
- Students will not to leave the college without the prior permission.
- A student will not be allowed to continue in the college if it is found at any point of time that -
 - (a) Certificate of qualifying examination submitted by him/her is not genuine.
 - (b) She/he does not maintain discipline in the college
 - (c) His/her behavior is unbecoming of student of the college
 - (d) Students have to appear at all the internal examinations and activities conducted by the college.
 - (e) Satisfactory performance in the college examinations is prerequisite for appearance at the University Examinations.

(f) If a student is found less than 90% attendance in the class or remain absent in the college without any intimation to the college authority within 30 days from the date of commencement of the classes, his/her admission will be automatically cancelled without any notice and waiting listed candidates (as per merit list position) may take admission prior to the permission of the concerned University.

g) Admission fees once paid will not be refunded under any circumstances.

Leading Information

Sanctioned programme: Bachelor of Education (B.Ed)

Annual Intake: Two Units: 50 + 50 = 100

Medium: The medium of instruction is English. Candidates coming from vernacular medium schools are offered facilities to improve their skill in spoken and writing English.

*Reservation of seats: As per Central Govt. & State Govt. rules.

AVAILABLE INFRASTRUCTURAL FACILITIES

The most sophisticated infrastructure that marks the excellence of the College is built with the following:

A two storied building having Meeting Hall, Visitors Room, Room for Principal, Secretary, Treasurer, a well furnished room for Managing Director, Library with reading room etc.

A well equipped Library having three thousand eight hundred books on various academic disciplines, CDs, magazines and journals etc.

- 7 Class Room (Capacity: 50 Each)
- 1 Seminar cum Class Room (300 Capacity)
- 2 smart Classes
- 1 Ladies Common Room
- 1 Gents Common Room
- 1 Teachers' Common Room
- 6 wash Room
- Running Water facility
- 1 ITC Room • 2 Science Lab • 1 Computer Lab
- 1 Art & Crafts Room
- 1 Psychology lab
- 5 Class Room for other purposes
- 1 Annex building having 4 Rooms
- 1 three storied building has been constructed with 100 sets in each stair
- Car Parking Open space
- Canteen • Play Ground
- 2 Flower Garden and others

Our Associated Schools

The following schools have been permitted by Ms. Semina Y.A Rahman, AES-I, Inspector of schools K.D.C Karimganj for the Internship, Practice Teaching, School based activities etc of the Trainees of G.C. Paul College of Education, Ramkrishna Nagar.

Ref. K-IS/B.Ed/2011/8253 dt. 31/10/2015

Name of the schools

1. Kadamtala High School
2. Netaji Nagar High School
3. Subash High School
4. Pallishree High School
5. Baruala High School
6. R.K.Vidyapith H.S.School
7. R.K.Nagar Girls' High School
8. Channighat High School
9. Narayan Nath Higher Secondary school
10. C.V.P Higher Secondary School

1 OUR FEE STRUCTURE

Fees structure for the session 2022-2023 for admission in B.Ed Program

PARTICULARS	FEES
ADMISSION	1,000/-
TUITION	53,000/-
LIBRARY	3,000/-
LABORATORY	3,000/-
OTHER CHARGE	15,000/-
TOTAL	75,000/-

(Students need not to pay any additional amount for first two semesters)

Payment can be made in Cash or in Cheque or in G. C. Paul College of Education Bank Account

Account Holder Name: G.C. Paul College of Education

BANK: Punjab National Bank

BRANCH: Ramkrishna Nagar Branch

A/C No. : 0465010211321

IFSC: PUNB0046520

LAST 3 YEARS RESULTS OF THE STUDENTS

Name of Examinations	Year	No. of candidates appeared	No. of candidates passed out	Percentage of pass
B.Ed 4 th Sem	2019	55	54	98.18%
B.Ed 4 th Sem	2020	94	86	91.48%
B.Ed 4 th Sem	2021	100	99	99%

SYLLABUS

Course Outline

For

Two year B.Ed. programme 2015-17

(Four Semester)

(As per NCTE model curriculum 2014-15)



**DEPARTMENT OF EDUCATION UNDER
A.M. SCHOOL OF EDUCATIONAL SCIENCES**

ASSAM UNIVERSITY

SILCHAR-788011

BACHELOR OF EDUCATION (B. Ed.)

Bachelor of Education (B. Ed.):

The Bachelor of Education programme, generally known as B.Ed. 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).

Objectives of the programme:

- ❖ To encourage the pupil teachers to be a global citizen, serving the human beings at large through the noble profession of teaching.
- ❖ To persuade the pupil teachers to act as agents of modernization, social change, promote social cohesion, international understanding, and work for protection of human rights and rights of the child.
- ❖ To enable the pupil teachers to understand the central concepts, tools of inquiry and structures of the disciplines of Education in general, and teacher education in particular.
- ❖ To make the student teachers understand how children learn and develop, how they differ in their approaches to learning, and create learning opportunities that benefit diverse learners and learning contexts.
- ❖ To imbibe knowledge, develop an understanding of the various methods and approaches of organizing learning experiences for secondary school students.
- ❖ To develop the skills of student teachers to plan learning experiences in and outside the classroom that are based on learners' existing proficiency, interests, experiences and knowledge, and enable them to understand how students come to view, develop, learn and make sense of subject matter contained in the curriculum.
- ❖ To enable them to foster creative thinking among pupils for the reconstruction of knowledge.
- ❖ To provide student teachers self-identity as a 'teacher' through school based learning experiences and reflective practices that continually evaluate the effects of their choices and actions.

1. Duration and working days:

Duration:

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

2.2 Working Days:

(a) There shall be at least two hundred working days each year exclusive of the period of examination and admission.

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

(c) The minimum attendance of student-teachers shall have to be 80% for all courses and practicum and 90% for school internship.

3. Intake, Eligibility, Admission Procedure and Examination:**Intake:**

There shall be a basic unit of 50 students, with a maximum of two units. There shall not be more than twenty five students per teacher for a school subject for methods courses and other practical activities of the programme to facilitate participatory teaching and learning.

Eligibility:

(a) Candidates with at least fifty percent marks either in the Bachelor's Degree and/or the Master's Degree in Sciences/Social Sciences/ Humanity and Bachelor's in Engineering or Technology with specialization in Science and Mathematics with 55% marks or any other qualification equivalent thereto, are eligible for admission to the programme.

(b) The reservation and relaxation for SC/ST/OBC/PWD and other categories shall be as per the Central Government / State Government/ University, whichever is applicable.

Admission Procedure:

Admission shall be made on merit on the basis of marks obtained in the qualifying examination and/or in the entrance examination or any other selection process as per the policy of the central government / University.

Examinations: As per university rule Evaluation:

The performance of a student in each course is evaluated in terms of percentage of marks with a provision for conversion to grade points. Evaluation for each course shall be done by a continuous internal assessment (CIA) by the concerned course teacher as well as by an end semester examination and will be consolidated at the end of the course. The ratio of marks to be allotted to continuous internal assessment and to end semester examination is 30:70.

Passing Minimum:

The passing minimum for CIA (Continues Internal Assessment) shall be 40% out of 30 marks (i.e. 12 marks), where the candidate is required to appear for the internal test at least once. Failed candidates in the Internal Assessment are permitted to improve their Internal Assessment marks in the subsequent semester (2 chance will be given) by writing test and by submitting Assignments. The passing minimum for University or External Examinations shall be 40% out of 70 marks (i.e. 28 marks). However a student is required to score at least 40% as aggregate marks in theory and 50% mark in teaching and school experience for the award of B.Ed. Degree.

COURSES IN SEMESTER I

PROPOSED COURSE STRUCTURE

Courses in Semester I

No.	Course Code	CORE COURSES	Instructional hours/ week				Credit	Exam Hours	Total		
			L	Tutorial/Practical/assignment/discussion/debate/others					Internal	External	Total
1	B.ED-101	Developmental psychology in Educational perspective	4	2	6	3	30	70	100		
2	B.ED -102	Contemporary India and education	4	2	6	3	30	70	100		
3	B.ED -103	Philosophical perspectives in	4	2	6	3	30	70	100		
4	B.ED-104	School administration and management	4	2	6	3	30	70	100		
5	B.ED -105	Pedagogy of instruction	2	1	3	2	15	35	50		
6.	B.ED -106	Internship	1	2	3	2	15	35	50		
		Total	20	10	30	16	150	350	500		

Course Title: Developmental Psychology in Educational Perspective**Course Code: B.ED-101****Credits–6****MM: 100 (External 70, Internal 30)****Objectives:**

After completing this course, the pupil-teachers will be able to:

1. Understand the implications of various principles, procedure and theories of psychology in the teaching-learning process.
2. Understand the methods and techniques of Educational Psychology.
3. Acquire knowledge and understanding about the learner and the teaching-learning process to bring effectiveness in the learning outcomes.
4. Know characteristics of adolescents and their problems.
5. Be acquainted with Group Dynamics and Role of the Teachers.
6. Understand concept of learning, theories of learning and their implications.
7. Identify and understand the needs and differences among learners and provide adequate guidance and counseling.
8. Develop an understanding of the concept and philosophy of inclusive education in the context of education for all.

Course Content**Unit – I: Educational Psychology and Development of the Learner**

Educational Psychology: Meaning, Scope and Importance of Educational Psychology for Teachers

Growth & Development: Concept and Principles and determinant

Theories of Development: Piaget's theory of Intellectual Development, Erickson's Theory of Psycho-Social development and Kohlberg's theory of Moral Development.

Adolescents: Characteristics, Problems of Adolescents, Aspects of Adolescents' Development – Physical, Cognitive, Emotional, Social and Moral etc.

Unit – II: Understanding the Learners

Understanding the Individual Differences among Learners in the light of: Interests: Meaning, definition, factors effecting interests

Needs: Maslow's Hierarchy of Needs

Motivation: Nature, Characteristics and Types of Motivation;

Techniques of Increasing Learner motivation.

Intelligence: Meaning and Nature; Theories of Intelligence (Two-Factor, Group Factor, Multi-Factor).

Instinct, Emotions: Concept and Differences. Personality: Meaning and Nature.

Unit – III: Learning

Learning: Concept of Learning and the Teaching-Learning process: Approaches to learning

- Behaviorist: (Pavlov, Thorndike, Skinner)
- Cognitive: (Gestalt)
- Humanistic: (Roger)
- Constructivism

Factors Influencing Learning: Learner, Teacher, School & Home

Unit – IV: Understanding Diversity in the Classroom

Learning in a Social Group: Characteristics and psychology of a social group. School as a social group, Class as a social group.

Group Dynamics: Group Dynamics in a classroom, Sociometry of a group.

Education for children with Special Needs: Philosophy behind recognition and Education for children with special needs. Recognizing special Educational needs of the Gifted, Slow Learners, Physically Handicapped and Socio–Emotionally Disadvantaged students.

Unit – V: Inclusive Education and Guidance

Inclusive Education: Concept and need for Inclusive Education, Philosophy (Transition from Segregation to Integration), Practices, Strategies and Classroom management by the teacher in Inclusive Education.

Guidance and Counseling: Meaning, Need and Philosophy for offering Guidance and Counseling to students. Types of Guidance & Counseling [Educational, Vocational & Personal]. Techniques of Guidance & Counseling [Directive, Non-Directive and Eclectic Counseling].

PRACTICAL WORK

Administration and interpretation of any two psychological tests, selecting one from each group mentioned below:

- (a) Learning, Intelligence/Emotional intelligence.
- (b) Personality, Adjustment, Mental Health.

Suggested Readings:

- ❖ B R Hergenhahn: An Introduction to Theories of Learning
- ❖ Bartlett, L. D., Weisentein, G.R. (2003) Successful inclusion for educational leaders, Prentice Hall, New Jersey.
- ❖ Beihemer, S. Psychology Applied to the Classroom
- ❖ Bhatia, H. R. (1977), Textbook of Educational Psychology, The McMillan Company of India Ltd., New Delhi.
- ❖ Bruner, J.S. (1967) A Study of Thinking, New York: John Wiley Brubacher, John S., Modern Philosophies of Education, New Delhi: Tata McGraw Hill, 1969.
- ❖ Dash, B.N., Theories of Education & Education in the Emerging Indian Society, New Delhi :
- ❖ Dominant Publishers and Distributors, 2004.
- ❖ Dev, Nathan, Globalization and Indigenous People in India, 2004.
- ❖ Dewey, John, Democracy and Education, New York: Macmillan Company, 1961.
- ❖ Goel, A. & Goel, S.L., Human Values and Education, New Delhi: Deep & Deep Publications Pvt. Ltd., 2005.
- ❖ Goff, Phil, Test Your E-Sills, London: Hobler & Stoughton, 2001.
- ❖ Chattejee Saroj: Advanced Educational psychology
- ❖ Chauhan, S. S. (1988), Advanced Educational Psychology, Vikas Publication, N. Delhi.
- ❖ Dandekar W N: Fundamentals of Experimental Psychology
- ❖ Dandpani S: A text book of Advanced Educational Psychology
- ❖ Dececco, J. P. (1977), The Psychology of Learning and Instruction, Prentice Hall of India Pvt. Ltd., New Delhi.
- ❖ Dhondiyal, S. and Pathak, A.: Shikshak Anushahan Ka Vidhishastra. Rajasthan Hindi Granth Academy, Jaipur, 1972.

- ❖ Edward E Smith: Cognitive Psychology
- ❖ Garrett, H. E., Statistics in Psychology and Education.
- ❖ Gulati, Sushma: Education for Creativity, NCERT, 1995.
- ❖ Hegarthy, S. & Alur, M. (2002) Education of children with special needs: From segregation to inclusion, Corwin press, Sage Publications
- ❖ Hurlock Elizabeth, Developmental Psychology
- ❖ Hurlock, E. B.: Adolescent Development, McGraw Hill, New York, 1990.
- ❖ Janda L H & Kllenke H K E: Psychology its study and Uses
- ❖ Kundu, C.L. and Tutoo, D.N.: Educational Psychology. New Delhi: Sterling Publishers Pvt. Ltd., 2000. Joshi, Kireet, A National Agenda for Education, Delhi : The Mothers' Institute of Research, 2000.
- ❖ Joshi, Kireet. Education at Corssroads Delhi: The Mother's Institute of Research, 2000.
- ❖ Lynch, Marguerita, Mc Vay, The Online Educator, London : Routledge Falmer, Taylor and Fancis Group, 2002 Lefrancois Guy R: Psychology for teaching
- ❖ Lefrancois Guy R: Theories of Human Learning
- ❖ Lindzey, G., Hall, L & Thompson R.F., (1978) Psychology, (2nd ed.), Worth Publishers
- ❖ Mangal S K: Advanced Educational Psychology
- ❖ Maslow, A.H. (1970) Motivation and Personality (2nd ed.), New York; Harper & Row
- ❖ Mathur S S: Educational Psychology
- ❖ Morgan, C.T., King, R.A., Weisz, J.R. & Schopler, J. (2001) Introduction to Psychology, (15th ed.), TataMcGrawHill Publishing Ltd.
- ❖ Pal, H.R.: Educational Research. Bhopal, M.P. Granth Academy, 2004.
- ❖ Raison Kenneth; Eller Ben F: Educational Psychology for effective teaching
- ❖ Walia J S: Foundations of Educational Psychology
- ❖ Woodworth, R.S. & Schlosberg: Experimental Psychology. ND: Oxford & IBH Publishers, 1971.
- ❖ Woolfolk, A.E. Education Psychology

Course Title: Contemporary India and Education

Course Code: B.ED-102

Credits –6

MM: 100 (External 70, Internal 30)

Objectives:

After Completion of Course the Students will be able to:

- Understand the importance of universalization of school education and the Constitutional Provisions for realizing it
- Examine the issues and concerns related to universalization of school education
- Analyze the strategies used for realization of UEE and the outcomes of their implementation
- Realize the need and importance of equity and equality in education and the constitutional provisions for it
- Identify the various causes for inequality in schooling
- Realize the importance to Right to Education and the provisions made for realizing it
- Understand the importance of indicators, standards and strategies for enhancement of quality in school education
- Understand the need and importance of education for peace and human rights and the national and international efforts towards it
- Examine the issues and concerns related to global and local environmental crisis
- Explore the strategies for sensitizing the learners towards environmental conservation
- Understand the Action/measures taken for Environmental Conservation and its sustainability at the international level
- Explore the School Curriculum for integrating environmental concerns
- Understand the strategies for development of values and life skills and the role of the teacher in developing values and life skills

UNIT 1: Universalization of Education

Constitutional Provisions of universalization of education

Rights to Education and Universal access, enrolment, retention, participation and achievement
Issues in UEE: Equality and equity; meaning, need and importance, constitutional provision for ensuring equity

Nature and forms of inequity with reference to Gender, Socio-economic status, socio-cultural status, Minority(Linguistic & Religions), locality(Rural-Urban-Tribal) public-private schools, children with special needs(CWSN), Inclusive Education for addressing inequality, Causes of Inequality and Educational Provisions, SSA, RTE and RMSA: provision for addressing inequality

UNIT 2: Quality in Education

Concept of quality in Education; Indicators of quality Education – Academic and organizational, student outcomes

Quality improvement in Education – setting up standards for performance, supporting inputs to improve achievement, adopting flexible strategies for the acquisition and use of inputs, and monitoring performance

Organizational strategies for enhancement of quality in school education

Resource Support institutions for quality enhancement: NCERT, NUEPA, NCTE, SCERT, CTE, IASE, DIET/DRC – structure, functions and ongoing programmes

Role of teacher for enhancing quality in education

UNIT 3: Human Rights and Peace Education

Human Rights: Concept, Constitutional and Institutional safeguards

Domains of Human Rights: RTI, Poverty, Child Labour, Child Rights, Rights of women empowerment; Role of Education in safeguarding Human Rights

Peace Education: concept and relevance in National and International (UN & UNESCO) contexts;

Danger to Social Security ; terrorism, war, natural calamities (Disaster management), their impact on quality of life, Threat to peace in regional, national and global contexts and their impact on quality of life

Role of teacher education in promoting peace: implication for pedagogy

UNIT 4: Education for Conservation of Environment

Protection and Conservation of environment – need, issues and importance in global and local contexts

Policies for protection and conserving environment

Measures for environmental conservation: Management of Natural resources, Bio-diversity

Environmental Education: Integration of environmental concerns in school curriculum

Strategies for sensitizing learners towards protection of environment and its conservation,

Role of the teacher in promoting conservation

UNIT 5: Values and Life-Skill Education

Values: concept, classification, Indian philosophical thought and values (Purushartha and Pancha Kosha), Reverence for life, unity of all life and being); tolerance: values in modern Indian context – preamble of the Indian Constitution,

Rights and Duties of a citizen, Personal, Social, Spiritual and universal values Value Education and Role of the teacher

Life-skill education – meaning, concept and importance

Ten core life-skills recommended by WHO

Strategies for developing individual life-skills at different levels (elementary and secondary)

Role of the teacher and community for facilitating and promoting learners' life skills

Sessional Work: Each student teacher is required to submit two assignments selecting one from each group given below:

Group I:

Observation and reporting on fulfillment of RTE provisions of any Government or Private school

Presentation on the reports and policies on USE

Conduct of survey of government and private schools to identify various forms of inequality

Assessment of quality education in any School as per the organizational/academic indicators

Group II:

Analysis of any textbook with regard to incorporation of environmental concerns

Suggested Reading:

Anand, C.L. et al (1993) Teacher and Education in Emerging Indian Society, NCERT, New Delhi

GOI (1986), National Policy on Education. MHRD, New Delhi

GOI (1992), Programme of Action (NPE), MHRD.

GOI (1992), Report of Core group on Value Orientation to Education, Planning Commission.

Glasser, W. (1990), The Quality School: Managing students without Coercion, New York:

Perennial Library

Kaur, B. (2006), Teaching Peace, Conflict and Pride, New Delhi: Penguin Books.

Kumar, Arvind (2003) Environmental Challenges of the 21st Century, New Delhi: APH Publishing Corporation.

Kumar Krishna (1996). Learning from Conflict, New Delhi: Orient Longman

Ministry of Law and Justice (2009), Right to Education Act 2009, New Delhi, Govt. of India.

Ministry of Education, Education Commission "Kothari Commission" 1964-66, Education and National Development, Ministry of Education, Govt. of India 1966

Mohanty, J. (1986), School Education in Emerging Society, Sterling Publishers, New Delhi

NCERT (1986), School Education in India – Present Status and Future Needs, New Delhi.

NCERT (1992) Education in Values A Source Book (eds) Seshadri, C. Et al, NCERT, New Delhi

NCERT (1996), Human Rights, A Course Book, New Delhi.

NCTE (1997). Human Rights and National Values for Teacher Educators. New Delhi. NCERT

(2005) National Curriculum Framework 2005 and 2010, New Delhi.

UNDP, Human Development Report, New Delhi, Oxford University Press.

UNESCO, (2004) Education for All: The Quality Imperative EFA Global Monitoring Report, Paris.

Varghese, N.V. (1995), School Effects on Achievement: A Study of Government and Private

Aided Schools in Kerala. In Kuldip Kumar (Ed.) School Effectiveness and learning Achievement

at Primary stage: International perspectives, NCERT, New Delhi. Ozial, A.O. Handbook of

School Administration and Management, London, Macmillan

Course Title: Philosophical Perspectives in Education**Course Code: B.ED-103****Credits –6****MM: 100 (External 70, Internal 30)****Objectives:**

1. To make student-teachers understand the concept of discipline of Education.
2. To help them to know the concept of Philosophy and its relationship with Education.
3. To look into the educational Philosophy of some reputed Indian Thinkers.
4. To enable them to know the concept of Sociology and its relationship with Education.
5. To apprise the student-teachers about the Educational Provisions in the Constitution of India.
6. To sensitize the student-teachers towards Human Values and Teachers' role in creation of value based system of education.
7. To acquaint the student-teachers with the New Trends in Education.

COURSE CONTENTS**UNIT-I****EDUCATION–NATURE, AIMS AND ROLE IN THE MODERN CONTEXT**

- (a) Concept of Education: Indian and Western.
- (b) Types of Education: Formal, Informal and Non-formal and Role of Home, School and Society in Education. (c) NPE (1986) with reference to POA (1992).

UNIT-II**PHILOSOPHY: SCHOOLS AND THEIR EDUCATIONAL IMPLICATIONS**

- (a) Concept, nature and functions of Philosophy and Educational Philosophy. Relationship between Philosophy and Education.
- (b) Impact of Idealism, Naturalism and Pragmatism on Education.
Contribution of Gandhi, Tagore and Aurobindo to educational thought and practice.

UNIT-III**EDUCATION AND SOCIOLOGY**

- (a) Concept of Sociology and relationship between Sociology and Education.
- (b) Educational provisions in the Constitution of India.
Education for Democracy, National Integration, International understanding and Globalization.

UNIT-IV**CULTURE AND VALUE-EDUCATION**

- (a) Culture, Concept, Characteristics and its Interaction with Education.
- (b) Values: Concept, Types and Sources.
Role of Teachers and Strategies in inculcating values among Students; Code of Conduct for Teachers

UNIT-V**NEW TRENDS IN EDUCATION**

- (a) Human Resource Development: Concept, need and role of education in HRD.
- (b) Human Rights: Brief historical background with special reference to Universal Declaration of Human Rights; Latest Human Rights Act in Indian Legislation and Role of Education in Promoting Human Rights. I Distance Education: Concept, need and modes; e-education: concept.

