

**Syllabus (1<sup>st</sup> Major-Education-ITEP)**  
**Integrated Teacher Education Programme with Secondary-Stage-Specialization**  
**Dhakuakhana College (Autonomous), 2025**

<b>Course Code</b>	<b>:</b>	<b>ITPFE101</b>
<b>Semester</b>	<b>:</b>	<b>I</b>
<b>Course Title</b>	<b>:</b>	<b>Evolution of Indian Education</b>
<b>Nature of the Course</b>	<b>:</b>	<b>Foundations of Education</b>
<b>Total Credit assigned</b>	<b>:</b>	<b>4</b>
<b>Distribution of Marks</b>	<b>:</b>	<b>End Semester: 60    In Semester: 40</b>
<b>Distribution of Credits</b>	<b>:</b>	<b>Lecture (54), Tutorial (6)</b>

**About the Course**

The course seeks to develop an understanding among student teachers of the evolution of education in India that would allow student teachers to locate themselves within the larger system of education. The course aims at orienting student teachers to the historical perspective of Indian education including the development and features of education in ancient India such as the Gurukuls, post-Vedic period, during Mauryan and Gupta empires, during colonial era and post-independence period, and future perspectives about education development in India, and progression from Education 1.0 to Education 4.0 etc. This course also provides an overview of the contribution of Indian thinkers to evolve Indian Education system – Savitribai and Jyotiba Phule, Rabindranath Tagore, Swami Vivekananda, Mahatma Gandhi, Sri Aurobindo, Gijubhai Badheka, Pt. Madanmohan Malaviya, Jiddu Krishnamurti, Dr. Bhima Rao Ambedkar and others.

**Course Objectives:** The objectives of the Course are to

- enable the student teachers to develop an understanding of genesis, vision, and evolution of education in ancient India to the contemporary India.
- enable the student teachers to shape their educational perspective to act as an effective teacher.

<b>Unit and allotted Marks</b>	<b>Contents</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Total contact hour</b>
<b>I (15 Marks)</b>	<b>Ancient Indian Education: Vedic Period</b> <b>A.</b> Vision, objectives and salient features of Vedic Education System. <b>B.</b> Teaching and Learning Process. <b>C.</b> Development of educational institutions: Finances and Management. <b>D.</b> Famous Educational institutions in Vedic Period <b>E.</b> Guru-Shishya relationship in Vedic Period. <b>F.</b> Education at the time of Epics: Ramayana and Mahabharata.	12	1		13
<b>II (15 Marks)</b>	<b>Ancient Indian Education: Buddhist and Jain Period</b> <b>A.</b> Vision, objectives and salient features of Buddhist and Jain Education System. <b>B.</b> Teaching and Learning Process.	12	1		13

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	<b>C.</b> Finance and Management of Educational Institutions. <b>D.</b> Educational Institutions: Nalanda, Taxila, Vikramshila, Vallabhi, Nadia. <b>E.</b> Famous Guru-Shishya.				
<b>III (10 Marks)</b>	<b>Post-Gupta Period to Colonial Period</b> <b>A.</b> Vision, objectives, brief historical development perspective as well as salient features of Education in India. <b>B.</b> Teaching and Learning Process. <b>C.</b> Finance and Management of educational institutions	10	1		11
<b>IV (20 Marks)</b>	<b>Modern Indian Education</b> <b>A.</b> Colonial Education in India <ul style="list-style-type: none"> <li>• Woods Despatch, Macaulay Minutes and Westernization of Indian Education</li> </ul> <b>B.</b> Shiksha ka Bhartiyakaran (Indigenous Interventions in Education) (Bird's eye view of their contribution) <ul style="list-style-type: none"> <li>- Swadeshi and Nationalist attempts of educational reforms with special reference to general contribution of Indian thinkers – Savitribai and Jyotiba Phule, Rabindranath Tagore, Swami Vivekananda, Mahatma Gandhi, Sri Aurobindo, Gijubhai Badheka, Pt. Madanmohan Malaviya, Jiddu Krishnamurti and Dr. Bhima Rao Ambedkar others – to the education systems of India.</li> </ul> <b>C.</b> Education in Independent India <ul style="list-style-type: none"> <li>• Overview of Constitutional values and educational provisions.</li> <li>• Citizenship Education:</li> <li>• Qualities of a good citizen.</li> <li>• Education for fundamental rights and duties.</li> <li>• Overview of 20th Century Committees, Commissions and Policies.</li> <li>• UEE, RMSA, RTE Act 2009: Overview and impact.</li> <li>• NEP 2020: vision and implementation for a vibrant India.</li> </ul>	20	3		23
	<b>Total</b>	<b>54</b>	<b>6</b>		<b>60</b>

**Mode of Transaction**

The course content transaction will include the following:

- Planned lectures infused with multimedia /power-point presentations.
- Small group discussion, panel interactions, small theme-based seminars, group

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discussions, cooperative teaching and team teaching, selections from theoretical readings, case studies, analyses of educational statistics and personal field engagement with educationally marginalized communities and groups, through focus group discussion, surveys, short term project work etc.

- Hands on experience of engaging with diverse communities, children, and schools.

**Mode of In-semester Assessment**

**40 Marks**

- |  |                |
|--|----------------|
| 1. Two Internal Examinations                         | 10+10=20 Marks |
| 2. Others -  | 20 Marks       |
| • Attendance   | 05 Marks       |
| • Seminar presentation on any of the relevant topics | 05 Marks       |
| • Any two activities of the following:               | 5+5=10 Marks   |

1. Prepare a report highlighting educational reforms with special reference to school education in the light of NEP 2020.
2. Critically analyse the concept of good citizen from the perspective of education for democratic citizenship.
3. Compare vision, objectives, and salient features of education during different periods.
4. Working out a plan to develop awareness, attitude and practices related to Fundamental Rights or fundamental duties or democratic citizenship qualities, execute it in the class and write the details in form of a report.
5. Sharing of student experiences (in groups) related to Indian constitutional values, help them to reshape their concept and enable them to develop vision, mission and objectives for a school and their plan to accomplish the objectives in form of a group report.
6. Analyses of current educational strengths and weaknesses of one's own locality and work out a critical report.
7. Visit to places of educational significance and value centers and develop a project report.
8. Observation of unity and diversity in a social locality and matching it with unity and diversity in the class and work out a plan for awareness for national-emotional integration for class to develop awareness, attitudes, skills, and participatory values, execute it in the class and report the details.

**Learning Outcomes**

After completion of this course, student teachers will be able to:

- discuss genesis, vision, and evolution of education in ancient India to the contemporary India,
- enable themselves to shape their educational perspective to act as an effective teacher.

**Suggestive Reading Materials**

Teachers may suggest books/readings as per the need of the learners and learning content

1. Dr Adhikary Borah, A. (2022). Contemporary India and Education. Guwahati: Mani Manik Publication
2. Dr Chaliha Kumar Beda, Saikia Tarun, Saikia Borah Runu (2024). Foundations of Education = II: Published by Bidya Bhawan, Jorhat-I
3. Dr Deka, N., Dr Ali, L. (2020). Great Educators and Educational Thoughts. Dibrugarh: Banalata Publication

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4. Dr Devi, R. (1993). Bharatar Sikshar Itihakh. Guwahati: Ajay Kumar Dutta Student's Stores Publication.
5. Goswami, D. (2021). Philosophy of Education. Guwahati: DVS Publication
6. Harvey, P. (2013), An Introduction to Buddhism: Teaching, History and Practices. New Delhi: Cambridge University Press. (First South Asia Edition)
7. Radhakrishnan, S (2012). Indian Philosophy (Vol. I and Vol. II). New Delhi: Oxford University Press (Seventh Impression)
8. Saikia, J., Saikia, T., Borah, Saikia. Das, P., Rajkhuwa, P. (2022). Mohan sikshabid aru Saikhik Sintadhara. Jorhat: Vidya Bhawan Publishing House.
9. Sarma, Deba, Mishra & Chakravarty. (2000) Snatak Mahalar Bharatar Sikhar Itihas, Guwahati.
10. Sarma, M.K. (2013). Bharatar Sikhar Itihas, Dibrugarh: Banalata.
11. Sarma, Mukul (2012). Philosophical & Sociological Foundation of Education, published by EBH Publishers (India).
12. Sharma, R. N. & R. K. Sharma, (2004). History of Education in India. Atlantic
13. Sharma, T.K. (2008) . Bharatar Sikha Bikasar Itihas aru Samasyawli. Dibrugarh: Banalata.
14. Sharma, T.K & Goswami, R.K. (2009). Bharatar Sikhar Buranjee. Dibrugarh: Banalata.
15. Tripathy, M. (2013). Gandhi on Education: Concepts and Relevance. New Delhi: Cyber Tech Publications.

Teachers may also suggest books/readings as per the need of the learners  
and learning contents.

Course Code	:	ITPAE101
Semester	:	I
Course Title	:	ভাষা আৰু যোগাযোগ দক্ষতা
Nature of the Course	:	AEC
Total Credit assigned	:	4
Distribution of Marks	:	End Semester: 60, In Semester: 40
Distribution of Credits	:	Lecture (51), Tutorial (07), Practical (02)

### ৫.১.১ পাঠ্যক্রমৰ পৰিচয় -

শিক্ষণ প্ৰক্ৰিয়াৰ সৈতে ভাষাৰ এক এবাৰ নোৱৰা সম্পৰ্ক আছে। ভাষাই ব্যক্তিক নতুন ধাৰণা বুজাৰ লগতে সেই নব্য ধাৰণাৰ আদান-প্ৰদানকৰণ আৰু আন ব্যক্তিৰ সৈতে চিন্তাৰ যোগাসূত্ৰ স্থাপন কৰিবলৈ সক্ষম আৰু কৌশলী কৰি তোলে। শিক্ষা আহৰণত ভাষাৰ ভূমিকা বিষয়ক পূৰ্ণ উপলব্ধিৰ হেতু সৰ্বপ্ৰথমে ভাষাৰ ধাৰণা সন্দৰ্ভত এক সামগ্ৰিক দৃষ্টিভঙ্গী গঢ়ি তুলিব লাগিব। ভাষাৰ গাঁথনিগত, সাহিত্যিক, সমাজবৈজ্ঞানিক, সাংস্কৃতিক, মানসিক তথা কলাত্মক দিশসমূহৰ প্ৰতি যথোপযুক্ত গুৰুত্ব বহন কৰি বহুমাত্ৰিক দৃষ্টিৰে সম্পৰীক্ষা চলোৱাটো প্ৰয়োজন। 'ৰাষ্ট্ৰীয় শিক্ষা নীতি ২০২০'-অত সামগ্ৰিক শিক্ষাৰ অংশ হিচাপে ভাষাৰ দক্ষতা সৃষ্টি তথা উত্তৰণৰ কথা চিন্তা কৰা হৈছে। জ্ঞানাত্মক বিকাশ আৰু শিক্ষাৰ্থীসকলৰ উন্নত ব্যক্তিত্ব গঢ়ি তোলাৰ উদ্দেশ্যে ভাষিক দক্ষতা বৃদ্ধিৰ প্ৰয়োজনৰ ওপৰত নতুন শিক্ষানীতিত গুৰুত্ব আৰোপ কৰা হৈছে। শিক্ষকতা সেৱা গ্ৰহণ কৰিবলৈ ইচ্ছুক শিক্ষাৰ্থীসকলে শ্ৰৱণ, পঠন, লিখন আৰু কথনৰ দৰে ভাষিক দক্ষতাৰাজি ফলপ্ৰসূভাৱে প্ৰদৰ্শন কৰাৰ ক্ষমতা বৃদ্ধি কৰা এই পাঠ্যক্রমৰ লক্ষ্য হৈছে। যিকোনো ধৰণৰ শাখাৰ পাঠদান, সফল যোগাযোগ স্থাপন আৰু দৈনন্দিন জীৱনৰ কাম-কাজৰ বাবে ভাষা শিক্ষণৰ উল্লিখিত চাৰিটা বৈশিষ্ট্যৰ দক্ষতা অৰ্জন কৰাটো প্ৰয়োজনীয়। এই পাঠ্যক্রমৰ দ্বাৰা শিক্ষকতামুখী ছাত্ৰ-ছাত্ৰীসকলে ব্যৱহাৰিক অনুশীলনৰ আধাৰত বিশ্লেষণধৰ্মী চিন্তন, বোধগত পঠন আৰু ধাৰণাগত অনুধাৱনৰ কলা-কৌশলসমূহ আয়ত্ত কৰিব পাৰিব।

