



# Nazir Ajmal Memorial College of Education, Hojai

Recognised by NCTE and Affiliated to Gauhati University  
Run by - AJMAL FOUNDATION

## REPORT ON TET/CTET GUIDANCE

### **Introduction:**

TET/CTET is essentially an eligibility examination for becoming a teacher at the primary, secondary, and higher secondary levels. These examinations are conducted by both state and central governments. The main objective of this exam is to ensure uniformity in the quality of teaching across the state and the country. Nazir Ajmal Memorial College of Education offers a B.Ed. course under Gauhati University, aiming to equip students with the necessary skills for their future careers. It is therefore the college's responsibility to provide quality training to trainee teachers and prepare them effectively for their professional journey.

### **Objectives:**

Here are some objectives of the TET guidance service----

- i. To maintain both the quality of teaching and the excellence of the institution.
- ii. To encourage and motivate the students for applying in different examination specially for teacher recruitment.
- iii. To maintain continuous comprehensive evaluation in the institution.
- iv. To broaden different spheres of knowledge and necessary skills and knowledge to be effective teacher.

### **Purpose:**

The purpose of providing this service in the college is to enhance the professional readiness of trainee teachers by equipping them with the

necessary guidance and support for competitive examinations, thereby ensuring they meet eligibility requirements and excel in their teaching careers. Additionally, this initiative contributes to maintaining high educational standards within the institution and supports continuous improvement efforts aligned with the college's Vision and Mission.

### Planning and tips for CTET Preparation:

The guidance focused on preparing the students for the TET exam, which is crucial for their teaching careers. The sessions covered a wide range of strategies and topics essential for success in the TET.

Key Points	Details
<b>1. Understanding the Exam Pattern and Syllabus</b>	<b>Exam Format Familiarization:</b> Guidance on TET structure, including format, number of questions, marking scheme, and subjects covered in Paper I and II. <b>Syllabus Review:</b> Emphasis on understanding the syllabus, focusing on key topics and sub-topics.
<b>2. Creating a Study Plan</b>	<b>Timetable Setting:</b> Encouraged to create a structured study timetable with specific time slots for each subject. <b>Goal Setting:</b> Importance of setting realistic daily, weekly, and monthly study goals.
<b>3. Using Quality Study Materials</b>	<b>NCERT Books:</b> Importance of using NCERT books for subjects like Child Development and Pedagogy, Mathematics, Environmental Studies, and Social Studies. <b>Reference Books:</b> Recommendation of additional TET-specific reference books for practice.
<b>4. Focusing on Child Development and Pedagogy</b>	<b>Understanding Key Concepts:</b> Focus on child development, learning theories, and educational psychology concepts. <b>Practical Application:</b> Linking theoretical concepts to practical teaching scenarios.
<b>5. Practicing Regularly</b>	<b>Previous Years' Papers:</b> Regular practice with previous years' papers to familiarize with the exam pattern. <b>Mock Tests:</b> Encouraged to take regular mock tests for self-evaluation and time management.
<b>6. Improving Time Management</b>	<b>Timed Practice:</b> Importance of timing practice sessions to simulate exam conditions.

	<b>Question Prioritization:</b> Strategies to identify and answer easier questions first.
<b>7. Strengthening Basics</b>	<b>Fundamental Concepts:</b> Emphasis on strengthening basic concepts, especially in Mathematics and Science. <b>Clearing Doubts:</b> Encouraged to seek help to clarify any doubts.
<b>8. Focusing on Pedagogy</b>	<b>Teaching Methods:</b> Coverage of various teaching methods and strategies for different subjects. <b>Educational Theories:</b> Discussion on educational theories and their practical applications.
<b>9. Regular Revision</b>	<b>Revision Strategy:</b> Regular revision of topics to reinforce learning. <b>Summary Notes:</b> Recommendation of using concise notes and flashcards for quick revision.
<b>10. Staying Updated</b>	<b>Current Affairs:</b> Guidance on staying updated with current affairs, particularly for Environmental Studies and Social Science. <b>Educational Policies:</b> Stress on awareness of recent changes and policies in the education sector.
<b>11. Maintaining Health and Positivity</b>	<b>Healthy Lifestyle:</b> Importance of a balanced diet, adequate sleep, and regular exercise for mental and physical fitness. <b>Positive Mindset:</b> Encouragement to maintain a positive and confident mindset, with relaxation techniques like meditation.
<b>12. Joining Study Groups or Coaching</b>	<b>Study Groups:</b> Benefits of joining study groups for knowledge exchange and motivation. <b>Coaching Classes:</b> Advice to consider coaching classes for structured guidance from experienced teachers.

## Day-1

**Date:** 17/05/2024 (Offline)

**Time:** 12:30 PM- 1.30 PM

**Resource Person:** Sumi Saikia

**Topic-** Growth and Development and Different Stages of Development

On the first day (dated: 17/05/2024), the TET Guidance class started promptly at 12:30 P.M. in the seminar hall, and more than 90 teacher trainees attended the class. At the beginning, the trainees were provided with basic knowledge about the **Assam TET (Teacher Eligibility Test)** and its procedures (course, content, application process, etc.). After giving the basic concept of TET, the first session began with the topic "**Concept of Development**," and all the content was presented through a PowerPoint presentation.

First, the difference between **growth and development** was explained clearly, followed by a thorough discussion of the concept of development. After explaining the first topic, trainee responses were collected, and upon receiving positive feedback, the second topic, "**Different Stages of Development**," was explained step by step — including infancy, childhood, adolescence, and adulthood. The characteristics of each stage were shown through the PowerPoint presentation, and proper explanations were provided to the trainees.

