

**A TWO-YEAR B.ED.PROGRAMME**

**COURSE STRUCTURE AND SYLLABUS**



**EFFECTIVE FROM: JULY, 2023**

**DEPARTMENT OF EDUCATION, MIZORAM UNIVERSITY**

**SECTION-I**

**RULES AND REGULATIONS FOR A TWO-YEAR**

**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. 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.
2. 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.
3. 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.
4. 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 precede 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 3<sup>rd</sup> 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: Overall Course Structure**

Paper	Sem-I	Sem - II	Sem- III	Sem- IV	Total Marks
Theory	B.ED/1/CC/101 B.ED/1/CC/102 B.ED/1/CC/103 B.ED/1/CC/104  1 week Field Work for Activities under Semester - I	B.ED/2/CC/201 B.ED/2/CC/202 B.ED/2/CC/203 B.ED/2/CC/204  1 week Field Work for Activities under Semester - II	16 weeks Internship (Including 4 weeks of Pre-Internship Training)	B.ED/4/CC/401 B.ED/4/CC/402 B.ED/4/CC/403 B.ED/4/CC/404 (1/2) B.ED/4/SC/406	
Marks	400	400	500	450	1750
EPC	B.ED/1/EPC/105	B.ED/2/EPC/205 (1/2) B.ED/2/EPC/206 (1/2)		B.ED/4/EPC/405 (1/2)	
	100	100		50	250
GRAND TOTAL	500	500	500	500	2000
<i>EPC -Enhancement of Professional Competencies 1/2 - Indicates Half-Paper of 50 Marks with 2 Credits</i>					

B) Consolidated Details of Internal and External Assessment  
Table -2: Semester Wise Distribution of Internal and External Assessment

Semester		Assessment		Theory		School Internship and EPC Activities		TOTAL
				Optional	Core	EPC	School Internship	
Sem- I		IA		160		100		260
		EA		240				240
		TT		400		100		500
Sem - II		IA		160		100		260
		EA		240				240
		TT		400		100		500
Sem- III		IA					250	250
		EA					250	250
		TT					500	500
Sem - IV		IA		140	40	50		230
		EA		210	60			270
		TT		350	100	50		500
OVERALL		IA		460	40	250		1000
		EA		690	60			1000
		TT		1150	100	250		2000

\*Shade represent External Assessment

### Detail Course Structure of the Programme

<b>B.Ed - I Semester</b> <b>Distribution of Marks and Credits for Different Courses</b>								
Course No	Name of Course	Mark	Credit	Distribution of Credits			Internal	External
				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/CC/105	Critical Understanding of ICT (EPC- 1)	100	4	3		2	100	0
TOTAL		500	20	14		6	260	240

<b>B.Ed - II Semester</b> <b>Distribution of Marks and Credits for Different Courses</b>								
Course No	Name of Course	Mark	Credit	Distribution of Credits			Internal	External
				L	T	P		
B.ED/2/CC/201	Knowledge and Curriculum	100	4	3		1	40	60
B.ED/2/CC/202	Pedagogy of School Subject -I	100	4	3		1	40	60
B.ED/2/CC/203	Pedagogy of 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		
B.ED/2/CC/206	Drama and Arts in Education (EPC-3)	50	2			2	100	0
TOTAL		500	20	13		7	260	240



B.Ed - III Semester Distribution of Marks and Credits for Different Courses								
Course No	Name of Course	Mark	Credit	Distribution of Credits			Internal	External
				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

B.Ed - IV Semester Distribution of Marks and Credits for Different Courses								
Course No	Name of Courses	Total Mark	Credit	Distribution of Credits			Internal	External
				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 Organisation and Educational 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/CC/406	Optional Course (Any one) 406-A Health and Physical Education 406 - B: Guidance and Counseling 406- C: Peace Education 406 - D: Life Skills Education	100	4	3		1	100	0
TOTAL		500	20	13		7	230	270

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

**Distribution of Marks and Credits for Different Courses**

B.Ed - I Semester Distribution of Marks and Credits for Different Courses								
Course No	Name of Course	Total	Credits	Distribution of Credits			Internal	External
				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/CC/105	Critical Understanding of ICT (EPC- 1)	100	4	3		2	100	0
TOTAL		500	20	14		6	260	240

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

B.Ed - I Semester Details of Internal and External Assessment Marks								
Course No	Name of Courses	Internal						Ext ern al
		Test I	Test II	Practicum/Act ivity				
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 Disciplines and Subjects	10	10				20	60
B.ED/1/CC/105	Critical Understanding of ICT (EPC- 1)	10	10	20	20	20	20	0
GRAND TOTAL		50	50	160				240
		50	50	160				240
		100						
		500						

**\*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**

**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
- Theories of development: Piaget Cognitive Development, Erikson psycho-social Development and Kohlberg's Moral Development.

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

- Socialization: Concept and agencies.
- Impact of socialization on child development
- Developmental task of a child: Role of parents, teachers and schools.
- Holistic development for self and society
- Development of all children in an inclusive positive classroom environment.

**Unit-III: Adolescence: A Sensitive Period of Development**

- Realistic and Contextual Frames of growing up in adolescence

- Growing up with media
- Issues and Concerns in adolescence
- Adjustments problems
- Substance Use and Abuse
- Bullying
- Juvenile Delinquency
- Compulsive Internet Use
- Depression and Suicide
- Role of school and teachers in dealing with problem and issues in adolescence.
- Life Skill Education and adolescence
- Health awareness for Adolescence (prevention and control of STD's and AIDS)

#### **Unit-IV: Individual Difference and Personality Development**

- Individual differences: Concept, types and factors influencing individual differences (heredity, environment- physical and socio-cultural factor, nutrition and child rearing practice)
- Understanding Diversity in Learners: Learning disability, slow learner, gifted learners and creative learners.
- Personality: Concept, types and traits.
- Role of teachers in developing personality of students.

#### **Modes of Transaction:**

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

#### **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 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.

#### **Suggested Readings:**

- Arden N. Frandsen (1957). How children learn Mc.Graw Hill
- Bhatia, H. R. (1973). Elements of Educational Psychology, 5th edition, Orient Longman.
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- Kundu C.L. and Tutoo D.N. (1993) : Educational Psychology, Sterling Publishers Pvt. Ltd.

