

TWO YEARS B.ED.PROGRAMME COURSE STRUCTURE AND SYLLABUS



EFFECTIVE FROM: JULY, 2019

**DEPARTMENT OF EDUCATION
MIZORAM UNIVERSITY, AIZAWL**

SECTION-I
RULES AND REGULATIONS FOR
BACHELOR OF EDUCATION, (B.Ed.) PROGRAMME
(SEMESTER SYSTEM)
MIZORAM UNIVERSITY

All the rules and regulations, hereinafter, specified shall be read as a whole for the purpose of interpretation.

I. Eligibility, Intake and Admission Procedure:

1. A candidate for admission to B.Ed. Programme is required to have obtained at least 50% marks either in Bachelor's Degree and/or in Master's degree in Sciences/Social Sciences/Humanities, Bachelor Degree in Engineering or Technology with specialization in Science and Mathematics with 55% marks or any other qualification equivalent thereto.
2. There will be reservation and relaxation for SC/ST/OBC/PWD and other categories as per rules of the Central/State Government/Mizoram University, whichever is applicable.
3. The intake capacity of the Department/ Institution offering B.Ed. Programme shall be determined by the NCTE, the regulatory body of Teacher Education Programmes. No institution, in any case, will admit more students than the intake capacity sanctioned/ approved by the NCTE.
4. Admission shall be made on merit basis of marks obtained in the qualifying examination and/or in the entrance test or any other selection process as per the policy of Central Government/State Government/Mizoram University, whichever is applicable.
5. No admission / readmission is to be made after the expiry of two weeks from the date of commencement of instruction.

II. Fee:

The Department/ Institution shall charge only such fee as prescribed by the Mizoram University/State Government concerned in accordance with the provisions of NCTE.

III. Duration of the Programme, Working Days and Attendance Requirement:

A. Duration

1. The duration of the B.Ed. Programme shall be of two (2) academic years consisting of four (4) Semesters. The academic year shall be as per the Mizoram University P.G. Calendar.
2. A student shall be permitted to complete the Programme within a maximum period of three years (six semesters) from the date of his/her admission to the programme.
3. A candidate shall be permitted to proceed from the first semester up to the final semester irrespective of his/her failure in any of the semester examinations in between provided that he/she has been found qualified and filled up the examination forms for the semester examinations but couldn't appear/pass.

B. Working Days

The total number of working days for the B.Ed. programme per academic year will be as per the ordinance/regulation of Mizoram University and NCTE norms.

C. Attendance Requirement:

The minimum attendance of student-teachers shall have to be 80% for theory courses, and 90% for internship.

IV. Scheme of Instruction and Examination:

1. Instruction in various subjects shall be provided by the Department/ Institution as per the scheme of instruction and syllabi prescribed.
2. The programme of instruction, examinations and vacations shall be notified by the University.
3. The medium of instruction and examinations shall be English.
4. At the end of each semester, University Examination shall be held.
5. A student will get maximum two chances, including regular chance, to Pass/Clear a paper within six semesters (3 years) from the date of his/her admission.
6. A student who passed the B.Ed. examination can be permitted to reappear in the examination to improve his/her marks/results in the theory papers only. He/ she can sit for improvement maximum in any two theory papers within six semesters (3 years) from the date of his/her admission. In such cases, the mark which is higher in the two examinations will be considered for the final results.

7. Backlog/Improvement examinations shall be conducted only with the regular and the relevant Semester Examinations.
8. Re-evaluation is applicable for theory papers only. A student who desires to apply for re-evaluation shall be governed by re-evaluation rules of Mizoram University.
9. A candidate shall be deemed to have passed the Semester Examination, if he/she secures not less than the minimum marks as prescribed below:
 - a) 40% in each Theory Paper
 - b) 50% in Internship/Practicum
 - c) 40% in each Internal/Sessional assessment
10. In case a student who could not appear/ secure 40% in internal/sessional, he/she can repeat in the subsequent relevant semester with due permission from the Head of the Department/ Institution provided that he/she has passed in the theory examination of the concerned course. No such provision will be applicable for internship/practicum.
11. All relevant papers/records of a candidate, who is awarded with less than 50% or above 85% marks in internship/practicum, have to be sent to the Controller of Examinations by the Head of the Department/ Institution with justification which will be re-evaluated by a Board of three (3) members to be constituted by the Chairman, Board of Studies in Education and the marks awarded by the Board will be final.

V. Eligibility for taking University Examinations

1. The minimum attendance of student shall have to be 80% for all theory & practicum, and 90% for school internship.
2. A student who has not been allowed to take University Examinations due to shortage of attendance shall be required to fulfil the criteria of minimum attendance by attending the classes of the next batch of the students of the same Semester in 3rd year only maximum in one odd semester and one even semester.
3. Condonation of shortage of attendance shall be governed by the relevant ordinance of Mizoram University.
4. No candidate shall be allowed to pursue more than one regular degree programmes simultaneously. Further, no regular employee of any organization can pursue the programme without NOC and formal sanction of leave.
5. Any other rule/provision of the University relevant for the programme, existing or subsequent revision, will be applicable.

VI. Evaluation:

1. Candidates who have passed all the examinations in theory, practical and internship courses of the programme shall be awarded divisions/marks as given below:
 1. 75% and above - Distinction
 2. 60% - below 75% - First Division
 3. 50% - below 60% - Second Division
 4. 40% - below 50% - Pass
2. Theory, internship/practicum and internal/sessional marks in each course will be reflected in the mark sheet separately along with the total marks.
3. Marks in the sessionals of different courses and practical/assignment will be finalized by the Head of the Department/Institution and to be submitted to the University before the commencement of the Theory Examination as to be notified by the Controller of Examinations.
4. Internship programme will be assessed by Internal/External Examiners as stipulated in the specific courses of the syllabus. External Board of Examiners will be appointed by the University for each Department/Institution with the recommendation of Chairman of the Board of Studies in Education.

VII. Award of Degree:

1. The B.Ed. Degree will be conferred on a candidate who has pursued a regular course of Study for two (2) academic years of four (4) semesters prescribed in the scheme of instruction and has passed all the examinations
2. Candidates who have not passed the examinations in the first attempt along with the batch in which they were admitted are not eligible for getting Distinction/Prizes/ Medals/ Merit Certificates, etc.
3. Candidates who appear for improvement of performances are not eligible for the award of Distinction/Prizes/ Medals/ Merit Certificates, etc.

SECTION-II

COURSE STRUCTURE

A) Overall Course Structure:

The two year B.Ed. programme, spread over four semesters, shall consist of 12 Core Courses (CC), 1 Soft Course (SC), and 4 Enhancement of Professional Competencies (EPC) Courses. The B.Ed. programme will carry 2000 marks, of which 1250 marks will be for Core and Soft Course (SC), and the remaining 750 marks will be for School Internship (500 Marks) and Enhancement of Professional Competencies Courses (250 Marks). The total marks for internal and external assessment will be 1000 each. The total credit for the course will be 80. All of the four semesters will be of 500 marks and 20 credits each. The third semester will be fully devoted to school internship.

The B.Ed. programme includes theory-based teaching learning activities and practicum (including Internship) on almost 50:50 bases. Total numbers of credits allotted to theory related teaching are 40 credits (1000 Marks), and Practicum plus internship 40 credits (1000 Marks) out of total 80 credits (2000 Marks). It is done to do justice to the Professional Programme of B.Ed.

Table -1

Paper		Sem-I	Sem-II	Sem-III	Sem-IV	Total marks	Grand
Theory			B.Ed./2/CC/201 B.Ed./2/CC/202 B.Ed./2/CC/203 B.Ed./2/CC/204	B.Ed./2/CC/201 B.Ed./2/CC/202 B.Ed./2/CC/203 B.Ed./2/CC/204	Internship (16 Weeks)	B.Ed./4/CC/401 B.Ed./4/CC/402 B.Ed./4/CC/403 B.Ed./4/CC/404 (1/2)	Total
	Marks	400	400	350		1100	1250
	Soft course Marks	-	-		B.Ed./4/SC/406 (100)	100	
School Internship Field Work and EPC* Activities	School Internship and Field Work (20 Weeks)	1 Week Field Work for Activities under Semester-I	1 Week Field Work for Activities under Semester-I	16 Weeks Internship (including 4 weeks Pre Internship Training)	1 Weeks Field Work for Activities under Semester-I		
	Marks	-	-	500	-	500	
	EPC	B.Ed./1/EPC/105	B.Ed./2/EPC/205(1/2) (EPC-2)B.Ed./2/CC/206 (1/2)(EPC-3		B.Ed./4/CC/405(1/2) (EPC-4)		
	Marks	100	100		500		
	Grand	500	500	500	500		2000

EPC-Enhancement of Professional Competencies
1/2- Indicates Half paper of 50 marks (2 credits)

B) Consolidated Details of Internal and External Assessment

Table-2
Semester Wise Distribution of Internal and External Assessment

Semester/Paper		Sem I			Sem II			Sem III			Sem IV			Grand Total		
		IA	EA	Total	IA	EA	Total	IA	EA	Total	IA	EA	Total	IA	EA	Total
Theory	Core papers	160	240	400	160	240	400	-			140	210	350	460	690	1150
	Optional /Elective	-	-	-							40	60	100	40	60	100
School Internship and EPC Activities	School Internship	-	-	-				250	250	500				250	250	500
	EPC	100		100	100		100				50		50	250	-	250
Total		260	240	500	260	240	500	250	250	500	230	270	500	1000	1000	2000

IA- Internal Assessment,

EA- External Assessment

Note: Details of Internal Assessment Marks for the Sessional Works in theory papers have been shown in respective semester tables.

**SECTION-C:
DETAILED SYLLABUS
SEMESTER-I**

**B.Ed.: Semester-I
Distribution of Marks and Credits for Different Courses**

Course No.	Name of Course	Total		Distribution Credits			Internal	External
		Marks	Credits	L	T	P		
B.Ed./1/CC/101	Childhood and Growing Up	100	4	3	-	1	40	60
B.Ed./1/CC/102	Contemporary India and Education	100	4	3	-	1	40	60
B.Ed./1/CC/103	Learning and Teaching	100	4	3		1	40	60
B.Ed./1/CC/104	Understanding Disciplines and Subjects	100	4	3	-	1	40	60
B.Ed./1/EPC/105	Critical Understanding of ICT (EPC-1)	100	4	2	-	2	100	-
Total		500	20	14	-	6	260	240

**B.Ed.: Semester-I
Details of Internal and External Assessment Marks**

Course	Name	Internal				External		
		Class Test-1	Class Test-2	Practicum/Activity				
B.Ed./1/CC/101	Childhood and Growing Up	10	10	20		60		
B.Ed./1/CC/102	Contemporary India and Education	10	10	20		60		
B.Ed./1/CC/103	Learning and Teaching	10	10	20		60		
B.Ed./1/CC/104	Understanding the Subject & Discipline	10	10	20		60		
B.Ed./1/CC/105	Critical Understanding of ICT (EPC-1)	10	10	20	20	20	20	-
Total		50	50	160		240		
		100		160		240		
		260				240		

- ❖ First Test will be in the In Mid of Second Month of the Semester.
- ❖ Second Test will be in the End of the Third Month of the Semeste

SYLLABUS

COURSE NO. B.Ed./1/CC/101 CHILDHOOD AND GROWING UP

Credits -4

Marks: 100

(60 Marks for End Semester Exam, 20 Marks for Two Class Tests, and 20 Marks for Engagement with Field/ Practicums/Suggested Activities)

Course Objectives

After undergoing this course student-teachers will be able to

- Know the different stages of childhood and development
- Understand the need and theories of child development
- Comprehend the impact of psychological, social, economic, cultural and political dimensions in construction of different childhood experiences.
- Analyze the critical issues of childhood and development.
- Examine the adolescence stage elaborately in various aspects.
- Identify different learning styles and their implications for teaching.
- Apply the theoretical knowledge in realistic context.

Course Content

Unit-I: Child as a Developing Individual

- Concept of Growth and Development, Relationship between growth and development
- Principles of growth and development.
- Role of Nature and Nurture in development of children
- Developmental characteristics of a child and an adolescent- Physical, Cognitive, Social, Emotional, Moral and their educational implications
- Developmental task of a child: Role of parents and teachers

Unit-II: Understanding the Learner in Psycho-social (Sociological) Context

- Concept of Socialization
- Agencies of Socialization and their impact on child development
- Psycho-Social Factors influencing the Learner:
 - Parent-Child relationship
 - Family
 - Peer Influences

- School
- Facilitating holistic development (for self and society)
- Promoting development of all children in the classroom
 - Positive classroom environment
 - Addressing diversity and equalities

Unit-III: Adolescence: A Sensitive Period of Development

- Realistic and Contextual Frames of growing up in adolescence
 - Impact of Urbanization
 - Impact of Media in their development
- Problems with Adjustment in Adolescence
- Issues and Concerns in adolescence
 - Problems of adjustments
 - Examination phobia
 - Drug addiction
 - Juvenile Delinquency
- Life Skill Education: Meaning, Dimensions and significance in adolescence
- Health awareness for Adolescence
 - Disease, prevention and control of AIDS

Unit-IV: Individual Difference and Learning

- Meaning and types of Individual differences
- Factors affecting individual difference
- Diversity in Learners: Learning styles and their characteristics
- Understanding different learners: slow learners, gifted and creative learners
- Factors affecting learning -
 - Learner variables - Age, sex, mental set, family background, previous experience, socio economic status, success and failure experience, knowledge of improvement
 - Task variables - Meaningfulness of material, difficulty of material, length of material
 - Method variables -Review or Recall, over learning, Distributed vs Massed Practice, Whole vs Part Method, Recitation during learning, Use of audio-visual Aids

Suggested Activities for Field Engagements/Practicum's (20 Marks)

Note: Only one activity has to be selected or assigned from the following

- Interviewing the parents of children (primary and secondary school goers) addressing the developmental problems or adjustments
- A study on examination phobia in teenagers
- A survey of media preferences among the teenagers
- Observing the creative expression of children through visual arts and music
- Engaging with children's' lived realities to understand the child's views: Biographies, Stories and Narrations of growing up in different cultures, Children's Diaries, Testimonies and Media as a medium of sharing experiences.
- A study of various factors affecting students learning outcomes.
- Preparation of socio-cultural, family and economic profile of high/low achievers in Science/Math/English
- Case study(ies) of slow learner(s) / advance learner
- Observe the various age group children (Early childhood/Later childhood/Adolescent) in various situations like in the classroom, playground, at home, with parents, friends, siblings and list down the characteristics of them in physical, social, emotional and intellectual domain.
- List down different maladjusted behaviours of adolescents which you could identify from the classroom and out-side classroom. Take interview of a few and try to understand the factors that may be responsible for their behaviour.
- Visit a school (Practice Teaching) and find out the different measures/activities taken by school or teachers for healthy mental health of the children by interviewing school teachers.
- Find out the plug-in points from your school subjects and link it with the components of Adolescence Education. Also plan out supplementary co-curricular activities for the same.
- Observe some high achieving students and list down the behavioural characteristics which impress you.
- Take interview of five low achievers and five high achievers and find out their ways of learning.
- Any other relevant activity considered appropriate by the teacher.

Modes of Transaction:

Lecture, group discussion, project work, field report, assignment, student-seminar etc.

Suggested Readings:

- Arden N. Frandsen (1957). *How children learn* Mc.Graw Hill
- Bhatia, H. R. (1973). *Elements of Educational Psychology*, 5th edition, Orient Longman.

- Bigge, M. L. (1982). *Learning Theories for Teachers*, (4th edition). New York, Harper and Row Publishers, P.P. 89-90.
- Bolles, R. C. (1975): *Learning Theory*. New York, Holt, Rinehart and Winston, P.P. 18-19.
- Chauhan, S.S. (1978): *Advanced Educational Psychology*, Vikas Publishing house Pvt. Ltd., New Delhi.
- Dandapani, S. (2001), *A textbook of Advanced Educational Psychology*. New Delhi: Anmol Publications.
- Dunn, R. (1983). Can students identify their own Learning Styles? *Educational Leadership*,40, P.P. 60-62.
- Dash, M. (1988). *Educational Psychology*. Delhi: Deep and Deep Publication.
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- Duric, L. (1990). *Educational Sciences: Essentials of Educational Psychology*. International Bureau of Education, UNESCO, New Delhi, Sterling Publishers, P. 81.
- Fontana, D. (1995). *Psychology for Teachers* (3rd edition). The British Psychological Society, London: McMillan in association with BPS Books.
- Kundu C.L. and Tutoo D.N. (1993) : *Educational Psychology*, Sterling Publishers Pvt. Ltd.
- Lindgren, H. C. (1967). *Educational Psychology in Classroom* (3rd edition). New York: John Wiley and sons.
- Mangal, S. K. (1984). *Psychological Foundations of Education*. Ludhiana: Prakash Publishers
- Mohan J. and Vasudeva P. N. (1993). *Learning Theories and Teaching*, In Mohan Jitendra (ed.) *Educational Psychology*, New Delhi, Wiley Eastern Limited, P. 146.
- Oza, D. J. and Ronak, R. P. (2011). *Management of behavioral problems of children with mental retardation*. Germany: VDM publication.
- Papalia D. E., and Sally, W. O. (1978). *Human Development*. McGraw Hill Publishing Company
- Phens, J. M., and Evans, E. D. (1973). *Development and Classroom Learning : An Introduction to Educational Psychology*. New York: Holt Rinehart and Winston Inc.
- Tessmer, M., and Jonassen, D. (1988). *Learning Strategies: A New Instructional Technology*. In Harris Duncun (1988) *Education for the New Technologies*, World Year Book of Education. London: Kogan page Inc
- Skinner, E. C. (1984). *Educational Psychology-4th Edition*. New Delhi: Prentice Hall of India Pvt. Ltd.
- Spinthall, N., and Spinthall, R. C. (1990). *Educational Psychology 5th Edition*. - McGraw Hill Publishing Company.
- Bee, H. & Boyd, D. (2002). *Life span development* (3rded.). Boston: Allyn& Bacon.

