

Diploma in Elementary Education (D. EL.ED.)
(PSTE)
Revised Curriculum-Syllabus
2024

State Council of Educational Research & Training; Assam
Kahilipara, Guwahati-19

FOREWORD

The two year curriculum for D.El.Ed. programme developed as per the guidelines of NCFTE, 2016 has been revised and re- designed to provide the prospective teachers with highest quality training in content, pedagogy and practice for facilitating an effective teaching-learning to take place for the students in their classroom in particular and communities in general.

The curriculum has been revised and revitalized for necessary teacher preparedness as per National Education Policy 2020. While designing contents and pedagogy of the course utmost care has been taken to include key elements highlighted in the National Curriculum Framework for Foundational Stage and National Curriculum Framework for School Education so that prospective teacher trainees get adequate insight while in training about the vision of NEP, 2020. It includes contemporary time tested and recent advances in pedagogy including with respect to foundational literacy and numeracy, multiple and multi lingual teaching and evaluation, teaching children with special needs, using educational technology in enhancing learning, inclusive pedagogy and evaluation. Knowledge of India and its traditions and the development in students of 21st century skills such as problem solving, critical and creative thinking, ethical and moral reasoning and communication and discussion abilities, etc. in prospective teachers. The revised curriculum also envisions hiring of local persons to teach at schools or school complexes as “specialized instructors” for the purpose of promoting local knowledge and skills, e.g. local art, music, agriculture, business, sports, carpentry and other vocational crafts.

The revised D.El.Ed curriculum has also included strong practicum training from the first semester itself in the form of in-classroom teaching demonstrations and student teaching at local schools in order to hone their skills and obtain practical teaching experiences which is required to produce outstanding teachers.

I am thankful to all who have provided their valuable inputs in revising the curriculum and extended support to SCERT in this endeavor.

Date: 20.07.2024


Director
SCERT; Assam

Preface

Teacher education is all about Teacher Education Institutions preparing teachers who in turn teach pupils. To make teachers agent of change, Teacher Education Institutions need to have a curriculum that attract talented people, allow them to rise and come up with an alternative plan which is deliverable.

Central to the aspirations of education is an adherence to principles of inclusion and to consider approaches to inclusion across diverse educational contexts. It draws from contexts to suggest ways of developing more inclusive educational responses that benefit children without any discrimination. To enable such concerns to be implemented to realise inclusive education, programme should support high levels of professionalism and resilience across all stakeholders and role of teacher educators and teachers become pivotal to realise this.

SCERT Assam as the State Academic Authority for Assam has undertaken various initiatives regarding teacher education and conducted various programmes for strengthening teacher education.

The D.El.Ed. curriculum has been developed in alignment to NCTE guideline of 2016.

The guideline says: *The D.El.Ed. programme is to be designed to integrate the study of childhood, social context of education, subject knowledge, pedagogical knowledge, aims of education, and communication skills. The programme shall comprise of compulsory and optional theory courses; compulsory practicum courses; and comprehensive school internship. The theory and practicum courses shall be assigned a weightage in the proportion determined by the affiliating body. It shall be in broad alignment with National Curriculum Framework for Teacher Education, while contextualizing it for the state and region concerned. ICT, gender, yoga education and disability/inclusive education shall form integral part of the curriculum.*

The National Education Policy (NEP) 2020 envisions a massive transformation to education system of India. The aim is to create an education system rooted in Indian ethos that contributes to transformation India into an equitable and vibrant knowledge society. NEP 2020 emphasises holistic education, early childhood care, flexible assessments, skill development, integration of technology. These transformation are designed to create a learner centric, inclusive and future-ready education system. By introducing these change India is going to provide quality education to equip students with necessary skills, knowledge and competency to thrive in the 21st century.

To bring such transformation to our school education, our teacher education system should also undergoes changes and that is why our D.El.Ed. curriculum has been revised as per NEP 2020. According to NEP 2020 “teacher education is vital in creating a pool of school teachers that will shape the next generation. Teacher preparation is an activity that requires multidisciplinary perspectives and knowledge, formation of dispositions and values, and development of practice under the best mentors. Teachers must be grounded in Indian values, languages, knowledge, ethos, and traditions including tribal traditions, while also being well-versed in the latest advances in education and pedagogy”.

Child friendly teacher is requirement of school and preparing such teachers is the responsibility of TEIs. A teacher needs to be prepared and equipped to tackle, abuse, violence, and exploitation of a child. S/he should be able to understand children’s rights as human rights, create such awareness in the community as well as make children feel it is worthwhile attending the class. This necessitates incorporation of child protection in D.El.Ed. Curriculum so that the teacher knows and develops a child friendly environment in school and community.

Understanding Comprehensive School Safety and Security for effective school disaster management and school safety is another important area The purposes of this component is to enable prospective teachers to identify common understanding and preparedness to reduce the risk of disaster in schools. It is important to ensure that children remain safe as they access and enjoy their Right to Education. Schools are also more than a place to learn. In the aftermath of a disaster, restoration of education

services and re-opening of schools play a very important role to restore the sense of pre-emergency routine to the community. Hence this should be a part of the curriculum.

In India, the system of Teacher education comprises teacher education programmes meant for preparing teachers for different stages of school education or for different curricular areas across stages. The teacher education programme leading to the Diploma in Elementary Education (D.El.Ed.) aims at preparing teachers for the elementary stage of education, that is, classes I-VIII. This stage covers children of 6-14 years for whom education became a fundamental right as per the 86th amendment of Indian Constitution in 2002, which incorporated Article 21A in the constitution guaranteeing right of compulsory and free education to all children of 6-14 years. In order to implement the constitutional amendment, 'Right of Children of 6-14 years to Free and Compulsory Education Act (RTE Act)' was enacted as a Central Act in 2009. The Act highlights the need and importance of having well qualified and professionally trained teachers to facilitate realisation of the goals of RTE. The Diploma in Elementary Education (D.El.Ed.) programme, which is an initial teacher preparation programme for elementary education, has the potential to realise the RTE goals if it is conceived and designed on sound professional imperatives.

The tasks to be performed by elementary school teachers and the understandings, competencies, skills and attitudes required to perform the expected tasks shall have to be the major bases for the designing of curriculum. The elementary teacher is called upon to engage with children of 6-14 years in a variety of socio-cultural contexts. The purpose of engagement is to facilitate children's learning and development, for which the teacher must have thorough understanding of the child and his process of learning and development and also of problems and rights of children. Needless to say that the teacher is expected to develop the requisite understandings through his/her own observation, experimentation and reflection. Every child grows in a particular socio-cultural context, which impacts his/her acquisition of knowledge skills, attitudes, etc. This makes it imperative for the teacher to understand the social set up in which the child is placed and the demands it puts on the child as well as on the teacher.

In addition to developing understanding of the child's development in various contexts, the teacher is also expected to facilitate acquisition of knowledge and skills by the students in different curricular areas, for which he/she must have the competence to use appropriate pedagogies, which may be subject-specific or general pedagogy relevant and appropriate for different areas of school curriculum. For instance, the utility of ICT, Arts and Crafts, sport and toy and Community resources and folk arts as pedagogical tools is well established for different areas of school curriculum. This implies that the inclusion of all these pedagogical tools in the curriculum of a teacher education programme will enhance the effectiveness and quality of teacher preparation.

The school knowledge at the elementary stage is organised in the form of subjects like Mathematics, Science, Social Studies, Environmental Studies, etc. A teacher is required to organise activities and experiences around the content of these subjects. But the teacher's task is not restricted to the teaching or transmission of the content of a few subjects. The goal of any teacher education programme ought to be preparation of Reflective Practitioner, that is, the teachers who are capable of reflecting on the 'why' and 'how' of the educational policies, programmes and practices. As a result of his participation in the teacher education programme, the teacher should develop the competence to generate new knowledge and insights about children's development and learning on the basis of his own engagement with them. The teacher is expected to undertake classroom research leading to new insights and innovative approaches and practices.

A reflective teacher should have the inclination to question the current premises about different educational matters and should develop the ability to evolve his/her own vision about various issues of educational theory and pedagogy such as justification for the removal or inclusion of certain areas in school curriculum or for the use of some pedagogical approaches or tools. However to develop such abilities among prospective teacher, the teacher education institutions shall have to make planned efforts through appropriate curricular interventions.

The present curriculum of Elementary Teacher Education Programme makes an attempt to address the above mentioned concerns and imperatives by incorporating appropriate curricular areas, which have

been organised under four broad areas, namely, (i) Child Studies (ii) Educational and Contemporary Studies, (iii) Curriculum and Pedagogic Studies (including Teaching Practice and school Internship) and (iv) Other Value Added Courses for Holistic Development. The courses included in the category of 'Child Studies' aim at developing understanding about the 'child' i.e. rights, problems, difficulties, process of development and learning. The study of courses included in the category of Educational and Contemporary studies shall equip the prospective teachers to understand the contemporary Indian Society and the type of education needed to meet the emerging needs and aspirations of the Society. This shall also prepare the teachers to work for bringing about social change through the instrumentality of education. Recognising the importance of linkages between Early Childhood Education and Primary Education, and suitability of the Early Childhood Education methodology for the early years of Primary Schooling, a course on Early Childhood care and Education has been included in the curriculum in light of NEP 2020 the Study of the course titled as 'Towards Self understanding and Evolving Vision', shall equip the prospective teachers to understand themselves, that is, their strengths and weaknesses and shall enable them to develop their viewpoint regarding various issues and challenges of contemporary Indian education.

The present day Indian Society is a technology driven Society and is on the way of becoming a learning society. The increasing use of Information and Communication Technologies (ICT) has brought about a sea change in the generation and transmission of knowledge. This has empowered the learners for self learning. The programme envisages the use of ICT as a pedagogical tool for all areas of school curriculum at the elementary stage. NEP 2020 besides giving importance to ICT integration for different subjects in the classroom teaching learning process, it also provide importance to art and sports integrated pedagogy, storytelling pedagogy for the teaching various subject like, Science, Social Studies, EVS, etc. Thus inclusion of Arts, crafts and sports in curriculum shall not only equip the perspective teachers to appreciate our rich cultural heritage but also prepare them to exploit as pedagogical tool for education of children in different areas of school curriculum. Besides ICT, fine arts, music, dance, theatre and crafts have immense potential for being used as a medium for teaching of various areas of school curriculum like Science, Mathematics, Social Studies, Environmental Studies, etc.

As research clearly shows that children pick up language quickly between the ages of 2 and 8 and that multilingualism has great cognitive benefits to young students. Children will be exposed to different languages early on (but with a particular emphasis on the mother tongue), starting from the Foundational Stage onwards. The official policy regarding teaching languages in schools envisages the study of three languages by every child in the school. Earlier, the study of English was introduced in upper Primary classes in most of the States but with the increasing use and importance of English, its study now starts from Ka-Shreni (Pre-primary) itself. Every teacher in Primary Classes is required to teach two or three languages, therefore, courses in the pedagogy of English and Regional language have been assigned an important place in the curriculum of the Elementary Teacher Education Programme.

NCTE -2009 emphasized that we need teachers who:

- Care for children and love to be with them, understand children within social, cultural and political contexts, develop sensitivity to their needs and problems and treat all children equally.
- Perceive children not as passive receivers of knowledge, augment their natural propensity to construct meaning, discourage rote learning, make learning a joyful, participatory and meaningful activity.
- Critically examine curriculum and textbooks, contextualize curriculum to suit local needs. • Do not treat knowledge as a 'given', embedded in the curriculum and accepted without question.
- Organize learner-centered, activity-based, participatory learning experiences – play, projects, discussion, dialogue, observation, visits and learn to reflect on their own practice.

- Integrate academic learning with social and personal realities of learners, responding to diversities in the classroom.
- Promote values of peace, democratic way of life, equality, justice, liberty, fraternity, secularism and zeal for social reconstruction.

This can only be achieved if teacher education curriculum provides appropriate and critical opportunities for student teachers to:

- Observe and engage with children, communicate with and relate to children.
- Understand the self and others, one's beliefs, assumptions, emotions and aspirations; develop the capacity for self-analysis, self-evaluation, adaptability, flexibility, creativity and innovation.
- Develop habits and the capacity for self-directed learning, have time to think, reflect, assimilate and articulate new ideas; be self-critical and to work collaboratively in groups.
- Engage with subject content, examine disciplinary knowledge and social realities, relate subject matter with the social milieu of learners and develop critical thinking.
- Develop professional skills in pedagogy, observation, documentation, analysis and interpretation, drama, craft, story-telling and reflective inquiry.

Each of the above stated opportunities can be provided through a carefully crafted curriculum design that draws upon theoretical and empirical knowledge as well as student teachers' experiential knowledge. (NCFTE-2009)

The D.El.Ed. Programme aims to prepare teachers who are able to continuously assess and improve their professional practice as teachers by critically reflecting on it, who can understand that teaching is embedded in the social context of the learners and who can engage with context and subject matter that they will be teaching. The student-teachers will also be acquainted with the modes of inquiry and epistemological frameworks of their subjects, familiarized with how children learn so that they can develop and use teaching strategies that are responsive to the learning needs of all their learners in diverse and plural settings of elementary classrooms.

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	A. Mathematics	B. Science	C. Social Science	
	D. English	E. MIL		
SI-III	School Internship - IV (10+2 weeks)			

Structure of D.El.Ed. Programme

Papers/Courses				Marks allocation		
Code	First Semester	Credit	Ext.	Int.	SIP	Total
S1.1	Childhood, Child Protection and the Development of Children	4	70	20	10	100
S1.2	Early Childhood Care and Education	2	35	15		50
S1.3	Understanding Language and Early Language Development	2	35	15		50
S1.4	Towards Self- Understanding	2	-	40	10	50
S1.5	Proficiency in English - I	2	35	15		50
S1.6	Pedagogy of Mathematics - I	2	35	15		50
S1.7	Art and Creative Education - I	2	20	20	10	50
S1.8	Yoga Education	2	20	20	10	50
S1.9	Work and Education	2	20	20	10	50
SI-I	School Internship - I (two weeks) Marks shown in the SIP column and time (2 weeks) will be adjusted from whole course of Semester 1					
Semester-1 Total		20	270	180	50	500
Code	Second Semester	Credit	Ext.	Int.		Total
S2.1	Education in Contemporary Indian Society with special reference to Assam	4	70	30		100
S2.2	Understanding Society, Education and Curriculum	4	70	30		100
S2.3	Pedagogy of Environmental Studies	2	35	15		50
S2.4	Pedagogy of MIL - I	2	35	15		50
S2.5	Proficiency in English - II	2	35	15		50
S2.6	ICT Integrated Pedagogy - I	2	20	30		50
SI-II	School Internship - II (4 weeks)	4	-	100		100
Semester-2 Total		20	265	235		500
Code	Third Semester	Credit	Ext.	Int.		Total
S3.1	Cognition, Learning and Socio-cultural context	4	70	30		100
S3.2	Pedagogy of Mathematics - II	2	35	15		50
S3.3	Pedagogy of MIL - II	2	35	15		50
S3.4	Pedagogy of English	2	35	15		50
S3.5	Art and Creative Education - II	2	20	30		50
S3.6	Children's Physical and Emotional Health Education	2	20	30		50
S3.7	ICT Integrated Pedagogy - II	2	20	30		50
SI-III	School Internship - III (4 weeks)	4	-	100		100
Semester-3 Total		20	235	265		500
Code	Fourth Semester	Credit	Ext.	Int.		Total
S4.1	School Culture, Process, Leadership for Transformation and Teacher's Professional Development	4	70	30		100
S4.2	Diversity, Gender and Inclusive Education	2	35	15		50
S4.3	Optional Pedagogy Courses of Class-6-8 level (Any one of the following)					
	A. Mathematics	B. Science	35	15		50
	D. English	E. MIL				
SI-IV	School Internship - IV (10+2 weeks)	12	100	200		300
Semester-4 Total		20	240	260		500
*1 credit = 25 hours		80	1010	990		2000
Grand Total						

Time distribution

Papers/Courses			Expected Hours of Study #
Code	First Semester	Credit	
S1.1	Childhood, Child Protection and the Development of Children	4	100
S1.2	Early Childhood Care and Education	2	50
S1.3	Understanding Language and Early Language Development	2	50
S1.4	Towards Self- Understanding	2	50
S1.5	Proficiency in English - I	2	50
S1.6	Pedagogy of Mathematics - I	2	50
S1.7	Art and Creative Education - I	2	50
S1.8	Yoga Education	2	50
S1.9	Work and Education	2	50
SI-I	School Internship I (two weeks) Adjusted from SIP		
Semester - 1 Total		20	500
Code	Second Semester	Credit	
S2.1	Education in Contemporary Indian Society with special reference to Assam	4	100
S2.2	Understanding Society, Education and Curriculum	4	100
S2.3	Pedagogy of Environmental Studies	2	50
S2.4	Pedagogy of MIL - I	2	50
S2.5	Proficiency in English - II	2	50
S2.6	ICT Integrated Pedagogy - I	2	50
SI-II	School Internship - II (4 weeks)	4	100
Semester - 2 Total		20	500
Code	Third Semester	Credit	
S3.1	Cognition, Learning and Socio-cultural context	4	100
S3.2	Pedagogy of Mathematics - II	2	50
S3.3	Pedagogy of MIL - II	2	50
S3.4	Pedagogy of English	2	50
S3.5	Art and Creative Education - II	2	50
S3.6	Children's Physical and Emotional Health Education	2	50
S3.7	ICT Integrated Pedagogy - II	2	50
SI-III	School Internship - III (4 weeks)	4	100
Semester - 3 Total		20	500
Code	Fourth Semester	Credit	
S4.1	School Culture, Process, Leadership for Transformation and Teacher's Professional Development	4	100
S4.2	Diversity, Gender and Inclusive Education	2	50
S4.3	Optional Pedagogy Courses of Class-6-8 level (Any one of the following)		50
	A. Mathematics	B. Science	
	D. English	E. MIL	
SI-IV	School Internship-IV (10+2 weeks)	12	300
Semester - 4 Total		20	500
Grand Total		80	2000 Hours

'Expected Hours of Study' includes classroom teaching at the institution, self-study, group work, field work, assignment making, project work, etc. by the trainee.

D.El.Ed. Curriculum paradigm

Papers/courses				Marks allocation		
Code	First Semester	Periods/week	**Credit	Ext.	Int.	Total
S1.1	Childhood, Child Protection and Development of Children	4-5	4	70	30	100
S1.2	Early Childhood Care and Education	2-3	2	35	15	50
S1.3	Understanding Language and Early Language Development	2-3	2	35	15	50
S1.4	Towards Self- Understanding	2-3	2	-	50	50
S1.5	Proficiency in English - I	2 - 3	2	35	15	50
S1.6	Pedagogy of Mathematics - I	2 - 3	2	35	15	50
S1.7	Art and Creative Education - I	2 - 3	2	20	30	50
S1.8	Yoga Education	2 - 3	2	20	30	50
S1.9	Work and Education	2 - 3	2	20	30	50
SI-I	School Internship I (two weeks) Marks shown in SIP (50)					
Semester-1 Total			20	270	230	500
Code	Second Semester	Periods/week	**Credit	Ext.	Int.	Total
S2.1	Education in Contemporary Indian Society with special reference to Assam	4 – 5	4	70	30	100
S2.2	Understanding Society, Education and Curriculum	4 – 5	4	70	30	100
S2.3	Pedagogy of Environmental Studies	2 – 3	2	35	15	50
S2.4	Pedagogy of MIL - I	2 – 3	2	35	15	50
S2.5	Proficiency in English - II	2 – 3	2	35	15	50
S2.6	ICT Integrated Pedagogy - I	2 – 3	2	35	15	50
SI-II	School Internship - II (4 weeks)		4	-	100	100
Semester - 2 Total			20	280	220	500

Papers/courses				Marks allocation		
Code	Third Semester	Periods/week	**Credit	Ext.	Int.	Total
S3.1	Cognition, Learning and Socio-Cultural context	4 – 5	4	70	30	100
S3.2	Pedagogy of Mathematics - II	2 – 3	2	35	15	50
S3.3	Pedagogy of MIL - II	2 – 3	2	35	15	50
S3.4	Pedagogy of English	2 – 3	2	35	15	50
S3.5	Art and Creative Education - II	2 – 3	2	20	30	50
S3.6	Children's Physical and Emotional Health Education	2 – 3	2	20	30	50
S3.7	ICT Integrated Pedagogy - II	2 - 3	2	30	20	50
SI-III	School Internship - III (4 weeks)		4	-	100	100
Semester - 3 Total			20	245	255	500
Code	Fourth Semester	Periods/week	**Credit	Ext.	Int.	Total
S4.1	School Culture, Process, Leadership for Transformation and Teacher's Professional Development	4 – 5	4	70	30	100
S4.2	Diversity, Gender and Inclusive Education	2 – 3	2	35	15	50
S4.3	Optional Pedagogy Courses of Class 6-8 level (Any one of the following):		2	35	15	50
	A. Mathematics	B. Science				
	C. Social Science	D. English				
	E. MIL					
SI-IV	School Internship - IV (10+2 weeks)		12	100	200	300
Semester-4 Total			20	240	260	500
Grand Total			80	1010	990	2000

**1 credit = 25 marks

SEMESTER-1

Year: 1st	Semester: 1	Code: S1. 1
GROWTH, DEVELOPMENT AND PROTECTION OF CHILDREN		
Marks:70 (ext) +30 (int)=100	Credit: 4	4 – 5 periods per week

About the Paper

The elementary teachers require a deeper and overall understanding about the children and children's behavior, especially of their target children. This paper of the D. El Ed course being an introductory one towards that end, tries to focus on the issues related to the child development that will equip the elementary student-teachers to understand different perspectives and issues related to the psycho-social strata of children's growth and development, child protection as well as socio-cultural issues related to it. Stressing the above, the aim of the paper is to build sensitivity among the student-teachers towards children's developmental needs and capabilities in context to their socio-cultural environment.

Mode of Transaction

The paper can be transacted through class room discussion, group activity, seminar presentation, field studies, workshops, close reading of text materials, reflective journals, reference books etc.

Objectives

- To review general conception about child and childhood
- To develop an understanding of different aspects of children's physical, mental, social and emotional development.
- To develop an understanding about the developmental processes of children with diverse abilities in social and cultural context.
- To provide hands-on experience to interact with children and training methods to understand aspects of development of children.
- To develop an understanding about child rights and protection.

Unit-wise Content

Unit 1: Perspectives in Child Development

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- 1.1. Growth and development – its concept and principles
- 1.2. Stages of development, its characteristics and developmental milestones.
- 1.3. Factors influencing development
- 1.4. Tools for gathering data about development of children
 - 1.4.1. Naturalistic observation
 - 1.4.2 Interviews
 - 1.4.3 Case studies
 - 1.4.4 Anecdotal records
 - 1.4.5 Reflective journals
 - 1.4.6 Clinical methods

Unit 2: Physical-Motor development

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- 2.1 Growth and Maturation
- 2.2 Motor Development: Gross and Fine motor Development
- 2.3 Role of parents and teachers in providing opportunities for physical-motor development.

Unit 3: Cognitive Development	10
3.1 Meaning and Concept of Cognitive Development	
3.2 Stages of cognitive development with reference to Jean Piaget	
3.3. Factors influencing cognitive development in children	
Unit 4: Social, Emotional and Language development	15
4.1 Social development	
4.1.1 Meaning and nature of social development	
4.1.2 Social development in different stages	
4.1.3 Factors that influence social development of children : Home, School, Peer and Community	
4.2 Emotional development	
4.2.1 Meaning of emotional development	
4.2.2 Functions of Emotion	
4.2.3 Emotional development in different stages	
4.2.4 Factors that influence emotional development of children	
4.3 Language Development	
4.3.1 Language development in different stages	
4.3.2 Factors influencing in language development	
Unit 5: Developmental Hazards and Developmental Delays	10
5.1 Developmental hazards during childhood: Meaning of developmental hazard.	
5.1.1 Developmental hazards in different stages: Prenatal period, Infancy, Early Childhood and Late Childhood.	
5.2 Developmental delay: Meaning and concept.	
5.2.1 Causes of developmental delays.	
5.2.2 Symptoms of developmental delays.	
5.2.3 Types of developmental delays.	
Unit 6: Child Protection and Child Rights	10
6.1 Child protection and Child Rights : Meaning and Concept.	
6.2 Types of Child abuse: child marriage, child labour, child trafficking, corporal punishment, sexual abuse, emotional abuse, Physical abuse, substance abuse, stress/ suicide. (with special reference to Assam)	
6.3 Acts and Schemes related to protection of child rights	
6.3.1 Child Rights Acts-	
• The Juvenile Justice (Care and Protection) Act (2000, amended in 2015)	
• The prohibition of Child Marriage Act (2006)	
• The protection of children from Sexual Offences Act (2012)	
• The Child Labour (Prohibition and Regulation) ACT (1986, amended in 2016)	
6.3.2 Schemes related to protection of Child Rights	
• Integrated Child Protection Scheme (ICPS)	
• Beti Bachao Beti Padhao (BBBP)	
• Integrated Child Development Services (ICDS)	
• Mission Vatsalya	

PRACTICUM

Any one of the following - (To consider all the four tasks in distributing amongst the student-teachers)

TASK 1:-Student-teachers will collect about ten news paper articles that involve issues of parenting and childhood. S/he will analyze those and hold discussions.

TASK 2:-Student-teachers will watch a movie for instance ‘Salaam Bombay’ or ‘Tare Zameen Par’ or any other relevant movie to be identified collectively by them, and reflect on portrayal of children in the same. Discussion to be held around depiction of children from varying backgrounds, construct of childhood.

TASK 3:-Student-teachers will conduct interview with four to five parents from different socio-cultural and economic background with regard to the child rearing practices and parenting styles. They will present their reports in class.

TASK 4:-Student-teachers will take data from an elementary school with regard to the growth of children in respect of height and weight, and will analyze the data and present their report.

Internal Assessment:

20+10=30

- | | |
|-------------------------------------|------------|
| ❖ Unit test | : 10 Marks |
| ❖ Participation in group discussion | : 5 Marks |
| ❖ Written Report on practicum | : 5 Marks |
| ❖ SIP activity | : 10 marks |

Instruction to Faculty/Mentors

- Make advance planning by the faculty for transacting the major content areas like Childhood, Child Protection and Child development.
- Organize classroom discussion among the student-teachers for conceptual understanding.
- Encourage the student-teachers to study news items, articles, e-books, research papers, journals, e-journals on child development.
- Make Power-point presentation on issues and concerns related to child development and child protection.
- Organize an awareness meet on child protection by inviting resource persons from concerned department like SCPCR, UNICEF, ICPCS, police dept, Child-line etc.

SIP Activities

- ❖ Case study of two children from diverse contexts like socio-economic background, differently able children, street children and children from slum areas.

The activities are meant to acquaint the student- teacher to school process.

