

**Syllabus**  
**for**  
**Bachelor of Education (B. Ed.)**  
**Programme**



**DEPARTMENT OF TEACHER EDUCATION**  
**National Council of Educational Research and Training**  
**Sri Aurobindo Marg, New Delhi - 110 016**

2016

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**Programme**

**B. P. Bhardwaj**  
Prog. Coordinator



**DEPARTMENT OF TEACHER EDUCATION**  
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**2016**

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## ABBREVIATIONS AND ACRONYMS USED

|            |   |   |
|------------|---|---|
| 2D         | - | Two Dimensions  |
| B.A.B.Ed.  | - | Bachelor of Arts and Bachelor of Education                        |
| B.Ed.      | - | Bachelor of Education   |
| B.Sc.B.Ed. | - | Bachelor of Science and Bachelor of Education                     |
| BHU        | - | Banaras Hindu University  |
| CALL       | - | Computer Assisted Language Learning                               |
| CBSE       | - | Central Board of Secondary Education                              |
| CCE        | - | Comprehensive and Continuous Evaluation                           |
| CD         | - | Compact Disc  |
| CIET       | - | Central Institute of Educational Technology                       |
| CPS        | - | Curriculum and Pedagogic Studies                                  |
| DEAA       | - | Department of Education in Arts and Aesthetics                    |
| DEGSN      | - | Department of Education of Groups with Special Needs              |
| DEK        | - | Division of Educational Kits                                      |
| DEL        | - | Department of Education in Languages                              |
| DEPFE      | - | Department of Educational Psychology and Foundations of Education |
| DESM       | - | Department of Education in Science and Mathematics                |
| DESS       | - | Department of Education in Social Sciences                        |
| DGS        | - | Department of Gender Studies                                      |
| DMS        | - | Demonstration Multipurpose School                                 |
| DTE        | - | Department of Teacher Education                                   |
| EDUSAT     | - | Educational Satellite   |
| EFA        | - | Education for All   |
| EPC        | - | Enhancing Professional Capacities                                 |
| ESD        | - | Educational Survey Division                                       |
| FOSS       | - | Free and Open Source Software                                     |
| IASE       | - | Institute of Advanced Studies in Education                        |
| ICT        | - | Information and Communication Technology                          |
| IGNOU      | - | Indira Gandhi National Open University                            |
| INSET      | - | In-service Training   |
| JNV        | - | Jawahar Navodaya Vidyalaya  |
| JVC        | - | Justice Verma Commission  |
| KV         | - | Kendriya Vidyalaya  |
| LAN        | - | Local Area Network  |
| LI         | - | Learning Indicator  |
| LMS        | - | Learning Management System  |
| M.Ed.      | - | Master of Education   |
| MCQ        | - | Multiple Choice Question  |
| MDG        | - | Millennium Development Goal                                       |
| MOOC       | - | Massive Open Online Courses                                       |
| NCERT      | - | National Council of Educational Research and Training             |

|         |   |  |
|---------|---|--|
| NCF     | - | National Curriculum Framework  |
| NCFSE   | - | National Curriculum Framework for School Education                   |
| NCFTE   | - | National Curriculum Framework for Teacher Education                  |
| NCTE    | - | National Council for Teacher Education                               |
| NERIE   | - | North East Regional Institute of Education                           |
| NFG     | - | National Focus Group   |
| NGO     | - | Non-Government Organisation  |
| NPE     | - | National Policy on Education   |
| NROER   | - | National Repository of Open Educational Resources                    |
| ODL     | - | Open Distance Learning   |
| OER     | - | Open Educational Resources   |
| PBL     | - | Problem Based Learning   |
| PE      | - | Perspectives in Education  |
| PMD     | - | Planning and Monitoring Division                                     |
| PMMMNTT | - | Pandit Madan Mohan Malviya National Mission on Teachers and Teaching |
| POA     | - | Programme of Action  |
| PTA     | - | Parent Teacher Association   |
| PWD     | - | Persons with Disability  |
| RIE     | - | Regional Institute of Education                                      |
| RLO     | - | Reusable Learning Objects  |
| RMSA    | - | Rashtriya Madhyamik Shiksha Abhiyan                                  |
| RTE     | - | Right to Education   |
| RTI     | - | Right to Information   |
| SC      | - | Scheduled Castes   |
| SCERT   | - | State Council of Educational Research and Training                   |
| SDMC    | - | School Development and Monitoring Committee                          |
| SMC     | - | School Management Committee  |
| SSA     | - | Sarva Shiksha Abhiyan  |
| ST      | - | Scheduled Tribes   |
| SWOT    | - | Strengths, Weaknesses, Opportunities and Threats                     |
| TPCK    | - | Technological Pedagogical Content Knowledge                          |
| TV      | - | Television   |
| UDL     | - | Universal Design for Learning  |
| UNCPRD  | - | United Nation Convention on the Rights of Persons with Disabilities  |
| USSR    | - | Union of Soviet Socialist Republic                                   |
| UT      | - | Union Territory  |
| VMC     | - | Vidyalaya Management Committee                                       |
| WAN     | - | Wide Area Network  |

## FOREWORD

The NCERT has constantly been engaged with improving the quality of school education through development of curriculum, textbooks, supplementary books, educational kits, teachers' handbooks, etc. and also through the implementation of schemes and programmes aimed at the continuing professional development of school teachers and teacher educators. The Regional Institutes of Education (RIEs) at Ajmer, Bhopal, Bhubaneswar, Mysore and Shillong as constituent units of NCERT, are also responsible for preparing teachers for schools and teacher education institutions. The Teacher Education Programmes offered in the RIEs have the recognition of the National Council for Teacher Education (NCTE), which is the statutory body responsible for regulating Teacher Education in the country. Thus, the RIEs follow the NCTE Regulations including stipulations concerning Teacher Education Curriculum.

The Justice Verma Commission (JVC) appointed by the Government of India at the behest of the Hon'ble Supreme Court of India, submitted its report in 2012. The Commission made several recommendations for revamping the system of teacher education in the country, such as introducing integrated teacher education programmes of longer duration, enhancing the duration of existing teacher education programmes and upgrading the status of teacher education by making the entire system as part of higher education. To translate the vision of JVC into reality, the National Council for Teacher Education (NCTE) revisited its regulations, norms and standards for various teacher education programmes and notified new Regulations on 1<sup>st</sup> December, 2014. As per the Regulations the duration of the B.Ed. and M.Ed. programmes has been enhanced from one year to two years.

The NCERT had introduced the B.Ed. Programme of two years' duration in the year 1999 in its four RIEs in pursuance of the recommendations of the NCTE Curriculum Framework of 1998. The programme has been in operation for more than 15 years. As such the RIEs have already gained enough experience in the implementation of a programme of longer duration.

In the light of the NCTE Regulations, 2014, the NCERT decided to revisit the curriculum followed in the RIEs for which it set up a Committee comprising the faculty of RIEs and various departments of NIE and eminent teacher educators. The Department of Teacher Education at the NIE, NCERT New Delhi was entrusted the responsibility to coordinate of the development of the Curriculum and syllabi of the programme.

I appreciate the efforts made by Prof. B.P. Bhardwarj, experts and the faculty in this endeavour of Curriculum renewal.

The NCERT shall welcome suggestion of the B.Ed. programme for further improvement in the Curriculum and Syllabi.

H. K. Senapaty  
Director, NCERT  
New Delhi

## PREFACE

The NCERT was the first organization in the country to introduce two year B.Ed. programme in 1999 in its four Regional Institutes of Education (RIEs). This programme has been in operation for the last fifteen years. The curriculum and syllabi designed by NCERT are approved by universities, to which the RIEs are affiliated. NCERT has now revisited the existing curriculum and syllabi in the light of stipulations of the NCTE Regulations, 2014.

As visualized in the Regulations, the curriculum has been organized in three broad categories, namely (i) Perspectives in Education (ii) Curriculum and Pedagogic Studies and (iii) Engagement with the Field.

In the revised syllabi the courses titled 'Health, Yoga and Physical Education, Gender School and Society and Creating an Inclusive School', have been assigned a prominent place in the course structure by making them compulsory core courses as part of the first component, that is, 'Perspectives in Education'. The component 'Engagement with the Field' includes both school internship and Enhancing Professional Capabilities courses (EPC). Recognizing the importance and need of using ICT as a pedagogical tool (Understanding ICT and Its Application), it has been included in the curriculum of first semester. In addition, there are three other EPC courses namely, Arts in Education, 'Reading and Reflecting on Texts' and 'Understanding the Self'. All these courses have a strong component of practicum and are expected to enhance the competencies of teachers they need for working as professionals i.e., working as reflective practitioners, researchers and generators of knowledge in the field of education and pedagogy.

I express my gratitude to Prof. H. K. Senapaty, Director, NCERT and Prof. B. K. Tripathi, Joint Director, NCERT for their guidance and support in the completion of the task. I am also grateful to the Syllabus Revision and Development Team, other faculty members of the NCERT and RIEs for their whole hearted involvement in the programme. I am specially thankful to the external experts Prof. G. L. Arora, Prof. I. K. Bansal, Prof. K.M. Gupta, Dr. Vivek Kholi, Prof. Sunil Kumar Singh and Prof. Saroj Pandey for their contribution in the task of curriculum renewal.

This revised syllabus is basically meant for RIEs of NCERT but could also be adopted for other Universities/Institutions which offer two year B.Ed programmes.

B. P. Bhardwaj  
Head & Prog. Coordinator

# Introduction

## 1.0 Background

The Curriculum Frameworks for school education published by the National Council of Educational Research and Training (NCERT) in 1975, 1988, 2000 and 2005 have played an important role in the development of school education in the country, especially with regard to School Curriculum and its transaction in the classrooms. The latest framework in the series, i.e., the National Curriculum Framework 2005 (NCF 2005) articulated the need for connecting knowledge to life outside the school, understanding about construction of knowledge, facilitating learner in knowledge construction, creating a fear free atmosphere, addressing diversity and inclusion, equity and quality. In spite of its widespread acceptance, the situation in majority of classrooms has not changed much as majority of teachers found it difficult to translate the ideas mentioned above into classroom practices. Teaching in the schools has remained confined to the objective of covering the syllabus as per the textbook. Classroom discussion is more on what teacher feels convenient to teach rather than the needs, aptitudes and interests of children. Teaching-learning process is more inclined towards one-way passing of information and students are treated as more recipients of information. The construction of knowledge and child as a critical learner, etc emphasized in the framework is, by and large, missing even today.

The teacher has to deal with classrooms of multilingual character with children from diverse socio-cultural, economic and linguistic background and varying levels of cognitive abilities. The aspiration levels of the students have changed considerably under the overarching influences of technological revolution and globalization. In this context, the teacher needs to understand that learners have to be provided with opportunities to share, discover and participate actively in the learning process. He/she should understand the process of learning or how learning occurs, create suitable or conducive environment for learning, be able to provide varied opportunities for the students to observe, experiment, reflect, and question. At the same time he/she should be aware that students learn in different ways at their own pace. Hence, the need to provide varied activities according to the style and pace of the students' learning is now well recognised.

In order to respond to the demands of changing school curricula, the National Council for Teacher Education (NCTE) has brought out Teacher Education Curriculum Frameworks from time to time. The latest curriculum framework, NCFTE-2009 tried to address mismatch of theory and practical in teacher education programmes by incorporating the socio-cultural contexts of education, giving more emphasis on the field experience of student teachers in all courses through practicum, visits to innovative centers of pedagogy and learning, classroom based research, and internship of longer duration.

Our classrooms are becoming more and more diverse and at the same time teachers are expected to ensure inclusiveness in a classroom where learning needs of every student are met. There is a dire need to create an inclusive environment for meeting the needs of



diverse learners for which teachers need to be prepared during the course of teacher education programmes.

## **2.0 Justice Verma Commission - 2012**

The Justice Verma Commission (JVC) appointed by the Government of India at the behest of the Hon'ble Supreme Court of India, submitted its report in 2012. The Commission made several recommendations for revamping the system of teacher education in the country, such as introducing integrated teacher education programmes of longer duration, enhancing the duration of existing teacher education programmes and upgrading the status of teacher education by making the entire system as part of higher education. The Commission also recommended to establish inter-university centers of teacher education to ensure continuing professional development of teacher educators, re-orientation of teacher education curriculum to enhance the quality of teacher preparation, strengthen the regulatory and monitoring mechanisms and establishment of performance appraisal system for teacher education institutions, teacher educators and school teachers. Thus, the Commission presented a holistic vision of teacher education in the country from the perspective of quality as well as regulation.

## **3.0 NCTE Regulations, 2014**

To reorient the system of teacher education in accordance with the vision of JVC, the National Council for Teacher Education (NCTE) revisited its regulations and norms and standards for various teacher education programmes and notified new Regulations on 1<sup>st</sup> December, 2014. As per the Regulations the duration of the B.Ed. and M.Ed. programmes has been enhanced from one year to two years, and the integrated B.A. B.Ed. / B.Sc. B.Ed. programme has been made a mainstream programme of teacher education, It has also introduced integrated B.Ed. - M.Ed. programme of three years duration, discontinued M.Ed. (ODL) programme and restricted the B.Ed. (ODL) programme to only those teachers who have already acquired some NCTE recognised teacher education qualification through face to face mode.

The NCTE Regulations, 2014 envisage that the curriculum of various teacher education programmes should comprise the following:

### ***(i) Perspectives in Education***

Perspectives in Education should include courses in the study of childhood' child development and adolescence' contemporary India and education' philosophical and sociological perspectives in education, theoretical foundations of knowledge and curriculum, learning and teaching, gender in the context of school and society, creating an inclusive school, and health yoga and physical education. The course in childhood studies shall enable student-teachers to engage with studies on Indian society and education, acquire conceptual tools of sociological analysis and hands-on experience of engaging with diverse communities, children and schools. The course on " 'Contemporary India and Education' shall develop a conceptual understanding about issues of diversity, inequality

and marginalization in Indian society and the implications of education, with analysis of significant policy debates in Indian Education. The course on 'Knowledge and Curriculum' will address the theoretical foundations of school knowledge from historical, philosophical and sociological perspectives, policy and learning. The course on 'learning and teaching' will focus on aspects of social and emotional development, self and identity, and cognition and learning.

***(ii) Curriculum and Pedagogic Studies***

Courses in Curriculum and Pedagogic studies shall include aspects of language across the curriculum and communication, understanding of a discipline, social history of a school subject, and its pedagogical foundations, with a focus on the learner; and a course on the theoretical perspectives on assessment for learning.

Curriculum and Pedagogical Studies courses shall offer a study of the nature of a particular discipline, critical understanding of the school curriculum; pedagogy as the integration of knowledge about the learner, the discipline and the social context of learning, and research relating to different aspects of young children's learning. Each Course is visualised in two parts, which are to be conducted in two successive semesters. The Units are organised in a form indicating the continuity and sequence in which they are to be dealt with. Each institute will decide CPS2 and CPS3 courses as per the requirements of the university.

*CPS2 and CPS3: Subject Knowledge and the Related Pedagogic Dimension : Part I and Part II*

These courses shall enable student-teachers to recognise the nature of knowledge in various subject areas (Science-Biological/ Physical/Mathematics/Social Science/ Languages-Hindi /English /Urdu /other region-specific languages), and pursue efforts to keep themselves abreast with advancements in their areas of specialisation. A student-teacher will take up two subject areas of his/her choice. In view of the requirement of hands - on experiences, each of the courses is visualised in two Parts to be spread over two semesters. Part I will help in developing understanding of and competence to render disciplinary knowledge into forms relevant to stage specific objectives and their pedagogic requirements. Part II will provide comprehensive understanding of the teaching learning situations gained through intensive study of conceptual explanations, observations and analysis of real life classroom situations. A variety of investigative projects shall be included to reconstruct concepts from subject knowledge through appropriate pedagogic processes and to communicate meaningfully with children.

***(iii) Engagement with the Field/Practicum***

The B.Ed. Programme shall provide sustained engagement with the Self, the Child, the Community and the School at different levels and by establishing close connections between different curricular areas. These curricular areas would serve as an important link between the above two broad curricular areas through its following three components:

- (a) Tasks and Assignments that run through all the courses
- (b) School Internship

### (c) Courses on Enhancing Professional Capacities

The curricular areas of 'Perspectives in Education' and 'Curriculum and Pedagogic Studies' shall offer field engagement through different tasks and projects with the community, the school, and the child in school and out-of-school. These tasks and projects would help in substantiating perspectives and theoretical frameworks studied in a teacher education classroom with field-based experiences. The tasks and projects may include collaborative partnership with schools for developing CCE practices, establishing study circles for professional development of in-service school teachers, or dialoguing with the School Management Committee, etc. Community-based engagement may include oral history projects and dialogue with a community of artisans etc as part of 'Contemporary India and Education' or 'Pedagogy of Social Science/History'. Likewise, the pedagogy course on science may include environment based projects to address concerns of a particular village/city or a community.

Several specialised courses shall be offered to enhance professional capacities of a student-teacher such as course on language and communication, arts in education, self-development and ICT. A course on understanding of ICT shall be offered as important curricular resource, according primacy to the role of the teacher, ensuring public ownership of digital resources and promotion of constructivist approaches. Courses that would focus on developing the professional and personal self of a teacher will be designed to integrate theoretical and practical components, transacted through focused workshops with specific inputs on art, music and drama. These courses shall offer opportunities to study issues of identity, interpersonal relations, adult-child gaps, personal and social constructs, schools as sites for struggle and social change; understand and practise yoga education, develop social sensitivity and capacity to listen and empathise.

School Internship would be a part of the broad curricular area of 'Engagement with the Field' and shall be designed to lead to development of a broad repertoire of perspectives, professional capacities, teacher sensibilities and skills. The curriculum of B.Ed. provides for sustained engagement with learners and the school (including engaging in continuous and comprehensive assessment for learning), thereby creating a synergy with schools in the neighbourhood throughout the year. Student-teachers shall be equipped to cater to diverse needs of learners in schools. These activities shall be organised for 4 weeks in the first year of the course.

In the final year of the course students are to be actively engaged in teaching for 16 weeks. They shall be engaged at two levels, namely upper primary (classes vi-viii) and secondary (ix-x), or senior secondary, with at least 16 weeks in schools with systematic supervisory support and feedback from faculty. The internship shall be organised in both Government and Non-Government Schools located in Urban and Rural Areas.

Thus internships in schools will be for a minimum duration of 20 weeks for a two-year programme, 4 weeks in first year and 16 weeks in the second year. This should also include, besides practice teaching, an initial phase of one week for observing a regular classroom with a regular teacher and would also include peer observations, teacher observations and faculty observations of practice lessons.

After the publication of NCTE Regulations 2014, the NCTE circulated a curriculum framework for the B.Ed. programme which further elaborated the curriculum component of

the Regulations. However the framework is suggestive in nature and is meant for providing professional support to the institutions responsible for curriculum development.

#### **4.0 NCERT Initiatives for the Development of Teacher Education Curriculum**

The curriculum framework for teacher education published by NCTE in 1998 had for the first time recommended to enhance the duration of B.Ed. programme from one year to two years. The NCERT was the first organization in the country to implement the recommendation by introducing two year B.Ed. programme in 1999 in its four Regional Institutes of Education (RIEs). The Programme has been in operation for the last fifteen years. The curriculum and syllabi designed by NCERT are approved by universities, to which the RIEs are affiliated.

The NCERT has now revisited the existing curriculum and syllabi in the light of stipulations of the NCTE Regulations 2014. As visualized in the Regulations, the curriculum has been organized in three broad categories, namely (i) Perspectives in Education (ii) Curriculum and Pedagogic Studies and (iii) Engagement with the Field.

In the revised Curriculum the courses titled 'Health, Yoga and Physical Education, Gender School and Society and Creating an Inclusive School', have been assigned a prominent place in the course structure by making them compulsory core courses as part of the first component, that is, 'Perspectives in Education'. The component 'Engagement with the Field' includes both school internship and professional competencies enhancing courses (EPC). Recognizing the importance and need of using ICT as a pedagogical tool,' the course titled 'Understanding ICT and Its Application', has been included in the curriculum of first semester. In addition, there are three other EPC courses namely, "Arts in Education", "Reading and Reflecting on Texts' and 'Understanding the Self'. All these courses have a strong component of "Practicum" and are expected to enhance the competencies of teachers they need for working as professionals i.e., working as reflective practitioners, researchers and generators of knowledge in the field of education and pedagogy.

In order to provide field experience of longer duration to the student teachers, the duration of school internship shall be twenty weeks. The students shall be provided exposure to the school system in the first two semesters in the local schools, that is, in the cities where RIEs are located. In the third semester, the student teachers shall be required to work as regular full time teachers for sixteen weeks in their respective states. The internship shall be organized in both Government and Government aided schools located in urban and rural areas.

After the completion of internship, the student teachers shall be required to consolidate and reflect on their experiences and share the same with their peers and teachers.

The course structure and semester wise distribution of courses along with time required for their transaction and the total marks, internal assessment marks and external marks assigned to each course are given in the next section.

## 5.0 Course Structure and Semester Wise Distribution of Courses

### Semester I: (18 Weeks - 16 weeks for teaching + 2 weeks School Exposure)

| Course /Paper   | Hours per week | Total Marks | Internal (Formative) | External (Summative) |
|---|----------------|-------------|----------------------|----------------------|
| PE 1:Childhood and Growing Up   | 6              | 100         | 30                   | 70                   |
| PE2:Contemporary India and Education  | 6              | 100         | 30                   | 70                   |
| CPS 1 :Language across the Curriculum   | 3              | 50          | 15                   | 35                   |
| CPS 2: Pedagogy of School Subject-1 - Part I  | 6              | 100         | 30                   | 70                   |
| CPS 3: Pedagogy of School Subject-2 - Part I  | 6              | 100         | 30                   | 70                   |
| EPC3:Understanding ICT and Its Application  | 3              | 50          | 50                   | --                   |
| School Exposure   | 2 weeks        | 20          | 20                   | --                   |
| <i>Engagement with the Field: Tasks and Assignments for PE 1,PE 2,CPS 1,CPS 2&amp;3and EPC3</i> |                |             |                      |                      |

### Semester II: (18 Weeks - 16 weeks for teaching + 1 week School Attachment Programme + 1 week community living camp)

| Course /Paper   | Hours per week | Total Marks | Internal (Formative) | External (Summative) |
|---|----------------|-------------|----------------------|----------------------|
| PE 3: Learning and Teaching   | 6              | 100         | 30                   | 70                   |
| CPS 2: Pedagogy of School Subject-1 - Part II   | 6              | 100         | 30                   | 70                   |
| CPS 3: Pedagogy of School Subject-2 - Part II   | 6              | 100         | 30                   | 70                   |
| PE 5: Knowledge and Curriculum  | 6              | 100         | 30                   | 70                   |
| CPS 4: Assessment for Learning  | 6              | 100         | 30                   | 70                   |
| <b>School Attachment</b>  | 1 week         | --          | 15                   | --                   |
| <b>community living camp</b>  | 1 week         | --          | 15                   | --                   |
| <i>Engagement with the Field: Tasks and Assignments for Courses PE 3, CPS 2, CPS 3, PE 5,CPS 4 and EPC3</i> |                |             |                      |                      |

**Semester III: (18 weeks - 16 weeks Internship)**

| Course /Paper   | Hours per week | Total Marks | Internal (Formative) | External (Summative) |
|---|----------------|-------------|----------------------|----------------------|
| <i>Pre internship</i>   | 1 week         | --          | --                   | --                   |
| <i>Internship</i>   | 15 weeks       | 200         | 200                  | --                   |
| <i>Engagement with the Field: Tasks and Assignments related to internship</i> | 2 weeks        |             |                      |                      |

**Semester IV: (18 Weeks)**

| Course /Paper   | Hours per week | Total Marks | Internal (Formative) | External (Summative) |
|---|----------------|-------------|----------------------|----------------------|
| Post Internship   | 2 weeks        | --          | --                   | --                   |
| PE 4: Gender, School and Society  | 3              | 50          | 15                   | 35                   |
| <i>EPC 1: Reading and Reflecting on Texts</i>   | 3              | 50          | 50                   | --                   |
| <i>EPC 2: Arts in Education</i>   | 3              | 50          | 50                   | --                   |
| <i>EPC 4: Understanding the Self</i>  | 3              | 50          | 50                   | --                   |
| PE 6 : Creating an Inclusive School   | 3              | 50          | 15                   | 35                   |
| PE7: Health, Yoga and Physical Education  | 3              | 50          | 15                   | 35                   |
| <i>Engagement with the Field: Tasks and Assignments for PE 4, EPC1, EPC 2, EPC 4 and PE 6 and PE 7.</i> | --             | --          | --                   | --                   |

**Note: Hours may be adjusted by the RIEs as per the University requirement.**

- PE - Perspectives in Education
- CPS - Curriculum and Pedagogic Studies
- EPC - Enhancing Professional Capacities

## **Section A**

### **Perspectives in Education**

PE 1: Childhood and Growing Up

PE 2: Contemporary India and  
Education

PE 3: Learning and Teaching

PE 4: Gender, School and Society

PE 5: Knowledge and Curriculum

PE 6: Creating an Inclusive School

PE 7: Health, Yoga and Physical  
Education

# PE1: Childhood and Growing Up

Total Marks: 100

Contact Hours: 6 Hours per Week

Internal Assessment: 30

External Assessment: 70

## Introduction

The human develops through multiple complex processes starting even before birth. This course introduces student teachers to the study of childhood, child development and adolescence. The main focus in the course would be to enable student teachers to develop an understanding about different childhoods which children construct within socio-political realities existing in their lived contexts; family, schools, neighborhood and community. The student teachers will learn about theories of child development, childhood and adolescence as constructed in different socio-economic and cultural settings and will also learn to situate. The concept of adolescence in realistic and contextual frames. The course also addresses issues and concerns of adolescents in Indian situation. The course also highlights why it is essential for every teacher to understand human development.

