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PAPER V & VI METHODS OF TEACHING

1. Methodology of Teaching Physical/Biological Science.
2. Methodology of Teaching Social Science.
3. Methodology of Teaching Mathematics.
4. Methodology of Teaching Languages.

A METHODS OF TEACHING PHYSICAL & BIOLOGICAL SCIENCES **COURSE OBJECTIVES**

To enable student-teacher to:

- Understand the nature, objectives, importance and contributions of science in modern society;
- Understand the job avenues in the area of science and the qualities of a science teacher;
- Understand certain innovations and theories of learning as applicable to science teaching;
- Develop their skills necessary for using various strategies of science teaching;
- Possess the knowledge of the general principles of curriculum construction and develop the necessary skills for use of curricular materials judiciously;
- Understand the concept and importance of lesson planning;
- Develop the skills for lesson planning by using some important approaches to lesson planning;
- Understand certain essential aspects of evaluation;
- Develop the skills for preparation of blue-print of test and understand the rules to be observed in framing various types of test items.

COURSE CONTENTS

Unit I: PLACE OF SCIENCE IN MODERN SOCIETY

- (1) Nature of Modern Sciences.
- (2) Objectives of Teaching Science.
- (3) Importance of Science & its Impact on mankind.
- (4) Contributions of eminent scientists in India & abroad.
- (5) Professions in the area of sciences.
- (6) Personal, Educational and Professional qualities of science teachers.

Unit II: METHODOLOGY OF TEACHING SCIENCE

- (1) Innovations in Teaching Science:
 - i) Team Teaching (ii) Micro-Teaching (iii) Programmed Instruction
 - iv) Computer Assisted teaching (v) Seminar Presentations.
- (2) Learning theories relevant to Science Teaching:
 - i) Piaget's Developmental Theory of Learning & its implications for instruction in science.
 - ii) Bruner's Theory of Cognitive Growth.
 - iii) Gagne's Conditions of Learning.
 - iv) Skinner's Operant Conditioning & Programmed Learning.
- (3) Strategies of Teaching of Science:

Laboratory work, Lecture-cum-Discussion, Demonstration, Discussion, Brain Storming, Group Investigation, Field trips, Gardening, Science Clubs, Visits to Science Museums, Organising Science Fairs and Excursions, Development of improvised apparatus & other teaching aids, Selection of and use of teaching aids, Project work, Text book method, Dalton Plan, Maintenance of Aquariums, Harbariums and Virariums, and Audio-Visual Teaching Aids.

Unit III: CURRICULUM IN SCIENCE

- (1) Meaning of Curriculum.
- (2) Difference between Curriculum & Syllabus.
- (3) General Principles of Curriculum Construction & their Application in Science Curriculum.
- (4) Adapting the Curriculum to Local Needs & Requirements & the Availability of local resources.
- (5) Approaches to Organization in Science Curriculum:
 - i) Unit Approach (ii) Concentric Approach (iii) Topical Approach
 - iv) Integrated Approach.
- (6) Curricular Accessories & Support Materials:

Text-books, Journals, Handbooks, Students' Work Books, Display Slides, Laboratory Materials, Audio-Visual support materials, etc.

Unit IV: DESIGNING LESSON PLANS

- (1) Meaning of Lesson Planning.
- (2) Importance of Lesson Planning.
- (3) Planning for Teaching:
 - i) Need for careful planning for teaching.
 - ii) Development of: The Year Plans, The Unit Plans, & Daily Lesson Plans.
- (4) Approaches to Lesson Planning:
 - i) Bloom's Approach (ii) Herbertian's Approach. (iii) RCEM Approach.

Unit V: EVALUATING OUTCOME OF SCIENCE TEACHING

- (1) Concept of Evaluation & Feedback.
- (2) Meaning of Formative, Summative, & Diagnostic Evaluation and their Uses.
- (3) Types of Achievement Test: Teacher-Made Test, Standardized Test & Performance Test and their Uses.
- (4) Item Analysis: Meaning of Item Analysis, Item Difficulty Index & Item Discriminatory Value and their Calculation.
- (5) Rules to be followed in construction of Teacher-Made Test Items (Essay, Short-Answer, & Objective Types test Items).
- (6) Difference between Speed Test, Power Test, & Speeded Test.
- (7) Preparation of a Blue-Print for Unit Test in the light of the three Taxonomy Domains of behaviour, Viz. Cognitive, Psychomotor and Affective Objectives.

PRACTICUM

The following activities are suggested. Teacher may formulate some more activities

- Group discussion on the role of science in the modern society.
 - Practice of teaching single concept using the innovations, Learning Theories, teaching strategies under simulated condition.
 - Preparation of lesson plan on concept development and skill acquisition by adopting the approaches to lesson planning.
 - Design a blue-print of unit test and construction of objective type test items by following the rules.
 - Organization of Science Quiz.
- (Prescribed Syllabi from Classes VI to XII are referred to for lesson Planning)

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 10. Thurbor, W. (1965): Teaching Science in Today's Secondary Schools, New Delhi: Prentice-Hall.
 11. Vaidya, N. (1971): The Impact of Science Teaching, New Delhi: Oxford & IBM Publications.
- N.B. Any Relevant literature given elsewhere may be consulted.

B. METHODS OF TEACHING SOCIAL SCIENCES

COURSE OBJECTIVES

On completion of the course, student-teacher will be able to understand:

- The concept of social sciences/social studies and also the aims and objectives of teaching social sciences;
- The social studies as it differs from other social sciences and the relationship between social sciences and physical sciences;

- The personal, educational and professional qualities of social science teachers and the importance of the study of social sciences ;
- The concept of curriculum, the basic principles of curriculum construction, approaches to organising curriculum, and rationale for inclusion of social studies in the school curriculum;
- The instructional strategies and models of teaching to be employed in the teaching of social sciences ;
- The way in which how to organize various programmes of activities and organize and utilize community resources for promoting social science learning;
- Develop the skills necessary for lesson planning;
- The concept of various aspects of evaluation and develop the skills for preparation of blue-print of unit test along with the rules for construction of various types of test items.

COURSE CONTENTS

Unit I: SOCIAL SCIENCES; WHAT-IT IS?

- (1) Definition of Social Sciences/Social Studies.
- (2) Aims & Objectives of Teaching Social Studies.
- (3) Relationship between Social Studies & Physical Sciences.
- (4) Difference between Social Studies & other Social Sciences.
- (5) Special Qualities of Social Studies Teachers.
- (6) Significance of Teaching Social Studies.

Unit II: CURRICULUM IN SOCIAL STUDIES

- (1) Meaning of Curriculum.
- (2) Principles of Designing Social Studies Curriculum.
- (3) Rationale for inclusion of Social Studies in School Curriculum.
- (4) Approaches to Organising Social Studies Curriculum:
 - i) Concentric Approach (ii) Unit Approach (iii) Topical Approach
 - iv) Correlation Approach (v) Integrated Approach
- (5) Curriculum Enrichment in Teaching Social Studies.

Unit III: INSTRUCTIONAL STRATEGIES AND MODELS OF TEACHING

- (1) Instructional Strategies :
 - i) Activity Method (ii) Lecture Method (iii) Lecture-cum-Discussion Method
 - iv) Project Method (v) Observation Method (vi) Classroom Recitation Method
 - vii) Source Method (viii) Supervised Method (ix) Text-book Method
 - x) Dalton Plan (xi) Audio-Visual Methods (xii) Story Telling Method
 - xiii) Questioning Method (xiv) Inter-disciplinary Method
- (2) Models of Teaching for Teaching Social Studies
 - i) Social Inquiry Model (ii) Inductive Teaching Model
 - ii) Biological Science Inquiry Teaching Model

Unit IV: ORGANISING PROGRAMMES OF ACTIVITIES FOR SOCIAL STUDIES

- (1) Arranging and Organising Field Trips to places of Cultural importance through planning, preparing, executing, recording and following up the field trip for learning the underlying importance of content of the concerned subject (s).
- (2) Organising Social Studies Clubs, Social Studies Laboratories and Quizzes, etc.
- (3) Organising and utilizing Community Resources.

Unit V: LESSON PLANS

- (1) Concept of Lesson Planning.
- (2) Need of Lesson Planning.
- (3) Planning for Teaching Social Studies:
 - i) Specification of Educational Objectives in terms of the three Taxonomy Domains of behaviour, Viz. Cognitive, Affective, & Psychomotor and Lesson Planning.
 - ii) The Year Plans: Its Meaning & factors to be considered in the Year Plans.
 - iii) The Unit Plans: Its Meaning & Steps involved in the Unit Plans.
 - iv) The Daily Lesson Plans: What it is?
- (4) Approaches to Lesson Planning:
 - i) Bloom's Approach
 - ii) Herbertian Approach
 - iii) RCEM Approach

Unit VI: EVALUATING TEACHING-LEARNING OUTCOME IN SOCIAL STUDIES

- (1) Modern concept of Evaluation & Feedback.
- (2) Salient Features of Formative, Summative & Diagnostic Evaluation and their Uses.
- (3) Types of Achievement Test: Teacher-Made Test, Standardized Test & Performance Test & their Uses.
- (4) Item Analysis: Its Meaning, Item Difficulty Index and Item Discriminatory Value and their Calculation.
- (5) Difference between Speed Test, Power Test & Speeded Test.
- (6) Rules for construction of Teacher-Made Test Items (Essay, Short-Answer, & Objective Types Test Items).
- (7) Preparation of Unit Test & Steps involved:
 - i) Specification of Objectives
 - ii) Selection of Test Items
 - iii) Item Analysis.

PRACTICUM

The following activities are suggested:

- Group discussion on various aspects of social studies in relation to Unit I;
 - Discussion on the approaches to be adopted in organising social studies curriculum and the way in which how to enrich curriculum;
 - Conducting classroom teaching by employing suitable instructional methods and appropriate teaching models under simulated condition;
 - Organising community service, such as cleanliness of the neighborhood, attending on the sick, planting of trees, survey of adult illiterate, etc.
 - Designing the year, unit daily and micro-lesson plans;
 - Preparation of a blue-print for unit test in the light of the three taxonomy domains of behaviour.
- (Prescribed Syllabi from classes VI to XII may be referred to for lesson Planning)

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 9. Srivastava, H. S. : Evaluation in Social Studies, New Delhi: NCERT.
 10. Mehlinger, H. D. (Ed) (1981): UNESCO Handbook: The Teaching of Social Studies. UNESCO, Paris.
- N.B. Any Relevant literature suggested elsewhere may be consulted.

C. METHODS OF TEACHING MATHEMATICS

COURSE OBJECTIVES

- On completion of the course, the student-teacher will be able to:
- Understand and appreciate the uses and significance of Mathematics in daily life;
 - Learn successfully various approaches of teaching mathematics and to use them judiciously;
 - Develop skills for organizing mathematics games;
 - Help the talented and slow learners in making provisions for their better learning;
 - Understand the theoretical background of curriculum and also preparation of text-book and syllabi;
 - Develop the skills necessary for lesson planning by adopting various approaches;
 - Understand evaluation: what it is? And construction of test items in terms of cognitive, affective and psychomotor educational objectives.

COURSE CONTENTS

Unit I: CONCEPT, OBJECTIVES, & SIGNIFICANCE OF MATHEMATICS

- (1) Meaning of Mathematics.
- (2) Aims & Objectives of Teaching Mathematics.
- (3) Need of the Study of Mathematics.
- (4) Qualities of a Good Mathematics Teacher.
- (5) Contributions of the Mathematicians with specific reference to Bhaskaracharya, Aryabhata, Leelabathi, Ramanujam, Euclid, Pythagorus, Rene-Descarte.

Unit II: APPROACHES TO TEACHING MATHEMATICS

- (1) Analytical & Synthetic.
- (2) Inductive & Deductive.
- (3) Heuristic Approach.
- (4) Project Method
- (5) Laboratory Method
- (6) Psychological Method
- (7) Text-book Method
- (8) Montessori Method
- (9) Oral and Written Method
- (10) Programmed Learning Method
- (11) Drill and Assignment Method
- (12) Supervised Study Method.
- (13) Development/Preparation of Low Cost Improvised Teaching Aids relevant to local ethos.
- (14) Skills in Maintaining & Using Blackboard, Models, Charts, TV, Films & Videotapes and VCR.

Unit III: USING MATHEMATICS AS A GAME FOR RECREATION

- (1) Organizing Quiz Programmes.
- (2) Skill Development in Answering Puzzles, Riddles, Magic Squares, Word search etc.

Unit IV: IDENTIFICATION OF LEARNERS

- (1) Identification of Characteristics of high ability/gifted/creative children in Mathematics and taking up Enrichment programmes through supplementary text materials, summer programmes, mathematics clubs, contests and fairs.
- (2) Identification of Characteristics of Slow Learners in Mathematics and helping them through providing supplementary materials, co-operative learning, special class, self learning and practice.

Unit V: CURRICULUM IN MATHEMATICS

- (1) Meaning of curriculum.
- (2) Difference between Curriculum & Syllabus.
- (3) Principles of Curriculum Construction & their Application in Mathematics Curriculum development.
- (4) Qualities of a Good Text-book in Mathematics.
- (5) Critical Appraisal of Existing Text-books in Mathematics (Text-books prescribed by the SCERT, Boards & Councils including CBSE).
- (6) Organising the Syllabi both Logically and Psychologically according to the age of the children.
- (7) Importance and evaluation of Teacher's Instructional Guide.