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- Papalia D. E., and Sally, W. O. (1978). Human Development. McGraw Hill Publishing Company
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- 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

**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/ Practicum/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*
- *know the integration of indigenous knowledge in school curriculum.*

**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 recognizing 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, Samagra Shiksha, National Education Policy (NEP)-2020

### **Unit-IV: Indigenous Knowledge System in India**

- Concept of Indigenous knowledge
- Learning language through folk, drama, songs and culturally sensitive pedagogies
- Indigenous knowledge as a way of knowing i.e. Experiential Learning, Art and Sports integrated Learning
- Cross cultural integration, National Integration and International relationship

### **Modes of Transaction:**

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

### **Suggested Activities for Field Engagements/Practicums (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.
- Identify the Ancient Pedagogies used by teacher in mizo society
- Any other activities considered appropriate by the course teacher.



## 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 Pubishing Corporation.
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**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/ Practicum/Suggested Activities)**

**Exam Time: 3 Hours**

**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 Content**

**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
- Domains of Teaching & Learning Process(Bloom's Taxonomy): Cognitive, Affective and Psychomotor

**Unit-II: Understanding the Learner and Learning process**

- Methods used in understanding the learner: Introspection, Observation, Experimentation and Case study
- Learning Styles: Concepts and Types

- Theories of Learning: Behaviouristic, Cognitivist, 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
- Teaching Skills: Concepts and Types
- Models of Teaching: Concept, Components and Types (Concept Attainment Model & Social Inquiry Model)

### **Unit-IV: Teaching as a Profession**

- Teaching as Art, Science & Profession
- Professional Ethics of a Teacher
- Teacher as a Critical Pedagogue
- Teacher as a Reflective Practitioner
- Assessment of Reflective Teaching

### **Modes of Transaction**

Lecture, Group discussion, Project work, Field report, Assignment, Student-seminar etc.

### **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 school

- Use of constructivist approach in teaching of Languages/ Mathematics/Sciences/Social Sciences
- Any other relevant activity considered appropriate by the course teacher

### **Suggested Readings**

- Anuradah Joshi (2009) Models of teaching (2nd ed.). H.P. Bhargava
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- Bhatia, Arun (2005) Communication for education and development Rajat
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- D. N. Dasgupta (2007) Communication and education Pointer
- David G. Ryans (1960) Characteristics of teacher Sterling
- Dhan, Harry (1990) Techniques of teaching Ashish
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- 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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- Karthikeyan, C. (2004) A Text book on instructional technology, RBSA
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- Nayak, A. K. (2002) Classroom teaching A.P.H
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- Siddiqui, Mujibul Hasan (2004) Challenges of educational technology APH
- Siddiqui, Mujibul Hasan (2005) Techniques of classroom teaching A.P.H
- Singh, L.C. (1979) Microteaching National psychological corporation
- Singh, Raghu Raj (2007) Micro teaching Shree
- Singh, Y. K. (2004) Micro-teaching APH
- Tileston, Walker Donna (2004) What every teacher should know about Corwin
- Yadav, Mahabir (1993) Classroom behaviour 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.
- Ohles, J.F. (1970). Introduction to Teaching. New York: Random House, INC.
- Tanner, L.N. & Lindgren, H.C. (1971). Classroom Teaching and Learning. New York: Holt, Rinehart and Winston, Inc.
- Snowman & Baihler (2006). Psychology Applied to teaching. Boston: Houghton Mifflin Company.
- 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.

**B.Ed./1/CC/104**  
**UNDERSTANDING DISCIPLINES AND SUBJECTS**  
**Credits -4**  
**Marks: 100**  
**(60 Marks for End Semester Exam, 20 Marks for Two Class Tests, and 20 Marks**  
**for Engagement with Field/ Practicum/Suggested Activities)**

**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**

- Understanding language as a discipline;
- Language: Concept, nature and functions,
- Language as a Discipline,
- National policies on language education
  - NEP 1986 (Three language formula)
  - NCF 2005
  - NEP 2020
- Language acquisition and language learning
- Centrality of language in the school curriculum

### **Unit-III: Understanding Mathematics and Science as Disciplines**

- Mathematics as a Discipline
- Need and Importance of Mathematics
- Science as a Discipline
- Interdisciplinary and multidisciplinary nature of science
- Role of Mathematics and Science in School Curriculum

### **Unit-IV: Understanding Social Science as a Discipline**

- Concept and Development of Social Science
- Nature and Scope of Social Science
- Interdisciplinary Nature of Social Science
- Development of Values through Social Science
- Relevance of Social Sciences in School Curriculum

### **Modes of Transaction**

Lecture, Group discussion, Project work, Field report, Assignment, Student-seminar etc.

### **Suggested Activities for Field Engagements/Practicums (20 Marks)**

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

- 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.
- 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.
- 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

## 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).
- Mishra, L. (2008) Teaching of Mathematics, APH Publisher New Delhi
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- Santosh Mehrotra, Ravi Raman, Kalaiyarasan 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. (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-knowledgesocial>



**B.Ed./1/CC/105**  
**ICT IN TEACHER EDUCATION**

**Credits: 4**

**Marks: 100**

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

**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*

**Unit-1: Introduction to ICT**

- Concept of Information and Communication Technology.
- Importance and Limitations of ICT in the field of Education.
- ICT Policies for Education
- Basic working of the various components and peripherals of current generation computers.

**Unit-II: Digital Learning**

- E-Learning, Mobile Learning, Online Learning
- Artificial Intelligence in Education (ChatBots, Smart Assistants, Plagiarism detection)
- Social Networking/Media and Education
- Massive Open Online Courses (MOOCs)

**Unit-III: Educational Software and Apps**

- Web/Video Conferencing tools
- Google form, Google Classroom, Google Assistant, Google Team
- Assessment tools
- Learning Management System

**Unit-IV: MS Office**

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

**Suggested Activities for Field Engagements/Practicums (80 Marks)****Modes of Transaction:**

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

*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.