PRACTICAL WORK

Community Work (Identification and diagnosis of the problems prevailing in the community) (To be Conducted under the supervision of the subject teacher and project report to be submitted). Due weightage Will be given to authenticated report.

BOOKS SUGGESTED:

1. Bhatia, K.K. and Narang, C.L., Teacher and Education in Emerging Indian Society, Ludhiana :Tandon Publishing, 1992.
2. Biswal, U.N., Philosophy of Education, New Delhi: Dominant Publishers and Distributors, 2005.
3. Blake, N., Smeyers, P Smith, R. & Standish, P., the Blackwell Guide to the Philosophy of Education, USA : Blackwell Publishing, 2003.
4. Brubacher, John S., Modern Philosophies of Education, New Delhi: Tata McGraw Hill, 1969.
5. Chaube, S.P., Philosophical and Sociological Foundations of Education, Agra: Ravi, Noudarnalya, 1981.
6. Dash, B.N., Theories of Education & Education in the Emerging Indian Society, New Delhi: Dominant Publishers and Distributors, 2004.
7. Dev, Nathan, Globalization and Indigenous People in India, 2004.
8. Dewey, John, Democracy and Education, New York: Macmillan Company, 1961.
9. Goel, A. & Goel, S.L., Human Values and Education, New Delhi: Deep & Deep Publications Pvt. Ltd., 2005.
10. Goff, Phil, Test Your E-Sills, London : Hobler & Stoughton, 2001.
11. Halsey, A.H., Lander, H., Brown, P. & Nells, A.S., Education: Culture, Economy and Society, New York : Oxford University Press, 1997.
12. Howard, Om on and Sam, Carner, Philosophical Foundation of Education, Columbus: Charles E., Merril, 1976.
13. Humayun, Kabir, Indian Philosophy of Education, Bombay: Asia Publishing House, 1961.
14. Joshi, Kireet, A National Agenda for Education, Delhi: The Mothers' Institute of Research, 2000.
15. Joshi, Kireet. Education at Corssroads Delhi : The Mother's Institute of Research, 2000.
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17. Madhukar, Indira, Internet-based Distance Learning, New Delhi : Authorspress, 2005.
18. Mathur, S.S., Philosophical and Sociological Foundations of Education, Agra : Vinod Pustak Mandir, 1997.
19. Mathur, S.S., Sociological Approach to Indian Education, Agra : Vinod Pustak Mandir, 1985.
20. Mohanty, J., Indian Education in the Emerging Society, New Delhi : Sterling Pvt. Ltd., 1994.
21. Naseema, C. & Alam, M.A., From Blackboard to the Web, New Delhi : Kanishka Publishers, Distributors, 2004.
22. National Council of Teacher Education, Gandhi on Education, New Delhi : NCERT, 1998.
23. Mathur, S.S., Sociological Approach to Indian Education, Agra : Vinod Pustak Mandir, 1985.
24. Mohanty, J., Indian Education in the Emerging Society, New Delhi : Sterling Pvt. Ltd., 1994.
25. Naseema, C. & Alam, M.A., From Blackboard to the Web, New Delhi : Kanishka Publishers, Distributors, 2004.
26. National Council of Teacher Education, Gandhi on Education, New Delhi : NCERT, 1998.

Course Title: Pedagogy of Instruction**Course Code: B.ED-105****Credits -3****MM: 50 (External 35, Internal 15)****The Student teacher would be able:**

- To understand the discipline, pedagogy and their relations
- To identify the place of education in academic disciplines
- To understand the fundamentals of pedagogy
- To apply pedagogical knowledge for improving teaching
- To study the relation among pedagogy teaching and assessment
- To transform the theoretical knowledge in to action

UNIT I

Academic discipline: History of the concept, philosophical, anthropological and sociological perspectives

Classification of disciplines

Interactions of disciplines: Multidisciplinary, interdisciplinary, trans disciplinary and cross disciplinary

Education as an academic discipline

Activity:

Development of a write up on any of the above topic

UNIT II

Pedagogy: The concept and different pedagogical models

Pedagogical knowledge and critical pedagogy Standards of effective pedagogy

Relationship of curriculum, pedagogy and assessment

Importance of pedagogical analysis in effective Teacher education

Activity:

Critical evaluation of the pedagogical soundness of school curriculum

UNIT III

Pedagogy in action: Teaching, Phases of teaching

Theories of teaching: formal, descriptive and normative theories

Teaching methods and strategies: Teacher centred and child centred methods, Maxims of teaching , techniques of teaching

Activity: Preparation of lesson plans following different strategies of teaching

Reference

1. Sharma, R.A. (2007). Technological foundation of Education. Meerut: R. Lall Book Depot
2. Sharma, S.P. (2005). Teacher Education: Principles, Theories and Practices. New Delhi: Kanishka Publishers, Distributors
3. Peters, R.S. (2010). Education and the education of Teachers. New York: Routledge
4. Gibbons, Michael; Camille Limoges, Helga Nowotny, Simon Schwartzman, Peter Scott, & Martin Trow (1994). The New Production of Knowledge: The Dynamics of Science and Research in Contemporary Societies. London: Sage.
5. Ziman, John (2000). Real Science: What It Is, and What It Means. Cambridge: Cambridge University Press.
6. Jacques Revel (2003). "21". In Porter, Theodore; Ross, Dorothy. Cambridge History of Science: The Modern Social Sciences. Cambridge: Cambridge University Press. P. 391-404.
7. "How The Word 'Scientist' Came To Be". Npr.org. National Public Radio. Retrieved November 3, 2014.
8. Cohen, E; Lloyd, S. "Disciplinary Evolution and the Rise of Transdisciplinary" (PDF). Informing Science: the International Journal of an Emerging Transdisciplinary.
9. Bruner, J.S. (1960). The Process of Education, Cambridge, MA: Harvard University Press.
10. Bruner, J. S. (1966). Toward a Theory of Instruction. Cambridge, MA: Belkapp Press.

Course Title: Internship**Course Code: B.ED-106****Credits –3****MM: 50 (External 35, Internal 15)****Objectives:**

It shall be designed to lead to development of a broad repertoire of perspectives, professional capacities, teacher sensibilities and skills. The curriculum of B.Ed. shall provide for sustained engagement with learners and the synergy with schools in the neighbourhood throughout the year. Student-teachers shall be equipped to cater to diverse needs of learners in schools. These activities shall be organized for 4 weeks in the first year of the courses. Specific activities are:

Mode of operation:

The concerned college/institution is to arrange the neighboring schools for conducting internship for four weeks. During internship time the student-teacher of secondary level are to attend the school in accordance with time schedule of the school. For example, the beginning of the assembly to end of the school. During the internship period/month the teachers of the colleges are to supervise the internship activities of the pupil teacher. After the distribution of the students among the neighboring schools, the details of the schools and allotted accordingly. Office of the controller of examination AUS will prepare the panel of examiner in consultation with the chairman of BUGS B.Ed. then the controller will issue the appointment letter of the examiner for evaluating the performance of internship period. The teacher of the B.Ed. colleges and also the examiner is to look into the following component of the internship in addition to the assignment given by school. **Community**

Service (Individually):

Learning to serve the community is one of the objectives of this course, and that has to be done simultaneously with developing other Academic/professional skills. It shall include a dedicated service to the community for 20 hours, at least 2 hours per day. This may comprise of serving the individuals at an Old age home, Blind home, Center of Children with Special needs or marginalized group, or even learning to literate adults or children around the institution. Students may also work for Campus (and surroundings) improvement and awareness campaign. The pupil teachers may work under supervision of Teacher Educators and maintain record of every visit.

Co-curricular Activities (Individually):

Let the pupil teachers understand the logic of the Preamble of Indian Constitution and its relevance to school's CCA program. The emphasis should be on the managerial/organizing skills for activities. Apart from activities to be held throughout the semester(s), at least two activities are to be organized during School Experience Program at the practice Teaching School, and (written) record for all is to be maintained. Especially, the original images and videos are to be shared among peer group and Teacher Educators through any social networking website, leading to formation of collaborative group every year and indeed an Alumni Association under the co-ordination of a Teacher Educator. Pupil teachers should be encouraged to organize and participate in: college, inter-college and University activities. Local Field trips within local region) [purely optional] may be organized to strengthen the human bonding.

Sports, Yoga and Life Skill activities (Individually):

Included with an objective of developing the physical and mental aspects for the personality, the admitted pupil teachers in a teacher training program should learn to, organize and participate, in sports and yoga activities. Initially, the institution must make it mandatory for the pupil teachers to participate in at least one workshop on 'theoretical and practical aspects of sports and yoga'. The institution should provide opportunities and support to the pupil teachers working in groups (in rotation) to get organized different events for indoor/outdoor games, at least two every month and guide the organizing group to learn about the sports event organized (in detail), evaluated by the viva for the theory and the experience accumulated in organization. The pupil teachers should learn at least Five Aasnaas and the Pranayaam. Also, at least Five Core Life Skills from ten skills (1. Self-awareness 2. Empathy 3. Critical thinking 4. Creative thinking 5. Decision making 6. Problem Solving 7. Effective communication 8. Interpersonal relationship 9. Coping with stress 10. Coping with emotion) should be theoretically oriented and practiced by the Pupil Teachers. Practical records (as a sub section of CCA file) need to be maintained.

Socially Useful Productive Work (SUPW) (Individually):

The institution should create opportunities and make arrangements for the pupil teachers to learn activities listed for SUPW. The pupil teacher should opt to learn for any one activity.

- Art and Craft Work
- Clay Modeling
- Domestic Use of Electric Gadgets
- Gardening
- Interior Decoration
- Low Cost Teaching Aids.
- Painting
- Photography
- Printing and Designing

Pupil Teachers should be attached to Teacher Educator(s) for Community Service Sessions. Guidance of experts in the field of Yoga, Sports and SUPW may be sought, if expertise of any Teacher Educator within the institution is not available. All Teachers Educators in the institution should jointly help organize CCA, and indeed make efforts to share Life Skills with the Pupil teachers themselves.

Evaluation:

All the efforts will be evaluated by an Internal Examiner and an External Examiner appointed by the University. The basis of evaluation will be sincere efforts to learn about/organize/participate in the activities, and the viva-voce on the records submitted. The efforts in the field of Community Service, Co-curricular Activities, Sports, Yoga and Life Skill activities and SUPW are to be evaluated by the external and internal examiners

The marks given by internal and external examiners' will be moderated by a three member moderation board constituted by Controller of

examination, AUS in consultation with the chairman BUGS (B.Ed.). The criterion may be as stated:

Criterion for External Evaluation:

MM: 35

Components	Marks Division
Viva for Community Service	7
Viva for Co-curricular Activities	8
-Viva for Sports, Yoga and Life Skills activities	10
Viva for SUPW	10
Total	35

Criterion for Internal Evaluation:

MM: 15

Components	Marks Division
<u>Community Service</u> : Sincerity, Dedication and Viva	3
<u>Co-curricular Activities</u> : Participation, Organization and Viva	4
<u>Sports, Yoga and Life Skills activities</u> : Participation, Organization and Viva	4
<u>SUPW</u> : Interest, Performance, and viva for the Final product	4
Total	15

COURSES IN SEMESTER II

PROPOSED COURSE STRUCTURE

Courses in Semester II

No.	Course Code	CURRICULUM AND PEDOGOGICAL COURSES	Instructional hours/ Week		Credit	Exam Hours	Total		
			L	Tutorial/Practical/assignment/discussion/debate/seminar/others			Internal	External	Total
1	B.ED-201	Sociological perspectives of education	4	2	6	3	30	70	100
2	B.ED -202	School, society and Gender	4	2	6	3	30	70	100
3	B.ED -203	Curriculum development	4	2	6	3	30	70	100
4.	B.ED-204	Learning and learner	4	2	6	3	30	70	100
5.	B.ED-205	ICT in Education	2	1	3	2	15	35	50
6.	B.ED-206	Yoga and health education	2	1	3	2	15	35	50
		Total	20	10	30	15	150	350	500

Course Title: SOCIOLOGICAL PERSPECTIVES OF EDUCATION
(60 contact hours)

Course Code: B.ED-201

Credits -6

MM: 100 (External 70, Internal 30)

Objective:

1. To understand the nature of education as a discipline/ area of the study.
2. To examine the issues related to education as interdisciplinary knowledge.
3. To understand the social content of education and its operational dimensions as a system.
4. To understand the role of education in the changing social content and analysis its operational effectiveness in that context- problems and prospects.
5. To analyze the current problems and issues in education in the Indian social context.

Unit No.	Course Content
I Introduction	<ol style="list-style-type: none"> 1. Sociology as a science. 2. Meaning, nature, scope and importance of sociology of education. 3. Aims, objectives and values of teaching sociology of education. 4. Relation of sociology with other subjects- political science, history, literature, psychology and geography. 5. Teacher of sociology- importance, qualities and competence.
II Class and caste structure and change	<ol style="list-style-type: none"> 1. Class, caste and tribe. 2. Nature and forms of class and caste. 3. Caste in relation to other social groups and institutions (such as religion, economy and polity). 4. Caste and locality (village, town and religion). 5. Teachers role towards elimination of social conflicts with regard to class and caste.
III Education and society	<ol style="list-style-type: none"> 1. Socialisation and education. 2. Concept of secularism and its educational implications. 3. Inculcation of socialism and democracy through education. 4. Equity and education: Positive discrimination and the policy of reservation. 5. Teachers role towards a) pupils' development, b) community development, c) national integration and reconstruction, d) international understanding.
IV Societal problems	<ol style="list-style-type: none"> 1. Student unrest. 2. Corruption. 3. Environmental problems. 4. Crisis in higher education. 5. Role of teachers in solving these problems.

V
Education
for national
development

1. Meaning, scope and different viewpoints of national development.
2. Indicators of national development- education commission 1964-66, planning commission, world bank, NPE 1986.
3. Education as a development indicator and enhancer of development indicators.
4. A review of the initiatives for educational development in India over decades.
5. The perspective of education for national development in the NCF 2005 and NCFTE 2009.

REFERENCES:

1. Aron, R.: *Man Currents of Sociological Thought*, Vols. 1 & 2, Harmondsworth, Penguin Books, 1960 & 1970.
2. Archer, M.S.: *Social Origins of Educational Systems*, London, Sage.
3. Apple, M.: *Education and Power*, Boston Massachusetts: Routledge and Kegan Paul.
4. Altbach, P and Kelly, G. (Eds): *Education and Colonialism*.
5. Bernstein, B.B.: *Class, Codes and Controls*, Vols I, II and III, London, Routledge and Kegan Paul.
6. Boudon, Raymond: *Education, Opportunity and Social Inequality*, New York, John Willy and Sons.
7. Bowles, S. And Gintis, H.: *Schooling in Capitalist America*, London: Routledge and Kegan Paul.
8. Braverman, H.: *Labour Market and Monopoly Capitalism*.
9. Beteille, Andre: *Caste, Class and Power*.
10. Beteille, Andre: *Castes, Old and New*.
11. Bottomore, T.B.: *Classes in Modern Society*, London, George Allen & Unwin, 1965.
12. Brown, F.J.: *Educational Sociology*, Prentice Hall, India.
13. Carnoy, Martin: *Political Economy of Education*.
14. Cosor, L.A.: *Masters of Sociological Thought* (2nd Ed.) New York, Harcourt Brace Jevanovich, 1977.
15. Dumont, L.: *Homohierarchichus*.
16. Eendix, R & Lipset, S. M. (Eds): *Class, Status and Power*, London, Routledge and Kegan Paul 1967.
17. Halsey, A.H., Floud, J. And Anderson, C. (Eds): *Education, Economy and Society*.
18. Harlambos, M.: *Sociology*, Oxford University Press.
19. Jencks, C.: *Inequality: A Reassessment of the Effects of Family and Schooling in America*, Homohierarchichus, Penguin Books, 1975.
20. Karabel, J & Halsey, A. (Eds.): *Power and Ideology in Education*, New York, Oxford University Press, 1977.
21. Karl Marx: *Selected Writings in Sociology and Social Philosophy*, Harmondsworth, Penguin Books, 1963.
22. Kamat, A.R.: *Education and Social Change in India*.
23. Levitas, Maurice: *Marxist Perspectives in the Sociology of Education*.
24. Lopreato, J & Hewis, L.S.: *Social Stratification-A Reader*, New York, Harper & Row, 1874.
25. Myrdal, G.: *Asian Drama*, Vol. I II & III.
26. Misra, .B.: *Rise of Middle Classes in India*.
27. Murdock, G.P.: *Social Structure* New York, Mac Millan, 1949.
28. Srinivas, M.N.: *Social Change in Modern India*.
29. Turmin, Melvin M.: *Social Stratification*, New Delhi, Prentice Hall India Ltd., 1981.
30. Westergard, J & Resler, H.: *Class in Capitalist Society*, Harmoudsworth, Penguin Books, 1976.
31. Worsley, P. Et al: *Introducing Sociology (Chapter on Education)* London, OUP.
32. Young, M.: *The Rise of Meritocracy*, Harmoudsworth, Penguin Books, 1961.

Course Title: SCHOOL, SOCIETY AND GENDER
(60 contact hours)

Course Code: B.ED-202

Credits -6

MM: 100 (External 70, Internal 30)

Objectives:

1. To introduce basic concepts relating to gender and to provide logical understanding of gender roles.
2. To introduce students to the theoretical approaches to gender, culture and development.
3. To introduce how gender roles are defined biologically and culturally as well as in public and private sphere.
4. To provide insight on gender disparities within the family, economy, education, political and legal systems.
5. To sensitize students on gender issues in the context of globalization, society, family and workplace.
6. To enable students to strengthen knowledge of the legal provisions for women and the role of education and empowerment in women's development.
7. To help students to appreciate the contribution of women in different religion.

Unit No.	Course Content
I Gender concept	<ol style="list-style-type: none"> 1. Types of gender: Sex, Gender. 2. Patriarchy. 3. Feminity. 4. Masculinity. 5. Gender Discrimination and Empowerment.
II Initiatives for educational empowerment of women	<ol style="list-style-type: none"> 1. Education for Empowerment. 2. Policies, Committees and Commissions on women education. 3. Right of Children to Free and Compulsory Education Act and Rules 4. Vocational, Non-Formal and Adult Education. 5. Women development programs in India.
III Women in Society	<ol style="list-style-type: none"> 1. (a) Ancient India (b) Modern India 2. Position of Women in : (a) Hinduism (b) Sikhism (c) Islam (d) Buddhism and (e) Jainism. 3. Factors and indicators of status of women. 4. Girls and women's education: Situational analysis. 5. Organizing gender sensitization training programmes at community level
IV Gender and education	<ol style="list-style-type: none"> 1. Essentials of schooling girls. 2. Education goals from gender perspective. 3. Gender disparity in education 4. Gender bias in school curriculum 5. Training methods and techniques: Lecture method, Case study, Role

play, Assignments, Panel discussion and brain storming, Demonstrations and field trips.

V
Gender issues
and role of
school

1. Female Infanticide and feticides
2. Sex ratio
3. Child marriage
4. Dowry
5. Women and media.

REFERENCES:

1. Altekar, A.S.: The position of Women in Hindu Civilization, Motilal Banarsidas, New Delhi, 1962.
2. Altekar, Anant S. 1959: The position of women in Hindu civilization, from prehistoric times to the present day Motilal Banarsidass Publ.
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12. Government of India: Towards Equality - Report of the Committee on the Status of Women, Ministry of Education and Social Welfare, December, 1974.
13. Government of India: National Perspective Plan for Women 1988-2000 AD.
14. Gupta, A.R.: Women in Hindu Society, A Study of Tradition and Transition, New Delhi, Jyotsna Prakashan, 1982.
15. Goel, Aruna: Organisation and Structure of Women Development and Empowerment, Deep & Deep, Delhi, 2004.
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25. Mies, Maria: Indian Women and Patriarchy, Concept Publishing Company, New Delhi, 1980.
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31. Subbamma Mallad: Women : Tradition and Culture, Sterling Publishers (Pvt.) Ltd., New Delhi, 1985.
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Course Title: Curriculum Development
(60 contact hours)

Course Code: B.ED-203

Credits - 6

MM: 100 (External 70, Internal 30)

Objectives

After Learning of This Course, the Students would be Able to -

1. Know the meaning of curriculum and relationship of curriculum with syllabus
2. Know the foundations, components and types of curriculum
3. Understand the importance of curriculum materials and aids
4. Understand the planning, development, implementation and evaluation aspects of curriculum
5. Know the curriculum related features of different stages of education

Unit No. and Name	Course Contents
1. Curriculum and its Relationship to Syllabus, and Foundations of Curriculum	Meaning, Definition, Importance, Characteristics and Scope of Curriculum and Syllabus- The Relationship Foundations of Curriculum: Philosophical, Psychological and Social
2. Components and Types of Curriculum, Curriculum Materials and Principles of Curriculum Development	Components of Curriculum and their relationship Types of Curriculum: Subject Centered, Learner Centered, Experience Centered and Core type Importance of Curriculum Materials and Aids: Text Book, Guide Book, Reference Book, Work Book and Audio Visual Aids Principles of Curriculum Development
3. Planning, Development and Implementation of Curriculum	Levels of Curriculum Planning: National, State and Local Levels Models of Curriculum Development Steps of Curriculum Development Process and Factors of Curriculum Implementation Role of Head master, Teacher and Student in Curriculum Implementation
4. Curriculum Evaluation and Innovations in Curriculum	Meaning, Nature and Importance of Curriculum Evaluation Types of Curriculum Evaluation: Formative and Summative Tools and Techniques used for Curriculum Evaluation Recent Changes and Innovations in Curriculum
5. Curriculum and its Relation to Different	Relationship between Teacher Education Curriculum and School Education Curriculum, Basic Features and Issues of Curriculum at School Level, Features of an Inclusive Curriculum

Stages of Education Linkage in Curriculum among Different Stages of Education: Pre-
primary , Primary, Secondary and Higher Education

References

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- Sais, R. S. (1976). Curriculum Principles and Foundations. New York: Thomas Y. Crowdl Company Taba, H. (1962). Curriculum Development: Theory and Practice. New York: Brace and World Taylor, R. (...). Basic Principles of Curriculum., Chicago: Chicago University Press

Course Title: Learning and learner
(60 contact hours)

Course Code: B.ED-204

Credits -6

MM: 100 (External 70, Internal 30)

Objectives:

This course will help student-teachers to acquire knowledge about psychological perspective of the teaching- learning process and the learner. After completing the course the student-teacher will be able:

- To develop an understanding about the impact/influence of sociocultural context in shaping human development, especially with respect to the Indian context;
- To acquire theoretical perspectives and develop an understanding of dimensions and stages of human development and developmental tasks;
- To understand a range of cognitive capacities and affective processes in human learners;
- To Gain an understanding of different theoretical perspectives on learning with a focus on cognitive views of learning as well as social– constructivist theories;
- To understand a range of cognitive capacities in human learners
- To reflect on their own implicit understanding of the nature and kinds of learning

Unit-I: Psychology & the Teaching-Learning Process.

- 1.1-Introduction and definition of Psychology and Educational Psychology
- 1.2-Nature and Scope of Educational Psychology,
- 1.3- Functions of educational psychology.
- 1.4- Significance of Educational Psychology to Classroom Teacher
- 1.5- Methods of Educational Psychology –Subjective, Objective and Projective and Sociometry.

