



TRIPURA UNIVERSITY

**(A Central University)
Suryamaninagar-799022**

Rules & Regulations & Syllabus of Two Years B.Ed Programme

Effective from : 2015 - 2016



Regulation, Course Structure and Syllabus for

Bachelor of Education (B.Ed) Degree.

1. PREAMBLE :-

The Bachelor of Education programme, generally known as B.Ed, is a professional course that prepares teachers for Upper Primary or Middle Level (Classes VI – VIII), Secondary (Classes IX – X) and Senior Secondary (Classes XI – XII) Levels.

2. DEGREE :-

There shall be course of studies leading to the Degree of Bachelor of Education, called herein B.Ed course.

General Objectives

The curriculum is designed to achieve the following general objectives of the B.Ed Programme---

- (1) The student teacher understands the central concepts, tools of inquiry and structures of the disciplines and can create learning experiences that make these aspects of subject matter meaningful.
- (2) The student teacher understands how children learn and develop how they differ in their approaches to learning and creates learning opportunities that are adapted to diverse learners and learning contexts.
- (3) The student teacher plans learning experiences that are based on learner's existing proficiency, interests, experiences including misconceptions and errors; and an understanding of how students come to view, develop and make sense of subject matter contained in the learning experiences.
- (4) The student teacher uses knowledge of effective verbal, nonverbal and media communication techniques to foster active inquiry, collaboration and supportive interaction in the class.
- (5) The student teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.
- (6) The student teacher develops self-identity as a teacher through school based experiences and reflective practices that continually evaluate the effects of his/her choices and actions.

3. DURATION :-

Duration of B.Ed course shall be of two academic years for regular pre-service student starting from July first to June thirtieth (twelve months) each year. The B.Ed programme can be completed in a maximum of five years from the date of admission to the programme.

4. WORKING DAYS :-

(a) There shall be at least two hundred working days each year exclusive of the period of examination and admission. There shall be at least twenty weeks (four weeks in the first year and sixteen weeks in the second year) school internship programme for the development of professional capacities, teacher sensibilities and skills of the student teachers.

(b) The institution shall work for a minimum of thirty six hours in a week (five or six days), during which physical presence in the institution of all the teachers and student-teachers is necessary to ensure their availability for individual advice, guidance, dialogues and consultation as and when needed.

(c) The minimum attendance of student-teachers shall have to be 80% for all course work and practicum and 90% for school internship.

5. RECOGNITION & AFFILIATION :-

Teacher Training College for conducting B.Ed course must have proper recognition order from National Council for Teacher Education (NCTE) and affiliated/permitted by the University.

6. ELIGIBILITY FOR ADMISSION :-

(a) Candidates with at least fifty percent marks either in the Bachelor's degree and / or in the Master's degree in Sciences/Social Sciences/Humanity, Bachelor's in Engineering or Technology with specialization in Science and Mathematics with 55% marks or any other qualification equivalent thereto, are eligible for admission to the programme.

(b) The reservation and relaxation for SC / ST / OBC and other categories shall be as per the rules of the Central Government / State Government whichever is applicable. There shall be relaxation of 5% marks in the qualifying examination in favour of SC / ST and OBC.

7. ADMISSION PROCEDURE :-

Admission shall be made on merit on the basis of marks obtained in the qualifying examination and / or in the entrance examination or any other selection process as per the policy of the State Government / the University and U.T. administration.

8. SYSTEM FOR TEACHERS /EMPLOYEE CANDIDATES :-

(a) Secondary / Primary school teachers shall be allowed to prosecute B.Ed training course of study if as per admission criteria he / she is eligible. The regular college teachers are not allowed to get admission in this course as per direction of the NCTE.

(b) Employee / Teacher candidates should have to submit a no-objection certificate from the employer to prosecute the course of study at the time of admission. At the time of submission of application form for examination also a copy of the same is to be enclosed. This category of the candidate shall have to take leave from the employer for the period of study and shall have to submit the release order from the employer concerned. An undertaking as directed by the University must be obtained at the time of admission and copy of the same should be submitted along with the application form for the examination.

