

**THE MANIPUR UNIVERSITY REGULATIONS FOR
TWO-YEAR BACHELOR OF EDUCATION (B.ED.)
PROGRAMME, 2020**



**MANIPUR UNIVERSITY
IMPHAL-795003**

BACHELOR OF EDUCATION (B.Ed.) PROGRAMME LEARNING OUTCOMES

The B.Ed. programme is designed to achieve the following learning outcomes:

- To enable the student-teachers to understand the concepts of Indian society and education, and to acquire conceptual tools of sociological analysis and hands-on experience of engaging with diverse communities, children and schools;
- To enable the student-teachers to develop a conceptual understanding about issues of diversity, inequality and marginalization in Indian society and the implications for education, with analysis of significant policy debates in Indian education;
- To enable the student-teachers to focus on aspects of social and emotional development, self and identity, and cognition and learning;
- To enable the student-teachers to address the theoretical foundations of school knowledge from historical, philosophical and sociological perspectives, with critical analysis of curricular aims and contexts, and the relationship between curriculum, policy and learning;
- To enable the student-teachers to develop an understanding of the cultures, policies and practices that need to be addressed in order to create an inclusive school;
- To enable the student-teachers to develop an understanding of the curriculum linking school knowledge with community life through a variety of investigative projects that will reconstruct concepts from subject knowledge by employing appropriate pedagogic processes that communicate meaningfully with children;
- To provide for sustained engagement with the self, child community and school at different levels by establishing close connections between different curricular areas;

MANIPUR UNIVERSITY
REGULATIONS
TWO- YEAR BACHELOR OF EDUCATION (B.ED.) PROGRAMME
2020-21 onwards

Guiding Principles

While developing the detailed design of this revised syllabus, the following documents have been taken into consideration:

- National Council for Teacher Education (Recognition Norms and Procedure) Regulations, 2014
- Curriculum Framework: Two year B.Ed. Programme, National Council of Teacher Education (NCTE), 2014
- Syllabus for Bachelor of Education (B.Ed.) Programme, Department of Teacher Education, National Council of Educational Research and Training (NCERT), 2016
- School Internship: Framework and Guidelines, National Council of Teacher Education (NCTE), 2016
- Regulations for 2 years B.Ed. Course in West Bengal following NCTE Regulations, 2014
- Curriculum for 2 year B.Ed. Programme under the University of North Bengal in accordance with NCTE Regulations, 2014
- Bachelor of Education (B.Ed.) (Semester System) Regular Course and through Correspondence, Two Year Programme (Syllabus of Semester I), 2015-2017, Faculty of Education, Panjab University, Chandigarh-160014
- Curriculum for 2-year B.Ed. Programme, Department of Education, University of Delhi, Delhi
- Regulations and Syllabus for the Two- year B.Ed. Degree Programme from the Academic Year 2016 – 2017 onwards, Tamil Nadu Teachers Education University
- Regulations & Syllabus for the Two Year B.Ed. Programme under CBCS Semester Scheme 2015 –16, Bangalore University
- Credit Based Semester B.Ed. Curriculum Semester I to IV with effect from 2016–2017 and Onwards, Rashtra Sant Tukadoji Maharaj Nagpur University, Nagpur
- Curriculum of 2 Year Bachelor of Education (B.Ed.) Programme with effect from 2015–2016 Academic Year, University of Calicut.
- UGC Guidelines on Adoption of Choice Based Credit System, University Grants Commission, Bahadurshah Zafar Marg New Delhi –110 002
- Regulations for the Choice Based Credit System (CBCS), 2014 (Post Graduate Programmes), Manipur University
- UGC draft for Learning Outcomes-based Curriculum Framework (LOCF), 2019, UGC, Bahadurshah Zafar Marg , New Delhi – 110002

1. PREAMBLE

The Bachelor of Education (B.Ed.) programme is a professional course that prepares teachers for upper primary or middle level (classes VI-VIII), secondary level (classes IX-X) and senior

secondary level (classes XI-XII). The programme shall be offered in composite institutions as defined in clause (b) of regulations 2 of the National Council for Teacher Education (Recognition Norms and Procedure) Regulations, 2014.

2. SHORT TITLE AND APPLICABILITY

- 2.1 These updated “The Manipur University Regulations for two-year Bachelor of Education (B.Ed.) Programme, 2017” shall be called as “The Manipur University Regulations for two-year Bachelor of Education (B.Ed.) Programme, 2020”.
- 2.2 These updated regulations shall apply to every candidate applying for admission and registration to the two-year B.Ed. programme of Manipur University and/or institutes affiliated to Manipur University from the academic year 2020-21 and onwards. These regulations shall apply to the conduct and conferment of B.Ed. degree to students enrolled to this programme from the academic year 2020-21.
- 2.3 The learning outcomes are added in all courses, replacing course objectives and the rest of the document is retained as approved by Academic Council with office order no. /513 (MU/3-22/B.Ed-M.Ed/Aca/13) dated 24th August, 2017.

3. DEFINITIONS OF KEY WORDS

3.1 Academic Year

Two consecutive (one odd + one even) semesters constitute one academic year.

3.2 Course

Usually referred to as ‘paper’, it is a component of the programme.

3.3 Credit Point

It is the product of grade point and number of credits for a course.

3.4 Credit

A unit by which the course work is measured. It determines the number of hours of instructions required per week. One credit is equivalent to one hour of lecture or two hours of practical work/field work per week.

3.5 Cumulative Grade Point Average (CGPA)

It is a measure of overall cumulative performance of a student over all semesters. The CGPA is the ratio of total credit points secured by a student in various courses in all semesters and the sum of the total credits of all courses in all the semesters. It is expressed up to two decimal places.

3.6 External

The process of summative assessment of the student-teachers for a course through examinations conducted by the University at the end of every semester as per the scheme of examinations provided for the course.

3.7 Grade Point

It is a numerical weight allotted to each letter grade on a 10 point scale.

3.8 Internal

The process of continuous assessment or evaluation of the performance of the student-teachers through tasks, assignments and unit tests within the semester. Internal assessment/evaluation shall be as per the scheme of assessment prescribed for the course.

3.9 Letter Grade

It is an index of the performance of students in a said course. Grades are denoted by letters O, A+, A, B+, B, C, P and F.

3.10 Semester Grade Point Average (SGPA)

It is a measure of performance of work done in a semester. It is ratio of total credit points secured by a student in various courses registered in a semester and the total course credits taken during that semester. It shall be expressed up to two decimal places.

3.11 Student-Teacher

A student undergoing the B.Ed. programme.

4. DURATION AND WORKING DAYS

4.1 Duration

The B.Ed. programme shall be of a duration of two academic years which can be completed in a maximum of three academic years from the date of admission to the programme. External examinations will be held at the end of every semester.

4.2 Working Days

- (a) There shall be at least two hundred working days each academic year exclusive of the period of examination and admission.
- (b) The institution shall work for a minimum of thirty six hours in a week (five or six days), during which physical presence in the institution of all teachers and student-teachers is necessary to ensure their availability for advice, guidance, dialogue and consultation as and when needed except when the student-teachers are engaged in field works under the supervision of the teachers.
- (c) The minimum attendance of student-teachers shall be 80% for all course works and practicum, and 90% for school internship.

5. INTAKE, ELIGIBILITY AND ADMISSION PROCEDURE

5.1 Intake

There shall be a basic unit of 50 students, with a maximum of two units. There shall not be more than 25 (twenty five) students per teacher for a school subject for methods courses and other practical activities of the programme to facilitate participatory teaching and learning.

5.2 Eligibility

- (a) Candidates with at least fifty percent marks either in the Bachelor's Degree and/or in the Master's Degree in Social Sciences/Sciences/Humanity, Bachelor's Degree in Engineering or Technology with specialization in Science and Mathematics with 55% marks or any other qualification equivalent thereto, are eligible for admission to the programme.
- (b) The reservation and relaxation for SC/ST/OBC/PWD and other categories shall be as per the rules of the Central Government/ State Government, whichever is applicable.

5.3 Admission Procedure

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

6. The University shall conduct the semester-end examination for the B.Ed. programme. The time of examination shall be decided and notified by the Examination Committee of the University/ concerned authority of the University.

7. GRADING SYSTEM

The marks secured by a student-teacher will be converted into a letter grade. The grade points are the numerical equivalent of letter grade assigned to a student as shown in Table 1.

Table 1

Percentage of marks (internal + external) obtained in a course	Letter Grade	Grade Points	Description	Class
90% and above	O	10	Outstanding	First Class
75% and above but below 90%	A+	9	Excellent	
60% and above but below 75%	A	8	Very Good	
55% and above but below 60%	B+	7	Good	Second Class
50% and above but below 55%	B	6	Above average	
45% and above but below 50%	C	5	Average	
40% and above but below 45%	P	4	Pass	Pass
Below 40%	F	<4.0	Fail	Fail
	I	0	Incomplete/Absent	

The Letter Grade I shall be awarded to a student-teacher if he/she

- i. is absent or fails to appear in the end-semester examination/external examination for the course.
- ii. fails to secure minimum pass marks in the internal components for the course.
- iii. is certified by the institute as not eligible to appear at the end semester examination for the course (s) due to insufficient attendance.

The award of Semester Grade Point Average (SGPA) at the end of semester end examinations and the Cumulative Grade Point Average (CGPA) for all the semesters shall be as indicated at Schedule I.

8. PASS CRITERIA, AWARD OF CLASS AND MEDAL

- (a) Minimum percentage of pass mark is 40% for the external component and also 40% for the internal component of every course. If a student-teacher fails to secure the minimum pass marks in the internal component of a course or is certified by the institute as not eligible to appear at the end semester examination for the course(s) due to insufficient attendance, he/she is not eligible to sit in the semester end examination for the external component of the particular course.
- (b) In order to pass a course of the B.Ed. programme, the student-teacher must pass both the internal and external components of the course and secure a minimum Letter Grade P taking both the internal and external component marks of the course as shown in Table 1.
- (c) The award of class will be on the basis of CGPA as shown in Table 2.

Table 2

Cumulative Grade Point Average (CGPA)	Description	Class
9.00 and above	Outstanding	First Class
7.50 and above but below 9.00	Excellent	
6.00 and above but below 7.50	Very Good	
5.50 and above but below 6.00	Good	Second Class
5.00 and above but below 5.50	Above average	
4.50 and above but below 5.00	Average	
4.0 and above but below 4.50	Pass	Pass
Below 4.0	Fail	Fail

- (d) The student-teacher with the highest CGPA will be considered for the award of Gold Medal or any other award. Student-teachers who do not pass in any one or more than one course in the first attempt will not be considered for ranking.

9. PROVISION FOR IMPROVEMENT AND RE-APPEARING

- (a) A student-teacher who fails to secure the pass mark or is absent in the course at the semester end examination will be declared to have failed in the course. Only two subsequent chances will be given to such student-teachers to re-appear and clear the course(s) when the relevant semester end examination(s) are held for the concerned course(s).
- (b) Student-teachers who desire to improve their Letter Grade(s) of a course/courses may also re-appear when the relevant semester end examination(s) are held for the course(s) they desire to improve subject to a maximum of 16 total credits from the whole programme and the higher marks will be considered for the award of grades. Only one chance for a course will be given to the student-teachers for improvement of the grades.
- (c) The marks secured by the candidates as internal components in those courses shall be retained in such cases.
- (d) No other chance than that described in clause (a) and (b) of regulations 9 can be availed of.
- (e) Student-teachers who fail to appear for the semester examination after completion of regular course for any reasons may appear at the next subsequent relevant semester examination after paying the necessary examination fees afresh.
- (f) In case a student-teacher fails in School Internship (SI), he/she will have to undergo the SI again as a regular student during the subsequent semester when the concerned SI is offered.
- (g) Student-teachers who fail to complete the B.Ed. programme after six semesters will be disqualified for the programme. No chance for improvement of the Letter Grade(s) of a course/courses will be given after six semesters.

10. MODERATION COMMITTEE

In order to bring about objectivity and transparency and to avoid misuse of internal assessment, there shall be a Moderation Committee to verify the record maintained by students and check the marks awarded by the teachers internally and externally. The Committee to be nominated by the Vice Chancellor of Manipur University will consist of the Chairman, one head examiner, two members of the BSD of Teacher Education of Manipur University and two experienced members having at least 5 year experience of teaching in Teacher Education Institutions. The Committee shall be vested with the powers to modify the marks awarded by the internal and external examiners.

- 11.** Any matter not covered under these Regulations shall be determined by the existing University Rules, Ordinances and the Manipur University Examination Regulations, 2005 *mutatis mutandis*.
- 12.** The Controller of Examinations, Manipur University shall declare the results of the B.Ed. programme after getting approval of the concerned examination committee.

SCHEDULE I

ANNUAL AND SEMESTER WISE DISTRIBUTION OF COURSES

The two-year B.Ed. programme of Teacher Education of Manipur University and for its affiliated Teacher Education institutions shall comprise of the courses/papers shown in Table 3.

Table 3

Code	Course Name	Marks			Credit
		Internal (tasks, assignments and unit tests)	External (semester end examination)	Total	
1st YEAR					
Semester I					
PE 01	Childhood and Growing up	20	80	100	4
PE 02	Contemporary India and Education	20	80	100	4
PE 03	Learning and Teaching	20	80	100	4
CPS 01	Understanding Disciplines & Subjects	10	40	50	2
CPS 02a	Pedagogy (Disciplinary stream)	10	40	50	2
CPS 03	Language across the curriculum	10	40	50	2
*EPC 01	Critical Understanding of ICT			50	2
Total				500	20
Semester II					
PE 04	Health, Yoga and Physical Education	10	40	50	2
CPS 02b	Pedagogy (Teaching of subject)	20	80	100	4
CPS 04	Assessment for Learning	20	80	100	4
*EPC 02	Arts and Aesthetic in Education			50	2
*B.Ed.(SI) 01	4 Week School Exposure and Working with Community			100	4
Total				400	16
2nd YEAR					
Semester III					
PE 05	Knowledge and Curriculum	20	80	100	4
PE 06	Gender, School and Society	10	40	50	2
PE 07	Creating an Inclusive School	10	40	50	2
B.Ed. OC	Optional Course **	20	80	100	4
*EPC 03	Reading and reflecting on texts			50	2
*EPC 04	Understanding the self			50	2
Total				400	16
Semester IV					
One Week Pre-internship					
*B.Ed.(SI) 02	Sixteen Week School Internship			300	12
One Week Post-internship					
Total				300	12
Total Marks for 4 semesters				1600	64

* Assessment of Enhancing Professional Capacities (EPC) course and School Internship (SI) shall be as per Assessment Scheme provided for the Course.

A student-teacher can choose Pedagogy (Disciplinary stream) and Pedagogy (Teaching of subject) from any one of the combinations shown in Table 4.

Table 4

Sl. No.	Pedagogy (Disciplinary stream)	Pedagogy (Teaching of subject)
1	Mathematics	Mathematics
2	Social Science	History
		Geography
		Economics
		Political Science
		Social Science
3	Science	Home Science
		Physical Science
		Physics
		Biology
		Chemistry
4	Language	Computer Science
		Home Science
		Manipuri
		English

**Optional Course can be selected from anyone of the following:

1. Art Education
2. Guidance and Counseling
3. Special Education
4. Education for Peace
5. Performing Arts (Music)
6. Environmental Education

or any additional Pedagogy (Teaching of subject) not selected in Semester II for CPS 02b.

However, student-teachers choosing an additional Pedagogy (Teaching of subject) instead of optional courses must have studied the concerned subject in Graduation or Post-graduation level.

(Note: Choosing of Optional Course or Pedagogy (Teaching of subject) by the candidates is subject to availability of the course in the concerned B.Ed. institute)

Computation of SGPA and CGPA

The UGC recommends the following procedure to compute the Semester Grade Point Average (SGPA) and Cumulative Grade Point Average (CGPA):

- i. The SGPA is the ratio of sum of the product of the number of credits with the grade points scored by a student-teacher in all the courses taken by the student and the sum of the number of credits of all the courses undergone by the student, i.e

$$\text{SGPA (Si)} = \frac{\sum (C_i \times G_i)}{\sum C_i}$$

where C_i is the number of credits of the i^{th} course and G_i is the grade point scored by the student in the i^{th} course.

- ii. The CGPA is also calculated in the same manner taking into account all the courses undergone by the student-teacher over all the semesters of a programme, i.e.

$$\text{CGPA} = \frac{\sum (C_i \times S_i)}{\sum C_i}$$

where S_i is the SGPA of the i^{th} semester and C_i is the total number of credits in that semester.

- iii. The SGPA and CGPA shall be rounded off to 2 decimal points and reported in the transcripts.

Illustration of Computation of SGPA and CGPA

SGPA

Course Code	Course Name	Total Marks	Marks Obtained	Credit	Grade Letter	Grade Points	Credit Points (Credit \times Grade Points)
Semester I							
PE 01	Childhood and Growing up	100	91	4	O	10	40
PE 02	Contemporary India and Education	100	85	4	A+	9	36
PE 03	Learning and Teaching	100	85	4	A+	9	36
CPS 01	Understanding Disciplines & Subjects	50	40	2	A+	9	18
CPS 02a	Pedagogy (Disciplinary stream)	50	46	2	O	10	20
CPS 03	Language across the curriculum	50	46	2	O	10	20
*EPC 01	Critical Understanding of ICT	50	45	2	O	10	20
Total		500	438	20			190

$$\text{SGPA for Semester I} = 190/20 = 9.50$$

CGPA

Semester I	Semester II	Semester III	Semester IV
SGPA: 9.5	SGPA: 8.44	SGPA: 9.04	SGPA: 7.44
Credit: 20	Credit: 16	Credit: 16	Credit: 12

$$\text{CGPA} = \frac{20 \times 9.50 + 16 \times 8.44 + 16 \times 9.04 + 12 \times 7.44}{20 + 16 + 16 + 12} = 8.73$$

Description: Excellent; Class: 1st Class

SCHEDULE II
SCHEME OF EVALUATION AND ASSESSMENT

1. PERSPECTIVES IN EDUCATION (PE) COURSES

Code	Course Name	Marks		
		Internal (Tasks, assignments and unit tests)	External (Semester end examination)	Total Marks
PE 01	Childhood and Growing Up	20	80	100
PE 02	Contemporary India and Education	20	80	100
PE 03	Learning and Teaching	20	80	100
PE 04	Health, Yoga and Physical Education	10	40	50
PE 05	Knowledge and Curriculum	20	80	100
PE 06	Gender, School and Society	10	40	50
PE 07	Creating an Inclusive School	10	40	50

Evaluation and Assessment

Total Marks	Internal (Tasks, assignments and unit tests)	External (Semester end examination)
100	*Tasks and assignments as suggested for the course 10 marks	3 questions of 8 marks each = 24 marks
		6 questions of 4 marks each = 24 marks
	**2 Unit Tests 6 marks	14 questions of 2 marks each = 28 marks
	Continuous evaluation of daily classroom performance including punctuality, dress code participation in discussion and peer interaction 4 marks	4 questions of 1 mark each = 4 marks
	20	80
	*Average marks of two tasks and assignments carrying 10 marks each **Half of the average marks of two unit tests carrying 12 marks each	
50	*Tasks and assignments as suggested for the course 4 marks	1 question of 8 marks = 8 marks
		5 questions of 4 marks each = 20 marks
	**1 Unit Test 4 marks	5 questions of 2 marks each = 10 marks
	Continuous evaluation of daily classroom performance including punctuality, dress code participation in discussion and peer interaction 2 marks	2 questions of 1 mark each = 2 marks
	10	40
*Half of the marks of one task and assignments carrying 8 marks **Half of the marks of one unit test carrying 8 marks		

2. CURRICULUM AND PEDAGOGIC STUDIES (CPS) COURSES

Code	Course Name	Marks		
		Internal (Tasks, assignments and unit tests)	External (Semester end examination)	Total Marks
CPS 01	Understanding Disciplines & Subjects	10	40	50
CPS 02a	Pedagogy (Disciplinary stream)	10	40	50
CPS 02b	Pedagogy (Teaching of subject)	20	80	100

CPS 03	Language across the curriculum	10	40	50
CPS 04	Assessment for Learning	20	80	100

Evaluation and Assessment

Total Marks	Internal (Tasks, assignments and unit tests)	External (Semester end examination)
100	*Tasks and assignments as suggested for the course 10 marks	3 questions of 8 marks each = 24 marks 6 questions of 4 marks each = 24 marks
	**2 Unit Tests 6 marks	14 questions of 2 marks each = 28 marks
	Continuous evaluation of daily classroom performance including punctuality, dress code participation in discussion and peer interaction 4 marks	4 questions of 1 mark each = 4 marks
	20	80
	<i>*Average marks of two tasks and assignments carrying 10 marks each</i>	
	<i>**Half of the average marks of two unit tests carrying 12 marks each</i>	
50	*Tasks and assignments as suggested for the course 4 marks	1 question of 8 marks = 8 marks 5 questions of 4 marks each = 20 marks
	**1 Unit Test 4 marks	5 questions of 2 marks each = 10 marks
	Continuous evaluation of daily classroom performance including punctuality, dress code participation in discussion and peer interaction 2 marks	2 questions of 1 mark each = 2 marks
	10	40
	<i>*Half of the marks of one task and assignment carrying 8 marks</i>	
<i>**Half of the marks of one unit test carrying 8 marks</i>		

3. ENHANCING PROFESSIONAL CAPACITIES (EPC) COURSES

Code	Course Name	Marks	
		Internal (Tasks, assignments and unit tests)	Total Marks
EPC 01	Critical Understanding of ICT	50	50
EPC 02	Arts and Aesthetic in Education	50	50
EPC 03	Reading and reflecting on texts	50	50
EPC 04	Understanding the self	50	50

Evaluation and Assessment

Total Marks	Internal (Tasks, assignments and unit tests)	Remarks
50	Tasks and assignments as suggested for the course 12 marks 2 Unit Tests of 8 marks each 16 marks Continuous evaluation of daily classroom performance including punctuality, dress code participation in discussion and peer interaction 2 marks *10 minutes presentation/demonstration in the class on the application of a unit to be prescribed by the course teacher 20 marks 50 marks	*20 marks for the 10 minutes presentation/demonstration will be awarded by a committee comprising of the Principal and one concerned faculty of the B.Ed. institute and moderated by an examiner nominated by the University from Teacher Education institutes.

4. OPTIONAL COURSES

Code	Course Name	Marks		
		Internal (Tasks, assignments and unit tests)	External (Semester end examination)	Total Marks
B.Ed. OC	Art Education	20	80	100
B.Ed. OC	Guidance and Counseling	20	80	100
B.Ed. OC	Special Education	20	80	100
B.Ed. OC	Education for Peace	20	80	100
B.Ed. OC	Performing Arts (Music)	20	80	100
B.Ed. OC	Vocational/Work Education	20	80	100
B.Ed. OC	Environmental Education	20	80	100

Evaluation and Assessment

Total Marks	Internal (Tasks, assignments and unit tests)	External (Semester end examination)
100	*Tasks and assignments as suggested for the course 10 marks	3 questions of 8 marks each = 24 marks
		6 questions of 4 marks each = 24 marks
	**2 Unit Tests 6 marks	14 questions of 2 marks each = 28 marks
	Continuous evaluation of daily classroom performance including punctuality, dress code participation in discussion and peer interaction 4 marks	4 questions of 1 mark each = 4 marks
	20	80
	*Average marks of two tasks and assignments carrying 10 marks each **Half of the average marks of two unit tests carrying 12 marks each	

*Note: Hard copies of the slides for seminar presentation, project works, paper reviews and answer sheets of unit tests shall be kept in safe custody of the institute for at least one year for examination by the moderation committee whenever demanded.

5. SCHOOL INTERNSHIP

B.Ed.(SI) 01: 4 Week School Exposure and Working with Community		100 marks
Continuous in-semester assessment	Semester end evaluation by a committee comprising of one senior teacher of the cooperating school and one concerned faculty of the B.Ed. institute and moderated by an examiner nominated by the University from Teacher Education institutes	
<ul style="list-style-type: none"> Report on observation of school/classroom environments including infrastructure, equipment, teaching learning materials, functioning, human resources, organisation of various activities, attendance of students, etc. along with the profile of the school to which they are attached (1 Week). 20 marks 1 week involvement in school attachment programme (addressing school assembly, thought of the day, narrating stories of great men, delivering talks on relevant topics, managing the class, participation in games and sports and other extra-curricular 	<ul style="list-style-type: none"> Presentation/Sharing of report on observation of school/classroom environments with reference to infrastructure, equipment, teaching learning materials, functioning, human resources, organisation of various activities, etc. 10 marks Presentation and sharing of reports of classroom observation in (i) various curricular activities, e.g. sports and games, dance, songs; and (ii) the teaching-learning process in the classroom, ICT use, student participation, classroom management 10 marks Presentation and sharing of reports of community living camp 10 marks 	

activities, other innovative programmes, etc.) 20 marks	
• 1 week involvement in community living camp (participation and organizing community awareness, extension programmes, tree plantation, maintaining school garden, etc.) 20 marks	
• *Maintaining Teacher's Diary 10 marks	
70 marks	30 marks

*Student-teachers shall record in the Teacher's Diary the daily activities carried out by them in the intern school. Daily entry shall be appended either by the Head Master/Head Mistress/Principal of the school and the course supervisor of the B.Ed. institute

Exemplar of the Teacher's Diary

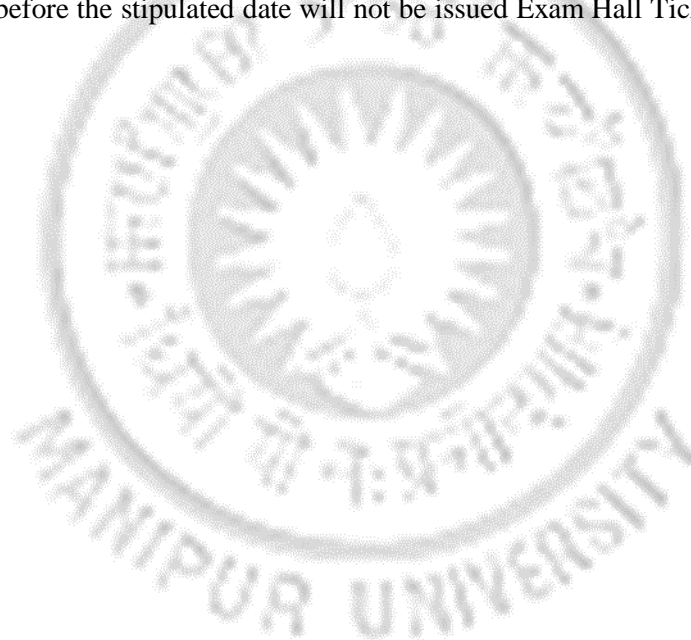
Day	Date	Area of Activity	Remarks and signature of School Head Master/ Mistress/ Principal	Signature of the Supervisor
1		Made an important announcement of an interesting and important news on.....		
		Framed time table of two classes of the intern school		
		Observe teaching of Mr..... teaching Unit V of Social Science in Class IX and felt that teaching method was totally teacher-centred.		
2		Narrated story of (great personality) in the school assembly		

B.Ed.(SI) 02: Sixteen Week School Internship		300 marks
Continuous in-semester assessment		Semester end evaluation by a committee comprising of one senior teacher of the cooperating school and one concerned faculty of the B.Ed. institute and moderated by an examiner nominated by the University from Teacher Education institutes
<ul style="list-style-type: none"> • Preparation of annual, unit and lesson plans and teaching for Class VI to VIII 20 marks • Preparation of annual, unit and lesson plans and teaching for Class IX to X 20 marks • Participation/organization of school activities (tree plantation, Swach Bharat campaign, health camp, blood donation camp, cultural exchange, etc.) 20 marks • Guidance and counselling, diagnostic testing, remediation and report of action research 20 marks • Case study of a student/class 20 marks • Participation on a visit to an educational institute of repute 5 marks • Development and demonstration of multi-media lesson using ICT resources 20 marks • Preparation of CCE activities 15 marks 	<ul style="list-style-type: none"> • Demonstration of teaching with Lesson plans/ Unit plans 30 marks • Presentation of brief report by each student teacher on his/her internship experiences. 30 marks • Presentation of the reflections of internship by student teachers, conducted in smaller group/ subject wise. 30 marks • Report on a visit to an educational institute of repute 10 marks • Viva-Voce on overall School Internship Programme 50 marks 	

• Maintaining Reflective Journal (Teacher's Diary) 10 marks	
150 marks	150 marks

**Note: Hard copies of the slides for presentations, reports of action research and case studies, reflective journals, lesson plans, etc. shall be kept in safe custody of the institute for at least one year for examination by the moderation committee whenever demanded.*

- Student-teachers shall record in the Teacher's Diary the daily activities carried out by them in the intern school. Daily entry shall be appended by the course supervisor of the B.Ed. institute and the Head Master/Head Mistress/Principal of the school.
- After the teaching-learning process, student teachers may discuss with the students in group about the strength and short comings of their teaching strategy. The responses of the students shall be recorded in the Teacher's Diary.
- Lesson Plan should be homogenously distributed between Classes VI – X as far as possible.
- Conduct of Formative Assessment and Remedial Teaching shall be recorded in the Teacher's Diary.
- Action/Project Research must be related on school environment of the intern school.
- 10% of the records, reports, assignments and data submitted by Interns of every Teacher Education Institutes shall be randomly checked by the moderation committee.
- All the required records, reports and data shall be submitted on or before a stipulated date and their internal marks shall be forwarded before exam form submission. Any student-teacher who fails to submit them on or before the stipulated date will not be issued Exam Hall Ticket of the concerned Semester.



PE 01
CHILDHOOD AND GROWING UP

Credit: 4

Contact Hours: 4 hours/Week

Total Marks: 100

Internal (Formative assessment): 20 marks

External (Summative assessment): 80 marks

Course Learning Outcomes

The course will enable the student-teachers to:

- acquaint with the theoretical perspectives and develop an understanding of the dimensions and the stages of human development;
- reflect on the role of socio-cultural context in shaping human development and recognize the policies and regulations to facilitate children;
- understand adolescence stage of human development;
- understand individual differences among the learners and analyse the implications of understanding human development for teachers; and
- understand the methods used in studying learners.

UNIT 1. CHILD AS A DEVELOPING INDIVIDUAL

- Concept of growth and development
- Principles of child development– Cephalocaudal principle, Proximodistal principle, Maturation
- Stages/Periods of human development
- Dimension/Domains of development with reference to physical and motor, mental, emotional, moral, social and language
- Developmental issues–stability and plasticity of human behavior, continuous and discontinuous development, nature and nurture controversy
- Theories of child development and their educational implications
 - Freud’s Psycho-sexual theory of child development
 - Piaget’s cognitive developmental theory
 - Vygotsky’s socio-cultural theory
 - Erickson’s psycho-social theory
 - Kohlberg’s moral development stages
 - Ecological system theory of Urie Bronfenbrenner
 - Theories of conditioning (Pavlov, Watson, Skinner)

UNIT 2. UNDERSTANDING CHILDHOOD IN SOCIO-CULTURAL PERSPECTIVES

- Child Rearing Practices
- Childhood across cultures and societies – examining children’s perspectives, experiences and actions in which they construct and re-construct their lives especially in hilly areas; urban and rural environment; and industrial and mining areas.
- Childhood in difficult circumstances –jails, conflict situations, families below poverty line, urban slums, growing up as girls, growing up in scheduled caste and scheduled tribe households.
- Childhood Social Indicators: poverty, health care, child care, child abuse and child neglect
- Conventions, policies, regulations and commissions for children– The United Nation’s Convention on the Rights of the Child,1989; National Policy for Children, 2013; The Juvenile Justice (Care and Protection of Children) Act, 2015; The Protection of Children from Sexual Offences Act, 2012; National Commission for Protection of the Child Rights; Manipur State Commission for Protection of Child Rights.

UNIT 3. ADOLESCENCE

- Adolescent: Meaning and characteristics.
- Developments during Adolescence –physical, mental, emotional, moral, social, sexual, values, religious.

- Adolescence crisis (HIV/AIDS, substance abuse, drop-out, delinquency, adolescence pregnancy, emotional problems, eating disorders, identity crisis) and its impact on education
- Personality development of adolescents- role of family, school, peer group, community, institution and media
- Youth culture–politics, activism and protest; counterculture

UNIT 4. UNDERSTANDING INDIVIDUAL DIFFERENCES

- Individual differences– personality, mental ability, creativity
- Psychological trials and test –emotional intelligence & intelligence, personality, creativity and cognitive development of learner, test of mental health
- Children with special needs

UNIT 5. METHODS USED TO STUDY CHILDREN

- Role of theories, hypotheses and research questions
- Experimental and quasi-experimental studies
- Systematic observation
- Self-reports, interviews and questionnaires
- Case study, clinical study
- Field study, longitudinal, cross-sectional, normative approach, correlational, ethnography
- Ethics in research on children

Sessional works (Any two)

1. Observe children during their playtime at a suitable time for a week; observe their play activities, relationships, communication with their peers. On the basis of that prepare a report about understanding childhood.
2. Prepare a case study of a girl child from a minority community or a tribal community.
3. Identify problem behaviour in children of secondary classes and prepare a case study report.
4. Observe, interact with and study children and adolescents of diverse social-economic, cultural and linguistic background in and outside the school. Report incidence of drug menace, sexual abuse, cybercrimes and other social problems and prepare action plan for remediation.
5. Administer, score and interpret any two of the following:
 - a. Intelligence test (individual /group test)
 - b. Personality test
 - c. Creativity Test– verbal/non-verbal test of creative thinking
6. Present seminar on any one of the following topics:
 - a. Genetic studies on gifted children
 - b. Intelligence Quotient Vs Emotional Quotient
 - c. Education of children with learning disabilities
 - d. Thinking skills
 - e. Problems of adolescents in Indian and State context
 - f. Diversity in the classroom and ways to promote unity
 - g. Adolescents and media challenges in 21st century
 - h. Moral development, character formation and education

Mode of Transaction

Lecture-cum-Discussion, Focused Reading and Reflection, Observation–Documentation–Analysis, Seminar, Brainstorming, Group Work, Case Study, Community Experience, Use of ICT resources, Interactive teaching, Flipped teaching

Suggested References

Ambron, S.R. (1981). *Child Development*. New York: Holt Rinehart and Winston.
 Anandalakshmy, S. (1994). *The Girl Child and the Family: An Action Research Study*. New Delhi: Department of Women and Child Development, HRD Ministry Government of India.

- Balk, D.E. (1995). *Adolescence Development*. New York: Brooks/Cole Publishing Company.
- Berk, L.E. (2003). *Child Development*. New Delhi: Prentice Hall of India.
- Craig, G.J. (1976). *Human Development*. New Jersey: Prentice-Hall, INC., Eaglewood Ciffs
- Dosanjh, J.H. and Ghuman, P.A.S. (1996). *Child-Rearing in Ethnic Minorities*. Multilingual Matters Ltd., Philaladelphia.
- Erikson, E.H. (1968). *Identify, Youth and Crisis*. London: Faber and Faber.
- Hurlock, E.B. (1990). *Adolescent Development*. New York: MacGraw Hills.
- Hurlock, E.B. (1997). *Child Development*. New Delhi: Tata McGraw-Hills.
- Indian Council for Child Welfare (1994). *Right of the Child: Report of a National Consultation, Nov. 21-23*. New Delhi.
- Kakar, S. (1998). *Identity and Adulthood*. New Delhi: Oxford University Press.
- Kusuma, A. (1997). *Child rearing practices in Tribals*. New Delhi: Discovery Publishing House.
- Mangal, S.K. (2008). *Advanced Educational Psychology*. New Delhi: P H I Learning Pvt. Ltd.
- McDevitt, T.M. and Omrod, J.E. (2002). *Child Development and Education*. New Jersey: Pearson Education Inc.
- Mishra, A. (2007). Everyday life in a Slum in Delhi, in D.K. Behara (Ed.), *Childhood in South Asia*. New Delhi: Pearson Education India.
- Morgan, C.T. (2000). *Brief Introduction to Educational Psychology*. New Delhi: Tata- McGraw Hill Pub. Com. Ltd.
- Nambissan, G.B. (2009). *Exclusion and Discrimination in Schools: Experiences of Dalit Children*. Indian Institute of Dalit Studies and UNICEF.
- Parry, J. (2005). Changing Childhood in Industrial Chattisgarh, in R. Chopra and P. Jeffery (Eds), *Educational regimes in Contemporary India*. New Delhi: Sage Publications.
- Pudaite, R. (1963). The Education of the Hmar People, Sielmat (Manipur): Indo-Burma Pioneer Mission.
- Rampal, A. and Mander, H. (2013). Lessons on food and hunger, *Economic and Political Weekly*, 48(28), 51.
- Rathaniah, (1977). *Structural Constraints in Tribal Education*. New Delhi: Sterling Publishers.
- Saraswathi, T.S. (1999). Adult Child Continuity in India: Is Adolescence a myth or an emerging reality in T.S. Saraswathi (ed), *Culture, Socialization and Human development: Theory, research and application in India*. New Delhi: Sage Publications.
- Selin, Helaine (2014). *Parenting across Cultures: Childrearing, Motherhood and Fatherhood in non-western cultures*. Springer.
- Sharda, N.K. (1988). *The Legal, Economic and Social status of the Indian Child*. New Delhi: Book Organisation.
- Sharma, N. (1996). *Identity of the Adolescent Girls*. New Delhi: Discovery Publishing House.
- Sharma, N. (2003). *Understanding Adolescence*. NBT, India.
- Skinner, C.E. (1996). *Educational Psychology*. New Delhi: Prentice Hall of India Pvt. Ltd.
- Strasburger, V.C. (1995). *Adolescent and the Media*. New Delhi: Sage Publications.
- UNESCO (1991). *Adolescence Education, Module I, II, III, IV (Population Education Programme Service)*. Bangkok: UNESCO Principal Regional Office for Asia and Pacific.
- Weiner, M. (1991). *The Child and the State in India*. Delhi: Oxford University Press

PE 02
CONTEMPORARY INDIA AND EDUCATION

Credit: 4	Contact Hours: 4 hours/Week	Total Marks: 100
Internal (Formative assessment): 20 marks	External (Summative assessment): 80 marks	

Course Learning Outcomes

The course will enable the student-teachers to:

- explain the concept of education as an initiation process;
- differentiate between education as a natural process and as a social process with suitable illustrations;
- appreciate the unity and strengths of diversities prevailing in India based on region, religion, gender, languages, socio-economic factors like caste, means of livelihood;
- acquire knowledge about the salient features of our Constitution and constitutional measures to protect diversities;
- develop understanding of the issues in contemporary India like industrialization, urbanization, globalization, modernization, economic liberalization and digitalization;
- appraise about the policy initiatives taken in education reform during pre- and post-independent India;
- develop overall understanding of the working and recommendations of various Commissions and Committees constituted for improving education in the country;
- appreciate innovations and new measures towards universalization of education including the role of Panchayati Raj Institutions;
- familiarise with various incentive schemes like mid-day meal, support to economically, socially and educationally backward communities; and
- develop understanding of the issues, and challenges faced by Indian contemporary society.

