

CURRICULUM AND SYLLABUS

**DIPLOMA IN ELEMENTARY EDUCATION
(D.El.Ed.)**

2015-16

**STATE COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING,
GOVERNMENT OF MANIPUR**

FOREWORD

The present document of the 2 year Diploma in Elementary Education (D.El.Ed.) Course of State Council of Educational Research and Training (SCERT), Government of Manipur has been revised through a series of workshops, discussions, brain storming sessions conducted and concerted efforts.

In this document, new concepts, ideas, expected roles of elementary teachers, paradigm shifts, using of local and empirical knowledge for teaching-learning processes, evaluation process, using ICT in education in a friendly manner etc. are being integrated meticulously based on some sources from National Curriculum Framework 2005, National Framework for Teacher Education 2009, the Right to Education Act-2009, New Regulation of National Council of Teacher Education-2014, study material on Yoga Education of NCTE and the basic tenets of the last Curriculum & Syllabus.

The revised curriculum & syllabus attempts to present a comprehensive perspective of elementary education for future teachers' face to face regular course through all DIETs in the State. It is hoped that the revised document will be able to evolve the teacher preparation programme in a State and prepared humane & reflective teachers for our school system.

In the revising exercise and development process of the document eminent educationists, subject experts, practitioners in the field of teacher education institutions including teacher educators from NCERT, Manipur University, B.Ed. Colleges, TEIs, etc. were involved.

Further, I would like to thank all my colleagues and those academicians involved from other institutions who have contributed valuable inputs and supports in the revision processes and editing.

Dr. M. Meenakumari Devi
Director, SCERT
Government of Manipur

CONTENTS

Sl.No.	Subjects	Pages
1.	<i>Acknowledgement</i>	<i>i</i>
2.	<i>Introduction</i>	<i>iii</i>
3.	<i>D.El.Ed. Curriculum Structure</i>	<i>iv</i>
4.	<i>Rules and Regulations</i>	<i>v –viii</i>
<u>First Year</u>		
I.	Foundation Courses	
5.	<i>Childhood and the Development of Children</i>	<i>1 – 4</i>
6.	<i>Education, Society, Curriculum and Learner</i>	<i>5 – 6</i>
7.	<i>Diversity, Gender and Inclusive Education</i>	<i>7 – 8</i>
II.	Curriculum and Pedagogy Courses	
8.	<i>Pedagogy Across the Curriculum</i>	<i>9 – 10</i>
9.	<i>Pedagogy of Environmental Studies</i>	<i>11 – 12</i>
10.	<i>Information and Communication Technology</i>	<i>13 – 14</i>
11.	<i>Understanding Language and Early Literacy</i>	<i>15 – 16</i>
12.	<i>Mathematics Education for Primary School Child</i>	<i>17 – 19</i>
13.	<i>Proficiency in English</i>	<i>20 – 22</i>
14.	<i>Proficiency in Manipuri (Lon Tambagi Pathap)</i>	<i>23 – 26</i>
III.	Workshop Based Activity Course	
15.	<i>Towards Understanding the Self –I</i>	<i>27 – 28</i>
IV.	Practicum	
16.	<i>Creative Art and Education</i>	<i>29 – 30</i>
17.	<i>Children's Health and Physical Education</i>	<i>31 – 33</i>
18.	<i>Work and Education</i>	<i>34 – 35</i>
19.	<i>Yoga Education</i>	<i>36 – 37</i>
20.	<i>School Internship</i>	<i>38 – 39</i>
<u>Second Year</u>		
I.	Foundation Courses	
21.	<i>Cognition and Learning in the Socio Cultural Context</i>	<i>40 – 42</i>
22.	<i>School Culture, Leadership and Change</i>	<i>43 – 45</i>
23.	<i>Contemporary Indian Society</i>	<i>46 – 48</i>
II.	Curriculum and Pedagogy Courses	
24.	<i>Pedagogy of English Language</i>	<i>49 – 51</i>
25.	<i>Pedagogy of Manipuri (Language Pedagogy)</i>	<i>52 – 55</i>
26.	<i>Social Science Education</i>	<i>56 – 57</i>
27.	<i>Mathematics Education</i>	<i>58 – 59</i>
28.	<i>Science Education</i>	<i>60 – 61</i>
29.	<i>Information and Communication Technology</i>	<i>62 – 63</i>
30.	<i>Educational Assessment and Evaluation</i>	<i>64 – 65</i>
III.	Workshop Based Activity Course	
31.	<i>Towards Understanding the Self –II</i>	<i>66 – 68</i>
IV.	Practicum	
32.	<i>Creative Art and Education</i>	<i>69 – 70</i>
33.	<i>Children's Health and Physical Education</i>	<i>71 – 72</i>
34.	<i>Work and Education</i>	<i>73 – 74</i>
35.	<i>Yoga Education</i>	<i>75 – 76</i>
36.	<i>School Internship</i>	<i>77 – 79</i>
37.	<i>Annexure - I (List of subject wise Expert Committee)</i>	<i>80 – 81</i>
38.	<i>Annexure –II (Review Committee)</i>	<i>82</i>

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W. Ratankumar Singh
Project Officer, SCERT
Government of Manipur

Introduction

D.El.Ed. Curriculum & Syllabus

The professional preparation of future teachers and in-service teachers has been recognized to be crucial for qualitative improvement of education. Reform in teacher education is driven by ideas, ideals, values and assumptions about the purposes of schooling, social and economic future of a nation, and role of public education in a society. Ideally, a curriculum for teacher education should be in consonance with the curriculum framework for school education.

SCERT, Government of Manipur took the initiative to review the earlier Curriculum & Syllabus of 2-year Diploma in Elementary Education (D.El.Ed.) Programme with eminent educationists, experts in teacher education & teacher educators. Core committee & various sub-committees were constituted consisting of educationists, subject experts working in TEIs for this task. All the administrative support was extended by the Director, SCERT and motivated.

Curriculum & Syllabus of D.El.Ed. Course contents are; Foundation of Education, Pedagogy, Workshops and Practicum. Mode of transaction has been suggested in tune with the latest approaches and strategies for effectiveness. In order to transact effectively through the suggested modes, trainees must have the capability to communicate, demonstrate & practice. The course has been designed to help trainees construct their understanding of pedagogic approaches and communication. Necessity to strengthen linkages between theory and practical has been attempted through suggested practicum.

The revision of 2-year Diploma in Elementary Education (D.El.Ed.) Programme is a periodical exercise of State Council of Educational Research & Training, Government of Manipur to update & incorporate imperative concerned on new policies and programmes such as - NCF 2005, NCFTE 2009, the mandate of RTE Act 2009 as well as NCTE Regulations 2014. The revised curriculum and syllabus of D.El.Ed. will bring about systemic changes both at the elementary teacher education level as well as elementary school level.

The present document attempts to reduce conceptual load and promote meaningful learning emphasized on integrating theory with practical activities, workshops, intensive classroom discussions, reflection and assessment practices. Further, this document visualizes that the elementary teachers should be capable of understanding the unique responsibilities.

Sl. No.	Title of the Courses	Ext.	Int.	Max. Marks	Suggested periods per week	Contact Hours/ Duration
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THEORY

I . FOUNDATION COURSES

1.	Childhood and the Development of Children	70	30	100	4-5	90
2.	Education, Society, Curriculum and Learners	70	30	100	4-5	90
3.	Diversity ,Gender and Inclusive Education	35	15	50	2-3	50

II. CURRICULUM AND PEDAGOGY COURSES

1.	Pedagogy Across the Curriculum	35	15	50	2-3	50
2.	Pedagogy of Environmental Studies	70	30	100	2-3	90
3.	Information and Communication Technology	35	15	50	2-3	50
4.	Understanding Language and Early Literacy	35	15	50	2-3	50
5.	Mathematics Education for Primary School Child	70	30	100	4-5	90
6.	Proficiency in English	70	30	100	4-5	90
7.	Proficiency in Manipuri	70	30	100	4-5	90

III. WORKSHOP BASED ACTIVITY

1.	Towards understanding the Self - I	35	15	50	2-3	50
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IV. PRACTICUM

1.	Creative Art and Education	20	20	40	2-3	40
2.	Children's Health and Physical Education	15	15	30	1-2	40
3.	Work and Education	15	15	30	1-2	40
4.	Yoga Education	25	25	50	4-5	50

5.	School Internship	-	100	100		45 days
	TOTAL MARKS (1st year)			1100		

2nd Year

Sl. No.	Title of the Courses	Ext.	Int.	Max. Marks	Suggested periods per week	Student Contact Hours
THEORY						
I. FOUNDATION COURSES						
1.	Cognition and Learning in the Socio-Cultural Context	70	30	100	4-5	90
2.	School Culture, Leadership and Change	35	15	50	4-5	50
3.	Contemporary Indian Society	70	30	100	4-5	90
II. CURRICULUM AND PEDAGOGY COURSES						
1.	Pedagogy of English Language	70	30	100	2-3	90
2.	Pedagogy of Manipuri	70	30	100	4-5	90
3.	Optional Pedagogy Course, any 2 (two)	70	30	100	4-5	90
	a. Social Science Education	70	30	100	4-5	90
	b. Mathematics Education					
	c. Science Education					
4.	Information and Communication Technology	35	15	50	2-3	50
5.	Educational Assessment and Evaluation	35	15	50	4-5	50
III. WORKSHOP BASED ACTIVITY						
1.	Towards Understanding the Self - II	35	15	50	2-3	40
IV. PRACTICUM						
1.	Creative Art and Education	20	20	40	2-3	40
2.	Children's Health and Physical Education	15	15	30	1-2	40
3.	Work and Education	15	15	30	1-2	40

4.	Yoga Education	25	25	50	4-5	50
5.	School Internship	30	120	150		45 days
	TOTAL MARKS (2nd year)			1100		
	GRAND TOTAL = (1st year + 2nd year)			2200		

RULES AND REGULATIONS

Duration of the D.EL.Ed. Programme:

The D.EL.Ed. programme shall be of a duration of two academic years. However, the students shall be permitted to complete the programme within a maximum period of four years from the date of admission to the programme.

Working Days:

- a) There shall be at least two hundred working days each year exclusive of the period of examination and admission.
- b) The institution shall work for a minimum of thirty six (36) hours in a week (five or six days), during which physical presence in the institution of all the teachers and student teachers is necessary to ensure their availability for advice, guidance, dialogue and consultation as and when needed.
- c) The minimum attendance of student-teachers shall be 80% for all course work including practicum and 90% for school internship.

Entry Qualifications/Eligibility:

- a) Candidates with atleast 50% of marks in the higher secondary (+2) or its equivalent examination are eligible for admission.
- b) The reservation and relaxation of marks for SC/ST/OBC/PWD and other categories shall be as per the rules of the State Government.

SCHEME OF EVALUATION :

1. Assessment in both theory and practical for the Diploma in Elementary Education(D.El.Ed.) will be conducted internally and externally in the whole 2(two) years duration but, 1st year Internship will be assessed internally.
2. **Internal Theory:** Scholastic achievements of the student-teacher will be evaluated for 30 marks in respect of the subjects carrying 100 marks and 15 marks for the the subjects carrying 50 marks in theory areas during both in the 1st and 2nd year. Assessments of 30marks @ 6 marks per assessment for the subjects carrying of 100 marks and 15 marks @ 3 marks per assessment for the subjects carrying of 50 marks should be done at the end of every Unit. However, subjects carrying 100 marks and having activities component will be evaluated for 15 marks on theory and for 15 marks on activities. The marks

so assessed should be submitted to the Examination Board of Elementary Teacher Education.

2.1 The tools of the evaluation may be selected according to the suitability of the situations out of the following :

- i) Observation : Behaviour of the student-teacher may be observed in a particular situation. Observation must be purposeful, planned, symmetric and recorded.
- ii) Interview/Oral with a purpose. Scheduling, preparing, conducting and reporting are necessary steps.
- iii) Written test : Objective type, Short answer type, Essay/Long answer type questions.
- iv) Home assignment/project work.
- v) Practical works will be assessed internally as well as externally.
- vi) Internal workshop and external workshop.

2.2 Workshop Based Activity:

Every student-teacher should take part in the workshop based activities organized by the respective institutions carrying 50 marks each in both 1st and 2nd year. In the 1st year there will be 5(five) workshop based activities including **Unit. I** for internal assessment of 15 marks carrying 3 marks per assessment and 35 marks for external assessment. In the 2nd year also there will be 5(five) workshop based activities including **Unit. I** for internal assessment of 15 marks carrying 3 marks per assessment and 35 marks for external assessment. The mode of internal assessment will be based upon the performance, presentation of the given topic, interest, initiative, as well as interaction, observation, material development, etc. both in 1st and 2nd year. The external assessment will be done by the supervisors (to be deputed by SCERT/Examination Board of Elementary Teacher Education).

3. External Theory:

There will be an External Summative Examination at the end of each 1st and 2nd year course for assessment of 70 (seventy) marks for the subjects carrying 100 marks and 35 (thirtyfive) marks for the subjects carrying of 50 marks in theory areas.

3.1 Marks (Internal & External) obtained in the first year examination will also be counted in the final Assessment.

3.2 Acquiring minimum qualifying marks in the first year is mandatory for successful completion of the 2-years D.El.Ed. course.

3.3 Clearing Internal assessment, both in Practical and Theory, in the First and Second year is mandatory before appearing in the external examination in both Practical and Theory.

3.4 If a disabled trainee wants to engage another person, then the person should possess lower qualifications than the candidate based on the degree of disability. The bio-data of the person to be engaged should also be submitted at the time of filling up of examination forms of the candidate.

4. Practicum : (1st year course)

4.1 Creative Art and Education: There will be 4 (four) internal assessments, each carrying 5(five) marks for a total of 20 marks and an external assessment of 20 marks.

4.2 Children's Health and Physical Education : There will be 3(three) internal assessments, each

carrying 5(five) marks for a total of 15 marks and an external assessment of 15 marks.

4.3 Work and Education: There will be 3(three) internal assessments, each carrying 5(five) marks for a total of 15 marks and an external assessment of 15 marks.

4.4 School Internship: There will be school Internship activities of 45(forty five) days for assessing 100 marks internally. The internal assessment based on the different activities of student-teacher will be done by a panel of teacher-educators(not less than three) to be constituted internally.

4.5 Yoga Education: There will be 10(ten) internal assessments carrying 2.5(two point five) marks in each assessment for a total of 25 marks and an external assessment of 25 marks.

There will be a total of 250 marks for practicum during the 1st year course.

5. Practicum : (2nd year course)

5.1 Creative Art and Education: There will be 4 (four) internal assessments, each carrying 5(five) marks for a total of 20 marks and an external assessment of 20 marks.

5.2 Children's Health and Physical Education: There will be 3(three) internal assessments, each carrying 5(five) marks for a total of 15 marks and an external assessment of 15 marks.

5.3 Work and Education: There will be 3(three) internal assessments, each carrying 5(five) marks for a total of 15 marks and an external assessment of 15 marks.

5.4 Yoga Education: There will be 5(five) internal assessments, each carrying 5(five) marks for a total of 25 marks and an external assessment of 25 marks.

6. School Internship : There will be School Internship Programme for 15 weeks for assessing 30 marks externally and 120 marks internally.

6.1 Final Practice-Teaching: There will be a 'Final Practice-Teaching' to be conducted at the end of the 2nd year course. Each trainee must deliver one lesson from any of the three method subjects he/she opted during Practice-Teaching in presence of the External Examiner and Internal Examiner for assessing 30 marks externally. The External Examiner for Final Practice-Teaching will be deputed by the Examination Board of Elementary Teacher Education, SCERT, Manipur.

There will be a total of 300 marks for practicum during the 2nd year course.

7. Grading of the Performance of the Trainees.

7.1 A student's internal and external marks shall be taken together and will be graded as follows.

Grade A - 80% and above

 B - 70% and above but below 80%

 C - 60% and above but below 70%

 D - 50% and above but below 60%

 E - 40% and above but below 50%

7.2 A candidate must obtain at least 40% in both External and Internal of Theory paper separately in the 1st year as well as 2nd year examinations. This will also apply in Practicals.

For example: Minimum Pass Marks to be obtained by a candidate both in external and internal of

Theory papers as well as practical are shown in the following table:

Maximum Marks	External		Internal	
	Total Marks	Minimum Pass Marks	Total Marks	Minimum Pass Marks
100 marks (Theory)	70 marks	28 marks	30 marks	12 marks
50 marks (Theory)	35 marks	14 marks	15 marks	6 marks
40 marks (Practical)	20 marks	8 marks	20 marks	8 marks
30 marks (Practical)	15 marks	6 marks	15 marks	6 marks
50 marks (Practical)	25 marks	10 marks	25 marks	10 marks
100 marks (1 st yr. internship)	-	-	100 marks	40 marks
150 marks (2 nd yr. internship)	30 marks	12 marks	120 marks	48 marks

7.3 Candidates who could not obtained minimum Grade ' E ' i.e. 40% in aggregate will be declared as failed in the examination.

7.4 Candidates who failed in three or less papers (either in practical or theory) will be allowed to seat in the next two consecutive examinations as supplementary candidates. Otherwise, he/she has to appear as casual candidate afresh.

7.5 Student-Teacher who do not attend/work at least 80% of the course and of the total number of evaluation/tests in any subject will not be allowed to appear the final external examination.

7.6 Grade will be awarded based on the total numerical marks obtained in both theory and practical examinations.

8. Medium of Instruction and Evaluation will be either in English or Manipuri.

9. Examination Schedule: Date of Workshops/ Seminars & Examinations to be conducted Internally will be fixed by the concerned DIETs. Whereas, the Workshops, Practical & Final Examination to be conducted Externally will be fixed by the Examination Board of Elementary Teacher Education, SCERT, Manipur.

Syllabus of D.El.Ed. Course -First Year

CHILDHOOD AND THE DEVELOPMENT OF CHILDREN

Maximum Marks : 100

External : 70

Internal : 30

Rationale:

This course on Child Study is visualized as the first systematic introduction of the ETE student-teacher to the study of childhood and children. Prospective teachers need to engage with and understand the children of different ages by interacting with them and observing them in diverse social, economic and cultural contexts rather than through an exclusive focus on psychological theories of Child development. This course is necessarily a foundation upon which subsequent courses and practicum related to school internship would be based.

The purpose of the course is to equip the student-teacher with the background knowledge that he/she needs to develop an understanding of the elementary school child and his/her socio-cultural contexts. This background includes a critical engagement with theories as well as socio-cultural issues in the world of children and childhood. Building upon the above, the aim is to build sensitivity towards children's developmental needs and capabilities, within the socio-cultural context.

Objectives:

- To review general conceptions about child and childhood (specifically with reference to the Indian social context); develop a sensitive and critical understanding of the different social/educational/cultural realities at the core of the exploration into childhood.
- To develop an understanding of different aspects of a child's physical, motor, social and emotional development.
- To understand the developmental process of children with diverse abilities in social, cultural and political context.
- To provide hand-on experience to interact with children, and training in methods to understand aspect of the development of children.

Units of Study:

Unit 1: Perspectives in Development. (14 marks)

- Development: Concept and perspectives, human psychology and developmental theory.
- Enduring themes in the study of development : development as multi-dimensional and plural, development as continuing through the life span; ways in which development is continuous/discontinuous.
- Socio-cultural context influencing development; family, neighbourhood, culture and ethnicity.
- Diversity/Exceptionalities in development.

Unit 2: Physical - Motor Development. (14 marks)

- Growth and maturation; nature and principles – cephalocaudal; proximodistal.
- Gross and fine motor skills development in infancy and children.
- Influences on growth; nutrition.
- Neurological development: building the brain; major parts of the brain; early reflexes; molding the brain: the role of experience — plasticity.
- Role of parents and teachers in providing opportunities for physical - motor development. e.g. play.

Unit 3: Social, Emotional and Moral Development. (14 marks)

- Social theories and gender development: meaning of gender roles; influences on gender roles, stereo-types, gender in the playground.
- Development of emotions: functions of emotions, attachment — Bowlby; how different gender socialization occurs.
- A sense of Self: self-description, self-recognition, self-concept; self esteem; social comparison; internalization and self-control.
- Personality development: Freud; psycho-social development — Erikson; influence of early childhood experiences on later personality.
- Moral development; perspective of Kohlberg and Carol Gilligan's critique; cultural variations in moral reasoning.

Unit 4: Childhood. (14 marks)

- Childhood as a modern construct: childhood in the context of poverty, globalisation and adult culture.
- How parent conceptualize childhood: Origins of parents' conceptions about children and childhood.
- Diversity in parents' conceptions about children and childhood.
- Contrasting parents' and educators' perspectives.
- Commonalities and diversities within the notion of childhood and how multiple childhoods are constructed with particular reference to the Indian context.

Unit 5: Contexts of Socialization. (14 marks)

- Concept of socialization.
- Socializing agencies: family, schooling and peer.
- Family: parenting, child rearing practices, separation from parents, children in creches, children in orphanages.
- School : peer influences, school culture, relationships with teachers, teacher expectations and school achievement; being out of school, overage learner.
- Peer group: friendships and gender; competition and co-operation, competition and conflict; aggression and bullying from early childhood to adolescence.
- Social, economic and cultural differences in socialization: implications for inclusion.

Mode of Transaction.

- Classroom discussions for developing conceptual understanding.
- Close reading of text materials/research papers.
- Individual and group presentations of issues and concerns raised in assignments.
- Theoretical and practical activities/exercises/investigations; analysis, interpretation of collected observations, systematic data.

Activities (to be conducted internally) : Peep into the Child's World : What and How -1

Total Number hours -25 on the field - (maintaining records and classroom discussion).

Task 1 : (10 marks)

Students collate about ten newspaper articles that involve issues of parenting and childhood, analyse these and hold discussions.

Contact Hours : 2

Hours on the field / self-study : 4

Task 2: (10 marks)

Hands-on Experience of Methods of Studying Children and Varying Contexts in Childhood.

The students can identify any child to understand 5-14 year old children in diverse contexts and use case profile method to study him/her. The teacher educator should organize the class in such a manner that different children from varied socio-economic backgrounds are covered. This would allow for a wide range of data which could be subsequently analysed in groups. The task could be helpful in understanding and supporting developmental and educational needs of the marginalized learners ; first generation learners, children from weaker sections; children with special needs.

Case Profile Approach may include observation and interview as tools to study socio-cultural contexts, child rearing practices, expectations from school, dreams and fantasies of the children.

Contact Hours : 5

Hours on the Field / Self -Study : 10

Task 3 : (10 marks)

Student-Teachers dealing with childhood may watch a movie collectively and reflect on the portrayal of children. Discussion could be held around depiction of children from varying backgrounds, construct of childhood etc.