- Dandapani, S.(2004) *A Textbook of advanced educational psychology*(3rded.), Anmol
- Herbert J. Klausmeier (1966). *Learning and Human abilities* (4thed.). Harper & Row
- Hill, W. F. (1977) *Learning*(3rd ed.), Methuen
- Hughes, A. G. (2003). *Learning and Teaching*.Sonali
- Kauchak, Donald P.(1998). *Learning and Teaching* (3rd ed.). Boston: Allyn& Bacon
- Mangal, S.K. (2004). *Advanced Educational Psychology* (2nded.). New Delhi, Prentice Hall of India Private Limited.
- Selma, E.H. (1961) *Learning activities for Reading* (4thed.). WCB
- Sousa, David A. (2009) *How the brain learns* (3rded.).Corwin

COURSE NO.: B.Ed./1/CC/102
CONTEMPORARY INDIA AND EDUCATION
Credits: 4
Marks: 100

(60 Marks for End Semester Exam, 20 Marks for Two Class Tests, and 20 Marks for Engagement with Field/ Practicums/Suggested Activities)

Course Objectives:

- After the completion of the course, student- teachers will be able to: engage with studies on Indian society and education.
- acquire conceptual tools of sociological analysis and hands on experience of engaging with diverse communities, children and schools.
- know about policy debates over time, implementation of policies and programme for development of education.
- shape school education through interaction of various policy imperatives financial allocations and school language policies.
- develop concerns for various social issues and related education to social development reflect on the contemporary issues in education.
- develop an understanding about the social realities of Indian society and its impact on education
- learn the concepts of social change and social transformation in relation to education know the different values enshrined in the constitution of India and its impact on education
- identify the contemporary issues in education and its educational implications

Course Contents

Unit 1: Diversity in Indian society

- Culture, Meaning, Types, Forms
- Cultural Heritage in India
- Social Stratification: Meaning, Forms, Social Mobility
- Education and Social Stratification
- Social Diversity in India : Religions, Caste, Linguistic and Gender
- Social Group : Demand of Social Groups towards Education
- Role of Education towards Diversity in Society

Unit II: Constitutional Provisions on Education

- Constitutional Provisions on : UEE, USE, RTE
- Role of State and Central Government in the Development of Education

Unit III: Development of Educational Policy in India

- Educational Reforms in Pre-Independence: Macaulay's Minute, Wood Dispatch, Hunter Commission, Wood Abbot Report, Sergeant Report
- Development of Modern Education Policy in Post-Independence Period: Kothari Commission (1964-66), National Policy of Education- 1986, Programme of Action- 1992, National Curriculum Framework- 2005, SSA and RMSA

Unit IV: Educational Opportunities for marginalized groups

- Inequality in Education : SC/ST/OBC, Women, Disabled
- Equality and Equity in Education : Concept and Measures
- Role of School in Dealing with Inequality and Equity of Marginalized Groups.

Unit V: New Trends in Education

- Education for Sustainable Development
- Peace, Value and Human Rights Education
- Environment Education
- Liberalization, privatization in education

Suggested Activities for Field Engagements/Practicum's (20 Marks)

Note: Only one activity has to be selected or assigned from the following:

- Comparative Study of School Education Aided by Government and NGO
- Visit to a School and Writing of Report on the Status of Implementation of Mid-Day Meal/SSA/RMSA
- Status Report on Child Labour in a Particular Geographical Area.
- Effect of Privatization of Education on Elementary/Secondary Education
- Study on the Educational Provisions for Marginalized Children.
- Role of Church, YMA, MHIP and Other NGOs in Education,
- Emerging Social Issues/Problems in Mizo/Indian Society and Remedies.
- Study the Impact of Right to Education Act on Schools
- Comparison of Government and Private Schools on Certain Selected Variables.
- Any other activities considered appropriate by the course teacher.

Modes of Transaction:

Lecture, Group Discussion, Project Work, Field Report, Assignment, Student-Seminar etc.

Suggested Readings

- Bhatia, K., and Bhatia, B. (1983). The philosophical and Sociological foundation of Education. New Delhi: Dobaba House.
- Bhattacharya, S. (2006). Sociological Foundation Of Education: Atlantic Publishers. New Delhi.
- Dhankar, N. (2010). Education In Emerging Indian Society. New Delhi: APH Publishing Corporation.
- Fagerling, I., and Saha, L. J.O. (1989). Education and National Development (2nd Ed.).England: Pergamon Press.
- Kakkar, S. B. (1995). Changing Perspectives in Education. New Delhi: Vikas Publishing House Pvt. Ltd.
- Mehta D. D. (2009). Education in Emerging Indian Education, Indian Education. Ludhiyana: Tondan Publications, Books Market.
- Murthy, S. K. (2009). Philosophical and Sociological Foundation of Education. Ludhiyana: Tondan Publication, Books Market.
- Pathak, K. R. (2007). Education in the Emerging India. New Delhi: Atlantic Publishers.
- Pathak, R. P. (2009). Philosophical and Sociological Foundations of Education. New Delhi: Kanishka Publishers.
- Rao, D. B. (1996). Globals Perception on Peace Education, Vol. I, II & III. NewDelhi: Discovery Publishing House.
- Rassekh, S., and Vaideanu, G. (1987). The contents of education. UNESCO, Paris: Richard Clay Ltd., Bungay, Suffolk, England.
- Schultz, T. W. (1972). Investment in Education. London: The University of Chicago Press Ltd.
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- Singh, Y. K. (2005). Education in Emerging Indian Society. New Delhi: APH Publishing.
- Thakur, A. S., and Berwal, S. (2007). Education in Emerging Indian Society. New Delhi: National Publishing House.
- Toffler, A. (1971). Future Shock. London: Hazell Watron and Viney Ltd.
- Varghese, N. V., Sabharwal, N. S., &Malish, C. M. (Eds.). (2017). India Higher Education Report 2016: Equity. SAGE Publishing India.

COURSE NO.: B.Ed./1/CC/103
LEARNING AND TEACHING
Credits -4
Marks: 100

(60 Marks for End Semester Exam, 20 Marks for Two Class Tests, and 20 Marks for Engagement with Field/ Practicums/Suggested Activities)

Course Objectives:

After completing the course the student-teacher will be able to;

- understand the variables in the teaching-learning process so as to infer teacher's role in making instruction effective
- explain major approaches to learning and interpret them vis-à-vis instructional applications, so as to be able facilitate the learning of their pupils.
- understand different approaches of learning
- understand concept, phases, levels and models of learning.
- plan the instructional process and apply the basic teaching model.
- incorporate teaching models in teaching
- acquaint the students with the taxonomy of educational objectives and develop the skill and competencies to write the instructional objectives.
- use various teaching skills in classroom situation and adopt effective classroom managerial skills
- recognize and appreciate the role of a teacher as a leader, manager, communicator and motivator
- explain the concept of thinking style and its process.

Course Contents

Unit- I: Understanding Learning and the Teaching Learning Process

- Meaning, and Nature of Learning
- Concept of Teaching Learning Process
- Laws of learning and Factors affecting learning
- Role of Maturation in learning
- Variables in the Teaching Learning Process: Instructional objectives (Bloom's Taxonomy) content and method.
- Learner Behaviour (Entry Behaviour), and Teacher Behaviour (Competence, Expectation and Personality)

Unit- II: Understanding the Learner and Learning process

- Methods used in understanding the learner: Introspection, Observation, Experimentation and Case study
- Types of Learning and Learning Styles: Motor; Perceptual; Conceptual and Skills.
- Theories of Learning: Behaviouristic, Cognitivist and Constructivist and Humanistic

Unit-III: Approaches to Teaching

- Meaning, Definition and Concept of Teaching.
- Nature, phases and levels of teaching
- Principles and Maxims of Teaching
- Concept and component of models of teaching
- Models of Teaching: Concept Attainment Model, Social Inquiry Model, Conceptual System Model

Unit-IV: Teaching as a Profession

- Teaching as an Art as well as a Science
- Teaching as a Profession
- Professional ethics of a teacher
- Teacher as a Transmitter of Knowledge
- Teacher as an effective leader, facilitator and manager
- Teacher as a critical pedagogue

Suggested Activities for Field Engagements/Practicums (20 Marks)

Note: Only one activity has to be selected or assigned from the following:

- Writing instructional objectives in behavioural terms according to Bloom's taxonomy
- Record a video lecture exhibiting different skills of teaching related to pedagogy paper.
- Design a lesson plan on the basis of constructivist perspective
- Comparative study on the teaching attitude of elementary, secondary and higher secondary school teachers
- Record an audio lecture on any topic incorporating skills of communication.
- A comparative study of classroom environment in Government and Private schools
- Students' perceptions on teaching-learning processes in different subjects
- Survey of co-curricular activities in elementary/secondary schools

- Language as a barrier in teaching and learning of various school subjects at elementary/secondary schools
- Survey of problems encountered by students in learning of science and mathematics
- A study on the fulfilment of requirement of affiliation for science in secondary and higher secondary schools
- Preparation of a comparative socio-cultural and family profile of learners in Government and Private elementary/secondary/higher secondary schools
- Use of constructivist approach in teaching of Languages/ Mathematics/ Sciences/Social Sciences
- Any other relevant activity considered appropriate by the course teacher.

Modes of Transaction

Lecture, group discussion, project work, field report, assignment, student-seminar etc.

Suggested Readings

- Anuradah Joshi (2009) *Models of teaching* (2nd ed.). H.P. Bhargava
- B. K. Passi (1974) *Microteaching in teacher education* Centre of Advance Study in Education
- B.C. Mahapatra(2004) *Models of teaching in education* Sarup
- Benjamin S. Bloom...et al. (1964) *Taxonomy of educational objectives* Longman Group
- Bhatia, Arun (2005) *Communication for education and development* Rajat
- Bruce Joyce (1985) *Models of teaching* (2nd ed.) Prentice Hall
- Chadha, D. S.(2004) *Classroom teaching and management* Mittal
- D. N. Dasgupta (2007) *Communication and education* Pointer
- David G. Ryans(1960) *Characteristics of teacher* Sterling
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- Dwight Allen (1969) *Microteaching* Addison-Wesley
- Earhart, Lida B.(2003) *Teaching children to study (child psychology)* Lakshay
- Encyclopaedia of Modern Methods of Teaching and Learning (Vol. 1-5)
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- Modi, Jessie S. (2010) *Micro-teaching* Shipra
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- Siddiqui, Mujibul Hasan(2005) *Techniques of classroom teaching* A.P.H

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- Yadav, Mahabir(1993) *Classroombehaviour of pupil* The Academic
- Stephens, L. M. & Evans, E.D. (1973). *Development and Classroom Learning: An Introduction to Educational psychology*. New York: Holt, Rinehart and Winston, Inc.
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- Tanner, L.N. & Lindgren, H.C. (1971). *Classroom Teaching and Learning*. New York: Holt, Rinehart and Winston, Inc.
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- Bloom, B.S. (1981). *All our Children learning*. New York: McGraw Hill.
- Dell’Olio J. M. (2007). *Models of Teaching: Connecting student Learning with standards*. Thousand Oaks: Sage Publications.
- Mangal, S.K. & Mangal, U. (2010). *Essentials of Educational Technology*. New Delhi: PHI Learning Private Limited.

COURSE NO.: B.Ed./1/CC/104
UNDERSTANDING DISCIPLINES AND SUBJECTS

Credits -4

Marks: 100

Course Objectives

After undergoing this course Student-teachers will be able to

- Understand the nature and role of disciplinary knowledge in the school curriculum
- Identify the substantial changes in validation of knowledge as a function of history, geography, culture and subjectivity.
- Identify the paradigm shifts in the nature of disciplines (culture free to culture laden)
- Reflect on history of teaching Languages, Mathematics, Sciences and Social Sciences in schools.
- Enabling to find out the distinction and overlap between social sciences, humanities and liberal arts.
- Appreciate the importance of learner-oriented disciplines and knowledge for social reconstruction.

Course Contents

Unit I: Concept and nature of disciplinary knowledge

- Meaning and Nature of Discipline and Subject
- Relationship between Academic Discipline and School Subject
- Interrelation and Interdependence amongst Various School Subjects
- Basic, applied, multidisciplinary and interdisciplinary nature of disciplines
- Education as an interdisciplinary subject

Unit II: Understanding Language as a Discipline

- Language: Concept, Nature, and Functions of Language;
- Evolution of language,
- Language as a Discipline,
- Language acquisition and language learning,
- Linguistic, psychological and sociological aspects involved in learning of languages.

Unit III: Understanding Mathematics and Science as Disciplines

- Mathematics as a Discipline
- Need and Importance of Mathematics
- Science as a Discipline
- Need and Importance of Science
- Place of Mathematics and Science in School Curriculum

Unit IV: Understanding Social Science as a Discipline

- Interdisciplinary Nature of Social Science
- Development of Values through Social Science
- Social Science and Its Relation with Individuals and Society
- Interrelation and Interaction among Different Social Sciences.
- Relevance of Social Sciences in School Curriculum

Suggested Activities for Field Engagements/Practicums (20 Marks)

Note: Only one activity has to be selected or assigned from the following:

- Review of the books 'To To Chan' for constructing an activity curriculum
- Writing an analytical report on any one of the curricular ideologies.
- Preparation of a chart based on the analysis of the paradigm shift on learning, teaching, pedagogy, curriculum, Assessment, and role of teachers.
- Comparing the knowledge and methods within and between political, social and intellectual context.
- Identification of low and high achievers in Languages/Mathematics/Sciences/Social Sciences
- Problems of students in learning of Languages/Mathematics/Sciences/Social Sciences.
- Writing a report on linguistic riots in India.
- Critical analysis of recommendation of various commissions on medium of instruction.
- A study of attitude of teachers/students towards teaching/learning of Languages/Mathematics/Sciences/Social Sciences.
- Survey of problems encountered by teachers/students in teaching/learning of Hindi.
- Preparing an academic and professional profile of teachers teaching Languages/Mathematics/Sciences/Social Sciences in elementary/secondary schools
- Historical analysis of Evolution of any modern Indian Language
- Any other activities to be identified by the teacher

Modes of Transaction

Lecture, group discussion, project work, field report, assignment, student-seminar etc.

Suggested Readings

- Allan Luke, Annette Woods & Katie Weir (2013). *Curriculum, Syllabus Design, and Equity: A Primer and Model*. Routledge Publication, New York: NY.
- Balbir Jain (2012). Vocational Education in India: Problems and Policies. *Indian Journal of Industrial Relations*, 28(1).
- Carolin Kreber (2009). *The University and its Disciplines: Teaching and Learning within and beyond: Teaching and Learning within and Beyond Disciplinary Boundaries*.
- Clinton Golding (2009). *Integrating the disciplines: Successful interdisciplinary subjects*.
- Goodson, I. (1993). *School Subjects and Curriculum Change: Studies in Curriculum*
- Goodson, I.F., & Marsh, C.J. (2005). *Studying school subjects: A guide*. Routledge
- Graham Butt (2011). *Geography, Education and the Future*. Bloomsbury Academic, New York, NY.
- Krishna Kumar (2005). *Political Agenda of Education: A Study of Colonialist and Nationalist Ideas (2nd Edition)*. Sage Publications India Pvt Ltd., New Delhi. (81-7829-446-X (India-Hb).
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- Santosh Mehrotra, Ravi Raman, Kalaiyaran and Neha Kumra. (2014). *Vocational Education and Training Reform in India: Learning from good Practices at home and abroad*. IMAR Report No. 1/2014. Institute of Applied Manpower Research, Planning Commission, Government of India, Delhi.
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- Shulman, L. (1987). Knowledge and teaching: Foundations of the new reform. *Harvard Educational Review*, 57 (1), 1-22.
- Shulman, L. (1992, September-October). Ways of seeing, ways of knowing, ways of teaching, ways of learning about teaching. *Journal of Curriculum Studies*, 28, 393-396.
- Silver, Harold, (1983) 'Education as history' British library, Methuen London LA 631.7 S4
- Stanford Encyclopaedia of Philosophy (2015). *The Social Dimensions of Scientific Knowledge*. Retrieved from <http://plato.stanford.edu/entries/scientific-knowledge-social>

COURSE CODE: BED/1/CC/105
COURSE TITLE: ICT IN TEACHER EDUCATION
Credits: 4
Marks: 100
(100 Percent Internal Assessment)

**(20 Marks for Class Two Tests, and 80 Marks for Engagement with Field/
Practicums/Suggested Activities etc.)**

Course Objectives:

- On Completion of the course the student-teachers will be able to understand the social, economic, security and ethical issues associated with the use of ICT identify the policy concerns for ICT describe a computer system; operate the Windows and/or Linux operating systems;
- use Word processing, Spread sheets and Presentation software;
- acquire the skill of maintaining the computer system and the skill of trouble shooting with the help of Anti-Virus and Other tools.
- operate on Internet with safety
- elucidate the application of ICT for Teaching Learning
- develop various skills to use computer technology for sharing the information and ideas through the Blogs and Chatting groups
- Critically evaluate ICT related policies and plans
- Assess various problems and issues related to information and communication technologies and its integration in education

Course Contents

Unit -I: Digital Technology and Socio-Economic Context

- Concept of Information and Communication Technology
- Need and importance of ICT in Education, Application of ICT in the field of Education to improve quality
- Govt. Policies and Initiatives in ICT in Education:
 - National Policy on ICT in School Education
 - ICT in Schools Scheme
 - National Mission on Education on Education through ICT (NMEICT)
- Basic Workings of the various Components and Peripherals of a Current Generation Computer. Hardware and Software.

Unit- II: Modern Methods of Teaching and Learning in ICT

- E-Learning, Mobile Learning, Online Learning
- Smart Classroom

- Virtual Classroom and Virtual University
- Massive Open Online Courses (MOOCS)
- Social Networking and Education.

Unit- III: Internet and Techno-Pedagogic Skills

- Introduction to the Internet and the Web, Client-Server Relationship
- Safe Surfing Mode: Malware, Worms, Trojans, Viruses, Phishing, Spam, Bots
- Steps to integrate ICT in Education and the related challenges.
- ICT in Publication and Evaluation.
- Developing ICT Based Lesson Plan

Unit- IV: MS Office:

- MS Word
- MS Power Point
- MS Excel
- MS Access
- MS Publishing

Modes of Transaction:

LCD Projection, Demonstration, Lecture, Web Surfing, Designing WBI etc.

Suggested Activities for Field Engagements/Practicums (80 Marks)

Note: Four activities of 20 marks each have to be selected or assigned from the following:

- Installation of Operating systems, Windows, installation of essential Software and Utilities;
- Projects that may involve the hardware like LCD Projector, digital camera, camcorder, scanner, Printer, interactive white board and software like word processors (MS Word/Libre Office), spread sheet and Slide Presentation (PPT/impress); and/or Creating and using Blogs and Google Groups, Google Docs.
- Developing a lesson plan on any topic by using internet resources. The report should mention the details of navigating, searching, selecting, saving and evaluating the authenticity of the material and also mention how it adds or justify the facts, figures(data), graphics, explanation and logic of the topic.
- Teaching with a multimedia e-content developed by the student himself/herself
- Any other activity to be decided by the course teacher relating to the topics given under the Four Units of Course Content.

