

PROSPECTUS

2024-2025



B.Ed., D.El.Ed. & B.A. Courses



BAJALI TEACHERS' TRAINING COLLEGE

PATACHARKUCHI

Dist : Bajali, Assam

Estd. : 1992



From the desk of the Principal

Bajali Teachers' Training College always complies with the guidelines, instructions, norms and standards of NCTE, SCERT, State Govt. and Gauhati University imparting quality and value added teacher education programmes. Teacher education courses at secondary level and at Elementary level, by and large known as B. Ed. Course and D.El.Ed. Course respectively have three major components-(i) Theoretical orientation (ii) Practicum (iii) School exposure. Substantial exposure to these three components is a prerequisite for the preparation of a competent teacher. At Bajali T. T. College as well, teacher education does not only mean theoretical orientation but also stacks of laboratory and ICT exposures and lots of learning activities along with internship in the teaching field. In addition to these, there will be a large number of supplementary co-curricular activities during the courses of studies

Bajali Teachers' Training College was established in 1992 located at Patacharkuchi (05 kms from Pathsala Town) under Bajali Sub-Division in the district of Barpeta (Assam). The College has its own land (08 Bighas) and building (06 Assam Type Buildings having 4074.71 Sq Mtrs built up/floor area) and a spacious Auditorium Hall

with boundary walls and it has also obtained recognition by the National Council for Teacher Education (NCTE) for B.Ed. (Intake = 100) and D.El.Ed. (Intake = 50) Courses and has been permanently affiliated to Gauhati University. The College is also running Three Years Degree Course under Gauhati University from the session 2019-2020 with honours in Assamese, English, Education, Political Science and History and applied for four years integrated (BA,BEd) course for the session 2020-21 as per NCTE Regulation, 2019. The College is having sufficient infrastructural and instructional facilities with sound /well arranged library; Class Rooms; Office Room; Staff Common Room; Students' reading room as well as boys' / girls' common room; qualified teaching / non-teaching staff as per UGC/NCTE norms; Psychological Laboratory; ICT/computer room with 30 (thirty) sets of computers; indoor/outdoor game facilities; sanitary arrangements; 20 High / Higher Secondary Schools and 30 Lower Primary/Upper Primary Schools for holding practice teaching/internship. The College has been accorded Government Concurrence by the Government of Assam and it has been maintaining proper records such as admission forms; admission register; fee register; students' / teachers / non - teaching staff attendance register; tutorials records; cash book; stock register; receipt books and ledger books. The College is also having Rs. 24,00,000/- (Rupees twenty four lakhs only) fixed deposits by means of reserve fund and endowment fund and a valid G.B. The Institution is situated on the east bank of the river Kaladia with beautiful sights and scenes and attached to the NH-31 having its own land and building. The college is well connected by bus, rail and air.

I, on behalf the college family, welcome all the trainees who have admitted newly to this premier institution. I sincerely hope that two years of experience at Bajali T. T. College will add a new dimension to your professional carrier modifying your inconsistent views concerning teaching and teacher education.

Dr. Homeswar Das

The status of the College is shown below :

Courses :

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|--|--|
| 1. B.Ed. (Bachelor of Education) | : Permanently Affiliated to Gauhati University & Recognised by the N.C.T.E. (100 Students) |
| 2. D.El.Ed. (Diploma in Elementary of Edn) | : Affiliated to SCERT, Assam. (State Council of Educational Research and Training, Assam) & Recognised by the N.C.T.E. (50 Students) |
| 3. B.A. (Bachelor of Arts) | : Affiliated to Gauhati University.(120 Students) |

STATUS OF THE COLLEGE :

1. Recognised by the NCTE (Intake : 100) : One Year B.Ed. Course : Order No.AS-S/N-5/2005/2100(I) dated 20-11-2009.
2. Recognised by the NCTE (Intake : 100) : Two Year B.Ed. Course : Order No.ERC.NCTE/APE00572/B.Ed.(Revised Order)/2015/31766 dated 20-05-2015.
3. Recognised by the NCTE (Intake : 50) : Two Year D.El.Ed. Course : Order No.F.Er-229.6.9/ERCAPP3455/NCTE/D.El.Ed./2017/51125 dated 27-01-2017.
4. First Affiliation/Permission by Guahati University For B.Ed Course : E.C. Res. No.93/18/207(e) dated 14.8.93 : 1992-93.
5. Permanently Affiliated to Guahati University For B.Ed Course :GU/AFF/PERMANENT/183/14/3188 dated 18-07-2014.
6. Affiliation/Permission by Gauhati University For three Year B.A. Course : GU/AFF//2019/7669-76 dated 21-05-2019 (Intake = 120) .
7. Affiliation/Permission by SCERT, Assam For D.El.Ed Course : SCERT/Exam/D.El.Ed/Affi/13/2017/264 dated 18-04-2017.
8. Having Govt. Concurrence : Memo No.AEE.538/2011/108 dated 19-10-2012.
9. Having NOC for B.Ed. Course from the State Govt. : Memo No.AEE.281/2007/78 dated 27-09-2007.
10. Having NOC from the SCERT, Assam for D.El.Ed. Course : SCERT/ACA/NCTE/NOC/D.El.Ed/120/2015/104 dated 30-05-2015.
11. Having NOC from the Gauhati University to run 4 year ITEP -Integrated Teacher Education Programme (BA,BEd) : GU/AFF/2019/9780 dated 19-07-2019.
12. Having Recommendation from the State Govt. of Assam to run 4 year ITEP -Integrated Teacher Education Programme (BA,BEd).: AEE.1277/2019/34 dated 30-07-2019.
13. In possession of Land Documents including Non-Encumbrance Certificate and Land Use Certificate. (08 Bighas of own land)

14. In possession of Building Completion Certificate and Building Safety Certificate issued by the Executive Engineer (Building) - 4074.71 Sq. Mtr. Built up area.
15. Having Fire Safety Certificate (Fire Hazard) issued by the Director, Fire Services, Assam.
16. Having Society Registration Certificate under Societies Act XXI of 1860.
17. Applied for 4 year ITEP -Integrated Teacher Education Programme (BA,BEd) for the session 2019-2020

VISION

1. Bajali Teachers' Training College will be a Good leader in the integration of teaching and learning advancement of the knowledge-base through research, scholarship, leadership in service and outreach. Further, the college will be involved in preparing teachers who provides leadership, exemplary educational and related services to improve the lives in a changing and complex global society.
2. The Vision of the Institution is to surge ahead in the academic sphere by transforming and reinventing the learning methodologies. It seeks to develop in each member of Bajali Teachers' Training College, the ability and passion to work creative and effective for the betterment of self and society.
3. The vision of Bajali Teachers' Training College is to transform and transfigure the students to be empowered teachers who engage teaching as a service and a sacrifice to save the learner from the darkness of evil and lead towards the light of wisdom.

MISSION

1. The mission of Bajali Teachers' Training College is to prepare outstanding educators, scholars, researchers and to advance the profession of education, as broadly defined, through research on science and art of teaching and learning, the application of clinical processes, the effective uses of technology, the analysis, development of leadership and educational policy.
2. To transfer men and women by providing quality education with a human touch by inculcating human values such as love, sincerity, empathy, co-operation and constitutional values and thereby impart these values to their students to create a better society.
3. To equip the prospective teachers to become engaged citizens who are physically healthy, emotionally intelligent, personally effective, socially responsible, aesthetically sensitive, who have character, commitment and courage with global consciousness and local connectedness.
4. To motivate student teachers to become transformative teachers who demonstrate faith in their thought, wisdom in words, courage in deeds and service as a symbol of their life.
5. To mould the self to fully functioning personalities who integrate cognitive and affective talents in the classrooms to make learning a pleasant experience for the learners.
6. To extend the teacher education services to the community for the well-being of the society
7. To explore the educational scenario to supplement, support and intervene in the educational sphere to make it more effective.

8. To promote quality of Teacher Education in the light of a higher understanding of the world and society.

Aims and Objectives of the Institutions

Bajali Teachers' Training College was established for the following aims and objectives :

- (1) To help the student teachers to advance in their knowledge in their chosen subjects for the secondary and elementary school training.
- (2) To deepen their teaching skills to develop their capacity.
- (3) To use their experience of the training while they are in their teaching profession.
- (4) To help them to do the thing in time and to develop the punctuality.
- (5) To create the habit of reading and the importance of books.
- (6) To be more creative in their outlook as teachers.
- (7) To create a feeling of equality.
- (8) To be positive in their attitude and approach.
- (9) To be the future pillars and the leaders in the society.
- (10) To help the society in their all round development.
- (11) To lead the society and the country towards development.
- (12) To create the feeling of nationalism and the unity of the country.
- (13) To develop an International outlook.
- (14) To create a scientific outlook.
- (15) To make them understand the importance of environment.
- (16) To take care of the systems of the educational institutions.
- (17) To make them to use various the teaching aids and ICT in their teaching work.
- (18) To prepare dedicated teachers for improvement of the school education system in the country.
- (19) To adopt modern techniques for teaching skill development.
- (20) To train the student teacher towards achieving excellence on academic, social, mental, physical, moral, and cultural fronts.
- (21) To provide opportunities to enhance their competence and knowledge construction abilities in creating positive learning atmosphere in schools.
- (22) To sensitize the stakeholders on the issues related to environmental protection.