Contact Hours : 4

Suggestive Readings :

1. Mukunda, K.V. (2009) - *What Did You Ask in School Today? A Handbook on Child Learning*, Noida: Harper Collins. Chapter 4: Child Development, PP 79-96.
2. Harris, M. and Butterworth, G. (2002) - *Developmental Psychology : student's handbook*, New York : Taylor and Francis. Chapter 1 : A Brief History of Developmental Psychology.
3. Kakkar. S. (1978) - *Indian Childhood - Cultural Ideas, And Social Reality*. New Delhi: Oxford University press.
4. Kakkar S. (1997) - *The Inner World: A Psycho-analytic study of childhood and society in India*. Delhi: Oxford University Press.
5. Nambissan, G. (2010) - Exclusion and Discrimination in Schools: Experiences of Dalit Children; Working paper series Volume 01, Number 01, Indian Institute of Dalit Studies, UNICEF.
6. Sandra. L. Bem (1987) - Gender Schema Theory and its Implications for Child Development : raising a gender schematic children in a gender schematic society, in M.R. Walsh, (ed.). *The psychology of women*, Harvard University press, Cambridge, PP 206-226.
7. Weiner, M. (1991) - *The State and the Child in India : Child Labour and Education Policy in Comparative Perspective*: Princeton University Press.
8. Antoine de Saint-Exupéry. (1995) - *The Little Prince*. UK : Wordsworth Edition. Translated by Irene Testot-ferry (*available in Hindi*).
9. Balagopalan, S. (2002) - Constructing indigenous childhoods: colonialism, vocational education and the working child. *Childhood*, Vol. 9.
10. Ginsburg, H. (1997) - *Entering the Child's Mind : the clinical interview in psychological research and practice*. Cambridge University Press. Chapter 1: The need to move beyond standardized methods, Chapter 2 : What is the clinical interview? Chapter 3: What happens in the clinical

interview? and Appendix.

EDUCATION, SOCIETY, CURRICULUM AND LEARNER

Maximum Marks : 100

External : 70

Internal : 30

Contact Hours : 90

Rationale :

As future teachers, student-teachers need to have a solid foundation in the core principles and concepts of education. This paper introduces philosophical, sociological and historical perspectives on education with a view to initiate inquiries and discussions on significant facets, themes and questions regarding education in India. The present century demands the need to understand the interface between education and society to deal with the issues of prevalent societal inequality and conflict, and address the demands for equality, justice, freedom, dignity and diversity. The philosophical, sociological and historical understanding of education's aims, processes and practices fulfils this need by critically elucidating the linkage that exists between education, knowledge and power.

Objectives :

- To understand the concept of philosophy and its relation with education and educational thought of thinkers and to explore the meaning and aims of education.
- To understand the system of education during colonial rule and post-independence period, political nature of education and place of teacher in the Indian society.
- To understand the concept and nature of learning, meaning of teaching and its relationship with learning, different types of learners, meaning of socialisation and its role.
- To understand the concept of knowledge, ways of acquisition of knowledge, meaning of curriculum, types of curriculum and principles of curriculum construction.

Units of Study :

Unit 1: Education, Politics and Society (20 marks)

- System of education in India during colonial rule.
- System of education in India during post independence period.
- Role of education with reference to class, caste, gender and religion.
- Political nature of education.
- Teacher and society: A critical appraisal of teacher's status.

Unit 2: Philosophical Understanding of Education (20 marks)

- Aims of education : Individual vs social, liberal vs vocational, democratic aim.
- Meaning of philosophy and philosophy of education.
- Relation between philosophy and education.
- Educational thinkers: Rousseau, John Dewey, Maria Montessori, M.K. Gandhi, Rabindranath Tagore, Aurobindo, Gijubhai and J. Krishnamurthi.

Unit 3: Knowledge and Curriculum (20 marks)

- Concept of knowledge: Rationalism and Imperialism.
- Theories of acquisition of knowledge, Jean Piaget's cognitive development theory.
- Vygotsky's constructivism, Progressive Education, Rationalism and Empiricism.
- Curriculum and Curriculum construction: meaning differentiated and undifferentiated curriculum and principles of curriculum construction.

Unit 4: Learning, learner and Teaching (20 marks)

- Concept and nature of learning.
- Meaning of teaching and its relationship with learning.
- Different types of learners.
- Meaning of socialisation and factor that shape learners identify.
- Role of socialisation in human society.

Unit 5: Education, Society, Curriculum and Learner (20 marks)

- Concept of Nation character.
- Education as Nation building agency.
- Education and attentive public.
- Value sharing and education.

Mode of Transaction

- Teachers must engage in dialogue and discussion with student-teachers minimizing the traditional lecture method.
- Teachers should organise seminars, discussions, group work, field work and project works.

Suggestive Readings:

1. B.N. Dash(1982) - Principles of Education and Education in the Emerging Indian Society, Ajanta Prakashan, New Delhi.
2. R.N. Safaya and B.D. Bhatia - Development of Educational Theory and Practice, Dhanpat Rai & Sons.
3. Kamala Bhatia and Balder Bhatia - The Philosophical and Sociological Foundations of Education, Doaba House.
4. S.K. Mangal(1994) - Advanced Educational Psychology : Prentice Hall of India.
5. N.R. Swaroop Saxana (2011) - Principles of Education : R. Lall Book Depot, Meerut
6. S.S. Chandra, V.S. Rawat, R.P. Singh (2008) - Indian Education Development, Problems, Issues and Trends" R. Lall Book Depot, Meerut.
7. Shukla and Krishna - Kumar (Eds.) Sociological Perspectives in Education.
8. Kumar, Krishna (188) - What is worth Teaching. New Delhi. : Orient Longman Chapter 1 : What is worth Teaching? Chapter 2 : Origins of the Text Book Culture, Chapter 9: Listening to Gandhi.
9. Dewey John (2007, 1899) - The School and Society Cosimo: New York.
10. B.K. Nayak (2010) - Education in Emerging Indian Society: Axix Publication. New Delhi.

DIVERSITY, GENDER AND INCLUSIVE EDUCATION

MaximumMarks : 50

External : 35

Internal : 15

Contact Hours : 50

Rationale:

This course studies and tries to address the complex relationship that exists between diversity, inequity, and education. It aims to instil the knowledge and information of the diversity of life experiences and learning needs of different kinds of children to the students. Children with special needs including those from marginalized communities and girls have been traditionally excluded from education. Inclusive education must give a place to all children, irrespective their gender, ability, caste, creed. This becomes even more significant in the light of the Right to Education Act 2009. While critically looking at our education through these lens, this course also tries to explore certain possibilities by addressing the nature of inclusive education as well as the sensibilities and skills that it demands from the teacher.

Objectives:

- To understand the present approach on education of Children With Special Needs.
- To understand the idea of Inclusive Education.
- To understand the barriers to learning arise from various discriminatory practices, curriculum, teaching approaches, school organization, and various other social and cultural factors.
- To focus on the structures (implicit and explicit) in our schools that serve as a hindrance to the inclusion of all students
- To explore and understand the possibility of change through inclusive education
- To develop a comprehensive and critical understanding on disability, marginalization.

Units of Study :

Unit 1: Diversity and Education (10 marks)

- Diversity in Indian classroom.
- Addressing Diversity in Indian classroom.
- Developing strategies for meeting the educational needs on Diversity.
- RTE Act, 2009 and Diversity.

Unit 2: Gender Issues in Education (10 marks)

- Critical definition of gender, Sex and Gender, Equality, Empowerment.
- Education as a means of redressing inequalities of gender.
- Curriculum and Pedagogical Aspects with respect to gender.
- Gender equality in the classroom.

Unit 3: Inclusive Education (10 marks)

- Meaning of Inclusive Education.
- Needs, Importance and Benefits of Inclusive Education.
- Best Practices and Common misconception of Inclusive Education.
- Inclusive Education in India.

Unit 4: Children with Special Needs (10 marks)

- Historical and contemporary perspectives to disability and inclusion

- Learning disabilities basics and their types.
- Teaching Learning strategies dealing with CWSN.
- Educational rights of CWSN.

Unit 5: Issues in Manipur (10 marks)

- Classroom heterogeneity
- Gender and Curriculum
- Gender Disparity in education
- Government Policy Scheme/Initiative towards CWSN, ST, SC, OBC.

Mode of Transaction

- The Practicum and the Theory courses of the programme to develop a solid platform for this paper.
- In consonance with other courses, this course helps in understanding how structures in school create barriers for inclusionary practices.
- The practicum courses of the programme, with the present course should help students in exploring spaces for inclusion in schools.
- Dialogue and discussions has to be the key for the transaction of this course.

Suggestive Readings:

1. Baquer, A. and Sharma, A. (1998) - *Disability Vs Challenges*. New Delhi: Can Publishers.
2. Bhattacharjee, N. (1999) - Through the looking-glass: Gender Socialisation in a Primary School in T. S. Saraswathi (ed.) *Culture, Socialization and Human Development: Theory, Research and Applications in India*. New Delhi: Sage.
3. Ghai, A. (2001) - Marginalization and Disability: Experiences from the Third World in M. Priestly (ed.) *Disability and the Life Course: Global Perspectives* Delhi: Cambridge University Press.
4. Kumar, K. (1988) - *What is Worth Teaching?* New Delhi: Orient Longman. Chapter 6: Growing up Male. 81-88.
5. Manjrekar, N. (2003) - Contemporary Challenges to Women's Education: Towards a Elusive Goal? *Economic and Political Weekly*, 38 (43), 4577-4582.
6. Macdonald, M. (1980) - Schooling and the Reproduction of Class and Gender Relations. In L. Barton, R. Meighan and S. Walker. (eds.) *Schooling, Ideology and the Curriculum*. Lewes, UK: The Falmer Press. PP 29-49.
7. NCERT(2006) National focus Group position paper "Education of Children with Special Needs", NCERT, New Delhi.
8. NCERT(2005) National Curriculum Framework Chapter- 3, NCERT, New Delhi.
9. NCERT (2010) Teachers Handbook.

PEDAGOGY ACROSS THE CURRICULUM

Maximum Marks: 50

Theory: 35

Internal: 15

Contact Hours: 50

Rationale :

It is important to engage prospective teachers with the conceptual knowledge they have gained through general education. Most teacher education courses focus exclusively on the pedagogy of teaching school subjects. This course also attempts to engage trainees with epistemological and ideological assumptions about knowledge, learners and learning, their implications for curriculum, pedagogy in school education.

Philosophical and ideological basis of curriculum design, selection of knowledge; critical examination of curriculum and analysis of textbooks, learning to draw upon resources other than textbooks, including local oral histories.

Further, this study contemplates to understand the prospective teachers the curriculum of elementary stage subjects, pedagogic approaches and content of learners process of learning.

The purpose of this study contemplates to understand future teachers the elementary stage curricular subjects and their pedagogic approaches in the large context of school and society and specific context of learners and processes of learning. This course of study will engage trainees in pedagogic approaches, theory and practices within the classroom and school settings.

Objectives :

- To understand the trainees the nature of learners and diverse socio-economic and political contexts.
- To comprehend the concept of pedagogy across the curriculum & terminologies, notions of pedagogic practices, approaches: learner centered, activity based learning, joyful learning, discovery learning, etc.
- To engage trainees with epistemology of subject matters & how they expose in the study of pedagogical approaches.
- To develop capacities to reflect, reason and make discerning judgement and conceptual understanding of pedagogic practice and process of learning.

Units of Study:

Unit 1: Philosophical Perspectives of Pedagogy across curriculum (9 marks)

- Concept of Pedagogy across curriculum ; - meaning, features, objectives.
- Philosophical bases of pedagogy across curriculum.
- Constructivist approach across curriculum.
- Pedagogy across curriculum for inclusive education.
- Socio-Cultural aspects in pedagogy across curriculum.

Unit 2: Knowledge and Methods of Enquiry (9 marks)

- Knowledge as construction of experience ; case examples from school subjects.
- Knowledge as distinct from information ; case examples from school subjects.
- Methods of enquiry : Inductive and Deductive.
- Language and knowledge.
- Connections between knowledge, curriculum, textbooks and learners.

Unit 3: Learners and their Contexts. (9 marks)

- Alternative frameworks of children's thinking.
- Child and adult misconceptions.

- Everyday concepts and situated cognition.
- Pedagogical perspective and concerns of inclusive education.
- Learners' diversity.

Unit 4: Effective Classroom Environment. (9 marks)

- Creating an Environment Conducive to Learning.
- Expanding the sense of community beyond the classroom.
- Reducing unproductive behaviour.
- Promoting productive behaviour.
- Addressing problems in classroom and school.

Unit 5: Pedagogic Practice and the Process of Learning (14 marks)

- Critical examination of terminologies and notions associated with child-centred education, activity-based, joyful learning, etc.
- Critical understanding of standardised pedagogic methods : concept formation; enquiry-based learning; project-based learning; narration; demonstration; discovery; etc.
- Critical understanding of instructional planning/ lesson planning; writing of instructional objectives and development of lesson plan.
- Fostering learning; thinking; investigation and problem-solving skills.
- Conducting formative assessment of the children's learning and remedial teaching.

Mode of Transaction:

- Critical readings of specific texts to develop conceptual clarity.
- Analysis of school textbooks to construct and discuss nature and types of knowledge and pedagogic elements.
- Collating and analysing child and adult conceptions of social and natural phenomena.
- Developing concept maps to design subject-based and thematic-based curriculum materials.
- Observing documenting and interpreting classroom discourse (teaching-learning episodes).
- Investigating prospectives in children's literature and other teaching-learning materials.

Suggestive Readings :

1. Batra, P. (Ed.) (2010) - *Social Science Learning in Schools: Perspective and Challenges*. New Delhi. Sage.
2. NCERT (2006). 1.2 Position paper National Focus Group on Teaching of Mathematics, New Delhi : NCERT.
3. Dewey, J. (1897) - *My Pedagogic Creed*. School Journal. Vol. 54.
4. Driver, R. (1981) - Pupils' Alternative Frameworks in Science. *European Journal of Science Education*. 3(1). PP 93-101
5. Ghai, A. (1992) - Play and the Mentally Handicapped Child. New Delhi : *Sankalp* September
6. Holt, J. (1990) - *Learning All the Time*. New York : Addison-Wesley Publishing Co.
7. McDevitt, J. M., & Ormrod, J. F. (2002) - *Child development and education*. New Jersey : Merrill Prentice Hall.
8. Ormrod, J.E. (2009) - *Essentials of educational psychology (Second Edn)*, New Jersey: Pearson Upper Saddle River.

Maximum mark: 100

External : 70

Internal : 30

Contact Hours : 90

Rationale :

The main aim of this course is to prepare teachers who understand the philosophical and epistemological basis of EVS as a composite area of study that draws upon sciences, social sciences and environmental education. They should be able to ground their classroom transaction in the theoretical understandings related to child's learning that they acquire during the course .

The content related to concepts in Science and Social Science is embedded within the paper.

As student teachers understand children's ideas, it is also an opportunity for the teacher educator to help them revisit and challenge their own conceptual understanding, identify misconceptions and advance towards a better understanding.

Objectives:

- To help student-teachers understand the scope of EVS and internalise different perspectives of curriculum organization.
- To facilitate student-teachers to probe children's ideas in science and social science
- To prepare student-teachers to plan for and carry out classroom transaction in the light of various theoretical viewpoints of learning.
- To prepare student-teachers to assess children's learning using different pathways.

Units of Study:

Unit 1: Concept of Environmental Studies (20 marks)

- Scope of EVS as a curricular area at the primary level
- Curriculum Organisation : EVS as an integrated area of study: EVS as Science, EVS as Social Science and EVS as Environmental Science.
- Environmental Issues : water and water management, forest, population growth, human rights, pollution (film strips, documents, newspaper cut etc. may be used for discussion)

Unit 2: Curriculum organisation based on child's idea (20 marks)

- Perspectives in EVS Learning
- Incorporate with NCF 2005 - vision and mission
- Children's ideas: preconceptions, Alternative concepts
- Implications of Children's idea for classroom transaction
- Analysing of school textbooks for their validity and relevancy to the standard of children
- Approaches of different types of curriculum.

Unit 3: Pedagogical perspectives and assessment (20 marks)

- Ways of conducting inquiry: activities discussion and small group work, field visits, projects, experiments etc.
- Review of State and NCERT Textbooks of EVS.

Unit 4 : Uses of different media in teaching of EVS (20 marks)

- Concept of media.
- Importance of media in teaching EVS.
- Different approaches of uses and preparation of media: (Artifacts, realia, simulations, role play, charts, materials relevant to the topic area, Newspaper).
- Uses of ICT.

ICT as an effective media for teaching EVS like radio, T.V., film strips, power point presentation, computer etc.

NB: Webcharts are encouraged to be used as teaching aids.

NB: Community resources should be given importance for preparation of teaching aids.

Unit 5: Planning for Teaching (20 marks)

- Considerations in concept maps, Thematic web charts.
- Preparations of
 - a) Yearly plan
 - b) Unit plan
 - c) Lesson plan

The preparation of the above types of planning should be made in consultation with State Text books and NCERT (Class I -V).

- Reflecting on classroom practices : maintaining reflective journals of their internship experiences in schools
- The importances of the phases of teaching in EVS such as
 - a) Pre - active
 - b) Active
 - c) Post active

The elaborate implications of the three phases in teaching and learning stages.

Suggestive Readings:

1. Syllabus for Primary classes Vol. - I; NCERT October '05 New Delhi
2. NCF - 2005, NCERT New Delhi 2006
3. Teaching of EVS at Primary Level, IGNOU, New Delhi 2010
4. Teaching of Science, National Focus Groups, Position Papers NCF - 2005 New Delhi 2006
5. 5. Teaching of Social Science, National Focus Group - Position Papers NCF -2005 New Delhi2006
6. Teaching of EVS - for CPE - 3, Vol. - 1 IGNOU, New Delhi 2008
7. Curriculum and syllabus for elementary classes BOSEM, Imphal, Sapra Rekha.
8. Beyond Cognition, Implications for Education, Rajat Publications, New Delhi 2004
9. Harlen. W and Elstgeest.J - Unesco source book, for science in primary schools (A workshop approach to teacher Education, UNESCO, New Delhi '97)
10. A.R. Sharma - Teaching of Science
11. 11. Siddique & Siddiqui - Teaching of Science
12. J.C. Agarwal - Teaching of Social Studies, Vikas, New Delhi 2005

INFORMATION AND COMMUNICATION TECHNOLOGY

Maximum Marks:50

External :35

Internal:15

Contact Hours:50

Rationale :

Information and Communication Technology (ICT) integration is meant for integrating ICT in educational processes and is NOT meant as a course on or about ICT. This course is more activity oriented and provides adequate opportunity for hands-on learning and open-ended exploration of ICT applications in teaching and learning. Software piracy and plagiarism is explicitly denounced and discouraged. Creation of original content, taking pride in creation and duly recognizing others' contribution, is promoted. This course emphasizes on the optimum use of available infrastructure and resources with co-operative and collaborative learning, working and developing together.

There will be focused attempt to equip the prospective teacher with conceptual clarity, pedagogic perspective and ICT capacities to teach all children. Inter-linkages with the rest of the courses have to be strongly made while transacting this course.

Objectives:

After undergoing this paper the pupil teachers will be able to:

- Narrate meaning and nature of ICT
- Differentiate between hardware and software and describe the different steps followed for the development of e- contents
- Compare the uses of various applications and developed skills to handle these applications independently.
- Explain about the inputs, process and outputs and developed digital e- contents collaboratively.
- Elaborate types of browsers and demonstrate a live conference with others on a specific theme.

Units of Study :

Unit-1: Computer and scope of ICT (10 marks)

- Meaning, nature, scope of ICT. Synchronous-Asynchronous communication and advantages of ICT in education.

Unit-2: Components of ICT (10 marks)

- Software and hardware approaches to ICT. Instructional design followed for e- content development – ADDIE (Analysis, Design, Development, Implementation and Evaluation)

Unit-3:Components of Hardware (10 marks)

- Understanding the Input, processor and output devices in a computer. Creating and managing different data/digital content files, converting files.

Unit-4: Software Applications (10 marks)

- Use of paint, word processing, spread sheet, presentation in teaching learning process.

Unit-5: Internet and Browser (10 marks)

- Different types of browsers and its use in connecting with each other and with the world (audio – video conferencing, chatting etc.) internet surfing.

Practicum: Activities to be conducted

1. Search a best model lesson delivered by the expert in your method subject, watch it and write a review report of one page.
2. Create a presentation (5 - 10 slides) on your experience gained during school exposure visit.
3. During your school visit, collect the scores obtained by students of any one class (class I – VIII) and prepare a colourful graphical representation of the data using a spread sheet.
4. Conduct a case study on special child identified during school internship programme and prepare a detail report and share it on your blog.
5. Prepare a micro digital lesson on a specific topic of your choice.
6. Prepare an educational audio/video programme on selected theme and share with your friends after its complete editing and production.

Suggestive Readings:

1. Andrew, M. L. (2004) - Understanding Open Source and Free Software Licensing. Oreilly: Cambridge.
2. Bharihok, D. (2000) - Fundamentals of Information Technology. Pentagon Press: New Delhi.
3. CEMCA (2010) - Quality Assurance in Multimedia Learning Materials (QAMLM), Commonwealth Educational Media Center for Asia, 13/14 Sarva Priya Vihar, New Delhi.
4. CEMCA (2014) - Professional Development Programme on OER-based eLearning, Commonwealth Educational Media Center for Asia, 13/14 Sarva Priya Vihar, New Delhi.
5. CEMCA (2014) - Technology Tools for Teachers, Commonwealth Educational Media Center for Asia, 13/14 Sarva Priya Vihar, New Delhi.
6. Crumlish, C. (1999) - The Internet No Experience Required. BPB Publications: New Delhi
7. Christopher, M. (2009) - Beyond Hardware-Using Existing Technology to promote Higher-Level thinking. Viva Books: New Delhi.
8. David, M. (2009) - Project Based Learning- Using Information Technology-Second Edition Viva Books: New Delhi.
9. Evant, M - The International Encyclopedia of Educational Technology.

UNDERSTANDING LANGUAGE AND EARLY LITERACY

Maximum Marks : 50

External : 35

Internal : 15

Contact Hours : 40

Rationale :

Language is not only the means of communication. It is also a medium through which most of the

knowledge is acquired. It is a system that structures the reality around us and represent it in our mind. Language is not confined to the language classroom. It pervades all aspects, subjects and activities of a school and society at large. The key issues need a systematic study. The primary objective of the paper is to make teachers aware of the dynamic language operationalizes, as it exists in the classroom, in children's homes and the larger society and nation. To draw connections with theory while planning for instruction is another significant aim of this paper.

Objectives :

To help the students

- To help the students understand the nature of language
- To help the students of the interplay of language and society
- To help the students the process of language acquisition know,
- To help the students in understanding the function of language and how children use them as atool to realise the significance and acquisition of early literacy in the larger context of school curriculum,
- To help the students in the way of handling aspects of grammar, not in isolation but by creativelyintergrating it with text.

Units of study :

Unit 1: Nature of language (10 marks)

- Rule governed system and language
- Relationship of Language and Society: Identity, power and discrimination
- Nature of multilingualism: Differential status of India language classroom
- State policies on language and education
- State policies on language and education

Unit 2: Language Acquisition (10 marks)

- Language Acquisition and Language Learning: pre-school years Children's backgroundand School Experiences.

Unit 3: Language across the Curriculum (10 marks)

- Function of Language: In the classroom, outside the classroom
- Language in Education and Curriculum
- Learning language and Learning through Language

Unit 4: The classroom practices and possibilities (10 marks)

- Perspectives of recording and writing.
- Prevalent language teaching practices and their critique.
- Connections between classroom instruction and theories.
- Rule of literature in language learning.
- Learner's active role in understanding literature.
- Using Children's literature across curriculum.

Unit 5: Assessment and usage of assessment (10 marks)

- Assessment as a continuum.
- Use of multiple sources for comprehensive assessment.

- Ways of assessment-observation, records, maintaining profiles, etc.

Mode of Transaction

- Close and critical readings of selective text under 'Discussion' Readings in small groups.
- Participatory transaction by building them around responses of students.
- Giving Students opportunities to go through experiential process for transaction of some topics such as process writing.

