LAKHIMPUR GIRLS' COLLEGE

(Autonomous)

INTEGRATED TEACHER EDUCATION

PROGRAMME (ITEP) WITH

SECONDARY-STAGE SPECIALIZATION

Syllabus For B. Sc.B.Ed.(Secondary) and B.A.B.Ed.(Secondary) Programme

(As per NEP-2020 and Suggestive Syllabi of NCTE- 2023)

[As approved by the 1st Meeting of the Board of Studies Lakhimpur Girls' College (Autonomous) held on 29th May 2026]



2026

Lakhimpur Girls' College**(Autonomous)**

Khelmati, North Lakhimpur, Assam

Pin : 787031

Structure of the Syllabus of Integrated Teacher Education Programme(ITEP)
Lakhimpur Girls' College (Autonomous)-2026

Semester	Curricular Component	Nature of the Course	Course Code	Course Title	Total Credits
	Students Induction Programme	-------	------	---------	0
I	1st Major (Education-ITEP)	Foundation of Education	ITEP-FEN-4-101	Evolution of Indian Education	4
		Ability Enhancement Course		Modern Indian Languages (Any One)	4
			HIN-AEC-4-101	Hindi	
			ASM-AEC-4-101	Assamese	
		Value Added Course	ITEP-VAC-2-101	Understanding India-I (Indian Ethos and Knowledge Systems)	2
			ITEP-VAC-2-102	Art in Education(Visual and Performing)	2
	2nd Major		C-1(Core-1)	Disciplinary/ Interdisciplinary Core courses Of FYUGP of Lakhimpur Girls' College(Autonomous)	4
			C-3 or Any one Core Course in FYUGP of 3rd Semester of Lakhimpur Girls' College(Autonomous)	Disciplinary/ Interdisciplinary Core courses of FYUGP of Lakhimpur Girls' College(Autonomous)	4
	Minor-1	Audit course/Add-On Course		Minor Courses of FYUGP of Lakhimpur Girls' College(Autonomous)	+4
				Total Credits	20+4
II	1st Major (Education-ITEP)	Foundation of Education	ITEP-FEN-4-201	Philosophical and Sociological perspectives of Education- I	4
		Ability Enhancement Course	ITEP-AEC-4-201	English Language and Communication Skill	4
		Value Added Course	ITEP-VAC-2-201	Understanding India-II	2
			ITEP-VAC-2-202	Teacher and Society	2
	2nd Major		C-2 (Core-2)	Disciplinary/ Interdisciplinary courses Of FYUGC of Lakhimpur Girls' College (Autonomous)	4
			C-5 or Any one core course in FYUGP of 4th Semester of Lakhimpur Girls' College(Autonomous)	Disciplinary/ Interdisciplinary courses Of FYUGC of Lakhimpur Girls' College (Autonomous)	4
	Minor-2	Audit course/Add-On Course		Minor Courses of FYUGP of Lakhimpur Girls' College (Autonomous)	+4
				Total Credit	20+4

Syllabus (1st Major – Education- ITEP)-2026
Integrated Teacher Education Programme with Secondary-Stage Specialization
Lakhimpur Girls' College (Autonomous)

Course Code : ITEP-FEN-4-101
Semester : I
Course Title : Evolution of Indian Education
Nature of the Course : Foundations of Education
Total Credit assigned : 4
Distribution of Marks : End Semester: 60 In Semester: 40
Distribution of Credits : Lecture (54), Tutorial (6)

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 (Industrial Era or Teacher Centred) to Education 4.0(The Innovation Age i.e AI-driven) 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-

1. To enable the student teachers to develop an understanding of genesis, vision, and evolution of education in ancient India to the contemporary India
2. To enable the student teachers to shape their educational perspective to act as an effective teacher.
3. To ground future educators in India's rich pedagogical heritage and educational policies.
4. To instill a deep appreciation for the fundamental duties, constitutional values, and cultural ethos of the country.

Units and allotted Marks	Course Contents	L	T	P	Total Contact Hours
Unit-I (12 marks)	**Ancient Indian Education: Vedic Period** 1.1 Vision, objectives and salient features of Vedic Education System.	11	1		12

	1.2 Teaching and Learning Process during Vedic Period. 1.3 Finance and Management of educational institutions during Vedic Period. 1.4 Famous Educational institutions of Vedic Period and Guru-Shishya parampara. 1.5 Education at the time of Epics: Ramayana and Mahabharata.				
Unit-II (12 Marks)	**Ancient Indian Education: Buddhist and Jain Period** 2.1 Vision, objectives and salient features of Buddhist and Jain Education System. 2.2 Teaching and Learning Process during Buddhist and Jain Period. 2.3 Finance and Management of Educational Institutions during Buddhist and Jain Period. 2.4 Educational Institutions: Nalanda, Taxila, Vikramshila, Vallabhi, Nadia. 2.5 Famous Guru-Shishya of Buddhist and Jain Period.	11	1		12
UNIT-III (12 Marks)	**Education from Post-Gupta Period(500 to 1200CE) to Colonial Period(1757 to 1947CE)** 3.1 Vision, objectives, brief historical development, perspective and salient features of Education in India during Post Gupta Period , Medieval period and Colonial period . 3.2 Teaching and Learning Process during Post Gupta Period , Medieval period and Colonial Period . 3.3 Finance and Management of educational	11	1		12

	Institutions during Post Gupta Period , Medieval period and Colonial Period .				
Unit-IV (12 Marks	**Modern Indian Education** 4.1 Contribution of Colonial Education in the development of Modern Indian Education in the light of Wood's Dispatch, Macaulay Minutes 4.2 Westernization of Indian Education and its impact on Indian Society. 4.3 **Shiksha ka Bhartiyakaran through Indigenous Intervention in Education**: 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, Dr. Bhima Rao Ambedkar and others to the education systems of India.	10	2		12
UNIT-V (12 Marks)	5.1 **Education in Independent India** • Overview of Constitutional values and educational provisions. • Citizenship Education: Definition Meaning of Citizenship Education, Qualities of a good citizen, fundamental rights and duties of citizens. • Overview of 20th Century Committees, Commissions and Policies. (Radhakrishnan Commission,Secondary Education Commission,Kothari commission, NPE-1986) • UEE, RMSA, RTE Act 2009: Overview and impact on School Education. 5.2 NEP 2020: vision and implementation For a vibrant India.	11	1		12
	Total	54	6		60

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

1. Planned lectures infused with multimedia /power-point presentations.

2. 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.

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

Mode of In-semester Assessment:

1. Two Sessional Tests (10+10) (20 marks)

2. Any two activities of the following: (10+10) (20 marks)

i. Prepare a report highlighting educational reforms with special reference to school education in the light of NEP 2020.
ii. Critically analyze the concept of good citizen from the perspective of education for democratic citizenship.
iii. Compare vision, objectives, and salient features of education during different periods.
iv. 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.
v. 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.
vi. Analyses of current educational strengths and weaknesses of one's own locality and work out a critical report.
vii. Visit to places of educational significance and value centers and develop a project report.
viii. 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.
- translate India's rich pedagogical heritage and educational policies in the classroom.
- appreciate the fundamental duties, constitutional values, and cultural ethos of the country.

