



BOSCO COLLEGE OF TEACHER EDUCATION

BOSCO COLLEGE

of
Teacher
Education

Dimapur, Nagaland - 797112

EXEMPLO DOCEMUS

(We Teach by Example)

www.boscocollegedimapur.in

BOSCO COLLEGE OF TEACHER EDUCATION
Kuda Village 'A' Khel
Regd. No : H/RS-4677 Dated : 14.07.2006
Dimapur - 797112, Nagaland



Wheelchair Ramp Fire Safety



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

(Affiliated to Nagaland University)



**PROSPECTUS
&
SYLLABUS**

**Post Box. 43, Block-9, Kuda Village 'A' Khel,
Dimapur - 797 112 NAGALAND**

Phone: (03862) 295095 / +919612839463

email: bctedimapur@gmail.com

website: www.boscocollegedimapur.in

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



Our Vision

We envision a holistic and quality education for all teachers that promotes 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 humanity and to build up a civilization of love.

Our Mission

To prepare and form true and competent educators endowed with knowledge, wisdom and virtue in order to serve society and 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’)

Bosco College of Teacher Education, Dimapur, Nagaland, is a Catholic educational institution owned and administered by the Salesians of Don Bosco, Dimapur Province. The college is accredited by NAAC with a B++ grade in its first cycle.



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 a splendid blending of nature and grace, Don Bosco accomplished incredible feats in the service and welfare of 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 Salesians 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 Easter Sunday, 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 the Preventive System: A method 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'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 16th 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 the actions of his educators/collaborators, Don Bosco envisaged a method of education based on three great principles of Reason, Religion, and Loving Kindness. He called this the "Preventive System". 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 eastern 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 have no lasting effect on the generations to come. Following the footsteps of Don Bosco, the visionary and educator, we strive to impart a holistic 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 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 in the whole gamut of its cultural, moral, intellectual and aesthetic enrichment.

College Emblem and Motto

The Cross is the universal sign of Sacrificial Love as exemplified in the cross of Christ.

The Book represents Eternal Wisdom as exemplified in the Bible. 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 draws,’ so runs the ancient proverb. Example is more forceful than precept. Eloquence can *move* people, but a lived example has the innate force to literally *draw* 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 othersto noble thoughts and deeds. Indeed, the greatest gift that we canbestow 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, Nagarjan, 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 Salesian 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. Selection of the candidates for the admission to B.Ed. is done by Nagaland University.
2. The selected candidates should submit self-attested Photostat copies of Admit Cards, Mark Sheets, Provisional Certificate and Convocation Certificate of the Board/University (from Class 10 till the last degree completed) to the college at the time of admission.
3. Students coming from Universities other than Nagaland University are to submit Migration Certificate at the time of admission.
4. Dates of admissions and other relevant information will be displayed on the College Notice Board.

A minimum of 80% 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.
2. All the teacher trainees are expected to be courteous and considerate towards others and maintain a high standard of integrity, personal ethics and behavior.
3. The teacher trainees should wear the prescribed uniform in the college.
4. The use of tobacco products, liquor and drugs in any

- form is totally prohibited in the college campus.
5. The college infrastructure and its property (land, buildings, furniture, equipment's etc.) must be treated with extreme care.
 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 class rooms and examination halls of the college.
 8. Regular attendance at classes is compulsory for all teacher trainees. 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.
 9. 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.
 10. Participation in all the co-curricular activities of the college is mandatory for all.
 11. 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.

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/companions. Prayers can work greater miracles than we can ever imagine.

Model Internal Assessment Record Sheet for B. Ed.

Bosco College of Teacher Education, Dimapur

Roll No.	Name	Assignments (Grand Total out of 7 Marks) 23.33%			Unit Tests/ Model Exam (Grand Total out of 8 Marks) 26.67%			Projects/ Activities/ Participation (Out of 5 Marks) 16.67%			Attendance, Conduct, Docility etc.,(Out of 10 Marks) 33.33%	Average Total % ofMarks	Total Internal Marks (Out of 30 Marks)	
		1	2	3	1	2	3	1	2	3				%
1	Aaa													
2	Bbb													
3	Ccc													
4	Ddd													
5	Eee													
6	Fff													

N.B.

- The given chart on the other side is the model marking sheet for all internal assessment of all papers that have 30 marks as internal assessment for the full paper, 15 marks for half paper and EPC subjects.
- All the assignments will be evaluated out of 7 marks and the overall percentage is taken. Every assignment will have a deadline for submission and those who breach the deadline will forfeit 2 marks of their assignments (It will be evaluated out of 5 marks only).
- All the assignments will have to be submitted in handwritten form only, in standard A4 size paper. An assignment will generally consist of 15 to 20 pages, unless otherwise notified. The students may computer print the title page of the assignment with the permission of the supervisor/guide.
- Anyone who misses the tests and model/selection examinations will lose the marks allotted for that segment (8 marks).
- Attendance in class carries 10 marks.
- The overall participation in activities, programmes, and projects will carry another 5 marks of the internal assessment.
- Failure in internal assessment of any paper automatically disqualifies a candidate from appearing for the ensuing University Examination of that particular paper.

GOVERNING BODY MEMBERS

1. Fr. Pampackal Joseph : President
2. Fr. Thomas Mulayinkal : Vice President
3. Dr. Fr. Jose Joseph : Principal & Secretary
4. Fr. Santosh Mundu : Member
5. Fr. Jose Karippai : Member
6. Fr. Rashmi Ranjan Toppo : Member
7. Dr. Sushil Kumar Singh : Member
8. Mr. Cajetan Mahung : Member
9. Ms. Kaisa Mao : Member
10. Dr. Fr. Paul Panii : Member
11. Ms. Liangsai Niumai : Member

TEACHING FACULTY

1. Dr. Dipak Ch. Borah : Science
2. Mr. Rashmi Ranjan Toppo : Education
3. Dr. Udayana : Mathematics
4. Ms. Arino Nakhro : Education
5. Mr. Imsumanen S Jamir : Physical Education
6. Mr. Throngkiuba : Fine Arts
7. Dr. Subhendu Manna : Performing Arts
8. Ms. Anenla A. Jamir : Education
9. Dr. M. Poorani : Science
10. Ms. Lucy Dukru : Social Science (2)
11. Dr. Lovely Sarkar : Education
12. Ms. Athunglo Humtsoe : English
13. Ms. Sentisola : English
14. Ms. Livika : Education
15. Mr. Zhokedu Zhotso : Social Science
16. Mr. B. Gokula Krishnan : Mathematics

COUNSELLOR

Fr. Thomas Mulayinkal: P.G. Certificate in Psychological
Counselling

ADMINISTRATIVE STAFF

1. Ms. Avitoli Kasho : Asst. Librarian
2. Mr A. Hrili Krichena : Office-cum Accountant Assistant
3. Ms. Pavine Lamai : Lab Attendant / Support Staff
4. Mr. Viloni Thaoli : Technical Assistant
5. Ms. Ashune : Lab Attendant / Support Staff
6. Mr. Yakub Tigga : Driver

Internal Quality Assurance Cell (IQAC)

1. Dr. Fr. Jose Joseph : Principal
2. Fr. Thomas Mulayinkal : Vice President
3. Fr. Santosh Mundu : Financial Administrator
4. Dr. Sushil Kumar Singh : Nominee from the Affiliating University
5. Mr. Hotokhe Kinimi : Nominee from the Local Society
6. Ms. Imkongwapang : Nominee from student
7. Ms. Lucy Dukru : Nominee from the Alumni
8. Dr. M. Poorani : IQAC Coordinator
9. Ms. Sentisola : Asst. Coordinator
10. Mr. Dipak Ch. Borah : Member
11. Dr. Lovely Sarkar : Member
12. Ms. Athunglo : Member
13. Mr. Gokula Krishnan B : Member
14. Ms. Avitoli Kasho : Assistant Librarian
15. Mr. Viloni Thaoli : Technical Assistant

COMMITTEES

Internal Complaint Committee

Ms. Sentisola	Coordinator
Dr. Subhendu Manna	Asst. Coordinator
Phomnyu John Phom	Member
Chumchano Ezung	Member
Lita L Zhimo	Member
Gundailung Gonmei	Member

Sexual Harassment Committee

Mrs Anenla A. Jamir	Coordinator
Neha Gupta	Member
Tosovinu We-o	Member
Gloria Kamei	Member
Paorhu Dukru	Member

Anti- Ragging Cell

Mr. Dipak Ch. Borah	Coordinator
Mr. Rashmi RanjanToppo	Asst. Coordinator
Deep Minj	Member
Lohrii John Adani	Member
Bichano Lotha	Member
Limayangerla	Member

Women Grievance/ Grievance Redressal Cell

Ms. Lucy Dukru	Coordinator
Khiutalak	Member
Amanda Sangtam	Member
Lydica T Kiba	Member
Thejavino Nagi	Member

Schedule Caste/ Schedule Tribe Committee

Mr. Zhokedu Zhotso	Coordinator
Mr. Insumanen S Jamir	Asst. Coordinator
Pongwang O Konyak	Member
Limaakum Aier	Member

Surholu Rhakho	Member
Vinoli Aye	Member

OBC Committee

Dr. Lovely Sarkar	Coordinator
Mr. B. Gokula Krishnan	Asst. Coordinator
Lal Babu Raut	Member
Bebin George	Member
Poonam Sharma	Member
Ledis Pohkhlo	Member

Student Council

Ms. Athunglo Humtsoe	Coordinator
Imkongwapang	President
Maria Goretti Beck	Vice President
Venolu Lohe	Secretary
Megotsolie Khate	Asst. Secretary
Gaichulung Augustine Gangmei	Games & Sports Secretary
Peter T L Konyak	Asst. Games & Sports Secretary
Manisha Gurung	Treasurer
Linoka T Kiba	Asst. Treasurer
Kikali Sumi	Women Coordinator
Nighali Sumi	Asst. Women Coordinator
Petekhrieno Kuotsu	Mmember

Disciplinary Committee

Ms. Livika	Coordinator
Sungtina Jamir	Member
Amo Manteih N Walim	Member

Library Committee

Dr. M. Poorani	Coordinator
Ms. Avitoli Kasho	Librarian
Ms Mhiesisono	Librarian

Research Committee

Dr. Udayana	Coordinator
Dr. Lovely Sarkar	Coordinator

Mr. Zhokedu Zhotso	Member
Mr. Gokula Krishnan	Member

Campus Ambassadors

Mr. Throngkiuba	Nodal officer
Lungailin Rongmei Romanus	Campus Ambassador

Placement Cell

Dr. M. Poorani	Coordinator
Ms. Lucy Dukru	Member
Mr. Throngkiuba	Member

EXTENSION SERVICE

NSS

Ms. Arino Nakhro	:	Programme Officer
Ms. Athunglo Humtsoe	:	Programme Coordinator
Ms. Anenla A. Jamir	:	Programme Coordinator
Dr. Udayana	:	Programme Coordinator

Works & Responsibilities:

Village Programs, College Programs, & Creating Awareness on Health Related Issues, Blood Donation Camps, Cleanliness and Sanitation Drives (Swachh Bharat Activities), Tree Plantation and Environmental Conservation Programs, Planting saplings, promoting eco-awareness campaigns, and observing important environmental days like World Environment Day, AIDS/HIV Awareness Rallies and Workshops and Free Medical Check-up Camps.