Suggestive Readings:

1. Anderson, R.C. (1984) - Role of the Reader's Schema in Comprehension, Learning and Memory. In R.C. Anderson, J. Osbon & R.J. Tierney (Eds.) *Learning to Read in American schools: Based Readers and content texts*. Hillsdale, NJ: Lawrence Erlbaum Associates.
2. Armbruster, Bonnie B. (1984) - The Problem of "Inconsiderate Text" In Duffy, G.G. (eds) *Comprehension Instruction. Perspectives and Suggestions*. Longman Chapter 14.
3. Kumar, K. (2007) - *The Child's Language and the Teacher*. India: NBT.
4. Sinha, S. (2000) - Acquiring Literacy in Schools. *Redesigning Curricula: A symposium on working a framework for School education* September, P 493.
5. Martin, Jr. B. (1987) - The Making of a Reader : A Personal Narrative. In Bernice E. Cullinan, *Children's Literature in the Reading Programme*. Michigan : International Reading Association.
6. Freedman S. W. and Dyson A.H. (2003) - Writing in Flood J. et.al. *Handbook of Research on Teaching English Language Arts* : New Jersey, USA : Lawrence Erlbaum Associates Inc.
7. Mason, J. M. and Sinha, S. (1992) - Emerging Literacy in the Early Childhood Years. Applying a Vygotskian Model of Learning and Development in B. Spodek (Ed.) *Handbook of research on the education of young children*. New York : Macmillan, PP 137-150.

MATHEMATICS EDUCATION FOR PRIMARY SCHOOL CHILD

Maximum Marks : 100

External : 70

Internal : 30

Contact Hours : 90

Rationale :

Mathematics is a dynamic science which empowers individuals to become effective members of society. It provides a framework for the analysis of problems and the development of appropriate solutions, from the most basic to those which are quite complex. Mathematics is a complex system of patterns, number, space, measurement, chance and data represented by a system of symbols unique to the discipline and universally understood. The learning of knowledge encompassed by this system requires sharing, challenging, thinking, reasoning, and the modifying and testing of ideas and procedures.

The facets of mathematical knowledge include knowing 'about' mathematics, knowing how to 'do' mathematics and knowing 'when', 'where' and 'why' to use mathematics. The inclusion of mathematics in the D.El.Ed. curriculum is fundamental to promoting in students an attitude to learning as a life-long pursuit. The nature of mathematical experiences that are undertaken enable student teachers to see the relevance of school mathematics in many aspects of their everyday life.

Objectives :

To help student-teacher:

- reflect on what is Mathematics, by actually “doing” Mathematics – spotting and exploring patterns in a calendar, a multiplication table and other such number matrices.
- reflect on why we need to learn Mathematics.
- reflect on the fact that Mathematics is a subject that everyone can do and enjoy.
- develop deeper insights into the content areas of Mathematics at the primary level.
- become aware of factors that impact on the process of acquisition of Mathematical knowledge.
- become aware of the historical roots of the subject, and of great problems that Mathematicians have grappled with in past centuries, which have served as guide posts in the development of the subject; to make student-teachers aware of the fact that Mathematics is a human endeavour.
- becomes aware of exploratory nature of the subject, and the fact that Mathematics is “work in progress” and not a “finished product”.
- gain awareness of the aesthetic and fun side of Mathematics, and its rootedness in pattern, rhythms and play, through exposure to mosaic, rangoli, kolam, number games and puzzles.
- gain facility in hand-on activities such as paper folding and model making.
- develop skills, have deeper insights, acquire appropriate attitudes, learn effective strategies that promote effective children’s learning.

Units of Study:

Unit 1: Pedagogical Content Knowledge. (20 marks)

- Numbers: Number Concept, Counting, Place value, Arithmetic operations. Fractions, Decimals, using paper folding to show operations on fractions.
- Space and Shape : Geometric shapes, construction of geometric shapes through paper folding, Symmetry, polyhedra, Tessellations, Kalam, Rangoli, Mosaic, Islamic architecture.
- Measurement : The ideas of unit, length, area, volume, weight, time, money, temperature.
- Data Handling : Sorting, Classification, tabling, reading information from simple graphs.

Unit 2: Perspective about Mathematical Knowledge. (20 marks)

- Aspects of Mathematical knowledge: Conceptual and Procedural.
- Vergnaud’s framework for acquisition of concepts with respect to mathematical knowledge.
- Effect of socio-cultural background of children on mathematical knowledge.

Unit 3: Children’s Conceptualisation of Mathematics (20 marks)

- Theories of Mathematics learning : Piaget, Dienes, Skemp, A Usable, Bruner, Vygotsky
- Mental Mathematics
- Contribution of Indian Mathematicians.
- Role of language of communication in a Mathematics classroom.

Unit 4: Aspect of Teaching Mathematics (20 marks)

- Beliefs about teaching -learning processes
- Planning for teaching
- Hidden curriculum : Social Justice, gender differences, individual differences, inclusive environment

Unit 5: Assessment and Evaluation (20 marks)

- Purpose of assessment
- Planning Assessment
- Assessment tools
- Evaluation of performances

Mode of Transaction

- Prospective teachers to be engaged in discussions on observed children's work in order to acquire an understanding how children respond to mathematical knowledge.
- Prospective Teachers in groups develop concept maps to understand linkages and relationships between various mathematical concepts and to imbibe the importance of team work.
- Reading of texts (suggested as discussion) with dialogue to understand theory from the point of view of issues raised.
- Collecting historical samples of mathematical knowledge (such as ways to multiply in different cultures) and reflecting on them.
- Performing simple mathematical experiments and investigations, with numbers or geometric shapes.
- Preparing mathematical models, particularly geometric– paper folding, straw or string models of polyhedra, tessellations, etc.
- Critically examining teaching-learning materials through presentations.

Suggestive Readings:

1. Haylock, D. (2006) - *Mathematics Explained for Primary teachers*. Sage: New Delhi. Ch. 22: Measurement PP 247-263.
2. Lieback, P. (1984) - *How children learn mathematics: a guide for parents and teachers*. Penguin: London
3. Olson, T.A. - *Mathematics Through Paper Folding*. Arvind Gupta's toys book Gallery. <http://gyanpedia.in/tft/Resources/books/paperfolding.pdf>.
4. Post, Thomas, R. (1992) - *Teaching Mathematics in Grades K-8, Research-based Methods*. California: Allyn and Bacon. Chapters 1, 4, 5 & 6.
5. Srinivasan P.K. - *Ramping in Numberland*. National Book Trust : New Delhi. <http://gyanpedia.in/tft/Resources/books/rompinginnumberlandeng.pdf>.
6. Srinivasan P.K. - *Number Fun With a Calendar*. Arvind Gupta's toys book Gallery. <http://gyanpedia.in/tft/Resources/books/calendar.pdf>.
7. Srinivasan P.K. - *MathClub Activities*. Arvind Gupta's toys book Gallery. <http://gyanpedia.in/tft/Resources/book/pkshindu.pdf>.
8. Zevenbergen, R., et al. (2005) - *Teaching Mathematics in Primary Schools*. Allen & Unwin: Australia (First South Asian Edition). Chapter 2,3,7 and 9.
9. IGNOU, AMT – 01 *Teaching of Primary School Mathematics*. IGNOU: New Delhi.
10. IGNOU, LMT – 01, *Learning Mathematics*. IGNOU: New Delhi.
11. NCERT (2005) NCF 2005 *Position Paper on Mathematics* NCERT : New Delhi.
12. Paul Lockhart, Lackhart's Lament - <http://www.maa.org/devlin/LockhartsLament.pdf>.
13. Skemp, R. (1978) - Relational understanding and instrumental understanding. *Arithmetic Teacher*, PP 9-15.
14. Wood, David. (1998) - The Mathematical Mind. in *How Children Think and Learn*. Blackwell Publishing: U. K. Chapter 8, PP 225-255.

Maximum Marks : 100

External : 70

Internal : 30

Contact Hours : 90

Rationale :

Language cut across the entire school curriculum and hence, the role of language as a medium & 1001 of communication assumes great importance. The purpose of this course is to enable student teachers to acquire sufficient proficiency in English and provide instructional support to fully access academic content in classrooms. Their own lack of proficiency in the language often results in anxiety factor and uneasiness in classroom situations often resorting to simple translations or guide books for teaching English. Proficiency both in the mother tongue and English becomes necessary to enable the teacher to use effective communicative strategies for teaching. A teacher who perceives himself/herself as proficient in English is more likely to use communicative strategies for teaching English. He/She is less likely to resort to using simple translation or guide-books for teaching English.

Objectives:

- To enhance the student-teacher's own English language proficiency.
- To whet their knowledge of grammatical, lexical and discourse nature in English.
- To enable the trainee to interact with the student and teachers inside and outside the school complex in the targeted language.
- To familiarize the trainees with the phonetic symbols of English language (British RP).
- To enable them using English dictionary effectively as resource.
- To activate the student-teacher learning English language with joy constantly.
- To enable teachers to link this with pedagogy.

Units of Study:

Unit 1: Nature of Language (20 marks)

- Nature of first, second and foreign language.
- Language as a means of communication and thinking.
- Communicative language teaching.
- Constructing knowledge in the classroom.
- Understanding the importance of a language-rich classroom.
- Recognizing the language skills, receptive & productive skills and development of four language skills.
- Language learning theories associated with Vygotsky, Jean Piaget, Chomsky & Burner.

Unit 2: Listening and Speaking skills, Phonological processing (20 marks)

- Listening with comprehension to follow simple instruction, public announcement & address, telephone conversation, classroom discussion, radio, TV news, commentary etc.
- Recognize and reproduce the letters and other graphic symbols related to the language, manipulate sound system correspondences efficiently.
- Sound system of language, phonetic symbols, vowels, consonants, diphthongs, tone-rising, falling, fall-rise, rise-fall, intonation.
- Understanding the importance of variation in utterances.

- Stress-word stress and sentence in connected speech.
- Using a dictionary for correct pronunciation, stress and as a resource. Teaching listening and speaking skills.
- Phonemic drills with the use of minimal pairs e.g. bit, beat.
- Organizing listening and speaking activities: greetings, rhymes, chants, song, use of stories, poems, role play, dramatization, deliberating speeches, welcome address and anchoring programmes.
- Designing assessment task and & activities of listening and speaking skills.

Unit 3: Reading : Acquisition of Reading skills: (20 marks)

- Reading with comprehension with different types of text.
- Reading for global and local comprehensive reading
- Inferences, analysis and extrapolation.
- Reading strategies including word attack strategies.
- Characteristics of efficient reading and implication for reading.
- Using reading as a tool for reference skills (use of a dictionary, encyclopedia and internet)
- Using ideas of critical literacy to analyse chapters from textbooks (Teaching reading skills)
- Creating reading environment-reading clubs, libraries.
- Reading Aloud and Silent Reading.
- Preparation, guiding, supporting for employing Reading Aloud and Silent Reading.
- Reading different texts types like stories, poems, jokes and instructions for games.
- Designing assessment task and & activities of reading skills.

Unit 4: Writing: Improving writing skills (20 marks)

- Writing for communicative purposes.
- Writing a paragraph : identifying a topic sentence, arranging sentences in a logical order and joining them with linking words, phrases and using punctuation marks.
- Different forms of writing letter (application, permission seeking and invitation), messages, notices and report.
- Processes of writing: Pre, during, post writing, brainstorming, drafting, revising editing and producing a final draft.

Teaching Writing skills.

- Writing as process
- Mechanics of writing (strokes of vertical, slanting, semi circles, circles, curves, capital and small, cursive and print script, punctuation) and holding of pencil, pen, body position.
- Controlled /guided writing (verbal and visual inputs).
- Free and creative writing.
- Textbook based writing activities.
- Designing assessment task and & activities of writing skills.

Unit 5: Grammar and Vocabulary. (20 marks)

- Parts of speech, phrases, verb.
- Kinds of sentences, Subject-Verb agreement, Tenses, Clauses and Connectors.
- Non-finites, Voice, Narration.
- Common errors in speech and writing.
- Learning vocabulary, active and passive vocabulary.
- Vocabulary games and activities.

- Formative assessment of learning.

Mode of Transaction:

- Active participation in tasks and activities to improve proficiency in the receptive and productive skills of English language.
- Analysis of school textbooks to improve skills in critical literacy.
- Reflecting on one's own learning to make connections with pedagogy.

Suggestive Readings :

1. Maley, A & Duff, A. (1991) - Drama techniques in language learning : A resource book of communication activities for language teachers (2nd ed.) Cambridge: Cambridge University Press.
2. Morgan J. & Rinvulcri, M. (1983) - Once upon a time: Using stories in the language classroom, Cambridge: Cambridge University Press.
3. Wright, A (1989) - Pictures for Language Learning. Cambridge : Cambridge University Press.
4. Parrot M. (1993) - Tasks for language teachers Cambridge University Press.
5. Richards, J. & Lokhart, C. (1994) - Reflective Teaching in Second Language Classroom. Cambridge : Cambridge University Press.
6. Slatterly, M. & Wills, J. (2001) - English for primary teachers : A handbook of activities & classroom language Oxford : Oxford University Press.
7. V. Sasikumar and Others - A course in Listening & speaking I & II.
8. V. Sasikumar & Praja Rao - Cursive writing for Today.
9. Michal Mc Carthy - English Vocabulary in Use.
10. Byrne, D. (1984) - Teaching writing skills, London, Longman.
11. Tickoo, M.L. (2004) - Teaching & Learning English : A source Book for Teacher & Teacher Trainers; Hyderabad, Orient Blackswan
12. K. Rajeevan - Study Skills, Hyderabad
13. Penny Ur - Grammar Practice Activities
14. S.K. Mangal (1994) - Advanced Educational Psychology.

PROFICIENCY IN MANIPURI LON TAMBIBAGI PATHAP

Maximum Marks : 100

External : 70

Internal : 30

Contact Hours : 90

Pandamsing :

- Mamalongi mashak amasung mamalon poklak-tamlakpagi mawong khanghanba.
- Mamalonbu ahanba lon ama oina sijinnabagi amadi tambibagi mashak khanghanba.
- Manipuri lon-ga sagonnaba taba, ngangba, paba amadi ebagi hei-singbasing hen- gathanba amasung changyeng loubu ngamhanba.
- Classroomda Manipuri lon tambibabu mapung phana kannaba maiwon pinabagidamak awatpa-asoiba menkhattuna tambiba ngamhanba.

- Lon tambibagi thourambu thoidokna mapangal leihannabagidamak takpi-tambibada changba mapot-macheising sem-saba amadi sijinnaba ngamhanba.

Unit 1: Lon, Mamalon amadi Khanglak-tamlakpa (20 marks)

- Lon-gi mashak amadi makhal
- Lon-gi sajat amasung lon sijinnaba
- Mamalon amasung atei lon-gi khennaba
- Mamalon khanglak-tamlakpa

Unit 2: Mamalon Tambiba (20 marks)

- Mahei-masing tambada mamalon-gi mapham
- Mamalon tambibagi pandamsing
- Mamalon tambibagi pambeising
- Mamalon tambibagi thouwongsing

Unit 3: Lon-gi Hei singba Tambiba (20 marks)

- Tabagi hei-singba amasung tambiba
- Ngangbagi hei-singba amasung tambiba
- Pabagi hei-singba amasung tambiba
- Ebagi hei-singba amasung tambiba

Unit 4: Menkhattuna Tambiba (20 marks)

- Menkhattuna tambibagi masak amasung maru oiba
- Menkhattuna tambibada awat-asoi khangdokpa changyeng
- Menkhattuna tambibagi thouram pangthokpa
- Homework : Masak, maru oiba amasung chumthokpagi mawong.

Unit 5: Lon Takpi-tambibagi Mapot-machei (20 marks)

- Lon takpi-tambibagi mapot-machei: Masak amasung kannaba
- Lon takpi-tambibagi mapot-machei: Aphaba oibagi masak-mawong
- Lon takpi-tambibagi mapot-machei: Sem-saba amasung shijinnaba
- Lon takpi-tambibagi mapot-macheisingi makhal

Paba Yaba Lairikshing:

1. Britton, J. - *Language and Learning*, Penguin Books, London, 1970
2. Dettaven, E.P. : *Teaching and Learning the Language Arts*, Little, Brown & Co, Boston, 1979.
3. De Stefano, J.S. - *Language, the Learner and the School*, John Wiley & Sons, N. York, 1978.
4. Lightbown, P.M. and N. Spada - *How Languages are Learned*, Oxford University Press, London, 1999.
5. Menyuk, P. - *The Acquisition and Development of Language*, Prentice-Hall, London, 1971.
6. SCERT, Manipur - *Teacher's Guide Book for Primary and Elementary School*, 2007.
7. SCERT, Manipur - *Primary School Ojashing gee Training Package*, 1997 (2nd Ed.).
8. Thoudam, P.C. - *Remedial Manipuri Grammar*, Aman Enterprises, Imphal, 1991.
9. Singh, O. Ibochaoba - *Manipuri Tambibagi Kanglon*, Nepen Publications, Imphal, 2014.
10. Singh, W.T. - *A Study of Meitei Phonology*, Students Store, 1976.
11. Singh, W.T. - *Meiteilon Tambibagi Niyam*, Students Store, Imphal, 1992.

mOE fAqgqyg wFkN

Maximum Marks : 100

External : 70

Internal : 30

Contact Hours : 90

wkErAKgi :

- aakmOExg aKd [aKbi aakmOE wOdmd-fAmdwxg a[Oi SloEq!
- aakmOEqb [okEq mOE [a [OTe KgcgEeqyg [arg fAqgqyg aKd SloEq !
- aegwbjg mOEx KkxOEeq fkq, Zkiq, wkq [arg Tqyg op-KgiqKgi olExGoEq [aKbi _ki\li myq ZAoEq !
- sDmkKjbAr aegwbjg mOE fAqgqyb awbi Wke skEeq akT[OE wgeqygrad [_kGw-[KOTq aIESGfbe fAqgq ZAoEq !
- mOE fAqgqyg FyjAqb FOTrOde awkixM mpoEeqygrad fkdwg-fAqgqr vlq awOG-avpKgi KIA-Kkq [arg KgcgEeq ZAoEq!

\begG 1 ! mOE, aakmOE [arg Slmd-fAmdw akjdK 20

- mOExg aKd [arg aSM
- mOExg KkcG [aKbi mOE KgcgEeq
- aakmOE [aKbi [fp mOExg SlEeq
- aakmOE Slmd-fAmdw

\begG 2 ! aakmOE fAqgq akjdK 20

- aop-aKgi fAqr aakmOExg aWA
- aakmOE fAqgqyg wkErAKgi
- aakmOE fAqgqyg wkAqpKgi
- aakmOE fAqgqyg Fy[OiKgi

\begG 3 ! mOExg op-Kgiq fAqgq akjdK 20

- fkqyg op-Kgiq [aKbi fAqgq
- Zkiqyg op-Kgiq [akKbi fAqgq
- wkqyg op-Kgiq [aKbi fAqgq
- Tqyg op-Kgiq [aKbi fAqgq

\begG 4 ! aIESGfbe fAqgq akjdK 20

- aIESGfbe fAqgqyg aKd [aKbi ajb [OTq
- aIESGfbe fAqgqr [_kG-[KOT SlrOd wki\li

- aIESGfbe fAqgqyg FyJA wkiFOdw
- oOA_kjd: aKd, ajb [OTq [aKbi vbAFOdwxg a[Oi

\begG 5 ! mOE fkdwg-fAqgqyg awOG-avp akjdK 20

- mOE fkdwg-fAqgqyg awOG-avp : aKd [aKbi skEeq
- mOE fkdwg-fAqgqyg awOG-avp : [Wq [OTqyg aKd-a[Oi
- mOE fkdwg-fAqgqyg awOG-avp : KIA Kkq [aKbi KgcgEeq
- mOE fkdwg-fAqgqyg awOG-avpKgixg aSM

wkq \kq mkTjgdKgi :

- 1 ! Britton, J. - Language and Learning, Penguin Books, London, 1970.
- 2 ! Dettaven, E.P. - Teaching and Learning the Language Arts, Little, Brown & Co. Boston, 1979.
- 3 ! De Stefano, J.S. - Language, the Learner and the School, John Wiley & Sons, N. York, 1978.
- 4 ! Lightbown, P.M. and N. Spada - How Languages are Learned, Oxford University Press, London, 1999.
- 5 ! Menyuk, P. - The Acquisition and Development of Language, Prentice-Hall, London, 1971.
- 6 ! SCERT, Manipur - Teacher's Guide Book for Primary and Elementary School, 2007.
- 7 ! [IK.Kg.T.[kj.fg., aegwbj : wDjkTakjg KDsbM [OckKgizg fDjlegi wslc, 1997 (2q WOiq) !
- 8 ! FyrkA, wg.Kg.: jgwgrg\IM aegwbjg xDjkakj, [aE TEfjwDjkTc, TAWkM, 1994 !
- 9 ! Kgio, [O. TqOvkBq : aegwbjg fAqgqyg skimOE, elwIE wqDmgslKEK, TAWkM, 2012!
- 10 ! Kgio, rqDmgB.fg: [I KDfrg [OW apfp WOeOmOcg, KDfbrIEGK KDfOj, TaWkM, 1976 !
- 11 ! Kgio, rqDmgB.fg: apfpmOE fAqgqyg eg\A, KDfbrIEGK KDfOj, TAWkM, 1992 (jg.T) !
- 12 ! Kgio, rqDmgB.fg : [eyq aegwbjg xDjkakj, qg.[IK.T.[A., 1998 !

TOWARDS UNDERSTANDING THE SELF- I

(Workshop Base)

Maximum Marks : 50

External : 35

Internal : 15

Rationale :

This course aims at the inner development of the student - teacher as individuals who are engaged in a process of self - understanding and begin to take responsibility for their own learning as also the learning of their students. Such self - understanding would involve critical reflection on factors that have shaped one's identity and personality, an awareness of one's thought - patterns, motivations and behavior, and openness to learn and renew oneself. This course also intends to initiate student - teachers into a process of original thinking about their wider educational concerns and the conscious development of an evolving perspective on education.

Units of Study:

Unit I:

1. Journal Writing (10 marks)

Objectives

- To enable student - teacher to become more conscious of their responses to experience, observations of life situations, as also of ideas and issues that arise in their mind and thus developed their capacity for reflection.
- To allow for an individual contact and interaction between faculty and student

Mode of Transaction

- Each student - teacher should be asked to maintain a regular Journal in which he/she may write:
 - a) short reflective accounts of significant experiences.
 - b) observations of life situations that evoke questions and responses.
 - c) questions on education, learning or teaching that grappling with.
- The Journal should be periodically shared (once a fortnight is recommended) with a faculty who will read through it and offer brief comments, suggestions, or further questions for the student-teacher to reflect on.

2. Writing Tasks: (10 marks) Objectives

- To enable student - teachers to recall and reflect on their own educational journeys and become conscious of factors that have shaped their aspirations and expectations.
- To synthesize their experiences and learning over a period of time.

Suggested Tasks

- Writing an Educational Autobiography.
- Writing a reflective statement of aspirations and expectations, based on one's learning so far in the course.

Unit II:

Workshop 1: A Significant Event or Experience in Life (10 marks)

Objectives

- To make student - teachers aware of some key shaping factors in their lives.
- To enable an exploration of one significant event of experiences.
- To share and learn from each other's from each other's experiences.

Suggested Workshop Themes:

- Representing key events and experiences - as timeline, mind - map, pictorial poster, any other.
- Investigating the texture of one key event/experience (working with partners).
- 'What did it look like?' ; 'What did it mean?' 'What does it feel like today?'
- Sharing and assimilating a range of experiences.