9. EXAMINATION PATTERN OF B.ED COURSE :-

(a) An examination for the degree of B.Ed shall be held in a Semester Wise System (two semesters in a year) in Tripura under the jurisdiction of Tripura University (A Central University).

(b) The examination shall be held in the following areas separately.

(i) Theoretical Papers, (ii) Teaching Practical, (iii) Internal Assessment

(c) Any candidate may be admitted to the examination provided that, after passing the B.A. / B.Sc. / B.Com. or any other examination equivalent thereto. Examination, he has prosecuted for not less than two academic years (a regular course of study in the subjects offered by him / her in one or more colleges affiliated to the University) for this purpose, and has, in addition, undergone a course of teaching practical has maintained required percentage of attendance at lectures as indicated in section 9(f), and has fulfilled the conditions as laid down in section 9(e) of the regulations follow.

(d) Every candidate for the B.Ed examination shall send to the Controller of Examinations his / her application with certificates in the form prescribed by the University within the date notified by the Controller of Examinations from time to time.

(e) Every candidate, sent up for the examination by an affiliated college, shall, in addition, produce a certificate by the Principal in respect of

- (i) good conduct,
- (ii) regular and diligent study,
- (iii) having satisfactorily passed the college periodical examination and other tests and
- (iv) percentage of class attended by the candidate.

(f) Every candidate, to be eligible to appear in the examination, shall have to secure the required percentage of attendance at lectures of theory and practical separately (viz. 80% and above as collegiate and 70% and above but below 80% as non-collegiate candidates on payment of requisite fees). The percentage of attendance at lectures shall be calculated from the date of commencement of lectures in the college concerned and not from the date of admission of the candidate. In case of change of subjects / papers, attendance of earlier subjects / papers shall not carry over to the subjects / papers taken after the change.

(g) A non collegiate candidate has to pay non collegiate fees as fixed by the University from time to time.

(h) A candidate having less than 70% attendance shall be declared as Discollegiate. A discollegiate candidate shall not be allowed to fill the examination form; rather he has take readmission in the class afresh.

(i) A candidate who fails to pass or fails to present him / her for examination shall not be entitled to claim a refund of the fee; but such a candidate may be admitted to one or two subsequent examinations for the degree of B.Ed on payment of usual examination fees afresh.

(j) If a student-teacher, after completion of a regular course of study for the examination under section 9(c) of the regulations does not register himself / herself as a candidate or present himself / herself at the examination or fails to pass the examination immediately succeeding such completion, he may appear at any of the two examinations immediately succeeding the examination following the completion of his / her regular course of study on payment of the prescribed fee, provided that he / she produces, in addition to ordinary certificate or certificates as required by the regulations, a certificate from the principal of his / her college at which he / she last studied testifying to his / her good character during the intervening period.

(k) If a candidate is declared compartmental as indicated under section 13, he / she shall have to pass that paper in immediately succeeding examination conducted by the University. If he / she fails to do so, he / she shall have to appear all the theoretical papers in the next examination and such a candidate shall be awarded pass division.

(l) Examination in teaching practical shall consist of a lesson or lessons to be taught by each candidate to a class or classes at some recognized school.

Candidates will be required to prepare and submit lesson plan(s) to the examiners for presentation before the examination, full lesson notes on method subject taken up as indicated under section 10.

(m) Practical work to be performed by each student

n) Supervision of practice lesson -- Out of prescribed practice teaching lessons at least fifty percent lessons would be supervised fully by the teacher educators and feedback given to the students orally as well as comments in writing. Record of lesson planning, teaching and supervision would be maintained.

o) Examination duration -- Each theoretical paper shall be of three hours duration for 100 marks and two hours for 50 marks.

p) Students will answer one question from each unit where one alternative question will be provided for each question to be answered. Questions will cover all units of the syllabi.

q) There shall be 4 Units and 4 questions are to be answered each of 15 marks and 4 short notes out of 6 are to be answered each of 5 marks for 80 marks terminal examination. Similarly, there shall be 2 Units and 2 questions are to be answered each of 15 marks and 2 short notes out of 4 are to be answered each of 5 marks for 40 marks terminal examination. Questions should have different parts / portions.

