



**PT. RAVISHANKAR SHUKLA UNIVERSITY RAIPUR (C.G.)**

**B.Ed. SYLLABUS 2019-21**

Paper No	PAPER NAME	EXTERNAL	INTERNAL
			THEORY/PRACTICAL
<b>SEMESTER I</b>			
	<b>THEORY</b>		
Paper 1	Philosophical Perspectives of Education	80	20
Paper 2	Nai Talim: An Experiential Learning	80	20
Paper 3	Pedagogy Part I	80	20
	<b>PRACTICUM</b>		
	Preparation of Teaching Aids 01. Minimum 6 charts on school content 02. Minimum 5 sets of Transparency to Transact school content 03. Minimum 2 Power Point Presentations to transact school content 04. Minimum one static model to aid school teaching content		50
	Community Activities 1. Village Survey 2. Awareness Rally/Program		50
<b>SEMESTER II</b>			
	<b>THEORY</b>		
Paper 4	Sociological Perspectives of Education	80	20
Paper 5	Learner and Learning Process	80	20
Paper 6	Elective I	80	20
Paper 7	Curriculum and Knowledge	80	20
	<b>PRACTICUM</b>		
	Micro Teaching on Skills of Teaching Internship (Two weeks) School Experience a) Observation of School Documents b) Mentor's Report		50
<b>SEMESTER III</b>			
	<b>THEORY</b>		
Paper 8	Pedagogy Part II	80	20
Paper 9	Nai Talim: Skill Based Learning	80	20
	<b>PRACTICUM</b>		
	Internship (Eighteen Weeks)		100
	Reflective Diary & Supervisor's Assessment		50
<b>SEMESTER IV</b>			
	<b>THEORY</b>		
Paper 10	Gender, School and Society	80	20
Paper 11	Assessment in Learning	80	20
Paper 12	Elective II	80	20
	<b>PRACTICUM</b>		
	Training in Yoga and Sports & Games		50
	Psycho-Metric Assessment	50	
	Viva Voce on Teaching Experience	100	
	<b>TOTAL</b>	1110	240 + 350 = 590
	<b>GRAND TOTAL</b>	1700	

*R. Zivan* *Camp*

*S. Agwal*

# Curriculum Framework

## B.ED. TWO YEAR COURSE 2019-2021.

Curriculum Organization based on NCTE framework			
Semester I	Semester II	Semester III	Semester IV
THEORY	THEORY	THEORY	THEORY
(C) Philosophical perspectives of Education (4 credits)	(C) Sociological perspectives of Education (4 credits)	(S) Pedagogy II (4 credits)	(C S) Gender, School & Society (4 credits)
(C) Nai Talim: An Experiential Learning (4 credits)	(C) Learner & Learning Process (4 credits)	(T E) Nai Talim: Skill Based Learning (2 credits)	(T E) Assessment in Learning (4 credits)
	(E) Elective I (4 credits)		(E) Elective II (4 credits)
(S) Pedagogy I (4 credits)	(T E) Curriculum & Knowledge (2 credits)		
PRACTICUM	PRACTICUM	PRACTICUM	PRACTICUM
Preparation of Teaching Aids (2 credits) Community Activities (2 credits)	Internship (2 Weeks) (2 credits) School Experience I (2 credits) a) Observation report of school documents b) Mentor's Report. c) Micro Teaching	Internship (18 Weeks) (12 credits) Reflective Diary (2 credits) Supervisor's Assessment (2 credits)	Training in Yoga and Sports (2 Credits) Psycho-Metric Assessment (2 credits) Teaching Exam & Viva Voce on Teaching
12 + 4 = 16 Credits	14 + 4 = 18 Credits	6 + 16 = 22 Credits	12 + 4 = 18 Credits

C: Core Paper, E: Elective Paper, TE: Teacher Enrichment, CS: Contemporary Study

### PSYCHOLOGY PRACTICALS

At least 5 practical's have to be conducted. Out of which 2 is compulsory.

