

SCHEME OF ASSESSMENT
B.Ed. Two Year Course, Session 2015-17

| SL.NO. | PAPER | EXTERNAL | INTERNAL |
|---------------------|---|-----------------|-----------------|
| SEMESTER I | THEORY | | |
| Paper 1 | Philosophical Perspectives of Education | 100 | |
| Paper 2 | Learner and Learning Process | 100 | |
| Paper 3 | Pedagogy Part I | 100 | |
| | PRACTICUM | | |
| | Preparation of Teaching aids | | 50 |
| | Community Activities | | 50 |
| | | | |
| SEMESTER II | THEORY | | |
| Paper 4 | Sociological Perspectives of Education | 100 | |
| Paper 5 | Curriculum and Knowledge | 100 | |
| Paper 6 | Elective I | 100 | |
| Paper 7 | Art Education | 100 | |
| | PRACTICUM | | |
| | Internship(One month) | | 50 |
| | School Experience –a) Observation of school Doc. | | |
| | b) Mentor’s Report | | |
| | | | |
| SEMESTER III | THEORY | | |
| Paper 8 | Pedagogy Part II | 100 | |
| Paper 9 | Assessment in Learning | 100 | |
| | PRACTICUM | | |
| | Internship (4 months) | | 100 |
| | Reflective Diary & Supervisor’s Assessment | | 50 |
| | | | |
| SEMESTER IV | THEORY | | |
| Paper 10 | Gender, School and Society | 100 | |
| Paper 11 | Language Proficiency | 100 | |
| Paper 12 | Elective II | 100 | |
| | PRACTICUM | | |
| | Training in Yoga and Sports & Games | | 50 |
| | Psycho-metric Assessment | 50 | |
| | Viva voce on Teaching Experience | 100 | |
| | TOTAL | 1350 | 350 |
| | GRAND TOTAL | | 1700 |

Curriculum Framework

B.ED. TWO YEAR COURSE 2015 -2017.

| Curriculum Organization based on NCTE framework | | | |
|--|--|---|---|
| Semester I | Semester II | Semester III | Semester IV |
| THEORY | THEORY | THEORY | THEORY |
| (C)Philosophical perspectives of Education (4 credits) | (C)Sociological perspectives of Education (4 credits) | (S) Pedagogy II (4 credits) | (C S) Gender, School & Society (4 credits) |
| (C)Learner & Learning Process (4 credits) | (C)Curriculum & Knowledge (4 credits) | (T E) Assessment in Learning (2 credits) | (T E) Language proficiency (4 credits) |
| | (E) Elective I (4 credits) | | (E) Elective II (4 credits) |
| (S) Pedagogy I (4 credits) | (T E) Arts Education (2 credits) | | |
| PRACTICUM | PRACTICUM | PRACTICUM | PRACTICUM |
| Preparation of Teaching Aids (2 credits) Community Activities (2credits) | Internship (4 Wks.) (4 credits) School Experience I (2 credits) a) Observation report of school documents b) Mentor's Report. | Internship (16 Wks) (10 credits) Reflective Diary (2 credits) Supervisor's Assessment (2 credits) | Psycho-metric Assessment (2 credits) Teaching Exam & Viva Voce on Teaching |
| 12+4 = 16 Credits | 14 + 6 = 20 Credits | 6 + 14 = 20 Credits | 12 + 2 = 14 Credits |
| C = Core paper, E = Elective paper, T E = Teacher Enrichment, C S = Contemporary Study. | | | |

(i) PSYCHOLOGY PRACTICALS

At least 5 practicals have to be conducted.

1. Span of attention by techisto-scope.
2. Transfer of learning by Mirror drawing
3. Case study to measure the problematic behavior of the child.
6. Value test.
7. Testing individual differences / intelligence test
8. Reasoning ability.

9. Aptitude test in any school subject (compulsory)
10. Achievement test in any school subject with finding difficulty level only (compulsory)

(II) TEACHING AIDS

1. **At least 6 charts on school content.**
2. **At least 5 sets of transparencies to transact school content.**
3. **At least 2 power point presentations to transact school content**
4. **At least one static model to aid school teaching content.**

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| Paper 3 | Pedagogy Part I | 100 | |
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| | Preparation of Teaching aids | | 50 |
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| SEMESTER II | THEORY | | |
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| Paper 8 | Pedagogy Part II | 100 | |
| Paper 9 | Assessment in Learning | 100 | |
| | PRACTICUM | | |
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| SEMESTER IV | THEORY | | |
| Paper 10 | Gender, School and Society | 100 | |
| Paper 11 | Language Proficiency | 100 | |
| Paper 12 | Elective II | 100 | |
| | PRACTICUM | | |
| | Training in Yoga and Sports & Games | | 50 |
| | Psycho-metric Assessment | 50 | |
| | Viva voce on Teaching Experience | 100 | |
| | TOTAL | 1350 | 350 |
| | GRAND TOTAL | 1700 | |

B.ED. TWO YEAR COURSE 2015 -2017.

Curriculum Framework

| Curriculum Organization based on NCTE framework | | | |
|---|---|---|---|
| Semester I | Semester II | Semester III | Semester IV |
| THEORY | THEORY | THEORY | THEORY |
| (C)Philosophical perspectives of Education (4 credits) | (C)Sociological perspectives of Education (4 credits) | (S) Pedagogy II (4 credits) | (C S) Gender, School & Society (4 credits) |
| (C)Learner & Learning Process (4 credits) | (C)Curriculum & Knowledge (4 credits) | (T E) Assessment in Learning (2 credits) | (T E) Language proficiency (4 credits) |
| | (E) Elective I (4 credits) | | (E) Elective II (4 credits) |
| (S) Pedagogy I (4 credits) | (T E) Arts Education (2 credits) | | |
| PRACTICUM | PRACTICUM | PRACTICUM | PRACTICUM |
| Preparation of Teaching Aids (2 credits) Community Activities (2credits) | Internship (4 Wks.) (4 credits) School Experience I (2 credits) a) Observation report of school documents b) Mentor's Report. | Internship (16 Wks) (10 credits) Reflective Diary (2 credits) Supervisor's Assessment (2 credits) | Psycho-metric Assessment (2 credits) Teaching Exam & Viva Voce on Teaching |
| 12+4 = 16 Credits | 14 + 6 = 20 Credits | 6 + 14 = 20 Credits | 12 + 2 = 14 Credits |
| C = Core paper, E = Elective paper, T E = Teacher Enrichment, C S = Contemporary Study. | | | |

(I) PSYCHOLOGY PRACTICALS

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1. Span of attention by tachisto-scope.
2. Transfer of learning by Mirror drawing
3. Case study to measure the problematic behavior of the child.
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9. Aptitude test in any school subject (compulsory)
10. Achievement test in any school subject with finding difficulty level only (compulsory)

(II) TEACHING AIDS

1. At least 6 charts on school content.
2. At least 5 sets of transparencies to transact school content.
3. At least 2 power point presentations to transact school content
4. At least one static model to aid school teaching content.

B.ED. SYLLABUS (SEMESTER I)

PAPER - I

PHILOSOPHICAL PERSPECTIVE OF EDUCATION

COURSE OBJECTIVES

To enable the student- teacher understand

1. The relationship between Philosophy and Education and implications of philosophy on education.
2. The importance and role of education in the progress of Indian society.
3. The contribution of great educators to the field of education.
4. The need to study education in a sociological perspective. The process of social change and socialization to promote the development of a sense of commitment to the teaching profession and social welfare.
5. Their role in creation of a new social order in the country and learn about various social welfare opportunities in which they can participate helpfully.
6. The means and measures towards the promotion of National integration and protection of human rights:

COURSE CONTENTS

UNIT-I: AIMS OF EDUCATION

- Education Nature and Meaning its objectives/ aims in relation to the time and place.
- Educational aims in the Western context: with specific reference to Russell, Dewey. Their impact on educational thought and class room practices, in term of progressive trends in education.
- Educational aims in the Indian context with specific reference to Indian thinkers such as Gandhi, Tagore.
- Philosophy and Education: Significance of studying philosophy in understanding educational practices and problem.

UNIT – II: PHILOSOPHICAL SYSTEMS

Major Philosophical systems - their salient features and their impact on education.

- a) Realism with reference to Aristotle and Jainism. —
- b) Naturalism with reference to the view! of Rousseau and Rabindra Nath Tagore.
- c) Idealism with reference to Plato. Socrates and Advaita Philosophy.
- d) Pragmatism with reference to Dewey “instrumentalism & Experimentalism”
- e) Humanism . Historical, Scientific and Buddhists.

UNIT-III : INDIAN THINKERS

- Educational thinkers and their contribution in developing principles of education.
- M.K. Gandhi Basic tenets of Basic education.
- Gijju Bhai The world of the child.
- Swami Vivekananda : Man making education.
- Sri Aurobindo Integral education, its basic premises; stages of development.
- J. Krishna murthy; Child Centerd Education.

UNIT – IV: WESTERN THINKERS

- JJ Rousseau
- John Dewey
- Antonio Gramsci (Neo- Gramscian Theory)
- Paulo Friere (Democratic Education)

UNIT – V: CONTEMPORARY THOUGHT

- Critical and comparative study of the period and socio- political perspective of the western and Indian Thinkers.
- Contemporary philosophical perspectives of Education; Modernization, globalization in thought and education

REFERENCES:

1. Anand C.L. et.al. : Teacher and Education in Emerging India, NCERT, New Delhi.
2. Anant Padmnabhan : Population Education in Classrooms, NCERT, New Delhi.
3. Bhatnagar, S. : Adhunik Bhartiya Shiksha Aur Uski Samasyayen, Lyall Book Depot, Meerut.
4. Chakravorty M. : Gandhian Dimension in Education Daya Publishing House New Delhi.
5. Mani R.S. : Educational ideas and ideals of Gandhi and Tagore, New Book Society, New Delhi.
6. Ministry of Human Resource Development: National Policy on Education, 1986, New Delhi.
7. Mohanty Jagannath : Indian Education in Emerging Society, Sterling Publication, New Delhi.
8. Pandey, Shyam Swaroop : Shiksha ki Darshanik evam Samajik Shastriya Pursht Bcomi Vinod Pustak Mandir, Agra.
9. Pathak and Tyagi : Shiksha ke Samnya Siddhant, Vinod Pustak Mandir, Agra.
10. Pathak, RD. and Tyagi, I.S.D. Shiksha ke Samariya Siddhant. Vinod Pust8tk Mandir, Agra.
11. Saxena, N:R. Swaroop Shksha Re Samanya Siddhant, Lyall Book Depot, Meerut.
12. Singh B.P. : Alms of Education in India, Ajanta Publication New, Delhi.
13. Agrawal, J.C.: Nai Shiksha Niti. Prabhat Prakashan, Delhi.
14. Bhatnagar, R.P. Technology of Teaching, International Publishing House, Meerut.
15. Freire, Paulo; Pedagogy of the oppressed, Translated by Myra Bergaman Ramos, The Continuum Publishing Corporation, New York, NY, 1987.
16. Freire, Paulo; Thepolitics of Education- Culture, Power, Liberation, Translated by Donoldo Mecedo, Bergin & Garvey, New York, NY, 1985.
17. Bhatnagar, Suresh Shiksha Ki Samasyaen, Lyall Book Depot, Meerut.
18. Bhooshan, Shailendra & Anil Kumar : Shikshan Taknik. Vinod Pustak Mandir, Agra.

19. Manav Sansadhan Vikas mantralaya: Rashtriy Shiksha Niti 1986. New Delhi.
21. Safaya. Raghunath,. School Sangathan, Dhanpat Ram & Sons, Delhi.
22. Sampath, K. : Introduction to Educational Technology, Sterling Publishers, New Delhi.
23. Saxena, N.R. Swaroop, Shikshan Kala Ewam Paddatiyan. Lyall Book Depot, Meerut.
24. Sharma & Sharma Secondary Education and teacher Functions, Radha Publisher Mandir
Agra.
25. Higher Education in India ; Albach

CORE STUDY (SEMESTER I)

PAPER 1I- LEARNER AND LEARNING PROCESS

COURSE OBJECTIVES

To enable teachers trainee to -

1. Acquire knowledge and understanding of stages of human development and developmental tasks; with special reference to adolescents learners.
2. Develop understanding of process of children learning in the context of various theories of learning.
3. Understand intelligence, motivation and various types of exceptional children.
4. Develop skills for effective teaching learning process and use of psychometric assessment.

UNIT-I

Nature of psychology and learners

- Psychology : Its meaning, nature, methods and scope; functions of educational psychology.
- Stages of human development ;stage specific characteristics and developmental tasks.
- Adolescence in Indian context - characteristics and problems of adolescents; their needs and aspirations.
- Guidance and counselling for adolescents.

UNIT-II

Learning

- Nature of learning; learning theories with specific reference to Piaget (Cognitive)Theory and Vigotsky's social learning.
- Factors influencing learning and teaching process: learner related; teacher related: process related and content related.

UNIT-III

Intelligence

- Nature and characteristics of intelligence and its development.
- Theories of intelligence; two factor theory - Multifactor Theory (PMA) and SI Model.
- Measuring intelligence - Verbal, non-verbal and Performance tests (one, representative of group test and individual test of each),
- Creativity - definition, measurement.

UNIT-IV

Exceptional children

- Concept of exceptional children - types, and characteristics of each type including Children with learning disabilities.
- Individual differences - Nature; accommodating Individual differences in the class-room. learner centered techniques for teaching exceptional children.
- Personality- Definition, meaning and nature; development of personality; type and trait theories of personality.
- Group Dynamics. Psycho-analysis.

UNIT-V: Socialization, Culture and Education in Indian context

- History of Indian psychology with specific reference to religions and epics.
- Durganad Sinha's cognitive development
- Understanding diversity in Indian culture

REFERENCE

1. Bhatia, H.R.: Elements of Educational Psychology, Orient. Langman ltd. Bombay.
2. Chauhan, S.S. : Advance Educational Psychology, Vikas publishing House. New Delhi.
3. Chauhan, S.S. : Psychology of Adolescence, Allied Publishers, New Delhi.
4. Garrett, H.E.: Statistics in Psychology and Education, Vakils, Fetter and simo Ltd. Bombay
5. Gulati, Sushma : Education for Creativity, NCERT, 1985.
6. Huriock, E.B. : Adolescent Development, McGraw Hill. New York.
7. Kapil, H.K.: Sankhiyiki ke Mool Tatva, Vinod pustak Mandir, Agra.
8. Kulshrenta S.P : Educational Psychology.
9. Mangal, S.K. : Psychological Education, Prakash Brother, Ludiana.
10. Mathur, S.S.: Educational Psychology, Vinod Pustak Mandir, Agra.
11. Mathur, S.S. : Shiksha Manovigyan, Lyoll Book Dept Meerut
12. Srivastava, G. N. P.: Recent Trends in Educational Psychology, Psycho, Research Cell. Agra.
13. Tripathi, S. N.: Prathiba Aur Srijntmakta, Mcmillan Co.. Bombay.
14. Psychology in a Third world country: the Indian experience by Durganand Sinha
15. Motivation and Rural development by Durganand Sinha

PAPER III : PEDAGOGICAL STUDIES (SEMESTER I)

PEDAGOGY OF MATHEMATICS (Part I)

Total Marks: 100

Aims of the Course

After completion of course the students will be able to:

- develop insight into the meaning, nature, scope and objective of mathematics education;
- appreciate mathematics as a tool to engage the mind of every student;
- appreciate mathematics to strengthen the student's resource;
- appreciate the process of developing a concept;
- appreciate the role of mathematics in day-to-day life;
- learn important mathematics: mathematics is more than formulas and mechanical procedures;
- channelize, evaluate, explain and reconstruct their thinking;
- see mathematics as something to talk about, to communicate through, to discuss among themselves, to work together on;
- pose and solve meaningful problems;
- appreciate the importance of mathematics laboratory in learning mathematics;
- construct appropriate assessment tools for evaluating mathematics learning;
- develop ability to use the concepts for life skills;
- stimulate curiosity, creativity and inventiveness in mathematics;

- develop competencies for teaching-learning mathematics through various measures
- focus on understanding the nature of children's mathematical thinking through direct observations of children's thinking and learning processes; and
- examine the language of mathematics, engaging with research on children's learning in specific areas.

Course Outline

Part I

UNIT 1: NATURE AND SCOPE OF MATHEMATICS

Meaning and scope of mathematics, A mathematical theorem and its variants—converse, inverse and contra-positive, proofs and types of proofs, Difference between proof and verification; Deductive nature of mathematics; History of mathematics with special emphasis on teaching of mathematics, contribution of Indian mathematicians. Aesthetic sense in mathematics and beauty in mathematics.

UNIT 2: EXPLORING LEARNERS

Cultivating learner's sensitivity like intuition, encouraging learner for probing, raising queries, appreciating dialogue among peer -group, promoting the student's confidence (Carrying out examples from various mathematical content areas, such as Number Systems, Geometry, Sets, etc.).

UNIT 3: AIMS AND OBJECTIVES OF TEACHING SCHOOL MATHEMATICS

Need for establishing general objectives for teaching mathematics; Study of the aims and general objectives of teaching mathematics vis-a-vis the objectives of school education; writing specific objectives and teaching points of various content areas in mathematics like Algebra, Geometry, Trigonometry, etc.

UNIT 4: SCHOOL MATHEMATICS CURRICULUM

Objectives of curriculum, principles for designing curriculum, designing curriculum at different stages of schooling, Some highlights of curriculum like vision of school mathematics, main goal of mathematics education, core areas of concern in school mathematics, curricular choices at different stages of school mathematics education, construction of syllabi in various disciplines of mathematics, for example, Algebra, Geometry, etc.; Pedagogical analysis of various topics in mathematics at various level of schooling—Arithmetic (Development of Number Systems), Algebra, Trigonometry, Statistics and Probability, etc.

UNIT 5: APPROACHES AND STRATEGIES IN TEACHING AND LEARNING OF MATHEMATICAL CONCEPTS

Nature of concepts, concept formation and concept assimilation, Moves in teaching a concept—defining, stating necessary and/or sufficient condition, giving examples accompanied by a reason. Comparing and contrasting; Giving counter examples; Non-examples; Planning and implementation of strategies in teaching a concept like teaching of algebra, geometry, trigonometry, mensuration, etc.; Difference between teaching of mathematics and teaching of science.