Structure of Question

A. Structure for 80 Marks

Part	Item	Number of questions to be answered	Number of questions provided	Marks per question	Total Marks
Unit 1	Questions	1	2	15	15
Unit 2	Questions	1	2	15	15
Unit 3	Questions	1	2	15	15
Unit 4	Questions	1	2	15	15
	Short notes	4	6	5	20

Total Marks = 80

B. Structure for 40 Marks

Part	Item	Number of questions to be answered	Number of questions provided	Marks per question	Total Marks
Unit 1	Questions	1	2	15	15
Unit 2	Questions	1	2	15	15
	Short notes	2	4	5	10
Total Marks =					40

10. B.ED COURSE STRUCTURE:-**Total Marks for B.Ed Course = 1300****Marks Distribution****Semester 1**

Course 1 Child and Growing Up	100 marks(Terminal = 80 & Tasks / Assignments = 20)
Course 2 Contemporary India and Education	100 marks(Terminal = 80 & Tasks / Assignments = 20)
Course 4 Language across the Curriculum	50 marks(Terminal = 40 & Tasks / Assignments = 10)
Course 5 Understanding Disciplines and Subjects (1/2)	50 marks(Terminal = 40 & Tasks / Assignments = 10)
Course EPC 1 Reading and Reflecting on Texts (1/2)	50 marks

(EPC: Enhancing Professional Capacities)

Engagement with the Field: Tasks and Assignments for Courses 1,2,4 & 5

Semester 2

Course 3 Learning and Teaching	100 marks(Terminal = 80 & Tasks / Assignments = 20)
Course 7a Pedagogy of a School Subject-Part I(1/2)	50 marks(Terminal = 40 & Tasks / Assignments = 10)
Course 8a Knowledge and Curriculum-Part I(1/2)	50 marks(Terminal = 40 & Tasks / Assignments = 10)
Course 9 Assessment for Learning	100 marks(Terminal = 80 & Tasks / Assignments = 20)
Course EPC 2 Drama and Art in Education (1/2)	50 marks

Engagement with the Field: Tasks and Assignments for Courses 3,7a,8a & 9

Semester 3

Course 7b Pedagogy of a School Subject – Part II(1/2) 100 marks(Terminal = 80 & Tasks / Assignments = 20)

School Internship

250 marks

Internship in schools will be for a minimum duration of 20 weeks for a two years B.Ed programme (4 weeks in the first year and 16 weeks in the second year).

In the first year there will be a pedagogical skill development for 10 days in the concerned teacher training institution and practical experience in school environment (e.g. observing regular classroom with a regular teacher, peer observations, teacher observations and faculty observations of practice lesson) for 20 days.

In the second year students will actively engaged in teaching learning programme in the concerned school environment.

(I) Final Teaching = 100 marks

Marks Distribution

(a) Lesson plan –	20 marks
(b) Mode of teaching-	30 marks
(c) Teaching aids used –	20 marks
(d) Record of total no. of lessons and class teaching conducted in whole session	30 marks

Each student-teacher shall have to execute one unsigned lesson for the Pedagogy School Subject (chosen for course 7 a&b) which will carry 100 marks. Trainee will be required to prepare and submit the following items to the examiners for presentation before the examination :

- (i) Approved thirty full lessons in Pedagogy School Subject,
- (ii) At least fifteen supervision sheets in Pedagogy School Subject and
- (iii) Question paper for evaluation test along with marks slip.

Assessment for School Internship (Part (I) of semester 3} shall be done by two examiners (One External and One Internal) who will be appointed by the University to assess the performance of the trainee in class room teaching.

