

**BOSCO COLLEGE OF TEACHER**  
**EDUCATION (B.Ed.)**

(Affiliated to Nagaland University)



**PROSPECTUS**  
**&**  
**SYLLABUS**

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NAGALAND

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**Bosco College of Teacher Education, Dimapur,  
Nagaland  
(BCTE)**



**Our Vision**

We envision a holistic and quality education for all teachers that is infused with the intellectual, social, moral and spiritual development of the whole person, and making them truly effective educators and competent facilitators of knowledge, skill, research, wisdom and virtue, in order to serve the humanity and to build up a civilization of love.

**Our Mission**

To prepare and form true and competent educators in knowledge, wisdom and virtue in order to serve the society and the future generations with sincerity, integrity and commitment, and thus to contribute to the noble task of the education and welfare of the young.

**Our Motto:**

*Exemplo Docemus*  
(‘We Teach by Example’)

## PROSPECTUS

Bosco College of Teacher Education, Dimapur, Nagaland, is an educational institution of the Catholic Church, belonging to and managed by the Salesians of Don Bosco, Dimapur Province.



### **DON BOSCO (1815 - 1888)** **The Educator Saint**

John Melchior Bosco (Don Bosco) was born into a family of a poor Italian farmer on 16th August, 1815, at Becchi, a hamlet near Turin, Italy. At the tender age of two he lost his father, and he had to undergo immense sufferings and challenges in his early life.

His mother, Margaret, took on the task of bringing up her three children with tenderness and great courage. She taught them to till the soil and to see God's presence in the beauty of the sky, in the abundant harvest and even in the storms which destroyed their vines.

A mysterious dream at the age of nine left an indelible stamp on his entire life. He saw himself amidst a group of scruffy street children who were fighting and using abusive language. He jumped into their midst to stop the commotion, hitting out wildly with his fist. A majestic personage, who introduced himself as Jesus, stopped him. He promised to give John Bosco a 'teacher' who would show him how to deal with the ragamuffins, who, to John's horror, had metamorphosed into ferocious beasts!

At this moment a beautiful lady appeared, Mary, the Mother of Jesus, the promised teacher. "Not with blows," she said, "but with

loving kindness!" And as she spoke, the wild beasts became gentle lambs! She left him with an agenda for life: "Make yourself humble, steadfast and strong." John saw in the dream a divine commission to work for poor and abandoned urchins and the youth. The long years that followed were directed by an amazing enthusiasm to make that dream come true, which was not without its share of challenges and incredible hardships. However, adorned with the gift of splendid blending of nature and grace, Don Bosco accomplished incredible feats in the service and welfare of the poor youth, and his mission was widely acknowledged all over Italy and the rest of Europe and Latin America.

As his zealous work for the poor and marginalized youth acquired recognition and spread beyond the confines of Italy, Don Bosco felt inspired to begin new initiatives in order to embrace many more needy young people and to reach out to them. He founded societies like, 'The Salesians of Don Bosco', 'The Daughters of Mary Help of Christians' and 'The Union of Salesian Cooperators'.

Having spent his entire life and energy at the service of the young, Don Bosco breathed his last on 31st January 1888. He was canonized as a universal Saint of the Catholic Church on 1 April, 1934, by Pope Pius XI. The three societies he founded bear witness to his ardent love and concern for the young and continue to carry out his vision and mission all around the world.

But undoubtedly, the greatest gift and legacy he has left behind is his unique way of educating: A path based on reason, religion and loving kindness, a system that had the hallmark of total personal involvement, a method that was inspired by his one magnificent dream:

***"It is enough to know that you are young  
for me to love you very much." - Don Bosco***

### **Don Bosco's System of Education (Preventive System)**

The College is named after St. John Bosco (1815-1888), popularly known as *Don Bosco*, the Father and Friend of Youth. He was a Catholic Priest, actively involved in the education and welfare of youngsters. Born at Becchi, in Piedmont, Italy, on 16<sup>th</sup> August, 1815, he was acutely sensitive to the needs of his times. From a very young age, he was convinced that he had been specially called to work for the marginalized and the poor youth of that era. It was the time Europe was under the grip of the Industrial Revolution and youngsters were easy victims of exploitation, social evils and moral degradation. After being ordained a priest of the Catholic Church in 1841, Don Bosco came to the rescue of these poor youths with his novel method of education through total dedication and personal involvement in their lives and problems.

To ensure that this total commitment to their cause shone through his actions, Don Bosco envisaged his method of education on the Preventive System, basing his education on the three great principles of Reason, Religion, and Loving Kindness. He dedicated his whole life as a caring and concerned father, doing everything for the welfare of his youngsters. Being a gifted and able educator, he did not visualize education in isolation from the society within whose parameters it functioned. For him, education was a sacred and divine means for the positive and constructive transformation of human beings and for building up of a more just and humane society. He was convinced that an education that was alienated from the needs and aspirations of the society, emphasizing merely technical proficiency and creation of insensitive intellectuals, had no relevance for the humanity.

#### **Our Vision and Mission:**

Inspired and guided by the educational philosophy of St. John Bosco, *Bosco College of Teacher Education* aims to impart a holistic and qualitative education to future educators and teachers. We intend to impart a contextualized and value based education to the aspiring teachers and educators of the Northeast region in particular.

We believe that our educators and teachers are the architects of the future generations, and their responsibility as educators is a noble and dignified one. Unless our educators and teachers are first ‘*educated*’ in the full sense of the term, their own mission as moulders of future society will bear no lasting effect on the generations to come. Following the footsteps of Don Bosco, the visionary and educator, we strive to impart a harmonious education to our educators that will cater to the cultural, moral, intellectual, emotional and spiritual dimensions of the sacred mission of education.

The classic advice for the teachers of all time is: “*When you stop learning, stop teaching.*” Teaching is an ongoing process that must be supplemented by a relentless striving after knowledge and wisdom. Constant updating is a must for any profession, and teachers need it more than anybody else. The college offers a wonderful opportunity for the teachers to learn and teach, keeping in mind the triple mission of a sound education: *to form, inform and transform*. It will be our endeavour to make learning more relevant, practical and useful for life. Teachers are the beacons of light in every society, and theirs is a sacred and noble mission.

Every civilization is indebted to its teachers for bringing up its young in a moral and healthy ambiance and assuring the continuity of all that is good in its life and culture. A life-oriented and value-based education imparted by the teachers is a lasting legacy to be cherished by all. And more than anything else, it is the *person* of the teacher who leaves a lasting impression on the pupils. A well-prepared teacher is an invaluable asset for the whole society not only in its striving after knowledge, but the whole gamut of its cultural, moral, intellectual and aesthetic enrichment.

### **College Emblem and Motto**

The Cross is the universal sign of Sacrificial Love.

The Book represents Eternal Wisdom.

Don Bosco is the Great Educator, Father and Friend of Youth.

Mithun Head symbolizes the Local Cultural Heritage.

The Spears represent the rich Naga Culture.

*Exemplo Docemus* in Latin means: ‘*We Teach by Example.*’

The motto of the College is *Exemplo Docemus*, meaning, 'We Teach by Example.' It throws light on the supreme importance of the person of the teacher and educator in imparting knowledge. The pupils learn more from the personal example of the educator than the lectures in the classroom. "*Lead by example*", must be a constant self-reminder for every educator. Our teaching should not end in the classroom; an educator has to be a role model both in the classroom, and more especially, out of it. The educators can reform others unconsciously, when they live uprightly. *Verba movent, exempla trahunt* – 'Words move, example drags,' so runs the ancient wisdom. Example is more forceful than precept. Eloquence can *move* people, but a lived example has the innate force to literally *drag* the people to action. Example is the school of humanity from which everyone learns without being taught. We can teach better with our life than with our lips. The example of great and noble educators can become contagious and lead others to noble thoughts and deeds. Indeed, the greatest gift that we can bestow on our pupils and others is good example.

### Location of the College:

*Bosco College of Teacher Education* is located in a spacious, eco-friendly campus at Kuda Village, 'A' Khel, Nagarian, Dimapur. It is 4 kms away from Dimapur Railway station and Bus stand.

### The Management

*Bosco College of Teacher Education, Dimapur, Nagaland*, has the privilege of being the first B. Ed. College started by the Salesians of Don Bosco in India. It is affiliated to the Nagaland University and approved by the **National Council for Teacher Education (NCTE)** vide: **ERC/7-31 (ER-31.10.6)/2003/243 dt. 28.01.2003 and F. ERC/NCTE/(NA-S/N-1/2002)/APE00168/B.ED.(Revised Order)/2015/31888 dt. 23.05.2015.**

The Management of the College is with the Salesians of Don Bosco, Dimapur Province. The Provincial, who is the Superior of the Salesians Province of Dimapur, along with his Council, constitutes the Governing Body of the college, and has the final authority for all policy matters pertaining to the college.

The Provincial, who is the president of the Governing Body, constitutes the managing committee of the college as per the rules and regulations of the society and in keeping with the norms laid down by the university and NCTE.

### **Admission Procedure**

1. Date of issuing and submission of application form will be published in the newspaper in the month of March - April.
2. Candidates securing a minimum of 50% for General and 45% of SC/ST at the Graduation or Post Graduation level only may apply.
3. There is no upper age limit.
4. Attested Photostat copies of Admit Cards, Mark Sheets, Provisional Certificate and Convocation Certificate of the Board/University (from HSLC/SSLC till the last degree completed) are to be submitted together with the application form.
5. Eligibility Certificate for B. Ed. Course from Nagaland University to be submitted at the time of admission.
6. Students coming from Universities other than Nagaland University are to submit Migration Certificate at the time of admission.
7. All the original documents to be produced during the interview.
8. Selection process will be done through written test and personal interview.
9. Dates of interview, admissions and other relevant information will be displayed on the College Notice Board.
10. Preference will be given to the eligible candidates from Nagaland.

**A minimum of 85% attendance is mandatory in order to appear for the University Examinations.**

### **General Norms:**

1. The teacher trainees are admitted to the college on the clear understanding that they will observe all the rules and regulations of the college and abide by all the academic and professional demands of the college and the courses offered.



Anyone who is not willing to subscribe to these requirements should in no way be taking admission in this college.

2. All the teacher trainees are expected to be courteous and considerate towards others and maintain a high standard of integrity, personal ethics and behaviour. The teacher trainees should maintain a standard and modest dress code which is becoming of an educator.
3. The use of all tobacco products, liquor and drugs in any form is totally prohibited in the college campus.
4. The college infrastructure and its property (land, buildings, furniture, equipments etc.) must be treated with extreme care. Anyone found damaging or destroying these will be liable to make good the damaged or destroyed goods by its monetary value or total replacement of the same.
5. Silence in the college library is to be observed at all times. A teacher trainee can take out only two books at a time for consultation and personal study. These books should be returned to the library after two weeks, and if needed, these can be borrowed for another one week only. No one is permitted to take any personal bags or belongings inside the library.
6. Ragging in any form is absolutely prohibited. Anyone indulging in it is liable for immediate expulsion from the college. Matters regarding ragging should be brought to the immediate notice of the principal and the anti-ragging cell.
7. The use of mobile phones and other personal electronic gadgets are totally forbidden in the lecture halls and examination halls of the college. The infringement of this will result in the appropriate punitive action and the confiscation of these gadgets. The confiscated gadgets will not be returned.
8. Regular attendance at classes is compulsory for all teacher trainees. A minimum of 85% of attendance is mandatory for all candidates of this college to appear for the Selection and the University Examinations. Any absence from the regular classes will require prior permission from the principal and a letter from the parent/guardian stating the authenticity of the reason. Any unnotified absence which exceeds more than five continuous days will automatically disqualify a candidate from the ongoing course, and those who wish to continue

must take readmission to the college with the required admission fees. Punctuality in coming to the college must be observed by all and everyone is expected to be in the college campus at least 15 minutes prior to the commencement of the daily classes and programmes. Participation at all the co-curricular activities of the college is mandatory for all.

9. The college authorities are in no way responsible for any loss of the belongings of anyone from the college premises and its campus. Those who bring any valuables to the college must take care of these by themselves. In addition to this, the college will not be responsible for any indiscipline/misconduct of the trainees outside the college campus.
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### **Ten Principles for a Good Educator**

**(Extracted from Don Bosco's Preventive System of Education):**

1. Start your day with a prayer. Divine assistance makes a truly fulfilling day.
2. Be prepared with your daily lessons. It is the right of your students that you are prepared.
3. Be punctual. It is the visible sign of your integrity and commitment.
4. Do not use corporal punishment, and never correct or humiliate a student in public. A 'word in the ear' or *private admonition* will bring in greater results than irate punishments.
5. In academic matters, be strict and demanding. It is necessary for the intellectual growth.
6. Never show partiality. Regard for justice is part of the core curriculum of true education.
7. Earn respect, and never demand it. True respect is the outcome of personal integrity.
8. Be present with the students during recess, recreation and all outdoor activities. Personal presence of the educator prevents many a mess and mischief.
9. Develop a compassionate and concerned heart, especially for the weak and poor students. Go out of your way to help the marginalized and the poor.
10. Above all, pray for your students. Prayers can work greater miracles than we can ever imagine.

## B. ED. SYLLABUS NAGALAND UNIVERSITY

### 2 YEARS B.ED COURSE STRUCTURE & SYLLABUS

#### SEMESTER I (July to December)

Paper Code	Title of the Paper	External	Internal	Total	Credit	Teaching hours
Course 1	Childhood and Growing up	70	30	100	4	64
Course 2	Contemporary India and Education	70	30	100	4	64
Course 3	Language across the Curriculum	35	15	50	2	32
Course 4	Understanding Discipline and Subjects	70	30	100	4	64
EPC 1	Understanding Self	25	25	50	2	32
<b>Total</b>		<b>270</b>	<b>130</b>	<b>400</b>	<b>16</b>	<b>256</b>

#### SEMESTER II (January to June)

Paper Code	Title of the Paper	External	Internal	Total	Credit	Teaching hours
Course 5	Assessment of Learning	70	30	100	4	64
Course 6	Learning and Teaching	70	30	100	4	64
Course 7a	Pedagogy of school subject (any one) 1. Methodology Teaching English 2. Methodology Teaching Social Science 3. Methodology Teaching Science 4. Methodology Teaching Mathematics	70	30	100	4	64
EPC 2	Drama and Art in Education	25	25	50	2	32
CE-I	Nai Talim, Experiential Learning and work Education through Community Engagement	--	50	50	2	32
<b>Total</b>		<b>235</b>	<b>115</b>	<b>400</b>	<b>16</b>	<b>256</b>

**SEMESTER III (July to December)**

<b>Paper Code</b>	<b>Title of the Paper</b>	<b>External</b>	<b>Internal</b>	<b>Total</b>	<b>Credit</b>	<b>Teaching hours</b>
Course 8	Knowledge and Curriculum	70	30	100	4	64
Course 9	Gender, School and Society	35	15	50	2	32
Course 10	Creating an Inclusive School	35	15	50	2	32
Course 11	Optional Course (any one) 1. Vocational /work Education 2. Guidance and Counseling 3. Health and Physical Education 4. Peace Education	70	30	100	4	64
EPC 3	Critical Understanding of ICT	25	25	50	2	32
EPC 4	Reading & Reflecting on Texts	25	25	50	2	32
<b>Total</b>		<b>260</b>	<b>140</b>	<b>400</b>	<b>16</b>	<b>256</b>

**SEMESTER IV (January to June)**

<b>Paper Code</b>	<b>Title of the Paper</b>	<b>External</b>	<b>Internal</b>	<b>Total</b>	<b>Credit</b>	<b>Teaching hours</b>
Course 7b	Pedagogy of school subject(any one) 1. Methodology Teaching English 2. Methodology Teaching Social science 3. Methodology Teaching Science 4. Methodology Teaching Mathematics	70	30	100	4	64
	School Internship	50	250	300		
	<b>Total</b>	<b>120</b>	<b>280</b>	<b>400</b>		

**Total Marks 1600**

**SEMESTER I:****Course 1:****CHILDHOOD AND GROWING UP****Full Marks: 100****Internal: 30****External: 70**

- To enable teacher student to arrive at an understanding of how different socio-political realities construct different childhoods, within children's lived contexts: family, school, neighborhoods and community.
- To acquire knowledge and nature of learner.
- To develop an understanding about children of different age groups.
- To develop skills in enhancing motivation in students.
- To understand the stages of human development and developmental task at different stages of development.
- To understand nature of personality and adjustment.

