

Bilaspur University, Bilaspur

Ordinance – 28

Bachelor of Education (B.Ed.) Examination

1. Preamble

The Bachelor of Education programme, generally known as B.Ed., is a professional course that prepares teachers for upper primary or middle level (classes VI-VIII), secondary level (classes IX-X) and senior secondary level (classes XI-XII). The programme shall be offered in composite institutions as defined in clause (b) of regulations 2.

2. Duration and Working Days

2.1 Duration

The B.Ed. programme shall be of duration of two academic years, which can be completed in a maximum of three years from the date of admission to the programme.

2.2 Working days

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

3. Intake, eligibility, Admission Procedure and Fees

3.1 Intake

There shall be a basic unit of fifty students for each year two basic units are permissible initially. However, government institutions shall be sanctioned a maximum intake of for units subject to fulfillment of other requirements.

3.2 Eligibility

Candidates with at least fifty percent marks either in the Bachelor's Degree and /or in the Master's Degree in Sciences/Social, Sciences/Humanity, Bachelor's in Engineering or Technology with specialization in Science and Mathematics with 55% marks or any other qualification equivalent thereto are eligible for admission to the programme.

The reservation and relaxation for SC/ST/OBC/BWD and other categories shall be as per the rules of the State Government.

3.3 Admission Procedure

Admission shall be made on merit on the basis of marks obtained in the qualifying examination and/or in the entrance examination or any other selection process as per the policy of the State Government/U.T. administration and the University.

3.4 Fees

The institution shall charge only such fee as prescribed by the affiliating body/state government concerned in accordance with provisions of National Council for Teacher Education (NCTE) (Guidelines for regulations of tuition fees and other fees chargeable by unaided teacher education institutions) Regulations, 2002, as amended from time to time and shall not charge donations, capitation fee etc. from the students.

4. Curriculum and Assessment

4.1 Curriculum

The B.Ed. curriculum shall be designed to integrate the study of subject knowledge, human development, pedagogical knowledge and communication skills. The programme shall comprise three broad curricular areas: Perspectives in Education, Curriculum and Pedagogic Studies and Engagement with the Field.

The courses under each of these curricular areas will be based on a close reading of original writings, seminar/term paper presentations and continuous engagement with the field. Transaction of the courses shall be done using a variety of approaches, such as case studies, discussions on reflective journals, observations of children and interactions with the community in multiple socio-cultural environments.

Information and Communication Technology (ICT), gender, yoga education and disability/inclusive education shall form an integral part of the B.Ed. curriculum.

4.2 Assessment in the B.Ed. Programme

- i.** For each theory course, at least 20% shall be assigned for continuous internal assessment and 80% for external examination. Candidates must be internally assessed on the entire course of study and not only on the project/field work given to them as part of their units of study. The basis for assessment and criteria used ought to be transparent for students to benefit maximally out of professional feedback. Students shall be given information about their grades/marks as part of professional feedback so that they get the opportunity to improve their performance.
- ii.** **B.Ed. First Year** – The examination shall consist of two parts, namely
 - Part – I Theory – 600 Marks
 - Part – II Teacher enrichment – 100 Marks
 - Part – III – Engagement with the field and internship (School experience and community work) – 100 marks**Total – 800 Marks**

B.Ed. Second Year -

Part – I – Theory – 550 Marks

Part – II – Teacher enrichment – 100 Marks

Part – III – School Internship – 350 Marks

Total – 1000 Marks

Grand Total – First Year + Second Year = 800+1000 = 1800

- iii. Candidates should pass in each part I, II and III separately. The obtained division of each part will be mentioned in the mark sheets too.
- iv. In order to pass in the part I, a candidate will have to obtain 33% marks in each theory paper in the University examination 45% in each internal theory paper examination and 36% in total of external and internal examinations.
- v. In order to pass the part II & III a candidate will have to secure 50 % Marks in aggregate in each part.
- vi. If any student fails in any one of the theory paper or in any one of the practical part she/he can reappear in paper or item in the next examination under the provision of clause 2.1 of the ordinance.
- vii. The classification and division in theory (part I) will be as under.
Ist Division – 60% and above Marks.
IInd Division – 45% and above. But less than 60% Marks.
IIIrd Division – 36% and above but less than 45% Marks.
Fail – below 36% Marks.
- viii. The classification and division in Practical (Part II & Part III) will be as under.
Ist Division – 80% and above Marks.
IInd Division – 60% and above, but less than 80% Marks.
IIIrd Division – 50% above but less than 60% Marks.
Fail – below 50% Marks.

Two Years B.Ed. Course
SCHEME OF EVALUATION
B.Ed. – 1st Year

Subjects	Course	INTERNAL		EXTERNAL		TOTAL		
		MAX	MIN	MAX	MIN	MAX	MIN	
Childhood and Growing Up	001	20	09	80	27	100	36	
Contemporary Indian Society & Education	002	20	09	80	27	100	36	
Perspectives in Education	003	20	09	80	27	100	36	
Language, Society and Education	004	10	05	40	13	50	18	
Pedagogy of Subject Areas (Choose one option) Pedagogy of Language - Hindi (I) Pedagogy of Language - English (I) Pedagogy of Language - Sanskrit (I) pedagogy of - Mathematics (I) Pedagogy of- Science (I) Pedagogy of Social Science (I)	005.1 005.2 005.3 005.4 005.5 005.6	20	09	80	27	100	36	
Language Proficiency (Hindi) or Language Proficiency (English) Weekly, test Terminal test	006.1	20 20 30	09 09 14	80 - -	27 - -	100 20 30	36	
TOTAL						600		
PART II								
Teacher Enrichment		Internal		External		Total		
		Max	Min	Max	Min	Max	Min	
Self, Identity and the Teacher, Art and drama in Education	007.1	40	20	40	20	80	40	
Health & Well being (through Yoga & other physical Activities)	007.2	20	10	-	-	20	10	
Total						100		
PART III								
Engagement With the field & Internship School Experience and Community work	008.1	Principal	20	10	---	---	20	10
		Mentor	40	20	---	---	40	20
		External	---	---	40	20	40	20
Total						100		
Total						Grand Total - 800		
Note: - 1. Conducted in workshop mode and activities with plenty of Practical assignment 2. Engagement With the field : Task and assignment for courses All Theory Paper								

**Two Year B.Ed. Course
B.Ed. 1st Year**

Learner Studies:

COURSE 001

CHILDHOOD AND GROWING UP

Max Marks: 100

Internal: 20

External: 80

This course provides an introduction to the study of childhood and adolescence. It aims to sensitize the student teacher towards multiple childhoods and adolescence as constructed in different socio-economic and cultural settings and their implications for education.

The learners will be looked at not merely from the point of view of school, classroom and learning but in a larger social context of childhood and adolescence. This interdisciplinary course draws from psychological, sociological and anthropological studies.

It also offers a critical study of significant theories of child development and their relevance in the Indian context. It would also help build a perspective on issues of marginalization, diversity and stereotyping, inclusion and the concerns of adolescents. The course also seeks to introduce methods for studying children and adolescents.

The pedagogy to be followed in this course consists of the teacher educator enabling or helping student teachers to reflect on their own life worlds and experiences, engaging with significant theoretical perspectives, using tools or methods of study in the context of adolescents or children, interacting with adolescents around them and reading about children and adolescents from diverse contexts.

OBJECTIVES

- Enable the student teacher to understand how varied socio-economic and cultural realities lead to different constructions of childhood and adolescence.
- Develop an understanding of how different cultures have different notions of childhood and adolescents and how urbanization, economic change impacts its construction.
- To develop an understanding of children of different age groups through close observation and interaction.
- Study significant theories of human development and analyze them critically for their relevance within the Indian context.
- Understanding the ways in which diverse needs of learners can be presented and understood and thus create a positive attitude towards inclusive education.

CONTENT AREAS

Unit 1: Concept of childhood and adolescence:

- i. Reflecting on one's own experiences of childhood and adolescence.(Activity mode)
- ii. What is childhood? How culture and society can shape childhood and youth experiences and how factors such as caste, class, gender, disability, religion, etc. can impact upon a child's or adolescent's education and identity.
- iii. How the meaning of childhood has changed over time and still continues to do so.
- iv. Childhood and adolescents growing up in diverse backgrounds – migrant, slum, tribal, farming communities etc. The living contexts of children within the family, school, neighborhood and community. Case studies on changing Childhood & Adolescence in Chhattisgarh.
- v. Children living in difficult circumstances: disturbed families, violence abuse in the family, school and friend circle, conflict zones, displacement, etc.
- vi. Teacher & parents as counselor to deal with these difficulties.

Unit 2: Understanding the Development of the Learner

- i. Learner as a developing individual and psycho-social entity; stages of development; Developmental characteristics of a child and an adolescent: physical, cognitive, social, emotional, moral and language; their interrelationships
- ii. Theories of Development
 - o Piaget's theory of Cognitive Development
 - o Erikson's theory of Psychosocial Development
 - o Kohlberg's theory of Moral Development
- iii. Critique of developmental theories from cross-cultural perspectives; their relevance and application to the Indian context as seen by SudhirKakar, Durgnand Sinha and Gilligan.
- iv. Cross cultural differences in socialization of children and adolescents.

Unit 3: Adolescence and the Development of Identity:

- i. Adolescence in relation to stereotypes, gender identity
- ii. Adolescence with reference to economic change and urbanization;
- iii. Childhood and Adolescence in the eyes of law: property, marriage,labour, education
- iv. Adolescent issues & Role of the teacher : Peer Pressure, substance abuse, early exposure through media/ internet, conflicts, career orientation, adjustment.
- v. Facilitating holistic development: Implications for education (school, teacher,parents) with respect to the adolescence stage

Unit 4: Promoting Inclusive Education:

- i. Diversity in learning contexts – oversized classroom; language, ethnic and social diversities and different types of disadvantage that the children suffer.

- ii. Diversity in learning paths and learning styles and learning needs
- iii. Children with special needs;
- iv. Understanding Inclusion.
- v. Critical analysis of their educational needs and how a teacher can create an inclusive environment in the classroom for all learners.

Unit 5: Methods of studying adolescents:

- i. Observation
- ii. Case profile
- iii. Interview
- iv. Introspective narratives by adolescents

PRACTICUM

1. Observation of a day in an adolescent's' life at school and out of school. Critical observation and analysis of how children play.
2. Understanding childhood and by analyzing how they are depicted in local/regional literature.
3. Presenting a report on child-rearing practices and growing up in Chhattisgarh.
4. Preparing audio visual clippings of interaction among adolescents and small group discussions.
5. Viewing and discussing short documentary films related to growing up.

READINGS

1. Cultures Of Adolescence: Educationally Disadvantaged Young Women in An Urban Slum, MeenakshiThapan, Chopra, P. & Jeffrey P, Chapter 10, Educational Regimes in Contemporary India. Sage Publications, New Delhi, 2005.
2. Changing Childhoods in Industrial Chattisgarh, Jonathan Parry, Chapter 13, Chopra, P. & Jeffrey P, Educational Regimes in Contemporary India. Sage Publications, New Delhi, 2005
3. Adult-Child Continuity in India: Is Adolescence a Myth or an Emerging Reality, Saraswathi T.S., Culture, Socialization and Human Development, Sage Publications, New Delhi, 1999.
4. Childhood; what we need to know, Garbarina J., Childhood:1: 3-10, Munksgaard, Denmark, 1993.
5. Telling different tales: Possible childhoods in children's literature, DeepaSreenivasChildhood18(3) 316–332, Sage, 2011.
6. Living in the Shadow of my Disability: Anita Ghai, The Journal, Vol.I (I) June, 1999
7. Is there an Indian Childhood: Olga Nieuwenhuys, Childhood 2009 16: 147<http://chd.sagepub.com/content/16/2/147>
8. Constructing andReconstructing Childhood:Contemporary Issues in theSociological Study of Childhood*Edited by*Allison James and Alan Prout, Falmer Press, London, 1997.

9. Childhood in a Globalising World Author(s): Krishna Kumar Source: Economic and Political Weekly, Vol. 41, No. 38 (Sep. 23-29, 2006), pp. 4030-4034 Published by: Economic and Political Weekly Stable URL: <http://www.jstor.org/stable/4418723>
10. The Human Life Cycle: The Traditional Hindu View and the Psychology of Erik Erikson Author(s): Sudhir Kakar Source: Philosophy East and West, Vol. 18, No. 3 (Jul., 1968), pp. 127-136 Published by: University of Hawai'i Press Stable URL: <http://www.jstor.org/stable/1398255>
11. Developments Child, Image, Nation, Erica Burman. Routledge, London, 2008.
12. Childhood and School in an Indian Village, Sarangapani Padma, Childhood Vol 10(4): 403-418, Sage, London, New Delhi 2003.

Two Year B.Ed. Course
B.Ed. 1st Year

Contemporary Studies

Course 002

Contemporary Indian Society and Education

MAX MARKS – 100

INTERNAL – 20

EXTERNAL – 80

Approximately 80 hours of classroom instruction, Time spent on assignments, projects etc. are additional (adding up to a total of approximately 160 hours of overall effort).

This course will be done in two parts, the first part seeks to understand the nature of Indian society and the place of education in it; the second part would deal with the policy debates on various issues relating to Indian Education.

Section A: Understanding Contemporary Indian society

The course seeks to enable student-teachers understand the complex nature of the Indian society, of which diversity and inequality form extremely important aspects. The Constitution of India at once seeks to promote diversity and, at the same time, reduce/eradicate inequality. In particular, this course shall try to understand the role of education in achieving these two central constitutional goals.

The ideas of social stratification and inequality will be introduced and discussed in the context of need to respect and preserve social diversity. Of the many sources of social inequality, caste, tribe, and poverty, will be highlighted. Their impact on educational curricula, access and on the everyday experience of the classroom would be discussed. Autobiographical writings and case studies would be studied to provide a closer look at the experiences of the under-privileged.

The social structure of rural and urban India and of Chhattisgarh in particular would be studied, through a mix of statistics, and village and regional studies. The role of the state, different strata of farmers, small entrepreneurs and corporations in shaping the changing social structure would be looked at. The role of education in reproducing social inequalities would be examined. Education would also be studied as a source of social mobility, thus changing one's position in the unequal system.

Objectives

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

Unit 1

Understanding diversity in Indian society with special reference to Chhattisgarh

Diversity in Indian society, especially in Chhattisgarh, would be explored through case studies of some villages, regions or cities. Profile of different communities in terms of their ecology, economy, language, culture and educational status will be taken up for discussion. Special focus will be on childhood in these communities and access to education. Student teachers will be encouraged to look at this diversity as a potential pedagogic resource within the class room.

- i. Diversity in this class room. Getting to know the diverse socio-cultural and linguistic background of fellow students. Getting to know about how they got themselves educated
- ii. How can a teacher use the social background of diverse students as a resource for teaching in the class room?
- iii. Children at risk educationally profiling communities of children who have not been integrated well into schooling – (non-enrolment, early dropout, low achievement).
- iv. Poverty and Education migrant works
- v. A. Migrant workers and education of migrant children

Why and how large sections of the state population undertake seasonal and long term migrations in search of livelihood; their impact on their children and their education; measures taken by the government to address issues related to education of migrant children.

B. Urban slum dwellers and the education of their children

Working and living conditions in urban slums and the responsibilities of children. Reach of schools and problems of education of slum children. Special emphasis on working children.

Unit 2

Sociological concepts relating to social stratification

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

- i. Life opportunities, class, status and power: frameworks of Marx and Max Weber
- ii. Education and its relationship with Indian social structure interrelationship between education and economy policy, caste, culture.
- iii. School as a social unit
 - Democracy in school life
 - The social climate of the school
 - The role of the teacher
- iv. Equality of opportunities and capabilities approach of Amartya Sen
- v. Social capital, cultural capital and economic capital – the approach of P Bourdieu

Unit 3

Caste and education

The caste system would be introduced with its characteristic features of endogamy, cultural hierarchy. Changes happening in the caste system in the modern period will be studied. The role of education in both reproducing and changing the caste system would also be studied. Special attention will be paid to the condition of Scheduled Castes and their access to education and experience of schooling.

- i. Caste and main features? (endogamy, hereditary occupation, hierarchical status)
- ii. Changes in caste in the modern times: views of sociologists
- iii. Education and caste: role in sustaining and changing caste hierarchies
- iv. The position of Scheduled Castes and issues relating to their education; experience of schooling of scheduled caste children
- v. Some government schemes for the inclusion of SC children in education

Unit 4

Tribes and Education

The student teachers will be introduced to the concept of tribes and their special position in Indian society. Issues relating to tribal integration into the mainstream and maintenance of tribal identities will be discussed. The impact of contemporary development on tribal population and the crises of tribal livelihoods will be discussed. The educational needs of tribal communities and their experience of modern education will be reviewed, with special reference to different models of tribal education. This will be done through case studies of tribal communities of Chhattisgarh.

- i. Different tribes and their distinction from other communities?
- ii. Dilemmas of tribal development: integration with national mainstream or preservation of distinct identities – experiences of both models
- iii. Modern Education among tribal people: ‘colonial civilising mission’ model or enrichment of tribal culture model? Tribal identities, language and culture in modern education.
- iv. Experience of schooling of tribal children.
- v. Review of some government schemes for tribal education.

SECTION B:

POLICY FRAMEWORKS FOR PUBLIC EDUCATION IN INDIA

This segment will help the student teachers to analyse policy changes on some of the key issues in education in the light of constitutional values and goals. It will conclude with a discussion on some emerging scenario in education.

Objectives

- i. To understand the constitutional goals and values and provisions relating to education
- ii. To analyse evolution of education policy on some key issues during the post-independence period.
- iii. To examine some emerging concerns in the area of education.

Unit 5

The making of Indian constitution and the current concerns of Indian education

This unit will commence with a discussion of the national movement and the making of Indian Constitution. The Constitution will be seen as an evolving document rather than as a fixed and static code. The basic principles of the constitution as spelt out in the Preamble, the Directive Principles of State Policy and the Fundamental Rights and Duties will be discussed so as to identify the 'constitutional ideals'. It will also devote time to study the provisions relating to education in Indian Constitution and their implications. The current scenario in Indian education while showing many positive features like near universalisation of access to elementary education and student retention, has also given rise to many serious concerns. Some of these relate to the quality of education, learner achievement and increasing pressure on children; others relate to institutional matters like privatisation, and stratification of schooling; private public partnership (PPP); yet others relate to the status of teachers – casualization and informalisation of teachers. Student teachers will be given an opportunity to study these concerns and prospects through case studies and other academic literature.

- i. Diversification and stratification of schooling (both in the government and private schooling systems)
- ii. Privatisation of education and its implication for equal access to quality education
- iii. Concerns over learner achievement and quality of education
- iv. Curricular and extra-curricular load, competition and increasing pressure on children.
- v. Teacher's policy - Status of Teachers and non-teaching staff: impact of privatisation and casualization of work.
- vi. Preamble of the Constitution: its importance as the framework of modern Indian nation and state policies. Understanding the implications of the ideas that are enshrined in it
- vii. Directive Principles of State Policy: their status and the principles in them
- viii. Fundamental Rights and duties of citizens; their status in the constitution and implications
- ix. Education in Indian constitution: federalism and the role of centre and the state, minority rights, religious instruction in public schools, language policy.

Unit 6

Post-Independence history of Education 1947-2010

This unit will provide a broad survey of the history of education in India in the post-independence period. It will outline the main milestones and broad periods of this history to provide a framework to study the policy evolution.

- i. Colonial legacy and nationalist critique with special reference to Gandhiji will be studied and the experience of introducing Nai Taleem or basic education.
- ii. 'Education for National Development

The policy perspective set out by the Kothari Commission on Education will be seen against the background of policies for industrialisation of the country and the challenge of national integration; the

problem of limited implementation of the recommendations of Kothari Commission and the limited spread of education till the 1980s will be studied;

- iii. The 'Right' to education debate and the Right to Education Act

the debates surrounding the Right of Children to Free and Compulsory Education Act 2009 will be introduced to the student teachers as also the wide ramifications of the Act.

- iv. Universalising access 'SarvaShikshaAbhiyan', 'the role schemes like mid day meal', KGBV.

The unit will conclude with an overview of rapid progress in increasing access in the last decade, ie, 2005-2015.

- v. Universalization of Education – Issues relating to extending education to all children – cast communities regions, gender, working children.

Practicum

1. Field based surveys of status of marginalised social groups like SC, ST, migrant workers, rural and urban poor, etc and their educational prospects.
2. Action research to understand the problems faced by children of marginalised communities in schools of different kinds.
3. Action research to understand the implementation of government schemes for education of the marginalised groups.
4. Surveys to study condition of different kinds of schools and teachers and other staff working in them.
5. Role play and dramatization of issues relating to education of marginal groups
6. Making short video films / snippets on above themes with mobile cameras / laptops and holding discussions on them.
7. Ethnographic profiling of some five communities of the state (for ex. one ST, one SC, one artisan community, one farming caste, one minority, religious community)
8. Children at risk educationally – profiling communities of children who have not been integrated well into schooling non enrolment, early dropout 100 achievement
9. Profiling of the society of one's own village or town in term of communities professional groups, economic status, social respect, power etc.
10. Changes in caste in the modern times: experiences of student-teachers from the field.

Essential Readings

1. Position Paper of Focus Group on Education of SC and STs, NCERT
2. SC Dube, Indian Society (Also available in Hindi) NBT, Delhi
3. Russel&Hiralal, Tribes and Castes of CP & Berar
4. S. Thorat, Dalits in India, 2009
5. R Govinda, Who Goes To School? OUP, New Delhi, 2010
6. Danda, Ajit Kumar [edit.]. Chhattisgarh : An Area Study, Calcutta 1977. Anthropological Survey of India.
7. Tribal Situation in Northeast Surguja. Calcutta 1977. Anthropological Survey of India.
8. F. Haimendorf, Tribes in India, OUP
9. [P. Veerbhadranaika, RevathiSampathKumaran, ShivaliTukdeoA.R.Vasavi 'The Education Question' from thePerspective of Adivasis: Conditions, Policies and Structures, NIAS, Bangalore](#)

2011

10. [The Social Context of Elementary Education in Rural India](#), AzimPremji Foundation, Bangalore, 2004
11. [Praveen Jha, Whitherng commitments and Weakening Progress, State and Education in the Era of Neo liberal reforms](#), EPW, Aug 2005
12. [Poverty and Social Exclusion in India](#), World Bank, 2011
13. [GeethaNambissan, Exclusion and Discrimination in Schools: Experiences of Dalit Children](#), UNICEF, 2009
14. [Sociology](#), NCERT Text books for class XI and XII
15. [JP Naik& S Nurullah, A Students' History of Education in India](#), Macmillan (available in Hindi)
16. [Education policy documents and Commission Reports:](#)
Mudaliar Commission, Kothari Commission, National Commission on Teachers, Yashpal Commission, National Policy on Education 1965, 1988 & 1992

Films & Documentaries

1. [ShyamBenegal, Making of the Constitution \(12 parts\)](#)
2. [ShyamBenegal, Bharat EkKhoj \(relevant parts on National movement\)](#)
3. [India Untouched.](#)

COURSE 003

Perspectives in Education

MAX MARKS – 100

INTERNAL – 20

EXTERNAL – 80

Approximately 80 hours of classroom instruction. Timespent on assignments, projects etc is additional (adding up to a total of approximately 240 hours of overall effort).

This course will explore philosophical and sociological views on education, in order to enable student-teachers to develop their own perspective on nature of education and its role in social change. It will try to equip them with some conceptual and methodological tools to critically examine their own beliefs and those proposed by different thinkers or policy makers. Student-teachers will be invited to critically reflect on their beliefs regarding education, and examine the role of historical and social factors, ideas and ideologies in shaping the aims and contours of school education.

Contemporary education in the modern world gets its character and meaning from several fundamental processes at work here which need to be understood. These include industrialization, the growing role of the democratic nation state, colonialism, globalisation and shift from subsistence farming to new forms of livelihoods. These are accompanied by the efforts of women and the marginalised people for equity and dignity. All these factors are changing people's expectations from education. The course will introduce student teachers to concepts relating to these ideas and also help them to analyse these processes and their impact upon mass education. These would be sought to be understood through case studies and student-teachers' exploration of their own context.

Sociological perspectives help us to understand how education facilitates these macro social processes and is in turn impacted by them and also how people strive to use education to impact the direction of these larger processes.

Objectives of the course

- i. Reflecting on the meaning and purpose of education for one self and the society.
- ii. Understanding the diversity in aims of education and the framework to negotiate this diversity
- iii. Developing a framework to understand the work of educational thinkers and policy documents
- iv. Understanding the economic and political context of the emergence of modern education
- v. Reflecting on the critique of modern school education

Unit 1 Determining aims of education

a) Meaning of Education

Student teachers will be enabled to reflect on their own notions and experiences of education and schooling to understand what it meant to them. They will get an opportunity to discuss issues like the relation between Education and schooling, Education for society (nation) and individual development; Education for skill building and developing understanding and dispositions.

They will also reflect on social purpose attributed to education – who is considered educated, why do parents want their children to be educated, what an educated person hopes to do, etc.

b) Why do we need aims?

What sort of functions do aims perform in thinking about education? Articulating aims helps us to design education in accordance with it and to frame curriculum and a scheme for assessment and everything in between. But can 'aims' be articulated and fixed at the beginning and remain constant till the end of the process of education or do aims also change and evolve along with the execution of the educational process?

c) Negotiating multiple aims of education

Student teachers will be exposed to the fact that there can be a great diversity in conception of education and the purpose of education, emerging from diverse social and ideological standpoints. They will reflect upon the methods of evaluating them, reconciling them, etc. In the process they will also discuss who should be empowered to decide aims of education, - children, parents, community, body of teachers, professional educators, government, market... or the process by which shared goals of education are formulated in a democratic society. Some broad norms for education in a democratic and secular society which strives for equity and justice will be worked out.

Unit 2. Understanding Educational thinkers

A framework for studying the views of educational thinkers will be developed and applied to some of the important thinkers. This will be in the form of situating them in their socio-historical context and their larger philosophical perspective.

- i. Their critique of contemporary society
- ii. Their conception of human nature and potential
- iii. Their conception of individual and society
- iv. The role of education in realising these ideals
- v. Specific pedagogies for educating
- vi. Role of teacher.

Extracts from the writings of the thinkers will be used for this purpose. Attempt will also be made to compare and contrast different aspects of the theories of different thinkers.

Students will be encouraged to use this method to study some more thinkers on their own.

Special focus will be on the following thinkers:

- i. MK Gandhi,
- ii. Rabindranath Tagore,
- iii. J Krishnamurti,
- iv. Aurobindo Ghosh
- v. John Dewey

There shall be an additional list of thinkers and student shall do a project of studying any one of them using the above framework, some exemplar names.

Swami Vivekananda, Giju Bhai Badheka, Aurobindo Ghosh, Plato, Gramsci, Paulo Friere, AS Neil

UNIT 3: Fundamental Processes Shaping Social Context of Education

- a. Industrialisation and society: meaning of industrialisation and a brief account of changes in industrial organisation (factory system, Fordism & Taylorism, and current systems).

Industrialisation and emergence of modern school education: historical linkages (case studies of India) ; Parallels between industrial organisation and school system.

- b. Democratic processes and schooling: Concepts relating to democracy, public participation in decision making; rights and role of citizens; answerability, etc: Role of school in promoting democratic participation.
- c. Globalisation and education: Concepts relating to globalisation, casualization and informalisation of labour, knowledge societies, and their implication for nation states and education. International comparisons and standardised student achievement test comparisons.
- d. Educational and National Integration, education and International understanding.

Unit 4 Critical perspectives on modern education

- i. The promise of modern education

To what extent has modern education lived up to its promise of fostering autonomy of the individual, equity and democracy shall be reviewed with the help of some contemporary commentators on education. The experience of schooling by marginalised communities and their attempt at developing alternative conceptions of education.

- ii. Classroom processes

Classroom processes will be studied to understand how teachers and students relate to each other – how their mutual expectations from each other influence the teaching learning outcomes in the classroom. Students will be introduced to ‘symbolic interactionism’ concept to understand this process.

- iii. New Sociological Perspectives on education of the poor and marginalised

New sociological perspectives on education and inequalities will be explored. Education's function of reproducing inequalities and its potentials for contesting inequalities will be discussed.

- iv. Critical pedagogic traditions (Paulo Friere)

Unit 5 Aims of Education in key policy and curriculum documents

The perspectives developed in the earlier sections will be used to analyse the aims of education as outlined in some of the important policy and curriculum documents of post-independence period.

