Curriculum

for

Diploma in Elementary Education

(D.El.Ed.)

w.e.f

2026

MIZORAM BOARD OF SCHOOL EDUCATION

AIZAWL : 796 012

MIZORAM BOARD OF SCHOOL EDUCATION
AIZAWL : 796 012

Dated Aizawl, the 8th June, 2026

N O T I C E

NoJ.11011/1/2018-MBSE(Acad)/30: It is hereby notified for the information of all concerned that the revised curriculum for the 2-year D.El.Ed. programme, developed in alignment with the provisions of NEP 2020, NCFFS 2022 and NCFSE 2023, is enclosed herewith and shall be followed from the First semester with effect from the academic session 2026 – 2027. The existing syllabus shall continue to remain in use for the ongoing semesters.

Sd/- SARAH LALENGZAMI PACHUAU
Secretary
Mizoram Board of School Education

Memo No. J.11011/1/2018-MBSE(Acad)/30(A) : Dated Aizawl, the 8th June, 2026
Copy to :

1. The Secretary to Govt. of Mizoram, School Education Department, Aizawl.
2 The Director, School Education, Govt. of Mizoram, Aizawl.
3. The Director, SCERT, Aizawl.
4. The Controller of Examinations, MBSE for information and necessary action.
4. All Principals, DIET, Mizoram for information.
5. System Administrator MBSE, for uploading in the official website.
6. Guard File 8(A).

08/06/26
(DAVID LALLAWMKIMA FANAI)
Director (Academic)
Mizoram Board of School Education

F O R E W O R D

It gives me great pleasure to present the revised curriculum for the D.El.Ed. Programme. This curriculum has been revised and updated in alignment with the visions and guiding principles of the NEP 2020, NCFFS 2022 and NCFSE 2023.

The revised curriculum seeks to equip future teachers with the knowledge, skills, values, and competencies required to meet the evolving needs of elementary education. Particular emphasis has been placed on competency-based teaching and learning, holistic and formative assessment practices, inclusive education, integration of ICT, early childhood care and education, and the promotion of multilingualism and mother-tongue-based instruction.

Several existing courses have been updated and reorganized, while new papers have been introduced to address emerging educational priorities and contemporary classroom practices. The curriculum also strengthens school-based experiences and internship components to ensure meaningful engagement with real classroom settings.

The curriculum has been revised through a series of consultative workshops involving faculty members and experts from MBSE, MZU, SCERT, IASE and the DIETs across the State. Their valuable insights and contributions have greatly enriched the revision process, and MBSE sincerely acknowledges and appreciates their support and collaboration. I hope that this revised curriculum will contribute to the preparation of competent, reflective, and committed teachers who can effectively support the learning and development of children and thereby contribute to the continued improvement of education in Mizoram.

J H Zoremthanga
Chairman
Mizoram Board of School Education

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

FOUNDATIONS OF EDUCATION

Maximum Marks : 100
External : 70
Internal : 30

Course Objectives :

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

- understand the philosophical foundations of education
- comprehend the role of philosophy in determining the aims of education and methods of teaching
- analyse the philosophy of Indian and Western thinkers
- understand the psychological foundations of education
- apply the concept of intelligence, creativity and personality in education
- understand the sociological foundations of education
- appreciate the socio-cultural context of education
- understand the relation between society and education

Course Content :

UNIT I : Introduction to Education

- Concept, functions and types of education
- Aims of education: individual and social
- Meaning and principles of teaching and learning
- Factors affecting learning

UNIT II : Philosophical Foundations of Education

- Concept and nature of Educational Philosophy
- Relationship between Education and Philosophy and meaning of Educational Philosophy
- Educational philosophers- Tagore, Gandhi, Dewey, Rousseau
- Role of Philosophy in determining aims of education, curriculum and methods of teaching

UNIT III : Psychological Foundations of Education

- Meaning and difference between intelligence and creativity, role of education in promoting creativity
- Behaviourism- Watson, B.F. Skinner

UNIT IV : Sociological Foundations of Education

- Meaning, nature and scope of Educational Sociology
- Concept of social change, education as an instrument of social change
- Concept of social stratification and social mobility
- Social problems relating to education in India: equalization of educational opportunity, education of the backward classes

UNIT V : Educational Psychology

- Meaning, nature and scope of Educational Psychology
- Growth and development: concept, developmental task
- Personality: concept and types; factors affecting personality
- Adjustment mechanism

Suggested Readings :

1. Conne, D.J. Introduction to Philosophy of Education. London: Roultedge and Kegan Paul.
2. Peters, R.S. (ed), (1975). The Philosophy of Education. Oxford University Press, London.
3. Shukla, K.K., Parihar, A.J.S., and Singh, K.P. (2014). Philosophical and Sociological Foundations of Education. R Lall Book Depot
4. Singh, K.S. (2011). Educational Philosophies & Thinkers (Western & Indian). H.P. Bhargava Book House
5. Mrunalini, T. et al. (2016). Philosophical Perspectives of Education. Neelkamal Publications
6. Saxena, S. (2001). Philosophical and Sociological Foundation of Education. Meerut: Surya Publications.
7. Abrahan Francis & Margan John (2002). Sociological Thought, New Delhi: MC Millian India Ltd.
8. Kamat, A.R. (1985). Education and Social Change in India. Bombay: Samaiya Publishing Co.
9. Morris, I. (1978). The sociology of education: An introduction. London: William Cloves Limited.
10. Pandey, K.P. (1983). Perspective in Social Foundations of Education. Gaziabad: Amita Prakashan.
11. Srivastava, N. (2006). Educational Psychology. Pragun Publication.
12. Thomas, B. (2004). Intelligence and Creativity in Education. Aavishkar Publication.
13. Mangal, S.K. (2004). Advanced Educational Psychology (2nd Ed.). New Delhi, Prentice Hall of India Private Limited.
14. Ram, S.S. (1999). Educational Psychology and Child Development. S.S. Publishers.

EARLY CHILDHOOD CARE AND EDUCATION (ECCE)

Maximum Marks : 100
External : 30
Internal : 20
Practicum : 50

Course Objectives :

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

- understand the concept, objectives, and significance of ECCE.
- explain key ECCE initiatives under NEP 2020 (FLN, Vidya Pravesh, Balvatika).
- identify and support various domains of child development.
- plan and implement theme-based learning activities.
- use appropriate assessment tools and techniques in ECCE.
- organise play-based activities for holistic development.
- prepare developmentally appropriate Teaching-Learning Materials (TLMs).
- demonstrate professional and reflective practices in ECCE settings
- apply theoretical understanding through practical activities in real or simulated ECCE settings.

Course Content :

UNIT I : Introduction to Early Childhood Care and Education

- Concept, objectives and significance of Early Childhood Care and Education (ECCE)
- Key initiatives supporting ECCE under National Education Policy (NEP) 2020:
  - Balvatika – Objectives and key features
  - Vidya Pravesh – Objectives and key features
  - Jadui Pitara - Objectives and key features

UNIT II : Domains of Development

- Physical and Motor Development: Concept and importance of gross and fine motor development in ECCE.

  Activity :
  - Organising play-based activities to enhance fine motor skills
  - Preparation of Teaching Learning Materials (TLMs) for fine motor development
  - Organising play-based activities for gross motor development

- Socio-emotional and Ethical Development:
  - Concept and importance of socio-emotional and ethical development in ECCE
  - The role of teachers in fostering moral reasoning and ethical understanding
  - Guiding children in developing personal hygiene habits and social manners

  Activity:
  - Organising play-based activities to promote socio-emotional and ethical development

- Cognitive Development:
  - Concept and importance of cognitive development in ECCE.
  - Importance of promoting key aspects of cognitive development in early childhood:
    - Sensory Development (sight, hearing, touch, taste and smell)
    - Problem-Solving and Reasoning (memory and observation, classification, sequential thinking, puzzles and dominoes)
    - Concept Formation (colour, shape, pre-number, time, natural environment, seasons/weather)

Activity:

- Organising play-based activities for cognitive development:
  - Sensory Development (sight, hearing, touch, taste and smell)
  - Problem-Solving and Reasoning (memory and observation, classification, sequential thinking, puzzles and dominoes)
  - Concept Formation (colour, shape, pre-number, time, natural environment, seasons/weather)
- Preparation of TLMs to support cognitive skills

- Creative-Aesthetic and Cultural Development:
  - Concept and importance of creative-aesthetic and cultural development in ECCE.
  - Importance of fostering creativity, imagination, aesthetic appreciation and cultural awareness

  Activity:
  - Organising play-based activities to foster creative-aesthetic and cultural development

- Language and Literacy Development:
  - Concept and importance of language and literacy development in ECCE
  - Significance of fostering listening, speaking, reading and writing (LSRW) readiness in early language development

  Activity:
  - Organising play-based activities for language and literary development
  - Preparation of TLMs for language and literary development

UNIT III : Programme Planning, Classroom Arrangement, and Assessment in ECCE

- Theme-Based Planning:
  - Meaning and importance of theme-based planning in ECCE.
  - Steps involved in planning Theme Based activities

  ***Activity*:**
  - Developing and presenting theme-based plan for ECCE Classrooms

- Assessment Tools in ECCE:
  - How to use tools such as checklists, rating scales, portfolios, and anecdotal records to assess learning during routine activities

- Classroom Arrangement:
  - Arrangement of inside and outside the ECCE Classroom

Practicum:

In every theory unit that includes practical components, both theory and practicum should be taught together in an integrated way, so that both support each other throughout each topic.
The teacher should aim to conduct as many activities as possible, while making adjustments based on the time and number of periods allotted for the subject.

Mode of Transaction:

The course will adopt an integrated mode of transaction, ensuring theory and practicum go hand in hand in every relevant topic.

Suggested Activities:

1. *Physical and Motor Development Activities:*
    a. *Fine Motor Development Activities:*
        - Clay modelling, stringing beads, paper tearing and pasting.
        - Drawing shapes, folding paper (origami), sorting small objects.
    b. *Gross Motor Development Activities:*
        - Outdoor games: running, hopping, jumping over lines.
        - Obstacle courses, ball throwing and catching.
2. *Socio-emotional and Ethical Development Activities:*
    a. *Group play (circle games), role play (doctor, shopkeeper).*
        - Sharing activities: passing the ball, helping each other.
3. *Cognitive Development Activities:*
    a. *For Sensory Development- Touch and feel, Feely bag, Taste and tell, Smell and tell, Meditation, Chinese whisper, What is missing? Who is missing? Find the difference, Odd-one out*
    b. *For Problem-Solving and Reasoning skills:*
        - For Memory and Observation Skills-What is missing? Who is missing? Guess what I see?
        - For Classification skills- Classifications (animals, transport system, fruits, vegetables, etc.)
        - For Sequential Thinking skills- Sequential thinking cards, Seriation cards
        - Self-corrective puzzles (Number to object, Object to object, Two/three/four-piece puzzle)
        - For Concept Formation - Colour domino, Shape domino, Weather Cards, Flash Cards (Seasons, Time)
        - Pre-Number Concept - Comparing (Big and small, tall and short, long and short, thick and thin, in-out), Matching, Sorting, Seriation, Classification, Domino, Sequential thinking, Self-Corrective Puzzle
4. *Creative-Aesthetic and Cultural Development Activities:*
        - Painting with fingers, nature collage, local craft ideas.
        - Dance movements to music, acting out stories.
5. *Language and Literary Development Activities:*
        - For Listening Skills- Verbal: odd-man out, Meditation, Chinese whispers, Sound boxes, Rhyming words, Teacher says, Find the picture (from the book), Who am I (to answer 'yes' or 'no' only)
        - For Speaking Skills- Picture reading, Conversation- theme based, Complete the sentences, Guess the riddles, Story making, Guess what I see? Visits and excursions (market, zoo, school ground, shops, etc.), Talking time (interview, talk about oneself, their interest, etc.), Role play
        - For reading readiness-Odd-one out, Sound matching, Dominoes, Find the similar card, Antakshari, Self-corrective puzzle, Singing a, b, c song
        - For writing readiness- Colouring in an enclosed space, Joining dots, strokes, etc., Pattern making, Visual coordination card, Story card, Picture dominoes
6. *Theme-Based Planning:*
        - Prepare a simple weekly plan on a theme (e.g. 'My Family,''Animals')

In addition to the suggested activities, the teacher may include any other relevant activities suitable based on the learning context and objectives

Mark Distribution: Maximum Mark: (100)

1. ***External Exam – 30 Marks (End Semester Exam)***
2. ***Internal – 20 Marks***
   - *Project Work- Weekly Theme-Based Timetable (10 Marks):* Each student must prepare one theme-based weekly timetable based on any selected theme.
   - *Unit Test / Assignment (10 Marks):* Students must complete one unit test or assignment based on the course content.
3. ***Practical Activities – 50 Marks***
   - All practical components should be carried out under the supervision and guidance of the teacher concerned.
   - TLM Preparation and Viva Voce (40 Marks): Each student must prepare one Teaching-Learning Material (TLM) for each of the following skill areas:(6×5 = 30)
     i. Fine Motor skills
     ii. Classification skills
     iii. Sequential thinking skills
     iv. 4 Piece Puzzle
     v. Pre-Number Concept
     vi. Reading readiness

   - Viva-Voce (10)

     The TLMs will be assessed based on their creativity, relevance, and practical application. Questioning (viva-voce) regarding the purpose, use, and effectiveness of each TLM will be part of the assessment. (5 marks for each TLM & 10 Marks for viva-voce)

   - Activity Planning and Execution (10 Marks): Each student must plan and conduct one activity focusing on any one domain of development (e.g. physical, socio-emotional and ethical, cognitive, aesthetic and cultural, language and literary).