CLUBS: MEMBERS AND ACTIVITIES

1. ECOLOGICAL CLUB

Club Description:

The Ecological Club of Bosco College of Teacher Education (BCTE) was formed in the year 2019 along with other clubs. The idea behind the formation of the Club is to enhance the Knowledge and Participation of the student- teachers to keep their surroundings green and clean by planting trees and spread the message of eco-friendly lifestyle in the society.

Club Objectives:

- To create environmental awareness among the student- teachers for environmental improvement and to inculcate the culture of eco-friendliness and environmental conservation among them.
- To encourage student- teachers to keep their surroundings clean by undertaking plantation of trees.
- To organize and participate in seminars, debates, lectures and workshops on environmental issues in the college.
- To keep the surrounding green and clean by initiating cleanliness drive within and outside the college campus.

Club Works & Responsibilities:

Social Services Social Work, Cleanliness and Hygiene, Cleanliness, Drive Caring For Nature & Awareness Programs, Tree Plantation and Campus Greening Programs, Waste Management and Recycling Projects, Plastic-Free Campus Campaign, Observance of Environmental Days and Energy and Water Conservation Initiatives

Club Coordinators: Mr. Dipak Borah & Ms. Livika

Assistant Coordinators: Dr. M Poorani & Mr. Imsumanen S
Jamir

Executive Members:

President – Lungailin Rongmei Romanus

Secretary – Lohrii Asani

Ecological Club Members

1. Deep Minj

2. Jaison Chacko
3. Pongwang O Konyak
4. Ngaubui
5. Wimerimakbo
6. Chiutsang
7. Nokpangkumla Y
8. Poonam Sharma
9. Tarh Ancy
10. Viboli Swu
11. Asela Sangtam
12. Gollo Nina
13. Imtsulakla
14. Julie Yurreiphi
15. Kengemziuyile
16. Kupalu Rhakho
17. Mary Rosalia Kiro
18. Mharhoni Y Ezung
19. Nzanrhoni A Ngullie
20. Thejalenuo Miasalhou
21. Toku Messum
22. Vephilu Soho
23. Vinika Zhimo
24. Yalikala
25. Yawing
26. Aryinla Pongener
27. Hanlunla W
28. Hejile Semy
29. Hinoli A Yepthomi
30. Keneiseno Savino
31. Longtipila T Sangtam
32. Nensiya Kath
33. Puja Mech
34. Seyielenu Sale
35. Zuchano Yanthan
36. Bolan Hanse
37. Bansara
38. Bispati Mallick

39. Brigida Kharbani
40. Dare Yaguk
41. Lumtsala Anar
42. Seyiesenu Mercina
43. Grace Hoikhonei Baite
44. H Koshuni
45. Jasmin Hansda
46. Lohrii Asani
47. Wangphylla Lyngdoh Rngaid
48. W Nonlih

2. AESTHETIC CLUB

Club Description:

The Aesthetic Club of Bosco College of Teacher Education (BCTE) is formed on 24th September, 2024. This club is formed with the purpose of beautifying every aspect of the college with the best ability of each and every member of the club. It will provide an opportunity for the student-teachers to learn, share and exhibit their creative ideas and works from one another.

Club Objectives:

- To develop creativity among the student-teachers by encouraging artistic expression.
- To beautify classrooms and the college.
- To engage in decorating activities for various college functions so as to enhance the aesthetic appeal of events.
- To appreciate the beauty of Nature.

Club Works & Responsibilities:

Beautification of Classrooms & College Campus, taking part in decorations for various College Functions and Maintenance of Hygiene within the college, Preparation of Creative Displays and Exhibitions, Development of Eco-Friendly Decorations, Designing Educational Charts and Teaching Aids, and Organizing Art and Craft Workshops.

Club Coordinators: Ms. Anenla Jamir & Ms. Arino Nakhro

Assistant Coordinators: Ms. Livika, Ms. Sentisola & Dr. Lovely Sarkar

Executive Members:

President – Kaikho Rakuyio

Secretary – Tiakumla

List of Aesthetic Club Members

1. Rijin Joseph
2. Bete Thele
3. Prince Kumar Sharma
4. Biri Chimi
5. Chubasola Jamir
6. Disulila Sangtam
7. Meriyani Humtsoe
8. Nemtinkin Hangsing
9. Reema Debnath
10. Shetulu Venuh
11. Thejanenuo Kaco
12. Vikali V Chophy
13. Yangernaro Jamir
14. Alosyia Khiamn
15. Athia Regina
16. Chemrola
17. Ilotoli K Zhimo
18. K Tonchingsangla Chang
19. Lamkholhing Dimngel
20. Moatenzukla Longchari
21. Rovikedono Meru
22. Ruusanuo Kreditsu
23. Sarah Chongloi
24. Veineilawmi Khongsai
25. Alemsangla
26. Inrita Girisa

27. Kanoli Shikhu
28. Lino V Achumi
29. L Lomei
30. L Sotsula
31. Nili K Zhimo
32. Povithsi
33. Syrpailin Dkhar
34. Watila K Jamir
35. Ciciliya J Sangma
36. Kaikho Rakuyio
37. Deba Onne
38. Imtitola Ningdangri
39. Lydica T Kiba
40. Moasenla Jamir
41. Nabam Yassa
42. Nokyanla
43. Petekrieno Koutsu
44. Sofia Timungpi
45. Tiakumla
46. Vepretsu U Lasuh

3. MEDIA CLUB

Club Description:

The Media Club of Bosco College of Teacher Education (BCTE) was formed in the year 2017, with an aim to foster creativity, critical thinking, and self-expression through media production, exploration, and discussion. It will also serve as a platform for aspiring student-teachers to explore and enhance their media literacy, communication skills, and digital pedagogy.

Club Objectives:

- Promotion of college events through media coverage.
- Photography, editing, designing, and publishing of college magazines.
- Explore diverse media formats and technologies.

Club Works & Responsibilities:

Publicity, Publications, Reports, News Writing, Journal, Seminar & Magazine, Photography and Videography Coverage, Social Media Management, Newsletter Preparation, Content Writing and Editing Workshops and Poster and Digital Design Creation.

Club Coordinators: Ms. Athunglo Humtsoe, Mr. Zhokedu & Fr. Santosh

Assistant Coordinators: Mr. Gokula, Mr. Rashmi RanjanToppo & Dr. Udayana

Executive Members:

President – Rajesh Sinha

Secretary – Alvina Mech

List of Media Club Members

1. Bebin George
2. Megotsolie Khate
3. Limaakum Aier
4. Tengjong Chungdok
5. L Athew Dominic
6. Anali Zhimo
7. Atolimi T Murumi
8. Kikruvi-I Nagi
9. N Naophe Kongyak
10. Manisha Gurung
11. Rikkimchi R Sangma
12. Vekhotolu Lohe
13. Visourho Phoji
14. Kikali Sumi
15. Konjai Phom
16. Moamenla Pongen
17. Tatongmongla Jami
18. Suna Aye
19. Ruopfuvinuo Doris Rame
20. Vichüsanuo
21. Alvina
22. Redisenla Longkumer

23. Kensuna Imsong

4. ART & LITERARY CLUB

Club Description:

The Art & Literary Club of Bosco College of Teacher Education (BCTE) was formed in the year 2019, with an aim to let student-teachers come together to explore and appreciate various forms of art and literature. This club provides a platform for members to engage in activities such as discussions, workshops, exhibitions, readings, and collaborative activities. The club aims to foster creativity, cultural appreciation, skill development, and a sense of community among its members. It is a space where individuals can express themselves learn from each other and celebrate the beauty and diversity of art and culture.

Club Objectives:

- To promote the literary talents of the students.
- To appreciate and promote new ideas in art, writing and literature.
- To foster collaboration among student- teachers on creative projects and initiatives in pursuing career in art and literary fields.

Club Works & Responsibilities:

Displaying Artistic Works, Thoughts, Building Intellectual Abilities and Creativity, Decoration of Notice Boards, Workshops on Arts And Culture, Book Clubs and Reading Challenges, Creative Writing Competitions (poetry, short stories, essays, or play writing, Debates, Elocution, and Just-a-Minute (JAM) Contests, Dramatization, Skits, and Role-Playing Sessions, and Guest Lectures and Interactions with Authors/Educators.

Club Coordinators: Ms. Sentisola & Dr. Lovely Sarkar

Assistant Coordinators: Mr. Dipak Borah, Mr.

Throngkiuba & Dr. Subhendu Manna

Executive Members:

President – Limayangerla

Secretary – Lita K Zhimo

List of Art & Literary Club Members

1. ART & LITERARY CLUB
2. Gaichulung Augustine Ganmei
3. Phomnyu John Phom
4. Lohrii John Adani Tikhoru
5. Peter T L Konyak
6. Chinge K W
7. Gundailung Gonmei
8. Robinson Durung
9. Imsujungla
10. Jukheli Awomi
11. Lity K Chishi
12. Marlen Y Sangtam
13. Nogi Kemp
14. Sungjemnola
15. Susmita Minj
16. Tsovinu We-O
17. W Elanbeni
18. Lothungbeni Lotha
19. Ningsela D
20. Nyamyon Y Konyak
21. Inreusile Irangbe
22. Khiutalak
23. Likivi Y Awomi
24. Erale pame
25. Nangtembokla
26. Ayinla R Yimchunger
27. Igumsile
28. Parohu Dukru
29. Ponglih N Wangsha
30. Suhsazolu Shijoh

31. Vinoli Aye
32. Mayangsangla
33. Nighali Sümi
34. Kenatemla
35. Sungtinaro
36. Juliana R Marak
37. Toshiyala

5. CURRENT EVENT CLUB

Club Description:

The Current Event Club of Bosco College of Teacher Education (BCTE) was formed on 24th September, 2024, with the goal of creating a space for members passionate about staying informed and engaged on global, national and local news and issues. The purpose of the club is to stay up-to-date while developing informed opinions and also will encourages discussions and critical thinking about current events, helping students develop awareness and a deeper understanding of societal trends.

The club mission is to:

Foster and engage in structured meetings to sharpen their analytical skills and complex topics.

It focuses on opportunities and organize/ hosting debates, quizzes and extempore speech competitions within the college.

Club Objectives:

- To keep student-teachers informed and up-to-date on important global, national, and local news and issues.
- To foster analytical skills by encouraging members to critically evaluate news sources, understand diverse perspectives, and form well- informed opinions.
- To provide opportunities for leadership through organizing events and collaborations, while also fostering a spirit of teamwork.
- To host and organize events such as quizzes, debates, and simulations that help student- teachers engage more deeply with current events and broaden their knowledge.

Club Works & Responsibilities:

Update the club board weekly with the latest news and current events, Organize and host various competitions, such as quizzes, debates, and extempore speeches, focusing on current issues, Provide daily news summaries and updates during the Assembly.