(II) Subject Teacher Assessment = 50 marks

- | | |
|--|----------|
| (i) Participation in assemble with school teacher: | 10 marks |
| (ii) Class routine framework: | 10 marks |
| (iii) Maintenance of attendance register of the student: | 10 marks |
| (iv) Class room observation: | 10 marks |
| (v) Co-curricular activities: | 10 marks |

Total: 50 marks

(III) School Supervisor Assessment = 100 marks

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|--|----------|
| (i) Preparation and used of teaching aids: | 20 marks |
| (ii) Construction of an achievement test: | 20 marks |
| (iii) Teaching performance: | 40 marks |
| (iv) Case study report on two children who are under CWSN (Children with special needs) category and studying in the school: | 20 marks |

Total: 100 marks

Assessment for School Internship {Part (II) & (III) of semester 3} shall be done internally by the teacher education institution concerned.

Semester 4

Course 6 Gender, School and Society (1/2)	50 marks(Terminal = 40 & Tasks / Assignments = 10)
Course 8b Knowledge and Curriculum-Part II(1/2)	50 marks(Terminal = 40 & Tasks / Assignments = 10)
Course 10 Creating an Inclusive School- (1/2)	50 marks(Terminal = 40 & Tasks / Assignments = 10)
Course 11 Optional Course (1/2)	50 marks(Terminal = 40 & Tasks / Assignments = 10)
Course EPC 3 Critical Understanding of ICT (1/2)	50 marks
Course EPC 4 Understanding the Self (1/2)	50 marks
Engagement with the Field: Tasks and Assignments for Courses 3,7a,8a & 9	

List of Pedagogy of a School Subjects

(Candidates has to opt for one method subject for course 7a & 7b)

- | | |
|--------------------|--|
| 1.Bengali | 7.History |
| 2.English | 8.Civics |
| 3.Sanskrit | 9.Economics |
| 4.Mathematics | 10.Geography |
| 5.Physical Science | 11.Commerce (a)Business Organization & (b) Accountancy |
| 6.Life Science | |

Area of Task / Assignment

Bengali

Part I

Part II

English

Part I

Part II

Sanskrit

Part I

Part II

Mathematics

Part I

Part II

Physical science

Part I (i) Assignment writing, (ii) Project preparation, (iii) Field work, (iv) Laboratory based experiment

Part II (i) Paper presentation in seminar, (ii) Laboratory based experiment, (iii) Construction and preparation of teaching-learning materials, (iv) Construction and preparation of evaluation tool.

Life science

Part I (i) Assignment writing, (ii) Project work, (iii) community survey

Part II (i) Herbarium preparation, (ii) Laboratory demonstration, (iii) preparation of teaching learning materials (TLM) in life science.

History

Part I (i) Assignment writing, (ii) Preparation of different devices of time sense and space sense, (iii) Preparation of seminar reading papers and presentation of the same to seminars, (iv) Critical study of existing history syllabus, (v) Preparation of project report propagating national integration, international understanding, peace education and human rights.

Part II (i) Dramatization of a suitable unit, (ii) Preparation of lesson plan, (iii) Preparation of evaluation tools, (iv) Preparation of Teaching aids, (v) Field - trips and visits - application of source - methods, (vi) Quiz competitions.

Civics

Part I (i) Assignment writing, (ii) Preparation of seminar reading papers and presentation of the same to seminars, (iii) Critical appraisal of the present system of examination, (iv) Project on the contribution of eminent social scientists / educational thinkers in the field of civics.

Part II (i) Assignment writing, (ii) Preparation of seminar reading papers and presentation of the same to seminars, (iii) Critical appraisal of the present system of curriculum, (iv) Project on the contribution of eminent social scientists / educational thinkers in the field of civics.

Economics

Part I

Part II

Geography

Part I (i) Assignment writing, (ii) Paper presentation in seminar, (iii) Project preparation, (iv) Preparation of scale

Part II (i) Preparation of lesson plan, (ii) Preparation of evaluation tool, (iii) Preparation of Teaching aids, (iv) Field trips and study tour

Commerce

Part I (i) Assignment writing, (ii) Project presentation, (iii) Market studies and survey field trip, (iv) Construction and preparation of evaluation tool, (v) Construction and preparation of teaching learning materials.

Part II (i) Assignment writing, (ii) Project presentation, (iii) Market studies and survey field trip, (iv) Construction and preparation of evaluation tool, (v) Construction and preparation of teaching learning materials (TLM) in commerce.

