

Practicum/ Assignment (Any One) besides Sessional test:

1. Construction and standardization of an achievement test.
2. Construction of Attitude Scale.
3. Preparation of a Questionnaire
4. Administration of test and interpretation of scores.

Mode of Transaction: Lecture, Lecture cum Discussion

Evaluation Scheme:

- | | |
|---------------------------|--|
| (i) Internal Assessment | : 20 marks (is to be finalized by the Principal & Teachers of concerned Paper) |
| (ii) External Examination | : 80 marks |
| (iii) Duration | : 03 hours |
| (iv) Pass Marks | : 40% of the total. |

The examination paper will have S(five) questions with internal choice. Each Question carries equal marks.

References:

- Thorndike, R.L. and Hagen, E.P.-Measurement and Evaluation in Psychology and Education, New Delhi, John Wily and Sons.
- Garrett, H.E.-Statistics in Psychology and Education, Mumbai, Vakil, Peffer and Simons Pvt. Ltd.
- Mangal, S.K.-Statistics in Psychology and Education New Delhi, Prentive Hall of India Pvt. Ltd.
- Asthana, Bipin-Measurement and Evaluation in Psychology and Evaluation. Agra, Vinod Pustak Mandir

Course Structure of TWO YEAR M. Ed. Course

Paper-15
Total Marks-250
Internship (4 months)

Sl. No.	Activities	Marks
01	Internship (submitting monthly report on activities performed by student teachers with proper certification). Student teachers should remain present in respective school during the school time and maintain school diary.	25 x 4 = 100
02	Preparation of scholastic achievement test cum record (two)	25 x 4 = 100
03	Presentation of Internship experiences and viva voce	100

Scheme of Evaluation:

1. Internal Assessment : 150 Marks (External & Internal Examiner will finalize the marks)
2. External (viva voce): 100 Marks
3. Pass Mark : 40% of the Total

Board of Examiners

The board of examiners will consist of at least two internal members from the department/teacher training college and one external examiner appointed by the Controller of Examinations. The Board of Examiners will examine the Internship monthly report and Scholastic Achievement test cum record prepared by the students for evaluation purpose.

Academic Registrar
Gauhati University

Paper-11
Total Marks-50
Inclusion in Education

After completion of this course the student teacher will be able to:

1. Understand the concept of Inclusion in Education in the context of Education for All.
2. Understand the children with diverse needs.
3. Understand with the concept of Inclusive Education as a common school system.
4. Develop an understanding of the role of facilitators in promoting inclusion in education.

Unit - I

Inclusion in Education

- Inclusion in Education-Meaning and definition
- Inclusion of children in education from socially disadvantaged section—Schedule Castes, Schedule Tribes, educationally backward, minorities, girls, children from rural and slum areas and other marginalized group
- Inclusion in education for children with diverse needs-its rationale. Inclusion in education-a human right

Unit - II

Children with Diverse Needs

- Concept of Impairment, Disability and Handicap
- Nature and characteristics of children with-
- Sensory impairment (Visual and Hearing)
- Loco motor Disability
- Gifted and talented
- Mental Retardation
- Development Disabilities (Autism, Cerebral Palsy)
- Learning Disabled
- Slow Learners
- Multiple Disabilities

Unit - III

Educational provision to facilitate Inclusion in Education

- Concept of Inclusive Education-Meaning, scope and importance
- Philosophy: Transition from Segregation, Integration to Inclusion
- Issues and challenges of implementing Inclusive Education
- Benefits of Inclusion: for children with and without diverse needs
- Building inclusive learning friendly classrooms, overcoming barriers for inclusion.

Unit - IV

Legal provisions and Role of Stakeholders

- Rehabilitation Council of India Act, 1992; Persons with Disabilities Act (Equal opportunities, Protection of rights and full participation, 1995); The National Trust for the welfare of Persons with autism, mental retardation and multiple disabilities Act, 1999.