[Faculties will conduct these activities internally]

Suggested Readings and web links

1. Growth and Development: E.B. Hurlock
2. Advanced Educational Psychology: J C Agarwal
3. Advanced Educational Psychology: S.K. Mangal
4. Fundamental of Child development and Child Care: Poonam Sharma & Lata Gairola
5. Resource Materials for D.EL.ED. course: SCERT, ASSAM

6. Study Materials for D.EL.ED course : KKSOU/IGNOU/NIOS
7. Indian Childhood; Cultural Ideas and social Reality: Kakkar. S.
8. Sampurna Shiksha: L.H. Das
11. Berk, L. (2003). *Child development*. New Delhi: Pearson.
12. Berk, L. (2007). *Development through the lifespan*. New Delhi: Pearson.
13. Ormrod, J.E. (1998). *Educational Psychology: Developing Learners*. (2nd edn.) New Jersey: Ohio
14. Ranganathan, N. (2000). *The Primary School Child: Development and Education*. New Delhi: Orient Longman
15. www.ncert.nic.in/rightside/links/pdf/framework/english/nf2005.pdf
16. Resource Book for Commissions for Protection of Child Rights
17. <http://ncpcr.gov.in/showfile.php?lang=1&level=1&sublinkid=1066&lid=1357>
18. **Child Protection In India | UNICEF**<http://unicef.in/Story/190/Child-Protection-In-India>
19. <http://wcd.nic.in/ICPS>
20. <https://www.unicef.org>
21. <https://www.yalemedicine.org>
22. National Curriculum Framework for Foundational Stage 2022
23. National Education Policy 2020

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Year: 1st	Semester: 1	Code: S1. 2
EARLY CHILDHOOD CARE AND EDUCATION (ECCE)		
Marks: 35 (ext) + 15 (int) = 50	Credit : 2	2 – 3 Periods per week

About the paper

Early Childhood Care and Education (ECCE) is the foundation of human life and this stage is critical in child's all round development since the pace of development during this period is most rapid than at any other stage of development. This period prepares them for formal learning and social adjustments in later life. Right kind of stimulating environment will foster holistic development of child, which is globally acknowledged and given much concern now. This paper is designed to cover all the major aspects of ECCE so that teacher trainee can understand its importance and implement the same in real situation.

Mode of Transaction

The paper can be transacted through class room discussion, group activity, seminar presentation, field studies, workshops, close reading of text materials, reflective journals, reference books etc.

Objectives

- To understand the importance of early childhood years as foundation for lifelong learning and development.
- To develop awareness and to reflect on the perspectives, priorities and problems of ECCE.
- To develop sensitivity regarding stage wise differences in developmental needs and characteristics of children in early, middle and late childhood years and its implications for elementary stage of education.
- To understand principles of developmentally appropriate ECCE curriculum and Implement the same pedagogical approach for transacting different curricular areas of school education.
- To understand the importance of home, school and community linkage in ECCE.
- To understand the role of parents, teachers, community and other stake holders and make a network to generate awareness and seek their involvement in ECCE programmes.

Unit-wise Content

Unit 1: Definition, Nature and significance of Early Childhood Care and Education (ECCE)8

- 1.1 Meaning and concept of ECCE
- 1.2 Significance of ECCE
- 1.3 Domains of development in ECCE.
- 1.4 Factors influencing children's holistic development-
 - Home
 - Community
 - School
- 1.6 Agencies involved in ECCE.

Unit 2: Pedagogical Approaches to ECCE

10

- 2.1 Play and activity based learning : Free Play, Guided Play, Structured Play
 - 2.1.1 : Toy based learning

2.1.2 : Inquiry based learning : learning through questioning, observations, exploration and experiences.

2.1.3 : Learning through songs, rhymes, art and craft.

2.2 Curricular issues and concerns in ECCE (Multilingualism, Inclusion, Gender, equality, Adverse effect of early Formal instruction, School readiness)

Unit 3: Planning and management of ECCE classroom 9

3.1 Principles of planning a balanced and contextualized programme of ECCE.

3.2 Classroom management : Inside and outside the classroom.

3.3 Planning and design of theme-based activities (based on holistic approach) for ECCE.

3.4 Parental and community involvement in ECCE.

Unit 4: Assessment in ECCE 8

4.1 Principles of Assessment and reporting.

4.2 Holistic Progress Card (HPC) Maintaining records and registers for children's progress.

4.3 Reporting children's progress.

4.4 Set of standards (eight key standards) to ensure quality ECCE.

PRACTICUM 10

- Preparation of theme-based activities and age appropriate learning materials on five domains for all round development (Language, physical, cognitive, socio- emotional, aesthetic-appreciation and creativity).
- Preparation of Programme schedule for all round development of child.

Internal Assessment 15

- Practicum : 10 marks
- Unit-test : 5 marks

Instruction to Faculty/ Mentors

Topic transaction will include the following:

1. Discussion and debate
2. Seminar/Workshop
3. Field trip
4. Case Study
5. Preparation and demonstration of learning materials.

SIP Activities

1. Teacher trainee will select various theme-based projects, for example flowers, vegetables, birds, water, family, transport, community helpers, animals etc. They will prepare activities on any one theme covering all domains. The essence of this approach is "integrated learning" and "learning by doing". For example under the theme flower some of the activities that could be planned by a teacher for learning based on concrete experiences.

For example –

- Exploring the flower on the basis of their sizes, colour, smell etc.
- Singing rhymes/songs on flower
- Listening to and narrating stories about flowers
- Organising a visit to a flower garden

- Activities for concept formation, classification, seriation, matching, colouring, painting etc.
2. Preparation/Development of age appropriate learning materials by the student-teachers and use the same in internship period.

Through this theme based project children will gather concrete experiences about their environment. It is important for the teacher to keep in mind that the activities planned should have the potential to provide children to nurture their curiosity, creativity and the joy of learning to sustain their interest.

The activities are meant to acquaint the student- teacher to school process.

[Faculties will conduct these activities internally]

Suggested Readings and web links:

- a) The National ECCE Curriculum Framework (NECCECF) developed by the Ministry of Women and Child Welfare.
- b) National ECCE policy 2013.
- c) Early Childhood Care and Education-A Way forward NCERT.
- d) Exemplar Guidelines for Implementation of Early Childhood Care and Education (ECCE) Curricular NCERT.
- e) Early Childhood Education Programme NCERT.
- f) Learning without Barden- Prof. Yash Pal
- g) <http://www.childrensrights.ie/childrens-rights-ireland/un-convention-rights-child>
- h) National Curriculum Framework for Foundational Stage 2022
- i) National Education Policy 2020

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Year: 1st	Semester: 1	Code: S1. 3
UNDERSTANDING LANGUAGE AND EARLY LANGUAGE DEVELOPMENT		
Marks: 35 (ext) + 15 (int) = 50	Credit : 2	2 – 3 Periods per week

About the Paper

Language is not only the means of communication, it is also a medium through which most of the knowledge is acquired. Language is not confined to the language classroom. It pervades all aspects, subjects and activities of a school and society at large. The key issues need a systematic study. The primary objective of the paper is to make teachers aware of the dynamics language operationalizes as it exists in the classroom, in children's homes and the larger society and Nation. To draw connections with theory while planning for instruction is another significant aim of this paper.

Reading and comprehending expository texts or texts of content area involve entirely different strategies and processes as compared to narrative texts.

Mode of Transaction

Discussion, pair and group activities, workshop, assignment, project work, questioning and responding, case study, lecture, literary activities, etc.

Objectives

To help the student-teachers to understand the

- Nature of language
- Interplay of language and society
- Process of language acquisition in the early years
- Language diversity and multilingualism
- Handling aspects of grammar not in isolation but by creatively integrating it with text.
- Foundational literacy and Numeracy as emphasized by NEP-2020.

Unit-wise Content

Unit 1: Language and Communication in society 10

- 1.1 Nature of language, Nature of Knowledge
- 1.2 Need of language for acquiring other knowledge
- 1.3 Language is dynamic, creative, arbitrary and perpetual
- 1.4 Language as Integral part of culture and a mark of cultural identity and heritage
- 1.5 Self expression tool

Unit 2: Language Acquisition and Learning 10

- 2.1 Language and the child
- 2.2 Home language, school language and transition from home language to school language
- 2.3 Acquisition of language skills, Foundational Literacy and Numeracy
- 2.4 Structure of language, phonics and phonology
- 2.5 Morphology of language, Phonics and phonology

Unit 3: Language Diversity and Multilingualism**9**

- 3.1 Constitutional provisions about language
- 3.2 Multilingualism and Multilingual Classroom
- 3.3 Language Diversity in the context of Assam
- 3.4 Use of Multilingualism as a resource and role of the teacher
- 3.5 Three language formula (R-1, R-2, R-3 and its importance)

Unit 4: Language across the curriculum**6**

- 4.1 Place of language in the curriculum
- 4.2 Language learning and learning through language
- 4.3 Functions of language inside and outside the classroom and school
- 4.4 Basic Interpersonal Communication Skills (BICS), Cognitive and Academic Language Proficiency (CALP)

Practicum/Activities: (Number 1 is compulsory and any one from the rest)**5 x 2=10**

1. Literary activities like debate, extempore speech, story telling, role play, etc.
2. Development of charts related to language learning
3. Project work on multilingualism, home language and other languages in the neighborhood.
4. Collection of folk tales, stories, folk songs, etc. and sharing in the class.
5. Writing essays and articles on language related issues
6. A case study on multilingual classroom
7. Critical analysis of texts – newspaper, children literature, journal, textbooks, etc.

Internal Assessment:**15**

- Practicum: 10 marks
- Unit test : 5 marks

Suggested Readings and web links:

- i) Adhunik Bhasa Bignan Parichaya – Dr. Phanindra Narayan Dutta Baruah
- ii) Proyog Bhasa Bignanar Ruprekha - Dr. Phanindra Narayan Dutta Baruah
- iii) Bhasar Twattva Katha- Edited by Dr. Nahendra Padun
- iv) Upa Bhasa Bijnanar Bhumika – Dr. Ramesh Pathak
- v) Nika Asamiya Bhasa – Dr. Maheswar Neog
- vi) Study materials for D.El.Ed course KKHSOU/IGNOU/ NIOS.
- vii) OER “Multilingualism in classroom” of TESS-India (EE-12)
- viii) www.adam-mila.com
- ix) www.mentalhelp.net
- x) National Curriculum for school education 2023

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Year: 1st	Semester: 1	Code: S1. 4
TOWARDS SELF-UNDERSTANDING		
Marks: 50 (internal)	Credit : 2	2 Consecutive periods per week

About the Paper

The main aim of the course is to facilitate the development of individuals who can take responsibilities for their own learning and give a conscious direction to their lives. Through this course the student teachers will also develop a capacity for socio-cultural sensitivity, effective communication skills and ways to create the harmony within one's own self and society. The self writings, workshops, seminars and discussions are also aimed at to equip the trainees with "positive attitude" and "self development."

The course is designed in the form of self writings, workshops, seminars, group works, project works, school internships and interaction to assimilate and internalize the present situations adequately. The writings include creative writings, participation in workshop and seminars, which would include interactive sessions, group discussion, role play, presentation etc. Hence, the nature of this course is practical based in the form of writing, workshop and seminar to be exclusively monitored and evaluated at respective TEIs.

Mode of transaction

Considering the nature of the course, the workshops and seminars will be conducted with contextualized material and formats. This course will be transacted through workshops, seminars and various types of writing tasks, monthly journal writings, group discussion, sharing and interaction with experts/faculties/mentors using audio-visual devices.

School Internship, visit to meditation Centre, spiritual development Centre in the nearby locality may provide an additional opportunity for understanding the self.

Objectives

- To help the student-teachers to develop communication skills and ways to establish peace and harmony within oneself and with society
- To facilitate personal growth and social skills amongst student-teachers.
- To enhance self-awareness, self-acceptance, self-confidence and self-motivation for their personal development as well as professional growth.
- To help the student teachers inculcate values to enhance their personalities.
- To motivate student-teachers towards quality teaching-learning processes.
- To develop capacity of student-teachers in application of professional attitude and deliberation skill

Unit-wise Content

Unit 1: Writing tasks (Any five of the followings)

5×3 = 15

- Monthly creative writing on classroom experience, observation of life situation, ideas and issues that develop their capacity for reflection.

- Script writing on Personal and Social values (honesty, courage, co-operation, respect etc.) those may be performed as Role-plays.
- Writing article on - Self understanding as the ability to understand one's own thoughts and actions.
- Writing article on – Peace and stress management for harmonious development of self.
- Case study based on personal and professional growth, as an example of understanding self.
- Writing article on – Appreciation from others for enhancing self-understanding.
- A significant experience/event (good/ bad) of life and its outcome, write an introspective report.
- “Understanding one self is power” – explain with real life examples.
- Life history of spiritual leaders /educational reformers with special reference to Assam as real life examples of understanding self.
- Writing on – Qualities of a teacher to lead to school and leadership style, with examples.

NB: The Mentor/team of Faculties will distribute the tasks among the student-teachers keeping in mind all the above ten writing tasks. They will also give outline / theoretical knowledge to the student-teachers on all the writing tasks before assigning. Marks will be awarded on the basis of the decision taken by the team of Faculties.

Unit 2: Workshop (First one is compulsory and select any 2 from the rest)

5×3 = 15

- Understanding Self, SWOT Analysis (personal, institutional, organizational or any other activities with reference to the functioning of the school)
- Life skill Education and its importance. Mode of transaction of Life Skill Education .
- Communication barriers that hinders effective communication.
- Professional ethics and accountability of teachers.
- Meaning of Self and factors that impact self development , activity Johari window for self development
- Practicing Mindfulness and Meditation as a way of maintaining harmonious relation with self and others.

NB: The Mentor / team of Faculties will give detail instructions on the above topics and select topics for conducting the workshop. Workshop will be followed by meaningful discussion and interaction with an intension to elicit better experiential learning among the student teachers. Marks may be offered on the basis of reports prepared by the student-teacher reflecting their critical thinking.

Unit 3: Seminar (Any two)

5×2 = 10

- Nurturing the humane qualities by teachers to enhance school environment
- Managing emotion to foster co-operation and positive interactions in school
- Inculcating soft skills as a medium for instilling social grace/etiquette in children
- Negotiating between self criticism and self validation as a way of developing self-esteem

NB: Team of faculties will award marks on the basis of presentation of Seminar Paper, participation and interaction of the student teachers in the whole process.

Instruction to Faculty/Mentors

Highlighting Points for conducting seminar/workshop

- Objective formulation.
- Display of film, CD etc. or reading of a text.
- Small group discussion on selected themes.
- Debate, discussion, extempore speech etc.

[Conceptual understanding on Life Skill Education should be initiated prior going to the respective schools for SIP. The student teachers will practice activity related to life skill education involving children in schools. They will submit reports after completion of life skill programmes in schools. Faculties will award marks on the basis of performance of the student in the whole process]

Suggested Readings and web-links

- The Secret by Rhonda Byrne Published by ATtria Books beyonds Words Publishing, 2006, Australia.
- You can win by Shiva khera
- The auto-biography of an Yogi – Paramhangsha Yogananda-Philosophical Library
- Education and youth by Vivekananda.
- ‘The Tipping point by Malchlam Gladwel
- ‘Stay hungry- stay Foolish’ by Roshmi Bansal
- ‘Ego is the enemy’ by Ryan Holiday
- Recommended reference materials by NCTE.
- Value Orientation Education in School by Rajinder M Karla
- Peace and Value Education by Dr. Kiruba Charles , V. Arul Selvi
- www.mindfithypnosis.com
- www.study.com
- www.actionresearch.net
- www.simplypsychology.org
- https://manodarpaan.education.gov.in/assets/img/pdf/21st_Century_Skill_Handbook.pdf
- [Assam Life –skills Education Framework](#)

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Year: 1st	Semester: 1	Code: S1. 5
PROFICIENCY IN ENGLISH -I		
Marks: 35 (ext) + 15 (int) = 50	Credit: 2	2 – 3 periods per week

About the Paper

The purpose of this course is to enable the student-teachers to improve their proficiency in English. A teacher's confidence in the classroom is often undermined by a poor command of the English language. Research has shown that improving teacher efficacy, or her own belief in her effectiveness, has a tremendous impact on the classroom. A teacher who perceives herself as proficient in English is more likely to use communicative strategies for teaching English. She is less likely to resort to use simple translation or guide books for teaching English.

This course focuses on the receptive (listening and reading) and productive (speaking and writing) skills of English and combines within each of these, both an approach to proficiency in usage and proficiency in classroom teaching. The paper emphasizes on both theoretical and practical aspects. Each unit contains particular activities related to the contents of the unit.

Mode of Transaction

- (i) Participating in tasks and activities to improve proficiency in the receptive and productive skills of English.
- (ii) Text analysis of school textbooks to improve skills in critical literacy.
- (iii) Reflecting on one's own learning to make connections with pedagogy.

Objectives

- To strengthen the student- teachers' own English language proficiency
- To make the student-teachers realize the status of English in Indian context
- To develop the four basic language skills
- To brush up their knowledge of grammatical, lexical and discourse systems in English
- To enable student-teachers to link these with pedagogy

Unit-wise Content

Unit 1: Status of English

5

- 1.1 Historical perspective of English in India: an introduction
- 1.2 English around us; English as a global language
- 1.3 The place of English in the School Curriculum in the light of NCF, NEP
- 1.4 Constitutional provision; English as an Associate official language; Three-language formula in Indian Education system
- 1.5 Concept of First Language (L₁), Second Language (L₂) and Foreign Language in the context of English.

ACTIVITIES:

- i) Listing out familiar English words used in day-to-day life
- ii) Classroom discussion: use of English in our day-to-day life and in classroom situations

Unit 2: Understanding Language: Listening to and Producing Oral Discourses 10

- 2.1 Introduction: language as a means of communication and thinking; Importance of a **language-rich classroom** and how to organize it
- 2.2 Developing Listening and Speaking Skills :
 - 2.2.1 Listening with comprehension
 - 2.2.2 Analyzing Discourse features: Segmental features – sound system of English (IPA)
 - 2.2.3 Analyzing the Supra- segmental features: stress, rhythm, intonation
- 2.3 Making Oral Presentation and Constructing different Oral Discourses
- 2.4 Opportunities to use language in context
- 2.5 Introduction to spoken English

ACTIVITIES: Listening and Speaking

- i) Theme-based Oral Interaction; a situational conversation
- ii) Listening to and producing oral discourses (speeches, discussions, songs, news reports, interviews, announcements, advertisements, etc.)
- iii) Using classroom-theatre : role-play, drama
- iv) Giving and eliciting feedback for all the oral activities in terms of Segmental and Supra-segmental features
- v) Storytelling and Re-telling
- vi) Telephonic conversation
- vii) Announcements

Unit 3: Critical Reading 10

- 3.1 Introduction: developing Reading skills and strategies for Reading:
 - 3.1.1 Reading aloud and Silent reading
 - 3.1.2 Intensive and Extensive reading
 - 3.3.3 Skimming and Scanning
 - 3.3.4 Scaffolding
 - 3.3.5 Inference and Extrapolation
 - 3.3.6 Coherence and Cohesion
- 3.2 Reading different types of texts with comprehension and identifying their features: Descriptive texts, Narrative texts, Informative (Expository) texts and Persuasive (Argumentative) texts, news reports, articles, letters, notices, advertisements, narratives, biographies/autobiographies, jokes, stories, riddles, etc.
- 3.3 Reading for global and local comprehension
- 3.4 Understanding the theoretical postulates of critical theory
 - 3.4.1 Concepts used
 - 3.4.2 Soundness of the arguments
 - 3.4.3 Value and relevance of the assumption
 - 3.4.4 The tradition on which the text is given

- 3.5** Understanding the process of critical reading
 - 3.5.1** Before reading
 - 3.5.2** While reading
 - 3.5.3** After reading
- 3.6** Recognizing errors as a learning process : Miscue analysis

ACTIVITIES: Reading skills:

- i) Practicing reading of different texts for discourse analysis
- ii) Interpreting pictures, tables, graphs, diagrams, etc.
- iii) Scaffolding Activities: Show and Tell
- iv) Reviewing any book /article/ text
- v) Using Reading as a tool for reference skill, i.e. use of Dictionary, Encyclopedia, Thesaurus, Internet etc.
- vi) Collection of the different types of texts. Writing all types of model text items.

Unit 4: Vocabulary in Context

10

- 4.1 Introduction: Understanding on vocabulary and its extension
- 4.2 Classification of words :
 - 4.2.1 Closed-word classes
 - 4.2.2 Open-word classes
 - 4.2.3 Function words
 - 4.2.4 Content words
- 4.3 Categories of vocabulary: lexical , phrasal, clausal
- 4.4 Word Formation : Prefix , Suffix , Compounding, Modifiers (Premodifiers and Post Modifiers)
- 4.5 Word types : Synonyms , Antonyms, Homophones, Homographs, Homonyms , Phrasal Verbs, Idioms

ACTIVITIES:

- i) Reading passages and analyzing the distribution of linguistic elements (vocabulary)
- ii) Making generalizations on syntactic and morphological properties
- iii) Checking the generalization in the light of new passages.

PRACTICUM

10

Assignments, Workshops and other activities. Each trainee (student teacher) will maintain a profile and portfolio to document and preserve all the activities conducted/organized in the class. The portfolio is to be maintained throughout the four semesters till completion of the course.

Workshop : Designing and preparing materials/tools to develop the skills – listening, speaking, reading.

Other activities : (i) Working with words (taking help of Unit 4)

- (ii) Classroom discussion / Theme-based interactions
- (iii) Collecting and analyzing different types of reading materials (theme, grammatical aspects, inherent information/idea etc.)

- (iv) Each trainee will keep a reflective journal on the day-to-day activities performed in the institute. The reflective journal needs to be maintained throughout the entire course.

Internal Assessment

15

- Practicum : 10 marks
- Unit Tests: 5 marks

Instructions to the Faculty/ Mentors

- The topics/contents under each unit of the paper have to be discussed applying different methods/techniques/approaches and using various materials.
- Activities (mentioned after each unit) to be carried out during the transaction have to be properly documented and recorded. Report on the same should be prepared for future reference/internal assessment.
- To assess the student-teachers internally, the PRACTICUM activities should have to be carried out strictly.
- Formats required for reviewing books/articles/texts and for workshop activities are to be developed beforehand in workshop mode engaging the student-teachers.
- Activities for class assignment and School Internship programme (SIP)--
 1. Preparation of individual profile by each student teacher.
 2. Maintaining a profile by each student teacher.
 3. Keeping a reflective journal by each student teacher.

Suggested Readings, web-links

- (i) NCF 2005; NCFTE2016; NCTE/SCERT Guidelines for D.El.Ed course
- (ii) Resource Materials of D. El. Ed course Published by SCERT, Assam.
- (iii) SLMs for D. El. Ed course published by IGNOU, KKHSOU, NIOS, etc.
- (iv) OERs and TDUs of TESS-India
- (v) Books on Spoken/Oral English published by SEBA and other Publications
- (vi) Books on Methods and Techniques of Teaching English published by various Indian and Foreign publishers
- (vii) www.tess-india.edu.in
- (viii) www.britishcouncil.org
- (ix) Other relevant websites.

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Year: 1st	Semester: 1	Code: S1. 6
PEDAGOGY OF MATHEMATICS-I		
Marks: 35 (ext) + 15 (int) = 50	Credit: 2	2 – 3 periods per week

About the paper

Current education system of India has faced multiple challenges of 21st century knowledge society with respect to mathematics learning.

NEP-2020 initiated the highest quality education for all our children and articulated the age range 3-8 as the foundational stage.

It is expected to qualitatively improve the contents and outcome of education and thereby impacting the lives of our children towards a better future. Not only that, researches and studies related to the foundational stage learners lead to the conclusion that high quality care and education has a positive consequence for each individual child, who ultimately can make the nation proud.

So, the purpose of this course is to enable the student-teacher to relate these changes in practices to their current realities and as future teacher they must be able to meet the needs of the demand of the subject.

It is note worthy that during early years of the children mathematical foundations are laid and can be effectively completed with the relevant and meaningful life experiences. This implies the need of early mathematical skills, some of these are dealing with numbers and spatial understanding (space covered), which are integral part of any communication and daily life discourse.

Numeracy is another important skill for developing logical thinking and reasoning in daily life. This skill of the foundational stage will eventually improve the achievement of learning outcomes at later stages of the learners.

This way student-teacher should be aware about all the foundational skills of mathematics and be capable of applying necessary approaches of foundational stage mathematics to deal to the young learners with care and in healthy environment so that they could be able to relate those competency with their daily life activities.

Thus, a systematic intervention with the learning will help in building a strong understanding of mathematical ideas/competencies that lays a foundation for having better life skills like logical thinking, critical thinking, creativity, communication and problem solving.

Mode of transaction

- Learning mathematical skills must begin with mathematical vocabulary at the initial years, e.g. matching, sorting, pairing, ordering, pattern, classification, one-to-one correspondence etc. with concrete objects (TLM) in a real life situation.
- These skills gradually move to higher skills related to numbers and numeracy, shapes, space and measurement etc. through concrete experience of ELPS.

An example of learning numbers through ELPS to be practiced by the student-teacher as follows -

E-Experience : Learning the mathematical concept of any number by counting concrete objects (available)

L-Language (Spoken) : Describing the experience in language, what is being counted and how many have been counted.

P-Pictures : Representing mathematical concepts in a pictorial form that means if 2 flowers have been counted, these can be represented through 2 pictures of the flower.

S- Symbols (written): Mathematical concept that has been learned through concrete experience and pictures can be generalized in the written symbolic form as writing the number 2 for two flowers.

- Connecting mathematics learning with children's real life and prior knowledge. Through this children are not only able to apply mathematical skills in real life, but to see mathematics as worth learning and doable.
- Mathematics as a problem solving tool :
 - It fulfill the higher goal of mathematics learning, where they can apply their knowledge or skills for setting up rich mathematical tasks, understanding the problem, devising strategies, solving and checking the solution.
 - Justifications are important steps (why and how) to help children to build problem solving abilities.
- Using mathematical talk, communication and reasoning.

Mathematics has its own language. It has its own unique vocabulary, symbols and sign systems which are often not used in daily lives. e.g. addition, subtraction, +, -, = etc. There is a need for rich conversation between teachers and children about mathematical concepts. During this discussion children must encounter, justify and listen to teacher's explanation. So, an oral math talk must be encouraged in the classroom rather than engaging them in written tasks silently.
- Developing a positive attitude towards learning mathematics.
 - Student-teachers should create an environment and support the children to develop a positive relationship with mathematics as a domain. This can generate an awareness towards the subject and through this a strong foundation in early mathematics can be developed.
 - This way children should learn to enjoy mathematics.
- Four block approach :
 - To become mathematically proficient the student-teacher need to apply this approach in classroom transaction. Through this approach students reflects a positive attitude towards mathematics.
- Creating vibrant learning corners in the classroom.

Objectives

To enable the student-teacher to -

- develop a positive attitude towards learning mathematics.
- connect mathematics learning with children's real life situation and prior knowledge.
- develop a better understanding about different pedagogical approaches for foundational numeracy and its effective teaching-learning impact.
- understand how these approaches would help in engaging children actively in classroom situation.
- develop deeper insights into the content areas of foundational mathematics and its higher level content to relate continuity with the levels.
- experience carefully with the proper TLM (concrete materials) to develop the concepts by actively engaging children with the material world around them.

- support in assessing the learning of important mathematics and furnishing useful information, necessary tools, activity, games, project etc. for the purpose.
- organise mathematical sports, games and puzzles, art/rangoli related to mathematical facts, quiz etc. to engage the learners in a joyful way to develop the aesthetic sense and beauty of mathematics.

Unit-wise content

Unit 1: Introduction to Preparational and Foundational Mathematics 7

- 1.1 Understanding on FLN.
- 1.2 Importance of FLN.
- 1.3 Meaning of FN.
- 1.4 Importance of FN.
- 1.5 Major aspects of Early Mathematics.
- 1.6 Understanding on Learning Outcome and its importance.

Unit 2: Principles and approaches for teaching Mathematics at Foundational stage. 8

- 2.1 Understanding the individual learner.
- 2.2 Understanding Piaget's theory of Mathematics Learning.
- 2.3 Importance of learning and teaching errors of Mathematics.
- 2.4 Approaches of Teaching Foundational Mathematics: ELPS, REACT, 4 Block approach, Gradual release of responsibility for both Teacher and Student, Project based approach, Story-based approach, Art and Sports integrated approach.

Unit 3: Components of Mathematics Learning at Foundational Stage 10

- 3.1 Pre-number concepts
- 3.2 Numbers and operations on numbers
- 3.3 Shapes and Spatial understanding
- 3.4 Measurement
- 3.5 Patterns
- 3.6 Data Handling
- 3.7 Mathematical Communication

N.B. – The above areas to be transacted with the student-teacher along with the pedagogical approaches.