UNIT 1. MEANING AND NATURE OF EDUCATION

- Education: etymological meaning, narrow meaning, broader meaning
- Education as a natural process, Education as a social process
- Does education occur only in educational institutions?
- Bases of Educational Goals
 - Social Desires and Aspirations
 - Vision about an Educated Person
- Nature of Educational Goals
 - Universality
 - Country Specificity
 - Responsiveness to Changing Socio-economic Realities
- Concept of Educational Philosophy
- Relationship between Philosophy and Education
- Functions of Philosophy with reference to Education
- Schools of Philosophy: Naturalism, Idealism, Pragmatism (Principles, Aims, Curriculum, teaching methodology)

UNIT 2. UNDERSTANDING SOCIAL DIVERSITY OF INDIA

- Social stratification: forms and function; caste and class; region and religion;
- Types of society: tribal, agrarian; industrial, post-industrial society;
- Educational scenario of India: diversity in terms of educational opportunities– religion, caste, class, gender, language, region and tribes;
- Challenges in achieving universal elementary education;
- Role of education in creating positive attitude towards diversity;
- Impact of urbanisation, industrialisation, globalization, modernization, economic liberalization and digitalization;

- Population explosion and educational challenge: population size; composition and distribution in India; consequences of population growth

UNIT 3. CONSTITUTIONAL PROVISIONS AND EDUCATION

- Constitutional provisions on education that reflect national ideals: democracy and the values of equality, justice, freedom, concern for others' wellbeing, secularism, respect for human dignity and rights;
- India as an evolving nation: vision, nature and salient features – democratic and secular polity, Federal structure: implications for educational system;
- Aims and purposes of education drawn from constitutional provision;
- Fundamental Rights and Duties of citizens;
- Constitutional interventions for universalization of education and RTE Act, 2009;
- Decentralization of Education and Panchayati Raj (specifically through 73rd and 74th amendment);
- Role of central and state governments in the development of education

UNIT 4. POLICY FRAMEWORK AND INITIATIVES FOR DEVELOPMENT OF EDUCATION IN INDIA

- Overview of educational reform in the Pre-independence period- Macaulay's minutes, Wood's Despatch, Hunter Commissions; Sargent Report, Basic education;
- Education in Post-Independence Period: Mudaliar Commission (1952); Education Commission (1964-66); NPE 1968; NPE 1986 and its modified version 1992; Knowledge Commission;
- Emerging trends in the interface between
 - political process and education
 - economic developments and education; and
 - Socio-cultural changes and education.
 - Idea of Common School System
 - National System of Education
- Language Policy; Learning Without Burden, 1993; Justice Verma Commission, 2012
- Sarva Shiksha Abhiyan (SSA), Rashtriya Madhyamik Shiksha Abhiyan (RMSA), Mid-day Meal, ICT in School Education- National Repository of Open Educational Resources (NROER), Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching (PMMMNMTT)
- Education in Manipur: development during Pre and Post-independence period

UNIT 5. CONCERNS AND ISSUES OF CONTEMPORARY INDIAN EDUCATION

- Challenges in implementation of RTE Act 2009
- Right to Education and Universal Access:
 - Issues of a) Universal enrolment b) Universal retention c) Universal achievement
 - Issues of quality and equity.
(With specific reference to physical, economic, social and cultural access, particularly to girl child and weaker sections as well as differently-abled children)
 - School safety
- Equality of Educational Opportunity:
 - Meaning of equality and constitutional provisions
 - Prevailing nature and forms of inequality, including dominant and minor groups and related issues
- Inequality in schooling: public-private schools, rural-urban schools, single teacher schools and many other forms of inequalities in school systems and the processes leading to disparities
- Education in Manipur: need of quality school education, vocationalization of secondary education.

Sessional Works (Any two)

- Discuss the following meanings of education by consulting books and make presentation
 - Education as preparation for life
 - Education as direction
 - Education is a lifelong process.

OR

Read the book *On Education* by Sri Aurobindo and find out more about the integral education in the school started by him and the mother. Make a presentation in your class.

- Make a case study of different kind of schools on any of the following aspects:
 - Diversity and educational opportunities
 - Enrolment, retention, achievement
 - Physical, economic, social and cultural access
- Make a study of the conflicts and social movements in India: Women, Dalit and tribal movements and make presentation
- Make a case study on the impact of electronic media on children.
- Make a case study on the understanding youth culture in the present times and the impact of internet and other visual mediums.
- Make a study to find out the causes and means of eradication of poverty in slum/rural areas.
- Presentation on the reports and policies on USE
- Conduct survey of government and private schools and identify any form of inequality
- Carry out study of voluntary agency working in the field of educational development on relevant aspects.
- Conduct surveys of various educational contexts (eg. Schools of different kinds) and make interpretative presentations based on these
- Review writings (at least 5) on analysis of education-development interface, prepare a manuscript and make presentation in the class.

OR

Review writings (at least 5) on analysis of socio-cultural changes and education interface, prepare a manuscript and make presentation in the class.

Mode of Transaction

Lecture-cum-Discussion, Focused Reading and Reflection, Observation–Documentation–Analysis, Seminar, Panel Discussion, Brainstorming, Group Work, Case Study, School Internship, Community Experience, Use of ICT resources, Interactive teaching, Flipped teaching

Suggested Readings

- Anand, C.L. et.al. (1983). *Teacher and Education in Emerging Indian Society*. New Delhi: NCERT.
- Dube, S.C. (1990). *Indian Society*, NBT, New Delhi
- Gobinda, R (2011). *Who goes to school? Exploring exclusion in Indian education*, Oxford University Press
- GOI (1966). *Education and National Development, 1964-1966*. Ministry of Education, Govt. of India
- GOI (2004). *Learning without Burden, Report of the National Advisory Committee*. Education Act. Ministry of HRD, Department of Education.
- GOI (2009). *The Right of Children to Free and Compulsory Education Act*. 2009.
- Govinda, R. (2011). *Who goes to school?: Exploring exclusion in Indian education*. Oxford University Press.
- Govt. of India (1986). *National Policy on Education*, Min. of HRD, New Delhi.
- Govt. of India (1992). *Programme of Action (NPE)*. Min of HRD.
- Hill and Roskarn, 2009. *The Developing World and State Education; Neoliberal deprecation and Egalitarian Alternative*, Rout ledge.
- Hindustani Talim Sangh, 1983. *Basic National Education*, Report of the Zakir Hussain Committee, Sagaon, Wardha Hindustani Talimi Sangh.
- Krishnamurti, J. (1992). *Education and world peace*. In *Social responsibility*. Krishnamurti Foundation.
- Kumar, K. (2013). *Politics of education in colonial India*. India: Routledge.

- Mani, R.S. (1964). Educational Ideas and Ideals of Gandhi and Tagore, New Book Society, New Delhi.
- Manoj Das (1999). Sri Aurobindo on Education, National Council for Teacher Education, New Delhi.
- Marjorie, S. (1988). The Story of Nai Talim, Naitalim Samiti: Wardha.
- Mathur, S.S. (1997). A Sociological Approach to Indian Education, Agra, Vinod Pustak Mandir.
- Mitra, Dr. V. (1967). Education in Ancient India, Arya book Depot, New Delhi
- Mohanty, J., (1986). School Education in Emerging Society Sterling Publishers.
- Mookerji, R.K. (1999). Ancient Indian Education (Brahmanical and Buddhist), Cosmo Publications, New Delhi.
- Mukherji, S.M., (1966). History of Education in India, Acharya Book Depot, Baroda.
- Naik, J.P. (1982). The Education Commission and After, APH Publishing.
- Naik, J.P. and Syed, N., (1974). A Student's History of Education in India, MacMillan,
- NCERT (1986). School Education in India – Present Status and Future Needs, New Delhi.
- NCERT (1986). School Education in India- Present Status and Future Needs, New Delhi.
- NCERT (2002). Seventh All India School Education Survey, NCERT, New Delhi.
- NCERT (2002). Seventh All India School Education Survey, NCERT: New Delhi.
- NCERT (2005). National Curriculum Framework (NCF 2005). New Delhi, NCERT.
- NCERT (2006a). Position Paper – National focus group on education with special needs.
- NCERT (2006b). Position Paper – National focus group on gender issues in the curriculum (NCF 2005), NCERT.
- NCERT (2006c). Position paper-National focus group on problems of scheduled caste and scheduled tribe children (NCF 2005). New Delhi: National Council of Educational Research and Training
- NCERT (2006d). Position paper-National focus group on teaching of Indian language. New Delhi: National Council of Educational Research and Training
- NCERT (2014). Basics in Education: Textbook for B.Ed. Course. New Delhi: National Council of Educational Research and Training
- Ozial, A.O. Hand Book of School Administration and Management. London: Macmillan.
- Pathak, A. (2013). Social Implication of Schooling: Knowledge, Pedagogy and Consciousness, Akar Books.
- Sainath P. (1996). Everybody loves a good drought. New Delhi: Penguin Books.
- Salamatulla, (1979). Education in social context. New Delhi: National Council of Educational Research and Training
- UNDP. Human Development Reports. New Delhi. Oxford: Oxford University Press.
- UNESCO (1997). Learning the Treasure Within.
- UNESCO (2004). Education for All: The Quality Imperative. EFA Global Monitoring Report, Paris.
- UNESCO (2004). Education for all: The quality Imperative EFA Global Monitoring Report, Paris.
- Varghese, N.V. (1995). School Effect on Achievement: A Study of Government and private Aided Schools in Kerala, In Kuldip Kumar (Ed.) School effectiveness and learning achievement at primary stage: International perspective. NCERT, New Delhi.
- World Bank, (2004). Reaching the Child: An Integrated Approach to Child Development. Oxford University Press, Delhi.

PE 03
LEARNING AND TEACHING

Credit: 4

Contact Hours: 4 hours/Week

Total Marks: 100

Internal (Formative assessment): 20 marks

External (Summative assessment): 80 marks

Course Learning Outcomes

The Course will enable the student-teachers to:

- develop an understanding about differential learning needs of the learners with regard to abilities, learning styles, socio-cultural differences, language and learning difficulties;
- develop awareness of the different contents of learning;
- reflect on their own implicit understanding of the nature and kinds of learning;
- gain an understanding of different theoretical perspectives of learning including the constructivist perspective;
- develop understanding about the concept of teaching from various perspectives;
- explore teaching strategies to address diversity of student in a classroom; and
- analyse 'teaching' as a profession.

UNIT 1. UNDERSTANDING THE LEARNER

- Dimensions of differences in psychological attributes– cognitive abilities, interests, aptitude, creativity, personality, values and self-esteem.
- Understanding learners from the perspective of multiple intelligences with a focus on Gardner's theory of multiple intelligences. Implications for teaching-learning in the light of changing concept of intelligence, including emotional intelligence.
- Differences in learners based on predominant 'learning styles'.
- Differences in learners based on socio-cultural context 'Impact of home language of learners' and language of instruction, impact of differential cultural capital of learners.
- Understanding differences based on range of cognitive abilities – learning difficulties, slow learners and dyslexics, intellectual deficiency, intellectual giftedness. Implications for catering to individual variations in view of 'difference' rather than 'deficit' perspective.

UNIT 2. UNDERSTANDING LEARNING

- Implicit knowledge and beliefs about learning (demystifying misconceptions).
- Perspective on human learning: Behaviourist (conditioning paradigm in brief), cognitivist, information- processing view, humanist, social- constructivist (drawing selectively on the ideas of Skinner, Piaget, Rogers, Vygotsky).
 - (i) Concepts and principles of each perspective and their applicability in different learning situations.
 - (ii) Relevance and applicability of various theories of learning for different kinds of learning situation.
 - (iii) Role of learners in various learning situations, as seen in different theoretical perspectives.
 - (iv) Role of teacher in teaching-learning situations: as a) transmitter of knowledge b) facilitator c) negotiator d) co-learner.

UNIT 3. LEARNING IN CONSTRUCTIVIST PERSPECTIVE

- Distinctions between learning as 'Constructor of Knowledge' and learning as 'transmission and reception of knowledge'.
- Social-constructivist perspective (also Bruner and Ausubel's perspective) and application of Vygotsky's ideas in teaching.
- Processes to facilitate 'construction of knowledge'
 - (i) Experiential learning and reflection
 - (ii) Social mediation
 - (iii) Cognitive negotiability

- (iv) Situated learning and cognitive apprenticeship
- (v) Meta-cognition
- Creating facilitative learning environments, teacher's attitudes, expectations– enhancing motivation, positive emotions, self- efficacy, collaborative and self-regulated learning.
- Utilizing learners experiences (in and outside school) in classroom process.

UNIT 4. UNDERSTANDING TEACHING

- What is meant by teaching (teaching as a practice, activity and performance).
- Teaching as a complex activity
 - Reflective Teaching to enhance learning
 - Teaching in a diverse classroom (addressing the diversity of student in classroom.
 - Diversity in cognitive abilities, learning styles due to socio- cultural context, language diversity, differences resulting from disabilities, gender difference, diversity of student at risk.
 - Teacher as a critical pedagogue.

UNIT 5. TEACHING AS A PROFESSION

- Teaching as profession (basic characteristics of teaching qualifying it as a profession).
- Professional development of teachers.
 - Need (link between professional development of teacher and substantial school improvement and student learning).
 - Phrases of Professional development (Pre- service and In- service).
 - Approaches
 - (i) Conventional face to face (through various institutions)
 - (ii) School based INSET
 - (iii) Action Research Professional Learning Communities (PLC)
 - (iv) Self-initiated learning
 - (v) Professional Development through distance mode
 - Facilitating professional development
- Teacher Autonomy and Accountability

Sessional Works (Any two)

- Student teacher may be asked to visit nearby schools (at least four different schools). Observe teaching learning process in some classroom for few days. Make records and prepare a presentation highlighting various kinds of teaching and learning which they observed there.
- Observe a class in a practising school for few days and prepare a note highlighting how teachers addressed the learning needs of different learners. Give examples with respect to gender, inclusion, culture and language.
- Read few dairies written by teachers, analyse their text in the context of teaching activities.
- Interact with peers and few teachers. Discuss whether teaching is a profession and prepare a report on the basis of their perception.
- Interact with few teachers in a nearby school and discuss with the relevance of training they received with respect to the classroom teaching.

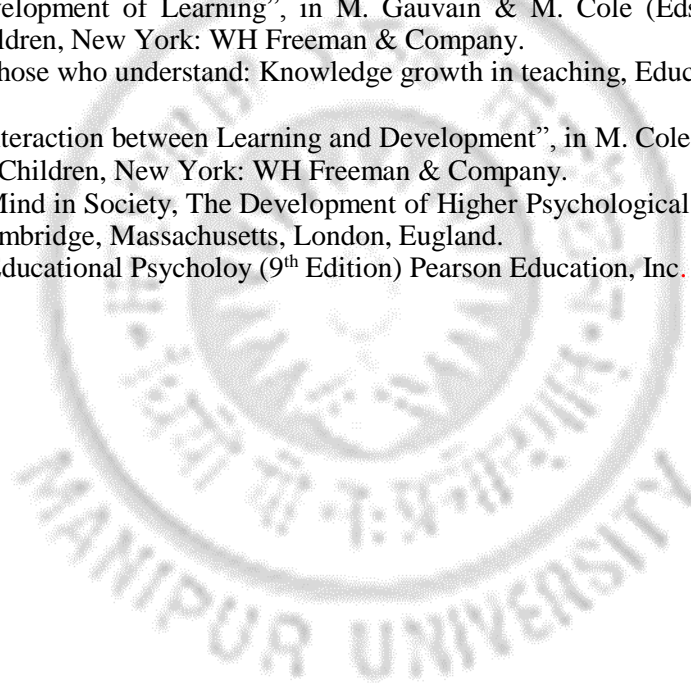
Mode of transaction

Lecture-cum-discussion, critically analyse the relevant texts and visit schools and other learning sites to gain understanding about learning and teaching in various contexts, multi-media of various lessons, examples of children's works and records that capture a variety of images of learning and teaching. Student teachers may be encouraged in planning, exploration, sharing and reflecting, analytical writing and studying teacher' dairies and other records.

Suggested Reading

Bhatt, H. The dairy of a school teacher: An Azim Premji University publications, www.arvindguptatoys.com/arvindgupta/dairy- school teacher- eng.pdf

- Burden, Paul R; Byrd, David. M. (1999). *Methods for Effective Teaching* (Sec Edition), Allyn and Bacon.
- Carr, D (2005), *Making Sense of Education: An introduction to the Philosophy and Theory of Education and Teaching*, Routledge.
- Delpit, L. (2006): *Other Peoples Children, Cultural Conflict in the classroom*, The New Press.
- Dhar, T.N. (Ed), 1996: *Professional Status of Teachers*, NCTE, New Delhi.
- Gardner, Howard (1989), *Frames of Mind, The Theory of Multiple Intelligences*, Basic Books, New York.
- Jean, Ellis Ormrod (2008): *Educational Psychology: Developing Learners* (6th Edition) Pearson Merri Prentice Hall, Upper Saddle River, New Jersey, Columbus, Ohio.
- Kauchak, D.P. and Eggen, P.D. (1998): *Learning and Teaching, Research based Methods*, Boston: Allyn and Bacon.
- Ladsen- Billings, G. (1995): *Towards a Theory of culturally Relevant Pedagogy*, *American Educational Research Journal*, 32(3), 465- 491.
- Lampert, M. (2001): *Teaching Problems and the Problems of Teaching*, Yale University Press.
- NCERT (2005): *National Curriculum Framework*, New Delhi.
- NCERT (2014): *Basics in Education, Textbook for B.Ed. Course*.
- Olson, A.R.& Bruner, J.S. (1996): "Folk Psychology and Folk Pedagogy" in D.R Olson & N.Torrance (Eds.).*The Handbook of Education and Human Development* (pp. 9-27).Oxford, Black Well, 1996.
- Piaget, J. (1997). "Development of Learning", in M. Gauvain & M. Cole (Eds.), *Reading on the Development of Children*, New York: WH Freeman & Company.
- Shulman, L.S. (1986): *Those who understand: Knowledge growth in teaching*, *Educational Researcher*, 4-14.
- Vygotsky, L. (1997). "Interaction between Learning and Development", in M. Cole (Eds.), *Reading on the Development of Children*, New York: WH Freeman & Company.
- Vygotsky, L.s. (1978), *Mind in Society, The Development of Higher Psychological processes*, Harvard University Press, Cambridge, Massachusetts, London, England.
- Woolfolk, A.E.(2009): *Educational Psychology* (9th Edition) Pearson Education, Inc.



PE 04
HEALTH YOGA AND PHYSICAL EDUCATION

Credit: 2	Contact Hours/Week: 1 hour (lecture-cum-discussion) 2 hours (practical session for 1 day)	Total Marks: 50
Internal (Formative assessment): 10 marks	External (Summative assessment): 40 marks	

Course Learning Outcomes

To enable the student-teachers to:

- develop an understanding of Yoga and the skills and competencies for practicing Yoga;
- establish a perfect co-ordination and harmony between the body and the mind;
- develop an understanding of different types of exercises and their effects on the body systems;
- develop positive attitude towards exercise and health;
- develop nutritional awareness among the students;
- develop an understanding of health education and provide general health awareness to the students;
- provide knowledge concerning prevention of general diseases and others such as HIV/AIDS;
- develop an understanding on the importance of personal hygiene;
- develop skills in organizing physical education programme in schools;
- acquire the skills of various indoor and outdoor sports events;
- acquire basic skills of first aid; and
- acquaint with the first aid measures and emergency responses required for common injuries.

UNIT I. YOGA, EXERCISES AND NUTRITION

- Yoga and Asanas: meaning, concept and misconcept of yoga, type of yoga and its limbs
- Asanas (standing, sitting, prone and supine position) and Pranayama: technique and importance
- Physical fitness: meaning, definition, components and benefits
- Exercise: types and effects on various systems (circulatory, nervous, muscular, digestive & respiratory system)
- Nutrition: meaning, classification and yogic diet
- Understanding of vitamins, fats, proteins, carbohydrates, water and minerals

UNIT 2. HEALTH EDUCATION

- Meaning, definition and concept of health, Scope and importance of health education,
- Meaning of communicable and non-communicable disease, common communicable diseases (malaria, typhoid, cholera, diarrhea, whooping cough, HIV/AIDS, TB)
- Drug and other substances abuse
- Personal Hygiene: meaning and importance
- Personal cleanliness, cleanliness of classroom and other places in the campus of the institution, cleanliness of environment
- Arrangement of safe drinking water and sanitation in the institution

UNIT 3. PHYSICAL EDUCATION

- Meaning, definition, aims and objectives, scope and importance
- Basic skills, rules and regulation of football, badminton, volleyball, lawn tennis, table tennis, throw ball, kho-kho, kabaddi, gymnastics (simple floor exercise – front roll, back roll, card wheel, hand stand, etc.), mass drill and marching, some self-defense techniques
- Injury: meaning and types; symptoms, prevention and treatment of strain, sprain, contusion, laceration, fracture and dislocation
- First aid: meaning, basic skills of first aid (artificial respiration, application of different types of bandages, transportation of injuries and sick persons, use of splint); emergency responses

and care to common injuries like drowning, wounds, bleeding (hemorrhage), sunstroke, dog bite, snake bite, burns

Sessional works (Any one)

- Demonstrate any physical or mental exercises (physical exercise, self-defense technique, asana, pranayama and meditation) which you are good at in the class
- Prepare a nutrition deficiencies chart and highlight the remedies.
- Make a seminar presentation on the types of exercises and their beneficial effects on our various systems.
- Demonstrate First Aid techniques with the aid of illustrations and multi-media technology
- Demonstrate emergency responses and care for different types of injuries.
- Discuss the need and demonstrate the techniques for inducing mouth to mouth and artificial respiration with the aid of illustrations and multi-media technology
- Prepare posters and charts concerning prevention of diseases such as AIDS, contagious diseases, epidemics, etc.
- Prepare a plan and make a presentation in the class for personal health care.
- Make a presentation in the class for prevention of drug abuse in schools with peer support.
- Prepare a record booklet of the sports meet and other physical activities held in the institute including your involvement/participation and make a presentation.

Mode of Transaction

- Lecture, lecture cum Discussion
- Demonstrations
- Practical

Suggested References

- Bucher, C.A. (1975). *Foundations of Physical Education*. 7th Ed. The C.V. Mosby Company.
- Charks, B.A. (1993). *Foundation of Physical Education and Sports*. New Delhi: BI Publication.
- Griffith, H. W. (1986). *Complete Guide to Sports Injuries*. New Delhi: Metropolitan Book Co. Pvt. Ltd.
- Hatha Yoga Pradipika
- Hedge, (1997). *How to maintain Good Health*. New Delhi: UBPSD Publishers.
- Kamlesh and Sangral (1978). *Principal and History of Physical Education*. Ludhiana: Tandon Publications.
- Kanele, B.S. and Kumar, C.P. (1996). *Text Book of Health and Physical Education*. Ludhiana: Kalyana Publishers.
- Mangal, S.K. (2005). *Health and Physical Education*. Ludhiana: Tandon Publications.
- Nash, T.N. (2006). *Health and Physical Education*. Hyderabad: Nilkamal Publishers.
- NCERT (2005). *National Curriculum Framework National Council of Education Research and Training, 2005*. New Delhi: NCERT.
- NCERT (2006). *National Focus Groups – Positions Papers Vol. III, Health and Physical Education*. New Delhi: NCERT.
- Park, K. (2000). *Preventive and Social Medicine*, 6th Ed. Banarsidas Bhanot Publishers.
- Prasad, Y.V. (2006). *Method of teaching Physical Education*. New Delhi: Discovery Publishing House.
- Swami, V. *Raja Yoga*. Madras: Adyar Publication.
- Sangral, K. (1977). *Methods in Physical Education*. Ludhiana: Prakash Brothers.
- Shivananda, S. (1972). *Yoga Asanas*. Divine Life Society.
- Singh, A., Bains, J., Gill, J.S., Brar, R.S. (2014). *Essentials of Physical Education*. New Delhi: Kalyani Publications.
- Sothi, S. and Krishnan, P. (2005). *Health Education and Physical Education*. Delhi: Surjeet Publications.
- St. John Ambulance Association India (1972). *First Aid*. Thomson Press.
- Thomas, J.P. (1954). *Organisation of Physical Education*. Chennai: Y.M.C.A. College of Physical Education.
- Tiwari, O.P. (2002). *Asana: Why and How*. Kanalyadhama.
- Williams, M.H. (2005). *Nutrition, Fitness and Sports*, 7th Ed. New Delhi: MC Graw Hill.
- Yoga Sutras - Patanjali Maharashi.

PE 05
KNOWLEDGE AND CURRICULUM

Credit: 4	Contact Hours: 4 hours/Week	Total Marks: 100
Internal (Formative assessment): 20 marks	External (Summative assessment): 80 marks	

Course Learning Outcomes

The course will enable the student-teachers to:

- understand epistemological and social bases of education to equip them to consciously decide about the educational and pedagogical practice(s) with increased awareness and clarity;
- make distinctions between knowledge and information, and reason and belief based on epistemological basis of education, to engage with the enterprise of education;
- the basic concepts and process of curriculum planning, preparation of syllabi and development of text books at different levels;
- analyze text books and related educational material in the context of aims and objectives of education and learning outcome;
- impart understanding about the activities inside and outside the class room and the commonplace rituals of school, its celebrations, and its notions of rules, discipline, or the timetable;
- understand the gaps in the curriculum as enacted and curriculum as process and practiced and to understand the role of ideology and power in influencing curriculum;
- infuse dynamism in interpreting and transacting curriculum in the school, so that it becomes culturally sensitive in selection of knowledge, symbols and values, and child-friendly in pedagogy;

UNIT 1. KNOWLEDGE AND KNOWING

- Knowledge: meaning and nature
- Differences between information, knowledge, belief and truth.
- Knowing process: Different ways of knowing; knowledge Construction, Process of Construction of Knowledge, Relative roles of knower and the known is knowledge transmission and construction
- Facets of knowledge- Different facets of knowledge and relationship, such as: local and universal, concrete and abstract, theoretical and practical, contextual and textual, school and out of school with an emphasis on understanding special attributes of 'School Knowledge'.
- Role of culture in knowing
- Reflection on knowledge
- Concept and meaning of education and knowledge according to Indian thinkers: views of Mahatama Gandhi, Swami Vivekananda, Sri Aurobindo, Rabindranath Tagore, Jiddu Krishnamurti on knowledge and education.
- Western Views: Classical (Plato, Socrates, Aristotle), Liberalists (Rousseau, Pestalozzi, Froebel), Progressivists (John Dewey)
- Values: meaning and concept, types, conflicts in school

UNIT 2. FORMS OF KNOWLEDGE AND ITS ORGANIZATION IN SCHOOLS

- Meaning of curriculum, perspectives of curriculum- Traditionalist, Empiricist, Reconceptualist and social constructivists.
- Understanding the meaning and nature of curriculum: need for curriculum in schools.
- Concepts of core curriculum, Hidden curriculum and Spiral curriculum.
- School knowledge and its reflection in the form of curriculum, syllabus and text books.
- Curriculum framework, curriculum and syllabus: their significance in school education
- Curriculum visualized at different levels: National level; State level; school level; class-level and related issues.

UNIT 3. CURRICULUM DETERMINANTS AND CONSIDERATIONS

- Broad determinants of curriculum making: (At the nation and state-wise level)
 - Socio-political aspirations, including ideologies and educational vision;
 - Cultural orientations;
 - National priorities;
 - System of governance and power relations, and
 - International contexts
- Consideration in curriculum development (At school level)
 - (i) Forms of knowledge at its characterization in different school subject
 - (ii) Relevance and specificity of educational objectives for concerned level
 - (iii) Socio-cultural context of students multi-cultural, multilingual aspect
 - (iv) Learners characteristics
 - (v) Teachers' experiences and concerns
 - (vi) Critical issues: Environmental concerns, gender differences, inclusiveness, value concerns and issues, social sensitivity.

UNIT 4. CURRICULUM DEVELOPMENT (AT SCHOOL LEVEL)

- Understanding different approaches to curriculums development; Subject-centred; environmentalist (incorporating local concerns); Behaviourist; competency-based (including minimum levels of learning); learner-centred and constructivist.
- Process of curriculum making
 - (i) Formulating aims and objectives (based on overall curricular aims and syllabus)
 - (ii) Criteria for selecting knowledge and representing knowledge in the form of thematic questions in different subjects.
 - (iii) Organizing fundamental concepts and themes vertically across levels and integrating themes within (and across) different subjects.
 - (iv) Selection and organization of learning situations.
- Constructions of curriculum vis-à-vis teacher's role and support in 'transacting curriculum'; 'developing curriculum'; 'researching curriculum'.

UNIT 5. CURRICULUM IMPLEMENTATION AND RENEWAL

- Teachers' role in generating dynamic curricular experience through
 - (i) Flexible interpretation of curriculum aims; and
 - (ii) Contextualization of learning
 - (iii) Varied learning experiences
- Selection and development of learning resources (textbooks, teaching-learning materials and resources outside the school-local environment, community and media, etc).
- Process of curriculum evaluation and revision
 - (i) Needs for model of continual evaluation
 - (ii) Feedback from learners, teachers, community and administration
 - (iii) Observable incongruencies and correspondence between expectations and actual achievements

Sessional Work (Any Two)

Find out about the kind of education practised in Shantiniketan during Tagore's times. Make a presentation in your class.

OR

Explain the following educational quotations given by John Dewey. How are they relevant to the present educational system? Support your responses with suitable illustrations drawn from school experiences and other informal contexts of learning.

Education is a social process....

Education is growth...

Education is not preparation for life...

Education is life itself.

OR

Analyze and discuss the following views on education in your group:

Socrates: "Education means the bringing out of the ideas of universal validity which are latent in the mind of every man."

Plato: "Education is the capacity to feel pleasure and pain at the right moment. It develops in the body and in the soul of the pupil all the beauty and all the perfection which he is capable of."

Aristotle: "Education is the creation of a sound mind in a sound body. It develops man's faculty, especially his mind so that he may be able to enjoy the contemplation of supreme truth, goodness and beauty of which perfect happiness essentially consists of."

- Analyse the state curriculum of your state in the light of NCF 2005 and how various issues like gender, inclusiveness, ICT are integrated in the curriculum?
- Discussion on purpose of curriculum framework
- Interaction with school teachers and principals, how they operationalise the prescribed curriculum into an action plan;
- Analysis of any one textbook with regards to incorporation of gender issue
- How curriculum is evaluated and revised

Critical appraisal on overview of salient features of 'philosophical and practice' of education advocated by any two of the following thinkers and their presentation:

- Rabindranath Tagore; Liberationist pedagogy
- M.K. Gandhi: Basic education
- Sri Aurobindro: Intregal education
- J. Krishnamurthi: Education for individual and social transformation

Mode of Transaction

Lecture-cum-Discussion, Demonstration-cum-discussion, Focused Reading and Reflection, Observation–Documentation–Analysis, Seminar, Panel Discussion, Brainstorming, Group Work, Case Study, School Internship, Community Experience, Use of ICT resources, Interactive teaching, Flipped teaching

Suggested Readings

- Agarwal, Deepak (2007). *Curriculum Development: Concept, Method and Techniques*. New Delhi: Book Enclave.
- Arora, G.L. (1984). *Reflection on Curriculum*. New Delhi: NCERT.
- Bob Noon and Potricia Murphy (Ed) (1999). *Curriculum in context*. London: Paul Chapman Publishing.
- Butchvarov, P. (1970). *The concept of knowledge*. Evanston, Illinois: North Western University Press.
- Chomesky, N. (1986). *Knowledge of language*. New York: Prager.
- Datta, D.M. (1972). *Six ways of knowing*. Kolkata: Calcutta University Press.
- G.W.Ford and Lawrence Pungo (1964). *The structure of knowledge and the Curriculum*. Chicago: Rand McNally & Company.
- Joseph Schwab, (1969). *The practical: A language for curriculum*. School Review.
- Kelley, A.B. (1996). *The Curriculum Theory and practice*. US: Harper and Row.
- Kumar, Krishna (1997). *What is Worth Teaching?*. New Delhi: Orient Longman.
- Margaret, K.T. (1999). *The Open classroom*. New Delhi: Orient Longman.
- NCERT (1984). *Curriculum and Evaluation*. New Delhi: NCERT.
- NCERT (2006). *Systematic reforms for curriculum change*. New Delhi.
- NCERT (2000). *National Curriculum Framework for School Education*. New Delhi: NCERT.
- NCERT (2005). *National Curriculum Framework*, NCERT, New Delhi.
- NCERT (2014). *Basics in Education*. New Delhi: NCERT.
- NCTE (2009). *National Curriculum Framework for Teacher Education*. New Delhi.
- Dewey, John (1996). *The Child and the Curriculum*. The University of Chicago Press.
- Nirantar (1997). *Developing a curriculum for rural women*. New Delhi: Nirantar.
- Prema Clark (2001). *Teaching and Learning: The culture of pedagogy*. New Delhi: Sage Publication.
- Steven H. Cahn (1970). *The Philosophical foundation of Education*. New York: Harper & Row Publishers.
- Taba, Hilda (1962). *Curriculum Development, Theory and Practice*. New York: Har Court Brace and Wald.
- Wiles, J.W.C Joshep Bondi (2006). *Curriculum Development: A Guide to Practice*. Pearson Publication.
- Whecker, D.K. (1967). *Curriculum Process*. London: University of London Press.

PE 06
GENDER SCHOOL AND SOCIETY

Credit: 2	Contact Hours: 2 hours/Week	Total Marks: 50
Internal (Formative assessment): 10 marks	External (Summative assessment): 40 marks	

Course Learning Outcomes

This course will enable the student-teachers to:

- develop basic understanding and familiarity with key concepts- gender, sex, sexuality, gender bias, gender stereotype, empowerment, equity and equality, patriarchy, feminism, etc;
- critically examine the gender stereotypes and rethink on their own beliefs;
- understand and develop insight on important landmarks in connection with gender and women's education in the historical and contemporary periods;
- learn about gender issues in school, curriculum, textual materials across disciplines, pedagogical processes and its intersection with class, caste, religion and region;
- be sensitized towards the gender issues; and
- understand how gender, power and sexuality relate to education (in terms of access, curriculum and pedagogy).

