शहीद नंदकुमार पटेल विश्वविद्यालय, रायगढ़ (छ.ग.) से संबद्ध

समस्त स्नातकोत्तर (शासकीय एवं अशासकीय) महाविद्यालयों में

सत्र 2021-22 से लागू सेमेस्टर पद्धति के अनुसार

नियमित छात्रों के लिए

सेमेस्टर पाठ्यक्रम

बी.एड.(बैचलर ऑफ एजूकेशन)
B.Ed. (Bachelor of Education)

SHAHEED NANDKUMAR PATEL VISHWAVIDAYALAYA RAIGARH (C.G.)

Draft Ordinance – 47
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. form 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 consists 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 Year B.Ed. Course
SCHEME OF EVALUATION
B.Ed. – 2nd Year

Subjects	Course	Internal Max	Internal Min	External Max	External Min	Total Max	Total 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 &		-	-	-	-	20	09
Terminal Test		-	-	-	-	30	14
Total Marks						**550**	

PART II	Course	Internal Max	Internal Min	External Max	External Min	Total Max	Total Min
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			Max	Min	Max	Min	Max	Min
Engagement With the field & Internship School Internship	016	Principal	100	50	---	---	100	50
		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

SHAHEED NANDKUMAR PATEL VISHWAVIDYALAYA, RAIGARH (C.G.)

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. Factors that influence learning
iv. 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; children's thinking;
ii. Vygotsky's and Bruner's social constructivism - introduction, concept of zone of proximal development, tools and symbols in development, scaffolding, implications for teaching.;

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 motivational needs and learner, classroom environment – cooperation and competition,
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 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.

8. Case studies on changing Childhood & Adolescence in Chhattisgarh.

SUGGESTED READINGS

1. मुकुंदाकमला, स्कूलमेंतुमनेक्यापूछा, एकलव्य, भोपाल, 20131

2. सीखनेमेंगति की स्वतंत्रता, रविकान्ततोषनीवालए, विमर्श, मार्च 1999, दिगांतर, जयपुर

3. समावेशीशिक्षा:विचारऔरअनुभव, मदनमोहनझा की विशंबरसेबातचीत, शिक्षाविमर्श, मई–जून 2007, 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.

9. 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.

10. 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 ...

SHAHEED NANDKUMAR PATEL VISHWAVIDYALAYA, RAIGARH (C.G.)

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

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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. Gender, sex, sexuality, patriarchy, masculinity and feminism
   ii. Gender bias, gender roles and stereotyping, and its consequences
   iii. Gender and other forms of inequality in relation with (caste, class, ethnicity, disability etc)
   iv. 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. 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.
   vi. Feminization of teaching profession

Unit 3: Gender and Sexuality

   i. Understanding sexuality (sexual orientation and sexual identity – third gender)

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 HumanDevelopment: 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 Educationcommission 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, Anthropolgy 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 आंदोलनः कल आज और कल, सम्पूर्ण टस्ट्र, नई दिल्ली 2001
14. आर्यसाधना, निवेदिता मेनन और जिनी लोकनीता, नारीवादीराजनीतिसंघर्ष, एवंमुद्दे (संपादक), हिन्दी कार्यान्वय निदेषालय, दिल्ली विष्वविद्यालय, दिल्ली 2001.

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

SHAHEED NANDKUMAR PATEL VISHWAVIDYALAYA, RAIGARH (C.G.)
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 and morality?

    b. What are the values prevalent in contemporary society?

    c. 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

    d. 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?

    e. 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.

    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.

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.

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, षिक्षा 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.

SHAHEED NANDKUMAR PATEL VISHWAVIDYALAYA, RAIGARH (C.G.)

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 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

- Clarifying the terms – assessment, evaluation, test, examination, measurement
- The role and importance of assessment
- What is assessment, why do we assess
- Current Examination system:-
- Assessment for support – The purpose, nature, principles, effect, kind of tools,
- 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
- Distinction between 'Assessment of Learning' and 'Assessment for Learning'

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
- 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
- Problem-solving ability;
- 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.
- 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
- 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)

SHAHEED NANDKUMAR PATEL VISHWAVIDYALAYA, RAIGARH (C.G.)