01. Aptitude Test in any school subject (Compulsory)
02. Case Study to measure the problematic behavior of the child (Compulsory)
03. Achievement Test in any school subject with findings difficulty level only
04. Value Test
05. Reasoning Ability Test
06. Testing Individual differences/ Intelligence Test
07. Transfer of Learning
08. Span Of Attention

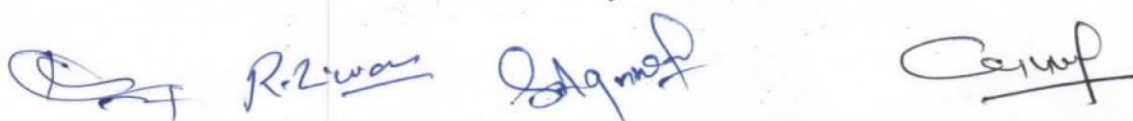
Note: "Subject" is compulsory to be present with the trainee during the annual Psychometric Practical Examination.

### TEACHING PRACTICALS

During Annual Teaching Viva voce Practical Exam it is compulsory to produce all teaching related work from Semester I to III.

18 Lesson plan (9 each from Middle and High School) including 08 lesson plan is compulsory from the Nai Talim formate). (10 Lesson Plan+8 Nai Talim=18)

Note: Formate has been given at the end of the syllabus.



**B.ED. SYLLABUS (SEMESTER II)**

**PAPER IV**

**SOCIOLOGICAL PERSPECTIVES OF EDUCATION**

**MARKS 80**

**Aims of the Course:**

**To enable the student –teacher to understand**


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

**Course Outline:**

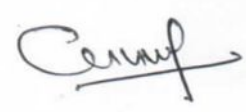
**UNIT I: Understanding diversity in Indian society with special reference to Chhattisgarh**

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

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

 R. Zia





## UNIT II: Sociological concepts relating to social stratification

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

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

## UNIT III: Aims of Education

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

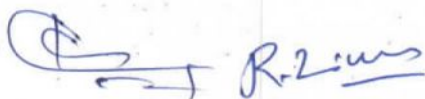
## UNIT-IV: DEMOCRACY AND EDUCATION

- Meaning of the term “National integration and Emotional integration”its need, role of teacher & educational institution in achieving National integration through democratic integration, explanation of cultural heritage, contributions of different religions (Hinduism,- Buddhism, Sikhism, Islam, Christianity and Jainism) for the same cause and human upliftment, equal communication, philosophy of celebration of Indian festivals.
- Sociological basis of education. Relationship between individual to individual and individual to society, in terms of Norms given by the existing social order; education as liberal utilitarian, education as a tool of economic education, as an agent of Social change, education as a means of National welfare through the Immediate welfare of the society, education and human resource development.
- Meaning of a new social order, eradication of illiteracy, objectives of NAEP; provisions made and channels started for educating socially, culturally and economically deprived; Means and measures taken for equality of opportunities in terms of castes, tribes. Disabled, Gender and Minorities:

## UNIT V: The Current Concerns of Indian Education

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

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

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 S. Aggarwal

 S. Arora

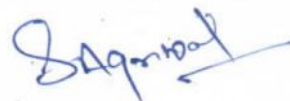
**PRACTICUM:**

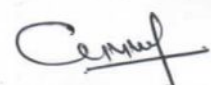
1. Field based surveys of status of marginalised social groups like SC, ST, migrant workers, rural and urban poor, etc and their educational prospects.
2. Action research to understand the problems faced by children of marginalised communities in schools of different kinds.
3. Action research to understand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

**REFERENCES:**

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

 R. L. Suresh

 S. Agnivaal

 C. Anup

Policy on Education 1965, 1988 & 1992

**Films & Documentaries:**

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

**PAPER V**

**LEARNER AND LEARNING PROCESS**

**MARKS 80**

**Aims of the Course:**

**To enable the student-teacher to understand**

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

**UNIT-I**

**Nature of psychology and learners**

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


**UNIT-II**

**Learning**

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

 R. Z. Khan





**UNIT-III****Intelligence**

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

**UNIT-IV****Exceptional Children**

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

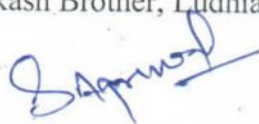
**UNIT-V: Socialization, Culture and Education in Indian context**