B.Ed Course :

Duration of Course	: Two Years
Approved Intake Capacity	: 100
Submission of Admission Forms	: Notified by Gauhati University.

Publication of Merit List : Notified by Gauhati University.

Last Date of Admission : Notified by Gauhati University.

Fee Structures

First Year : Rs.70,000/-

Second Year : Rs.70,000/-

1	Admission fee	Rs. 24,000/-
2	Tuition Fee (@Rs.2000x12)	Rs. 26,000/-
3	College Development/Establishment fee	Rs. 10,000/-
4	GU Enrolment	Rs. 250/-
5	Library fee	Rs. 2,000/-
6	Caution/Maintenance fee	Rs. 250/-
7	Games & Sports	Rs. 1,000/-
8	Function/Festivals	Rs. 2,000/-
9	Magazine fee	Rs. 500/-
10	Common Room Fee	Rs. 250/-
11	Laboratory fee	Rs. 250/-
12	Identity Card fee	Rs. 200/-
13	Internal Examination fee	Rs. 500/-
14	ICT/Fine Art/Drama/Music	Rs. 300/-
15	Practical Exam (PT/Internship)	Rs. 500/-
16	Contingency	Rs. 2,000/-
Total		Rs. 70,000/-

Procedure of Admission :

Only qualified candidates in Common Entrance Test (GUBEDCET) are admitted conducted by Gauhati University. The lists of selected and qualified candidates are notified to the Institution by Gauhati University for admission. The Admission Forms alongwith the Prospectus and Identity Cards can be obtained from the College office at all working days on payment of Rs.700/- Rupees seven hundred only)

Applications invites from the intending candidates having aptitude to serve with dedication as teachers in Secondary Schools for admission into the 2-year Bachelor Education course by Gauhati University to be started from 1st August. Admission opens for each Teacher Education Institute recognised by NCTE.

Reservation of seats: There will be reservation of seats for SC, ST(P), ST(H), OBC/ MOBC, Persons with disability (PWD) as per the norms of the Govt. of Assam and GU.

Eligibility Criteria :

A candidate will be allowed to appear in the GUBEDCET provided that he/she has passed the B.A / B.Sc./ B.Com. or MA/ MSc/M.Com or equivalent degree programme form a recognised Board/ University with at least 50% marks (or 45% for SC/ST/OBC/PWD). Reservation and relaxation policy will be as per existing GU rules and the Govt. Of Assam.

Library :

Library cards are issued to each student on payment of Rs.500/ (Rupees five hundred only) as library caution money.

Laboratories:

ICT laboratory, Psychological laboratory, Language laboratory as well as well-equipped ET laboratory facilities are available as per NCTE norms.

Payment of Fees

The prescribe Admission, Registration, Migration and Examination fee etc. are to be paid by the candidates through Bank Payment. No cash payment is accepted. The fee once paid will not be refunded under any circumstances.

Registration and Migration :

Every admitted candidate from other University shall have to register his/her name in G.U. He/ She must produce Migration certificate within one month from the date of admission. Registration fee for migrated students must be paid by them.

College Magazine and Wall Magazine

The College magazine is published annually and also it publishes a wall magazine periodically literary, educational and other articles written by the trainees and teachers for the upliftment of creative writing.

Attendance :

A student shall be eligible for End-Semester or Annual Examination if he/she has attended not less than 75% of the lectures delivered in theory including seminars/Workshops etc. in each course and 80% of the practice teaching/internship/school based activities/field work etc.

Uniform/Dress Code :

All trainees will wear uniform as prescribed by the college authority.

Examination :

Apart from the co-curricular activities and the final examination conducted by G.U. and SCERT, Assam, Class Test, Unit Test, Sessional Test, Terminal Examination and the Test Examination are held in the college according to the academic calendar strictly observing the guidelines of the competent authorities. It is compulsory for all the students to appear in all the examinations.

GAUHATI UNIVERSITY
GUWAHATI-781014
Two Year B.Ed. Course
(Effective from 2015-16 Academic Session)
(Rules, regulations and syllabus)

1. The structure of the present syllabus is relevant to face to face and regular mode of education only.
2. A Candidate may be allowed to appear in the Bachelor of Education (B. Ed.) Examination provided that after passing B.A/B.Sc./B.Com. or M.A./ M.Sc./M. Com. Examination of this University or of any other University, with at least 50% (45% for SC/ST/OBC) marks, recognized for this purpose, he/ she has prosecuted for not less than 2 years, a regular course of study in the subjects offered by him/her in a college affiliated to this University for this purpose and has in addition, undergone a course of practical training as indicated below :

Every candidate shall be examined in the following subjects:

(First Year Course)

Paper Code	Name of Paper	Marks in External Exam	Marks in Internal Exam	Marks in Practical	Total
Paper -01	Developmental Psychology	80	20	Nil	100
Paper-02	Contemporary Concerns and Issues in Indian Education	80	20	Nil	100
Paper-03	Teaching Approaches and Strategies	80	20	Nil	100
Paper-04	Language and Curriculum Transaction	40	10	Nil	50
Paper -05	Foundations of Education	80	20	Nil	100
Paper-06	Pedagogy of School Subject-I (Any one) a) Teaching of MIL (Assamese/Bengali/ Hindi/ Bodo)	40	10	Nil	50

	b) Teaching of English c) Teaching of Science d) Teaching of History Pedagogy of School subject II (Any one) a. Social Science b. Mathematics c. Geography d. Sanskrit	30+10+10=50 in case of Science and Geography	40	10	50
Paper-07- EPC-I *	Practice Teaching			50	50
Paper-07- EPC-II *	Drama and Art in Education			50	50
Paper-07- EPC-III *	ICT and Classroom Transaction			50	50
Total		440	110	150	700

*EPC-Enhancement of Professional Capacity.

(Second Year Course)

Paper-08	Gender issues and concerns in education Foundations of	40	10	Nil	50
Paper-09	Curriculum Development Measurement and	80	20	Nil	100
Paper-10	Evaluation in Education	80	20	Nil	100
Paper-11	Inclusion in Education	40	10	Nil	50
Paper-12	Action Research	40	10	Nil	50
Paper-13	Optional a. Environmental Education b. Guidance & Counselling c. Health & Physical Education	40	10	Nil	50

	d. Teacher Education e. Peace and human Rights education				
Paper-14 EPC-IV	Education for Development of Self			50	50
Paper-15	Internship (4Months)			250	250
	Total	320	80	300	700

3. Rules of Examination results.

- (a) Marks of external & internal examination will not be shown separately
- (b) A candidate, in order to pass, must obtain at least 40% marks in aggregate i.e. a total of 560 marks out of 1400 marks.
- (c) A candidate will have to secure at least 40 % marks in individual paper.
- (d) A candidate who secures below 40 % in one individual paper but if he/she secures aggregate 40% will be allowed to reappear in the examination as a back paper. (Maximum two back papers will be allowed)
- (e) Candidates securing at least 840 or 60% marks shall be declared to have obtained a First Class.
- (f) Candidates securing marks between 560 to 839 (both inclusive) shall be declared to have obtained a Second Class.
- (g) A candidate who fails to pass or present himself for the B.Ed. Examination shall not be entitled to claim a refund of the examination fee nor will such fee be carried over for subsequent examination.
- (h) If a student after completion of a regular B.Ed course and after having obtained his/her admit card does not appear in the B.Ed Final examination for some unavoidable reason, he/she may appear in the next subsequent examination as a non-collegiate and will be required to pay the prescribed fees.

- (i) If a candidate:
 - (I) fails in theory part only
 - (II) fails in Practical part only
 - (III) fails to secure pass marks in assignment paper (s)

both otherwise eligible (i.e. 40% out of 1400) to pass the B.Ed Examination will be given a chance to re-appear or submit the report within two years to clear his/her paper(s)/Practical/report/assignment. But the candidate must take casual admission(s) for the year(s) and pay all the prescribed fees for the subsequent examination(s). If a candidate fails in only one theory paper in the third year from the year of his/her admission he/she shall have a chance to reappear in that paper only in the immediate next year. Results of all such candidates will be declared as per clause 3. (b), 3. (e) & 3. (f)

(1st Year Course)

Paper -01
Total marks-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

- Developmental Psychology -its concept , need and importance
- Growth and development -its concept
- Principles of Development
- Brief concept of stages of development

Unit II : Childhood

- Developmental aspects during childhood
- Physical development
- Mental development
- Emotional development
- Social development
- Language and speech development

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

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

Unit IV : Adolescence

- Developmental aspects of Adolescents
- Physiological development
- Mental development
- Emotional development

- Social development
- Moral development

Unit V : Personality development during Adolescence

- Personality Development, Personality deviation
- Self concept, Self esteem
- Influence of family and peers in their Personality development
- 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.