List of Optional Subjects

(Candidates has to opt for one optional subject for course 11)

1. Guidance and Counseling

2. Value Education

3. Administration and Management in Education

11. PAPER SETTING/ MODERATION:-

There shall be a paper setter for each paper of each examination. The controller of examinations shall appoint the question setter. He shall also appoint the moderator(s) to moderate and to set final questions.

12. PASS MARKS FOR B.ED:-

In order to pass, a candidate must obtain 40 percent of marks in each of the papers as indicated under section 13.

A candidate will be declared compartmental in a theory paper if he / she failed in a paper but secure at least 45% of marks in the aggregate of the remaining papers.

13. DIVISION AWARDED FOR B.Ed :-

(a) Division shall be awarded on the basis of marks obtained in all the courses taken together.

(b) The division shall be awarded as per in the following:

(i) 40% or above, but below 45% Pass.

(ii) 45% or above, but below 60% 2nd class.

(iii) 60% or above, but below 75% 1st class.

(iv) 75% and above 1st class with distinction, provided that there shall not be any compartmental paper of the candidate concerned.

(c) Pass division shall be awarded to such a candidate who has passed the theoretical and the practical portion separately as indicated under section 9(b) irrespective of the marks scored by him / her.

(d) Pass division shall be awarded to such a candidate who has passed by clearing in compartmental examination as indicated under section 9(k).

14. RE EXAMINATION:-

(a) A failed candidate of regular B.Ed can apply for re-examination not exceeding two papers within the three days of mark sheet received by the college provided that he / she has secured at least 45% of marks in the remaining papers.

- (b) A failed candidate of distance B.Ed can apply for re-examination not exceeding one paper in each part of examinations provided that he / she secured at least 45% of marks in the remaining papers.
- (c) A pass candidate of regular B.Ed and a pass candidate of distance B.Ed part-II can apply for re-examination not exceeding two papers if his / her marks fall short of 5 marks than 1st class or 1st class distinction.

15. RESTRICTIVE CLAUSES:-

(a) The subjects mentioned herein in the list of method papers does not means that concerned college has to provide the subject for the student. This is the prerogative of the college provided before barring such subject. College authority shall have to take a written approval from the Director of College Council, Tripura University.

(b) There will be no provision for repeat or betterment after obtaining qualifying marks in that course / paper i.e. scope for appearing any paper again for obtaining better result.

(c) A candidate has to be registered under Tripura University, within three months of his / her admission if not already registered with the University. A candidate will not be allowed to appear in any type of University examinations without registration.

16. MEDIUM OF INSTRUCTION:-

The medium of instruction of B.Ed programme is either Bengali or English except of the language papers which shall be in the respective languages.

17. INTERPRETATION:-

In case of any doubt or difficulty as to the interpretation of these regulations the matter shall be referred to the Vice-Chancellor and his decision thereon shall, subject to the provisions of the Act, be final.

**UNIFORM CURRICULUM STRUCTURE AND EXAMINATION PATTERN FOR 2 YEARS B.ED. COURSE
IN TRIPURA FOLLOWING NCTE REGULATIONS, 2015.**

Course & Code	Course Name	Theory		Credit	Practicum Marks (Internal)	Credit	Period per week (Exam Hours for Theory: Marks
		External Marks	Internal Marks				
SEMESTER – I							
C1	Child and Growing Up	70	30	4	25	1	May be adjusted
C2	Contemporary India & Education	70	30	4	25	1	do
C4	Language across the Curriculum	35	15	2	50	2	do
C5	Understanding Disciplines & subjects	35	15	2	50	2	do
EPC-1	Reading & Reflecting on Texts		25	1	25	1	do
		115			175	Full Marks: 500, Credit = 20	

