

# Curriculum of Two-Year B. Ed Programme - 2015



Recommended by the Board of Studies in Education,  
Dibrugarh University in its meeting held on 23<sup>rd</sup> July 2015

Department of Education  
Dibrugarh University  
2015



# **CURRICULUM OF TWO-YEAR B.ED PROGRAMME –2015 DIBRUGARH UNIVERSITY**

## **R U L E S A N D R E G U L A T I O N S**

### **GENERAL OBJECTIVES:**

The curriculum is designed to achieve the following general objectives of the B. Ed programme. The student-teacher shall -

- (i) understand the central concepts, tools of inquiry, the structures of the disciplines and create learning experiences that make these aspects of subject matter meaningful.
- (ii) understand how children learn and develop, how they differ in their approaches to learning and creates learning opportunities that are adapted to diverse learners and learning contexts.
- (iii) plan learning experiences that are based on learner's existing proficiency, interests, experiences including misconceptions and errors; and an understanding of how students come to view, develop and make sense of subject matter contained in the learning experiences.
- (iv) use knowledge of effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
- (v) understand and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.
- (vi) develop self identity as teacher through school based experiences and reflective practices that continually evaluate the effects of his / her choices and actions.

### **DEFINITIONS OF THE IMPORTANT TERMS:**

- (i) Programme: The term 'programme' is used to mean the whole learning experience or combination of courses in a particular field of study.
- (ii) Course: Programme is divided into a number of courses. A course may be considered as a paper in conventional education system.
- (iii) Academic Year: An academic year means a period of twelve months consisting of two semesters.

- (iv) Semester: The word "semester" is used to mean a half-yearly term or term of studies including examinations, vacations and semester breaks.
- (v) In-semester: The word "in-semester" is used to refer to the continuous evaluation within the half-yearly term.
- (vi) End-semester: The word "end-semester" is used to refer to the terminal processes of examinations and evaluations at the end but within the half-yearly term.
- (vii) Internal Examiner: The term 'Internal Examiner' refers to an examiner from the concerned institution appointed by the Head of the Institute from the panel approved by the Dibrugarh University.
- (viii) External Examiner: The term 'External Examiner' refers to an examiner from outside the concerned institute and appointed by the Controller of Examinations, Dibrugarh University from the panel approved by the University.

## ADMISSION:

- A. Eligibility:** Eligibility criteria for admission to the Two-year B. Ed Programme of Dibrugarh University shall be as follows :
  - (a) Candidates with at least 50% marks (in Aggregate)\*, either in the Bachelor's degree and/or in the Master's degree in Sciences/Social Sciences/Humanities/Commerce; OR Bachelor's in Engineering/Technology of Dibrugarh University, or any other University recognised by Dibrugarh University with specialization in Science and Mathematics with at least 55% marks or any other qualification equivalent thereto, are eligible for admission in to the programme.  
\*A candidate securing 50% marks or more in the Honours / Major subject but less than 50% marks in aggregate in all the courses/papers of the Bachelor's degree will not be eligible for admission to the B. Ed Programme, as the requirement is 50% marks in aggregate.
  - (b) Candidates must clear the B. Ed Common Entrance Test (B. Ed CET) conducted by the University **for that academic session.**
- B. Relaxation:** Relaxation of 5% of marks in the qualifying examination may be granted to the following candidates:
  - (a) Candidates belonging to the SC/ST/OBC/MOBC/PWD categories
  - (b) Teacher candidates with minimum of five years teaching experience in a school recognized up to 10<sup>th</sup> standard by the Board of Secondary Education, Assam.
  - (c) A candidate can avail the benefit of relaxation of marks only in any one of the above categories.
- C. Reservation:**

- (a) 85% of the total number of seats shall be reserved for the students who have passed the qualifying Bachelor's degree / Master's degree examination from the institutions affiliated to Dibrugarh University.
- (b) There will be statutory reservation under various categories, as follows:
- SC - 7%
  - ST (P) - 10%
  - ST (H) - 5%
  - OBC/MOBC - 15%
  - Physically challenged\* - 3%

*\* Candidates who are very negligibly disabled by visual deficiency and the like **shall not be eligible for consideration under this reserved category.***

#### **D. Selection Criteria:**

Selection for admission to the B.Ed. Programme in any institution affiliated to / permitted by Dibrugarh University will be based on the following:

- (a) The B. Ed CET to be conducted centrally, which shall carry a maximum of 70 marks.
- (b) The career performance will carry a maximum of 30 marks. 10% of the percentage of marks secured in H.S.L.C., H.S., Bachelor's Degree /or Master's Degree Examinations shall be considered as career performance in each examination. *For example : If a student gets 53% in the Bachelor's Degree Examination (Aggregate), his/her career performance marks in that examination shall be 5.3.*

**NOTE: The candidates, who clear the B. Ed CET, shall have to apply for admission to the institution of their choice. The concerned institutions will select the candidates for admission on the basis of their marks on the B. Ed CET and Career Performance.**

#### **E. Other Conditions:**

- (a) A teacher-student shall not enrol himself/herself as a student for a regular Programme in Dibrugarh University or any other University/Institute. He/ She shall cease to be a B. Ed student if he/she violates this condition.
- (b) He/ She shall not do any other job during the regular teaching hours.

#### **F. Teachers on Deputation:**

The conditions given in Clause(s) A to D are not mandatory in case of candidates deputed by the State Government/Dibrugarh University to Secondary Teacher Education Institutions. **The deputed teachers shall be admitted only in the specified institutions as given in Govt./University notification.**

**DURATION:**

(i) The duration of the B. Ed Programme shall be two years spread over 4 (four) semesters, as follows:

- Semester I & III (Odd Semesters): 1<sup>st</sup> July – 31<sup>st</sup> December
- Semester II & IV (Even Semesters) : 1<sup>st</sup> January – 30<sup>th</sup> June

(ii) Total number of minimum working days per semester shall be as shown in **Table - I:**

**TABLE - I: MINIMUM WORKING DAYS PER SEMESTER:**

Particulars	Days
No. of days earmarked for Admission	10 days.
No. of Instructional Days :	
(a) No. of days for Theory Courses	50 days (300 hours)
(b) No. of days for Practicum Courses	40 days (240 hours)
No. of days for Examination	20 days

**COURSE STRUCTURE OF THE B. ED PROGRAMME:**

The Course Structure of the B. Ed Programme under DU shall be as follows:

(A) **General Structure** : The general structure of the B. Ed Programme is shown in **Table - II:**

**TABLE - II: GENERAL STRUCTURE OF THE B. ED PROGRAMME:**

Semester → Course ↓		Semester - I	Semester - II	Semester - III	Semester - IV	Total Marks
Theory	Core Courses	BED 10100 BED 10200 BED 10300 (100 X 3=300)	BED 20100 BED 20200 (100 X 2=200)	BED 30100 BED 30201 BED 30202 (100 +50+50=200)		700
	Pedagogical Content Knowledge Courses - I & II		BED 20300 BED 20400 (50X2=100)	BED 30300 BED 30400 (50X2=100)		200
Practicum	School & Community-based Experiences	BED 10400 BED 10500 (50x2=100)	BED 20500 BED 20600 (50x2=100)	BED 30500 (100x1=100)	BED 40100 BED 40200 (50x2=100)	400
	Internship in Teaching	--			BED 40301 (100x1=100) BED 40302 (200x1=200)	300
<b>TOTAL MARKS</b>		<b>400</b>	<b>400</b>	<b>400</b>	<b>400</b>	<b>1600</b>

(B) **Course Structure:** The distribution of the Courses in the four Semesters of the B. Ed Programme is shown in **Table – III:**

**TABLE - III: COURSE STRUCTURE OF THE B. ED PROGRAMME**

**SEMESTER – I**

<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>MARKS</b>
<b>THEORY:</b>		
BED 10100	Foundations of Education	100
BED 10200	Learner and Development	100
BED 10300	Learning and Teaching	100
<b>BED 10400 PRACTICUM: I Communication Skill</b>		
BED 10401	ICT Skill Development	50
BED 10402	Language Proficiency	50

**SEMESTER - II**

<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>MARKS</b>
<b>THEORY:</b>		
BED 20100	Contemporary India and Education	100
BED 20200	Assessment and Evaluation	100
BED 20300	Pedagogical Content Knowledge-I (Any one of the following)	50
BED 20301	Teaching of Assamese - I	
BED 20302	Teaching of English - I	
BED 20303	Teaching of Mathematics - I	
BED 20304	Teaching of Sanskrit – I	
BED 20400	Pedagogical Content Knowledge - II (Any one of the following)	50
BED 20401	Teaching of General Science - I	
BED 20402	Teaching of Geography - I	
BED 20403	Teaching of Social Science - I	
BED 20404	Teaching of History – I	
BED 20405	Teaching of Music-I	
BED 20406	Teaching of Fine Art-I	
<b>BED 20500: PRACTICUM—II: Holistic Education</b>		
BED 20501	Physical and Yoga Education	50
BED 20502	Art in Education and Work Experience	50

**SEMESTER - III**

<b>COURSE CODE</b>	<b>COURSE TITLE</b>	<b>MARKS</b>
<b>THEORY:</b>		
BED 30100	School Organization and Management	100
BED 30200	Inclusive Education	
BED 30201	Gender, School and Society	50
BED 30202	Creating an Inclusive School	50

BED 30300	Pedagogical Content Knowledge-I ( <i>Corresponding to the course chosen in Semester-II</i> )	50
BED 30301	Teaching of Assamese - II	
BED 30302	Teaching of English - II	
BED 30303	Teaching of Mathematics - II	
BED 30304	Teaching of Sanskrit – II	
BED 30400	Pedagogical Content Knowledge - II ( <i>Corresponding to the course chosen in Semester-II</i> )	50
BED 30401	Teaching of General Science - II	
BED 30402	Teaching of Geography - II	
BED 30403	Teaching of Social Science - II	
BED 30404	Teaching of History – II	
BED 30405	Teaching of Music-II	
BED 30406	Teaching of Fine Art-II	
<b>BED 30500: PRACTICUM—III: School Based Experiences</b>		
BED 30500	Content Based Activities, Micro Teaching and Question Paper Setting	100

### SEMESTER – IV

COURSE CODE	COURSE TITLE	MARKS
<b>BED 40100: PRACTICUM—IV: Teacher Development</b>		
BED 40101	Understanding Self	50
BED 40102	Action Research	50
<b>BED 40200: PRACTICUM—V Internship in Teaching</b>		
BED 40201	Teacher in School and Community	100
BED 40202	Teaching Practice	200

#### CURRICULUM TRANSACTION:

- (I) **Medium of Instruction:** The curriculum shall be transacted in **English and/or Assamese**. However, the question papers shall be designed in English only. The students shall have to answer either in English or Assamese.
- (II) **Working Hours / Instructional Hours:** Every College / Institute is expected to work for 6 (six) hours in a six-day working week and 8 (eight) hours in case of five-day working week. **Any deviation from this rule may lead to the de-affiliation and cancellation of recognition by the University.**
- (III) **Attendance:**

#### Theory Courses:

- A teacher-student who has less than **85% attendance** in the Theory Courses **shall not be permitted to sit for the End-Semester examination** in the Course in which the shortfall exists:

- Provided that it shall be open to the University to grant exemption to a teacher -student (*who has attended a minimum of 75% classes but failed to obtain the prescribed 85% attendance for valid reasons*), on recommendation of the Principal/Head of the Department **on payment of a prescribed fee(s)**.

Practicum:

- 85% attendance is compulsory for the Practicum courses other than Internship. For internship minimum percentage of attendance is 90.

**(IV) Core courses and Pedagogical Content Knowledge :**

- a) All Core Courses are compulsory for each teacher-student.
- b) Every teacher-student is to select two Courses on Pedagogical Content Knowledge - I & II (Course Code BED 20300 & BED 20400) one each from the two groups of Courses. The students are to choose the corresponding courses on Pedagogical Content Knowledge in Semester-III (Course Code BED 30300 and BED 30400).
- c) Selection of the Pedagogical Content Knowledge – I shall be based on the subject the teacher-student has studied in Degree programme. Selection of Pedagogical Content Knowledge –II shall be based on the subject that the teacher-student has studied in Degree course or at Higher Secondary level.

**(V) Internship:**

Each student shall be assigned to a school for the entire period of Semester-IV. For this purpose the institutions may have to enter in to MOU with the concerned school. Besides the curricular activities the student shall have to do all the activities of the school that a regular teacher does in a school.

**THE EVALUATION PROCESS:**

- a) Examination and evaluation shall be done on a continuous basis.
- b) There shall be 20% marks for In-Semester Assessment and 80% marks for End-semester Examination in each Course during each semester, as shown in the **Table - IV**, given below:



**TABLE-IV**  
**COURSE-WISE EVALUATION SCHEME**

Semester → Course ↓		Semester – I			Semester-II			Semester - III			Semester - IV			Total Marks
		End Semester	In Semester	Total	End Semester	In Semester	Total	End Semester	In Semester	Total	End Semester	In Semester	Total	
Theory	Core Courses	80x3 = 240	20x3=60	300	80x2 = 160	20x2=40	200	80x2 = 160	20x2=40	200				700
	Pedagogical Content Knowledge Courses - I & II				40x2 = 80	10x2 = 20	100	40x2 = 80	10x2 = 20	100				200
Practicum	School & Community-based Experiences		50X2=100	100		50+30+20 =100	100	80	20	100		50X2=100	100	400
	Internship in Teaching										240	60	300	300
<b>TOTAL MARKS</b>		<b>400</b>			<b>400</b>			<b>400</b>			<b>400</b>			<b>1600</b>

(c) **In-Semester Assessment**

(i) **Theory Courses:**

In the **In-Semester Assessment**, various tools may be employed such as written tests, assignments, paper presentations, laboratory work, etc., suitable to the Courses. The distribution of marks in the activities for the In-Semester Assessment is shown below in **Table - V**:

**TABLE - V: DISTRIBUTION OF MARKS IN THE IN-SEMESTER ASSESSMENT:**

Nature of Activity	Courses of 100 marks	Courses of 50 marks
Assignment/Laboratory Work/Paper presentation	10	05
Class-Test/ Terminal Examination (at least one)	10	05

The students shall be informed in advance about the nature of assessment. Students shall compulsorily attend in the process of In-Semester Assessment, **failing which they will not be allowed to appear in the End-Semester Examinations.** However, if a student fails to appear in any of the In-semester examinations on valid reasons, the Institution concerned **may arrange special In-Semester Examination, if and when necessary.**

**(ii) Practicum Courses:**

In case of **Practicum Courses (BED 10400, BED 20500, BED 30500, BED 40100 and BED 40200)**, the **In-Semester Assessment** shall be carried out in the following manner:

- A. Observation during Community Experience, Work-Experience, ICT skill development, Language Proficiency, Physical and Yoga Education, Art in Education, Micro-teaching and Internship
- B. Verification of records of the following:
  - Content-based activities
  - Community Experience
  - Work Experience
  - ICT Skill Development
  - Language Proficiency
  - Preparation of the Question Papers
  - Preparation of the Teaching Learning Materials (TLM)
  - Teaching Practice Lesson Plans
  - Digital Lessons
  - Micro-teaching Lesson Plans

C. Practicum Courses BED 10400, BED 20500, and BED 40100 shall be assessed by a team of internal examiners. The percentages of marks for Process and Product assessment shall be 60 and 40 respectively.

D. 20% of marks shall be allotted for In-Semester assessment in Practicum Courses BED 30500, and BED 40200.

**d) End-Semester Assessment :**

**Theory Courses:**

- (i) At the end of each semester, there shall be one End-Semester Examination carrying 80% marks in each Course of the Semester **covering the entire syllabus prescribed for the Course.**
- (ii) The Controller of Examinations shall make necessary arrangements for notifying the dates of the End-Semester Examinations and other procedures as per the Dibrugarh University Rules and the Academic Calendar notified by the University, **at least 20 days in advance.**
- (iii) There shall be a written examination in each of the theory Courses. Question papers at the End-Semester Examinations in each theoretical Course, except Pedagogical Content Knowledge, shall carry a total of 80 marks and be of **three hours duration.** 20 marks are assigned for In-Semester assessment making the total marks 100 in each Course. In case of the Courses on Pedagogical Content Knowledge, question papers at the End-Semester Examinations (in each Course) shall carry a total of 40 marks and be of **two hours duration.** 10 marks are assigned for In

Semester assessment making the total marks 50 in each Pedagogical Content Knowledge Course.

- (iv) **Question Paper Pattern for End-Semester Examinations:** The following structure shall be followed at the time of setting Question Papers of Theoretical courses for the End-Semester Examinations.

**TABLE - VI : STRUCTURE OF QUESTION PAPER**

<b>Types of Questions</b>	<b>% of total marks</b>	<b>Range of Marks</b>	<b>Desirable Word Limit of Answers</b>
Very short answer type	5% to 10%	1 – 2	-
Short answer	30% to 40%	3 – 5	50 - 120
Long answer	50% to 60%	6 – 10	150 - 300

- a) **There should not be overall options of questions in all the theory papers. Care should be taken to cover the entire course content providing appropriate internal options, if necessary.**
- b) **The candidates shall have to answer within the desirable word limit of answers.**
- c) In the Question Papers of the Pedagogical Content Knowledge Courses, **there should not be any direct question on content as such.** There would be questions on content in relation to teaching methods, techniques and procedures.
- (v) Setting of question papers, moderation of question papers, assessment of answer scripts, scrutiny, tabulation of marks, etc., and announcement of results, shall be governed by the Dibrugarh University Examination Ordinance 1972 (as amended up to date).
- (vi) There shall be provision for re-evaluation of the answer-scripts of the End-Semester Examination with the payment of prescribed fees.

**Practicum Courses:**

- (i) For Practicum Courses BED 30500 and BED 40200 there shall be one End-Semester Examination carrying 80% marks. The End-Semester Examination for these courses shall be carried out by a Board of Internal and External examiners appointed by the Controller of Examinations, Dibrugarh University.
- (ii) The End-Semester assessment shall be carried out through actual observation of Micro-Teaching and Teaching Practice Lessons, and

verification of records and products, and a *viva voce* by the Board of Examiners consisting of Internal and External Examiners.

### RESULTS AND PROGRESSION:

- (a) A candidate shall be declared as passed a Theory Course, provided he/she secures –
- (i) At least 40% marks in the course in the End Semester Examinations
  - (ii) At least 40% marks in the course in aggregate in the In-Semester and End-Semester Examinations.
- (b) Marks secured in Practicum Courses shall be converted to Grades as illustrated in **Table - VII:**

**TABLE - VII: GRADES & DESCRIPTORS:**

Range of Marks	Grade	Descriptor
80 and above	A	Outstanding
70 – 80	B	Very Good
60 – 70	C	Good
50 – 60	D	Fair
Below 50	E	Poor

- (c) After completion of the B. Ed Programme, the Final Results of the candidates shall be declared, as shown below in **Table - VIII:**

**TABLE: VIII: CATEGORY OF PASS AND MINIMUM MARKS & GRADES:**

Category	Minimum Marks and Grade	
	THEORY	PRACTICUM
<b>First Class</b>	<b>60% and above</b>	<b>B Grade and above in each Practicum course</b>
<b>Second Class</b>	<b>40% or above but below 60%</b>	<b>Minimum D Grade in each Practicum course</b>
Passed in Theory but Failed in Practicum	<b>40 % or above</b>	<b>E Grade in any of the courses</b>
Passed in Practicum but Failed in Theory	<b>Below 40%</b>	<b>D Grade or above in each course</b>

- (d) A candidate shall be declared as passed a semester, provided he/she passes all the Courses of a semester independently.
- (e) A candidate shall be declared to have passed the Four-Semester B. Ed Programme, provided he/she has passed **all the Semesters and also in all the Courses separately.**
- (f) The marks of In-Semester Examinations obtained by a candidate **shall be carried over to the subsequent eligible chances in case he/she remains absent or fails in the End-Semester Examination. In no circumstances a candidate shall be allowed to repeat the In-semester assessment.**

- (g) A candidate who fails, **or does not appear**, in one or more Courses of any End-Semester Examinations up to Fourth Semester **shall be provisionally promoted to the next higher Semester** with the failed Course(s) as carry-over/Backlog course(s). Such candidates shall be eligible to appear in the carry-over/Backlog Courses in the next regular examinations of those Courses only. However, the following restrictions shall be applicable:
- (i) A candidate shall be entitled to **a maximum of three consecutive chances to clear a course.**
  - (ii) If a candidate clears the Fourth Semester examination before clearing all the courses of the previous semesters, the result of the Fourth Semester examination of that candidate shall be kept withheld and his/her result shall be announced only after he/she clears the courses of the previous semesters.
- (h) A student must pass all his /her semester examinations **within four (4) years from the date of admission to the First Semester.**
- (i) A candidate who fails in the **Course BED 40200 (Practicum V: Internship in Teaching)** shall have to take at least **20 (10+10) Teaching Practice classes and other activities of the course and appear in the said Internship in Teaching End-Semester Examination along with the candidates of the next 4th End-Semester examination.** If the candidate fails again, he/she will get another available chance to pass the Course (Internship in Teaching) at the End-Semester Examination after going through the same process.  
However, if a candidate remains absent in the Teaching Practice, he/she shall have to carry out the same like a regular student.
- (j) A candidate who fails in the **Practicum Courses BED 10400, BED 20500 and BED 40100** shall have to attend the activities of the same Courses and appear in the In-Semester Examination on the Courses. If she/he fails again she/he will get another chance, *if eligible chance(s) is/are available.*
- (k) In case of a candidate who is a repeater, his/her marks in the Courses passed in the previous examination **shall be carried over to the subsequent eligible chances.**
- (l) A candidate, who fails to appear either in the Theory Course(s) or in the Practicum Course(s) Examination in the first time, **shall be allowed to appear as a non-collegiate student in the subsequent End-Semester Examinations.**
- (m) Since the Semester system involves continuous assessment, **there shall be no scope for a student to appear as a Private candidate in the B. Ed Programme in this system.**

**GENERAL:**

For any matter not covered under these Regulations, the existing Dibrugarh University Rules, Ordinances and the Dibrugarh University Act, 1965 (as amended) shall be applicable.

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**DETAILED SYLLABUS OF THE TWO YEAR B. ED PROGRAMME**  
**DIBRUGARH UNIVERSITY**  
**COURSE NO. BED 10100**  
**COURSE TITLE : FOUNDATIONS OF EDUCATION**  
**MARKS: 80 (END-SEMESTER) + 20 (IN-SEMESTER)**

**Objectives of the Course:** *To enable the students:*

01. To understand the interdisciplinary nature of Education and its relation to Philosophy, Sociology, Economics, Political Science, Management & Development studies.
02. To understand the development of various and evolving concepts of Education over time.
03. To understand the aims of Education and their bases over different time-periods.
04. To understand the relationship between education and development.
05. To examine the influences of political and policy decisions on Education.
06. To evaluate the various policies undertaken by the Governments over different periods of time.
07. To understand how Education derives its relevance from socio- economic contexts
08. To examine the changing emphases on Education in the context of Liberalization, Privatization & Globalization (LPG).