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 upgrdation, 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

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

Unit 2: 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 (yksdrkaf=d 'kkyk)
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
पाठ्यकम 014.1
हिन्दी का शिक्षणशास्त्र (द्वितीय वर्ष)

अंक – 100
आंतरिक – 20
बाह्य – 80

बच्चे जब विद्यालय आते हैं तब तक वह अपनी भाषा में परिपक्व हो जाते हैं तथा वे अपनी भाषा में व्यक्तियों से संवाद करने की क्षमता रखते हैं और यह क्षमता वे परिवेश से अंतः क्रिया करके हासिल करते हैं। उनका लिखित भाषा स्वरूप से परिचय व उनमें 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 रूचि 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, बिम्ब को 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 विशेरूा 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 कम 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। भाषा के बहुभाषिक दृष्टिकोण 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, अनुभवों को स्थान देना, अर्थनिर्माण पर जोर, आपसी संवाद के अवसर।

गतिविधि

- कक्षा शिक्षण में भाषा शिक्षण के उद्देश्यों की पूर्ति व 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, आचार्य रामचंद्र शुक्ल, मुकुटधर पाण्डेय)

ख.साहित्य क्यों पढ़ें?
–साहित्य व संवेदनशीलता।

–साहित्य व सौन्दर्यबोध।

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

गतिविधि

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

इकाई 3 : साहित्य की विविध विधाओं का षिक्षण : 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 विधाओं का षिक्षण।

–कहानी, उपन्यास, निबंध, नाटक शिक्षण

–नाटक को पढ़ना–पढ़ाना (संवाद लिखना, मंचन करना, अभिनय, अभिव्यक्ति)

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।
- 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 षिक्षण : भाग 3

क. पद्य की विविध विधाओं/रूपों से परिचय

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

ख. पद्य विधाओं का षिक्षण।

–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

1० राष्ट्रीय पाठ्यचर्या की रुपरेखा 2005 एन. सी. आर. टी.
2० भारतीय भाषाओं के लिए निर्मित पोजीशन पेपर एन.सी.ई.आर.टी
3० बच्चे की भाषा और अध्यापक कृष्णकुमार नेशनल बुक ट्रस्ट
4० प्राथमिक शिक्षा में भाषा शिक्षण, गिजुभाई बघेल का मान्टेसरी बाल शिक्षण समिति

5० शैक्षिक ज्ञान एवं वर्चस्व – ग्रंथ शिल्पी, दिल्ली

6० एन.सी.ई.आर.टी जर्नल्स – जर्नल्स आफ इंडियन एजुकेशन

दी प्राइमरी टीचर्स

एजुकेशन एब्सट्रेक्ट

इंडियन एजुकेशनल रिव्यू

7० अभिव्यक्ति और माध्यम एन.सी.ई.आर.टी

8० सृजन भाग 1 अभिव्यक्ति और माध्यम एन.सी.ई.आर.टी

9० हिन्दी साहित्य विधाओं की प्रकृति, देवीशंकर अवस्थी

10० हिन्दी साहित्य का संक्षिप्त इतिहास एन.सी.ई.आर.टी

11० हिन्दी साहित्य – हजारी प्रसाद द्विवेदी

12० साहित्य सहचर – हजारी प्रसाद द्विवेदी

13० 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 हरिशचन्द्र के नाटक, निबंध, कहानी, काव्य की पुस्तकें।

14० उदारीकरण का सच, माधुरी, अमित और दीपक नैयर राजकमल प्रकाशन नई दिल्ली।

15० भारत की राष्ट्रीय संस्कृति एस आबीद हुसैन नेशनल बुक ट्रस्ट नई दिल्ली 1998

16० भारत का संविधान एस सी कश्यप नेशनल बुक ट्रस्ट 1995

17० शिक्षा में बदलाव का सवाल–सामाजिक अनुभवों से नीति तक अनिल सदगोपाल ग्रंथ शिल्पी नई दिल्ली 2000

महत्वपूर्ण वेबसाइटः

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

SHAHEED NANDKUMAR PATEL VISHWAVIDYALAYA, RAIGARH (C.G.)