In addition to the activities organised, it is suggested that during the internship period of in-house practical teaching, each student must deliver at least one lesson from the ECCE subject, along with lessons from other subjects.

Total Weekly Periods (Suggested)
5 - 6 periods per week (1 Period = 40 minutes)
Total Credit – 4 Credits

Suggested Readings:

1. Directorate of State Council of Educational Research and Training. (2022). Certificate course in ECCE: A teacher's manual. School Education Department, Government of Mizoram.
2. Kaul, V. (1998). Early childhood education programme. National Council of Educational Research and Training (NCERT).
3. Ministry of Education, Government of India. (2023, August 24). National curriculum framework for school education 2023. Department of School Education & Literacy. https://www.education.gov.in/en/national-curriculum-framework-school-education-2023
4. Ministry of Women and Child Development, Government of India. (2013). National early childhood care and education (ECCE) policy. https://wcd.nic.in/sites/default/files/ECCE%20policy_0.pdf

5. National Council of Educational Research and Training. (2021). Vidya Pravesh: Guidelines for three-month play-based school preparation module for Grade-I. NCERT. https://ncert.nic.in/pdf/announcement/Vidya_Pravesh.pdf
6. National Council of Educational Research and Training. (2022). National curriculum framework for foundational stage 2022. Ministry of Education, Government of India. https://ncf.ncert.gov.in/
7. Soni, R. (2019). Trainer's handbook in early childhood care and education. National Institute of Public Cooperation and Child Development (NIPCCD).
8. Soni, R. (2021). Theme-based Early Childhood Care and Education Programme: A resource book. National Institute of Public Cooperation and Child Development (NIPCCD).
9. Yadav, P. (2015). Exampler guidelines for implementation of Early Childhood Care and Education (ECCE) curricular framework. National Council of Educational Research and Training (NCERT).

MATHEMATICS EDUCATION FOR THE PRIMARY SCHOOL CHILD

Maximum Marks : 100
External : 70
Internal : 30

Course Objectives :

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

- design and implement effective Mathematics lessons for foundational and preparatory stages.
- develop and apply teaching strategies to promote joyful and meaningful Mathematics learning.
- foster critical thinking, problem-solving skills, and creativity in students through Mathematics education.
- apply competency-based assessment and feedback techniques to track student progress.
- create a Mathematics-rich learning environment that incorporates local resources and indigenous knowledge.

Course Content :

UNIT I : Introduction to Foundational and Preparatory Mathematics

- Aims and objectives of teaching Mathematics at foundational and preparatory stages based on NCFFS
- Building a strong foundation in Mathematics for foundational and preparatory stages
- Curricular goals and competencies at foundational and preparatory stages as per NCFFS
- Identifying students' interests and learning needs in Mathematics
- Role of the teacher in promoting Mathematics learning

UNIT II : Effective Mathematics Teaching and Learning

- Play-based learning approaches: meaning, strategies and importance
- Art-integrated and storytelling methods: meaning, strategies and importance
- Use of games and activities to make Mathematics enjoyable
- Approaches to catering to diverse learning needs in teaching Mathematics
- Incorporating local resources and indigenous knowledge for Mathematics teaching-learning

UNIT III : Pedagogical Process of Teaching Mathematics Concepts

- Number system: approaches to teaching number concepts, place value, and operations (addition, subtraction, multiplication and division)
- Decimal: approaches to teaching decimal including conversion and operations
- Fraction: teaching methodology of fractions including proper, improper and mixed fractions
- Mensuration: methods for teaching mensuration concepts, including perimeter, area, and volume
- Geometry: strategies for teaching basic geometry concepts, including shapes, spatial awareness, and properties

UNIT IV : Pedagogical Process of Teaching Applied Mathematics

- Data Handling: approaches to teaching data collection, organization, and interpretation and uses
- Patterns and Symmetry: strategies for teaching patterns, symmetry, and tessellations and their importance
- Money: strategies for teaching money concepts, including counting, adding, and subtracting money
- Time: strategies for teaching time concepts, including telling time, elapsed time, and scheduling
- Measurement : strategies for teaching weight, capacity and length, including units of measurement and conversion

UNIT V : Assessment, Feedback, and Classroom Management

- Strategies for designing assessment tools to track students' progress
- Competency-based assessment: meaning, importance and strategies
- Constructive feedback: meaning and importance in enhancing student learning
- Classroom dynamics and collaboration: meaning and approaches for promoting student engagement
- Mathematics- friendly classroom: importance and effective strategies

Suggested Readings :

1. Beckmann, S. (2000). Mathematics for Elementary Teachers. Macmillan Publishers.
2. Kilpatrick, J., Swafford, J., & Findell, B. (2001). Adding it up: Helping children understand Mathematics. McGraw-Hill Education
3. Ministry of Education. (2020). National Education Policy 2020. Government of India.
4. National Council of Teachers of Mathematics. (2020). Principles to actions: Ensuring mathematical success for all.
5. Polya, G. (1957). How to solve it: A new aspect of mathematical method. Scholastic India
6. Salzberg, H. (2001). Elementary mathematics for teachers. Westland Publishers.
7. Skemp, R. R. (1976). Relational understanding and instrumental understanding. Pearson.
8. Van de Walle, J. A. (2001). Teaching student-centered Mathematics. Rupa Publication.
9. Van de Walle, J. A., Karp, K. S., & Bay-Williams, J. M. (2019). Elementary and middle school Mathematics: Teaching developmentally. Rupa Publication.

TOWARDS SELF – UNDERSTANDING AND EVOLVING AN EDUCATIONAL VISION

Maximum Marks: 50
(Fully Internal)

Course Objectives :

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

- enable students to gain a deeper understanding of their own thoughts, emotions, and behaviours.
- help students recognize their strengths and areas for improvement, fostering a sense of self-acceptance and confidence.
- equip students with the skills to identify, understand, and manage their emotions effectively.
- promote empathy and interpersonal skills, allowing students to build positive relationships with peers, colleagues, and students.
- encourage students to engage in regular self-reflection and introspection.
- develop critical thinking and problem-solving skills through reflective practices, enhancing their professional growth and development.
- teach effective communication and conflict resolution skills, promoting a supportive and collaborative atmosphere.

Course Content :

UNIT I : Introduction to Self Understanding and Reflective Practices

- Definition and importance of self-understanding
- The role of self-awareness in personal and professional growth
- Reflective practices and their significance in education
- Johari Window: improvement of self-awareness, communication and relationships.

Activity: Self-Reflection Journal

Description: Students will maintain a journal where they reflect on their thoughts, feelings, and experiences related to self-understanding. They will write weekly entries and share their insights during group discussions.

UNIT II : Values, Ethics and Dispositions in Education

- Understanding the core values, ethics and dispositions outlined in NEP 2020.
- Integrating these values into personal and professional life.
- The role of educators in promoting ethical behaviour and values in students.
- Setting personal and professional goals.

Activity : Ethical Dilemmas Role-Play

Description: Students will participate in role-playing scenarios that present ethical dilemmas in educational settings. They will discuss and debate the best course of action, considering the values and ethics outlined in NEP 2020.

UNIT III : Building Positive Relationships

- The importance of building positive relationships in the educational environment.
- Strategies for effective communication and conflict resolution.
- The role of empathy and compassion in building strong relationships.

Activity : Empathy Circle

Description: Organize an empathy circle where students practice active listening and empathetic communication. They will share personal stories and experiences, fostering a supportive and understanding environment.

Assessment Methods :

- Reflective journals and self-assessment reports.(Journal Writing)
- Group discussions and presentations.(Seminar)
- Final project on personal growth and self-understanding.(Writing Task)

Suggested Readings :

1. Goleman, D. (1995). Emotional Intelligence.
2. Schön, D. A. (1983). The Reflective Practitioner
3. Ministry of Education, Govt. of India. (2020). National Education Policy 2020. Govt. of India
4. Luft, J., & Ingham, H. (1955). The Johari window: A Graphic Model for Awareness in Interpersonal Relationships

PROFICIENCY IN MIZO

Maximum Marks : 50
External : 35
Internal : 15

A Tum :

- Zirlaite Mizo ṭawng thiam naltir
- Mizo ṭawng dik taka hmang thiam tura buatsaih
- Thu mal hriat tamtir
- Mizo ṭawng thiam a pawimawhna leh hlutna hriattir.
- Mizo ṭawnga mi thu sawi dawngsawng thiam tur leh zirlaite kairuai thei tura buatsaih.
- Dik tak leh nal taka thu sawi thiamtir a, chutiang tura zirlaite kaihhruai dan thiamtir.
- Mizo ṭawng lam rik dan dik tak leh ngaihnawm taka chhiar thiam tura buatsaih.
- Mi zingah inring tawk taka an awm theih nana Mizo ṭawng thiam naltir.

ṬHEN I-NA : Mizo ṭawng dinhmun

- Mizo ṭawng awmzia leh ziarang
- Mizo ṭawng zirtirnain harsatna a tawh leh a sut kian dan tur
- Mizo ṭawng hman dik loh langsar zualte: Kohhranah, khawtlangah leh social media-ah
- Mizo hla thu hman dan.

ṬHEN II-NA : Ṭawng thiamna bulpui pali tihhmasawnna

- Mizo ṭawng thiam tura ngaihthlak leh sawi a pawimawhna
- Ngaihthlak leh sawi thiam tura classroom-a tih tur hrang hrang: Thawnthu sawi, hla sak/chham, lemchan, sawi ho, chanchinthar ngaihthlak.
- Chhiar thiamna atana pawimawhte: A ri leh ri lo, a thu awmzia hriat thiam, thu a lam rik ang zela sipel, uarna leh thlukna, a rin leh a zawih hun, a ran leh muan, thu ziah chhinchiahna. (Chhiar thiamna hmanruate - Zirlai bu, Bible, thawnthu bu, chanchinbu adt).
- Ziah thiam nana pawimawhte: Hawrawp mal hriat chian, hawrawppui leh hawrawptë, a awmzia hriat thiam, thu ziah chhinchhiahna, entawna ziah, thu phuahtir, ziahtir tura chhiar (dictation), lehkhathawn.

ṬHEN III-NA : Grammar

- Parts of speech: verb, adjective, adverb leh conjunction
- Tense hrang hrang: present, past leh future
- Mood: indicative, subjunctive leh imperative
- Mizo ṭawng ziah zawm tur leh ziah hran dan tur: thuhmabet leh thuhnungbet, thumal, parts of speech-a nihna hrang.
- Mizo ṭawng upa (Elementary zirlai bu).

Zirtir dan tur inkaihhruaina:

- Zirtirtuin zirlaite a taka hmang chhuak thei ngei turin a tihpui tur a ni.
- Mizo ṭawng upa zirtir nan elementary zirlai bu hman tur a ni.

Rawn turte :

1. Chawngthu, Rozama. *Zoṭawng hman dan dik*. Tlangveng Printing Press: Aizawl. 2000 Print.
2. Chhangte, Ralluaii. *Mizo Ṭawng chikna*. Dr. Kenneth Chawngliana: Aizawl. 2001 Print.
3. Darchuailova Renthlei. "Mizo Ṭawng Hmelhmang". *Zoṭawng : Dinhmun leh Hmathlir*. Mizo Department. PUC. 2013.p.38
4. Dokhuma, James. *Mizo Ṭawng Kalphung*. Mizoram Publication Board: Aizawl. 2006 Print.
5. Keivom L. Link Language. *Zoṭawng : Nihphung, Dinhmun leh Hmathlir*.
6. Khiangte Lalzarzoa. 2026, Mizo Ṭawng Grammar and Composition
7. Laldinmawia. H. (2013), *Zoṭawng Nihphung, Dinhmun leh Hmathlir Dan*, Published by Department of Mizo, Pachhunga University College, Printed at KL Offset Printers, MG Road, Tuikhuahtlang, Aizawl.
8. Lalrindiki T.Fanai. *Mizo Ṭawng Chungchang*. Fungki. 2007. MILLTA. p.204
9. Lalliani Ralte Dr. (2020), *Mizo Ṭawng Zirtir Dan*, Published by Dr Lalliani Ralte, Printed at Lengchhawn Offset, Bethel House, Khatla.
10. *Mizo Ṭawng Ziah Dan*. (2022), Aizawl: MBSE (4th Edition).
11. *Mizo Ṭawng Grammar*. (2004), Aizawl: Synod Literature and Publication Board.
12. Thangi Chhangte Dr. *Mizo Ṭawng Kalhmang*. p.1
13. Thangzikpuia PC, 2019. Mizo *Ṭawng* Grammar, 1st Edition, Printed at Gilzom Offset.
14. Lalthangliana B., "Mizo ṭawng ṭobul leh danglam zel dan". *Zo Kalsiam.* 1997. p. 80, 89)
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16. *Mizo Ṭawng Bihchianna*. (2024), Aizawl, College Textbook Editorial Board, Mizo Dept, MZU (2nd Edition).
17. Malsawma J. (Thanpuii Pa), (2000), *Zo-zia*, Published by Thanpuii, Printed at LV Art, Chanmari, Aizawl.
18. Remkunga. (1992): Mizo Ṭawng Dictionary.
19. Zothanliana, R. (2020). Mizo Ṭawng Zirtir. Zo Publication
20. *https://en.wikipedia.org/wiki/Eighth_Schedule_to_the_Constitution_of_India*
21. *https://en.wikipedia.org/wiki/Languages_with_official_status_in_India*
22. *https://testbook.com/question-answer/the-national-educationpolicy-npe-1986-sug--5fe49301df0cc17b21831962*
23. *https://gyansanchay.csjmu.ac.in/wp-content/uploads/2021/12/NPE-1986.pdf*
24. *https://www.teachingenglish.org.uk/professional-development/teachers/educational-policies-practices/articles/content-based-instruction*
25. Aligarh Muslim University. (2023, September 15). *The University Education Commission (1948-49)*. Retrieved from *https://old.amu.ac.in/emp/studym/100003932.pdf*
26. Crystal David:A Dictionary of Linguistics and Phonetics,2003 ISBN 0-631-22664-8 Denny. (2023, September 17). *University Education Commission 1948-49 in India*. Your Article Library.Retrieved from https://www.yourarticlelibrary.com/education/university-education-commission-1948-49-in-india/44856
27. Lightbown, P. M & Spada, N. (1999). *How Languages are Learned* Oxford: Oxford University Press
28. Maley, A. & Duff, A. (1991). *Drama techniques in language learning: A resourcebook of communication activities for language teachers (2nd ed.)*. Cambridge:Cambridge University Press.
29. Bhanot T.R.:Scholars' Senior English Grammar and composition 2016 ISBN 978-93-82466-44-4
30. Morgan, J. & Rinvolucri, M. (1983). *Once upon a time: Using stories in the languageclassroom.* Cambridge:. Cambridge University Press.
31. DIKSHA Portal – for digital implementation of student assessments.