References:

1. The history & concept of mathematical proof- steven G.2007
2. One of the oldest Extent digrams from Euclid – Bill Casselman 2008
3. How to teach mathematics –S.K.Arora (Bhimani) : Shanti Publisher’s 1998
4. How children learn mathematics – Capeland (New york): M.C.Millan Pub. 1979
5. Mathematics for modern mind – W.R.Fuch (New york): M.C.Millan Pub. 1967
6. Vidyalaya Ganit ke liye sau prayog – J.N.Kapoor (New Delhi): Arya book Depot 1968
7. How to teach mathematics in secondary school – W.B.Saunders (Company) 1967
8. The spirit of mathematics J.N.Kapoor (New Delhi): Arya book Depot 1964
9. Indian Mathematics – Ashok Jhunjunwala (New Delhi) Wiley Eastern Ltd. 1993
10. Curricullum and teaching of mathematics in secondary school , (R.C.Sexena) NCERT 1970
11. The teaching of mathematics in the new Education – N.K.Ayengar
12. Teaching of essentials of mathematics,ballard,p.b.
13. The development of mathematics,bell,E.T.
14. The teaching of mathematics,chadha,B. N.
15. The teaching of secondary mathematics,BUTTER &WREN
16. The teaching of arithmetic,POTTER,F.F.
17. MATHEMATICS FOR CLASS 9TH NCERT
18. MATHEMATICS FOR CLASS 10TH NCERT
19. TEACHING OF MATHEMATICS(ENG\HINDI),Dr. S.K. MANGAL
20. TEACHING OF MATHEMATICS(ENG/HINDI),Dr.A.B. BHATNAGER
21. TEACHING OF MATHEMATICS ,A.K. KULSHESTHA.

PAPER III : PEDAGOGY OF BIOLOGICAL SCIENCE

Total Marks: 100

Aims of the Course

After Completion of Course the Students will be able to:

- develop insight on the meaning and nature of biological science for determining aims and strategies of teaching-learning;
- appreciate that science is a dynamic and expanding body of knowledge;
- appreciate the fact that every child possesses curiosity about his/her natural surroundings
- identify and relate everyday experiences with learning biological science;
- appreciate various approaches of teaching-learning of biological science;
- explore the process skill in science and role of laboratory in teaching– learning;
- use effectively different activities/experiments/demonstrations/ laboratory experiences for teaching–learning of biological science;
- integrate the biological science knowledge with other school subjects;
- analyse the contents of biological science with respect to its branches, process skills, knowledge organisation and other critical issues;
- develop process-oriented objectives based on the content themes/units;
- identify the concepts of biological science that are alternatively conceptualised by teachers and students in general;
- explore different ways of creating learning situations for different concepts of biological science;

- formulate meaningful inquiry episodes, problem-solving situations, investigatory and discovery learning projects based on upper primary, secondary and higher secondary stages,
facilitate development of scientific attitudes in learners;
- examine different pedagogical issues in learning biological science;
- construct appropriate assessment tools for evaluating learning of biological science;
- stimulate curiosity, inventiveness and creativity in biological science;
- develop ability to use biological science concepts for life skills; and
- develop competencies for teaching, learning of biological science through different measures.

Course Outline

Part I

UNIT I: NATURE AND SCOPE OF BIOLOGICAL SCIENCE

Science as a domain of enquiry, dynamic body of knowledge and as a process of constructing knowledge; Biological Science for environment and health, peace, equity; History of biological science, its nature and knowledge of biological science independent of human application; Origin of life and evolution, biodiversity, observations and experiments in biological sciences; Interdisciplinary linkages, biological sciences and society.

UNIT II: AIMS AND OBJECTIVES OF BIOLOGICAL SCIENCE

Developing scientific attitude and scientific temper; Nurture the natural curiosity, aesthetic senses and creativity in biology; Acquire the skills to understand the methods and process that lead to exploration; Generalisation and validation of scientific knowledge in biological science; Relate biology education to environment (natural environment, artifacts and people) and appreciate the issues at the interface of science technology and society; Imbibe the values of honesty, integrity, cooperation, concern for life and preservation of environment; Solving problems of everyday life; Know the facts and principles of biology and its applications

consistent with the stages of cognitive development of learners; Specific objective of different content areas in biology.

UNIT III: EXPLORING LEARNERS

Motivating learner to bring his/her previous knowledge in science/biology gained through classroom/environment/parents and peer group Cultivating in teacher-learner the habit of listening to child; Generating discussion, involving learners in teaching-learning process, encouraging learners to raise questions, appreciating dialogue amongst peer groups, encouraging learners to collect materials from local resources and to develop/fabricate suitable activities in biological science (individual or group work); Role of learners in negotiating and mediating learning in biology.

UNIT IV: SCHOOL SCIENCE CURRICULUM (BIOLOGICAL SCIENCE)

Trends in Science curriculum; Consideration in developing learner-centred curriculum in biology; Analysis of textbooks and biology syllabi of NCERT and States/UTs at upper primary, secondary and higher secondary stages; Analysis of other print and non-print materials in the area of biological science used in various states.

UNIT V: APPROACHES AND STRATEGIES OF LEARNING BIOLOGICAL SCIENCE

Pedagogical shift from science as fixed body of knowledge to process constructing knowledge, scientific method - observation, enquiry, hypothesis, experimentation, data collection, generalisation (teacher-educator will illustrate taking examples from different stage-specific content areas keeping in mind the variation, e.g. structure and function, molecular aspects, interaction between living and non living, biodiversity, etc.); Communication in biological sciences; Problem solving, investigatory approach, concept mapping, collaborative learning, and experiential learning in biological science (teacher-learner will design learning experiences using each of these approaches); Facilitating learners for self-study.

References:

1. Modern Methods of Teaching Biology. Sarup Teaching Series Sarup & Sons, New Delhi.
2. Bhaskara Rao, D (2000): Teaching of Biology, Nagarjuna Publishers, G4.
3. Moha, Radha(2004):Innovative Science Teaching, Prentice Hall of India, New Delhi

4. New Unesco Source Book for Science Teaching (1978), Oxford & IBH, New Delhi.
5. Sharma, R.C. & Shukla C.S.(2002): Modern Science Teaching, Dhanpat Rai, Publishing Company, New Delhi.
6. Sood, K.J.{1989): New Directions in Science Teaching, Kohli Publishers, Chandigarh
7. Vaidya, N(1996): Science Teaching for the 21st Century Deep & Deep Publications, New Delhi.
8. Gupta S.K. (1983): Technology of Science Education, Vikas Publishing House Pvt Ltd, Delhi
9. www.wikipedia.com Chikara, M.S. and S.Sarma(1985): Teaching of Biology, Prakash brothers, Ludhiana unter
10. S.K. Mangal: Teaching of Biological Science.
11. Dr. Shoti Shivendra Chandra: Contemporary Science Teaching.
12. R.A. Yadav, Siidiqui: Teaching of Science.
13. Proff. S.K. Tyagi : Teaching of Biological Sciences.
14. Dr. A.K. Kulshrestha: Teaching of Biological Sciences.
15. All NCERT Science Text Books from class IX to XII.

PAPER III: PEDAGOGY OF PHYSICAL SCIENCE

Total Marks: 100

Aims of the Course

After Completion of Course the Students will be able to

- gain insight on the meaning and nature of physical science for determining aims and strategies of teaching-learning;
- appreciate that science is a dynamic and expanding body of knowledge;
- appreciate the fact that every child possesses curiosity about his/her natural surroundings;
- identify and relate everyday experiences with learning physical science;
- appreciate various approaches of teaching-learning of physical science;
- understand the process of science and role of laboratory in teaching-learning situations;
- use effectively different activities/demonstrations/laboratory experiences for teaching-learning of physical science;
- integrate in physical science knowledge with other school subjects;
- analyse the contents of physical science with respect to its branches, process skills, knowledge organisation and other critical issues;
- develop process-oriented objectives based on the content themes/units;
- identify the concepts of physical science that are alternatively conceptualised by teachers and students in general;
- explore different ways of creating learning situations in learning different concepts of physical science
- formulate meaningful enquiry episodes, problem-solving situations, investigatory and discovery learning projects based on upper primary, secondary and higher secondary

school science/physics and chemistry

- facilitate development of scientific attitudes in learners;
- examine different pedagogical issues in learning physical science; and
- construct appropriate assessment tools for evaluating learning of physical science.

Important: Various Concepts of Pedagogy of Physical Science listed in Units 1 to 10(PART I & PART II) given below will be evolved around the concepts given at upper primary, secondary and higher secondary (Physics and Chemistry) Science syllabi.

Course Outline

Part I

UNIT I: NATURE OF SCIENCE

Science as a domain of enquiry, as a dynamic and expanding body of knowledge; Science as a process of constructing knowledge; Science as interdisciplinary area of learning (Thermodynamics, Biomolecules, Surface Chemistry, etc.); Facts, concepts, principles, laws and theories—their characteristics in context of physical science (citing examples for each); Physical science for environment, health, peace, equity; Physical sciences and society; Contribution of eminent scientists—Isaac Newton, Dalton, Neils Bohr, De Broglie, J. C. Bose, C. V. Raman, Albert Einstein, etc.

UNIT II: AIMS AND OBJECTIVES OF PHYSICAL SCIENCE

Developing scientific attitude and scientific temper, Nurture the natural curiosity, aesthetic senses and creativity in Science (secondary stage)/ Physics and Chemistry (higher secondary stage); Acquire the skills to understand the method and process of science/physical science that lead to exploration, generation and validation of knowledge in science/physical science; Relate Science/Physics and Chemistry education to the environment (natural environment, artifacts and people) and appreciate the issues at the interface of science technology and society; Imbibe the values of honesty, integrity, cooperation, concern for life and preservation of environment, Solving problems of everyday life; Know the facts and principles of science/physics and chemistry and its applications consistent with the stages of cognitive development of learners, (e.g. Mechanics, Heat, Electricity, Magnetism, Light, Acid, Bases and Salts, Thermodynamics,

Metallurgy, Physical and Chemical Changes, Nature and States of Matter, etc.); Specific objective of different content areas in science/physics and chemistry.

UNIT III: EXPLORING LEARNERS

Motivating learners to bring his/her previous knowledge gained in science/ physics and chemistry through classroom/environment/parents and peer group; Cultivating in teacher-learner the habit of listening to child; Generating discussion, involving learners in teaching-learning process; Encouraging learners to raise questions, appreciating dialogue amongst peer group; Encouraging learners to collect materials from local resources (soil, water, etc.) and to develop/fabricate suitable activities in science/ physics and chemistry (individual or group work); Role of learners in negotiating and mediating learning in science/physical science.

UNIT IV: SCHOOL SCIENCE CURRICULUM (PHYSICAL SCIENCE)

Trends in Science curriculum; Consideration in developing learner-centred curriculum in physical science, Analysis of science/physics and chemistry syllabi and textbooks of NCERT and States (at upper primary, secondary and higher secondary stage); Analysis of other print and non-print materials used in various states in the area of physical science.

UNIT V: APPROACHES AND STRATEGIES OF LEARNING PHYSICAL SCIENCE

Pedagogical shift from science as fixed body of knowledge to process of constructing knowledge, scientific method—observation, enquiry, hypothesis, experimentation, data collection, generalisation (teacher-educator will illustrate each taking examples from specific contents of science/physics and chemistry, such as Solutions, Colloids, Chemical Equilibrium, Electrochemistry, Mechanical and Thermal Properties of Matter, Reflection, Refraction, Wave Optics etc.); Communication in Science/Physical science, Problem solving, investigatory approach, concept mapping, collaborating learning and experiential learning in science/ physics and chemistry (teacher-learner will design learning experiences using each of these approaches), facilitating learners for self-study.

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18. Prof. S.K. Tyagi : Teaching of physical Sciences.
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21. S.K. Mangal: Teaching of physical Science.
22. Dr. Shoti Shivendra Chandra: Contemporary Science Teaching.
23. R.A. Yadav, Siidiqui: Teaching of Science.
24. Proff. S.K. Tyagi : Teaching of physical Sciences.
25. Dr. A.K. Kulshrestha: Teaching of physical Sciences.

PAPER III: PEDAGOGY OF SOCIAL SCIENCES

Total Marks: 100

This course in the teaching of Social Sciences introduces student teachers to matters of both content and pedagogy. Some emphasis on content seems necessary in view of the fact that many student teachers may not be having sufficient exposure to four major disciplines of Social Sciences. In fact, the pedagogy of a field of enquiry cannot be separated from its content. This course will help student teachers understand key concepts of the various Social Sciences as well as related pedagogical issues. Furthermore, student teachers should be encouraged to see interconnections between the different Social Sciences, i.e. see Social Sciences as an integrated area of study.

Social and economic issues and the concerns of Indian society have been introduced through real-life situations and primary sources of information. *Student-teachers are encouraged to grasp concepts and to develop thinking skills.* That is why, in certain cases, Case Studies for the transaction of topics have been indicated.

Aims of the Course

- To develop an understanding of the nature of Social Sciences, both of individual disciplines comprising Social Sciences, and also of Social Sciences as an integrated/interdisciplinary area of study;
- To acquire a conceptual understanding of the processes of teaching and learning Social Sciences
- To enable student teachers examine the prevailing pedagogical practices in classrooms critically and to reflect on the desired changes;
- To acquire basic knowledge and skills to analyse and transact the Social Sciences curriculum effectively following wide-ranging teaching-learning strategies in order to make it enjoyable and relevant for life;
- To sensitize and equip student teachers to handle social issues and concerns in a responsible manner, e.g., preservation of the environment, disaster management, promoting inclusive education, preventing social exclusion of children coming from socially and economically deprived backgrounds, and saving fast depleting natural resources (water, minerals, fossil fuels etc.).

Course Outline

Part I

UNIT I: SOCIAL SCIENCES AS AN INTEGRATING AREA OF STUDY: CONTEXT AND CONCERNS

- Distinguishing between Natural and Social Sciences: Major Social Sciences disciplines in Schools.
- What is 'social' about various Social Sciences?
- Uniqueness of disciplines vis-a-vis interdisciplinarity
- Linking child's natural curiosity with natural phenomena like weather, flora and fauna; spatial and temporal contexts; important social and economic issues and concerns of the present-day Indian society.
- Multiple perspectives/plurality of approaches for constructing explanations and arguments.

UNIT II: TEACHING-LEARNING RESOURCES IN SOCIAL SCIENCES

- People as resource: The significance of oral data.
- Types of Primary and Secondary Sources: Data from field, textual materials, journals, magazines, newspapers, etc.
- Using the library for secondary sources and reference material, such as dictionaries and encyclopaedias.
- Various teaching aids: Using atlas as a resource for Social Sciences; maps, globe, charts, models, graphs, visuals.
- Audio-visual aids, CD-Rom, multimedia, internet.

UNIT III: SOCIAL SCIENCES CURRICULUM FOR SCHOOLS IN INDIA

- Curriculum development process: National and State levels.
- Studying the Social Sciences syllabus - aims and objectives, content organisation and presentation of any State Board and CBSE for different stages of school education.

UNIT IV : TEACHING-LEARNING OF GEOGRAPHY—SPACE, RESOURCES AND DEVELOPMENT

- Meaning, Nature and Scope of Geography: Current Trends
- Teaching and Learning Major Themes and Key Concepts in Geography

- **LOCATION:** Absolute (Grid system of latitudes and longitudes) and relative location: two ways of describing the positions of places and people on the earth's surface. Differentiating between sites (location) and situation (place).

- **PLACE:** Distinct physical and human characteristic of places that distinguish one from the other.

- **MOVEMENTS:** Interdependence and interaction across space, migration of people, transport and communication; trade and commerce, patterns of centres, pathways and hinterlands.

- **REGIONS :** Formation and change.

- The above content may be used to understand teaching, learning strategies and skill development in Geography.

- **Developing Skills in Geography**

- Observation, recording and interpretation of physical and social features and phenomena; Reading and interpreting geographical information through tables, figures, diagrams, photographs; Map reading and interpreting using scale (distance), direction, symbols, point, line and area; Visual-to-verbal and verbal-to-visual transformation leading to mental mapping; Identifying, constructing and asking geographical questions; Developing and gathering relevant information and data and analysing them to answer geographical questions and offering explanations and interpretations of their findings; applying acquired knowledge and skills for understanding the wider world and taking personal decisions; taking up activities to study environmental degradation in the local area and its preservation methods; studying any disaster involving all factors at the local/global levels.

- **Teaching Strategies in Geography**

- Questioning; Collaborative strategies; Games, simulations and role plays; Values clarification; Problem-solving and decision-making.

- **METHODS :** Interactive verbal learning; Experiential learning through activities, experiments; Investigative field visits based on students' own interests with teacher's support as facilitator; Engagement with 'places' at an emotional or sensory level using art, poetry and literature.

- **TECHNIQUES:** Using textbooks and atlas as a part of oral lessons, non-oral working lessons; using medium and large scale maps; using pictures, photographs, satellite imageries and aerial photographs; using audio-visual aids, CDs, multimedia and internet; case study approach.

- UNIT V: TEACHING-LEARNING OF ECONOMICS: STATE, MARKET, AND

- DEVELOPMENT

- As a branch of social science, economics is concerned with people. It studies how to provide them with means to realise their potential. This unit on economics deals with the broad themes of state, market, and development. Market and state are interrelated as instruments of development. The course endeavours to introduce the learners to key economic concepts and issues that affect their everyday lives.

- Meaning, Nature and Scope of Economics: Current Trends Key Concepts in Economics

- Scarcity and choice, opportunity cost, productivity, demand, supply and market mechanism, Division of labour and specialisation.

- Classification of Economic System

- Capitalism, Socialism, mixed economy (case study: India)

- Developmental Issues in Economics

- Sustainable Development—economic growth and economic development— indicators of measuring the well-being of an economy; Gross Domestic Product; economic planning; Poverty; Food Security; Price rise; Role and functions of Money—formal and informal financial institutions and budget; Classification of Production Activities—primary, secondary and tertiary;

- Economic Reforms and Globalisation (discuss these developmental issues with reference to India).

- The above content may be used to understand the teaching, learning strategies and skill development in economics.

- Teaching-Learning Methods in Economics

- In addition to usual methods like lecture, discussion, storytelling, other methods like problem-solving, simulation games, use of media and technology, concept mapping, project and activities like field visits (e.g. visit to a construction site for data on wages and employment), collection of data from documents (e.g. Economic Survey, Five Year Plan), analysing and interpreting data (using simple tables, diagrams and graphs) can be undertaken. Self-study and collaborative learning activities should be encouraged.

- Teaching-Learning Materials

- Using textbook, analysis of news (Newspaper, TV, and Radio); documents (e.g. Economics Survey, Five Year Plan), Journals and News Magazines.

PAPER III

PEDAGOGY OF LANGUAGE (ENGLISH)

Total Marks: 100

School education and teacher-education share a symbiotic relationship. To have qualitative improvement in education, both teacher-education and school education need to mutually reinforce each other. NCF-2005 and the Right to Education Act, 2009 suggest a rethinking in the area of teacher-education as well. A need to review and redesign the B.Ed. Syllabus was felt as NCF-2005 expects the teacher to look at school education in a holistic manner. It advocates learner-centred learning rather than teacher-centred teaching. Teacher's attitude, aptitude and motivation play an important role because the teacher needs to engage with the learning process of the learner. Teacher as a facilitator helps learners construct their knowledge. The teacher should be able to participate meaningfully to transact the syllabus and textbooks effectively along with teaching- learning materials. Therefore, the teacher should be well-versed not only with the subject content but also with the pedagogy of learning.