Suggested Readings

1. Aggarwal, J.C. (2004). Landmarks in the History of the Modern Indian Education. New Delhi: Vikas Publishing House Pvt. Ltd.

2. Altekar, A. S. (2001). Education in Ancient India. New Delhi: Isha Book

3. Aurobindo, S. (2010). Speeches on Indian Politics and National Education. Pondicherry: Sri Aurobindo Ashram.

4. Aurobindo, S. (2011). Sri Aurobindo and the Mother on Education. Pondicherry: Sri Aurobindo Ashram.

5. Chaube, S.P.(1980). History and Problem of Indian Education. Agra : Agarwal Publications.

6. Chaube, S.P and A. Chaube (1999). Education in Ancient and Medieval India. New Delhi : S. Chand

7.Dash, B.N. (2014). History of Education in India. New Delhi: Dominant Publishers and Distributors Pvt. Ltd.

8.Dewey, J., (2017). Democracy and Education. Delhi : Aakar Books Classics.

9. Freire, P. (1972). Pedagogy of the Oppressed. Penguine Books.

10.Hamilton, Sue, (2001). Indian Philosophy: A Very Short Introduction. New York : Oxford University Press.

11. Hiriyana, M. (2009). Outlines of Indian Philosophy. Delhi: Motilal Banarasidas Publishers Pvt. Ltd.

12. Keay, F. E. (1918). Ancient Indian Education: Origin, Development and Ideals. Oxford University Press

13. Leaman, O., (2004). Key Concepts in Eastern Philosophy. London: Routledge.

14. Mukharjee, S.N. (2014). Education in India Today and Tomorrow. Agra: Vinod Pustak Mandir.

15. Mukhopadhya, M. (2007). Education for a Global Society. Delhi: Shipra Publications.

16. Nayak, B.K. (2012). History, Heritage and Development of Indian Education. New Delhi: Axis Books Pvt.Ltd.

17. Nurullah , S. & J. P. Naik, J.P (1971). A History of Education in India: during the British Period. Bangalore: Macmillan India Ltd.

18. Pathak, A. (2013). Social Implications of Schooling: Knowledge, Pedagogy and Consciousness. Delh: Aakar.

19. Perrett, R. W. (2016). Introduction to Indian Philosophy. Delhi: Cambridge University Press.

20. Purkait, B. R (2012). Milestones in Modern Indian Education. New Delhi: New Central Book Agency (P) Ltd.

21. Radhakrishnan, S. (2013). Indian Philosophy (Vol I and II). New Delhi: Oxford University Press.

22. Taneja, V. R. (1983). Educational Thought and Practice. New Delhi: Sterling Publishers Pvt. Ltd.

23. Thakur, A.S. and Thakur, A. (2015). Development of Education System in India: Problems and Prospects Agra: Agarwal Publications.

24. Chakraborty, S., & Neog, M.(2025).Foundation of Education : Evolution of Indian Education. Banlata Academic Division, Dibrugarh,Assam. (**Assamese Medium Book**)

Modern Indian Laguage (Hindi)-AEC

Course Code : HIN-AEC-4-101
Semester : I
Course Title : **हिन्दी भाषा और व्याकरण**
Nature of the Course : **Ability Enhancement Course**
Total Credit assigned : **4**
Distribution of Marks : **End Semester: 60 In Semester: 40**
Distribution of Credits : **Lecture (56), Tutorial (4)**

प्रस्तावना :

भाषा हमारे जीवन का अभिन्न अंग है । इसके द्वारा ही हम अपने विचारों का आदान-प्रदान करते हैं । विभिन्न देशों, प्रदेशों तथा क्षेत्रों की अपनी-अपनी भाषाएँ होती है । भाषा ही जगत के कार्य-व्यापार, सम्प्रेषण एवं व्यवहार का मूल आधार है । हिन्दी भाषा भारतीय संस्कृति, साहित्य और सामाजिक जीवन की एक महत्वपूर्ण अभिव्यक्ति है । इस पाठ्यक्रम का उद्देश्य विद्यार्थीयों को हिन्दी भाषा की संरचना, स्वरूप तथा व्याकरणिक नियमों से परिचित कराना है । इस पाठ्यक्रम के अंतर्गत हिन्दी व्याकरण के विभिन्न पक्ष जैसे वर्ण व्यवस्था, शब्द व्यवहार, वाक्य व्यवस्था, शब्दस्रोत आदि का अध्ययन कराया जाएगा । इसका उद्देश्य विद्यार्थियों में भाषा-शुद्धता, अभिव्यक्ति-कौशल तथा प्रभावी सम्प्रेषण क्षमता का विकास करना है , ताकि वे भाषा का सही एवं व्यावहारिक प्रयोग कर सकें ।

पाठ्यक्रम का उद्देश्य (course objective) :

CO1: हिन्दी भाषा की उत्पत्ति और बारीकियों से परिचित करना ।

ILO1: हिन्दी भाषा के उद्भव और विकास को समझ सकेंगे ।

ILO2: हिन्दी भाषा के विभाषा और बोलियों के बारे में जान सकेंगे।

ILO3: हिन्दी भाषा के विविध रूपों का परिचय प्राप्त कर सकेंगे।

CO2: हिन्दी भाषा का सही उच्चारण एवं सही शब्द प्रयोग के प्रति सचेत कराना।

ILO1: हिन्दी भाषा की विशेषताओं के बारे में जान सकेंगे।

ILO2: स्वर एवं व्यंजन तथा उसके प्रकार और प्रयोग को समझेंगे ।

ILO3: ऊष्म वर्ण, अल्पप्राण, महाप्राण घोष-अघोष वर्णों से परिचित होंगे।

CO3: हिन्दी शब्द व्यवहार से परिचित कराना ।

ILO1: पद, उपसर्ग, प्रत्यय, संधि, समास, कारक आदि को जानेंगे ।

ILO2: शब्दस्रोत से परिचित होंगे ।

CO4: वाक्य, उपवाक्य, पत्र लेखन तथा विलोम शब्द और पर्यायवाची शब्द के व्यवहार को सिखना ।

ILO1: वाक्य, उपवाक्य और उसके भेद के बारे में जान पाएंगे ।

ILO2: पत्र लेखन की कलासीखेंगे।

ILO3: विलोम एवं पर्यायवाची शब्द के बारे में जान सकेंगे।

Learning Outcome Presentation : Bloom's Taxonomy

Cognitive Knowledge Dimensions	Cognitive process dimension					
	Remember	Understand	Apply	Analyze	Evaluate	Create
Factual Knowledge	CO1, CO2, CO3, CO4	CO1, CO2, CO3, CO4		CO1, CO2, CO3, CO4		
Conceptual Knowledge	CO1, CO2, CO3, CO4	CO1, CO2, CO3, CO4		CO1, CO2, CO3, CO4		
Precedural knowledge				CO1, CO2, CO3, CO4		
Meta cognitive knowledge						