- a. Mudaliar Commission Report
- b. Kothari Commission Report,
- c. National Education Policy 1986,
- d. Curriculum Framework 2000 and 2005.
- e. As a part of this exercise they will also review current media debates on education.

Practicum

1. Interviewing a cross section of parents regarding why they want to educate their boys/girls and what in their view is to be an educated person.
2. Visiting any school which claims to be based on a particular educational philosophy (Gandhian, Tagorean, Montessori etc)
3. Visit a factory to see its production system and the condition of those working in it
4. Interviewing women workers in the household sector (either producing some thing or selling or repairing something) to understand their conditions and what kind of education can be of help to them.
5. Discuss the role of education and schooling on individual development. Is education effective in developing skills for generating employment?

Essential readings

1. Position Paper on Aims of Education, NCERT, 2005
2. जॉनव्हाइट, राष्ट्रीय पाठ्यचर्या के उद्देश्यों का निर्धारण-शिक्षा विमर्श 2009
3. महात्मा गाँधी
4. मार्जरीसार्डक्स, नईतालीम, सेवाग्राम
5. रवीन्द्रनाथ टैगोर, तोते की शिक्षा, मेरेसपनोंकास्कूल, शिक्षाशास्त्रीय रचनाएं
6. जे कृष्णमूर्ति,
7. जानडीवी, लोकतंत्र औरशिक्षा, ग्रंथशिल्पी,
8. कृष्णकुमार, क्या पढ़ानाहै? -शैक्षणिक ज्ञान और वर्चस्व-से ग्रंथ शिल्पी,
9. पालोफ्रेरा, उत्पीड़ितों का शिक्षा शास्त्र
10. जान होल्ट शिक्षा के बजाए, एकलव्य, भोपाल

11. *इवान इलीच, पाठशाला भंग कर दो*
12. **JJ Rousseau, Emile**
13. Christopher Winch and John Gingell ,Philosophy and Educational Policy
(Routledge, 2004) chapter 1.
14. Palmer Joy, Fifty major Thinkers on Education from Confucius to Dewey,
Routledge 2001.
15. Secondary Education Commission, (section on aims of education)
16. Kothari Commission Report (section on aims of education)
17. Curriculum for the Ten Year School – NCERT, 1975
18. National Policy on Education 1986
19. National Curriculum Framework 1988
20. National Curriculum Framework 2000
21. National Curriculum Framework 2005

अंक – 50

आंतरिक – 10

बाह्य – 40

शिक्षा की दुनिया में यह माना जाता रहा है कि भाषा स्कूली पाठ्यक्रम के केंद्र में है। यह महसूस किया जाता रहा है कि स्कूल से जुड़े अलग-अलग पहलुओं तथा विषयों को समझने में भाषा कुछ जरूरी सूत्र उपलब्ध करवाती है। शिक्षा से जुड़े विभिन्न दस्तावेज प्रत्यक्ष और परोक्ष रूप से इस तथ्य को उजागर करते रहे हैं। शिक्षक शिक्षा के कार्यक्रमों में इस विचार के लिए जगह बनाने की दिशा में ठोस कदम हाल के वर्षों में उठाए जाने लगे हैं।

शिक्षा और समाज में भाषा की भूमिका के अनेक पहलू हैं। भाषा, इंसान के द्वारा इजाद किया गया एक ऐसा औजार है जिसके जरिए वह दुनिया के साथ बने अपने रिश्तों को संभालने के साथ-साथ उन रिश्तों को दूसरों तक भी पहुँचा सकते हैं। दुनिया के साथ रिश्ते बनाना, किसी भी प्रकार के ज्ञान सृजन की प्रक्रिया का अनिवार्य पहलू है। रिश्ते बनाकर उनको नाम देना तथा उन नामों का उपयोग करना ज्ञान सृजन की प्रक्रिया के ही पहलू हैं। कोई भी विषय हो उसमें अपनी पैठ बनाने के लिए इस प्रक्रिया से गुजरना ही पड़ता है। ऐसी प्रक्रिया से गुजरकर ही अलग-अलग विषयों में संकल्पनाओं का निर्माण किया जाता है।

शिक्षा को संस्कृति का वाहक कहा जाता है। लेकिन वह वाहक मात्र नहीं है। वह नए अनुभवों तथा आवाजों के लिए जगह बनाने का सशक्त माध्यम भी है। एक ओर जहाँ भाषा किन्हीं संस्कृतियों को रचने, बनाए रखने, तथा फैलाने का माध्यम है, वहीं दूसरी ओर यह स्थापित संस्कृतियों को विश्लेषित करने तथा नई संस्कृतियों को रचने का जरिया भी है।

प्रस्तुत पर्चे में विद्यार्थी शिक्षक/शिक्षिकाएँ भाषाओं तथा सामाजिक संबंधों के कुछ पहलुओं के बारे रची गई संस्कृतियों का विश्लेषण कर कक्षा-शिक्षण तथा समाज के लिए उनके निहितार्थों को समझ तथा उपयोग कर पाएँगे।

उद्देश्य

- समझ और भाषा के रिश्ते को समझना।
- समझ के विकास में भाषा की भूमिका को समझना।

- विषयगत अवधारणा के विकास में भाषा की भूमिक को समझना ।
- भारत तथा छत्तीसगढ़ के बहुभाषिक परिदृश्य को समझना ।
- बहुभाषिकता के शिक्षणशास्त्रीय पहलुओं को समझना ।
- भाषा से जुड़े राजनैतिक, सामाजिक तथा सांस्कृतिक पहलुओं को भाषा, बोली, तथा मानकता के संदर्भ में समझना ।
- भाषा के सामाजिक तथा सांस्कृतिक पहलुओं को सामाजिक लिंग-भेद के संदर्भ में समझना ।

इकाई : 1 अवधारणा के निर्माण में भाषा की भूमिका

- (क) अवधारणा का अर्थ
- (ख) भाषा और संज्ञान
- (ग) भाषा, अनुभव और समझ

इकाई : 2 भाषाई विविधता और बहुभाषिकता

- (क) भारत का बहुभाषिक परिदृश्य
- (ख) छत्तीसगढ़ का बहुभाषिक परिदृश्य
- (ग) सीखना-सिखाना और बहुभाषिकता, कक्षा में बहुभाषी संसाधनों का प्रयोग

इकाई : 3 भाषा और सत्ता

- (क) भाषा और बोली का अंतर : मिथक या यथार्थ
- (ख) भाषा और सामाजिक लिंग-भेद

- प्राथमिक, माध्यमिक, उच्चतर माध्यमिक स्तर में भाषा की भूमिका –सेमिनार
- छ.ग. अंचल के बहुभाषिक परिदृश्य की चित्रात्मक अभिव्यक्ति – प्रोजेक्ट
- अवधारणा निर्माण हेतु हमारी अपनी बोली ही सर्वश्रेष्ठ माध्यम है – वाद विवाद प्रतियोगिताया भाषण प्रतियोगिता
- “बहुभाषिता हमारे राष्ट्र की समस्या नहीं शक्ति है।” आलेख प्रस्तुति

संदर्भ

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Two Year B.Ed. Course
B.Ed. 1st Year

पाठ्यक्रम 005.1
हिन्दी का शिक्षण शास्त्र (प्रथम वर्ष)

अंक – 100

आंतरिक – 20

बाह्य – 80

छत्तीसगढ़ राज्य में कई भाषाएं हैं। हिन्दी और छत्तीसगढ़ी के अलावा, गोंडी, हल्बी भतरी, कुडुख, माडिया आदि । लेकिन यहां के उच्च प्राथमिक व माध्यमिक शालाओं में मुख्य रूप से दो भाषाओं का शिक्षण होता है— हिन्दी और अंग्रेजी। और ये भाषाएं ही उच्च प्राथमिक व माध्यमिक स्तर पर शिक्षण के माध्यम भी हैं।

यह पर्व उच्च प्राथमिक व माध्यमिक स्तर के भावी हिन्दी शिक्षकों के लिये है। छत्तीसगढ़के बहुभाषी संदर्भ में यहां की अन्य भाषाओं— छत्तीसगढ़ी, हल्बी, गोंडी, माडिया, कुडुख आदि के प्रति समझ और संवेदनशीलता बरतना बहुत जरूरी है ताकि छात्र अपनी भाषा का सम्मान करते हुए, बेहतर हिन्दी सीख पाएं। इस के लिये जरूरी है कि प्रशिक्षार्थी शिक्षक भाषा की उत्पत्ति, विकास और भाषाओं की संरचना की तुलनात्मक समझ बनाएं। और इसी परिप्रेक्ष्य में हिन्दी भाषा शिक्षण की क्षमता विकसित करें।

भाषा की संरचना से परिचित होकर शिक्षक यह जान सकें कि हरेक भाषा की अपनी एक नियमबद्ध व्यवस्था है और कई मायनों में वे एक सी भी हैं। भाषा अर्जन की प्रक्रिया और भाषा के विविध रूपों को समझकर, भाषा की मानकता का आग्रह कुछ ढीला होगा। शिक्षक सभी भाषाओं के प्रति संवेदनशील और सहिष्णु बन सकें। इससे जो नजरिया बनेगा वह अन्ततः हिन्दी, अंग्रेजी और संस्कृत आदि भाषाओं की शिक्षण प्रक्रिया को बेहतर बनाने में भी मददगार हो सकेगा।

जहां तक हिन्दी शिक्षण का प्रश्न है, अभी तक सबसे ज्यादा जोर पढ़ना लिखना सीखने पर दिखाई देता है। पढ़ने लिखने के कौशल को विकसित करने के लिए कक्षा में विविध भाषाई सामग्री का उपयोग, पुस्तकालय से जुड़ाव, बच्चों की भाषा, संदर्भ, अनुभवों को स्थान देना, अर्थ निर्माण पर जोर, आपसी संवाद के अवसर जैसी प्रक्रियाएं अपनाए जाना ज्यादा कारगर होगा।

इकाई 1 : भाषा का अर्थ, उत्पत्ति व प्रकृति

अमुमन भाषा को संप्रेषण का माध्यम कहकर परिभाषित किया जाता है लेकिन यह भाषा की बहुत ही सीमित परिकल्पना है। यह इकाई यह समझने में मदद करेगी कि भाषा क्या है और उसकी परिभाषा में क्या-क्या तत्व शामिल होंगे। विद्यार्थी—शिक्षक यह भी समझ पाएंगे कि भाषा की मूल प्रकृति वस्तुओं, संबंधों, भावनाओं के लिए वाचिक प्रतीक गढ़ना है। साथ ही भाषा एक विषय के साथ साथ शिक्षण का माध्यम होने के नाते

समझ और ज्ञान का माध्यम भी हैं। इनको सुनने, बोलने, पढ़ने, लिखने के साथ सोचने, विश्लेषण और तर्क करने सहित अन्य कई कौशलों के समूह के रूप में प्रस्तुत करना उपयोगी हो सकेगा।

क. भाषा की आवश्यकता क्यों?

ख. भाषा क्या है? (प्रतिकों की वाचिक व्यवस्था के रूप में भाषा)

ग. भाषा की विशेषताएँ— उत्पादन क्षमता, विस्थापन, मनमानापन, ध्वनियों को जोड़कर अर्थपूर्ण कथन बनाना, सामाजिक है, अर्जित की जाती है, नियमबद्ध होती है, उसकी प्रकृति एवं संरचना होती है।

घ. भाषा के कार्य

गतिविधि

- हलबी, भतरी या खास समुदाय में प्रचलित किसी भाषा की लोककथा को पढ़कर उसमें वे तत्व पहचानेंगे, जिनसे यह जाहिर होता हो कि भाषा सामाजिक है।
- भाषा के मनमानेपन को समझने के लिए चीजों, क्रियाओं, विशेषणों आदि के लिए नए अनजाने नाम, शब्दों का उपयोग करते हुए एक नई भाषा बनाएंगे। उसमें कुछ लिखेंगे।

इकाई 2 : हिन्दी भाषा की संरचना

प्रत्येक भाषा अपने आप में बहुभाषिक होती है और वह विभिन्न स्तरों (ध्वनि, शब्द, वाक्य, संवाद) पर नियमबद्ध होती है। भाषा की ध्वनि, शब्द, वाक्य व संवाद के धरातल पर संरचना कैसी है और व्याकरण के दृष्टिकोण से स्वरूप कैसा है यह समझने का प्रयास इस इकाई में किया जाएगा।

क. भाषा की नियमबद्ध व्यवस्था— ध्वनि, शब्द, वाक्य व संवाद के स्तर पर

— हिन्दी, अंग्रेजी व अन्य स्थानीय भाषाओं के उदाहरणों से नियमबद्ध व्यवस्था को समझना।

—स्कूली पाठ्यक्रम में शामिल व्याकरणीय तत्वों की नियमबद्धता को समझना व उनका शिक्षण।

गतिविधि

- हिन्दी व छत्तीसगढ़ की कोई दो भाषाओं के कुछ वाक्य लेकर उनमें भाषा की नियमबद्ध संरचना को समझेंगे व इस पर चर्चा करेंगे।
- कक्षा 6 से 12 तक की किसी किताब से पाठ लेकर उसमें व्याकरण के तत्वों के अनुसार मौजूद नियमबद्ध संरचना को समझेंगे।

इकाई 3 : भाषा अर्जन, सीखना व विकास

हर बच्चा भाषा का एक सार्वभौमिक स्वरूप लेकर पैदा होता है। बच्चों में भाषा सीखने की जन्मजात क्षमता होती है और वे बिना किसी औपचारिक शिक्षण के स्वाभाविक रूप से अपने आसपास की भाषा सीख लेते हैं। उन्हें बस ज़रूरत होती है एक अनुकूल एवं उपयुक्त भाषाई माहौल की। यदि हम भाषा अर्जन की प्रक्रिया पर ध्यान दें तो उसके माध्यम से कक्षा में भाषा-शिक्षण के बारे में बहुत कुछ सीखा जा सकता है।

क. भाषा अर्जन का तात्पर्य

ख. सीखने व अर्जन में अंतर

ग. इंसान में भाषा अर्जन की जैविक अनुकूलता

घ. भाषा अर्जन में भाषाई परिवेश की महत्ता

ड. भाषा सीखने में अर्जित भाषा की भूमिका

च. विविध संदर्भों व प्रयोजनों में भाषा के उपयोग के उदाहरणों से भाषा विकास को समझना (द्वितीय एवं तृतीय भाषा के संदर्भ में है)

गतिविधि

- दो भिन्न भाषाई परिवेश में, ग्रामीण एवं शहरी अंचलों में विकसित एवं भाषा में दिखाई देने वाले अंतरों की विवेचना तथा भाषा अर्जन में परिवेश की भूमिका का विवेचन।
- भाषा अर्जन के दौरान लगभग दो से ढाई साल के बच्चों द्वारा सीखे जाने वाले नए शब्दों के अभ्यास व उनके उपयोग के उदाहरण पता करें। इसमें देखें कि वे किस तरह की गलतियां करते हैं तथा उनमें सुधार की प्रक्रिया क्या होती है।

इकाई 4 : हिन्दी के विविध रूप

हम जानते हैं कि हिन्दी के कई रूप हम उपयोग में लेते हैं। हर हिन्दी भाषी के हिन्दी के स्वरूप में पर्याप्त अंतर देखने को मिलता है। हमारी बातचीत व व्यवहार की हिन्दी तथा पाठ्यपुस्तकों में शामिल हिन्दी में भी काफी अंतर होता है। सामान्यतः पाठ्यपुस्तकों की परिष्कृत व मानक हिन्दी की ओर हमारा आग्रह होता है और हिन्दीके विविध स्वरूपों को हम नकार देते हैं। संविधान में हिन्दी के संबंध में प्रावधान धारा 343 व

अनुसूची 8 में किए गए हैं। यह समझना जरूरी है कि क्या दोनों स्थानों पर एक ही हिन्दी है या अलग-अलग?

क. संविधान में हिन्दी (धारा 343, अनुसूची 8)

ख. व्यवहार में उच्चारण, शब्द, वर्तनी के स्तर पर हिन्दी के विविध रूप (उदाहरणों द्वारा)– मानक भाषा, भाषा एवं बोली में अंतर।

ग. पाठ्यपुस्तकों में शामिल हिन्दी के विविध रूपों को जानना

गतिविधि

- संविधान में भारतीय भाषाओं संबंधी अनुसंशाएं तथा राष्ट्रीय शिक्षा नीति, पी.ओ.ए. द्वारा संस्तुत भाषा संबंधी सिफारिशों पर एक रिपोर्ट तैयार करना।
- त्रिभाषा सूत्र की स्थिति को समझने के लिए अपने आस-पास के स्कूलों का दौरा कर जानकारी प्राप्त करते हुए रिपोर्ट तैयार करना।

इकाई 5 : हिन्दी की पाठ्यचर्या, पाठ्यक्रम व पाठ्यसामग्री

एक शिक्षक का कार्य केवल दिए गए पाठ्यक्रम व पाठ्यसामग्री को ऐसा ही कक्षा में जाकर लागू नहीं कर देना है बल्कि उसे स्वयं निरन्तर सामग्री का विश्लेषण व निर्माण करते रहना होता है साथ ही पाठ्यचर्या, पाठ्यक्रम व पाठ्यसामग्री के आपसी अंतर्संबंध को समझते हुए उनका क्रियान्वयन करना होता है। शिक्षक को यह भी जानना चाहिए कि भाषा शिक्षण में पाठ्यपुस्तक केवल एक पाठ्यसामग्री है और भाषा सीखने में विविधतापूर्ण पाठ्यसामग्री की आवश्यकता होती है।

क. हिन्दी की पाठ्यचर्या का अर्थ व विश्लेषण

ख. हिन्दी के पाठ्यक्रम का अर्थ व विश्लेषण

ग. हिन्दी की पाठ्यसामग्री का अर्थ व विश्लेषण

घ. उपर्युक्त तीनों के आपसी अंतर्संबंध, क्रमबद्धता व क्रियान्वयन

ड. पाठ्यचर्या के उद्देश्यों की प्राप्ति के लिए भाषा की पाठ्यसामग्री का निर्माण व उपयोग

गतिविधि

- नवीन पाठ्यचर्या की समीक्षा और प्रस्तुतीकरण करना।
- नवीन पाठ्यचर्या में भाषा शिक्षण से संबंधित अध्याय पर चर्चा करना।
- विभिन्न राज्यों द्वारा विकसित हिंदी की पाठ्यपुस्तकों का विश्लेषण व तुलनात्मक अध्ययन करना।

संदर्भ साहित्य हिन्दी

1. राष्ट्रीय पाठ्यचर्या की रूपरेखा 2005 एन. सी. आर. टी.
2. भारतीय भाषाओं के लिए निर्मित पोजीशन पेपर एन.सी.ई.आर.टी
3. बच्चे की भाषा और अध्यापक कृष्णकुमार नेशनल बुक ट्रस्ट
4. प्राथमिक शिक्षा में भाषा शिक्षण, गिजुभाई बघेल का मान्टेसरी बाल शिक्षण समिति
5. शैक्षिक ज्ञान एवं वर्चस्व – ग्रंथ शिल्पी, दिल्ली
6. एन.सी.ई.आर.टी जर्नल्स – जर्नल्स आफ इंडियन एजुकेशन
दी प्राइमरी टीचर्स
एजुकेशन एक्सट्रेक्ट
इंडियन एजुकेशनल रिव्यू
7. अभिव्यक्ति और माध्यम एन.सी.ई.आर.टी
8. सृजन भाग 1 अभिव्यक्ति और माध्यम एन.सी.ई.आर.टी
9. हिन्दी साहित्य विधाओं की प्रकृति, देवीशंकर अवस्थी
10. हिन्दी साहित्य का संक्षिप्त इतिहास एन.सी.ई.आर.टी
11. हिन्दी साहित्य – हजारी प्रसाद द्विवेदी
12. साहित्य सहचर – हजारी प्रसाद द्विवेदी
13. साहित्यिकारों यथा – प्रेमचंद, अज्ञेय, राजेन्द्र सिंह बेदी, चंद्रधर शर्मा गुलेरी, जयशंकर प्रसाद, कबीर, सूरदास, मीरा, तुलसीदास, बिहारी, हरिऔध, मैथिलीशरण, निराला, महादेवी, दिनकर, नागार्जुन, केदारनाथ अग्रवाल, सर्वेश्वर दयाल सक्सेना, रघुवीर सहाय, सुभद्रा कुमारी चौहान, हरिवंश राय बच्चन, भारतेन्दु हरिश्चन्द्र के नाटक, निबंध, कहानी, काव्य की पुस्तके।
14. उदारीकरण का सच, माधुरी, अमित और दीपक नैयर राजकमल प्रकाशन नई दिल्ली।
15. भारत की राष्ट्रीय संस्कृति एस आबीद हुसैन नेशनल बुक ट्रस्ट नई दिल्ली 1998
16. भारत का संविधान एस सी कश्यप नेशनल बुक ट्रस्ट 1995
17. शिक्षा में बदलाव का सवाल—सामाजिक अनुभवों से नीति तक अनिल सदगोपाल ग्रंथ शिल्पी नई दिल्ली 2000

महत्वपूर्ण वेबसाइट:

1. www.ncert.nic.in
2. www.languageinindia.com
3. <http://www.eric.ed.gov> (ERIC)

Two Year B.Ed. Course

B.Ed. 1st Year

Pedagogy of Subject Area

COURSE 005.2

Pedagogy of Language – English (I)

MAX MARKS – 100

INTERNAL – 20

EXTERNAL – 80

Course Description

This Pedagogy of Language (English) course will enable student teachers to develop a perspective on English Language teaching. It will also develop an understanding of its place and importance in school curriculum and learning-teaching other subject areas. The course will familiarize the student teacher with the recent developments and emerging trends in language pedagogy, particularly English as a language in Indian contexts. This will sensitize them to develop a perspective on the development of language capability, focus on enabling the learner to explore various ways and means to enrich language learning among learners in school contexts.

Objectives of the Course

The Course will enable student-teachers to

- Understand the nature and system of language, language learning, and develop a perspective on English as language in school curriculum in Indian contexts.
- Critically examine the beliefs and assumptions about language learning, methodologies of language teaching and appreciate the aims of language teaching in the context of English language and other Indian languages

Unit 1: Nature and Structure of Language

- a. What is language? Why do we need language?
- b. Characteristics of language –Unlimited production Capacity, Displacement, Arbitrariness, arrangement of sounds to produce meaning, Socially-acquired

- c. Functions of language – thought, communication, interaction, social/cultural constructs, language and knowledge
- d. Rule bound system of language and grammatical elements – at the level of sounds, letters, words, meaning
 - Understand the rule-bound system of language with the help of English, Hindi and local languages

Unit 2: Language Acquisition, Learning and Development

- a. Meaning of Language Acquisition
- b. Difference between Learning and Acquisition
- c. Biological adaptation of Language Acquisition in human beings
- d. Importance of language exposure in Language Acquisition
- e. Understanding language development with the examples from varied contexts

Unit 3: Position of English in India

- a. Status of English as a language in present context in India- English in the Constitution; Historical background of English Language in India; English and Indian Languages; similar hegemony created by Hindi with other Indian languages; English as a Link language for national (inter-state) and international communication, as ‘a window on the world’ , as a library language , as a language for higher education, as a language of science and technology, a language of better opportunities, employability and upward mobility
- b. Challenges of teaching and learning English at Secondary Level in the Indian Context. Implications in classroom teaching and learning due to perceived hegemony of English language (as the Language of Social prestige, Social conflict, Disparity -rural and urban context in terms of input environment)

Unit 4: Curriculum, Syllabus and Teaching Learning Materials for English

- a. Aims & Objectives of English Language Learning and Teaching
- b. Meaning and analysis of the curriculum of English
- c. Meaning and analysis of the syllabus of English
- d. Meaning and analysis of the teaching learning materials of English

- e. The mutual relationships among curriculum, syllabus and teaching learning materials, their appropriate order and implementation
- f. Preparation and use of the language teaching-learning materials to achieve the objectives of the curriculum

Unit 5: Developing English Language - 1

- a. Analysis of prevalent language teaching methodologies – Grammar Translation Method; Direct Method; Structural Approach ; Audio-lingual Method, Natural Method; Communicative Approach; Task- Based Language Learning; Total Physical Response; Suggestopedia, Thematic Approach (Inter-disciplinary)
- b. Teaching Grammar: Teaching Components of Grammar including direct/indirect speech, parts of speech, active/ passive voice, auxiliaries, types of sentences, semantic markers, determiners, etc. Teaching grammar in an interactive and communicative way
- c. Teaching Vocabulary: including active passive and adhoc vocabulary, content words, structural words, different techniques of teaching vocabulary (explanation, illustration, synonyms, antonyms, use of the child's mother tongue, etc.)

References

- Agnihotri, R. K. and Khanna A. L. (eds) *English Grammar in Context*, Ratnasagar: Delhi, 1996.
- Agnihotri, R. K. (2007). Towards a Pedagogical Paradigm Rooted in Multilinguality. *International Multilingual Research Journal*, Vol. (2), 1-10
- Aitchison, J. (1979). *The Articulate Mammal: An introduction to Psycholinguistics*. Hutchinson & Co, London.
- Aitchison, J. (2003). *Teach Yourself Linguistics*. Hodder & Stoughton Ltd, UK.
- Brumfit, C. J. and J. T. Roberts. *Language and Language teaching*, Batsford Academic and Educational (H): London, 1983.
- IGNOU, CTE-02. Certificate Programme in Teaching of English as a Second Language: *The Structure of English*, IGNOU: New Delhi, 1995
- Pinker, S. (1994). *The Language Instinct*. London: Allen Lane.
- Yule, G. (2006). *The Study of Language*. Cambridge University Press, India.

Two Year B.Ed. Course
B.Ed. 1st Year
Course 005.4
Pedagogy of Mathematics (Paper-I)

Vision of the syllabus

The position paper from the Focus group on ‘Teaching of mathematics’ (a part of the position papers for the development of the national curriculum framework initiated by the MHRD) says that lack of teacher preparation is one of the core areas of concern for mathematics education in India. The position paper points out that among all the school content areas, mathematics relies much more on the preparation that the teacher has, in her own understanding and in her ability to create appropriate pedagogic contexts in the class room. In the light of these recommendations, this syllabus aims at making a community of mathematics teachers which can engage with mathematics at various levels, a community which believes that every child has a right to and is capable of learning and doing meaningful mathematics (NCF 2005).

The current syllabus departs from the idea of teaching skills, methodologies or teaching techniques. It focuses on how to prepare teachers who can create an engaging mathematics classroom. For this purpose, we will revisit the foundational areas up to secondary mathematics along with their implications for pedagogy. This course encourages a prospective-teacher to participate in the processes like problem-solving, problem-posing, mathematical communication and to appreciate child’s diverse ways to learning mathematics. There is also an attempt to make a shift from assessment of learning to assessment for learning.

The vision of this syllabus is to motivate student-teachers in developing a democratic mathematics classroom where every debate and discussion around mathematical ideas is also looked at as a mathematical endeavour and a meaningful learning engagement. The syllabus attempts to develop a culture of mathematical communication among the student-teachers who in turn will motivate their students in communicating mathematics in an effective manner. We hope that this syllabus helps student-teachers become mathematics teachers who believe and can ensure that every child has an opportunity to learn and can engage with mathematics.

Objectives of the syllabus

- e. To help the student-teacher appreciate the nature of the subject along with the historical and social evolution and location of the discipline in the lives of the children.
- f. To develop an appreciation and understanding of the objectives of school mathematics.
- g. To develop an understanding of the fundamental concepts and ideas of mathematics. Be able to feel empowered to do and enjoy mathematics.
- h. To develop an insight about how children learn mathematics in diverse contexts and the challenges they face during the learning processes.
- i. To enable student-teachers to recognise that children know and can do mathematics and be able to identify their knowledge to build on their understanding of mathematics, and to believe in every child's capacities to engage in mathematics meaningfully.
- j. To help the student-teacher to create a classroom culture that is an engaging space for every child.
- k. To develop a culture of critically examining the mathematics curriculum and textbooks.
- l. To help the student-teacher in becoming a more confident learner and teacher of mathematics.
- m. To enable a student-teacher to use assessment both as a tool for reviewing children's learning as well as a feedback for her instruction.
- n. To help student-teacher explore different tools and techniques, including teaching-learning material, mental models and ICT, for the teaching and learning of mathematics.