Aims of the Course

After completion of Course the student will be able to-

- understand the different roles of language;
- understand the relation between literature and language;
- understand and appreciate different registers of language;
- develop creativity among learners;
- understand the role and importance of translation;
- examine authentic literary and non-literary texts and develop insight and appreciation;
- understand the use of language in context, such as grammar and vocabulary;
- develop activities and tasks for learners;
- understand the importance of home language and school language and the role of mother tongue in education;
- use multilingualism as a strategy in the classroom situation;
- develop an understanding of the nature of language system;
- understand about the teaching of poetry, prose and drama;
- identify methods, approaches and materials for teaching English at various levels in the Indian context;

- understand constructive approach to language teaching and learning;
- develop an insight into the symbiotic relationship between curriculum syllabus and textbooks;
- develop and use teaching aids in the classroom both print and audio-visual material, and ICT (internet and computer technology);
- understand the process of language assessment;
- understand need and functions of language lab;
- sensitise teacher-students about emerging issues, such as right to education for children, peace and environment education in context with language teaching; and familiarise students with our rich culture, heritage and aspects of our contemporary life.
- Language classroom and texts have a lot of scope to make students sensitive towards surroundings, people and the nation.
- Course Outline

(Unit 1-5)

UNIT I: ROLE OF LANGUAGE

1. LANGUAGE AND SOCIETY : Language and Gender; Language and Identity; Language and Power; Language and Class (Society).

2. LANGUAGE IN SCHOOL: Home language and School language; Medium of understanding (child's own language); Centrality of language in learning; Language across the curriculum; Language and construction of knowledge; Difference between language as a school- subject and language as a means of learning and communication; Critical review of Medium of Instruction; Multilingual classrooms; Multicultural awareness and language teaching.

3. CONSTITUTIONAL PROVISIONS AND POLICIES OF LANGUAGE EDUCATION : Position of Languages in India; Articles 343-351, 350A; Kothari Commission (1964-66); NPE-1986; POA-1992; National Curriculum Framework-2005 (language education).

Activities

Discussion on Position paper on 'Teaching of English'

- Position paper on 'Teaching of Indian Languages'
- 'Multilingualism as a Resource'
- Analysis of advertisements aired on Radio/Television on the basis of language and gender.
- Take a few passages from Science, Social Science and Maths textbooks of Classes VI to VII and analyse:

(i) How the different registers of language have been introduced?

- (ii) Does the language clearly convey the meaning of the topic being discussed?
 - (iii) Is the language learner-friendly?
 - (iv) Is the language too technical?
 - (v) Does it help in language learning?
- Now write an analysis based on the above issues.
 - Project
 - Prepare a report on the status of languages given in the Constitution of India and language policies given in Kothari Commission, NPE-
 - SYLLABUS FOR TWO-YEAR BACHELOR OF EDUCATION
 - 1986, and POA-1992.
 - Visit five schools in the neighbourhood and prepare a report on the three language formula being implemented in the schools.
 - Teaching Practice
 - Talk to the students and find out the different languages that they speak.
 - Prepare a plan to use multilingualism as a strategy in the English classroom.
 - On the basis of the English Textbooks (VI to XII) prepare a list of
 - Topics and activities given on: (i) Language and Gender (ii) Language and Peace. Write a report on their reflection in the textbooks.
 - UNIT II: POSITION OF ENGLISH IN INDIA
 - ROLE OF ENGLISH LANGUAGE IN THE INDIAN CONTEXT: English as a colonial language,
 - English in Post-colonial times; English as a language of knowledge; Position of English as second language in India; English and Indian languages; English as a link language in global context; challenges of teaching and learning English.
 - Activities
 - Discuss in groups how the role of English language has changed in the twenty-first century.
 - Topic for Debate: Globalisation and English
 - Discussion on the topic 'War Begins When Words Fail'
 - Keeping in view the topics given in this unit, prepare a questionnaire.
 - Interview ten people and write a report on 'English Language in India'.
 - Project
 - Do a survey of five schools in your neighbourhood to find out
 - 1. Level of Introduction of English

2. Materials (textbooks) used in the classroom

- Prepare a report on the challenges faced by the teachers and the learners in the teaching-learning process.

UNIT III: AN OVERVIEW OF LANGUAGE TEACHING

1. DIFFERENT APPROACHES/THEORIES TO LANGUAGE LEARNING AND TEACHING (MT&SL)

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

• 2. A CRITICAL ANALYSIS OF THE EVALUATION OF LANGUAGE TEACHING METHODOLOGIES:

- Grammar translation method, Direct method, Structural-situational method, bilingual method, communicative approach.

- Activities

- Discussion on the topic 'Mother Tongue and Other Tongue'

- Project

- Do a comparative study of positive features and weaknesses of different approaches to language learning.

- Teaching Practice

- Prepare four activities keeping in view 'Constructivism in a Language Classroom'.

• UNIT IV: NATURE OF LANGUAGE

1. ASPECTS OF LINGUISTIC BEHAVIOUR: Language as a rule-governed behaviour and linguistic variability; Pronunciation—linguistic diversity, its impact on English, pedagogical implication; Speech and writing.

2. LINGUISTIC SYSTEM: The organisation of sounds; The structure of sentences; The concept of Universal grammar; Nature and structure of meaning; Basic concept in phonology, morphology, syntax and semantics; Discourse.

Activities

- Have a discussion on the topic 'Difference Between Spoken and Written Language'.

• UNIT 5: ACQUISITION OF LANGUAGE SKILLS

1. Grammar in context; vocabulary in context

2. Acquisition of language skills: Listening, speaking, reading and writing.

- Listening and Speaking: Sub skills of listening: Tasks; Materials and resources for

developing the listening and speaking skills: Storytelling, dialogues, situational conversations, role plays,

- simulations, speech, games and contexts, language laboratories, pictures, authentic materials and multimedia resources

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

- Writing: Stages of writing; Process of writing; Formal and Informal writing, such as poetry, short story, letter, diary, notices, articles,
- reports, dialogue, speech, advertisement, etc; Reference skills; Study skills; Higher order skills.
- Activities
 - Collect ten examples of Grammar in context from English Textbooks of Classes VI to VIII and have a group discussion.
- Teaching Practice
- Prepare activities for listening, speaking, reading and writing. (5 Each)
- Prepare three activities to develop the reading skills of Class VI students.
- Project
- Keeping in view the needs of the children with special needs prepare two activities for English teachers.

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PAPER III

हिंदी भाषा का शिक्षण

कुल अंक 100

एक परिचय

राष्ट्रीय पाठ्यचर्या की रूपरेखा 2005 अमयापकों की भूमिका में एक बड़ी तब्दीली की मांग करती है। पाठ्यचर्या में अब तक अमयापकों को ही ज्ञान के स्रोत के रूप में केन्द्रीय स्थान मिलता रहा है, वह सीखने-सिखाने की समूची प्रक्रिया के संरक्षक और प्रबंधक के रूप में मुख्य भूमिका निभाने का काम करते आए हैं। पर 2005 की स्कूली पाठ्यचर्या उनसे मांग करती है कि वे सूचनाओं के वितरक और ज्ञान के स्रोत बन कर न रहें बल्कि विद्यार्थियों द्वारा ज्ञान हासिल करने की प्रक्रिया में स्वयं को सहायक मानें। वे विद्यार्थियों को शिक्षा-प्रक्रिया में सक्रिय भागीदार के रूप में देखें और उनके सवालों को सुनने और समझने की शजरुरतों को समझें। इन सब तब्दीलियों को उनके व्यवहार का हिस्सा बनाने के लिए शजरुरी है कि अध्यापक शिक्षा के पाठ्यक्रम में बदलाव आए। स्कूली व्यवस्था में बदलाव की पहल तभी संभव है जब इस व्यवस्था से जुड़े लोगों के दृष्टिकोण में परिवर्तन आए और अध्यापक की भूमिका इस व्यवस्था में सबसे महत्वपूर्ण है। इस दृष्टि से भाषा-शिक्षण का पाठ्यक्रम और भी महत्वपूर्ण हो जाता है क्योंकि भाषा पूरी शिक्षा की शजमीन तैयार करती है जहां सिर्फ भाषा पढ़ना सीखना नहीं बल्कि भाषा के जरिये और विषयों में भी निपुणता हासिल करने की बात आती है। इसके साथ ही भाषा से जुड़े नए मुपे जैसे बहुभाषिक कक्षा, समझ का माध्यम, शांति की शिक्षा में भाषा की भूमिका आदि की समझ अध्यापकों के लिए जरुरी है जो अध्यापक शिक्षा में व्यापक बदलाव की मांग करते हैं। यह पाठ्यक्रम भाषा के नए सरोकारों और सीखने-सिखाने की नई दृष्टियों को मयान में रखकर तैयार किया गया है। हमें आशा है कि प्रशिक्षु अध्यापकों को इससे भाषा-शिक्षण की तैयारी में सहायता मिलेगी।

हिंदी भाषा-शिक्षण का पाठ्यक्रम

पाठ्यक्रम के विशेष उद्देश्य

- भाषा के अलग-अलग भूमिकाओं को जानना
- भाषा सीखने की सृजनात्मक प्रविया को जानना

- भाषा के स्वरूप और व्यवस्था को समझना
- स्कूल की भाषा, बच्चों की भाषा और समझ के बीच के संबंध को जानना
- भाषा के संदर्भ में पढ़ने के अधिकार, शांति और पर्यावरण के प्रति सचेत होना
- भाषा सीखने के तरीके और प्रक्रिया को जानना और समझना
- पाठ्यचर्या, पाठ्यक्रम और पाठ्यपुस्तक का विश्लेषण कर कक्षा विशेष और बच्चों की समझ के अनुसार ढालना
- भाषा और साहित्य संबंध को जानना
- हिंदी भाषा के विविध रूपों और अभिव्यक्तियों को जानना
- भावों और विचारों की स्वतंत्रा अभिव्यक्ति करना
- भाषायी बारीकियों के प्रति संवेदनशील होना
- अनुवाद के महत्व और भूमिका को जानना
- विद्यार्थियों की सृजनात्मक क्षमता को पहचानना
- बच्चों के भाषायी विकास के प्रति समझ बनाना और उसे समुन्नत करने के लिए विद्यालय में तरह-तरह के मौके जुटाना
- भाषा के मूल्यांकन की प्रक्रिया को जानना
- साहित्यिक और गैर साहित्यिक मौलिक रचनाओं की समझ और सराहना
- भाषा सीखने-सिखाने के सृजनात्मक दृष्टिकोण को समझना

PAPER II: TEACHING OF HINDI

(इकाई 1-5)

इकाई – 1: भाषा की भूमिका

(बच्चा जब स्कूल आता है तो उसके पास भाषा का एक रूप मौजूद होता है। कक्षा में बच्चों की भाषा के इस रूप को सम्मान देने से उसका आत्मविश्वास बढ़ेगा, यह सीखने की बुनियाद है।)

1 समाज में भाषा – भाषा और लिंग , भाषा और सत्ता भाषा और अस्मिता, भाषा और वर्ग

2 विद्यालय में भाषा – घर की भाषा और स्कूल की भाषा , समझ का माध्यम (बच्चे की भाषा) समूचे पाठ्यक्रम में भाषा , ज्ञान सृजन और भाषा , माध्यम भाषा: एक आलोचनात्मक दृष्टि , विषय के रूप में भाषा और माध्यम भाषा में अंतर , विविध भाषिक प्रयुक्तियाँ बहुभाषिक कक्षा , शिक्षक-शिक्षार्थी संबंध के पहलू के रूप में भाषा

3 संविधान और शिक्षा समितियों के रिपोर्ट में भाषा – भाषाओं की स्थिति (धारा 343-351, 350 I) कोठारी कमीशन (64 से 66) राष्ट्रीय शिक्षा नीति — 1986 , पी.ओ. ए-1992, राष्ट्रीय पाठ्यचर्या – 2005 (भाषा अमययन)

गतिविधि/पोर्टफोलियो

प्रशिक्षण के दौरान

- छोटे समूह में बांट कर भारतीय भाषाओं के लिए निर्मित पोर्जीशन पेपर का अध्ययन और उस पर चर्चा
- विज्ञान, समाज विज्ञान और गणित की कक्षा VI से VII की किताबों से कुछ अंश चुनकर निम्नलिखित बिंदुओं को ध्यान में रखते हुए विश्लेषण करिए-

- विभिन्न भाषिक प्रयुक्तियों को कैसे प्रस्तुत किया गया है।
- उस अंश में प्रयुक्त भाषा विषय संबंधी भाव स्पष्ट करने में कहीं तक समर्थ है।
- बच्चे के स्तर के अनुरूप हैं?
- क्या इसमें तकनीकी भाषा का बहुत इस्तेमाल किया गया है ?
- क्या यह भाषा सीखने में सहायक है?

कक्षा-शिक्षण के दौरान

कक्षा-शिक्षण के दौरान बच्चों के परिवेश और उनकी भाषा के बारे में जानकारी प्राप्त करें और बहुभाषिकता को स्रोत के रूप में इस्तेमाल करते हुए हिंदी शिक्षण की एक कक्षा-प्रविधि तैयार करें

परियोजना कार्य

- संविधान में भारतीय भाषाओं संबंधी अनुसंधान तथा राष्ट्रीय शिक्षा नीति, पी.ओ.ए. द्वारा संस्तुत भाषा संबंधी सिफारिशों पर एक रिपोर्ट तैयार करना ।
- कक्षा छह से बारह तक के हिंदी की किताबों में लिंग और शांति संबंधी बिंदुओं की सूची तैयार कर उसके लिए कक्षा प्रविधि तैयार करना ।
- अपने आस-पास के पांच स्कूलों का दौरा कर यह जानकारी प्राप्त करते हुए एक रिपोर्ट तैयार करें कि त्रिभाषा सूत्र की क्या स्थिति है?

इकाई – 2: हिंदी भाषा की स्थिति और भूमिका

हिंदी भाषा की भूमिका: स्वतंत्रता से पहले और स्वतंत्रता के बाद हिंदी , हिंदी के विविध रूप , अंतर्राष्ट्रीय स्तर पर हिंदी , ज्ञान की भाषा के रूप में हिंदी , हिंदी पढ़ने-पढ़ाने की चुनौतियाँ।

गतिविधि/पोर्टफोलियो

प्रशिक्षण के दौरान

- स्वातन्त्र्योत्तर भारत में हिंदी की भूमिका पर समूह में चर्चा करें।
- जब शब्द नहीं रहते तब शस्त्र उठते हैं विषय पर परिचर्चा का आयोजन

कक्षा-शिक्षण के दौरान

चुने हुए कुछ कक्षाओं में बच्चों की भाषा का जायजा लेते हुए हिंदी के विविध रूपों पर एक रिपोर्ट तैयार करें।

रोजमर्रा की जिंदगी में प्रयोग होने वाली कम से कम बीस क्रियाओं , जैसे नहाना, आना, पकाना, जाना आदि

को कक्षा में मौजूद बच्चे किस-किस तरह से प्रयोग करते हैं – इस आधार पर सूची बनाएँ

परियोजना कार्य

- इस इकाई में दिए गए विषयों को ध्यान में रखते हुए एक प्रश्नावली तैयार करें, दस व्यक्तियों का साक्षात्कार करे इस साक्षात्कार के आधार पर हिंदी की स्थिति पर एक रिपोर्ट लिखें।
- हिंदी भाषा के विकास में क्षेत्रीय जनपदीय हिंदी की भूमिका पर आलेख पाठ करें। (हरेक

विद्यार्थी अपने क्षेत्र विशेष को ध्यान में रखते हुए आलेख तैयार करें।)

इकाई – 3: भाषा शिक्षण पर एक दृष्टि

(हिंदी में विज्ञान, गणित, समाज विज्ञान और कला सब कुछ है पर ये विषय स्वयं हिंदी या भाषा नहीं हैं।)

भाषा सीखने सिखाने की विभिन्न दृष्टियाँ – भाषा अर्जन और अधिगम का दार्शनिक, सामाजिक और मनोवैज्ञानिक आधार, समग्र भाषा दृष्टि, रचनात्मक दृष्टि, भाषा सीखने-सीखाने की बहुभाषिक दृष्टि आदि (जॉनडुई, ब्रूनर, जे. प्याजे, एल. वायगात्स्की, चॉम्स्की आदि) भारतीय भाषा दृष्टि (पाणिनी, कामता प्रसाद गुरु, किशोरी दास वाजपेयी आदि)

भाषा शिक्षण की प्रचलित विधियाँ/प्रणालियाँ और उनका विश्लेषण – व्याकरण अनुवाद प्रणाली, प्रत्यक्ष प्रणाली, ढाँचागत प्रणाली, प्राञ्छतिक प्रणाली, उद्देश्यपरक (अन्तर्विषयक/अन्तर्नुशासनात्मक) संप्रेषणात्मक प्रणाली आदि।

गतिविधि/पोर्टफोलियो प्रशिक्षण के दौरान

- 'मातृभाषा और अन्य भाषा' विषय पर छोटे समूह में चर्चा करें।

कक्षा शिक्षण के दौरान

- भाषा की कक्षा में रचनात्मक दृष्टिकोण को म्यान में रखते हुए चार गतिविधियाँ तैयार करें।

परियोजना कार्य

विविध राजभाषा शिक्षा प्रणालियों का अध्ययन करते हुए उनका विश्लेषण कीजिए।

इकाई – 4: भाषा का स्वरूप

(कोई व्याकरण भाषा की चाल को बदल नहीं सकता। भाषा लोक व्यवहार से परिचालित होती है।)

1. **भाषायी व्यवहार के विविध पक्ष**– नियमबद्ध व्यवस्था के रूप में भाषा : भाषायी परिवर्तनशीलता (उच्चारण वेफ संदर्भ में) हिंदी की बोलियाँ वाक् तथा लेखन।

2. **भाषायी व्यवस्थाएँ** – सार्वभौमिक व्याकरण की संकल्पना, अर्थ की प्रकृति तथा संरचना, वाक्य विज्ञान तथा अर्थ विज्ञान की मूलभूत संकल्पनाएँ स्वनिम विज्ञान और रूप विज्ञान, (उपयुक्त उदाहरण देकर पढ़ाए जाएँगे)

गतिविधि/पोर्टफोलियो

प्रशिक्षण/कक्षा शिक्षण के दौरान

'लिखित और मौखिक भाषा में अंतर' विषय पर समूह में चर्चा करें

इकाई –5: भाषायी दक्षताएँ

1. **संदर्भ में भाषा** – संदर्भ में व्याकरण और संदर्भ में शब्द

2. **भाषायी दक्षताएँ**– सुनना, बोलना, पढ़ना और लिखना

- **सुनना और बोलना** – सुनने का कौशल, बोलने का लहजा– भाषाई विविधता और हिंदी पर इसका प्रभाव, पढ़ने-पढ़ाने पर इसका प्रभाव, सुनने और बोलने के कौशल विकास के स्रोत और सामग्री, रोलप्ले, कहानी सुनाना, परिस्थिति के अनुसार संवाद, भाषा लैब, मल्टीमीडिया तथा मौलिक सामग्री की सहायता से संप्रेषणात्मक वातावरण का निर्माण
- **पढ़ना** – पढ़ने के कौशल, पढ़ने के कौशल विकास में समझ का महत्व, मौन और मुखर

पठन, गहन-पठन, विस्तृत पठन, आलोचनात्मक पठन, पढ़ने के कौशल विकास में सृजनात्मक साहित्य (कहानी, कविता आदि) सहायक, थिसॉरस, शब्दकोश और इन्साइक्लोपीडिया का उपयोग/महत्व

लिखना – लिखने के चरण, लेखन-प्रक्रिया, सृजनात्मक लेखन, औपचारिक और अनौपचारिक लेखन (कहानी, कविता, संवाद, डायरी, पत्र, रिपोर्ट, समाचार आदि)

गतिविधि / पोर्टफोलियो

- सभी भाषायी कौशलों के सीखने से संबंधित 4-4 गतिविधियाँ तैयार करें और उनका कक्षा शिक्षण के दौरान प्रयोग करें।
- पढ़ने के कौशल विकास को ध्यान में रखते हुए कक्षा छह हिंदी के विद्यार्थी के लिए तीन गतिविधियाँ तैयार करें और उनका कक्षा शिक्षण के दौरान प्रयोग करें।
- सभी विद्यार्थी कक्षा छह से आठ के हिंदी पाठ्यपुस्तकों से संदर्भ में व्याकरण के दस नमूने इकट्ठा करें और उन पर समूह में चर्चा करें।

परियोजना कार्य

- सुनने और बोलने में असमर्थ बच्चों को ध्यान में रखते हुए हिंदी शिक्षण की दो गतिविधियाँ तैयार करें।

CORE STUDY (SEMESTER II)

PAPER IV: SOCIOLOGICAL PERSPECTIVES OF EDUCATION

MARKS-100

OBJECTIVES

- To understand the social diversity in the state and the class room and its implication for teaching
- To understand and be able to use some key concepts relating to social stratification
- To understand the nature of caste and changes occurring in it; to focus attention on the scheduled castes and their education
- To understand the problems faced by the tribal communities and the issues in education of tribal children
- To understand how poverty affects schooling prospects of children with special reference to migrant children

UNIT I : Understanding diversity in Indian society with special reference to

Chhattisgarh

Diversity in Indian society, especially in Chhattisgarh, would be explored through case studies of some villages, regions or cities. Profile of different communities in terms of their ecology, economy, language, culture and educational status will be taken up for discussion. Special focus will be on childhood in these communities and access to education. Student

teachers will be encouraged to look at this diversity as a potential pedagogic resource within the class room.