Unit II : Learner - Dimensions and Stages of Development

- 2.1-Growth and development- General principles of development
- 2.2-Learner as a developing individual- Stages of development: Development as a resultant of interactions between and among individual potential (innate, inherited, acquired)
- 2.3-and external environment (physical, social, cultural, economic and technological)
- 2.4- Developmental tasks- Specific needs and problems during adolescence
- 2.5- Role of teacher in facilitating development

Unit-III: Understanding Learning Process

- 3.1- Learning as a process and as an outcome
- 3.2- Factors influencing learning and Maturation
- 3.3-Theoretical Perspectives on learning: an Overview: Behaviourism (Skinner, Pavlov & Thordike)-

3.4- constructivist (Piaget & Vygotsky)- Gestalt (Kohler)- Observation (Bandura)

3.5- Transfer of Learning: maximizing transfer in classroom teaching.

Unit- IV: Learning In 'Constructivist' Perspective

4.1- Distinctions between learning as 'construction of knowledge' and learning as 'transmission and reception of knowledge'.

4.2- Social-constructivist perspective (also Bruner and Ausubel's perspective) and applications of Vygotsky's ideas in teaching.

4.3- Understanding processes that facilitate 'construction of knowledge' :

- (i) Experiential learning and reflection
- (ii) Social mediation
- (iii) Cognitive negotiability
- (iv) Situated learning and cognitive apprenticeship
- (v) Meta-cognition.

4.4- Creating facilitative learning environments, teachers' attitudes, expectations – enhancing motivation, positive emotions, self-efficacy, collaborative and self regulated learning.

4.5 Understanding Higher Mental Processes of Learners –Intelligence-(Characteristics and relation with learning; Multiple Intelligence; Measurement of intelligence- Verbal, Non-Verbal, Performance Tests; Group and Individual Tests) and Creativity (- Characteristics and process; relation with intelligence; Role of teacher in promoting creativity)

Unit-V: Approaches to Learning and Teaching

5.1- General maxims of teaching

5.2- Teacher-centred, learner-centred and learning-centred approaches

5.3- Activity-based Approach, Project, Cooperative learning

5.4-varieties of activity (curricular and other – curricular) 5.5Constructivist approach to learning

Suggested Reading:

1. Anderson, John R.: Cognitive Psychology and Its Implications (2nd Edition), W.H. Freeman & Co., New York
2. Atkinson, Richard C. et.al. (1983). Introduction to Psychology. Harcourt Brace Johanovich Inc. New York,.
3. Baron, Robert A.: Psychology (5th Edition), Pearson Education
4. Berk, Laura F.: Development Through the Lifespan (3rd Edition), Pearson Education
5. Bhatnagar, S. and Saxena, A.: Advanced Educational Psychology, R. Lall Book Depot, Meerut
6. Brown, J.S., Collins A and Dugrid, P (1989). Situated Cognition and the Culture of Learning, Educational Researcher; 32-42
7. Chauhan, S.S.: Advanced Educational Psychology, Vikas Publishing House, New Delhi
8. Chopra, R.K.: Psychology of Mental Hygiene (Vol. I&II), Arise Publishers, Chandigarh
9. Elisabeth Dunne and Bennet Neville (1990) Talking and Learning in Groups. Routledge
10. Feldman, Robert S.: Understanding Psychology (6th Edition), TATA McGraw-Hill
8. Gagné, R. M. (1985) The Conditions of Learning and Theory of Instruction (4th edition). New

York: Holt, Rinehart and Winston

9. Gardner, H. (1999) *The disciplined mind: What all students should understand*. New York: Simon & Schuster
10. Johnson, D.W. and R.T. Johanson (1999) *Learning Together and Alone: Cooperative Competitive and individualistic learning*. (5th edition). Allyn & Bacom: Boston
11. Sarangapani M. Padma (2003.), *Constructing School Knowledge :An Ethnography of learning in an Indian Village*, Sage Publication
12. Woolfolk, A.E. (2009) *Educational Psychology (11th Edition) (My Education Lab Series)* Prentice Hall
16. Wertsch, J.V. (1985) *Vygotsky and the Social Formation of Mind*. Harvard University Press

Course Title: ICT in Education**Course Code: B.ED-205****Credits - 3****MM: 50(External 35, Internal 15)****Objectives:**

After undergoing this course the student Teacher will be able to:

1. Integrate ICT into Teaching Learning, administration and Evaluation.
2. Develop information Management, communication and collaborative skills.
3. Design and develop and use learning materials in Teaching.
4. Practice safe, ethical ways of using ICT.
5. Use ICT for making classroom processes Inclusive
6. Prepare collaborative project for problem-solving, research using ICT
7. To empower student teachers to use ICT in teaching-learning, administrative and academic systems, and for developing the society
8. To help student-teachers to learn integrating technology tools for teaching learning, material development, and developing collaborative networks for sharing and learning.
9. To help student-teachers reflect critically and act responsibly to make use of ICT in education a participatory and emancipatory process

Unit-1 Understanding of ICT in education:

- Concept of ICT and Principles of using ICT in teaching learning process
- Impact of ICT in education (impact of ICT in social, cultural, economical)
- Role of teacher (administrator, facilitator, tutor, mentor, counsellor, evaluator) in ICT enabled education.
- Issues and concerns related to ICT
- Challenges (multiculturalism, pedagogical, technological)
- Legal and ethical issues in use of ICT- Hacking, Violation of Copyright, downside of social networking sites

Unit-2 Integrating, Developing and Disseminating ICT enabled educational resources

- Instructional Design –ADDIE model , Implications of Constructivist approach to ID
- Creation of learning resources (Offline & Online)- script writing, story board
- Preparation of CAI package using Blended model of learning (Flipped classroom, Flex model, Lab model) and narration
- Integrating Digital resources for teaching learning in the context of Learning Management System (LMS) Using available Resources –Accessing, Customising, Creating and Redistributing OERs

Unit-3 ICT in classrooms

- Capabilities and limitations of ICT and its utility in the class room
- Potential health hazards related to the prolonged use of ICT equipment
- Communication applications (newsletters, websites, multimedia presentations, cartoons, flyers, posters and blogs, wikis and social networking websites) and Data handling applications (surveys, address lists, school reports and school libraries)
- Identifying the internet resources for teaching and learning (e-books, blogs, presentations, virtual lab etc)
- School management systems (including registration, records and reports)

References:

1. Abbott, C. (2000). *Ict: Changing Education*. Routledge
2. Sinha, P & Sinha, P. (2003). *Computer Fundamentals: 6th Edition*. Bpb Publications
3. Goel, A. (2010). *Computer Fundamentals*. Pearson, India
4. Quigley, M. (2011). *Ict Ethics and Security in the 21st Century: New Developments and Applications*. Information Science Reference
5. Charalambos, V., Michalinos, Z., & Gene, V. G. (2009). *ICT for Education, Development, and Social Justice*. Information Age Publishing
6. Glass (2005). *Preparing Teachers to Teach with Technology*. Information Age Publishing
7. ITL Education Solutions Limited. (2010). *Fundamentals of Computer: For undergraduate courses in commerce and management*. Pearson.
8. Verma, S. K. (2012). *Role of ICTs in Social Development*. Ankit Publishing House

Course Title: Yoga and Health Education**Course Code: B.ED-206****Credits - 3****MM: 50(External 35, Internal 15)****Objective:**

1. To introduce the student teacher with the concept of wholistic health.
2. To enable them to understand the various dimensions & determinants of health.
3. To acquaint them to school health program and its importance.
4. To enable them to understand the need & importance of Physical Education.
5. To acquaint them to allied areas in Physical Education.
6. To sensitize the student teacher towards physical fitness & its importance.
7. To make them aware of the benefits of physical fitness & activities for its development.
8. To help them acquire the skills for assessment of physical fitness.
9. To introduce them to the philosophical bases of Yoga.
10. To introduce them to types of Yoga & its importance.
11. To motivate them to resort to physical activity for the fitness development.
12. To help them understand the procedure of health related fitness evaluation

Unit1 HEALTH

Introduction, Definition and Meaning of health Dimensions of health

Determinants of health

Importance of balanced diet School health programme and role of teacher in development of health

Unit2 PHYSICAL EDUCATION

Introduction, Definition and Meaning of physical education

Objectives of physical education Scope of physical education & allied areas in Physical Education

Need and importance of physical education in different levels of school

Introduction, Definition and Meaning of physical education

Unit 3 PHYSICAL FITNES AND YOGA

Physical Fitness: Definition, Meaning, Types and factors of physical fitness

Factors affecting physical fitness

Benefits Physical Fitness

Importance of physical activities at school level Assessment of physical fitness

Yoga: Introduction, Meaning and mis-concepts of Yoga Ashtang Yoga (8 stages of Yoga)

Types of Yoga Importance of Yogasanas, Pranayama and Shudhikriya Importance of Meditation in school

PRACTICAL

1. Assessment of health related physical fitness (H.R.P.F.)
 - a. Body composition: Body Mass Index (B.M.I.) and Waist Hip Ratio (W.H.R.)
 - b. Cardio-respiratory endurance
 - c. Muscular strength and endurance. Flexibility
2. Yogasana, Pranayama and Shudhi kriya (As suggested in standard 9th and 10th S.S.C. Board syllabus)

Sessional Work

1. Participating in any five Asanas of the following: Shavasana, Sarvangasana, Halasana, Paschimottanasana, Bhujangasana, Shalabhasana, Dhanurashna, Chakrasana, Vajrasana, Gomukhasana, Matsyanana, Janu- Shirasana, Ardhamatsyendrasana, Padmasana and Shirasana.
2. Participation in Neti, Kapalbhata and Tratak.
3. Participation in Anulom- Vilom, Bhramari, Shitali, Ujjai Pranayamas.
4. Preparing a Workbook (project reports of the selected five Asanas, their Physiological, Psychological and Anatomical effects on Human Body, Mind, Senses and Intellect.)

REFERENCE and suggestive readings

1. Bawara, B. V. (1993). Aapki Apni Baat, Haryana: Divine Radiance Publications. Besant, A. (2005). An Introduction to Yoga., New Delhi:
2. CosmoIyenger, B.K.S. (1996). Lighter on Yoga. New Delhi: HarperCollins Publishers India
3. Private Limited
4. Dr. Ajmer Singh (2003). Essentials of physical Education. Ludhiana: Kalyani publishers.
5. Daryl Sydentop (1994). Introduction to physical education, fitness and sports (2nd ed.). London: Mayfield publishing company.
6. Dr. A.K.Uppal & Dr. G. P. Gautam (2004). Physical education and Health. Delhi: Friends publisher.
7. Dr. Sopan Kangane & Dr. Sanjeev Sonawane (2007). Physical Education (D. Ed.). Pune: Nirali publication.
8. Larson, J. G. & Bhattacharya, R. S. (2007). Encyclopedia of Indian Philosophies, Vol. XII. Yoga: Gerald James Larson and Ram Shankar Bhattacharya, New Delhi: Motilal Banarsidass Publications.
9. Lata, P. (1996). Intelligence, Creativity, Self-concept and Personality Characteristics of Delinquents and Non-delinquents. Chandigarh: Panjab University.
10. Lzmailovich, A. V. (1990). Sahaj Yoga as a cure for Epilepsy, Sochi Physiotherapy Hospital. U.S.S.R: Department of Curatology
11. Omand, S. (1960). Patanjali Yoga Pradeep. Gorakhpur: Gita Press
12. Rai, V.C. (1989). Effect of Sahaj Yoga Meditation on Cardiac Disorders. Delhi Medical
13. College: Department of Physiology
14. Rao, P. V. K. (1995). Scientific and Psychological Significance of Yoga. Banaras Hindu
15. University: Department of Education
16. Yadav, Y. P. & Yadav, R. (2003). Art of Yoga, New Delhi: Friends
17. Yogacharya, O. S. (2007). Freedom of Body and Mind: Yogasanas, Pranayam and Meditation, New Delhi: Rawat

COURSES IN SEMESTER III

PROPOSED COURSE STRUCTURE

Courses in Semester III

No.	Course Code	CURRICULUM AND PEDAGOGICAL COURSES	Instructional hours/ Week		Credit	Exam Hours	Total		
			L	al/assignment/discussion/debate/			Internal	External	Total
1	B.ED-301	Assessment of learning and introduction to research method	4	2	6	3	30	70	100
2	B.ED - 302	*Optional courses	4	2	6	3	30	70	100
3	B.ED - 303	Inclusive education	2	1	3	2	15	35	50
4.	B.ED-304	Sustainable development of education	2	1	3	2	15	35	50
5.	**B.ED-305 &	Pedagogical knowledge of school subject-I	4	2	6	3	30	70	100
6.	B.ED-306	Pedagogical knowledge of school subject-II	4	2	6	3	30	70	100
		Total	20	10	30	16	150	350	500

*302. 1. Vocational education

Guidance and counseling

History and development of Indian Education

Human rights and citizenship education

Peace and value education

Adult and population education

Environmental education
Open and distance education
Physical education
Art Education

** PEDAGOGICAL COURSES (any two)

**305 & 306. English, Bengali, Hindi, Assamese, Manipuri, Sanskrit, History, Geography, Social Science, Education, Philosophy, Physical Science, Life science, Commerce, Economics, Mathematics, Arts, Music, Civics , Computer Sciences

Course code	Pedagogical Courses	Max. Marks		
		Theory External	Internal	
Group A				
B.ED-305.1	Teaching of Hindi	70	30	100
B.ED-305.2	Teaching of English	70	30	100
B.ED-305.3	Teaching of Assamese	70	30	100
B.ED-305.4	Teaching of Manipuri	70	30	100
B.ED-305.5	Teaching of Sanskrit	70	30	100
B.ED-305.6	Teaching of Urdu	70	30	100
Group B				
B.ED-305.7	Teaching of Mathematics	70	30	100
B.ED-305.8	Teaching of Home Science	70	30	100
B.ED-305.9	Teaching of Commerce	70	30	100
B.ED-305.10	Teaching of Arts	70	30	100
Group C				
B.ED-306.1	Teaching of Life Science	70	30	100
B.ED-306.2	Teaching of Geography	70	30	100
B.ED-306.3	Teaching of Economics	70	30	100
B.ED-306.4	Teaching of Music	70	30	100
B.ED-306.5	Teaching of Computer Science	70	30	100
Group D				
B.ED-306.6	Teaching of Physical Science	70	30	100
B.ED-306.7	Teaching of Civics	70	30	100
B.ED-306.8	Teaching of History	70	30	100
B.ED-306.9	Teaching of Social Studies	70	30	100

Course Title: Assessment of learning and introduction to research method

Course Code: B.ED-301

Credits - 6
MM: 100 (External 70, Internal 30)

Objectives:

After completing this course, the student teacher will be able to:

1. Develop an understanding of the concept and process for Classroom Research.
2. Identify Classroom problems and develop hypotheses
3. Specify independent, moderate and dependent variables in the classroom.
4. Describe procedures for measuring or manipulating the variables.
5. Build designs and perform statistical analysis for classroom research data
6. Interpret and share classroom research results
7. Develop an appreciation of the importance of Classroom Research for the professional growth of the teacher.

Course Content:

Unit 1. Learning and its assessment

Learning: Concept, meaning, types of learning and process of learning, Concept of assessment: Measurement and evaluation, NRT and CRT

Tools of assessment: tests, observation-participatory, non – participatory and controlled, interviews, discussion, etc

Unit - II: Research in Classroom

Research in Education and its Classification, Classroom components and their relation
Classroom Research: Concept, need and importance.

Advantages and limitations of classroom research. Role of Teacher as a researcher.
Professional development of teacher due to classroom research.

Unit - III: Classroom Research Methodology

Identification and Definition of the Problem. Variables in the classroom
Independent Variables: (such as) Instructional Program, Instructional materials, Teaching Style or Strategy, Learning Environment, Learning Activity
Moderator Variables: (such as) Student Characteristics, Teacher Characteristics, Learning Material Characteristics
Dependent Variables: (such as) Specific knowledge and comprehension, General knowledge and comprehension, Thinking and Problem Solving, Attitudes and Values, Learning related Behaviour. Designs for the classroom research

Unit - IV: Statistics in Classroom Research

Descriptive Statistics: Classification and tabulation of Data, Measures of Central Tendency-Mean, Median and Mode; Measures of Variability - Mean Deviation, Standard Deviation and Quartile Deviation; Measures of Correlation - Rank Difference and Product Moment Method; Normal Probability curve - Properties and Uses.

Inferential Statistics: Parametric and nonparametric tests in classroom teaching and research
Graphical Representation of Data: Histogram, Bar Diagram, Pie Chart, Ogive, Testing of Differences: t-test, Median Test.

Unit - V: Writing and Sharing Research Report

Format, Style, Typing, Bibliography, Pagination, Tables, Figures, Graphs, difference between Reference and Bibliography, Appendices.

Sharing Research Experiences: Need and Modes (including Educational Journals, Paper presentations, Authoring Books, Online interactive groups/networking websites).

Suggested Readings:

1. Arya, D. et al.: Introduction to Research in Education. Holt Rinehart and Winston, New York, 1972.
2. Best, J.W.: Research in Education. Prentice Hall of India, New Delhi, 1980.
3. Dhondiyal, S. and Pathak, A.: Shikshak Anushahan Ka Vidhishastra. Rajasthan Hindi Granth Academy, Jaipur, 1972.
4. Entanistte, N.J. and Neshat, P.D.: Educational Research. Hodder Strongton, London, 1972.
5. Garrett, H.E. Shiksha Aur Manovigyan Mein Sankhyiki. Kalyani Prakshan, Ludhiana, 1975.
6. Garrett, H.E.: Statistics in Psychology and Education. Vakil Faffer and Simon, Bombay, 1975.
7. Good, C.V.: Essentials of Educational Research: Methodology and Designs. Appleton Century Crofts, New York, 1941.
8. Hakim, M.A.: Manovigyan Shodh Vidhian. Vinod Pustak Mandir, Agra, 1977.
9. NCERT: Research in Education. New Delhi, NCERT, 1962.
10. Pal, H.R.: Educational Research. Bhopal, M.P. Granth Academy, 2004.
11. Pandey, K.P.: Shiksha Mein Kriyatmak Anusandhan. Vinod Pustak Mandir, Agra, 1965.
12. Rai, P.N.: Anusandhan Parichay. Laxmi Naryan Aggrawal, Agra, 1988.
13. Rawat, D.S.: Research in Classroom. NCERT, New Delhi, 1969.
14. Sinha, H.C.: Shaikshik Anusandhan. Vikas Publishing House, New Delhi, 1979.
15. Sukhia, S.P. and Malhotra, R.N.: Shiksha Mein Kriyatmak Anusandhan. Vinod Pustak mandir, Agra, 1979.
16. Sukhiya, S. P. and Malhotra, R. N.: Shiksha Mein Kriyatmak Anusandhan Vinod Pustak Mandir, Agra, 1979.
17. Sukhiya, S.P.: Shikshik Anusandhan Ke Mool Tatva. Vinod Pustak Mandir, Agra, 1979.
18. Tuckman. Bruce W. (1972). Conducting Educational Research. New York: Harcourt Brace Jovanov.

Optional courses

**Course Title: Vocational
Education (60 contactHours)**

Course: B.Ed.–302.1

Credits –6

MM: 100 (External 70 Internal 30)

Objectives:

To know the meaning and concept of vocational education.

1. To know the objectives and goal of vocational education.
2. To understand the principles and need of vocational education.
3. To know the problems and contemporary trends of vocational education.
4. To know the programmes and institutions of vocational education.
5. To understand the need of vocational education with reference to 21st century.

Unit–I Introduction to vocational Education

Concepts – Education and technical education – Need and importance. Human resources development – skilled manpower – productivity – Vocational Education – Meaning and Definition.

Vocational education at Higher Secondary stage-objectives, course of study – list of vocations – syllabus, scheme of examination allocation of period – qualification and training of teachers for vocational education. Problems and suggestions for improvement of vocational education – Models of Vocational Education – School Model, Dual Model, Mixed Model.

Unit–II Historical background: committee and commissions

Historical background: committee and commissions: Abbot and wood report (1937), Secondary Education Commission (1952 – 53), Kothari Commission (1964 – 66), Ishwarbhai Patel committee report (1977), Malcolm Adiseshiah Committee report (1978), Sabanayagam report (1978) Report of Kalandaisamy Group (1985), National Policy on Education in the programme of action in Vocational Education (1986)

Unit–III Technical institution in Assam and north East

Work experience-concept – distinction between work experience and vocational education. Basic education – concept – merits – Criticism, need and importance, scheme of multipurpose schools.

S.U.P.W. – Concept – Objectives – Selection of activities – programme advantage.

Technical institution in Assam and north East – ITI and polytechnic – need and Importance- classification, admission process – course of study – organization and Administration at state level – vocational guidance-need and importance-vocational Fitness and appraisal.

Unit–IV Vocational education and training institutions

ITI, Polytechnics and para professional courses – salient features co-operation with industries and other organization – Apprenticeship Act 1961. Vocational education and training, correspondence and continuing education – need and importance-in service programme- training for self – employment and small scale industry.

Unit–V Role of Centre and state government agencies

The role of the center and state government regarding vocational education and training. AICTE-ICAR, CSIR, SBTE and NCERT – their functions. Vocational education and economic development – vocational education in five year plans, Vocational and Technical education in U.S.A., UK, Russia and Japan.

Practical Work

1. Visits to places of any one of the small scale industries/polytechnics/employment exchanges.
2. Administer occupational preferences Books inventory and report it.
3. To prepare report writing on various institutions who are giving vocational education.
4. To prepare report on any one small industry visit.
5. To gain information regarding placement of industrial association.
6. To gain information regarding grant provided to various industries.
7. To get information through a visit to industry for their getting of grant

Reference Books

- 1) Agawam, J.C. and sap. Agawam, Vocational Education, Doaba House Publishers, New Delhi, 1987.
- 2) Aggarwal, J.C., Marks in the History Modern Indian Education, Indian Education, Vikas Publishing House Pvt. Ltd., New Delhi, 1994.
- 3) Secondary Education Commission (1952–53)
- 4) Kothari Commission Report (1964 – 66)
- 5) Sharma, A.P., Contemporary Problem Education, Vikas Publishing House Pvt. Ltd, New Delhi, 1984.
- 6) Tarun Rashtriya, Vocational Education, APH Publishing Corporation, New Delhi, 2005.

Course Title: Guidance and counselling

Course Code: B.ED-302.2

Credits -6

MM: 100 (External 70, Internal 30)

Objectives:

To Enable Student Teacher to:

1. Understand the nature, purpose and need for guidance and counseling
2. Understand the responsibilities and moral obligation of a counselor
3. Understand the techniques and procedures of guidance
4. Know about the sources of occupational information, their types and modes of dissemination
5. Understand the concept, importance and theories of career development
6. Know career pattern, career maturity, vocational career
7. Understand and Guide students with special needs

Course Content:**Unit-I: Understanding Guidance**

Guidance: Concept, aims, objectives, functions and principles.