- Role and responsibilities of Teachers, Family, Community. Role of Government and NGOs.
- Inclusive education in SSA and RTE.

Practicum/ Assignment (Any One) besides Sessional test:

1. Identification of different types of Children with Special Needs.
2. Study of various Schemes & Benefits for Children with Special Needs.
3. Case Study

Mode of Transaction: Lecture, Lecture cum Discussion

Evaluation Scheme:

- | | |
|---------------------------|--|
| (i) Internal Assessment | : 10 marks (is to be finalized by the Principal & Teachers of concerned Paper) |
| (ii) External Examination | : 40 marks |
| (iii) Duration | : 02 hours |
| (iv) Pass Marks | : 40% of the total. |

The examination paper will have 4 (four) questions with internal choice. Each question carries equal marks.

References:

- Dutt, B. & Garg, Jyoti (2014). *Education for All: A Survey*. New Delhi: Global Publication.
- Frank, M.H & Steven, R.F. (1984). *Education of Exceptional Leamer*. Massachusetts: Atlyen and Bacon Inc.
- Jha, M.M. (2002). *School Without Wall: Inclusive Education for All*. Oxford: Heinemann
- Kar, Chintamani (1992). *Exceptional Children: Their Psychology and Instruction*. New Delhi: Sterling Publishers Private Ltd.
- Kumar, Jitender (2013). *Inclusive Education: A Journey through Challenges*. Patiala: Twenty First Century Publications
- Mangal, S.K.(2007). *Education of Exceptional Children- An Introduction to Special Education*. New Delhi: Prantice Hall of India Pvt. Ltd.
- Mani, M.N.G.(2000). *Inclusive Education in Indian Context*. Coimbatore: Ramkrishna Mission Vidyalaya
- NCERT (2006) *National Curriculum Framework for School Education 2005 (NCFSE)*. New Delhi: NCERT
- Mani, M.N.G.(2000). *Inclusive Education in Indian Context*. Coimbatore: Ramkrishna Mission Vidyalaya
- Umadevi, M.R.(2012). *Special Education- A Practical approach to Educating Children with Special Needs*. Hyderabad: Neelkamal Publications Pvt. Ltd.
- Virk, Jaswant K. & Arora Alka (2010). *Fundamentals of Inclusive Education*. Patiala: Twenty First Century Publications.

Paper-14
Total Marks-50
EPC: 4 Education for Development of self

After completion of this course the student teacher will be able to:

- Develop the understanding of self
- Create social -relational sensitivity and effective communication skills
- Realize a holistic and integrated understanding of human self and personality
- Understand the need and importance of yoga to enhance abilities of body and mind
- Explore one's dreams ,aspirations ,concerns through varied forms of self expression

Practicum/Assignment

Interactive Session (Focus Area)

- Sharing case studies/biographies/ stories of different children who are raised in different circumstances and how this affected their sense of self and identity formation its factors.
- Watching a movie/documentary where the protagonist undergoes trials and finally discovers his/her despite odds.
- Issues of contemporary adolescence/youth need to be taken up as student-teachers first need to understand themselves and themselves in relation to their students and classroom situations.
- The exercise of developing reflective journals and providing regular feedback on those can be used here.
- Importance of yoga, pranayam, suryanamaskar and mediation in life. Activities related to body, mind, sense, emotions imagination concentration, observation. Components of Stress-free life
- Suggested workshop-
 - (a) Place of art in education
 - (b) Aims of education in present scenario
 - (c) Mythical thinking in contemporary life
 - (d) Life Stories through advertising

Evaluation Scheme:

- | | |
|---------------------------|--|
| (i) Internal Assessment | : 10 marks (is to be finalized by the Principal & Teachers of concerned Paper) |
| (ii) External Examination | : 40 marks |
| (iii) Duration | : 02 hours |
| (iv) Pass Marks | : 40% of the total. |

Board of Examiners:

The board examiners will consist of (at least two internal members from the Department/teacher training college) and one external examiner appointed by the Controller of Examinations.