UNITS	TOPICS	CONTACT HOURS	MARKS
<b>UNIT 1</b>	<p><b>EDUCATION AS AN EVOLVING CONCEPT</b></p> <ul style="list-style-type: none"> <li>• Meaning of Education: ancient to modern, unorganized to organized, institutionalized, formal and state sponsored activity</li> <li>• Various concepts in Education and their changing connotations: School, Curriculum, Teacher, Learner, Teaching- Learning, Freedom and control in relation to the child and teacher</li> <li>• Aims of Education: Individual and Social aims, Liberal and Vocational aim, Constitution as a source of aims of education, changing aims of education in the context of globalization.</li> </ul>	12	20
<b>UNIT 2</b>	<p><b>PHILOSOPHICAL FOUNDATION OF EDUCATION</b></p> <ul style="list-style-type: none"> <li>• Relationship between Philosophy and Education</li> <li>• Philosophical bases of education: Idealism, Naturalism and Pragmatism with reference to the aims of education, methods of teaching, curriculum, teachers' role, discipline.</li> <li>• Educational ideas of Gandhi, Dewey, Tagore, Rousseau, Sankardev.</li> </ul>	10	15

<b>UNIT 3</b>	<b>SOCIO-CULTURAL FOUNDATION OF EDUCATION:</b> <ul style="list-style-type: none"> <li>• Indian Social System: Social Stratification and Social Mobility</li> <li>• Educational needs of socially disadvantaged groups</li> <li>• Education as an instrument of social change.</li> <li>• Education and socialization</li> <li>• Our common cultural heritage: its compositeness, unity, richness and continuity.</li> <li>• Education as an agency of preservation, transmission and enrichment of culture.</li> </ul>	10	15
<b>UNIT 4</b>	<b>SOCIO-ECONOMIC FOUNDATION OF EDUCATION</b> <ul style="list-style-type: none"> <li>• Modern concept of development.</li> <li>• National development –meaning, scope and different view points.</li> <li>• Education as a development indicator.</li> <li>• Objectives of educational development: Education for All (EFA), Millennium Development Goals (MDGs) and education.</li> <li>• Education and economic development: role of Education as an agency of Human Resource Development</li> <li>• Education as an investment activity.</li> <li>• Education in the context of Liberalization, Privatization &amp; Globalization (LPG).</li> <li>• Education and current five year plan of India</li> </ul>	12	15
<b>UNIT 5</b>	<b>EMERGING INTERFACE BETWEEN POLITICAL PROCESS &amp; EDUCATION:</b> <ul style="list-style-type: none"> <li>• Education as a key area of public policy :Sources of public policy</li> <li>• Policy making steps, Approaches and Agencies, role of community</li> <li>• Centre- State sharing of financial responsibility for education-State and Centrally Sponsored Schemes of Education,</li> <li>• Public Private Partnership in education.</li> <li>• Financial supplementation: Grant-in-aid and developmental grants for implementing educational policy.</li> </ul>	10	15

### IN-SEMESTER ASSESSMENT

**(a) SESSIONAL WORK ACTIVITIES: (Any two of the following activities) 5x2=10 MARKS**

01. Students shall analyse the philosophical ideas of great educationists and make presentations on the manifestation of these ideas in the north-east or local perspective.

02. Students shall take part in group discussions, debates and dialogue on the diversities and challenges of the Indian society and also critically evaluate the remedial measures undertaken by the state to address the same.
03. Students shall analyse writings on analysis of education-development interface and make presentations through group discussions, debates and dialogue on the themes of sustainable development, economics and management, human resource development.
04. Students shall conduct survey the status of the implementation of state and centrally sponsored schemes of education and prepare reports on the same.

(B) **SESSIONAL TEST**

10 MARKS

**SUGGESTED READINGS:**

01. Agrawal, J.C. & Agrawal S.P. (1992). *Role of UNESCO in Educational*, Vikas Publishing House, Delhi.
02. Anand, C.L. et.al. (1983). *Teacher and Education in Emerging in Indian Society*, NCERT, New Delhi.
03. Govt. of India (1986). *National Policy on Education*, Ministry of HRD, New Delhi.
04. Govt. of India (1992). *Programme of Action (NPE)*. Ministry of HRD.
05. Mukherji, S.M., (1966). *History of Education in India*, Acharya Book Depot, Baroda.
06. Naik, J.P. & Syed, N., (1974). *A Student's History of Education in India*, MacMillan, New Delhi.
07. NCERT (1986). *School Education in India – Present Status and Future Needs*, New Delhi.
08. Salamatullah, (1979). *Education in Social Context*, NCERT, New Delhi.
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10. *Education and National Development*. Ministry of Education, Government of India 1966.
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12. *National Policy on Education*. 1986. Ministry of HRD, Department of Education, New Delhi.
13. *Seventh All India School Education Survey*, NCERT: New Delhi. 2002.



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17. Steven H. Cahn (1970), *The Philosophical Foundation of Education*, Harper & Row Publishers, New York.
18. Peters, R.S. *The Concept of Education*, Routledge, UK 1967
19. Lakshmi, T.K.S. and M.S. Yadav, “*Education its Evolving Characteristics*”, in new Frontiers in Education, Vol. XXII, No. 4, Oct-Dec., 1992
20. Goswami A.C. *Philosophical and Sociological Bases of Education in Emerging India*, Published by Jyoti Prakashan, 2001.
21. Safaya, Shaida & Shukla, *Teacher in Emerging Indian Society* published by Dhanpat Rai Publishing Company, 2006.
22. Jayapalan. N, *History of Education in India* published by Atlantic Publishers & Distributors, 2005.
23. Safaya, Srivastava & Singh, *Development of Education in Emerging India & Its Current Problems* published by Dhanpat Rai Publishing Company, 2007
24. Sarma. M. *Philosophical & Sociological Foundation of Education*, published by EBH Publishers (India) 2012.
25. *Handbook of Research in the Social Foundations of Education*, edited by Steven Tozer, Bernardo P. Gallegos, Annette Henry, Mary Bushnell Greine published by Routledge, New York, 2011
26. Aggarwal, J.C. *Psychological Philosophical And Sociological Foundations of Education* published by Shipra Publications, 2009
27. Pathak, R. P. *Philosophical And Sociological Foundations of Education* published by Kanishka Publishers, 2009

**DETAILED SYLLABUS OF THE TWO YEAR B. ED PROGRAMME  
DIBRUGARH UNIVERSITY  
COURSE NO. BED 10200  
COURSE TITLE : LEARNER AND DEVELOPMENT  
MARKS: 80 (END-SEMESTER) + 20 (IN-SEMESTER)**

**Objectives of the Course:**

- To situate individual development in a socio-cultural context;
- To understand the dynamics of individual development.
- To develop an understanding about the impact/influence of socio-cultural 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 appreciate the critical role of learners based on individual differences and contexts in making meanings, and hence draw out implications for schools and teachers.
- To understand the concepts of motivation, personality, mental health and adjustment.
- To visualize multiple dimensions and stages of learner's development and their implications on learning
- To understand the learner in terms of various characteristics
- To learn the factors affecting learner's environment and assessment
- To conceptualize the needs of the learners and the process of learning as visualized in NCF, 2005

**COURSE OUTLINE**

UNITS	TOPICS	CONTACT HOURS	MARKS
<b>UNIT-1</b>	<p><b>GROWTH AND DEVELOPMENT OF THE LEARNER:</b></p> <ul style="list-style-type: none"> <li>• Concept of growth and development</li> <li>• General principles of development.</li> <li>• Stages of development - Infancy, Childhood, Adolescence and Adulthood.</li> <li>• Developmental influences:               <ul style="list-style-type: none"> <li>- Innate and Acquired</li> <li>- Physical</li> <li>- Socio-cultural</li> <li>- Ecological</li> <li>- Economic and</li> <li>- Technological</li> </ul> </li> <li>• Developmental characteristics of a child and an adolescent and the inter-relationships:               <ul style="list-style-type: none"> <li>- Physical</li> <li>- Cognitive</li> <li>- Social</li> <li>- Emotional</li> <li>- Moral and</li> <li>- Language</li> </ul> </li> <li>• Developmental tasks of childhood and adolescent</li> </ul>	<b>10</b>	<b>16</b>

	<p>and their implications.</p> <ul style="list-style-type: none"> <li>• Implications for the teacher to develop holistic understanding of the learner in context (with special emphasis on adolescents).</li> </ul>		
<b>UNIT-2</b>	<p><b>UNDERSTANDING MORE ABOUT THE LEARNER:</b></p> <ul style="list-style-type: none"> <li>• Concept of individual differences within &amp; among the learners.</li> <li>• Significance of individual differences in the class room.</li> <li>• Factors influencing individual differences such as: Heredity &amp; environment.</li> <li>• Differences in learners based on socio-cultural contexts: <ul style="list-style-type: none"> <li>- Impact of home language on learner</li> <li>- Language of instruction</li> <li>- Impact of differential '<i>cultural capital</i>' of learners.</li> </ul> </li> <li>• Understanding intelligence: <ul style="list-style-type: none"> <li>- Development of the concept of intelligence over time (up to Factor theory)</li> <li>- Guilford's Structure of Intelligence (SoI)</li> <li>- Concept of IQ</li> <li>- Modern concepts of intelligence: (<i>including multiple intelligence, social intelligence, and emotional intelligence</i>)</li> <li>- Catering to children's intelligence through educational experiences</li> </ul> </li> <li>• Catering to individual differences: <ul style="list-style-type: none"> <li>- Grouping</li> <li>- Individualizing instruction</li> <li>- Enrichment activities and</li> <li>- Clubs.</li> </ul> </li> <li>• Viewing learner from different perspectives and organization of classroom activities accordingly- <ul style="list-style-type: none"> <li>- Learner as Imitator</li> <li>- Learner as Knower</li> <li>- Learner as Thinker</li> <li>- Learner as knowledge worker</li> <li>- Learner as Performer</li> </ul> </li> </ul>	13	<b>16</b>
<b>UNIT-3</b>	<p><b>UNDERSTANDING CHARACTERISTICS AFFECTING LEARNERS' LEARNING:</b></p> <ul style="list-style-type: none"> <li>• Concept, Relationship with learning, and educational implications of the following psychological characteristics: <ul style="list-style-type: none"> <li>- Maturation,</li> <li>- Attention</li> <li>- Interest</li> <li>- Motivation (<i>including achievement motivation</i>)</li> <li>- Aptitude</li> </ul> </li> </ul>	<b>14</b>	<b>16</b>

	<ul style="list-style-type: none"> <li>• Educational implications of socio-cultural characteristics: <ul style="list-style-type: none"> <li>- Home environment (<i>socio-economic status, type of family, learning environment in home</i>)</li> <li>- Gender (<i>natural differences due to gender, effect of gender bias on learning and personality development</i>)</li> <li>- Language (<i>Effect of heterogeneity of language on classroom interactions, effect of mother tongue on learning</i>),</li> <li>- Ethnic background.</li> </ul> </li> <li>• Social psychology of learner: <ul style="list-style-type: none"> <li>- Understanding concept of group, meaning and characteristic of group,</li> <li>- School as a social group,</li> <li>- Group dynamics,</li> <li>- Ways to promote healthy group interactions</li> <li>- Development of leadership.</li> </ul> </li> </ul>		
<b>UNIT-4</b>	<p><b>UNDERSTANDING PROBLEMS AND FACILITATING DEVELOPMENT OF THE LEARNER:</b></p> <ul style="list-style-type: none"> <li>• Concept of personality &amp; Self concept of learner</li> <li>• Development of personality and self-concept of learner through various classroom activities and co-curricular programs.</li> <li>• Concept and principles of mental health</li> <li>• Characteristics of a mentally healthy person</li> <li>• Concept of adjustment and role of education in adjustment.</li> <li>• Causes of maladjustment</li> <li>• Concept of defence mechanisms and its role on human adjustment, <i>especially in childhood and adolescence.</i></li> <li>• Problems of adjustment in adolescents and role of school and teachers in helping the students in facing following problems- <ul style="list-style-type: none"> <li>- Anxiety</li> <li>- Withdrawal</li> <li>- Aggression</li> <li>- Delinquency</li> <li>- Drug addiction,</li> <li>- Failure and low achievement</li> </ul> </li> <li>• Ways to study children through Formal and Informal Assessment tools: <ul style="list-style-type: none"> <li>- Tests</li> <li>- Observation</li> <li>- Rating scales and</li> <li>- Self-report.</li> </ul> </li> </ul>	<b>13</b>	<b>16</b>

<b>UNIT-5</b>	<b>GUIDANCE AND COUNSELLING FOR LEARNER:</b> <ul style="list-style-type: none"> <li>• Guidance: Meaning, Nature and scope; Significance of guidance, Functions of guidance.</li> <li>• Types of guidance: Personal, Educational, Vocational and Social</li> <li>• Counselling: Concept and nature of counselling; Principles of counselling, Methods and approaches of counselling</li> <li>• Types of counseling</li> <li>• Characteristics of a good counselling</li> <li>• Tools and techniques of guidance and counselling</li> <li>• Role of teachers in guidance and counselling.</li> </ul>	<b>10</b>	<b>16</b>
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### IN-SEMESTER ASSESSMENT

**(a) SESSIONAL WORK ACTIVITIES: (Any two of the following activities) 5x2=10 MARKS**

1. Gathering data about children from different contexts: Naturalistic observations; Interviews which allow “listening” to children; Writing reflective journals about children at work, in school, at play, etc; Anecdotal records and Narratives
2. Listening to adolescents’ conversations in the canteen/ train/ restaurants/ parks/ bus/ workplace etc and chart out themes of their discussions / talks. (*These could be recorded as observations / speech*).
3. Understanding social disadvantages: Interviews of a working child / a child who has experienced a natural calamity or conflict / an orphan / a street child / urban poor child / out-of-school child / a person who got married as a child etc
4. Discussions based on Film screenings: (Halo; Parzania (2007), Firaq (2008), Sikandar (2009), Children of a Lesser God (1986), Goodwill Hunting, Iqbal (2005), Tahaan, Bum Bum Bole, Taare Zameen Par, Stanley Ka Dabba, Udaan, I am Kalam; Black; Swades etc.

**(b) SESSIONAL TEST**

**10 MARKS**

**SUGGESTED READINGS:**

01. **Adler, A. (1927)**, *Practice and Theory of Individual Psychology*, New York, Harlowet Brace and World.
02. **Allport, GW (1938)**, *Personality - A Psychological Interpretation*, Halt, Rinehart and Winston Inc., New York.
03. **Benjafield, J.G. (1992)**, *Cognition*, Prentice Hall, Englewood Cliffs.
04. **Berk, LE (2007)**, *Child Development*, Prentice Hall of India (P) Ltd, New Delhi.
05. **Brown, J.S., Collins A and Dugrid, P. (1989)**, *Situated Cognition and the Culture of Learning*, Educational Researcher; 32-42.

06. **Chauhan, S.S. (1978)**, *Advanced Educational Psychology*, Vikash Publishing House (Pvt.) Ltd. New Delhi.
07. **Gagné, R. M. (1985)**, *The Conditions of Learning and Theory of Instruction* (4th edition), New York: Holt, Rinehart and Winston.
08. **Goleman Daniel (1995)**, *Emotional Intelligence*; Bantom Books, N.Y.
09. **Goleman Daniel (2007)**, *Social Intelligence*; Arrow Books, London.
10. **Harris, M. and Butterworth, G. (2002)**, *Developmental Psychology: A Student's Handbook*. New York: Taylor & Francis. (*Chapter 1: A Brief History of Developmental Psychology*).
11. **Jersild, A T (1963)**, *The Psychology of Adolescence*, (2<sup>nd</sup> Ed.), New York, The McMillan Company.
12. **Kakkar, S. (1978)**, *Indian Childhood: Cultural Ideas, And Social Reality*. New Delhi Oxford.
13. **Kakkar S. (1991)**, *The Inner World: A Psycho-analytic study of childhood and society in India*. Delhi: Oxford University Press.
14. **Kauffman et al (1993)**, *Exceptional Children*. Allyn & Bacon; 6th Ed edition, Boston, USA.
15. **Lazarus, R.S. (1976)**, *Patterns of Adjustment*, (3<sup>rd</sup> Ed.), Tokyo, McGraw Hill Kogakusha Ltd.
16. **Lindgren, H.C. (1980)**, *Educational Psychology in the Classroom* Oxford University Press, NewYork.
17. **Mangal, S.K. (2007)**, *Educating Exceptional Children: An Introduction to Special Education*, Prentice Hall of India (Pvt.) Ltd, New Delhi.
18. **Mangal, S.K. (2003)**, *Advanced Educational Psychology*, Prentice Hall of India (Pvt.) Ltd, New Delhi.
19. **Nambissan, G. (2010)**. *Exclusion and Discrimination in Schools: Experiences of Dalit Children*; Working paper series Volume 01, Number 01, Indian Institute of Dalit Studies and UNICEF.
20. **National Curriculum Framework 2005**, N.C.E.R.T, New Delhi.
21. **Panda, K.C. (2008)**, *Education of Exceptional Children*, Vikash Publishing House.
22. **Patricia A. Alexander, Philip H. Winne (2006)**, *Handbook of Educational Psychology*
23. **Rogers, D. (1958)**, *The Psychology of Adolescence*, New York, Appleten Century Crofts.

24. **Vygotsky, L.S. (1978)**, *Mind in Society*, Harvard University Press: Cambridge, Chapter 6.
25. **Woolfolk, A.E. (2009)**, *Educational Psychology* (11<sup>th</sup> Edition) (My Education Lab Series), Prentice Hall.

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**DETAILED SYLLABUS OF THE TWO YEAR B. ED PROGRAMME  
DIBRUGARH UNIVERSITY  
COURSE NO. BED 10300  
COURSE TITLE : LEARNING AND TEACHING  
MARKS: 80 (END-SEMESTER) + 20 (IN-SEMESTER)**

**Objectives of the Course: The student teachers will be able to**

- i. Demonstrate teaching in congruence with the nature of learning (learning as socio cultural process, cognitive process, construction of knowledge, lateral thinking and concept formation) of the students.
- ii. Demonstrate teaching of skill, values, beliefs, habits, positive emotions and strengths of life
- iii. Analyse the positive and negative issues of schooling
- iv. Locate and use the alternative ways of learning
- v. Explain teaching from the evolving and modern perspective
- vi. Perform the activities in different phases of teaching
- vii. Demonstrate expository and inquiry strategy in teaching
- viii. Prepare and use appropriate instructional material for effective classroom transaction
- ix. Organize learning with active participation of learners—individually and in groups
- x. Develop learning resources using ICT, community resource and group dynamics

<b>UNITS</b>	<b>TOPICS</b>	<b>CONTACT HOURS</b>	<b>MARKS</b>
<b>UNIT-1</b>	<b>Understanding learning and learner</b> <ul style="list-style-type: none"> <li>- Concept and nature</li> <li>- Learning as a socio-cultural process (With special reference to Erickson’s contribution)</li> <li>- Learning as a cognitive process (With special reference to Piaget’s contribution)</li> <li>- Learning as construction of knowledge (With special reference to Vygotsky’s contribution)</li> <li>- Lateral thinking (With special reference to Edward de Bono’s contribution)</li> <li>- Learning as formation of concept (With special reference to Bruner’s contribution)</li> </ul>	<b>12</b>	<b>16</b>
<b>UNIT-2</b>	<b>Learning in and out of school</b>	<b>13</b>	<b>16</b>



	<ul style="list-style-type: none"> <li>- Issues of imposed schooling (oppression, monopoly of school in the sphere of learning, arrogance of authority, cultural invasion)</li> <li>- Learning of knowledge, skills, values, beliefs, habits, positive emotions and strengths rather than standardized text</li> <li>- Learning out of school</li> <li>- Alternative ways of learning – Listening community, interpreting narratives, participating group and community activities.</li> </ul>		
<b>UNIT-3</b>	<b>Understanding teaching and teacher</b> <ul style="list-style-type: none"> <li>- Concept and nature</li> <li>- Evolving concept of teaching</li> <li>- Teaching as a planned activity</li> <li>- Teaching behavior—Authoritative, Democratic and Laissez-faire</li> <li>- Role of teacher in different phases of teaching (Pre-active, Interactive and Post-active)</li> <li>- Expository, Inquiry strategy</li> <li>- Approaches to organizing learning (individualized, small group)</li> </ul>	<b>12</b>	<b>16</b>
<b>UNIT-4</b>	<b>Teacher’s professional identity</b> <ul style="list-style-type: none"> <li>- Professional ethics</li> <li>- Professional growth</li> <li>- Qualities of a good teacher</li> <li>- Teacher as a motivator and facilitator</li> <li>- Teaching to instill creativity</li> <li>- Teachers role in ensuring Cooperative and Collaborative learning</li> </ul>	<b>12</b>	<b>16</b>
<b>UNIT-5</b>	<b>Learning resources for classroom teaching</b> <ul style="list-style-type: none"> <li>- Meaning, purpose, development, guidelines for use and criteria of judging quality of the learning resources</li> <li>- Print resources: resource for communicating verbal experiences—text book, self</li> </ul>	<b>12</b>	<b>16</b>

	<p>instructional material</p> <ul style="list-style-type: none"> <li>- Audio resources: resource for communicating audio experiences—educational Radio</li> <li>- Video resources: resource for communicating visual experiences—Projected: a) still visuals - slide transparency and film strip, b) moving visuals - film, video and animation; Non-projected: map, chart, model.</li> <li>- Technology enhanced learning resources—ICT and multimedia, internet as information resource.</li> <li>- Learning group as a resource of learning— understanding dynamics of a group</li> <li>- Variety of ways of organizing learning in groups</li> </ul>		
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### IN-SEMESTER ASSESSMENT

**(a) SESSIONAL WORK ACTIVITIES: (Any two of the following activities) 5x2=10 MARKS**

01. Experiencing an alternative way of learning
02. Organizing lessons by using expository and inquiry strategy as approach to teaching (*At least two*)
03. Planning and preparation of ICT- integrated presentation through identification and use of internet resources - (*at least one*).

**(b) SESSIONAL TEST**

**10 MARKS**

### SUGGESTED READINGS:

1. Chauhan, S. S. (2008). *Innovations in Teaching Learning process*. New Delhi: Vikas Publishing House Pvt. Ltd.
2. Freire, Paulo, (1972). *Pedagogy of Oppressed*. Penguin Books
3. Govinda, R. (2011). *Why goes to school?: Exploring exclusion in Indian education*. Oxford University Press.
4. Hall, C., & Hall, E. (2003). *Human Relations in Education*. Routledge
5. Illich, Ivan, (2012). *Deschooling Society*. Marion Books: New York. (Republished)
6. Joyce, Bruce, Marsha Weil and Emily Calhoun (2008). *Models of Teaching*. New Delhi: Prentice Hall of India Pvt. Ltd.
7. Kumar, Krishna, (1991). *Political agenda of Education: Study of Colonialist and Nationalist Ideas*. Sage: New Delhi.

8. Kumar, Krishna, (1996). *Learning from Conflict*: Orient Longman: New Delhi.
9. Pathak, A., (2013). *Social Implications of Schooling: Knowledge, Pedagogy and Consciousness*. Aakar: Delhi. (Republished)

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**DETAILED SYLLABUS OF THE TWO YEAR B. ED PROGRAMME  
DIBRUGARH UNIVERSITY  
COURSE NO. BED 10401  
COURSE TITLE : ICT SKILL DEVELOPMENT**

**Process Evaluation: 30  
Product Evaluation: 20**

**Objectives:** *On completion of this course, the student will be able to--*

01. Describe a Computer system
02. Use word processing package
03. Use power-point processing package
04. Use LCD Projector, Smart Board and Interactive Projector in teaching
05. Search and use Internet resources for teaching purpose

UNITS	TOPICS	Contact hours	Process	Product
<b>UNIT 1</b>	<p><b>COMPUTER FUNDAMENTALS:</b></p> <p>Basic anatomy of computer; characteristics of computer—speed, storage, accuracy, versatile, automation, diligence; Basic structure of computer—input, output, process; Memory—ROM, RAM, CD ROM, Configuration of computer—selecting a PC, Input devices—keyboards, Mouse, Touch Screen, MICR, Light Pen, Joy Stick, Digitizer, Scanner; Output Devices—VDU, Printers, Laser, Inkjet; Data storage devices—Hard disk, computer disk, optical disk, pen drive and other devices</p>		10	5
<b>UNIT 2</b>	<p><b>MS-WORD AND MS POWER-POINT:</b></p> <p>Starting MS-Word: Creating a Document; Opening a Document; Saving a document; Editing, Formatting text, viewing Documents; Formatting Documents—Line spacing, paragraph spacing, Setting tab, Indenting Text, Aligning Text; Adding Header and Footers; Numbering Pages; Inserting a Table; Proofing a Document—Spell check, Automatic Spell check, Auto Text, Auto correct; Printing a Document; Use of MS-Word in Education; Starting MS-Power Point; Creating a Slide; Editing a Slide; Presenting a Slide; Use of MS-Power Point in Education.</p>		10	7
<b>UNIT 3</b>	<p><b>USE OF DIFFERENT ICT TOOLS:</b></p> <p>Using LCD Projector; Using Smart Board; Using Interactive Projector; Preparation of a Digital Lesson; Presentation of a Digital Lesson by using LCD Projector, Smart Board, Interactive Projector; Searching Internet Resources; Using Internet Resources in Teaching Learning.</p>		10	8

**(The Course may be carried out through workshop mode or through regular teaching learning process)**

**DETAILED SYLLABUS OF THE TWO YEAR B. ED PROGRAMME  
DIBRUGARH UNIVERSITY  
COURSE NO. BED 10402  
COURSE TITLE : LANGUAGE PROFICIENCY**

**Process Evaluation: 30  
Product Evaluation: 20**

**Objectives of the Course:**

Upon completion of the Course, the student teacher will:

- a) improve his/her proficiency in reading Assamese &/or English with correct pronunciation, stress and intonation.
- b) improve his/her ability to understand Assamese &/or English in written and spoken form.
- c) improve his/her ability to speak Assamese &/or English correctly that is desired at their level.
- d) improve his/her proficiency in journalistic and educational writing in Assamese &/or English.