Pedagogy of Mathematics (Paper – I)

Unit 1: Mathematics a part of life and the nature of mathematics:

This unit would help the student-teachers appreciate that mathematics is in all aspects of life and all children use it in some form. It would explore mathematics present in diverse everyday contexts and gives importance to connecting school mathematics with a child's lived experience

.It would then go on to discuss the aspects of formalizing mathematical knowledge. There would be exploration of ideas around

- Discussions on mathematics embedded in our everyday life practices, such as, work-contexts, economic transactions, cultural and traditional practices.
- Nature of mathematics with a view towards generalisation, symbolization and abstraction of mathematical ideas.
- Features of mathematics, mathematical statements, consistency and logic, patterns and relationships. Different ways of proving and try to understand why proofs are necessary in mathematics. The nature of mathematical language , use of symbols, generalised forms and representations.

Readings

- f.** AMT 01 Block 1 Aspects of Teaching Mathematics
- g.** Gowers T-. *Mathematics: A Very Short Introduction*. Oxford University Press.
- h.** National Curriculum Framework, 1988, 2000, 2005
- i.** LMT 01 Block 1 Unit 1 – Why learn mathematics ?
- j.** LMT-01,Block 6 Unit-17: The essence of Mathematics
- k.** *What are Mathematical Proofs and Why they are Important*: Goldberger
- l.** Maths and purpose: Manil Suri
- m.** Shashidhar Jagadeeshan (2010), *The Culture of Enjoying Mathematics* : Learning Curve

Unit 2: Why teach mathematics and the mathematics syllabus from 6 to 10:

There is a fear of school mathematics in the minds of the students and while it is considered to be very important it is also attempted to be limited to solving known problems and using known techniques. The unit would discuss the reasons for this and the need for widening the goals and purposes of learning and teaching mathematics. It would bring out that mathematical ideas and goals are both utilitarian and enriching and both these aspects must be reflected in the mathematical syllabi. The unit would include aspects like:

- The role of school mathematics in society and status. The reason for people to be afraid and its distance from learners.

- Discussions on the aim and objectives of teaching and learning of mathematics given in NCF, SCF and Chhattisgarh textbooks.
- What are the specific areas of mathematics taught between 6 to 10
- Organisation of each of the areas and the sequence in which it is developed. Identifying the hierarchy of concepts
- analysing a few text book chapters and identifying the relationship with the specific objectives
- Relationship of mathematics to other subjects being learnt

Readings

- National Curriculum Framework, 2005
- State Curriculum Framework , Chhattisgarh
- Chhattisgarh Textbooks Classes 6 -10
- AMT - 01, Block 1 Aspects of Teaching Mathematics

Unit 3: Understanding children's learning of mathematics

This unit aims to focus on children's learning processes in diverse contexts (both school and out-of-school) implicitly and explicitly. In this unit we will also discuss what learning mathematics means, talk about some models that can be created to understand learning. These would include the nature of the subject, what is to be learnt or the knowledge to be transacted, the understanding of the learner, the understanding of the learning process and what does it mean to know. This unit will also talk about participation of children in learning and use ideas on how children form their understanding using ideas that are from mathematics. The unit would also talk about the fact that children go through different routes to learn and express their ideas. These often are through stages where they make inappropriate generalizations as well. Using examples of works of children this would be explored. Exemplar chapters would be analysed by students on the the principles of the models and compared on the appropriateness. The themes in this unit could be

- What kind of knowledge all children have from their context?
- What are the diversities in mathematical experiences and learnings?
- Understanding what does it mean to learn a mathematical idea?
- Mechanisms of learning and key aspects: learning in socio-cultural contexts individual learning, group learning
- Analysing constructed models of learning around the key principles
- understanding the development of certain concepts in children
- Analysing childrens' work and understanding the logic of their errors
- Equity issues: Beliefs about gender, caste, class, language and their connection to mathematics learning

- Understanding children with special needs and their mathematics abilities

Readings

- d. AMT - 01 Block 1 Aspects of Teaching Mathematics
- e. Boaler, J & Humphreys, C (2005) *Connecting Mathematical Ideas: Middle School Cases of Teaching & Learning*. Heineman: Portsmouth.
- f. Carpenter, T., Franke, M., & Levi, L. (2003). *Thinking mathematically: Integrating arithmetic and algebra in the elementary school*. Portsmouth, NH: Heinemann.
- g. Lampert, M (2001). *Teaching problems and the problems of teaching*, New Haven: Yale
- LMT-01 Block 1 Unit-1: Thinking about Learning
- h. LMT-01 Block 1 Unit-2: Thinking about the Learner
- i. Early childhood Teacher's Misconception in Mathematics
- j. (<http://www.learningdomain.com/medhome3/ececurriculum/teachers.misconcep.maths.pdf>)
- k. K Subramaniam, *Culture in the Learning of Mathematics: Learning Curve(2010)*

Unit 4: Nature and culture of mathematics classroom:

Mathematics class-rooms of today are often criticised to be teacher centric, repetitive, un-interesting and focussed on giving explanations and definitions. They are also geared to one correct answer and one correct way. The attempt is to provide children with short cuts so that they are able to solve given problems. The unit discusses the nature and culture of effective mathematics classroom and focuses on the proposed shifts in the classroom norms for moving towards a mathematically discursive classroom culture. In this section we will also discuss how children's prior knowledge can be used as classroom resources and how they affect learning. This would also discuss some class-rooms where children are participating, exploring, contributing their ideas to the discourse, attempting to solve new problems, learning from each other and are engaged in other ways that ensure that they form their ideas. The themes in this unit could be

- Culture of mathematics classroom(*socio mathematical norms, Communication and Use of language, Nature of tasks and Choice of examples*)
- Multi-lingual mathematics classrooms in the context of Chhattisgarh
- Discussions on how children's prior knowledge can be used as a resource in teaching and learning of mathematics.
- What are the aspects of a engaging mathematics class-rooms
- Identifying from a variety of situations such features
- Constructing engaging classrooms using the text book chapters
- Including all children in the classroom tasks

Support system

- a) Mathematics museum, mathematics club, learning recourses in modern education
- b) Organising quiz programmes, puzzles, magic squares & short cut for solving examples in Vedic mathematics.
- c) Use of computer teaching in mathematics

Readings

- Boaler, J & Humphreys, C (2005) *Connecting Mathematical Ideas: Middle School Cases of Teaching & Learning*. Heineman: Portsmouth.
- Lampert, Magdalene (2001). *Teaching problems and the problems of teaching*, New Haven: Yale University Press
- Stigler, J. W. and Hiebert, J. (1999) *The Teaching Gap: Best Ideas from the World's Teachers for Improving Education in the Classroom*, The Free Press.
- Yackel, E. and Cobb, P. (1996) *Sociomathematical norms, argumentation, and autonomy in mathematics*. *Journal for Research in Mathematics Education*, 22, 390-408.
- LMT-01 Block 2 Unit 5: Building Constructive Classrooms:
- LMT-01 Block 2, Unit 6: On Learning Mathematics
- Mathematics in Elementary Education: Diwan H K 2015

Unit 5: Learning and Teaching of Mathematics – Numbers and Number-Systems:

This unit takes us through the story of numbers. In this unit we will see how natural numbers and their operations were used to give a consistent definition for negative numbers. We will also work through the various reasons why students find negative numbers difficult and try to find ways to help them. We will work through contexts which might help us deal with negative numbers in a better way. Later in the unit we will talk about the powers and exponent and also explore areas children find difficult to understand. In this unit we will also look at some activities which might strengthen students' understanding of some concepts like powers and exponents.

- c. Historical account of the development of number-systems
- d. Conceptual understanding of integers and operations on them. Exponential notion, meaning and law of exponents. Expressing number as a product of power of prime numbers.
- e. Children's understanding (reasoning patterns and misconceptions)
- f. Teacher's knowledge and challenges,
- g. Solving interesting problems based on these to develop a better understanding.
- h. Constructing engaging and inclusive class-rooms, exercises, problems, worksheets etc. for place value, exponents, divisibility rules.

Readings

- Dantzig, T. , & Mazur, J. (2005). *Number: The language of science*, New York: Pi Press
- Davis, P.J., & Hersh, R. (1982). *The mathematical experience*, Boston: Houghton Mifflin.
- Teaching Negative Numbers to school children-Jayashree Subramaniam(स्कूली बच्चों को ऋणात्मक संख्याएँ पढ़ाना' –जयश्री सुभ्रमनियण)
(http://www.eklavya.in/pdfs/Sandarbh/Sandarbh_52/44-5%20Negative%20Number.PDF)
- Vlassis, J. (2004). Making sense of the minus sign or becoming flexible in `negativity`. *Learning and Instruction*, 14, 469-484.
- LMT-01 Block 5 Unit-16: Exploring Number System
- AMT-01 Block 3 Unit-9: Negative Numbers
- Shailesh Shirali; *The Role of Pattern and Play in its Teaching*; Learning Curve(2010)

Unit 6: Planning and classroom management

This unit will help a student-teacher to understand the curriculum and textbooks to distribute the content in a year plan following the curricular objectives. It will also help the student-teacher to organise her classroom and make the plan considering the classroom diversity, contents and available resources. Task designed in the classroom planning shall be based on learners' previous knowledge, what needs to be taught and the approach. In this unit we will look at some examples where a teacher needs to adjust or change the context given in the textbooks to make it some suitable for her own students.

- i.** Understanding syllabus, textbook and/to make a year plan. Understand the units, chapters in each unit, their connections and flow.
- j.** Making connections of the subject content with learners' prior knowledge and experiences. To identify key concepts and prerequisite of the topic. Designing tasks to understand, what do children know in a topic and what to discuss? And what they are expected to learn by the end of the year.
- k.** Examples of contexts which need to be adjusted according to the students Classroom organisation and management: develop strategies, tasks and use other resources to organize a mathematics classroom by giving due consideration to various forms of diversity which exist in the classroom.

Readings

- g.** AMT-01 Block 1 Unit -4 Classroom Practice
- h.** LMT -01, Block 2 Encouraging learning in the classroom

**Two Year B.Ed. Course
B.Ed. 1st Year**

Pedagogy of Subject Area

COURSE 005.5

Pedagogy of Science - 1

MAX MARKS – 100

INTERNAL – 20

EXTERNAL – 80

Objectives

To enable the student teacher to:

- Understand science, its nature, its process and epistemic criteria
- Develop own perspective on the relevance of science and science teaching.
- Understand the aims and objectives of teaching science at various school stages.
- Understand the learning of science by children, what it means to know a scientific concept
- Develop the ability to design, manage and assess appropriate teaching-learning experiences in the context of school science.

Unit - 1: Nature of Science and its knowledge

Note: This unit intends to help student teachers develop an understanding of the nature of science and scientific knowledge that will help them take decisions while designing, managing and in assessment of learning experiences in science. Some topics covered will be:

- o. Science, scientific method and scientific knowledge - dynamic nature, understanding the natural world using the scientific method, science as a process and product contribution of science in human being.
- p. Nature of scientific explanation and scientific theories and laws - understanding how scientific theories and laws are constructed and get accepted.
- q. Paradigmatic changes in scientific knowledge
- r. Current challenges to science in explaining complex phenomenon

Suggested practicum/tasks:

- s. Discussion on the learner competencies that can be developed through the study of science (related to the nature of science)
- t. An analysis of how successful their own school years were in meeting the aims and objectives of science and what changes they would like to make in the curriculum/transaction as teachers

Readings:

- Position paper - National Focus group on Teaching of Science
- The structure of scientific revolutions, Kuhn

- The Nature of Science and Scientific method – The Geological Society of America <http://www.geosociety.org/educate/NatureOfScience.htm>
- Singh, Rajendra (2005). The Nature and Scope of Science. *Proceedings of the International Seminar on Science Education*. VBERC, Udaipur 2005.
- Agrawal, Atul (1995). Dismantling the Divide Between Indigenous and Scientific Knowledge
http://www.colorado.edu/geography/class_homepages/geog_6402_f10/Agrawal%201995.pdf
- The Nature of Science and Science Teaching, Micheal R. Matthews, International Handbook of Science Education, 981-999, B.J. Fraser and K.G. Tobin (eds), 1998, Kluwer Academic Publishers Printed in Great Britain.
- *Vigyan ki buniyaad*, Karen K. Lind.
- Methods of enquiry in science, Amitabha Mukherjee. *Proceedings of the International Seminar on Science Education*. VidyaBhawan Education Resource Centre, Udaipur 2005, 173-177

Unit -2: Perspectives on science and society

Note: This unit is intended to help student teachers develop an understanding of science as a discipline and its relevance to society by looking at it through the lens of history and debates around the practice of science. The teacher educator is expected to develop the following ideas along with specific examples and tasks for student teachers:

- u. Science in our lives and investigating its inter-relationship with technology.
- v. Science and society - how each influences the other, gender representation in science, science as a social activity, literature related to scientific endeavour, science as a tool of oppression as well as liberation
- w. Ethics and science - values associated with science, current debates on the ethics of scientific endeavours
- x. Teaching of science in schools – a historical perspective
- y. Social attitudes towards nature of science and scientific knowledge
- z. Scope of science – branches & application.

Suggested practicum/tasks:

- aa. Student teachers develop an interview schedule to interact with family and friends to get an understanding of how they view science and its relevance to their lives; they analyse the data and present it in the form of a report along with their own views.
- bb. Guided reading of texts describing the perception of science through the ages (the creation versus evolution debate, Galileo and the Inquisition, science as a cause of social divide, etc)
- cc. Debates on issues like nuclear energy, cloning, using animals for medical research, genetic engineering, etc

Readings:

- Isaac Asimov. (1994). *Asimov's Chronology of Science & Discovery: Updated and illustrated*. Harper Collins

- A history of conceptual change research, Threads and Fault lines, Andrea A. diSessa (From TISS Material) Cognition, Construction of Knowledge, and Teaching, Earnst von Glasserfeld, Synthese 8-(1), 121-14 (special issue on education), 1989
- Science for all Americans Online
www.project2061.org/publications/sfaa/online/sfaatoc.htm
- Science and Human life (1933), Harper and Brothers, Ayer Co. reprint: ISBN 0-8369-21615 (JBS Halden)
- Science and everyday life (1940) Macmillian, 1941 Penguin, Ayer Co. 1975 reprint: ISBN 0-405-06595-7 (JBS Halden)
- Raina, Dhruv (2006). Towards a Global History of Science: The Relationship between Science, its History and Theory of History. Sites and Practices: An Exercise in Cultural Pedagogy by Madhushree Dutta and Smriti Nevati (eds), Majlis: Mumbai, 2006. 232-242.
- Sinha, Ravi (2005). Overcoming Ideology through Science. Proceedings of the International Seminar on Science Education. Vidya Bhawan Education Resource Centre, Udaipur 2005.
- Examination the Enlightenment: the contribution of science education to culture, Michael Matthews. The Proceedings of the International Seminar on Science Education. Vidya Bhawan Education Resource Centre, Udaipur 2005, 4-8.

UNIT 3: Curriculum, syllabus and textbooks

Note: *Teachers are responsible for transacting the curriculum; hence an understanding and the ability to analyze it are desirable. Student teachers should be able to appreciate the reasons for including a particular topic and handle the content. Teachers should not take textbook as the only resource but should look for local examples and more relevant resources related to the content area. They should also be prepared to critically examine textbooks.*

- dd. Aims and objectives of science teaching at the primary, upper primary, secondary and higher secondary stages
- ee. Criteria for analysis of school science curriculum (place of science in the school curriculum, content areas, sequence, linkages, promotes values of objectivity, honesty, cooperation and freedom from fear and prejudice, opportunities to appreciate larger issues concerning science and society, etc)
- ff. Analysing a few syllabi of science at upper primary and secondary stages- Underlying principles, criteria for judging syllabi
- gg. Textbook as one of the resources
- hh.** Criteria for textbook analysis (content within reach of target group, content is represented accurately and conveys the meaning, content is placed in wider context of learner's environment- local and global, quality of printing, accuracy of diagrams, interesting presentation of content, etc)

Suggested practicum/tasks:

- ii. Critically analyse state science curriculum and discuss how it can be contextualised to the local environment

jj. Critically analyse the science textbook of any class between VI and X; on the basis of this analysis, develop guidelines for textbook writers

kk. Guided reading of sections of the NCF 2005

Readings:

- Position Paper on Curriculum, syllabus and textbooks. NCERT 2005
- Varma, Vijaya S. (2005). The Basis for Curricular Choices in Science. Proceedings of the International Seminar on Science Education. VidyaBhawan Education Resource Centre, Udaipur 2005. 99-103.
- La Velle, L. B., McFarlance, A., Brawn, R. (2003). Knowledge transformation through ICT in science education: a case study in teacher-driven curriculum development – Case-study 1. British Journal of Educational Technology, 34, pp. 183-199
- Science teaching-constructing an alternative, H.K. Dewan, 2004
- Park, M., Park, D., Lee, R. E. (2009). A comparative analysis of earth science curriculum using inquiry methodology between Korean and U.S. textbooks. Eurasia Journal of Mathematics, Science & Technology Education, 5, pp. 395-411.
- Porter, A. (2004). Curriculum assessment. In: Complementary Methods for Research in Education. J. Green, G. Camilli, P. Elmore (Eds.) Washington DC: AERA. pp. 141-159.
- Porter, A.C., Smithson, J.L. (2001). Defining, developing and using curriculum indicators. CPRE Research Report Series RR-048. Consortium for Policy Research in Education. University of Pennsylvania.
http://www.cpre.org/sites/default/files/researchreport/788_rr48.pdf
- Schmidt, W. H. (1992). TIMSS curriculum analysis: topic trace mapping. Prospects, XXII, pp. 83-90
- Vivayic and Project Lead the Way. How do you recognize a rigorous and relevant curriculum? A method for analyzing rigor and relevance in science and mathematics curricula. Curricula Analysis Whitepaper.
http://www.vivayic.com/whitepapers/curricula_analysis.pdf
- How children learn: Consideration of designing a science curriculum. Proceedings of the International Seminar on Science Education. Vidya Bhawan Education Resource Centre, Udaipur 2005, 92-95

Unit 4: Understanding learners to develop a good science classroom

Note: This unit intends to help student teachers understand the learner in the context of science teaching-learning and also understand the elements of a good science class

- l.** Diversity in the class –diversity among learners and diversity in thinking exhibited by children in acquiring the scientific concepts
- m.** Literature review and secondary data analysis to understand science learning of the learner. For example, intuitive perceptions and understanding of natural phenomenon-like force, motion, etc.
- n.** Qualitative and quantitative techniques to assess the learners understanding of science (like interview , questionnaire etc)
- o.** Developing democratic and interactive class

- p.** Developing scientific skills in the learner- observing, building hypothesis, recording data, organizing data, measurement , generalization, reading and following instructions, conducting experiments, observing and deducing patterns and relationships, categorizing, etc
- q.** Development of scientific communication skills- comprehend science text, reporting, expressing own ideas, etc
- r.** Equitable provisioning for science learning- providing access to resource material, identification of learning resource from immediate environment, science experiments, kits, , ICT-mediated learning, taking science outside the four walls of a room

Suggested practicum/tasks:

- s.** Student teachers document observations related to local flora and fauna, including local uses and any stories the community may have about them
- t.** Interview , questionnaire etc to be developed and used by student teachers among children in the neighbourhood
- u.** Student teachers observe videos of science classes and discuss the elements of what appears to work and what does not
- v.** Discussion around the contents of the unit anchored in a specific content area in school science
- w.** Student teachers observe science classrooms and discuss the challenges a teacher faces in developing a good science class

Readings:

- Sadhna Saxena (2005). Constraints on Transforming Science Education. *Proceedings of the International Seminar on Science Education*. VidyaBhawan Education Resource Centre, Udaipur 2005.
- Varma, Vijaya S. (2004). How should physics be taught to facilitate understanding. 129-137. *Construction of Knowledge*. VidyaBhawan Education Resource Centre, Udaipur 2005.
- Children's science and its consequences in teaching, Gilbert, J.K, Osborne, R.J. *et al*, Science education, 1982,66(4):623-633
- The role of Students' Epistemological Knowledge in the Process of Conceptual Change in Science, John Leach and Jenny Lewis, University of Leeds, UK (From TISS Material)
- Bohlin, Roy M. 1998. The Affective Domain: A Model of Learner-Instruction Interactions. In Proceedings Selected Research and Development Presentation at the National Convention of the Association for Educational Communications and Technology (AECT) pp. 39-44.
- Kronholm, M. and J. Ramsey. 1991. Issues and analysis: A teaching strategy for the real world. Science and Children. October: 20-23.
- R Driver, A Squires, P Rushworth, V Wood-Robinson. (2002). Making sense of secondary science: Research into children's ideas. Routledge Press

- Rosalind Driver, John Leach, Robin Millar and Phil Scott. 1996. Young's Peoples images of Science. Open University Press (January 1, 1996). ISBN-13: 978-0335193813 .
- M Buldu. (2006). Young children's perceptions of scientists: a preliminary study. Educational Research, 48 (1)
- M Monk. (2006). How science works; what do we now? School Science Review. 88 (322).
- D Mc Gregor. (2007). Developing thinking, developing learning: a guide to thinking skills in education. Open University Press (Maidenhead)
- New UNESCO source book for science teaching. (1973). UNESCO
- M Shyer, PS Adey. (1981). Towards a science of science teaching. Heinemann Educational (London)
- T Liverside, M Cochrane, B Kerfoot, J Thomas. (2009). Teaching Science. Developing as a reflective secondary teacher. Sage India

Unit 5: Teaching and learning of Science

***Note:** Student teachers re-visit key content areas in the school science syllabus in the light of the possible approaches to teaching them in the classroom. These areas have been chosen because they are fundamental concepts and because it has been observed that student teachers often do not have clarity on them. The following could be done for each of the key content areas:*

- n.** Discussion of knowledge learners are likely to bring into the class and how the teacher can use this*
- o.** Analysis of content areas*
- p.** Developing unit plan and resources*
- q.** Exploring different ways of creating different learning situations for different content areas (e.g. inquiry, problem solving, investigation, discovery learning, cooperative learning etc)*
- r.** Links between concepts*
- s.** Challenges teachers may face (in transaction of content, resources, supplementary material, large number of pupils, etc)*

Key content area of Science: Understanding the physical world and the living world

- Motion
- Force, energy and work
- Pressure
- Friction
- Gravity
- Cell structure and function (plant and animal) – Prokaryotic & Eukaryotic
- Micro-organisms - concept, types and their uses.
- Form and function (plants and animals)

Note: The above given content area is of class 6th to 10th standard.

Readings:

1. Berkley Physics course Vol. 1
2. Feynman lecture series (Volumes 1). Pearson.
3. D Sang. Teaching secondary physics. ASE (John Murray)
4. NCERT science textbooks (classes 6-10)
5. Motion and Force, Part 1- Motion, Module by Eklavya
6. Conceptual physics, Paul G. Hewitt, 10 th edition, Pearson, ISBN, 978-81-317-1553-6
7. Understanding Physics, Cummings, laws, redish, Cooney, Wiley India Pvt. Ltd. ISBN 81-265-0882-5
8. School Physics Nelkon
9. *Kaha bal Kya urja*, S. B. Velankar, Sandharbh, Jan-Feb, 1998, 9-16
10. *Urja hi he sab kuchh*, S. B. Velankar, Sandharbh, July-Oct, 1998, 93-100
11. *Kya humare vishwas Newton ko na mane*, Anita Rampal, Sandharbh, July-Oct, 1998, 28-36
12. JB Reece, LA Urry, ML Cain, SA Wasserman, PV Minorsky, RB Jackson. Campbell Biology. Benjamin Cummings
13. Articles from Sandarbh – Jeevshastra ke kuchh bhram
14. On being right size, J.B.S. Halden (Arvind Gupta site)
15. Microbiology mane Bird watching, Milind Watav, Sandharbh, Nov-Dec, 1997, 5-10
16. Cell module, Eklavya
17. The lines of a cell, Notes of a biology watcher, Lewis Thomas (book),
18. Cell biology by Gerald Karp, John Wiley and Sons Inc
19. NCERT. Science text books (class 6th to 10th)

**Two Year B.Ed. Course
B.Ed. 1st Year**

Pedagogy of Subject Area

COURSE 005.6

Pedagogy of Social Science – I

MAX MARKS – 100

INTERNAL – 20

EXTERNAL – 80

Course Description

Social Science a core curricular areas in Upper Primary and Secondary stages of school education, it seeks to develop a critical perspective for understanding the social processes around us. Social Sciences as a disciplinary area draws from History, Geography, Economics, and Sociology each of which are developed as distinct disciplines themselves.

Children from different social backgrounds who come to the school already come with rich experiences of social life but at the same time are in the process of being socialized to accept the existing social order as given. The teaching of Social Sciences in the school enables them to analyse their own experiences critically with the help of concepts of these disciplines and to examine their incipient notions in the light of the experiences of other societies of the past and present.

We study our own lives in the social sciences. Our lives and the society in which we live have been shaped by processes in the past. The spaces in which we live also shapes our lives – and at the same time our actions affect and shape them. Thus temporal and spatial dimensions, commonly understood as historical and geographical aspects form the basic framework for the study of any society. During the last two centuries many other specialized areas of study have developed as part of social sciences, like economics, sociology, political science, anthropology, etc.

The main departure point of Social Sciences as a disciplinary area is the recognition of its subjective and normative character. The person who studies has a point of view and the people studied too have their own viewpoints all of them impact the study. Likewise our conception of what the society should be and how it should change too plays an important role in our approach to studying society. Having recognized this subjective and normative dimension, Social Sciences nevertheless, seek to develop methods for a critical study of society and our own subjective views of society.

The nature of social sciences is defined by the living nature of the object of study. While investigating into the activities of a village or neighborhood for example, it is inevitable that the people being studied will also affect and shape the study. They will interpret the purpose and intent of the investigator and modulate their responses, thereby shaping the results. The

investigator also needs to be culturally and ethically sensitive and responsible towards the people being studied. Besides, people belonging to different class, caste, gender, religion, and so on will respond differently to any situation. The investigator needs to assess social situations from the different perspectives and interests of the people involved. A view of the equal value of all human beings is necessary to be able to study social processes from the perspectives of different people. A view of what is good for society is also inherent in this endeavor. In this respect social sciences have a normative quality.

Social sciences do not merely describe social phenomenon but also seek to explain them. This necessarily entails an examination of causation and causal connections between different phenomena. Why some thing happened the way it did or why some thing is the way it is are some of the essential questions Social Scientists ask.

A scientific approach to study of society involves examination of multiple and varied sources of information or evidence. Sources need to be examined for their inherent viewpoints, authenticity usefulness. Conclusions must emerge from systematic examination and consideration of such evidences. In some cases controlled studies, surveys and experiments can also be used as methods of enquiry but not in all cases. In any case, the conclusions are contextually meaningful for a time and place and can scarcely be universalized.

The student teacher must understand the nature of social science and appreciate its value for social life. He/she must be able to critically look at the down-grading of social sciences in recent times and develop a commitment to the relevance of the critical perspectives offered by them to build a better world for all.

The course seeks to prepare subject teachers for upper primary and secondary stages of schooling. It will include a study of the perspectives of social sciences and review the contents of History and Geography,

Objectives of the Course

The Course will enable student-teachers to

- Understand the nature of the social science
- Understand how children acquire their understanding of society and in what ways the teaching of social sciences can help them to review this understanding
- Explore effective ways of engaging with diverse kinds of students and help them to develop conceptual tools and knowledge necessary for a better understanding of society
- Understand the approaches to the teaching and learning of History and Geography

Unit 1: Nature and Methods of Social Science

- Nature of Social Sciences – subjective and normative nature, multiple perspectives of phenomena, causation and critical examination of sources of information
- Contribution of social sciences to human living – studying our own lives through the social sciences using the lenses of history and geography
- Studying society - Examination of multiple/varied sources of information or evidence for their inherent view-points, authenticity usefulness; systematic examination and consideration of evidences

This unit will aim at introducing the student-teachers to specific nature of Social Science disciplines and how they contribute to our lives. Issues like the subjective and normative nature of social sciences, multiple perspectives on any phenomenon, causation and critical examination of sources of information and controlled generation of information, will be discussed.

Unit 2: Aims and Objectives of Social Science Teaching

- Changing Objectives of Social Science Teaching - early nineteenth century, during the colonial era, post-independence in India.
- Examine the history of social science teaching since the colonial times with a special emphasis on the contemporary period:
 - Why should we study diverse cultures and societies of the past and present? How do they contribute to our understanding?
 - Why should we study diverse perspectives / viewpoints / experiences of a phenomenon?
 - How can we orient the future citizens of the country for their role as active and conscious citizens of a democratic country?
 - Should we discuss social conflicts, problems etc. as a part of school education? If so how and to what purpose?
 - What role should the experiences of the students play in the teaching of social sciences?
 - Should a Social Science teacher relate the curriculum to current developments? If yes, should he or she promote his or her own viewpoint or allow other viewpoints also to be discussed?