Unit VI: LESSON PLANNING & UNIT PLANNING IN MATHEMATICS

- (1) Meaning of Lesson Planning.
- (2) Meaning of Unit Planning.
- (3) Need of Lesson & Unit Planning.
- (4) Stages of Lesson Planning, Preparation of Blue-Print and their uses.
 - i) The Year Plans (ii) the Unit Plans (iii) the Daily Lesson Plans.
- (5) Approaches to Lesson Planning:
 - i) Bloom's Approach (ii) Herbertian's Approach (iii) RCEM Approach.

Unit VII: EVALUATING THE OUTCOME OF MATHEMATICS TEACHING

- (1) Modern concept of Evaluation & Feedback.
- (2) Meaning & Purposes of Evaluation:
 - i) Formative Evaluation (ii) Summative Evaluation
 - iii) Diagnostic Evaluation.
- (3) Types & Uses of Achievement Tests:
 - i) Teacher-Made Achievement Test (ii) Standardized Achievement Test
 - iii) Performance Test.
- (4) Item Analysis:
 - i) Meaning of Item Analysis & its Purpose.
 - ii) Item Difficulty Index & Item Discriminatory Value & their Calculation.
- (5) Speed Test, Power test, & Speeded Test: Their Meaning and Differences.
- (6) Rules for Construction of Teacher-Made Test Items (Essay, Short-Answer, & Objective type Test Items).
- (7) Construction of test Items by following the rules in terms of Cognitive, Affective, & Psychomotor Educational Objectives.

Suggested Activities:

- Group discussion on various aspects of Mathematics in relation to Unit I;
 - Conducting mathematical class and practice of teaching by adopting the suitable method (s) of teaching under simulated condition;
 - Development of an instructional aid on a topic in mathematics and method of using it;
 - Organizing Quiz Programmes;
 - Identification of a gifted child and providing enrichment measures;
 - Case study of a slow learner in the school class & providing instruction after identification;
 - Critical evaluation of a Text-book in Mathematics & reporting;
 - Preparation of a blue-print for year, unit & daily lesson plans;
 - Construction of Objective type test items.
- (Prescribed Syllabi from Classes VI to XII are referred to for lesson planning)

SUGGESTED REFERENCES

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2. Butter & Wren (1951): The Teaching of Secondary Mathematics, New York: Mc Graw-Hill Book Co.
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6. Sidhu, K. S. (1981): The Teaching of Modern Mathematics, New Delhi: Sterling Publications.
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8. Prakash Series: Teaching of Mathematics, Ludhiana: Prakash Publishers.

D. METHODS OF TEACHING LANGUAGES
COURSE OBJECTIVES

- On completion of the course, the student-teacher will be able to:
- Understand the objectives and importance of teaching through mother-tongue as well as a second language like English or Hindi or Regional language;
 - Understand the stage at which a second language is to be taught and also the trends of foreign language teaching at school stage in other countries of the world;
 - Realize the professional qualifications of a language teacher;
 - Develop the skills needed for teaching a second language like English by using the appropriate methods and teaching aids;
 - Understand the manner in which how to teach listening, speaking, reading, writing, vocabulary, grammar, spelling, and prose & poetry;
 - Develop the skills for lesson planning by adopting one of the approaches to lesson planning;
 - Acquire the knowledge of various aspects of evaluation and develop the skills for preparation of blue-print for unit test.

COURSE CONTENTS

Unit I: THE NATURE & IMPORTANCE OF LANGUAGE

- (1) What is Language-how do we study first & second language?
- (2) Objectives of teaching 1st & 2nd Language (English or Hindi or Regional Language)
- (3) Importance of Mother-Tongue & Second Language in Teaching-Learning Process.
- (4) Problems of teaching three languages in the elementary schools & remedial measures
- (5) A Second or third Language to be the Medium of Instruction at school stage & the Problems arising out of it and Remedial Measures.
- (6) Professional Qualifications of Language Teacher.
- (7) Recommendations of the Indian Education Commission (1964-66) on the study of language with reference to the study of languages at school stage in other countries of the world.
- (8) At what stage or age or class should the study of a second language be begun?

Unit II: METHODS OF LANGUAGE TEACHING

- (1) The Translation Method (2) The Direct Method
- (3) The Substitution Method (4) The Structural Method
- (5) The Bilingual Method (6) the Oral Method (7) The Situational Method
- (9) The Language Laboratory and Classroom Materials:
 - i) The use of simple Teaching Aids like Blackboard/Whiteboard, Flash Cards, Cut-Outs, Flannelboard, Charts & Tables, Wall-Pictures, Flip Chart, Cue-Sheets, Text-book.
 - ii) The use of sophisticated aids like Computer, Television, Tape-Recorder, Radio, Slide Projector, Overhead Projector, Film Projector, Video Tape/Cassette Recorder.

Unit III: BASIC SKILLS OF LANGUAGE TEACHING

- (1) Listening: Hearing, Understanding/comprehension, Evaluating & Responding, and other basic skills.
- (2) Speaking: Teaching of Articulation (Individual Speech sounds), Stress, Rhythm, Intonation, & Juncture. The Phonetic Alphabet/Symbols & their corresponding sound and transcription. Vowel Sounds, Diphthongs, Consonant, and Clusters Sounds.
- (3) Reading:
 - i) Importance of Reading readiness.
 - ii) Types of Reading: Reading Aloud, Silent Reading, Intensive Reading, Extensive Reading, etc.
 - iii) Methods of Teaching Reading:
 - a) the Alphabetic Method (b) The Phonic Method
 - c) The Syllabic Method (d) The Look-and-Say Method or The Word-Whole Method.
 - e) The Phrase Method (f) The Sentence Method
 - g) The Story Method.
- (4) Writing:
 - i) The Process of Writing: Manipulation, Structuring and Communication.
 - ii) Exercises of Writing: Letter & Paragraph Writing Guided Composition, Oral Composition, Free Composition.

Unit IV: TEACHING OF GRAMMAR, VOCABULARY, SPELLING, PROSE & POETRY

- (1) Grammar: Distinction between formal and functional Grammar. Methods of Teaching Grammar: Inductive & Deductive Method, Text-book Method, Incidental or Correlation Method, Informal Method.
- (2) Vocabulary: Determination of minimum vocabulary needed for use in listening, speaking and reading in secondary school. Selection of Vocabulary. Distinction between working vocabulary and recognition vocabulary. Techniques of Teaching Vocabulary.
- (3) Spelling: Methods of Teaching Spelling - Drill Method, Spelling Games Method, Copying Method, Delayed Copying Method, Dictation Method, Focussing the trouble spots Method, Use of Mnemonics Method, etc.

Unit V: LESSON PLANNING

- (1) Need for Lesson Planning
- (2) Approaches to Lesson Planning:
 - i) Herbartian Approach (ii) Bloom's Approach (iii) RCEM Approach
- (3) Preparation of Blue-print for:
 - i) The Year Plan (ii) The Unit Plan (iii) The Daily Plan.

Unit VI: EVALUATING OUTCOME OF LANGUAGE TEACHING

- (1) Meaning of Evaluation & Feedback.
- (2) Concept & Purposes of Formative, Summative & Diagnostic Evaluation.
- (3) Difference between Teacher-Made Test & Standardized Test.
- (4) Meaning of Item Analysis, Item Discriminating Index and Item Discriminatory Value & Their Uses.
- (5) Rules for construction of Essay, Short-Answered, & Objective Types Test Items.
- (6) Construction of Objective Types Test Items (Multiple-Choice, True or False, Completion, Matching Test).
- (7) Preparation of a Blue-Print for Unit Test Adopting the RCEM Approach.

PRACTICUM

Suggested Activities:

- Group discussion on the role of mother-tongue and second language like English or Hindi or Regional language in teaching-learning process in particular and in the life of an individual in general.
- Conducting classroom teaching of English by adopting suitable method (s) and teaching aids under simulated condition.
- Teaching the sounds of some individual words, phrase and sentences to some students and examining whether the students are able to speak with correct stress, rhythm, intonation etc.
- Teach reading to some students by using the appropriate method (s).
- Select at least 500 vocabularies which are frequently used by the students of secondary schools.
- Read a poem and give the underlying idea of the poem.
- Prepare a Unit Lesson Plan.
- Construct a multiple-choice item by following the Rules.

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 2. Baruah (1988): The English Teacher's Hand Book, New Delhi. Sterling.
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 17. Thomson, A.J. & A.V. Martinet : A Practical English Grammar, (O.U.P.).
 18. Yele, George (1996): Study of Language, Cambridge University Press.
- N.B. Any relevant literature suggested elsewhere may be consulted in relation to Unit V & VI.

PAPER VII: ELECTIVE COURSE: ELEMENTARY EDUCATION COURSE OBJECTIVES

- To develop in the student teacher an understanding of the role and development of Elementary Education in India.
- To develop in the student teacher proper understanding of various components of the NPE 1986 and review of NPE 1992 relating to elementary education.
- To acquaint the student teacher with the recent changes in curriculum structuring and the modes of curriculum transactions.
- To help to develop an appropriate teacher competencies on the part of the student teacher.
- To acquaint in student teacher with emerging trends and practices in Elementary Education.

COURSE CONTENTS

Unit I:

- (1) A Brief History of Elementary Education in India.
- (2) Constitutional Provisions & Primary Education Acts with reference to Universalisation of Elementary Education.
- (3) Success & Failure of Universalisation of Elementary Education and means for solution to the problem.

Unit II:

- (1) National Policy on Education (1986) & POA 1992 with reference to Elementary Education.
- (2) Role of Central, State, NGOs, Panchayats & Local bodies in Elementary Education
- (3) Trend of Commercialization of Elementary Education and Remedial Measures.

Unit III:

- (1) Structure of Curriculum at Elementary to special needs of:
 - i) Visually, Auditory & Orthopedically Handicapped children;
 - ii) First generation Learners and Culturally deprived learners in remote, rural and slum areas;
 - iii) Girls.

Unit IV:

- (1) Need for acquisition of basic skills for teaching Elementary school children.
- (2) Essential qualities of Elementary school teachers.
- (3) Need for Orientation & Refresher Courses of Elementary school teachers.
- (4) Development of competencies for working with parents and community.
- (5) Role of Basic Training Institutes, normal schools and DIET's in providing training to Elementary school teachers.
- (6) Preparation of teachers for implementing "Education for All".

Unit V:

- (1) Minimum Level of Learning (MLL).
- (2) Early Childhood Care & Education (ECCE).
- (3) Continuous & Comprehensive Evaluation at Elementary Stage (CCE).
- (4) District Primary Education Programme (DPEP).
- (5) Teacher's Commitment.
- (6) Use of Modern technologies & media.

PRACTICUM

- Conducting original studies of the effectiveness of the implementation of Operation Blackboard Scheme/Nutrition Programme in a locality.
- Study of any problem connected with the introduction of English at the elementary level.
- A survey of the availability of text-books in elementary schools in a locality.
- Study of any other problem relating to elementary education with the approval of the teacher-educator.
- Analysis of text-books.

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6. NCERT, (1991): Minimum Levels of learning at Primary Stage, New Delhi.

PAPER VII: ELECTIVE COURSES: POPULATION EDUCATION

COURSE OBJECTIVES

1. To develop in the student - teacher an understanding of the concept, need and importance of population education.
2. To enable the students to understand various terminology connected with population studies and factors responsible for population growth.
3. To develop an awareness in the student - teacher of the implication of population growth on various aspects of social functioning.
4. To help student - teacher to understand the effect of unchecked growth of population on the depletion of natural resources from the environment.
5. To help student - teacher to appreciate the role of population education as an educational intervention for upgrading the quality of social functioning.

COURSE CONTENTS

Unit I:

- (1) Population Education: Its Meaning, Nature & Scope.
- (2) Objectives of Population Education.
- (3) Need & Importance of Population Education.

Unit II:

- (1) Population Dynamics: Distribution & Density.
- (2) Population Composition: Age, Sex, Rural & Urban, & Literacy.
- (3) Factors Affecting Population Growth: Fertility, Mortality & Migration.

Unit III:

- (1) Population & Quality of Life: Socio-Economic Development, Health Status, Nutrition Health Services & Education.
- (2) Impact of unchecked growth of population on natural & social environment.
- (3) Population & Literacy campaigns in India.

Unit IV:

- (1) Population Education in schools: Its scope & Integration with the school curriculum
- (2) Methods & Approaches to Population Education: Inquiry Approach, Observation Method, Self-Study Method, Discussion Method, Assignments Method.
- (3) Use of Media in Population Education.
- (4) Role of teachers in creating awareness of the consequences of population problems and inculcating new values and attitudes leading to modification of student behaviour

PRACTICUM

- Content analysis of existing secondary level textbook to identify the components of population education included in it.
- Survey of population of any locality inhabited by disadvantaged section of society.
- Survey of population situation in a select locality to understand its population dynamics with comments on what is observed.
- Survey of the population of student's families (of any class of school) and analysis of the results.
- Drawing out a plan for creating community awareness about social evils such as superstitions, early marriage, etc. (any one evil).
- Critical reporting of community work in select localities in selected sectors like mother care, childcare, health and cleanliness, etc.
- Collection and analysis of data from available sources about problems of accommodation in schools/hospitals/transport in a select locality.

