



COLLEGE OF EDUCATION, NAGAON
AFFILIATED TO GAUHATI UNIVERSITY, RECOGNIZED BY NCTE
ACCREDITED BY NAAC (2014)
ESTD:1992

Assignments for Development of Critical Thinking

College gives assignments to the students for development of thinking and innovative ideas in following ways as per the prescribed syllabus of B.Ed. and M.Ed. course.

COLLEGE OF EDUCATION NAGAON

S Borah

Dr. Sewali Borah
Coordinator, IQAC
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B Borah
Principal
College of Education
Nagaon (Assam)

Paper-V
M.Ed.C-05: Guidance & Counselling

Objectives

- ◇ To introduce students with the meaning of Guidance and Counselling and its need and importance
- ◇ To acquaint students about role of guidance for promoting psychological well being.
- ◇ To acquaint students with the Child Guidance Clinic.
- ◇ To know about the organizations of Guidance services in secondary schools and colleges
- ◇ To know the career and Informational services in India.

Unit-I: Introduction to Guidance and Counselling

- ◇ Guidance and Counselling-meaning, nature, importance and need
- ◇ Guidance and Counselling-its relationship.
- ◇ Functions of Guidance and Counselling
- ◇ Areas of Guidance and Counselling, Role of teachers in a guidance programme

Unit-II: Guidance for promoting psychological well being of students

- ◇ Guidance and counselling services for adolescent learners, students with special needs.
- ◇ Psychodynamics of adjustment and role of Guidance and Counselling
- ◇ Promoting psychological, well being through school based guidance programmes
- ◇ General principles underlying Guidance and Counselling

Unit-III: Child Guidance Clinic

- ◇ Historical background, meaning, objectives
- ◇ Techniques of child Guidance
- ◇ Organization of Child Guidance Clinics-personnel involved, their qualifications and functions
- ◇ Problems of Child Guidance Clinics in India

Unit-IV: Organization of Guidance services in Secondary schools and Colleges

- ◇ Purpose and functions, Orientation programmes
- ◇ Types of Guidance Techniques-individual and group
- ◇ Uses of Tests, inventories and interviews in a guidance programme
- ◇ Role of teachers and Heads of institutions

Unit-V: Career and Informational service

- ◇ Need of Occupational information, Sources of information
- ◇ Factors affecting career choice-family, ability and economic factors
- ◇ Campus programmes and placement services

Mode of Transactions

- ◇ Lecture cum discussion
- ◇ Observational studies
- ◇ Seminar, workshops, study on documents and references.
- ◇ Providing Self learning Instructional Materials
- ◇ New approaches of teaching: CAI, PSI etc.

Sessional work/ Assignment (Anyone)

- (i) To prepare a list of Occupational Information
- (ii) Preparation of Inventories for a specific Guidance programme

Evaluation Scheme:

- (i) Internal Assessment : 25 marks
- (ii) External Examination : 75 marks
- (iii) Duration : 03 hours
- (iv) Pass marks : 40% both in external examination and internal assessment.

Out of 25 marks of Internal assessment 20 marks will be awarded on the basis of three sessional tests by taking the average of two best sessional test and 5 marks will be awarded on the basis of the sessional work or assignment given by the concerned teachers. The examined Answer Scripts of Internal assessments along with Mark Sheets are to be submitted to the Controller of Examination, G.U. before the External Examination is held. For external assessment (written examination) there will be question paper for 75 marks having five questions of equal value (marks) with internal choice.

