



**Diploma in Elementary Education (D. EL.ED.)**  
**(PSTE)**  
**Revised Curriculum-Syllabus**  
**2024**

**State Council of Educational Research & Training; Assam**  
**Kahilipara, Guwahati-19**

**Revised Syllabus of  
2<sup>nd</sup> Semester D.El.Ed Programme**

**2024**

<b>Year: 1<sup>st</sup></b>	<b>Semester: 2</b>	<b>Code: S2. 1</b>
<b>EDUCATION IN CONTEMPORARY INDIAN SOCIETY WITH SPECIAL REFERNCE TO ASSAM</b>		
<b>Marks: 70 (ext) +30 (int) =100</b>	<b>Credit: 4</b>	<b>4 – 5 periods per week</b>

### **About the Paper**

This course involves an understanding of the events and issues that have influenced and continued to shape the lives of people in India. The students would gain a perspective on historical, political, economic trajectory of Indian society. Through the study of polity, economy, society & policies within India, this course exposes students to significant issues in the contemporary Indian settings. A critical understanding of our contemporary Indian society becomes indispensable for a teacher, who needs to respond to the social context of children and their diverse life experiences. This course, therefore has been structured into themes and draws upon different social science disciplines to facilitate a broad understanding of the complex nature of issues and topics under discussion. This course enables students and teachers to think critically and to be able to situate their personal & general assumptions within a broader sociological frame work.

### **Mode of transaction**

The paper would be transacted through class room discussion, group activity, seminar presentation, field studies, workshops, close reading of text materials, reflective journals, reference books etc.

### **Objectives**

- To familiarize with the society in Pre & Post independence era of India.
- To familiarize with the socio-political, economic dimensions of Indian society and to appreciate its diversity.
- To develop an understanding of the trends, issues and challenges evolved in contemporary Indian society.
- To understand the relationship between specific political institutions, economic policies and social structures in order to comprehend the achievements, persistent problem and challenges emerged in contemporary Indian society.

### **Unit 1- State policies and Indian Education 10**

- 1.1 State and educational development in pre-Independent India.
- 1.2 New economic reforms and their impact on education
- 1.3 Public education versus private education
- 1.4 Education of marginalized and socially disadvantaged section of society.

### **Unit 2: Perspectives in contemporary Indian society 12**

- 2.1 Social structure and education with special reference to class, caste, religion, family and gender in India.
- 2.2 Modernization, social change and education
- 2.3 NILP (New India Literacy Programme)
- 2.4 Social stratification in ancient, medieval and modern education

- 2.5 Provision for equalization of educational opportunities in post independent India, viz. OBB, DPEP, SSA, RMSA, Samagra Siksha, etc.

**Unit 3: Contemporary issues and concerns in Education** **15**

- 3.1 Democracy and education
- 3.2 Liberalization and education
- 3.3 Privatization and education
- 3.4 Globalization and education
- 3.5 Foreign Direct Investment (FDI) and future of Indian Education
- 3.6 School culture and Education
- 3.7 Education for peace and inculcation of value
- 3.8 Media and its impact on education
- 3.9 Organic Living and Holistic Health.

**Unit 4: Constitution of India and Education** **10**

- 4.1 Indian constitution –Preamble and education
- 4.2 Amendment of Indian constitution, education as a concurrent subject
- 4.3 Constitutional provisions on education - Directive Principles of State Policy, Fundamental Rights
- 4.4 Right to Education Act-2009; Right to Education rules-2011, Assam

**Unit 5: Economy of Assam** **8**

- 5.1 Impact of British Colonialism on society of Assam
- 5.2 Basic features of the economy of Assam
- 5.3 Role of tea industry, forest, oil, petroleum and agriculture in the economy of Assam
- 5.4 Problem of poverty and unemployment in Assam and measures to address there.
- 5.5 Skill development and vocational education.

**Unit 6: Cultural heritage of Assam** **15**

- 6.1 A brief history of Assam
- 6.2 Land and the people
- 6.3 Language and literature
- 6.4 Art and Architecture
- 6.5 Music and Dance
- 6.6 Religion and Philosophy
- 6.7 Contribution of Mahapurush Shrimanta Shankardeva and Madhabdeva in social reformation in Assam

**PRACTICUM** (any two from each section)

**5 x 2 =10**

**Section-A**

- To make a comparative report on the status of private and public education system at the elementary levels by visiting nearby schools.
- “Inequality is still a major problem in the educational development of our Indian society”- make a report by showing different aspects of inequality prevailing in our society.
- Prepare a field based report to show the impact of electronic media on children.
- Explore different ways through which education can be said as a powerful agent of establishing peace in society.
- Make a detail study on folk music &folk dance items of Assam.
- Field based study on linguistic and ethnic and cultural diversity of Assam.

**Section-B**

- Making field visit to specially agriculture sector/oil sector/petroleum sector, horticulture etc. and prepare a report on it.
- Collection of different cultural resources like dress/food items etc. from different ethnic groups, especially available in a particular area of the nearby locality and its exhibition.
- Collection of paper cuttings from news papers/journals/magazines etc. on important social, political and economic issues of contemporary society.
- Visit to museum/ historical monuments/State Archives etc. for gaining an insight into the history of Assam and prepare a report on it.

**Internal Assessment**

**30**

- Assignment : 10 marks
- Practicum : 10 marks
- Unit Test : 10 marks

**Instruction to Faculty/Mentor**

- Organize discussion/workshop/field based activities and documentation on different topics of the units.
- Critical analysis on different Articles of the Constitution of India relating to education (group activities)
- Encourage the student-teachers to update their knowledge on contemporary issues of society by keeping close touch with both print &electronic media.

- Student-teachers should be assigned a case study on Art & Architecture/Music & dance/ language & literature on the cultural heritage of Assam.
- Encourage the student-teachers to make close and critical readings as well as analysis of various articles of the constitution of India, policy document, texts etc.
- Encourage the student-teachers to conduct field based project and analyze & document their findings.

### **SIP Activities**

- Case study on impact of poverty in education development of learner.
- Organization of Mock parliament
- Designing of skill based activities amongst the learners.

**The activities are meant to acquaint the student- teacher to school process.**

**[ Faculties will conduct these activities internally]**

### **Suggested Readings and web-links**

- The Constitution of India – S. C. Kashyap –do- NBT, New Delhi
- Indian Society- S.C. Dubey, NBT, New Delhi
- RTE Act-2009, RTE -2011 Assam
- Assam Year Book- Shantanu Koushik Baruah
- NCERT Class-XII History Text Book latest edition, Themes in Indian History III Theme 3 NCERT : New Delhi
- NCERT Text Book latest edition Democratic Politics 1; NCERT ; New Delhi Chapter, 3,4 &5
- Indira Gandhi National Open University (IGNOU) school of social sciences, Master of Arts (Political Sciences)
- BharatorRajnoitikByabastha - Nayak, Pal, Sarmah, Arun Prakashan, Guwahati
- [www.educateforlife.org.uk](http://www.educateforlife.org.uk)
- [www.teindia.nic.in](http://www.teindia.nic.in)
- [www.ngbu.edu.in](http://www.ngbu.edu.in)
- <https://www.organiclivingandwellness.com>

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<b>Year: 1<sup>st</sup></b>	<b>Semester: 2</b>	<b>Code: S2. 2</b>
<b>UNDERSTANDING SOCIETY, EDUCATION AND CURRICULUM</b>		
<b>Marks: 70 (ext) +30 (int) =100</b>	<b>Credit: 4</b>	<b>4 – 5 periods per week</b>

### **About the Paper**

As future teachers, student-teachers need to have a solid foundation in the core principles and core concepts of education. This paper introduces the philosophical, sociological and historical perspectives on education with a view to initiate inquiries and discussions on significant aspects, themes and questions regarding education in India. The present century demands the need to understand the interface between education and society to deal with the issues of prevalent societal inequality and conflict and address the demands for equality, justice, freedom, dignity and diversity. The students will understand the basic assumptions about human nature, learning knowledge on the diverse points of view intermingle throughout the course.

### **Mode of transaction**

The paper would be transacted through class room discussion, group activity, seminar presentation, workshops, in-depth reading of text materials, reflective journals, reference books etc.

### **Objectives**

- To understand and explore the meaning, aims, purposes of education.
- To develop understanding of philosophical, sociological and historical dimensions of education.
- To expose student-teachers to divergent educational thoughts, perspectives and practices.
- To help student-teachers in creating secure, egalitarian and pedagogically sound learning situation.

### **Unit-wise Content**

#### **Unit 1: Understanding of Education 15**

- 1.1 Meaning of education – ancient to modern
- 1.2 Need of education in human societies
- 1.3 Relationship between schooling and education
- 1.4 Various educative processes in human societies – formal, informal and non-formal.
- 1.5 Aims of education – individual and social aim, liberal and vocational aim.
- 1.6 Impact of globalization on the aims of education

#### **Unit 2: Philosophical Perspectives on Education 10**

- 2.1 Educational philosophies of-
  - Rousseau
  - Dewey
  - Gandhi
  - Tagore

2.2

- Montessori method of teaching
- Kindergarten method of teaching

**Unit 3: Education, Educational Policies and Society**

**15**

3.1 Education for social change

- Meaning of social change
- Nature of social change
- Teacher as an agent of social change

3.2 Gender discrimination in education

- Gender bias in textbooks, teacher's attitude, classroom interaction, peer culture.
- Role of teachers in redressing inequalities of gender.

3.3 Primary education in India during the post-Independence era

**Unit 4: Teacher and Teaching**

**20**

4.1

- Meaning of teaching
- Principles of teaching
- Maxims of teaching

4.2

- Teaching as a profession
- Changing role of teacher from ancient to modern.
- Need of professional development of teachers

4.3

- Meaning of professional ethics
- Importance of ethics in the teaching profession
- Professional ethics to be followed by teachers in respect of students, fellow teachers, administration, non-teaching staff, guardians or parents.

4.4

- Meaning and significance of micro teaching
- Components of micro teaching skills
- Steps of Micro Teaching
- Advantages and limitations of micro teaching

**Unit 5: Curriculum, Evaluation and Lesson Planning**

**10**

**5.1 Curriculum**

- Meaning of curriculum
- Characteristics of curriculum
- Importance of curriculum



- Principles of curriculum construction
- Methods of curriculum construction

#### 1.2 Lesson Plan

- meaning and significance of lesson planning
- essentials of a good lesson plan
- importance of lesson plan
- writing on lesson plan

#### 1.3 Assessment and Evaluation

- Meaning of Assessment
- Meaning of Evaluation
- Assessment and Evaluation in the light of NEP-2020

### **PRACTICUM**

- Practice micro teaching skills for 15 days
- Designing subject based and thematic based teaching learning material/special teaching learning materials.

#### **Internal Assessment**

**30**

- Preparing micro lesson plans for micro teaching : 5 marks
- Practising micro-teaching skills : 10 marks
- Designing teaching learning/special teaching learning material : 5 marks
- Unit test :10 marks

#### **Instruction for Faculty/ Mentors**

**Unit-1:** Group discussion on the meaning and need of education in human societies, preparation of report on various educative processes in human societies, group discussion on the impact of globalization on the aims of education.

**Unit-2:** In-depth reading on different Indian and Western philosophers and their philosophies, discussion on Montessori and Kindergarten method of teaching.

**Unit-3:** Discussion on education for social change, paper presentation on gender discrimination in education, report on primary education during the post independence era.

**Unit-4:** Discussion on the application of principles and maxims of teaching in the teaching -learning process, paper presentation on micro teaching skills, seminar on teacher and professional ethics.

**Unit-5:** Discussion on the meaning, characteristics and importance of the curriculum, presentation of the steps of a lesson plan, seminar on assessment and evaluation in the light on NEP-2020.

#### **Suggested Readings**

- Barua, Sri Jatin, Siksha Tatwa Adhyayan, Lawyers Book Stall, Panbazar, Guwahati
- Taneja, V.R., Educational Thought and Practice, Sterling Publishers Private Limited, New Delhi
- Das , Dr. Bishnu Charan and Gogoi, Basanta, Micro Teaching Kalyani Publishers, New Delhi

- Sharma, Dr. Sumeer, Micro Teaching, Twenty First Century Publication, Patiala
- Aggarwal, J.C.. Principles, Methods, and Techniques of Teaching, Vikas Publishing house private limited
- Aggarwal, J.C.. Theory and Principles of Education – Philosophical and Sociological Bases of Education, Vikas Publishing house private limited
- Rao, C.N.Shankar, Sociology, S.Chand& Company Limited, New Delhi
- Rawat, Dr. P.L., History of Indian Education, Ram Prasad Publications, Agra
- Malla, Reddy, M. and Ravisankar, S, Curriculum Development and Educational Technology, New Delhi
- NCERT (1984), Curriculum and Evaluation, New Delhi; NCERT Publications.
- Asthana, Bipin, Measurement and Evaluation in Psychology and Education, Vinod Pustak Mandir, Agra
- Vedanayagam, E.G., Teaching Technology for College Teachers, Sterling Publishers Private Limited, New Delhi
- Mathur, Dr. S.S., Teacher and Secondary Education, Vinod Pustak Mandir, Agra
- National Education Policy-2020, Ministry of Human Resource Development, Govt. of India.
- National Curriculum Framework for Foundational Stage 2022.
- National Curriculum Framework for School Education 2023.