**II SEMESTER**

B.Ed - II Semester Distribution of Marks and Credits for Different Courses								
Course No	Name of Course	Total	Credit	Distribution of Credits			Internal	External
				L	T	P		
B.ED/2/CC/201	Knowledge and Curriculum	100	4	3		1	40	60
B.ED/2/CC/202	Pedagogy of School Subject -I	100	4	3		1	40	60
B.ED/2/CC/203	Pedagogy of 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		
B.ED/2/CC/206	Drama and Arts in Education (EPC-3)	50	2			2	10 0	0
TOTAL		500	20	13		7	26 0	24 0

B.Ed - II Semester								
Details of Internal and External Assessment Marks								
Course No	Name of Course	Internal					External	
		Test I	Test II	Practicum/Activity				
B.ED/2/CC/201	Knowledge and Curriculum	10	10	20			60	
B.ED/2/CC/202	Pedagogy of School Subject -I	10	10	20			60	
B.ED/2/CC/203	Pedagogy of School Subject - II	10	10	20			60	
B.ED/2/CC/204	Assessment for Learning	10	10	20			60	
B.ED/2/CC/205	Reading and Reflecting on Text (EPC- 2)	10	10	10	10	10	0	
B.ED/2/CC/206	Drama and Arts in Education (EPC-3)	10	10	10	10	10		
GRAND TOTAL		60	60	140			240	
		120			140			240
		500						

- 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 Course

*Each student 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 Mathematics	Mathematics	Physical Science
	Chemistry Botany Zoology	Biological Science	Physical Science
Arts Commerce	English Mizo Social Science	English	Social Science
		Mizo	
		Mathematics	

**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: Subject Centred Curriculum □  
Child Centred Curriculum - (Features, Strengths and Limitations)
- 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 (23) 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 textbook*
- *Any other relevant activity identified by the teacher*

### **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**

- 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, Doaba World Education 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 Curriculum Development. 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.
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- Doll, Ronald C (1986). Curriculum Improvement; Decision Making and Process. (6thed.). 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.

**B.Ed./2/CC/202/ENG  
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 and its Development as International 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: As subject and medium of instruction (with reference to Three-language Formula)
- Aims & Objectives of Teaching English (Practice writing instructional objective as per Bloom's Taxonomy)

**Unit-II: Approaches, Methods & Techniques**

- **Approaches to teaching of English:** Concept and types- Situational Language Teaching (Structural Approach) and Communicative Language Teaching
- **Methods of Teaching English:** Concept and types- Grammar-Translation Method, Direct Method, Bilingual Method, Dr. West's New 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 Proficiency**

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

### **Unit-IV: Lesson Planning and Language Resources**

- Lesson Planning: Concept and Importance and Different Approaches to Planning a Lesson
- Planning a Lesson for Teaching of Prose, Poetry, Grammar and Composition
- Language Specific Teaching Learning Material (TLM)
- Integration of ICT in Language Teaching and Use of Language Laboratory
- Language Learning Resources: Print Media (News Paper & Magazines), Radio, Television and Films.

### **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.
- Administering 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 students in English.
- Critical examination of exercises given in the end of various chapters in English Textbooks.
- Observation/analysis of pedagogical approaches used by the teachers of English Language
- Critical appreciation of language policy of the State or Nation with reference to English Language
- Role of English in enriching modern Indian Languages.
- 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.
- 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.
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- Gattegno, C. (1972). *Teaching Foreign languages in school: The silent way*. New York: Educational Solutions.
- Govil, P. (2006). *Teaching of English*. Delhi: HP Bhargava Book House.
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- Howatt, A. P. R. (1984). *A history of English Language teaching*. Oxford: Oxford University Press.
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- 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.
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- Richards, J. C. & Rodgers, T. S. (2001). *Approaches and methods in language Teaching*. New Delhi: Cambridge University Press.
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- 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.
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**B.Ed. / 2/CC/ 202 /MZ****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 language in general and Mizo language in particular.*
- *Observe the required language skills, remedy and their inter links for mastering the language.*
- *Connect the various approaches, methods and techniques for planning of successful language teaching.*
- *Use techniques for evaluating 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 Mizo Language Teaching**

- Meaning, definition, nature and importance of Mizo language.
- Aims and objectives of teaching Mizo at the secondary level.
- Status of Mizo subject in the school curriculum.
- Language and Society

**Unit-II: Approaches, Methods & Techniques**

- Approaches to Teaching of Mizo: Constructivist Approach, Task Base Language Learning (TBLL) Approach, Communicative Approach, Content-based Approach and Structural Approach.
- Methods of Teaching Mizo: Direct Method, Reading Method, Grammar Translation Method, Inductive-Deductive Method.
- Techniques of Teaching Mizo: Concept, importance and application- Discussion, debate, role play, dramatization etc.

**Unit-III: Teaching of Mother Tongue: Genres, Skills and Strategy**

- Importance of Prose, Poetry and Grammar.
- Development of language skills: Listening, Reading, Speaking and Writing
- Problems and Issues in Teaching-Learning of Mother Tongue and strategies for development.
- Speech and Sounds in Mizo: Organs of speech, Tone, Vowels and Consonants.
- Principles of textbook development and special requirements of language textbooks.

#### **Unit-IV: Lesson Planning and Evaluation**

- Lesson Planning: Meaning, Importance, Principles and Preparation
- Teaching Aids: Meaning, Importance, Usage and Innovative Teaching Learning Material
- Concept and Importance of Evaluation
- Tools and Techniques of Evaluation in Language

#### **Suggested Activities for Field Engagements/Practicums (20 Marks)**

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

- Evaluation of textbooks at Secondary Level under MBSE.
- Critical analysis of HSLC question paper in Mizo.
- Select 'Only negative form of language in Mizo Tawng' and list them out.
- Prepare a short writing against the improper usage of negative words.
- 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.
- 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.
- Any other relevant topic/activity considered appropriate by the teacher.