Club Coordinators: Ms. Lucy Dukru, Dr. M. Poorani & Mr. Gokula

Assistant Coordinators: Mr. Zhokedu & Mr. Rashmi
Ranjan Toppo

Executive Members:

President – Maria Goretti Beck

Secretary – Amo Manith N Walim

List of Current Event Club Members

1. Imkongwapang
2. Zuchobemo Kikon
3. Lal Babu Raut
4. Robertson Hanse
5. Tsasepi Sangtam
6. Gabika Chophy
7. Khriesinuo Wezah
8. Atsala
9. Venolu Lohe
10. Bichano Lotha
11. Chumchano
12. Neha Gupta
13. Senchumbeni C Ngullie
14. Sungtina Jamir
15. Tsapila Sangtam
16. Amanda Sangtam
17. Surholu Rhakho
18. Kendakiele
19. Moyan W Phom
20. Longkoi P
21. Vikhurho Poji

22. Kevisenuo Meyase
23. Binbamliu Rentta
24. Maria Goretti Beck
25. Sungbeni R Yanthan
26. Angule Kapfo
27. Thohnoh Konyak
28. Amo Manteih N Walim
29. Tshuvivi Kajiri
30. Gloria Kamei
31. Sanjita Tirkey
32. Toli Shohe
33. Anita Tirkey
34. Ashuni Sarah
35. Linoka
36. Thejavino Nagi
37. Ledis Pohklo
38. G Kheboli Yeptho
39. Anjali Devi

**B. ED. SYLLABUS
NAGALAND UNIVERSITY**

2 YEARS B.Ed. COURSE STRUCTURE & SYLLABUS

SEMESTER I (July to December)

Paper Code	Title of the Paper	End Semester	Sessional works	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	35	15	50	2	32
EPC- 1	Understanding Self	35	15	50	2	32
EPC- 2	Critical Understanding of ICT	35	15	50	2	32
	Internship (Observation)	00	50	50	2	32
Total		280	170	450	18	288

SEMESTER II (January to June)

Paper Code	Title of the Paper	End Semester	Sessional Works	Total	Credit	Teaching Hours
Course 5	Assessment for Learning	70	30	100	4	64
Course 6	Learning and Teaching	70	30	100	4	64
Course 7(i)	Pedagogy of school Subject (Major-Select any one) i) Pedagogy of teaching English-I ii) Pedagogy of teaching Science-I iii) Pedagogy of teaching Social Science-I iv) Pedagogy of teaching Mathematics-I	70	30	100	4	64
Course 7(ii)	Pedagogy of school Subject (Minor-Select one other than major) i) Pedagogy of teaching English-I ii) Pedagogy of teaching Science-I iii) Pedagogy of teaching Social Science-I iv) Pedagogy of teaching Mathematics-I	70	30	100	4	64
EPC 3	Drama and Art in Education	35	15	50	2	32
	Internship (Micro Teaching Practice)	00	50	50	2	32
Total		315	185	500	20	320

SEMESTER III (July to December)

Paper Code	Title of the Paper	End Semester	Sessional Works	Total	Credit	Teaching Hours
Course 7 (iii)	Pedagogy of a School Subject (Major-Select one) i) Pedagogy of Teaching English-II ii) Pedagogy of Teaching Science-II iii) Pedagogy of Teaching Social Science-II iv) Pedagogy of Teaching Mathematics-II	70	30	100	4	64
Course 7 (iv)	Pedagogy of a School Subject (Minor-Select one other than major) i) Pedagogy of Teaching English-II ii) Pedagogy of Teaching Science-II iii) Pedagogy of Teaching Social Science-II iv) Pedagogy of Teaching Mathematics-II	70	30	100	4	64
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
EPC 4	Reading and reflecting on texts	35	15	50	2	32
Total		315	135	450	18	288

SEMESTER IV (January to June)

Paper Code	Title of the Paper	End Semester	Sessional Works	Total	Credit	Teaching Hours
Course 11	Optional Course (anyone) i) Vocational /Work Education ii) Guidance and Counseling iii) Health and Physical Education iv) Peace Education v) Fundamentals of Horticulture & Crop Production	70	30	100	4	64
Course 12	Internship (Teaching Practice and Achievement Test)	200	100	300	10	16 Weeks
Total		270	130	400	14	64+16 Weeks

SCHOOL INTERNSHIP

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 1st Semester, 2 weeks in the 2nd 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 1st Semester, 2 weeks in the 2nd 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, Eklavya)

B. INTERNSHIP AT SCHOOL: (Internship duration will be 10 weeks for 100 marks to be evaluated by the teacher educators): 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. 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 100 MARKS: During the internship programme, four classes will be observed by the concerned supervisor/ teacher educator for final evaluation and assessment. 50 marks will be evaluated by a committee and another 50 by the supervisor.

Note:

- 1) Internship total of 200 marks for two pedagogy papers 100 marks each.
- 2) Students have to opt for any of the following two pedagogy subject

combinations-

- a) English- Social Science and
 - b) Science - Mathematics
 - 3) Pedagogy -1: (25 observation + 25 viva voce+25 Lesson plan record+25 achievement test record) and
Pedagogy -2: (25 observation + 25 viva voce+25 Lesson plan record+25 achievement test record)
 - 4) Number of Learning Plans –
 - a) 25 (Major Pedagogy)
 - b) 25 (Minor Pedagogy)
 - 5) Pre-Internship observation in schools:1st Phase: 1st Semester (2 Weeks)
Internship (Micro Teaching in College): 2nd Phase: 2nd Semester (2 Weeks)
- Internship Duration: Compulsorily for 16 Weeks as per the NCTE Norms 2014 regulation (PP-115-116) covering both Rural and Urban Schools.
- 6) The Revised Structure will be effective from the B.Ed. batch of 2023-25.

ACADEMIC CALENDAR: TENTATIVE DATES

For Semester I & III:

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

For semester II & IV:

- | | |
|--------------------------|----------------------------------|
| Commencement of Semester | - 21st January |
| Commencement of Semester | |
| End examination: | - 2nd week of June |
| iii. Semester Break: | - 3rd week of June - 1st week of |

July

School Internship (IV SEMESTER) February – June

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 the 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, neighborhood, 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.

Suggested Activities:

- Identify and List out the different problems faced by children in the Neighborhood.
- 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 Counseling

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.
3. Saraswati, T. S. (1999). Adult child continuity in India: Is adolescence a myth or an emerging reality? In T.S. Sara Swati (Ed.), Culture, Socialization and human development: Theory, research and applications in India. New Delhi: Sage.
4. Sharma, N. (2003). Understanding adolescence. NBT India.
5. 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.
6. Chauhan S.S (1995) Advanced Educational Psychology, Vikas Publishing House Pvt. Ltd. New Delhi.
7. Aggarwal J.C (1995) Essential Educational psychology, Vikas Publishing House Pvt. Ltd. New Delhi
8. Mangal. S.K (2008) Advanced Educational Psychology, PHI, New Delhi.
9. Chauhan. S.S (1988) Advanced Educational psychology, Vikas Publishing House Pvt. Ltd. New Delhi.
10. Sharma K.N (1990) System, Theories and Modern Trends in Psychology, HPB, Agra.

Course 2: CONTEMPORARY INDIA & EDUCATION

Total Marks-100

Internal - 30

External- 70

To enable the student teacher to:

- Understand the relation between Education and Human Resource Development.
- Understand and appreciate the contribution of great educators to the field of education.
- Obtain the knowledge about the constitution and various aspiration of Indian society.
- Understand the means and measures towards national integration.
- Understand the issues and challenges of education in India.
- 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. Radhakhrisnan

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 21st century.

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

- Major areas of aspiration-democracy, secularism, nationalism, social order, social justice.
- Universalism: the 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 challenge, Concept Publishing Company Private Ltd.

Course 3: LANGUAGE ACROSS HCURRICULUM

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.

Course 4: UNDERSTANDING DISCIPLINES AND SUBJECTS

Full Mark 50

Internal: 15

External: 35

Course Objectives:

The enable the student- teachers 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

Issues and Problems in teaching science

UNIT-3: Mathematics

Aims of teaching mathematics in the context of its nature; Importance of learning mathematics in daily life.

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 citizens in society.

Factors for declining status of Social Sciences as a school subject.

Unit-5: Languages

Centrality of language in education: speech, listening, reading and writing.

Role of language in children's intellectual development and learning.

Language in the school curriculum: aims, issues and debates.

The child's language and the teacher.

Note*

The content of all the units to be transacted using different relevant tasks and activities.

EPC - I: UNDERSTANDING SELF

Full Mark 50

Internal: 15

External Viva: 35

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, equipment’s, 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 brainstorms 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 (indigenoumethods)
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 experiencedby

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.

EPC-2: CRITICAL UNDERSTANDING OF ICT

Full Mark 50

Internal: 15

External Viva: 35

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 whiteboards)
- 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 PowerPoint 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, Whats App 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:
 Few govt. Schools
 Few private schools
 - A report on a case study on the effect of the use of internet among the Naga youth
-

SEMESTER - II

Course- 05: 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 students 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:
 - a) Clinical-(auditory, visual, loco motor, hearing and neural)
 - b) Learning disabilities
 - c) 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

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 situateschools 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–economicstatus, 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.

PEDAGOGY OF SCHOOL SUBJECT
(Major-Select any one)
Course – 7(i) i)
PEDAGOGY OF TEACHING ENGLISH -I

Full Marks: 100

Internal: 30

External: 70

Objectives of the Course

To enable the student-teachers to:

- understand the different roles of language in relation to individuals and society;
- understand the use of language in contexts, such as grammar and vocabulary;
- develop an understanding of the nature of language system;
- identify methods, approaches, and materials for teaching English at various levels in the Indian context
- understand constructive and other approaches to language teaching and learning
- get informed about emerging issues and related policies in the context of language teaching

Course Outline

UNIT I: ROLE OF LANGUAGE

1. Pedagogy, language, and society
 - Concept and importance of pedagogy and language pedagogy,
 - Language in relation to- gender, identity; power; language and class (society)
 - Language teaching in multicultural classrooms

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 and
 - Language Education in NEP-2020

Activities

Discussion on Position papers on ‘Teaching of English’ and ‘Teaching of

Indian Languages'

Project

- Analysis of advertisements aired on Radio/Television on the basis of language in relation to gender, class, society, and power.

UNIT II: POSITION OF ENGLISH IN INDIA

1. Role of the 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 a second language in India;
 - English and Indian languages;
 - English as a link language in the global context;
 - challenges of teaching and learning English

Activities

- Group discussion on how the role of the English language has changed in the twenty-first century
- Debate on 'Globalization and English' or 'War Begins When Words Fail'
- Development of a questionnaire on the topics from unit 2 and interview of at least ten school teachers with the preparation of a report on the results. Project
- A survey of four schools (two private and two govt.) in your neighborhood to prepare a report on the challenges of language teaching and learning in the 21st century.

UNIT III: AN OVERVIEW OF LANGUAGE TEACHING

1. Bases and theories of language learning and teaching
 - Philosophical, social, and psychological bases of Language Acquisition and Language learning;
 - Approaches to language learning-Behaviorist, cognitivist and constructivist approaches
2. Understanding aims and objectives, approaches, and methods
 - Aims and objectives of language teaching and learning,
 - Aims of teaching English at secondary and elementary levels
 - Grammar translation method, Direct method, Structural-situational method, Audio-lingual method,

- Communicative Language Teaching (CLT),
- Thematic Approach (inter-disciplinary), inductive-deductive approach Activities
- Discussion on suitable approaches and methods of language teaching to be adopted in different settings and situations such as urban/rural, private/government, state/central/international boards etc.