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<b>Year: 1<sup>st</sup></b>	<b>Semester: 2</b>	<b>Code: S2. 3</b>
<b>PEDAGOGY OF ENVIRONMENTAL STUDIES</b>		
<b>Marks: 35 (ext) +15 (int) = 50</b>	<b>Credit: 2</b>	<b>2 – 3 periods per week</b>

### **About the paper**

Environmental Studies at the primary education is introduced as a composite area of study with insight drawn from sciences, social sciences and environment education.

The main aim of this course is to prepare student teachers for the current challenges in elementary education and to equip them with theoretical and practical understanding of the nature and content of the subject. This course provides an opportunity for them to understand the philosophical and epistemological basis of EVS as composite area of study. It will help them to correlate their theoretical understanding to child's learning with classroom processes and interaction leading to better understanding and effective classroom transaction.

### **Mode of transaction**

- Classroom interaction through discussion and collaborative learning process
- Engaging students in debates, group discussion workshops and seminars etc.
- Conducting project work, field study, survey, exposure visit etc.
- ICT enable teaching/ learning
- In addition to above the teacher educator may adopt any innovative practice for transaction of the paper.

### **Objectives**

- To help student-teachers understand the scope of EVS and internalize perspectives of curriculum organization.
- To prepare student-teachers to plan for and carryout classroom practice at lower primary level
- To facilitate student-teachers to probe children's ideas in science and social science.
- To prepare student-teachers to practise appropriate methods and approaches of teaching environmental studies emphasizing child centred and child friendly, experienced based, activity based and competency based approaches of teaching
- To facilitate student-teachers to understand the importance and significance of natural environment and man-made environment to achieve sustainable development goal (SDG).
- To facilitate student-teachers to understand disaster management and school safety (DMSS) and importance of Disaster Risk Reduction (DRR) at school level.
- To prepare student-teachers to assess children learning using different approaches.

## **Unit wise contents**

### **Unit 1: Concept of Environmental Studies**

**8**

- 1.1 Meaning, scope and importance of EVS, its evaluation as a curricular area at primary level.
- 1.2 Objectives of teaching EVS at the primary level.
- 1.3 EVS as envisaged in NCFSE-2023.
- 1.4 Curriculum orientation: EVS as an integrated part of study drawn upon understanding from science, Social science and Environmental studies, EVS as science and EVS as social science.

### **Unit 2 : Understanding Environment**

**8**

- 2.1. Environment and its types.
- 2.2. Climate change and its impact on life of the people (Global warming, Ozone layer depletion, natural calamities, health hazard, pollution etc.).
- 2.3. Some important concepts: Disaster, Hazards, vulnerability, Climate change, exposure, Disaster Risk Reduction, school safety, Health and Hygiene.
- 2.4. Types of Devastating Disasters : Natural Disasters and man-made disasters - Flood, Earthquake, Landslides, Drought, Forest fire, Tsunami, Bordoishila etc.(Natural Disasters) and water logging, road accidents, explosion, fire accidents etc. (Man-made disasters) etc.
- 2.5. Impact of disasters related to safety and security upon children, preparedness, response and recovery
- 2.6. Measures of comprehensive school safety and security

### **Unit 3: Teaching Methodology**

**8**

- 1.1 Ways of conducting inquiry: Activities, Discussion, group work, field visit, survey, Experimentation etc.
- 3.2 Process skills in EVS: simple experiments, observations, classification, probing questions, framing hypothesis, designing experiments, recording results, data analysis, drawing inferences, interpretation of results, giving examples.
- 3.3 Preparation and use of teaching learning Materials, Audio-visual aids, ICT in the classroom transaction.
- 3.4 Role of teacher in classroom transaction as a facilitator.

### **Unit 4: Classroom planning for teaching /learning**

**6**

- 4.1 Need of planning for EVS Classroom transaction.
- 4.2 Evolving a lesson plan framework as well as unit plan framework and their use.
- 4.3. Concept mapping, competency mapping and Thematic web chart.
- 4.4 Analysis of different text book of EVS to understand the perspective about the subject.
- 4.5 Planning for teaching EVS: formulation of objectives, lesson plan and unit plan.

- 5.1. Continuous and Comprehensive Evaluation in EVS.
- 5.2. Different ways of assessment and reporting: Assessment as learning, Assessment for learning, Assessment of learning.
- 5.3. Formative assessment techniques and tools, summative assessment, feedback and reporting procedure, recordings and register in the content of EVS.

**PRACTICUM (Any three)****2x3=6**

- Collection of local resources (compulsory to all)
- Map drawing & reading (individual)
- Project work on environmental issues (in groups)
- Mapping of disasters risks at school level and its mitigation measures (individual)
- Plantation and taking care of plants for conservation of environments
- Seasonal flood and its impact on school education.
- Study on a slum/basti in terms of its social, economic, religious, political and historical aspects and its influences on the nature of their present concern and problems.
- Impact of festivals for bringing about unity in diversity
- RTE compliance in tea garden/ char areas/ hill area schools of your district.
- Impact of non degradable materials on agricultural product.
- Impact of electronic gadgets on social values of children and youth.
- Ensuring learning outcome of all children in multilevel classroom.
- Green-school idea to make the school environment eco-friendly (How to make the school campus eco-friendly)

**Internal Assessment****15**

- Practicum : 6 marks
- Assignments : 3 marks
- Unit test : 6 marks

**Instruction to Faculty/Mentors**

- Organize discussion/workshop/field based activities and documentation on different topics of the units.
- Encourage the student-teachers to update their knowledge on environment.
- Encourage the student-teachers to acquire process skills in EVS: simple experiments, observations, classification, probing questions, framing hypothesis, designing experiments, recording results, data analysis, drawing inferences, interpretation, update their knowledge on environment.
- Student-teachers should be encouraged to organize campaign on climate change and its impact on life of the people (Global warming, Ozone layer depletion, natural calamities, health hazard etc.) in their locality.
- Student-teachers should be assigned case study relevant to the topic discussed.

**Suggested Readings and web links**

1. Resource materials of D. EL. ED. Course 2012 published by the SCERT Assam.
2. EVS books prescribed by G U.
3. National curriculum framework 2005, NCERT.
4. Textbooks of EVS, SCERT. Assam.
5. Reflective teachers: NCERT.
6. Method of teaching social science by KK Raina.
7. OER of TESS-India
8. SLMs of IGNOU/KKHSOU/NIOS
9. NCFSE2023
10. [www.en.m.wikipedia.org](http://www.en.m.wikipedia.org)
11. [www.environmentalscience.org](http://www.environmentalscience.org)
12. [www.nature.com](http://www.nature.com)
13. [www.conserve-energy-future.com](http://www.conserve-energy-future.com)

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<b>Year: 1<sup>st</sup></b>	<b>Semester: 2</b>	<b>Code: S2. 4</b>
<b>PEDAGOGY OF MIL -I</b>		
<b>Marks: 35 (ext) +15 (int) = 50</b>	<b>Credit: 2</b>	<b>2 – 3 periods per week</b>

### **About the Paper**

Language is not only the means of communication, it is also a medium through which most of the knowledge is acquired. Language is not confined to the language classroom only. It pervades all aspects, Subjects and activities of a school and society at large. The key issues need a systematic study. The primary objective of the paper is to make teachers aware of the dynamics of language operationalization, as it exists in the classroom, in children’s homes and the larger society and nation. To draw connections with theory while planning for instruction is another significant aim of this paper.

Reading and comprehending expository texts or texts of content area involves entirely different strategies and processes as compared to narrative texts.

### **Mode of Transaction**

Discussion, group activities, workshop, seminar, project work, question answer, case study, lecture etc.

### **Objectives**

To help the student-teachers

- To build literacy and creative capacities
- To acquaint themselves with aims and objectives of language learning at elementary stage.
- Know about the approaches and strategies for the development of four skills of language.
- Know about the approaches and strategies for the development of ability for Responding to and interpreting independently various narrative texts.
- To acquaint themselves with the ways of handling aspects of grammar not in isolation but by creatively integrating it with text.

### **Unit-wise content**

#### **Unit 1: Language learning society and Language Classroom**

**6**

- 1.1 Aims and objectives of language learning
- 1.2 Role of mother tongue in education
- 1.3 Role of mother tongue in child development
- 1.4 Current language teaching-learning processes and their analysis
- 1.5 Organizing language classroom by building multilingual capacities

<b>Unit 2: Developing language skills – Listening and Speaking</b>	<b>6</b>
2.1 Oral literacy: oral language development helps reading development and Basic Interpersonal Communicative Skill (BICS).	
2.2 Developing Listening and Speaking skills through dialogue, storytelling, singing rhymes, poem recitation, role-play etc.	
2.3 Assessment of Listening and Speaking Skill	

<b>Unit 3: Developing language skill – Reading</b>	<b>10</b>
3.1 Decoding, Reading fluency and comprehension	
3.2 Decoding skills: Its importance and different activities for its development	
3.3 Comprehension skills: guessing meaning from text, word attack skills	
3.4 Reading to learn, reading as an art of expression.	
3.5 Ways of reading: pre-reading, during reading and post-reading	
3.6 Reading expository texts: reading to learn and reading for comprehension	
3.7 Helping children to become independent readers.	
3.8 Assessment of Reading Skill.	

<b>Unit 4: Developing language skill – Writing</b>	<b>7</b>
4.1 Relationship between reading and writing.	
4.2 Developing writing skills : introduction of curve, scripts, directional letter writing, letter clubbing, word, sentence, paragraph writing, guided/controlled writing, free and creative writing.	
4.3 Writing as a tool for consolidating knowledge.	
4.4 Assessment of Writing Skill.	

<b>Unit 5: Literature</b>	<b>6</b>
5.1 Types of text: Narrative and Expository	
5.2 Engaging with a text of literature.	
5.3 Reader’s response to literature	
5.4 Various kinds of literature such as poem, story, biography etc.	

<b>PRACTICUM (Any Two)</b>	<b>2 x 3= 6</b>
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- Recitation – Textbook based/collected (reading as an art of expression)
- Collect folk stories and prepare a storybook
- Story telling practice : Textbook based/collected (based on art of speaking)
- Role-play/dramatisation : Textbook based/collected
- List out the narrative and expository texts from any one language textbook
- Conducting interview of renowned personality in the locality (with the help of prepared justified questionnaire)



## Internal Assessment

15

- Practicum : 6 marks
- Assignment : 5 marks
- Unit Test : 5 marks

## Instructions to Faculty/Mentor

- Mentor may give individual work or group work.
- For recitation and storytelling individual activity may be practised.
- For short play, group activity may be practised.
- Mentor would follow required approaches and methods.

## SIP Activities

- Observe and record the ‘Reading skills’ of class V and class VI students.  
(Necessary formats to be developed for maintaining record)

**The activities are meant to acquaint the student- teacher to school process.**

**[ Faculties will conduct these activities internally]**

## Suggested Readings and web links

- AsamiyaMatribhasha Shiksha Paddhati – Sri Holi Ram Das
- AdhunikBhasaBignanParicaya – Dr. Phanindra Narayan Dutta Baruah
- Study materials for D.El.Ed Course KKHSU.
- OER “ Story telling” of TESS- India (EE- 05)
- OER “Early Reading” of TESS – India ( EE – 04)
- OER “ A language rich classroom “ of TESS – India ( EE – 02 )
- [www.globalpartnership.org](http://www.globalpartnership.org)
- [www.educationinnovations.org](http://www.educationinnovations.org)
- National Curriculum Framework for school education (2023)
- Books from Class I to VIII published SCERT, Assam
- DIKSHA, e-content

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<b>Year: 1<sup>st</sup></b>	<b>Semester: 2</b>	<b>Code: S2. 5</b>
<b>PROFICINCY IN ENGLISH- II</b>		
<b>Marks: 35 (ext) +15 (int) = 50</b>	<b>Credit: 2</b>	<b>2 – 3 periods per week</b>

### **About the Paper**

The purpose of this course is to enable the student-teachers to improve their proficiency in English. A teacher's confidence in the classroom is often undermined by a poor command of the English language. Research has shown that improving teacher efficacy, or her own belief in her effectiveness, has a tremendous impact on the classroom. A teacher who perceives herself as proficient in English is more likely to use communicative strategies for teaching English. She is less likely to resort to use simple translation or guide books for teaching English.