इकाई	विषय सूची	L	T	P	TotalHours

1 (15 Marks)	• हिन्दी भाषा का उद्भव और विकास • हिन्दी भाषा की विभाषा और बोलियाँ • हिन्दी भाषा के विविध रूपों का परिचय (राजभाषा हिन्दी, राष्ट्रभाषा हिन्दी, मानक हिन्दी, संपर्क भाषा हिन्दी)	14	01	-	15
2 (15 Marks)	• हिन्दी भाषा की विशेषताएं • हिन्दी की वर्ण व्यवस्था: स्वर एवं व्यंजन, प्रकार एवं प्रयोग, ऊष्म, अल्पप्राण, महाप्राण, घोष, अघोष	14	01	-	15
3 (15 Marks)	• शब्द व्यवहार: संज्ञा, सर्वनाम, क्रिया, विशेषण, उपसर्ग, प्रत्यय, संधि, समास, कारक • शब्दस्त्रोत: तत्सम, उद्भव, देशज, विदेशज/आगत	14	01	-	15
4 (15 Marks)	• वाक्य व्यवस्था: वाक्य, उपवाक्य, स्वरूप एवं भेद • पत्र लेखन: औपचारिक एवं अनौपचारिक • विलोम शब्द एवं पर्यायवाची शब्द	14	01	-	15
	Total	56	4	-	60

Where- **L: Lectures** **T- Tutorials** **P: Practical**

MODES OF IN-SEMESTER ASSESSMENT: **40 Marks**

- **Two Internal Examination-** **20 Marks**
- **Any one of the activities listed below** **10 Marks**
  - **Home Assignment**
  - **Fieldwork/ Project**
  - **Viva-voce**
- **Any one of the activities listed below** **5 Marks**
  - **Group Discussion**
  - **Seminar**
  - **Viva-voce**
- **Attendance** **5 Marks**

Mapping of Course outcome to Program Outcomes

CO/PO	PO1	PO2	PO3	PO4	PO5	PO6	PO7
CO1	S	M	S	S	S	S	M
CO2	M	S	M	M	M	S	S
CO3	S	M	S	S	M	S	M
CO4	M	S	M	M	S	S	M
CO5	M	M	S	S	S	M	S

सहायक ग्रंथ:

1. हिन्दी व्याकरण और रचना : डॉ. वासुदेव नन्दन प्रसाद, भारती भवन, पटना।

2. हिन्दी भाषा : डॉ. हरदेव बाहरी, अभिव्यक्ति प्रकाशन, इलाहाबाद ।

3. हिन्दी भाषा, व्याकरण और रचना: अर्जुन तिवारी, विश्वविद्यालय प्रकाशन, वाराणसी ।

4. हिन्दी व्याकरण एवं सम्प्रेषण : डॉ. अलका वशिष्ठ, अजय गोयल, डॉ. नवकान्त दास, डॉ. मनोज कुमार कलिता, साहित्य सरोवर, आगरा।

5. हिन्दी भाषा और व्याकरण : डॉ. जोनाली बरुवा और डॉ. मनोज कुमार कलिता, लोक भारती प्रकाशन, इलाहाबाद ।

6. हिन्दी भाषा एवं व्याकरण : बालकृष्ण श्रीवास्तव, महावीर पब्लिकैशन, डिब्रूगढ़ ।

Syllabus (1st Major – Education- ITEP)-2026
Integrated Teacher Education Programme with Secondary-Stage Specialization
Lakhimpur Girls' College (Autonomous)

Modern Indian Language (Assamese)-AEC

Title of the Course: অসমীয়াভাষাৰকৌশলআৰুদক্ষতাবিকাশ

(Skill and ability enhancement in Assamese Language)

Course Code: ASM-AEC-4-101

Nature of the Course: Ability Enhancement Course

Total Credits: 04

Distribution of Marks: 60 (End Sem) + 40 (In-Sem

প্ৰস্তাৱনা

অসমীয়াভাষাৰকথনআৰুলিখনকৌশলৰদক্ষতাবৃদ্ধিৰক্ষেত্ৰতছাত্ৰ-ছাত্ৰীসকলকসহায়কৰিবৰবাবেএইকাকতখনপ্ৰস্তুতকৰাহৈছে।দৈনন্দিনব্যৱহাৰিকক্ষেত্ৰতঅসমীয়াভাষাৰে বিভিন্নধৰণৰযোগাযোগকার্যসম্পাদনকৰাতএইকাকতখনসহায়কহ'ব।

উদ্দেশ্য

- অসমীয়াভাষাৰশুদ্ধউচ্চাৰণআৰুশব্দৰপ্ৰয়োগৰক্ষেত্ৰতসচেতনকৰা।
- অসমীয়াভাষাৰবিভিন্নলেখনকৌশলসমূহৰপৰিচয়কৰাইদিয়া।
- দৈনন্দিনব্যৱহাৰিকক্ষেত্ৰতঅসমীয়াভাষাৰযোগাযোগবৃদ্ধিকৰা।

পাঠ্যক্ৰমৰশিকনপৰিণতি (Course Outcome)

CO1: অসমীয়াভাষাৰকথনআৰুলেখনকৌশলৰপৰিচয়পাব।

ILO1: অসমীয়াভাষাৰউচ্চাৰণগতদিশৰসৈতেজড়িতবিভিন্নকৌশলসম্পৰ্কেঅৱগতহ'ব।

ILO2: 'ভাললেখন' ৰকৌশলসম্পৰ্কেঅৱগতহ'ব।

ILO3: অসমীয়াভাষাৰজতুৱাপ্ৰয়োগসম্পৰ্কেঅৱগতহ'ব।

CO2: অসমীয়াভাষাৰপ্ৰয়োগৰবিভিন্নদিশৰসৈতেপৰিচিতহ'ব।

ILO1: বিভিন্নপ্ৰকাৰৰপত্ৰআৰুপ্ৰতিবেদনলেখনৰকৌশলসম্পৰ্কেঅৱগতহ'ব।

ILO1: বিদ্যায়তনিকপ্ৰবন্ধআৰুনিৰ্বাচিতপাঠৰসমালোচনাৰকৌশলআয়ত্বকৰিব।

CO3: ভাষা- সাহিত্যবিষয়কবোধগম্যতাৰপৰীক্ষণ।

ILO1: নিৰ্বাচিতপাঠৰআধাৰতভাষা- সাহিত্যবিষয়কবোধগম্যতাৰপৰীক্ষণৰজৰিয়তেছাত্ৰ- ছাত্ৰী সকলৰবিশ্লেষণপ্ৰতিভাআৰুমূল্যাংকনক্ষমতাৰবৃদ্ধিহ'ব।