- i. Diversity in this class room. Getting to know the diverse socio-cultural and linguistic background of fellow students. Getting to know about how they got themselves educated
- ii. Ethnographic profiling of some five communities of the state (for example, one tribal, one scheduled caste, one artisanal community, one farming caste, one minority religious community)
- iii. Children at risk educationally – profiling communities of children who have not been integrated well into schooling (non-enrolment, early dropout, low achievement).
- iv. Profiling of the society of one’s own village or town in terms of communities, professional groups, economic status, social respect, power, etc.
- v. How can a teacher use the social background of diverse students as a resource for teaching in the class room?

UNIT II: Sociological concepts relating to social stratification

Some key sociological concepts like life opportunities, discrimination, exclusion, stratification, etc. will be discussed to enable the student teachers to use them in different social contexts.

- i. Life opportunities, class, status and power: frameworks of Marx and Max Weber
- ii. Social discrimination, exclusion and exploitation.
- iii. Social capital, cultural capital and economic capital – the approach of P Bourdieu
- iv. Equality of opportunities and capabilities approach of Amartya Sen

UNIT III : Aims of education

- Aims of Education in key policy and documents:
- Mudaliar commission report
- Kothri commission report
- Curriculum frame work, 1975
- National policy on education, 1986
- Curriculum frame work, 2000 and 2005
- NCFTE 2009

UNIT-IV: DEMOCRACY AND EDUCATION

- Meaning of the term “National integration and Emotional integration”its need, role

of teacher & educational institution in achieving National integration through democratic integration, explanation of cultural heritage, contributions of different religions (Hinduism, Buddhism, Sikhism, Islam, Christianity and Jainism) for the same cause and human upliftment, equal communication, philosophy of celebration of Indian festivals.

- Sociological basis of education. Relationship between individual to individual and individual to society, in terms of Norms given by the existing social order; education as liberal utilitarian, education as a tool of economic education, as an agent of Social change, education as a means of National welfare through the Immediate welfare of the society, education and human resource development.
- Meaning of a new social order, eradication of illiteracy, objectives of NAEP; provisions made and channels started for educating socially, culturally and economically deprived; Means and measures taken for equality of opportunities in terms of castes, tribes. Disabled, Gender and Minorities:

UNIT V : The current concerns of Indian education

Private public partnership (PPP); yet others relate to the status of teachers – casualization and informalisation of teachers. Student teachers will be given an opportunity to study these concerns and prospects through case studies and other academic literature.

- (i) Professional ethics
- (ii) Impact of privatization and Developments on Human Resources on the institution

Practicum

1. Field based surveys of status of marginalised social groups like SC, ST, migrant workers, rural and urban poor, etc and their educational prospects.
2. Action research to understand the problems faced by children of marginalised communities in schools of different kinds.
3. Action research to understand the implementation of government schemes for education of the marginalised groups.
4. Surveys to study condition of different kinds of schools and teachers and other staff working in them.
5. Surveys to understand field realities relating to policy issues under discussion
6. Role play and dramatization of issues relating to education of marginal groups

Essential Readings

1. Position Paper of Focus Group on Education of SC and STs, NCERT
2. SC Dube, Indian Society (Also available in Hindi) NBT, Delhi
3. Russel & Hiralal, Tribes and Castes of CP & Berar
4. S. Thorat, Dalits in India, 2009

5. R Govinda, Who Goes To School? OUP, New Delhi, 2010
6. Danda, Ajit Kumar [edit.]. Chhattisgarh : An Area Study, Calcutta 1977. Anthropological Survey of India.
7. Tribal Situation in Northeast Surguja. Calcutta 1977. Anthropological Survey of India.
8. F. Haimendorf, Tribes in India, OUP
9. P. Veerbhadranaika, Revathi Sampath Kumaran, Shivali Tukdeo A.R.Vasavi 'The Education Question' from the Perspective of Adivasis: Conditions, Policies and Structures, NIAS, Bangalore 2011
10. The Social Context of Elementary Education in Rural India, Azim Premji Foundation, Bangalore, 2004
11. Praveen Jha, Whitherng commitments and Weakening Progress, State and Education in the Era of Neo liberal reforms, EPW, Aug 2005
12. Poverty and Social Exclusion in India, World Bank, 2011
13. Geetha Nambissan, Exclusion and Discrimination in Schools: Experiences of Dalit Children, UNICEF, 2009
14. Sociology, NCERT Text books for class XI and XII
15. JP Naik & S Nurullah, A Students' History of Education in India, Macmillan (available in Hindi)
16. Education policy documents and Commission Reports:
Mudaliar Commission, Kothari Commission, National Commission on Teachers, Yashpal Commission, National Policy on Education 1965, 1988 & 1992

Films & Documentaries

1. Shyam Benegal, Making of the Constitution (12 parts)
2. Shyam Benegal, Bharat Ek Khoj (relevant parts on National movement)
3. India Untouched.

CORE STUDIES (SEMESTER II)

PAPER V- CURRICULUM AND KNOWLEDGE

MARKS -100

OBJECTIVES

Objectives

- i. To understand the nature of curriculum and its relation to syllabi, text books and class room practices
- ii. To understand the nature of knowledge, moral values and skills
- iii. To examine the place of work in education
- iv. To understand the implications of constructivism for education
- v. To develop and apply a framework for studying curriculum documents.

Unit I: Curriculum, Syllabi, Text books and Class room

- a. What is a curriculum? Why do we need a curriculum?

Objectives behind framing/developing a curriculum. Aims and curriculum; the relationship between the two. Relationship between these two and pedagogy. Curriculum, syllabi and textbooks: what's the relationship between these? what are implications of this for a teacher?

b. The scope of curriculum:

Knowledge, values, skill, dispositions, etc. some general discussions about each.

c. The context/cultural embeddedness of curriculum.

Curriculum as a mode of transmission of culture and social norms. Diverse strands of culture and contestations and debates within them. Problems involved in questions about cultural choices and their implications for curriculum. Who defines culture? Who defines curriculum? (relate this to the discussion on negotiating diversity in aims of education.

d. Types of curriculum:

Liberal curriculum which seeks to develop understanding and perspectives, vocational curriculum which focusses on skills and is geared towards livelihood, mixed curriculum.

Unit II: Nature of Knowledge

a. Introduction to discussions about knowledge: What is knowledge? Knowledge as human endeavor: Curiosity, Practice and Dialogue. The nature of human curiosity, its limits; the complex interaction between knowledge and social practice; knowledge being formed through dialogues and shared with a larger community.

b. Nature of disciplines/subjects and forms of inquiry in each.

c. Sociology of knowledge: privileging of certain kinds of knowledge through curriculum and its impact upon unequal learning opportunities.

Unit III: Moral Values

a. Nature of value and morality: values are what make people consider life worthwhile. Values and morality involve choices which are arrived at by balancing diverse and often contradictory values. Even so, the choice made by one person may be very different from that made by another. Most educators agree that students need to engage seriously with the task of taking moral decisions, they also agree that preaching a set of values is tantamount to indoctrination at best or promoting hypocrisy at worst.

b. Morality in a multi-cultural, multi religious and democratic society: different cultures/religions have different value systems and preferences. Can any one of them become the basis of moral education in schools? Can there be democratic norms of dialogue between different value systems

c. Objectives of moral education: Is it to impart information about what is valuable or to train the student how to take moral decisions or is it to instill in the student a desire to be moral person? Should investigation into why it is difficult to be moral be a part of curriculum?

Unit IV: Curriculum and Productive Work

- a. Understanding work as a productive activity which aims at producing tangible goods or services. Changing nature of work in recent times. Is 'work' incompatible with education?
- b. Gandhian notion of education through productive work and a review of experience of its actual implementation. Can we substitute traditional crafts with modern industrial work? From Gandhian notion to 'Socially useful productive work' (SUPW).
- c. Vocational Education: education as preparation for a particular field of employment Vs liberal education to prepare for adult life in general. Possibility of combining work skills of several fields as a part of general education.
- d. The place of work in curriculum – its role in integrating knowledge, skill and values in real lifelike contexts. The implication of its absence from curriculum.

Unit V: Frameworks for reviewing curriculum documents

- Visioning human beings and just society.
- Visioning the role of students and teachers
- Visioning the nature of knowledge and learning
- Areas of study (subjects) and the objectives of learning them
- Visioning the role of assessment and evaluation in education

Practicum

- i. Conduct a collaborative knowledge construction class in a school and prepare a report on its basis. (some exemplar themes: 'let us find out about what kind of food we all eat and enjoy.' Or 'what is the nature of our family lives?' or 'what is the difference between a fly and an ant?' or let us find out the rules for use of masculine and feminine gender in Hindi language.')
- ii. Comparative study of various curriculum documents.
- iii. Prepare a report comparing national curriculum framework, the text books and class room practices in the school in which the student teacher has been interned. To what extent does the class room practice carry out the curricular objectives or the objectives set out in the text books?

Essential readings

1. Christopher Winch, Philosophy and Education Policy, chapter 1&2.
2. John Dewey, Democracy and Education
3. National Curriculum Framework NCERT 2005, (Chapter 2)
4. Position Paper, National Focus Group on Curriculum, Syllabus and Text books (NCERT, 2006)
5. Position Paper, National Focus Group on Work and Education (NCERT, 2007)

- 6^ण ज्ञान शिक्षाक्रम और शिक्षाशास्त्र, डी एड प्रथम एवं द्वितीय वर्ष – पठन सामग्री , एस सी ई आर टी, रायपुर 2012
- 7^ण रोहित धनकर, शिक्षा और समझ, आधार प्रकाशन, जयपुर, 2007
- 8^ण रोहित धनकर, लोकतंत्र, शिक्षा और विवेकशीलता, आधार प्रकाशन, जयपुर, 2004
- 9^ण रोहित धनकर, शिक्षा के संदर्भ, आधार प्रकाशन, जयपुर, 2007
10. Ryle, G. ‘Can Virtue Be Taught?’ in R. E. Dearden, P. Hirst and R. S.Peters (eds) Education and the Development of Reason, London, Routledge. (1972)
11. Straughan, R. Can We Teach Children to Be Good?, London, Allen and Unwin. (1982)
12. Kohlberg, L. The development of children's orientations toward a moral order, Vita Humana, (1963).
13. R Meighan, Hidden Curriculum, in Iram Siraj-Blatchford, A Sociology of Educating,
14. Anthony Giddens, Sociology (5th Edition) Cambridge 2006 (Chapter on Education)
15. Relevant sections of 1975, 1988, 2000 and 2005 curriculum documents of NCERT.
16. Christopher Winch and John Gingell. Philosophy and Education: A Critical Introduction. Routledge, 2005.
17. Robin Barrow. An Introduction to Moral Philosophy and Moral Education. Routledge, 2007.
18. Paul Hirst. “The Demands of Moral Education: Reason, Virtues and Practices.” In Education in Morality, edited by J H Halstead and T H Mclaughlin. Routledge, 1999
19. Noah Lemos. An Introduction to the Theory of Knowledge. Cambridge, 2007.

**B.ED COURSE (SEMESTER II)
PAPER VI (ELECTIVE GROUP- I)**

Marks 100

Note : Any one elective is to be chosen from the options.

- (A) Educational and Mental Measurement.
- (B) Career Information and Career Guidance,
- (C) Educational Administration and Management

One elective subject to be decided by considering the following-

1. All electives must be contributing for extra capability of delivering the goods.
2. All electives should have equal difficulty level.
3. All electives should be unique in nature without being covered in any other area (of paper of B.Ed.).
4. All electives should have full bearing over the latest developments of the contemporary world.

(VI A) EDUCATIONAL AND MENTAL MEASUREMENT

COURSE OBJECTIVES

1. To acquaint the student teacher with the basic scientific concepts 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 result of educational measurement.
5. To enable the student understand about various educational and mental measurement tools.

COURSE CONTENTS

UNIT- I

- Concept of measurement : testing and evaluation.
- Scales of measurement : nominal, ordinal, interval, and ratio scales.
- Discrete and continuous variables.
- Qualities of a test - reliability, validity and usability of a test: item analysis, procedures and item selection.

UNIT-II

- Educational statistics: measures of central tendency from grouped and non-grouped data.
- Measures of variability – range , quartile deviation, standard deviation.

- Graphical Representation of Data.

UNIT- III

- Techniques of test conduct - importance of establishment of rapport with the students, arranging the seats and distribution of questions for minimum pilgauge and copying; techniques for avoiding guessing in answering; objective scoring.

UNIT- IV

- Interpreting measurement : normal probability curve, skewness and kurtosis.
- Percentiles and percentile ranks.
- Standard scores,
- Co-efficient of correlation by Spearman's method and its interpretation.

UNIT-V

- Achievement tests : construction of standardized achievement tests.
- Types of test items.
- Measurement of intelligence : Concept of intelligence, Binet test, concept of IQ.
- Individual and group tests of intelligence:
- Aptitudes and personality tests. : use of aptitude tests - overview.
- Use of interest inventories.
- Assessment of personality: interview, self-report inventories, rating scale, projective tech-niques. (Note - Some basic concepts and items covered, under compulsory core courses

have been dropped here to avoid repetition although these are relevant).

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.

REFERENCE

1. Asthana, Biptn & Agrawal, R. N. : Mapan ewam moolyankan. Vinod Pustak Mandir, Agra.
2. Asthana, Bipin and Agrawal, R. N. : Measurement and Evaluation In Psychology and Education, Vinod Pustak Mandir, Agra
3. Bhagwan, Mahesh : Shiksha mein Mapan ewam moolyannkan, Vinod Pustak Mandir Agra
4. Lindeman, R. H. annd Merenda, P.F. : Educational Measurement, Scott foreman & Com-pany, London,
5. Rawat, D.L. : Shaikshlk Mapan ki Naveen Rooprekha, Gaya Prasad and Sons, A9ra
6. Sharma, R. A. : Measurement and Evaluation In Education and psychology, Lyall Book Depot Merrut
7. Sharma Shiksha tatha Manovigyan nain mapan Evam moolyankan. Lyall Book Depot Merrut.
8. Verma R.S.: Shaikshik Moolyankan. Vinod Pustak Mandir. Agra.

[VI B] EDUCATIONAL ADMINISTRATION & MANAGEMENT

COURSE OBJECTIVES

1. To acquaint the student teachers 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 of Importance of communication and its possible barriers in educational administration.
4. To enable the student teacher to critically analyse 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

- Conceptual framework concept of educational administration.
- Concept of educational management human beings as inputs, process and products inputs.
- Nature, objectives and scope of educational administration

UNIT-II

- Role and functions of headmaster/teacher: Basic functions administration planning, organising directing and controlling.
- Maintenance of discipline, control management.
- Co-ordination and growth, development,
- Supervision and inspection, defects in the present supervision and inspection.
- Scope of educational supervision,
- Types of supervision.
- Providing guidance; leadership function,
- Crisis in management
- Decision making.

UNIT-III

- Communication in Educational Administration Role of communication in effective management and administration.
- Methods of communication.
- Barriers of communication in educational administration.
- Overcoming barriers to communication and effective communication in educational administration..

UNIT-IV

- Management of Schools : Role of headmaster in planning of school activities, approaches to management - manpower approach, cost benefit approach, social demand approach, social justice approach.
- Involvement of other functionaries and agencies In the preparation of a plan.
- Delegation of authority and accountability.
- Role of the headmaster in monitoring, supervision and evaluation.
- Role of the headmaster in motivating the staff, in resolution of interpersonal conflicts.
- Role of the headmaster In creating resources and managing financial matters.
- Optimum use of available resources for growth and development of the school.
- Staff development programmes.
- Role of teachers in school management and administration.

UNIT-V

- Educational administration in the state : The administrative structure in the field of education in the state.
- Control of school education in the state - a critical analysis.
- Functions of the state government in relation to secondary and higher secondary schools.
- Functions of the board of secondary education in controlling secondary schools.
- Problems of secondary school administration in government schools.

PRACTICUM

- 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.

REFERENCE

1. Bhatnagar, R.P. & Verma. I.B.: Educational Administration, Lyall Book Depot Meerut.
2. Bhatnagar, R.R & Agrawal, Vidya : Educational Administration, Supervision Planning and Financing. R. Lall nook Depot. Meerut.

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[VI C] 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, interests and aptitudes are related to world of work.
- To know about the importance of developin9 the right attitudes and values at every To stage of education.