This course focuses on the receptive (listening and reading) and productive (speaking and writing) skills of English and combines within each of these, both an approach to proficiency in usage and proficiency in classroom teaching. The paper emphasizes on both theoretical and practical aspects. Each unit contains particular activities related to the contents of the unit.

### **Mode of transaction**

- Participating in tasks and activities to improve proficiency in the receptive and productive skills of English
- Text analysis of school textbooks to improve skills in critical literacy
- Reflecting on one's own learning to make connections with pedagogy

### **Objectives**

- To strengthen the student-teachers' own English language proficiency
- To make the student-teachers realize the status of English in Indian context
- To develop the four basic language skills
- To brush up their knowledge of grammatical, lexical and discourse systems in English
- To enable student-teachers to link these with pedagogy.

### **Unit-wise content**

#### **Unit 1: Creative Writing**

**12**

- 1.1 Introduction to developing Writing Skills: Mechanics of Writing (strokes and curves, capital and small letters, cursive and print scripts, punctuation marks and their use) : Features of good handwriting (script, cursive, italics)
- 1.2 Experiencing the classroom processes of writing, techniques of writing: (individual, collaborative, cooperative, editing): Controlled/ Guided writing; Free and Creative writing.

- 1.3 Writing Texts: different types of letters, applications, complaints, permission, invitation, news reports, articles, messages, posters, notices, slogans, filling in different forms, etc.
- 1.4 Recognizing errors as a part of learning process: spelling, use of punctuation marks, etc.

### **Activities: Writing Skill**

- Practising writing different types of texts: slogans, posters, complaints, notices, messages, greeting cards etc.(Themes - educational, social issues, human value School Safety and Disaster Risk Reduction (DRR),child rights and child protection, environmental issues, etc.)
- Brainstorming on different themes and explaining through writing individually/in groups
- Writing a short autobiography as a part of home assignment

### **Unit 2: Grammar in Context**

**15**

- 2.1 Grammar in context: an introduction
  - 2.1.1 What is grammar?
  - 2.1.2 Problems with traditional prescriptive grammar
  - 2.1.3 Approaches to teaching grammar (Grammar in Context), functional grammar subscriptive grammar.
- 2.2 Elements of a sentence: nuclear, optional
- 2.3 Practising grammar in context: parts of speech, kinds of sentences, finites and non-finites, voices, narration, clauses, connectors, etc.
- 2.4 Auxiliary system: tenses, modals, perfective and progressive aspects

### **Unit 3: Assessment in English**

**8**

- 3.1 Assessment: an introduction
  - 3.1.1 Evaluation and Assessment in English as a second language
  - 3.1.2 Assessment Techniques
  - 3.1.3 Language assessment tools
- 3.2 Continuous and Comprehensive Assessment (CCA) the four basic language skill in English : What and How
- 3.3 Assessing listening and speaking, reading comprehension, writing skills
- 3.4 Assessing skills in grammar

### **PRACTICUM**

#### **A. Spoken / Oral English activities-**

- (i) Situational conversation, telephonic conversation, role-play, dramatization, recitation, etc.
- (ii) Listening to briefing of Radio/TV news, commentary, talks, announcements, etc.

#### **B. Literary activities :**

- (i) handwritten magazine/folk tales
- (ii) preparation of wall magazine

**Other Activities:**

- (i) Activities to develop writing skills
- (ii) Different activities related to grammar
- (iii) Activities based on a variety of situations to develop spoken/oral English
- (iv) Literary activities/competitions based on learning outcome of different classes

**Internal Assessment****15**

- Practicum (spoken/oral English), literary and other activities: 10 marks
- Unit test : 5 marks

**Instructions to the Faculty/ Mentors**

- The topics/contents under each unit of the paper have to be discussed applying different methods/techniques/approaches and using various materials.
- Activities (mentioned after each unit) to be carried out during the transaction have to be properly documented and recorded. Report on the same should be prepared for future reference/internal assessment.
- To assess the student-teachers internally, the PRACTICUM activities should have to be carried out strictly.

**Activities for class assignment and School Internship Programme**

- (i) Reviewing text/lessons from the English textbook of elementary classes:
  - Genre, type of texts, themes, learning outcomes, competencies, illustrations, language elements, grammar in context, literary aspects, etc.
- (ii) Designing activities/materials to assess writing skills (classwise learning outcome based)

**Suggested Readings and web links**

- (i) NEP 2020, NCF SE 2023, NCF FS 2022, NCF 2005 ; NCFTE2016; NCTE/SCERT Guidelines for D. EI. Ed course
- (ii) Resource Materials of D.EI.Ed course Published by SCERT, Assam
- (iii) SLMs for D.EI.Ed course published by IGNOU, KKHSOU, NIOS etc.
- (iv) OERs and TDUs of TESS-India
- (v) Books on Spoken/Oral English published by SEBA and other publications
- (vi) Books on Methods and Techniques of Teaching English published by various Indian and Foreign publishers
- (vii) [www.tess-india.edu.in](http://www.tess-india.edu.in)
- (viii) [www.britishcouncil.org](http://www.britishcouncil.org)
- (ix) Other relevant websites
- (x) Diksha portal

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<b>Year: 1<sup>st</sup></b>	<b>Semester: 2</b>	<b>Code: S2. 6</b>
<b>INFORMATION AND COMMUNICATION TECHNOLOGY - I</b>		
<b>Marks: 35 (ext) +15 (int) = 50</b>	<b>Credit: 2</b>	<b>2 – 3 periods per week</b>

### **About the Paper**

The integration of Information and Communication Technology (ICT) into the teaching and learning process is an increasingly important area that has gained a lot of attention from educators in recent years. ICT integration can be done in three different areas: curriculum, content, and lessons. This paper explains the concept of ICT and how to integrate it into the learning process, providing a systematic guide for student-teachers in their professional development. There is worldwide evidence that technology has the potential to increase learners' motivation, connect them to various information sources, support collaborative learning, and give teachers more time for facilitation in classrooms. Integrating ICT into teaching and learning has, therefore, become a significant concern for many educators.

This paper is designed to help student-teachers develop their understanding of ICT, acclimatize themselves safely to the world of ICT, and empower them to explore, adapt, and adopt relevant concepts for teaching-learning purposes. It encourages them to select the most appropriate resources, modify, share, store them, and develop resources to enhance their students' learning. This paper introduces a wide range of technological applications in educational processes as part of the D.EL.ED. curriculum, designed to realize the goals of NEP-2020, NCF FS 2022, NCFSE-2023, and NCFTE. It is activity-oriented and based on constructivist pedagogy, principles, and practices. The paper provides ample opportunity for hands-on learning and open-ended exploration of ICT applications in teaching and learning. Sharing of learning, cooperative and collaborative learning, and critical evaluation of learning are its integral parts.

### **Mode of transaction**

- Classroom deliberations supported by computers and accessories.
- Hands-on experience using computers and the Internet.
- Seminar, Workshop, Group Activity will be conducted using ICT tools.

### **Objectives**

- To familiarize student-teachers with the history of computers.
- To help student-teachers conceptualize Computer Hardware and Software.
- To help student-teachers to perform the basic computer operations.
- To enable student-teachers to use the various ICT tools.
- To develop an understanding about ICT integrated pedagogic practices.
- To develop an understanding of safe practices on the Internet.

## **Unit-wise Content**

- Unit-1: Fundamentals of Computer** **5**
- 1.1 Brief History of Computer.
  - 1.2 Importance and uses of computers in various fields.
  - 1.3 Classification of computers based on size, computing capabilities and operating principles.
- Unit-2: Computer Hardware and Software** **8**
- 2.1 Introduction to Computer Hardware and Software.
  - 2.2 Main parts of a computer: Input and Output devices.
  - 2.3 System Unit: Major components of System Unit (Motherboard, CPU, RAM, ROM, Memory Units, etc.).
  - 2.4 Ports of a computer.
  - 2.5 Computer Software (Application Software, System Software).
  - 2.6 Understanding the desktop of a Personal Computer (Desktop background, Start button, Taskbar, Search bar, Notification area, System tray area, Files, Folders and Other icons).
- Unit- 3: Understanding Information and Communication Technology (ICT)** **5**
- 3.1 Meaning and Concept of ICT.
  - 3.2 Tools of ICT.
  - 3.3 Uses of ICT in various fields.
  - 3.4 Importance of ICT in Pedagogy.
- Unit-4: Computer Network and the Internet** **7**
- 4.1 Types of computer networks.
  - 4.2 Understanding the important terms related to the Internet (World Wide Web, Web Browser, Website, Webpage, Universal Resource Locator, Search Engine, Internet Service Provider, and E-mail).
  - 4.3 Working safely in the Cyber World: Digital Wellbeing, Cyber Ethics, Cyber safety and security.
- Unit-5: E-contents in various formats** **10**
- 5.1 Understanding E-content and its various format.
  - 5.2 Exploring Text documents using tools like Libre Office (Free), MS Word (Paid),and Google Docs.
  - 5.3 Exploring Presentation slides using tools like Libre Office (Free) MS PowerPoint (Paid), and Google Slides.
  - 5.4 Exploring Spreadsheets to store and analyze data (such as class results) by using tools like Libre Office (free), MS Excel (Paid), and Google Sheets.
  - 5.5 Exploring Google tools: Docs, Slides, and Sheets for collaborative work.

## **PRACTICUM**

- Write an article in a Word Document within 500 words inserting images, tables, hyperlinks and references in MS Word and Google Docs.
- Make a lesson based presentation incorporating text, images, video, tables, hyperlinks in MS PowerPoint and Google Slides.

### **Internal Assessment**

**15**

Assignment: 5 marks

Practicum: 5 marks

Unit test: 5 marks

### **Instructions to Faculty/Mentor**

- Organize discussion among student-teachers on various aspects of ICT.
- PowerPoint presentation by the faculty on various key aspects related to ICT and Pedagogy.
- Hands-on experience with student-teachers in performing basic computer operations and the Internet.
- Organize individual and group presentations by student-teachers assisted by ICT tools.

### **SIP Activities**

- Demonstration of e-resources linked with QR codes of textbooks.
- Prepare students' profiles of a class using MS Excel.

**The activities are meant to acquaint the student- teacher to school process.  
[ Faculties will conduct these activities internally]**

### **Suggested Readings and web links**

1. Introduction to Information and Communication Technology (Part-I) for class VI developed by SCERT, Assam.
2. Introduction to Information and Communication Technology (Part-II) for class VII developed by SCERT, Assam.
3. Introduction to Information and Communication Technology (Part-III) for class VIII developed by SCERT, Assam.
4. Mishra, P., & Koehler, M. J. (2006). Technological pedagogical content knowledge: A framework for teacher knowledge. Teachers College Record, 108(6), 1017-1054.
5. <https://diksha.gov.in>
6. <https://egyankosh.ac.in>
7. <https://ncert.nic.in/textbook/pdf/iict107.pdf>
8. <http://ictcurriculum.gov.in/>
9. <https://ncert.nic.in/vocational/pdf/iees103.pdf>
10. <https://ncert.nic.in/textbook/pdf/lcs110.pdf>
11. <https://ncert.nic.in/pdf/GuidelinesforeContent3.pdf>

## School internship-II

Semester-2:		SCHOOL INTERNSHIP-II
Activities to be undertaken		Marks
1.	Observation of teaching-learning process at school including Ka-Sreni	10
2.	a. Developing students' profiles of a class using MS-Excel. b. Demonstration of e-resources link with QR codes and Textbooks.	5+5=10
3.	Interaction and Dialogue with students (analysis report)	10
4.	a. Review of school Text Books b. Designing activities/materials to assess writing skill based on class wise learning outcome.	10
5.	Case study on impact of poverty in educational development of a learner	10
6.	Organization of Mock Parliament on current social issues	5
7.	Creative writing (Poem, Story, Role Play), News reading, Folk Dance, Illustration etc.	5
8.	Organization of Work Education activities - Preparation of Action plan on Work and Education (class wise and its implementation), Preparation of hand magazine, collage, wall magazine, toy making, envelopes, bamboo craft, earthen pot, alpna, mehendi etc.	5
9.	Organization of Yoga- Student-teachers will conduct different types of Pranayama and meditations Kriya and Mudras.	5
10.	Writing Reflective diary/journal	10
11.	Designing activities to ensure achievement of a learning outcome of particular grade and subject.	10
12.	ECCE activities- the trainees to plan ECCE activities as a daily basis and undertake these activities in Ka Shreni of lab schools (five days)	10
Total		<b>100</b>



## **Guidelines for School Internship-II:**

The interns will undertake the following activities in their respective allotted schools.