গোট	বিষয়	পাঠদান	অনুশিক্ষণ	সর্বমুঠ	নম্বৰবিতৰণ
১	অসমীয়াভাষাৰকথনআৰুলেখনকৌশল: ক) উচ্চাৰণ-মাতৰতীব্রতা,কথনৰবেগ, কণ্ঠস্বৰৰকম্পন, স্পষ্টতা, শুদ্ধতাআৰুসাময়িকবিৰতি খ) লেখন- বাক্যগাঁথনি, আখৰজোঁটনি, যতিচিহ্নৰপ্রয়োগ,জটুৱাৰপ্রয়োগআৰুভাললেখনৰগুণাৱলী	১০	৪	১৪	১৫
২	অসমীয়াভাষাৰব্যৱহাৰিকপ্রয়োগ (আৱেদনপত্র, কার্যবিৱৰণী, স্মাৰকপত্র, নিমন্ত্রণীপত্রআৰুপ্রশস্তিপত্র)	১০	৬	১৬	১৫
৩	নির্বাচিতপাঠ-১ • ‘মোৰশেষপাঠ’ (অনু: যতীন্দ্রনাথদুৱৰা) (যতীন্দ্রনাথদুৱৰাৰৰচনাৱলী, সম্পাঃলক্ষ্মীনাথতামুলী) • জীৱনৰজয়গান- হোমেনবৰগাহাঞি • দেৱকান্তসন্দিকৈ- জীৱনটোআমিমাথোঁএবাৰেইপাওঁ	১১	৪	১৫	১৫
৪	নির্বাচিতপাঠ-২ • দীনেশচন্দ্রগোস্বামী-বৈজ্ঞানিকমন, বৈজ্ঞানিকচিন্তাকিয়লাগে • সোম্যদ্বীপদত্ত- নামচাওঁৰঅন্তেষপুৰ (১মঅধ্যায়)* • ৰুবুলমাউত- মোৰোএটাসপোনআছে(সংগ্রামখণ্ড১মআৰু২য়অধ্যায়)*	১১	৪	১৫	১৫
	সর্বমুঠ	৪২	১৮	৬০	৬০

আভ্যন্তৰীণমূল্যায়নৰপদ্ধতি ৪০নম্বৰ

আভ্যন্তৰীণপৰীক্ষা (দুটা) ২০নম্বৰ

অন্যান্য (তলৰযিকোনোদুটা) ২০নম্বৰ

- সামূহিকআলোচনা
- আলোচনাপত্রপ্রস্তুতআৰুউপস্থাপন
- গৃহকৃতকর্ম

প্রসংগপুথিঃ

ব্যক্তিত্ব, সুকুমাৰকৌশলআৰুযোগাযোগ: নীৰাজনামহন্তবেজবৰা

অসমীয়াভাষাৰউচ্চাৰণ: গোলোকচন্দ্রগোস্বামী, বীণালাইব্রেৰী, গুৱাহাটী

ব্যৱহাৰিকঅসমীয়াঅভিধান: বসন্তকুমাৰগোস্বামী, যোৰহাট

নিকাঅসমীয়াভাষা: মহেশ্বৰনেওগ, লয়াছ, গুৱাহাটী

অসমীয়াব্যাকৰণপ্রৱেশ: গোলোকচন্দ্রগোস্বামী, বীণালাইব্রেৰী, গুৱাহাটী

বিজ্ঞানলেখকৰহাতপুথি: দীনেশচন্দ্রগোস্বামী, অসমবুকহাইভ, গুৱাহাটী

মোৰোএটাসপোনআছে- ড০ৰুবুলমাউত

নামচাঙৰঅন্তেষপুৰ- সোম্যদ্বীপদত্ত*

Syllabus (1st Major – Education- ITEP)-2026
Integrated Teacher Education Programme with Secondary-Stage Specialization
Lakhimpur Girls' College (Autonomous)

Course Code : ITEP-VAC-2-101
Semester : I

Course Title : Understanding India-1 (Indian Ethos and Knowledge Systems)
Nature of the Course : Value Added Course 1
Total Credit assigned : 2
Distribution of Marks : End Semester: 30 In Semester: 20
Distribution of Credits : Lecture (26), Tutorial (4)

About the Course

In today's deeply fragmented world which finds itself deep in extreme dynamism, led by technological innovations and environmental changes, we need to develop in society's potential teachers an inward-looking approach while building the young minds of this country. Looking inwards helps one to feel a sense of intellectual and spiritual rootedness in the churns of the external world, while at the same time also find in oneself a social belongingness. The course provides an overview of India's heritage and knowledge traditions across key themes of economy, society, polity, law, environment, culture, ethics, science and 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 multi disciplinary lens. This evaluation would produce valuable lessons for obtaining transferable and 21st-century skills. The course requires no pre-requisite knowledge or understanding. Spread out over two years, the Course is designed to establish foundational knowledge of India's rich spiritual, cultural and social heritage and build upon it. It will empower the students with 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 and evolution of knowledge of India through a multidisciplinary lens; to evaluate the diverse traditions of India and also to distinguish it achievements and limitations. It further seeks to develop and articulate an ethics-based education for the prospective teachers, so that they may empower their future students in the classroom context, by developing rootedness in them through a promotion of Indian thought and a sense of
pride and belongingness in their rich Indian legacy.

Course Objectives: The objectives of this Course are -

1.To introduce students to India's rich socio-cultural heritage.
2. To develop a sense of pride in the shared traditions of India's rich legacy.
3. To help future educators comprehend the political, democratic, and legal frameworks that shape Modern Indian society.
4. To develop a thorough understanding of the Indian Constitution, constituent assembly debates, Fundamental Rights and Duties.

Units and allotted Marks	Course Contents	L	T	P	Total Contact Hours
Unit I	**Introduction to the Knowledge & Literature of India**	06	01		07

(08 Marks)	1.01. Definition of Knowledge and Scope of the knowledge of Indian Literature. 1.02. Brief Introduction of Literature :Sanskrit literature, religious literature, Indian poetry, folk literature, Indian fiction, Sangam literature, Kannada, Malayalam literature, Bengali literature, etc. 1.03. Our ancient knowledge and its relevance in present times.				
Unit II (15 Marks)	**Polity, Law and Economy in Ancient India:** **(A) Polity** 3.01 Kingship & types of government: Oligarchies, Republics; Local administration (village administration). **B. Law** 3.02 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. **C. Economy** 3.03 . Overview of the Indian Economy from the Stone Age to the Guptas ; The new culture of Urbanization during ancient India (including castes, guilds, and other economic institutions; Harappan civilization economy; growth of agriculture and proliferation of new occupations; growth of writing); 3.04. Internal & external trade and commerce: Trade routes, Indo-roman contacts, and maritime trade of South India; Temple economy. 3.05. Land ownership: Land grants & property rights, land revenue systems. 3.06. Understanding Arthashastra: Ideas & Criticism; Locating relevance of ancient Indian economic thought in modern-day Indian Economy	13	01	-	14