Project

- Comparative study of positive features and weaknesses of different language approaches to teaching and learning
- Development of four activities in view of ‘Constructivism in a Language Classroom’

UNIT IV: NATURE OF LANGUAGE

1. Sound patterns in English

- Phonetic Symbols-Place and Manner of Articulation;
- Stress- Word, Sentence;
- Intonation

2. Linguistic system

- The organization of sounds;
- The structure of sentences;
- Basic concepts of phonology, morphology, syntax, and semantics;
- Discourse

Activities

- A Discussion on ‘Difference between Spoken and Written Language.’Project A report on the observation of at least 4 students at the elementary/secondary level with regard to their mother tongue and its influence on their pronunciation of the English language.

UNIT V: ACQUISITION OF LANGUAGE SKILLS

1. Grammar in context; Vocabulary in context

- Concept and preparation of grammar and vocabulary games

2. Acquisition of language skills

- Listening, speaking, reading, and writing skills (LSRW skills)-meaning and importance,
- types and barriers to LSRW skills;
- Sub-skills of listening and speaking,
- Reading: Sub skills of reading;

- Importance of understanding the development of reading skills;
- Reading aloud and silent reading
- Extensive and intensive reading
- Writing: Stages of writing; Process of writing;
- Formal and Informal writing,
- Reference and Study skills Activities

Development of any two activities each for enhancing listening, speaking, reading, and writing skill Project

Group discussion and report preparation on identifying and understanding at least ten grammar examples in the context of English Textbooks of classes VI to VIII.

References

1. Jeremy Harmer (2015). *The Practice of English Language Teaching*. Pearson; 5th edition
2. H. Douglas Brown. (2003). *Language Assessment: Principles and Classroom Practices*. Pearson Longman
3. Agnihotri, R.K. (1995). Multilingualism as a Classroom resource. In K. Heugh, A. Siegruhn n P.Pluddemann (Eds), *Multilingual Education for South Africa*(pp. 3-7). Heinemann Educational Books.
4. Anderson, R.C. (1984). Role of the Reader's Schema in Comprehension, Learning and Memory. In
5. R.C. Anderson, J.Osborn & R.J. Tierney (Eds), *Learning to read in American Schools: Basal readers and content texts*. Psychology Press.
6. Cameron, Lynne (2010). *Teaching Languages to your Learners*. Cambridge Language Teaching Library. Cambridge University Press.
7. Delpit, L.D. (1988). The silenced dialogue: Power and pedagogy in educating other people's children. *Harvard Educational Review*, 58(3), 280-299.
8. Deng, Z. (2013). School Subjects and academic disciplines. In A.Louke, A. Woods& K. Weir (Eds), *Curriculum, syllabus design and equity: A primer and model*. Routledge.
9. GOI(1966). *Report of the Education Commission: Education and National Development*. New Delhi: Ministry of Education
10. GOI. (1986) *National Policy of Education*. GOI.
11. GOI. (2020) *National Policy of Education*. GOI.
12. Hornby, A. SW(1987). *The Teaching of Structural Words and Sentence Patterns*. Stages 1 and 2. Oxford University Press.
13. Saville- Troike, Muriel(2010). *Introducing Second Language Acquisition*. Cambridge University Press.

14. Ur, Penny(2009). Literature and Language Teaching: A Guide for Teachers and Trainers. Cambridge Teacher Training and Development. Cambridge University Press. Lazar, Gillian(2009). Literature and Language Teaching: a Guide for Teachers and Trainers. Cambridge Teacher Training and Development. Cambridge University.

Course – 7(i) ii)

PEDAGOGY OF TEACHING SCIENCE -I

External: 70

Internal: 30

Total: 100

Objectives of the Course

To enable the student-teachers to:

- Understand the nature and values of science.
- Familiarize the evolution of science education.
- Understand the aims and objectives of teaching Science at various level.
- Understand the theoretical bases of Constructivism and Behaviorism.
- Apply the Constructivist approach in classroom teaching and learning.
- Examine the issues and problems in Science teaching-learning.
- Identify Indian Knowledge System with special reference to science.
- Examine the Educational policies with respect to science.

UNIT-I: NATURE AND SIGNIFICANCE OF SCIENCE

- 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 science education.
- Science education as envisaged in NCF 2005 and NEP 2020.
- Indian Knowledge system with special reference to science Education.

Activities:

1. Identification of product and process part of Science in a given chapter in science,

2. Recommendations of NCF 2005 & NEP 2020 with respect to science education.
3. Indian Knowledge System with special reference to Nagaland.

UNIT- II: AIMS AND OBJECTIVES OF TEACHING SCIENCE

- Meaning, Definition and Difference between Aims and Objectives.
- General aims and objectives of teaching Science at the Elementary and Secondary levels
- Bloom's and Anderson's Taxonomy – Educational objectives and Instructional Objectives.
- Concept and Development of Scientific Attitude and Scientific Temper.

Activities:

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 – Piaget's Cognitive Development Theory, Vygotsky's Socio-Cultural theory of Cognitive development.
- Development of process skills in students – Basic and Advanced Skills.
- Scientific method – Process, Advantages and limitations.

Activities:

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.
- Problems related to –

Professional Preparation of Teachers
School curriculum at secondary level
Learning Resources and facilities
Administration
Recent issues and challenges.

Activities:

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

UNIT-V: DISCIPLINES IN SCIENCE (12 hrs)

- Branches of Science
- Nature of Physics, Chemistry and Biology.
- Issues and Challenges in teaching Physics, Chemistry and Biology
- various aspects of science curriculum based on CBSE, NBSE and ICSE.

Activities:

1. Revisiting some basic concepts in Physics, Chemistry and Biology.
2. Basic Experiments in Sciences – Physics, Chemistry, Biology
3. Identification of some difficult concepts in sciences – Physics, Chemistry, Biology
4. Group discussion on various aspects of science curriculum based on CBSE, NBSE and ICSE.

Suggested Readings:

1. "Teaching Science for Understanding: A Human Constructivist View" by Joel J. Mintzes, James H. Wandersee, and Joseph D. Novak
2. "Inquiry and the National Science Education Standards: A Guide for Teaching and Learning" by National Research Council
3. "Science Education for Citizenship: Teaching Socio-Scientific Issues" by Avi Hofstein and Yarden Ahiyami
4. "Pedagogical Content Knowledge in Science Education: Perspectives and Potential" edited by Christine E. G. Hilbert and Joseph Krajcik
5. "The Nature of Science in Science Education: Rationales and Strategies" edited by W. F. McComas
6. "Science Education: Emerging Issues and Challenges" edited by Shashi Bhushan Sharma
7. "Science Education in India: Problems and Prospects" by K. V. Krishnamurthy

8. "Innovative Approaches in Science Education" by R. K. Kohli and Anita Rampal
9. "Science Education: A Comprehensive Approach" edited by J. S. Rajput and K. C. Sharma
10. "Teaching Science Effectively: A Handbook for Science Teachers in India" by M. N. Saha and M. K. Mishra.

Course – 7(i) iii)

PEDAGOGY OF TEACHING SOCIAL SCIENCES – I

Full mark: 100

Internal: 30

External: 70

Objectives of the Course

To enable the student- teachers to:

1. To understand the objectives of teaching-learning Social Sciences and its contribution towards the broader aim of Education;
2. To develop a 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 understand the approaches to curriculum construction and critically analyst a given Social Sciences Curriculum;
7. To understand the Indian knowledge system as per NEP-2020

COURSE CONTENTS

Unit I: CONCEPTUAL FRAMEWORK

- Concept of Social Sciences as distinguished from Social Studies;
- Aims and objectives of teaching Social Sciences as per NCF -2005 and NEP-2020
- Core components of Social Sciences- History, Political Science, Economics and Geography and the inter-relationship between them;

Suggested Modes of Transaction and Activities: Focus Group Discussions, Inter-group Discussions and Presentations of group Reports, Literature Reviews, Lecture.

Unit II:

PERSPECTIVE OF TEACHING SOCIAL SCIENCES

- Behaviorism, cognitivism, and constructivism- basic tenets;
- Formulation of objectives based on Blooms Taxonomy
- Socio-cultural Context of Learning; Social Construction of Knowledge in reference to Indian Knowledge System and its relevance to Social Sciences teaching as per NEP-2020
- Critical Pedagogy of Social Sciences Teaching

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

ISSUES AND PROBLEMS IN SOCIAL SCIENCES TEACHING LEARNING

- Pre-conceptions and Misconceptions about Social Sciences in reference to the local context
- Professional Preparation of Teachers in Social Science (Ethics and accountability etc.)
- Issues and problems regarding Learning Resources and facilities of teaching social science
- 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 IV: SOCIAL SCIENCES CURRICULUM: APPROACHES AND ASPECTS

- Principles of Curriculum Construction in Social Sciences;

- Spiral, Concentric, Correlation, Specialised/Disciplinary and Integrated/Thematic Approaches;
- Co-curricular aspects of Curriculum- Morning assembly, Exhibition, social science Club, 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-

- i) 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.
- ii) 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 V: LEARNING RESOURCES IN SOCIAL SCIENCES

- 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;
- Application of ICT in social science; (OER, LMS, websites and blogs)
- 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

Suggested Readings:

1. Aggarwal, J.C. (2008). Teaching of Social Studies : A Practical Approach. (4th ed). UP : Vikas Publishing House Pvt Ltd.
2. Bryman, A. (2008). Social Research Methods. Oxford : Oxford University Press. Ledoux,
3. Dhandhia, T., The importance of social studies in school curriculum, Retrieved from <http://www.progressiveteacher.in/the->

importance-of-social-studies-in-the-school-curriculum/

5. 4.George, A.M., & Madam, A. (2009). Teaching Social Science in Schools. NCERT'S New Textbook Initiative. Mangal, S.K. (2004).
6. 5.Teaching of Social Science. Delhi : Arya Book Depot.
7. 6.Rai, B.C. (1999). Methods of Teaching **Economics**. **Lucknow : Prakashan** Kendra.
8. 7.Sharma, R.A. (2008). Technological Foundation of Education. Meerut : R. Lall Books Depot. Sharma, R.N. (2008). Principle and Techniques of Education. Delhi : Surjeet Publications.
9. Singh, Y.K. (2009). Teaching of History: Modern Methods. New Delhi : APH Publishing Corporation
10. 9.Stone, R. (2008). Best Practices for Teaching Social Studies : What Award-winning Classroom Teachers Do. CA : Corwin.
11. 10. Coronavirus : The Economic Impact of COVID-19 On India
12. 13. <https://www.bloombergquint.com/opinion/coronavirus-the-economic-impactof-covid-19-on-india>
13. 14. economic-impactof-covid-19-on-india
14. 11.Mangal, S.K. (2018). Pedagogy of Social Sciences. New Delhi: PHI Learning Pvt. Ltd. Halsall,
15. 11. J.P., & Snowden, M. (2016). The Pedagogy of Social Sciences Curriculum. New York: Springer. Kochhar, S.K. (2000). Teaching of Social Studies. New Delhi: Sterling Publishers Pvt. Ltd.
16. 17. Okasha, S. (2002). Philosophy of Science : A Very Short Introduction. Oxford : Oxford University Press.

Course – 7(i) iv)

PEDAGOGY OF TEACHING MATHEMATICS – I

External: 70

Internal: 30

Total: 100

Course Objectives: To enable the student- teachers to:

- Develop a clear perspective of meaning and nature of mathematics for determining objectives of mathematics education
- Understand and appreciate the uses and significance of mathematics in daily life.