COURSE CONTENTS

UNIT-I

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

UNIT-II

- Aims to study career information at different school levels, Role of the teacher, Role of govt. & private agencies.

UNIT-III

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

UNIT-IV

- Information about education and training opportunities at secondary, Higher secondary levels of school.
- Importance of guidance and types of guidance

UNIT-V

- Meaning of Guidance , scope and components.
- Personal-social information at every school level, personal & social guidance role of the teacher in guidance.
- Setting up of a Career Resource Centre, its major importance.

REFERENCE

1. Abramson, Theodore,et. al. (Ed: Handbook of Vocational Education Evaluation, Sage Publications, London.
2. Ball, Ben : Career Counselling Practice. Palmer Press, London.
3. Brown. Duane : Career Choice and Development, Jersy Publishers, San Fransisco.
4. CIRTES : Careers torArts and Commerce Graduates, Ministry of Labour, GOI, New Dehi.

5. Dave, Indu The Basic Essential of Counselling, Sterling Publishers, New Delhi.
6. Mathur, Kiran : Vocational Guidance Services in Vocational Schools up to +2 Level, PSS Central Institute of Vocational Education, Bhopal.
7. Pasrichal Pram Guidance and Counselling in Indian Education, NCERT, New Delhi.

(SEMESTER II)

PAPER VII: ARTS EDUCATION

Objectives:

- To work together on small and large projects.
- To encourage students to free expression and creativity.
- To acquaint students with basic elements of design.
- To develop an insight towards sensibility and aesthetic appreciation.
- Joyful experience
- To develop a perspective of artistic and creative expression.

UNIT I: Art appreciation / brief history of Indian Art

- Sculptures: (Any 2 Sculptures of every period giving brief introduction).
- Indus valley (They must have read in this till 8th standard).
- Mauryan Period
- Gupta Period
- Folk Art
- Modern / Contemporary Art
 - Paintings;
- Ajanta and the mural traditions
- Miniature Paintings
- Contemporary Paintings
- Folk Art

UNIT II: Visual Arts.

- History of visual arts
- The concept and meaning of visual arts
- 2D Arts, methods and techniques, Drawing, Painting, Still life, printing, life drawing, composition, collage, wall painting, posters, Alpama / Rangoli / Mandra / Folk art forms etc.
- Tribal computer Graphics: Animations

- 3-D Arts; Methods and techniques : Relief work, clay modelling, Hand poetry, molding, sculpture, Terracotta construction with mixed materials.
- 3-D animation. Folk / Tribal Art

UNIT III: Theatre.

- Sense of theoretical / dramatic self:
 - Factors of Drama; the plot, structure, characters, available material, performance space, performance etc.
 - Street plays; script writing, song writing, clowning, cartooning.
 - Issues of identity, gender, relationships, social status.
- The roots of theatre; Ritual, Festival / Celebration, Myth, Primitive Man, Language Development.
- Modern Indian Drama; Major plays and Play wrights.

UNIT IV: Music and Dance:

- Laya and Swara; Basic concepts of rhythm and note.
- Sangeet; Gayan, vadan and nritya in the context of locally known songs and dances commonly performed.
- Musical Instruments; categorization.
- Music of different geographical areas such as the desert, mountains, jungles and river-belt.
- The term '**Nritya**' or '**Naach**'
 - a) Movement of different parts of the body
 - b) Expression
 - c) Literature
- Percussion instruments
- Any two regional dances
 1. Description of the region
 2. Dialect
 3. Costumes
 4. Music
 5. Tal
- Discussions on -
 1. Rajasthani Folk Dance (ref. Tarang list CIET)

- | | |
|-----------------------------------|---------------------------------------|
| 2. Himachal Pradesh ke Lok Nritya | (ref. Tarang List CIET) |
| 3. Hamare Vadya Yantra Series | (ref. Tarana List CIET) |
| 4. Community Singing | (ref. Tarang list CIET) |
| 5. Song of Unity (KSSP) | (ref. Tarang list CIET) |
| 6. Rajasthan Folk | Langas and Manganiars |
| 7. Best of Carnatic | Various Instrumental |
| 8. Classical Dances of | (ref. Tarang List. CIET) India Series |

UNIT V: Heritage Crafts

- Introduction to the crafts traditions of India, details about the different crafts, their classifications, regional distribution etc. Each of these topics will incorporate aspects such as the Philosophy and aesthetics, Materials, processes and techniques, Environment and resource management, Social structures, Economy and marketing.
- Clay, Stone work, Metal crafts, jewelry, natural fiber weaving and textile weaving.

Some Reference Books Suggested for Teachers:

1. Indian Sculpture - Chintaman Kar.
2. Exploring Sculpture - Jan Amdell Mills and Boon, London.
3. The Technique of Sculpture - John W. Mills, P.T. Patsford Ltd., London.
4. A History of Sculpture of the World - Sheldon Cneey, Thames and Hudson, London.
5. Form and Space - Edward Their, Thames and Hudson, London
6. Sculpture and Ideas - Michael F. Andrews.
7. Modern Sculpture - Jean Selz, Heinemann, London.
8. Creative Carving ads. (Material techniques appreciation) - Dons Z.

Meilach, Pritam Publishing in the format of Posters, magazine layout, illustration animation and television

9. Bharat Ki Chitrakala (Hindi) - Rai Krishna Das

Books published by NBT

1. Pran Nath Mago Contemporary Art in India: A perspective

2.Jasleem Dhamija Indian folk Arts and Crafts

3. Krishna Deva Temples of North India
4. K.R. Srinivasan Temples of South India
5. Alokendranath Tagore Abhanindranath Tagore
6. Dinkar Kaushik Nandalal Bose
7. Madhu Powle Festival of Colours
8. Badri Narayan Find the Half Circles
9. Ela Datta Lines and colours
10. Discovering Indian Art Upinder Singh

11.Mysteries of the Past; Archeological Sites in India

12.Niranjan Ghoshal Name That Animal

13. Devi Prasad Art: The Basis of Education

Publications Division, Government of India

1. Vidya Daheja Looking Again at Indian Art

2.Panorama of Indian Painting

3.Buddhist Sculptures and Monuments.

4. A. Gosh Ajanta murals
5. Z.A. Desai Mosques of India

NCERT: Raja Ravi Varma (Hindi)

Lalit Kala Monographs

SEMESTER III

PAPER VIII : PEDAGOGY OF BIOLOGICAL SCIENCE (PART- II)

TOTAL: 100

UNIT VI: PLANNING FOR TEACHING-LEARNING OF BIOLOGICAL SCIENCE

Identification and organisation of concepts for teaching-learning of biology; Determining acceptable evidences that show learners, understanding; Instructional materials required for planning teaching-learning of biological science and learners' participation in developing them; Identifying and designing teaching-learning experiences; Planning field visits, Zoo, Sea shore life, Botanical garden, etc.; Organising activities, laboratory experiences, making groups, planning ICT applications in learning biology.

UNIT VII: LEARNING RESOURCES IN BIOLOGICAL SCIENCE

Identification and use of learning resources in biological science from immediate environmental, exploring alternative sources; Developing science kit and biological science laboratory; Designing biology laboratory; Planning and organising field observation; Collection of materials, etc.; Textbooks, audio-visual materials, multimedia-selection and designing; Use of ICT experiences in learning biological science; Using community resources for biology learning; Pooling of learning resources in school complex/block/district level; Handling hurdles in utilisation of resources.

UNIT VIII: TOOLS AND TECHNIQUES OF ASSESSMENT FOR LEARNING BIOLOGICAL SCIENCE

Performance-based assessment; Developing indicators for performance assessment in biological sciences; Learners record of observations; Field diary, herbarium and collection of materials; Oral presentation of learners work in biological science, Portfolio; Assessment of project work in biology (both in the laboratory and in the field), Assessment of participation in collaborative learning; Construction of test items (open-ended and structured) in biological science and administration of tests; Developing assessment framework in biological science; Assessment of experimental work in biological science; Exploring content areas in biological science not assessed in formal examination system and their evaluation through various curricular channels; Encouraging teacher-learners to

examine a variety of methods of assessments in biological science; Continuous and comprehensive evaluation.

UNIT IX: BIOLOGICAL SCIENCE – LIFELONG LEARNING

Nurturing natural curiosity of observation and drawing conclusion; Facilitating learning progress of learners with various needs in biology; Ensuring equal partnership of learners with special needs; Stimulating creativity and inventiveness in biology; Organising various curricular activities, such as debate, discussion, drama, poster making on issues related to science/biology; Organising events on specific day, such as Earth Day, Environment Day, etc.; Planning and organising field experiences, Science club, Science exhibition; Nurturing creative talent at local level and exploring linkage with district/state/central agencies.

UNIT X: PROFESSIONAL DEVELOPMENT OF BIOLOGY TEACHER

Professional development programmes for science/biology teachers; Participation in seminar, conferences, online sharing membership of professional organisation; Teachers as a community of learners; Collaboration of school with colleges, universities and other institutions; Journals and other resource materials in biology education; Role of reflective practices in professional development of biology teachers; Field visits, visit to botanical garden, science park, science centre, zoo, National Laboratories etc.; Teacher as a researcher: Learning to understand how children learn science– action research in biological science.

NOTE: Suggested readings were given at the end of part I of the course.

PAPER VIII: PEDAGOGY OF PHYSICAL SCIENCE(PART II)

Total Marks: 100

UNIT VI: LEARNING RESOURCES IN PHYSICAL SCIENCE

Identification and use of learning resources in physical science from immediate environment (e.g. Natural pH Indicators, Soaps and Detergents, Baking Soda, Washing Soda, Common Salts, Fruits, Fibre, Pulleys, Projectiles, Lenses and Mirrors, Interconversion of one Form of Energy to other, Propagation of waves in Solid, Liquid and Gas etc.), exploring alternative sources; Improvisation of apparatus developing science kit and laboratory in science (secondary stage), physics and chemistry (higher secondary stage); Designing laboratories, textbooks, audio-visual materials; Multimedia–selection and designing; Use of ICT experiences in learning science/physics and chemistry; Using community resources for learning science/physics and chemistry; Pooling of learning resources in school complex/block/district level, handling hurdles in utilisation of resources.

UNIT VII: TOOLS AND TECHNIQUES OF ASSESSMENT FOR LEARNING PHYSICAL SCIENCE

Performance-based assessment, developing indicators for performance-based assessment in science/physical science, learners' records of observations, field diary; Oral presentation of learners work, Portfolio; Assessment of project work in science/physical science; Assessment of participation in collaborative learning; Construction of test items in science/physical science and administration of tests; Developing assessment framework in science/physics and chemistry; Assessment of experimental work in science/physics and chemistry; Exploring content areas in physical science not assessed in formal examination system and their evaluation through various curricular channels; Encouraging teacher-learners to examine variety of methods of assessments in science/ physical science; Continuous and comprehensive evaluation–appreciating evaluation as ongoing teaching-learning process and through overall performance of child.

UNIT VIII: PLANNING FOR TEACHING-LEARNING OF PHYSICAL SCIENCE

Identification and organisation of concepts for teaching-learning of science/ physics and chemistry (on different topics, such as Motion, Work and Energy, Matter and their

Measurements, Carbon and its Compounds, Periodic Properties of Elements, Atomic Structure, Dual Nature of Matter and Radiation, etc.) developing them; Identifying and designing teaching-learning experiences; Organising activities, laboratory experiences, making groups; Planning ICT applications in learning science/physics and chemistry.

UNIT IX: PHYSICAL SCIENCE–LIFELONG LEARNING

Every child has natural curiosity of observation and drawing conclusion; Identification and application of physical and chemical phenomenon in day-to-day life and human welfare, facilitating learning progress of learners with various needs in science/physics and chemistry; Ensuring equal partnership of learners with special needs; Stimulating creativity and inventiveness in science; Organising various curricular activities, such as debate, discussion, drama, poster making on issues related to science/ physics and chemistry; Organising events on specific day, such as Science Day, Environment Day, etc.; Planning and organising field experiences , Science club, Science exhibition, nurturing creative talent at local level and exploring linkage with district/state/central agencies.

UNIT X: PROFESSIONAL DEVELOPMENT OF SCIENCE/PHYSICS/CHEMISTRY TEACHERS

Professional development programmes for science/physics and chemistry teachers; Participation in seminar, conferences, online sharing, membership of professional organisations; Teachers as a community of learners, collaboration of schools with universities; Journals and other resource materials in science/physical science education; Role of reflective practices in professional development of physics and chemistry teachers; Field visit to industries, mines, refineries; National Laboratories, power stations, science centres; etc.; Teacher as a researcher: Learning to understand how children learn science— action research in physical science.

NOTE: Suggested readings were given at the end of part I of the course.

PAPER VIII: PEDAGOGY OF SOCIAL SCIENCES (PART II)

Total Marks: 100

UNIT VI: TEACHING-LEARNING OF HISTORY

Continuity and Change over Time and Historical Construction

This Unit seeks to introduce student-teachers to some of the seminal issues and concepts of social change in Indian and World History. It also aims to explain how historians do History and how it ought to be done in schools. It, therefore, focuses on constructivist pedagogy in History and the general competencies that children are likely to develop through the study of History. Historical Methods

Evidence, facts, arguments, categories and perspective; Distinctions between fact and opinion and between opinion, bias and perspective; Evidence-based History teaching; Primary sources and the construction of History Thinking in terms of problems for analysis in History. Social Formations in History

Different social formations in History and the periodisation of World History; The periodisation of Indian History: Ancient, medieval, modern and contemporary societies State-formation and different types of states in History Capitalism, Select Issues of Social Change in Indian History Culture, social stratification and social change in India; Caste and class in Indian society Shared religious cultures and conflicts between religious communities in India

Gender differentials and how these cut across caste and class structures as well as religious communities. (Case Study: India)

The above content may be used to understand the teaching, learning strategies and skill development in History. Interactive, constructivist and critical pedagogies in History

Going beyond the textbook; Getting children to craft little nuggets of History from primary sources Encouraging children to think from first principle in History.

The Lateral Development of Different Skills

Observation of skills relating to primary and secondary data; Observing coins, inscriptions (if available), the material remains of the past and visuals; Helping children to read passages from primary sources; Thinking about what all these sources might or might not reveal Learning to analyse critically and to argue; Observing how arguments have been made in the standard secondary sources and how these muster facts and evidences Helping children to develop oral and written expression.

UNIT VII: TEACHING-LEARNING OF POLITICAL SCIENCE DEMOCRACY, DEVELOPMENT, AND DIVERSITY

The Unit on Political Science deals with the broad themes of democracy, development, and diversity. These three interrelated themes are concerned with political, economic, and social aspects of our everyday life. The contents in this unit contain key political concepts and issues. While explaining them, teachers are expected to refer to both historical and current events, processes and personalities from India and different parts of the world. They are also expected to make references to key concepts in the disciplines of Sociology, Economics, and Geography, so as to highlight the interrelationship between Political Science and these disciplines.

What is Politics?

Political Science: Nature and scope, key concepts, current trends Elements of State: Population, Territory, Government, and Sovereignty

Forms of Government: Democratic (Liberal and Social), non-democratic, Rule of Law, Authority, Power, Legitimacy, Civil Society, Citizenship, Rights, separation of Powers, Organs of Government: Legislature, Executive, and Judiciary.

Constitutional Vision for a Democratic India .The making of the Constitution of India

Justice (with special reference to Social Justice and Empowerment) Liberty, Equality, Dignity, Socialism, Secularism (Relationship between State and Religion): Western and Indian Versions

Fundamental Rights (Prohibition of discrimination; Rights of Dalits, Tribes, minorities [Religious/Linguistic], Women and Children, the Disabled)

Directive Principles of State Policy (with special reference to welfare of the people) Fundamental Duties.

The Working of the Government

Structures and Functions of the Government at different levels Union, State/UT, District and Local Bodies (Panchayats and Municipalities)

Relationship among the three organs of the Government, Relationship between the three levels of the Government, Democratic decentralisation, citizen participation.

Society and Political Processes, Elections, political parties, pressure groups

Social movements: Dalit movement, Tribal movement, Women's movement, environmental movement; Role of media, Role of NGOs, RTI The above content may be used to understand the teaching-learning strategies and skill development in Political Science.

Teaching-learning Strategies

The teaching-learning process needs to take into account the lived experiences of student-teachers. The issues in this Unit can be introduced by referring to the relevant items from daily newspapers (e.g. instances of violation and protection of human rights). The contents are to be transacted through participatory methods involving all participants. 'Learning by discussing' is to be followed as a regular practice in the classroom.

Social inquiry approaches can be used in teaching, learning of Political Science. The student-teachers may be encouraged to observe actual functioning of the institutions of different local Government bodies in own district and prepare reports as group projects. They may also be encouraged to undertake field research, conduct in-depth interviews, and interpret field data and critically understand political concepts.

Teaching-learning Materials: Constitution of India, atlas, political maps (World, Asia, India, States, Districts), globe, two daily newspapers, news magazines.

UNIT VIII: ASSESSMENT FOR LEARNING IN SOCIAL SCIENCES

Characteristics of Assessment in Social Sciences: Types of questions best suited for examining/assessing/understanding the different aspect of Social Sciences; Questions for testing quantitative skills, Questions for testing qualitative analysis; Open-ended questions

.Open-book tests: Strengths and limitations ,Evaluating answers: What to look for?
Assessing projects: What to look for? Continuous and Comprehensive Evaluation (CCE) in
Social Sciences.

UNIT XI: ANALYSIS OF SOCIAL SCIENCES TEXTBOOKS AND QUESTION PAPERS

Analysing textbooks in Social Sciences in the light of the syllabus and from the perspective of the child (Textbooks of the same class may be taken up for all subjects in Social Sciences)

Analysing question papers of any State Board/CBSE and NCERT's textbooks in the light of the subject specific requirements in terms of understanding and skills.

UNIT X: INTER-DISCIPLINARITY THROUGH PROJECTS AND FIELD VISITS

Projects in Social Sciences should be selected keeping in view the interconnections between the various disciplines that constitute Social Sciences. The interrelationship among various aspect of Social Sciences may be visualised as follows:

Geography and Economics: Transport and communication in a region – assessing current position with reference to development needs

History and Political Science: Socio-political systems; Women's rights in society

Economics and History: Agrarian change in India; Industrialisation in India

History and Geography: Migration of people in a particular region— nature of migration, past and present trends Political Science and Geography: Sharing resources between regions/states and nations (e.g. water)

Economics and Political Science: Family budget and impact of change in prices of essential commodities.

These projects are just a few examples. Similar projects may be designed by student-teachers for better understanding of various issues.

NOTE: Suggested readings were given at the end of part I of the course.

PAPER VIII: PEDAGOGY OF LANGUAGE (ENGLISH) PART II

Total Marks: 100

UNIT VI: LANGUAGE, LITERATURE AND AESTHETICS–I

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

Activities

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

Teaching Practice

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

UNIT VII: LANGUAGE, LITERATURE AND AESTHETICS–II

Teaching of Different Forms of English Literature: Poetry, Prose, Drama: The relative importance of Indian, classical, popular, and children's literature in English; Developing tasks and materials for study skills in English literary forms; The study of contemporary Indian, Asian, European and African literature; Lessons planning in prose, poetry and drama at various school levels.