Unit III (07 Marks)	**Understanding Environment and Health of Ancient India :** **A. Environment** 4.01 Understanding Equilibrium between Society & Environment; Society's perceptions of natural resources like forests, land, water and animals in ancient India. 4.02 Sustainable architecture & urban planning: Solving today's environmental challenges (best practices from indigenous knowledge, community-led efforts, etc.need to be discussed which are helpful in solving today's environmental challenges.) **B. Health** 4.03 India's Health Tradition: Ayurveda, Siddha, Ashtavaidya,Unani, and other schools of thought; Lessons from Sushruta Samhita and Charaka Samhita; 4.04 Mental health in ancient India: towards time-tested concepts of mental wellness (**concept of mind, dhyana, mind-body relationship, Ayurveda, yogadarshan, atman, etc.)**	07	02	-	09
	Total	26	04	-	30

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

1. 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.
2. 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:
3. One Sessional Test : (10 marks)
4. Any one activity from the following list : (10 marks)

i. Written Report based on the Screening of documentaries and films on the themes of the

various Units, followed by a discussion

ii. Learner-driven discussions in the form of focus group discussions (FGDs), Socratic Discussions, etc.

iii. Debate/discussion to explain India's Vaad tradition

iv. Assignment on how some of the ancient methods of teaching are relevant in today's Time

v. Group discussions that help identify ethical dilemmas in daily lives and understanding the importance of ancient ethics and values to resolve them

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 them.
- Apply their acquired research and critical thinking skills in multidisciplinary themes,
- Summarize and pass on their learning to their students of different Indian traditions in an easily digestible manner

Suggested Readings

1. Guha, R. (2007). India after Gandhi: The history of the world's largest democracy. Harper Collins .
2. Nehru, J. (2004). The discovery of India. Penguin Books. (Original work published 1946)
3. Eck, D. L. (2012). India: A sacred geography. Harmony Books.
4. Sen, A. (2005). The argumentative Indian: Writings on Indian history, culture, and identity. Penguin Books.
5. Keay, J. (2011). India: A history. HarperCollins.
6. Wolpert, S. (2009). A new history of India (8th ed.). Oxford University Press.
7. Tharoor, S. (2017). Inglorious empire: What the British did to India. Hurst & Company.
8. Hasnain, N. (2010). Indian society and culture: Continuity and change (2nd ed.). Jawahar Publishers and Distributors.
9. Bose, M. L. (1989). Social and cultural history of India. Concept Publishing Company.
10. Jha, D. N. (2004). Ancient India: In historical outline (Revised ed.). Manohar Publishers

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

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Course Code : ITEP-VAC-2-102
Semester : I
Course Title : Art in Education (Visual and Performing) I
Nature of the Course : Value Added Course 2
Total Credit assigned : 2
Distribution of Marks : End Semester: 30 In Semester: 20
Distribution of Credits : Lecture (23), Tutorial (2), Practical (05)

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 learners towards the problems and issues in Art Education.
6. Sensitize learners towards pedagogical issues of Art Education,
7. Sensitize learners towards Traditional Art forms of India and develop appreciation for them.

Units and allotted Marks	Course Contents	L	T	P	Total Contact Hours
Unit I (10 Marks)	Art and Education 1.1 Conceptual clarity, relationship, and significance of studying art education with special reference to place of art in Human life. 1.2 Historical development of art education in school education. 1.3 Goals of studying art education in school curriculum at different stages. 1.4 Studying art education across the curriculum. 1.5. Perspective of NEP, 2020 on Art Education.	07	01	02	10
Unit II (10 Marks)	Theoretical Consideration of Art Education 2.1 Philosophical, psychological and sociological perspective of Art Education. 2.2 Formal and informal theories of art. 2.3 Indian perspective of art in life.	08	01	01	10

	2.4 Western perspective of art in life. 2.5 Critical analysis of theories of Art Education.				
Unit-III (10 Marks	Introduction to the Culture & Arts of India 2.01 Need to revisit our ancient Art, traditions and culture 2.02 Fine arts(traditional art forms, contemporary arts, arts & spirituality, arts and Identity, and art and globalization); 2.03 Performing Arts (Indian dance systems, traditional Indian pieces of music, visual arts, folk arts, etc.).	08	-	02	10
	Total	23	02	05	30

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

1. Planned lectures infused with multimedia /power-point presentations.

2. 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.

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

Mode of In-semester Assessment:

5. Two Sessional Tests (5+5) : (10 marks)
6. Any two activities of the following:(5+5) (10 marks)

(a) Preparing multimedia material for Art Education in senior secondary schools.
(b) Preparation of instructional material for education in the arts for secondary school.
(c) Organizing the Art Club.
(d) 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. Kaur, J. R. & Pandey, S. K. (2008). Drama and Art in Education. Meerut: R. Lal Book

Depot.
2. M. Shailaja & Rao, Sandhya. (2024). Children's Books: An Indian story. Bhopal: Eklavya Foundation.
3. Mardirosian, G. H & Lewis, Y. P. (2018). Arts Integration in Education: Teachers and Teaching Artists as Agents of Change. UK: Intellect Book.
4. Dawson, K. & Kelin D. A. (2014). The Reflexive Teaching Artist: Collected Wisdom from the Drama/Theatre Field. UK: Intellect Book.
5. Vats, S. P. & Vinitha (2019). Once Upon a Story: Divaswapna and the Gijubhai Method. New Delhi: AuthorsUpFront.
6. Tonmoy E. (1989). History of Fine Arts in India & the West. Guwahati: Orient BlackSwan.
7. Ketkar, S. & Anil Rao. (2017). The History of Indian Art. Mumbai: Jyotsna Prakashan
8. Park, H. & Schulte, C. (2021). Visual Arts with Young Children: Practices, Pedagogies, and Learning (Changing Images of Early Childhood). London: Routledge
9. Mukhopadhyaya, A. (2020). EPC-2-Drama And Arts In Education. Kolkata: Rita Publications

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(Syllabus (1st Major – Education- ITEP)-2026-27
Integrated Teacher Education Programme with Secondary-Stage Specialization
Lakhimpur Girls' College (Autonomous)

Course Code **:** ITEP-FEN-4-201
Semester **: II**

Course Title : **Philosophical and Sociological Perspectives of Education-I**

Nature of the Course : **Foundations of Education**
Total Credit assigned : **4**
Distribution of Marks : **End Semester: 60 In Semester: 40**
Distribution of Credits : **Lecture (52), Tutorial (8)**

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

Units and allotted Marks	Course Contents	L	T	P	Total Contact Hours
UNIT-I (15 Marks)	**Education and Philosophy** 1.1 Relationship between Education and Philosophy, Concept nature and Scope of Educational Philosophy. 1.2 Aims of studying philosophical perspective of education. 1.3 Branches of Philosophy and their educational implications: Metaphysics (त□्ि○मीमा○○ा○ंसा), Epistemology (□○ानमीमा○○ा○ंसा), Axiology (मू□मीमा○○ा○ंसा) 1.4 Understanding Indian Perspective of Education • Meaning, nature and aims of education with special reference to Vedic, Buddhist, Jain, Sikh and Islamic traditions.	12	1		13