SUGGESTED REFERENCES

1. Agarwal, S. N. (1972): India's Population, McGraw Hill, Co, Bombay
2. Muley, D.S. (1993) Population Research in India (1981-1990); Inventory and Analysis, NCERT, New Delhi.
3. NCERT (1970) Population Education in School Curricula (Social Sciences): A Working Document, NCER, New Delhi.
4. NCERT (1991) National Resource Book on Population Education, NCERT, New Delhi.
5. NCERT & NACO (1994) AIDS Education in Schools- A Training Package.
6. NPEP, NCERT (1996): Population Education: A Reconceptual Framework.
7. UNESCO, Population Education: Innovative Strategies and Approaches.
8. Yadav, S.B. (1990): Teaching Strategies in Population Education, Journal of Indian Education, XVI (2) 14-18.

PAPER VII: ELECTIVE COURSE: ENVIRONMENTAL EDUCATION

COURSE OBJECTIVES

1. To enable the student - teacher understand about the concept of environmental education.
2. To develop in the student - teacher a sense of awareness about the environmental pollution, and possible hazards and its causes and remedies.
3. To develop a sense of responsibility towards conservation of environment, bio-diversity and sustainable development.
4. To develop reasonable understanding about the role of school and education in fostering the idea of learning to live in harmony with nature.
5. To enable the students to understand about the various measures available to conserve the environment for sustaining the developments.

COURSE CONTENTS

Unit I:

- (1) Environmental Education: Its Meaning, Nature & Scope.
- (2) Types of Environmental pollution.

Unit II:

- (1) Causes & Effects of Environmental Hazard both global & local.
- (2) Environmental Pollution & its Remedies.
- (3) Depletion of Ozone Layer: A threat to environment-causing acid rain, pillar melting rise of sea level, and remedial measures.

Unit III:

- (1) Programmes of Environmental Education for secondary school children for their awareness and change in attitude.
- (2) Programmes of Environmental Education for all.

Unit IV:

- (1) Biodiversity: Conservation of genetic diversity.
- (2) An important environment priority-learning to live in harmony with nature.

Unit V:

- (1) Role of school in environmental conservation and sustainable development.
- (2) Role of Non-Governmental Organisations in environmental protection.

PRACTICUM

- To submit a report after surveying a typically degraded area and to suggest necessary remedial measures with latest statistical data. The area of this project is to include any one of the following topics :
 - (a) Noise Pollution
 - (b) Water Pollution
 - (c) Air Pollution
 - (d) Deforestation
 - (e) Role of the Pollution Control Boards
 - (f) Role of Voluntary Organizations
- The report on the practicum should be submitted to the college within the date specified by the college authority. The length of the report may be around 700 words.

SUGGESTED REFERENCES

1. Carsons, Sean Mc. B; (1978) Environmental Education: Principles and Practices. London, Edward, Arnold Publishers.
2. Das, M.C. (1993) Fundamentals of Ecology, Tata McGraw Hill Publishing Company Ltd.
3. Mallik, S.C. & Bhattacharya, D.K. (1986) Aspects of Human Ecology, Northern Book House, New Delhi
4. National Council of Education at the School Level, New Delhi.
5. NCERT (1981) Environmental Education at School level
6. Saxena, A.B. (1981) Environmental Education, Agra: National Psychological Corporation.
7. Sharma, R.C. (1981) Environmental Education, New Delhi.

PAPER VII: ELECTIVE COURSE: ALTERNATIVE EDUCATION**COURSE OBJECTIVES**

1. To develop in the student - teacher an understanding of the need, working, concepts objectives and scope of non-formal and adult education.
2. To help student - teacher to appreciate the importance of providing life-long education to learners of all age groups at all levels according to their needs, aptitudes and convenience. To develop in the student teacher an awareness of the significance of freedom, flexibility and openness of learning system.
3. To enable the student - teacher to understand the need for offering parallel, alternative and less costly mode of education for removal of illiteracy, the need of democratisation and universalisation of education in India.
4. To acquaint the student - teacher with the use of multidimensional and multisource education for schooled, semi-schooled and unschooled learners.
5. To promote the new cult of 'learning society' believing in self-development, self enrichment and advancement in the 'Art of Living' through imparting adult education

COURSE CONTENTS**Unit I:**

- (1) Non-Formal Education: Its Concept, Nature & Scope.
- (2) Aims & Objectives of Non-Formal Education.
- (3) Philosophical bases of Non-Formal Education.

Unit II:

- (1) Types & Agencies of Non-Formal Education.
- (2) Approaches & Methods of Non-Formal Education.
- (3) Teachers of Non-Formal Education.
- (4) Audio-Visual Teaching aids of Non-Formal Education.

Unit III:

- (1) Prospects of Non-Formal Education in Indian context.
- (2) Need for evaluation, monitoring and research for effective implementation of Non-Formal Education Programmes.

Unit IV:

- (1) Adult Education: Its Meaning, objectives and scope.
- (2) Adult learning procedures: Factors & conditions, effects of age.
- (3) Tools of learning.
- (4) Teachers of Adult Education-need for training.
- (5) Evaluation process in Adult Education.
- (6) Contents of Adult Education & Functional learning.

Unit V:

- (1) Adult Education in India-an instrument for social regeneration and cultural transformation.
- (2) Functional literacy programmes: Role of National Literacy Mission, Total Literacy Campaign in achieving the social aim of Education For All.
- (3) Role of government agencies in promoting Adult Education.

PRACTICUM

- To prepare (i) a project on (ii) to conduct a survey of the non-formal/adult education centres in the locality. The written report should be around 700 words.

SUGGESTED REFERENCES

1. Coombs, P.H. (1976) New Paths to Learning, New Delhi: Vidya Mandal.
2. Ekanayke, S.B. (1990): Non-formal Education for Human Resource Development, Non-Formal Education Division, New Delhi, National Institute of Education
3. Naik, J.P. (1976) Some Perspectives of Non-Formal Education in India, New Delhi
4. NIEPA (1990) Education for All by 2000-Indian Perspective, New Delhi.
5. Singh, R.P. Non-Formal Education in India, Sterling Publications, New Delhi.
6. Yadav, S.K./ (1986) Non-Formal Education, New-Policy Perspective, Shage Publication, New Delhi.

PAPER VII: ELECTIVE COURSE: EDUCATIONAL ADMINISTRATION & MANAGEMENT

COURSE OBJECTIVES

1. To acquaint the student - teacher with the concept and concerns of educational administration.
2. To develop an understanding of the role of the headmaster and the teacher in school management.
3. To enable the students to understand the concept and the importance of communication and its possible barriers in educational administration.
4. To enable the student - teacher to critically analyze the administrative scenario in relation to the functioning of the other secondary schools of the area.
5. To acquaint the student - teacher with the scientific practices of educational management and keep him to apply it in work situation.

COURSE CONTENTS

Unit I:

- (1) Difference between Educational Administration & Educational Management.
- (2) Nature, Objectives & scope of Educational Administration.

Unit II:

- (1) Basic Components of Administration: Planning, Organizing, Directing, Controlling, Evaluating.
- (2) Supervision & Inspection: Its differences, scope and types.
- (3) Defects of the present system of supervision and inspection and remedial measures

Unit III: Educational Administration & Communication:

- i) Role of communication of effective management and administration.
- ii) Methods of communication.
- iii) Barriers of communication in educational administration.
- iv) Overcoming the barriers to communication and effective communication in educational administration.

Unit IV:

- (1) Management of Schools:
 - i) Role of Headmaster in planning school activities.
 - ii) Approaches to management: Social Justice, Social Demand, Manpower or Human Resource Development, Cost-benefit Approaches.
- (2) Role of teachers in school management and administration.

Unit V:

- (1) Administrative structure of the State.
- (2) Control of school Education in the State: A Critical analysis.
- (3) Functions of the State Government in relation to Secondary School.
- (4) Functions of the Board of Secondary Education in controlling Secondary Schools.
- (5) Problems of Secondary School Administration in Government Schools.

PRACTCUM

- The student - teacher is expected to conduct a study on any issue or problem relating to a school administration. The report should be in about 700 words.
1. Alka, Kalra (1977): Efficient School Management and Role of Principals, APII Publishing Corporation, New Delhi.
 2. Bagley: Classroom Management, MacMillan, New York.
 3. Bhatnagar, R.P. & Verma, I.B. (1978): Educational Administration, Loyal Book Depot, Meerut.
 4. Bhatnagar, R.P. & Agrawal, V. (1986): Educational Administration and Management Loyal-Book Depot, Meerut.
 5. Bhatnagar, R.P. & Verma, I. B. (1978): Educational Supervision, Loyal Book Depot Meerut.
 6. Safaya, R & Shaida B.D. (1977): Administration and Organisation, Dhaanpat Rai and Sons, Delhi.
 7. Sidhu, S.K. (1982): School Organisation and Administration. Sterling Publishers, New Delhi.

PAPER VII: ELECTIVE COURSE: EDUCATIONAL & MENTAL MEASUREMENT
COURSE OBJECTIVES

1. To acquaint the student - teacher with the basic scientific concept and practices in educational and mental measurement.
2. To enable the student to tabulate and find out some standard meaning from the raw scores by using statistical procedures.
3. To develop skills and competencies in the student - teacher for the use of the techniques in the field.
4. To enable the student - teacher to interpret the results of educational measurement.
5. To enable the student understands about various educational and mental measurement tools.

COURSE CONTENTS

Unit I:

- (1) Concept of Measurement & Evaluation.
- (2) Relationship between Measurement & Evaluation.
- (3) Types of Measurement: Physical & Mental.
- (4) Scales of Measurement: Nominal, Ordinal, Interval & Ratio Scales.
- (5) Qualities of a good test: Validity, Reliability & Usability.
- (6) Item Analysis: Its Meaning, Item Difficulty Level & Item Discriminatory Value- the Procedures of Calculation.

Unit II:

- (1) Construction of Standardized Achievement Tests:
 - i) Planning the Test.
 - ii) Preparing the Test
 - iii) Trying out the Test
 - iv) Evaluating the Test
- (2) Types of Test Items: Essay, Short-Answer, & Objective type test items.
- (3) Measurement of I.Q.
- (4) Individual & Group Test of Intelligence.
- (5) Aptitudes: its tests & uses.
- (6) Personality Assessment: Projective & Non-Projective Techniques.

Unit III:

- (1) Educational Statistics: Measures of Central Tendency from Grouped and Un-grouped data. Measures of Variability-Range, Quartile Deviation, Standard Deviation.

Unit IV:

- (1) Interpreting Measurement:
 - i) Normal Probability Curve, Skewness & Kurtosis.
 - ii) Percentiles & Percentile Ranks.
 - iii) Standard Scores or Z-Score or Derived Score.
 - iv) Co-Efficient of Correlation by Spearman method & its Interpretation.
 - v) Interpreting Co-Efficient of Correlation.

PRACTICUM

- Administration of a psychological test and interpretation of test results.
- Determination of reliability or validity of any self-made test.
- Construction of a test battery with at least five types of test items and trying out of the same on a class/group of students.

SUGGESTED REFERENCES

1. Cronbach L. J. : Essentials of Psychological Testing: New York, Harper.
2. Nunnally C. : Introduction to Psychological Measurement: Tokyo, McGraw Hill.
3. Travers R. M. : Educational Measurement.
4. Thorndike & Hagen : Measurement and Evaluation in Psychology and Education, New Delhi: Wiley Eastern Pvt. Ltd.
5. Ansatasi A : Psychological Testing: New York: Mc-Millan Co.

PAPER VII: ELECTIVE COURSE: PHYSICAL EDUCATION

COURSE OBJECTIVES

To develop in student - teacher:

1. The theoretical assumption behind the practice of modern physical education.
2. The states for organising the practice of physical education.
3. Activities required for evaluating attainments of physical education.
4. Activities required for organising Physical Education Meets and events.

Physical education- its meaning and implications, aims and objectives. Foundations of physical education, concept of physical fitness recreation.
 Physiological effects of exercise, Biophysical differences in boys and girls and their implications in physical education. Postural defects including remedial exercise.
 The significance of child's growth and development for the practice of physical education.
 The interaction of health, physical education and physical fitness: concept of positive health.
 Types of food and their relative efficacy: role of balanced diet, dangers of the use of alcohol, nicotine, narcotics and drugs.
 The principles of programme building: organization of physical education programme in secondary schools. Competitions- their role, values and limitations. Team and home system, classification of pupils for instructional and other purposes, preparation of fixtures.
 Organization of annual Athletic Meet including laying out of a double bend tracks with provision of staggers.
 Evaluation of student's performance in physical education programmes.
 Problems in organising physical education programme in Indian schools.

PRACTICUM

- To organise Physical Education Meets and events regularly.