Activities

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

Teaching Practice

Take any creative writing, e.g. a poem or a story and develop teaching strategies to teach:

(a) same pieces for different stages; (b) understanding any creative piece at different levels; and (c) teaching the same piece to children with special needs.

Action Research

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

UNIT VIII : DEVELOPMENT AND ANALYSIS OF SYLLABUS AND TEXTUAL MATERIALS

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

Activities

Do a comparative study of one textbook of English from any class (VI to VII) developed by any two states

Prepare an outline for the development of the textbook for the same class for your state.

Project

Prepare a collection of poems and stories of your choice.

UNIT XI: TEACHING-LEARNING MATERIALS AND AIDS

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

Activities

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

Project

Prepare an outline for a school magazine Development

- The material for the school magazine based on your experiences during school experience practice (Handwritten)
- Review contemporary children’s literature

- Review any two magazines for women.

UNIT X: ASSESSMENT—ITS ROLE AND IMPORTANCE

Progress and assessment of development of language; Continuous and comprehensive evaluation; Techniques of evaluation—oral, written, portfolio; Cloze test, Self evaluation; Peer evaluation; Group evaluation.

Typology of questions; Activities and tasks (open-ended questions, MCQ, true and false etc.) reflecting—Problem solving, creative and critical thinking, Enhancing imagination and environmental awareness.

Feedback to students, parents and teachers.

Activities

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

Note

- Project Work, Students-Teacher's Portfolio, Activities, Presentations, Workshops and Educational tours to be carried out during both the years. (Some activities have been given in each Unit as examples. Such other activities may be developed as per the need. Every student has to prepare his/her own portfolio and four projects are compulsory for each year.)

NOTE: Suggested readings were given at the end of part I of the course.

PEDAGOGY COURSES (SEMESTER III)

PAPER VIII: PEDAGOGY OF MATHEMATICS (PART II)

Total Marks: 100

UNIT VI : PLANNING FOR TEACHING-LEARNING MATHEMATICS

Organisation of concepts for teaching-learning of mathematics. Stating instructional objectives, identifying learning experiences, appropriate strategies, teaching aids (Using low-cost material – preparation of various activities, such as verification of algebraic identities, surface areas and volumes of cube, cuboids, cylinder, cone, sphere, conic sections, etc.); ICT applications; Evaluation tools and learners participation in developing instructional materials, etc.

UNIT VII: LEARNING RESOURCES IN MATHEMATICS

Textbooks audio-visual multimedia–Selection and designing; Using community resources for mathematics learning, pooling of learning resources in school complex/block/district level, handling hurdles in utilising resources.

UNIT VIII: ASSESSMENT AND EVALUATION

Informal Creative Evaluation: Encouraging learner to examine a variety of methods of assessment in mathematics so as to assess creativity, problem-solving and experimentation/activity performance; Appreciating evaluation through overall performance of the child; Self and peer evaluation.

Formal Ways of Evaluation: Variety of assessment techniques and practices Assessing Product Vs Process, Knowing Vs Doing In practice of midterm/terminal examination, practising continuous and comprehensive evaluation to test regular programmes/achievements of learner.

Assessment Framework

Identifying and organising components for developing framework of question paper at different stages of learning; Framing questions based on concepts and sub concepts so as to encourage critical thinking, promote logical reasoning and to discourage mechanical

manipulation and rote learning; Framing of open-ended questions providing the scope to learners to give responses in their own words; Framing of conceptual questions from simple questions.

UNIT IX: MATHEMATICS FOR ALL

Identifying learners strength and weaknesses; Activities enriching mathematics learning – assisting learning, supplementary text material, summer programmes, correspondence course, mathematics club, contests and fairs, designing mathematics laboratory and its effective use, recreational activities—games, puzzles and riddles in mathematics, cooperative learning ensuring equal partnership of learners with special needs, stimulating creativity and inventiveness in mathematics.

UNIT X: PROFESSIONAL DEVELOPMENT OF MATHEMATICS TEACHERS

Types of in-service programme for mathematics teachers; Role of mathematics teacher's association; Journals and other resource materials in mathematics education; Professional growth—participation in conferences/seminars/workshops.

NOTE: Suggested readings were given at the end of part I of the course.

PAPER VIII

हिंदी भाषा का शिक्षण भाग-दो (इकाई 6-10)

कुल अंक 100

इकाई – 6: भाषा-साहित्य और सौंदर्य – 1

(विभिन्न अभिव्यक्तियों भाषा की बारीकियों को जानने का सबसे अच्छा माध्यम है।)

1. सृजनात्मक भाषा के विविध रूप – साहित्य के विविध रूप को जानना, स्कूली पाठ्यक्रम में साहित्य को पढ़ना-पढ़ाना, अनुवाद कला और सौंदर्य में भाषा, स्कूली पाठ्यचर्या में मीडिया की भूमिका, उद्देश्य प्रासंगिकता, अनुवाद का महत्व और जरूरत, सृजनात्मक अभिव्यक्ति के रूप में हिंदी अनुवाद (अंग्रेजी और अन्य भारतीय भाषाओं के सदर्भ में) चुने हुए उदाहरण के आधार पर बताया जाएगा।

गतिविधि/पोर्टफोलियो

प्रशिक्षण के दौरान

- एक ही विषय पर किन्हीं तीन अखबारों के संपादकीय की भाषा पर बातचीत कर उनकी विषय प्रस्तुति को रेखांकित करें।
- एक ही अंश के तीन अनुवाद को पढ़ें और अपनी भाषा में नया अनुवाद प्रस्तुत करें
- समूह में बंट कर मीडिया लेखन के तीन अलग-अलग नमूनों (फीचर, रिपोर्ट, लेख आदि) को इकट्ठा कर उसमें समानता और अंतर को ध्यान में रखते हुए चर्चा करें।
- अखबार की किसी खबर के आधार पर संवाद लिखना।

कक्षा शिक्षण के दौरान

- पानी से संबंधित पाठ पढ़ाने के बाद जलचक्र की जानकारी देना, पानी की बचत पर बातचीत, जल की तरल अवस्था से ठोस अवस्था का हल्का होने के कारण का पता लगाने का कार्य करवाना

इकाई – 7: भाषा साहित्य और सौंदर्य – 2

साहित्यिक अभिव्यक्ति के विविध रूप – कविता को पढ़ना-पढ़ाना, गद्य की विविध विधाओं को पढ़ना-पढ़ाना, नाटक को पढ़ना-पढ़ाना, समकालीन साहित्य की पढ़ाई (बाल साहित्य, दलित साहित्य, स्त्री साहित्य) हिंदी के विविध विधाओं के आधार पर गतिविधियों का निर्माण, कविता, कहानी, नाटक, निबंध, उपन्यास की पाठ विधि तैयार करना।

गतिविधि/पोर्टफोलियो

प्रशिक्षण के दौरान

- एक कहानी का चार अलग-अलग समूह द्वारा विश्लेषण और उसकी प्रस्तुति

- सभी विद्यार्थी किसी एक रचना की समीक्षा करें तथा एक-दूसरे की समीक्षित बिंदुओं पर कक्षा में चर्चा करें
- समूह में एक ही विषय पर अलग-अलग विधियों की रचनाओं का संकलन और उनका तुलनात्मक विश्लेषण
- वर्तमान बाल साहित्य की समीक्षा
- अपनी मनपसंद तीन कहानियों की समीक्षा

कक्षा शिक्षण के दौरान

- बच्चों से एक ही विषय जैसे 'बादल' पर स्वतंत्र रूप से कुछ लिखने को कहें (कोई विधा न सुझाएँ)।
- रचना को जानें और कक्षा विशेष को ध्यान में रखते हुए कक्षा प्रविधि तैयार करें (किसी एक रचना को सुनकर)
- (क) एक रचना अनेक स्तर ;अलग-अलग कक्षाओं में एक ही रचना को पढ़ाने से संबंधित)
- (ख) एक रचना अनेक अर्थ (अलग-अलग नजरिये से एक ही रचना को पढ़ना)
- (ग) एक रचना विभिन्न बच्चे (संदर्भ: चुनौतीपूर्ण बच्चे)
- कोई नाटक या उपन्यास पढ़वाने के बाद उसके पात्रों के रहन-सहन, बोली आदि की चर्चा कर समाज में इनमें आए बदलाव पर चर्चा करना, विभिन्न व्यवसाय तथा व्यवसाय से जुड़े लोगों, उनके कार्यों, समस्याओं पर बातचीत
- कक्षा छह हिंदी की पुस्तक में से झांसी की रानी कविता, नौकर (निबंध) पाठ के बाद -1857 के पहले, दौरान और बाद में घटी घटनाओं का टाइम लाइन (चार्ट) बनाना, गांधी जी के जीवन की महत्वपूर्ण घटनाओं का टाइम लाइन (चार्ट), गांधी जी द्वारा चलाए गए आंदोलनों का टाइम लाइन (चार्ट)

परियोजना कार्य

- (क) विद्यालयी अनुभव कार्यक्रम के दौरान भाषा शिक्षण को लेकर आने वाली कठिनाई पर क्रियात्मक शोध
- (ख) भाषा की कक्षा में उन अनुभवों को पिरोते हुए शिक्षण योजना बनाना स्थानीय कलाकार/कवि/लेखक से साक्षात्कार
- कक्षा 6 से 12 तक की हिंदी की पाठ्यपुस्तकों में से किसी एक कविता को चुनकर परिवेश से जोड़ते हुए उसवेफ शिक्षण बिंदु तैयार करना

इकाई - 8: पाठ्यक्रम और पाठ्य-सामग्री का निर्माण और विश्लेषण

(पाठ्यपुस्तक शिक्षण का एक साधन है, एकमात्र साधन नहीं)

पाठ्यचर्या और पाठ्यक्रम एक पाठ्य-सामग्री अनेक - पाठ्यचर्या, पाठ्यक्रम तथा पाठ्यपुस्तकों का संबंध, पाठ्यक्रम को बच्चों के अनुरूप ढालना (शिक्षण को स्कूल के बाहरी जीवन से जोड़ते हुए तथा रटत-प्रणाली का निषेध करते हुए सामग्री चयन, गतिविधि और अभ्यास सामग्री का निर्माण), शोधकर्ता के रूप में शिक्षक (अलग-अलग बच्चों की आवश्यकताओं को ध्यान में रखते हुए)

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प्रशिक्षण के दौरान

- नवीन पाठ्यचर्या की समीक्षा और प्रस्तुतीकरण (समूह कार्य)
- (क) नवीन पाठ्यचर्या में भाषा शिक्षण से संबंधित अध्याय पर चर्चा
- (ख) नवीन पाठ्यचर्या में भाषा शिक्षण से संबंधित अध्याय का विश्लेषण और प्रस्तुतीकरण (समूह)
- 'बच्चे की भाषा' या ऐसे अन्य किसी विषय पर एक संगोष्ठी आयोजित करें

परियोजना कार्य

- विभिन्न राज्यों के हिंदी के पाठ्यक्रम का विश्लेषण और प्रस्तुतीकरण (समूह कार्य)
- अपनी मनपसंद कहानियों का संकलन तथा उनसे संबंधित लेख
- किन्ही दो राज्यों द्वारा विकसित किसी भी एक (6 से 12) कक्षा की हिंदी की पाठ्यपुस्तक का तुलनात्मक अध्ययन

इकाई – 9: सहायक शिक्षण सामग्री

प्रिंट मीडिया तथा अन्य पाठ्य सामग्री जैसे बच्चे द्वारा चुनी गई सामग्री, पत्रिकाएँ, अखबार, कक्षा-पुस्तकालय आदि, आई.सी.टी. – दृश्य – श्रव्य सामग्री, रेडियो, टेलीविज़न फिल्में, भाषा प्रयोगशाला, सहसंज्ञानात्मक गतिविधियों की रूपरेखा (चर्चा, वादविवाद, खेल, कार्यशालाएँ, गोष्ठी आदि)

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प्रशिक्षण वेफ दौरान

- अपनी मनपसंद कविताओं का संकलन तथा उन पर एक लेख
- हिंदी की किन्ही दो महिला/बाल पत्रिकाओं की समीक्षा
- सीमित संसाधनों में ऑडियो/वीडियो कार्यक्रम के कक्षा में इस्तेमाल की योजना बनाना
- अपने क्षेत्र में प्रचलित लोककथा, लोकगीतों का समूह में बँटकर संकलन तैयार करना

कक्षा शिक्षण के दौरान

- चुनौतीपूर्ण बच्चों को ध्यान में रखते हुए दो सहायक शिक्षण सामग्री तैयार करना
- विद्यालयी अनुभव कार्यक्रम के दौरान विद्यार्थियों से हस्तलिखित पत्रिका का विकास या हस्तलिखित पत्रिका की रूपरेखा तैयार करवाना
- विद्यालयी अनुभव कार्यक्रम के दौरान विद्यार्थियों द्वारा हस्तलिखित समाचार-पत्र का विकास करवाना

इकाई – 10: आकलन की भूमिका और महत्व

(मूल्यांकन की भूमिका बच्चों की मौलिकता और भाषा प्रयोग में उनकी सृजनात्मकता को पैना बनाना है।)

1. **भाषा विकास की प्रगति का आकलन**— सतत् और समग्र मूल्यांकन, स्वमूल्यांकन, आपसी मूल्यांकन, समूह मूल्यांकन, पोर्टफोलियो
2. **प्रश्नों का स्वरूप, प्रश्नों के आधार बिंदु** – समस्या समाधान संबंधी प्रश्न, सृजनात्मक चिंतन वाले प्रश्न, समालोचनात्मक चिंतन वाले प्रश्न, कल्पनाशीलता को जीवित करने वाले प्रश्न, परिवेशीय सजगता वाले प्रश्न, गतिविधि और टास्क (खुले प्रश्न, बहुविकल्पी प्रश्न)
3. **फीडबैक** (विद्यार्थी, अभिभावक और अध्यापक और रिपोर्ट

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प्रशिक्षण के दौरान

- दसवीं और बारहवी कक्षा के किसी भी बोर्ड की परीक्षाओं के हिंदी के प्रश्नपत्रों (पिछले तीन वर्षों) की समीक्षा करें
- एक ही सवाल पर बच्चों द्वारा अलग-अलग आए जवाबों पर समूह में चर्चा करें
- कक्षा 6 से 12 तक की हिंदी की पाठ्यपुस्तकों में से ऐसे दस प्रश्न छांटे जिनमें भाषा मूल्यांकन का सृजनात्मक रवैया परिलक्षित होता है (समूह कार्य)

कक्षा शिक्षण के दौरान

(क) कक्षा छह के किसी बच्चे की प्रथम त्रैमासिक आकलन रिपोर्ट में दिए गए सुझावों का अध्ययन करना

(ख) इन सुझावों का बच्चे के भाषायी विकास में इस्तेमाल करने के लिए युक्तियाँ सुझाना

परियोजना कार्य

- उच्च प्राथमिक स्तर पर आकलन एवं मूल्यांकन की मौजूदा प्रक्रिया पर रिपोर्ट तैयार करें

- एन सी ई आर टी द्वारा प्रकाशित आकलन स्रोत पुस्तिका भाषा हिंदी पढ़ें तथा इसमें आए आकलन संबंधी क्रियाकलापों को कक्षा 6 से 12 के अनुरूप विकसित करते हुए एक संक्षिप्त लेख लिखें

सीखने सिखाने की प्रक्रिया में अध्यापकों की भूमिका एक सहायक और मित्र की होगी। अध्यापकों के सामने यह चुनौती होगी कि वह हरेक विद्यार्थी से एक तरह की सृजनात्मक क्षमता (उनर भी) की अपेक्षा न करें)

नोट

परियोजना कार्य, विद्यार्थी और अध्यापक के पोर्टफोलियो, गतिविधियाँ, चर्चा-परिचर्चा, प्रस्तुतियाँ, कार्यशाला,टूर (नमूने के तौर पर कुछ गतिविधियाँ इत्यादि प्रत्येक इकाई के साथ दी गई हैं। ऐसी अन्य गतिविधियाँ स्वयं भी तैयार कर सकते हैं। प्रत्येक विद्यार्थी को अपना पोर्टफोलियो तैयार करना है तथा प्रत्येक वर्ष चारपरियोजना कार्य करने अनिवार्य हैं

TEACHER ENRICHMENT (SEMESTER III)

PAPER IX – ASSESSMENT IN LEARNING

Objectives

The course will enable student-teachers to

- gain a critical understanding of issues in assessment and evaluation (from a constructivist paradigm) become cognisant of key concepts, such as formative and summative assessment, evaluation and measurement, test, examination;
- be exposed to different kinds and forms of assessment that aid student learning;
- become the use of a wide range of assessment tools, and learn to select and construct these appropriately; and
- evolve realistic, comprehensive and dynamic assessment procedures that are able to keep the whole student in view;

Course Outline

UNIT 1: OVERVIEW OF ASSESSMENT AND EVALUATION

- Perspective on assessment and evaluation of learning in a constructivist paradigm
- Distinction between 'Assessment of Learning' and 'Assessment for Learning'
- Purposes of assessment in a 'constructivist' paradigm:
 - (i) To engage with learners' minds in order to further learning in various dimensions.
 - (ii) To promote development in cognitive, social and emotional aspects.
- Critical review of current evaluation practices and their assumptions about learning and development
- Clarifying the terms
 - (i) assessment, evaluation, test, examination, measurement
 - (ii) formative and summative evaluation
 - (iii) continuous and comprehensive assessment
 - (iv) grading.

UNIT 2: WHAT IS TO BE ASSESSED?

- Dimensions and levels of learning
- Retention/recall of facts and concepts; Application of specific skills
- Manipulating tools and symbols; Problem-solving; applying learning to diverse situations
- Meaning-making propensity; Abstraction of ideas from experiences; Seeing links and relationships;
Inference; Analysis; Reflection
- Originality and initiative; Collaborative participation; Creativity; Flexibility
- Contexts of assessment ;Subject-related ;Person-related

UNIT 3: ASSESSMENT OF SUBJECT-BASED LEARNING

- Enlarging notions of 'Subject-based Learning' in a constructivist perspective
- Assessment tools
- Kinds of tasks: projects, assignments, performances
- Kinds of tests and their constructions
- Observation of learning processes by self, by peers, by teacher

- Self-assessment and peer -assessment
- Constructing portfolios Quantitative and qualitative aspects of assessment: Appropriate tools for each.

UNIT 4: TEACHER COMPETENCIES IN EVOLVING APPROPRIATE ASSESSMENT

TOOLS

- Visualising appropriate assessment tools for specific contexts, content, and student
 - Formulating tasks and questions that engage the learner and demonstrate the process of thinking; Scope for original responses
- Evolving suitable criteria for assessment
- Organising and planning for student portfolios and developing rubrics for portfolio assessment
- Using assessment feedback for furthering learning.