Need & Procedure for (Educational, Psychological and Social) guidance

Group Guidance: Concept, Need, Significance and Principles, Organization of Guidance programs in schools

Unit II: Procedure of Guidance

Individual and group procedure of guidance, their nature and advantages

Group guidance techniques- class-talks, career-talks, career-conference, group-discussion, field-visit, career-exhibition, audio-visual techniques

Role of various community agencies in school guidance programme

Unit-III: Understanding Counseling

Counseling: Meaning, Principles and approaches of counseling, Individual and Group Counseling. Process of counseling (Initial disclosure, In-depth Exploration & Commitment to Action)

Dealing with depression and academic stress (with regard to their identification and intervention)

Qualities (including Skills for Listening, Questioning, Responding, Communicating) & Qualifications of a good / effective Counselor

Role of teacher as a Counselor, Professional Ethics and Code of Conduct

Unit-IV: Techniques and Procedures of Guidance and counselling

Standardized and Non-Standardized techniques: Meaning, purpose, need and uses of various standardized (viz. Aptitude, attitude, interest, achievement, personality) and non-standardized tests (viz. the questionnaire, observation, sociometry, rating scale, anecdotal record, case study, cumulative record, autobiography, interviews) Responsibilities of the users , Standardized Tests

Unit-V: Occupational Information and Guiding Students with Special Needs

Meaning, collection, types, classification and dissemination of occupational information, Career development: Teacher's role in career planning Behavior problems of students with special needs, viz. socio-emotional problems of handicapped and deprived groups such as SC, ST and girls, provision of facilities at governmental and non-governmental level.

Suggested Readings

1. Aggarwal, J. C., (2000). Educational & Vocational Guidance and Counseling, Jalandhar : Doaba House.
2. Asch, M. (2000). Principles of Guidance and Counseling, New Delhi: Sarup and Sons.
3. Barki B.G Mukhopadhyay (2000); Guidance and counseling - A manual
4. Bengalee M D: Guidance and counseling
5. Bengalee Mehroo D: Child Guidance
6. Bhatia, K. K., (2002). Principles of Guidance and Counseling, Ludhiana: Vinod Publications.
7. Bhatnagar, R. P.; Rani. S. (2001); Guidance and Counseling in Education and Psychology.
8. Chauhan S S: Principles and Techniques of Guidance
9. Joneja G. K. (1997); Occupational information in Guidance, NCERT publication
10. Kochhar S.K.: Educational and Vocational guidance in Secondary Schools
11. Kochhar S.K. (1999) Guidance and counseling in colleges and universities
12. Nambiyar K: Strategies Guidance Based Education
13. Nanda S.K.; Chadha P.C.: Educational and vocational guidance
14. Nayak A.K. (2004); Guidance and Counseling
15. Oberoi S.C (2000); Educational, Vocational Guidance and Counseling
16. Patterson L E; Welfel E R. The counseling Process
17. Rao S. N. (1991) Counseling and Guidance.
18. Safaya, B.N., (2002). Guidance & Counseling, Chandigarh: Abhishek Publications.
19. Sharma R A Fundamentals of Guidance and Counseling
20. Sharma, R. N. (2004); Guidance and Counseling
21. Sharma, Tara Chand, (2002). Modern Methods of Guidance and Counseling, New Delhi: Sarup and Sons.
22. Shertzer, Bruce and Stone, Shelly C., (1974). Fundamentals of Counseling, London: Houghton Missli.
23. Shirley, A. Harmin and Guilford, E., (1987). Guidance in the Secondary Schools, New Delhi: NCERT.
24. Sidhu, H. S., Guidance and Counseling, (2005), Twenty First Century, Patiala.
25. Sodhi, T.S. & Suri, S. P., (1999). Guidance and Counseling, Patiala: Bawa Publication.

Course Title: History and Development of Indian Education**Course Code: B.ED-302.3****Credits - 6****MM: 100 (External 70, Internal 30)****Objectives**

After this course, the student-teachers will be able to:

1. Understand the importance of educational policies and programs during the pre and post independence period.
2. Analyze the forces affecting the educational system.
3. Appreciate the role of education in human resource development.
4. develop competencies to understand the various issues related to education and accordingly take necessary remedial measures.
5. Develop vision for futuristic programs in education.

Course Content**Unit - I: Pre-independence Developments in Education**

Charter Act 1813 Macaulay's Minutes Wood's Dispatch Hunter Commission Basic Education

Unit - II: Post-independence Developments in Education

Radhakrishnan Commission (1948-49)

Mudaliar Commission (1952)

Kothari Commission (1964-66)

Constitutional Provisions of Education

National Policy of Education 1986 and Program of Action

1992 Yashpal Committee

Delors Commission (1997)

Knowledge Commission (Special Reference To School Education)

Right to Education (RTE) 2009

Unit - III: Issues of Indian Education

Concept of Wastage & Stagnation in Education Vocationalization of Secondary Education

Child Education with special focus on Girl Child Education, Women Education Inclusive Education

Unit - IV Student Unrest and Examination Reforms

Student Unrest (special reference to the recommendations of Lyndoh Committee)

Examination Reforms (special. reference to CCE, Grading System & Non Detention Policy)

Unit - V: National Educational Programs

Universalization of Elementary Education-SSA (Sarva Shiksha Abhiyan) Universalization of Secondary Education (RMSA)

Suggested Readings:

1. Agarwal J.C. - Development and Planning of Modern Education.
2. Agarwal J.C. - School organization, Administration and management, Doaba House, Delhi 06.
3. Aggarwal (2002) - Landmarks in the history of Modern Indian Education, Vikas Publishing House Pvt. Ltd., New Delhi.
4. Aggarwal, J.C. (2002) – Development of Modern Indian education, Vikas Publishing House, New Delhi.
5. Publishing House, New Delhi.
6. Baldev Mahajan & Khullar K.K., Educational Administration in Central Government, Vikas Publishing House, (2000)
7. Bhat, K.S. & Ravishankar S. (1985). Administration of Education, Seema Publication, Delhi 07.
8. Biswa Ranjan Purkait (2001) - Milestones in Modern Indian Education, New Central Book Agency, Calcutta
9. Christopher Molander & Jonathan W; Managing Human Resources; Routledge London and NY.
10. Dash, M. (2000) – Education in India-Problems and Perspectives, Atlantic Publishers, New Delhi.
11. David N. Aspin; Quality Schooling; Casselli.
12. Gupta L.D., Educational Administration, Oxford and IBH Publishing Co., New Delhi, (1986)
13. Jacquie Bambrough; Training your staff; SIT Management series.
14. Kochhar S. K. Secondary School Administration, University Publisher Delhi (1964)
15. Kochhar S.K., Secondary school Administration, Sterling Publishers (1971)
16. Mathur S. S. (1990) - Educational Administration and Management, The Indian Publications, Ambala Cantt.
17. Mohanthy, J. Educational Administration supervision and school, Deep & Deep (1990)
18. Murthy S.K., Essentials of school organization and administration, Tandon Publisher
19. Murthy, S.K.; School Organization and Administration; Tandon Publication Nancy Letts; The Caring Classroom; Scholastic Professional books.
20. Nurullah S. & Naik J.P. (1981)- Student history of Education in India, Macmillan, Bombay
21. Pandya S.R., Administration and Management of Education, Himalaya Publishing House, (2001)
22. Rai B.C. - School Organization and Management, Prakashan Kendra, Lucknow.
23. Rao, N.P.; Education and Human Resource Management; APH Publishing.
24. Rastogi, P.N.; Building a learning organization; Wheeler Publishing.
25. Raymond. M. Nakamura; Healthy Classroom Management; Wadsworth, USA.
26. Richard D. Freedman (1982)- Management Education, John Walia & sons, New York.
27. Sachdeva M.S., School Organization & Administration, Prakash Bros., (1997)
28. Safaya, R.N. and Shaida, B.D. (2000)- School administration and organization- Dhanpat Rai Publishing Company, Daryaganj, New Delhi.
29. Sukhia, S.P. (2000) – Educational administration, organization and health education, Vinod

Pustak Mandir, Agra.

30. Terry & Franklin, Principles of Management 8th edition, AITBS Publishers and distributors, (1997)
31. Vasantha R. Patri, Education in India – policies and Programs, Super Book Service, Bangalore, (2000) Vashist, S.R.; Classroom Administration; Anmol Publication.
32. Vijayakumari Kaushik, S.R. Sharma; School Administration Organization; Anmol Publication.
33. Walia, J.S. - Foundation of school administration and organization, Paul Publisher, Punjab.

Course Title: Human rights and citizenship education**Course Code: B.ED-302.4****Credits - 6****MM: 100 (External 70, Internal 30)****OBJECTIVES:****Pupil-teachers would be able to-**

1. describe various human rights
2. classify human rights
3. illustrate human rights commissions
4. list the domains of human rights
5. explain constitutional and institutional safeguards
6. state problems of Refugees
7. define UN Principles in association with human rights
8. Understand the concept, need and implementation of peace education.

COURSE CONTENTS**UNIT 1 : H u m a n Rights Education**

Role of UNESCO, Role of School, Education up to 14 years as Fundamental Right, Fundamental Duties, Media and its role.

Constitutional and Institutional safeguards to Human Rights, National Human Rights Commission (NHRC) and associated Human Rights Commission.

UNIT II : Vital Domains of Human Rights

Right to Information, Poverty, Child Labour, and Environment

Human Rights in relation to Women, Terrorism, and Disabled Human Rights in India

United Nations and Human Rights

UNIT-III Judicial Activism

Human Rights Violation and Police

Problem of Refugees and Internationally Displaced Persons

UNIT IV Custodial Justice

Guidelines to Police Commissioners and District Magistrates Standard Rules for Treatment of Prisoners

UN Principles for Protection of Prisoners

UNIT V Peace Education

Concept, Need and Implementation of Peace Education at various levels

SUGGESTED READINGS

1. Devine, C., & Wilde, C. R. H. R. (1999). Human Rights: Essential Reference Book, Donnelly, J. (2003). Universal Human Rights in Theory and Practice, New Delhi: Sterling.
2. Kaarthikeyan, D.R (2005). Human Rights: Problems and Solutions. New Delhi: Gyan Publishing House <http://www.gyanbooks.com>.
3. Maria, A. (2002). Women Empowerment Teacher-Education Edutracks, VIII, p.11-17.
4. Smith, R. (2008). Essentials of Human Rights. New Delhi: Sterling Publications. WWW. Youth for Human Rights. Org.

Course Title: Peace and value education**Course Code: B.ED-302 .5****Credits - 6****MM: 100 (External 70, Internal 30)****Objectives:**

1. To enable student teachers to understand the need and importance of value- education and education for Human Rights.
2. To enable the student teachers to understand the nature of values, moral values, moral education and to differentiate such values from religious education, moral training or moral indoctrination
3. To orient the student teachers with the basis of morality and with the place of reason and emotions in moral development of the child.
4. To enable them to understand the process of moral development vis-à-vis their cognitive and social development
5. To orient the student teachers with various intervention strategies for moral education and conversion of moral learning to moral education.

Unit-I: Value Education in the Multi-Cultural India

Value Education Concept, Nature, Source. Perspectives: Philosophical, socio-cultural and psychological.

Connected Terminology: Duty, Virtue, Dharma, Ethics, Religion, Morality; levels of morality

Typologies: Intrinsic / Extrinsic, Absolute / Relative, Permanent / Transient

Indian pluralism - the way of life of Islam, Buddhism, Christianity, Jainism, Sikhism and Hinduism.

Unit-II: Development of the Individual

Man making and character building education. Development of right attitudes, aptitudes and interest.

Yoga, meditation and control over one's own senses, knowing the strengths and weakness.

Positive approach to life – in words and deeds

Self discipline – Politeness, personality, Punctuality and Conduct. The importance of Affective domain in Education

Unit-III: Value Crisis

Value crises: Concept, Conflicts, Different strategies, models to develop values , approaches suggested by L. Kohlberg and A. Maslow. Role of Education.

Unit-IV: Impact of Modern Education, Media on Values

Impact of Modern Education and Media on Values:

Impact of Science and Technology

Effects of Printed Media and Television on Values

Effects of computer aided media on Values (Internet, e-mail, Chat etc.) Role of teacher in the preservation of tradition and culture.

Role of family, tradition & community prayers in value development.

Unit- V: Values: The ideal of Human Unity and Peace

Human rights - The rationale and its evolution, UDHR - Articles

Human Rights Education: Meaning, Objectives, Role of Education in promoting Human Rights Education, Strategies for imparting Human Rights Education
National Human Rights Commission and its role

Role of the Indian Constitution including, The Right of Children to Free and Compulsory Education Act, 2009 in context of human Rights.

Peace Education: Meaning, objectives, Role of Education in promoting Peace Education, Strategies for imparting Peace Education.

Suggested Readings:

1. Bhatt, S.R., Knowledge, Value and Education: An Axionoetic Analysis, Delhi: Gian Pub., 1986.
2. C, Sheshadri; The Source book of Value Education, NCERT
3. M. Shery; Bhartiya Sanskriti, Agra (Dayalbagh)
4. Joshi. D. (2005). Value Education & Civic Sense. New Delhi: Kanishka Publishers.
5. Joshi. D. (2006). Value Education & Globalization, New Delhi: Lotus Publishers.
6. Josta, Hari Ram, Spiritual Values & Education, Ambala, Associated Press, 1991.
7. Justice Rama Jois; Human Rights - Human Values, NCTE
8. Kar, N.N.(1996). Value Education: A Philosophical Study. Ambala: Associated Pub.
9. Karan, R. V. N., Men Education & Values, New Delhi, B.R. Pub. Corp., 1979.
10. Kulshrestha, S.P., Emerging Value Pattern of Teachers & Value Pattern of Teachers & New Trends, Education in India, New Delhi: Light & Life Pub., 1979.
11. Mascarenhas, M. & Justa, H.R., Ed., Value Education in Schools and Other Essays, Delhi Konark, 1989.
12. Nirmal Kumar, The stream of Culture
13. R., King, Values & Involvement in Grammar School, London: Routledge, 1969.
14. S. Abid Hussain; The Indian Culture
15. Sharma, S. R., Ed., Teaching of Moral Education, N. Delhi: Cosmos, Pub., 1999.
16. Singh, Samporn, Human Values, Jodhpur: Faith Pub., 1979.
17. Source book of Human Rights – NCERT
18. Sri Aurobindo Centre, India is one, Pondicherry
19. Sri Aurobindo; The foundations of Indian Culture; Pondicherry

Course Title: Adult and population education**Course Code: B.ED-302.6****Credits -6****MM: 100 (External 70, Internal****Objectives:**

1. To enable the student teachers to develop an understanding of the meaning and concept of Adult Education.
2. To impart knowledge to student teachers about the problems and difficulties coming in the way of achieving full literacy in the country.
3. To prepare them to create awareness among illiterate adults for their development.
4. To acquaint the student teachers with chief characteristics of an adult learner, different methods and evaluation techniques of adult learning.
5. To enlighten the student teachers about the Adult Education policies of the country.
6. To be aware of the population trends and spread of AIDS in the world.
7. To understand that population becomes stable when there is little difference between birth and death rates.
8. To develop among themselves a healthy, rational and scientific attitude towards the natural phenomena of the birth and death.
9. To realize that the solution to the problem lies in the acceptance of small family norms.
10. To develop an attitude that would promote living in peace & harmony along the nature.

Unit - I: Adult and Continuing Education

Meaning, Concept and Scope of Adult and Continuing Education.

Need and Importance of Adult Education for the development of an Individual for Social Change.

Adult Education in Independent India: Target, efforts, achievements and causes for slow progress.

National Literacy Mission - Aims, objectives and strategies.

Unit - II: Teaching - Learning process in Adults

Agencies and Organizations: Local, State and Central level, their problems. Adult Learner — Characteristics, problems and motivation.

Adult teaching — Different methods, Role of Mass media. Evaluation Techniques for Adult Learning.

UNIT - III: Population and AIDS Education

Importance of Population Education – concept / meaning and objectives of population education – factors affecting population explosion – importance of Family Life

Education, with reference to Affect of Population Growth on: Economic Development, Social Development, Educational Development, Environmental and Natural Resources, Health and Nutrition.

Symptoms of AIDS – causes, Prevention of AIDS – Aids Education – meaning and objectives.

Role of different agencies in promoting AIDS Awareness Education – [Local, National and International Agencies – 2 each]

UNIT-IV: Integrated Population Education

Role of Government and Non-Govt. Agencies concerning Population Education. Integration of Population Concept in different School Subjects.

Population Education through co-curricular activities. Role of the Teacher in Population Education Programs.

Unit- V National Developments and Role of NGOs

National Developments- Adult Education before and after independence Adult Education in National planning 1978

Adult Education and NPE – 1986

Adult Education in Government planning Role of NGO's in Adult Education

Adult Education and role of mass media

Role of Educational institutes in Adult Education Adult Education and UNESCO

PRACTICAL: Any one from following practical

1. Demographic Survey of 10 families.
2. Literate 2 Adult person and submit thereports.
3. Study of any one scheme of adult education.

References:**Suggested Readings:**

1. Aggarwal, S. N., India's Population Problems, New Delhi, Tata McGraw Hill, Pub. House, 1985.
2. Asha A. Bhende and Tara Kanitkar. Principles of Population Studies, Himalayan Pub. House, Bombay, 1988
3. Chandana, R.C, Geography of Population Education, Kalyani Publishers, ND. 1994
4. Chopra, Rita. Adult Education, Bombay: Himalaya Publishing House, 1993.
5. Cruz L de La: Population Edu.: Its nature & role, UNESCO (ROEAP), Bangkok, 1980
6. G.B. Saxena; Indian Population in Transition, ND. Commercial Pub. Bureau, 1971.
7. Ghosh, B.N. (1978) Population Theories and Demographic analysis, Meenakshi Prakashan, New Delhi
8. J.C. Aggarwal, Population Education, 2003.
9. Jacobson Wellard JU, (1979) Population Education; A knowledge base, NY, Teachers College Columbia University.
10. Kundu, C.L. Adult Education, Principles: Practice & Prospects, New Delhi: Sterling Publishers Pvt. Ltd., 1987.
11. Ministry of Education, Adult Education Research — Future Directions, 1987.
12. Natarajan Chitra; Population Problem, 1997
13. Parakh , B. S., Population Education Inception to Institutionalization, New Delhi: NCERT, 1985.
14. Rao, D.G., Population Education: A Guide to Curriculum and Teacher Education, New Delhi: Sterling Publishers, Pvt. Ltd., 1974.
15. Sharma, R. C., Population Resources, Environment and Quality of Life: Hand Book on

- Population Education, New Delhi: Rai & Sons, 1988.
16. Sheshadri, C & J.L. Pandey (1991) Population Education: A national Source Book, ND, NCERT
 17. Sodhi, T. S. & Others, Population Education, Bawa Publication, Patiala, 2006.
 18. Teacher's Handbook of Social Education, Ministry of Edu., Govt. of India, 1955.
 19. Thakur, Devendra, Adult Education and Mass Literacy, New Delhi: Deep & Deep Publications, 1980.
 20. Thrope, Mary & Crangeon, David, Open Learning for Adults, U.K.: Longman Groups, 1987.
 21. University Grants Commission Report of the Regional Conference on Adult & Continuing Education.

Course Title: Environmental education**Course B.ED-302 .7****Credits - 6****Objectives**

- To enable student teachers understand about the concept and ideas on environment and environmental changes.
- To acquaint the student teachers with environmental hazards and enabling them to participate in environmental protection activities.
- To make students aware about various environmental protection initiatives and to sensitise them to participate in it.
- To orient student teachers to understand the concept of environmental education and its effective transaction.
- To enable the student teachers to develop various methods and strategies for realizing the objectives of environmental education

Course contents Unit I Fundamentals of environmental education

Concept, Importance and Scope of environmental education. Aims and Objectives of environmental education.

Genesis of environmental education

Guiding Principles (as stated by IEE and national bodies) and pedagogical foundations of environmental education

Environmental ethics and values

Unit II Concept of environment

Concept of environment and ecosystem. Relationship between man and Environment

Natural system: Earth and biosphere, abiotic and biotic components. Natural resources: Exploitation, consequences and conservation efforts Biogeochemical cycles.(Carbon, Nitrogen, Oxygen and water

Unit III Environmental issues

Environmental Hazards: Manmade and Natural

Environmental pollution- Soil, air, water, noise, and thermal with special reference to greenhouse effect and global warming.

Environmental disasters- international, national and regional levels Extinction of flora and fauna, deforestation, soil erosion.

Need for conservation, preservation and protection of rich environmental heritage

Unit IV Conservation of environment

Population and its impact on environmental resources.

Industrial growth, scientific and technological inventions and their impact on the environmental system.

Concept of sustainable development

Role of UNO in environmental protection activities

Environmental activism and movements: Greenpeace movement, World Wide Fund for nature (WWF), Civil Disobedience Movement, International Society of Naturalists (INSOA), Gujarat Nature Conservation Society (GNCS), Chipko Movement, Narmada Bachao Andolan, Silent Valley Movement

Unit V Environment and pedagogy

Approaches of environmental education : Infusion and interdisciplinary approaches

Strategies of environmental education: Formal and Non formal.

Methods of curriculum transaction – Discussion, Seminar, Workshop, Dialogue, Problem Solving, Field Surveys, Projects and Exhibition.

Role of Media, Print, films, and Television. Evaluation in environmental education

Suggested Reading

1. Bakshi, Trilochan, S. & Naveh, Zev(Ed) 1980: Environmental Education, methods and application, New York.
2. Bannet, DEAN, B.: Evaluating environmental education programmes, New York.
3. Eugene .T : Environmental Economics Vriendra Publications New Delhi.
4. Gross Land, R. W. Moore, S.F.D., 1974: Environmental Studies Projects. An evaluation report, McMillan, London.
5. Surinder Singh Sirohi : Environmental Education. Tandon Publications Ludhiana
6. Rajput, J. S. Sexena, A. E.: Environment and Primary Education– NCERT, New Delhi.
7. Salt Bernard : Environmental Science. Cassell, London.
8. Tilottama senapati, Rajan Kumar Sahoo: Environmental Education and Pollution Control. Mittal Publications New Delhi.

Course Title: Open and distance education**Course Code: B.ED-302 .8****Credits - 6****MM: 100 (External 70, Internal 30)****Objectives:****Pupil-teachers would be able to-**

1. recall and explain the concept, scope and applications of distance education
2. describe history and future of distance education
3. explain in own words the problems of distance learners
4. name the steps for the preparation of self instructional material- (SIM)
5. or self-learning material (SLM)
6. define role of mass media in distance education

Course Contents**UNIT-I Concept of Distance Education**

- (a) Distance Education and allied terms:
 Non-formal Education De-schooling education
 Correspondence education Open education
- (b) Scope of Distance education

UNIT-II History, importance and Future of Distance Education in India

Present Status

History of Distance Education

Need and Importance of Distance Education Future of Distance Education in India

UNIT-III Mass media in Distance Education

Print and Non-Print Media

Audio-Visual Computer based media Learning through media

UNIT-IV Distance educator, Distance learners

Distance educators and their types Professional training in distance education

Different types of Distance Learners and their possible problems Student counselling services in Distance Education

Continuous assessment in Distance Education

UNIT-V Self Learning Material and its preparation

Preparation of Self-Learning Material (SLM) Self-Instructional Material (SIM) format

SUGGESTED READINGS

1. Bates, A. W. (1995). Technology, Open Learning and Distance Education, London: Routledge.
2. Bates, T. (1993). Theory and Practice in the use of Technology in Distance Education, London: Routledge.
3. Dececco, John P. & Crawford, W. (1997). The Psychology of Learning and Instruction, New Delhi: Prentice Hall of India Pvt. Ltd.
4. Gagne, R.M. & Biggis, L.J. (1974). Principles of Instructional Design, New York: Rinehart &

Winston.