UNITS	TOPICS	ACTIVITIES	TEXTS
<b>UNIT - I</b>	<b>Introduction to Phonetic symbols, sounds, stress and intonation pattern</b>	<ol style="list-style-type: none"> <li>1. Student teacher shall practice different sounds, stress and tone-individually and in group</li> <li>2. Read aloud text with correct accent-individually and in groups</li> </ol>	<ol style="list-style-type: none"> <li>1. <i>Better English Pronunciation.</i>  J.D.O'Connor, Cambridge University Press.</li> <li>2. <i>A Textbook of English Phonetics for Indian Students</i>  T. Balasubramanian Macmillan Publishers India Limited</li> </ol>
<b>UNIT - II</b>	<b>Engaging with narrative and descriptive accounts</b>	<p>N.B. Form small groups (8-10) members</p> <ol style="list-style-type: none"> <li>(a) Each of the trainees will give silent reading of selected lesson from prescribed text/s.</li> <li>(b) Re-tell the account in one's own words in the group</li> <li>(c) Analyze /discuss various issues, characters and situations from different points of view. <i>Individual task</i></li> </ol> <p>(a) Student teacher will write summary of a scene; extrapolation of the</p>	<ol style="list-style-type: none"> <li>1. <i>Effective Comprehension.</i>  H.C.Bhatia, D.S.Publishers (India) Delhi</li> <li>2. <i>Teach it, Write it, Teach it Descriptive, Narrative and Expository writing</i></li> </ol>

		account/story read (b) Compose a dialogue from a situation read in the lesson	Rachel Kasper PCI Educational Publishing
<b>UNIT -III</b>	<b>Engaging with popular subject based expository writing</b>	N.B. Student teacher will work in groups divided according to their school subject; form pair within the group  1. Each pair will identify major concepts and ideas involved in the text/topic and make notes on these in flow diagram/tree diagram Explain the gist of the text/topic in the group. 3. Analyze the writing style and subject specific vocabulary used in the text/topic.(Share in group) 4. Write a summary of the text with comments and opinions.	1. <i>Effective Comprehension.</i>  H.C.Bhatia, D.S.Publishers(india) Delhi 2. <i>Teach it, Write it, Teach it Descriptive, Narrative and Expository writing</i>  Rachel Kasper PCI Educational Publishing
<b>UNIT - IV</b>	<b>Engaging with subject related reference books</b>	N.B. Student teacher will work in subject group. Within these groups, pairs of student will select a specific topic in their area that they could research from a set of available reference books.  Sequence of activities:  1. Selecting the topic for research and framing a set of guiding questions 2. Searching relevant reference books. (could be from a school library or the Institute library) 3. Scanning, skimming and extracting relevant information from the books by making notes 4. Collating notes and organizing information under various sub-headings 5. Making presentations of the findings to the whole subject group; fielding questions by group members.	Books recommended in the subject course
<b>UNIT- V</b>	<b>Engaging with journalistic writing</b>	N.B. Form small groups (8-10) members 1. Intensive reading of the article/s individually 2. Analysis of structure of the article/s, identifying sub-headings, key words, sequencing of ideas, use of concrete details, illustrations and/or statistical representations. (guided working in	1. <i>Effective Comprehension.</i> H.C. Bhatia, D. S. Publishers (india) Delhi 2. <i>Teach it, Write it, Teach it Descriptive, Narrative and</i>

		<p>pairs)</p> <p>3. Critical reading of the text for (a) attending to ‘framing’ (general ideas or structure) of the article, point(s) of view presented in the article, possible biases or slants. (Share the reading in groups.)</p> <p>4. Writing articles on topics of local interest</p> <p><b>(working to produce a local interest magazine with larger groups)</b></p>	<p><i>Expository writing</i></p> <p>Rachel Kasper PCI Educational Publishing</p>
<b>UNIT -VI</b>	<b>Engaging with educational writing</b>	<p>N.B. Form random groups</p> <p>1. Identifying main ideas of the topic, understanding topic sentences of paragraphs, supporting ideas and examples, terms used as connectors and transitions (in groups)</p> <p>2. Discussion of the theme and points of view (small group discussion)</p> <p>3. Writing a response paper (individually or in pairs)</p> <p>4. Presentations and discussion of selected papers (in large group)</p>	<p>1. <i>Effective Comprehension.</i> H.C.Bhatia, D.S.Publishers(india) Delhi</p> <p>2. <i>The Written Word</i> Vandana R. Singh Oxford University Press, Delhi</p> <p>3. <i>Teach it, Write it, Teach it Descriptive, Narrative and Expository writing</i> Rachel Kasper PCI Educational Publishing</p>

**(The Course may be carried out through workshop mode or through regular teaching learning process)**

**SUGGESTED READINGS:**

1. Guide to Patterns and Usage in English. A.S. Hornby, Oxford University Press, Delhi.

**N.B :** *Choise of language for developing language proficiency will depend on the language ( Assamese / English) to be taught at School as well as the medium of instruction for other Pedagogical Content knowledge , Courses like General Science, Geography and Social Science.*

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**DETAILED SYLLABUS OF THE TWO YEAR B. ED PROGRAMME**  
**DIBRUGARH UNIVERSITY**  
**COURSE NO. BED 20100**  
**COURSE TITLE : CONTEMPORARY INDIA AND EDUCATION**  
**MARKS: 80 (END-SEMESTER) + 20 (IN-SEMESTER)**

**Objectives:**

01. To help student- teachers to understand the pluralistic issues of contemporary Indian society.
02. To understand and examine the issues and concern related universalization of Education – Elementary and Secondary
03. To understand the importance of indicators , standards and strategies for enhancement of quality in secondary schools
04. To understand the need and importance of education for peace and a role of a teacher in emphasizing its relevance in modern society
05. To examine the issues and concern related to global and local environmental crisis and explore the strategies for sensitizing the learners towards environmental conservation
06. To help to develop critical awareness of concepts of human rights, child rights and environmental rights.

UNITS	TOPICS	CONTACT HOURS	MARKS
<b>UNIT 1</b>	<p><b>Constitutional Provisions for education:</b></p> <ul style="list-style-type: none"> <li>• The Indian Constitution (especially the Preamble, Fundamental Rights and Duties of Citizens and the Directive Principles of State Policies)</li> <li>• ‘Constitutional values’ related to the aims of education.</li> <li>• Constitutional Provisions specifically Article 45, Article 29 &amp; 30, Article 350 (A) 350 (B), Article 15, 17, 46, Article 28 (1, 2 &amp; 3)</li> </ul>	10	15
<b>UNIT 2</b>	<p><b>Social Diversity, inequality and marginalised section</b></p> <ul style="list-style-type: none"> <li>• Concept of social diversity, inequality and marginalised section</li> <li>• Diversity at the level of individual, regions, languages, religions, castes, tribes, etc.</li> <li>• Concepts of equity and equality of educational opportunities</li> <li>• Nature and forms of inequalities in Indian Society: Dominant and Minor groups , Gender inequality in schooling; differently abled children, economic inequality, Public Schools – private schools ;Rural – Urban – tribal schools; alternative schooling</li> </ul>	9	15



<b>UNIT 3</b>	<b>Policy framework for public education in Pre-independent India</b> <ul style="list-style-type: none"> <li>• Anglicist &amp; Orientalist controversy,</li> <li>• Macaulay’s Minute,</li> <li>• Wood’s Despatch,</li> <li>• Curzon’s policy</li> <li>• Nationalist movement and education</li> <li>• Basic education Model (Nayee Taleem)</li> </ul>	6	15
<b>UNIT 4</b>	<b>Policy framework for public education in Post-independent India</b> <ul style="list-style-type: none"> <li>• Recommendations on Secondary Education:           <ul style="list-style-type: none"> <li>-Secondary Education Commission-1952-53</li> <li>-The Kothari Commission (GOI, 1966)</li> <li>-National Policy on Education 1986, its review (GOI, 1992)</li> </ul> </li> <li>• Role of SSA in Universalization of Elementary education</li> <li>• Role of RMSA Universalization of Secondary education</li> <li>• Right to Education, 2009.</li> </ul>	10	15
<b>UNIT 5</b>	<b>New perspective in education</b> <ul style="list-style-type: none"> <li>• Quality in education: Indicators of quality in the context of:           <ul style="list-style-type: none"> <li>a) Students’ outcome</li> <li>b) learning–environment.</li> <li>c) Enhancement of quality in Secondary Schools – teacher-training, teaching-learning processes, curriculum construction, infrastructure.</li> </ul> </li> <li>• Concept of Human Rights education</li> <li>• Integrating values in school curriculum &amp; teaching learning processes.</li> <li>• Role of education in promotion of peace: implications for pedagogy (cooperation, tolerance etc).</li> <li>• Environmental education and sustainable development           <ul style="list-style-type: none"> <li>○ Conservation</li> <li>○ Preservation</li> <li>○ Sensitization</li> <li>○ Integration of environmental concerns in school curriculum &amp; Role of Teacher</li> </ul> </li> </ul>	15	20

**IN-SEMESTER ASSESSMENT**

**(a) SESSIONAL WORK ACTIVITIES: (Any two of the following activities) 5x2=10 MARKS**

- Assignment on provisions related to education in the Indian Constitution.
- Debates & Discussions on the provisions of UEE & USE & inequalities and diversities of Indian society, with a North–east perspective

- Project work on education for conservation of environment in local context –
  - Conservation of environmental resources
  - Methods of conservation of environmental resources
  - Role of teacher in conservation of environment.

**(b) SESSIONAL TEST**

10 MARKS

**SUGGESTED READINGS:**

01. Anand, C.L. et.al. (1983). *Teacher and Education in Emerging Indian Society*, NCERT, New Delhi.
02. Kochhar SK *Pivotal Issues in Indian Education* Sterling Publishers private Limited
03. Dhawan M.L. *Issues in Indian Education* ISHA books Delhi -110 033
04. NCERT (1993). *Teacher and Education in Emerging Indian Society*, New Delhi
05. Govt. of India (1986). *National Policy on Education*, Min. of HRD, New Delhi.
06. Govt. of India (1992). *Programme of Action (NPE)*. Min of HRD.
07. Mohanty, J., (1986). *School Education in Emerging Society*, Sterling Publishers, MacMillan, New Delhi.
08. NCERT (1986). *School Education in India – Present Status and Future Needs*, New Delhi.
09. Ozial, A.O. '*Hand Book of School Administration and Management*', London, Macmillan.
10. Salamatullah, (1979). *Education in Social context*, NCERT, New Delhi.
11. Ministry of Education. '*Education Commission "Kothari Commission"*'. 1964-1966. *Education and National Development. Ministry of Education, Government of India* 1966.
12. *National Policy on Education. 1986.* Ministry of HRD, Department of Education, New Delhi.
13. *Seventh All India School Education Survey*, NCERT: New Delhi. 2002
14. UNDP. *Human Development Reports*. New Delhi. Oxford: Oxford University Press.
15. UNESCO. (2004) *Education for All: The Quality Imperative. EFA Global Monitoring Report*. Paris.
16. Varghese, N.V. (1995). *School Effects on Achievement: A Study of Government and Private*
17. *Aided Schools in Kerala*. In Kuldip Kumar (Ed.) *School effectiveness and learning achievement at primary stage: International perspectives*. NCERT. New Delhi.
18. UNESCO's report on *Education for Sustainable Development*.
19. Ministry of Law and Justice (2009) *Right to Education*. Govt of India
20. Govt of India (1992) *Report of Core group on value orientation to education*, Planning Commission
21. Arvind Kumar (2003). *Environmental challenges of the 21st century*, APH Publishing Corporation, New Delhi
22. Kaushik & Kaushik: *Environmental Perspectives*,

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**DETAILED SYLLABUS OF THE TWO YEAR B. ED PROGRAMME  
DIBRUGARH UNIVERSITY  
COURSE NO. BED 20200  
COURSE TITLE : ASSESSMENT AND EVALUATION**

**MARKS: 80 (END-SEMESTER) + 20 (IN-SEMESTER)**

**Objectives of the Course:** On completion of the course, the *students will be able to:*

01. explain some basic concepts of educational & mental measurement.
02. use different techniques of assessment & evaluation in the classroom.
03. construct balanced question papers.
04. tabulate and find out some standard meaning from the raw scores by using statistical procedures.
05. analyze and interpret the result of educational measurement.

UNITS	CONTENTS	CONTACT HOURS	MARKS
<b>UNIT 1</b>	<p><b>PERSPECTIVE ON ASSESSMENT AND EVALUATION</b></p> <ul style="list-style-type: none"> <li>• Meaning of assessment and evaluation and their interrelationship</li> <li>• Principles of evaluation</li> <li>• Behaviouristic, Cognitivist and Constructivist perspectives on assessment</li> <li>• Purposes of evaluation: Diagnosis, Monitoring of learning, Providing feedback, Promoting, Placement, Certification, Prognostic</li> <li>• Classification of Assessment (Concepts only):               <ol style="list-style-type: none"> <li>a) On the basis of purpose: Diagnostic &amp; Prognostic, Formative and Summative Evaluation</li> <li>b) On the basis of scope : Teacher-made and Standardized Tests</li> <li>c) On the basis of mode of response: Oral and written Tests; Selection and Supply-type Tests</li> <li>d) On the basis of nature of interpretation: norm-referenced and criterion-referenced assessment</li> <li>e) On the basis of nature of information gathered: Quantitative and Qualitative</li> </ol> </li> </ul>	12	18
<b>UNIT 2</b>	<p><b>ASSESSMENT FOR LEARNING</b></p> <ul style="list-style-type: none"> <li>• Assessment of information as an input for learning</li> <li>• Need for continuous, comprehensive , formative, and diagnostic assessment</li> <li>• <b>Devices/techniques of Assessment:</b> Assignments, Projects, Practical works, Seminars, Report writing, Work sheets</li> <li>• <b>Assessment of Group Activities:</b> Collaborative/Cooperative learning and Social Skills</li> </ul>	06	12

	<ul style="list-style-type: none"> <li>• <b>Portfolio assessment:</b> Its meaning, scope and uses, planning, development and assessment</li> <li>• <b>Assessment by different individuals:</b> Self, Peer, and Teacher Assessment</li> </ul>		
<b>UNIT 3</b>	<p><b>PLANNING, CONSTRUCTION, IMPLEMENTATION AND REPORTING OF ASSESSMENT</b></p> <ul style="list-style-type: none"> <li>• Assessment of Cognitive learning: <ul style="list-style-type: none"> <li>a. <u>Level of cognitive learning:</u> Knowledge, Understanding, Application</li> <li>b. <u>Thinking Skills:</u> Convergent, Divergent, Critical, Problem solving, Decision making skills</li> </ul> </li> <li>• Assessment of Affective learning: interest, attitude and values</li> <li>• Assessment of Psychomotor learning: drawing skill, manipulating skill</li> <li>• Construction of a balanced Question paper: Design, Blue print, Writing items on a item sheet, Selection of items for the question paper, assembling the test items in the form of a question paper, guidelines for administration, Scoring key and Marking scheme, Question-wise analysis/item analysis</li> <li>• Reporting students performance: Content and formats, progress reports, cumulative records, profiles</li> <li>• Reporting to different stakeholders: students, parents, administrators and teacher for their self-improvement</li> </ul>	12	18
<b>UNIT 4</b>	<p><b>ISSUES, CONCERNS AND TRENDS IN ASSESSMENT AND EVALUATION</b></p> <ul style="list-style-type: none"> <li>• <b>Existing Practices:</b> Unit tests, half-yearly and annual examinations, Semester system, Board examinations, Entrance tests, State and national achievement Surveys</li> <li>• <b>Issues and problems:</b> Marking Vs Grading, Non-detention policy, Objective Vs Subjective, Impact of entrance test and public examination</li> <li>• <b>Policy perspective on examinations and evaluation:</b> National Curriculum Framework-2005</li> <li>• <b>New trends in assessment and evaluation:</b> Online examination, computer-based examination</li> </ul>	6	12

<b>UNIT 5</b>	<b>USE OF STATISTICS IN EDUCATION</b> <u><b>Educational Statistics:</b></u> Meaning and Uses <ul style="list-style-type: none"> <li>• <b>Graphical representation of data:</b> Bar-graph, Histogram, Frequency polygon and Cumulative frequency curve</li> <li>• <b>Measures of central tendency:</b> Mean, Median and Mode</li> <li>• <b>Measures of variability:</b> Quartile Deviation, Mean Deviation and Standard Deviation</li> </ul>	14	20
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### IN-SEMESTER ASSESSMENT

**(a) SESSIONAL WORK ACTIVITIES: (Any two of the following activities) 5x2=10 MARKS**

Analysis and interpretation of students' performance using statistics (Compulsory Activity)

- 1 Administration of a question paper in a school and scoring of answer copies
- 2 Submission of portfolio for assessment
- 3 Preparation of cumulative record card

**Note:** Students will have to do **at least two** activities from the list of activities given above.

**Activity No.1** is **compulsory** for all students. The students will be assigned another activity from the rest three.

**(b) SESSIONAL TEST**

10 MARKS

**SUGGESTED READINGS:**

1. Anastasi A and Urbina S., *Psychological Testing*, PHI Learning Private Limited New Delhi-110001, 2012
2. Aron A., Aron E. A. and Coups E., *Statistics for Psychology*, Pearson Education, Inc. and Dorling Kindersley Publishing, Inc., NewDelhi, First Impression 2007
3. Ebel, R.L.: *Measuring Educational Achievement* ; Prentice Hall of India Pvt. Ltd, New Delhi
4. Freeman Frank S. , *Theory & Practice of Psychological Testing; New Yark;Holt, Rinehart & Winston*
5. Garrett, Henry E and Woodworth R.S., - *Statistics in Psychology and Education*, Vakils, Feffer and Simons Ltd, Bombay -38, 1981.
6. Guilford J.P. - *Fundamental Statistics in Psychology and Education*, McGraw Hill Book Company Inc. New York, 1956
7. Minden Dr Jack Jr Van, *All About Psychological Tests and Assessment Centres*, Indiana Publishing House, New Delhi-110002, First Indiana Edition 2008

8. Rajput, S., Singh, A., Pandit, B.L., Tiwari, A.D. and Kumar, S. , ***Handbook on Paper Setting***, NCERT, 2002
9. Sibia A., ***Valuing Teacher Questioning***, NCERT, New Delhi-110016, 2002
10. Singh A., ***Instructional Objectives of School Subjects***, NCERT, New Delhi-110016, 2004
11. Singh A.K.: ***Tests, Measurement and Research Methods in Behavioural Science***; Bharati bhawan , Patna -800003, 2012 print
12. Thorndike , R.L. & Hagen , E.P: ***Measurment & Evaluation in Psychology & Education***; John Wiley & Sons; New York.

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**DETAILED SYLLABUS OF THE TWO YEAR B. ED PROGRAMME**  
**DIBRUGARH UNIVERSITY**  
**COURSE NO. BED 20301**  
**COURSE TITLE : TEACHING OF ASSAMESE – I**  
**MARKS: 40 (END-SEMESTER) + 10 (IN-SEMESTER)**

**Objectives:** *to make the student-teachers capable of understanding*

1. The nature, Characteristics & function of the Assamese language,
2. The role and importance of Assamese
3. Process of acquiring mother tongue – Assamese
4. The place of Assamese in curriculum.
5. The objectives and principles of teaching and learning Assamese as a first and second language
6. Its Sound System, Vocabulary, Scripts and Spelling System and its essential grammatical features.
7. The Assamese literary movements, the Major Writers and their works, Literary terms – Alankara, Rasa, Metre and Literary genres.

UNITS	TOPICS	CONTACT HOURS	MARKS
UNIT – I	1.0 NATURE OF LANGUAGE AND DEVELOPMENT 1.10 Language- its nature, characteristics and functions. 1.20 Standard language, dialect, mother tongue, first language, second language, 1.30 The process of acquiring mother tongue 1.40 Importance of mother tongue. 1.50 Need of teaching mother tongue 1.60 Child development and its relationship to language. 1.70 The role of the mother tongue in the education of a child. 1.80 Position of mother tongue	6	10
UNIT - 2	2.0 OBJECTIVES AND PRINCIPLES OF TEACHING AND LEARNING ASSAMESE AS A FIRST AND SECOND LANGUAGE 2.10 Objective of Teaching Assamese 2.11 In Primary Level 2.12 In Secondary Level 2.20 Assamese – home language, school language and Standard Language 2.30 Principles of teaching Assamese. 2.40 Problems of teaching Assamese. 2.41 Interference of dialects, home language and other Modern Indian Languages 2.50 Teaching of Prose: objectives, methods and approaches of teaching. 2.60 Teaching of Poetry: objectives, methods and approaches of	9	10

	teaching. 2.70 Teaching of Grammar: objectives, methods and approaches of teaching.		
UNIT – 3	3.0 ELEMENTS OF MOTHER TONGUE (ASSAMESE) 3.10 Origin and development of Assamese language : a brief Introduction. 3.20 Assamese Sound System. 3.30 Assamese Vocabulary 3.40 Assamese Scripts and Spelling System 3.50 Writing System and Sentence Structure 3.60 Grammatical rules	8	10
UNIT – 4	4.0 INTRODUCTION TO THE LITERATURE OF ASSAMESE AND TEACHING OF LITERATURE 4.10 A brief review of the Teaching of the Literature of Assamese, literary movements, Major writers and their works. (The students are expected to be acquainted with poets & authors included in the HSLC syllabus 4.20 Development of literary appreciation, Characteristics of literary and critical appreciation 4.30 A discussion on common literary terms – Alankara, Rasa, Chanda (Metre), Literary genres.	8	10

## 1. IN-SEMESTER ASSESSMENT

### (a) SESSIONAL WORK ACTIVITIES: (Any one of the following activities)

5 MARKS

- Prepare a note on Assamese Sound System
- Prepare a note on Assamese Vocabulary System
- Review of an anthology of poetry/ short story and or a novel
- Seminar on a given topic with M.S. Power Point Presentation.