Suggested Readings

- Agarwal, J.P. (2013). Modern Educational Technology. Delhi: Black Prints.
- Barton, R. (2004). Teaching Secondary Science with ICT. McGraw-Hill Internationals.
- Cambridge, D. (2010). E-Portfolios for Lifelong Learning and Assessment. John Wiley and Sons
- Costantino, P.M., DeLorenzo, M.N. &Kobrinski, E.J. (2006). Developing a Professional Teaching Portfolio: A Guide for Success. New Delhi: Pearson
- Denis, Kim, Sen and Morin (2000). Information Technology - The Breaking Wave. New Delhi: Tata McGraw-Hill Publishing Co. Ltd.
- Imison, T. & Taylor, P.H. (2001). Managing ICT in the Secondary Schools. Heinemann: Oxford.
- Kirwadkar, A. &Karanam, P. (2010). E-Learning Methodology. New Delhi: Sarup Book Publishers Pvt. Ltd.
- Kumar, K.L. (2000). Educational Technology. New Delhi: New Age International Pvt. Ltd.
- Mangal, S.K. & Uma Mangal (2009). Essentials of Educational Technology. New Delhi: PHI Learning Pvt. Ltd.
- Meredith, Marilyn and Rustkosky, Nita (2000). Advanced Microsoft Office 2000. New Delhi: BPB Publication.
- Norton, P. (2000). Introduction to Computers. New Delhi: Tata McGraw-Hill Publications.
- Roblyer, M.D. (2006). Integrating Educational Technology into Teaching. New Jersey: Pearson Prentice-Hall Inc.
- Sharma, Y.K. & Sharma, M, (2006). Educational Technology and Management, Vol 1. New Delhi: Kanishka Publishers and Distributors.
- Shukla, Satish S. (2005). Basics of Information Technology for Teacher Trainees. Ahmedabad: VarishanPrakashan.

SEMESTER-II

B.Ed: Semester-II Distribution of Marks and Credits for Different Courses

Course No.	Name of Course	Total		Distribution Credits			Internal	External
		Marks	Credits	L	T	P		
B.Ed./2/CC/201	Knowledge and Curriculum	100	4	3	-	1	40	60
B.Ed./2/CC/202	Pedagogy of a School Subject- I	100	4	3	-	1	40	60
B.Ed./2/CC/203	Pedagogy of a School Subject- II	100	4	3	-	1	40	60
B.Ed./2/CC/204	Assessment for Learning	100	4	3	-	1	40	60
B.Ed./2/CC/205	Reading and Reflecting on Text (EPC-2)	50	2	1	-	1	50	-
B.Ed./2/CC/206	Drama and Art in Education (EPC-3)	50	2	-	-	2	50	-
Total		500	20	13	-	7	260	240

Semester – II (Marks 500) Details of Internal and External Assessment Marks

Course	Name	Internal Assessment Marks			External	
		Class Test-1	Class Test-2	Practicum /Activity		
B.Ed./2/	Knowledge &Curriculum	10	10	20	60	
B.Ed./2/CC/202	Pedagogy of School Subject-1	10	10	20	60	
B.Ed./2/CC/203	Pedagogy of School Subject-2	10	10	20	60	
B.Ed./2/CC/204	Assessment of Learning	10	10	20	60	
B.Ed./2/CC/205	Reading and Reflecting on the Text (EPC-2)	10	10	10	10	-
B.Ed./2/CC/206	Drama and Art in Education(EPC-3)	10	10	10	10	
Total		60	60	140		240
		120		140		240
		260				240

- ❖ First Test will be in the In Mid of Second Month of the Semester.
- ❖ Second Test will be in the End of the Third Month of the Semester

Pedagogy Courses

Note:

1. Each students will opt for Pedagogy-I and Pedagogy-II compulsory out of the below mentioned possible combinations. Both the Pedagogy papers will be considered as Major Papers

Discipline		Pedagogy- I B.ED/2/CC/202	Pedagogy –II B.ED/2/CC/203
Science/Engineering/Computer Science/Agriculture	Physics, Chemistry and Mathematics (PCM)	Mathematics	Physical Science
	Chemistry, Botany and Zoology (CBZ)	Biological Science	Physical Science
Arts/Commerce	English, Mizo and Social Sciences	English	Social Science/ Geography
		Mizo	
		Mathematics	

COURSE NO.: B.Ed./2/CC/201
KNOWLEDGE AND CURRICULUM

Credits: 4

Marks: 100

(60 Marks for End Semester Exam, 20 Marks for Two Class Tests, and 20 Marks for Engagement with Field/ Practicums/Suggested Activities etc.)

Course Objectives

After completing this course the student-teachers will be able to:

- focus on epistemological basis of education to help them shape educational and pedagogical practices
- understand the knowledge aim of education
- describe the process of knowledge construction
- develop the concept of curriculum
- differentiate different types of curriculum
- understand the basis/foundations and determinants of curriculum
- analyze the various levels at which curriculum decision making operates
- reflect upon the visible and hidden participants involved in curriculum decision making
- justify the need of differentiated and undifferentiated curriculum
- describe the nature of curriculum development
- explain various principles and processes of curriculum development
- know the various levels of teachers' participation in curriculum planning and development
- describe the stages and instruments of curriculum evaluation
- undertake the evaluation of text-books, workbook and teachers' manual
- explain the role of headmaster, teachers and students in successful evaluation and modification of curriculum
- identify curriculum change, modification, improvement and renewal as an inevitable requirement for healthy curriculum

Course Content

Unit-I: Knowledge Construction and Acquisition

- Knowledge : Meaning, types, nature and sources
- Differentiation of knowledge, information, belief and truth
- Process of knowledge construction
- Factors influencing construction of knowledge
- Process of knowledge acquisition

Unit-II: Concept and Foundations of Curriculum

- Concept, Nature, Types and Functions of Curriculum
- Difference between Curriculum framework, Curriculum and syllabus
- Foundations of Curriculum
 - Psychological Foundation
 - Philosophical Foundation
 - Sociological Foundation
- Concept and Need of Undifferentiated and Differentiated Curriculum
- Levels of Curriculum Decision making

Unit-III: Curriculum Designs and Curriculum Development

- Concept and Types of Curriculum Designs (Features, Strengths and Limitations)-
 - Subject Centred Curriculum
 - Child Centred Curriculum
- Local Context Specific Curriculum and Core Curriculum
- Curriculum Development: Concept, Nature and Principles
- Processes of Curriculum Construction
- Levels of Teachers' Participation in Curriculum Development: Imitative Maintenance, Mediative and Generative -Creative

Unit-IV: Curriculum Evaluation and Change

- Curriculum Evaluation: Concept, type and nature
- Stages and Instruments of Curriculum Evaluation
- Evaluation of Text Books, Work Books and Teachers Manual.
- Role of Headmasters, Teachers and Students in Curriculum Evaluation and Modification
- Curriculum Change: Concept and factors Affecting Curriculum Change

Suggested Activities for Field Engagements/Practicums (20 Marks)

Note: Any one activity has to be selected or assigned from the following:

- Compare curriculum packages of different (2-3)fields of disciplines and identify the commonalities and differences
- Review of the books 'To To Chan' for constructing an activity curriculum
- Writing an analytical report on any one of the curricular ideologies
- Critical analysis of existing elementary/secondary/ higher secondary school curriculum
- Development of guidelines for writing of school text-book, work-book, teachers' hand-book, and laboratory manual
- Evaluation of school text-books/work-books/ teachers' hand-book/ manuals

- Status of Science/Mathematics/ Languages/Social Science education in NCF-2000, and NCF-2005
- Role of NCERT and SCERT in curriculum development.
- Conducting of a survey to assess the status of implementation of a particular innovation in curriculum field
- Identification of co-curricular activities in the existing curriculum prescribed by MBSE
- Critical analysis of exercises given in text-books and work books
- Development of work book and teachers guide for one unit/chapter in a text-book
- Any other relevant activity identified by the teacher

Modes of Transaction

Lecture, Group Discussion, Project Work, Field Report, Assignment, Student-Seminar etc.

Assessment Rubrics

- Assessment of students' participation in group activities such as dialogues and open house discussion.
- Students' reflective expression as noticed in the assignment (review)
- Class Tests.
- Assignments/ projects assessment
- Seminar presentation by the student(s) on relevant theme.

Suggested Readings

- Agarwal (2007). *Curriculum Development: Concept, Methods and Techniques*. Jaipur: Book Enclave.
- Agarwal, J.C. (2005). *Curriculum Development*. Delhi: Shipra.
- Agarwal, J.C. (2005). *Curriculum Reform in India: World Overviews, DoabaWorldEducation Series -3*. Delhi: Doab House, Book Sellers & Publishers.
- Alaxander, W.M. & Saylor, J.G. (1966). *Curriculum Planning for modern schools*. New York: Rinhart and Winston Inc.
- Bront, Allen (1978). *Philosophical Foundations for the Curriculum*. Boston: Allen and Unwin.
- Centre for Educational Research and Innovation (1975). *Handbook on CurriculumDevelopment*. Paris: Organisation for Economic Corporation and Development.
- Chandra, Anil (2003). *Basic Curriculum Theory*. Jaipur: Book Enclave.

- Chandra, Arvind (1977). *Curriculum Development and Evaluation in Education*. New Delhi: Streling Publishers Pvt. Ltd.
- Dewey, John (1966). *The Child and the Curriculum*. Chicago: The University of Chicago Press.
- Diamond, Robert M (1989). *Designing and Improving Courses & Curricular in Higher Education: A Systematic Approach*. California: Jossey–Bass Inc. Publishers.
- Doll, Ronald C (1986). *Curriculum Improvement; Decision Making and Process*. (6th ed.). London: Allyn & Bacon.
- Ediger, Marlow (2003). *Philosophy and Curriculum*. New Delhi: Discovery Publisher.
- Kelly, A.V. (1977). *The Curriculum—Theory and Practice*. New York: Harper and Row Pub., Inc.
- Maimidi, M. R., & Ravishankar (Eds.). (1984). *Curriculum Development and Educational Technology*. New Delhi: Sterling Publishers Pvt. Ltd.
- NCERT (1988). *Curriculum and Evaluation*. New Delhi: NCERT.
- NCERT (1988). *National Curriculum for Elementary and Secondary Education. A Framework*. New Delhi: NCERT.
- Nicholas, Audrey & Nicholas, Howard (1978). *Developing a Curriculum*. London: George.
- Olivia, Peter F. (1988). *Developing the Curriculum*. (2nd ed.). Scott: Foresman & Co. Organisation for Economic Corporation and Development (1971). Paris: CERI (OECD) and University of Illinois.
- Ornstein, A.C. & Hunkins, F.P. (1988). *Curriculum Foundations, Principles and Issues*. New Jersey: Prentice Hall.
- Panday, Mridula (2007). *Principles of Curriculum Development*. New Delhi: Kanishka Publishers, Distributors.
- Reddy, R.S. (2004). *Curriculum Development for Learning to Live Together*. New Delhi: Rajat Publications.
- Reddy, R.S. (2006). *Curriculum Development in Secondary Schools*. New Delhi: Common Wealth.
- Satya, Narayana P.V.V. (2004). *Curriculum Development and Management*. New Delhi: Rajat Publications.
- Saylor, J. Galen, William Alexander & Arthur, J. Lewis (1980). *Curriculum Planning for Better Teaching and Learning*. (4th ed.). New York: Hold Renhart & Winston.
- Sharma, Promila (2009). *Curriculum Development*. New Delhi: A.P.H. Publishing Corporation.
- Shrivaprakasham, M.N. (2006). *Curriculum Development in Elementary Education*. New Delhi: Rajat Publications.

- Singh, Vanita (2008). *Curriculum Development in Indian Higher Education*. New Delhi: Alfa.
- Taba, Hilda (1962). *Curriculum Development: Theory and Practice*. New York: Harcourt Brace, Jovanovich Inc.
- Tanner Daniel & Tanner Laurel N.(1980). *Curriculum Development: Theory into Practice*, New York: Macmillan.
- Taylor,Ralph W. (1974). *Basic Principles of Curriculum and Instruction*. Chicago: The University of Chicago Press.

COURSE NO.: B.Ed./2/CC/ 202
TEACHING OF BIOLOGICAL SCIENCE

Credits: 4

Marks: 100

**(60 Marks for End Semester Exam, 20 Marks for Class Tests or/and Assignment
and 20 Marks for Engagement with Field/ Practicums/Suggested Activities etc.)**

Course Objectives

After undergoing this course Student-teachers will be able to:

- understand the nature of science
- write aims and objectives of teaching biological science
- know the basic principles for biological science curriculum planning and transaction
- acquaint with popular misconceptions in biological science
- know about designing of contents through lesson plan and unit plan
- know various approaches and methods of teaching biological science
- develop essential strategies and skills for practicing biological science teaching
- plan the lessons for teaching biological science
- select appropriate TLMs for teaching biological science
- appreciate the significance of science field trips, museums, fairs and exhibitions in science teaching learning process
- know about the basics of laboratory skills
- acquaint with handling of laboratory equipment

Course Contents

Unit-I: Nature, Aims, Objectives, Scope and Values of Biological Science Teaching

- Nature of Science, Facts, Concepts, Principles, Theories, Laws and Models, Scientific literacy, scientific method and scientific temperament.
- Aim and Objectives of teaching biological sciences
- Importance and position of biological science in Secondary school Curriculum,
- Relationship of biological science with other subjects
- Scope of biological science teaching, Values of teaching biological science, Role of biological science in our lives.

Unit-II: Pedagogical Content Analysis

- Approaches of content selection in Biological Science: Chronological, Spiral
- Study of Biological Curriculum Projects: BSCS (Biological Science Curriculum Study), Nuffield Project.

- Suitability of a concept according to stages of cognitive development: Piaget, Bruner
- Conceptions and Misconceptions in Biological Science
- Designing of contents through Lesson Plan & Unit Plan

Unit-III: Approaches, Methods, Strategies and Skills in Biological Science Teaching

- Approaches of teaching Biological Sciences- Deductive and Inductive, Analysis and synthesis, Constructivist, Integrated approaches.
- Methods in teaching Biological Science- Demonstration- cum-Discussion, Laboratory, Experimental/ Scientific, Heuristic, Project method
- Learning Strategies: Observational, Analogies, Collaborative and Problem Solving
- Process Skills: Basic and Integrated
- Use of Concept Mapping in Teaching Biological Science

Unit-IV: Aids and Resources for teaching Biological Sciences

- Importance and types of teaching aids, Edgar Dale's Cone of Experience, Improvised Teaching Aids, Integration of ICT in Biological Science teaching
- Significance of Science Clubs, Biological Associations, Science Congress
- Importance of Field trips, Biological Museum, Science fairs and Exhibitions in Science teaching.
- Text books and Science library- role and utility
- Science Laboratory: Planning, Organization and Maintenance, Proper handling of Microscope and Specimen

Suggested Activities for Field Engagements/Practicums (20 Marks)

Compulsory Activity (10 marks)

- Designing of teaching aids and models

Note: Only one activity has to be selected or assigned from the following (10 marks)

- Development of herbarium, aquarium, vivarium as teaching resource
- Preparing microteaching lessons on 10 skills for biology teaching
- Construction of an Achievement Test on a Biological Science Unit.
- Developing a low cost improvised teaching aid and apparatus in context of biology teaching
- Content analysis of a chapter of biology(CBSE / MBSE)
- Lesson plan developed using CAI module
- Organization of a science quiz with school children.

- Presentation of lesson plan on minimum 10 process skills of science
- Prepare a Unit plan in Secondary Biology(MBSE)
- Comparison of secondary curriculum of CBSE and MBSE(Unit wise)

Modes of Transaction

Lecture cum demonstration, group discussion, project work, field report, assignment, student-seminar etc.

Assessment Rubrics

- Assessment of students' participation in group activities such as dialogues and open house discussion.
- Students' reflective expression as noticed in the assignment (review)
- Class Tests.
- Assignments/ projects assessment
- Seminar presentation by the student(s) on relevant theme.

Suggested Readings

- Ahmad, J.(2011).*Teaching of Biological Sciences(Intended for teaching of Life Sciences,*
- *Physics, Chemistry and General Science)*, PHI Learning Private Limited; New Delhi,
- Agarwal D.D.: *Modern Methods of Teaching Biology*, New Delhi: Sorup and Sons, 2002
- Bhatt. Puran Chand: *Science process skills in teaching and learning*, New Delhi: Commonwealth publication,
- Biological Sciences Curriculum Study: *The Biology Teacher's Handbook*, BSCS,2009
- Bremmer J, *Teaching Biology*, Macmillan ; London
- Brian J.Alters, *Teaching Biological Evolution in Higher Education: Methodological,Religious, and Nonreligious Issues* Jones and Bartlett Publishers, 2004
- D.D. Agarwal : *Modern methods of Teaching Biology*,Sorup and Sons, New Delhi,2002
- D.P.Bhatt, *Teaching of Science*, APH Publishing Corporation,2010
- Das R. C.: *Science Teaching in Schools*, New Delhi: Sterling Publishers Pvt. Ltd., 1905.
- Davar M., *Teaching of Science*,PHI Learning Private Limited; New Delhi 2012
- Edward, Chand Fisher R. L.: *Teaching elementary school science*, Gangasaran and sons.

- Mangal S. K., *Teaching of science*, New Delhi: Arya Book Depot, 1999
- Nanda V.K.: *Science Education Today*, New Delhi: Anmol Publications Pvt. Ltd.
- R.M.Kalra&VandanaGupta.,*Teaching of Science : A modern Approach*,PHI Learning Private Limited; New Delhi , 2012
- Ravi Kumar S.K.: *Teaching of Biology*, Jaipur: Mangal Deep Publications.
- Rawat M. S.: *Biology teaching*, Agra: SahityaPrakashan, 1996.
- Sharma B.M. and Sharma A.S.: *Encyclopedia of Education in 21stCentury Science–Education, Volume – 8*, New Delhi: Commonwealth Publication.
- Sharma R. C.: *Modern Science Teaching*, Delhi :DhanpatRai and Sons, 1995.
- Shukla, C.S.: *Biology Teaching*, Meerut: International Publishing House, 2005.
- SiddiquiNajma N. and Siddiqui M: *Teaching of Science Today and Tomorrow*, Delhi: Doaba House. Sood J. K.: *Science Teaching*, Agra: VinodPustakMandir, 2003.
- UNESCO: *Modern Trends in Teaching Biological Sciences Vols III*.
- Vaidya N.: *Science teaching for the 21stcentury*, New Delhi: Deep and Deep Publications.
- Vaidya, N.: *The Impact Science Teaching*, New Delhi: Oxford & IBH Publishing. Washton: *Teaching Science Creativity*.
- Yadav S. and Singh A.K.: *Teaching of Life Science*, New Delhi: Dominant Publications

COURSE NO.: B.Ed./2/CC/202

TEACHING OF ENGLISH

Credits -4

Marks: 100

(60 Marks for End Semester Exam, 20 Marks for Two Class Tests, and 20 Marks for Engagement with Field/ Practicums/Suggested Activities)

Course Objectives

After completing this course student-teacher will be able to:

- understand how the nature of a language affects teaching and learning
- justify the place of English in Indian curriculum
- examine the aims and objectives of teaching English in India
- understand and differentiate among different approaches and ideologies related to English language teaching or teaching of second language (SLT)
- Use different methods of teaching English skilfully.