1. ECCE activities:

- (i) Student-teachers will undertake various theme-based projects, for example flowers, vegetables, birds, water, family, transport, community helpers, animals etc. They will use the age appropriate learning materials for Ka-Shreni and will prepare activities on any one theme covering all domains. The essence of this approach is “integrated learning” and “learning by doing”. Through this theme based project children will gather concrete experiences about their environment. It is important for the student-teachers to keep in mind that the activities planned should have the potential to provide children to nurture their curiosity, creativity and the joy of learning to sustain their interest.

Example –

- Exploring the flower on the basis of their sizes, colour, smell etc.
- Singing rhymes/songs on flower
- Listening to and narrate stories about flowers
- Organising a visit to a flower garden
- Activities for concept formation, classification, seriation, matching, colouring, painting etc.

- (ii) The interns will organise and observe activities of community participation and will also organize meeting of parents and guardians.

The student-teachers will plan ECCE activities as a daily basis and undertake these activities in Ka-Shreni of the allotted school. The interns will submit the observation report at TEI with a countersignature of the head teacher of the school.

2. Observation of teaching-learning process at school: In order to make the observation structured and meaningful, the interns need to make the observation on the basis of a proforma. The proforma has to be developed in TEIs in workshop mode with full participation of the trainees before the internship programme. All the important aspects of teaching-learning process have to be incorporated in the proforma, which would be both subjective and objective. The interns will do this activity for four days, taking at least three periods daily. Different classes and periods of different subjects have to be observed. The interns will submit the observation report at TEI with a countersignature of the head teacher of the school.
3. Developing students’ profile: In order to facilitate the capturing of the students’ profile, the interns need to use one structured proforma for collecting all the aspects of the children, which are considered important for keeping and using in schools. The proforma has to be developed in TEIs in workshop mode with full participation of the trainees before the internship programme. Each intern will develop profiles of all the students of a particular class. The teacher educator will previously allot different classes for different intern. The important items of the profile will include age, gender, religion, CWSN, learning achievement, distance of home from school, home language, hobby, socio-economic conditions, literacy and profession of parents etc. The interns will submit the students’ profiles at TEI with a countersignature of the head teacher of the school.

4. Interaction and Dialogue with students (analysis report): In order to make the interaction and dialogue structured and meaningful, the interns need to use a schedule. Various child-level (grade-level) issues/points will be incorporated in the schedule. This will, among other important things, cover hobbies, likings/disliking, educational, cultural, social issues. The schedule has to be developed in TEIs in workshop mode with full participation of the trainees before the internship programme. At least five students of different classes will be subjected to the interaction and dialogue. The interns will analyze the responses of the children and will submit the same along with the responses at TEI with a countersignature of the head teacher of the school.
5. Case study of learners:  
TASK - Hands on experience of methods of studying children and the varying contexts in childhood:  
This would be a group activity of interns of the same allotted school. Each group will have 3/4 interns. The groups will use case-profile method to study the children. To prepare the interns ready to undertake the case profile method, the teacher educator will hold a detailed discussion on it before the internship programme. In schools, the interns of each group will select 3/4 children of different classes having varied socio-economic backgrounds. This would allow for a wide range of data which would be subsequently analyzed by the concerned group. The task would be organized in such a way that it helps in understanding and supporting developmental and educational needs of the marginalized learner/first-generation learner/street children and slum dwellers/CWSN. The intern in groups will submit the report at TEI with a countersignature of the head teacher of the school.
6. Writing Reflective diary/journal: In order to facilitate the interns in writing reflective diary/journal, a format will be developed at the TEI in workshop mode with full participation of the trainees and facilitated by the teacher educators. The reflective diary should be about the activities that would be performed in the schools and would be day-wise for the entire period of internship. Some other themes of the reflective diary/journal may be any innovative practice undertaken by the intern in school; counselling of students, counselling of parents, school developmental activities, Work education, Art Education, Yoga practices, understanding self by teachers etc. Each intern will submit the reflective diary/journal at TEI with a countersignature of the head teacher of the school.
7. Organization of activities on Art and Creative education, Work Education, Yoga: The interns in groups of 3/4 members would organize at least four activities for each on Art and Creative Education, Work education and Yoga. Different classes would be taken up by different groups for the activities. The intern in groups will submit the report on the organization of the activities separately at TEI with a countersignature of the head teacher of the school.
8. Mock Parliament :The TEIs will provide the interns with the guideline for organizing a Mock Parliament. As far as possible the Mock Parliament is to be organized on Social and Education issues of the locality.

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**Revised Syllabus of  
4<sup>th</sup> Semester D.El.Ed Programme  
2024**

<b>Year: 2<sup>nd</sup></b>	<b>Semester: 4</b>	<b>Code: S4. 1</b>
<b>SCHOOL CULTURE, PROCESS, LEADERSHIP FOR TRANSFORMATION AND TEACHERS' PROFESSIONAL DEVELOPMENT</b>		
<b>Marks:70 (ext) +30 (int)=100</b>	<b>Credit: 4</b>	<b>5 – 6 periods per week</b>

### **About the paper**

The purpose of education is to enable happy meaningful learning environments for all children. Between the “idea of education” and the implementation of an educational programme is a long journey that witnesses a range of dynamics amongst several important players. These include teacher, parents, school heads, district and block level education functionaries, academics, educators, facilitatorsthecommunity, Government planners, policy makers and children.

How are schools organized? What roles do Government functionaries perform to help schools provide quality education? What are the values and dispositions as listed in NEP-2020? What kind of leadership enables effective school education? How are educational standards and effectiveness defined? What are the processes of change facilitation and transformation in education? How to develop school as a learning organization? How to develop students’ portfolio for learning outcome and learning outcome and learning enhancement programme? What are the aspects for school Governance and leadership as per NEP-2020? What are the competencies, Commitment and Performance Standards of teachers as per NCTE?

This course brings together pieces of the puzzle that constitute effective school education. Through workshops, discussions on action research, readings, field-based project work and project presentations, trainees will develop an understanding of the range of factors that enable school organization and total quality management in the school system and fostering values and dispositions as listed in NEP-2020.

### **Mode of transaction**

- Close reading of specific text.
- Observation and documentation of school as learning organizational processes
- Field visit to centers of innovation, different types of schools, exchange of ideas/experience among the teachers in teachers’ collective meeting for teachers’ weekly plan/monthly plan ahead.

### **Objectives**

- To familiarize student-teachers with the structure and processes of the Indian education system.
- To help student-teachers develop a critical understanding of the notion of school organization and quality management in the context of the culture and processes of the school system.
- To enable trainees to develop a vision for education development and improvement.
- To develop preliminary research skills of trainees in education through Action Research.
- To enable trainees to develop an understanding of school leadership and transformation of school through educational leadership and management.

## **Unit-wise content**

- Unit 1: Structure of Indian Education system** **12**
- 1.1 Brief history of Indian education system from ancient era till modern age.
  - 1.2 Types of school under different managements in the present situation.
  - 1.3 Roles and responsibilities of Academic and Administrative functionaries of school education.
  - 1.4 School's relations with educational administration, management academic institutions and community.
- Unit 2: School Culture and Processes** **8**
- 2.1 What is school culture for curricular goals?
  - 2.2 How does school culture effect in learning process?
  - 2.3 Why School Process is important for accountability in-
    - (a) Curricular Process
    - (b) Curricular Associated Processes like smooth functioning of different school Committees, Forums, Assemblies, Mealtime, Health and Hygiene, Engaging with Parents and Communities, Sports Activities, Library, Student Parliament Activities, Student Mentoring, Festival, Celebration of days of National and State importance, Annual days, etc.
    - (c) Organizational Processes like School Development Plan, Annual Academic Calendar, mobilizing and allocating resource, data management and reporting, resolution of conflicts and disciplinary issues, safety related issues of students and teachers in the schools.
  - 2.4 Development of Values and Dispositions as listed in NEP-2020 such as:-
    - 1) Empathy and Respect with sensitivity
    - 2) Responsibility for sustainability
    - 3) Honesty and Integrity
    - 4) Patriotism, Tolerance and Peace
    - 5) Justice, Gender fluidity, Liberty and Respect for all
    - 6) Extended service and Helpfulness
    - 7) Rational thought and Scientific temper
    - 8) Creative Imagination
    - 9) Hard work and Commitment
    - 10) Courage and Resilience
- Unit 3: School Efficiency, School Effectiveness and School Standards** **10**
- 3.1 (a) Concept of school efficiency
  - 3.2 (b) What is School effectiveness and how it is assessed for improvement?
  - 3.2 Student Completion Rate(GER/NER/Promotion Rate)
  - 3.3 Understanding and developing standards in education through School Standard Setting Authority (SSSA), District Report Card etc.
  - 3.4 (a) Organizing Teachers' Collective Meeting for Classroom management, preparation of subject-wise Lesson Plan on weekly basis and its implementation including inclusive classroom.  
(b) Improvement of Students' Portfolio based on Learning Outcomes (LO) and Learning Enhancement Programme (LEP).
  - 3.5 What is Educational Research? Type of Educational Research, Concept and Application of Action Research in teaching-learning process at school level.

**Unit 4: School leadership and Management****12**

- 4.1 Educational Planning, Management and Leadership in Administration and Pedagogy
- 4.2 School as a Learning Organization
- 4.3 Transformation Teaching-Learning process in school in Indian context as per NEP 2020
- 4.4 Building and Leading teams for improvement
- 4.5 Leading Innovations and Partnership
- 4.6 Management of human, material and financial resource through school governance and Leadership as per NEP-2020
- 4.7 Total quality Management for Whole School Approach

**Unit 5: Transformation in Education****8**

- 5.1 Adoption of community-based approach and building ownership of school by the community.
- 5.2 Experiences of different Frameworks and Policies like NCF-2005, NCFTE-2009, NEP-2020, NCFFS-2022, NCFSE-2023.
- 5.3 Issues in Education and school reform.
- 5.4 Preparing and facilitating change for transformation in education.

**Unit 6: Understanding Teachers' Professional Development****20**

- 6.1 Teacher Education and Teachers' Training for professional development and its impact on teacher, students, organization and community.
- 6.2 Pre-service and in-service teacher education: concept, nature, objectives, scope, contemporary issues and challenges
- 6.3 Continuous Professional Development (CPD) through collaboration and cooperation at state National and International level.
- 6.4 Role, function and networking of IASE, DIET, CTE, BTC, NS, PPTTC, HTTC, HTC for teachers' development and education.
- 6.5 Role, function and networking of UGC, NCERT, NCTE, NIEPA, NERIE, SCERT, etc. for teachers' development and education.
- 6.6 Comparative analysis of NPE-1986, POA-1992 and NEP 2020 on Teacher Education system
- 6.7 Competencies, commitment and performance standards of teachers for professional development
- 6.8 Teachers' Professional Assessment through critical analysis and suggestions.
- 6.9 Mentor teachers for new teachers' development through Professional Learning Communities (PLC).
- 6.10 Professional Ethics of Teachers' (Set of moral principles and values that guide the behavior and conduct of individuals in a professional setting (it encompasses various aspects such as integrity, honesty, accountability and responsibility for successful and sustainable career among the working professionals.

## Internal Assessment

30

- Practicum (Project Work + Workshop+ Report Writing + Group Discussion): 10 marks
- Assignment (Individual and Group Work) :10 marks
- Unit test : 10 marks

## PRACTICUM

5 x 2 = 10

The practicum component of this course is meant to help students make specific connections in between field observations, case studies, classroom observations and discussions, analytical presentations and participation in change visualization.

The practicum have been categorized into two parts namely- PART-A : Project Work, PART-B : Workshop Theme under Internal Assessment.

(A) **Project Work:** To undertake a project on school culture and leadership in the neighborhood and to prepare a project proposal accordingly.

### (B) Workshop Theme

1. Team building activities in school.
2. Developing a vision and mission of School Head/Teachers for transforming teaching-learning process in school.
3. Role of School Head for educational management and development in school.
4. Development of Action Research project proposal in specific learning issues relating TLP of school.
5. Managing, organizing the classroom in different situations.
6. Professional Ethics of teachers.
7. Collaboration, Cooperation and Interaction with Support Organizations for Teachers' Professional Development (TPD)
8. Planning for Teachers' Collective Meeting and organizing Lesson Plan Class-wise for the week/month coming ahead.
9. Development of test Items/Tools for Assessment of LO and LEP in the school
10. School Development Plan (SDP) for school improvement and Development in short term and long term period.