Unit 4: Assessment in Foundational Stage 5

- 4.1 Criteria for Assessment.
- 4.2 360° Assessment, PARAKH
- 4.3 Holistic report card.

Unit 5: Life and Contribution of Mathematicians 5

- 5.1 Aryabhatta
- 5.2 Brahmagupta
- 5.3 Ramanujan
- 5.4 Euclid
- 5.5 Pythagoras

PRACTICUM

Projects (Any one)

3

Some of the suggested topics:

- Select a village other than your own and take all the households for the study. Select only those houses, the house numbers of which are multiples of 3. Take the family members of those houses and make a survey of the educational status of those families. Prepare appropriate format for collection of data and for answering any question related to the data collected by you. (Level of the mathematical concepts should be raised)
- Visit five small markets nearby your village which remains open only on two selected days of every week. You are to choose only fifteen (15) vegetables under your consideration generally available in these markets for sell. You are to compare the price of those vegetables with one market with the other markets and select the market where the vegetables are sold cheap. Use proper format for recording of each of the items with necessary statistically valid diagram for interpretations and inferences.
- Draw a picture of child showing its different stages (age groups) and make a list of mathematical knowledge a child acquires at different stages as per the Piaget theory of mathematical development.

Assignments (Any two)

3

- Prepare a chart on numbers, shapes, pattern mentioning the purpose and uses.
- Listing of TLM required and preparing and collecting the TLMs for handling a particular concept /lesson of a textbook.
- Prepare a list of English capital letters of the English Alphabets and symbols from 0 to 9 which can be divided into two exactly equal parts in all aspects. Show the line of divisions through which they can be divided equally. State the number of ways a particular letter can be divided.
- Draw any object - house, animal etc. with the regular shapes known to the student-teachers and available in the geometry section of mathematics of foundational level.
- Draw a Rangoli on paper using mathematical facts.

Compulsory activity

3

Analysis of any lesson of foundational level (classes I to III), in terms of learning outcome, activity and designing of innovative activity for handling the lesson in real classroom situation.

Internal Assessment

15

- Compulsory activity : 3 marks
- Project work : 3 marks
- Assignment : 3 marks
- Unit test : 6 marks

Suggested Readings and web-links

- Textbooks on Mathematics for classes I-V prepared by the SCERT, Assam.
- Teaching of Mathematics: Kocchar, Publishing editor
- Ganit Shikshan: H.K.Sharma.

- Resource materials for D.El.Ed: SCERT, Assam.
- Study materials for D.El.Ed. course: KKHSOU/IGNOU.
- OER ‘Using number games: developing number sense’ of TESS-India (EM-01)
- OER ‘Mathematical stories: word problems ’ of TESS-India (EM-04)
- OER ‘Asking questions that challenge thinking’ of TESS-India (EM-05)
- OER ‘Making children believe they CAN do mathematics: Operation and Fraction’ of TESS-India (EM-06).
- OERs (Primary mathematics) of TESS-India.
- Lower Primary and Upper Primary training modules on Mathematics: SCERT, Assam.
- www.nctm.org
- www.math.osu.edu
- www.tc.columbia.edu
- NCF-FS 2022
- NIPUN Bharat, guidelines for implementation, @ 2021
- NCF-SE 2023

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Year: 1st	Semester: 1	Code: S1. 7
ART AND CREATIVE EDUCATION-I		
Marks: 20 (Ext) + 30 (int)= 50	Credit: 2	2 – 3 periods per week

About the paper

The well being and fulfillment of an individual is the common thread of the component of Fine Art and creative Drama, literary art, cinema etc. Art education aims to help connect these with the inner aspects of one's being to appreciate and create beauty and harmony within and outside. It is not about beautification applying something from outside, but an ability to appreciate the inherent rhythms, beauty and harmony in forms, relation and character.

Mode of transaction

It includes the use of imagers (photo, painting) as a stimulus for exploration, still photographs of students themselves leading to tracking a line of thought about some issues.

Participative learning using role play, hot seating, building stories/songs, making and analyzing character's dairy, personal belongings (objects) of characters. The student-teacher would be given opportunity to explore information about different topic. The student-teachers will organize exhibition and make visit to place of importance.

Objectives

- To develop creative, self expression through different forms of visual and performing Art.
- To appreciate different forms of visual and performing Art.
- To develop skill of keen observation, imagination, patience and discipline.
- To develop aesthetic sensibility.
- To develop commitment of aesthetic cultural bond with the society.
- To exchange thought and culture.
- To identify and develop own creativity and potential.
- To recognize the role of drama in elementary school education.

Unit wise content

Unit 1: Development of skill

10

- 1.1 Creative writing from childhood memory/Story/Poem/Role play/News writing.
- 1.2 Outdoor sketch/drawing from natural object/still life etc.
- 1.3 Stencil painting/making of pot /toy making / collage etc.
- 1.4 Clay modeling

Unit 2: History and theory of Art

5

- 2.1 History of Art : (Historical monument/heritage sites of Assam and India)
- 2.2 Sattriya culture of Assam (Borgeet, Sattriya Nritya, Bhaona, Manuscript painting)
- 2.3 Basic concepts of way of seeing.

- 2.4 Basic features of Visual Art and Fine Arts.
- 2.5 Elements of Visual Art. (Shape, Form, Colour, Composition etc.)
- 2.6 Aims and educational values of fine arts.
- 2.7 Understanding inter-connection between Art and Culture; Aesthetics and livelihood.

Unit 3: Documentation

5

- 3.1 Indian and western contemporary Artists.
- 3.2 Ajanta/Ellora/Khajuraho/Madan Kamdev/Da-parbatia.

PRACTICUM

- Outdoor studies- observation of nature/landscape /colour composition
- Preparation of Album/ Project work on different historical and architectural monuments of Assam.
- Creative writing
- Making of Poster /Pot / Collage/ Toy making.
- Development of Innovative Art Centre (In the locality)

Internal Assessment

20 + 10 = 30

- Performance and participation in workshop/ drama/ paintings etc :10 marks
- Assignment submission : 5 marks
- Unit Test : 5 marks
- SIP activity : 10 marks

Instruction for Mentors/ Faculties

- Importance of Continuous and Comprehensive Evaluation (CCE) in Art Education.
- Encourage student for free expression and creativity.
- Work together on small and large project.
- Encourage students to develop an insight towards sensibility and aesthetics appreciation.
- Provide an opportunity to observe and imagine.
- Make student understand cultural diversity by recognizing different traditional art forms prevalent in the country.
- Involve students for innovative thoughts

SIP activities (Any two)

1. Nature observation, object drawing, collage painting, clay modeling, stencil painting.
2. Making of Poster/hoardings/advertisement for awareness programme against social evils.
3. Different form of Traditional dance and music of Assam.
4. Preparation of hand magazine/wall magazine etc.
5. Beautification of School campus, Building as Learning Aid (BALA) activities on school wall.

**The activities are meant to acquaint the student- teacher to school process.
[Faculties will conduct these activities internally]**

Suggested Readings and web-link

- BharatiyacharukalarRengani: Mousumi Kandali, ASTPPC
- AsamaradhunikShilpakala: Mousumi Kandali, Black and white, Gujarat
- Sattriya Nritya- Geet-BadyarHatputhi : Dr. Jagnnath Mahanta
- SattriyaUtsavar Parichay Aru Tatporja : Dr. SriSri Pitambar Dev Goswami
- Fine Arts: Pradip Nath, AANK-BAAK, Guwahati
- Shilpakalarkramovikash: Gouri Barman, Asom prakashan parishad
- Art Education: J. Prashad, Kanishka publisher, N. Delhi
- Asomarlokshilpakola: D. K. Talukdar, Bani Mandir, Guwahati
- ShilpakolarNavajanma: Shobha Brahma, Students' store, Guwahati
- ShilpakolarUpalabdhi and Ananda: Nilmoni Phukan, Anwasha, Guwahati
- Way of seeing : John Berger, Penguin Classic
- How to look at Art by Susie Hodge
- The Arts and the Creation of Mind by Elliot W. Eisner
- Classroom management for Art, Music and PE Teachers – Michael Linsin.
- 200 projects to strengthen your Art skills by V. Colston.
- www.theartofed.com
- www.incredibleart.org
- www.artandeducation.net
- National Curriculum Framework for Foundational Stage 2022
- National Curriculum Framework for School Education 2023
- National Education Policy 2020

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Year: 1st	Semester: 1	Code: S1. 8
YOGA EDUCATION		
Marks: 20 (ext) + 30 (int) = 50	Credit: 2	2 – 3 periods per week

About the paper

The yoga education is a part of health & physical education. While the role of education on health & physical Education has been widely acknowledged but impact of health on education is often not recognized adequately. This course unfolds the reciprocal relationship between health & physical education. A holistic understanding of yoga education and therapeutic value of yoga practices helps physiological and mental development of individuals. Since Vedic era the Yoga education is being practiced in India. The saints use to practice yoga for meditation. Nowadays, yoga education is considered as an important subject for the child, through which physical, mental and spiritual development can be achieved. The student-teachers needs to understand that by practicing Yoga one can realize that “Prevention is better than Cure”.

In present day, yoga becomes the gift to human kind- which has been practiced from the ancient ages. To get the optimum benefits it should be started from early part of life. The activity of yoga starts from the age of five years and pranayamas from eight years. Before the age of five the child can go for light stretching exercises, light yogic exercise and balancing activity. After reaching five years of age the child can involve in Asana and Meditation. Pranayama and other activities start from eight years onwards.

Mode of transaction

This course is designed as a compartment of practicum as well as the theory, and would be subjected to both the external and internal assessment including internship. Considering the nature of the course, the both theory classes and practices are to be conducted. Utilization of the resources of Professionals, audio-visual devices may provide additional inputs to the student-teachers.

Visit to meditation centre, spiritual development centre in the nearby locality may provide an additional opportunity to the student-teachers.

Objectives

- To build a holistic understanding of the concept of yoga
- To understand the reciprocal linkage between health & yoga.
- To build the knowledge of teaching yoga.
- To understand the importance of yoga education and its spiritual sanctity.

Unit-wise content

Unit1: Introduction to Yoga and History of Yoga

5

- 1.1 Meaning, Definitions and brief history of Yoga.
- 1.2 Aim and objectives of Yoga.
- 1.3 Scope of Yoga.
- 1.4 Misconceptions about Yoga.
- 1.5 Importance of Yoga in School Education.

Unit 2: Introduction to Various forms of Yoga **5**

- 2.1 Raja Yoga: Meaning of Raja Yoga, Ashtanga Yoga, limbs of Ashtanga Yoga.
- 2.2 Hatha Yoga: Meaning of Hatha Yoga, limbs of Hatha Yoga, Relationship between Hatha Yoga and Raja Yoga.
- 2.3 Karma Yoga, Jnana Yoga, Tantra Yoga, Bhakti Yoga.

Unit 3: Concept of Asanas, Pranayama, Mudra, Bandha and Kriya **5**

- 3.1 Meaning of Asana, Pranayama, Mudra, Bandha and Kriya.
- 3.2 Asanas:
 - Pronelineasanas- Makarasana, Bhujangasana, Shalabhasana, Ardha Salabhasana, Sarpasana, Dhanurasana.
 - Supinelineasanas- Savasana, Uttanapadasana, Setubandhan asana, Sarvangasana, Halasana, Ardha Halasana, Chakrasana, Pawanmuktasana.
 - Standing Asanas: Tadasana, Ardha Chakrasana, Pada Hastasana, Vrikshasana.
 - Sitting Asanas: Sukhasana, Padmasana, Ardh Padmasana, Vajrasana, Dandasana.
 - Surya Namaskar
- 3.3 Pranayama: Anulom-Viloma, Kapalbhathi, Bhastrika.
- 3.4 Mudra: Gyan Mudra, Dhyana Mudra, Chin Mudra, Anjali Mudra, Buddhi Mudra.
- 3.5 Bandha: Jalandhar Bandha, Uddiyana Bandha, Mula Bandha.
- 3.6 Kriyas: Kapalabhathi, Neti, Trataka, Nauli, Dhouti, Vasti.
- 3.7 Japa and Ajapa.

Unit 4: General and therapeutic benefits of Yoga. **5**

- 4.1 Meaning of Supplemental, Compensation, Regenerative Yoga Practices and Power Yoga.
- 4.2 Therapeutic benefits of Yoga in Life Style Diseases: Anxiety, Depression, Obesity, Hypertension, Diabetes.
- 4.3 Yoga and Self-actualization.
- 4.4 Effects of Yoga on circulatory, musculoskeletal, digestive, nervous, respiratory & excretory system.

PRACTICUM

(a) Field visit/Reporting/Interview (Any one) **5**

- 1. Visit any yoga centre and write a report on the activities conducted at the centre.
- 2. Interview any one yoga practitioner and write a report on benefits experienced by him/her.
- 3. Demonstrate before the peer group any five asana and write a report on them.
- 4. Write about the International yoga day observed on 21st June in their respective district.

(b) Practical **10**

- 1. The student-teacher will conduct Pranayama, Anulom -Vilom, Kapalbhathi, Bhastrika, Meditation etc. every day in the morning assembly at least for 10.
- 2. The student-teacher will practice the asanas at least 5 in the morning / evening session every week as per the time –table.

3. The student-teacher will arrange demonstration of yogasana in the TEIs at least for one-half of a day during the semester-1.

Internal Assessment

20+10=30

- Assignments: 5 marks
- Practicum and Interview : 5 marks
- Unit Tests: 10 marks
- SIP activity : 10 marks

Instruction to Faculty/Mentor

The Faculty/Mentor will define the aims and objectives as mentioned earlier and the benefits of continuous practice of pranayams and asanas. S/he will discuss in class the principle of yoga, precaution etc. S/he will advise the student-teachers to wear comfortable clothes for asana during the yoga practice, and not to compel the student-teachers to do asanas, who are having some reasonable problems. S/he will note down the performance of teacher trainees during practical session for assessment. S/he will also give class assignments to the student-teachers for internal assessment.

SIP activities

- Organization of Yoga - Student-teachers will conduct different types of ASANAS – Sukhasana, Ardha Padmasana, Padmasana, Bajrasana, Halasana, Bhujangasana, Savasana etc. during the SIPs of all the three semesters of the course.
- Collection of data/information of persons of the locality who is cured by yoga therapy from ailments like -paralysis, mental depression and trauma, drug-addiction etc.

The activities are meant to acquaint the student- teacher to school process.

[Faculties will conduct these activities internally]

Suggested Readings and web-links

1. Sound Health Through Yoga – Dr. K. Chandrasekaran (1999)
2. Asanas – Dr. P. Mariayyah (1998)
3. Patanjali Yoga Sutra – H.R.Nagendra & T. Mohan
4. The Science of Yoga – I.K.Taimani (2001)
5. The Art of Yoga – Iyengar B.K.S (1985)
6. An introduction to Indian Philosophy, University of Calcutta
7. “Asanas ; Why and How” – Sri O.P. Tiwari, Kaivalyadhama Lonavla Pune
8. The Complete Book of Yoga–Harmony of Body:Yog Vigyan Bharathiya Yog Sansthan, Delhi
9. Yogic Therapy – Swami Kuvalayananda and Dr. S.L.Vinekar (1963)
10. Techniques of Yoga and Kriya – Swami Satyananda Saraswati
11. All about Hinduism, Swami Sivananda – Divine life society of Risikesh
12. The Yoga of Patanjali, Bhandarkar – Yardi M.R. (1979)
13. Yoga Mimamsa Journal
14. Yogassanas : A teachers guide NCERT (1983)
15. Yog Jyoti (Assamese) – Yogasarja Jyotish Kalita, Sadhana
16. Yoga: An instruction Booklet – Vivekananda Prakasan Trust, Chennai
17. *Swasthaaru Saririk Siksha Hatputhi* (A book on health and physical education in Assamese) by Pradip Sarma, Sr. Lecturer, DIET Barpeta, Howly 9435102385, 9101826143

18. Yoga for school student (Assamese) – Vivekananda Kendra, Nalbari
19. www.healthandyoga.com
20. www.kiit-yoga.in
21. National Curriculum Framework for Foundational Stage 2022
22. National Curriculum Framework for School Education 2023
23. National Education Policy 2020

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Year: 1st	Semester: 1	Code: S1. 9
WORK AND EDUCATION		
Marks: 20 (ext) + 30 (int) = 50	Credit: 2	2 – 3 periods per week

About the Paper:

One of the aims of education in operational term is that school education must attempt to empower the child to be a worker. Any activity an individual takes up is not work. But planned activities to produce, maintains, improve, innovate or transform materials, facilities, living condition or services with the specific purpose of meeting needs of conservation on extension in socially approved ways are the works. Works results production which should be socially useful and valuable. Works provide both knowledge and skills through well structured and graded programmes which would help the students on their entry in to the world of works with positive attitude and values. Obviously it is said that where there is no work there is no education. Hence work is strictly adhered to education.

Mode of transaction:

- Engaging students in group activity/group discussion/workshop after conceptualization of meaning and relationship between work and education & Vocational education.
- Engaging in survey, field studies etc.
- Report submission of assignment (school and out of school) as per prescribed format.
- Interview & Assessment.
- Demonstration in the process of preparation of different materials.
- Sharing feedback and review of activities.

Objectives:

- To build a holistic understanding of the concept of work, learning, growth and development.
- To understand the role of the teacher and possible ways of engaging children in works.
- To examine specific programme related to work and education and Vocational education in schools.
- To link theoretical and conceptual learning through work.
- To understand the significance of works for having true learning and emphasizing dignity of labor.
- To promote the concept of vocational education which will equip them to achieve skills in a vocation of their choice in the secondary stage and help them progress into gainful employment.
- To develop students capacities to be gainfully employed in one or more specific vocations after leaving school.

Unit-wise content

Unit 1: Understanding Work Education and Vocational education. 5

- 1.1 The meaning of work and its place in education.
- 1.2 Objectives of work education in school.
- 1.3 Meaning & Objectives of vocational Education. Difference between vocational education and work Education.
- 1.4 Work education integrate all the four pillars of education foundation - Learning to know, Learning to do, Learning to live together and Learning to be.
- 1.5 View of Mahatma Gandhi, Rousseau regarding work education.
- 1.6 Kothari commission (1964-66) and its views on work experience.
- 1.7 National Curriculum Framework- 2023 and its implication of work education and vocational education in building professional development of learners.

Unit 2: Behavioral Changes in learners 5

- 2.1 Behavioral changes expected out of the programmes of work education and vocational education acquiring knowledge, skills and attitude through works)- illustration with examples.

Unit 3: Curricular Integration and Assessment 5

- 3.1 Integration of work education with other curricular subjects including vocational education.
- 3.2 Selection of Subject based works (Activities, Assignment, Project etc.) and other local specifies works.
- 3.3 Involvement of Headmaster, teachers and parents in identification of school based problems for carrying out different works along with possible remedial measures.
- 3.4 Identification and utilization of community resources in curricular implementation.
- 3.5 Shortcomings in the present system of assessment and the ways of their elimination.
- 3.6 Assessment tools – Advantage and disadvantage of tools with specific examples.

Unit 4 : Responsibility towards family and society 5

- 4.1 Sharing household responsibilities
- 4.2 Domestic budgeting and planning
- 4.3 Care for children, parents, sick and old age people
- 4.4 Saving of water, electricity and fuel consumption
- 4.5 House safety and security and its maintenance

PRACTICUM

(a) Daily works (Compulsory for every student-teacher) 5

- Conduct of morning assembly, cleanliness and beautification of the classroom, garden, campus and the Institution.

(b) To be conducted in workshop mode/group activity (any five) 10

- Chart preparation on mapping works related to class wise other curricular subjects.
- Making items from waste materials/waste management.
- Develop basic skills and allied knowledge of work and associated materials for making toys.
- Preparation of paper items, duster, bamboo items, clay models etc.
- Plantation of shady/fuel/ornamental/avenue/medicinal trees
- Gardening- maintenance of garden- rising of flowers, seedlings, vegetables, shrubs and their nurturing.
- Curricular project- at least two projects in groups- report submission and interview.
- Development of plant by vegetative propagation, budding, grafting, cutting, layering etc.
- Food preservation- making of jam, jelly, tomato ketchup, pickles etc.
- Mushroom cultivation for consumption, preservation and sale.
- Preparation of stationery items such as files, file boards, registers, writing pads, tamping ink and preparation of album, chart, map etc
- Cookery skills with special reference to local and traditional foods items.
- Cutting, hand embroidery, knitting and garment making.
- Preparation of family budget maintenance of household accounts.
- Ground water and rain water harvesting.

N. B. The faculty is to give outline knowledge on each of the topics of the workshop and to select only five topics for workshop as per discussion with the trainees and as per available resources in the TEIs.

(c) Exposure visit and survey/study (Any one of the following)

5

- Exposure visit to agricultural and horticultural farms, nursery, food preservation centre, Police station, old age home, shelter house, sports and yoga Kendra.
- Study on the different types of vocations engaged in by different communities of the locality and neighbouring areas.

N. B. Exposure visit is to be selected as per convenience of the TEIs.

N. B. The faculty may give assignments to the trainees from both theory and practicum.

Internal Assessment

20+10=30

- Practicum : 10 marks
- Assignment : 5 marks
- Unit test : 5 marks
- SIP activity : 10 marks

SIP activities (Any two)

Student-teachers will conduct SIP on work and education as per list given below:

1. Demonstrate step-wise process of stitching and tailoring a shirt/dress. (Engaging with machine and materials)

The activities are meant to acquaint the student- teacher to school process.

[Faculties will conduct these activities internally]

Suggested Readings and web-link

1. Work Experience in general education by N.P. Banerjee
2. Gandhi on Education
3. Karma Abhigyata-SEBA
4. Resource Materials-D. El. Ed course, SCERT
5. SLMs/Handbook for D. El. Ed Course-IGNOU/NIOS/KKHSOU
6. www.cbse.nic.in
7. www.nios.ac.in
8. www.workeducation.in
9. National Curriculum Framework for Foundational Stage 20221
10. National Curriculum Framework for School Education 2023
11. National Education Policy 2020

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SCHOOL INTERNSHIP-I

*SIP activity has been introduced newly in the 1st Semester of the reviewed curriculum. Marks allotted for the SIP activity is 50 and duration is for 2 weeks. The SIP activities have been taken from the Internal activities of the specified subject of the 1st Semester. The marks obtained in the SIP activities will be reflected in the internal assessment of the specified subject.

Semester-1, SCHOOL INTERNSHIP-I		
Activities to be undertaken		Marks
1.	Observation of classroom transaction and report writing for ECCE (S1.1)	10
2.	Conducting activities with the school students on life skills and prepare a report. (S1.4)	10
3.	Organization of Arts creative activities by wall magazine/collage/poster (S1.7) making/clay modeling	10
4.	Organization of Yoga (S1.8)	10
5.	Preparation of garden in school campus/plantation of medicinal plants/preparation of decorative items by using waste materials for all classes (S1.9)	10
Total		50

Guidelines for School Internship

The interns will undertake the following activities for two weeks in the schools allotted to them.

1. The interns will observe the classroom transaction of ECCE classroom in their allotted school and write a report on that.
2. Interns will conduct life skill education activities through role play, game and other activities and will prepare a report on it.
3. The interns in group of 3/4 members will organize at least two activities on Art and Creative Education.
4. The interns will organize a programme on different Asanas and Pranayamas for all students (class-wise) for 2 days in a week
5. The interns in group 3/4 members, will prepare a garden (either flower, vegetable or medicine) and organize a programme for preparation of decorative item by utilizing waste materials.

SEMESTER-2

Year: 1st	Semester: 2	Code: S2. 1
EDUCATION IN CONTEMPORARY INDIAN SOCIETY WITH SPECIAL REFERENCE TO ASSAM		
Marks: 70 (ext) +30 (int) =100	Credit: 4	4 – 5 periods per week

About the Paper

This course involves an understanding of the events and issues that have influenced and continued to shape the lives of people in India. The students would gain a perspective on historical, political, economic trajectory of Indian society. Through the study of polity, economy, society & policies within India, this course exposes students to significant issues in the contemporary Indian settings. A critical understanding of our contemporary Indian society becomes indispensable for a teacher, who needs to respond to the social context of children and their diverse life experiences. This course, therefore has been structured into themes and draws upon different social science disciplines to facilitate a broad understanding of the complex nature of issues and topics under discussion. This course enables students and teachers to think critically and to be able to situate their personal & general assumptions within a broader sociological frame work.

Mode of transaction

The paper would be transacted through class room discussion, group activity, seminar presentation, field studies, workshops, close reading of text materials, reflective journals, reference books etc.

Objectives

- To familiarize with the society in Pre & Post independence era of India.
- To familiarize with the socio-political, economic dimensions of Indian society and to appreciate its diversity.
- To develop an understanding of the trends, issues and challenges evolved in contemporary Indian society.
- To understand the relationship between specific political institutions, economic policies and social structures in order to comprehend the achievements, persistent problem and challenges emerged in contemporary Indian society.

Unit 1- State policies and Indian Education

10

- 1.1 State and educational development in pre-Independent India.
- 1.2 New economic reforms and their impact on education
- 1.3 Public education versus private education
- 1.4 Education of marginalized and socially disadvantaged section of society.

Unit 2: Perspectives in contemporary Indian society

12

- 2.1 Social structure and education with special reference to class, caste, religion, family and gender in India.
- 2.2 Modernization, social change and education
- 2.3 NILP (New India Literacy Programme)
- 2.4 Social stratification in ancient, medieval and modern education
- 2.5 Provision for equalization of educational opportunities in post independent India, viz. OBB, DPEP, SSA, RMSA, Samagra Siksha, etc.

Unit 3: Contemporary issues and concerns in Education	15
3.1 Democracy and education	
3.2 Liberalization and education	
3.3 Privatization and education	
3.4 Globalization and education	
3.5 Foreign Direct Investment (FDI) and future of Indian Education	
3.6 School culture and Education	
3.7 Education for peace and inculcation of value	
3.8 Media and its impact on education	
3.9 Organic Living and Holistic Health.	
Unit 4: Constitution of India and Education	10
4.1 Indian constitution –Preamble and education	
4.2 Amendment of Indian constitution, education as a concurrent subject	
4.3 Constitutional provisions on education - Directive Principles of State Policy, Fundamental Rights	
4.4 Right to Education Act-2009; Right to Education rules-2011, Assam	
Unit 5: Economy of Assam	8
5.1 Impact of British Colonialism on society of Assam	
5.2 Basic features of the economy of Assam	
5.3 Role of tea industry, forest, oil, petroleum and agriculture in the economy of Assam	
5.4 Problem of poverty and unemployment in Assam and measures to address there.	
5.5 Skill development and vocational education.	
Unit 6: Cultural heritage of Assam	15
6.1 A brief history of Assam	
6.2 Land and the people	
6.3 Language and literature	
6.4 Art and Architecture	
6.5 Music and Dance	
6.6 Religion and Philosophy	
6.7 Contribution of Mahapurush Shrimanta Shankardeva and Madhabdeva in social reformation in Assam	

Section-A

- To make a comparative report on the status of private and public education system at the elementary levels by visiting nearby schools.
- “Inequality is still a major problem in the educational development of our Indian society”- make a report by showing different aspects of inequality prevailing in our society.
- Prepare a field based report to show the impact of electronic media on children.
- Explore different ways through which education can be said as a powerful agent of establishing peace in society.
- Make a detail study on folk music & folk dance items of Assam.
- Field based study on linguistic and ethnic and cultural diversity of Assam.

Section-B

- Making field visit to specially agriculture sector/oil sector/petroleum sector, horticulture etc. and prepare a report on it.
- Collection of different cultural resources like dress/food items etc. from different ethnic groups, especially available in a particular area of the nearby locality and its exhibition.
- Collection of paper cuttings from news papers/journals/magazines etc. on important social, political and economic issues of contemporary society.
- Visit to museum/ historical monuments/State Archives etc. for gaining an insight into the history of Assam and prepare a report on it.