- Adapt and develop the method as per the requirement of Mizoram schools
- Develop the language proficiencies of the learners.
- Realise the importance of lesson planning and be accustomed to planning lessons of different elements of English
- Do pedagogical and andragogical analysis
- Prepare, improvise and use TLM and resources for effective teaching of English
- Integrate ICT in English language teaching

Course Contents

Unit-I: General Considerations

- Nature of English Language
- Status, Scope and Importance of English Language in India and its Relation with other Indian Languages
- Place of English in the School Curriculum in India-Three-language Formula
- Aims & Objectives of Teaching English

Unit-II: Approaches, Methods & Techniques

- **Approaches to Teaching of English:** Concept and types-Structural Approach & Situational Approach, and Communicative Approach.
- **Methods of Teaching English:** Concept and types- Grammar-Translation Method, Direct Method, Bilingual Method, Audio-lingual Method, Dr. West New Method and Inductive-Deductive Method.
- **Techniques of English Teaching:** Concept, importance, application of teaching techniques in the classroom such as; Oral work, Written work, Debate, Dramatization.

Unit-III: Development of Language Skills

- Language proficiency: Concept and importance
- Language skills: Development, Evaluation & Remedy of the following-
 - Listening skills
 - Speaking skill
 - Reading skill
 - Writing skill

Unit-IV: Lesson Planning and Language Resources

- Lesson Planning: Concept and Importance
- Different Approaches to Planning a Lesson
- Planning a Lesson for Teaching of Prose /Poetry/Grammar/Composition
- Preparation of Language Specific TLM's

- Integration of ICT and Use of Multimedia in Language Teaching
- Language Learning Resources: Print Media, Magazines, Radio, T. V. Films, Language Laboratory

Suggested Activities for Field Engagements/Practicums (20 Marks)

Note: Only one activity has to be selected or assigned from the following:

- Evaluation of English text book of any class.
- Construction of an achievement test on the basis of objectives, stipulated in Bloom's Taxonomy.
- Administrating a language proficiency test.
- Listing and arranging resources for language learning.
- Integrating ICT for language class.
- Developing/Adapting/Organizing language games.
- Error analysis in writing of English.
- Critical examination of exercises given in the end of various chapters in English Text –books.
- Any other relevant topic/activity considered appropriate by the teacher.

Modes of Transaction

Lecture, Group Discussion, Project Work, Field Report, Assignment, Student-Seminar etc.

Suggested Readings:

- Arora, N. (2012). English language teaching: approaches and methodology. New Delhi: Tata McGraw Hill Education Private Ltd.
- Aslam, M. (2008). Teaching of English. India: Cambridge University Press.
- Baruah, T. C. (2006). The English Teachers' Handbook. Delhi: Sterling Publications.
- Billows, F. L. (1961). The Techniques of Language Teaching. London: Longmans.
- Bist, A. R. (2014). Teaching English in India. Agra: Vinod PustakMandir.
- Bose, K. (1979). Teaching of English: A modern approach. New Delhi: Doaba House.
- Burne, D. (1987). Techniques in Classroom Interaction. London: Longman.
- Byrne, D. (1975). Teaching Oral Skill. London: Longman.
- Byrne, D. (1975). Teaching Writing, London, Longman.

- Carter, R., & McCarthy, M. (Eds.), (1988). Vocabulary and language teaching. London: Longman.
- Christopherson, P. (1972). Second Language Learning. Penguin.
- David, C. (2009). The future of language. London: Routledge.
- Dhanavel, S. P. (2012). English language teaching in India: the shifting paradigm. New Delhi: Tata McGraw Hill Education Private Ltd.
- Freeman, D. L. (2000). Techniques and principles in language teaching. Delhi: Oxford University Press.
- Gattegno, C. (1972). Teaching Foreign languages in school: The silent way. New York Educational Solutions.
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- Hockett, C. F. (2006). A course in modern linguistics. Delhi: Surjeet Publication.
- Howatt, A. P. R. (1984). A history of English Language teaching. Oxford: Oxford University Press.
- Jain, R. K. (2004). Essentials of Teaching English. Delhi: Vinod PustakMandir.
- Kochhar, S. K. (2006). Methods and Teaching of English. Delhi: Sterling Publications.
- Krashen, S. (1981). Second Language Acquisition and Second Language Learning. Oxford: Pergman.
- Kumaravadivelu, B. (2006). Understanding language teaching: From method to post-method. London: Lawrence Erlbaum Associates, Publishers.
- Lado, R. (1964). Language teaching: A scientific approach. New York: McGraw Hill.
- Leena, S. (2007). Communication skills. New Delhi: Prentice-Hall of India.
- Richard, J. C. (1985). The context of language teaching. Cambridge: Cambridge University Press.
- Richard, J., John, P., & Heidi, P. (1992). Dictionary of language teaching and applied linguistics. London: Longman.
- Richards, J. C. & Rodgers, T. S. (2001). Approaches and methods in language teaching. New Delhi: Cambridge University Press.
- Richards, J. C., & Renandya, W. A. (Eds.), (2010). Methodology in Language Teaching: An Anthology of Current Practice. New Delhi: Cambridge university press.
- Sangluaii, C. (2010). The Teaching and Learning of English as a Second Language, Delhi: Spectrum Publications.
- Turton, N. D. (1996). ABC of common grammatical errors for learners and teachers of English. New Delhi: Macmillan India.
- Verghese, C. P. (2005). Teaching English as second language. New Delhi: Sterling Publication.
- Widdowson, H. G. (1979). Teaching Language as Communication. London: OUP.

COURSE NO.: B.Ed. / 2/CC/ 202

TEACHING OF MIZO

Credits -4

Marks: 100

(60 Marks for End Semester Exam, 20 Marks for Two Class Tests, and 20 Marks for Engagement with Field/ Practicums/Suggested Activities)

Course Objectives

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

- Understand the nature and characteristics of Mizo language.
- Observe the required language skills and their inter links for mastering the language.
- Connect the various approaches for planning of successful language teaching.
- Use techniques for evaluation their own teaching as well as the students learning.
- Applying the learning principles, concepts and techniques in actual operation.
- Prepare of instructional materials, projects, teaching aids, tasks and tests for effective teaching.

Course Contents

Unit-I: Foundations of Language Teaching

- Meaning, definition, nature and importance of language with reference to Mizo.
- Communicative Language Teaching and Communicative Language Learning.
- Aims and objectives of teaching Mizo at the secondary level.
- Importance of Mother Tongue with reference to Mizo.
- Language and Society: Power, Culture, Identity

Unit-II: Methods of Teaching Mizo

- Strategies for Developing language
- Methods of Teaching Language
 - Direct Method
 - Reading Method
 - Audio-lingual Method
- Problems and Issues in Teaching-Learning of Mother Tongue with reference to Mizo.

- Methods and Strategies for Teaching of Mother Tongue: Traditional and Constructivist Techniques.

Unit-III: Pedagogical Analysis and Evaluation of Teaching Languages

- Importance of Prose, Poetry and Grammar
- Speech and Sounds in Mizo.
- Preparation of Lesson Plan and Teaching Aids
- Concept and Importance of Evaluation.
- Tools and Techniques of Evaluation in Language.

Unit-IV: Development of Language Skills and Techniques

- Language proficiency: Concept and importance.
- Language skills: *Development, Evaluation and Processes*:
 - Teaching Listening
 - Teaching Speaking
 - Teaching Reading
 - Teaching Writing
- Evaluation of textbooks at Secondary Level under MBSE
- Concept, Importance, Application of Language Teaching Techniques:
 - Oral work
 - Written work
 - Debate
 - Dramatization
 - Narration

Suggested Activities for Field Engagements/Practicums (20 Marks)

Note: Only one activity has to be selected or assigned from the following:

- Discussion - 'Developmental changes of Mizo language from Duhlian Tawng – Lusei Tawng - Mizo Tawng'.
- Writing a report against discussion of the above topic.
- Write a short article on the expected future path of development of Mizo language.
- Discuss in group: Importance of Mizo language as common language in the state of Mizoram to meet integrity of different Mizo clan with different dialects.
- Select 'Only negative form of language in Mizo Tawng' and list them out.
- Prepare a short writing against the improper usage of those negative words.
- Select some of Mizo folk tales and read out in the classroom. After observing the delivery of that story reading/telling, discuss common mistakes in regards to tone, grammar, speed of reading, pitch etc.

- Preparation of lesson plan from prose, poetry and grammar portions), Preparation of teaching aids based on topic selected for lesson plan (low cost, attractive aids without fixation of number of material. Practice of teaching using these lesson plans and teaching aids.
- Schemes of studies - Preparation of Annual Plan, Monthly Plan.
- Preparation of Learning sequences.
- Any other relevant topic or activity considered appropriate by the teacher.

Modes of Transaction

Debate, Role Play, Lecture, Group discussion, Project work, Extempore Speeches, Pair works, Narrating Stories, Student-seminar etc.

Suggested Readings

- Bansal, R.K. & Harrison, J.B. (1983): Spoken English for India, Orient-Longman (II Ed.).
- Broughton Geoffrey et al.: Teaching English as a Foreign Language, London.
- Bhatia, K.K. (1968): New Techniques of Teaching English as a Foreign Language, NBS Educational Publishers, Chandigarh.
- Billows, F.L. (1961): The Techniques of Language Teaching, Longmans, London.
- Brown, G. (1977): Listening to Spoken English, Longmans, London.
- Nagaraj, Geetha.(2006): English Language Teaching Approaches, Methods, Techniques, Orient-Longman (7th Reprint)
- Dokhuma, James. (2006). *Mizo kalphung*. Aizawl: Gilzom press
- Mizo Academy of Letters. (1997). Aizawl:Mizo Academy of Letters(MAL)
- *Mizo tawngzirzaunabuthar*.(2012).Aizawl: Mizo literature And Language Teacher Academy (MILLTA)
- Mizo Thawnthu. (2008).Aizawl: Tribal Research Institute, Department Of Art And Culture, Mizoram
- *Mizo Tawngziahdan*. . (2013). Aizawl: MBSE (II Ed)
- Mizo Tawng Grammar.(2004). Aizawl: Synod Literature and publication board
- Griffiths, C. (Ed.) (2008). Lessons from good language learners. Cambridge: Cambridge University Press.
- Pennington, M. and Hoekje, B. (Eds.) (2010). Language program leadership in a changingworld: An ecological model. Bingley, UK: Emerald Group Publishing Limited

COURSE NO.: B.ED./2/CC/ 202
TEACHING OF MATHEMATICS

CREDITS -4

Marks: 100

(60 Marks for End Semester Exam, 20 Marks for Two Class Tests, and 20 Marks for Engagement with Field/ Practicums/Suggested Activities)

Course Objectives

The course will enable the student teachers to

- Understand of the place of Mathematics in National Curriculum
- work for the realization of objectives of mathematics as given by the NCF (2005)
- understand the principles and approaches in teaching Mathematics
- understand of the correlation of mathematics with external subjects
- apply learner centric methods in teaching of Mathematics
- understand of the instruction support system in schools
- understand of innovative trends in teaching of Mathematics
- understanding of the significance of professional preparedness of Mathematics teachers.

Course Contents

Unit-I: Fundamentals of Teaching of Mathematics

- Meaning and Nature of Mathematics
- Aims and Objectives of Teaching Mathematics at Upper primary, Secondary and Higher Secondary level
- Writing Learning Objectives and Teaching Points of Various Content Areas in Mathematics like Algebra, Geometry, Trigonometry, etc
- Contributions of Mathematicians- Aryabhata, Euclid and Ramanujan

Unit-II: Pedagogical Content Analysis in Mathematics

- Conceptions, Misconceptions and Alternative Conceptions in Mathematics
- Knowledge of content
- Knowledge of curriculum
- Knowledge of teaching
- Mathematics content knowledge vs. Mathematics pedagogical content knowledge

Unit-III: Methods of Teaching Mathematics

Meaning, Procedure, Merits and Limitations of:

- Activity based method,
- Inductive- Deductive Method
- Analytic-Synthetic Method
- Problem Solving Method
- Project method
- Constructivist Approach

Unit-IV: Learning Resources in Mathematics

- Mathematics Lab -Planning & Maintenance
- Mathematics Club -Purpose, Organization and activities
- Functions of Mathematics Text Book
- Role of ICT in Mathematics

Unit-V: Evaluations in Mathematics

- Construction of an Achievement Test in Mathematics,
- Construction of Objective Based and Objective Type Test Items,
- Unit Planning and Lesson Planning (5E) in Mathematics.

Suggested Activities for Field Engagements/Practicums (20 Marks)

Note: At least one activity has to be selected or assigned from the following:

- Identify the Slow Learners, Low Achievers and High Achievers in Mathematics from The Classroom During Practice Teaching. (Case Study)
- Conducting of Action Research for Selected Problems.
- Development and Try-Out of Teaching-Learning Strategy for Teaching of Particular Mathematical Concepts.
- Use of Computer in Teaching of Mathematics.
- Use of Mathematics Activities for Recreation.
- Development and Use of Mathematics Laboratory.
- Prepare Mathematical Activities in The Context of Socio-Cultural Aspects

Modes of Transaction

Lecture, Lecture cum discussion, project work, demonstration of A.V. aids, action research, project, assignment, student-seminar etc.

Suggested Readings:

- Aggarwal, J. C. (2008). Teaching of Mathematics. UP: Vikas Publishing House Pvt Ltd.

- Ballard, P. B. (1959). Teaching the Essentials of Arithmetic. London: University of London Press Limited.
- Bishop, G. D. (1965). Teaching Mathematics in The Secondary School. London: Collins Publication.
- Butter, C. H., & Wren, F. L. (1965). The Teaching of Secondary Mathematics. London: Mc Graw Hill Book Company.
- ICFAI. (2004). Methodology of Teaching Mathematics. Hyderabad: ICFAI University Press.
- Joyce, & Well., (2004). Models of Teaching. U.K: Prentice Hall of India.
- Iyengar, K. N. (1964). The Teaching of Mathematics. New Delhi: A Universal Publication.
- Kulshreshtha, A. K. (2008). Teaching of Mathematics. Meerut: R.Lall Books Depot
- Mishra. L (2008) Teaching Of Mathematics, APH, Publisher New Delhi
- Mangal, S. K., & Mangal, S. (2005). Essentials of Educational Technology and Management. Meerut: Loyal Book Depot.
- NCERT (2009), Source Book on Assessment of Mathematics - Primary Classes, New Delhi
- NCERT (2013), Source Book on Assessment of Mathematics –Classes VI-VIII, New Delhi
- NCERT (2011), Laboratory Manual in Mathematics-Elementary Stage, New Delhi
- NCERT, Laboratory Manual in Mathematics-Secondary Stage, New Delhi
- Reymond, B. (2000). Math-Tricks, Puzzles and Games. New Delhi: Orient Paperbacks.
- Sharan, R., & Sharma, M. (2006). Teaching of Mathematics. New Delhi: A.P.H. Publishing Corporation.
- Siddizui, M. H. (2005). Teaching of Mathematics. New Delhi: A.P.H. Publishing Corporation.
- Sidhu, K. S. (2006). The Teaching of Mathematics. New Delhi: Sterling Publishers Private Ltd.
- Singh, M. (2006). Modern Teaching of Mathematics. New Delhi: Anmol Publications Pvt. Ltd.

COURSE NO.: B.Ed./2/CC/ 202, 203
TEACHING OF PHYSICAL SCIENCES

Credits -4

Marks: 100

(60 Marks for End Semester Exam, 20 Marks for Two Class Tests, and 20 Marks for Engagement with Field/ Practicums/Suggested Activities)

Course Objectives

After undergoing this course, the student-teachers will be able to

- Know the meaning of science, its importance, the structure and its correlation with other subjects.
- Understand the aims, objectives and the values of teaching physical sciences in different school levels.
- Equip themselves with different models, strategies and methods of teaching physical sciences.
- Plan the lessons for teaching physical sciences.
- Analyse and compare the different physical sciences curriculum.
- Apply the concept of physical sciences curriculum in different activities.
- Organize laboratory classes for teaching physical sciences.
- Use library effectively for physical science teaching-learning

Course Contents

Unit -I: Introduction to Physical Sciences

- Science – Physical Science: Concept, Nature and Structure of Science – Syntactic structure (Process) and Substantive Structure (Product)
- Aims and Objectives of Teaching Physical Science with special reference to secondary stage
- Scientific Attitude and its inculcation
- Relationship of Physical Science with other school subjects
- Science Club, Science Exhibition, Science Fair, Field Trips and Museums in Physical Sciences

Unit – II: Models for Physical Science Teaching

- Constructivist Models: Conceptual Change, Generative Learning
- Inquiry Models: Inductive & Deductive models; Discovery Learning and Project based Science Inquiry
- Collaborative Teaching Models, Direct/Interactive Teaching Model
- Synectics, Person Centred, Integrative and Imagineering Models

Unit – III: Strategies and Methods for Physical Science Teaching

- Strategies:
 - Analogies
 - Cognitive Conflict Strategies
 - Meta-Cognition Strategies
 - Critical & Creative Thinking Strategies
 - Interactive Teaching Strategies
 - Independent & Collaborative Thinking Strategies
- Methods: Discussion cum Demonstration, Laboratory and Scientific

Unit – IV: Planning and Learning Resources

- Concept and Importance of Planning – Year Plan, Unit Plan, Lesson Plan
- Herbartian and Constructivist Approaches to Lesson Planning
- Teaching Learning Materials: Importance and Types
- Physical Science Laboratory – Importance, Planning and Organisation
- School Science Library – Importance; Journals, Newsletters and Magazines

Suggested Activities for Field Engagements/Practicums (20 Marks)

Note: Only one activity has to be selected or assigned from the following:

- Preparing a ‘Learning Cycle’ lesson based on ‘Conceptual Change Model’
- Designing lesson plan based on Herbartian/Constructivist Approaches
- Writing the teaching-learning process by applying analogies/cognitive conflict strategies for a specific topic.
- Preparing ‘Higher Level Thinking Tasks’ in physical sciences teaching.
- Developing a concept map for a physics/chemistry concept.
- Applying Meta-Cognition teaching strategies for a physics/chemistry lesson.
- Writing an analytical report on the physical sciences curriculum of state/central board at secondary/higher secondary level.
- Developing a management plan for small group or laboratory work
- Designing Web Based Physical Science Activities.
- Preparing a lesson plan for laboratory class.
- Writing a review report about a science Journal/Magazine/Newsletter.
- Any other activities considered appropriate by the course teacher.

Modes of Transaction

Computer Aided Instruction, Demonstration, Discussion, Field Trips, Group Work and Presentation, Lecture cum Demonstration, Laboratory Method, Project Method, Seminar, Symposium.