### (b) SESSIONAL TEST

5 MARKS

### SUGGESTED READINGS:

- ১ ড° মদন শর্মা : অসমীয়া ভাষা শিক্ষণ পদ্ধতি, ষ্টুডেন্টছ ষ্টোৰছ, গুৱাহাটী
- ২ যতীন্দ্রনাথ গোস্বামী : মাতৃভাষা শিক্ষণ, মণি মাণিক প্রকাশ, গুৱাহাটী
- ৩ হলিৰাম দাস : অসমীয়া মাতৃভাষা শিক্ষণ পদ্ধতি, শ্ৰীভূমি পাব্লিছিং কোম্পানি, কলকতা
- ৪ ড° সত্যেন্দ্র নাথ শর্মা : অসমীয়া সাহিত্যৰ সমীক্ষাত্মক ইতিবৃত্ত, ৩য় প্ৰ, ১৯৮৬, সৌমাৰ প্ৰিণ্টিং এণ্ড পাব্লিছিং প্ৰাইভেট লিমিটেড, গুৱাহাটী
- ৫ ড° মহেশ্বৰ নেওগ : অসমীয়া সাহিত্যৰ ৰূপৰেখা, ৮ম প্ৰকাশ, ১৯৯৫, চন্দ্ৰ প্ৰকাশ, গুৱাহাটী
- ৬ ড° মহেশ্বৰ নেওগ : নিকা অসমীয়া ভাষা, ২য় প্ৰকাশ, ১৯৯৪,, লয়াৰ্চ বুক ষ্টল, গুৱাহাটী
- ৭ শিৱনাথ বৰ্মন : অসমীয়া আখৰ-জোঁটনিৰ কথা, ১ম প্ৰ, ১৯৯৩, প্ৰিয়বালা প্ৰকাশন, তিনিচুকীয়া
- ৭ ড° গোলোক চন্দ্ৰ গোস্বামী : অসমীয়া ব্যাকৰণৰ মৌলিক বিচাৰ, ৩য় প্ৰকাশ, ১৯৯৩, বীণা লাইব্ৰেৰী, গুৱাহাটী
- ৮ ড° উপেন্দ্ৰনাথ গোস্বামী : ভাষা বিজ্ঞান, ৫ম সং ১৯৮৬, মণি-মাণিক প্ৰকাশ, পাণবজাৰ, গুৱাহাটী-১



- ৯ ড° উপেন্দ্ৰ নাথ গোস্বামী : **অসমীয়া ভাষাৰ ৰূপকথা**, ৪ৰ্থ প্ৰকাশ, ১৯৯৫, মণি মাণিক প্ৰকাশ, গুৱাহাটী
- ১০ ড° ভীমকান্ত বৰুৱা : **অসমৰ ভাষা**, ষ্টুডেণ্টচ এম্প'ৰিয়াম, ডিব্ৰুগড়
- ১১ ৰমেশ পাঠক : **অসমীয়া ভাষাৰ ইতিহাস**, ১৯৮৫, জাৰ্ণাল এম্প'ৰিয়াম, নলবাৰী
- ১২ বিশ্বেশ্বৰ হাজৰিকা, **অসমীয়া ভাষাৰ উৎপত্তি আৰু ক্ৰমবিকাশ**, ১৯৮৮, জাতীয় সাহিত্য প্ৰকাশ, গুৱাহাটী-২০
- ১৩ ড° নগেন ঠাকুৰ : **ভাৰতীয় ভাষাৰ পৰিচয়**, ১৯৮৩, ভাৰতী বুক ষ্টল, গোলাঘাট
- ১৪ ৰমেশ পাঠক : **ভাষা বিজ্ঞানৰ ভূমিকা**, ২য় প্ৰ ১৯৮৫, এল বি এছ পাব্লিকেশ্যন, গুৱাহাটী-১
- ১৫ ভগৱান মৰল : **ভাষাৰ্থবিজ্ঞান**, ১৯৮৬, অসমী প্ৰকাশ, পাণবজাৰ, গুৱাহাটী-১
- ১৬ ড° মহেন্দ্ৰ বৰা : **সাহিত্য উপক্ৰমিকা**, ৩য় সং, ১৯৯১, বনলতা, ডিব্ৰুগড়
- ১৭ তীৰ্থনাথ শৰ্মা : **সাহিত্য বিদ্যা পৰিক্ৰমা**, ৪ৰ্থ প্ৰ ১৯৭৬, বাণী প্ৰকাশ, গুৱাহাটী
- ১৫ বীৰেন বৰকটকী : **সাহিত্যৰ পটভূমি**, ৩য় প্ৰ, ১৯৮৩, অসম বুক ডিপো, কলিকতা-৯
- ১৯ ড° প্ৰফুল্ল কটকী : **সাহিত্য আৰু সংজ্ঞা**, ১ম সং, ১৯৭৯, পাঠ্যপুথি প্ৰস্তুতি সমন্বয় সমিতি, গুৱাহাটী বিশ্ববিদ্যালয়
- ২০ ড° লীলা গগৈ, সম্পা০ : **আধুনিক অসমীয়া সাহিত্যৰ পৰিচয়**, ২য় প্ৰ ১৯৯৪, ষ্টুডেণ্টচ এম্প'ৰিয়াম, ডিব্ৰুগড়
- ২১ ড° মহেন্দ্ৰ বৰা : **অসমীয়া কবিতাৰ ছন্দ**, ২য় প্ৰ ১৯৮৬, বাণীমন্দিৰ, ডিব্ৰুগড়
- ২২ ড° মহেন্দ্ৰ বৰা : **অসমীয়া ছন্দৰ শিল্পতত্ত্ব**, ১৯৯০, বনলতা, ডিব্ৰুগড়
- ২৩ নৱকান্ত বৰুৱা : **অসমীয়া ছন্দশিল্পৰ ভূমিকা**, ১৯৯৩, ষ্টুডেণ্টছ ষ্টোৰছ, গুৱাহাটী
- ২৪ নৱকান্ত বৰুৱা : **কবিতাৰ দেহ বিচাৰ**, ২য় সং ১৯৯২ ষ্টুডেণ্টছ ষ্টোৰছ, গুৱাহাটী
- ২৫ ড° মুকুণ্ড মাধৱ শৰ্মা : **ধ্বনি আৰু ৰসতত্ত্ব**, ১৯৭৭, অসম সাহিত্য সভা, চন্দ্ৰকান্ত সন্দিকৈ ভৱন, যোৰহাট ১
- ২৬ ড° সত্যেন্দ্ৰ নাথ শৰ্মা : **অসমীয়া নাট্য সাহিত্য**, ৪ৰ্থ সং, ১৯৮৩, সৌমাৰ প্ৰিণ্টিং এণ্ড পাব্লিছিং প্ৰাইভেট লিমিটেড, গুৱাহাটী-৮
- ২৭ ড° প্ৰহ্লাদ কুমাৰ বৰুৱা : **অসমীয়া চুটি গল্পৰ অধ্যয়ন**, ১৯৯৫, বনলতা, ডিব্ৰুগড়-১
- ২৮ উদয় দত্ত : **চুটি গল্প**, ১৯৭৪, অসম সাহিত্য সভা, যোৰহাট
- ২৯ বিনোদ শৰ্মা : **উদ্ভট চিন্তা আৰু নাটক**, ১ম প্ৰ ১৯৮০, এল বি এছ পাব্লিকেশ্যন, গুৱাহাটী-১
- ৩০ ড° কৰবী ডেকা হাজৰিকা : **অসমীয়া কবি আৰু কবিতা**, ১ম প্ৰ ১৯৯৪, ষ্টুডেণ্টচ এম্প'ৰিয়াম, ডিব্ৰুগড়
- ৩১ ড° লক্ষ্মীৰা দাস : **কবিতাৰ ৰূপৰেখা**, ১ম সং ১৯৮২, দেজ এণ্টাৰপ্ৰাইজ, কোকৰাঝাৰ, গোৱালপাৰা
- ৩২ ইমদাদ উল্লা : **কবিতাৰ সবিশেষ**, ১৯৮৩, অসম সাহিত্য সভা, যোৰহাট -১
- ৩৩ ড° মহেন্দ্ৰ বৰা : **ৰমন্যাসবাদ**, ১৯৮৭, ষ্টুডেণ্টচ এম্প'ৰিয়াম, ডিব্ৰুগড়
৩৪. NCERT, New Delhi : **Handbook on Paper Setting**, ২০০২, NCERT, New Delhi.
- ৩৫ Dr Mahendra Bora : **The Evolution of Assamese Script**, 1981, Asam Sahitya Sabha, Jorhat
- ৩৬ H.H. Stern : **Fundamental Concepts of Language Teaching**, Oxford University Press, Oxford, 1983
- ৩৭ *অসম সৰ্বশিক্ষা অভিযান মিছন* আৰু *মাধ্যমিক শিক্ষা পৰিষদ*, অসমে প্ৰকাশ কৰা ষষ্ঠ শ্ৰেণীৰপৰা দশম শ্ৰেণীলৈকে প্ৰচলিত পাঠ্যপুথিসমূহ, এখন আধুনিক অসমীয়া অভিধান, এখন আধুনিক অসমীয়া ব্যাকৰণ ।

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**DETAILED SYLLABUS OF THE TWO YEAR B. ED PROGRAMME**  
**DIBRUGARH UNIVERSITY**  
**COURSE NO. BED 20302**  
**COURSE TITLE : TEACHING OF ENGLISH –I**  
**MARKS: 40 (END-SEMESTER) + 10 (IN-SEMESTER)**

**Objectives of the Course:**

01. To enrich the student-teacher with knowledge on the nature, characteristics, functions of language and elements of English language
02. To enable the student- teacher to know about the role, function, position of English in the school curriculum and objective of teaching English as a second language.
03. To enable the student-teacher acquire knowledge and develop competence in the teaching of the fourfold skills of English language through different Methods, Approaches and practical Techniques

UNITS	TOPICS	CONTACT HOURS	MARKS
<b>UNIT 1</b>	<p><b>CONCEPT OF LANGUAGE AND ELEMENTS OF ENGLISH LANGUAGE</b></p> <p>(i) Language - its nature, characteristics , functions and Linguistic principles</p> <p>(ii) First language (L1) and Second language (L2) - difference between L1 and L2 and learning process of L1 and L2</p> <p>(iii) Phonetic structure of English language - Phonetic symbols, Sounds, Word stress and sentence stress, Rhythm, Intonation Pattern</p> <p><b>N.B. <i>Evaluation on part iii shall be done through Viva</i></b></p>	06	06
<b>UNIT 2</b>	<p><b>OBJECTIVES OF TEACHING AND LEARNING ENGLISH</b></p> <p>(i) The use of English in India and its position in Indian school curriculum in the context of Three Language Formula</p> <p>(ii) Objectives of teaching English at different school levels - primary level and secondary level</p> <p>(iii) Teaching and Learning of English as a second language in a multilingual society</p>	04	06
<b>UNIT 3</b>	<p><b>DEVELOPING THE FOURFOLD SKILLS OF ENGLISH LANGUAGE</b></p> <p><b>(a) Listening and Speaking skills</b></p> <p>(i) need of developing Listening skill</p> <p>(ii) the process of listening</p> <p>(iii) need of developing Speaking skill</p> <p>(iv) sample activities of developing Listening with</p>	12	16

comprehension and Speaking skills

- *Modeling speech (presentation of English speech sounds in meaningful sequences - words, phrases and sentences)*
- *Pronunciation drills*
- *Question-answer sequences*
- *Conversation*
- *Discussion*
- *Reading*
- *Choral recitation of rhymes, verses, tongue twisters*
- *how to ask question, respond to inquiry, introduce and thank a speaker, interact in an interview session*
- *Judicious use of LI in the initial years*

(vi) Listing common mispronunciation in English and finding ways to correct them

**(b) Reading skill**

- (i) Meaning and importance of reading
- (ii) Process of Reading
- (iii) Purpose of Reading - language learning, Pleasure, Information seeking, literary appreciation
- (iv) Methods of teaching Reading- Alphabetic, Phonic, Syllabic, Word method, Phrase method, Sentence method
- (v) Teaching different types of Reading based on objectives - Reading aloud, Silent reading, Skimming, Scanning, Intensive Reading and Extensive Reading
- (vi) Defects in Reading and ways to overcome them to improve Reading ability for overall comprehension, implication, interpretation, evaluation and making inferences
- (vii) Training in the use collateral reading materials-dictionaries, paper, journals, encyclopedias, to expand vocabulary and to get information and enjoyment
- (viii) Testing of Reading comprehension

***N.B.: Evaluation on part (b) ix shall be done through Viva***

**(c) Writing skill**

- (i) Mechanics of writing --- Penmanship, Transcription, Teaching spelling, Indenting, Punctuation, use of Parenthesis, Abbreviations
- (ii) Teaching graded exercises in Guided and Free composition

	(iii) Teaching the organization of a Paragraph, Essay, Letter Writing, Story writing - narrative and descriptive (iv) Teaching writing skills - paraphrasing, summarizing, note taking, story (v) Testing of writing skill		
<b>UNIT 4</b>	<b>METHODS, APPROACHES AND TECHNIQUES OF TEACHING ENGLISH</b> (i) Concept of Approaches, Methods and Techniques (ii) Approaches to Language learning - Behavioral and Cognitive and Constructivist (iii) Major methods of teaching English - <i>Grammar Translation Method</i> - <i>Direct Method</i> - <i>Bilingual Method(L1 &amp; L2)</i> - <i>The Natural Approach</i> - <i>Eclectic Method</i> - <i>Structural-Situational Approach</i> - <i>Communicative approach to Language Teaching</i> (iv) Discussing different Techniques of teaching English	06	12

#### IN-SEMESTER ASSESSMENT

**(a) SESSIONAL WORK ACTIVITIES: (Any two of the following activities) 5 MARKS**

01. Oral presentation on Phonetic structure of English language - Phonetic symbols, Sounds, Word stress and sentence stress, Rhythm and Intonation Pattern
02. Reading comprehension test from an unseen text
03. Group discussion on a given topic
04. Writing letter/story/Essay on a given topic.

**(b) SESSIONAL TEST**

5 MARKS

#### SUGGESTED READINGS:

1. Aslam, Mohammad. *Teaching of English*. 2<sup>nd</sup> ed. New Delhi: CUP, 2008.
2. Balasubramanian, T. **A Textbook of English Phonetics for Indian Students** *Second Edition*. Macmillan Publishers India Ltd.2013.
3. Baruah, T.C. *The English Teachers Handbook*. Sterling Revised ed.2011
4. Freeman, Diane Larsen. *Techniques and Principles in Language Teaching*. 2<sup>nd</sup> ed. OUP, 2000.

5. Nagaraj, Geetha *English Language Teaching Approaches, Methods, Techniques.* 2<sup>nd</sup> ed. Hyderabad: Orient Longman Private Limited, 2008.
6. O' Connor, J.D. **Better English Pronunciation.** Cambridge University Press
7. Richards, Jack C and Rodgers, Theodore S. *Approaches and Methods in Language Teaching.* 2<sup>nd</sup> ed. Cambridge University Press, 2001.
8. Sarma, M. and D.Mahapatra. *How to Teach English.* Bhabani Books, Guwahati.2009.
9. Sharma, R.A. *Teaching of English.(Language and Literature Teaching)* R.Lall Book Depot, Meerut, 2011.
10. Tickoo, M.L. *Teaching and learning English a sourcebook for Teachers and Teacher –Trainers.* Orient Longman; New Delhi: 2003.
11. Yule, George **The Study of Language.** *Third Edition.* Cambridge University Press, 2000.
12. Vyas, Manish A and Yogesh L Patel (Edited) **Teaching English as a Second Language –A New Pedagogy for a New Century.** PHI Learning Private Limited, 2010.

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**DETAILED SYLLABUS OF THE TWO YEAR B. ED PROGRAMME  
DIBRUGARH UNIVERSITY  
COURSE NO. BED 20303  
COURSE TITLE : TEACHING OF MATHEMATICS –I  
MARKS: 40 (END-SEMESTER) + 10 (IN-SEMESTER)**

**Objectives:** *On completion of the course, the students will be able to*

01. describe the nature of mathematics and also arithmetic, algebra , geometry and statistics
02. define and describe mathematical concepts, generalization and different types of proofs
03. appreciate contributions of Indian mathematicians to the field of mathematics
04. state aims and objectives of teaching mathematics and also arithmetic, algebra, geometry and statistics.
05. describe Bloom’s Taxonomy of Educational objectives and its revision
06. evaluate existing Secondary School Curriculum in the light of NCF- 2005
07. discuss different methods and techniques of teaching mathematics
08. compare / contrast different methods and their merits and demerits
09. use different methods in teaching mathematical concepts, proofs, propositions etc.

UNITS	CONTENTS	CONTACT HOURS	MARKS
<b>UNIT 1</b>	<p><b>NATURE OF MATHEMATICS :</b></p> <ul style="list-style-type: none"> <li>• Nature of Mathematics, Arithmetic, Algebra, Geometry and Statistics,</li> <li>• Mathematical propositions and axioms, mathematical symbolism.</li> </ul> <p><b>MATHEMATICAL CONCEPTS, GENERALIZATION AND PROOF.</b></p> <ul style="list-style-type: none"> <li>• <b>Concepts:</b> Teaching concepts defining, giving examples with a reason, giving counter examples, comparing and contrasting, Use of concept attainment and advance organizer models.</li> <li>• <b>Generalization:</b> Teaching generalization by Inductive – reasoning, use of analogy, analysis; and its application i.e., arriving at generalized statement.</li> <li>• <b>Proof:</b> Different kinds of proof: Direct proof, experimental proof, logical proof, Intuitive proof, In-direct proof, Reduction AD Absurdum Method, Proof of Exhaustion.</li> </ul> <p><b>HISTORY OF MATHEMATICS :</b></p> <ul style="list-style-type: none"> <li>• Contributions of Indian Mathematicians with reference to : <ul style="list-style-type: none"> <li>- Bhaskaracharya</li> <li>- Aryabhatta</li> <li>- Ramanujan</li> </ul> </li> <li>• Contribution of Arabs and Greeks to the development of Mathematics</li> </ul>	7	10

UNIT 2	<b>AIMS AND OBJECTIVES OF TEACHING MATHEMATICS :</b> <ul style="list-style-type: none"> <li>• Educational values of Mathematics</li> <li>• Aims and objectives of Teaching Mathematics at different levels</li> <li>• Objectives of Teaching Arithmetic, Algebra, Geometry and Statistics</li> <li>• Bloom’s Taxonomy of Educational Objectives,</li> <li>• Revision of Bloom’s Taxonomy</li> </ul>	6	10
UNIT 3	<b>MATHEMATICS CURRICULUM :</b> <ul style="list-style-type: none"> <li>• Principles of Construction of Mathematics Curriculum</li> <li>• Organization of Mathematics Curriculum <ul style="list-style-type: none"> <li>i. Psychological and logical consideration</li> <li>ii. Topical and Spiral approach</li> </ul> </li> <li>• Curriculum Designs and Materials produced in the recent curricular reforms (NCF- 2005)at the National and State levels and their critical appraisal</li> <li>• Evaluation of existing Secondary School mathematics curriculum</li> </ul>	6	10
UNIT 4	<b>METHOD AND TECHNIQUES OF TEACHING MATHEMATICS</b> <p><b>Methods of Teaching:</b></p> <ul style="list-style-type: none"> <li>• Inductive – Deductive</li> <li>• Analytic – Synthetic</li> <li>• Problem Solving</li> <li>• Heuristic</li> <li>• Laboratory</li> <li>• Project</li> </ul> <p><b>Techniques of Teaching:</b></p> <ul style="list-style-type: none"> <li>• Oral</li> <li>• Drill</li> <li>• Assignment</li> <li>• Supervised study</li> <li>• Programmed Learning</li> </ul>	7	10

**IN-SEMESTER ASSESSMENT**

**(a) SESSIONAL WORK ACTIVITIES: (Any one of the following activities) 5MARKS**

1. Collection of photographs & writing biographies of Mathematicians
2. Evaluation of existing Secondary School Mathematics syllabus
3. *Preparation of a plan for implementation of Problem Solving Method in teaching mathematics by selecting an appropriate topic from the secondary level*

**(b) SESSIONAL TEST**

**5 MARKS**

## SUGGESTED READINGS:

1. Baur Gregory R and Linder Olson George: *Helping children Learn Mathematics*. Cummings publishing Co. INC, London.
2. Chadha, B.N. and S.M. Agarwal : *Teaching Mathematics*. Dhanpat Rai and Sons, Delhi.
3. Grouws, D.A. (ed) (1992). *Handbook of Research on Mathematics Teaching and Learning*, NY: Macmillan Publishing.
4. Moon, B. & Mayes, A.S. (eds) (1995). *Teaching and Learning in Secondary School*. London: Routledge.
5. NCERT, *A Textbook of Content-cum-Methodology of Teaching Mathematics*, New Delhi: NCERT.
6. Sidhu, K.S.: *The Teaching of Mathematics*; Sterling Publishers Pvt.Ltd. New Delhi-16
7. Sharma L. R., *Mathematical Puzzles*, UNICORN BOOKS, New Delhi-110002, 2012
8. Thakur R. K., *Vedic Mathematics*, UNICORN BOOKS, New Delhi-110002, 2013
9. Young, J.M.A.: *The Teaching of Mathematics*. Longmans.

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**DETAILED SYLLABUS OF THE TWO YEAR B. ED PROGRAMME  
DIBRUGARH UNIVERSITY  
COURSE NO. BED 20401  
COURSE TITLE : TEACHING OF GENERAL SCIENCE –I  
MARKS: 40 (END-SEMESTER) + 10 (IN-SEMESTER)**

**Objectives of the Course:** *To enable the students:*

01. Understanding of characteristics of Science.
02. Knowledge about aims and general objectives of teaching secondary school Science.
03. Ability to state specific objectives in behavioural terms with reference to concepts and generalizations.
04. Develop a broad understanding of the principles and procedures used in modern Science education.
05. Develop their essential skills for practicing modern Science education.
06. Ability to prepare models and improvised apparatus essential for Science teaching.
07. Ability to prepare lesson plans and unit plans essential for Science teaching.
08. Ability to develop competency to evaluate the learners' performance objectively.
09. Ability to manage introduction activity in such a way that the vast majority of the learners attain most the objectives.

UNITS	TOPICS	CONTACT HOURS	MARKS
<b>UNIT 1</b>	<b>NATURE AND SCOPE OF GENERAL SCIENCE AND OBJECTIVES OF TEACHING IT.</b> <ul style="list-style-type: none"> <li>• Characteristics of Science.</li> <li>• Concept of Science as a process and product.</li> <li>• Impact of Science on modern world.</li> <li>• Concept of General Science.</li> <li>• Need of Science in school curriculum</li> <li>• Objectives of teaching Science at different school levels- (a) Primary, (b) Secondary and (c) Higher Secondary.</li> </ul>	08	10
<b>UNIT 2</b>	<b>CONSTRUCTION OF GENERAL SCIENCE CURRICULUM.</b> <ul style="list-style-type: none"> <li>• Concept of curriculum</li> <li>• Principles of construction of General Science curriculum.</li> <li>• Principles of organization of General Science curriculum.</li> <li>• Modern trends in curriculum construction.</li> <li>• Exploring and utilization of resources for curriculum transaction.</li> <li>• Adapting the curriculum to the local needs.</li> <li>• Purposes of General Science curriculum evaluation.</li> <li>• Process of General Science curriculum evaluation.</li> </ul>	08	10

	<ul style="list-style-type: none"> <li>• National Curriculum Framework 2005 and Teaching Science.</li> <li>• National Curriculum Framework 2009 and Teaching Science.</li> </ul>		
<b>UNIT 3</b>	<b>SCIENTIFIC METHOD AND SCIENTIFIC ATTITUDE.</b> <ul style="list-style-type: none"> <li>• Steps involved in scientific method.</li> <li>• Usefulness of Scientific method in teaching Science</li> <li>• Strategies involved in using scientific method.</li> <li>• Concept of scientific attitude.</li> <li>• Need for development of scientific attitude.</li> <li>• Indicators of scientific attitude.</li> <li>• Means for development of scientific attitude.</li> </ul>	08	10
<b>UNIT 4</b>	<b>CREATIVITY IN SCIENCE TEACHING AND CONSTRUCTION OF IMPROVISED APPARATUS.</b> <ul style="list-style-type: none"> <li>• Concept of creativity.</li> <li>• Importance of creativity.</li> <li>• Means to develop creativity.</li> <li>• Characteristics of improvised apparatus.</li> <li>• Importance of improvised apparatus.</li> <li>• Process of developing improvised apparatus.</li> <li>• Problems in developing improvised apparatus.</li> </ul>	08	10

### **IN-SEMESTER ASSESSMENT**

#### **(a) SESSIONAL WORK ACTIVITIES: (Any one of the following activities) 5 MARKS**

- Evaluation of existing Science curriculum – SEBA / CBSE.
- Analysis of a text-book of Science for secondary level.
- Implementation of scientific method in teaching by selecting an appropriate topic from the secondary level
- Preparation of a plan for enhancing creativity in students studying at the Secondary level

#### **(b) SESSIONAL TEST**

**5 MARKS**

### **SUGGESTED READINGS:**

1. S.P. Kulshreshtha: Teaching of Science. 5<sup>th</sup> Revised Edition, 2000, R. Lall Book Depot, Meerat.
2. Davar. M: Teaching of Science, 2012 PHI Private Limited, New Delhi-11001.
3. Bhatnagar. A.B & S.S. Bhatnagar :Teaching of Science, 2011, Vinay Rakheja, R. Rall. Book Dpot, Meerat.