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

**REFERENCES**

2. Bhatia, H.R.: Elements of Educational Psychology, Orient Langman Ltd., Bombay.
3. Chauhan, S.S.: Advance Educational Psychology, Vikas publishing House. New Delhi.
4. Chauhan, S.S.: Psychology of Adolescence, Allied Publishers, New Delhi.
5. Garrett, H.E.: Statistics in Psychology and Education, Vakils, Fetter and simo Ltd. Bombay
6. Gulati, Sushma: Education for Creativity, NCERT, 1985.
7. Huriock, E.B.: Adolescent Development, McGraw Hill. New York.
8. Kapil, H.K.: Sankhiyiki ke Mool Tatva, Vinod pustak Mandir, Agra.
9. Kulshrenta S.P.: Educational Psychology.
10. Mangal, S.K.: Psychological Education, Prakash Brother, Ludhiana.

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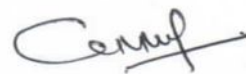




11. Mathur, S.S.: Educational Psychology, Vinod Pustak Mandir, Agra.
12. Mathur, S.S.: Shiksha Manovigyan, Lyoll Book Dept Meerut
13. Srivastava, G. N. P.: Recent Trends in Educational Psychology, Psycho, Research Cell. Agra.
14. Tripathi, S. N.: Prathiba Aur Srijntmakta, Mcmillan Co.. Bombay.
15. Psychology in a Third world country: the Indian experience by Durganand Sinha
16. Motivation and Rural development by Durganand Sinha

 R. Kumar

 Durganand Sinha

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**PAPER VI - ELECTIVE (GROUP- I)**

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

- (A) Educational and Mental Measurement.
- (B) Educational Technology And Management
- (C) Educational Administration and Management
- (D) Art Education

**One elective subject to be decided by considering the following-**

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

**(VI- A) EDUCATIONAL AND MENTAL MEASUREMENT****MARKS 80**

**Aims of the Course:**

**To enable the student-teacher to understand**

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


**Course Outline:**

**UNIT- I**


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

**UNIT-II**

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

 R. Z. Ansari

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**UNIT- III**

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

**UNIT- IV**

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

**UNIT-V**


- Achievement tests : construction of standardized achievement tests.
- Types of test items.
- Measurement of intelligence: Concept of intelligence, Binet test, concept of IQ.
- Individual and group tests of intelligence:
- Aptitudes and personality tests: Use of aptitude tests - overview.
- Use of interest inventories.
- Assessment of personality: interview, self-report inventories, rating scale, projective techniques. (Note - Some basic concepts and items covered, under compulsory core courses have been dropped here to avoid repetition although these are relevant).

**PRACTICUM**

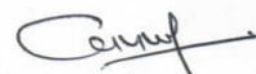
- Administration of a psychological test and interpretation of test results.
- Determination of. reliability or validity of any self made test.
- Construction of a test battery with at least five types of test items and trying out of the same on a class/group of students.

**REFERENCE**

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

 R. Z. Khan





**(VI-B) EDUCATIONAL TECHNOLOGY AND MANAGEMENT****MARKS 80****Aims of the Course:****To enable the student-teacher to understand**

1. To obtain a total perspectives of the role of technologies in modern educational practices.
2. To equip the student - teacher with his various technological applications available to him/her for improving instructional practices.
3. To help the teacher to obtain a total gender of his role of scientific management in education.
4. To provide the teacher the skills required for effective instrtional and institutional management.
5. To develop the professional skills required for guiding pupils in the three initial areas educational, penal and victual.

**Course Outline:****Unit – I: Concept of Educational Technology**

- Meaning
- Nature
- Scope
- Functions
- Need for educational technology in the schools of chhattisgarh.

**Unit – II: Communication Technology**

- Concept
- Nature
- Process
- Principles
- Componenets
- Types
- Barriers

Allied Skills Required - Micro Teaching and other skill based techniques

**Unit - III System Approach**

- Concept and characteristics
- System approach , System Analysis, System Design

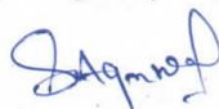
**Physical Resources of an instructional System**

- Concept
- Classification (Project/Non Project/hardware/software)

Hardware - Chalkboard, tape recorder, Educational radio, Educational Television, VCR, Instant Slide mker, OHP, Film Strip, Slide Projector, Epidiascope, Interactive Video, Computers, Reprographic Equipment.