Suggested Readings

- Amin, J.A. (2011). *Training Science Teachers through Activities- Towards Constructivism*. Lap-Lambert Publishing, USA.
- Benjamin, B.S. Ed. (1958). *Taxonomy of Educational Objectives, Handbook I- Cognitive Domain*, Harcourt Brace & World Inc, NewYork.
- Chunavala, S. (2006). *Science Education: A Trend Report*. In NCERT (Eds.). *Sixth Survey of Educational Research (1993-2000)*. NCERT, NewDelhi.
- Gedgrave, I (2009). *Modern Teaching of Physics*. Global Media Publication, New Delhi.
- Harlen, W. &Elstgeest, J. (1992). *UNESCO Sourcebook for Science in the Primary School: A Workshop Approach to Teacher Education*. UNESCO.
- Hassard, J. (2005). *The Art of Teaching Science: Inquiry and Innovation in Middle School and High School*. Oxford University Press, NewYork.
- Hesis, E.D. (1961). *Modern Science Teaching*. Macmillan Company, NewYork.
- Heywood, D. & Parker, J. (2010). *The Pedagogy of Physical Science*. Springer Publication, NewYork.
- Kalra, R.M. (2008). *Science Education for Teacher Trainees and In-Service Teachers: Learning to Learn Modern Science*. P.H.I. Learning, NewDelhi.
- Krathwohl, David R.h Ed. (1964). *Taxonomy of Educational Objectives, Handbook II- Affective Domain*. David Mckay, NewYork.
- Kumar, A. (1999). *Teaching of Physical sciences*. Anmol Publications Pvt. Ltd, New Delhi.
- Mohan, R. (1995). *Innovative Science Teaching*. Prentice Hall of India, NewDelhi.
- Nagaraju, M.T.V. (2008). *Hand Book for Teaching Physical sciences- Methods and Techniques*. Kanishka Publishers and Distributors, NewDelhi.
- Prasad, J. (1999). *Practical Aspects in Teaching of Science*. Kanishka Publication, New Delhi.
- Vanaja, M. (2004). *Methods of Teaching Physical sciences*. Neelkamal Publications, Hyderabad

COURSE NO.: B.Ed./2/CC/ 203
TEACHING OF GEOGRAPHY

Credits -4

Marks: 100

(60 Marks for End Semester Exam, 20 Marks for Two Class Tests, and 20Marks for Engagement with Field/ Practicums/Suggested Activities)

COURSE OBJECTIVES

- After completion of the course, the student teacher will be able to:
- understand the nature, scope, need and importance of teaching Geography at school level.
- Understand aims and objectives of teaching Geography.
- develop an understanding of the place of Geography in the school curriculum.
- acquire the knowledge of innovative techniques and views on latest development.
- apply various methods & approaches of teaching Geography and preparation of lesson plan to teach Geography.
- develop skills to teach and evaluate Geography
- prepare and use different teaching aids
- develop lesson plans for teaching of Geography.

COURSE CONTENTS

Unit-I: Fundamentals of Learning and Teaching of Geography

- Meaning, nature, scope and importance of geography.
- Aims and objectives of teaching geography at upper primary, secondary and higher secondary level.
- Geography for sustainable development.
- Role and qualities of geography teacher.

Unit-II: Learning Resources in Geography

- Importance, classification and use of teaching aids
- Tools and Techniques of Geography Teaching- remote sensing and geographical information system (GIS), ICT.
- Analysis of geography text-books, characteristics of good geography text book.
- Resource units for teaching geography: Library, laboratory, museum, community resource, study clubs, geography room and its equipment/materials (globe, atlas, & map),

- Practical work in geography.

Unit-III: Approaches and Methods of Learning and Teaching of Geography

- Difference among approaches, strategies and methods.
- Methods of teaching geography– regional method, concentric method, observation method, comparative method, project method, field trips and excursion method.
- Modern techniques, innovations and strategies to facilitate learning (mix method approach, concept mapping, brain storming, problem solving, cooperative and collaborative strategy)

Unit- IV: Preparation of Lesson Plan

- Importance of lesson plan
- Approaches to Lesson planning
 - Herbartian,
 - RCEM and
 - 5E approach
- Importance and preparation of unit plan and year plan.

SUGGESTED ACTIVITIES FOR FIELD ENGAGEMENTS/PRACTICUMS (20 MARKS)

Note: At least one activity has to be selected or assigned from the following:

- Critical study of any one Geography textbook of upper primary, secondary or higher secondary level
- Critical analysis of HSSLC exam geography question paper
- Preparation of Unit Plan
- Preparation of Map
- Preparation of charts related to given topics.
- Preparation of Map with the help of GIS
- Preparation of Model
- Development of Lesson Plan.
- Any other relevant topic/activity considered appropriate by the course teacher

MODES OF TRANSACTION

Lecture cum discussion, group discussion, project work, field report, assignment, student- seminar, demonstration of audio-visual aids, CAI etc.

SUGGESTED READINGS

- Aggarwal, D.O. (2000). Modern Methods of Teaching Geography. New Delhi:

Sarup and Sons Publisher.

- Arora, K.L. (1989). Teaching of Geography. Ludhiana: Prakash Brothers.
- Basha, S.A.S. & Rao, D.B. (2004). Methods of Teaching Geography. Discovery Publishing House. New York: Discovery Publishing House.
- Catling, S. & Willy T. (2009). Teaching Primary Geography. Exeter: Learning Matters Ltd.
- David, L. (2000). Learning to Teach Geography in the Secondary School: A Companion to School. New York: Taylor & Francis Group.
- Fairgrieve, J. (1937). Geography in Schools. Warwick Lane: University of London Press Ltd.
- Garnet, O. (1941). Fundamentals in School Geography, London: GeorageHarrap& Co.
- Gersmehl, P. (2005). Teaching Geography. New York: Guilford Publication.
- Gospil, G.H. (1966). The Teaching of Geography. New York: Macmillan & Co. Ltd.
- Graves, N. J. (1978). Geography in Education. London: Heinemann.
- Holt-Jensen, A. (1999), Geography: History and Concepts, London: Sage Publishers.
- Kaur, B. (2002). Teaching of geography: New Trends and Innovation. New Delhi: Deep and Deep Publishers.
- Kent, A. (2000). Reflective Practice in Geography Teaching. London: Paul Chapman Publishing Ltd.
- Kidwai, Z. (1984). Environmental approach in geography teaching
- Lambert, D. & Morgan, J. (2010). Teaching Geography 11-18 (a Conceptual Approach). Berkshire: Open University Press, McGraw-Hill Education
- Macnee, E.A. (1951): The Teaching of Geography. London: Cambridge University Press,
- Owen, d. & Ryan, A. (2001). Teaching Geography 3-11 (The Essential Guide). London: Continuum Publication
- Philip, C. (1963). The Teaching of Geography. London: George Philip & Sons Ltd.
- R.P. Singh (2004): Teaching of Geography. Meerut: R. Lall Book Depot.
- Rai, B.C. (1979): Methods of Teaching of Geography.
- Rao, M.S. (1999): Teaching of Geography. New Delhi: Anmol Publication Pvt. Ltd.
- Scoffham, S. (2017). Teaching Geography Creatively: Learning to teach in the primary school series. Routledge Taylor & Francis Group.
- Sharma, B.D. (1994). Teaching of Geography.
- Singh, Y. K. (2004): Teaching of Geography. New Delhi: A.P.H. Publisher.
- Smith M. (2004). Aspects of Teaching Secondary Geography. New York

COURSE NO: B.Ed./2/CC/203
TEACHING OF SOCIAL SCIENCE

Credits 4

Marks: 100

(60 Marks for End Semester Exam, 20 Marks for Two Class Tests, and 20 Marks for Engagement with Field/ Practicums/Suggested Activities)

Course Objectives

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

- Understand the basic concepts of the subject area.
- Have an overview and integrate the knowledge drawn from various sources- history, geography, civics and economics
- Acquire the knowledge and develop understanding about the various pedagogical and andragogy principles involved in teaching of social science
- Understand the principles of curriculum development, its transaction and evaluation
- Utilize community resources and educational inputs.
- Develop learning sequence with the help of advanced technology
- Apply the methods and approaches for organizing social science curriculum.

Course Contents

Unit-I: Learning and Teaching Social Science

- Concept, Nature, Scope and Importance of Social Science and its difference with Social Studies
- Aims and objectives of teaching Social Science at Upper Primary stage and Secondary Stage
- Role and Qualities of Social Science Teacher
- Instructional Objectives and Learning Outcomes in teaching of Social Science
- Social Science Curriculum in the light of the NCF – 2005

Unit-II: Learning Resources in Social Science

- Teaching Learning Materials: Importance, Classification , Preparation, Use, and Improvisation
- Resource units for teaching Social Science: Library, Laboratory, Museum, and Community resource
- Instructional Materials- textbook, reference book, teacher's guide and handbook
- Integration of ICT to enhance teaching and learning.

Unit-III: Approaches and Methods of Teaching Social Science

- Approaches of teaching social science:

- Constructivist approach
- Morrison approach
- Kilpatrick Approach
- Herbartian Approach
- Heuristic Approach
- Methods of teaching Social Science :-
 - Observation
 - Story telling
 - Discussion method
 - Project Method
 - Dramatization Method
 - Demonstration Method
 - Source Method
- Modern techniques, innovations and strategies to facilitate learning - concept mapping, brain storming, problem solving, cooperative and collaborative strategy

Unit-IV: Preparation of Lesson Plan

- Phases of Teaching:
 - Pre-Teaching Phase
 - Teaching Phase
 - Post Teaching Phase
- Importance of Lesson Plan
- Aims and Objectives of lesson Planning
- Types of Lesson Planning
 - Herbartian Design
 - Concept, Advantage and limitation
 - 5E Model Design
 - Concept, Advantage and limitation
- Importance and Design of Year Plan, Unit Plan

Suggested Activities for Field Engagements/Practicums (20 Marks)

Note: Only one activity has to be selected or assigned from the following:

- Analysis of Social Science textbook of Class IX and X prescribed by MBSE
- Critical analysis of HSLC question paper in Social Science
- Development of question bank in Social Science
- Development of teaching learning materials
- Preparation of Lesson Plan Based on:
 - 5E Model
 - Herbartian Model and

➤ RCEM Model

- Report writing on field trip or excursion held based on their observation
- Any other activities considered appropriate by the course teacher.

SUGGESTED READINGS

- A. S. Kohli (2008) *Teaching of social studies*; New Delhi: Anmol Publisher
- Aggarwal. (2008). *Teaching of social studies: A practical approach* .(4th ed). UP: Vikas
- Aggarwal. J. C. (2008). *Principles, methods & techniques of teaching*. UP: Vikas Publishing
- Avdhesh S. Jha,(2011) *Teaching of Social Science*, New Delhi: A P H Publishing Corporation,
- Chauhan, S. S. (2008). *Innovations in teaching learning process*. UP: Vikas Publishing
- Dhand, H. (2009) *Techniques of Teaching*. New Delhi: APH Publishing Corporation. House Pvt. Ltd.
- Kochhar, S.K.(2008) *The Teaching of Social Studies*. New Delhi : Sterling Publishers Pvt.Ltd.,
- Md. Shujaat (2006) *Teaching of Social Studies*; New Delhi: Anmol Publisher
- Pal, H.R and Pal, R.(2006) *Curriculum – Yesterday, Today and Tomorrow*. Kshipra, New Delhi,
- Pathak. R.P (2010) *Teaching of Social Studies*; New Delhi: Atlantic PublisherPublishing House Pvt Ltd.
- Ruhela S.P (2010) *Teaching of Social Science*, New Delhi: Lakshi Publishers and Distributors.
- Singh,(2004)*Teaching of social studies*, New Delhi: A P H Publishers
- Singh,Y. K. (2009) *Teaching Practice*. New Delhi: APH Publishing Corporation.
- Singh,Y. K. (2009). *Teaching of history: Modern methods*. New Delhi: APH Publishing Corporation.

B.ED./02/CC/204
ASSESSMENT FOR LEARNING

Credits: 4

Marks: 100

(60 Marks for End Semester Exam, 20 Marks for Two Class Tests, and 20 Marks for Engagement with Field/ Practicums/Suggested Activities)

Course Content

Unit I: Concept of Measurement, Evaluation and Assessment

- Meaning of Assessment, Measurement, Evaluation and their relationship
- Principles of Assessment, Measurement and Evaluation
- Purposes of Assessment: Diagnostic, Monitoring, Providing feedback, Prognostic, Grading and Promotion

Unit II: Tools and Types of evaluation

- Qualitative and Quantitative Evaluation, Continuous and Comprehensive Evaluation (CCE)
- Norm- referenced test and Criterion- referenced test (meaning and characteristics)
- Tools of Evaluation – Testing and Non-Testing
- Internal and external evaluation

Unit III: Learning Objective and Assessment

- Dimensions of learning : Cognitive, Affective and Psycho-motor
- Assessment of Cognitive, affective and Psycho-motor
- Construction of Teacher Made Test (essay type, short answer type, objective type questions)
- Characteristics of a Good Achievement Test- Reliability, Validity, Usability and Objectivity

Unit IV : Application of Statistics in Assessment

- Need and importance of statistics for assessment
- Graphical representation: Frequency distribution, Polygon, Histogram, Ojive, Pie diagram.
- Measures of Central tendency and their Uses: Mean, Median and Mode.
- Measures of Variability and their Uses: Range, Average Deviation, Quartile Deviation, Standard Deviation
- Cumulative distributions : Percentile, Percentile Ranks
- Normal distribution : Normal probability, curve (properties and uses)

Suggested Activities for Practicum (20 Marks)

Only one activity has to be selected or assigned from the following :

- Construction of a teacher made test (essay, short answer, objective)
- Collect examination results of any class from elementary/secondary schools and computing mean/standard deviation
- Visit school and writing of a critical report on the CCE followed by a particular school.
- Visit school and give reports on evaluation practice in the school
- Development question bank for objective, short answer and objective types question on a particular paper of a text book.
- Any other relevant activity considered appropriate by course teacher

SUGGESTED READINGS

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- Anthony J. Nitko (1983). Educational tests and measurement. Harcourt brace
- B. N. Pandey (1974). Student teaching and evaluation. National Council of Educational Research and Training
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- Ebel, Robert L. and Frisbie, David A. Essentials of Educational Measurement

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- Green, Jorgensen and Gerberich - Measurement and Evaluation in the secondary schools.
- Greene, Harry A (1954). Measurement and evaluation in the secondary school. Longmans
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- H. S. Srivastava (1978). Reforming examinations. National Council of Educational Research and Training
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- James S. Cangelosi. (1982). Measurement and evaluation: an inductive approach for teachers. WM. C. Brown
- James W. Popham (1981). Modern educational measurement. Prentice-Hall
- Jha, Prem Kumar (2005). Assessment and evaluation in higher education. Vista International
- John Heywood (1977). Assessment in higher education. John Wiley
- Jones, Sonia (2008). Assessment: a practical guide for secondary teachers. Continuum
- Karmel, Louis J. (1978). Measurement and evaluation in the schools. Macmillan
- Linderman, Richard H. and Merenda, Peter F. Educational Measurement
- Linn, Robert L. (2000). Measurement and assessment in teaching. Pearson
- Mertler, Craig A (2007). Interpreting standardized test scores: strategies for data-driven. Sage Publication
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- Norris N. (1990) Understanding Educational Evaluation, Kogan Page Ltd.
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- Prakash, Prem (2008). Measurement in education and psychology. Kanishka Publication
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- Singh, Raghu Raj (2006). Measurement and evaluation in education. Shree
- Sita Ram Sharma (2004). Evaluation in education. Shri Sai
- T.Guskey, T.R., & Bailey, J.M. (2001), Developing grading and reporting systems for student learning, Thousand Oaks, CA. Corwin
- Ward &Ward, (2007), Assessment in classrooms
- William A. Mehrens (1984). Measurement and evaluation. Holt

COURSE NO.: B.Ed./2/CC/205
READING AND REFLECTING ON TEXTS (EPC-2)

Credits: 2

Marks: 50

(All 50 Marks for Internal Assessment)

(10 Marks for One Class Test, 10 Marks for One Seminar Presentation, and 30 Marks for Engagement with Field/ Practicums/Suggested Activities)

Course Objectives

After undergoing this course Student-teachers will be able to

- read a wide variety of texts including narrative and expository texts from diverse sources,
- enhance their capacities as readers and writers by becoming participants in the process,
- develop metacognitive awareness to become conscious of their own thinking processes,
- learn to think together and be reflective on texts,
- analyse various text structures to see how these contribute to the comprehension of a text.

Course Contents

Unit-I: Reading and Reflection

- Text and Types: Expository & Narrative
- Types of Reading: Skimming and Scanning
- Reading Skills: Lower Level and Higher Level
- Reading and Reflecting on the Text with Metacognition

Unit-II: Reflection on Expository Text (Select any One of the Suggested Themes, 15 Marks)

- National Curriculum Framework for Teacher Education (NCFTE), 2009
- Right to Education Act, 2009
- The Mizoram Right of Children to Free and Compulsory Education Rules, 2011
- Persons with disability Act, 1995/2016
- National Knowledge Commission, 2007
- Education for All Global Monitoring Report
- Education 2030, Incheon Declaration
- SarvaShikshaAbhiyan;
- Rashtriya Madhymik Shiksha Abhiyan

- RashtriyaUchhatar Shiksha Abhiyan
- Samgra Shiksha Abhiyan
- National Curriculum Framework, 2000/2005
- Impact of Liberalization, privatization and globalization on education system in India
- Any other text or article published in any newspaper or national and state level periodical
- Any other topic/text/ or policy document identified by the course in-charge

Unit-III: Reflection on Narrative Text (Select any One of the Suggested Themes, 15 Marks)

- Divaswapna (English translation) By GijubhaiBadheka
- Three Questions byLeo Tolstoy
- Vanka by Anton Chekhov
- My Childhood, by Maxim Gorky
- My Struggle for An Education by Brooker T. Washington
- On the Duty of Civil Disobedience (Resistance to Civil Government) by Henry David Thoreau
- The Education of Abraham Lincoln By Chip Denton
- Wings of Fire/ Ignited Minds/Other book by APJ Abdul Kalam
- Book review of a book of educational or literary importance
- Auto –Biographies/Biographies of great thinkers
- Any Mizo Folktale of Educational or Moral Value
- Any other topic/text identified by the course in-charge

Note: Seminar Topic is to be Selected by the Students from Suggested Topics under Unit II & Unit III, or any other approved by the Teacher (10 Marks)

Modes of Transaction

Lecture, group discussion, project work, field report, assignment, student-seminar, Library Work etc.

Suggested Readings

- Hill, L. A. & Dobbyn, M. A. (1979). *Training Course, Trainers Book*. London: Cassell
- Hubbard, P. &Hywel, J. et.al. (1983). *A Training Course TEFL*. London: Oxford University Press.
- Hudson, T. (2015). *Teaching second language reading*. New delhi: Oxford University Press.

- Mukalel, J.C. (1998). *Creative Approaches to Classroom Teaching*. New Delhi: Discovery Publishing house
- Mukalel, J.C. (1998). *Psychology of Language Teaching*. New Delhi: Discovery Publishing house
- Richard, J., Theodore, S., & Rodgers, T.S. (1968). *Approaches and Methods in Language*. Cambridge University Press
- Silberstein, S. (1948). *Techniques and resources in Teaching Reading*. New Delhi: Oxford University Press.
- Wilkins, D.A. (1982). *Linguistics in Language Teaching*. London: Edward Arnold
- Willis, J. (1981). *Teaching English through English ELBS*. England: Longman Ltd.
- Yule, G. (1985). *The Study of Language*. Cambridge: Cambridge University Press.