Workshop 2: Learning to observe and listen. (10 marks)

Objectives

- Sensitizing student - teachers to the 'difficulty' of openness in observation and listening
- Enabling them to become aware of the nature of their judgments and 'quick' interpretation and opinion (that 'filters' or 'distorts' observations and listening)

Suggested Workshop Themes:

- Observation of nature; observation of persons; observation of (and listening to) situations
- Exercises in observation and listening to uncover one's judgments and interpretations (and slow these down, to allow for richer perceptions)
- Multiple views on a variety of situations; classroom situations and human situations in a school context

Workshop 3: Mindfulness in the Classroom (10 marks)

Objectives

- Making student - teachers aware of mind - body connections.
- Introducing approaches to mindfulness.
- Appreciating the effects of mindfulness on learning and action.

Suggested Workshop Themes:

- Sitting quietly and inviting mindfulness .
- Individual breathing exercises and self - awareness of body and mind.
- Exploring group exercises for mindfulness.
- Mindfulness through the day, in classroom, in stressful contexts.
- Mindfulness and emotional well - being.
- Mindfulness and decision making.
- Mindfulness in cognitive learning.

CREATIVE ART AND EDUCATION

Maximum Marks : 40

External : 20

Internal : 20

Contact Hours : 40

Rationale:

This course component aims to understand interconnections between art, crafts, drama, culture, aesthetics, health and livelihoods. The aim is also to appreciate and engage with a diverse range of art processes, products and performances – folk and classical through exposure and exchange. It is believed that giving opportunities to school teachers to engage with aesthetics through art forms is likely to cultivate and hone their aesthetic sense and their ability to recognise beauty and harmony as essential aspects of a life of quality.

Objectives :

- To develop an understanding of art and craft, the need to appreciate it in different forms; the scope and purpose of art education and art as the basis of education.
- To understand the range of traditional art forms and working with hands.
- To develop an appreciation for diverse music forms and the role of music in human cultures.
- To create and present pieces of performance art using music and movement.
- To identify and develop one's own creative potential.
- To recognise the role of drama as education in the elementary school.

Units of Study:

Unit 1: Creative Art Education (10 marks)

- Nature, Concept and meaning of Creative Art Education.
- Coverage of Creative Art Education: Visual Art and Performing Art.

Unit 2: Visual Art (10 marks)

- Painting, Drawing, Printing, Decorative Art, Plasticine Art.
- Terminology : Fine Art, Abstract Art, Commercial Art, Graffiti Art, Applied Art, Memory Drawing, Mural Painting, Fresco Painting etc.
- Drawing : lines, shapes/ forms.
- Drawing static and moving objects manmade and natural such as :
- Vegetable, Plant, fruits, flowers, leaves, birds, animals, household materials like utensils, furnitures which are available in locality.
- Fundamentals of colour eg. Primary, Secondary, Complementary, Tertiary/ Intermediate, Analogous, Monochromatic colour, Warm and Cool colours.
- Terminology of Art forms such as colour, poster colour, circle, colour harmony, counter, contrast, copy, earth colour, still life, sketch, tint, blend wash, mass, mosaic, foreground, Glue/ Adhesive etc.
- Drawing and painting of the moving and static objects such as flowers, fruits, plants, leaves, birds, house, hills, rivers, clouds, sky etc.

Note: *Suggested to collect artforms, picture cuts and art materials.* (Pencil HB, 2B, 4B, 6B) colour pencils, crayon (Dry) colour pastels or oil pastel etc. **Brushes:** Sable hair, Round brush no. 1,3,5,8 and Flat brush No. 3,8.

Unit 3: Performing Art (Music) (10 marks)

- ICE Breaker
- Know our Partner
- Creative music with different simple worded songs/rhymes.
- To sing National Anthem and National song.
- Teachers guidance and sample lesson plan on indigenous local folk songs: Loungak eshei, Naoshum eshei, Thabal eshei, Khulang eshei etc.
- **Hearing of sound:** Source of sound, Identification of the sound, Chinese Whispers (whispering sound), Respond to music.

Unit 4: Performing Art (Dance and Drama) (10 marks)

Dance:-

- Basic footsteps, hands position, movements and symbolic gesture of chosen dance forms of India (Folk /Classical).
- Understanding of rhythmic time cycles using 4,6,8 beats.
- Study on a simple forms of dancing and its coordination of part of the body movements when during the time of dancing.
- Identify classical and regional dance forms of India and describe one each of them, their background, costume as well as base music of the dance both vocal and instruments.

Drama:-

- Practices of self realisation through nature and other surrounding by means of knowing, observing, awareness and its growth – a living and growing conscious the self. To develop sensitivity, understanding and strengthen their power of observation, concentration, reasoning, imagination and analysis of objects.
- Physical and mental exercises selected for development of body, body balance and five senses through physical exercise and meditation.
- Understanding the concept of bhava Rasa and abhinya of dramatic literature of India and regional forms.
- Understanding the mechanism of voice production and development of voice, volume, pitch, tone, projection and octave.
- Practising good speech by reading of prose, poetry, dialogue of dramatic text and newspaper reading.

Suggestive Readings :

- i) Published by Board of Secondary Education, Manipur – *Art of Healthy and Productive living*
- ii) NCERT, New Delhi. – *Art Education Teachers Handbook*
- iii) Kanishka Publishers Distributors, New Delhi - *Art Education (Concepts, Epistemicity and role)*
- iv) Das Gupta - *Stage Lightning*
- v) State Institute of Education, Gangtok, Sikkim - *Teachers Guide (Creative Expression)*
- vi) NCERT - *Training Package on Arts Education for Primary Teachers 2010-2011*
- vii) SCERT, Manipur - *Training Modules*
- viii) Nadakishor - *Abhinya Darapan*

ix) Bharata Natya Shastsa - Rasa Theory

x) NCERT, (2006). Position Paper National Focus Group on Arts, Music, Dance and Theatre, New Delhi: NCERT.

CHILDREN'S HEALTH AND PHYSICAL EDUCATION

Maximum Marks: 30

External: 15

Internal: 15

Contact Hours : 40

Rationale :

This course aims to unfold the reciprocal relationship between health and education. Health is a necessary condition for learning apart from being a basic right of every child. Enrolment, retention, concentration and learning outcomes in the classroom have a strong linkage with a child's physical and emotional health. It becomes essential for the teacher to locate the social determinants of health and to root any health communication/education in the socio-economic and cultural context of the child. This aim is also to equip both the teacher and the children understand health issues determined by socio-economic context.

Understanding a child necessarily includes understanding the health of the child within a social context. A course on health lend a natural opportunity for teachers to understand children in their life context and increases sensitivity to the children and their socio- economic background. It is possible to address issues of teacher attitudes, engagement and willingness to accept diversity in their classroom. This is apparently to help teachers move towards a broad vision of inclusive education through an understanding of health and well-being in the broadest sense.

Objectives :

- To appreciate the need and importance of Physical, Emotional Health, Social Health and Education.
- To acquire the knowledge of practices of Planning, Organisation and Conduct of activities relating to childrens' physical, Emotional and Health Programmes.
- To identify health practices under different areas of health education.
- To prepare and select suitable strategies for effective transaction of curriculum for healthy school environment.
- To identify the teachers role and responsibilities in the pupils healthy living.
- To understand them the different changes of body from childhood & adulthood and their reasons.
- To appreciate & deal with the feelings associated with adolescent growth.
- To explain what Life Skills are and their relevance to dealing with day-to-day life situations.
- Developing them the Life Skills.

Units of Study:

Unit 1: Class formation and Assembly (6 marks)

- Line (file) formation (Single line, Double line and so on) by the process of open order march;

Fundamental skills of drill and marching (standing positions; turning positions and marching on the spot)

- Conduct of School Assembly and Announcement of any important information/ news and singing of Regional/National Patriotic songs.

Unit 2: Warming up and its importance (6 marks)

- Practising of warming up activities , importance of warming up. Jogging on the spot, Arm & Leg swing exercises, Trunk bending forward, backward and alternate toe touching.
- Body Balancing - Aeroplane, Frog and Tada balancing etc. Recreational Games - Dodge ball, Find the Partner, Good Morning, One bone two dogs, Kwak-kwak, Sevoti, Tong-tong-tongdum-bee, etc.

Unit 3: School Health Programmes and Healthy Living: (6 marks)

- **School drinking water, facility and availability**- sources of drinking water and its safety measures and maintenance are to be made aware to the trainees.
- **School Sanitation facilities**- Toilet /Washroom system, Drainage system, **Building type**-flooring wall system(Kacha/Pucca), school campus, plantation, beautification and maintenance.

Unit 4: Care of body parts and Health Instruction and Immunisation (6 marks)

- Care of Eyes, Ears, Nose, Teeth and Head, Instructions, norms and practices to be followed for the care of these body parts, Immunisation - its importance and need.
- Health Check-up and its needs. Availability of health service providers- Primary Health Sub-Centres (PHSCs), Primary Health Centre (PHCs), Community Health Centres (CHCs), District Hospitals and Medical Colleges available in the concerned District, AYUSH -Availability and Functions.

Unit 5: Adolescence Education and Life Skills development (6 marks)

- Concept and definition of Adolescence Education, Life Skills & development.
- Understanding adolescence, Puberty, Mental well being, Social well being and growing up process.
- Activities: Life Skills development of self-awareness, Critical thinking, Creative thinking, Problem solving, Decision making.

Activities:

The trainees should have school visits and observing the individual student's needs and cleanliness, caring of their sense organs and make them to understand health care, facility available in their locality, District.

Suggestive Readings:

1. Deshpande, M; R.V. Baru and M. Nandy(2009) - Understanding Children's Health needs and programme responsiveness. Working paper, New Delhi, UNICEF.
2. Mid- Day Meals – A Primer, (2005) Right food Campaign, Delhi.
3. Deshpande, M.R. Dashgupta; R.V. Baru and Mohanthy (2008) - The Case for cooked meals; Concerned regarding proposed policy shift in MDM and ICDS Programme in Indian Paediatrics- PP 445-449.
4. Samson, M. Noronha, C.and De. A (2005) - Towards more benefit from Delhi's Mid Day Meal Scheme Rana Varu(ed). School Health Services in India. The Social and Economic contexts, N. Delhi, Sage.

5. M.L. Kamlesh. M.S.Sangral - Methods in physical Education;
6. A Handbook on National Fitness Crops, Ministry of Education, Govt. of India.
7. Pandit Ramphunath - A Practical Guide on Speaking of Yoga
8. Dr. M. Pandit M.P. - Yoga for Modern Man
9. Dr. M. Agni Singh - Yoga (Manipuri version)
10. Dr. R.K. Roshni Raj Lakshmi - Yoga for the Common Man
11. Prakash Brothers - History of Physical Education
12. Sh. John Ambulance - First Aid Manual
13. Frost J. Wortham. S.C, Riefel, R.S.(2005) - Play and Child Development Prenice Hall.
14. A Handbook for Teachers on Art of Healthy & Productive Living for Classes I to V, Board of Secondary Education, Manipur.
15. MHRD, GOI & UNFA, 2007- Teachers Workbook for Students Activies, Swati Soharia, Springdales School, Pusha Road.
16. Jawaharlal Pandey, Saroj Yadav, Kanan K, Sadhu, NCERT, NPEP - Adolescenec Education in Schools.
17. NCERT, N-Delhi, NPEP- Population Education, Source Material.
18. NCERT, N-Delhi, NPEP- Adolescence Education, Source Material.

WORK AND EDUCATION

Maximum Marks : 30

External : 15

Internal : 15

Contact Hours : 40

Rationale :

Work Experience has been renamed as Work Education (N.C.F. 2005) and thus makes it an integral part of education. Work Education is a curricular area for providing children with opportunities for participation of social and economic activities inside and outside the classroom, which would enable them to understand scientific principles and produces involved in different types of work. The productive manual work situations were to be drawn from the area of health and hygienes, food, shelter, clothing, recreation and community service. The competencies to be developed in this field should include knowledge, understanding, practical skills and values through need based life activities.

Objectives:

This course seeks to facilitate the student teacher to :

- understand the importance of Work Education for students at elementary level.
- identify community resources and utilize them for the implementation in Work Education.
- understand the current trends in Work Experience and incorporate them in teaching.
- understand the traditional art of working with hands and the range of activities.
- appreciate skills in Work Education and develop the sense of dignity of labour.
- integrate Work Education with teaching subjects at elementary level.

Introduction

- Concept of Art of Healthy and Productive Living (AHPL) at Primary Stage.
- Aims and objectives of AHPL.
- Areas of AHPL and selection of different activities.
- Method of teaching.
- Planning and Organising Activities.
- Evaluation of AHPL, Methods, Formative and Summative Evaluation and Tools.

Practicum Area

Unit 1: Essential activities (20 Marks)

- Washing hand before and after meals.
- Brushing and cleaning teeth
- Sharing lunch box
- Classifying food into fruits, vegetables, cereals, pulses, sugar, milk products, fats, oils, meat products, etc.
- Care of nails
- Care of pets
- Painting of pottery items.
- Help in preparation and distributing of Mid-Day- meal in composite school.
- Preparation of toys and other play materials for self and primary classes.
- Plantation of shady/ornamental trees.
- Preparation of family budget and maintenance of daily household accounts.

Unit 2: Elective Activities (10 marks)

Work practice at this stage is to take the form of projects with sequential activities in respect of vocations in production or service sector. Such projects/pre-vocational courses are intended to lead to intensive skill formation and proficiency in work which would be conducive to increase productivity and capacity on the part of pupils to engage in work which enables them to earn while they learn.

A list of activities/projects/pre-vocational courses is given below :

- Raising of flowers, vegetables, plants and their seeding in nurseries.
- Development of plants by vegetative propagation - budding, grafting, cutting etc.
- Raising poultry birds for eggs and table purposes.
- Food preservation making of jam, jelly, tomato ketchup etc.
- Bee-keeping, bottling and marketing of honey.
- Mushroom cultivation for consumption, preservation or sale.
- Fish rearing in small ponds.
- Tieing, dying and screen printing as commercial ventures.

Out of the above list of elective activities each student is to select two activities project from the different areas (food, health and hygiene, clothing, shelter, recreation and community service).

Suggestive Readings:

1. The Educational Planning group, Delhi & Arya Publishing House Karol Bagh, N. Delhi - Home Management
2. NCERT - Socially useful and productive work Source book - Volume I, II, III, IV.
3. PSS Central Institute of Vocational Education, NCERT - Guidelines for implementation of work education programme in schools
4. NCERT and BOSEM- Art of Health and Productive Living, A handbook of teachers I-V.

YOGA EDUCATION

Maximum Marks: 50

External : 25

Internal : 25

Contact Hours : 50

Rationale :

This course unfolds the reciprocal relationship between health and education. Health is a necessary condition for learning apart from being a basic right of every child. Enrolment, retention, concentration and learning outcomes in the classroom have a strong linkage with a child's physical and emotional health. Understanding a child necessarily includes understanding the health of the child within a social context. A course on health lends a natural opportunity for teachers to understand children in their life context and increases sensitivity to the children and their socio- economic background.

Objectives:

- To remove ignorance from life, egoism, attachment, detachment, yearning desire to life.
- To enter into state of highest consciousness that manifests in life as truth, pure consciousness absolute knowledge, bliss and love.
- To remove suffering from the diseases and come to real life.
- To develop an understanding aspects of a child's physical mentally, motor social and emotional development.
- To teach the need and importance of Physical Emotional Health, Social Health & Education.
- To acquire the knowledge of practice of planning, organization and conduct of activities relating to children's physical, emotional and Health programme.

Introduction:

- Meaning of Yoga.
- Aims and objectives of Yoga
- Schools of Yoga - Raja Yoga and Hatha Yoga.
- Topic concept of holistic health an integrated approach.

PRACTICUM: (50 marks)

- Breathing exercise
- Loosing exercise
- Quick Relaxation Techniques(QRT)
- Surya Namaskar
- Asana
- One Asana each from Standing, Sitting Postures, Supine Postures
- Deep Relaxation Technique (DRT)
- Pranayama
- Mudra , Bandha, Meditation
- Hatha Yoga Practices.

Suggestive Readings:

1. Aao Kadam Uthaein: Ek Sahayak Pustika, USRN-JNU, New Delhi. (A resource tool/book for schools to address issues of health infrastructure and programmes)
2. Baru, R. V. (2008). School Health Services in India: An Overview. Chapter 6 in Rama V. Baru (ed.) School Health Services in India: The Social and Economic Contexts, New Delhi: Sage publication, PP142-145.
3. CSDH, (2008), closing the gap in a generation, Executive Summary of the Final Report of the Commission on Social Determinants of Health, WHO, WHO, Geneva, PP 0-9.
4. Deshpande, M., R.V. Baru and M. Nundy, (2009). Understanding Children's Health Needs and Programme Responsiveness, Working Paper, New Delhi: USRN-JNU.
5. Ramachandran, V., Jandhyala, K. and Saihjee A. (2008). Through the Life Cycle of Children: Factors that Facilitate/Impede Successful Primary School Completion in Rama V. Baru (ed.) School Health Services in India: The Social and Economic Contexts, New Delhi: Sage.
6. Ashtekar, S. (2001), Health and Healing: A Manual of Primary Health Care, Chapter 36- Childhood Illnesses, Orient Longman: Chennai.

SCHOOL INTERNSHIP

Maximum Marks : 100

Duration : 45 days

Primary Classes(Class I -V)

Rationale :

School Internship is a thrust component of teacher education programme. This internship provides a platform to the student teachers for integrating and applying theoretical knowledge to the real school functioning & classroom situation and teaching - learning process. During the school internship the student-teacher would accrue intensive experience, planning, teaching, development of TLMs and school profile, analysis of school textbooks & resource material, exposure to school environment, engaging to various school activities, etc. This field experience intends the student teachers to enhance the necessary professional skills of effective teaching learning in diverse classrooms of our multicultural society.

Objectives:

- To observe children and the teaching learning process in a systematic manner.
- To learn to relate and communicate with children.
- To evaluate school textbooks.
- To develop other resource material which can be used by the intern later in her teaching.
- To develop skills for systematic observation.
- To participate in teaching school subjects for the children of classes I to V.

These objectives can be achieved by the following activities of the programme:

Activities

Mark allocation (Internal)

- Developing School profile. 4 marks
- Developing Students' Profile (Case study of 5 students) 10 marks

- Analysis of Text Books/Resource material 10 marks
- Developing two Resource materials 12 marks
(teaching aids one for each subject)
- Demonstration and Criticism Classes (Pre-internship) 6 marks
One in each subject. 3 demonstration, 3 criticism lesson
- Lesson Plan - 60 lessons 30 marks
(20 lessons in each subject)
- Peer observation(during internship) 9 marks
(3 in each subject)
- Assessment (CCE) one for each subject. 6 marks
- Conduct of Community Survey 4 marks
- Development of Reflective Journal (one for each subject) 9 marks

45 days internship is to be carried out in the first year. There in the student teachers have to be placed in various co-operating schools. The number of student teachers to be allotted to a particular school should be restricted to 4-5.

Pre-Internship : 10 days

The Pre-internship will be of 10 days duration, during which necessary orientation programme will be conducted by the Institute. The following activities should essentially be discussed in the orientation programme.

- Preparation of students and school profile.
- Analysis of textbooks.
- Development of resource materials.
- Discussion of Unit Planning, Lesson Planning, Unit test, Diagnostic tests, CCE.
- Discussion of records to be maintained by student - teachers.
- Demonstration lesson one in each subject by concerned teacher educators and followed by discussion (English/Manipuri, Mathematics, EVS).
- Execution of one well planned lesson in each of the subjects by student - teachers(Criticism lessons) (English/Manipuri, Mathematics, EVS).
- Observation of lessons of their peers in each of the subject and followed by discussion.
- Conductions of Community survey.
- Expectation from student teachers in schools.
- Orientation in writing Reflective Journal.

Internship : 35 days

Every student teacher shall have to undergo an internship of 35 days. During this period the student teachers shall teach 60 lessons in the school taking equal numbers of lessons from three opted method subjects (English/Manipuri, Mathematics, EVS) under the supervision of the respective teacher educators.

During practice teaching the student teachers shall conduct tests. Children assessment record (CCE) shall be maintained. The student teachers shall organise and participate in all school activities.

First day will be utilized for developing rapport with school.(Students, teacher, Head Master, other staff etc.)

School Profile:Types of school/infrastructure, facilities, teachers, students and community information

and learner performance.

Student Profile: Profiles of 5 students of Practising School depicting language, socio-cultural background hobbies, interest, learning needs and health status, achievements, parents occupation, their educational qualification, siblings etc.

Analysis of textbooks/resource material: Text Analysis will examine stereotypes related to gender, religion, caste, and community.

Peer Observation: Two student teachers may be placed in a classroom, while one interacts with the students. Other can observe and record observations in a journal.

Community Survey: Visiting at homes of few children, interacting with members of the community to understand their needs, communicating to community members about school practices/ process. Planning and utilizing community resources for school (Group Activity).

Reflective Journal: Student teachers are required to prepare a Reflective Journal comprising of the following:- Self attendance record, student attendance record, topic of lessons delivered for each subject during internship, method of teaching used in each lesson, teaching aid used/ activity demonstrated, test record of the students, any activity conducted, school assembly.

The entries of the reflective journal will be analytical answering “What” is new and different from their previous understandings, “Why” certain observations made by them with regard to instruction, classroom management, PTAs etc. are different/same and “How” these observation might lead to a criticism and change in their practice.

Syllabus of D.El.Ed. Course -Second Year

COGNITION AND LEARNING IN THE SOCIO-CULTURAL CONTEXT

Maximum Marks: 100

External : 70

Internal : 30

Contact Hours : 90

Rationale :

The course aims towards helping student - teachers to understand various theories about how children learn, how learning and cognition are understood by various theorists. This would lead student- teachers to construct an understanding of learning for their own selves which they would be able to use in the classroom. This, it is hoped, would help the teacher become more of a supporter and facilitator rather than an instructor.

Another pertinent aim is to enable the students develop an understanding of the research methods employed to understand children in their multiple contexts. It is envisaged that the students would use some of these methods not only to hone their skills in the same but also in learning about reflection and analysis on the data gathered through these means. This implies strengthening linkages between theory

and practice through various field - based assignments.

Objectives:

- To understand the process of thinking and learning in children through different theories/ perspectives and reflect on their relevance in the teaching- learning process.
- To understand how different perspectives/ theories contribute to an overall understanding of development and the child as a socio-cultural universal.
- To bring the implications of theory into the centre of the study of children; to provide for opportunities such a way that the student teacher is able to visualize the linkages with theory in the real life interactions with children.
- To enable the student teacher to visualize the linkages with theory in the real life interactions with children.

Units of Study:

Unit 1: Learning - Cognition Perspectives (14 marks)

- Constructivism : introduction to concept; Piaget's theory: what is learning, structures and processes of cognitive development, cognitive conflict, characteristics of thought in different stages, implications for teaching- learning.
- Vygotsky's theory: introduction, the general genetic law, concept of ZPD, tools and symbols in development, implications for teaching.
- Information process approaches: basic architecture of the mind (working memory, long term-memory, attention, encoding and retrieval); knowledge organization and learning as change in declarative memory; schema change or conceptual change; how these develop in a continuous fashion.
- Constructivist view of learning: top-down processing; cooperative learning; discovery learning.
- Methods of gathering data about construction of knowledge: observation; interviews; clinical methods with reference to Piaget.

Unit 2: Learning : Behavioural Perspectives (14 marks)

- Concept of learning; Transfer of Learning.
- Trial and error learning.
- Classical conditioning (Pavlov).
- Operant conditioning (Skinner)
- Principles of behavioural learning; the role of consequences, reinforcers, punishers, immediacy of consequences, shaping, extinction, schedules of reinforcement, maintenance and the role of antecedents.