### Instruction of Faculty/Member

- Group Discussions, Field Visits to best practice schools and sharing of experiences, Meeting and Contact with Community members and awardees' teachers, educationist and Philanthropists- on specific issues related to school education for project work.
- Observation and documentation of School Culture, School Development Plan and Preparation of Report for Five Schools.
- Close reading of each text and reflective journals suggested for group discussions.
- Collection of history of Community leaders, members, Freedom fighters, Educationalists, etc. contributed for establishment of school, college, other social activities etc. with organizational processes and preparation of report-at least five each trainees.

## Suggested Readings Materials/References

- Barta. S. (2003) from school inspection to school support.
- Study materials for D. El. Ed. Course KKHSOU, IGNOU, NIOS
- A text book of Education (Part-1 & II) Lokshahira Das, 2016
- RTE Act 2009
- Resource materials of D. El. Ed. Course, SCERT Publication
- [www.advanc-ed.org](http://www.advanc-ed.org)
- [www.ericdigests.org](http://www.ericdigests.org)
- [www.theleaderinme.org](http://www.theleaderinme.org)
- Howgreat leaders inspire everyone to take action- start with why by Simon Sinek (2011), Penguin Books Ltd.
- NPE-1986
- POA- 1992
- NEP- 2020
- NCF- 2005
- NCFTE- 2009
- <http://india.gov.in> and related links
- Education Reform Commission, Assam (1995)
- <http://scert.assam.gov.in> and related links
- <http://ssa.assam.gov.in> and related links
- <http://ncsl.niepa.ac.in> and related links
- <http://ugcmoocs.inflibnet.ac.in> (for micro teaching skills)
- SaikiaP., Kalita I., Kalita U. (2021) :Fundamentals of Action Research; DVS Publishers, New Delhi.
- Skiksha Tatta Aru Prayog, SCERT Publication (1995)
- Saikhik Parikalpanaar Byobasthapon, SCERT Publication (1995)
- Competency based and Commitment Oriented Teacher Education for Quality School Education.
- The Education Reforms Commission Assam (1995).
- Educational Administration and Management in Assam, NIEPA(2015)
- ebooksclub\_org\_total\_quality\_management\_in\_education.pdf (for Total Quality Management in Education by Edward Sallis, 2002)
- State Level Seminar on Action Research for Primary School Teachers (Seminar papers), SCERT Publication (2007)
- Bello, S.O. (2016) : School Effectiveness : Concepts, Indicators and Dimensions. Benin Journal of Educational Studies, Volume 24 Numbers 1 & 2, Pages 173-181
- [https://manodarpan.education.gov.in/assets/ing/pdf/21st\\_Century\\_Skill\\_Handbook.pdf](https://manodarpan.education.gov.in/assets/ing/pdf/21st_Century_Skill_Handbook.pdf)



- <https://www.ncert.nic.in>pdf> (for Education for Values in Schools – A framework, NCERT Publication)
- <https://ec.europa.eu>> A Whole School Approach
- Dosajh, N. L. (1977) : Modification of Teacher Behaviour Through Microteaching. Sterling Publishers Pvt. Ltd., New Delhi.
- Handbook for education officers for improving quality of school education developed and published by SCERT, Assam, 2024
- Karma- Gavesona : Gavesonar Ak Shailee by Dr. Nirmala Sarma

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<b>Year: 2<sup>nd</sup></b>	<b>Semester: 4</b>	<b>Code: S4. 2</b>
<b>DIVERSITY, GENDER AND INCLUSIVE EDUCATION</b>		
<b>Marks: 35 (ext) + 15 (int) =50</b>	<b>Credit: 2</b>	<b>2 – 3 periods per week</b>

### **About the Paper**

This course addresses the complex relationship between diversity in equality and equity in education. It aims to sensitize students to the diversity of life experiences and learning needs of different kinds of children. Inclusive education as understood today must give space to all children including girls, and transgender individuals, schedule caste, schedule tribe, Other Backward Class, Minorities, migrant children and children with special needs including children learning disability. This becomes more significant in the light of RTE ACT 2009, RPwD Act 2016 and NEP 2020. This course tries to explore certain possibilities of addressing the nature of inclusive education as well as sensitivity and teaching skills that it demands from the teachers. The need to promote inclusive education is increasingly being felt all over the world to include all children and to prepare them to participate in all activities with dignity, get equal opportunity and empower them to face life with courage and confidence.

### **Mode of transaction**

- Conduct of group activities, workshop, seminar, project, field studies and assignment relevant to the topic/unit.
- The practicum course will be undertaken to help the student trainee to explore the space for including all children in the schools.
- Role Play/ Dialogue and discussion has to be an integral part for transaction of the course
- Toy Based Pedagogy, Activity based learning using multisensory approach and gender neutral language during teaching learning process.

### **Objectives**

- To develop a comprehensive and critical understanding of children having different gender identities, socio economic & cultural identities and children with disabilities.
- To focus on the structures in our schools that serves as a hindrance towards inclusion of all students.
- To sensitize about importance of inclusive education at the local and global level.
- To emphasize living in harmony with one self with natural and social environment.
- To explore and understand the possibility of change through inclusive education
- To develop life skills that includes self esteem, self awareness, self defense skills, adverse empathy, effective communication etc.

### **Unit-wise content**

**15**

1.1 Concept and Principles of Inclusion and Inclusive Education

1.2 Importance of Inclusive education

1.3 Historical and contemporary perspective for educating the children with special needs

**1.4** Understanding the CWSN: Concept and characteristics of different types of disabilities as RPwD Act 2016

**1.5** Schemes, Programmes, Policies and different provision for CWSN

- a) RPwD Act 2016
- b) RTE Act, 2009
- c) RCI Act, 1992
- d) Programmes and Policies for CWSN

1.6 Different approaches and use of ICT for Inclusive teaching

1.7 Curriculum adaptation and modification and evaluation for CWSN

1.8 Differentiated instruction and Universal Design for Learning(UDL)

## **Unit 2: Gender, School and Society**

**15**

**2.1** Concept of Equity and Equality

**2.2** Understanding the concept of sex and gender and importance of education for girl child and transgender for national development.

**2.3** Society control mechanism in patriarchal and matrilineal societies

**2.4** Understanding about gender violence and different types of gender violence

**2.5** Acts related to gender violence

- a) Protection of women under Domestic Violence Act 2005
- b) Sexual harassment of women at work place (Prevention, Prohibition and Redressal Act 2013
- c) POCSO Act
- d) Prohibition of Child marriage Act 2006
- e) Pre Conception and pre natal Diagnostic Techniques (Provision of Sex selection ) Act 1994

**2.6**Inclusive perspectives : Addressing gender, CWSN, socially disadvantaged etc. in school curriculum, textbooks, classroom processes, student teacher interaction, assessment and evaluation

**2.7**Classroom management in an inclusive classroom considering gender equality, equity, and inclusion in classroom

**2.8** Guidance and Counselling for mental, emotional health and issues of adolescence along with gender inclusive approaches on safe touch, unsafe touch, to create awareness over their own bodies

## **Unit 3: Diversities in Classroom**

**5**

**3.1** Different forms of classroom activities

**3.2** Diversities as resource in teaching learning process

**3.3** Teacher's role in dealing diversities in the classroom

**3.4** Differentiated instruction

**3.5** Gender neutral play materials, games and sports (eg.in playing indoor and outdoor games, choice of teammates, physical activities, etc.) should be applicable for all genders.

**3.6** Gender neutral language, illustrative gender neutral examples beyond gender stereotypes and success stories related to girl child/ women and transgender.

## **PRACTICUM**

**3 x 2 = 6**

**TASK 1 : Prepare a** Case study of a school going child to identify diverse needs and submit report thereof.

OR

Collect a success story of a differently able students in the locality/community and submit a report thereof along with photographs

**TASK 2 :** Visit to a day care center/special school and submit a report thereof about their academic performance

OR

Organise a meeting with all teacher and students community regarding the creating of conducive environment for educating all children through peer acceptance

**TASK 3:** Collect information regarding the ongoing activities of SSA on Inclusive Education by interacting with field level functionaries of SSA working under Inclusive Education component.

### **Assignment**

- Prepare a profile of a differently abled child who is studying in the school.

OR

- Prepare a lesson plan for educating the CWSN in an inclusive setting classroom.

### **Assessment of Internal tasks**

**15**

- Practicum : 6 marks
- Assignment : 4 marks
- Unit test : 5 marks

### **Instruction to Faculty/Mentor**

- Organize classroom discussion among teacher-trainees for conceptual understanding of an inclusive classroom.
- The teacher education is to facilitate the students to prepare case studies and collection of success stories of CWSN/ person with disability.
- Encourage the teacher trainees to study news items, articles, e-books, research paper, journals, e-journals on disability issues.
- To provide guidance for lesson plan and TLM preparation for inclusive teaching.

### **SIP activities**

- Planning lesson & preparing STLM for inclusive teaching and its implementation.
- Preparation of Case history of children with diverse needs in the school (one case history per trainee)

### **Suggested Readings and web links**

- Resource materials of D. El. Ed : SCERT ; Assam
- SSA Publications.
- Baquer, A. And Sharma, A Disability vs. Challenges, N. Delhi : Can Publishers.
- Bhattacharjee, N (1999). Through the looking-glass : Gender Socialization in a Primary School in T. S. Sarawathi (ed.) New Delhi : Sage
- Hand Book on Education of children with special needs developed by SCERT, Assam
- Stakes, R. And Hornby, G. (2000). Meeting Special Needs in Mainstream Schools : A Practical Guide for Teachers (2<sup>nd</sup>ed).
- Ghai, A. (2001). Marginalization and Disability : Experiences from the Third World in M. Priestly (ed.) Disability and the Life Course : Global Perspective Delhi : Cambridge University Press.
- Gazette Notification of RPWD Act,2016
- Handbook on Special Education Dr. Uma....
- [www.inclusionbc.org](http://www.inclusionbc.org)
- [www.en.unesco.org](http://www.en.unesco.org)
- [www.opensocietyfoundations.org](http://www.opensocietyfoundations.org)
- [www.inclusive.tkt.org.nz](http://www.inclusive.tkt.org.nz)

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**Optional pedagogy courses of class 6-8  
level (Any one)**

<b>Year: 2<sup>nd</sup></b>	<b>Semester: 4</b>	<b>Code: S4. 3 (A)</b>
<b>MATHEMATICS</b>		
<b>Marks: 35 (ext) + 15 (int) = 50</b>	<b>Credit: 2</b>	<b>2 – 3 periods per week</b>

### **About the paper**

The main goal of mathematics education in schools is the mathematisation of child's thinking. For this, clarification of critical thinking and pursuing assumptions to logical conclusions is the central part of the mathematical hub.

Quality mathematics education is the every child's right. At the same time mathematics education to be affordable to every child and enjoyable to all.

According to NEP 2020, Mathematic education at the middle stage should help the student-teacher to prepare for the challenges they would face further in life. Vision of school mathematics at the adolescence to take place the situation where-

- (i) Children learn to enjoy mathematics
- (ii) Mathematics is a part of children's life experience which they talk about.
- (iii) Children understand about the basic structure of mathematics
- (iv) Teachers expect to engage every child in class

A very concern area of lack of teacher preparation and support in the teaching of maths can be handled by preparing the student-teachers how to-

- Engage every student towards conceptual challenges to the emerging mathematisation.
- Enrich teachers with a variety of mathematical resources.
- Shift the transactional processes with : formal problem solving (of everyday life), use of heuristic, estimation and approximation, optimization, use of pattern, visualization, representation, reasoning and proof, making connections, mathematical communication, puzzles, sports and art integrated pedagogy etc.
- Technically visualization plays a great role in mathematics education, Those to be practiced during the course.
- Networking the school teachers among themselves as well as with higher level teachers (e.g. (training institutions teachers, college/university teachers) will help to enrich them.
- Change modes of assessment to examine students' mathematisation abilities through enjoyable manner.

Mathematics learning for both the foundational and higher stages of our country has been more 'robotic' and 'algorithmic' rather than creative and aesthetic. This practice is a mis representation of the nature of mathematics and must be addressed during the transaction of this stage and that must be taken into granted by the student-teacher of the said course, who are the future formal teacher of the middle stage of school education.

All the above mentioned factors of NEP 2020 to be followed to internalize the middle stage mathematics and the student-teacher of this course must at par with all these.