32. Wright, A. (1989). *Pictures for Language Learning.* Cambridge: Cambridge University Press.
33. Parrot M. (1993). *Tasks for language teachers* Cambridge: Cambridge University Press
34. Slatterly, M. & Willis, J. (2001). *English for primary teachers: A handbook of activities & classroom language.* Oxford: Oxford University Press.
35. Sinha R.P: English Grammar and Usage with Composition 2013 ISBN10:0-19-808156-1
36. Thomson A.J et al: A Practical Grammar 1989 ISBN 01956 2053 4
37. Varshney Radhey L. Dr.: Linguistics and Phonetics,1988

PROFICIENCY IN HINDI

Maximum Marks : 50
External : 35
Internal : 15

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

- acquaint students with the Devanagiri script and develop simple receptive and productive skills.
- enable students to construct simple sentences.
- enable students to acquire essential vocabulary for self-expression.

UNIT I : Courses

- Hindi Vowels
- Vowel Signs
- Consonants with their half forms.
- Three forms of consonant –

Note: The above topics should be taught with the help of simple words and sentences along with their uses.

- Speaking knowledge & practice on stressing the following points:
  i. Use of pronouns
  ii. Verbs - Simple & Order forms with main Tenses.
  iii. Based on simple sentences, the uses of:
    a. के पास , के साथ , के बाद , के सामने , के ऊपर
    b. मए पर
    c. का , की , केए यए रा , री , रे
    d. मत
    e. तू , तुम , आप , मो , हम , यह . ये , वह . वे
    f. यह ६ ये , वह / वे क्या है / हो ?
    g. यह ६ ये , वह / वे ..... है / हो ?
    h. कहाँ ? कब ?

UNIT II : Speaking Practice & Exercises
Teaching of simple words and sentences in conversational terms

- Family members
- Days/Weeks/Months
- Fruits and vegetables
- Colours
- Everyday items

UNIT III : Numerals: 1 - 100 (in figures and words)
Mode of Transaction

- Participating in tasks and activities to improve proficiency in the receptive and productive skill of Hindi.

Suggested Readings :
1. Zoram Bharti - 3 by MBSE & CHI, Agra.

HEALTH AND PHYSICAL EDUCATION

Maximum Marks: 50
External: 35
Internal: 15

Course Objectives :

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

- understand the concept and importance of health and well-being
- comprehend various aspects of health, particularly emotional and physical health
- understand children's health concerns in the school context, including food and nutrition
- assess the health environment of schools with reference to sanitation, water and playground facilities
- identify common postural defects among children and understand appropriate remedial exercises
- appreciate the role of physical education and sports in developing values such as cooperation, coordination and emotional stability

Course Content :

UNIT I : Understanding Health and Well-Being

- Health and well-being : concept and importance.
- Various aspect of health : understanding emotional and physical health
- Understanding the linkages between poverty, inequality and health.
- Personal hygiene and its importance

UNIT II : Understanding Children's Health in the Context of Schools

- Food and nutrition, mid-day meal
- Childhood health concerns - hunger and malnutrition concept
- Measuring the 'Health of the School': classrooms, issues of water, sanitation, toilets, playgrounds etc.
- Assessment of health of school children- health cards and health campaigns

UNIT III : Physical Education

- Identification of common postural defects and remedial exercises for the following: knock knee, bow legs, flat foot, lordosis, kyphosis
- Development of values through physical education and sports: development of team spirit- coordination, cooperation, emotional stability, creativity
- Activities for special needs children
- Rules, techniques and procedures to conduct - calisthenics, basic exercises, drill

Practicum :

- Exploring children's perceptions on food, work, play, mid-day meal
- Preparation of first aid kit and demonstration of first aid responses
- Developing at least two minor recreational games, lead up games/activities, aerobics and team games

Suggested 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 Contex/s. New Delhi: Sage publication. 142-145.
3. CSDH. (2008), Closing the gap in a generation, Executive Summary of the Final Report t of the Commission on Social Determinants of Health. WHO. WHO Geneva. 0-9
4. Deshpande M.. R.V.Baru ind M. Nundy. (2009) Understanding Childrent's Health Needs and Programme Responsiveness. Working Paper. New Delhi:USRN-JNU
5. Mid-day Meals- A Primer, (2005). Right to Food Campaign. Delhi
6. Ramachandran. v.. Jandhyala. K. and SaihjeeA. (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
7. Agarwal, P (2009). Creating high levels of learning for all students together. Children First, New Delhi. (Hindi and English)
8. Ashtekar. S. (2001). Health and Healing: A Manual of Primary Health Care, Chapters 1,3, 7. 8. 40. Chennai: Orient Longman
9. Iyer. K. (2008), A look at Inclusive Practices in Schools. Source: RRCEE, Delhi University.
10. Sen. S. (2009). One size does not fit all children, Children First. New Delhi (Hindi and English)
11. Shukla. A. and Phadke. A. (2000). Chapter- 2. 3, 4. 6 and 8, Swasthya Sathi.:Bhag 1. Pune: Cehat.
12. VHAI (Voluntary Health Association of India. 2000). Mahamari ka roop le sakne wali beemariyan/swasthya samasvaein. New Delhi: VHAI (Hindi and English Versions)

PEDAGOGY ACROSS THE CURRICULUM

Maximum Marks : 50
External : 35
Internal : 15

Course Objectives :

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

- develop an understanding of the concept of pedagogy across curriculum
- ensure quality instruction and develop learners with good understanding of the contents.
- develop an understanding of how children learn and the importance of different factors of teaching
- clarify differences between interdisciplinary and multidisciplinary approaches and generate awareness about the importance of interdisciplinary approach for integrated teaching-learning at the elementary level
- develop a clear understanding of the practice of pedagogy across curriculum for application in teaching elementary school subjects like Language, Science, Mathematics and Social Science
- identify and define the foundations necessary for effective comprehensive classroom management

Course Content :

UNIT I : Pedagogic Practice, Teaching and Learning

- Development of skills through pedagogy across curriculum – nature, principles, significance
- Pedagogical approaches–Constructivist, collaborative, inquiry–based, integrative, reflective
- Innovations in teaching and learning
- Phases, maxims, levels, and principles of teaching

UNIT II : Integrative Teaching in Pedagogy and Curriculum

- Pedagogy – concept, features, objective
- Integrated teaching-learning – Concept, strategies and implementation
- Interdisciplinary approach and Multidisciplinary approach – Concept, differences, and Significance in integrated teaching at the elementary level
- Holistic educational practices and child centred learning- characteristics, advantages and disadvantages

UNIT III : Managing Classroom Instruction

- Classroom management- concept, principles, techniques
- Challenges of classroom management
- Creation of conducive learning environment
- Role of teacher in effective classroom management

Suggested Readings :

1. Dr. R. A. Sharma, Managing Curriculum and Instruction
2. S.K Mangal & Shubhra Mangal, Learning and Teaching (2020 Edition), Shirpa Publications.
3. Enakshi Sengupta, Integrative Curricula: A Multi – Dimensional Approach to Pedagogy, Emerald Publishing (2023)

4. MHRD (1993) Learning without burden, Report of the National Advisory Committee, New Delhi.
5. NCERT (2023). National Curriculum Framework for School Education, 2023. New Delhi: NCERT.
6. Govt. of India, Ministry of Education. (2020). National Education Policy 2020. Govt. of India

PROFICIENCY IN ENGLISH

Maximum Marks : 50
External : 35
Internal : 15

Course Objectives :
After completion of the course, student-teachers will be able to
- strengthen their own English language proficiency
- reflect on this learning to link it with pedagogical strategies
- brush up their knowledge of grammatical, lexical and discourse systems in English
- re-sequence units of study for those who may have no knowledge of English

Course Content :

UNIT I : Introduction to Language
- Nature & concept of first, second and third language.
- Multilingualism: concept, importance and strategies for development.
- Creating a language - rich classroom: strategies, importance and benefits.

UNIT II : Developing Listening, Speaking, Reading & Writing Skills
- Sound system of English Language: concept and role in language acquisition
- Development of listening & speaking skills:
  - Classroom activities for developing listening and speaking skills - phonemic drill, dictation, rhymes, songs, storytelling, poems, role play and dramatization.
- Development of reading skill:
  - Types of reading: intensive & extensive reading, silent and loud reading, skimming, scanning
  - Reading for global/local comprehension, inferences, analysis and extrapolation
  - classroom activities for developing reading skills – model reading, choral reading, phonics games, vocabulary games, retelling, reading clubs, class libraries
- Development of writing skill:
  - Mechanics of writing
  - Types of writing: narrative, descriptive, expository, persuasive
  - Classroom activities for developing writing skills: precis, paragraph writing, application letter, notice writing

UNIT III : Grammar and Vocabulary Development
- Parts of speech
- Kinds of sentences: affirmative, imperative, interrogative, optative, exclamatory
- Tenses
- Direct & indirect speech
- Active & passive voice
- Agreement of the verb with the subject
- Synonyms, antonyms, homophones, homographs

Suggested Readings :

1. NCERT (2005). National Curriculum Framework (NCF 2005). New Delhi: NCERT.
2. NCERT (2023). National Curriculum Framework for School Education (NCFSE 2023). New Delhi: NCERT.
3. NCERT (2006). Position Paper on Teaching of English (National Focus Group). New Delhi: NCERT.
4. Agnihotri, R.K. & Khanna, A.L. (1995). English Language Teaching in India. New Delhi: Sage Publications.
5. Harmer, J. (2007). The Practice of English Language Teaching (4th edition). Pearson Longman.
6. Murphy, R. (2019). English Grammar in Use (5th edition) Cambridge University Press.
7. Thornbury, S. (2002). How to Teach Vocabulary. Harlow: Longman.
8. SCERT Mizoram. (2019). English Language Curriculum & Syllabus for Elementary Classes. Aizawl: SCERT.
9. NCTE (2009). National Curriculum Framework for Teacher Education (NCFTE). New Delhi: NCTE.

SCHOOL CULTURE, LEADERSHIP AND CHANGE

Maximum marks : 100
External : 70
Internal : 30

Course Objectives :

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

- understand the structures and processes of the education system.
- develop a critical understanding of the notion of school organization and management in the context of the structures and processes of the education system.
- develop a comprehensive understanding of context-specific notions of school effectiveness.
- have an understanding of school leadership and change management.
- make overt connections between, educational leadership and change facilitation.
- understand the teacher education system and its ongoing professional development.

Course Content :

UNIT I : Structure and Processes of School System

- Concept of school and its organizational climate
- Types of school within different administrative/management bodies
- Roles and responsibilities of educational functionaries
- School philosophy – concept, importance and objectives
- School culture – concept, types, characteristics

UNIT II : School Environment for Effective Learning

- School effectiveness – concept, need, measurement and improvement
- Factors contributing to school effectiveness
- School improvement – strategies, initiatives
- School performance evaluation: process and performance indicators
- Understanding developing standards in education – academic Standards for curricular and co-curricular subjects

UNIT III : School Management and Leadership

- Concept of school administration, management and leadership
- Types of managements and leadership
- Structure of educational system at state level
- Leadership styles
- Role of leaders/headmasters in quality assurance, quality assessment and quality improvement

UNIT IV : Facilitation of Change and Teacher Development

- Change in education- concept and approaches
- Transformation of education- key areas, strategies and significance
- Understanding teacher development- concept, needs and importance
- Pre-service and In-service teacher education- nature, objectives, scope. Role of teacher education in the educational standards of the state

UNIT V : Schemes and Policies

- NEP 2020 based National Professional Standards for Teachers (NPST): purpose, objectives, structure
- National Mission for Mentoring (NMM): meaning, aims and key aspects
- Continuous Professional Development (CPD)
- State School Standard Authority (SSSA)

Project work : School profile – Create a profile of a school including its history, culture, leadership and achievements.