Internal Assessment**30**

- Assignment : 10 marks
- Practicum : 10 marks
- Unit Test : 10 marks

Instruction to Faculty/Mentor

- Organize discussion/workshop/field based activities and documentation on different topics of the units.
- Critical analysis on different Articles of the Constitution of India relating to education (group activities)
- Encourage the student-teachers to update their knowledge on contemporary issues of society by keeping close touch with both print & electronic media.
- Student-teachers should be assigned a case study on Art & Architecture/Music & dance/ language & literature on the cultural heritage of Assam.
- Encourage the student-teachers to make close and critical readings as well as analysis of various articles of the constitution of India, policy document, texts etc.

- Encourage the student-teachers to conduct field based project and analyze & document their findings.

SIP Activities

- Case study on impact of poverty in education development of learner.
- Organization of Mock parliament
- Designing of skill based activities amongst the learners.

The activities are meant to acquaint the student- teacher to school process.

[Faculties will conduct these activities internally]

Suggested Readings and web-links

- The Constitution of India – S. C. Kashyap –do- NBT, New Delhi
- Indian Society- S.C. Dubey, NBT, New Delhi
- RTE Act-2009, RTE -2011 Assam
- Assam Year Book- Shantanu Koushik Baruah
- NCERT Class-XII History Text Book latest edition, Themes in Indian History III Theme 3 NCERT : New Delhi
- NCERT Text Book latest edition Democratic Politics 1; NCERT ; New Delhi Chapter, 3,4 &5
- Indira Gandhi National Open University (IGNOU) school of social sciences, Master of Arts (Political Sciences)
- BharatorRajnoitikByabastha - Nayak, Pal, Sarmah, Arun Prakashan, Guwahati
- www.educateforlife.org.uk
- www.teindia.nic.in
- www.ngbu.edu.in
- <https://www.organiclivingandwellness.com>

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Year: 1st	Semester: 2	Code: S2. 2
UNDERSTANDING SOCIETY, EDUCATION AND CURRICULUM		
Marks: 70 (ext) +30 (int) =100	Credit: 4	4 – 5 periods per week

About the Paper

As future teachers, student-teachers need to have a solid foundation in the core principles and core concepts of education. This paper introduces the philosophical, sociological and historical perspectives on education with a view to initiate inquiries and discussions on significant aspects, themes and questions regarding education in India. The present century demands the need to understand the interface between education and society to deal with the issues of prevalent societal inequality and conflict and address the demands for equality, justice, freedom, dignity and diversity. The students will understand the basic assumptions about human nature, learning knowledge on the diverse points of view intermingle throughout the course.

Mode of transaction

The paper would be transacted through class room discussion, group activity, seminar presentation, workshops, in-depth reading of text materials, reflective journals, reference books etc.

Objectives

- To understand and explore the meaning, aims, purposes of education.
- To develop understanding of philosophical, sociological and historical dimensions of education.
- To expose student-teachers to divergent educational thoughts, perspectives and practices.
- To help student-teachers in creating secure, egalitarian and pedagogically sound learning situation.

Unit-wise Content

Unit 1: Understanding of Education

15

- 1.1 Meaning of education – ancient to modern
- 1.2 Need of education in human societies
- 1.3 Relationship between schooling and education
- 1.4 Various educative processes in human societies – formal, informal and non-formal.
- 1.5 Aims of education – individual and social aim, liberal and vocational aim.
- 1.6 Impact of globalization on the aims of education

Unit 2: Philosophical Perspectives on Education

10

2.1 Educational philosophies of-

- Rousseau
- Dewey
- Gandhi
- Tagore

2.2

- Montessori method of teaching
- Kindergarten method of teaching

Unit 3: Education, Educational Policies and Society

15

3.1 Education for social change

- Meaning of social change
- Nature of social change
- Teacher as an agent of social change

3.2 Gender discrimination in education

- Gender bias in textbooks, teacher's attitude, classroom interaction, peer culture.
- Role of teachers in redressing inequalities of gender.

3.3 Primary education in India during the post-Independence era

Unit 4: Teacher and Teaching

20

4.1

- Meaning of teaching
- Principles of teaching
- Maxims of teaching

4.2

- Teaching as a profession
- Changing role of teacher from ancient to modern.
- Need of professional development of teachers

4.3

- Meaning of professional ethics
- Importance of ethics in the teaching profession
- Professional ethics to be followed by teachers in respect of students, fellow teachers, administration, non-teaching staff, guardians or parents.

4.4

- Meaning and significance of micro teaching
- Components of micro teaching skills
- Steps of Micro Teaching
- Advantages and limitations of micro teaching

Unit 5: Curriculum, Evaluation and Lesson Planning

10

5.1 Curriculum

- Meaning of curriculum
- Characteristics of curriculum
- Importance of curriculum
- Principles of curriculum construction
- Methods of curriculum construction

5.2 Lesson Plan

- meaning and significance of lesson planning
- essentials of a good lesson plan
- importance of lesson plan
- writing on lesson plan

5.3 Assessment and Evaluation

- Meaning of Assessment
- Meaning of Evaluation
- Assessment and Evaluation in the light of NEP-2020

PRACTICUM

- Practice micro teaching skills for 15 days
- Designing subject based and thematic based teaching learning material/special teaching learning materials.

Internal Assessment

30

- Preparing micro lesson plans for micro teaching : 5 marks
- Practising micro-teaching skills : 10 marks
- Designing teaching learning/special teaching learning material : 5 marks
- Unit test :10 marks

Instruction for Faculty/ Mentors

Unit-1: Group discussion on the meaning and need of education in human societies, preparation of report on various educative processes in human societies, group discussion on the impact of globalization on the aims of education.

Unit-2: In-depth reading on different Indian and Western philosophers and their philosophies, discussion on Montessori and Kindergarten method of teaching.

Unit-3: Discussion on education for social change, paper presentation on gender discrimination in education, report on primary education during the post independence era.

Unit-4: Discussion on the application of principles and maxims of teaching in the teaching -learning process, paper presentation on micro teaching skills, seminar on teacher and professional ethics.

Unit-5: Discussion on the meaning, characteristics and importance of the curriculum, presentation of the steps of a lesson plan, seminar on assessment and evaluation in the light on NEP-2020.

Suggested Readings

- Barua, Sri Jatin, Siksha Tatwa Adhyayan, Lawyers Book Stall, Panbazar, Guwahati
- Taneja, V.R., Educational Thought and Practice, Sterling Publishers Private Limited, New Delhi
- Das , Dr. Bishnu Charan and Gogoi, Basanta, Micro Teaching Kalyani Publishers, New Delhi
- Sharma, Dr. Sumeer, Micro Teaching, Twenty First Century Publication, Patiala

- Aggarwal, J.C.. Principles, Methods, and Techniques of Teaching, Vikas Publishing house private limited
- Aggarwal, J.C.. Theory and Principles of Education – Philosophical and Sociological Bases of Education, Vikas Publishing house private limited
- Rao, C.N.Shankar, Sociology, S.Chand& Company Limited, New Delhi
- Rawat, Dr. P.L., History of Indian Education, Ram Prasad Publications, Agra
- Malla, Reddy, M. and Ravisankar, S, Curriculum Development and Educational Technology, New Delhi
- NCERT (1984), Curriculum and Evaluation, New Delhi; NCERT Publications.
- Asthana, Bipin, Measurement and Evaluation in Psychology and Education, Vinod Pustak Mandir, Agra
- Vedanayagam, E.G., Teaching Technology for College Teachers, Sterling Publishers Private Limited, New Delhi
- Mathur, Dr. S.S., Teacher and Secondary Education, Vinod Pustak Mandir, Agra
- National Education Policy-2020, Ministry of Human Resource Development, Govt. of India.
- National Curriculum Framework for Foundational Stage 2022.
- National Curriculum Framework for School Education 2023.

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Year: 1st	Semester: 2	Code: S2. 3
PEDAGOGY OF ENVIRONMENTAL STUDIES		
Marks: 35 (ext) +15 (int) = 50	Credit: 2	2 – 3 periods per week

About the paper

Environmental Studies at the primary education is introduced as a composite area of study with insight drawn from sciences, social sciences and environment education.

The main aim of this course is to prepare student teachers for the current challenges in elementary education and to equip them with theoretical and practical understanding of the nature and content of the subject. This course provides an opportunity for them to understand the philosophical and epistemological basis of EVS as composite area of study. It will help them to correlate their theoretical understanding to child's learning with classroom processes and interaction leading to better understanding and effective classroom transaction.

Mode of transaction

- Classroom interaction through discussion and collaborative learning process
- Engaging students in debates, group discussion workshops and seminars etc.
- Conducting project work, field study, survey, exposure visit etc.
- ICT enable teaching/ learning
- In addition to above the teacher educator may adopt any innovative practice for transaction of the paper.

Objectives

- To help student-teachers understand the scope of EVS and internalize perspectives of curriculum organization.
- To prepare student-teachers to plan for and carryout classroom practice at lower primary level
- To facilitate student-teachers to probe children's ideas in science and social science.
- To prepare student-teachers to practise appropriate methods and approaches of teaching environmental studies emphasizing child centred and child friendly, experienced based, activity based and competency based approaches of teaching
- To facilitate student-teachers to understand the importance and significance of natural environment and man-made environment to achieve sustainable development goal (SDG).
- To facilitate student-teachers to understand disaster management and school safety (DMSS) and importance of Disaster Risk Reduction (DRR) at school level.
- To prepare student-teachers to assess children learning using different approaches.

Unit wise contents

Unit 1: Concept of Environmental Studies

8

- 1.1 Meaning, scope and importance of EVS, its evaluation as a curricular area at primary level.
- 1.2 Objectives of teaching EVS at the primary level.
- 1.3 EVS as envisaged in NCFSE-2023.
- 1.4 Curriculum orientation: EVS as an integrated part of study drawn upon understanding from science, Social science and Environmental studies, EVS as science and EVS as social science.

Unit 2 : Understanding Environment

8

- 2.1. Environment and its types.
- 2.2. Climate change and its impact on life of the people (Global warming, Ozone layer depletion, natural calamities, health hazard, pollution etc.).
- 2.3. Some important concepts: Disaster, Hazards, vulnerability, Climate change, exposure, Disaster Risk Reduction, school safety, Health and Hygiene.
- 2.4. Types of Devastating Disasters : Natural Disasters and man-made disasters - Flood, Earthquake, Landslides, Drought, Forest fire, Tsunami, Bordoishila etc.(Natural Disasters) and water logging, road accidents, explosion, fire accidents etc. (Man-made disasters) etc.
- 2.5. Impact of disasters related to safety and security upon children, preparedness, response and recovery
- 2.6. Measures of comprehensive school safety and security

Unit 3: Teaching Methodology

8

- 3.1 Experiential learning: Activities, Discussion, group work, field visit, survey, Experimentation etc.
- 3.2 Process skills in EVS: simple experiments, observations, classification, probing questions, framing hypothesis, designing experiments, recording results, data analysis, drawing inferences, interpretation of results, giving examples.
- 3.3 Preparation and use of teaching learning Materials, Audio-visual aids, ICT in the classroom transaction.
- 3.4 Role of teacher in classroom transaction as a facilitator.

Unit 4: Classroom planning for teaching /learning

6

- 4.1 Need of planning for EVS Classroom transaction.
- 4.2 Evolving a lesson plan framework as well as unit plan framework and their use.
- 4.3. Concept mapping, competency mapping and Thematic web chart.
- 4.4 Analysis of different text book of EVS to understand the perspective about the subject.
- 4.5 Planning for teaching EVS: formulation of objectives, lesson plan and unit plan.

- 5.1. Continuous and Comprehensive Evaluation in EVS.
- 5.2. Different ways of assessment and reporting: Assessment as learning, Assessment for learning, Assessment of learning.
- 5.3. Formative assessment techniques and tools, summative assessment, feedback and reporting procedure, recordings and register in the content of EVS.

PRACTICUM (Any three)**2x3=6**

- Collection of local resources (compulsory to all)
- Map drawing & reading (individual)
- Project work on environmental issues (in groups)
- Mapping of disasters risks at school level and its mitigation measures (individual)
- Plantation and taking care of plants for conservation of environments
- Seasonal flood and its impact on school education.
- Study on a slum/basti in terms of its social, economic, religious, political and historical aspects and its influences on the nature of their present concern and problems.
- Impact of festivals for bringing about unity in diversity
- RTE compliance in tea garden/ char areas/ hill area schools of your district.
- Impact of non degradable materials on agricultural product.
- Impact of electronic gadgets on social values of children and youth.
- Ensuring learning outcome of all children in multilevel classroom.
- Green-school idea to make the school environment eco-friendly (How to make the school campus eco-friendly)

Internal Assessment**15**

- Practicum : 6 marks
- Assignments : 3 marks
- Unit test : 6 marks

Instruction to Faculty/Mentors

- Organize discussion/workshop/field based activities and documentation on different topics of the units.
- Encourage the student-teachers to update their knowledge on environment.
- Encourage the student-teachers to acquire process skills in EVS: simple experiments, observations, classification, probing questions, framing hypothesis, designing experiments, recording results, data analysis, drawing inferences, interpretation, update their knowledge on environment.
- Student-teachers should be encouraged to organize campaign on climate change and its impact on life of the people (Global warming, Ozone layer depletion, natural calamities, health hazard etc.) in their locality.
- Student-teachers should be assigned case study relevant to the topic discussed.

Suggested Readings and web links

1. Resource materials of D. EL. ED. Course 2012 published by the SCERT Assam.
2. EVS books prescribed by G U.
3. National curriculum framework 2005, NCERT.
4. Textbooks of EVS, SCERT. Assam.
5. Reflective teachers: NCERT.
6. Method of teaching social science by KK Raina.
7. OER of TESS-India
8. SLMs of IGNOU/KKHSOU/NIOS
9. NCFSE2023
10. www.en.m.wikipedia.org
11. www.environmentalscience.org
12. www.nature.com
13. www.conserve-energy-future.com

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Year: 1st	Semester: 2	Code: S2. 4
PEDAGOGY OF MIL -I		
Marks: 35 (ext) +15 (int) = 50	Credit: 2	2 – 3 periods per week

About the Paper

Language is not only the means of communication, it is also a medium through which most of the knowledge is acquired. Language is not confined to the language classroom only. It pervades all aspects, Subjects and activities of a school and society at large. The key issues need a systematic study. The primary objective of the paper is to make teachers aware of the dynamics of language operationalization, as it exists in the classroom, in children's homes and the larger society and nation. To draw connections with theory while planning for instruction is another significant aim of this paper.

Reading and comprehending expository texts or texts of content area involves entirely different strategies and processes as compared to narrative texts.

Mode of Transaction

Discussion, group activities, workshop, seminar, project work, question answer, case study, lecture etc.

Objectives

To help the student-teachers

- To build literacy and creative capacities
- To acquaint themselves with aims and objectives of language learning at elementary stage.
- Know about the approaches and strategies for the development of four skills of language.
- Know about the approaches and strategies for the development of ability for Responding to and interpreting independently various narrative texts.
- To acquaint themselves with the ways of handling aspects of grammar not in isolation but by creatively integrating it with text.

Unit-wise content

Unit 1: Language learning society and Language Classroom

6

- 1.1 Aims and objectives of language learning
- 1.2 Role of mother tongue in education
- 1.3 Role of mother tongue in child development
- 1.4 Current language teaching-learning processes and their analysis
- 1.5 Organizing language classroom by building multilingual capacities

Unit 2: Developing language skills – Listening and Speaking	6
2.1 Oral literacy: oral language development helps reading development and Basic Interpersonal Communicative Skill (BICS).	
2.2 Developing Listening and Speaking skills through dialogue, storytelling, singing rhymes, poem recitation, role-play etc.	
2.3 Assessment of Listening and Speaking Skill	
Unit 3: Developing language skill – Reading	10
3.1 Decoding, Reading fluency and comprehension	
3.2 Decoding skills: Its importance and different activities for its development	
3.3 Comprehension skills: guessing meaning from text, word attack skills	
3.4 Reading to learn, reading as an art of expression.	
3.5 Ways of reading: pre-reading, during reading and post-reading	
3.6 Reading expository texts: reading to learn and reading for comprehension	
3.7 Helping children to become independent readers.	
3.8 Assessment of Reading Skill.	
Unit 4: Developing language skill – Writing	7
4.1 Relationship between reading and writing.	
4.2 Developing writing skills : introduction of curve, scripts, directional letter writing, letter clubbing, word, sentence, paragraph writing, guided/controlled writing, free and creative writing.	
4.3 Writing as a tool for consolidating knowledge.	
4.4 Assessment of Writing Skill.	
Unit 5: Literature	6
5.1 Types of text: Narrative and Expository	
5.2 Engaging with a text of literature.	
5.3 Reader's response to literature	
5.4 Various kinds of literature such as poem, story, biography etc.	
PRACTICUM (Any Two)	2 x 3= 6
<ul style="list-style-type: none"> • Recitation – Textbook based/collected (reading as an art of expression) • Collect folk stories and prepare a storybook • Story telling practice : Textbook based/collected (based on art of speaking) • Role-play/dramatisation : Textbook based/collected • List out the narrative and expository texts from any one language textbook • Conducting interview of renowned personality in the locality (with the help of prepared justified questionnaire) 	

- Practicum : 6 marks
- Assignment : 5 marks
- Unit Test : 5 marks

Instructions to Faculty/Mentor

- Mentor may give individual work or group work.
- For recitation and story telling individual activity may be practised.
- For short play, group activity may be practised.
- Mentor would follow required approaches and methods.

SIP Activities

- Observe and record the ‘Reading skills’ of class V and class VI students.
(Necessary formats to be developed for maintaining record)

The activities are meant to acquaint the student- teacher to school process.

[Faculties will conduct these activities internally]

Suggested Readings and web links

- Asamiya Matribhasha Shiksha Paddhati – Sri Holi Ram Das
- AdhunikBhasaBignanParicaya – Dr. Phanindra Narayan Dutta Baruah
- Study materials for D.El.Ed Course KKHSU.
- OER “ Story telling” of TESS- India (EE- 05)
- OER “Early Reading” of TESS – India (EE – 04)
- OER “ A language rich classroom “ of TESS – India (EE – 02)
- www.globalpartnership.org
- www.educationinnovations.org
- National Curriculum Framework for school education (2023)
- Books from Class I to VIII published SCERT, Assam
- DIKSHA, e-content

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Year: 1st	Semester: 2	Code: S2. 5
PROFICIENCY IN ENGLISH- II		
Marks: 35 (ext) +15 (int) = 50	Credit: 2	2 – 3 periods per week

About the Paper

The purpose of this course is to enable the student-teachers to improve their proficiency in English. A teacher's confidence in the classroom is often undermined by a poor command of the English language. Research has shown that improving teacher efficacy, or her own belief in her effectiveness, has a tremendous impact on the classroom. A teacher who perceives herself as proficient in English is more likely to use communicative strategies for teaching English. She is less likely to resort to use simple translation or guide books for teaching English.

This course focuses on the receptive (listening and reading) and productive (speaking and writing) skills of English and combines within each of these, both an approach to proficiency in usage and proficiency in classroom teaching. The paper emphasizes on both theoretical and practical aspects. Each unit contains particular activities related to the contents of the unit.

Mode of transaction

- Participating in tasks and activities to improve proficiency in the receptive and productive skills of English
- Text analysis of school textbooks to improve skills in critical literacy
- Reflecting on one's own learning to make connections with pedagogy

Objectives

- To strengthen the student-teachers' own English language proficiency
- To make the student-teachers realize the status of English in Indian context
- To develop the four basic language skills
- To brush up their knowledge of grammatical, lexical and discourse systems in English
- To enable student-teachers to link these with pedagogy.

Unit-wise content

Unit 1: Creative Writing

12

- 1.1 Introduction to developing Writing Skills: Mechanics of Writing (strokes and curves, capital and small letters, cursive and print scripts, punctuation marks and their use) : Features of good handwriting (script, cursive, italics)
- 1.2 Experiencing the classroom processes of writing, techniques of writing: (individual, collaborative, cooperative, editing): Controlled/ Guided writing; Free and Creative writing.
- 1.3 Writing Texts: different types of letters, applications, complaints, permission, invitation, news reports, articles, messages, posters, notices, slogans, filling in different forms, etc.

- 1.4 Recognizing errors as a part of learning process: spelling, use of punctuation marks, etc.

Activities: Writing Skill

- Practising writing different types of texts: slogans, posters, complaints, notices, messages, greeting cards etc. (Themes - educational, social issues, human value School Safety and Disaster Risk Reduction (DRR), child rights and child protection, environmental issues, etc.)
- Brainstorming on different themes and explaining through writing individually/in groups
- Writing a short autobiography as a part of home assignment

Unit 2: Grammar in Context

15

- 2.1 Grammar in context: an introduction
 - 2.1.1 Understanding on grammar.
 - 2.1.2 Problems with traditional prescriptive grammar
 - 2.1.3 Approaches to teaching grammar (Grammar in Context), functional grammar
- 2.2 Elements of a sentence: nuclear, optional
- 2.3 Practising grammar in context: parts of speech, kinds of sentences, finites and non-finites, voices, narration, clauses, connectors, etc.
- 2.4 Auxiliary system: tenses, modals, perfective and progressive aspects

Unit 3: Assessment in English

8

- 3.1 Assessment: an introduction
 - 3.1.1 Evaluation and Assessment in English as a second language
 - 3.1.2 Assessment Techniques
 - 3.1.3 Language assessment tools
- 3.2 A complete understanding on Continuous and Comprehensive Assessment (CCA) of four basic language skill in English.
- 3.3 Assessing listening and speaking, reading comprehension, writing skills
- 3.4 Assessing skills in grammar

PRACTICUM

A. Spoken / Oral English activities-

- (i) Situational conversation, telephonic conversation, role-play, dramatization, recitation, etc.
- (ii) Listening to briefing of Radio/TV news, commentary, talks, announcements, etc.

B. Literary activities :

- (i) handwritten magazine/folk tales
- (ii) preparation of wall magazine

Other Activities:

- (i) Activities to develop writing skills
- (ii) Different activities related to grammar
- (iii) Activities based on a variety of situations to develop spoken/oral English
- (iv) Literary activities/competitions based on learning outcome of different classes

Internal Assessment**15**

- Practicum (spoken/oral English), literary and other activities: 10 marks
- Unit test : 5 marks

Instructions to the Faculty/ Mentors

- The topics/contents under each unit of the paper have to be discussed applying different methods/techniques/approaches and using various materials.
- Activities (mentioned after each unit) to be carried out during the transaction have to be properly documented and recorded. Report on the same should be prepared for future reference/internal assessment.
- To assess the student-teachers internally, the PRACTICUM activities should have to be carried out strictly.

Activities for class assignment and School Internship Programme

- (i) Reviewing text/lessons from the English textbook of elementary classes:
 - Genre, type of texts, themes, learning outcomes, competencies, illustrations, language elements, grammar in context, literary aspects, etc.
- (ii) Designing activities/materials to assess writing skills (classwise learning outcome based)

Suggested Readings and web links

- (i) NEP 2020, NCF SE 2023, NCF FS 2022, NCF 2005 ; NCFTE 2016; NCTE/SCERT Guidelines for D. El. Ed course
- (ii) Resource Materials of D.El.Ed course Published by SCERT, Assam
- (iii) SLMs for D.El.Ed course published by IGNOU, KKHSOU, NIOS etc.
- (iv) OERs and TDUs of TESS-India
- (v) Books on Spoken/Oral English published by SEBA and other publications
- (vi) Books on Methods and Techniques of Teaching English published by various Indian and Foreign publishers
- (vii) www.tess-india.edu.in
- (viii) www.britishcouncil.org
- (ix) Other relevant websites
- (x) Diksha portal

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Year: 1st	Semester: 2	Code: S2. 6
INFORMATION AND COMMUNICATION TECHNOLOGY - I		
Marks: 35 (ext) +15 (int) = 50	Credit: 2	2 – 3 periods per week

About the Paper

The integration of Information and Communication Technology (ICT) into the teaching and learning process is an increasingly important area that has gained a lot of attention from educators in recent years. ICT integration can be done in three different areas: curriculum, content, and lessons. This paper explains the concept of ICT and how to integrate it into the learning process, providing a systematic guide for student-teachers in their professional development. There is worldwide evidence that technology has the potential to increase learners' motivation, connect them to various information sources, support collaborative learning, and give teachers more time for facilitation in classrooms. Integrating ICT into teaching and learning has, therefore, become a significant concern for many educators.

This paper is designed to help student-teachers develop their understanding of ICT, acclimatize themselves safely to the world of ICT, and empower them to explore, adapt, and adopt relevant concepts for teaching-learning purposes. It encourages them to select the most appropriate resources, modify, share, store them, and develop resources to enhance their students' learning. This paper introduces a wide range of technological applications in educational processes as part of the D.EL.ED. curriculum, designed to realize the goals of NEP-2020, NCF FS 2022, NCFSE-2023, and NCFTE. It is activity-oriented and based on constructivist pedagogy, principles, and practices. The paper provides ample opportunity for hands-on learning and open-ended exploration of ICT applications in teaching and learning. Sharing of learning, cooperative and collaborative learning, and critical evaluation of learning are its integral parts.

Mode of transaction

- Classroom deliberations supported by computers and accessories.
- Hands-on experience using computers and the Internet.
- Seminar, Workshop, Group Activity will be conducted using ICT tools.

Objectives

- To familiarize student-teachers with the history of computers.
- To help student-teachers conceptualize Computer Hardware and Software.
- To help student-teachers to perform the basic computer operations.
- To enable student-teachers to use the various ICT tools.
- To develop an understanding about ICT integrated pedagogic practices.
- To develop an understanding of safe practices on the Internet.

Unit-wise Content

- Unit-1: Fundamentals of Computer** **5**
- 1.1 Brief History of Computer.
 - 1.2 Importance and uses of computers in various fields.
 - 1.3 Classification of computers based on size, computing capabilities and operating principles.
- Unit-2: Computer Hardware and Software** **8**
- 2.1 Introduction to Computer Hardware and Software.
 - 2.2 Main parts of a computer: Input and Output devices.
 - 2.3 System Unit: Major components of System Unit (Motherboard, CPU, RAM, ROM, Memory Units, etc.).
 - 2.4 Ports of a computer.
 - 2.5 Computer Software (Application Software, System Software).
 - 2.6 Understanding the desktop of a Personal Computer (Desktop background, Start button, Taskbar, Search bar, Notification area, System tray area, Files, Folders and Other icons).
- Unit- 3: Understanding Information and Communication Technology (ICT)** **5**
- 3.1 Meaning and Concept of ICT.
 - 3.2 Tools of ICT.
 - 3.3 Uses of ICT in various fields.
 - 3.4 Importance of ICT in Pedagogy.
- Unit-4: Computer Network and the Internet** **7**
- 4.1 Types of computer networks.
 - 4.2 Understanding the important terms related to the Internet (World Wide Web, Web Browser, Website, Webpage, Universal Resource Locator, Search Engine, Internet Service Provider, and E-mail).
 - 4.3 Working safely in the Cyber World: Digital Wellbeing, Cyber Ethics, Cyber safety and security.
- Unit-5: E-contents in various formats** **10**
- 5.1 Understanding E-content and its various format.
 - 5.2 Exploring Text documents using tools like Libre Office (Free), MS Word (Paid), and Google Docs.
 - 5.3 Exploring Presentation slides using tools like Libre Office (Free) MS PowerPoint (Paid), and Google Slides.
 - 5.4 Exploring Spreadsheets to store and analyze data (such as class results) by using tools like Libre Office (free), MS Excel (Paid), and Google Sheets.
 - 5.5 Exploring Google tools: Docs, Slides, and Sheets for collaborative work.