SUGGESTED REFERENCES

1. Butcher, C.A & Thaxton, N. A. (1979): Physical Education for Children Movement Foundations and Experiences; New York: Macmillan Publishing Co.
2. Butcher, Charles A. (1968): Foundation of Physical Education; (5th Edition), St. Louis: The C.V. Mosby & Co. Ltd.
3. Butcher, C.A. & Evenly, M. (1971): Read Physical Education and Health in the Elementary School, (2nd Edition), New York: Macmillan Publishing Co.
4. Carl, W. Willgoose (1977): Health Teaching in Secondary Schools; Philadelphia W.B. Saunders Company.
5. Haag, Jessie H., (1968): School Health Programme, Calcutta: Oxford and IBH Co
6. Jean, A.S. Ritchie, Learning Better Nutrition, Food and Agriculture, Organisation of the United Nations.
7. Tirunarayanan, C. & Hari Hara Sharma, S., Track and Field, Karaikudi, South India Press.
8. Williams, J.F. (1964): The Principles of Physical Education, Philadelphia and London W.B. Saunders Co.
9. World Health Organisation (1991) Comprehensive School Health Curriculum, Regional Office for South-East Asia, New Delhi.

PAPER VII: ELECTIVE COURSE: CAREER INFORMATION IN CAREER GUIDANCE

COURSE OBJECTIVES

- To develop an understanding of the need and importance of career information for the pupils.
- To identify their role and function in locating, collecting, evaluating and disseminating career information for the use of pupils.
- To develop an understanding of how one's ability, interest and aptitudes are related to world of work.
- To know about the importance of developing the right attitudes and values at every stage of education.

COURSE CONTENTS

Unit - I

- Meaning of career and career information, components of career information.
- Occupational information about education and opportunity and personal social information.

Unit - II

- Aims to study career information at different school levels.

Unit - III

- Career information: Sources, methods of collection, classification and filling-up of information and evaluation of the information.

Unit - IV

- Information about education and training opportunities for primary, elementary and secondary levels of school.

Unit - V

- Personal-social information at every school level.

Unit - VI

- Setting up of a Career Resource Centre, its major importance.

PAPER VII: ELECTIVE COURSE: TEACHING OF VALUES

COURSE OBJECTIVES

1. To understand the nature and sources of nature, and disvalues.
2. To understand the classification of values under different types.
3. To appreciate educational values like democratic, secular and socialist.

COURSE CONTENTS

Unit - I

- Nature and sources of values, biological, psychological, social and ecological determinants of values-their bearing on education in varying degrees.

Unit - II

- Classification of values into various types, material, social, moral and spiritual
- Values; status of values, how can these be realized through education.

Unit - III

- Evils or dis-values-material, social, economic, moral and religious evils leading to faithlessness and its reverence, how can education overcome these negative values.

Unit - IV

- Levels of value realization, how to resolve the conflicts among values, how to work for the integration of values that are embedded in values.

Unit - V

- Development of values as a personal and life-long process- teaching of values as an integral part of education.

Unit - VI

- Evaluating that teachers and other school personnel are valued laden, students and parents are valued laden, curriculum is valued laden.
- Value of self-sacrifice as value of self-centredness.
- Value of excellence vs values of ego-centricism.
- Values of work vs values of selfishness.
- Every teacher or all teachers need to teach values.

SUGGESTED REFERENCES

1. Chakrabarti : Value Education-Changing Perspective, International Book House-4 115 Shakti Nagar Extension New Delhi-52.
2. Venkataiah : Value Education, Eastern Book House A.T. Road Shantipur, Guwahati
3. Bhardwaj : Education of Human Values, Eastern Book House A.T. Road Shantipur Guwahati.
4. Prof. Rajender Mohan Kalra: Value Education in Action, the School System-Shipra Publications 115 A Sharkarpue Vikas Marg.
5. N.N.Kar : Value Education, Associated Publishers, Kacha Bazar, Ambala Cantt.
6. Ruhela, S.P. (Ed): Human Value and Education, Sterling Publication, New Delhi.
7. N.C.E.R.T. 2001: Journal of Value Education-Volume I.

PAPER VII: ART EDUCATION

COURSE CONTENTS

Unit – I Nature of Art Education:

- The concept of art education.
- Objectives of art education.
- Outstanding contributions of Indian and Manipuri artist/artistes.
- Importance of art education in national curriculum.

Unit – II Aims and objectives of Art Education at the Secondary stage:

- Providing opportunities for creative self expression,
- Developing rhythmic and aesthetic sense,
- Developing imagination, observation and appreciation.
- Developing attitudes, love and values.
- Achieving all-round personality development of the learners.

Unit – III Indian arts and culture:

- Knowledge of Indian art and culture.,
- Media of expression in visual, performing and literary arts.
- Cultural heritage of Manipur with special reference to the artistic forms and traditional.

Unit – IV Development of personal skills in arts:

- Musical experiences: Folk songs, classical and semi-classical songs, playing on musical instruments.
- Practice and experience in acting, direction and production of plays, stage management, make-up, light and sound.
- Dance: individual and group dance, organising dance activities.

Unit – V Participation in Arts

- Participation in local and national festivals.
- Organization of display and exhibitions on art & craft.
- Witnessing life performance in music, dance, and drama.
- Visiting museums, art exhibitions, theatre and other places of historical and cultural importance and their educational values.

Unit – VI Appreciation of art forms relating to India and Manipur:

- Commercial arts: Preparation of teaching aids-two dimensional, three-dimensional figure of fruits, vegetables, animal, Birds.
- Multicolored designs using geometrical forms, floral motifs, layout for book covers decorative materials.

28

Unit – VII Relationship of arts with other subjects:

- Arts and Science,
- Arts and Language,
- Arts and Mathematics,
- Arts and Philosophy,
- Arts and Education.

Unit – VIII Evaluation in Arts:

- Understanding the approach to art education.
- Appreciation of work performed in different media of expression.
- Developing of understanding on the basis of participation in different art related activities and sample of art works and write-ups produced.

PERFORMING ART: MUSIC

4 Hours in a week, 3 Theory classes & 3 Practical classes.

Mode of Mark allotment: Sessional work

(100 Marks)

Time duration: 40 minutes.

COURSE CONTENTS

Unit – I

Knowledge of seven notes (swara), Concept of immovable and movable notes: (Puri & Natural) Swara, Vikrit Swara, Komal (soft tender) Swara and Tivra (strong, intense) swara, Ascending (aroh) and descending (avroh) lines of swara.

Unit – II

Meaning of tala, Matra, Laya, Som, Tali, Khali, Symbol of Som, Tall, Khali, Kahsra, Dadra, Rupak, Dipehandi, Jhaptal, Tintal.

Unit – III

History and origin of Tabla, Dholok, Meitei Pung, Harmonium, Sitar, Pena and other musical instruments.

Unit – IV

Life History of great National Musicians (Classical & Modern). Life History of Classical and Modern Manipuri Musicians.

PRACTICUM

National Anthem, songs and Tarana: Jana Gana Mana, Sare Jahanse Achcha, Vande Mataram, Jaya Jana Bharatha, HumHonge Kamyab, Sana Leibak Manipur, Ho Imma Poknapham Ima, Anouba Yugki Anouba Asha Puduna, Lao Yenglushi Lao, Bhajan and Ghazal.

SUGGESTED REFERENCES

1. Butts, R.F.: A cultural History of Education, McGraw Hill, London, 1947.
2. Friere, P.: Education for Cultural Consciousness, Seabury press, New York, 1947.
3. Mutua Bahadur: Research work in Manipuri Art (Manipuri), Vol. I-III Imphal 1973,74,75.
4. Mutua Bahadur: Cane and Bamboo Crafts of Manipur, Mutua Museum, Imphal 1991
5. NCERT: National Curriculum for Elementary and Secondary Education: A framework, NCERT, New Delhi-1978.
6. NCERT: Series on Correspondence and Contact Course in Five Arts and Culture, NCERT, New Delhi.
7. NCERT: Kit on Arts and Aesthetic Education, NCERT, New Delhi.
8. Purani, A.B.: On arts Address and Writing, Sri Aurobindo Book Distributor Agency Pondicherry.
9. RCE: Teachers' Handbook on Teaching Art and Aesthetic Education, Bhubaneswar.
10. Singh, R.K. Sanahal: Methodology and Folklore Studies, Manipur Folklore Society, Imphal, 1987.
11. Tagore, R.: Creative unity, Mac Millan co. New Delhi, 1922.

REGULATIONS & SCHEME OF STUDIES FOR MASTER OF EDUCATION (M.Ed.)

1. The Master of education (M.Ed.) Programme is meant for candidates desirous of pursuing postgraduate programme in teacher education on full-time basis, and for preparing a professional cadre of teacher educators.
2. **ELIGIBILITY FOR ADMISSION**
 - (a) Candidates seeking admission to Master of Education (M.Ed.) must have obtained at least 55% marks in the aggregate in the B.Ed. Degree. Preference will be given to the Post-graduate degree holder in a school subjects.
 - (b) There shall be reservation of seats for SC/ST/OBC, Handicapped, Women, Sports persons, as per the rules of the State/Central Government as the case may be.
 - (c) Admission shall be made either on the basis of marks obtained in the qualifying examination or in the entrance examination conducted by the University/State Government/College, as per the policy of the State Government/University from time to time.
3. **DURATION**
 - (a) The M.Ed. Programme shall be of one academic year, 12 months duration after B.Ed.
 - (b) There shall be at least 180 working days exclusive of period of admission and examination etc. for instruction, field work for dissertation.
4. **EVALUATION**

The entire course will be divided in to two Semesters. The first Semester will comprise of first four core subject areas of four hundred marks. And in the Second Semester two optional subjects specialisation and dissertation consisting of four hundred marks. Classification of successful candidates will be as follows:

First Class	:	60 % and above
Second Class	:	50% and above but less than 60%
5. **MEDIUM OF INSTRUCTION & EVALUATION**

The medium of instruction and of evaluation in the entire course shall be English.
6. **ATTENDANCE**

Every candidate, to be eligible to appear at the examination, shall have to attend the required percentage of class lectures viz, 75% and above as regular and 60% and above but below 75% as non-collegiate. But non-collegiate students may be allowed to appear at the examination on payment of non-collegiate fees. However, any student whose attendance of lectures at any subject fall below 60% of the total number of lectures delivered shall be treated as dis-collegiate and such category of students shall not be allowed to sit in the Examination. The percentage of attendance at the lectures shall be calculated from the date of commencement of classes in the college/department concerned and not from the date of admission of the student.
7. **INTAKE CAPACITY**

The intake capacity in the M.Ed. Programme shall be as per norms/guidelines as determined by the N C T E from time to time.
8. **AWARD OF CERTIFICATE**

The degree shall be awarded to the candidate on successful completion of the course by the Manipur University.
9. **STUDENT FEES**

The student-teacher shall have to pay the necessary fees in full in advance or as and when necessary, as fixed by the University/State Government/College authorities from time to time. The University/State Government/College authorities reserve the right of effecting suitable changes in the quantum of fees from time to time. A candidate who fails to pass or to present himself/herself for evaluation or once admitted to the course after selection, shall not be entitled to claim refund of the fees paid.

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10. SCHEME OF STUDIES & EVALUATION

Scheme Of Studies

The student-teacher admitted to one year M.Ed. Course shall undergo the following courses of study as per the structure and evaluation scheme given as under :

First Semester

	Compulsory Papers	External	Internal	Total Marks
Paper I :	Philosophical & Sociological Foundation of Education	75	25	100
Paper II:	Psychological Foundation of Education	75	25	100
Paper III:	Methodology of Educational Research & Statistics	75	25	100
Paper IV:	Teacher Education and Methods of Teaching	75	25	100
			Total	400

Second Semester

Optional Subjects Of Specialization : Paper V & VI

Any two subjects from the following to be studied as

Paper V & VI : $75 \times 2 = 150$ $25 \times 2 = 50$ 200

- A) Alternative Education
- B) Distance Education
- C) Curriculum Development
- D) Educational Measurement & Evaluation
- E) Management, Planning & Financing of Education
- F) Comparative Education
- G) Environmental Education
- H) Guidance & Counselling
- I) Value Education & Human Rights
- J) Special Education
- K) Educational Technology
- L) Science Education
- M) Language Education

Field Based Dissertation & Viva-Voce (Compulsory)		200
Evaluation of Dissertation	- 150	
Viva-Voce	- 50	

Total = 800 Marks

Scheme Of Evaluation

- (i) Each theoretical paper shall be of 100 marks, out of which 75 marks shall be allotted to external examination and 25 marks shall be allotted to the internal examination.
- (ii) The written presentation of dissertation carries 150 marks and viva-voce 50 marks. The dissertation will be examined by the Supervisor and by an External Examiner appointed by the University.

11. DISSERTATION

- (i) Field-based dissertation shall be compulsory component of the M.Ed. Programme.
- (ii) Field visit for dissertation shall be of a duration of four weeks.
- (iii) Not more than 7 students shall be attached with a teacher for supervision of field-based dissertation work.
- (iv) The dissertations should be submitted within 2 months after the completion of the M.Ed. Theory Examination in 4 (four) copies, out of which 2 copies will be forwarded to the University by the respective colleges. 1 copy for college library, and 1 copy as personal copy of the student.
- (v) Viva-Voce Board :
The Viva-Voce Board shall consist of the following three members :
 - 1. Supervisor concerned
 - 2. External Examiner
 - 3. Principal of the College/ Head of the Department.

SECTION A: PHILOSOPHICAL FOUNDATION

UNIT I: PHILOSOPHY OF EDUCATION, MEANING, NATURE AND FUNCTIONS:

- Meaning of Philosophy and Education
- Relationship of Education and Philosophy
- Functions of Philosophy of Education: Normative, Speculative and Critical.