6. Koul, B.N. & Creed, C. (1990). Study of Language Needs of Commonwealth Students Studying at a Distance through the Medium of English, Report prepared for the British Council.
7. Masonh, R. (1998). Globalizing Education: Trends and Applications, London: Routledge.
8. Panda, Santosh (2006). Planning and Management in Distance Education, New Delhi: Viva Books.
9. Ramanujan, A. R. (1995). Reflections on Distance Education for India, New Delhi: Manak Publications Pvt. Ltd

Course Title: Health and Physical education**(60 contact hours,)****Course Code: B.ED-302 .9****Credits - 6****MM: 100 (External 70, Internal 30)****Pass mark: 28****OBJECTIVES****Pupil-teachers would be able to-**

1. Explain the concept, aims and objectives of Health and Physical Education
2. Describe hygienic environment along with contributing factors and its Importance
3. Explain various Communicable diseases and first aid
4. Demonstrate ability to describe balanced diet
5. Explain good posture
6. Define general medical standard of an individual.

COURSE CONTENTS**UNIT-I Health Education**

- Concept
- Aims and objectives of health education
- Factors influencing health
- School health programmes
- School health services
- Role of the teacher in School Health programme

UNIT-II Physical Education

- Concept
- Misconception
- Aims and objectives
- Relation with general education.

UNIT-III Nutrition and Balanced diet

- Components of Balanced Diet
- Functions
- Major sources
- Malnutrition.

UNIT-IV Posture

- Concept and values
- Postural deformities and their Management.
- Personal Hygiene
- Environmental Hygiene
- Pollution and Global Warming

UNIT- V Communicable Disease and Physical

Communicable diseases- Mode, control and prevention Physical Fitness and First Aid.

Physical fitness: Meaning, elements, and importance.

First aid in the following – Hammaerage, Laceration, Contortion, dislocation, fracture, cuts, wounds, bites of insects, sprain and strain.

SUGGESTED READINGS

1. Bucher, C. A. (1964). Foundations of Physical Education, New York: Mosby & ompany
2. Kilander, H. F. (1971). School Health Education, New York: Mac Millan Company
3. Manjul, J. U. S. (1965). School Swasthya Shiksha, Agra University: Universal Publisher

Course Title: Art Education**Course Code: B.ED-302 .10****Credits - 6****MM: 100 (External 70, Internal 30)****OBJECTIVES:**

1. Understanding basics of different Art forms – impact of Art forms on the human mind.
2. Enhance artistic and aesthetic sensibility among learners to enable them to respond to the beauty in different Art forms, through genuine exploration, experience and free expression.
3. Enhance skills for integrating different Art forms across school curriculum at secondary level.
4. Enhance awareness of the rich cultural heritage, artists and artisans

UNIT 1: VISUAL ARTS AND CRAFTS (PRACTICAL)

Experimentation with different materials of Visual Art, such as pastel, poster, pen and ink, rangoli materials, clay, etc.

Exploration and experimentation with different methods of Visual Arts like Painting block printing, collage, clay modeling, paper cutting and folding, etc.

Paper framing and display of Art works.

UNIT 2: PERFORMING ARTS: DANCE, MUSIC, THEATRE AND PUPPETRY (PRACTICAL) 20 marks

Listening/viewing and exploring Regional Art forms of music, dance, theatre and puppetry.

Viewing/listening to live and recorded performances of Classical and Regional Art forms

Participation and performance in any one of the Regional Arts forms keeping in mind the integrated approach

Planning a stage-setting for a performance/presentation by the student- teacher.

UNIT 3: Appreciation of Arts (Theory)

Meaning and concepts of Arts and aesthetics and its significance at secondary level of school education

What is the difference between Education in Arts and Arts in Education

Identification of different performing Art forms and artists ; dance, music and musical instrument, theatre, puppetry, etc. (based on a Knowledge of Indian Craft Traditions and its relevance in education (based on a set of slides, selected for the purpose)

Knowledge of Indian Contemporary Arts and Artists; Visual Arts (based on a set of slides, selected for the purpose)

Indian festivals and its artistic significance.

Unit 4 Project work

Theme-based projects from any one of the curricular areas covering its social, economic, cultural and scientific aspects integrating various Arts and Craft forms; Textbook analysis to find scope to integrate Art forms either in the text or activities or exercises; Documentation of the processes of any one Art or Craft form with the pedagogical basis such as weaving or printing of textiles, making of musical

instruments, folk performances in the community, etc. – how the artist design their products, manage their resources, including raw materials, its marketing, problems they face, to make them aware of these aspects of historical, social, economic, scientific and environmental concerns. Student-teacher should prepare at least ten lesson plans in their respective streams of subjects (Science/Maths / Social Sciences/Languages etc.) while integrating different art forms

Unit 5 Workshop

Two workshops of half a day each, of one week duration for working with artists/artisans to learn basics of Arts and Crafts and understand its pedagogical significance. The Arts forms learnt during the course should be relevant to the student-teachers in their profession. Activities, such as drawing, and painting, rangoli, clay modelling, pottery, mixed collage, woodcraft, toy making, theatre, puppetry, dance, music, etc. region specific should be given more importance for making arts learner-centred. The focus of the workshops should be on how art forms can be used as tool/ method of teaching-learning of Languages, Social Sciences, Mathematics and Sciences.

Suggested Approach for Teaching–learning Process

Every student-teacher must participate and practice different Art forms. They need to be encouraged to visit places of arts/see performances/ exhibitions/art and craft fairs/local craft bazaars, etc. Artists and artisans may be invited for demonstrations and interactions from the community. Student-teachers should be encouraged to maintain their diary on art interactions to enhance their knowledge and awareness in this area. Student-teachers can also be motivated to interpret art works/ commercials/events etc. to enhance their aesthetics sensibility. A Resource Centre for Arts and Crafts should be a part of all the RIEs, where materials, including books, CDs, audio and video cassettes, films, software, props, art works of Regional and National level, books and journals must be displayed for the purpose of reference and continuous motivation. Application of Arts and Aesthetics in day-to-day life, in the institute and in the community is some of the practical aspects, which needs to be taken care too. Student-teachers must organise and participate in the celebrations of festivals, functions, special days, etc.

Modes of Assessment

The complete course is of 50 marks. It is recommended that evaluation of this course should be done at both the levels; (i) Internal as well as (ii) External. Practical Activities (Units 1 and 2 of 30 marks) in nature are more on the process than the product, hence need continuous and comprehensive evaluation (CCE). Therefore, recommended to be evaluated by the internals. The theory and project part (Unit 3 and Project work of 20 marks) can be in viva-voce and in presentation mode therefore recommended to be evaluated by the externals.

The engagement of student-teacher in the above set of experiences should be evaluated on continuous and comprehensive manner, based on (a) submission of work/project; (b) participation in the activities; (c) creative potential displayed; (d) application of aesthetic sensibility in campus events and in other course activities.

Course Title: Inclusive Education**Course Code: B.ED-303****Credits - 6****MM: 100 (External 70, Internal 30)****Objectives:**

1. To develop an understanding of the concept and philosophy of inclusive
2. Education in the context of education for all.
3. To identify and address diverse needs of all learners
4. To familiarize with the trends and issues in inclusive Education
5. To develop an attitude to foster inclusive education
6. To develop an understanding of the role of facilitators in inclusive education
7. To understand and appreciate the needs of such children in the society

Unit- I: Introduction to Inclusive Education

Concept, Meaning and objectives of inclusive education Need and importance of inclusive education.

Principles and Models of Inclusive education Philosophy: Transition from segregation to inclusion

Social, psychological and educational contexts of inclusion

Unit-II: Commission Reports and Activities:

Historical developments of special and inclusive education in the education of Students with disabilities in India.

Universalisation of education as per constitutional provision; recommendations given in NPE 1986, POA, 1992 and PWD (Persons with Disabilities Act) 1995 and National Trust Act 1999.

Role of Rehabilitation Council of India in mainstreaming the “special category” learner with reference to RCI Act 1992.

Implementation of IED under Sarva Shiksha Abhiyan; Implications of RTE Act, 2009; NCF- 2005, NCERT

Future of inclusive education in India

Unit-III: Special Educational Needs (SEN) of Learners in Inclusive School

Identification of diverse needs of SEN learners and Referrals

Disabilities in children and their SEN: Hearing Impairment, Visual Impairment, Low Vision, Orthopedic, Intellectual Impairment, Cerebral Palsy, Learning Disabilities and Multiple Disabilities, Socially disadvantaged Group(SC,ST,OBC,woman & minority)

Types and Use of Assistive Devices for learners with SEN Adaptations & Accommodations: Physical & Curricular

Practices and Classroom Management in Inclusive Education: Seating Arrangement, Whole Class Teac

Unit-IV: Planning and Managing Inclusive Curriculum in School

Individualized Educational Plan (IEP): Development & Implementation Activity Based Learning, Peer Tutoring and Cooperative/Collaborative Learning

Principles of differentiated instruction and assessment Capacity building of teachers for inclusive education

Barriers and Facilitators in Inclusive Education: Attitude, Social and educational

Unit- V: Facilitators for Inclusive Education

Need for Multidisciplinary Approach

Role Responsibilities: General, Special and Resource Teachers, Family, Community

Collaborative teaching-learning

Parent - Professional Partnership: Need and Relevance Use of technology to support diverse learning needs

Suggested Readings:

1. Baquer, A. & Sharma, A. (1997). Disability: Challenges Vs. responses, Can Pub.
2. Bartlett, L. D., Weisentein, G.R. (2003) Successful inclusion for educational leaders, Prentice Hall, New jersey.
3. Chaote Joyce, S. (1991) . Successful mainstreaming, Allyn & Bacon
4. Daniels, Harry (1999) . Inclusive Education, London — Kogan.
5. Deiner, P. L. (2000) . Resource for Teaching children with diverse abilities, Harcourt Brace & Company, Florida
6. Dessent, T. (1987). Making ordinary school special. Jessica Kingsley Pub.
7. Gargiulo, R. M. (1997). Special education in contemporary society: an introduction to exceptionality, Wadsworth, Belmont
8. Gartner, A. & Lipsky, D. D. (1997) Inclusion and school reform transferring America's classrooms, P. H. Brookes Pub. Baltimore.
9. Gathoo, V. (2004). Curriculum strategies and adaptations for children with hearing impairment. RCI, Kanishka Pub. New Delhi
10. Hollahan & kauffman (1978). Exceptional Children: An introduction to special education, Prentice Hall
11. Joyce S. Choate (1997). Successful inclusive teaching,
12. Allyn & Ba Karant, P. & Rozario, J. ((2003). Learning Disabilities in India, Sage Pub.
13. M. C. Gore (2004). Successful Inclusion strategies for secondary and middle school teachers, Crowin Press, Sage Pub.
14. Madan Mohan Jha (2002). School without walls: inclusive education for all, Heinemann edu. Oxford
15. Patt Daird (1980). Curriculum Design and Development, Harcott Brace, New York.
- 16.
17. Rose, D. A., Meyer, A. & Hitchcock, C. (2005) The Universally Designed Classroom: Accessible Curriculum and Digital Technologies. Cambridge, MA: Harvard Education Press.
18. Thousand, J., Villa, R., & Nevin, A. (2007). Differentiating instruction: Collaborative planning and teaching for universally designed learning. Thousand Oaks, CA: Corwin Press.
19. Udvari-Solner, A. & Kluth, P. (2008). Joyful Learning: Active and collaborative learning in inclusive classrooms. Thousand Oaks, CA: Corwin Press.

Course Title: Sustainable Development of Education**Course Code: B.ED-304****Credits - 6****MM: 100 (External 70, Internal 30)****Objectives: - To enable student teacher to**

1. Get acquainted with the general natural nature of the Indian Society in 21st century.
2. Understand the meaning and scope of education and its philosophical basis.
3. Become aware about goals of education and life in 21st century.
4. Become aware about the national goals and provisions of education mentioned in the Indian Constitution.
5. Comprehend and appreciate the teachers role in shaping the modern Indian society.
6. Realize the contribution of educational thinkers.
7. Appreciate the social aspect of educational problems faced in Indian Society in 21st century.
8. Become familiar with the agencies of education and mass communication media.
9. Become conversant with the social aspects of education and human values.
10. Know the new concepts i.e. LPG
11. Identify the contribution of NGO's in education.
12. Understand the relationship between education and development.

UNIT 1:-EDUCATION AND PHILOSOPHY

Concept, scope, functions and relationship between Education and Philosophy.
 Aims and Principles of pre-independence (Vedic, Islamic, Buddhist, Jainism)
 Post-Independence philosophy of education Constitution Kothari Commission NCF (2005), State Policy on Education 2010

UNIT 2:- ASPECTS OF EDUCATION

Integration of Liberal and Vocational Education
 Education for democratic citizenship and National integration
 Education for Human Rights
 Education for Peace

UNIT 3:- THINKERS AND TEACHERS

Mahatma Gandhi (with special reference to basic education)
 Mahatma Phule and Savitribai Phule (with special reference to education)
 Dr. Babasaheb Ambedkar – Educational thoughts
 John Dewey
 Role and Skills for teacher in 21st century

UNIT 4:- INDIAN SOCIETY IN 21ST CENTURY

Liberalisation, Privatisation and Globalisation in Indian Society
 Forces working in Indian Society and role of Education in social change
 Agencies of Education in Indian Society

- a) Family
- b) State
- c) Group – Peer and Reference
- d) Non-Government Organisations
- e) Different ways of access to education

School as Community development centre (Role and Functions)

UNIT 5:- EDUCATION AND DEVELOPMENT

Relation between education and development

- a. Meaning of development
- b. Education and development of the individual
- c. Education and development of the society
- d. Education and national development
- e. Education for sustainable development

Government and Non-Government efforts for empowering the weaker sections efforts

- a. Women
- b. Minorities
- c. Backward class
- d. Contribution of NGO for weaker sections

Role of mass communication media in social development

- a. Strength and role of mass communication media (Print Media and Electronic Media)
- b. Precautions while using mass communication media

Practical (any one)

1. Study of any thinker (apart from those mentioned in the syllabus)
2. Study of Educational Contribution of Non-Government Organisation
3. Role of mass media in education

References:

1. Walia J.S. Principal and methods of Education Rai B.C – Theory of Education - Sociological and Philosophical bases of Education.
2. Chobhe Dr. S. P. and Akhilesh - Philosophical and Sociological foundation of Education.
3. Bhatia Kamala and Bhatia - Baldev - The Philosophical and Sociological foundation of Education.
4. Gaiind D.N. and Sharma R. P. - Education Theories and Modern Trends.
5. Rai B.C - Theory of Education - Philosophical and Sociological bases of Education.
6. S.S. Mathur - A Sociological approach to Indian Education.
7. NCERT - The Teacher and Education in Emerging Indian Society

Teaching of School Subjects. Candidates are required to opt two 'Teaching Subjects' selecting one from any (A, B, C & D) groups

Course code	Pedagogical Courses	Max. Marks		
		Theory External	Internal	
Group A				
B.ED-305.1	Teaching of Hindi	70	30	100
B.ED-305.2	Teaching of English	70	30	100
B.ED-305.3	Teaching of Assamese	70	30	100
B.ED-305.4	Teaching of Manipuri	70	30	100
B.ED-305.5	Teaching of Sanskrit	70	30	100
B.ED-305.6	Teaching of Urdu	70	30	100
Group B				
B.ED-305.7	Teaching of Mathematics	70	30	100
B.ED-305.8	Teaching of Home Science	70	30	100
B.ED-305.9	Teaching of Commerce	70	30	100
B.ED-305.10	Teaching of Arts	70	30	100
Group C				
B.ED-306.1	Teaching of Life Science	70	30	100
B.ED-306.2	Teaching of Geography	70	30	100
B.ED-306.3	Teaching of Economics	70	30	100
B.ED-306.4	Teaching of Music	70	30	100
B.ED-306.5	Teaching of Computer Science	70	30	100
Group D				
B.ED-306.6	Teaching of Physical Science	70	30	100
B.ED-306.7	Teaching of Civics	70	30	100
B.ED-306.8	Teaching of History	70	30	100
B.ED-306.9	Teaching of Social Studies	70	30	100

Course Title: Teaching of English**Course Code: B.ED-305.2****Credits - 6****MM: 100 (External 70, Internal 30)****OBJECTIVES****Pupil-teachers would be able to-**

1. Explain the concept of English and its elements
2. Define linguistic skills and process of development among pupils
3. Conduct pedagogical analysis and develop teaching skills.
4. Explain the concept of evaluation and methods of evaluating the performance of students.
5. Critically explain various teaching methods.
6. Demonstrate language competencies.

UNIT – I: Teaching of English as a Second Language:

- General characteristics of a language.
- Principles of language teaching.
- Nature of English language.

UNIT – II: Role of English as second language in India:

- Its place in the school curriculum.
- Aims and objectives of teaching English as a second language.
- Teaching of English Vocabulary necessary for a second language learner.
- Developing skills of Aural Comprehension and Speaking.
- Teaching the mechanics of Reading and Writing.

UNIT –III: Methods of teaching English as a second language:

- Translation Method.
- Direct Method.
- Structural Approach.
- Bilingual Method.
- Communicative Approach.

UNIT – IV: Teaching and Lesson-Planning of various Aspects of English:

- Prose
- Poetry
- Grammar
- Composition
- Structures

UNIT – V: Audio - Visual , Technological Aids and evaluation :

- Need and importance
- Types and purpose
- Technological aids as Language Laboratory, CAI
- Concept of Teaching and evaluation.
- Need and Importance of testing in English.
- Types of Tests - oral, Written and skill testing.

PRACTICAL WORK

- Five method based Lesson-Plans

BOOKS RECOMMENDED:

1. Allen B. Harold Campbell N : Teaching English as a second language, Tata-Mac-graw
2. Russel Hill publishing Co. Ltd, Bombay-New Delhi (1972)
3. Bright, G.A.& McGregor G.P. : Teaching English as a Second Language, Longmans (1972)
4. Brungit C.J., Johnson, K. : The Communicative Approach to Language Teaching: ELBS; OxfordUniversity Press, Hong-Kong, 1979.
5. O'Connor, J.D. : Better, English Pronunciation: ELBS, Cambridge University Press, Great
6. Britain, 1977.
7. French, F.G. : Teaching English as an International Language; Oxford University Press, London, 1975.
8. Hornby, A.S. : The Teaching of structured words and Sentence Pattern, Stage I-IV: Oxford University Press, London, 1991.
9. Jain, R.C. Sharma, C.K. : Essentials of English Teaching: Vinod Pustak Mandir, Agra.
10. Kohli, A.L. : Techniques of Teaching English: Dhanpat Rai & Sons, Delhi, 1996.
11. Lado, Robert : "Language Teaching: A Scientific Approach, McGraw Hill, Inc., New York (1964).
12. Lado, Robert : Language Testing: The Construction and use of Foreign Language Test, Language, 1961.
13. Pandey, K.P. & Amita : The Teaching of English in India, Vishwavidyalaya Prakashan, Varanasi,

Course Title: Teaching of Assamese**Course Code: B.ED-305.3****Credits - 6****MM: 100 (External 70, Internal 30)****Objectives:**

1. To develop such competencies and skills in the student-teacher so that he/she is able to Refresh and enrich his/her knowledge on the concerned mother tongue.
2. Realize the value of the mother tongue after completion of the course.
3. Instruct mother tongue in the class room in a more efficient way.
4. Apprise with latest methodologies and technologies of teaching mother tongue.
5. Understand the need and significance of teaching mother tongue at secondary level.
6. Comprehend and adopt various methods and techniques of evaluations.
7. Prepare and use different kinds of instructional materials for teaching Social Science.
8. Understand and detect the causes of difficulties faced by the students in learning their mother tongue and suggest remedial measures.

Content**Unit 1: Language and Objectives of teaching mother tongue**

Language: Language, its nature, characteristics and functions, Distinction between language and literature: Objectives of teaching mother language, The role of mother tongue in the education of child, Child development and its relationship to language,

Objectives of teaching mother tongue: Development of fundamental language skills- listening, speaking, reading and writing, Developing mother tongue as an instrument of thought, communication, appreciation and creation.

Unit 2: Essentials of grammar of the mother tongue

Sound, junctures, mood system, use of case endings, suffixes, uses of tenses, phrases and idioms.

Unit-3: Planning and Approaches to teaching of mother tongue

Lesson plan-Format and design, Instructional material, Concept of SMART CLASS, I.C.T.

Approaches to teaching of mother tongue: Approaches to teaching of mother tongue, using text, reader and supplementary reader,

Identification of objectives and teaching points, Various ways of using text books in the classroom

Preparation of feedback material for prose, poetry, grammar and composition Methods of teaching mother tongue Different kinds of methods of teaching: Storytelling, text book, narration, demonstration, inductive-deductive, dramatization etc.

Unit-4: Syllabus and text books

Syllabus and text books Syllabus, general principles, selection and gradation, text books, principles governing the preparation of a text book, reader and supplementary books, A review of the school syllabus and text books

Unit-5: Evaluation and assessment in mother tongue

Evaluation and assessment in mother tongue Modern concept of evaluation, continuous and comprehensive evaluation, oral and written test, testing tools, synchronizing with the objectives of teaching mother tongue at different levels, construction of objective based test, unit test results, preparation of a balanced question paper, construction of unit test, design and blue print

Reference Books:

1. M. A. Chee, E.A. : Instruction in Indian secondary Schools, Chapter-5
2. Ballard, P. B. : The Mother Tongue
3. Wheat, H. G. : The Teaching of Reading
4. Watking, E. : How to teach Silent Reading to beginners
5. Gurrey, P. : Teaching the Mother Tongue
6. Pattanayak, D.P. : Language Curriculum, CIIL, Mysore-

Course Title: Teaching of Manipuri**Course Code: B.ED-305.4****Credits - 6****MM: 100 (External 70, Internal 30)****Objectives:****After completion of this paper, the student-teacher shall be able to -**

1. Understand the importance and objectives of teaching-learning Manipuri as mother tongue in school curriculum in accordance with NPE 1986 and NCF 2005, the language skills of Manipuri and the various strategies facilitating the skills;
2. Analyse the nature of acquisition and learning Manipuri as first and second language, the various objectives and teaching methods relating to Manipuri literature, grammar and composition;
3. Comprehend the objectives of language and the varied approaches, methods and principles of language teaching and the use of audio-visual aids in language teaching;
4. Examine critically the relevance of linguistics in the teaching-learning process of Manipuri language with a view to the development of literary appreciation and vocabulary enrichment;
5. Conceive the procedure of language teaching and conditioning in every stage of teaching-learning and the importance of preparing lesson plan and unit plan using the existing theories and practices in language education and have the expertise thereof;
6. Appreciate the purpose of evaluation and testing in teaching-learning process and prepare the various testing tools for effective use.