References

1. Friere, Paul: *Pedagogy of Hope*, London, UK Continuum Pub. Co.
2. Krishnamurti J.: *Life Ahead, To Parents, Teachers and Students* Ojai, California, USA, Krishnamurti Educational Trust
3. Wood David: *Narrating Professional Development, Teacher's stories as texts for improving practice*.

- Relationship between Peace Education and Value Education
- Evaluation of Values and Peace Education
- Practicum/ Assignment (Any One) besides Sessional test:
- Experiential learning sessions on Yoga and Meditation and preparing a report on it.
- Creating some selected values among the pupil teachers.
- Demonstration of Yoga in classroom.

Mode of Transaction: Lecture, Lecture cum Discussion

Evaluation Scheme:

- (i) Internal Assessment : 10 marks (is to be finalized by the Principal & Teachers of concerned Paper)
- (ii) External Examination : 40 marks
- (iii) Duration : 02 hours
- (iv) Pass Marks : 40% of the total.

The examination paper will have 4 (four) questions with internal choice. Each question carries equal marks.

References

1. Bharadwaj, T.R. (2007). Education of Human Values, New Delhi: Mittal Publications,- 110059 A-110, Mohan Garden, New Delhi-110059
2. Brownlie, Ian (ed): Basic Documents on Human Rights Oxford, Clarendon Press.
3. Bhat, S.R. (1986). Knowledge, Value and Education: An Axionoetic Analysis. Delhi: Gian Pub.
4. Christe, D.J., Wagner.RV., Winter.D.D. (2009): Peace, Confluct & Violence: Peace Psychology for the 21st century, New Jersey, Printice Hall
5. Dhand, H. (2002): Teaching Human Rights -A Handbook for Teacher Educators., Bhopal ; Asian Institute of Human Rights Education
6. Diane Tillman (2000): Living Values Activities for Young Adults. Delhi: Sterling Publishers
7. Georgi, V.B. and Seberich, M. (Eds.) (2004). International Perspetives in Human Rights Education. Gutersloh: Bertelsmann Foundation Publishers.
8. Ghose, D.N. (2012). A Textbook of Value Education. New Delhi: Deep & Deep Publication Pvt. Ltd.
9. Goel, A. and Goel, S.L. (2005). Human Values and Education. New Delhi: Deep & Deep Publication Pvt. Lt.
10. Hassija, J.C. (1997): Human Rights Education. Mount Abu: Brahma Kumaris.

PAPER-12
Total Marks-50
ACTION RESEARCH

Objectives:

- To develop an understanding of the concept, principles, process & steps of Action Research.
- To develop an appreciation of the importance of Action Research for the Professional growth of the teacher.
- To develop an understanding of different methods (tools) of data collection of Action Research.
- To develop the skill of constructing appropriate tools while conducting an Action Research.
- To develop the skill of writing Action Research Report.

Unit-I

Fundamental of Action Research

- Meaning & Characteristics of Action Research.
- Difference between Fundamental and Action Research
- Principles of Action Research.
- Uses and Limitations of Action Research.

Unit- II

Action Research and the Teachers

- Action Research for the Professional Growth of Teachers.
- Ethical consideration in conducting Action Research

Unit - III

Steps and & methods of Action Research

- Steps of Action Research Project
- Methods - Experimental, Diagnostic and Case Study method
- Tools - Diary , Observation, Questionnaire , Interview schedule , Rating Scale, Audio Video Recording and Photograph

Unit - IV

Methods of Action Research :

- Experimental
- Diagnostic
- Case Study method

Unit - V

Report Writing in Action Research

- The Research Question
- Rationale
- Sample
- Methods of Data Collection
- Analysis and Interpretation of Data

- Reflection of the Results
- Development of Strategic Plan of Action.

