

PROSPECTUS



GOVT. COLLEGE OF TEACHER EDUCATION (CTE) : TEZPUR
Estd. 1977



Nikamul Satra, Mazgaon, Tezpur, Dist. - Sonitpur, Assam, Pin 784 154
Phone No. : Code - 03712, No. - 236546

(Affiliated to Gauhati University, Assam)
(Recognized by NCTE)
Bhubaneswar

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Nikamul Satra, Mazgaon

Tezpur

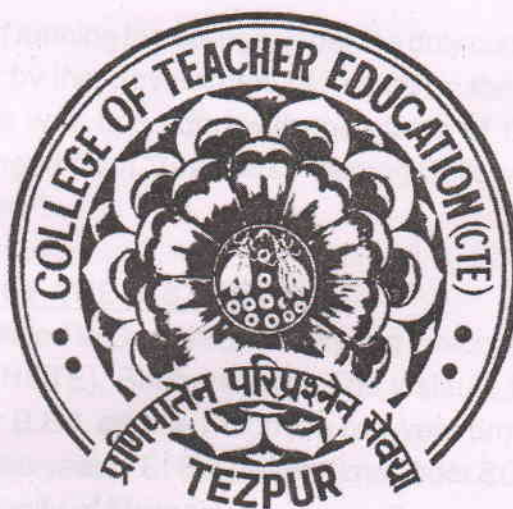
Dist. – Sonitpur, Assam

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Bhubaneswar



Our Motto:

प्रणिपातेन परिप्राशनेन सेवया

(Pranipatena Pariprasnena Sevaya)

Website : www.ctetezpur.com

College Email : ctetezpur@gmail.com

Phone No: Code-03712, No.- 236546

1. GOVT. COLLEGE OF TEACHER EDUCATION (CTE) TEZPUR

At a glance

The Govt. College of Teacher Education, Tezpur is located at Tezpur, Tezpur is located on the north bank of the mighty Brahmaputra river. It is regarded as the cultural hub of Assam. The college is one of the premier institutions of Assam. It was established on the 6th, of September, 1977, in the premises of Tezpur Academy. Subsequently, in December 1984, it was shifted to its present site near Nikamul Satra, Mazgaon.

After twenty years of running the college under the duly constituted Governing Body, it was finally taken over by the Government of Assam on the 27th, of February, 1998. Accordingly, the college was upgraded with the status of CTE. Consequently, the nomenclature was changed from "Teachers' Training College, Tezpur" to "College of Teacher Education, Tezpur".

2. PRESENT STATUS OF THE INSTITUTION:

The institute is affiliated to Gauhati University and is recognized by National Council for Teacher Education (NCTE), Bhubaneswar. The institute has presently an intake capacity of 100 seats for B.Ed. course which is a two-year programme under Guahati University. It also runs a two-year D.El.Ed. programme under SCERT, Assam, on regular mode with an intake capacity of 50 seats.

3. OUR COLLEGE EMBLEM:

Our Motto is: प्रणिपातेन परिप्राशनेन सेवया
(Pranipatena Pariprasnena Sevaya)

This motto draws the attention of the trainees to two bees sucking honey from a blooming lotus. The two bees, here, may be compared to the students. The students devote themselves to the acquisition of knowledge and engage themselves in collecting honey and enriching the bee hive.

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4. VISION AND MISSION OF THE INSTITUTION :

VISION :

1. Development of CTE, Tezpur, as a quality teacher education institution.
2. To promote professional efficiency through creative activities for secondary school teachers.
3. Introduction of life oriented teaching for secondary school teachers.
4. Application of technology based teaching.
5. Developing professionalism in the teacher educators as well as the teacher-trainees.
6. Promoting and maintaining affable relations with the community by rendering services for its wholesome development.

MISSION :

1. To incorporate constructive participatory methods in our training programmes.
2. To enable teacher-trainees to reflect on their own beliefs and attitudes.
3. To build up a strong cadre of teacher educators who love teaching and who have strong skill in facilitating the teacher-trainees in activities, group discussions and reflections.
4. To develop the CTE, Tezpur, as a rich resource centre with variety of reading materials, TLM, films, books, etc. that are regularly used by trainees and teachers.
5. To increase the trainee teacher's participations in class room activities, discussions, workshops, etc.
6. To conduct action research that directly improves student learning and improving teacher's teaching.
7. To develop CTE, Tezpur, as a link between different levels of teacher education institutions.
8. To promote holistic development in the teacher-trainees.

FROM THE PRINCIPAL'S DESK :

The Govt. College of Teacher Education (CTE), Tezpur, is a premier teacher education institution located in the Sonitpur district of Assam. The college was established in 1977 as a result of the sincere efforts of some dedicated and noted educationists of Tezpur. The college was taken over by the Govt. of Assam in the year 1996 and was affiliated to Gauhati University in the year 1977 and recognized by the National Council for Teacher Education (NCTE) in 2001. The college is located at Mazgaon, near Nikamul Satra, Tezpur. It is about 185 km by route from Guwahati via Nagaon and about 161 km via Mangaldai.

Since its inception, the college has been rendering relentless service to the society in general and the teacher-trainees in particular. Presently, the college has been providing two-year B.Ed. course (under Gauhati University) as well as two-year D.EL.Ed. programme (under SCERT, Assam) on regular mode.

CTE, Tezpur, is committed to providing quality teacher education through developing adequate teaching skills in the teacher-trainees and also proper attitude towards the teaching profession at secondary level of school education. The teaching staff is the greatest asset of the college with dynamic and dedicated teachers with brilliant academic and professional careers.

I am truly honoured and feel very privileged to be the principal of CTE, Tezpur. I always look forward to work with the staff, students and parents to make the institution better and community centered. My commitment is to lead the college with enthusiasm and passion so as to enable it to reach its cherished goals.

Long live CTE, Tezpur !