## Objectives

The course will enable the student teachers to –

- reflect on the role of socio-cultural context in shaping human development, especially with respect to the Indian context
- situate child development in a socio-cultural context
- develop theoretical perspectives and an understanding of dimensions and stages of human development
- understand individual differences among the learners
- understand cognitive processes and affective processes in learners
- understand adolescence stage of human development
- analyse the implications of understanding human development for teachers

## Unit 1: Learner as a Developing Individual

- Growth and Development
- Developmental Influences: Development as a resultant of interactions between individual potential (innate, acquired) and external environment (physical, socio-cultural, ecological, economic and technological). Nature and nurture, continuity and discontinuity issues, growth and maturation.



(The focus is on understanding the key cognitive and affective processes influencing the development of the learner and their applications in classroom teaching. The innate and environmental influences shaping development would help foster an understanding of learner as a situated individual).

## **Unit 2: Development and Learning**

- Meaning and principles of development, relationship between development and learning.
- Dimensions of individual development: physical, cognitive, language, affective, social and moral, their interrelationships for teachers (relevant ideas of Piaget, Erikson and Kohlberg).
- Stages of development – developmental tasks with focus on processes of growth and development across various stages from infancy to post adolescence.
- Meaning of 'cognition' and its role in learning.
- Socio-cultural factors influencing cognition and learning.
- Facilitating holistic development (for self and society)

## **Unit 3: Understanding Childhood in Socio Cultural Perspectives**

- Concept of Childhood (Criticality of the misperception that childhood is a homogenous entity).
- Childhood across cultures and societies (examining children's perspectives, experiences and actions in which they construct and re-construct their lives).
- Impact of diversity, differences, marginalisation on childhood.
- Childhood in difficult circumstances (jail, war affected families; conflict situation, very poor families; urban slum), growing up as girls, growing up in dalit /tribal households etc.

## **Unit 4: Adolescence: Issues and Concerns**

- Realistic and contextual frames of growing up in Adolescence
  - Cultural differences and Adolescence
  - Impact of economic changes and urbanisation
  - Impact of Media
  - Adolescence in difficult circumstances
- Issues and Concerns
  - Problems of adjustment
  - Understanding of emotional disturbance and risk behaviour
  - Identity Crisis
  - Parent child conflict

- Drug addiction and Abuse
- Bullying
- Juvenile delinquency
- Health awareness – personal hygiene, nutrition, disease prevention and control.

### **Unit 5: Stages of Child Development: Implications for Teachers**

- Need of understanding child development in the classroom.
- Problems resulting from lack of understanding of human development.
- Promoting development of all children in the classroom (Positive classroom environment; social and emotional wellbeing of all children; addressing diversity and equalities.

The student teachers will read about childhood from diverse contexts through biographies, stories, narrations of growing up in different cultures, children’s diaries and the media. They will be used as a resource themselves and their own experiences will be utilized in classroom discussions.

The student teachers will observe children in their natural settings, especially at play or in a community setting and to interact with children through activities.

### **Practicum**

1. Observe children during their playtime in your practicing school (or nearby school) for a week; observe their play activities, relationships, communication with their peers. On the basis of that prepare a report about understanding childhood.
2. Prepare a case study of a girl child from a minority community or a dalit household or a tribal community.
3. Observe and interact with ten adolescent children living in different contexts (rural areas, urban slum, dalit household, tribal community, urban area, and working/street people) and compare their characteristics and problems.
4. View any two movies out of the following (The list is only suggestive not prescriptive)
  - I. Smile Pinky (2008)
  - II. Born into Brothels (2014)
  - III. Salaam Bombay (1988)
  - IV. Slumdog Millionaire (2009)
  - V. Gippie (2013)

Discuss their content, picturization, characters in the context of issues and concerns of childhood/adolescence

5. Collect five stories that children are told by elders from their nearby community. Discuss them in your class.

### **Suggested Readings**

- Cole, M and Cole, S (1989). *The Development of Children*, Scientific American Books, New York
- Hurlock, E.B. (2003). *Child Growth and Development*, Tata Mc Graw - Hill Education
- Kakkar, S (1978). *The Inner World: A Psychoanalytic Study of Childhood and Society in India*. Oxford University Press, New Delhi
- Mishra, A (2007), *Everyday Life in a Slum in Delhi*. In D.K. Behera (Ed.) *Childhood in South Asia*. New Delhi: Pearson Education India
- Nambissan, G.B. (2009). *Exclusion and Discrimination in Schools: Experiences of Dalit Children*. Indian Institute of Dalit Students and UNICEF
- Piaget, J. (1997). *Development and Learning*. In M. Gauvain and M. Cole (Eds), *Readings on the Development of Children*. New York: WH Freeman and Company
- Saraswathi, T.S. (1999). *Adult-Child Continuity in India: Is Adolescence a myth or an emerging reality?* In T.S. Saraswathi (Ed), *Culture, Socialisation and Human Development: Theory, Research and Applications in India*. New Delhi. Sage
- Sharma, N (2011). *Understanding Adolescence*, NBT, New Delhi , India
- Singh, A (Ed), (2015). *Human Development: A Life Span Approach*. Orient Black Swan, Delhi

## PE 2: Contemporary India and Education

Total Marks: 100

Contact Hours: 6 Hours per Week

Internal Assessment: 30

External Assessment: 70

### Introduction

India, as a country and society has been in transition and has evolved as the melting pot for various diversities including religious, cultural, socio-economic, linguistic, geographical, regional and philosophical thoughts operating through maturing democratic system of interactions and governance. The country administered through rule of law and the constitution embodies the aspirations for our evolution as a cohesive society and a strong and leading nation in the world community. The continuing evolution of our egalitarian society and peaceful transformation of the nation needs to be understood by the student teachers. This will enable them to effectively discharge their role in the society with numerous diversities. The teachers are also required to understand the role of education as an intervention tool for desired changes in the country and also to appreciate the influence of social set-up on education in which it operates. The important features of contemporary Indian society and the policy formulation in education.

### Objectives

The course will enable the student teachers to -

- appreciate the unity and strengths of Indian diversities based on region, religion, gender, languages, socio-economic factors like caste, means of livelihood etc.
- acquire knowledge about the salient features of our Constitution and constitutional measures to protect diversities
- develop understanding of the issues in contemporary India like industrialization, urbanization, globalization, modernization, economic liberalization and digitalization etc.
- appraise about the policy initiatives taken in education reform during pre- and post independent India.
- develop overall understanding of the working and recommendations of various Commissions and Committees constituted for improving education in the country.
- appreciate Innovations and new measures towards universalization of education including the role of Panchayati Raj Institutions.
- familiarise with various incentive schemes like mid day meal, support to economically, socially and educationally backward communities

- develop understanding of the issues, and challenges faced by Indian contemporary Society

### **UNIT 1 - Contemporary India**

- Social Stratification-forms and function; caste and class; region and religion;
- Types of Society-tribal, Agrarian; industrial, post industrial society;
- Educational scenario of India: diversity in terms of educational opportunities-religion, caste, class, gender, language, region and tribes;
- Challenges in achieving universal elementary education
- Demands of diverse social groups towards education;
- Role of education in creating positive attitude towards diversity ;
- impact of Urbanisation; Industrialisation; , Globalization, modernization, economic liberalization and digitalization etc
- Population explosion and educational challenge: Population size; composition and distribution in India; consequences of population growth;

### **UNIT 2 - Constitutional Provisions and Education**

- Constitutional provisions on education that reflect National ideals:  
Democracy and the values of equality, justice, freedom, concern for others' well-being, secularism, respect for human dignity and rights.
- India as an evolving Nation: Vision, Nature and Salient  
Features - Democratic and Secular polity, Federal structure: Implications for educational system;
- Aims and purposes of education drawn from constitutional provision;
- Fundamental Rights & Duties of Citizens
- Constitutional interventions for universalization of education and RTE Act 2009
- Decentralization of Education and Panchayati Raj (specifically through 7<sup>3rd</sup> and 7<sup>4th</sup> amendment)
- Role of Central and State governments in the development of education

### **UNIT3 - Policy Framework for Development of Education in India**

- Overview of educational reform in the Pre-independence period- Macaulay' minutes, Wood & Despatch, Hunter Commissions; Sargent Report, Basic education;

- Education in Post Independence Period: Mudaliar Commission(1952) Education Commission (1964-66);NPE 1968;NPE 1986 and its modified version 1992; Knowledge Commission;
- Emerging trends in the interface between
  - ✓ political process and education;
  - ✓ economic developments and education; and
  - ✓ Socio-cultural changes and education.
  - ✓ Idea of Common School System
  - ✓ National System of Education
- Language Policy
- Learning Without Burden-1993
- Justice Verma Commission-2012

#### **UNIT 4 - Initiatives of the Government of India**

- Sarva Shiksha Abhiyan (SSA)
- Rashtriya Madhyamik Shiksha Abhiyan (RMSA)
- Mid-day Meal
- Schemes for girls, SC, ST and Marginalised Group
- ICT In School Education- National Repository of Open Educational Resources (NROER)
- Pandit Madan Mohan Malaviya National Mission on Teachers and Teaching (PMMMNTT)

#### **UNIT 5 - Contemporary Indian Education: Concerns and Issues**

- Challenges in Implementation of RTE Act 2009
- Right to Education and Universal Access:
  - ✓ Issues of a) Universal enrolment b) Universal retention c) Universal success
  - ✓ Issues of quality and equity.  
(The above to be discussed with specific reference to physical, economic, social and cultural access, particularly to girl child and weaker sections as well as differently- abled children)
  - ✓ School safety

- Equality of Educational Opportunity:
  - ✓ Meaning of equality and constitutional provisions
  - ✓ Prevailing nature and forms of inequality, including dominant and minor groups and related issues
- Inequality in schooling: Public-private schools, rural-urban Schools , single teachers' schools and many other forms of inequalities in school systems and the processes leading to disparities

### **Practicum**

- Case study of different kind of schools
- Conflicts and Social Movements in India: Women, Dalit and tribal movements,
- Marginalization and education of children from slums and distress migration
- Impact of electronic media on children
- Understanding youth culture in the present times and the impact of internet and other Visual mediums.
- Organization of Literacy Programmes (Night School/Classes) for adults and continuing education among Youths (A Pilot Project).
- Causes and Poverty and Eradication of Slum Areas/ Rural Areas.
- Presentation on the reports and policies on USE
- Conduct of survey of government and private schools to identify various forms of inequality
- Survey of nearby locality to find out the causes of low literacy.
- Study of functioning utility of Shala, Vikas Samiti in a Secondary School.
- Study of voluntary agency working in the field of educational and school development of society.
- Conduct surveys of various educational contexts (eg. Schools of different kinds) and make interpretative presentations based on these
- Study writings on analysis of education-development interface and make presentations
- Conduct surveys of various educational contexts (eg. Schools of different kinds) and make interpretative presentations based on these
- Study writings on analysis of education-development interface and make presentations

## Suggested Readings

- Anand, C.L. et.al. (1983). **Teacher and Education in Emerging in Indian Society**, NCERT, New Delhi.
- Govt. of India (1986). **National Policy on Education**, Min. of HRD, New Delhi.
- Govt. of India (1992). **Programme of Action (NPE)**. Min of HRD.
- Govinda, R. (2011). *Who goes to school?: Exploring exclusion in Indian education*. Oxford University Press.
- Krishnamurti, J. (1992). Education and world peace. In *Social responsibility*. Krishnamurti Foundation.
- Kumar, K. (2013). *Politics of education in colonial India*. India: Routledge.
- Mani, R.S. (1964). **Educational Ideas and Ideals of Gandhi and Tagore**, New Book Society, New Delhi.
- Manoj Das (1999). **Sri Aurobindo on Education**, National Council for Teacher Education, New Delhi.
- Mohanty, J., (1986). **School Education in Emerging Society**, Sterling Publishers.
- Mukherji, S.M., (1966). **History of Education in India**, Acharya Book Depot, Baroda.
- GOI(1964-1966):‘Education and National Development’. Ministry of Education, Government of India 1966.
- GOI(2004):**Learning without Burden**, Report of the National Advisory Committee. Education Act. Ministry of HRD, Department of Education, October, 2004.
- NCERT (2002): **Seventh All India School Education Survey**, NCERT: New Delhi.
- Naik, J.P. (1982). *The education commission and after*. APH Publishing.
- Naik, J.P. & Syed, N., (1974). **A Student’s History of Education in India**, MacMillan, New Delhi.
- NCERT (1986). **School Education in India - Present Status and Future Needs**, New Delhi.
- NCERT. (2005). *National curriculum framework. (NCF 2005)*. New Delhi: NCERT.
- NCERT. (2006a). *Position paper-National focus group on education with special needs*
- NCERT. (2006b). *Position paper-National focus group on gender issues in the curriculum (NCF 2005)*. NCERT.
- NCERT. (2006c). *Position paper-National focus group on problems of scheduled caste and scheduled tribe children (NCF 2005)*. New Delhi: NCERT.
- NCERT. (2006d). *Position paper-National focus group on teaching of Indian language*
- Ozial, A.O. ‘**Hand Book of School Administration and Management**’, London, Macmillan.



- Radha Kumud Mookerji. Ancient Indian Education (Brahmanical and Buddhist), Cosmo Publications, New Delhi - 1999.
- Sainath P. (1996). Every body loves a good drought. Penguin Books New Delhi.
- Salamatullah, (1979). Education in Social context, NCERT, New Delhi.
- Sykes, Marjorie (1988): The Story of Nai Talim, Naitalim Samiti: Wardha.
- UNESCO; (1997). Learning the Treasure Within.
- Dr. Vada Mitra(1967). Education in Ancient India, Arya book Depot, New Delhi
- UNDP. Human Development Reports. New Delhi. Oxford: Oxford University Press.
- UNESCO. (2004) Education for All: The Quality Imperative. EFA Global Monitoring Report, Paris.
- Varghese, N.V. (1995). School Effects on Achievement: A Study of Government and Private Aided Schools in Kerala. In Kuldip Kumar (Ed.) School effectiveness and learning achievement at primary stage: International perspectives. NCERT. New Delhi.
- World Bank, (2004). Reaching the Child: An Integrated Approach to Child Development. Oxford University Press, Delhi.

## PE 3: Learning and Teaching

Total Marks: 100

Contact hours: 6 hours Per Week

Internal Assessment: 30

External Assessment: 70

### Introduction

This course brings together perspectives from many other courses and draws upon theoretical understanding from psychology, philosophy, sociology and language learning. It provides an opportunity to student teachers to reflect on and critically analyse notions of learning and teaching on the basis of their own experiences and to move beyond them. Student teachers will understand various theories of learning. They will engage theoretically and through observation with the notion of learning as construction of knowledge. The student teachers will also critically analyse and discuss complex nature of teaching. They will analyse teaching as a profession and will reflect on how to teach effectively in a diverse classroom.

### Objectives

The course will enable the student teachers to -

- develop an understanding about differential learning needs of the learners with regard to abilities, learning styles, socio-cultural differences, language, and learning difficulties.
- develop awareness of the different contexts of learning.
- reflect on their own implicit understanding of the nature and kinds of learning.
- gain an understanding of different theoretical perspectives of learning including the constructivist perspective.
- develop understanding about the concept of teaching from various perspectives.
- explore teaching strategies to address diversity of students in a classroom.
- analyse 'teaching' as a profession.

### Unit I: Understanding the Learner

- Dimensions of differences in psychological attributes-cognitive abilities, interest, aptitude, creativity, personality, values & Self Esteem.
- Understanding learners from the perspective of multiple intelligences with a focus on Gardner's theory of multiple intelligences. Implications for teaching-learning in the light of changing concept of intelligence, including emotional intelligence.
- Differences in learners based on predominant 'learning styles'.
- Differences in learners based on socio-cultural contexts: Impact of home language of learners' and language of instruction, impact of differential 'cultural capital' of learners.

- Understanding differences based on range of cognitive abilities---learning difficulties, slow learners and dyslexics, intellectual deficiency, intellectual giftedness. Implications for catering to individual variations in view of 'difference' rather than 'deficit' perspective.

## **Unit II: Understanding Learning**

- Implicit knowledge and beliefs about learning (demystifying misconceptions).
- Perspectives on human learning: Behaviourist (conditioning paradigm in brief), cognitivist, information-processing view, humanist, social-constructivist (drawing selectively on the ideas of Skinner, Piaget, Rogers, Vygotsky).
  - (i) Concepts and principles of each perspective and their applicability in different learning situations.
  - (ii) Relevance and applicability of various theories of learning for different kinds of learning situations.
  - (iii) Role of learner in various learning situations, as seen in different theoretical perspectives.
  - (iv) Role of teacher in teaching-learning situations: as a ) transmitter of knowledge, b) facilitator, c) negotiator, d) co-learner.

## **Unit III: Learning in 'Constructivist' Perspective**

- Distinctions between learning as 'construction of knowledge' and learning as 'transmission and reception of knowledge'.
- Social-constructivist perspective (also Bruner and Ausubel's perspective) and applications of Vygotsky's ideas in teaching.
- Processes to facilitate 'construction of knowledge':
  - (i) Experiential learning and reflection
  - (ii) Social mediation
  - (iii) Cognitive negotiability
  - (iv) Situated learning and cognitive apprenticeship
  - (v) Meta-cognition
- Creating facilitative learning environments, teachers' attitudes, expectations - enhancing motivation, positive emotions, self-efficacy, collaborative and self regulated learning.
- Utilizing learners experiences (in and outside school) in classroom process.

## **Unit IV: Understanding Teaching**

- What is meant by teaching (teaching as a practice, activity and performance).
- Teaching as a complex activity
  - Reflective Teaching to enhance learning

- teaching in a diverse classrooms (addressing the diversity of student in classroom. Diversity in cognitive abilities learning styles diversity due to socio-cultural context language diversity, differences resulting from disabilities, gender difference, diversity of student at risk).
- teacher as a critical pedagogue.

### **Unit V: Teaching as a Profession**

- teaching as profession (basic characteristics of teaching qualifying it as a profession.
- Professional development of teachers :
  - Need (link between professional development of teacher and substantial school improvement and student learning).
  - Phases of Professional Development (Pre-service and In-service).
  - Approaches
    - (i) Conventional face to face (through various institutions).
    - (ii) School based INSET
    - (iii) Action Research
    - (iv) Professional Learning Communities (PLC)
    - (v) Self initiated learning
    - (vi) Professional Development through distance mode
  - Facilitating professional development
- Teacher Autonomy and Accountability.

The course will be transacted with active involvement of student teachers. They will study and critically analyse the relevant texts and visit schools and other learning sites to gain understanding about learning and teaching in various contexts. They may be exposed to videos of various lessons, examples of children's works and records that capture a variety of images of learning and teaching. Student teachers may be encouraged in planning, exploration, sharing and reflecting, analytical writing and studying 'teacher' diaries and other records.

### **Practicum**

- Student teachers may be asked to visit nearby schools (at least four different schools). Observe teaching learning process in some classrooms for few days. Make records and prepare a presentation highlighting various kinds of teaching and learning which they observed there.
- Observe a class in a practising school for few days and prepare a note highlighting how teachers addressed the learning needs of different learners. Give examples with respect to gender, inclusion, culture and language.
- Read few diaries written by teachers, analyse their text in the context of teaching activities.

- Interact with peers and few teachers. Discuss whether teaching is a profession and prepare a report on the basis of their perception.
- Interact with few teachers in a nearby school and discuss with them the relevance of training they received with respect to the classroom teaching.

### Suggested Readings

- Bhatt, H. *The diary of a school teacher: An Azim Premji University publications*, [www.arvindguptatoys.com/arvindgupta/diary - school teacher- eng.pdf](http://www.arvindguptatoys.com/arvindgupta/diary-school-teacher-eng.pdf)
- Burden, Paul R; Byrd, David. M. (1999). *Methods for Effective Teaching* (Sec Edition), Allyn and Bacon.
- Carr, D (2005), *Making Sense of Education: An Introduction to the Philosophy and Theory of Education and Teaching*, Routledge.
- Delpit, L (2006). *Other People's children, Cultural Conflict in the Classroom*. The New press.
- Dhar, T.N. (Ed). 1996. *Professional Status of Teachers*, NCTE, New Delhi.
- Kauchak, D. P and Eggen, P. D (1998). *Learning and Teaching,: Research based Methods*, Boston: Allyn and Bocan
- Ladsen - Billings, G (1995). Toward a Theory of Culturally Relevant Pedagogy. *American Educational Research Journal*, 32 (3), 465-491.
- Lampert, M. (2001). *Teaching Problems and the Problems of Teaching*. Yale University press.
- NCERT (2005). *National Curriculum Framework*, New Delhi
- Olson, D.R. & Bruner, J.S. (1996). "Folk Psychology and Folk Pedagogy". In D.R. Olson & N. Torrance (Eds.). *The Handbook of Education and Human Development* (PP.9-27). Blackwell.
- Piaget, J. (1997). "Development and Learning", In M. Gauvain & M. Cole (Eds.), *Reading on the Development of Children*. New York: WH Freeman & Company.
- Shulman, L.S. (1986). Those who understand: Knowledge growth in teaching. *Educational Researcher*, 4-14.
- Vygotsky, L. (1997). "Interaction between Learning and Development", In M. Gauvain & M. Cole (Eds.) *Reading on the Development of Children*, New York: WH Freeman & Company.

## PE 4: Gender, School and Society

Total Marks: 50

Contact hours: 3 hours per week

Internal Assessment: 15

External Assessment: 35

### Introduction

Gender is a social construct that impacts attitudes, roles, responsibilities and behavior patterns of boys and girls, men and women in all societies. Gender relations vary from society to society. Gender determines power relations in multicultural societies like India. It deals with human concerns encompassing diversities and differences. It has been the most visible form of discrimination operating across cultures in developing societies. When one analyses the present context of gender discourse, the prime concern is how gender functions as a determinant of construction of knowledge in different disciplines.

Education has the inbuilt potential of formulating interlinkages between gender and education. Discourses on gender and education require critical engagements with the deep questions on the nature of socialization. It needs to reflect and focus on transforming attitudes, beliefs and behavioral patterns that impact gender relation in family, community, school and work place and so on. In order to eliminate the hierarchies on such social constructions, gender debates and discourses have to be operationalised within the overarching concern for democratic education.

This course is crucial for addressing gender bias and stereotypes that operate in all social spaces in textual materials and print media accessed by students and other stakeholders. It would make the teachers reflect on her /his socialization and analyze critically the processes that shape masculinity and femininity. Further, it is hoped that teachers as agents of change would encourage students to reflect on their socialization and critique all those practices that perpetuate stereotypes and biases.

### Objectives

The course will enable the student teachers to -

- develop basic understanding and familiarity with key concepts-gender, gender bias, gender stereotype, empowerment, gender parity, equity and equality, patriarchy and feminism and transgender.
- know about policies, plans and schemes of the government for addressing all forms of disparities and inequalities existing in the society
- learn about gender issues in school, curriculum, textual materials across disciplines, pedagogical processes and its intersection with class, caste, religion and region; and

- understand the need to address gender based violence in all social spaces and evolve strategies for addressing it.