### ৫.১.২ পাঠ্যক্রমৰ উদ্দেশ্য -

- ক) ছাত্ৰ-ছাত্ৰীৰ ভাষাগত দক্ষতা বিকাশ সাধন কৰা।
- খ) ছাত্ৰ-ছাত্ৰীক ফলপ্ৰসূ যোগাযোগৰ বাবে যোগ্য কৰি তোলা।
- গ) যোগাযোগৰ চাৰিওটা দিশ-পঠন, শ্ৰৱণ, লেখন আৰু কথন কলাৰ বিষয়ে অৱগত কৰা আৰু কৌশলী কৰি তোলা।
- ঘ) ভাষাৰ ব্যাকৰণগত দিশ সম্বন্ধে সচেতন কৰা।

গোট নং	অন্তৰ্ভুক্ত শিতান	বক্তৃতা	অনুশীক্ষণ	ব্যৱহাৰিক	মুঠ শ্ৰেণী
১ (১২ নম্বৰ)	<p><b>ভাষা, যোগাযোগ আৰু বোধক্ষমতা</b></p> <p>ক) ভাষা, যোগাযোগ আৰু বোধ - ভাষাৰ সংজ্ঞা, উৎপত্তি, ক্ৰমবিকাশ, বৈশিষ্ট্য আৰু কাৰ্যকলাপ, ভাষা-সমাজ-সংস্কৃতিৰ আন্তঃসম্বন্ধ, ভাৰতৰ দ্বি/বহুভাষিকতা, ভাষা শিকণ, অনুবাদ, ভাষা আৰু নব্য যুগীয় প্ৰযুক্তি, যোগাযোগৰ মাধ্যম হিচাবে ভাষা আৰু বোধক্ষমতাৰ বিকাশক ৰূপে ভাষাৰ ভূমিকা, ভাষা নীতি আৰু পৰিকল্পনা, ভাষিক মান নিৰূপণ, ভাষিক বৈচিত্ৰ্য -- আঞ্চলিক আৰু সামাজিক বৈচিত্ৰ্য, মান্য ভাষা, উপভাষা</p> <p>খ) যোগাযোগৰ স্বৰূপ আৰু প্ৰক্ৰিয়া -- সংজ্ঞা আৰু শ্ৰেণীবিভাজন</p> <p>গ) যোগাযোগ প্ৰক্ৰিয়া, যোগাযোগৰ প্ৰকাৰ -- আনুষ্ঠানিক আৰু অনানুষ্ঠানিক যোগাযোগ, মৌখিক আৰু লিখিত</p>	১০	১		১১

	যোগাযোগ, যোগাযোগৰ প্ৰতিবন্ধক				
	ঘ) যোগাযোগত ডিক'ডাৰৰ ভূমিকা, মুখামুখি আৰু বক্ৰীয় যোগাযোগ				
২ (১০ নম্বৰ)	<b>ব্যাকৰণ</b> ক) ধ্বনিবিজ্ঞান, ৰূপতত্ত্ব - ধ্বনি, বৰ্ণ, উপধ্বনি, ধ্বনি আৰু বৰনৰ সাদৃশ্য-বৈসাদৃশ্য, ধ্বনিৰ শ্ৰেণীবিভাজন, অক্ষৰ, আখৰ, শাসাঘাত, স্বৰ, সুৰ খ) ৰূপবিজ্ঞান, ৰূপতত্ত্ব - বিভিন্ন ৰূপৰ পৰিচয়, ৰূপ চিনাক্তকৰণ, শব্দগঠন প্ৰক্ৰিয়া, শব্দভাণ্ডাৰ গ) বাক্যবিজ্ঞান, বাক্যতত্ত্ব - বাক্যগঠন প্ৰক্ৰিয়া, বাক্যৰ শ্ৰেণীবিভাজন ঘ) অৰ্থবিজ্ঞান, অৰ্থতত্ত্ব - অৰ্থৰ স্বৰূপ, প্ৰকাৰ, অৰ্থবিস্তাৰ, অৰ্থসংকোচ, অৰ্থ সংশ্লেষ	৮	১		৯
৩ (৮ নম্বৰ)	<b>পঠন কলা</b> ক) পাঠ বোধ - পঠনৰ প্ৰকাৰ, অৰ্থ আৰু শৈলী, পাৰস্পৰিক ভাৱ বিনিময়ৰ মাধ্যম হিচাবে পঠনকলা, ছাত্ৰ-ছাত্ৰীৰ পঠনদক্ষতা আৰু বিশ্লেষণাত্মক পঠন ক্ষমতা বৃদ্ধি কৰা, পঠনৰ দ্বাৰা শব্দভাণ্ডাৰ সমৃদ্ধকৰণ খ) জটিল পাঠৰ বৈশিষ্ট্য, পাঠৰ অভিধানগত আৰু ব্যঞ্জনাময় অৰ্থ উদ্ধাৰ কৰা গ) আধাৰ পাঠ, শব্দভাণ্ডাৰ সমৃদ্ধকৰণ	৭	১		৮
৪ (৮ নম্বৰ)	<b>লেখন কলা</b> ক) কথন আৰু লেখন, লেখনৰ প্ৰকাৰ, উদ্দেশ্যধৰ্মী লেখন (ৰচনা, প্ৰবন্ধ, প্ৰতিবেদন) খ) ভাষা আৰু লেখনশৈলী - নতুন শব্দৰ সৈতে সমায়োজন, পৰিভাষা গ) সাৰাংশ লেখন	৫	১		৬
৫ (৬ নম্বৰ)	<b>কথন কলা</b> ক) শিক্ষণৰ বাবে কথন আৰু কথনৰ বাবে শিক্ষণ, কথনকলা বিকাশৰ বাবে বক্তৃতা, আকস্মিক বক্তৃতা, আলোচনা, তৰ্ক, কাহিনীকথন খ) কথনত সংস্কৃতিৰ ভূমিকা গ) উপস্থাপন আৰু কথনশৈলী, বৰ্ণনাধৰ্মী শৈলীৰ অনুশীলন, শৰীৰ ভাষা, কণ্ঠকলা, উচ্চাৰণ, কথন কলাত শ্ৰোতাৰ সৈতে সম্বন্ধ স্থাপন	৬	১		৭
৬ (৫ নম্বৰ)	<b>শ্ৰৱণ কলা</b> ক) শ্ৰৱণৰ প্ৰয়োজন, শ্ৰেণীবিভাগ, কৌশল খ) ভাল শ্ৰৱণৰ আদৰ্শগুণ, পাঠ্যক্ৰমত শ্ৰৱণৰ ভূমিকা, টীকা প্ৰস্তুত গ) শ্ৰৱণ বোধ - বাণীবদ্ধ পাঠ/বক্তব্য, পঠন সুৰ	৫		২	৭
৭ (৬ নম্বৰ)	<b>বিদ্যায়তনিক লেখা</b> ক) বিদ্যায়তনিক লেখাৰ উপাদান আৰু কৌশল, বিদ্যায়তনিক	৫	১		৬

	ভাষাৰ সমৃদ্ধকৰণ				
	খ) বিশ্লেষণধৰ্মী, সমালোচনাত্মক আৰু ব্যাখ্যাত্মক চিন্তাৰ বিকাশ				
৮ (৫ নম্বৰ)	সমালোচনাত্মক চিন্তন ক) সমালোচনাত্মক দক্ষতাৰ বিকাশ, সমালোচনাত্মক ব্যাখ্যা, ধাৰণাৰ বিকাশ আৰু যুক্তিৰ মূল্যায়ন খ) সমস্যাৰ পৰ্যবেক্ষণ, বৰ্ণনা, তুলনা, ৰূপায়ণ তথা মূল্যায়ন	৫	১		৬
মুঠ		৫১	০৭	০২	৬০

### ৫.১.৩ পাঠদানৰ শৈলী-কৌশল-

এই পাঠ্যক্ৰমৰ পাঠদানৰ বাবে যোগাযোগমূলক বক্তৃতা, নিদানমূলক আৰু ব্যৱহাৰিক অনুশীলন যেনে আলোচনা, প্ৰকল্প, কৰ্মশালা আৰু ভাষা-সজাগতা কাৰ্যকলাপৰ সহায় ল'ব পাৰিব। শ্ৰেণীকোঠাৰ আলোচনাত্মক শিক্ষণ পদ্ধতিৰ বোধ দিয়া, ছাত্ৰ-ছাত্ৰীৰ মাজত সমালোচনাত্মক চিন্তা/সমস্যা সমাধানৰ ক্ষমতা বিকাশ কৰাই এই পাঠদানৰ উদ্দেশ্য। ছাত্ৰ-ছাত্ৰীসকলে শ্ৰেণীৰ পূৰ্বে নিৰ্ধাৰিত অধ্যায়/ প্ৰবন্ধ পঢ়িব লাগিব আৰু পাঠ্যক্ৰমত ছাত্ৰ-ছাত্ৰীৰ সক্ৰিয় অংশগ্ৰহণ কৰিব লাগিব।

### ৫.১.৪ আভ্যন্তৰীণ মূল্যায়নৰ পদ্ধতি -

৪০

ক) দুটা ঋতুকালীন পৰীক্ষা	১০+১০=২০
খ) শ্ৰেণীত উপস্থিতি	০৫
গ) আলোচনা পত্ৰ উপস্থাপন	০৫
ঘ) তলৰ যিকোনো দুটা অনুশীলন	০৫+০৫=১০

১. কথনকলা আৰু উচ্চাৰণৰ দৃষ্টিৰে এটা বাণীবন্ধ ভিডিঅ' বিশ্লেষণ কৰি এক প্ৰতিবেদন যুগুত কৰা।
২. একোটা বিষয়ৰ সমস্যা নিৰ্বাচন, পৰ্যবেক্ষণ, বৰ্ণনা আৰু ৰূপদানেৰে মূল্যায়ন কৰা।
৩. পাঠ্যক্ৰমৰ শিক্ষণ অভিজ্ঞতাসমূহ ছাত্ৰ-ছাত্ৰীসকলে দৈনন্দিন জীৱনত কিদৰে প্ৰয়োগ আৰু প্ৰতিফলন কৰিব, সেই বিষয়ে এক প্ৰতিবেদন প্ৰস্তুত কৰা।

### ৫.১.৫ শিকণ পৰিণতি -

এই পাঠ্যক্ৰম শিকণৰ অন্তত শিক্ষাৰ্থীসকলে----

- ক) সক্ৰিয় তথা ফলপ্ৰসূ শ্ৰৱণ, পঠন, লিখন আৰু কথনৰ দৰে ভাষিক দক্ষতাৰাজিৰ যথাযথ জ্ঞান আহৰণ কৰিব পাৰিব।
- খ) ভাষা আৰু শিক্ষণ বা জ্ঞান আহৰণৰ মাজৰ সমন্বয়সূত্ৰ উপলব্ধি কৰি সফল যোগাযোগৰ কৌশল আহৰণ কৰিব পাৰিব।
- গ) ভাষাৰ জৰিয়তে আন্তঃব্যক্তিগত সম্পৰ্ক গঢ়াৰ লগতে সামাজিক যোগাযোগৰ কলা-কৌশল অৰ্জন কৰিব।