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

References :

1. Chanda , S. C. (1989) : Child Psychology & Child Development , Loyal Book Depot
2. Cole, L. (1959) : Psychology of Adolescence , Rinehard & Winston , NY .
3. Ferguson , C. A. (1973) : Studies of Child language development , New York : Holt , Rinehart and Winston
4. Goswamee , G.(2008) : Child Development and Child Care, Arun Prakashan
5. Hurlock, E. B. (2000) : Adolescent Development , Mc . Graw Hill NC.
6. Hurlock, E. B. (1978) : Developmental Psychology - a life span approach . Tata Mc Graw Hill Publishing company ltd., New Delhi
7. Jersild, A. T. (1967) : Psychology of Adolescence , Macmillan , New York
8. Kuppaswamy , B.(1980) : Child Behaviour and Development , 2nd edition, Vikas Publishing House pvt . Ltd
9. Thomson , G. G. (1969) : Child Psychology . Indian reprint . The Times of India Press, Bombay

Paper-02
Total Marks-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.
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

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

Unit -II : Secondary Education

- Concept, Aim and Problems of Secondary Education.
- Secondary Education Commission 1952-53, Indian Education Commission 1964-66 -Their recommendations on secondary Education.
- Universalization of Secondary Education- Issues and concerns.
- Role of RastriyaMadhyamikSikshaAbhyan in strengthening secondary education.
- Salient features of NPE 1986.
- National Knowledge Commission (NKC) with reference to school education.

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

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

Unit-IV : Value and Peace Education

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

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

Unit-V : Liberalization and Globalization

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

Practicum/ Assignment (Any One) besides Sessional test

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

Mode of Transaction: Lecture, Lecture cum Discussion

Evaluation Scheme:

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|-------------------------------|--|
| (i) Internal Assessment
of | : 20 marks (is to be finalized by the Principal & Teachers
concerned Paper) |
| (ii) External Examination | : 80 marks |
| (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.

References:

1. Taj, Haseen: Current Challenges in Education, Neelkamal Publications, Hyderabad.
2. Chand, Jagdish: Environmental Education ,Anshah Publishing House Delhi.
3. Aggarwal J C: Development and planning of modern Education ,Vikas Publishing House Ltd. New Delhi.
4. Ruhela, S.P &NayakR.K : National Educational Policy & development: Today & Tomorrow, Neelkamal Publications, Hyderabad.
5. M.Vanja&BharatiD.V : Value oriented Education, Neelkamal Publications ,Hyderabad.
6. Kaur. B. : Peace Education -New trends and Innovations.
7. Arnish Kumar Ahuja - Economics of Education, Authors press, Delhi-92.

PAPER-03
Total Marks: 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
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

- Meaning and significance of Teaching - Learning Process
- Teaching as an Art and Science
- Important aspects of Teaching - Learning Process
- Criteria of good teaching
- Principles of teaching
- Maxims of teaching
- Phases of Teaching -Pre -active, Interactive and Post -active phases

UNIT- II :Devices of Teaching

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

UNIT- III : Styles of Teaching

- Autocratic Style-Lecture Method, Team Teaching, Tutorial
- Permissive Style-Group/Panel Discussion, Brain Storming, Project

UNIT-IV : Micro Teaching

- Meaning, Definitions and significance of Micro Teaching
- Phases, activities and components of Micro teaching
- Steps in Micro teaching
- Advantages and disadvantages of Micro teaching
- Comparison between Micro teaching and traditional teaching

UNIT-V : Lesson Planning and Teacher Effectiveness

- Meaning and significance of Lesson planning
- Essentials of a good lesson plan
- Meaning and characteristics of teacher effectiveness

- 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. |

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

References:

1. Aggarwal, J. C.: Principles, methods and techniques of teaching, New Delhi, Vikas Publishing House pvt. Ltd
2. Passi, B. K. : Becoming Better Teacher, Micro Teaching Approach , Ahmadabad, Sahitya Mudranalaya
3. Singh, Amarjit: Classroom Management , New Delhi , Kanishka Publishers
4. Sharma, T.R. and Bhargava , Mahesh - Modern Teaching , Strategies and Styles, Agra, H.P. Bhargava Book House

Paper -04

Total Marks- 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.
- 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. |

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

References:

1. James Briton, Language and learning (Harmmondsworth: Penguin Books, 1970)
2. Douglas Barnes, From communication to curriculum (Harmmondsworth: Penguin Books, 1970)
3. Nancy Martin et al., writing and learning across the curriculum (London: Ward Lock Educational, 1976)
4. Courtney Cazden, "Language, Literacy and literature: putting it all together," National Elementary principal, 1977.
5. Asher J (1977) Learning another language through Actions. Loa Gatos, California: Sky oaks production

Paper -05
Total Marks- 100

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

- Meaning of education - ancient to modern, scope of education ,education as organized, institutionalized , formal and state sponsored activity
- Various components in education and their changing connotations- school, curriculum , teacher, Learner, teaching-Learning and instruction
- Aims of education- individual and social aim, Liberal and vocational aim Sources of aim of education
- Changing aims of Education in the context of globalization

Unit-II : Philosophical foundation of education

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

Unit-III : Sociological foundation of education

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

Unit- IV : Psychological foundation of education

- Educational Psychology - meaning, Nature, and scope
- Methods of educational Psychology- Introspection, Observation, and Experimentation
- Application of educational Psychology in Teaching -Learning process
- Understanding Learning process - meaning, definition and nature of Learning, Theories of Learning and Laws of Learning
- Motivation and Learning

- Attention and Interest- meaning and nature of attention and interest; role of Teacher in creating interest

Unit - V : Economic Process and Education

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

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 foundations 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.

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

References

1. R.P. Bhatnagar, International Publishing House, Meerut, 2003
2. R.P. Pathak, , Philosophical and Sociological principles of Education Dorling Kinderseley (India) Pvt. Ltd., 2012.
3. R.N. Sarma, Philosophy and Sociology of Education urjeet Publications, Delhi-07, 1992
4. Bhatia & Bhatia, The Philosophical & Sociological foundations of Education, Doaba House, Delhi-110006, 1995
5. Murthy, S.K., Philosophical and Sociological foundations of Education, Shri Vinod Pustak Mandir, Agra-2
6. Chauhan, S.S., Advanced Educational Psychology, Vikash Publishing House, Pvt. Ltd., New Delhi-110014, 1999.
7. Kar, B.C : Education , A Study of its Principles and Psychology , New Book Stall, Guwahati
8. Rush, R.R. : The Philosophical Bases of Education
9. Brubachar, J.S. : Modern Philosophies of Education
10. Goswami, Dulumoni : Philosophy of Education, DVS Publishers, Panbazar, Guwahati, 2013

11. Amrish Kumar Ahuja : Economics of Education , Authors Press, Delhi -92
12. S. Natarajan : Introduction to Economics of Education, Sterling Publishers private Limited, New Delhi
13. Altekar, A.S. : Education in Ancient India, ISHA Books , Delhi -110009
14. Shrivastava, K.K. : Philosophical Foundations of Education, Kanishka Publishers, Distributors, New Delhi-110002
15. Ghosh , Suresh C. : History of Education in India, Rawat Publications
16. Ghanta Ramesh & Das B.N : Foundations of Education, Neelkamal Publications, Hyderabad-500095
17. Aggarwal : Landmarks In the History of Modern Indian Education
18. Chandra, S.S. : Sociology of Education
19. Talesra, H : Sociological Foundations of Education
20. Brubacher, IS : Modern Philosophies of Education
21. Chandra, SS : Sociology of Education
22. Chauhan, SS : Advance Educational Psychology, Vikas Publishers

Paper- 06

Total Marks- 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:

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

Unit-I: Language and grammar

- Language - nature, characteristics ,function and its relation with literature
- Importance and role of mother tongue in child development and its relationship to language
- Role of society and family in the development of mother tongue
- Development of fundamental language skills - listening, speaking, reading and writing

- Developing mother tongue as an instrument of thought, communication, appreciation and creation
- 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

- Lesson planning: Its format and design, Instructional material, Concept of SMART CLASS, I.C.T.
- Approaches to teaching of mother tongue aids ,types of teaching aids
- Approaches to teaching of mother tongue, using text, reader and supplementary reader
- Identification of Objectives and teaching points
- Various ways of using text books in the classroom
- Preparation of feedback material for prose, poetry, grammar and composition
- Methods of teaching mother tongue
- 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

- 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
- 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 results, 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.
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.