**COURSE CONTENTS:****UNIT I: Human Growth and Development**

- Education and Human Development - Concept of Development and distinction from Growth.
- Contexts of Human Growth and Development - Geographical, Racial, Gender, Socio-cultural, Political, impact of these contexts on Growth and Development.

**UNIT II: Stages of Human Development**

- Various Aspects of Development: Physical Development, Intellectual Development, Emotional Development, Social Development and Moral Development.
- Concept and Perspectives of Human Development: Theories of Piaget (Cognitive), Vygotsky (Socio-cultural), Ericson (Psycho social), Kohlberg (Moral)
- Educational implications of the theories for facilitating learning of the growing child.
- Needs of the Growing Child

**UNIT III: Diversity among Children****Intelligence: Meaning and Nature**

- Theories of Intelligence: Structure of Intelligence - SOI and Multi Intelligence, their Educational Implications.

**Motivation: Meaning and types of Motivation (Intrinsic/extrinsic motivation)**

- Sources of motivation (needs drives, incentives and motives)
- Hierarchy of human needs (Maslow's Theory) and its implication on Development of the Child.
- Techniques of enhancing learner's motivation.

**Personality: Meaning and nature of personality.**

- Factors influencing development of personality, child-rearing practices, siblings relations, peer group, neighbourhood, school, impact of mass media and mobility (social and physical etc.).

**UNIT IV: Problems and Challenges among Growing Children and their impact on development**

- Impact of Technology (Internet, Social Media, Television, etc.)
- Role Confusion
- Substance Abuse (alcohol, drugs, etc.)
- Loneliness and Isolation
- Suicide
- Multi-culturalism
- Bullying
- Role of the teacher in addressing the problems of the Growing Child.

**Suggested Activities:**

- Identify and List out the different problems faced by children in the Neighbourhood.
- Observation of different classroom situations and identify Motivational techniques.
- Interact with students working as Domestic Helps and find out the problems related to their academic life.
- Develop different strategies for addressing the Needs of growing children.
- Role play on Counselling.

**Suggested Readings:**

1. Agnihotri, R. K. (1995), *Multilingualism as a Classroom Resource*. In K. Heugh, A. Siegruhn, & P. Pluddemann (Eds.), *Multilingual Education for South Africa* (pp. 3-7). Heinemann Educational Books.
2. Anderson, R. C. (1984), *Role of the Reader's Schema in Comprehension, Learning and Memory*. In R. C. Anderson, J.

- Osborn, & R. J. Tierney (Eds), Learning to read in American Schools: Basal readers and context texts. Psychology press.
3. Armstrong, M. (1980), The practice of art and the growth understanding. In closely observed children: The diary of a primary classroom (pp.131-170), Writers & Readers.
  4. Saraswati, T. S. (1999), *Adult-child continuity in India: Is adolescence a myth or an emerging reality?* In T.S. Saraswati (Ed.), Culture, Socialisation and human development: Theory, research and applications in India. New Delhi: Sage.
  5. Sharma, N. (2003), *Understanding Adolescence*. NBT India.
  6. Vygotsky, L. (1997), *Interaction between Learning and Development of Children*. In M. Gauvain & M. Cole (Eds.), Readings on development of children. New York: WH Freeman & Company.
  7. Chauhan, S.S (1995), *Advanced Educational Psychology*, Vikas Publishing House Pvt. Ltd. New Delhi.
  8. Aggarwal, J.C (1995), *Essential Educational Psychology*, Vikas Publishing House Pvt. Ltd. New Delhi
  9. Mangal. S.K (2008), *Advanced Educational Psychology*, PHI, New Delhi.
  10. Chauhan, S.S (1988), *Advanced Educational Psychology*, Vikas Publishing House Pvt. Ltd. New Delhi.
  11. Sharma, K.N (1990), *System, Theories and Modern Trends in Psychology*, HPB, Agra.
  12. William MCD Dougall(2010), *A Text Book of Psychology*; Discovery Publishing House, New Delhi.
  13. Jean Piaget (2004), *Developmental Psychology*, Sarup book publishers private limited, Volume-6.
  14. Pruthi, R.K (2010), *Educational Psychology*, Discovery Publishing House, New Delhi.
  15. William Flexner (2004), *Intelligence*, Sarup book publishers private limited.
  16. Asch, M. (2005), *Creativity and Personality*, Sarup book publishers private limited.
  17. Hussen (2011), *Child Development and Personality*, M.R.Book publications.
  18. Sunakall (2012), *The Development of Personality*, M.R.Book publications.
  19. Shaffer (2009) *Development Psychology*, Eastern Book House.
  20. Ahlawat, N. (2010), *Developmental Psychology*, Eastern Book House.

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**Course 2:****CONTEMPORARY INDIA AND EDUCATION****Total Marks-100****Internal - 30****External- 70**

To enable the student teacher to:

1. Understand the relation between Education and Human resource Development.
2. Understand and appreciate the contribution of great educators to the field of education.
3. Obtain the knowledge about the constitution and various aspiration of Indian society.
4. Understand the means and measures towards national integration.
5. Understand the issues and challenges of education in India.
6. Understand the contemporary Educational Policies in India.

**COURSE CONTENTS****Unit I : Meaning, Nature and Aims of Education**

- Conceptual distinctions between education and schooling, learning, training, teaching and instruction.
- Contribution of the following: Gandhi, Tagore, Dr. Radhakrishnan.

**Unit II: Education and Human Resource Development**

- Education as human resource development
- Human values and Development
- Education and development of life skills
- Preparation of individual for 21<sup>st</sup> century.

**Unit III: Values and Aspirations enshrined in the Constitution of India**

- Major areas of aspiration - democracy, secularism, nationalism, social order, social justice,
- Universalism need for self-sufficiency.
- National and emotional integration
- Role of education in achieving these aspirations.

**Unit IV: Contemporary Educational Policies in India**

- Universalisation of elementary and secondary education
- Sarva Shiksha Abhiyan (SSA) – concept, salient features and implementation.
- Rastriya Madhyamik Shiksha Abhiyan (RMSA), salient features,



strategies for implementation.

- Right to Education (RTE) concept, salient features, strategies for implementation.
- RUSA (Salient Features)

### **Unit V: Issues and Challenges in Education**

- Quality and expansion
- Rural/Urban disparity
- Govt./Private
- Stagnation/Retention
- Vocationalization
- Skill based education
- Multiculturalism
- Problems of Education in NE India.

### **Suggested Activities:**

- Preparation of survey report on implementation of SSA/RMSA in Nagaland.
- Preparation of survey reports on Child Labour in your district.
- Preparation of report about literate and illiterate families in your locality and observe them as educational agencies for their wards.

### **Suggested Readings:**

1. *Teacher and Education in Emerging Indian Society*: NCERT, New Delhi.
2. Seetharamu, AS – *Philosophies of Education*.
3. Rao, T.V - *Human Resource Development* (1996), Sage publication.
4. Aggarwal, J.C. (2010), *Recent Developments and Trends in Education*, Eastern Book House.
5. Raina, M.K (2009), *Problems of Indian Education*, Eastern Book House.
6. Selvam, S.K.P (2010), *Perspectives on Higher Education*, Eastern Book House.
7. Rabindrasen (2009), *Higher Education and Development*, Creasent publishing house.
8. D.B. Rao (2010), *National Policy on Education*, Discovery publishing house, New Delhi.
9. V.V. Rao (2010), *Problems of Education*, Discovery publishing house, New Delhi.
10. Sharma (2010), *History and Development of Education in Modern India*, M.R. Book Publications.

11. Shaloo Sharma (2002), *History and Development of Higher Education in India*, Sarup publisher's private limited.
12. K.S. Chandra (2011), *Education and Development*, Discovery publishing house, New Delhi.
13. D.B. Rao (2011), *Current Trends in Indian Education*, Discovery publishing house, New Delhi.
14. Deshmukh (2012), *Education for Human Resource Development*, M.R. Book Publications.
15. Lunden and Kumarde (2004), *Education in North East India: Experience and challenges*. Concept publishing company private Ltd.

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### Course 3:

## LANGUAGE ACROSS THE CURRICULUM

*External: 35*

*Internal: 15*

*Total Marks: 50*

### Aims of the course:

1. Understand that students come from different language backgrounds
2. Understand the dynamics of a multilingual classroom
3. Understand the nature of classroom discourse
4. Develop strategies for using oral language in order to promote learning
5. Understand the nature of reading comprehension
6. Understand and appreciate different registers of language
7. Understand the importance of home language and school language and the role of mother-tongue in education
8. Understand the use of multilingualism as a strategy in the classroom situation

## COURSE CONTENTS

### Unit 1: Language

1. Meaning of language
2. Functions of language
3. Language in Education & Curriculum
4. Personal and Social Factors affecting language learning

### Project:

- \* Visit 4 neighbourhood schools (2 private & 2 government) and carry out a survey to find out the personal and social factors affecting language learning.

**Unit 2: Language background of students.**

1. Home language & School language
2. Centrality of language in learning language and construction of knowledge
3. Difference between language as a school subject and language as a means of learning and communication
4. Critical review of Medium of instruction
5. Multilingual classrooms

**Activity:**

- \* Discussion on –Multilingualism as a Resource
- \* Project: Find out from (at least 30/50) students about the language used for thinking

**Unit 3: Understanding Registers**

1. Registers- (i) Meaning  
(ii) Features
  - Field of discourse
  - Mode of discourse
  - Style of discourse  
(iii) Different school subjects as registers.

**Activity:**

1. Take a few passages from Science, Social Science and Math textbooks of classes VI to VII and analyze:
  - \* How the different registers of language have been introduced?
  - \* Does the language clearly convey the meaning of the topic being discussed?
  - \* Is the language learner friendly?
  - \* Is the language too technical?
  - \* Does it help in language learning?

Now, write an analysis based on the above issues.

2. Discussion on the difference of language registers used in classrooms from Science, Social sciences and Math.

**Unit 4: Classroom Discourse**

1. Nature of classroom discourse
2. Oral language in the classroom
3. Discussion as a tool for learning
4. Nature of questioning in the classroom: i) types of questions & ii) Teacher control

**Activity:**

- a. Discussion/ Dialogue in groups, pairs on any topic on their subject areas followed by questioning.
- b. Frame as many questions as possible from a given situation (role, play, video, picture, etc.).

**Units 5: Reading Comprehension**

1. Nature of reading comprehension
2. Schema theory
3. Text structure

**Activity:**

- \* Reading in the content areas- Social sciences, Science, Math and examining them.

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**Course - 4:****UNDERSTANDING DISCIPLINES AND SUBJECTS****External: 70****Internal: 30****Total Marks: 100****Aim of the Course:**

The students will be able to,

- ¶ Understand the meaning and forms of Knowledge
- ¶ Differentiate between information, knowledge, beliefs and truth.
- ¶ Know the different aspects of knowledge
- ¶ Reflect on the nature and role of disciplinary knowledge in the school curriculum
- ¶ Co-relate the different school subjects

**COURSE CONTENTS****Unit-1: Introduction**

Meaning and definition of knowledge; difference between information, knowledge, belief and truth; different ways of knowing, how knowledge is constructed; knowledge and experience; specialized knowledge; Forms of knowledge: Traditional forms of knowledge and modern forms of knowledge; concept of disciplines and their relation to various school subjects.

**Unit-2: Science**

- ~ Meaning and Nature of Science
- ~ Importance of Science as a subject of study in School curriculum
- ~ Scientific temper: Meaning & development

- ~ Scientific method
- ~ Issues and Problems in teaching science
- ~ Co- curricular activities in science

**Task:**

1. Identification of Superstitious in the society and giving scientific explanations.
2. Group discussion on problems of teaching science.

**UNIT-3: Mathematics**

Aims of teaching mathematics in the context of its nature; importance of learning mathematics in daily life, values, nature; concepts like number, variable, set, probability, extent of their application; logical considerations; deductive, inductive, statistical; selecting and developing appropriate learning material for teaching mathematics at different levels. Problems associated with teaching learning Mathematics. Measures and techniques for developing interest in Mathematics.

**Unit-4: Social Science**

Meaning of Social Sciences; social sciences as a core component of school curriculum; Importance of Social Sciences for developing responsible in society; factors for declining status of Social Sciences as a school subject. Social sciences as a composite subject vs Inter-disciplinary understanding; importance of perspective and approach in Social Sciences; Social science curriculum in schools (as per NCR 2005).

**Unit-5: Languages**

Centrality of language in education: speech, listening, reading, writing; role of language in children's intellectual development and learning; language in the school curriculum: aims issues and debates; policy issues in language teaching; the 3-language formula; multilingualism; language at home and language at school; the child's language and the teacher; reading and writing in the school: writing as expression vs. communication.

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## EPC - I: UNDERSTANDING SELF

*External: 25**Internal: 25**Total: 50*

### Course Overview:

This course is designed, as a part of ‘Enhancing Professional Competencies’ to enable a teacher to develop an understanding of his/her role as a teacher with regards not to the required pedagogical skills and content knowledge but to substantiate them, by developing the knowledge, qualities, skills, attitudes and competencies required to be ‘oneself’ (—Learning to Be!) and ‘a member of school and the community’ (—Learning to Live Together!). Thus, this is to enable one to be conscious of ‘oneself’ as an individual as well as a responsible member of society, bringing desirable changes in him/her –physically, mentally, emotionally, spiritually and socially. As ‘Understanding Oneself’ is a comprehensive topic, neither the following activities/ contents including the modes of transaction nor the objectives are exhaustive and not prescriptive but only suggestive in nature. Thus, the topics need not be stereotyped in usage but should be **for learning** and not **of learning**. The activities and modes of transaction shall be decided according to the context – available men, materials, time, interests, creative abilities, equipments, etc.