UNIT 1. GENDER ISSUES: KEY CONCEPTS

- Conceptual foundation: Gender, sex, sexuality, patriarchy, masculinity and feminism
- Gender bias and gender stereotyping
- Gender and its intersection with caste, class, religion, disability and region
- Gender issues in Contemporary India: National and State scenario of crime against women and girl children (domestic violence, work-place harassment, cyber-crime against women, sexual abuse and violence, female body objectification), causes, preventive measures
- Constitutional provisions of India providing equal rights and prohibition against discrimination, Strategic objectives of the Beijing Declaration and Platform for Action, 1995. Pre-Conception and Pre-Natal Diagnostic Technique (Prohibition of Sex Selection) Act, 1994, Protection of Women from Domestic Violence Act, 2005. The Prohibition of Child Marriage Act, 2006, Protection of Children from Sexual Offences Act, 2012, Sexual Harassment of Women at Work Place (Prevention, Protection and Redressal) Act, 2013,
- Objectives of the National Policy for Empowerment of Women, 2001

UNIT 2. GENDER, EDUCATION AND SOCIALIZATION

- Social reform movements of the 19th and 20th centuries with focus on women's education
- Theories on Gender and Education: Socialization theory, Gender difference, Structural theory and Deconstructive theory
- Gender roles and Gender Identities: Formation of gender identities and socialization practices in family, schools, other formal and informal organization
- Role of Media (print and electronic) in social construction of gender

UNIT 3. GENDER AND SCHOOL

- Schooling of Girls: Inequalities and resistances (issues of access, enrolment, retention and exclusion)
- Consideration of gender issues in curriculum: With special focus on Curriculum Frameworks
- Gender and hidden curriculum (teachers' attitude, expectations, peer culture, classroom interaction)
- Gendered representation in textbooks
- Role of teacher as an agent of change
- Life skills and sexuality

Suggested Practicum (Any One)

- *Analysis of textual materials from the perspectives of gender bias and stereotype*
- *Project on women role models in various fields with emphasis on women in unconventional roles*
- *Collection of folklores reflecting socialization processes and its Influence on Identity formation.*
- *Prepare a report and make presentation on child abuse/violation of girls' rights by collecting data from various sources*
- *Analysis and report writing on Policies and Schemes on Girls Education and Women's Empowerment.*
- *Prepare a report on field visits to schools to observe the schooling processes from a perspective of gender*
- *Watch at least four Indian movies of different decades and make a comparative analysis of women's portrayal in India's changing social, political and economical scenario.*
- *Collect data from families of two different communities regarding socialization practices being exercised for upbringing their male and female children and prepare a report on the same.*

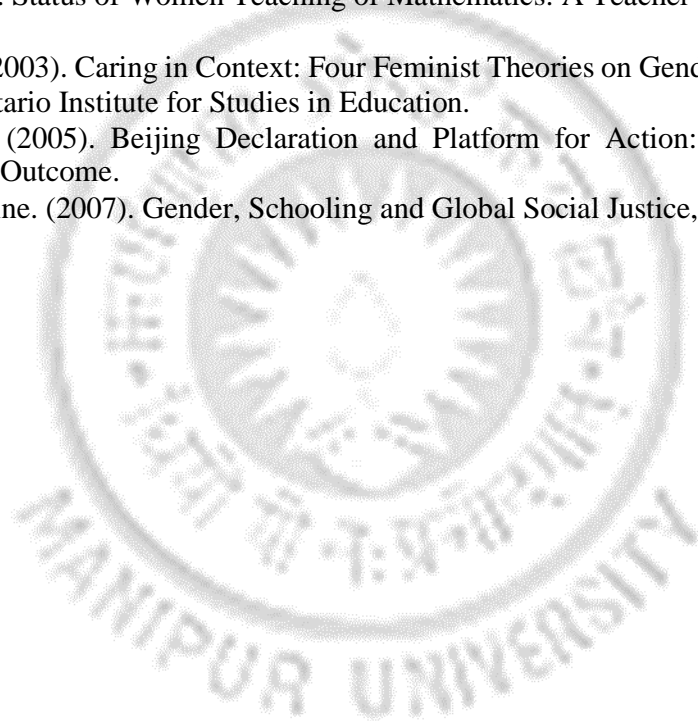
Mode of Assessment

- Assignments
- Field based Project

References

- Bhasin, K. (2000). *Understanding Gender*, New Delhi: Kali for Women.
- Bhasin, K. (2004). *Exploring Masculinity*, New Delhi: Women Unlimited.
- Chakravarti, U. (2003). *Gendering Caste Through a Feminist Lens*
- Chanana, K. (1985). *The Social Context of Women's Education in India, 1921-81*. *New Frontiers of Education*, 15(3): 1-36.
- Chanana, K. (1990). *Structures and Ideologies: Socialization and Education of the Girl Child in South Asia*. *Indian Journal of Social Sciences*, 3(1).53-71.
- Chanana, K. (2001). 'Hinduism and Female Sexuality', *Social Control and Education of Girls in India*. *Sociological Bulletin*, 50 (1). 37-63.
- Chanana, K. (1996). *Gender Inequality in Primary Schooling in India: The Human Rights Perspectives*. *Journal of Educational Planning and Administration*, 10 (4), 361-81.
- Chanana, K. (2002). *View from the Margins: Sociology of Education and Gender*. *Economic and Political Weekly*
- Desai, N, & Thakkar, U. (2001). *Women in Indian Society*, New Delhi: National Book Trust
- DPEP (2000). *Bringing Girls Centre Stage: Strategies and Interventions for Girls' Education*.
- Dunne, M. et al. (2003). *Gender and Violence in Schools*. UNESCO
- Gore, M.S. (1988). *Education for women's Equality*. New Delhi: Centre Women's Development Studies.
- Government of India. (1974). *Towards Equality: Report of the Committee for the Status of Women in India*, New Delhi: Ministry of Women and Child Development.
- Government of India. (2001). *Select Educational Statistics*, Department of Secondary and Higher Education, New Delhi: Human Resource Development.
- Government of India, (1986). *National Policy on Education*, New Delhi: Ministry of Human Resource Development.
- Krishna, R. & Maithreyi (1986). *Women's Studies in India: Some Perspectives*. Bombay: Popular Prakashan.
- Menon, N. (2012). *Seeing like a feminist*, India: Penguin.
- MHRD (2000) *Bringing Girls Centre stage: Strategies and Interventions for girl's Education in DPEP*. MHRD: New Delhi

- MHRD (2005). Report of the CAGE Committee on Girl's Education and the common school system. MHRD: New Delhi
- Nayar, U. & Duggal, J. (1997). Women's Equality and Empowerment through Curriculum: A Handbook for Teachers at Primary Stage. New Delhi: NCERT
- Nayar, U. & Duggal, J. (1997) Women's Equality and Empowerment through Curriculum: A Handbook for Teachers at Upper Primary Stage New Delhi: NCERT
- Nayar, et al (1999). UNESCO Innovative Pilot Project on Promotions of Primary Education among Girls and Disadvantaged Groups in Rural Haryana (1992-98) New Delhi: NCERT
- Nayar, U. (2000). Education of Girls in India: Progress and Prospects. New Delhi: NCERT
- NCERT (2005). National Curriculum Framework. New Delhi: NCERT
- NCERT (2006). Gender Issues in Education. New Delhi: NCERT
- Nirantar Education Series (2007). Sexuality Education for Young People. New Delhi.
- Nirantar (2010). Textbook Regimes: A feminist Critique of Nation and Identity. New Delhi
- Sherwani, Azim. (1998). The Girl Child in Crisis. Indian Social Institute, New Delhi.
- Srivastava, G. (1997). Women Who Created History Exemplar Materials for Textbook Writers and Teachers New Delhi: NCERT
- Surja, K. (1984). Status of Women Teaching of Mathematics: A Teacher's Handbook, New Delhi: NCERT
- Thompson, A. (2003). Caring in Context: Four Feminist Theories on Gender and Education, Oxford: The Ontario Institute for Studies in Education.
- United Nations (2005). Beijing Declaration and Platform for Action: Beijing Political Declaration and Outcome.
- Unterhalter, Elaine. (2007). Gender, Schooling and Global Social Justice, Routledge.



PE 07
CREATING AN INCLUSIVE SCHOOL

Credit: 2	Contact Hours: 2 hours/Week	Total Marks: 50
Internal (Formative assessment): 10 marks	External (Summative assessment): 40 marks	

Course Learning Outcomes

To enable the student-teacher to:

- develop an understanding of the concept and philosophy of inclusive education;
- understand the global and national commitments towards education of children with diverse needs;
- appreciate the need for promoting inclusive practice and the roles and responsibilities of all concerned personnel;
- develop critical understanding of the recommendations of various commissions and committees towards teacher preparation for inclusive education;
- understand the nature of difficulties encountered by children and prepare conducive teaching learning environment in inclusive education;
- understand the needs and magnitude of the challenges faced by children and persons with diverse needs;
- appreciate the need for promoting inclusive practice and understanding the roles and responsibilities of all concerned; and
- critically analyse different strategies, techniques of teaching-learning in inclusive schools/settings.

Unit 1. INTRODUCTION TO INCLUSIVE EDUCATION

- Concept of 'disability and inclusion
- Difference between inclusive education, special education and integrated education
- Difference between mainstreaming and normal school
- Advantages of inclusive education for the individual and society
- National Commissions, Committees and International Initiatives for Inclusive Education
- Current laws and Policy Perspectives supporting inclusive education in India and Manipur

Unit 2. CHILDREN WITH DIVERSE NEEDS AND UTILIZATION OF RESOURCES

- Concept and meaning of diverse needs
- Characteristics of Children with diverse learning needs:
 - Children with different intellectual needs– gifted, talented and mentally challenged children
 - Children with different scholastic needs– fast learners, under achievers and slow learners
 - Children with developmental disabilities– autism, cerebral palsy, learning disability i.e. ADHD (Attention Deficit Hyperactive Disorder)
 - Children with emotional problems
 - Children with socio-economic problems: low socio-economic status, SC, ST and other marginal groups
 - Children with sensory-motor disabilities
 - Children with emotional problems, special health problems, environmental/ecological problems, language problems, communication barriers, lack of parental recognition and involvement, and negative attitudes
 - Problems of children with diverse needs in Manipur: Ignorance of teachers, parents, community members and educational authorities.

Unit 3. CURRICULUM ADAPTATIONS AND ASSESSMENT OF CHILDREN WITH DIVERSE NEEDS

- Concept and need of curriculum adaptations for children with diverse needs
- Principles of Universal Design for Instruction (UDI)

- Curriculum Adaptation for children with different problems–
 - Sensory (hearing, visual and physical challenged), intellectual (gifted, talented and children mentally challenged)
 - developmental disabilities (autism, cerebral palsy, learning disabilities)
 - social and emotional problems, scholastic background, under achievement, slow learning, special health problems, environmental/ ecological difficulties and children belonging to other marginal groups
- Building inclusive learning friendly classrooms, overcoming barriers for inclusion
- Use of dynamic methods/techniques of teaching to suit the needs of individual learners in teaching-learning science, social science, mathematics, languages, physical education, arts, and drama in inclusive settings of schools.
- Assessment in Inclusive Education: challenges, innovations, principles of inclusive assessment, techniques of assessment (Assessment of Learning, Assessment for Learning, Assessment as Learning, Self-Assessment, Peer Assessment, Formative, Summative, Placement, and Diagnostic Evaluation)

Transactional Mode

Lecture-cum-Discussion. Group discussion, Seminar presentation, Multi-level teaching, Cooperative Teaching, Collaborative Teaching, field visit to inclusive schools/settings, assignments, use of internet

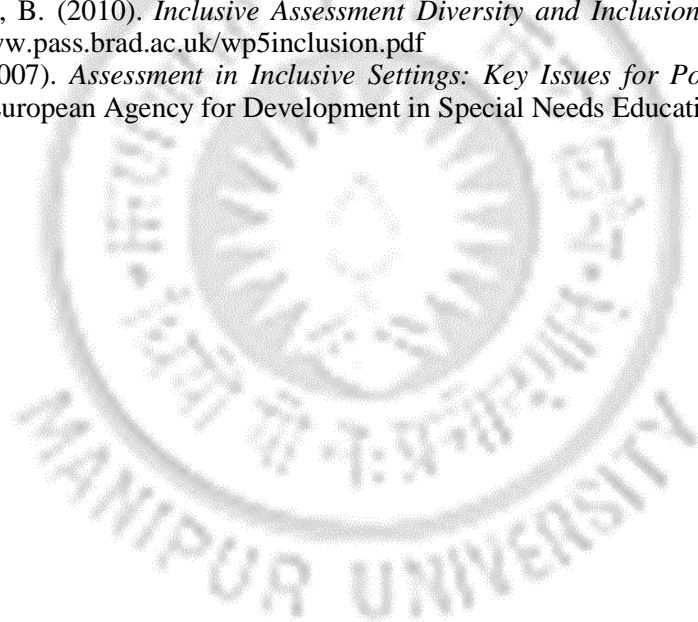
Sessional Work (Any One)

- Track how learning/achievement is perceived and understood for inclusive schools in policy/state documents.
- Prepare a report on actual classroom practices for inclusive education based on visit to an inclusive school identifying barriers to learning and participation.
- Conduct of a survey in the local area for assessing prevailing attitude/practices towards social, emotional and academic inclusions of children with diverse needs.
- Identify learners with diverse needs in the local area/practicing school using available tests for:
 - Development
 - Intelligence
 - Learning
 - Personality Tests

Suggested Readings

- Ahuja, A. and Jangira, N.K. (2002). *Effective Teacher Training; Co-operative Learning Based Approach*. New Delhi: National Publishing House.
- Ainscow, M. and Booth, T. (2003). *The Index for Inclusion: Developing learning and Participation in Schools*. Bristol: Centre of Studies in Inclusive Education.
- Baquer, A. and Sharma, A. (1998). *Disability: Challenges vs. Responses*. New Delhi: Can Publishers.
- Barnes, C., Mercer, G. and Shakespeare, (1999). *Exploring Disability: A Sociological Introduction*. US: Policy Press.
- Directorate of Inclusive Education (2010). *Guidelines for Inclusive Teaching and Learning, Education White Paper 6, Special Needs Education, Building an Inclusive Education and Training System*. Republic of South Africa, Pretoria: Department of Basic Education.
- Farrel, M. (2004). *Special Education Needs: A Resource for Practitioners*. New Delhi: Sage Publications.
- Fox, A.M. (2003). *An Introduction to Neuro-Developmental Disorders of Children*. New Delhi: The National Trust for the Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation & Multiple Disabilities.
- GOI (1986). National Policy on Education.
- GOI (2009). The Right of Children to Free and Compulsory Education Act, 2009.
- Hegarty, S. and Alur, M. (eds.) (2002). *Education and Children with Special Needs: From Segregation to Inclusion*. New Delhi: Sage Publications.

- Jangira, N.K. and Mani, M.N.G. (1990). *Integrated Education for Visually Handicapped*. Gurgaon, Old Sabjimandi: Academic Press.
- Jha, M. (2002). *Inclusive Education for All: Schools without walls*. Chennai: Heinemann Educational Publishers, Multivista Global Ltd.
- Julka, A. (2007). *Meeting Special Needs in Schools: A Manual*. New Delhi: National Council of Educational Research and Training.
- NCERT (2005). National Curriculum Framework- 2005, NCERT.
- NCERT (2006). National Focus Groups- Position papers: Education of children with special needs, NCERT, New Delhi.
- Sharma, P.L. (1990). *Teachers Handbook on IED- Helping children with special needs*. New Delhi: NCERT- Publications.
- Sharma, P.L. (2003). *Planning Inclusive Education in Schools*. Mysore: RIE.
- The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, (1995). Ministry of Law, Justice and Company Affairs (Legislative Department).
- UNESCO (1989). UN Convention on the Right of the Child.
- UNESCO (1994). *The Salamanca Statement and Framework for Action on Special Needs Education*. Paris: UNESCO.
- UNESCO (2009). Policy guidelines on Inclusion in Education.
- Wade, S.E. (2000). *Preparing Teachers for Inclusive Education: Case Pedagogies and Curricula for Teacher Educators*. London: Lawrence Erlbaum Associates Publishers
- Wall, K. (2004). *Special Needs and Early Years, A Practitioner's Guide*. New Delhi: Sage Publication.
- Waterfield, J. and West, B. (2010). *Inclusive Assessment Diversity and Inclusion – the Assessment Challenge*. <http://www.pass.brad.ac.uk/wp5inclusion.pdf>
- Watkins, A. (Editor) (2007). *Assessment in Inclusive Settings: Key Issues for Policy and Practice*. Odense, Denmark: European Agency for Development in Special Needs Education.



CPS 01
UNDERSTANDING DISCIPLINES & SUBJECTS

Credit: 2	Contact Hours: 2 hours/Week	Total Marks: 50
Internal (Formative assessment): 10 marks	External (Summative assessment): 40 marks	

Course Learning Outcomes

- to understand concept of disciplines and subjects
- to understand role of disciplinary knowledge in the school curriculum
- to understand disciplinary areas of school curriculum
- to understand how the present discipline-oriented school curriculum leaves practical knowledge, intuitive or tacit knowledge and community knowledge
- to understand interdisciplinary nature of school subjects

UNIT 1. CONCEPTUALISATION OF ACADEMIC DISCIPLINES AND SCHOOL SUBJECTS

- Meaning and Nature of Academic Disciplines: Basic and Applied Disciplines
- Distinction between Academic Disciplines and School Subjects, Relationship between Disciplines and School Subjects
- Role of Disciplinary Knowledge in the School Curriculum
- Formation of School Subjects: Need and importance of studying school subjects, emergence and development of school subjects in social, political and intellectual contexts, theory of content (selection, framing and transformation of content for educational purposes)

UNIT 2. UNDERSTANDING OF DISCIPLINARY AREAS IN SCHOOL CURRICULUM

- Language education, first language and second language education; English as subject or medium of instruction
- Mathematics and Computer science
- Natural science : Physical and Biological science, Environmental Education
- Social Sciences : History, Geography, Political Science, Economics and Sociology
- Other Curricular Areas: Arts and Aesthetic Education, Health and Physical Education (Yoga, NCC, NSS, Scout and Guides), Work Education – SUPW, Education for Peace

UNIT 3. INTERDISCIPLINARY NATURE OF SCHOOL SUBJECT

- Interdisciplinary, Multi-disciplinary, Trans-disciplinary
- Concept and Principles of Interdisciplinarity
- Advantages and Limitations of Interdisciplinarity
- Towards a multidimensional and integrated contents

Sessional Work (Any One)

- Analyze the interrelationships of different subjects of a disciplinary stream
- Critically analyze and give presentation on the historical evolution of a school subject
- Select a unit from you major subject in the school syllabus of any standard and analyze the social, cultural and political influences on it.
- Critically evaluate the relevance of school subjects in today's Indian context

Suggested References

- Deng, Z. (2013). School subjects and academic disciplines. In A. Luke, A. Woods, & K. Weir (Eds.), Curriculum, syllabus design and equity: A primer and model, Routledge.
- Goodson, I.F., & Marsh, C.J. (2005). Studying School Subjects: A guide, Routledge.
- Hodson, D. (1987). Science Curriculum Change in Victorian England: A case study of the science of common things. In I.Godson (Eds.), International perspectives in Curriculum history, Croom Helm.

- Montuschi, E. (2003). *Objects of Social Science*, London: Continuum Press.
- NCERT, (2005): *National Curriculum Framework, 2005*, NCERT, New Delhi.
- Porter, R. Porter, T.M., & Ross, D. (Eds.), (2003). *The Cambridge History of Science: Volume 7, The Modern Social Sciences*, Cambridge University Press.
- Rasselch, S. &Vaideanu, G. (1987): *The Content of Education*, UNESCO, 1987
- Stengel, B.S. (1997). “Academic discipline” and “school subjects”: Contestable Curricular concepts. *Journal of Curricular Studies*, 29(5), 585-602.



CPS 02a
PEDAGOGY (DISCIPLINARY STREAM)
Mathematics

Credit: 2	Contact Hours: 2 hours/Week	Total Marks: 50
Internal (Formative assessment): 10 marks	External (Summative assessment): 40 marks	

Course Learning Outcomes

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

- understand mathematics as a discipline as well as a subject;
- appreciate mathematics by virtue of its values;
- understand the importance of mathematics in school curriculum;
- appreciate the role of mathematics in day today life activities;
- develop understanding about mathematics for all;

UNIT 1. MATHEMATICS AS A DISCIPLINE

- Concept of mathematics as a discipline as well as a subject;
- Mathematics as a study of number, quantity, measurement, logical reasoning, patterns etc.;
- Correlation of mathematics with other disciplines as well as others subjects;
- Historical perspective: development of mathematics (including development of Notations and Number Systems);
- Contribution of Indian mathematicians;

UNIT 2. IMPORTANCE OF MATHEMATICS EDUCATION

- Values of mathematics: Utilitarian values, Disciplinary and Cultural;
- Place of mathematics in school curriculum;
- Different branches of mathematics – Arithmetic, Algebra, Geometry, Trigonometry etc.
- Modern mathematics and its characteristics;

UNIT 3. MATHEMATICS AND SOCIETY

- Concept of mathematics for all;
- Teaching of mathematics in the socio – cultural context;
- Using community resources for mathematics teaching and learning;
- Issues of gender in mathematics education;
- Mathematics to promoting peaceful coexistence and development;

Mode of Transaction

Power Point Presentation, Discussion, Seminar and Lecture Method

Sessional Work (Any One)

Reflective writing and class presentation on:

- Contribution of mathematicians to the emergence of mathematics as a discipline.
- Critical analysis of an existing mathematics textbook at upper primary/ secondary stage (prescribed by BSE Manipur) on the basis of socio-cultural context.
- Observation of children practising everyday mathematics through playing games, narrating folk stories etc. (involving like, community numeracy practices).

Suggested Readings

- D'Ambrosio, U. (1985). Ethno mathematics and its place in the history and pedagogy of Mathematics. *For the Learning of Mathematics*, 5(1), 44-48.
- Bishop, A. J. (1988). The interactions of mathematics education with culture. *Cultural Dynamics*, 1(2), 145-157.
- Davis, B. (2001). Why teach mathematics to all students? *For the Learning of Mathematics*, 21(1), 17-24.

- Devlin K. (2011). *Introduction to Mathematical thinking*.
- Eccles, J. and Jacobs, J.E. (1986). Social forces shape math attitudes and performance. *Signs: Journal of Women in Culture and Society*, 11(21), 367-380.
- Ernest, P. (2009). New philosophy of mathematics: Implications for mathematics education.
- B. Greer, S. Mukhopadhyay, A. B. Powell, and S. Nelson-Barber (Eds.), *Culturally responsive Mathematics Education* (pp. 43-64). Routledge.
- Mangal, S.K. (1981). *A Textbook on Teaching of Mathematics*. Ludhiana: Prakash Brothers Educational Publishers.
- NCERT (2012). *Pedagogy of Mathematics: Textbook for two year B. Ed. Course*. New Delhi: NCERT.
- Newman, J. (2003). *The World of Mathematics: A Four-Volume Series*. Washington Tempus
- Sauty, M. du. (2008). *The Story of Maths*. UK: BBC Four Documentary. (Also available as a book)
- Schoenfeld, A. (2002). Making Mathematics work for all children: Issues of standards, testing and equity. *Educational Researcher*, 31(1), 13-25.
- Sidhu, Kulbir Singh, *The Teaching of Mathematics*. Delhi: Sterling Publishers Private Limited.
- Timothy Gowers, T. (2002). *Mathematics: A Very Short Introduction*. Oxford University Press
- Wheeler, D. (1983). Mathematisation matters. *For the Learning of Mathematics*, 3(1).



CPS 02a
PEDAGOGY (DISCIPLINARY STREAM)
Science

Credit: 2	Contact Hours: 2 hours/Week	Total Marks:50
Internal (Formative Assessment): 10 marks	External(Summative Assessment): 40 marks	

Course Learning Outcomes

- to enable the pupil teachers to understand Science as a discipline through its philosophical and epistemological perspectives.
- to gain insights into the nature of science and how children construct knowledge in science
- to help in developing a critical understanding about the curriculum in science and how it unfolds through the transactional processes at the various levels of school education.
- to lead the pupil teachers from an understanding about science discipline to a holistic understanding about science-education situated in learner context and social realities.

Unit I. Nature of Science and Science Education

- The nature of science- science as a process and science as expanding body of knowledge, as a social enterprise, science as interdisciplinary area of learning; Science-Technology-Society-Environment (STSE) Interface.
- A historical perspective: the development of science as a discipline; awareness of the contributions of Popper and Kuhn.
- A critical understanding of science as a subject, science for environment, health & hygiene, peaceful co-existence, overcoming misconception – superstitious & prejudice.
- Development of Scientific Temper, public understanding of science, ethics of science; science education in the context of a developing country.

Unit II: The learner Context

- Children's conceptualisation of scientific phenomena- Pre-conceptions in science and their significance in knowledge constructions (with linkages to learning at the primary level); Alternative frameworks in science.
- Understanding children's fear of science addressing their inabilities to correlate the observed phenomena in their environment with micro level processes and with their symbolic/mathematical representations.
- Construction of knowledge in science: conceptual schemes, concept maps, exemplar transaction with respect to a lesson.
- Role of language: its contribution towards expression, articulation and the understanding of science.
- Limitation of language: difficulties in interpretations of scientific terms in multilingual society.
- Addressing Learner-diversity: gender issues, special need-learners, contextual factors.

Unit III: The Science curriculum and Content Knowledge

- The nature and underlying criteria for a science curriculum and content organization.
- Approaches to curriculum transaction: integrated approach and disciplinary approach; Interdisciplinary.
- A critical review of Science Curriculum at the National Level i.e. NCERT curriculum, at the State Level i.e. SCERT curriculum, BSEM curriculum ; An awareness about science curricula at international level such as Nuffield Science
- Criteria for the analysis of science textbooks (including issues related to gender, the socio-cultural context, environment etc.)

- Devising content analysis and enrichment programme for selective content areas in physics, chemistry and biology (working through group/workshop/seminar modes).
- Yearly plan, unit plan and lesson plan

Sessional work (Any one)

- Critical analysis of existing science syllabi and textbooks
- Conducting action research in any area related to science education
- Critical review of a recently published research paper in Science Education Journal
- Report on a case study on identifying and addressing issue of misconception in science

Suggested Reading

Aikenhead, W. W. (1998). Cultural aspects of learning science. *Part one* , pp 39-52. (B. F. Tobin, Ed.) Netherlands: Kluwer academic Publisher.

Barba, H.R. (1997). *Science in Multi-Cultural Classroom: A guide to Teaching and Learning*. USA: Allyn and Bacon.

Bevilacqua F, Giannetto E, & Mathews M.R., (eds.). *Science Education and Culture: The Contribution of History and Philosophy of Science*. The Netherlands: Kluwer Academic Publishers.

Cobern, W. W. (1998). *Socio-Cultural Perspectives on Science Education*. London: kluwer Academic Publisher.

Deo, M.G. & Pawar, P.V. (2011), General Article: Nurturing Science Talent in Villages, In *Current Science*, Vol. 101, No. 12, pp1538-1543.

Hines, S. M. (Ed.). (2005). *Multicultural science Education: Theory, Practice, and Promise* (Vol. 120). New York, U.S.A: Peter Lang.

Lee, E. & Luft, J. (2008), Experienced Secondary Science Teachers' Representation of Pedagogical Content Knowledge. *International Journal of Science Education* 30(10), 1343-1363(21), August

Lee, O. (2003). Equity for Linguistically and Culturally Diverse Students in Science Education. *Teachers College Record* , 105 (3), pp 465-489.

Lynch, S. J. (2000). *Equity and Science Education Reform*. Mahwah, NJ: Lawrence Erlbaum Associates, Inc.

National Curriculum Framework for Teacher Education: Towards Preparing Professional and Humane Teacher (2009-10), NCERT: New Delhi

National Curriculum Framework, (2005), NCERT: New Delhi

Newsome, J. G. & Lederman, N. G. (Eds.) (1999), *Examining Pedagogical Content Knowledge: The Construct and its Implications for Science Education*. Kluwer Academic Publishers, The Netherlands

Quigley, C. (2009). Globalization and Science Education: The Implications for Indigenous knowledge systems. *International Educational Studies* , 2 (1), pp 76-88.

Rashtriya Madhyamik Shiksha Abhiyan (2005), MHRD: New Delhi

Rivet, A.E. & Krajick, J.S. (2008), Contextualizing Instruction: Leveraging Students' Prior Knowledge and Experiences to Foster Understanding of Middle School Science, In *Journal of Research in Science Teaching*, Vol. 45, No. 1, pp 79-100.

Sears, J. and Sorensen, P. (Eds.). (2000) *Issues in Science Teaching*. Routledge Falmer, The Netherlands.

Tobin, K. (Ed.). (1993). *The Practice of Constructivism Science Education* . Hillsdale, New Jersey: Lawrence Erlbaum Associates, Inc.

CPS 02a
PEDAGOGY (DISCIPLINARY STREAM)
Social Sciences

Credit: 2	Contact Hours: 2 hours/Week	Total Marks: 50
Internal (Formative assessment): 10 marks	External (Summative assessment): 40 marks	

Course Learning Outcomes

To enable the student-teachers to:

- understand the nature and philosophy of Social Sciences;
- justify the relevance of teaching social sciences in schools *vis-à-vis* contemporary events;
- explore and establish the inter- disciplinaryity in Social Sciences;
- know the status of learning Social Sciences in schools;
- develop notion of democracy and national integration;
- realise the issues and challenges in articulating the nature of social science curriculum and its pedagogical practices; and
- evaluate and assess the teaching and learning processes and its valuable implications in the professional development of teachers.

Unit I: Social Science as a Discipline and Development of Social Science Curriculum

- Overview of the foundations of Social Science discipline
 - History–temporal dimensions
 - Geography–spatial dimensions
 - Political science – the systems and processes of society.
 - Economics – the optimum utilisation of resources
- Specialised Knowledge versus Interdisciplinary Knowledge
- Trajectory of Social Science Evolutionary Process: Philosophical and Theoretical discourses
- Concept of Social Sciences and Social Studies
- Teaching of Social Science
 - Development of Critical Enquiry, Critical Thinking and Problem Solving in building perspectives in Social Sciences
 - Social, Historical, Environmental, Economic and Constitutional perspectives

Unit II: Development of Social Science Curriculum

- Challenges in the development of Social Science curriculum
- Fusion, Integration and Correlation in Social Science Curriculum
- Organizing social science curriculum – Topical, Spiral and Unit Approach
- Approaches to Curriculum Construction
 - Grass root approach
 - Administration approach
 - Demonstrative approach
- Evolution of Social Science Curriculum to the present stage in terms of various Indian educational policies: salient features of National Curriculum Frameworks of 2000 and 2005 in respect to Social Sciences
- Critical appraisal/review of Social Science text books of the Board of Secondary Education, Manipur (BOSEM) and NCERT from class VI to X.

Unit III: Social Science Instruction, Evaluation and Professional Development of Social Science Teacher

- Inclusive classroom: need and importance of inclusive class rooms for teaching of Social Sciences
- Democratic classroom: need and importance of democratic class rooms for teaching Social Sciences

- Challenges in evaluation: assessing learners' perspectives on various social issues, assessing learners' action for a social change at the individual level
- Social Science Teacher as a Reflective Practitioner
- Nature of Social Science teacher: personal ideology and personality traits; academic and professional competencies.
- Professional development programme for social science teacher.
- Meaning of lesson plan; developing unit plan and lesson plan.

Suggested Practicum (Any one)

- Collaborative projects on selected cross curricular areas taken from school syllabus: group action research and seminar presentation.
- Report on visit to State Assembly when in session and organising a mock Parliament OR report on visit to a historical place/museum
- Report preparation and presentation on the critical analysis of the working of the main markets of Imphal city and emerging local markets OR on the analysis of curriculum policies/documents and curriculum frameworks relating to Social Sciences OR on the critical appraisal of existing Social Science curriculum and text books at schools and colleges
- Development of Unit/Thematic Plan of Social Sciences
- Proposal, participation and contributions for establishment and enrichment of Social Science Resource Centre
- Review of not less than 10 existing papers on any contemporary Social Sciences issue and preparing manuscript

Suggested Readings

Aggarwal J.C (1995). *Essentials of Education Technology Teaching Learning – Innovations in Education*. New Delhi: Vikas Publishing House.

Aggarwal, J.C. (2003). *Teaching of Social Studies: A Practical Approach*. Mumbai: Vikas Publishing House.

Arora & Awasthy (2003). *Political theory*, Haran and Publication Pvt. Ltd., New Delhi.

Arora, P (2014). A Democratic Classroom for Social Science, Project Report, University of Delhi, Delhi.

Arora, P (2014). Exploring the Science of Society. Journal of Indian Education. NCERT, New Delhi.

Batra, P. (Ed 2010). *Social Science Learning in Schools: Perspective and Challenges*. Sage Publications India Pvt. Ltd. New Delhi

Bining, A.C. and Bining, D.H. (1952). *Teaching Social Studies in Secondary Schools*. New York: McGraw Hill

Clark, L.H.(1973). *Teaching Social Studies in Secondary Schools*. (2ndEd.), New York:McMillan.

Dhand, H. (1991). *Research in Teaching Social Studies*. New Delhi:AshishPublishing House

Ebel, L and Frisbie, A. (1991). *Essentials of Educational Measurement*. New York: McGraw Hill

Entwistle, N.J. (1987). *Understanding Classroom Learning*. London: John Wiley

Gallanvan & Kottler, Ellen (2008), *Secrets to success for social studies teachers*, Crowin Press, Sage Publication, Thousand Oaks, CA 91320.

George, A., M. &Madan, A. (2009). *Teaching Social Science in Schools*. Sage Publications India Pvt. Ltd. New Delhi.

Green, G.H. (1987). *Planning the Lesson*. London: Longman

Gross, R. E., Messick, R., Chapin, J.R. and Sutherland. (1978). *Social Studies for our Times*. New York: John Wiley

Hamm, B. (1992).Europe – A Challenge to the Social Sciences. *International Social Science Journal* (vol. 44).

Haydn Terry, Arthur James and Hunt Martin. (2002). *Learning to Teach History in the secondary school: A companion to school experience*, Routledge, Falmer, (Taylor and Francis group), London, New York.

High, J. (1967). *Teaching Secondary School Social Studies*. New York: John Wile

Jarolimek, J. (1990). *Social Studies in Elementary Education*. New York: McMillan

Joshi, A.N. and Salunke, S. K. (2006). *Content Based Methodology*, New Delhi: Prentice Hall

Joyce,B. and Weil, M. (2003). *Models of Teaching* (5th Ed.) New Delhi: PrenticeHall

- Kenworthy, L.S.(1962). *Guide to Social Studies Teaching*. California: Wordsworth Publishing
- Kirkpatrick, Ecron, (1997). *Foundation of Political Science: Research, Methods and Scope*, New York, The free press.
- Kochhar, S.K. (2002). *The Teaching of Social Studies*. New Delhi: Sterling.
- Koehler, M.J. and Mishra, P. (2009). What is technological pedagogical content knowledge? *Contemporary Issues in Technology and Teacher Education*, 9(1), 60-70.
- Kumar, S.P.K and Noushad, P.P.(2009). *Social Studies in the Classroom: Trends and Methods*. Calicut University: Scorpio Publishers
- Kumar, S.P.K.(2007). *How Pupils Learn?* New Delhi: Kanishaka
- Kumar, Sandeep (2013). *Teaching of Social Science, Project Report*, University of Delhi, Delhi.
- Mayor, F. (1992). The role of the Social Sciences in a changing Europe. *International Social Science Journal* (vol. 44).
- Michaelis, J.U and Garsia, J. (2000). *Social Studies for Children: A guide to Basic Instruction*. (12th Ed.) New York: Allyn & Bacon
- Michaelis, J.U. (1976). *Social Studies for Children in a Democracy: Recent Trends and Development*, 5th Ed., New Jersey: Prentice Hall
- Michaelis, J.U. (1976). *Social Studies for Children: A guide to Basic Instruction*, 7th Ed., New Jersey: Engelwood cliffs
- Mishra, P., and Koehler, M.J. (2006). Technological pedagogical content knowledge: A framework for integrating technology in teacher knowledge. *Teachers College Record*, 108(6), 1017-1054.
- Misra, Salil and Ranjan, Ashish (2012). *Teaching of Social Sciences: History, Context and Challenges in Vandana Saxena (ed.), Nurturing the Expert Within*, Pearson, New Delhi
- National Curriculum Framework, 1975, NCERT, New Delhi
- National Curriculum Framework, 1988, NCERT, New Delhi.
- National Curriculum Framework, 2000, NCERT, New Delhi.
- National Curriculum Framework, 2005, NCERT, New Delhi.
- Niess, M. L. (2005). Preparing teachers to teach science and mathematics with technology: Developing a technology pedagogical content knowledge. *Teaching and Teacher Education*, 21, 509-523.
- Noushad, P.P & Musthafa, M.N. (2010). Taxonomy Reframed: Educational Objectives for the 21st Century, *Edutracks*, 9, 16-22.132
- Popper, Karl. (1971). *The Open Society and its Enemies*. Princeton University Press.
- Position paper by National Focus Group on Teaching of Social Science, National Curriculum Framework – 2005, NCERT, New Delhi, 2006.
- Prigogine, I., &Stengers I. (1984). *Order Out of Chaos: Man’s New Dialogue with Nature*. Batnam Books.
- Roblyer, M.D. (2008). *Integrating educational technology into teaching*. New Delhi: Pearson.
- Semenov, A. (2005). *Information and Communication Technologies in Schools: A Handbook for Teachers*. UNESCO
- Shymali, B. (2007). *Media and Mass communication. An introduction*. New Delhi: Kanishka Publishers.
- Sills, D.L. (1972). *International Encyclopedia of Social Sciences*. New York: McMillan.
- Syllabus for Classes at Elementary Level, 2005, NCERT, New Delhi, 2006.
- Syllabus for Secondary and Higher Secondary Classes, 2005, NCERT, New Delhi, 2006.
- UNESCO-World Social Science Report (2013)
- Wagner, P. (1999). *The Twentieth Century – the Century of the Social Sciences?* World Social Science Report.
- Wallerstein, I, Immanuel (1996). *Open The Social Sciences: Report of the Gulbenkian commission on the Restructuring of the Social Sciences*. Vistaar Publications, New Delhi.
- Webb, Keith (1995). *An Introduction to problems in the philosophy of social sciences*, Pinter, London, New York.
- Wesley, E.B. (1937). *Teaching the Social Studies Theory and Practice*. New York: Heath
- Yajnik, K.S. (1966). *Teaching Social Studies in India*. Bombay: Orient Longman
- Zevin, J., (2000), *Social studies for the twenty first century*, Lawrence Erlbaum Associates Publishers, London.

CPS 02a
PEDAGOGY (DISCIPLINARY STREAM)
Language

Credit: 2

Contact Hours: 2 hours/Week

Total Marks: 50

Internal (Formative assessment): 10 marks

External (Summative assessment): 40 marks

Course Learning Outcomes

On completion of this paper, the student-teacher will be able to:

- develop the basic understanding of components and functions of language;
- relate language with social status, identity, power, gender and culture;
- analyze the issues related to bilingualism and multilingualism;
- examine the constitutional provisions and various policies on language education;
- understand the importance of language in the context of schools and varied classrooms;
- critically analyze the language issues and challenges in Indian context and develop teaching competence in dealing with different problems regarding language education; and
- become a language teaching professional to continue learning and exploring critically the existing theories and practice in language education.

