

Semester-1

C1: CHILD& GROWING UP

(MARKS: THEORY-100 & PRACTICUM -25)

Course objectives

- After the completion of the course the student- teacher will:
- Understand the meaning, nature & characteristics of growth & development.
- Understand the principles & theories of develop.
- Acquire knowledge on different stages of development with its multidimensional aspects.
- Analyze the characteristics of development of children from different socio-cultural & political background.
- Examine the impact of urbanization & economic change on the development of adolescents.
- Critically analyze the impact of different agencies on child development.
- Understand the significance of gender, caste, social class & their influence on children.

Unit – 1

- Growth & Development – meaning, nature, characteristics.
- Principles & Theories of Development with special ref. to Piaget (Cognitive development), Kohlberg (moral & pro asocial development) & Vygotsky (constructivism)

Unit – 2

- Stages of Development- infancy, childhood & adolescence.
- Childhood & Adolescence - basic characteristics, developmental nature related to physical, mental, moral, social aspects.

Unit – 3

- Childhood with diverse contexts – issues related to marginalization childhood characteristics of children in slum areas, girl children in urban slum area, dalit children & exceptional children.
- Developmental characteristics of children from different socio-cultural & political background; problems of development faced by backwards and minority children with special reference to Tripura.

Unit - 4

- Adolescents with various cultural backgrounds role of media highlighting events for developments of thought Impact of agencies on child development – family, school, neighborhood & community.

Unit – 5

- Experiences in childhood & adolescence – significance of gender, caste role of parents & teachers in adolescence.
- Individual differences; nature, causes; understanding differences based on diversity of language, caste, gender, community, religion etc.

❖ **Engagement with field/practicum**

Any one of the following :

- Observation of various age group children
- List down mal adjusted behavior of adolescents (interview & case study)
- Development of question bank
- Observation on deviant children
- Any Topic related to course/paper

C2: CONTEMPORARY INDIA & EDUCATION

(MARKS: THEORY-100 & PRACTICUM -25)

Unit – 1

- Social Diversity- meaning, features of social diversity.
- Diversity at different levels- individuals, regions, languages, religions, castes, tribes; nature.

Unit – 2

- Indian Constitution & Education- Acquaintance with the Preamble, Fundamental Rights, Fundamental Duties of Citizens and Directive Principles of State Policies; relationship between Constitution & Education.
- Constitutional values & education.

Unit – 3

- Policies in Education – Discussion on different policies of education..
- Shaping of School education & education policies.

Unit – 4

- Contemporary issues & policies – Discussions on RTE Act, 2009, SSA, RMSA; thrust towards enrolling & retaining marginalized children; role of teacher in the context of universal & inclusive education.
- RadhaKrishnan Commission, Mudaliar Commission, Kothari Commission – Recommendations & their implementations.

Unit – 5

- Language Policy & Education – committees worked for setting language policies in India since Independence; current research on multi-lingual education; medium of schooling & debates thereon.
- Education planning and management:
- Educational Planning
- Institutional Planning
- Leadership
- Administrative structure of Secondary Education
- Quality Management
- Supervision

❖ Engagement with field/practicum

Any one of the following :

- Study the impact of RTE on school
- Study the education process in private school
- Visit vocational institute to make report
- Instructional materials for inculcation values
- Any Topic related to course/paper

Unit - 1

- Understanding the language background of students :
 - Language: meaning, concepts & process of development
 - Function of language
 - Theory of language development- Chomsky , Bloomfield

Unit – 2

- Language diversity in classroom
- Bilingualism and Multi-lingualism – meaning, nature & characteristics
- Understanding of multilingualism in the classroom
- Home language & school language – their similarity & dissimilarity; ‘standard’ language vs. home ‘dialects’.

Unit-3

- Different strategies for language development
- Classroom discourse – concept, nature; techniques for using oral language in the classroom.
- Tools for language learning – mode of discussion, questioning – meaning, nature of questioning in the classroom; types of questions & teacher role.

Unit-4

- Reading in the context areas – social sciences; science; mathematics
- nature of expository texts vs. narrative texts
- transactional vs. reflexive texts;
- schema theory
- text structures; examining context area textbooks; reading strategies for children – note-making, summarizing, making reading-writing; writing to learn and understand.