#### **Modes of Transaction**

Debate, Role Play, Lecture, Group discussion, Project work, Extempore Speech, 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 tawng zirzauna bu thar.(2012).Aizawl: Mizo literature And Language Teacher Academy (MILLTA)
- Mizo Thawnthu. (2008).Aizawl: Tribal Research Institute, Department Of Art And Culture, Mizoram
- Mizo Tawng ziah dan. . (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
- Ralte, Lalliani (2017). Mizo Tawng Zirtir Dan (Method of Teaching Mizo Language).
- Zothanliana, R. (2020). Mizo Tawng Zirtir. Zo Publication.
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**B.Ed./2/CC/202/BS**  
**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*

- *acquaint with the body of knowledge in science*
- *acquaint with basic and integrated science process skills*
- *understand the nature of science(NOS) and learn about popular myths about NOS*
- *differentiate between aims and objectives of teaching biological science*
- *acquaint with the learning outcomes recommended at secondary stage*
- *know the basic approaches for biological science curriculum planning and transaction*
- *know about designing of contents through lesson plan and unit plan*
- *write specific objectives of teaching biological science in light of Bloom's Taxonomy*
- *prepare blue print of an achievement test*
- *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*
- *make concept-maps of lessons*
- *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 biological laboratory equipment*

**Course Contents**

**Unit-I: Introduction to Teaching of Biological Science**

- Science as Body of Knowledge: Facts, Concepts, Principles, Theories, Laws and Models; Science Process Skills: Basic and Integrated
- Nature of Science (NOS), popular myths about NOS
- Scientific Literacy, Scientific Method and Scientific Temperament
- Aims and Objectives of teaching biological science & Learning Outcomes for Science at secondary stage (NCERT, 2019)
- Importance and position of biological science in secondary school curriculum & Relationship of biological science with other school subjects
- Values of teaching biological science

**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
- Writing specific objectives in light of Bloom's Taxonomy
- Designing of content through Lesson Plan & Unit Plan



- Concept of Achievement Test and its Blue Print Preparation

### **Unit-III: Approaches, Methods & Strategies in Biological Science Teaching**

- Approaches of teaching biological science: Inductive-Deductive, Analysis- Synthesis, Constructivist and Integrated
- Methods of teaching biological science: Demonstration cum Discussion, Laboratory, Experimental/ Scientific, Heuristic, Project method
- Learning Strategies: Observations, Analogies, Collaborative and Problem Solving
- Use of Concept Mapping in Teaching Biological Science

### **Unit-IV: Aids and Resources for teaching Biological Science**

- Teaching Aids: Importance and types, 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 characteristics
- Science Laboratory: Planning, Organization and Maintenance, Proper handling of Microscope and Specimen

### **Suggested Activities for Field Engagements/Practicum (20 Marks)**

#### **Compulsory Activity (10 marks)**

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

- Designing of teaching aids and models
- 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)
- Any other activity suggested by the teacher

### **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. (2002): Modern Methods of Teaching Biology, New Delhi: Sorup and Sons.
- 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
- NCERT (2019). Learning Outcomes at the Secondary Stage. New Delhi, India: Author
- 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: Vinod PustakMandir, 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

**B.ED./2/CC/ 202/MT**  
**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 the meaning and nature of Mathematics and its various aspects*
- *Understand and be familiarised with the goals of mathematics education and work for its realization*
- *Reunion their ideas towards the approaches and methods of teaching Mathematics and can apply it to classroom teaching*
- *Apply learner centric methods in teaching of Mathematics*
- *Understand the connotation of mathematics and culture and apply it in the form of the instructional support system in the classroom teaching*
- *Comprehend the various aspects of planning and assessment in mathematics teaching*
- *Develop different types of lesson plan and its execution in the classroom teaching*
- *Develop expertise in understanding and making the various learning resources in mathematic*
- *Enhance their overall understanding towards the mathematics teaching and its different components.*

**Unit-I: Foundations**

- Meaning and Nature of mathematics
- Axiomatic Framework of mathematics (Fallacies, Reasoning, Proofs and Paradoxes)
- Aims and Objectives of Teaching Mathematics at different levels of schooling.
- Mathematisation of a child: Mathematical Elements in culture and its relevance to the Classroom Mathematics Learning
- Development of Mathematics and contribution of Ramanujan and Euclid

**Unit-II: Approaches and Methods**

- Approaches to teaching Mathematics – behaviourist, constructivist and TPACK approaches
- Strategies in Mathematics: Oral, Drill and Homework
- Methods of Teaching Mathematics –
  - o Activity-based Learning
  - o Inductive-Deductive Method
  - o Analytic-Synthetic Method
  - o Problem Solving Method
  - o Experiential Learning Method
  - o Project Method

**Unit-III: Resources for Teaching and Learning**

- Concept, Types and Uses of Teaching-Learning Materials

- Edgar Dale's Cone of Learning Experience, Recreational Mathematics, Origami
- Mathematics Laboratory – concept, planning and maintenance
- Mathematics Club – purpose, organisation and activities
- Functions and desirable characteristics of mathematics textbook

#### **Unit-IV: Planning and Assessment**

- Concept, characteristics and importance of Year Plan, Unit plan and Lesson Plan
- Herbartian and 5E approaches to lesson planning
- Assessment in mathematics – concept and importance; Open text-book Assessment
- Construction of achievement test in mathematics – importance, principles and guidelines
- Types of test items (objective, short, essay and completion) – uses and principles of construction.

#### **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
- Any other activity approved by the course instructor

#### **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.

**B.Ed./2/CC/ 202, 203/PS**  
**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
- Inquiry Models: Inductive & Deductive models; Discovery Learning and Project based Science Inquiry
- Collaborative Teaching Models
- Direct/Interactive Teaching Model

**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 (5Es) 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 1- 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



**B.Ed./2/CC/203/SS**  
**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 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.*
- *Develop the different types of values*

**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 Middle, Secondary and Higher Secondary Stage
- Role and Qualities of Social Science Teacher
- Bloom's Taxonomy of Instructional Objectives and Learning Outcomes in teaching of Social Science
- Present position of Social Science in School Curriculum with reference to NCF 2005

**Unit-II: Learning Resources in Social Science**

- Importance and Classification of Teaching Learning Materials
- Needs of TLMs
- Resource units for teaching Social Science:
  - ☐ Library,
  - ☐ Laboratory,
  - ☐ Museum, and
  - ☐ Community resource
- Integration of ICT to enhance teaching and learning.