Suggested Readings :

1. Prof. Sandhya R. Badhe -School Culture, Management, Leadership and Change.
2. Dr. Vivek D. Joshi- Educational process and society
3. Peter J. Hargreaves & Dean Fink- Leading School Culture: A practical guide to creating and sustaining positive change.
4. National Education Policy 2020 (NEP 2020) document
5. NCERT's 50 Hour CPD Guidelines
6. NCTE website(ncte.gov.in) for NPST & NMM

WORK EDUCATION

Maximum Marks : 50
(Fully Internal)

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

- foster the overall development of students by integrating practical skills and experiential learning into the curriculum.
- equip students with essential life skills such as gardening, cooking, craftwork, and vocational skills.
- provide opportunities for students to learn and practice various vocational skills, enhancing their employability and self-reliance.
- develop a sense of social responsibility and empathy among students by engaging them in community service activities.
- engage students in practical activities related to environmental conservation, waste management, and recycling.
- emphasize the importance of health and hygiene in daily life.
- provide practical knowledge and skills related to first aid, personal hygiene, nutrition, and healthy living.
- develop entrepreneurial skills through practical projects and case studies of successful entrepreneurs.
- nurture a sense of understanding and responsibility towards people with different abilities (NEP's essence of inclusivity and appreciation towards differently abled).
- empower children to take responsibility and be accountable.
- develop a deeper concern for the environment
- help students identify the needs to maintain and improve their health and hygiene.

Course Content :

UNIT I : Introduction to Work Education

- Understanding the concept of work education
- Importance of work education in holistic development

Activity: Organize a weekly "Skill of the Week" workshop where students learn and practice a new skill such as pottery, painting, or knitting. This helps in their overall development and provides a break from regular academic activities.

UNIT II : Basic Skills Development

- Introduction to basic life skills – 10 Core Life Skills
- Emphasis on experiential learning and hands-on activities

Activity*:* Conduct hands-on sessions where students can engage in activities like gardening, cooking, and craftwork. For example, students can plant a vegetable garden and take care of it throughout the semester, learning about plant growth and maintenance.

UNIT III : Vocational Skills

- Introduction to various vocational skills viz. Craft (woodworking, pottery, sewing or knitting or crochet), Cooking/Baking (basic recipes, simple meal and food safety), Gardening (planting, nurturing and harvesting), Recycling (up cycling, repurposing and creative reuse), Basic carpentry (building, repairing and creating simple structures)
- Importance of vocational skills
- Practical sessions and workshops on different vocational skills with local artisans

Suggested Readings :

1. Educating the Whole Child: The Philosophy and Practice of Holistic Education by John P. Miller
2. The Power of Experiential Learning: A Handbook for Educators and Trainers by Colin Beard and John P. Wilson
3. Life Skills Education for Children and Adolescents in Schools by World Health Organization
4. The Complete Book of Gardening by Peter McHoy
5. Community-Based Learning: Engaging Students for Success and Citizenship by Catherine M. Wehlburg
6. Service-Learning: A Guide to Planning, Implementing, and Assessing Student Projects by Sally Berman
7. Environmental Education and Awareness by Dr. S. Ignacimuthu
8. The Earth Charter: Building a Global Community by Steven C. Rockefeller and John C. Elder
9. Health Education: Creating Strategies for School & Community Health by Glen G. Gilbert, Robin G. Sawyer, and Elisa Beth McNeill
10. First Aid Manual: The Step-by-Step Guide for Everyone by DK
11. Entrepreneurship Education and Training: Insights from Ghana, Kenya, and Mozambique by Thomas Lyons and Roger E. Hamlin
12. The Lean Startup: How Today's Entrepreneurs Use Continuous Innovation to Create Radically Successful Businesses by Eric Ries
13. Project-Based Learning: Differentiating Instruction for the 21st Century by William N. Bender
14. The Project-Based Learning Handbook: Teaching and Learning in the 21st Century by Thom Markham

PEDAGOGY OF ENGLISH

Maximum Marks : 100
External : 70
Internal : 30

Course Objectives :

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

- understand the role of English as a global and link language in multilingual India.
- be familiar with major approaches and methods of teaching English.
- apply strategies to develop LSRW skills in children through meaningful activities.
- design learner-centered, activity-based lessons using textbooks, local resources, and ICT.
- plan, assess, and reflect on teaching practices using formative and holistic methods.
- create a supportive environment which encourages their learners to experiment with language learning
- on developing an understanding of second language learning

Course Content :

UNIT I : Foundations of English Language Learning

- English as a global and link language in India.
- English as a second/third language in multilingual classrooms.
- Developmental, socio-economic, and psychological factors affecting language acquisition.
- Appropriate age for introducing second language (research perspectives & NEP 2020).

UNIT II : Approaches to Teaching English

- Behaviouristic & Structural Approaches: Grammar–Translation, Audio-Lingual & Direct Method.
- Discovery and Learner-Centered Approach.
- Communicative Language Teaching (CLT): Focus on meaning and interaction.
- Multilingual & Activity-based approaches (NEP 2020).

UNIT III : Development of LSRW Skills

- Integration of LSRW for holistic language learning.
- Developing language skills in accordance with Curricular Goals & Competencies at the Foundational stage & Preparatory stage for Second Language (L2) as per NCFSE 2023/ NCFFS 2022.

UNIT IV : Techniques & Strategies of Teaching English

- Role of textbooks, supplementary readers, and workbooks.
- Child-centered strategies: group work, projects, role play.
- Teaching grammar and vocabulary in context, using games and activities.
- Integration of art and local resources for enriching English learning.

UNIT V : Assessment & Planning

- Principles of formative and continuous assessment.
- Tools and techniques of Assessment: oral work, storytelling, comprehension, writing samples, portfolios.
- Lesson and unit planning: 5E and Herbartian Models
- ICT and multimedia integration for English learning.
- TLM: low-cost/no-cost teaching aids, classroom & community as resources.

Mode of transaction:

- Interactive lectures, workshops, and practicum.
- Analysis of textbooks and children's writing/reading samples.
- Demonstration of storytelling, role play, and group activities.
- Preparation of teaching aids and use of ICT resources.
- School-based practicum: conducting activities to develop LSRW skills.

Suggested Readings :

Core Readings (Essential for All Units)

1. NCERT (2006). Position Paper on Teaching of English.
2. NCERT (2020). National Education Policy 2020.
3. NCERT (2005). National Curriculum Framework 2005
4. NCERT (2023). National Curriculum Framework 2023

For Unit I & II (Foundations and Approaches)

1. Krashen, S. D. (1982). Principles and Practice in Second Language Acquisition. Pergamon Press.
2. Richards, J. C. & Rodgers, T. S. (2014). Approaches and Methods in Language Teaching (3rd ed.). Cambridge University Press.

For Unit III (Developing LSRW Skills)

1. Brewster, J., Ellis, G. & Girard, D. (2004). The Primary English Teacher's Guide. Penguin/Longman.
2. Slattery, M. & Willis, J. (2001). English for Primary Teachers: A Handbook of Activities and Classroom Language. Oxford University Press.

For Unit IV & V (Assessment & Planning)

1. Cameron, L. (2001). Teaching Languages to Young Learners. Cambridge University Press.
2. Tomlinson, B. (ed.) (2011). Materials Development in Language Teaching. Cambridge University Press.
3. Jain, R. (2008). Teaching of English. PHI Learning, New Delhi.

For Quick Reference

1. Prasad, T. (2012). A Course in Language Teaching: Teaching English as a Second Language. PHI Learning, New Delhi.
2. NCERT (2008). Teachers' Handbook for Teaching English at the Primary Level. NCERT, New Delhi.

PEDAGOGY OF MIZO

Maximum Marks: 100
External: 70
Internal: 30

A Tum :

- Naupangte an kum leh pâwl zât mil zela Mizo ṭawng thumal hriat belhtir leh hmang thiam tura zirtir.
- Mizo ṭawnga mi dangte thusawi dawngsawng thiam tura naupangte buatsaih.
- Mizo ṭawng dik tak leh nâl taka ṭawngkaa an hman thiam theih nan naupangte buatsaih
- Naupangten Mizo ṭawng chhiar dan dik tak leh ngaihnawm taka an chhiar thiam theih nana zirtir.
- Naupangten kut ziak mawi tak an neih theih nan leh ngaihtuahna hmang chunga Mizo ṭawng dik taka an ziah theihna tura kaihhruai leh hriattir.
- Mizo ṭawng zirtirin a tum lam hawia endikna hrang hrangte thiamtir leh hman thiamtir
- Naupangten thiamna nghet leh hmantlak an neih theihna tura mahni hnam ṭawng pawimawhna hriattir
- Mizo ṭawng hi Mizo hnam inpumkhatna leh ram leh hnam humhalh nan a pawimawh a ni tih hriattir.

ṬHEN I-NA : Mizo ṭawng chungchang

- Mizo ṭawng ṭobul chhuina leh tihhmasawn dan tur
- Mizo ṭawng pawimawhna
- Ṭawng zirlai bu pawimawhna leh a zir chian dan
- (National Education Policy (NEP-2020) leh National Curriculam Framework (NCFFS 2022 & NCFSE 2023)-a mahni hnam ṭawng (mother tongue) dinhmun.

ṬHEN II-NA : Ṭawng thiamna bulpui pali: A awmzia, zirtir dan leh endik dan

- Ngaihthlak thiamna
- Sawi thiamna
- Chhiar thiamna
- Ziah thiamna.

ṬHEN III-NA : Mizo ṭawng zirtirna peng hrang hrang

- Mizo ṭawng thumal hriat belh leh hman thiam – Pawl mila thumal hriat belh, a tlukpui, a thu ep, a rik dan inmil, hla thu, tawng upa, a thluk azira awmze hrang, taksa chezia, hnam dang ṭawng
- Thutluang (Prose): Article, Essay, Report, Application zirtirnain a tum leh zirtir dan
- Hla (Poetry/Poem) zirtirnain a tum leh a zirtir dan
- Thawnthu leh lemchan zirtirin a tum leh a zirtir dan
- Grammar zirtirin a tum leh a zirtir dan.

ṬHEN IV-NA : Ṭawng zirtir dan

- Inbiak tawnna (communicative approach) leh kâa chhân (oral work)
- Ziah dan (written work) leh chhiar dan (reading method)
- Infiamna hmanga zirtir dan (play-way method) leh lemchan (role play)
- Grammar Translation method leh sawi hona (discussion method).

ṬHEN V-NA : Zir tur ruahman lâwkna leh zirtirna puitu

- Zirtir tur ruahman lawkna (Lesson planning): A awmzia leh pawimawhna
- Zirtir tur ruahman lawk dan (Herbartian leh 5 E zirtirna
- Zirtirna puitu hmanrua (TLM): A awmzia leh pawimawhna, Man tlawm zawk leh man chawi lova zirtirna puitu hmanraw siam dan.
- Zirtirna puitu hmanraw hrang hrang: Ri hriat theih hmanrua (Audio aids), Hmuh theih hmanrua (Visual aids) leh ri hriat theih leh hmuh theih hmanrua (Audio-visual aids)

Zirtir dan tur inkaihhruaina :

- Zirtirtuin sawi hona leh project te a hmang ṭangkai tur a ni.
- Zirtir tur ruahman lawkna (Lesson planning) atan Herbertian/5E zirtirna hman ni se.
- Zirtir tur ruahman lawkna turin Kumtluang bu I aṭanga bu VIII a hman theih ang.

Rawn turte :

1. Chhangte Ralluaii. (2001), Mizo Ṭawng Chikna, Printed at Zoeng Offset Press, 7th Day tlang, Aizawl.
2. DARBU, 2023 NEP-Bachelor Degree, College Textbook
3. Dokhuma James. (2007), Mizo Ṭawng Kalphung, Published with the Financial Assistance of the Mizoram Publication Board, Printed by R,Lalrawna at the Gilzom Offset, Aizawl.
4. Dokhuma James. (2006), Mizo Ṭawng Un Hrilhfiahna, Published by R. Lalrawna, Printed by him at Gilzom Offset, Aizawl.
5. Fanai Lalrindiki. T. Dr. (2007), Mizo Ṭawng Chungchang: Fungki, B.A Mizo zirlai.
6. Lalliani Ralte Dr. (2020), Mizo Ṭawng Zirtir Dan, Published by Dr Lalliani Ralte, Printed at Lengchhawn Offset, Bethel House, Khatla.
7. Laldinmawia. H. (2013), Zotawng Nihphung, Dinhmun leh Hmathlir Dan, Published by Department of Mizo, Pachhunga University College, Printed at KL Offset Printers, MG Road, Tuikhuahtlang, Aizawl.
8. Lalthangliana B. (2002), Mizo Ṭawng Ṭobul leh A Hmanna, Printed at RTM Press & Computer, Chinga veng, Aizawl.
9. Lalthangliana B, Mizo Ṭawng Ṭobul leh Danglam Zel Dan, Zokalsiam, MAL,'97.
10. Laltleipuii(2021). Mizo Ṭawng Ri Ziarang.
11. Mizo Ṭawng Bihchianna. (2024), Aizawl, College Textbook Editorial Board, Mizo Dept, MZU (2nd Edition).
12. Mizo Ṭawng Grammar. (2004), Aizawl: Synod Literature and Publication Board.
13. Mizo Ṭawng Khawvel. (2020), Published by Vanlalthlana ,TM Offset Printing Press, Canteen Square, Dawrpui, Aizawl.
14. Mizo Ṭawng Khawvel Bu Hnihna. (2023), Published by Gov't Saitual College, Lois Bet Print & Publication, Chanmari, Aizawl.
15. Mizo Ṭawng Ziah Dan. (2022), Aizawl: MBSE (4th Edition).
16. Mizo Ṭawng Zir Zauna Bu Thar. (2012), Aizawl: Mizo literature and Language Teacher Academy.
17. Malsawma J. (Thanpuii Pa), (2000), Zo-zia, Published by Thanpuii, Printed at LV Art, Chanmari, Aizawl.
18. Remkunga. (1992): Mizo Ṭawng dictionary.
19. Sangkhuma Z.T.Rev (2005), Zoṭawng Formula.
20. Thanmawia. R.L, (2006), HLA THU DICTIONARY, Printed at Franco Offset Press, A/54, Electrict veng, Aizawl.
21. Thangzikpuia PC, 2019. Mizo awng Grammar, 1st Edition, Printed at Gilzom Offset.
22. Zothanliana, R. (2020). Mizo Ṭawng Zirtir. Zo Publication.
23. Dey, S.K. (2013). 'Teaching of English' Pearson Publication.