Practicum/ Assignment (Any One) besides Sessional test:

1. To prepare a list of topic for Action research.
2. To prepare an outline of Action Research project

Mode of Transaction: Lecture, Lecture cum Discussion

Evaluation Scheme:

- | | |
|---------------------------|--|
| (i) Internal Assessment | : 10 marks (is to be finalized by the Principal & Teachers of concerned Paper) |
| (ii) External Examination | : 40 marks |
| (iii) Duration | : 02 hours |
| (iv) Pass Marks | : 40% of the total. |

The examination paper will have 4 (four) questions with internal choice. Each question carries equal marks.

References

1. Best John, W & Kahn: Research in Education, Prentice Hall of India, New Delhi
2. Davydd J Greenwood : Introduction to Action Research, SAGE
3. Thamarasseri, Ismail : Introduction to Educational Research, Kanishka Publishers, Distributors, New Delhi
4. Khandai, H.K.: Action Research in Education & Adult Education

Paper-13
Total Marks-50
Optional- E
PEACE & HUMAN RIGHTS EDUCATION

Objectives

After completion of this course the student teacher will be able to:

1. Understand the concept of human rights education and peace education.
2. Get familiarize with the rights of the child.
3. Understand the issues of gender equity and human rights education for girl child.
4. Get acquainted with the strategies and approaches for inculcating HRE.
5. Develop an understanding of Peace Education and its strategies.

Course Content:

Unit - I : Introduction to Human Rights Education

- Origin and Historical Development of Concept of Human Rights
- UN Charter & UDHR
- Human Rights in Indian context
- Human Rights and Duties Education: Concept, importance and objectives
- Approaches and strategies of Human Rights Education

Unit - II : Covenants and Conventions and rights of education in Indian context

- International Covenants on Economic, Social and Cultural rights
- Conventions on the rights of the Child
- Education as a fundamental right and RTE Act-2009
- Policy perspectives of Human rights education and core elements in National Curriculum
- Framework
- Role of Teachers in sensitization and Human rights
- Human rights protection Act and role of NHRC, SHRC.

Unit - III : Values

- Meaning, definition and values
- Classification of Values: Intrinsic and Extrinsic
- Stages of value development

Unit - IV : Approaches and Methods of Value Education

- Value Education: Concept, importance and objectives
- Approaches and methods of value education: Integrated Approach and conventional method
- Models of value education: Value clarification, Jurisprudential inquiry model, Living Values- an Education programme (L VEP)
- Evaluation in Value Education

Unit - V : Peace Education Concept of Peace and Peace Education

- Ideas of peace as perceived by Indian thinkers

Practicum/ Assignment (Any One) besides Sessional test:

1. Analysis of Teaching Behavior of School Teachers in a subject (10 periods) using Ned A. Flanders Techniques.
2. Study of Pre-service or In-service Teacher Education Programmes
3. Role of DIET/NCTE/SCERT/SIE in Teacher Education

Mode of Transaction: Lecture and Lecture cum discussion

Evaluation Scheme:

- | | |
|---------------------------|--|
| (i) Internal Assessment | : 10 marks (is to be finalized by the Principal & Teachers of concerned Paper) |
| (ii) External Examination | : 40 marks |
| (iii) Duration | : 02 hours |
| (iv) Pass Marks | : 40% of the total. |

The examination paper will have 4 (four) questions with internal choice. Each question carries equal marks.