Subjects like History and Geography and Civics have been taught since 19th century beginnings of mass schooling. The colonial rulers used the teaching of these subjects to legitimize British rule and also foster obedience among subject population. In the process they also used education to foster communal and casteist divisions in Indian society. In the Post-Independence period Social Sciences were singled out for fostering national integration, international understanding and mobilizing people around the tasks of national development. Subsequently in 1980s when these disciplines matured and Indian Social Scientists established for themselves an

international standing, new possibilities in the teaching of these subjects were begun to be seen. National development of the previous decades had thrown up a number of critical problems relating to social disparities, marginalization of several communities, gender disparities, environmental degradation, identity politics, civil rights, civic participation in public policy making and implementation, etc. Even as the social scientists sought to study these problems, these concerns also crept into the teaching of social sciences. This placed social science education at the heart of intense debates and the need arose to reconcile these within a larger framework of social science perspectives instead of promoting this or that view point. Similar trajectories of change can be seen in the teaching of Social Sciences in many other countries including United Kingdom, USA, Japan, South Africa etc.

Unit 3: Understanding learners

- Understanding student experience – bringing student resources, knowledge and experience into the social science classroom
- Understanding student diversity – encouraging multiple forms of expression in the classroom (discussion, debate, art, dramatization, making models etc.)
- Understanding students' awareness of/ability to perceive categories, concepts, definitions and terms used by social scientists – explore every day understandings, pre-conceptions
- Understanding students' interest/ability to connect to ideas from another time/space
- Awareness of cognitive challenges involved for students at the upper primary and secondary stages in learning social sciences

Student teachers will be encouraged to draw upon the discussions in the courses on 'Childhood' and 'Learning and Teaching.' The Practicum component in this unit will involve studying diverse social experience and understanding of society children bring to a typical class room and also to study diverse interpretation of some key social science concepts by various children.

Unit 4: Teaching and Learning of History

20. Nature of History : idea of understanding social change and its impact over time, understanding changing interpretations of the past and interpreting evidence to understand the past
21. Some debates about the teaching of history:
 - t. Should history be taught from ancient period to modern period or should we start from the time closest to us and proceed to more distant past?

- u. Should history be taught as a chronological flow of events or thematically, like history of food habits, or family lives, or political institutions?
- v. Should history teaching focus on certain important issues or give an overview of everything?
- w. Can we use fiction to teach history as was tried by several writers like Rahul Sankrityayana?
- x. What is the place of local history in school history teaching?

22. Revisiting basic concepts / processes in history to

- Get an idea of the basic concepts relating to that theme
- How different historians have written differently about it (historiography study)
- Familiarize themselves with the sources for the study of that theme
- Identify teaching resources (pictures, films, sources, books, internet resources, possible field visits)

Study **at least four** major themes from Indian and world history themes from the following:

- i. Archeology, Hunting Gathering and Neolithic societies
- j. Early Vedic and Later Vedic periods
- k. Urbanisation, state formation and emergence of new religious ideas in the Gangetic Valley (6th Century BCE)
- l. Mauryan period
- m. South India from Sangam Period to Pallavas
- n. Culture in the Vakataka-Gupta period
- o. Early Medieval period – was it Feudal?
- p. Chola State and Society
- q. Delhi Sultanate
- r. Garha Mandla and Ratanpur kingdoms
- s. Vijayanagara and Bahmani Kingdoms
- t. Mughal Empire

- u.** British Conquest of India till 1857
- v.** Caste System and anti-caste movements in India
- w.** Patriarchy and women in India
- x.** Colonialism and Indian society
- y.** Peasants and Adivasis under British Rule
- z.** National Movement
- aa.** Making of the Constitution
- bb.** Democratic Revolutions in Europe
- cc.** Industrial Revolution and colonialism
- dd.** Nationalism in Europe
- ee.** World between the two World Wars (Russian Revolution, German Fascism, American Liberalism)
- ff.** Anti-colonial movements in Asia

Unit 5: Teaching and learning in Geography

- l.** Evolution of Geography as a discipline – as a by-product of colonial expansion, connection with natural sciences (Earth Sciences and astronomy), contemporary perspectives on how societies and people interact with and impact their natural environment
- m.** Key debates in the teaching of Geography
 - Is geography a science or a social science?
 - Should one teach about the local environment first and then gradually move towards distant places or the other way round?
 - Should 'physical geography' (study of land forms, vegetation, resources, climates, etc.) be taught independent of 'human geography' (how human beings use the environment and change it)?
 - Should the teaching of geography be structured by the way the discipline looks at it (i.e. begin with solar system and then go on to the earth, its movements, seasons, climate belts etc.)

- Can Geography taught as an indoor subject or should it be taught through field based experiences?

n. Geography and Maps – Understanding and using maps; teaching maps

o. Revisiting some key concepts in geography in relation to India in general and Chhattisgarh in particular

- Different kinds of maps, globes
- Different traditions and practices of representing the physical and social spaces in art work, visuals, diagrams, maps and models.
- History of geography and map making since the 19th century
- Landforms and drainage and changing land use over time
- Factors affecting climate and impact of human interventions on climatic processes
- Historical development of man-nature interactions in different regions in India and the world
- Shaping of the earth by geological forces
- Environmental degradation, dangers, disasters and ways to combat these
- Migration and movements of people, reasons, processes and impact.

Practicum

ll. Field Trip (Historical Places)

mm. Projects on films made on historical events – what could be authentic and based on evidence and what could be the film makers’ interpretation and ornamentation?

nn. Social Responsibilities- visit to post office, hospital, school, bus stand etc. to understand how the functioning of the institution is organized.

Readings

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- y. Chakravarty, U. (2006). *Everyday Lives, Everyday Histories: Beyond the Kings and Brahmanas of 'Ancient' India*, New Delhi: Tulika Books, Chapter on: History as Practice: Introduction, 16-30.
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**Two Year B.Ed. Course
B.Ed. 1st Year**

Teacher Enrichment

COURSE 006.1

Language Proficiency

MAX MARKS – 100

INTERNAL – 20

EXTERNAL – 80

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

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

The course will facilitate the process of responding to non-print inputs like conversations, media, drama etc. and attempt to develop the capacity of student teachers to facilitate such language activities. It will equip them to think together in a group with peers and create opportunities for sharing of diverse opinions, views and suggestions in verbal and written languages. It will help them to listen to students at the secondary level, reflect on their oral responses and understand the nature and level of their understanding. The course will provide an opportunity not

only to learn to think together but also to examine and become aware of their own assumptions, biases and beliefs on various issues. The course will enable student-teachers to enhance their capacity to present ideas, engage in a dialogue, agreements and disagreements with a view point and build consensus.

Objectives:

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

Unit 1

How do we use language?

- y. Importance of language for communication, understanding elements of communication - its purpose and significance
- z. Language as communication in social and cultural context, use and meaning in context
- aa. Concern with key issues in intercultural communication and use of language for it

bb.Discussing instances of everyday and institutional communication

Unit 2

Consolidating reading comprehension

- What is reading, key elements of reading, skimming and scanning, reading comprehension, subtitles, paragraphs, reading for getting main ideas, making mind maps, finding connections between the ideas, different types of reading skills and strategies, reading with comprehension
- Discussing different types of texts in diverse disciplines from school curriculum such as conversations, biographical sketches, plays, essays, poems, screenplays, letters, articles, reviews, autobiographical narratives, etc. and identifying their features
- Discuss different kind of strategies required for generating dialogue with these texts

Unit 3

Critical Reading

- Reading different types of texts (narrative, expository, descriptive, argumentative) individually and in small group such as conversations, biographical, sketches, plays, essays, poems, screenplays, letters, reports, news reports, feature articles, reviews, notices, ads /matrimonial, brochures, policy documents, autobiographical narratives, field notes, ethnographies etc. and identifying their features
- Discuss different kind of strategies required for reading these texts, forming questions to think about while reading, discussion on nature of text and purpose of reading
- Reading for global and local comprehension

- Extrapolating the texts through making inferences, analysing, reflecting, Making and appraising arguments and interpretations, creating thoughtful arguments by making conjectures and offering justification for them
- Understanding the theoretical postulates of critical reading
- Understanding the process of critical reading

Activities:

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

Unit 4

Creative expression: Part one

cc. What do we mean by dialogue and discourse? Examples of dialogues in daily life, in school (with teachers, students and parents), intercultural encounters.

dd. Engaging in discussions, dialogues, Making oral presentations and constructing different oral discourses.

ee. What is writing, key elements of writing, writing for specific purposes and specific audience and understand writing as a process

- Experience the classroom process of writing (individual, collaborative, editing)
- Recognizing errors as a part of learning process
- Editing the written texts in terms of discourse features, syntax, morphology and writing conventions

Activities

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

Unit 5: Creative expression: Part two

- Creating oral texts for different purposes such as conversations, descriptions, stories, plays, poems, both individually and in groups.

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

Activities

- Creating text for children from diverse cultures
- Develop a chapter on any selected concept from any school discipline
- Analyzing the structure of argument: Identifying main idea, understanding topic sentences of paragraphs supporting ideas and example all in discussion mode
- Teaching of English ES-344 IGNOU- 1,2,3,4

**Two Year B.Ed. Course
B.Ed. 1st Year**

Teacher Enrichment

COURSE 007.1

Self, Identity and the Teacher & Art and Drama in Education – I

MAX MARKS – 80

INTERNAL – 40

EXTERNAL – 40

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

This course also intends to initiate student-teachers into a process of original thinking about educational issues that they are concerned about and build their own vision about education. This would give them an impetus to translate their knowledge of children, their subject areas, and the contemporary Indian reality, into workable curricula and teaching-learning practices within their classrooms and schools.

In addition the course would provide them a preliminary opportunity to express themselves through art, role play, drama, sculpture etc. It would also help them the importance of these art forms in education and how they could be utilised in teaching various subject areas in the classroom. Through creative workshops held at regular intervals the student teacher would be able to get over his or her hesitation and be able to communicate more effectively

In the first year of the B.Ed. course the focus would be on Understanding the Self and in the second year Developing Professional identity as a Teacher.

Objectives

- To learn to be self critical, questioning and reflective about one's thoughts, actions and reactions.
- To develop insight into the various dimensions of the self: emotions, stereotypes, prejudices, perceptions and assumption about and attitude towards people, children and social issues.
- To develop insight into children's ways of thinking and learning and to explore ways to bridge the gap between adult and child.
- To cultivate positive attitudes and sensitivity towards each other, towards children and education.

- To develop skills for effective communication and the capacity to listen, empathize and relate.
- To build a sense of awareness about the natural world and recognize harmony and beauty of the nature.

Design of the Course

This is not intended as a standard ‘course’ with specific units of study. Instead it may be thought of as two strands that run parallel through the two year duration of the B. Ed programme.

Strand A

An on-going strand during the two year course, to be coordinated and shared by the faculty, would include

1. Journal writing by student-teachers to reflect on significant experiences and periodically process their observations and thoughts on life situations, with comments being noted by a designated faculty mentor
2. Carefully framed writing tasks towards the beginning and end of each year, which enable student-teachers to express and reflect, in stages, on their prior life journeys, current assimilation of experiences and questions, as well as evolving perspective on education.

Strand B

The other strand of the ‘course’ would be designed as a series of workshops and seminars with carefully chosen themes. It is recommended that there be around **4-6 one-day or two-day workshops** in each academic year, and **2-4 half-day or one-day seminars**. It is recommended that the workshops be conducted by outside resource persons if available in related areas of personal development. Or else by a regular faculty member could conduct these herself/himself. The workshops should be experiential, and provide occasions for active participation and reflection.. In addition, the faculty should organize seminars that involve student-teachers in taking responsibility for making presentations and holding discussions that bring out multiple perspectives on key issues of life and education.

Strand A

1. Journal Writing

Objectives

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

Mode of Transaction

- Each student-teacher should be asked to maintain a regular Journal, in which

he/she may write: a) short reflective accounts of significant experiences b) observations of life situations that evoke questions and responses c) questions on education, learning or teaching that he/she is grappling with.

- The Journal should be periodically shared (once a fortnight is recommended) with a faculty mentor, who will read through it and offer brief comments, suggestions, or further questions for the student-teacher to reflect on.

Strand B

Workshop 1: *A significant event or experience in life*

Objectives

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

Suggested workshop themes

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

Workshop 2: *My childhood*

Objectives:

- To reflect on one's own childhood memories and experiences.
- To understand the diversity in each other's childhoods.

Suggested Themes:

- Articulating childhood memories and experiences;
- Recognizing major influences of different events on your childhood;
- Visualizing the limitations and potentials of one's own childhood;
- Listening to and empathizing with other childhood experiences and developing feeling of empathy.

Workshop 3: *Learning to Observe (and to Listen)*

Objectives

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

Suggested workshop themes

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

Workshop 4: *Mindfulness in the classroom*

Objectives

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

Suggested workshop themes

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

Workshop 5: *Understanding working in groups*

Objectives

- Enabling an understanding of patterns of behaviour in groups
- Developing skills for and appreciating the importance of working in groups

Suggested workshop themes

- Exploring structural situations that promote competition or cooperation
- Exploring hierarchies and role-taking in group situations
- Exploring inclusion and exclusion in groups
- Facilitation of group working – everyone has a part to play
- Exercises for learning to work in groups

(Modes of Transaction would include 'role-plays' and 'enactments' followed by Discussions)

Workshop 6: *Viewing and analyzing film(s)*

Objectives

- Viewing films with social and educational content

- Learning to analyse and derive personal meaning from this
- Sharing different points of view on a film

Suggested workshop themes

- Purposive film viewing
- Ways of analyzing themes
- Detailed observation of a key scene and discussion
- Ways of seeing situations in the film
- Writing a film review

Workshop 7: *Celebration of an iconic cultural figure*

(eg Kabir/Tagore/Narayan Guru/Meerabai/Akka Mahadevi/ Jnaneswar/ Basava/ Thyagaraj/ A Sufi saint : depending on region and culture)/folk artist/artisan of Chattisgarh

Objectives

- Rich exposure to cultural forms around an iconic figure of the region – stories, music, arts, etc
- To participate in celebrating cultural roots and absorbing the ideas and expressions that emerge from these

Suggested workshop themes

- Authentic performance by a practitioner
- Participation in learning and celebrating (in appropriate media)
- Discussion of cultural world-view and contemporary relevance of the icon
- Writing based on the above

Workshop 8: *Art in Education*

Objectives:

- To help the student-teachers to express themselves with joy and create a joyful and fearless learning atmosphere through creative activities.
- To understand the importance of art education.

Suggested workshop Themes:

- Opportunities to experiment and create pieces of art using different art forms – free-drawing, clay work, pottery, puppetry, dance, music, terracotta, origami, developing narratives in visuals, composition of an imagined situation, telling a story/or depicting a social problem through comic strips, creating a collage using images, bits cut out from old magazines, news paper etc.
- Reflection and discussion about their experience of creative expression.

- Understanding the importance of art education for themselves and children, understanding children's drawings, why adolescents give up drawing;
- Readings on art education.
(This workshop would require 2 days at a stretch or be broken up into two-three half day workshops so that the student-teachers can effectively experience the importance of art in education)
- Knowing about local art and craft forms: The diversity of India's art and craft at the local/regional level and its integration in the curriculum.

Workshop 9: *Role Play and Creative Drama in Education*

Drama is a process that draws our physical, emotional, intellectual and other faculties together in a moment (e.g. life itself) that makes for worthwhile, far reaching, holistic learning. Drama is one such experience and should therefore have a central place in school education. It is important to stress that drama is not about the self alone or self expression alone. The process of drama is a social experience. It is about the richness of understanding that can be generated by a group about society, self and the interconnections. The understanding generated within a group is internalized and is carried forward by the individual in diverse personal and social contexts. The focus of drama is on the student-teacher, building her/his creative capacities through theatre.

Objective:

- To help student-teachers to use drama processes to examine their present and to generate new knowledge, understanding and perceptions of the world and themselves in it.
 - To train, enhance some theatre skills that will later help them be creative and enlightened teachers.
 - To promote self-expression, sensitivity towards social issues and current events, imagination, curiosity, physical and mental balance, memory, feelings of togetherness, communication, creativity, art appreciation, and social awareness
 - To draw out and work with different faculties simultaneously i.e. physical, intuitive, emotional, sensual and mental through practical exercises.
 - Build imagination and concentration of the body and mind. Structured exercises for coordinating, enhancing and translating imagination into physical expression.
 - Learn to challenge and shift one's own attitude and standpoint as one learns to understand multiple perspectives to empathise.
 - Identify and develop one's own creative potential.
1. In drama exploration, the overall context presented to students is to understand life and to learn from life. The mode is experiential. The exercises are structured by the teacher, but the experience and its outcome is generated by participants in the process. The experience and reflection on that, is the learning. However for this to happen it is mandatory that the exercises are planned and structured by the teacher and not offered as 'open improvisations'.
 2. Encourage recognition of differences among people: caste, class, gender, religion, age, community, occupation, lifestyle, etc. and how these influence actions, decisions,

and relationships of people. Learn to place oneself in a wider arena of these cross cutting currents. The self to be placed in the context of the other. “How should I look at the other? What does that reveal about me?” Go beyond the immediate and look at other groups and settings, e.g. rural, the disadvantaged and other cultural communities.

3. Ways of seeing situations, social structures and communities. To sharpen observation and to learn to continuously ask probing questions while investigating situations. Develop the capacity to look at same situation from different perspectives. Learning to recognise contradictions within situations with the aim of grasping a better understanding of the situation rather than wanting to look for solutions.
4. Finding connections between the particular and the universal. How larger processes and contexts play out in the specific context of daily life situations and vice versa. For instance, the case of a marginalised dalit woman seeking medical help is connected with the larger worlds of state responsibility and public health policy, prevailing gender relations, the judiciary, etc.
5. Change as a principle of life. Identifying it within drama work; the repercussions of change, who does it affect, why and how?
6. Learning to continuously reflect on and analyse classroom exploration and their connection with events and situations in world outside. Evaluating one’s own and group’s progress in class.

Mode of Transaction

- Games to help loosen up, sharpen reflexes, have fun while building imagination in different ways. Build imagination within games and exercises. Add conditions to games to draw together and harness different physical, emotional, mental faculties. Use theatrical exercises to awaken sensory awareness and transformation.
- Devise preparatory games and physical exercises to build imagination. Refine physical actions and integrate the physical with other faculties. Exercises in observation, communication, associative thinking; building situations with imaginary objects and people.
- Planned and structured drama exploration exercises designed to first experience and then, deepen social awareness of students. Some examples would include the use of an image (photo, painting) as a stimulus for exploration; still photographs of students themselves leading to tracking a line of thought about some issue.
- Participative learning using role play, hot seating, building stories/songs, making and analysing a ‘character’s’ diary, personal belongings (objects) of characters.
- Make short plays that can be performed by student-teachers with aim to study school student’s responses during school contact programmes.
- Help build a set of skills so the class can organize role plays as well as larger school play that is built on students creativity rather than following a given script.
- Orient student-teachers to important aspects of a play such as Costume design, stage design, stage preparation, organizing seating arrangements for the audience, organization

of musical instruments, seating arrangements of the musicians, involvement of experts, knowledge and use of Chhattisgarh folk songs:.

- Knowledge of dance form used in the drama, the relevant costume, importance of rehearsal, venue of the dance performance to be in accordance with the dance form; knowledge and inclusion of Chhattisgarhi folk dances.
- Use of drama in the classroom: Tell stories using action, select stories and poems from text books and convert them into skits, conduct role-plays, discuss characters and situations in the play, select skits from other subjects.
- Encourage participation of children with special needs during creative activities especially during dramatic activities.

Seminar 1: *Glimpses of different childhoods in India*

Format: Student-teachers present, via different media – narrative, photographs, audio-visual presentation, illustrated poster etc - stories of Indian children growing up in vastly differing circumstances; sharing to be followed by discussion

Preparation: Resource books and films to be gathered; each student-teacher picks a particular type of childhood and researches the life situation, the opportunities and constraints of an imaginary or real child from this circumstance; photographs, interviews etc. may be used.

Seminar 2: *Selection of short readings and dialogue*

Format: A selection of short but provocative readings on issues of life and education, to be read together, followed by exploratory dialogue in small groups

Preparation: Making a careful selection of readings that lend themselves to a nonpolemic discussion and exploration

Assessment:

As part of overall assessment, students should be asked to evaluate their own personal growth individually. Student teacher will be asked to maintain a reflective journal for recording the learning from the first day of the workshop. The faculty member and student teacher will jointly assess the development on the following basis:

Personal growth in terms of:-

- Questioning the self, insight into oneself, self confidence, listening ability, social sensitivity, empathy, taking initiatives, attitudes, understanding others perspectives, communication skills etc.
- Regularity
- Participation

Internal: This should be based on:

1 Marks given for Journal writing – periodicity and quality of entries

2 Marks given for participation in seminars – quality of preparation and

presentation/participation.

3 Marking of periodic writing tasks (four in numbers) – by faculty mentor

The external will meet the participants in small groups and may ask each group to present skit of two minute on any of the deferent relevant topics. Each group will be given 10 minute for the preparation. The announce for the 10 minute presentation will be adjusted such a manner that only the first presentation the evolution team (The externals & the internal) team has to wait for 10 minute. Then the time will be adjusted so well that presentations will flow smoothly one after the other. A few questions related with the reflective journals and also related to theater may be asked by the evolution team presentation.

Resources

Books, articles, films, organizations, and resource persons could be need for specific workshops and seminars. This list may be added to over time.

1. Poetry/songs by Kabir, Tagore, Nirala etc; Passages from Tulsi Das etc; Plays: AndhaYug-Dharam Vir Bharati, Tughlaq: Girish Karnad. NCERT, (2006).
2. *Position Paper National Focus Group on Arts, Music, Dance and Theatre*, New Delhi: NCERT.
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6. Orr David (2004). All Education is Environmental Education *The Learning Curve, Issue 226*.
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11. Narayan, S. (1997). Gandhi views on Education: Buniyadi Shiksha [Basic Education], *The Selected Works of Gandhi: The Voice of Truth*, Vol. 6, Navajivan Publishing House. 1.
12. Badeka Gijubhai,
13. Nandlal Basu
14. www.worldcomics.india

Green and Clean world Around

Objectives:

1. To develop in the student teacher a sense of awareness about the environmental pollution and possible hazards and its causes and remedies.
2. To develop a sense of responsibility towards conservation of environment, biodiversity and sustainable development.
3. To develop reasonable understanding about the role school and education in fostering the idea of learning to live in harmony with nature.

Unit

- Role of individual in prevention of pollution-air, water, global warming.
- Role of local bodies in environmental management.
- Rain water harvesting and water resource management.

Practicum

1. The student will submit a report containing suggestion and necessary measures taken by them after every activity
2. Conduct seminar, document.

**Two Year B.Ed. Course
B.Ed. 1st Year**

COURSE 007.2

Health and well-being (Through Yoga, Community prayer and other physical activities)

Internal Marks 20

Objectives:

Awareness of health issues and maintenance of personal health are important factors in the lives of student-teachers, since these sustain a sense of balance, well-being and energy levels. These should be focused during the two years of B.Ed. programme.

Mode of Engagement:

For this purpose, two kinds of activities ought to be structured into the programme:

- A cumulative exposure to yoga and its health benefits through regular yoga classes (daily)
- Time and facilities for playing an outdoor indoor sports and /or undertaking to go for regular PT

This is not intended to be a course for those who are going to become instructors in physical education or yoga and hence there is no need to introduce theoretical aspects of these activities.

Mode of Assessment:

Faculty should encourage student-teachers to participate in the above activities and keep track of their participation as part of their part of their overall profile. A descriptive assessment should be made on the basis of overall level of participation.

**Two Year B.Ed. Course
B.Ed. 1st Year**

Part-III Engagement with the Field/Practicum

COURSE 008.1

School Experience and Community Work

Internal: 60

External: 40

1. School Experience
2. Community work

School Experience:-

Step I Orientation in the institution by Academic Experts (7 to 10 days July last week)

- Teaching skills(orientation & Demorestration)
- Maxims
- Classroom management
- Needs of Diversity in classroom & its inclusion
- Subject wise orientation of pedagogy
- Orientation of other relevant topics

(Record of orientation experience – to be prepared by all trainees)

Step II School observation (7 days Aug. middle) fulltime in school

- Observation of regular subject teacher in actual class (at least two classes of teaching subject and one class of any other subject.
Record – observation record.

Step III Orientation for unit planning & teaching in opted teaching subject (7 days August End)

Assigning mentors to trainees ratio 1:10

Step IV School Experience (15 days, Sep I, II week)

At least 2 periods of subject & one or more additional period in any class per day.

Step V Community Experiences (7 days) in nearby community in small group with mentor.

Community work like-Awareness Programs, literacy programme, working for helpless & deprivates, programme along with NGO and local agencies etc.

Marking scheme

School	Principal	20 (Obs. & Unit play Exp.)
	Mentor	40 (obs. unit play, Community Work)
	External	40 (obs. unit play, Community Work)
		Viva on the basis of 7 records

The B.Ed. programme shall provide for sustained engagement with self, the Child, Community and School at different levels and through establishing close connections between different curricular areas. This curricular area would serve as an important link between the above two broad curricular areas through its 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 the schools for developing CCE practices, establishing

study circles/forums for professional development of in-service school teachers or dialoguing with the School Management Committee etc. Community-based engagement may also include oral history projects with a community of artisans 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 community.

Several specialized courses shall be offered to enhance professional capacities of a student-teacher such as courses on language and communication, drama and art, self development and ICT. A course on critical understanding of ICTs shall be offered as an important curricular resource, according primacy to the role of the teacher, ensuring public ownership of digital resources and promoting constructivist approaches that privilege anticipation and co-creation over mere access to ICTs. 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; understanding and practicing yoga education, developing social sensitivity and the capacity to listen and emphasize.

Practicum courses are to be designed to give opportunities to acquire a repertoire of professional capacities and skills in craft, creative drama, music and theatre in education; developing and analyzing curricular material; work with children, work with community, classroom management; systematic observation, documentation and evaluation; there would be a progressive increase in the practicum components as the programme advances to the final year. Practicum courses shall include the following:

Activities and workshops designed to develop the personal and professional aspirations of the self as a teacher in order to provide opportunities to students for self-reflection and analysis. Students learn to be self-critical, questioning and

reflective, sharpen their abilities to relate, communicate and develop positive attitudes towards children and teaching.

Workshops designed to use creative drama as an extension of one's desire to look at oneself and the world; use theatre to deconstruct stereotypes, ask critical questions about society and belief systems and to widen ways of thinking.

Students shall be given opportunities to develop a vast repertoire of capacities and skills in drawing, craft, work education, music and physical movement, school and health education.

Colloquia: Colloquia would form an integral part of the B.Ed. programme, to provide opportunities to build connections between theory, observations and classroom teaching. Unlike practicum course(s), colloquium provides for a platform where students draw theory-practice connections in order to interact with children and prepare resources for them. Students are expected to present term papers, practicum reports and participate in group discussions. The colloquia shall include a school contact programme, literature for adolescents, theatre in education and developing a resource centre in schools.

The B.Ed. curriculum shall provide for sustained engagement with the Self, the Child, Community and School, at different levels, and through establishing close connections between different curricular areas. In the first year, there shall be work on the field amounting to a minimum of 4 weeks, spread over several days throughout the year. This will include one week of school engagement and three weeks of other engagements as explained ahead. In the second year, there shall be a minimum of 16 weeks of engagement with the field of which 15 weeks are for school internship and one week is for other field engagements. Thus a minimum of 20 weeks (4+16) shall be allocated over the two years for tasks, assignments and school internship in the field, under the broad curricular area Engagement with the Field. The weightage of internal assessment for Engagement with the Field shall be 100 %. This curricular area of Engagement with the Field would serve as an important link between the other two broad areas and the field.

School Internship

School internship shall be designed to lead to development of a broad repertoire of perspective, professional capacities, teacher sensibilities and skills, the curriculum of B.Ed. shall provide for sustained engagement with learners and the

school, thereby creating a synergy with schools in the neighborhood throughout the year and establishing feedback loop into the school through formal and informal interactions/dialogues. Student teachers shall be equipped to cater to diverse needs of learners in schools.

Schools are to be actively engaged at teaching at two levels namely secondary and senior secondary. They should be provided opportunities to teach in government and private with systematic supervisory support and feedback from faculty.