6. ADMISSION PROCEDURE:

- For admission into the two-year B.Ed. course, a candidate must qualify the Gauhati University B.Ed. Common Entrance Test (GUBEDCET) conducted by the Gauhati University.
- Application for admission into the B.Ed. course should be in prescribed application forms, that can be collected from the college office.
- Duly filled up application form is to be submitted alongwith all relevant testimonials (refer to No. 5 below)
- The candidate must be present in person at the time of admission.
- A candidate will not be given admission, if he / she cannot produce all his / her original documents at the time of interview.
- Incomplete submission of documents will lead to disqualification of the candidate.
- Admission to fresh candidates will be considered only after the admission of deputed teachers.
- If at the time of verification any discrepancy or false information is found in the documents, the candidature of the candidate will be summarily rejected.
- In case of admission, the decision of the admission committee is fixed and final.

7. DOCUMENTS TO BE SUBMITTED ALONGWITH ADMISSION FORMS :

- H. S. L. C. marksheet and certificate.
- H. S. S. L. C. marksheet and certificate.
- Degree marksheet and certificate.
- Master Degree marksheet and Certificate (for Master degree holders).
- Caste Certificate (for reserved category candidates).
- G.U. Registration certificate (For G.U. candidates).
- Passport Size Photo (one Copy).
- Stamp Size Photo (one Copy).

8. DOCUMENTS TO BE PRODUCED BY THE SELECTED CANDIDATES AT THE TIME OF VERIFICATION FOR ADMISSION :

- Original marksheet and certificates from H.S.L.C. onwards.
- Registration card (for G.U. candidates).
- Caste certificate (for reserved category candidates).

9. LIST OF PAPERS :

B.Ed. First Year

- Paper 01 : Developmental Psychology
Paper 02. : Contemporary Concerns and Issues in Education
Paper 03 : Teaching Approaches and Strategies
Paper 04 : Language and Curriculum Transaction
Paper 05 : Foundations of Curriculum
Paper 06 : Pedagogy of School Subject I (Any one from each Group)

Group - A

- a) Teaching of MIL (Assamese)
- b) Teaching of English
- c) Teaching of History

Group - B

- a) Teaching of Social Science
- b) Teaching of Mathematics
- c) Teaching of Geography

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- Paper 07 : EPC - I : Practice Teaching
EPC - II : Drama and Art in Education
EPC - III : ICT and Classroom Transaction

B.Ed. Second Year

- Paper 08 : Gender Issues and Concerns in Education
Paper 09 : Foundations of Curriculum Development
Paper 10 : Measurement and Evaluation in Education
Paper 11 : Inclusion in Education
Paper 12 : Action Research
Paper 13 : Optional
a) Environmental Education
b) Guidance & Counselling
c) Health & Physical Education
d) Teacher Education
e) Peace and Human Rights Education

(N.B. Optional papers c and e not available in this institution)

- Paper 14 : EPC - IV : Education for Development of Self
Paper 15 : Internship (4 months)

10. RULES AND REGULATIONS OF THE COLLEGE :

- A student failing to attend classes for 12 days at a stretch from the date of commencement of classes and otherwise, shall forfeit his/her seat.
- The college authority cannot grant more than 12 days of leave altogether in the whole academic session and that too in genuine cases.
- All internal exams, practice teaching, internship, various training programs and activities are mandatory for every trainee.

- All trainees must complete the sessional works and assignments in the stipulated time.
- 80% attendance is mandatory for every trainee.
- Strict action to be taken against any student for taking leave from college without prior information to the Principal.
- Students migrating from other than Gauhati University must obtain their migration certificate within 30 days from the date of admission.
- The B. Ed. course in C.T.E, Tezpur, is a full time course. No student is allowed to take up any other full time course or hold a service simultaneously.
- All trainees, including trainees on deputation, are bound to abide by the rules and regulations of the college.
- All trainees must come to the institute maintaining proper uniforms. The uniform for Govt. C.T.E., Tezpur, is as follows :
 - (Females) : Bottle green kurta and off-white pyjama, or, muga/toss mekhela and off-white chadar with green border.
 - (Males) : White formal shirt and black trousers.
- The passed-out trainees should collect their marksheets and certificate **within three months** from the date of declaration of results.

11. LIBRARY :

The college library offers a large number of books and reference materials related to the course. It also has a reading room attached to it alongwith a good and varied stock of newspapers, magazines and articles, thereby catering to each and every need of the trainees.

12. DETAILED SYLLABUS OF THE B.ED. COURSE :

First Year Course

Paper 01

Total mark 100

Developmental Psychology

Objectives :

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

- 1) Understand the basic concepts relating to growth and development.
- 2) Understand the general principles of development.
- 3) Understand the general characteristics of Childhood and Adolescence and problems of these stages and their implications.
- 4) Understand the influence of home and school in development of children.

Unit I : Growth and Development

- i) Developmental Psychology– its concept, need and importance
- ii) Growth and development- its concept
- iii) Principles of Development
- iv) Brief concept of stages of development

Unit II : Childhood

- i) Developmental aspects during childhood
- ii) Physical development
- iii) Mental development
- iv) Emotional development
- v) Social development
- vi) Language and speech development

Unit III : Influence of Home and School on Personality development of children

- i) Parental attitudes on Personality development of children- children of broken homes, children of working mothers
- ii) Influence of School and Teachers on personality development of children
- iii) Learning Disability of Children and role of teachers.
- iv) Developmental hazards during childhood

Unit IV : Adolescence

- i) Developmental aspects of Adolescents
- ii) Physiological development
- iii) Mental development
- iv) Emotional development
- v) Social development
- vi) Moral development

Unit V : Personality development during Adolescence

- i) Personality Development, Personality deviation
- ii) Self concept, Self esteem
- iii) Influence of family and peers in their Personality development
- iv) Adjustment problems and Juvenile Delinquency

Practicum/Assignment (Any One) besides Sessional test :

- 1. To study the behavior of Children
- 2. To study the problems relating to motivation of children for learning
- 3. To study the developmental characteristics of children.

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

Paper 02

Total mark 100

Contemporary Concern and Issues in Education

Objectives

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

- 1. Understand the policies and programs for universalization of elementary education and secondary Education.

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2. Examine the issues and concerns related to primary and secondary education.
3. Realize the various inequalities in education.
4. Understand the quality of secondary education and measures for enhancement of quality.
5. Understand the need and importance of education for peace and values.
6. Understand the concept of Globalization and Liberalization.