24. Lightbrown, P.M. & Spada, N. (1999). How Languages are learned? Oxford: Oxford University Press.
25. Maley, A & Duff, A (1991) 'Drama Techniques in Language Learning: A Resource Book of Communication Activities for Language Teachers' (2nd ed).
26. National Curriculum Framework 2023, India, Ministry of Education
27. National Education Policy 2020 (India) – Ministry of Education, Government of India

PEDAGOGY OF MATHEMATICS

Maximum marks: 100
External : 70
Internal : 30

Course Objectives :

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

- understand the nature, aims, and objectives of teaching mathematics at the middle stage as per NCFSE 2023.
- comprehend the principles and approaches in teaching Mathematics
- understand and apply methods of teaching Mathematics
- understand and apply assessment in Mathematics
- understand how to plan and apply unit, annual and 5E Lesson Plan for Mathematics
- understand and use learning resources in Mathematics
- understand the significance of professional preparedness of Mathematics teachers.

Course Content :

UNIT I : Foundations of Teaching Mathematics

- Meaning and nature of Mathematics
- Aims and objectives of teaching Mathematics at the middle stage as per NCFSE 2023
- Foundational components and effective teaching strategies for conceptual understanding in Mathematics
- Contributions of Mathematicians: Aryabhata, Pythagoras
- Curricular goals and competencies for middle stage Mathematics Education as per NCFSE 2023

UNIT II : Teaching Learning Mathematics

- Methods of teaching Mathematics: meaning, merits and demerits, uses and importance:
  - Inductive-deductive method
  - Analytic-synthetic method
  - Discovery method
  - Project method
  - Lecture-demonstration method
- Collaborative learning in Mathematics: meaning and importance
- Strategies for addressing misconceptions in Mathematics learning
- Designing and implementing effective activity-based teaching in Mathematics
- Student-teacher relationship in teaching Mathematics: need and importance

UNIT III : Exploring Pedagogical Issues in Mathematics Education

- Strategies of teaching Mathematics to diverse learners
- Mathematics anxiety: causes and strategies for reducing Mathematics anxiety
- Importance of integrating life skills and values in Mathematics teaching
- Challenges and opportunities in Mathematics teaching and learning
- Creating a supportive Mathematics classroom environment

UNIT IV : Learning Resources in Mathematics

- Mathematics laboratory: planning and uses
- Mathematics club: purpose, organization, and activities
- Mathematics textbooks as learning resources
- Teaching Learning Materials (TLMs): preparation and role in understanding Mathematics concepts
- Role of ICT in teaching Mathematics

UNIT V : Assessment and Planning in Mathematics

- Assessment strategies in Mathematics
- Rubrics and feedback in Mathematics assessment
- Lesson planning in Mathematics: meaning, importance and preparation (5E Model, Herbartian Approach)
- Unit planning in Mathematics: meaning, importance and preparation
- Annual planning in Mathematics: meaning, importance and preparation

Suggested Readings :

1. David,M. K., & Maggie,M. K. (2010). Mathematics Instruction for Students with Learning Difficulties. McGraw-Hill Education.
2. Haylock, D. (2013). Mathematics Explained for Primary Teachers. SAGE Publications India Private Limited.
3. Indira Gandhi National Open University. (2007). Learning Mathematics (LMT). New Delhi.
4. Dorofeev, G., Potapov, M., & Rozov, N. (2002). Elementary Mathematics. Pearson Education.
5. James, A. (2008). Teaching of Mathematics. Routledge.
6. Sindhu, K.K.(2000). The Teaching of Mathematics. Sterling Publishers Private Limited. New Delhi-6910050.
7. Mangal, S. K. (2003). Pedagogy of Mathematics. Atlantic Publishers and Distributors Pvt. Ltd.
8. Mujibul, H.S. (2013). Techniques of Teaching. APH Publishing Corporation. 4435-36/7, Ansari Road, Darya Ganj, New-Delhi-110002
9. National Council of Educational Research and Training. (2022). National Curriculum Framework (NCF) for Foundational Stage.
10. National Council of Educational Research and Training. (2017). Mathematics (Class 5). Published by SCERT.
11. National Council of Educational Research and Training. (2017). Mathematics (Class 6). Published by SCERT.
12. National Council of Educational Research and Training. (2017). Mathematics (Class 7). Published by SCERT.
13. National Council of Educational Research and Training. (2017). Mathematics (Class 5). Published by SCERT.
14. Turan, S., & Matteson, S. M. (2006). Middle School Mathematics Classrooms Practice Based on 5E Instructional Model. Pearson Education

PEDAGOGY OF ENVIRONMENTAL STUDIES

Maximum Marks : 100
External : 70
Internal : 30

Course Objectives :

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

- understand the nature, scope, and interdisciplinary character of teaching Environmental Studies at the primary stage
- comprehend the philosophical and epistemological basis of EVS as an integrated area drawing from Science and Social Science.
- understand the principles and approaches of teaching EVS in relation to children's everyday experiences and environmental context.
- apply appropriate methods and strategies for effective teaching
- understand the importance of integrating classroom learning with real-life experiences for holistic development.

Course Content :

UNIT I : Concept of Environmental Studies

- Meaning and importance, EVS evolution as a curricular area at primary level.
- Aims and objectives of EVS
- Different perspectives on EVS: NCFSE 2023
- EVS as an integrated area of study: Drawing upon understanding from Science, Social Science and Environmental Education.

UNIT II : Understanding Environment

- Environment: Climate change and its impact on life of the people – Global warming, Ozone layer depletion, natural calamities, health hazard pollution
- Types of Devastating Disasters:
  a) Natural disasters – flood, earthquake, landslides, cyclone, drought, tsunami
  b) Man-made disasters – road accident, explosion, fire, water logging, pollution.
- Impact of disasters related to safety and security upon children, preparedness, response and recovery.
- Programmes in schools for strengthening Environmental Education in school system.

Unit III : Approaches and Techniques of teaching EVS

- Approaches of Teaching – conceptual, process, integrated, inclusive
- Interdisciplinary Approaches - discussion, group work, field visit, project, demonstration, experimentation, inquiry, experiential learning
- Techniques of Teaching –story telling, role play, display, exhibition
- Use of multiple tools and techniques in teaching and learning – photographs, picture, drawing, narrative.

Unit IV : Resources and Planning for Teaching - Learning process

- Component and process of planning – Lesson plan framework (5Es & Herbartian models outlines of lesson plan based on Cl - III to V, EVS textbook)
- Preparation and use of Teaching Learning Material (TLM) in EVS.
- Developing of Resources pool of Materials – charts, models, atlas, globe, pictures, films
- Analysis of different text books of EVS to understand the perspective about the subject.

Unit V: Classroom Transaction

- Concept mapping and thematic web charts.
- Types of maps, symbols, map reading and weather charts.
- Process skills in EVS – observation, classification, communication, measurement, data analysis, interpretation, prediction and drawing inference.
- Role of teachers in classroom transaction as facilitators

Practicum

(Only one compulsory activity has to be selected from the following – 5 Marks)

- Project work on environmental issues, waste management, water conservation, air pollution, etc. (in groups)
- Plantation and taking care of plants for the conservation of the environment.
- Study of social, economic, religious, political, and historical aspects and their influence on the nature of present concerns and problems.
- Impact of non-degradable materials on agricultural products.
- Green school idea to make the school environment eco-friendly (How to make the school campus eco-friendly).
- Visit a historical monument in local areas or other important places and write a detailed report on its upkeep, public apathy/support.
- Undertake local area weather analysis on the basis of newspaper reports and make a scrapbook containing pictures, news items, and articles on climate change due to environmental degradation and efforts to conserve the green environment.

Suggested Readings :

1. Agarwal, K.C.(1993): Environmental Biology. Second Enlarged Edition, Agra Botanical Publisher.
2. Agarwal, S. P. and Aggarwal, J.C.(1996) Environmental Protection, Education and Development. New Delhi: New Concepts.
3. Andrew, A.W, Jackson and Julie M. Jackson (1996): Environmental Science: The Natural Environment and Human Impact. Longman.
4. Eldon D. Enger, Richard Kormelink J, Bradley F. Smith and Rodney J. Smith (1983): Environmental Science: The Study of Interrelationships. Second Edition.
5. Gupta, D. et al. (1998). The Primary Years: Towards a Curriculum Framework (Parts 1 and 2). National Council of Educational Research and Training, New Delhi.
6. Joy, P,& Neal, P.(1994). The handbook of environmental education: London, New Fetter Lane.
7. MHRD: National Policy on Education -1986. Ministry of Human Resource Development. Government of India, New Delhi.
8. NCERT (2000): National Curriculum Framework for School Education - 2000. National Council of Educational Research and Training, New Delhi.
9. NCERT (2001): Environmental Orientation to School Education. National Council of Educational Research and Training, New Delhi.
10. NCERT (2005): National Curriculum Framework-2005. National Council of Educational Research and Training, New Delhi.
11. NCERT (2006). National Focus Group Position Paper on 'Curriculum, Syllabus and Textbooks'. National Council of Educational Research and Training, New Delhi.
12. NCERT (2006). National Focus Group Position Paper on 'Teaching of Social Science'. National Council of Educational Research and Training, New Delhi.
13. NCERT (2006): Syllabus for Classes at the Elementary Level-Volume-I. National Council of Educational Research and Training, New Delhi.
14. NCERT (2007). Looking around: Textbooks for Classes II-V, New Delhi.

15. NCERT (2007): Looking Around- Textbooks for Classes I- V. National Council of Educational Research and Training, New Delhi.
16. NCERT (2009): Skills in Environmental Studies through Language and Maths in Early Grades. National Council of Educational Research and Training, New Delhi.
17. NCERT, (2012). Source Book on Assessment for Classes I-V (Environmental Studies), NCERT, New Delhi: India.
18. Reddy, P. K.,& Reddy, N.D.(2001). Environmental Education. Hyderabad: Neelkamal publications.
19. Richard J.W.(1997). Environmental Education Teacher Resource Handbook: A Practical Guide for K-12 Environmental Education. Illions Sustainable Technology Center.
20. Sarabhai. V. K. et.al. (2007) Tbilisi to Ahmadabad-The Journey of Environmental Educuion:1 Source-book. Centre for Environment Education: Ahmcdabad.
21. UNESCO. (2005). Environmental activities for primary schools, suggestions for making and using low-cost equipments.

PEDAGOGY OF SCIENCE

Maximum Marks : 100
External Mark : 70
Internal Mark : 30
[Assignment/Class Test (20)+ Practicum (10)]

Course Objectives :

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

- understand the nature, scope, and importance of science.
- understand the curricular goals and competencies of NCFSE 2023 on science education for middle stage.
- recognize the values of teaching science, and establish links between science and other disciplines.
- understand the meaning of scientific attitude, and process of inculcation of scientific attitude in children.
- apply appropriate pedagogical approaches and teaching methods in science classrooms.
- plan and implement constructivist unit and lesson plans (e.g., using the 5E model) in light of Bloom taxonomy of Learning Objectives.
- analyze any topic from middle stage Science textbooks (SCERT).
- develop and utilize low-cost and improvised TLMs using local resources, in alignment with Edgar Dale's Cone of Experience.
- organize and participate in co-curricular and innovative activities such as science fairs, clubs, exhibition and field trip.
- effectively use local resources, ICT, concept mapping, Science kits in science education.

Course Content :

UNIT I : Foundation of Teaching Science

- Nature, scope and importance of Science.
- Curricular goals and competencies of Science Education at middle stage (NCFSE 2023).
- Relationship of Science with Mathematics, Social Science, Language, Music, Arts and Craft, Technology and Sports.
- Scientific attitude: inculcation of scientific attitude in children and characteristics of a good Science teacher.