COURSE NO.: B.Ed./ 2/CC/206

DRAMA AND ART IN EDUCATION (EPC-3)

Credits: 2

Marks: 50

(All 50 Marks for Internal Assessment)

(20 Marks for Two Class Tests, and 30 Marks for Engagement with Field/ Practicums/Suggested Activities)

Course Objectives:

- After the completion of the course the student- teachers will be able to-
- integrate various domains of knowledge i.e. academic and co- academic in the curriculum.
- develop creativity and aesthetic sensibilities in student- teachers and learn the use of art in teaching- learning.
- understand the significance of drama and art in education.
- study the function of art and drama as critical pedagogy to move beyond the classroom and to invoke collective consciousness.
- deepen ability for perception, reflection and expression.
- enhance their awareness of the rich cultural heritage, artists and artisans

- develop TLM with the help of experience gained through genuine exploration, experience and free expression

Course Content

Unit-I: Fundamentals of Drama and Art in Education

- Orientation on Various Classical and Modern Dances of India and its Significance in Education
- Orientation on Performing Arts and Modern Arts
- Orientation about the National Anthem and Classical and Modern Songs of India
- Brief History About National Symbol of India
- World Cultural Heritage Sites in India
- Drama and Art: Concept and its Significance at the Secondary Level of Education
- Art and drama as a Teaching Assistance in the Classroom

Unit-II: Performing Arts in Education (Practical)

- Planning A Stage- Setting for A Performance/ Presentation in The Classroom.
- Developed Album Related with Various Dance from Of India-Musical Instrument Associated with Performer (Hard and Soft Copy)
- Preparation of Album to Represent Mizoram In Terms of Culture, Festivals, Folk Dance, Tourist Places and Musical Instrument.

Unit-III: Visual Arts and Crafts (Practical)

- Exploration and Experimentation with Different Methods of Visual Arts- Painting, Collage, Clay Modelling, Paper Cutting and Folding, Drawing, Woodcraft.
- Field Trips to Various National Level Institutions Outside the State
- Preparation of Teaching Aids with The Help of Wastage/ Locally Available Materials
- Visits to Centres Where Craft Works Are Exhibited/ Produced for Use in the TLM.

Suggested Activities for Field Engagements/Practicums (30 Marks)

Note: Any two activities of 15 marks each have to be selected or assigned from the following:

- Develop a script of any lesson in any subject of choice to perform play/drama
- Develop a street play for raising awareness on any social problem
- Organization of workshop on creative art of the state
- Developing an audio-video CD based on music and poems of a region
- Performing an educational play
- Singing classical songs
- Performing Mân action
- Playing instrumental music
- Dancing classical and modern dance
- Write a report about Musical Instruments of India
- Drawing pictures of great educationist
- Performing modern arts
- Mizo dances and songs
- Dances of North East India
- Making dolls
- Bamboo art
- Making puppets
- Mask making
- Kite making
- Origami
- Educational toys , teddy bear

Modes of Transaction

Lecture, lecture cum demonstration, workshop schedule, slide/ film show, project work, role play, simulation, field visit, group work and its presentation.

Suggested Reading

- Deva, B.C. (1981). An Introduction to Indian Music. Publication Division, Ministry of Information and Broadcasting, Government of India.\
- NCERT (2006). Position Paper by National Focus Group on Arts, Music, Dance and Theatre
- JapaniRangbhumi by C.C. Mehta
- CRT/CP/1 National Symbols
- CCRT/CP//3 Forts and Palaces of Madhya Pradesh
- CCRT/CP/8 FatehpurSikri, 1 and 2
- CCRT/CP/20 Textile Designs, 1 and 2
- CCRT/CP/4 Forts, Palaces &Havelis of Rajasthan

- CCRT/CP/16 PuruliaChhau
- CCRT/CP/21Traditional Toys
- CCRT/CP/7World Cultural Heritage Sites India, 1, 2, 3, and 4
- CCRT/CP/18Art of Puppetry, 1 and 2
- CCRT/CP/9 Kuchipudi Dance
- CCRT/CP/10 Bharatanatyam Dance
- CCRT/CP/11Manipuri Dance
- CCRT/CP/12Kathakali Dance
- CCRT/CP/13Kathak Dance
- CCRT/CP14Odissi Dance
- CCRT/CP/22Expressions in Lines
- CCRT/CP/19Musical Instruments of India, 1and 2
- CCRT/CP/2Architecture of Delhi
- CCRT/CP/6Cultural History, 1, 2, and
- CCRT/CP/5Forts of Maharashtra
- CCRT/CP/17Traditional Theatre Forms of India 1 and 2
- CCRT/CP/15Sattriya Dance
- REPORTS AND BOOKS
- CCRT/RB/23Culture and Development
- CCRT/RB/24Tirath Raj Prayag.

SEMESTER-III

Note: Whole of the Third Semester will be devoted to Internship and Related Activities

Distribution of Marks and Credits as well as Internal and External Assessment Details

Course No	Course Name	Total		Distribution of Credits			Internal	External
		Marks	Credits	L	T	P		
B.Ed./3/CC/301	Pre- Internship	100	4	-	-	4	50	50 (Viva-Voce)
B.Ed./3/CC/302	School Internship (Pedagogy Paper-I)	150	6	-	-	6	75	75 Final Teaching and Viva-Voce
B.Ed./3/CC/303	School Internship (Pedagogy Paper-II)	150	6	-	-	6	75	75 Final Teaching and Viva-Voce
B.Ed./3/CC/304	Post Internship	100	4	-	-	4	50	50 Viva-Voce
Total		500	20		-	20	250	250

Note on School Internship

School Internship is rightly regarded as the most important component of any teacher education programme as it provides the student teachers a platform for linking theory to the real classroom situation. It involves full time work in a school aimed at gaining intensive experience in planning, teaching, engaging other school activities, preparing instructional support materials and performing all those duties that a regular teacher is expected to do. The field experience helps in expanding the competencies and skills which are essential for a teacher to serve as a facilitator of learning. During internship student teachers interact with the teachers, students, administrators and community including parents and try to understand the problems of schools and students which helps in their development as a teacher. They are also provided with opportunities to participate and organize various programmes and activities which schools generally organize to facilitate students learning and development. The whole of ***third semester comprising of 16 weeks*** will be devoted to internship related activities. The said internship will consist of three Phases: ***Pre-internship, Internship and Post-internship.***

A. PHASE –I: PRE-INTERNSHIP (Marks 100)

Note: 50 Marks for Internal Assessment and 50 Marks for External Assessment

The pre internship phase shall comprise of 4 weeks, and activities relating to this phase be conducted within the institute/department. This phase will comprise of the following activities:

a) Model/Demonstration Lessons:

Note: No marks for this component as it has to be delivered by the Teacher Educators in their Respective Specializations

The teacher-educator of the concerned method/pedagogy subject will present demonstration lesson and each student-teacher shall observe one demonstration lesson in each of his/her method subjects.

b) Development of Skills (Marks 10)

Each student-teacher will develop 5 teaching skills in each method subject under the supervision of concerned teacher-educator.

c) Simulated Teaching (Marks 30)

During pre-internship each student will develop and deliver at least 6 lessons under simulated settings, wherein he/she is expected to integrate all the teaching skills that have been learned by him/her under micro-teaching. Besides, every student-teacher is required to observe at least 10 lessons of other student-teachers, and submit his/her written observations to the concerned teacher educator for evaluation.

d) Development of Teaching Learning Materials (Marks 10)

The pre-internship period will also be used for providing basic understanding about the audio visual aids, and training on the development of Teaching Learning Materials in their respective method subjects. The student teachers have to maintain his/her relevant record which has to be evaluated jointly by external and internal examiner through viva-voce examiners.

e) School Exposure

During pre-internship, every student-teacher will pay a visit to his/her allotted practicing school and interact with school students, teachers and principal to acquire first-hand knowledge about school environment and classroom settings;

Note: The student teachers have to maintain his/her record of all activities under the Pre-Internship Phase as these have to be evaluated jointly by external and internal examiner through viva-voce examiners.

B. PHASE-II: SCHOOL INTERNSHIP (Marks 300)

In Phase-II of internship the student-teachers will be attached to a particular school for teaching practice for 12 weeks, and will undertake the following two groups of activities:

Delivery of Lessons in Actual Classroom Situations (Marks 300)

During this period, they will be expected to deliver 40 lessons in actual classroom situation (i.e. 20 lessons in each pedagogy paper), under the supervision of the concerned teacher educator and mentor teacher from within the practicing school. The same shall be internally and externally evaluated based on following parameters and marks given in Table-1.

Sl No.	Detail of Internship Activities and Criteria of Evaluation	Internal Assessment Marks (Total Marks 150)		External Assessment Marks (Total Marks 150)	
		Pedagogy Paper-1 (Marks 75)	Pedagogy Paper-2 (Marks 75)	Pedagogy Paper-1 (Marks 75)	Pedagogy Paper-2 (Marks 75)
1	Lesson planning – Number, Richness of Content, Variety of approaches followed, Use of ICT, and Overall quality of lesson plans	15	15	Marks 75 (Final Teaching and Viva - Voce Examination)	Marks 75 (Final Teaching and Viva -Voce Examination)
2	Quality of delivery of lessons in classroom	15	15		
3	Innovations, If any, in Methods of teaching, Delivering Strategy etc.	5	5		
3	Development of Teaching Aids-Number, Quality, Appropriateness, Innovativeness, and their effective use	10	10		
4	Observation of lessons of peer teaching (At Least 10)	10	10		
5	Classroom Management	5	5		
6	Construction and administration of Achievement test	10	10		
7	Communication and command over language	5	5		
Total		75	75	75	75
		150		150	

Phase-III: Post Internship (Marks 100):

Note: 50 marks for Internal Assessment, and 50 marks for External Assessment. Report Under this phase the student-teachers are expected to

submit a comprehensive report on the basis their school experiences during Internship duly signed by the in-charge teacher-educator.

During this programme, the student teachers shall observe the school/classroom environments with reference to infrastructure, equipment's, teaching learning materials, functioning, human resources, organisation of various activities, etc. and prepare a profile of the school to which they are attached. Besides, delivering lessons in actual classroom in practicing schools, the student-teachers will also participate in day to day school activities, and write report on certain aspects of school functioning as suggested in the following table. This component will carry 50 marks as earmarked in the following Table-2.

Table-2

Sl .No.	Activities Under School Experiences	Marks
1	Preparation and Critical Examination of Existing School Time Table	20
2	Participation in and Management of Morning Prayer and Co-Curricular Activities Like Sports/ Cultural /NCC/ Scout and Guide/ Recreation/ NSS/Picnic and Study Tours/ Debates	20
3	Participation in and Writing of Critical Report on School Library (For Social Science and Language Pedagogy Students) OR Participation in and Writing of Critical Report on Science/ Mathematics Lab (For Science and Mathematics Pedagogy Students)	20
4	Participation in and Writing a Report on Management Physical Assets and Beautification of School Campus. Example School Building, Boundary, Play Field, Drinking Water Facility, Toilets and Wash Rooms	20
5	Preparation of profile of the school and SWOT analysis	20
	Total	100

Evaluation of school experiences will be the shared responsibility of internal and external examiners. The internal assessment will carry 50, and the remaining 50 marks will be for external assessment.

Note: The student teachers required to maintain records of all activities undertaken during all Three Phases of internship, as the viva-voce examination in the last part the third semester be based on these activities. The said viva-voce

examination will be jointly conducted by the external and internal examiner. The appointment of external examiners for the said viva-voce examination be done by the university from the panel of examiners approved by the relevant academic bodies of the university. However, the appointment of internal examiner(s) be done by the Head of Department/Principal of the Institute/College.

SEMESTER –IV

B.Ed: Semester-IV

Distribution of Marks and Credits for Different Courses

Course No.	Name of Course	Total		Distribution Credits			Internal	External
		Marks	Credits	L	T	P		
B.Ed./4/CC/401	Language Across the Curriculum	100	4	3	-	1	40	60
B.Ed./4/CC/402	Inclusive Education	100	4	3	-	1	40	60
B.Ed./4/CC/403	School Organization and Management	100	4	3		1	40	60
B.Ed./4/CC/404	Gender School and Society	50	2	1	-	1	20	30
B.Ed./4/CC/405	Understanding the Self (EPC-4)	50	2		-	2	50	--
B.Ed./4/SC/406	Optional Course(any one) 406-A: Health and Phy.Edn 406-B: Guidance & Counselling 406-C:Peace Education 406-D : Community Participation in Education	100	4	3		1	40	60
Total		500	20	14	-	6	230	270

B.Ed.: Semester-IV

Details of Internal and External Assessment Marks

Course	Name	Internal Assessment Marks			External
		Class Test-1	Class Test-2	Practicum/Activity	
B.Ed./4/CC/401	Language Across Curriculum	10	10	20	60
B.Ed./4/CC/402	Inclusive Education	10	10	20	60
B.Ed./4/CC/403	School Organization and Management	10	10	20	60
B.Ed./4/CC/404	Gender and Society	5	5	10	30
B.Ed./4/CC/405	Understanding the Self (EPC-4)	-	-	50* (See foot note)	-
B.Ed./4/CC/406	Optional Course(any one from the List) Optional Course (Any one from the List) a) 406-A: Vocational Education b) 406-B:Health and Physical Education c) 406-C: Guidance and Counselling d) 406-D: Peace Education	10	10	20	60
Total		45	45	140	270
		230			270

* First Test will be in the In Mid of Second Month of the Semester.

** Second Test will be in the End of the Third Month of the Semester

COURSE NO.: B.Ed./4/CC/401
LANGUAGE ACROSS THE CURRICULUM (LAC)

Credits: 4

Marks: 100

(60 Marks for End Semester Exam, 20 Marks for Two Class Tests, and 20 Marks for Engagement with Field/ Practicums/Suggested Activities)

Course Objectives

- After undergoing this course Student-Teachers will be able to:
- Understand the language background of students
- Understand the centrality of language in learning
- Understand multilingualism in the Indian classroom.
- Become sensitivity to the language diversity that exists in the classrooms
- Understand how language influence classroom interactions, pedagogical decisions and students' learning
- Become sensitive about language issues in classroom teaching
- Apply oral and written language in class to ensure optimal learning and improve reading practices in children
- Develop competencies in analysing current language practices in school.
- Develop writing skills in specific content areas with familiarity of different registers.
- Promote reading, comprehension, expression, writing etc. among the students.

Course Contents

Unit I: Introduction to Language Across the Curriculum

- Concept and Origin of Language
- Language and Script
- Language Across the Curriculum: Concept, History and its Basic Tenets
- Language as Discourse
- Language as Ideology

Unit II: Language, Cognition and Learning

- Language and Cognition:
- Role of Language in Shaping Thought
- Language and Logic
- Language based theory of Learning
- Neurolinguistics Problems: Dyslexia, Dysgraphia, Dysorthographia, Dysphasia

Unit III: Multilingualism

- Multilingualism: Indian Scenario
- Multilingual Education
- Multiculturalism as a Resource
- Language Diversity in the Classroom
- Translanguaging Pedagogy

Unit IV: Language in School

- Language as Medium of Instruction and Language as a School Subject (three language formula)
- Language in the content areas: Social Sciences, Science, Mathematics, Language and Literature.
- Role of Teacher in Development of LSRW across the Curriculum
- Assessment of LSRW across the Curriculum
- Proficiency in Language as an Imperative for All Teachers

Suggested Activities For Field Engagements/Practicums (20 Marks)

Note: At least one activity has to be selected or assigned from the following:

- Study of language diversity in a chosen class
- An Individual case study of language transition
- An Individual case study of language deficiency
- An Institutional case study of three language formula
- Listing of Vocabulary specific to your Discipline (Etymological analysis)
- Description and Explanation of Technical Terms (20 -50 in number, specified by the teacher) having specific meaning in a disciplinary context, but different in other context (Comparative Analysis).
- Error analysis of students' language Skills
- Study of language in different disciplines: compare any two disciplines
- School visit to find out communication problem/apprehension in students
- Designing games and exercises for developing- Listening, Speaking, Writing and Reading Skills
- Convening/organizing debate, seminar, word-quizzes, essay completions.
- Developing language assessment tools.
- Study of students' achievement in languages.
- Command over the medium of instruction and its relationship with achievement in Numerical Sciences/Physical Sciences/Biological Sciences/Social Sciences
- Any other relevant activity considered appropriate by the teacher.

Modes of Transaction

Lecture, group discussion, project work, field report, assignment, student-seminar etc.

Suggested Readings

- Akmajian, A. et al. (2010). *Linguistics: Introduction to Language and Communication*. (6th ed.). Cambridge: MIT Press.
- Baker, C. (1995). *A parents' and teachers' guide to bilingualism*. Bristol: Multilingual Matters Ltd.
- Balley, A. L., & Heritage, M. (2008). *Formative assessment for literacy class K-6: Building reading and academic language skills across the curriculum*. Thousand Oak: Crown press; A sage company.
- Bazerman, C., Little, J., Bettel, L., Chavkin, T., Fouquette, D., & Garufis, J. (2005). *Reference guide to writing across the curriculum*. West Lafayette, Indian: Parlor press.
- Bearne, E. (1999). *Use of language across the secondary curriculum*. London: Routledge.
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- Christopherson, P. (1972). *Second Language Learning*. London: Penguin.
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- Kinneavy, J. L. (1983). *Writing across the curriculum*. *Profession*, 13-20.
- Krashen, S. (1981). *Second Language Acquisition and Second Language Learning*. Oxford: Pergman.
- Kuta, K. W. (2008). *Reading and writing to learn: strategies across the curriculum*. London: Teacher ideas press.
- *Listening and speaking: key concepts*. Retrieved from: <http://portfoliography.weebly.com/listeningspeaking.html>

- NCERT (2006). Position paper national focus group on teaching of Indian languages. New Delhi: NCERT.
- Palmer, S. (2011). How to teach writing across the curriculum: Ages 6-8 (2nded.). London: Routledge.
- Pearson, J. C., Nelson, P. E., Titsworth, S., & Harter, A. (2011). Human communication (4thed.). New York: McGraw Hill Companies Inc.
- Powell, A. (1985). A chemist view of writing reading and thinking across the curriculum. *College composition and communication*, 36(4), 414-418.
- Richards, J. C. & Rodgers, T. S. (2001). Approaches and methods in language teaching. New Delhi: Cambridge University Press.
- Strategies for developing oral language. Retrieved from: <http://www.educ.ualberta.ca/staff/olenka.bilash/best%20of%20bilash/strat%20act%20oral.html>
- Teaching speaking: Developing Speaking Activities, Retrieved from: <http://www.nclrc.org/essentials/speaking/developspeak.htm>
- Thaiss, C. (1986). Language across the curriculum in the elementary grades. ERIC: US Department of Education.