Unit-I : Elementary Education

- i) Constitutional provision of Education
- ii) Fundamental Rights and Duties.
- iii) Directive principles of state policy.
- iv) Policies and Programs for realizing the constitutional obligations.
- v) Universalization of Elementary Education- issues and concerns.
- vi) Role of Sarva Shiksha Abhiyan In strengthening Elementary education.
- vii) Integrated Education and Alternative Education.
- viii) Right to Education.

Unit-II : Secondary Education

- i) Concept, Aim and Problems of Secondary Education.
- ii) Secondary Education Commission 1952-53, Indian Education Commission 1964-66, Their recommendations on secondary Education.
- iii) Universalization of Secondary Education- Issues and concerns.
- iv) Role of Rastriya Madhyamik Siksha Abhyan in strengthening secondary education.
- v) Salient features of NPE 1986.
- vi) National Knowledge Commission (NKC) with reference to school education.

Unit-III : Access, Equity and Quality of Secondary Education

- i) Meaning of Equality of educational opportunities, Constitutional provision for ensuring equity.
- ii) Inequality in Education-rural urban inequality, Gender inequality in school education.
- iii) Indicators of quality Education, Enhancement of quality in secondary education.

Unit-IV : Value and Peace Education

- i) Concept of value, Classification of values-Social, moral, aesthetic and religious values.
- ii) Need and strategies of value education in secondary schools.

- iii) Concept and relevance of peace education, National and International contexts.
- iv) Peace contexts : conditions for promotion of peace, UNESCO's concern on peace.
- v) Teacher's role in promoting peace.
- vi) Education and human Rights- Role of Educational Institutions in promoting human Rights.

Unit-V : Liberalization and Globalization

- i) Liberalization- Concept and its impact in Education
- ii) Globalization- Concept and its effect on Education
- iii) Privatization of Education, Public private partnership.
- iv) Education as investment.

Practicum/Assignment (Any One) besides Sessional test :

- 1. Critical analysis of Progress of Elementary education in India and preparing a report there of.
- 2. Critical analysis of Progress of Secondary education in India and preparing a report there of.
- 3. Preparation of report on the trend of liberalization and Globalization.

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

Paper 03

Total mark 100

Teaching Approaches and Strategies

Objectives

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

- 1. Acquaint the students with the teaching- learning process, Maxims and Principles of Teaching.

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2. Know about the devices of Teaching.
3. Know about the styles of teaching.
4. Familiarize with Micro Teaching.
5. Understand lesson planning procedure, teacher effectiveness and classroom management.

Unit-I : Teaching Learning Process

- i) Meaning and significance of Teaching- Learning Process.
- ii) Teaching as an Art and Science.
- iii) Important aspects of Teaching- Learning Process
- iv) Criteria of good teaching
- v) Principles of teaching
- vi) Maxims of teaching
- vii) Phases of Teaching- Pre- active, Interactive and Post- active phases.

Unit-II : Devices of Teaching

- i) Meaning and importance of teaching devices
- ii) Artificial teaching devices- Explanation, Illustration, Narration and Questioning

Unit-III : Styles of Teaching

- i) Autocratic Style-Lecture Method, Team Teaching, Tutorial.
- ii) Permissive style Group/Panel Discussion, Brain Storming, Project.

Unit-IV : Micro Teaching

- i) Meaning, Definitions and significance of Micro Teaching.
- ii) Phases, activities and components of Micro teaching.
- iii) Steps in Micro teaching
- iv) Advantages and disadvantage of Micro teaching.
- v) Comparison between Micro teaching and traditional teaching.

Unit-V : Lesson Planning and Teacher Effectiveness

- i) Meaning and significance of Lesson Planning.
- ii) Essentials of a good lesson plan
- iii) Meaning and characteristics of teacher effectiveness.
- iv) Classroom management- meaning and strategies

Practicum/Assignment (Any One) besides Sessional test :

1. Selecting a topic and writing instructional objectives.

2. Preparation of instructional materials by selecting a unit from Secondary school curriculum content.
3. Preparation of report on classroom management strategies.

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.

Paper 04 :

Total mark 50

Language & Curriculum Transaction

Objectives

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

- 1) Understand the basic concept of language across the curriculum.
- 2) Understand the modes of human activities involving language.
- 3) Understand the need for development of language skills and competence to subject specific teaching and language integrated learning.
- 4) Understand the need of learning to use language across the curriculum and using language to learn.

Unit-I : Language across the curriculum (LAC) Its meaning and concept. Language and Learning. Language and thinking. Origins, goals and difficulties of LAC, Content and Language integrated learning (CLIL)

Unit-II : Modes of human activities involving language-listening, speaking, reading, writing, viewing, shaping, watching and moving ahead. Dimensions of competence-subject specific knowledge, procedural or methods of competence, ability to evaluate and communicate. Linguistic interdependence and educational development of bilingual children. Problems of language and learning. Language as an instrument of thought.

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Unit-III : Language in subject specific vs foreign language. Linguistic competences- Mother tongue education. Need for development of language skills and competence to subject specific teaching. Importance of reading comprehension in non-linguistic subject matter learning. Content and language integrated learning in Bilingual and multi-lingual education.

Unit-IV : Curriculum approaches in language teaching forward, central & backward design. Learning to use language across the curriculum and using language to learn.

Practicum/Assignment (Any one) besides Sessional test :

1. Making content analysis on a given topic.
2. Practices for language proficiency.

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.

Paper 05

Total mark 50

Foundations of Education

Objectives

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

- 1) Understand the concept and aims of education.
- 2) Understand the philosophical bases of education
- 3) Understand the Sociological bases of education
- 4) Understand the concept of Educational psychology.
- 5) Understand the concept of Learning and motivation

Unit-I : Education as an evolving concept

- i) Meaning of education- ancient to, modern, scope of education, education as organized, institutionalized, formal and state sponsored activity.

- ii) Various components in education and their changing connotations- school, curriculum, teacher, Learner, teaching- Learning and instruction.
- iii) Aims of education- individual and social aim, Liberal and vocational aim Sources of aim of education
- iv) Changing aims of Education in the context of globalization.