Reference books:

1. Chee, M.A.: Instruction in Indian Secondary Schools, Chapter -5.
2. Ballard, P.B.: The mother tongue
3. Wheat, H.G. : The Teaching of Reading
4. Watking, E. : How to teach Silent Reading to beginners
5. Gurrey, P. : Teaching The mother tongue
6. Pattanayak, D.P. : language Curriculum, CIII, Mysore School

Paper-06
Total Marks-50
(b) Teaching of English

Objectives

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

- Enrich the knowledge of English grammar and vocabulary
- Realize the value of English after completion of the course
- Understand the need and significance of teaching at secondary level
- 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 off teaching prose and poetry
- 3.5 Teaching of Grammar in inductive and deductive method.
- 3.6 Importance of teaching grammar in the language course (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. |

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

References

1. Hornby A.S.: A guide to Patterns and usage in English
2. Connor, J.D.: Better English Pronunciation
3. Venkateshwaran, s: Principles of Teaching English , Delhi: Vikas Publishing House

Paper-06 **Total Marks-50** **(c)Teaching of Science**

Objectives

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

- Refresh and enrich his/her knowledge on General Science.
- Understand the concept, value, nature and scope of General Science
- Understand the need and significance of teaching General Science at secondary level.
- Develop skills and competence in teaching General Science at secondary level.
- Apprise with latest methodologies, approaches and technologies of teaching general sciences.
- Comprehend and adopt various methods and techniques of evaluations.
- Develop adequate skills in Preparation and use of different kinds of improvised teaching aids for teaching General Science.
- Understand and detect the causes of difficulties faced by the students in learning General Science and suggest remedial measures.
- Create interest in the students in learning General Science by organizing suitable activities.

Unit-I : Nature, scope and objectives of teaching General Science

- a) Nature and scope of General Science- science and daily life
- b) Science curriculum- Principle of curriculum construction, Need and practice of science in school curriculum, science education in India.
- c) Correlation of science with other school subjects.
- d) Aims and objectives for science teaching.
- e) Instructional objectives for science teaching.

Unit:- II : Approaches and methods of teaching science

- a) Lecture, demonstration, explanation, observation
- b) Ensuring Problem solving , laboratory, Project, Heuristic, Discussion for teaching science.
- c) Learning by discovery, group work and team teaching.
- d) Collaborative strategies, provision in heterogeneous class room.

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

- a) Design of unit and lesson planning-approaches to lesson planning, format of lesson plan.
- b) Teaching aids and laboratory in science, their necessity and importance.
- c) Museum, field-trips and excursion, their relevance to science.
- d) Preparation of simple aids of Science teaching

Unit- IV : Evaluation of learner's progress

- a) Concept and importance of assessment & evaluation.
- b) Techniques of evaluation (Theory & Practical)
- c) Construction of Unit Test: Design and blue print, Item construction, Question wise analysis, Construction of science question paper including marking scheme.

Activity:

- 1. Visit to workshop and factory.
- 2. Preparation of School garden.
- 3. Preparation of improvised teaching aids of science teaching.
- 4. Preparation Lay-out of science laboratory.
- 5. Visit to Science museum.

Practicum/ Assignment (Any One) besides Sessional test:

- 1. Preparation of list of science equipments for laboratory according to the syllabus of a class.
- 2. Pedagogical analysis of any two topics from prescribed Text-Book.
- 3. To find learning difficulties of students in science
- 3. 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 (30 Theory + 10 Practical)
- (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. Bhatnaagar, A.B. & Bhatnagar, S.S. (2011). Teaching of Science. Meerut: R. Lal Book Depot
2. Callahan, J.E. & Clark L. (1990). Teaching in the middle and secondary schools- Planning for Competency. N.York: MacMillan Publication Company.
3. Das, R.C. (1985). Science Teaching in Schools, Sterling Pub. N.Delhi
4. Kothari Commission Report (1966). MHRD, GOI
5. Kulshreshta, S.P. (2012). Teaching of Science, Meerut: R Lal Book Depot
6. Layton, David (ed.). 1989. Innovations in Science and Technology Education, Sterling Pub, Pvt. Ltd. N.Delhi
7. Maheshwari, V.K. & Maheswari, S. (2010). Teaching of Science. Meerut: R.Lal Book Depot
8. Mangal, S.K. (1991). Audio-Visual Education. AryaBook Depot, N.Delhi-5
9. Mangal, S.K. (20014). Teaching of Physical and life sciences , Arya Book Depot, N. Delhi
10. Maslow, Abraham. (1971). Science and Self Actualisation, Th Menas Ready, N.York.

Paper-06 Total Marks-50 (d) Teaching of History

Objectives

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

- Refresh and enrich his/her knowledge on the subject.
- Apprise with latest methodologies and technologies of teaching history.
- Understand the significance and importance of teaching history at secondary level.
- Apprise with the latest methodologies and technologies of teaching social science.
- Comprehend and adopt various methods and techniques of evaluations.
- Prepare and use different kinds of instructional materials for teaching Social science.
- 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.

- 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?
- Aims and objectives of teaching history, Importance of teaching history, instructional objectives.

Unit-II: Methods and techniques of teaching history

- 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.
- Techniques of teaching history: Introduction, different techniques-narration, drill, examination, question-answer, illustration, assignment etc.

Unit-III: Planning teaching of history

- Lesson planning: Its format and designing
- Importance of teaching aids, types of teaching aids
- Importance of history room and library
- Importance of history excursion and field trip.

Unit-IV: Curriculum of History and evaluation procedure

- Cultural epoch theory, Biographical theory, Psychological theory
- Principles of syllabus construction
- Contents of history syllabus
- 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
4. 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. |

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

REFERENCE

1. Agarwal, J.C. Teaching of History.
2. B.D. Shadia & Sahab Singh. Teaching of History. Dhanpat Rai and Sons, Jallandar
3. Choudhury, K.P. (1975). Effective teaching of history in India. NCERT, New Delhi
4. Dash, B. M : Contents - cum methods of teaching social science, Kalyani Publishers, New Delhi
5. Gosh, K.D. (1951). Creative teaching of History. Oxford University Press, London.
6. Kochar, S.K. Teaching of History, Sterling Pub. New Delhi.
7. Mangal, S.K. & Mangal, U. (2008). Teaching of History, Sterling Pub. New Delhi.
8. Gosh, K.D. (1951). Creative teaching of History. Oxford University Press, London
9. Ghale, V.D. (1953). Suggestions for the Teaching of History, Oxford University
10. NCERT. 91970. Teaching History in Secondary Schools, New Delhi, and NCERT.
11. NCERT. Handbook for History Teacher.
12. Carpenter, P.: History Teaching: The Era Approach. Cambridge University Press.

Paper-06
Total Marks- 50
Pedagogy of school subject-II
(e)Teaching of Social Science

Objectives

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

- Refresh and enrich his/her knowledge on the subject.
- Understand the nature, structure and scope of Social Science and its importance in the context of emerging concerns and need of Indian society.
- Understand the correlations of different components of social science.
- Apprise with the latest methodologies and technologies of teaching Social Science.
- Understand the need and significance of teaching Social Science at secondary level.
- Comprehend and adopt various methods and techniques of evaluations.
- Prepare and use different kinds of instructional materials for teaching Social Science.

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

- 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.

- Place and importance of social science in secondary school curriculum.

Unit II: Aims and objectives of teaching social science

- Aims, objectives and values of teaching social science.
- Blooms taxonomy of behavioral objectives related to social science.

Unit -III: Methods and instructional materials o teaching social science.

- Need of a right method of teaching social science, its merits and demerits.
- Lecture-cum-discussion method, Text-book method, Project method, Problem solving method, Source method, Field trips or Excursion method, Demonstration method.
- 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

- Essentials of social science textbook
- Qualities of a social science teacher.
- Concept, need and importance of a lesson plan, steps of lesson plan, preparation of lesson plan.
- Annual and unit plans, micro-teaching for developing the teaching skills.
- Concept and Purpose of evaluation in social science.
- 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.
- 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. |

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

Reference Books:

1. Kochchar, S.K: Teaching of social science, sterling publication, New Delhi.
2. Dash, B. M : Contents - cum methods of teaching social science, Kalyani Publishers, New Delhi
3. Agarwal, J. C.: Teaching of Social Science, Vikas Publication House, New Delhi.