### Objectives:

- To make the student-teachers aware of required exercises, proper diet, rest, meditation, yoga, for keeping their body and mind fit.
- To enable the student-teachers identify themselves by self-reflecting their strengths, weaknesses, dispositions, sensibilities, prejudices, likes, dislikes, attitudes,... for self-development.
- To practice and develop the skills, necessary for living as a member of school community and the community around, for a peaceful co-existence and transformation of the community by conducting and involving in community activities like sanitation/ cleanliness drive, blood donation camps, literacy programmes.
- To enhance the qualities, necessary for interpersonal relations such as communication, listening, empathy and the feelings, perceptions and viewpoints of others.
- To analyze, discuss, discover and value the existing beliefs, stereotypes, prejudices, problems, and prevailing situations

in the school and community around using constructive methods.

- To develop interests in team spirit, leadership qualities, resourcefulness and human relations by organizing and participating in various college and other activities
- To develop global thinking by organizing, celebrating and participating in local, different cultural, regional and international festivals and celebrations, sports, field visits and excursions.

### **Mode of Transaction:**

In this respect, the teacher educator or a resource person is not a subject-expert rather a facilitator who initiates a constructive approach to enable the student-teachers, individually as well as in collaboration with their peers, observes and identifies the problems, prejudices and conflicting culture in him/her, school, parents and the community, discusses, debates or brainstorm and records the findings and changes taking place in their perception, concept, attitude, etc. in a journal. This could be added with interpretations and suggested solutions and presented to the mentor on a regular basis for assessment. The student-teachers shall apply these experiences by conducting the group activities in their and record the same in the same journal (or in a separate one, as directed by their mentor), with their observations and findings,

### **Suggested Strategies:**

Teaching- learning practices, in this course, are based on the principles of reflective practice, participatory process, and critical analysis. Personal narratives, life stories, group interaction, film reviews- to explore one's dreams, aspirations and concerns, through varied forms of self-expression including poetry and humour, creative movement, aesthetic representations, conducting mock Interviews, group activities through brainstorming, Ambassadors, Jigsaw, Three Step Interview, Fish Bowl, Round Robin, Think, pair, share, Pair-share, Round table technique quizzes, and small group exploration, poster session, reader's theatre, case studies, projects, compilation of resource materials such as audio, video, animation, digital photographs, presentations, electronic diary, e-journal, e-portfolios, etc. observation in schools.

Short introductory presentations will be made by the instructor and / or invited guests, but much of the class time will be utilized in discussion and group activities, including role play and presentations, aimed at consolidating understanding and exploring issues in more depth.

After each session, Student -teachers shall record reactions to the session, their learning about themselves and teaching-learning process in the journal. This can be an effective tool for meta-cognitive development. Occasional feedback shall be provided by the teacher-educators.

Another strategy is for Student-teachers to share their journals and make these the subject of discussion about their own learning strategies and styles. This further helps develop their meta-cognitive skills and emphasis on collaborative community. Teacher educators also can keep their own journal about themselves as an Instructor and their reactions to sessions. Peer assessment also could be done.

### **Mode of Assessment:**

This course, in spite of being assessed at the end of the second year of the programme, requires having activities and recording of the events done constantly throughout the programme period from the beginning starting with their perceptions about course, methods, approaches, etc at or just before they got inducted into the course. 60% (30 marks) shall be allotted to the continuous activities performed and 40% (20 marks) for reporting the entire activities, observations, implications and conclusions in the journal and e-portfolio. In an e-portfolio, the audios, videos, images, photographs, downloaded materials, scanned documents and images displayed on boards (notice/bulletin), URLs, Power Point Presentations and other digital and non-digital artifacts used for performing the activities.

Thus, at the end of the session, the student-teachers required to submit –

- i. A journal and ii. An e-portfolio**  
**(These are subject to External Examiners' Inspection)**

### **Number of Periods:**

A minimum of 2 – 3 periods of 50 minutes per week (throughout the programme period)

Reporting of every journal page needs to be done **on every fortnight**.

### **Some Suggested Topics:**

The topic could be transacted through any mode or combination of modes as chosen by the student-teachers based on their abilities and context.



**UNIT-I: Personal Self**

1. Changes in me: my Adolescent Period and Now(Self concept)
2. People whom I hate and people whom I love: Why?
3. What community I belong to? What community my forefathers (who were living thousands of years before) belonged to?
4. Identifying missing soft skills among peers
5. Mapping the closest people in life and know the reasons for closeness
6. Mapping of people close to you and away from you. What makes people close to and away from you? (Interpersonal)
7. My Body and Mind- maintenance!
8. If I were a Slave/Addict/Thief/Army/Chief/Women/Men?
9. My Changing Attitudes in course of time! ( From the memorable past and present)
10. An account of my life!
11. My Creations! - What they tell you? (What others perceive about your creations – poems, songs, music and any artifacts? Versus what do you perceive of your own creations?)
12. Yoga
13. Meditation
14. Simple exercises and Therapies for ailments (indigenous methods)
15. Food, Hygiene and Health
16. Drug abuse
17. HIV / AIDS
18. My childhood experiences – pleasant and painful!
19. Stereotyping in books or in the class or community as experienced by you.

**UNIT-II: Professional Self**

1. Undesirable Qualities in My Teachers
2. Proxy Teachers in Nagaland
3. My sufferings and struggles in my school life
4. Learn from me – the skills (A student teacher can train others in any specialized skills)
5. The teacher whom I like the Best! (To collect the data from students and before that the student-teachers should think of their best teachers and write their qualities)
6. Strategies to improve the Interpersonal relationship among children in a school
7. Anger management
8. Professional standards / ethics of a teachers
9. Diversity in the classroom- good or bad?

**UNIT-III: Values**

1. My views about life, death and thereafter
2. The weaker gender- men or women?
3. Violations of your rights in your family and school
4. Irritating & imitating adolescents around you and your adolescent period influences on others
5. Unacceptable customs in your society
6. Inter-community/Inter-cultural marriages (debate)
7. Listening to someone's life story and problems or watching short movies and respond to others' questions
8. Biographies of local, national and international personalities.
9. Aesthetics and Recreations
10. Visit to Juvenile Homes, destitute homes, prisons.....
11. Film reviews and discussion
12. Celebrating festivals of others/ Observation of festivals (local, regional, national and international)
13. The status of men and women in (any) society
14. Suicide in our society – Why?

**Reference materials:**

As practical oriented course books or materials on these course- topics may not be presently available, student-teachers are expected to create, generate, explore and share the related activities in a creative way in consultation with their mentors/teacher educators. The student-teachers are given a theoretical orientation to different concepts related to this course (EPC-3) in other Courses of this B. Ed programme. Student-teachers also need to explore different activities from the ICT. Thus, this course should substantiate the theoretical knowledge gained in other courses as envisaged by the NCTE Guidelines.

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**SEMESTER - II:****Course 5:****ASSESSMENT OF LEARNING****Total Marks - 100****External - 70****Internal - 30****Aims of the course**

The course will enable Student Teachers:

- > To gain a critical understanding of issues in assessment and evaluation (from a constructivist paradigm)
- > To become cognizant of key concepts, such as formative and

summative assessment, evaluation and measurement, test, examination

- > To be exposed to different kinds and forms of assessment that aid student learning
- > To make use of wide range of assessment tools, select, construct them appropriately and evolve realistic, comprehensive and dynamic assessment procedures to keep the whole student in view
- > To implement laws pertaining to education of children with special needs
- > To demonstrate knowledge of different perspectives in the area of education of student with disabilities.

## **COURSE CONTENTS**

### **UNIT – I: OVERVIEW OF ASSESSMENT AND EVALUATION**

- Concept of assessment, evaluation, test and examination
- Assessment and evaluation of learning in different philosophical perspectives with a special reference to constructivist perspectives
- Types of evaluation-formative and summative, subjective and objective and continuous and comprehensive evaluation
- Grading (Absolute Grading Vs Relative Grading)
- Critical review of current evaluation practices

#### **Suggestive Activity:**

Grading System :– NBSE, CBSE & ICSE

### **UNIT – II: ASSESSMENT IN SCHOOL AND SUBJECT - BASED LEARNING**

- Enlarging notions of subject base learning in a constructivist perspective
- Assessment tools
- Kinds of task (Projects, Assignments, Performances)
- Kinds of test and their constructions
- Self-assessment and peer assessment
- Constructing portfolios

Qualitative and quantitative aspects of assessment (appropriate tools for each)

#### **Suggestive Activity:**

Write a report on current practices of assessment and evaluation at the upper primary stage.

### **UNIT – III: TEACHERS COMPETENCIES IN EVOLVING APPROPRIATE ASSESSMENT TOOLS**

- ~ Evolving suitable criteria for assessment
- ~ Visualizing appropriate assessment tools for specific context, content and students
- ~ Multiple intelligence assessment
- ~ Psycho-social dimensions of assessment
- ~ Contemporary trends in education (with reference to online assessment).

**Debate on:** -No Detention Policy by the SCERT at elementary and school level.¶

### **UNIT – IV: FEEDBACK AND REPORTING**

- ~ Use of assessment for feedback for taking pedagogical decisions
- ~ Types of teacher feedback (written, comments, oral) to students/guardians
- ~ Developing and maintaining a comprehensive learner profile
- ~ Purposes of reporting: To communicate
  - i) Progress and profile of learner
  - ii) Basis for further pedagogical decisions
  - iii) Reporting a consolidated learner profile

#### **Suggestive Activity:**

Analyse the question papers (previous 3 years) of English language at higher Secondary level (any board) in the light of new approach of assessment.

### **UNIT – V: ASSESSMENT OF STUDENTS WITH SPECIAL NEEDS AND ATTITUDE OF PARENTS AND TEACHERS**

- ~ Concept of students with special needs
- ~ Types (informal assessment and formal assessment)
- ~ Notions of failures and disability
- ~ Types of disabilities:
  - i) Clinical-(auditory, visual, loco motor, hearing and neural)
  - ii) Learning disabilities
  - iii) Low mental ability
- ~ Assessment of attitude of Teachers/ Parents
- ~ School's readiness for addressing student with special needs
- ~ Assessment of children to know their profile

#### **Suggested Activities:**

1. Visit any Inclusive School and report about school settings.

2. Case study on a student with special needs- It has to be comprehensive including presenting problems, assessment using standard tools, investigation, clinical descriptions and suggestion for intervention and rehabilitation strategies.

**Note:**

- \* Project work, student-teachers portfolio, activities, presentations, workshops and educational tours to be carried out.
- \* Every student has to prepare his/ her own portfolio.

**REFERENCES:**

1. Mani, M.N (2004), *Successful Inclusion Strategies of Secondary and Middle School Teacher*, New Delhi, Sage Publishing House.
2. Vygotsky, L. (1997), *Interaction between Learning and Development of Children*. In M. Gauvain & M. Cole (Eds.), *Readings on development of children*. New York: WH Freeman & Company.
3. Chauhan, S.S (1995), *Advanced Educational Psychology*, Vikas Publishing House Pvt. Ltd. New Delhi.
4. Aggarwal, J.C (1995), *Essential Educational Psychology*, Vikas Publishing House Pvt. Ltd. New Delhi.
5. Mangal, S.K (2008), *Advanced Educational Psychology*, PHI, New Delhi.
6. Chauhan, S.S (1988), *Advanced Educational Psychology*, Vikas Publishing House Pvt. Ltd. New Delhi.
7. William MCD Dougall (2010), *A Text book of Psychology*; Discovery Publishing House, New Delhi.
8. Jean Piaget (2004), *Developmental Psychology*, Sarup book publishers private limited, Volume-6.
9. Pruthi, R.K (2010), *Educational Psychology*, Discovery Publishing House, New Delhi.
10. William Flexner (2004), *Intelligence*, Sarup book publishers private limited.
11. Shaffer (2009), *Development Psychology*, Eastern Book House
12. Ahlawat, N (2010), *Developmental Psychology*, Eastern Book House

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## **Course – 6:** **LEARNING AND TEACHING**

**Full Marks: 100****Internal: 30****External: 70****Course Objectives:***To enable the student teacher to:*

1. Understand the basic concept of Learning and Teaching.
2. Describe psychological principles of teaching.
3. Understand learner as a unique individual and have working knowledge of strategies and techniques for helping children.
4. Develop skill of for facilitating learning and development.
5. Become aware of different context of learning and situate schools as a special environment for learning.
6. Gain an understanding of different theoretical perspectives of learning.
7. Understanding the mental health and socio-cultural adjustment of learners.
8. Understand learning in and out of school.

### **COURSE CONTENTS**

**UNIT I: Understanding Teaching and Learning**

- Teaching and learning: Meaning and difference.
- Understanding the Learner In and Outside School, Teaching in a Diverse classroom, Teaching as a Complex Activity, Teaching as a Profession.
- Psychological Principles of Teaching (Definiteness of Purpose, Motivating children to Learn, Knowledge of interest, Recognizing Individual differences, Planning Pupils' Activity and Establishing Connection with life).

**UNIT II: The Nature of Learning Process**

- Concept and characteristics of learning, Principles of learning (Law of effect, law of intensity, law exercise, law of readiness).
- Domain of learning (Cognitive domain, Affective domain, Psycho-motor domain).
- Perspectives of Human Learning: (concept and principles, relevance and applicability, role of teacher and learner of each perspective), Behaviouristic (Skinner), Cognitive (Piaget) & Constructivist.

**UNIT III: Factors Influencing Teaching – Learning**

- **Learner related:** cognitive, meta-cognitive and affective characteristics of learners.
- **Home related:** parent–child relationships, socio–economic status, and parental attitude or expression.
- **School related:** teacher, curriculum, organizational climate, and learning environment.
- Transfer of Learning

**UNIT IV: Teaching in a Diverse Classroom**

- Meaning and significance of individual differences.
- Areas of individual differences:
  - a. Individual differences in the cognitive domain - (Intelligence, Aptitude, Creativity and Academic achievement).
  - b. Individual differences in the Affective Domain - (Interest, Attitude, Values, Self-concept and Social adjustment).
- Concept of disabilities, slow learners, backwardness etc.
- Gifted and creative children.
- Socially disadvantaged, delinquents and truants.
- Appropriate teaching–learning strategies to meet learner differences and diversified special needs in regular classroom.

**UNIT V: Mental Health & Social Adjustment of Learner**

- Concept of mental health & social adjustment.
- Factors influencing mental health (frustration, conflicts, and complexes).
- Defence mechanism, stress management.
- Socialization process and adjustment.
- Social adjustment and social maturity.
- Social adjustment and inter-personal relationship.
- Group dynamics and role of teacher.
- Role of teacher in building a sound mental health.