Internship in school for a minimum duration 16 weeks for a two-year programme, this should include 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 teaching lessons.

Specific components of the School Internship programme are outlined here below. The School Internship programme shall also include *visits to innovative centres of pedagogy and learning – innovative schools, educational resource centres, teaching – learning centres.*

Having gained some experience with the child, the community and schools in Year 1, the second year would offer intensive engagement with the school in the form of School Internship. During the first year, to support better understanding of schools and in preparation of Internship, teacher education institutes shall make provisions for visits to innovative centres of pedagogy and learning - innovative schools, educational resource centres, etc. During the Internship, a student-teacher shall work as a regular teacher and participate in all the school activities, including planning, teaching and assessment, interacting with school teachers, community members and children. Before teaching in a classroom, the student-teachers will observe the school and its classrooms for a week, to understand the school in totality, its philosophy and aims, organization and management; the life of a teacher; needs of the physical, mental, emotional development of children; aspects of curriculum and its transaction; quality, transaction, and assessment of teaching–learning. School Internship shall be designed to lead to the development of a broad repertoire of perspectives, professional capacities, teacher dispositions, sensibilities and skills. Student teachers shall be equipped to cater to diverse needs of learners in schools. Student-teachers are to be actively engaged in teaching at two levels, namely, upper primary and secondary. They should be provided opportunities to teach in government and private schools with

systematic supervisory support and feedback from faculty. Internship in schools is to be done for a minimum duration of 16 weeks. This should include an initial phase of one week for observing a regular classroom with a regular teacher and would also include peer observations, teacher observations and observations of interns' lessons by faculty. It is important that the student-teachers consolidate and reflect on their teaching experience during and after the school internship. Therefore, along with writing reflective journals during the internship programme, there shall be space for extended discussions and presentations on different aspects of the teaching experience after the internship. However, if the institute wants to provide an opportunity to understand the context of teaching in a government and private school or the dynamics of teaching at elementary and senior secondary levels, this period can be divided into two blocks. Internship may be arranged in two blocks in such a way that teaching in one school at a particular level (for example elementary or senior secondary) during one block, is followed by the teaching in another school or the same school at another level during the second block. Under any circumstances, the student-teacher should not be sent to more than two schools during her/his internship period. Internship should not be reduced to the 'delivery' of a certain number of lesson plans, but should aim for meaningful and holistic engagement with learners and the school. Moreover, teaching should not be practiced through the reductionist approach of 'microteaching' of isolated 'skills' and simulated lessons.

Table 1: Components of the School Internship Programme for B.Ed.

Components	Transaction
Period of School Internship	<p>The Internship shall be conducted in two phase. The first year would include 4 weeks of orientation, of which one week is to be dedicated to classroom observations, one week for community experiences and two weeks for Unite Planning & Teaching in opted teaching subjects.</p> <p>Teaching during the second year of school internship would be spread over 16 (sixteen) weeks spread over secondary and/or senior secondary level. In the second year, Interns will be expected to be in school for 4 continuous days of a week. 2 days in a week shall be dedicated to planning, developing materials, reflective journal writing, interacting with faculty at the Institute, participating and organizing of school activities faculty shall provide feedback and mentor interns.</p>

	Materials related to the teaching learning process prepared by student teachers, school children and faculty shall be catalogued and placed in the resource centre, apart from this the resource centre may also contain children's literature, games and other visual and audio materials.
Reflective journals	Interns to maintain regular reflective journals which would include reflections on children's level of materials, critical analysis of one's own pedagogy, issues related to school experience, observations of children with reference social cultural background observation of classroom as well as other learning situation in a school development of CCE, issue of classroom management and linkages between pedagogy and theoretical constructs.
Project	<p>Drawing upon their experiences during school internship, interns shall be required to undertake small classroom-based research projects in their area of interest. This would enable interns to acquire basic research skills of systematic observation, documentation and analysis and to use these for reflective teaching and learning.</p> <p>The programme shall provide opportunity to Interns in some of the following collaborative projects: work experience and SUPW; case studies; performance arts; art and craft education; school study; material production(teaching-learning materials) ; child and school health; social work; education/community work; ICT integration; projects in special/inclusive education.</p>
Assessment of Internship	All aspects of Internship delineated above shall be assigned weightage for assessing an Intern's progress during Internship. The assessment shall be a continuous process spread through the year. The feedback given to interns Students shall be given information about their grades/marks as part of professional feedback so that they get the opportunity to improve their performance.

Programme implementation

The college/institution will have to meet the following specific demands of a professional programme of study:

- 1) Prepare a calendar for all activities, including school internship. The school internship and other school contact programme shall be synchronized with the academic calendar of the school.
- 2) Enter into an MoU with at least ten schools indicating their willingness to allow the Internship as well as other school based activities of the programme. These schools shall be preferably government schools, and can include recognized public/aided/unaided upper primary/senior secondary schools. These schools shall form basic contact point for all practicum activities and related work during the course of the programme, not more than ten and twenty interns shall be attached with a school having pupil strength up to 100 (one thousand) and 2000 (two thousand) respectively.
- 3) Transaction of the foundation and the pedagogy course should be done using a multiple and variety of approaches such as case studies, problem solving, discussions on reflective journals and making linkages with foundation and pedagogy papers in colloquia, observations of children in multiple social culture environments. Interns shall maintain reflective journals and observation records, which provide opportunities for reflective thinking.
- 4) Initiate discourse on education by periodically organizing seminars, debates, lectures and discussion groups for students and faculty.
- 5) Organize academic enrichment programmers including interactions with faculty from parent disciplines; encourage faculty members to participate in academic pursuits and pursue research, especially in schools. Provisions of leave shall be made for faculty to undertake research/teaching in universities and schools.
- 6) School teacher shall be invited to teacher education institutions for feed back to student teachers and for extension/guest lectures and organizing colloquium.
- 7) There shall be a provision for grievance redressal for students with regard to aspects of programme implementation. Mechanism shall be worked out to address issues of biases where faculty other than the ones actually dealing with the course/subject or through the involvement of school mentor and external expert in addition to the internal examiners shall be involved.

- 8) In the case where multiple teacher education programmes are offered in a single institute, there would be a designated faculty coordinator for each of the programmes offered.
- 9) There shall be a designated person from among the faculty for coordinating school internship programme.
- 10) There shall be mechanisms and provisions in the Institution for addressing complaints of students and faculty and grievance redressal.

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Two Year B.Ed. Course
SCHEME OF EVALUATION
B.Ed. – 2nd Year

Subjects	Course	Marks				Total		
		Internal		External		Max	Min	
		Max	Min	Max	Min	Max	Min	
Learning & Teaching	009	20	09	80	27	100	36	
Gender, School & Society	010	20	09	80	27	100	36	
Curriculum & Knowledge	011	20	09	80	27	100	36	
Assessment For Learning	012	10	05	40	13	50	18	
School Culture, Management & Teacher	013	10	05	40	13	50	18	
Pedagogy of Subject Areas(Choose one option)		20	09	80	27	100	36	
Pedagogy of Language - Hindi (II)	014.1							
Pedagogy of Language - English (II)	014.2							
Pedagogy of Language - Sanskrit (II)	014.3							
Pedagogy of- Mathematics (II)	014.4							
Pedagogy of - Science (II)	014.5							
Pedagogy of- Social Science (II)	014.6							
Weekly Test & Terminal Test		-	-	-	-	20	09	
		-	-	-	-	30	14	
Total Marks						550		
PART II								
Teacher Enrichment Self, Identity and the Teacher	015.1	20	10	20	10	40	20	
Enriching Learning through ICT	015.2	20	10	20	10	40	20	
Exploring Library and other Learning Recourses	015.3	20	10	-	-	20	10	
Total Mark						100		
PART III		Principal	100	50	---	---	100	50
Engagement With the field & Internship School Internship	016	Mentor	150	75	---	---	150	75
		External	---	---	100	50	100	50
		Total Marks						350
Total Marks of 2nd Year						1000		
Grand Total Marks First + Second Year						800 + 1000 =1800		
Note: - 1. Conducted in workshop mode and activities with plenty of Practical assignment 2. Engagement With the field : Task and assignment for courses All theory Paper								

**Two Year B.Ed. Course
B.Ed. 2nd Year**

Learner Studies

COURSE 009

LEARNING AND TEACHING

MAX MARKS – 100

INTERNAL – 20

EXTERNAL – 80

This course will focus on learning and teaching. What is learning? Is it memorizing what knowledge one has obtained from somebody else. Do we learn by imitation and modeling others? Is knowledge divided into smaller units and do we learn when we master one unit at a time? What is the role of the learner in learning? Is it mere repetition? Or do they learn by creating and constructing their own knowledge by their own efforts and motivation. Is there a difference between how children and adults think? Do children and adolescents of different ages think in different ways? If this is true then how can we keep this in mind during interaction with children? What is the role of society and other people in children's learning and understanding? What is the importance of the communication with others and with the self?

All teachers struggle with these questions and it is essential to understand them. It is also important to understand whether truly some children are more intelligent and others have low intelligence. Is the ability and pace of learning determined at birth or is affected by society.

Student teachers need to understand how children, think, understand, and learn. They need to recognize that children are from diverse backgrounds and have individual difference in learning in order to create a conducive atmosphere and motivation for learning. How does the student teacher perceive and use the diverse abilities and experiences of children as a resource?

There are a number of notions about learning and teaching which have led to the development of a number of theories of learning. In order that a student teacher is able to challenge and reconstruct newer notions about learning and teaching they would explore various theories of learning, critique them and understand their educational relevance and applicability in the classroom and the field. They need to understand that no theory gives a complete picture of how children and adolescents learn. It is thus important that the student teachers develop their own theory of learning based on their experiences and understanding.

OBJECTIVES:

1. Understand how children learn and analyse the factors that influence their learning.
2. Understand different theoretical approaches to learning and be able to critique them for their relevance and application in education
3. Study how children think and the role of language in thinking.
4. Provide opportunities for learning for children and adolescents from diverse backgrounds and levels of motivation.

Unit 1: Understanding learning

- i. Learning as concept, learning and knowledge construction.
- ii. What do children know when they come to school?
- iii. Commonly prevalent beliefs, attitudes and notions about learning and teaching that are held by the student teachers themselves and society in general?
- iv. Factors that influence learning: heredity and environment
- v. Individual and socio-cultural differences in cognition: Understanding learning difficulties, terms of exclusion and inclusion and its impact

Unit 2 Approaches to Learning I

- i. Basic ideas about learning of Behaviourism its critique.
- ii. Information Processing Theory; Construction of knowledge on the basis of information received by the brain; how we remember or forget; role of memory in teaching and learning
- iii. Transfer of learning

Unit 3 Approaches to Learning 2

- i. Constructivism: Introduction to the concept; Piaget's theory: what is learning, structures and processes of cognitive development, cognitive conflict characteristics of thought in different stages; children's thinking; implications for teaching-learning.
- ii. Vygotsky's and Bruner's social constructivism - introduction, concept of zone of proximal development, tools and symbols in development, scaffolding, implications for teaching.;
- iv. Developing a personal theory of learning.

Unit 4 Intelligence, Motivation, Emotions & Learning,

- i. What is intelligence?
- ii. Relationship between intelligence and learning: how relevant is to categorize this relationship on the basis of ability, gender, multiple intelligence etc.
- iii. What is motivation – intrinsic and extrinsic? The needs of the learner and motivation, goals and motivation, self-beliefs, classroom environment – cooperation and competition, relevance of learning to learners' lives.
- iv. Teacher behavior and student motivation
- v. Importance of emotions in the learning process; self-esteem, developing emotional maturity, stress, emotional intelligence.

Unit 5: Learning and diversity

- i. Within the classroom and in informal settings
- ii. Complexity of teaching and learning: The complex role of teacher and learner, teaching styles, thinking styles, learning styles.
 - Creating a psychological climate in the classroom which supports learner's originality, creativity, fearless expression, positivity of emotion, interest, team work, etc.

- Encouraging the teacher to develop a positive attitude towards students, be trustful and build a facilitative environment.

Mode of Transaction

- i. Classroom discussions for developing conceptual understanding.
- ii. Close reading of text material/papers
- iii. Individual and group presentations of issues and concerns raised in assignments
- iv. Theoretical and practical activities/exercises/investigations; analysis and interpretation of collated observations

PRACTICUM:

1. Observation of classrooms as well as other learning situations in a range of schools – field notes and reflections/discussions to understand what children learn, how they learn (especially in group situations)
2. Close observation of particular classrooms/school activities and analyzing these (transcripts, video recording) through particular theoretical perspectives
3. Observation of children at play and recording what they learnt through play.
4. Observing how learning takes place in informal settings especially among specific tribes.
5. Visits to different schools with learners from varied socio-cultural backgrounds: Observations of individual differences in learners (in different kinds of learning situations); Profiling specific learners; Sharing learner profiles from different schools
6. Observing and analyzing student and teacher relationships.
7. Observing students style of learning.

SUGGESTED READINGS

1. मुकुंदाकमला, स्कूलमेंतुमनेक्यापूछा, एकलव्य, भोपाल, २०१३१
2. सीखनेमेंगति की स्वतंत्रता, रविकान्ततोषनीवालए, विमर्श, मार्च १९९९, दिगांतर, जयपुर
3. समावेशीशिक्षा:विचारऔरअनुभव, मदनमोहनझा की विशंबरसेबातचीत, शिक्षाविमर्श, मई-जून २००७, दिगांतर, जयपुर
4. Emotions and Learning, Venu N., Journal of the Krishnamurti Schools, Issue 10, July 2006, Centre for Learning, Bangalore
5. W Crain, Theories of Development: Concepts and Applications 1992, Prentice Hall, New Jersey. Chapter 10 – Vygotsky's Social-Historical Theory of Cognitive Development
6. Interaction Between Learning and Development, Vygotsky L.S. 1978, Mind in Society, Cambridge, MA: Harvard University Press, 79-81
7. Perspectives from women, BatraPoonam, Seminar 387, November 1991.
8. Learning to be Backward, Kumar Krishna, Social Character of Learning Pgs. 59 – 77.
9. Growing up Male, Kumar Krishna, What is Worth Teaching, pgs, 81 to 87.
8. The Child's Construction of Knowledge, Sarangapani M. Padma, Chapter 4, inSaraswati T.S. (1999) Culture, Socialization and Human Development Theory, Research and Applications in India, Sage< New Delhi.

9. **Looking at Learning**, Wray, D. (2006) '*Looking at learning*', 171-178; in Arthur, J., Grainger, T. & Wray, D. (Eds), *Learning to teach in the primary school* London: RoutledgeFalmer ...

Two Year B.Ed. Course
B.Ed. 2nd Year

Contemporary Studies

COURSE 010

Gender, School and Society

MAX MARKS – 100

INTERNAL – 20

EXTERNAL – 80

This course is intended to help student teachers understand gender inequality in order to work towards a change in gender relations. It will examine gendered roles and beliefs about gender in society. Student-teachers will critically examine their own role as well as the role of schools, peers, teachers, curriculum and textbooks, etc. in challenging gender inequalities or reinforcing gender equality.

The meaning and experience of being a boy or a girl is not the same across different social groups, regions and time-periods. This course will examine how we learn and challenge these gendered roles in society, through a variety of institutions such as the family, caste, religion, culture, the media and popular culture (films, advertisements, songs etc.), law and the state. Unequal access of education to girls is a well-documented reality. But the concerns of gender-just education go beyond access to schools; gender identity construction is influenced by forces at home and in society. The seat of power and authority in the Indian societal context is more often than not, firmly rooted in patriarchy. It is important to understand how socialisation into a specific gender influences how we and others look at ourselves and others and what opportunities for education we get. As future teachers, we should understand and examine the role of schools, peers, teachers, curriculum and textbooks, etc. in challenging gender inequalities or reinforcing gender parity. With this purpose, B.Ed. students will be expected to observe and study the distribution of roles and responsibilities in schools and classrooms, rituals and school routines, processes of disciplining distinctly as for girls and boys, and in classroom interaction. Take for example, studying the everyday activities where the majority of girls constitute the assembly choir group and the boys form the inter-school cricket team; girls partnered to be seated with other girl students and boys with boys; sciences associated with boys and humanities with girls; art and craft considered to be the domain of the girls and physical education that of the boys; etc. Teachers need to question such stereotypes and help students rethink their beliefs.

This course will also study representation of gendered roles, relationships and ideas in textbooks and curricula, examining how schools nurture or challenge creation of young people as masculine and feminine selves. Teachers' need help to develop abilities to handle notions of gender and sexuality, often addressing the issues under diverse cultural constraints, their own and their students', instead of shying away from the same. The formulation of positive notions of sexuality among young people impact larger issues – perceptions of safety at school, home and beyond, identification of sexual abuse/violence and its verbalisation, combating the dominant societal outlook of objectification of the female body, and so on. The course will undertake critical reading of the media which propagates popular beliefs, reinforcing gender roles in the popular culture and by implication, at school.

The student-teachers will develop an understanding of gender issues through a continuous dialogue and engagement and explore the possibilities for using these in their work.

COURSE OBJECTIVES:

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

CONTENT AREAS

Unit 1: Gender: Key Concepts - Social Construction of Gender

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

Unit 2: Gender and Schooling

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

Unit 3: Gender and Sexuality

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

Unit 4 Psychological and Sociological Perspectives

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

Unit 5: Strategies for Change

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

Suggested workshop themes/practicum

Analysis of the textual materials from the perspectives of gender bias and stereotype

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

Suggested Readings

1. Gender Analysis of State Policies: A case study of Chhattisgarh, Dr.Senllina
2. Towards Gender Equality in Education: Progress and challenges in Asia-Pacific Region, R. Govinda, National University of Educational Planning and Administration, New Delhi.
3. Bhattacharjee, Nandini (1999) Through the looking-glass: Gender Socialisation in a Primary School in T. S. Saraswathi (ed.) *Culture, Socialization and Human Development: Theory, Research and Applications in India*. Sage: New Delhi.
4. Geetha, V. (2007) *Gender*. Stree: Calcutta.
5. Ghai, Anita (2008) Gender and Inclusive education at all levels In Ved Prakash & K.Biswal (ed.) *Perspectives on education and development: Revising Education commission and after*, National University of Educational Planning and Administration: New Delhi
6. Jeffery, P. and R. Jefferey (1994) Killing My Heart's Desire: Education and Female Autonomy in Rural India. in Nita Kumar (ed.) *Women as Subjects: South Asian Histories*. New Delhi: Stree in association with the Book Review Literacy Trust: Kolkata pp 125-171
7. Ghai, Anita (2006). Education in a globalising era: Implications for disabled girls, *Social Change*, 36 (3) pp 161-176
8. Learning, Livelihoods, and Social Mobility: Valuing Girls' Education in Central India, Peggy Froerer, Brunnel University, Anthropology and Education Quarterly, Vol.43, 2014
9. Mehrotra, D.P., India: Sexism and Patriarchy in the Textbooks, Good Girls are submissive and subsidiary Thursday 22 November 2012, South Asia Citizen's Web
10. कमलाभसीन, लड़का क्या है, लड़की क्या है, जागोरी, नई दिल्ली

11. जेंडर और षिक्षा रीडर, भाग 1 और 2, निरंतर, नई दिल्ली 2010
12. कमलाभसीन, पितृसत्ता क्या है, जागोरी, नई दिल्ली
13. महरोत्रा दीप्तिप्रिया, भारतीय महिला आंदोलन: कल आज और कल, सम्पूर्ण टस्ट्र, नई दिल्ली 2001
14. आर्यसाधना, निवेदिता मेनन और जिनी लोकनीता, नारीवादीराजनीतिसंघर्ष, एवंमुद्दे (संपादक), हिन्दी कार्यान्वय निदेशालय, दिल्ली विश्वविद्यालय, दिल्ली 2001.

कुछ कहानियाँ जिसमें जेंडर आधारित भूमिकाएँ, असमानता, संघर्ष दर्शाया गया है।

Two Year B.Ed. Course
B.Ed. 2nd Year

Educational Studies

Course 011

Curriculum and Knowledge

MAX MARKS – 100

INTERNAL – 20

EXTERNAL – 80

Approximately 80 hours of classroom instruction. Time spent on assignments, projects, discussions, etc is additional (adding up to a total of approximately 240 hours of overall effort).

Curriculum which seeks to develop certain understanding, skills, values and mental dispositions in the students ('aims' of education) is deeply embedded in the culture and structures of the society. As such it is also contested and debated within the society. Curriculum is therefore not given but something developed through dialogues and negotiations. This course is designed to enable the student-teacher to not only understand the social character of curriculum but also engage with its implications for her or his own work as a teacher.

Curriculum defines the broad contours of the experiences that need to be given to students through a planned intervention, and it is delivered through the syllabi and eventually through the teaching learning materials (like text books, library, films, and laboratory equipment) and the class room experiences ('lessons'). A teacher constantly needs to see the linkages between the aims of education, the curriculum, the syllabi, the materials and the class room processes and how they influence each other. While it appears to the teacher as being given by higher authorities, a teacher both individually and as a member of a professional group, has an important role in shaping it. In fact each school and even each class has its own curriculum, whether consciously designed or not.

Contrary to the emphasis given to the teaching of 'subjects' it is important to realize that curriculum encompasses not only the realm of knowledge but also skills, values and dispositions (states of the mind) which enable an individual to live a fruitful adult life and contribute to the common good while reinforcing his or her autonomy. Knowledge, moral values etc. too are embedded in the social context and need to be seen as fluid and in the making and not given. Power enables certain strata of society to determine which knowledge, moral values or skills are worthy of imparting and in the process to marginalize the knowledge and values of the underprivileged. This can be illustrated with the example of how colonialism privileged the knowledge of certain subjects developed in Europe and communicated through English and marginalized and even obliterated other forms of knowledge of indigenous people. The same can be said of the poor and marginalized communities of today. It is therefore vital for a student teacher to understand this relation between knowledge and power to be able to respectfully engage with the knowledge that children bring with them to the school.

The social constructivist framework of education assumes that all children do not passively assimilate knowledge etc. but actively construct them by engaging with their own prior conceptions and that of their fellow students and the experiences offered by the teacher. Thus the class room cannot be merely seen as a place for transmission of knowledge but a place where knowledge and values are constructed through a collective and collaborative enterprise.

Objectives

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

Unit 1

Curriculum, Syllabi, Text books and Class room

- a. Understanding the meaning and nature of curriculum, need for curriculum in schools.

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

- b. 'Hidden Curriculum' – meaning and concerns of 'hidden' curriculum

Unstated implications of some text book features and class room practices especially relating to gender and marginalized groups.

- c. Types of curriculum:

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

- d. Curriculum visualized at different levels – national-level, state-level and related issues

Unit 2

Nature of Knowledge

- a. Introduction to discussions about knowledge: What is knowledge? Knowledge as human endeavor: Curiosity, Practice and Dialogue. The nature of human curiosity, its limits; the complex interaction between knowledge and social practice; knowledge being formed through dialogues and shared with a larger community.
- b. Growth of knowledge and revision of knowledge.
- c. Analysis of the concept of knowledge; types of knowledge: propositional (belief, truth and justification), procedural and acquaintance. Notions of objectivity and universality. The place of propositional, procedural and acquaintance knowledge in the curriculum.

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

Unit 3

Moral Values

- a. What are values?
- b. Nature value and morality.
- c. What are the values prevalent in contemporary society?
- d. Morality in a multi-cultural, multi religious and democratic society: different cultures/religions have different value systems and preferences. Can any one of them become the basis of moral education in schools? Can there be democratic norms of dialogue between different value systems
- e. Objectives of moral education: Is it to impart information about what is valuable or to train the student how to take moral decisions or is it to instill in the student a desire to be moral person? Should investigation into why it is difficult to be moral be a part of curriculum?
- f. Psychological theories of development of moral reasoning in children and adolescents. (Kohlberg)
- g. How can morality be inculcated? Through analyzing moral questions and decisions, through providing models of behavior for emulation, through creating situations in which moral decisions have to be taken and reviewing them?
- h. How does the school system nature a culture of peace?

Unit 4

Curriculum and Productive Work

- a. Understanding work as a productive activity which aims at producing tangible goods or services. Changing nature of work in recent times. Is 'work' incompatible with education?
- b. Gandhian notion of education through productive work and a review of experience of its actual implementation. Can we substitute traditional crafts with modern industrial work? From Gandhian notion to 'Socially useful productive work' (SUPW).
- c. Vocational Education: education as preparation for a particular field of employment Vs liberal education to prepare for adult life in general. Possibility of combining work skills of several fields as a part of general education.
- d. Visioning - human beings and just society, the role of students and teachers, the nature of knowledge and learning, the role of assessment and evaluation in education.
- e. Areas of study (subjects) and the objectives of learning them.

Unit 5

Children and knowledge construction

- a. How knowledge can be constructed? What is involved in construction of knowledge?

- b. Teaching as 'imparting' knowledge Vs teaching as enabling children's construction of knowledge
- c. Children as individual constructors of knowledge vs the notion of social construction of knowledge and scaffolding by peers and seniors.
- d. Children's experience and knowledge and community knowledge in the shaping of their understanding new concepts and ideas.
- e. Class room as a space for collaborative construction of new knowledge vs a space for transfer or re-construction of pre-existing knowledge.
- f. Should children determine their own curriculum?

Practicum

- i. Studying sample text books to identify 'hidden curriculum' in them especially relating to tribal people, minorities, rural people, women etc.
- ii. Conduct a collaborative knowledge construction class in a school and prepare a report on its basis. (Some exemplar themes: 'let us find out about what kind of food we all eat and enjoy.' Or 'what is the nature of our family lives?' or 'what is the difference between a fly and an ant?' or let us find out the rules for use of masculine and feminine gender in Hindi language.)
- iii. Comparative study of various curriculum documents.
- iv. Prepare a report comparing national curriculum framework, the text books and class room practices in the school in which the student teacher has been interned. To what extent does the class room practice carry out the curricular objectives or the objectives set out in the text books?
- v. The context/cultural embeddedness of curriculum.
Curriculum as a mode of transmission of culture and social norms. Diverse strands of culture and contestations and debates within them. Problems involved in questions about cultural choices and their implications for curriculum. Who defines culture? Who defines curriculum? (Relate this to the discussion on negotiating diversity in aims of education)

Essential readings

1. Krishna Kumar, What's the Worth Teaching; ;कृष्णकुमार, शैक्षिक ज्ञान और वर्चस्वद्ध
2. Christopher Winch, Philosophy and Education Policy, chapter 1&2.
3. John Dewey, Democracy and Education, Chapter 2 ;जानडीवी, लोकतंत्र और शिक्षा
4. National Curriculum Framework NCERT 2005, (Chapter 2)
5. Position Paper, National Focus Group on Curriculum, Syllabus and Text books (NCERT, 2006)

6. Position Paper, National Focus Group on Work and Education (NCERT, 2007)
7. ज्ञान शिक्षाक्रम और शिक्षाशास्त्र, डी एड प्रथम एवं द्वितीय वर्ष-पठन सामग्री , एस सीईआरटी, रायपुर 2012
8. रोहित धनकर, शिक्षा और समझ, आधार प्रकाशन, जयपुर, 2007
9. रोहित धनकर, लोकतंत्र, शिक्षा और विवेकशीलता, आधार प्रकाशन, जयपुर, 2004
10. रोहित धनकर, शिक्षा के संदर्भ, आधार प्रकाशन, जयपुर, 2007
11. Ryle, G. 'Can Virtue Be Taught?' in R. E. Dearden, P. Hirst and R. S.Peters (eds) Education and the Development of Reason, London, Routledge. (1972)
12. Straughan, R. Can We Teach Children to Be Good?, London, Allen and Unwin. (1982)
13. Kohlberg, L. The development of children's orientations toward a moral order, Vita Humana,(1963).
14. R Meighan, Hidden Curriculum, in IramSiraj-Blatchford, A Sociology of Educating,
15. Anthony Giddens, Sociology (5th Edition) Cambridge 2006 (Chapter on Education)
16. Relevant sections of 1975, 1988, 2000 and 2005 curriculum documents of NCERT.
17. Christopher Winch and John Gingell. Philosophy and Education: A Critical Introduction. Routledge, 2005.
18. Robin Barrow. An Introduction to Moral Philosophy and Moral Education. Routledge, 2007.
19. Paul Hirst. "The Demands of Moral Education: Reason, Virtues and Practices." In Education in Morality, edited by J H Halstead and T H Mclaughlin. Routledge, 1999
20. Noah Lemos. An Introduction to the Theory of Knowledge. Cambridge, 2007.
21. Christopher Winch. "Curriculum Design and Epistemic Ascent." Journal of Philosophy of Education, 47, 2013, 128-146.