Paper-06
Total Marks- 50

(f)Teaching of Mathematics

Objectives

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

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

Unit I: Foundations of Mathematics Education

- Nature of Mathematics: Meaning and dimensions of mathematics historical, Scientific, language, artistic, recreational, activity and tool, the nature of mathematical propositions, Mathematical proof
- Learning of mathematics: Perspective on the psychology of learning and teaching of mathematics-constructivism and enactivism, Constructivism and a Vygotskyan perspective, zone of proximal development.
- 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.

- 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

- 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

- 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.
- Teaching problem solving in mathematics

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

- Lesson planning :Its format and designing
- The mathematics laboratory; Planning and organizing laboratory activities, mathematics outside the classroom
- Assessment tools and techniques, design and blue print, item construction, construction of a mathematics question paper
- 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.

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

Reference Books;

1. NCERT, : a text book of content-cum-methodology of teaching mathematics, New Delhi, NCERT
2. Cooney, Thomas J. And others (1975), : Dynamics of teaching secondary school mathematics, Boston: Houghton Mifflin
3. Kulshrestha, Dr.A.K.(2012): teaching of Mathematics, Meerut, R. Lall book depot

Paper-06 **Total Marks- 50** **(g) Teaching of Geography**

Objectives

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

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

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

- 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.
- 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

- 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

- 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

- 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 an achievement test in Geography
3. To prepare lesson plans in Geography.

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) |
| (i) External Examination | : 40 marks (30 Theory + 10 Practical) |
| (ii) Duration | : 02 hours |
| (iii) Pass Marks | : 40% of the total. |

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

Reference Books

1. Verma, O.P.: Geography teaching, E.G. Vedanayagam sterling Publishers Pvt. Ltd.
2. Lambert, David & David Balderstone: Learning to Teach Geography in the Secondary School., Neelkamal Publishers.
3. Singh, R.L. & Rana P.B. Singh: Elements of Practical teaching
4. Shaida, B.D. & J.C. Sharma : Teaching of Geography Dhanpat Rai & Sons.

Paper-06
Total Marks: 50
(h) Teaching of Sanskrit

Objectives:

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

- Refresh and enrich his/her knowledge on Sanskrit
- Realize the value of Sanskrit after completion of the course.
- Apprise with methodologies and technologies of teaching Sanskrit
- Understand the need and significance of teaching Sanskrit at secondary level.
- Prepare and use different kinds of instructional materials for teaching Sanskrit
- Understand and detect the causes of difficulties faced by the students in learning Sanskrit and suggest remedial measures.

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

- Nature and scope of Sanskrit as an Indian Language with historical background
- Values and importance of teaching Sanskrit from linguistic, literary, cultural and national points view
- Structure of the Sanskrit language and its peculiarities
- Value oriented education in Sanskrit
- Place of Sanskrit in the school curriculum
- Teaching of Sanskrit for developing the fundamental language skills (listening, speaking, reading and writing)
- Aims and objectives of teaching Sanskrit

Unit-II: Methods and techniques of teaching Sanskrit

- Traditional methods: Gurukula and the Pathsala
- Methods of teaching Sanskrit:
 - (a) Substitution method and the Direct method
 - (b) The text book approach
 - (c) Induction- deduction methods of teaching grammar
 - (d) Dramatization, recitation and translation
- Techniques of teaching Sanskrit: Importance of oral work, reading for various purpose-silent and sound reading, letter method-alphabetic, phonic, phonetic, non-letter method-words, phrase, sentence

Unit-III: Planning teaching of Sanskrit

- Syllabus and Text books, source and reference materials, audiovisual and audio-visual aids, rapid readings, Lesson plan-steps of writing a lesson plan- Introduction, presentation and closure, preparation of feedback materials for prose, poetry, grammar and composition

Unit-IV: Evaluation and Assessment in Sanskrit

- Modern concept of evaluation, continuous and comprehensive evaluation, oral and written test, Essay type and objective type tests, preparation of a balanced question paper, Assessment of class and home works, Diagnostic and prognostic objectives of evaluation

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. |

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

References

1. M.A. Chee, E.A.: Instruction in Indian secondary Schools
2. Ballard, P.B.: The Mother Tongue
3. Wheat, H.G.: The teaching of Reading
4. Watking, E.: How to teach Silent Reading to beginners
5. Gurrey, P.: Teaching the Mother Tongue
6. Pattanayak, D.P.: Language Curriculum, CIII, Mysore-6

Paper-07**Total Marks-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 a final practical examination of 50 marks will be held to assess the teaching skill. The board of examiners shall observe one teaching lesson plan delivered by student teacher in any one of the two pedagogy papers. After delivery of lesson plan, the viva voce examination will be followed by the same examiners.

Scheme of Evaluation:

- | | |
|-------------------------|-----------------------|
| 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) |
| • External-40 marks | |

- Internal- 10 marks (is to be finalized by the Principal & Teachers of concerned Paper)
- 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 Marks-50** **EPC- 2: Drama and art in education**

Objectives

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

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

Practicum/Assignment Interactive Session (Focus Area)

- 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.
- 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.
- 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.
- Preparation of short play, voice play, mono acting with the lesson plan.
- 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.
- Preparation of architecture and spatial design of Colonial, Mughal, Sultanate period, Ahom Kingdom, Architectural design of town/city planning
- Preparation of aids using music on PowerPoint.

Evaluation Scheme:

- | | |
|---------------------------|---|
| (i) Internal Assessment | : 10 marks (is to be finalized by the Principa & Teachers of concerned Paper) |
| (ii) External Examination | : 40 marks |
| (iii) Duration | : 2 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 examiners appointed by the Controller of Examinations.

Paper-07
Total Marks-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

- Fundamentals 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 concepts & Type-(System software & Application software)
- Various Applications of Computer software in school learning programme -MS Office
-MS Excel, -MS Power point
- 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% pf 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. V.K. Rao-Instructional system Design-Instructional Technology
2. Arora Bansal-Computer fundamentals
3. Kishore, Chavan-Information Technology
4. Dyne, Nandkishore-Information Technology
5. ABC of internet-Crumlish Christian
6. Singh and Sukhvir-Fun of Computer
7. Mohenty, Laxman & Vohra Niharika: ICT strategies for school, SAGE (2nd Year Course)

PAPER- 08**Total marks 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

- Gender , Sex, Patriarchy, Feminism , Feminity and Masculinity , Difference between Sex and Gender , Gender Stereotype
- Socialization and Gender biases -in the family, School and in the society, Nature versus Nurture

UNIT- II : Gender inequalities in Schooling

- Organization of Schooling
- Gender bias in Textbook
- Curricular Choices
- Teachers' attitude
- Classroom Interaction
- Peer Culture

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

- Teacher as an Agent of Change- Role of Teachers
- Teacher Training for Gender equality
- Role of Family and Community

- Role of Textbook
- Role of Mass Media
- Role of NGO
- Role of Life Skill Education

UNIT- IV : Constitutional Provision, Education and Empowerment of Women

- Constitutional Provision for equality of Women (Educational and Legal Provisions)
- University Education Commission (1948-49) on Women Education
- Kothari Commission (1964-66) on Women Education
- National Policy on Education (1986) on women education -National Council for Women Education -Millennium Development Goal
- National Policy for Empowerment of Women, 2001
- 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. |

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

References :

1. Aker, S. (1994) Feminist theory and the study of gender and education;
2. Bhatia, R. L. & Ahuja, B. N. (2006) Modern Indian Education and its Problems, Surjeet Publication, Delhi, India
3. Kathleen, Weiler. (1988). Women Teaching for Change: Gender, Class, and Power. New York: Bergin Garvey.
4. Ramachandran, Vimala. (2004). Gender and Social Equity in Education: Hierarchies of Access. New Delhi: Sage.
5. Bagchi, Jasodhara, Guha, Jaba and Sengupta, Piyali (eds). (1997). Loved and Unloved: the Girl Child in West Bengal. Kolkata: Stree Publishers.

6. Batliwala, Srilatha.(1993). Empowerment of Women in South Asia: Concepts and Practices.
7. Colombo: Asian-South Pacific Bureau of Adult Education.
8. Bhasin, Kamla.(2000). Understanding Gender. New Delhi: Kali for Women.
9. Bhasin, Kamla.(2004). Exploring Masculinity. New Delhi: Women Unlimited.
10. Chanana, Karuna(ed.). (1988). Socialisation, Education and Women: Explorations in Gender Identity. New Delhi: Orient Longman.
11. Govinda, R. (ed.). (2002). India Education Report: A Profile of Basic Education. New Delhi: Oxford University Press.
10. Gould, S. J. (1981). The Mismeasure of Man. London: Penguin Books.
12. Menon, N., Lokneeta. J and Arya, S.(2001) Narivadi Rajneeti sangharsh aur muddey. Delhi University.

Paper- 09 **Total Marks-100** **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, Different approaches to curriculum, Patterns of Curriculum Organization.