References

- S.K.Kochhar-Guidance and Counselling in Colleges and Universities, Sterling Publishers Pvt. Ltd. N.Delhi, 1989.
- Bhatia, K.K.-Principles of Guidance and Counselling, Kalyani Publishers, 2009.
- Agarwal, Rashmi-Educational Vocational Guidance and Counselling; Principles, Techniques and Programmes, Shipra Publication, 2010.
- Charis Kiruba & Jyothsna, N.G.-guidance & Counselling, Neel Kamal, Publications Pvt. Ltd. First Edition, 2011.
- Mdhukar, I-Guidance and Counselling, New Delhi, Authors Press.
- Mc. Daniel, H.b.-Guidance in Modern Schools. New York, Rinechart and Winton.
- Traxler, A.E. and North, R.D.-Techniques of Guidance, New York, Harper and R.W
- Gururani, G.D-guidance and Counselling, Educational, Vocational and Career Planning, New Delhi, Akansha Publishing House.
- Isaacson, L.E. & Boren, D: Career information, career counselling and career development (5th ed.) Boston: Allyn & Bacon.
- Joneja, G.K. (1997). Occupational Information in Guidance. New Delhi: NCERT.
- Mohan, S. (1998). Career development in India: Theory, research and development, New Delhi: Vikas Publishing House.
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Paper-III
M.Ed.C-03: Teacher Education in India

Objectives

- ◆ To enable the students to understand the basic concept of Teacher Education and Teacher.
- ◆ Training and development of Teacher Education in India.
- ◆ To acquaint the students with pre-service and in service Teacher Education programme in India
- ◆ To familiarise the teacher trainees with some Central and State level agencies and institutions of Teacher Education in India.
- ◆ To accustom the teacher trainees with the recent trends in Teacher Education.
- ◆ To inculcate in teacher trainees the innovative practices in Teacher Education.
- ◆ To enhance professionalism and accountability of teacher trainees.
- ◆ To acquaint the teacher trainees with the barriers/challenges of Teacher Education and help them to evolve solutions for resolving the barriers/ challenges.

Unit-I: Introduction to Teacher Education

- ◆ Teacher Education: Concept, Meaning, Significance and Functions of Teacher Education. Objectives of Teacher Education at Primary, Secondary and Higher Education stage
- ◆ Development of Teacher Education in India in pre-independence and post-independence period
- ◆ Teacher Education V s. Teacher Training
- ◆ Structure of Teacher Education in India

Unit-II: Pre-service and In-service Teacher Education

- ◆ Pre-service Teacher Education: meaning, need and importance.
- ◆ Recommendations of the different Commissions and Committees for Pre-service Teacher Education from the First Five Year Plan.
- ◆ In-service Teacher Education: meaning, definitions, significance and rationale
- ◆ Recommendations of the different commissions and committees for Pre-service Teacher Education
- ◆ Institutions and of Pre-service and In-service Teacher Education programmes in India: SIE, University Departments of Education(UDE), Regional Institutes of Education(RIE), Kendriya Hindi Sanshan, Rastriya Sanskrit Sanshan, DIET

Unit-III: Agencies of Teacher Education and role of different agencies and stakeholders

- ◆ Central agencies-UGC, Teacher Education Committee, NCERT, NUEPA, CASE, NCTE and their roles
- ◆ State level agencies-SCERT, CTE
- ◆ Professional preparation of Teachers: Quality concerns through distance mode- IGNOU,ODL, virtual classes
- ◆ National Curriculum Framework for Teacher Education 2009
- ◆ Stakeholders' role-parents, students, community and government

Unit-IV: Current Trends and Innovative Practices

- ◆ Interdisciplinary approach- integrated courses
- ◆ Internship in Teaching
- ◆ Action Research- definitions, characteristics, types, importance, advantages, steps of Action Research, role of Action Researchers
- ◆ Micro Teaching
- ◆ Flanders Interaction Analysis
- ◆ Programmed Instruction
- ◆ Inclusive Education and role of teachers
- ◆ Guidance and Counselling in Teacher Education

Unit-V: Professionalism and Challenges in Teacher Education

- ◆ Professionalism-meaning, dimensions, characteristics. Enhancing professionalism of teachers through Teacher Education
- ◆ Professional code of ethics and Teachers' accountability
- ◆ Performance Appraisal of Teachers
- ◆ Quality indicators of Teacher Education programme
- ◆ Challenges of Teacher Education and remedial measures

Mode of Transactions

- ◆ Lecture cum discussion
- ◆ Observational studies
- ◆ Seminar, workshops, study on documents and references.
- ◆ Providing Self learning Instructional Materials
- ◆ New approaches of teaching: CAI, PSI etc.