UNIT 1. NATURE OF LANGUAGE, ITS CONSTITUTIONAL PROVISIONS AND POLICIES

- Components and functions of language
- Language and Society, Language and Identity, Language and Power, Language and Gender, Language, Culture and Thought
- Mother Tongue/First Language and Second Language
- Three Language Formula: History, Features and Implementation
- Position of Languages in India: Article 343-351, 350A
- Recommendations of Kothari Commission (1964-66)
- Recommendations of NPE-1968, 1986, POA-1992
- NCF-2005 on Language Education

UNIT 2. LANGUAGE IN THE CONTEXT OF SCHOOL AND CLASSROOM

- Language Environment of School and Varied Nature of Indian Classrooms
- Language Learners' Profile: First Generation Learners, Language Environment at Home
- Linguistic Diversity of India and its Schools: Characterizing Bilingualism and Multilingualism, Notions about Interference and Bridge
- Language in Classroom Context: Oral Language in the classrooms, Participation of Learners in the Classroom, Facilitating Language Interaction and Independence
- Creating Secure Classroom Environment for Language Use
- Challenges in Language Learning: Issues of non-comprehension, Lack of Independence in Language Use
- Understanding language 'disability' and the language teachers' role in dealing with those disabilities

UNIT 3. LANGUAGE ACQUISITION AND PROFESSIONAL DEVELOPMENT OF LANGUAGE TEACHERS

- Language and Cognition: Piaget, Vygotsky and Chomsky on Language Acquisition and relevance of their views for language teachers
- Personality traits, social characteristics and professional qualifications of a language teacher
- Teachers' role in language classroom
- Language teacher training: Pre-Service and In-Service Training
- Need for intensive and innovative training

- Teacher as a researcher

Sessional Works/ Practicum (Any One)

- Conducting a survey of at least five schools and preparing a report on three language formula being implemented in the schools
- Seminar Presentation on multilingualism as a resource in Indian classrooms
- Development of linguistic profile of learners from different socio-economic background and their problems in learning second language
- Detailed review of at least five papers on current issues related to language learning and teaching in Indian classrooms
- Critical review of language textbooks from the perspective of recommendations given by different policies and curriculum frameworks
- Critical Analysis of advertisements aired on Radio/Television on the basis of language and gender

Suggested Readings

- Agnihotri, R.K. & Khanna, A.L. (1994). *Second Language Acquisition: Socio-Cultural and Linguistic Aspects of English in India (RAL1)*, New Delhi, Sage Publication.
- Agnihotri & Khanna (1991). *Second Language Acquisition*. New Delhi : Sage
- Brumfit, C. (1983). *Teaching Literature Overseas: Language – Based Approaches*, ELT Document. Oxford : Pegamon
- Brumfit & Carter (1986). *Literature and Language Teaching*: Oxford : OUP
- Gleason, J.B.C (1997). *The Development of Language, USA*: Allyn and Bacon.
- Harris, J. (1990). *Early Language Development*, UK: Routledge
- Hayes, B.L. (1991). *Effective Strategies for Teaching Reading*. Allyn & Bacon
- Koul, O.N. (1983). *Language in Education Indian Institute of Language Studies, India.*
- Kumar, K. (2011). *The Child's Language and the Teacher*. New Delhi: National Book trust India
- Lado, R. (1971). *Language Teaching: A Scientific Approach*, India: Tata McGraw- Hill Publishing Co. India
- Mahulkar, D.D. (1974). *Linguistic Foundations of Human Knowledge*, Baroda: MSU.
- NCERT, (2005). *National Curriculum Framework*, New Delhi.
- NCERT (2006). *Position Paper, National Focus Group on Teaching of English*; New Delhi: NCERT
- NCERT (2006). *Position Paper, National Focus Group on Teaching of Indian languages*, New Delhi: NCERT
- Nunan, D. & C. Lamb (1996). *The Self-directed Teacher: Managing the Learning Process*. Cambridge: CUP
- Nunan, D. (1989). *Designing Tasks for the Communicative Classroom*. Cambridge : CUP
- Prabhu, N. S. (1987). *Second Language Pedagogy*. Oxford : OUP
- Richards & Rodgers (1986). *Approaches and Methods in Language Teaching*. Oxford : OUP
- Stern, H. H. (1983). *Fundamental Concepts of Language Teaching*. Oxford : OUP
- Underhill, N. (1987). *Testing Spoken Language*: Cambridge : CUP

CPS 02b
PEDAGOGY (TEACHING OF SUBJECT)
Mathematics

Credit: 4	Contact Hours: 4 hours/Week	Total Marks: 100
Internal (Formative assessment): 20 marks	External (Summative assessment): 80 marks	

Course Learning Outcomes

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

- develop a clear perspective of meaning and nature of mathematics for determining objectives of mathematics education;
- appreciate the role of mathematics in day-to-day life;
- sensitize prospective mathematics teachers towards the processes in which mathematics learning takes place in learners' mind;
- appreciate mathematics as a tool to engage the mind of every student;
- appreciate mathematics to strengthen the learners' resource;
- identify various approaches/ methods and strategies judiciously for transacting the subject contents with a view to realize the objectives of mathematics education;
- develop understanding about modern trends in designing mathematics curriculum;
- examine the prevailing pedagogical practices in classrooms critically and to reflect on the desired changes;
- plan lessons based on different approaches of teaching mathematics with appropriate teaching-learning materials to facilitate teaching-learning of mathematics;
- develop skills and competencies in identifying, preparing and using appropriate teaching-learning materials in mathematics;
- explore the use and relevance of different learning resources and materials in learning different mathematical concepts; and
- construct appropriate assessment tools for evaluating mathematics learning.

UNIT 1. NATURE AND SCOPE OF MATHEMATICS

- Meaning, nature and scope of mathematics; Axiomatic method; use of quantifiers;
- Nature of mathematical propositions, compound propositions, truth values, truth tables; open sentences, mathematical reasoning, logically valid conclusions;
- A mathematical theorem and its variants – converse, inverse and contra positive;
- Mathematical proof; difference between proof and verification; types/ kinds of proofs – direct proof, indirect proof, proof by contradiction, proof by contra positive, disproof by counter examples, proof by mathematical induction;

UNIT 2. AIMS AND OBJECTIVES OF TEACHING MATHEMATICS AND MATHEMATICS CURRICULUM

- Aims of school mathematics education as per guidelines of NCF-2005; Objectives of teaching mathematics vis-à-vis the objectives of secondary education, writing specific objectives of various content areas in mathematics.
- Objectives of mathematics curriculum and Principles of designing mathematics curriculum as per guidelines of NCF-2005; Organizing syllabi both logical and psychological approaches according to the age group of children.
- Recent curricular reforms at the National/ State levels and their critical appraisal.

UNIT 3. APPROACHES AND STRATEGIES FOR TEACHING-LEARNING MATHEMATICAL CONCEPTS

- Meaning and aspects of concept, concept formation and concept assimilation, moves in teaching a concept – defining, stating necessary and/ or sufficient condition, giving

examples accompanied by reasons, comparing and contrasting, giving counter examples, non-examples;

- Planning and implementation of strategies in teaching mathematical concept – Inductive-deductive method, Analytic-synthetic method, Activity based method.
- Problem posing and problem solving, discovering or exploring various options for solving the problems (i.e. developing heuristics, carrying out the plan and generating and extending a good problem).

UNIT 4. PEDAGOGIC PLANNING FOR TEACHING-LEARNING MATHEMATICS AND LEARNING RESOURCES IN MATHEMATICS

- In order to explain the different pedagogical aspects of teaching mathematics, the following topics in mathematics which are presently taught at secondary school level are included. (As and when there are changes in topics to be taught in mathematics at secondary level, the corresponding changes in topics should be made).

Content Areas	Pedagogical Aspects
<ul style="list-style-type: none"> • Number system, Ratio and Proportion, Simple Interest. • Polynomials, Linear equations, System of linear equations and their graphical solutions, Quadratic equations. • Lines and angles, Triangles, Circles • Trigonometric ratios, Trigonometric Identities, Elementary problems on height and distance. 	<ul style="list-style-type: none"> • Identification of concepts and sub-concepts/ teaching points • Listing pre-requisites and instructional objectives • Selecting suitable teaching Methods/ approaches • Using appropriate teaching-learning materials • Expected teacher and students activities • Selecting suitable Assessment strategies

- Unit plan and Lesson plan in mathematics – their need and importance. Preparation of Lesson Plans based on Constructivist approaches – 5E instructional model and ICON model and different approaches - Activity and Traditional.
- Identifying low cost improvised teaching-learning materials relevant to local ethos, Audio-visual, Multimedia facilitating learning mathematics.
- Mathematics Textbooks – need, importance and quality;
- Planning and organizing Mathematics Laboratory Activities.
- Learning mathematics outside the classroom - Recreational activities – games (magic squares, palindrome etc.), puzzles and riddles in mathematics.
- Activities/Programmes enriching mathematics learning – Mathematics Quiz, Mathematics Club, Mathematics Exhibition, National Mathematics Talent Search programme, Mathematics Olympiad.

UNIT 5. ASSESSMENT AND EVALUATION

- Variety of assessment techniques and practices; assessing Product vs Process.
- Identifying and organizing components for developing framework of question paper at different stages of learning; Construction of objective based test items – multiple choice, very short answer, short answer and long answer/ essay type test items. Framing of closed ended test items, open-ended test items and conceptual test items.
- Identifying learners' strength and weakness; Diagnosing basic causes for difficulties in learning mathematical concepts, remediation of the perceived causes.
- Planning for continuous and comprehensive evaluation (CCE) to test regular programmes/ achievements of learners in mathematics.

Mode of Transaction

Power Point Presentation, Discussion, Demonstration, Seminar and Lecture Method.

Sessional Work (Any two)

Each student-teacher is required to conduct and submit assignments with detailed write up on any four of the following:

- Construction of design, blue print, item construction, marking scheme and question wise analysis for a unit test/ an achievement test on any topic at secondary stage and preparation of question paper for it conforming to the mentioned above.
- Preparation of lesson plans on two different approaches on a selected mathematics topic of your choice.
- Preparation of unit plan.
- Preparation of four low cost improvised teaching-learning materials/ teaching aids relevant to local ethos.
- Organization of mathematics club/ exhibition/ fair.
- Organising mathematics quiz programme for school students.
- Contribution of Indian mathematicians in the development of mathematics.
- Designing two recreational activities in mathematics.

Suggested Readings

- Cooney, Thomas J. and others (1975). Dynamics of Teaching Secondary School Mathematics, Boston: Houghton Mifflin.
- Driscoll, M., Egan, M., Nikula, J., & DiMatteo, R.W. (2007). Fostering Geometric Thinking: A Guide to Teachers, grades 6-10, Portsmouth, NH: Heinemann.
- Driscoll, M. (1999). Fostering Algebraic Thinking: A Guide for teachers, grades 5-10. Portsmouth, NH: Heinemann.
- Grouws, D.A. (ed)(1992). Handbook of Research on Mathematics Teaching and Learning, NY: Macmillan Publishing.
- Mager, Robert (1962). Preparing Instructional Objectives, Palo Alto, CA: Fearson.
- Malove, J. and Taylor, P. (eds)(1993). Constructivist Interpretations of Teaching and Learning Mathematics, Perth: Curtin University of Technology.
- Marshall, S.P. (1995). Schemes in Problem-solving, NY: Cambridge University Press.
- Moon, B. & Mayes, A.S. (eds)(1995). Teaching and Learning in Secondary School. London Routledge.
- NCERT, A Textbook of Content-cum-Methodology of Teaching Mathematics, New Delhi, NCERT.
- Nickson, Marilyn (2000). Teaching and Learning Mathematics: A Guide to Recent Research and its Applications, NY: Continuum.
- Nunes, T. and Bryant, P. (eds)(1997). Learning and Teaching Mathematics: An International Perspectives, Psychology Press.
- Lester, F.K. (ed)(2007). Second Handbook of Research on Mathematics, Teaching and Learning, Charlotte, NC: NCTM & Information Age Publishing.
- Polya, George (1957). How to solve it, Princeton, NJ: Princeton University Press.
- NCERT. National Curriculum Framework 2005, New Delhi, NCERT.
- NCERT (2006). Position Paper: National focus group on teaching Mathematics, New Delhi: NCERT.
- NCERT and BOSEM textbooks in Mathematics for Class VIII to X.
- NCERT (2012). Pedagogy of Mathematics, Textbook for two-year B.Ed. Course, NCERT, New-Delhi

CPS 02b
PEDAGOGY (TEACHING OF SUBJECT)
Physics

Credit: 4	Contact Hours: 4 hours/Week	Total Marks: 100
Internal (Formative assessment): 20 marks	External (Summative assessment): 80 marks	

Course Learning Outcomes

- to develop insights, competencies and skills among the pupil-teachers to effectively transact the Physics curriculum.
- to acquire a conceptual understanding of the pedagogy of physics
- to develop and use the techniques for evaluation in learning physics
- to evolve as a reflective practitioner, capable of translating theoretical perspectives into pedagogical practices.

UNIT I. NATURE, AIMS AND OBJECTIVES

- Place of physics in school curriculum - Nature of physics as a science discipline and its linkages with other disciplines.
- The concept of Pedagogical Content/Subject Knowledge (PCK) and its implications for Physics teaching.
- Aims of teaching physics at the senior secondary level with linkages to upper-primary and secondary level.
- Objectives of teaching physics with special reference to the development of thinking and process skills

UNIT 2. CLASSROOM PROCESSES

- Pedagogical planning: considerations in relation to content (curriculum and concepts) and learners (with specific reference to socio-cultural and developmental context of the learner including special needs).
- A repertoire of teaching-learning processes: Inquiry based approach, inductive and deductive approach, experimentation, demonstration, discussion, investigatory projects, individually paced programmes, group work, peer learning, observation-based survey, problem solving, experiential learning, guided independent study, seminar presentation
- Learning objective- meaning, features of a well-defined learning objective; Anderson and Krathwohl's taxonomy
- Identifying and writing learning objectives for different content areas in physics
- Developing unit plans, lesson plans – Herbertian approach and 5E, Remedial/Enrichment plans using combinations of various processes to overcome learning difficulties & minimum level of learning: instructional objective
- Planning for conduct of activities, experiments and laboratory work in Physics with a critique of the current practices

UNIT 3. TEACHING- LEARNING RESOURCES

- Criteria for selecting/designing Teaching-Learning Resources: content based, learner based and context based.
- Textbook, reference books, encyclopedia, newspaper and alike
- Improvisations and Science Kits
- Instructional aides, computer aided instruction, multi-media packages, interactive software, websites, Open Education Resources(OER) etc.
- Planning of extended experiences, science quiz, science fair, science corner/resource room, science club, excursion and related SUPW activities.

UNIT 4. ORGANIZATION OF THE PHYSICS LABORATORY (REAL SCIENCE LABORATORY EXPERIENCE)

- Layout and design of the physics laboratory.
- Storage of apparatus, consumable and non-consumable items/materials
- Maintenance of laboratory records & log books.
- Making arrangements for the conduct of experiments.

UNIT 5. ASSESSMENT

- Design and analysis of
 - i) Formative assessment tasks; diagnostic approach
 - ii) Summative Assessment
 - iii) Item preparation: design, blue print, item writing
- Assessment of laboratory work and project work
- Assessment through creative expression-drawing, posters, model, etc as part of formative assessment for continuous assessment of thinking and process skills
- Developing learner profiles and portfolios; participatory and peer assessment.

Sessional works (any 2)

- Develop 5 Multi-Media lesson using appropriate ICT resources
- Preparation of a Blueprint for question
- Developing Teaching-Learning resources
- Preparation of a detailed Assessment Report of learners' continuous and comprehensive assessment
- Developing remedial or enrichment programmes.
- Conduct of 2 activities/Experiments from syllabus individually or in small groups

Suggested Readings

- Anderson R.D. (1970), Developing Children's thinking through Science, New Delhi: Prentice Hall.
- Barbe, R.H.(1995), Science in the Multicultural Class room, Boston: Allyn & Bacon.
- Chauhan, S.S.(2000), Innovation in Teaching Learning Process, New Delhi: Vikas Publishing House Pvt. Ltd.
- Edigar M. and Rao D.B.(1996), Science Curriculum, New Delhi: Discovery Publishing House.
- Gupta N.K. (1997), Research in Teaching of Science, New Delhi: APH Publishing Corporation.
- Kochar, S.K.(1997), Methods and Techniques of Teaching, New Delhi: Sterling Publishers Pvt. Ltd.
- Maitre, K. (1991), Teaching of Physics, New Delhi: Discovery Publishing House.
- Mukalel, J.C. (1998), Creative Approaches to Classroom Teaching, New Delhi: Discovery Publishing House.
- NCERT (2006), Position paper of NCF on Teaching of Science
- NCERT (2006), "Constructivist Approaches to Teaching and learning
- NCERT (2013), Pedagogy of Science (Physical Science)
- Prakash, R. and Rath, T.N. (1996), Emerging Trends in Teaching of Physics, New Delhi: Kanisha Publishers.
- Radha Mohan (2006), Innovation Science Teaching for Physical Science Teachers, Prentice Hall of India Pvt. Ltd. New Delhi
- Vaidya, N. (1999), Science Teaching for the 21st Century, Deep and Deep Publishers

CPS 02b
PEDAGOGY (TEACHING OF SUBJECT)
Physical Science

Credit: 4	Contact Hours: 4 hours/Week	Total Marks: 100
Internal (Formative assessment): 20 marks	External (Summative assessment): 80 marks	

Course Learning Outcomes

- to develop insights, competencies and skills among the pupil-teachers to effectively transact the Physical science curriculum.
- to acquire a conceptual understanding of the pedagogy of physical science
- to construct appropriate assessment tools for evaluating learning of physical science
- to examine the different pedagogical issues in the content of learning physical science

UNIT 1. NATURE, AIMS AND OBJECTIVES

- Place of physical science in school curriculum - Nature of physics and chemistry as a science discipline and its linkages with other disciplines.
- The concept of Pedagogical Content/Subject Knowledge (PCK) and its implications for Physical science teaching.
- Aims of teaching physical science at the senior secondary level with linkages to upper-primary and secondary level.
- Objectives of teaching physical science with special reference to the development of thinking and process skills

UNIT 2. CLASSROOM PROCESSES

- Pedagogical planning: considerations in relation to content (curriculum and concepts) and learners (with specific reference to socio-cultural and developmental context of the learner including special needs).
- A repertoire of teaching-learning processes: Inquiry based approach, inductive and deductive approach, experimentation, demonstration, discussion, investigatory projects, individually paced programmes, group work, peer learning, observation-based survey, problem solving, experiential learning, guided independent study, seminar presentation
- Learning objective- meaning, features of a well defined learning objective; Anderson and Krathwohl's taxonomy
- Identifying and writing learning objectives for different content areas in physical science.
- Developing unit plans, lesson plans – Herbertian approach and 5E, Remedial/Enrichment plans using combinations of various processes to overcome learning difficulties & minimum level of learning: instructional objective
- Planning for conduct of activities, experiments and laboratory work in Physical science with a critique of the current practices

UNIT 3. TEACHING-LEARNING RESOURCES

- Criteria for selecting/designing Teaching-Learning Resources: content based, learner based and context based.
- Textbook, reference books, encyclopedia, newspaper and alike
- Improvisations and Science Kits
- Instructional aides, computer aided instruction, multi-media packages, interactive software, websites, Open Education Resources (OER).
- Planning of extended experiences, science quiz, science fair, science corner/resource room, science club, excursion and related SUPW activities.

UNIT 4. ORGANIZATION OF THE PHYSICS AND CHEMISTRY LABORATORY (REAL SCIENCE LABORATORY EXPERIENCE)

- Layout and design of the physics and chemistry laboratory.

- Storage of apparatus, consumable and non-consumable items/materials
- Maintenance of laboratory records & log books.
- Making arrangements for the conduct of experiments.

UNIT 5. ASSESSMENT

- Design and analysis of
 - i) Formative assessment tasks; diagnostic approach
 - ii) Summative Assessment
 - iii) Item preparation: design, blue print, item writing
- Assessment of laboratory work and project work
- Assessment through creative expression-drawing, posters, model, etc as part of formative assessment for continuous assessment of thinking and process skills
- Developing learner profiles and portfolios; participatory and peer assessment.

Sessional works (any two)

- Develop 5 Multi-Media lesson using appropriate ICT resources
- Preparation of a Blueprint for question
- Developing Teaching-Learning resources
- Preparation of a detailed Assessment Report of learners' continuous and comprehensive assessment
- Developing remedial or enrichment programmes.
- Conduct of 2 activities/Experiments from syllabus individually or in small groups

Suggested Readings

- Anderson, L. W., & Krathwohl, D. R. (Eds.). (2000). A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives. New York: Longman.
- Anderson, R.D. (1970). Developing Children's Thinking Through Science, New Delhi: Prentice Hall.
- Barbe, R.H. (1995), Science in the Multicultural Class room, Boston: Allyn & Bacon.
- Chauhan, S.S. (2000), Innovation in Teaching Learning Process, New Delhi: Vikas Publishing House Pvt. Ltd.
- Driver R. (1983). The Pupil as Scientist, England: Open University Press.
- Driver, R., Guensne, E. and Tiberghien, A. (1985), Children's Ideas in Science, England: Open University Press
- Edigar M. and Rao D.B. (1996), Science Curriculum, New Delhi: Discovery Publishing House.
- Gupta N.K. (1997), Research in Teaching of Science, New Delhi: APH Publishing Corporation. .
- Harlen, W. (1992). The Teaching of Science, London: David Fulton Publishers.
- Heywood. D & Parker J, The pedagogy of physical science
- Jack hassard and Michal Dias, The Art of Teaching Science
- NCERT (2006). Position paper of NCF on Teaching of Science
- NCERT (2006). Constructivist Approaches to Teaching and learning
- NCERT (2013). Pedagogy of Science (Physical Science)
- Radha Mohan (2006), Innovation Science Teaching for Physical Science Teachers, Prentice Hall of India Pvt. Ltd. New Delhi
- Vaidya, N. (1999), Science Teaching for the 21st Century, Deep and Deep Publishers
- Wallace, John and Loudon, Willaim (2002) Dilemmas of Science Teaching, Routledge Publishers

CPS 02b
PEDAGOGY (TEACHING OF SUBJECT)
Chemistry

Credit: 4	Contact Hours: 4 hours/Week	Total Marks: 100
Internal (Formative assessment): 20 marks	External (Summative assessment): 80 marks	

Course Learning Outcomes

- to develop insights, competencies and skills among the pupil-teachers to effectively transact the Chemistry curriculum.
- to acquire a conceptual understanding of the pedagogy of chemistry
- to develop and use the techniques for evaluation in learning chemistry
- to evolve as a reflective practitioner in chemistry education through innovative practices.

UNIT 1. NATURE, AIMS AND OBJECTIVES

- Place of chemistry in school curriculum - Nature of chemistry as a science discipline and its linkages with other disciplines.
- The concept of Pedagogical Content/Subject Knowledge (PCK) and its implications for chemistry teaching.
- Aims of teaching chemistry at the senior secondary level with linkages to upper-primary and secondary level.
- Objectives of teaching chemistry with special reference to the development of thinking and process skills

UNIT 2. CLASSROOM PROCESSES

- Pedagogical planning: considerations in relation to content (curriculum and concepts) and learners (with specific reference to socio-cultural and developmental context of the learner including special needs).
- A repertoire of teaching-learning processes: Inquiry based approach, inductive and deductive approach, experimentation, demonstration, discussion, investigatory projects, individually paced programmes, group work, peer learning, observation-based survey, problem solving, experiential learning, guided independent study, seminar presentation
- Learning objective- meaning, features of a well defined learning objective; Anderson and Krathwohl's taxonomy
- Identifying and writing learning objectives for different content areas in chemistry
- Developing unit plans, lesson plans – Herbertian approach and 5E, Remedial/Enrichment plans using combinations of various processes to overcome learning difficulties & minimum level of learning: instructional objective
- Planning for conduct of activities, experiments and laboratory work in chemistry with a critique of the current practices

UNIT 3. TEACHING-LEARNING RESOURCES

- Criteria for selecting/designing Teaching-Learning Resources: content based, learner based and context based.
- Textbook, reference books, encyclopedia, newspaper and alike
- Improvisations and Science Kits
- Instructional aides, computer aided instruction, multi-media packages, interactive software, websites, Open Education Resources (OER) etc.
- Planning of extended experiences, science quiz, science fair, science corner/resource room, science club, excursion and related SUPW activities.

UNIT 4. ORGANIZATION OF THE CHEMISTRY LABORATORY (REAL SCIENCE LABORATORY EXPERIENCE)

- Layout and design of the chemistry laboratory.

- Storage of apparatus, consumable and non-consumable items/materials
- Maintenance of laboratory records & log books.
- Making arrangements for the conduct of experiments.

UNIT 5. ASSESSMENT

- Design and analysis of
 - i) Formative assessment tasks; diagnostic approach
 - ii) Summative Assessment
 - iii) Item preparation: design, blue print, item writing
- Assessment of laboratory work and project work
- Assessment through creative expression-drawing, posters, model, etc as part of formative assessment for continuous assessment of thinking and process skills
- Developing learner profiles and portfolios; participatory and peer assessment.

Sessional works (any 2)

- Develop 5 Multi-Media lesson using appropriate ICT resources
- Preparation of a Blueprint for question
- Developing Teaching-Learning resources
- Preparation of a detailed Assessment Report of learners' continuous and comprehensive assessment
- Developing remedial or enrichment programmes.
- Conduct of 2 activities/Experiments from syllabus individually or in small groups

Suggested Readings

- Mangal, S.K. (1997). Teaching of Science, Arya Book Depot.
- NCERT (2006). Position paper of NCF on Teaching of Science
- NCERT (2006). Constructivist Approaches to Teaching and learning
- NCERT (2013). Pedagogy of Science (Physical Science)
- Radha Mohan (2006). Innovation Science Teaching for Physical Science Teachers, Prentice Hall of India Pvt. Ltd. New Delhi
- Newbury, N.F. (1965). The Teaching of Chemistry, 3rd Edition, London: Heinemann Education Books Ltd.
- Sharma, R.C. (2002). Science Teaching, Dhanpat Rai Publication.
- Saunders, H.N. (1971). Science Teaching in Senior Secondary Schools, Oxford & IBH Publishing Company.
- T.N. Ratho & Ravi Prakash (1996). Emerging Trends in Teaching of Chemistry, Kanishka Publishers.
- Vaidya, N. (1999). Science Teaching for the 21st Century, Deep and Deep Publishers
- Waddington, D.J.(1984), Teaching of School Chemistry, UNESCO.
- Wellington, Jerry (1996), Secondary Science Contemporary Issues and Practical Approaches, Routledge London and New York.

CPS 02b
PEDAGOGY (TEACHING OF SUBJECT)
Biology

Credit: 4	Contact Hours: 4 hours/Week	Total Marks: 100
Internal (Formative assessment): 20 marks	External (Summative assessment): 80 marks	

Course Learning Outcomes

- to develop insights, competencies and skills among the pupil-teachers to effectively transact the Biology curriculum.
- to acquire a conceptual understanding of the pedagogy of biology
- to develop and use the techniques for evaluation in learning biology
- to evolve as a reflective practitioner in biological education through innovative practices.

UNIT 1. NATURE, AIMS AND OBJECTIVES

- Place of biology in school curriculum - Nature of biology as a science discipline and its linkages with other disciplines.
- The concept of Pedagogical Content/Subject Knowledge (PCK) and its implications for biology teaching.
- Aims of teaching biology at the senior secondary level with linkages to upper-primary and secondary level.
- Objectives of teaching biology with special reference to the development of thinking and process skills

UNIT 2. CLASSROOM PROCESSES

- Pedagogical planning: considerations in relation to content (curriculum and concepts) and learners (with specific reference to socio-cultural and developmental context of the learner including special needs).
- A repertoire of teaching-learning processes: Inquiry based approach, inductive and deductive approach, experimentation, demonstration, discussion, investigatory projects, individually paced programmes, group work, peer learning, observation-based survey, problem solving, experiential learning, guided independent study, seminar presentation
- Learning objective- meaning, features of a well-defined learning objective; Anderson and Krathwohl's taxonomy
- Identifying and writing learning objectives for different content areas in biology
- Developing unit plans, lesson plans – Herbertian approach and 5E, Remedial/Enrichment plans using combinations of various processes to overcome learning difficulties & minimum level of learning: instructional objective
- Planning for conduct of activities, experiments and laboratory work in biology with a critique of the current practices

UNIT 3. TEACHING-LEARNING RESOURCES

- Criteria for selecting/designing Teaching-Learning Resources: content based, learner based and context based.
- Textbook, reference books, encyclopedia, newspaper and alike
- Improvisations and Science Kits
- Instructional aides, computer aided instruction, multi-media packages, interactive software, websites, Open Education Resources (OER) etc.
- Planning of extended experiences, science quiz, science fair, science corner/resource room, science club, excursion and related SUPW activities.

UNIT 4. ORGANIZATION OF THE BIOLOGY LABORATORY (REAL SCIENCE LABORATORY EXPERIENCE)

- Layout and design of the biology laboratory.

- Storage of apparatus, consumable and non-consumable items/materials
- Maintenance of laboratory records & log books.
- Making arrangements for the conduct of experiments.

UNIT 5. ASSESSMENT

- Design and analysis of
 - i) Formative assessment tasks; diagnostic approach
 - ii) Summative Assessment
 - iii) Item preparation: design, blue print, item writing
- Assessment of laboratory work and project work
- Assessment through creative expression-drawing, posters, model, etc as part of formative assessment for continuous assessment of thinking and process skills
- Developing learner profiles and portfolios; participatory and peer assessment.

Sessional works (any 2)

- Develop 5 Multi-Media lesson using appropriate ICT resources
- Preparation of a Blueprint for question
- Developing Teaching-Learning resources
- Preparation of a detailed Assessment Report of learners' continuous and comprehensive assessment
- Developing remedial or enrichment programmes.
- Conduct of 2 activities/Experiments from syllabus individually or in small groups

Suggested Readings

- Chiappetta, L. Eugene and Koballa, R. Thomas (2010) Science Instruction in the Middle and Secondary Schools, Seventh Edition, Allyn & Bacon.
- Coll, R. K. (2007). Opportunities for Gifted Science Provision in the Context of a Learner-centered National Curriculum, In K. S. Taber (Ed.), Science Education for Gifted Learners (pp. 59-70). London: Routledge
- Collette, Alfred T. and Eugene L. Chappetta, (1994) Science Education in the Middle and Secondary Schools; MacMillan: N. Y.
- Driver, R., Squires, A., Rushworth, P. and Wood- Robinson, V. (2006) Making Sense of Secondary Science: Research into Children's Ideas, London: Routledge Falmer.
- Eklavya, Bal Vigyan – Class 6, 7, 8. (1978) Madhya Pradesh Pathya Pustak Nigam; Bhopal, (English & Hindi Versions both).
- Friedrichsen, P.M. & Dana, T. M. (2005). Substantive-Level Theory of Highly Regarded Secondary Biology Teachers' Science Teaching Orientations. Journal of research in science teaching vol. 42, no. 2, pp. 218–244
- Kuhn, T. S. (1970, 2nd Ed) The Structure of Scientific Revolutions. Chicago: the University of Chicago
- Lovelock, James (2000) [1979]. Gaia: A New Look at Life on Earth (3rd ed.). Oxford University Press
- Martin R., Sexton, C. Wagner, K. Gerlorich, J. (1998) Science for all Children: Allyn and Bacon: USA.
- Minkoff, E. C. & Baker, P. T. (2004) Biology Today – An Issues Approach (III Ed.), Garland Science.
- Muralidhar, K., 'What Organisms Do?' in Rangaswamy, N. S. (Ed.) Life and Organism, Vol. XII (Part 6) in Chattopadhyaya, D. P. (Gen. Ed.). History of Science, Philosophy and Culture in Indian Civilization. MunshiramManoharlal Publishers Pvt. Ltd., New Delhi.
- Pollard, A (2005) Reflective Teaching, London: Continuum.
- Reiss, M. (Ed.). (1999) Teaching Secondary Biology. Association for Science Education.
- Siddiqi and Siddiqi. (2002) Teaching of Science Today and Tomorrow, Doaba House, New Delhi.
- Siddiqi and Siddiqi. Teaching of Biology, Doaba House, New Delhi.
- Sundarajan, S. (1995) Teaching Science in Middle School: A Resource Book. Orient Longman: Hyderabad.
- Turner, T. & Dimatea, W. (1998) Learning to Teach Science in Secondary School, Routledge Publication, USA.
- UNESCO (1966) Source Book for Science Teaching: UNESCO: Paris.
- Vaidya N. (1999) Science Teaching for the 21st Century, Deep and Deep Publishers.

- Wallace, J and Louden, W. (Eds.)(2001) Dilemmas of Science Teaching: Perspectives on Problems of Practice. Routledge, London.
- Wellington, J. (2004) Teaching and Learning Secondary Science – Contemporary Issues and Practical Approaches, London: Routledge.
- Wilson, E. O. (1999). Consilience: The Unity of Knowledge, Vintage Books. New York.



CPS 02b
PEDAGOGY (TEACHING OF SUBJECT)
Computer Science

Credit: 4	Contact Hours: 4 hours/Week	Total Marks: 100
Internal (Formative assessment): 20 marks	External (Summative assessment): 80 marks	

Course Learning Outcomes

- to develop insights, competencies and skills among the pupil-teachers to effectively transact the Computer science curriculum.
- to acquire a conceptual understanding of the pedagogy of computer science
- to identify the various learning resources and explore the methods of teaching Computer Science
- to construct appropriate techniques for evaluation in learning computer science.

UNIT 1. NATURE, AIMS AND OBJECTIVES

- Place of computer science in school curriculum - Nature of computer science and its linkages with other disciplines.
- Aims of and objective of teaching computer science at different level.
- Values of learning Computers and uses in of computer day to day life

UNIT 2. INSTRUCTIONAL METHODS, TECHNIQUES AND PLANNING FOR TEACHING

- Learning objective- meaning, features of a well-defined learning objective; Anderson and Krathwohl's taxonomy
- Identifying and writing learning objectives for different content areas in computer science
- Strategies : Team teaching ,lecture, lecture cum Demonstration , Inductive-Deductive, Analytic-synthetic, Problem solving , seminar, small group strategies, cooperative learning , group learning, debate, discussion, Individualized strategies, Library based learning, programmed learning, CAL, Web based learning
- Techniques: Brainstorming, Buzz session, Simulation, symposium, Team teaching. – meaning, organization and importance
- Planning: Unit plan & Lesson Plan - Herbertian approach and 5E

UNIT 3. ELEMENTS OF PROGRAMMING LANGUAGE

- Algorithm, flowchart, elements of 'C' programming with simple illustrations.
- Elements of database and its applications, Introduction to cloud computing.
- Network of Computers: Network, Types of network, Categories of network.
- World Wide Web - browsing and search engines,
- Internet – Meaning – Working Principle – Types – LAN – Wi-Fi – Uses;
- E-mail – Meaning & its working;
- Web Design – Meaning & its Creation – HTML – Meaning & Importance.
- Multimedia applications, Fundamentals of mobile computing

UNIT 4. RESOURCES FOR TEACHING COMPUTER SCIENCE AND LAB

- Projected aids and Non-projected aids
- Text Books – Qualities of good computer science text book, role of text book in teaching computer science, Criteria for evaluation of computer science text book.
- Computer Science Library – Meaning, organization and importance.
- Computer Science Lab – Need for planning the computer laboratory

- special features of computer laboratory
- Essential infrastructure – laboratory management & maintenance of records

UNIT 5. ASSESSMENT

- Design and analysis of
 - iv) Formative assessment tasks; diagnostic approach
 - v) Summative Assessment
 - vi) Item preparation: design, blue print, item writing
- Assessment of laboratory work and project work
- Assessment through creative expression-drawing, posters, model, etc as part of formative assessment for continuous assessment of thinking and process skills
- Developing learner profiles and portfolios; participatory and peer assessment

Sessional Work (any 2)

- Prepare a power point presentation for any two units in Computer Science.
- Develop a Blog of your own and add it in online and prepare a report on it.
- Visit to any IT Company or software park to know about latest software and prepare a report on it.
- Preparation of e-magazines and e-books using open source software.

Suggested Readings

- Allen Martin, (1980). *Teaching and Learning with LOGO Cromm Helm*. London: Ammul Publications Pvt. Ltd.,
- Balagursamy, (2000). *Programming in Basic*. THN, Delhi
- Davis, (2004). *Computer Today*, McGraw Hill Delhi.
- Goel, D. R., and Joshi, P. (1999). *A Manual for INTERNET Awareness*. CASE:
- Goel, H.K. (2007). *Teaching of computer science*. New Delhi: R. Lall Books
- Gotstried, (2005). *Progammng with BASIC, SCHAUM*.
- Harley, H.K. (2007). *The internet: complete reference*. New Delhi: Tata McGrow Hill
- Heiss, Obourn. & Hoffman. (1985). *Modern science in secondary schools*. New Delhi: Sterling Publication (Pvt.) Limited.
- Hillman, David (1998). *Multimedia Technology and Applications*, New York : Delmar Publishers,.
- Krishna Sagar, (2005). *ICTs and teacher training*, Delhi: Tarum offset.
- Mahapatra, B.C. (2006). *Education in Cybernatic Age*. New Delhi: Sarup Sons.
- Malvino, (2008). *Digital Computer Electronics*, TMH, Delhi.
- Mansfield, R. (1993). *The Compact Guide to Windows.World and Excel*. New
- Rao, P.V.S., (2001), *Computer Programming*, TMH, Delhi.
- Roger Hunt Hon Shelley, *Computers and Common Sense*, Prentice Hall (India) Delhi.
- Sambath, K., Paneerselvam, A., & Santhanam, S. (2006). *Introduction of educational Technology*, New Delhi: Sterling Publishers Private Limited
- Saxena, S. (1999). *A first course in computers*. New Delhi: Vikas Publishing
- Sharma, R.C.. *Modern Science Teaching*. Dhanpat Rai Publishing Co. Pvt. Ltd.,
- Sharma,R.A.(2008).*Technological foundation of education*. Meerut: R. Lall Books Depot.