❖ Engagement with field/practicum

Any two of the following:

- Communication problem
- Developing listening speaking reading and writing skill
- Assignment on paragraph writing essays etc
- Assignment on debate discussion write up speech
- Any Topic related to course/paper

Unit – 1

- Education as inter disciplinary field of study
- Nature, characteristics of discipline
- the paradigm shifts in the nature of disciplines

Unit – 2

- Language as a subject and discipline
- Nature, History ,Method, Understanding and Place in the curriculum

Unit – 3

- Mathematic as a subject and discipline
- Nature, History ,Method, Understanding and Place in the curriculum

Unit – 4

- Science as a subject and discipline
- Nature, History ,Method, Understanding and Place in the curriculum

Unit – 5

- Social science as a subject and discipline
- Nature, History ,Method, Understanding and Place in the curriculum

❖ Engagement with field/practicum

Any two of the following:

- Core curriculum ,hidden curriculum , text book review
- Social & Political context in changing trends of various disciplinary areas.
- framing and design of syllabus & curriculum;
- influence of child's experience, his/her communities, natural curiosities & methods of study of the subjects;
- Use of practical knowledge in various school subjects.
- Any Topic related to course/paper

Unit -1

- Introduction to reading
- Meaning, process and importance

Unit -2

- Reading skills
- levels of reading
- types of reading(oral, silent)
- methodology of reading

Unit -3

- Developing reading skills
- critical skill
- reflective skill
- activity based skill

Unit -4

- Reading comprehension
- Developing comprehension
- Developing vocabulary
- Problems related to reading

❖ Engagement with field/practicum

Any one of the following:

- Field notes
- . Ethnographies
- Reference material/manual
- Studies about schools.
- People's experiences related to school, teaching-learning
- Designing vocabulary games
- Reading exercise
- Any Topic related to course/paper

Semester-2

C3: LEARNING & TEACHING

(MARKS: THEORY-100 & PRACTICUM -25)

Course objectives:

- After the completion of the course the student- teacher will:
- Understand the meaning, nature & characteristics of learning & teaching.
- Analyze the different theories of learning & their contribution in the field of education.
- Understand different issues related to learning.
- Critically examine the nature of learning both inside the school & outside the school.
- Acquire knowledge about different approaches of teaching.
- Analyze the nature of teaching in diverse classroom.
- Critically analyze the teaching as a profession.

Unit – 1

- Learning - meaning, nature & characteristics; learning as both a process and a product.
- Theories of Learning – Connectionism (Thorndike, Pavlov & Skinner); Insight (Kohler); Cognitive (Piaget); Constructivism (Vygotsky); contributions of theories to learning and education.

Unit – 2

- Issues related to learning – curiosity, interest, active engagement and inquiry; work perspectives of issues and their impact on learning.
- Understanding the learners - Learner and learning; factor influencing both learner and learning; Role of motivation, maturation, environment & attention in learner's performance.

Unit – 3

- Learning inside the school – nature of learning inside the classroom practices; barriers faced by learners in the school; possible measures to overcome such challenges.
- Learning outside the school – nature & types of learning outside the school role of the teacher in developing such type of learning.

Unit – 4

- Teaching - meaning, nature, characteristics, principles teaching in science as well as art
- Approaches of teaching – concept, types; teaching as a planned activity

Unit – 5

- Analyzing teaching in diverse classroom – general discussion about teaching in diverse classroom; relationship between learners & the teacher; development of values among learners; role of autonomy, self-esteem & freedom.
- Teaching as a profession – meaning & characteristics professional qualities of a teacher; teacher's accountability & professional ethics for teachers; need & opportunities for professional growth.

❖ Engagement with field/practicum

Anyone of the following:

- Simulated teaching practical
- Presentation of innovative teaching
- Assignment on transfer of learning
- Models of teaching
- Task of teaching
- Teaching skill and competence
- Any Topic related to course/paper

SOCIAL SCIENCE SUBJECTS: (History, Geography, Economics, Commerce, Civics)

Unit – 1 Foundation of Social Science teaching:

- Significance, Meaning, Nature & Scope
- Brief Historical background
- Aims and objectives
- Innovation in social science teaching

Unit – 2 Strategies of Social Science teaching:

- Different methods of teaching
- Lecture method
- Interactive method
- Demonstration method
- Heuristic method
- Project method
- CAI method

Unit -3 Learning resource in Social Science teaching:

- Importance of learning resource
- Social science text books
- Teaching aids in social science
- social science Library
- social science Laboratory
- social science Teacher

Unit -4 Evaluation in Social Science teaching:

- Evaluation programme
- CCE (Continuous & Comprehensive Evaluation)
- Formative and Summative evaluation
- Diagnose and remediation
- Achievement test- planning
- ❖ Engagement with field/practicum
Any two of the following:
 - Visit to Historical places- report
 - Organization of program- Awareness, Exhibition, Demonstration, Project,
 - Any Topic related to course/paper

SCIENCE SUBJECTS: (Life Science, Physical Science)**Objectives:**

- The student teacher will be able to appreciate the significance
- The student teacher will be able to acquainted with method of teaching science
- The student teacher will be able to apply knowledge and skills
- The student teacher will be able to apply practical aspects of science

Unit – 1 Foundation of science teaching:

- Significance, Meaning, Nature & Scope
- Brief Historical background
- Aims and objectives
- Innovation in science teaching

Unit – 2 Strategies of science teaching:

- Different methods of teaching
- Lecture method
- Interactive method
- Demonstration method
- Heuristic method
- Project method
- CAI method and problem solving method
- Laboratory method

Unit -3 Learning resource in science teaching:

- Importance of learning resource
- Science text books
- Teaching aids in science
- Science library
- Science laboratory
- Science teacher

Unit -4 Evaluation in science teaching:

- Evaluation programme
- CCE (Continuous & Comprehensive Evaluation)
- Formative and Summative evaluation
- Diagnose and remediation
- Achievement test- planning

❖ Engagement with field/practicum

Any two of the following:

- Preparation of lesson /unit plan
- Preparation of materials/ teaching aids
- Demonstration of science experiments
- Script writing on science topic
- Any Topic related to course/paper

Language subject: (Bengali, English, Sanskrit)

Unit – 1 Foundation of language teaching:

- Significance, Meaning, Nature & Scope
- Brief Historical background
- Aims and objectives
- Innovation in language teaching

Unit – 2 Strategies of language teaching:

- Different methods of teaching
- Lecture method
- Interactive method
- Demonstration method
- Heuristic method
- Project method
- CAI method
- Story telling

Unit -3 Learning resource in language teaching:

- Importance of learning resource
- language text books
- Teaching aids in language subjects
- language library
- language laboratory
- language teacher

Unit -4 Evaluation in language teaching:

- Evaluation programme
- CCE (Continuous & Comprehensive Evaluation)
- Formative and Summative evaluation
- Diagnose and remediation
- Achievement test- planning
- ❖ Engagement with field/practicum
Any two of the following:
 - Word formation
 - speech mechanism
 - phonetic transcription
 - content analysis
 - Preparation of materials/ teaching aids
 - Any Topic related to course/paper

SUBJECT: (Mathematics)

Objectives:

- The student teacher will be able to appreciate the significance
- The student teacher will be able to acquainted with method of teaching mathematics
- The student teacher will be able to apply knowledge and skills
- The student teacher will be able to apply practical aspects of mathematics

Unit – 1 Foundation of Mathematics teaching:

- Significance, Meaning, Nature & Scope
- Brief Historical background
- Aims and objectives
- Innovation in mathematics teaching

Unit – 2 Strategies of Mathematics teaching:

- Different methods of teaching
- Lecture method
- Interactive method
- Demonstration method
- Heuristic method
- Project method
- CAI method and problem solving method
- Analytic- synthetic method
- Inductive and deductive method

Unit -3 Learning resource in Mathematics teaching:

- Importance of learning resource
- mathematics text books
- Teaching aids in mathematics
- mathematics library
- mathematics laboratory
- mathematics teacher

Unit -4 Evaluation in Mathematics teaching:

- Evaluation programme
- CCE (Continuous & Comprehensive Evaluation)
- Formative and Summative evaluation
- Diagnose and remediation
- Achievement test- planning

❖ Engagement with field/practicum

Any two of the following:

- Preparation of lesson /unit plan
- Preparation of materials/ teaching aids
- Demonstration of mathematics lesson
- Script writing on mathematics topic
- Any Topic related to course/paper

Unit – 1

- Knowledge – meaning, nature; differences between knowledge and doing, thinking and feeling.
- Differences between: ‘knowledge & skill’; ‘teaching & training’; ‘knowledge & information’; ‘reason & belief’.