COURSE NO. B.ED./4/CC/402
INCLUSIVE EDUCATION

Credits - 4

Marks: 100

(60 Marks For End Semester Exam, 20 Marks For Two Class Tests, And 20 Marks For Engagement With Field/ Practicums/Suggested Activities)

Course Objectives

After the completion of the course the student-teachers will be able to-

- understand the diverse background of the students to create an inclusive environment.
- distinguish among concepts of special school, integrated school and inclusive school
- the policies on inclusive education.
- see individual differences not as a problem but as opportunities for enriching learning.
- fulfill the educational needs of children with special needs.
- able to create inclusive environment in the learning engagement.
- acquaint with strategies and practices for teaching in inclusive school.
- understand the role of various agencies to promote inclusion.
- understand the importance of family centred support in students' placement in inclusive school.
- understand the nature and needs of different categories of disabled children.
- analyse and interpret the National Policy, Programme and Acts with respect to the inclusion.
- examine the status of Inclusive Education in India critically.
- analyze the role of parents, teachers, community, peers, principals, etc.
- comprehend and apply the special techniques of teaching the disabled and evaluating.

Course Contents

Unit 1 Inclusion and Policies for providing Inclusive set-up

- Inclusion: concept, need and objectives
- Evolution of Inclusive Education; Concept of Special School, Integrated School & Inclusive school
- National Policies–PWD Act 1995; RPWD 2016; RTE- SSA
- State Policies on Inclusive education with reference to Mizoram
- National Curriculum Framework on Inclusive Education,

Unit 2 Addressing the needs of differently abled learners

- Students with learning disability-Identification, characteristics and educational Interventions
- Students with physically impaired-Identification, characteristics and educational Interventions
- Students with intellectual disability-Identification, characteristics and educational Interventions
- Creative and Gifted students-Identification, characteristics and educational Interventions
- Emotionally disturbed students- Identification, characteristics and educational Interventions

Unit 3 Strategies for teaching in Inclusive school

- Curriculum adaptation for differently abled learners
- Assistive technologies
- Innovative learning tools and innovative practices
- Developing teaching – learning materials and Resource room
- Collaborative & Cooperative learning

Unit 4 Support System for Inclusion

- Role of teachers, parents, peers, NGOS
- Teacher education (pre-service and in-service) for inclusive education
- Professional standards for teacher in inclusive school
- Family centered support and parents' counseling
- Individualized programs and counseling

Suggested Activities for Field Engagements/Practicums (20 Marks)

Note: At least one activity has to be selected or assigned from the following:

- Conducting interviews with peers/parents/siblings/teachers of children with disabilities.
- Writing a report on the initiatives and provisions for CWSN under SSA and RMSA
- Case study of children with special needs
- Organizing two days community based rehabilitation
- Writing report on special school visits.
- Analysis on implementation of govt. policies relating to children with disabilities
- Study on the attitude of teachers, peers, community towards children with disabilities.

- Evaluative-case study of a government/private school under the criteria of inclusion.
- Study on the status of implementation of PWD Act, 1995 in particular state.
- Study on the status of implementation of intervention on CWSN in a particular district.
- Status of Special Teacher Training programme in a particular state or region.
- Critical review of the curriculum of Special Teacher Training programme in a particular institution.
- Any other activity considered appropriate by the course teacher.

Modes of Transaction

Lecture, Group Discussion, Project Work, Field Report, Assignment, Student-seminar etc.

Suggested Readings

- Hegarty, S., and Mithu, A. (2002). Education and Children with Special Needs. New Delhi: Saga Publications.
- Maitra K.,andSazena,V. (2008).Inclusion Issues and Perspectives. New Delhi: Kanishka Publishers.
- Dhawan, M.L. (2007). Education of Children with special needs. New Delhi: Isha books.
- Rajkumari. N. Alice &Suguna D. R., (2006). Special Education. New Delhi: Discovery publishing House.
- Reddy, L. (2005). Education of children with special needs. New Delhi: Discovery publishing House.
- Kar, C.(1996). Exceptional Children. New Delhi: Sterling Publishers Private Ltd.
- Puri, M. and Abraham G. (2001). Handbook of Inclusive Education for educators, administrators and planners. New Delhi: Sage publications Ltd.
- Guha, A. (1955). Compilation of Reading in Special Education. Chennai:The Spastics Society of Tamil Nadu India.
- Pandey, R.S and Advaani L. (1955).Perspectives in Disability and Rehabilitation. New Delhi: Vikas Publication.
- Prasad, L. (1994).Rehabilitation of the Physically Handicapped. New Delhi: Konark Publisher Pvt. Ltd.
- RCI (1998). Bridge Course Manual in the Field of Locomotors Impairment and Associated Disabilities. New Delhi: Shivaji Margi.
- RCI (2009). Status of Disability in India . New Delhi: Ministry of SJ &

COURSE NO.: B.ED./4/CC/403
EDUCATIONAL MANAGEMENT AND SCHOOL
ORGANISATION

Credits: 4

Marks: 100

(60 Marks For End Semester Exam, 20 Marks For Two Class Tests, And 20 Marks For Engagement With Field/ Practicums/Suggested Activities Etc.)

Course Objectives

After completing this course the student-teachers will be able to:

- understand the fundamentals of educational management.
- compare various types of educational management and its implications.
- develop an understanding of the school-community relations in educational management.
- comprehend the role of headmaster and teachers in school management.
- develop skills of leadership and accountability.
- prepare effective school timetables.
- construct ideas of educational supervision.
- skills for solving problems related to school management.

Course Content

UNIT I: Introduction to Educational Management

- Concept, Scope, Characteristics of Educational Management
- Types of Management- Centralised Vs. Decentralised, Authoritarian Vs. Democratic
- Principles of Educational Management
- Structure of Educational Management at National Level
- Structure of Educational Management at State Level (Mizoram)

UNIT II: Process of Educational Management

- Components of Educational Management: Planning, Organising, Directing, Financing and Controlling
- Management of Resources: Human, Material and Finance
- Importance of Community Participation
- School-Community Relations in Educational Management: Role of SMC and SMDC
- Preparation of School Development Plan

UNIT III: School as an Organisation

- School- Functions and its Relationship with Society
- School Organizational Climate: Physical, Intellectual, Organisational and Social
- Classroom Management: Concept, Objectives, Types, Principles and Techniques
- Management of Co-Curricular Activities
- Timetable – principles and techniques of time table preparation

UNIT IV: Educational Supervision

- Educational Supervision: Concept, Need, and Principles
- Mechanisms of Educational Supervision
- Supervision for Promoting Quality of Teaching-Learning in Schools
- Leadership: Concept, Importance and Styles
- Principal/Headmaster as a Leader

Modes of Transaction

Lecture, Group Discussion, Project Work, Field Report Assignment, Student-Seminar, Document Analysis etc.,

Suggested Activities for Field Engagements/Practicums (20 Marks)

Note: At least one activity has to be selected or assigned from the following:

- Visit to different types of schools under different boards and do a comparative study with respect to various variables.
- Analyses of the process of affiliation/recognition under different boards of school education.
- Writing of report on the various records prepared by a school and its importance.
- Study of various co-curricular activities undertaken by schools.
- Writing of a critical report on various school time tables.
- Visit to schools and prepare a list of various indiscipline problems faced by principal and teachers and the strategies they adopted to solve them
- Study on techniques adopted by teacher for classroom management
- Study of the leadership style of principals/headmasters in schools.
- Study on the organizational climate of schools under government and private managements. different
- Study on the innovations and changes introduced in school and role of leader therein.
- Any other relevant topic/activity considered appropriate by the teacher

Suggested Readings

- Agarwal, J.C. (1993). School Administration, Organisation and Management, Doaba House, Delhi.
- Bhatnagar, R.P. and I.B. Verma (1978). Educational Administration. Loyal Book Depot, Meerut.
- Bruce, W. (1939). Principles of Democratic Administration N.Y., Prentice Hall Inc.
- Desai, D. M. (1964). Outline of Educational Administration in India. Ahmedabad: A. R. Sheth & Co.
- Getzels, J. W. et.al. (1968). Educational Administration as a Social Process. New York: Harper and Row.
- Halpin, A.W. (1966). Theory and Research in Educational Administration. Collier Mac.
- Kimprough, R.B. and Nuunery, M.Y.(1983) : Educational Administration : An Introduction, MacMillan Publishing Co. Inc., N.Y.
- Kochar, S. K. (1994). Secondary School Administration. Jullandhar: Jullandhar University Publications.
- Mukhopadhyay, M. (2001). Total Quality Management in Education, NCERT, New Delhi.
- Mukherji, S. N. (1963). Secondary School Administration its Principles and Functions in India. Baroda: Acharya Book Depot.
- Naik, J. P. (1969). Institutional Planning. New Delhi: Asian Institute of Planning and Administration.
- Owens, Robert G. (1970). Organizational Behaviour in Schools, Prentice Hall Inc., Englewood Cliffs, N.J.
- Robbin, S., Judge, T., and Vohra, N. (2012). Organizational Behaviour. Delhi: Pearson.
- Safaya, R.N. and Shaida, B.D. (2015). School Administration and Organization. Dhanpat Rai and Sons, Delhi.
- Sidhu, K. S. (2005). School organization and administration. New Delhi: Sterling Publishers.
- Wiles, K. (1954). Supervision for better schools. New Jersey: prentice Hall Inc.

B.ED/4/CC/404
GENDER, SCHOOL AND SOCIETY

Credits: 2

Marks: 50

(30 marks for End Semester Exam + 10 Marks for Practicum/Activity)

Course objectives:

At the end of the course, the student-teachers will -

- understand the concepts of sex and gender
- understand the psychological and sociological perspective of sex and gender
- know the social construction of gender with special reference to family
- identify gender roles in textbooks and curriculum
- know the various factors leading to inequalities in schooling
- understand the concept of women empowerment
- know the various roles of women in sustainable development

Learning outcomes:

The student-teachers, after studying and finishing the course will be able to –

- explain and differentiate between sex and gender
- explain the gender identity and socialization process
- work for safety of girls and women at home, school and workplace
- understand the importance of gender equality for sustainable development

Course Contents:

Unit I: Gender and Society

- Concept of Gender and Sex, difference between Gender and Sex.
- Psycho-social constructs of Gender - Gender identity and socialization practices in family, community and organization, influence of family, caste, religion, culture, media and popular culture on gender identity construction
- Transgender – concept, representation of transgender in society
- Gender as determiner of self-concept.

Unit II: Gender and School

- Role of school, peers, teachers, curriculum and textbooks in challenging gender inequalities and reinforcing gender parity.
- Gender stereotypes in school – gender focus and sensitization in school, actual Gender roles and responsibilities assigned in school and classrooms.

- Measurement of Gender identity – discrimination of gender in classroom interaction, rituals and school routines, processes of disciplining techniques for boys and girls.
- Developing positive attitude towards opposite/other gender(s) in school

Unit III: Gender inequality to equality:

- Gender parity in education – access and participation of girls/women in education, Mahila Samakhya, KGBV, NPEGEL, Women education and law, Gender Budget Cell, Gender Audit; scholarship for girls.
- Safety of girls in school – sexual abuse and violence in school (verbal, non-verbal, mental and physical), role of education in preventing them; meaning and concept of body objectification, combating female body objectification – role of teachers and parents.
- Introduction to laws related to women - dowry, remarriage, divorce, property inheritance, trafficking, rape, domestic violence and exploitation at workplace.
- Empowerment of women – concept of women empowerment, different dimensions of women empowerment

Suggested Activities for Field Engagements /Practicums (10 Marks)

Note: At least one activity has to be selected or assigned from the following –

- Case study of interventions made in school for gender parity
- A status survey of women education at national/state/district level
- Gender focus in school books: content analysis
- Status report on the status of implementation of Mahila Samakhya/NPEGEL/KGBV in state/district
- Status of women in the field of science and technical education at national/state/district level
- Case study of a successful woman
- Study of the attitude of men/women towards empowerment of women
- Writing a report on crime against women at national/state level
- Review of studies on women education/women empowerment
- Focus group discussion on sexual violence and related laws
- Discussion/Discourse/Skit for gender sensitivity and for developing positive notion of body and self (group activity)
- Any other activity identified by the course in – charge

Modes of Transaction:

Lecture, group discussion, case study, project work, field visit, assignment, content-analysis etc.

Suggested Readings:

- Aggarwal, N. (2002). *Women and Law in India*. New Delhi: New Century Publication.
- Agnes F., Chandra, S., & Basu, M. (2004). *Women and Law in India*. New Delhi: Oxford University Press.
- Bordia, A (2007). *Education for Gender Equity: The LokJumbish Experience*.
- Chatterji, S.A. (1993). *The Indian Women in Perspective*, New Delhi: Vikas Publishing
- Conway, Jill K., et al. 1987. 'Introduction: The Concept of Gender', *Daedalus*, Vol. 116, No. 4, *Learning about Women: Gender, Politics, and Power* (Fall): XXI-XXX
- Devendra, K. (1994). *Changing Status of Women in India*, New Delhi: Vikas Publishing.
- Ganesh, K. 1999. 'Patrilineal Structure and Agency of Women: Issues in Gendered Socialization' in T. S. Saraswathi (ed.), *Culture, Socialization and Human Development* Delhi: Sage Publication India Pvt. Ltd.
- Goonesekere, S. (Ed.) (2004). *Violence, Law and Women's Right in South Asia*. New Delhi: Sage Publications.
- Government of India. 1975 a. *Towards Equality: Report of the Committee on the Status of Women in India* (Delhi: Department of Social Welfare, Government of India)
- Gupta, A.K. (1986). *Women and Society*. New Delhi: Sterling Publications.
- Maswood, S. (2004). *Laws Relating to Women*. New Delhi: Orient Law House.
- Ministry of Education (1959). *Report of National Committee of Women's Education*. New Delhi: ME.
- NCERT. (2006). *Gender Issues in Education*. New Delhi: Publications Division.
- Ruhela, S. (1988). *Understanding the Indian Women Today*; Delhi: Indian Publishers Distributors.
- Sen, S. (2013). *Women Rights and Empwerment*. New Delhi: Astha Publishers.
- Siddiqi, F.E. & Ranganathan, S. (2001). *Handbook on Women and Human Rights*. New Delhi. Kanishka Publishers.
- Thakur, H.A. (1988). *Women and Development Planning (Case study of Nauhatta Block)*, New Delhi: Vikas Publishing House.

COURSE NO. B.Ed./4/CC/405
UNDERSTANDING THE SELF (EPC-4)

Credits:2

Marks: 50

(All 50 Marks for Internal Assessment)

(10 Marks Each for 5 Activities To Be Selected From The List Of 10 Activities Given In The Course)

Course Objectives

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

- develop the inner self and professional identity as a teacher
- develop sensibilities, dispositions, and in facilitating the personal growth o their own students while they teach
- develop social relational sensitivity and effective communication skills, including the ability to listen and observe
- develop a holistic and integrated understanding of the human self and personality; to build resilience within
- learn to create teams to draw upon collective strengths

Mode of Transaction

The aim of the course is to develop understanding of student-teachers about themselves –the development of the self as a person and as a teacher, through conscious ongoing reflection. This course will be transacted in the mode of workshops and seminars. Through different modes of expression and practices the course will be conducted. Resource persons will be invited for conducting different workshop based activities.

Activities:

- 1. SWOT Analysis of Learners by themselves**
- 2. Administration of a Self-concept Questionnaire on Oneself and Writing of a Report**

Note: A student selecting this activity is expected to read some basic literature on the self- concept and and its development. To understand one's own Self-concept he/she is required to administer self-concept questionnaire on himself/herself. To identify the right kind of self- concept one can browse internet. Your institution may already have this kind of tests as well as the Catalogue of Psychological Tests published by the Psychological Corporation, Agra.

- 3. Critical Analysis of Theories of Carl R. Rogers & Abraham Maslow**
- 4. Know your Intelligence (Note: Standardized Intelligence Test will be used to assess type of intelligence based on Gardner's Theory of Multiple Intelligence)**
- 5. Journal Writing**
Each student-teacher should be asked to maintain a regular journal, in which he/she may write: a) Short reflective accounts of significant experiences b) observations of life situations that evoke questions and responses c) questions on education, learning or teaching that he/she is grappling with.
- 5. Reading Task**
Those students who select this activity are expected to read an autobiography or a biography of a famous personality and write a 6 to 8 pages summary.
- 6. Self-Reflection**
Those students who select this activity are expected to follow one of the following techniques to reflect their thoughts
 - Thinking out loud
 - Reflective Diary
 - Creative Imagery
 - Reflective Dialogue and discussion
 - Social media like blog and online communities
- 7. Viewing and Analyzing Movies/Documentaries**
Note: Those students who select this activity are expected to view at least one Educational film with social and educational content and write review on the said film
- 8. Sociometry**
- 9. Seminar on Glimpses of Different Childhoods in India**
Proposed Area: (Children suffering from malnutrition, Out of school children, Child labor, Rural children, Children residing in urban slum, Orphans, Rag pickers, Street children, Delinquent children, Socially and culturally disadvantaged children, Golden childhood)

Suggested Readings:

- Bierschenk, B. (1975). Self-confrontation in teacher training. Sweden : Didakometry
- Buss, A. (2001). Psychological dimensions of the self. New Delhi: Sage publications
- Contrada, R. J.(1999). Self, social identity, and physical health. New York : Oxford university Press
- Crow, L.D. (1956). Understanding our behavior. New York: Holt Publishers

- Desai, M. K. Gandhi. Transl. from the original Gujarati by Mahadev (1987). An autobiography: or the story of my experiments with truth (reprint. ed.). London [u.a.]: Penguin Books. p. 454. ISBN 978-0-14-006626-5.
- Dilts, R. et al., (1980). *Neuro-Linguistic Programming: Volume I: The Study of the Structure of Subjective Experience*. Cupertino, CA: Meta Publications.
- Duval, T. S., & Silvia, P. J. (2001). Self-awareness and causal attribution: A dual systems theory. Boston: Kluwer Academic.
- Duval, T. S., & Silvia, P. J. (2002). Self-awareness, probability of improvement, and the self-serving bias. *Journal of Personality and Social Psychology*, 82, 49-61.
- Fred, C.A. (1991). *The Self in social theory*. New Heaven : Yale University
- Helen Palmer (1991). *The Enneagram: Understanding Yourself and the Others in Your Life*. Happer Collins Publishers, New York: NY. (ISBN 0-06-250683-8).
- Horney, K. (1943). *Self-analysis*. New York : W.W. Norton
- Joshi, K. (1996). *Education for Character Development*. DharamHinduja International Centre for Indic Research.
- Lee, B. (1982). *Psychosocial theories of the self*. London: Plenum
- Maslow, A. H. (1968). *Toward a psychology of being*. New York: John Wiley & Sons
- Maslow, A. H. (1987). *Motivation and personality*. Delhi: Pearson Education
- McConnell, J. V. (1983). *Understanding human behavior*. New York: Holt Publishers
- McHugh, R. (2009). *Mind with a Heart: Creative Patterns of a Personal Change (6th Edition)*. Gujarat Sahitya Prakash: India.
- Oberman, L.; Ramachandran, V.S. (2009). "Reflections on the Mirror Neuron System: Their Evolutionary Functions Beyond Motor Representation". In Pineda, J.A. *Mirror Neuron Systems: The Role of Mirroring Processes in Social Cognition*. Humana Press. pp. 39–62.
- Pai. A. (2005). *How to develop self-confidence*. New Delhi : UBS Publishers
- Phillips, A. G.,& Silvia, P. J. (2004). Self-awareness, self-evaluation, and creativity. *Personality and Social Psychology Bulletin*, 30, 1009-1017.
- Pinnegar, S. (2009). *Self-study of practice as a genre of qualitative research*. New York: Springer
- Povinelli, D. J., & Prince, C. G. (1998). When self met other. In M.Ferrari& R. J. Sternberg (Eds.), *Self-awareness: Its nature and development* (pp. 37-107). New York: Guilford Publication
- Ramachandran, V.S. (January 1, 2009). *Self Awareness: The Last Frontier*, Edge Foundation Web Essay. Retrieved from http://www.edge.org/3rd_culture/rama08/rama08_index.html

- Richard & Bandler (1985). Using your brain for a change. Real People Press, Utah, ISBN: 0-911226-26-5.
- Roundtree, G.A. (1979). Self-esteem and social adjustment. Calcutta: Minerva Publications
- Rudman, L.R. (nd.). Self. New York: Psychology press
- Zurcher, L.A. (1998). Mutable self: a self-concept for social change London : Sage Publications.