### **Unit 1: Gender Issues: Key Concepts**

1.1 Gender, Social construction of Gender

1.2 Gender socialization and Gender Roles

1.3 Gender discrimination at different levels of institutions (institutions related to social, cultural, religious, economic, political and educational settings).

### **Unit 2: Socialization Processes in India: Family, School and Society**

2.1 Gender Identities and socialization practices in different types of families in India.

2.2 Gender Concerns related to access, enrolment, retention, participation and overall achievement.

2.3 Gender Issues in Curriculum

- Gender, Culture and Institution: Intersection of class, caste, religion and region
- Construction of gender in curriculum frameworks since Independence: An Analysis
- Gender and the hidden curriculum
- Gender in text and classroom processes
- Life skills and sexuality.

2.4 Gender Jarisprudences (in Indian Contest)

- Prenatal diagnosgtic Technique Act, 1994
- The draft sexual Law Reforms in India, 2000
- Domestic Violence Act, 2005
- Reservation for Women
- Supreme Court Verdict about transgender.

### **Unit 3: Creating Gender Inclusive Classroom**

3.1 Developing positive self concept and self esteem among girls

3.2 Teaching Learning Materials

3.3 Classroom transaction

3.4 Teacher as an agent of change

## Practicum

- Analyse Textbooks of Class VI to X (of your State) from the Perspective of Gender Bias and Stereotypes.
- Organize Debates in Class on Equity and Equality cutting across Gender, Class, Caste, Religion, Ethnicity Disability and Region.
- Debates and Discussions on Violation of Rights of Girls and Women in our society.
- Analysis of Video Clipping on Portrayal of Women in Print and Audio-Video Media.
- Collection of Folklores reflecting Socialization Processes and its Influence on Identity formation.
- Observe Participation of Boys and Girls in different Activities in Heterogeneous Schools- Public and Private-Aided and managed by Religious Denominations and prepare a report.
- Field visits to Schools, to Observe the Schooling Processes and Transactional Strategies from a Gender Perspective.
- Gathering Information on Laws by Compiling Violence against Girls and Women in India.
- Group Assignment on Examining Policies and Schemes on Girls Education and Women's Empowerment.
- Collect material related to Women Role Models in various fields with Emphasis on Women in Unconventional Roles and prepare a brief report
- Collect thoughts of Eminent Men and Women of India on Girls Education and Women's Empowerment.
- Organise Poster Competition on Gender Equality And Empowerment.

## Suggested Readings

- Desai, Neera and Thakkar, Usha. (2001). *Women in Indian Society*. National Book Trust, New Delhi
- Dunne, M. et al. (2003). *Gender and Violence in Schools*. UNESCO
- Kirk Jackie (ed) , (2008), *Women Teaching in South Asia*, SAGE, New Delhi
- Leach, Fiona. (2003). *Practising Gender Analysis in Education*, Oxfam
- NCERT 2006, National Curriculum Framework 2005: Position Paper, National Focus Group on *Gender Issues in Education*, New Delhi
- Nayar, Sushila and Mankekar Kamla (ed.) 2007, '*Women Pioneers in India's Renaissance*, National Book Trust, New Delhi, India.
- Sherwani, Azim. (1998). *The Girl Child in Crisis*. Indian Social Institute, New Delhi.
- Srivastava Gouri, (2012), *Gender and Peace in Textbooks and Schooling Processes*, Concept Publishing Company Pvt. Ltd, New Delhi
- Unterhalter, Elaine. (2007). *Gender, Schooling and Global Social Justice*, Routledge.



## PE 5: Knowledge and Curriculum

Total Marks: 100

Contact Hours: 6 Hours per Week

Internal Assessment: 30

External Assessment: 70

### Introduction

One of the important role of teachers concerns facilitation of construction, transfer, re-enforcement and refining of knowledge during interaction with students. In this context, the teachers are required to be competent about the epistemological thinking of knowledge and also in dealing with the social environment involving transaction of knowledge. This paper imparts necessary preparation to student teachers in dealing with various dimensions of knowledge and its transaction in a social environment.

### Objectives

The course will enable the student teachers to -

- understand epistemological and social bases of education to equip them to consciously decide about the educational and pedagogical practice(s) with increased awareness and clarity.
- make distinctions between 'knowledge' and 'information', and 'reason' and 'belief' based on epistemological basis of education, to engage with the enterprise of education.
- the basic concepts and process of curriculum planning, preparation of syllabi and development of text books at different levels.
- analyze text books and related educational material in the context of aims and objectives of education and learning outcome.
- impart understanding about the activities inside and outside the class room and the commonplace rituals of school, its celebrations, and its notions of rules, discipline, or the time-table etc
- understand the gaps in the curriculum as enacted and curriculum as process and practiced and to understand the role of ideology and power in influencing curriculum.
- infuse dynamism in interpreting and transacting curriculum in the school, so that it becomes culturally sensitive in selection of knowledge, symbols and values, and child-friendly in pedagogy.

## **Unit 1: Knowledge and Knowing**

- Knowledge: Meaning and nature
- Differences between information, knowledge, belief and truth.
- Knowing Process: Different ways of knowing ; Knowledge construction, Process of Construction of Knowledge. Relative roles of knower and the known in knowledge transmission and construction
- Facets of Knowledge- Different facets of knowledge and relationship, such as: local and universal, concrete and abstract, theoretical and practical, contextual and textual, school and out of school (With an emphasis on understanding special attributes of 'school knowledge'.)
- role of culture in knowing
- Reflection on knowledge

*Views of Gandhi, Tagore, Krishnamurti and Aurobindo on knowledge and education*

## **Unit 2: Forms of Knowledge and its Organisation in Schools**

- Meaning of curriculum, perspectives of curriculum- Traditionalist, Empiricist, Reconceptualist and Social constructivists
- Understanding the meaning and nature of curriculum: need for curriculum in schools.
- Concept of Core curriculum, Hidden curriculum, and Spiral curriculum  
School knowledge and its reflection in the form of curriculum, syllabus and Textbooks.
- Curriculum framework, curriculum and syllabus; their significance in school education
- Curriculum visualised at different levels: National-level; state-level; school-level; class-level and related issues

## **Unit 3: Curriculum Determinants and Considerations**

- Broad determinants of curriculum making: (At the nation or state-wide level)
  - socio-political aspirations, including ideologies and educational vision;
  - Cultural orientations;
  - National priorities;
  - System of governance and power relations; and

- International contexts.
- Considerations in curriculum development:(At school level)
  - (i) Forms of knowledge and its characterisation in different school subjects
  - (ii) Relevance and specificity of educational objectives for concerned level
  - (iii) Socio-cultural context of students – multi-cultural, multilingual aspects
  - (iv) Learner characteristics
  - (v) Teachers' experiences and concerns
  - (vi) Critical issues: Environmental concerns, gender differences, inclusiveness, value concerns and issues, social sensitivity.

#### **Unit 4: Curriculum Development (at School Level)**

- Understanding different approaches to curriculum development: Subject-centred; environmentalist (incorporating local concerns); behaviourist; competency-based (including 'minimum levels of learning'); learner-centred and constructivist.
- Process of curriculum making
  - (i) Formulating aims and objectives (based on overall curricular aims and syllabus)
  - (ii) Criteria for selecting knowledge and representing knowledge in the form of thematic questions in different subjects
  - (iii) Organising fundamental concepts and themes vertically across levels and integrating themes within (and across) different subjects
  - (iv) Selection and organisation of learning situations.
- Construction of curriculum vis-a-vis teachers' role and support in 'transacting curriculum'; 'developing curriculum'; 'researching curriculum'

#### **Unit 5: Curriculum Implementation and Renewal**

- Teachers' role in generating dynamic curricular experiences through
  - (i) flexible interpretation of curricular aims; and

- (ii) contextualisation of learning;
- (iii) varied learning experiences.
- Selection and development of learning resources (textbooks, teaching-learning materials and resources outside the school – local environment, community and media, etc.)
- Process of curriculum evaluation and revision
  - (i) Need for a model of continual evaluation
  - (ii) Feedback from learners, teachers, community, and Administrators
  - (iii) Observable incongruencies and correspondence between expectations and actual achievements

### **Practicum**

Each student-teacher is required to submit two assignments selecting one from each group given below:

#### *Group I:*

- Analyse the state curriculum of your state in the light of NCF 2005 and how various issues like gender, inclusiveness, ICT are integrated in the curriculum?
- Discussion on purpose of curriculum framework;
- Interaction with school teachers and principal, how they operationalise the prescribed curriculum into an action plan;
- Analysis of any one text book with regard to incorporation of gender issue
- How curriculum is evaluated and revised;

Group II: Critical appraisal on overview of salient features of the 'philosophy and practice' of education advocated by any two following thinkers and their presentation :

- Rabindranath Tagore: Liberationist pedagogy
- M.K.Gandhi: Basic education
- Sri Aurobindo: Integral education
- J.Krishnamurthi: Education for individual and social transformation.

### **Suggested Readings**

- Aggarwal, Deepak (2007): Curriculum development: Concept, Methods and Techniques. New Delhi. Book Enclave.
- Arora, G.L. (1984): Reflections on Curriculum. NCERT.

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- Kelley, A.B. (1996). The Curricular Theory and Practice. Harper and Row, US.
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- NCERT (1984). Curriculum and Evaluation, NCERT, New Delhi.
- NCERT (2006): Systematic reforms for Curriculum change. New Delhi.
- Dewey, John (1966). The Child and the Curriculum. The University of Chicago Press.
- NCTE (2009) National Curriculum Framework for Teacher Education.
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- NCERT (2005). National Curriculum Framework, NCERT, Sri AurobindoMarg, New Delhi.
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- Prema Clarke (2001). Teaching & Learning: The Culture of pedagogy, Sage Publication, New Delhi.
- Steven H. Cahn (1970). The Philosophical Foundation of Education, Harper & Row Publishers, New York.
- Taba, Hilda (1962).Curriculum Development. Theory and Practice, Har Court, Brace and Wald. New York.
- Wiles, J.W. & Joseph Bondi (2006): Curriculum Development: A Guide to Practice. Pearson Publication.
- Whecker D.K. (1967) Curriculum Process, University of London Press.

## PE 6: Creating an Inclusive School

Total Marks: 50

Contact Hours: 3 Hours per Week

Internal Assessment: 15

External Assessment: 35

### Introduction

The diversity in the society is a fact and the reflection of it in the school is natural. Traditionally these diversities were considered as inability of the individual to be able to meet the requirement of the school/classroom. Now diversities are considered as imposed by the hurdles created by the society. Similarly the difficulties of students to learn in the classroom are due to the expectation of the system, architecture of the building and classroom, design of teaching and many other related factors. The philosophy underlying this course is that every student is unique and each one has the potentiality to learn. The management of individual difference is a social responsibility which a school has to accept. Creating a learning environment to provide opportunity to participate fully in the process of learning is the task for a teacher. This is a short course with an intention to develop a thought in the teacher which results in accepting 'all' children in the class as his/her responsibility. This is a small beginning to a teacher towards a major change in the system and society. With this course it is expected that the teacher will reflect on the student who is 'deviant' in the class as 'different' who needs the input and attention like other students. Include case studies and interactions with eminent speaker, group discussions, book reviews, self-learning, ICT based teaching learning, visits to various schools (special, integrated and inclusive) and institutions (national and regional centers), viewing relevant documentaries and films, critical analysis and reflections

### Objectives

The course will enable the student teachers to –

- Understand the meaning and significance of Inclusive education
- Gain knowledge on Policy and legislative frameworks promoting inclusion
- Learn to create inclusive classrooms using inclusive pedagogy – (teaching strategies, CCE)
- Understand the linkages and collaborations for resource mobilization.

### Unit 1: Understanding Inclusion in Education

- History of inclusion –paradigm shift from segregation to inclusion
- Policy perspective: Initiatives to promote inclusive education

- International Focus: Salamanca 1994, UNCRPD, EFA (MDG)
- National Focus: Constitutional obligations for education of diverse groups, NPE, 1986-92, PWD Act 1995, National Policy for PWD, 2006, revised PWD Bill 2012, RCI Act, NCF 2005 and NFG paper, SSA, RMSA, National Commission on Minority Education Institutions (NCMEI), National Commission for Education of SC, ST
- Educational concessions, facilities and provisions.

## **Unit 2: Understanding physical, psychological and social cultural diversity**

- Diversity due to disability (Nature, Characteristic and Needs)
  - Special needs of children with sensory disabilities,
  - Special needs of children with cognitive disabilities
  - Special needs of children with physical disabilities
  - Girls with disabilities- Issues, Challenges, and Supportive Programmes
- Diversity due to socio- cultural and economic factors
  - Discrimination, language attitudes, violence and abuse.

## **Unit 3: Addressing Learners' Diversity**

- Curricular Issues
  - Curriculum adaptation/ modifications
  - Content contextualization
  - Assessment and Evaluation-- Continuous Comprehensive Evaluation (CCE), Alternative means for assessment and evaluation in inclusive classrooms,
- Learning and learner support--assistive and adaptive devices, ICT
- Universal Design in Learning (UDL)

## **Practicum**

- During the internship period visit a nearby school. Observe the teaching learning processes, infrastructure available and assess the nature of inclusive practice. List the existing challenges and factors that promote inclusive practices. Please give justifications.
- Prepare the need profile of all children in a class. Critically analyze the profile thus prepared for establishing relation between students' needs and their abilities/disabilities. Identify relationship between students' needs and their socio-economic and educational status.

- Adapt at least one pedagogical practice studied in the pedagogy course and suggest ways to make it appropriate for addressing the needs of all learners in the class.
- Study the assessment and evaluation practices being followed in a school. Critically reflect on the practices in the context of inclusive education.
- Review the characterization of challenged persons/children in the popular media. If possible draw correlations between popular myths and current beliefs and media representations.
- Visit a nearby special, inclusive and regular school. Make observations in terms of time table, teaching learning activities, infrastructure, child to child interaction and parental support. Compare the practices.
- Carry out interaction with the regular teachers and ascertain the current challenges for promoting inclusive education. Try to collect their opinion on the subject. Talk to at least 25 teachers.
- Is inclusion a new concept? Find evidence of inclusion in Vedic era and trace the journey to modern times. Think. Reflect and Discuss.

### **Suggested Readings**

- Ainscow, M. and Booth, T (2002) *Index for Inclusion: Developing Learning and Participation in Schools*. Bristol: CSIE.
- Ainscow, M., Dyson, A. and Booth, T. (2006) *Improving Schools, Developing Inclusion*, London: Routledge.
- Hegarty, S. and Mithu Alur (2002) *Education and Children with Special Educational Needs- Segregation to Inclusion*, New Delhi: Sage Publication India Pvt. Ltd
- Julka, A, *Index of Incusion* (2012) NCERT, New Delhi.
- Jha, M.(2002) *Inclusive Education for All: Schools Without Walls*, Heinemann Educational publishers, Multivista Global Ltd, Chennai
- Julka, A (2006) *Meeting special needs in schools" A manual*, NCERT, New Delhi
- UNICEF(2003) *Examples of Inclusive Education*, UNICEF ROSA, Kathmandu
- World Bank (2003) *Inclusive Education: Achieving Education for All including those with Disabilities and Special Educational Needs*.
- Ysseldyke, J.E. and Algozzine, B. (1998) *Special Education A Practical approach for Teachers*, New Delhi: Kanishka Publishers Distributors.
- Julka, A.(2015) *Including Children with Special Needs: Upper Primary Stage*, NCERT, New Delhi.
- Julka, A. (2014) *Teachers Creating Inclusive Classrooms: Issues and Challenges – A Research Study*
- NCERT(2006), *Position Paper : National Focus Group on Education of children with Special Needs*, NCERT;DEGSN, New Delhi
- NCERT(2006), *Position Paper: National Focus Group on Problems of Scheduled Castes and Scheduled Tribe Children* NCERT, New Delhi.
- MHRD (2009), *The Right of Children to Free and Compulsory Education Act, 2009*. Ministry of Human Resource Development, New Delhi



## PE 7: Health, Yoga and Physical Education

Total Marks: 50

Contact hours: 3 hours per week

Internal Assessment: 15

External Assessment: 35

### Introduction

It is well acknowledged that health is a multidimensional concept and is shaped by biological, physical, psychological, social, economic, cultural and political factors. This subject area adopts a holistic definition of health within which physical education and yoga contribute to the physical, social, emotional and mental aspects of a child's development. Given the multi-dimensional nature of health, there are many opportunities for cross curricular learning and integration in other subject areas like science, social science and languages also. The subject has to focus on applied learning and therefore, innovative approaches need to be adopted for transaction of this area. The organisation of activities under this area should ensure a wide range of activities, so that each and every student and teacher can participate in them according to his/her interest and need. The syllabus, therefore, should focus on "what as a students, teacher I should learn and what should I expected that the children should learn and practice". This area, therefore, should focus on acquisition of habits of healthy living and participation in games, sports and athletics for maintenance of fitness.

### Objectives

The course will enable the student teachers to

- understand the concept of holistic health, its various dimensions and determinants
- develop positive attitude towards health physical education and yoga as individual;
- sensitise, motivate and help them to acquire the skills for physical fitness, learn correct postural habits and activities for its development;
- create interest for the practice of *yogasanas* and meditations;
- understand various policies and programmes related to health, physical education and *yoga*; and
- help them to understand the process of assessment of health and physical fitness.

### **Unit 1: Health Education**

- Concept of health, importance, dimensions and determinants of health; Health needs of children and adolescents, including differently-abled children
- Understanding of the body system–skeleton, muscular, respiratory, circulatory and digestive in relation to health fitness, bones, muscles and joints, their functions, common injuries of bones, common health problems and diseases–its causes, prevention and cure, immunization and first aid. Impact of Physical activities, games, sports and *yoga* on different body systems.
- Communicable and non-communicable diseases; Reproductive and sexual health, hygiene, RTI, STI, HIV/AIDS, responsible sexual behaviour, measures to prevent diseases transmission; Harmful effects of self-medication and patient's rights.
- Food and nutrition, food habits, timing of food, nutrients and their functions, seasonal foods and festivals, preservation of food value during cooking, indigenous and modern ways to preserve food, shift in food practices and its globalisation, practices related to food hygiene, malnutrition, including obesity, food and waterborne and deficiency diseases and prevention.

### **Unit 2: Physical Education**

- Physical fitness, strength, endurance and flexibility, its components, sports skills, indigenous and self-defense activities
- Development of physical fitness; Postures; Importance of relaxation; Fitness tests; Resources and services for games and sports and Health.
- Games and sports – athletics (general physical fitness exercises), games (lead-up games, relays and major games) rhythmic activities, gymnastics and their impact on health
- Fundamentals skills of games and sports; Sports for recreation and competition; Rules and regulations of sports; sports ethics; sports awards and scholarships, sport-personship.
- Role of institutions (school and family), health services, policies and major health and physical education-related programmes, blood banks, role of media.
- Health and physical Education and its relationship with other subject areas like Science, Social Science and Languages.
- Safety and security – disasters in and outside schools, ways of prevention, safety from snake and dog bites, animal attacks, prevention and treatment

### **Unit 3: Yoga**

- Concept, need and importance of *yoga*, History of *yoga*
- *Yogasanas*- Standing, Sitting, Prone and Supine positions ( 5 Asanas each)
- *Kriyas and Pranayams*, Meditation

- Do's & Don't of yogic practices.
- Role of *yogasanas* for prevention of common diseases

Given the applied nature of the course, the content of two-year B.Ed. programme should consist of both theory and practical. It should focus more on experiential learning. The syllabus is designed to understand the holistic view of health, physical education and yoga in theory and practice. The syllabus should also focus on the role of teachers to be more compassionate with students.

### **Practicum**

- Activities for development of physical fitness, i.e. strength, speed, endurance, flexibility and body composition (Fundamental Sports Skills ); Basics of track and field (100 mts., 200 mts., long jump, shot put, 4 × 50 mts. relay) Gymnastics; Any two team games (*Kabaddi, Kho-Kho, Basketball, Cricket, Hockey, Volleyball* and Football) or individual game
- Organisation of games and sports tournaments
- Learning and performing of basic *yogic* activities, asanas and pranayam, *Kriyas and Meditation*.
- Celebration of *yoga* day, *yoga* week.

### **Pedagogical Approach**

The following methods may be adopted:

- Interactive discussions, group-work, sharing of experiences, organizing various activities, analysing various topics by using various charts, photographs and other materials on aspects of health-related issues.
- Organising school health check-ups, referral, practical classes of first aid.
- Projects and assignments for individual learners as well as for group work and their record of activities.
- Guiding them in the organisation of games and sports and demonstration of *yogic* activities.

### **Suggested Readings**

- Bette J., Logsdon & Others.1977. "*Physical Education for Children: A Focus on the Teaching Process*", Lea & Febiger, Philadelphia
- Deborah A. Wuest, Charles A. Bucher. 2006. 15<sup>th</sup> edition. "*Foundation of Physical Education Exercise Science and Sports*", Tata McGraw Hill, Pvt. Ltd., New Delhi

- Gharote M.L. 2004. *Applied Yoga*, Kaivalyadhama S.M.Y.M. Samiti, Lonvala.
- Jack H. Wilmore, David L. Costill, W. Larry Kenney.2011. 5<sup>th</sup> edition. *“Physiology of Sports and Exercise”*, Human Kinetics Publication
- John E. Nixon, Ann E. Jewett.1980. *“An Introduction to Physical Education*, Thomson Learning 9<sup>th</sup> edition, London.
- M.M. Gore. 2007. *“Anatomy and Physiology of Yogic Practices”* Motilal Banarsi Dass, New Delhi.
- MDNIY. 2010. *“Yoga Teachers Manual for School Teachers”*, New Delhi
- Morarji Desai National Institute of Yoga, *“Pranayama”*, New Delhi
- Morarji Desai National Institute of Yoga, *“Yogasana”* , New Delhi
- NCERT. 2013. *Training and resource materials on Adolescence Education*, NCERT, New Delhi (This material is also available on [www.aeparc.org](http://www.aeparc.org).[www.ncert.nic.in](http://www.ncert.nic.in))
- NCERT. 2014. *Population Education: Source Material*, New Delhi
- NCERT. 2015. *Yoga: A Healthy Way of Living, Secondary Stage*, New Delhi
- NCERT (2015). *Yoga: A Healthy Way of Living, Upper Primary Stage*, New Delhi.
- NCTE. 2015. *Yoga Education-Bachelor of Education Programme*, New Delhi.
- Swami Satyanand Saraswati. 2013. *“Asana Pranayama Mudra Bandha”*, Bihar School of Yoga, Munger.

## **Section B**

### **Curriculum and Pedagogic Studies**

CPS 1: Language across the Curriculum

CPS 2&3: Pedagogy of two School

Subjects (Part I &II)

- Social Sciences
- Biological Science
- Physical Science
- Mathematics
- English
- Urdu
- Sanskrit
- Hindi

CPS 4: Assessment for Learning

## CPS1: Language Across the Curriculum

Total Marks: 50

Contact hours: 3 Hours per week

Internal Assessment: 15

External Assessment: 35

### Introduction

The role of languages across the curriculum is being increasingly recognized, it would be important for all teachers to understand the importance of language across the curriculum and evolve strategies that will help share the responsibility for the development of learners and the development of languages. We need to understand that language education is not confined to the language classroom. A science, social science or mathematics class is *ipso facto* a language class. Learning the subject means learning the terminology, understanding the concepts, and being able to discuss and write about them critically. Language is the medium for comprehending ideas, for reflection and thinking, as well as for expression and communication. Enhancing one's faculty in the language of instruction is thus a vital need of student-teachers, irrespective of the subject areas that they are going to teach. In India, language and literacy are generally seen as the concern of only the language teachers. However, no matter what the subject, teaching cannot take place in a language-free environment. Assumptions about the language and literacy background of students influence classroom interactions, pedagogical decisions and the nature of students' learning. It is important to understand the language background of the students and know how oral and written language can be used in the classroom to ensure optimal learning of the subject area. Languages across the curriculum will foster a genuine multilingualism in the classrooms. This course is visualized to develop understanding about the nature and importance of classroom discourse; developing reading for information. This will strengthen the ability to 'read', 'think', 'discuss and communicate' as well as 'write' in the language of content. All possible efforts should be made to *build networks across different subjects and language* in order to enhance levels of language proficiency. Therefore, student-teachers will need to be familiar with theoretical issues, and to develop competence in analysing current school practices and coming up with appropriate alternatives.