**Unit-III: Approaches and Methods of Teaching Social Science**

- Approaches of teaching social science:
  - ☐ Constructivist approach
  - ☐ RCEM Approach
  - ☐ Herbartian Approach
- Methods of teaching Social Science:-
  - ☐ Lecture Method

- ☐ Discussion method
- ☐ Project Method
- ☐ Dramatization Method
- ☐ Demonstration Method

#### **Unit-IV: Preparation of Lesson Plan**

- Importance of Lesson Plan
- Aims and Objectives of Lesson Planning
- Research funding in Social Science (ICSSR)
- Types of Lesson Planning
  - ☐ Herbartian Design
  - ☐ Concept, Advantage and limitation
  - ☐ 5E Model Design
  - ☐ Concept, Advantage and limitation
  - ☐ RCEM Model Design
  - ☐ Concept, Advantage and Limitation

#### **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
  - ☐ Herbatian 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 Objectives**

*After completion of the course the student will be able to:*

- *Understand the concept of assessment*
- *Understand the use of qualitative and quantitative tools and techniques of evaluation*
- *Develop the skill in preparing and administering test*
- *Develop the skills in setting question papers*
- *Familiarize with new trends in assessment*
- *Develop the skill to compute basic statistical test and interpret test scores.*

**Course Content**

**Unit-I: Concept of Measurement, Evaluation and Assessment**

- Assessment, Measurement, Evaluation: Concept, Principles and their relationship
- Differences between Assessment, Measurement and Evaluation
- Classification of assessment and evaluation:
  - Formative and summative evaluation
  - Norm-references and criterion referenced test
- NCF 2005 and assessment for learning.

**Unit-II: Tools and Techniques**

- Characteristics of Good Achievement tools
- Assessment of cognitive, affective and psychomotor domain according to modified Bloom's Taxonomy.
- Construction of Teacher Made Test with blue-print (essay type, short answer type, objective type questions)
- Tools of Evaluation – achievement test, cumulative records, questionnaires, anecdotal records, observation, interview, rating scale and check-list.

**Unit-III: Trends and issues in assessment**

- Continuous and Comprehensive Evaluation (CCE)
- Integrated Evaluation Scheme
- Rubrics based assessment
- Portfolio assessment
- Recent trends in Assessment and Evaluation: Grading system, credit system, open book examination, examination on demand and online examination.
- ICT based Assessment and Evaluation

#### **Unit-IV : Application of Statistics in Assessment**

- Need and importance of statistics for assessment
- Graphical representation: Frequency distribution, Polygon, Histogram, Ogive, Pie diagram.
- Cumulative distributions : Percentile, Percentile Ranks
- Normal distribution :Concept of Normal probability Curve
- Measures of Central tendency and their Uses: Mean, Median and Mode.
- Measures of Variability and their Uses: Range, Average Deviation, Quartile Deviation, Standard Deviation
- Pearson Coefficient of Correlation

#### **Suggested Activities for Practicum (20 Marks)**

*Only on 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**

- Agrawal, Y.P. (1990): Statistical Methods, Sterling Publishers Pvt.Ltd., Delhi
- Anthony J. Nitko (1983). Educational tests and measurement. Harcourt brace
- B. N. Pandey (1974). Student teaching and evaluation. National Council of
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- Dandekar W.N. - Evaluation in Schools
- Danielson, C. (2002), Enhancing student achievement: A framework for school improvement. Alexandria, VA: Association for Supervision and Curriculum Development

- Ebel, Robert L. and Frisbie, David A. Essentials of Educational Measurement
- Eugene I. Burdock, Abraham Sudilovsky and Samuel Gershon (1979). Grading in universities. Association of Indian Universities
- Eva L. Baker and Edys S. Quellmalz. (1980). Educational testing and evaluation. Sage Publication
- Ferguson, George, A.(1971) : Measurement and Evaluation in teaching: Mac MillanCo.Fourth Printing, New York.
- Garrett Henry E. - Statistic in Education and Psychology
- George, David (2005). Examination and evaluation in education. Commonwealth
- Green, Jorgensen and Gerberich - Measurement and Evaluation in the secondary schools.
- Greene, Harry A (1954). Measurement and evaluation in the secondary school. Longmans
- H. S. Singha. (1974). Modern educational testing. Sterling
- H. S. Srivastava (1978). Reforming examinations. National Council of Educational Research and Training
- Harlen, Wynne (2007). Assessment of learning. Sage publication
- J. Stanley Ahmann (1975). Measuring and evaluating educational achievement. Allyn
- 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
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- NCERT (1985), Curriculum and Evaluation, New Delhi:NCERT
- Newman, P.M. (1996), Authentic achievement: Restructuring schools for intellectual quality, San Francisco, CA: Jossey-Bass
- Nitko, A.J. (2001), Educational assessment of students (3rd ed.), Upper Saddle River, NJ: Prentice Hall
- Norris N. (1990) Understanding Educational Evaluation, Kogan Page Ltd.
- Numally, Jum, C.(1964) : Educational Measurement and Evaluation, McGraw, hill Book Company, New York.
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- Prakash, Prem (2008). Measurement in education and psychology. Kanishka Publication
- Robert R. Thorndike (1977). Measurement and evaluation in psychology and education. Wiley eastern

- S.Natrajan V. and Kulshreshta SP (1983), Assessing non-Scholastic Aspects Learners Behaviour, New Dlehi: Association of Indian Universities
- Shah, R. K. (2002). Educational testing and measurement. Pointer
- Shukla, Chhaya (2004). Assessment and evaluation in higher education. Sumit Publication
- Singh, Bharat, (2004). Modern educational measurement and evaluation system. Anmol publisher
- 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

**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*

- *be a motivated reader themselves and competent to motivate their students in future,*
- *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,*
- *be competent to guide the reading of school students,*
- *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)**

- Learning to be: the world of education today and tomorrow, 1972
- Learning: the treasure within, 1996
- National Knowledge Commission, 2007
- 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
- Rights of Persons with Disabilities Act, 2016
- Education for All Global Monitoring Report
- Education 2030, Incheon Declaration
- Sarva Shiksha Abhiyan;
- Rashtriya Madhymik Shiksha Abhiyan
- Rashtriya Uchhatar Shiksha Abhiyan
- Samgra Shiksha Abhiyan
- National Curriculum Framework for School Education 2000
- National Curriculum Framework 2005



- National Education Policy 2020
- Reimagining our futures together: A new social contract for education, 2021
- National Curriculum Framework for Foundational Stage 2022
- National Curriculum Framework for School Education 2023
- Impact of Liberalization, privatization and globalization on education system in India
- 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 Gijubhai Badheka
- Three Questions by Leo Tolstoy
- Vanka by Anton Chekhov
- My Childhood, by Maxim Gorky
- My Struggle for An Education by Booker 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
- Critique of feature film(movie) of educational value (approved by the teacher)
- 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)*

**Suggested Activities for Practicum (20 Marks)**

*Only one activity has 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 Môm 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 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.