Sessional work/Assignment (Anyone)

- ✓(a) Study of NCTE Norms for recognizing the Teacher Training Institutions.
- ✓(b) Identification of teaching skills and organizing discussion.

Evaluation Scheme:

- (i) Internal Assessment : 25 marks
- (ii) External Examination : 75 marks
- (iii) Duration : 03 hours
- (iv) Pass marks : 40% both in external examination and internal assessment.

Out of 25 marks of Internal assessment 20 marks will be awarded on the basis of three sessional tests by taking the average of two best sessional test and 5 marks will be awarded on the basis of the sessional work or assignment given by the concerned teachers. The examined Answer Scripts of Internal assessments along with Mark Sheets are to be submitted to the Controller of Examination, G.U. before the External Examination is held. For external assessment (written examination) there will be question paper for 75 marks having five questions of equal value (marks) with internal choice.

Paper- 09
Total Marks-100
Foundations of Curriculum Development

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

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

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

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

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

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

Unit - V : New trends in curriculum planning, Innovation in practice and theory in curriculum transaction, Place of text books, essentials of good text books, selection of text books.

Practicum/ Assignment (Any One) besides Sessional test:

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

Mode of Transaction: Lecture, Lecture cum Discussion

Evaluation Scheme:

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

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

References:

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

Paper-05
Total Marks- 100
Foundations of Education

Objectives

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

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

Unit-I

Education as an evolving concept

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

Unit-II

Philosophical foundation of education

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

Unit-III

Sociological foundation of education

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

Psychological foundation of education

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

Theories of Learning and Laws of Learning

- Motivation and Learning

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

Unit-V

Economic Process and Education

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

Practicum/ Assignment (Any One) besides Sessional test:

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

Mode of Transaction : Lecture, Lecture cum Discussion

Evaluation Scheme:

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

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

References

1. R.P. Bhatnagar, International Publishing House, Meerut, 2003
2. R.P.Pathak, Philosophical and Sociological principles of Education Dorling Kindersley (India) Pvt. Ltd., 2012.
3. R.N. Sarma, Philosophy and Sociology of Educationurjeet Publications, Delhi-07, 1992
4. Bhatia & Bhatia, The Philosophical & Sociological foundations of Education, Doaba House, Delhi-110006, 1995
5. Murthy, S.K., Philosophical and Sociological foundations of Education, Shri Vinod Pustak Mandir, Agra-2
6. Chauhan, S.S., Advanced Educational Psychology, Vikash Publishing House, Pvt. Ltd., New Delhi-110014, 1999.
7. Kar, B.C: Education, A Study of its Principles and Psychology, New Book Stall, Guwahati
8. Rush, R.R. : The Philosophical Bases of Education
9. Brubachar, J.S. : Modern Philosophies of Education
10. Goswami, Dulumoni: Philosophy of Education, DYS Publishers, Panbazar, Guwahati, 2013
11. Amrsh Kumar Ahuja : *Economics of Education* , Authors Press, Delhi -92
12. S. Natarajan: *Introduction to Economics of Education*, Sterling Publishers private Limited, New Delhi
13. Altekar, A.S. : Education in Ancient India, ISHA Books, Delhi -110009
14. Shrivastava, K.K. : Philosophical Foundations of Education, Kanishka Publishers, Distributors, New Delhi-110002
15. Ghosh, Suresh C. : History of Education in India, Rawat Publications



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Students Creativity: Workshop on Pura Maatir Gahana

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