- Organize activities for Teaching-learning Mathematics.
- Develop Aesthetic sensibilities of Mathematics.
- Understand and appreciate the guidelines on teaching Mathematics suggested by NCF 2005 and NEP-2020.
- Understand various approaches to teaching Mathematics and use them judiciously.
- Use different methods & strategies for planning instructions in the classroom.

SUGGESTIVE MODE OF TRANSACTION:

- Lecture cum Demonstration
- Blended/Flipped Classroom
- Illustrations with examples
- Brainstorming session
- Group work/activities
- Seminars & Assignments

Unit I: NATURE AND SCOPE OF MATHEMATICS

Meaning, nature, scope and values of mathematics.

Building blocks of mathematics: Mathematical propositions, Proofs & Types of Proofs, Truth tables, Venn diagram, Quantifiers, Necessary and sufficient conditions, Theorem.

Aesthetic sense in mathematics.

Contributions of mathematicians (Indian & Foreign): Aryabhata, Ramanujan, Euclid, Pythagoras.

Suggested Activity:

A Book Review on an Indian & Foreign 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 NEP-2020.

Suggested Activities:

- 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 cooperative learning among peer-group.

Arousing and maintaining interest in mathematics for different learners.

Suggested 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.

Approaches to curriculum construction in school mathematics.

Suggested Activities:

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

Unit V: APPROACHES, METHODS & 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, Laboratory Method.

Strategies of Teaching Mathematics:

Drill work, Home assignment, Group learning,

Self-regulated study, Supervised study, Brain storming.

Suggested 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

Suggested Reading

1. Anice James,(2005),Teaching of Mathematics, Neelkamal Publications Pvt. Ltd.
2. Hyderabad, India
3. Balkrishna Shetty (2013), What Is Mathematics? , National Book Trust, India
4. Chambers P,(2010),Teaching Mathematics: Developing as a Reflective Secondary Teacher, SAGE, New Delhi
5. 4.Cooney, Thomas J. and others (1975). Dynamics of Teaching Secondary School
6. Mathematics, Boston: Houghton Mifflin.
7. 5.Driscoll, M. (1999). Fostering Algebraic Thinking: A Guide for teachers, grades 5- 10.Portsmouth, NH: Heinemann.
8. Kilpatrick J, Hoyles C and Skovsmose,O (EDS.);(2005),Meaning in
9. Mathematics Education, Springer, New York, NY
10. Mager, Robert (1962).Preparing Instructional Objectives, Palo Alto, CA:
11. Fearson.
12. Malove, J. and Taylor, P. (eds)(1993). Constructivist Interpretations of Teaching and Learning Mathematics, Perth: Curtin University of Technology.
13. Marshall, S.P. (1995). Schemes in Problem-solving, NY: Cambridge University, Press.
14. NCERT (2006) , Position Paper-National Focus Group On Teaching of
15. Mathematics , New Delhi
16. NCERT (2009),Source book on Assessment of Mathematics - Primary Classes, New Delhi
17. NCERT (2011), Laboratory Manual in Mathematics-Elementary Stage, New
18. Delhi
19. NCERT (2012).Pedagogy of Mathematics, Textbook for two-year B.Ed.
20. Course, NCERT, New-Delhi
21. NCERT and BOSEM textbooks in Mathematics for Class VIII to X.
22. NCERT, A Textbook of Content-cum-Methodology of Teaching
23. Mathematics, New Delhi, NCERT.
24. NCERT, Laboratory Manual in Mathematics-Secondary Stage, New Delhi

25. NCERT. National Curriculum Framework 2005, New Delhi, NCERT.
26. Nickson, Marilyn (2000). Teaching and Learning Mathematics: A Guide to
27. Recent Research and its Applications, NY: Continuum.
28. Noss R.(19988) , _The Computer as a Cultural Influence in Mathematical
29. Learning.‘ In Bishop A.J. (EDS.) Mathematics Education and Culture, London : Kluwer Academic Publishers
30. Nunes, T. and Bryant, P. (eds)(1997). Learning and Teaching Mathematics:
31. An International Perspectives, Psychology Press.
32. Pamela Cowan (2006), Teaching Mathematics, A Handbook for Primary and
33. Secondary School Teachers, Routledge , London and New York
34. Polya ,George (1965),Mathematical Discovery, John Wiley and sons, INC.
35. Vol.II
36. Roy Hollands (1990), Development of mathematical skills, Blackwell
37. Publishers, Oxford, London
38. Schannel F.J.(1965) , Diagnostic and Remedial Teaching in Arithmetic ,
39. Lever and Boyd , London
40. Sidhu K.S.(1967) , The Teaching of Mathematics, Sterling Publishers , Delhi
41. Skemp,R.R., (1971), The Psychology of Learning mathematics, Penguin
42. Books 27.Tanner H. And Jones S. (2000), Becoming a successful teacher of
43. mathematics, Routledge Falmer , London

Course: EPC-3
DRAMA AND ART IN EDUCATION

External Viva: 35

Internal: 15

Total: 50

Course Objectives:

To enable the student teachers 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.

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

Unit II: Drama and Art in Education.

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

Unit III: Drama and art a critical pedagogy.

- Aims and objectives of teaching drama and art at the secondary level.
- 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.

- Role of Teacher.
- Role of Community.

Unit V: Evaluation and Assessment.

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

Unit VI: SUGGESTED ACTIVITIES

- Write on one act play related to social context.
- Organize a cultural programme in your institute and prepare a report on that.
- Perform a street play and write a report on that.
- Visit a museum, historical place art-gallery and prepare a report based on your visit.

SEMESTER III

Course 7(ii) i

PEDAGOGY OF TEACHING ENGLISH-II

Total Marks: 100

Internal: 30

External: 70

Objectives of the Course

To enable the student-teachers to:

- understand the relationship between literature and language;
- develop and use teaching aids, both print and audio-visual material, and ICT
- resources for English language teaching
- understand the process of language evaluation;
- understand the need and functions of the language lab;
- develop an insight into the symbiotic relationship between curriculum,
- syllabus, and textbooks;
- understand the teaching of poetry, prose, and drama;
- develop activities and tasks for learners;
- understand the role and importance of translation;
- develop creativity among learners;
- examine authentic literary and non-literary texts and develop insight and
- appreciation;
- get familiarized with contemporary research trends related to the

English language teaching

Course Outline

UNIT I: LANGUAGE, LITERATURE, AND AESTHETICS–I

- Creative Forms of English Language: Understanding different forms of
- literature;
- Literature in the school curriculum: Needs, objectives, and relevance;
- Translation: Importance and need,
- Translation as a creative activity
- Activities
- Translation of any two pieces of creative writing.
- Preparation of a flow chart based on the history of poetic/fictional literature development.
- Practical
- Group discussion on the review of any two stories of their choice.

UNIT II: LANGUAGE, LITERATURE, AND AESTHETICS–II

- The 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 of any two stories of your choice.
- Interview of any local artist/poet/writer
- Collection of Indian folktales in English (translated) for your portfolio.
- Preparation of a newsletter on the basis of your school experience programme (handwritten).

Practical

- Development of teaching strategies about any piece of creative writing, e.g., a poem or a story, in teaching contexts of (i) teaching the same piece to different levels and (ii) teaching the same piece to children with special needs.

UNIT III: LANGUAGE CURRICULUM: DEVELOPMENT AND RESEARCH PERSPECTIVES

- Selection of materials for language teaching;
- Development of activities and tasks for language teaching;
- Connecting learning to the world outside;
- Moving away from rote learning to constructivism;
- Teacher as a researcher
- Activities
- Comparative study of one textbook of English from any class (VI to VII)
- developed by any two states
- Preparation of an outline for the development of the textbook for the same
- class for your state.
- Action Research: Prepare an outline for action research on the basis of your
- experience of the difficulties faced during the school internship programme
- Project
- Preparation of a collection of poems and stories of their choice.

UNIT IV: TEACHING-LEARNING MATERIALS AND AIDS

- Print media and other reading materials- such as learner-chosen texts,
- Magazines, Newspapers, Class libraries, etc.,
- ICT– audio-visual aids including CALL programmes; Radio, T.V., Films;
- Planning co-curricular activities (discussion, debates, workshops, seminars, etc.);
- Language laboratory- Structure and importance
- Role and relevance of media in the school curriculum
- Activities
- Preparation of a list of audio-visual aids related to the teaching of English and use them wherever necessary
- Identification and preparation of different types of teaching aids for children with special needs (visual/speech-impaired)
- Organization of a workshop/seminar/conference on the ‘Language of Children’ or any other related topic. Project
- Preparation of an outline for a school magazine and development of the articles for the school magazine based on your experiences during school internship (Handwritten only).
-

UNIT V: ROLE AND IMPORTANCE OF EVALUATION

- Typology of questions (open-ended questions, MCQ, true and false, etc.),
- Activities and tasks to assess language learning, Problem-solving, creative and critical thinking, and enhancing imagination to language assessment
- Feedback to students, parents, and teachers Activities
- A report on current practices of assessment and evaluation at the elementary/secondary levels
- Critical analysis of any question paper in the English language (Previous-3 Years)— Classes X and XII (any board) in the light of the new approach to assessment (constructivist approach)

Project Development of a question paper for elementary/secondary stages to assess all the aspects of language learning

References:

1. Jeremy Harmer (2015). *The Practice of English Language Teaching*. Pearson; 5th edition
2. H. Douglas Brown. (2003). *Language Assessment: Principles and Classroom Practices*. Pearson Longman
3. Agnihotri, R.K. (1995). Multilingualism as a Classroom resource. In K. Heugh, A. Siegruhn n P.Pluddemann (Eds), *Multilingual Education for South*
4. Africa (pp. 3-7). Heinemann Educational Books.
- Anderson, R.C. (1984). Role of the Reader's Schema in Comprehension, Learning and Memory. In
5. R.C. Anderson, J.Osborn & R.J. Tierney (Eds), *learning to read in American Schools: Basal readers and content texts*. Psychology Press.
6. Cameron, Lynne (2010). *Teaching Languages to your Learners*. Cambridge Language Teaching Library. Cambridge University Press.
7. Delpit, L.D. (1988). The silenced dialogue: Power and pedagogy in educating other people's children. *Harvard Educational Review*, 58(3), 280-299.
8. Deng, Z. (2013). School Subjects and academic disciplines. In A.Louke, A. Woods& K. Weir (Eds), *Curriculum, syllabus design and equity: A primer and model*. Routledge.

9. GOI(1966). Report of the Education Commission: Education and National Development. New Delhi: Ministry of Education
- GOI. (1986) National Policy of Education. GOI.
- GOI. (2020) National Policy of Education. GOI.
10. Hornby, A. SW (1987). The Teaching of Structural Words and Sentence Patterns. Stages 1 and 2. Oxford University Press.
11. Saville- Troike, Muriel(2010). Introducing Second Language Acquisition. Cambridge University Press.
12. Ur, Penny(2009). Literature and Language Teaching: A Guide for Teachers and Trainers. Cambridge Teacher Training and Development.
13. Cambridge University Press.Lazar, Gillian(2009). Literature and Language Teaching: a Guide for Teachers and Trainers. Cambridge Teacher Training and Development. Cambridge University Press.