Software - Scripts (Audio& Video), slides, Programs, lerning Materials, Film Strips,

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Transparencies, News Paper, Text Books, Maps etc.

#### Unit - IV Innovations in Educational Technology

- Video lessons and Talk Back, CAI
- Language laboratory
- Tele conferencing
- Tele-Text and Video Text
- Telephone Conferencing
- Computer Networking

**Strategies** - Tutorials, Seminar, Brain-Storming, Role-Play, discussion, Conference, Workshop

#### Unit - V Human Resources of an Educational System & Management

- Identification of the Human Resources, resources within and outside the school system

#### Meaning of Management in Education

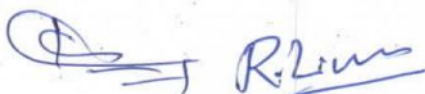
- Managing curriculum, managing co-curriculum, Managing school discipline and Managing physical resources.
- Developing performance profiles of institutions

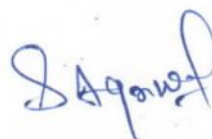
#### Assignments


1. Tutorial/Term paper/Symposium
2. Developing Software - Transparencies/Slides/Scripts/Scenarios
3. Workshop on handling Hardware
4. Preparation of low-cost/improvised material
5. Conducting a lesson - Using OHP/Slide projector or computer

#### References:

1. Brown, J.W, Lewis Pb. 7 harclerac : AV Instructional Technology: McGraw Hills, new York.
2. Davies, I.K. The Management of Learning, McGraw hills, New York.
3. Goel, D.R, Educational T V in India - Organisation and Wilization, Unpublished post doctoral Thesis, M.S. University of Baroda.
4. Jerone, P.L & Clarence, M.W.: A Guide to programmed Instruction, J. Willey & sons, New York
5. Richmond, W. Kenneth: The concept of educational Technology , A Dialogue with yourself, London, Weldenfeld and Nicols, 1970.
6. Sharma, R.A. : Technology of Teaching , Meerut, Lyall Book Depot, 1986.
7. Singh P.: Cybernetic Approach to Teaching; The progress Education, Pune, May 1984.
8. Smith K.U : Snd smith marget, F. : Cybernetic principles of learning and Evaluation, New York, Holt, Rinehart and Winston, 1966
9. Taber J.J., Glaser F4 & Schasffer, H.N: learning and programmed Instruction, Addison Waler Reading Massachuset, 1965.
10. William D.: using Mass Media in Schools, New York, Appleton century Crops 1962.

 R. L. L.

 S. Agnew

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**(VI- C) EDUCATIONAL ADMINISTRATION & MANAGEMENT****MARKS 80****Aims of the Course:****To enable the student-teacher to understand**

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

**Course Outline:****UNIT-I**


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

**UNIT-II**

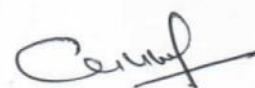
- Role and functions of headmaster/teacher: Basic functions administration planning, organising directing and controlling.
- Maintenance of discipline, control management.
- Co-ordination and growth, development,
- Supervision and inspection, defects in the present supervision and inspection.
- Scope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

**UNIT-III**

- Communication in Educational Administration Role of communication in effective management and administration.

 R. Kumar

 S. Srinivas

 C. Srinivas

- Methods of communication.
- Barriers of communication in educational administration.
- Overcoming barriers to communication and effective communication In educational admin-istration..

#### UNIT-IV

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

#### UNIT-V

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

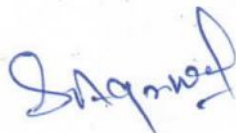
#### PRACTICUM

- The student-teacher is expected to conduct a study on any issue or problem relating to a school administration. The report should be in about 700 words.