Unit-IV: Principles and methods of Curriculum Construction, Construction of curriculum for different stages of education.

Unit-V: New trends in 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

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

References:

1. Smith, B.O. et al. Foundations of Curriculum Improvement, Yonders, N.V. World Book Co.
2. Taba, H. Curriculum Development. Theory and Practice. Hareourt, Brace World Inc. USA. 1962.
3. Taylor, J. Galen & Alexander, William M. Planning curriculum for Schools.
4. Oristein, Allan, C & Hunkins, Francis P. Curriculum Foundations, Principles and Issues 9Sec-ond edition). Allyn and Bacon Inc. USA. 1993
5. Packiam, S. Curricular innovations and educational technology, Delhi, Doba house, 1986.
6. Malla Reddy, M. and Ravisankar, S. Curriculum Development and Educational Technology, N.Delhi.
7. NCERT (1984). Curriculum and Evaluation, New Delhi: NCERT Publications

Paper-10

Total Marks-100

Measurements and Evaluation in Education

Objectives

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

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

Unit-I: Concept of Measurement Assessment and Evaluation

- Meaning and definition of assessment measurement and evaluation
- Types of measurement and evaluation-Formative, summative and diagnostic
- Importance of measurement and evaluation in Education.

Unit-II: Taxonomy of Educational Objectives

- Blooms Taxonomy of Educational objectives with revised edition
- Test construction- steps, types and criteria of a good test

- Preparing a blueprint of an achievement test- (Identifying objectives, designing the test, writing items and item analysis)
- Concept of Reliability, Validity and objectivity

Unit-III: New Trends in Evaluation

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

Unit-IV: Concept of Statistics and its application

- Statistics- meaning ,types ,need and importance
- Data interpretation- meaning, types, presentation and tabulation.
- 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

- Central tendency- Mean, Median and Mode
- Variability- Range, Average Deviation , Standard Deviation
- 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. |

The examination paper will have 5(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 Wiley and Sons.
- Garrett, H.E-Statistics in Psychology and Education, Mumbai, Vakil, Feffer 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.

Paper-11
Total Marks-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

- 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% |

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 Learner. 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: Ramakrishna 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 - 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-IV : 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% |

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- 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: Jugmander Book Agency.
- Bala, G.S. (2007). Environmental Education. Guwahati: DVS Publishers & Distributors
- Chauhan, I.S. & 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: Karnavati 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- 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:

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% 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,I- 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

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:

- | | |
|---------------------------|--|
| (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- D)
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

- 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.
- Role 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.
- 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. 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%

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, N.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- 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 (LVEP)
- Evaluation in Value Education

Unit-V: Peace Education

- Concept of Peace and Peace Education
- Ideas of peace as perceived by Indian thinkers
- 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% |

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.R.V., 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 Perspectives 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-14

Total Marks-50

EPC: 4 Education for Development of self

Objectives

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.

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 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.

GUIDELINES FOR B. ED. (SECOND YEAR)

INTERNSHIP

Paper-15 INTERNSHIP (4 Months)

Total marks: 250

(For all TEI's under G.U.)

1. The Principals of the TEI's will send the names of the interns/ student-teachers to the schools by 20.01.17.
2. The letter to the school must indicate the name of the Supervising Professor/Lecturer from the TEI who will guide and supervise the activities of the student-teachers. Frequent visit (at least twice in a week) to the school by the S.P./S.L. would ensure successful completion of the internship.
3. Appointment of competent and willing teachers as Mentor Teachers from internship Schools is to be made by the Principal of TEI in consultation with the concerned Head and the proposed teachers in 1:4/1:5 Mentor: Teacher ratio for a particular pedagogy subject within 31.01.17.
4. The student-Teacher shall have to be involved in school activities as a regular teacher as if he/she has been appointed in the school as a full time teacher.
5. He/ She shall have to record all the activities daily during his/her stay in the school and submit the Activity Report to the TEI on monthly basis with proper certification from the Head of the school. The format of the Monthly Report to be submitted will be supplied by the TEI.
6. During the internship period of 4-months the student-teacher shall have to perform and observe as well as record the activities as mentioned in the following table:

Sl. No.	Activities	Specific Activities to be performed	Marks
1	Internship (Submitting monthly report on activities performed by student teachers with proper certification) Student teachers should remain present in respective schools during school time and maintain school diary.	i. Maintenance of school diary(to be submitted on monthly basis) ii. Analysis of syllabus & text book of a particular class iii. Writing lesson plan (Total: 20, 10 for each method subject) iv. A case study/An Action Research (The student-teacher has to perform at least one activity in each month.)	25x4=100
2	Preparation of scholastic achievement test-cum-record (Two)	The student-teacher will prepare and administer two achievement tests, one at the beginning and one at the end of the internship period on a particular subject taught. For this the student-teacher has to prepare the blue print and the question paper both.	25x2=50
3	Presentation of Internship Experiences and Viva-voce	Presentation of internship experience (50 marks) in the form of report will include the following: a) Observation of supervision and monitoring system of the school: i) Prayer & assembly ii) SMDC iii) Time table preparation iv) Grievance redressal system v) Observation of student Union activities vi) Role of teachers in organization of CCA vii) Organisation of educational field trip/ Community service/NCC/NSS/Scout & Guide viii) Community festival ix) Observation of peer teachers' teaching x) Role of Principal/HM b) Viva-voce - 50 marks	100
	Grand Total	250	250

Critical Study of Syllabus and Textbooks

A. General Information

1. Complete and original name of the text book(s) with author(s) :

Sl No.	Name of the Book	Author(s)	Yr. of first edition	Yr. of last edition	Price

Table : 1

2.Name of the Publisher with complete address :

.....

3.(a) Subject

(b) Class

(c) Language.....

B. (a) The syllabus of the subject :

Sl No.	Content (Unit)	Marks allotted
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		

Table : 2

B. (b) Study on probable lessons of the book.

Unit No. (1)	Probable No. of classes to finish the text part of the unit (2)	No. of the classes for product (Exercise) evaluation (3)	No. of the classes for unit test & Remedial classes(4)	Total No. of the classes $Y = (2) + (3) + (4)$
Total				

Table : 3

C. (c) Comparative study and analysis of significance.

Analysis made in Annual Scheme Book					Lesson required as shown in the table - 3 (Y)	Differences $D = X - Y$
Working Days	Exam Days	Holidays & vacation	Other activities	Annual class days (X)		

Now explain the significance.

(i) If $D < 0$

(ii) If $D > 0$

(iii) If $D = 0$

(d) Analysis of the syllabus (Give tick mark in the appropriate box.)

Sl No.	Enquiry	Give a tick	Give a tick	Give a tick
1	The unit of the syllabus are -	Appropriate	Not Appropriate	No comment
2	The psychological level of the comments are -	Appropriate	Not Appropriate	No comment
3	Difficulty level is -	Proper	Not proper	No comment
4	Revision of the previous class -	Exist	Does not exist	No comment
5	Groundwork for the next class	Exist	Does not exist	No comment
6	Sufficient provision for linking with life -	Exist	Does not exist	No comment
7	Provision for correlation with other subject -	Exist	Does not exist	No comment
8	The syllabus is -	Too heavy	Too light	Reasonable
9	Is the syllabus is biased towards a particular area ? (Prose/poetry/grammar/algebra/arithmetic/geometry etc.)	Yes	No	Justified

C. Analysis of the text book :

(a) Physical aspects - Give tick marks against the appropriate box0 :

Sl No.	Characteristics	Tick	Tick	Tick
1	Shape and size	Demy/Double demy	Crown/Double crown	Any other
2	Cover design	Attractive	Moderate	Not attractive
3	Quality of paper and print (colour)	Good	Average	Poor
4	Printing mistakes	Lots	A few only	Not at all
5	Price	High	Reasonable	Low
6	Illustrations and diagrams	Appropriate	Not appropriate	Not given at all
7	Overall look	Excellent	Good	Ordinary

b) Analysis of the contents and its organization :

- (i) Does the book contain the whole prescribed syllabus ? (If No, mention the part of the syllabus not included.)

Yes	No
-----	----

- (ii) Is organization of the contents as per needs of the pupils ?

Yes	No
-----	----

- (iii) Does the contents fulfill the need and interest of the pupils ? (If No, indicate the measures for improvement.

Yes	No
-----	----

- (iv) Are there any incorrect information, statements, principles, laws, theories, figures or illustrations ? (If yyes, Mention along with page numbers.)

Yes	No
-----	----

- (v) Are the topics ably supported with pictures, diagrams, graphs etc. ?

Yes	No
-----	----

- (vi) Are the subheadings/subtopics distributed appropriately ?

Yes	No
-----	----

- (vii) Is the summary/recapitulation at the end of each chapter being incorporated ?