**Suggested Activities:**

- Preparation of learner's profile based on cognitive and non-cognitive characteristics in order to depict individual differences.
- Analysis a case of maladjusted adolescent learner.
- Administration of any one standardized test (Intelligence/Aptitude/ Creativity/Achievement) and interpret the action of data.
- Visit to schools and other field sites and analyse various records of teaching & learning.

**Suggested Readings:**

1. *Conceptual Inputs for Secondary Teacher Education Instructional Role*, NCTE, New Delhi.
2. Singh K. P, Chandra Tilak, Parihar AJS, *Advanced Educational Psychology*, R. lall Book Depot, Meerut-250001.
3. Sharma K. N (1990), *Systems Theories and Modern Trends in Psychology*, HPB, Agra.
4. Visnoi u, *Teaching Learning Psychology*, R. Lall Book Depot, Meerut-250001.
5. Visnoi u, *Teaching Learning Psychology*, RSK Publishers and Distributers, New Delhi 110002.
6. Hughs A. G, *Learning and Teaching*, Sonali Publications, New Delhi 110002.
7. Sharma R.A, *Psychology of Teaching –Learning Process*, Surya Publication, Meerut 250001.
8. Sharma, V. K, *Psychology: Philosophy of Education*, Kanishka Publishers, Distributers, New Delhi 110002.
9. Aggarwal, J.C (1995), *Essential Educational Psychology*, Vikas Publishing House Pvt. Ltd. New Delhi.
10. Mangal, S.K (2008), *Advanced Educational Psychology*, PHI, New Delhi.
11. Chauhan, S.S (1988), *Advanced Educational Psychology*, Vikas Publishing House Pvt. Ltd. New Delhi.
12. William MCD Dougall (2010), *A Text Book of Psychology*; Discovery Publishing House, New Delhi.

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**Course – 7(a): (Any One)****1. PEDAGOGY OF LANGUAGE (ENGLISH)****(Units 1–5)****Full Marks: 100****Internal: 30****External: 70****Aims of the Course**

After completion of Course the student will

- Understand the different roles of language;
- Understand the relation between literature and language;
- Develop creativity among learners;
- Understand the role and importance of translation;
- Examine authentic literary and non-literary texts and develop insight and appreciation;
- Understand the use of language in context, such as grammar and



vocabulary;

- Develop activities and tasks for learners;
- Develop an understanding of the nature of language system;
- Understand about the teaching of poetry, prose and drama;
- Identify methods, approaches and materials for teaching English at various levels in the Indian context;
- Understand constructive approach to language teaching and learning;
- Develop an insight into the symbiotic relationship between curriculum syllabus and textbooks;
- Develop and use teaching aids in the classroom both print and audiovisual material, and ICT (Internet and computer technology);
- Understand the process of language assessment;
- Understand need and functions of language lab;
- Sensitize teacher-students about emerging issues, such as right to education for children, peace and environment education in context with language teaching; and
- Familiarize students with our rich culture, heritage and aspects of our contemporary life.

## **COURSE OUTLINE**

### **UNIT 1: ROLE OF LANGUAGE**

#### **1. Language and Society:**

Language and Gender; Language and Identity;  
Language and Power; Language and Class (Society).  
Multicultural awareness and language teaching.

#### **2. Constitutional Provisions and Policies of Language Education:**

Position of Languages in India; Articles 343-351, 350A; Kothari Commission (1964-66); NPE-1986; POA-1992; National Curriculum Framework-2005 (language education). Knowledge Commission 2009.

#### **Activities:**

Discussion on

- Position paper on 'Teaching of English'
- Position paper on 'Teaching of Indian Languages'
- Analysis of advertisements aired on Radio/Television on the basis of language and gender.

**Project:**

- Prepare a report on the status of languages given in the Constitution of India and language policies given in Kothari Commission, 1986, and POA-1992.

**UNIT 2: POSITION OF ENGLISH IN INDIA****1. Role of English Language in the Indian Context:**

English as a colonial language, English in Post-colonial times; English as a language of knowledge; Position of English as second language in India; English and Indian languages; English as a link language in global context; challenges of teaching and learning English.

**Activities:**

- Discuss in groups how the role of English language has changed in the twenty-first century.
- Topic for Debate: Globalization and English
- Discussion on the topic ‘War Begins When Words Fail’
- Keeping in view the topics given in this unit, prepare a questionnaire. Interview ten people and write a report on ‘English Language in India’.

**Project:**

- Do a survey of four schools (two private and two govt.) in your neighborhood to find out
  1. Materials (textbooks) used in the classroom
  2. Prepare a report on the challenges faced by the teachers and the learners in the teaching-learning process.

**UNIT 3: AN OVERVIEW OF LANGUAGE TEACHING****1. Different Approaches/Theories to Language Learning and Teaching (MT&SL):**

Philosophical, social and psychological bases of approaches to Language acquisition and Language learning; inductive and deductive approach; whole language approach; constructive approach; multilingual approach to language teaching (John Dewey, Bruner, J. Piaget, L. Vygotsky, Chomsky, Krashen) and Indian thought on language teaching (Panini, Kamta Prasad, Kishori Das Vajpai).

**2. A Critical Analysis of the Evaluation of Language Teaching Methodologies:**

Grammar translation method, Direct method, Structural-situational method, Audio-lingual method, Natural method;

Communicative approach. Total Physical Response, Thematic Approach (inter-disciplinary).

**Activities:**

- Discussion on the topic ‘Mother Tongue and Other Tongue’
- Project
- Do a comparative study of positive features and weaknesses of different approaches to language learning.
- Prepare four activities keeping in view ‘Constructivism in a Language Classroom’.

**UNIT 4: NATURE OF LANGUAGE****1. Linguistic System:**

The organization of sounds; The structure of sentences; The concept of Universal Grammar; Nature and structure of meaning; Basic concept in phonology, morphology, syntax and semantics; Discourse.

**2. Sound Patterns:**

Phonetic symbols - Place and Manner of Articulation; Stress-Word, Sentence; Intonation - Tone group.

**Activities:**

- Have a discussion on the topic ‘Difference between Spoken and Written Language’.

**Project:**

From the Elementary/Secondary students in your neighborhood observe at least 5 students and find out how their Mother tongue interfere/ influence their pronunciation of English.

**UNIT 5: ACQUISITION OF LANGUAGE SKILLS**

**1. Grammar in Context; Vocabulary in Context:** Concept, preparation of Grammar and Vocabulary games

**2. Acquisition of Language Skills:** Listening, speaking, reading and writing.

- **Listening and Speaking: Sub skills of listening:** Tasks; Materials and resources for developing the listening and speaking skills: Storytelling, dialogues, situational conversations, role plays, simulations, speech, games and contexts, language laboratories, pictures, authentic materials and multimedia resources
- **Reading:** Sub skills of reading; Importance of understanding

the development of reading skills; Reading aloud and silent reading; Extensive and intensive reading; Study skills, including using thesauruses, dictionary, encyclopedia, etc.

- **Writing:** Stages of writing; Process of writing; Formal and Informal writing, such as poetry, short story, letter, diary, notices, articles, reports, dialogue, speech, advertisement, etc; Reference skills; Study skills; Higher order skills.

**Activities:**

- Collect ten examples of Grammar in context from English Textbooks of Classes VI to VIII and have a group discussion.
- Prepare activities for listening, speaking, reading and writing. (5 Each)
- Prepare three activities to develop the reading skills of Class VI students.

**Project:**

- Keeping in view the needs of the children with special needs prepare two activities for English teachers.

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## **2. PEDAGOGY OF SOCIAL SCIENCES - I**

**External: 70**

**Internal: 30**

**Total: 100**

**Objectives:**

1. To understand the Objectives of teaching-learning Social Sciences and its contribution towards the broader aim of Education;
2. To develop conceptual understanding of the Social Sciences as a composite discipline;
3. To understand the status and problems of Social Sciences as a school subject in the country against the backdrop of its development;
4. To understand the Socio-cultural implications on learning Social Sciences;
5. To understand the theoretical bases of changing perspectives of teaching-learning Social Sciences.
6. To acquire deeper understanding of the Historical and Political Science components of the school Social Sciences content.

## **COURSE CONTENTS**

### **UNIT-I: CONCEPTUAL FRAMEWORK (10 Hrs)**

- Concept of Social Sciences as distinguished from Social Studies;
- Core components of Social Sciences- History, Political Science, Economics and Geography and the inter-relationship between them;
- Development of Social Sciences as a school subject in India in the 20<sup>th</sup> century and its present status.

#### **Suggested Modes of Transaction and Activities:**

- \* Focus Group Discussions, Inter-group Discussions and Presentations of group Reports, Literature Reviews, Lecture.

### **UNIT-II: AIMS AND OBJECTIVES OF TEACHING SOCIAL SCIENCES (6 Hrs)**

- Aims of teaching Social Sciences as per NCF 2005;
- Contribution of Social Sciences to the goals of education.

#### **Suggested Modes of Transaction and Activities:**

- \* Lecture-cum-Discussion, Group activity requiring Critical Analysis and Reflections of the role of Social Sciences in achieving the goals of education and determining the prevailing status, Presentation and Discussions.

### **UNIT-III: CHANGING PERSPECTIVES OF TEACHING (16 Hrs)**

- From Behaviourism to Constructivism- basic tenets;
- Objective based Teaching/Behaviourist Approach
- Socio-cultural Context of Learning; Social Construction of Knowledge and its relevance to Social Sciences teaching,
- Critical Pedagogy and Social Sciences Teaching.

#### **Suggested Modes of Transaction and Activities:**

- \* Literature Reviews, Debate on Behaviourism vs Constructivism in the context of school situations in the state, Lectur-cum-Discussion.

### **UNIT-IV: ISSUES AND PROBLEMS IN SOCIAL SCIENCES TEACHING-LEARNING (8 Hrs)**

- ~ Pre-conceptions and Misconceptions about Social Sciences;
- ~ Disciplinarity vs Integration of content;
- ~ Professional Preparation of Teachers;
- ~ Learning Resources and facilities;
- ~ Apathy towards the subject;
- ~ Recent developments and obsolescence of curriculum.

**Suggested Modes of Transaction and Activities:**

- \* Brainstorming, Focus Group Discussions and Presentations, Exploring and developing comprehensive list of Resources available in the local context for teaching-learning Social Sciences.

**UNIT-V: UNDERSTANDING HISTORY AND POLITICAL SCIENCE (16 Hrs)**

- ~ History- Importance of teaching-learning History; Sources of History; Periodisation of History;
- ~ Important Civilizations of the World and the emergence of modern states/societies- lessons to be learnt from the past; major Revolutions of the world and the birth of Civil Rights, Justice, Liberty and Democracy;
- ~ Impact of Colonialism and Imperialism on the polity, society, culture and economy of India.
- ~ Political Science – meaning, scope and importance;
- ~ Government and Governance – Meanings, Types of Governments, Organs and levels of Government;
- ~ Making Democracy Work - Roles of the different Organs of Government in a Democracy, Party System and their functions, Devolution of Power, Roles of Citizens in a Modern Democracy; Indian Constitution, its features and Goals.

**Suggested Modes of Transaction and Activities:**

- \* Guest Lectures, Peer Tutoring, Thematic Paper Presentations.

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**3. PEDAGOGY OF SCIENCE - I****External: 70****Internal: 30****Total: 100****Course Objectives:**

To enable the student- teacher to-

- Understand the nature and values of Science.
- Familiarize the evolution of Science education.
- Understand the aims and objectives of teaching Science.
- Understand the theoretical bases of Constructivism and Behaviourism.
- Identify/examine the issues and problems in Science teaching-learning.
- Practice the pedagogic analysis of class 8 and 9 Science.

**UNIT-I: NATURE AND SIGNIFICANCE OF SCIENCE (12hrs)**

- Definitions; Science as Product and Process
- Values of studying Science as a school subject
- Co-relation among disciplines of Sciences.
- Landmarks in the history of education with respect to Science education.
- Science education as envisaged in NCF 2005 and KCF 2007.

**Tasks:**

1. Identification of product and process part of Science in a given chapter in Science,
2. Comparison of NCF 2005 & KCF with respect to Science education.

**UNIT-II: AIMS AND OBJECTIVES OF TEACHING SCIENCE****(8 hrs)**

- General aims of teaching Science; objectives of teaching science at the Elementary and Secondary levels
- Development of Scientific attitude.

**Tasks:**

1. Make 4/5 items that would help to evaluate Scientific Attitude.
2. Find out giving reasons the difference in the objectives for teaching Science in Elementary and Secondary levels.

**UNIT-III: SCIENCE LEARNING AS A GENERATIVE PROCESS**

- From Behaviourism to Constructivism; Theory of Cognitive Constructivism
- Socio-cultural Context in construction of scientific knowledge
- Development of process skills in students.
- Constructing knowledge through experiments in science
- Scientific method.

**Tasks:**

1. Comparison of Behaviourist and Constructivist approaches to learning.
2. State a problem and work on its solution using scientific method.

**UNIT-IV: ISSUES AND PROBLEMS IN TEACHING-LEARNING SCIENCE**

- Socio-cultural barriers.
- Misconceptions and superstitions in society
- Professional Preparation of Teachers
- Learning Resources and facilities

**Tasks:**

1. Collect existing trends/beliefs by society, which have a different view/explanation from the teaching of Science.

**UNIT-V: DISCIPLINES IN SCIENCE (10 hrs.)**

- Nature of Physics, revisiting some basic concepts/ processes in Physics, issues in teaching Physics
- Nature of Chemistry, revisiting some basic concepts/process in Chemistry, issues in teaching Chemistry
- Nature of Biology, revisiting some basic concepts/processes in Biology, issues in teaching Biology.

**Tasks:**

1. Identification of concepts in all the three areas of Science for further focus

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## **4. PEDAGOGY OF MATHEMATICS**

### **PART-I**

**External: 70****Internal: 30****Total: 100****Course Objectives:**

Student-Teacher will:

- Understand and appreciate the uses and significance of mathematics in daily life.
- Understand various approaches to teaching Mathematics and use them judiciously.
- Use different methods for planning instruction in the classroom.
- Organize activities for Teaching-learning Mathematics.
- Develop Aesthetic sensibilities of Mathematics.
- Understand purpose of different forms of planning.
- Understand the purpose of evaluation in Teaching-learning.
- Develop skill to prepare improvised Teaching Aids.
- Understand and appreciate the guidelines on teaching Mathematics suggested by NCF 2005 and NCFT 2010.