PRACTICUM

- Write an article in a Word Document within 500 words inserting images, tables, hyperlinks and references in MS Word and Google Docs.
- Make a lesson based presentation incorporating text, images, video, tables, hyperlinks in MS PowerPoint and Google Slides.

Internal Assessment

15

Assignment: 5 marks

Practicum: 5 marks

Unit test: 5 marks

Instructions to Faculty/Mentor

- Organize discussion among student-teachers on various aspects of ICT.
- PowerPoint presentation by the faculty on various key aspects related to ICT and Pedagogy.
- Hands-on experience with student-teachers in performing basic computer operations and the Internet.
- Organize individual and group presentations by student-teachers assisted by ICT tools.

SIP Activities

- Demonstration of e-resources linked with QR codes of textbooks.
- Prepare students' profiles of a class using MS Excel.

**The activities are meant to acquaint the student- teacher to school process.
[Faculties will conduct these activities internally]**

Suggested Readings and web links

1. Introduction to Information and Communication Technology (Part-I) for class VI developed by SCERT, Assam.
2. Introduction to Information and Communication Technology (Part-II) for class VII developed by SCERT, Assam.
3. Introduction to Information and Communication Technology (Part-III) for class VIII developed by SCERT, Assam.
4. Mishra, P., & Koehler, M. J. (2006). Technological pedagogical content knowledge: A framework for teacher knowledge. Teachers College Record, 108(6), 1017-1054.
5. <https://diksha.gov.in>
6. <https://egyankosh.ac.in>
7. <https://ncert.nic.in/textbook/pdf/iict107.pdf>
8. <http://ictcurriculum.gov.in/>
9. <https://ncert.nic.in/vocational/pdf/iees103.pdf>
10. <https://ncert.nic.in/textbook/pdf/lcs110.pdf>
11. <https://ncert.nic.in/pdf/GuidelinesforeContent3.pdf>

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School internship-II

Semester-2: SCHOOL INTERNSHIP-II		
Activities to be undertaken		Marks
1.	Observation of teaching-learning process at school including Ka-Sreni	10
2.	a. Developing students' profiles of a class using MS-Excel. b. Demonstration of e-resources link with QR codes and Textbooks.	5+5=10
3.	Interaction and Dialogue with students (analysis report)	10
4.	a. Review of school Text Books b. Designing activities/materials to assess writing skill based on class wise learning outcome.	10
5.	Case study on impact of poverty in educational development of a learner	10
6.	Organization of Mock Parliament on current social issues	5
7.	Creative writing (Poem, Story, Role Play), News reading, Folk Dance, Illustration etc.	5
8.	Organization of Work Education activities - Preparation of Action plan on Work and Education (class wise and its implementation), Preparation of hand magazine, collage, wall magazine, toy making, envelopes, bamboo craft, earthen pot, alpana, mehendi etc.	5
9.	Organization of Yoga- Student-teachers will conduct different types of Pranayama and meditations Kriya and Mudras.	5
10.	Writing Reflective diary/journal	10
11.	Designing activities to ensure achievement of a learning outcome of particular grade and subject.	10
12.	ECCE activities- the trainees to plan ECCE activities as a daily basis and undertake these activities in Ka Shreni of lab schools (five days)	10
Total		100

Guidelines for School Internship-II:

The interns will undertake the following activities in their respective allotted schools.

1. ECCE activities:

- (i) Student-teachers will undertake various theme-based projects, for example flowers, vegetables, birds, water, family, transport, community helpers, animals etc. They will use the age appropriate learning materials for Ka-Shreni and will prepare activities on any one theme covering all domains. The essence of this approach is “integrated learning” and “learning by doing”. Through this theme based project children will gather concrete experiences about their environment. It is important for the student-teachers to keep in mind that the activities planned should have the potential to provide children to nurture their curiosity, creativity and the joy of learning to sustain their interest.

Example –

- Exploring the flower on the basis of their sizes, colour, smell etc.
- Singing rhymes/songs on flower
- Listening to and narrate stories about flowers
- Organising a visit to a flower garden
- Activities for concept formation, classification, seriation, matching, colouring, painting etc.

- (ii) The interns will organise and observe activities of community participation and will also organize meeting of parents and guardians.

The student-teachers will plan ECCE activities as a daily basis and undertake these activities in Ka-Shreni of the allotted school. The interns will submit the observation report at TEI with a countersignature of the head teacher of the school.

2. Observation of teaching-learning process at school: In order to make the observation structured and meaningful, the interns need to make the observation on the basis of a proforma. The proforma has to be developed in TEIs in workshop mode with full participation of the trainees before the internship programme. All the important aspects of teaching-learning process have to be incorporated in the proforma, which would be both subjective and objective. The interns will do this activity for four days, taking at least three periods daily. Different classes and periods of different subjects have to be observed. The interns will submit the observation report at TEI with a countersignature of the head teacher of the school.
3. Developing students’ profile: In order to facilitate the capturing of the students’ profile, the interns need to use one structured proforma for collecting all the aspects of the children, which are considered important for keeping and using in schools. The proforma has to be developed in TEIs in workshop mode with full participation of the trainees before the internship programme. Each intern will develop profiles of all the students of a particular class. The teacher educator will previously allot different classes for different intern. The important items of the profile will include age, gender, religion, CWSN, learning achievement, distance of home from school, home language, hobby, socio-economic conditions, literacy and profession of parents etc. The interns will submit the students’ profiles at TEI with a countersignature of the head teacher of the school.

4. Interaction and Dialogue with students (analysis report): In order to make the interaction and dialogue structured and meaningful, the interns need to use a schedule. Various child-level (grade-level) issues/points will be incorporated in the schedule. This will, among other important things, cover hobbies, likings/disliking, educational, cultural, social issues. The schedule has to be developed in TEIs in workshop mode with full participation of the trainees before the internship programme. At least five students of different classes will be subjected to the interaction and dialogue. The interns will analyze the responses of the children and will submit the same along with the responses at TEI with a countersignature of the head teacher of the school.
5. Case study of learners:
TASK - Hands on experience of methods of studying children and the varying contexts in childhood:
This would be a group activity of interns of the same allotted school. Each group will have 3/4 interns. The groups will use case-profile method to study the children. To prepare the interns ready to undertake the case profile method, the teacher educator will hold a detailed discussion on it before the internship programme. In schools, the interns of each group will select 3/4 children of different classes having varied socio-economic backgrounds. This would allow for a wide range of data which would be subsequently analyzed by the concerned group. The task would be organized in such a way that it helps in understanding and supporting developmental and educational needs of the marginalized learner/first-generation learner/street children and slum dwellers/CWSN. The intern in groups will submit the report at TEI with a countersignature of the head teacher of the school.
6. Writing Reflective diary/journal: In order to facilitate the interns in writing reflective diary/journal, a format will be developed at the TEI in workshop mode with full participation of the trainees and facilitated by the teacher educators. The reflective diary should be about the activities that would be performed in the schools and would be day-wise for the entire period of internship. Some other themes of the reflective diary/journal may be any innovative practice undertaken by the intern in school; counselling of students, counselling of parents, school developmental activities, Work education, Art Education, Yoga practices, understanding self by teachers etc. Each intern will submit the reflective diary/journal at TEI with a countersignature of the head teacher of the school.
7. Organization of activities on Art and Creative education, Work Education, Yoga: The interns in groups of 3/4 members would organize at least four activities for each on Art and Creative Education, Work education and Yoga. Different classes would be taken up by different groups for the activities. The intern in groups will submit the report on the organization of the activities separately at TEI with a countersignature of the head teacher of the school.
8. Mock Parliament :The TEIs will provide the interns with the guideline for organizing a Mock Parliament. As far as possible the Mock Parliament is to be organized on Social and Education issues of the locality.

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SEMESTER-3

Year: 2nd	Semester: 3	Code: S3. 1
COGNITION, LEARNING AND SOCIO-CULTURAL CONTEXT		
Marks:70 (ext) +30 (int) =100	Credit: 4	4 – 5 periods per week

About the Paper

The course is aimed towards helping student-teachers to understand the psychological foundations of teaching and learning. This would help them to construct an understanding of teaching-learning for their own selves which they would be able to use in the classroom. This would help the student-teachers to become more of a supporter and facilitator rather than an instructor.

Another pertinent aim is to enable the student-teachers to develop an understanding of the research method employed to understand children in their multiple contexts. It is envisaged that the student-teachers would use some of these methods not only to hone their skills in the same but also in learning about reflection and analysis on the data gathered through these means. This implies strengthening linkages between theory and practice through various field based assignments.

Mode of transaction

The paper can be transacted through class room discussion, group activity, seminar presentation, field studies, workshops, close reading of text materials, reflective journals, reference books etc.

Objectives

- To facilitate student-teachers understanding of the psychological basis of teaching and learning.
- To understand the process of thinking and learning in children through different theories/ perspectives and reflect on their relevance in the teaching-learning process.
- To understand the learner and the learning processes.
- To develop an understanding about importance of motivation in learning.
- To understand about the mental-health and well-being.
- To equip the student teachers with understanding of guidance and counselling at school level.

Unit-wise content

Unit 1: Concept and Process of learning

15

- 1.1 Learning: Concept and types
- 1.2 Process of children's learning
- 1.3 Transfer of learning
- 1.4 Basic ideas of behaviorisms and their implications
- 1.5 Concept and types of learning difficulties
- 1.6 Individual and socio-cultural difference in learning

Unit 2: Concept Formation	10
2.1 Meaning of concept	
2.2 Mental processes in concept formation	
2.3 Factors affecting development of concepts in childhood	
2.4 Concept of Intelligence	
2.5 Role of Intelligence in Concept formation	
2.6 Bruner's model of concept learning, and Piaget's views on concept formation	
Unit 3: Cognition and Learning	15
3.1 Constructivism: Introduction to the concept; Piaget's theory; concept of learning, structures and processes of cognitive development, implication of constructivism in teaching and learning.	
3.2 Vygotsky's theory: Introduction, general genetic law, concept of ZPD, implications of Vygotsky's theory in teaching-learning	
3.3 Information processing approaches; Basic architecture of the mind (working memory, long term memory, attention, encoding and retrieval), Schema change or conceptual change.	
Unit 4: Motivation and Learning	10
4.1 Concept of Interest, Attention and motivation	
4.2 Importance of motivation in pedagogy and various techniques of motivation.	
Unit 5: Mental Health & Well-Being	10
5.1 Define the meaning of mental health & well-being.	
5.2 Aims and objectives of mental health.	
5.3 Principles of mental health.	
5.4 Mental mechanism.	
5.5 Symptoms of poor mental health.	
5.6 Causes of poor mental health.	
• Mental disorder	
• Personality disorder	
• Neurotic disorder	
5.7 Importance of mental health.	
Unit 6: Guidance and Counselling	10
6.1 Meaning of Guidance	
6.2 Principles of Guidance	
6.3 Guidance & education	
6.4 Guidance process and development of an action plan for following areas:	
• Guidance for good habit formation of the children.	
• Guidance for Children's holistic development	

6.5 Understanding Counselling

- 6.5.1 Meaning
- 6.5.2 Objectives & needs
- 6.5.3 Types of counselling
- 6.5.4 Guidelines for preparation of an action plan on academic counselling at school level.

PRACTICUM (Any two)

5+5= 10

Psychological practical (Lab. Work)

- Mirror drawing apparatus to measure the rate of learning, hand-eye coordination.
- Tachistoscope to test span of attention.
- Punch Board Maze to study the growth of motor skill, the perception of a pattern.

Internal Assessment

30

- Practicum : 10 marks
- Assignment: 5 Marks
- Unit test: 10 Marks
- Report writing on : 5 Marks
Study on individual differences of children regarding learning

Instruction to Faculty/Mentors

- Deliberate classroom discussion among the student-teachers for conceptual development, Cognition, learning and development of Children.
- Motivate the student-teachers to study news items, articles, e-books, research papers, journals, e-journals on various content related to learning, and development of children.
- Individual and group discussion using Power-Point on issues and concerns related to Cognition, learning and development of children.
- Acquaint the student-teachers with major content areas with the help of Concept-mapping tool like – Free mind

Suggested Readings and web links

1. Growth and Development: E.B. Hurlock
2. Advanced Educational Psychology: JC Agarwal
3. Advanced Educational Psychology: S.K. Mangal
4. Educational Psychology: S.P. Chaube
5. Fundamental of Child development and Child Care: Poonam Sharma & Lata Gairola
6. Resource Materials for D.EL.ED. course: SCERT, ASSAM

7. Study Materials for D.EL.ED course : IGNOU
8. Study Materials for D.EL.ED course : KKHSOU
9. Indian Childhood; Cultural Ideas and social Reality: Kakkar. S.
10. Sampurna Shiksha: L.H. Das
11. Berk, L. (2003). *Child development*. New Delhi: Pearson.
12. Berk, L. (2007). *Development through the lifespan*. New Delhi: Pearson.
13. Kakar, S. (1981). 'The Inner World'. Delhi: Oxford University Press
14. Ormrod, J.E. (1998). *Educational Psychology: Developing Learners*. (2nd ed.)
New Jersey: Ohio
15. Ranganathan, N. (2000). *The Primary School Child: Development and Education*. New Delhi: Orient Longman
16. Santrock, J. W. (2008). *A Topical Approach to Life-Span Development* (3rd ed).
New Delhi: Tata McGraw-Hill.
17. Woolfolk, A. (2004). *Educational Psychology*. New Delhi: Pearson
18. Dunlap, L.L. (1997). Play Time at Home. *An Introduction to Early Childhood Special Education*. Retrieved from <http://www.education.com/reference/article/play-time-home>
19. Rich, Daine. (Dec.2005). *Importance of Play*. Nursery Education. Retrieved from <http://www.richlearningopportunities.co.uk>
20. Indira Gandhi National Open University. (1999/2011). Certificate in Guidance. NES-102, Block 2, Unit 8. New Delhi: Indira Gandhi National Open University.
21. Indira Gandhi National Open University. (1999/2011). Certificate in Guidance. NES-104, Block 2, Unit 8. New Delhi: Indira Gandhi National Open University.
22. National Curriculum Framework 2005 - ncert
www.ncert.nic.in/rightside/links/pdf/framework/english/nf2005.pdf

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Year: 2nd	Semester: 3	Code: S3. 2
PEDAGOGY OF MATHEMATICS-II		
Marks: 35 (ext) + 15 (int) = 50	Credit: 2	2 – 3 periods per week

About the paper

NEP 2020's vision is to fulfill the need for a skilled workforce, particularly involving Mathematics, Computer Science and Data Science. It is also recognized that 'Mathematics and mathematical thinking will be very important for India's future and India's leadership role.'

Thus, mathematical thinking requires increased emphasis throughout the school years, starting with foundational stage, including regular use of puzzles and games that make mathematical thinking more enjoyable and engaging.

For revamping mathematics education, indigenous and traditional ways of learning relating to arts, games, sports etc. to be used as the redesigned pedagogies in the Indian and local context.

Reforms in assessment is set up as school based and holistic 360⁰ assessment, which may bring some changes in mathematics education as well. But for all these, teachers' accountability plays a great role.

Student-teacher of this D.El.Ed course must cope up with all these changes and would also play a great role in school internship programme as well as in proper place of posing as a future teacher after practicing all those in their course study.

Also, several physical and emotional changes take place at the middle stage level of learners. For a particular problem of this stage, learners' cognitive levels are gradually able to think logically, which is key to mathematics learning.

So, in determining the objectives, content, strategies and mode of transaction at this stage is to be considered very carefully.

Mode of transaction

As the course is comprising of both the foundational and middle stages of mathematics learning, so the key points of mathematics such as learners' learning experiences related to facts, ideas, attitudes and skills are to be developed among them. Implementing these skills in real sense with proper guidance would help the student-teacher to adapt them properly. So, appropriate activities with guidance and counselling must be incorporated in the transactional pedagogies.

Some of these are-

- Learner centric pedagogy, a changing role of teachers from information providers to facilitators must be done by focusing on developmental skills rather than content.
- Providing scope of exploration and mathematical thinking by creating situations/contexts for understanding the changing role.
- Use of Toys (Toy based pedagogy) will provide hands on experience of generalizing mathematical facts.
- An environment of mathematical communication should be created where the child expresses his/her observation, understanding towards mathematics and the teacher will mold that understanding for higher level mathematical thinking and problem solving.

- Use of ICT is another aspect of mathematical learning in a joyful and engaging way. Through this learner would be able to grasp and implement mathematical concepts in a fear free environment.

Objectives

To enable the student-teacher to-

- develop deeper insights into the content areas of mathematics for late foundational stage as well for middle school stage.
- develop the mathematical skills like Observation, Reasoning, Visualization, Generalization, Communication, Critical thinking, problem-solving, Creativity and collaboration through pedagogical processes for inside and outside classroom.
- link the different concepts of numeracy and mathematics with the higher level of mathematics.
- aware about the factors that impact on the process of acquisition of different mathematical facts.
- handle the new assessment process by different activities, games, sports etc. rather than pen and paper evaluation.

Unit-wise content

Unit 1: Geometry, Measurement and Symmetry 10

- 1.1 Concepts of line, its types, pair of lines with parallel, unparallel and perpendicular lines.
- 1.2 Concept of angle and its types
- 1.3 Concept of triangle, Quadrilateral and their types.
- 1.4 Concept of measurement and their practical application: Idea of Unit (both standard and non-standard), Length, Area, Volume, Weight, Time, Money, Temperature and their proper use.
- 1.5 Measurement of Area and Perimeter of 2D- figures: Triangle, Square, Rectangle, Parallelogram, Rhombus, Trapezium.
- 1.6 Circle: Concept and its different parts/ components
- 1.7 Measurements of Area and Perimeter of a circle.
- 1.8 Concept of Symmetry. Recognition of Symmetrical objects, Different aspects of symmetry.
- 1.9 Surface area and volume of regular 3D objects.

Unit 2: Children's conceptualization of Mathematics Learning 5

- 2.1 Theories of Mathematics Learning---Constructivist, Vygotsky and Skemp theories.
- 2.2 Effect of socio-cultural background of children on mathematical knowledge.
- 2.3 Role of language of communication in a mathematics classroom.

Unit 3: Understanding of Curriculum 10

- 3.1 Overview of NEP 2020 with a vision to Mathematics Learning.
- 3.2 Study of NCF-FS 2022 and NCF- SE 2023 in the light of Mathematics Learning.
- 3.3 Effective transaction of Mathematics Curriculum.

Unit 4: Classroom planning and evaluation

10

- 4.1 Teaching readiness: Planning of teaching Mathematics - Annual plan, Unit plan, Lesson plan.
- 4.1 Assessment and Evaluation - definition, need and its importance according to NEP 2020
- 4.2 Continuous and Comprehensive evaluation (CCE) - Assessment for learning, Assessment of learning, formative assessment, Tools for Assessment, Summative assessment, weight-age tables, feedback and reporting.

PRACTICUM (Any two)

5

- Consider a Rectangular field and construct a circular field within the rectangular field and measure the total area left within the rectangular field after making four largest possible square-size small fields at the four corners of the rectangular field. No field can overlap the other. The dimension of the rectangular field is 60 metre X 50 metre.
- Consider your classroom to be decorated. The principal of your institute has suggested you to prepare a budget for making the four walls of the room to be painted with two different colour/paints. The labour cost for colouring per square feet @ Rs.10 and the quantity of paints required is @ 50 ml per square feet. Opposite walls would be of same colour. The roof of the room is also to be painted with a separate colour/paint.
- Make a list of all competencies and sub-competencies of all the lessons of class V/VI mathematics textbook.
- Make a pictorial representation of factors and multiples of 12, 15 and 18. From the pictures, to show that, The largest factor = The smallest multiple.

Assignment :

- Prepare a chart having different funs of mathematics using stick.
- Prepare a chart of tangram and its uses with examples.

Internal Assessment

15

- Practicum : 5 marks
- Assignment : 5 marks
- Unit test : 5 marks

Instructions to Faculty/Mentor

Mentors/Faculties will organize workshop with the student-teachers in the institute to strategies the successful completion of the internal activities to be done by them under active supervision of the Mentors/Faculties. They will develop necessary format for the activities if necessary with the help of students to enable them to prepare such documents in future.

The activities which are to be done by them are to be properly documented, recorded and reported to the authority, if necessary, by the mentors/faculties for future reference/internal assessment.

SIP Activities

For the Student-teachers of semester-III the following activities on Mathematics will be assigned for internship:

- **Mapping of competencies of mathematics (for three classes).**
- **Classroom transaction on mathematics (at least five different topics) as per lesson plan (Format of Lesson plan is to be developed by the faculty/Mentor with the help of student-teachers).**

**The activities are meant to acquaint the student- teacher to school process.
[Faculties will conduct these activities internally]**

Suggested Readings and web links

- Textbooks on Mathematics for classes I-VIII prepared by the SCERT, Assam.
- Teaching of Mathematics: Kocchar.
- Ganit Shikshan: H.K.Sharma.
- Resource materials for D.El.Ed: prepared by SCERT, Assam.
- Study materials for D.El.Ed. course: KKHSOU/IGNOU.
- OER ‘Using number games: developing number sense’ of TESS-India (EM-01)
- OER ‘Mathematical stories: word problems’ of TESS-India (EM-04)
- OER ‘Asking questions that challenge thinking’ of TESS-India (EM-05)
- OER ‘Making children believe they CAN do mathematics: Operation and Fraction’ of TESS-India (EM-06).
- Upper Primary training modules on Mathematics: SCERT, Assam.
- www.mathsisfun.com
- www.khanacademy.org
- NEP 2020
- NCF-FS 2022
- NCF-SE 2023

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Year: 2nd	Semester: 3	Code: S3. 3
PEDAGOGY OF MIL – II		
Marks: 35 (ext) + 15 (int) = 50	Credit: 2	2 – 3 periods per week

About the Paper

We largely remain in a country of non readers primarily due to the fact that the role of language in the entire educational enterprise is not recognized. It is a well accepted fact now that language is used as a tool to understand concepts in different content area such as social sciences, science and mathematics. Continuing with the role of language across the curriculum introduced in the First year course- Understanding language and early language development, this paper focuses on the acquisition of content area at both lower primary and upper primary level.

In this semester student-teachers will be able to understand the existing textbooks of primary level and the method of transaction in the classroom. This is very important for the student-teachers as during their internship they will have to practice teaching in real classroom situation and also had to prepare himself or herself for transaction. For this the planning of a lesson is very much important. Likewise the assessment and evaluation part is also important for the student trainee.

Mode of transaction

Group work, assignment, project, lecture, discussion, workshop.

Objectives

To help the students to understand the

- Existing textbooks – its philosophy and guiding principles
- Method of teaching, the content part of the textbook
- Difference between Assessment and Evaluation
- Different Assessment processes
- Record keeping in language

Unit- wise Content

Unit 1: Understanding of textbooks and pedagogy 15

- 1.1 Philosophy and guiding principles for development of language textbooks.
- 1.2 Content, approaches and method of teaching language textbooks.
- 1.3 Themes, nature of exercise and its implications.
- 1.4 Academic standards and indicators of learning.
- 1.5 Developing functional literacy, critical reading skills.

Unit 2: Classroom planning and Evaluation 20

- 2.1 Teaching Readiness: Planning of teaching language, annual plan, unit plan, and period plan.
- 2.2 Assessment and evaluation – Definition, need and importance.
- 2.3 Continuous and Comprehensive Evaluation (CCE) in respect of language learning, assessment for learning, assessment of learning, formative assessment and tools,

summative assessment, weight-age table, feedback and reporting procedures, record and registers.

PRACTICUM (Any Two)

3 x 2= 6

- Prepare Unit Plan from language classroom of any class
- Prepare a lesson plan from language textbook of any class
- Prepare lesson based TLMs from language textbook of any class
- Develop a model question paper (Language) of 25 marks for any class

Assignment : To find out the Learning Outcome of any 4 language textbook (class I-VIII) and prepare a report on the same.

Internal Assessment

15

- Practicum : 6 marks
- Assignment : 4 marks
- Unit test : 5 marks

Instruction to Faculty/Mentor

- Faculty/Mentor will follow discussion, lecture method wherever necessary
- Group activity may be used while preparing unit plan, lesson plan, in TLM preparation.
- Workshop may be arranged in development of tools
- In transacting unit 2, discussion method and power point projection may be used

SIP Activities

- Classroom transaction with language lesson plan
- Conduct of continuous and comprehensive assessment and recording for language subject.
- Developing TLM with the help of students (as an art integrated tools for language learning.
- Demonstrating, anchoring, conducting interview, panel discussion

Suggested Readings and web links:

1. Language textbooks of Class I to Class VIII
2. AsamiyaBhasaSikshanPaddhati – Madan Sarma
3. AsamiyaMatribhashaShikshanPaddhati – Holi Ram Das
4. Perspective in Educational Evaluation – V.K. Rao, R.S. Reddy
5. Study materials of KKHSOU, IGNOU, NIOS.
6. Resource materials of D. El. Ed. Course, SCERT.
7. www.teachhub.com
8. www.smartclassroommanagement
9. National Curriculum Framework for school education 2023
10. DIKSHA, e-content

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Year: 2nd	Semester: 3	Code: S3. 4
PEDAGOGY OF ENGLISH		
Marks: 35 (ext) + 15 (int) = 50	Credit: 2	2 – 3 periods per week

About the Paper

The course focuses on the contemporary practices in English Language Teaching (ELT) at the elementary level. It offers the space to Critically examining the existing classroom methodology for ELT. The theoretical perspective of the course is based on the constructivist approach to language learning as envisaged in NCF 2005, NEP 2020, NCFSE 2023 and NCFTE 2016. This course will also focus on developing an understanding of second language learning to create a supportive environment.

This course builds upon both the aspects of theory and practice. At the end of the semester there will be one External Evaluation on the theory component while activities under practicum component will be evaluated internally. 70% of the total marks allocated for the paper is for theory component (External) and 30% for practicum component (Internal), which include Unit Tests, Assignments, Workshops and other activities.

Mode of transaction

The Constructivist Approach will be followed in the classroom transaction. Practices and hands-on-experience maintaining enough oral activities along with the deliberation of theories will be the mainstay. Activities under practicum component are expected to be organized on workshop mode.