References

1. Govt. of India (1964-66) Report of the Education Commission.
2. Govt. of India (1986). National Policy on Education.
3. Anand,C.L. (1988). Aspects of Teacher Education, Delhi. S. Chand Co.
4. Mukherjee, S.N. (1968). (ed.) Education of the Teachers in India. VVo.I and II, Delhi, S. Chand Co.
5. Mukherjee, S.n. (1968). Admission and Organization of Teacher Training Institutions, N. Delhi NCERT
6. Buch, M.B. (1987). 9ED.) Third Survey of Research in Education, Delhi, NCERT.
7. Singh, L.L. 91990). (ED.). Teacher Education in India-resource Book, NCERT
8. National Council for Teacher Education 9NCTE) Teacher Education, Curriculum- A Frame work NCERT, New Delhi
9. Richard g. ET.AL. 91986). Professional Priorities in Teacher McMillan Co. N.Y.
10. Report of the Education Commission 91964-660. Ministry of Eeducation, LNC Agarwal, Agra, 1971.
11. Stnnet, T.N. (19860. Professional Priorities In Teacher McMillan Co. N.Y.

Paper- 13
Total Marks-50
Optional- A
Environmental Education

Objectives

After completion of this course the student teacher will be able to:

1. Understand the relationship between man and environment.
2. Acquaint the students with environmental issues.
3. Develop environmental awareness among the students.

Unit - I**Concept of Environment**

- Meaning and Definitions, Structure and Types of environment
- Concept of Ecology and Ecosystem
- Man and Environment
- Environmental ethics

Unit - II**Environmental Problems**

- Environmental Disasters- Natural and Man-made
- Environmental Pollution- Air, Water and Soil
- Ozone layer depletion, Global Warming, Acid Rain, Deforestation and Desertification
- Environmental Management and protection

Unit - III**Environmental Education**

- Meaning, Scope and Nature of Environmental Education
- Aims and objectives of Environmental Education
- Methods of creating environmental awareness through Formal, Informal and Non-formal education
- Natural Resources-Types, their Utilization and conservation
- Environmental Education for Sustainable Development

Unit - IV**Environment and Quality of Life**

- Population Explosion and Family Welfare Programmes
- Population and Quality of Life in relation to Socio-economic development, poverty, Public health and hygiene and illiteracy
- Environmental movements, National and International conventions on Environment
- Environment Protection Laws

Practicum/ Assignment (Any One) besides Sessional test:

1. Preparation of an activity based curriculum on Environmental Education for primary classes.
2. Development of Nursery and reporting
3. Identification and reporting of the most immediate environmental problems faced by the locality

4. Celebrating the environment days
5. Conducting action research in Environmental Education
6. Organization of seminar/ debate/workshops
7. Examine the issues and consensus related to global and local environmental crisis
8. Exploration of strategies for sensitizing the individuals towards environmental conservation

Mode of Transaction: Lecture, Lecture cum Discussion

Evaluation Scheme:

- | | |
|---------------------------|--|
| (i) Internal Assessment | : 10 marks (is to be finalized by the Principal & Teachers of concerned Paper) |
| (ii) External Examination | : 40 marks |
| (iii) Duration | : 02 hours |
| (iv) Pass Marks | : 40% of the total. |

The examination paper will have 4(four) questions with internal choice. Each Question carries equal marks.

References:

- Agarwal, P. & Rana, S.(1986). *Environment and Natural Resources*. New Delhi: Jugminder Book Agency.
- Bala, G.S. (2007). *Environmental Education*. Guwahati: DVS Publishers & Distributors
- Chauhan, LS. & Chouhan Arun.(1998). *Environmental Degradation*. Jaipur: Prem Rawat for Rawat Publishers
- De, A.K. & De, A.K. (2004). *Environmental Education*. New Delhi: New Age International Publishers
- Kumar, A.(2009). *A Text Book of Environmental Science*. New Delhi: APH Publishing Corporation.
- Satapathy, N. (1997). *Sustainable Development*. Ahmedabad: Kamavati Publications
- Sharma, B.L.& Maheswari, V.K. (2008). *Education for Environment and Human Values*. Meerut: R. Lall Book Depot.
- Sharma, R.A. (2008). *Environmental Education*. Meerut: R. Lall Book Depot.
- Sharma, S.P.(2006). *Environmental Education*. Guwahati: DVS Publishers and Distributors

Paper-13
Total Marks-50
Optional - D
TEACHER EDUCATION

After completion of this course the student teacher will be able to:

1. Understand the development of teacher education in India.
2. Know the teacher education programmes at different levels in India.
3. Familiarize themselves with the teaching behavior and teaching skills.
4. Familiarize themselves with the trends in Teacher Education.