4. Sharma R.C. :Modern Science teaching, Sixth Revised Edition, 2012. Dhanpat Rai Publishing New Delhi.
5. Ametha, J.C. :Methods of Teaching Biological Science. 2008, Neelkamal Publications, Hyderabad.
6. Mangal, S.K. :Teaching of Physical Science, 2011, Neelkamal Publications, New Delhi
7. Das, R.C.: Science Teaching in Schools, 2<sup>nd</sup> Edition, 1996. Sterling Publishers, New Delhi
8. Siddique, M.N & N.N Siddique: Teaching of Science Today and Tomorrow 5<sup>th</sup> Revised Edition 1998, Doaba House.

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**DETAILED SYLLABUS OF THE TWO YEAR B. ED PROGRAMME  
DIBRUGARH UNIVERSITY  
COURSE NO. BED 20402  
COURSE TITLE : TEACHING OF GEOGRAPHY –I  
MARKS: 40 (END-SEMESTER) + 10 (IN-SEMESTER)**

**OBJECTIVES OF THE COURSE**

To enable the pupils to:

1. Understand the modern concepts of Geography.
2. Understand the aims and general objectives of teaching secondary school.
3. Acquire ability to state specific objectives in behavioral terms with reference to concepts and generalizations.
4. Apply appropriate methods and techniques of teaching of particular topics at different levels.
5. Critically evaluate the existing school syllabus and review the textbook of Geography.
6. Prepare yearly plan, unit plan and lesson plan for different classes.
7. Prepare map and charts to illustrate the contents of different classes.
8. Prepare achievement test, analysis of result and make suggestions for remedial teaching

<b>UNITS</b>	<b>TOPICS</b>	<b>CONTACT HOURS</b>	<b>MARKS</b>
<b>UNIT-1</b>	<b>Foundation of Geography Education</b> <ul style="list-style-type: none"> <li>• Meaning, Nature and Scope of Geography.</li> <li>• Modern concept of geography</li> <li>• Need and importance of geography teaching as a part of school curriculum.</li> <li>• Relationship of geography with other social sciences</li> <li>• Historical development of geography               <ol style="list-style-type: none"> <li>i) Geography in Ancient Times</li> <li>ii) Geography in Middle Ages,</li> <li>iii) Geography in Modern Times</li> </ol> </li> </ul>	<b>8</b>	<b>10</b>
<b>UNIT-2</b>	<b>Instructional Strategies for Teaching of Geography</b> <ul style="list-style-type: none"> <li>• Importance of Methods.</li> <li>• Methods of teaching Geography: Lecture, Discussion, Storytelling, Source, Observation, Project, Regional, Laboratory, Inductive-Deductive Method</li> <li>• Local Geography, Fieldtrips and Excursions</li> <li>• Techniques, Devices and Maxims of teaching Geography</li> </ul>	<b>12</b>	<b>10</b>
	<b>Planning Instruction</b> <ul style="list-style-type: none"> <li>• Meaning and Importance of Lesson Planning</li> <li>• General Objectives of teaching Geography</li> <li>• Developing Instructional Objectives of a particular lesson in pupils' behavioral terms</li> </ul>	<b>8</b>	<b>10</b>

	<ul style="list-style-type: none"> <li>• Selection of teaching points.</li> <li>• Daily Lesson Plans</li> <li>• Unit Plans</li> </ul>		
<b>UNIT-4</b>	<b>Learning Resources in Geography</b> <ul style="list-style-type: none"> <li>• Audio-Visual Aids: their need and advantages</li> <li>• Proper use of audio-visual aids in teaching Geography</li> <li>• Guiding principles for the effective use of Audio-Visual Aids</li> <li>• Classification of Audio-Visual Aids</li> <li>• Audio-Visual Aids and the teacher</li> <li>• Geography Classroom/Laboratory, Geography Museum, Geography Library</li> <li>• Utilization of Community resources in Geography</li> <li>• Computer Assisted Instruction and its application</li> <li>• Geographical Information System, Remote Sensing and Digital mapping</li> </ul>	<b>7</b>	<b>3</b>

### IN-SEMESTER ASSESSMENT

#### (a) SESSIONAL WORK ACTIVITIES: (Any one of the following activities) 5 MARKS

1. Preparation of a Unit Plan
2. Preparation of a Lesson Plan
3. Preparation of Teaching Aids
4. Preparation of a plan for implementation of Project Method in teaching Geography by selecting an appropriate topic from the secondary level.

#### (b) SESSIONAL TEST

5 MARKS

#### SUGGESTED READINGS:

1. Adhikari, A (1999): *Fundamentals of Geographical Thought*, Chaitanya Publishing House, Allahabad
2. Bhatta, Basudeb (2011): *Remote Sensing and GIS*, Oxford University Press
3. Hussain, M (1988) : *Evolution of Geographical Thought* , Rawat Publication, Jaipur.
4. Patel, A.N. and Singh, S. (2013): *Remote Sensing Principles and Applications*, Scientific Publishers
5. Shaida, B.D. and Sharma, J.C. (2005): *Teaching of Geography*, Dhanpat Rai Publishing Company
6. Siddiqui, M.A. (2009): *Introduction to Geographical Information System*, Sharda Pustak Bhaban, Allahabad
7. Varma, O.P. (2005): *Geography Teaching*, Sterling Publishers Pvt. Ltd., New Delhi
8. Varma, O.P. and Vedanayagam, E.G. (2007): *Geography Teaching*, Sterling Publishers Pvt. Ltd., New Delhi

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**DETAILED SYLLABUS OF THE TWO YEAR B. ED PROGRAMME**  
**DIBRUGARH UNIVERSITY**  
**COURSE NO. BED 20403**  
**COURSE TITLE : TEACHING OF SOCIAL SCIENCE –I**  
**MARKS: 40 (END-SEMESTER) + 10 (IN-SEMESTER)**

**Objectives of the Course:** *To enable the students:*

01. Develop the understanding of objectives of teaching Social Science with its component subjects.
02. Develop the ability to distinguish between Natural science & Social science
03. Discuss different aspects of teaching Social Science
04. Develop the understanding and skill of using different methods of teaching social Science
05. Develop the understanding and skill of preparing lesson plan and using it in an effective way.
06. Develop an understanding of learning resources used in teaching social Science.

UNITS	TOPICS	CONTACT HOURS	MARKS
UNIT 1	<b>INTRODUCTION OF SOCIAL SCIENCE</b> <ul style="list-style-type: none"> <li>• Meaning, Scope, Nature and Importance of Social Science.</li> <li>• Distinguishing between Natural Sciences and Social Sciences (What is 'social' about various Social Sciences?)</li> <li>• Aims, values and objectives of teaching Social Science</li> <li>• Major components of Social Science at School level (history, geography, civics, economics and sociology) and rationals of teaching each component in Social Science.</li> <li>• Present perception of Social Science in School curriculum.</li> <li>• Integrated teaching approach and it's use in teaching component subjects of Social Science.</li> </ul>	08	10
UNIT 2	<b>CURRICULUM DEVELOPMENT IN SOCIAL SCIENCE</b> <ul style="list-style-type: none"> <li>• Principles of designing the Social Science curriculum for secondary level with due weightage to its components.</li> <li>• Organization of Social Science curriculum in terms of, Spiral, Unit and Topical approaches.</li> <li>• NCF 2005: Objectives and approaches of teaching social science.</li> <li>• The critical analysis of present secondary school curriculum of Social Science followed by SEBA and CBSE.</li> <li>• Text book- Criteria for selecting a good Social Science textbook, E-text book.</li> </ul>	10	10
UNIT 3	<b>ROLE OF SOCIAL SCIENCE IN PRESENT PERSPECTIVE</b> <ul style="list-style-type: none"> <li>• Development of life skills through Social science.</li> <li>• Role of Social Science in developing 'Education for Citizenship', 'Emotional Integration', 'International Understanding'</li> <li>• Role of Social Science in addressing national challenges- Poverty, Unemployment, Ethnic Insurgency, Terrorism, Corruption, environmental pollution and Over Population</li> </ul>	08	10

<b>UNIT 4</b>	<b>DEVELOPMENT OF BASIC SKILLS IN SOCIAL SCIENCE</b> <ul style="list-style-type: none"> <li>• Skill of conducting Field Trips/study and preparing reports using scientific procedure.</li> <li>• Importance of demonstration of drills for disaster management.</li> <li>• Skill of Using Computer in Teaching Social Science, developing power point presentations, use of smart class in teaching social Science contents</li> <li>• Skill of Map Reading and finding geo locations. Using the Google Earth software in finding geo locations.</li> <li>• Procedure of conducting a free and fair election in a democratic environment.</li> <li>• Tips in maintaining health and hygiene in schools.</li> <li>• Skills of conflict management</li> </ul>	10	10
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### IN-SEMESTER ASSESSMENT

#### (a) SESSIONAL WORK ACTIVITIES: (Any one of the following activities) 5 MARKS

01. Seminar presentation on relevant topics by using aids of multimedia like power-point, slides etc
02. Evaluation of existing Social Science syllabus of Secondary School.
03. Field visit to the places like commercial establishment, higher and technical educational institutions, factories, heritage sites, habitation of ethnic community etc and Preparation of Report.

#### (b) SESSIONAL TEST

**5 MARKS**

### SUGGESTED READINGS:

01. Alen J Hoffman & Thomas F. Ryan: *Social Studies and the Child's Expanding Self: Teaching with a Psycho-Social Approach*, published by Intext Educational Publishers, 1973
02. Ining Arthur & Bining David: *Teaching of Social Studies in Secondary Schools* Published by McGraw-Hill, 1952
03. Aggarwal J C: *Teaching of Social Studies*, Published by Vikash Publishing House PVT. LTD, New Delhi, 2004.
04. Kochhar S K: *Teaching of Social Studies*, Published by Sterling Publishers Private Ltd, New Delhi, 2002.
05. Aalcolm P. Douglass: *Teaching of Social Studies*
06. Aijidian K.G: *Education for International Understanding*

07. Y.K Singh: *The Teaching of Social Studies* published by APH Publishing Corporation, New Delhi, 2008
08. Mangal S.K. & Mangal Uma: *Teaching of Social Studies*, published by PHI Learning private Limited, New Delhi, 2011
09. Prof. S.P. Ruhela: *Teaching of Social Sciences* published by *Neelkamal Publications Pvt. Ltd. Hyderabad*
10. Prof. S.P. Ruhela: *Lesson Plans in Social Sciences* published by *Neelkamal Publications Pvt. Ltd. Hyderabad*
11. Report on the study of “*National Study on Ten Year School Curriculum Implementation*” Published by Department of Teacher Education, NCERT, New Delhi in 2013.
12. “*National Curriculum Framework for Teacher Education*” published by National Council for Teacher Education, 2009
13. Report on the study of “*Impact of in service Teacher Training on classroom Transaction*” Published by Department of Teacher Education, NCERT, New Delhi in 2012
14. “*Teacher’s Manual: Continuous and Comprehensive Evaluation*”, Published by Central Board of Secondary Education, New Delhi, 2010
15. *National Curriculum Framework, 2005* published by NCERT, 2005
16. “*Education for International Understanding*” Published by NCERT,
17. Rajput, S., Singh, A., Pandit, B.L., Tiwari A.D., and Kumar, S., *Handbook on Paper Setting*, NCERT
18. *Handbook for the Teaching of Social Studies* written by Association of Teachers of Social Studies in the City of New York, published by Allyn and Bacon, 1977
19. *UNESCO handbook for the teaching of social studies*, Edited by Howard D. Mehlinger, published by Croom Helm, 1981

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**DETAILED SYLLABUS OF THE TWO YEAR B. ED PROGRAMME**  
**DIBRUGARH UNIVERSITY**  
**COURSE NO. BED 20404**  
**COURSE TITLE : TEACHING OF HISTORY -I**  
**MARKS: 40 (END-SEMESTER) + 10 (IN-SEMESTER)**

**Objectives of the Course:** *To enable the students:*

1. Gain knowledge about aims and general objectives of teaching secondary school history.
2. Develop an understanding of the significance of history in the school curriculum and life.
3. Develop skills of pedagogical and textbook analysis.
4. Develop an understanding of the importance of co- curricular activities in the teaching of history.
5. Develop an understanding of the multifarious role of the history teacher in the present context.
6. Appreciate the need for continuing education of history teachers.
7. Identify difficulties in learning concepts and generalization and provide suitable remedial instruction.
8. Justify the importance of teaching history at the secondary level.
9. Do curriculum planning and select learning material in history appropriate to different classes at this level.

UNITS	TOPICS	CONTACT HOURS	MARKS
UNIT 1	<p><b>IMPORTANCE OF HISTORY IN THE SCHOOL CURRICULUM</b></p> <ul style="list-style-type: none"> <li>• Concept of History- Meaning and definitions of History</li> <li>• Nature of History &amp; Scope of History</li> <li>• Dynamic concept and status of History</li> <li>• History as a science and Art- objectivity and scientific study of history.</li> <li>• Aims and objectives of Teaching History at Secondary level.</li> <li>• Instructional objectives of Teaching History at Secondary level</li> <li>• Values of Teaching History</li> </ul>	8	10
UNIT 2	<p><b>CURRICULUM ORGANISATION AND ANALYSIS</b></p> <ul style="list-style-type: none"> <li>• Meaning and concept of curriculum.</li> <li>• History in the school Curriculum</li> <li>• Social environment and History curriculum</li> <li>• Principles for selecting History Curriculum</li> <li>• Approaches to curriculum construction               <ol style="list-style-type: none"> <li>a) Chronological, b) Concentric, c) Topical,</li> <li>d) Regressive method, and f) Lines of development</li> </ol> </li> <li>• Selection of subject matters and contents of History for different stages- Various theories- a) culture-epoch theory, b) biographical theory, and c) the psychological theory</li> </ul>	10	10

	<ul style="list-style-type: none"> <li>• Critical analysis of the curriculum or designs and materials produced in the recent curricular reforms at the national and state levels and their critical appraisal.</li> <li>• Textbook Analysis: characteristics of a good history textbook and critical analysis of textbook</li> <li>• Suggestions for improvement</li> </ul>		
UNIT 3	<p><b>ROLE OF HISTORY TEACHER IN THE PRESENT PERSPECTIVE</b></p> <ul style="list-style-type: none"> <li>• Pivotal position of History teacher</li> <li>• Essentials Qualities of a History teacher</li> <li>• Professional growth of History teacher</li> <li>• History teacher and controversial issues</li> <li>• Challenges faced by the teacher in present day context</li> <li>• Role of History teacher in utilizing current events and contemporary affairs in teaching History.</li> <li>• Developing global perspectives through History teaching</li> <li>• History teacher and the communalism in Indian and Assam history</li> </ul>	8	10
UNIT 4	<p><b>THE HISTORY CLASSROOM, LIBRARY AND MUSEUM- CO-CURRICULAR ACTIVITIES AND HISTORY TEACHING.</b></p> <ul style="list-style-type: none"> <li>• Museum and its importance</li> <li>• History room-concept, need, equipments and maintenance</li> <li>• Co-curricular activities-History club, observation of National &amp; International Days and developing and promoting National Integration; International understanding and emotional Integration.</li> <li>• Teaching Chronology and Time Sense in History</li> <li>• Utilization of community resources in teaching History.</li> </ul>	10	10

### IN-SEMESTER ASSESSMENT

**(a) SESSIONAL WORK ACTIVITIES: (Any one of the following activities) 5 MARKS**

1. Preparation of time-lines of two rulers and their achievements
2. Production of at least 2 power point presentations and slides
3. Critical analysis of History textbooks of different Boards(Class IX to XII)
4. Content analysis of a History textbook to identify the points that can be utilized for developing the feeling of Nationalism/National Integration/International Understanding.

**(b) SESSIONAL TEST**

**5 MARKS**

## SUGGESTED READINGS:

1. Agarwal, J.C.: *Teaching of History- a practical Approach*, Vikas Publishing House Pvt. Ltd., New Delhi.
2. Ali, B. Sheik.: *History: Its Theory and Method*, Macmillan India Limited.
3. Baruah. B, Dahal,C & R.Bora, *Introduction to History and Its Sources*, Kiran Prakashan, Dhemaji, 2014.
4. Bhatia, R.L.: *Contemporary Teaching of History*, Surjeet Publications, New Delhi.
5. Carr, E.H.: *What is History?* Newyork, Macmillan
6. Kochhar, S. K., *Teaching of History*, Sterling Publishers Pvt. Ltd., New Delhi.
7. Shaida,B.D.,& Sahab Singh., *Teaching of History*, Dhanpat Rai Publishing Co.(P)Ltd.
8. Singh,R.P., *Teaching of History*, R. Lall Book Depot, Meerut, 2010.

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## DETAILED SYLLABUS OF THE TWO YEAR B. ED PROGRAMME

DIBRUGARH UNIVERSITY

COURSE NO. BED 20405

COURSE TITLE : TEACHING OF MUSIC –I

MARKS: 40 (END-SEMESTER) + 10 (IN-SEMESTER)

Objectives of the Course: *To enable the students:*

UNITS	TOPICS	CONTACT HOURS	MARKS
UNIT 1	<b>History and Evolution of Indian Music</b> <ul style="list-style-type: none"><li>• Different ages (Ancient, Medieval and Modern)</li><li>• Concept of;<ul style="list-style-type: none"><li>▪ Hindustani Sangeet paddhati</li><li>▪ Karnataki Sangeet paddhati</li><li>▪ Satriya Sangeet Paddhati</li></ul></li><li>• Concept of different musical Instrument of Indian Music</li></ul>	15	20
UNIT 2	<b>Western Music</b> <ul style="list-style-type: none"><li>• Scale of western music (Diatonic scale: Major, Minor, Sharp)</li><li>• Classification of Western Musical instrument (Atophone, Membranophone, Chordophone, Aerophone)</li><li>• Harmony and Melody</li></ul>	10	10
UNIT 3	<b>Essay on Music</b> <ul style="list-style-type: none"><li>• Loka Sangeet and Satriya Sangeet</li><li>• Importance of Gharana and Guru-Shishya Parampara</li><li>• Role of Scientific Instrument in music</li><li>• Music as academic discipline</li><li>• Music and imagination</li></ul>	10	10

### SUGGESTED READINGS:

1. Sangeet Visharad Part I & III - Laxmi Narayan Garg, Sangeet Karyalaya
2. Rag Vigyan - Laxmi Narayan Garg, Sangeet Karyalaya
3. Rag Sangeet -Biren Kr. Phukan, Sri Khagendra Narayan Dutta Boruah, 1990
4. Asomiya Lok-Geet Sanchayan Hemanta Kumar Sarma
5. Nibandha Sangeet - Laxmi Narayan Garg, Sangeet Karyalaya
6. Borgeet Mukur Golap Mahanta
7. Bharatiya Sangeet Ka Itihaas - Ramabcar Veer, D.K. Publication, 2010

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**DETAILED SYLLABUS OF THE TWO YEAR B. ED PROGRAMME  
DIBRUGARH UNIVERSITY  
COURSE NO. BED 20501  
COURSE TITLE : PHYSICAL & YOGA EDUCATION**

**Process Assessment = 30  
Product Assessment = 20**

**Objectives of the Course:** After going through this course the students will be able to

- i. relate the significance of yoga education in one's life;
- ii. explain the concept of yoga
- iii. trace the development of yoga
- iv. explain the usefulness of yoga in living a healthy life
- v. explain astanga yoga
- vi. justify the need of positive health
- vii. explain positive health and diseases according to yogic literature
- viii. find out the yogic principles useful for healthy living
- ix. discuss stress management and dietary consideration;
- x. demonstrate different practices, asanas and pranayama as mentioned in the practicum with appropriate precaution.