CPS 02b
PEDAGOGY (TEACHING OF SUBJECT)
Social Sciences

Credit: 4	Contact Hours: 4 hours/Week	Total Marks: 100
Internal (Formative assessment): 20 marks	External (Summative assessment): 80 marks	

Course Learning Outcomes

To enable the student-teachers to:

- get an insight into the nature of Social Science curriculum and its pedagogical issues;
- enquire critically the aims and objectives of Social Science education;
- comprehend the uniqueness of teaching-learning process of Social Science at secondary level;
- engage with the classroom processes and its transactional implications in terms of different strategies and techniques for teaching Social Sciences;
- have a hands on competency in preparing pedagogic analysis of social sciences;
- acquaint with Planning of instruction;
- provide familiarization with resources for teaching and learning social science; and
- understand the evaluation techniques and prepare assessment test as per the existing syllabus of Social Sciences

UNIT I. AIMS, OBJECTIVES AND VALUES OF TEACHING SOCIAL SCIENCE

- Meaning, Nature and Scope of Social Science
- Need and Significance of teaching Social Science in the School Curriculum for the holistic development of students.
- Aims and Objectives of teaching Social Science at different stage:
 - Middle stage
 - Secondary stage
- Bloom's Taxonomy of Educational Objectives
- Revised Bloom's Taxonomy by Anderson and Krathwohl

UNIT 2. CLASSROOM PROCESSES

- Instructional Objectives of Teaching Social Science
- Approaches: inductive, deductive, interdisciplinary and constructivist approaches
- Strategies: narration, dialogue and discussion, problem solving, project, storytelling, data collection and analysis, field trips as learning experience, dramatization, archives and other historical sources and their interpretation , reviewing video shows on social issues, comparative method, cartographic techniques, time-line construction
- Models: Families of Models of Teaching; Elements of Models of Teaching; Description and Lesson transcription of Concept Attainment Model, Advance Organizer Model and Group Investigation Model; and Jurisprudential Inquiry Training Model

UNIT 3. PEDAGOGIC ANALYSIS AND LESSON PLANNING

- Analysis of learning objectives/learning out comes
- Content analysis: meaning, importance, elements and methods of content analysis
- Meaning, Needs and importance of Lesson planning.
- Levels of planning – year plan, unit plan and lesson plan
- Preparation of Lesson plan in Social Science: Herbatian and 5E model.

UNIT 4. TEACHING-LEARNING RESOURCES IN SOCIAL SCIENCE

- Social Science Resource room: Need, Establishment, components and management.
- Types of primary and secondary sources: Data from textual materials, journals, magazines and newspapers; using library for secondary sources and reference material such as dictionaries and encyclopaedias.
- Using atlas, maps, globe, chart, models, graphs, visual, audio visual aids, video clips and films as a teaching-learning resource for Social Sciences.

- Action research: concept and identification of problem faced by teachers in the classroom
- Social Science Club: meaning, importance and organization (club activities, exhibition, field trips, quiz competition).

UNIT 5. EVALUATION AND ASSESSMENT IN SOCIAL SCIENCES

- Measurement, Assessment and Evaluation: Definition, characteristics and principles
- Types of evaluation
 - Diagnostic
 - Formative
 - Summative
 - Placement
- Continuous and comprehensive evaluation (CCE): definition, objectives, benefits of CCE in addressing the shortcomings of traditional education system, scholastic evaluation, co-scholastic evaluation
- Preparation of blue print and construction of achievement test
- Characteristics of assessment in Social Science: types of questions best suited for assessing the different aspect of Social Sciences, questions for testing quantitative skills, questions for testing qualitative analysis; open ended questions.
- Diagnostic testing and remedial measures

Sessional Work (Any two)

- Prepare a pedagogic analysis of a unit of Social Science of X standard.
- Report on the case study of scheduled tribe/caste village with analysis of geographical area, location, local governance, socio-economic status, history and gender issues.
- Report preparation and presentation on the critical analysis of the evaluation and assessment of Social Sciences in selected government and private schools (one each) affiliated to Board of Secondary Education Manipur (BOSEM) OR Central board of Secondary Education (CBSE), New Delhi
- Prepare a Year plan/ Unit plan / Lesson Plan for a Secondary level Social Science Text book
- Report on collection and maintenance of instructional resources of Social Sciences OR presentation on the development of a multi-media lesson using appropriate ICT resources as simulated teaching exercise OR identifying and evaluating ICT resources suitable for teaching Social Sciences
- Review not less than 10 contemporary papers on teaching approaches or strategies or models of Social Sciences and preparation of manuscript.

Suggested Readings

- Aggarwal J.C (1995). *Essentials of Education Technology Teaching Learning – Innovations in Education*. New Delhi: Vikas Publishing House.
- Aggarwal, J.C. (2003). *Teaching of Social Studies: A Practical Approach*. Mumbai: Vikas Publishing House.
- An Introduction to problems in the Philosophy of Social Sciences (1995) By Keith Webb, Pub.- Pinter, London, New York.
- Arora, P (2006). Lesson Plan: A Means or an End, MERI journal of education, Number-I, April 2006, New Delhi.
- Arora, P (2014). A Democratic Classroom for Social Science, Project Report, University of Delhi, Delhi.
- Arora, P (2014). Exploring the Science of Society. Journal of Indian Education. NCERT, New Delhi.
- Batra, P. (Ed 2010). *Social Science Learning in Schools: Perspective and Challenges*. Sage Publications India Pvt. Ltd. New Delhi.
- Bining, A.C. & Bining, D.H. (1952), *Teaching of social studies in secondary schools*, Tata McGraw Hill Publishing Co. Ltd. Bombay.
- Bining, A.C. and Bining, D.H. (1952). *Teaching Social Studies in Secondary School*. New York: McGraw Hill
- Clark, L.H.(1973). *Teaching Social Studies in Secondary Schools*. (2ndEd.), New York:McMillan.

- Crotty, M., (1998), *The foundations of social research: Meaning and perspective in the research process*, London: Sage Publication.
- Dhand, H. (1991). *Research in Teaching Social Studies*. New Delhi: Ashish Publishing House
- Ebel, L and Frisbie, A. (1991). *Essentials of Educational Measurement*. New York: McGraw Hill
- Edgar, B.W. & Stanely (1958), *Teaching social studies in high school*, Heath and company, Boston D.C.
- Entwistle, N.J. (1987). *Understanding Classroom Learning*. London: John Wiley
- Gallanvan & Kottler, Ellen (2008), *Secrets to success for social studies teachers*, Crowin Press, Sage Publication, Thousand Oaks, CA 91320.
- George, A., M. & Madan, A. (2009). *Teaching Social Science in Schools*. Sage Publications India Pvt. Ltd. New Delhi.
- Green, G.H. (1987). *Planning the Lesson*. London: Longman
- Gross, R. E., Messick, R., Chapin, J.R. and Sutherland. (1978). *Social Studies for our Times*. New York: John Wiley
- Hamm, B. (1992). *Europe – A Challenge to the Social Sciences*. International Social Science Journal (vol. 44).
- Haralambos, M. (1980). *Sociology Themes and Perspectives*. New York. O.U.P.
- High, J. (1967). *Teaching Secondary School Social Studies*. New York: John Wiley
- Jarolimek, J. (1990). *Social Studies in Elementary Education*. New York: McMillan
- Joshi, A.N. and Salunke, S. K. (2006). *Content Based Methodology*, New Delhi: Prentice Hall
- Joyce, B. and Weil, M. (2003). *Models of Teaching* (5th Ed.) New Delhi: Prentice Hall
- Kenworthy, L.S. (1962). *Guide to Social Studies Teaching*. California: Wordsworth Publishing
- Kirkpatrick, Ecron, (1997). *Foundation of Political Science: Research, Methods and Scope*. New York: The Free Press.
- Kochhar, S.K. (1985), *Methods and Techniques for teaching History*, Sterling Publishers Pvt. Ltd, New Delhi.
- Kochhar, S.K. (2002). *The Teaching of Social Studies*. New Delhi: Sterling.
- Koehler, M.J. and Mishra, P. (2009). What is technological pedagogical content knowledge? *Contemporary Issues in Technology and Teacher Education*, 9(1), 60-70.
- Kumar, S.P.K and Noushad, P.P. (2009). *Social Studies in the Classroom: Trends and Methods*. Calicut University: Scorpio Publishers
- Kumar, S.P.K. (2007). *How Pupils Learn?* New Delhi: Kanishka
- Kumar, Sandeep (2013). *Teaching of Social Science, Project Report*, University of Delhi, Delhi.
- Learning to Teach History in the secondary school, A companion to school experience (2nd Edition, 2002) By Terry Haydn, James Arthur and Martin Hunt, Pub.- Routledge, Falmer, (Taylor and Francis group), London, New York.
- Mayor, F. (1992). *The role of the Social Sciences in a changing Europe*. International Social Science Journal (vol. 44).
- Michaelis, J.U and Garsia, J. (2000). *Social Studies for Children: A guide to Basic Instruction*. (12th Ed.) New York: Allyn & Bacon
- Michaelis, J.U. (1976). *Social Studies for Children in a Democracy: Recent Trends and Development*, 5th Ed., New Jersey: Prentice Hall
- Michaelis, J.U. (1976). *Social Studies for Children: A guide to Basic Instruction*, 7th Ed., New Jersey: Engelwood cliffs
- Mishra, P., and Koehler, M.J. (2006). Technological pedagogical content knowledge: A framework for integrating technology in teacher knowledge. *Teachers College Record*, 108(6), 1017-1054.
- Misra, Salil and Ranjan, Ashish (2012). *Teaching of Social Sciences: History, Context and Challenges in Vandana Saxena (ed.), Nurturing the Expert Within*, Pearson, New Delhi
- Niess, M. L. (2005). Preparing teachers to teach science and mathematics with technology: Developing a technology pedagogical content knowledge. *Teaching and Teacher Education*, 21, 509-523.
- Noushad, P.P & Musthafa, M.N. (2010). Taxonomy Reframed: Educational Objectives for the 21st Century, *Edutracks*, 9, 16-22.132
- Pathak, S.P. (2005), *Teaching of History- The Paedo Centric Approach*, Kanishka Publishers, New Delhi.
- Popper, Karl. (1971). *The Open Society and its Enemies*. Princeton University Press.
- Prigogine, I., & Stengers I. (1984). *Order Out of Chaos: Man's New Dialouge with Nature*. Batnam Books.
- Roblyer, M.D. (2008). *Integrating educational technology into teaching*. New Delhi: Pearson.

- Semenov, A. (2005). *Information and Communication Technologies in Schools: A Handbook for Teachers*. UNESCO
- Shymali, B. (2007). *Media and Mass communication. An introduction*. New Delhi: Kanishka Publishers.
- Sills, D.L. (1972). *International Encyclopedia of Social Sciences*. New York: McMillan.
- Peter Winch, P. (1958). *The idea of a Social Science and its relation to Philosophy*. London, New York: Routledge and Kegan Paul, Humanities Press.
- Wagner, P. (1999). *The Twentieth Century – the Century of the Social Sciences?* World Social Science Report.
- Wallerstein, I, et al., (1996). *Open The Social Sciences: Report of the Gulbenkian commission on the Restructuring of the Social Sciences*. New Delhi: Vistaar Publications,
- Wesley, E.B. (1937). *Teaching the Social Studies Theory and Practice*. New York: Heath
- Yajnik, K.S. (1966). *Teaching Social Studies in India*. Bombay: Orient Longman
- Zevin, J., (2000). *Social studies for the twenty first century*. London: Lawrence Erlbaum Associates Publishers,



CPS 02b
PEDAGOGY (TEACHING OF SUBJECT)
History

Credit: 4	Contact Hours: 4 hours/Week	Total Marks: 100
Internal (Formative assessment): 20 marks	External (Summative assessment): 80 marks	

Course Learning Outcomes

To enable the student-teachers to:

- appreciate the need for teaching-learning of History in secondary classes.
- develop a systematic and critical understanding of History in a democratic and secular country with a diverse socio-cultural milieu and relevance in the contemporary context of a globalised world.
- promote critical perspectives on the nature and philosophy of History and methods of enquiry.
- comprehend, analyse, evaluate and integrate source material critically as historical evidence.
- understand the organisation of History curriculum and its pedagogical concerns.
- engage with the classroom processes in History and its transactional implications.
- critique and develop suitable evaluation mechanisms in History.
- nurture the ability to organize curricular activities and community resources for promoting History learning
- become a reflective practitioner capable of translating theoretical perspectives into innovative pedagogical practices.
- acquaint with the need and processes of continuous professional development

UNIT I. EVOLUTION AND DEVELOPMENT OF HISTORY

- Emergence of History as a discipline and a school subject to the present stage
- Philosophical bases of History
- Construction of knowledge and process of knowledge generation in History.
- Perspectives on thinking historically
- History and Social Science/ Natural Science.
- Cross Cultural perspectives on the meaning of history; the post-modernist challenge.

UNIT 2. HISTORY CURRICULUM: PRINCIPLES AND PRACTICES

- General Principles and Approaches for the construction and thematic organization of history curriculum at different stages
- Aims and Objectives of teaching-learning History in a democratic, secular country with plural societies
- Place of History at different stages of secondary school curriculum and linkages between different stages
- Analysis of Curriculum, Syllabus and Text books

UNIT 3. ISSUES AND CHALLENGES IN TEACHING-LEARNING OF HISTORY

- Pre-conceptions and misconceptions in History
- Dates and periodization; cultivating sense of time and space
- Scientific Orientation to Historical facts; Objectivity in History
- Gender in History
- Subaltern perspectives and issues of inclusion
- Controversial issues in History

UNIT 4. PEDAGOGY AND PROCESSES IN HISTORY

- Purpose and Approaches of teaching History: Inductive, Deductive, Inter-disciplinary and Constructivist approaches in the teaching of History; Critical pedagogy in History
- Methods and Techniques:

- Textbook, dialogue, debate, discussion, narratives, observation and interpretation, decoding/ deconstruction strategies and analysis of historical sources, personal/family history, case study, reflective enquiry and report writing, project, problem solving, dramatization, current events analysis, comparative analysis, reviewing audio-visual resources, Activities around local history-critical engagements with museum and archives, heritage walk and field trips as learning experiences, interpretation of historical maps and construction of timelines, other class room based activities.
- Theoretical basis: concept mapping and development of Unit Plan
- Preparation of Lesson Plan in History – Herbatian and 5 E model.
- Dynamics of lesson planning: teaching strategies and organisation of learning experiences in different contexts
- Material Sources, curriculum sites and learning resources, ICT in History Classroom
- Teaching of History and the differently able learners

UNIT 5. CONCEPTUAL RENEWALS, CONTEMPORARY TRENDS & EVALUATION IN HISTORY

- History and international understanding, Peace & conflict resolution
- Global challenges related to marginalisation
- Local History
- History teacher as a reflective practitioner
- History Resource Centre
- Evaluation and Assessment in History- Formative, Summative, Continuous and Comprehensive, Assessment at different stages; issues in assessment
- Innovations in Assessment: Self-assessment, Peer assessment, Learners' profile, Open Text Book Assessment.
- Preparation of a Question Paper and Analysis.

Sessional Work (Any two)

- A) Visit to Museum/Archives/Local Monument; Historical excursions and evaluating learning processes; Films and theatre; Talks and discussions.
- B) Term Paper and Seminar Presentation Critical appraisal of curriculum policies/documents and curriculum frameworks, existing curriculum of History and text books at school level.
- C) Development of Unit Plan Development of Lesson Plan, Critical Lesson.
- D) Research Project/Action Research around select theme: Evolution of History as a discipline; Perspectives in Indian Historiography; History as a scientific enquiry; Construction of historical facts by school children; Place of History in school curriculum; History in global context; Peace and conflict resolution; Educational technology and History; Chronology and problems of periodization; Controversial issues in History; Oral history; Feminist perspectives in History; Place of subaltern history; Indigenous histories; local history; Comparative perspectives on history of different countries.

Suggested Readings

- Andrews, Thomas and Berk, Flannery (2007). What does it mean to think historically in Perspectives in History, The Newsmagazine of American Historical Association.
- Apple, Michael W. and Smith, Christian L.(ed.), (2014). The Politics of the Textbook, Routledge, New York
- Arora, P (2014). A Democratic Classroom for Social Science, Project Report, University of Delhi, Delhi.
- Arthur, James and Phillips, Robert (2004). Issues in History Teaching, Routledge Falmer, London
- Batra, P. (Ed 2010). *Social Science Learning in Schools: Perspective and Challenges*. Sage Publications India Pvt. Ltd. New Delhi.
- Batra, P, Nawani, D, (2010). Social Science Texts: A pedagogic perspective in P. Batra (Eds) *Social Science Teaching in Schools: Challenges and Perspectives* (197-262). Sage, New Delhi
- Bhasin, Kamla (1994). What is Patriarchy? Kali for Women, New Delhi
- Bhog, Dipta (2002), Gender and Curriculum, Review of Women Studies, Economic and Political Weekly, 37(17):1638-1642

- Carr, E. H. (1961). *What is History*, University of Cambridge and Penguin, India.
- Childe, V. Gordon, (1963). *Social Evolution*, Fontana Library, C.A. Watts: London
- Das, Veena (1989). *Subaltern as Perspective in Ranajit Guha (ed.) Subaltern Studies No.6 Writings on South Asian History and Society*, Oxford University Press, London
- Dewey, John (1916). *Democracy and Education*, The Free Press, New York
- Gallavan & Kottler, Ellen (2008), *Secrets to success for social studies teachers*, Corwin Press, Sage Publication, Thousand Oaks, CA 91320.
- George, A., M. & Madan, A. (2009). *Teaching Social Science in Schools*. Sage Publications India Pvt. Ltd. New Delhi.
- Giroux, H. (1981). *Ideology, Culture and the Process of Schooling*. Falmer Press, London
- Terry, Arthur James and Hunt Martin. (2002). *Learning to teach History in the secondary school: A companion to school experience*, Routledge, Falmer, (Taylor and Francis group), London, New York.
- Habib, Irfan (1995). *Essays in Indian History—Towards a Marxist Perception*. Tulika Books, Delhi
- Hobsbawm, Eric (1992). *Nations and nationalism since 1780: Programme, Myth, Reality*. Cambridge Press.
- Ilaiah, Kancha (1996). *Why I Am Not a Hindu: A Sudra critique of Hindutva philosophy, culture and political economy*. Samya, Calcutta
- Khilnani, Sunil (1999). *The idea of India*. Farrar, Straus and Giroux, New York.
- Kochhar, S.K. (1985). *Methods and Techniques for teaching History*, Sterling Publishers, New Delhi.
- Kottler Ellen and Gallavan Nancy P. (2008), *Secrets to success for Social Studies teachers*, Corwin Press, Sage Publications Co., Thousands oak, California.
- Kumar, Krishna (2001). *Prejudice and Pride: School Histories of the freedom Struggle in India and Pakistan*, Penguin, New Delhi
- Kumar, Krishna (2013). *Politics of Education in Colonial India*, Routledge Taylor and Francis Group, India
- Kumar, Sandeep (2013). *Teaching of Social Science*, Project Report, University of Delhi, Delhi.
- Lemon, M. C. (2003). *Philosophy of History*, Routledge, Oxon, New York.
- Menon, N. (2010). *History, truth and Nation: Contemporary debates on education in India* in Vinayak, A. & Bhargava, R. Eds) *Understanding Contemporary India: Critical Perspectives*. Orient Blackswan, New Delhi.
- Misra, Salil and Ranjan, Ashish (2012). *Teaching of Social Sciences: History, Context and Challenges in Vandana Saxena (ed.), Nurturing the Expert Within*, Pearson, Delhi
- National Curriculum Framework 2005 Position Paper by National Focus Group on Teaching of Social Sciences, N.C.E.R.T. New Delhi
- Nambiar, Jayashree (2010). *Beyond Retention: Meaningful Assessment in Social Science*
- Nawani, Disha (2015). *Re-thinking Assessments in Schools*. Economic & Political Weekly, Vol L, No. 3, 37-41.
- Parker, Walter C. (2010). *Social Studies Today—Research and Practice*. Routledge Taylor and Francis, New York and London
- Pathak, S.P. (2005). *Teaching of History—The Paedo Centric Approach*, Kanishka Publishers, New Delhi.
- Paliwal Rashmi & Subramanian, C.N. (2010). *Texts in Schools, in Learning Curve, Issue XV, August—Special issue on Social Science in Schools*. Azim Premji Foundation, Bangalore
- Phillips, Robert (2002), *Reflective Teaching of History, 11-18*, Continuum Studies, in *Reflective Practice and Theory*, Continuum, London, New York.
- Phillips, Ian (2008), *Teaching History*. Sage, South Asia Edition, Delhi
- Ranjan, Ashish (2009), "History curriculum" in T. Geetha (ed.) *A Comparative Study of Curriculum in I.B., C.I.S.C.E. and C.B.S.E. Boards*, Project Report of The International Baccalaureate, Singapore
- Roy, Kumkum (2010). *The Power of Gender and the Gender of Power: Explorations in Early Indian History*, Oxford University Press, New Delhi Seminar (# 522, February, 2003), *Rewriting History—A Symposium on ways of representing our shared past—articles by Neeladri Bhattacharya, Sumit Sarkar, C.N. Subramaniam, Rashmi Paliwal, Tanika Sarkar, Kumkum Roy, Urvashi Butalia, Krishna Kumar, Partha Chatterjee and others.*
- Sreedharan, E. (2004). *A Textbook of Historiography 500 B.C. to A.D. 2000*, Orient Longman, New Delhi.
- Thapar, Romila (1975). *The Past and Prejudice (Sardar Patel Memorial Lectures)*, National Book Trust, New Delhi

- Thapar, Romila (2014). *The Past As Present: Forging Contemporary Identities Through History*, Aleph, New Delhi
- Wagner, P. (1999). *The Twentieth Century – the Century of the Social Sciences?* World Social Science Report.
- Wallerstein, I, et al., (1996). *Open The Social Sciences: Report of the Gulbenkian commission on the Restructuring of the Social Sciences*. Vistaar Publications, Delhi.
- Webb, Keith (1995). *An Introduction to problems in the philosophy of social sciences*, Pinter, London, New York.
- Winch, Peter (1958). *The idea of a Social Science and its relation to Philosophy* Routledge and Kegan Paul, London, New York: Humanities Press.
- Zevin, J., (2000). *Social studies for the twenty first century*, Lawrence Erlbaum Associates Publishers, London.



CPS 02b
PEDAGOGY (TEACHING OF SUBJECT)
Political Science

Credit: 4	Contact Hours: 4 hours/Week	Total Marks: 100
Internal (Formative assessment): 20 marks	External (Summative assessment): 80 marks	

Course Learning Outcomes

To enable the student-teachers to:

- understand the need for teaching-learning of Political Science in secondary classes.
- develop a critical understanding about the aims and objectives of Political Science in a Democratic and Secular country.
- develop a critical understanding about the nature and philosophy of Political Science and its interface with society.
- understand the nature of Political Science curriculum and its pedagogical issues.
- engage with the classroom processes in Political Science and its transactional implications.
- critique and develop suitable evaluation mechanisms in Political Science.
- develop the ability to organize co-curricular activities and community resources for promoting Political Science learning.
- become a reflective practitioner capable of translating theoretical perspectives into pedagogical practices through processes of innovative action.
- acquaint with need and processes for professional development

UNIT I. AIMS AND OBJECTIVES OF TEACHING POLITICAL SCIENCE

- Political Science in a democratic secular country; transition from 'civics' to political science
- Place of Political Science in secondary and senior secondary school curriculum; linkages between different stages; relations between Political Science and Social Science, Natural Science.
- Syllabi and Text books at different stages.

UNIT 2. ISSUES AND CHALLENGES IN TEACHING-LEARNING OF POLITICAL SCIENCE

- Pre-conceptions and misconceptions in Political Science
- Critical pedagogy in Political Science: Study of children's Idea of various concepts- Democracy, Government, Panchayat, Constitution, Rights, Duties etc. Its meanings, paradoxes' and challenges, limitations.
- Inclusive and Democratic Classroom for Political Science

UNIT 3. POLITICAL SCIENCE PEDAGOGY

- Purpose, Approaches and Methods of teaching- learning of Political Science
- Inductive, Deductive, Interdisciplinary and Constructivist approaches in teaching- learning of Political Science
- Methods, Techniques and Resources: Traditional: lecture, question-answer, discussion, text book, storytelling,. Modern: dialogue, problem solving, project, observation, debate, source, excursion, dramatization, current events, empirical, comparative, community resource, mass media, case study, reflective enquiry and report writing.
- Teaching Learning Material: Need, objectives and preparation ICT in Political Science Classroom, Using PowerPoint, Excel, YouTube, Blogs, etc. in the classroom. Use of Encyclopaedia/Newspaper/Articles/Magazines/Journals in Social Science. Use of Maps/Charts/Graphs/Models/Pictures/Cartoons.

UNIT 4. ENRICHING POLITICAL SCIENCE

- Evolution and Development of Political Science Contemporary Trends in Political Science: Political Science in global context, Political- Social Dimension of Caste/Class/Religion/Gender with respect to current syllabi and textbooks
- International Understanding and Peace & conflict resolution, Changing role of UN, Era of Coalition Government, Youth and Technology in Political affairs, Neo-liberalism and its implications, Role of Media and Judiciary in India
- Political Science Teacher: Personality, Outlook and Reflective Practitioner
- Theoretical basis and Development of Lesson Plan
- Preparation of Lesson Plan in Political Science – Herbatian and 5 E model.

UNIT 5. EVALUATION IN POLITICAL SCIENCE

- Formative, Summative, Continuous and Comprehensive, Assessment at different stages.
- Assessment Modes: Self-assessment, Peer assessment, Learners' profile, Open text book assessment.
- Preparation of a Question Paper and Analysis.

Sessional Work (Any two)

a) Organization of Subject Society b) Term papers on current issues: Citizenship, Gender issues in Indian Politics, Political Education, Political Science and scope of scientific enquiry, Exit polls etc. c) Analysis of curriculum policies /documents and curriculum frameworks. d) Critical appraisal of existing Political Science curriculum and text books at senior secondary school level e) Development of Lesson Plan, Critical Lesson. f) Visit to Parliament/Assembly in Session g) Preparation of a Question Paper and Analysis h) Action Research

Suggested Readings

- Arora, P. (2006). Lesson Plan: A Means or an End, MERI journal of education, Number-I, April 2006, New Delhi.
- Arora, P. (2014). Exploring the Science of Society. Journal of Indian Education. NCERT, New Delhi.
- Arora, P. (2014). A Democratic Classroom for Social Science, Project Report, University of Delhi, Delhi.
- Batra, P. (Ed. 2010). Social Science Learning in Schools: Perspective and Challenges. Sage Publications India Pvt. Ltd. New Delhi.
- Bining, A.C. & Bining, D.H. (1932), Teaching of political science in secondary schools, Tata McGraw Hill Publishing Co. Ltd. Bombay.
- Edgar, B.W. & Stanely (1938), Teaching social studies in high school, Heath and company, Boston D.C.
- Gallanvan & Kottler, Ellen (2008), Secrets to success for social studies teachers, Crowin Press, Sage Publication, Thousand Oaks, CA 91320.
- George, A., M. & Madan, A. (2009). Teaching Social Science in Schools. Sage Publications India Pvt. Ltd. New Delhi.
- Hamm, B. (1992). Europe - A Challenge to the Social Sciences. International Social Science Journal (vol. 44).
- Kochhar, S.K. (1983), Methods and Techniques for teaching History, Sterling Publishers Pvt. Ltd, New Delhi.
- Kumar, Sandeep (2013). Teaching of Social Science, Project Report, University of Delhi,
- Kirkpatrick, Ecron, (1997). Foundation of Political Science: Research, Methods and Scope, New York, The free press.
- Mayor, F. (1992). The role of the Social Sciences in a changing Europe. International Social Science Journal (vol. 44).
- Popper, Karl. (1992). The Open Society and its Enemies. Princeton University Press.
- Prigogine, I., & Stengers I. (1984). Order Out of Chaos: Man's New Dialogue with Nature. Batnam Books. The idea of a Social Science and its relation to Philosophy (1938), by Peter Winch, Pub.-Routledge and Kegan Paul, London, New York: Humanities Press.
- Wagner, P. (1999). The Twentieth Century - the Century of the Social Sciences? World Social Science Report.

Wallerstein, I, et al., (1996). Open The Social Sciences: Report of the Gulbenkian commission on the Restructuring of the Social Sciences. Vistaar Publications, New Delhi.
Zevin, I., (2000). Social studies for the twenty first century, Lawrence Erlbaum Associates Publishers, London.



CPS 02b
Pedagogy (Teaching of subject)
Economics

Credit: 4	Contact Hours: 4 hours/Week	Total Marks: 100
Internal (Formative assessment): 20 marks	External (Summative assessment): 80 marks	

Course Learning Outcomes

To enable the student-teachers to:

- develop the required competencies to present the subject matter of economics from a social science perspective.
- help the teacher to do a pedagogical analysis of the subject matter they are to teach at different levels.
- help them acquire knowledge and understanding to establish the cross curricular linkages while teaching economics.
- help the teacher identify basic economic concepts, as integral in the to the syllabus and plan the suitable methodology to teach.
- help them think critically on the economic issues, problems, policies and solutions from the local, national and international perspective.
- prepare teachers who can think and work innovatively, be resourceful to create a learning environment whereby the students would develop an interest and love for economics and find it relevant for their personal and professional lives.

UNIT I. PERCEPTIONS, IDEOLOGIES AND APPROACHES IN ECONOMICS EDUCATION

- Nature of economics as a discipline
- Economics as a part of social science programme in Indian schools. The perspectives presented by NCF-2005
- Economics education for beginners; a rationale for when should we begin teaching economics and what should be taught at different levels?
- Diverse programmes and approaches in economics education. Study of economics as a social reality, study of economic systems, contemporary models of growth.
- Challenges in teaching of economics with regard to i) Understanding the learner. ii) Coping with the learning environment. iii) The economics teacher.

UNIT 2. ELEMENTS OF KNOWLEDGE, SKILLS AND VALUES IN SCHOOL ECONOMICS

- The elements of knowledge : facts, concepts, values and generalizations
- Contribution of economics in labelling countries as developing and developed with a critical perspective
- Development of skills required in economics.
- Skill categories: Basic and Complex skills i) Mastering skills. ii) Assessing Skills.
- Value orientations: Social and Economic values.

Unit III: Selection and Organization of Instructional Components

- Setting the goals and defining objectives of teaching economics at school level.
- Approaching the content and developing strategies for a learner-centred economic education programme.
- Situating learning in the context of learner, teachers and the existing learning environment.
- Working out a comprehensive knowledge and skill development programme for the learners at the school level.
- Tapping sources, preparing materials and framing meaningful assignments for effective teaching and learning of economics.

Unit IV: Pedagogic Planning

- Preparation of lesson plan in Economics along with the resources – Herbatian and 5 E model.

- Class and out of class activities to establish school, family and community linkages.
- Reading beyond the textbooks: using textbook with other reference materials such as newspaper and GOI Reports
- Project based learning, problem-solving and ability to take decisions.

Unit V: Assessing for Learning

- Critical Understanding of the existing pattern of assessment
- Stages of evaluation: diagnostic, formative and summative.
- Continuous and Comprehensive Assessment
- Objective testing: construction of test items.
- Evaluation procedures for group projects and other outdoor activities in economics.

Suggested Practicum (Any two)

- Reviewing a subject related book/selected articles from some economics journals/ magazines; presenting it in the class.
- An in-depth study of an economics thinker with pedagogical guidelines; accompanied with classroom presentation.
- Maintenance of a resource file from the beginning of the session to the end and getting it assessed in a phased manner.
- Conducting a field study – Departmental, community or market – based. Collecting and analysing the data, preparing the report.
- Undertaking of a project or a survey individually/in a group on a topic of individual choice. To be selected after class discussion. (Planning to be done early in the first term and carried on till the third term.)
- Critical analysis of economics textbooks from different publishers

Suggested Readings

- Agarwal Manju, 'Consumer Education', (2013). Study Material for Secondary Level Economics' – NIOS, Delhi.
- Agarwal, Manju, Arora, N. (2014). 'Concept Learning in Economics, at Secondary Level: A Curricular Dimension'. A report of National Seminar on Economic Curriculum in Schools. Emerging Trends and Challenges, NCERT.
- Agarwal, Manju (2012). "Planning for Effective Economics Teaching: Teaching economics in India- A Teachers' Handbook. NCERT, Delhi.
- Agarwal Manju (2012). 'Teaching a Topic of Indian Economy using Unit Plan Approach'. Teaching Economics in India - A Teacher's Handbook, NCERT Delhi
- Agarwal Manju (2011), 'Economics as a Social Science' National Seminar on Economics in Schools. NCERT
- Hutchings, A.N.S. (1971). Teaching of Economics in Secondary schools. Assistant Masters Association.
- Katty R Fox (2010). "Children making a difference: Developing Awareness of Poverty Through Service Learning". The Social Studies, Vol. 101, Issue 1, 2010.
- Lutz, Mark A, 1999. Economics for the Common Good-Two Centuries of Social Economic Thought in the Humanistic Tradition. Routledge: London.
- Thomas Misco and James Shiveley (2010). Seeing the Forest Through the Trees : Some Renewed Thinking on Dispositions Specific to Social Studies Education", The Social Studies, Vol. 101, Issue 3, Routledge, Taylor and Francis Group.
- Shiva Vandana; Kester Kevin, Jain Shreya (2007). The Young Ecologist Initiative, Water Manual, Lesson Plans for Building Earth Democracy'. Pub. by Navdanyas, Research Foundation for Science Technology and Environment.
- Shiva Vandana, Singh Vaibhav (2011). Health per acre, Organic Solutions to Hunger and Malnutrition. Pub. by Navdanya, Research Foundations for Science, Technology and Environment.
- Shiva Vandana (1998), 'Towards the Real Green Revolution, RFSTE, Navdanya.
- Shiva Vandana (1998) Biodiversity, A Third World Perspective, RFSTE, Navdanya.
- Shiva Vandana, Jain Shreya (2011): The Young Ecologist Initiative, Gardens of Hope Lesson Plan for Cultivating Food Democracy. RFSTE, Navdanya.
- Walstad, William B., Sopar John C. (1994). Effective Economic Education in the Schools: Reference and Resource Series. Joint Council on Education and the National Educational Association: New York.

Magazines / Journals □ Yojana, A Development Journal, Published by the Ministry of Information and Broadcasting (Available in 13 Languages).

Kurukshetra, A Monthly Journal on Rural Development (Special Issues on Food Security, 2013, and others).

The Hindu: Survey of the Environment and others. (Published Annually).

The Hindu: Survey of Indian Agriculture' (Published Annually).

The Hindu: Survey of Indian Industry (Published Annually).

Tahalka, (2012). Special issue on 'Earth Aid' – Environment Day Special.

Economic Survey – (Annual) Government of India Publication: (Available in Hindi and English).

Seminar: A bimonthly. Magazine.

'Down to Earth': Published by Centre for Science and Environment.

Websites

Janchetna.blogspot.com (English).

www.cseindia.org (for documentary films and DVD's).

www.india-seminar.com.

www.navdanya.org.



CPS 02b
PEDAGOGY (TEACHING OF SUBJECT)
Geography

Credit: 4	Contact Hours: 4 hours/Week	Total Marks: 100
Internal (Formative assessment): 20 marks	External (Summative assessment): 80 marks	

Course Learning Outcomes

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

- understand the nature of Geography in terms of its evolution as a discipline;
- understand the basic ideas in geography in the context of broader educational ideologies;
- develop understanding about modern trends in designing Geography curriculum;
- identify pedagogical strategies and material appropriate for geography teaching at Senior Secondary level;
- construct appropriate assessment tools for evaluating Geography learning;
- understand the issues and challenges faced by geography teachers;

UNIT 1. EVOLUTION OF GEOGRAPHY AS A DISCIPLINE

The changing nature of geography

- Nature of geographical knowledge
- Foundations of scientific geography
- Geography as a discipline of synthesis
- Paradigms of Geography: Areal differentiation, Man-Environment, Regions and Regionalization and Spatial Organization
- Geography themes: location, interaction, distance, scale, and change

UNIT 2. BASIC IDEAS, AIMS AND OBJECTIVES OF TEACHING OF GEOGRAPHY

- Epistemological basis of geographical knowledge
- Psychological basis of geography teaching- learning process
- Sociological perspectives in of geography teaching- learning process
- Aims and Objectives of Teaching of Geography informed by above three

UNIT 3. GEOGRAPHY CURRICULUM: THEORY INTO PRACTICE

Theoretical understanding of Geography Curriculum

- General Curriculum model
- Objectives model – behaviorist pedagogy
- Process model – constructivist pedagogy
- Organization of Curriculum: Spiral sequencing, Regional approach, Thematic arrangement
- Analysis of Geography Curriculum in India
- Comparative Analysis of Curriculum in various countries

UNIT 4. PEDAGOGICAL STRATEGIES IN TEACHING OF GEOGRAPHY AND GEOGRAPHY TEACHER

Approaches, Strategies and Resources in teaching of Geography

- Approaches to teaching: Inductive-deductive, inter-disciplinary and constructivist approaches
- Strategies : Observation, Project, Regional, Comparative, Problem-solving, Laboratory/scientific experimental, Narrative,
- Resources for teaching and learning: Maps and diagrams, GIS, Satellite images, Aerial photograph, photograph and slides, National Geography: resources from audio- video and

journals, establishment and maintenance of geography room, Decision-making exercises, Printer material : textbooks, collated reading, journal & newspapers articles.

- Computers in geography teaching.
- Field work: Organization: planning, execution, and evaluation
- Planning and execution of a lesson : Curricular mapping, Concept mapping, Development of Lesson-plan,
- Preparation of Lesson Plan in Geography – Herbatian and 5 E model.
- Trainee teachers to reflective practitioner
- Professional growth

UNIT 5. ASSESSMENT PROCESS IN GEOGRAPHY LEARNING

- Assessment and Evaluation in Geography
- Subjective and objective tests; Unit test, Oral test etc
- Formative: Continuous and Comprehensive assessment strategies and formats
- Summative: Need and Formats
- Assessment Analysis: Development of Learners' Portfolio, Progression of conceptual learning, Misconceptions developed and remedial strategies, Statistical interpretation of the assessment, Reflections after execution of lessons and holistic appraisal of the teaching-learning process.