UNIT 5: DATA ANALYSIS, FEEDBACK AND REPORTING

- Feedback as an essential component of formative assessment
- Use of assessment for feedback; For taking pedagogic decisions
- Types of teacher feedback (written comments, oral); Peer feedback
- Place of marks, grades and qualitative descriptions
- Developing and maintaining a comprehensive learner profile
- Purposes of reporting: To communicate
- Progress and profile of learner
- Basis for further pedagogic decisions
- Reporting a consolidated learner profile.

Suggested readings:

- Asthana, Biptn & Agrawal, R. N. : Mapan ewam moolyankan. Vinod Pustak Mandir, Agra.
- Asthana, Bipin and Agrawal, R. N. : Measurement and Evaluation In Psychology and Education, Vinod Pustak Mandir, Agra
- Bhagwan, Mahesh : Shiksha mein Mapan ewam moolyannkan, Vinod Pustak Mandir Agra
- Lindeman, R. H. annd Merenda, P.F. : Educational Measurement, Scott foreman & Com-pany, London,
- Rawat, D.L. : Shaikshlk Mapan ki Naveen Rooprekha, Gaya Prasad and Sons, A9ra
- Sharma, R. A. : Measurement and Evaluation In Education and psychology, Lyall Book Depot Merrut
- Sharma Shiksha tatha Manovigyan nain mapan Evam moolyankan. Lyall Book

Depot

Merrut.

- Verma R.S.: Shaikshik Moolyankan. Vinod Pustak Mandir. Agra.
 - CBSE Grading system

CONTEMPORARY STUDIES (SEMESTER IV)

PAPER X – GENDER, SCHOOL AND SOCIETY

COURSE OBJECTIVES:

1. Understanding the role of culture (apart from biology) as determinants of gender distinction in social living
2. Awareness of factors that shape gendered roles in Indian society
3. Understand the problems of girl child education in our society
4. Developing a critical perspective on gender-based discrimination and its effects
5. To provide an introduction to and the development of an understanding of feminist approaches to the social and cultural construction of gender.
6. To develop a critical understanding of inter sectionality, including an awareness of gender and its complex intersections with other social and cultural categories, including but not limited to caste, tribe, class, sexuality and ability.
7. To equip the teacher with the ability to create more meaningful and gender just experiences for her students

CONTENT

Unit I: Gender: Key Concepts - Social Construction of Gender

- i. Examining one's own growing up as a boy or a girl
- ii. Gender, sex, sexuality, patriarchy, masculinity and feminism
- iii. Gender bias, gender roles and stereotyping, and its consequences
- iv. Gender and other forms of inequality in relation with (caste, class, ethnicity, disability etc)
- v. Female sex ratio and child sex ratio.

Unit II: Gender and Schooling

- i. Schooling of girls (literacy rate, drop out rate, completion rate etc) and reasons why girls are not able to complete schooling
- ii. Why do girls feel uncomfortable in schools?
- iii. Can schools be different so that more girls can be educated?
- iv. Gender bias in curriculum, textbooks, analysis of hidden curriculum
- v. Critical examination of school and classroom processes– challenging gender biases and stereotypes
- vi. Understanding relationships within the school – child-child, teacher-child and teacher peer group relationships from the perspective of gender
- vii. Feminization of teaching profession

Unit III: Gender and Sexuality

- i. Understanding sexuality (sexual orientation and sexual identity – third gender) and the relationship between power and sexuality
- ii Violence against women - empirical examples of the graded violence against women, the impact of conflict and violence on the lives of women, efforts to deal with the issue of violence against women
- iii Legal (sexual and reproductive) rights of women

Unit IV: Psychological and Sociological Perspectives

- i. Radical Feminist
- ii. Socialist-Feminist
- iii. Psychoanalytical and other perspectives
- iv. Recent debates

Unit V: Strategies for Change

- i. Policy and management
- ii. In the school
- iii. Women's action groups
- iv. Mass media

Suggested themes for transaction of the content (Group discussions and review of case studies etc.)

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

Suggested Readings

1. Gender Analysis of State Policies: A case study of Chhattisgarh, Dr. Sen Ilina
2. Towards Gender Equality in Education: Progress and challenges in Asia-Pacific Region, R. Govinda, National University of Educational Planning and Administration, New Delhi.
3. Bhattacharjee, Nandini (1999) Through the looking-glass: Gender Socialisation in a Primary School in T. S. Saraswathi (ed.) *Culture, Socialization and Human Development: Theory, Research and Applications in India*. Sage: New Delhi.
4. Geetha, V. (2007) *Gender*. Stree: Calcutta.
5. Ghai, Anita (2008) Gender and Inclusive education at all levels In Ved Prakash & K. Biswal (ed.) *Perspectives on education and development: Revising Education commission and after*, National University of Educational Planning and Administration: New Delhi
6. Jeffery, P. and R. Jefferey (1994) Killing My Heart's Desire: Education and Female Autonomy in Rural India. in Nita Kumar (ed.) *Women as Subjects: South Asian Histories*. New Delhi:

7. Learning, Livelihoods, and Social Mobility: Valuing Girls' Education in Central India, Peggy Froerer, Brunel University, Anthropology and Education.

TEACHER ENHANCEMENT COURSE (SEMESTER IV)

PAPER XI – LANGUAGE PROFICIENCY

(NOTE: THIS PAPER IS TO BE STUDIED IN ENGLISH AND HINDI. ENGLISH MEDIUM STUDENTS WILL APPEAR IN HINDI AND HINDI MEDIUM STUDENTS WILL APPEAR IN ENGLISH)

This course will serve as a foundation to enhance student-teachers' language proficiency by engaging her with a variety of genres and texts; it will also provide them some tools to analyze these texts, in the process improving their own language proficiency. Student-teachers will also develop metacognitive awareness to become conscious of their own thinking processes as they grapple with diverse texts in diverse contexts. In other words, this course will enable student-teachers to enhance their capacities as listeners, communicators, readers and writers by becoming participants in the process of reading and writing.

This course will develop an understanding of different types of texts – narrative, descriptive, directive, expository, and argumentative and their salient features. It will initiate them into and prepare them for the course requirements of working in the field, as well as for selected readings and writing for the other courses. In the process it will also help them understand and appreciate various aesthetics of language.

The course will facilitate the process of responding to non-print inputs like conversations, media, drama etc. and attempt to develop the capacity of student teachers to facilitate such language activities. It will equip them to think together in a group with peers and create opportunities for sharing of diverse opinions, views and suggestions in verbal and written languages. It will help them to listen to students at the secondary level, reflect on their oral

responses and understand the nature and level of their understanding. The course will provide an opportunity not only to learn to think together but also to examine and become aware of their own assumptions, biases and beliefs on various issues. The course will enable student-teachers to enhance their capacity to present ideas, engage in a dialogue, agreements and disagreements with a view point and build consensus.

Objectives:

- To appreciate the significance of language in education in general and in a classroom in particular in interactions between learners and teachers
- To identify and understand the elements of dialogue (listening & speaking) and reading comprehension
- To enhance the ability of student-teachers to share ideas in oral and written form using multiple ways
- To enable student-teachers to engage with reading variety of texts in diverse ways- fiction, poetry, biographies, ethnographies, field notes, narratives, expository texts, critical reviews, critique, summaries , paraphrase etc.
- To read and respond to debates, academic discourses, discussions, present, explain, dialogue, identifying key ideas.
- To listen to children and infer from their oral responses and conversations

Unit I: How do we use language?

- Importance of language for communication, understanding elements of communication - its purpose and significance
- Language as communication in social and cultural context, use and meaning in context
- Concern with key issues in intercultural communication and use of language for it
- Discussing instances of everyday and institutional communication

Unit II: Consolidating reading comprehension

- What is reading, key elements of reading, skimming and scanning, reading comprehension, subtitles, paragraphs, reading for getting main ideas, making mind maps, finding connections between the ideas, different types of reading skills and strategies, reading with comprehension

- Discussing different types of texts in diverse disciplines from school curriculum such as conversations, biographical sketches, plays, essays, poems, screenplays, letters, articles, reviews, autobiographical narratives, etc. and identifying their features
- Discuss different kind of strategies required for generating dialogue with these texts

Unit III: Critical Reading

- Reading different types of texts (narrative, expository, descriptive, argumentative) individually and in small group such as conversations, biographical, sketches, plays, essays, poems, screenplays, letters, reports, news reports, feature articles, reviews, notices, ads /matrimonial, brochures, policy documents, autobiographical narratives, field notes, ethnographies etc. and identifying their features
- Discuss different kind of strategies required for reading these texts, forming questions to think about while reading, discussion on nature of text and purpose of reading
- Reading for global and local comprehension
- Reading and interpreting literary texts with the help of schemas.
- Extrapolating the texts through making inferences, analysing, reflecting, Making and appraising arguments and interpretations, creating thoughtful arguments by making conjectures and offering justification for them
- Understanding the theoretical postulates of critical reading
- Understanding the process of critical reading

Activities:

- Identifying the features of various discourses they have read
- Coherence and cohesion
- Interpreting tables, graphs, diagrams, pictures, etc.
- Reviewing any book/article
- Using reading as a tool for reference skills i.e. use of dictionary, Encyclopedia and interne

Unit IV: Creative expression: Part one

- What do we mean by dialogue and discourse? Examples of dialogues in daily life, in school (with teachers, students and parents), intercultural encounters.
- Engaging in discussions, dialogues, Making oral presentations and constructing different oral discourses.
- What is writing, key elements of writing, writing for specific purposes and specific audience and understand writing as a process
- Experience the classroom process of writing (individual, collaborative, editing)
- Recognizing errors as a part of learning process
- Editing the written texts in terms of discourse features, syntax, morphology and writing conventions

Activities

- Brainstorming on the theme and the type of text, the audience, etc.
- Concept mapping on the content and organization of the text
- Writing individually and refining through collaboration
- Reading related texts for refinement of the written work in terms of discourse features and theme
- Editing texts written by oneself and others in terms of discourse features, syntax, morphology and conventions of writing

Unit V: Creative expression: Part two

- Creating oral texts for different purposes such as conversations, descriptions, stories, plays, poems, both individually and in groups.
- Critically examining in collaboration with a group produced the work (oral and written).
- Writing different types of texts (narrative, expository, descriptive, argumentative) individually and in small group such as conversations, biographical, sketches, plays, essays, poems, screenplays, letters, reports, news reports, feature articles, reviews, notices, ads /matrimonial, brochures, policy documents, autobiographical narratives, field notes, ethnographies etc. and identifying their features, forming questions to think about frame of writing in different kind of writing forms,

- Creating and generating texts in for diverse disciplines of school curriculum such as conversations, biographical, sketches, plays, essays, poems, screenplays, letters, articles, advertisements, reviews, autobiographical narratives, etc. and identifying challenges, experiences and resources needed for creating these texts, analyzing text generated by children and peers in diverse subjects

Activities

- Creating text for children from diverse cultures
- Develop a chapter on any selected concept from any school discipline

टीचर संवर्धन कोर्स

भाषा प्रवीणता

इस कोर्स शैलियों और ग्रंथों की एक किस्म के साथ उसे उलझाने के द्वारा छात्र-शिक्षकों की भाषा प्रवीणता को बढ़ाने के लिए एक आधार के रूप में काम करेगा; यह भी उनकी अपनी भाषा प्रवीणता में सुधार की प्रक्रिया में है, इन ग्रंथों का विश्लेषण करने के लिए उन्हें कुछ उपकरण प्रदान करेगा। छात्र-शिक्षकों को भी वे विविध संदर्भों में विविध ग्रंथों के साथ हाथापाई के रूप में अपनी सोच प्रक्रियाओं के प्रति जागरूक बनने के लिए metacognitive जागरूकता विकसित करना होगा। दूसरे शब्दों में, इस पाठ्यक्रम पढ़ने और लिखने की प्रक्रिया में भाग लेने वालों बनने से श्रोताओं, संचारकों, पाठकों और लेखकों के रूप में उनकी क्षमता को बढ़ाने के लिए छात्र-शिक्षकों के लिए सक्षम हो जाएगा।

कथा, वर्णनात्मक, निर्देशक, वर्णनात्मक, और तार्किक और उनके मुख्य विशेषताएं - इस कोर्स के विभिन्न ग्रंथों के प्रकार का एक समझ विकसित होगी। इसे में उन्हें शुरू करने और क्षेत्र में काम कर रहे हैं, साथ ही चयनित रीडिंग के लिए और अन्य पाठ्यक्रमों के लिए लिखने के पाठ्यक्रम आवश्यकताओं के लिए उन्हें तैयार करेंगे। इस प्रक्रिया में यह भी उन्हें समझ और भाषा के विभिन्न सौंदर्यशास्त्र की सराहना करने में मदद करेगा।

बेशक बातचीत, मीडिया, नाटक आदि जैसे गैर-प्रिंट आदानों का जवाब देने की प्रक्रिया को सुविधाजनक बनाने के लिए और इस तरह की भाषा गतिविधियों की सुविधा के लिए छात्र शिक्षकों की क्षमता विकसित करने के लिए प्रयास करेंगे। यह साथियों के साथ एक समूह में एक साथ लगता है और मौखिक और लिखित भाषा में विविध राय, विचारों और सुझावों के आदान-प्रदान के लिए अवसर पैदा करने के लिए उन्हें लैस होगा। यह उन्हें माध्यमिक स्तर पर छात्रों को सुनने के लिए मदद, उनके मौखिक प्रतिक्रियाओं पर प्रतिबिंबित और उनकी समझ की प्रकृति और स्तर को समझ सकेंगे। कोर्स एक साथ सोचने के लिए लेकिन यह भी जांच करने के लिए और अपने स्वयं के मान्यताओं, पूर्वाग्रहों और विभिन्न मुद्दों पर मान्यताओं के बारे में पता हो जानने का अवसर न केवल

संदर्भ कौशल के लिए एक उपकरण के रूप में पढ़ने का प्रयोग, शब्दकोश, विश्वकोश और internet का उपयोग

इकाई 4

रचनात्मक अभिव्यक्ति: भाग एक

- 1.0 और बहस से क्या है? , मुठभेड़ों (शिक्षकों, छात्रों और अभिभावकों के साथ) स्कूल में दैनिक जीवन में संवाद, के उदाहरण
- , विचार विमर्श, संवाद] 0 मौखिक प्रस्तुतियों बनाने और विभिन्न मौखिक प्रवचन का
- djuk
- ysk D; k g
- विशिष्ट प्रयोजनों और विशिष्ट दर्शकों के लिए लेखन, लेखन के प्रमुख तत्व 0 प्रक्रिया
- कक्षा esyku प्रक्रिया अनुभव (व्यक्तिगत, सहयोगी, संपादन)
- सीखने की प्रक्रिया में त्रुटियों dh igpk
- प्रवचन सुविधाओं, वाक्य रचना, आकृति विज्ञान और लेखन सम्मेलनों के संदर्भ में लिखित ग्रंथों का संपादन

क्रियाएँ

- विषय और पाठ के प्रकार ij eLr"d foIyo दर्शक
- पाठ की सामग्री और संगठन पर अवधारणा मानचित्रण
- लेखन dkव्यक्तिगत रूप से और सहयोग के माध्यम से परिष्कृत djuk
- प्रवचन सुविधाओं Lo; a , oa nwjka ds }kjk fyf[kr ikB; oLrj i npu] okD; jpuk vkdfrhoKku vkfn dk 'ksku djuka

यूनिट 5: रचनात्मक अभिव्यक्ति: भाग दो

- okrkzi , विवरण, कहानियों, नाटकों, कविताओं, दोनों को व्यक्तिगत और समूहों gsrq विभिन्न प्रयोजनों के लिए मौखिक ग्रंथ बनाना।
- l kfgd mRi knd dk Z(मौखिक और लिखित) की l ehkRed जांच।
- ysk Lo#ika dh vyx&vyx rjg ls l kpus gsrqजीवनी, रेखाचित्र, नाटक, निबंध, कविता, पटकथाओं, पत्र, रिपोर्ट, समाचार रिपोर्टों, फीचर लेख, समीक्षा, नोटिस के रूप में व्यक्तिगत रूप से और छोटे समूह में, सवाल के गठन वैवाहिक विज्ञापनों /, ब्रोशर, नीति दस्तावेज, आत्मकथात्मक आख्यान, फील्ड नोट्स, आदि ethnographies और उनकी विशेषताओं की पहचान djuk
- 'kys ikB; Øe ds foHku fo"k ka t s बातचीत, जीवनी, रेखाचित्र, नाटक, निबंध, कविता, पटकथाओं, पत्र, लेख, विज्ञापन, आदि समीक्षा, आत्मकथात्मक आख्यान, और पहचान चुनौतियों, अनुभव और संसाधनों के रूप में vkfn cPpka, oal kfk ka }kjk djuk

क्रियाएँ

- विविध संस्कृतियों से बच्चों के लिए पाठ का निर्माण
- किसी भी स्कूल में अनुशासन से किसी भी चयनित अवधारणा पर एक अध्याय का विकास

ELECTIVE GROUP- II (SEMESTER IV)

PAPER XII

Marks 100

Note : Any one elective is to be chosen from the options.

(D) COMPUTER EDUCATION

(E) INCLUSIVE EDUCATION

(F) TEACHING OF VALUES

XII (D) COMPUTER EDUCATION

COURSE OBJECTIVES:

To enable the teacher-trainees:

1. To appreciate the role of computer education in the context of modern technological society,
2. To develop understanding of computers and their application in education,
3. To acquire sufficient knowledge of handling computers with a view to impart computers independently at school level,
4. To use computer based learning packages and organize effective classroom instructions,
5. To acquire necessary skills in using of modern word processing software,
6. To develop skills of creating and managing simple databases and handling of computers

SYLLABUS

UNIT – I

- Importance of information technology
- Classification of computers by technology, type and size.
- Uses and scope of computers
- Fundamentals of computers.
- Input/output devices,
- Central processing unit storage devices,
- Operating systems
- Application software.

UNIT – II

Over view of Modern Operating Systems:

- Files and folders
- Use of pointing devices
- Cut and paste
- Shortcuts to applications
- Use and exploring the contents of storage devices- floppy disk, drives, hard discs, CD ROM etc.
- Running applications and exiting applications.

UNIT – III

Modern word processing applications:

- Importance of word processing in education
- Characteristics of modern word processing applications
- Toolbars and menu
- Text and objects
- Text entry-Running text and paragraphs
- Formatting text- Bold, Italics, Centre and right, justification, changing font and font size, bullets and numbering.
- Editing text- select text, find and replace, cut,copyand paste.
- Editing document- Applying styles, spell check, headers and footers, footnotes,pagination, subscript and superscript.
- Insertion of objects, pictures, symbols, fields, page break and section,
- Page setup – Margins, paper size, and layout, printing and saving documents.

UNIT – IV

Modern data base management applications:

- Importance of data base management in education,
- Characteristics of modern data base management applications,
- Concept of relational data base management system,
- Fields name, Type , Width
- Databases,
- Forms,
- Reports.