UNIT II: FUNDAMENTAL PHILOSOPHICAL ISSUES:

- ^{Theory of reality} Metaphysical issues in relation to nature, man & society. ^{World/Universe}
- Epistemological issues in relation to knowledge, analytic philosophy, dialectical approach and scientific inquiry.
- Axiological issues: Values in relation to Budha, Islam and Bhagavadgita.

UNIT III: EDUCATIONAL THOUGHT & PRACTICE

- Idealism, Realism, Pragmatism, Vedanta and Sankhya.
- Plato, Kant and Dewey.
- Gandhi, Tagore and Sri Aurobindo

SECTION B: SOCIOLOGICAL FOUNDATION

UNIT IV: SOCIOLOGY OF EDUCATION: CONCEPT AND APPROACH

- Concept and Nature of Sociology of Education
- Difference between Sociology of Education and Educational Sociology.
- Social Organization, Social Groups:
- Social Stratification and Social Mobility:

UNIT V: CULTURE AND EDUCATION:

- Meaning and nature of Culture
- Cultural Change & Cultural Lag:
- Cultural as the basis of Personality and social behaviour

UNIT VI: EDUCATION AND SOCIETY

- Education as a Social Sub- system - specific characteristic
- Education and Home, Education and Modernisation, Education and Democracy
- Equality of Educational Opportunity
- Equalitarian society & National Values enshrined in Indian Constitution
- Education of the Socially and economically deprived sections of the Society : S T/SC, Women and Rural Population.

SUGGESTED READINGS

1. Brubacher J, Modern Philosophies of Education, McGraw- Hill Co., 1962.
2. Brown F J : Educational Sociology, Prentice Hall Inc.
3. Chatterjee S and Datta: An Introduction to Indian Philosophy, Calcutta University, Calcutta, 1984.
4. Curtis S J: An Introduction to Philosophy of Education, London University Tutorial, London, 1968
5. Davis Kingsley: Human Society, Surjeet Publications, New Delhi 1980.
6. Dewey J, Democracy and Education, An Introduction to Philosophy of Education, Free Press, New York, 1966.
7. Hiralambos, M and Meald R M : Sociology: Theme and Perspective, Oxford University Press, New Delhi, 1981
8. Kabir Humayun: Indian Philosophy of Education, Asia Publishing House, Bombay, 196.
9. Mc Iver and Page: Sociology: Introductory Analysis, McMillan, Madras, 1988
10. O' Connor, J.D. An Introduction to Philosophy of Education, Universal Book Stall, New Delhi, 1992
11. Ottaway, A.K.C., Education in Society, Routeledge & Kegan Paul Ltd. London, 1955.
12. Ranjit S Bajwa and Alfred R Smith: Educational Sociology: A Modern Cultural Approach, Indian Publication, Ambla Cantt. 1988.
13. Wingo M, Philosophy of Education, An Introduction, Sterling Publishers, New Delhi, 1975.
14. Broudy, H.S. - Building a Philosophy of Education, Prentice Hall, 1962.
15. Hirst, P.H. - Knowledge and Curriculum: Routledge & Kegan Paul, London, 1974
16. Hirst, P.H. Peter, R.S. - The Logic of Education, Routledge and Kegan Paul, London, 1970
17. Peters, R.S. - Ethics and Education, Allen and Unwin, London, 1966
18. Hariyanna, M. - The Quest after Perfection, Karyalaya Publishers, Mysore, 1952
19. Hariyanna, M. - Popular Essays in Indian Philosophy, Mysore, 1952
20. Naravane, V.S. - Modern Indian Thought - A Philosophical Survey, Asia Publ. House, Bombay, 1964.

PAPER II PSYCHOLOGICAL FOUNDATION OF EDUCATION

UNIT I: EDUCATIONAL PSYCHOLOGY

- Concept, Concerns and Scope
- Relationship between Education & Psychology
- Need of Educational Psychology
- Contribution of Psychology to Education

UNIT II: HUMAN DEVELOPMENT

- Process of Growth & Development: Physical, social, emotional & intellectual
- Development of concept formulation, logical reasoning, Problem Solving, Creative Thinking and Language Development
- Theories of Piaget and Brunner - major concepts stages and implications for Education.

UNIT III: LEARNING: Concept, Kind and Levels:

- Theories of Learning - Bruner, Jean Piaget
- Constructivism - Piaget & Lev Vygotsky
- Learning and Motivation
- Transfer of Learning & its Theories.

UNIT IV: INDIVIDUAL DIFFERENCES: Intra and Inter differences

- Intelligence & creative abilities.
- Gardner's theories of multiple intelligence
- Individual Difference: - Determinants, Role of Heredity & Environment
- Implication of Individual Differences for Organising Educational Programmes.
- Psychology and Education of Exceptional Children: Creative, Gifted, Backward

UNIT V: PERSONALITY: Concept, type and trait Theories :

- Theories of personality - Allport, Eysenck, Psychoanalytic approach of Freud and Erikson; Behavioural approach of Miller, Dollard and Bandura
- Humanistic approach of Roger and Maslow.
- Personality Inventories-rating scales.
- Projective Techniques - Rorschach Test

UNIT VI: ADJUSTMENT AND MENTAL HEALTH

- Mechanism of Adjustment-Defence, escape, withdrawal, compensatory
- Common forms of Neuroses, Psychosis and Somatic Disorder.
- Mental Hygiene: Preventive, constructive and Curative measures.
- Educational Implications of Adjustment and Mental Health.

Suggested Readings

1. Ausubel David P. and Floyed Robinson G.: Educational Psychology, Holt Rinehart and Wiston Inc., 1966.
2. Bigge, M.L. : Learning Theories for Teachers, Universal Book Stall, Delhi 1967.
3. Ellis, R.S.: Educational Psychology: A problem Approach Affiliated East- West Press, New Delhi, 1969.
6. Garrett, E.B.: General Psychology, Eurasia Publishing House, New Delhi, 1965.
7. Hurlock, E.B.: Child Growth and Development, Tata Mc.Graw Hill Publishing Company, New Delhi, 1992.
8. Kaplan, L. and Baron, D.: Mental Hygiene and Life, Harper and Brother Publications, New York, 1952.
9. Kuppaswamy, B.: Advanced Educational Psychology, Delhi University Publishers, New Delhi, 1964.
10. Mathew, M.: Child Psychology in Indian Perspective, M.P.T. Publishers, Trivandrum, 1972.
11. Mangol, S.K.: Advanced Educational Psychology, Prentice Hall of India, New Delhi, 1994.
12. Schnunk, Dale, and H.: Learning theories: An Educational Perspective, Perrill, New Jersey, Columbia, 2000.

Abnormal Psychology - by J 4

PAPER III METHODOLOGY OF EDUCATIONAL RESEARCH & METHOD OF DATA ANALYSIS

SECTION A: METHODS OF EDUCATIONAL RESEARCH

UNIT I: EDUCATIONAL RESEARCH:

- Meaning ; Characteristics, Need, Area and Scope of Educational Research
- Types: Fundamental & Applied & Action Research
- Research Problems: Definition, Identification of the statement of the Problem, Source for identifying the problem, Delimitation of the problems.

UNIT II: FORMULATION OF HYPOTHESIS AND SAMPLING:

- Meaning, types, characteristics and their uses.
- Sampling : Population and sampling, characteristic of a good sample, Methods of sampling, types of tools, Techniques and their uses.

UNIT III: APPROACH AND RESEARCH REPORT

- Major Approaches/Methods to Research: Their Meanings, steps and Applications.
- Review of Related Literature: Meaning, type and their uses.
- Research Reports.

SECTION B: METHOD OF DATA ANALYSIS

UNIT IV: MEANING OF STATISTICS

- Nature of Qualitative and Quantitative Data, Frequency Distribution.
- Graphical Representation
- Frequency Polygon
- Histogram
- Ogive and their uses.

UNIT V: MEASURE OF CENTRAL TENDENCY, VARIABILITY AND CORRELATION

- Meaning, uses and computation of Mean Median and Mode.
- Measure of variability - Average Deviation, Standard Deviation and Quartile Deviation
- Measure of Relationship: Coefficient of Correlation by Product Moment and Rank Difference Methods
- Regression Equation

Unit VI: NORMAL PROBABILITY CURVE:

- Uses and applications
- Divergence from the Normality
- Calculation of Skewness and Kustosis
- Chi-square - Test, t- Test, F- test

SUGGESTED READINGS

1. Ary P. Jacobs, L.C. Razavich A., Introduction to Research in Education, New York: Holt, Rinchart & Winston, 1972.
2. Best, J.W. Research in Education, New Delhi: Prentice Hall of India Pvt. Ltd., 1977.
3. Fox D.J., The Research Process in Education, New York: Holt Rinchart & Winston Inc., 1969.
4. Ferguson G F : Statistical Analysis in Psychology and Education, New York: McGraw , 1981
5. Garrett H.E., Introduction to Statistics in Psychology and Education, Feffer and Simons Ltd, Bombay, 1969
6. Guilford, J.P., Fundamentals of Statistics in Psychology and Education, New York: McGraw Hill Series., 1965
7. Kaul L : Methodology of Educational Research, Vikas Publishing Pvt/ Ltd, New Delhi.
8. Kulbir Singh Sidhu: Methodology of Educational Research, Sterling Publishing Pvt/ Ltd, New Delhi. 1997
9. Kurtz A K and Mayo S T: Statistical Methods in Education and Psychology, New Delhi Narosa, 1980.
10. Lindquist E F: Statistical Analysis in Educational Research, Boston, Hongton Miffin C, 1978.
11. Monly George: The Science of Educational Research, Eurasa Publishing House, New Delhi, 1998

PAPER IV: TEACHER EDUCATION AND METHOD OF TEACHING

SECTION A : TEACHER EDUCATION

UNIT I: TEACHER EDUCATION

- Concept, Aims and Scope.
- Historical perspective of development of teacher education in India - ancient, medieval, British and Post independence period.
- Brief appraisal of the various recommendations of commission and committees in the post independence era.
- Objectives of Teacher Education at different Stages.

Unit II: TEACHER EDUCATION CURRICULUM AT DIFFERENT STAGES:

- Approach to Teacher Education, Conservative and Integrated, *Comprehensive*
- Curriculum Framework for Quality Teacher Education.
- Pre- service and In Service Teacher Education for Primary and Secondary Teacher.

UNIT III: QUALITY ASSURANCE IN TEACHER EDUCATION

- Quality of Good Teacher Cognitive, Affective and Psychomotor skills.
- Competency- Based, Commitment- Oriented, Performance- Based Teacher Education.

SECTION B: METHOD OF TEACHING

UNIT IV: Principles of Teaching

- General Maxims of Teaching.
- Marks of Good Teaching
- Method of Teaching in Various School subjects.

UNIT V: Teaching Models

- Concept Attainment Model
- Inquiry Training Model
- Problem Solving Model
- Inductive Thinking Model
- Self-Learning Models for Teacher Education.

UNIT VI: Organisation of Practice Teaching for Developing an Effective Teacher.

- Block and Intermittent Practice Teaching
- Internship: Its Organisation and Problems
- Supervision of Practice, Lessons Observation and Assessment, Feed Back to Student-Teacher

SUGGESTED REFERENCES

1. Anand C.L.: Aspects of Teacher Education S.Chand and Co., New Delhi, 1988.
2. Chauraise, G.: New Era in Teacher Education Sterling Publisher, New Delhi, 1967.
3. Currey.P.: Education and Training of Teachers, Orient Longman, London, 1963.
4. Dent, H.C.: Teaching as a career, Basfford, 1961.
5. GOI: Report of Education Commission 1964- 66, Managers of Publications New Delhi, 1966.
6. GOI: National Policy an Education 1986 and 1992 and POA 1986 and 1992.
7. Joyce B. Wells and M. and Showers, B.: Models of Teaching, Prantice Hall of India, New Delhi, 1992.
8. Mukherjee, S.N.: Education of Teachers in India Vol.I & II, S.Chand anad Co. New Delhi, 1995.
9. NCERT: Survey of Teacher Education in India, New Delhi, 1966.
10. NCTE: Norms and Standards for Teacher Education Institutions, NCTE, New Delhi, 1995.
11. NCTE : Curriculum Framework for Quality Teacher Education, NCTE, New Delhi, 1998.
12. NCTE: Assessment and Evaluation in Teacher Education, NCTE, New Delhi, 1998.
13. NCTE: Education of Teachers: SAARC Experiences, Report of the SAARC conference on preparing Teachers for Universal Elementary Education, NCTE, New Delhi, 1999.
14. NCTE : Competency- based, commitment oriented Teacher Education for quality School Education (Pre- service and In- service) NCTE, New Delhi, 1999

PAPER V& VI: CURRICULUM DEVELOPMENT

UNIT I: CONCEPT OF CURRICULUM

- Meaning, Nature and Scope of Curriculum, Curriculum Development, Steps of Curriculum Development, Identification and Organisation of Learning Activities and Experience.

Unit II: FACTORS OF CURRICULUM DEVELOPMENT

- Learner as a Factor of Curriculum Development, Philosophical, Sociological, Cultural, Economic Factors of Curriculum Development.
- Equalisation of Educational Opportunity.

UNIT III: CURRICULUM DESIGN

- Meaning
- Principles and Types of Curriculum Design, Experience- cum- Activity- Centre, Un- differential and Differentiated Curriculum, Core Curriculum, Subject- Center, Child- Centered Curriculum, Broad Fields Curriculum, Life- centered Curriculum.