**SUGGESTIVE MODE OF TRANSACTION:**

- Lecture
- Demonstration
- Power-point Presentation
- Illustrations with examples
- Brainstorming session
- Group work/activities
- Seminars & Assignments



**COURSE CONTENTS:****UNIT-I: NATURE AND SCOPE OF MATHEMATICS**

- Meaning, nature and values of mathematics.
- Building blocks of mathematics: Mathematical propositions, Drawing conclusions, Truth tables, Venn diagram, Quantifiers, Necessary and sufficient conditions, Theorem.
- Aesthetic sense in mathematics
- Scope of mathematics
- Contribution of mathematicians: Aryabhata, Ramanujan, Euclid, Pythagoras

**Suggestive Activity:**

- A Book Review on an Indian Mathematics to the world.

**UNIT-II: AIMS AND OBJECTIVES OF TEACHING SCHOOL MATHEMATICS**

- General Aims of teaching mathematics
- Objectives of teaching mathematics – Bloom's Taxonomy
- Difference between Aims and Objectives
- General objectives of teaching mathematics with special reference to NCF 2005 and NCFT 2009.

**Suggestive Activity:**

- A case study of importance of mathematics in daily life activities.
- Critical analysis of objectives of teaching mathematics

**UNIT-III: EXPLORING LEARNERS**

- Cultivating learner's intuition
- Encouraging learner for Probing Questions and Raising Queries
- Appreciating dialogue among peer-group
- Arousing and maintaining interest in mathematics

**Suggestive Activity:**

- Preparation of decorative materials/items applying mathematical concepts to promote Aesthetic sense of mathematics

**UNIT-IV: SCHOOL MATHEMATICS CURRICULUM**

- Curriculum: Concept, Meaning and Objectives
- Principles for curriculum construction
- Curricular choices at different stages of school mathematics education
- Organizing the syllabi both logically and psychologically according to the age groups of children.

**Suggestive Activity:**

- Preparation of alternative material/method for completing syllabus.
- Preparation of curriculum

**UNIT-V: APPROACHES & STRATEGIES OF TEACHING MATHEMATICS**

- ~ Different approaches of teaching: Behaviouristic, Cognitive and Constructivist
- ~ Methods of teaching Mathematics: Lecture cum demonstration method, Inductive-Deductive method, Analytic-Synthetic method, Heuristic method, Problem solving method, Project method.
- ~ Strategies of Teaching Mathematics: Drill work, Homework, Oral work, Written work, Group work, Self-study, Supervised study, Brain storming.
- ~ Difference between teaching of Mathematics and teaching of Science

**Suggestive Activity:**

- To analyse content areas like geometry, algebra, statistics, mensuration etc and identify the topics/problems which can be taught using:
  1. Inductive-Deductive method
  2. Analytic-Synthetic method.

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**CE-I: Nai-Talim, Experiential Learning and Work Education through Community Engagement****Objectives:**

1. To make the students understand the concept of community engagement
2. To make the students of B.Ed. aware about the context of the child from various Backgrounds and occupations,
3. To know the various school programs related to community engagement
4. To inform the students about the practice models of Tagore and Gandhi for rural reconstruction
5. To develop among the students to devise contextually suitable engagement activities,
6. To explore various models of art, craft, community stories of children and families
7. To develop insights and field realities on indignity and Indigenous models

**Total marks: 50****Nature: Internal**

## **Unit 1: Philosophy of Nal Talim and its Process**

**15 marks.**

- Idea of Education by MK Gandhi and its Implications for village development
- Meaning, Nature, Relevance and Basic tenets of Nai Talim,
- Rational of Community engagement and Nai Talim,
- Community engagement for work education and Experiential learning
- Understanding of rural reconstruction
- Work Education: Purpose, social, economic and pedagogical values of work and Craft education

## **Unit 2: Community Engagement theories and process**

**15 marks**

- Theory of Community engagement
- Praxis, characteristics advantages and Disadvantages, Intellectual Approach for
- practicing community engagement and Social Change
- Roles and responsibilities of Teachers and Head Masters for parent community Engagement
- Contemporary issues and sensitization towards them:  
National and  
International: Resource and Technology availability,  
Inequality, Poverty, Climate  
Change, Value Crisis, Food and Energy Crisis,  
Corruption, Terrorism
- Process of Experiential Learning

## **Methodology and Field work Practicum: (Any Four) (20 marks)**

- 1) *Presentation by the teacher in the classroom*
- 2) *Panel discussion on Gandhian ideas on education and its relevance in present day Contexts*
- 3) *Visit Nal Talim Schools and documentation*
- 4) *Participation in SMC and documentation*
- 5) *Case studies on Art and Craft practices in village*
- 6) *Case study for understanding community services in villages.*
- 7) *Case study of School and SMC relationship*
- 8) *Any other*

## **EPC - II:**

### **DRAMA AND ART IN EDUCATION**

**External: 25****Internal: 25****Total: 50****Course Objectives:**

To enable the student –teacher to:

- Understand the meaning, nature and scope of drama and art.
- Understand the different forms of drama and art.
- Understand the place, need and usefulness of drama and art in education.
- Understand the purpose of introducing drama and art in education.
- Develop skills necessary to practice drama and art.
- Develop aesthetic sensibilities of drama and art.

**Unit I: Understanding Drama and Art**

- a. Meaning, Nature and Scope.
- b. Forms of Drama and Art.

**Unit II: Drama and Art in Education**

- a. Place of drama and art in education.
- b. Need and use of drama and art in education.

**Unit III: Drama and Art – A Critical Pedagogy**

- a. Aims and objectives of teaching drama and art at the secondary level.
- b. Practice of drama and art in understanding the self and as a form of self –expression for enhancing creativity.

**Unit IV: Role of School and Community**

- a. Role of Teacher.
- b. Role of Community.

**Unit V: Evaluation and Assessment**

- a. Evaluation and assessment of students' performance in programs related to drama and art.
- b. Challenges and problems in organizing programmes of drama and art in Indian schools.

Unit VI : .....

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**SEMESTER III****Course 8:****KNOWLEDGE AND CURRICULUM*****External: 70******Internal: 30******Total: 100*****Course Objectives:**

This course, as a part of B.Ed. Programme, is envisaged to enable the student – teachers to:

- a. Understand the different concepts related to and including curriculum and significance of curriculum;
- b. Understand the factors determines curriculum decisions  
Understand the people, agencies involved in the process of curriculum development; and  
Examine the needs of society (at the local and higher levels) and evaluate \_the curriculum realizing the needs‘ and become instrumental for curriculum change.
- c. Analyze the curriculum and syllabus, identify the inclusion and non-inclusion of essential components and elements and evaluate their appropriateness.
- d. Study the process of curriculum transaction to understand the resultant curriculum

## **COURSE CONTENTS:**

### **UNIT: 1 - KNOWLEDGE AND KNOWING**

- a) Nature of knowledge and knowing process in different perspectives-
  - i) Idealistic ii) Pragmatist iii) Progressivism and iv) Constructivist
- b) Distinction between:
  - i) Knowledge and skill ii) Knowledge and information iii) Teaching and training iv) Reason and belief
- c) Forms of knowledge
- d) Relevance of objectives for concerned levels
- e) Sources of knowledge

#### **TASK: 1**

**Objective:** To observe and analyze learner characteristics

#### **Suggestive activity:**

Observe school children (under different strata-gender, locality, socio economic conditions, etc.) at different levels (primary, elementary, secondary, higher secondary) in different situations, analyze the characteristics and compare with the psychological theories.

### **UNIT: 2- CURRICULUM AND ITS DIMENSIONS**

- a) Meaning, concept and types of curriculum
- b) Understanding the following concepts: i. Curriculum framework ii. Course contents or Syllabus iii. Programme of study
- c) Dimensions of curriculum
- d) Need and significance of curriculum and syllabus in schools

#### **TASK: 2**

**Objective:** To compare the curricular frameworks of different Boards of Education. **Suggested activities:**

- a) Analyze the various components of curricular frameworks of NBSE and CBSE, discuss and suggest ways for improvement. Compare the B.Ed. curricular framework with the NCERT curricular framework, discuss and find the areas requiring improvement

**UNIT: 3- DETERMINANTS OF CURRICULUM**

- a) Determinants of curriculum- philosophical, social, psychological, economic, environmental and technological determinants.
- b) Influence of Indian social conditions in curriculum development (incorporation of values of democracy and critical multiculturalism)
- c) Promotion of Nationalism, universalism and secularism through education with reference to Tagore and Krishnamurthy.
- d) Curriculum of self- development
- e) Influence of social conditions in curriculum

**TASK: 3**

**Objective:** To understand, the social determinants of curriculum in Nagaland during ancient and contemporary period (before the advent of Christianity)

**Suggested activities:**

- i) Discuss with the elders from Naga villages and refer related literature to understand the influence of the society in determining the aims of education for meeting the needs of individuals and society, learning experiences provided and evaluation mechanism.
- ii) Write a paper, stating the current needs of society and individuals, which are not met by education in Nagaland.

**UNIT: 4 - CURRICULUM DEVELOPMENT**

- a) Concept of and the major steps in curriculum development
- b) Agencies involved in curriculum development and their roles
- c) Major components of curriculum
- d) Curriculum design- i) Meaning and ii) Different orientations-

**Suggested Readings:**

- 1. Russell (2008), *Human Knowledge: Its Scope and Limits*, M.R. Book Publications.
- 2. William Heard Kilpatrick (2004), *Philosophy of Education*, Vol-13, Sarup book publishers private limited.

3. Narayana, P.V.V.S (2011), *Curriculum Development and Management*, Discovery publishing house, New Delhi.
4. Marlow Ediger (2007), *Curriculum Organization*, Discovery publishing house, New Delhi.
5. Marlow Ediger (2011), *Philosophy and Curriculum*, Discovery publishing house, New Delhi.
6. James, S. Ross (2008), *Ground work of Educational Theory*, Surjeet Publications.
7. Mrunalini Talla (2013) *Curriculum Development: Perspectives, Principles and Issues*, Pearson India Publications.
8. Deepak Agrawal (2007), *Curriculum Development: Concepts, Methods and Techniques*: Book Enclave Publishers.
9. Premchand Jogi (2009), *Philosophy of Education*, Crescent publishing house.
10. P. Jogi, P. (2009), *Philosophical Foundations of Education*, Eastern Book house publications.
11. Sharma, S.R (2006), *Philosophical Aspects of Teaching and Learning*, Eastern Book house publications.

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### Course 9:

## GENDER, SCHOOL AND SOCIETY

**External: 35****Internal: 15****Total: 50**

### Course Objective:

To enable the student teacher to: –

- ~ Understand the meaning and nature of gender, school and society
- ~ Help develop on appreciation of the role of various institutions in examining the gendered roles in society
- ~ Examine the influences of teacher in handling notions of gender and sexuality
- ~ Examine the role of schools, peers, teachers, curriculum and textbooks etc in challenging gender inequalities
- ~ Understand the concept of education for all
- ~ Understand the role of home & society in gender identity construction

### COURSE CONTENTS:

#### Unit I: Basic concept of gender

- Meaning and nature of Gender
- Role of home and society in gender identity construction



- Gender issues in the curriculum
- Gender - just education

### **Unit II:- Institutional role in examining gendered roles in society**

- Right to Girl Child Education
- Access to Education
- Family Values
- Traditional Values

### **Unit III:- Education and Society**

- Gender Stereotyping
- Responsibility of the society for education
- Community participation in girl child Education
- Role of different agencies in addressing gender inequalities – family, Teacher, Media, Culture etc.

### **Unit IV:- Gender bias and indicators**

- Disparity in literacy rates
- Disparity in sex ratio
- Disparity in public sector and govt. service
- Gender Parity Index (GPI)

### **Unit V:- Democratic schools**

- Role of school and teachers in handling notions of gender and sexuality
- Perception of safety at school, home and beyond
- Abuse – physical, mental, verbal, sexual.

### **Suggested Activities:**

- \* Prepare and present a seminar paper on
  - Free and compulsory education act of 2009.
  - Exclusion and discrimination in schools.

### **References:**

1. Menon, N. (2012), *Seeing like a Feminist India* : Penguin
2. NCERT. (2006b), Position paper-National focus group on gender issues in the curriculum (NCF2005). NCERT.
3. Krishnamurti, J. (1992), *Education and World Peace*. In social responsibility. Krishnamurti foundation.
4. Nirantar (2010), *Text Book Regimes. A Feminist Critique of Nation and Identity*. New Delhi.
5. *Education in Emerging India Society*. N.R. Swaroop/ Aarti Shashi Dorgan.
6. *Education in Emerging India: 2<sup>nd</sup> Edition*. S. Gupta
7. *Principles of Education and Education in the Emerging India Society*. B.N. Dash.
8. *Philosophical and Sociological Foundations of Education*. Dr. S.P. Chaube / Dr. Akhilesh Chaube.

9. Ritika Chauhan (2013), *Education and Society*, Sublime Publications.
10. Babitha Agaewal (2009), *Education and Society*, ABD publishers.
11. Kaur, R (2006) *Mass, Society and Psychology*, Eastern book house.
12. Kathy B. Grant (2009), *Home, School and Community Collaboration*, Sage publications.
13. Robert J. Havighurst (2004) *Society and Education*, Sarup book publications private ltd.
14. Bhaskaracharyulu (2011) *Education and Society*, Discovery publishing house, New Delhi.

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### Course – 10

## CREATING AN INCLUSIVE SCHOOL

**External: 35**

**Internal: 15**

**Total: 50**

### Aims of the Course:

The students will be able to -

- Recognize the need and importance of inclusive education;
- Demonstrate knowledge of different perspectives in the area of education of children with disabilities;
- Reformulate attitudes towards children with special needs;
- Identifies needs of children with diversities;
- Plan need-based programme for all children with varied abilities in the classroom
- Use human and material resources in the classroom;
- Use specific strategies involving skills in teaching special needs children in inclusive classrooms;
- Incorporate innovative practices to respond to education of children with special needs;
- Modify appropriate learner-friendly evaluation procedures;
- Contribute to the formulation of policy;
- Implement laws pertaining to education of children with special needs.

### COURSE CONTENTS:

#### UNIT-I: SPECIAL NEEDS AND EDUCATION

- 1.1 Concept of special education, integrated school and inclusive education,
- 1.2 Need, Objectives & scope of Inclusive Education.

**Activity:** Conduct a case study of child with special needs in school situation.

## **UNIT –II: DEFINING SPECIAL NEEDS**

- 2.1 Concepts, characteristics, classification of children with diversities-
  - (a) Visual Impairment (b) Hearing Impairment (c) Specific Learning Difficulties (d) Loco motor and Neuromuscular disorders (e) Mental Retardation, (f) Autism and (g) Multiple Disabilities.
- 2.2 Special needs in terms of the curriculum in the context of different disabilities and their learning styles.
- 2.3 Facilitating an inclusive school- infrastructure and accessibility, barrier free environment (BFE), human resources, attitude to disability.

**Activity:** Preparation of a teaching plan for accommodating special needs (any one type of disability) in regular classroom.