Unit 3: Role of Play, Language and Communication in Learning (14 marks)

- Play : meaning, characteristics, kinds, types and functions; its linkages with the physical, social, emotional, cognitive, language and motor development of children; cross- cultural and socio-economic differences in children's play.
- Games and group dynamics, rules of games, Learning of negotiation and conflict resolution.
- Language: Mode of communication; perspectives in language development (with reference to early stages); Skinner; Social learning theory of Bandura and Walters; Chomskian perspective.
- The uses of language: turn talking, interactions, conversations, listening.
- Bilingual or trilingual children: Implications for teachers - multilingual classrooms; story telling as a pedagogic tool.

Unit 4: Learning Differences (14 marks)

- Intelligence and Learning : Concept and definition intelligence; theoretical perspectives of intelligence -Spearman's and Cattle's Fluid and Crystallized Intelligence, Gardner's Multiple Intelligences, Stenberg's Triarchic Theory; Distributed Intelligence.
- Measuring intelligence - Binet Scale, Wechsler Scale, I.Q (earlier concept and recent concept).
- Motivation and Learning : Behaviourist perspectives of motivation - responses to reinforcers; Cognitive perspectives of motivation - intrinsic motivation; fostering motivation in the classroom. Self-Regulation; promoting Self-Regulation in the classroom.
- Exceptionalities in Learning - gifted children, mental retardation, learning disabilities, Attention-Deficit Hyperactivity Disorder, Autism, Dyslexia, writing disabilities.
- Addressing learning differences: identifying gifted, mental retarded, and children at risk; intervention programmes.

Unit 5: Learning in Context (14 marks)

- Immediate Environment : Learning through consequences of behaviours ; learning by observing other people; learning by observing what happens to others; situated learning or situated cognition.
- Social Interaction : Co-constructing knowledge, Mediated learning experience; Distributed cognition, neighbourhood and community.
- Culture and Society : Concepts,cognitive tools and cultural barriers in school learning, Influences of Gender and institution on learning.
- Social Inequalities on nutrition : housing, background knowledge, quality schools; policies and programmes of the State.
- Supportive Contexts for Learning : encouraging productive behaviours; physical and social support for effective cognitive processes; broader contexts of students life; identification of different resources agencies and for successful learning.

Mode of Transaction:

- Classroom discussions for developing conceptual understanding.
- Close reading of text materials / papers.
- Individual and group presentations of issues and concerns raised in assignments.
- Theoretical and practical activities/ exercises/ investigations; analysis interpretation of collated observations, systematic data.
- Expertise/ Specialization required to teach this course Master in psychology/childDevelopment.

Activities (to be conducted internally) :

Task 1: Experiments (10 marks)

Conducting at least two experiments on:

- Learning and retention of various kinds of semantic materials;
- Transfer of Learning;
- Motivation;
- Conservation using Piagetian type tasks.

Task 2: Psychological Tests (10 marks)

Administering and scoring at least two psychological tests:

- Intelligence tests;

- Creativity tests.

Task 3: Project Works (10 marks)

Conducting at least one project work:

- Study of sociometric status of a child;
- Case study of a child;
- Observing and reporting about some behavioural aspects of a learner through check list;
- Preparing cumulative record cards and report of five children of 10 + and 11 + age group.

Suggestive Readings:

- Elkind, D. (1976)- Child Development and Education. Oxford University Press.
- McDevitt, J.M., & Ormord, J.E. (2002)- Child Development and Education New Jersey: Merrill Prentice Hall.
- Mukunda, Kamala V. (2009) -What Did You ask in School Today? A Handbook on Child Learning. Noida: Harper Collins. Chapter 2: Learning, PP 22-50; Chapter 6: Moral Development, PP 117-146; Chapter 10: Emotions, Learning and Emotional Health,PP 222- 253.
- Vygotsky L.S.(1997)- Interaction between Learning and Development in Gauvian M and M. Cole(eds) Readings on the Development of Children. New Yorl; W.H. Freeman.
- Wood D. (1988)- How Children Think and Learn. Oxford;Blackwell.
- Practicum: Peep into the Child's World- What and How -II
- Experiments, psychological tests and project works related to topics in Units 1-5 constitute the practical work of the course. Each student needs to conduct two experiments, adminiter two psychological tests and conduct one project work. A suggested list of experiments, psychological tests and project works is given below:
- Bettelheim B.(19878)- The importance of Play. The Atlantic Monthly, March.
- Bodrova E. and Deborah J. Leong (1996)- Tools of the Mind.New Jersey; Merrill Chapter 3; The Vygotskian Framework and other Theories of Child Development, Chapter 10: Play as a leading activity.
- Cox M. (2005)- The Pictorial World of the Child, New York; Cambridge University Press;
- Erikson, Eric H.(1972)- Play and Development. New York; W.W. Norton.

SCHOOL CULTURE, LEADERSHIP AND CHANGE

Maximum Marks: 50

External : 35

Internal : 15

Contact Hours : 50

Rationale :

The purpose of education is to enable happy, meaningful learning environments for all children. Between the 'idea of education' and the implementation of an educational programme is a long journey that witnesses a range of dynamics amongst several important players. These include teachers, parents,

school heads, district and block level education functionaries, academics, educators, the community, government planners and policy makers and children.

How are schools organised? What roles do government functionaries perform to help schools provide quality education? What kind of leadership enables effective school education? How are educational standards defined? What are the processes of change facilitation in education? This course brings together pieces of the puzzle that constitute effective school education. Through workshops, discussions, readings, field-based project work and project presentations, students will develop an understanding of the range of factors that enable proper school organisation and management

Objectives :

- To familiarize student teachers with the structure and process of the Indian education system.
- To help student teachers to develop a critical understanding of the notion of school organisation and management in the context of the structures and process of the education system.
- To enable student teachers to develop a comprehensive understanding of context- specific notion of school effectiveness.
- To enable student teachers to develop an understanding of school leadership and change management.
- To help student teachers make connection between field based project work, educational leadership and change facilitation.

Units of Study:

Unit 1: Structures and process of the Indian Education system (12 marks)

- Types of school within different administration bodies.
- A broad comparative analysis upon Government schools and Private schools in Manipur.
- Roles and responsibilities of education functionaries.
- Relationship between support organisations and the school.
- Understanding and interpreting educational policies that impact schools.
- School organisation and School management.

Unit 2: School Culture (8 marks)

- What is School culture?
- Identification of School culture.
- School culture and organisation.
- Role of School activities such as assemblies, annual days etc. in the creation of school culture.

Unit 3: School effectiveness and School Standards (12 marks)

- What is school effectiveness and how it is measured?
- Understanding and developing standards in education.
- Classroom management and the teacher.
- Lesson plans, preparation for transaction and inclusive education.
- Communication in the classroom and multiple learning levels in the classroom.
- Meaning of lesson plan and preparation for transaction.

Unit 4: School Leadership and Management (8 marks)

- Administrative leadership.
- Team leadership.

- Pedagogical leadership.
- Leadership and integrity.
- Leadership for change.
- Change management.

Unit 5: Change Facilitation in Education (10 marks)

- Sarva Shiksha Abhiyan (SSA) experiences.
- Equity in education.
- Incentives and schemes for girl children.
- Issues in educational and school reform in the context of RTE Act, 2009.
- Preparing for and facilitating change in education.

Mode of Transaction:

- Field visits: centre of innovation, different school types.
- Close reading of specific texts.

Suggestive Readings:

1. Education and National Development, Report of Education Commission 1964-66 Vol- I New Delhi NCERT, 1970.
2. J.C Agarwal -Educational Technology and Management: Vinod Pustak Mandir, Agra
3. Batra, Sunil (2003) from school inspection to school support, In. N.Sood (ed) Management of School Education in India: NIEPA: New Delhi.
4. Early, P. And D. Weindling (2004) -A Change Discourse: from management to leadership. In Early, P. And D. Weindling (ed)-Understanding School Leadership Paul Chapman Publications: UK.
5. Fullan, M. (1993)-Why Teachers Must Become Change Agents. In Educational Leadership, 50 (5)
6. Govinda R. (2001)- Capacity Building for Educational Governance at local levels. Paper presented at the International Consultation on Educational Governance at local levels, held at UNESCO, Paris PP 27-28 February 201.
7. Majumdar, S (1990) - Infrastructure and Educational Administration.
8. Mukhopadhyay and Parkar - Indian Educational: development since independence, Vikas Publications: New Delhi.
9. Jha, Madan (2002) - School Without walls Heinmann: New Delhi PP 22-40; PP 128-155.
10. Marzano, R, Waters and McNulty (2005) School Leadership that Works ASCD: Virginia PP 13-27; PP 41-64.
11. Jagannath Mohanty Susandhya Mohanty (2011) - Inclusive Education, Its Evolutionary Growth: Deep & Deep Publication Pvt. Ltd, New Delhi.
12. D.S. Srinivastava, Monica Tomar (2007) - Elementary Education: Isha Books, Delhi

Contemporary Indian Society

Maximum Marks : 100

External : 70

Internal : 30

Contact Hours : 90

Rationale:

This course involves an understanding of the events and issues that have influenced and continued to shape the lives of people in India. The students would gain a perspective on historical, political, economic trajectories of Indian society. Through the study of policy, institutions, economy, society and policies within India, this course exposes students to significant issues in the contemporary Indian setting. A critical understanding of our contemporary Indian Society becomes indispensable for a teacher, who needs to respond to the social context of children and their diverse life experiences. It has been structured into themes and draws upon different social science disciplines to facilitate a broad understanding of the complex nature of issues and topics under discussion.

Objectives :

- Familiarize with the socio-political, economic dimensions of Indian Society and appreciating its diversity.
- To develop an understanding of the trends, issues and challenges facing contemporary Indian Society.
- To understand the relationships between specific political institutions, economic policies and social structures in order to comprehend the achievements, persistent problems and challenges facing contemporary Indian Society.

Units of Study:

Unit 1: India: Emergence from the Freedom Struggle (20 marks)

- Salient features of Indian society -caste, religion and linguistic component.
- Institutional structures of the Indian nation state: Continuity and change in colonial apparatus.
- Anti-colonial struggle and different visions about independent India.
- Impact of colonialism on Indian Society, economy and policy.

Unit 2: Constitution of India and Education (20 marks)

- Constitutional vision of India: Preamble to Indian Constitution.
- Constitution and Education: Concurrent status of education.
- Policies, Acts and provisions related to education and children with reference to class, caste, tribe, religion, language and gender.
- Reservation for an egalitarian Society.
- Equality and Justice in the Indian Constitution, differential school system and the idea of common neighbourhood school.
- Right to Education Act, 2009(Salient features)

Unit 3: Democracy in India (20 marks)

- Executive, Legislative and Judiciary : Centre and State relation.
- Democracy, Party system and Electoral Politics.
- Decentralization and Panchayati Raj Institution(PRI) specifically through 73rd and 74th amendment.
- Grassroot social and political movements and Indian democracy: Dalit and Tribal
- Challenges to Indian democracy in relation to caste, class, gender, religious and linguistic identities.

Unit 4: Indian Economy and its special reference to Manipur (20 marks)

- Meaning and politics of development and its effects.

- Issues and Debates on Liberalization, Privatization and Globalization.
- Development and Environmental concern in Manipur.
- Agrarian economy: land ownership in valley and Hills of Manipur, Agriculture labour, agricultural production, market and credit.
- Labour force in unorganised sector and migrant workers, Impacts of migrant workers in Manipur.

Unit 5: Some Suggested Projects on Contemporary Indian Issues (20 marks)

(Any two projects)

- Critical appraisal of Constitutional values as practices in an Educational Institution
- Comparative study of different workplaces.
- Conflicts and Social Movements in India: Women, Dalit and Tribal movements, Displacement and Development, Land, Human Rights, Communal mobilisation
- Educational debates and movements.
- First generation learner in school.
- Children with disability and inclusive education
- Role of Media in Democracy
- Understanding childhood in India
- Analysis of contemporary debates in media
- Education for Peace
- Construct of the child and school in RTE Act
- Language within school
- Tracing any farm/industrial product to its origin
- Role of State and international political economy in producing and addressing marginalization
- Linguistic and religious diversity of India
- Significance of minority rights.
- Educational status, opportunities and experiences of Dalits, Tribals and Religious minorities in India.
- Marginalization and education of children from slums and distress migration.
- Challenges of pluralist education in the context of conflict.
- Impact of electronic media on children.
- Understanding youth culture in the present times and the impact of internet and other visual mediums.
- Globalisation and aim of education: meaning of globalisation, impacts and aims of education, quality concerns in education with reference to globalisation, preparation of life long education.

Mode of Transaction:

- Teachers should incorporate discussion, projects, documentaries, movies and field based projects.
- Critical reading and literature review of various articles, policy documents, documentaries, movies should be done.
- In a group, student-teacher should conduct field based projects and be able to analytically document their findings.
- Dialogue and discussion are the key for the transaction in this course.

Suggestive Readings :

1. NCERT (2009) *Social and Political Life-I*, Class VI Textbook, Unit 2 and 3.
2. NCERT (2007) *Social and Political Life-II*, Class VII Textbook, Chapter 1 & 2
3. NCERT (2008) *Social and Political Life-III*, Class VIII Textbook, Unit 1, 2 & 4

4. IGNOU Unit 10 Indian national movement in Block-3 *Emergence of Independent India*. In (FGS) Foundation Course in Humanities and Social Sciences.
5. Kasturi, K. (2008) - Of Public Purpose and Private Profit. Seminar No. 582. February (Special Economic Zones Issue)
6. *Right to Education Act 2009*
7. Kashyap. Subhash C. (1992) - *Out Parliament*, New Delhi : National Book Trust.
8. Sadgopal, A (2000) - *Shiksha Main Badlay ka Sawal: Samajik Anubhavo se Niti Tak*. Delhi: Granth Shilpi.

Documentaries/DVDs for Discussion

1. *So shall you Reap*, 35 min. 2007 by Ajay Bhardwaj (A film on genetically engineered (GE) seed with specific reference to India)
2. *The Bitter Drink*. 27 min by P. Baburaj & C. Saratchandran (Chronicles the struggle of the tribal community, against the mighty global gain Coca Cola; also discuss the issue of the ownership of natural resources, mainly water).
3. *Cry of Forest*, 30 min. 2001 by Krihnendu Bose (Film on the politics of conservation, it tries to look into a more holistic meaning of conservation where people also are part of the forest and animals)
4. *Unlimited Girls*, 94 min. 2002 by Paromita Vohra (A Feminist tale told through conversations with cab-drivers, activists, yuppies, cop-scriptwriters, teachers, colleges students and a cast of oddly named and unseen women in chatroom)
5. *I Wonder*, 60 min by Anupama Srinivasan (On schooling in India)
6. Movie 1974 *Earth* (1999) by Deepa Mehta.
7. Movie *Rabba Hun kee Kariye* by Ajay Bhardwaj

PEDAGOGY OF ENGLISH LANGUAGE

Maximum Marks: 100

External : 70

Internal : 30

Contact Hours : 90

Rationale:

This course focuses on the teaching of English to learners at the elementary level. The aim is also to expose the student - teacher to contemporary practices in English Language Teaching (ELT). The course also offers the space to criticize and analyse the existing classroom methodology of English Language Teaching.

The theoretical perspective is based on a constructive approach to language learning. This course will enable the student-teacher to create a supportive environment which encourages their learners to experiment with language learning. The course will also focus on developing an understanding of second language learning.

Objectives:

- Equip student - teachers with a theoretical perspective on English language as a second language;
- Enable student - teachers to grasp general principles in language learning and teaching;

- To understand the young learners and their learning context;
- To grasp the principles and practices of lesson unit and lesson planning for effective teaching of English language;
- To develop classroom management skills, procedures and techniques for teaching language;
- To examine and access the resources and materials used in study;
- To develop more resources and reading materials for use with the learners for language learning - teaching and testing;
- To examine issues in language assessment and their impact on classroom teaching;
- To enable them for taking up remedial teaching to the specified learners in an appropriate situation;

Unit of Study :

Unit 1: Approaches to the Teaching of English (20 marks)

- A historical view of English as a second language.
- General Principles of Teaching English.
- Behaviouristic, Structural Approaches and Eclectic Approach: The Cognitive and Constructivist approach, nature and role of learners, different kinds of learners - young learners, beginners, teaching a large classroom, Socio - Psychological factors (attitudes, aptitude, motivation, needs, aspiration level).
- Methods: Grammar-Translation Method, Audio-Lingual Method, Bilingual Method, Direct and Indirect Methods, Inductive and Deductive Methods, the Kindergarten and Montessori Method.
- Communicative language teaching: focussing on meanings, role of textbooks and supplementary readings, teacher as facilitator and classroom manager.

Unit 2: Issues of Teaching English at the Elementary Stage (20 marks)

- Issues of learning English : multi-lingual/multi-cultural society; Manipur.
- Teaching English as a second language : foreign language, development, socio-economic and psychological factors; Teaching English language in India affecting key factors; appropriate age of teaching of English.

Unit 3: Teaching Strategies (Workshop based activity) (20 marks)

- The textbook : Critical analysis of the textbook, personal response to poems and stories, adapting the textbook
- Beyond the textbook : including children's literature in the classroom (poems, stories, songs etc).
- Listening and Speaking Skills : face to face interaction/ conversation, Physical response simple instruction, story - telling, pair work and group - work meaningfully to encourage and participation - student teacher as researchers, some activities for the classroom poems, songs, chants, story - telling, role - play, situational conversation. Vocabulary development: using pictures, flow charts, flash cards, pronunciation, rhythm, stress, intonation and evaluation.
- Reading : beginning reading - The Alphabet method, Phonetic method, reading with meaning, teaching of vocabulary, teacher's loud reading and post reading activities. Comprehension Skills; guessing meaning from context, word attack skills, types of reading -independent reading, guided reading, chorus reading, individual reading, shared reading, aloud and silent reading and evaluation and development of children's vocabulary bank.
- Writing :- Providing strategies for writing: pre, during and post writing stages; pre-writing: brainstorming, discussions, reading; Writing as a process : brainstorming, drafting, publishing, sharing, Controlled, Guided; Free writing: letters, daily diary/ journals, using pictures; evaluation.
- Teaching grammar : Strengthening language acquisition; knowledge about language; with play, fun

and joyful activities.

Unit 4: Learner Assessment (Workshop based activity) (20 marks)

- Assessing of speaking and listening: using interviews, story : telling, re-telling.
- Assessing of reading comprehension: using miscue analysis meta linguistic awareness.
- Teacher's diary : anecdotal records, assessing writing, informal feedback from teacher, measuring progress.
- Responding to content and form, using portfolios for subjective assessment, continuous and comprehensive assessment.
- Attitude towards errors and mistakes in 2nd language learning, error analysis and remedial teaching.
- Review of current assessment procedures : cursive writing, dictation, closed questions and answers, utilization of feedback, correction with using the appropriate codes and bench marks, peer assessment.

Unit 5: Planning and Material Development (Workshop based activity) (20 marks)

- Integrating the teaching of English with other subjects.
- Unit planning for a learner: centred classroom (prose, poetry, grammar, composition)
- Preparation of low cost teaching aids (locally available resources)
- Classroom as a resource.

Mode of Transaction:

- Close reading of theoretical concept in language learning and ESL
- Developing and trying out various resources, techniques, activities and games for learning English.
- Text analysis of school text books for English - BOSEM
- Analysing and reviewing teaching - learning material.

Suggestive Readings:

1. Brewster, E., Girard, D. and Ellis G. (2004) - The Primary English Teacher's Guide Penguin (New Edition).
2. Ellis, G. and Brewster, J. (2002) - Tell it again : The new story-telling Handbook for teachers, Penguin.
3. NCERT, (2005) National Curriculum Frame work, 2005, New Delhi, NCERT.
4. NCERT, (2006). Position Paper National Focus Group on Teaching of English. New Delhi NCERT.
5. Scott, W.A. and Ytreberg, L.H. (1990) - Teaching English to Children, London : Longman.
6. Slatterly, M. and Willis, J. 2001- English for Primary Teachers: A Handbook of Activities and Classroom Language, Oxford : Oxford University Press.
7. Fogarty, R. (2006) - Literacy Matters : Strategies Every Teacher Can Use. USA: Corwin Press PP 59-62.
8. Wyse, D. and Jones, R. (2001) - Teaching English, Language and Literacy. New York: Routledge Falmer, PP 169-175.
9. Browne, A. (2007) - Teaching and Learning Communication, Language and Literacy. London, UK: Paul Chapman, PP 175-210.
10. Sahi, J. and Sahi, R. (2008) - Learning through Art. Eklavya, Bangalore, PP 125-137.

(Language Pedagogy)

Maximum Marks : 100

External : 70

Internal : 30

Contact Hours : 90

Pandamsing :

1. Mamalon tambada tangaiphadana heitaba yadaba maheigee thak leihanba.
2. Mamalon tambibagi thak wangkhathannaba longee amadi sahityagee mashak ningthijana khanghanba.
3. Mamalonbu grammar chumna, ningthijana amadi khutloina iba ngamhanba.
4. Mamalon tambagee yumpham oiba hei - shingbashing gee matik chana changyeng louba amadi aphaa wahang - che shemba ngamhanba.
5. Lon gee grammar amasung sahityagee oiba tongan tonganba hiramshingee parashingbu ningthina thourang touduna kannaba piba mawongda mamalon tambiba ngamhanba.

Unit 1: Mamalon Tambibada Heitaba Yadaba Thak (20 marks)

- Elementary thakta mamalon tambiba
- Heitaba yadaba thak amasung masigi masak
- Heitaba yadaba thak leppagi kannaba
- Heitaba yadaba thak phaoba tambibagee mawongsing

Unit 2: Sahitya Tambiba (20 marks)

- Lon tambiba amasung sahitya: Masak amasung mathou
- Sahityada seireng - warenggee pandam amasung mapham
- Seirenggee masaksing amasung seireng tambiba
- Warenggee masaksing amasung wareng tambiba

Unit 3 Grammar- Composition Tambiba (20 marks)

- Grammargee masak amasung mathou
- Mamalonda grammar tambibagee thouwongsing
- Functional Grammar tambibagee pandam
- Composition tambibagee thouwongsing

Unit 4: Changyeng Louba (20 marks)

- Mamalon tambiba amasung changyeng louba
- Tattana pak-sanna changyeng louba
- Wahang-chegi design amasung blue print semba
- Objective type, Very Short Answer, Short amasung Essay type ki wahangsing semba

Unit 5: Para Tambibagee Thourang (20 marks)

- Para tambibagee thouranggee maru oiba
- Takpi-tambibagee pandam amasung phibam-matang semba
- Seireng-wareng tambinabagee para thourang semba

- Grammar Composition tambibagee para thourang semba

Paba Yaba Lairikshing :

1. Cameron, L -Teaching Language to Youth Learners,Cambridge Univ. Press, London, 200.
2. Chandrasekhar, A -A New Approach to Language Teaching, Linguistic Club of Delhi, Delhi 1965.
3. Fromkin, V. and R. Rodman -An Introduction to Language,Holt, Rinehart and Winston, N. York, 1978 (2nd Ed.)
4. Richards, J.C. and T.S. Rodgers - Approaches and Methods in Language Teaching, Cambridge Univ. Press, London, 1986.
5. Stern, H. -Fundamental Concepts of Language Teaching, Oxford Univ. Press, London, 1983.
6. SCERT, Manipur -Teachers' Guide Book for Primary and Elementary School, 2007.
7. SCERT, Manipur-Primary School Ojashinggee Training Package, 1997 (2nd Ed.)
8. Thoudam, P.C. - Remedial Manipuri Grammar, Aman Enterprise, Imphal, 1991.
9. Singh, O. Ibochaoba -Manipuri Tambibagee Kanglon, Nepen Publications, Imphal, 2014.
10. Singh W.T. -A Study of Meitei Phonology, Students Store, Imphal, 1976.
11. Singh W.T. -Meiteilon Tambibagi Niyam, Students Store, Imphal, 1992 (Rev. Ed.).
12. Singh W. T. -Anouba Manipuri Grammar, BSEM, 1998.

mOE fAqgg (Language Teaching)

Maximum Marks : 100

External : 70

Internal : 30

Contact Hours : 90

wkErAKgi :

- 1 ! aakmOE fAqr fZkTWre opfq \krq aopxg Fkd mpoEq!
- 2 ! aakmOE fAqggxg Fkd _kirGoEeq mOExg [arg KkogfD\xg aKd egiFgce SloEq !
- 3 ! aakMOEqb xDjkakj vbAe, egiFgce [arg SbGmOTe Tq ZAoEq!
- 4 ! aakmOE fAqxg \bAWA [OTq op-KgiqKgixg afdg vke vki\li myq [arg [Wq _kol-vl KIAq ZAoEq!
- 5 ! mOExg xDjkakj [aKbi KkogfD\xg [OTq fOZkE-fOZkEq ogjAKgixg wkjkKgigqb egiFge Fyjki fyrbe \kAe skEeq wgq a[Oir aakmOE fAqgg ZAoEq!