Unit IV: INSTRUCTIONAL OBJECTIVES.

- Concept of an Instructional Objective
- Writing Instructional Objectives in Behavioural Terms, Task Analysis & Task Description, Taxonomy of Educational Objectives.

Unit V: INSTRUCTIONAL MODELS

- Concept of Teaching Model: Basic Teaching Model: Types of Teaching Models, Concept Attainment Model, Inductive Thinking Model, Inquiry Teaching Model.

Unit VI: CURRICULUM EVALUATION

- Concept of Evaluation, Relation with Measurement and Learning outcomes, Types of Evaluation
- formative and summative Evaluation - Norms-referenced and criterion - Reference Evaluation.

SUGGESTED READINGS

1. Apple, M. Ideology and Curriculum, Boston, Routledge and Kegan Paul, 1979
2. Bloom, Benjamin S., Taxonomy of Educational Objectives
3. Dyer, Jean Roger, Understanding and Evaluating Education Research. The C.V., Mosby Company, London 1980
4. Ebel, R.L. and Frisbel, D.A. Essentials of Educational Measurement Prentice Hall, New Delhi, 1986.
5. Government of India : Report of the Secondary Education Commission, 1952- 53, Managers of Publications, New Delhi, 1953
6. Government of India, Report of the Education Commission 1964- 66, Managers of Publication, New Delhi, 1966
7. Nunally, J.C.: Educational Measurement and Evaluation, New York, McGraw Hill, 1972
8. Smith, B.O., etc., Foundations of curriculum Improvement, Yonkers, N.Y., World Book Co. 1953
9. Surabhi Patel : Equality of Educational opportunity in India, National Publishing House, 23, Draya Ganj, New Delhi- 110002
10. Sharma R.A.: Technology of Teaching, International Publishing House, Meerut, India.
11. Taba, Hilda et al.: Elementary curriculum in Intergroup relations, Washington D.C., American Council on Education, 1950
12. Thorndike, R.L. & Hagen, E : Measurement and Evaluation in Psychology and Education, Willey Eastern Pvt. Ltd., New Delhi, 1970
13. Curriculum Development Theory & Practice - Hilda Taba, Harcourt Bruce
14. Curriculum Development & Educational Technology - Malla Raddy, Sterling, New Delhi (Factor of Curriculum Development)

PAPER V& VI: EDUCATIONAL MEASUREMENT AND EVALUATION

UNIT I: CONCEPT OF MEASUREMENT AND EVALUATION.

- Meaning & Types of Measurement, Scales of Measurement: Ordinal, Nominal, Interval and Ratio Scales; Meaning and Types of Evaluation: Formative, Summative, Placement and Diagnostic Evaluation, Procedure of Evaluation, Difference Between Measurement and Evaluation.

Unit II: CHARACTERISTICS OF A GOOD MEASURING INSTRUMENT:

- Validity: Its meaning and types.
- Reliability: Its meaning & Methods of Determination
- Objectivity, Practicability/Usability
- Norms: Its Meaning and Types of Uses

UNIT III: TOOLS OF MEASUREMENT AND EVALUATION

- Objective Test, Essay Types Test, Questionnaire Inventories, Performance Test, Observation, Interview, Rating Scale, Check List and Rules to be followed in the Construction of Objectives and Essay Types Test Items.

Unit IV: TEACHER MADE & STANDARDISED TESTS

- Meaning and uses of Teacher Made & Standardised Tests. Difference Between Teacher Made Test & Standardised Tests and Norm Referenced and Criterion Referenced Test and Their Uses.
- Raw- Score, Z - Score, T- Score, Standard- Score, Derived- Score, Stanine- Score

Unit V: MEASUREMENT OF ABILITIES

- Intelligence, Aptitudes, Attitudes, Interest and Skills.

Unit VI: INTERPRETATION OF TEST SCORE AND METHOD OF FEEDBACK TO THE STUDENTS

SUGGESTED READINGS

1. Adams G.S. : Measurement and Evaluation in Education, Psychology and Guidance, New York, Holt, Rinehart & Wiston, London, 1964
2. Anastasi : Psychological Testing, 3es Edition, New York, Macmillan, 1986
3. Asthance & Agarwal : Measurement of Evaluation in Psychology and Education.
4. Bloom, Benjamin S : Handbook on Formative and Summative Evaluation of student Learning, New York, Mc.Graw Hill, 1971.
5. Freeman, F.S.: Theory and Practice of Psychological Testing, 3rd Edn., New Delhi, Oxford and IBH Publishing Company, 1962.
6. Garret, H.E.: Statistics in Psychology and Education, 5th Edn., Vakils, Fiffers & Simons, Bombay, 1969
7. Gerberrich, Greene Jorgenson : Measurement & Evaluation in the Modern School, New York, Daved Mc. Kay Company Inc.
8. Grono Lund N.E.: Measurement and Evaluation in Teaching, Mc.Millan Co., 4th Printing, 1967
9. Guilford J.P.: Fundamental Statistics in Psychology and Education, New York, Mc.Graw Hill, 1965
10. Bwain, Pradhan, Khotai : Educational Measurement, Statistics & Guidance, Kalyani Printings, B- 15, Sector 8, Noida, Kalyani, Publisher, New Delhi - 110002

ANNEXURE XI

GOVERNMENT OF MANIPUR

D. M. COLLEGE OF TEACHER EDUCATION

TIME TABLE FOR B.ED. SECTION - (A) FOR THE YEAR 2013-2014

Day	1st 9:15 - 10a.m.	2nd 10 to 10:45 a.m	3rd 10:45 to 11:30 a.m.	4th 11:30 to 12:15	5th 12:15 to 1:00 p.m.	RECESS 1-1.30 p.m	6th 1:30 to 2:15a.m	7th 2:15 to 3 p.m.	8th 3 to 3:45 p.m.
Monday	Computer 1-39	Addition Paper	Paper - I Anita K	Paper - II Dr. S. Sangrila Devi	English/Manipri/ Mathematics	30 MINUTES RECESS	Paper - III Ak. Surendhoni	Paper - IV Th. Ibelombi Devi	Social Science / Science
Tuesday	Computer 40-79	Addition Paper	Paper - I Anita K	Paper - II Dr. S. Sangrila Devi	English/Manipri/ Mathematics		Paper - III Ak. Surendhoni	Paper - IV Th. Ibelombi Devi	Social Science / Science
Wednesday	Computer 80-119	Addition Paper	Paper - I Anita K	Paper - II Dr. S. Sangrila Devi	English/Manipri/ Mathematics		Paper - III Ak. Surendhoni	Paper - IV Th. Ibelombi Devi	Social Science / Science
Thursday	Computer 120-159	Paper - III A.Rebecca	Social Science / Science	Paper - IV Dr. T. Surendra	Paper - I Dr. K. Sobila		Paper - II Ranjana M	English/Manipri/ Mathematics	Addition Paper
Friday	Computer 160-199	Paper - III A.Rebecca	Social Science / Science	Paper - IV Dr. T. Surendra	Group Discussion		Paper - II Ranjana M	English/Manipri/ Mathematics	Addition Paper
Saturday	Computer 199-230	Paper - III A.Rebecca	Social Science / Science	Paper - IV Dr. T. Surendra	Paper - I Dr. K. Sobila				

Compulsory papers:

- Paper - I : Anita Kungabam & Dr. K. Sobila Devi
 Paper - II : Ranjana Mutum & Dr. S. Sangrila Devi
 Paper - III : A. Rebecca Devi & Ak. Surendhoni Devi
 Paper - IV : Th. Ibelombi Devi & Dr. T. Surendra Singh

Additional Papers:

1. Population Education - S. Rajendra Singh
2. Educational and Mental Measurement - Kh. Dinesh Kumar Singh
3. Educational Administration and Management - Dr. Ch. Tomba Singh
4. Music - R.K. Jiten Singh

Method Papers:

- SCIENCE
 SOCIAL SCIENCE
 MANIPURI
 MATHEMATICS
 ENGLISH

- Dr. R.K. Lokendra Singh & Dr. A. Dhameshwari Devi
 - Dr. W. Jyotirmoy Singh and Dr. Ch. Shantikumar Singh
 - Dr. H. Nalini Devi
 - L. Sharmeswar Singh
 - Konika Khurajam

Principal

(Dr. H. Ibomcha Sharma)

D.M. College of Teacher Education, Imphal

ANNEXURE XI

GOVERNMENT OF MANIPUR D. M. COLLEGE OF TEACHER EDUCATION TIME TABLE FOR B.Ed. SECTION - (B) FOR THE YEAR 2013-2014

Day	1st 9:15-10 AM	2nd 10 a.m. - 10:45 AM	3rd 10:45 -11:30 AM	4th 11:30 - 12:15 PM	5th 12:15 - 1:00 PM	RECESS 1-1.30	6th 1:30 - 2:15 PM	7th 2:15 - 3 PM	8th 3.00 - 3:45 PM
Monday	Computer 1-39	Addition Paper	Paper - IV Dr. T. Surendra	Paper - III A. Rebecca	English/Manipri/ Mathematics		Paper - II Ranjana M	Paper - I Dr. K. Sobita	Social Science / Science
Tuesday	Computer 40-79	Addition Paper	Paper - IV Dr. T. Surendra	Paper - III A. Rebecca	English/Manipri/ Mathematics		Paper - II Ranjana M	Paper - I Dr. K. Sobita	Social Science / Science
Wednesday	Computer 80-119	Addition Paper	Paper - IV Dr. T. Surendra	Paper - III A. Rebecca	English/Manipri/ Mathematics		Paper - II Ranjana M	Paper - I Dr. K. Sobita	Social Science / Science
Thursday	Computer 120-159	Paper - I Anita K	Social Science / Science	Paper - IV Th. Ibemombi Devi	Group Discussion		Paper - III Ak. Surendhoni	English/Manipri/ Mathematics	Addition Paper
Friday	Computer 160-199	Paper - I Anita K	Social Science / Science	Paper - IV Th. Ibemombi Devi	Paper - II Dr. S. Sangita		Paper - III Ak. Surendhoni	English/Manipri/ Mathematics	Addition Paper
Saturday	Computer 199-230	Paper - I Anita K	Social Science / Science	Paper - IV Th. Ibemombi Devi	Paper - II Dr. S. Sangita		Paper - III Ak. Surendhoni	English/Manipri/ Mathematics	Addition Paper

Compulsory papers:

Paper - I : Anita Kangabam & Dr. K. Sobita Devi
 Paper - II : Ranjana Mutum & Dr. S. Sangita Devi
 Paper - III : A. Rebecca Devi & Ak. Surendhoni Devi
 Paper - IV : Th. Ibemombi Devi & Dr. T. Surendra Singh

Additional Papers:

1. Population Education - S. Rajendra Singh
2. Educational and Mental Measurement - Kh. Dineshkumar Singh
3. Educational Administration and Management - Dr. Ch. Tomba Singh
4. Music - R.K. Jiten Singh

Method Papers:

SCIENCE
SOCIAL SCIENCE
MANIPURI
MATHEMATICS
ENGLISH

- Dr. R.K. Lokendra Singh & Dr. A. Dhoneshwari Devi
- Dr. W. Jyotirmoy Singh and Dr. Ch. Shanikumar Singh
- Dr. H. Nolini Devi
- L. Shameswar Singh
- Konika Khurajam


 (Dr. H. Ibomcha Sharma)
 20/7/13

Principal

D.M. College of Teacher Education, Imphal

ANNEXURE XI

GOVERNMENT OF MANIPUR

D. M. COLLEGE OF TEACHER EDUCATION

TIME TABLE FOR B.ED. SECTION - (C) FOR THE YEAR 2014-2015

Day	1st 9:15 - 10a.m.	2nd 10 to 10:45 a.m.	3rd 10:45 to 11:30 a.m.	4th 11:30 to 12:15	5th 12:15 to 1:00 p.m.	RECESS 1-1.30 p.m.	6th 1:30 to 2:15a.m.	7th 2:15 to 3 p.m.	8th 3 to 3:45 p.m.
Monday	Computer 1-39	Addition Papers	Paper - III Ak. Surendra Devi	Paper - IV Dr. T. Surendra Singh	English/Manipri/ Mathematics		Paper - I Anita Kangabam	Paper - II Dr. S. Sangrila Devi	Social Science / Science
Tuesday	Computer 40-79	Addition Papers	Paper - III Ak. Surendra Devi	Paper - IV Dr. T. Surendra Singh	English/Manipri/ Mathematics		Paper - I Anita Kangabam	Paper - II Dr. S. Sangrila Devi	Social Science / Science
Wednesday	Computer 80-119	Addition Papers	Paper - IV Dr. T. Surendra Singh	Paper - III A. Rebecca Devi	English/Manipri/ Mathematics		Paper - II Dr. S. Sangrila Devi	Paper - I Anita Kangabam	Social Science / Science
Thursday	Computer 120-159	Paper - II Ranjana Mutum	Social Science / Science	Paper - III A. Rebecca Devi	Group Discussion		Paper - I Anita Kangabam	English/Manipri/ Mathematics	Addition Paper
Friday	Computer 160-199	Paper - II Ranjana Mutum	Social Science / Science	Paper - III A. Rebecca Devi	Paper - IV Th. Ibetombi Devi		Paper - I Anita Kangabam	English/Manipri/ Mathematics	Addition Paper
Saturday	Computer 199-230	Paper - II Ranjana Mutum	Social Science / Science	Paper - III A. Rebecca Devi	Paper - IV Th. Ibetombi Devi		Paper - I Anita Kangabam	English/Manipri/ Mathematics	Addition Paper

Compulsory papers:

Paper - I : Anita Kangabam & Dr. K. Sobita Devi
 Paper - II : Ranjana Mutum & Dr. S. Sangrila Devi
 Paper - III : A. Rebecca Devi & Ak. Surendra Devi
 Paper - IV : Th. Ibetombi Devi & Dr. T. Surendra Singh

Additional Papers:

1. Population Education - S. Rajendra Singh
2. Educational and Mental Measurement - Kh. Dineshkumar Singh
3. Educational Administration and Management - Dr. Ch. Tomba Singh
4. Music - R. K. Jiten Singh

Method Papers:

SCIENCE
 SOCIAL SCIENCE
 MANIPURI
 MATHEMATICS
 ENGLISH

- Dr. R.K. Lokendra Singh & Dr. A. Dhaneshwari Devi
- Dr. W. Jyotimoy Singh and Dr. Ch. Shanikumar Singh
- Dr. H. Nalin Devi
- L. Shameswar Singh
- Konika Khurajam

(Signature)
 (Dr. H. Ibomcha Sharma)
 Principal
 D.M. College of Teacher Education, Imphal

M.ED. TIME TABLE FOR THE YEAR: 2013-14
D. M. COLLEGE OF TEACHER EDUCATION, IMPHAL, MANIPUR (INDIA).