### **Mode of transaction**

- To shift the teaching-learning methods towards play-based, art and sports integrated, activity based, discovery based, project and constructive based etc. for the classroom transaction of middle school contents.
- Technology provides additional opportunities for students of this stage to see and interact with mathematical concepts. Various digital platform and tools like Geo-gebra etc. make the teaching of mathematics more interesting and joyful. These should be practice during this periods.
- Teaching-learning materials (concrete) are most useful resources that make mathematics learning more enjoyable classroom transactions are encouraged by using those.
- Learning of mathematics should provide with opportunities to engage/discuss/do activities with peer groups not only to develop concepts but for assessment also.

### **Objectives-**

To enable the student-teacher to-

- connect the concepts of mathematics of middle stage to students' home experience and gradually shift to the language of mathematics.
- create the situation to handle the problem with open ended questions(those offer multiple correct answers) should be given more space in the exercises.
- encourage their learners to think in the way to formulate problems and not only the solutions in doing numerical computations.
- encourage their learners to consider Mathematics is a subject of exploration, discovery and creativity rather than a mechanical subject.
- develop skills to acquire appropriate attitude that promote children's learning in mathematics.
- evaluate the students' conceptual understanding in a more challenging way with reasoning, when and how a mathematical technique is to be used in different context of life.
- practice some better evaluating process, those could be interactive learning involving games, activities, discussion, puzzles, quiz etc. covering creative side of mathematics.

### **Unit-wise content**

**Unit 1:** Understands numbers and sets of numbers (whole numbers, fractions, integers and rational numbers) looks for patterns and appreciates relationships between the numbers. **5**

**Unit 2: Algebraic thinking and its applications** **6**

- 2.1 Number pattern that helps in generalization.
- 2.2 Idea and use of variables.
- 2.3 Formation of Algebraic expression, addition and subtraction of algebraic expression, identity.
- 2.4 Formation and solution of Linear equations.
- 2.5 Mathematical investigations/ puzzles that rely on algebraic thinking.
- 2.6 Algebraic expression-its co-efficient, index, power, constant, monomial, polynomials (binomial, trinomial)
- 2.7 Use the algebraic concepts to solve daily life problems with procedural fluency.



**Unit 3: Mathematical Reasoning** **6**

- 3.1 Process of generalization: -Pattern recognition and inductive reasoning process that enables formation of hypothesis.
- 3.2 Structure of Mathematics: Axioms, Definitions, Theorems.
- 3.3 Validation processes of mathematical statements: Proof, Counter examples, Estimation.
- 3.4 Problem solving in mathematics- a process.
- 3.5 Creative thinking in mathematics.
- 3.6 Manipulative mathematics.
- 3.7 Develops mathematical thinking and the ability to logically and precisely communicate mathematical ideas.

**Unit 4: Practical Mathematics and Data handling** **6**

- 4.1 Engage with puzzles and mathematical problems and develops own creative methods and strategies to solve them.
- 4.2 Discount.
- 4.3 Profit and loss.
- 4.4 Interests (Simple and Compound)
- 4.5 Collection, classification and interpretation of data from daily life experience.
- 4.6 Presentation of collected data.

**Unit 5: Geometric ways of looking at Space and Shapes** **5**

- 5.1 Develops understanding of perimeter and area for 2D shapes and use them to solve day-to-day life problems.
- 1.2 Congruency and Similarity.
- 1.3 Transformations and geometric shapes.
- 1.4 Understands, formulates and applies properties and theorems regarding simple geometric shapes (2D and 3D)

**Unit-6: Communicating Mathematics** **3**

- 6.1 Curriculum and classroom practices
- 6.2 Role of text book in Teaching- Learning process of mathematics.
- 6.3 Mathematics Laboratory/Resource Room.

**Unit-7: Assessment in Mathematics** **4**

- 8.1 Open-ended questions and problems.
- 8.2 Assessment for conceptual understanding.
- 8.3 Assessment for evaluation of skills of middle stage of mathematics.

**PRACTICUM** (Any two by each student-teacher) **2 x 3 = 6**

- Draw any picture of any living organism using different symbols of mathematical relations through the application of the idea of manipulative mathematics

- Make a list of all symbols, notations, operational signs used at elementary level mathematics.
- Collect the cost of twenty different vegetables in the local market and calculate the Mean, Median and Mode of the market prices of the articles.
- Prepare a 3-D object using no-cost materials and show its different components using separate colours for each kind of component. (Surfaces, Vertices, Edges).
- Select five children from different socio-cultural and socio-economic background and collect their expected knowledge of different units for counting or calculation which proves that the role of social back ground in the process of the learning of mathematics.
- Convert the mathematical statement; ‘four-fifth’ into Vulgar fraction, decimal fraction, percentage and pictorial form.

### **Internal Assessment**

**15**

The assessment of the internal activities done by the student-teachers is to be made by the mentor/faculty individually and as per the norms set by the faculty and it is to be recorded and documented properly for future purpose of overall assessment.

- Practicum : 5 marks
- Assignments : 5 marks
- Unit test : 5 marks

### **Instructions to Faculties/Mentors**

Mentors/Faculties will organize workshop with the student-teachers in the institute to strategize the successful completion of the internal activities to be done by them under active supervision of the Mentors/Faculties. They will develop necessary format for the activities if necessary with the help of student to enable them to prepare such documents in future.

The activities which are to be done by them are to be properly documented, recorded and reported to the authority if necessary by the mentors/faculties for future reference/internal assessment.

### **SIP activities**

For the Student-teachers of semester-IV; the following activities on Mathematics will be assigned for internship:

- Reflection on the teaching of mathematics done by the student-teacher in semester-III and to re-teach the same in school classes on the same topics of the same subjects taken earlier basing on the mistakes made by him/her (at least ten classes).
- The classes will be observed by the peers and by the mentor/faculty strictly using standard format developed earlier by the faculty.

### Suggested Readings and web links

- Textbooks on Mathematics for classes III-X prepared by SEBA, the SCERT, Assam.
- Teaching of Mathematics: Kocchar.
- GanitShikshan: H.K.Sharma.
- GanitShikshan: Dr.B.K.Dev Sharma.
- Resource materials for D.El.Ed: SCERT, Assam.
- Study materials for D.El.Ed. course: KKHSOU/IGNOU.
- OER ‘Using number games: developing number sense’ of TESS-India (EM-01)
- OER ‘Using number line and the expression ’ of TESS-India (EM-03)
- OER ‘Using rich tasks: area and perimeter’ of TESS-India (EM-10)
- OER ‘Physical representation in mathematics: Handling data’ of TESS-India (EM-11).
- OER ‘Conjecturing and generalizing in mathematics: Introducing Algebra’ of TESS-India.(EM-13).
- OER ‘Using embodiment manipulative and real experiences: Teaching about angle’ of TESS-India (EM-14).
- OER ‘Creative thinking in mathematics: proportional reasoning’ of TESS-India (EM-15)
- Upper Primary training modules on Mathematics: SCERT, Assam.
- Open Educational Resources (OER’s) of TEES-India.
- [www.khanacademy.org](http://www.khanacademy.org)
- [www.springer.com](http://www.springer.com)
- [www.coursera.com](http://www.coursera.com)
- NCF-FS 2022
- NCF-SE 2023

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<b>Year: 2<sup>nd</sup></b>	<b>Semester: 4</b>	<b>Code: S4. 3 (B)</b>
<b>SCIENCE</b>		
<b>Marks: 35 (ext) + 15 (int) = 50</b>	<b>Credit: 2</b>	<b>2 – 3 periods per week</b>

### **About the paper**

The aim of this course is to develop scientific temperament and help the student teachers to have an advanced understanding on the concept of science. The students should be encouraged to deal with the nature of science and relate with inquiry in this area. The student should be able to critically reflect on issues of gender and inclusion in science Education.

### **Mode of transaction**

- Use of hands on demonstration/experimentation.
- Emphasis on scientific vocabulary and its role in development of scientific knowledge.
- Organizing debates/seminars/Exhibition /Quiz and on the content area of school science textbooks (Class VI, VII, VIII).
- Organizing workshop for development of TLMs, learning Resources.
- Use of 5 Es Pedagogical approach of science teaching in class room transaction.

### **Objectives**

- To encourage student-teachers to develop understanding of the concepts, laws and theories, process capacities of science in keeping with their developmental stage.
- To engage student-teachers with various aspects of nature of science.
- To develop an understanding the connection between science and other curriculum areas.
- To develop an understanding of the relationship between science, technology and society.
- To develop scientific temperament.
- To help student-teachers to select and use appropriate pedagogical approaches and assessment strategies in science teaching.

### **Unit-wise Content**

#### **Unit 1: Introduction to Science Education**

**5**

- 1.1 Science: Nature of knowledge and concept.
- 1.2 Aims and objectives of science education at elementary level.
- 1.3 Children's ideas related to scientific concepts, probing, documenting and analyzing.
- 1.4 Science as process, science as product.

<b>Unit 2: Classroom Transaction</b>	<b>15</b>
2.1 Scientific Approach : Concept, Project, Activity, Integrated.	
2.2 Use of concept mapping in development of scientific competencies.	
2.3 Science teaching through constructivist approach.	
2.4 Use of ICT in Science teaching	
2.5 Pedagogical Approaches of teaching science- Project centred approach; Problem solving approach; demonstration approach; experimental approach; hand-on-science; inquiry approach; didactic approach.	
2.6 Art and sports integrated pedagogical approach in teaching-learning science.	
2.7 Preparation and use of TLM.	
2.8 Science kit : Need and importance.	
2.9 Field Trips (Science Museum, Wildlife sanctuary, Planetarium etc.) and Survey as learning resources.	
<b>Unit 3: Science for All</b>	<b>10</b>
3.1 Science technology and society inter face.	
3.2 Contribution of India in various disciplines of science.	
3.3 Linkage between scientific knowledge and knowledge across other curricular area.	
3.4 Population Education: Health and Hygiene, Population Explosion, removal of social evils (superstition, child marriage, polygamy etc.)	
3.5 Issues of gender, language, culture, equity and inclusion in science classes and strategies to address those.	
3.6 Use of science and technology in day to day life.	
3.7 Challenges related to science education.	
<b>Unit-4: Classroom Planning and Evaluation</b>	<b>5</b>
4.1 Planning for teaching science - Annual plan, Unit Plan, Lesson Plan	
4.2 Learning outcome based knowledge, activities and assessment.	
4.3 Assessment in Science : Tools and Technique.	
4.4 Preparation of question paper – Blue print and marking answer sheets, analysis and report writing.	
<b>PRACTICUM (Any Three)</b>	<b>2 x 3 = 6</b>
1. Identifications of different parts of plants through herbarium sheet.	
2. Experimentation on different kinds of soil, e.g. Loamy, Sandy etc.	
3. Collections of different kinds of seeds and preparation of chart.	
4. Food item and their major elements.	
5. Use of different kinds of lenses in different objects.	
6. Measurement of elements of weather: temperature, rainfall, wind speed and atmospheric pressure.	

7. Germination of seeds.
8. Making of Album, Chart and Model
9. Use of indicators to identify acid, base and salt.
10. Preparation of competency based TLM- class wise and lesson wise

### **Assignment**

**4**

- Challenges related to science education in the present day context.

### **Internal Assessment**

**15**

- Practicum : 6 marks
- Assignment : 4 marks
- Unit test : 5 marks

### **Instructions to Faculty/Mentor**

- Experiment and demonstration should be done to teach science.
- Organize debates, quiz, seminar and exhibition based on science content areas.
- Ensure active involvement of students in science learning.
- Help students to develop conceptual framework as well as to develop problem solving skills
- Assess the students on regular basis
- Use constructivist approach to teach the concepts of science.
- Ensure to develop the following skills of science learning –
  - :: Observational skill
  - :: Drawing skill
  - :: Constructional skill
  - :: Experimental skill
  - :: Innovative Practices and Creative Thinking

### **SIP Activities**

- Preparation of album – E. g medicinal plants, different kinds of leaves etc
- Preparation of reflective journal and record keeping
- Classroom transaction with science lesson plans.

### **Suggested Readings and web links**

1. Modern science teaching by R.C. Sharma
2. Study Materials for D. El. Ed Course KKHSOU/IGNOU/NIOS
3. Teaching of Science by R.C. Das
4. Text Books on science for classes VI to VIII SCERT, Assam
5. Resource materials of D. El. Ed course, SCERT, Assam
6. Science activity book-VI, VII, VIII.
7. [www.inspiring-science-education.net](http://www.inspiring-science-education.net)
8. [www.jove.com](http://www.jove.com)

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<b>Year: 2<sup>nd</sup></b>	<b>Semester: 4</b>	<b>Code: S4. 3 (C)</b>
<b>SOCIAL SCIENCE</b>		
<b>Marks: 35 (ext) + 15 (int) = 50</b>	<b>Credit: 2</b>	<b>2 – 3 periods per week</b>

### **About the Paper**

Teaching of Social Science starts from Upper Primary standard as one of the core school subject. This subject is different from other subject because from this we not only study about society in scientific method but also imagine ideal social system. The nature of this subject is related to the imagination of future society, that is why different type of social interference are there in its teaching.