Course: 7 (ii) ii) :

PEDAGOGY OF TEACHING SCIENCE - II

Total Marks: 100 Internal: 30 External : 70

Objectives of the Course

To enable the student-teachers to:

- Understand the principles and approaches of organizing curriculum.
- Organize co-curricular activities for teaching science.
- Apply the strategies and methods of teaching science.
- Understand the importance of using models in teaching science.
- Plan effectively for classroom transaction.
- Analyze the relationship between teaching, learning and evaluation.
- Develop and standardize the tools of evaluation in science.
- Practice the pedagogic analysis in science.
- Provide familiarization with resources for teaching/learning science.

UNIT- I: SCIENCE CURRICULUM: APPROACHES AND ASPECTS
Curriculum – Meaning, Concept, Nature and Types.

- Principles of Curriculum Construction in Science;
- Approaches to curriculum Construction - Concentric, Spiral, Disciplinary
- and Integrated Approaches.

- Co-curricular aspects of Curriculum- Clubs, Field Trips, Nature Watch,
- Science exhibition and Science fair.

Activities:

- Carry out a co-curricular activity in science.
- Identification of needs of Naga society for incorporation in science curriculum.

UNIT II: STRATEGIES, METHODS AND MODELS OF TEACHING

- Concept of terminologies related to teaching and learning – Methods,
- Strategies, techniques and skills.
- Teacher's centered teaching methods, strategies and techniques - Lecture,
- Demonstration, Team Teaching, Brain-storming
- Learner's centered teaching methods, strategies and techniques: Project,
- Assignment, Problem Solving, Laboratory, Group/Cooperative and Collaborative Learning
- Models of Teaching: Concept Attainment, Inquiry Training, Inductive thinking Model

Activities:

- Preparation of plans using Inquiry training and Inductive thinking models.
- To conduct a brain storming session in any topic in science.
- To conduct a laboratory practical in science

UNIT- III: PLANNING FOR TEACHING, LEARNING AND EVALUATION

- Pedagogy – Meaning, Concept, Need and significance.
- Pedagogical analysis and organization of teaching-learning in science
- Areas of Evaluation – Concepts of sciences, Reasoning and Decision Making, Attitude 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
- Qualities of a good test
- Insights into alternative way of assessing learners in science
- Achievement test – Meaning, Concept and Principles
- Construction of Achievement test in science
- Activities:
- To critically analyze Science textbooks with respect to inclusion of experimentation, demonstration, problem solving,
- Construction of; Checklist, Rating scale and Teacher-made test, Blue Print.

UNIT-IV: TEACHING AND LEARNING RESOURCES IN SCIENCE

- Teaching Learning Resources – Teaching Learning Materials (TLM), Teaching Learning Aids (TLA) – Meaning, Concept, Need and Types with example.
- Environmental Resources
- ICT and Multimedia resources.
- Selection, preparation and utilization of teaching learning resources
- Science Text Books and Work-books, Science Laboratory and Library
- Science Teacher qualities, characteristics and Professional development of science teachers

Activities:

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

UNIT-V: DISCIPLINES IN SCIENCE:

- Identification of some basic concepts/ processes in Physics, Chemistry and Biology.
- Use of science (Physics, Chemistry, Biology) in daily life.
- Concept maps in Physics, Chemistry, and Biology.
- Planning for transaction of concepts and identification of Teaching Learning resources for classroom teaching.

Activities:

1. Construction of concept maps in Physics, Chemistry and Biology.
2. Construct one Teaching Learning Aid related to the selected concept.

Suggested Readings:

1. "Pedagogy of Science: A Contemporary Perspective" by Preeti Gupta
2. "Innovations in Science Education: Perspectives and Practices" edited by M. K. Surappa and S. K. Tripathi
3. "Teaching of Science: From Tradition to Innovation" by J. J. Kumar
4. "Science Education in India: Philosophical, Historical and Contemporary Perspectives" by K. Subramaniam
5. "Pedagogy of Science Teaching: A Fresh Look" edited by Sanjay Kumar Singh
6. "Learning to Teach Science in the Secondary School: A Companion to School Experience" by Jenny Frost, Sarah Howell, and Mike Watts
7. "Science Learning and Instruction" by Marcia C. Linn, Elizabeth A. Davis, and Philip Bell
8. "A Framework for K-12 Science Education: Practices, Crosscutting Concepts, and Core Ideas" by National Research Council
9. "Teaching for Conceptual Understanding in Science" by Richard Konicek-Moran and Page Keeley
10. "Science Education as a Pathway to Teaching Language Literacy" by Karen E. Irving and Alison K. Boardman.
11. Radha Mohan, 2007. Innovative Science Teaching. Prentice Hall of India, Pvt. Ltd. New Delhi 110001.
12. Siddiqi & Siddiqi. Teaching of Science today and tomorrow. Doaba House, Booksellers and Publishers, 1633, Nai Sarak, Delhi 110006.
13. Kholi, V.K. How to teach Science. Prentice Hall of India, Pvt. Ltd. New Delhi 110001. NCERT

Course 7 (ii) iii)
PEDAGOGY OF TEACHING
SOCIAL SCIENCES – II

Full Mark: 100

Internal: 30

External: 70

Objectives of the Course

To enable the student-teachers to:

1. To develop understanding of various Strategies, Methods and Models of teaching-learning, based on different philosophical foundations;
2. To select and use appropriate Strategies, Methods and Models for

teaching;

3. To develop skills of Planning for effective teaching-learning;
4. To understand the teaching-learning-evaluation relationship and device appropriate tools and techniques for evaluation of different learning- outcomes in Social Sciences;
5. To acquire deeper understanding of the Historical and Political Science components of the school Social Sciences content.
6. To gain deeper understanding of the Geographical and Economic components of the Social Sciences.

COURSE CONTENTS

UNIT- I:

STRATEGIES, METHODS AND MODELS OF TEACHING

Teacher Directed Strategies/Methods – Lecture Method, Team Teaching strategies;

- Learner Directed/strategies/methods – Project, Discussion, Problem Solving, Cooperative and Collaborative Learning, Assignment, Reflective Reading;
- Models of Teaching – Concept Attainment, Inquiry Training, Jurisprudential Inquiry.
- Concept, Process and Uses of Action research in Social Sciences
- Suggested Modes of Transaction and Activities:
- i) Lecture-cum-Discussion, Demonstration and engage in any one of the
- following:
- ii) 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;
- iii) Organize Team Teaching of 40 minutes on any one theme;

Unit II: UNDERSTANDING HISTORY AND POLITICAL SCIENCE

- History- Importance of teaching-learning History; Sources of History;
- Major Revolutions of the world and the birth of Civil Rights, Justice, Liberty and Democracy;
- Interactive, constructivist and critical pedagogy in history
- Learning resources for teaching history
- Political Science – meaning, scope and importance;
- Democracy - 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.

- Social Inquiry approach, Criteria for assessing govt schemes through Project Work
- Learning resources for teaching political science

Suggested Modes of Transaction and Activities: Guest Lectures, Peer Tutoring, Thematic Paper Presentations.

UNIT-III: UNDERSTANDING ECONOMICS

- Economics- meaning and importance of economics education, types of economies- Capitalism, Socialism and Mixed
- Developmental Issues- Sustainable development- concept and attributes, developmental challenges and problems in Indian economy.
- Data Analysis, Project method and case study method
- Learning resources for teaching economics

UNIT-IV: UNDERSTANDING GEOGRAPHY

- 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;
- Utilisation of resources and Environmental Degradation; Global Warming and Climate Change;
- Map Reading, data representation and interpretation through tables, figures and diagrams.
- Interactive and verbal learning methods in Geography
- Learning resources for teaching geography

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.

UNIT-V: PLANNING FOR TEACHING AND EVALUATING LEARNING ROCESS

- Organising 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.

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.
3. Bining, A.C & Bining, D.H. (1952) Teaching Social Studies in Secondary Schools. New York: McGraw Hill.
4. Berry and Ford. People, Places and Change: An Introduction to world Cultures.
5. Dewey, J. (1916/1944): Democracy and Education. New York: The

Free Press.

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* (8th ed.). NJ: Pearson Prentice Hall.
14. *Learning Curve: Special Issue on Social Science in Schools* (2010). Azim Premji Foundation.
15. *National Focus Group on Teaching of Social Sciences* (2006). Position Paper. New Delhi: NCERT.
16. NCERT (2005). *National Curriculum Framework*. New Delhi: NCERT
17. Noushad, P.P. & Musthafa, M.N. (2010). *Taxonomy Reframed: Educational Objectives of the 21st. 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*.

Course-7(ii) iv)
PEDAGOGY OF TEACHING MATHEMATICS-II

Full Marks: 100

Internal: 30

External: 70

Objectives of the Course

To enable the student-teachers to:

- Develop skill to prepare improvised teaching Aids.
- Understand various approaches to develop instructional objectives.
- Organize activities for teaching-learning mathematics.
- Understand various learning resources in teaching-learning mathematics.
- Understand the purpose of evaluation & assessment in teaching-learning.
- Understand the concept of professional development and its need.
- Organize pedagogical concepts and Instructional objectives in learning plan.
- Use different ICT tools and techniques in the real-time experiences.

SUGGESTIVE MODE OF TRANSACTION:

- Lecture cum Demonstration.
- Blended/Flipped Classroom.
- Illustrations with examples.
- Brainstorming session.
- Group work/activities
- Seminars & Assignments.

COURSE CONTENTS

UNIT-I: PLANNING FOR TEACHING-LEARNING MATHEMATICS

Pedagogical analysis and preparation of learning plan.

Stating Instructional objectives in behavioural terms (Robert Mager's, Approach, Robert Millers Approach, NCERT Approach)

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.

Blended mode of learning and teaching in mathematics.

Suggested activities:

- * Preparation of learning plan for any topic with its pedagogical analysis
- * Preparation of low cost improvised teaching Aids

UNIT-II: 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 in Learning mathematics (OER, LMS, ICT initiatives by different organizations, Mathematics related Apps, websites and blogs).

Handling hurdles in the utilizing learning resources in mathematics.

Suggested Activities:

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

UNIT-III: ASSESSMENT AND EVALUATION FOR MATHEMATICS LEARNING

- Assessment and Evaluation: Meaning, Concept, Purpose & Process.
- Forms of Evaluation: Formative, Summative and Diagnostic.
- Tools and techniques of evaluation (Scholastic and Co-Scholastic areas).
- Development & Usage of Achievement test.

Suggested Activity: Preparation of alternative material/method for evaluation

UNIT-IV: MATHEMATICS FOR ALL

Identifying learners strength and weaknesses (VAK model).

Recreational activities: games, puzzles, riddles, quiz in mathematics.

Mathematics laboratory and Mathematics club.

Learning Vedic Mathematics.

Suggested Activities:

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

UNIT-V: PROFESSIONAL DEVELOPMENT OF MATHEMATICS TEACHERS

- Concept and need of professional development for mathematics teachers.
- Qualities of a Mathematics Teacher.
- Role of Mathematics Teacher's Association.
- Professional growth through In-service programmes for Mathematics teachers (orientation programme, Seminars, workshops & conferences).