UNIT II : Pedagogical Approaches and Methods of Teaching-Learning Science

- Pedagogical approaches: constructivist approach and experiential learning approach.
- Teaching-learning methods: concept, procedure, advantages and limitations of inquiry- based learning method
- Activity based method (experimental/laboratory/hands-on learning method)
- Problem solving method
- Collaborative learning method
- Discussion and demonstration method.

UNIT III : Planning in Science Education

- Concept, characteristics and importance of unit plan, activity plan and lesson plan.
- Concept mapping and 5E's lesson plan model: concept, steps and advantage in Science education.
- Develop a lesson plan of 5E's model
- Prepare a unit plan and activity plan.

UNIT IV : Teaching and Learning Resources in Science

- Teaching Learning Materials (TLM): meaning, types and importance in Science Education. Edgar's Dale Cone of Experience.
- Developing low cost and improvised teaching-learning materials.
- Co-curricular activities in Science Education: Science club, Science fair and field trip.
- Importance of Science exhibition, Science kits and local resources in Science Education.

UNIT V : Assessment and ICT in Science Education

- Competency based assessment: concept and significance
- Techniques and strategies of assessment in Science: observation, checklist, rubrics, oral questioning, experiment (practical work) and journals.
- Role of ICT in Science Education.
- Integration of Vocational Education in science at middle stage.

Suggested Activities for Practicum (Any one) - 10 mark

1. Participate in and reflect upon science-related field activities like exhibitions, fair, museum visits, science seminar, filed visits, or eco-club projects.
2. Develop science teaching-learning materials (TLM) using locally available materials and demonstrate its science classroom utility.
3. Planning and organize sustainable environmental activities to solve local issues/problems and present it to the class. (Example: Waste management, Plantation, Water conservation, awareness program, compost making etc.)
4. Exploring the life, struggles and significant contributions of imminent scientists. (Example: CV Raman, JC Bose, APJ Abdul Kalam, MS Swaminathan, Isaac Newton, Marie Curie, Lalliana Mualchin etc.).
5. Analyze and reflect on classroom observations and peer feedback during practice teaching in science topics.
6. Design a science-based vocational activity/program suitable for middle school students using locally available resources.
7. Develop a blue print for teacher made test from any topic of middle science textbook.
8. Develop teacher test question from any topic of middle school science textbook integrating both lower order thinking skills (LOTS) and higher order thinking skills (HOTS) questions in alignment with revised Bloom Taxonomy.
9. Analysis and evaluation of Science Textbooks (SCERT) and Science Curriculum at middle stage.
10. Identify ICT apps useful for science education and present it's features to the class. (Example: PhETs, Virtual Laboratory-Olabs, Virtual Reality and Augmented Reality apps etc.)
11. Any other activities related to science subject assigned by the concerned teacher.

Suggested Readings :

1. Sharma, R.C. & Shukla, C.S. (2005). Modern Science Teaching. Dhanpat Rai & Sons, New Delhi.
2. Kohli, V.K. (2000). How to Teach Science. Vivek Publishers, Ambala Cantt.
3. Yadav, M.S. (2004). Teaching of Science. Anmol Publications, New Delhi.
4. Gupta, V.K., & Gupta, M. (2012). Teaching of Science. PHI Learning Pvt. Ltd., New Delhi.
5. NCERT (2023). Position Paper on Science Education. NCERT, New Delhi.
6. Joyce, B., Weil, M., & Calhoun, E. (2015). Models of Teaching (9th ed.). Pearson

7. Bybee, R.W. (2014). The BSCS 5E Instructional Model: Creating Teachable Moments. NSTA Press.
8. Bloom, B.S. (Ed.) (1956). Taxonomy of Educational Objectives: Handbook I – Cognitive Domain. Longmans, New York.
9. Bloom, J.W. (2006) Creating a Classroom Community of Young Scientists, Routledge; New York.
10. Anderson, L.W. & Krathwohl, D.R. (2001). A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy. Longman.
11. Dale, Edgar (1969). Audio-Visual Methods in Teaching. Holt, Rinehart and Winston – Cone of Experience.
12. Carin, A.A., Bass, J.E., & Contant, T.L. (2010). Teaching Science as Inquiry (11th ed.). Pearson.
13. Wenham, M., & Wenham, J. (2004). Understanding Primary Science: Ideas, Concepts and Explanations (2nd ed.). Sage Publications.
14. Harlen, W. (2014). Teaching Science for Understanding in Primary Schools (5th ed.). Routledge.
15. Martin, D.J. (2020). Elementary Science Methods: A Constructivist Approach (8th ed.). Cengage Learning.
16. Abell, S.K., & Lederman, N.G. (2007). Handbook of Research on Science Education. Routledge.
17. Keeley, P. (2015). Science Formative Assessment: 75 Practical Strategies for Linking Assessment, Instruction, and Learning (2nd ed.). Corwin Press.
18. Byers, W. & Fitzgerald, M. (2002). Science in the Primary School: A Whole Curriculum Approach. Open University Press.
19. Gronlund, N.E., & Linn, R.L. (1990). Measurement and Evaluation in Teaching. Macmillan.
20. Vanaja, M., Ramaiah, K.,Shehla. F., & Unnisa., N. (2020). Pedagogy of Science Education. Neelkamal Publication Pvt. Ltd. Educational Publishers. New Delhi and Hyderabad.
21. Lalbiakzuala, J. (2018). Science Education in Mizoram: Issues and Trends. SCERT Mizoram.
22. NCERT (2019). Learning Outcomes at the Elementary Stage.
23. National Education Policy 2020 (NEP 2020) – Govt. of India.
24. National Curriculum Framework for School Education (NCFSE) 2023 – NCERT, New Delhi.
25. National Curriculum Framework for Teacher Education (NCFTE) – 2021 Draft – NCTE.
26. NCERT Science Syllabus for Classes VI–VIII (Latest) – NCERT, New Delhi.
27. NCERT and SCERT Mizoram – Middle School Science Textbooks (latest edition).
28. Learning Outcomes for Classes VI–VIII – SCERT Mizoram adaptation.
29. NCERT e-Pathshala – https://epathshala.nic.in – textbooks, exemplar problems, teacher handbooks.
30. DIKSHA Portal – https://diksha.gov.in – interactive digital TLMs, lesson plans, and teacher training videos.
31. NISHTHA Online Modules (Science Teaching) – MoE India.
32. NSTA (National Science Teaching Association) resources – https://www.nsta.org – lesson plan ideas, inquiry-based approaches.
33. Teach For India – Science Pedagogy Resources – for activity-based science learning.
34. Vigyan Prasar (DST India) – http://vigyanprasar.gov.in – science communication, exhibitions, club activities.

PEDAGOGY OF SOCIAL SCIENCE

Maximum Marks : 100
External : 70
Internal : 30

Course Objectives :

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

- understand the meaning, nature, aims and significance of Social Science in elementary school level.
- appreciate the interdisciplinary nature of Social Science, and understand the aims and outcomes of teaching Social Science.
- develop appropriate pedagogical approaches, lesson plans and classroom activities.
- Integrate social and environmental issues into Social Science pedagogy and utilize community resources for teaching.
- use resources like maps, globe, charts, models, ICT tools and locally available materials for effective teaching.

Course Content :

UNIT I : Concept and Nature of Social Science

- Meaning and scope of Social Science.
- Need and importance of teaching Social Science at the elementary level.
- Relationship of Social Science with other subjects.
- Interdisciplinary and intra-disciplinary nature of Social Science.

UNIT II : Curriculum, Syllabus and Textbooks

- Perspectives on Social Science as per NCFSE 2023
- Principles of content selection for Social Science.
- Curricular goals and competencies at the middle school stage as per NCFSE 2023.
- Content analysis of existing textbooks (NCERT, SCERT): criteria and preparation.

UNIT III : Pedagogical Approaches and Methods

- Methods of teaching Social Science: narration/ storytelling, project method, comparison method, observation, discussion method, dramatization, lecture method.
- Activity-based learning, competency-based teaching and concept mapping.
- Individualized self-instruction in Social Science.
- Ethical considerations in Teaching Social Science.

UNIT IV : Teaching-Learning Resources and Planning

- Teaching-learning materials (TLMs): types, community resources, low cost and no cost TLMs, printed and projected aids.
- Use of ICT in teaching Social Science.
- Uses and significance of TLMs in Social Science.
- Lesson planning in Social Science: Herbertian approach and 5Es.

UNIT V : Children's Understanding and Classroom Process

- Nature of children's understanding in Social Science
- Construction of Social Science knowledge and classroom interaction
- Role of Social Science teacher as a facilitator

Projects and Field Works

- Organizing field trips to museums, historical sites, community places and geographical locations.
- Designing and conducting surveys on educational issues.
- Community mapping and preparation of reports on social issues.
- Preparing historical timelines related to Indian history.
- Conducting role-play activities on local governance or the freedom struggle.

Suggested Reading :

1. Jain, K. C. (n.d.). Teaching of Social Science. New Delhi, India
2. Batra, P. (n.d.). Social Science Learning in Schools. New Delhi, India
3. National Council of Educational Research and Training. (2023). National Curriculum Framework for School Education (NCFSE 2023). New Delhi, India.
4. Social Science Textbooks for Classes VI – VIII, New Delhi: NCERT
5. Online resources on teaching of Social Science, from relevant educational websites.
6. National Institute of Educational Planning and Administration. (2005). Using ICT in School Education. New Delhi, India.
7. Bhatia, S. K., & Jindal, S. (n.d.). A textbook of Curriculum, Pedagogy and Evaluation.

INTERNSHIP PROGRAMME

Maximum Marks: 450
(Fully Internal)

Rationale and Aim :
The Internship Programme provides the student-teacher (intern) with an opportunity to undergo a comprehensive, school-based teaching experience as a reflective practitioner. It is structured as a collaborative partnership between the DIET and selected schools, enabling interns to engage meaningfully with real classroom contexts, teaching-learning challenges, and community-school linkages.
Through this immersive field experience, the intern integrates theory with practice, develops pedagogical competence, and evolves as a creative and reflective teacher capable of planning, facilitating, assessing, and innovating in diverse classroom settings.

General Objectives :
By the end of the internship, student-teachers will be able to:

- observe, understand, and analyze classroom processes and learner behavior systematically.
- plan, execute, and evaluate lessons across curricular areas using appropriate pedagogy and assessment tools.
- reflect critically on teaching-learning practices to improve professional competence.
- design and use low-cost and ICT-based teaching-learning materials effectively.
- collaborate with school teachers, administrators, and communities to understand school organization and management.
- maintain comprehensive records, journals, and portfolios demonstrating growth as a teacher.

STRUCTURE AND COMPONENTS OF THE INTERNSHIP PROGRAMME

Component	Sub-components / Description	Duration	Marks
A. Pre-Internship	• **Orientation & Preparation:** Conducted at the beginning of the semester to prepare interns for school engagement. Includes - Orientation to school internship objectives and roles, review of pedagogy and assessment strategies	1 Day	-
	• **School Observation:** • Observation of classroom processes, teaching-learning styles, children's behaviour (systematic observation) and interaction with teachers and learners • Compilation of Holistic Progress Report Card (1 student for each trainee)	1 Day	10
	• **Critical analysis of school textbooks**	1 Day	10
	• **Resource Development**: Development of resource materials (teaching aids, activity booklets, games, etc.)	2 Days	20

	• **Development of Teaching Skills** (minimum five major skills) to develop teaching competencies	2 weeks	40
	• Preparation of detailed lesson plans following 5E or Herbartian model	1 week	40
B. In-house Teaching Practice	• Guided practice teaching within the institution • Peer feedback and faculty supervision	2 weeks	40 10
C. Practice Teaching in Elementary Schools	• Full classroom engagement under the supervision of school mentors and DIET faculty • Maintenance of lesson plan records and daily reflections	2 weeks	60
D. School Internship	• Interns function as regular teachers for six weeks. • Full participation in school activities: assemblies, assessments, co-curricular programmes, remedial teaching, parent meetings, and community visit. • Continuous guidance by school head and DIET supervisor	6 weeks	120
E. Post-Internship	- Preparation of Reflective Journal on teaching experiences	2 weeks	20
	- Compilation of Final Internship Report		40
	- Final Practice Teaching & Viva Voce		40
TOTAL		**16 weeks**	**450**

GUIDELINES FOR IMPLEMENTATION

1. **Mentoring & Supervision :**
   - Each group of interns will be assigned to a faculty supervisor from DIET.
   - Supervisors will coordinate with school mentors for consistent guidance and evaluation.

2. **School Partnership :**
   - Internship schools should be identified in advance and approved by relevant authority.
   - Schools must provide interns adequate space for classroom experimentation and innovation.

3. **Assessment Process -** Assessment will be continuous and comprehensive, involving :

   (A) Pre – Internship
   - DIET Supervisor (60%)
   - External Evaluation (40%) through final practice teaching and viva voce.

   (B) In-House & School Practice Teaching
   - DIET Supervisor (60%)
   - External Evaluation (40%) through final practice teaching and viva voce.

(C) School Internship

- Head of the Institution (20%)
- DIET Supervisor (40%)
- External Evaluation (40%) through final practice teaching and viva voce.

(D) Post Internship

- DIET Supervisor (60%)
- External Evaluation (40%) through final practice teaching and viva voce.