In this course student teacher will get acquainted with characteristics of social science subject and will study introduction of specific nature of subjects like History, Geography, Social-Economics and Social-Political Science. This course introduces students to different perspectives about these subjects. It would also examine the ways in which different visions and understanding of the subjects get reflected in different curriculum, syllabus and textbooks. It suggests how social sciences can develop capacities to critically understand society and social reality around us with reference to time and space.

### **Mode of transaction**

- Classroom interaction through discussion and collaborative learning process.
- Engaging students in debate, group discussion, seminar etc.
- Conducting, project work, field study, survey, exposure visits etc.
- In addition to above the teacher educator may adopt any innovative practice for transaction of the curriculum

### **Objectives**

- To develop knowledge and skills to critically understand the concepts drawing from the discipline of history, geography, political science, economics and sociology to interpret present reality.
- To be able to analyze social science school curriculum, syllabus and text books.
- To develop skills to gather, interpret and analysis of data.
- To get acquainted with and be able to use different pedagogies to transact the social science school curriculum.
- To be able to assess children’s learning, keeping in view their all-round development.

### **Unit Wise Content**

#### **Unit 1: Nature and importance of Social Science**

**4**

- 1.1 Meaning and scope of social science.
- 1.2 Importance of teaching social science at Upper Primary level according to NEP-2020.



**Unit 2 : Important concepts of social science -**

**8**

2.1: Society, Civilization, State, Regions of the world, Market.

2.2: Social Change : Meaning and types

2.3: Human Right

**Unit 3:Need of appropriate teaching method in social science13**

3.1 Experiential Learning in social science

3.2 Innovative Pedagogies suggested by NEP 2020

- Art-integrated
- Toy-based
- Story-based
- Sports-integrated
- ICT-integrated

3.3 Learning resources in teaching social science-

Maps, Monuments, Coins, Institutions, Festivals, Literature, Folklore etc.

**Unit 4: Classroom Planning**

**10**

4.1 Need of planning for social science classroom transaction.

4.2 Analysis of school text books (Class VI to VIII) of social Science to understand the perspective about the subject.

4.3 Concept Mapping and instructional objectives in social science teaching.

4.4 Themes and structure of the units and its planning.

4.5 Technique & tools of evaluation of social science teaching.

**PRACTICUM**

**3 x 2 = 6**

- Field study on social issues.
- Assignment Project work.

Suggested topic for field study (Any one)

1. Witch-hunting – a myth or a social evil? Indian stigma attached to witch-hunting, where the accusation is entirely based on speculations and social beliefs. Study the impact of Witch-hunting on present Assamese society.
2. Conduct a study in your locality about significantly increasing use of information and technology and its impact on the young generation.
3. Impact of Child marriage in our society- Conduct a study.

4. Economic Inequality- how it is affecting the education, growth and progress of young generation of our society?
5. Aggression – Is our society getting increasingly angry? Conduct a study in your locality on aggression, - its impact, causes and prevention.

Suggested Assignment/project work (Any one)

1. Study the Ahom rule in Assam and its contribution in building modern Assam.
2. Map any locality based on the distance and directional relationship from your educational institution. Mark out geographical components- hills, rivers etc. institutions, historical monuments, banks, local market and other points of interest. Also speak with residents and other people who inhabit the same space to explore the oral history, and the distinctiveness of the particular location, Try to see the linkages between various institutions that exist in this locality.
3. Through field visits, understand a slum in terms of its economics, existence, politics and historical memories. Develop connections between these factors to understand the nature of their present concerns and problems.
4. Study the transport needs of a community by analyzing different kinds of vehicles people own. Examine their relation with the gender and the socio-economic standards. Historically, trace the changes that can be seen in the transport needs of the community. Study the changes that are reflected through the historical tracing. Also assess the economic and environmental aspects of various forms of transport.

**Internal Assessment**

**15**

- Formative assessment in verbal and written form(Quantitative assessment)
- Assessment on assignment (Quantitative and qualitative). Under quantitative assessment- written and oral work done by the teacher trainees on the content of the paper. Under qualitative assessment observation of classroom teaching practice and interview on field study and project work.

Under both qualitative and quantitative assessment seminar reports, field study reports, project work report, performance in workshop etc will be assessed.

- Practicum : 6 marks
- Assignment : 4 marks
- Unit test : 5 marks

### **Instruction to Faculty/Mentor**

- Unit 1 may be conducted through classroom discussion.
- Unit 2 may be conducted by organizing seminar on different content given in unit 2 and that will be followed by discussion (This activity may be conducted in group)
- Unit 3, 4 and 5 may be conducted together. First the teacher educator will give a brief idea regarding 3, 4 and 5 as a whole which will be followed by group formation of the teacher trainees. Each group will consist with 2-3 members. Each group will be given one method prescribed in Unit 3. Groups will choose one lesson of any social science text book of UP level. Through Concept mapping and competency mapping each group will find out competencies of the selected lesson. Among the competencies one competency is to be chosen by each group which can be transacted through the method they have selected groups will have to design activity for the competency where they need to use specific strategies as well as resources mentioned at Unit 3.2 and 3.3 respectively for effective transaction. Each group needs to design strategies to evaluate the learning by considering specific techniques and tool mentioned in Unit 5. The groups will prepare a report on the above mentioned activity and present it for class room discussion.

### **SIP Activities**

- Preparation of Unit Plan and Learning Plan for classroom teaching.

### **Suggested Readings and web links**

1. Social Science textbooks, classes VI-X: SEBA, SCERT; Assam
2. Batra, P. (ed.) (2010). *Social Science Learning in Schools: Perspective and Challenges*, New Delhi : Sage.
3. George, A. and Madan, A (2009). *Teaching Social Science in Schools: NCERT's New Textbook Initiative*. New Delhi : Sage.
4. Resource Materials of D.El. Ed. Course, 2012 publ: SCERT; Assam
5. Study materials for D. El. Ed. Course: KKHSU
6. Study materials for D. El. Ed. Course: IGNOU/NIOS
7. Teaching of Social Studies:Kocchar
8. NCERT, (2006). Position Paper National Focus Group on *Teaching of Social Sciences*. New Delhi: NCERT, (Page no:1-19)
9. [www.esrc.ac.uk](http://www.esrc.ac.uk)
10. [www.study.com](http://www.study.com)
11. [www.open.edu](http://www.open.edu)

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<b>Year: 2<sup>nd</sup></b>	<b>Semester: 4</b>	<b>Code: S4. 3 (D)</b>
<b>ENGLISH</b>		
<b>Marks: 35 (ext) + 15 (int) = 50</b>	<b>Credit: 2</b>	<b>2 – 3 periods per week</b>

### **About the paper**

The purpose of the course is to enable the student teachers to create a supportive environment for experimenting learning of English as a second language. The course will familiarize the student teachers with the prevalent language teaching practices in classroom, their merits and demerits and possibilities by linking theories with classroom instruction. This course is based on the language learning approaches as envisaged in NEP- 2020, NCF-2023, NCFTE-2009 and NCTE Guidelines 2014 for 2-year D.El.Ed course. This paper will equip the student teachers for dealing English as a core subject at the upper stage of elementary education.

This paper is based on constructivist approach as the student teachers are exposed to the contemporary practices in English teaching. Maximum emphasis is laid on using specific strategies for teaching English by giving equal space for both theory and practice.

### **Mode of transaction**

- Constructivist participatory Approach based on group discussion, content deliberation, Discourse on the textbook.
- Workshop mode, seminar, project work, Assignments, etc.
- Activities for development of language skill in general and spoken /oral English in particular.

### **Objectives :**

To develop in student teachers -

- A perspective on English language Teaching (ELT)
- Classroom management skill, procedures and teachings for teaching language.
- An insight into the Assessment of English language acquisition.
- Capability to adopt the English textbooks and for interpreting various text independently.
- Excellent verbal and written communication capacities.

### **Units of Content**

#### **Unit 1: Key factors affecting acquisition of English as a second language 10**

- 1.1 Policies of teaching English in India with special reference to Assam.
- 1.2 Challenges for teaching English in a multilingual setting.
- 1.3 Integrating English with other subjects.

- Unit 2: Class room Practices and possibilities** **10**
- 2.1 Connections between classroom instructions and theories /principles to the teaching of English.
  - 2.2 Using multilingual class room as a resource for teaching English.
  - 2.3 Promoting the environment for learning English in and outside the class room, use of community resources.
  - 2.4 Integration of ICT, Sports, Art in English teaching.
- Unit 3: Adopting the textbook** **8**
- 3.1 Compatibility of the textbook with the aims set in the school curriculum.
  - 3.2 Critical literacy: Response to and interpreting various texts independently (prose, poetry etc)
  - 3.3 Analyzing the English textbook of elementary level; understanding the literary terminology (simile, metaphor, imagery, irony, alliteration); identifying the Learning Outcomes/competencies, language and grammatical, elements and structures embedded in the lessons.
- Unit 4: Assessment of English language Acquisition** **7**
- 4.1 Current assessment procedures.
  - 4.2 Attitude towards errors and mistakes in second language learning.
  - 4.3 Measuring and recording of learners' progress: portfolio, anecdotal records, teacher's diary, reflective journal etc.
  - 4.4 Construction of Test items in English.
- Activities for internal assessment** **15**
- (i) Spoken /Oral English activities:
    - (a) Dramatization, extempore speech, debating, group/panel discussion etc.
    - (b) Describing things, narrating events/ incident etc.
    - (c) Conversation (in pairs/groups) on given situations/dialogues.
- (2) Assignment (any two):**
- (a) Designing language games based on Learning Outcomes in English of a specific class.
  - (b) Reading children literature.
  - (c) Writing for wall magazine/news letter/word-wall etc.
  - (d) Making the classroom print rich.

### **(3) Unit test**

#### **Internal Assessment**

- Spoken/oral English activities : 5 marks
- Assignment : 5 marks
- Unit test : 5 marks

#### **Instructions to the Faculty/Mentor**

- The topics/contents under each unit of the paper have to be discussed applying different methods/techniques/approaches and using various materials
- To assess the students internally, the prescribed activities should be carried out strictly
- Formats required for Measuring and Recording of learners' progress: portfolio, anecdotal records, teacher's diary, reflective journal etc. are to be developed in workshop mode involving the student-teachers.

#### **Activities for Class Assignment and School Internship Programme (SIP) :**

Lesson planning and classroom transaction with special focus on the use of TLM, ICT integration, Art integration, sports integration and assessment for different classes.

#### **Suggested Readings web links**

- NEP-2020, NCF- 2023; NCFTE-2009; NCTE/SCERT Guidelines for D. EI. Ed course
- Resource Materials of D. EI. Ed course Published by SCERT, Assam
- SLMs for D. EI. Ed. course published by IGNOU, KKHSOU, NIOS etc.
- OERs and TDUs of TESS-India
- Books on Spoken/Oral English published by SEBA and other Publications
- Books on Methods and Techniques of Teaching English published by various Indian and Foreign publishers
- [www.tess-india.edu.in](http://www.tess-india.edu.in)
- [www.britishcouncil.org](http://www.britishcouncil.org)
- Other relevant websites

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<b>Year: 2<sup>nd</sup></b>	<b>Semester: 4</b>	<b>Code: S4. 3 (E)</b>
<b>MIL</b>		
<b>Marks: 35 (ext) + 15 (int) = 50</b>	<b>Credit: 2</b>	<b>2 – 3 periods per week</b>

### **About the Paper**

The course gives sufficient opportunities to the student-teachers to acquire the understanding and skills for handling MIL in classroom situation. A linkage among the curriculum, syllabus and textbook has also been considered for deliberation. It is very much essential for the student-teachers to be familiar with the curriculum, syllabus and text books of elementary classes, and accordingly space has been kept in the course for this.

Through this paper it is expected that the hidden creative potentiality of the student-teachers will come out. The development of reading habit of student-teachers has been focused. Focus has also been kept to familiarize the student-teachers with children literature.

### **Mode of transaction**

Constructivist approaches of TL-processes, Group work, discussion, workshop, seminar, field study etc.

### **Objectives**

- To develop understanding about the curriculum and syllabus of upper primary level.
- To enable the student-teachers to make analysis between curriculum and text book
- To develop the skill of creative writing
- To develop the skill of reading
- To encourage the student-teachers to prepare the handmade magazine and wall magazine and other writing also.