### ৫.১.৬ পঠন সামগ্ৰী/প্ৰসংগপুথি(পৰামৰ্শমূলক)-

১. কোঁৱৰ, অৰ্পনা, ভাষাবিজ্ঞান উপক্ৰমণিকা, বনলতা, ডিব্ৰুগড়
২. গোস্বামী, গোলোকচন্দ্ৰ, অসমীয়া ভাষাৰ উচ্চাৰণ, বীণা লাইব্ৰেৰী, গুৱাহাটী
৩. দত্তবৰুৱা, ফণীন্দ্ৰ নাৰায়ণ, প্ৰয়োগ ভাষাবিজ্ঞানৰ ৰূপৰেখা, বনলতা, গুৱাহাটী
৪. দাস, হৰিৰাম, অসমীয়া মাতৃভাষা শিক্ষণ পদ্ধতি, সৰস্বতী প্ৰকাশন, গোলাঘাট
৫. নেওগ, মহেশ্বৰ, নিকা অসমীয়া ভাষা, কৌস্তভ প্ৰকাশন, ডিব্ৰুগড়
৬. ফুকন পাটগিৰি, দীপ্তি, ভাষাতত্ত্ব, বনলতা, গুৱাহাটী
৭. বৰা, সত্যনাথ, বহল ব্যাকৰণ, বাণী মন্দিৰ
৮. মহন্ত, নীৰাজনা, যোগাযোগ কলা, বনলতা, ডিব্ৰুগড়
৯. হাজৰিকা, দেৱপ্ৰতীম (সম্পা.), ভাষা অন্বেষণ, সম্প্ৰীতি, গুৱাহাটী

Syllabus (1<sup>st</sup> Major-Education-ITEP)  
Integrated Teacher Education Programme with Secondary-Stage-Specialization  
Dhakuakhana College (Autonomous), 2025  
Course Code : ITPAE102  
Semester : I

Course Title : भाषा और संचार दक्षता  
Nature of the Course : AEC  
Total Credit assigned : 4  
Distribution of Marks : End Semester: 60, In Semester: 40  
Distribution of Credits : Lecture (51), Tutorial (07), Practical (02)

### 5.1.1 पाठ्यक्रम परिचय-

भाषा का सभी प्रकार की शिक्षा से अविभाज्य संबंध होता है। भाषा व्यक्ति को नए विचारों को समझने, विचारों का आदान-प्रदान करने और अपने साथी प्राणियों के साथ संवाद स्थापित करने में सक्षम बनाती है। शिक्षा में भाषा की भूमिका को पूरी तरह समझने के लिए भाषा के प्रति एक समग्र दृष्टिकोण विकसित करना आवश्यक है। भाषा को एक बहुआयामी परिप्रेक्ष्य में देखे जाने की आवश्यकता है, जिसमें इसके संरचनात्मक, साहित्यिक, समाजशास्त्रीय, सांस्कृतिक, मनोवैज्ञानिक और सौंदर्यात्मक पक्षों को उचित महत्व दिया जाए। राष्ट्रीय शिक्षा नीति 2020 भाषा कौशलों को समग्र शिक्षा का एक भाग मानते हुए इन्हें विकसित करने की कल्पना करती है। यह नीति बेहतर संज्ञानात्मक विकास और शिक्षार्थियों के संतुलित व्यक्तित्व निर्माण के लिए भाषाई कौशलों को सुदृढ़ करने की आवश्यकता पर बल देती है। यह पाठ्यक्रम भावी अध्यापक-शिक्षार्थियों को सुनने, बोलने, पढ़ने, लिखने तथा भाषाई कौशलों को प्रभावी रूप से प्रदर्शित करने की क्षमता विकसित करने के लिए तैयार किया गया है। भाषाई कौशल जैसे कि सुनना, बोलना, पढ़ना, लिखना और प्रभावी ढंग से बोलना सभी शैक्षणिक विषयों में ज्ञान के निर्माण, कार्य क्षेत्र में प्रभावी सहभागिता और दैनिक जीवन में अर्थ निर्माण के लिए मूलभूत हैं। इस पाठ्यक्रम के माध्यम से छात्र पठन-कौशल में दक्षता बढ़ा सकेंगे, जिसमें समझ, विचार, विश्लेषण और संकल्पना निर्माण की क्षमता सम्मिलित है। यह पाठ्यक्रम अध्यापक-शिक्षार्थियों की समालोचनात्मक सोच और प्रभावी संप्रेषण कौशलों को विकसित करने का प्रयास करता है। इसमें व्यावहारिक गतिविधियाँ और सत्र शामिल हैं, जो छात्र-अध्यापकों को विभिन्न परिस्थितियों में भाषाई कौशलों के विकास और प्रयोग में सहायता प्रदान करते हैं।



### 5.1.2 पाठ्यक्रम उद्देश्य:

- क) शिक्षार्थियों का भाषागत दक्षता का विकास करना।
- ख) शिक्षार्थियों को संचार के योग्य बनाना।
- ग) संचार के चारों आयाम- पठन, श्रवण, लेखन और कथन कला के विषय में जानकारी देना और भाषाई में निपुण बनाना।
- घ) भाषाई कौशल व्याकरण के संबंध में जागरूक करना।

इकाई	विषय सूची	L	T	P	Total Hour
1 (12 marks)	<p><b>भाषा, संचार और संज्ञान</b></p> <p>क) भाषा, संचार और संज्ञान: भाषा की परिभाषाएँ और कार्य। संचार के प्रकार, भाषा, संस्कृति और समाज। भारत में द्विभाषिकता/बहुभाषिकता, भाषा अधिग्रहण, अनुवाद, औपचारिक और अनौपचारिक संचार, मौखिक और अमौखिक संचार, इशारे, भाषा कौशल (सुनना, बोलना, पढ़ना और लिखना) और नई तकनीकों। संचार के साधन के रूप में भाषा और संज्ञान के माध्यम के रूप में भाषा।</p> <p>ख) संचार की प्रकृति और प्रक्रिया, सिद्धांत, परिभाषा और प्रकार। भाषा: परिभाषा, विशेषताएँ, कार्य। भाषा और समाज, भाषा विविधता, भाषा और उपभाषा, भाषा नीति और भाषा नियोजन, भाषा मानकीकरण। भारतीय संदर्भ में बहुभाषिकता, संचार के साधन के रूप में भाषा और संज्ञान के माध्यम के रूप में भाषा।</p> <p>ग) संचार की प्रक्रिया, संचार में बाधाएँ, लिखित और मौखिक संचार। प्रारंभिक समय से नई युग तक मानव संचार की कहानी, भाषा विविधता, बहुभाषिकता।</p> <p>घ) संचार का संदर्भ, डिक्कोडर की भूमिका, आमने-सामने की बातचीत, बारी-बारी से बोलना। बातचीत, विनम्रता के सिद्धांत, शुरुआत और समाप्ति, क्षेत्रीय विविधता, सामाजिक विविधता, मानक भाषा।</p>	10	1		11

2 (10 marks)	<b>व्याकरण</b> क) भाषण ध्वनियों और अक्षरों का वर्गीकरण, बलाघात, स्वर, स्वर-भार, स्वर-लय और विराम, शब्द-भेद, रूपिम्ओं की पहचान, शब्द निर्माण की प्रक्रियाएँ, वाक्य—सरल, संयुक्त और मिश्रित, अर्थविज्ञान और प्रयोगविज्ञान, शब्दार्थविज्ञान, भाषण कृत्य। ख) भाषाओं में भाषण ध्वनियों का उत्पादन, अतिखंडीय तत्व: बलाघात, स्वर, स्वर-भार, स्वर-लय, शब्द निर्माण की प्रक्रियाएँ, वाक्य निर्माण, अर्थविज्ञान और प्रयोगविज्ञान। ग) रूपिम्ओं की पहचान, शब्द निर्माण की प्रक्रियाएँ, वाक्य निर्माण, शब्दावली निर्माण, प्रयोगविज्ञान और भाषण कृत्य। घ) भाषा में ध्वनि उत्पादन, नए शब्दों का निर्माण, भाषण कृत्य।	8	1		9
3 (8marks)	<b>पठन कौशल</b> क) पठन समझ, पठन के प्रकार, पाठ, अर्थ और संदर्भ, पठन एक संवादात्मक प्रक्रिया के रूप में, छात्रों को सक्रिय पाठक बनाने और आलोचनात्मक पठन कौशल विकसित करने के लिए रणनीतियाँ, पाठ के शाब्दिक और व्यंजक पहलुओं की समझ, पठन के माध्यम से शब्दावली विकास। ख) वे विशेषताएँ जो पाठ को जटिल बनाती हैं पठन एक संवादात्मक प्रक्रिया के रूप में, छात्रों को सक्रिय पाठक बनाने और आलोचनात्मक पठन कौशल विकसित करने के लिए रणनीतियाँ, पाठ के शाब्दिक और व्यंजक पहलुओं की समझ, पठन के माध्यम से शब्दावली विकास। ग) अनुशासन-आधारित पाठों का पठन, शब्दावली विकास।	7	1		8
4 (8marks)	<b>लेखन कौशल</b> क) भाषण बनाम लेखन, लेखन के प्रकार, विशिष्ट उद्देश्यों के लिए लेखन (निबंध, पत्र और रिपोर्ट लेखन)। ख) लेखन की भाषा और शैली, नए शब्दों से निपटना (शैक्षणिक शब्दावली निर्माण)। ग) सारांशण और पुनःव्याख्या तकनीकें।	5	1		6

5 (6marks)	<b>कथन कौशल</b> क) सीखने के लिए बोलना और बोलने के लिए सीखना, स्थितिजन्य वार्तालाप और भूमिका निभाना, बोलने के विकास के लिए कार्य/गतिविधियाँ (भाषण, वाक् कला, चर्चा, वाद-विवाद, कहानी कहने, चित्रण)। ख) बोलने के विकास के लिए गतिविधियाँ, भूमिका निभाना, बोलने पर संस्कृति का प्रभाव। ग) प्रस्तुति और बोलने के कौशल, कथा कौशल का अभ्यास, शारीरिक भाषा, आवाज़ और उच्चारण, रुचि उत्पन्न करना और श्रोताओं के साथ संबंध स्थापित करना।	6	1		7
6 (5marks)	<b>श्रवण कौशल</b> क) सुनना क्यों महत्वपूर्ण है, सुनने के प्रकार, सुनने की रणनीतियाँ। ख) अच्छे सुनने के व्यवहार का आदर्श प्रस्तुत करने की आवश्यकता, पाठ्यक्रम में सुनना, नोट लेना। ग) सुनने की समझ और रिकॉर्ड की गई भाषण/पाठ, विभिन्न उच्चारणों की समझ।	5		2	7
7 (6marks)	<b>शैक्षणिक लेखन</b> क) शैक्षणिक लेखन के अवयव, शैक्षणिक भाषा का विकास, शैक्षणिक लेखन कौशल विकसित करने के लिए गतिविधियाँ। ख) आलोचनात्मक, विश्लेषणात्मक और व्याख्यात्मक सोच कौशल का विकास। ग) विश्लेषण करना सीखना।	5	1		6
8 (5marks)	<b>आलोचनात्मक सोच</b> क) आलोचनात्मक सोच क्षमताओं को बढ़ाना, आलोचनात्मक व्याख्या, अपने विश्वासों और मूल्यों पर प्रश्न उठाना और उन्हें चुनौती देना, विचारों का विकास और तर्क का मूल्यांकन करना। ख) किसी समस्या का अवलोकन करना, उसका वर्णन करना, समस्या को रूपरेखा देना, तुलना करना और मूल्यांकन करना।	5	1		6
Total		51	7	2	60

## प्रस्तावित शिक्षण विधि

इस पाठ्यक्रम को पढ़ाने में इंटरएक्टिव व्याख्यान, ट्यूटोरियल, और व्यावहारिक गतिविधियों का मिश्रण शामिल होगा, जैसे कि चर्चा, भूमिका-निभाना, परियोजनाएँ, सिमुलेशन, कार्यशालाएँ, और भाषा-संवेदनशीलता गतिविधियाँ। शिक्षण का उद्देश्य कक्षा में चर्चा, आलोचनात्मक सोच/समस्या समाधान क्षमताओं का विकास करना है और यह भी ध्यान केंद्रित करेगा कि हमारे दैनिक जीवन में ऐसे कौन से कार्य होते हैं जिनमें भाषा कौशलों का स्वाभाविक एकीकरण होता है। छात्रों से अपेक्षित है कि वे सत्र से पहले निर्धारित अध्याय/लेख पढ़ें और पाठ्यक्रम में सक्रिय भागीदारी करें।

### Mode of In-semester Assessment

**40 Marks**

1. Two Internal Examinations

10+10=20 Marks

2. Others -

20 Marks

- Attendance

05 Marks

- Seminar presentation on any of the relevant topics

05 Marks

- Any two activities of the following:

5+5=10 Marks

1. आप रोज़मर्रा की घटनाओं की व्याख्या कैसे करते हैं और जो पढ़ते हैं उस पर चिंतन कैसे करते हैं? एक रिपोर्ट तैयार करें।
2. आवाज़ और उच्चारण के दृष्टिकोण से एक रिकॉर्ड की गई वीडियो का विश्लेषण करें और एक रिपोर्ट लिखें।
3. किसी समस्या का अवलोकन करें, उसका वर्णन करें, समस्या की रूपरेखा तैयार करें और उसका मूल्यांकन करें।

### सीखने के परिणाम –

इस कोर्स को सीखने के बाद, छात्र सक्षम होंगे---

- a) सक्रिय और प्रभावी सुनने, पढ़ने, लिखने और बोलने जैसे भाषा कौशल का उचित ज्ञान प्राप्त करना।
- b) भाषा और सीखने या ज्ञान प्राप्ति के बीच तालमेल को समझना और सफल संचार रणनीतियाँ हासिल करना।
- c) भाषा के माध्यम से पारस्परिक संबंध बनाना

### प्रस्तावित पठनीय सामग्री

शिक्षक विद्यार्थियों की आवश्यकता और अध्ययन सामग्री के अनुसार पुस्तकें/पठनीय सामग्री सुझा सकते हैं।

**Syllabus (1<sup>st</sup> Major-Education-ITEP)**  
**Integrated Teacher Education Programme with Secondary-Stage-Specialization**  
**Dhakuakhana College (Autonomous), 2025**

<b>Course Code</b>	<b>:</b>	<b>ITPVA101</b>
<b>Semester</b>	<b>:</b>	<b>I</b>
<b>Course Title</b>	<b>:</b>	<b>Understanding India (Indian Ethos and Knowledge Systems)</b>
<b>Nature of the Course</b>	<b>:</b>	<b>Value Added Course 1</b>
<b>Total Credit assigned</b>	<b>:</b>	<b>2</b>
<b>Distribution of Marks</b>	<b>:</b>	<b>End Semester: 30      In Semester: 20</b>
<b>Distribution of Credits</b>	<b>:</b>	<b>Lecture (21), Tutorial (5), Practical (8)</b>

**About the Course**

At a time when the world finds itself deep in dynamism, led by technological innovations and environmental changes, there is a need for an inward-looking approach to building the young minds of a country. By looking inwards, one not only finds a sociological belongingness but also a spiritual and intellectual rooting in these changing times. The course provides an overview of India's heritage and knowledge traditions across key themes of economy, society, polity, law, environment, culture, ethics, science & technology, and philosophy. It places special emphasis on the application of these knowledge traditions, helping students to not only know and appreciate India's heritage and knowledge traditions but also to independently evaluate them through a multidisciplinary lens. This evaluation would produce valuable lessons for obtaining transferable and 21st-century skills. The course requires no pre-requisite knowledge or understanding. Spread over two years, the course will establish foundational knowledge and build upon it. It will allow students to have a basic understanding of the traditions of India and how it has evolved over the years. The course is designed to enable student teachers to outline and interpret the processes and events of the formation & evolution of knowledge of India through a multidisciplinary lens; to evaluate the diverse traditions of India to distinguish its achievements and limitations, and to develop and articulate an ethics-based education rooted in Indian thought to their students in the classroom context.

**Course Objectives:** The objectives of the Course are to

- introduce students to India's rich socio-cultural heritage
- develop a sense of pride in shared traditions of a rich Indian legacy

<b>Unit and allotted Marks</b>	<b>Contents</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Total contact hour</b>
<b>I (8 Marks)</b>	<b>Introduction to the Knowledge of India</b> A. Definition & scope; Relevance of this knowledge. B. Need to revisit our ancient knowledge, traditions, and culture.	07	01	-	08
<b>II (7 Marks)</b>	<b>Culture - Art and Literature</b> A. Fine arts (traditional art forms, contemporary arts, arts & spirituality, arts and Identity, and art and globalization); B. Performing Arts (Indian dance systems, traditional Indian pieces of music, visual arts, folk arts, etc.). C. Literature (Sanskrit literature, religious literature, Indian poetry, folk literature,	02	01	08	11

**Syllabus (1<sup>st</sup> Major-Education-ITEP)**  
**Integrated Teacher Education Programme with Secondary-Stage-Specialization**  
**Dhakuakhana College (Autonomous), 2025**

	Indian fiction, Sangam literature, Kannada, Malayalam literature, Bengali literature, etc				
<b>III (3 Marks)</b>	<b>Polity and Law</b> <b>A.</b> Kingship & types of government (oligarchies, republics); Local administration (village administration); <b>B.</b> Basis of Law: Dharma & its sources; Criminal Justice: police, jails, and punishments; Lessons from Chanakyaniti; Lessons for modern-day India: Towards a tradition-driven equitable and just polity and law system.	02	01		03
<b>IV (5 Marks)</b>	<b>Economy</b> <b>A.</b> Overview of the Indian Economy from the Stone Age to the Guptas: The new culture of Urbanization (including castes, guilds, and other economic institutions; Harappan civilization economy; growth of agriculture and proliferation of new occupations; growth of writing); <b>B.</b> Internal & external trade and commerce, including trade routes, Indo-roman contacts, and maritime trade of South India; Temple economy. <b>C.</b> Land ownership - land grants & property rights, land revenue systems. <b>D.</b> Understanding Arthashastra: Ideas & Criticism; Locating relevance of ancient Indian economic thought in modern-day Indian Economy.	04	01		05
<b>V (7 marks)</b>	<b>Environment &amp; Health</b> <b>A.</b> Understanding Equilibrium between Society & Environment: Society's perceptions of natural resources like forests, land, water, and animals. <b>B.</b> Sustainable architecture & urban planning; Solving today's environmental challenges (best practices from indigenous knowledge, community-led efforts, etc.). <b>C.</b> India's Health Tradition: Ayurveda, Siddha, Ashtavaidya, Unani, and other schools of thought; Lessons from Sushruta Samhita and Charaka Samhita; <b>D.</b> Mental health in ancient India: towards time-tested concepts of mental wellness (concept of mind, dhyana, mind-body relationship, Ayurveda, yoga darshan, atman, etc.)	06	01		07
	<b>Total</b>	21	05	08	34

**Syllabus (1<sup>st</sup> Major-Education-ITEP)**  
**Integrated Teacher Education Programme with Secondary-Stage-Specialization**  
**Dhakuakhana College (Autonomous), 2025**

**Mode of Transaction**

- Lectures will include learner driven participatory sessions and guest lectures through experts and practitioners such as fine arts and performing arts practitioners along with contemporary poets and writers of Indian literature.
- Tutorials will include Screening of documentaries and films followed by a discussion; Learner-driven discussions in the form of focus group discussions (FGDs), Socratic Discussions, etc.; Debate/discussion can be organized to explain India's Vaad tradition; discuss on how some of the ancient methods of teaching are relevant in today's time; discussions that help Identify ethical dilemmas in daily lives and understanding the importance of ancient ethics and values to resolve them.

**Mode of In-semester Assessment**

**20 Marks**

- |   |              |
|---|--------------|
| 1. Two Internal Examinations  | 5+5=10 Marks |
| 2. Others -   | 10 Marks     |
| • Attendance  | 02 Marks     |
| • Any two activities of the following:  | 4+4=08 Marks |
| • Written Report based on the screening of documentaries and films on the themes of the various units, followed by a discussion   |              |
| • Learner-driven discussions in the form of focus group discussions (FGDs), Socratic Discussions, etc.                            |              |
| • Debate/discussion can be organized to explain India's Vaad tradition;   |              |
| • Assignment on the relevance of ancient teaching methods in contemporary education.  |              |
| • Group discussion that explore ethical challenges in daily life and emphasize how traditional values can guide their resolution. |              |

**Learning Outcomes**

After the completion of the course, students will be able to:

- recognize the vast corpus of knowledge traditions of India, while developing an appreciation for it,
- apply their acquired research and critical thinking skills in multidisciplinary themes,
- summarize and pass on their learnings to their students of different Indian traditions in an easily digestible manner.

**Suggested Readings:**

1. Bose, M. L. (1989). Social and cultural history of India. Concept Publishing Company.
2. Eck, D. L. (2012). India: A sacred geography. Harmony Books.
3. Guha, R. (2007). India after Gandhi: The history of the world's largest democracy. HarperCollins.
4. Hasnain, N. (2010). Indian society and culture: Continuity and change (2nd ed.). Jawahar Publishers and Distributors.
5. Jha, D. N. (2004). Ancient India: In historical outline (Revised ed.). Manohar Publishers.

**Syllabus (1<sup>st</sup> Major-Education-ITEP)**  
**Integrated Teacher Education Programme with Secondary-Stage-Specialization**  
**Dhakuakhana College (Autonomous), 2025**

6. Keay, J. (2011). India: A history. HarperCollins.
7. Nehru, J. (2004). The discovery of India. Penguin Books. (Original work published 1946)
8. Sen, A. (2005). The argumentative Indian: Writings on Indian history, culture, and identity. Penguin Books.
9. Tharoor, S. (2017). Inglorious empire: What the British did to India. Hurst & Company.
10. Wolpert, S. (2009). A new history of India (8th ed.). Oxford University Press.

Teachers may also suggest books/readings as per the need of the learners  
and learning contents.



**Syllabus (1<sup>st</sup> Major – Education- ITEP)**  
**Integrated Teacher Education Programme with Secondary-Stage Specialization**  
**Dhakuakhana College (Autonomous), 2025**

<b>Course Code</b>	<b>:</b>	<b>ITPVA102</b>
<b>Semester</b>	<b>:</b>	<b>I</b>
<b>Course Title</b>	<b>:</b>	<b>Art in Education (Visual and Performing) I</b>
<b>Nature of the Course</b>	<b>:</b>	<b>Value Added Course 2</b>
<b>Total Credit assigned</b>	<b>:</b>	<b>2</b>
<b>Distribution of Marks</b>	<b>:</b>	<b>End Semester: 30 In Semester: 20</b>
<b>Distribution of Credits</b>	<b>:</b>	<b>Lecture (20), Tutorial (4), Practical (12)</b>

**About the Course:**

The course seeks to develop an understanding of Art with special reference to its relevance in human life in general and Education in particular. It will further develop imagination and sense of appreciation and aesthetic of art. The theoretical considerations of Art Education are highlighted from Indian and western perspectives of art in Life. The course talks about the fundamental principles of Art Education at school level. The pedagogical issues of art education and approaches to teaching-learning process are also discussed.

**Course Objectives:** The objectives of the course are to

1. enable art appreciation with special reference to relevance and place of Art in human life.
2. enable conceptual understanding of the key ideas of Art Education.
3. acquaint with the value development in Art Education.
4. acquaint with the implications of Art in Education,
5. sensitize towards the problems and issues in Art Education.
6. sensitize towards pedagogical issues of Art Education,

<b>Units and allotted Marks</b>	<b>Contents</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Total Contact Hours</b>
<b>I (15 Marks)</b>	<b>Art and Education</b> <b>A.</b> Conceptual clarity, relationship, and significance of studying art education with special reference to place of art in Human life. <b>B.</b> Historical development of art education in school education. <b>C.</b> Goals of studying art education in school curriculum at different stages. <b>D.</b> Studying art education across the curriculum. <b>E.</b> Perspective of NEP, 2020 on Art Education.	10	2	6	18
<b>II (15 Marks)</b>	<b>Theoretical Consideration of Art Education</b> <b>A.</b> Philosophical, psychological and sociological perspective of Art Education. <b>B.</b> Formal and informal theories of art. <b>C.</b> Indian perspective of art in life. <b>D.</b> Western perspective of art in life. <b>E.</b> Critical analysis of theories of Art Education.	10	2	6	18
	<b>Total</b>	20	4	12	36

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**Mode of Transaction:** The course content transaction will include the following:

- Planned lectures infused with multimedia /power-point presentations.
- Small group discussion, panel interactions, small theme-based seminars, group discussions, cooperative teaching and team teaching, selections from theoretical readings, case studies, analyses of educational statistics and personal field engagement with educationally marginalized communities and groups, through focus group discussion, surveys, short term project work etc.
- Hands on experience of engaging with diverse communities, children, and schools.