**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 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
- Japani Rangbhumi by C.C. Mehta
- CCRT/CP/1 National Symbols
- CCRT/CP/3 Forts and Palaces of Madhya Pradesh
- CCRT/CP/8 Fatehpur Sikri, 1 and 2
- CCRT/CP/20 Textile Designs, 1 and 2
- CCRT/CP/4 Forts, Palaces & Havelis of Rajasthan
- CCRT/CP/16 Purulia Chhau
- CCRT/CP/21 Traditional Toys
- CCRT/CP/7 World Cultural Heritage Sites India, 1, 2, 3, and 4
- CCRT/CP/18 Art of Puppetry, 1 and 2
- CCRT/CP/9 Kuchipudi Dance
- CCRT/CP/10 Bharatanatyam Dance
- CCRT/CP/11 Manipuri Dance
- CCRT/CP/12 Kathakali Dance
- CCRT/CP/13 Kathak Dance
- CCRT/CP/14 Odissi Dance
- CCRT/CP/22 Expressions in Lines
- CCRT/CP/19 Musical Instruments of India, 1 and 2
- CCRT/CP/2 Architecture of Delhi
- CCRT/CP/6 Cultural History, 1, 2, and
- CCRT/CP/5 Forts of Maharashtra
- CCRT/CP/17 Traditional Theatre Forms of India 1 and 2
- CCRT/CP/15 Sattriya Dance
- REPORTS AND BOOKS
- CCRT/RB/23 Culture and Development
- CCRT/RB/24 Tirath 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**

B.Ed - III Semester Distribution of Marks and Credits for Different Courses								
Course No	Course Name	Total Marks	Credits	Distribution of Credits			Internal	External
				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		<b>500</b>	<b>20</b>		-	<b>20</b>	<b>250</b>	<b>250</b>

### 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.

**Table - 1**

<b>S1</b>	<b>Detail of Internship Activities and Criteria of Evaluation</b>	<b>Internal Assessment Marks (Total Marks 150)</b>		<b>External Assessment Marks (Total Marks 150)</b>	
		<b>Pedagogy Paper-1 (Marks 75)</b>	<b>Pedagogy Paper -2 Marks - 75</b>	<b>Pedagogy Paper - 1 Marks -75</b>	<b>Pedagogy Paper - 2 Marks - 75</b>
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 classrooms	15	15		
3	Innovations, If any, in method of teaching, delivering strategy	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		
<b>Total</b>		<b>75</b>	<b>75</b>	<b>75</b>	<b>75</b>



**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**

<b>Sl.No.</b>	<b>Activities Under School Experience</b>	<b>Marks</b>
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) 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
	<b>Total</b>	<b>100</b>

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 - IV Semester Distribution of Marks and Credits for Different Courses								
Course No	Name of Courses	Total	Credits	Distribution of Credits			Internal	External
				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 Educational 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/CC/406	Optional Course (Any one) 406-A Health and Physical Education 406 - B: Guidance and Counseling 406- C: Peace Education 406 - D: Life Skills Education	100	4	3		1	100	0
TOTAL		500	20	13		7	230	270

B.Ed - IV Semester Details of Internal and External Assessment Marks					
Course No	Name of Courses	Internal			External
		Test I	Test II	Practicum/Activity	
B.ED/4/CC/401	Language Across the Curriculum	10	10	20	60
B.ED/4/CC/402	Inclusive Education	10	10	20	60
B.ED/4/CC/403	School Organisation and Educational Management	10	10	20	60
B.ED/4/CC/404	Gender School and Society	5	5	10	30
B.ED/4/CC/405	Understanding the Self (EPC-4)			see footnote	50
B.ED/1/CC/406	Optional Course (Any one) 406-A Health and Physical Education 406 - B: Guidance and Counseling 406- C: Peace Education 406 - D: Life Skills Education	10	10	20	60
GRAND TOTAL		45	45	90	320
		90	90		320
		500			

\* 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

**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 influences 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

**Unit-II: Language, Cognition and Learning**

- Role of Language in Shaping Thought
- Language and Logic
- Language based theory of Learning
- Neurolinguistics Problems- Dyslexia, Dysgraphia, Dyscalculia
- Teaching the brain to read

**Unit-III: Multilingualism**

- Multilingualism: Indian Scenario
- Multilingual Education
- Multiculturalism as a Resource and 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

## **MODES OF TRANSACTION**

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

### **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.

### **Suggested Readings**

- Akmajian, A. et al. (2010). *Linguistics: Introduction to Language and Communication*. (6thed.). 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.
- Bullock, A. (1975). A language for life: Report of the committee of inquiry appointed by the secretary of state for education and science under the chairmanship of Sir Alan Bullock. London: Her Majesty Stationery Office.  
Available also on:  
<http://www.educationengland.org.uk/documents/bullock/bullock1975.html>
- Christopherson, P. (1972). Second Language Learning. London: Penguin.
- David, C. (1988). Oral language across the curriculum. Philadelphia: Multilingual matters Ltd.
- Fasold, R., & Connor-Linton, J. (2013). An Introduction to Language and Linguistics. (6th ed.). Cambridge: Cambridge University Press.
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**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/ Practicum/Suggested Activities)**

**Course Objectives:**

*After the completion of the course, student- teachers will be able to: engage with studies on Indian society and education.*

**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.*

**Unit-1: Inclusion and Policies for Providing Inclusive Set-Up**

- Evolution of Inclusive Education: Concept of Special School, Integrated School and Inclusive School.
- Principles and Barriers to Inclusion
- National Policies: National Policy on Disability, 2006, National Education Policy, 2020
- National Trust Act, 1999, RPwD Act, 2016,

## **Unit-II: Addressing the Educational Needs of Students with Special Needs**

- Students with Hearing Impairment, Concept, Characteristics and Educational Programme
- Students with Visual Impairment, Concept, Characteristics and Educational Programme
- Students with Specific Learning Disabilities viz. Dyslexia, Dyscalculia and Dysgraphia, Concept, Characteristics and Educational Programme
- Students with Intellectual Disability, Concept, Characteristics and Educational Programme
- Students with Social Maladjustment, Concept, Characteristics and Educational Programme
- Gifted Students, Concept, Characteristics and Educational Programme