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

i. 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)

ii. 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

α. Need and relevance of studying literature for language learning
  • Literature and Sensitivity
  • Literature and Aesthetic sense
  • Literature and understanding social reality and finding one's role in it

β. Appreciation of Literary Writing

χ. Introduction to Indian writing in English

Unit 4: Teaching of Literature

a. 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

b. Literature in the School Curriculum (diaries, reports, narratives, etc.) : translation as a creative activity
c. Designing appropriate learning experiences for different forms of literature - Creating and using classroom materials, and processes.

Unit 5: Assessment and Feedback

a. Role and Importance of Assessment
   - What is Assessment? Why Assessment? Types of Assessment, Nature of Assessment, Whose Assessment, Challenges and Limitations of Assessment
b. Methods of Assessment
   - Peer Group Assessment, Self-assessment, Group Assessment, Portfolio
c. 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
d. Forms of Questions in Language Assessment
   - Questions related to Problem solving, related to creativity, related to critical thinking, related to imagination
e. Feedback
   - To learners, to teachers, to parents/guardians, to the system.

PRACTICUM

Activiy 1. Prepare an activity to develop listening skills of students and prapare a report after implementing it.

Activity 2. Develop a Language a corner in school and prepare a report showing how it helped improving the language skills of the students.

Activity 3. Organize a debate among students and note how do they use different words and skills to present their thoughts.

Activity 4. Takeup a stoty/poem and critically analyse its context. Collect the text of different genre and explain them

Activity 5. How effective is peer evaluation in developing language skills. Prepare a report on peer assessment.

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.

SHAHEED NANDKUMAR PATEL VISHWAVIDYALAYA, RAIGARH (C.G.)
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
1) 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.
2) To develop an appreciation and understanding of the objectives of school mathematics.
3) To develop an understanding of the fundamental concepts and ideas of mathematics. Be able to feel empowered to do and enjoy mathematics.
4) To develop an insight about how children learn mathematics in diverse contexts and the challenges they face during the learning processes.
5) 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.
6) To help the student-teacher to create a classroom culture that is an engaging space for every child.
7) To develop a culture of critically examining the mathematics curriculum and textbooks.
8) To help the student-teacher in becoming a more confident learner and teacher of mathematics.
9)

10) To help student-teacher explore different tools and techniques, including teaching-learning material, mental models and ICT, for the teaching and learning of mathematics.

11) 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.

- History of rational numbers
- Conceptual understanding of different aspects of fractions, operations on fractions, rational numbers and their operations
- Constructing engaging and inclusive class-rooms related activities- drill and practice, oral and written work exercise, worksheets, etc. for understanding these numbers. Solving interesting problems based on these to develop a better understanding
- Teacher's knowledge and challenges

Readings

- 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
- Davis, P. J., & Hersh, R. (1982). The mathematical experience. Boston: Houghton Mifflin
- Lamon, S. (2005). Teaching fractions and ratios for understanding: Essential content knowledge and instructional strategies for teachers, Mahwah, NJ: Erlbaum
- Subramaniam, K., Research on the Learning of Fractions and Multiplicative Reasoning: A Review (http://episteme4.hbcse.tifr.res.in/review-volume/6-subramaniam)
- LMT-01 Block 5 Unit-14, Working with Fractions
- LMT-01 Block 5 Unit-16: Working with Decimal Fractions
- NCERT Books – Classes VI to X
- Chhattisgarh State Mathematics Class IX textbook

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.

- Children's understanding (reasoning patterns and misconceptions)

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

- 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

- Constructing engaging class-rooms, exercises, problems, worksheets etc.