UNIT NO	UNITS
<b>UNIT- 1</b>	<p><b>Introduction to Yoga and Yogic practices</b></p> <ul style="list-style-type: none"> <li>- Concept</li> <li>- History of the development of Yoga</li> <li>- Astanga Yoga</li> <li>- Schools of yoga: Raja Yoga and Hatha Yoga</li> <li>- Yoga as a discipline</li> <li>- Introduction to Yogic texts</li> <li>- Yogic practices for healthy living</li> <li>- Introduction to some selected yogic practices</li> </ul>
<b>UNIT- 2</b>	<p><b>Yoga and Health</b></p> <ul style="list-style-type: none"> <li>- Need for Yoga for physical health</li> <li>- Concept of health, healing and disease: Yogic perspectives</li> <li>- Potential causes of ill health</li> <li>- Yogic principles for healthy living</li> <li>- Integrated approach of Yoga for management of health</li> <li>- Stress management through Yoga and Yogic dietary consideration.</li> </ul>

<b>UNIT- 3</b>	<p><b>PRACTICUM</b></p> <p>Breathing practices</p> <ul style="list-style-type: none"> <li>- Hands and stretch breathing</li> <li>- Ankle stretch breathing</li> <li>- Rabbit breathing</li> <li>- Shashankasana breathing</li> <li>- Instant Relaxation Technique</li> </ul> <p>Loosing Exercises</p> <ul style="list-style-type: none"> <li>- Jogging</li> <li>- Forward and backward bending</li> <li>- Side bending</li> <li>- Quick Relaxation Technique (QRT)</li> </ul> <p>Suryanamaskara</p> <p>Asana</p> <ul style="list-style-type: none"> <li>- Standing posture: Tadasana, Trikonasana, Parivritta Trikonasana, Vrikshasana</li> <li>- Sitting posture: Sukhasana, Padmasana, Bajrasana, Pachimottasana, Ushtasana</li> <li>- Porne posture: Bhujanagasana, Salambhasana, Dhanurasana</li> <li>- Supine postures: Savasana, Halasana, Chakrasana, Pavanamuktasana</li> </ul> <p>Pranayama</p> <ul style="list-style-type: none"> <li>- Kapalbhati kriya</li> <li>- Surya Anuloma Viloma</li> <li>- Shitali</li> <li>- Bhramari</li> </ul> <p>Meditation</p>
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**Sessional Work activities:**

**In-semester:** Regularity of practice, Record book, diary, sessional assessment

**End-Semester:** Students will be required to demonstrate at least three activities from the given list of practicum

(Students will be attached with a Yoga institute as intern for a certain period which may be a few days or weeks depending upon the availability of time)

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**DETAILED SYLLABUS OF THE TWO YEAR B. ED PROGRAMME**  
**DIBRUGARH UNIVERSITY**  
**COURSE NO. BED 20502**  
**COURSE TITLE : ART IN EDUCATION AND WORK EXPERIENCE**

Process Assessment: 30

Product Assessment: 20

UNITS	THEME/TOPIC		SUGGESTED ACTIVITIES	Marks
	Art	<b>Concept, Types</b>		
<b>Unit 1</b>	Creative Dramatics	i. Concept, nature, necessity and procedure of creative dramatics  ii. Preparation: development of play/idea/concept, improvisation ((Plot, Character, dialogue, Music, Costumes, pops, Make up etc.)  iii. Presentation followed by feedback by the peer group.  iv. Preparation and presentation of creative drama during the internship in teaching by involving the students of concerned class of the concerned school.  v. Experiencing theatre	Sub Unit 'i' shall be carried through lecture and discussion mode.  Sub Unit 'ii' shall be carried out through workshop mode.  Student teacher shall have to prepare at least one performance in small group based on the contents of Secondary school text book during the workshop.  Student teacher shall have to prepare at least one classroom performances during internship in teaching  Student teacher shall have to attend a theatre performance as audience performed by any group in their locality followed by group discussion to appreciate the performance.	15
Unit 2	Dance and Music in education	i. Necessity and appreciation of dance and music in education.  ii. Preliminary music and rhythm exercise.  iii. Development of music piece /performance on the basis of the contents of Secondary school textbook.	Sub Unit 'i' shall be carried out through lecture and discussion mode  Sub unit 'ii' and 'iii' will be carried out through workshop mode. For sub unit 'iii' student teachers will be divided in small groups.	10

Unit 3	Fine Art in education	<p><i>i.</i> Necessity and appreciation of fine art education.</p> <p><i>ii.</i> Preparation of two Dimensional/Pictorial arts: (Drawing and Painting, Collage making, Photography and computer Graphics) and three dimensional (Sculpture-using locally available materials, Clay modeling, Terracotta, Mask making, Puppet, Installation) visual art.</p> <p><i>iii.</i> Visiting a place of art/exhibition/cultural festival.</p>	<p>Sub Unit 'i' shall be presented through lecture and discussion mode.</p> <p>At least one art (preparation and use in teaching) will be taught through workshop mode</p> <p>Student teacher shall have to visit at least any one of the items of the sub unit iii followed by group discussion to appreciate the aesthetics.</p>	10
Unit 4	Work Experience	<p><i>i.</i> To be submitted two (one two-dimensional and one three-dimensional) visual art product mentioned in the unit 3.</p> <p><i>ii.</i> To be decided by the concerned institution.</p>		15



**DETAILED SYLLABUS OF THE TWO YEAR B. ED PROGRAMME  
DIBRUGARH UNIVERSITY  
COURSE NO. BED 30100  
COURSE TITLE : SCHOOL ORGANISATION AND MANAGEMENT  
MARKS: 80 (END-SEMESTER) + 20 (IN-SEMESTER)**

**Objectives of the Course:** *To enable the students to:*

01. Acquire proficiency of classroom management.
02. Develop skill of creating better school environment.
03. Understand ways of preventing problems in managing a classroom.
04. Cultivate the qualities to become a better teacher.
05. Professional up-liftment to make a vibrant school climate.

UNITS	TOPICS	CONTACT HOURS	MARKS
<b>UNIT 1</b>	<p><b>SCHOOL ORGANISATION AND ITS ELEMENTS</b></p> <ul style="list-style-type: none"> <li>• Meaning of classroom organization and its characteristics.</li> <li>• Institutional planning for administering a multipurpose secondary and higher secondary school.</li> <li>• Planning and budgeting for functioning of a multipurpose secondary and higher secondary school.</li> <li>• Importance of a smart classroom and its application in a multipurpose secondary and higher secondary school.</li> <li>• Creation of a conducive and learner friendly school environment.</li> <li>• Maintenance of relationship with associated bodies relating to school organization.</li> <li>• Utilization of available resources in communities for welfare of the school.</li> </ul>	10	16
<b>UNIT 2</b>	<p><b>PHYSICAL FACILITIES IN A SCHOOL</b></p> <ul style="list-style-type: none"> <li>• Importance of Library and its Organization in school.</li> <li>• Importance of Laboratory and its Organization for different school subjects</li> <li>• Importance of Co-curricular activities and its Organization in School.</li> <li>• Importance of Hobby centre and its Organization in School.</li> <li>• Importance of workshop and Organization in school.</li> <li>• Sanitation and its maintenance in school.</li> <li>• School Playground and its uses for different purposes.</li> </ul>	10	16

<b>UNIT 3</b>	<b>SCHOOL ENVIRONMENT- TEACHER'S ROLE</b> <ul style="list-style-type: none"> <li>• Professional Ethics of Teacher.</li> <li>• Duties and Responsibilities of a teacher in creating good school environment.</li> <li>• Duties and Responsibilities of a Head of the school in creating good school environment.</li> <li>• Leadership style of the Headmaster and its influence on teacher role performance.</li> <li>• Visualize the requirements- procure, maintain and replenish with support of authorities</li> <li>• Performance Appraisal (Self-appraisal, User-appraisal, Employer-appraisal) - Teaching &amp; Non-teaching staff.</li> <li>• Factors affecting school environment - goodwill, acceptance, belongingness, openness, orderliness, and access among teachers.</li> </ul>	10	16
<b>UNIT 4</b>	<b>CLASSROOM MANAGEMENT</b> <ul style="list-style-type: none"> <li>• Classroom management – concept, need and approaches.</li> <li>• Role of students in a classroom – leader, follower and non-participant.</li> <li>• Role of a teacher in classroom management – relationship between leadership styles of a teacher and classroom discipline.</li> <li>• Managing behavior problems in a classroom – Preventative, Supportive and Corrective.</li> <li>• Common mistakes in classroom behavior management.</li> <li>• Preparation of School Time Table, Rules and Regulations.</li> <li>• Punishment and its legal implications – the rights of a child.</li> </ul>	10	16
<b>UNIT 5</b>	<b>MECHANISMS FOR COORDINATED FUNCTIONING IN SCHOOL</b> <ul style="list-style-type: none"> <li>• Annual school calendar, Day to day schedules- Time table, Notifications and Announcements.</li> <li>• Staff Meetings: forum for sharing, review and further planning.</li> <li>• Cumulative record card and its maintenance.</li> <li>• Regular, documentation of events and activities</li> <li>• Approaches to professional development of teachers in a school.</li> <li>• Mechanisms that promote and hinder school-community and teacher-parent relationship.</li> <li>• Parent Teacher Association and its Functions.</li> </ul>	10	16

**IN-SEMESTER ASSESSMENT**

**(a) SESSIONAL WORK ACTIVITIES:(Any two of the following activities) 5X2=10 MARKS**

- Practice of various approaches to classroom management in simulated group - work
- Group discussion on the various school systems in India and their relevance.
- Review the school time-table planning and assess its effectiveness in the light of National Curriculum Framework 2005
- Preparation of a Perspective Plan (*to be implemented during the next three years*) for improving the functioning of a school
- Project work on merits & demerits of schools under different types of management: Government, Provincialized and Private.

**(b) SESSIONAL TEST**

**10 MARKS**

**SUGGESTED READINGS:**

01. Alka, Kalra (1977) *Efficient School Management and Role of Principals*, APH Publishing Corporation, New Delhi.
02. Bagley, *Classroom Management*, New York: Macmillan
03. Buch, T (et al) (1980) *Approaches to School Management*, Harper & Row Publishers, London.
04. Campbell, R F., Corbally, J E and Nystrand, R O (1983) *Introduction to Educational Administration*, (6th ed), Allyn and Bacon, Inc., Boston  
Blumberg, A & Greenfield, w (1986)
05. *The Effective Principal*, Allyn & Bacon, London.
06. Govt of India, *Programme of Action* (1992), MHRD, New Delhi.
07. Griffiths, J. Podirsky, M. Deakin, S. and Maxwell, S. (2002). *Classroom Layout*. URL:  
<http://ehlt.flinders.edu.au/education/DLT/2002/environs/suyin/overview.html>.
08. Gupta, S K and Gupta S (1991) *Educational Administration and Management*, Manorama Prakashan, Indore.
09. Khan, M S (1990) *Educational Administration*, Asia, Publishing House, New Delhi.
10. Marsh, C. (2000). *Handbook for Beginning Teachers*. Second Edition. Pearson Education: Australia.
11. Naik, J P (1970) *Institutional Planning*, Asia Institute for Educational Planning and Administration, New Delhi.
12. Sushi, T et al (1980) *Approaches to School Management*, London : Harper & Row.
13. Vashist, Savita (Ed)(1998) *Encyclopedia of School Education and Management*, New Delhi, Kamal Publishing House.



**DETAILED SYLLABUS OF THE TWO YEAR B. ED PROGRAMME  
DIBRUGARH UNIVERSITY  
COURSE NO. BED 30201  
COURSE TITLE : GENDER, SCHOOL AND SOCIETY**

**MARKS: 40 (END-SEMESTER) + 10 (IN-SEMESTER)**

Objectives of the Course:

- To enable student teachers to understand the concept of gender and its related terms.
- Understand gender discrimination in construction and dissemination of knowledge and its prevalence in school and society
- Develop gender awareness and sensitivity in transacting curriculum.

**COURSE OUTLINE**

UNITS	TOPICS	CONTACT HOURS	MARKS
UNIT-I	Introduction to gender and its related terms; • gender, sex, difference between gender and sex, meaning of patriarchy, matriarchy, gender roles	10	
UNIT-II	childhood, socializations and gender biases • In the family, school and under society. • Gender inequality in educational contact by caste, tribe, religion, region minority , specific to North – East.	15	
UNIT-III	Gender inequality in the school. • In the construction and dissemination of knowledge. • In the development of curriculum and text- books • In the classroom – child friendly, girl friendly, school and single sex school • In the school management (infractures, games, sports, gender role, cross culture perspectives, social exclusion inclusion)	15	

**IN-SEMESTER ASSESSMENT**

**(a) SESSIONAL WORK ACTIVITIES:(Any one activity) 5 MARKS**

**(b) SESSIONAL TEST 5 MARKS**

## SUGGESTED READINGS:

- Chanana, Karuna. 1988 *Socialization, Education and Women*. Nehru Memorial Museum and Library: New Delhi
- Dube, Leela. 2000 *Anthropological Explorations in Gender: Intersecting Fields*. Sage Publications: New Delhi
- Dube, Leela 1997. *Women and Kinship: Comparative Perspectives on Gender in South and South-East Asia* (New York: United Nations University Press)
- Beasley, Chris. 1999. *What is Feminism: An Introduction to Feminist Theory*. Sage: New Delhi
- Conway, Jill K., et al. 1987. 'Introduction: The Concept of Gender', *Daedalus*, Vol. 116, No. 4, *Learning about Women: Gender, Politics, and Power* (Fall): XXI-XXX
- Engineer, Asghar Ali. 1994. 'Status of Muslim Women', *Economic and Political Weekly*, Vol. 29, No. 6 (Feb.): 297-300
- Erikson, Erik H. 1964. 'Inner and Outer Space: Reflection on Womanhood', *Daedalus*, Vol.93, No.2, *The Woman in America* (Spring): 582-606
- Ganesh, K. 1994. 'Crossing the Threshold of Numbers: The Hierarchy of Gender in the Family in India', *Indian Journal of Social Science*, 7(3 & 4): 355-62
- Ganesh, K. 1999. 'Patrilineal Structure and Agency of Women: Issues in Gendered Socialization' in T. S. Saraswathi (ed.), *Culture, Socialization and Human Development* Delhi: Sage Publication India Pvt. Ltd.
- Gardner, Carol Brooks. 1983. 'Passing By: Street Remarks, Address Rights, and the Urban Female', *Sociological Inquiry* 50: 328-56
- Gilligan, Carol. 1982. *In a Different Voice* England: Harvard University Press
- Government of India. 1975 a. *Towards Equality: Report of the Committee on the Status of Women in India* (Delhi: Department of Social Welfare, Government of India)
- Government of India. 1994. *The Girl Child and the Family: An Action Research Study*. Department of Women and Child Development Delhi: HRD Ministry, Government of India
- Hasan, Zoya and Menon, Ritu.. 2005. *Educating Muslim Girls: A Comparison of Five Indian Cities* Delhi: Women Unlimited
- Kumar, Krishna. 2010. 'Culture, State and Girls: An Educational Perspective' *Economic and Political Weekly* Vol. XLV No. 17 April 24
- Kumar, Krishna. 2013 *Choodi Bazar Mein Ladki*. Rajkamal: New Delhi
- Patel, Tulsi. 2007. 'Female Foeticide, Family Planning and State-Society Intersection in India' in Tulsi Patel (ed.), *Sex- Selective Abortion in India* Delhi: Sage Publications
- Ridgeway, Cecilia L. and Correll, Shelley J. 2004. 'Unpacking the Gender System: A Theoretical Perspective on Gender Beliefs and Social Relations', *Gender and Society*, Vol. 18, No. 4 Aug.
- West, Candace and Zimmerman, Don H. 1987. 'Doing Gender', *Gender and Society*, Vol. 1, No. 2 Jun.: 125-15

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**DETAILED SYLLABUS OF THE TWO YEAR B. ED PROGRAMME**  
**DIBRUGARH UNIVERSITY**  
**COURSE NO. BED 30202**  
**COURSE TITLE : CREATING AN INCLUSIVE SCHOOL**  
**MARKS: 40 (END-SEMESTER) + 10 (IN-SEMESTER)**

**Course Objectives:** On completion of the course, student- teachers will be able to-

- Understand the changing definitions related to Children with Special Needs (CWSN)
- Understand the policies, initiatives and practices in the area of inclusion
- Identify barriers of CWSN to learning and participation

**Course Content:**

UNITS	TOPICS	CONTACT HOURS	MARKS
UNIT-I	<ul style="list-style-type: none"> <li>• Understand Children with Special Needs</li> <li>• Children with Special Needs(CWSN): Meaning and Definitions</li> <li>• Concept and characteristics of the following categories of children-visually impaired, hearing impaired, intellectually deficient, slow learners, learning disabled and autistic</li> <li>• Barriers of CWSN to learning and participation</li> <li>• Legislative framework: RCI Act (1992), PWD Act (1995)</li> </ul>		15
UNIT-II	<p><b>Understanding Inclusive Education</b></p> <ul style="list-style-type: none"> <li>• Inclusion: Conceptual background, need and importance of inclusion, classification of inclusion- physical, social, societal and cognitive inclusion</li> <li>• Changing concept and nature of special education.</li> <li>• Inclusive education: Conceptual background, Models of inclusive education, Characteristics of inclusive education</li> <li>• Role of teachers, techniques of teaching and training in inclusive education, challenges in inclusive education</li> </ul>		15
UNIT-III	<p><b>Educational programme:</b></p> <ul style="list-style-type: none"> <li>• Educational programme for Slow learner</li> <li>• Educational programme for Learning Disabled</li> </ul>		10

**Practicum/Assignment: (Any one of the following)**

**10**

1. Writing a report on a visit to special/inclusive school
2. Group discussion on Special children

## **SUGGESTED READINGS:**

1. Baquer, A. and Sharma, A. (1997). Disability: Challenges Vs. Responses. CAN, New Delhi
2. Brelje, W. (1999), Global Perspective on Education of the Deaf. Selected countries, Butte Publication Inc. – USA.
3. Cruschank, W.M. (1975), Psychology of Exceptional Children and Youth. Englewood Cliffs N.J.: Prentice Hall
4. Deno, E. (1973), Instructional Alternatives for Exceptional Children, Reston V A E.F.
5. Dessent, T. (1987), Making the Ordinary School Special. The Falmer Press, London.
6. Evans, R.C. & MC Laughlin, P.3. (1993), Recent Advances in Special Education and Rehabilitation. Boston : Andover Medical Publishers
7. Evans, P&Verma, V. (Eds) (1990), Special Education. Past Present and Future. The Falmer Press.
8. Friel, J. (1997), Children with special needs, Jessica Kingsley Publication, London
9. Guilford, P. (1971). Special Education Needs. Routlege Kagan Paul
10. Hollahan, D and Kauffman, J.M. (1978), Exceptional Children: An Introduction to Special Education. Ni. Englewood Cliffs: Prentice Hall.
11. Panda, K.C. (1997), Education of Exceptional Children, New Delhi , Vikas Publishing House.
12. Pandey, R.S. and Advani, L. (1995), Perspectives in Disability and Rehabilitation. New Delhi : Vikas Publishing House.
13. Stephens, T.M. et al (1983), Teaching Mainstream Students. New York: John Wiley.

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**DETAILED SYLLABUS OF THE TWO YEAR B. ED PROGRAMME**  
**DIBRUGARH UNIVERSITY**  
**COURSE NO. BED 30301**  
**COURSE TITLE : TEACHING OF ASSAMESE – II**  
**MARKS: 40 (END-SEMESTER) + 10 (IN-SEMESTER)**

**Objectives of the Course:** *To make the student-teachers capable of understanding*

1. The effective classroom techniques and adopt a suitable methodology to teach Assamese as mother tongue.
2. And to develop the competence in the student-teachers to plan a Lesson Plan and Unit Plan
3. The curriculum and syllabus of Assamese Language and principles governing preparation of Textbooks.
4. The techniques of assessment and evaluation of Assamese Language.
5. And to develop proficiency the use of ICT in Assamese language classroom
6. And to develop proficiency in teaching Assamese through practice of teaching in actual classroom

UNIT	TOPIC	Contact Hours	Marks
UNIT - 1	1.0 DEVELOPMENT OF LANGUAGE SKILLS 1.10 Listening and Speaking 1.20 Nature of the skills of listening and speaking 1.30 The vocal mechanism of the child 1.40 Teaching of the sound of the standard language 1.50 Continued development of the skill of speaking through dialogues, recitation, dramatization, discussion, classroom interaction 1.60 Testing of Listening and Speaking Skills 1.70 Reading 1.71 Mechanism of the skill of reading 1.72 Purpose and types of reading 1.73 Reading aloud for pronunciation, clear enunciation, and fluency. 1.74 Silent reading for speed, comprehension and thinking. Reading for appreciation and pleasure through poetry, story, and play. 1.75 Intensive and extensive reading text, supplementary, rapid readers. 1.76 Reading for vocabulary expansion, information, enjoyment and reference (e.g. Dictionary, Encyclopedia etc) 1.77 Testing of reading comprehension 1.78 Development of reading habit, Development and use of subject Library.  1.80 Writing 1.81 Mechanism of writing skills; spelling, punctuation 1.82 Various writing experience – writing out explanation	5	10



	<p>and salient points, summarizing, paraphrasing story reproduction.</p> <p>1.83 Composition – guided and free, letter and application writing, descriptive and reflective essays;</p> <p>1.84 Teaching creative writing.</p>		
UNIT – 2	<p>2.0 METHOD AND CLASSROOM TECHNIQUE</p> <p>2.10 Approaches to teaching Mother tongue</p> <p>2.20 Tackling a text: Main text and Supplementary readers- Various ways of using the text in the Classroom.</p> <p>2.30 Stating Instructional Objectives, Identifying the Teaching points and Learning outcomes in Behavioural Terms.</p> <p>2.40 Planning a lesson.</p> <p>2.50 Microteaching Skill</p> <p>2.60 Preparation and use Teaching Aids; Use of the black board and Classroom apparatus.</p> <p>2.70 Role of modern technological equipments – Radio, T.V., Tape Recorder, Language Lab., Computer etc. in teaching of Mother Tongue.</p>	10	12
UNIT – 3	<p>3.00 THE SYLLABUS AND THE TEXT BOOK</p> <p>3.10 Syllabus: General principles, Principles of selection and Gradation.</p> <p>3.20 Text book as an instrumental aid</p> <p>3.30 Principles governing preparation of the Textbook, Reader and Supplementary.</p> <p>3.40 The use of the textbook for language development in children.</p> <p>3.50 A review of the school syllabus and the textbooks</p>	7	10
UNIT – 4	<p>4.00 EVALUATION</p> <p>4.10 Implementation of Continuous and Comprehensive Evaluation in teaching Assamese, Testing tools, Synchronizing with objectives of teaching mother tongue at different school levels.</p> <p>4.20 Types of tests for evaluation language skills.</p> <p>4.21 Construction of objective based tests, unit test, sessional tests, and final examination.</p> <p>4.30 Analysis of results for remedial teaching.</p>	7	8

## 1. IN-SEMESTER ASSESSMENT

### (a) SESSIONAL WORK ACTIVITIES: (Any one of the following activities)

**5 MARKS**

- 2 Development of language skills through recitation, drama, dialogue etc.
- 3 Studying critically the common Mother tongue and Second language school Syllabus and Textbooks.
- 4 Observation and discussion of a series of demonstration Lesson Planning and discussing some individual lesson plans and implementing these in peer group and microteaching.
- 5 Setting Question Papers, Preparation of Blue Prints of Question Paper.