The focus is to create sensitivity to the language diversity that exists in the classrooms. Understanding the language background of students, as first or second language users of the language used in teaching the subject. The focus is to help student-teachers understand the nature of classroom discourse and develop strategies for using oral language in the classroom in a manner that promotes learning in the subject area. The focus is to develop critical reading comprehension in the content areas informational reading and developing writing in specific content areas with familiarity of different registers.

## **Objectives**

The course will enable the student teachers to-

- understand the language background of students.
- understand the nature of classroom discourse.
- understand the nature and need of informational reading.
- understand and analyse content areas and write.
- understand the importance and role of language for content areas.

### **Unit 1: Language Background of Students**

Understanding multilingualism in the classroom; home language and school language; power dynamics of the 'standard' language as the school language vs. home language or 'dialects'; (Deficit theory (Eller, 1989); Discontinuity theory).

(The focus is to create sensitivity to the language diversity that exists in the classrooms. Understanding the language background of students, as first or second language users of the language used in teaching the subject.)

### **Unit 2: Nature of Classroom Discourse**

Classroom Discourse – oral language; discussion as a tool for learning; the nature of questioning in the classroom – types of questions and teacher's role.

(The focus is to help students-teachers understand the nature of classroom discourse and develop strategies for using oral language in the classroom in a manner that promotes learning in the subject area.)

### **Unit 3: Informational Reading and Writing**

Reading in the content areas – social sciences, science, mathematics; nature of expository texts vs. narrative texts; transactional vs. reflexive texts; schema theory; text structures; examining content area textbooks; reading strategies – note-making, summarizing; making reading-writing connections; process writing; analyzing students' writings to understand their conceptions; writing with a sense of purpose – writing to learn and understand.

(The focus is to develop critical reading comprehension in the content areas informational reading and developing writing in specific content areas with familiarity of different registers.)

## **Practicum**

- Discussion on role and importance of home language and school language

- Discussion on role and importance of dialect and standard language.
- Interview some technical people and find out which language do they prefer to use? And why?
- What are the gaps in learning in a particular language and using local language for work.
- As a student you must have felt that sometimes the language of instruction did not help in understanding of the text. Keeping that in view how will you facilitate your students to understand the content.
- Prepare a set of questions on diversity of languages and connect it with classroom discourse.
- Comprehending and analysing the texts.
- Re-telling the text - in one's own language from different points of view.
- Narrating / describing a related account from one's life experience.
- Discussion of related topics and issues - sharing interpretations and points of view.
- Writing – based on the text, e.g. summary of the text, extrapolation of story, converting a situation into a dialogue, etc.
- Preparing questions that develop critical thinking and problem solving leading to discussion.
- Choose a few words from different text of content areas and give examples how similar word / language used in different context for convey the meaning.
- Ask the students to describe a scientific/mathematical/environmental concept in their language and then in the language that they are learning in school.
- Using reading strategies, such as scanning, skimming and reading for extracting information - as appropriate for initial reading of articles (guided individual task)
- Analysis of structure of the article, identifying sub-headings, key words, sequencing of ideas, use of concrete details, illustrations and / or statistical representations, etc. (guided working in pairs)
- Critical reading for attending 'framing' of the article, point(s) of view presented, possible biases or slants (small group discussion)
- Researching and writing articles/reports on topics related to content areas and current issues.
- Take different types of texts from content areas. Analyse the language and develop a thematic lesson design.
- Use texts from content areas in the language classroom to develop reading comprehension and reading strategies.
- Give writing tasks across the curriculum such as describing an experiment, writing analysis of a mathematical problem, describing about plants and their functions, geographical phenomena etc. to understand their concept clarity.
- On the basis of class discussions and learners' written work do an action research to find out in which language they are able to express better in content areas. What strategies can you use to help learners develop the school language?



## CPS: Pedagogy of Social Sciences

### Introduction

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 transactions of topics have been indicated.

### Objectives

The course will enable the student teachers 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;
- acquire a conceptual understanding of the processes of teaching and learning social sciences;
- enable student-teachers to examine the prevailing pedagogical practices in classrooms critically and to reflect on the desired changes;
- 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;
- sensitise and equip student teachers to handle social issues and concerns in a responsible manner, e.g., preservation of environment, dealing with 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.).

## **CPS 2: Pedagogy of Social Sciences**

### **Semester- I**

Total Marks: 100

Contact Hours: 6 Hours per Week

Internal Assessment: 30

External Assessment: 70

#### **Unit 1: 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 inter disciplinarily
- 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 2: 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 encyclopedias.
- 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 3: 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 curriculum for different stages of school education.

#### **Unit 4: 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.

Human-Environment Interactions: Distribution of resources; patterns of human activities reflecting modifications/adaptations to natural/physical settings based on the prevailing cultural values, economic and political circumstances and technological abilities (one case study each of primary, secondary, tertiary/quaternary activities may be taken up). Environmental degradation and its preservation; disasters and preparedness.

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 5: 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), analyzing 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.

## CPS 3: Pedagogy of Social Sciences

### Semester- II

Total Marks: 100

Contact Hours: 6 Hours per Week

Internal Assessment: 30

External Assessment: 70

#### **Unit 1: 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, democracy and citizenship (case studies: American Revolution/French Revolution)
- The varieties of socialism (case study: the erstwhile USSR and/or China and/or Cuba)
- Fascism and dictatorships (case study: Germany or Italy of the inter-war period).

##### *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.

#### *Pedagogical Concerns Regarding School 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 2: 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 3: 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 4: 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 5: Inter-disciplinarily 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.



# CPS: Pedagogy of Biological Science

## Introduction

Being one of the disciplines of science, concerns and approaches of Biological Science are almost similar to that of Science in general. It is an established fact that concepts, theories and principles pertaining to living organisms have evolved over a period of time. Scientific inquiry have always been the key factor in the root of this evolution of biological sciences as a scientific discipline. Present day's Biology is an outcome of the ever growing and evolving subject discipline both in school as well as higher education.

Therefore, teaching-learning practices of biological sciences is expected to address the dynamism of evolving subject knowledge as well as changing paradigm of teaching-learning process. In biological science, earlier, emphasis were given simply to the study of the structure of organisms, its anatomy, and physiology, and understanding of relationship of organisms based on classification. However, for last five decades and now comparatively abstract concepts like cellular and molecular basis of life, manipulation and applications of biological principles for the benefit of mankind in a diverse way, environment and its sustenance, etc. have become focus areas in biological sciences. This shift in approach itself is important and establishes beyond doubt that biological science is highly dynamic and gradually evolving discipline.

Learners of biological science need to understand the nature of the discipline and arouse curiosity among young learners about natural surroundings vis-à-vis the entire living world. This discourse of learning process may include situations leading to understanding of biological facts and phenomena through inquiry, investigations and discoveries and inculcation of scientific attitude and temper. Also, the teaching-learning of biological sciences should have focus on conservation of natural resources and sustainability of the environment besides welfare of mankind.

## Objectives

The course will enable the student teachers to -

- facilitate inculcation of scientific attitude and temper among learners
- appreciate that biological science is a dynamic and expanding body of knowledge
- nurture curiosity of learners about her/his natural surroundings and relationships of everyday's experience with concepts of biological sciences
- develop insight about nature of biological sciences and for determining strategies of teaching-learning
- explore different ways to create learning situations for different concepts of biological sciences and for learners of different abilities
- effectively use different activities/experiments and laboratory experiments for teaching-learning of biological sciences

- formulate appropriate and meaningful inquiry episodes, problem-solving situations and investigatory projects based on upper primary, secondary and higher secondary curriculum
- examine and prioritise different pedagogical issues in biological science
- develop appropriate assessment tools for the evaluation of learning of different concepts of biological sciences
- develop linkage of different concepts of biological sciences with life skills and its development
- stimulate curiosity, creativity and inventiveness in the field of biological sciences

### **Important**

Various Concepts of Pedagogy of Biological Science listed in Units 1 to 10 given below will be evolved around the contents at Upper Primary, Secondary (Science) and Higher Secondary (Biology) syllabi by forging its linkages with the actual context of the learners and schools.

# CPS 2: Pedagogy of Biological Science

## Semester-I

Total Marks: 100

Contact hour: 6 hours per week

Internal Assessment: 30

External Assessment: 70

### Unit 1: Nature and Scope of Science and Biology

- Science as a domain of inquiry and exploration; A continuously evolving discipline with focus on processes for understanding of concepts leading to knowledge and application with reference to living organisms, their surroundings, processes and phenomena.
- Scope of Biological Science for understanding the diversity of the living world, origin of life and its evolution, environment, health, sustenance of the ecosystem vis-à-vis values and ethics.
- Significance of inquiry, observation and experiments in biological science, its interdisciplinary linkages and societal concerns.
- History of biological sciences

### Unit 2: Aims and objectives

- Development of scientific attitude and temper and nurturance of curiosity, creativity and value.
- Curricular concerns and its development with reference to biological sciences; Content selection and its organization; Understanding of facts, principles and its application biological principles with cognitive abilities and development of learners.
- Acquiring skills to understand processes of studying biology e.g. observation, exploration, experiments etc. Generalisation of observations and validation of knowledge.
- Problem solving relating to biological sciences. Relationship of biology education with environment and its sustenance.
- Understanding learning objectives of different areas of Biology; Anderson and Krathwohl's taxonomy with illustrations; learning objectives in constructivist perspective.

### Unit 3: Exploring Learners

- Linkage of learner's previous understanding (classroom, environment, society and peer group) and knowledge in the area of biology.

- Cultivating habit of listening ideas of learners and involving them in the process of teaching- learning, setting dialogue and discussion among peer groups, involving them in activities in individual and group set-up.
- Important discoveries and inventions in the area of Biology and its impact on the curriculum
- Learning is a lifelong process: Nurturance of natural curiosity of observation, facilitation of learning depending on needs and requirement of biological sciences,
- Stimulation of creativity and inventiveness in the area of biological science among learners
- Organisation of activities in the area of biological sciences like discussion, debate, drama and various other curricular experiences (poster making, essays, slogans, etc.), observing specific days involving learners
- Nurturance of creative talents among learners through activities in various club activities in the area of Science, preparing learners for Science Exhibitions, Fairs and other gatherings at local/districts/state and national level

#### **Unit 4: Pedagogical shift in Biological Science**

- Pedagogical shift from science as a fixed body of knowledge to the process of constructing knowledge; Pedagogical shift in nature of science, knowledge, learners, learning and teachers, assessment, science curriculum and planning teaching -learning experiences (taking examples from science/ Biology, such as Photosynthesis, Life Processes, Diversity in Living Organisms, Biotechnology etc.)
- Democratising Science learning: Critical pedagogy
- Need of inclusion in all aspects of teaching-learning of biological science – science curriculum, approaches, ICT and professional development of teachers.

#### **Unit 5: Approaches and Strategies of learning Biology**

- Process of learning through observation, inquiry, hypothesis, experimentation, data collection, interpretation and generalization (taking suitable example from living world and related areas in an age as well as stage appropriate manner).
- Approaches and strategies of learning Biology: Expository approach, investigation, projects, peer interactions, collaborative approach, experiential learning, concept mapping and self-learning, etc., designing learning experiences with all these approaches.

# **CPS 3: Pedagogy of Biological Science**

## **Semester-II**

Total Marks: 100

Contact hour: 6 hours per week

Internal Assessment: 30

External Assessment: 70

### **Unit 1: Curriculum of Biology at School stage**

- Recent trends of Science and Biology Curriculum; Gradual evolution of Biology as a discipline; Environment oriented approach of Biology curriculum
- Selection and organization of contents in Biology
- Analysis of various syllabi (NCERT and other states) and text-books pertaining to subject areas of Biology at various stages of school education (Upper Primary, Secondary and Higher Secondary)
- Analysis of other print and electronic materials in the area of Biology.

### **Unit 2: Learning Resources**

- Need and significance of learning resources in Biology
- Identifying and analyzing age and stage specific learning resources and using them in teaching-learning process of Biology e.g., for classification and systematic studies of organisms, morphology and anatomy of organisms, and their parts, life processes, understanding about environment and relationships of organisms among themselves and with their environment, etc.
- Biology Laboratory as a learning resource; Design and components of Biology laboratory
- Use of Science and Biology experiment kits in teaching-learning of Biology
- Field visits and excursion as learning resource in Biology: Planning, its organization and observation
- Use of ICT tools and online resources at various stages of school education; ICT based virtual experiments and simulations as learning resource in Biology ;Role of the teacher
- Limitations and hurdles in the use of various learning resources in Biology.

### **Unit 3: Planning of Teaching-Learning of Biological Science**

- Identification of concepts related to teaching-learning of Biology

- Planning for transaction of concepts and identification of teaching-learning materials; Involvement of learners in the process of design and development of teaching-learning materials.
- Identification of students learning with different pace and styles and students with special educational needs; Continuous and comprehensive assessment of learning gaps and learning needs of students and address of the issues
- Planning for exposure to various learning resources through projects (both in schools and outside), debates, discussions, field visits (Botanical and Zoological Gardens, Science Centres, Science Museums, Sea shores, etc.)
- Planning and organising activities, experiments, project work and other practical experiences.

#### **Unit 4: Tools and techniques for assessment of learning in Biological Science**

- Development of assessment framework
- Learning Indicators in biological sciences: its development and assessment of learning evidences/ outcome
- Learners' record in biological sciences: laboratory investigations, reports of field visits and excursion; Project work and its report; Oral presentation of learners' work in Biology; Portfolio
- Assessment through participation in collaborative learning: peer interaction; group discussions, seminars and presentations by learners on various topics related to biological processes, environment and recent advancements in the area of biological sciences
- Development of test-items (open-ended and structured) in biological sciences, its administration, assessment and evaluation
- Assessment of experimental work in biological sciences (formal experiments in laboratories, activities and projects)
- Exploring areas of biological sciences not usually assessed in formal examination systems
- Critical examination of various methods of assessment in biological system
- Recording and reporting of learning evidences/outcome: Measurement of students' achievement - marks and grading; Assessment as reflected process and as a reflecting process.

#### **Unit 5: Professional Development of Biology Teachers**

- Various professional developmental programmes for teachers such as in-service teachers' training ,seminars and conferences, membership of professional organizations etc.
- Field visits of teachers to botanical gardens, zoo, National Parks, National level institutes and laboratories in the area of biological sciences

- Exploration on ICT based on-line platforms for sharing of teaching-learning practices,
- *Reflective practices and its role in professional development of teachers*
- Collaborations of schools with colleges, universities and institutes of Higher Education
- Teacher as a researcher: learning to understand how children learn science including biological sciences, Action research in teaching-learning of Biology.

### **Practicum for Semester I & Semester II (30+ 30) Marks**

- (i) Actual experience of Science/Biology laboratory of practicing school (report submission)
  - Planning and conducting experiments for Science/Biology
  - Managing records
  - Setting-up of apparatus
  - Storage of chemicals and apparatus
  - Safety measures being taken in the laboratories and steps taken by the student-teacher
  - Design of laboratory - structure and physical facilities
  - Designing laboratory experiences for using in teaching-learning process in classroom situation - two innovative activities and two improvised apparatus (artifacts).
- (ii) Report of one Action Research carried out in the practicing school
- (iii) Report on measures being taken for inclusive teaching-learning and gender issues in practicing school and involvement of the student-teacher
- (iv) Presentation (s) used for teaching-learning in the class
- (v) Report on a case study on identifying and addressing issue of alternative concepts in Physical science
- (vi) Critical review of a recently published research paper in Science/Biology Education Journal
- (vii) Critical review of a Textbook of Science/Biology.

# CSP: Pedagogy of Physical Science

## Introduction

Science is an organised system of knowledge based on inquiry born out from natural curiosity, logical reasoning and experimentation. Therefore, students- teachers are expected to appreciate the fact that every child possesses natural curiosity about her surroundings and every child is unique. That is why; the course on Pedagogy of Physical Science is to be developed by integrating content and process skills of science with pedagogy. The syllabus focuses to develop the proficiency in the student-teachers to design teaching-learning situations keeping in consideration the nature of science, learning needs, context of all children through a variety of approaches. The course is intended to enable students-teachers to design and organise learner-centred, activity based, participatory learning experiences through observation, inquiry, dialogue, discussion, experiments, projects and field work. This goal will be realised only if teacher-educators actively involve student-teachers in the construction of their knowledge by providing such opportunities to student-teachers and thinking critically on the relevant issues. It is suggested that student-teachers perform various activities – based on the Units given below – interacting with their classmate, textbooks of Upper Primary, Secondary and Higher Secondary stages and materials in the immediate surroundings to contextualise their teaching –learning experiences.

## Objectives

The course will enable the student teachers to -

- gain insight on the meaning and nature of physical science for determining aims and strategies of teaching- learning
- appreciate the fact that every child possess natural curiosity about her natural surroundings
- appreciate that science is a dynamic and expanding body of knowledge
- understand the process of science and role of laboratory in teaching- learning situation
- appreciate various approaches of teaching-learning of physical science
- use effectively different activities/ experiments / laboratory experiences for teaching- learning of physical science
- identify the concepts of physical science that are alternatively conceptualized by teachers and students in general
- explore different ways of creating learning situations considering learning needs and context of the learner and the relevant concept
- integrate knowledge in physical science with the other school subject
- facilitate development of scientific attitudes in learners
- construct appropriate assessment tools for evaluating leaning of physical science.
- examine the different pedagogical issues in the content of learning physical science

## Important

Various Concepts of Pedagogy of Physical Science listed in Units 1 to 10 given below will be evolved around the contents at Upper Primary, Secondary (Science) and Higher Secondary (Physics and Chemistry) syllabi by forging its linkages with the actual context of the learners and schools.



## **CSP 2: Pedagogy of Physical Science**

### **Semester- I**

Total Marks: 100

Contact Hours: 6 Hours per Week

Internal Assessment: 30

External Assessment: 70

#### **Unit 1: Nature of Science**

- Science as a domain of inquiry, as a dynamic and expanding body of knowledge, science as interdisciplinary area of learning (e.g. Thermodynamics, Biomolecules Surface Chemistry, etc.), Science is an international enterprise, tentative nature of science, science promotes scepticism and perseverance.
- Science as a process of constructing knowledge; Scientific methods: a critical view, How science works; Role of science teacher.
- Science and society- Physical science and society; physical science for environment, health, peace and equity.
- Contribution of eminent scientists- Isaac Newton, John Dalton, J.C. Bose, Albert Einstein Niels Bohr, C.V. Raman, De Bogle, Bimla Buti, V. Ramakrishan, etc.

#### **Unit 2: Aims and Learning objectives of Physical Science**

- Knowledge and understanding through science ;Nurturing process skills of science , developing scientific attitude and scientific temper.
- Nurturing curiosity, creativity and aesthetic sense in science (Secondary Stage)/ Physics and Chemistry (Higher Secondary stage).
- Relating Science (Physics/ Chemistry) education to environment (natural environment, artifacts and people), technology and society and appreciating the issues at the interface of science, technology and society; Imbibing various values through teaching -learning of Science; Developing problem solving skills.
- Learning objectives- Meaning; features of a well defined learning objective; Anderson and Krathwohl's taxonomy.
- Identifying and writing learning objectives for different content areas in Science/ Physics/ Chemistry consistent with the cognitive development of learners (e.g Mechanics, Heat, Electricity, magnetism, Light, Acids, Bases and Salts, Thermodynamics, Metallurgy, Physical and Chemical changes, Nature and state of Matter, etc.); Learning objectives in constructivist perspective.

### **Unit 3: Exploring Learners**

- Each learner is unique; Motivating them to bring his/her previous knowledge gained in Science/ Physics and Chemistry into classroom; Naive concepts, Involving learners in teaching- learning process through dialogue, discussion, argumentation.
- Negotiating and mediating learning in Physical Science ; Encouraging learners to raise and ask questions, creating the habit of listening to learners; Encouraging learners to collect materials from local resources(soil, water, etc.) and to develop/fabricate activities in Science/Physics/Chemistry.

### **Unit 4: School Science Curriculum**

- History of development of Curriculum Framework, Curriculum Framework, curriculum and syllabus.
- From subject-centered to behaviorist to constructivist approach to curriculum development; Review of NCERT and a state syllabus; recommendations of NCFs on science curriculum.
- Trends of NCERT syllabi; Moving from textbooks to teaching-learning materials; Teacher as a curriculum developer.

### **Unit 5: Pedagogical shift and Approaches and strategies of learning Physical Science**

- Pedagogical shift from science as a fixed body of knowledge to the process of constructing knowledge; Pedagogical shift in nature of science, knowledge, learners, learning and teachers, assessment, science curriculum and planning teaching -learning experiences (taking examples from science/ Physics/ Chemistry, such as Solutions, Chemical Equilibrium, Electrochemistry, Mechanical and Thermal Properties of Matter, Reflection, Refractions, Waves optics, etc.)
- Democratising Science learning: Critical pedagogy
- Need of inclusion in all aspects of teaching- learning of physical sciences – science curriculum, approaches, ICT and professional development of teachers.
- Approaches and Strategies -- Historical background of learning Physical Science; Essential components of all approaches and strategies, selecting appropriate approach and strategy.
- Constructivist approach; Collaborative learning approach, Problem solving approach; Concept mapping; Experiential learning; Cognitive conflict; Inquiry approach, Analogy strategy.
- Facilitating self- study; Communication in Science -- qualities of an effective science communicator, developing communication skills in learners.

## **CSP 3: Pedagogy of Physical Science**

### **Semester- II**

Total Marks: 100

Contact Hours: 6 Hours per Week

Internal Assessment: 30

External Assessment: 70

#### **Unit 1: Learning Resources in Physical Science**

- Identification and use of learning resources from immediate environment (e.g. Natural pH Indicators, Soaps and Detergents, Baking Soda, Washing Soda, Common Salts, Fruits, Fiber, Pulleys, Projectiles, Lenses and Mirrors, Propagation of Waves in solid, liquid and gas, etc.); Using community resources  
-- bringing community to the class and taking class to the community; Pooling of learning resources in school complex/ block / district level.
- Improvisation of apparatus, identifying some inexpensive sources of chemicals, Science kits.
- Using laboratory as a learning resource, approaches to laboratory work, planning and organizing laboratory work, safety in laboratories, Physics laboratory, Chemistry laboratory, handling hurdles in utilisation of resources.
- Print and ICT resources -- Textbooks, Journal and Magazines; Dale's cone of experiences ; Different forms of ICT and its applications in science education-- audio -aids, video -aids, audio-video aids, educational T.V.; Use of computer for simulation, internet and open learning resources.
- Factors affecting media selection ICT for inclusive education, skills to be developed in students for meaningful use of ICT.
- Social networking sites and their use in Science education; Integrating ICT in teaching- learning process taking examples (e.g. Acid, Base, Salt, Dual Nature of Radiation, Radioactivity, etc.)

#### **Unit 2: Tools and Techniques Assessment for Learning Physical Science**

- Using the terms test, examination measurement, assessment and evaluation in proper context;; Continuous and Comprehensive Evaluation (CCE) and its features; Assessment and evaluation as intertwined process of classroom experiences.
- Performance based assessment; Planning assessment framework, learning Indicators (LIs)and its types, developing LIs for activity, presentation, group work, assignments etc.

- Tools and technique of assessment-- assessment of written and oral work, project work, laboratory work, field trips, journal writing, concept map; Assessment of learners with special needs.
- Recording and reporting of learning evidences - Measurement of students' achievement - marks and grading, Measurement of process skills and aptitude of learners; Portfolio - its role in evaluating students' performance; Assessment as reflected process and as a reflecting process.

### **Unit 3: Planning for teaching- learning of Physical Science**

- Need of planning teaching-learning experiences; Identification and organization of concepts - basic principles and factors need to be considered for it; Basic elements of a Physical Science lesson with examples from Science/Physics/Chemistry.
- Facilitating formation of groups; Planning and organizing activities in Physical Science, planning laboratory work and ICT application in learning Science/ Physics/ Chemistry.
- Reflective planning; Unit plan; Developing lesson designs on different topics and through various approaches taking examples form Upper Primary, Secondary and Higher Secondary stage (Physical and Chemical Changes, Redox Reaction, Light, Magnetic Effect of Electric Current, etc.)