- Teacher's knowledge and challenges

Geometry- Three stages of teaching geometry, basic concept in geometry, angle, triangle, quadrilateral, circle, polygon, congressing 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

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

- Historical account of algebra across cultures

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

- 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.

- Children's understanding (reasoning patterns and misconceptions)

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

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

- Teacher's knowledge and challenges.

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

Readings

d. Bell, A.(1995) Purpose in school algebra. *Journal of Mathematical Behavior*,14, pp.41-73.

e. 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.

f. 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.

g. 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.

h. Zazkis, R. & Liljedahl, P. (2002). Generalization of patterns: The tension between algebraic thinking and algebraic notation. *Educational Studies in Mathematics, 49,* 379-402.

i. AMT-01 Block 3, Unit-10: Generalizing Arithmetic to Algebra

j. Ferrucci etal; *Using a model approach to enhance Algebraic thinking in elementary school mathematics classroom*

k. Usiskin: Conceptions of School Mathematics

l. 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.

- History of data handling and probability

- 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.

- 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

- 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

- 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 – Classex 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

- Role of Evaluation 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* 43,243–26
  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)

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

b. 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.

c. 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.

d. 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.

e. 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.

f. Concept of maths lab related with class 6th to 12th

f. Concept of maths lab related with class 6th to 12th

g. Joyful learning practises ICT regarding classroom teaching learning presses Each student-teacher conduct an action research on mathematics related problem

SHAHEED NANDKUMAR PATEL VISHWAVIDYALAYA, RAIGARH (C.G.)
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:

12) Understand the aims and objectives of teaching science at various school stages.
13) Develop her own ideas on classroom planning
14) 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:

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

n. E Sotto. (2007). When teaching becomes learning. A theory and practice of teaching. Continuum Press

o. P Hook, A Vass. (2000). Creating winning classrooms. David Fulton (London)

p. 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.

h. What is to be assessed in Science, how do we assess it

i. analysing the type of questions asked in the current examinations

j. Designing assessments for teaching-learning in science

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

Suggested practicum/tasks:

• Workshop on designing items for science and developing question papers for different classes for science

• Workshop on assessment of project work, group work, portfolio, etc

• Student teachers to analyse CCE guidelines of state and develop formats for their science classes for some chapters

Readings:

1. 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

2. 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

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

4. 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

<u>Note</u>: *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:

f. *Discussion of knowledge learners are likely to bring into the class and how the teacher can use this*

g. *Analysis of content areas*

h. *Developing unit plan and resources*

i. *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)*

j. *Links between concepts*

k. *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:-

- Structure of atom and molecules, isotopes and isobars

- Periodic properties of elements (link to atomic structure)

- Types of chemical bonding and chemical reactions

- Element - their extraction, purification of organic compound

- Acids, bases and salts

- Carbon

- Organic compounds classification and numen cloture of organic compound, isomerism in organic compound

- Relationship between functioning of different organ systems

- Ecosystems - structure and function

- Evolution - Theories of Evolution, Human Evolution, diversity - level of Biodiversity, uses and threats of biodiversity, heredity, Ecological adaptations.

Readings:

1. R McDuell. (2000). Teaching secondary chemistry. ASE (John Murray)
2. Module on nature of matter - developed by Uma Sudhir, Eklavya
3. A short history of chemistry - Isaac Asimov
4. NCERT chemistry textbook - class XI and class XII
5. *Gatisheel Parmanu* Richard P. Fynman, Sandharbh, vol 5(53), 13-29
6. *Parmanu bhar ki guthhi anu parmanu bhed see suljhi*, Sushil Joshi, Sandharbh, Sept-Oct, 1995, 27-35
7. *Sanket and Sutra: Rasayanik Sanghatan ki ek Abhivyakti*, Sushil Joshi, Sandharbh, Nov'95-Feb'96, 11-21
8. *Kya batate he suchak rang badalkar*, Sushil Joshi, Sandharbh,
9. *Do tarh ki amliyata, kkshariyata,* , Sushil joshi, Sandharbh, Mach April, 1995, 39-44
10. JB Reece, LA Urry, ML Cain, SA Wasserman, PV Minorsky, RB Jackson. Campbell Biology. Benjamin Cummings
11. M Reiss. (2000). Teaching secondary biology. ASE (John Murray)