### (b) SESSIONAL TEST

**5 MARKS**

## SUGGESTED READINGS:

- ১ ড° মদন শৰ্মা : **অসমীয়া ভাষা শিক্ষণ পদ্ধতি**, ষ্টুডেণ্টছ ষ্টোৰছ, গুৱাহাটী
- ২ যতীন্দ্রনাথ গোস্বামী : **মাতৃভাষা শিক্ষণ**, মণি মাণিক প্ৰকাশ, গুৱাহাটী
- ৩ হলিৰাম দাস : **অসমীয়া মাতৃভাষা শিক্ষণ পদ্ধতি**, শ্ৰীভূমি পাব্লিছিং কোম্পানি, কলকতা
- ৪ ড° সত্যেন্দ্ৰ নাথ শৰ্মা : **অসমীয়া সাহিত্যৰ সমীক্ষাত্মক ইতিবৃত্ত**, ৩য় প্ৰ, ১৯৮৬, সৌমাৰ প্ৰিণ্টিং এণ্ড পাব্লিছিং  
প্ৰাইভেট লিমিটেড, গুৱাহাটী
- ৫ ড° মহেশ্বৰ নেওগ : **অসমীয়া সাহিত্যৰ ৰূপৰেখা**, ৮ম প্ৰকাশ, ১৯৯৫, চন্দ্ৰ প্ৰকাশ, গুৱাহাটী
- ৬ ড° মহেশ্বৰ নেওগ : **নিকা অসমীয়া ভাষা**, ২য় প্ৰকাশ, ১৯৯৪,, লয়াৰ্চ বুক ষ্টল, গুৱাহাটী
- ৭ শিৱনাথ বৰ্মন : **অসমীয়া আখৰ-জোঁটনিৰ কথা**, ১ম প্ৰ, ১৯৯৩, প্ৰিয়বালা প্ৰকাশন, তিনিচুকীয়া
- ৭ ড° গোলোক চন্দ্ৰ গোস্বামী : **অসমীয়া ব্যাকৰণৰ মৌলিক বিচাৰ**, ৩য় প্ৰকাশ, ১৯৯৩, বীণা লাইব্ৰেৰী, গুৱাহাটী
- ৮ ড° উপেন্দ্ৰনাথ গোস্বামী : **ভাষা বিজ্ঞান**, ৫ম সং ১৯৮৬, মণি-মাণিক প্ৰকাশ, পাণবজাৰ, গুৱাহাটী-১
- ৯ ড° উপেন্দ্ৰ নাথ গোস্বামী : **অসমীয়া ভাষাৰ ৰূপকথা**, ৪ৰ্থ প্ৰকাশ, ১৯৯৫, মণি মাণিক প্ৰকাশ, গুৱাহাটী
- ১০ ড° ভীমকান্ত বৰুৱা : **অসমৰ ভাষা**, ষ্টুডেণ্টছ এম্প'ৰিয়াম, ডিব্ৰুগড়
- ১১ ৰমেশ পাঠক : **অসমীয়া ভাষাৰ ইতিহাস**, ১৯৮৫, জাৰ্ণাল এম্প'ৰিয়াম, নলবাৰী
- ১২ বিশ্বেশ্বৰ হাজৰিকা, **অসমীয়া ভাষাৰ উৎপত্তি আৰু ক্ৰমবিকাশ**, ১৯৮৮, জাতীয় সাহিত্য প্ৰকাশ, গুৱাহাটী-২০
- ১৩ ড° নগেন ঠাকুৰ : **ভাৰতীয় ভাষাৰ পৰিচয়**, ১৯৮৩, ভাৰতী বুক ষ্টল, গোলাঘাট
- ১৪ ৰমেশ পাঠক : **ভাষা বিজ্ঞানৰ ভূমিকা**, ২য় প্ৰ ১৯৮৫, এল বি এছ পাব্লিকেশ্যন, গুৱাহাটী-১
- ১৫ ভগৱান মৰল : **ভাষাৰ্থবিজ্ঞান**, ১৯৮৬, অসমী প্ৰকাশ, পাণবজাৰ, গুৱাহাটী-১
- ১৬ ড° মহেন্দ্ৰ বৰা : **সাহিত্য উপক্ৰমনিকা**, ৩য় সং, ১৯৯১, বনলতা, ডিব্ৰুগড়
- ১৭ তীৰ্থনাথ শৰ্মা : **সাহিত্য বিদ্যা পৰিক্ৰমা**, ৪ৰ্থ প্ৰ ১৯৭৬, বাণী প্ৰকাশ, গুৱাহাটী
- ১৫ বীৰেন বৰকটকী : **সাহিত্যৰ পটভূমি**, ৩য় প্ৰ, ১৯৮৩, অসম বুক ডিপো, কলিকতা-৯
- ১৯ ড° প্ৰফুল্ল কটকী : **সাহিত্য আৰু সংজ্ঞা**, ১ম সং, ১৯৭৯, পাঠ্যপুথি প্ৰস্তুতি সমন্বয় সমিতি, গুৱাহাটী বিশ্ববিদ্যালয়
- ২০ ড° লীলা গগৈ, সম্পা০ : **আধুনিক অসমীয়া সাহিত্যৰ পৰিচয়**, ২য় প্ৰ ১৯৯৪, ষ্টুডেণ্টছ এম্প'ৰিয়াম, ডিব্ৰুগড়
- ২১ ড° মহেন্দ্ৰ বৰা : **অসমীয়া কবিতাৰ ছন্দ**, ২য় প্ৰ ১৯৮৬, বাণীমন্দিৰ, ডিব্ৰুগড়
- ২২ ড° মহেন্দ্ৰ বৰা : **অসমীয়া ছন্দৰ শিল্পতত্ত্ব**, ১৯৯০, বনলতা, ডিব্ৰুগড়
- ২৩ নৱকান্ত বৰুৱা : **অসমীয়া ছন্দশিল্পৰ ভূমিকা**, ১৯৯৩, ষ্টুডেণ্টছ ষ্টোৰছ, গুৱাহাটী
- ২৪ নৱকান্ত বৰুৱা : **কবিতাৰ দেহ বিচাৰ**, ২য় সং ১৯৯২ ষ্টুডেণ্টছ ষ্টোৰছ, গুৱাহাটী
- ২৫ ড° মুকুণ্ড মাধৱ শৰ্মা : **ধ্বনি আৰু ৰসতত্ত্ব**, ১৯৭৭, অসম সাহিত্য সভা, চন্দ্ৰকান্ত সন্দিকৈ ভৱন, যোৰহাট ১
- ২৬ ড° সত্যেন্দ্ৰ নাথ শৰ্মা : **অসমীয়া নাট্য সাহিত্য**, ৪ৰ্থ সং, ১৯৮৩, সৌমাৰ প্ৰিণ্টিং এণ্ড পাব্লিছিং প্ৰাইভেট  
লিমিটেড, গুৱাহাটী-৮
- ২৭ ড° প্ৰহ্লাদ কুমাৰ বৰুৱা : **অসমীয়া চুটি গল্পৰ অধ্যয়ন**, ১৯৯৫, বনলতা, ডিব্ৰুগড়-১
- ২৮ উদয় দত্ত : **চুটি গল্প**, ১৯৭৪, অসম সাহিত্য সভা, যোৰহাট
- ২৯ বিনোদ শৰ্মা : **উদ্ভট চিন্তা আৰু নাটক**, ১ম প্ৰ ১৯৮০, এল বি এছ পাব্লিকেশ্যন, গুৱাহাটী-১
- ৩০ ড° কৰবী ডেকা হাজৰিকা : **অসমীয়া কবি আৰু কবিতা**, ১ম প্ৰ ১৯৯৪, ষ্টুডেণ্টছ এম্প'ৰিয়াম, ডিব্ৰুগড়
- ৩১ ড° লক্ষ্মীৰা দাস : **কবিতাৰ ৰূপৰেখা**, ১ম সং ১৯৮২, দেজ এণ্টাৰপ্ৰাইজ, কোকৰাঝাৰ, গোৱালপাৰা
- ৩২ ইমদাদ উল্লা : **কবিতাৰ সবিশেষ**, ১৯৮৩, অসম সাহিত্য সভা, যোৰহাট -১

৩৩ ড° মহেন্দ্ৰ বৰা : বমন্যাসবাদ, ১৯৮৭, ষ্টুডেণ্টচ এম্প'ৰিয়াম, ডিব্ৰুগড়

৩৪. NCERT, New Delhi : **Handbook on Paper Setting**, ২০০২, NCERT, New Delhi.

৩৫ Dr Mahendra Bora : **The Evolution of Assamese Script**, 1981, Asam Sahitya Sabha, Jorhat

৩৬ H.H. Stern : *Fundamental Concepts of Language Teaching*, Oxford University Press,  
Oxford, 1983

৩৭ অসম সৰ্বশিক্ষা অভিযান মিছন আৰু মাধ্যমিক শিক্ষা পৰিষদ, অসমে প্ৰকাশ কৰা ষষ্ঠ শ্ৰেণীৰপৰা দশম শ্ৰেণীলৈকে প্ৰচলিত পাঠ্যপুথিসমূহ, এখন আধুনিক অসমীয়া অভিধান, এখন আধুনিক অসমীয়া ব্যাকৰণ ।

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**DETAILED SYLLABUS OF THE TWO YEAR B. ED PROGRAMME**  
**DIBRUGARH UNIVERSITY**  
**COURSE NO. BED 30302**  
**COURSE TITLE : TEACHING OF ENGLISH – II**  
**MARKS: 40 (END-SEMESTER) + 10 (IN-SEMESTER)**

**Objectives of the course:**

01. To enable the student - teacher to develop Lesson plan, Unit Plan and setting of Question paper
02. To enable the student - teacher to evaluate the performance of their students objectively.
03. To enable the teacher trainees deal with some common problems in the English language classroom.
04. To make the student - teacher proficient in the use of ICT in English language classroom.
05. To make the student - teacher capable of preparing English Language curriculum and syllabus.
06. To make the teacher trainees aware of the changing role of the English teacher.
07. To develop proficiency in teaching English through practice teaching in actual classroom

UNITS	TOPICS	CONTACT HOURS	MARKS
<b>UNIT 1</b>	<p><b>PLANNING A LESSON AND USE OF TEACHING AIDS</b></p> <p>(i) Need and importance of planning a Lesson            (ii) Principles of lesson planning and General steps of lesson planning            (iii) Deciding on teaching aims; learning contents and overall approach            (iv) Main steps of planning in different types of lesson- Planning for a Prose , Poem, Supplementary reader, Grammar and Composition lesson            (v) Preparation and use of appropriate Teaching aids            (vi) Use of Technical equipments in classroom teaching                - <i>Chalkboard; Flash cards; Pictures and Picture cut outs</i>                - <i>Charts; Flannel board; Tape recorder; Radio; T.V.</i>                - <i>Text books and supplementary books</i>                - <i>Overhead projector (O.H.P.)</i>                - <i>L.C.D. Projector</i>                - <i>Language laboratory</i></p>	<b>08</b>	<b>10</b>
<b>UNIT 2</b>	<p><b>DEALING WITH COMMON CLASSROOM PROBLEMS</b></p> <p>(i) Learners Motivation, Attitude and Interest towards learning English as second language            (ii) Teaching English in a multilingual class            (iii) Teaching English in a large class            (iv) Dealing with the slow learners-Remedial teaching</p>	<b>04</b>	<b>06</b>

<b>UNIT 3</b>	<b>EVALUATION</b> (i) Basic principles of testing English (ii) Continuous and Comprehensive Evaluation in English Language Teaching (iii) Review of existing tests, examination patterns (iv) Qualities of a good test in English as second language (ESL) (v) Follow up of the test results --- Analysis of results for remedial teaching	<b>04</b>	<b>06</b>
<b>UNIT 4</b>	<b>USE OF ICT IN ENGLISH LANGUAGE TEACHING</b> (i) Importance of ICT in ELT classroom (ii) Computer Assisted Language Learning (CALL)- meaning and importance, Programmes, Language activities (iii) Mobile Assisted Language Learning (MALL)- meaning, advantages of MALL, MALL tools (laptops, PDA's, Notebooks, MP3 players, ipads, ipods, cell phones etc.) and its application in language classroom	<b>04</b>	<b>06</b>
<b>UNIT 5</b>	<b>ENGLISH LANGUAGE CURRICULUM</b> (i) Curriculum design - Scope and nature (ii) Principles of curriculum construction (iii) Curriculum and syllabus (iv) Criteria for selecting English course book (v) Analysis of syllabus and textbook in English prescribed by SEBA/CBSE/ICSE <b><i>(Evaluation of Part v of this unit shall be done as assignment)</i></b>	<b>04</b>	<b>06</b>
<b>UNIT 6</b>	<b>ROLE OF THE ENGLISH TEACHER</b> (i) The Changing role of the English teacher in globalised Age (ii) Continuing Professional Development (CPD) practices (professional courses, associations in professional networks, publications, research, diary writing, workshops/seminars/conferences etc.) (iii) Developing soft skills - Communication skills (verbal and non-verbal, pronunciation and intonation, acquisition of different styles of communication) - Presentation skills (structuring effective communication) - Problem solving skill (creative, critical and analytical thinking, conflict handling and decision making)	<b>04</b>	<b>06</b>

## IN-SEMESTER ASSESSMENT

**(a) SESSIONAL WORK ACTIVITIES: (Any one activity) 5 MARKS**

- (i) Analysis of syllabus and textbook in English prescribed by SEBA/CBSE/ICSE
- (ii) Seminar on a given topic with M.S. Power Point (P.pt.) presentation.

**(b) SESSIONAL TEST 5 MARKS**

### SUGGESTED READINGS:

1. Baruah, T.C. *The English Teachers Handbook*. Sterling Revised ed. 2011.
2. Chapelle, C.A. *Computer application in second language acquisition*. Foundation for teaching, testing and research. Cambridge. Cambridge University Press. 2001.
3. Davison, Jon, John Moss. *Issues in English Teaching*. Ed. London: Routledge, 2000.
4. Ghosh, B.N. *Managing soft skills for Personality Development*. 1st Edition. Tata Mc Grow –Hill Education, 2012.
5. Richards *Professional Development for Language Teachers*. Cambridge. Cambridge University Press. New Delhi 2013.
6. Sarma, M. and D.Mahapatra. *How to Teach English*. Bhabani Books, Guwahati. 2009.
7. Sharma, R.A. *Teaching of English. (Language and Literature Teaching)* R.Lall Book Depot, Meerut, 2011.
8. Tickoo, M.L. *Teaching and learning English a sourcebook for Teachers and Teacher Trainers*. Orient Longman; New Delhi: 2003.
9. Ur, Penny *A course in Language Teaching Practice and theory*. Cambridge University Press: Cambridge, U.K. 1996
10. Vyas, Manish A and Yogesh L Patel *Teaching English as a Second Language –A New Pedagogy for a New Century*. PHI Learning Private Limited, 2010.

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**DETAILED SYLLABUS OF THE TWO YEAR B. ED PROGRAMME**  
**DIBRUGARH UNIVERSITY**  
**COURSE NO. BED 30303**  
**COURSE TITLE : TEACHING OF MATHEMATICS – II**  
**MARKS: 40 (END-SEMESTER)+10 (IN-SEMESTER)**

**Objectives:** *On completion of the course, the students will be able to*

10. state instructional objectives and learning outcome in behavioural terms
11. identifying teaching points
12. prepare lesson plan and unit plan
13. describe Constructivism, Enactivism, Van Hiele levels of geometric thinking, Cognitive modeling.
14. describe and write different types of items in Mathematics.
15. plan and organize lab activities in Mathematics.

UNITS	CONTENTS	CONTACT HOURS	MARKS
<b>UNIT 1</b>	<b>PLANNING MATHEMATICS TEACHING</b> <ul style="list-style-type: none"> <li>• Stating Instructional objectives, Identifying Learning outcomes in behavioural terms</li> <li>• Selecting the content for instruction</li> <li>• Identifying teaching points</li> <li>• Organization of content</li> <li>• Unit Plan : Meaning , purpose, format</li> <li>• Lesson Plan : Meaning , purpose, Herbartian steps of planning a lesson, format of a lesson plan</li> </ul>	9	15
<b>UNIT 2</b>	<b>PERSPECTIVES OF LEARNING AND TEACHING MATHEMATICS</b> <ul style="list-style-type: none"> <li>• Constructivism and Enactivism</li> <li>• Constructivism and Vygotskyian perspective</li> <li>• Cognitive guided Instruction</li> <li>• The Van Hiele Levels of Learning /geometric thinking</li> <li>• Spatial Learning</li> <li>• Cognitive modelling in spatial Learning</li> </ul>	7	10
<b>UNIT 3</b>	<b>ASSESSMENT OF MATHEMATICS LEARNING</b> <ul style="list-style-type: none"> <li>• Different types of Items : Essay-type and Objective-type; their advantages</li> <li>• Different types of Objective-type Items: Fill-in-the-blanks type, Matching type, True/False type, Analogy type and Multiple-choice type.</li> </ul> <b>TEACHING AIDS/LEARNING RESOURCE IN MATHEMATICS:</b> <ul style="list-style-type: none"> <li>• Meaning , types , functions and utilization of learning resources in Mathematics : Textbook, Models , Computer Assisted Instructions</li> </ul>	9	15

	<ul style="list-style-type: none"> <li>• Mathematics Laboratory: Planning and organizing lab activities.</li> <li>• Using mathematics as a game for recreation: mathematical puzzles, magic squares, etc.</li> </ul>		
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**IN-SEMESTER ASSESSMENT**

**(a) SESSIONAL WORK ACTIVITIES: (Any one activity) 5 MARKS**

1. Identifying / Writing teaching points **for at least five lessons**
2. Stating Instructional Objectives of **at least five lessons** (related to the following domains : knowledge, understanding , application and skill)
3. Preparation of a Unit Plan (at least one)
4. Preparation of a Lesson Plan ( at least one)
5. Identifying and writing Learning Outcomes in Behavioural terms (*at least for five lessons* )
6. Evaluation of existing Secondary School Mathematics text-book
7. Construction of appropriate test items to assess learning outcomes of mathematics (*at least for five lessons from secondary level mathematics text book* )
8. Preparation of Mathematical Models (**at least three**)
9. Preparation of a plan for organizing mathematics laboratory in a secondary school
10. Collection of mathematical games for secondary school students

**(b) SESSIONAL TEST 5 MARKS**

**Note:** Students will have to do **any one** activity from the list of activities given above.

**SUGGESTED READINGS:**

01. Baur Gregory R and Linder Olson George: Helping children Learn Mathematics. Cummings publishing Co. INC, London.
02. Chadha, B.N. and S.M. Agarwal : Teaching Mathematics. Dhanpat Rai and Sons, Delhi.
03. Grouws, D.A. (ed) (1992). Handbook of Research on Mathematics Teaching and Learning, NY: Macmillan Publishing.
04. Moon, B. & Mayes, A.S. (eds) (1995). Teaching and Learning in Secondary School. London: Routledge.
05. NCERT, A Textbook of Content-cum-Methodology of Teaching Mathematics, New Delhi: NCERT.
06. Sidhu, K.S.: The Teaching of Mathematics; Sterling Publishers Pvt.Ltd. New Delhi-16
07. Young, J.M.A.: The Teaching of Mathematics. Longmans.

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**DETAILED SYLLABUS OF THE TWO YEAR B. ED PROGRAMME**  
**DIBRUGARH UNIVERSITY**  
**COURSE NO. BED 30401**  
**COURSE TITLE : TEACHING OF GENERAL SCIENCE – II**  
**MARKS: 40 (END-SEMESTER) + 10 (IN-SEMESTER)**

**Objectives of the Course:** *To enable the students:*

01. Understanding of characteristics of Science.
02. Knowledge about aims and general objectives of teaching secondary school Science.
03. Ability to state specific objectives in behavioural terms with reference to concepts and generalizations.
04. Develop a broad understanding of the principles and procedures used in modern Science education.
05. Develop their essential skills for practicing modern Science education.
06. Ability to prepare models and improvised apparatus essential for Science teaching.
07. Ability to prepare lesson plans and unit plans essential for Science teaching.
08. Ability to develop competency to evaluate the learners' performance objectively.
09. Ability to manage introduction activity in such a way that the vast majority of the learners attain most the objectives.

UNITS	TOPICS	CONTACT HOURS	MARKS
<b>UNIT 1</b>	<p><b>OBJECTIVE-BASED INSTRUCTION IN TEACHING SCIENCE.</b></p> <ul style="list-style-type: none"> <li>• Selecting the content for instruction (Facts, Concepts and Generalization, Identifying the teaching points, Organization of Content)</li> <li>• Need for Taxonomy of Educational Objectives in three domains (Cognitive, Affective and Psychomotor) for teaching science</li> <li>• Mager's and RCEM Approach of writing educational objectives in science.</li> <li>• Application of Psychological Principles in teaching science.</li> <li>• Perspectives of learning and teaching Science : Behavioural, Cognitive &amp; Constructivist.</li> </ul>	08	10
<b>UNIT 2</b>	<p><b>CO-CURRICULAR AND NON-FORMAL APPROACHES OF TEACHING SCIENCE.</b></p> <ul style="list-style-type: none"> <li>• Advantages of Co-Curricular activities.</li> <li>• Principles of good Co-Curricular programme.</li> <li>• Guiding principles for organizing Co-Curricular activities.</li> <li>• Science club, Science-fairs and Scientific hobbies.</li> <li>• Importance of Project work in Science.</li> <li>• Characteristics of good project work in Science.</li> <li>• Role of teachers in planning and executing Project work.</li> </ul>	08	10

<b>UNIT 3</b>	<b>TEACHING METHODS AND CORRELATION IN SCIENCE.</b> <ul style="list-style-type: none"> <li>• Considerations for choice of a teaching method</li> <li>• Teacher centric methods-(a) Lecture method, (b) Lecture demonstration method and (c) Historical method.</li> <li>• Pupil centric methods-(a) Heuristic method, (b) Assignment method, (c) Project method, (d) Discussion method and (e) Inductive-Deductive method.</li> <li>• Using Computer for teaching science-Drill, Practice, Simulation and Gamming</li> <li>• Co-relation among different branches of science.</li> <li>• Correlation of Science with other School Subjects.</li> </ul>	08	10
<b>UNIT 4</b>	<b>LESSON PLANNING AND EVALUATION</b> <ul style="list-style-type: none"> <li>• Planning for instruction in Science - Lesson Plan, Unit Plan, Year plan and Content analysis.</li> <li>• Use of appropriate evaluation tools (Achievement test, Qualities of good evaluation – Reliability, Validity, Objectivity and Norms)</li> <li>• Framing different types of test items- Essay type, Short answer type, Completion type, True/False, Classification, Odd man out, Multiple Choice type and Matching.</li> <li>• Evaluation outcomes of Science teaching (Formative, Summative and Diagnostic ).</li> </ul>	08	10

### IN-SEMESTER ASSESSMENT

**(a) SESSIONAL WORK ACTIVITIES: (Any one activity) 5 MARKS**

01. Preparation of **two** Teaching Models - **one each from Physical Science and Biological Science**
02. Preparation of a Unit Plan in Science teaching
03. Preparation of a lesson plan separately by using Heuristic method, Project method and Inductive – Deductive method.

**(b) SESSIONAL TEST 5 MARKS**

### SUGGESTED READINGS:

01. S.P. Kulshreshtha: Teaching of Science. 5<sup>th</sup> Revised Edition,2000, R. Lall Book Depot, Meerat
02. Davar. M: Teaching of Science, 2012 PHI Pripate Limited, New Delhi-11001
03. Bhatnagar.A.B & S.S. Bhatnagar :Teaching of Science,2011, Vinay Rakheja, R. Rall.Book Dpot,Meerat
04. Sharma R.C. :Modern Science teaching, Sixth Revised Edition, 2012. Dhanpat Rai Publishing New Delhi
05. Ametha, J.C. :Methods of Teaching Biological Science. 2008,Neelkamal Publications, Hyderabad.
06. Mangal, S.K. :Teaching of Physical Science, 2011, Neelkamal Publications,New Delhi
07. Das, R.C.: Science Teaching in Schools, 2<sup>nd</sup> Edition, 1996. Sterling Publishers, New Delhi
08. Siddique, M.N & N.N Siddique: Teaching of Scienc Today and Tomorrow 5<sup>th</sup> Revised Edition 1998, Doaba House.

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**DETAILED SYLLABUS OF THE TWO YEAR B. ED PROGRAMME  
DIBRUGARH UNIVERSITY  
COURSE NO. BED 30402  
COURSE TITLE : TEACHING OF GEOGRAPHY – II  
MARKS: 40 (END-SEMESTER) + 10 (IN-SEMESTER)**

**OBJECTIVES OF THE COURSE**

To enable the pupils to:

1. Understand the modern concepts of Geography.
2. Understand the aims and general objectives of teaching secondary school.
3. Acquire ability to state specific objectives in behavioral terms with reference to concepts and generalizations.
4. Apply appropriate methods and techniques of teaching of particular topics at different levels.
5. Critically evaluate the existing school syllabus and review the textbook of Geography.
6. Prepare yearly plan, unit plan and lesson plan for different classes.
7. Prepare map and charts to illustrate the contents of different classes.
8. Prepare achievement test, analysis of result and make suggestions for remedial teaching.