Day	First period 10:00 -11:00 a.m.	2nd Period 11:00-12:00	3rd Period 12:00 - 1:00 p.m.	Recess 1 - 1:30	4th Period 1:30 - 2:30 p.m.	5th Period 2:30 - 3:30 p.m.
Monday	Educational Psychology -Dr. S. Sangrila Devi -	Curriculum Development - Dr. Ch. Tomba Singh-	Measurement and Evaluation - Kh. Dineshkumar Singh-	B R E A K	Teacher Education - Konika Khurajiam-	Educational Technology -Dr. S. Gunadhor Singh -
Tuesday	Educational Psychology -Dr. S. Sangrila Devi -	Curriculum Development - Dr. Ch. Tomba Singh-	Educational Measurement and Evaluation - Kh. Dineshkumar Singh-		Teacher Education - Konika Khurajiam-	Research Methodology -Dr. S. Gunadhor Singh -
Wednesday	Philosophical & Sociological - Dr. T. Surendra Singh -	Curriculum Development - Dr. Ch. Tomba Singh-	Educational Psychology -Dr. K. Sobita Devi -		Teacher Education - Konika Khurajiam-	Research Methodology -Dr. S. Gunadhor Singh -
Thursday	Philosophical & Sociological - Dr. T. Surendra Singh -	Educational Psychology -Dr. K. Sobita Devi -	Educational Technology -A. Dhaneshwari Devi -		Curriculum Development -Dr. Ch. Tomba Singh-	Research Methodology -Dr. S. Gunadhor Singh -
Friday	Philosophical & Sociological - Dr. T. Surendra Singh -	Teacher Education - Anita Kangabam -	Educational Technology -A. Dhaneshwari Devi -		Educational Measurement and Evaluation - Dr. W. Jyotirmoy Singh -	Research Methodology -Dr. S. Gunadhor Singh -
Saturday	Philosophical & Sociological - Dr. T. Surendra Singh -	Teacher Education - Anita Kangabam -	Educational Technology - A. Dhaneshwari Devi -		Educational Measurement and Evaluation - Dr. W. Jyotirmoy Singh -	SEMINAR / TUTORIAL / GROUP DISCUSSION

Paper-I : Philosophical & Sociological	-	Dr. T. Surendra Singh
Paper-II: Educational Psychology	-	(1). Dr. S. Sangrila Devi, (2). Dr. K. Sobita Devi,
Paper-III: Research Methodology	-	(1). Dr. S. Gunadhor Singh,
Paper-IV: Teacher Education	-	(1). Konika Khurajiam, (2). Anita Kangabam
Paper-V: Curriculum Development	-	Dr. Ch. Tomba Singh
Paper-VI: Educational Technology	-	(1). Dr. S. Gunadhor Singh, (2). A. Dhaneshwari Devi
Paper-VI: Educational Measurement and Evaluation	-	(1). Dr. W. Jyotirmoy Singh, (2) Kh. Dineshkumar Singh

N.B: The time table is with effect from 22nd August, 2013.

(Signature)
 (Dr. H. Ibomcha Sharma)
 Principal,

Annexure-XII:**B.Ed. & M.Ed. Academic Plan & Calendars****ACADEMIC PLAN* (B.Ed.)**

Number of working days: 215 (Approx.)

(For details of working days, Please see Part II: THE EVALUATIVE REPORT, CRITERION VI: GOVERNANCE AND LEADERSHIP, Section 6.3 Strategy Development and Deployment, Question 4, p.97.)

n=215

* Commencement of session:	2 nd July, 2012
* End-session:	31 st January, 2013
* Total months:	7 (Seven)
* Approximate teaching days:	175 (25x7 @ 25 days per month, excluding 4 Sundays & 1 2 nd Saturday per month)

It is on the basis of 215 working days that the teaching days are worked out for B.Ed. and M.Ed. courses separately as under:

B.Ed. (2012-2013 Academic Session)

1.	Admission**, Commencement of Session & Orientation:	2 days
2.	Theory:	126*** days
3.	Preparation of Internship:	
	i. Demonstration/Observation	2 days
	ii. Micro-teaching/simulations	3 days
4.	Practice Teaching:	36 days
5.	Co-curricular activities: (College Week, House Allotment, Election of Trainees' Union, budget sitting, social service, Get-together)	12 days
6.	Working with community:	1 day
	Approximate teaching days	175
7.	End-term examination: (Pre-final examination)	15 days (Approximately)

* The academic plan is subject to adjustment

** Period of admission for B.Ed. & M.Ed. has been excluded from Academic Plan and Calendars, as it is completed within 7 days at most from the date of announcement of admission test results.

*** When calculating the number of days for theory, it excludes 36 days practice teaching, 12 days co-curricular activities, and 1 day working with community. Details please see Academic Calendar given below.

H. Jyoti Shaw

NAAC for Quality and Excellence in Higher Education

Curricular & Co-curricular Programs(B.Ed.) 2012-13
D.M. COLLEGE OF TEACHER EDUCATION (D.M.C.T.E)
ACADEMIC CALENDAR* FOR B.ED. COURSE FOR THE ACADEMIC SESSION
(2012-13)

Sl.No.	No. Programme	Date & Day
1	Commencement & Orientation of New Session:	2 nd & 3 rd July (Monday & Tuesday), 2012.
2	House Allotment:	21 st July (Saturday), 2012.
3	Election of Trainees' Union:	9 th August (Thursday), 2012.
4	Budget sitting:	14 th August (Tuesday), 2012.
5	Social Service:	18 th August (Saturday), 2012.
6	Get-to-gether:	25 th August (Saturday), 2012.
7	Micro-teaching:	10 th - 12 th September (Monday & Wednesday), 2012.
8	Demonstration Lesson for practice training:	13 th - 14 th September (Thursday & Friday), 2012.
9	School-based practice teaching: (Internship)	19 th September (Wednesday), 2012 to 26 th October (Friday), 2012.
10	College Week:	14 th December (Friday), 2012 to 20 th December (Thursday), 2012.
11	Community Contact Programs:	11 th January (Friday), 2013.
12	End-session:	31 st January (Thursday), 2013
13	Pre-Final Exam:	4 th February (Monday), 2013.
14	University Final Exam:	As per schedule of the Manipur University

*The Calendar is subject to adjustment, depending upon social situations, needs and requirements.

ACADEMIC PLAN* (M.Ed.)
M.Ed. (2012-2013 Academic Session)
Number of working days

n=215 (apprx)

Commencement of session:	2 nd August, 2012 (Thursday)
End-session:	1 st week of March, 2013
Total months:	7 months and 7 days
Approximate teaching days:	181 (25x7 @ 25 days per month plus 6 days a week, excluding 4 Sundays and 1 st 2 nd Saturday per month)

1.	Commencement of session & Orientation:	2 days
2.	Theory:	112** days
3.	Briefing for internship:	1 day
4.	Internship:	36 working days
5.	Dissertation	
	iii. Selection of supervisor	1 day
	iv. Presentation of synopsis in the open seminar	2 days
	v. Data collection period	31 days
	Approximate teaching days:	185 days
6.	End-term examination	15 days (Approximately)

*The academic plan is subject to adjustment

** While working out the teaching days for theory, 36 days internship, 1 day selection of supervisor, and 31 days data collection period have been excluded. Please see details Academic Calendar given below.

H. Ibuki Shom

Curricular & Co-curricular Programs(M.Ed.) 2012-13
D.M. COLLEGE OF TEACHER EDUCATION (D.M.C.T.E)
ACADEMIC CALENDAR* FOR M.ED. COURSE FOR THE ACADEMIC SESSION
(2012-13)

Sl.No.	Programme	Date, Day & Period
1	Commencement of session& Orientation:	2 nd August, 2012 (Thursday)
2	Selection of Supervisor for Dissertation work:	1 st September, 2012 (Saturday)
3	Submission of synopsis for dissertation:	2 nd week of September, 2012.
4	Briefing to be given by the faculty members before actual supervisory internship work:	Before B.Ed. internship starting
5	Supervisory internship to B.Ed. trainees:	During B.Ed. internship (About 36 working days)
6	Presentation of synopsis in the open seminar:	13 th September (Thursday) and 14 th September (Friday), 2012
7	Data collection period for dissertation:	1 st October – 31 st October, 2012
8	End-session:	1 st week of March, 2013
9	Preparatory period for Pre-final Exam:	2 nd week of March onwards, 2013
10	Last date of submission Dissertation:	1 st week of April, 2013
11	Commencement of Pre-Final Exam:	1 st April (Monday), 2013
12	Declaration of Pre-Final Exam:	Last week of April, 2013
13	Feedback-cum-interaction after Pre-Final Exam:	1 st week of May, 2013
14	M.Ed. Final Exam: (University)	2 nd week of May, 2013

*The Calendar is subject to adjustment, depending upon social situations, needs and requirements.

H. Idris Ali



**LIST OF HOLIDAY(S) FOR TEACHING AND NON-TEACHING STAFFS OF
D.M. COLLEGE OF TEACHER EDUCATION, IMPHAL
FOR THE YEAR 2013**

SL.NO.	FESTIVAL/OCCASSION	DATE	DAY	NO. OF DAYS
1.	New Year's Day	1-1-2013	Tuesday	1
2.	<u>Death Anniversary of (L) Maharaja Gambhir Singh</u>	9-1-2013	Wednesday	1
3.	Sankranti	14-1-2013	Monday	1
4.	<u>Imoinu Iratpa</u>	23-1-2013	Wednesday	1
5.	<u>Gaan-Ngai/Milad-un-Nabi</u>	25-1-2013	Friday	1
6.	<u>Republic Day</u>	26-1-2013	Saturday	1
7.	<u>Lui-Ngai-Ni/Saraswati Puja</u>	15-2-2013	Friday	1
8.	<u>Yaoshanga</u>	27-3-2013 to 30-3-2013	Wednesday to Saturday	4
9.	Baruni	8-4-2013	Monday	1
10.	<u>Sajibu Nongmapanba (Cheiraoba)</u>	11-4-2013	Thursday	1
11.	Silhenba	15-4-2013	Monday	1
12.	<u>Khongjom Day</u>	23-4-2013	Tuesday	1
13.	<u>May Day</u>	1-5-2013	Wednesday	1
14.	Summer Vacation	17-5-2013 to 11. June	Friday to Monday Tuesday	26
15.	<u>Kang (Rathajatra)</u>	10-7-2013	Wednesday	1
16.	<u>Idul-Fitr</u>	9-8-2013	Friday	1
17.	<u>Patriots's Day</u>	13-8-2013	Tuesday	1
18.	<u>Independence Day</u>	15-8-2013	Thursday	1
19.	Jhulon Houba	17-8-2013	Saturday	1
20.	<u>Janma Ashtami</u>	28-8-2013	Wednesday	1
21.	Viswakarma Puja	17-9-2013	Tuesday	1
22.	Tarpon Houba	20-9-2013	Friday	1
23.	<u>Jananeta Irawai Birthday</u>	30-9-2013	Monday	1
24.	<u>Gandhi Jayanti</u>	2-10-2013	Wednesday	1
25.	<u>Mera Chaoren Houba</u>	5-10-2013	Saturday	1
26.	Durga Puja	11-10-2013 to 14-10-2013	Friday to Monday	4
27.	<u>Idu'l Zuha</u>	16-10-2013	Wednesday	1
28.	<u>Mera Houchongba</u>	19-10-2013	Saturday	1
29.	<u>Kut</u>	1-11-2013	Friday	1
30.	Govardhan Puja	4-11-2013	Monday	1
31.	<u>Ningol Chakouba</u>	5-11-2013	Tuesday	1
32.	<u>Nupilal</u>	12-12-2013	Thursday	1
33.	Winter Break	21-12-2012 to 31-12-2012	Saturday to Thursday	11