Unit 1: Manipuri as mother tongue in school curriculum

- i. Importance of mother tongue in life and school education
- ii. Objectives of teaching-learning Manipuri at elementary and secondary levels
- iii. Four basic language skills in Manipuri and their interrelation
- iv. Strategies for facilitating the basic language skills in Manipuri

Unit 2: Pedagogic approaches to teaching-learning Manipuri

- i. Language acquisition and learning with reference to Manipuri as mother tongue
- ii. Language learning : behavioristic, cognitive, linguistic and constructivist views of Piaget and Vygotsky
- iii. Objectives and methods of teaching-learning Manipuri as second language
- iv. Objectives and teaching methods of Manipuri poetry, prose, grammar and composition

Unit 3: Language Teaching Methods

- i. Objectives of language teaching concentrating on the practice of actual skills
- ii. various approaches and methods of language teaching: Grammar Translation Method, Direct Method, Audio-Lingual Approach, Communicative Approach, Computer-aided Language Teaching, Community Language Learning, Total Physical Response, Silent Way and Suggestopedia
- iii. Basic principles towards appropriate language teaching method: Learner, Input, Multilingualism, Gender and Environment
- iv. Use of audio-visual aids in Language teaching

UNIT 4: Relevance Of Linguistics In Teaching-Learning Manipuri Language

- i. Manipuri sound: Types and manner of articulation(tone)
- ii. Manipuri vocabulary: Loan words with or without loan shift and loan blend, word formation process and principles(affixation, compounding and sandhi) semantics(lexical and contextual)
- iii. Manipuri syntax: Processes and principles
- iv. Use of linguistics in effective teaching-learning of Manipuri language with a view to the development of literary appreciation and vocabulary enrichment

Unit 5: Teaching Procedure, Lesson Planning and Evaluation

- i. Teaching Procedure: Meaning and definition of teaching, characteristics and functions of teaching, teaching process and conditioning, teaching and training, three stages of teaching (pre-active, inter-active, and post-active), remedial teaching
- ii. Teaching Procedure and Lesson Planning : Meaning, aim, and importance of lesson planning, essentials of a good plan, preparation of lesson plans following appropriate format in poetry, prose, grammar and composition, preparation of unit plan
- iii. Concept and purpose of evaluation and testing ,Types of evaluation and testing, Characteristics of a good test, Test items and their construction, Continuous and Comprehensive Evaluation', Portfolio evaluation

SESSIONAL WORK:

Each student-teacher is required to complete assignments on any two of the following:

1. Preparation of 5 Lesson Plans on the topics from the prescribed text following 5E and ICON Models(at least 2 plans in each model)
2. Preparation of a Blue Print on any topic from the prescribed text and development of test items in conformity with the Blue Print
3. Diagnosis of learner difficulty in speaking Manipuri and preparation of the remedial materials
4. Designing of a pedagogical treatment on any topic from the prescribed text in terms of identification of language items(new vocabulary expression and grammar components) along with the required teaching-learning activities

Suggested Readings:

1. Alderson, J.C., Clapham, C. And Wall, D. (1995).Language Test Construction and Evaluation. Cambridge: Cambridge Univ. Press Bachman,
2. L.F. and Palmer, A.S. (1996).Language Testing in Practice. Oxford : Oxford Univ. Press Brumfit, C. (1984). Communicative Methodology in Language Teaching. Cambridge: Cambridge Univ. Press
3. Cameron, L. (2001). Teaching Language to Young Learners. Cambridge : Cambridge Univ. Press
4. Crystal, D. (1987). The Cambridge Encyclopaedia of Language. Cambridge: Cambridge Univ. Press
5. Dettaven, E.P. (1979). Teaching and Learning the Language Arts. Boston: Little, Brown & Co.

6. Jespersen, O. (1992). *Language: Its Nature, Development and Origin*. New York: W.W. Norton
7. Krashen, S.D. (1981). *Second Language Acquisition and Learning*. Oxford: Pergamon Press
8. Larsen-Freeman, D. (1986). *Techniques and Principles in Language Teaching*. Oxford: Oxford Univ. Press
9. Lightbown, P.M. and Spada, N. (1999). *How Languages are Learned*. Oxford: Oxford Univ. Press
10. Menyuk, P. (1971). *The Acquisition and Development of Language*. London: Prentice Hall
11. NCERT.(2000). *Continuous and Comprehensive Evaluation*. New Delhi
12. NCERT.(2005). *National Curriculum Framework, 2005*, New Delhi
13. NCERT.(2005). *Teaching of Indian Languages: Position Paper of National Focus Group*. New Delhi
14. Nunan, D. (1991). *Language Teaching Methodology*. London: Prentice-Hall
15. Pattanayak, D.P. (1981). *Multilingualism and Mother-tongue Education*. Oxford: Oxford Univ. Press
16. Richards, J.C. and Rodgers, T.S. (1986). *Approaches and Methods in Language Teaching*. Cambridge: Cambridge Univ. Press
17. Schmitt, N. (2000). *Vocabulary in Language Teaching*. Cambridge: Cambridge Univ. Press
18. Singh, C.Y. (2000). *Manipuri Grammar*. New Delhi: Rajesh Publications
19. Singh, O.I. (2013). *Manipuri Tambikanglon*. Imphal: Nepen Publications
20. Singh, W.T. (1986). *A Study of Meitei Phonology*. Imphal: Students Store
21. Singh, W.T. (1992). *Meiteilon Tambibagi Niyam*. Imphal: Students Store
22. Singh, W.T. (1998). *Anouba Manipuri Grammar*. Imphal: Board of Secondary Education Manipur
23. Stern, H.H. (1983). *Fundamental Concepts of Language Teaching*. Oxford: Oxford Univ. Press
24. Thoudam, P.C. (1991). *Remedial Manipuri Grammar*. Imphal: Aman Enterprise
25. Widdowson, H.G. (1992). *Aspects of Language Teaching*. Oxford: Oxford Univ. Press

Course Title: Teaching of Sanskrit**Course Code: B.ED-305.5****Credits – 6MM:****100 (External 70, Internal 30)****OBJECTIVES****Pupil-teachers would be able to-**

1. explain the nature, need & principles of Sanskrit Language
2. describe different methods of teaching of Sanskrit
3. demonstrate the use of various audio visual aids
4. explain the objectives and steps of teaching prose, poetry, composition &
5. grammar of Sanskrit
6. define the meaning of evaluation and types of evaluating techniques
7. explain and organise different type of co-curricular activities related to Sanskrit. (Shloka Recitation, Lecture, Dramatization and other creative competitions)

Course Title: Teaching of Urdu**Course Code: B.ED-305.6****Credits - 6****MM: 100 (External 70, Internal 30)****Pass mark: 28****OBJECTIVES****Pupil-teachers would be able to-**

1. Explain the concept of Urdu and its elements
2. Define linguistic skills and development of these skills among pupils
3. Conduct pedagogical analysis on two lessons in Urdu and develop teaching skills.
4. Explain the concept of evaluation and methods of evaluating the performance of students.
5. Critically explain various methods for teaching Urdu.
6. Demonstrate language competencies.

COURSE CONTENTS**Unit-I Objectives of Teaching, Remedial and Enrichment Content**

- i. Objectives of teaching Urdu at secondary and senior secondary level Statement of objectives in behavioural terms Trilingual formula
- ii. Nature, development, forms, functions and significant movements in mode of Urdu Literature.
- iii. Urdu language, its phonetic structure, morphological structure and syntactic structure Children literature

Unit-II Pedagogical Analysis

- i. Need and importance of content Analysis
- ii. Place of unit content in the structure of Urdu language
- iii. Concept in the units of Urdu content & their analysis
- iv. Unit planning in Urdu
- v. Pedagogical Analysis of six lessons in Urdu
- vi. Identification of linguistic and ideational content of the lesson

Unit-III: Approaches and Methods of Teaching Urdu and Text Book

- i. Prose: Objectives and methodology teaching of story and drama, lesson planning.
- ii. Poetry: Objectives and methodology, lesson planning
- iii. Grammar: Objectives and methodology
- iv. Speech development: speech defects, causes and remedies

- v. Writing: composition, objectives and methodology, spelling errors, causes and corrections
- vi. Reading: loud reading, silent reading, intensive and extensive reading, self reading, Reading Habits.
- vii. Urdu Text book and its evaluation, Supplementary Readers, Use of A.V. Aids in Urdu teaching

Unit-IV: Activities Related to Urdu, Evaluation and Action Research

Activities to develop listening and speaking competencies, reading competencies and writing competencies

- i. Evaluation: Continuous and comprehensive evaluation
- ii. Development of Test items, Essay, Short Answer and objective types
- iii. Preparation of achievement test, administration, analysis and reporting
- iv. Diagnostic Testing and remedial Teaching
- v. Action Research in Urdu: Concept and Importance of Action Research, Planning for Action Research

Unit-V: Learning resources and The Urdu Teacher

- i. Concept, need and importance
- ii. Traditional based
- iii. Technological based
- iv. Role of Urdu teacher in various activities
- v. Qualities of good Urdu teacher

Course Title: Teaching of Mathematics**Course Code: B.ED-305.7****Credits - 6****MM: 100 (External 70, Internal 30)****Pass mark: 28****Objectives****The student teacher**

1. Acquires knowledge of the concepts, terms, and procedures in the content and methodology of teaching Mathematics.
2. Understands the concepts, terms and procedures in the content and methodology of teaching Mathematics.
3. Applies the knowledge in actual classroom situation.
4. Develops skills in various activities pertaining to teaching and learning.
5. Develops interest in knowing recent development in the content and methodology teaching mathematics.
6. Develops scientific/positive attitudes towards teaching and learning.
7. Appreciates the contribution of the subjects to the teaching and learning.

COURSE CONTENT**Unit-I**

Aims and values of teaching Mathematics –development of functional and critical thinking, skills in the use of Mathematical language, habits of concentration, self – reliance and discovery

– Mathematical attitude and personality traits.

Taxonomical approaches of teaching Mathematics, need and importance – instructional objectives and specifications. Preparation of lesson plans.

Unit-II

Mathematics curriculum at Higher Secondary Level.

Methods of teaching Mathematics: Lecture method, Heuristic method, Laboratory, Project method, merits and demerits of each method.

Problem – solving methods – characteristics of a good problem in mathematics

– Inductive and Deductive methods – analytic and Synthetic methods – Limitations of each method – contributions of Dewy and Gagne

Unit-III

Individualized instructions – Programmed learning – Linear Branching, and CAI – supervised study – Tutorials.

Internet and its applications – Meaning – Working of Internet – e learning – World Wide Web – Teleconferencing – Satellite-EDUSAT

Unit-IV

Micro teaching – concept – procedure and planning. Teaching skills – set Induction, Motivation, Introducing the lesson, use of black board, questioning, probing questions, students participations, reinforcement, using examples, and closure.

Interest and developing positive attitude – Mathematics club – Library – Exhibition – Field trip.

Unit-V

Construction of Achievement tests –objective type and objective based items, item construction. Test design and Blue print – Sorting – Characteristics – Preparation and administration – procedures.

Formative and summative Evaluation – Norm – Reference Books criterion –Reference Books, tests in Mathematics.

Diagnosis of student's difficulties in learning Mathematics and providing suitable remedial measures – identification of students' difficulties in learning mathematics. Planning for remedial in mathematics – prognostic testing – importance. Use of power and speed tests in Mathematics.

Practical Work

- 1) Preparation of scrap book on development of mathematics.
- 2) Preparation of geometrical wooden model to teach sets.
- 3) Drawing graphs, and pictures of important topics.

Reference Books

- 1) Aggarwal, S.M., Course of Teaching of Modern Mathematics, Dhanapal Rai and Sons, New Delhi.
- 2) Baur Georgy, P., George, Linda Olsen, Helping Children Learning George, Linda Olsen Mathematics, Cunnings Publishing Company, Inc.
- 3) Bell, E.T., Mathematics, Queen and Servant of Science, McGraw Hill, New York.
- 4) Bhimsankaran, C.V., Mathematics, Education, Book Field Centre, Mumbai.
- 5) Colpand, Richard, Mathematics of the Elementary Teacher, Sounders and Co., London.
- 6) Courant and Robins, What is Mathematics, O.U.P., Cambridge
- 7) Framount and Herbert, How to Teach Mathematics in Secondary Schools, Saunders and Co., London.
- 8) Gundy, Martin, H. and A.P. Hollet, Mathematical Models, Oxford,
- 9) London.Hogban Lacelot, Mathematics for the Million George, Allen and Union Ltd., London.
- 10) Majoram, D.T.F., Teaching Mathematics, Herineuram Educational Books, London.
- 11) Polye, G.E., How to Solve It, Princed University Press, London.
- 12) Scopes, P.G., Mathematics in Secondary Schools, Cambridge University Press, London
- 13) Sidhu and Kulbra Singh, The teaching of Mathematics, Steling Publishers, New Delhi.
- 14) Smity S.E., History of Mathematics, Vol. I and II. Ginn and Co. S.M.H. Series London.

Course Title: Teaching of Home science**Course Code: B.ED-305.8****Credits - 6****MM: 100 (External 70, Internal 30)****Pass mark: 28****COURSE OBJECTIVES:****To enable the student teachers to:**

1. Develop understanding of the aim of teaching of Home Science
2. Develop understanding of the various methods and procedures required for teaching Home Science effectively.
3. Develop basic skills and competencies required for teaching of Home Science
4. Develop practical skills to organize various activities related to Home Science.
5. Develop skills and competencies required for preparing teaching aids in teaching of Home Science.
6. Develop competencies and skill for effective evaluation in Home Science

COURSE CONTENTS**UNIT-I**

1. Meaning, importance, principles and scope of home science, objectives of teaching of home science at secondary level. Place of home science in Secondary School curriculum, correlation-Meaning and its correlation with different subjects.
2. Critical analysis of existing school curriculum of home science. Home Science Laboratory-Concept and importance, planning of space and equipment for Home Science Laboratory.
3. Role of school and teacher in teaching of home science. Qualities, qualification and competencies of a home science teacher.

UNIT-II

1. Behavioural objectives: Meaning and importance of behavioural objectives, steps for preparing behavioural objectives for teaching of home science.
2. Curriculum: Meaning, importance and principles of designing a good curriculum of home science.
3. Textbooks: Meaning and importance of textbooks in teaching of home science. Qualities of good textbooks of home science. Role of textbooks in teaching of home science.

UNIT-III

1. Co-curricular Activities: Meaning and importance of co-curricular activities. Steps of organizing co-curricular activities. Role and organization of the following in teaching of home science. a) Field trips b) Home science clubs c) Preparation of low-cost teaching aids
2. Audio-visual Aids: Meaning, importance and classification of audio-visual aids viz., a) Chalk-board b) Models c) Scrap-books d) Films e) Radio f) Television g) OHP and Computer
3. Methods of teaching home science: a) Lecture Method b) Discussion Method c) Problem-Solving Method d) Project Method e) Survey Method f) Demonstration Method g) Assignment Method

UNIT-IV

1. Development of Teaching skills: Concept, components and preparation of any Micro-teaching lesson plans for developing the skill of: a) Questioning b) Reinforcement c) Explanation d) Stimulus variation e) Illustration with examples and visuals
2. Lesson planning: Meaning and importance of a lesson plan, unit plans and yearly plans. Meaning, Importance and Essentials of lesson Planning.
3. Step for preparing lesson plans through Herbartian and RCEM approaches for teaching of home science. Advantages and limitations of these approaches.

UNIT-V

1. Evaluation: meaning, need and objectives of evaluation in home science.
2. Formative and summative evaluation, salient features of the two.
3. Evaluation tools: a) Diagnostic testing and remedial teaching b) Oral tests c) Quizzes d) Objective type tests e) Essay type test

Note: Every student will be required to write one assignment on any one of the following topics or any other related topic not included in the concerned paper to be prepared within ten pages:

- a) Food – its constituents, functions and sources. b) Care and maintenance of cotton, wool, silk and synthetics. c) Importance of care of the child. d) Cleaning and polishing of brass, silver, glass and plastic articles

RECOMMENDED BOOKS:

1. Bhargava, Priya (2004): Teaching of Home Science/Common wealth Publishers, New Delhi Chandra, Arvinda
2. Shah, Anupama and Joshi, UMA (1995): Fundamentals of Teaching of Home Science, Sterling Publisher, New Delhi.
3. Dass, R.R and Ray, Binita(1985): Teaching of Home Science, Sterling Publisher, New Delhi
4. Devdas(1955): Teaching of Home Science in Secondary School, All India Council for Secondary Education, New Delhi
5. Dapoor, Ritu (1994): Teaching of Home Science, Parkash Book Depot, Ludhiana Mago, Neelam: Teaching of Home Science, Tandon Publications, Ludhiana.
6. Siddiqui, Mujibul Hasan(2007) : Teaching of Home Science, A.P.H. Publishing Corporation, New Delhi
7. Yadav, Seema(1994): Teaching of Home Science, Anmol Publications, New Delhi .
8. Begum, Fahmeeda(2006) : Modern Teaching of Home Science, Anmol Publications, New Delhi

Course Title: Teaching of Commerce**Course Code: B.ED-305.9****Credits - 6****MM: 100 (External 70, Internal 30)****Pass mark: 28****Objectives****The student teacher**

1. Acquires knowledge of the terms and concepts regarding the various methods and techniques of teaching
2. Understands the different types of curriculum, methods of teaching and technology of teaching
3. Applies the knowledge in analyzing, selecting and adopting the suitable methods, techniques and aids for the purpose of teaching
4. Develops skills in preparing curriculum, and using the suitable techniques in test construction.
5. Develops interest in knowing the recent development in the teaching methodology, and technological developments, and
6. Develops a desirable positive attitude towards the teaching of Commerce.

COURSE CONTENT**Unit-I**

Introduction of Commerce Education – historical – present status – teaching of Book keeping and Accountancy – integration of commerce with other school subjects – Consumer Education
 – Electronic Accounting, VAT (Value Added Tax) calculation.
 Teaching Commerce and Accountancy in Mother tongue – Need and importance – Prospects and Problems in Teaching in Mother Tongue – Practical suggestion – views on Education in Mother Tongue.

Unit-II

Curriculum – principles involved in the curriculum construction XI and XII Commerce and Accountancy syllabi – Academic and vocational curriculum – vocational areas identified in the Tamil Nadu Higher Secondary Stage under the heading “business and Commerce” – selection of materials – gradation of materials for School and College level. Comparison of CBSE and State Board Commerce and Accountancy Syllabi.
 Lecturer method – Descriptive method – Objective based method – Demonstration method – Problem method – Project method – Inductive method – Deductive method – Case study – Student motivated techniques – Surveys and Market studies.

Unit-III

Modern approach – socialized recitation methods (Discussion methods) informal – seminar, symposium, workshop technique, panel discussion, individualized instruction methods, role playing, individual assignment – micro teaching – team teaching.
 Educational technology in learning commerce-programmed learning – Computer assisted instruction, modules – Commercial and Educational Broadcasting – interactive video, tale lecturer. In arming Commerce-Software development in other countries available in India.
 Internet and its applications – Meaning – Working of Internet – e learning – World Wide Web – Teleconferencing – Satellite – EDUSAT.

Unit-IV

Commerce teaching and class room management – systems approach to the Commerce teaching – input – process – output and feedback – aspects in commerce teaching – class room interaction analysis – class room climate-types of teachers based on leadership styles – teacher dominated pattern, laissez faire pattern and democratically planned pattern – significance.

Instructional material – text book – periodicals – journals – Reference Books materials, technical documents – surveys.

Unit-V

Community resources – meaning, types and their uses in the teaching of Commerce establishing link between school and community field trip – work experience-guest speakers – Commerce club – developing commercial interest and attitude-activities.

Unit-VI

Commerce department in the school system – commerce lab – teachers' diary – record and registrars to be maintained – equipments – essentials and desirable.

Commerce teacher – professional growth of teacher – Pre-service and in service programme qualities required for a good teacher – social and environmental responsibilities of the Commerce teacher – problems faced by the commerce teacher.

Research in the field of Commerce Education – Computer in commerce Teaching and Research.

Practical Work

- 1) Company documents
- 2) Visit to small scale industries and Co-operative institutions.

Reference Books

- 1) Kochhar, S.K. Methods and Techniques of Teaching, Sterling Publishers Pvt. Ltd., New Delhi, 1992.
- 2) Passi, B.K., Becoming Better Teacher & Micro Teaching Approaches, Sahityamudra Solays, Ahanadabad, 1976.
- 3) Sampath, et.al. Introduction to Education Technology, Sterling Publishers, New Delhi, 1990.
- 4) Flanders A. Ned, Analyzing Teaching Behaviour, Addison – Wesley Publishing Company, USA, 1979.
- 5) Musseman, Vernon A. and et al., Method of Teaching Accountancy, McGraw Hill Inc. USA, 1979.
- 6) Sharma, R. A., Technology of Teaching, International Publishing House, Meerut, India, 1988.
- 7) Ornistein, Allen C., and et al. Curriculum Foundation, Principles and Issues, Prentice Hall, Englewood Cliffs's, New Jersey, USA, 1988.
- 8) Decece 'John, P. and et al., the Psychology of Learning and Instruction, Prentice Hall of India, New Delhi.
- 9) Association of Indian Universities, New Technology in Higher Education, C Edited by Shah Sy., New Delhi, 1986.
- 10) Jangira and et al. Core Learning Skills, the Micro Teaching Approach NCERT, New Delhi, 1982.
- 11) Khan, M.S., Commerce Education, Sterling Publication Ltd. 1992.

- 12) Pia Nazareth, M., Education – Goals, Aims and Objectives, Vikas Publishing House Pvt., Ltd., 1984.
- 13) Tonne, Pophan and Freeman, Methods of Teaching Business Subjects, McGraw Hill, 1965.
- 14) Kochar, S.K., the Teaching of Social Studies, Sterling Publishers Pvt. Ltd., New Delhi, 1963.
- 15) Leonard H. Clerk and Living S. Starr, Secondary School Teaching Methods. MacMillan Publishing Co., Inc., New York, 1976.
- 16) Tarachand, Principles of Teaching, Anmol Publications, New Delhi, 1990.
- 17) Leu, M. Carey, Measuring and Evaluating School Learning, Allyn and Bacon Inc. USA, 1988.

Course Title: Teaching of Arts**Course Code: B.ED-305.10****Credits -6****MM: 100 (External 70, Internal 30)****Pass mark: 28****OBJECTIVES:****The study of this paper will enable the students**

1. To know the historical development to Art/handicraft in India.
2. To understand the problems of Art/handicraft in various sections.

COURSE CONTENT**UNIT - I**

- (i) Art and meaning of Visual Communication
- (ii) Appreciation of Art (iii) Art in daily Life (IV) Art in Education The place and importance of Art/handicraft in school curriculum.

Aims and importance of teaching of Art/handicraft.

UNIT - II

Correlation of Art/handicraft with other school subjects.

History of the development of Indian Art and Crafts-Buddhist period, Mughal period, Rajput Art and Modern Art.

Methods and Material of Art through the ages-encaustic, oil, tempera, Fresco etc. Modern Art movements- Abstraction, Cubism, Expressionism, Realism, Impressionism, Romanticism.

UNIT - III

- Color study and its educational importance,
- Type of Design,
- Basic Elements of Paper - Decoration,
- Self - Expression,
- Object - Drawing,
- Memory - Drawing,
- Natural - Drawing,
- Stencil - Work,
- Letter - Writing,
- Spray - Work.

UNIT - IV

Methods of teaching Art and Craft.