UNITS	TOPICS	CONTACT HOURS	MARKS
<b>UNIT 1</b>	<p><b>Curriculum Constructions in Geography</b></p> <ul style="list-style-type: none"> <li>• Meaning of the term curriculum</li> <li>• Distinguishing curriculum from syllabus</li> <li>• Principles of curriculum constructions</li> <li>• Development of Geography curriculum</li> <li>• Approaches to curriculum construction: Correlation, Concentric/Spiral, Chronological/Sequential, Topical, Unit Approach</li> <li>• Evaluation of existing Geography Curriculum at the secondary stage</li> <li>• Textbook and Reference book</li> </ul>	<b>8</b>	<b>10</b>
<b>UNIT 2</b>	<p><b>Geography Teacher and teaching of different areas of Geography</b></p> <ul style="list-style-type: none"> <li>• Importance of the Geography teacher</li> <li>• Qualities of a Geography teacher: general and specific qualities</li> <li>• Teacher's relationship with his pupils, colleagues and the community</li> <li>• Methodology of teaching of Physical Geography, Human Geography, Regional Geography and Economic Geography</li> <li>• Geography and National Integration</li> <li>• International Understanding through Geography</li> <li>• Utilizing Current Events in Geography Teaching</li> </ul>	<b>8</b>	<b>10</b>

<b>UNIT 3</b>	<b>Organization of Co-curricular activities</b> <ul style="list-style-type: none"> <li>• Meaning of the Term Co-curricular Activities</li> <li>• Importance of Co-curricular Activities</li> <li>• Guiding principles for the organization of Co-curricular Activities</li> <li>• Various Co-curricular Activities related to Geography teaching</li> <li>• Organization of a few Co-curricular Activities related to Geography <ul style="list-style-type: none"> <li>i)Excursion/ Field-trips</li> <li>ii)Geography club</li> <li>iii)Organization of Exhibitions</li> <li>iv) Organization of Dramatic Activities</li> <li>v)Organization of Thought-provoking Programmes</li> </ul> </li> </ul>	<b>8</b>	<b>10</b>
<b>UNIT 4</b>	<b>Assessment of Geography Learning</b> <ul style="list-style-type: none"> <li>• Concept of evaluation</li> <li>• Objectives of evaluation in Geography</li> <li>• Importance or advantages of evaluation programme</li> <li>• Techniques and devices of evaluation in Geography (Different type of test)</li> <li>• Construction of a test</li> <li>• Diagnostic testing</li> <li>• Remedial teaching</li> </ul>	<b>8</b>	<b>10</b>

### IN-SEMESTER ASSESSMENT

#### (a) SESSIONAL WORK ACTIVITIES: (Any one activity)

**5 MARKS**

1. Critical appraisal of Geography curriculum at Secondary level
2. Evaluation of existing Secondary school Geography Textbooks
3. Preparation of a plan for organizing Co-curricular Activities in Geography
4. Construction of Unit Test

#### (b) SESSIONAL TEST

**5 MARKS**

### SUGGESTED READINGS:

1. Adhikari,A (1999):*Fundamentals of Geographical Thought*, Chaitanya Publishing House, Allahabad
2. Hussain,M( 1988) : *Evolution of Geographical Thought* , Rawat Publication, Jaipur.
3. Shaيدا, B.D. and Sharma,J.C.(2005): *Teaching of Geography*, Dhanpat Rai Publishing Company
4. Varma, O.P.(2005): *Geography Teaching*, Sterling Publishers Pvt. Ltd., New Delhi
5. Varma, O.P. and Vedanayagam,E.G.(2007): *Geography Teaching*, Sterling Publishers Pvt. Ltd., New Delhi

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**DETAILED SYLLABUS OF THE TWO YEAR B. ED PROGRAMME**  
**DIBRUGARH UNIVERSITY**  
**COURSE NO. BED 30403**  
**COURSE TITLE : TEACHING OF SOCIAL SCIENCE – II**  
**MARKS: 40 (END-SEMESTER) + 10 (IN-SEMESTER)**

**Objectives of the Course:** *To enable the students:*

01. Develop the understanding of process and principles of curriculum construction in social Science
02. Develop the understanding of role of social Science in present perspective.
03. Understanding the procedure of assessment of learning in social Science.
04. Develop some basic skills of social Science.

UNITS	TOPICS	CONTACT HOURS	MARKS
<b>UNIT 1</b>	<b>INSTRUCTIONAL STRATEGIES IN TEACHING SOCIAL SCIENCE</b> <ul style="list-style-type: none"> <li>• Difference between Teaching Social Science at School level and higher level</li> <li>• Methods of Teaching Social Science- Lecture, Discussion, Project, Source, Storytelling, Observation, Demonstration, <i>(with reference to meaning, advantages, disadvantages, characteristics, guidance for effective use and examples)</i>.</li> <li>• Techniques of Teaching Social Science- Questioning, Narration, Explaining, Illustration, Correlation, Role play.</li> </ul>	10	10
<b>UNIT 2</b>	<b>PLANNING INSTRUCTION IN SOCIAL SCIENCE</b> <ul style="list-style-type: none"> <li>• Meaning and importance of lesson planning.</li> <li>• Bloom’s Taxonomy of Educational Objectives</li> <li>• Developing instructional objectives of a topic in behavioural terms of pupils and stating learning outcomes.</li> <li>• Identifying teaching points</li> <li>• Construction of lesson plan in Social Science.</li> <li>• Construction of Unit plan in Social Science</li> </ul>	10	12
<b>UNIT 3</b>	<b>LEARNING RESOURCES IN SOCIAL SCIENCE</b> <ul style="list-style-type: none"> <li>• Qualities of Social Science Teacher.</li> <li>• Meaning, types, functions, preparation and utilization of learning resources in Social Science -- Text book, Modals, Map, charts, Timelines, Objects, Globe, Specimens, Pictures, Diagrams, Bulletin board, Constitution of India.,</li> <li>• Importance and use of Radio, TV, Computer, ICT projector, Films, Filmstrips, Slides, e text-books, e-journals, e-news papers, websites in teaching component subjects of Social Science.</li> <li>• Computer assisted Instructions in Social Science</li> </ul>	10	10

	<ul style="list-style-type: none"> <li>Using the library and e-learning for secondary sources and reference material, such as dictionaries and encyclopaedias.</li> <li>Planning and organization of Social Science laboratory in secondary schools.</li> </ul>		
<b>UNIT 4</b>	<b>ASSESSMENT IN SOCIAL SCIENCE</b> <ul style="list-style-type: none"> <li>Purpose of evaluation in Social Science.</li> <li>Different types of evaluation tool- their merits and demerits.</li> <li>Essentials for Preparation and use of unit test in Social Science.</li> <li>Preparing a good question paper in Social Science</li> <li>Critical evaluation of present system of assessment of Social Science</li> <li>Continuous and Comprehensive Evaluation in Social Science</li> <li>Tools &amp; Techniques of Formative and Summative Assessment.</li> <li>Open-book tests: Strengths and limitations</li> </ul>	08	08

#### IN-SEMESTER ASSESSMENT

**(a) SESSIONAL WORK ACTIVITIES: (Any one activity) 5 MARKS**

01. Preparation of a Plan to teach a topic at the secondary level by using project method.
02. Preparation of a Unit Plan on secondary school level social science
03. Planning a Social Science Laboratory for any Secondary Schools.
04. Writing different types of test items (Essay type and objective type)
05. Preparations of a Seminar on relevant topic by using aids of multimedia like power point, slides etc.

**(b) SESSIONAL TEST 5 MARKS**

#### SUGGESTED READINGS:

01. Alen J Hoffman & Thomas F. Ryan: ***Social Studies and the Child's Expanding Self: Teaching with a Psycho-Social Approach***, published by Intext Educational Publishers, 1973
02. Ining Arthur & Bining David: ***Teaching of Social Studies in Secondary Schools*** Published by McGraw-Hill, 1952
03. Aggarwal J C: ***Teaching of Social Studies***, Published by Vikash Publishing House PVT. LTD, New Delhi, 2004.
04. Kochhar S K: ***Teaching of Social Studies***, Published by Sterling Publishers Private Ltd, New Delhi, 2002.
05. Aalcolm P. Douglass: ***Teaching of Social Studies***
06. Aijidian K.G: ***Education for International Understanding***
07. Y.K Singh: ***The Teaching of Social Studies*** published by APH Publishing Corporation, New Delhi, 2008

08. Mangal S.K. & Mangal Uma: ***Teaching of Social Studies***, published by PHI Learning private Limited, New Delhi, 2011
09. Prof. S.P. Ruhela: ***Teaching of Social Sciences*** published by *Neelkamal Publications Pvt. Ltd. Hyderabad*
10. Prof. S.P. Ruhela: ***Lesson Plans in Social Sciences*** published by *Neelkamal Publications Pvt. Ltd. Hyderabad*
11. Report on the study of ***“National Study on Ten Year School Curriculum Implementation”*** Published by Department of Teacher Education, NCERT, New Delhi in 2013.
12. ***“National Curriculum Framework for Teacher Education”*** published by National Council for Teacher Education, 2009
13. Report on the study of ***“Impact of in service Teacher Training on classroom Transaction”*** Published by Department of Teacher Education, NCERT, New Delhi in 2012
14. ***“Teacher’s Manual: Continuous and Comprehensive Evaluation”***, Published by Central Board of Secondary Education, New Delhi, 2010
15. ***National Curriculum Framework, 2005*** published by NCERT, 2005
16. ***“Education for International Understanding”*** Published by NCERT,
17. Rajput, S., Singh, A., Pandit, B.L., Tiwari A.D., and Kumar, S., ***Handbook on Paper Setting***, NCERT
18. ***Handbook for the Teaching of Social Studies*** written by Association of Teachers of Social Studies in the City of New York, published by Allyn and Bacon, 1977
19. ***UNESCO handbook for the teaching of social studies***, Edited by Howard D. Mehlinger, published by Croom Helm, 1981

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**DETAILED SYLLABUS OF THE TWO YEAR B. ED PROGRAMME  
DIBRUGARH UNIVERSITY  
COURSE NO. BED 30404  
COURSE TITLE : TEACHING OF HISTORY - II  
MARKS: 40 (END-SEMESTER) + 10 (IN-SEMESTER)**

**Objectives of the Course:** *To enable the students:*

1. To orient the students with the recent approaches and strategies of teaching History.
2. Familiarize with different methods of teaching and its application in the classroom.
3. Develop skills in the preparation and use of learning resources
4. Prepare and evaluate instructional materials in history.
5. Understand the characteristics of and strategies for teaching exceptional children in history.
6. Identify difficulties in learning concepts and generalization and provide suitable remedial instruction.
7. Understand the procedure of assessment of learning in History.

UNITS	TOPICS	CONTACT HOURS	MARKS
<b>UNIT 1</b>	<p style="text-align: center;"><b>STRATEGIES FOR TEACHING HISTORY</b></p> <ul style="list-style-type: none"> <li>• Maxims of teaching</li> <li>• Correlation with other school subjects, Viz, geography, political science, literature, economics, social studies, science etc.</li> <li>• Methods of Teaching-need for right method, meaning, definitions, concept, procedure, advantages and limitations.</li> <li>• Different Methods-Story-telling method, biographical method, lecture method, question-answer method or conversational method, note-dictation, project method, discussion method, source method etc.</li> </ul>	10	<b>10</b>
<b>UNIT 2</b>	<p style="text-align: center;"><b>PLANNING HISTORY LESSONS OR PLANNING INSTRUCTION</b></p> <ul style="list-style-type: none"> <li>• Meaning, definition and importance of lesson planning.</li> <li>• Need for lesson Planning, Principles of Lesson Planning and Steps in Lesson Planning</li> <li>• Preparation of lesson plans from the selected topics in History at Secondary school level</li> <li>• Planning- year plan, unit plan</li> </ul>	8	<b>10</b>



<b>UNIT 3</b>	<b>LEARNING RESOURCES IN HISTORY AND THEIR ORGANIZATION</b> <ul style="list-style-type: none"> <li>• Meaning, types, functions, preparation and utilization of resources in History.</li> <li>• Types of instructional materials- textbooks, workbooks, handbooks, and other general reference materials</li> <li>• Teaching aids or audio-visual devices-its place and importance in teaching learning process.</li> <li>• Types of teaching aids and techniques of using different teaching aids Print Media- Newspapers, Books, and Magazines etc.</li> <li>• Visual Aids-Maps, Models, Time-line, Graphs and Artifacts.</li> <li>• Importance and use of Radio, TV, Computer, Films, Filmstrips, Slides in Teaching History.</li> </ul>	10	<b>10</b>
<b>UNIT 4</b>	<b>ASSESSMENT OF AND FOR HISTORY LEARNING</b> <ul style="list-style-type: none"> <li>• Meaning, nature and purposes of evaluation in History</li> <li>• Developing an Effective Evaluation Programme</li> <li>• Different types of Evaluation Tools-Oral tests, objective tests, short-answer tests, Essay Tests, Standardized tests etc., and their merits and demerits.</li> <li>• Designing a Good Test in History</li> <li>• Unit Tests or formative tests</li> <li>• Achievement tests, Diagnostic tests, remedial teaching in history.</li> </ul>	8	<b>10</b>

### IN-SEMESTER ASSESSMENT

**(a) SESSIONAL WORK ACTIVITIES: (Any one activity) 5 MARKS**

1. Field trips to the local historical places and preparation report on it.
2. Preparation of **Mind map** from the prescribed chapters of history textbook from Std. VIII to X.
3. Group project on the local history, culture of any place.
4. Preparation of instructional material for teaching history.

**(b) SESSIONAL TEST 5 MARKS**

### **SUGGESTED READINGS:**

1. Agarwal, J.C.: *Teaching of History- a practical Approach*, Vikas Publishing House Pvt. Ltd., New Delhi.
2. Ali, B. Sheik.: *History: Its Theory and Method*, Macmillan India Limited.
3. Bhatia, R.L.: *Contemporary Teaching of History*, Surjeet Publications, New Delhi.
4. Carr, E.H.: *What is History?* Newyork, Macmillan
5. Kochhar, S. K., *Teaching of History*, Sterling Publishers Pvt. Ltd., New Delhi.
6. Shaida,B.D.,& Sahab Singh., *Teaching of History*, Dhanpat Rai Publishing Co.(P)Ltd.
7. Singh,R.P., *Teaching of History*, R. Lall Book Depot, Meerut, 2010.

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**DETAILED SYLLABUS OF THE TWO YEAR B. ED PROGRAMME  
DIBRUGARH UNIVERSITY  
COURSE NO. BED 30405  
COURSE TITLE : TEACHING OF MUSIC - II  
MARKS: 40 (END-SEMESTER) + 10 (IN-SEMESTER)**

UNITS	TOPICS	CONTACT HOURS	MARKS
<b>UNIT 1</b>	<b>Definition of Musical terms</b> Sangeet, Nada, Shruti, Swar, Saptak, Alankar, Thata, Raga, Tala, Chanda, Laya, Dhrupad Dhamar, Khyal, Borgeet, Ankiya -geet, Thumri, Tarana, Oja-Pali, Bihugeet	<b>05</b>	<b>10</b>
<b>UNIT 2</b>	<b>Aesthetic of music</b> <ul style="list-style-type: none"> <li>• Aesthetic attitude and creativity in music</li> <li>• Relation of Psychology with music</li> <li>• Bhaba and Rasa of music</li> </ul>	<b>10</b>	<b>10</b>
<b>UNIT 3</b>	<b>Essay on music</b> <ul style="list-style-type: none"> <li>• Music and religion</li> <li>• Globalization of music</li> <li>• Assamese folk songs and its rich variety</li> <li>• Importance of voice culture in music</li> <li>• Music as vocational discipline</li> </ul>	<b>15</b>	<b>20</b>

**BOOKS RECOMMENDED:**

1. Sangeet Visharad Part I & III - Laxmi Narayan Garg, Sangeet Karyalaya
2. Rag Vigyan - Laxmi Narayan Garg, Sangeet Karyalaya
3. Rag Sangeet - Biren Kr. Phukan, Sri Khagendra Narayan Dutta Boruah, 1990
4. Asomiya Lok-Geet Sanchayan Hemanta Kumar Sarma
5. Nibandha Sangeet - Laxmi Narayan Garg, Sangeet Karyalaya
6. Borgeet Mukur Golap Mahanta
7. Bharatiya Sangeet Ka Itihaas - Ramabcar Veer, D.K. Publication, 2010

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**DETAILED SYLLABUS OF THE TWO YEAR B. ED PROGRAMME  
DIBRUGARH UNIVERSITY  
COURSE NO. BED 30500  
COURSE TITLE : PRACTICUM-- III: SCHOOL BASED EXPERIENCES**

**Objectives of the Course:** *To enable the students:*

01. Familiarise with the existing educational scenario of the state.
02. Perform different content-based activities
03. Acquire competencies and skills required for effective classroom teaching , organizing co-curricular activities types of questions
04. Understand different types of questions
05. Develop the skill of setting different types of questions and balanced question papers
06. Develop proper professional values, attitudes and interest.

UNITS	TOPICS	CONTACT HOURS	Marks	
			In-Sem	End-Sem
<b>UNIT 1</b>	<b>CONTENT BASED ACTIVITIES</b> (The students shall have to carry out activities on the contents based on the two chosen Pedagogical Content Knowledge Courses. Activities may be started in the Semester-II. However, End-Semester assessment shall be done at the end of the Semester-III. Record books are to be maintained by the students. Subject-wise list of activities are given in Annexure)		05	25
<b>UNIT 4</b>	<p><b>MICROTEACHING</b> The students will be required to practise the following Teaching Skills (in two school subjects offered as Pedagogical Content Knowledge) :</p> <ul style="list-style-type: none"> <li>• Writing Instructional Objectives</li> <li>• Introducing a Lesson</li> <li>• Blackboard Writing</li> <li>• Fluency in Questioning</li> <li>• Probing Questioning</li> <li>• Reinforcement</li> <li>• Explaining</li> <li>• Stimulus Variation</li> <li>• Demonstration</li> <li>• Achieving Closure</li> </ul> <p>a) The students shall have to keep the Microteaching Lesson Plans (one each in the above mentioned skills) and maintain a record book having feedback from the supervisors.</p> <p>b) <b>Any one</b> of the teaching skills will be evaluated by an external examiner.</p>		8	25

<b>UNIT 5</b>	<b>QUESTION PAPER SETTING: TO BE CARRIED OUT IN WORK-SHOP MODE</b> [The students are required to set <b>two</b> Question Papers at least for Eighty (80) marks – one in each subject opted for Teaching Practice.] The setting of Question Papers will include –  a) Preparation of the Designs of the question papers b) Preparation of the Blue Prints of the question papers c) Writing Questions in Item-Sheets – including Objective Type, Very Short Answer Type, Short Answer Type and Essay Type questions to test Knowledge, Comprehension, Application and Skill. d) Organization of the questions e) Item-wise analysis of the question papers f) Preparation of Scoring Key and Marking Scheme		7	20
<b>UNIT 6</b>	<b>VIVA-VOCE</b>			10

**DETAILED SYLLABUS OF THE TWO YEAR B. ED PROGRAMME  
DIBRUGARH UNIVERSITY  
COURSE NO. BED 40100  
COURSE TITLE : PRACTICUM-- IV: TEACHER DEVELOPMENT**

**Understanding Self**

<b>Unit</b>	<b>Main Objectives</b>	<b>Contents</b>	<b>Suggested activities</b>	<b>Marks</b>
1	Opening and Understanding self		Personal narratives, life stories, poetry, humour	10
2	Demonstrate the skills of subjective well-being	Positive emotions (hope, resilience, gratitude) engagement, meaning.	Personal narratives, life stories, self disclosure through art, motivating speeches, Yoga and <b>skill based Exercises</b> for the development of the areas.	15
3	Demonstrate the skills of pro-social behaviour	Empathy altruism, positive relationship	Participation in real life interventions, meeting people, Personal narratives, life stories, motivating speeches and <b>skill based Exercises</b> for the development of the areas.	10
4	Demonstrate the skills for efficiency	Effective communication, decision making, Creative thinking, stress management	Personal narratives, life stories, motivating speeches, small group task, and <b>skill based Exercises</b> for the development of the areas.	15

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DIBRUGARH UNIVERSITY  
COURSE NO. BED 40102  
COURSE TITLE : PRACTICUM-- IV: TEACHER DEVELOPMENT**

**Action Research**

**In-Semester Assessment : 10  
End-Semester Assessment : 40**

**Objectives of the Course:** *After completion of this course, the student-teacher will be able to :*

1. Explain the process of action research.
2. Identify the problems for action research.
3. Solve problems faced during their practice through action research.
4. Prepare a research report.

Unit	Content	In-Sem	End-Sem
<b>Unit 1</b>	<p><b>Action Research:</b> The students shall identify a problem they face during their internship and carry out an Action Research to solve the problem. The students shall prepare a Research Report on their work consisting of the following:</p> <ol style="list-style-type: none"> <li>i) Title of the study</li> <li>ii) Introduction</li> <li>iii) Rationale of the study</li> <li>iv) Objectives of the Study</li> <li>v) Research Questions or Hypotheses of the study</li> <li>vi) Method and procedures followed (Description of the tools and techniques used, procedure of Collection of Data and procedure of analysis of data)</li> <li>vii) Analysis and Interpretation of data with illustrations</li> <li>viii) Action taken on the findings of the study</li> </ol> <p>(The teacher educators shall give a thorough training to the student-teachers on the concept, procedure and report writing of Action Research before assigning them the task.)</p>	10	40

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**DIBRUGARH UNIVERSITY**  
**COURSE NO. BED 40201**  
**COURSE TITLE : PRACTICUM-- V: INTERNSHIP IN TEACHING**  
**TEACHER IN SCHOOL AND COMMUNITY**

**In-Semester Assessment : 20**  
**End-Semester Assessment : 80**

**Objectives of the Course:** *To enable the students:*

01. Understand the role of a teacher in maintaining a healthy and effective relationship with the community
02. Understand the value of physical work

Unit	Content	In-Sem	End-Sem
<b>Unit 1</b>	<b>ORGANIZATION OF A COMMUNITY CAMP WITH FOLLOWING ACTIVITIES (At least for Four Days)</b> <ul style="list-style-type: none"> <li>• Socio-economic Survey</li> <li>• Need based programmes like Awareness on Health and Hygiene, Adolescence Education/Adult Literacy/ HIV (AIDS)/Drug Abuse/Conservation and Protection of Environment/Disaster management etc.</li> <li>• Organising and participating in literary /games and sports /music/ recreational activities</li> <li>• 'Sram Dan'</li> </ul>	10	30
<b>Unit 2</b>	<b>Preparation of Time-Table</b> (Students shall have to prepare a master time table for a secondary school with justification using psychological principles)		5
<b>Unit 3</b>	<b>Writing Notice</b> (The students shall have to write at least three notices for school students/teachers)		5
<b>Unit 4</b>	<b>Preparation of Teaching Learning Materials</b> [Students shall prepare at least 10 TLMS, 5 each for teaching two subjects chosen as Pedagogical Content Knowledge Courses. The teacher educators should ensure that the student-teachers prepare different types of TLMS.]	10	20
<b>Unit 5</b>	<b>Holding Examination and Evaluation of Answer Scripts</b> [The students shall hold two examinations, one in each Pedagogical Content Knowledge Course, in any of the classes and evaluate the answer scripts providing feedback to the students]		20



**DETAILED SYLLABUS OF THE TWO YEAR B. ED PROGRAMME**  
**DIBRUGARH UNIVERSITY**  
**COURSE NO. BED 40202**  
**COURSE TITLE : PRACTICUM-- V: INTERNSHIP IN TEACHING**  
**TEACHING PRACTICE**

**In-Semester Assessment : 40**  
**End-Semester Assessment : 160**

**Objectives of the Course:** *To enable the students:*

01. Familiarise with the different activities carried out in schools.
02. Acquire competencies and skills required for effective classroom teaching ,
03. Develop the skill of preparing and use of improvised teaching learning materials
04. Develop proper professional values, attitudes and interest.

Units	Topics	In-Sem	End-Sem
<b>UNIT 1</b>	<b>TEACHING PRACTICE:</b> (a) Preparation of Lesson Plans (20 + 20=40 lessons) (b) Preparation of Digital Lessons ( <i>one in each subject</i> ) (c) Teaching Practice during period of internship [20+20=40 lessons out of which at least 6 (six) lessons (at least three in each method subjects ) shall have to be supervised by teacher educators] (d) Observation of peer lessons ( <i>at least 10 lessons, 5 lessons in each subject</i> ) during practice teaching at schools.	10 5 15	10x2=20 5x2=10 -----
<b>UNIT 2</b>	<b>FINAL TEACHING PRACTICE</b> (a) Final Lesson Plans (One in each subject chosen as Pedagogical Content Knowledge Course) (b) TLMs for Final Lessons (c) Teaching Practice  A candidate shall have to prepare for final teaching practice in both the subjects. However, he/she will be required to appear in <b>only one</b> subject in the Final Teaching Practical examination <b>as decided by the external examiner</b> . Examination on the Final Teaching Practice shall be conducted by a Board of Examiners consisting of internal and external examiners to be appointed by the University.	10	5x2=10 5x2=10 80
<b>UNIT 3</b>	<b>VIVA-VOCE (the content of the Viva Voce will be on courses BED 40200, BED 40301 and 40302)</b>		20

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