### **Unit 4: Physical Science: Lifelong Learning**

- Meaning and rationale of lifelong learning; Attributes of a lifelong learner and developing these attributed in students by exposing them to a variety of teaching-learning activities in Science/ Physics/ Chemistry.
- Appreciating every child's natural curiosity of observation and drawing conclusion, facilitating lifelong learning in students with special educational needs.
- Preparing learners for lifelong learning by stimulating creativity and inventiveness in Science - debate, discussion, drama, poster making, visit to various places, science club, celebrating specific days, field visits, science exhibitions: benefits and objectives, evaluation of exhibits, exploring linkages with district/ state/ central agencies; Teacher as a lifelong learner.

### **Unit 5: Professional Development of Science/ Physics/ Chemistry**

#### **Teachers**

- Professional development - Teaching as a profession, need for pre- service and in- service professional development programme, major shift in teacher education programme.
- Various opportunities for in-service professional development -interaction with peer teachers, reading, attending training programme, membership of professional organisation, sharing through conferences, seminars and

Journals, travel, cultivating science hobbies ,mentoring, teacher’s exchange programme, acquiring higher qualification, collaborating with universities and other schools etc.

- Role of reflective practices in professional development–questionnaires, research and portfolio.
- Teacher as a researcher – learning to understand how students learn science : Action research – meaning, selecting problems for action research, developing various format for action research, area of action research.
- Steps in action research with examples of physical science; helping students to develop attitude of research.

### **Practicum for Semester I & Semester II (30+ 30) Marks**

- (ii) Actual experience of Science/Physics/Chemistry laboratory of practicing school (report submission)
  - Planning and conducting experiments for Science/Physics/Chemistry
  - Managing records
  - Setting-up of apparatus
  - Storage of chemicals and apparatus
  - Safety measures being taken in the laboratories and steps taken by the student-teacher
  - Design of laboratory – structure and physical facilities
  - Designing laboratory experiences for using in teaching-learning process in classroom situation – two innovative activities and two improvised apparatus (artifacts).
- (ii) Report of one Action Research carried out in the practicing school
- (iii) Report on measures being taken for inclusive teaching-learning and gender issues in practicing school and involvement of the student-teacher
- (iv) Presentation (s) used for teaching-learning in the class
- (v) Report on a case study on identifying and addressing issue of alternative concepts in Physical science
- (vi) Critical review of a recently published research paper in Science/Physics/Chemistry Education Journal
- (vii) Critical review of a Textbook of Science/Physics/Chemistry.

### **Suggested Readings**

Textbook for B.Ed. Pedagogy of Science: Physical Science Part I & Part II. National Council of Educational Research and Training, 2013.

# CPS: Pedagogy of Mathematics

## Introduction

Mathematics plays an important role in our life; it not only helps in day-to-day situations but also develops logical reasoning, abstract thinking and imagination. It enriches life and provides new dimensions to thinking. The struggle to learn abstract principles develops the power to formulate and understand arguments and the capacity to see interrelations among concepts. The enriched understanding helps us to deal with abstract ideas in other subjects as well.

The goal of mathematics education in schools as envisaged by the National Curriculum Framework -2005 is the mathematisation of children's thought processes. This requires developing the inner resources of a growing child. Thus there has been a shift in the focus of learning from rote memorisation to acquiring and building knowledge through exploration and enquiry. Teacher being a major component of the education system is required to be well aware of this child centric way of mathematics transaction in the classroom to bring out thinking individuals in the future society.

Quality education is predominantly dependent on the quality of its teachers. The present B.Ed. syllabus has been developed with these concerns to help groom the teachers of tomorrow, who would make their mathematics classrooms alive and interactive in which their students would be engaged in articulating their own understanding of concepts, evolving models and developing definitions.

## Objectives

The course will enable the student teachers 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;
- understand that mathematics is more than formulas and mechanical procedures;
- channelize, evaluate, explain and reconstruct students' 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 of mathematics through various measures;
- focus on understanding the nature of children's mathematical thinking through direct observations of children's thinking and learning processes;
- examine the language of mathematics, engaging with research on children's learning in specific areas; and
- visualise a mathematics classroom where mathematics will emerge as a subject of exploration and creation rather than an exercise of finding answers to old and complicated problems.

## **CPS 2: Pedagogy of Mathematics**

### **Semester- I**

Total Marks: 100

Contact Hours: 6 Hours per Week

Internal Assessment: 30

External Assessment: 70

#### **Unit 1: Nature and Scope of Mathematics**

Meaning and building blocks of mathematics-undefined terms, definitions, axioms, theorems; the nature of mathematical propositions- truth values, truth tables, Open sentences, logically valid conclusions, use of quantifiers, implications - necessary and sufficient conditions, a mathematical statement and its variants –converse, inverse and contrapositive , compound propositions; Venn diagram; 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, three aesthetic experience variables identified by Birkhoff and their relation, coexistence of precision and beauty in mathematics; Scope of mathematics.

#### **Unit 2: Exploring Learners**

Cultivating learner's sensitivity like intuition; encouraging learner for- probing, raising queries and relating mathematics to real life situations; appreciating dialogue and cooperative learning 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 learning 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 levels 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 for teaching a mathematical concept like Activity based method, Inductive-deductive method etc.; Problem posing and solving, discovering or exploring various options for solving the problems; formulation of conjecture and generalisations through several illustrations; Difference between teaching of mathematics and teaching of science.

### **Practicum**

1. Collect the names of Indian Mathematicians .Prepare a report about their contribution to Mathematics.
2. Take up a problem in mathematics (from any area like number system, geometry etc.). Make a group of 3 or 4 students to discuss about the probable ways of solving it. Note the different ideas that were generated about the related concepts while solving the problem . Prepare a report about it.
3. Read the Focus Group paper on Teaching of Mathematics. Interact with a group of students of upper primary or secondary stage. Check how far the observations made in the Focus Group Paper are relevant regarding-
  - Problems in teaching and learning of mathematics
  - Fear of mathematicsPrepare a report about your observations.
4. Develop a topic that meets the expectations of *Vision Statement* in the Mathematics Focus Group Paper (of NCF 2005). Based on it interact with a group of students. Prepare a report based on the following points-
  - Recall how the topic was taught to you in your school. See what is same and what is different as far as learning of the topic is concerned.
  - Did the students enjoy learning the topic? How do you know that?

## CPS 3: Pedagogy of Mathematics

### Semester- II

Total Marks: 100

Contact Hours: 6 Hours per Week

Internal Assessment: 30

External Assessment: 70

#### **Unit 1: Planning for Teaching-Learning of Mathematics**

Selecting the content for instruction; Identifying concepts to be transacted at various levels with special emphasis on content (Algebra, Geometry, Trigonometry, Coordinate Geometry, Statistics and Probability, etc.); 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 2: 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 3: Assessment and Evaluation**

- *Informal Creative Evaluation*

Encouraging learner to examine a variety of methods of assessment in mathematics so as to assess understanding of mathematical concepts, processes and communication, 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, practise of conducting 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 4: 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 5: Professional Development of Mathematics Teachers**

Types of in-service programmes for mathematics teachers; role of mathematics teachers association; Journals and other resource materials in mathematics education; Professional growth – participation in Conferences/seminars/workshops.

#### **Practicum**

1. Pick up a game from any of the NCERT textbooks/Laboratory manual (Upper Primary or Secondary) in mathematics. Ask a group of students to play that game. You may choose the number of students in the group .Observe the students when they play the game. Prepare a report based on the following points :
  - See what are the mathematics related strategies used by the students to win the game.
  - Observe the weaknesses and strengths of the students in the related mathematics concepts.
  - Suggest ways to improve their weaknesses.
  - Do you feel activities /games help to enrich student’s learning? Comment.
  - Do you feel activities /games help to know about student’s learning? Comment
2. Identify one concept each from Number System, Algebra, Coordinate Geometry, Trigonometry, Statistics, Mensuration and Geometry and show in detail how it can be used in day- to- day life.
3. Frame at least one open ended question in areas like arithmetic, algebra, geometry and mensuration. Allow students to respond to these questions in their own way. Note the responses .Prepare a report on
  - The nature of students’ responses.
  - Do the students understand the concepts in a better way? How do you know?

## Suggested Readings

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- NCERT, *Laboratory Manual in Mathematics-Secondary Stage*, New Delhi
- EugeneP.Northdrop (1944), *Riddles in Mathematics*, D.Van Nostrand Co. Inc., Princeton, New Jersey
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- Tanner H. And Jones S. (2000) , *Becoming a successful teacher of mathematics*, Routledge Falmer , London

### एक परिचय

यह दो वर्षीय पाठ्यक्रम भाषा के नए सरोकारों और सीखने-सिखाने की नई दृष्टियों को ध्यान में रखकर तैयार किया गया है। नई शिक्षा दृष्टियाँ और एनसीटीई नियमावली 2014 अध्यापकों की भूमिका में एक बड़ी तब्दीली की माँग करती है। भारत विविधताओं का देश है। भाषायी, सांस्कृतिक और सामाजिक बहुलताएं हमारी अनूठी विशेषता है। इन विभिन्न भाषाओं, संस्कृतियों और समाजों से जुड़े मुद्दों को समझने और उनसे संवाद स्थापित कर सकने के रूप में हिंदी भाषा का विकास कर सकें। ऐसे भाषा अध्यापकों को तैयार करना हमारे लिए चुनौती है। ऐसे अध्यापक जो विद्यार्थियों को शिक्षा-प्रक्रिया में सक्रिय भागीदार के रूप में देखें और उनके सवालों को सुनने और समझने की ज़रूरतों को समझें। इन सब तब्दीलियों को उनके व्यवहार का हिस्सा बनाने के लिए ज़रूरी 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 ज़मीन तैयार करती है जहाँ सिर्फ भाषा पढ़ना सीखना नहीं भाषा से जुड़े नए मुद्दे जैसे – बहुभाषिक कक्षा, समझ का माध्यम, समावेशी शिक्षा, शांति की शिक्षा में भाषा की भूमिका आदि की समझ अध्यापकों के लिए ज़रूरी है जो अध्यापक शिक्षा में व्यापक बदलाव की माँग करते हैं।

### पाठ्यक्रम के उद्देश्य

- भाषा की अलग-अलग भूमिकाओं को जानना
- स्कूल की भाषा, बच्चों की भाषा और समझ के बीच के संबंध को जानना
- साहित्यिक और गैर साहित्यिक मौलिक रचनाओं (अनूदित और मीडिया लेखन) की समझ और सराहना कर सकना
- भाषायी बारीकियों (संदर्भ के अनुसार) के प्रति संवेदनशील होना और प्रयोग करना
- बच्चों के भाषायी विकास के प्रति समझ बनाना और उसे समुन्नत करने के लिए विद्यालय में तरह-तरह के मौके जुटाना और गतिविधियां कराना
- अलग-अलग बच्चों की ज़रूरतों के अनुसार सीखने में मदद के लिए प्रिंट, ऑडियो, वीडियो और इंटरनेट का उपयोग करना
- 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
- हिंदी भाषा के विविध रूपों और अभिव्यक्तियों को जानना
- भाषा के मूल्यांकन की प्रक्रिया को जानना

सी.पी.एस. - भाषा शिक्षण - हिंदी

सेमेस्टर - प्रथम

शिक्षण समय : 6 घंटे प्रति सप्ताह

कुल अंक -100

आंतरिक - 30

बाह्य - 70

इकाई 1: भाषा की प्रकृति और भूमिका

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

1. समाज में भाषा - भाषा और सत्ता, भाषा और अस्मिता, भाषा और वर्ग, भाषा और जेंडर
2. विद्यालय में भाषा - घर की भाषा और स्कूल की भाषा-समझ का माध्यम; समूचे पाठ्यक्रम के केंद्र में भाषा - अलग-अलग विषय से संबंधित भाषिक प्रयुक्तियाँ; विषय के रूप में भाषा और माध्यम भाषा में अंतर और बहु सांस्कृतिक, बहुभाषिक कक्षा ।

गतिविधि/पोर्टफोलियो

प्रशिक्षण के दौरान

- छोटे-छोटे समूह में भारतीय भाषाओं के लिए निर्मित पोजीशन पेपर का अध्ययन और उस पर चर्चा

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 शिक्षा-प्रविधि तैयार करें

#### परियोजना कार्य

- विज्ञान, समाज विज्ञान और गणित की कक्षा 6 से 8 तक की किताबों से कुछ अंश चुनकर निम्नलिखित बिंदुओं को ध्यान में रखते हुए विश्लेषण करिए –
  1. विभिन्न भाषिक प्रयुक्तियों को कैसे प्रस्तुत किया गया है।
  2. उस अंश में प्रयुक्त भाषा विषय संबंधी भाव स्पष्ट करनेमें कहाँ तक समर्थ है।
  3. क्या भाषा बच्चे के स्तर के अनुरूप है?
  4. क्या इसमें तकनीकी भाषा का बहुत इस्तेमाल किया गया है?
  5. क्या यह भाषा सीखने में सहायक है?
- कक्षा छह से बारह तक की हिंदी की किताबों में जेंडर और शांति संबंधी बिंदुओं की सूची तैयार कर उसके लिए कक्षा प्रविधि तैयार करें।

#### इकाई 2 : भाषाओं की स्थिति और भूमिका

संविधान और शिक्षा समितियों के रिपोर्ट में भाषा – भाषाओं की स्थिति, धारा 343-351, कोठारी कमीशन, 64 से 66; राष्ट्रीय शिक्षा नीति 1968 और 1986, पी.ओ.ए. 1992, राष्ट्रीय पाठ्यचर्या की रूपरेखा - 2005

हिंदी भाषा की स्थिति और भूमिका – स्वतंत्रता से पहले और स्वतंत्रता के बाद हिंदी। अन्य भाषाओं के साथ हिंदी का संबंध हिंदी के विविध रूप; अंतरराष्ट्रीय स्तर पर हिंदी; ज्ञान की भाषा के रूप में हिंदी; हिंदी पढ़ने-पढ़ाने की चुनौतियाँ।

#### गतिविधि/पोर्टफोलियो

##### प्रशिक्षण के दौरान

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

##### कक्षा – शिक्षण के दौरान

- कक्षाओं में चुने हुए कुछ 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 करें 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 करे।

#### 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 सीखने-सिखाने का दार्शनिक, सामाजिक और मनोवैज्ञानिक आधार - समय भाषा दृष्टि, रचनात्मक दृष्टि, भाषा सीखने-सिखाने की बहुभाषिक दृष्टि आदि, भाषा सीखने की भारतीय और पश्चिमी दृष्टियाँ एक विश्लेषण जॉनडुई, ब्रूनर, जे.प्याजे, एल.वायगात्स्की, गांधी जी, श्री अरबिंदों, रविन्द्र नाथ टैगोर, जाकिर हुसैन, राधा कृष्ण, गिजूभाई बधेका आदि

भाषा शिक्षण की प्रचलित विधियाँ: प्रणालियाँ और उनका विश्लेषण - व्याकरण अनुवाद प्रणाली, प्रत्यक्ष प्रणाली, ढाँचागत प्रणाली, प्राकृतिक प्रणाली, उद्देश्यपरक, थीमेटिक, अन्तर्विषयक: अन्तर्नुशासनात्मक; संप्रेषणात्मक प्रणाली, आलोचनात्मक आदि।

#### गतिविधि/पोर्टफोलियो

##### प्रशिक्षण के दौरान

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

##### कक्षा - शिक्षण के दौरान

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

##### परियोजना कार्य

- विविध भाषा शिक्षा प्रणालियों का अध्ययन करते हुए उनका विश्लेषण कीजिए



इकाई 4 : भाषायी व्यवहार और व्यवस्था

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

भाषीय व्यवहार के विविध पक्ष - नियमबद्ध व्यवस्था के रूप में भाषा - भाषायी परिवर्तनशीलता/उच्चारण के संदर्भ में हिंदी की बोलियाँ तथा लेखन।

भाषायी व्यवस्थाएँ - सार्वभौमिक व्याकरण की संकल्पना; अर्थ की प्रकृति तथा संरचना - ध्वनि, अर्थ, रूप, वाक्य के संदर्भ में

### गतिविधि/पोर्टफोलियो

प्रशिक्षण/कक्षा शिक्षण के दौरान

- लिखित और मौखिक भाषा में अंतर विषय पर समूहमें चर्चा करें

इकाई 5 : भाषा-कौशलों का विकास

संदर्भ में भाषा - संदर्भ में व्याकरण और संदर्भ में शब्द

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 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

प्रशिक्षण के दौरान

- 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 के हिंदी के विद्यार्थी के लिए तीन गतिविधियाँ तैयार करें और उनका कक्षा शिक्षण के दौरान प्रयोग करें।
- सभी विद्यार्थी कक्षा छह से आठ की 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।

भाषा के कौशलों को संपूर्णता में देखा जाना चाहिए और स्तर के अनुसार सभी कौशलों पर अलग-अलग भी बल दिया जाना चाहिए, जैसे पढ़ना - समझ कर पढ़ना, गहन-पठन, विस्तृत पठन, आलोचनात्मक पठन

सी.पी.एस. - भाषा शिक्षण - हिंदी

सेमेस्टर - दूसरा

शिक्षण समय : 6 घंटे प्रति सप्ताह

कुल अंक -100

आंतरिक - 30

बाह्य - 70

इकाई 1 : भाषा-साहित्य और सौंदर्य - I

(विभिन्न अभिव्यक्तियाँ 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-आवश्यकता, उद्देश्य और प्रासंगिकता; अनुवाद कला और सौंदर्य में भाषा-अनुवाद का महत्व और जरूरत; स्कूली पाठ्यचर्या में मीडिया की भूमिका-उद्देश्य और प्रासंगिकता

#### 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 अनुवादों को पढ़ें और अपनी भाषा में नया अनुवाद प्रस्तुत करें
- समूह में बाँट 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 लिखें।

#### कक्षा – शिक्षण के दौरान

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

#### इकाई 2 : भाषा साहित्य और सौंदर्य – II

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

विभिन्न-भाषायी अभिव्यक्तियों को पढ़ना-पढ़ाना : कविता, गद्य, नाटक, मीडिया - कविता को पढ़ना-पढ़ाना; गद्य की विविध विधाओं को पढ़ना-पढ़ाना, नाटक को पढ़ना-पढ़ाना, समकालीन साहित्य की पढ़ाई; पाठ को समझने के लिए गतिविधि और शिक्षण सामग्री 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 विधाओं की रचनाओं का संकलन और उनका तुलनात्मक विश्लेषण करें
- वर्तमान बाल साहित्य की समीक्षा करें
- अपनी मनपसंद तीन कहानियों की समीक्षा करें

#### 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 प्रिविधि तैयार करें, किसी एक रचना को चुनकर निम्नलिखित गतिविधियाँ करवाएँ।
  - क. एक रचना अनेक स्तर - अलग-अलग कक्षाओं में एक ही रचना को पढ़ाने से संबंधित पाठ को डिज़ाइन करें।
  - ख. एक रचना अनेक अर्थ - अलग-अलग नज़रिये से एक ही रचना को पढ़ने को ध्यान में रखकर पाठ डिज़ाइन करें।
  - ग. एक रचना विभिन्न बच्चे - संदर्भ : चुनौतीपूर्ण बच्चों को ध्यान में रखकर पाठ डिज़ाइन करें।
- कोई नाटक या उपन्यास पढ़वाने के बाद उसके पात्र 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 महत्त्वपूर्ण घटनाओं का टाइम लाइन चार्ट, गांधी जी द्वारा चलाए गए आंदोलन 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 कक्षा में उन अनुभवों को पिरोते हुए शिक्षण योजना बनाना
  - स्थानीय कलाकार/कवि/लेखक से साक्षात्कार
  - कक्षा 6 से 12 तक की हिंदी की पाठ्यपुस्तक में से किसी एक कविता को चुनकर परिवेश से जोड़ते हुए उसके शिक्षण बिंदु तैयार करना

### इकाई 3: 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 पाठ्य पुस्तकों के संबंध को समझना; पाठ्यक्रम को बच्चों की भिन्न आवश्यकताओं के अनुरूप ढालना (शिक्षण को स्कूल के बाहरी जीवन से जोड़ते हुए तथा रटंत - प्रणाली का निषेध करते हुए सामग्री चयन, गतिविधि और अभ्यास सामग्री का निर्माण) शोधकर्ता के रूप में शिक्षक (समावेशी कक्षा को ध्यान में रखते हुए)

### गतिविधि/पोर्टफोलियो

प्रशिक्षण/कक्षा शिक्षण 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 में
- '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 उनका विश्लेषण करें
- किन्हीं दो राज्यों द्वारा विकसित 6 से 12 कक्षा की हिंदी की पाठ्यपुस्तक में से किसी एक का तुलनात्मक अध्ययन करें

इकाई 4 : पढ़ने-पढ़ाने की सामग्री

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

### गतिविधि/पोर्टफोलियो

## प्रशिक्षण के दौरान

- अपनी मनपसंद कविताओं का संकलन तथा उन पर लेख
- हिंदी की किन्हीं दो महिला/बाल पत्रिकाओं की समीक्षा
- सीमित संसाधनों में ऑडियो/वीडियो कार्यक्रम के कक्षा में इस्तेमाल की योजना बनाना
- अपने क्षेत्र में प्रचलित लोककथा, लोकगीत 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 रूपरेखा तैयार करवाना
- विद्यालयी अनुभव कार्यक्रम के दौरान विद्यार्थियों द्वारा हस्तलिखित समाचार - पत्र का विकास करवाना

## इकाई 5: आकलन की भूमिका और महत्त्व

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

1. भाषा विकास की प्रगति का आकलन - सतत और समग्र मूल्यांकन, स्वमूल्यांकन, आपसी मूल्यांकन, समूह मूल्यांकन, पोर्ट फोलियो
2. प्रश्नों का स्वरूप तथा 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) रिपोर्ट

## गतिविधि/पोर्टफोलियो

### प्रशिक्षण के दौरान

- दसवीं और बारहवीं कक्षा के किसी भी बोर्ड की परीक्षाओं के पिछले तीन वर्षों के हिंदी के प्रश्नपत्रों 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 संबंध 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, उत्तर की अपेक्षा न करें। इंटरनेट के दौरान किए जाने संबंधी सुझावात्मक गतिविधियाँ हरेक इकाई के साथ दिए गए हैं।

#### 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 - अध्यापक को अपना पोर्टफोलियो तैयार करना है तथा प्रत्येक वर्ष चार परियोजना कार्य करने अनिवार्य है।

#### संदर्भ

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12. तिवारी, बी. एन., चतुर्वेदी, एम. और सिंह, बी. 1972 (संपादकगण), भारतीय भाषा विज्ञान की भूमिका, दिल्ली: नेशनल पब्लिशिंग हाउस।
13. राष्ट्रीय पाठ्यचर्या की रूपरेखा 2005, प्रकाशन विभाग, राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्, नई दिल्ली
14. समझ का माध्यम, राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्, नई दिल्ली
15. आकलन स्रोत पुस्तिका, राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्, नई दिल्ली
16. अभिव्यक्ति और माध्यम, राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्, नई दिल्ली
17. सृजन-1, राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्, नई दिल्ली
18. विचार की भाषा, वायगोतस्की, ग्रंथाशिल्पी प्रा. लि., नई दिल्ली
19. बच्चे की भाषा और अध्यापक एवं निर्देशिका, कृष्ण कुमार, एन बीटी, नई दिल्ली
20. भाषा शिक्षण और चिह्नीवाचन, गिजू भाई बधेका, सृजन, बिकानेर



## कुछ पत्रिकाएँ

- सेमिनार (अंक संख्या 493/2000 में कृष्ण कुमार, पद्मा एम. सारंगपाणि, रोहित धनकर, मोहम्मद तालिब, साध ना सक्सेना, ए. आर. वैश्वी, शोभा सिन्हा, अरूणा रत्नम, गीता बी. नांबिसन के सहयोग के साथ पुनः अभिकल्पित पाठ्यचर्या: नयी दिल्ली, भारत की एक संक्षिप्त और चुनिंदा संदर्भ ग्रंथ सूची।
- संदर्भ, एकलव्य (हिंदी), होशंगाबाद, भारत।
- शिक्षा विमर्श, दिगंतर (हिंदी) जयपुर, भारत।
- कंटेंपोरेरी एजुकेशन डायलॉग, बेंगलुरु, भारत।
- बुनियादी शिक्षा (हिंदी), उदयपुर, भारत।

## **CPS: Pedagogy of Language (English)**

### **Introduction**

The two year B.Ed. syllabus for pedagogy of English language has been designed in the light of the new approaches and regulations of NCTE 2014. The course expects the teacher to look at school education in a holistic manner. The present syllabus for English language teaching and learning has been designed keeping in view the linguistic, cultural and social diversity of our country. English needs to be learned in the multilingual context and not in isolation. It is important that English language teaching and learning is not situated in an entirely western framework, but rather is taught through a contextually rich local perspective. The teacher has been viewed as a facilitator to help learners construct their knowledge and enhance creativity. The teacher should be able to participate meaningfully to transact the syllabus and textbooks effectively along with teaching-learning materials. Therefore, it is envisaged that the teacher is well versed not only with the subject content but also with the pedagogy of learning.