**Two Year B.Ed. Course
B.Ed. 2nd Year**

Educational Studies

COURSE 012

Assessment for Learning

MAX MARKS – 50

INTERNAL – 10

EXTERNAL – 40

The course is designed keeping in mind the critical role of assessment in enhancing learning. The purpose of assessment is not to rank or filter but to help the system support the learner. The traditional notion considers assessment as an end of teaching activity that does not allow the learner to talk to others, use materials, or explain her point of view or be asked questions in a format that helps her articulate her understanding. The traditional purpose of assessment as a mechanism to filter learners and to sort them as having learnt and not learnt the traditional assessment is also seen as a statement on their abilities or potentials and its formats reduce learning to responding in a limited set of forms to a defined set of tasks. Generally assessment is learning that can be displayed on paper and is a selective and competitive act and achievement as an outcome of individual's innate factors and hard work.

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.

The course will thus enable student-teachers to:

Gain a critical understanding of issues in assessment and evaluation (from a constructivist paradigm)

The purpose of assessment is to review the work and the worth of the learner and distances itself from understanding the context in which the child is learning. It looks to discover what the learner has not learnt from the list given as opposed to trying to uncover what she has learnt and hence helping her to move forward, the main purpose being to understand the learner and support her in her process of learning. This support would include giving constructive feedback to the child through various mechanisms. The course would help would be teachers understand the role and need for feedback both to the students and their guardians. Student-teachers will

explore diverse methods of assessing diverse learners and giving feedback to them. The course discusses the relationship of assessment with self-esteem, motivation and identity as learners.

This course will be closely examine notions of 'disability' and 'failure' are seen as the other face of notions of 'ability' and 'achievement' as promoted by school. The course will support student-teachers in understanding the psycho-social and political dimensions of assessment. They will see how traditional assessment used for competitive selection has provided legitimacy to iniquitous systems of education and worked towards perpetuating equations of power and hegemony in society.

The aim of this course is therefore to develop a critical understanding of issues in assessment and also explore realistic, comprehensive and dynamic assessment processes which are culturally responsive for use in the classroom. They would review the current processes and their own experiences in this fame. The course will thus seek to prepare prospective teachers to critically look at the prevalent practices of assessment and selection and conceptualize alternative enabling processes that lead to better learning and more confident and creative learners.

UNIT1: OVERVIEW OF ASSESSMENT AND EVALUATION

Perspective on assessment and evaluation of learning

- The role and importance of assessment
- What is assessment, why do we assess
- Current Examination system:-
 - Critical review of current evaluation practices and their assumptions about learning and developing
- Assessment for support – The purpose, nature, principles, effect, kind of tools, kind of strategies
 - To promote development in cognitive, social and emotional aspects,
- Examination for social selection and placement
- Role of ICT in examination assessment
- Impact of the prevailing examination system on student learning and stakeholders.
- Entrance test and their influence of students and school system
- Prospective on assessment and Evaluation of learning in a constructivist paradigm
- Distinction between 'Assessment of Learning' and 'Assessment for Learning'
- Clarifying the terms – assessment, evaluation, test, examination, measurement

UNIT 2: ASSESSMENT IN SCHOOL – PRACTICES AND POSSIBILITIES

WAYS TO ASSESS STUDENTS

- Memory, procedure based, quick-response questions and tasks
- Impact of examination-driven schooling

- On pedagogy: Content-confined, information focused testing; Memory centric teaching and testing
- De-linking school-based assessment from examinations: Some possibilities and alternate practices, forms of assessment tasks and their analysis
- Process of assessment- Individually, in a given group task, in normal tasks
Kinds of Tasks – Projects, assignments, performances,
- Self and peer evaluation, using the multilingual capability in the classroom
- Portfolio assessment
- Continuous and comprehensive assessment

UNIT 3: WHAT IS TO BE ASSESSED?

- Aspects to be assessed
- Retention/recall of facts and concepts; Application of specific skills
- Problem-solving; applying learning to diverse situations
- Originality and initiative; Collaborative participation; Creativity.
- Nature of questions and what they tell us? – Recall questions, procedural questions and problem solving, creative response requiring, reflective response questions.

UNIT 4: EXAMINATION REFORM EFFORTS

Examination reform efforts in India based on:

- Secondary Education Commission (1952-53)
- Kothari Commission (1964-66)
- National Policy on education (1986) and Programme of Action (1992)
- National Curriculum Framework (2005) developed for school education
- National Focus Group position Paper on Examination Reform
(Discussion should cover analysis of recommendations; implementations and the emerging concerns).

UNIT 5: FEEDBACK AND REPORTING

- Feedback to the learner, parents, teacher and school.
- Background of the child and the feedback nature.
- Analyzing responses and identifying what the child knows
- Meaningful feedback as an essential component of learning
- Types of teacher feedback (written comments, oral); peer feedback.
- Place of marks, grades and qualitative descriptions
- Developing and maintaining a comprehensive learner profile; cumulative records
- Purposes of reporting: To communicate
- Progress and profile of learner

- Data analysis- percentage, graphical representation, frequency distribution, central tendency.

Practicum

1. Developing a comprehensive learner profile.
2. Analyzing responses of a child and giving feedback to them
3. Presentation of papers on issues and concerns/trends in assessment
4. Presentation of papers on examination and evaluation policies
5. Prepare a test paper including different type of question.

References

1. Assessment and Source Book (2009). NCERT: New Delhi.
2. http://www.edu.gov.mb.ca/k12/assess/wncp/full_doc.pdf
3. Moskal, B.M. (2000). Scoring rubrics: what, when and how? Practical Assessment, Research & Evaluation, 7(3). Available online: <http://pareonline.net/getvn.asp?v=7&n=3>
4. Black, P. and William, D.(1998a). Assessment and classroom learning. Assessment in Education, 5 (1): 7-74.
5. Dewan, H. K. *Mulyankan Kyo? Khojbeen* issue 3. Udaipur: Vidya Bhawan: Society
6. Learning curve, issue-(XX) *Assessment in school education* (August 2013) Azimpremji University. Available online: <http://www.teachersofindia.org/en/periodicals/learning-curve-issue-xx>

Two Year B.Ed. Course
B.Ed. 2nd Year

Educational Studies

Course 013
School Culture, Management and Teachers

MAX MARKS – 50

INTERNAL – 10

EXTERNAL – 40

Objective of the course

This course seeks to provide the student-teachers a framework to understand the functioning of school as an organization and explore possibilities for improving its functioning.

Given the role of school as an instrument of democratic education of the future citizens, to what extent is its own functioning inclusive (gives dignified space for diverse kinds of children from diverse social background and diverse abilities)? To what extent is its own decision making democratic and responsible? This can be done by studying documents relating to the school and also by observing different kinds of schools in the field and their functioning.

The school operates within a constitutional and legal framework. The student teachers need to understand not only the provisions under law and the principles behind them but also be able to critique them and work out alternatives. This course will offer such a possibility.

The answerability of the school has been much under discussion. In the case of public schools, they are not only answerable to the government but also to the parents whose children study in the school. Even in private schools the school has to be answerable not only to the management but also to the parents. What does this answerability mean and how do schools discharge this answerability, are questions that need to be investigated. Student teachers will also be encouraged to investigate why and how answerability structures get weakened. In this context the role of the state and market needs to be problematized. In this context issues like school visioning, leadership, discipline and participative decision making will be explored.

The conditions of teaching as a profession, in terms of qualifications, service conditions, security of tenure, emoluments and perquisites, grievance redressal, professional association, opportunities for knowledge upgradation, etc. will be discussed in the context of both government and private sectors. The changing context of privatization, casualization, informalisation and loss of control over work within the teaching profession will be studied.

Unit 1: Framework for understanding school culture

- i. Inclusive school
- ii. Democratic school
- iii. School effectiveness studies
- iv. Mechanisms for coordinated functioning in school

Unit 2: Legal Framework of schooling in India

- i. Constitutional provisions

- ii. State government
- iii. Private management

Unit 3: Role of parents, community, promoters in school management, Role of children in school management

Unit 4: Concept of quality management

- Classroom management
- Time management
- Management of physical & human resource

Unit 5: Teacher's status, service conditions, emoluments, welfare/social security and professional development, teacher accountability and professional ethics.

Practicum

Observation of school functioning – in different settings, government (Central School/Navoday schools, schools run by state government – normal schools, residential schools, pace setter schools) low fee charging private schools, high fee charging private schools, innovative schools etc.

Observation of School Management Committee meetings and records to understand participation of different kinds of members.

Interview with different kinds of teachers to understand their working conditions and problems faced by them.

Readings

1. M Apple, Democratic Schools (लोकतांत्रिक शाळा)
2. Position Paper: National Focus Group on Systemic Reforms for Curriculum Change, NCERT, 2006
3. Position Paper: National Focus Group on Education of Children with Special Needs, NCERT, 2006
4. S Nurullah and JP Naik, A Student's History of Education in India, Macmillan, (Chapter on post independence Constitutional provisions)
5. Right of Children to Free and Compulsory Education Act 2009
6. Shiksha Sanhita, Govt of Chattisgarh.
7. National Commission on Teachers, Report, 1985.

Two Year B.Ed. Course
B.Ed. 2nd Year
पाठ्यक्रम 014.1
हिन्दी का शिक्षणशास्त्र (द्वितीय वर्ष)

अंक – 100
आंतरिक – 20
बाह्य – 80

बच्ची जब विद्यालय आती है तब तक वह अपनी भाषा में परिपक्व हो जाती है। वह अपनी भाषा में व्यक्तियों से संवाद करने की क्षमता रखती है और यह क्षमता वह परिवेश से अंतः क्रिया करके हासिल करती है। उसका लिखित भाषा स्वरूप से परिचय व उसमें पढ़ने लिखने की व अन्य भाषाई क्षमताओं का विकास विद्यालय करता है। उच्च प्राथमिक व माध्यमिक कक्षाओं में इन्हीं क्षमताओं का उतरोत्तर विकास करना होता है। वास्तव में भाषा शिक्षण के वृहद उद्देश्यों को समझना व भाषा की एक अच्छी कक्षा कैसी हो को जानना व भाषा सिखाने के प्रचलित तरीकों को जांचने से हमें भाषा शिक्षण का एक स्पष्ट नजरिया मिलता है।

बच्चों में अपने समाज से रूबरू होने, सौन्दर्य बोध और संवेदनशीलता के विकास के लिए उनमें साहित्य के प्रति रुचि जगाए जाने की जरूरत है। कविताओं की सन्दर्भ सहित व्याख्या करते रहने से यह संभव नहीं होगा। इसके लिए कहीं ज्यादा गंभीर प्रयास करने होंगे, जिनमें विभिन्न तरह के साहित्य को पढ़ते हुए उनसे अर्थ ग्रहण करने, बिम्बको समझने जैसे प्रयासों की जरूरत होगी। साथ ही भाषाई विकास में साहित्य की महत्ता को भी समझना होगा।

वर्तमान में आकलन की जो प्रक्रिया चल रही है क्या उसके द्वारा आकलन के उद्देश्य पूरे हो रहे हैं? क्या सही तौर से जिस चीज का आकलन होना चाहिए, वह हो रहा है? हमें आकलन को व विशेष तौर पर भाषा में आकलन को पुनः परिभाषित करने की आवश्यकता है। आकलन को भाषा शिक्षण की समग्रता में समझने की जरूरत है।

अपेक्षा है कि प्रस्तावित पाठ्य क्रम भाषाई कौशलों के बेहतर रूप में विकसित होने में मददगार हो सकेगा।

इकाई 1 : हिन्दी भाषा शिक्षण

क. हिन्दी भाषा शिक्षण के उद्देश्य व भाषाई कौशल

—पढ़कर समझना, अभिव्यक्त करना (मौखिक, लिखित), तार्किक व समीक्षात्मक दृष्टि से सोचना, भाषा का सृजनात्मक व काल्पनिक इस्तेमाल करना आदि उद्देश्यों व कौशलों का विकास।

—उच्च प्राथमिक, माध्यमिक व उच्चतर माध्यमिक स्तरों पर भाषा शिक्षण के उद्देश्यों को समझना।

ख. भाषा की कक्षा कैसी हो?

—बच्चों की सक्रिय भागीदारी, समावेशन, गलतियों से सीखने के मौके, विविध भाषाई सामग्री का उपयोग, भाषा उपयोग के अधिकाधिक अवसर, भाषा की कक्षा का पुस्तकालय से जुड़ाव, बच्चों की भाषा, संदर्भ, अनुभवोंकोस्थानदेना, अर्थनिर्माणपरजोर, आपसीसंवाद के अवसर।

ग. भाषा शिक्षण के प्रचलित तरीकों का विप्लेषण

—व्याकरण अनुवाद, प्रत्यक्ष, संप्रेषणात्मक, ढांचागत, व्याख्यान आदि तरीकों की समीक्षा।

घ. हिन्दी सीखने—सिखाने के विविध दृष्टिकोणों को समझना

—समग्र भाषा दृष्टिकोण, रचनात्मक दृष्टिकोण, बहुभाषिक दृष्टिकोण।

गतिविधि

- कक्षा शिक्षण में भाषा शिक्षण के उद्देश्यों की पूर्तिव कौशलों के विकास के लिए विविध पाठ्य सामग्री के माध्यम से गतिविधियाँ निर्मित करना।
- बच्चों के वार्तालाप का अवलोकन कर समझना कि वे भाषा का प्रयोग किस प्रकार करते हैं।
- किसी विषय पर बच्चों के बीच वादविवाद करवाना और इस पर टिप्पणी लिखना। जिसमें इस बात को जाहिर करने पर ध्यान हो कि वे अपने पक्ष को रखने के लिए किस तरह के, और किस स्तर के कौशलों का उपयोग करते हैं।

इकाई 2 : साहित्य का शिक्षण : भाग 1

क. साहित्य क्या है?

—अर्थ, विभिन्न लोगों के विचार (प्रेमचंद, महावीर प्रसाद द्विवेदी, आचार्यरामचंद्र शुक्ल, मुकुटधर पाण्डेय)

ख.साहित्य क्योंपढ़ें?

—साहित्य व संवेदनशीलता।

—साहित्य व सौन्दर्यबोध।

—साहित्य व यथार्थ—सामाजिक, सांस्कृतिक, राजनैतिक यथार्थ से रूबरू होना व उसमें अपनी भूमिका तलाशना।

—साहित्यिक लेखन की सराहना

गतिविधि

- किसी एक कहानी के विविध पक्षों पर बातचीत करना।
- हिन्दी साहित्य के चयनित उपन्यासों में से किसी एक को पढ़कर उस पर टिप्पणी लिखना।
- प्रेमचन्द के किसी उपन्यास को पढ़कर उनकी दृष्टि, पक्ष धरता, भाषा प्रयोग, आदि की विवेचना करना।

इकाई 3 : साहित्य की विविध विधाओं का शिक्षण : भाग 2

क. गद्य की विविध विधाओं/रूपों से परिचय

— गद्य विधाओं का परिचय, कहानी, उपन्यास, निबन्ध, नाटक, जीवनी, संस्मरण, रिपोतार्ज के उदाहरणों से उनकी संरचना, विशेषताओं एवं विकास को समझना।

ख. गद्य विधाओंका शिक्षण।

—कहानी, उपन्यास, निबंध, नाटक शिक्षण

—नाटक को पढ़ना—पढ़ाना (संवाद लिखना, मंचनकरना, अभिनय, अभिव्यक्ति)

—समकालिन साहित्य का शिक्षण (दलित विमर्श, स्त्री विमर्श, बाल साहित्य)

ग. गद्य विधाओं के शिक्षण के लिए शिक्षण योजना व गतिविधियाँ तैयार करना।

गतिविधि

- कक्षा 6 से 12 की किताबों से कोई नाटक चुनकर उसका मंचन। मंचन के बाद इस पर चर्चा की नाटक की तैयारी, मंचन आदि में शामिल होने से किस तरह की भाषा दक्षताओं का विकास होता है।
- किसी रचना की विधा को बदलते हुए उसका पुनर्लेखन करना।
- दलित विमर्श पर रचे गए साहित्य को पढ़कर, इस पर बातचीत। स्त्री विमर्श पर रचे गए साहित्य को पढ़कर, इस पर बातचीत।
- सम कालीन बालसाहित्य और पंचतंत्र, हितोपदेश जैसे पारम्परिक बालसाहित्य का तुलनात्मक विवेचन करना।
- किसी समुदाय विशेष में प्रचलित लोककथाओं का विवेचन आधुनिक, लोकतांत्रिक जीवन मूल्यों की उपस्थिति के सन्दर्भ में करना।

इकाई 4 : साहित्य की विविध विधाओं का शिक्षण : भाग 3

क. पद्य की विविध विधाओं/रूपों से परिचय

—पद्य विधाओं का परिचय, कविता, पद, दोहों के उदाहरणों से उनकी संरचना, विशेषताओं, विकास को समझना।

ख. पद्य विधाओंका शिक्षण।

—कविता को पढ़ना—पढ़ाना (कविता को पढ़ना व सुनाना, कविता के संदर्भ, भाव, बिंब, सरोकार से जुड़ना, लय, गति, आरोह—अवरोह को समझना)

गतिविधि

- विविध कविताओं का संकलन करना व उसके संदर्भ में प्रमुख बिन्दुओं पर अपने विचार लिखना।
- पद्य विधाओं के शिक्षण के लिए शिक्षण योजना व गतिविधियाँ तैयार करना।

इकाई 5 : हिन्दी भाषा में आकलन

क. भाषा में आकलन

—भाषा में आकलन के क्षेत्र व बिन्दु

—भाषा में मूल्यांकन के तरीके

—भाषाई कौशलों का मूल्यांकन—संकल्पना, तरीके

ख. भाषा आकलन में प्रश्नों का स्वरूप

—समस्या समाधान संबंधी प्रश्न, सृजनात्मकता संबंधी, समालोचनात्मक चिंतन संबंधी, काल्पनिकता संबंधी

गतिविधि

- गद्य व पद्य विधा पाठों को पढ़कर उनके मूल्यांकन की प्रक्रिया सुझाना।
- आकलन के लिए समालोचनात्मक चिंतन संबंधी, कल्पनाशीलता संबंधी, समस्या समाधान संबंधी प्रश्न, सृजनात्मकता संबंधी प्रश्न विकसित करना।

- कक्षा 6 से 11 में से किसी एक कक्षा में किए गए हिन्दी के मूल्यांकन की उत्तर पुस्तिकाओं को देखते हुए मूल्यांकन के तरीके का विवेचन करना। विवेचन के आधार पर बेहतर मूल्यांकन के तरीके सुझाना।

संदर्भ साहित्य हिन्दी

18. राष्ट्रीय पाठ्यचर्या की रूपरेखा 2005 एन. सी. आर. टी.
19. भारतीय भाषाओं के लिए निर्मित पोजीशन पेपर एन.सी.ई.आर.टी
20. बच्चे की भाषा और अध्यापक कृष्णकुमार नेशनल बुक ट्रस्ट
21. प्राथमिक शिक्षा में भाषा शिक्षण, गिजुभाई बघेल का मान्टेसरी बाल शिक्षण समिति
22. शैक्षिक ज्ञान एवं वर्चस्व – ग्रंथ शिल्पी, दिल्ली
23. एन.सी.ई.आर.टी जर्नल्स – जर्नल्स आफ इंडियन एजुकेशन
दी प्राइमरी टीचर्स
एजुकेशन एक्सट्रेक्ट
इंडियन एजुकेशनल रिव्यू
24. अभिव्यक्ति और माध्यम एन.सी.ई.आर.टी
25. सृजन भाग 1 अभिव्यक्ति और माध्यम एन.सी.ई.आर.टी
26. हिन्दी साहित्य विधाओं की प्रकृति, देवीशंकर अवस्थी
27. हिन्दी साहित्य का संक्षिप्त इतिहास एन.सी.ई.आर.टी
28. हिन्दी साहित्य – हजारी प्रसाद द्विवेदी
29. साहित्य सहचर – हजारी प्रसाद द्विवेदी
30. साहित्यिकारों यथा – प्रेमचंद, अज्ञेय, राजेन्द्र सिंह बेदी, चंद्रधर शर्मा गुलेरी, जयशंकर प्रसाद, कबीर, सूरदास, मीरा, तुलसीदास, बिहारी, हरिऔध, मैथिलीशरण, निराला, महादेवी, दिनकर, नागार्जुन, केदारनाथ अग्रवाल, सर्वेश्वर दयाल सक्सेना, रघुवीर सहाय, सुभद्रा कुमारी चौहान, हरिवंश राय बच्चन, भारतेन्दु हरिश्चन्द्र के नाटक, निबंध, कहानी, काव्य की पुस्तके।
31. उदारीकरण का सच, माधुरी, अमित और दीपक नैयर राजकमल प्रकाशन नई दिल्ली।
32. भारत की राष्ट्रीय संस्कृति एस आबीद हुसैन नेशनल बुक ट्रस्ट नई दिल्ली 1998
33. भारत का संविधान एस सी कश्यप नेशनल बुक ट्रस्ट 1995
34. शिक्षा में बदलाव का सवाल—सामाजिक अनुभवों से नीति तक अनिल सदगोपाल ग्रंथ शिल्पी नई दिल्ली 2000

महत्वपूर्ण वेबसाइट:

4. www.ncert.nic.in

5. www.languageinindia.com
6. <http://www.eric.ed.gov> (ERIC)

Two Year B.Ed. Course

B.Ed. 2nd Year

Pedagogy of Subject Area

COURSE 014.2

Pedagogy of Language – English (II)

MAX MARKS – 100

INTERNAL – 20

EXTERNAL – 80

Course Description

This Pedagogy of Language (English) course will build the understanding of the student-teachers to pedagogical processes based on the theoretical understanding. This would be in conjunction with the school internship. It would expect would be teachers to think of learning experiences that can be inclusive and engaging for all children. These have to be such that they develop language skills as well as learning to appreciate literature.

Objectives of the Course

The Course will enable student-teachers to

- Develop the ability to design appropriate learning experiences for teaching English language
- Critically explore the existing theories and practices in language education and their implications in English language teaching and learning with special focus at secondary school level.
- Become aware of opportunities and resources available for language teacher by continuous learning

Unit 1: Teaching English Language – 2

Development of Language Skills: Teaching, Listening & Speaking

- Teaching Listening & Speaking: Sub Skills of Listening; Listening and Speaking for specific purposes. Reading as a process versus product
Understanding Phonetics – consonant system, vowel system, word stress, sentence stress, intonation.

Creating and using tasks , materials and resources for developing listening and speaking skills – Story Telling, Dialogues, Situational Conversations, Role Plays, Simulations, Speech (Debates, Extempore, Presentations, Elocutions) , Language Games, Language Laboratories, Pictures, Materials from Real Life and Multi - Media Resources (videos, films and audios)

- Teaching Reading: Sub Skills of Reading, Importance of understanding development of reading skills, Reading Aloud and Silent reading; Extensive and Intensive Reading; Skimming and Scanning; Comprehension; Study Skills ; Using Thesaurus, Encyclopedia, Dictionary

Creating and using tasks, materials and resources for developing verbal and nonverbal reading skills

Unit 2: Teaching English Language – 2

a) Development of language skills: Teaching-writing.

- b) i. Teaching Writing : Mechanics of writing including punctuation , spelling , Sub-Skills of Writing; Writing as Process versus Product; The various stages (Brainstorming, outlining ,drafting, editing, redrafting) of different types of writing (poetry, short stories, letter , dairy, notices, articles, reports, dialogues, speeches and advertisements reflective journals, dairies, notices, circulars, letters, articles , reports.

ii. Creating and using tasks, materials and resources for developing different types of writing skills through practice, activities and games, authentic and other available materials, collage presentation, real life situation, etc.

Creative writing skills such as poetry, short stories.

Developing Study Skills: note taking, note making, summarizing, making bibliographic entries, reference skills

- c) Designing appropriate learning experiences for English language Learning
Creating and using classroom materials, and processes. Creating appropriate learning environment.

Unit 3: Literature and Aesthetics

- Need and relevance of studying literature for language learning
 - 23. Literature and Sensitivity
 - 24. Literature and Aesthetic sense
 - 25. Literature and understanding social reality and finding one's role in it
- Appreciation of Literary Writing
- Introduction to Indian writing in English

Unit 4: Teaching of Literature

- Teaching of different forms/genres of English Literature:

- Teaching Prose -comprehension (global and local), highlighting central idea, understanding different genres
- Teaching Poetry – recitation, relate to the context, emotions, imagery and one’s association with it, rhythm , rhyme, voice modulation
- Teaching Drama – Dialogue writing , performance, character analysis
- Literature in the School Curriculum (diaries, reports, narratives, etc.) : translation as a creative activity
- Teaching Contemporary Literature – Dalit, Women and Children’s Literature
- Designing appropriate learning experiences for different forms of literature - Creating and using classroom materials, and processes.

Unit 5: Assessment and Feedback

- Role and Importance of Assessment
 - What is Assessment? Why Assessment? Types of Assessment, Nature of Assessment, Whose Assessment, Challenges and Limitations of Assessment
- Methods of Assessment
 - Peer Group Assessment, Self-assessment, Group Assessment, Portfolio
- Assessment in Language
 - Areas and points of Assessment
 - Methods of Assessment in Language
 - Assessment of Language Skills – Hypothesis and Methods
 - Assessment of different genres of Literature – Hypothesis and Methods
- Forms of Questions in Language Assessment
 - Questions related to Problem solving, related to creativity, related to critical thinking, related to imagination
- Feedback
 - To learners, to teachers, to parents/guardians, to the system.

References

Alderson, J. C., Clapham, C. and Wall, D. 1995. *Language Test Construction and Evaluation*.

Cambridge: Cambridge University Press.

Krashen S. *Second Language Acquisition and Second Language Learning*, Pergamon: Oxford, 1981.

McLaughlin, B *Theories of Second Language Learning*, Edward Arnold: UK, 1988.

Brumfit, C. J. and Carter, R. A. (ed.), *Language and Literature Teaching*, Oxford University Press: 1986.

Richards, J. C. and Rodgers, T. S. 1981. *Approaches and Methods in Language Teaching*.

University of Hawaii, Manoa: Cambridge University Press.

West, R. 1999. *Assessment in Language Learning*. University of Manchester Distance Learning Programme-MED in ELT.

Two Year B.Ed. Course
B.Ed. 2nd Year
Course 014.4
Pedagogy of Mathematics (Paper-II)

Vision of the syllabus

The position paper from the Focus group on ‘Teaching of mathematics’ (a part of the position papers for the development of the national curriculum framework initiated by the MHRD) says that lack of teacher preparation is one of the core areas of concern for mathematics education in India. The position paper points out that among all the school content areas, mathematics relies much more on the preparation that the teacher has, in her own understanding and in her ability to create appropriate pedagogic contexts in the class room. In the light of these recommendations, this syllabus aims at making a community of mathematics teachers which can engage with mathematics at various levels, a community which believes that every child has a right to and is capable of learning and doing meaningful mathematics (NCF 2005).

The current syllabus departs from the idea of teaching skills, methodologies or teaching techniques. It focuses on how to prepare teachers who can create an engaging mathematics classroom. For this purpose, we will revisit the foundational areas up to secondary mathematics along with their implications for pedagogy. This course encourages a prospective-teacher to participate in the processes like problem-solving, problem-posing, mathematical communication and to appreciate child’s diverse ways to learning mathematics. There is also an attempt to make a shift from assessment of learning to assessment for learning.

The vision of this syllabus is to motivate student-teachers in developing a democratic mathematics classroom where every debate and discussion around mathematical ideas is also looked at as a mathematical endeavour and a meaningful learning engagement. The syllabus attempts to develop a culture of mathematical communication among the student-teachers who in turn will motivate their students in communicating mathematics in an effective manner. We hope that this syllabus helps student-teachers become mathematics teachers who believe and can ensure that every child has an opportunity to learn and can engage with mathematics.

Objectives of the syllabus

- a. To help the student-teacher appreciate the nature of the subject along with the historical and social evolution and location of the discipline in the lives of the children.
- b. To develop an appreciation and understanding of the objectives of school mathematics.
- c. To develop an understanding of the fundamental concepts and ideas of mathematics. Be able to feel empowered to do and enjoy mathematics.
- d. To develop an insight about how children learn mathematics in diverse contexts and the challenges they face during the learning processes.
- e. To enable student-teachers to recognise that children know and can do mathematics and be able to identify their knowledge to build on their understanding of mathematics, and to believe in every child's capacities to engage in mathematics meaningfully.
- f. To help the student-teacher to create a classroom culture that is an engaging space for every child.
- g. To develop a culture of critically examining the mathematics curriculum and textbooks.
- h. To help the student-teacher in becoming a more confident learner and teacher of mathematics.
- i. To enable a student-teacher to use assessment both as a tool for reviewing children's learning as well as a feedback for her instruction.
- j. To help student-teacher explore different tools and techniques, including teaching-learning material, mental models and ICT, for the teaching and learning of mathematics.