**Mode of In-semester Assessment**

**20 Marks**

- Two Sessional Tests **5+5 =10 marks**
- Attendance **02 Marks**
- Any two activity of the following: **4+4=08 marks**
  - Preparing multimedia material for Art Education in senior secondary schools.
  - Preparation of instructional material for education in the arts for secondary school.
  - Organizing the Art Club.
  - Case studies of the children's work of art and their understanding of the concept of Art.

**Learning Outcomes:** After completion of this course, student teachers will be able to:

- develop art appreciation with special reference to relevance and place of Art in human life,
- acquaint with conceptual understanding of the key ideas of Art Education,
- discuss critically the value development in Art Education.,
- understand the implications of Art in Education,
- sensitize towards the problems and issues in Art Education,
- sensitize towards pedagogical issues of Art Education,

**Suggested Readings:**

1. Dawson, K. & Kelin D. A. (2014). The Reflexive Teaching Artist: Collected Wisdom from the Drama/Theatre Field. UK: Intellect Book.
2. Flemming, M. (2012). The Arts in Education: An Introduction to Aesthetics, Theory and Pedagogy. London: Routledge.
3. Kaur, J. R. & Pandey, S. K. (2008). Drama and Art in Education. Meerut: R. Lal Book Depot.
4. Ketkar, S. & Anil Rao. (2017). The History of Indian Art. Mumbai: Jyotsna Prakashan
5. Mardirosian, G. H & Lewis, Y. P. (2018). Arts Integration in Education: Teachers and Teaching Artists as Agents of Change. UK: Intellect Book.
6. M. Shailaja & Rao, Sandhya. (2024). Children's Books: An Indian

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- story. Bhopal: Eklavya Foundation.
7. Mukhopadhyaya, A. (2020). EPC-2-Drama And Arts In Education. Kolkata: Rita Publications.
  8. Park, H. & Schulte, C. (2021). Visual Arts with Young Children: Practices, Pedagogies, and Learning (Changing Images of Early Childhood). London: Routledge
  9. Tonmoy E. (1989). History of Fine Arts in India & the West. Guwahati: Orient BlackSwan.
  10. Vats, S. P. & Vinitha (2019). Once Upon a Story: Divaswapna and the Gijubhai Method. New Delhi: AuthorsUpFront.

Teachers may also suggest books/readings as per the need of the learners  
and learning contents.

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<b>Course Code</b>	<b>:</b>	<b>ITPFE201</b>
<b>Semester</b>	<b>:</b>	<b>II</b>
<b>Course Title</b>	<b>:</b>	<b>Philosophical and Sociological Perspectives of Education-I</b>
<b>Nature of the Course</b>	<b>:</b>	<b>Foundations of Education</b>
<b>Total Credit assigned</b>	<b>:</b>	<b>4</b>
<b>Distribution of Marks</b>	<b>:</b>	<b>End Semester: 60 In Semester: 40</b>
<b>Distribution of Credits</b>	<b>:</b>	<b>Lecture (54), Tutorial (6)</b>

**About the Course:**

The course aims at enabling student teachers to explore educational philosophy, including the concept, nature and scope; the aims of educational philosophy; relationship between philosophy and education; Indian philosophical traditions and their implications for education; some of the key philosophical schools of thought such as idealism, naturalism, pragmatism, progressivism and existentialism and their implication for educational practices. The course also would provide an analysis of the Western schools of philosophy and their approaches etc.

**Course Objectives:** The objectives of the course are to

- explore educational philosophy, including the concept, nature and scope
- acquaint students with aims of educational philosophy;  
relationship between philosophy and education
- explore Indian philosophical traditions and their implications for education
- explore some of the key philosophical schools of thought and their  
implication for educational practices
- make an analysis of the Western schools of philosophy and their approaches etc.

<b>Units and allotted Marks</b>	<b>Contents</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Total Contact Hours</b>
<b>I (15 Marks)</b>	<b>Education and Philosophy</b> <b>A.</b> Conceptual clarity, nature and relationships. <b>B.</b> Aims of studying philosophical perspective of education. <b>C.</b> Branches of Philosophy and their educational implications: Metaphysics, Epistemology, Axiology <b>D.</b> Understanding Indian Perspective of Education <ul style="list-style-type: none"> <li>• Meaning, nature and aims of education with special reference to Vedic, Buddhist, Jain, Sikh and Islamic traditions.</li> <li>• Understanding the terms Darshana, Para and Apra Vidya, Avidya, Shiksha, Samvaad, Panchkosha,</li> </ul>	12	1		13

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	Gurukulam, Acharya, Guru, Shishya, Upadhyaya, Jigyasa, Swadhyaya. <b>E.</b> Understanding Western Perspective of Education <b>F.</b> Meaning, Nature and aims of education with reference to Cognitive, Behaviorist and Developmental theories of Education.				
<b>II</b> (15 Marks)	<b>Philosophical Schools and Education</b> A. Conceptual Clarity of the following schools of thoughts with their implications for educational practices: • Bharatiya: Samakhya, Yoga, Nyaya, Vaisheshika, Mimansa, Vedanta • Western: Idealism, Naturalism, Pragmatism, Progressivism	12	1		13
<b>III</b> (20 Marks)	<b>Educational Thinkers</b> A. Deliberations on aims, process and educational institutions developed on thoughts of following thinkers and practitioners: • Bharatiya: Swami Vivekananda, Sri Aurobindo Ghosh, Gurudev Rabindra Nath Tagore, J. Krishnamurti, Mahamana Madan Mohan Malaviya, Mahatma Gandhi, Gijubhai Badheka. • Western: J. Rouse, Maria Montessori, Friedrich Froebel, John Dewey	18	4		22
<b>IV</b> (10 Marks)	<b>Value Education</b> A. Conceptual Clarity, Significance and Types of Values. B. Indian Traditional Values. C. Guru-Shishya-Parampara and Educational Values. D. Convocation message in Taittiriya Upanishad. E. Values enshrined in Indian Constitution. F. NEP, 2020 and Values with special reference to 21st Century. G. Pedagogical Issues.	10	2		12
	<b>Total</b>	52	8	-	60

**Mode of Transaction:** The course content transaction will include the following:

- Organized lectures using variety of media.
- Small group discussion, panel interactions, small theme based seminars, group discussions, cooperative teaching and team teaching, engagement of in reading of primary or secondary sources of literature (Original texts, reference books etc.) related to different aspects of life and education of Great Educators, case studies, short term project work etc.
- Critically examining their experiences to carve out their world and life view and further analyze them from philosophical point of view to reshape their perspective.

They will engage prospective teachers in the development of comparative educational charts related to vision, aims, process, institution etc. They will also lead to reading- based interactions and critical reflections related to process and significance of entry/admission

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rituals, convocation system etc.

**Mode of In-semester Assessment:**

**40 marks**

**Two Sessional Tests**

**10+10=20 marks**

Others -

20 Marks

- Attendance 05 Marks
- Seminar presentation on any of the relevant topics 05 Marks
- Any two activities of the following: 5+5=10 Marks

- Individual/group assignments/tasks in various forms like writing small paragraphs/brief notes, conceptualizations on specific terms etc.
- Institutional visits in small groups in coordination to institutions related to different thinker/s and preparation of a report followed by individual/group presentation.
- Sharing of student experiences (in groups) related to readings on great thinkers help them to reshape their concept and enable them to develop vision, mission and objectives for a school and their plan to accomplish the objectives in form of a group report.
- Identification and reporting of Indian perspective related to educational aims, student teacher characteristics, methods, evaluation procedure, convocation etc. based on critical study of life and thoughts of thinkers.

**Learning Outcomes:** After completion of the course, the students will be able to:

- explore the nature of knowledge, the nature of human beings, the nature of society and its aims and the educational implications of these understandings.
- understand the meaning of terms like Vidya, Avidya, Shiksha, Education etc. and differentiate them through reflections on these terms on the basis of ancient Indian texts.
- engage themselves in peer groups for sharing of their real-life reflective experiences regarding socio-cultural and philosophical living and facilitate them to conceptualize the meaning of terms like philosophical, social and cultural traditions in Indian educational context.
- read, observe and understand the vision of some great Indian and global educators and categorically reflect on vision/aim, process of education and the contemporary relevance

**Suggested Readings:**

1. Chandra, S. S. & R. K. Sharma (2006). Philosophy of Education. Delhi: Atlantic Publisher.
2. Chatterjee, S. & Dutta, D. M. (2015). An Introduction to Indian Philosophy. New Delhi: Rupa Publications India Pvt. Ltd.

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3. Chaube, S. P. & Chaube, A. (1997). Philosophical and Sociological Foundations of Education. Agra: Vinod Pustak Mandir.
4. Flew, Antony (1989). An Introduction to Western Philosophy: Ideas and Argument from Plato to Popper. London: Thames & Hudson Ltd.
5. Harvey, Peter (2013). An Introduction to Buddhism: Teaching, History and Practices. New Delhi: Cambridge University Press. (First South Asia Edition).
6. Hiriyana, M. (1993). Outlines of Indian Philosophy. Delhi: Kavyalaya Publishers. (First Indian Edition).
7. Miri, M. (2014) Philosophy of Education. Oxford University Press.
8. Radhakrishnan, S. (2012). Indian Philosophy (Vol. I and II). New Delhi: Oxford University Press (Seventh Impression).
9. Rusk, R. R. (2007). Philosophical Bases of Education. Delhi: Surjeet Publications.
10. Sengupta, I. (2012). A Short History of Western Philosophy. Kolkata: New Central Book Agency.
11. Singh, Y. K. (2007). Philosophical Foundation of Education. APH Publishing Corporation.
12. Safaya, R. N. & Shaida, B. D. (1990). Development of Educational Theory and Practice. Jalandhar: Dhanpat Rai & Sons.
13. Talla, M. (2012). Curriculum Development: Perspectives, Principles and Issues. Pearson Education India.
14. Taneja, V. R. (1983). Educational Thought and Practice. New Delhi: Sterling Publishers Pvt. Ltd

Teachers may also suggest books/readings as per the need of the learners and learning contents.

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<b>Course Code</b>	<b>:</b>	<b>ITPAC201</b>
<b>Semester</b>	<b>:</b>	<b>II</b>
<b>Course Title</b>	<b>:</b>	<b>English Language and Communication Skills</b>
<b>Nature of the Course</b>	<b>:</b>	<b>AEC</b>
<b>Total Credit assigned</b>	<b>:</b>	<b>4</b>
<b>Distribution of Marks</b>	<b>:</b>	<b>End Semester: 60    In Semester: 40</b>
<b>Distribution of Credits</b>	<b>:</b>	<b>Lecture (52), Tutorial (8)</b>

**About the Course**

The course aims to prepare the students to teach language at the school level. It focuses on training the students to the sounds systems of languages, word formation processes, sentence formation, semantic and pragmatic aspects of languages. The course intends to enable the learners to integrate all the four language skills using different genres. The major aim of this course is to empower the learners to contribute to the discourses on various issues and themes. The course also orients the students to the use of different technology and digital media for developing their own communicative skills as well as the school students they would teach in the future. The course helps improve basic communication skills such as listening, speaking, reading, and writing skills among L2 language learners. The course is designed to enhance knowledge of grammar of L2 and enable the students to formulate grammatically correct and contextually appropriate sentences and words and empower the students with summarizing skills, oral presentations skills effectively. The course also seeks to enhance students' critical thinking capacities and demonstrate effective communication skills and provide hands-on activities to student teachers to develop their linguistic skills through practical sessions.

**Course Objectives:** The objectives of the course are to

- enable students to teach language at the school level.
- improve basic communication skills such as listening, speaking, reading, and writing skills among L2 language learners.
- enhance knowledge of grammar L2 and enable students to formulate grammatically correct and contextually appropriate sentences and words.
- enhance students' critical thinking capacities and demonstrate effective communication skills.
- orient students to the use of different technology and digital media for developing their own communicative skills and those of their students.