Unit – 2

- Western thinkers of education – Plato, Dewey, Freire.
- Indian thinkers of education – Vivekananda, Tagore, Gandhi.

Unit – 3

- Nature & processes of socialization –
 - a) At home: family as a social institution; parenting styles and their impact; transmission of parental expectations and values.
 - b) At community: neighborhood, extended family, religious group and their socialization functions.
 - c) At school: impact of entry to school; school as a social institution; value formation in the context of schooling.
- Understanding interface between home, community and school; inter-linkages within wider socio-cultural contexts.

Unit – 4

- Curriculum- concepts and types
- Principles of curriculum development
- Stage specific curriculum- Preprimary, Primary, Secondary, Higher Secondary
- Curriculum reforms in India- National Curriculum Frameworks

❖ Engagement with field/practicum

Any one of the following:

- Great educators
- Social institution
- Religious group
- Value education
- School-community relation
- Any Topic related to course/paper

C9: ASSESMENT FOR LEARNING

(MARKS: THEORY-100 & PRACTICUM -50)

Course objectives:

- The student teacher will be able to:
- Understand the meaning of assessment & evaluation and their role in teaching- learning process.
- Understand the assessment of different affective learning.
- Understand the different assessment tool.
- Know data analysis & interpretation of results in evaluation.
- Know about the feedback system of evaluation.

Unit – 1 Perspective on Assessment & Evaluation:

- Meaning of measurement, test, examination, assessment & evaluation & their interrelationship
- Classification of assessment based on purpose (formative, summative, prognostic, diagnostic).
- Nature of interpretation (Norm referenced, criterion referenced)
- Mode of response (oral & written), Grading & comprehensive assessment, perspective of assessment on learning in constructivist paradigm.

Unit – 2 Areas of Assessment:

- Dimensions of learning: cognitive, affective & psychomotor
- Problem solving & applying it learning to diverse situation
- Assessment of affective learning (aptitude, attitude, interest, intelligence, creativity).

Unit – 3 Appropriate tools for assessment:

- Visualizing appropriate assessment tools for specific context, content & students
- Kinds of tasks: (Projects, Assignment, ABL)
- Kinds of tests: (Teacher made & standardized test) and their construction with reference to blue print; Construction of a test – procedures followed.
- Criteria of a good evaluation tool. Observation & its application in learning situation.

Unit – 4 Data Analysis, Feedback Reporting:

- Statistical approaches
- Frequency distribution
- Graphical representation
- Central tendency
- Measures of variability
- Normal distribution
- Correlation & their interpretation

Unit – 5

- Feedback is an essential component of assessment. Reporting student's performance: (Progress Report, Cumulative Report Card, Anecdotal record). Role of re-enforcement in assessment;
- Present assessment structure followed in school of Tripura; maintenance of student's record prescribed by appropriate authority in schools of Tripura.

❖ Engagement with field/practicum

Any one of the following:

- Framing measurable and non- measurable learning outcomes
- Determining the objectivity given an answer key
- Content validity of a question paper measurable
- Rating scale, interview schedule
- Blue Print
- Graphs and use of statistics
- Any Topic related to course/paper

EPC:2 DRAMA & ART IN EDUCATION

(MARKS: THEORY-25 & PRACTICUM -25)

Unit – 1

- Meaning & Concepts of Arts (Visual & Performing) and its significance at secondary level of school education; Distinguish between Visual and Performing Arts.
- Difference between Education in Arts and Arts in education.

Unit –2

- Identification of different performing Arts forms (dance, music, musical instruments, theatre, drama, puppetry etc) and Visual arts. Primary discussion & acquaintance with types.

Unit – 3

- Indian festivals and their artistic significance with special reference to Tripura (with illustration).
- ❖ Engagement with field/practicum
Any one of the following:
 - Experimentation with different materials of Visual art such as pastel, poster, pen & ink, rangoli materials, clay etc.
 - Exploration & experimentation with different methods of Visual arts like painting, collage, clay modeling, paper cutting & folding etc.
- Listening/Viewing and exploring Regional Art forms of music, dance & drama. Participation and performance in any one of the Regional Arts forms keeping in mind the integrated approach. Planning a stage – setting for a performance/ presentation by the student-teacher.
- Project work & workshop. Theme-based projects from any one of the curricular areas covering its social, economic, cultural & scientific aspects integrating various Arts forms.