Yes	No
-----	----

- (viii) Mention whether each chapter has begun with a brief introduction ?

Yes	No
-----	----

- (ix) Whether any controversial matter has been included in any unit ?

Yes	No
-----	----

- (x) Will the text book help the students in linking the subjects with their daily practice ?

Yes	No
-----	----

- (xi) Which ones of the following maxims you have observed in the presentation of the topics ?

Yes	No
-----	----

Sl No.	Maxim	Exists	Does not exist
1	Simple to complex		
2	Concrete to abstract		
3	Known to unknown		
4	Particular to general		
5	Easy to difficult		
6	Analysis to synthesis		
7	Indefinite to definite		
8	Near to far		

(xii) Are the information given in the text book up to date ?

Yes	No
-----	----

(xiii) Give your tick marks in the following regarding evaluation/exercise of the text

Yes	No
-----	----

Sl No.	Question	Yes	No
1	The exercises are appropriate and relevant		
2	The exercises are sufficient		
3	Is there any provision for unit test ?		
4	Which of the following test items are used to evaluate ? Essay type Short answer type Very short answer type Objective type : Simple recall Completion True false Matching type Classification Analogy Multiple choice		
5	The exercise is	Too long	Too short

(xiv) Have you found any table in the book ?

Yes	No
-----	----

(xv) Is there any appendix in the book ?

Yes	No
-----	----

(xv) Is bibliography available in the book for further study ?

Yes	No
-----	----

(xvi) Does any index exist in the book ?

Yes	No
-----	----

(xvii) Is there any profile of the author (authors) of the book ?

Yes	No
-----	----

(xviii) Are teaching points for the teacher available in the book ?

Yes	No
-----	----

(xix) Give tick mark in the appropriate box if you appropriate the following , regarding language/presentation style/any other character of the text book.

Yes	No
-----	----

Lucidity	Simplicity	Preciseness	Scientific way to writing
Unambiguity	Clarity of expression	Free from superfluous word	No derogatory remark against a particular community
Exactness	Well planned	Very good first impression/Face validity	Proper arrangement of the chapter
Simple, short and correct sentences	Footnotes are given whenever required	Recent edition is available with correction and enlargement	Very good as a resource book

(xx) Give your overall assessment here.

(xxi) Roll No. and signature of the group members

1.

2.

D.El.Ed Course

Duration of Course	: Two Years
Approved Intake Capacity	: 50
Submission of Admission Forms	: Notified by SCERT, Assam
Publication of Merit List	: Notified by SCERT, Assam
Last Date of Admission	: Notified by SCERT, Assam

Fee Structures

First Year (1st & 2nd Semesters)	: Rs.27,000/-
Second Year(3rd & 4th Semesters)	: Rs.27,000/-

Only qualified candidates in PRE ENTRY TEST (PET) are admitted conducted by SCERT, Assam. The lists of selected and qualified candidates are notified to the Institution by SCERT, Assam.

Applications invites from the intending candidates having aptitude to serve with dedication as teachers in Elementary Schools for admission into the 2-year Diploma in Elementary Education course by SCERT, Assam to be started from 1st July.

Admission opens for each Teacher Education Institute recognised by NCTE. . There is a provision of reservation of 30% seats for candidates having science stream and 70% seats for other stream. The candidates have to appear a PRE ENTRY TEST (PET) for 100 marks and qualified candidates will be selected for the course.

Reservation of seats: There will be reservation of seats for SC, ST(P), ST(H), OBC/ MOBC, Persons with disability (PWD) as per the norms of the Govt. of Assam.

Eligibility Criteria :

- i. The applicant must have passed Higher Secondary (+2) or its equivalent examination from recognized Boards/Councils with at least 50% marks in aggregate excluding marks secured in extra optional.
(For candidates belonging to SC/ST(P)/ST(H) category there will be relaxation of 5% of marks in aggregate.
- ii. The applicant must be a permanent resident of Assam.
- iii. Age of the applicant must not be less than 18 years and not more than 34 years and 36 years for SC/ST(P)/ST(H) categories as on 1st July.
- iv. Must have ability to write, read and converse fluently in regional.

D.El.Ed. First Semester Syllabus	
Paper/Subject	External/Internal
1. Childhood, Child Protection and the Development of the Children	Ext=70+Int=30=Total =100
2. Early Childhood Care and Education	Ext=35+Int=15=Total =50
3. Understanding Language and Early Language Development	Ext=35+Int=15=Total =50
4. Toward Self Understanding	Int =50
5. Proficiency in English - I	Ext=35+Int=15=Total =50
6. Pedagogy of Mathematics - I	Ext=35+Int=15=Total =50
7. Art and Creative Education - I	Ext=20+Int=30=Total =50
8. Yoga Education	Ext=20+Int=30=Total =50
9. Work and Education	Ext=20+Int=30=Total =50

D.El.Ed. Second Semester Syllabus	
Paper/Subject	External/Internal Mark
1. Education in Contemporary Indian Society with Special Reference to Assam	Ext=70+Int=30=Total =100
2. Understanding Society, Education and Curriculum	Ext=70+Int=30=Total =100
3. Pedagogy of Environmental Studies	Ext=35+Int=15=Total =50
4. Pedagogy of MIL - I	Ext=35+Int=15=Total =50
5. Proficiency in English - II	Ext=35+Int=15=Total =50
6. ICT Integrated Pedagogy - I	Ext=35+Int=15=Total =50
7. School Internship - I (4 Weeks)	Int=100

D.El.Ed. Third Semester Syllabus	
Paper/Subject	External/Internal Mark
1. Cognition, Learning and Socio-Cultural Context	Ext=70+Int=30=Total =100
2. Pedagogy of Mathematics - II	Ext=35+Int=15=Total =50
3. Pedagogy of MIL - II	Ext=35+Int=15=Total =50
4. Pedagogy of English	Ext=35+Int=15=Total =50
5. Art and Creative Education - II	Ext=20+Int=30=Total =50
6. Children's Physical and Emotional Health Education	Ext=20+Int=30=Total =50
7. ICT Integrated Pedagogy - II	Ext=30+Int=20=Total =50
8. School Internship - II (4 Weeks)	(Int=100)

D.El.Ed. Fourth Semester Syllabus	
Paper/Subject	External/Internal Mark
1. School Culture, Leadership and Teacher Development	Ext=70+Int=30=Total =100
2. Diversity, Gender and Inclusive Education	Ext=35+Int=15=Total =50
3. Optional; Pedagogy Courses of Class-VI to VIII Level (Any one of the following) (a) Mathematics, (b) Science, (c) Social Science, (d) English, (e) MIL	Ext=35+Int=15=Total =50
4. School Internship - II I (10+2 Weeks)	Ext=100+Int=200=Total =300

GUIDELINES FOR INTERNSHIP-III

1. Each student trainee irrespective of Lower and Upper primary level will have to take any one subject for optional pedagogy course (As per curriculum) and practice teaching will be carried out on that selected optional subject only.
2. Activities to be undertaken along with marks against each activity related to School Internship-III is enclosed as ANNEXURE-I.
3. Each TEI will select schools as per requirement according to the convenience of the respective student trainees and the communication facilities. For each school one supervisor i.e. the teacher educator will be allotted.
4. The student trainees will have to carry out practice teaching classes in the schools allotted to them and they are required to prepare at least 10 Lesson Plans from the selected optional subject.
5. Student trainees have to discuss with their Supervisor/Teacher Educator regarding the Lesson Plans (before delivery in the classroom and incorporate the improvements suggested by Supervisor/Teacher Educator.
6. Before preparing the Lesson Plans, student trainees may also consult the school authority about the lessons completed so as to enable the continuation from thereon.
7. Student trainees have to develop appropriate teaching aids to present their lessons.
8. These classes will be monitored by the Teacher Educator/Headmasters/Senior Teachers of respective schools.
9. Student trainees will have to submit Ten (10) Lesson Plans along with the teaching aids to their respective TEIs after finishing all practice teaching classes with countersigned by the respective School Heads.
10. There will one External Examiner for evaluation of final teaching.
11. External Examiner will emphasis on the following parameters in final teaching assessment :-
 - a) Introduction
 - b) Presentation
 - c) Use of TLM/ICT.
 - d) Teaching Skill
 - e) Learners involvement
 - f) Content knowledge
 - g) Any Novelty or Innovation
 - h) Assessment by student trainees
 - i) Achieving closure

12. Break-up of Marks for Lesson planning and classroom transaction :
- (a) Development of lesson plan : 20 marks
 - (b) Final Teaching : 60 marks
 - (c) Viva-voce : 20 marks
- Total : 100 marks
13. The External Examiner will submit the marks obtained by each student trainee in final teaching in sealed packets to the Principal of the TEI. The Principal will upload the this marks in the specified format along with the marks obtained out of 200 marks against the 10 number of activities. The hard copy submitted by the External Examiner will have to be submitted to the Controller of Examination.
14. Each student trainee has to submit one lesson plan to the External Examiner for evaluation of final teaching.