\begG 1 ! aakmOE fAqgqr opfq \krq Fkd akjdK 20

- TmgalEfjg Fkdf aakmOE fAqgg
- opfq \krq Fkd [aKbi aKgixg aKd

- opfq \krq Fkd mINwxg skEeq
- opfq \krq Fkd WkBq fAqgqyg a[OiKgi

\begG 2 ! KkogfD\ fAqgq akjdK 20

- mOE fAqgq [aKbi KkogfD\ : aKd [aKbi aFy
- KkogfD\r Kpjli-_kjliyg wkErA [aKbi aWA
- Kpjliyg aKdKgi [aKbi Kpjli fAqgq
- _kjliyg aKdKgi [aKbi _kjli fAqgq

\begG 3 ! xDjkakj-sAwOcgKE fAqgq akjdK 20

- xDjkakjyg aKd [aKbi aFy
- aakmOEr xjkakj fAqgqyg wkErA
- WIKelM xDjkakj fAqgqyg Fy[OiKgi
- sAwOcgKE fAqgqyg Fy[OiKgi

\begG 4 ! vki\li myq akjdK 20

- aakmOE fAqgq [aKbi vki\li myq
- fGfe wkd-KEe vki\li myq
- _kol-vlyg rgckTE [aKbi qDmb wDjgEG KIAq
- [Oqcldfgz fkTN, zljg KOjG [EKkj, KOjG [EKkj [aKbi [IKI fkTNsg _kolKgi KIAq

\begG 5 ! wkjk fAqgqyg Fyjki akjdK 20

- wkjk fAqgqyg Fyjkixg ajb [OTq
- fkdwg-fAqgqyg wkErA [aKbi wgza-afki KIAq
- Kpjli _kjli fAqgeqyg wkjk Fyjki KIAq
- xDjkakj sAwOcgKE fAqgeqyg wkjk Fyjki KIAq

wkq \kq mkTjgdKgi :

- 1 ! Cameron, L - *Teaching Language to Young Learners*, Cambridge University Press, London, 2001.
- 2 ! Chandrasekhar, A. - *A New Approach to Language Teaching*, Linguistic Club of Delhi, Delhi, 1965.
- 3 ! Fromkin, V. and R. Rodman - *An Introduction to Language*, Holt, Rinehart and Winston, N. York, 1978 (2nd ed.).
- 4 ! Richards, J.C. and T.S. Rodgers - *Approaches and Methods in Language Teaching*, Cambridge University Press, London, 1986.
- 5 ! Stern, H. - *Fundamental Concepts of Language Teaching*, Oxford University Press, London, 1983.
- 6 ! SCERT, Manipur - *Teachers' Guide Book for Primary and Elementary School*, 2007.
- 7 ! [IK.Kg.T.[kj.fg., aegwbj : wjkTakjg KDsbM [OckKgizg fDjlegi wslc, 1997 (2q WOiq) !
- 8 ! FyrkA, wg.Kg.: jgwgrg\lM aegwbjg xDjkakj, [aE TEfjwDjkTc, TAWkM,

1991 !

9 ! Kgio, [O. TqOvkBq : aegwbjg fAqgqyg skimOE, elwIE wqDmgslKEK, TAWkM, 2014 !

10 ! Kgio, rqDmgB.fg: [I KDfrg [OW apfp WOeOmOcg, KDfbrlEGK KDfOj, TaWkM, 1976 !

11 ! Kgio, rqDmgB.fg: apfpmOE fAqgqyg eg\A, KDfbrlEGK KDfOj, TAWkM, 1992 (jg.T)!

12 ! Kgio, rqDmgB.fg: [eyq aegwbjg xDjkakj, qg.[IK.T.[A., 1998 !

SOCIAL SCIENCE EDUCATION

Maximum Mark : 100

External : 70

Internal : 30

Contact Hours : 90

Rationale :

The contents of Social Science/Social Studies as a school subject are based on a certain understanding about their nature and purposes. Instead of treating these as natural and given, this course introduces student-teachers to different perspectives about these subjects. It would also examine the ways in which different visions and understanding of the subjects get reflected in different curriculum, syllabus and textbooks. It asks and suggests how social sciences can develop capacities to critically understand society and social reality around us with reference to time, space and power, structures, institutions, processes and relationships.

Objectives:

This course would help the learner to:

- develop knowledge and skills to critically understand and analyse the society in which we live by drawing upon the disciplines of history, geography, political science, economics and sociology.
- build skills to gather, interpret and analyse data.
- critically analyse social science school curriculum, syllabus and textbooks.
- know and use different pedagogies to transact the curriculum in a manner that enhances curiosity of children to enquire about social phenomenon and develops their capacities to reflect on the existing society, its institutions and practices in a critical, independent and thoughtful manner.
- develop capacities to uphold human and constitutional values of freedom, equality, justice & respect for difference and diversity and challenge the social forces that threaten these values.

Units of study :

Unit 1: Nature and Concept (20 marks)

- Conceptualising Social Science under NCF - 2005.

- Scope and Nature; Role of Social Studies in developing children's understanding of their social context and social realities.
- Analysis of textbooks of Social Sciences of elementary level prescribed by the State and NCERT to understand the perspective about the subject that informs them and how do they position children (look at the use of case studies, pictures, story/ narration, dialogue and discussion, experiments, comparison, development of concepts).

Unit 2: Basis of Curriculum & Inter Linkage with Child (20 marks)

- Cognitive development and concept formation among the children in middle/ upper primary classes with reference to their age and socio-cultural context; significance of these factors for curriculum and pedagogy.
- Different approaches to organize social sciences curriculum; discipline centred, issue centred, integrated social studies, interdisciplinary social science and unit approach.
- Case Studies: Analysing curriculum of Social Sciences of elementary level prescribed by the State and NCERT.

Unit 3: Pedagogical Perspectives of Teaching Methods (20 marks)

- Needs and importance of teaching methods: Teacher Centred Instruction; Child- Centred Instruction and Group- Directed Instruction.
- Discovery method, project method, use of narration, comparison, observation, dialogue and discussion in Social Science.
- Concept of data, its sources and evidence in different Social Science disciplines; Difference between fact and opinion, bias and prejudice.
- Use of personal/ experiential knowledge for critical thinking.

Unit 4: Planning for Teaching (20 marks)

- Pre-active, Inter-Active Phase and Post active phase of teaching, Importance and Needs of Pre-Active phase of teaching, Developing annual plan and unit plan, Developing daily lesson plan - indicating instructional objectives of the lesson and its related resources.

Unit 5: Teaching Learning Materials (20 marks)

- Preparation, uses and implication of teaching learning materials
- Needs and importance of instructional Media in teaching Social Science,
- Different types of teaching-learning materials for Social Sciences including community and local sources- chart, simulation, realia, models, graphs, maps and globes, time-lines, historical film/serial or novel, field visits, computer aided instruction, etc.

Suggestive Readings:

1. Aggrawal J.C.(2005) - Teaching of Social Studies, Vikas, New Delhi.
2. Batra, P.(ed.)(2010) - Social Science learning in Schools: Perspective and challenges.
3. Dash B.N. - Teaching of Social Science.
4. George, A. And Madan, A.(2009)-Teaching Social Science in Schools.
5. NCERT (2006) -National Curriculum Framework-New Delhi.
6. NCERT (2006)-National focus Group on Teaching of Social Sciences-New Delhi.
7. Sahu B.K. - Teaching of Social Studies.
8. Saxena N.R, Mishra B.K. and Mohanty RK. - Teaching of Social Studies.
9. IGNOU(2000)-Pedagogy of Teaching Social Studies, Teaching of Social Studies-New Delhi.

10. IGNOU(2000) -Teaching of History, Teaching of Social Studies- New Delhi.
11. IGNOU(2000)-Teaching of Geography, Teaching of Social Studies-New Delhi.
12. IGNOU(2000)-Teaching of Economics & Civics, Teaching of Social Studies-New Delhi.
13. NCERT -Social Science Textbook for Classes VI - VIII -New Delhi.
14. BSEM & NCERT,New Delhi - Social Science Textbooks for Classes VI-VIII .
15. Balagopalan, S. (2009) – Chapter 7: Unity in Diversity: Social Cohesion and the Pedagogical Project of the Indian State.
16. Billinge, M. Gregory, D. Martin. R (eds) (1984), London: Macmillan - Recollections of a revolution: Geography as spatial science.

MATHEMATICS EDUCATION

Maximum Marks : 100

External : 70

Internal : 30

Contact Hours : 90

Rationale :

Good mathematics pedagogy incorporates a number of meta-practices (i.e., overarching practices) including the promotion of mathematical talk, the development of a productive disposition, an emphasis on mathematical modelling, the use of cognitively challenging tasks, and formative assessment.

Therefore, teacher preparation courses need to provide opportunities for pre-service teachers to engage in rich mathematical tasks. Educators need to develop mathematical knowledge for teaching through a collaborative focus on teaching and learning of mathematics.

The facets of mathematical knowledge include knowing 'about' mathematics, knowing how to 'do' mathematics and knowing 'when', 'where' and 'why' to use mathematics. The inclusion of mathematics in the D.El.Ed. curriculum is fundamental to promoting in students an attitude to learning as a life-long pursuit. The nature of mathematical experiences that are undertaken enable student teachers to see the relevance of school mathematics in many aspects of their everyday life.

Objectives:

- To develop insight into ways of reasoning mathematically
- To create awareness and appreciation about algebraic thinking
- To develop understanding of geometrical concepts
- To familiarize student - teachers with statistical ways of dealing with information and some mathematical concepts that help in the process
- To enhance the capabilities of prospective teaching to reflect on processes relating to communicating formal mathematics to children.

Units of Study:

Unit 1: Practical Arithmetic and Handling Data (20 marks)

Collection, classification and interpretation of data

- Presentation of collected data.
- Elementary statistical techniques.
- Percentage.
- Ratio and proportion
- Interest: Simple and compound
- Discount.

Unit 2: Mathematical Reasoning (20 marks)

- Process of generalization: Pattern recognition and inductive reasoning processes that enable formation of hypothesis.
- Structure of Mathematics: Axioms, Definitions, Theorems.
- Problem solving in mathematics: A process.
- Creative thinking in Mathematics
- Validation of Mathematical process: Proof in Mathematics, Counter examples, Conjectures.

Unit 3: Algebraic thinking (20 Marks)

- Number patterns that help in appreciating the use of unknowns, expressing the generalization resulting from the pattern.
- When and why we use variables
- Forming and solving simple linear equations
- Mathematical puzzles that rely on algebraic thinking

Unit 4: Geometric ways of thinking at space and shapes (20 Marks)

- Concept of space: two and three dimensional shapes; shapes of two and three dimensional objects; geometric vocabulary.
- Congruency and similarity
- Construction of geometrical shapes using geometrical equipments .

Unit 5: Communicating Mathematics and Assessment (20 Marks)

- Curriculum and classroom practices
- The role of text books in the teaching learning process of mathematics
- Feedback to students about errors committed in their works.
- Open-ended questions and problems
- Use of examples and non - examples and analogies in explaining mathematical ideas

Suggestive Readings:

1. Haylock, D. (2006) - Mathematics explained for Primary Teachers, New Delhi: Sage publication, Chapter 27: Mathematics reasoning, 305-321.
2. IGNOU (2007) - Learning Mathematics (LMT)1-6, School of Sciences, New Delhi
3. Post, Thomas R., (1992) - Teaching Mathematics in Grades K-8: Research- Based Methods. Washington D.C.: Allyn and Bacon. Chapters 8 and Chapter 15.
4. Stewart, I. (1970) - Making Mathematics Live: A hand book for primary teachers. Australia: Angus and Robertson. Chapters 2.
5. Zevenbergen, R., Dole, R., Wright R. J. (2004) - Teaching Mathematics in Primary Schools. Allen & Unwin; (First South Asian Edition). Chapter 12 and Chapter 14.
6. Moses, B. (Ed.) (1999) - Algebraic Thinking, Grades K-12.USA: National Council of Teachers of Mathematics.

SCIENCE EDUCATION

Maximum Mark: 100

External : 70

Internal : 30

Contact Hours : 90

Rationale :

The aim of this course is to clear student's misconceptions related to concepts in Science and help them advance towards a better understanding. The students should be encouraged to grasp with the nature of science and relate it with inquiry in this area. They will need a non-threatening space to freely express their ideas about various aspects of the nature of science and reflect on classroom practices based on this understanding. The students should be able to critically reflect on issues of gender and inclusive space in science education.

Objectives:

- To encourage students to revisit their own conceptual understanding of science
- To engage students with various aspects of the nature of science.
- To help students understand children's ideas in relation to cognitive development and children's understanding of scientific concepts.
- To help students select and use appropriate teaching-learning and assessment strategies.
- To enable students to view science as an inclusive and a democratic enterprise.

Units of Study:

Unit 1: Revisiting School Science Concepts (20 marks)

- Investigating different themes and interdisciplinary concepts using simple questions:
- Why do stars twinkle?
- How do clouds form?
- How do plants and animals utilize their food?
- How does an electric bulb glow?
- How does magnetic compass needle point north?
- Where all does the rain water go ?
- Where does rainwater go?
- How babies develop inside mother's womb?
- How does drinking water is made healthy?

Note:- To find the result or idea of the above, student will study available literature, conduct simple activities and experiments, record observation, discuss with peers and teachers. This exercise needs to be facilitated by the teachers.

Unit 2: Understanding what is Science and Children's Idea in Science. (20 marks)

- Nature of Science: Subject matter in Science and Social Science; Inquiry in different domains of knowledge; Science as information inquiry.
- Children's ideas related to Science Concepts: Probing, problems solving, documenting and

analysing children's ideas related to science concepts.

Unit 3: Preparation of Learning (20 marks)

- Different ways of conducting inquiry: Investigation, Observation, Experimentation.
- Science-museums, field-trips, Projects and exhibition.
- Developing different assessment strategies including appropriate questions for paper pencil tests.

Unit 4: Analysis of lesson model (20 marks)

- Instructional objective: Preparation of lesson, Instructional materials and resources.
- Development of a lesson plan. Harbatian model, Bloom's model, RIEM's model.
- Methods of teaching: Demonstration, Inquiry model, lecture cum demonstration etc.

Unit 5: Science For All (20 marks)

- Issues of gender, language, culture and equity in science classes.
- Science as a concept formation, free from superstition, castism, gender discrimination.
- Science for welfare of society: Agriculture, Fishery, Poultry, Soil conservation, Protection of forest, Rainwater harvesting.
- Indigenous knowledge and their Scientific validity.
- Preparation of a Science projects related to a daily experience.

Suggestive Reading:

1. NCERT, (2005) -Focus group paper on science education, position paper.
2. NCERT, (2005)- Syllabus for classes at the elementary level, Vol.I , New Delhi.
3. NCERT, (2008) -Text book for Science, Class VI-VII, New Delhi.
4. AR. Sharma - Teaching of Science
5. SA Mangal - Teaching of Science
6. IGNOU - Teaching of Science

INFORMATION AND COMMUNICATION TECHNOLOGY

Maximum Mark: 50

External : 35

Internal : 15

Contact Hours : 50

Rationale :

The rationale is as announced in the first year too, ICT is meant for integrating ICT in educational processes and is NOT meant as a course on or about ICT. This course is more activity oriented and provides adequate opportunity for hands-on learning and open-ended exploration of ICT applications in teaching and learning. Software piracy and plagiarism is explicitly denounced and discouraged. Creation of original content, taking pride in creation and duly recognizing others' contribution, is promoted. This course emphasizes on the optimum use of available infrastructure and resources with co-operative and collaborative learning, working and developing together.

There will be focused attempt to equip the prospective teacher with conceptual clarity, pedagogic perspective and ICT capacities to teach all children. Inter-linkages with the rest of the courses have to be strongly made while transacting this course.

Objectives:

After undergoing this paper the student teachers will be able to:

- Elaborate about ICT-Pedagogy integration and list few subject specific tools.
- Define meaning and characteristics of web 2.0 tools & develop a lesson plan using Five-Es approach.
- Explain the ICT enabled approaches used for assessment and prepare e-portfolio and e-rubrics.
- List recent trends in ICTs in Education and elaborate their educational uses.

Units of Study:

Unit-1:ICT and pedagogy integration: (10 marks)

- Approaches to integration of ICT in teaching learning process, use of subject specific tools (Geogebra, PhET, Stellarium, Parley, Google Earth).

Unit-2: Integration of web 2.0 tools in teaching learning process: (10 marks)

- Meaning, Characteristics and types of web tools. Preparation of lesson / unit plan using web 2.0 tools (Five-E Approach).

Unit-3: E-learning: (10 marks)

- Concept, Characteristics, advantages and limitations. Learning Management Systems (LMS), Open Educational Resources (OER).

Unit-4: ICT and assessment: (10 marks)

- Electronic assessment portfolio (e-Portfolio). Creating and using electronic rubrics for assessment.

Unit-5:Emerging trends in ICT application: (10 marks)

- ICT@Schools Scheme, E-books, Game based learning and Social media in learning.

Practicum:

Activities to be conducted:

1. Select a suitable tool for your method subject, create digital content on a topic (as part of lesson plan) to be used during practice teaching.
2. Develop a lesson plan for your method subject using web 2.0 tools and adopting Five-E's approach.
3. Using web 2.0 tools develop a e-newsletter/magazine/poster for your DIET.
4. Develop a sample e-portfolio/ e-rubrics on your method subject.
5. Visit the website of NROER (nroer.gov.in), register and upload two resources/item created by you.
6. Explore any e-book (prescribed by any board/council) of your method subject (class I to VIII) and write an analytical report on any one lesson.

Suggestive Reading:

1. ManojKunar Dash (2010) -ICT in teacher development, Neel Kamal Publications: New Delhi.
2. MHRD-GOI (2004 and revised 2010) National ICT @ Schools Scheme.
3. MHRD-GOI (2012) National Mission on Education through ICTs NME-ICT).
4. MHRD-GOI (2012) National ICT Policy for School Education.
5. Mary Webb and Margaret Cox (2014)-Information and Communication Technology- Assessment for Learning in the ICT Classroom (Inside the Black Box). Learning Sciences :US.
6. Michael Thomas (2009) - Handbook of Research on Web 2.0 and Second Language Learning. Information Science Reference: US.
7. Mishra, S.(Ed.) (2009). STRIDE Hand Book 08: E-learning. IGNOU:New Delhi. Available at http://webserver.ignou.ac.in/institute/STRIDE_Hb8_webCD/STRIDE_Hb8_index.html.
8. Montgomery, K., Wiley, D.A.(2004)-Creating E-portfolio using powerpoint- A Guide for Educators, Sage:New Delhi.

EDUCATIONAL ASSESSMENT AND EVALUATION

Maximum Marks : 50

External : 35

Internal : 15

Contact Hours : 50

Rationale:

Continuous and Comprehensive Evaluation was introduced by National Policy on Education (NPE-1986). However, its implementation remained ineffective in school education system. But, the National Curriculum Framework – 2005 of NCERT New Delhi and Section 29 of the RTE Act -2009 reiterated its importance and mandated its implementation in all schools effectively. Taking due importance of the assessment & Evaluation topic in the Teacher Education Programme it has been included as one theory course. Hence, this theory paper is being integrated in the course to facilitate & equip the future teachers to implement CCE meaningfully in classroom.

Objectives:

- To develop conceptual understanding about CCE
- To facilitate and equip trainees on how CCE could be used as an integral approach in teaching process.
- To familiarize them various types of assessment and tools & techniques.
- To identify the required data to be recorded and what kind of assessment data needs to be reported in the report card.
- To enable the future teachers their role to make CCE as meaningful in classroom.
- Execute planning remedial measures.

Units of study:**Unit 1: Concept of Assessment & Evaluation (10 marks)**

- Concept of Assessment, Evaluation, Testing and Examination.

- Concept & meaning of Continuous & Comprehensive Evaluation (CCE)
- Continuous & Comprehensive Evaluation (CCE) – a paradigm shift.
- Misconception of CCE.

Unit 2: Assessment and Implementation (10 marks)

- Formative and Summative Assessment
- Process and Product of assessment
- Purpose, coverage and implementation process of CCE in the classroom
- Identification of instructional objectives, learning experiences provided and evaluation process.

Unit 3: Techniques & Tools of Evaluation (10 marks)

- Achievement test; written, oral, performance, term end, annual, diagnostic.
- Concept & purposes of Techniques, testing, observation, interview, discussion.
- Tools; observation schedules, check list, rating scales.
- Documentation & interpretation.

Unit 4: Teachers' role, remedial measures and feedback (10 marks)

- Teachers' role in CCE and development of exemplar lesson plans
- Learning experiences, feedback and remedial measures
- Transparency and objectivity in assessment, self- assessment, peer assessment
- Reporting the progress – formative.

Unit 5: Recording and Reporting (10 marks)

- Conversion of Raw marks to grades & vice versa.
- Scheme of assessment & record formats.
- Assessment of co-scholastic areas.
- Reading devices: cumulative record, progress card.

Suggestive Readings:

1. NCERT (2011), Continuous and Comprehensive Evaluation scheme for upper primary classes.
2. NCERT, New Delhi, Sharma, S (Ed) (2006) Constructive approaches to teaching and learning.
3. Srivastav, H.S. (1989), Comprehensive evaluation in schools, NCERT, New Delhi.
4. Pritam Singh- Hand book of Evaluation, Daoba House, New Delhi.
5. Pritam Singh- School based Assessment, Daoba House, New Delhi.
6. SCERT Manipur; Source book on CCE (For classes I – VIII)

TOWARDS UNDERSTANDING THE SELF- II (Workshop Base)

Maximum marks: 50

External : 35

Internal : 15

Rationale :

“Teachers teach what they know, they educate what they are.” This maxim suggests that more than any other profession, education and teaching require the whole being of the teacher to be engaged with the life and learning of their students.

This course aims at the inner development of the student-teachers as individuals who are engaged in a process of self-understanding and begin to take responsibility for their own learning as also the learning of their students. Such self-understanding would involve critical reflection on factors that have shaped one's identity and personality, an awareness of one's thought-patterns, motivations and behaviour, and openness to learn and renew oneself. This would then reflect in a capacity for social-relational sensitivity, a search for harmony within and without, and a deeper level of communication with students, colleagues and others.