Semester-3

C7b: PEDAGOGY OF SCHOOL SUBJECT PART -2 (MARKS: THEORY-50 & PRACTICUM -100)

SOCIAL SCIENCE SUBJECTS: (History, Geography, Economics, Commerce, Civics)

Unit – 1 Pedagogical Analysis

- Concepts and method of Pedagogical Analysis
- Pedagogical knowledge of the content from various classes VI to XII
- Selection of unit and breaking of sub units
- Instructional objectives in behavioral terms
- Teaching –Learning Strategies
- Use of teaching aids
- Blue print for criterion reference test items

Unit – 2 Teaching Skills: (As per concerned subject)

- Micro Teaching and Micro lesson
- Simulated Teaching
- Integrated Teaching/ Teaching in class room situation

Unit -3 Learning design:

- Concept, importance and types
- Steps of design
- Qualities of good learning design

Unit -4 Activities in Social Science:

- Fair and exhibition
- Field trips/ excursion
- Debate
- Wall and Annual magazine
- Subject club

Unit – 5 Assessment of social science learning:

- Concept of assessment and evaluation
- Achievement test
- Text book review

❖ Engagement with field/practicum

Any one of the following:

- Preparation of achievement test
- Blue print
- Case study
- Project
- Any Topic related to course/paper

❖ **Community based activities (at the end of the semester)**

SCIENCE SUBJECTS: (Life Science, Physical Science)

Unit – 1 Pedagogical Analysis

- Concepts and method of Pedagogical Analysis
- Pedagogical knowledge of the content from various classes VI to XII
- Selection of unit and breaking of sub units
- Instructional objectives in behavioral terms
- Teaching –Learning Strategies
- Use of teaching aids
- Blue print for criterion reference test items

Unit – 2 Teaching Skills: (As per concerned subject)

- Micro Teaching and Micro lesson
- Simulated Teaching
- Integrated Teaching/ Teaching in class room situation

Unit -3 Learning design:

- Concept, importance and types
- Steps of design
- Qualities of good learning design

Unit -4 Activities in Science:

- Fair and exhibition
- Field trips/ excursion
- Debate
- Wall and Annual magazine
- Subject club

Unit – 5 Assessment of science learning:

- Concept of assessment and evaluation
- Achievement test
- Text book review
- ❖ Engagement with field/practicum
Any one of the following:
 - Preparation of achievement test
 - Blue print
 - Case study
 - Project
 - Any Topic related to course/paper

- ❖ **Community based activities (at the end of the semester)**

LANGUAGE SUBJECTS: (Bengali, English, Sanskrit)

Unit – 1 Pedagogical Analysis

- Concepts and method of Pedagogical Analysis
- Pedagogical knowledge of the content from various classes VI to XII
- Selection of unit and breaking of sub units
- Instructional objectives in behavioral terms
- Teaching –Learning Strategies
- Use of teaching aids
- Blue print for criterion reference test items

Unit – 2 Teaching Skills: (As per concerned subject)

- Micro Teaching and Micro lesson
- Simulated Teaching
- Integrated Teaching/ Teaching in class room situation

Unit -3 Learning design:

- Concept, importance and types
- Steps of design
- Qualities of good learning design

Unit -4 Activities in language:

- Fair and exhibition
- Field trips/ excursion
- Debate
- Wall and Annual magazine
- Subject club

Unit – 5 Assessment of language learning:

- Concept of assessment and evaluation
- Achievement test
- Text book review

❖ Engagement with field/practicum

Any one of the following:

- Preparation of achievement test
- Blue print
- Case study
- Project
- Any Topic related to course/paper

❖ **Community based activities (at the end of the semester)**

SUBJECTS: (Mathematics)**Unit – 1 Pedagogical Analysis**

- Concepts and method of Pedagogical Analysis
- Pedagogical knowledge of the content from various classes VI to XII
- Selection of unit and breaking of sub units
- Instructional objectives in behavioral terms
- Teaching –Learning Strategies
- Use of teaching aids
- Blue print for criterion reference test items

Unit – 2 Teaching Skills: (As per concerned subject)

- Micro Teaching and Micro lesson
- Simulated Teaching
- Integrated Teaching/ Teaching in class room situation