Objectives

The objective of this paper is:

- (i) to equip the student-teachers with theoretical perspectives on language, language teaching and 'English as a second language'(ESL)
- (ii) to develop critical awareness among them about the contemporary ELT scenario and approaches to teaching of English
- (iii) to enable them to plan for textbook transaction, and to develop resource materials/tools for language teaching and testing

Unit-wise content

Unit 1: Issues of Teaching English at the Elementary level

6

- 1.1 Issues of Learning English in a multilingual /multicultural society: The multilingual nature of India, English as the language of prestige and power, the politics of teaching English in India, key factors affecting second language acquisition
- 1.2 Teaching English as a Second Language: developmental, socio-economic and psychological factors
- 1.3 The Nature of Language –Learning vs. Acquisition

Unit 2: Approach to Teaching of English and the Shift Approaches

8

- 2.1 Skill-based Approach to Knowledge-based Approach
- 2.2 Fragmentary (letters, syllables, words, sentences, etc.) to Holistic Treatment of Language in terms of Discourses
- 2.3 Teacher-centred Approach to Learner-centred Approach
- 2.4 Behaviouristic and Structural Approaches: Grammar-Translation Method, Audio-lingual Method, Structural Approach
- 2.5 The Cognitive and Constructivist Approaches: Nature and role of learners, different kinds of learners –young learners, beginners, teaching large classes, etc.; Socio-psychological factors (attitude, aptitude, motivation, needs, level of aspiration)
- 2.6 Communicative Language Teaching: Focusing on meaning, role of textbooks and other resources; role of teachers in classroom management

Unit 3: Understanding of Curriculum, Textbook and Transactional Strategies

8

- 3.1 Concept, need and importance of language curriculum
- 3.2 Analyzing the features of English textbooks: physical, textual, contextual, conceptual
- 3.3 Academic standards and learning indicators: mapping competencies of English textbooks
- 3.4 Dealing with textual exercise: vocabulary, grammar, language elements, study skills, project works
- 3.5 Using resources beyond the textbook: children's literature (poems, stories, songs, etc.), newspapers, magazines, etc. in the classroom
- 3.6 Strategies for addressing and remediation of the problems of low proficient learners

Unit 4: Planning and Material Development

7

- 4.1 Importance of transaction plans for an academic session
- 4.2 Teachers' planning: Year Plan, Unit Plan and Period Plan
- 4.3 Designing, Analyzing and Reviewing of Teaching Learning Materials

Unit 5: Learner Assessment

6

- 5.1 Implications of Assessment for the learners, for the teachers and for the community
- 5.2 Types and Tools of Assessment:
 - 5.2.1 Formative: tools, recording and evidence
 - 5.2.2 Summative: tools, recording
 - 5.2.3 Assessment and Feedback
- 5.3 Grading indicators for Formative and Summative Assessment both for Oral and Written works

PRACTICUM

(a) Workshop mode:

- (i) Preparing Year Plan, Unit Plan and Period Plan
- (ii) Preparation of Teaching Learning Materials for Elementary Level

(b) Other Activities:

- i) Designing a Blue Print and a Question Paper
- ii) Analyzing Evaluation Tools and Answer Scripts
- iii) Critical examination of class-wise Objectives/Learning Outcomes by analyzing Student Report Cards of Elementary Level
- iv) Conducting Seminar(s) on topics like - Issues of learning English; different methods and approaches to teaching of English, teaching in large classes etc.

Internal assessment**15**

- Practicum- Assignments, Workshop and other activities: 10 marks
- Unit Test : 5 marks

Instructions to the Faculty/Mentor

- The topics/contents under each unit of the paper have to be discussed applying different methods/techniques/approaches and using various materials
- Activities (mentioned after each unit) to be carried out during the transaction have to be properly documented and recorded. Report on the same should be prepared for future reference/internal assessment
- To assess the students internally, the PRACTICUM activities should have to be carried out strictly
- Formats required for grading learning indicators/learning outcomes, planning, assessment, recording, feedback, etc. are to be developed beforehand in workshop mode involving the student-teachers.

Suggested Readings web links

- (I) NCF 2005; NCFTE 2016; NCTE/SCERT Guidelines for D. EI. Ed course
- (ii) Resource Materials of D.EI.Ed course Published by SCERT, Assam
- (iii) SLMs for D. EI. Ed. course published by IGNOU, KKHSOU, NIOS etc.
- (iv) OERs and TDUs of TESS-India
- (v) Books on Spoken/Oral English published by SEBA and other Publications
- (vi) Books on Methods and Techniques of Teaching English published by various Indian and Foreign publishers
- (vii) www.tess-india.edu.in
- (viii) www.britishcouncil.org
- (ix) Other relevant websites

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Year: 2nd	Semester: 3	Code: S3. 5
ART AND CREATIVE EDUCATION -II		
Marks: 20 (ext) +30 (int) =50	Credit: 2	2 – 3 periods per week

About the paper

The aim of the Fine Arts component of the practicum is to understand interconnections between art, crafts, drama, culture aesthetics and livelihoods. The aim is also to appreciate and engage with diverse range of art processor, products and performances – folk and classical through exposure and exchange. It is believed that giving opportunities to school teachers to engage with aesthetics through art forms is likely to cultivate and hone their aesthetic sense and their abilities to recognize beauty and harmony as essential aspects of life of qualities.

Mode of transaction

It includes the use of imagers (photo, painting) as a stimulus for exploration, still photographs of students themselves leading to tracking a line of thought about some issues.

Participative learning using role play, hot seating, building stories/ songs, making and analyzing character's dairy, personal belongings (objects) of characters. The student would be given opportunity to explore information about different topic. The student will organize exhibition and visit to place of importance.

Objectives

- To develop creative, self expression through different forms of Visual and performing Art.
- To appreciate different forms of Visual and performing Art.
- To develop skill of keen observation, imagination, patience and discipline.
- To develop aesthetic sensibility.
- To develop commitment of aesthetic cultural bond with the society.
- To exchange thought and culture.
- To identify and develop own creativity and potential.
- To recognize the role of drama in elementary school education.

Unit-wise content

Unit 1:Develop the creativity and skill

15

- 1.1 Puppet making
- 1.2 Recitation/Anchoring/ News reading.
- 1.3 Story telling (Role play/Voice modulation/Body language)
- 1.4 Script writing.
- 1.5 Role play and creative drama on different themes.
- 1.6 Value based poster making.
- 1.7 Clay modelling (Traditional toy/simple relief sculpture).
- 1.8 Illustration from the story or story from illustration.

- 1.9 Mural printing/Building as learning aid (BALA).
- 1.10 Concept of Design- Gardening/Landscaping/Architectural Design.
- 1.11 Different kind of musical instrument and their uses.
- 1.12 Personality development through reading, speaking, behavior and life style.

Unit 2: Art Integrated Learning (AIL)

5

- 2.1 Introduction to Art Integrated Learning Pedagogy.
- 2.2 Planning of AIL Based Activities.
- 2.3 Assessment of AIL.
- 2.4 Experiential Learning.

PRACTICUM (Any four)

3 x 4 = 12

- Script writing for role play, street play, one act play.
- Role play and Creative drama.
- Clay modeling.
- Documentation/Landscaping/Architectural model.
- Mural painting from waste material.
- Outdoor studies- nature's observation/landscape / colour composition.
- Preparation of Album/ Project work on great personality such as Artist/ Sculptor/Poet/Actor/Literature of Assam or Interview with Artists/Field visit projects.
- Making of Poster/Pot/Collage/Origami, etc.
- Development of Innovative Art Centre (In the locality)

Internal Assessment

30

- Practicum : 12 marks
- Assignment : 5 marks
- Debating on any current topic : 5 marks
- Unit Test : 8 marks

Instruction for Faculty/Mentor

- Facilitation and CCE is important on Art Education
- Encourage student for free expression and creativity.
- Work together on small and large project.
- Encourage students to develop an insight towards sensibility and aesthetics appreciation.
- Get an opportunity to observe and then imagination.
- Make student understand cultural diversity by recognising different traditional art forms prevalent in the country.
- Involve students for innovative thoughts

SIP activities

- Organization of Puppetry/Toy making/Role Play/Story telling workshop.
- (Stone Rangoli) students/learners collect stones and draw circular shape 'Rangoli' with chalk of their choice and arrange stones on it. Students/Learners can use coloured stones also. For colouring stone, take water colour and colour the stone and let it dry. Flowers, leaves, beans, shell etc. can also be used for making 'Rangoli'.
- Students/Learners draw a circle by tracing objects like coin, ring, button, plate etc. Then draw and colour favourite emojis by it. The emojis created by the children can be used to decorate classroom door.
- Teacher/Facilitator takes all shape things like coin, small box, sharpener, eraser, compass box, ring etc. and mix all things well. They take two boxes and name it. They then ask students/learners to sort out circular shaped objects and other shape objects into respective box one by one.

Suggested Readings and web links

- Art Integrated Learning handbook for teachers teaching classes I-V, NCERT
- Bharatiya Charukalar Rengani : Mousumi Kundali
- Assam Adhunik Shilpakala : Mousumi Kandali ; Black & White, Gujrat
- Shilpakala rupaladhai aaru aananda :Nilmoni Phukan, Anewsha, Guwahati
- Lok Kalpadristi : Nilmoni Phukan, Assam Prakashanparisad, Guwahati
- Art Education ; Janrdan Prasad, Kanishka Publisher, New Delhi
- Asomar Puthichitra by Dr. Naren Kalita
- Shilpakalar Navajanamma : Shobha Brahma, Student Store, Guwahati
- Asomar Lok Shilpakala, Dhruva K. Talukdar, Bani Mandir, Guwahati
- Shilpakala Karmavikash, Gauri Barman, Asom Prakashan Parisad
- Fina Arts : Pradip Nath, AANK BANK, Guwahati
- www.arteducators.org
- www.collegeforcreativestudies.edu

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Year: 2nd	Semester: 3	Code: S3. 6
CHILDREN'S PHYSICAL AND EMOTIONAL HEALTH EDUCATION		
Marks: 20 (ext) +30 (int) = 50	Credit: 2	2 – 3 periods per week

About the paper

This course is designed to be one component of a practicum course to be covered in both years of study. It offers the scope to engage critically with systems and practices related to health of children and school health. Two sets of practicum are provided for the first and the second year of study. The rationale, aim and objectives of this practicum presented below refer to both practicum and theory courses.

The relationship between education and health & physical education forms the core rationale behind this course. While the role of education on health has been widely acknowledged, the impact of health on education is often not recognized adequately. This course unfolds the reciprocal relationship between health & physical education. Health is a necessary condition for learning apart from being a basic right of every child. Enrolment, retention, concentration and learning outcomes in the classroom have a strong linkage with a child's physical and emotional health.

A holistic understanding of health & physical education implies a perspective on health that is not merely freedom from germs and diseases but an understanding of the social, economic, mental/emotional and physical aspects of health. It becomes essential for the teacher to locate the social determinants of health and to root any health communication/education in the socio-economic and cultural context of the child. This forms an essential foundational and theoretical component of the course. This approach will lead away from the "hygiene-education" focus of health education which stresses behavioral changes and puts the responsibility of health on the child. Instead, the course aims to equip the teacher with a perspective that helps both the teacher and the children to understand health issues as determined by socio-economic contexts. This will enable them to move beyond a solely behavioral change model to an approach that seeks to address larger health and determinants. This is not to deny the importance of healthy habits but it is important to recognize that to tell a child to "bathe every day" or "eat nutritious foods is not sufficient".

The teacher will have to locate health & physical education -messages and ideas in the lived reality of the children they teach so as to meaningfully engage with the issue.

It is important to see the role of the teacher as one that includes within it, the perspective of a health worker. This does not in any way mean an additional workload. However we see this as inherent in his/her work itself. Here there is a clear overlap of ideas with the course on Child Studies. Understanding a child necessarily includes understanding the health of the child within a social context. A course on health lends a natural opportunity for teachers to understand children in their life context and increases sensitivity to the children and their socio-economic background. It is possible to address issues of teacher attitudes, engagement and willingness to accept diversity in their classroom. This is likely to help teachers move towards a broad vision of inclusive education through an understanding of health and well-being in the broadest sense, instead of speaking of.

The course is designed in such a way that the theory and practical units are closely knitted together and the idea is a constant process of reflection.

Mode of transaction

The Faculty/Mentor will demonstrate the drill, March-past, games & sports in their hours of study, will define the aim and objectives of health & physical education, school health etc. related to the subject. The fresh educator will organize workshop / clinic on rules and regulations of games & sports and First Aid with the help of expert in respective topic. Organize sports meet among the student teacher in group / house basis.

Objectives

- To build a holistic understanding of the concept of health & physical education and well-being and understand children's health needs using a social determinants framework.
- To understand the reciprocal relationship between health & physical education and understand the role of the teacher and possible ways of engaging with health concerns.
- To examine specific programmes related to children's health operating in schools.
- To build knowledge and skills on teaching health & physical education and integration of their themes with other curricular areas of teacher education and school subjects.
- To link theoretical and conceptual learning with actual school/classroom realities through practical work.

Unit-wise content

Unit 1: Understanding health and Well-being 4

- 1.1 Meaning of health and well being.
- 1.2 Understanding linkage between poverty, inequality and health.
- 1.3 Social determinant of health: Food, livelihood, Sanitation, access to health services, NHM etc (swachhvidyalaya).
- 1.4 Effect of life style on food, livelihood, location, sanitation and personal hygiene.

Unit 2: Understanding children's health needs 4

- 2.1 Reciprocal linkage between health and Education.
Childhood health concern: Hunger, Nutrition (balanced diet, malnutrition, Components of food etc.)
- 2.2 Morbidity mapping (meaning, method, observation daily notes)
- 2.3 Communicable diseases (Malaria, Dysentery, AIDS, Cholera, Influenza, H₁N₁ etc.), Prevention & Cure.

Unit 3: Health of children in the context of school 4

- 3.1 Mid-day Meal - its rationale, objectives, components, functioning, role of teachers in MDM.
- 3.2 Measuring the health of school –issue of water, sanitation, toilets, drinking water, Class room, surrounding etc.
- 3.3 Monitoring, organization of MDM SSA, NGO, RMSA, District administration etc.

Unit 4: History and Principle of Physical Education**4**

- 4.1 Meaning of Physical Education
- 4.2 History and principles of Physical Education
- 4.3 Need of Physical Education, linkage between health & Physical Education.
- 4.4 Organizing tournament, sports meet etc.
- 4.5 Marking & preparing the different play field, court.

Unit 5: Knowledge and skill development in Physical Education**4**

- 5.1 Physical Education and play: drill, March past, different types of minor and major games (Kabaddi, Kho-Kho, Volley Ball, Football, Track & Field)
- 5.2 Development of team spirit, co-ordination and co-operation and leadership qualities through games & sports.
- 5.3 First Aid and demonstration (workshop mode)
- 5.4 Safety education (walking on road, play ground, fire, classroom, electricity etc.)
- 5.5 Posture – walking, seating, standing, reading, writing.

PRACTICUM**5 x 3 =15**

1. To conduct (at the institution) exercises and movement, Drill and team games, relay-games, minor games, individual games. The student-teacher must learn techniques, rules and procedures to conduct these games and sports event (Kho-Kho, Kabaddi, Throw Ball, Volley Ball, Football, and Athletics.)
2. Morbidity mapping exercise to be conducted. The student-teacher will track children's attendance and tries to find out reasons for children's absenteeism. S/he will record illnesses. S/he will observe and as reported by children/peers will develop a health report card.
3. Disaster management: Mock-drill in the event of earthquake, fire and relief operation etc.

Internal Assessment**30**

- Practicum : 15 marks
- Assignments : 5 marks
- Unit Tests : 5 marks
- Performance and Participation in activities : 5 marks

Instruction to Faculty/Mentor

- Faculty/Mentor will take necessary steps to assess the documents of SIP, practical field and behaviour in the field areas.
- Faculty/Mentor will regularly link the theory and the practices

SIP activities

As a practical activities during the school internship, it is suggested that student teachers observe the physical education activities taking place in the school about availability of the space to play. Equipments available What is being played by whom (boys/girls)? Culture of play, Teacher educator to be actively engaged. To find out the children being left out. Children with special needs. Student teachers are encouraged to document the unrecognized and indigenous games that the students engage in. They are suggested that to share their findings in the form of a short report. After the SIP the course facilitator can also guide the class through a discussion of findings to re-emphasize the actual objectives of physical education and health and to also recognize the constraints operating in school terms of lack of space, no-sports equipments, ways of innovating etc.

The activities are meant to acquaint the student- teacher to school process.

[Faculties will conduct these activities internally]

Suggested Readings and web links

1. Aao Kadam Uthaein : Ek Sahayak Pustika, USRN- JNU, New Delh. (A resource tool/ book for schools to address issues of health infrastructure and programmes)
2. Baru, R.V. (2008). School Health Services in India : An Overview. Chapter 6 in Rama V.
3. Baru (ed.) School Health Services in India : The Social and Economic Contexts, New Delhi : Sage publication, 142-145.
4. CSDH (2008), Closing the gap in a generation, Executive Summary of the Final Report of the Commission on Social Determinants of Health, WHO, Geneva, 0-9
5. Deshpande, M., Baru, R.V. and Nundy, M. (2009). Understanding Children's Health Needs and Programme Responsiveness, Working Paper, New Delhi : USRN-JNU
6. Mid-Day-Meals – A Primer (2005). Right to Food Campaign, Delhi.
7. Ramachandran, V., Jandhyala, K. and Saihjee A. (2008). Through the Life Cycle of Children: Factors that Facilitate/Impede Successful Primary School Completion in Rama V. Baru (ed.) School Health Services in India: The Social and Economic Contexts, New Delhi: Sage.
8. Ashtekar, S. (2001). Health and Healing: A Manual of Primary Health Care, Chapter 36- Childhood illnesses, orient longman: Chennai.
9. Deshpande, M. et al. (2008). The case for cooked meals: Concerned regarding proposed policy shifts in the Mid-Day-Meal and ICDS Programs in Indian Paediatrics, pp 445-449
10. Dasgupta,R., et.al (2009). Location and Deprivation: Towards an understanding of the relationship between area effects and school health, working paper, USRN- JNU: New Delhi.
11. Samson, M., Noronha, C., and De, A. (2005). Towards more benefit from Delhi's Mid Day Meal Scheme; in Rama V. Baru (ed.) School Health Services in India: The Social and Econmmic Contexts, Sage: New Delhi.
12. Frost, J.et.al (2005). Play and child development, prenticeb hall.
13. Jones, L. (1994). The Social context of health and health work, McMillan press. Chapter 1, pp. 1-6,11-17,18-20, 32-36
14. Teacher's training in physical education
15. R. Paul, crescent publication

16. Resource materials of D. El. Ed. Course SCERT, Assam
17. Study materials for D. El. Ed. Course KKHSU
18. Study materials for D. El. Ed. Course IGNOU
19. Swastha aru Saririk Sikshar Hatputhi (A book on health and physical education in Assamese) by Pradip Sarma, Sr. Lecturer, DIET Barpeta, Howly 94351-02385, 9101826143
20. www.ndsu.edu
21. www.ncbi.nlm.nih.gov
22. www.encyclopedia.com
23. National Curriculum Framework for Foundational Stage 2022
24. National Curriculum Framework for School Education 2023
25. National Education Policy 2020

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Year: 2nd	Semester: 3	Code: S3. 7
INFORMATION AND COMMUNICATION TECHNOLOGY - II		
Marks: 35 (ext) +15 (int) = 50	Credit: 2	2 – 3 periods per week

About the Paper

The integration of Information and Communication Technology (ICT) into the teaching and learning process is an increasingly important area that has gained a lot of attention from educators in recent years. ICT integration can be done in three different areas: curriculum, content, and lessons. This paper explains the concept of ICT and how to integrate it into the learning process, providing a systematic guide for student-teachers in their professional development. There is worldwide evidence that technology has the potential to increase learners' motivation, connect them to various information sources, support collaborative learning, and give teachers more time for facilitation in classrooms. Integrating ICT into teaching and learning has, therefore, become a significant concern for many educators.

This paper is designed to help student-teachers develop their understanding of ICT, acclimate themselves safely to the world of ICT, and empower them to explore, adapt, and adopt relevant concepts for teaching-learning purposes. It encourages them to select the most appropriate resources, modify, share, store them, and develop resources to enhance their students' learning. This paper introduces a wide range of technological applications in educational processes as part of the D.EL.ED. curriculum, designed to realize the goals of NEP-2020, NCFSE-2023, and NCFTE. It is activity-oriented and based on constructivist pedagogy, principles, and practices. The paper provides ample opportunity for hands-on learning and open-ended exploration of ICT applications in teaching and learning. Sharing of learning, cooperative and collaborative learning, and critical evaluation of learning are its integral parts.

Mode of transaction

- Classroom deliberations supported by computers and accessories.
- Hands-on experience using computers and the Internet.
- Seminar, Workshop, Group Activity will be conducted using ICT tools.

Objectives

- To familiarize the student-teachers with ICT fundamentals.
- To develop an understanding of ethical and safe practices in the cyber world.
- To enable student-teachers to utilize various ICT tools effectively.
- To develop competencies in integrating ICT with pedagogical practices.

Unit-wise Content

Unit 1: ICT Fundamentals

8

- 1.1 Online Communication: E-mail, Video conferencing, Chat, Social Networking, Blog.
- 1.2 Online Educational Platforms and Open Educational Resources and their use in the teaching-learning process.
- 1.3 Virtual Reality, Augmented Reality, Artificial Intelligence: Types, components, applications, advantages, and disadvantages.

Unit 2: Working safely in the cyber world

8

- 2.1 Understanding Cybercrime, Cyber threat, and Cyber security.
- 2.2 Understanding Copyright and Copyright Licenses.
- 2.3 Safe practices in the cyber world: IT Act, safe and secure use of digital devices, Internet, e-mail, and social media.
- 2.4 Ethical considerations in using Artificial Intelligence in Teaching Learning Process.

Unit 3: Exploring ICT Tools

7

- 3.1 Operating various ICT tools for texting, calling, photographing, video recording, and audio recording.
- 3.2 Platforms (Online/Offline) for the creation of – Info graphics, Mind/Concept maps, Posters, Quizzes, Audio, and Video.
- 3.3 Use of Google Forms for data collection, analysis, and assessment.

Unit 4: Introduction to Coding

5

- 4.1 Understanding Algorithm.
- 4.2 Understanding coding and its types.
- 4.3 Use of Scratch for block-based coding.

Unit 5: ICT Integration in Teaching, Learning and Assessment

7

- 5.1 Understanding Technological Pedagogical Content Knowledge for Integration of ICT in teaching, learning, and assessment.
- 5.2 Exploration of appropriate ICT tools and resources that are relevant for teaching specific content to enhance learning.
- 5.3 Designing a lesson plan and its transaction with proper ICT integration.

PRACTICUM (any one)

- Prepare at least two lesson-based e-resources (Audio/Video/ Info graphics/Concept Map).
- Create a lesson specific scratch project including two sprites (Based on Elementary school subjects).

Internal Assessment:

15

- Practicum : 5 marks
- Assignment : 5 Marks
- Unit test : 5 Marks

Instructions to Faculty/Mentor:

- Discussion among student-teachers on safe and proper use of the Internet and other digital resources.
- Organize discussion among student-teachers on present trends of ICT in Education.
- Hands-on experience with student-teachers in performing activities using ICT tools.
- Organize individual and group presentations by student-teachers using digital devices.
- Encourage student-teachers to prepare multimedia/digital learning resources on a particular concept of any school subject.
- Familiarize student-teachers with different online educational platforms like SWAYAM, DIKSHA, PM e-Vidya channels, etc.

SIP activities

- Organize an awareness programme among the students on energized textbook, digital wellbeing, cyber safety and security.

**The activities are meant to acquaint the student- teacher to school process.
[Faculties will conduct these activities internally]**

Suggested Readings and web links

1. Introduction to Information and Communication Technology (Part-I) for class VI developed by SCERT, Assam.
2. Introduction to Information and Communication Technology (Part-II) for class VII developed by SCERT, Assam.
3. Introduction to Information and Communication Technology (Part-III) for class VIII developed by SCERT, Assam.
4. Mishra, P., & Koehler, M. J. (2006). Technological pedagogical content knowledge: A framework for teacher knowledge. Teachers College Record, 108(6), 1017-1054.
5. <https://diksha.gov.in>
6. <https://egyankosh.ac.in>
7. <https://ncert.nic.in/textbook/pdf/iict107.pdf>
8. <http://ictcurriculum.gov.in/>
9. <https://ncert.nic.in/vocational/pdf/iees103.pdf>
10. <https://ncert.nic.in/textbook/pdf/lacs110.pdf>
11. <https://ncert.nic.in/pdf/GuidelinesforeContent3.pdf>

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SCHOOL INTERNSHIP-III

Semester-3: SCHOOL INTERNSHIP-III		
Activities to be undertaken		Marks
1.	Unit planning, Lesson planning, and preparatory demonstration class at the institution (Critical analysis of peers' performance)	30
2.	Development of useful Teaching-Learning Materials (TLMs)	10
3.	Case study of a Class (in the light of understanding developed from various papers of D.El.Ed. programme)	10
4.	Organize an awareness programme among the students on energized textbook, digital wellbeing cyber safety and security.	5
5.	Writing Reflective diary/journal	10
6.	Organization of teaching learning process by integrating Puppetry/Toy/Role play/Story telling.	10
7.	Organization of work education activities- Mapping of community resource of the surrounding of the school and utilization of community resource, gardening (maintenance of garden- raising of flower, seedlings, vegetables, shrubs and its nurturing) etc.	10
8.	Demonstration of different types of drills, major minor games, relay games, indigenous games and yoga.	15
Total		100

Guidelines for School Internship-II:

The interns will undertake the following activities in their respective allotted schools.

1. Developing TLMs: The interns will prepare relevant TLMs for at least three lessons of a subject textbook of any class. The need to prepare a chart depicting the class, subject, name of lesson and the required TLMs. TLMs need to have the desired characteristics. The interns will demonstrate a class with the prepared TLMs. The interns will submit a report, countersigned by the Head Master of the school at the TEI.
2. Case study of learners:

TEI will select at least ten (10) case studies relevant to the units discussed in semester-1, 2 & 3 for allotting one case study to each intern.

- Writing Reflective diary/journal: In order to facilitate the interns in writing reflective diary/journal, a format will be developed at the TEI in workshop mode with full participation of the trainees and facilitated by the teacher educators. The reflective diary should be about the activities that would be performed in the schools and would be day-wise for the entire period of internship. Some other themes of the reflective diary/journal may be any innovative practice undertaken by the intern in school; counselling of students, counselling of parents, school developmental activities, Work education, Art Education, Yoga practices, understanding self by teachers etc. Each intern will submit the reflective diary/journal at TEI with a countersignature of the head teacher of the school.
- Organization of activities on Art and Creative education, Work Education, Yoga: The interns in groups of 3/4 members would organize at least two activities for each on Art and Creative Education, Work education and Yoga. Different classes would be taken up by different groups for the activities. The intern in groups will submit the report on the organization of the activities separately at TEI with a countersignature of the head teacher of the school.

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SEMESTER-4

Year: 2nd	Semester: 4	Code: S4. 1
SCHOOL CULTURE, PROCESS, LEADERSHIP FOR TRANSFORMATION AND TEACHERS' PROFESSIONAL DEVELOPMENT		
Marks:70 (ext) +30 (int)=100	Credit: 4	5 – 6 periods per week

About the paper

The purpose of education is to enable happy meaningful learning environments for all children. Between the “idea of education” and the implementation of an educational programme is a long journey that witnesses a range of dynamics amongst several important plays. These include teacher, parents, school heads, district and block level education functionaries, academics, educators, facilitators the community, Government planners, policy makers and children.

How are schools organized? What roles do Government functionaries perform to help schools provide quality education? What are the values and dispositions as listed in NEP-2020? What kind of leadership enables effective school education? How are educational standards and effectiveness defined? What are the processes of change facilitation and transformation in education? How to develop school as a learning organization? How to develop students' portfolio for learning outcome and learning enhancement programme? What are the aspects for school Governance and leadership as per NEP-2020? What are the competencies, Commitment and Performance Standards of teachers as per NCTE?

This course brings together pieces of the puzzle that constitute effective school education. Through workshops, discussions on action research, readings, field-based project work and project presentations, trainees will develop an understanding of the range of factors that enable school organization and total quality management in the school system and fostering values and dispositions as listed in NEP-2020.

Mode of transaction

- Close reading of specific text.
- Observation and documentation of school as learning organizational processes
- Field visit to centers of innovation, different types of schools, exchange of ideas/experience among the teachers in teachers' collective meeting for teachers' weekly plan/monthly plan ahead.

Objectives

- To familiarize student-teachers with the structure and processes of the Indian education system.
- To help student-teachers develop a critical understanding of the notion of school organization and quality management in the context of the culture and processes of the school system.
- To enable trainees to develop a vision for education development and improvement.
- To develop preliminary research skills of trainees in education through Action Research.
- To enable trainees to develop an understanding of school leadership and transformation of school through educational leadership and management.

Unit-wise content

Unit 1: Structure of Indian Education system

12

- 1.1 Brief history of Indian education system from ancient era till modern age.
- 1.2 Types of school under different managements in the present situation.
- 1.3 Roles and responsibilities of Academic and Administrative functionaries of school education.
- 1.4 School's relations with educational administration, management academic institutions and community.