Optional Courses

Note: Students are Required to Select One Out of the Following Four Optional Courses

COURSE NO.: B.ED./4/SC/406A HEALTH AND PHYSICAL EDUCATION

Credits: 4

Marks: 100

(60 Marks for End Semester Exam, 20 Marks for Two Class Tests and 20 Marks for Engagement with Field/ Practicums/Suggested Activities etc.)

Course Objectives

After the completion of the course student- teachers will be able to

- describe the need and importance of health education for schools
- identify issues related to poor health of students
- take appropriate decisions and adopt measures for good health of students
- contribute actively in the prevention of infections and their related diseases
- understand the significance of physical education in school life
- appreciate and realize 'Yoga' as a way of living
- blend physical education with healthy living
- understand the significance of sports in development of positive personality

Course Contents

Unit-I: School, Society and Health

- Concept of Health and Wellbeing
- Understanding One's Body: Elementary Knowledge of Structure and Functioning
- Ensuring Healthy and Hygienic Environment, School Building and Its Surrounding-Issues of Water, Toilets and Sanitation
- Medical Inspection of School; Mid-Day-Meals in Schools, Food and Nutrition, Balanced Diet
- Personality development: promoting Kinaesthetic learning style and children with special needs

Unit-II: Prevention and Control of Diseases

- Understanding Common Diseases- Communicable and Non-Communicable Diseases, Epidemic Diseases.

- Infection, Carriers of Infection; Its Prevention and Control
- Drug Addiction, Smoking and Its Ill Effects
- Awareness and Knowledge of AIDS
- Depression and Stress, Importance of Personal Hygiene.

Unit-III: Physical Education and its Significance

- Health and Physical Education – Meaning, Objectives and Significance
- The Interaction of Health, Physical Education and Physical Fitness, Concept of Positive Health.
- Physiological Effects of Exercise, Postural Defects and Remedial Exercise
- Yoga as Way of Living
- First Aid – its role and necessity

Unit-IV: Physical Education Programme in Secondary Schools

- Organization of Physical Education Programme in Secondary Schools.
- Developing Team Spirit, Coordination and Cooperation Through Sports and Play
- Significance of NCC, Scout and Guide Program
- Sports as a Discipline and as promoter of Good Health
- Inclusion Through Sports: Diversity in Capabilities and Interests of Learners

Suggested Activities for Field Engagements/Practicums (20 Marks)

Note: At least one activity has to be selected or assigned from the following:

- Organisation of workshop on yoga: demonstrating yogic postures, physical exercises and diet (group activity)
- Organization of a health awareness camp for the community by the student teachers in groups.
- A visit to local health centres and checking the statistics of diseases prevalent in the locality over a period of last two to three years.
- Training into usage of first aid kit – knowledge and application of various instruments and items.
- A reporting of a medical inspection programme in schools of locality
- An interview with the medical officer in different localities of city/village regarding the status of health conditions, facilities and provisions for prevention and control.
- Any other relevant activity identified by the course in charge

Modes of Transaction

Lecture, Group Discussion, Interviewing, Project Work, Field Report, Assignment, Student- Seminar etc.

Suggested Readings

- A Handbook of Preventive and Social Medicine by Yash Pal Bedi, Atma Ram and Sons
- Text Book of Preventive and Social Medicine by J.E. Park and K. Park
- Preventive and Social Medicine by Dr. B.K. Mahajana, Jaypee Brothers, 85-A, Kamla Nagar, Delhi-7.
- Introduction to Social and Preventive Medicine by J.S. Mathur; Oxford IBH Publishing Co., New Delhi.
- A Textbook of Preventive and Social Medicine by Dr. S.C. Seal Messrs Allied Agency, 2, BidhanSarani, Calcutta-6.
- First Aid Emergency Rescue by Lawrence W. Erven; Glencoe Press, London
- Children's Diseases by Prof. V. Vlasov; Foreign Language Publishing House, Moscow
- Handbook of health education for Training Colleges by Davies
- Human Nutrition by Bengamin T. Burton. Tata McGraw Hill Publishing Co. Ltd. New Delhi
- School Hygiene for Training college by G. P. Sherry
- Ministry of Health & Family Welfare, Government of India, *Annual report to the people on health*, December 2011.

COURSE NO.: B.ED./4/SC/406B
GUIDANCE AND COUNSELLING

Credits: 4

Marks: 100

(60 Marks for End Semester Exam, 20 Marks for Class Tests, and 20 Marks for Engagement with Field/ Practicums/Suggested Activities etc.)

Course Objectives:

On completion of this course the student-teachers will be able to

- Know about the concept, need, scope and principles of guidance and counselling.
- learn about the techniques and procedures of guidance and counselling
- organize guidance services in schools
- provide counselling their students.
- develop counselling skills in conducting counselling sessions
- understand individual differences for guidance and counselling
- conduct individual and group guidance services.
- understand the needs and problems of children and adolescents with exceptional abilities.
- collect data using various tools and techniques to assess students' needs for guidance.

Course Contents

UNIT-I: Introduction to Guidance

- Concept, significance and need for Guidance at school levels(elementary to higher secondary)
- Educational guidance – concept, nature and scope
- Vocational guidance - concept, nature and scope
- Personal guidance - concept, nature and scope
- Principles of Guidance

UNIT-II: Introduction to Counselling

- Concept, Need and Principles of Counselling
- Individual and group counselling
- Techniques of counselling: Directive, Non-directive and Eclectic
- Qualities of a Good Counsellor and Role of Teacher as counsellor
- Ethical principles of a Counsellor

UNIT - III: Guidance Services

- Individual Inventory Service
- Placement Services
- Follow up services
- Occupational Information
- Planning School Guidance Programme: Role of Principal/Headmaster, Teachers

UNIT- IV: Tools and Techniques in Guidance and Counselling

- Testing Techniques: Achievement Tests, Intelligence Tests, Aptitude Tests, Personality Tests, and Interest Inventories.
- Merits and demerits of using testing techniques
- Types of Non-Testing Techniques: Case Study, Cumulative Records, Questionnaire, Anecdotal Record, Autobiography, Observation.
- Merits and demerits of using non-testing techniques
- Selection of Tests for Placement in Educational and Professional Institutions

Suggested Activities for Field Engagements/Practicums (20 Marks)

Note: At least one activity has to be selected or assigned from the following:

- Identification of the cases for counselling in any of the following areas: family counselling, parental counselling, adolescent counselling, counselling of girls, counselling of children belonging to special groups and peer counselling
- Working with the counselor, clients and writing a report on the process of counselling.
- Conduct a survey of the problems that are most prevalent in schools, which need immediate attention of a guidance counselor and prepare a brief report.
- Using any one of the tools and techniques from guidance and counselling, to analyze the learning or behaviour of the students and write the interpretations.
- Prepare a Cumulative Record Card plan and enlist the important areas on which the information may be recorded
- Prepare a list of resources required for setting up a guidance-oriented curriculum.
- Administer and score a 'Students Problem Checklist' and prepare a report.
- Case study highlighting the different life stages and the factors affecting the career patterns.
- Plan career information activities for primary, upper primary, secondary and higher secondary school stages.
- Design a questionnaire for conducting follow-up study of school dropouts or community educational survey or community occupational survey and collect information from about five to ten students/agencies.
- Develop a scheme of career information suitable for class XII students.

- Write an assessment report about the vocational interest of an adolescent.
- Administration of Intelligence Test /Aptitude Test /Achievement Test/Personality Test/Adjustment Test/Interest Test according to guidance need of the child.
- Write a report on special needs of gifted/slow learners based on classroom observation.
- Any other relevant activity identified by the course in charge.

Modes of Transaction:

Interviews, Case History, Lecture Method, Discussion, Videos & Audios of Different Counseling Demonstrations, Lectures.

Suggested Reading:

- Bhargava, M (1982). *Modern Psychological Testing and Measurement*. Agra. H.P. Bhargava Book Publishers.
- DeLucia-Waack, J. L. (2006). *Leading psychoeducational groups for children and adolescents*. Thousand Oaks, CA: Sage.
- Floelick. C.P. (1988). *Guidance Services in Schools*. New York :Allynn& Bacon.
- Jones. A.P. (1994). *Principles of Guidance*. New York: Holt.
- Narayana Rao, S. (1981). *Counselling Psychology*. New Delhi Tata McGraw Hill Publishing Co. Ltd.
- Ohlen, Merle M. (1974). *Guidance Services in the Modern School*. 2nd Ed. New York : Harcourt Brace Jovanovich, Inc.
- Pasricha, Prem (1976). *Guidance and Counselling in Indian Education*. New Delhi, NCERT.
- Pasricha,Prem. (1976). *Guidance and Counselling in Indian Education*. NCERT.
- Sklare, G. B. (2005). *Brief counseling that works: A solution-focused approach for school counselors and administrators (2nd ed.)*. Thousand Oaks, CA: Corwin.
- Traxier. A. .1. (1990). *Techniques of Guidance*. New Delhi Prentice Hall of India.
- Vernon, A. (2006). *Thinking, feeling, behaving: An emotional education curriculum for children/grades 1–6 (2nd ed.)*. Champaign, IL: Research Press.
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COURSE NO.: B.ED./4/SC/406C
PEACE EDUCATION

Credits: 4

Marks: 100

**(60 Marks for End Semester Exam + 20 Marks for Class Tests or/and Assignments
+ 20 Marks for Engagement with Field/ Practicums etc.)**

Course Objectives

After completing this course student-teachers will be able to:

- broaden their understanding about peace and peace education,
- understand relevance and connection of peace to inner harmony as well as harmony in social relationships across individuals and groups,
- reflect on the attitudes that generate conflicts at personal and social levels
- learn skills and strategies of resolving conflicts.
- develop attitudes and skills for resolving conflicts in creative manner and
- reflect on school, curricula, textbooks and pedagogical processes from peace perspective.

Course Contents

Unit-I: Understanding Peace

- Peace Education Meaning, Concept and Scope,
- Relevance of Peace
- Aims and objectives of Peace Education
- Historical Development of Peace Education
- Difference Between Peace Education and Education for Peace,

Unit-II: Components of Peace Education

- Child Rights,
- Adolescents Education
- Education for Development,
- Life Skills Education
- Environmental Education.

Unit-III: Pedagogy and Approaches to Peace Education

- Integration of Concept of Peace with All School Subjects
- Curricular, Co-Curricular and Extracurricular Activities
- Role of Education in Promoting Peace
- Non-violence and peace
- Setting of a peace club

Unit IV: Teacher Education for Peace

- Peace Education as envisaged in NCF 2005
- The curriculum frame work of quality teacher education by NCTE
- Building School Environment for Peace Education
- Reorganising Teacher Education for Peace Education
- Teacher as a peace builder

Suggested Activities for Field Engagements/Practicums (20 Marks)

Note: At least one activity has to be selected or assigned from the following:

- Write a report on peace components
- Conflicts experienced at home/in family/ in society/ in school, etc.
- Strategies of handling conflicts in a creative manner
- Exploring possible strategies of resolving commonly experienced conflicts
- Healthy discipline among school children
- Identifying challenges of peace in school and dealing with one such challenge
- 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

Modes of Transaction

Lecture, Group Discussion, Interviewing, Project Work, Field Report, Assignment, Student- Seminar etc.

Suggested Readings

- Ball, A.F. (2000). Empowering pedagogies that enhance the learning of multicultural students. *Teachers College Record*, 102(6). 1006-1034.
- Cross, W. E., Jr.(1991). *Shades of black: Diversity in African-American identity*. Philadelphia: Temple University Press.
- Bahai Reference Library (2006). *The promise of world peace*. <http://reference.bahai.org/>
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- Harris, I. M. & Morrison, M. L. (2003). *Peace education*, (2nd ed.). Jefferson, NC: McFarland.

- Helms, J. E. (1990). Black and white racial identity: Theory, research and practice. Westport, CT: Greenwood Press.
- Faithful America (2006). Online Newsletter. <http://www.faithfulamerica.org/>
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- Mishra. L. (2008). Encyclopaedia of peace education APH Publishing corporation New Delhi
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- Woolf, G. (2006). Peace studies is not terrorism. Academe,
- Yearwood, S. (2006). Justice, based on beliefs, can't be same for all. Other voices. Faith and

COURSE NO.: B.ED./ 4/SC/406D
COMMUNITY PARTICIPATION IN EDUCATION (CPE)

Credits: 4

Marks: 100

(60 Marks for End Semester Exam, 20 Marks for Class Tests or/and Assignments and 20 Marks for Engagement with Field/ Practicums/Suggested Activities etc.)

Course Objectives

- After completion of the course one will be able to
- understand the concept and importance of community participation in Education.
- analyse the socio-political and economic context of community participation and decentralization in education.
- evaluate the roles of different bodies of decentralized educational management in terms of quality education and community participation.
- know the modalities and culture of community participation in India.
- understand how decentralized management and community participation affect school development and quality of education.
- acquire the required skills for community participation and mobilization in schools.
- be competent in exploring socio-educational problems, issues, and ideas through social participation, and FGD.

Course Contents

Unit-I: Introduction to Community Participation in Education

- Community Participation: Concept, Importance and Need
- Types of Community Participation- Formal and Informal; Direct and Indirect; Voluntary and Sponsored
- Teachers role in augmenting community participation in school
- Related concepts: community mobilization, community empowerment, Local Self-Governance (LSG), school as community centre, their impact on school development
- Ecology of School Community: Community for School and School for Community

Unit-II: Policies for Community Participation

- Scenario of Community Participation in Education (School Level) in India
- Community Participation envisioned through different educational programmes- RTE-SSA, and RMSA
- Strategies and Modalities of Community Participation-PPP & SMCs,

- Socio-Political & Financial Aspect of Community Participation
- Involving Community in Building School Environment (Physical, Intellectual, Social and Organizational)

Unit-III: Decentralization of Education

- Decentralization of Education through Local Bodies: Concepts, Need, Advantages Limitations and Its Relation with Community Participation
- Types of Decentralization: Horizontal and vertical; and
- Forms of Decentralization: De-concentration, Delegation, Devolution and Privatization
- Recommendations of 73rd and 74th Constitutional Amendment, 1992; NPE, 1986 (as modified in 1992); RTE, 2009 on Decentralization of Education; and CABE committee on Decentralized Management of Education, 1993

Unit-IV: Decentralization and Its Implication

- Structure of Decentralized Management of Education System in India- Administrative and Academic
- Grassroots Level Planning - Preparing school Development Plan, School Mapping
- Community Based Monitoring
- Capacity Building of Community Through Training: Concept, Types and Provisions for Training
- Role of Government, NGOs and media in increasing community participation, Innovative Practices

Suggested Activities

Note: At least one activity has to be selected or assigned from the following:

- Preparing of Report on the Proceedings of SMC/PTA/MTA meetings in a particular school.
- Suggesting and designing strategies to increase/ mobilize community participation in school management.
- Analysis of a book/paper/policy document related to community participation or decentralization.
- Study on the role played by community in the day to day management, monitoring and supervision of a school.
- Study on the supervision of attendance of school teachers/students.
- Study on the community training organized at block/district level.
- Preparing a report of culture of community participation in a school.
- Writing a report on provisions of community participation in school management.

- Examining the Role of SMDC/SMC/ VEC in the Management of a Particular School.
- Organization of a FGD on any socio-educational issue in a school/institution/locality.
- Writing a critical report on the structure and functions of SMC/VEC.
- A study on the different roles and functions of SMC/VEC
- Any other relevant activity considered appropriate by the teacher.

Suggested Readings

- Altekar, A. S. (1949). *State and government in ancient India*. Varanasi: MotilalBanarsidas.
- Bhatnagar, B. & Williams *Review*, 47(2), 184-216., A. C. (1992). Introduction. In Bhatnagar, B. & Williams, A. C. (Eds.) *Participatory Development and the World Bank: Potential Direction for Change*. Washington D. C.: World Bank.
- Bray, M. & Mukundan, M. V. (2003) *Management and governance for EFA: is decentralization really the answer? Paper commissioned for the EFA global monitoring report 2003/4, the leap to equality*. Paris: UNESCO.
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- Govinda, R. & Bandyopadhyay, M. (2010). *Changing framework of local governance and community participation in elementary education in India* (CREATE monograph No. 35). Brighton (U.K.): CREATE, Centre for International Education, Department of Education, School of Education & Social Work, University of Sussex.
- Govinda, R. & Diwan, R. (2003). Introduction: Emerging issues and practices. In R. Govinda & R. Diwan (Eds.), *Community participation and empowerment in primary education* (pp.11-30). New Delhi: Sage Publications.
- Govinda, R. (1997). *Decentralization of educational management: Experiences from South Asia* (IIEP research report no. 107). Paris: International Institute of Educational Planning (IIEP).

- Govinda, R. (2003). Dynamics of decentralized management in primary education: policy and practice in Rajasthan and Madhya Pradesh. In R. Govinda & R. Diwan (Eds.), *Community participation and empowerment in primary education* (pp. 203-235). New Delhi: Sage Publications.
- IGNOU (n.d.). COMMUNITY PARTICIPATION (UNIT 17 Post Graduate Diploma in Maternal & Child Health (PGDMCH) > MME-201 Preventive MCH > Block-4 Communication for Behavioural Change > New Delhi.
- Kothari, D. S. (1966). *Education and national development: report of the education commission, 1964-66*. New Delhi: NCERT
- Madsen, J. (1996). *Private and Public School Partnerships: Sharing Lessons about Decentralization*. London: Falmer Press
- McGinn, N. and Welsh, T. (1999) *Decentralization of education: why, when, what and how*, Paris: IIEP.
- NCERT (2005). *National Curriculum framework 2005*. New Delhi.
- NUEPA (2009). *State wise status of progress in community mobilization and participation under SSA, 2007-08: 14 States* (DC. D13362). NUEPA, New Delhi.
- Varghese, N. V. & Zaidi S. M. I. A. (1999). *Local bodies and planning for education: a study of Aurangabad district Maharashtra* (Research Project Report). New Delhi: NIEPA.