Sessional Work (Any two)

Assignments, and Seminar Presentation

- Criteria of selection of text books and collateral readers: private and public publishers
- Development and Analysis of Curriculum and Concept mapping : content and sequencing
- Lesson planning exercises: Development of variety of lesson plans in terms of nature of content, and pedagogical practices
- Collection and Review of ICT resources for geography education
- Analysis of Geography Standards across countries
- Annotated bibliography on any topic related to geography education
- Preparation of video and film strips
- Review of Documentary features regarding Geography content martial

Suggested Readings

- Arora K. K. (1976). The Teaching of Geography, Jalandhar: Prakash Brothers.
- Broadman, David (1985). New Directions in Geography Education, London: Philadelphia, Fehur Press.
- Chorely R. J. (1970). Frontiers in Geography Teaching, London: Mathews and Co. Ltd.
- Dhamija Neelam (1993). Multimedia Approaches in Teaching Social Studies, New Delhi: Harmen Publishing House.
- Graves N. G. (1982). New Source Book for Geography Teaching, London: Longman the UNESCO press.
- Hall David (1976). Geography and Geography Teacher, London: Unwin Education Books.
- Huckle J. (1983). Geographical Education Reflection and Action, London: Oxford University Press.
- Leong, Goh Chey (1976). Certificate of Human and Physical Geography, Singapore: Oxford University Press.
- Morrey D.C. (1972). Basic Geography, London: Hien Manns Edu. Book Ltd.
- Mohd. Z.U. Alvi (1984). Tadrees Jugrafiya, Taraqqi Urdu Board
- UNESCO, New Source Book for Teaching of Geography.
- Verma J.P. (1960). Bhugol Adhyhan, Agra: Vinod Pustak Mandir.
- Verma O. P. (1984). Geography Teaching, N. D: Sterling Publication Pub. Ltd.
- Walford Rex (1981). Signposts for Geography Teaching, London: Longman.

CPS 02b
PEDAGOGY (TEACHING OF SUBJECT)
Home Science

Credit: 4	Contact Hours: 4 hours/Week	Total Marks: 100
Internal (Formative assessment): 20 marks	External (Summative assessment): 80 marks	

Course Learning Outcomes

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

- enumerate on the meaning, nature, scope and objectives of teaching Home Science at secondary and senior secondary level.
- state the importance of teaching Home Science in schools.
- integrate Home Science knowledge with other school subjects
- apply various techniques and approaches of teaching Home Science at secondary and senior secondary level.
- analyse different pedagogical issues in teaching Home Science
- plan instructions effectively for teaching learning process of Home Science at school level.
- plan and modify the setup of Home Science laboratory to conduct practical according to the changing needs of the curriculum.
- evaluate student performance with a holistic perspective.

UNIT I. NATURE AIMS AND OBJECTIVES

- Home Science as a dynamic body of knowledge: meaning, nature and scope of Home Science
- Aims and objectives of teaching Home Science at elementary, secondary and senior secondary level
- Home Science as a discipline of science and art: co-relation of Home Science with literature, economics, general science, physical education, mathematics, social sciences, arts, music and crafts; uniqueness of Home Science and its inter disciplinary linkages *vis-à-vis* applications for human development
- Historical perspective and major landmarks in the evolution of Home Science as a subject.
- Home Science in socio-cultural context with focus on societal issues and concerns.
- Interface between Home Science and skill development.

UNIT 2. CLASSROOM PROCESSES

- Principles of teaching and learning and their implications
- Constructivists vs instructivists, constructivist approach to teaching Home Science
- Methods and approaches in the teaching-learning processes of Home Science: definition, characteristics, steps, essential requirements, merits and demerits of the following methods-
 - Inductive and deductive approaches
 - Lecture
 - Demonstration
 - Lecture cum Demonstration
 - Discussion: debate, symposium, panel discussion, discussion 66, buzz discussion, brainstorming, seminar
 - Demonstration-cum-discussion
 - Experiential learning: laboratory experiments, practical, field exercises, investigatory projects
 - Enquiry-based learning: case studies, investigatory projects, problem based learning

- Optimal utilization of community resources: field trips, community surveys, school camping
- Peer tutoring, cooperative learning, collaborative learning
- Role play, Simulated teaching
- Blended learning, Interactive learning
- Flipped learning
- 5 E model

UNIT 3. CURRICULUM AND TEACHING LEARNING RESOURCES

- Principles of curriculum construction, Curriculum organization: critical analysis, Role of Home Science teacher in curriculum development and transaction
- Unit planning- definition, steps involved in development of teaching units, organising syllabus of Home Science into units, planning sequence of units, preparing outline of units, spelling out the units for teaching by weeks and days, planning for the day
- Lesson planning- definition, needs, importance, types, characteristics of an ideal lesson plan, essential elements in preparing a lesson plan, Herbartian five steps approach, instructional objectives
- Objectives and activities in learning the units of Home Science
 - Food Science and Nutrition: fundamentals of nutrition, different food groups and human nutritional requirements
 - Human Development: stages of human development from infancy to late adulthood
 - Home Management: management of human and non-human resources; principles and elements of art and design.
 - Textiles and Clothing: fibre science and fibre construction
 - Extension Education: health and hygiene
- Home Science Text Book
- Needs and importance of audio-visual aids, Dale's cone of Experience
- Types of Teaching Aids: on the basis of sense organs involved, on the basis of size of learner group, on the basis of learners control over teaching aid, on the basis of experience provided by an aid
- Effective use of teaching aid Audio-visual resources

UNIT 4. ORGANISATION OF LABORATORY

- Report, records and registers
 - Purchase, storage and maintenance of material and equipment
 - Characteristics, organization and management of Home Science laboratory
- Layout of design
 - single subject Home Science laboratory
 - multipurpose Home Science laboratory
- Sustainability through innovative designs
- Guidelines for teachers

UNIT 5. EVALUATION AND ASSESSMENT

- Measurement vs Assessment vs Evaluation
- Concept of evaluation, principles of effective evaluation, functions of evaluation
- Types of evaluation
 - Diagnostic
 - Formative
 - Summative
- Continuous and comprehensive evaluation (CCE): definition, objectives, benefits of CCE in addressing the shortcomings of traditional education system, scholastic evaluation, co-scholastic evaluation

- Techniques and devices of evaluation in Home Science: setting objectives, providing appropriate learning experiences, developing and using evaluation tools, evaluation techniques for different units of Home Science subject in schools.
- Using the results of evaluation: modifying objectives, modifying teaching-learning procedures, improving syllabus, diagnosing strengths and weaknesses of the pupils, rating the pupils and counselling the pupils

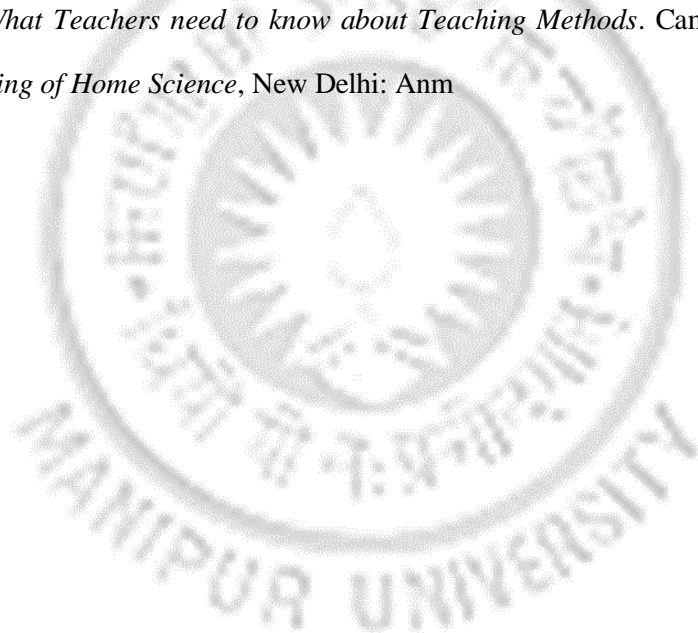
Sessional Work (Any two)

- Illustrations & reflective analysis of Teaching Learning Process of different areas of Home Science (Human Development and Childhood Studies, Foods and Nutrition, Fabric and Apparel Science, Resource Management and Design Application, Development Communication and Extension)
- Enrichment of major concept in Home Science through peer learning
- Home Science Laboratory:
 - Critical evaluation of existing Home Science laboratory in the school and suggest modification for effective use.
 - Planning of ideal Home Science Laboratory for both single subject and Multipurpose use
 - Prototype construction of Home Science laboratory
- Development of unit and lesson plan
- Construction of multimedia programmes in Home Science
- Development of curriculum
- Practicing a mini-lesson with multiple-teaching skills:
 - Observation and feedback on the practice of integration of teaching skills, Understanding major steps in teaching a mini-lesson, Motivation - presentation - interaction – reflection and summing up

Suggested References

- Alkinson, E. (1931). *Teaching of Domestic Science*. London: Methuen Publishing Ltd.
- Allgood, M.B. (1965). *Demonstration Techniques*. NJ: Prentice Hall, Inc.
- Army, C.B. (1953). *Evaluation in Home Economics*. NY: Appleton Century Crofts, Inc.
- Begum, F. (2006). *Modern Teaching of Home Science*. New Delhi: Anmol Publications.
- Bhargava, P. (2004). *Teaching of Home Science*. New Delhi: Commonwealth Publishers.
- Bhatia, K.K. (1990). *Measurement and Evaluation in Education*. Ludhiana: Prakash Brothers.
- Bloom, B. (1965). *Taxonomy of Educational Objectives: The Classification of Educational Goals, Handbook 1: Cognitive Domain*. New York: David McKay Company Inc.
- Borich, G.D. (2016). *Effective Teaching Methods: Research-Based Practice* (9th Edition). Pearson Education.
- Chandra, A., Shah, A. and Joshi, A. (1989). *Fundamental of Teaching Home Science*. New Delhi: Sterling Publishers Private Limited
- Coon, B.I. (1964). *Home Economics: Instruction in the Secondary Schools*. Washington D. C.: The Centre for Applied Research in Education.
- Das, R.R. and Ray, B. (1985). *Teaching of Home Science*. New Delhi: Sterling Publishers Pvt. Ltd.
- David A. Jacobsen, D.A., Eggen, P. and Kauchak, D. (2002). *Methods for Teaching: Promoting Student Learning in K-12 Classrooms*, Eighth Edition. Boston New York San Francisco Mexico City Montreal Toronto London Madrid Munich Paris Hong Kong Singapore Tokyo Cape Town Sydney: Allyn and Bacon (Pearson Education, Inc.)
- Devadas, R. P. (1959). *Method of Teaching Home Science: Report*. Contributor All India Council for Sec. Education. Coimbatore: Sri Avinashilingam Home Science College
- Eskay, M., Onu, V.C., Obiyo, N. and Obidoa, M. (2012). Use of Peer Tutoring, Cooperative Learning and Collaborative Learning: Implications for Reducing Anti-social Behavior of Schooling Adolescents, *US-China Education Review* A, 11, 932-945, <http://files.eric.ed.gov/fulltext/ED538819.pdf>
- Gross, H.I., Crandall, E.W. and Knoll, M.M. (1973). *Management for Modern Families* (3rd edition). NJ: Prentice Hall Inc.

- Jha, J.K. (2001). *Encyclopaedia of teaching of Home Science*, Vol. I &II. New Delhi: Anmol Publications Private Limited.
- Kameswaran J. (2004). *Home Science Higher Secondary First Year*. Govt. of Tamil Nadu, <http://www.textbooksonline.tn.nic.in/books/11/std11-homesci-em.pdf>
- Kochhar, S.K. (1985). *Methods and Techniques of Teaching*. New Delhi: Sterling Publishers Private Ltd.
- Kumari V, L. (2006). *Techniques of teaching of Home Science*. New Delhi: Sonali Publishers.
- Lady Irwin College (1990). *A Textbook of Home Science*. Delhi: Orient Longman
- Lady Irwin College (2008). *Excellence in Home Science: Contemporary Issues and Concerns*. Delhi: Academic Excellence
- Moon, M. (1981). *Teaching Home Economics*. London: Batsford Academic and Educational Ltd
- Nibedita, D. (2004). *Teaching of Home Science*. New Delhi: Dominant Publishers and Distributors.
- Olabode, D.S. (2013). Utilization of Community Resources for Effective Sustainability of Social Studies Education, *International Journal of Science and Research (IJSR)*, 2(6), 466-469.
- Seshaiah, P. R. (2004). *Methods of Teaching Home Science*. New Delhi: Discovery Publishing House, New Delhi.
- Shaloo, S. (2002). *Modern methods of teaching of Home Science*, 1st Edition, New Delhi: Sarup & Sons.
- Siddiqui, M.H. (2008). *Teaching of Home Science*. New Delhi: APH Publishing Co.
- Thousand, J.S., Villa, R.A. and Nevin, A.I. (Eds.) (1994). *Creativity and collaborative learning: A practical guide to empowering students and teachers*. Baltimore: Paul H. Brookes Publishing Co.
- Tikoo, S (2010). *Professionalism in Home Science*. Delhi: Academic Excellence
- Westwood, P. (2008). *What Teachers need to know about Teaching Methods*. Camberwell, Victoria: ACER Press.
- Yadav, S. (1997). *Teaching of Home Science*, New Delhi: Anm



CPS 02b
PEDAGOGY (TEACHING OF SUBJECT)
English

Credit: 4

Contact Hours: 4 hours/Week

Total Marks: 100

Internal (Formative assessment): 20 marks

External (Summative assessment): 80 marks

Course Learning Outcomes

On completion of this paper, the student-teacher will be able to:

- understand the needs and place of English language;
- analyze the issues related to the importance and place of English in Indian school curriculum;
- understand the principles of language learning and teaching and difference between language acquisition and language learning;
- critically analyze the English syllabus prescribed by Board of Secondary Education, Manipur (BOSEM) and NCERT;
- realize the aims and objectives of English language teaching at different levels of school education;
- understand English language skills and strategies for its proper development and enhancement;
- identify approaches and methods of teaching English at different school levels in Indian context;
- understand the constructive approach to language teaching and learning along with the guiding principles and practice of lesson planning for effective teaching of English;
- develop and use teaching aids both print and audio-visual materials in the language classroom including the use of ICT;
- understand language learners and develop skill for constructing and using learning resources in language classrooms;
- understand the process of language assessment, test construction and innovative techniques of assessment; and
- design effective evaluation strategy for evaluating various skills of English language.

UNIT 1. ENGLISH LANGUAGE IN INDIA: ITS POSITION AND IMPORTANCE

- English in pre- and post- independent India.
- Position of English as a second language in India.
- Place of English in school curriculum at elementary, secondary and higher secondary levels.
- Critical review of English syllabus prescribed by Board of Secondary Education, Manipur (BOSEM) and NCERT from class VI onwards.
- Aims and objectives of teaching English at elementary, secondary and higher secondary levels
- Principles of English language teaching in Indian context.

UNIT 2. DEVELOPMENT OF LANGUAGE SKILLS

- Listening and speaking skills: Activities, Tasks and Strategies to improve listening and speaking skills.
- Reading Skill: Approaches to reading- Top down, Bottom up, Types of Reading, Reading defects and its cure.
- Writing skill: Mechanics of writing (punctuation, spelling, hand-writing, indentation, etc.), Types of writing, Strategies to improve writing skill.
- Planning tasks for remedial teaching in LSRW
- Integrating the four language skills i.e., Listening, Speaking, Reading and Writing.
- Teaching Vocabulary: Kinds of vocabulary, strategies of teaching vocabulary and its testing.

UNIT 3. TEACHING LEARNING MATERIALS

- Teaching Learning Materials: Its Use and types
- Criteria for selecting/ designing teaching learning materials: content based, learner

based and context based

- Information and Communication Technology (ICT) and English language teaching
- Language labs (organization and maintenance of language labs) and Classroom materials

UNIT 4. PEDAGOGICAL PROCESSES IN ENGLISH LANGUAGE TEACHING

- Behaviourist and Cognitive perspectives of language acquisition and language learning
- Approaches: Constructive, Communicative, Natural and Whole Language Approach
- Methods: Grammar-Translation, Direct, Bi-lingual and Audio-lingual
- Concepts of Yearly Plans, Unit Plans and Lesson Plans
- Lesson Planning: Need and Importance of Designing a Lesson Plan for teaching English
- Bloom's Taxonomy of Educational Objectives and Revised Taxonomy of Educational Objectives by Anderson & Krathwohl
- Writing Instructional Objectives for different content areas of English: Prose, Poetry, Grammar and Composition
- Development of lesson plans following steps of Herbartian Approach and 5E Model

UNIT 5. ASSESSMENT

- Assessment: Formative and Summative (Objectives, Tasks and Implications)
- Types of English language test items
- Item preparation (designing blue print and item writing)
- Innovations in Assessment: Portfolio assessment, Self-assessment, Peer- assessment and Open Text Book Assessment

Sessional works (Any Two)

- Preparation of 5 lesson plans on the topic from the prescribed text following 5E and Herbartian Model.
- Diagnosis of learners' difficulty in speaking English and preparation of the remedial exercise.
- Preparation of a blue print on any topic from the prescribed text and development of test items in conformity with the blue print.
- Write a report on current practices of assessment and evaluation at Secondary Stage.
- Analyze the question papers of English (Previous-3 years) — classes X & XII (any board) in the light of new approach to assessment.
- Develop a question paper for upper primary and secondary stage to assess all the aspects of language learning.
- Preparation of a teaching aid related to teaching of grammar or composition.
- A detailed analysis and report writing of the course materials in use at different class levels in different types of schools.
- Prepare activities for Listening, Speaking, Reading and Writing (5 each) keeping in view 'Constructivism in a Language Classroom'.
- Do a survey of three schools in your neighbourhood to find out-
 - Level of introduction of English.
 - Materials used in the classroom.
 - Assessment and evaluation practices used by the teachers.
 - Prepare a report on the challenges faced by the teachers and the learners in teaching learning process.

Suggested Readings

- Agnihotri, R.K. & Khanna, A.L. (1994). *Second Language Acquisition: Socio-Cultural and Linguistic Aspects of English in India (RAL1)*, New Delhi, Sage Publication.
- Allen & Compbell (1972). *Teaching English as a Second Language*, New Delhi, Tata McGraw Hill Publishing Company.

- Anderson, L.W. & Krathwohl, D.R. (2001). A Taxonomy for Learning, Teaching and Assessment: A Revision of Bloom's Taxonomy of Educational Objectives. New York: Longman
- Baruah, T.C. (1984). The English Teachers Handbook, New Delhi, Sterling Publishers Pvt. Ltd.
- Bansal, R.K. & Harrison, J.B. (1972). Spoken English in India, Madras: Orient Longman.
- Brown, J.D. (1996). Testing in Language Programmes, NJ: Prentice Hall Regents.
- Chomsky, N. (1986). Knowledge of Language, New York, Praeger.
- Crystal, D. (1997). Globalization of English, Cambridge: Cambridge University Press.
- Ellis, R. (1992). The Study of Second Language Acquisition. Oxford: Oxford University Press.
- Jespersen, O. (1992). Language: Its nature, development and origin, New York: W.W. Norton.
- Khulchandni, L.M. (1988). Language in a Plural Society, Delhi: Motiram Banasidas and Shimla AS.
- Krashen, S.D. (1982). The Input Hypothesis. Oxford: Pergamon Press.
- Lewis, M. (1993). The Lexical Approach: The State of ELT and a way Forward, Hove: Language Teaching Publications.
- Lock, G. (1996). Functional English Grammar, Cambridge: Cambridge University Press.
- Mohanty, Bilingualism in a Multilingual Society: Psycho- Social and Pedagogical Implications. Mysore: CIIL.
- Nagaraj, G. (2001). English Language Teaching. Kolkata: Orient Longman Limited.
- NCERT, (2000). Continuous and Comprehensive Evaluation, New Delhi.
- NCERT, (2005). National Curriculum Framework, New Delhi.
- NCERT, (2005). Teaching of Indian Languages: Position Paper of National Focus Group. New Delhi.
- NCERT, (2005). Teaching of English: Position Paper of National Focus Group. NCERT: New Delhi.
- Nunan, D. (1991). Language Teaching Methodology, London Prentice Hall.
- Prabhu., N.S. (1987). Second Language Pedagogy. Oxford University Press.
- Richards, J.C. & Rogers, T.S. (1986). Approaches and Methods in Language Teaching. Cambridge: Cambridge University Press.
- Ronald, C. & Nunan, N. (2001). The Cambridge Guide to Teaching English to Speakers of other languages, Cambridge University Press.
- Vergheese, B.V. (2002). Teaching English as a bilingual language. New Delhi: Anmol Publication.
- Vygotsky, L.S. (1978). Mind in Society. Cambridge: Harvard University Press.
- Widdowson, H.G. (1992). Aspects of Language Teaching, Oxford: Oxford University Press.

CPS 02b
PEDAGOGY (TEACHING OF SUBJECT)
Manipuri

Credit: 4	Contact Hours: 4 hours/Week	Total Marks: 100
Internal (Formative assessment): 20 marks	External (Summative assessment): 80 marks	

Course Learning Outcomes

After completion of this paper, the student-teacher shall be able to:

- familiarise students with the evolution and richness of Manipuri Language
- understand and appreciate the importance of Manipuri Language in school education
- develop the basic language skills in Manipuri and the various strategies facilitating the skills
- identify the methods and approaches for teaching Manipuri Language
- examine critically the relevance of linguistics in teaching-learning process of Manipuri Language with a view to the development of literary appreciation and vocabulary enrichment
- appreciate the use of audio-visual aids, language lab, ICT in teaching-learning Manipuri Language
- prepare lesson planning based on different approaches using appropriate teaching-learning materials in Manipuri
- design effective evaluation strategy for language teaching

UNIT 1. POSITION OF MANIPURI LANGUAGE IN INDIA

- Evolution of Manipuri Language as an Indian Language
- Position of Manipuri Language
- Role of Manipuri Language in National Integration
- Challenges of teaching and learning Manipuri Language

UNIT 2. MANIPURI LANGUAGE IN SCHOOL EDUCATION

- Importance of Manipuri Language as a mother tongue in school education
- Objectives of teaching-learning Manipuri Language at elementary and secondary levels
- Basic language skills in Manipuri and their interrelation
- Strategies for facilitating the basic language skills in Manipuri

UNIT 3. PEDAGOGICAL TOOLS FOR MANIPURI LANGUAGE TEACHING

- Language acquisition and learning with reference to Manipuri as mother tongue
- Language learning theories: behaviouristic, cognitive and constructivist theories (Piaget, Vygotsky, Chomsky)
- Methods: Grammar translation method, Direct method
- Approaches: Audio-lingual, Communicative, Computer aided Language teaching approaches

UNIT 4. RELEVANCE OF LINGUISTICS IN TEACHING-LEARNING MANIPURI LANGUAGE

- Manipuri sound: types and manner of articulation (tone)
- Manipuri vocabulary: Loan words with or without loan shift and loan blend, word formation and principles (affixation, compounding and sandhi)
- Use of linguistics in effective teaching-learning Manipuri Language

UNIT 5. TEACHING MATERIALS, LESSON PLANNING, TESTING AND EVALUATION

- Use of teaching-learning materials and aids in Manipuri Language teaching : ICT, language lab, audio-visual aids

- Meaning and importance of a lesson plan
- Preparation of lesson plans in prose, poetry, grammar and composition following Herbertian Approach and 5E Model
- Characteristics of a good test, test items and their construction
- Concept, purpose and types of evaluation

Sessional Work (Any two)

- Seminar on the position of Manipuri Language
- Collect five poems written by different Manipuri poets from the textbooks of classes VI to X prescribed by BSEM and have a group discussion and make presentation
- Preparation of a Blue Print on any topic from the texts prescribed by BSEM,CSHEM
- Preparation of 5-lesson plans on the topics from the prescribed text following Herbertian and 5E models

Suggested Readings

- Brumfit, C. (1984). *Communicative Methodology in language teaching* Cambridge: Cambridge University press
- Cameron, L. (2009). *Teaching language to Young Learners*. Cambridge: Cambridge University Press
- Crystal, D. (1987). *The Cambridge Encyclopaedia of Language*. Cambridge: Cambridge University Press
- Dettaven, E. P. (1979). *Teaching and Learning the Language Arts*. Boston: Little, Brown and Co
- Jespersen, O. (1992). *Language: Its Nature, Development and Origin*. New York: W.W. Norton
- Madhubala Potsangbam (2012). *Manipuri Phonology*. Imphal: Potsangbam Bhuban Singh trust. Heirangoithong Bazar
- Mowla, Dr. Shaikh, Dr. M. Prabhaker Rao. B.B., Sarojini. *Methods of teaching English*. New Delhi: Suresh Chandra Sharma. Neelkamal Publications pvt. Ltd
- Menyuk, P. (1971). *The Acquisition and Development of Language*. London: Prentice - Hall
- NCERT (2000). *Continuous and Comprehensive Evaluation*. New Delhi
- NCERT (2005). *National Curriculum Framework*. 2005. New Delhi
- NCERT (2005). *Teaching of Indian Languages: Position paper of National Focus Group*. New Delhi
- NCERT (2006). *Constructionist Approach of Teaching and Learning*
- Ningomba (2001). *A course in Manipuri*. Imphal: Manipuri Language Development Society
- Pattanayak. D.P. (1981). *Multilingualism and Mother tongue Education*. Oxford: Oxford University Press
- Rao. K.V.V.L. Narasimha(2000). *Mother Tongue Education: Theory and Practice*. Central Institute of Language, Manasagangotri, Mysore, India
- Richards. J.C. and Rodgers T.S. (1986). *Approaches and Methods in language teaching*. Cambridge: Cambridge University Press
- Sana. R.K. Nirmola (2008). *Manipuri Generative Grammar*. Assam: R.K. Radhamohan Sana Publication
- Schmitt. N (2000). *Vocabulary in Language Teaching* Cambridge: Cambridge University Press
- Singh. C.Y. (2000). *Manipuri Grammar*. New Delhi: Rajesh Publications
- Singh. N. Saratchandra. Meitei Lonmitlon Ahanba. Imphal: Sabatani Publication
- Singh. O.I. (2013). *Manipuri Tambikangbon*. Imphal: Nepen Publication
- Singh. W. T. (1986). *A study of Meitei Phonology*. Imphal: Students Store
- Singh. W.T. (1992). *Meiteilon Tambibagi Niyam*. Imphal: Students Store.
- Stern. H.H. (1983). *Fundamental Concepts of Language Teaching*. Oxford: Oxford University Press
- Thoudam. P.C. (1991). *Remedial Manipuri Grammar*, Imphal: Aman enterprise
- Vygotsky. L.S. (1978). *Mind in Society*. Cambridge: Harvard University Press
- Widdowson. H.G. (1992). *Aspects of Language Teaching*. Oxford: Oxford University Press

CPS 03
LANGUAGE ACROSS THE CURRICULUM

Credit: 2	Contact Hours: 2 hours/Week	Total Marks: 50
Internal (Formative assessment): 10 marks	External (Summative assessment): 40 marks	

Course Learning Outcomes

The course will enable the student-teachers to:

- understand the language background of students;
- understand the nature of classroom discourse;
- understand the nature and need of informational reading; and
- understand and analyze the nature of reading comprehension and writing in the content areas.

UNIT 1. LANGUAGE BACKGROUND OF STUDENTS

Understanding multilingualism in the classroom;

Home language and school language: Power dynamics of the 'standard' language as the school language vs. home language or 'dialects'; (Deficit theory (Eller, 1989); Discontinuity theory)

UNIT 2. NATURE OF CLASSROOM DISCOURSE

Classroom Discourse — strategies for using oral language in the classroom

Discussion as a tool for learning

The nature of questioning in the classroom — types of questions and teacher's role

UNIT 3. INFORMATIONAL READING AND WRITING

Reading in the content areas — social sciences, science, mathematics;

Nature of expository texts vs. narrative texts; transactional vs. reflexive texts; schema theory;

Text structures; examining content area textbooks;

Reading strategies — note-making, summarizing; making reading-writing connections; process writing;

Analyzing students' writings to understand their conceptions; writing with a sense of purpose— writing to learn and understand.

Sessional Work (Any One)

- Preparation of a report on diversity of languages in a classroom and connect it with classroom discourse.
- Analysis of structure of the article, identifying sub-headings, key words, sequencing of ideas, use of concrete details, illustrations and / or statistical representations, etc. (guided working in pairs)
- Take different types of texts from content areas. Analyze the language and develop a thematic lesson design.
- Writing tasks across the curriculum such as describing an experiment, writing analysis of a mathematical problem, describing about plants and their functions geographical phenomena etc. to understand their concept clarity.

Suggested References

Agnihotri, R.K. (1995). Multilingualism as a classroom resource. In K. Heugh, A. Siegrühn, & P. Pluddemann (Eds.), *Multilingual Education for South Africa* (pp. 3-7), Heineman Educational Books.

Anderson, Richard, et. al. (Eds.). 1984. *Learning to Read in American Schools*, Lawrence Erlbaum Associates: New Jersey,

Butler, Andrea and Jan Turnbull. (eds.). (1984). *Towards a Reading –Writing Classroom* Heinemann

Portsmouth: New Hampshire
 Eller, R.G. (1989). John can't talk, either: The Perpetuation of deficit theory in classrooms, *The Reading Teacher*, 670-674.
 Gijubhai, B. (1990). *Divaswpna*, Naional Book Trust, New Delhi
 Government of India, *Learning Without Burden*, Yashpal Committee Report, MHRD: New Delhi.
 Holt, John, (1990). *Learning All the Time*, Addison- Wesley Publications Co. New York
 Kumar, Krishna, (1998). *The Child's Language and the Teacher: A Handbook*, National Book Trust: New Delhi
 Routman, R. (1994). *Invitation: Changing as Teachers and Learners, K-12*, Hienmann: New York
 Sinha, S. (2000). *Acquiring Literacy in Schools*, Seminar, 38-42.
 Smith, F. (1978). *Understanding Reading*, Holt, Rinehart and Winsto: Chicago
 Thwaite, A., and Rivalland, J. (2009). How can analysis of classroom talk help teachers reflect on their practices? *Australian Journal of language and Literacy*, the, 32(1), 38.

Advanced Readings

- Britton, James, (1972) *Language and Learning*, Pelican Books: Harmondsworth
- *Becoming a Nation of Readers: A Report*, Centre for the study of Reading, Champaigne: USA.
- Kumar, Krishna, (1996) *Learning from Conflict*, Orient Longman; Delhi
- Rosenblatt, Louise, M. (1980) *What Facts Does This Poem Teach You?* *Language Arts*, 57(4)
- Strickland, Dorothy, S. and Lesley, M. Morrow (eds.). (1989). *Emerging Literacy: Young Children Learn to Read and Write*, International Reading Associations: New York, Delaware,
- Tompkins, Gail. E, (1993). *Teaching-writing: Balancing Process and Product*, 2nd Edition, McMillan Publication Co: U.K.,
- Tough, John. (1977) *The Development of Meaning: A Study of Children's use of Language*, George Allen and Unwin Education Books: U.K.
- Wilkinson, Andrew, (1971) *Foundation of language, Talking and Reading in Young Children*, Oxford University, Press: London

CPS 04
ASSESSMENT FOR LEARNING

Credit: 4	Contact Hours: 4 hours/Week	Total Marks: 100
Internal (Formative assessment): 20 marks	External (Summative assessment): 80 marks	

Course

The course is designed keeping in mind the critical role of assessment in enhancing learning. Assessment (and evaluation) is integral to school education and more specifically to teaching-learning. Since education in schools presupposes certain aims and objectives, it is crucial for teachers to be aware of how the progress and growth of students is to be assessed. This in turn implies that teachers become cognizant of what dimensions of growth or learning are to be assessed, what means are available to them for this purpose and what effects are likely to flow from various kinds of assessment.

This course - as its title suggests - proposes that student-teachers become conscious of the distinction between assessment for learning and assessment of learning. Whereas both have their place in school education, a constructivist paradigm indicates a shift in emphasis towards the former. The course intends to enlarge current perspectives on assessment and evaluation and enable student-teacher to view student learning along multiple dimensions. It brings a specific focus on assessment of subject based learning as well as process of feedback and reporting which are among the core competencies needed by teachers. A critical review of the examination system and the assessment practices that derive from this is also felt to be a necessary component of the course; so that student-teachers may learn to evolve more flexible and richer forms of assessment even as they respond to current examination practices.

Course Learning Outcomes

The Course will enable student-teachers to:

- gain a critical understanding of the issues in assessment and evaluation (from multiple perspectives with focus on constructivist paradigm),
- become cognizant of the key concepts such as formative and summative assessment, evaluation and measurement, test and examination,
- be exposed to different kinds and forms of assessment that aid student learning,
- become the use of a wide range of assessment tools and learn to select and construct these appropriately as per the need; and
- evolve realistic, comprehensive and dynamic assessment procedures keeping in view the diverse backgrounds of students.

UNIT 1. ASSESSMENT AND EVALUATION- AN OVERVIEW

- Relationship between assessment and evaluation; Classifying the terms: test, examination, measurement, grading;
- Continuous and comprehensive assessment, Distinction between ‘Assessment of Learning’ and ‘Assessment for Learning’ and ‘Assessment as Learning’
- Classification of Assessment based on:
 - (i) Purpose of Assessment (Placement, Formative, Diagnostic and Summative)
 - (ii) Scope (Teacher made tests and Standardized tests)
 - (iii) Attribute measured (Achievement, Attitude, Aptitude etc.)
 - (iv) Nature of information gathered (Qualitative and Quantitative)
 - (v) Mode of responses (Oral, Written and Performance)
 - (vi) Nature of interpretation (Norm-referenced and Criterion referenced)
 - (vii) Context (Internal and External)

- Purposes and approaches of assessment in behaviouristic, cognitivist and constructivist paradigms
- Perspective on assessment and evaluation of learning in a constructivist paradigm

UNIT 2. CONTEXT OF ASSESSMENT

- Dimensions and level of learning
- Retention/recall of facts and concepts; Application of specific skills;
- Manipulating tools and symbols; Problem solving; Applying learning to diverse situations;
- Meaning – making propensity; Abstraction of ideas from experiences; Seeing links and relationships; interference, Analysis, Reflection;
- Originality and initiative ; Collaborative participation; Creativity; Flexibility;
- Context of assessment
 - Subject-specific
 - Learner-centred

UNIT 3. ASSESSMENT PROCEDURE

Assessment tools:

- Kinds of tasks: projects, assignments, performance;
- Characteristics of good test: Norm, Reliability, Validity, Objectivity and Usability (only concept and usage),
- Planning and Preparing a test,
- Observation of learning process by self , by peer, by teacher;
- Self-assessment and Peer assessment;
- Constructing portfolios; Rubrics based assessment;

Feedback as an essential component of formative assessment

- Use of assessment for feedback; for taking pedagogic decisions such as for selecting teaching methodology, providing additional inputs or giving more time for the understand of some concepts;
- Types of teacher feedback (oral, written, comments); peer feedback;

UNIT 4. TEACHER COMPETENCIES IN EVOLVING APPROPRIATE ASSESSMENT TOOLS AND ISSUES AND TRENDS

- Visualizing appropriate assessment tools for specific context , content and learner;
- Formulating tasks and questions that engage the learner and demonstrate the process of thinking ; scope for original responses;
- Evolving suitable criteria for assessment;
- Organizing and planning for student portfolio and developing rubrics for portfolio assessment
- Using assessment feedback for further learning
- Role of ICT in Examination
- Capacity building of paper setters and evaluators
- On demand and on-line examinations

UNIT 5. DATA ANALYSIS AND REPORTING

- Statistical tools – data, frequency distributions, graphical representations of data, measures of central tendency (Mean, Median, Mode), measures of dispersion (Range, Variance, Standard deviation), correlation, Spearman's rank correlation and its interpretation, normal distribution, characteristics of normal curve and its uses;

- Using feedbacks for reporting to different stake holders: Students, Parents and Administrator,
- Developing and maintaining a comprehensive learner profile;
- Purpose of reporting learner profile:
 - to communicate to students and parents
 - placement
 - certification
- Issues and challenges in reporting

Modes of Transaction

Lecture-cum-discussion; Lecture-cum-Demonstration; Seminar; Power Point Presentation; Group discussion

Sessional Work/Activity

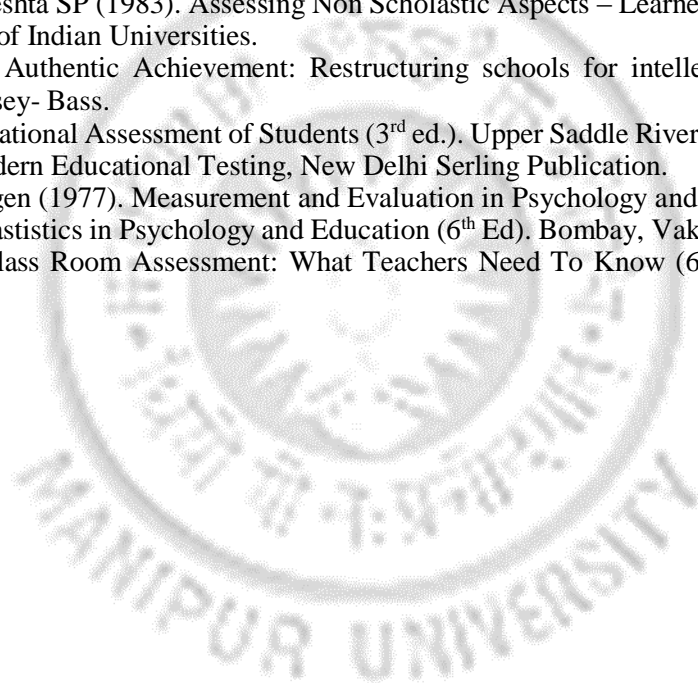
Each student-teacher is required to submit assignments with detailed write up on any two of the following:

1. Appraisal of current CCE practices in secondary schools of our state;
2. Developing worksheets and other tasks for learning and assessment in one's specific subject area;
3. Analysis of marks obtained by a learner in a class test and preparation of a report for sharing;
4. Developing a learner profile by observation and interview;
5. Preparation of a plan for CCE activities for any class during an academic session;
6. Construction of a test or an examination paper conforming to essential steps, in one's subject area.