Unit-II : Philosophical foundation of education

- i) Concept, Nature and scope of educational philosophy
- ii) Relationship between education and philosophy
- iii) Schools of philosophy- Idealism, Naturalism, and Pragmatism and their educational implications
- iv) Educational Philosophy of Swami Vivekananda, Rabindra Nath Tagore, Mahatma Gandhi, John Dewey and Rousseau

Unit-III : Sociological foundation of education

- i) Concept, Nature and scope of educational Sociology
- ii) Concept of socialization, agents of socialization, – Family, school and community
- iii) Role of education in social change, social control and modernization

Unit- IV : Psychological foundation of education

- i) Educational Psychology- meaning, Nature and scope
- ii) Methods of educational Psychology- Introspection, Observation and Experimentation
- iii) Application of Educational Psychology in Teaching- Learning process.
- iv) Understanding Learning process- meaning, definition and nature of Learning, Theories of Learning and Laws of Learning.
- v) Motivation and Learning
- vi) Attention and Interest- meaning and nature of attention and interest; role of Teacher in creating interest

Unit-V : Economic Process and Education

- i) Education for economic development- its meaning and nature
- ii) Education as development of human resource: Education for Employability, Consumer driven educational programmes
- iii) Quality of life as an outcome of education
- iv) Education as an investment
- v) Privatization of education, Public-Private partnership, and liberalization in education

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Practicum/Assignment (Any One) besides Sessional test :

1. Identification of components of Philosophical foundation in secondary school curriculum content.
2. Preparation of report on Psychological foundation of secondary school curriculum

Mode of Transaction : Lecture, Lecture cum Discussion

Evaluation Scheme :

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

The examination paper will have 5 (five) questions with internal choice. Each Question carries equal marks.

Paper 06

Total mark 50

Pedagogy of School Subject- I

(a) Teaching of M.I.L. (Assamese/Bodo/Bengali/Hindi)

Objectives

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

- i) Refresh and enrich his/her knowledge on the subject.
- ii) Realize the value of the mother tongue after completion of the course.
- iii) Instruct mother tongue in the class room in a more efficient way.
- iv) Apprise with latest methodologies and technologies of teaching mother tongue at secondary level.
- v) Understand the need, significance and importance of teaching mother tongue at secondary level.
- vi) Comprehend and adopt various methods and techniques of evaluations.
- vii) Prepare and use different kinds of instructional materials for teaching mother tongue
- viii) Understand and detect the causes of learning difficulties by the students and suggest remedial measures.

Unit-I : Language and grammar

- i) Language- nature, characteristics, function and its relation with literature
- ii) Importance and role of mother tongue in child development and its relationship to language
- iii) Role of society and family in the development of mother tongue
- iv) Development of fundamental language skills- listening, speaking, reading and writing
- v) Developing mother tongue as an instrument of thought, communication, appreciation and creation
- vi) Essentials of grammar in mother tongue-Sound, junctures, mood system, use of case endings, suffixes, prefixes, narration, uses of tenses, phrases and idioms.

Unit-II : Planning teaching of mother tongue

- i) Lesson planning: Its format and design, Instructional material, Concept of SMART CLASS, I.C.T.
- ii) Approaches to teaching of mother tongue aids, types of teaching aids
- iii) Approaches to teaching of mother tongue, using text, reader and supplementary reader.
- iv) Identification of Objectives and teaching points
- v) Various ways of using text books in the classroom
- vi) Preparation of feedback material for prose, poetry, grammar and composition
- vii) Methods of teaching mother tongue
- viii) Different kinds of methods of teaching: Storytelling, text book, narration, demonstration, Inductive-deductive, dramatization, etc.

Unit-III : Syllabus, text books, evaluation and assessment in mother tongue

- i) Syllabus, general principles, selection and gradation, text books, principles governing the Preparation of a text book, reader and supplementary books, A review of the Syllabus and text books.
- ii) Modern concept of Evaluation, continuous and comprehensive evaluation, oral and written test, testing tools, synchronizing with the objectives of teaching mother tongue at different levels, construction of Objective based test, unit test result, preparation of a balanced question paper, construction of unit test, design and blue print.

Practicum/Assignment (Any One) besides Sessional test :

1. Making content analysis on a given topic.

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2. Practices for language proficiency

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.

Paper 06

Total mark 50

(B) Teaching of English

Objectives

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

- i) Enrich the knowledge of English grammar and vocabulary
- ii) Realize the value of English after completion of the course
- iii) Understand the need and significance of teaching at secondary level
- iv) Develop language skills specially the phonology and speech habit.

Unit-I : Objectives and scope

- 1.1 Objective and scope of teaching English at the secondary level.
- 1.2. The role of English in the present national context and its place in the secondary school curriculum.
- 1.3. Instructional objectives (General, specific)
- 1.4. Acquisition of mother tongue versus second language
- 1.5. Issues of learning English in multi-lingual/Multi cultural society

Unit-II : Basic language skills

- 1.1. Sequence of language skills
- 1.2 Development of listening skill
- 1.3 Development of speaking skill, controlled and free speech habit

- 1.4 Development of reading skill, intensive and extensive reading, silent and oral reading, formation of reading habit through extensive reading.
- 1.5 Development of writing skill-guided and free writing and its importance.

Unit-III : Methods of teaching English as Second Language

- 3.1 Translation Method, Direct Method, Behaviouristic and structural approach, bi-lingual method, communicative approach, audio-lingual method.
- 3.2 New concept of evaluation CCE in language teaching
- 3.3 Construction of objective based test items in English
- 3.4 Planning of teaching prose and poetry
- 3.5 Teaching of Grammar in inductive and deductive method
- 3.6 Importance of teaching grammar in the language course (9 substitution tables)
- 3.7 Techniques of teaching English-dramatization, role play, language games
- 3.8 Unit planning for a learner centered classroom preparation-preparation of low cost teaching aids

Unit-IV : The phonetic structure of English

- 4.1 Phonetics and symbols, articulation, transcription and pronunciation, drills
- 4.2 Phonetic exercises and use of a dictionary in second language
- 4.3 Word stress, sentence stress and intonation patterns

Practicum/Assignment (Any One) besides Sessional test :

1. Preparation of language charts and games
2. Preparation of Micro (5) and Macro teaching (5+15) lesson plans
3. Preparation of achievement test and diagnostic test

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

Paper 06**Total mark 50****(C) Teaching of History****Objectives**

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

- i) Refresh and enrich his/her knowledge on the subject.
- ii) Apprise with latest methodologies and technologies of teaching history.
- iii) Understand the significance and importance of teaching history at secondary level.
- iv) Apprise with the latest methodologies and technologies of teaching social science.
- v) Comprehend and adopt various methods and techniques of evaluations.
- vi) Prepare and use different kinds of instructional materials for teaching Social science.
- vi) Understand and detect the cause of learning difficulties by the students and suggest remedial measures.