This course also intends to initiate student-teachers into a process of original thinking about their wider educational concerns and the conscious development of an evolving perspective on education. In beginning to develop their own educational vision they would gain the impetus to translate their knowledge of children, their subject areas, and the contemporary Indian reality, into workable curricula and teaching-learning practices within their classrooms and schools that are coherent with their evolving values. It is through such an agency of teachers that any kind of transformation in themselves, their students and society at large, may begin.

Units of Study:

Unit 1:

1.1 Journal Writing (10 marks)

Objectives:

- To enable student - teacher to become more conscious of their responses to experience, observations of life situations, as also of ideas and issues that arise in their minds, and to thus develop their capacity for reflection.
- To allow for an individual contact and interaction between faculty and student

Mode of Transaction

- Each student - teacher should be asked to maintain a regular Journal in which he/she may write:
 - a) short reflective accounts of significant experiences.
 - b) observations of life situations that evoke questions and responses.
 - c) questions on education, learning or teaching that grappling with.
- The Journal should be periodically shared (once a fortnight is recommended) with a faculty who will read through it and offer brief comments, suggestions, or further questions for the student-teacher to reflect on.

1.2 Writing Tasks (10 marks)

Objectives

- To enable student-teachers to reflect on their aims of education.
- To enable student-teachers to critically assess their own learning.

Suggested Tasks

- Essay: Identify one social issue/problem of key significance, and reflect on:
 - a) ways in which current forms of 'schooling' may be contributing to sustaining this, and
 - b) how 'school education' and 'classroom practice' may be realigned to ameliorate this. (first month)
- Taking into account one's 'Educational biography', 'statement of aspirations' and 'aims of education', critically evaluate oneself as a 'prospective teacher'.

Unit- II:

Workshop 1: The Power of myth (10 marks)

Objectives

- Re-appraisal of myths as representation of a culture's world-view and embedded values.
- To appreciate the reach of the mythic imagination.
- Develop critical awareness of 'modern myths' that implicitly shape our lives.

Suggested workshop themes

- Reading and analysis of myths from different cultures
- Distinction between myth as 'false stories' or 'imaginative pre-scientific accounts' and myth as an implicit and culturally shared 'structure of apprehending reality' and a 'basis of feeling and thinking'.
- Exposure to manifestations of mythical thinking in contemporary life.
- The mythical basis and imager of 'modern science' and 'modern economics'.
- Becoming cognizant of the myths that shape one's world view and values.

Workshop 2: Gender and upbringing (10 marks)

Objectives

- Understanding the role of culture (apart from biology) as determinants of gender distinctions in social living.
- Awareness of factors that shape gendered roles in Indian society.
- Developing a critical perspective on gender-based discrimination and its effects.

Suggested workshop themes

- Telling our own 'gendered' stories.
- En-culturing 'gendered' roles in upbringing within different kinds of families
- Gender issues in school education - case studies.
- Gender issues manifest in contemporary public spaces - case studies.
- Responding to various forms of gender discrimination.

Workshop 3 : Deconstructing the messages of advertising (10 marks)

(in the audio-visual media)

Objectives

- To appreciate the impact of television advertising on children and adults.
- To analyse the 'constructed' imagery and overt as well as subliminal messages communicated through advertisements.
- To enable a critical distance from the power of advertising (especially of the audio-visual kind).

Suggested workshop themes

- The expanding role of advertising in contemporary life.
- Sharing favourite advertisements and their impact on us.
- Looking from the other side: how psychology, research, technology and imagination combine to create a 'targeted commercial'.
- Viewing and analyzing a series of advertisements.
- Constructing an effective advertisement (group task).
- How to be a critical and media-literate viewer of advertisements.

CREATIVE ART AND EDUCATION

Maximum Marks : 40

External : 20

Internal : 20

Contact Hours : 40

Rationale :

The well being and fulfilment of an individual's is the common thread of the components of fine art and creative drama as it connects with work experience and health education. Work experience is a space where working transcends vocational skills and aims to create a whole experience of being fully present and working with all of one's faculties and being in relationship with others and nature. Health education goes beyond general advice on hygienic and nutrition, placing health within the social and community realm; helps appreciate the interconnectedness of an individual's physical and emotional health with that of social, environmental health of the human and natural community. Art education aims to help connect these two with the inner aspects of one's being and to appreciate and create beauty and harmony within and outside. It operates from a paradigm that the aesthetic needs are fundamental to all human beings and by creating opportunities to work on these, hone them, cultivate them, we can hope to create harmonious individuals and a harmonious world. It is not about beautification-applying something from outside, but an ability to appreciate the inherent rhythm, beauty and harmony in forms, relations and character.

Objectives:

- To develop a perspective and appreciation of art, nature, human existence relationship.
- To deepen understanding, appreciation and skills in one chosen medium through selfwork and evaluate self as an artist and art educator.
- To draw out and work with different faculties simultaneously i.e. physical, intuitive, emotional, sensual and mental through practical exercises.
- To identify and develop one's own creative potential.

- To recognise the role of drama as education in the elementary school.
- To examine through chosen themes, how learning can take place in the classroom through group drama exploration by a whole class of elementary school students.
- To equip the teacher to make the teaching effective by using all these mediums of Drama, Music, Visual Art etc. through preparing jingles, Sounds, 3D models, Transparencies, Charts etc. through computer or by hand.

Units of Study:

Unit 1: Visual Art (10 marks)

- Concept and meaning: Painting, Designing and Modelling etc.
- Awareness and skills development: line, shape, form, colour & tone, texture, pattern & rhythm and space.
- Terminology of art form: Graphic, Aerial view, frontal, frottage, foreshortening, perspective, aesthetic experience.
- Design and conceptual work: Drawing from environment, Painting from imaginative life and interpret imaginative themes using colour expressively.

Essential materials:

- Sketchbook, drawing sheet, Card sheets of different colours, Cardboard, Hardboard, Broconpaper, Cloths etc.
- Pencil HB, 2B, 4B, 6B, Chalk, Charcoal, Geometry box.
- Colours: Poster colour, crayons, sketch pen, enamel paints, thinness etc.
- Colour palate, mug, bucket, cotton cloth, newspaper, colourful magazines, adhesive, scissors, blade, small knife etc.
- For three dimensional form, clay plaster of paris etc.

Unit 2: Performing Art (Music) (10 marks)

- Basic knowledge and practicing tones of seven swaras.
- Sudha and Bikrit swaras.
- Saptaks.
- Awareness of simple and popular Tals-Kaharawa, Rupak, Dadra, Khem etc.
- Identification of popular and common musical instruments - Tabala, Dhulok, Guitar, Harmonium etc.
- Teachers guidance and sample Lesson Plan on regional community song of India - Manipuri, Assamese, Gujarati, Urdu, Hindi and songs of other ethnic groups of Manipur.

Unit 3: Performing Art (Dance) (10 marks)

- Study of Manipuri dance form (any one of the Meetei and others ethnic groups) alongwith the back ground of dance form.
- Cocept and background: dance form of Maibi Laiching Jagoi in relation with terminology of the dance.
- A dance form of Indian Folk dance and its music both vocal and instruments.
- Dance form of Maibi Laiching Jagoi and its music both vocal and instruments.
- A project work on folk dance form and composition.

Unit 4: Performing Art (Drama) (10 marks)

- Concept of Creative Drama.

- Basic knowledge: stage, stage design, importance of costume, make-up and lightning of a dramatic production.
- Understanding Dramatic literature and Play productions.
- Improvisational acting on an event.
- Practice history/ story telling in dramatic form using body movements.
- Class room production shall be done.

Suggestive Readings:

1. Board of Secondary Education, Manipur - Art of Healthy and Productive Living.
2. NCERT, New Delhi - Art Education teachers handbook.
3. Kanishka Publishers Distributors, New Delhi Art Education (concepts, Epistemicity and Role)
4. Das Gupta - Stage Lighting.
5. State Institute of Education; Gangtok, Sikkim -Teachers Guide (Creative Expression).
6. Training Package on Arts Education for Primary Teachers 2010-2011 NCERT.
7. SCERT, Manipur -Training Modules.

CHILDREN'S HEALTH AND PHYSICAL EDUCATION

Maximum marks : 30

External : 15

Internal : 15

Contact Hours : 40

Rationale :

The course provides learning experiences to student teachers through the medium concepts of health and of healthful living as an outcome of engaging in sports and games. This provides for the development of desirable social behaviour, emotional adjustments and physical development. Further the course is based on a comprehensive understanding to make Health and Physical education lead to improved Physical, Social, Mental and Emotional fitness which are vital to the education and academic achievement of every child.

Objectives:

The Course facilitates student teacher in-

- Developing a holistic understanding of the concept of children's Health and Physical education.
- Understanding children's health needs in the frame work of social determinants.
- Understanding of the relationship between health of children and their education.
- Acquiring Knowledge of identifying health services in the school.
- Understanding simple techniques of prevention of health defects and development of personal health practices.
- Developing skills in planning and organizing extramural and intramural sports activities, tournaments and sports meets.

Units of Study:

Unit 1: Thang- Ta (6 marks)

- History and development of Thang- Ta,
- Rules and regulations of Thang- Ta,
- Sajen kanglon (Exercise),
- Skills and Techniques of Thang- Ta.

Unit 2: Organising of programmes (6 marks)

- Tobacco use (khaini, talab, pan, cigarette, etc.)
- Drug abuse
- Air pollution, water pollution, noise pollution, etc.
- Dental hygiene, neat and clean

Unit 3: Major Games; Football, Volleyball & Kabaddi (6 marks)

- Football – fundamental skills of kicking and stopping,
- Volleyball – fundamental skills of servicing and volley up high,
- Kabaddi – fundamental skills of riding (cant) and defending movement chain formation.

Unit 4: Children's health and Communicable diseases (6 marks) Morbidity Mapping- its method and observations

- Nutritious foods and its components, availability, Mid- Day- Meals: objectives and its implementation in the concerned district.
- HIV and AIDS: causes preventive measures.

Unit 5: First aid and Safety measures (6 marks)

- Drowning, sun stroke, road accident and fainting
- Disasters management, Emergency measures.

Suggestive Readings:

1. Deshpande, M; R.V. Baru and M. Nandy(2009) - Understanding Children's Health needs and programme responsiveness. Working paper, New Delhi, USR- JNU.
2. M.L. Kamlesh. M.S.Sangral - Methods in Physical Education
3. A Handbook on National Fitness Crops, Ministry of Education, Govt. of India.
4. Pandit Ramphunath - Speaking of Yoga, A Practical Guide
5. Dr. M. Pandit M.P - Yoga for Modern Man
6. Dr. M. Agni Singh - Yoga (Manipuri version)
7. Dr. R.K. Roshni Raj Lakshmi - Yoga for the Common Man
8. Prakash Brothers - History of Physical Education
9. Sh. John Ambulance - First Aid Manual
10. A Handbook for Teachers on Art of Healthy & Productive Living for Classes I to V, Board of Secondary Education, Manipur.
11. KIMACS - Thang-Tagi-Lamjing lairik
12. L. Heramot - Sarit Sarat
13. S. Nodiya Mangang - Langhei Pikok Thengou Puya
14. S. Nodiya Mangang - Manipuri Thang-Ta Sindam Lairik
15. G. Sana Sharma - Thengourol
16. L. Heramot - Thanghairol

17. Dr. A. Rishikesh - Meitei Natta THANG-TA
18. L. Hramot - Meehat Meekal
19. G. Gourakishore Sharma - Manipur Thang-Ta

WORK AND EDUCATION

Maximum Marks : 30

External : 15

Internal : 15

Contact Hours : 40

Rationale :

Work education aims to create a whole experience of 'being', working with all of one's faculties. Work education at upper primary level serves as the foundation where experiences gained while working transform into vocational skills later. This also helps the individuals to understand the dignity of labour, positive attitude towards work and pleasure of working with hands thus enhancing the quality of work and life. This course focuses on providing learning opportunities related to the understanding of the aims of work education at upper primary level, criteria for selection of age and ability appropriate activities as per the local context. The learning in school can be enriched by tapping the resources available in the neighbourhood community such as artisans and by utilizing their expertise as a meaningful partnership between school and community.

Objectives:

This course seeks to facilitate the student teacher to :

- understand the importance of Work Education for students at upper primary level.
- identify community resources and utilize them for the implementation in Work Education.
- understand the current trends in Work Experience and incorporate them in teaching.
- understand the traditional art of working with hands and the range of activities.
- appreciate skills in Work Education and develop the sense of dignity of labour.
- integrate Work Education with teaching subjects at upper primary level.

Unit 1: Essential activities: (20 marks)

- Health education - Preparation of time table for good eating habit, primary functions of external organs, organs of the body.
- Service of PHC and PHSC.
- Preservation and storage of food items, Vegetables and Fruits.
- Meal preparation and cooking with modern equipment and care of kitchen and conservation of fuel.
- Removal of stain.
- Proper maintaining of cloths (washing, ironing and storing)
- Do's and Don'ts related to electrical gadgets.
- Participation in Community Singing, Recitation, Debates, Dance and Drama, Games and Sports.

Unit 2: Elective Activities: (10 marks)

- Preparation of oral rehydration solution.
- Maintaining cleanliness at school, at home and at neighbourhood.
- Preparation and processing of squash, syrup, salad, tomato souce, chutney from locally available fruits.
- Garment making (simple embroidery)/ Knitting, Cutting and Stitching of simple garment.
- Making toy models of fruits, vegetables, birds animals etc. using simple materials and clay.
- Making of Pen/Pencil stand, Dust bin, Greeting cards, Office and Postal envelopes, Paper bag, Paper flower, making of Chalk duster and Writing board.

N.B. The student is to select two activities from the Elective Activities.

Suggestive Readings:

1. N.C.E.R.T. - Socially useful productive work source book, volume -I,II,III.
2. Gokulchandra Singh -Phee yatpa amasung tuba.
3. N.C.E.R.T. -Exemplar instructional material for work experience on plant protection.
4. N.C.E.R.T. -Exemplar instructional material for work experience on community work and social service.
5. 5. N.C.E.R.T.-Exemplar instructional material for work experience on basic skills in carpentatry.
6. 6. Board of Secondary Education, Manipur. Art of healthy and productive living, A hand book for teachers for class I- V.
7. Educational planning group, Delhi-Home management.
8. PSS central institute of vocational education, N.C.E.R.T.Guidelines for implementation of work experience programme in schools.

YOGA EDUCATION

Maximum Marks : 50

External : 25

Internal : 25

Contact Hours : 50

Rationale :

Yoga is a perfect practical system of self-culture. Yoga is an exact science. It aims at harmonious development of the body, the mind, and the soul. Yoga is the turning away of the senses from the objective universe and the concentration of the mind within. Yoga is eternal life in the soul or spirit. Yoga aims at controlling the mind and its modifications.

The practice of Yoga will help to control the emotions and passions and will give power to resist temptations and to remove the disturbing elements from mind. It will enable to keep a balanced mind always and remove fatigue. It will confer serenity, calmness and wonderful concentration.

Objectives:

- To remove ignorance from life, egoism, attachment, detachment, yearning desire to life.
- To enter into state of highest consciousness that manifests in life as truth, pure consciouness absolute knowledge, bliss and love.

- To remove suffering from the diseases and come to real life.
- To develop an understanding aspects of a child's physical mentally, motor social and emotional development.
- To teach the need and importance of Physical Emotional Health, Social Health & Education.
- To acquire the knowledge of practice of planning, organization and conduct of activities relating to children's physical, emotional and Health programme.

Introduction:

- Yogic concept of healthy living
- Yoga as health care
- Yogic principles in healthy living
- Applied Yoga for elementary education

PRACTICUM: (50 marks)

- Yoga practices for concentration development.
- Yoga practices for memory development.
- Yoga practices for improving eye sight.
- Yoga practices for voice culture.
- Yoga practices for emotion culture.
- Yoga practices for Flexibility.
- Yoga practices for Stamina.
- Yoga practices for Endurance.
- Yoga practices for Lung capacity.
- Yoga practices for Longevity.

Suggestive Readings:

- YOGA EDUCATION FOR D.El.Ed Students , NCTE-, MHRD-Govt OF INDIA
- NCERT(2015), Yoga –A Healthy way of living, for Upper Primary Stage, New Delhi.
- NCERT(2015), Yoga –A Healthy way of living, for Secondary Primary Stage, New Delhi.
- IYENGAR B.K.S. 2000. 1. Light on yoga [yoga Dipika], 2. Light on Pranayama, Harper Collins Daryaganj, New Delhi, publishers.
- Yardi M.R., (1979): The Yoga of Patanjali, Poona, Bhandarkar, Oriental Research Institute, India.
- Kenghe, C.T. (1976) Yoga as Depth – Psychology and Para – Psychology (vol.1.), Varanasi Bharata Manisha.
- Yoga mimamsa Journal / (Back Volumes) Kaivalyadhama, Lonavla, Pune dist, Maharashtra.
- NCERT (1983). Yogasanas: A Teacher's Guide, New Delhi, NCERT.

School Internship

Maximum Marks : 150

External : 30

Internal : 120

Duration : 45 days

Rationale:

School Internship aims to the development of a broad repertoire of perspective, professional capacities, teacher sensibilities and skills. It is the effectiveness with which the multiple components of field learning—getting to know the school, observing children, observing teaching and learning in real classroom contexts, practising teaching, developing capacities to think with educational theories and applying concepts in concrete teaching-learning situations, managing classroom learning, evaluating learners and providing feedback, learning to work with colleagues, reflecting on one's own professional practice—are drawn upon to provide appropriate learning experiences for the student-teacher that is critical to the education of teachers. This programme provides the platform for the student-teachers to give expression to their learning while planning and reflecting on their own practices.

In the Second Year, the student-teachers will function as a regular teacher but with the support of the teacher education institution in the form of Guidance and dialogue with faculty supervisors.

Objectives:

- To experience the school in its totality; activities in addition to classroom teaching include school activities.
- To assume the role of a regular teacher with appropriate planning taking into account the diverse need of students and the varying contexts that impact the teaching learning process.
- To be able to innovate within existing systemic limitations.
- To learn to conduct meaningful classroom activities by careful selection and organization of such activities.
- To critically reflect on her own school experiences and keep records of the same.
- To learn to assess different aspects of children's learning without a focus only on achievement.
- To participate in teaching school subjects for the children of classes VI - VIII.

These objectives can be achieved by the following Activities, with the proposed weightage for each:

Activities Mark allocation

- Visiting a learning Centre and reporting - 10 marks (Internal)
(Alternative School/Inclusive Schools/Historical Monuments/Museum/Zoo)
- Lesson Plan - 60 lesson - 30 marks (Internal)
(20 lessons in each subject)
- Demonstration and criticism Classes (Pre-internship) - 6 marks (Internal)
(One in each subject. 3- Demonstrations, 3-Criticism lessons)
- Developing three teaching learning materials - 9 marks (Internal)
(teaching aids- one for each subject)
- Assessment (CCE), (one for each subject) - 12 marks (Internal)
- Peer Observation: (during internship) - 9 marks (Internal)
(3 in each subject)
- Conduct of Action Research - One (during Internship) - 14 marks (Internal)
- Development of Reflective Journal (one for each subject) - 30 marks (Internal)
- Final Teaching (one lesson on the opted subject) - 30 marks (External)

In the second year all activities need to be organised in Upper Primary classes (Class VI -VIII).

Pre-Internship: 5 Days

The Pre-internship will be of five days duration, during the Pre-internship necessary orientation programme will be conducted by the Institute. The following activities should essentially be discussed in the orientation programme.

1. Orientation programme on Pre-visit to learning centre: Student teachers are expected to prepare a report of the visit.
2. Demonstration of one lesson in each subject by the teacher educators will be followed by discussion. (English/Manipuri, Science/Social Science, Mathematics)
3. Student teachers will execute one well planned lesson in each of the three opted method subjects. (Critical lessons) (English/ Manipuri, Science/Social Science, Mathematics).
4. The student teacher will develop teaching-learning materials which is to be used in the teaching.
5. Action Research: Action Research will be conducted based on teaching learning, school and community based problems.

Steps for undertaking action research:- To identify problems, preparation of proposal, to prepare appropriate tools, implementation the plan, data collection, encoding analysis, analysis of data, interpretation and report writing.

Internship: 40 days (Class VI- VIII)

During 40 days internship the student teacher shall teach 60 lessons in the school selecting equal number of lessons from three opted method subjects i.e. English/Manipuri, Science/Social Science, Mathematics under the supervision of the mentor teacher and respective teacher educators from the institute.

During Practice Teaching the student-teachers shall conduct tests and maintain children assessment record (CCE).

Action Research shall also be conducted during internship as a part of teaching practices in the areas of opted method subjects.

The student-teacher shall attend the school before starting school assembly and stay entire day in the school till closing of the school and participate in all school activities as regular teacher.

Guidelines on Peer Observation

Two student teachers may be placed in a classroom: While one interacts with the students, the other can observe and record observations in a journal. This will be followed by post-contact sessions with the supervisors.

Main components of observation:

1. Planning - Unit/ Lesson:

- Objectives
- Content
- Methods/ Techniques of Teaching/ Activities
- TLM
- Learning outcomes

2. Lesson delivered:

- Content
- Presentation
- Pedagogical Inputs - Methods/ Teaching/ Technique/ Activities

3. Classroom Management:

- Effective communication and questioning skill etc.
- Discipline
- Teacher movements
- Effective transaction
- Student participation
- Black-board work

4. Learning Outcome:

- Related to objectives
- Coverage of the content
- CCE based
- Student specific behaviours and their reactions

5. Feedback/ follow up:

- In consultation with mentor teacher and supervisor.

ANNEXURE-I

LIST OF SUBJECT WISE EXPERT COMMITTEE

I. FOUNDATION COURSES

1. Dr. L. Leiren Singh, Prof. M.U., Canchipur.
2. Dr. M.C. Arunkumar, Prof. M.U., Canchipur.
3. Dr. Dhanabir Laishram, Guest Faculty, Indira Gandhi National Tribal University, Manipur.
4. Dr. W. Jyotimoy Singh, Asst. Prof. DMCTE, Imphal.
5. S. Anandi Devi, Jt. Director, SCERT, Manipur.
6. M. Arunkumar Singh, Guest Faculty, RKSDCE, Imphal.

II. CURRICULUM & PEDAGOGY COURSES:

(a) Language

1. Dr. O. Ibochaoba Singh, Retd. Prof. MU, Canchipur.
2. K. Kalidas Singh, Retd. Sr. Lecturer, DMCTE, Imphal.
3. Jina Thongram, Lecturer, DIET, Imphal.
4. A. Rajeshwar Sharma, Lecturer, SCERT, Manipur.
5. M. Phalguni Devi, Lecturer, DIET, Kakching.
6. M. Gunamani Singh, OSD/SCERT, Manipur.

(b) Mathematics

1. H. Jayentakumar Singh, Retd. HOD (Maths), DMC of Sc., Imphal.
2. Jim G. Thingujam, Jt. Director, SCERT, Manipur.
3. S. Premila Devi, Lecturer, DIET, Senapati.

(c) Science

1. Dr. Sh. Dorendrajit Singh, Prof. M.U., Canchipur.
2. Kh. Dineshkumar Singh, Asst. Prof. DMCTE, Imphal.
3. S. Bidyananda Singh, Lect. DIET, CCpur.
4. R.K. Sachiranjan Singh, Lecturer, DIET, Imphal.

(d) Social Sc.