<b>Units and allotted Marks</b>	<b>Contents</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Total Contact Hours</b>
<b>I (15 Marks)</b>	<b>Language, Society, and learning</b> A. Bi-/Multilingualism and scholastic achievements; need to promote multilingualism; Language variation and social variation; languages, dialects and varieties, cultural transmission of language, language, and gender; language and identity;	<b>14</b>	<b>2</b>		<b>16</b>



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	language and power; constitutional provisions and National Education Policy 2020. <b>B.</b> Language acquisition and Language learning; language learning from mother tongues to other tongues; advantages of learning other languages; language and education; notion of first language, second language and others.				
<b>II (15 marks)</b>	<b>Speech and Writing</b> A. Writing Systems: Speech and writing; arbitrariness in language; types of writing systems. B. Classification sessions of speech sounds: vowels, consonants, and others; suprasegmental: stress, pitch, tone, intonation, and juncture; Acoustic phonetics.	<b>12</b>	<b>2</b>		<b>14</b>
<b>III (15 Marks)</b>	<b>Understanding Grammar</b> A. Word and meaning; parts of speech, grammatical categories; word formation: affixation, compounding, reduplication, vocabulary building. B. Sentence and its constituents: simple, complex, and compound sentences; Semantics and pragmatics: lexical meaning- synonymy, antonymy, meronymy, grammatical meaning, speech acts.	<b>12</b>	<b>2</b>		<b>14</b>
<b>IV (8 Marks)</b>	<b>Basic Communication Skills in L2</b> A. Pronunciation and listening comprehension skills. <b>B.</b> Reading and reading comprehension skills. Effective writing skills; effective presentation and speaking skills; summarizing and paraphrasing skills.	<b>8</b>	<b>1</b>		<b>9</b>
<b>V (7 Marks)</b>	<b>Critical Reading and Thinking Skills</b> A. Components of critical thinking and reading; high order cognitive development; critical thinking and problem solving; rational inquiry.	<b>6</b>	<b>1</b>		<b>7</b>
	<b>Total</b>	<b>52</b>	<b>8</b>		<b>60</b>

**Mode of Transaction**

Teaching this course will involve a mix of interactive lectures, tutorials, and practical involves such as discussion, role plays, projects, simulations, workshops and language-awareness activities. The teaching intends deeper approaches to learning involving in-class room discussion, developing the critical thinking/ problem solving abilities among the students and will also focus on situations where in our daily lives the one would be performing tasks that involve a natural integration of language skills. The students are expected to read assigned chapters/ articles before the session and the course requires

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active participation from the students.

**Mode of In-semester Assessment**

**40 Marks**

1. Two Internal Examinations

10+10=20 Marks

2. Others -

20 Marks

- Attendance 05 Marks
  - Seminar presentation on any of the relevant topics 05 Marks
  - Complete the following two activities: (5+5=10) 10 Marks
- 
- Listen to a recorded speech and classify it based on sounds: vowels, consonants, and others; suprasegmental: stress, pitch, tone, intonation, and juncture; Acoustic phonetics.
  - Analyse sentences and their constituents as simple, complex, and compound sentences from written work.

**Learning Outcomes**

After completing the course, student teachers will be able to:

- demonstrate reading, writing, listening, speaking, and thinking abilities in L2,
- recognize the link between language and mental skills and demonstrate their knowledge and skills effectively for all purposes,
- build inter-personal relationships and enhance social skills.

**Suggestive Reading Materials**

1. Balasubramanian, T. (2001). A Textbook of English Phonetics for Indian Students. New Delhi: Macmillan. India Ltd.
2. Chomsky, N. (1957). Syntactic Structures. The Hague/Paris: Mouton
3. Daniel, J. (1976). An Outline of English Phonetics, Ninth Edition, Cambridge University Press.
4. Stern, H. H. (1983). Fundamental Concepts in Language Teaching. New Delhi: Oxford University Press.

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<b>Course Code</b>	<b>:</b>	<b>ITPVA201</b>
<b>Semester</b>	<b>:</b>	<b>II</b>
<b>Course Title</b>	<b>:</b>	<b>Understanding India (Indian Ethos and Knowledge Systems)</b>
<b>Nature of the Course</b>	<b>:</b>	<b>Value Added Course 3</b>
<b>Total Credit assigned</b>	<b>:</b>	<b>2</b>
<b>Distribution of Marks</b>	<b>:</b>	<b>End Semester: 30      In Semester: 20</b>
<b>Distribution of Credits</b>	<b>:</b>	<b>Lecture (25), Tutorial (1), Practical (08)</b>

### **About the Course**

At a time when the world finds itself deep in dynamism, led by technological innovations and environmental changes, there is a need for an inward-looking approach to building the young minds of a country. By looking inwards, one not only finds a sociological belongingness but also a spiritual and intellectual rooting in these changing times. The course provides an overview of India's heritage and knowledge traditions across key themes of economy, society, polity, law, environment, culture, ethics, science & technology, and philosophy. It places special emphasis on the application of these knowledge traditions, helping students to not only know and appreciate India's heritage and knowledge traditions but also to independently evaluate them through a multidisciplinary lens. This evaluation would produce valuable lessons for obtaining transferable and 21st-century skills. The course requires no pre-requisite knowledge or understanding. Spread over two years, the course will establish foundational knowledge and build upon it. It will allow students to have a basic understanding of the traditions of India and how it has evolved over the years. The course is designed to enable student teachers to outline and interpret the processes and events of the formation & evolution of knowledge of India through a multidisciplinary lens; to evaluate the diverse traditions of India to distinguish its achievements and limitations, and to develop and articulate an ethics-based education rooted in Indian thought to their students in the classroom context.

**Course Objectives:** The objectives of this Course are to:

- introduce students to India's rich socio-cultural heritage
- develop a sense of pride in shared traditions of a rich Indian legacy

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<b>Units and allotted Marks</b>	<b>Course Contents</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Total Contact Hours</b>
<b>I  (07 Marks)</b>	<b>Introduction of Knowledge of India</b> A. Recap of the previous semester's definition and introduction. B. Recap of previous knowledge. <b>Schools of Philosophy</b> C. Vaisheshika, Nyaya, Samkhya, Yoga, Purva Mimansa and Vedanta or Uttara Mimansa (theory and the major thinkers)—and Jain, Buddhist, and Charvaktraditions. D. Vedanta: philosophical systems (Advaita, Vishishtadvaita, Dvaita).	06	01	-	07
<b>II  (08 Marks)</b>	<b>Ethics, Morality &amp; Spirituality:</b> A. Ethics, morality, and social dilemma (including self-leadership) and their relevance in today's time. B. How do Indians value spirituality? Spirituality and Social Responsibility; Importance of Spirituality in current times. C. Using ethics in a technologically volatile world: leading an ethical and modern life. D. Practical Vedanta for well-being (mindfulness, interconnectedness, society-self relationship, etc.).	07	-	02	09

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<b>III</b> <b>(07 Marks)</b>	<b>Culture-Lifestyle</b> A. Food (regional cuisines, ayurvedic diet, food and festival, vegetarianism, Jainism food, food and hospitality, and globalization). B. Clothes (traditional Indian clothing, textile arts, religious costumes, clothing status, clothing, gender, globalization in clothing). C. Sports (traditional Indian sports, martial arts, sports, and gender, sports & globalization). D. The life style of Yoga; adapting ancient lifestyle–A path towards longevity.	6	-	02	08
<b>IV</b> <b>(08 Marks)</b>	<b>Science &amp; Technology</b> A. Arithmetic and logic. B. Natural sciences: math, physics, metallurgy, and chemistry. C. Astronomy: India's contributions to the world. D. Indian notions of time and space. E. Technology in the economy: agriculture, transportation, etc.  <b>Linguistic Traditions</b> A. History of linguistics in India (conceptualizing ancient Indian linguistics, oral traditions, etc.). B. Language as Culture: Evolution of Languages over the years & language as building blocks to different cultures and society C. Language: Identity, culture, and History.	06	-	04	10
	<b>Total</b>	<b>25</b>	<b>01</b>	<b>08</b>	<b>34</b>

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**Mode of Transaction**

- Lectures will include learner-driven participatory sessions, and Guest lectures through experts and practitioners, such as fine arts and performing arts practitioners along with contemporary poets & writers of Indian literature.
- Tutorials will include Screening of documentaries and films followed by a discussion; Learner-driven discussions in the form of focus group discussions (FGDs), Socratic Discussions, etc.; Debate/discussion can be organized to explain India's Vaad tradition; discuss on how some of the ancient methods of teaching are relevant in today's time; discussions that help Identify ethical dilemmas in daily lives and understanding the importance of ancient ethics and values to resolve them.

**Mode of In-Semester Assessment**

**20 Marks**

- |  |              |
|--|--------------|
| 1. Two Internal Examinations   | 10 Marks     |
| 2. Others  | 10 Marks     |
| • Attendance   | 02 Marks     |
| • Any two activity of the following  | 4+4=08 Marks |
| a. Report on the Practicum which will include organization of day trips that help student teachers watch events relating to visual and performing art; activities that enable student teachers to identify and record through photos, videos, etc., the elements of ancient architecture still existing in the city and towns around them. |              |
| b. Individual and Group presentations based on themes such as Polity, Law and Economy etc.   |              |
| c. Organization of a 'Knowledge of India' day in the institution to celebrate the culture (food, clothes, etc.) that students would have explored in lectures and tutorials  |              |
| d. Designing Awareness Programmes for the community, including interactions with family members, elders, neighbors, and other members of society about the evolution of local systems and economy.   |              |
| e. Learner-driven discussions in the form of focus group discussions (FGDs), Socratic Discussions, etc. on the documentaries and films screened for students on the topics of the various contents of the Units.   |              |

**Learning Outcomes**

After the completion of the course, students will be able to:

- recognize the vast corpus of knowledge traditions of India, while developing an appreciation for it,
- apply their acquired research and critical thinking skills in multidisciplinary themes,
- summarize and pass on their learnings to their students of different Indian traditions in an easily digestible manner.

**Suggestive Reading Materials**

1. Bose, M. L. (1989). Social and cultural history of India. Concept Publishing Company.

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2. Eck, D. L. (2012). India: A sacred geography. Harmony Books.
3. Guha, R. (2007). India after Gandhi: The history of the world's largest democracy. HarperCollins.
4. Hasnain, N. (2010). Indian society and culture: Continuity and change (2nd ed.). Jawahar Publishers and Distributors.
5. Keay, J. (2011). India: A history. HarperCollins.
6. Nehru, J. (2004). The discovery of India. Penguin Books. (Original work published 1946)
7. Sen, A. (2005). The argumentative Indian: Writings on Indian history, culture, and identity. Penguin Books.
8. Tharoor, S. (2017). Inglorious empire: What the British did to India. Hurst & Company.
9. Wolpert, S. (2009). A new history of India (8th ed.). Oxford University Press.

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<b>Course Code</b>	<b>:</b>	<b>ITPVA202</b>
<b>Semester</b>	<b>:</b>	<b>II</b>
<b>Course Title</b>	<b>:</b>	<b>Teacher and Society</b>
<b>Nature of the Course</b>	<b>:</b>	<b>Value Added Course 4</b>
<b>Total Credit assigned</b>	<b>:</b>	<b>2</b>
<b>Distribution of Marks</b>	<b>:</b>	<b>End Semester: 30    In Semester: 20</b>
<b>Distribution of Credits</b>	<b>:</b>	<b>Lecture (26), Tutorial (4)</b>

### **About the Course**

Teachers play a vital role in nurturing young minds and shaping a positive, inspired future generation. NEP 2020 emphasizes this by stating that “teachers truly shape the future of our children—and, therefore, the future of our nation.” It calls for restoring the respect and status of the teaching profession to attract the best talent and stresses the importance of empowering teachers to perform their roles effectively. The course *‘Teacher & Society’* focuses on helping student-teachers understand their evolving roles in a rapidly changing Indian society influenced by global cultural and technological shifts. It prepares them for the challenges of a volatile, uncertain, complex, and ambiguous world, while grounding them in India’s cultural ethos and diversity. The course aims to equip future teachers with the knowledge, values, and sense of responsibility needed to foster national integration, pride in India’s heritage, and a commitment to building a strong, resource-conscious, and disciplined nation.