	• Understanding the terms Darshana, Para and Apara Vidya, Avidya, Shiksha, Samvaad, Panchkosha, Gurukulam, Acharya, Guru, Shishya, Upadhyaya, Jigyasa, Swadhyaya. 1.5. Understanding Western Perspective of Education • Meaning, Nature and aims of education with reference to Cognitive, Behaviorist and developmental theories of Education.				
UNIT- II (15 Marks)	**Philosophical Schools and Education** 2.1 Conceptual Clarity of the following schools of thoughts with their implications for educational practices: • Bharatiya(Indian School of Philosophy): Samakhya, Yoga, Nyaya, Vaisheshika, Mimansa, Vedanta • Western : Idealism, Naturalism, Pragmatism, Progressivism	12	1		13
UNIT-III (20 Marks)	**Educational Thinkers** 3.1 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. Rousse, Maria Montessori, Friedrich Froebel, John Dewey	18	4	-	22
UNIT-IV (10 Marks)	**Value Education** 4.1 Conceptual Clarity, Significance and Types of values 4.2 Indian Traditional Values. 4.3 Guru-Shishya-Parampara and Educational Values. 4.4 Convocation message in Taittiriya Upanishad. 4.5 Values enshrined in Indian Constitution. 4.6 NEP, 2020 and Values with special reference to 21st Century 4.7 Pedagogical Issues	10	2	-	12

	Total	52	8	-	60

Mode of Transaction: The course content transaction will include the following:
1.Organized lectures using variety of media.

2. Small group discussion, panel interactions, small theme based seminars, group discussions, cooperative teaching and team teaching, engagement of students 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.

3. 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.

4. 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 rituals, convocation system etc.

Mode of In-semester Assessment:

7. Two Sessional Tests : (10+10) (20 marks)

8. Any two activities of the following: (10+10) (20 marks

1.Individual/group assignments/tasks in various forms like writing small paragraphs/brief notes, conceptualizations on specific terms etc.

2. Institutional visits in small groups in coordination to institutions related to different thinker/s and preparation of a report followed by individual/group presentation.

3. 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.

4. 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.
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. Radhakrshnan, 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.

Course Code	: ITEP-AEC-4-201
Semester	: II
Course Title	: English Language and Communication Skill
Nature of the Course	: Ability Enhancement Course (AEC)
Total Credit assigned	: 4
Distribution of Marks	: End Semester: 60 In Semester: 40
Distribution of Credits	: Lecture (52), Tutorial (8), Practical (00)

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 sound 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 to 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-

1 enable to demonstrate reading, writing, listening, speaking, and thinking abilities in L2,

2.enable to recognize the link between language and mental skills and demonstrate their knowledge and skills effectively for all purposes.

3.build inter-personal relationships and enhance social skills

Units and allotted Marks	Course Contents	L	T	P	Total Contact Hours
UNIT-I (15 Marks)	**Language, Society, and learning** 1.1 Bi-/Multilingualism and scholastic achievements; need to promote multilingualism; 1.2 Language variation and social variation; 1.3 Languages, dialects and varieties, cultural transmission of language, language, and gender; 1.4 Language and identity; language and power; 1.5 Constitutional provisions and National Education Policy 2020. 1.6 Language acquisition and Language learning; 1.7 Language learning from mother tongues to other tongues; 1.8 Advantages of learning other languages; 1.9 Language and education; 1.10 Notion of first language, second language and others	14	2	-	16
UNIT- II (15 Marks)	**Speech and Writing** 2.1 Writing Systems: Speech and writing; arbitrariness in language; types of writing systems. 2.2 Classification sessions of speech sounds: vowels, consonants, and others; 2.3 Suprasegmental: stress, pitch, tone, intonation, and juncture; 2.4 Acoustic phonetics.	12	2	-	14
UNIT-III (15 Marks)	**Understanding Grammar** 3.1 Word and meaning; parts of speech, grammatical categories; word formation: affixation, compounding, reduplication, vocabulary building. 3.2 Sentence and its constituents: simple, complex, and compound sentences; Semantics and pragmatics: lexical meaning- synonymy, antonymy, meronymy, grammatical meaning, speech acts.	12	2	-	14
UNIT-IV (15 Marks)	4.1 Communication: 4.1.1 Pronunciation and listening comprehension skills. 4.1.2 Reading and reading comprehension skills. 4.1.3 Effective writing skills; effective presentation and speaking skills; summarizing and paraphrasing skills. 4.2 Critical Reading and Thinking Skills	14	2	-	16

	4.2.1 Components of critical thinking and reading; 4.2.2 High order cognitive development; 4.2.3 Critical thinking and problem solving; 4.2.4 Rational inquiry				
	Total	52	8	-	60

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

1.A mixture of interactive lectures, tutorials, and practical

2. Discussions, role plays, projects, simulations, workshops and language-awareness activities.

3. Class room discussions to develop the critical thinking/ problem solving abilities among the students

4. Focus on situations where in our daily lives the one would be performing tasks that involve a natural integration of language skills.

5. The students are expected to read assigned chapters/ articles before the session and the course requires active participation from the students.

Mode of In-semester Assessment:
9. Two Sessional Tests :(10+10) (20 marks)

10. Any two activities of the following:(10+10) (20 marks)

1. the assessment of both linguistic and communicative skills using a battery of tests and test types, group work and projects.

2. Listen to a recorded speech and classify it based on sounds: vowels, consonants, and others; supra segmental: stress, pitch, tone, intonation, and juncture; Acoustic phonetics

3. Analyze sentences and their constituents: simple, complex, and compound sentences from written work.

4. Activity on translation of texts in English to Assamese and vice versa.

Learning Outcomes: After completion of this 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.

Suggested Readings:

1. Stern, H. H. (1983) : Fundamental Concepts in Language Teaching. New Delhi: Oxford University Press.

2. Balasubramanian, T. (2001) : A Textbook of English Phonetics for Indian Students. New Delhi : Macmillan. India Ltd.

3. Daniel, J. (1976) : An Outline of English Phonetics, Ninth Edition, Cambridge University Press.

4. Chomsky, N. (1957) : Syntactic Structures. The Haque/Paris: Mouton

Syllabus (1st Major – Education- ITEP)-2026
Integrated Teacher Education Programme with Secondary-Stage Specialization
Lakhimpur Girls' College (Autonomous)

Course Code : ITEP-VAC-2-201
Semester : **II**
Course Title : **Understanding India-II (Indian Ethos and Knowledge System)**
Nature of the Course : **Value Added Course 3**
Total Credit assigned : **2**
Distribution of Marks : **End Semester: 30 In Semester: 20**
Distribution of Credits : **Lecture (24), Tutorial (4),** Practicum(2)