Unit 2: School Culture and Processes

8

- 2.1 Concept of school culture for curricular goals.
- 2.2 Effect of school culture in learning process.
- 2.3 Importance of School Process for accountability in-
 - (a) Curricular Process.
 - (b) Curricular Associated Processes like smooth functioning of different school Committees, Forums, Assemblies, Mealtime, Health and Hygiene, Engaging with Parents and Communities, Sports Activities, Library, Student Parliament Activities, Student Mentoring, Festival, Celebration of days of National and State importance, Annual days, etc.
 - (c) Organizational Processes like School Development Plan, Annual Academic Calendar, mobilizing and allocating resource, data management and reporting, resolution of conflicts and disciplinary issues, safety related issues of students and teachers in the schools.
- 2.4 Development of Values and Dispositions as listed in NEP-2020 such as:-
 - 1) Empathy and Respect with sensitivity
 - 2) Responsibility for sustainability
 - 3) Honesty and Integrity
 - 4) Patriotism, Tolerance and Peace
 - 5) Justice, Gender fluidity, Liberty and Respect for all
 - 6) Extended service and Helpfulness
 - 7) Rational thought and Scientific temper
 - 8) Creative Imagination
 - 9) Hard work and Commitment
 - 10) Courage and Resilience

Unit 3: School Efficiency, School Effectiveness and School Standards

10

- 3.1 (a) Concept of school efficiency.
(b) Concept and assessment of School effectiveness for improvement.
- 3.2 Student Completion Rate (GER/NER/Promotion Rate)
- 3.3 State School Standard Authority (SSSA), Role and function of SSSA, School Quality Assessment and Accreditation Framework (SQAAF), District Report Card etc.
- 3.4 (a) Organizing Teachers' Collective Meeting for Classroom management, preparation of subject-wise Lesson Plan on weekly basis and its implementation including inclusive classroom.
(b) Improvement of Students' Portfolio based on Learning Outcomes (LO) and Learning Enhancement Programme (LEP).
- 3.5 Definition of Educational Research. Type of Educational Research, Concept and Application of Action Research in teaching-learning process at school level.

Unit 4: School leadership and Management

12

- 4.1 Educational Planning, Management and Leadership in Administration and Pedagogy
- 4.2 School as a Learning Organization
- 4.3 Transformation Teaching-Learning process in school in Indian context as per NEP 2020
- 4.4 Building and Leading teams for improvement
- 4.5 Leading Innovations and Partnership
- 4.6 Management of human, material and financial resource through school governance and Leadership as per NEP-2020
- 4.7 Total quality Management for Whole School Approach

Unit 5: Transformation in Education

8

- 5.1 Adoption of community-based approach and building ownership of school by the community.
- 5.2 Experiences of different Frameworks and Policies like NCF-2005, NCFTE-2009, NEP-2020, NCFFS-2022, NCFSE-2023.
- 5.3 Issues in Education and school reform.
- 5.4 Preparing and facilitating change for transformation in education.

Unit 6: Understanding Teachers' Professional Development

20

- 6.1 Teacher Education and Teachers' Training for professional development and its impact on teacher, students, organization and community.
- 6.2 Pre-service and in-service teacher education: concept, nature, objectives, scope, contemporary issues and challenges
- 6.3 Continuous Professional Development (CPD) through collaboration and cooperation at state National and International level.
- 6.4 Role, function and networking of IASE, DIET, CTE, BTC, NS, PPTTC, HTTC, HTC for teachers' development and education.
- 6.5 Role, function and networking of UGC, NCERT, NCTE, NIEPA, NERIE, SCERT, etc. for teachers' development and education.
- 6.6 Comparative analysis of NPE-1986, POA-1992 and NEP 2020 on Teacher Education system
- 6.7 Competencies, commitment and performance standards of teachers for professional development
- 6.8 Teachers' Professional Assessment through critical analysis and suggestions.
- 6.9 Mentor teachers for new teachers' development through Professional Learning Communities (PLC).
- 6.10 Professional Ethics of Teachers' (Set of moral principles and values that guide the behavior and conduct of individuals in a professional setting (it encompasses various aspects such as integrity, honesty, accountability and responsibility for successful and sustainable career among the working professionals.

- Practicum (Project Work + Workshop+ Report Writing + Group Discussion): 10 marks
- Assignment (Individual and Group Work) :10 marks
- Unit test : 10 marks

PRACTICUM**5 x 2 = 10**

The practicum component of this course is meant to help students make specific connections in between field observations, case studies, classroom observations and discussions, analytical presentations and participation in change visualization.

The practicum have been categorized into two parts namely- PART-A : Project Work, PART-B : Workshop Theme under Internal Assessment.

(A) **Project Work:** To undertake a project on school culture and leadership in the neighborhood and to prepare a project proposal accordingly.

(B) Workshop Theme

1. Team building activities in school.
2. Developing a vision and mission of School Head/Teachers for transforming teaching-learning process in school.
3. Role of School Head for educational management and development in school.
4. Development of Action Research project proposal in specific learning issues relating TLP of school.
5. Managing, organizing the classroom in different situations.
6. Professional Ethics of teachers.
7. Collaboration, Cooperation and Interaction with Support Organizations for Teachers' Professional Development (TPD)
8. Planning for Teachers' Collective Meeting and organizing Lesson Plan Class-wise for the week/month coming ahead.
9. Development of test Items/Tools for Assessment of LO and LEP in the school
10. School Development Plan (SDP) for school improvement and Development in short term and long term period.

Instruction of Faculty/Member

- Group Discussions, Field Visits to best practice schools and sharing of experiences, Meeting and Contact with Community members and awardees' teachers, educationist and Philanthropists- on specific issues related to school education for project work.
- Observation and documentation of School Culture, School Development Plan and Preparation of Report for Five Schools.
- Close reading of each text and reflective journals suggested for group discussions.
- Collection of history of Community leaders, members, Freedom fighters, Educationalists, etc. contributed for establishment of school, college, other social activities etc. with organizational processes and preparation of report-at least five each trainees.

Suggested Readings Materials/References

- Barta. S. (2003) from school inspection to school support.
- Study materials for D. El. Ed. Course KKHSOU, IGNOU, NIOS
- A text book of Education (Part-1 & II) Lokshahira Das, 2016
- RTE Act 2009
- Resource materials of D. El. Ed. Course, SCERT Publication
- www.advanc-ed.org
- www.ericdigests.org
- www.theleaderinme.org
- How great leaders inspire everyone to take action- start with why by Simon Sinek (2011), Penguin Books Ltd.
- NPE-1986
- POA- 1992
- NEP- 2020
- NCF- 2005
- NCFTE- 2009
- SARTHQ : Ministry of Education, Govt. of India
- <http://india.gov.in> and related links
- Education Reform Commission, Assam (1995)
- <http://scert.assam.gov.in> and related links
- <http://ssa.assam.gov.in> and related links
- <http://ncsl.niepa.ac.in> and related links
- <http://ugcmoocs.inflibnet.ac.in> (for micro teaching skills)
- Saikia P., Kalita I., Kalita U. (2021) :Fundamentals of Action Research; DVS Publishers, New Delhi.
- Skiksha Tatta Aru Prayog, SCERT Publication (1995)
- Saikhik Parikalpana aru Byobasthapon, SCERT Publication (1995)
- Competency based and Commitment Oriented Teacher Education for Quality School Education.
- The Education Reforms Commission Assam (1995).
- Educational Administration and Management in Assam, NIEPA(2015)
- ebooksclub_org_total_quality_management_in_education.pdf (for Total Quality Management in Education by Edward Sallis, 2002)
- State Level Seminar on Action Research for Primary School Teachers (Seminar papers), SCERT Publication (2007)
- Bello, S.O. (2016): School Effectiveness : Concepts, Indicators and Dimensions. Benin Journal of Educational Studies, Volume 24 Numbers 1 & 2, Pages 173-181
- https://manodarpan.education.gov.in/assets/ing/pdf/21st_Century_Skill_Handbook.pdf

- <https://www.ncert.nic.in/pdf> (for Education for Values in Schools – A framework, NCERT Publication)
- <https://ec.europa.eu>> A Whole School Approach
- Dosajh, N. L. (1977) : Modification of Teacher Behaviour Through Microteaching. Sterling Publishers Pvt. Ltd., New Delhi.
- Handbook for education officers for improving quality of school education developed and published by SCERT, Assam, 2024
- Karma- Gavesona :Gavesonar Ak Shailee by Dr. Nirmala Sarma

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Year: 2nd	Semester: 4	Code: S4. 2
DIVERSITY, GENDER AND INCLUSIVE EDUCATION		
Marks: 35 (ext) + 15 (int) =50	Credit: 2	2 – 3 periods per week

About the Paper

This course addresses the complex relationship between diversity in equality and equity in education. It aims to sensitize students to the diversity of life experiences and learning needs of different kinds of children. Inclusive education as understood today must give space to all children including girls, and transgender individuals, schedule caste, schedule tribe, Other Backward Class, Minorities, migrant children and children with special needs including children learning disability. This becomes more significant in the light of RTE ACT 2009, RPwD Act 2016 and NEP 2020. This course tries to explore certain possibilities of addressing the nature of inclusive education as well as sensitivity and teaching skills that it demands from the teachers. The need to promote inclusive education is increasingly being felt all over the world to include all children and to prepare them to participate in all activities with dignity, get equal opportunity and empower them to face life with courage and confidence.

Mode of transaction

- Conduct of group activities, workshop, seminar, project, field studies and assignment relevant to the topic/unit.
- The practicum course will be undertaken to help the student trainee to explore the space for including all children in the schools.
- Role Play/ Dialogue and discussion has to be an integral part for transaction of the course
- Toy Based Pedagogy, Activity based learning using multisensory approach and gender neutral language during teaching learning process.

Objectives

- To develop a comprehensive and critical understanding of children having different gender identities, socio economic & cultural identities and children with disabilities.
- To focus on the structures in our schools that serves as a hindrance towards inclusion of all students.
- To sensitize about importance of inclusive education at the local and global level.
- To emphasize living in harmony with one self with natural and social environment.
- To explore and understand the possibility of change through inclusive education
- To develop life skills that includes self esteem, self awareness, self defense skills, adverse empathy, effective communication etc.

Unit-wise content

15

1.1 Concept and Principles of Inclusion and Inclusive Education

1.2 Importance of Inclusive education

1.3 Historical and contemporary perspective for educating the children with special needs

1.4 Understanding the CWSN: Concept and characteristics of different types of disabilities as RPwD Act 2016

1.5 Schemes, Programmes, Policies and different provision for CWSN

- a) RPwD Act 2016
- b) RTE Act, 2009
- c) RCI Act, 1992
- d) Programmes and Policies for CWSN

1.6 Different approaches and use of ICT for Inclusive teaching

1.7 Curriculum adaptation and modification and evaluation for CWSN

1.8 Differentiated instruction and Universal Design for Learning(UDL)

Unit 2: Gender, School and Society

15

2.1 Concept of Equity and Equality

2.2 Understanding the concept of sex and gender and importance of education for girl child and transgender for national development.

2.3 Society control mechanism in patriarchal and matrilineal societies

2.4 Understanding about gender violence and different types of gender violence

2.5 Acts related to gender violence

- a) Protection of women under Domestic Violence Act 2005
- b) Sexual harassment of women at work place (Prevention, Prohibition and Redressal Act 2013
- c) POCSO Act
- d) Prohibition of Child marriage Act 2006
- e) Pre Conception and pre natal Diagnostic Techniques (Provision of Sex selection) Act 1994

2.6 Inclusive perspectives : Addressing gender, CWSN, socially disadvantaged etc. in school curriculum, textbooks, classroom processes, student teacher interaction, assessment and evaluation

2.7 Classroom management in an inclusive classroom considering gender equality, equity, and inclusion in classroom

2.8 Guidance and Counselling for mental, emotional health and issues of adolescence along with gender inclusive approaches on safe touch, unsafe touch, to create awareness over their own bodies

Unit 3: Diversities in Classroom

5

3.1 Different forms of classroom activities

3.2 Diversities as resource in teaching learning process

3.3 Teacher's role in dealing diversities in the classroom

3.4 Differentiated instruction

3.5 Gender neutral play materials, games and sports (eg.in playing indoor and outdoor games, choice of team mates, physical activities, etc.) should be applicable for all genders.

3.6 Gender neutral language, illustrative gender neutral examples beyond gender stereotypes and success stories related to girl child/ women and transgender.

PRACTICUM

3 x 2 = 6

TASK 1 : Prepare a Case study of a school going child to identify diverse needs and submit report thereof.

OR

Collect a success story of a differently able students in the locality/community and submit a report there of along with photographs

TASK 2 : Visit to a day care center/special school and submit a report there of about their academic performance

OR

Organise a meeting with all teacher and students community regarding the creating of conducive environment for educating all children through peer acceptance

TASK 3: Collect information regarding the ongoing activities of SSA on Inclusive Education by interacting with field level functionaries of SSA working under Inclusive Education component.

Assignment

- Prepare a profile of a differently abled child who is studying in the school.

OR

- Prepare a lesson plan for educating the CWSN in an inclusive setting classroom.

Assessment of Internal tasks

15

- Practicum : 6 marks
- Assignment : 4 marks
- Unit test : 5 marks

Instruction to Faculty/Mentor

- Organize classroom discussion among teacher-trainees for conceptual understanding of an inclusive classroom.
- The teacher education is to facilitate the students to prepare case studies and collection of success stories of CWSN/ person with disability.
- Encourage the teacher trainees to study news items, articles, e-books, research paper, journals, e-journals on disability issues.
- To provide guidance for lesson plan and TLM preparation for inclusive teaching.

SIP activities

- Planning lesson & preparing STLM for inclusive teaching and its implementation.
- Preparation of Case history of children with diverse needs in the school (one case history per trainee)

Suggested Readings and web links

- Resource materials of D. El. Ed : SCERT ; Assam
- SSA Publications.
- Baquer, A. And Sharma, A Disability vs. Challenges, N. Delhi : Can Publishers.
- Bhattacharjee, N (1999). Through the looking-glass : Gender Socialization in a Primary School in T. S. Sarawathi (ed.) New Delhi : Sage
- Hand Book on Education of children with special needs developed by SCERT, Assam
- Stakes, R. And Hornby, G. (2000). Meeting Special Needs in Mainstream Schools : A Practical Guide for Teachers (2nded).
- Ghai, A. (2001). Marginalization and Disability : Experiences from the Third World in M. Priestly (ed.) Disability and the Life Course : Global Perspective Delhi : Cambridge University Press.
- Gazette Notification of RPWD Act,2016
- Handbook on Special Education Dr. Uma....
- www.inclusionbc.org
- www.en.unesco.org
- www.opensocietyfoundations.org
- www.inclusive.tkt.org.nz

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**Optional pedagogy courses of class 6-8
level (Any one)**

Year: 2nd	Semester: 4	Code: S4. 3 (A)
MATHEMATICS		
Marks: 35 (ext) + 15 (int) = 50	Credit: 2	2 – 3 periods per week

About the paper

The main goal of mathematics education in schools is the mathematisation of child's thinking. For this, clarification of critical thinking and pursuing assumptions to logical conclusions is the central part of the mathematical hub.

Quality mathematics education is the every child's right. At the same time mathematics education to be affordable to every child and enjoyable to all.

According to NEP 2020, Mathematic education at the middle stage should help the student-teacher to prepare for the challenges they would face further in life. Vision of school mathematics at the adolescence to take place the situation where-

- (i) Children learn to enjoy mathematics
- (ii) Mathematics is a part of children's life experience which they talk about.
- (iii) Children understand about the basic structure of mathematics
- (iv) Teachers expect to engage every child in class

A very concern area of lack of teacher preparation and support in the teaching of mathematics can be handled by preparing the student-teachers how to-

- Engage every student towards conceptual challenges to the emerging mathematisation.
- Enrich teachers with a variety of mathematical resources.
- Shift the transactional processes with : formal problem solving (of everyday life), use of heuristic, estimation and approximation, optimization, use of pattern, visualization, representation, reasoning and proof, making connections, mathematical communication, puzzles, sports and art integrated pedagogy etc.
- Technically visualization plays a great role in mathematics education, Those to be practiced during the course.
- Networking the school teachers among themselves as well as with higher level teachers (e.g. training institutions teachers, college/university teachers) will help to enrich them.
- Change modes of assessment to examine students' mathematisation abilities through enjoyable manner.

Mathematics learning for both the foundational and higher stages of our country has been more 'robotic' and 'algorithmic' rather than creative and aesthetic. This practice is a mis representation of the nature of mathematics and must be addressed during the transaction of this stage and that must be taken into granted by the student-teacher of the said course, who are the future formal teacher of the middle stage of school education.

All the above mentioned factors of NEP 2020 to be followed to internalize the middle stage mathematics and the student-teacher of this course must at par with all these.

Mode of transaction

- To shift the teaching-learning methods towards play-based, art and sports integrated, activity based, discovery based, project and constructive based etc. for the classroom transaction of middle school contents.
- Technology provides additional opportunities for students of this stage to see and interact with mathematical concepts. Various digital platform and tools like Geo-gebra etc. make the teaching of mathematics more interesting and joyful. These should be practice during this periods.
- Teaching-learning materials (concrete) are most useful resources that make mathematics learning more enjoyable classroom transactions are encouraged by using those.
- Learning of mathematics should provide with opportunities to engage/discuss/do activities with peer groups not only to develop concepts but for assessment also.

Objectives-

To enable the student-teacher to-

- connect the concepts of mathematics of middle stage to students' home experience and gradually shift to the language of mathematics.
- create the situation to handle the problem with open ended questions(those offer multiple correct answers) should be given more space in the exercises.
- encourage their learners to think in the way to formulate problems and not only the solutions in doing numerical computations.
- encourage their learners to consider Mathematics is a subject of exploration, discovery and creativity rather than a mechanical subject.
- develop skills to acquire appropriate attitude that promote children's learning in mathematics.
- evaluate the students' conceptual understanding in a more challenging way with reasoning, when and how a mathematical technique is to be used in different context of life.
- practice some better evaluating process, those could be interactive learning involving games, activities, discussion, puzzles, quiz etc. covering creative side of mathematics.

Unit-wise content

Unit 1: Understands numbers and sets of numbers (whole numbers, fractions, integers and rational numbers) looks for patterns and appreciates relationships between the numbers. **5**

Unit 2: Algebraic thinking and its applications **6**

- 2.1 Number pattern that helps in generalization.
- 2.2 Idea and use of variables.
- 2.3 Formation of Algebraic expression, addition and subtraction of algebraic expression, identity.
- 2.4 Formation and solution of Linear equations.
- 2.5 Mathematical investigations/ puzzles that rely on algebraic thinking.
- 2.6 Algebraic expression-its co-efficient, index, power, constant, monomial, polynomials (binomial, trinomial)
- 2.7 Use the algebraic concepts to solve daily life problems with procedural fluency.

Unit 3: Mathematical Reasoning**6**

- 3.1 Process of generalization: -Pattern recognition and inductive reasoning process that enables formation of hypothesis.
- 3.2 Structure of Mathematics: Axioms, Definitions, Theorems.
- 3.3 Validation processes of mathematical statements: Proof, Counter examples, Estimation.
- 3.4 Problem solving in mathematics- a process.
- 3.5 Creative thinking in mathematics.
- 3.6 Manipulative mathematics.
- 3.7 Develops mathematical thinking and the ability to logically and precisely communicate mathematical ideas.

Unit 4: Practical Mathematics and Data handling**6**

- 4.1 Engage with puzzles and mathematical problems and develops own creative methods and strategies to solve them.
- 4.2 Discount.
- 4.3 Profit and loss.
- 4.4 Interests (Simple and Compound)
- 4.5 Collection, classification and interpretation of data from daily life experience.
- 4.6 Presentation of collected data.

Unit 5: Geometric ways of looking at Space and Shapes**5**

- 5.1 Develops understanding of perimeter and area for 2D shapes and use them to solve day-to-day life problems.
- 5.2 Congruency and Similarity.
- 5.3 Transformations and geometric shapes.
- 5.4 Understands, formulates and applies properties and theorems regarding simple geometric shapes (2D and 3D)

Unit-6: Communicating Mathematics**3**

- 6.1 Curriculum and classroom practices
- 6.2 Role of text book in Teaching- Learning process of mathematics.
- 6.3 Mathematics Laboratory/Resource Room.

Unit-7: Assessment in Mathematics**4**

- 8.1 Open-ended questions and problems.
- 8.2 Assessment for conceptual understanding.
- 8.3 Assessment for evaluation of skills of middle stage of mathematics.

PRACTICUM (Any two by each student-teacher)**2 x 3 = 6**

- Draw any picture of any living organism using different symbols of mathematical relations through the application of the idea of manipulative mathematics
- Make a list of all symbols, notations, operational signs used at elementary level mathematics.

- Collect the cost of twenty different vegetables in the local market and calculate the Mean, Median and Mode of the market prices of the articles.
- Prepare a 3-D object using no-cost materials and show its different components using separate colours for each kind of component. (Surfaces, Vertices, Edges).
- Select five children from different socio-cultural and socio-economic background and collect their expected knowledge of different units for counting or calculation which proves that the role of social back ground in the process of the learning of mathematics.
- Convert the mathematical statement; ‘**four-fifth**’ into Vulgar fraction, decimal fraction, percentage and pictorial form. Like wise more mathematical statements to be converted into the remaining forms and vice-verse.

Internal Assessment

15

The assessment of the internal activities done by the student-teachers is to be made by the mentor/faculty individually and as per the norms set by the faculty and it is to be recorded and documented properly for future purpose of overall assessment.

- Practicum : 5 marks
- Assignments : 5 marks
- Unit test : 5 marks

Instructions to Faculties/Mentors

Mentors/Faculties will organize workshop with the student-teachers in the institute to strategize the successful completion of the internal activities to be done by them under active supervision of the Mentors/Faculties. They will develop necessary format for the activities if necessary with the help of student to enable them to prepare such documents in future.

The activities which are to be done by them are to be properly documented, recorded and reported to the authority if necessary by the mentors/faculties for future reference/internal assessment.

SIP activities

For the Student-teachers of semester-IV; the following activities on Mathematics will be assigned for internship:

- Reflection on the teaching of mathematics done by the student-teacher in semester-III and to re-teach the same in school classes on the same topics of the same subjects taken earlier basing on the mistakes made by him/her (at least ten classes).
- The classes will be observed by the peers and by the mentor/faculty strictly using standard format developed earlier by the faculty.

Suggested Readings and web links

- Textbooks on Mathematics for classes III-X prepared by SEBA, the SCERT, Assam.
- Teaching of Mathematics: Kocchar.
- GanitShikshan: H.K.Sharma.
- GanitShikshan: Dr.B.K.Dev Sharma.
- Resource materials for D.El.Ed: SCERT, Assam.
- Study materials for D.El.Ed. course: KKHSOU/IGNOU.
- OER ‘Using number games: developing number sense’ of TESS-India (EM-01)
- OER ‘Using number line and the expression ’ of TESS-India (EM-03)
- OER ‘Using rich tasks: area and perimeter’ of TESS-India (EM-10)
- OER ‘Physical representation in mathematics: Handling data’ of TESS-India (EM-11).
- OER ‘Conjecturing and generalizing in mathematics: Introducing Algebra’ of TESS-India.(EM-13).
- OER ‘Using embodiment manipulative and real experiences: Teaching about angle’ of TESS-India (EM-14).
- OER ‘Creative thinking in mathematics: proportional reasoning’ of TESS-India (EM-15)
- Upper Primary training modules on Mathematics: SCERT, Assam.
- Open Educational Resources (OER’s) of TEES-India.
- www.khanacademy.org
- www.springer.com
- www.coursera.com
- NCF-FS 2022
- NCF-SE 2023

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Year: 2nd	Semester: 4	Code: S4. 3 (B)
SCIENCE		
Marks: 35 (ext) + 15 (int) = 50	Credit: 2	2 – 3 periods per week

About the paper

The aim of this course is to develop scientific temperament and help the student teachers to have an advanced understanding on the concept of science. The students should be encouraged to deal with the nature of science and relate with inquiry in this area. The student should be able to critically reflect on issues of gender and inclusion in science Education.

Mode of transaction

- Use of hands on demonstration/experimentation.
- Emphasis on scientific vocabulary and its role in development of scientific knowledge.
- Organizing debates/seminars/Exhibition /Quiz and on the content area of school science textbooks (Class VI, VII, VIII).
- Organizing workshop for development of TLMs, learning Resources.
- Use of 5 Es Pedagogical approach of science teaching in class room transaction.

Objectives

- To encourage student-teachers to develop understanding of the concepts, laws and theories, process and capacities of science in keeping with their developmental stage.
- To engage student-teachers with various aspects of nature of science.
- To develop an understanding the connection between science and other curriculum areas.
- To develop an understanding of the relationship between science, technology and society.
- To develop scientific temperament.
- To help student-teachers to select and use appropriate pedagogical approaches and assessment strategies in science teaching.

Unit-wise Content

Unit 1: Introduction to Science Education

5

- 1.1 Science: Nature of knowledge and concept.
- 1.2 Aims and objectives of science education at elementary level.
- 1.3 Children's ideas related to scientific concepts, probing, documenting and analyzing.
- 1.4 Science as process, science as product.

Unit 2: Classroom Transaction**15**

- 2.1 Scientific Approaches and Concept, Project, Activity, Integration with other subjects.
- 2.2 Use of concept mapping in development of scientific competencies.
- 2.3 Science teaching through constructivist approach.
- 2.4 Use of ICT in Science teaching
- 2.5 Pedagogical Approaches of teaching science- Project method, Problem solving approach; demonstration approach; experimental approach; hand-on-science; inquiry approach; didactic approach.
- 2.6 Art and sports integrated pedagogical approach in teaching-learning science.
- 2.7 Preparation and use of TLM.
- 2.8 Science kit : Need and importance.
- 2.9 Field Trips (Science Museum, Wildlife sanctuary, Planetarium etc.) and Survey as learning resources.

Unit 3: Science for All**10**

- 3.1 Science technology and society interface.
- 3.2 Contribution of India in various disciplines of science.
- 3.3 Linkage between scientific knowledge and knowledge across other curricular areas.
- 3.4 Population Education: Health and Hygiene, Population Explosion, removal of social evils (superstition, child marriage, polygamy etc.)
- 3.5 Issues of gender, language, culture, equity etc. to be included in science classes and strategies to be applied to address those.
- 3.6 Use of science and technology in day to day life.
- 3.7 Challenges related to science education.

Unit-4: Classroom Planning and Evaluation**5**

- 4.1 Planning for teaching science - Annual plan, Unit Plan, Lesson Plan
- 4.2 Learning outcome based knowledge, activities and assessment.
- 4.3 Assessment in Science : Tools and Technique.
- 4.4 Preparation of question paper – Blue print and marking answer sheets, analysis and report writing.

PRACTICUM (Any Three)**2 x 3 = 6**

1. Identifications of different parts of plants through herbarium sheet.
2. Experimentation on different kinds of soil, e.g. Loamy, Sandy etc.
3. Collections of different kinds of seeds and preparation of chart.
4. Food item and their major elements.
5. Use of different kinds of lenses in different objects.
6. Measurement of elements of weather: temperature, rainfall, wind speed and atmospheric pressure.
7. Germination of seeds.
8. Making of Album, Chart and Model
9. Use of indicators to identify acid, base and salt.

10. Preparation of competency based TLM- class wise and lesson wise

Assignment

4

- Challenges related to science education in the present day context.