4. Documentation Required:

- Micro Lesson Plans (minimum 3 in each of the 5 major skills)
- Lesson Plans (minimum 20)
- School Observation Record
- Peer Feedback (minimum 10)
- Reflective Journal
- TLM Portfolio (minimum 5 aids)
- Final Internship Report

CREATIVE DRAMA, FINE ARTS AND EDUCATION

Maximum Marks: 50
(Fully Internal)

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

- understand the concept of art in education and its role in holistic development
- appreciate the importance of art in childhood and elementary education
- identify and differentiate various types and forms of visual, performing, and literary arts
- understand the concept and significance of Art Integrated Learning (AIL)
- apply art as a pedagogical tool across different school subjects
- design and implement art-integrated and participatory classroom activities
- evaluate learners through inclusive, competency-based, and holistic assessment methods

Course Content :

UNIT I : Art in Education

- Introduction, definition and role in holistic development
- The Significance of art in childhood development
- Objective of art education at elementary level

UNIT II : Types and Forms of Art

- Visual art :Painting, sculpture, print making
- Performing Arts: Music, dance, drama, story telling
- Literary Arts: Poetry, Prose, Scriptwriting and comics making

UNIT III : Art Integration

- Creating cross-curricular lessons using art forms

Practicum :

- Preparing teaching aids for art lessons
- Organizing art competitions and exhibitions
- Art-based storytelling and dramatization
- Field visits to galleries, craft centres, and cultural sites
- Role Play, improvisation, simulation story dramatization

Assessment Methods:

- Continuous assessment through classroom participation and activity work
- Practical assignments and craft projects
- Periodic tests and quizzes
- Final project/portfolio showcasing student's art work and lesson plans

Suggested Readings :

1. Dodd, Nigel and Winifred Hickson (1971/1980). Drama and Theatre in Education. London: Heinmann.
2. Johnson, L. (2015). The role of music in early childhood education. In S. Adams & R. White (Eds.), Early Childhood Education: Perspectives and Practices (pp. 123-145).
3. Supplementary materials and local folk art resources

4. NCERT, (2006) *Position Paper National Focus Group on Arts, Music, Dance and Theatre*, New Delhi: NCERT
5. Art Integrated Learning Guidelines for Secondary Stage https://www.ncert.nic.in/pdf/announcement/AILG-Secondary-English.pdf
6. Art integrated learning – NISHTHA – NCERT https://itpd.ncert.gov.in/pluginfile.php/10327/mod_page/content/56/3.pdf
7. Deled 1 Year Art Integrated Education F 11 2024 | PDF https://www.scribd.com/document/800618339/Deled-1-Year-Art-Integrated-Education-f-11-2024
8. Syllabushttps://www.scertchd.edu.in/sie/wp-content/uploads/2025/06/D.El_.Ed-Syllabus.pdf
9. Revised Syllabus of D.El.Ed. Course https://wbxpress.com/files/2014/06/Revised-Syllabus-DElEd.pdf
10. D.el.ed (odl) programme courses of study https://mpbou.edu.in/uploads/files/D_El_Ed_syllabus.pdf
11. Revised Curriculum-Syllabus, 2024 https://dietdhemaji.in/wp-content/uploads/2025/02/Curriculum-of-2-year-D.El_.Ed_.-course-TTT.pdf
12. D EL Ed Course Syllabus & Subjects 2025 – Semester Wise https://www.collegedekho.com/courses/diploma-in-elementary-education/syllabus-subjects

KNOWLEDGE AND CURRICULUM

Maximum Marks : 100
External : 70
Internal : 30

Course Objectives :
After completion of the course, student-teachers will be able to
- focus on epistemological basis of education to help them shape educational and pedagogical practices
- understand the concept and foundations curriculum
- differentiate different types of curriculum
- understand and differentiate core and local context curriculum
- understand curriculum development and process of curriculum development
- analyze the different models for curriculum development
- understand curriculum evaluation and instruments for curriculum evaluation
- explain the role of headmaster, teachers and students in curriculum evaluation
- identify curriculum change as an integral part for improving existing curriculum

Course Content :

UNIT I : Knowledge and Knowing
- Knowledge: meaning and nature, role of culture in knowing
- Differences between information, knowledge, belief, and truth
- Process of knowledge construction
- Factors influencing construction of knowledge

UNIT II : Concept and Nature of Curriculum
- Concept and functions of curriculum
- Difference between curriculum and syllabus
- Different types of curriculum: explicit, hidden and null curriculum
- Salient features and differences between National Curriculum Framework – 2000, 2005 and 2023

UNIT III : Foundations of Curriculum
- Philosophical foundations: nature, purpose and importance
- Psychological foundations: concept and importance
- Sociological foundations: characteristics and importance
- Undifferentiated curriculum and differentiated curriculum: concept and need

UNIT IV : Curriculum Design and Curriculum Development
- Concept and types of curriculum design – subject centered curriculum and child centered curriculum
- Curriculum development: concept and principle
- Difference between core curriculum and local context specific curriculum
- Curriculum development models: steps and importance of Tyler's model and Taba's model

UNIT V : Curriculum Evaluation and Change

- Curriculum evaluation – concept, nature and types
- Instruments for curriculum evaluation
- Role of Headmaster, teachers and students in curriculum evaluation
- Curriculum change: concept, types and factors affecting of curriculum change

Suggested Readings :

1. Agarwal (2007). Curriculum Development: Concept, Methods and Techniques. Jaipur: Book Enclave.
2. Agarwal, J.C. (2005). Curriculum Development. Delhi: Shipra.
3. Arora, G.L. (1984): Reflections on Curriculum. NCERT.
4. Bhatia, K. K. & Chadda D. P. C. (1980). Modern Indian Education and its Problems, Ludhiana: Prakash Brothers.
5. Chopra, R. K. (1993). Status of Teacher in India, New Delhi: NCERT.
6. Siddiqi, M. A. (1993). In Service Education of Teachers, New Delhi: NCERT
7. Singh, R. P. (1990). Studies in Teacher Education, New Delhi: Sterling Publishers

ASSESSMENT AND EVALUATION IN EDUCATION

Maximum Marks : 100
External : 70
Internal : 30

Course Objectives :

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

- understand foundational concepts of measurement, assessment, and evaluation, and distinguish between them in the context of educational settings.
- explain and apply various scales of measurement - nominal, ordinal, interval, and ratio for educational data interpretation.
- demonstrate knowledge of Bloom's Taxonomy by identifying and designing learning objectives across cognitive, affective, and psychomotor domains.
- analyze the types and purposes of assessment, including assessment of learning, for learning, and as learning, with reference to the National Curriculum Framework for School Education (NCFSE) 2023.
- differentiate between formative and summative assessments, and explain their role in the continuous and comprehensive evaluation (CCE) process.
- identify the characteristics, advantages, and limitations of norm-referenced and criterion-referenced tests, as well as objective and subjective test formats.
- evaluate tools and techniques of assessment with respect to validity, reliability, and objectivity, and differentiate between teacher-made and standardized tests.
- develop understanding of holistic assessment, portfolio-based assessment, rubric-based evaluation, and the difference between traditional and holistic progress cards.
- explore modern trends and innovations in educational assessment such as grading systems, open-book examinations, and ICT-enabled assessment tools.
- apply basic statistical techniques such as measures of central tendency and variability, and create graphical representations to interpret educational data effectively.

Course Content :

UNIT I : Introduction to Assessment and Evaluation

- Concept and differences between measurement, assessment and evaluation
- Scales of Measurement: nominal, ordinal, interval and ratio scale
- Bloom's Taxonomy of instructional objectives: cognitive, affective and psycho-motor
- Continuous and Comprehensive Evaluation

UNIT II : Classification of Tests and Assessment

- Formative and summative assessment
- Norm reference and criterion reference test
- Objective type test: meaning, types, advantages and disadvantages
- Subjective type test: meaning, types, advantages and disadvantages

UNIT III : Holistic Assessment

- Meaning and purpose of holistic assessment, difference between traditional progress card and Holistic Progress Card
- Portfolio and rubric based assessment
- Methods and processes of using Holistic Progress Card
- Assessment *of* learning, *for* learning and *as* learning
- NCFSE 2023 and assessment for learning

UNIT IV : Application of Statistics in Educational Assessment

- Concept, need and importance of statistics for assessment in Education
- Graphical representation of data: frequency distribution, polygon and pie-diagram
- Concept and importance of percentile and percentile ranks
- Measures of central tendency; mean, median and mode (meaning and computation)
- Measures of variability; range, average deviation, quartile deviation and standard deviation (meaning and computation)

UNIT V : Tools and Techniques of Assessment

- Quality of a good measuring instrument; validity, reliability and objectivity
- Concept and importance of teacher-made test and standardized test
- Grading system, open book examination and ICT based assessment and evaluation
- Common tools and techniques of assessment- surveys, questionnaires, peer assessment, self- assessment and observation.

Suggested Activities :

1. **Concept Sorting Exercise**: Students categorize examples into measurement, assessment, or evaluation.
2. **Group Discussion**: Analyze a case study and identify where each term applies.
3. **Worksheet Practice**: Identify types of data (nominal, ordinal, interval, ratio) from real classroom examples.
4. **Field Task**: Collect classroom data (e.g., student heights, grades, attitudes) and classify using scales.
5. **Bloom's Ladder**: In groups, students write learning objectives at each level of the cognitive domain.
6. **Objective Classification Game**: Match pre-written objectives to appropriate domains (cognitive, affective, psychomotor).
7. **Case Study Analysis**: Evaluate classroom scenarios and identify which assessment type is being used.
8. **Poster Making**: Create posters explaining Assessment *of*, *for*, and *as* Learning using NCFSE 2023 insights.
9. **Design Task**: Create a weekly formative assessment plan and a term-end summative plan for a subject.
10. **Debate**: E:g;- "CCE: A Better Way to Evaluate Students?" — with pros and cons.
11. **Mini Research**: Evaluate a sample test for validity, reliability, and objectivity using a checklist.
12. **Mock Review Panel**: Review a teacher-made test and suggest improvements.
13. **Rubric Development Workshop**: Create rubrics for a project or performance task.
14. **Portfolio Walk**: Create and present a sample portfolio (real or simulated) with student artifacts and reflections.
15. **ICT Exploration**: Use platforms like Google Forms, Kahoot, or Edmodo to design online quizzes or polls.
16. **Hands-on Computation**: Use classroom data to calculate mean, median, mode, SD, and percentiles.
17. **Graphing Assignment**: Create a frequency distribution table and graph it (polygon/pie chart/bar chart) using Excel.

Suggested Readings :

1. Linn, R. L., & Miller, M. D. *Measurement and Assessment in Teaching* – Pearson
2. Nitko, A. J., & Brookhart, S. M. *Educational Assessment of Students* – Pearson

3. Gronlund, N. E. *Measurement and Evaluation in Teaching* – Macmillan
4. Bloom, B. S. (Ed.) *Taxonomy of Educational Objectives: Cognitive Domain* – Longman
5. Krathwohl, D. R. *Taxonomy of Educational Objectives: Affective Domain*
6. NCERT – *Learning Outcomes at Elementary Stage*
7. NCERT – *Continuous and Comprehensive Evaluation (CCE) Manuals*
8. NCFSE 2023 (National Curriculum Framework for School Education) – Assessment sections
9. Popham, W. J. *Classroom Assessment: What Teachers Need to Know* – Pearson
10. Kubiszyn, T., & Borich, G. *Educational Testing and Measurement* – Wiley
11. Ebel, R. L., & Frisbie, D. A. *Essentials of Educational Measurement* – Prentice Hall
12. Haladyna, T. M. *Developing and Validating Multiple-Choice Test Items*
13. Brookhart, S. M. *How to Create and Use Rubrics for Formative Assessment and Grading*
14. Stiggins, R. *Student-Involved Assessment for Learning* – Pearson
15. Earl, L. *Assessment as Learning* – Corwin
16. Andrade, H. *Student Self-Assessment: A Key to Stronger Learning*
17. NCFSE 2023 – Holistic Progress Card (HPC)
18. NCERT – *Holistic Progress Card: Guidelines and Templates*
19. CBSE – *Assessment for Holistic Development* documents
20. Arter, J., & McTighe, J. *Scoring Rubrics in the Classroom*
21. Paulson, F. L., Paulson, P. R., & Meyer, C. A. *What Makes a Portfolio a Portfolio?*
22. Garrett, H. E. *Statistics in Psychology and Education* – David McKay
23. Best, J. W., & Kahn, J. V. *Research in Education* – Pearson
24. Mangal, S. K. *Statistics in Psychology and Education* – PHI
25. Yule & Kendall *An Introduction to the Theory of Statistics*
26. Howell, D. C. *Statistical Methods for Psychology*
27. Field, A. *Discovering Statistics Using SPSS* (for deeper understanding)
28. Thorndike, R. L. *Measurement and Evaluation in Psychology and Education*
29. Anastasi, A., & Urbina, S. *Psychological Testing* – Pearson
30. Gay, L. R. *Educational Evaluation and Measurement*
31. Popham, W. J. *Modern Educational Measurement*
32. NCERT – Manuals on test development and item writing
33. OECD – *Assessment and Digital Tools in Education*
34. UNESCO – *ICT in Assessment: Guidelines for Teachers*
35. Boud, D. *Enhancing Learning Through Self-Assessment*
36. Topping, K. *Peer Assessment in the Classroom*
37. Angelo, T. A., & Cross, K. P. *Classroom Assessment Techniques*
38. NEP 2020 – Sections on assessment reform
39. NCERT Position Papers (2005 & 2023) – Assessment, Examination Reforms
40. CBSE – *Competency-Based Assessment Framework*
41. SCERT/DIET publications – State-specific assessment guidelines