Pedagogy of Mathematics (Paper – II)

Unit 1: Learning and Teaching of Mathematics – Fractional numbers and Rational numbers:

In this unit we will look at different aspects of fractions; some of them are ratios, part-whole and share. We will look at how the domain of integers was extended to rational numbers historically using fractions as the basis. Generalising numbers and knowing about positive fractional numbers and rational numbers. Understanding the properties of number systems and In this unit we will also see how decimals can be looked at as another way of representing numbers and facilitating operations on them. We will analyse some student responses and discuss the different strategies used by them.

zz. History of rational numbers

aaa. Conceptual understanding of different aspects of fractions, operations on fractions, rational numbers and their operations

bbb. Children's understanding (reasoning patterns and misconceptions)

ccc. Constructing engaging and inclusive class-rooms, exercises, problems, worksheets etc. for understanding these numbers. Solving interesting problems based on these to develop a better understanding

ddd. Teacher's knowledge and challenges

Unit 2: Learning and Teaching of Mathematics – Geometry and Measurement:

This unit will talk about the axiomatic nature of Euclidean geometry from a historic perspective. In this unit we will talk about the key aspects required to develop spatial understanding, capacity to understand, manipulate geometrical and non-geometrical shapes. Concept of congruence and similarity in various geometrical shapes along with their properties will be discussed. We will also look at open source dynamic mathematics software like GeoGebra which has its implication in learning –teaching geometry t. The idea would be also to examine the visualisation of 3 D shapes and their representation in 2 D.

- Conceptual understanding of concepts like symmetry, congruency and similarity through geometrical transformations. Idea of proofs in geometry. Attributes of different geometrical shapes like surface area and volume and their properties.

eee. Children's understanding (reasoning patterns and misconceptions)

fff. A view towards geometry through straight-edge and compass constructions.

- ggg.** solving interesting problems based on these to develop a better understanding. These would be around symmetry and transformations, 3 d to 2 D representations, similarity and scaling, congruence, notion of proof and how it works in geometry
- hhh.** Constructing engaging class-rooms, exercises, problems, worksheets etc.
- iii.** Teacher's knowledge and challenges

Geometry- Three stages of teaching geometry, basic concept in geometry, angle, triangle, quadrilateral, circle, polygon, congruence similarity, theorems on triangles, circles and quadrilateral, rides & constructions, area & volume, cube, cylinder, cone, sphere, trigonometry, ratio and identifier.

Readings

- Geometry in Ancient India (Part 1 to 6) (Sandarbh Release 30 , 31 , 34 and 37)
Eklavya Publication
- (http://www.eklavya.in/pdfs/Sandarbh/Sandarbh_30/7186_Geometry_in_Ancient_India.pdf)
- Battista, M. T. & Clements, D. H. (1995). Geometry and proof. *Mathematics Teacher*, 88(1), 48-54. ©1995 by the National Council of Teachers of Mathematics.
- Clements, D.H., & Battista, M.T. (1992). Geometry and spatial reasoning. In D.A. Grouws (Ed.), *Handbook of research on mathematics teaching and learning* (pp. 420-464). New York, Macmillan
- LMT-01 Block - 4, Unit-11, Children's Spatial Abilities
- LMT-01 Block 4 Unit-12: Reading Pictures-Relating 2D with 3D
- LMT-01 Block 6, Unit-18: Exploring Mathematics(Tiling, Exploring Solids)
- LMT-01 Block 6, Unit-19: Symmetry and Patterns
- Misconceptions in Geometry

Unit 3: Learning and Teaching of Mathematics - Algebra:

Algebra is formally introduced in middle primary school. This unit would begin by helping the student-teacher understand what algebra is and the essential building blocks that are needed to learn it. The meaning of algebraic thinking and the way to encourage it in children would be

discussed. The unit will also explore ways to form generalizations from a variety of patterns to lay a foundation for algebra. The difficulties faced by children while doing algebra would be discussed. Ways to help children engage with abstractions and generalisations would be discussed.

The themes in this unit could be

jjj. Historical account of algebra across cultures

kkk. What is algebra and its building blocks. Algebra in our life and its usefulness in introducing it

lll. Conceptual understanding of some key topics like generalisations, from relations, functions to construct functional relationships, variables, constants and unknowns in algebraic expression and equations. Forming algebraic equations and expressions for given situations.

mmm. Children's understanding (reasoning patterns and misconceptions)

nnn. Using algebra and solving problems in geometry and other areas. Solving other interesting problems based on these to develop a better understanding

ooo. Constructing engaging class-rooms, exercises, problems, worksheets etc. Using the chapters in the book. Idea of algebraic expressions, terms etc.

ppp. Teacher's knowledge and challenges.

qqq. ICT tools like GeoGebra will also be used to visualise algebra concepts.

Readings

- Bell, A.(1995) Purpose in school algebra. *Journal of Mathematical Behavior*,14, pp.41-73.
- Booth, L. (1988). Children's difficulties in beginning algebra. In A.F. Coxford & A.P. Shulte (Eds.), *The Ideas of Algebra, K-12. 1988 Yearbook*. Reston, VA: The National Council of Teachers of Mathematics.
- Carpenter, T. P., Franke, M. L., & Levi, L. (2003). *Thinking mathematically: Integrating arithmetic and algebra in elementary school*. Heinemann, 361 Hanover Street, Portsmouth, NH 03801-3912 Web site: www.heinemann.com.
- Kieran, C. (1992). The learning and teaching of school algebra. In Grouws, D.A. (Ed.), *Handbook of Research on Mathematics Teaching and Learning*, New York: MacMillan Publishing Company, 390–419.

- Zazkis, R. & Liljedahl, P. (2002). Generalization of patterns: The tension between algebraic thinking and algebraic notation. *Educational Studies in Mathematics*, 49, 379-402.
- AMT-01 Block 3, Unit-10: Generalizing Arithmetic to Algebra
- Ferrucci et al; *Using a model approach to enhance Algebraic thinking in elementary school mathematics classroom*
- Usiskin: Conceptions of School Mathematics
- Essence of Singapore Model

Unit 4: Learning and Teaching of Mathematics – Data Handling and Probabilistic Reasoning:

In this unit we will discuss different ways of representing data, analysing data and interpreting data. We will try to focus on importance of the choice of data representation based on the context and the information needed. After the representation of data we will also look at various measures of central tendency. The focus of this discussion would be to understand the various measures of central tendency and not on computing them. We will also look at the concept of probability and connections to our daily lives.

rrr. History of data handling and probability

sss. Conceptual understanding of some key topics like data representation in different situations and drawing meaningful conclusions from the organised data. Meaning and significance of representative values of central tendency (mean, mode and median), Probability and chance.

ttt. Children's understanding (reasoning patterns and misconceptions) Solving interesting problems based on these to develop a better understanding. These would be around understanding and analysing data and drawing conclusions, understanding and finding probability, analysing situations of probability and distributions and solving simple problems

uuu. Constructing engaging class-rooms, exercises, problems, worksheets etc. for children. These could be on organising data, representing it and on analysing it in order for them to get over their difficulties and common misconceptions

vvv. Teacher's knowledge and challenges

Readings

- LMT – 01 , Block 3 Data and Chance
- LMT-01 Block 3, Unit 8: Learning to Handle Data

- LMT-01 Block 3, Unit 9: Learning to Interpret Data
- LMT-01 Block 3, Unit 10: Learning about Chance
- NCERT Mathematics Text Books – Classes VI to X
- SCERT Mathematics Text Books – Classes VI to X

Unit 5: Assessment, equity issues and feedback:

This unit critically looks at assessment as a tool to further learning enhancement. Assessment envisioned in this unit moves away from the traditional methods of providing an end-of-the-course result towards an ongoing, continuous evaluation. This unit discusses innovative questions and responses to these questions so as to help the student-teacher come up with more innovative assessment tools. This unit also places emphasis on equity issues by focusing on teacher's beliefs and creating a platform for engaging with sensitivity on gender, class, culture, language and connecting these to the learning of mathematics.

- Learning to observe children' while doing mathematics
 - analysing oral responses
 - analysing written maths responses
 - Whose assessment – of an individual, of a group, of a class
 - Process of assessment- Individually, in a given group task, in normal tasks
- Assessment tools in mathematics
 - Interesting questions
 - Discussion on questions and responses to these questions
- What all do we want to test in mathematics? Areas, concepts, ability to solve problems .
- Giving feedback on the work done in mathematics

Readings

- Chugh, S. (2011): “*Dropout in Secondary Education: A Study of Children Living in Slums of Delhi,*” NEUPA Occasional Paper No. 37.
(<http://www.nuepa.org/Download/Publications/Occasional%20Paper%20No.%2037.pdf>)
- National Focus Group on Gender Issues in Education, NCERT, 2006
- National Focus Group on Assessment, NCERT, 2006
- NCERT Source Book on Assessment

- Setati, M. and Adler, J.: 2001, “Between languages and discourses: Code switching practices in primary classrooms in South Africa”, *Educational Studies in Mathematics* 43, 243–269
(<http://www.mai.liu.se/~chrbe01/workshop/Setati&Adler.pdf>)
- LMT-01 Block 2, Unit-05: Building a Constructive Classroom (classroom organization, material and assessment)

Unit 6: Learning and Teaching of Mathematics – Fractional numbers and Rational numbers:

In this unit we will look at different aspects of fractions; some of them are ratios, part-whole and share. We will look at how the domain of integers was extended to rational numbers historically using fractions as the basis. Generalising numbers and knowing about positive fractional numbers and rational numbers. Understanding the properties of number systems and In this unit we will also see how decimals can be looked at as another way of representing numbers and facilitating operations on them. We will analyse some student responses and discuss the different strategies used by them.

- www.** History of rational numbers
- xxx.** Conceptual understanding of different aspects of fractions, operations on fractions, rational numbers and their operations
- yyy.** Children’s understanding (reasoning patterns and misconceptions)
- zzz.** Constructing engaging and inclusive class-rooms, exercises, problems, worksheets etc. for understanding these numbers. Solving interesting problems based on these to develop a better understanding
- aaaa.** Teacher’s knowledge and challenges

Readings

26. Ball, D.L. (1993). With an eye on the mathematical horizon: Dilemmas of teaching elementary school mathematics. *The Elementary School Journal*, 93(4), 373–397
27. Davis, P. J., & Hersh, R. (1982). *The mathematical experience*. Boston: Houghton Mifflin
28. Lamon, S. (2005). *Teaching fractions and ratios for understanding: Essential content knowledge and instructional strategies for teachers*, Mahwah, NJ: Erlbaum

29. Subramaniam, K., Research on the Learning of Fractions and Multiplicative Reasoning: A Review (<http://episteme4.hbcse.tifr.res.in/review-volume/6-subramaniam>)
30. LMT-01 Block 5 Unit-14, Working with Fractions
31. LMT-01 Block 5 Unit-16: Working with Decimal Fractions
32. NCERT Books – Classes VI to X
33. Chhattisgarh State Mathematics Class IX textbook

Practicum

The main purpose of giving practicum in a teacher education course is to connect the theory learned to practice. In this syllabus we have tried to give practicum which will help the student-teacher know her students and their thinking of mathematics better. We hope that the student-teacher does the practicum or projects herself as they will help her to be a better teacher and a better learner of mathematics. We encourage the student-teacher to use references and books but discourage plagiarism.

Note: *We suggest that the practicum be connected to the units in the syllabus. The types given above are broad categories of practicum that can be done in the course. If possible, it would be good if the suggested practicum in every unit have a mix of the types of practicum suggested.*

Suggested practicum

- Interviews: Interviews can be very good sources of collecting information and views. The student-teacher can interview students, parents and people from communities to find out their views of mathematics. Interviews can be a very good source of investigating various spaces where mathematics is used.
- Classroom observations and diaries: A mathematics classroom can be a rich source of knowledge of how children pursue mathematics, how they think and how classroom processes affect learning. An observer's diary can be useful tool to analysis classroom practices.
- Preparation of assessment-tools to engage learners: Making interesting worksheets which engage the learner and help her to think can be a very useful learning activity for a student-teacher. Student's responses offer a very good insight in children's thinking and their difficulties in learning mathematics.

- Textbook Analysis: Textbook analysis can help a student-teacher understand the curriculum and the content in a more in-depth manner. Analyzing textbooks can help the student-teacher understand the models and the contexts used for teaching content, which in turn will help them to plan their lessons and understand the difficulties in transactions of content in the classrooms.
- Concept of maths lab related with class 6th to 12th
- Joyful learning practises
- ICT regarding classroom teaching learning presses

Each student-teacher conduct an action research on mathematics related problem

**Two Year B.Ed. Course
B.Ed. 2nd Year**

Pedagogy of Subject Area

COURSE 014.5

Pedagogy of Science - II

MAX MARKS – 100

INTERNAL – 20

EXTERNAL – 80

Objectives

To enable the student teacher to:

- k. Understand the aims and objectives of teaching science at various school stages.
- l. Develop her own ideas on classroom planning
- m. Develop the ability to design, manage and assess appropriate teaching-learning experiences in the context of school science.

UNIT 1: Classroom planning and management

***Note:** Planning is an integral part of being a teacher. Hence it is important for student teachers to understand the relevance of planning and organizing learning experiences effectively.*

- Concept, importance and process of planning
- Planning for teaching (yearly plan, unit plan, planning a single lesson: documenting objectives, developing rapport, assessing previous knowledge, transaction of content, assessment, reflecting on transaction)
- Developing resource materials for teaching science (learner knowledge, real objects, models, charts, local material, case studies, journals, handouts, science magazine, handbooks, etc& aquarium, herbarium, science laboratory, science fair, science exhibition, excursion, botanical garden, zoological garden, etc)
- Managing space, time and resources keeping curricular objectives in mind (organizing physical space, setting up resources, ensuring learner participation, etc)

Suggested practicum/tasks:

- Student teachers develop resource material related to local context
- Exposure visit to a relevant laboratory, biological/zoological garden, etc; plan for using in school science teaching and reflections on its relevance to be shared
- Student teachers practice planning and managing time and resources in the context of their own studies at the pre-service teacher education institute

Readings:

- T Liverside, M Cochrane, B Kerfoot, J Thomas. (2009). Teaching Science. Developing as a reflective secondary teacher. Sage India

- E Sotto. (2007). When teaching becomes learning. A theory and practice of teaching. Continuum Press
- P Hook, A Vass. (2000). Creating winning classrooms. David Fulton (London)
- M Shayer, PS Adey. Learning intelligence. Buckingham (London)

UNIT 2: Assessment and feedback

In the context of science, assessment should be focused upon the understanding of a particular concept, its relation in numerous local life examples, and application to various phenomenon. It should nurture the natural curiosity.

- What is to be assessed in Science, how do we assess it
- analysing the type of questions asked in the current examinations
- Designing assessments for teaching-learning in science

Using data of science assessment: feedback for learner, parents, teacher and school

Suggested practicum/tasks:

34. Workshop on designing items for science and developing question papers for different classes for science
35. Workshop on assessment of project work, group work, portfolio, etc
36. Student teachers to analyse CCE guidelines of state and develop formats for their science classes for some chapters

Readings:

- ff. W. Pellegrino, N Chudowsky, R Glaser (editors). (2001) Knowing What Students Know: The Science and Design of Educational Assessment. National Academies Press. <http://www.nap.edu/catalog/10019.html>
- gg. Board on Testing and Assessment, National Research Council (1999). The Assessment of Science Meets the Science of Assessment: Summary of a Workshop. National Academies Press. <http://www.nap.edu/catalog/9588.html>
- hh. T Liverside, M Cochrane, B Kerfoot, J Thomas. (2009). Teaching Science. Developing as a reflective secondary teacher. Sage India
- ii. M Driscoll, D Bryant. (1998). Learning About Assessment, Learning Through Assessment. National Academies Press. <http://www.nap.edu/catalog/6217.html>

Unit 3: Teaching and Learning of Science

Note: *Student teachers re-visit key content areas in the school science syllabus in the light of the possible approaches to teaching them in the classroom. These areas have been chosen because they are fundamental concepts and because it has been observed that student teachers often do not have clarity of them. The following could be done for each of the key content areas:*

- *Discussion of knowledge learners are likely to bring into the class and how the teacher can use this*
- *Analysis of content areas*
- *Developing unit plan and resources*

- Exploring different ways of creating different learning situations for different content areas (e.g. observation inquiry, problem solving, investigation, discovery learning concept mapping, collaborative learning, experimental learning in science etc)
- Links between concepts
- Challenges teachers may face (in transaction of content, resources, supplementary material, large number of pupils, etc)

Unit 4: Key content area of science - Understanding matter - with subject specific examples such as:-

- bbbb.** Structure of atom and molecules, isotopes and isobars
- cccc.** Periodic properties of elements (link to atomic structure)
- dddd.** Types of chemical bonding and chemical reactions
- eeee.** Element – their extraction, purification of organic compound
- ffff.** Acids, bases and salts
- gggg.** Carbon
- hhhh.** Organic compounds classification and nomenclature of organic compound, isomerism in organic compound
- iiii.** Relationship between functioning of different organ systems
- jjjj.** Ecosystems – structure and function
- kkkk.** Evolution – Theories of Evolution, Human Evolution, diversity - level of Biodiversity, uses and threats of biodiversity, heredity, Ecological adaptations.

Readings:

- gg.** R McDuell. (2000). Teaching secondary chemistry. ASE (John Murray)
- hh.** Module on nature of matter – developed by Uma Sudhir, Eklavya
- ii.** A short history of chemistry – Isaac Asimov
- jj.** NCERT chemistry textbook – class XI and class XII
- kk.** *Gatisheel Parmanu* Richard P. Fynman, Sandharbh, vol 5(53), 13-29
- ll.** *Parmanu bhar ki guthhi anu parmanu bhed see suljhi*, Sushil Joshi, Sandharbh, Sept-Oct, 1995, 27-35
- mm.** *Sanket and Sutra: Rasayanik Sanghatan ki ek Abhivyakti*, Sushil Joshi, Sandharbh, Nov'95-Feb'96, 11-21
- nn.** *Kya batate he suchak rang badalkar*, Sushil Joshi, Sandharbh,
- oo.** *Do tarh ki amliyata, kkshariyata*, Sushil Joshi, Sandharbh, Mach April, 1995, 39-44
- pp.** JB Reece, LA Urry, ML Cain, SA Wasserman, PV Minorsky, RB Jackson. Campbell Biology. Benjamin Cummings
- qq.** M Reiss. (2000). Teaching secondary biology. ASE (John Murray)
- rr.** Bal Vaigyanik set for easy activities that build concepts
- ss.** This is biology: The science of Living world by Ernst Mayr, Belknap Press of Harvard University Press, 1997
- tt.** What is life, JBS Halden (almost all chapter's are available in Hindi in different issues of Sandharbh)
- uu.** Evolution by Stephen J. Gould
- vv.** Evolution by VB Borger
- ww.** The causes of evolution (1932) (JBS Halden)

- xx. Cause and effect in biology- Ernst Myar, Science, New series, Vol.134, No. 3489 (Nov.10,1961), PP1501-1506
- yy. Biology and its history, Philosophy and biology by Peter Godfrey Smith, Princeton University Press, 2014.
- zz. How do we know about human body, Karen Haydock

Unit 5: Key content area of science - Understanding the physical world with subject specific examples such as:-

- Electricity - Electric field, Intensity, Potential difference, ohm's law, specific resistance, Heating & Chemical effect of current.
- Magnetism - Types of magnets, molecular model demagnetisation.
- Electromagnetism - Faraday's laws, Fleming's left hand rule, Lenz's law electric, motor.
- Waves - Types of waves, S.H.M., Periodic motion.
- Light - Reflection, Refraction, Interference, Polarization, Introduction of wave optics.
- Sound - Sound waves, Reflection & superposition of waves, Doppler effect
- Heat - Specific heat, latent heat, Newton's law, Radiation.
- Ideas of astronomy (Origin of universe, Heavenly bodies, Solar system)

Suggested practicum/task: Mentioned in the note - the teacher educator could ask student teachers to work on 2-3 content areas of their choice, ensuring all are covered, and facilitate presentation and discussion

Guest lectures/Internet search/literature review/exposure visits to understand advances in scientific thought as well as current researches in science

Readings:

- p. Feynman lecture series (Volumes 1 to 2). Pearson.
- q. D Sang. Teaching secondary physics. ASE (John Murray)
- r. Bal Vaigyanik set for easy activities that build concepts
- s. Conceptual physics, Paul G. Hewitt, 10th edition, Pearson, ISBN, 978-81-317-1553-6
- t. Understanding Physics, Cummings, Lawson, Redish, Cooney, Wiley India Pvt. Ltd. ISBN 81-265-0882-5

**Two Year B.Ed. Course
B.Ed. 2nd Year**

Pedagogy of Subject Area

**COURSE 014.6
Pedagogy of Social Science Paper 2**

MAX MARKS – 100

INTERNAL – 20

EXTERNAL – 80

This course will be a continuation of Teaching of Social Sciences Part I, and will be offered to those who have done the first part.

The course will take up the teaching of the Social and Political Life and Economics, examine the nature of curriculum and text books in social sciences, and look at good classroom processes for Social Science at the upper primary and secondary stages.

Objectives of the Course

The Course will enable student-teachers to

- Understand the approaches to the teaching and learning of Social and political life and economics
- Create good classroom processes for social science
- Understand the role of assessment and feedback while teaching social science

Unit 1: Teaching and learning of social and political life

- From 'civics' to the study of 'social and political life': review the history of 'Civics' education in India starting from the colonial period; emergence of 'Social and Political Life' to critically discuss contemporary Indian society, economy and polity
- Adolescence and the teaching of civics/social and political life
- Community Experience and the teaching of civics/ social and political life
- Revisiting some basic concepts / processes in Social Political Life. Three major themes from the following may be selected:
 - Aspects of diversity and marginalization in modern societies, India in particular, with special reference to Chhattisgarh
 - Organization of the economic life of people in India
 - Some basic concepts of economics, like, sectors of economy, GDP, growth, etc.
 - political processes in which people participate- organisations, associations, movements, , media, public forums and debates, elections to local, state and national bodies.
 - Constitution: what is it, how is it different from Law or rules? Why do we need it? What are the different kinds of constitutions in the world?
 - the Constitution of India, its overall framework, and basic features

- rights and duties of citizens
- the principle of separation of power and the formation and functions of the legislature, executive and judiciary at different levels
- different political systems and ideas in the world and their rationale
- the meaning and implications of democracy as a polity and as a way of life, the actual functioning of democracy in India in the last 50 years.

Unit 2 - Teaching and Learning in Economics

- Revisiting some key concepts in economics:
 - Economic reforms and globalization
 - Concepts of development- indicators of measuring the well-being of an economy- GDP, HDI, sectors of economy.
 - Aspects of budget making and economic and financial planning, taxation, poverty reduction, price regulation.
 - Role and functions of money, credit and financial institutions like Banks.

Unit 3: Curriculum, syllabus and textbooks

- Analysis of curricular aims and objectives
- Integrated social science curriculum vs subject based curriculum (history, geography, Social political life)
- Comparative analysis of State and National curriculum documents with a special focus on objectives and
- Connections between curriculum, syllabus and textbooks
- Teacher's role in transacting the curriculum - seeing textbooks as one among many resources; understanding links between concepts across classes
- Identifying good resources – criteria and process

A student teacher must understand the objectives of the curriculum- the abilities, perspectives and ways of thinking that it aims at. He/she must study the curriculum documents of the state and the national documents related to curriculum framework and perspectives of the subject in a comparative perspective. The objectives outlined for teaching of social sciences within the larger scheme of education would be reviewed. The curriculum documents may be compared also with the syllabus to see to what extent the latter are in conformity with the former or in what ways the former may be restated to accommodate the elements of the syllabus.

While social science is seen as an integrated area of study, it is usually taught as history, geography and civics or social political life at the upper primary and secondary level. The need for this structure and its possible pitfalls need to be discussed. The student teachers should also need to know how and why the perspectives of the three subject areas can be integrated through cross referencing and comparison with the social environment of the students.

Syllabus may be ordered using diverse frameworks: some may insist on starting with the local or familiar and then moving on to the distant and strange; some may begin with concrete and move on to more abstract concepts; some may begin with simple and move to complex. All these involve assumptions about learners and their capabilities and path of learning. Some syllabi may be structured dictated by the requirements of the discipline (for example most history syllabi will begin with ancient period and end with modern period or geography syllabi will commence with the universe and go on to the solar system, the movements of the earth, structure and 'spheres' of the earth and finally to a region or country or other social-geography issues). A student teacher will be enabled to review the utility of different frameworks of syllabus in the light of an understanding of learners and disciplines.

As a teacher he/she must realize her role in transacting the curriculum objectives, whereby textbooks are a resource and not the only resource. He/she must be able to critically review various textbooks and learning resources available in the country and elsewhere and assess their potential in promoting the desired abilities, perspectives and ways of thinking in social science.

A good resource/text will be one that at least provides authentic knowledge on the subject and uses clear and communicative language, is aided by pictures, diagram, maps that are informative, clear and can be used for activities by students. It should also have questions, suggestions and dialogues that support and direct the creative, critical thinking process of the students and gives them challenges to construct their knowledge. A text book should be reviewed in order to understand its expectation from the students. Does it merely expects them to receive the packets of information given by it? Does it expect them to question it, add to it, asses claims made in it besides comprehending its contents? Does it facilitate construction of new knowledge and understanding on the subject or at least to raise new and pertinent questions? Such a review will enable the teacher to effectively use the text books and look for supplementary materials.

Understanding of syllabus implies that a teacher is aware of the sequence and links of the syllabus of a subject and class with the other subjects and classes. Thus a teacher working on a concept in class 6 should know how that concept will be developed in the subsequent classes.

Unit 4: Classroom planning and management

Concept importance and process of planning

- Unit plan, year plan, planning single lesson and various approaches in making the plan
- Organizing learning experiences taking into account the main features of the concepts to be taught and the diverse experiences and abilities the students bring to the classroom
- Features of a good social science classroom
 - Active involvement of all students
 - Opportunities for peer interaction and self-study - work in big and small groups as well as individual tasks
 - Project based work and presentation of the outcomes of the projects
 - Inclusive processes that are sensitive to the needs and interests of different students
 - Appropriate use of a variety of teaching and learning materials and technology in the class
 - Use of various methods as relevant to the issue- debates, drama, group discussion, survey, map work and so on
 - Support to the processes of knowledge construction

Unit 5: Assessment and feedback

Assessment in social sciences has traditionally followed a pattern of information recall or explanation recall. It was assumed that this alone will elicit objective answers which can be evaluated as being correct or incorrect. This has considerably restricted the meaning and objective of teaching social sciences to remembering supposedly important pieces of information. In some cases, 'Bloom's Taxonomy' has been used indiscriminately to broaden the style of questions without changing the expectation from the learners.

There is a dire need today to widen the scope of evaluation to 'subjective' dimensions of imagination, creative explanation, fresh articulation of social problems, relating to one's own social experience, empathizing with the different, attempting creative solutions to social problems etc. These certainly cannot be brought into the framework of right or wrong answers but need a more patient engagement on informational, analytical and moral and normative perspectives. The assessor also needs to come to terms with diversity of possible answers and possible ways of articulation by children.

It is a well known fact that a large number of underprivileged children in upper primary and secondary stages in our country do not have sufficient command over the language, literacy and codes of academic discourse and feel at a disadvantage in communication and articulation. This does not mean a lack of interest or understanding or reflection. It thus becomes imperative for the teacher to adopt multiple forms of assessment to draw out children to articulate themselves – through oral communication, role plays, clay modeling or drawing.

There has been a narrow understanding of assessment with the teacher asking the questions and the students answering them. We seldom consider it an objective of education to enable students to formulate their own questions and get the teacher to find out the answer and tell them. It may be of use to reflect on how students articulate their own questions and where their curiosities lie.

If the objective of assessment is not grading or declaring 'pass-fail', the teacher has to give a sensitive feedback to the student so as to help her or him know their strengths and weaknesses and work with a degree of confidence. At the same time the teacher has also to plan his or her own strategy to build upon student's strengths and take them forward.