Traditional and Structural approaches in teaching of Art and Craft. Qualities of an Art Teacher and his role in Education

Preparation of lesson notes for Art classes Preparation Art Syllabus for Art classes

UNIT - V

Stages of development in Children's Art Teaching aids in Art/handicraft, lesson planning.

How to teach Art in Primary, Middle, High and Higher Secondary classes, the material required, amount of time necessary and the size of the class

Relation of Art and Craft with other School subjects and the importance of Art and Craft Exhibitions in Education. Evaluation in Art and Craft teaching.

Sessional Work

- (a) Landscape from memory: Simple composition in connection with common flowers, mountains, sky, huts, water, bridge, birds, animals and human figures in action in any medium on a quarter sheets of drawing paper.
- (b) Decoration designs: Pictorial composition in water or tempera.
- (c) Still Life Drawing and Painting of Group of two or three simple objects in any medium.
- (d) Poster: will include writing of Block and script Letters in English/Hindi/Punjabi/Urdu with nibs or brush in ink or colour.
- (e) Collage making
- (e) Presentation of Art-Work

BOOKS RECOMMENDED

1. Abbate, F. (1972), Indian Art. London: Octopus Books. Archer, W.G. : India and Modern Art, London, 1959.
2. Arnoson, H.H. : History of Modern Art, London, 1969
3. Arya, Jaidev (1972), Kala ka Adhyapan. Agra: Laxmi Narayan Aggarwal. Birdwood, G.C.M. (1988), Arts of India. Delhi: Rupa & Co.
4. Barr, A.H.: Masters of Modern Art, New York, 1954.
5. Brown Percy: Indian Painting, The heritage of India Series, M.C.A. Pub. House, Calcutta
6. Jeswani, K.K. (1965), Appreciation of Art, Delhi: Atma Ram and sons. Jeswani, K.K. (1965), Art in Education, Delhi: Atma Ram and sons.
7. Jeswani, K.K. (1951), Teaching and Appreciation of Art in Schools, Delhi: Atma Ram and sons.
8. Lal, Manohar (1974), Premier of Art, Allahabad: Ram Narayan Lal. Singh, Chikralekha (2008), Kala Shikshan. Agra: Aggrwal Pub. Sharma, Kusum (1997), Kala Shikshan. Agra: Vinod Pustak Mandir.
9. Srivastava, B.N. (1953) Chitrakala, Pathan tatha Rango ke Sidhanta. Banaras: Nand Kishore & Bros.

Course Title: Teaching of Life Sciences**Course Code: B.ED-306.1****Credits - 6****MM: 100 (External 70, Internal 30)****Pass mark: 28****Objectives****The students' teacher**

1. Acquires a thorough knowledge of topics in Life Sciences taught in H.Sc. Schools and the latest development.
2. Understands the: i) importance of Life Sciences in the modern age and as such the Need for teaching of Life Sciences in Schools. ii) Objectives of teaching Zoology at various levels and especially in the Higher Secondary Schools. iii. Various steps of teaching zoology and aids to teaching iv. different steps involved in the scientific methods and organisation of content in Life Sciences v. teaching techniques to stimulate pupil's interest in Life Sciences vi. Modern trends in the instructional methodology in the organization of content in Life Sciences. vii. Principles for developing Life Sciences syllabus
3. Develops skills in: i. planning unit lessons and test in Life Sciences ii. preparing, and using different Techniques of evaluation of pupils' progress

COURSE CONTENT**Unit-I**

Life Sciences subject matter of Higher Secondary syllabus prescribed by Assam Government from time to time.

Aims and values of teaching Life Sciences at Higher Secondary level – Objectives of teaching Life Sciences with special Reference to Bloom's Taxonomy – Preparation of unit plan – Objective Based Instruction – Scientific method – Scientific Attitude.

Unit-II

Micro teaching – Concept – procedure and Planning – Teaching skills – Set induction, the skills of motivation, use of black board, fluency in questioning, probing questions, Stimulus Variation, reinforcement, using examples, and closure.

Principles of Curriculum development – Selection of content and organization of subject matter. BSCS and Nuffield Secondary Science Project – NCERT Curriculum.

Unit-III

Methods of teaching Life Sciences – Lecture – Demonstration – Heuristic–Project – Field Study and Environmental methods.

Audio-Visual Aids in Life Sciences teaching – Use of different aids, Multipurpose Life Sciences laboratory and its organisations – Maintenance- Laboratory manuals – Apparatus – laboratory safety measures.

Unit-IV

Evaluation in Life Sciences – Achievement test construction – Characteristics – types – objective based testing. Scientific Attitude-Aptitude tests – Interest inventory.

The Life Sciences teacher – Characteristics – professional – equipment training of teachers pre- service and in service-role of NCERT and allied agencies.

Unit-V

Collection, Preservation and display of Museum Specimen – maintenance of aquarium, terrarium, vivarium, use of incubator and so on.

Biology in the modern world – Biochemistry – Biophysics – Development Biology – Behaviour and Neuro Physiology – Population genetics and Evolution – Genetic Engineering – Ecology and Conservation – New medicine and Teaching of Biology – Environmental Education.

Practical Work

- 1) Museum collection: a) Preservation animals b) Collection of shells and feathers
- 2) Reporting of one's participation in science club activities.

Reference Books

- 1) B.S.C.S., Molecules to Man.
- 2) Das, R.C., Science Teaching in Schools, Sterling Publishers Pvt. Ltd., Bangalore.
- 3) Ganong, W.E., The teaching Bontanist.
- 4) Green, T.L., Teaching of Bilogy in Tropical Secondary School, Vol. X of the UNESCO Hand Book Oxford University Press, London.
- 5) Gratman & Suksin, Gene Action (Eastern Economic Edition) Heiss,et.al. Modern Science Teaching.
- 6) Hoff Arthur, G., Science Teaching.
- 7) Miller & Blaydes, Methods and Materials for Teaching Biological Science methods in Bilogy.
- 8) Morhai, et.al. A Source Book for the Biological Science.
- 9) Munzer and Brand, Teaching Science through Conversation.
- 10) Nair, C.P.S., Teaching of Science in our School, Chand & Co. Pvt. Ltd. New Delhi.
- 11) Narendra Vaidy, Science Teaching for the 21st Century, Deep and Deep Publication Pvt Ltd, New Delhi.
- 12) Ratho, T.N., Emerging Trens in Teaching of Biology, Kanishka Publishers, New Delhi, 1996.
- 13) Saunders, H.N., The teaching of General Science in Tropical Secondary Schools, Oxford University, London.
- 14) Sharma, R.C., Modern Science Teaching, Dhapat Rai Publishing Company Private Limited, New Delhi.
- 15) Uttamkumar Singh, Teaching of Science.
- 16) Yadav, M.S., Modern methods of Science Teaching in Secondary Schools, Anmol Publications Pvt Ltd, New Delhi.

Course Title: Teaching of Geography**Course Code: B.ED-306.2****Credits - 6****MM: 100 (External 70, Internal 30)****Pass mark: 28****OBJECTIVES:**

1. To develop an understanding of Geography as a subject
2. To acquire knowledge of approaches of arranging the subject content.
3. To develop an understanding of different types of learning resources.
4. To develop an understanding of the importance of organization of co-curricular activities in the teaching of geography.
5. To develop an understanding of different methods and techniques of teaching Geography.

UNIT I: GEOGRAPHY AS A SUBJECT

Epistemological framework (Evolution and major contributors) Nature, scope and importance of Geography

Aims of Teaching Geography

Geo-literacy: concept, need and ways to create awareness

UNIT II: ESSENTIALS OF TEACHING GEOGRAPHY & CURRICULUM CONSTRUCTION

Maxims of Teaching - Known to Unknown, Simple to Complex, Concrete to Abstract, Particular to General

Correlation with other School Subjects —History, Language, science, Mathematics
Approaches of curriculum construction: Concentric, Topical

UNIT III: LEARNING RESOURCES

Importance & uses: Maps, travelogues, globe, atlas, models, computer based online and offline resources in Geography teaching

Current events (importance and use)

Geography Club & Geography room (importance and organization) Characteristics of a Geography textbook

UNIT IV: INSTRUCTIONAL METHODS

'A' method, Regional method, Project method, Journey method, Field visit, Cooperative learning strategies: Gallery walk, Jigsaw method

Practical

Prepare a plan for a visit to Planetarium / museum / Nature Park. Visit the place and write a report of this visit. (10 Marks)

Choose any one from the following:

1. Illustrate the use of any two of the following in Geography teaching (5 Marks)
Of Cartoon, stamps, currency, newspapers, magazines, journals, documentaries, plays, films/serial/novels **OR**
2. Develop a lesson plan for(5 Marks)'A' method/ Galle **OR** Collect information about any current event/Disaster, analyze the acquired information and prepare a report. (5 Marks)

References:

1. Arora, K.L., BhugolShikshan, Teaching of Geography,
2. Gopsill G. H., The Teaching of Geography
3. Macnee E.A. The Teaching of Geography
4. N.C.E.R.T., Practical Geography
5. O.P Varma and E.G. Vedanayaga, Geography Teaching
6. R.P. Singh, Teaching of Geography
7. S.K. Kochhar, Methods and Techniques of Teaching
8. SalimBasha, Teaching of Geography
9. Sanjay Dutta and O.P Garg, Teaching of Geography
10. Shaida and Sharma, Teaching of Geograph,
11. Thralls Z.A., The Teaching of Geography
12. Walker James, Aspects of Geography Teaching in School

Websites:

<http://education.nationalgeographic.com/education/media/what-is-geoliteracy/>
<http://www.preservearticles.com/201105216954/aims-of-teaching-geography.html>
http://www.udel.edu/dssep/articles/marytaylor_article.htm
<http://serc.carleton.edu/introgeo/cooperative/index.html>
<http://www.jigsaw.org/> <http://www.facinghistory.org/resources/strategies/gallery-walk-teaching-strategy>
<http://www.publishyourarticles.net/knowledge-hub/geography/7-maxims-on-the-basis-of-which-geography-teaching-is-conducted.html>
https://en.wikipedia.org/wiki/Satellite_imagery
<http://wp.cedha.net/wp-content/uploads/2011/05/The-uses-of-satellite-imagery-Taillant-Picolotti.pdf>

Course Title: Teaching of Economics**Course Code: B.ED-306.3****Credits - 6****MM: 100 (External 70, Internal 30)****Pass mark: 28****Objectives****The student teacher**

1. Acquires the knowledge of methods of teaching Economics
2. Understands the principles, types, procedures and planning of teaching Economics at the higher secondary level.
 - a) applies the method of teaching to various aspects of Economics
 - b) develops the skill of Teaching Economics, organising economic experiences
 - c) Testing through various techniques
 - d) Using various graphic, other types of teaching aids for the class room.
 - e) Developing the professional competency of the teacher of economics.
3. Develops favourable attitude towards the changes in the teaching of Economics.

COURES CONTENT**Unit-I**

Meaning, scope and definitions of Economics – Economics in Education – Fields of Economics – Agriculture, Industry, marketing Banking and public Finance, Correlation of Economics with – Geography, Civics, history, Politics, mathematics and Statistics.

Aims of Teaching Economics – At different stages inculcating values of teaching economics, methods of inculcation of values through the study of economics.

Unit-II

Curriculum organization – Economics at different levels – Regional, State, national and international.

Economics – Trends in Curriculum Development of Assam Higher Secondary Stage-Importance of planning of Teaching.

Unit-III

Planning and Methods of Teaching of Economics.

Lecturer method – Descriptive method – Objective based method – Problem – solving methods

– Project method – Inductive and Deductive method – Case method. New Development of Methods of Teaching Economics.

Micro – Teaching – Workshop – Independent – study Assignments – Individualized Instruction – Teaching small Groups – Team – Teaching – Symposium – Seminar and Panel Discussion.

Unit-IV

Education Technology – in Economics – Programmed instruction – Types – Advantages – Disadvantages; CAI in Economics – Use of TV Radio and Films. Internet and its applications – Meaning – Working of Internet – e learning – World Wide Web – Teleconferencing – Satellite- EDUSAT.

Use of Graphic Materials – Picture-Character – Type –ables Diagram – Graphs, Posters, Display Board, industrial sources – Text Book – Periodicals – Journals – Reference Books Materials – Community Resources – Technical Documents – Surveys – Current Affairs.

Unit–V: Evaluation in Economics

Objective based evaluation – Different types of Tests – Diagnostic and Remedial methods – Examination Reform – internal and External Exam – Theory and Practical areas in Evaluation.

Professional growth of Teacher of Economics – Pre service-In service programme-Special Qualities required for the Teacher of Economics.

Practical Work

- 1) Budgeting economic expenses of your family.
- 2) A write-up on current economic policies.

Reference Books

- 1) Tonne, Popham and Freeman, Methods of Teaching Business Subjects, McGraw Hill, 1965.
- 2) Kochar, S.K., The Teaching of Social Studies, Sterling Publishers Pvt. Ltd., New Delhi, 1963.
- 3) Ebel and L. Robert, Measuring Educational Achievement, Prentice Hall International, Inc, USA, 1965.
- 4) Binning, A.C. and D.A. Binning, Teaching the Social Studies in Secondary Schools, McGraw Hill, New York.
- 5) Keith Lumsden, New Developments in the Teaching of Economics, Prentice Hall the Englewood, New jersey, 1967.

Course Title: Teaching of Music**Course Code: B.ED-306.4****Credits - 6****MM: 100 (External 70, Internal 30)****Pass mark: 28****OBJECTIVES:**

To enable the student teachers to:

1. Understand the importance, aims and objective of teaching of Music.
2. Provide to student teacher the knowledge of different methods and techniques of teaching music.
3. Develop understanding and awareness of the essentials of music
4. Develop competence and skills for teaching of music
5. Enable student teachers to organize competition and other practical activities
6. Develop interest of student teacher for music

CONTENT**UNIT-I**

1. A brief history of Indian music. Aims and objectives of music as a subject in the School curriculum, Importance of classical music. Suggestions for the popularization of classical music.
2. Knowledge of notation and Rhythm, voice culture and larynx, setting of music room (vocal and instrumental), effect of music on behavior, activity and fatigue.
3. Role of school and teacher in teaching of music. Qualities of a music teacher-gayak, vadak and vadyakar

UNIT-II

1. Behavioral objectives: Meaning and importance of behavioural objectives, steps for preparing behavioural objectives for teaching of music.
2. Curriculum: Meaning, importance and principles of designing a good curriculum of music.
3. Textbooks: Meaning and importance of textbooks in teaching of music. Qualities of a good textbook of music. Role of textbooks in teaching of music.

UNIT-III

1. Co-curricular Activities: Meaning and importance of co-curricular activities. Steps of organizing co-curricular activities.
Role and organization of the following in teaching of music. a) Field trips b) Music clubs c) Music Museums d) Music fairs e) Preparation of low-cost teaching aids

2. Audio-visual Aids: Meaning, importance and classification of audio-visual aids viz., a) Chalk-board b) Models and specimens c) Scrap-books d) Films e) Radio f) Television g) OHP and Compute
3. Methods of teaching Music: a) Lecture Method b) Discussion Method c) Problem-Solving Method d) Project Method e) Lecture-cum- Demonstration Method

UNIT-IV

1. Development of Teaching skills: Concept, components and preparation of any Micro-teaching lesson plans for developing the skill of : a) Questioning b) Reinforcement c) Explanation d) Stimulus variation e) Illustration with examples and visuals
2. Lesson planning: Meaning and importance of a lesson plan, unit plans and yearly plans
3. Step for preparing lesson plans through Herbartian and RCEM approaches for teaching of music. Advantages and limitations of these approaches.

UNIT-V

1. Evaluation: meaning, need and objectives of evaluation in music.
2. Formative and summative evaluation, salient features of the two.
3. Evaluation tools: a) Diagnostic testing and remedial teaching b) Oral tests c) Quizzes d) Objective type tests e) Essay type test

Note : Every student will be required to write one assignment on any one of the following topics or any other related topic not included in the concerned paper to be prepared within ten pages : a) Different parts of instruments - Tanpura/Sitar/Tabla b) Description of following Ragas-Malkauns, Bhairav/Bhairavi, Yaman and Bhupali c) Music and Folk music.

RECOMMENDED BOOKS

1. Awasthi, S.S.A., Critique of Hindustani Music and Music Education, Jalandhar : Adhunik Printer, 1964
2. Singh, Bharpur, Punjab School Education Board, Sahibjada Ajit Singh Nagar.
3. Bhatkanda, V.N., Karmik Pustak Malika Laxme Narayan Garg, Sangeet Karyalaya, Hathras
4. Nhatnagar, S., Teaching of Music, Shimla: Monika Prakashan, 1988.
5. Archer, W.G. : India and Modern Art, London, 1959.
6. Arnoson, H.H. : History of Modern Art, London, 1969.
7. Barr, A.H. : Masters of Modern Art, New York, 1954.
8. Brown Percy : Indian Painting, The heritage of India Series, M.C.A. Pub. House, Calcutta

Course Title: Teaching of Computer Science**Course Code: B.ED-306.5****Credits - 6****MM: 100 (External 70, Internal 30)****Objectives****The student teacher**

1. Acquires knowledge of the concepts, terms and procedures in the Content and Methodology of teaching Computer Science.
2. Understands the concepts terms and Procedure in the Content and Methodology of teaching Computer Science.
3. Applies the knowledge in actual class – room situation in teaching Computer Science.
4. Develops skill in various activities pertaining to teaching and learning.
5. Develops interest in knowing recent developments in the Content and Methodology of Teaching Computer Science.
6. Develops Scientific/Positive attitude towards teaching and learning.
7. Appreciates the contribution of the Subjects to the teaching and learning.

COURSE CONTENT**Unit–I**

The subject matter specified in standard IX to XII in computer Science syllabus by Higher Secondary Board of Tamil Nadu from time to time.

Aims and values of teaching Computer Science at Higher Secondary level – Practical, social disciplinary; and cultural values – the concept of futurology.

Unit–II

Need and importance of objective based instruction of Computer Science-

Taxonomical approach – instructional objectives and specifications – attainment of aims and values through of objectives.

Curriculum of Computer Science for Higher Secondary level, basis for curriculum construction Evaluation and Revision, the role of teacher. Text books – uses and Characteristics.

Unit–III

Methods and approaches of teaching Computer Science Lecture-

Demonstration – Lecture-Discussion. Analytic and Synthetic methods, Inductive-Deductive approaches grammatical example, structured facility and top down approaches.

Programmed learning – concepts and procedure-meaning – teaching modular approach – Tutorials – Quiz as techniques of teaching – Limitations of each.

Unit–IV

Characteristics of good teacher of computer Science-Micro teaching procedure developing Various skills needed for Computer Science.

Teaching of different subjects – languages, Mathematics, Science etc. Through CAI/CML.

Unit-V

Test construction principles – achievement test – construction – different test items – diagnosis of student difficulties and providing remedial instructional.

Internet and its applications – Meaning – Working of Internet – e learning – World Wide Web – Teleconferencing – Satellite-EDUSAT.

Practical Work

- 1) Preparation of instructional materials for teaching units.
- 2) Developing application software for teaching materials.

Reference Books

- 1) Ramanujam, V.P., Computer Education, Mital Publicatins, New Delhi.
- 2) Thiagarajan, R., Computer for Beginners, Sterling Publication, Delhi.
- 3) Jaganath, V.K., Future of Distance Learning Designing Inteactivity. Author Press, New Delhi (India).
- 4) Indira Madhular, Impact of Globalisation on Education Learning to live Together, Authors Press, Delhi.

Course Title: Teaching of Physical Science**Course Code: B.ED-306.6****Credits - 6****MM: 100 (External 70, Internal 30)****Pass mark: 28****Objectives****The student teacher**

- 1) Acquires knowledge of the concepts, terms, and procedures in the content and methodology of teaching Physics.
- 2) Understands the concepts, terms and procedures in the content and methodology of teaching Physics.
- 3) Applies the knowledge in actual classroom situation.
- 4) Develops skills in various activities pertaining to teaching and learning.
- 5) Develops interest in knowing recent development in the content and methodology teaching Physics.
- 6) Develops scientific/positive attitudes towards teaching and learning.
- 7) Appreciates the contribution of the subjects to the teaching and learning.

COURSE CONTENT**Unit-I**

Teaching of Physics through mother tongue: Need and importance – Significance of pronunciation – Use of appropriate technical terms – advantages.

Modern Technology in teaching of Physics through mother tongue: Use of appropriate and recent teaching aids – Web resources – Application of internet –

Research in teaching of Physics through mother tongue.

Unit-II

Higher Secondary Physics subject matter specified by Assam government from time to time respectively.

Aims and specific objectives of teaching physics at the Higher Secondary level

Taxonomical approach of teaching physics. Bloom's objective based instruction – Objective based lesson plan for higher secondary level.

Science curriculum at the higher secondary Level – Principles of selection – Different type of organization of subject matter – Curriculum improvement projects Aboard – PSSC, CHEM and study chemical bond approach

Unit-III

Instructional methods Lecture-project Assignment – Laboratory method – Discussion method. Lecture-cum – Demonstration method.

Micro teaching – concept – procedure and planning. Teaching skills – set Induction, Motivation, Introducing the lesson, use of black board, questioning, probing questions, students participations, reinforcement, using examples, and closure.

Unit-IV

Achievement test construction – Objective based test items, forms of question –

Construction – items, forms of question – Item analysis – Design and Blue print for a rest – Normal probability

Pedagogical analysis of Higher Secondary physics syllabus – Set induction – Presentation – Evaluation – Review – Assignment.

Unit-V

Planning for a science laboratory Structure and design allocation amenities –
Organization of laboratory – work – individual work and group work – Discipline in the
laboratory – accidents and first aids.

Instructional devices Hardware and software approaches.

Science teacher, characteristics – qualifications – professional development. Physics in
the modern world – Bio-Physics – Environmental Education.

Practical Work

- 1) Preparation of indents for laboratory – Chemical and apparatus
- 2) Study of the faculties available for teaching Science in any one school

Reference Books

- 1) Boulind, H.E., The teaching of Physics in Tropical Secondary School, Oxford University Press, London.
- 2) Hass, K.B. and H.K. Andraker, Preparation and Use of Visual Aids, New York.
- 3) Saunder, H.N., The Teaching of General Science in Tropical Secondary, School UNESCO, Services London.
- 4) VAidya, N., The Impact of Science Teaching, Oxford and IBH Pune, New Delhi.
- 5) Chaudhary, K. P. (1975). The Effective Teaching of History in India, New Delhi: NCERT
- 6) Burton, W. H. (1972). Principles of History Teaching, London: Methuen
- 7) Cox, J. & Urban, P. (1999). Quick Courses in Microsoft Office, New Delhi: Galgotia Publications
- 8) Jain, Satish. (1990). Introduction to Computer Science and Basic Programming, New Delhi: Prentice Hall of India
- 9) Saxena, S. (1998). A first Course in Computer, New Delhi: Vikas Publications
- 10) Sinha, P.K. (1990). Computer Fundamentals, New Delhi: BPB Publications
- 11) Tanenbaum, A.S. (1998). Computer Networks, New Delhi: Prentice-Hall of India
- 12) Intel (2003). Intel Innovation in Education, New Delhi: Student Work Book

Course Title: Teaching of political science**Course Code: B.ED-306.7****Credits - 6****MM: 100 (External 70, Internal 30)****Pass mark: 28****OBJECTIVES**

1. To enable the student teachers to construct and analyze critically the curriculum and textbooks of the teaching of Political Science at secondary stage.
2. To help the student teachers to understand the role of current events in teaching of Political Science.
3. To emphasize the role of Political Science in developing the national integration and international understanding.
4. To acquaint the student teachers with different techniques of evaluation.
5. To enable the pupil teachers to develop an understanding of aims and objectives of teaching of Political Science.
6. To provide knowledge of different methods of teaching Political Science.
7. To acquaint the student teachers with different audio-visual aids and latest information technologies

COURSE CONTENT**UNIT-I**

- (a) Curriculum Organization:- Principles of Curriculum construction; methods of organizing material in Political Science: concentric, topical, unit and chronological approach.
- (b) Critical study of existing curriculum of Political Science at Secondary level.
- (c) Political Science Teacher- Qualities and Role in changing times
- (d) Devices of Teaching Political Science:- Assignments, Questioning, Illustration, Exposition, Narration and Description.
- (e) Need and Importance of Political Science Room.