## **Unit-III: Strategies for Teaching in Inclusive School**

- Curriculum Adaptation: Adaptation and Modification
- Developing Innovative Teaching – Learning materials and Resource room
- Universal Design for Learning
- Individualized Educational Plan
- Collaborative and Cooperative learning

## **Unit-IV: Support System for Inclusion**

- Role of Teachers, Parents, Peers and NGOs
- Assistive Technologies
- Professional Standards for Teacher in Inclusive school
- Factors contributing students placement in inclusive school
- Family Centered support and parents counselling

### **Modes of Transaction**

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

### **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.*

### **Suggested Readings**

- Hegarty, S., and Mithu, A. (2002). Education and Children with Special Needs. New Delhi: Saga Publications.
- Maitra K., and Sazena, V. (2008). Inclusion Issues and Perspectives. New Delhi: Kanishka Publishers.
- Dhawan, M.L. (2007). Education of Children with special needs. New Delhi: Isha books.
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**B.ED./4/CC/403**  
**SCHOOL ORGANISATION AND EDUCATIONAL MANAGEMENT**

**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 & State Level
- Role and Functions of ICSE, CBSE and MBSE

**Unit-II: Process of Educational Management**

- Components of Educational Management: Planning, Organising, Directing, Financing and Controlling, Co-ordinating, Reporting and Staffing
- Management of Resources: Human, Physical and Finance
- Needs and 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
- Assessment and Accreditation

#### **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.*
- *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.
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- Kochar, S. K. (1994). Secondary School Administration. Jullandhar: Jullandhar University Publications.
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- 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.
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**B. ED./4/CC/404**  
**GENDER, SCHOOL AND SOCIETY**  
**CREDITS – 2**  
**MARKS – 50.**

**(30 Marks for End Semester Exam + 10 Marks for Class Test, and 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

**Unit-I: Gender and Society**

- Concept of Gender and Sex, difference between Gender and Sex
- Psycho-social constructs of Gender: influence of family, community, caste, religion, culture, media and popular culture on gender identity construction.
- Transgender – concept, representation and challenges they are facing in society.
- Gender as determiner of self-concept.

**Unit-II: Gender and School; Women Protection and Empowerment**

- Role of school, curriculum and textbooks in developing positive attitudes towards opposite/other gender(s) in school
- Teacher as an agent of change in the context of gender and society.
- 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/NPGEL/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.
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- Sen, S. (2013). Women Rights and Empwerment. New Delhi: Astha Publishers.
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- Thakur, H.A. (1988). Women and Development Planning (Case study of Nauhatta Block), New Delhi: Vikas Publishing House.

**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 of 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:**

- SWOT Analysis of Learners by themselves
- 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 its development. To understand one's own Self-concept he/she is required to administer self-concept questionnaire on him/her. 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.*

**Critical Analysis of Theories of Carl R. Rogers & Abraham Maslow**

- Know your Intelligence (Note: Standardized Intelligence Test will be used to assess type of intelligence based on Gardner's Theory of Multiple Intelligence)

**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.



### 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.

### 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

- **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*

- **Seminar on Glimpses of Different Childhoods in India**

**Proposed Area:** (Children suffering from malnutrition, Out of school children, Child labour, 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. Harper 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](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.

**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 the poor health of students*
- *Take appropriate decisions and adopt measures for the good health of students*
- *Contribute actively to the prevention of infections and their related diseases*
- *Understand the significance of physical education in school life*
- *Appreciate and realize Yoga for fitness and wellness*
- *Blend physical education with healthy living*
- *Understand the significance of physical education and sports in the development of a positive personality*

**Course Contents**

**Unit-I: School, Society and Health**

- Concept of health and wellbeing
- Basic understanding of the human body – Its functions and energy systems
- School sanitation and hygiene education
- Food and Nutrition – Mid-day meal program
- First Aid – objectives and principles, First Aid for CPR, drowning, snake bites, and poisoning

**Unit-II: Preventive and Remedial Measure of Diseases**

- Understanding common diseases – Communicable and non-communicable diseases, Infection – its prevention and control
- Sedentary lifestyle diseases and maintenance of ideal body weight – Obesity and its management
- Drug addiction – Smoking and its effects on health
- Postural deformities – Preventive and remedial measure
- Stress, anxiety, and depression – Its management through physical exercises

**Unit-III: Physical Education and its Significance**

- Physical education – its significance and relation with other subjects
- Concept of physical fitness, wellness, and positive health, Relationship between physical fitness and health
- Warming up and cooling down, Effects of exercise on various body systems
- Yoga for fitness and wellness
- Role of physical education and sports on personality development

#### **Unit-IV: Physical Education Program in School**

- Intramurals and extramural competition, Types of tournaments
- Safety and security measures in school – playgrounds, gymnasium, and swimming pool
- Play and play theories – Its need and importance
- Socialization through physical education and sports in school
- Physical education as envisaged in NCF for School Education-2023

#### **Suggested Activities for Field Engagements/Practicums(20 Marks)**

**Note: At least one activity must be selected or assigned from the following:**

- Practical training on various playing field measurements, knowledge, and application of different games and sports disciplines.
- Organization of a 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 the last 2-3 years.
- Training in the usage of first aid kit – knowledge and application of various instruments and items.
- A reporting of a medical inspection program in schools of the locality
- An interview with the medical officer in different localities of the 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**

- Ajmer Singh, Bains Jagdish, Gill J.S., Brar R.S. (2019). Essentials of Physical Education. New Delhi: Kalyani Publisher, ISBN: 978935591786
- B.N. Dash (2010). Health and Physical Education. Neelkamal Publication, ISBN: 8183161871, 9788183161879.
- Bailey, R. (2006). Physical education and sport in schools: A review of benefits and outcomes. The Journal of School Health, 76(8), 397–401. <https://doi.org/10.1111/j.1746-1561.2006.00132.x>
- Dhananjay. S & Seema. K. (2007). Lesson Planning: Teaching Methods and Class Management in Physical Education. New Delhi: Khal Sathiya Kendra.
- Dr. Kamakhya Kumar (2012). Yoga Education: A Textbook. Published New Delhi: Shipra Publication.
- Goel Devraj & Goel Chhaya (2013). Universe of Swami Vivekananda & Complete Wholistic Social Development. CASE Publication under UGC SAP, the M.S. University of Baroda, Vadodara.