Course Content:

Unit - I : Development of Teacher Education in India

- Historical development to teacher education in India and Recommendations of Secondary Education Commission 1952-53, Indian Education Commission (1964-66) and NPE-1986.
- Meaning, Importance and Aims of Teacher Education Programmes.
- Structure of Teacher Education at different levels.

Unit - II : Pre-service Teacher Education Programmes

- Concepts and Importance of Pre-service teacher Education at Elementary and Secondary levels.
- Curriculum and Evaluation of Pre-Service Teacher Education at different levels.
- Rple of NCTE, NCERT, SCERT and DIET in Teacher Education
- Problems of Pre-Service Teacher Education and their remedies.

Unit - III : In-service Teacher Education programmes

- In-service Teacher Education-Concept, Importance and Objectives
- Types of Programmes and Organizational Agencies for In-service Teacher Education Programmes.
- Shortcomings and Suggestions for In-service Teacher Education Programmes.
- Distance Education and In-service Teacher Education.

Unit - IV : Modification of Teaching Behaviour and Student-Teaching Programme

- Students Teaching Programmes-Concept, Importance and Organizational Pattern.
- Micro-Teaching and Stimulated Teaching.
- Problems related to Student-Teaching Practice and Internship Programme and their Solutions.

Unit - V : Teaching Profession and Trends of Teacher Education

- Concept of Profession
- Teaching as profession and Professional Development of Teachers
- Teacher's role and responsibility in 21st Century
- Professional Ethics
- Innovative practices in Teacher Education: Internship and 4 year integrated teacher
- Usage of ICT in teacher education programmes
- Teacher effectiveness: meaning and components

Practicum/ Assignment (Any One) besides Sessional test:

1. To prepare a Chart of physical education programme.
2. To prepare a balanced Diet chart for physical fitness.

Mode of Transaction: Lecture, Lecture cum Discussion

Evaluation Scheme:

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|---------------------------|--|
| (i) Internal Assessment | : 10 marks (is to be finalized by the Principal & Teachers of concerned Paper) |
| (ii) External Examination | : 40 marks |
| (iii) Duration | : 02 hours |
| (iv) Pass Marks | : 40% of the total. |

The examination paper will have 4(four) questions with internal choice. Each Question carries equal marks.

References

1. Aggarwal. J.C. Health & Physical Education, Shipra Publications, Delhi (2009)
2. Bhatt, B.D. Teaching of Physical and Health Education, Kanishka Publishing House, New Delhi.(1993)
3. Behari, S. K. & Choudhury P.K.(1996): Health and Physical education, Kalyani Publishers, New Delhi.
4. Chand Tara & Prakash Ravi Advanced Methods of Physical and Health Education, Eastern Book House, Guwahati. (1997).
5. Chandra, S.S. Health Education & Physical Education, Surjeet Publications, Delhi (2007)
6. Dash, B.N. Health & Physical Education, Neelkamal publications, New Delhi, (2007)

PAPER-13
Total marks 50
Optional- B
Guidance and Counseling

Objectives

After completion of this course the student teacher will be able to:

1. Understand the concept, nature, scope and importance of guidance.
2. Understand the meaning, purpose and functions of different types of guidance.
3. Understand about the different types of guidance programme and their organization.
4. Understand the meaning, nature, objectives, need and importance, types, steps and techniques of counseling.
5. Understand the relationship between guidance and counseling.
6. Understand the role of school counselor.

Unit - I

- Concept of Guidance and Counseling
- Guidance- meaning, nature, scope, need and importance.
- Types of Guidance- educational, vocational and personal.
- Organization of Guidance services in secondary schools.
- Role of the teacher in Guidance programme.