### **Unit- wise content**

#### **Unit 1: A look into the curriculum, syllabus and text book (from class VI to VIII) 15**

- 1.1 Objectives of curriculum
- 1.2 Relationship between text book, syllabus and curriculum
- 1.3 Analysis of the features of the text books
- 1.4 Mapping competencies of language textbook of any class
- 1.5 Preparation of lesson plans from text book of any class
- 1.6 Preparation of lesson based TLM (from at least two lessons of any class)

#### **Unit 2 : Creative Writing 5**

- 2.1 Objectives of curriculum
- 2.2 Preparation of a handmade magazine, wall magazine

- 2.3 Comparison among curriculum, syllabus and text book.
- 2.4 Literary language learning skills : experimental writing, literary expression and critique

**Unit 3 : Extensive Reading** **15**

- 3.1.1 Developing functional reading skills, literary reading skills, critical reading skills (by letter, poster, email, blogs, comments, essay, graphic, reports etc.)
- 3.2 Children literature
- 3.3 Short stories
- 3.4 Biography
- 3.5 Travelogue
- 3.6 Dictionary
- 3.7 Encyclopedia
- 3.8 News paper and magazine

**PRACTICUM (Any Two)** **5 x 2=10**

- Critical analysis of the upper primary language textbook (Class VI - VIII)
- Analysis of the features of the text book of any class (Class VI - VIII)
- Preparation a handmade magazine/ wall magazine (Group Activity)
- Study a children literature and analyse it critically.
- Mapping of competencies of lessons of language textbooks.
- Preparation of lesson plan and its transaction
- Group discussion and sharing on the benefits of the extensive reading.

**Internal Assessment** **15**

- Practicum and Assignment : 10 marks
- Unit test : 5 marks

**Instruction to Faculty/Mentor**

- The mentor will arrange workshop for curriculum and text book analysis
- Group work for development handmade magazine etc.
- Mentor will try to build up the habit of the learner to utilize the library for effective reading.
- Mentor will monitor the reading of newspapers by all students in morning assembly.



## **SIP Activities**

- Organize a literary competition.
- Develop a wall magazine/ handmade magazine.
- Conducting, anchoring of an event, interview taking (with help of proper and justified questionnaire, panel discussion on an issue.

## **Suggested Reading and web links**

- Upper primary curriculum prepared by SCERT
- Text Books of Class VI- VIII developed by SCERT
- SishuRashanawali by Navakanta Barua
- AsamiyaSahityarSamitkShamok Itibritta
- Chandrakanta Abhidhan- Edited by – Dr. Malinee Goswami
- Baro – Othoro: Dr. Homen Borgohain, Editor
- Any children page from daily newspapers
- [www.accreditedlanguage.com](http://www.accreditedlanguage.com)
- [www.languagetesting.com](http://www.languagetesting.com)
- [www.transparent.com](http://www.transparent.com)
- National Curriculum Framework 2023

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## SCHOOL INTERNSHIP-IV

Semester-4: SCHOOL INTERNSHIP-IV		
Activities to be undertaken		Marks
1.	Lesson planning and classroom transaction  (Use of TLM and OER, Art integration, toy based pedagogy/story telling/ sports integrated pedagogy, ICT integration including use of e-contents of Energized textbook/DIKSHA, etc.)	100
2.	Action research on issues related to classroom transaction	25
3.	Preparation of School Development Plan (taking into consideration of class-wise enrolment, class-wise repetition rate, completion rate of students, class-wise drop-out rate, average attendance)	15
4.	Assessment and Evaluation of students learning outcomes (Preparation of blue print, question paper, answer script analysis and report writing)	40
5.	Writing Reflective diary/journal (with reflection on own teaching and peer teaching)	20
6.	<ul style="list-style-type: none"> <li>a. Organisation of competition on puppetry, toy making, role play, dance, music etc.</li> <li>b. Planning and organization of activities for art integrated learning linked with Learning Outcomes of subjects with the use of local resources.</li> </ul>	10+10=20
7.	Organisation of activities related to work education – preparation of chart based on contents of school subjects, preparation of items such as files, registers, envelope, writing pads, album, etc., plantation, project work on curricular subjects, making items from waste materials etc.	10
8.	Developing health record of students by calculating BMR, BMI and health related physical fitness components.	10
9.	Organization of Workshop on vision, aspiration and purpose of life, value based education, role of science and religion in society.	10
10.	Community work (Each group as specified in the curriculum will undertake the community work in the area as mentioned in the curriculum. After completion of community work, the group will have to submit a report on it to the principal of their respective TEIs)	50
<b>Total</b>		<b>300</b>

**Note:**

- **Internship-IV will be for 12 weeks.**
- **At an interval of every 15 days, the trainees will have to report at their respective TEIs for review and necessary guidance/feedback.**

### **Guidelines for School Internship-III:**

The interns will undertake the following activities in their respective allotted schools.

1. Undertaking Action research:Each intern will conduct ONE action research upon any meaningful and relevant aspect of problems prevalent in the school. They will conduct the action research in a structured format. A report on the action research conducted and countersigned by the Head Master has to be submitted at the TEI immediately after the internship period.
2. Assessment and Evaluation of student learning: Each intern will assess and evaluate of children of any class on any subject. For this they will have to previously prepare adequate tools for assessing skills, understanding, knowledge, application. They will prepare the tools on the basis of a blue-print, which will be prepared at TEI in consultation with their concerned Mentor/Faculty
3. Preparation of School Development Plan (SDP): The interns in group of 3/4 members will prepare a school development plan for the school. The plan should have a focus upon the academic achievement of students. Community members/SMC members must be involved in the process of preparing the SDP.
4. Writing Reflective diary/journal: In order to facilitate the interns in writing reflective diary/journal, a format will be developed at the TEI in workshop mode with full participation of the trainees and facilitated by the teacher educators. The reflective diary should be about the activities that would be performed in the schools and would be day-wise for the entire period of internship. Some other themes of the reflective diary/journal may be any innovative practice undertaken by the intern in school; counselling of students, counselling of parents, school developmental activities, Work education, Art Education, Yoga practices, understanding self by teachers etc. Each intern will submit the reflective diary/journal at TEI with a countersignature of the head teacher of the school.
5. Organization of activities on Art and Creative Education, Work Education, Yoga: The interns in groups of 3/4 members would organize at least two activities for each on Art and Creative Education, Work education and Yoga. Different classes would be taken up by different groups for the activities. The intern in groups will submit the report on the organization of the activities separately at TEI with a countersignature of the head teacher of the school.
6. Community work for 2 weeks: The interns in group of 4/5 members will undertake the following activities in the locality –
  - Campaign/meeting on RTE, 2009
  - Campaign against child-abuse.
  - Campaign on health and sanitation; Swachh Bharat.
  - Participation of community members in school activities.

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## **Suggested Format for Action Research**

Prepared by – Dr. N. K. Gupta NCERT, New Delhi

1. Name of Investigator
2. Complete Address with Phone no
3. E-mail if any
4. Title of the Study
5. Introduction
  - Conceptual Background
  - Need and Justification
  - Theoretical Perspective if any
  - Identification of the problem (broader area)
  - Focus of the study
  - Pin pointing the problem
6. Objectives of the study
7. Research Questions
8. Probable causes of the problem (diagnosing the causes)
9. Action Hypothesis
10. Methodology
  - sample
  - background features
  - procedure-action plan
  - tools to be used
  - data collection
  - organisational framework etc.
11. Monitoring of research outcomes (Self Evaluation)
  - (i) Progress after 15 days
  - (ii) Progress after 1 month
  - (iii) Progress after 1.5 month
  - (iv) Progress after 2 months
  - (v) Progress after 2.5 months
  - (vi) Progress after 3 months
  - (vii) Progress after 3.5 months so on
12. Result
13. Educational Implication
14. Time budgeting
15. Money Budgeting
16. References/bibliography if any

## **Suggestive Report writing format for an Action Research**

Prepared by – Dr. N. K. Gupta NCERT

Title page

Terms Used if any

Index

1. Name of Investigator
2. Complete Address with Phone no
3. E-mail if any
4. Title of the Study

### **Chapter-I**

#### 5. Introduction

- Conceptual Background
  - Need and Justification
  - Theoretical Perspective if any
  - Identification of the problem (broader area)
  - Focus of the study
  - Pin pointing the problem
  - Defining the key terms used
6. Objectives of the study
  7. Research Questions
  8. Probable causes of the problem (diagnosing the causes)
  9. Action Hypothesis

### **Chapter-II**

#### 10. Methodology

- sample
- background features
- procedure-action plan
- tools used along with method of development and characteristics
- data collection
- organisational framework etc.

### **Chapter-III**

11. Review of Related Literature

### **Chapter-IV**

12. Monitoring of research outcomes (Self Evaluation)

- (i) Progress after 15 days
- (ii) Progress after 1 month
- (iii) Progress after 1.5 month
- (iv) Progress after 2 months
- (v) Progress after 2.5 months
- (vi) Progress after 3 months
- (vii) Progress after 3.5 months so on

### **Chapter-V**

13. Data Analysis and finding trends and Discussions

### **Chapter-VI**

- 14. Result
- 15. Suggestions for further research if any
- 16. Educational Implication
- 17. Time budgeting
- 18. Money Budgeting
- 19. References/bibliography if any

Appendix

Annexures

### **Summary of Action Research**

- Title
- Need and Scope
- Objectives
- Research Questions
- Action Hypothesis
- Procedure including tools and sample
- Result
- Suggestions

### **Abstract**

An overview of total action research summary in nearly 150 words

Title

Need/Sample/Area

Objectives in 1-2 lines

Procedure including all items (50-75 words)

Result

(No Research Questions/No action research hypothesis)

**Source:-**

State Level Seminar on Action Research for Primary School Teachers (Seminar Papers), SCERT Publication (2007)

**Suggestion Format for School Development Plan (A Model Developed by NCSL, NIEPA)**

**I. School Vision and Mission** (Describe your School’s Mission and Vision, which identifies its purpose and its core values)

**II. School Profile:**

- a. Name of the School :
- b. Name of School Head :
- c. Name of the Assistant Head :
- d. Name of the Secretary, Teacher Council :
- e. Total number of Teaching Staff : (TGT + PGT)
- f. Number of Teaching Staff as per subject :
- g. Types of School : (1-12), (6-12), (8-12)
- h. Medium of Instruction :
- i. Number of Classrooms :
- j. Total enrolment in the school :
- k. Location of the School : (Road), (Urban), (Semi Urban)
- l. School Context : (Explain the community to which the school serves, their socio-economic conditions, their educational background, occupation, leisure time facilities with community)

**III. SWOT Analysis of the School :**

**IV. Steps to be taken for School Improvement :**

- a. Academic Improvement Plan : [Weekly teaching plan preparation by the concerned subject teacher]
- b. Remedial teaching for further improvement of students containing teachers’ activities.

**V. Major concerns** [w.r.t. Planning (30 minutes teaching), Preparation, Monitoring, Evaluation (15 minutes for assessment for improvement) and Remedial Teaching]

Target	Strategies	Methods of Evaluation	People in Charge	Time Duration	Resources Required

**VI. 3-5 years Perspective Plan :** (Describe your School after 5-years from now, What will it look like and How will it be positioned in the Community ? )

## GUIDELINES REGARDING INTERNAL ASSESSMENT

1. The TEIs will hold two Unit Tests for each paper. Full Marks for each Unit Test will be 20.
2. Unit Tests will be conducted in the month of March, May, September and November.
3. The TEIs will give at least two classroom written assignments in each paper in addition to other relevant assignments prescribed in the curriculum. **The trainees will not be allowed to do and write these classroom assignments at home.** The reports of the assignments are to be submitted to the concerned faculty members.
4. The other assignments will include project work, field study/visit, paper presentation in seminar, community contact, material preparation etc. relevant to the papers and other activities prescribed in the curriculum. The assignments are to be submitted to the concerned faculty members.
5. The faculty members after evaluating the assignments will return the same to the concerned student trainees for keeping those in their respective portfolio/file.
6. For maintenance of quality teacher education and to foster team works between teacher educators and trainees, a system of mentoring needs to be introduced in the TEIs. On the basis of enrollment and strength of faculty members grouping of trainees will be made, so that every mentor gets a sizable and manageable numbers of trainees under his/her responsibility. The mentors of the groups will guide, supervise, provide support and help the trainees of their respective groups.
7. The TEIs will maintain portfolio for every trainee and for every semester:
  - The trainees will prepare their own portfolio (bag/file/folder etc)
  - The trainees will operate his/her portfolio, which are to be kept in a common and secured place of the institute under the custody of concerned mentor.
  - The trainees will put their every evaluated assignment, copies of unit test and other documents in their own portfolio.
8. The TEIs will maintain a provision, such as register for keeping internal assessment records of every trainee.

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