The course also aims to equip student teachers to effectively respond to the needs of learners from diverse cultural, linguistic, social, and economic backgrounds. It emphasizes sensitivity to gender issues, promotion of tolerance and social cohesion, support for students with learning disabilities, and the use of new pedagogies and technologies. It encourages staying updated with current educational developments and maintaining ongoing professional growth. Student teachers will explore how societal structures and historical contexts shape teacher identities, and how in turn, a teacher's beliefs, values, and commitments influence ethics, culture, and societal norms. The course highlights the teacher's agentic role—how it is shaped by and shapes the education system—and concludes by reimagining the teacher’s role beyond the curriculum as a builder of an inclusive, harmonious, and progressive India.

**Course Objectives:** The objectives of the course are to empower the student-teachers to be able to:

- examine the relationship between teacher beliefs, values, character, life history, social and cultural context and teaching critically,
- explain the teacher roles and characteristics; the personal and professional self; the teacher as a communicator, the charismatic influencer, the reflective practitioner, competent, learner and much more and their significant role in nurturing the posterity.
- differentiate between then arrow curricular aims of education and the broader educational aims and their role in shaping self, school, and society,



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- demonstrate an ability to develop positive classrooms through engaging in the ethic of care,
- demonstrate an ability to critically reflect on personal and collective practice so as to improve learning and teaching,
- conceptualize teacher agency, its individual, contextual, and structural dimensions and how it gets impacted and in turn shapes education.

<b>Unit and allotted Marks</b>	<b>Contents</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Total Contact Hours</b>
<b>I (7 Marks)</b>	<b>Understanding the Teacher: Exploring the Personal and Professional Teacher</b> <b>A.</b> Exploring the wider Personal and General Social Context of Teacher: Life History, Teacher Beliefs, Values and Aspirations, Diverse Identities, Social Contexts and Commitment to Learning and Education. <b>B.</b> Exploring the Professional Teacher: Qualifications, Education in teaching, Attitude, Aptitude, Experience and Exposure. <b>C.</b> The Charismatic Teacher, the Communicator Teacher, The Missionary Teacher, The Competent Practitioner, The Reflective Practitioner, The Learning Teacher. <b>D.</b> Reflexive Practice: Nurturing the Professional Capital through collaborative and/or collective engagement with self, others, the social context.	6	1	-	7
<b>II (8 Marks)</b>	<b>Nurturing the Teacher: A Dialogue beyond the curricular goals, for Life and Posterity</b> <b>A.</b> Teaching: One profession, many roles <b>B.</b> Teaching Character: Nurturing Teachers for Human Flourishing. <b>C.</b> Holistic Teacher Development: Nurturing the Panchakoshas. <b>D.</b> Teacher Values, Beliefs, and current Philosophy of Teaching: A Reflective Dialogue. <b>E.</b> Developing an Ethic of Care in Teacher Education: Nurturing Teachers towards a pedagogy of care.	7	1	-	8
<b>III (8 Marks)</b>	<b>Understanding and Fostering Teacher Agency: Role in shaping Education Systems of Tomorrow</b> <b>A.</b> Teacher Agency: What is it and why does it matter?	7	1	-	8

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	<b>B.</b> Individual, Cultural and Structural Dimensions of Teacher Agency. <b>C.</b> Teacher discourses, Philosophy, Relationships, Networks and Professional Development: Shaping teacher agency and Creative insubordination. <b>D.</b> Challenges and Issues in fostering Teacher Agency: Performativity, Non-academic engagements, Systemic apathy, Policy and Practice gaps and others. <b>E.</b> Role of Teacher in shaping the educational policy, practice, and reforms				
<b>IV (7 Marks)</b>	<b>Teacher as an Architect of the New India: Shaping the Society of Tomorrow</b> <b>A.</b> Engaging in Critical Education: Dialogues on power relations associated with Gender, Ethnicity, Culture, Disability, Class, Poverty, the reproduction of disadvantage and realizing the true human potential. <b>B.</b> Being a Critical Teacher: Raising debates around rapid technological advancement and impact on individual, family and social life; the growing isolation and impact on mental and social health and well-being, changing relationships between the 'state' and the 'market' and their impact on formal education; the conceptualization of teacher, teaching and teacher roles, 'globalization' and the reconstructed nationalism shaping the socio-political milieu and impact on social psyche, growing materialistic urge, sensory drives and the gradual deterioration of the individual and societal character.	6	1	-	7
	<b>Total</b>	26	4	-	30

**Mode of Transaction**

Teacher and Society is a reformatory course that invites teachers to re-think teachers and teaching. It awakens and inspires teachers to realize broader educational aims through an action and reflection cycle. The approach therefore would include a blend of lectures, in-class seminars, thinking exercises, critical reflections, group-work, case-based approaches, and enquiry-based learning.

- Learners would also be exposed to case studies featuring teachers from a representative cross- section of Schools in India and critically analyse their exercise of agentic force in school improvement and the improvement of teaching practice.
- Situating themselves in the geo-political context, the learners will get to critically engage in some of the policy dialogues.
- Learners would reflect on their practice as pre-service interns, knowledge, skills, and understandings—and identify opportunities to apply course learnings to their school

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context.

<b>Mode of In-semester Assessment</b>	<b>20 Marks</b>
3. Two Internal Examinations	10 Marks
4. Others	10 Marks
<ul style="list-style-type: none"> <li>• Attendance</li> <li>• Any one activity of the following</li> <li>• Preparing a note on the current teaching philosophy of the student based on his / her beliefs and values.</li> <li>• Choose any one area of immediate societal concern like environmental degradation, increasing crime against women, cybercrimes, bullying or any other and draw an action plan that you as a teacher would undertake to mobilize self, school and society towards betterment.</li> <li>• Critical Reflections on popular debates around power relations associated with Gender, Ethnicity, Culture, Disability, Class, Poverty, and such others</li> <li>• Conducting a case study of any one teacher education Institution.</li> <li>• Writing a biography of any one of their favourite teachers/Educationists.</li> <li>• Any other innovative assignments that would inculcate in the future teachers a sense of belonging for society.</li> </ul>	02 Marks 4+4=08 Marks

### **Learning Outcomes**

After completion of the course, student teachers will be able to:

- examine the relationship between teacher beliefs, values, character, life history, social and cultural context and teaching critically,
- explain the teacher roles and characteristics; the personal and professional self; the teacher as a communicator, the charismatic influencer, the reflective practitioner, competent, learner and much more and their significant role in nurturing the posterity.
- differentiate between the narrow curricular aims of education and the broader educational aims and their role in shaping self, school, and society,
- demonstrate an ability to develop positive classrooms through engaging in the ethic of care,
- demonstrate an ability to critically reflect on personal and collective practice so as to improve learning and teaching,
- conceptualize teacher agency, its individual, contextual, and structural dimensions and how it gets impacted and in turn shapes education.

### **Suggestive Reading Materials**

1. Agarwal, J.C. (2010). Teacher and education in a developing society (4<sup>th</sup> Edition). Vikash Publishing House
2. Anand, C.L. (1983). The teacher and education in emerging Indian society. NCERT
3. Antony, A. (2016). Teacher and education in Indian society. Notion Press
4. Das, T. and Halder, T. (2023). Teacher education for transforming society. REDSHINE publication
5. Dewey, J. (2023). The school and society (2<sup>nd</sup> Edition). Lector House LLP
6. Havighurst, R.J. (2018). Society and education. Sarup Book Publishers Pvt. Ltd.
7. Kumar, K. (2000). The child's language and the teacher. National Book Trust.

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8. Kumar, K. (2004). What is worth teaching (3<sup>rd</sup> Edition). Orient Longman
9. Musgrove, F. and Taylor, P.H. (2014). Society and teacher's role. Routledge Library Editions: Education
10. Nicole, F. (2020). Be that teacher: reigniting the passion for teaching and learning. Felicia Nicole
11. Pearson (2012). Teacher in emerging Indian society. Pearson Education India
12. Sadker, D.M. and Zittleman, K.R. (2011). Teachers, schools and society: A brief introduction to education (Third Edition). McGraw-Hill Education
13. Sands, N. (2021). The philosophy of teaching- the pupil, the school. MJP Publishers
14. Saxena, N.R.S. and Dargan, A.S. (2024). Teacher in emerging Indian society. R.Lall Publisher and Distributors
15. Sing, R.P. (2008). Teaching teachers for a knowledge society. Gyan Publishing House

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<b>Course Code</b>	<b>:</b>	<b>ITPFE301</b>
<b>Semester</b>	<b>:</b>	<b>III</b>
<b>Course Title</b>	<b>:</b>	<b>Child Development and Educational Psychology</b>
<b>Nature of the Course</b>	<b>:</b>	<b>Foundations of Education</b>
<b>Total Credit assigned</b>	<b>:</b>	<b>4</b>
<b>Distribution of Marks</b>	<b>:</b>	<b>End Semester: 60    In Semester: 40</b>
<b>Distribution of Credits</b>	<b>:</b>	<b>Lecture (54), Tutorial (6)</b>

**About the Course**

To enable student teachers to understand the interplay of three different processes namely biological processes, cognitive processes, and socio-emotional processes that influence development of a child. Biological, cognitive, and socio-emotional processes are intricately interwoven with each other. Each of these processes plays a role in the development of a child whose body and mind are interdependent.

The course seeks to provide an understanding of the developmental characteristics of a child:

- during infancy that ranges from birth to 24 months of age,
- during Early Childhood stage which begins around age 3 and usually extends up to 6-7 years of age,
- middle to Late Childhood stage which begins around 6-7 years to 10-11 years of age, and
- adolescence stage which begins at approximately the age of 12 years, and which is a period of transition from childhood to early adulthood.

The course will introduce development across domains – physical development, cognitive development, language development, socio-emotional development, aesthetic development, moral development – during each of the above-mentioned developmental stages of a child.

Informs student teachers about the various theories of learning and motivational states for learning and their implications for pedagogy. It includes the study of how people learn, pedagogical approaches that are required to improve student learning, teaching-learning processes that enable learners to attain the defined learning outcomes, and individual differences in learning. It provides opportunities to student teachers to explore the behavioral, cognitive and constructivist approach to facilitating student learning, and the emotional and social factors that influence the learning process.

**Course Objectives:** The objectives of the course are:

- to understand the interplay of biological, cognitive, and socio-emotional processes that influence child development
- to provide an understanding of the developmental characteristics of a child across different stages, including infancy (0-24 months), early childhood (3/6-7 years), middle to late childhood (6/7-10/11), adolescence (12 years and above)
- to inform about various theories of learning and motivational states for learning and their implications for pedagogy,

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- to understand the emotional and social factors that influence the learning process

Units and allotted Marks	Contents	L	T	P	Total contact hour
<b>I (15 Marks)</b>	<b>Child Development</b> <b>A.</b> Meaning and significance of understanding the process of Child Development <ul style="list-style-type: none"> <li>• Biological, cognitive, socio-emotional, and moral</li> </ul> <b>B.</b> Developmental characteristics of a child during: <ul style="list-style-type: none"> <li>• Infancy stage</li> <li>• Early Childhood stage</li> <li>• Middle to Late Childhood stage</li> <li>• Adolescence stage</li> </ul> <b>C.</b> The Indian concept of self: Mind, Intellect, Memory Panch- koshiya Vikas. Educational Implications	14	1		15
<b>II (15 Marks)</b>	<b>Developmental Process</b> <b>A.</b> Development across domains: <ul style="list-style-type: none"> <li>• Physical Development</li> <li>• Cognitive Development</li> <li>• Language Development</li> <li>• Socio-Emotional Development</li> <li>• Aesthetic Development</li> <li>• Moral Development</li> </ul> During each of the above-mentioned developmental stages of a child. <b>B.</b> Factors affecting development <b>C.</b> Individual differences: <ul style="list-style-type: none"> <li>• Children with special needs including developmental disorders.</li> <li>• Tools and Techniques for Identifying Learner with different abilities.</li> <li>• Teachers' role and strategies to address the needs of learners with different learning abilities.</li> </ul>	14	1		15
<b>III (15 Marks)</b>	<b>Process of Learning</b> <b>A.</b> Conceptual Clarity and significance. <b>B.</b> Approaches: <ul style="list-style-type: none"> <li>• Behaviorist</li> <li>• Cognitivist</li> <li>• Constructivist</li> <li>• Developmental</li> <li>• Information processing Model of</li> </ul>	14	1		15

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	learning <ul style="list-style-type: none"> <li>• Shri Aurobindo's Integral approach</li> </ul> <b>C. Problem Solving and Learning Strategies:</b> Inquiry and problem- based learning, Steps and Strategies in problem solving, Factors hindering problem solving.				
	<b>D. How to Learn: Significance and Strategies</b>				
<b>IV (15 Marks)</b>	<b>Motivation and Classroom Management</b> <p><b>A. Motivation</b></p> <ul style="list-style-type: none"> <li>• Conceptual clarity, nature, and significance</li> <li>• Intrinsic and Extrinsic Motivation</li> <li>• Strategies for Motivation</li> </ul> <p><b>B. Classroom management</b></p> <ul style="list-style-type: none"> <li>• Creating a positive learning environment</li> <li>• Planning space for learning</li> <li>• Managing behavioral problems</li> </ul> <p><b>C. Group dynamics:</b></p> <ul style="list-style-type: none"> <li>• Classroom as a social group</li> <li>• Characteristics of group</li> <li>• Understanding group interaction-sociometry</li> <li>• Strategies to facilitate group learning.</li> </ul>	14	1		15
	<b>Total</b>	56	4		60

**Mode of Transaction**

The course content transaction will include the following:

- Planned lectures infused with multimedia/power-point presentations.
- Small group discussion, panel interactions, small theme-based seminars, group discussions, cooperative teaching and team teaching, selections from theoretical readings, case studies, analyses of educational statistics and personal field engagement with educationally marginalized communities and groups, through focus group discussion, surveys, short term project work etc.
- Hands on experience of engaging with diverse communities, children, and schools.