73 Days

- N.B. : 1. The underline Festivals indicate holidays for offices for the Government of Manipur.
2. All Second Saturdays will be enjoyed by the academic staff subject to adjustment with Summer Vacation

Place : Imphal
The 2nd January, 2013

(Dr. H. Ibomcha Sharma)
Principal, D.M. College of Teacher Education
Imphal

Annexure-XIV

List of Teaching & Non-teaching Staff

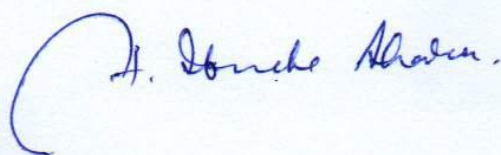
Teaching Staff

Sl. No.	Name of the Faculty	Post held
1.	Dr. H. Ibomcha Sharma	Principal
2.	Smt. Th. Ibetombi Devi	Associate Professor
3.	Smt. Ak. Surodhoni Devi	Associate Professor
4.	Dr. H. Nalini Devi	Associate Professor
5.	Dr. R.K. Lokendro Singh	Associate Professor
6.	Dr. W. Jyotirmoy Singh	Asst. Professor (Sr)
7.	Smt. Konika Khuraijam	Asst. Professor (Sr)
8.	Dr. A. Dhaneshwari Devi	Asst. Professor (Sr)
9.	Smt. Anita Kangabam	Asst. Professor (Sr)
10.	Shri Kh. Dineshkumar Singh	Asst. Professor (Sr)
11.	Dr. Ch. Shantikumar Singh	Asst. Professor
12.	Dr. T. Surendra Singh	Asst. Professor
13.	Dr. Ch. Tomba Singh	Asst. Professor
14.	Smt. A. Rebecca Devi	Associate Prof. (Utilised)
15.	Shri. S. Rajendra Singh	Associate Prof. (Utilised)
16.	Shri. R.K. Jiten Singh	Part Time Lecturer
17.	Dr. L. Shameshwar Singh	Part Time Lecturer
18.	Smt. Ranjana Mutum	Part Time Lecturer
19.	Dr. S. Gunadhori Singh	Guest Faculty
20.	Dr. S. Sangrila Devi	Guest Faculty
21.	Dr. K. Sobita Devi	Guest Faculty
22.	Smt. Ch. Sundari Devi	Assistant Prof. (Utilised)

A. Ibomcha Sharma

Non-teaching Staff

Sl. No.	Name of the Staff	Post held
1.	Smt. L. Khumanleima Devi	Librarian
2.	Smt. S. Sumatibala Devi	U.D.C.
3.	Smt. M. Radharani Devi	L.D.C.
4.	Shri Kh. Sanjit Singh	Billing Asst.
5.	Shri Th. Suresh Singh	Counter Attendant
6.	Shri S. Bobochandra Singh	Computer Instructor
7.	Shri Oinam Ibosana Singh	Grade IV
8.	Shri S. Akomcha Singh	Sweeper
9.	Smt. Y. Hema Devi	Grade IV
10.	Shri K. Mahadeva Sharma	Electrician
11.	Shri M. Boboisana Singh	Chowkidar



Annexure-XV

Tentative University Results for Previous Academic Year

B.Ed. Results (2013)

1.	Total enrolment:	230
2.	Total number of candidates appeared in examination:	210
3.	Total number of candidates passed:	173
4.	Pass rate:	82.38
5.	Number of first class:	173
6.	Number of candidates passed with distinction:	93
7.	Top 10 position holders:	1 st position with Gold Medal, one 3 rd and one 7th

M.Ed. Results (2013)

1.	Total enrolment:	35
2.	Total number of candidates appeared in examination:	32
3.	Total number of candidates passed:	31
4.	Pass rate:	96.87
5.	Number of first class:	Will produce it as and when necessary
6.	Number of candidates passed with distinction:	Will produce it as and when necessary
7.	Top 10 position holders:	7 (2 nd , 3 rd , 5 th , 6 th , 6 th , 7 th , & 10th)

H. Sankar Shetty

**EMPIRICAL PHENOMENA OF COLLECTIVE TRUST:
A COMPARATIVE STUDY BETWEEN EDUCATORS AND EDUCANDS
OF M.A. (EDUCATION) AND M.ED. COURSES IN MANIPUR**

DISSERTATION SUBMITTED TO MANIPUR UNIVERSITY, CANCHIPUR
IN PARTIAL FULFILMENT FOR THE DEGREE OF M. ED. COURSE

Under the supervision of
DR. S. GUNADHOR SINGH

Submitted by
SOIBAM BIRAJIT SINGH
M.Ed. Roll. 33 (2013-14)
Registration No. 9619 of 2000



H. Danda Abadur

DHANA MANJURI COLLEGE OF TEACHER EDUCATION
IMPHAL – 795001
(2013-14)



**DHANA MANJURI COLLEGE OF TEACHER EDUCATION
IMPHAL - 795001**

Sarungbam Gunadhor, Ph.D.
D.M. College of Teacher Education,
Imphal, Manipur.

To

19th April, 2014

The Controller of Examination
Manipur University, Canchipur, Imphal, Manipur.

CERTIFICATE

I have great pleasure in forwarding the Dissertation submitted by Soibam Birajit Singh, bearing Manipur University Registration No. 9619 of 2000, on the topic entitled: "Empirical Phenomena of Collective Trust: A Comparative Study between Educators and Educands of M.A. (Education) and M.Ed. Courses in Manipur", for favour of evaluation in partial fulfilment for the degree of M.Ed. course under Manipur University (Central).

This is to certify that this dissertation is a bonafide research work of Soibam Birajit Singh carried out under my supervision during the period September 2013 and March 2014. His research work on the problem of "Collective Trust" is indeed a unique study globally and the report submitted by him has neither in part nor whole been submitted before to any university for any degree.

Certified that Soibam Birajit Singh has fulfilled all the requirements under the M.Ed. Regulations of Manipur University.


(Sarungbam Gunadhor)
Supervisor

EXECUTIVE SUMMARY

This dissertation sought to determine collective trust among educators and educands of M.A. (Education) academic course and M. Ed. professional course based on locally adapted tools from Omnibus T-Scale and Students T-Scale. Besides, the study sought to determine emotional disturbances and intellectual abilities or implications by exploring the phenomena empirically with written comments, slogans, suggestions and illustrations.

The objectives of the present study were to test the following hypotheses:

1. *The collective trust among educators and educands are significantly high.*
2. *There is no significant difference in collective trust between M.A (Education) and M.Ed. Course*
3. *There is no significant difference in collective trust based on age, gender, religions, type of family, reservation category and geographical areas.*
4. *The factor loading of collective trust among educators and educands are significantly high.*

Method: *Empirical phenomena:* a synthesis of quantitative and qualitative research methods which gains information through conscious observation, collection and examples of phenomena. It is both abstract and close to our experiences. It is not a pure descriptive method as it includes the phenomenological exploratory of the problem, at the same time, it is closer to direct experience. It tries to explain the causal relationship between the variables.

Population: In the present study, 150 educands and 22 educators of the affiliated colleges which conduct M.Ed. courses and M.A (Education) under Manipur University formed the population.

Sample: In the present study, 71% of the sample is selected both for educands and educators from the population using *Proportional Stratified Sampling*.

Tools: In the present study, the following locally adapted tools were used to collect the relevant data: i) *Omnibus T-Scale* (Hoy *et al.*, 2000) to measure educators trust ii) *Student T- Scale* (Adams and Forsyth, 2009) to measure

educands trust. Reliability of locally adapted tools was 0.82 α for educators and 0.88 α for *educands*.

Data analyses: Descriptive statistics were computed among all the independent and dependent variables, including means, standard deviations, t-test, F-test, Z score, ANOVA and standardized score of the tools. Each item for each respondent was scored with the appropriate number for each separate sample. Next, the average institution score was calculated for each item.

Institutions Scores of *Educators* trust in principal or head (ETP-H) = Scores for items 1, 2, 4*, 7, 9, 11*, 15, 18, 22* are summed and divided by 9.

Institutions Scores of *Educators* trust in colleague (ETC) = Scores for items 5, 8*, 12*, 13, 14*, 16, 19, 20, 23 are summed and divided by 9.

Institutions Scores of *Educators* trust in *educands* (ETS) = Scores for items 3, 6, 10, 17*, 21*, 24, 25 are summed and divided by 7.

Similarly, the locally adapted *Student T-Scale* consists of two sub-scales to measure *Educands* trust in principal (ETP) = Scores for items 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12 are summed and divided by 12 and *Educands* trust in *educators* (ETE) = Scores for items 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25 are summed and divided by 13.

The Institution Scores are converted into Standardized Scores with a mean of 500 and a standard deviation of 100. Use the following formulas:

$$\text{Standard Score for } \textit{Educators} \text{ trust in principal or head (ETP-H)} \\ = 100 [(ETP-H) - \bar{M}] / \bar{S} + 500.$$

$$\text{Similarly, Standard Score for } \textit{Educators} \text{ trust in colleague (ETC)} \\ = 100 [(ETC) - \bar{M}] / \bar{S} + 500.$$

$$\text{Standard Score for } \textit{Educators} \text{ trust in } \textit{educands} \text{ (ETS)} \\ = 100 [(ETS) - \bar{M}] / \bar{S} + 500.$$

$$\text{Standard Score for } \textit{Educands} \text{ trust in principal (ETP)} \\ = 100 [(ETP) - \bar{M}] / \bar{S} + 500.$$

$$\text{Standard Score for } \textit{Educands} \text{ trust in } \textit{educators} \text{ (ETE)} \\ = 100 [(ETE) - \bar{M}] / \bar{S} + 500.$$

Where $\bar{M}$ = mean of the normative sample; $\bar{S}$ = standard deviation of the normative sample.

Interpretation of the score: the score data were interpreted using the standard score. If the institutional score is 700 on educator trust in colleagues, it is two standard deviations above the average score on educators trust in colleagues of all institutions in the sample; that is, the institution has more educators trust

in colleagues than 97% of the institution in the sample. The range of these scores is presented below:

If the score is 200, it is lower than 99% of the schools.

If the score is 300, it is lower than 97% of the schools.

If the score is 400, it is lower than 84% of the schools.

If the score is 500, it is average.

If the score is 600, it is higher than 84% of the schools.

If the score is 700, it is higher than 97% of the schools.

If the score is 800, it is higher than 99% of the schools.

The locally adapted tools are classified into three value levels of trust as the score degree are measure with Always = 4, Yes = 3, No = 2, Never = 1. Since the Minimum value was 1 and the maximum was 4, the value range of ETP-H and ETC would be in 9 – 36 for 9 items and ETS as 7 items so the range are within 7-28. Similarly, to measure *educands* trust in principal (ETP) — 13 items (1-13) and *educands* trust in *educators* (ETE) — 12 items (14-25).

Educators trust in principal or head (ETP-H) and *trust* in colleague (ETC)

- (9-17) as Low trust,
- (18-26) as Average trust and
- (Above 26 to 36) as High trust.

Educators trust in *educands* (ETS)

- (7-13) as Low trust,
- (14-21) as Average trust and
- (Above 21 to 28) as High trust.

Educands trust in *principal or head* (ETP)

- (13-25) Low trust,
- (26-39) Average trust and
- (Above 39 to 52) as High trust

While *Educands* trust in *educators* (ETE)

- (12-23) as Low trust,
- (24 -35) as Average trust and
- (Above 35 to 45) as High trust.

In case of collective trust for both the *Educators* and *Educands* scale the three classifications trust levels are as follows:

- (25-49) Low trust,
- (50-74) as Average trust
- (75-100) as High trust.

In the case of illustration, written comments, suggestions and slogans the data are interpreted phenomenological according to the situation or context of the respondent.

Conclusions: Educators trust in principal and colleague was found average, but towards educands low, while educands had average trust towards principal and educators. Collectively, both the educators and educands have a mean of 64.37 and 73.49 respectively, which significantly fell in the average range of 50-74. There was no significant difference in collective trust between M.A (Education) and M.Ed. Course. However, the level of collective trust was average and the educators had more collective trust towards their principal or head than the educands. There is no significant difference in collective trust based on age, gender and reservation category at 0.05 significance level and their collective trust was average, while collective trust based on family and geographical areas accepted partially, as there are insignificant collective trust from the educators and educands, but as a whole, their collective trust was marginally accepted. Based on religion, the collective trust was rejected and Muslim educands had the highest collective trust towards principal or head as well as towards the educator. It was clear from the present study that the locally adapted tools could explore the factors of collective trust and which were significantly loaded high above 0.7 in all the cases of educators as well as from the educands. There was no error in factor loading as the items were above 0.7. Educators had explored the collective trust positively but near to perfect, i.e., 0.993 towards the principal or head, colleagues and educands. However, near to perfect is not the case of perfect, the probable reasons might be insincerity in responding towards the items or biases towards the items. Educands had positively and perfectly explored collective trust towards their principal or head as well as towards educators. Thus, it can be concluded that trust between educators and educands is found to be positive, but the educands are more sincere in exploring the collective trust than the educators. There are possibilities of generalizing the factors that had been explored. The findings resulting from the study, most particularly, the trust of the educands and educators could be more or generalized in the similar population, although the sample size was limited.