About the Course

In today's deeply fragmented world which finds itself deep in extreme dynamism, led by technological innovations and environmental changes, we need to develop in society's potential teachers an inward-looking approach while building the young minds of this country. Looking inwards helps one to feel a sense of intellectual and spiritual rootedness in the churns of the external world, while at the same time also find in oneself a social belongingness. The course provides an overview of India's heritage and knowledge traditions across key themes of economy, society, polity, law, environment, culture, ethics, science and 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 multi disciplinary lens. This evaluation would produce evaluable lessons for obtaining transferable and 21st-century skills. The course requires no pre-requisite knowledge or understanding. Spread over two years, the Course is designed to establish
foundational knowledge of India's rich spiritual, cultural and social heritage and build upon it. It will empower the students with 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 and evolution of knowledge of India through a multidisciplinary lens; to evaluate the diverse traditions of India and also to distinguish it achievements and limitations. It further seeks to develop and articulate an ethics-based education for the prospective teachers, so that they may empower their future students in the classroom context, by developing rootedness in them through a promotion of Indian thought and a sense of pride and belongingness in their rich Indian legacy.

Course Objectives: The objectives of this Course are to:
1. introduce students to India's rich socio-cultural heritage
2. develop a sense of pride in the shared traditions of the India's rich legacy.

Units and allotted Marks	Course Contents	L	T	P	Total Contact Hpurs
UNIT-I (07 Marks)	**Introduction of Knowledge of India** A. Recap of previous knowledge and Introduction. **Schools of Philosophy(Orthodox and Unorthodox)** 1.01 Vaishesika, Nyaya, Samkhya, Yoga,Purva Mimansa and Vedanta or Uttara Mimansa (theory and the major thinkers and Pramanas)) 1.02 Vedanta: philosophical systems (Advaita, Vishishtadvaita, Dvaita). 1.03. Jain philosophy, Buddhist philosophy, and Charvak Philosophy (Theory, Major thinkers and Pramanas)	06	01	-	07
UNIT- II (08 Marks)	**Ethics, Morality & Spirituality**: 2.01 Ethics, morality, and social dilemma (including self-leadership) and their relevance in today's time. 2.02 How do Indians value spirituality? Spirituality and Social Responsibility; Importance of Spirituality in current times. 2.03 Using ethics in a technologically volatile world: leading an ethical and modern life. 2.04 Practical Vedanta for well-being (mindfulness, interconnectedness, society-self relationship, etc.).	06	01		07
UNIT-III (07 Marks)	**Culture-Lifestyle** 3.01 Food (regional cuisines, ayurvedic diet, food and festival, vegetarianism, Jainism in food, food and hospitality, and globalization). 3.02 Clothes (traditional Indian clothing, textile arts, religious costumes, clothing status, clothing, gender, globalization in clothing). 3.03 Sports (traditional Indian sports, martial arts, sports, and gender, sports & globalization). 3.04 The life style of Yoga; adapting ancient lifestyle– A path towards longevity.	06	01	02	10
UNIT-IV (08 Marks	**Science & Technology** A. Arithmetic and logic. B. Natural sciences: math, physics, metallurgy, and chemistry. C. Astronomy: India's contributions to the world.	06	01		07

	D. Indian notions of time and space. E. Technology in the economy: agriculture, transportation, etc. **Linguistic Traditions** 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.				
	Total	24	04	02	30

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

1. 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.

2. Tutorials will include Screening of documentaries and films followed by a discussion.

3.Learner-driven discussions in the form of focus group discussions (FGDs), Socratic Discussions, etc.;

4.Debate/discussion can be organized to explain India's Vaad tradition; discussion on how some of the ancient methods of teaching are relevant in today's time;

5.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:
1. One Sessional Test : (10 marks)
2. Any one activity from the following list: (10 marks)

1. 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.

2. Individual and Group presentations based on themes such as Polity, Law and Economy etc.

3. Organization of 'Knowledge of India' day in the institution to celebrate the culture (food, clothes, etc.) that students would have explored in lectures and tutorials

4. 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.

5. 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.

6. Exploring Heartfulness Way of meditation as practical aspect of Patanjali's Yoga philosophy and Brahma Sutra of Badrayan & development of report based on practical experiences.

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 learning to learners in schools of different Indian traditions in an easily digestible manner.

Suggested Readings:

1. Guha, R. (2007). India after Gandhi: The history of the world's largest democracy. HarperCollins.
2. Nehru, J. (2004). The discovery of India. Penguin Books. (Original work published 1946)
3. Eck, D. L. (2012). India: A sacred geography. Harmony Books.
4. Sen, A. (2005). The argumentative Indian: Writings on Indian history, culture, and identity. Penguin Books.
5. Keay, J. (2011). India: A history. HarperCollins.
6. Wolpert, S. (2009). A new history of India (8th ed.). Oxford University Press.
7. Tharoor, S. (2017). Inglorious empire: What the British did to India. Hurst & Company.
8. Hasnain, N. (2010). Indian society and culture: Continuity and change (2nd ed.). Jawahar Publishers and Distributors.
9. Bose, M. L. (1989). Social and cultural history of India. Concept Publishing Company.
10. Jha, D. N. (2004). Ancient India: In historical outline (Revised ed.). Manohar Publishers.

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

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Syllabus (1st Major – Education- ITEP)-2026
Integrated Teacher Education Programme with Secondary-Stage Specialization
Lakhimpur Girls' College (Autonomous)

Course Code : ITEP-VAC-2-202
Semester : II
Course Title : Teacher and Society
Nature of the Course : Value Added Course 4
Total Credit assigned : 2
Semester : II
Distribution of Marks : End Semester: 30 In Semester: 20
Distribution of Credits : Lecture (26), Tutorial (4)

About the Course:

Teachers unarguably have the key role in nurturing young lives and shaping positive and inspired future generations. Emphasizing on the crucial role of teachers NEP 2020 states "teachers truly shape the future of our children-and, therefore, the future of our nation.".“The high respect for teachers and the high status of the teaching profession must be restored to inspire the best to enter the teaching profession. The motivation and empowerment of teachers is required to ensure the best possible future for our children and our nation." (NEP Para 5.1). The NEP in its introductory section states, "the teacher must be at the centre of the fundamental reforms in the education system" and highlights the need to "help re-establish teachers, at all levels, as the most respected and essential members of our society, because they truly shape our next generation of citizens". (NEP 2020, Introduction). The policy also stresses the need to "do everything to empower teachers and help them to do their job as effectively as possible." It is recognized that teachers are second to mothers in having the opportunity to work with children during the most impressionable years in their life and shape opinions, form ideas about personal and social goals and about society and life, contributing so much to the development of both individuals and society.
The focus of the course on 'Teacher & Society' is on developing an understanding among student teachers of the roles of teachers in the emerging Indian society, including the changing roles of teachers in the context of the global flows of people, culture and resources that are shaping society, and the application of technologies that are constantly redefining not only the educational landscape but also the human relationships and social norms which are continuously undergoing change which entails a recalibration of the teacher roles aligned to the current and future realities and preparing teachers for the volatile, uncertain, complex and ambiguous world. The course enables the students to understand the roles and obligations of teachers as an architect of the society based upon the cultural ethos, traditions, and diversity. The student teachers shall be equipped with the knowledge, capacities and value system that enables them to act as an agent for fostering national integration, a feeling of pride in the cultural heritage and achievements of India. This course also aims to ensure that student teachers understand their responsibility for producing a future generation that undertakes its responsibility as an awakened citizen who avoids wastage of national resources and takes up a proactive role for the emergence of India as a strong and disciplined nation.