### **Objectives**

The course will enable the student teachers to -

- understand the different roles of language;
- understand the importance of home language and school language and the role of mother tongue in education;
- be able to appreciate authentic literary, non literary (media) and translated texts;
- understand the use of language in context such as grammar and vocabulary;
- identify methods, approaches and materials for teaching English at various levels in the Indian context;
- be able to develop activities and tasks for learners including audio-video materials, ICT and Internet;
- develop an insight into the symbiotic relationship between curriculum, syllabus and textbooks;
- understand the process of language assessment;

# CPS: Pedagogy of Language (English)

## Semester- I

Total Marks: 100

Contact Hours: 6 Hours per Week

Internal Assessment: 30

External Assessment: 70

### Unit 1: Nature and Role of Language

**Language and Society** – Language and Power; Language and Class (society); Language and Identity; Language and Gender.

**Language in School** – Home language and school language – Medium of understanding; Multilingual and multicultural classroom; Difference between language as a school subject and language as a Medium of Instruction; Centrality of language in curriculum – Different school subjects as registers of language.

### Unit- 2: Role and Position of Languages - Constitutional Provisions and Policies of

#### Language Education

Position of Languages in India; Article 343-351, 350A; Kothari Commission (1964-66); NPE-1968, NPE-1986; POA 1992; National Curriculum Framework-2005.

**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.

### Unit-3: Language Teaching - An Overview

1. **Different approaches/theories to language learning & teaching** - Philosophical, social and psychological bases of approaches to Language acquisition and Language learning; Western and Indian overview of language learning (John Dewey, Bruner, J. Piaget, L. Vygotsky, Chomsky, Krashen), (Gandhi Ji, Sri Aurobindo, Rabindranath Tagore, Zakir Hussain, Radhakrishnan, Giju Bhai Bhadeka)
2. **A critical analysis of the evaluation of language teaching methodologies**- Grammar translation method, Structural method, Direct method, Audio-lingual method, Natural method; Communicative approach, Whole language approaches – Task based approach, Thematic Approach etc.

#### **Unit-4: Linguistic Behaviour and System**

1. **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; Phonetics, Syntax and semantics; etc.

#### **Unit-5: Developing Language Skills**

**Grammar in context; vocabulary in context.**

**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: story telling, dialogues, situational conversations, role plays, simulations, speech, games and contexts, language laboratories, pictures, authentic materials and multi-media 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.

#### **Practicum**

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.
  - Discuss in groups how the role of English language has changed in the 21st c.
  - Topic for Debate – Globalisation & 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

Take a few passages from science, social-science and maths text books of classes VI to VII and analyze:

1. How the different registers of language have been introduced?
2. Does the language clearly convey the meaning of the topic being discussed?
3. Is the language learner friendly?
4. Is the language too technical?
5. Does it help in language learning?

Now write an analysis based on the above issues.

- 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

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

- Prepare a report on the status of languages given in the constitution of India and language policies given in Kothari Commission, NPE-1986, and POA-1992.
- Visit 5 schools in the neighbourhood and prepare a report on the three language formula being implemented in the schools.
- Discussion on the topic 'Mother Tongue and Other Tongue'
- Do a comparative study of positive features and weaknesses of different approaches to language learning.
- Keeping in view the needs of the children with special needs prepare two activities for English teachers.

## Practicum during Internship

- 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 & Gender (ii) Language & Values. Write a report on their reflection in the textbooks.
  - Prepare 4 activities keeping in view 'Constructivism in a Language Classroom'
- Have a discussion on the topic 'Difference Between Spoken and Written Language'
- Collect 10 examples of Grammar in context from English textbooks of VI to VIII and have a group discussion.
- Prepare activities for listening, speaking, reading and writing. (5 Each)
- Prepare 3 activities to develop the reading skills of class VI students.

# **CPS : Pedagogy of Language (English)**

## **Semester- II**

Total Marks: 100

Contact Hours: 6 Hours per Week

Internal Assessment: 30

External Assessment: 70

### **Unit-1: Language, Literature and Aesthetics -I**

**Different creative forms of English Language** - Literature, media and translation; 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.

### **Unit-2: Language, Literature and Aesthetics-II**

**Teaching different texts: Poetry, Prose, Drama** - Teaching of prose, poetry and drama; the study of contemporary English and Indian literature; Developing tasks, activities and materials for lesson design.

### **Unit-3: Development and Analysis of Syllabus and Textual Materials**

1. Understanding the relationship between curriculum, syllabus and textbook; Selection of materials and developing activities and tasks as per the differentiated needs of the learners (Connecting learning to the world outside; Moving away from rote-learning to constructivism) Teacher as a researcher and facilitator – keeping in view the inclusive classroom.

### **Unit-4: Teaching-Learning Materials**

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

### **Unit-5: Assessment - Its Role and Importance**

1. 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..

2. 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.
3. Feedback to students, parents and teachers;

### **Practicum**

- 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 eg. *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 strategy for teaching any Geographical phenomena eg. Climate change, water.
- 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).
- 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.
- 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).
- Organize a workshop/seminar/conference on the topic – 'Language of Children' or any other related topic.

### **Practicum during internship**

- Take any topic of your choice and write about it in any form of creative writing.
- 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. (c) teaching the same piece to children with special needs.

- Prepare a collection of poems and stories of your choice.
- Prepare an outline for a school magazine.
- Develop 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.
- 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 & 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.
- (i) Study the key points of the 1st term assessment of any student of Class VI  
(ii) Devise a strategy to incorporate the suggestions given in the 1st CCE report for the progress of the learner.

### **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.

**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 her/his own portfolio and four projects are compulsory for each semester.)



## Suggested Readings

1. National Curriculum Framework 2005; NCERT, December 2005.
2. National Curriculum Framework 2005; Position Paper, National Focus Group on Teaching of English; NCERT, 2006.
3. National Curriculum Framework 2005, Position Paper, National Focus Group on Teaching of Indian languages, NCERT, 2006.
4. The Right of Children to Free and Compulsory Education Act-2009, The Gazette of India, 2009.
5. Brumfit. C (1984); *Communicative methods in Language Teaching*; Cambridge University press: Cambridge.
6. Chomsky (1964) in Day. E. M (2002): *Identity and the young English language learner*; Multilingual Matters Limited; London.
7. Gardner and Lambert (1972) *Attitudes and Motivation in second language learning*; Rowley; Newbury house.
8. Jeremy Harmer, *Longman Handbooks for Language Teachers, The Practice of English Language Teaching*, 1998.
9. Srijan1, *Creative Writing and Translation*, National Council of Educational Research and Training, New Delhi 2010.
10. *Samajh ka Madhyum*, National Council of Educational Research and Training, New Delhi 2009
11. *Source Book on Assessment for Classed I-V, Language English*, NCERT, October 2008.
12. *Learning Indicators till the Elementary Stage*, National Council of Educational Research and Training, New Delhi 2015
13. *Continuous Comprehensive Evaluation – Exemplar Package for Upper Primary Stage in English*, National Council of Educational Research and Training, New Delhi 2015
14. Agnihotri, R.K., Khanna, A.L. 1994. (eds.), *Second Language Acquisition: Socio-cultural and Linguistic Aspects of English in India (RAL1)*. New Delhi: Sage Publications.
15. Beaumont, M. 1996. *The Teaching of Reading Skills in Second/Foreign Language*. Patras: The Hellenic Open University.
16. Cummins, J. and Swain, M. 1986. *Bilingualism in Education*. London: Longman.
17. Ellis, R. 1985. *Understanding Second Language Acquisition*. Oxford: Oxford University Press.
18. Prabhu, N.S. 1987. *Second Language Pedagogy*. Oxford; New York: Oxford University Press.
19. Krashen, Stephen. 1989. We acquire vocabulary and spelling by reading: Additional evidence for the input hypothesis. *Modern Language Journal* 73:4. Pp. 440-64.
20. Kumar, Krishna, 2011. *The Child's Language and the Teacher, a Handbook*, New Delhi, National Book trust India,.

## CPS: Pedagogy of Language (Urdu)

### Introduction

The two year B. Ed syllabus for pedagogy of Urdu language education has been designed in the light of new approaches and regulation of NCTE-2014. It expects the teacher to look at school education in a holistic manner. 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. The syllabus envisages 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 to 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.

### Objectives

The course will enable the student-teachers to -

- understand the different roles of language;
- understand the importance of home language and school language and role of mother tongue in education;
- be able to appreciate authentic literary, non literary (media) and translated texts;
- understand the use of language in context, such as grammar and vocabulary;
- identify methods, approaches and materials for teaching Urdu at different levels in the Indian context;
- be able to develop activities and tasks for learners including audio-visual materials, ICT and Internet;
- develop an insight into the symbiotic relationship between curriculum, syllabus and textbooks;
- understand the process of language assessment;

# CPS: Pedagogy of Language (Urdu)

## Semester - I

Total Marks: 100

Contact Hours: 6 Hours per Week

Internal Assessment: 30

External Assessment: 70

### Unit 1: Role of Language

- **Language and Society** - Language development; Language and identity; Language and power; Language and class (society); Language and gender.
- **Language in School** - Home language and the school language - Medium of understanding (child's own language); Language across the curriculum; Language and construction of knowledge; Difference between language as a school-subject and language as a medium of instruction; Centrality of language curriculum - Different school subjects as registers; Multilingual and multicultural classroom;

### Unit 2: Position of Urdu In India

- Pre-and post-partition; Different forms of Urdu; Urdu as a language of knowledge; Urdu as first, second and third language; Urdu at International level; Challenges of teaching and learning Urdu.
- **Constitutional Provisions and Policies of Language education:** Position of languages in India; Constitutional provisions and policies of language education (Articles 343-351 and 350A); Kothari Commission (1964-66); NPE- 1986; POA-1992; NCFSE-2000; National Curriculum Framework-2005 (language education).

### Unit 3: Linguistic Behaviour and System

- **Linguistic Behaviour** - Language as a rule-governed behaviour and linguistic variability; Pronunciation-linguistic diversity, its impact on Urdu pedagogical implication; Speech and writing.
- **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.

### Unit 4: Developing Language Skills

- **Grammar in context; Vocabulary in context.**
- **Language Skills - Listening, speaking, reading and writing.**

- Listening and Speaking - Sub skills of listening and speaking; Tasks; Materials and resources for developing the listening and speaking skills : Storytelling, dialogues, situational conversation, role plays, simulations, speech, games and contexts, language laboratories, pictures, authentic materials and multi-media resources.
- Reading - Sub skills of reading; Importance of development of reading skills; Reading aloud and silent reading; Extensive and intensive reading; Study skills, including using thesauruses, dictionary, encyclopaedia, 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; Higher order skills.

### **Unit 5: An Overview of Language Teaching**

- **Different approaches/theories to language learning and teaching** - 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; Western and Indian overview of language teaching (John Dewey, Bruner, J. Piaget, L. Vygotsky, Chomsky, Krashen, Mahatma Gandhi, Sri Aurobindo, Rabindranath Tagore, Zakir Hussain, Radhakrishnan, Giju Bhai Bhadeka, etc.).
- **A Critical Analysis of the Evaluation of Language Teaching Methodologies:** Grammar translation method; Direct method; Structural-Situational method; Audio-lingual method, Natural method; Communicative Whole Language approach; Task based approach; Thematic approach (inter-disciplinary).

### **Practicum**

Discussion on

- Position paper on the Teaching of Indian Languages with special reference to Urdu
- 'Multilingualism as a Resource'
- Analysis of advertisements aired on Radio/Television on the basis of language and gender.
- Discuss in group on the role of Urdu language and its importance in free India.
- Discussion on the topic 'war begins when words fail'
- Keeping in view the children's language, prepare a report on different forms of Urdu
- Keeping in view the topics given in this Unit, prepare a questionnaire. Interview ten people and write a report on 'Position of Urdu language in India'
- Have a discussion on the topic 'Difference Between Spoken and Written Language'.

- Collect ten examples of Grammar in context from Urdu textbooks of Classes VI to VIII and have a group discussion.

### **Project**

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.

- Do a survey of five schools in your neighbourhood to find out-
  - i. Level of introduction of Urdu.
  - ii. Materials (Textbooks) used in the classroom.
- Prepare a report on the challenges of Urdu as a medium of instruction.
- Prepare a report on the challenges faced by teachers and the learners in the teaching-learning process.
- Keeping in view the needs of the children with special needs, prepare two activities for Urdu teachers.
  - Discussion on the topic 'Mother Tongue and Other language'
  - Do a comparative study of positive features and weaknesses of different approaches to language learning.

### **Practicum during Internship**

- Talk to the students and find out the different languages that they speak. Prepare a plan to use multilingualism as a strategy in the Urdu classroom.
- On the basis of the Urdu 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.
- Prepare activities for listening, speaking, reading and writing. (5 Each)
- Prepare three activities to develop the reading skills of Class VI students.
  - Prepare four activities keeping in view 'Constructivism in a Language Classroom'.

# **CPS: Pedagogy of Language (Urdu)**

## **Semester - II**

Total Marks: 100

Contact Hours: 6 Hours per Week

Internal Assessment: 30

External Assessment: 70

### **Unit 1: Language, Literature and Aesthetics-I**

**Different Creative Forms of Urdu 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 Urdu from different Indian languages.

### **Unit 2: Language, Literature and Aesthetics-II**

**Teaching of Different Forms of Urdu Literature** – Teaching of Poetry, Prose and Drama; Introduction of various literary forms of Urdu language; Classical Urdu literature and modern Urdu literature; Planning lessons in prose; Planning lessons in poetry; Drama at various school levels

### **Unit 3: Development and Analysis of Syllabus And Textual Materials**

Understanding the relationship between curriculum, syllabus and textbook; Selection of materials and development of activities and tasks as per the differentiated need of the learners (Connecting learning to the world outside; Moving away from rote-learning to constructivism); Teacher as a researcher and facilitator - Keeping in view the needs of the learners to develop meaningful strategies.

### **Unit 4: Teaching Learning Materials and Aids**

Print media, other reading materials, such as learner chosen texts, magazines, newspapers, class libraries, etc., ICT, audio-visual aids, including CALL programmes; Radio, T.V. Films; Planning co-curricular activities (discussion, debates, workshops, seminar etc.); Language labs, etc.

## Unit 5: 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.

### Practicum

- Take three editorial pieces on the same topic from different newspapers. Have a discussion on their languages and presentations.
- 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. Tahzeeb Kya Hai 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.
- Review any two stories of your choice
- Interview any local artist/poet/writer
- Collect Indian folktales in Urdu (translated)
- Prepare a newsletter on the basis of your school experience programme (hand written).
- Do a comparative study of one textbook of Urdu 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.
- Prepare a list of audio-visual aids related to teaching of Urdu 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 a collection of poems and stories of your choice.
- Prepare an outline of a school magazine
- Develop the material for school magazine based on your experiences during school experience practice
- Review contemporary children's literature
- Review any two magazines for women.
- Write a report on current practices of assessment and evaluation at the Upper Primary stage.
- Analyse the question papers of Urdu 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 stages to assess all the aspects of language learning.
- Analyse answers given by the learner for one particular question.
- Select any ten questions from the Class VI Urdu textbook which lends 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 term report for the progress of the learner.

### **Practicum during Internship**

- Take any topic of your choice and write about it in any form of creative writing.
- Take any creative writing, e.g. poem or story and develop teaching strategy to teach: (a) same pieces for different stages; (b) understanding any creative piece at different levels; (c) teaching the same piece to children with special needs.

### **Action Research**

- Identify and list language (Urdu) related common errors among students.
- Prepare a list of idioms and proverbs in Urdu
- Handling 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.

**Note :** Project work, Students-Teacher's Portfolio, Activities, Presentations, Workshops, Educational tours (Some activities have been given in each unit as an example.



Such other activities may be developed as per the need. Every student has to prepare his/her own portfolio and four projects work are compulsory for each semester). Suggested Practicum for Internship have also been given along with the respective Units.

### **Suggested Readings**

- Qaumi Darsiyat Ka Khaka-2005, NCERT, New Delhi, 2008.
- National Focus Group ka Position Paper barae Hindustani Zabanon ki Tadrees, NCERT, New Delhi, 2010
- National Focus Group Ka Position Paper barae Imtehani Islahat, NCERT, New Delhi, 2011
- Rahnuma Kitab (Teachers' Manual) - Primary Stage, NCERT, New Delhi, 2010
- Rahnuma Kitab (Teachers' Manual) - Upper Primary Stage, NCERT, New Delhi, 2010
- Rahnuma Kitab (Teachers' Manual) - Secondary & Higher Secondary Stage, NCERT, New Delhi, 2010
- Farogh-e-Istadaad Package (Dauran-e-Mulazmat Asateza ke Liye), NCERT, New Delhi, 2015
- Tadrees aur Aamozish ke Tameeri Ravaiye, NCERT, New Delhi, 2011
- Fahem Ka Waseela, NCERT, New Delhi, 2012.
- Urdu Zaban-o-Adab ki Tareekh, NCERT, New Delhi, 2012
- Urdu Asnaf-e- Adab, NCERT, New Delhi, 2012
- Urdu Tadreesiyat (Part-I), NCERT, New Delhi, 2015
- Urdu Tadreesiyat (Part-II), NCERT, New Delhi (Under Print)
- Takhliqi Jauhar (Part-I), NCERT, New Delhi, 2015
- Takhliqi Jauhar (Part-II), NCERT, New Delhi (Under Print)
- Urdu Asnaf ki Tadrees, NCPUL, New Delhi, 2003
- Tadreesi Amozishi Hikmat-e-Amaliyan, Maktaba Jamia Limited, New Delhi, 2004
- Bachche ki Zaban aur Ustad-ek Lahiya amal, NBT, New Delhi, 2007
- Multilingualism as a classroom resource, R.K. Agnihotri, Johannesburg, 1995
- Bilingualism in a multilingual society, Mohanty, CIIL, Mysore.
- Taleem, Samaj aur Culture, A.K.C.O ttaway, NCPUL, New Delhi.
- Usool-e-Talim aur Amal-e-Taleem, D.S. Gorden, NCPUL, New Delhi.
- Urdu Qawaid, NCERT, New Delhi, 2012.

## CPS: Pedagogy of Language (Sanskrit)

### Introduction

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-centered 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 to help learners constructs their knowledge. He should be able to arouse curiosity among the learners, enhance their thinking capacity and convert their thoughts into action. 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.

### Objectives

The course will enable the student teachers to-

- understand the different roles of language.
- understand the role and importance of Sanskrit and its cultural and historical background.
- understand constructivist approach for Sanskrit teaching-learning.
- be able to know the place of Sanskrit in curriculum.
- be able to examine authentic literary and non-literary texts in Sanskrit.
- understand the use of Sanskrit language in context, such as grammar and vocabulary in context.
- be able to develop activities and tasks for learners.
- be able to practice the language teaching skills
- understand about the methods of teaching Sanskrit.
- understand and prepare various kinds of lesson plans.
- understand the relationship between curriculum, syllabus and textbooks in Sanskrit.
- appreciate the use of audio, audio-visual aids and ICT and internet for teaching & learning Sanskrit.
- understand the process of language assessment in Sanskrit.

# CPS: Pedagogy of Language (Sanskrit)

## Semester - I

Total Marks: 100

Contact Hours: 6 Hours per Week

Internal Assessment: 30

External Assessment: 70

### Unit 1: Role of Language

#### ➤ Language and Society

- Language and gender
- Language and identity
- Language and power
- Language and peace

#### ➤ Language in School

- Home language and the school language
- Centrality of language in learning
- Language across the curriculum
- Difference between language as a school subject and language as a means of learning and communication
- Multilingual classrooms.

#### ➤ Position of Languages in India

- Constitutional provisions and policies of language education (Articles 343-351, 350A)
- Kothari Commission (1964-66)
- NPE-1986; POA-1992
- National Curriculum Frameworks 1975, 1988, 2000,2005 (language education);

### Unit 2: Importance of Sanskrit Language

- Language families and Sanskrit language
- Sanskrit language and Indian languages
- Sanskrit language and literature
- Socio-cultural and historical importance of Sanskrit language
- Sanskrit as a modern Indian Language
- Importance of teaching Sanskrit in India
- Problems related to Sanskrit teaching at school level.

### Unit 3: Aims and Objectives of Sanskrit Language Teaching

- Aims and objectives of Sanskrit teaching at different levels (Primary, Secondary and Higher Secondary levels)
- Quality of Sanskrit teaching: Pre-class, in-class and after-class
- **Curriculum and Sanskrit Language**
- Place of Sanskrit at different levels of school education (Primary, Upper Primary, Secondary and Higher Secondary levels)
- Place of Sanskrit in three language formula and its objective
- Place of Sanskrit at Sanskrit *pathshalas*
- Sanskrit Commission and Curriculum
- Sanskrit Curriculum and textbooks at school level.

### Unit 4: Language Teaching

- **Different Approaches/ Theories of Languages Learning**
- John Dewey (Constructivism)
- J Piaget
- L Vygotsky
- Chomsky
- Krashen
- Theories of Indian Thinkers like Panini, Bhartrihari, schools of Vyakarana, Mimamsa and Nyaya
- **Approaches of Sanskrit Language Learning**
- Direct Method
- Traditional Method
- Textbook Method
- Communicative Approach
- Grammar Translation Method
- Inductive and Deductive Method
- Audio-lingual Method
- Total physical response
- Eclectic Method

### Unit 5: Sanskrit Language Teaching Skills

- **Linguistic System:** The organisation of sounds; The structure of sentence; The concept of universal grammar; Nature and structure of meaning; basic concept in phonology, syntax and semantics; Speech and writing; Discourse.
- **Grammar in Context; Vocabulary in Context;**
- **Acquisition of Language Skill:** Listening, speaking, reading and writing.

- Listening and Speaking: Sub skills of listening and speaking; Tasks; Materials and resource 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 skill of reading; importance of development of reading skills; Reading aloud and silent reading; Extensive and intensive reading; Study skills, including using thesauruses, dictionary, encyclopaedia, etc.
- Writing: Sub skills 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.
- **Understanding of Skills**
- **Application of Skills**
- **Co-curricular Activities in Developing Language Skills:** Debate, Elocution, completion, *antyakshari*, language game, essay writing, seminary, story writing, *samasyapoorti*, singing, jokes, storytelling, exhibition, quiz and school magazine.

## Practicum

Discussion on

- Position paper on the '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 VIII 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.

- Improvement of quality teaching at different levels.
- Status of Sanskrit teaching at school level.
- Three language formula and Sanskrit.
- Sanskrit Commission report .
- Position of Indian language and Sanskrit.
- Development of Sanskrit language.
- Problems of teaching Sanskrit.
- Different methods of Sanskrit teaching at school level.

## Projects

- Prepare a report on the status of language given in the Constitution of India and language policies given in Kothari Commission, NPE-1986 and POA-1992
- Prepare a report on the challenges faced by the teachers and the learners in the teaching-learning process.
- Visit five schools in the neighbourhood and prepare a report on the three language formula being implemented in the schools.
- Do a survey of five schools in your neighbourhood to find out:
  - (i) Level of introduction of Sanskrit\
  - (ii) Textbooks used in the classroom
- Prepare a brief report on Sanskrit Commission.
- Prepare a report on textbooks in Sanskrit at school level.
- Do a comparative study of positive features and weaknesses of different approaches to language learning.

## Discussion on

- Collect ten examples of Grammar in context from Sanskrit textbooks of Classes VI to VIII and have a group discussion.
- Read and reflect on text of Paniniya Shiksha for Standard pronunciation of Sanskrit.
- Prepare activities for listening, speaking, reading and writing. (5 Each).
- Have a discussion on the topic 'difference between spoken and written language'.
- Prepare an outline to conduct District/ State level Sanskrit competition for school students.