## **UNIT-III: POLICIES AND PROVISIONS FOR INCLUSION**

- 3.1 Constitutional Provisions: The persons with Disabilities (Equal Opportunities, Protection of Rights and full Participation) Act, 1995 (PWD Act);
- 3.2 The Rehabilitation Council of India Act, 1992 (RCI Act; RTE Act, 2009.
- 3.3 National Policy - Education of Students with Disabilities in the NPE, 1968, 1986, POA (1992); Education in the National Policy on Disability, 2006.
- 3.4 Programme and Schemes of Education of Children with Disabilities: CSS for Integrated Education for the Disabled Children (IEDC), 1974; Scheme for Inclusive Education for the Disabled Children (IEDC, 2000); Goals and Strategies in the Comprehensive Action Plan for Including Children and Youth with Disabilities in Education, MHRD, 2005, Scheme of Inclusive Education for the Disabled at Secondary School (IEDSS, 2009)
- 3.5 The role of State agencies for implementation of inclusion of CWSN.
- 3.6 Biwako Millennium Framework (BMF, 1993-2012); Recommendation of Salamanca Statement and Framework of Action, 1994; Educational Provisions in the UN Convention on the Rights of person with Disabilities (UNCRPD), 2006.

**Activity:** Collect information from the concerned agencies of the state on the different aids/assistance provided to children with special needs in the state of Nagaland.

## **UNIT- IV: INCLUSIVE PRACTICES IN CLASSROOMS FOR ALL**

- 4.1 School's readiness for addressing learning difficulties
- 4.2 Technological advancement and its application - ICT, adaptive and assisted devices, equipments and other technologies for different disabilities
- 4.3 Classroom management and organization
- 4.4 Making learning more meaningful- Responding to special needs by developing strategies for differentiating content, curricular adaptations, lesson planning and TLM
- 4.5 Pedagogical strategies to respond to individual needs of students: Cooperative learning strategies in the classroom, peer tutoring, social learning, buddy system, reflective teaching, multi-sensory teaching etc.
- 4.6 Supportive services required for meeting special needs in the classroom –special teacher, speech therapist, physiotherapist, occupational therapist, and counselor.
- 4.7 Development and application of learner-friendly evaluation procedures; Different provisions for examination by CBSE and the board in their state.

**Activity:** Visit an educational institution of children with special needs and collect information from at least two teachers of the specific difficulties faced by them in teaching such students.

## **UNIT-5: DEVELOPING SUPPORT NETWORKS**

- 5.1 Addressing social climate of the classroom
- 5.2 Developing partnership in teaching: Teacher and special teacher; Teacher and co-teaching personnel; Parents as partners- developing positive relationships between school and home
- 5.3 Involving community resources as source of support to teachers
- 5.4 Involving external agencies for networking- setting up appropriate forms of communication with professionals and para professionals
- 5.5 Liaising for reciprocal support of pre-school programme pre-vocational training programme, social security, different provisions, concessions, etc.

**Activity:** Develop a strategy to involve the community resources to meet the different needs of special children.

**BOOKS SUGGESTED:**

1. Ainscow, M. (1990), *Special Needs in the Classroom: A Teacher Education Resource Pack*, UNESCO.
2. Chadha, Anupriya (1999), *A Handbook for Primary Teachers of Children with Learning Disabilities*. Educational Consultant of India Limited, New Delhi
3. Dhawan, M.L. (2007), *Education of Children with Special Needs*, Isha books.
4. Dr. Reddy Likanandha (2005), *Education of Children with Special Needs*, Discovery Publishing House, New Delhi.
5. Hegarty Seamus, Mithu Alur (2002), *Education and Children with Special Needs*. Sage Publication India Pvt. Ltd., New Delhi
6. Lal Advani and Anupriya Chadha (2003), *You and Your Special Child*. New Delhi: UBS Publishers' Distributors Pvt. Ltd.
7. Maitra Krihna, Sazena Vandana(2008), *Inclusion Issues and Perspectives*, Kanishka Publishers, New Delhi.
8. Mangal, S.K.(2007), *Education and Exceptional Children*. New Delhi: Prentice Hall of India.
9. Panda, K.C. (2003), *Education of Exceptional Children*. New Delhi: Vikas Publishing House.
10. Prasad Lakshman (1994), *Rehabilitation of the Physically Handicapped*, Konark Publisher Pvt. Ltd.
11. Rehabilitation Council of India. *Status of Disability in India* (2009), Ministry of SC & E
12. Sharma, R.A. (2006), *Fundamentals of Special Education*. Meerut: R. Lall Book Depot.
13. Singh, Agyajit. *Education of Exceptional Children*. Patiala: 21<sup>st</sup> Century Publication.
14. *The Persons with Disability. Act* (1995), Ministry of Law, Justice and Company, Affairs, Govt. of India, New Delhi, Chapter V.
15. UNESCO (1994), *The Salamanca Statement and Framework for Action on Special Needs Education* Paris, UNESCO
16. Ysseldyke, J.E. and Algozzinne, B. (1998), *Special Education A Practical Approach for Teachers*. New Delhi, Kanishka Publishers Distributors.

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**OPTIONAL COURSE (ANY ONE)**

1. **Vocational / Work Education**
2. **Guidance and Counselling**
3. **Health and Physical Education**
4. **Peace Education**

**External: 70****Internal: 30****Total: 100****1. VOCATIONAL / WORK EDUCATION****Objectives:-**

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

- Develop specific vocational skills in students and thinking ability to apply (transfer) the skills to actual work-situation.
- Plan & practice to focus the relationship between theory and practice.
- Understand the nature of competencies in specific vocational area.
- Develop positive attitude towards work.

**COURSE CONTENT:****Unit-1: Foundations of Vocational Education**

- Concept and Nature of Vocational Education.
- Various systems of Vocational Education Training in India.
- Objectives of Integrating Vocational and General Education.
- Need and justification of Vocational Education at Secondary level.

**Unit-2: Planning and Management of Vocational Education**

- Micro and Macro level planning of facilities, curriculum, human and material resources.
- Management structure of national, regional, state, district and institutional level
- Manpower Planning for Vocational Education.

**Unit-3: Curriculum and Methods of teaching Vocational Education**

- Areas of Vocational education, curricular design and development.
- Vocational Teachers and their competencies.
- Methods of teaching – Activity based participatory learning, self-paced learning, mastery learning, learning by doing with focus on transfer.
- Integration of theory and practice, Development of Instructional material.
- School industry linkages and on-the-job training.

**Unit-4: Assessment and Evaluation of Vocational Education**

- Assessment by observation, Interest and Aptitude.
- Immediate and Comprehensive feedback to students.
- Evaluation by organizing performance based utility exhibitions.
- Criterion referenced pretest and post-tests (Result shown as competencies attained).

**Unit-5: Suggested Activities**

- Conduct a career guidance programme to at least five students and present the report.

**Note:** Internal Assessment will be done on the basis of the class-room test/assignment given by the teachers.

**References:**

1. Government of India: (1978), *Learning to do* (Adishesiah Committee Report)
2. Government of India: (1986/1992), *National Policy on Education*, MHRD, New Delhi
3. Government of India: (1988), *Scheme of Vocationalization of Secondary Education*, Ministry of HRD (Deptt. Of Education)
4. Govt. of India Programme of Action, MHRD, New Delhi
5. NCERT. *Higher Secondary Education and its Vocationalization*
6. NCERT. *Socially Useful Productive Work: Sample Curriculum Units*, New Delhi
7. NCERT (1970), -The Concept of Work Experiences. || New Delhi
8. NCERT, *Vocationalization of Post Secondary Education* (A Critical Study of Implementation in the Statutes), New Delhi.
9. NCERT (1984), *Vocational Education at the +2 Stage*, New Delhi
10. Pritam Singh, *Criterion Referenced Testing - A Monograph*, NCERT, New Delhi.
11. Sengupta, M. *On Teacher and Teacher Preparation – Guidelines*; NCERT; (1997).
12. Salooja, M.K. (1997) *A Hand book for Vocational Survey Worker*, PSSCIVE NCERT; (1977)
13. Singh and Sudarshan (2010) *Vocational Education*, Discovery publishing house, New Delhi.
14. Kamat, H.D (2007), *Vocational Education*, Eastern book house publications.
15. Kumar, T.P (2010), *Vocational Education*, Eastern book house publications.

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## **2. GUIDANCE AND COUNSELLING**

### **Course Objectives:**

To enable the student-teacher to

- Develop an understanding of the need and importance of guidance and counseling.
- Develop an understanding of the role of the teachers, parents and counsellors for carrying out guidance programme.
- Develop an understanding of the different areas of guidance and guidance services that can be organized in schools.
- Acquaint the teachers the sources of collecting occupational information and how to disseminate them.

### **COURSE CONTENTS:**

#### **UNIT - I: GUIDANCE AND COUNSELLING**

- Concept of guidance and counseling
- Need of guidance and counseling
- Nature of guidance and counseling
- Principles of guidance and counseling
- Role of teacher, parents, career masters and counselor

#### **UNIT - II: TYPES OF GUIDANCE**

- Vocational Guidance
- Educational guidance
- Personal Guidance

#### **UNIT - III: GUIDANCE SERVICE IN SCHOOLS**

- Orientation Service
- Pupil Information Service
- Counseling Service
- Occupational Information Service

#### **UNIT - IV: ORGANIZATION OF GUIDANCE SERVICE IN SCHOOLS**

- Career Talks
- Career Corner
- Career Conference
- Career Exhibition

#### **UNIT - V: CAREER INFORMATION**

Source of Collecting Information



- Classification and Filling of Information
- Dissemination of Information
- Role of State Vocational Bureau (Employment Exchange)

### UNIT - VI: SUGGESTED ACTIVITIES

Conduct and report on any one of the following:

- a. Career Talk
- b. Career conference
- c. Career Exhibition

### Suggested Readings:

1. *A Hand Book for Career Masters*
2. *Principles of Guidance and Counseling* – March.
3. *Educational and Vocational Guidance in Secondary Schools*. B. N. Dash
4. S.N. Rao (2011) *Guidance and Counseling*, Discovery book publications, New Delhi.
5. Rao (2013), *Counselling and Guidance*, McGraw Hill Education private Ltd.
6. Gibson Robert, *Introduction to Counseling and Guidance*, PHI Learning publishing.
7. Ramnath Sharma, *Guidance and Counseling in India*, Atlantic book publications.
8. Mangal S.K. (2008), *Advanced Educational Psychology*, PHI learning publications.
9. Nayak, A.K. (2004), *Guidance and Career Counseling*, Eastern book publications.
10. Yerroju, B. (2009), *Guidance and Counseling*, Eastern book publications.
11. Madhukar, I (2007), *Guidance and Counseling*, Eastern book publications.
12. Chaturvedi, R. (2007), *Guidance and Counseling Techniques*, Eastern book publications.

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## 3. HEALTH AND PHYSICAL EDUCATION

### COURSE OBJECTIVES:

- ~ To understand the theoretical assumptions underlying the practice of modern health and physical education.
- ~ To appreciate the significance of the health and physical education.

- ~ To acquire knowledge and skill for organizing activities of physical education meets and events.
- ~ To be able to evaluate and assess physical education activities and events.

### **COURSE CONTENTS:**

#### **UNIT-I: CONCEPT OF PHYSICAL AND HEALTH EDUCATION**

- Meaning and objectives of physical education and health education
- Concept of general health and mental health
- Development and status of physical education in India.

##### **Task:**

- Formulation of definitions of physical education and health education in one's own word and substantiate its foci.

#### **UNIT-II: INTRODUCTION TO YOGA AND PRACTICES**

- Meaning and definition of yoga
- Yoga as a way to healthy and integrated living
- Yoga as a way to socio-moral development of man
- Concept of mental health in Yoga
- Approaches and practices of mental health in yoga

**Task:** Physical fitness exercise and Yoga practices

#### **UNIT-III: FOOD AND NUTRITION FOR HEALTH**

- Types of food and their relative efficiency
- Balanced diet
- Dangers of the use of alcohol and nicotine, narcotics and drug abuse
- Health and hygiene programmes in school

##### **Tasks:**

- Make a chart of food items with their nutrients
- Make a balanced diet chart
- Prepare steps to organize a health and hygiene programmes in school.

#### **UNIT-IV: PRINCIPLES OF PROGRAMME BUILDING**

- Organization of physical education programme in secondary schools
- Competitions: their role, values and limitations
- Team and house systems
- Organization of annual sports meet
- Concept of first aid and its preparation

**Tasks:**

- Prepare detailed write-up on organization of annual sports meet in school
- Demonstration of first-aids in case of fracture, burn, sprain, nose bleeding etc.,

**UNIT-V: EVALUATION AND ASSESSMENT**

- Evaluation and assessment of students performance in physical education
- Issues and problems in organizing physical education and health programmes/ events in Indian schools

**Tasks:**

- Evaluation of physical education and health education programmes in schools
- Construction of tools for students performance in physical education programmes
- Test for flexibility of body parts

**References:**

1. Ganeshwarnanda Swamy, *Yoga for Beginners*, Shri Rama Krishn Math, Madras.
2. Nagendra, H.R, *Yoga in Education*, Vivekanda Kendra yoga anusaudhan samsthan, Bangalore.
3. Tiwari, O.P. *Astang Yoga*, Kaivalyadham, Lonavala.
4. Vivekananda Kendra, *Yoga, Asanas, Mudras, Kriyas*, Madras.
5. Iyenger, B.K.S, *Light of Yoga*, Unwin paperbacks, Sydney.
6. Chandra, S. Sothi & Krishnan, P. (2005), *Health Education and Physical Education*, Delhi: Surjeet publications
7. Krishna, J. Murthy (2007), *Administration and Organization of Physical Education and Sports*. New Delhi: Commonwealth.
8. Nash, T.N (2006) *Health and Physical Education*, Hyderabad: Neelkamal Publications
9. Singh, U.K., Nayak, A.K (2008), *Health Education*. New Delhi: Commonwealth.
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11. Sen, Amit (2007), *Health Education and Nutrition*, Isha book publications.
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## 4. PEACE EDUCATION

**Objectives:** The students teachers are able to:-

- Understand the concept of peace education.
- Acquire the knowledge about peaceful mind makes peaceful world.
- Understand the philosophical thoughts for peace.
- Understand the nature of conflicts and their resolution.
- Develop the ability to use various methods and techniques for teaching peace education.
- Adopt peace education in the curriculum;
- Imbibe the knowledge, attitude and skills needed to achieve and sustain a global culture of peace.
- Understand the dynamics of transformation of conflict and violence into peace.

### COURSE CONTENTS:

#### **Unit -1: INTRODUCTION OF PEACE EDUCATION**

Meaning, Concept and objectives of Peace Education;

- Need of Peace Education;
- Understanding Positive and Negative Peace;
- Role of Social Agencies: Family, Religion, Mass Media;

Community, School, NGO's, Government agencies in promoting peace education;

- Development of peace studies and current Status of Peace Education at Global Scenario.