Unit -3 Learning design:

- Concept, importance and types
- Steps of design
- Qualities of good learning design

Unit -4 Activities in mathematics:

- Fair and exhibition
- Field trips/ excursion
- Debate
- Wall and Annual magazine
- Subject club

Unit – 5 Assessment of mathematics learning:

- Concept of assessment and evaluation
- Achievement test
- Text book review
- ❖ Engagement with field/practicum
Any one of the following:
 - Preparation of achievement test
 - Blue print
 - Case study
 - Project
 - Any Topic related to course/paper

- ❖ **Community based activities (at the end of the semester)**

Semester-3

School Internship (16 weeks)- 350 marks

(Internal 60% and external 40%)

❖ **Activities:** To be organized by the Institution in different schools as per norms.

Semester-4

C:6 GENDER, SCHOOL & SOCIETY

(MARKS: THEORY-50 & PRACTICUM -25)

Course objectives:

- The student teacher will be able to:
- Understand gender, sex, sexuality.
- Understand gender bias.
- Understand equity & equality.
- Know social reform movement in nineteenth century.
- Know recommendations policy initiate practices in family, school & other organizations.
- Know about schooling of girls.
- Know about gender, culture & institution.

Unit - 1

- Gender, sex, sexuality.
- Gender bias, gender stereotyping and empowerment.
- Equity & Equality in relation with caste, class, religion, ethnicity, disability and region.

Unit – 2

- Historical backdrop: Some landmarks from social reform movements of the nineteenth centuries with focus on women's experiences of education.
- Contemporary period: Recommendations of policy initiatives, Commissions and Committees, schemes, programmes & plans.

Unit – 3

- Gender Identities & Socialization Practices in
- Family
- Schools
- Other formal & informal organization
- Schooling of Girls
- Inequalities and resistances (issues of access, retention & exclusion)

Unit – 4

- Gender, culture & institution: Curriculum & gender question, gender & the hidden curriculum
- Teacher as an agent of change
- Life skills & sexuality

Unit – 5

- Development of sexuality, including primary influences in the life's of children (such as gender, body, image, role models)
- Understanding the importance of addressing sexual harassment in family, neighborhood & other formal & informal institution
- Institutions redressing sexual harassment and abuse

❖ Engagement with field/practicum

Any one of the following:

- Visit school and study the sexual abuse
- Gender biasness
- Awareness programme for female education
- Woman education
- Domestic violence
- Any Topic related to course/paper

C:8b KNOWLEDGE AND CURRICULUM part-2 (MARKS: THEORY-50 & PRACTICUM -25)

Unit – 1

- Concept of democracy in school practices; interrelation between nationalism, internationalism & secularism and their implication in education

Unit – 2

- Curriculum – meaning, nature, types; dimensions of curriculum and their relationship; aims of education & curriculum

Unit – 3

- Preparation of curriculum and its need; role of the state in the curriculum; curriculum and syllabus.
- Methodology of curriculum Transaction

Unit – 4

- Reflections in the curriculum; rituals of school, school celebrations, national day celebration, discipline and time-table
- role of hidden curriculum and student's resilience

❖ Engagement with field/practicum

Any one of the following:

- Democracy in education
- Text book analysis
- Curriculum development process
- Visit to Diet and school
- Any Topic related to course/paper

C10: CREATING AN INCLUSIVE SCHOOL

(MARKS: THEORY-50 & PRACTICUM -25)

Unit – 1

- Inclusive Education: Meaning, characteristic, changing concepts of 'ability' and 'disability'; conducive learning environment for inclusive set-up in schools;

Unit – 2

- Provisions made under PWD Act, RTE Act; for children with special needs; social inclusion of CWSN & Indian Society; Policy guidelines on Inclusion in Education (UNESCO 2009).