## Practicum during Internship

- Talk to the student and find out the different languages that they speak. Prepare a plan to use multilingualism as a strategy in the Sanskrit classroom
- On the basis of the Sanskrit textbooks (VI to XII), prepare a list of topics and activities given on: (i) Language and gender (ii) Language and peace and write a report on their reflection in the textbooks.
- Prepare four activities keeping in view 'Constructivism to a Language classroom'

# **CPS: Pedagogy of Language (Sanskrit)**

## **Semester - II**

Total Marks: 100

Contact Hours: 6 Hours per Week

Internal Assessment: 30

External Assessment: 70

### **Unit 1: Teaching of Different Forms of Sanskrit Literature**

- Teaching of prose
- Teaching of poetry
- Teaching of pronunciation
- Teaching of grammar
- Teaching of fables
- Teaching of drama

### **Unit 2: Importance of Lesson Plan**

- Lesson plan- Nature, objectives and needs
- Lesson plan of prose, poetry, drama, story, and grammar
- types of lesson plans
- Teaching Skills - Introduction, Questioning, Blackboard writing, Reading, Explanation, Reinforcement, Use of Audio-Visual Aids, Pronunciation, Stimulus Variation and Exemplar.

### **Unit 3: 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. (Keeping in view the needs of the learners to develop meaningful strategies)

### **Unit 4: Teaching-learning Materials and Aids**

Print media, other reading materials, such as learner-chosen texts, magazines, newspapers, class libraries, etc. ICT, audio, video and audio-visual aids, films, languages labs etc; Psychological perspectives of audio-visual aids

## Unit 5: Assessment- Its Role and Importance

1. 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.
2. Typology of Question; Activities and tasks (open-ended question, MCQ, true and false, etc.) reflecting- Problem solving, creative and critical thinking, enhancing imagination and environmental awareness.
3. Feedback to students, parents and teachers.

### Practicum

- Discussion on the different presentations of teaching
- Take two translations of any piece of creative writing. Read these pieces and then translate the piece yourself in Sanskrit
- Collect interesting folktales in Sanskrit
- Discussion on the different types of lesson plans
- Prepare a lesson plan on one lesson and have a discussion on that.
- Organise a workshop/ seminar / conference on the topic- 'Improvement of Sanskrit Teaching at School Level' or any other related topic.
- Do a comparative study of one textbook of Sanskrit 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
- Interview any member of the textbook development committee of Sanskrit textbooks (NCERT/ SCERTs/ Rashtriya Sanskrit Sansthan/ Sanskrit Universities/ State Boards).
- Collect magazines and newspapers in Sanskrit and have a discussion on their language and presentation.
- Prepare a list of audio-visual aids related to teaching of Sanskrit and see them wherever necessary
- Identify and prepare different types of teaching aids for children with special needs (speech impaired)

### Project

- Prepare a collection of poems and stories in Sanskrit of your choice.
- Review contemporary children's literature in Sanskrit
- Review any two Sanskrit magazines for women.
- Prepare an outline of a school magazine in Sanskrit
- Develop the material for school magazine based on your experience during school experience practice
- Write a report on current practices of assessment and evaluation at the Upper Primary Stage



- Analyse the question papers of Sanskrit language (previous 3 years)- Classes X and XII (CBSE/ STATE BOARD) in the light of new approach of assessment
- Develop question paper for upper primary and secondary stage to assess all the aspects of teaching Sanskrit
- Analyse answers given by the learner for one particular question
- Select any ten questions from Class VI Sanskrit textbook which lend a 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 Term report for the progress of the learner

### **Action Research**

- Prepare an outline for action research on the basis of your experience of the difficulties faced during school experience programme
- Prepare the list of common errors in Sanskrit among students
- Interview any Sanskrit expert regarding Sanskrit teaching
- Prepare a newsletter in Sanskrit on the basis of your school experience programme.

### **Suggested Readings**

1. National Curriculum Framework 2005; NCERT, December 2005.
2. National Curriculum Framework 2005; Position Paper, National Focus Group on Teaching of English, NCERT, 2006.
3. National Curriculum Framework 2005; Position Paper, National Focus Group on Teaching of Indian Languages, NCERT, 2006.
4. The Right of Children to Free and compulsory Education Act-2009, The Gazette of India, 2009.
5. Chomsky (1964) in Day. E.M (2002): Identity and the young English language learner; Multilingual Matters Limited; London.
6. Source Book on Assessment for Classe I-V, Language English, NCERT, October, 2008.
7. Agnibotri, R.K. Khanna, A.L. 1994. (eds.), Second Language Acquisition: Socio-cultural and Linguistic Aspects for English in India (RALI). New Delhi: Saga Publications.
8. Agarwal, P. And Sanjay Kumar 2000. (eds.) Hindi Nai Cal Men Dhali, New Delhi: Deshkal.
9. Tickoo, M.L. 2004. ELT in India. New Delhi: Orient Longman.
10. Paniniya Shiksha, Chaukhambha Prakashan, Varanasi.
11. Vakyapadiya, Bhartrihari's, Varanasi.
12. Artha Samgraha of Laugashi Bharkara, Varanasi.
13. Tarka Sangraha of Annam Bhatta, Varanasi.

## CPS 4: Assessment for Learning

Total Marks: 100

Contact Hours: 6 Hours per Week

Internal Assessment: 30

External Assessment: 70

### Introduction

This Course – as its title suggests – proposes that student teachers become conscious of the distinction between assessment *for* learning and assessment *of* learning. Whereas both have their place in school education, a constructivist paradigm indicates a shift in emphasis towards the former. The course intends to enlarge current perspectives on assessment and evaluation, and enable student teachers to view student learning along multiple dimensions. It brings a specific focus on assessment of subject-based learning, as well as processes of feedback and reporting, which are among the core competencies needed by teachers. A critical review of the examination system and the assessment practices that derive from this is also felt to be a necessary component of the course; so that student teachers may learn to evolve more flexible and richer forms of assessment, even as they respond to current examination practices.

Assessment (and evaluation) is integral to school education and more specifically to teaching-learning. Since education in schools presupposes certain aims and objectives, it is crucial for teachers to be aware of how the progress and growth of students is to be assessed. This in turn implies that teachers become cognizant of which dimensions of growth or learning are to be assessed, what means are available to them for this purpose, and what effects are likely to flow from various kinds of assessment.

### Objectives

The course will enable the student teachers to -

- gain a critical understanding of issues in assessment and evaluation (from multiple perspectives with focus on constructivist paradigm)
- become cognizant 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 user of a wide range of assessment tools, and learn to select and construct these appropriately as per the need; and
- evolve realistic, comprehensive and dynamic assessment procedures keeping in view the diverse backgrounds of students.

## **Unit 1: Assessment and Evaluation-An Overview**

- Purposes and approaches of assessment in behaviouristic, cognitivist, and constructivist paradigms
- Perspective on assessment and evaluation for learning in a constructivist paradigm
- Distinction between 'Assessment of Learning', 'Assessment for Learning', and 'Assessment as Learning'.
- Critical review of current evaluation practices and their assumptions about learning and development
- Clarifying the terms
  - test, measurement, examination, assessment and evaluation
  - formative and summative evaluation
  - continuous and comprehensive assessment
  - grading

## **Unit 2: Context of Assessment**

### 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 process; abstraction of ideas from experiences; seeing links and relationships; inference; analysis; reflection
- originality and initiative; collaborative participation; creativity; flexibility
- Contexts of assessment
  - subject-specific
  - learner-centred

## **Unit 3: Assessment Procedure**

- Assessment tools
  - different kinds of tasks: projects, assignments, performances
  - different kinds of tests and their construction
  - observation of learning processes by self, by peers, by teacher
  - self-assessment and peer-assessment
  - constructing Portfolios

- Rubrics Based Assessment
- Quantitative and qualitative aspects of assessment: appropriate tools for each
- Teacher competencies in developing appropriate assessment tools:
  - visualizing appropriate assessment tools for specific contexts, content, and learner
  - formulating tasks and questions that engage the learner and demonstrate the process of thinking; scope for original responses
  - evolving suitable criteria for assessment
  - organizing and planning for student portfolios and developing rubrics for portfolio assessment
  - using assessment feedback for furthering learning

#### **Unit 4: Data Analysis, Feedback and Reporting**

- Statistical tools- frequency distribution, graphical representation, central tendency, variation, normal distribution, percentile rank, correlation and their interpretation
- Feedback as an essential component of formative assessment
  - use of assessment for feedback; for taking pedagogic decisions such as for selecting teaching methodology, providing additional inputs or giving more time for the understand of some concepts.
  - Types of teacher feedback (oral, written, comments); peer feedback
  - Place of marks, grades(absolute and relative) and qualitative descriptions
  - Feedback for strengthening self-esteem, motivation and identity of all the learners including Children with Special Needs.
- Developing and maintaining a comprehensive learner profile
- Purposes of reporting learner profile:
  - to communicate to students and parents
  - placement
  - certification
- Issues and challenges involved in reporting

#### **Unit 5: Examination Reform: Issues and directions**

Examination reform efforts recommended by:

- Secondary Education Commission (1952-53)
- Kothari Commission (1964-66)
- National Policy on Education (1986) and Programme of Action (1992)
- National Curriculum Frameworks -1975,1988,2000 and 2005 developed for school education

(Discussion should cover analysis of recommendations, implementations and the emerging concerns)

School-based assessment and evaluation: policies, practices and possibilities

- Impact of examination-driven schooling on the social identity and socialization of children
- CCE in Right of Children to Free and Compulsory Education Act, 2009

### **Introducing flexibility in examination-in view of the needs of the students and other stakeholders**

- Improving quality and range of questions in exam papers
- School-based credits
- Assessment and Examinations for vocational courses
- Alternative modes of certification
- Role of ICT in Examination
- On-demand and on-line examinations
- Capacity building of paper setters and evaluators

### **Practicum**

- Analysis of a range of assessment tools collected from different schools
- Developing worksheets and other tasks/tools for learning and assessment in one's specific subject area
- Maintaining a portfolio related to the course-work of students during practice teaching and devising rubrics for assessment
- Constructing a test or an examination paper in one's subject area and collecting feedback from fellow teachers on the same.
- Observing, interviewing and writing comprehensive profile of a student
- Simulated exercises in 'marking' and giving feedback to fellow teacher-learners (on a written task); critical review of feedback.
- Simulated exercise in marking an examination paper in one's subject area; critical review of marking

## Modes of Learning Engagement

- Lecture-cum-discussion
- Readings and reflective discussions followed by presentations
- Group discussions
- Group work and group presentations

## Suggested Readings

- Kay Burke (2006) *From Standards to Rubrics in 6 Steps, Tools for Assessing Student Learning, K-8*, Corwin Press, A Sage Publications Company, California.
- NCERT(1985). *Curriculum and Evaluation*, New Delhi:NCERT
- Norris N.(1990) *Understanding Educational Evaluation*, Kogan Page Ltd.
- Singh H.S. (1974) *Modern Educational Testing*. New Delhi: Sterling Publication
- Thorndike RL and Hagen (1977). *Measurement and Evaluation in Psychology and Education*.
- Black, P., Harrison, C., Lee, C., Marshall, B, & William, D. (2004). *Working inside the black box: Assessment for learning in the classroom*. *Phi Delta Kappan*, 86 (1), 8- 21.
- Black, P., & William, D. (2006). *Assessment for learning in the classroom*. In J. Gardner (Ed.), *Assessment and Learning* (pp. 9-14). Thousand Oaks, CA: Sage
- Bransford, J., Brown, A.L., & Cocking, R.R. (Eds.). (2000). *How people learn: Brain, mind, experience, and school*. Washington, DC: National Academy Press.
- Brooks, J.G. (2002). *Schooling for life: Reclaiming the essence of learning* Alexandria, VA: Association for Supervision and Curriculum Development.
- Burke, K. (2005). *How to assess authentic learning* (4<sup>th</sup> ed.), Thousand Oaks, CA
- Corwin, Burke, K, Fogarty, R., & Belgrad, S (2002). *The portfolio connection: Student work linked to standards* (2<sup>nd</sup> ed.) Thousand Oaks, CA: Corwin.
- Conzemius, A., & O'Neill, J. (2001). *Building shared responsibility for student learning*, Alexandria, VA: Association for Supervision and Curriculum Development.
- Danielson, C. (2002). *Enhancing student achievement: A framework for school improvement*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Gentile, J.R. & Lalley, J.P. (2003). *Standards and mastery learning: Aligning teaching and assessment so all children can learn*. Thousand Oaks, CA: Corwin.
- Guskey, T.R. (2003). *How classroom assessments improve learning*. *Educational Leadership*, 60(5), 7-11.

- Guskey, T.R., & Bailey, J.M. (2001). Developing grading and reporting systems for student learning. Thousand Oaks, CA. Corwin.
  - Kirby, N.F & Downs, C.T. (2007). Self-assessment and the disadvantaged student; Potential for encouraging self-regulated learning? *Assessment and Evaluation in Higher Education*, 32(4), 475-494.
  - MHRD (2009), *The Right of Children to Free and Compulsory Education Act, 2009*. Ministry of Human Resource Development, New Delhi
  - Newman, F.M. (1996). Authentic achievement: Restructuring schools for intellectual quality. San Francisco, CA: Jossey-Bass.
  - Nitko, A.J. (2001). Educational assessment of students (3<sup>rd</sup> ed.). Upper Saddle River, NJ:PrenticeHall.
  - NCERT (2005). National Curriculum Framework, 2005, NCERT,New Delhi
- NCERT(2006), *Position Paper : National Focus Group on Examination Reforms*, NCERT,

## Section C

### Engagement with the Field

This section has three broad components –

- Tasks and Assignments that run through all the courses as indicated in the semester wise distribution of the syllabus
- School Internship
- Courses designed for Enhancing Professional Capacities (EPC)

The following four courses have been designed for enhancing teachers' professional competencies

EPC 1: Reading and Reflecting on Texts

EPC 2: Arts in Education

EPC3: Understanding ICT and Its  
Application

EPC 4: Understanding the Self



# Engagement with the Field

## Introduction

This category of courses titled “Engagement with the Field” is visualised as an essential part of the B. Ed programme as it will provide opportunities to the student teachers to gain field experiences by engaging with students, teachers, parents, schools and community at large. It will equip the student teachers to link the tasks they have to perform with the theoretical knowledge acquired through various courses included in ‘Perspectives in Education’ and ‘Curriculum and Pedagogical Studies’ in practical situation. This shall be done through three different components viz, Tasks and Assignments in different courses, School Internship, and Courses on Enhancing Professional Capacities.

## Objectives

This category of courses will enable the student teachers to -

- facilitate student learning by creating authentic learning situations;
- prepare school development plan in collaboration with local community;
- use local resources, including material and local knowledge in teaching learning process;
- integrate ICT in teaching learning process;
- respect diversity among learners and seek to promote learning of all;
- use alternative assessment tools and involve students in assessment process;
- adapt teaching learning strategies and/or use various teaching learning strategies to address diversity among learners, including cultural and learning needs;
- promote holistic approach to student assessment and organization of learning environments; and
- bring out pedagogical innovations in promoting quality of learning

## Section A: Tasks and Assignments in different Courses

Different courses included in the two categories of courses, namely curricular areas ‘Perspectives in Education’ and ‘Curriculum and Pedagogical Studies’, provide various tasks and assignments that can be completed through engagement with school, the child, and the community. These may be in the form of projects, case study, action research, survey, seminar, etc.

## Section B: School Internship

Duration: 2 weeks in 1<sup>st</sup> Semester

2 weeks in 2<sup>nd</sup> Semester

16 weeks in 3<sup>rd</sup> Semester

Maximum Marks: 20+30+200=250

The mode of engagement of internship will depend on the stage of teacher preparation in different semesters. It may start with school exposure and subsequently it shall be in the form of short term school attachment and finally of the school internship of longer duration.

School Internship is rightly regarded as the most important component of any teacher education programme as it provides the student teachers a platform for linking theory to the real classroom situation. It involves full time work in a school aimed at gaining intensive experience in planning, teaching, engaging other school activities, preparing instructional support materials and performing all those duties that a regular teacher is expected to do. The field experience helps in expanding the competencies and skills which are essential for a teacher to serve as a facilitator of learning. During internship student teachers interact with the teachers, students, administrators and community including parents and try to understand the problems of schools and students which helps in their development as a teacher. They are also provided with opportunities to participate and organize various programmes and activities which schools generally organize to facilitate students' learning and development.

The School Internship shall be organized in three semesters in the manner described below:

### Semester I- School Exposure

*Duration: 2 weeks*

The School Exposure Programme shall be carried out during the first semester in local/nearby school or schools, including DMS. For this, the student teachers belonging to the state, where the Institution is located, may be placed in regional language medium schools; and the rest may be placed in other schools. Care must be taken to identify various types of school such as Government, Private, Urban, Rural, and Specified category schools (e.g. KVs, JNVs, Sainik Schools), Ashram Schools, Schools for challenged learners. A group of 10 to 12 student teachers may be placed in one school for the purpose. Efforts shall be made to provide exposure to as many types of schools as possible.

A student teacher (or a group of student teachers) needs to visit at least two types of schools: in the first week to one type of school; and in the second week to another type of

school. A brief orientation programme can be arranged before sending the student teachers to schools to acquaint them with the objectives and modalities of such programme.

During this programme, the student teachers shall observe the school/classroom environments with reference to infrastructure, equipments, teaching learning materials, functioning, human resources, organisation of various activities, etc. and prepare a profile of the school to which they are attached. The institute shall develop detailed guidelines for school observation; and orient the student teachers to the process of school observation as well as to the use of guidelines.

After completion of the field exposure programme, student teachers shall be required to develop a detailed report and share the same in a seminar/meeting at the Institute.

### ***Internal Assessment***

|                                       |           |
|---------------------------------------|-----------|
| Preparation of report -               | 10        |
| Presentation / sharing of the report- | 10        |
| <b>Total -</b>                        | <b>20</b> |

## **Semester II: School Attachment & Community Living**

### **A. School Attachment Programme**

#### ***Duration: 1 week***

One week School Attachment Programme shall be carried out during the second semester in local/nearby school (s), including DMS. For this, the student teachers belonging to the state, where the Institution is located, may be attached to regional language medium schools; and the rest may be placed in other schools. Care must be taken to identify various types of school for the programme, e.g. Government, Private, Urban, Rural, Special Schools (KVs, JNVs, Sainik Schools, Ashram Schools, Schools for challenged learners). Approximately 10 to 12 student teachers may be attached in one school for the purpose.

During this programme, the student teachers shall observe: (i) various curricular activities, e.g. sports and games, dance, songs; and (ii) the teaching-learning process in the classroom, ICT use, student participation, classroom management. The student teachers shall observe curricular activities for which they may use observation schedules. The institute shall develop these schedules; and orient the student teachers on the process of observation as well as use of the schedules. At the end of the programme, student teachers shall be required to develop a detailed report and share the same in a seminar/meeting at the Institute.

## **B. Community Living Camp**

*Duration: 1 week*

Student teachers shall be provided exposure to community life for at least one week during which they shall live with the community members and act in terms of preparing school development plan, sharing cultural practices, holding cultural programmes and gaining community's perception about and aspirations from formal education system. The members of SMC/VMC should be associated in these activities.

The institution should form a committee, including faculty members, student teachers and community/SMC members for the smooth organization of this programme. At the end of this programme, the student teachers shall prepare a detailed report of the programme, individually and/or in group.

### *Internal Assessment*

|  |           |
|--|-----------|
| Involvement in school attachment programme & community living camp | 5+5= 10   |
| Reports of classroom observation & community living camp           | 5+5=10    |
| Presentation / sharing of the report                               | 5+5= 10   |
| <b>Total</b>   | <b>30</b> |

## **Semester III- School Internship Programme**

*Duration 16 weeks*

16 weeks internship shall be carried out during the third semester. Here, the student teachers are required to be placed suitably in the schools of their choice. Care must be taken to identify various types of school such as Government, Private, Urban, and Rural. A student teacher needs to undergo internship in at least two types of schools: For this, student teachers may be allowed to choose the state, district and school. The number of student teachers to be allotted to a particular school shall be 10-12. The institute may appoint a senior faculty as coordinator of the entire programme, who, *inter alia*, would identify and allot schools to student teachers, and maintain liaison with the schools. In addition, a separate coordinator may be appointed for each state knowing the regional language of the respective state.

### *Nomination of mentor teachers*

The internship coordinators of different states, while visiting the schools for identification purposes, would seek information about different teachers of the schools, who may be nominated as mentor teachers. The role of the mentor teacher would be to share his/her professional experiences, present model lessons, assess student teachers' performance, and provide on-site guidance and support during internship.

### *Identification of supervisors*

The faculty members of the institute, on the basis of their availability, would be allotted to different schools as supervisors during the internship period. Alongwith the names of the faculty members, the subject/ subjects to be observed and the schools for observation may be written. A chart depicting the names of the internship schools, names of student teachers, name (s) of faculty members (supervisors), and the dates of visit shall be prepared and notified by the coordinator every week. The supervisor shall coordinate the activities of the mentor teacher of the school; and assess student teachers' performance, and provide on-site guidance and support during internship.

Student teachers shall undertake the following activities during the internship period:

**I. Planning and Facilitating Teaching Learning**

- Unit/ Lesson planning
- Classroom teaching
- Lesson observation
- Developing and Using Teaching Learning Resources
- ICT integration

**II. Assessment, Remediation and Action Research**

- Preparation of CCE activities including unit tests
- Preparation of diagnostic tests and identifying learning difficulties
- Planning and executing remediation
- Assessing effectiveness of remediation through action research

**III. Understanding School Context**

- Prepare Profile of the school (Type of School/infrastructure, facilities teachers, students and community information)
- Analyze Learner Performance(One class)

**IV. Understanding Learner**

- Collecting information about a student(Case Study)

**V. Participation in School Activities**

- Organize all types of curricular activities, e.g. sports and games, debate, song, art, music, painting

**VI. Community and school**

- Survey of households
- Interaction with SDMC/SMC members
- Interacting with parents

The 16 week school internship will be organized in three phases: (i) pre internship; (ii) internship; (iii) and post internship.

### **Phase - 1: Pre internship**

The pre internship will be of one week duration during which necessary orientation programmes for Mentor Teachers and Heads of the selected schools will be organized in the institute. The following activities shall be organized during pre internship phase:

- Orientation of the cooperating teachers and Heads of the schools regarding the objectives of internship and their roles
- Discussion on unit planning, lesson planning, blueprint and unit tests/diagnostic tests, CCE etc.
- Discussion on records to be maintained by student teachers during internship.
- Demonstration of lessons in each subject by the experts/supervising teacher followed by discussion
- Demonstration of criticism Lessons by the experts/supervising teacher followed by discussion, preferably in DMS
- Observation of at least 2 lessons, by the student teachers, of their peers in each subject followed by discussion

### **Phase - 2: Internship**

Every student teacher shall undergo an internship of 15 weeks in an identified school. During this period the student teacher shall be attached to a school and he/she shall undertake such duties as are assigned to him / her by the Head Master/Principal of the school in all school related activities. During this period, he/she shall teach at least 80 periods in the school, taking equal number of lessons from each of his/her pedagogy subjects, under the supervision of the mentor teacher and respective teacher educator (s) from RIE. The first week will be utilized for developing rapport with school (Students, teachers Principal/Head Master/other staffs, etc). In the first block of 7 weeks, student teachers shall engage with students' of either Upper Primary or Secondary classes; and in the second block of 7 weeks in reverse order.

### **Practicum during internship**

Student teachers shall perform the following during internship:

- prepare lesson plans in two school subjects and deliver at least 40 lessons in each (80 lessons)
- Integrate student assessment activities with teaching learning process
- Development of learning resources
- Observation of peer teaching: 20 in each school subject
- Observation of teachers' lessons: 10 in each school subject
- Conducting 2 unit tests: one in each school subject; diagnostic tests followed by remedial instruction
- Conducting action research and case study
- preparing portfolios
- preparation of learning resources

- Preparation of time table
- Organize and participate in:
  - ✓ morning assembly
  - ✓ literary and cultural activities
  - ✓ Club activities
  - ✓ Exhibitions
  - ✓ Excursions and field trip
  - ✓ Mock parliament
  - ✓ Quiz
  - ✓ Games and sports
  - ✓ PTA/SMC meetings
- Maintaining the respective records
- Conducting guidance and counseling
- Maintenance of school library and laboratory
- Maintaining a reflective diary

#### **Records to be submitted**

- Lesson plans/ Unit plans
- School profile: infrastructure; Social Science Laboratory - physical facilities, Equipment, School Library- facilities
- Record of Participation/organization of school activities
- Diagnostic testing, remediation and
- Report of action research
- Case study of a student
- Assessment record (CCE)
- School time table
- Reflective Journal

#### **Phase - 3: Post Internship**

The following activities shall be organised in the Post Internship phase:

- Preparation of brief report by each student teacher on his/her internship experiences.
- Presentation of the reflections of internship by student teachers, which will be conducted in smaller group/subject wise and assessed by the supervisors.
- Exhibition of teaching aids.
- Inviting feedback from cooperating schools.
- Viva-Voce on School Internship Programme by a board comprising of faculty members of the institute.