B.A. Course

Duration of Course	Three Years
Approved Intake Capacity	120
Submission of Admission Forms	Notified by GU.
Publication of Merit List	Notified by GU.
Last Date of Admission	Notified by GU.

Fee Structures

Class/Year	Honours/Major/Pass Course	BPL Students
First Year	Rs.5,000/-	Rs. 700/-
Second Year	Rs.5,000/-	Rs. 700/-
Third Year	Rs.5,000/-	Rs. 700/-

Only qualified candidates are admitted by the Institution as per GU rules.

Reservation of seats: There will be reservation of seats for SC, ST(P), ST(H), OBC/ MOBC, Persons with disability (PWD) as per the norms of the Govt. of Assam and GU.

Eligibility Criteria :

A candidate will be allowed to take admission provided that he/she has passed the HS/PUC or equivalent Course/programme from a recognised Board/University. Reservation and relaxation policy will be as per existing GU rules and the Govt. of Assam.

Three Year Degree Course

B.A. General Course under CBCS.

Honours under CBCS : Assamese, English, Education, History and Political Science.

List of Teaching Staff

Bajali Teachers' Training College, Patacharkuchi

Sl. No	Name	ID Number/ Aadhar number (Not mandatory)	Gender	Designation	Date of Appointment	Department	Highest Degree Qualification
1	Dr. Homeswar Das	675887545554	Male	Principal	Permanent	English & Education	M.A., M.Ed., LLM, M.Phil., Ph.D.
2	Dr. Kishore Kumar Roy	857236608704	Male	Asstt. Professor	Permanent	Education	M.A., M.Ed. M.Phil, PhD
3	Dr. Chandana Devi	637754369120	Female	Asstt. Professor	Permanent	PSc & Edn	M.A., M.Ed., Ph.D.
4	Dr. Pradip Kumar Sarma	940813444337	Male	Asstt. Professor	Permanent	Education & Sociology	M.A., M.Ed., M.Phil., Ph.D.
5	Smita Barman	677662504469	Female	Guest Lecturer	Guest Lecturer	Science/Maths /Edu	MSc, MEd.
6	Dr. Mouchumi Dutta	568782395836	Female	Asstt. Professor	Permanent	Eng & Edn	M.A., M.Ed., M.Phil., Ph.D.
7	Dr. Krishna Talukdar	987552900694	Female	Asstt. Professor	Permanent	Education	M.A., M.Ed., M.Phil, PhD
8	Pulin Ch. Barman	331673502640	Male	Guest Lecturer	Guest Lecturer	History & P.Sc.	M.A., B.Ed.
9	Mouchumi Deka	918318944116	Female	Asstt. Professor	Permanent	Eng & Edn	M.A., M.Ed., SLET
10	Chayarani Patgiri	254703922679	Female	Asstt. Professor	Permanent	Performing Arts	MPA
11	Ripima Sarma	715847261545	Female	Asstt. Professor	Permanent	Music	M.Muse
12	Debajit Boruah	585595522306	Male	Asstt. Professor	Permanent	Health & Physical Edn	M.P. Ed.
13	Nitul Kumar Medhi	983269177768	Male	Asstt. Professor	Permanent	Assamese	M.A., B.Ed.
14	Pampi Devi	759863470838	Female	Asstt. Professor	Permanent	Education	M.A., B.Ed.
15	Papari Sarma	809202321048	Female	Asstt. Professor	Permanent	Pol Science	M.A
16	Rituparna Goswami	311251606189	Female	Asstt. Professor	Permanent	Pol Science & Fine Arts	M.A., B.Ed.
17	Lina Patowary	830574246983	Female	Asstt. Professor	Permanent	Assamese	M.A., B.Ed.
18	Mridusmita Kalita	631368662841	Male	Asstt. Professor	Permanent	English	M.A., SLET
19	Smasri Devi	696150325339	Female	Asstt. Professor	Permanent	Assamese	M.A.
20	Nabajit Das	300680958014	Male	Asstt. Professor	Permanent	History & Education	M.A. M.Ed.
21	Dhrubajit Adhikary	744528764746	Male	Asstt. Professor	Permanent	Computer	M. Tech.
22	Nitumani Deka	798058745585	Male	Asstt. Professor	Permanent	History	M.A.
23	Koustavmani Sarma	722564721085	Male	Asstt. Professor	Permanent	English	M.A. B.Ed.
24	Jyotirmoy Roy	580626016634	Male	Asstt. Professor	Permanent	Science/ Maths	M.Sc., B.Ed.,

List of Non Teaching Staff
Bajali Teachers' Training College, Patacharkuchi

Sl.No	Name	Gender
1	Kailash Roy (Librarian)	Male
2	Kanteswar Das	Male
3	Deepamani Talukdar	Female
4	Nirajan Kalita	Male
5	Ranjan Sarma	Male
6	Mukut Roy	Male
7	Binita Sarma	Female
8	Babita Talukdar	Female
9	Bandana Goswami	Female
10	Nijara Roy	Female
11	Dhiren Roy	Male
12	Karuna Kanta Roy	Male
13	Biraj Roy	Male
14	Smanta Haloi	Male
15	Ranjana Goswami	Female
16	Mamani Das	Female
17	Mantu Kalita	Male
18	Marani Das	Female
19	Sunil Kumar Goswami	Male
20	Marami Roy	Female
21	Dhanjit Basfor	Male



Gauhati University

Academic Calender for the Academic Session 2023-24 for BED Colleges

Period	1st Year	2nd Year
September, 2023	Admission Process, Regular Classes Start	Regular Classes start from 07-09-2023
October, 2023	Regular Classes	Regular Classes
November, 2023	Regular Classes	Internship
December	Regular Classes, Winter Break from 23-12-2023 to 01-01-2024	Internship
January, 2024	Regular Classes from 02-01-2024	Internship
February, 2024	Regular Classes	Regular Classes
March, 2024	Regular Classes	Regular Classes
April, 2024	Micro Teaching from 01-04-2024 to 11-04-2024 Practice Teaching from 17-04-2024 to 16-05-2024	Regular Classes
May, 2024	Regular Classes from 17-05-2024	Regular Classes
June, 2024	Seasonal Examination from 01-06-2024 to 10-06-2024 Final Practical Examination from 11-06-2024 to 30-06-2024	Seasonal Examination from 01-06-2024 to 16-06-2024 Final Practical Examination from 17-06-2024 to 30-06-2024
July, 2024	Summer Vacation	Summer Vacation
August, 2024	Final Examination	Final Examination



Gauhati University

Academic Calender for the Academic Session 2023-24

for all Undergraduate(UG) & Postgraduate (PG) Courses

Dato (s)	Event / Activity / Target
End of July, 2023	Completion of Admission process for all Undergraduate (UG) programmes
1 st week of August, 2023	Completion of Admission process for all Postgraduate (PG) programmes
After even-semester examinations	Commencement of UG Classes for odd-semester / year
01-Aug-2023	Commencement of PG Classes for odd-semester / year
01-Aug-2023	Commencement of UG Classes for the Fresh Batch Students (First semester / year)
07-Aug-2023	Commencement of PG Classes for the Fresh Batch Students (First semester / year)
Last week of November 2023	Conduct of Examinations for UG courses
December 2023	Conduct of Examinations for PG courses
26- Dec- 2023	Commencement of classes of even-semesters for all UG & PG courses
31-Dec-2023 to 21-Jan-2024	Winter Vacation
1 st week of May 2024	Conduct of Examinations for UG courses
June 2024	Conduct of Examinations for PG courses
June-2024 to July 2024	Summer Term (Period of internship for students who would like to exit after completion of certificate programme Under Four Year Under Graduate Programme (FYUGP))
01 st to 31 st July-2024	Summer Vacation
Last week of February 2024	Convocation

Fire Fighting Team & Disaster Management Sub-Committee

Sl No.	Name	Designation	Contact Number
1	Dr. Homeswar Das	Principal	9435000985
2	Dr. Kishore Kumar Roy	Vice Principal	9864394127
3	Sri Kanteswar Das	Office Asstt.	9707844533
4	Sri Niranjana Kalita	Office Asstt.	7002586571
5	Sri Ranjan Sarma	Office Asstt.	6901931070
6	Sri Mukut Roy	Office Asstt.	9859098995
7	Sri Dhiren Roy	Grade -IV	9678698645
8	Sri Kartuna Kanta Roy	Grade -IV	9476724009
9	Sri Simanta Haloi	Grade -IV	9577371490
10	Sri Sunil Kumar Goswami	Grade – IV	9678578426