SEMESTER – II							
C3	Learning & Teaching	70	30	4	25	1	May be adjusted
C7a	Pedagogy of a School Subject – Part - I	35	15	2	50	2	do
C8a	Knowledge & Curriculum – Part – I	35	15	2	25	1	do
C9	Assessment for learning	70	30	4	50	2	do
EPC-2	Drama & Art in Education		25	1	25	1	do
Full Marks: 500, Credit = 20							
SEMESTER – III							
C7b	Pedagogy of a School Subject – Part – II	35	15	2	100	4	May be adjusted
	School Internship _20 weeks (04 weeks at semester II and 16 weeks at semester III)				350 (Internal = 175 External = 175)	14	
Full Marks: 500, Credit = 20							

SEMESTER – I V							
C6	Gender, School and Society	35	15	2	25	1	May be adjusted
C8b	Knowledge & Curriculum – Part –II	35	15	2	25	1	do
C10	Creating an Inclusive School	35	15	2	25	1	do
C11	*Optional Course	35	15	2	25	1	do
EPC-3	Critical Understanding of ICT		50	2	50	2	do
EPC-4	Understanding the Self		50	2	50	2	do
			Full Marks: 500, Credit = 20				
	Total Marks: 2000, Total Credit : 80						

Note:

- 1) * Optional Course can be from among the following - Guidance and Counselling and Educational Administration and Management Peace Education, Vocational Education, Woman Education, Yoga Education.

ANNEXURE III –QUESTION PATTERN

Structure of Questions of 70 Marks (for five Units):

Part	Item	No. of Questions to be Answered	No. of Questions to be Provided	Marks for Each Question	Total Marks
Unit 1	Questions 1 & 2	1	2	14	14
Unit 2	Questions 3 & 4	1	2	14	14
Unit 3	Questions 5 & 6	1	2	14	14
Unit 4	Questions 7 & 8	1	2	14	14
Unit 5	Questions 9 & 10	1	2	14	14

Grand Total = 70

Structure of Questions of 70 Marks (for four Units):

Part	Item	No. of Questions to be Answered	No. of Questions to be Provided	Marks for Each Question	Total Marks
Unit 1	Questions 1 & 2	1	2	14	14
Unit 2	Questions 3 & 4	1	2	14	14
Unit 3	Questions 5 & 6	1	2	14	14
Unit 4	Questions 7 & 8	1	2	14	14
Unit 1,2,3,4	Questions 9 (a,b,c,d) or Question 10 (a,b,c,d)	1	4	14	14

Grand Total = 70

Structure of Questions of 35 Marks (for five Units, both Internal and External):

Part	Item	No. of Questions to be Answered	No. of Questions to be Provided	Marks for Each Question	Total Marks
Unit 1	Questions 1 & 2	1	2	7	7
Unit 2	Questions 3 & 4	1	2	7	7
Unit 3	Questions 5 & 6	1	2	7	7
Unit 4	Questions 7 & 8	1	2	7	7
Unit 5	Questions 9 & 10	1	2	7	7

Grand Total = 35

Structure of Questions of 35 Marks (for four Units, both Internal and External):

Part	Item	No. of Questions to be Answered	No. of Questions to be Provided	Marks for Each Question	Total Marks
Unit 1	Questions 1 & 2	1	2	7	7
Unit 2	Questions 3 & 4	1	2	7	7
Unit 3	Questions 5 & 6	1	2	7	7
Unit 4	Questions 7 & 8	1	2	7	7
Unit 1,2,3,4	Questions 9 (a,b,c,d) or Question 10 (a,b,c,d)	1	4	7	7

Grand Total = 35

EPC Structure of Questions of 25 Marks (for four Units, Internal only):

Part	Item	No. of Questions to be Answered	No. of Questions to be Provided	Marks for Each Question	Total Marks
Unit 1	Questions 1 & 2	1	2	5	5
Unit 2	Questions 3 & 4	1	2	5	5
Unit 3	Questions 5 & 6	1	2	5	5
Unit 4	Questions 7 & 8	1	2	5	5
Unit 1,2,3,4	Questions 9 (a,b,c,d)	1	4	5	5

Grand Total = 25

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. NPE-1968, NPE-1986, NPE-1990-1992.
- 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

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

Course objectives:

(MARKS: THEORY-100 & PRACTICUM -50)

- 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.

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)

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
- rôle 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.

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



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