#### **UNIT - 2: UNDERSTANDING CONFLICT AND VIOLENCE - FOUNDATIONAL THEORIES**

- Understanding conflict: Meaning, concept and nature of conflict.
- Violent and Non-violent conflicts;
- Sources of conflict: Refugee, Hunger/Poverty, Famine and Migration, Unemployment problems etc;
- Types of conflict: Ethnic conflict, Environmental conflict, Communal, Caste violence, Gender conflict and Self determination;
- Conflict Handling Mechanism: Force, Adjudication, Arbitration, Negotiation, Mediation, Fasting, Reconciliation and Dialogue;
- Human security and Peace Building;
- Role of international organization in Conflict Resolution: UNO, NATO, SAARC etc.

**Unit - 3: PEACE IN THE INDIAN CONTEXT**

- Role of Religion in propagation of Peace education,
- Role of Great Personalities in promoting peace: - Mother-Theresa, Vivekananda and Gandhi,
- Challenges to Peace- Stress, Conflict, Crimes, Terrorism, Violence and Modernization; - Democracy and Peace, Secularism and Peace, Culture and Peace
- Growth and development of peace studies in India.

**UNIT - 4: STRATEGIES AND METHODS OF TEACHING**

- Meditation, Healthy discipline practices in and outside classroom in the school;
- Symbols, activities and other structures in the school that reflect a multi-cultural ambience, Compassion, love and caring;
- Mindfulness in all transaction to avoid hurt, humiliation, degrading over academic, personal, social and culture matters;
- Becoming peace teacher acquisition of relevant knowledge, attitudes, values and skill;

**PRACTICAL ACTIVITIES/FIELDWORK:**

Submit a report on any two of the following suggested activity/ any relevant activity related to Peace Education.

- Prepare a role-play of Great Personalities who worked/ contributed towards Peace.
- Organize an activity in schools to promote Peace.
- Prepare a report of contemporary international conflict on any countries (e.g. J&K in India)
- Identifying challenges of peace in school and dealing with on such challenge.
- Write a report on Gandhi and Peace.
- Prepare an action plan for Peace in school and Local Community.
- Prepare a report on any Local Case Studies of Peace building in Nagaland.

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2. Aber, J.L. Brown, J.L.A. Henrich, C.C.(1999), *Teaching Conflict Resolution*.
3. Dr. Haseen Taj (2005), *National Concerns and Education*, Neelkamal Publications Pvt. Ltd
4. Dr. Haseen Taj (2005), *Current Challenges in Education*, Neelkamal Publications Pvt. Ltd.

5. Mahesh Bhargava and Haseen Taj (2006), *Glimpses of Higher Education*. Rakhi Prakashan, Agra-2
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7. Jeong, Ho-Won. 2000, *Peace and Conflict Studies: An Introduction*. London: Ashgate Publication
8. Bose, Anima. 1987, *Dimensions of Peace and Non-violence: The Gandhian Perspectives*.
9. Jeong, Ho-Won. 2008, *Understanding Conflict and Conflict Analysis*. New Delhi: Sage Publications.
10. Kriesberg, Louis. 1998, *Constructive Conflicts: From Escalation to Resolution*. New York: Rowman and Littlefield
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12. Dalton, Dennis. 2001, *Mahatma Gandhi: Nonviolent Power in Action*. Columbia: Columbia University Press.

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### **EPC - III:**

### **CRITICAL UNDERSTANDING OF ICT**

**External: 25**

**Internal: 25**

**Total: 50**

#### **UNIT-1: Suggestive Activities:**

- Critical analysis of impact of ICT in our day-to-day life.
- Identifying ICT applications/services (e-mail, banking services, ticketing services, e-commerce) and learning its uses

#### **UNIT-2: Suggestive Activities:**

- Handling and maintaining ICT tools (Projector, OHP, Interactive white-boards)
- Seminar on teaching a school topic using ICT tools/devices

#### **UNIT-3: Suggestive Activities:**

- Use of MS Excel for CCE.
- Creating e-mail account and editing, sending and receiving mails.
- Students Data preservation using computer.
- Printing and Publishing school/College activities

#### **UNIT-4: Suggestive Activities:**

- Demonstration of collaborative learning using ICT
- MS Power-point presentation
- Creating account on social networking site like Facebook, Twitter and using its services.

- Creating and participating in blogs
- Using instant messaging services like SMS, WhatsApp etc.
- Viewing and uploading videos on a video-sharing sites like YouTube
- Collecting or finding resources of good packages of CAL (Computer Assisted Learning)

#### **UNIT-5: Suggestive Activities:**

- A report on a case study on effective use of ICT in:
  - 1) Few govt. schools
  - 2) Few private schools
- A report on a case study on the effect of the use of Internet among the Naga youth.

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### **EPC-IV:**

## **READING AND REFLECTING ON TEXTS**

**External: 25**

**Internal: 25**

**Total Marks: 50**

#### **Aims of the course:**

*After completion of course the student will*

1. Read and respond to a variety of texts.
2. Become conscious of their own thinking processes as they grapple with diverse texts.
3. Reflect on the texts that they read in the context of both the text and one's own experience.
4. Present arguments and interpretations of the texts used.
5. Make conjectures and offer justifications for the texts.
6. Appreciation that different kinds of writings are used to communicate ideas in different contexts.

### **COURSE OUTLINE:**

#### **UNIT-I: ENGAGING WITH VARIETY OF TEXTS**

1. Types of texts:
  - i) Fiction : prose, poetry and drama
  - ii) Non-Fiction: Descriptive, Expository, Narrative, Argumentative, and Instructive.

#### **Activities:**

- Rewriting a story from the point of view of one of the characters.
- A short composition based on the passage read.
- Rewriting a passage in a different type of text (eg. Descriptive to Narrative, etc.)

- Reading to extract overall meaning, information, subject knowledge(guided reading in pairs and simple note making)
- Identifying major concepts and ideas involved and making notes on these in some schematic form-flow diagram, tree diagram, mind maps (guided working in pairs)
- Explaining the gist of the text/ logic to others (in the larger subject group)
- Writing a review or a summary of the text with comments and opinions (individual task)

## **UNIT-II: REFLECTING / PREPARING READING TEXTS**

1. Reading styles-skimming, scanning, intensive, extensive.

### **Activities:**

- Using reading styles, extract information from given texts / passages.
- Reading charts, tables, graphs etc. And converting it into texts.

## **UNIT-III: DEVELOPING READING STRATEGIES**

1. Reading strategy-meaning, characteristics, implications.
2. Organization of the text-method of presentation of information in a passage (main idea, supporting details, sequencing, comparisons, logical sequence).

### **Activities:**

- Using the different reading strategies, write a summary / extract main points from the works of great writers (their own areas / subjects eg., science, social, maths etc.,).
- Identifying the idea / sentence which is out of context in a given text and give reasons.
- Reorganize into logical sequence a given (jumbled) passage and reflect on it.

## **UNIT-IV: REFLECTIVE READING ON SUBJECT RELATED REFERENCE BOOKS**

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



**Sequence of activities:**

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

**UNIT-V: REFLECTIVE READING ON EDUCATIONAL WRITING**

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

**Activities:**

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

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**SEMESTER IV:****COURSE: 7(B) - (ANY ONE)****1. PEDAGOGY OF LANGUAGE (ENGLISH)****Part II (Units 6–10)**

*External: 70*

*Internal: 30*

*Total Marks: 100*

**UNIT 6: LANGUAGE, LITERATURE AND AESTHETICS-I**

Different Creative forms of English Language: Understanding

different forms of literature; Literature in the school curriculum: Needs, objectives and relevance; Role and relevance of media in school curriculum; Translation: Importance and need, Translation as a creative activity: through examples of translated texts into English from different Indian languages.

**Activities:**

- Take three editorial pieces on the same topic from different newspapers. Have a discussion on their language and presentation
- Take two translations of any piece of creative writing. Read these pieces and then translate the piece yourself.
- Take any creative writing related to history, e.g. Discovery of India and prepare a flow chart on the main events.
- Review any story and have a discussion in groups
- Take any piece on Geography and prepare a teaching strategy for teaching any Geographical phenomena, e.g. climate change, water.

**Teaching Practice:**

- Take any topic of your choice and write about it in any form of creative writing.

**UNIT 7: LANGUAGE, LITERATURE AND AESTHETICS-II****Teaching of Different Forms of English Literature: Poetry, Prose, Drama:**

The relative importance of Indian, classical, popular, and children's literature in English; Developing tasks and materials for study skills in English literary forms.

**Activities:**

- Review any two stories of your choice
- Interview any local artist/poet/writer
- Collect Indian folktales in English (translated) for your portfolio
- Prepare a newsletter on the basis of your school experience programme (hand written).

**Teaching Practice:**

- Take any creative writing, e.g. a poem or a story and develop teaching strategies to teach: (a) same pieces for different stages; (b) understanding any creative piece at different levels; and (c) teaching the same piece to children with special needs.

**Action Research:**

- Identify and list language (English) related errors common among students.
- Prepare a list of idioms, proverb in English
- Teaching any creative piece in the classroom on the basis of (a) level of the students (b) perspective
- Prepare an outline for action research on the basis of your experience of the difficulties faced during school experience programme.

**UNIT 8: DEVELOPMENT AND ANALYSIS OF SYLLABUS AND TEXTUAL MATERIALS**

Understanding the relationship between curriculum, syllabus and textbook; Selection of materials; Development of activities and tasks; Connecting learning to the world outside; Moving away from rote-learning to constructivism; Teacher as a researcher. (Develop meaningful strategies keeping in view the needs of the learners).

**Activities:**

- Do a comparative study of one textbook of English from any class (VI to VII) developed by any two states.
- Prepare an outline for the development of the textbook for the same class for your state.

**Project:**

- Prepare a collection of poems and stories of your choice.

**UNIT 9: TEACHING-LEARNING MATERIALS AND AIDS**

Print media; other reading materials such as learner chosen texts, Magazines, News papers, Class libraries, etc., ICT– audio-visual aids including CALL programmes; Radio, T.V., Films; Planning co-curricular activities (discussion, debates, workshops, seminar etc.); Language labs, etc.

**Activities:**

- Prepare a list of audio-visual aids related to teaching of English and use them wherever necessary.
- Identify and prepare different types of teaching aids for children with special needs (speech impaired).
- Organize a workshop/seminar/conference on the topic ‘Language of Children’ or any other related topic.

**Project:**

- Prepare an outline for a school magazine.
- Develop the material for the school magazine based on your experiences during school experience practice (Handwritten).
- Review contemporary children's literature.
- Review any two magazines for women.

**UNIT 10: ASSESSMENT—ITS ROLE AND IMPORTANCE**

- Progress and assessment of development of language; Continuous and comprehensive evaluation; Techniques of evaluation—oral, written, portfolio; Close test, Self evaluation; Peer evaluation; Group evaluation.
- Typology of questions; Activities and tasks (open-ended questions, MCQ, true and false etc.) Reflecting—Problem solving, creative and critical thinking, Enhancing imagination and environmental awareness.
- Feedback to students, parents and teachers.

**Activities:**

- Write a report on current practices of assessment and evaluation at the Upper Primary Stage.
- Analyse the question papers of English language (Previous - 3 Years) — Classes X and XII (any board) in the light of new approach of assessment.
- Develop a question paper for upper primary and secondary stage to assess all the aspects of language learning.
- Analyse answers given by the learners for one particular question
- Select any ten questions from the Class VI English textbook which lend scope to the creativity of the learners.
- (i) Study the key points of the 1<sup>st</sup> Term assessment of any student of Class VI.  
(ii) Devise a strategy to incorporate the suggestions given in the 1st CCE report for the progress of the learner.

**References:**

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2. Anderson, R.C. (1984), *Role of the Reader's Schema in Comprehension, Learning and Memory*. In R.C. Anderson, J. Osborn & R.J. Tierney (Eds), *Learning to Read in American Schools: Basal readers and content texts*. Psychology Press.

3. Cameron, Lynne (2010), *Teaching Languages to Your Learners*. Cambridge Language Teaching Library. Cambridge University Press.
4. Delpit, L.D. (1988), *The Silenced Dialogue: Power and Pedagogy in Educating other People's Children*. Harvard Educational Review, 58(3), 280-299.
5. Deng, Z. (2013), *School Subjects and Academic Disciplines*. A. Louke, A. Woods & K. Weir (Eds), Curriculum, syllabus design and equity: A primer and model. Routledge.
6. GOI. (1966), Report of the Education Commission: Education and National Development. New Delhi: Ministry of Education
7. GOI. (1986), National Policy of Education. GOI.
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9. Saville-Troike, Muriel (2010), *Introducing Second Language Acquisition*. Cambridge University Press.
10. Ur, Penny (2009), *Literature and Language Teaching: A Guide for Teachers and Trainers*. Cambridge Teacher Training and Development. Cambridge University Press.
11. Lazar, Gillian (2009), *Literature and Language Teaching: A Guide for Teachers and Trainers*. Cambridge Teacher Training and Development. Cambridge University Press.

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## 2. PEDAGOGY OF SOCIAL SCIENCES - II

**External: 70**

**Internal: 30**

**Total: 100**

### Objectives:

1. To understand the approaches to curriculum construction and critically analyse a given Social Sciences Curriculum;
2. To develop understanding of various Strategies, Methods and Models of teaching-learning, based on different philosophical foundations;
3. To select and use appropriate Strategies, Methods and Models for teaching;
4. To develop skills of Planning for effective teaching-learning;
5. To understand the teaching-learning-evaluation relationship and device appropriate tools and techniques for evaluation of different learning-outcomes in Social Sciences;
6. To gain deeper understanding of the Geographical and Economic components of the Social Sciences.

## **COURSE CONTENTS**

### **UNIT- VI: SOCIAL SCIENCES CURRICULUM: APPROACHES AND ASPECTS (8 Hrs)**

- Principles of Curriculum Construction in Social Sciences;
- Spiral, Concentric, Correlation, Specialized/Disciplinary and Integrated/Thematic Approaches;
- Co-curricular aspects of Curriculum- Clubs, Field Trips/Surveys, Nature Watch, Social Surveillance, Community Services, Exchange Programmes, etc.

**Suggested Modes of Transaction and Activities:** Review of Social Sciences Curriculum at different levels in the state, Lecture-cum-discussion, Conducting either one of the following, as per choice- Field Trip, Nature Watch, Social Surveillance- followed by Report in groups, Identifying locally relevant content for inclusion in the Syllabus at Elementary/Secondary level.

#### **Compulsory Activity:**

- a) Several Clubs relevant to Social Sciences will be formed at the beginning of every Session and each student-teacher will belong to a club, with activities to be carried out throughout the course.
- b) At least one Exchange Programme on a selected theme, with student-teachers of another TEI will be organized during the semesters in which the Pedagogy Course is offered.