UNIT-II

- (a) Utilizing current events and community resource in teaching of Political science.
- (b) Role of Teaching of Political Science in developing National Integration and Internationalism.
- (c) Evaluation in Political Science:- Modern Concept, Importance and types; preparing Blue Prints writing objectives based test items.
- (d) Political Participation, Political socialization.
- (e) Election Commission and Electoral Reforms.

UNIT-III

- (a) Curriculum Organization:- Principles of Curriculum construction; methods of organizing material in Political Science: concentric, topical, unit and chronological approach.
- (b) Critical study of existing curriculum of Political Science at Secondary level.
- (c) Political Science Teacher- Qualities and Role in changing times

UNIT-IV

- (a) Devices of Teaching Political Science: - Assignments, Questioning, Illustration, Exposition, Narration and Description.
- (b) Need and Importance of Political Science Room.

UNIT-V

- (a) Utilizing current events and community resource in teaching of Political science.
- (b) Role of Teaching of Political Science in developing National Integration and Internationalism.
- (c) Evaluation in Political Science: - Modern Concept, Importance and types; preparing Blue Prints writing objectives based test items.
- (d) Political Participation, Political socialization.
- (e) Election Commission and Electoral Reforms.

INTERNAL PRACTICAL

- Critical evaluation of Text Book of Political Science at School level.
- Preparation of blue print & write objective based test items.

BOOKS RECOMMENDED:

1. Aggarwal, J.C. Teaching of Political Science and Civics. New Delhi: Vikas Publication.
2. Chopra, J.K. (2005). Teaching of Political Science. Commonwealth Publishers, New Delhi, 2005.
3. Faria, B.L., Indian Political System.
4. Kashyap, Subash, Indian Constitutions.
5. Preston, R.C., Teaching of World Understanding.
6. Preston, Ralph C. (1959). Teaching Social Studies in the Elementary School. New York: Rinehart and Company.
7. Sahu, B.K. (2007). Teaching of Social Studies. New Delhi; Kalyani Publishers.
8. Shaida, B.D. (1962). Teaching of Political Science. Jalandhar: Panjab Kitab Ghar, 1962
9. Singh, Gurmit (2008). ;wkie nfXn?B dk nfXnkgB (Samajik Adhain da Adhiapan). Ludhiana: Chetna Parkashan.
10. Singh, R.L., Teaching of History of Civics.
11. Syed, M.H. (2004). Modern Teaching of Civics/Political Science. New Delhi: Anmol Publications Pvt. Ltd.

Course Title: Teaching of History**Course Code: B.ED-306.8****Credits - 6****MM: 100 (External 70, Internal 30)****Pass mark: 28****Objectives****The student teacher**

1. Acquires knowledge of the concepts, terms, and curricular approaches related to history.
2. Understands the concepts, terms and procedures in the content and methodology of teaching history.
3. Applies the knowledge of history in actual life situation.
4. develops skills in pertaining and using of various types of teaching aids
5. Develops interest in writing articles our Historical aspects.
6. Develops healthy social attitude in practicing the spirit of noble ideas.
7. Appreciates the contribution of Indians to world peace.

COURSE CONTENT**Unit-I: Introduction**

Meaning and nature of History as a subject Importance and objectives of History Place of History in school curriculum

Correlation within the subject and other subjects

Subject matter specified in the History syllabus for standard IX – XII Prescribed by the SEBA/NCERT from time to time. Unit – 1 History as a subject

Unit-II: Nature and Development of History and its Features and Dimensions

The meaning and scope of History – History of History – Different Conceptions of History – Biographical conception – History as the record of the past –Evolutionary conception – Implications of various conceptions of History to teachers – is History an art or science?

Dimensions of History – Continuity Development – Time and Place- Geographical Foundations of History – Chronological divisions of History.

Unit-III: Goals of Teaching – History and Teaching Skills

The need and importance of teaching History – Aims and objectives – general and specific– Values – practical, Intellectual, Social, Moral and Cultural.

Instructional objectives and specifications – Specimen Lesson Plan. Lesson plan discussion.

Set induction, motivation, introducing a lesson, explaining, questioning, use of black board, reinforcement, stimulus Variation, and closure.

Teaching – Learning Strategies in History: Lecture, oral method, storytelling, dramatization, source method, problem, project and unit methods.

Approaches – Dalton plan, the inductive approach, the deductive approach and team teaching. Individualized instruction – Programmed learning, Computer assisted instruction. Internet and its applications – Meaning – Working of Internet – e learning – World Wide Web – Teleconferencing – Satellite – EDUSAT.

Unit-IV**The History Curriculum**

Content, principles of selection: Individual, Social and National needs. The claims of local history, national history and world history.

Theories influencing the selection of materials

Doctrine of natural taste and interests – Cultural epoch theory – Proceeding from wear to remote-the Psychological development of the child with the demands of the subject.

A Critical study of Higher Secondary School History syllabus.

Unit-V: Learning Resources and equipments

Organization of materials – Plans – The Chronological and periodical – The concentric and spiral

– The unit and the topical – The regressive plan. Correlation with Other Disciplines

Correlation of history with Civics – Geography – Literature-Economics.

Textbooks, library, museum, Historical Fictions and pupils records – Audio – visual aids – Mass media – History club and its activities.

Teaching of current events – The History Teacher – Evaluation in History.

Practical Work

Creative write-up of two pages on a current problem. “Analysis of two Higher Secondary Examination questions papers”.

Reference Books

- 1) Bining, A.C. & D.H. Bining, Teaching the Social Studies in Secondary Schools, McGraw Hill, New York.
- 2) Burston, W.H., Principles of History Teaching 1963, Methuen & Col Ltd. London.
- 3) Chaudhary, L.P., The effective teaching of History in India, NCERT, 1975, New Delhi.
- 4) Chaudhary, Audio Visual Aids in Teaching of Indian History, Atmaram & Sons, 1954.
- 5) Pindlay, I.J., History and Its Place in Education, University of London, Press, 1923.
- 6) Pindlay, I.J., Teaching of History, Oxford University Press, Mumbai, 1961.
- 7) Ghose, K.D., Creative Teaching of History, Oxford University press, Mumbai, 1961.
- 8) Heplod, F.C., The Study of History in Schools as a Training in the Art of Thought. London Historical Association Leaflet, No. 69, Christopher, 1927.
- 9) Sluck, E.L., The Teaching of History, Cambridge University Press, London.
- 10) Henry Johnson, Teaching of History in Elementary and Secondary School, MacMillan, New York.
- 11) Hill, C.P., Suggestions on the Teaching of History, UNESCO, 1953.
- 12) Incorporated Association of Assistant Masters, The Teaching of History, Oxford University Press, 1950, London.
- 13) Klapper, C.P., The Teaching of History, Oxford University Press, 1917, London.
- 14) Kochar, S.K., Teaching of History, Sterling Publishers, New Delhi.
- 15) Keeting, M.W., Studies in the Teaching of History Black, 1910, London.
- 16) Klapper, P., The Teaching of History, D. Appleton Century Company, London & New York.

- 17) N.C.E.R.T., Teaching History in Secondary Schools NCERT, New Delhi.
- 18) UNESCO, Education for International Understanding UNESCO.

Course Title: Teaching of Social Studies**Course Code: B.ED-306.9****Credits - 6****MM: 100 (External 70, Internal 30)****Pass mark: 28****Objectives****The Student teacher**

1. Acquires knowledge of the concepts, terms, curriculum approaches at various stages
2. Teaching and learning strategies, and valuation procedures pertaining to social science.
3. Understands the concepts, terms and procedures in the content and methodology of teaching Social Science.
4. Applies the knowledge of social science in actual class room situations.
5. Develops skill in training and using various types of maps and other appliances.
6. Develops interest in knowing the current trends in socio, economic and political spheres.
7. Develops a political attitude towards the cultural heritage of own ancient land.
8. Appreciates the cultural contributions of various dynasties.

COURSE CONTENT**Unit-I**

Subject matter specified in the syllabus of Social Science for VI to X Std prescribed by the Assam Government from time to time.

Introduction – Meaning – Scope-Social Science and Social Studies – Difference between the Natural Science, Social Science and Humanities – Need and importance of Social Science in the modern age-The place of History – Geography – Civics.

Unit-II

Aims, Objectives – Meaning – Differences – General and Specific aims in the various stages – Instructional objectives – Objectives based teaching – Lesson planning – Need and importance- Principles – Preparation of Lesson Plan – Values – Information – Educational – Ethical – Cultural – Disciplinary.

Correlation – The incidental – Systematic correlation – The relationship – Political Science- Literature-Economics – Sciences.

Unit-III

Methods of Teaching – Traditional – Text – book – Lecture-Dramatisation – Story telling – Inductive-Drill and Review – Modern Methods – Problem Solving Project method – Laboratory Supervised study – Source method – Dalton Plan.

Innovative approaches – Seminar – Symposium – Discussion – Panel discussion – Workshop – Team Teaching.

Teaching Skills – Micro teaching – Importance-Micro cycle-Skill development. Curriculum – The need for choice of materials – Detailed study of the Secondary School Social syllabus – Curriculum content graded Social Science-the claims of History – Geography – Civics – A Critical study of the Secondary School Social Science syllabus.

Unit-IV

Gradation – Division of school Course–Primary – Secondary stages – Theories influencing the selection of Social Science Materials.

Individualized Instructions – Programmed Learning (PL) – Computer Assisted Instruction (CAI) Internet and its applications – Meaning – Working of Internet – e learning – World Wide Web – Teleconferencing – Satellite-EDUSAT

Unit-V

Use of media – Audio – Visual aids – Multimedia approach – Map – Need and importance kinds of map – Developing skill in map reading – Map drawing – map spelling – Function.

Equipment, Resources and Evaluation – Text book – Collateral reading – Utilisation of community resources – The Social Science teacher – Field trip and educational tour – The Current events – Library and Reference Books – Evaluation and testing – Achievement Test – Characteristics of a good test – Construction of a Achievement Test – Interpretation of Test Scores.

Practical Work

- 1) A creative write up for developing National Integration.
- 2) Reporting of Current events.

Reference Books

- 1) Beales, A.C.F.A., Guide to the Teaching of History in Schools.
- 2) Binning and Binning, Teaching of Social Studies in Secondary Schools.
- 3) Brauit, E.W.II and D. Shave, Geography in and out of School.
- 4) Brick, G.D.J., An Experiment in Teaching of Geography.
- 5) Chaterjee, National Atlas of India, Dehra Dun Survey of Indian Atlas.
- 6) Copsil, G.H., Teaching of Geography.
- 7) Findly Johnson, The Dramatic Method of Teaching.
- 8) Ghat, D., Teaching of History.
- 9) Ghose, K.D., Creative Approach of History.
- 10) Hasluch, E.L., The Teaching of History.
- 11) Hill, C.P., Suggestions for the teaching history UNESCO.
- 12) Aggarwal, J.C., Teaching of Political Science, Vikas Publishing House Pvt. Ltd., 5, Ansari Road, New Delhi.
- 13) Kochar, S.K., Teaching of Social Science.
- 14) NCERT, Practical Geography – A Text Book for Secondary Schools. Pickles, Elementary Map Reading.
- 15) Sharama, S.D., T.P Lamba, C.R Saxeno and V. Murthy, Teaching of Civics, Nai Sarak, Delhi, 1988.
- 16) Saiyidin, K.G., Education for International Understanding, Hind Kitbs, Bombay, 1948.
- 17) Subha Prakash, The Modern Approach to History.
- 18) UNESCO, Role of UNESCO in Education.
- 19)

COURSES IN SEMESTER IV

PROPOSED COURSE STRUCTURE

Courses in Semester IV

Course no	Name	Duration/venue	Max. mark	Internal mark	External mark	Documental requirement
401	Preparation for school experience programme	In the TEI	100	30	70	Record of microteaching Teaching aids Record of lessons/reports
402	Initiatory school experience	2 weeks in school	50	15	35	Report on school experience
403	Developing the research competencies	During internship	50	15	35	Separate reports of Psychological testing Case study Action research
404	Internship (Optional subject I)	Two months in school	150	45	105	Record of lesson plans
405	Internship (Optional subject I)		150	45	105	Record of lesson plans

Semester IV

The fourth semester of the B.Ed. programme is solely dedicated for school related activities so as to enable the prospective teachers well acquainted with the routine functioning of a school and to develop them as competent teachers who can meet and support for the overall development of individual children.

There would be five papers in this semester with varying mark distributions. The first three papers, (Course code 401, 402 & 403) are incorporated with the intention to develop the student teacher competent enough to take up the responsibility of a regular teacher. The next two papers, (Course code 404 & 405), which constitute the internship are incorporated to provide the student teachers with hands-on experience in a real school context where they are not supposed to deliver only the prescribed number of lesson plans but are expected to participate in all the school activities that are being dealt by a regular teacher.

Course no	Name	Duration/venue	Max. mark	Internal mark	External mark	Documental requirement
401	Preparation for school experience programme	In the TEI	100	30	70	Record of microteaching Teaching aids Record of lessons/reports
402	Initiatory school experience	2 weeks in school	50	15	35	Report on school experience
403	Developing the research competencies	During internship	50	15	35	Separate reports of Psychological testing Case study Action research
404	Internship (Optional subject I)	Two months in school	150	45	105	Record of lesson plans
405	Internship (Optional subject I)		150	45	105	Record of lesson plans

Course Code: 401**Name: Preparation for school experience programme**

Marks: 100 (external mark: 70, internal mark: 30). Pass mark: 50% in aggregate

Part I: Micro-teaching (30 marks)

The student teachers, by this time, should be familiar with the concept of microteaching. In this paper, the student teachers should practice the individual skills with the help of microteaching lessons. There should be ample scope for providing feedback to the student teachers regarding the skill acquisition and for this, the concerned teacher educator should prepare observation schedule by incorporating the appropriate components of each skill. A minimum of 4 skills to be practiced through micro teaching and the student teachers should prepare lesson plans for each micro teaching session and should keep it in a record after the approval of the concerned teacher. Later, the student teacher should do a link practice, in which, at least there should be provision for linking 3 skills which he/she had practiced in the skill development sessions. There should be a minimum of 2 link practice sessions for each student teacher and they should prepare lesson plans for each link practice sessions and should keep it in a record after the approval of the concerned teacher. The teacher educator should develop evaluation criteria for providing feed back to the student teachers based on the components of each skill. A single record book should be maintained by each student teacher and the micro lesson plans followed by the link practice lesson plans should be incorporated in it. The record should be produced for external evaluation.

Part II: Developing teaching aids (20 marks)

It has been observed that in many teacher education institutions across the nation, the concept teaching aid is merely translated in to the preparation of charts. In this session, the teacher educator should sensitize the student teachers about the variety of teaching aids with a special stress on improvised aids. The teacher educator should provide an outline about the various elements to be considered while developing a meaningful and apt teaching aid for the children. Creativity of student teachers should be fostered so as to enable them to make divergent teaching aids which can create interest among the students whom they are about to teach. Teacher educator should take initiative to teach the student teachers about the fundamentals of preparing a good chart (outlines, colour combination, font size, labelling, etc.). Help of experts may be sought if necessary. It is advised that this task should be done from the colleges itself so as to prevent student teachers from taking paid services for aid preparation. At least 5 aids should be prepared during pre-internship and should be kept for the final external evaluation after certifying its originality by the concerned teacher educator.

Part III: Development of teaching competency (50 marks)

This session is solely dedicated to sensitize and to provide training to the student teachers about the real teaching task, so as to develop their teaching competency and to eliminate any fear or anxiety about teaching in a class room. The lesson plan format should be taught to student teachers. Activity-response type lesson plans are preferred over the traditional one.

Initially, the teacher educator should provide one or two demonstration lesson to the student teachers. The teacher educator can even seek help from any regular school teachers for this purpose. Then the student teachers should develop at least two lesson plans through group discussion. Both the demonstration lesson plan and the discussion lesson plans should be recorded.

This practice should follow by the development of a set of criteria by which real class room teaching can be observed. The teacher educator should help the student teachers to evaluate the lesson delivery with these criteria. With these criteria, allot the student teachers to different school (or different classes in same school) where student teachers have to observe at least two lessons delivered by school teachers in his/her concerned subjects. The lesson should be evaluated with the criteria and a report should be made.

By this time the student teachers must have basic understanding and confidence in teaching. Now allow them to prepare at least 6 lesson plans on their concerned subjects and let them deliver classes to their peer group including the concerned course teacher. The peer group members should act as school children. After the lesson delivery, there should be a constructive criticism about all the aspects/skill of his/her teaching with an aim to improve his/her performance. The student teacher who had delivered the lesson should note down the criticism along with his/her lesson plan. The teacher educator should take care that the criticism should be constructive and not humiliate the individual.

Each student teacher should maintain a separate single record for part III, which should include demonstration lesson plan, discussion lesson plans, report of observed lessons and the criticism lesson plans with the critical comments made by the peer group. The record should be produced during external evaluation.

Course Code: 402

Name: **Initiatory school experience**

Marks: 50 (external mark: 35, internal mark: 15). Pass mark: 50% in aggregate

Here the student teacher is supposed to attach with any of the participating school. The student teachers during this shorter period (two weeks) supposed to be in the school and should be under constant supervision by the concerned teacher educator and a school teacher. This shorter period is to provide them adequate exposure to have a 'feel' of dealing with

teaching learning. During their stay in the school, they have to act as an ‘apprentice’ and try to understand the routine functioning of a school. The student teachers, during this period are supposed to observe the classroom teaching of different regular teachers, participate in school activities, develop basic idea about organisation and functioning of various laboratories and library in the school, participate as spectators and understand the nature of staff meetings, PTA meetings and any other meetings. It is highly advised that the student teachers should interact with the school teachers and the students regarding the academics so that they are able to have a better understanding about the current school education after this initiatory school experience, there should be opportunity to student- teachers to share, discuss, reflect and clarify their experiences with peers and their concerned teacher educators.

A report of the entire episode certified by the concerned teacher educator should be maintained by each student teacher and to be submitted for external evaluation.

Course Code: 403

Name: **Developing the research competencies**

Marks: 50 (external mark: 35, internal mark: 15). Pass mark: 50% in aggregate

The aim of this course is to develop the ability of student teachers in conducting small research activities which would become beneficial for the betterment of school education. The theoretical orientation about all the parts of this paper should be provided well in advance in the semester and the student teachers are supposed to practice each of these component during their internship programme.

Part I Psychological testing (Marks 20)

The student teacher should be aware about the fundamentals of psychological tools and techniques that can be used in a classroom for better understanding of the situation and the students. The teacher educator should teach the student teachers about the test implementation, scoring, and the interpretation of result well in advance. Each student teacher is supposed to conduct at least one psychological test on their students during internship. The teacher educator is supposed to choose and provide the tests to the student teachers with a provision to choose among from a list keeping in mind the tests selected for the purpose are not violating the ethical and legal concerns of psychological testing on humans and is not affect the respondents negatively under any circumstances. Tests of creativity, intelligence, achievement, aptitude, personality, achievement motivation, educational aspiration, emotional intelligence, learning style etc. can be considered for the purpose.

Each student teacher should maintain a record of the test implemented which should contain a brief introduction, review of literature, objective, tool used, sample, analysis, interpretation

and result. (Most of the information related to introduction, review, scoring etc. would be available along with the tool's manual itself). The record should be submitted for external evaluation.

Part II: Case study (Marks 15)

During internship each student teacher should carry out a case study about any one child. During internship the case may be identified and towards the end of internship, the study may be conducted. The teacher educator should make sure that the identification of the case is done properly and that the student teacher is not picking a normal child and making him/her as a case.

Each student teacher should maintain a report of the case study with a clear introduction, reason for selection, means of data collection, interpretation and possible remedial measures provided, which should be duly certified by the concerned teacher educator. A final report of case study should be submitted for external evaluation

Part III: Action research (Marks 15)

Each student teacher should conduct an action research during internship in any one class where she/he is taking class. The steps of action research should be adhered and the report should be prepared and submitted for the final external evaluation.

Course Code: 404 & 405

Name: **School internship**

Marks: Subject I (404): 150 (external mark: 105, internal mark: 45). Pass mark: 50% in aggregate

Subject II (405): 150 (external mark: 105, internal mark: 45). Pass mark: 50% in aggregate

The last two months of the semester should be dedicated for school internship. Here the student teachers are required to deliver 30 lessons (30 lesson plans) from each of their optional subjects (Optional subject I & II) to the classes to which they are allotted. Before the initiation of internship, each student teacher should prepare at least 5 lesson plans from each optional subject and the required teaching aids for those lessons and should get it certified by the concerned teacher educator. After the first week, all the student teachers should come back to their concerned colleges and should reflect on their experiences and share it with their teacher educators. The same should be done after the completion of first month of internship.

Internship programme should not be restricted as mere delivery of the lesson plans. It should be more realistic and the student teacher should assume all the responsibilities of a regular teacher. He/she should participate in various activities of the school and take responsibilities

with the permission from the head of the respective schools. It is advisable to have a cooperating teacher from each school, who can overview the performance of student teachers in the absence of teacher educators. All the student teachers should conduct at least one achievement test for each optional subject after preparing blue print, distributing weightage, developing test items and its scoring key.

Each student teacher should maintain two separate records (optional subject I & II) for internship programme and should be presented for external evaluation. The record should also contain the proof of achievement tests conducted by the student teachers.

Evaluation Criteria

The performance of the student teachers would be continuously evaluated by the concerned course teacher internally and the internal marks for each paper should be provided. The practice teaching would be evaluated by the external examiner which would be followed by viva, verification of aids, records & reports and any other means to check the student teachers' progress that may find suitable by the external examiner.

The internal marks for all the papers would be supplied by the concerned teacher/authority solely and is to be sent to the controller of examination, Assam University confidentially before the external examination. During the external examination, only the external examiner would provide the marks to the student teachers based on their performance and where no interference from the internal examiner is allowed. The mark allotted by the external examiner is deemed to be fully confidential and would directly be handed over to the controller of examination, Assam University. Under no circumstances, the external should reveal the marks to anyone other than the COE, AUS. If required, the office of controller of examination would moderate both internal and external marks with the help of the moderation committee constituted in consultation with Chairman, BUGS, AUS.

OUR FLOWER GARDEN : 2021



OUR NEW BUILDING