INCLUSIVE EDUCATION

Maximum Marks : 100
External : 70
Internal : 30

Course Objectives :

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

- understand the concept, principles and importance of inclusive education at the elementary level
- see individual differences not as a problem but as opportunities for enriching learning
- understand the nature, characteristics and learning needs of different categories of children with disabilities and gifted children
- acquaint themselves with inclusive teaching strategies, curriculum adaptations and assistive technologies for classroom teaching
- develop skills for creating an inclusive, child-friendly and gender-sensitive classroom environment
- understand the importance of early identification, Individualized Education Plan (IEP), family support and teacher preparation in inclusive education
- understand the role of schools, teachers, families and government initiatives in promoting inclusion and gender equity

Course Content :

UNIT I : Introduction to Inclusive Education

- Concept and principles of inclusive education
- Benefits and barriers to inclusion
- Difference between Special School, Integrated School and Inclusive School
- Educational provisions of RPwD Act 2016

UNIT II : Children with Special Needs

- Meaning of Impairment and Disability
- Children with Intellectual Disability- concept, characteristics and education
- Children with Specific Learning Disability- concept, characteristics and education
- Children with Visual Impairment- concept, characteristics and education
- Children with Hearing Impairment- concept, characteristics and education
- Children with Locomotor Disability- concept, characteristics and education
- Gifted and Creative Children - concept, characteristics and education

UNIT III : Curricular Strategies for Inclusive Education

- Curricular challenges for Children with Special Needs and strategies for making schools inclusive
- Cooperative learning and peer tutoring
- Concept, need and types of curriculum adaptations
- Universal design for learning: concept and importance
- Assistive technology and teaching-learning material in an Inclusive School

UNIT IV : Building Inclusive Learning Environment

- Early identification and early intervention
- Inclusive Classroom Management Techniques: physical, social and behavioral
- Individualized Education Plan (IEP)- concept and importance
- Teacher preparation for inclusive education
- Family support and parents counselling

UNIT V : Gender Equity

- Gender equity- meaning and concept
- Psycho- social constructs of gender
- Role of schools, teachers and curriculum in promoting gender equity
- Government initiatives for promoting gender equity

Suggested Readings :

1. Hegarty, S., and Mithu, A. (2002). Education and Children with Special Needs. New Delhi: Saga Publications.
2. Liasidou, A. (2011). Inclusive Education, Politics and Policymaking Contemporary issues in Education Studies. Bloomsbury
3. Mangal S.K. (2018). Educating Exceptional Children An introduction to Special Education. PHI Learning.
4. Maitra K., and Sazena,V. (2008).Inclusion Issues and Perspectives. New Delhi: Kanishka Publishers.
5. Dhawan, M.L. (2007). Education of Children with special needs. New Delhi: Isha books.
6. Rajkumari. N. Alice & Suguna D. R., (2006). Special Education. New Delhi: Discovery publishing House.
7. Reddy, L. (2005). Education of children with special needs. New Delhi: Discovery publishing House.
8. Kar, C. (1996). Exceptional Children. New Delhi: Sterling Publishers Private Ltd.
9. Puri, M. and Abraham G. (2001). Handbook of Inclusive Education for educators, administrators and planners. New Delhi: Sage publications Ltd.
10. Guha, A. (1955). Compilation of Reading in Special Education. Chennai: The Spastics Society of Tamil Nadu India.
11. Pandey, R.S. and Advaani L. (1955).Perspectives in Disability and Rehabilitation. New Delhi: Vikas Publication.
12. Prasad, L. (1994). Rehabilitation of the Physically Handicapped. New Delhi: Konark Publisher Pvt. Ltd.
13. RCI (1998). Bridge Course Manual in the Field of Locomotors Impairment and Associated Disabilities. New Delhi: Shivaji Margi.
14. Solomon, A. (2012). Far from the tree: Parents, children, and the search for identity. Scribner
15. https://ncert.nic.in/pdf/focus-group/gender_issues_in_education.pdf
16. https://ncert.nic.in/dgs/pdf/vol1.pdf
17. https://www.niepa.ac.in/Download/Publications/UnPriced/EFA-Towards_Quality_with_Equity%2C_India.pdf
18. SCERT Delhi. (2010). *Towards inclusive education for special teachers*. https://paperzz.com/doc/9242371/towards-inclusive-education-for-special-teachers
19. UNESCO. (2009). *Teaching children with disabilities in inclusive settings* (Embracing diversity: toolkit for creating inclusive, learning-friendly environments, Specialized booklet. https://unesdoc.unesco.org/ark:/48223/pf0000182975
20. National Council of Educational Research and Training. (2006). *Position paper: National focus group on education of children with special needs*. NCERT, New Delhi. https://www.ncert.nic.in/pdf/focus-group/special_ed_final1.pdf
21. National Council of Educational Research and Training. (2015). *NCERT handbook on teaching children with special needs*. https://download.ssapunjab.org/sub/instructions/2015/April/NCERTHandbookOnTeachingCWSN27_04_2015.pdf

22. Giffard-Lindsay, K. (2007). *Inclusive education in India: Interpretation, implementation, and issues* (CREATE Pathways to Access, Research Monograph No. 15). Consortium for Research on Educational Access, Transitions and Equity (CREATE), Centre for International Education, University of Sussex. http://www.create-rpc.org/pdf_documents/PTA15.pdf
23. UNESCO. (n.d.). *[Embracing Diversity: Toolkit for Creating Inclusive, Learning-Friendly Environments Specialized Booklet 1]*. UNESCO. https://unesdoc.unesco.org/ark:/48223/pf0000149284
24. https://www.researchgate.net/publication/296486155_Universal_design_for_learning_innovation_configuration_Recommendations_for_preservice_teacher_preparation_and_inservice_professional_development
25. Hallahan, D. P., & Kauffman, J. M. (1988). *Exceptional children: Introduction to special education* (4th ed.). Prentice-Hall.
26. United Nations Educational, Scientific and Cultural Organization. (2004). *Embracing diversity: Toolkit for creating inclusive, learning-friendly environments* (Specialized Booklet 2: Practical tips for teaching large classes). UNESCO Bangkok. https://unesdoc.unesco.org/ark:/48223/pf0000148867

ICT INTEGRATED PEDAGOGY

Maximum marks: 50
External: 35
Internal: 15
[Practicum(10) + Class Test/Presentation (5)]

Course Objectives :
After completion of the course, student-teachers will be able to
- understand the meaning, nature, and scope of ICT in education.
- familiarize with digital tools, resources, and emerging technologies.
- integrate ICT meaningfully in teaching, learning, and assessment.
- promote ethical, safe, and inclusive use of technology in classrooms.

Course Content :

UNIT I : Understanding ICT in Education
- Meaning, nature and importance of Information and Communication Technology (ICT).
- Scope of ICT - Teaching-learning, educational administration and assessment.
- Safe use of the internet (cyberbullying, cyber security)
- Digital literacy, online identity and privacy,

UNIT II : Emerging Technologies in Education
- ICT for continuing professional development: MOOCs, e-groups, forums for sustainable use of ICT.
- Meaning and types of open educational resources.
- Augmented Reality, Virtual Reality. Artificial Intelligence: Meaning, importance, tools and use. Ethics and safety use of Artificial Intelligence.
- Digital Initiatives in India: DIKSHA, NISHTHA, ePathshala, PM e-VIDYA, SWAYAM, UDISE and VSK.

UNIT III : ICT in Teaching-Learning & Assessment
- ICT vision in NEP 2020
- Developing functional skills to use discipline-specific ICT tools (Geogebra, PhET, Stellarium and Marble map.)
- ICT and Assessment- Electronic assessment portfolio (Concepts and types), e-portfolio tools. Survey tools, puzzle makers, test generators, reflective journals and question banks.

Practicum (to be evaluated internally) – 10 marks

Each student-teacher is required to perform at least two activities. (The concerned teacher-educators may develop any other tasks/assignments keeping in line with the requirements of this course)

1. Create at least five digital resources (concept maps, mind maps flow charts, timelines, h5p, etc) using appropriate ICT tools.
2. Enroll and complete at least one course in DIKSHA.
3. Create and maintain an educational or personal blog.
4. Create a digital quiz using Google Forms.
5. Conduct a class quiz using Quizziz.
6. Create a collaborative Padlet wall on a subject theme.
7. Simulate a short online class session using Google Meet.

Suggested Readings :

1. Ministry of Education, Government of India. (2020). National Education Policy 2020.
2. National Council of Educational Research and Training. (2023). National Curriculum Framework for School Education 2023. ncert.nic.in.
3. Meher, V., Singh, R., & Tiwari, P. K. (Eds.). (2021). Information and Communication Technology in Education. Notion Press.
4. Leask, M., & Meadows, J. (2000). Teaching and learning with ICT in the primary school. Routledge.
5. Hamilton, B. (2015). Integrating technology in the classroom: Tools to meet the needs of every student. International Society for Technology in Education.
6. Blessinger, P., & Bliss, T. J. (Eds.). (2016). Open education: International perspectives in higher education. Open Book Publishers. https://doi.org/10.11647/OBP.0103
7. Lever-Duffy, J., & McDonald, J. B. (2018). Teaching and learning with technology (5th ed.). Pearson.
8. Gonzalez, J. (2024). The teacher's guide to tech: A comprehensive handbook for integrating technology into your classroom (10th ed.). Cult of Pedagogy Press.
9. Bates, A. W. (2019). Teaching in a digital age: Guidelines for designing teaching and learning (2nd ed.). Tony Bates Associates Ltd. https://opentextbc.ca/teachinginadigitalage/
10. Nippani, K. S., & Murthy, B. K. (Eds.). (2024). Digital India: Governance Transformation (Revised ed.). Vitasta Publishing Private Limited.
11. Ribble, M., & Park, M. (2019). The digital citizenship handbook for school leaders: Fostering positive interactions online. International Society for Technology in Education (ISTE).
12. Jaago Teens Foundation. (2020). Cyber safety for everyone: From children to grandparents. Bloomsbury India.
13. Graham, M. J. (2013). Google apps meets Common Core. SAGE.
14. Central Institute of Educational Technology (CIET), NCERT. (2013). ICT in education. NCERT. https://ciet.nic.in/ict_curriculum.php
15. National Council of Educational Research and Training. (2015). ICT for teaching and learning. ePathshala. https://epathshala.nic.in
16. Indira Gandhi National Open University. (2020). BES-128: ICT in education (Block 1–4). School of Education, IGNOU. http://egyankosh.ac.in/handle/123456789/75427
17. National Institute of Technical Teachers Training and Research. (2023). ICT in teaching and learning [MOOC]. SWAYAM. https://swayam.gov.in

CONTEMPORARY INDIAN SOCIETY

Maximum Marks : 50
External : 35
Internal : 15

Course Objectives :

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

- be familiar with the interdisciplinary analysis of concepts, ideas and concerns
- familiarize with the socio-political economic dimensions of Indian Society and appreciating its diversity
- develop an understanding of the trends, issues and challenges facing contemporary Indian Society
- 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

Course Content :

UNIT I : Education in Contemporary India

- Post - Independence developments:
  - Education for National development (Kothari Commission 1964 - 1966)
  - National Education Policy (NEP) 2020 : key features
  - Right to Education Act (RTE), 2009: provisions
- Current issues and challenges:
  - Issues faced in the education system in contemporary Indian society
- Democracy and Education – how education strengthens democracy
- Social justice – concept, importance, and role in education

UNIT II : Constitution of India and Education

- Constitution and Education: concurrent status of Education
- Guiding principles of Indian Constitution: preamble
- Constitutional provisions regarding Education
- Decentralization, Panchayati Raj and Education
- 73^{rd} , 74^{th} and 86^{th} Amendment

UNIT III : Indian Economy

- Overview of Indian economy: structure, growth trends, and challenges
- Key sectors: mixed economy, agriculture, industry, services sector and their impact on society
- Economic challenges: poverty, inequality, unemployment, and development issues.
- Sustainable development goals: meaning, 17 SDGs, objectives, significance

Some suggested projects on contemporary Indian issues (Any two projects)

- Critical appraisal of Constitutional values as practiced in an educational institution
- Comparative study of different workplace
- Case study: poverty, gender inequality, or caste dynamics in a local context.
- Case study in implementation of RTE in local schools.
- Survey on gender equality in Education in a selected area.
- Examine how diversity impacts a local community
- Poster /model making on environmental issues

Suggested Readings :

1. MHRD, National Education Policy 2020, GOI, New Delhi.
2. The Government of India Notification of the RTE-Act 2009.
3. Deshpande,S.(2004) Contemporary India: A Sociological View. Penguin: New Delhi.
4. M.S.Sachdeva, K.K Sharma, Chanchal Kumar & Sunita Sharma, Contemporary India and Education (2019), Twentyfirst Century Publications.
5. Dr. Subir Nag, Shinjini Nag & Pranay Pandey, Contemporary India and Education, Rita Publication.
6. Kashyap,S C (2009) The Constitution of India, National Book Trust: New Delhi, latest edition.
7. Deshpande,S.(2004) Contemporary India: A Sociological View. Penguin: New Delhi.
8. M. Laxmikanth (2023), Indian Polity.
9. Vivek Singh, Indian Economy, 8th Edition 2024.