Unit - II

- Counselling- Meaning, nature, scope, need and importance.
- Types of Counselling.
- Qualities of a good Counsellor , Role of a school counselor in a guidance programme
- Counselling in individual situations.

Unit - III

- Child Guidance Clinic- need and importance, organization of a child guidance clinic- personnels- their qualities and functions.
- Guidance and Counselling services for different categories of children-gifted, slow learners, juvenile delinquents, physically and mentally challenged.
- Guidance needs of students- Problems related to home and school.
- Guidance for Adolescent learners.

Unit: IV

- Relationship between Guidance and Counselling.
- Group Guidance and Group Counselling, Steps and Techniques.
- Problems of Guidance and Counselling.
- Career and Occupational Information, Placement and follow-up services.

Practicum/ Assignment (Any One) besides Sessional test:

- Organization of Career Talks
- Organization career corner
- Identification of problems of guidance programme in any school of Assam.

- Testing the vocational aptitude of secondary school students.

Mode of Transaction: Lecture, Lecture cum Discussion

Evaluation Scheme:

- (i) Internal Assessment : 10 marks (is to be finalized by the Principal & Teachers of concerned Paper)
- (ii) External Examination : 40 marks
- (iii) Duration : 02 hours
- (iv) Pass Marks : 40% of the total.

The examination paper will have 4(four) questions with internal choice. Each Question carries equal marks.

References:

1. S.K.Kochhar- Guidance And Counselling In Colleges And Universities, Sterling Publishers Pvt Ltd.N.Delhi, 1989.
2. Bhatia,K.K.- Principles OF Guidance and Counselling, Kalyani Publishers, 2009.
3. Agrawal, Rashmi- Educational Vocational Guidance and Counselling; Principles,Techniques and Programmes, Shipra Publication, 2010.
4. Charls Kiruba & Jyothsna, N.G.- Guidance and Counselling, Neelkamal, Publication Pvt. Ltd. First Edition, 2011.
5. Mdhukar,1- Guidance and Counselling, New Delhi, Authors Press.
6. Mc. Daniel, H.b.- Guidance in Modern Schools. New York, Rinechart and Winton.
7. Traxler, A.E. and North, R.D.- Techniques of Guidance, New York, Harper and R.W.
8. Gururani, G.D- Guidance and Counselling, Educational, Vocational and Career Planning ,

Paper-13
Total marks- 50
Optional - C
Health and Physical Education

Objectives:

After completion of this course the student teacher will be able to:

- Use competencies and skills needed for becoming an effective teacher (especially Physical Education).
- Be sensitive about emerging issues such as health & fitness, wellness, technology, environment.
- Inculcate rational thinking and scientific temper among the students.
- Develop critical awareness about the social realities among the students.
- Use managerial and organizational skills.

Unit - I

Physical education

- Meaning, Definition and Scope of physical Education
- Objectives and purposes of Physical Education
- Values and Ethics of Physical Education

Unit - II

- Sociological bases of physical Education
- Importance of Physical education
- Physical education and human Values

Unit - III

Philosophy of recreation & sports

- Meaning of play, recreation & leisure, definition & significance of recreation and leisure
- Relationship between play, recreation & leisure
- Types of recreation
- Planning and Organization of Physical Education Activities- Playfield, Courts, Equipment, Gymnasium, etc.
- Planning Sports competition in schools- Intramurals and Extramural.
- Coaching of Sports Activities in Schools.
- School Health Services including First-Aid and Safety Measures.
- Role and Responsibility of Teacher in School Health Programme.

Unit IV

Teacher training in Physical education

- Professional qualities & Professional growth of a Health & Physical Education Teacher
- Teacher Training in Physical education
- Methods of teaching physical education (Lecture Method, Demonstration Method, Discussion Method, Project Method, Whole Method, Field Practice and Field Trips)
- Management of Sports and Physical Education