### **UNIT-VII: STRATEGIES, METHODS AND MODELS OF TEACHING (15 Hrs)**

- Teacher Directed Strategies - Lecture, Team Teaching;
- Learner Directed – Project, Discussion, Problem Solving, Cooperative and Collaborative Learning, Assignment, Reflective Reading;
- Models of Teaching – Concept Attainment, Group Investigation, Jurisprudential Inquiry.

**Suggested Modes of Transaction and Activities:** Lecture-cum-Discussion, Demonstration and engage in any one of the following:

- i) Undertake a Group Project or Problem Solving Approach on/ to any relevant theme/area from the local context (market, agriculture, environment, socio-cultural, political) and present report;

- ii) Organize Team Teaching of 40 minutes on any one theme;
- iii) Reflective reading of material on an issue of local/regional relevance and share insights.

### **UNIT-VIII: PLANNING FOR TEACHING AND EVALUATING LEARNING PROCESS (14 Hrs)**

- Organizing Teaching-Learning: Pedagogical Analysis; Concept Mapping; Creating Learning Situations;
- Aspects of Evaluation – Conceptual, Reasoning and Decision Making, Attitudinal, Social, Behavioural and Skills;
- Continuous Comprehensive Evaluation; Process and Product Evaluation in Social Sciences; Developing Observational Skills among teachers;
- Tools for Evaluation – Teacher-made Tests, Interest Inventories, Attitude Scale, Rating Scale, Sociogram, Anecdotal Record.

**Suggested Modes of Transaction and Activities:** Discussion, Lecture, Individual Reading assignment and Developing Strategies in Groups for teaching-learning based on various approaches and Field Observations; Prepare a Concept Map on one Theme; Prepare at least two (2) tools for Evaluating two different aspects of evaluation; Critical Analysis of the existing system of Evaluation in the state.

### **UNIT-IX: LEARNING RESOURCES IN SOCIAL SCIENCES (7 Hrs.)**

- Social Sciences Text Books and Work-books: necessary qualities and characteristics;
- Social Sciences Libraries and Laboratories;
- Community and Environmental Resources;
- Social Sciences Teacher – qualities and characteristics;
- ICT and other resources.

**Suggested Modes of Transaction and Activities:** Self-reading and critical analysis of a Social Sciences Text Book (Classes 6-10), followed by Presentation (using ICT); Brain Storming sessions for identifying different Resources, Discussions

### **UNIT-X: UNDERSTANDING ECONOMICS AND GEOGRAPHY (16 Hrs)**

- Economics - meaning and importance of economics education, types of economies- Capitalism, Socialism and Mixed; economic trends in a liberalized and globalized world;
- Dynamics of Market - scarcity and choice, opportunity cost,

productivity, demand and supply;

- Developmental Issues - changing concept of development, Sustainable development- concept and attributes, developmental challenges and problems in Indian economy.
- Geography - meaning, nature and importance of teaching Geography; Physical and Human Geography, and their relationship;
- Physical Environment and Agriculture - topography, climate, vegetation, relief and their relation to agriculture, with special reference to Nagaland;
- Adaptation of human activities to socio-cultural, economic and political contexts; Utilization of resources and Environmental Degradation; Global Warming and Climate Change;
- Map Reading, data representation and interpretation through tables, figures and diagrams.

**Suggested Modes of Transaction and Activities:** Guest Lectures, Peer Tutoring, Thematic Paper Presentations; Group discussions and Presentations on pertinent issues in the state/country pertaining to the economy and environment; Debates.

**Note:**

- Presentations as far as possible will be done using ICT, applying different techniques (multi-media, PPT with hyper-links, use of mixed/multi technology, etc).
- Different approaches for Grouping student teachers will be adopted, keeping the objectives of the Activity in mind.
- Process assessment will be done continuously, especially during Group activities.

**Suggested Readings:**

1. Banks, J. (1985). *Teaching Strategies for the Social Studies: Inquiry, Valuing and Decision-making*. New York: Longman.
2. Batra, Poonam (ed) (2010). *Social Science Learning in Schools: Perspectives and Challenges*. Sage Publications.
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6. Dewey, J. (1933). *How we Think: A Restatement of the Relation*



- of Reflective Thinking to the Educative Process*. Chicago: Henry Regnery.
7. Dhand, H. (1991). *Research in Teaching Social Studies*. New Delhi: Ashish Publishing House.
  8. Dower, N. and Williams, J. (2002), *Global Citizenship: A Critical Introduction*. New York: Routledge.
  9. Ediger, M. & Rao, D.B. (2000), *Teaching Social Studies Successfully*. New Delhi, India: Discovery Publishing House.
  10. George, A.M. & Madan, A. *Teaching Social Sciences in Schools*. Published by Sage.
  11. Giroux, H. (1981). *Ideology, Culture and the Process of Schooling*. London: The Falmer Press.
  12. Gupta, Rainu. *Methods and Models of Teaching*. New Delhi: Doaba Book House.
  13. Joyce, B., Weil, M. And Calhoun E. (2009). *Models of Teaching* (8<sup>th</sup> ed.). NJ: Pearson Prentice Hall.
  14. *Learning Curve: Special Issue on Social Science in Schools* (2010). Azim Premji Foundation.
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  16. NCERT (2005). National Curriculum Framework. New Delhi: NCERT
  17. Noushad, P.P. & Musthafa, M.N. (2010). *Taxonomy Reframed: Educational Objectives of the 21<sup>st</sup>. Century*, Edutracks, 9, 16-22.
  18. Srivastava, H.S. (2006). *Curriculum and Methods of Teaching*. Delhi: Shipra Publications
  19. Srivastava, H.S.(1999). *Challenges in Educational Evaluation*. New Delhi: Vikas Publishing House.
  20. Saha, Lawrence J. & Dworkin, A. Gary (2009). *International Handbook of Research on Teachers and Teaching* (Vol.21). Springer Publications.
  21. Social Sciences Text Books of Classes 9-10 of the Nagaland Board of School Education.
  22. Social Sciences Text Books of Classes 6-8 of the SCERT, Nagaland.

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### 3. PEDAGOGY OF SCIENCE - II

**External: 70**

**Internal: 30**

**Total: 100**

#### Course objectives:

To enable the student-teacher to:

- Understand the principles and approaches of organizing curriculum.

- Organize co-curricular activities for teaching science.
- Understand strategies and methods of teaching science.
- Understand the importance of using models in teaching science.
- Plan effectively for instruction.
- Understand the relationship between teaching, learning and evaluation.
- Develop the tools of evaluation in science.
- Provide familiarization with resources for teaching/learning science.

### **UNIT-VI: SCIENCE CURRICULUM: APPROACHES AND ASPECTS**

- Principles of Curriculum Construction in Science;
- Approaches to curriculum organization - Concentric, Nature study, Specialized/Disciplinary and Integrated Approaches.
- Co-curricular aspects of Curriculum - Clubs, Field Trips, Nature Watch, Science exhibition and Science fair.

#### **Activities:**

1. Carry out a co-curricular activity in science.
2. Identification of needs of Naga society for inclusion in Science curriculum.

### **UNIT-VII: STRATEGIES, METHODS AND MODELS OF TEACHING**

- Teacher Directed Strategies - Lecture, Demonstration, Team Teaching, Brain-storming
- Learner Directed – Project, Assignment, Problem Solving, Laboratory, Group/Cooperative and Collaborative Learning;
- Models of Teaching – Concept Attainment, Inquiry Training, Inductive thinking Model

#### **Activities:**

1. Preparation of plans using Inquiry training and Inductive thinking models.
2. To conduct a brain –storming session in any topic in Science.
3. To conduct a laboratory practical in Science

### **UNIT-VIII: PLANNING FOR TEACHING AND EVALUATING LEARNING PROCESS**

- Pedagogical analysis and organization of teaching-learning in Science
- Aspects of Evaluation – Conceptual, Reasoning and Decision Making, Attitudinal and Skills;

- Continuous Comprehensive Evaluation; Process; Critical thinking reasoning, manipulative skills and Product evaluation in Science;
- Tools for Evaluation – Teacher-made Tests, Diagnostic Test, Aptitude Scale, Checklist, Rating Scale, Anecdotal Record.
- Insights into alternative way of assessing learners in science

**Activities:**

1. To critically analyse Science textbooks with respect to inclusion of experimentation, demonstration, problem solving,
2. Construction of; Checklist, Rating scale and Teacher-made test.

**UNIT-IX: LEARNING RESOURCES IN SCIENCE**

- Science Text Books and Work-books, Science Laboratory and Library
- Environmental Resources
- Selection, preparation and utilization of instructional aids
- Science Teacher – qualities and characteristics;
- ICT and other resources.

**Activities:**

1. Prepare a power point presentation in any topic in science
2. Improvise a teaching aid in science
3. Prepare a report on the locally available/environmental resources for teaching of Science.

**UNIT-X: DISCIPLINES IN SCIENCE**

- Revisiting some basic concepts/ processes in Physics, Chemistry and
- Biology.
- Concept maps in Physics, Chemistry, and Biology.

**Activities:**

1. Construction of concept maps in Physics, Chemistry and Biology.

**Suggested readings:**

1. Radha Mohan, 2007, *Innovative Science Teaching*. Prentice Hall of India, Pvt. Ltd. New Delhi 110001.
2. Siddiqi & Siddiqi, *Teaching of Science Today and Tomorrow*. Doaba House, Booksellers and Publishers, 1633, Nai Sarak Delhi 110006.
3. Kholi V.K., *How to Teach Science*. Prentice Hall of India, Pvt. Ltd. New Delhi 110001. NCERT.

## 4. PEDAGOGY OF MATHEMATICS

### PART-II

*External: 70*

*Internal: 30*

*Total: 100*

### COURSE CONTENTS:

#### **UNIT-VI: PLANNING FOR TEACHING - LEARNING MATHEMATICS**

- Pedagogical analysis and organization of instructions
- Stating Instructional objectives in behavioural terms
- Teaching Aids: Types (Audio, Visual, Audio-Visual/Projected, Non-Projected), Uses, Characteristics of good teaching aids, Preparing low cost improvised teaching aids relevant to local ethos.

#### **Suggestive Activities:**

- Preparation of low cost improvised teaching Aids
- Report on observation of teachers, teaching in a nearby school.

#### **UNIT-VII: LEARNING RESOURCES IN MATHEMATICS**

- Textbooks: Qualities of a good mathematics textbook.
- Reference books, guide books, workbooks, books on mathematical games and puzzles.
- Applications of ICT: Audio-Visual multimedia (CD/DVD-ROM's, Projector, Computer, TV, Mathematics related websites and blogs).
- Handling hurdles in utilizing resources.

#### **Suggestive Activities:**

- Problems of teaching learning mathematics to classroom behaviour of learners and its remedies.
- Identifying ICT applications/services in our day-today life.

#### **UNIT-VIII: ASSESSMENT AND EVALUATION**

- Assessment: Meaning
- Evaluation: Formative, Summative and Diagnostic.
- Tools and techniques of evaluation (Scholastic and non-Scholastic areas)

#### **Suggestive Activities:**

- Preparation of alternative material/method for evaluation

**UNIT-IX: MATHEMATICS FOR ALL**

- Identifying learners strength and weaknesses (VAK model)
- Recreational activities: games, puzzles, riddles, quiz in mathematics
- Mathematics laboratory
- Mathematics club
- Learning short cuts of Vedic Mathematics

**Suggestive Activities:**

- Developing mathematical Puzzles/Riddles for recreation.
- Preparation of devices/tools that can be used in Mathematics laboratory
- Collection of vedic mathematics techniques

**UNIT-X: PROFESSIONAL DEVELOPMENT OF MATHEMATICS TEACHERS**

- Qualities and Role of a Mathematics Teacher
- Role of Mathematics Teacher's Association
- In-service programmes for Mathematics teachers
- Programmes for Professional growth: Participation in seminars, workshops, conferences

**Suggestive Activities:**

- A report based on a case-study of identifying problem areas in teaching-learning mathematics at the secondary school level.
- Visitation and report on the functioning of a local educational body like DIET, SCER

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**SCHOOL INTERNSHIP****Internal: 250****External 50****Total: 300**

Minimum of 20 weeks (4+16) shall be allocated over the two years for task, assignments and school internship.

1. School internship will be taken in four phases:

- a. Pre-Internship - 2 weeks in the 1<sup>st</sup> Semester, 2 weeks in the 2<sup>nd</sup> Semester.
- b. Internship
- c. Post- Internship
- d. Final practice teaching.

**A. PRE-INTERNSHIP:** It involves the following activities for a period of four (4) weeks in the first year (2 weeks in the 1<sup>st</sup> Semester, 2 weeks in the 2<sup>nd</sup> Semester). All the pre-Internship activities will cover 50 marks.

- i. Observation of the real class room situation (Minimum of 2 Schools-Private/ Government, Different Boards eg. NBSE/ CBSE, Rural/ Urban) and the whole school environment. Before teaching in the classroom, the student-teacher will observe a regular classroom in the school for a week, to understand the school in totality, its philosophy and aims, organization and management, need of children curriculum and its transaction, assessment of teaching and learning.
- ii. Peer group discussion
- iii. Preparing a feedback and suggestion based on the observation of the real classroom situation and the whole school environment
- iv. Sample demonstration/viewing different classroom situation
- v. Input from teacher educators
- vi. Context analysis and reflection (JNV, KV, Ekavya)

**B. INTERNSHIP AT SCHOOL (Internship duration will be 10 weeks for 100 marks: 50 Marks by the School and 50 Marks by the Internship Supervisors):** During internship a student-teacher shall work as a regular teacher and participate in all the school activities, scholastic, including planning, teaching and assessment, interacting with school teachers, community members, parents and children.

Reflective journals and reports to be maintained during the internship period (A minimum of 50 classes).

**C. POST-INTERNSHIP:** Post internship duration will be of 4 weeks (one month) for 50 marks. It involves the following activities.

- i. Writing *Reflective Journals or Reports* on the whole school internship programme of 20 weeks.
- ii. Extended discussion among the student-teachers.
- iii. Presentations by student-teachers on different aspects of the teaching experiences after the internship.

**D. FINAL PRACTICE TEACHING: DURATION TWO WEEKS FOR 50 Marks:** During the internship programme, four classes will be observed by the concerned supervisor/ teacher educator for final evaluation and assessment (A total of 50 marks of Internship will be externally evaluated).

## ACADEMIC CALENDAR: TENTATIVE DATES

### For Semester I & III:

- i. Commencement of academic session (semester) - 1<sup>st</sup> week of July
- ii. Commencement of semester end examination - 2<sup>nd</sup> week of December
- iii. Winter Vacation - 20<sup>th</sup> December – 20<sup>th</sup> January

### For Semester II & IV:

- i. Commencement of Semester - 21<sup>st</sup> January
- ii. Commencement of Semester end examination - 1<sup>st</sup> week of June
- iii. Semester Break - 2<sup>nd</sup> week of June – 1<sup>st</sup> week of July

### School Internship (IV SEMESTER)

FEBRUARY – JUNE

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**NOTES:**