Unit-I : Meaning, nature, scope and aims and objectives of teaching history.

- i) Meaning, nature and scope of teaching history:- its meaning and definition, Scope of the subject history, classification history, Relation of history with other subjects History is a Science or Arts?
- ii) Aims and objectives of teaching history, Importance of teaching history, instructional objectives.

Unit-II : Methods and techniques of teaching history

- i) Methods of teaching history : Introduction, various methods of teaching history- Lecture method, Project method, unit method, Biography method, source method, Discussion method, Field trip or excursion method, dramatization, etc.
- ii) Techniques of teaching history : Introduction, different techniques-narration, drill, examination, question-answer, illustration, assignment etc.

Unit-III : Planning teaching of history

- i) Lesson planning : Its format and designing
- ii) Importance of teaching aids, types of teaching aids
- iii) Importance of history room and library
- iv) Importance of history excursion and field trip

Unit-IV : Curriculum of History and evaluation procedure

- i) Cultural epoch theory, Biographical theory, Psychological theory
- ii) Principles of syllabus construction
- iii) Contents of history syllabus
- iv) Meaning and purpose of evaluation, Different aspects of evaluation in history, Techniques of evaluation, test items, Design and blue print of a question paper, Teacher made test and standardized test.

Practicum/Assignment (Any One) besides Sessional test :

1. To study the problems relating to national integration.
2. To prepare a report about historical place having educational significance
3. To prepare a chronological chart for ancient/medieval/ modern history of India
4. Pedagogical analysis of any two topics from prescribed Text-Book
5. Preparation of Teaching aids.

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 |

Paper 06

Total mark 50

Pedagogy of school subject-II

(D) Teaching of Social Science

Objectives

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

- i) Refresh and enrich his/her knowledge on the subject.
- ii) Understand the nature, structure and scope of Social Science and its importance in the context of emerging concerns and need of Indian society.
- iii) Understand the correlations of different components of social science.

PROSPECTUS

- iv) Apprise with the latest methodologies and technologies of teaching Social Science
- v) Understand the need and significance of teaching Social Science at secondary level.
- vi) Comprehend and adopt various methods and techniques of evaluations
- vii) Prepare and use different kinds of instructional materials for teaching Social Science.

Unit-I : Meaning, nature and scope of teaching Social Science

- i) Social Science- its meaning, evolution of the concept and definition, nature and scope of teaching social science, difference between social science and social studies, Correlation of social science with other subjects.
- ii) Place and importance of social science in secondary school curriculum.

Unit II : Aims and objectives of teaching social science

- i) Aims, objectives and values of teaching social science
- ii) Blooms taxonomy of behavioral objectives related to social science

Unit-III : Methods and instructional materials of teaching social science

- i) Need of a right method of teaching social science, its merits and demerits
- ii) Lecture-cum-discussion method, Text-book method, Project method, Problem solving method, Source method, Field trips of Excursion method, Demonstration method.
- iii) Support materials needed for various learning experiences. Use of Audio, Visual and audio-visual aids, using role play, dramatization, social science project, fair and field experiences, museum, exhibition etc.

Unit-IV : Planning teaching of Social Science and Evaluation process

- i) Essentials of social science textbook
- ii) Qualities of a social science teacher.
- iii) Concept, need and importance of lesson plan, steps of lesson plan, preparation of lesson plan.
- iv) Annual and unit plans, micro-teaching for developing the teaching skills.
- v) Concept and Purpose of evaluation in social science
- vi) Aspects of evaluation in social science-evaluation as a continuous and comprehensive process, formative and summative evaluation, evaluation of cognitive and non-cognitive outcomes, tools of evaluation.

- vii) Preparation of a Question paper : Preparation of blue print, setting a good question paper.

Practicum/Assignment (Any One) besides Sessional test :

1. Preparation of teaching aids.
2. Construction of achievement test
3. Preparation of blue print of Question paper

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 |

Paper 06

Total mark 50

(E) Teaching of Mathematics

Objectives

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

- i) Refresh and enrich his/her knowledge on Mathematics
- ii) Understand the concept, value, nature and scope of Mathematics.
- iii) Understand the need and significance of teaching mathematics at secondary level.
- iv) Understand the correlations among different components Mathematics
- v) Apprise with latest methodologies, approaches and technologies of teaching Mathematics
- vi) Comprehend and adopt various methods and techniques of evaluations.
- vii) Develop adequate skills in Preparation and use of different kinds of improvised teaching aids for teaching Mathematics.
- viii) Understand and detect the causes of difficulties faced by the students in learning mathematics and suggest remedial measures.
- viii) Develop interest in the students in learning mathematics by organizing suitable activities.

Unit I : Foundations of Mathematics Education

- i) Nature of Mathematics : Meaning and dimensions of mathematics historical, Scientific, language, artistic, recreational, activity and tool, the nature of mathematical propositions, Mathematical proof
- ii) Learning of mathematics : Perspective on the psychology of learning and teaching of mathematics-constructivism and enactivism, Constructivism and a Vygotskian perspective zone of proximal development.
- iii) Curriculum reforms in school mathematics : Rationale objectives, principles, designs and materials produced in the recent curricular reforms at the national and state levels and their critical appraisal. Aims and objectives of teaching secondary school mathematics. Writing objectives in behavioral terms.

Unit II : Strategies for teaching of different kinds of mathematical knowledge.