12. Bal Vaigyanik set for easy activities that build concepts
13. This is biology: The science of Living world by Ernst Mayr, Belknap Press of Harvard University Press, 1997
14. What is life, JBS Halden (almost all chapter's are available in Hindi in different issues of Sandharbh)
15. Evolution by Stephen J. Gould
16. Evolution by VB Borger
17. The causes of evolution (1932) (JBS Halden)
18. Cause and effect in biology- Ernst Myar, Science, New series,Vol.134,No. 3489 (Nov.10,1961), PP1501-1506
19. Biology and its history, Philosophy and biology by Peter Godfrey Smith, Princeton University Press, 2014.
20. 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 deference, ohm's low, specific resistance, Heating & Chemical effect of current.

  Magnetism –   Types of magnets, molecular model demagnetisation.

  Electromagnetism –   Faraday's lows, Fleming's left hand rule, Leng's law electric, motor.
- Waves –   Types of waves, S.H.M., Periodic motion.
- Light -   Reflection, Refraction, Interference, Polarization, Introduction of wave option.
- Sound -   Sound waves, Reflection & superposition of waves, Doppler effect
- Heat -   Specific heat, latent heat, Newton's law, Radiation.
- δ.   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:
1. Feynman lecture series (Volumes 1 to 2). Pearson.
2. D Sang. Teaching secondary physics. ASE (John Murray)
3. Bal Vaigyanik set for easy activities that build concepts
4. Conceptual physics, Paul G. Hewitt, 10h edition, Pearson, ISBN, 978-81-317-1553-6
5. Understanding Physics, Cummings, laws, redish, cooney, Wiley Inia Pvt. Ltd. ISBN 81-265-0882-5

SHAHEED NANDKUMAR PATEL- VISHWAVIDYALAYA, RAIGARH (C.G.)

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 t o 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

a. Adolescence and the teaching of civics/social and political life

b. Community Experience and the teaching of civics/ social and political life

c. 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.
   - 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 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

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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
a. Unit plan, year plan, planning single lesson and various approaches in making the plan
b. 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
c. 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

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.

> 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.

- 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

- 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.

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   - Project based work and presentation of the outcomes of the projects
   - Inclusive processes that are sensitive to the needs and interests of different students
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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 dairy 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

- 1. Batra, P. (ed.) (2010). *Social Science Learning in Schools: Perspective and*
- *Challenges,* New Delhi: Sage.
- 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.
- Jain, M. (2005). Social Studies and Civics: Past and Present in the Curriculum,
- *Economic and Political Weekly,* 60(19), 1939-1942.
- Sunny, Yemuna. (2008). 'Experience and Science in Geography Education', *Economic and Politial Weekly,* June14, 2008, pp 45-49.
- Bose, Sukanya and Sardana, Arvind. (2008). 'Teaching Economics in Schools', *Economic and Political Wekly,*August 9, 2008, pp 54-60.
- Paliwal, Rashmi and Subramaniam, C.N. 'On Contextualization of Curriculum' Contemporary Education-dialogue,
- " " Learning Curve, APF, 200..
- NCERT, (2006). Position Paper National Focus Group on *Teaching of Social Sciences.* New Delhi: NCERT, 1-19.
- NCERT Social Science Textbooks for classes VI – XII, New Delhi: NCERT.
- *Social science Textbooks for classes VI – VIII,* Madhya Pradesh: Eklavya.
- John Dewey, School and Society, chapter on Social Science
- George, A. and Madan, A. (2009). *Teaching Social Science in Schools: NCERT's New Textbook Initiative.* New Delhi: Sage.
- Kumar, K. (1996). *Learning From Conflict.* Delhi: Orient Longman, pp. 25-41, 79-
- . Bhattacharya, N. (2009). Teaching History in Schools: The Politics of Textbooks in India ..*History Workshop Journal.* 67(1), 99-110.
- Eklavya, (1994), *Samajik Adhyayan Shikshan: Ek Prayog,* Hoshangabad: Eklavya.
- .George,Alex M.(2004),Children's Perception of *Sarkar:* The Fallacies of Civics Teaching, *Contemporary Educational Dialogue* 1:2, 228-257 and published by Eklavya
- Balagopalan, S. (2009). Chapter 7: Unity in Diversity: Diversity, Social Cohesion and the Pedagogical Project of the Indian State. In S. Vandiyar et al (eds.) *Thinking diversity, building cohesion: a transnational dialogue on education, Amsterdam:* Rozenburg Publications.
- . Billinge, M., Gregory, D., Martin, R. (eds) (1984). *Recollections of a revolution: Geography as spatial science,* London: Macmillan