Suggested 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, SCERT

Suggested Readings

1. 1.Anice James,(2005),Teaching of Mathematics, Neelkamal Publications Pvt.
2. Ltd. , Hyderabad,India
3. 2.Balkrishna Shetty (2013), What Is Mathematics? , National Book Trust,
4. India
5. 3.Beckmann C.E ,Thompson D.R and Rubenstein,R.N(2010), Teaching and
6. Learning High School Mathematics , John Wiley and Sons Inc., New Jersey
7. 4.Britton E, Huntley M.A., Jacobs G and Weinberg A.S.(1999),Connecting
8. Mathematics and Science to Workplace Contexts : A Guide to Curriculum
9. materials, Corwin Press Inc., California
10. 5.Chambers P,(2010),Teaching Mathematics: Developing as a Reflective
11. Secondary Teacher, SAGE, New Delhi
12. 6.Clements M.A. and Ellerton N.F.(1996), Mathematics Education Research

13. Past, Present and Future, UNESCO Principal Regional Office for Asia and
14. the Pacific, Bangkok
15. 7.Cooney, Thomas J. and others (1975). Dynamics of Teaching Secondary
16. School Mathematics, Boston: Houghton Mifflin.
17. 8.Davis D.R.,(1951),The Teaching of Mathematics, Addison Wesley Press,
18. London
19. 9.EugeneP.Northdrop (1944), Riddles in Mathematics, D.Van Nostrand Co. Inc., Princeton, New Jersey
20. 10.Grouws, D.A. (ed)(1992). Handbook of Research on Mathematics
21. Teaching and Learning, NY: Macmillan Publishing.
22. 11.Mager, Robert (1962).Preparing Instructional Objectives, Palo Alto, CA:
23. Fearson.
24. 12.Malove, J. and Taylor, P. (eds)(1993). Constructivist Interpretations of
25. Teaching and Learning Mathematics, Perth: Curtin University of
26. Technology.
27. Moon, B. & Mayes, A.S. (eds)(1995). Teaching and Learning in
28. Secondary School. London Routledge.
29. NCERT (2006) , Position Paper-National Focus Group On Teaching of Mathematics , New Delhi
30. 15.NCERT (2011), Laboratory Manual in Mathematics-Elementary Stage, New Delhi
31. 16.NCERT (2012).Pedagogy of Mathematics, Textbook for two-year B.Ed.
32. Course, NCERT, New-Delhi
33. 17.NCERT and BOSEM textbooks in Mathematics for Class VIII to X.
34. NCERT, A Textbook of Content-cum-Methodology of Teaching
35. Mathematics, New Delhi, NCERT.
36. NCERT, Laboratory Manual in Mathematics-Secondary Stage, New Delhi
37. NCERT. National Curriculum Framework 2005, New Delhi, NCERT.
38. Nickson, Marilyn (2000). Teaching and Learning Mathematics: A Guide
39. to Recent Research and its Applications, NY: Continuum.
40. Nunes, T. and Bryant, P. (eds)(1997). Learning and Teaching

41. Mathematics: An International Perspectives, Psychology Press.
42. Pamela Cowan (2006), Teaching Mathematics, A Handbook for Primary
43. and Secondary School Teachers, Routledge , London and New York
44. Roy Hollands (1990), Development of mathematical skills, Blackwell
45. Publishers, Oxford, London
46. Sidhu K.S.(1967) , The Teaching of Mathematics, Sterling Publishers
47. Delhi
48. Skemp,R.R., (1971), The Psychology of Learning mathematics, Penguin
49. Books
50. 27.Tanner H. And Jones S. (2000) , Becoming a successful teacher of
51. mathematics, Routledge Falmer , London

COURSE 8: KNOWLEDGE AND CURRICULUM

Full Mark: 100 Internal: 30 External: 70

Objectives of the Course

To enable the student -teachers to:

- Understand the different concepts related to and including curriculum and significance of curriculum;
- 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.
- Analyze the curriculum and syllabus, identify the inclusion and non-inclusion of essential components and elements and evaluate their appropriateness.
- •Study the process of curriculum transaction to understand the resultant curriculum

COURSE CONTENTS

UNIT: 1 KNOWLEDGE AND KNOWING

Nature of knowledge and knowing process in different perspectives-

i) Idealistic (ii) Pragmatist (iii) Progressivist and Constructivist

Distinction between:

i.) Knowledge and skill

ii). Knowledge and information

iii) Teaching and training

iv.) Reason and belief

- Forms of knowledge
- Relevance of objectives for concerned levels
- 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

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

Task: 2

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

Suggested activities:

- 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

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

- 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.
- Write a paper, stating the current needs of society and individuals, which are not met by education in Nagaland.

UNIT: 4 CURRICULUM DEVELOPMENT

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

Suggested Readings

- Russell (2008) Human Knowledge: its scope and limits, M.R.Book Publications.
- William Heard Kilpatrick (2004) Philosophy of education, Vol-13, Sarup book publishers private limited.
- Narayana, P.V.V.S(2011) Curriculum development and management, Discovery publishing house, New Delhi.
- Marlow Ediger(2007) Curriculum organization, Discovery publishing house, New Delhi.

- Marlow Ediger(2011) Philosophy and Curriculum, Discovery publishing house, New Delhi.
- James S Ross(2008) Ground work of Educational theory, Surjeet Publications.
- Mrunalini Talla(2013) Curriculum development: perspectives, principles and issues, Pearson India Publications.
- Deepak Agrawal(2007) Curriculum development concepts, methods and techniques, Book Enclave Publishers.
- Premchand Jogi(2009) philosophy of education, Creasent publishing house.
- Jogi,P(2009) Philosophical foundations of Education, Eastern Book house publications.
- Sharma,S.R(2006) Philosophical aspects of teaching and learning, Eastern Book house publications.

Course -9

GENDER, SCHOOL AND SOCIETY

Full Mark: 50

Internal: 15

External: 35

Objectives of the Course

To enable the student- teachers 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
- Menon, N (2012) Seeing like a feminist India: Penguin
- NCERT. (2006b) Position Paper-National focus group on gender issues in the curriculum (NCF2005). NCERT.
- Krishnamurti. J. (1992) Education and world peace. In social responsibility. Krishnamurti foundation
- Nirantar (2010) text book regimes. A feminist critique of nation and identity. New Delhi.
- Education in emerging India society. N.R. Swaroop/AartiShashi

Dorgan

- Education in Emerging India 2nd Edition. S. Gupta
- Principles of education and Education in the emerging India Society. B.N. Dash
- Philosophical and sociological foundations of education. Dr.S.P. Chaube/ Dr. Akhilesh Chaube
- Ritika chauhan (2013) Education and society, Sublime Publications.
- Babitha Agaewal (2009) Education and society, ABD publishers.
- Kaur,R (2006) Mass, society and psychology, Eastern book house.
- Kathy B Grant(2009) Home, school and community collaboration, Sage publications.
- Robert J Havighurst (2004) Society and education, Sarup book publications private ltd.
- Bhaskaracharyulu (2011) Education and society, Discovery publishing house, New Delhi.

Course -10

CREATING AN INCLUSIVE SCHOOL

Full Mark: 50

Internal: 15

External: 35

Objectives of the Course

To enable the student-teachers 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, equipment's 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

5.1 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.

NOTE: Bracketed {...} indicates that the content is omitted as per State Level STEs decision.

BOOKS SUGGESTED:

- Ainscow, M. (1990) Special needs in the classroom: A Teacher Education Resource Pack, UNESCO.
- Chadha, Anupriya (1999) A Handbook for Primary Teachers of Children with Learning Disabilities. Educational Consultant of India Limited, New Delhi
- Dhawan, M.L.(2007), Education of Children with Special Needs, Isha books.
- Dr.Reddy Likanandha (2005), Education of Children with Special Needs, Discovery Publishing House, New Delhi.
- Hegarty Seamus, Mithu Alur (2002) Education and Children with Special Needs. Sage Publication India Pvt. Ltd., New Delhi
- Lal Advani and Anupriya Chadha. (2003) You and Your Special Child. New Delhi: UBS Publishers' Distributors Pvt.Ltd.
- MaitraKrihna, Sazena Vandana(2008), Inclusion Issues and Perspectives, Kanishka Publishers,New Delhi.
- Mangal, S.K.(2007). Education and Exceptional Children. New Delhi: Printice Hall of India.
- Panda, K.C. (2003). Education of Exceptional Children. New Delhi: Vikas Publishing House.
- Prasad Lakshman (1994), Rehabilitation of the Physically Handicapped, Konark Publisher Pvt. Ltd.

- Rehabilitation Council of India. Status of Disability in India (2009),
- Ministry of SC & E
- Sharma, R.A.(2006) Fundamentals of Special Education. Meerut: R.Lall
- Book Depot.
- Singh, Agyajit. Education of exceptional Children. Patiala: 21st Century
- Publication.
- The persons with Disability Act (1995) Ministry of Law, Justice and
- Company, Affairs, Govt. of India, New Delhi, Chapter V
- UNESCO (1994) The Salamanca Statement and Framework for Action on
- Special Needs Education Paris, UNESCO
- Ysseldyke, J.E. and Algozzinne, B.(1998) Special Education A Practical
- Approach for Teachers New Delhi, Kanishka Publishers Distributors.

EPC- 4:

READING AND REFLECTING ON TEXTS

Full Mark: 50

Internal: 15

External Viva: 35

Objectives of the Course

To enable the student-teachers to:

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

COURSE OUTLINE:

UNIT-I: ENGAGING WITH VARIETY OF TEXTS

- 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 (e.g. 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

- Reading strategy-meaning, characteristics, implications.
- 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).

SEMESTER IV

Course -11

OPTIONAL COURSE

(Any One)

Course-11 : VOCATIONAL EDUCATION **(OPTIONAL PAPER)**

Full Mark: 100

Internal: 30

External: 70

Objectives of the Course

To enable the student-teachers 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.
- 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

- Government of India: (1978) Learning to do (Adishesiah Committee Report)
- Government of India: (1986/1992) National Policy on Education, MHRD, New Delhi
- Government of India: (1988) Scheme of Vocationalization of Secondary

- Education, Ministry of HRD (Deptt. of Education)
- Govt. of India Programme of Action, MHRD, New Delhi
- NCERT Higher Secondary Education and its Vocationalization
- NCERT Socially Useful Productive Work: Sample Curriculum Units, New Delhi
- NCERT (1970) "The Concept of Work Experiences. New Delhi
- NCERT Vocationalization of post-Secondary Education (A Critical Study of Implementation in the Status), New Delhi.
- NCERT (1984) Vocational Education at the +2 stage, New Delhi
- Pritam Singh, Criterion Referenced Testing- A Monograph, NCERT, New Delhi.
- Sengupta, M. On Teacher and Teacher Preparation Guidelines; NCERT; (1997)
- Salooja, M.K. (1997) A Hand book for Vocational Survey Worker, PSSCIVE NCERT; (1977)
- Singh and Sudarshan(2010) Vocational Education, Discovery publishing house, New Delhi.
- Kamat, H,D(2007) Vocational Education, Eastern book house publications.
- Kumar, T,P(2010) Vocational Education, Eastern book house publications.