- i) Teaching of Mathematical Concepts : Meaning and aspect of a concept, concept formation and concept assimilation, moves in teaching a concept-defining, stating necessary and or sufficient condition, giving example with or without a reason, comparing and constructing, giving counter example, non-example with or without a reason
- ii) Teaching of Mathematical generalizations
- i) Learning by exposition- Moves in teaching for understanding of generalizations : induction moves focus, objectives motivation, assertion, Interpretation moves instantiation, paraphrasing, review of prerequisites, translation, analogy, analysis, justification, application, planning of strategies for teaching generalizations.
- ii) Learning by discovery : Nature and purpose of learning by discovery, maxims for planning and conducting discovery strategies, planning of strategies involving either induction or deduction or both, Heuristic and Analytic methods for constructing knowledge.
- iii) Learning mathematics in groups- Characteristics of students with high ability and unsuccessful, group work, project method.

Unit-III : Teaching of process in mathematics

- i) Teaching for understanding proof: developing an intuition about the nature of proof, kinds of proof-direct proof, mathematical induction, proof by contradiction, proof by cases, the contra-positive and disproof by counter example.

- ii) Teaching problem solving in mathematics

Unit-IV : Planning teaching of mathematics- assessment and evaluation in mathematics

- i) Lesson planning : Its format and designing
- ii) The mathematics laboratory; Planning and organizing laboratory activities, mathematics outside the classroom
- iii) Assessment tools and techniques, design and blue print, item construction, construction of a mathematics question paper
- iv) Planning remedial teaching strategies based on the perceived causes, implementation and evaluating the strategies.

Practicum/Assignment (Any One) besides Sessional test :

1. To study the learning difficulties of students in mathematics for a particular class.
2. To prepare an Evaluation scheme (Table of specifications) and objective type test on a unit/topic.
3. To do pedagogical analysis of two topics from prescribed text-book.
4. To make a case study of a pupil facing difficulties in learning mathematics and suggest remedial measures.

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

Paper 06

Total mark 50

(F) Teaching of Geography

Objectives

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

- i) Refresh and enrich his/her knowledge on Geography
- ii) Understand the concept, value, nature and scope of Geography

PROSPECTUS

- iii) Understand the need and significance of teaching Geography at secondary level
- iv) Understand the correlations among different components of Geography
- v) Apprise with latest methodologies, approaches and technologies of teaching Geography
- vi) Comprehend and adopt various methods and techniques of evaluations
- vii) Develop adequate skills in Preparation and use of different kinds of improvised teaching aids for teaching Geography
- viii) Understand and detect the causes of difficulties faced by the students in learning mathematics and suggest remedial measures.
- ix) Create interest in the students in learning General Science by organizing suitable activities.

Unit-I : Nature, scope and objectives of teaching Geography

- i) Meaning, Nature and scope of Geography; Place of Geography in the school curriculum; Relationship of Geography with other school subject; Concept and importance of Local Geography.
- ii) Aims and objectives of teaching Geography in secondary schools; Development of human brotherhood and international understanding through the teaching of Geography.

Unit-II : Methods of teaching Geography

- i) Importance of methods in the teaching of Geography; different methods of teaching Geography-Lecture, Discussion methods, project Methods, Inductive Methods, Deductive Method and Demonstration Method Observation method.

Unit-III : Planning and designing for effective instruction in Geography

- i) Design of Lesson planning- importance of lesson plan, Approaches to lesson planning, Writing the lesson plan. Importance of Geography room and Geography Museum. Instructional materials used in the teaching of Geography-maps, Globes, atlas, films, pictures, specimens, models, simple meteorological equipments, Field work and excursions.

Unit-IV : Evaluation Procedure

- i) Concept and importance of assessment and evaluation in Geography; Techniques of evaluation (theory and Practical). Construction of tests in geography- designing of tests, blueprint of tests, framing the questions, assembling the questions and

preparing the instructions administration of tests, Diagnostic tests and remedial measures in geography.

Practicum/Assignment (Any One) besides Sessional test :

1. To focus on content analysis related to Geography text book
2. To prepare and achievement test in Geography
3. To prepare lesson plans in Geography.

Mode of Transation : Lecture, Lecture cum Discussion

Evaluation Scheme :

- | | | |
|------|----------------------|--|
| i) | Internal Assessment | : 10 marks (is to be finalized by the principal & Teachers of concerned paper) |
| i) | External Examination | : 40 marks (30 Theory+ 10 Practical) |
| ii) | Duration | : 02 hours |
| iii) | Pass Marks | : 40% of the total |

Paper 07

Total mark 50

EPC-1 : Practice Teaching

The student teacher will do practice teaching in school for four weeks in two school subjects. A minimum of 15 lessons will be delivered in each pedagogy of school subject during practice teaching opted by the student teachers. The student practice teaching will be evaluated out of 50 marks. The trainees have to prepare and submit (15+15)=30 lesson plans for two method subjects. After the practice teaching final practical examination of 50 marks will be held to assess the teaching skill. The board of examiners shall observe on teaching lesson plan delivered by student teacher in any one of the two pedgogy papers. After delivery of lesson plan, the viva voce examination will be followed by the same examiners.

Scheme of Evalation :

- a. Teaching of a lesson - 20 marks
- b. Final lesson plan - 10 marks
- c. Viva-Voce - 10 marks
- d. Lesson plan book - 10 marks (internal)
 - (i) External - 40 marks

PROSPECTUS

(ii) Internal - 10 marks (is to be finalized by the Principal & Teachers of concerned Paper)

(iii) Pass Mark - 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 examiners appointed by the Controller of Examinations.

Paper 07

Total mark 50

EPC-2 : DRAMA AND ART IN EDUCATION

Objectives

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

- i) Integrate the art, music and drama in education
- ii) Nurture creativity and aesthetic sensibilities
- iii) Help the learners to extend their awareness through multiple perspectives
- iv) Understand the local culture and art forms and interpret art works, movies and other media
- v) Involve the community to participate in educational and social change

Practicum/Assignment

Interactive Session (Focus Area)

- i) Differences among the people and its influence actions, decisions and relations. Variations of change in life-identify it within drama importance of drama in teaching learning process.
- ii) Ways of seeing situations, structures of communities through observations, probing questions. Find out the connections between particular and universal situations. Various criteria to look at same situation from different perspectives.
- iii) Create situation between classroom and events and situation in world outside with the knowledge of Stage preparation, painting, photographs, play back music, characterization, make-up, personal belongings, delivery of speech, sequence.
- iv) Preparation of short play, voice play, mono acting with the lesson plan.