UNIT – V

Computers for joyful learning:

- Need for joyful learning,
- Computers as an aid for joyful learning,
- Computer games,
- Multimedia capabilities of modern desk top computers,
- Internet-importance and need,
- Use of interactive and educational software.

Assignments:

1. Write an essay on any topic using word-processing software. Document must include at least three of the following characteristics.
 - Pagination
 - Header
 - Two different paragraph styles
 - Two different fonts,
 - A picture object
 - Bullets and numbering
 - Subscript and super script
 - Symbols or special characters.

2. Use relational database management software for any one of the following activities:
 - Developing question bank
 - Developing a data base for either students or staff including various fields like name, date of birth, date of joining, admission, salary/grade obtained etc.
 - Automated printing of salary statement/ GPF deduction statement or any other administrative activity.

References :

1. Admas, D.M; Computer and Teachewr Training.
2. Bhatnagar,S.C.& Ramani,K.V; Computers and Information management.
3. CO-ROM-Titles available at cyber media 35 (4bays)Echelon Institutional area, sector 32, Gurgaon 122002.
4. Desai, B; Database Management system.
5. Rajaram, V; Fundamentals of computers, Prentice Hall of India, new delhi.
6. SAM's Teach Yourself Office 97 in 24 hrs., Prentice Hall of India, new delhi.
7. Shelly, John and Hunt Roger; Computer studies-first course (second edition), A.H.Wheeler & Co., Delhi.
8. Windows 96: simplified. Complex publishing, New Delhi.
9. Windows 98; No experience required, BPB Publications, New Delhi.

XII (E) INCLUSIVE EDUCATION

Total Marks: 100

Aims of the Course

The students will be able to

- demonstrate knowledge of different perspectives in the area of education of children with disabilities;
- reformulate attitudes towards children with special needs;
- identify needs of children with diversities;
- plan need-based programmes for all children with varied abilities in the classroom;

- use human and material resources in the classroom;
- use specific strategies involving skills in teaching special needs children in inclusive classrooms;

- modify appropriate learner-friendly evaluation procedures;
- incorporate innovative practices to respond to education of children with special needs;
- contribute to the formulation of policy; and
- implement laws pertaining to education of children with special needs.

Course Outline

UNIT 1: PARADIGMS IN EDUCATION OF CHILDREN WITH SPECIAL NEEDS

Historical perspectives and contemporary trends

Approaches of viewing disabilities: The charity model, the bio centric model, the functional

model and the human rights model

Concept of special education, integrated education and inclusive education; Philosophy of inclusive education.

UNIT 2: LEGAL AND POLICY PERSPECTIVES

Important International Declarations/Conventions/Proclamations – Biwako Millennium Framework (BMF, 1993-2012); Recommendations of the Salamanca Statement and Framework of Action, 1994; Educational Provisions in the UN Convention on the Rights of Persons with Disabilities (UNCRPD), 2006;

Constitutional Provisions; The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995 (PWD Act); The Rehabilitation Council of India Act, 1992 (RCI Act); and The National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act, 1999; RTE Act, 2009.

National Policy – Education of Students with Disabilities in the National Policy on Education, 1968, 1986, POA(1992); Education in the National Policy on Disability, 2006.

Programmes and Schemes of Education of Children with Disabilities:

Centrally- Sponsored Scheme for Integrated Education for the Disabled Children (IEDC), 1974; PIED (1986) and District Primary Education Programme (DPEP); Scheme for Inclusive Education for the Disabled Children (IEDC, 2000), Education of Special Focus Groups under the *Sarva Shiksha Abhiyan* (SSA, 2000); Goals and Strategies in the Comprehensive Action Plan for Including Children and Youth with Disabilities in Education, MHRD, 2005, Scheme of Inclusive Education for the Disabled at Secondary School (IEDSS, 2009).

Special Role of Institutions for the Education of Children with Disabilities Rehabilitation Council of India, National Institutes of Different Disabilities, Composite Regional Centres (CRCs), District Disability Rehabilitation Centres (DDRCs); Structures like BRCs, CRCs under SSA, National Trust and NGOs.

UNIT 3: DEFINING SPECIAL NEEDS

Understanding diversities—concepts, characteristics, classification of children with diversities

(Visual Impairment, Hearing Impairment, Specific Learning Difficulties, Locomotor and Neuromuscular

Disorders, Mental Retardation, Autism, Leprosy Cured Persons,

Mental Illness and Multiple Disabilities)

- Special needs in terms of the curriculum in the context of different disabilities and their learning styles
- Concept of an inclusive school – infrastructure and accessibility, human resources, attitudes to disability, whole school approach
- Community-based education.

UNIT 4: INCLUSIVE PRACTICES IN CLASSROOMS FOR ALL

- School's readiness for addressing learning difficulties
- Assessment of children to know their profile
- Technological advancement and its application – ICT, adaptive and assistive devices, equipments and other technologies for different disabilities
- Classroom management and organisation
- Making learning more meaningful—Responding to special needs by developing strategies for differentiating content, curricular adaptations, lesson planning and TLM
- Pedagogical strategies to respond to individual needs of students: Cooperative learning strategies in the classroom, peer tutoring, social learning, buddy system, reflective teaching, multisensory teaching, etc.
- Supportive services required for meeting special needs in the classroom — special teacher, speech therapist, physiotherapist, occupational therapist,

and counsellor

- Development and application of learner -friendly evaluation procedures; Different provisions for examination by CBSE and the board in their State
- Documentation, record keeping and maintenance.

UNIT 5: DEVELOPING SUPPORT NETWORKS

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

Books Recommended:

1. Bender, W.N. Learning Disability, Allyn & Bacon, Simon and Schuster, 1995, Boston London
2. Berdine, W.H & Blackhurst A.E.(eds). An Introduction to Special Education, Harpers Collins Publishers, Boston 1980.
3. Dunn., L & Bay, D.M (ed.): Exceptional Children in the Schools, New York : Holt, Rinehart, Winston.
4. Hallahar, D.P & Kauffman, J.M., Exceptional Children: Introduction to Special Education, Allyn & Bacon, Massachusetts, 1991
5. Hewett, Frank M. & Foreness Steven R., Education of Exceptional Learners, Allyn & Bacon, Massachusetts, 1984.
6. Jorden, Thomes E. The Exceptional Child, Ohio: Merrill.
7. Kirk, S.A & Gallagher J.J., Education of Exceptional Children ; Houghton Mifflin Co., Boston, 1989
8. Magnifico, L.X: Education of the Exceptional Child, New York, Longman.
9. Shanker, Udey: Exceptional Children, Jullundur: Sterling Publications.
10. Singh, N.N and Beale, I.L. (eds.) Learning Disabilities – Nature, Theory and Treatment Spring-Verlag, New York, Inc:1992.
11. Smith, C.R, Learning Disabilities – the interaction of Learner, Task and Setting. Allyn and Bacon, Massachusetts, 1991.
12. Strange, Ruth : Exceptional Children & Youth J.J. : Prentice Hall.

XII (F) 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. 1:0 appreciate educational values like democratic, secular, and socialist.

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

- Corresponding to values there are evils or dis-values- material, social, economic, moral and religious evils leading to faithlessness and irreverence; how can education overcome these negative values.

Unit – IV

- Levels of values realization, how to resolve the conflicts among values, how to work for the intergration of values of values that are embedded in education.
- Development of values as a personal and life-long process-teaching of values as an integral part of education.

Unit – V

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

Reference:

1. Hassh, I R.H. Miller. J.R & fieding, G.D.; Models of moral Education, An Appraisal, Lorigman Inc New York.
2. Passi, B.K. & Singh, p.: Value Education, National Psychological Corporation. Agra.
3. Laths, L.E., Menu Harmins & Sydney. S.: value and Teaching, Menhill, Ohio.
4. Roclceach, M.: The Nature of human Values. Coiler McMilon Publisher, London.
5. Frank &. JR. : How to teach Value: Art. Analytical Approach Prentice Hall, New Jersey.

Pt. RaviShankar Shukla University , Raipur

Bachelor of Education

Internship Guide

Description of Roles

Interns are students who is a graduate in their subject major, and are spending a four month working with experienced mentor teachers on their teaching practice while taking graduate courses in the Teacher Education department.

Mentor Teachers are experienced school teachers who mentor interns. They provide guidance, insight and opportunities for supported practice.

Supervisors work with school administrators/ Mentors to determine school experience for interns, mediate in difficult situations, and oversee interns' progress in schools and with respect to program requirements. They are faculty who organize campus based lectures and seminars in each subject area. They provide supervision and guidance for the interns in and out of the campus.

Intern Responsibilities

Interns are students of teaching. In contrast to traditional student teaching programs, interns are not expected to begin the year ready to teach on their own. Instead, they are expected to engage in observations, co-planning and co-teaching with their mentor teachers and to build their capacity toward assuming responsibility for extended lead teaching during the semester.

Interns are in a period of transition from students to professional teachers. During this transition, they must retain the perspective of a learner as they take on the new and unfamiliar role of a teacher. Interns are expected to take an active role in their own learning and to contribute to the learning of fellow interns.

Planning and Communication

- Keep supervisor informed about classroom schedules and events
- Direct questions or concerns to supervisors or mentor

- Schedule observations and conferences with the mentor and inform supervisor of changes promptly
- Meet regularly with the mentor to discuss planning for instruction
- Prepare written lesson and unit plans according to both mentor teacher and supervisor's expectations
- Arrange to share all plans and materials with the mentor in a timely way, to allow for feedback before using them
- Keep the focus class binder up to date with plans and materials and ensure that it is accessible to the mentor and supervisor at all times
- Engage in reflective diary writing or other communication forums required by mentors and/or supervisors
- Provide mentor/supervisor with copies of plans and materials
- Confer regularly with the mentor teacher and supervisor about progress and concerns

Professional Activities

- Prepare for and participate in seminars
- Participate in orientation activities, faculty meetings and other school events
- Initiate introductions to school faculty, staff and administrators
- Maintain accurate contact information for mentor teacher(s) and supervisor
- In case of absence, inform everyone affected promptly, i.e. prior to the absence
- Comply with the school absence policies and have substitute teacher plans available if scheduled to teach lessons during the absence
- Comply with the internship attendance policy
- Dress professionally
- Comply with the Professional Conduct policy
- Consult mentor teacher and supervisor about the work schedule for any part time job and arrange a mutually acceptable schedule

Personal Learning

- Take initiative in asking questions, searching out resources, inviting feedback and creating opportunities to learn.
- Reflect on teaching and learning through discussions and assignments
- Prepare a professional portfolio (reflective diary)

- Observe teachers and students carefully, taking notes and asking questions
- Study and participate in the formation and maintenance of a classroom learning community
- Begin the year co-planning and co-teaching lessons and activities, moving toward independent planning and teaching as the year progresses

Mentor Teacher Responsibilities

Planning and Communication

- Negotiate with intern and supervisor a sequence of intern responsibilities in accordance with the program standards
- Provide intern with an outline or list of topics intern will be responsible for teaching, allowing extra time for intern to locate resources, plan, receive feedback from mentor teacher and supervisor, and revise
- Establish regular times to confer with the intern about unit planning and provide support for identifying big ideas and appropriate curriculum materials
- Help identify places in the curriculum where the intern can try out ideas learned in seminars
- Confer regularly with the supervisor about progress and concerns
- Participate in all school activities from morning assembly to evening assembly

Supporting Intern Learning

- Facilitate and monitor intern's progress from observation to co-planning and co-teaching to lead teaching
- Guide the intern through daily school-based experiences such as working with other teachers, dealing with classes on an assembly day, etc.
- Provide appropriate, classroom-based learning opportunities throughout the year.
- Work with intern as a co-teacher as soon as possible, sharing decisions and observations
- Observe intern's teaching and help the intern think about student understanding, alternative approaches, grouping, management, etc.
- Provide interns with oral and written feedback about their teaching, including written feedback

- Reflect with the intern about teaching, student learning and ideas and strategies studied in seminars.

Assessment

- Participate in assessment conferences
- Write and submit an Exit Performance Description at the end of the internship programme
- Help interns think about their careers as educators and assist with reviewing portfolios, videotaping, writing letters of recommendation, etc.

Supervisor Responsibilities

Meetings, Observation Visits, and Assessments

- Provide copies of written assessments to interns and mentor teachers
- Conduct five feedback sessions with the intern and mentor teacher, at the appropriate point of time
- Prepare participants for sessions by explaining what to bring and topics to discuss
- Make at least five observation visits during a week
- Prepare written assessments prior to feedback sessions, using the appropriate forms for your intern's subject area, and provide copies for the intern and mentor teacher at the conference
- Write and submit an Exit Performance Description at the end of the internship programme

Communication

- Facilitate communication among interns, mentor teachers and others involved with the internship
- Communicate regularly with each intern, at least every other day
- Communicate regularly with each mentor teacher
- Communicate regularly, as scheduled, with subject area leaders about interns' progress and problems
- Provide the intern and mentor teacher with detailed notes and written feedback about observation visits
- Make sure intern and mentor clearly understand expectations and program standards

- Keep informed about program developments and pass this information on to interns and mentors promptly
- Know where to direct questions and relay answers as soon as possible

Support of Intern Learning by the supervisor

- Observe the intern's teaching and confer about the planning and teaching of each observed lesson
- Provide constructive written and oral feedback for each observed lesson
- Identify the intern's specific needs and work on them with the intern and mentor teacher
- Inform subject area leader about problems promptly
- Help interns to develop their portfolios by giving feedback on materials, assisting with videotaping, etc. Records
- Keep notes of all observation visits including date, progress observed, suggestions made and actions taken
- Keep notes of all communication with interns and mentor teachers
- Keep examples of intern work indicative of progress or problems
- Keep copies of all written assessments and professional development plans
- Submit evaluation reports and professional development plans to the department head

This highlights the intern's field experience that contribute to the overall design of the internship year experience. In schools with other configurations of class time, interns and mentors should discuss with their field instructors how the intern's lead teaching time will be distributed throughout the year. Key aspects of any intern's lead teaching schedule include:

- After the initial week or two of school, the intern should have lead teaching responsibility (but not sole teaching responsibility) for at least one class period in a week .
- Interns are novice teachers for whom out-of-class preparation and reflection takes longer than it does for more experienced teachers. Having regular time during the school day to plan well for their teaching and reflect carefully on it is vital for the growth of the intern's practice and for the quality of the instruction they can provide to

the students they share with their mentor. Interns may spend some of this time outside the classroom, and they may spend some of it in observation and analysis of the mentor's teaching.

- In the initial internship programme, short periods of increased lead(sole) teaching responsibilities should be preceded and followed by periods during which interns return to teaching only the focus class. From each period of increased lead teaching responsibility to the next, the demands on the intern's planning, teaching, and/or assessing should increase.
- Interns' on-campus classes do not meet every week of the internship. During certain weeks, the classes do not meet so that interns can be in their placement schools all five days of the week. Interns' obligations to their courses during this time focus more on at-school or in-class activities and less on lengthy reading or writing assignments.

SCORE SHEET FOR REFLECTION LOG ON FOCUS LESSON

(To be filled by the trainee, based on student reflection)

Name of the trainee:

Duration:

Class:

Section:

Unit of teaching:

| SL.NO | CRITERION ON STUDENT RESPONSE | 0 | 1 | 2 | 3 | 4 |
|-------|--|---|---|---|---|---|
| 1 | Ability to identify specific and/or varied instructional strategies. | | | | | |
| 2 | Examples to support the strategy | | | | | |
| 3 | Connectivity across disciplines | | | | | |
| 4 | Ability to identify learning styles | | | | | |
| 5 | Examples to reflect according to learning styles | | | | | |
| 6 | Ability to display personal reflections | | | | | |
| 7 | Examples reflected in support of personal reflection | | | | | |
| 8 | Group conformity | | | | | |
| 9 | Contribution to activity/ strategy | | | | | |
| 10 | Acceptance in group / solo activity or strategy | | | | | |

Any other remarks by the trainee:

Mentors' remarks:

Mentor's signature

Trainee's signature

MENTOR’S EVALUATION REPORT OF TRAINEE

Name of the Trainee:.....

Period of Evaluation: From.....to.....

Focus Lesson No. :.....

Subject:

| SL.NO | CRITERION | 0 | 1 | 2 | 3 | 4 |
|-------|---|---|---|---|---|---|
| I | <i>INSRUCTINAL STRATEGIES USED -</i> | | | | | |
| 1 | Are appropriate for the topic/topics | | | | | |
| 2 | Has scope for learner engagement | | | | | |
| 3 | Has suitability of learning materials | | | | | |
| 4 | Assess learner’s understanding throughout the lesson | | | | | |
| 5 | Has effective displays | | | | | |
| 6 | Are consistant with the objectives | | | | | |
| II | <i>LEARNER’S(LEARNING STYLES) IN CLASS</i> | | | | | |
| 7 | Identification of personalities and talents of learners | | | | | |
| 8 | Identification of learning styles of learners | | | | | |
| 9 | Ensuring learner participation | | | | | |
| 10 | Identification of learner’s pace | | | | | |
| III | <i>LEARNING ENVIRONMENT</i> | | | | | |
| 11 | Learners are motivated, appreciated and involved. | | | | | |
| 12 | Learners are relaxed and confident | | | | | |
| 13 | Management of classroom | | | | | |
| 14 | Teacher – Student relationship | | | | | |
| 15 | Class control | | | | | |
| | Overall performance | | | | | |

Strengths of the trainee:

(May use separate papers for detailed report)

Areas of Improvement:

(May use separate papers for detailed report)

Sign of Mentor with Name.

Weekly Reflective Diary Format

We learn by doing and reflecting on what we do. (John Dewey)

Use this template to record your observations weekly. This document will be turned in every Monday following each week in the field. The weeks you teach will have a different format to follow. Please note that your document will be longer than one page.

Name:

Date:

Analyze your observations to identify specific teaching and learning strategies you observed involving the classroom teachers and their students. You may include your behavior if you are involved in the teaching process. Include more than one strategy.

| Instructional Strategies (Include more than one strategy) | Specific example describing how the strategy was implemented |
|--|---|
| | |
| | |
| | |
| | |

| Learning Styles observed | Specific examples how the learner was supported through instructional delivery |
|---------------------------------|---|
| | |
| | |
| | |
| | |

- 1. What have you learned about teaching this week?**
- 2. What have you observed/learned about students and their learning this week?**

| Theory base observed | Specific example from classroom to apply/support theory |
|-----------------------------|--|
| | |
| | |

Personal Reflection: Reflect specifically on something you observed and connect to personal opinions.

(Format A)

TEACHING REFLECTIVE LOG FORMAT

(This is to be completed daily during the week you teach.)

Objectives for day:

Materials for day:

Instructional Strategies used (explain how the strategies were implemented):

What I did well:

What my students did well:

What I didn't do so well:

What my students didn't do so well:

What I would keep the same:

What I would Change:

What did I learn about teaching today? (If you had to modify your lesson to help students, briefly explain here).