In addition to these, the course also seeks to enable each of the student teachers to respond to the needs of students from diverse cultural, linguistic, social and economic backgrounds; to be sensitive to gender issues, promote tolerance and social cohesion, provide special attention to students with learning disabilities, learn and apply new pedagogies and technologies, keep pace with current educational developments and initiatives; and keep oneself professionally engaged to update/upgrade knowledge and practice. Student teachers will be encouraged to comprehend how societal structures, context and historical patterns shape teacher identities on one hand and how teacher identities, beliefs, values, convictions and commitment shape the ethics, culture, norms and values on the other; thus, impacting the larger societal thoughts and actions. The course also explores the relationship of the teacher with education development, community and society through different course units that talk of the teacher as a person and as a professional, the sociocultural and technological contexts of the teacher and how they impact the teaching learning process, the multiple roles, identities and expectations of a teacher. It invites the student teachers to be reflexive of one's thoughts, beliefs and actions and continuously take a gaze inside out so as to unbiasedly engage children in a reflective dialogue.
The course explores the concept of teacher agency, how it gets influenced and how it influences the education system. It concludes with there-calibrating of roles of teacher and teaching beyond the curricular boundaries as an architect of an inclusive, harmonious, and developing India.

Course Objectives: The objectives of the course are to empower the student-teachers to be able to:
1. Examine the relationship between teacher beliefs, values, character, life history, social and cultural context and teaching critically,
2. 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.
3. Differentiate between then arrow curricular aims of education and the broader educational aims and their role in shaping self, school, and society,
4. Demonstrate an ability to develop positive classrooms through engaging in the ethic of care,
5. Demonstrate an ability to critically reflect on personal and collective practice so as to improve learning and teaching,

Units and allotted Marks	Course Contents	L	T	P	Total Contact Hurs
UNIT-I (07 Marks)	**Understanding the Teacher: Exploring the Personal and Professional Teacher** A. 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. Exploring the Professional Teacher: Qualifications, Education in teaching, Attitude, Aptitude, Experience and Exposure.	6	1		07

	C. The Charismatic Teacher, the Communicator Teacher, The Missionary Teacher, The Competent Practitioner, The Reflective Practitioner, The Learning Teacher. D. Reflexive Practice: Nurturing the Professional Capital through collaborative and/or collective engagement with self, others, the social context				
UNIT- II (08 Marks)	**Life and Posterity** A. Teaching: One profession, many roles B. Teaching Character: Nurturing Teachers for Human Flourishing. C. Holistic Teacher Development: Nurturing the Panchakoshas. D. Teacher Values, Beliefs, and current Philosophy of Teaching: A Reflective Dialogue. E. Developing an Ethic of Care in Teacher Education: Nurturing Teachers towards a pedagogy of care.	7	1		8
UNIT-III (08 Marks)	**Understanding and Fostering Teacher Agency: Role in shaping Education Systems of Tomorrow** A. Teacher Agency: What is it and why does it matter? B. Individual, Cultural and Structural Dimensions of Teacher Agency. C. Teacher discourses, Philosophy, Relationships, Networks and Professional Development: Shaping teacher agency and Creative in subordination. D. Challenges and Issues in fostering Teacher Agency: Performativity, Non-academic engagements, Systemic apathy, Policy and Practice gaps and others. E. Role of Teacher in shaping the educational policy, practices, and reforms	7	1	-	8
UNIT-IV (07 Marks	**Teacher as an Architect of the New India: Shaping the Society of Tomorrow** A. Engaging in Critical Education: Dialogues on power relations associated with Gender, Ethnicity, Culture, Disability, Class, Poverty, there production of disadvantage and realizing the true human potential. C. Being a Critical Teacher: Raising debates around rapid technological advancement and impact on individual, family and social life; D. The growing isolation and impact on mental and social health and well-being, E. Changing relationships between the 'state' and the 'market' and their impact on formal education;	6	1	-	7

	F. 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.				
	Total	26	4		30

Mode of Transaction

1. 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, groupwork, case-based approaches, and enquiry-based learning.
2. 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.
3. Situating themselves in the geo-political context, the learners will get to critically engage in some of the policy dialogues.
4. Learners would reflect on their practice as pre-service interns, knowledge, skills, and understandings and identify opportunities to apply course learning to their school context.

Mode of In-semester Assessment:

11. One Sessional Test: (10 marks)
12. Any one activity of the following: (10 marks)

Preparing a note on the current teaching philosophy of the student based on his / her beliefs and values.

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.

Critical Reflections on popular debates around power relations associated with Gender, Ethnicity, Culture, Disability, Class, Poverty, and such others

Conducting a case study of any one teacher education Institution.

Writing a biography of any one of their favourite teachers/Educationists.

Any other innovative assignments that would inculcate in the future teachers a sense of belonging for society

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 then arrow curricula 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,
- Explain 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 (4th Edition). Vikash Publishing House
2. Anand, C.L. (1983). The teacher and education in emerging Indian society. NCERT
3. Dewey, J. (2023). The school and society (2nd Edition). Lector House LLP
4. Havighurst, R.J. (2018). Society and education. Sarup Book Publishers Pvt. Ltd.
5. Kumar, K. (2000). The child's language and the teacher. National Book Trust.
6. Kumar, K. (2004). What is worth teaching (3rd Edition). Orient Longman
7. Musgrove, F. and Taylor, P.H. (2014). Society and teacher's role. Routledge Library Editions: Education
8. Nicole, F. (2020). Be that teacher: reigniting the passion for teaching and learning.Felicia Nicole

9. Pearson (2012). Teacher in emerging Indian society. Pearson Education India

10. Sadker, D.M. and Zittleman, K.R. (2011).Teachers, schools and society: A brief Introduction to education (Third Edition). McGraw-Hill Education

11. Sands, N. (2021). The philosophy of teaching- the pupil, the school. MJP Publishers

12. Saxena, N.R.S. and Dargan, A.S. (2024). Teacher in emerging Indian society. R.Lall Publisher and Distributors

13. Sing, R.P. (2008). Teaching teachers for a knowledge society. Gyan Publishing House
14. Antony, A. (2016). Teacher and education in Indian society. Notion Press 4. Das, T. and
15. Introduction to education (Third Edition). McGraw-Hill Education
16. Halder, T. (2023). Teacher education for transforming society. REDSHINE publication

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