- v) Visit craft museums, art galleries and prepare a project, organize art, craft, music exercises in groups. Use different medium in visual art like free drawing, in comic strips, in collage.
- vi) Preparation of architecture and spatial design of Colonial, Mughal, Sultanate period, Ahom Kingdom, Architectural design of town/city planning.
- vii) Preparation of aids using music on Power Point.

Evaluation Scheme :

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

(iii) Board of Examiners :

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

Paper 07**Total mark 50****EPC-3 : ICT AND CLASSROOM TRANSACTION****Objectives**

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

1. Make the students understand the concept of ICT in Education.
2. Familiarize student-teachers with computer software technologies.
3. Develop an understanding of the process of technology mediated communication.

Course Content :

- i) Fundamental of Computer : Concept & Applications of Computers, Computer Hardware and Computer software : Input (Keyboard, Mouse, Scanner, Microphones, Digital camera), Output (Monitor, Printer, Speaker, Screen image projector) & Storage Devices (Hard Disk, CD & DVD, Mass Storage Devices)- Software concept & Type- (System Software & Application software)

- ii) Various Applications of Computer software in school learning programme
 - MS Office
 - MS Excel
 - MS Power point
- iii) Internet & its Application
 - Facilities available for communication-e-learning, e-schooling, e-mail, online conferencing (Audio-video), e-Library, websites.
 - Safe use of the Internet, Viruses and its Management.

Practicum/Assignment (Any One) besides Sessional test :

1. Preparation of Educational document with the help of MS Word.
2. Calculations through MS Excel.
3. Preparation of School Lesson in MS Word.
4. Preparation of School Lesson in MS Power Point.

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 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.

Second Year Course

Paper 08

Total mark 50

Gender Issues and Concerns

Objectives

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

1. Understand the basic terms, concepts used in gender studies

2. Explain the concept of sex and gender.
3. Understand the gender discrimination in construction and dissemination of knowledge
4. Explain the social construction of gender with special reference to family.
5. Describe women in education and various laws protecting them.
6. Develop an awareness and sensitivity
7. Acquire knowledge about different legal and educational provisions for gender equality

Unit-I : Basic concepts in Gender studies

- i) Gender, Sex, Patriarchy, Feminism, Femininity and Masculinity, Difference between Sex and Gender, Gender stereotype
- ii) Socialization and Gender biases-- in the family, School and in the society, Nature versus Nurture

Unit-II : Gender inequalities in Schooling

- i) Organization of Schooling
- ii) Gender bias in Textbook
- iii) Curricular Choices
- iv) Teachers' attitude
- v) Classroom Interaction
- vi) Peer Culture

Unit-III : Education (Formal & Informal) as an agent to redress inequalities of Gender

- i) Teacher as an Agent of Change- Role of Teachers
- ii) Teacher Training for Gender equality
- iii) Role of Family and Community
- iv) Role of Textbook
- v) Role of Mass Media
- vi) Role of NGO
- vii) Role of Life Skill Education

Unit-iv : Constitutional Provision, Education and Empowerment of Women

- i) Constitutional Provision for equality of Women (Educational and Legal Provisions)
- ii) University Education Commission (1948-49) on Women Education
- iii) Kothari Commission (1964-66) on Women Education
- iv) National Policy on Education (1986) on women education

PROSPECTUS

- v) National Council for Women Education
- vi) Millennium Development Goal
- vii) National Policy for Empowerment of Women, 2001
- viii) Adult Education and Mass Literacy, Programme Targeting Women

Practicum/Assignment (Any One) besides Sessional test :

- 1. Analyze school textbook and curriculum.
- 2. Survey on status of women in India.
- 3. Survey on the role of women in different communities
- 4. Case study on problems of girls education in schools
- 5. Organization of gender awareness programme for school students/teachers.

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

Paper 09

Total mark 50

Foundations of Curriculum Development

Objectives

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

- 1. Understand the meaning, characteristics, definitions and scope of curriculum in relation with educational objectives.
- 2. Understand to understand the basic foundation of curriculum.
- 3. Understand the news trends in curriculum development.

Unit-I : Curriculum meaning, characteristics, definitions, scope, and importance, its relation with educational objectives, structure and organization.

Unit-II : Foundations of curriculum-Philosophical, Psychological Social, Cultural, Technological and Scientific.

Unit-III : Principles of curriculum construction, system approach to curriculum development, curriculum administration curriculum planning, curriculum organization and curriculum evaluation, Determinants of Curriculum Organization.

Unit-IV : Principles and methods of Curriculum Construction, Construction of curriculum planning, Innovation in practice and theory in curriculum transaction, Place of text books, essentials of good text books, selection of text books.

Practicum/Assignment (Any One) besides Sessional test :

1. Making Content analysis on given topic
2. To prepare an outline of Secondary school curriculum

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

Paper 10

Total mark 100

Measurements and Evaluation in Education

Objectives

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

- i) Acquaint the students with the basic concepts of evaluation and related terms
- ii) Acquaint the students with the taxonomy of educational objectives and develop the skills and competencies to write the educational objectives.
- iii) Help the students understand the basic tools of measurement and the techniques of evaluation.