Unit – 3

- Preliminary discussions about types of disability:
Blind, Deaf & Dumb, Multiple disabled, Learning disabled and Slow Learners, Mentally Retarded & Orthopedically disabled

Unit – 4

- Role of the teacher, parents, school & community; creating an inclusive set-up in school: barrier-free environment; mainstreaming CWSN in neighborhood schools & RTE Act; judging changing needs of CWSN learners.
- Teacher preparation for inclusive schools

❖ Engagement with field/practicum

Any one of the following:

- Children with special needs
- Report on inclusive school
- Roll of teacher with inclusive student
- Roll of counsellor
- Special school
- Student with disability
- Any Topic related to course/paper

C11: GUIDANCE & COUNSELLING IN EDUCATION (MARKS: THEORY-50 & PRACTICUM -25)

(Optional Course I)

Unit – 1

- Educational & Vocational Guidance – meaning, definitions, Needs & scope.
- Objectives of guidance; needs for guidance at various levels of education.
- Types of guidance – Career, personal, individual & group guidance; group guidance techniques – class talk, career talk, orientation talk, group discussion, career conference, career corner, bulletin board, role play.
- Modes or types of guidance services- orientation, information, placement, follow up & research & evaluation.

Unit – 2

- Counselling – meaning, nature, scope & objectives; relationship between guidance & counseling; skills & qualities of an effective counsellor.
- Counselling techniques – person oriented & group oriented; cognitive & behavioral interventions & systematic intervention strategies.
- Areas of Counselling – family, parent, adolescent, counselling of girls, counselling of backward community children; counselling of children with special needs.

❖ Engagement with field/practicum

Any one of the following:

- Maladjusted behavior
- Case study
- Depression
- Anxiety and Phobia
- Any Topic related to course/paper

C11: EDUCATIONAL ADMINISTRATION AND MANAGEMENT

(Optional Course II)

(MARKS: THEORY-50 & PRACTICUM -25)

Unit – 1

- Educational Administration – meaning, principles, objectives & scope; Functions of educational administration.
- Role & functions of Headmaster & teacher – qualities of a Headmaster as educational administrator.
- Supervision – meaning, nature, scope & types; Types of inspection; strategies to be taken for good inspection & supervision with reference to the schools of Tripura.

Unit – 2

- Educational Management – meaning, characteristics, need, scope & significance; Educational Administration vs. Educational Management; components or constituents of Educational Management.
- Institutional Management – meaning, components; need & organization of curricular & co-curricular activities; types & principles for organizing co-curricular activities.
- Educational Planning – meaning, need, types, strategies & steps; Educational Finance – concept & scope; sources of income; educational expenditure; educational resources.

❖ Engagement with field/practicum

Any one of the following:

- Report or assignment on any topic related to syllabus
- School activities
- Role of a teacher
- Co-curricular activities
- Any Topic related to course/paper

❖ **NOTE: syllabus of other Optional Courses to be decided later on.**

EPC:3 CRITICAL UNDERSTANDING OF ICT

(MARKS: THEORY-50 & PRACTICUM -50)

Unit-1

- Relevance of ICT in Education (Radio, Television, Computer) – Role of Information Technology in ‘Construction of Knowledge’; Possible uses of audio –visual media and computers.

Unit – 2

- Visualizing learning situations using audio-visual and other media – use of radio and audio medias; script writing, storytelling, songs etc. Use of TV, OHP, computer and video in education, use of newspaper in education.

Unit – 3

- Visualizing techniques, supported learning situations – affective browsing of Internet for discerning for selecting relevant information, materials downloading information, cross collating knowledge from varied sources.

Unit – 4

- Developing PPT, slide show for classroom use of available software of CDs with LCD projection for subject learning and interactions.

Unit – 5

- Using various modes web based instruction; using internet, multimedia and CD ROM; Attaining knowledge with hand-on experience on Ms-Word, Ms-Excel, Ms-Power point etc.

❖ Engagement with field/practicum

Any two of the following:

- Operating system
- Software
- Hardware
- Project report
- Any Topic related to course/paper

EPC:4 UNDERSTANDING THE SELF

(MARKS: THEORY-50 & PRACTICUM -50)

Unit-1

- Self concept- meaning, importance factors influencing self concept, development of self concept:

Unit-2

- Professional identity of a teacher
- Identity of the self from gender, relational, cultural viewpoints.

Unit-3

- Self- expression by exploring one's dreams, aspirations, needs, concerns, life stories, poetry & humor, creative movement aesthetic representation etc.

Unit-4

- Yoga & Education – its philosophy and role in well-being, use of yoga in different contexts.

❖ Engagement with field/practicum

Any two of the following:

- Theatre activities
- Story making
- Self disclosure through art, dance & theatre
- Adventure
- Nature Study
- Collective art
- Films
- Small group tasks
- Any Topic related to course/paper