- Carr, E. H. (1961). *What Is History?* England: Penguin
- Geetha, V., Selvam S., Bhog D. (2009). *Textbook Regimes: A Feminist Critique of Nation and Identity, Tamilnadu,* New Delhi: Nirantar.
- . Hursh, W., D. and E. Wayne Ross, (2000). *Democratic Social Education Social Studies for Social Change,* New York: Falmer Press, Chapter 9: Not only by our Words: Connecting the Pedagogy of Paulo Freire with the Social Studies Classroom,135-148.

Mehlinger, Howard D. (ed.) (1981). UNESCO *Handbook of Social Studies.* France: UNESCO Publications.

7. Ross, E. Wayne (ed.) (2006). *The Social Studies Curriculum: Purposes, Problems and Possibilities.* Albany: State University of New York Press, Chapter 1: The Struggle for the Social Studies Curriculum, 17-36. Amman Madan & Alex M George, Special issue of Shiksha Vimarsh,

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

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Teacher Enrichment

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COURSE 015.1

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

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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

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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 its 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.

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- 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.

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.
3. Prasad, Devi (1998). Art as the Basis of Education, NBT, New Delhi.
4. Sahi, Jane and Sahi, R., *Learning Through Art,* Eklavya, 2009.
5. Orr, David W. (2007) Is Environmental Education an Oxymoron? *Journal of the Krishnamurti Schools.* www.kfionline.org
6. Orr David (2004). All Education is Environmental Education *The Learning Curve, Issue 226.*
7. Dodd, Nigel and Winifred Hickson (1971/1980). Drama and Theatre in Education., London: Heinmann.
8. Gupta, Arvind (2003). *Kabad se Jugad: Little Science.* Bhopal: Eklavya.
9. Khanna, S. and NBT (1992). *Joy of Making Indian Toys, Popular Science.* New Delhi: NBT.
10. McCaslin, Nellie (1987). Creative Drama in the Primary Grades. Vol I and In the Intermediate Grades, Vol II, New York/London: Longman.Edition.
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.

SHAHEED NANDKUMAR PATEL VISHWAVIDYALAYA, RAIGARH (C.G.)

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.

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Rajaraman, V.	: Fundamental of computers, prentice hall of India, New Delhi
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SHAHEED NANDKUMAR PATEL VISHWAVIDYALAYA, RAIGARH (C.G.)
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.

SHAHEED NANDKUMAR PATEL VISHWAVIDYALAYA, RAIGARH (C.G.)
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 compete it 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 t 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.

<u>**Assessment:-**</u>
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

Details of School Internship Programme

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 word; 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. 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.

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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	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. 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.
Orientation to Internship	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. Observations would include feedback from faculty, peers and regular teachers in the school. 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	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 inters to acquire basic research skills of systematic observation, documentation and analysis and to use these for reflective teaching and learning. 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.
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 programmers 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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