Suggested References

- Anderson L.W., Krathwohl D.R. (et al.) (2001). A Taxonomy for learning, Teaching and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives, New York, Longman.
- Agarwal Y.P. (1990). Statistical Methods: Concept, application and computations, New Delhi, Sterling Publishers.
- Baker B, Costa A. and Shalit S. (1997). The norms of collaboration: Attaining Communication Competence, In A. Costa & R. Liebmann (Eds.), The process-centered school: Sustaining a renaissance community (pp. 119-142) Thousand Oaks, CA: Corwin.
- Black P., Harrison C., Lee C., Marshall B. & William D. (2004). Working inside the Black box: Assessment for learning in the classroom, Phi Delta Kappan, 86(1), 8-21.
- Black P. and William D. (2006). Assessment for learning in the classroom, In J. Gardner (Ed.), *Assessment and learning*, (pp. 9-14), Thousand Oaks, CA: Sage.
- Bransford J., Brown A.L., & Cocking R.R. (Eds.) (2000). How People Learn: Brain, mind, experience and school, Washington, D.C.: National Academy Press.
- Brooks J.G. (2002). Schooling for life: Reclaiming the essence of learning Alexandria, VA: Association for Supervision and Curriculum Development.
- Burke K., (2005). How to assess authentic learning (4th Ed).Thousand Oaks, C.A. Corwin.
- Burke K., Forgarty R. & Belgrad S. (2002). The portfolio connection: Student work linked to standards (2nd Ed.) Thousand Oaks, C.A., Corwin.
- Burke K. (2006). From Standards to Rubrics in 6 Steps, Tools for Assessing Student Learning, K-8, Corwin Press, A Sage Publication Company, California.
- Carr. J.F. & Harris D.C. (2001). Succeeding with Standards: Linking curriculum, assessment, and action planning. Alexandria, VA: Association for Supervision and Curriculum Development.
- Conzemius A. and O' Neill J. (2001). Building shared responsibility for student learning, Alexandria, VA: Association for Supervision and Curriculum Development.
- Danielson C. (2002). Enhancing student achievement: A framework for school improvement. Alexandria, VA: Association for Supervision and Curriculum Development.

- Delpit L. D. (1988). The silenced dialogue: Power and Pedagogy in educating other people's children, *Harvard Educational Review*, 58 (3), 280-299.
- Delpit L. D. (2012). *Multiplication is for white people: Raising expectations for people's children*, The New Press.
- Dweck C. (2006). *Mindset: The new psychology of success*, Random House LLC.
- Glasser R., Chudowsky N., & Pellerino J. W. (Eds.) (2001). *Knowing what students know: The science and design of educational assessment*, National Academics Press.
- Genetile J. R., & Lalley J. P. (2003). *Standards and Mastery learning: Aligning teaching and assessment so all children can learn*. Thousand Oaks, CA. Corwin.
- Guskey T.R. (2003). How classroom assessments improve learning, *Educational Leadership*, 60 (5), 7-11.
- Guskey T. R., & Bailey, J. M. (2001). *Developing, grading and reporting systems for student learning*. Thousand Oaks, CA. Corwin.
- Kirby N.F. and Downs C.T. (2007). Self –assessment and the disadvantaged student; Potential for encouraging self-regulated learning? *Assessment and Evaluation in Higher Education*, 32 (4), 475-494.
- NCERT (1985). *Curriculum and Evaluation*, New Delhi: NCERT.
- NCERT (2005). *National Curriculum Framework, 2005*, NCERT, New Delhi.
- Norris, N. (1990). *Understanding Educational Evaluation*, Kogan Page Ltd.
- Natrajan, V. and Kulshreshta SP (1983). *Assessing Non Scholastic Aspects – Learners Behaviour*, New Delhi; Association of Indian Universities.
- Newman, F.M. (1996). *Authentic Achievement: Restructuring schools for intellectual quality*. San Francisco, CA: Jossey- Bass.
- Niteo, A. J. (2001). *Educational Assessment of Students (3rd ed.)*. Upper Saddle River, NJ: Prentice Hall.
- Singh, H. S. (1974). *Modern Educational Testing*, New Delhi Serling Publication.
- Thorndike, R.L. and Hagen (1977). *Measurement and Evaluation in Psychology and Education*.
- Garrett, E. A. (1973). *Statistics in Psychology and Education (6th Ed)*. Bombay, Vakil, Fetter & Simon.
- Potham, W.J. (2010). *Class Room Assessment: What Teachers Need To Know (6th Ed)*, New York: Prentice Hall.



EPC 01
CRITICAL UNDERSTANDING OF ICT

Credit: 2	Contact Hours/Week: 1 hour lecture cum demonstration 3 hours workshop	Total Marks: 50
Internal (Formative assessment): 50 marks	External (Summative assessment): 0 marks	

Course Learning Outcomes

- to provide practical experience in the effective use of ICT tools, software applications and digital resources.
- to enable them to use ICT in teaching learning, evaluation and management of an institution.
- to acquire the skill of organising and creating her/his own digital resources.
- to sensitise them to practice safe, ethical and legal ways of using ICT.
- to develop their own pedagogic material and pursue lifelong learning to strengthen their professional capabilities.

UNIT 1. ICT: CONNECTING WITH WORLD

- National Policy on ICT in School Education
- Accessing the Web-Introduction to the Browser, Browsing and Web.
- Internet as a Learning Resource: Using Websites, Web based Learning objects, Simulations, Tutorials.
- Computing in Indian Languages. Fonts and Keyboard
- Combining text, Graphics and Audiovisuals to create a Communication.

UNIT 2. ENGAGING WITH ICT FOR TEACHING-LEARNING

- Understanding how to create and use documents, presentations, spread sheets
- Acquiring basic information literacy (web searching for discerning information sources)
- Understanding modes of web learning (virtual learning, blended learning etc.)
- Engaging in collaborative learning through synchronous and asynchronous ICT tools (email, web chat, blogging, micro blogging, wikis, and ICT technological tools)
- Understanding and using web supported pedagogical approaches (problem/project based learning, computer assisted learning etc.) through ICT tools
- ICT for assessment of/for learning
- Critical review of proprietary vs open source software use in education - open digital ecosystem, open educational resources (OER), open connectivity, (free and) open source, open hardware.
- Developing an understanding of assistive technologies for inclusive classrooms

UNIT 3. ICT FOR EDUCATIONAL ADMINISTRATION AND MANAGEMENT

- Role of information management, process and tools in Educational Administration and Management
- Tools and Techniques for Automation of Data Sources in Schools
- Collection, Analysis and Interpretation
- UDISE :State and National Level Databases in Education

Practical (Any two)

- Prepare 5 ICT integrated lessons based on teaching a subject/ theme
- Combine text graphic and audio visuals in developing a digital story
- Create a Peer Network using Social Networking Platforms
- Review of ICT labs (plans and equipments/resources) in school
- Create digital concept maps, flow charts, timelines for a particular content
- Use word processor, spread sheet, and presentation software to produce various teaching learning resources

Suggested Readings

Guide to measuring Information and Communication Technologies in Education. (2009). Canada: UNESCO Institute for Statistics. Retrieved from: <http://www.uis.unesco.org>

GoI (2012). National policy on ICTs in School Education, MHRD, Govt of India.

Mayer, R.E. (2002). Cognitive Theory and the Design of Multimedia Instruction: An Example of the Two - Way Street between Cognition and Instruction. *New Directions for Teaching and Learning*. Number 89. 55-71.

Morrison, G.R., Lowther, D.L. and Demeulle L. (1999). *Integrating Computer Technology into the Classroom*. United States of America: Merrill (Prentice Hall)

Moursund, D. (2005). *Introduction to Information and Communication Technology in Education*. Retrieved from website of University of Oregon: www.uoregon.edu

National Policy on ICT in School Education. (2010). New Delhi: Department of School Education and Literacy. Ministry of HRD, GOI. Retrieved from: http://mhrd.gov.in/ict_school

Rajasekar, S. (2010). *Computers in Education*. ND: Neelkamal Publications Pvt. Ltd.

Roblyer, M.D. (2008). *Integrating Educational Technology into Teaching*. New Delhi: Pearson Education, South Asia, India.

Shiksha Mein Computer (2001). Available on website of Indira Gandhi National Open University, Delhi: <http://www.ignou.ac.in>



EPC 02
ARTS AND AESTHETIC IN EDUCATION

Credit: 2	Contact Hours/Week: 1 hour Lecture cum demonstration 3 hours workshop	Total Marks: 50
Internal (Formative assessment): 50 marks	External (Summative assessment): 0 marks	

Course Learning Outcomes

- to understand basics of different Art forms – impact of Art forms on the human mind and body
- to enhance artistic and aesthetic sensibility among learners so as to enable them to respond to the beauty in different Art forms, through genuine exploration, experience and free expression
- to enhance skills for integrating different Art forms across school curriculum at secondary level
- to enhance awareness of the rich cultural heritage, artists and artisans
- to help them realize one's own potential for self-enhancement
- to help them recognize the importance of group-art-work and socialization
- to develop organizational skills, interpersonal relationships and discipline
- to draw linkages between various art forms
- to develop a repertoire of skills for use in teaching-learning situations
- to grow with an attitude and philosophy about life and learning

Unit 1. VISUAL ARTS AND CRAFTS (PRACTICAL)

- Exploration and experimentation with different methods of visual arts like painting, collage, clay modelling, paper cutting, folding, installation, cinema and photography etc.
- Paper framing and display of Art works.
- Visiting museums, art exhibition, art gallery, temple, monuments and other places of historical and cultural importance

Unit 2. PERFORMING ARTS: DANCE, MUSIC, THEATRE, NARRATIVE AND PUPPETRY (PRACTICAL)

- Listening/viewing and exploring Regional Art forms of music, dance, theatre, narrative and puppetry.
- Viewing/listening to live and recorded performances of classical and regional art forms
- Participation and performance in any one of the Regional Arts forms keeping in mind the integrated approach
- **Planning a stage:** setting for a performance / presentation by the student- teacher.
- **Enhancement of “self”:** The purpose would be to sensitise students about their inherent potentialities. Component – activities related to body and mind, senses, emotions, imagination, relaxation, concentration, observation, introspection, etc. in the midst of intense activity.
- **Unities in performing arts:** The basic idea is to recognise available time, place, situation and space in order to create one even under most trying conditions on playful transformation for realization of all these unities in classroom/school.
- **Communication:** Reaching out to others and different means of doing so; role of dramatics and related art forms as means of communication; performance as a way of communication.

- **Verbal communication:** Sound extended to music, speech (clarity, diction, volume, tonal variation, emphasis, pause, and silence), recitation, storytelling, mask and puppetry play, and lesson transaction.
- **Non-verbal:** Sign and symbol, importance of contact (touch, eye, etc.), gesture, expression, mime, movement, child art and craft, arrangement and design.
- **Improvisation:** Role play, observation and imitation, action-reaction, spontaneity, responding to situations.
- **Problem solving:** Problem solving as an approach to life and work: transcending the problem in class room, school and resources; this also amounts to accepting the fact that children are intelligent human beings and are capable of solving their own problems, the need is to have confidence in them.
- **Linkage activities:** Dramatics incorporates all art forms. The basics of all these are language systems, used for communication at various levels and ways and also the means to enhance cognitive and effective skills. In addition, linkages also can be organizational skills, human relations, confidence, resourcefulness and self-discipline.
- **Drama and school objects:** Dramatics can be and have to be linked to curriculum subjects, as drama is also a learning process. One has to find the devices for doing so. The heads mentioned above may overlap. These are classified more understanding and sense of direction.

Unit 3: APPRECIATION OF ARTS (THEORY)

- Meaning, concept, aims and objectives of Arts Aesthetic and its significance at secondary level of school education.
- Various mediums of art
- Identification of different Art forms and artists ; dance, music and musical instrument , theatre, narrative, puppetry, craft, fine art, film, etc. (based on a set of slides, selected for the purpose)
- Festivals and fairs of India and Manipur, the traditions and their significance, the spirit of celebrations as a social phenomenon.

Tasks and assignments (Any two)

- Theme based project from any one of the curricular areas covering its social, economic, cultural and scientific aspects integrating various arts and craft forms;
- Textbook analysis to find scope to integrate Art forms either in the text or activities or exercises;
- Documentation of the processes of any one Art or Craft form with the pedagogical basis such as weaving or printing of textiles, making of musical instruments, folk performances in the community, etc.;
- Documentation on how the artists design their products and manage their resources including raw materials, its marketing, problems they face including historical, social, economic, scientific and environmental concerns;
- Preparing learning strategy in the respective streams of subjects (Science/Maths/Social Sciences/ Languages) while integrating different art forms.

Workshops

Workshops may be conducted supervised by a professional (trained in drama, theatre, dance, music etc. preferably as it applies to education) and coordinated by a faculty member. The focus of the workshops should be on how art forms can be used as tool/method of teaching-

learning of languages, Social Sciences, Mathematics and Science. Facilitation and supervision will include:

- Planning and conducting the activities
- Maintaining a diary of comment on each session and on each student
- Initiating discussion and building up an environment for critical and reflective sharing

While assessing a student, the change in overall attitude and personality of each student must find mention in Resource Person's comment. The diary maintained by the resource person should be submitted to the college authority at the time of submission of marks.

Modes of learning engagements

- **Classroom environment** should be interactive and discussions should take place where student teacher can document each other's experiences as an artist and connoisseur both.
- **Attending exhibitions** and performances, interacting, with artists and craft persons, watching and listening art related films, audio and video materials available on different performers, regional/folk art etc. may also be shown from time to time. These will not only create awareness but also an appreciation for art forms and bring in aesthetic sensibility and related values among student teacher.
- **Projects and assignment** may be given for individual learners as well as for group work.

Readings

- Aires, Philippe. Centuries of Childhood: Sociology of Family Life, Knops: New York, 1962
- Armstrong, M. The practice of art and the growth of understanding. In closely observed children: the diary of a primary classroom (pp.131-170) Writers and Readers. (1980).
- Bordwell David & Kristin Thompson (2010) Film Art: an introduction, University of Wisconsin
- Coombs, James and M.W. Mansfield (eds). Drama in Life: The Uses of communication in society, New York, 1976.
- Carini, P.F. Valuing the immeasurable. In starting strong: A different look at children, schools, and standards (pp.165 – 181) (2001).
- Dodd, Nigel and Winifred Hickson. Drama and Theatre Education, Heinemann: London, 1971/1980
- Davis, J.H. Why our schools need the arts, New York: Teacher college Press. (2008).
- Ghosh ,Santidev, Music and Dance in Rabindranath Tagore's Education Philosophy(1978)
- Heathcote, D. & Bolton, G. Drama For Learning: Dorothy Heathcote's smentle of the expert approach to education, Portsmouth, NH: Heinemann Press. (1994).
- John, B., Yogin, C., & Chawla, R. Playing for real: Using drama in the classroom, Macmilan. (2007).
- Leo Tolstoy: What is Art? An Essay on Art. New York oxford UniversityPress
- McCaslin, Nellie, Creative Drama in the Primary Grades, Vol. I and In the Intermediate Grades, Vol. II, Longman, New York/London, 1987
- Marcel Natkin, How to film children(1955)
- NCERT: Kit on Art and Aesthetic education, New Delhi.

- Prasad, D. Art as the basis of Education, National Book Trust (NBT). Delhi. (1998).
- PETERS, J.M.L. Teaching about the Film(1961)
- State, Peter, An Introduction to child Drama, University of London. Press:London, 1958.
- State, Peter, Child Drama, University of London Press: London, 1959.



EPC 03
READING AND REFLECTING ON TEXTS

Credit: 2	Contact Hours/Week: 1 hour Lecture cum demonstration 3 hours workshop	Total Marks: 50
Internal (Formative assessment): 50 marks	External (Summative assessment): 0 marks	

Course Learning Outcomes

To enable the student-teachers to:

- improve his/her proficiency in ‘reading’, ‘writing’, ‘thinking’ and ‘communicating’ in the language of instruction.
- develop an interest in reading and writing
- improve his/her ability to understand instruction

Unit 1. ENGAGING WITH NARRATIVE AND DESCRIPTIVE ACCOUNTS

The selected texts could include stories or chapters from fiction, dramatic incidents, vivid description accounts, well-produced comic strip stories.

Suggested Activities

- Reading for comprehending and visualizing the account (individual plus group reading and discussion/explanation)
- Re-telling the account- in one’s own words/from different points of view (taking turns in a smaller group)
- Narrating /describing a related accounts from one’s like experience (in front of a smaller group)
- Discussion of character and situations- sharing interpretation and points of view (in smaller group)
- Writing base on the text, e.g. summary of a scene, extrapolations of story, converting a situation into a dialogue, etc.(individual task)

Unit 2. ENGAGING WITH POPULAR SUBJECT-BASED EXPOSITORY, JOURNALISTIC AND EDUCATIONAL WRITING

Engaging with popular subject-based expository writing

The selected text could include article, biographical writing or extracts from popular non-fiction writing, with themes that are drawn from the subject areas of the student teachers (various sciences, mathematics, history, geography, literature/language pieces).

For this unit, the student teachers should work in groups divided according to their subjects, within which different text could be read by different pairs of student-teachers

Suggested Activities

- Reading to extract overall meaning, information, subject knowledge(guided reading in pairs and simple note making)
- Identifying major concepts and ideas involved and making on these in some schematic form-flow diagram, free diagram, mind map, etc. (guided working in pairs)
- Explanation the gist of the text/topic to other (in the larger subject group)
- Attending the writing style, subject-specified vocabulary and ‘perspective’ or ‘reference frame’ which different topics are presented- this will vary across subjects and texts, require some interpretation skills for ‘placing’ the context of each text (group discussion and sharing)
- Writing a review or a summary of the text, with comments and opinions(individual task)

Engaging with journalistic writing

The selected text would include newspaper or magazine articles on topic of contemporary interests. Student- teachers can de group randomly for this unit.

Suggested Activities

- Using reading strategies, such as scanning, skimming and reading for extracting information- as appropriate for initial reading of articles (guided individual task)
- Analysis of structure of the article, identifying sub-heading, key words, sequencing of ideas, use

- of concrete details, illustration and/or statistical representations etc. (guided working in pairs)
- Critical reading for attending ‘framing’ of the article, point (s) of view presented, possible biases or slants (small group discussions)
- Researching and writing article on topics of local interests (working to produce a local interest magazine).

Engaging with educational writing

Selecting texts could be drawn from the wide range of popular educational writings in the form of well-written essays, extracts or chapters from authors who deal with themes from education, schooling teaching or learning. The writings selected should present a definite point of view or argument about some aspects of the above themes. Student-teachers can be grouped randomly for this unit.

Suggested Activities

- Reading for discerning the themes(s) and argument of the essay (guided reading-individually or in pairs).
- Analysing the structure of the argument-identifying main ideas, understanding topic sentences of paragraphs, supporting ideas and examples, terms used as connectors and transitions (guided small group discussion).
- Discussion of the theme, sharing responses and points (s) of view (small group discussion).
- Writing a response paper (individually or in pairs).
- Presentation of selected papers, questions and answers (large group).

Unit 3. ENGAGING WITH SUBJECT-RELATED REFERENCE BOOKS

For this unit, the student-teacher should work in groups divided according to their subjects. Within these groups, pairs of student-teachers would make a choice of a specific topic in their subject area which they could research from a set of available reference books. The focus of this unit is as much the learning of effective processes of reference research and its presentation, as the actual reading of the reference books themselves.

Sequence of Activities

- Selecting the topic for research and articulating some guiding questions.
- Searching and locating relevant reference books (could be from a school library or the institute library).
- Scanning, skimming and extracting relevant information from the books by making notes.
- Collating notes and organizing information under various sub-headings.
- Planning a presentation-with display and oral components.
- Making presentations to whole subject group, fielding questions.

Modes of Learning Engagement

Workshop mode

Tasks and Assignments

Student-teachers will document and make a presentation on any two of the suggested activities

Suggested Readings

- Anderson, R.C. (1984). Role of the Reader’s Scheme in Comprehension, learning and memory. In R.C. Anderson, J. Osborn, & R.J. Tierney (Eds.), *Learning to Read in American Schools: Basal readers and content texts*, Psychology Press.
- Grellet, F. (1981). *Developing Reading Skills: A Practical Guide to reading comprehension exercises*, Cambridge University Press.
- Butler, A. and J. Turbill (eds.) *Towards a Reading Writing classroom*, Heinemann: Portsmouth, NH: 1984.
- Donald, J. Len and Charles K. Kinzer. *Effective Reading Instruction*, Prentice Hall: UK. 1995.
- Tompkins, Gail E. *Teaching Writing: Balancing Process and Product*, McMillan; California, 1994

EPC 04
UNDERSTANDING THE SELF

Credit: 2	Contact Hours/Week: 1 hour lecture cum demonstration 3 hours workshop	Total Marks: 50
Internal (Formative assessment): 50 marks	External (Summative assessment): 0 marks	

Course Learning Outcomes

The course will enable the student-teachers to:

- gain an understanding of the central concepts in defining self and identity;
- reflect critically on factors that shape the understanding of self;
- build an understanding about themselves, i.e. the development of self as a person as well as a teacher;
- reflect on one's experiences, aspirations and efforts towards becoming a humane individual and teacher;
- develop effective communication skills including the ability to listen and observe;
- build resilience within themselves to deal with conflicts at different levels and learn to draw upon collective strengths to live in harmony with one's surroundings; and
- appreciate the critical role of teachers in promoting self and student's well-being.

UNIT 1. UNDERSTANDING OF SELF

- Reflections and critical analysis of one's own self and identity
- Identifying factors in the development of self and in shaping identity
- Building an understanding about philosophical and cultural perspectives of self
- Developing an understanding of one's own philosophical and cultural perspectives as a teacher

UNIT 2. DEVELOPMENT OF PROFESSIONAL SELF AND ETHICS

- Understanding and sharing one's identity and socio-cultural, historical and political influences in shaping the professional identity
- Exploring, reflecting and sharing one's own aspirations, dreams, concerns and struggles in becoming a teacher
- Reflections on experiences, efforts, aspirations and dreams of peers
- Building an understanding about values and professional ethics as a teacher to live in harmony with one's self and surroundings
- Understanding the role of teacher as facilitator and partner in well-being among learners

UNIT 3. ROLE OF TEACHER IN DEVELOPING UNDERSTANDING OF SELF AMONG LEARNERS

- Reflecting on one's own childhood and adolescent years of growing-up
- Facilitating development of awareness about identity among learners
- Developing skills of effective listening, accepting and positive regard as a facilitator
- Developing skills of effective communication, the adult-child gap, channels of communication
- Improving one's own language proficiency in oral and written modes: narrating, describing, analyzing; writing letters, applications, reports, minutes, and essays; writing about research; writing annotations, references and bibliography; writing journals and reflective diaries, etc.

MODE OF TRANSACTION

The course will be transacted in workshop mode through individual and group experiential activities incorporating experts in the field such as;

- Personal narratives and storytelling, life stories, group interactions, film reviews to help explore one's self and identity. Student-teachers to engage in varied forms of self-expression such as poetry, painting and creative movements, humour, aesthetic representations, etc.

- Sharing of case studies by student-teachers, critical analysis of biographies and presentations, group readings and sessions on stories of different children who are raised in different circumstances and how this affects self and their personal and social identity formation.
- Reflective discussions on films/documentaries where the protagonist undergoes trials and finally discovers her/his potential
- Issues of contemporary adolescence/youth so that student-teachers understand themselves in relation to their students and classroom situations.
- Discussion on Yoga and meditation as one of the important component to enhance student-teachers understanding of body and mind.
- Development of reflective journals/diaries by the student teachers.
- Sensitize students about their inherent potentialities related to body and mind, senses, emotions, imagination, concentration, Observation, introspection.
- Practice writing of essays, reports, minutes of meeting, references, reflective journals, etc.

Tasks and assignments (Any two)

- Prepare a reflective note and make a presentation on the aspirations and expectations based on your learning of the course and critically evaluate yourself as a prospective teacher
- Identify a social issue/problem of key significance and reflect on ways in which the current forms of schooling may be contributing to sustaining the issue/problem and how school education and classroom practice may be realigned to ameliorate the issue/problem
- Develop a questionnaire to explore the known and unknown self in relation to what you and others know about yourself and what others do not know. Distribute it to your classmates, analyse the feedbacks and make a presentation.
- Reflect, record and share critical moments in your life through class presentations
- Make a group and reflect on the common or differing critical moments in the lives of your group
- Make a group and explore the group's strengths, weaknesses, opportunities and threats (SWOT analysis) and make a presentation.
- Analyse and make a presentation on your own strengths, weaknesses, opportunities and threats.
- View and analyze a series of commercial advertisements of schools. Work in groups and construct an effective commercial advertisement of your institute to attract students using multi-media aids.
- Make a 5 minute individual presentation to the class in any one of the following activities that you are good at: singing, dancing, mimicry, playact, speech, rhythm exercises, creating music with different objects, recitation, etc.

Suggested Readings

- Bhatt, H. The diary of a school teacher. An Azim Premji University Publication. Retrieved from www.arvindguptatoys.com/arvindgupta/diary-school-teachereng.pdf
- Bhattacharjee, D.K (ed). (2010). Psychology and Education – Indian Perspectives, NCERT, New Delhi
- Dalal, A.S. (ed) (2001). A Greater Psychology – An Introduction to the Psychological thoughts of Sri Aurobindo. Puducherry, Sri Aurobindo Ashram
- Delors, J. (1996). Learning the Treasure within –Twenty First Century Education. UNESCO Education Commission Report.
- Goel, D.R. (2005). Quality Concerns in Education. Centre for advanced study in Education-M. S. University of Baroda
- Gulati, S., and Pant, D. (2012). Education for Values in Schools – A Framework. NCERT, New Delhi
- Krishnamurti, J. (1998) On Self- knowledge. Chennai, Krishnamurti Foundation India.
- Krishnamurti, J. (2000). Education and Significance of Life. Chennai, Krishnamurti Foundation India.
- Mukunda, K.V. (2009). What did you ask at school today? A handbook of child learning, Harper Collins
- Olson, D.R, and Bruner, J.S. (1996). Folk Psychology and folk pedagogy. In D.R. Olson & N. Torrence (Eds.), The Handbook of Education and Human Development (pp. 9-27), Blackwell
- Pant, D. and Gulati, S. (2010). Ways to Peace – A Resource Book for Teachers. NCERT, New Delhi
- Venkateshamurthy, C. G., and Rao, A.V.G (2005). Life Skills Education Training Package. R.I.E., Mysore

B.Ed. OC
OPTIONAL COURSE
Art Education

Credit: 4	Contact Hours: 4 hours/Week	Total Marks: 100
Internal (Formative assessment): 20 marks	External (Summative assessment): 80 marks	

Course Learning Outcomes

After completion of this course, the student-teachers shall be able to:

- develop awareness about different art forms.
- develop an understanding of an insight into the stage of Art development in children at various age levels.
- develop competencies and skills of preparing two dimensional teaching aids.
- collect materials from the locality and prepare low cost and no cost teaching aid.

UNIT 1. MEANING AND CONCEPT OF ART EDUCATION

- Concept, nature, objectives and important of Art Education
- Growth and development of child through Art
- Relationship of Art Education with other subjects
- Art Appreciation

UNIT 2. AIMS AND OBJECTIVES OF ART EDUCATION AT THE SECONDARY STAGE

- Understanding various medium art forms
- Providing opportunities for creative self-expression
- Developing attitude, love and values
- Important of Arts Culture in Society

UNIT 3. ART AND TEACHING-LEARNING PROCESS

- Art Education as an important and powerful medium in the teaching-learning process
- Participation in school activities, local and national festival
- Education of teachers and artists

UNIT 4. EVALUATION IN ART

- Understanding the changes skills of children
- Appreciation and feedback of works performed by artist is different media of expression
- Understanding skills as the tool of evaluation

UNIT 5. ARTISTS AND THEIR CONTRIBUTIONS (INCLUDING MANIPURI ARTISTS)

- Life history and specialty of great National and State artists.
- Fine art, commercial art.
- Craft, acting, direction and dance.

Modes of Transaction

Group discussion, Survey and field work, Paper presentation, Seminar, Workshop and Schools Visit.

Sessional Work (Any two)

- Visit any Cultural heritage of Manipur (e.g. temple, historical monuments and other places) and prepare a report
- Documentation of the processes of any one of the Performing art with the pedagogical basis such as Dance, Theatre/Drama, Music performances in the School campus.
- Documentation of the processes of any one of the Visual art with the pedagogical basis such as painting, collage, Clay modeling, photography exhibition performances in the School

Campus.

- Report preparation on relationship between any Art form (Dance, Music and Theatre) and education.
- Write a report on how Art education helps the School Students regarding their personality development.

Suggested Readings

- Aires, Philippe. Centuries of Childhood: Sociology of Family Life, Knops: New York, 1962.
- Armstrong, M. (1980). The practice of art and the growth of understanding. In *Closely observed children: the diary of a primary classroom* (pp.131-170) Writers and Readers.
- Carini, P.F. Valuing the immeasurable. In *Starting strong: A different look at children, schools, and standards* (pp.165 – 181). (2001).
- Davis, J.H. Why our schools need the arts, New York: Teacher College Press. (2008).
- Dr. Rena Upitis Art Education for the development of the whole child. (2011).
- Heathcote, D. and Bolton, G. Drama for Learning: Dorothy Heathcote's smentle of the expert approach to education, Portsmouth, NH: Heinemann Press (1994).
- Jane Sahi & Roshan Sahi Learning through Art. (2008).
- John, B., Yogin, C., & Chawla, R. Playing for real: Using drama in the classroom, Macmilan (2007).
- Leo Tolstoy, What is Art? An Essay on Art, New York, Oxford University Press.
- Lousing, K.M. : Art, Artist and Art Education, Mc. Graw Hill Books co., New York, 1970.
- McCaslin, Nellie, Creative Drama in the Primary Grades, Vol. I and In the Intermediate Grades, Vol. II, Longman, New York/London, 1987
- NCERT: Kit on Art and Aesthetic education, New Delhi.
- Pappas, G. : Concepts in Arts and Education, The Macmillan Co., London, 1970.
- Prasad, D. Art: The Basis of Education. (1993).
- Prasad, D. Art as the basis of Education, National Book Trust (NBT). Delhi. (1998).
- Santidev Ghosh, Music and Dance in Rabindranath Tagore's Education Philosophy. (1978)
- State, Peter, An Introduction to child Drama, University of London. Press: London, 1958.
- State, Peter, Child Drama, University of London Press: London, 1959.
- Stevani, M. : Art and Education, B.T., Bestford., Ltd., London, 1968
- The Arts Education Partnership Working Group, The Power of the Arts to Transform Education: An Agenda for Action (Washington, DC: John F. Kennedy Center for the Performing Arts, (Summary) p.2. (1993)
- The Arts and Education: Partners in Achieving Our National Education Goals (Washington, DC: The Arts Education Partnership, 1995).

B.Ed. OC
OPTIONAL COURSE
Guidance and Counseling

Credit: 4	Contact Hours: 4 hours/Week	Total Marks: 100
Internal (Formative assessment): 20 marks	External (Summative assessment): 80 marks	

Course Learning Outcomes

On completion of this course the student will be able to:

- understand the meaning, nature, need and scope of guidance and group guidance;
- develop acquaintance with the various techniques of group guidance;
- appreciate the need for and goals of counseling;
- understand the various stages involved in the process of counseling;
- become acquainted with the skills and qualities of an effective counselor;
- understand the essential services involved in school guidance programme;
- acquire knowledge and skills for collecting, compiling and disseminating career information;
- gain first-hand experience of carrying out the different guidance and counseling activities such as group guidance, psychological test administration, scoring interpretation, analysis and record preparation for counseling and career guidance;
- gain insight into different techniques of psychological assessment; and
- develop knowledge and understanding of the major psychological concepts such as intelligence, aptitude, achievement, personality, interest and their assessment.

UNIT 1. UNDERSTANDING EDUCATIONAL AND CAREER GUIDANCE

- Meaning, definitions and scope of guidance
- Objectives of guidance: self-understanding, self-discovery, self-reliance, self-direction, self-actualization
- Need of guidance programs at various education/schooling levels
- Need of career development process and factors affecting career development

UNIT 2. TYPES OF GUIDANCE

- Types of Guidance: Educational, Vocational/ Career and Personal; Individual guidance and group guidance; advantages of group guidance
- Group guidance techniques: class talk, career talk, orientation talk, group discussion, career conference, career corners, bulletin board, role play
- Guidance for socially and economically disadvantaged students, physically and intellectually challenged students
- Guidance of children with behavioral problems: guidance of under-achievement students and students with discipline problem-violence, bullying, drug-abuse, truancy, dropout

UNIT 3. ESSENTIAL SERVICES IN EDUCATIONAL GUIDANCE PROGRAMME

- Types of guidance services: orientation, information counseling, placement, follow-up, and research and evaluation
- Role of teachers as a guidance personal
- Requisites of good school guidance programme
- Techniques of Qualitative assessment:
Observation, interview, anecdotal record, case study, autobiography, rating scale and socio-gram
- Psychological tests:
Intelligence tests, Aptitude tests, Personality Inventories, Attitude scales, Achievement tests, Creativity tests

UNIT 4. UNDERSTANDING COUNSELLING

- Definitions, meaning, nature and scope of counselling
 - Basic principles of counselling
 - Objectives of counseling: resolution of problems, modification of behaviour, promotion of mental health
 - Relationship between guidance and counselling
 - Place of counselling in the total guidance programme
 - Steps in counselling process
 - Counseling Techniques – person centered and group centered, cognitive interventions, behavioural interventions and systematic interventions strategies
 - Skills and qualities of an effective counsellor, professional ethics
 - Approaches to counselling: directive, non-directive and eclectic
- Individual vs group counselling (concept, advantages and limitations)
 - Roles and functions of teachers involved in the counselling programmes in schools

UNIT 5. AREAS, MODELS AND APPROACHES OF COUNSELLING

- Areas of Counseling: family counseling, parental counselling , adolescent counselling, counselling of girls, counselling of children belonging to special groups, peer counselling
- Models and Approaches of Counselling- Psychoanalysis, Psychodynamic, Psychotherapy, Behavioural therapy, Cognitive behavioural therapy, Drama and Art therapy
- Use of standardized and non-standardized tests: interview, questionnaire, rating scale, anecdotal and cumulative records, sociometry, case study and autobiography

Mode of Transaction

Group discussion, lecture-cum-discussion, panel discussion, practical, symposium, presentation of reports, reading of research journals, school visits and sharing of experiences, presentation of case studies etc. followed by presentation in seminar, organization of counseling session and observation of the activities, projects and assignment focusing on observation and interaction with children and adolescent.

Sessional Work (Any two)

- Conduct a survey of the problems of students and prepare a Cumulative Report which need immediate attention of a guidance counselor.
- Give a class talk on ‘Need for guidance and counselling services in schools’ and submit the detailed outlines of the talk.
- Design a questionnaire for conducting study of school drop-outs or community educational survey or community occupational survey and collect information from twenty students.
- Develop a scheme of career information suitable for class XII students.
- Carry out Psychological and behavioural testing of 20 sample students and analyse the results.
- Select a Secondary School and identify the areas where guidance is required, duties assign to different staff members as guidance personal, specification of various functions of each guidance services
- Identify guidance activities in secondary levels and higher secondary levels. List some orientation services, pupil inventory services, career information services, placement services and follow up services at different levels. Report about the formation of guidance committee, budget allotment, infra structural facilities, support from parents and community, orientation of guidance services to students and staff

Suggested References

- Aggarwal J.C. (2008). *Essentials of Educational Psychology*, 2nd Ed., New Delhi: Vikas Publishing House Pvt. Ltd.
- Anastasi, A. and Urbina, S. (1997). *Psychological Testing*, 7thEd, Upper Saddle River, NJ: Prentice Hall.
- Bangalee, M. (1984). *Guidance and Counselling*, Bombay: Seth Publishers.
- Belkin, G.S. (1988). *Introduction to Counseling*, Dubuque, Iowa: W.G. Brown Publishers.
- Bhatnagar, Asha and Gupta, Nirmala (Eds) (1999). *Guidance and Counseling*, Vol. I: A Theoretical Perspective, New Delhi: Vikas Publishing House.
- Bhatnagar, Asha and Gupta, Nirmala (Eds) (1999). *Guidance and Counseling*, Vol. II: A Practical Approach. New Delhi: Vikas Publishing House.
- Corey, G. (1986). *Theory and Practice of Counseling and Psychotherapy*, 8th Ed. Belmont: Thompson Brooks/Cole.
- Cormier, L. and Hackney, H. (1987). *The Professional Counsellor*. Englewood Cliffs, New Jersey: Prentice Hall.
- Crow, L.D. and Crow, A. (2008). *An Introduction to Guidance*, New Delhi: Surjeet Publications.
- Dave Indu (1984). *The Basic Essentials of Counselling*, New Delhi: Sterling Pvt. Ltd.
- Drummond, R.J. (1988). *Appraisal Procedures for Counsellors and Helping Professionals*. Columbus, OH: Merrill.
- Egan, Gerard (1994). *The Skilled Helper - A Problem-Management Approach to Helping*, 5th Ed. California: Brooks/Cole Publishing Co.
- Gardner, H. (1999). *Multiple Intelligence: Intelligence, understanding and the mind*, NY: National Professional Resources.
- Gazda George R.M. (1989). *Group Counselling: A Development Approach*, London: Allyn and Bacon.
- Geldand, K. and Geldand, D. (2004). *Counseling Adolescents*. New York: Palgrave Macmillan.
- Gibson, R.L. and Mitchell, M.H. (1986). *Introduction to Guidance*. New York: McMillan.
- Gladding, Samuel, T. (1996). *Counselling: A Comparative Profession*, New Delhi: Prentice Hall Inc of India Pvt. Ltd.
- Glickman, C. and Wolfgang, C. (1981). *Solving Discipline Problems Strategies for classroom Teachers*, Boston: Allyn and Bacon.
- Gupta, N. (1991). *Career Maturity of Indian School Students*, New Delhi: Anupam Publications.
- Hallahan, D. P. and Kauffman, J. M. (1978). *Exceptional Children: An Introduction to Special Education*. Engle Wood Kliffs.
- Husain. M.G, *Problems and Potentials on Handicapped*, New Delhi: Atlantic Publishers & Distributers
- Isaaction, L.E. and Broen, D. (1993). *Career Counselling and Career Development*, (5th Ed). Boston: Allyn & Bacon.
- Jayaswal, M. (1968). *Introduction to Guidance*, Lucknow: Prakashan Kendra.
- Joneya, G.K. (1993). *Occupational Information in Guidance*, New Delhi: NCERT.
- Klin, J.B. Th. (2005). *Psychological Testing: A practical Approach to Design and Evaluation*, London: Sage Publication.
- Kochhar, S.K. (1957) *Educational Guidance and Counselling*, Jullundur University Publications
- Le Compete, M.D., Millory, W.L. and Preisste, J. (1992). *The Handbook of Qualitative Research in Education*, New York: Academic Press.
- Mallon, Brenda (1987). *An Introduction to Counseling Skills for Special Educational Needs-Participants Manual*. Manchester: Manchester University Press, UK.
- Mathewson, R.H. (1962). *Guidance Policy and Practice*, 3rd Ed. New York: Harper and Row.
- Me Leod, J. and Cropley, A. J. (1989). *Fostering academic excellence*, Pergamos Press.
- Mohan, S. and Sibia, A. (1998). *Handbook of Personality Measurement in India*, New Delhi, NCERT.
- Mohan, Swadesh (Ed.) (1998). *Building personal and career consciousness in girls*. New Delhi: Vikas Publishing House.
- Nugent, F. A. (1990). *An Introduction to the Profession of Counselling*. Columbus: Merrill Publishing Co.
- Olivia, W. and Rawdall, W.E. (2005). *Handbook of understanding and measuring intelligence*. London: Sage Publication.
- Osipow, S.H. and Fitzgerald, L.F. (1996). *Theories of Career Development* (4th Ed.) Boston, Allyn and Bacon.
- Patcon, M. Q. (1990). *Qualitative evaluation and research methods*, California: Sage Publications.
- Patterson, L.E. and Welfel, E.R. (2000). *The Counseling Process*, 5th ed. U.K.: Brooks/Cole.