- Graham, G. (2008). Physical education becomes an important part of teaching-learning processes, *The Elementary School Journal*, 108(3),241-249.
- Health Education for school-age children – A framework central Health Education. Bureau & NCERT, New Delhi – 16.
- Ministry of Health & Family Welfare, Government of India, Annual Report to the People on Health, December 2011.
- Morgan, P. J., & Hansen, V. (2008). Physical education in primary schools: Classroom teachers' perceptions of benefits and outcomes. *Health Education Journal*, 67(3), 196–207. <https://doi.org/10.1177/0017896908094637>
- Trudeau, F., & Shephard, R. J. (2008). Physical education, school physical activity, school sports and academic performance. *International Journal of Behavioral Nutrition and Physical Activity*, 5(1), 10. <https://doi.org/10.1186/1479-5868-5-10>

**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.*
- *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 school levels (elementary to higher secondary)
- Characteristics and principles of guidance
- Educational guidance – concept, nature and scope
- Vocational guidance - concept, nature and scope
- Personal guidance - concept, nature and scope

**Unit-II: Introduction to Counselling**

- Concept, need and principles of Counselling
- Individual and group counselling
- Techniques of counselling: Directive, Non-directive and Eclectic
- Role and functions of Counsellor & Role of Teacher as counsellor
- Areas of counselling: Family counselling, Parental counselling & Peer counselling

**Unit-III: Guidance Services**

- Individual Inventory Service
- Placement Services
- Follow up services
- Occupational Information
- Role of guidance personnel in guidance services

#### **Unit-IV: Tools and Techniques in Guidance and Counselling**

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

#### **Modes of Transaction:**

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

#### **Suggested Activities for Field Engagements/Practicum (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 counsellor, 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 counsellor 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.*

#### **Suggested Reading:**

- Bhargava, M (1982). *Modern Psychological Testing and Measurement*. Agra. H.P. Bhargava Book Publishers.

- DeLucia-Waack, J. L. (2006). *Leading psycho-educational groups for children and adolescents*. Thousand Oaks, CA: Sage.
- Floelick. C.P. (1988). *Guidance Services in Schools*. New York : Allyn& 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.
- Vernon, A. (2006). *Thinking, feeling, behaving: An emotional education curriculum for  
 adolescents/grades 7–12 (2nd ed.)*. Champaign, IL: Research Press



**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/ Practicum etc.)**

**Course Objectives**

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

- *Broaden their understanding of peace and peace education,*
- *Understand the 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 for resolving conflicts.*
- *Develop attitudes and skills for resolving conflicts in a creative manner and*
- *Reflect on school, curricula, textbooks, and pedagogical processes from peace perspective.*

**Course Contents**

**Unit-I: Understanding Peace and Peace Education**

- Peace Education Meaning, Concept, and Scope
- Peace Education and its policy perspectives
- Historical Development of Peace Education
- Aims and objectives of Peace Education
- International and National Initiatives for Peace Education

**Unit-II: Components of Peace Education**

- Concept of peace, harmony and brotherhood
- Education for Peace and Development,
- Peace with Self, others and Environment
- Peace for globe and humanity
- Difference Between Peace Education and Education for Peace

**Unit-III: Curriculum and Peace Education**

- Integration of the Concept of Peace with All School Subjects
- Curricular, Co-Curricular, and Extracurricular Activities
- The curriculum framework of quality teacher education by NCTE
- Role of Education and strategies for Promoting Peace
- Non-violence and peace
- Peace Club: Structure and its Management

**Unit IV: Teacher Education and Approaches for Peace**

- Peace Education as envisaged in NCF 2005
- School Environment for Peace Education
- Teacher Education for Establishing Peace Education
- Teacher as a peace builder
- Pedagogical skills and strategies for peace education

### **Modes of Transaction**

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

### **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

### **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/>
- Etmektsoglou, G. (2006) Invitation to a conference at Boston University.
- 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/>
- Freire, P. (1993). *Pedagogy of the oppressed*. New York: Continuum.
- Mishra. L. (2008). *Encyclopaedia of peace education* APH Publishing corporation New Delhi
- Mishra, L(2011) *Peace Education ,A frame work of teachers* APH Publishing corporation New Delhi
- Woolf, G. (2006). A peace study is not terrorism. *Academe*,
- Yearwood, S. (2006). Justice, based on beliefs, can't be same for all.

**B.ED./4/SC/406D**  
**LIFE SKILLS 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/ Practicum etc.)**

**Course Objectives**

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

- *Understand the need for and importance of Life Skills for adolescents.*
- *Identify the relevance of Life Skills in the current status of education at a national & state level.*
- *Understand the 10 WHO Life Skills, UGC Jeevan Khoshal (Life Skills) & how they can promote school regularity, gender equality and inclusion.*
- *Demonstrate life skills delivery using various participatory approaches.*
- *Understand how to measure Life Skills.*

**Course Contents**

**Unit-I: Life Skills & its significance**

- Understanding Life Skills (meaning, definition, myths)
- Significance & Importance of Life Skills in daily life
- Life Skills & NEP 2020
- History of Life Skills education in Mizoram

**Unit-II: Life Skills Framework**

- Understanding Life Skills Frameworks
- Understanding WHO Life Skills Framework
- UGC Jeevan Kou shal (Life Skills)
- Policies on Life skills Education

**Unit-III: Theories & processes of Life Skills teaching in school**

- Introduction to theories of Life Skills
- Core Life Skills strategies & techniques
- Participatory approaches to Life Skills teaching
- Preparation of lesson plans, processes and practices in Life skill teaching

**Unit-IV: Measuring Life Skills**

- Research outcomes of Life Skills education
- Evaluations & Assessments of Life Skills
- Modal Activitie-1
- Modal Activities-2

**Modes of Transaction**

Lecture cum discussion, Videos, Demonstrations, Field Visits, Assignments, Presentations, Interviewing, Project Work etc.

**Suggested Activities for Field Engagements/Practicums (20 Marks)**

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

- Creation of 4 in-classroom Life Skills lesson plans based on any four WHO Life Skills using the effective classroom process
- Conducting interviews with teachers regarding their understanding on the importance of Life Skills education for the adolescents
- Organising an awareness session on life skills for various school stakeholders
- Any other relevant activity identified by the course in charge
- Ideas for Teaching Life Skills