- a. Assessment areas and parameters in Social Sciences
- b. Nature of questions in social science Analyzing currently asked questions, analyzing different kinds of questions
- c. Analyzing and understanding children's responses to social studies questions
- d. Maintaining a Reflective diary
 - Making of introspective diary for individual subjects in social science

Practicum:

- a. Integrated Field trips in History, Civics, Geography, Economics
 - Geography and Economics- transport and communication in a region-assess current position with reference to development needs
 - History and Political Science- oral history study of women's rights in a society, history and recent changes, what has enabled or forced these changes.
 - Economics and History- agrarian change in a region- survey and interview to see.
 - History and Geography- migration of people in a region or out of it- nature of migration, past and present trends
 - Political Science and Geography- review newspaper reports to flag issues of sharing of resources between regions/state in India. (E.g. Water).
 - Economics and Political Science- Family budget analysis to outline impact of price rise in different family situations.

Readings

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**Two Year B.Ed. Course
B.Ed. 2nd Year**

Teacher Enrichment

COURSE 015.1

Self, Identity and the Teacher & Art and Drama in Education - II

MAX MARKS – 40

INTERNAL – 20

EXTERNAL – 20

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

This course also intends to initiate student-teachers into a process of original thinking about educational issues that they are concerned about and build their own vision about education. This would give them an impetus to translate their knowledge of children, their subject areas, and the contemporary Indian reality, into workable curricula and teaching-learning practices within their classrooms and schools.

In addition the course would provide them a preliminary opportunity to express themselves through art, role play, drama, sculpture etc. It would also help them the importance of these art forms in education and how they could be utilised in teaching various subject areas in the classroom. Through creative workshops held at regular intervals the student teacher would be able to get over his or her hesitation and be able to communicate more effectively

In the first year of the B.Ed. course the focus would be on Understanding the Self and in the second year Developing Professional identity as a Teacher.

Objectives

- To learn to be self critical, questioning and reflective about one's thoughts, actions and reactions.
- To develop insight into the various dimensions of the self: emotions, stereotypes, prejudices, perceptions and assumption about and attitude towards people, children and social issues.
- To develop insight into children's ways of thinking and learning and to explore ways to bridge the gap between adult and child.

- To cultivate positive attitudes and sensitivity towards each other, towards children and education.
- To develop skills for effective communication and the capacity to listen, empathize and relate.
- To build a sense of awareness about the natural world and recognize harmony and beauty of the nature.

Design of the Course

This is not intended as a standard ‘course’ with specific units of study. Instead it may be thought of as two strands that run parallel through the two year duration of the B. Ed programme.

Strand A

An on-going strand during the two year course, to be coordinated and shared by the faculty, would include

1. Journal writing by student-teachers to reflect on significant experiences and periodically process their observations and thoughts on life situations, with comments being noted by a designated faculty mentor
2. Carefully framed writing tasks towards the beginning and end of each year, which enable student-teachers to express and reflect, in stages, on their prior life journeys, current assimilation of experiences and questions, as well as evolving perspective on education.

Strand B

The other strand of the ‘course’ would be designed as a series of workshops and seminars with carefully chosen themes. It is recommended that there be around **4-6 one-day or two-day workshops** in each academic year, and **2-4 half-day or one-day seminars**. It is recommended that the workshops be conducted by outside resource persons if available in related areas of personal development. Or else by a regular faculty member could conduct these herself/himself. The workshops should be experiential, and provide occasions for active participation and reflection.. In addition, the faculty should organize seminars that involve student-teachers in taking responsibility for making presentations and holding discussions that bring out multiple perspectives on key issues of life and education.

Writing Tasks

Objectives

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

Suggested Tasks

- Writing an ‘Educational autobiography’ (at the beginning of the B. Ed course)
- Writing a reflective statement of aspirations and expectations, based on one’s

learning so far in the course (after six months in the course)

Workshop 1: *Viewing and analyzing film(s)*

Objectives

- Viewing films with social and educational content
- Learning to analyse and derive personal meaning from this
- Sharing different points of view on a film

Suggested workshop themes

- Purposive film viewing
- Ways of analyzing themes
- Detailed observation of a key scene and discussion
- Ways of seeing situations in the film
- Writing a film review

Workshop 2: *Understanding my fears*

Objectives

- Analyzing one's own perception about fear and trust in the past and present.
- Understanding the influence of such feelings in personal and social life;
- Observing the role of fear and trust in facilitating creativity and learning

Suggested Themes:

- Sharing one's fears or fearful experiences.
- Exercises/trust games to understand feelings of trust experienced by each one.
- Discussion about fear and how it affects children, adolescents and ourselves.
- how fear can impede creativity and learning.
- Dealing with one's fears and developing one's feelings of trust. Reflecting on how this can be achieved in the school situation.

(This workshop could use various methods – drama, trust games, reflective exercises, films and readings.)

Workshop 3: *Exploring one's identity as a teacher*

Objective:

- To explore and develop the identity of the student teacher.
- To help him or her reflect on his or her strengths.
- Help them in understanding children.

Suggested Themes:

- Understanding one's weakness and strengths as a teacher,

- Evoking insights into children's perception, attitudes and imagination;
- observing and analyzing the differences and similarities in child and adults approach in everyday life,
- exploring sensitivity towards children; challenging adult assumption, attitudes, prejudices and stereotypes;
- thinking of alternatives strategies for adult intervention.

(This workshop could be done through sharing and reflecting on one's own experiences, exercises, and reading about various teaching experiences and experiments like Gijubhai, Sylvia Ashton, and other teacher diaries or films.)

Workshop 4: *Creating a harmonious environment in the classroom*

Objective:

- To help the student teacher understand how they can create a harmonious environment in the classroom.
- To reflect on their own experiences of schooling.
- Developing effective communication skills,
- Exploring the role of teacher as a communicator in establishing a relationship with the child;
- Understanding the role of communication with family, friends, community in developing child's identity

Suggested Themes:

- Reflecting on the different practices prevalent in the classroom like fear, trust, competition and cooperation and its relation with self-confidence.
- Understanding one's own attitudes to competition and cooperation;
- Analysing and observing the impact of competition in personal life, in school and societal structures,
- Understanding and observing the motivations behind cooperative learning and its impact;
- Understanding effective communication, types of communication, being assertive rather than aggressive or submissive and
- Exploring alternative interventions – through discussion, readings about alternative schools etc.
- To create a harmonious environment in the class room by conducting daily community proper.

Seminar 1: *The Role of science and religion in Society*

Format: Debate and Discussion

Preparation: Topic to be formulated to allow for different perspectives; some texts to

be identified as resources; student-teachers prepare in groups

Seminar 2: *Education and environmental crises*

Format: Film and presentation or reading of a text; small group discussions around selected themes drawn from the film; sharing of implications for education

Preparation: Selection of a contemporary documentary or audio-visual presentation

Assessment:

As part of overall assessment, students should be asked to evaluate their own personal growth individually. Student teacher will be asked to maintain a reflective journal for recording the learning from the first day of the workshop. The faculty member and student teacher will jointly assess the development on the following basis:

Personal growth in terms of,

- Questioning the self, insight into oneself, self confidence, listening ability, social sensitivity, empathy, taking initiatives, attitudes, understanding others perspectives, communication skills etc.
- Regularity
- Participation

Internal: This should be based on:

1. Marks given for Journal writing – periodicity and quality of entries
2. Marks given for participation in seminars – quality of preparation and presentation/participation
3. Marking of periodic writing tasks (four in number) – by faculty mentor

External: This should be based on qualitative grading for quality of participation in a series of workshops – by resource persons for each workshop.

The external will meet the participants in small groups and may ask each group to present skit of two minute on any of the deferent relevant topics. Each group will be given 10 minute for the preparation. The announce for the 10 minute presentation will be adjusted such a manner that only the first presentation the evolution team (The externals & the internal) team has to wait for 10 minute. Then the time will be adjusted so well that presentations will flow smoothly one after the other. A few questions related with the reflective journals and also related to theater may be asked by the evolution team presentation.

Resources

Books, articles, films, organizations, and resource persons could be need for specific workshops and seminars. This list may be added to over time.

15. Poetry/songs by Kabir, Tagore, Nirala etc; Passages from Tulsi Das etc; Plays: Andha Yug-Dharam Vir Bharati, Tughlaq: Girish Karnad. NCERT, (2006).
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18. Sahi, Jane and Sahi, R., *Learning Through Art*, Eklavya, 2009.
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20. Orr David (2004). All Education is Environmental Education *The Learning Curve, Issue 226*.
21. Dodd, Nigel and Winifred Hickson (1971/1980). *Drama and Theatre in Education*., London: Heinmann.
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23. Khanna, S. and NBT (1992). *Joy of Making Indian Toys, Popular Science*. New Delhi: NBT.
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26. Badeka Gijubhai,
27. Nandlal Basu
28. www.worldcomics.india

Green and Clean world Around

Objectives:

4. To develop in the student teacher a sense of awareness about the environmental pollution and possible hazards and its causes and remedies.
5. To develop a sense of responsibility towards conservation of environment, biodiversity and sustainable development.
6. To develop reasonable understanding about the role school and education in fostering the idea of learning to live in harmony with nature.

Unit

- Role of individual in prevention of pollution-air, water, global warming.
- Role of local bodies in environmental management.
- Rain water harvesting and water resource management.

Practicum

3. The student will submit a report containing suggestion and necessary measures taken by them after every activity
4. Conduct seminar, document.

Two Year B.Ed. Course
B.Ed. 2nd Year

Teacher Enrichment

COURSE 015.2

Enriching Learning through ICT

MAX MARKS – 40

INTERNAL – 20

EXTERNAL – 20

OBJECTIVES:

At the end of the course, the student-teachers will be able to:

1. Acquire knowledge of computers, its accessories and software.
2. Understand the basics (fundamental) of preparing a computer.
3. Acquire the skills of operating a computer in multifarious activities pertaining to teaching.
4. Understand features of MS-Office and their operations
5. Develop skill in using MS-Word, Power-Points and Spread sheets.
6. Apply the knowledge gained in respect of to process various data of students as well as simple library financial transaction of the school.
7. Appreciate the value of CAI/CML packages on internet and global accessing of information.
8. Acquire skill in accessing World Wide Web and internet and global accessing of information.
9. Integrate technology in to classroom teaching learning strategies.

Unit1: Relevance of ICT in education (Radio, Television, Computers etc)

- Role of information technology in ‘construction of knowledge’
- Possible uses of audio-visual media and computers.

Unit 2: Visualizing learning situations using audio-visual and other media

- Use of radio and media: script writing, story-telling, songs etc
- Use of television and video in education: script writing
- Use of newspaper in education

Unit3: Use of computers in schools

- Functional knowledge of operating computers and related electronic devices
- Uses of: CD, Flash Drive, Scanner, Printer, etc.
- Use of MS-office for classroom: word processing, use of power point, Excel.

- Computer application in educational institutions academic, administrative and research activities.
- Computer as a learning tool.
- Effective browsing of the internet for discerning and selecting relevant information.
- Survey of educational sites based in India.
- Downloading relevant material.
- Competencies in developing original software related to classroom.

Unit4: visualizing Technology supported learning situations

- Preparation of learning schemes
- Interactive use of audio-visual programme
- Use of available software or CDs with LCD projection for subject learning interactions
- Generating subject-related demonstrations using computer software
- Enabling student to plan and execute projects
- Engaging in professional self development
- Collaborative learning tasks: wiki's
- Interactive use of ICT: participation in different search engine, creation of blogs, groups, social networking, mobile groups, etc.
- ICTs for importing Educational Management.

Unit5: Indian and international Experience in ICT aided learning

- Innovative usage of technology: some case studies
- Use of technology integration in resource-plenty as well as resource-scarce situations
- Critical issues in 'internet usage'- authenticity of information, addiction, plagiarism, downsides of social networking groups

Practicum

This course should be dealt with essentially as a competence development component with conceptual understanding of the technology dimensions and their educational usability; it is best conducted in 'workshop' mode, with plenty of practical assignments.

A significant point is that the student teachers have different levels of familiarity with ICT and use of computers, and students can be made to work in supportive groups. Modes of learning engagement could include:

- Demonstrations of use of audio-visual computer-based media
- Evolving learning tasks involving web based data
- Developing/listing suggestive directions for web based self learning
- Students' web based learning
- Exercises in dovetailing ICT based learning experiences with face to face classroom interactions
- Group discussions on learning potentials as well as 'dangers' of using ICT

Modes of Assessment

These could include:

- Level of participation in group activities
- Demonstrable proficiency in the utilization of various ICT tools
- Quality of assignment for integration ICT with classroom learning
- Range of awareness of ICT's learning potential, with specific examples
- Critical understanding of 'downsides' of ICT usage
- Participation of student teacher are set of objectives indicated above.

References

In view of the fact that some of the student-teachers may be new to computers, the following may be made available:

The DVD prepared by the NCTE, New Delhi for initiating one to the use of computers;

Learning modules by Intel Teach to the Future (ITTF) 1-14: these are helpful in learning some ways of use of ICT for visualizing teaching-learning situations;

List of education web sites and digital resources available.

References:

Goyal, Hemant : Computer Vigyan Shikshan R.Lal Book depot, Meerut

- Desai, B. : Data management System
- Rajaraman, V. : Fundamental of computers, prentice hall of India, New Delhi
- Adaon, D.M. : Computer and teacher trainings.
- Shrivastava, S. : Fundamentals of Information, Technology, Kalyani Publication, Vinod Pustak Mandir, Agra.

Two Year B.Ed. Course

B.Ed. 2nd Year

COURSE 015.3

Exploring Library and other Learning Resources

MAX MARKS – 20

INTERNAL – 20

Objectives:

1. To make students teachers aware of the importance of school library
2. To develop interest for guiding school students in the use of library
3. To develop in student teachers the skill for promoting reading habits among students.

Unit I

Knowing of the Library

Library Procedures- Cataloguing, Locating a book/material in library, stock verification, Reference service.

Unit II

Library as a resource of learning, pleasure and concentration School Library as an intellectual space for students and teachers

Unit III

Types of Books and other Material used by different readers Techniques of keeping these books and material, Bibliography, Display of Books and jackets, Books exhibition.

Dimensions of setting up of a school library

Unit IV

Locating information and using it for one's own career development resources helpful in providing information for career development Newspaper, Magazines, Learning guides, Members of local community, Resource persons, Websites, E-library.

Practicum

Each student teacher will be expected to:

- Maintain a list of books and journals that have been read.
- Make a dossier with relevant websites and notes on their learning potential.
- Write reviews of at least two books of his/her own interest.
- Make a plan for setting up of a school library and discuss it with the school he/she has attached with and write a programme-evaluation report.
- A small survey to collect information about different kinds of libraries in the city may be conducted.
- A project may be taken to discern the present status of libraries in schools.

In addition, each student-teacher should also undertake any one of the following:

- Discern learning opportunities in the local environment, and create an occasion and/or a strategy for some significant learning for fellow students.
- Interview resource persons/member of local community and/ or organize a 'learning encounter' with any of them for their fellow students.

Mode of Assessment

- Student-teachers will be assessed on the width and relevance of their readings and net explorations in one year duration.
- Student teachers should be evaluated regarding participation/execution of the set of activities indicated above, with suitable criteria evolved.

Readings:

Introduction

- An introduction t Library Cataloguing
Theory of Books Selection M.M. Job sterling Publications Pvt. Ltd. New Delhi
- The teacher librarian: Connest Grimshous.
E.D. Arnold & son Ltd. Edinburg Belfast London.

**Two Year B.Ed. Course
B.Ed. 2nd Year**

Engagement with the Field/Internship

**COURSE 016
School Internship**

Internal: 250

External: 100

B.Ed. II Year

Step –I Orientation for Internship (July 1st & 2nd week - 15 days)

Understanding school activities, its philosophy, aims, organization, management, understanding life of a teacher, needs of physical, mental and emotional development of student. Aspects of curriculum & its transaction, assessment of teaching learning, unit planning etc.

Step-II Observation (July 3rd week – 7 days)

Observation of regular teacher, peer observation, observation of various school activities.

Step-III Teaching & other activities July last week to in two Blocks A: 7 weeks + Block B: 7 weeks (14 weeks)

Trainees must have school experience at different level of school in block A and Block B

Different level of school means upper primary level and high/Higher secondary level.

Internship activity shall be organized in Govt./Public/Semigovt./Aided/Self Financed and any other upper primary and High/H S School. The selected school must have recognition from competent authority during internship programme. The trainees are expected to stay at school for 4 days a week (Wednesday to Saturday) and for 2 days (Monday and Tuesday) they have to come to their institution.

A) Activities during 2days at institution:-

Planning, developing teaching material, unit plan, reflective journal writing, interaction with mentor and faculty member and for guidance regarding various books.

B) Activities during 4 days in school-

Intern would work as regular teachers on day to day basis. Transacting unit plan of opt subject.

Participating in all activities of school including planning, teaching, evaluation interaction with teachers, community.

Undertaking & implementing various project works and class room based research.

Developing resource center in school.

Note- Detailed internship programme is given in table No. 1 components of school. The school internship programme for B.Ed.

Assessment:-

Internal-

1. Mentor	-	150
2. School Principal	-	100
3. External	-	100

1. Mentor-

Assessment of development of unit plan
Class room observation
Reflective journals
Resource material
Assessment of all records (documentation)
Observation of group discussion
Report of group activities
Seminar and presentation

2. School Principal

School assessment by principal
Observation of classroom teaching

Record of unit plan

Record of other activities by interaction with trainee

3. External-

Assessment of all school experience and field experience records in viva-voce mode

The B.Ed. programme shall provide for sustained engagement with self, the Child, Community and School at different levels and through establishing close connections between different curricular areas.

This curricular area would serve as an important link between the above two broad curricular areas through its three components:

(d) Tasks and Assignments that run through all the courses.

(e) School Internship.

(f) 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 the schools for developing CCE practices, establishing study circles/forums for professional development of in-service school teachers or dialoguing with the School Management Committee etc.

Community-based engagement may also include oral history projects with a community of artisans 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 community.

Several specialized courses shall be offered to enhance professional capacities of a student-teacher such as courses on language and communication, drama and art, self development and ICT. A course on critical understanding of ICTs shall be offered as an important curricular

resource, according primacy to the role of the teacher, ensuring public ownership of digital resources and promoting constructivist approaches that privilege anticipation and co-creation over mere access to ICTs.

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; understanding and practicing yoga education, developing social sensitivity and the capacity to listen and emphasize.

Practicum courses are to be designed to give opportunities to acquire a repertoire of professional capacities and skills in craft, creative drama, music and theatre in education; developing and analyzing curricular material; work with children, work with community, classroom management; systematic observation, documentation and evaluation; there would be a progressive increase in the practicum components as the programme advances to the final year. Practicum courses shall include the following:

Activities and workshops designed to develop the personal and professional aspirations of the self as a teacher in order to provide opportunities to students for self-reflection and analysis. Students learn to be self-critical, questioning and reflective, sharpen their abilities to relate, communicate and develop positive attitudes towards children and teaching.

Workshops designed to use creative drama as an extension of one's desire to look at oneself and the world; use theatre to deconstruct stereotypes, ask critical questions about society and belief systems and to widen ways of thinking.

Students shall be given opportunities to develop a vast repertoire of capacities and skills in drawing, craft, work education, music and physical movement, school and health education.

Colloquia: Colloquia would form an integral part of the B.Ed. programme, to provide opportunities to build connections between theory, observations and

classroom teaching. Unlike practicum course(s), colloquium provides for a platform where students draw theory-practice connections in order to interact with children and prepare resources for them. Students are expected to present term papers, practicum reports and participate in group discussions. The colloquia shall include a school contact programme, literature for adolescents, theatre in education and developing a resource centre in schools.

The B.Ed. curriculum shall provide for sustained engagement with the Self, the Child, Community and School, at different levels, and through establishing close connections between different curricular areas. In the first year, there shall be work on the field amounting to a minimum of 4 weeks, spread over several days throughout the year. This will include one week of school engagement and three weeks of other engagements as explained ahead. In the second year, there shall be a minimum of 16 weeks of engagement with the field of which 15 weeks are for school internship and one week is for other field engagements. Thus a minimum of 20 weeks (4+16) shall be allocated over the two years for tasks, assignments and school internship in the field, under the broad curricular area Engagement with the Field. The weightage of internal assessment for Engagement with the Field shall be 100 %. This curricular area of Engagement with the Field would serve as an important link between the other two broad areas and the field.

School Internship

School internship shall be designed to lead to development of a broad repertoire of perspective, professional capacities, teacher sensibilities and skills, the curriculum of B.Ed. shall provide for sustained engagement with learners and the school, thereby creating a synergy with schools in the neighborhood throughout the year and establishing feedback loop into the school through formal and informal interactions/dialogues. Student teachers shall be equipped to cater to diverse needs of learners in schools.

Schools are to be actively engaged at teaching at two levels namely secondary and senior secondary. They should be provided opportunities to teach in government and private with systematic supervisory support and feedback from faculty.

Internship in school for a minimum duration 16 weeks for a two-year programme, this should include 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 teaching lessons.

Specific components of the School Internship programme are outlined here below. The School Internship programme shall also include *visits to innovative centres of pedagogy and learning – innovative schools, educational resource centres, teaching – learning centres.*

Having gained some experience with the child, the community and schools in Year 1, the second year would offer intensive engagement with the school in the form of School Internship. During the first year, to support better understanding of schools and in preparation of Internship, teacher education institutes shall make provisions for visits to innovative centres of pedagogy and learning - innovative schools, educational resource centres, etc. During the Internship, a student-teacher shall work as a regular teacher and participate in all the school activities, including planning, teaching and assessment, interacting with school teachers, community members and children. Before teaching in a classroom, the student-teachers will observe the school and its classrooms for a week, to understand the school in totality, its philosophy and aims, organization and management; the life of a teacher; needs of the physical, mental, emotional development of children; aspects of curriculum and its transaction; quality, transaction, and assessment of teaching–learning. School Internship shall be designed to lead to the development of a broad repertoire of perspectives, professional capacities, teacher dispositions, sensibilities and skills. Student teachers shall be equipped to cater to diverse needs of learners in schools. Student-teachers are to be actively engaged in teaching at two levels, namely, upper primary and secondary. They should be provided opportunities to teach in government and private schools with systematic supervisory support and feedback from faculty. Internship in schools is to be done for a minimum duration of 16 weeks. This should include an initial phase of one week for observing a regular classroom with a regular teacher and would also include peer observations, teacher observations and observations of interns' lessons by faculty. It is important that the student-teachers consolidate and reflect on their teaching experience during and after the school internship. Therefore, along with writing reflective journals during the internship programme, there shall be space for extended discussions and presentations on different aspects of the teaching experience after the internship. However, if the institute wants to provide an opportunity to understand the context of teaching in a government and private school or the dynamics of teaching at elementary

and senior secondary levels, this period can be divided into two blocks. Internship may be arranged in two blocks in such a way that teaching in one school at a particular level (for example elementary or senior secondary) during one block, is followed by the teaching in another school or the same school at another level during the second block. Under any circumstances, the student-teacher should not be sent to more than two schools during her/his internship period. Internship should not be reduced to the 'delivery' of a certain number of lesson plans, but should aim for meaningful and holistic engagement with learners and the school. Moreover, teaching should not be practiced through the reductionist approach of 'microteaching' of isolated 'skills' and simulated lessons.

Table 1: Components of the School Internship Programme for B.Ed.	
Components	Transaction
Period of School Internship	<p>The Internship shall be conducted in two phase. The first year would include 4 weeks of orientation, of which one week is to be dedicated to classroom observations, one week for community experiences and two weeks for Unite Planning & Teaching in opted teaching subjects.</p> <p>Teaching during the second year of school internship would be spread over 16 (sixteen) weeks spread over secondary and/or senior secondary level. In the second year, Interns will be expected to be in school for 4 continuous days of a week. 2 days in a week shall be dedicated to planning, developing materials, reflective journal writing, interacting with faculty at the Institute, participating and organizing of school activities faculty shall provide feedback and mentor interns.</p>
Orientation to Internship	<p>The purpose of observations would be t understand the school in totality, its philosophy and aims, organization and management; understanding the life of a teacher: needs of the physical, mental, emotional development of children in the elementary and secondary levels; aspects of curriculum and its transaction; quality, transaction, structure, use and assessment of teaching –learning.</p> <p>Observations would include feedback from faculty, peers and regular teachers in the school.</p>

	One faculty to support a maximum of 10 students in a school for feedback, support, guidance and assessment.
Planning for teaching	Interns would develop Unit Plans in the subject of the chosen pedagogy optional course with guidance from faculty.
Unit planning	The Unit Plans shall include planning concept maps, transaction strategies and approaches; student's learning needs and delineation of aspects of assessment. Planning will include integrated plans across subject areas and integrating work and education, art and education. Flexible formats shall be encouraged depending on the nature of subject and the Unit being taught.
Internship	Interns would work as a regular teacher on a day to day basis. Preparing and transacting Unit plans in the opted subject. Student teachers participate in all the school activities, including planning teaching and evaluation of school teachers, community and children.
Supervision at the Internship Program	Faculty would supervise lessons to give oral and written feedback. At least a few lessons should be observed by the practice teaching school teachers.
Developing resources	Teacher education institutions shall set up Resource Centres in the schools, where in the faculty also get a chance to teach, undertake collaborative research with school teachers, engage in-service development programs and forums for school teachers. Materials related to the teaching learning process prepared by student teachers, school children and faculty shall be catalogued and placed in the resource centre, apart from this the resource centre may also contain children's literature, games and other visual and audio materials.
Reflective journals	Interns to maintain regular reflective journals which would include reflections on children's level of materials, critical analysis of one's own pedagogy, issues related to school experience, observations of children with reference social cultural background observation of classroom as well as other learning situation in a school development of CCE, issue of

	classroom management and linkages between pedagogy and theoretical constructs.
Project	<p>Drawing upon their experiences during school internship, interns shall be required to undertake small classroom-based research projects in their area of interest. This would enable interns to acquire basic research skills of systematic observation, documentation and analysis and to use these for reflective teaching and learning.</p> <p>The programme shall provide opportunity to Interns in some of the following collaborative projects: work experience and SUPW; case studies; performance arts; art and craft education; school study; material production(teaching-learning materials) ; child and school health; social work; education/community work; ICT integration; projects in special/inclusive education.</p>
Assessment of Internship	All aspects of Internship delineated above shall be assigned weightage for assessing an Intern's progress during Internship. The assessment shall be a continuous process spread through the year. The feedback given to interns Students shall be given information about their grades/marks as part of professional feedback so that they get the opportunity to improve their performance.

Programme implementation

The college/institution will have to meet the following specific demands of a professional programme of study:

- 11) Prepare a calendar for all activities, including school internship. The school internship and other school contact programme shall be synchronized with the academic calendar of the school.
- 12) Enter into an MoU with at least ten schools indicating their willingness to allow the Internship as well as other school based activities of the programme. These schools shall be preferably government schools, and can include recognized public/aided/unaided upper primary/senior secondary schools. These schools shall form basic contact point for all practicum activities and related work during the course of the programme, not more than ten and twenty interns shall be attached with a school

having pupil strength up to 100 (one thousand) and 2000 (two thousand) respectively.

- 13) Transaction of the foundation and the pedagogy course should be done using a multiple and variety of approaches such as case studies, problem solving, discussions on reflective journals and making linkages with foundation and pedagogy papers in colloquia, observations of children in multiple social culture environments. Interns shall maintain reflective journals and observation records, which provide opportunities for reflective thinking.
- 14) Initiate discourse on education by periodically organizing seminars, debates, lectures and discussion groups for students and faculty.
- 15) Organize academic enrichment programmers including interactions with faculty from parent disciplines; encourage faculty members to participate in academic pursuits and pursue research, especially in schools. Provisions of leave shall be made for faculty to undertake research/teaching in universities and schools.
- 16) School teacher shall be invited to teacher education institutions for feed back to student teachers and for extension/guest lectures and organizing colloquium.
- 17) There shall be a provision for grievance redressal for students with regard to aspects of programme implementation. Mechanism shall be worked out to address issues of biases where faculty other than the ones actually dealing with the course/subject or through the involvement of school mentor and external expert in addition to the internal examiners shall be involved.
- 18) In the case where multiple teacher education programmers are offered in a single institute, there would be a designated faculty coordinator for each of the programmes offered.
- 19) There shall be a designated person from among the faculty for coordinating school internship programme.
- 20) There shall be mechanisms and provisions in the Institution for addressing complaints of students and faculty and grievance redressal.

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