**Mode of In-semester Assessment**

	40 Marks
1. Two Internal Examinations	10+10=20 Marks
2. Others -	20 Marks
• Attendance	05 Marks
• Seminar presentation on any of the relevant topics	05 Marks
• Any two activities of the following: (5+5=10)	10 Marks

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1. Spending day with a child and preparing a report based on our observations of children for:
  - A day from different economic status (low and affluent)
  - Focus on various factors: Physical, emotional, social, language, cultural and religious influencing the child on daily basis.
2. Observing children to understand the styles of children learning process
3. Identifying the Learning Difficulties of Students in Different learning areas and the Possible Reason for them- Case Study Report.
4. Preparing Personalized Intervention plan for Students with Learning Difficulties.
5. Plan to use advanced technology to encourage talented/gifted children.
6. Encouraging gifted/talented students beyond the general school curriculum.
7. Familiarization and Reporting of Individual Psychological Tests.

**Learning Out comes**

After completion of this course, student teachers will be able to:

- describe the meaning, concept, characteristics, and factors affecting growth and development,
- use the knowledge of Indian concept of self,
- apply various problem solving and learning strategies in real classroom settings,
- identify the various approaches of the process of learning,
- explain group dynamics and apply strategies to facilitate group learning.

**Suggestive Reading Materials**

1. Bates. B. (2019). Learning Theories Simplified. Sage Publication Ltd.
2. Berk. L.E. (2011). Child Development. (8<sup>th</sup> ed.). New Delhi: Pearson Prentice Hall.
3. Cornelissen. M. and Misra, G. (2013). Foundations and Applications of Indian Psychology. Pearson Education
4. Eggen, P. & Kauchak, D. (1999). Educational Psychology: Windows on Classrooms. (4<sup>th</sup> ed.). New Jersey: Prentice Hall
5. Feldman, R.S. & Babu, N. (2018). Development Across the Life Span (8e). Pearson
6. Frederickson, N. & Cline, T. (2009). Special Educational Needs, Inclusion and Diversity. (2<sup>nd</sup> ed.). New York: McGraw Hill Education Open University Press Gargiulo,
7. Hegarty S. (2002). Education and Children with Special Needs in India: Sage Publications, India Pvt. Ltd.
8. Hurlock. E.B. (2017). Developmental Psychology: A Life Span Approach (5e), McGraw Hill, Indian Edition
9. Mangal, S.K. (2007). Educational Psychology, Prentice Hall of India, New Delhi
10. Ormrod. J.E. (2000). Educational Psychology: Developing Learners. (3<sup>rd</sup> ed.). New Jersey: Prentice Hall
11. Panda, KC (1997) Education and Exceptional Children. Vikas Publishing House: New Delhi.
12. Piaget. J. (1926). Language and Thought of the Child. London: Routledge & Kegan Paul.
13. Piaget, J. (1952). The Origins of Intelligence in Children. New York: International University Press.
14. Rama, S. (2000). Perennial Psychology of Bhagawad Gita, Himalayan Institute Press
15. Ranganathan.N. (2000). The Primary School Child: Development and Education. New Delhi: Orient Longman Santrock



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16. Rao. K.R.(2017). Psychology in the Indian Tradition, D.K. Printworld Pvt. Ltd.
17. Sinha. J. (2017). Indian Psychology. Motilal Banarasidas
18. Slavin, R. E. (1997). Educational Psychology: Theory and Practice. (5th ed.). New Jersey: Allyn and Bacon.
19. Schutz, P. A. (Ed.) & Muis, K.R. (Ed.) (2023). Handbook of Educational Psychology, Routledge Publication
20. Woolfolk. A. (2014). Educational Psychology. (12th ed.). New Delhi: Pearson Education.

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<b>Course Code</b>	<b>:</b>	<b>ITPSP301</b>
<b>Course Title</b>	<b>:</b>	<b>Basics of Pedagogy at Secondary Stage</b>
<b>Credit</b>	<b>:</b>	<b>4</b>
<b>Semester</b>	<b>:</b>	<b>S3</b>
<b>Nature of the Course</b>	<b>:</b>	<b>Stage Specific Content cum Pedagogy</b>
<b>Distribution of Marks</b>	<b>:</b>	<b>End Semester: 60, In Semester: 40</b>
<b>Distribution of Credits</b>	<b>:</b>	<b>Lecture (52), Tutorial (8)</b>

**About the Course:**

This course deals with diverse range of topics of basics of pedagogy at secondary stage that will equip student teachers with valuable knowledge, capacities and competencies. This course comprises four units and a practicum. This course prepares student teachers to understand secondary-stage learners and design teaching accordingly. This course also aims to equip teachers with the necessary tools, knowledge, and competencies to continuously evolve as professionals and create a positive and transformative impact on their students and society as a whole. In this course a strong foundation will be established by exploring the fundamental principles and concepts that support basics of pedagogy in the light aims and objectives of the curriculum. This course emphasizes understanding learners and their backgrounds comprehensively so that an engaging and supportive learning environment, that fosters a need for learning, can be created for facilitating learner's holistic development. This course is designed to equip student teachers with a wide array of teaching learning strategies. It also focuses on innovative and transformative approaches to education, aiming to create lifelong learners equipped to thrive in an ever-changing world. Through professional development opportunities, student teachers will be better prepared to meet the ever-changing demands of the educational landscape and inspire the next generation of learners.

**Objectives of the Course:**

1. This course will prepare student teachers to understand secondary-stage learners and design teaching accordingly.
2. This course will help to equip teachers with the necessary tools, knowledge, and competencies to continuously evolve as professionals.
3. This course will help to understand the crucial role of pedagogy in facilitating effective learning experiences for students.
4. It will help to develop a deeper understanding of various pedagogical approaches and their impact on learners.

<b>Unit &amp; Allotted Marks</b>	<b>Contents</b>	<b>L</b>	<b>T</b>	<b>P</b>	<b>Total Contact Hours</b>
<b>I (15 MARKS)</b>	<b>Understanding Secondary Stage Learners</b> A. Understanding the learners and learner background. i. The physical, mental, social, and emotional growth of learners. ii. Thought processes and cognitive skills of learners. iii. Psychological and social orientations of learners. iv. Social and academic lives of learners. v. Characteristics of secondary stage learners. B. Observing the unique capabilities of a child.	13	2		15
<b>II (15 MARKS)</b>	<b>Strategies of Teaching and Learning</b> A. Understanding teaching and learning strategies: i. Concept, characteristics and functions of teaching. ii. Making abstract concepts enjoyable by relating them to real- life situations. iii. Promoting multidisciplinary learning through integration of different disciplines. iv. Promoting learner participation and engagement in learning. v. Building values through art integrated activities,	13	2		15

	<p>community engagement etc.</p> <p>vi. Promoting multidisciplinary learning through integration of different disciplines.</p> <p>vii. Promoting health and social sensitivities.</p> <p>viii. Developing respect toward cultural heritage.</p> <p>ix. Making classrooms inclusive and joyful learning spaces.</p> <p>B. Relationship between Aims and Values of Education, Curriculum and Pedagogy.</p>				
<b>III (15 MARKS)</b>	<p><b>Pedagogical Approaches</b></p> <p>A. Pedagogical approaches: constructivist approach; collaborative approach; reflective approach; integrative approach, inquiry-based approach; other contemporary approaches, art-integrated learning, sports- integrated learning.</p> <p>B. Types of pedagogy: social pedagogy; critical pedagogy; culturally responsive pedagogy; Socratic pedagogy in inclusive setup.</p> <p>C. Role of pedagogy in effective learning: how does pedagogy impact the learner?</p>	13	2		15
<b>IV (15 MARKS)</b>	<p><b>Continuous Professional Development of Teacher</b></p> <p>A. Meaning and need, professional and ethical competencies and need for updating content and pedagogical competencies to develop their professional competencies.</p> <p>B. Professional development activities: seminars, conferences, orientation programmes, workshops, online and offline courses, competitions, publications, development of teaching portfolio, capacity building programmes, and teacher exchange programmes.</p> <p>C. C. Development of professional competencies to deal with gender issues, equity and inclusion, ethical issues, environmental issues, human health and well-being, population, human rights, and various issues (emotional, mental, physical issues related to pandemic (for example covid-19).</p>	13	2		15
	<b>Total</b>	<b>52</b>	<b>8</b>		<b>60</b>

### Mode of Transaction

Lecture cum discussion, project-based method, problem solving method, experiential learning, art integrated learning, sports integrated learning, ICT integrated learning, interactive methods such as group discussions, peer tutoring, workshops, observations, and presentations.

### Mode of In-semester Assessment

#### 40 Marks

1. Two Internal Examinations 10+10=20 Marks
2. Others - 20 Marks
  - Attendance 05 Marks
  - Seminar presentation on any of the relevant topics 05 Marks
  - Complete the following two activities 05+05=10 Marks
1. Analyze NEP2020 with reference to pedagogical aspects of the concerned subject.
2. Analyze and reflect on the qualities of an 'Innovative Teacher' in Context of National Professional Standards for Teachers (NPST) and National Mentoring Mission (NMM).
3. Explore different platforms such as National Teacher's Portal, NISHTHA, DIKSHA, and SWAYAM for an online course and prepare a report.
4. Participate in a workshop or seminar to explore the concept of Continuous Professional Development (CPD), its significance in lifelong learning and prepare a write up on the findings.
5. Develop teaching learning strategies to address the needs of diverse learners in context of gender, equity and inclusion and prepare a PowerPoint presentation.
6. Raise awareness on the ethical and social challenges in education through field trip and create an e-portfolio.
7. Any other project assigned by HEI.

## **Learning Outcomes**

After completion of this course, student teachers will be able to:

- build comprehensive understanding of secondary stage learners.
- assess the physical, mental, social, and emotional growth of secondary stage learners.
- develop skills to observe and recognize the unique capabilities and strengths of secondary stage learner.
- discuss the necessary knowledge and skills to implement effective teaching and learning strategies.
- create enriching and inclusive learning environments to foster values-based education.
- develop a deeper understanding of various pedagogical approaches and their impact on learners.
- determine the knowledge to make informed decisions about instructional practices.
- explain the crucial role of pedagogy in facilitating effective learning experiences for students.

## **Suggestive Reading Materials**

- National Council of Educational Research and Training.(April2022).Mandate documents Guidelines for the development of National Curriculum Frameworks.
- National Education Policy 2020, MoE, Government of India (English and Hindi)
- National Steering Committee for National Curriculum Frameworks,(2023). Draft National Curriculum Framework for School Education.
- National Policy on Education 1968, 1986 and 2020.