After explaining all the content, at the end of the session, the trainees were given a questionnaire consisting of 10 multiple-choice questions (MCQs) worth a total of 20 marks ( $2 \times 10 = 20$ ). They were instructed to tick the correct option for each question. The question pattern was based on previous Assam TET examination papers so that the trainees could get a basic idea of the exam. After collecting all the question papers, the teacher left the classroom promptly at 1:30 P.M.

## **Day-2**

**Date: 25/05/2024 (Offline)**

**Time: 12:30 PM- 1.30 PM**

**Resource Person: Kaji. M. Hoque**

**Topic- Meaning and Nature of Learning, Factors affecting learning.**

At The Beginning of the session, the resource person had displayed and discussed in detail about the Assam TET and CTET exams syllabus & exam Nature. After that interactive lecture delivered on **Meaning and Nature of Learning, Factors affecting learning**. Before closing the session there was a question answer session based on delivered lesson.

## **Day-3**

**Date: 03/06/2024 (Offline)**

**Time: 12:30 PM- 1.30 PM**

**Resource Person: Sumi Saikia**

### **Topic- Concept of Personality, types of personality and Factors effecting on personality**

In the third day, (dated: 03/06/2024) Tet Guidance class was started sharply at 12.30 P.M and more than 90 teacher trainees had attended the class. After greeting the trainees, the class was directly started with the first topic that is 'Concept of Personality' and the contents were shown through the mode of ppt. After providing proper explanation of the first topic, it was tried to take trainees' feedback. After finding positive responses from the trainees, the second topic 'types of personality' was discussed one by one, the trainees were also shown some pictures related to the topic. After completion the second topic, the third topic 'Factors effecting personality' was explained thoroughly. At the end of the session, the trainees were given one activity and through this activity it was tried to evaluate understanding capability on aforesaid topic. After collecting all the papers (Activity) the teacher had left the classroom sharply at 1.30 P.M.

### **Day-4**

**Date: 07/06/2024 (Offline)**

**Time: 12:30 PM- 1.30 PM**

**Resource Person: ANURADHA ROY**

### **Topic- Teaching as planned activity, Phases of Teaching (Pre active, Interactive and Post active phases)**

On 12:30 pm B.Ed. second year students gathered in MPH hall. On that day the topic was 'Teaching as planned activity, Phases of Teaching (Pre active, Interactive and Post active phases)'. Before presenting the PPT first we discussed their views on Teaching. After collecting their views then we start our discussion first we discussed 'Teaching as planned activity' like teaching and learning is both interrelated like acquiring skill, behaviour, knowledge & values. Then we discussed teaching as a process basically we focussed on tripolar process of teaching. After that we discussed variables of teaching independent, dependent, and intervening variables. Then we discussed Pre-active, Interactive, and post-active phase and each of phases concerned activities. Then the class concluded with series of Previous Years Questions.

### **Day-5**

**Date: 08/06/2024 (Offline)**

**Time: 12:30 PM- 1.30 PM**

**Resource Person: ANURADHA ROY**

**Topic- Evaluation in Teaching Learning Process**

On 12:30 pm B.Ed. second year students gathered in MPH hall. On that day we discussed on 'Evaluation in Teaching Learning Process'. Before starting the discussion first, we discussed their understanding on Evaluation. After discussing we start to discuss the importance of evaluation in the learning process. Then we discussed a lot on Continuous and Comprehensive Evaluation (CCE), Formative & Summative evaluation. Then difference in between Formative and Summative evaluation. Then different evaluation techniques for improving teaching-learning in class. Then we conclude the class after solving PYQs.

**Day-6**

**Date: 01/07/2024 (Offline)**

**Time: 12:30 PM- 1.30 PM**

**Resource Person: S.S. Rakshit**

**Topic: Connectionism**

- **Connectionism (Stimulus – Response Theory):** The principles of connectionism were explained, focusing on how learning is a result of forming connections between stimuli and responses.

**Day-7**

**Date: 02/07/2024 (Online)**

**Time: 12:30 PM- 1.30 PM**

**Resource Person: ANURADHA ROY**

**Topic- Assessment through MCQs**

On this day for the purpose of evaluation I shared a questionnaire with the students based on the topics that we discussed then I collect their response through google response sheet. All the student's response in a co-operative way.

**Day-8**

**Date: 11/07/2024 (Offline)**

**Time: 12:30 PM- 1.30 PM**

**Resource Person: S.S. Rakshit**

**Topic: Constructivism**

Constructivist approaches to learning, emphasizing the importance of active student involvement in the learning process, were discussed.

**Day- 9**

**Date: 12/07/2024 (Offline)**

**Time: 12:30 PM- 1.30 PM**

**Resource Person: S.S. Rakshit**

**Topic: Conditioning (Classical and Operant):**

The theories of classical and operant conditioning were explored, with practical examples provided to illustrate their application in classroom settings.

### **Conclusion:**

The TET guidance sessions led by S. S. Rakshit Sumi Saikia, Kaji M. Hoque and Anuradha Roy provided B.Ed. 1<sup>st</sup> and 2<sup>nd</sup> year students with comprehensive strategies and essential knowledge to excel in the TET exam. The sessions were well-received, with students gaining valuable insights into effective study techniques, time management, and exam preparation. The focus on both theoretical understanding and practical application equipped students to approach the TET exam with confidence. This was a very good initiative for the TET/CTET aspirant students in the institution. The students appreciated the initiative and they want more classes on that. So, for the next year college authority will promote a better initiative for the benefit of the students.

### **Photographs:**