Unit-I : Concept of Measurement, Assessment and Evaluation

- i) Meaning and definition of assessment measurement and evaluation
- ii) Types of measurement and evaluation- Formative, summative and diagnostic
- iii) Importance of measurement and evaluation in Education

PROSPECTUS

Unit-II : Taxonomy of Educational Objectives

- i) Blooms Taxonomy of Educational objectives with revised edition
- ii) Test construction-steps, types and criteria of a good test
- iii) Preparing a blueprint of an achievement test-(Identifying objectives, designing the test, writing items and item analysis)
- iv) Concept of Reliability, Validity and objectivity

Unit-III : New Trends in Evaluation

- i) Quantitative evaluation (Essay, short type and objective type test)
- ii) Qualitative evaluation (observation, checklist, Rating Scale and Anecdotal records)
- iii) Internal assessment-Cumulative Record cards.
- iv) Credit and grading system, examination on demand, online examination, computer in evaluation

Unit-IV : Concept of Statistics and its application

- i) Statistics-meaning, types, need and importance
- ii) Data interpretation- meaning, types, presentation and tabulation.
- iii) Graphical representation of the grouped and ungrouped data-bar graph, pie diagram, frequency polygon and histogram

Unit-V : Measures of Central Tendency, Variability and Correlation

- i) Central tendency- Mean, Median and Mode
- ii) Variability- Range, Average Deviation, Standard Deviation
- iii) Correlation- Rank difference and Product Moment Method

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.

Paper 11**Total mark 50****Inclusion in Education****Objectives**

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

- i) Inclusion in Education- Meaning and definition
- ii) 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
- iii) Inclusion in education for children with diverse needs- its rationale, Inclusion in education- a human right

Unit-II : Children with Diverse Needs

- i) Concept of Impairment, Disability and Handicap
- ii) Nature and characteristics of children with
- iii) Sensory impairment (Visual and Hearing)
- iv) Loco motor Disability
- v) Gifted and talented
- vi) Mental Retardation
- vii) Development Disabilities (Autism, Cerebral Palsy)
- viii) Learning Disabled
- ix) Slow Learners
- x) Multiple Disabilities

Unit III : Educational provision to facilitate Inclusion in Education

- i) Concept of Inclusive Education- Meaning, scope and importance
- ii) Philosophy : Transition from Segregation, Integration to Inclusion

PROSPECTUS

- iii) Issues and challenges on implementing Inclusive Education
- iv) Benefits of Inclusion : for children with and without diverse needs
- v) Building inclusive learning friendly classrooms, overcoming barriers for inclusion.

Unit IV : Legal provision and Role of Stakeholders

- i) 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.
- ii) Role and responsibilities of Teachers, Family, Community. Role of Government and NGOs.
- iii) 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%

Paper 12

Total mark 50

Action Research

Objectives

- i) To develop an understanding of the concept, principles, process & steps of Action Research
- ii) To develop an appreciation of the importance of Action Research for the Professional growth of the teacher.

- iii) To develop an understanding of different methods (tools) of data collection of Action Research
- iv) To develop the skill of constructing appropriate tools while conducting an Action Research
- v) To develop the skill of writing Action Research Report.

Unit-I : Fundamental of Action Research

- i) Meaning & Characteristics of Action Research
- ii) Difference between Fundamental and Action Research
- iii) Principles of Action Research
- iv) Uses and Limitations of Action Research

Unit-II : Action Research and the Teachers

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

Unit-III : Steps and methods of Action Research

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

Unit-IV : Methods of Action Research

- i) Experimental
- ii) Diagnostic
- iii) Case Study method

Unit-IV : Report Writing and Action Research

- i) The Research Question
- ii) Rationale
- iii) Sample
- iv) Methods of Data Collection
- v) Analysis and Interpretation of Data
- vi) Reflection of the Results
- vii) Development of Strategic Plan of Action

Practicum/Assignment (Any One) besides Sessinal 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%

Paper 13

Total mark 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 awarness among the students.

Unit I : Concept of Environment

- i) Meaning and Definitions, Structure and Types of environment
- ii) Concept of Ecology and Ecosystem
- iii) Man and Environment
- iv) Environmental ethics

Unit II : Environmental Problems

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

Unit III : Environmental Education

- i) Meaning, Scope and Nature of Environmental Education
- ii) Aims and objectives of Environmental Education

- iii) Methods of creating environmental awareness through-Formal, Informal and Non-formal education
- iv) Natural Resources– Types, their Utilization and conservation
- v) Environmental Education for Sustainable Development

Unit IV : Environment and Quality of Life

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

Practicum/Assignment (Any One) besides Sessional test :

1. Preparation of an activity based curriculum on Environmental 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%

Paper 13**Total mark 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

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

Unit-II

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

Unit-III

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

Unit :IV

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

Practicum/Assignment (Any One) besides Sessional test :

1. Organization of Career Talks
2. Organization career corner
3. Identification of problems of guidance programme in any school of Assam.
4. 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%

Paper 13
Total mark 50
Optional- C
Teacher Education

Objectives

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

- i) Historical development to teacher education in India and Recommendations of

PROSPECTUS

Secondary Education Commission 1952-53, Indian Education Commission (1964-66) and NPE- 1986.

- ii) Meaning, Importance and Aims of Teacher Education Programmes
- iii) Structure of Teacher Education at different levels.

Unit-II : Pre-service Teacher Education Programmes

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

Unit-III : In service Teacher Education programmes

- i) In-service Teacher Education-Concept, Importance and Objectives
- ii) Types of Programmes and Organizational Agencies for In-Service Teacher Education Programmes.
- iii) Shortcomings and Suggestions for In-service Teacher Education Programmes.
- iv) Distance Education and In-service Teacher Education

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

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

Unit-V : Teaching Profession and Trends of Teacher Education

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

Practicum/Assignment (Any One) besides Sessional test :

1. Analysis of Teaching Behavior or 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 : Leture 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%

Paper 14

Total mark 50

EPC : 4 Education for Development of self

Objectives

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

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

Practicum/Assignment

Interactive Session (Focus Area)

- (i) 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.
- (ii) Watching a movie/documentary where the protagonist undergoes trails and finally discovers his/her despite odds.
- (iii) 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.

PROSPECTUS

- (iv) The exercise of developing reflective journals and providing regular feedback on those can be used here.
- (v) Importance of yoga, pranayam, suryanamaskar and mediation in life. Activities related to body, mind, sense, emotions imagination concentration, observation. Components of Stress-free life.
- (vi) 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 & Teacher 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.

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.	25x4=100
02	Preparation of scholastic achievement test cum record (two)	25x2=50
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 Marks : 40% of the Total

Board of Examiners

The board of examiners will consist of atleast two internal members from the department/teacher training college and one external examiner appointed by the Cotroller 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.