- Pietrofesa, J.J, Bernstein, B., & Stanford, S. (1980). *Guidance: An Introduction*. Chicago: R and McNally.
- Rao, S.N. (1981). *Counselling Psychology*. New Delhi: Tata McGraw Hill Publishing Co. Ltd.
- Rao, S.N. (2008). *Counseling and Guidance*, 2nd Ed. New Delhi: Tata McGraw Hill Publishing Co. Ltd.
- Saraswat, R.K. and Gaur, J.S. (1994). *Manual for Guidance Counsellors*. New Delhi: NCERT.
- Sharry, J. (2004). *Counseling Children Adolescents and Families*. New York:
- Swansen, J.L. and Fokad, N.A. (1999). *Career Theory and Practical: Learning through Case Studies*. Sage Publications.



B.Ed. OC
OPTIONAL COURSE
Environmental Education

Credit: 4	Contact Hours: 4 hours/Week	Total Marks: 100
Internal (Formative assessment): 20 marks	External (Summative assessment): 100 marks	

Course Learning Outcomes

- to make the student-teachers acquire knowledge and understanding of the terms, concepts and definitions, principles and laws, process, relationships and phenomena related to environment;
- to enable the student-teachers to understand the concept of sustainable development and the ways for achieving sustainable development;
- to enable the student-teachers to understand the significance and scope of environmental issues at the global, national and local levels in school curriculum;
- to enable the student-teacher to understand the role of teachers to deal with curricular areas related to environment in the classroom;
- to enable the student-teachers to develop an understanding of the natural resources, associated problems / issues and their management;
- to apply the knowledge and understanding of the environmental concepts, principles, etc. in their practical situations to arrive at the solutions/alternative solutions to the environmental problems/issues;
- to develop an understanding of the meaning, scope and importance of Environmental Education; and
- to use appropriate tools/ techniques in evaluating EE outcomes.

UNIT 1. CONCEPT OF ENVIRONMENT

- Meaning, importance and components of environment; principles of environment (interdependence and interrelationships)
- Critical examination of its historical and conceptual antecedents
- Environmental concerns including perspectives from both social and natural sciences
- Ecosystems: meaning, types, characteristics and ecological balance
- Ecological process: biosphere, flow of energy, nutrient cycles, carrying capacity, conservation of natural resources. bio-magnification

UNIT 2. DEVELOPMENT IN THE CONTEXT OF ENVIRONMENT

- Development as a continuous social, political and economic progress; significance of 'well-being' of the global community
- Addressing the real and complex issues of development; their relationship to the natural and social systems
- Concept of sustainable development, issues of sustainable development; need for and challenges to sustainable development.
- Sustainable Environmental Practices: Rain Water Harvesting, Solar and Wind Energy, 3Rs (Reduce, Reuse and Recycle)
- Environmental Impact Assessment and Environmental Management Plan

UNIT 3. DEVELOPMENT OF ENVIRONMENT EDUCATION

- Historical Developments: Stockholm Conference (1972), Intergovernmental Conference (1977), Kyoto Protocol (2005)
- Important environmental movements in the country, role of women in environment protection
- Environmental education: meaning, need, significance and characteristics.
- Objectives and principles of environmental education, role of national and international organizations and movements in the promotion of environmental education
- Natural resources, bio-diversity, socio-economic and cultural factors including poverty leading to exploitation and degradation of natural resources, changing life styles and its impact on environment.

- Study of policy documents pertaining to environment; policy formulation and analysis *vis-à-vis* development concerns
- Significance and scope of environmental issues at the global, national and local levels in school curriculum
- Role of teachers; development of skills and abilities to deal with curricular areas related to environment in the classroom

UNIT 4. ENVIRONMENTAL PROBLEMS AND MANAGEMENT

- Environmental problems: global, regional and local; population explosion, global warming and greenhouse effect, acid rain, ozone depletion and CFCs, deforestation, extinction of species, loss of habitat and biodiversity, industrialization and urbanization.
- Pollution: water, air, land and noise; definition, causes, health affects
- State specific problems: deforestation, jhum cultivation, solid waste management, loss of wetlands, sand mining, food adulteration, protection of Loktak Lake.
- Legislative measures in India for protection of environment: salient features of the Environment (Protection) Act, 1986; the Water (Prevention and Control of Pollution) Act, 1974; the Air (Prevention and Control of Pollution) Act, 1981; the Noise Pollution (Regulation and Control) Rules, 2000; the Bio-medical Waste Management Rules, 2016; the Hazardous Waste Management Rules, 2016; the Plastic Waste Management Rules, 2016; the e-waste Management Rules, 2016; the Solid Waste Management Rules, 2016. The National Green Tribunal

UNIT 5. TEACHING-LEARNING STRATEGIES AND EVALUATION

- Approaches: infusion and problem-solving
- Methods: discussion, demonstration and project
- Techniques: observation, eco-games, eco-quiz, role-play, brainstorming, survey, dramatization, puppet show, case study.
- Co-curricular activities, field trips, collection, exhibitions, film shows, video shows, eco-clubs.
- Evaluation in environmental education, use of appropriate tools and techniques of evaluation, achievement tests, questionnaire, rating scale, observation schedule and case studies, evaluation of projects.

Tasks and Assignments (Any two)

- Analyse of relevant documents depicting voices of concern for environment
- Analyse case-studies from different contexts and settings symbolising traditions and attitudes to environment.
- Project-work- Dealing with any one topic related to issues of environment in the school curriculum
- Visit a place of severe environmental pollution in your locality and analyse the socio-political causes of pollution there.
- Conduct a Life Cycle Assessment of any item/commodity of daily use and prepare a report.
- Conduct a case analysis of an Ecological Reserve and suggest measures to promote Ecotourism

Suggested Readings

- Agarwal, A. et. al. (ed.) (2001). Green Politics: Global Environment Negotiations. New Delhi: Centre for Science and Environment
- Agarwal, A. and Narain S. (1991). The State of India's Environment – The Third Citizen's Report. New Delhi: Centre for Science and Environment.
- Agenda 21, UN Conference on Environment and Development (The Earth Summit) (1991). In Palmer, J. and Neel, P. (Ed.). The Handbook of Environmental Education, London: Routledge.
- Alkazi, F., Jain, O. and Ramdas, K. (2001). Exploring our Environment– Discovering the Urban Reality. New Delhi: Orient Longman
- Bhall, S.C. and Khanna, H. (2007). Environmental Education, New Delhi: Regal Publication.
- Bharucha, E. (2005). Text book of Environmental Studies, University Press

- Brown, Lester R (2002). *Eco Economy: Building an economy for earth*. Orient Longman
- Capra, F. (1999). *Eco-literacy: The challenge for next century*. Liver pool Schumacher Lectures.
- CEE (1986). *Joy of Learning, Handbook of Environmental Educational Activities*. Ahmadabad: Centre for Environment Education
- Centre for Environmental Education (1997). *The Green Teacher: Ideas, Experience and Learning*. In *Educating for the Environment*. Ahmadabad: CEE.
- Dani, H.M. (1986). *Environmental Education*, Chandigarh: Publication Bureau, Panjab University.
- Driver, R., Guesne, E. and Tiberghien, A. (1985). *Children's Ideas in Science*. U.K.: Open University Press
- Firor, John and Judith E, J. (2003). *Crowded Green House*, University Press
- Gardner, H.S. (2006). *Frames of Mind*. Harvard University Press
- Goleman, D. (2010) *Ecological Intelligence*, Penguin Books, London
- Harvey, B. and Hallet, J. (1977). *Environment and Society—An Introduction and Analysis*. London: Macmillan Press.
- Kumar, D. K. and Chubin, D. (2000). *Science, Technology and Society: A source book on research and practice*. London: Kluwer Academic Publication
- Kumar, K. (1996). *Learning from Conflict*. New Delhi: Orient Longman.
- Kumar, V.K. (1982). *A Study of Environmental Pollution*, Varanasi: Tara Book Agency.
- Nagra, V. (2006). *Environmental Education*, Jalandhar: Sharma Publications.
- Nanda, K.V. (1997). *Environmental Education*, New Delhi: APH Publishing Corp.
- Nasrin (2007). *Education, Environment and Society*, New Delhi: APH Publishing Corp.
- NCERT (2006). *Position paper on Habitat and Learning*. New Delhi: National Council for Educational Research and Training.
- Odum, E.P. (1971) *Fundamentals of Ecology* WB Saunders
- Orr, D. (1992). *Ecological Literacy: Education and transition to a postmodern worlds*. Albany: State University Press, New York.
- Pedretti, E. (2003). *Teaching Science, Technology, Society and Environment (STSE) Education*. In *The Role of Moral Reasoning on Socio-scientific Issues and Discourse in Science Education*. Science and Technology Education. Vol. 19, 219-239.
- Raghunathan, Meena & Pandey, Mamta (Eds) (1999). *The Green Reader: An Introduction to Environmental Concerns & Issues*. Ahmadabad: Centre for Environment Education
- Saxena, A.B. (1986). *Environmental Education*, Agra: National Psychological Corp.
- Scrase, T. J. (1993). *Image, Ideology and Inequality*. New Delhi: Sage Publication
- Sharma, R.C. (1981), *Environmental Education*, New Delhi: Metropolitan Book Co. 18. Shrivastva, K.A. (2007). *Global Warming*, New Delhi: APH Publishing Corp.
- Shukla, K.S. and Srivastva, R.P. (1992). *Emerging pattern of Environmental Structure*, New Delhi: Commonwealth Publishers.
- Singh, K.Y. (2005). *Teaching of Environmental Science*, New Delhi: Chairman
- Speth & James, G. (2006) *Global Environmental challenges: Transition to a sustainable world*, Orient Longman
- UNEP (2013). *Emerging Issues in our Global Environment*. United Nations Environment Programme.
- UNESCO-UNEP (1980). *Environment Education: What, Why, How . . .* Paris: International Education Series.
- UNESCO-UNEP (1990). *Basic Concepts in Environmental Education*. In *Environment Education Newsletter*. Paris: UNESCO
- Vidya Bhawan Society (1995). *Report of the Seminar on Environmental studies (23rd-25th November, 1995)*. Udaipur
- Vyas, H. (1995). *Paryavaran Shiksha*, New Delhi: Vidya Mandir

B.Ed. OC
OPTIONAL COURSE
Education for Peace

Credit: 4	Contact Hours: 4 hours/Week	Total Marks: 100
Internal (Formative assessment): 20 marks	External (Summative assessment): 80 marks	

Course Learning Outcomes

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

- understand notions about peace and peace education, their relevance and connection in inner harmony as well as harmony in social relationships across individuals and groups, based on constitutional values;
- develop attitudes and skills for resolving conflicts at personal and social levels;
- create alternatives which nurture and promote peace-building capabilities among students;
- appreciate the role of media and local community, and counter the negative influence of media and local community to weed out negative effects by influencing parents, families and local community.

UNIT 1. UNDERSTANDING PEACE AS A DYNAMIC SOCIAL REALITY

- Understanding Peace as a dynamic reality: Approaches to peace education
- Peace contexts: Underlying assumptions, processes and imperatives
- Acknowledgement, redressal of the concerns and reconciliation of the conflict
- Peace values vis-à-vis Constitutional values: Importance of the attitudes, beliefs and values of peace that foster inner peace and Constitutional values of justice, equality, freedom, respect for differences and ecological resources
- Challenges to peace: Stresses, conflicts, crimes, terrorism, violence and poor quality of life
- Foundations of peace: Pre-requisites to peace, respect for secular and cultural harmony, responsible citizenship
- Philosophers of peace: Gandhi, Krishnamurthy, Aurobindo, Vivekananda, Rabindranath Tagore, Gijubhai Badheka, The Dalai Lama,

UNIT 2. UNDERSTANDING PERSONAL-SOCIAL PROCESSES, MEDIATION AND TRANSFORMATION OF CONFLICT

- Nature of conflict – Incompatibility of needs, aspirations, desires and resulting conflicts at different levels in society: intra-personal, inter-personal, organizational, interstate and global
- Understanding the role of social conditions and processes that sustain conflict: limited resources, poverty, political, economic, socio-cultural and ecological conditions, environmental resources viz., water, forests, energy, etc.
- Developing capabilities for mediation and conflict transformation
 - I. Skills and strategies needed for conflict resolution
 - II. Listening to the conflicting parties
 - III. Awareness of own identity, cultural underpinning, and communication skills
 - IV. Awareness of context of the conflict

- V. Commitment to mediate
- VI. Looking for alternative strategies and creative solutions to overcome/transform conflicts.

UNIT 3. EMPOWERMENT OF SELF THROUGH CRITICAL SELF REFLECTION

- Awareness of the influence of social milieu on self
 - I. Understanding adequate self as a product of positive experiences of caring, warmth and appreciation in the family, school, neighborhood, etc. which promote healthy discipline, shunning violence
 - II. Negative experiences generate stress, anger and aggression
 - III. Yoga, meditation, anger/ stress management, as practices that restore positive physical health and attitudes
- Nurturing capabilities for critical self-reflection: transcending past negative experiences, and developing skills of communication: listening to others, sharing feelings, descriptive non-judgmental feedback, empathizing, trusting
- Increasing awareness of role of self in-
 - (i) discipline, self-management:
 - (ii) reducing prejudices, biases and stereotypes and building multicultural orientation;
 - (iii) nurturing ethical behavior, positively, non-violence, love and caring, compassion; and
 - (iv) Habitual self-reflection by using daily journal on experiences.

UNIT 4. ORIENTING EDUCATION FOR PEACE BUILDING

- Critical reflection on the curricular processes
Awareness of opportunities inherent in curriculum for introducing
- I. Healthy discipline practices in and outside classroom, for their fairness to different gender, caste and cultural groups, child rights/human rights, and ameliorative approach to discipline rather than punitive;
 - ii, Symbols, activities and other structures in the school that reflect a multi-cultural ambience; and
 - iii) Experiences of different cultural identities, issues, challenges, conflicts in the neighborhood, or country and global levels with regard to resources, opportunities of poverty, level, political issues, etc.
- **Critical pedagogy of peace education**
 - I. Challenging the traditional models of learning to constructivist approaches in teaching
 - II. Re-thinking authority relations from democratic perspective: promoting dialoging, and, developing capabilities for decision-making
 - III. Understanding social justice in local context- its implications for beliefs, attitudes, and values and conflict resolution at all levels
 - IV. Awareness of pedagogical skills and strategies for removing tensions, examination fear, stress, corporal punishment, violence and conflicts at school level
 - V. Compassion, love and caring, mindfulness in all transaction of avoids hurt, humiliation, degrading over academic, personal, social and culture matters. Non-evaluative orientation empathetic founding academic and discipline problems
 - VI. Becoming peace teacher-acquisition of relevant knowledge, attitudes, values and skills
 - Developing listening skills: to verbal and non-verbal content of feelings and expressions messages. Developing Questioning Skills: paraphrasing and providing feedback that is, non-judgmental, sensitivity to socio-economic, cultural, gender, caste differences; Skills of giving emotional support for encouraging, genuine appreciation and cooperation; Understanding importance of confidentiality of students' personal issues and problems that invite embarrassing of ridicule
 - Pedagogical skills for orientation of subject content and teaching-learning experience in classroom for promoting peace
 - I. Awareness of the epistemic connection of subject content with peace values, e.g. Language (effective communication), Science (objectivity, flexibility) Social Science (democratic ethos, Constitutional values, and multi-culturalism, conflicts, violence and war links with challenges to regional and local conflicts), Maths (precision)

- II. Using textbook contents for highlighting values of peace, particularly anti-peace messages indirect or hidden
 - Humanistic approach to evaluation
- I. Belief in worth of all pupils irrespective of academic of academic talents
- II. Adopt broad-based assessment taking in multiple talents, emphasize success rather than failure, enable enemy pupil to experience success in some area
 - Becoming agency for peace in the school organization and surrounding local community
- I. Awareness of cultural characteristics of the local community around school and quality of its linkages-parenting styles, disciplinary practices, economic conditions, linguistic background, domestic violence, attitudes toward education, etc.
- II. Inspiring movements for health, yoga, effective parenting, and communication skill building, mediating conflicts in and around school
- III. Awareness and orientation of students' attitudes towards balanced media exposure.

UNIT 5. EVALUATION OF THE PEACE-BUILDING PROCESSES

Understanding importance of skills and strategies of assessment of the peace-building process in terms of attitudes, values, skills and strategies at school level-motivation and sustenance of efforts, sharing experiences towards peace building, reviewing strategies

- Making assessment visible through objective indicators, planning and recording change in cultural ethos and individuals, Understanding motivation through sharing progress, influence of assessment
- Developing commitment and willingness for receiving feedback, and review of strategies
- Visible and objection indicators of peace process inherent in the cultural ethos of organizations, individuals, and ambience
- Identification of visual indicators inherent in the cultural ethos of the organization could be non-authoritarian work culture marked by meetings, frequent discussions, analogue and reconciliation/non-exclusion of any group of students or teachers on the basis of opinions, caste, gender, education, conflicts reconciled, divergent groups involved in dialogue, heterogeneity of members on various boards, etc.
- Individual level indicator includes behaviours expressing inner peace and positive relationship, e.g. access and interaction of principal with teachers to students, perception of teachers/principal as fair, etc.

Tasks and assignments (Any two)

- Experiential learning sessions on yoga, meditation, communication skills, conflicts, their resolution, media influence, cooperative competitive strategies, use of meditation, art, drama, nature to experience harmony
- Reflective journal to record experiences of the day and reflections thereon during the training programme, sharing and discussing self-expression of change during the training
- Visits to organizations connected with peace and intercultural harmony, and aesthetic appreciation to experience peace as reality submission of reports on experiences
- Assignments on topics which require deep understanding and generating creative/alternative ideas to deal with issues and challenges to peace, few suggested topics and sharing in groups. Few suggested topics for assignments are as follows:
 - i. Conflicts experienced at home/in family/in society/in school, etc.
 - ii. Experiences of handling conflicts in a creative manner
 - iii. Exploring possible strategies of resolving commonly-experienced conflicts
 - iv. Healthy discipline among school children
 - v. Identifying challenges of peace in school and dealing with one such challenge
 - vi. Strategies of promoting healthy relationships on the job.
- Approaches to peace education- case studies of local and international
- Role plays to enact situations involving conflict, corporal punishment, discrimination, and domestic violence in day-to-day life

- Films clips displaying concerns of peace, good intercultural relationships, environmental presentation and other key ideas and discussions thereon, like – Doha, Debates, Sadako, etc.
- Preparation of collages from newspapers, etc. to highlight issues and challenges to peace or positive response to them
- Developing an action plan for peace in school and local community
- Visiting websites on peace education to become familiar with National and International initiatives, approaches and strategies of peace, case studies of conflict in the region.

Modes of Learning Engagement

The course material should be transacted in experiential manner drawing from a number of resources print, films, exercises, visits, reading of selected papers, write ups etc. It should be made available to students with instruction to read material beforehand for participation in the discussion class. The sources could be relevant portions of textbooks with chapters on peace education, and non-violence, selected portions from Gandhian literature, books on self and identity development, communication skills, chapters from psychology texts. A number of materials may not be available locally; the conflicts stories, issues and resolution related articles, editorials/news and special columns in newspapers could also be used.

A few selections from work and films on prominent philosophers and education of peace like Gandhi, Krishnamurthy, Aurobindo, Vivekananda, Rabindranath Tagore, and Dalai Lama could be used to initiate discussions and dialogues followed by assignment on one or two.

Suggested Readings

- Dalai, Lama 1980. Universal Responsibility and the Good Heart. Library of Tibetan Works & Archives, Dharamshala, Dist. Kangra.H.P.
- Dalai, Lama 2000. Transforming the Mind, translated by Dr. ThuptenJinpa, edited by Dominique Side & Dr. ThuptenJinpa, Thorsons, London.
- Gangrade, K.D. (2001). Religion and Peace, A Gandhian Perspective, Gandhi Smriti and Darshan Samiti, New Delhi.
- Harris, I.M. 1998. Peace Education. McFarland, North Carolina, NCERT, New Delhi.
- Kaur, B. 2006. Teaching of Peace and Conflict and Pride- School Histories of the Freedom Struggle in India. Penguin Books India Pvt., Ltd., New Delhi.
- Kumar, K. 2006. Peace Lines. Penguin Publications, New Delhi, (In Press).
- Kumar, K. (2007). Shanti Shiksha Aur Gandhi. (In Hindi) Maharishi Valmiki College of Education, Delhi University.
- Krishnamurti, J. 1997. The Flame of Attention. Krishnamurti, Foundation Trust Ltd., London.
- Ministry of Human Resource Development, 1993. Learning Without Burden: A Report of the Advisory Committee, (MHRD), Department of Education, New Delhi.
- NCERT 2005. National Curriculum Framework. NCERT, New Delhi.
- Prasad, D. (2005). Education for Living Creatively and Peacefully. Spark India Hyderabad, AP.
- Hant, T.N. (2004). Being Peace, Nice Printing Press, Delhi.
- UNESCO (2001). Learning the Way to Peace- A Teacher's Guide to Peace Education. A.S. Balasooriya, UNESCO, New Delhi.
- UNESCO (2002). Learning to Be: A Holistic and Integrated Approach to Value Education. Oxford, New Delhi.

Journals

- Journal of the Krishnamurti School. Krishnamurti Foundation of India, 124-26, Green ways Road, RA Puram, Chennai-600028.
- Awakening Ray, by Gnostic Centre.
- NCERT (2006). Education for Peace, National Focus Groups- Position Papers, Volume IV National Concern, NCERT, New Delhi.

B.Ed. OC
OPTIONAL COURSE
Special Education

Credit: 4	Contact Hours: 4 hours/Week	Total Marks: 100
Internal (Formative assessment): 20 marks	External (Summative assessment): 80 marks	

Course Learning Outcomes

To enable the student-teachers to:

- demonstrate knowledge of different perspectives in the area of education of children with disabilities
- reformulate attitudes towards children with diversities
- identifying needs of children with special needs
- plan need-based programmes for all children with varied abilities in the classroom
- use human and material resources in the classroom
- use specific strategies involving skills in teaching special needs children in inclusive classrooms
- modify appropriate learner-friendly evaluation procedures
- incorporate innovative practices to respond to education of children with special needs
- contribute to the formulation of policy
- implement laws pertaining to education of children with special needs

UNIT 1. PARADIGMS IN EDUCATION OF CHILDREN WITH SPECIAL NEEDS

- Historical overview of education of children with disabilities- from welfare to rights
- Appropriate of viewing disabilities: The charity model, the bio-centric model, the functional model and the human rights model
- Concept of special education, integrated education and inclusive education
- Philosophy of inclusive education

UNIT 2. LEGAL AND POLICY PERSPECTIVES

- Important International Declarations/Conventions/Proclamations- Biwaka Millennium Framework (BMF, 1993-2012): Recommendations of the Salamanca Statement and Framework of Action, 1994: Educational Provisions in the UN Convention on the Rights of Persons with Disabilities(UNCRPD), 2006
- Constitutional Provisions; The Persons with Disabilities(Equal opportunities, Protection of Rights and Full Participation) Act, 1995(PWD Act); The Rehabilitation Council of India Act, 1992(RCI Act); and The National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act, 1999; RTE Act, 2009
- National Policy- Education of Students and Disabilities in the National Policy on Education, 1968, 1986, POA (1992); Programs and Centrally-Sponsored Schemes of Education in the National Policy on Disability, 2006
- Scheme for Integrated Education for the Disabled Children (IEDC), 1974; PIED (1986) and District Primary Education Programme (DPEP); Scheme for Inclusive Education for the Disabled Children (IEDC, 2000), Education of Special Focus Groups under the Sarva Shiksha Abhiyan (SSA, 2000); Goals and Strategies in the Comprehensive Action Plan for Including Children and Youth with Disabilities in Education, MHRD, 2005, Scheme of Inclusive Education for the Disabled at Secondary School (IEDSS, 2009)
- Special Role of Institutions for the Education of Children with Disabilities- Rehabilitation Council of India, National Institute of Different Disabilities, Composite Regional Centres (DDRCs); Structures like BRCs, CRCs, under SSA, National Trust and NGOs.

UNIT 3. DEFINING SPECIAL NEEDS

- Understanding diversities- concepts, characteristics, classifications of children with diversities (Visual Impairment, Hearing Impairment, Specific Learning Difficulties, Locomotors and Neuro-muscular Disorders, Mental Retardation, Autism, Leprosy Cured Persons, Mental Illness and Multiple Disabilities)
- Special needs in terms of the curriculum in the context of different disabilities and their learning styles
- Concept of whole school approach (inclusive school)- infrastructure and accessibility, human resources, attitudes Community-based education

UNIT 4. INCLUSIVE PRACTICES IN CLASSROOMS FOR ALL

- School's readiness for addressing learning difficulties and their Assessment to understand the individual profile.
- Technological advancement and its application for different disabilities
- Classroom management and organization - Responding to special needs by developing strategies for differentiating content, curricular adaptations, lesson planning and TLM (special teacher, speech therapist, physiotherapist, occupational therapist, and counselor)
- Pedagogical strategies to respond to individual needs of students: co-operative learning strategies in the classroom, peer tutoring, social learning, buddy system, reflective teaching, multisensory teaching, etc.
- Developing learner-friendly evaluation procedures; Different provisions for examination by CBSE and the Board in their State
- Documentation, record keeping and maintenance

UNIT 5. DEVELOPING SUPPORT NETWORKS

- Addressing social climate of the classroom and Child-to-child programme
- Developing partnerships in teaching: Teacher and special teacher; Teacher and co-teaching personnel; Parents as partners- developing positive relationships between school and home
- Involving community resources as source of support to teachers
- Involving external agencies for network-setting up appropriate forms of communications with professionals and Para professionals
- Liaising for reciprocal support for pre-school programmes, pre-vocational training programmes, social security, different provisions, concessions, etc.

Modes of Learning Engagement

- The student trainees need to be given study materials in the form of modules. Although additional reading is suggested it is possible that many a times these books and journals may not be easily available to the students.
- The study materials must be presented to the trainees and discussions and reflections should be encouraged.
- The students should be exposed to good practices of dealing with special needs either through videos or through actual visits.
- Presentations of examples help to strengthen what is being presented to the trainees.
- It is important to engage the participants in a lot of co-operative groups work so that they start valuing alternative points of view and significance of collaboration.
- The student trainees can also be asked to write their reflections on various topics.
- Presentation of case studies and discussion on those is a good medium to crystallize individual view points on various issues. This method can easily be used in the classrooms. The case studies from all over India can be collected beforehand.
- Interaction with children with disabilities studying in schools and spending quality time with them is of great help in changing attitudes and developing empathy. This can be used as a mode of learning engagement.

- Projects on various topics can help the students to achieve some in depth knowledge on different topics.
- Audio-Visual Demonstrations including videos and slides can help in demonstrating various practices.

Tasks and assignments (Any two)

- Make a survey of children in a particular area, village or school with special needs and identify their problems and make suggestions for improvement.
- Make a study of adaptive behavior of mentally challenged children from Institutionalized Centres in any relevant areas of your interest and make a presentation
- Identify child labour, low socio-economic status and deprived children, physically disabled, first generation learners in an identified area and make a presentation
- Develop a teaching-learning module for children with any identified special needs using multi-media technology
- Analyse critically a policy or programme or legislation for children with special needs and make a presentation

Equipment for the LAB of Special Education

Braille slates, Arithmetic slates, Simple embossed maps, hearing aids, simple pure-tone audiometer, speech training equipment, calipers, wheel chairs, crutches, surgical shoes.

Suggested Readings

- Baquer, A. & Sharma, A. (1998). Disability: Challenges vs. Responses: Can Publishers, New Delhi.
- Barnes, C., Mercer, G. and Shakespeare. Exploring Disability: A Sociological Introduction, Policy Press: US, 1999.
- Farrel, M. (2004). Special Education Needs: A Resource for Practitioners, New Delhi, Sage Publications.
- Fox, A.M. (2003). An Introduction to Neuro-Developmental Disorders of Children, The National Trust for the Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation & Multiple Disabilities, New Delhi, India.
- Hegarty, S. & Alur, M. (eds.) (2002). Education and Children with Special Needs: From Segregation to Inclusion. New Delhi, Sage Publications.
- Julka, A. (2007). Meeting Special Needs in Schools: A Manual, National Council of Educational Research and Training, New Delhi.
- The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, (1995) Ministry of Law, Justice and Company Affairs (Legislative Department).
- Wall, K. (2004). Special Needs and Early Years, A Practitioner's Guide, Sage Publication, India.
- UNESCO (1994). The Salamanca Statement and Framework for Action on Special Needs Education, Paris: UNESCO.

B.Ed. OC
OPTIONAL COURSE
Performing Arts (Music)

Credit: 4	Contact Hours: 4 hours/Week	Total Marks: 100
Internal (Formative assessment): 20 marks	External (Summative assessment): 80 marks	

Course Learning Outcomes

To enable the student-teachers to:

- understand the aim of teaching music;
- develop competencies and skills for teaching music;
- develop understanding and awareness of the essentials of music;
- demonstrate aesthetic sense, time, tolerance and self-confidence;
- develop the values of music in life to know different Ragas, Alankaras and Talas;
- develop the skill of singing Bhajan, Kirtan, Folksongs and Patriotic song or any Raga; and
- organize musical programme.

UNIT 1. MUSIC IN DAY TO DAY LIFE

- 1.1 Meaning and concept of music
- 1.2 Scope and importance of music in our day to day life
- 1.3 Objectives of performing Music
- 1.4 Relationship between music and social, moral, aesthetic, emotional, spiritual and cultural value

UNIT 2. NADA, SWARA, RAGA AND THEIR FORMS

- 2.1 Meaning of Nada swara in Hindustani
- 2.2 Knowledge of seven notes [Saptak/octave swara]
- 2.3 Ascending [Aroh] and descending [Avroh] lines of raga yaman, bilawal, bhopali and raga khamaj

UNIT 3. BASIC KNOWLEDGE OF TALA, MATRA AND LAYA

- 3.1 Meaning of tala [Time measure/cycle], matra [time unit/beat], Bhivaga [deivision/khanda]
- 3.2 Laya [rhythm], vilambhit [slow], Madhya [medium] and drut [fast]
- 3.3 Common talas [time units]: Kaharwa, Dadra, Rupak and Dipchandi

UNIT 4. LIFE HISTORY OF MUSICIAN AND ORIGIN OF MUSICAL INSTRUMENTS

- 4.1 Life history of great national and regional [Manipur] vocal musician [classical, folk, tribal and modern songs]
- 4.2 History and origin of tabla, Meiteipung, Harmonium, Pena, Bansuri, Organ and guitar
- 4.3 Qualities of a good musician and a music teacher

UNIT 5. OBJECTIVES OF MUSIC TEACHING IN SCHOOL CURRICULUM

- 5.1 Aims and objectives of teaching music at the elementary and secondary level
- 5.2 Educational values of music with special reference to its inclusion in secondary school curriculum
- 5.3 Relation of music with literature, culture [dance], history, geography and science
- 5.4 Audio visual aids- Record player, CD/DVD player, Radio, Video or Audio clips of musical concerts

Practical

As appropriate to the topic detailed above shall be conducted simultaneously along with the discussion of the theoretical points.

Documentations and presentations shall be made on any two of the practicals

Suggested Readings

- Bhatkhande, V.N: Hindustani sangeet, Peihati, Sangeet karyalaya, Hathras [UP]
- Late B.Jayanta Kumar Sharma: Punshi Eshei Shaknashakna, [Manipuri]writer forum, Imphal
- Chaitanya B: An introduction of Indian music: Government of India
- Garg, Dr.Laxmi: Sangeet Visharad, Sangeet Karyalaya, Hathras, UP
- Nigam V.S: Musicology of India,part-I & II,V.S.Nigam,Lucknow
- Sharma,Bhagat Sharan: Taal Shastra,K.V & C.L. Agarwal,Bara bazaar,Aligarh
- Krishnaswamy S.: Musical instrument of India publication division ,Mnistry of information and broadcasting ,Government of India
- Vidyarthi,L.P.: Art & Culture of Northeast India, Government of India

SCHOOL INTERNSHIP

B.Ed. (SI) 01: 4 Week School Exposure and Working with Community

Course Learning Outcomes

The course will:

- enable the student-teachers to build a repertoire of professional understandings, competencies and skills, and positive attitude to schooling and teaching;
- give opportunities to student-teachers to know about school setting;
- identify the participatory role of teacher as a facilitator as well as mentor of the students;
- understand the nature of the heterogeneous group of students.

B.Ed. (SI) 02: Sixteen Week School Internship

Course Learning Outcomes

The course will:

- provide opportunity to link the educational theory and pedagogical concepts with their practice, and to test the validity of theoretical propositions in school setting;
- enable the student-teachers to design the suitable pedagogical approach based on student-centred approach;
- facilitate transformation of a student-teachers from being learner to adequately-equipped teachers;
- provide opportunities to observe, participate and contribute in all activities of the school;

**REVISION OF SYLLABUS
MANIPUR UNIVERSITY
TWO- YEAR BACHELOR OF EDUCATION (B.ED.) PROGRAMME
2017–2018 ONWARDS**

Syllabus Review Committee

- | | |
|---|----------|
| 1. Dr. K.P. Guite, Principal, RKSDCE, Imphal | Chairman |
| 2. Dr. W. Jyotirmoy Singh, Associate Professor, DMCTE, Imphal | Member |
| 3. Shri Kh. Dineshkumar Singh, Associate Professor, DMCTE, Imphal | Member |
| 4. Dr. T. Surendra Singh, Assistant Professor, DMCTE, Imphal | Member |
| 5. Dr. L. Sharmeswar Singh, Assistant Professor, DTE, MU, Imphal | Member |
| 6. Dr. Soram Sonia, Assistant Professor, DTE, MU, Imphal | Member |
| 7. Shri L. Brojen Singh, Lecturer, KDMCE, Pangei | Member |
| 8. Ms. Naziya Hasan, Assistant Professor, DTE, MU, Imphal | Member |
| 9. Smt. H.Ibeyaima Devi, Associate Professor, HTTC, Imphal | Member |
| 10. Smt. Th. Medha Devi, Assistant Professor, RKSDCE, Imphal | Member |
| 11. Mrs. B. Mercy Vahneichong, Assistant Professor, DTE, MU, Imphal | Member |
| 12. N. Rajiv Kumar, Principal, IRE, Wangjing | Member |
| 13. Dr. S. Gyaneswar Singh, Consultant, MU, Imphal | Advisor |
| 14. Dr. K. Sobita Devi, Head (i/c), DTE, MU, Imphal | Convener |

Other Contributors

1. Th. Monica Devi, Assistant Professor, DTE, MU, Imphal
2. Dr. Phalneikim Haokip, Faculty Member, DTE, MU, Imphal
3. Dr. N. Sunderlal Singh, Faculty Member, DTE, MU, Imphal
4. Dr. Th. Bharatee Devi, Faculty Member, DTE, MU, Imphal
5. H. Rakesh Singh, Faculty Member, DTE, MU, Imphal
6. S. Rosila Monsang, Faculty Member, DTE, MU, Imphal
7. Soibam Birajit Singh, Lecturer, IIE, Kha Naorem Leikai, Imphal
8. L. Bishwajit Singh, Lecturer, TIITET, Bishnupur
9. P. Dhanabir Singh, Principal, TTT College, Koirangei, Imphal
10. Premjit Moirangthem, Vice-Principal, TIITET, Bishnupur
11. Y. Surjit Singh, BEd in charge, RKSDCE, Imphal