Internal Assessment

15

- Practicum : 6 marks
- Assignment : 4 marks
- Unit test : 5 marks

Instructions to Faculty/Mentor

- Experiment and demonstration should be done to teach science.
- Organize debates, quiz, seminar and exhibition based on science content areas.
- Ensure active involvement of students in science learning.
- Help students to develop conceptual framework as well as to develop problem solving skills
- Assess the students on regular basis
- Use constructivist approach to teach the concepts of science.
- Ensure to develop the following skills of science learning –
 - :: Observational skill
 - :: Drawing skill
 - :: Constructional skill
 - :: Experimental skill
 - :: Innovative Practices and Creative Thinking

SIP Activities

- Preparation of album – E. g medicinal plants, different kinds of leaves etc
- Preparation of reflective journal and record keeping
- Classroom transaction with science lesson plans.

Suggested Readings and web links

1. Modern science teaching by R.C. Sharma
2. Study Materials for D. El. Ed Course KKHSOU/IGNOU/NIOS
3. Teaching of Science by R.C. Das
4. Text Books on science for classes VI to VIII developed by SCERT, Assam
5. Resource materials of D. El. Ed course, developed by SCERT, Assam
6. Science activity book-VI, VII, VIII.
7. www.inspiring-science-education.net
8. www.jove.com

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Year: 2nd	Semester: 4	Code: S4. 3 (C)
SOCIAL SCIENCE		
Marks: 35 (ext) + 15 (int) = 50	Credit: 2	2 – 3 periods per week

About the Paper

Teaching of Social Science starts from Upper Primary standard as one of the core school subject. This subject is different from other subject because from this we not only study about society in scientific method but also imagine ideal social system. The nature of this subject is related to the imagination of future society, that is why different type of social interference are there in its teaching.

In this course student teacher will get acquainted with characteristics of social science subject and will study introduction of specific nature of subjects like History, Geography, Social-Economics and Social-Political Science. This course introduces students to different perspectives about these subjects. It would also examine the ways in which different visions and understanding of the subjects get reflected in different curriculum, syllabus and textbooks. It suggests how social sciences can develop capacities to critically understand society and social reality around us with reference to time and space.

Mode of transaction

- Classroom interaction through discussion and collaborative learning process.
- Engaging students in debate, group discussion, seminar etc.
- Conducting, project work, field study, survey, exposure visits etc.
- In addition to above the teacher educator may adopt any innovative practice for transaction of the curriculum

Objectives

- To develop knowledge and skills to critically understand the concepts drawing from the discipline of history, geography, political science, economics and sociology to interpret present reality.
- To be able to analyze social science school curriculum, syllabus and text books.
- To develop skills to gather, interpret and analysis of data.
- To get acquainted with and be able to use different pedagogies to transact the social science school curriculum.
- To be able to assess children's learning, keeping in view their all-round development.

Unit Wise Content

Unit 1: Nature and importance of Social Science

4

- 1.1 Meaning and scope of social science.
- 1.2 Importance of teaching social science at Upper Primary level according to NEP-2020.

Unit 2 : Important concepts of social science -	8
2.1: Society, Civilization, State, Regions of the world, Market.	
2.2: Social Change : Meaning and types	
2.3: Human Right	
Unit 3: Need of appropriate teaching method in social science	13
3.1 Experiential Learning in social science	
3.2 Innovative Pedagogies suggested by NEP 2020	
<ul style="list-style-type: none"> • Art-integrated • Toy-based • Story-based • Sports-integrated • ICT-integrated 	
3.3 Learning resources in teaching social science-	
Maps, Monuments, Coins, Institutions, Festivals, Literature, Folklore etc.	
Unit 4: Classroom Planning	10
4.1 Need of planning for social science classroom transaction.	
4.2 Analysis of school text books (Class VI to VIII) of social Science to understand the perspective about the subject.	
4.3 Concept Mapping and instructional objectives in social science teaching.	
4.4 Themes and structure of the units and its planning.	
4.5 Technique & tools of evaluation of social science teaching.	

PRACTICUM	3 x 2 = 6
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- Field study on social issues.
- Assignment, Project work.

Suggested topic for field study (Any one)

1. Witch-hunting – a myth or a social evil? Indian stigma attached to witch-hunting, where the accusation is entirely based on speculations and social beliefs. Study the impact of Witch-hunting on present Assamese society.
2. Conduct a study in your locality about significantly increasing use of information and technology and its impact on the young generation.
3. Impact of Child marriage in our society- Conduct a study.
4. Economic Inequality- how it is affecting the education, growth and progress of young generation of our society?

5. Aggression – Is our society getting increasingly angry? Conduct a study in your locality on aggression, - its impact, causes and prevention.

Suggested Assignment/project work (Any one)

1. Study the Ahom rule in Assam and its contribution in building modern Assam.
2. Map any locality based on the distance and directional relationship from your educational institution. Mark out geographical components- hills, rivers etc. institutions, historical monuments, banks, local market and other points of interest. Also speak with residents and other people who inhabit the same space to explore the oral history, and the distinctiveness of the particular location, Try to see the linkages between various institutions that exist in this locality.
3. Through field visits, understand a slum in terms of its economics, existence, politics and historical memories. Develop connections between these factors to understand the nature of their present concerns and problems.
4. Study the transport needs of a community by analyzing different kinds of vehicles people own. Examine their relation with the gender and the socio-economic standards. Historically, trace the changes that can be seen in the transport needs of the community. Study the changes that are reflected through the historical tracing. Also assess the economic and environmental aspects of various forms of transport.

Internal Assessment

15

- Formative assessment in verbal and written form(Quantitative assessment)
- Assessment on assignment (Quantitative and qualitative). Under quantitative assessment- written and oral work done by the teacher trainees on the content of the paper. Under qualitative assessment observation of classroom teaching practice and interview on field study and project work.

Under both qualitative and quantitative assessment seminar reports, field study reports, project work report, performance in workshop etc will be assessed.

- Practicum : 6 marks
- Assignment : 4 marks
- Unit test : 5 marks

Instruction to Faculty/Mentor

- Unit1 may be conducted through classroom discussion.

- Unit 2 may be conducted by organizing seminar on different content given in unit 2 and that will be followed by discussion (This activity may be conducted in group)
- Unit 3, 4 and 5 may be conducted together. First the teacher educator will give a brief idea regarding 3, 4 and 5 as a whole which will be followed by group formation of the teacher trainees. Each group will consist with 2-3 members. Each group will be given one method prescribed in Unit 3. Groups will choose one lesson of any social science text book of UP level. Through Concept mapping and competency mapping each group will find out competencies of the selected lesson. Among the competencies one competency is to be chosen by each group which can be transacted through the method they have selected groups will have to design activity for the competency where they need to use specific strategies as well as resources mentioned at Unit 3.2 and 3.3 respectively for effective transaction. Each group needs to design strategies to evaluate the learning by considering specific techniques and tool mentioned in Unit 5. The groups will prepare a report on the above mentioned activity and present it for class room discussion.

SIP Activities

- Preparation of Unit Plan and Learning Plan for classroom teaching.

Suggested Readings and web links

1. Social Science textbooks, classes VI-X: SEBA, SCERT; Assam
2. Batra, P. (ed.) (2010). *Social Science Learning in Schools: Perspective and Challenges*, New Delhi : Sage.
3. George, A. and Madan, A (2009). *Teaching Social Science in Schools: NCERT's New Textbook Initiative*. New Delhi : Sage.
4. Resource Materials of D.El. Ed. Course, 2012 publication: SCERT; Assam
5. Study materials for D. El. Ed. Course: KKHSU
6. Study materials for D. El. Ed. Course: IGNOU/NIOS
7. Teaching of Social Studies:Kocchar
8. NCERT, (2006). Position Paper National Focus Group on *Teaching of Social Sciences*. New Delhi: NCERT, (Page no:1-19)
9. www.esrc.ac.uk
10. www.study.com
11. www.open.edu

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Year: 2nd	Semester: 4	Code: S4. 3 (D)
ENGLISH		
Marks: 35 (ext) + 15 (int) = 50	Credit: 2	2 – 3 periods per week

About the paper

The purpose of the course is to enable the student teachers to create a supportive environment for experimenting learning of English as a second language. The course will familiarize the student teachers with the prevalent language teaching practices in classroom, their merits and demerits and possibilities by linking theories with classroom instruction. This course is based on the language learning approaches as envisaged in NEP- 2020, NCF-2023, NCFTE-2009 and NCTE Guidelines 2014 for 2-year D.ElED course. This paper will equip the student teachers for dealing English as a core subject at the upper stage of elementary education.

This paper is based on constructivist approach as the student teachers are exposed to the contemporary practices in English teaching. Maximum emphasis is laid on using specific strategies for teaching English by giving equal space for both theory and practice.

Mode of transaction

- Constructivist participatory Approach based on group discussion, content deliberation, Discourse on the textbook.
- Workshop mode, seminar, project work, Assignments, etc.
- Activities for development of language skill in general and spoken /oral English in particular.

Objectives :

To develop in student teachers -

- A perspective on English language Teaching (ELT)
- Classroom management skill, procedures and teachings for teaching language.
- An insight into the Assessment of English language acquisition.
- Capability to adopt the English textbooks and for interpreting various text independently.
- Excellent verbal and written communication capacities.

Units of Content

Unit 1: Key factors affecting acquisition of English as a second language 10

- 1.1 Policies of teaching English in India with special reference to Assam.
- 1.2 Challenges for teaching English in a multilingual setting.
- 1.3 Integrating English with other subjects.

Unit 2: Class room Practices and possibilities	10
2.1 Connections between classroom instructions and theories /principles to the teaching of English.	
2.2 Using multilingual class room as a resource for teaching English.	
2.3 Promoting the environment for learning English in and outside the class room, use of community resources.	
2.4 Integration of ICT, Sports, Art in English teaching.	
Unit 3: Adopting the textbook	8
3.1 Compatibility of the textbook with the aims set in the school curriculum.	
3.2 Critical literacy: Response to and interpreting various texts independently (prose, poetry etc)	
3.3 Analyzing the English textbook of elementary level; understanding the literary terminology (simile, metaphor, imagery, irony, alliteration); identifying the Learning Outcomes/competencies, language and grammatical, elements and structures embedded in the lessons.	
Unit 4: Assessment of English language Acquisition	7
4.1 Current assessment procedures.	
4.2 Attitude towards errors and mistakes in second language learning.	
4.3 Measuring and recording of learners' progress: portfolio, anecdotal records, teacher's diary, reflective journal etc.	
4.4 Construction of Test items in English.	
Activities for internal assessment	15
(i) Spoken /Oral English activities:	
(a) Dramatization, extempore speech, debating, group/panel discussion etc.	
(b) Describing things, narrating events/ incident etc.	
(c) Conversation (in pairs/groups) on given situations/dialogues.	
(2) Assignment (any two):	
(a) Designing language games based on Learning Outcomes in English of a specific class.	
(b) Reading children literature.	
(c) Writing for wall magazine/news letter/word-wall etc.	
(d) Making the classroom print rich.	

(3) Unit test

Internal Assessment

- Spoken/oral English activities : 5 marks
- Assignment : 5 marks
- Unit test : 5 marks

Instructions to the Faculty/Mentor

- The topics/contents under each unit of the paper have to be discussed applying different methods/techniques/approaches and using various materials
- To assess the students internally, the prescribed activities should be carried out strictly
- Formats required for Measuring and Recording of learners' progress: portfolio, anecdotal records, teacher's diary, reflective journal etc. are to be developed in workshop mode involving the student-teachers.

Activities for Class Assignment and School Internship Programme (SIP) :

Lesson planning and classroom transaction with special focus on the use of TLM, ICT integration, Art integration, sports integration and assessment for different classes.

Suggested Readings web links

- NEP-2020, NCF- 2023; NCFTE-2009; NCTE/SCERT Guidelines for D. EI. Ed course
- Resource Materials of D. EI. Ed course Published by SCERT, Assam
- SLMs for D. EI. Ed. course published by IGNOU, KKHSOU, NIOS etc.
- OERs and TDUs of TESS-India
- Books on Spoken/Oral English published by SEBA and other Publications
- Books on Methods and Techniques of Teaching English published by various Indian and Foreign publishers
- www.tess-india.edu.in
- www.britishcouncil.org
- Other relevant websites

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Year: 2nd	Semester: 4	Code: S4. 3 (E)
MIL		
Marks: 35 (ext) + 15 (int) = 50	Credit: 2	2 – 3 periods per week

About the Paper

The course gives sufficient opportunities to the student-teachers to acquire the understanding and skills for handling MIL in classroom situation. A linkage among the curriculum, syllabus and textbook has also been considered for deliberation. It is very much essential for the student-teachers to be familiar with the curriculum, syllabus and text books of elementary classes, and accordingly space has been kept in the course for this.

Through this paper it is expected that the hidden creative potentiality of the student-teachers' will come out. The development of reading habit of student-teachers has been focused. Focus has also been kept to familiarize the student-teachers with children literature.

Mode of transaction

Constructivist approaches of TL-processes, Group work, discussion, workshop, seminar, field study etc.

Objectives

- To develop understanding about the curriculum and syllabus of school education level.
- To enable the student-teachers to make analysis between curriculum and text book
- To develop the skill of creative writing
- To develop the skill of reading
- To encourage the student-teachers to prepare the handmade magazine and wall magazine and other writing also.

Unit- wise content

Unit 1: A look into the curriculum, syllabus and text book (from class VI to VIII) 15

- 1.1 Objectives of curriculum
- 1.2 Relationship between text book, syllabus and curriculum
- 1.3 Analysis of the features of the text books
- 1.4 Mapping competencies of language textbook of any class
- 1.5 Preparation of lesson plans from text book of any class
- 1.6 Preparation of lesson based TLM (from at least two lessons of any class)

Unit 2 : Creative Writing 5

- 2.1 Objectives of curriculum
- 2.2 Preparation of a handmade magazine, wall magazine
- 2.3 Comparison among curriculum, syllabus and text book.

2.4 Literary language learning skills : experimental writing, literary expression and critique

Unit 3 : Extensive Reading

15

- 3.1.1 Developing functional reading skills, literary reading skills, critical reading skills (by letter, poster, email, blogs, comments, essay, graphic, reports etc.)
- 3.2 Children literature
- 3.3 Short stories
- 3.4 Biography
- 3.5 Travelogue
- 3.6 Dictionary
- 3.7 Encyclopedia
- 3.8 News paper and magazine

PRACTICUM (Any Two)

5 x 2=10

- Critical analysis of the upper primary language textbook (Class VI - VIII)
- Analysis of the features of the text book of any class (Class VI - VIII)
- Preparation of handmade magazine/ wall magazine (Group Activity)
- Study a children literature and analyse it critically.
- Mapping of competencies of lessons of language textbooks.
- Preparation of lesson plan and its transaction
- Group discussion and sharing on the benefits of the extensive reading.

Internal Assessment

15

- Practicum and Assignment : 10 marks
- Unit test : 5 marks

Instruction to Faculty/Mentor

- The mentor will arrange workshop for curriculum and text book analysis
- Group work for development of handmade magazine etc.
- Mentor will try to build up the habit of the learner to utilize the library understanding for effective reading.
- Mentor will monitor the reading of newspapers by all students during morning assembly.

SIP Activities

- Organize a literary competition.
- Develop a wall magazine/ handmade magazine.
- Conducting, anchoring of an event, interview taking (with help of proper and justified questionnaire, panel discussion on an issue.

Suggested Reading and web links

- Upper primary curriculum prepared by SCERT
- Text Books of Class VI- VIII developed by SCERT
- SishuRashanawali by Navakanta Barua
- Asamiya Sahityar Samitk Shamok Itibritta
- Chandrakanta Abhidhan- Edited by – Dr. Malinee Goswami
- Baro – Othoro: Dr. Homen Borgohain, Editor
- Any children page from daily newspapers
- www.accreditedlanguage.com
- www.languagetesting.com
- www.transparent.com
- National Curriculum Framework 2023

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SCHOOL INTERNSHIP-IV

Semester-4: SCHOOL INTERNSHIP-IV		
Activities to be undertaken		Marks
1.	Lesson planning and classroom transaction (Use of TLM and OER, Art integration, toy based pedagogy/story telling/ sports integrated pedagogy, ICT integration including use of e-contents of Energized textbook/DIKSHA, etc.)	100
2.	Action research on issues related to classroom transaction	25
3.	Preparation of School Development Plan (taking into consideration of class-wise enrolment, class-wise repetition rate, completion rate of students, class-wise drop-out rate, average attendance)	15
4.	Assessment and Evaluation of student's learning outcomes (Preparation of blue print, question paper, answer script analysis and report writing)	40
5.	Writing Reflective diary/journal (with reflection on own teaching and peer teaching)	20
6.	a. Organisation of competition on puppetry, toy making, role play, dance, music etc. b. Planning and organization of activities for art and sports integrated learning linked with Learning Outcomes of subjects with the use of local resources.	10+10=20
7.	Organisation of activities related to work education – preparation of chart based on contents of school subjects, preparation of items such as files, registers, envelope, writing pads, album, etc., plantation, project work on curricular subjects, making items from waste materials etc.	10
8.	Developing health record of students by calculating BMR, BMI and health related physical fitness components.	10
9.	Organization of Workshop on vision, aspiration and purpose of life, value based education, role of science and religion in society.	10
10.	Community work (Each group as specified in the curriculum will undertake the community work in the area as mentioned in the curriculum. After completion of community work, the group will have to submit a report on it to the principal of their respective TEIs)	50
Total		300

Note:

- Internship-IV will be for 12 weeks.
- At an interval of every 15 days, the trainees will have to report at their respective TEIs for review and necessary guidance/feedback.

Guidelines for School Internship-IV:

The interns will undertake the following activities in their respective allotted schools.

1. Activities to be undertaken along with marks earmarked against each activity related to School Internship-IV is enclosed in the table of earlier page.
2. The student trainees will have to carry out practice teaching classes in the schools allotted to them and they are required to prepare at least 10 lesson plans from the selected optional subject.
3. Classroom transaction during internship should be carried out as per Academic Calendar of elementary schools in consultation with concerned Headmaster of that school or concerned class teacher as the case may be.
4. Student trainees have to develop appropriate TLMs to transact their lessons.
5. Student trainees will have to submit (10) ten lesson plans along with the TLMs to their respective TEIs after completing practice teaching classes with duly countersigned by the respective school Heads and Supervisor/Teacher Educator.
6. Break-up marks for Lesson Planning and Classroom transaction along with TLM :
 - (a) Development of Lesson Plans : 20 marks
 - (b) Final Teaching in presence of External Evaluator : 60 marks
 - (c) Viva-voce by the external evaluator : 20 marks

Total : 100 marks
7. The score out of the 100 marks will be given by the External Evaluator only.
8. Final Teaching in presence of External Evaluator is mandatory for all the trainees.
9. For final teaching, one internal faculty member from the respective Teacher Education Institute and One External Evaluator to be appointed by the Controller of Examination.
10. Undertaking Action research: Each intern will conduct ONE action research upon any meaningful and relevant aspect of problems prevalent in the school. They will conduct the action research in a structured format. A report on the action research conducted and countersigned by the Head Master has to be submitted at the TEI immediately after the internship period. (Action Research and Report writing formats are enclosed in corresponding pages)
11. Assessment and Evaluation of student's learning: Each intern will assess and evaluate the children of any class on any subject. For this they will have to previously prepare adequate tools for assessing skills, understanding, knowledge, application. They will prepare the tools on the basis of a blue-print, which will be prepared at TEI in consultation with their concerned Mentor/Faculty
12. Preparation of School Development Plan (SDP): The interns in group of 3/4 members will prepare a school development plan for the school. The plan should have a focus upon the academic achievement of students. Community members/SMC members must be involved in the process of preparing the SDP. The plan will focus on the points mentioned in 3rd row of the table of previous page.
13. Writing Reflective diary/journal: In order to facilitate the interns in writing reflective diary/journal, a format will be developed at the TEI in workshop mode with full participation of the trainees and facilitated by the teacher educators. The reflective diary should be about the activities that would be performed in the schools and would be day-wise for the entire period of internship. Some other themes of the reflective diary/journal may be any innovative

practice undertaken by the intern in school; counselling of students, counselling of parents, school developmental activities, Work education, Art Education, Yoga practices, understanding self by teachers etc. Each intern will submit the reflective diary/journal at TEI with a countersignature of the head teacher of the school.

14. Organization of activities on Art and Creative Education, Work Education, Yoga: The interns in groups of 3/4 members would organize at least two activities for each on Art and Creative Education, Work education and Yoga. Different classes would be taken up by different groups for the activities. The intern in groups will submit the report on the organization of the activities separately at TEI with a countersignature of the head teacher of the school.
15. Community work for 2 weeks: The interns in group of 4/5 members will undertake the following activities in the locality –
 - Campaign/meeting on RTE, 2009
 - Campaign against child-abuse.
 - Campaign on health and sanitation; Swachh Bharat.
 - Participation of community members in school activities.

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Suggested Format for Action Research

Prepared by – Dr. N. K. Gupta NCERT, New Delhi

1. Name of Investigator
2. Complete Address with Phone no
3. E-mail if any
4. Title of the Study
5. Introduction
 - Conceptual Background
 - Need and Justification
 - Theoretical Perspective if any
 - Identification of the problem (broader area)
 - Focus of the study
 - Pin pointing the problem
6. Objectives of the study
7. Research Questions
8. Probable causes of the problem (diagnosing the causes)
9. Action Hypothesis
10. Methodology
 - sample
 - background features
 - procedure-action plan
 - tools to be used
 - data collection
 - organisational framework etc.
11. Monitoring of research outcomes (Self Evaluation)

- (i) Progress after 15 days
 - (ii) Progress after 1 month
 - (iii) Progress after 1.5 month
 - (iv) Progress after 2 months
 - (v) Progress after 2.5 months
 - (vi) Progress after 3 months
 - (vii) Progress after 3.5 months so on
12. Result
 13. Educational Implication
 14. Time budgeting
 15. Money Budgeting
 16. References/bibliography if any

Suggestive Report writing format for an Action Research

Prepared by – Dr. N. K. Gupta NCERT

Title page

Terms Used if any

Index

1. Name of Investigator
2. Complete Address with Phone no
3. E-mail if any
4. Title of the Study

Chapter-I

5. Introduction

- Conceptual Background
- Need and Justification
- Theoretical Perspective if any
- Identification of the problem (broader area)
- Focus of the study
- Pin pointing the problem
- Defining the key terms used

6. Objectives of the study
7. Research Questions
8. Probable causes of the problem (diagnosing the causes)
9. Action Hypothesis

Chapter-II

10. Methodology

- sample
- background features
- procedure-action plan
- tools used along with method of development and characteristics
- data collection
- organisational framework etc.

Chapter-III

11. Review of Related Literature

Chapter-IV

12. Monitoring of research outcomes (Self Evaluation)

- (i) Progress after 15 days
- (ii) Progress after 1 month
- (iii) Progress after 1.5 month
- (iv) Progress after 2 months
- (v) Progress after 2.5 months
- (vi) Progress after 3 months
- (vii) Progress after 3.5 months so on

Chapter-V

13. Data Analysis and finding trends and Discussions

Chapter-VI

14. Result

15. Suggestions for further research if any

16. Educational Implication

17. Time budgeting

18. Money Budgeting

19. References/bibliography if any

Appendix

Annexures

Summary of Action Research

- Title
- Need and Scope
- Objectives
- Research Questions
- Action Hypothesis
- Procedure including tools and sample
- Result
- Suggestions

Abstract

An overview of total action research summary in nearly 150 words

Title

Need/Sample/Area

Objectives in 1-2 lines

Procedure including all items (50-75 words)

Result

(No Research Questions/No action research hypothesis)

Source:-

State Level Seminar on Action Research for Primary School Teachers (Seminar Papers), SCERT
Publication (2007)

GUIDELINES REGARDING INTERNAL ASSESSMENT

1. The TEIs will hold two Unit Tests for each paper. Full Marks for each Unit Test will be 20.
2. Unit Tests will be conducted in the month of March, May, September and November.
3. The TEIs will give at least two classroom written assignments in each paper in addition to other relevant assignments prescribed in the curriculum. **The trainees will not be allowed to do and write these classroom assignments at home.** The reports of the assignments are to be submitted to the concerned faculty members.
4. The other assignments will include project work, field study/visit, paper presentation in seminar, community contact, material preparation etc. relevant to the papers and other activities prescribed in the curriculum. The assignments are to be submitted to the concerned faculty members.
5. The faculty members after evaluating the assignments will return the same to the concerned student trainees for keeping those in their respective portfolio/file.
6. For maintenance of quality teacher education and to foster team works between teacher educators and trainees, a system of mentoring needs to be introduced in the TEIs. On the basis of enrollment and strength of faculty members grouping of trainees will be made, so that every mentor gets a sizable and manageable numbers of trainees under his/her responsibility. The mentors of the groups will guide, supervise, provide support and help the trainees of their respective groups.
7. The TEIs will maintain portfolio for every trainee and for every semester:
 - The trainees will prepare their own portfolio (bag/file/folder etc)
 - The trainees will operate his/her portfolio, which are to be kept in a common and secured place of the institute under the custody of concerned mentor.
 - The trainees will put their every evaluated assignment, copies of unit test and other documents in their own portfolio.
8. The TEIs will maintain a provision, such as register for keeping internal assessment records of every trainee.

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Resource Persons engaged in the review of 2 year D.El.Ed. course –

Advisor : Dr. Nirada Devi, Director, SCERT, Assam

1. Dr. Ajanta Brahma, Addl. Director, SCERT, Assam
2. Dr. Deva Kumar Dutta, Retd. Joint Director, SCERT, Assam
3. Bandana Duari, Retd. Joint Director, SCERT, Assam
4. Karabi Das, Joint Director, SCERT, Assam
5. Manju Phukan, Joint Director, SCERT, Assam
6. Ruksana Saikia, Dy. Director, SCERT, Assam
7. Manaswee Gohain, Inspector of Training, SCERT, Assam
8. Priyanka Borgohain, Lecturer, SCERT, Assam
9. Hemshikha Talukdar, Lecturer, SCERT, Assam
10. Dr. Gayatri Changkakati, Professor, IASE, Guwahati
11. Dr. Pallabi Kalita, Lecturer, IASE, Guwahati
12. Kirti Kamal Bora, Lecturer, DIET, Morigaon
13. Prasanta Sarmah, Lecturer, DIET, Nagaon
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17. Minati Paul Dev, Sr. Lecturer, DIET, Bongaigaon
18. Dipak Kr. Talukdar, Sr. Lecturer, DIET, Baksa
19. Dr. Madhumita Sarma, Sr. Lecturer, DIET, Darrang
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21. Indrani Borgohain, Sr. Lecturer, DIET, Nagaon
22. Bhanu Deka, Sr. Lecturer, DIET, Dhubri
23. Raju Baruah, Sr. Lecturer, DIET, Karbi Anglong
24. Samhita Malini Baruah, Sr. Lecturer, DIET, Morigaon
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26. Dipankar Chakraborty, Sr. Lecturer, DIET, Golaghat
27. Dhiraj Mohan Bharali, Sr. Lecturer, DIET, Barpeta
28. Gitika Dutta Sarma, Lecturer, DIET, Nalbari
29. Dr. Dipannita Saharia, Lecturer, DIET, Nalbari
30. Harekrishna Talukdar, Lecturer, Attached to DIET, Nalbari
31. Bidisha Konwar, Lecturer, DIET, Kokrajhar
32. Dabbu Baglary, Lecturer, DIET, Karbi Anglong

Resource Persons involved in the finalization of the Curriculum

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Examination Branch that supported in review of the Curriculum

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2. Manaswee Gohain, Inspector of Training, SCERT, Assam
3. Biswajit Deka, Lecturer, Golaghat, Assam
4. Krishna Baruah, LDA, SCERT, Assam
5. Rajkumar Das, Stenographer, DIET, Dibrugarh, Assam
6. Dhruba Jyoti Das, LDA, SCERT, Assam

DTP Operator

1. Mustak Ali
2. Hemanta Kumar