#### **Internal Assessment**

The assessment of the performance of student teachers shall be based on the feedback received from all associated with the programme, including mentor teachers, peers, supervisors of the institute; and various records submitted by the student teachers.

The weightage to different components of internship shall be assigned as under:

| <b>Component</b>   | <b>Minimum Number</b>                           | <b>Maximum Marks</b>          |
|--|---|-------------------------------|
| Record of the demonstration and criticism classes (Pre internship) | 2 demonstration+2 criticism Lessons             | 10                            |
| Lesson Plan/Unit Plan for Upper Primary level                      | 40 (20 in each subject)                         | 20 ( 10+10)                   |
| Lesson Plan/Unit Plan for Secondary level                          | 40 (20 in each subject)                         | 20 ( 10+10)                   |
| Classroom observation record of peers                              | 40 (20 in each subject and 20 in each level)    | 10(5+5)                       |
| Observation record of classes taught by teachers                   | 20(10 in each method and 10 in each level)      | 10(5+5)                       |
| Records of participation/organization in curricular activities     | 1   | 10                            |
| Records of school observations/ survey                             | 1   | 5                             |
| Case Study/ Action Research  | 2 (One for each level)                          | 10(5+5)                       |
| Student Assessment Records, including CCE                          | 4 (one for each level and one for each subject) | 10                            |
| Teaching Learning Materials  | All   | 10                            |
| Reflective Diary   | 1   | 10                            |
| Assessment by mentor teacher (s) based on overall performance      | 4 (one for each subject and level)              | 25 (Average of 4 assessments) |
| Assessment by supervisor (s) based on overall performance          | 4 (one for each subject and level)              | 25                            |
| Post Internship Viva-Voce  |   | 25                            |
| Total for III Semester   |   | 200                           |

### **Section C: Courses on Enhancing Professional Capacities (EPC)**

There shall be some specialized courses, which will help student teachers to develop various skills and professional abilities essential to become a teacher. These courses give special emphasis on the practical aspects and could be organised through activities designed and implemented internally by the institute.



## **EPC 1: Reading and Reflecting on Texts**

Total Marks: 50

Contact Hours: 3 Hours per Week

Internal Assessment: 50

### **Introduction**

A number of studies have shown that the teachers as well as student teachers do not read books other than the textbooks they have to teach or the books related to the syllabi of the course they are pursuing. As the goal of any teacher education programme is to prepare teachers as reflective practitioners. One of the strategies to achieve this goal could be to provide opportunities to the student teachers to read the given texts and then to critically examine the ideas presented in the texts and organise debates/discussions around the 'ideas'. The given texts could be excerpts from short stories, novels, biographies, autobiographies, literary essays or educational, philosophical, psychological and sociological texts. The Teacher Education Institutions offering the B.Ed. programme shall select 10-15 books available in their library for teaching the course in the light of its objectives listed below.

### **Objectives**

The course will enable the student teachers to -

- develop proficiency in reading and responding to written texts.
- examine and appreciate authentic literary and non-literary texts.
- develop study and reference skills
- reflect on the ideas expressed in the texts.
- plan, draft, edit and present a piece of writing related to their understanding of a text.

The course shall be based on the use of multiple texts which address issues of multiculturalism, gender racism and texts which relate with current issues and contemporary trends. The literary, educational and scientific texts shall also form part of the course.

### Unit 1:

One or more stories from the following collection:

- *How I Taught My Grandmother to Read and other Stories*- Sudha Murthy-Puffin. Books, 2004
- *Tales from the Indian Jungle*-Kenneth Anderson- Rupa& Co. 2001
- *Tales of the Open Road*- Ruskin Bond- Penguin UK-2006
- *Encounters with Animals*- Gerald Durrell-Penguin-2012

Excerpts from the following:

- *The Diary of a Young Girl :Anne Frank*, Random House.
- *The man who planted trees*- Jean Giono, Chelsea Green Pub.
- *'I have a Dream'* Texts of speech delivered on Aug 28, 1963-Martin Luther King (Text and YouTube version available.)

### Unit 2: Essays /Excerpts from literary texts

- *The Elephant, the Tiger and the Cellphone*-ShashiTharoor, Penguin, India.
- *Nine Lives- In Search of the Sacred in Modern India*- William Dalrymple, Bloomsbury, London.
- *Running in the Family*- Michael Ontage, Bloomsbury, London.
- *Interpreter of Maladies* – (Title Story) - JhumpaLahari, Mariner Books.

### Unit 3: Essays /Excerpts from Educational and Scientific Texts

- *Medium of education* (The selected works of Gandhi- Vol.6), Navajeevan Publication.
- *Democracy and Education* (Ch -Thinking in Education)-John Dewey, Emereo Publ.
- *Pedagogy of the Oppressed* (Critical Pedagogy), Paulo Freire, Bloomsbury.
- *A Brief History of Time*- Stephen Hawking, Random House.
- *Fall of a Sparrow*- Salim Ali, Oxford.
- *Education and world peace. In Social responsibility*, (Krishnamurti, J.) Krishnamurti Foundation.
- *National curriculum framework – 2005*. NCERT
- *Civilization and progress. In Crisis in civilization and other essays*. (Tagore, R.) Rupa & Co.
- *RTE Act, 2009*
- *Autobiography of a Yogi* (Paramhansa Yogananda) [Ananda](#) and Crystal Clarity Publishers.

### Transaction Mode:

A response based approach will be followed where students are regarded as active meaning makers whose personal experience will be tapped for the interpretation of the text. Students as readers and writers will participate in the constructive reading- writing process. Seminars and open forums will accompany the discussion of texts.

## **EPC 2: Arts in Education**

Total Marks: 50

Contact Hours: 3 Hours per Week

Internal Assessment: 50

### **Introduction**

Arts education as one of the domains of knowledge is taught as a compulsory curricular area upto class X. There is a need to integrate arts education in the formal schooling of students to retain our unique cultural identity in all its diversity and richness and encourage young and creative minds. The NCF-2005 recommends Arts Education as a subject as well as a pedagogical tool to make teaching and learning of other subjects more meaningful. The course on Arts in Education has been designed keeping in view the development of the self through arts for every student teacher and for the development of student in school through arts in education to be practiced by every teacher. In the Bachelor of Education programme, students will be exposed to different art forms where they will develop basic skills of the art forms through hands on experience and integration of arts as pedagogy in different subject areas. They will also use these skills in practice teaching during school internship. Arts education also helps in enhancing analytical and critical thinking among students and learning through the arts and its related skills will help student teachers in developing their communication and inter-personal skills as well as presentational skills by bringing these in their teaching practice. For this, not only Art teachers but every teacher in the school system needs to be sensitized to understand and experience the Arts, for holistic development of the learner, as a teacher as well as an individual.

### **Objectives**

The course will enable the student teachers to -

- understand basics of different art forms
- develop artistic and aesthetic sensibility among learners to enable them to respond to the beauty in different art forms, through genuine exploration, experience and free expression
- acquire skills for integrating different art forms across school curriculum for better learning and development.
- develop awareness of the rich cultural heritage of the country.

### **Practicum**

#### **Visual Arts and Crafts**

**10 Marks**

- Hands on experience of working in different media and materials (drawing, painting, clay modeling, collage making etc. with pencil, pen, crayons, dry and water colours,

clay, paper, etc.), methods and techniques (block printing, collage making, clay modeling, relief work, heritage crafts etc.) to learn visual art processes and its pedagogical aspects related to other subject areas.

- Exploring arts in education as a pedagogy across school curriculum and identifying themes and concepts for integrated learning for arts.
- Preparation and presentation techniques for effective classroom learning by developing aids and making the school environment aesthetically viable using artifacts and displays.

### **Performing Arts: Dance, Music, Theatre and Puppetry**

**20 Marks**

- Listening/viewing and exploring regional music, dance, theatre and puppetry will help student teachers in contextualizing different art forms and relating them with various concepts across the curriculum.
- Drama in education; learning is enhanced through drama in education, it enhances communication skills and develop personality and self. Adaptation of different texts and concepts or themes from the curricular areas to be practiced by student teachers.
- Planning a stage-setting for a performance, presentation and participation by the student-teachers in any one of the regional performing art forms keeping integrated approach of all art forms with other subjects is recommended.

### **Theory**

#### **Appreciation of Arts**

**10 Marks**

- Identification of different performing styles and its artists; dance, music, theatre, puppetry, etc. (based on a set of slides, selected for the purpose). Since every art form and specially performing arts are traditional whether classical or regional/ local, their historical background, their themes, costumes, and even expressions differ from one style to another, the social context of each form will be different and these are integrated with our subject areas either theoretically or in practice. Like all musical instruments are based on physical sciences and mathematical calculations, which is theory whereas their practice is based on social and linguistic context. There are many other components which can be taken up.
- Understanding Craft Traditions of India and its relevance in education (based on a set of slides, selected for the purpose); traditional crafts as a pedagogy assimilating all sciences and social sciences.
- Knowledge of Indian Art – from earliest to the contemporary; Visual Arts (based on a set of slides, selected for the purpose), looking at paintings, sculptures, architecture/ monuments as sources and indicators to know the historical, political, social, scientific and technological development perspectives during different periods.
- Indian festivals and fairs, the traditions and their significance, the spirit of celebrations as a social phenomenon.

## **Project Work**

**10 Marks**

The projects undertaken by student teachers should be inter-disciplinary and theme-based. Projects may include investigation/ research and documentation, presentation of facts and findings, case studies, interactions with artists, social scientists, community members etc. Theme of the project may be taken from concepts taught at the elementary/ secondary stages cutting across different curricular areas integrating various arts and craft forms; textbook analysis to find scope to integrate art forms either in the text or activities or exercises; documentation of the processes of any one art or craft with the pedagogical basis such as weaving or printing of textiles, making of musical instruments, folk performances in the community. etc. - how the artists design their products, manage their resources, including raw materials, its marketing, problems they face, including historical, social, economic, scientific and environmental concerns. Student teachers may prepare learning strategy in their respective streams of subjects (Science/Maths/Social Sciences/ Languages etc.) while integrating different art forms as a concluding part of the project.

## **Workshop**

Two workshops (one each in visual and performing arts) of half a day each, of one week duration for working with artists/artisans to learn basics of arts, crafts, puppetry, theatre, songs, dance etc. and understand its pedagogical significance should be conducted during the year. Region specific arts and crafts should be given more importance for making arts learner-centered. The focus of the workshops should be on development of self/ personality, acquire presentational and communication skills and how art forms can be practiced/ integrated in teaching-learning of Languages, Social Science, mathematics and Sciences.

## **School Internship Programme**

Student teachers will practice integration of arts with their subjects during their school internship programme while preparing lesson plan/ learning strategies for students. During the assessment of internship, weightage in marks shall be given for integrating art forms in practice teaching.

## **Suggested Approach for Teaching-learning Process**

Every student-teacher must participate and explore different art forms. They shall be encouraged to visit places of arts/ museums/ art galleries/ monuments/ performances/ exhibitions/ art and craft fairs/ local craft bazaars, etc. Artists and artisans may be invited from the community for demonstrations and interactions. Student-teachers shall be encouraged to maintain their diary on art interactions to enhance their knowledge and awareness in this area. Student-teachers shall also be motivated to interpret art works/commercials/events etc. to enhance their aesthetics sensibility and presentational skills which shall be reflected in their works as well as practice teaching.

### **Resource Centre for Arts and Crafts**

A Resource Centre for Arts and Crafts should be set up in all the RIEs, where materials related to arts and crafts are available, including books, CDs, audio and video cassettes, films, software, art works of Regional and National level, books and journals must be displayed for the purpose of reference and continuous motivation. Also, art materials, musical instruments, props, costumes etc. should be kept and students can use them freely to explore and organize events. National Repository of Open Educational Resources (NROER) is a platform which has been developed by the NCERT dedicated to India's school system and supports teachers with a repository of resources either created or acquired by NCERT.

Application of arts and aesthetics in day-to-day life, in the institute and in the community are some of the practical aspects, which have to be taken care off. Student-teachers shall be encouraged to organise participate in the celebrations of festivals, functions, special days, etc.

### **Modes of Assessment**

The course is of 50 marks (each year), which is based on the principle of Continuous and Comprehensive Evaluation (CCE). The emphasis shall be given to the process rather than the product. Internal assessment will include self assessment, peer evaluation and evaluation by teachers. The theory and project part can be in viva-voce and presentation mode; (a) submission of work/project; (b) participation in the activities; (c) creative potential displayed; (d) application of aesthetic sensibility in campus events and in other course activities.

## EPC 3: Understanding ICT and Its Application

Total Marks: 50

Contact Hours: 3 Hours per Week

Internal Assessment: 50

### Introduction

Preparing teachers to use technology in a classroom is an important step for ICT enabled education in the country. The present course focuses on moving beyond computer literacy and ICT-aided learning, to help student-teachers interpret and adapt ICTs in line with educational aims and principles. It explores ICTs along three board strands; teaching-learning, administrative and academic support systems, and broader implications for society. The course will help student-teachers reflect critically and act responsibly to prevent use of ICTs to support centralisation of larger knowledge structures; it will show student-teachers how ICTs can be adapted to support decentralized structures and processes; as well as build the 'digital public' to make education a participatory and emancipatory process.

### Objectives

The course will enable the student teachers to –

- appreciate the historical development of various educational media.
- demonstrate understanding of the main components of the computer hardware in use.
- use various digital technologies (hardware and software) for creating resources and providing learning experiences for all types of learners (including differently abled).
- use various ICTs for project based/problem based constructivist learning environment
- explain the role of ICT in authentic and alternative assessment
- understand the social, economic, and ethical issues associated with the use of ICT

### Unit 1 - Introduction to Information and Communication Technology

- Use of Technology in Education: In Retrospect.
- Information and Communication Technology: Meaning, nature and advantages
- Hardware and Software Fundamentals
  - ✓ Computer hardware fundamentals (anatomy, input devices, output devices, storage devices, display devices), types of computers and Computer Network-LAN, WAN.

- ✓ Use of digital camera, recorder, scanner, printer, interactive white board, visualizer, and multimedia projector for creating and using multimedia resources
- Software Fundamentals
  - ✓ Software – Meaning and types; System software and Application software
- Introduction to office applications (Word processing, Spreadsheet Presentations, Databases, Drawing tools, Multimedia tools, File formats and conversion, utility tools)

## **Unit 2: ICT and Pedagogy**

- Approaches to integrating ICT in teaching and learning: Technological Pedagogical Content Knowledge (TPCK)
- Subject specific ICT tools for creating and facilitating learning
- Subject specific online resources and their use
- Designing technology integrated learning experiences
- ICT integrated Unit plan – Use of Web 2.0 for creating constructivist learning environment
- Assistive technology for children with special needs: Tools and processes; Universal Design for Learning (UDL)
- ICT for Pedagogical Innovations
  - ✓ Project/problem based learning (PBL): Role of ICT in developing technology integrated PBL unit
  - ✓ Web Quest and virtual field trips: Concept, process, and use in the classroom
  - ✓ Multiple intelligences in classroom: ICT tools and applications
  - ✓ Mobile learning and related applications
  - ✓ Open Educational Resources – Meaning and importance, various OER initiatives
  - ✓ Massive Open Online Courses (MOOC)-Concept and use
  - ✓ Flipped classrooms: Meaning and possibilities

## **Unit 3: ICT for Assessment and Management**

- ICT and Assessment
  - ✓ Electronic assessment portfolio – Concept and types; e-portfolio tools
  - ✓ Creating and use of electronic rubrics for assessment



- ✓ Online and offline assessment tools – Rubrics, survey tools, puzzle makers, test generators, reflective journal, question bank
  - ✓ ICT applications for CCE
  - ✓ Learning analytics and feedback
- ICT and Management
    - ✓ ICT initiatives and standards
    - ✓ ICT for personal management: e-mail, task, events, diary, networking
    - ✓ ICT for educational administration: Scheduling, record keeping, student information, electronic grade book, connecting with parents and community
    - ✓ Computer security: Privacy, hacking, virus, spy ware, misuse, abuse, antivirus, firewall, and safe practices

### Session Work

- Creating account in wikispace/wikipedia/mediawiki and adding/editing content
- Developing an educational blog in www.blogger.com, www.wordpress.com, or www.edublog.com
- LMS experience- hands on various features of LMS – the ICT course may be provided through LMS
- Evaluation of RLO repositories and creating RLO and uploading to repositories
- A critical study of some e-learning courses and enrolling and completing some free e-learning courses
- Developing a multimedia e-content for a topic using eXe Learning
- Field visit to the EDUSAT center and take part in teleconferencing
- Planning and creating digital rubrics for any topic
- Organize web conferencing using Skype/Yahoo Messenger/Google+
- Review of ICT labs (plans and equipments/resources) in school from internet
- Interview of computer hardware engineer/ICT specialist regarding Hardware planning, evaluation, maintenance and up gradation
- Developing an electronic assessment portfolio
- Developing an electronic teaching portfolio
- Readings on emerging ICT trends in education
- Review of national ICT policy and curriculum
- Using FOSS tools for timetabling, grade sheet

- Creating social bookmarking account and creating social bookmarking of internet resources using any social bookmarking tools (diigo,delicious,stumbleupon, Shelfari)

### **Practicum**

- Hands on experience in setting up a desktop PC and working with various input devices, output devices, storage devices, and display devices
- Practicing word processing using Indian language software
- Practice in installing various system and application software
- Using word processor, spread sheet, and presentation software to produce various teaching learning resources and sharing it online
- Locating internet resources – navigating, searching, selecting, saving and evaluating (use standard internet evaluation criteria)
- Creating digital concept maps, flow charts, timelines for a particular content
- Creating screen cast video of a lesson
- Creating a podcast using audacity and sharing it on podcasting site
- Shooting, editing, and sharing of videos segment on any educational topic
- Creating a simple 2D animation using pencil or Tupi
- Creating and editing various graphics
- Creating account in teacher tube/ slideshare and sharing video/presentation. Viewing and commenting on others' contributions
- Enrolling and completing some MOOC courses of interest
- Creating resources for flipped classroom and practicing flipped learning in school
- Evaluating OER resources. Creating and sharing OER materials
- Developing technology integrated unit/lesson plans and trying out in schools
- Hands on experience on subject specific software tools like Geogebra, PhET, Stellarium, etc.
- Taking part in an ICT integrated online project based or problem based learning activity

### **Suggested Readings**

- Ahmad, J., Ahmad, M.S. and Khan, A. (2012), *Computer Applications in Education*, Neelkamal Publication, Hyderabad, PP-288, ISBN: 978-81-8316-293-7.
- Bharihok, D. (2000). *Fundamentals of Information Technology*. Pentagon Press: New Delhi.
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- David, M. (2009). *Project Based Learning- Using Information Technology-* Second Edition. Viva Books: New Delhi.
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- NCERT (2013). *National Repository of Open Educational resources (NROET)*, CIET-NCERT, NCERT, New Delhi ([nroer.gov.in](http://nroer.gov.in)).
- [Roblyer M.D.](#), [Aaron H. Doering](#) (2012). *Integrating Educational Technology into Teaching* (6th Edition).
- Pradeep Kumar (2011). *Web Resources in Pedagogy*. Apple Academics: Oakville.
- Semenov, Alexy (2005). *Information and Communication Technologies in Schools. A handbook for Teachers*. UNESCO.
- UNESCO. (2002). *UNESCO Report: Information and Communication Technologies in Teacher Education, A Planning Guide*, Division of Higher Education, UNESCO.
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## EPC 4: Understanding the Self

Total Marks: 50

Contact hours: 3 hours per week

Internal Assessment: 50

### Introduction

What is self? Is self the experience of internal talk? What characterizes “self-ness”? Can identities change? Will the identity of a first generational learner belonging to a family of migrant labourer change when she is identified as a gifted child? What are the influences of parents and peers on the identity of a learner?

The above questions and many more similar questions trigger the exploration and need to understand the ‘self’. This course provides opportunity to the student teachers to gain an understanding about their own ‘self’ both as an individual and as a student-teacher.

Developing an understanding of the ‘Self’ is essential for an individual to utilise her/his optimal potential for the benefit of one’s own self as well for the society. As individuals in the society student teachers are integral part of it. As an integral member of the society an individual has various identities – gender, relational, linguistic, cultural etc. and it is essential to understand and address one’s implicit beliefs, stereotypes and prejudices resulting from these identities. The student-teachers need to become aware of their own selves and their identities as well as the political, historical, and socio-cultural forces that shape them. The course thus provides an interdisciplinary view in the development of the understanding of one’s own self. This exploration and understanding will enable the student-teachers to develop sensibilities, dispositions, and skills that will help in their personal and professional development and facilitate the personal growth of their students.

### Objectives

The course will enable the student teachers to -

- gain an understanding of the central concepts in defining ‘self’ and ‘identity’
- reflect critically on factors that shape the understanding of ‘self’
- build an understanding about themselves , i.e. the development of self as a person as well as a teacher
- reflect on one’s experiences, aspirations and efforts towards becoming a humane individual and teacher
- develop effective communication skills including the ability to listen, observe etc.
- build resilience within themselves to deal with conflicts at different levels and learn to draw upon collective strengths to live in harmony with one’s surroundings
- appreciate the critical role of teachers in promoting ‘self’ and students’ well-being.

### **Unit 1: Understanding of Self**

- Reflections and critical analysis of one's own 'self' and identity
- Identifying factors in the development of 'self' and in shaping identity
- Building an understanding about philosophical and cultural perspectives of 'Self' and
- Developing an understanding of one's own philosophical and cultural perspectives as a teacher

### **Unit 2: Development of Professional Self and Ethics**

- Understanding and sharing one's identity and socio-cultural, historical and political influences in shaping the professional identity
- Exploring, reflecting and sharing one's own aspirations, dreams, concerns and struggles in becoming a teacher
- Reflections on experiences, efforts, aspirations, dreams etc. of peers
- Building an understanding about values and professional ethics as a teacher to live in harmony with one's self and surroundings
- Understanding the role of teacher as facilitator and partner in well-being among learners

### **Unit 3: Role of Teacher in Developing Understanding of Self among Learners**

- Reflecting on one's own childhood and adolescent years of growing-up
- Facilitating development of awareness about identity among learners
- Developing skills of effective listening, accepting, positive regard etc. as a facilitator

### **Mode of Transaction:**

The course will be transacted in workshop mode through individual and group experiential activities such as

- Personal narratives and storytelling, life stories, group interactions, film reviews to help explore one's self and identity. Student-teachers to engage in varied forms of self-expression such as poetry, painting and creative movements, humour, aesthetic representations, etc.
- Sharing of case studies by student-teachers, critical analysis of biographies and presentations, group readings and sessions on stories of different children who are raised in different circumstances and how this affects self and their personal and social identity formation.
- Reflective discussions on films/documentaries where the protagonist undergoes trials and finally discovers her/his potential
- Development of reflective journals/diaries by the student teachers.
- Introduction of Yoga, meditation as one of the important component to enhance student-teachers understanding of body and mind.

## Practicum

- Developing self-awareness as a teacher (individual/ group activity)
- Exploring the 'known' and 'unknown' self in relation to what one and others know about one self and what others do not know (individual activity)
- Reflecting , recording and sharing of critical moments in one's life (individual activity and presentations)
- Reflections on critical moments in the lives of peers (small group activity)
- Exploring one's strengths, weaknesses, opportunities and threats (SWOT analysis)
- Reflecting on likes, hopes, fears and pleasures through sentence completion exercises (individual activity)
- Group activities involving community participation
- Practising selected *asanas, pranayam, meditation and yogic kriyas* as prescribed in class VI to X syllabus of Health and Physical Education ,NCERT.

## Suggested Readings

- Bhatt, H. *The diary of a school teacher*. An Azim Premji University Publication. Retrieved from [www.arvindguptatoys.com/arvindgupta/diary-school-teacher-eng.pdf](http://www.arvindguptatoys.com/arvindgupta/diary-school-teacher-eng.pdf)
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**Revision of Pre-service Teacher Education Programme in the light of NCTE Regulations, 2014: Bachelor of Education (B. Ed.) Programme - 2015**

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