**Course-11 : GUIDANCE AND COUNSELING
(OPTIONAL PAPER)**

External: 70

Internal: 30

Total Mark: 100

Objectives of the Course

To enable the student-teachers to:

- Develop an understanding of the need and importance of guidance and counseling.
- Develop an understanding of the role of the teachers, parents and counselors 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 COUNSELING

- 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: ORGANISATION 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

- Career Talk
- Career conference
- Career Exhibition

Suggested Readings

- A Hand book for Career Masters
- Principles of Guidance and Counseling March
- Educational and Vocational Guidance in Secondary Schools. B. N. Dash
- S.N.Rao(2011) Guidance and counseling, Discovery book publications, New Delhi.
- Rao(2013) Counselling and guidance, McGraw Hill Education private ltd.
- Gibson Robert, Introduction to counseling and guidance, Phi Learning publishing.
- Ramnath Sharma, Guidance and counseling in India, Atlantic book publications.
- Mangal S K(2008) Advanced Educational Psychology, PHI learning publications.
- Nayak,A.K(2004) Guidance and career counseling, Eastern book publications.
- Yerroju,B(2009) Guidance and counseling, Eastern book publications.
- Madhukar,I(2007) Guidance and counseling, Eastern book publications.
- Chaturvedi,R(2007) Guidance and counseling techniques, Eastern book publications.

Course-11 : HEALTH AND PHYSICAL EDUCATION **(OPTIONAL PAPER)**

External: 70

Internal: 30

Total Mark: 100

Objectives of the Course

To enable the student-teachers to:

- understand the theoretical assumptions underlying the practice of modern health and physical education.
- appreciate the significance of the health and physical education.
- acquire knowledge and skill for organizing activities of physical education meets and events.
- 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 ones 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 progammes in school

Task:

- Make a chart of food items with their nutrients
- Make a balanced diet chart
- Prepare steps to organize a health and hygiene progammes 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

Task:

- 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 Task
- 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:

- Ganeshwarnanda Swamy, Yoga for Beginners, Shri Rama Krishn Math, Madras.
- Nagendra, H.R, yoga in education, vivekanda Kendra yoga anusaudhan samsthan, Bangalore.
- Tiwari, O.P, Astang yoga, Kaivalyadham, Lonavala.
- vivekananda Kendra, yoga, asanas, mudras, kriyas, Madras.
- Iyenger, B.K.S, Light of yoga, Unwin paperbacks, Sydney.
- chandra, S., Sothi & Krishnan, P(2005). Health education and physical education, Delhi: Surjeet publications
- Krishna J. Murthy(2007) Administration and organization of physical education and sports. New Delhi: Commonwealth.
- Nash, T, N(2006) Health and physical education, Hyderabad: Neelkamal Publications
- Singh, U.K., Nayak, A.K (2008) Health Education. New Delhi: Commonwealth.
- Singh, U.K., Nayak, A.K (2008) Physical Education. New Delhi: Commonwealth
- Sen, Amit(2007) Health education and Nutrition, Isha book publications.
- Prasad, Y.V(2006) Method of teaching physical education, Discovery publishing house, New Delhi.

**Course-11 : PEACE EDUCATION
(OPTIONAL PAPER)**

External: 70

Internal: 30

Total Mark: 100

Objectives of the Course

To enable the student-teachers 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.

REFERENCES

- Adams.D (Ed) (1997) UNESCO and a culture of Peace: Promoting a Global Movement. Paris UNESCO.
- Aber,J.L. Brown, J.L.A.Henrich, C.C.(1999) Teaching Conflict Resolution: An effective.
- Dr.Haseen Taj (2005) National Concerns and Education, Neelkamal Publications.pvt.Ltd
- Dr.Haseen Taj (2005) Current challeges in Education, Neelkamal Publications.pvt.Ltd
- Mahesh Bhargava and Haseen Taj (2006) Glimpses of Higher Education. Rakhi
- Prakashan, Agra-2
- Wttp://www.un.org/cyberschoolbus/peace/content.htm.
- Jeong, Ho-Won. 2000. Peace and Conflict Studies: An Introduction. London: Ashgate Publication
- Bose, Anima. 1987. Dimensions of Peace and Non-violence: The Gandhian Perspectives
- Jeong, Ho-Won. 2008. Understanding Conflict and Conflict Analysis. New Delhi: Sage Publications.
- Kriesberg, Louis. 1998. Constructive Conflicts: From Escalation to Resolution. New York: Rowman and Littlefield
- Bose, Anima. 1987. Dimensions of Peace and Non-violence: The Gandhian Perspectives.
- Dalton, Dennis. 2001. Mahatma Gandhi: Nonviolent Power in Action. Columbia: Columbia University Press.

**Course-11 : FUNDAMENTALS OF HORTICULTURE AND CROP PRODUCTION
(OPTIONAL PAPER)**

Full Marks: 100

Internal: 30

External: 70

UNIT I: INTRODUCTION TO HORTICULTURE

- Definition, scope and importance of horticulture
- Classification of horticultural crops
- Area, production, productivity and constraints in horticultural crop production in Nagaland and India

Suggested Activity: Preparing Map of Fruit Zones of Nagaland

UNIT II: INTRODUCTION TO PLANT PROPAGATION

- Definition, Scope and Importance of Plant Propagation
- Propagation Media, containers used for propagation, propagation structures
- Sexual (Seed) Propagation, Merits and Demerits; seed and its parts; Seed types
- Asexual Propagation Types of Asexual Propagation; Use of modified parts for propagation: Bulbs, Corms, Rhizomes, Suckers, Runners, Tubers, Root tubers etc.
- Micro Propagation Need, scope and importance
- Definition and types of Nurseries, Plan and layout of orchard, Selection of sites for fruit orchard, Methods of planting

Suggested Activity: Identification and uses of various garden tools for different operations

UNIT III: SOIL AND CLIMATE AND CROPPING SYSTEMS

- Soil and Climate requirement
- Nursery raising, planting and propagation, inter cropping
- Manure and fertilizer requirement, method and time of application of fertilizers
- Training and pruning; Intercultural operations; High density planting
- Flowering and fruiting, Harvesting, Storage, Grading and Packaging of focused fruits, vegetables, flowers, spices and plantation crops of Nagaland

Suggested Activity: Nursery bed preparation, Sowing techniques, Layout preparation of kitchen garden, practices of Cutting, Layering, Grafting and Budding techniques

UNIT IV: PRINCIPLES AND METHODS OF PRESERVATION

- Classification of methods of preservation
- Canning and Bottling: Steps in canning of fruits and vegetables, preservation of juices and fruit beverages
- Steps and recipes for the preparation of pickles, sauces, drying, juice, jam, jelly and marmalades

- Mushrooms Definition and nutritional importance; Types of edible mushroom. Cultivation practices of oyster mushroom.

Suggested Activity: Preparation of juice, squash, pickle, sauce, jam and jelly; Cultivation practices of oyster mushroom.

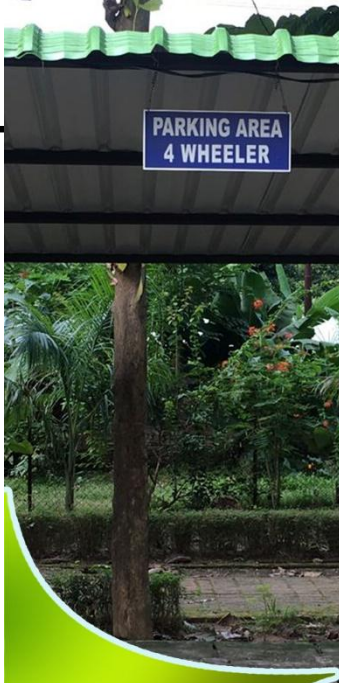
Practical:

Exposure visits to fruit orchard, processing unit, hi-tech floriculture garden and laboratories.

Suggested Readings:

- Beinz, D.R.(1993). The why and how of home horticulture (2nd Edition). New Delhi: Macmiller.
- Choudhary, M.L.,Patel, V.B., Siddiqui, Mohammad Wasim, &
- Verma,R.B.(2015). Climate dynamics in horticultural science, Delhi: NIIR, Board of consultants & Engineers.
- • Hiwate, Shrikant.(2015).Sustainable horticulture in semi- arid dru land. New Delhi: Springer.
- Julian Claude Schilletter Harry & Richey Wyatt.(2005). Textbook of general horticulture. Delhi: Biotech Books
- Kolay, A.K.(2007). Manures & fertilizers. New Delhi: Atlantic Publishers.
- Malik, Mahmood N.(2008). Horticulture. Delhi: Biotech Book.
- • National Institute of Industrial Research (NIIR).(2004). Cultivation of fruits, vegetables & floriculture.
- Parken, Rick. (2004). Introduction to plant science revised. New York:
- Thomas Delmar learning.
- Peter, K.V.(2008). Management of horticulture crops. New Delhi: New
- India Publishing.
- Peter, K.Ved.(2009). Basics of horticulture. New India Publishing.
- Randhawa, G.S.,Mukhopadhyay Amitabha. (1986). Floriculture in India.
- Mumbai: Allied Publishers.
- Sadhu, M.K.(2005). Plant propagation. New Delhi: New Age International (P) Limited.
- Sharma, V.K.(2005). Propagation of plants. New Delhi: Indus Publishing

- Company.
- Singh, dueep Jyot & Davidson, John. (2014). Introduction to mushrooms. New York: Mendon Cottage Books.
- Suman, B.C.& Sharma, V.P. (2007). Mushroom cultivation in India. Delhi: Daya Publishing Hous. Vol.2: Impact, adaptation & mitigation. New York: CRC Press.



PARKING AREA
4 WHEELER

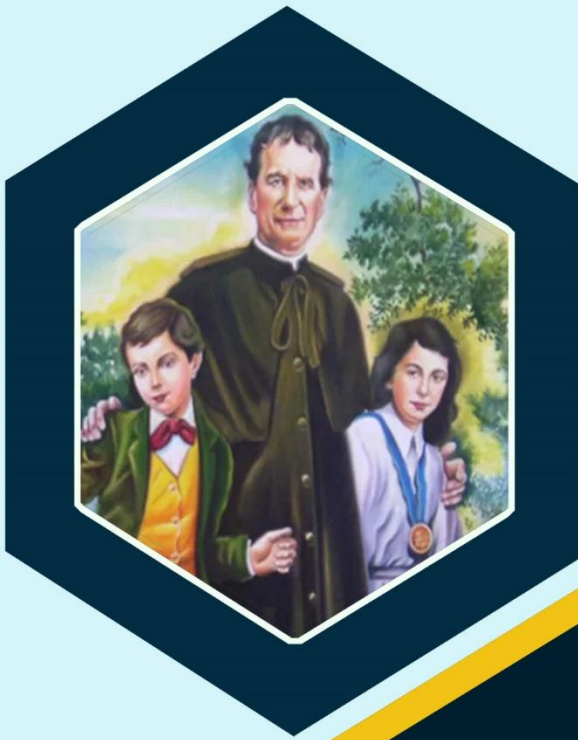


PARKING AREA
2 WHEELER

Parking Facilities Canteen Facility



 **Bosco Cafe** 



**Congratulations!!
To the Rank Holder of 2023**

Name	Rank
Anika Suci	4th Rank
Keshalea Terhajah	4th Rank
Mira Metha	1st Rank
Topeni Zharo	7th Rank
Pasih Konyak	7th Rank
Shahi Suci	10th Rank
Mary Urang	15th Rank
Liza Konyak	16th Rank
Lika Assum	16th Rank
Echa A	19th Rank