1. Dr. W. Jyotimoy Singh, Asst. Prof. DMCTE, Imphal.
2. Dr. Dhanabir Laishram, Guest Faculty, Indira Gandhi National Tribal University, Manipur.

(e) Information and Communication Technology

1. Dr. Amarendra Prasad Bahera, Prof. CIET, NCERT, New Delhi.
2. Jim G. Thingujam, Jt. Director, SCERT.
3. S. Anandi Devi, Jt. Director, SCERT.
4. K. Isworkumar Singh, Project Officer(NFE)/SCERT.
5. A. Rajeshwor Sharma, Lecturer, DIET/SCERT.
6. W. Ratankumar Singh, Project Officer, SCERT.
7. Kh. Ashokkumar Singh, Project Officer(NFE)/SCERT.

III. WORKSHOP BASED COURSES

1. Dr. Leiren Singh, Prof. M.U., Canchipur.
2. S. Anandi Devi, Jt. Director, SCERT.
3. K. Isworkumar Singh, Project Officer(NFE)/SCERT.
4. A. Rajeshwor Sharma, Lecturer, DIET/SCERT.

IV. PRACTICUM COURSES

(a) Creative Art & Education

1. W. Gonendro Singh, Retd. Craft Instructor, DIET, Imphal.
2. M. Nillabati Devi, Lecturer, DIET, Moirang.
3. Ranjit Adhikari, Principal, Shree Shree Govindaji Nartanalaya Govt. Dance College, Imphal.
4. Th. Tombi Devi, Lecturer, DIET, Senapati.

(b) Children Physical & Emotional

1. Dr. R.K. Chandrakumar Singh, Assoc. Prof., D.M. College of Sc., Imphal.
2. K. Sanajaoba Singh, Retd. Theory Instructor/DIET, SCERT.
3. Ksh. Ibomcha Singh, Lecturer, DIET, Kakching.

(c) Work Education

1. K. Isworkumar Singh, Project Officer(NFE)/SCERT.
2. Th. Inaocha Singh, Craft Instructor/DIET, Churandpur.

(d) Yoga Education

1. Y. Premila Devi, Yoga Instuctor, KVS, Lamphelpat.
2. Dr. Y. Nandini Devi, OSD, SCERT.
3. G. Sanahal Sharma, Lecturer, Patanjalli, Manipur.

(e) School Internship Courses

1. S. Anandi Devi, Jt. Director, SCERT.
2. A. Rajeshwor Sharma, Lecturer, DIET/SCERT.
3. M.Gunamani Singh, OSD, SCERT.

ANNEXURE-II

FIRST REVIEW COMMITTEE :

1. Jim G. Thingujam, Jt. Director/SCERT, Manipur.
2. S. Anandi Devi, Jt. Director(NFE)/SCERT, Manipur.
3. W. Ratankumar Singh, Project Officer/SCERT, Manipur.
4. K. Ishwarkumar Singh, Project Officer(NFE)/SCERT, Manipur.
5. A. Rajeshwar Sharma, Lecturer(DIET)/SCERT, Manipur.
6. Kh. Ashokkumar Singh, Project Officer(NFE)/SCERT, Manipur.

SECOND REVIEW COMMITTEE :

1. A. Romel Singh, Prof.(VE), HOO/DDO/SCERT, Manipur.
2. W. Ratankumar Singh, Project Officer/SCERT, Manipur.
3. Dr. M. Nalini Devi, Textbook Officer/SCERT, Manipur.
4. M. Gunamani Singh, OSD/SCERT, Manipur.
5. R.K. Tondonsana Singh, Controller Examination/SCERT, Manipur.

Table of Contents

1. [FOREWORD](#)
- 2.
3. [Acknowledgement](#)
4. [Introduction](#)
- 5.
6. [RULES AND REGULATIONS](#)
 1. [Working Days:](#)
 2. [SCHEME OF EVALUATION :](#)
 1. [2.1 The tools of the evaluation may be selected according to the suitability of the situations out of the following :](#)
 2. [2.2 Workshop Based Activity:](#)
7. [CHILDHOOD AND THE DEVELOPMENT OF CHILDREN](#)
 1. [Rationale:](#)
 2. [Objectives:](#)
 3. [Units of Study:](#)
 1. [Unit 1: Perspectives in Development. \(14 marks\)](#)
 2. [Unit 2: Physical - Motor Development. \(14 marks\)](#)
 3. [Unit 3: Social, Emotional and Moral Development. \(14 marks\)](#)
 4. [Unit 4: Childhood. \(14 marks\)](#)
 5. [Unit 5: Contexts of Socialization. \(14 marks\)](#)
 1. [Mode of Transaction.](#)
 2. [Activities \(to be conducted internally\) : Peep into the Child's World : What and How -1](#)
 3. [Task 1 : \(10 marks\)](#)
 4. [Task 2: \(10 marks\)](#)
8. [EDUCATION, SOCIETY, CURRICULUM AND LEARNER](#)
 1. [Rationale :](#)
 2. [Objectives :](#)
 3. [Units of Study :](#)
 1. [Unit 1: Education, Politics and Society \(20 marks\)](#)
 2. [Unit 2: Philosophical Understanding of Education \(20 marks\)](#)
 3. [Unit 3: Knowledge and Curriculum \(20 marks\)](#)
 4. [Unit 4: Learning, learner and Teaching \(20 marks\)](#)
 5. [Unit 5: Education, Society, Curriculum and Learner \(20 marks\)](#)
 1. [Mode of Transaction](#)
 2. [Suggestive Readings:](#)
9. [DIVERSITY, GENDER AND INCLUSIVE EDUCATION](#)
 1. [Rationale:](#)
 2. [Objectives:](#)
 3. [Units of Study :](#)
 1. [Unit 1: Diversity and Education \(10 marks\)](#)
 2. [Unit 2: Gender Issues in Education \(10 marks\)](#)
 3. [Unit 3: Inclusive Education \(10 marks\)](#)
 4. [Unit 4: Children with Special Needs \(10 marks\)](#)
 5. [Unit 5: Issues in Manipur \(10 marks\)](#)
 1. [Mode of Transaction](#)
 2. [Suggestive Readings:](#)
10. [PEDAGOGY ACROSS THE CURRICULUM](#)
 1. [Rationale :](#)
 2. [Objectives :](#)
 3. [Units of Study:](#)
 1. [Unit 1: Philosophical Perspectives of Pedagogy across curriculum \(9 marks\)](#)
 2. [Unit 2 : Knowledge and Methods of Enquiry \(9 marks\)](#)
 3. [Unit 3 : Learners and their Contexts. \(9 marks\)](#)
 4. [Unit 4 : Effective Classroom Environment. \(9 marks\)](#)
 5. [Unit 5: Pedagogic Practice and the Process of Learning \(14 marks\)](#)
 1. [Mode of Transaction:](#)
 2. [Suggestive Readings :](#)
11. [PEDAGOGY OF ENVIRONMENTAL STUDIES](#)
 1. [Rationale :](#)

2. [Objectives:](#)
3. [Units of Study:](#)
 1. [Unit 1: Concept of Environmental Studies \(20 marks\)](#)
 2. [Unit 2: Curriculum organisation based on child's idea \(20 marks\)](#)
 3. [Unit 3: Pedagogical perspectives and assessment \(20 marks\)](#)
 4. [Unit 4 : Uses of different media in teaching of EVS \(20 marks\)](#)
 5. [Unit 5: Planning for Teaching \(20 marks\)](#)
 1. [Suggestive Readings:](#)
12. [INFORMATION AND COMMUNICATION TECHNOLOGY](#)
 1. [Rationale :](#)
 2. [Objectives:](#)
 3. [Units of Study :](#)
 1. [Unit-1: Computer and scope of ICT \(10 marks\)](#)
 2. [Unit-2: Components of ICT \(10 marks\)](#)
 3. [Unit-3:Components of Hardware \(10 marks\)](#)
 4. [Unit-4: Software Applications \(10 marks\)](#)
 5. [Unit-5: Internet and Browser \(10 marks\)](#)
 1. [Suggestive Readings:](#)
13. [UNDERSTANDING LANGUAGE AND EARLY LITERACY](#)
 1. [Rationale :](#)
 2. [Objectives :](#)
 3. [Units of study :](#)
 1. [Unit 1: Nature of language \(10 marks\)](#)
 2. [Unit 2: Language Acquisition \(10 marks\)](#)
 3. [Unit 3: Language across the Curriculum \(10 marks\)](#)
 4. [Unit 4: The classroom practices and possibilities \(10 marks\)](#)
 5. [Unit 5: Assessment and usage of assessment \(10 marks\)](#)
 1. [Mode of Transaction](#)
14. [MATHEMATICS EDUCATION FOR PRIMARY SCHOOL CHILD](#)
 1. [Rationale :](#)
 2. [Objectives :](#)
 3. [Units of Study:](#)
 1. [Unit 1: Pedagogical Content Knowledge. \(20 marks\)](#)
 2. [Unit 2: Perspective about Mathematical Knowledge. \(20 marks\)](#)
 3. [Unit 3: Children's Conceptualisation of Mathemtics \(20 marks\)](#)
 4. [Unit 4: Aspect of Teaching Mathematics \(20 marks\)](#)
 5. [Unit 5: Assessment and Evaluation \(20 marks\)](#)
 1. [Mode of Transaction](#)
 2. [Suggestive Readings:](#)
15. [PROFICIENCY IN ENGLISH](#)
 1. [Rationale :](#)
 2. [Objectives:](#)
 3. [Units of Study:](#)
 1. [Unit 1: Nature of Language \(20 marks\)](#)
 2. [Unit 2: Listening and Speaking skills, Phonological processing \(20 marks\)](#)
 3. [Unit 3: Reading : Acquisition of Reading skills: \(20 marks\)](#)
 4. [Unit 4: Writing: Improving writing skills \(20 marks\)](#)
 5. [Unit 5: Grammar and Vocabulary. \(20 marks\)](#)
 1. [Mode of Transaction:](#)
 2. [Suggestive Readings :](#)
16. [PROFICIENCY IN MANIPURILON TAMBIBAGI PATHAP](#)
 1. [Pandamsing :](#)
 1. [Unit 1: Lon, Mamalon amadi Khanglak-tamlakpa \(20 marks\)](#)
 2. [Unit 2: Mamalon Tambiba \(20 marks\)](#)
 3. [Unit 3: Lon-gi Hei singba Tambiba \(20 marks\)](#)
 4. [Unit 4: Menkhattuna Tambiba \(20 marks\)](#)
 5. [Unit 5: Lon Takpi-tambibagi Mapot-machei \(20 marks\)](#)
 1. [Paba Yaba Lairikshing:](#)
17. [mOE fAggqxg wFkN](#)
 1. [wkErAKgi :](#)
 1. [\begG 1 ! mOE, aakmOE \[arg SImd-fAmdw akjdK 20](#)
 2. [\begG 2 ! aakmOE fAggq akjdK 20](#)
 3. [\begG 3 ! mOExg op-Kgiq fAggq akjdK 20](#)

4. [\begG 4 ! a!ESGfbe fAgqg akjdK 20](#)
5. [\begG 5 ! mOE fkdwg-fAgqgqg awOG-avp akjdK 20](#)
 1. [wkq \kq mkTjgdKgi :](#)
18. [TOWARDS UNDERSTANDING THE SELF- I\(Workshop Base\)](#)
 1. [Rationale :](#)
 2. [Units of Study:](#)
 1. [Unit I:](#)
 1. [Suggested Tasks](#)
 2. [Unit II:](#)
 1. [Workshop 3: Mindfulness in the Classroom \(10 marks\)](#)
 2. [Objectives](#)
19. [CREATIVE ART AND EDUCATION](#)
 1. [Rationale:](#)
 2. [Objectives :](#)
 3. [Units of Study:](#)
 1. [Unit 1: Creative Art Education \(10 marks\)](#)
 2. [Unit 2: Visual Art \(10 marks\)](#)
 3. [Unit 3: Performing Art \(Music\) \(10 marks\)](#)
 4. [Unit 4: Performing Art \(Dance and Drama\) \(10 marks\)](#)
 1. [Suggestive Readings :](#)
20. [CHILDREN'S HEALTH AND PHYSICAL EDUCATION](#)
 1. [Rationale :](#)
 2. [Objectives :](#)
 3. [Units of Study:](#)
 1. [Unit 1: Class formation and Assembly \(6 marks\)](#)
 2. [Unit 2: Warming up and its importance \(6 marks\)](#)
 3. [Unit 3 : School Health Programmes and Healthy Living: \(6 marks\)](#)
 4. [Unit 4: Care of body parts and Health Instruction and Immunisation \(6 marks\)](#)
 5. [Unit 5: Adolescence Education and Life Skills development \(6 marks\)](#)
 4. [Activities:](#)
 1. [Suggestive Readings:](#)
21. [WORK AND EDUCATION](#)
 1. [Rationale :](#)
 2. [Objectives:](#)
 1. [Introduction](#)
 2. [Unit 1: Essential activities \(20 Marks\)](#)
 3. [Unit 2: Elective Activities \(10 marks\)](#)
 1. [Suggestive Readings:](#)
22. [YOGA EDUCATION](#)
 1. [Rationale :](#)
 2. [Objectives:](#)
 3. [Introduction:](#)
 1. [Suggestive Readings:](#)
23. [SCHOOL INTERNSHIP](#)
 1. [Rationale :](#)
 2. [Objectives:](#)
 1. [Pre-Internship : 10 days](#)
 2. [Internship : 35 days](#)
24. [COGNITION AND LEARNING IN THE SOCIO-CULTURAL CONTEXT](#)
 1. [Rationale :](#)
 2. [Objectives:](#)
 3. [Units of Study:](#)
 1. [Unit 1: Learning - Cognition Perspectives \(14 marks\)](#)
 2. [Unit 2: Learning : Behavioural Perspectives \(14 marks\)](#)
 3. [Unit 3: Role of Play, Language and Communication in Learning \(14 marks\)](#)
 4. [Unit 4: Learning Differences \(14 marks\)](#)
 5. [Unit 5: Learning in Context \(14 marks\)](#)
 1. [Mode of Transaction:](#)
 4. [Activities \(to be conducted internally\) :](#)
 1. [Suggestive Readings:](#)
25. [SCHOOL CULTURE, LEADERSHIP AND CHANGE](#)
 1. [Rationale :](#)
 2. [Objectives :](#)

3. Units of Study:
 1. Unit 1: Structures and process of the Indian Education system (12 marks)
 2. Unit 2: School Culture (8 marks)
 3. Unit 3: School effectiveness and School Standards (12 marks)
 4. Unit 4: School Leadership and Management (8 marks)
 5. Unit 5: Change Facilitation in Education (10 marks)
 1. Mode of Transaction:
 2. Suggestive Readings:
26. Contemporary Indian Society
 1. Rationale:
 2. Objectives :
 3. Units of Study:
 1. Unit 1: India: Emergence from the Freedom Struggle (20 marks)
 2. Unit 2: Constitution of India and Education (20 marks)
 3. Unit 3: Democracy in India (20 marks)
 4. Unit 4: Indian Economy and its special reference to Manipur (20 marks)
 5. Unit 5: Some Suggested Projects on Contemporary Indian Issues (20 marks)
 1. Mode of Transaction:
 2. Suggestive Readings :
 3. Documentaries/DVDs for Discussion
27. PEDAGOGY OF ENGLISH LANGUAGE
 1. Rationale:
 2. Objectives:
 3. Unit of Study :
 1. Unit 1: Approaches to the Teaching of English (20 marks)
 2. Unit 2: Issues of Teaching English at the Elementary Stage (20 marks)
 3. Unit 3: Teaching Strategies (Workshop based activity) (20 marks)
 4. Unit 4: Learner Assessment (Workshop based activity) (20 marks)
 5. Unit 5: Planning and Material Development (Workshop based activity) (20 marks)
 1. Mode of Transaction:
 2. Suggestive Readings:
28. PEDAGOGY OF MANIPURI(Language Pedagogy)
 1. Pandamsing :
 1. Unit 1: Mamalon Tambibada Heitaba Yadaba Thak (20 marks)
 2. Unit 2: Sahitya Tambiba (20 marks)
 3. Unit 3 Grammar- Composition Tambiba (20 marks)
 4. Unit 4: Changyeng Louba (20 marks)
 5. Unit 5: Para Tambibagee Thourang (20 marks)
 1. Paba Yaba Lairikshing :
29. mOE fAqqg(Language Teaching)
 1. wkErAKgi :
 1. \begG 1 ! aakmOE fAqqqr opfq \krq Fkd akjdK 20
 2. \begG 2 ! KkogfD\ fAqqg akjdK 20
 3. \begG 3 ! xDjkakj-sAwOcgKE fAqqg akjdK 20
 4. \begG 4 ! vki\li myq akjdK 20
 5. \begG 5 ! wkjk fAqqqyg Fyjki akjdK 20
 1. wkq \kq mkTjgdKgi :
30. SOCIAL SCIENCE EDUCATION
 1. Rationale :
 2. Objectives:
 3. Units of study :
 1. Unit 1: Nature and Concept (20 marks)
 2. Unit 2: Basis of Curriculum & Inter Linkage with Child (20 marks)
 3. Unit 3: Pedagogical Perspectives of Teaching Methods (20 marks)
 4. Unit 4: Planning for Teaching (20 marks)
 5. Unit 5: Teaching Learning Materials (20 marks)
 1. Suggestive Readings:
31. MATHEMATICS EDUCATION
 1. Rationale :
 2. Objectives:
 3. Units of Study:
 1. Unit 1: Practical Arithmetic and Handling Data (20 marks)

2. [Unit 2: Mathematical Reasoning \(20 marks\)](#)
 3. [Unit 3: Algebraic thinking \(20 Marks\)](#)
 4. [Unit 4: Geometric ways of thinking at space and shapes \(20 Marks\)](#)
 5. [Unit 5: Communicating Mathematics and Assessment \(20 Marks\)](#)
 1. [Suggestive Readings:](#)
32. [SCIENCE EDUCATION](#)
1. [Rationale :](#)
 2. [Objectives:](#)
 3. [Units of Study:](#)
 1. [Unit 1: Revisiting School Science Concepts \(20 marks\)](#)
 2. [Unit 2: Understanding what is Science and Children's Idea in Science. \(20 marks\)](#)
 3. [Unit 3: Preparation of Learning \(20 marks\)](#)
 4. [Unit 4: Analysis of lesson model \(20 marks\)](#)
 5. [Unit 5: Science For All \(20 marks\)](#)
 1. [Suggestive Reading:](#)
33. [INFORMATION AND COMMUNICATION TECHNOLOGY](#)
1. [Rationale :](#)
 2. [Objectives:](#)
 3. [Units of Study:](#)
 1. [Unit-1: ICT and pedagogy integration: \(10 marks\)](#)
 2. [Unit-2: Integration of web 2.0 tools in teaching learning process: \(10 marks\)](#)
 3. [Unit-3: E-learning: \(10 marks\)](#)
 4. [Unit-4: ICT and assessment: \(10 marks\)](#)
 5. [Unit-5: Emerging trends in ICT application: \(10 marks\)](#)
 6. [Practicum:](#)
 1. [Activities to be conducted:](#)
 2. [Suggestive Reading:](#)
34. [EDUCATIONAL ASSESSMENT AND EVALUATION](#)
1. [Rationale:](#)
 2. [Objectives:](#)
 3. [Units of study:](#)
 1. [Unit 1: Concept of Assessment & Evaluation \(10 marks\)](#)
 2. [Unit 2: Assessment and Implementation \(10 marks\)](#)
 3. [Unit 3: Techniques & Tools of Evaluation \(10 marks\)](#)
 4. [Unit 4: Teachers' role, remedial measures and feedback \(10 marks\)](#)
 5. [Unit 5: Recording and Reporting \(10 marks\)](#)
 1. [Suggestive Readings:](#)
35. [TOWARDS UNDERSTANDING THE SELF- II\(Workshop Base\)](#)
1. [Rationale :](#)
 2. [Units of Study:](#)
 1. [Unit 1:](#)
 1. [1.1 Journal Writing \(10 marks\)](#)
 2. [Mode of Transaction](#)
 3. [1.2 Writing Tasks \(10 marks\)](#)
 4. [Suggested Tasks](#)
 2. [Unit- II:](#)
 1. [Workshop 1: The Power of myth \(10 marks\)](#)
 2. [Suggested workshop themes](#)
 3. [Workshop 2: Gender and upbringing \(10 marks\)](#)
 4. [Suggested workshop themes](#)
 5. [Workshop 3 : Deconstructing the messages of advertising \(10 marks\)](#)
 6. [Suggested workshop themes](#)
36. [CREATIVE ART AND EDUCATION](#)
1. [Rationale :](#)
 2. [Objectives:](#)
 3. [Units of Study:](#)
 1. [Unit 1: Visual Art \(10 marks\)](#)
 2. [Unit 2: Performing Art \(Music\) \(10 marks\)](#)
 3. [Unit 3: Performing Art \(Dance\) \(10 marks\)](#)
 4. [Unit 4: Performing Art \(Drama\) \(10 marks\)](#)
 1. [Suggestive Readings:](#)
37. [CHILDREN'S HEALTH AND PHYSICAL EDUCATION](#)

1. [Rationale :](#)
2. [Objectives:](#)
3. [Units of Study:](#)
 1. [Unit 1: Thang- Ta \(6 marks\)](#)
 2. [Unit 2: Organising of programmes \(6 marks\)](#)
 3. [Unit 3: Major Games: Football, Volleyball & Kabaddi \(6 marks\)](#)
 4. [Unit 4: Children's health and Communicable diseases \(6 marks\) Morbidity Mapping- its method and observations](#)
 5. [Unit 5: First aid and Safety measures \(6 marks\)](#)
 1. [Suggestive Readings:](#)
38. [WORK AND EDUCATION](#)
 1. [Rationale :](#)
 2. [Objectives:](#)
 1. [Unit 1: Essential activities: \(20 marks\)](#)
 2. [Unit 2: Elective Activities: \(10 marks\)](#)
 1. [Suggestive Readings:](#)
39. [YOGA EDUCATION](#)
 1. [Rationale :](#)
 2. [Objectives:](#)
 3. [Introduction:](#)
 1. [PRACTICUM: \(50 marks\)](#)
 1. [Suggestive Readings:](#)
40. [School Internship](#)
 1. [Rationale :](#)
 2. [Objectives:](#)
 1. [Pre-Internship : 5 Days](#)
 2. [Internship: 40 days \(Class VI- VIII\)](#)
41. [Guidelines on Peer Observation](#)
 1. [Main components of observation:](#)
 1. [1. Planning - Unit/ Lesson:](#)
 2. [2. Lesson delivered:](#)
 3. [3. Classroom Management:](#)
 4. [4. Learning Outcome:](#)
 5. [5. Feedback/ follow up:](#)
42. [LIST OF SUBJECT WISE EXPERT COMMITTEE](#)
 1. [I. FOUNDATION COURSES](#)
 2. [II. CURRICULUM & PEDAGOGY COURSES:](#)
 1. [\(a\) Language](#)
 2. [\(b\) Mathematics](#)
 3. [\(c\) Science](#)
 4. [\(d\) Social Sc.](#)
 5. [\(e\) Information and Communication Technology](#)
 3. [III. WORKSHOP BASED COURSES](#)
 4. [IV. PRACTICUM COURSES](#)
 1. [\(a\) Creative Art & Education](#)
 2. [\(b\) Children Physical & Emotional](#)
 3. [\(c\) Work Education](#)
 4. [\(d\) Yoga Education](#)
 5. [\(e\) School Internship Courses](#)