#### REFERENCE

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

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**(VI-D) ART EDUCATION****MARKS 80****Aims of the Course:****To enable the student-teacher to understand**


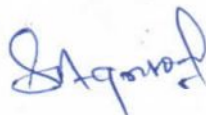
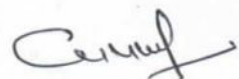
- To work together on small and large projects.
- To encourage students to free expression and creativity.
- To acquaint students with basic elements of design.
- To develop an insight towards sensibility and aesthetic appreciation.
- Joyful experience
- To develop a perspective of artistic and creative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

**Course Outline:****UNIT I: Art appreciation / brief history of Indian Art**

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

**UNIT II: Visual Arts.**

- History of visual arts
- The concept and meaning of visual arts
- 2D Arts, methods and techniques, Drawing, Painting, Still life, printing, life drawing, composition, collage, wall painting, posters, Alpama / Rangoli / Mandra / Folk art forms etc.
- Tribal computer Graphics: Animations
- 3-D Arts; Methods and techniques : Relief work, clay modelling, Hand poetry, molding, sculpture, Terracotta construction with mixed materials.

- 3-D animation. Folk / Tribal Art

### UNIT III: Theatre.

- Sense of theoretical / dramatic self:
  - Factors of Drama; the plot, structure, characters, available material, performance space, performance etc.
  - Street plays; script writing, song writing, clowning, cartooning.
  - Issues of identity, gender, relationships, social status.
- The roots of theatre; Ritual, Festival / Celebration, Myth, Primitive Man, Language Development.
- Modern Indian Drama; Major plays and Play wrights. UNIT IV: Music and Dance:
- Laya and Swara; Basic concepts of rhythm and note.
- Sangeet; Gayan, vadan and nritya in the context of locally known songs and dances commonly performed.
- Musical Instruments; categorization.
  - ❖ Music of different geographical areas such as the desert, mountains, jungles and river-belt.
  - ❖ The term 'Nritya' or 'Naach'
    - a) Movement of different parts of the body
    - b) Expression
    - c) Literature
- Percussion instruments
- Any two regional dances
  1. Description of the region
  2. Dialect
  3. Costumes
  4. Music
  5. Tal
- Discussions on -

1.	Rajasthani Folk Dance	(ref. Tarana List CIET)
2.	Himachal Pradesh ke Lok Nritya	(ref. Tarana List CIET)
3.	Hamare Vadya Yantra Series	(ref. Tarana List CIET)
4.	Community Singing	(ref. Tarang list CIET)

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5.	Song of Unity (KSSP)	(ref. Tarang list CIET)
6.	Rajasthan Folk	Langas and Manganiars
7.	Best of Carnatic	Various Instrumental
8.	Classical Dances of	(ref. Tarang List. CIET) India Series

### UNIT V: Heritage Crafts

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

### Some Reference Books Suggested for Teachers:

1. Indian Sculpture - Chintaman Kar.
2. Exploring Sculpture - Jan Amdell Mills and Boon, London.
3. The Technique of Sculpture - John W. Mills, P.T. Patsford Ltd., London.
4. A History of Sculpture of the World - Shelden Cneey, Thames and Hudson, London.
5. Form and Space -Edward Their, Thames and Hudson, London
6. Sculpture and Ideas - Michael F. Andrews.
7. Modern Sculpture -Jean Selz, Heinemann, London.
8. Creative Carving ads. (Material techniques appreciation) - Dons Z. Meilach, Pritam Publishing in the format of Posters, magazine layout, illustration animation and television
9. Bharat Ki Chitrakala (Hindi) - Rai Krishna Das

### Books published by NBT

1.	Pran Nath Mago	Contemporary Art in India: A perspective
2.	Jasleem Dhamija	Indian folk Arts and Crafts
3.	Krishna Deva	Temples of North India
4.	K.R. Srinivasan	Temples of South India
5.	Alokendranath Tagore	Abhanindranath Tagore
6.	Dinkar Kaushik	Nandalal Bose
7.	Madhu Powle	Festival of Colours
8.	Badri Narayan	Find the Half Circles
9.	Ela Datta	Lines and colours
10	Upinder Singh	Discovering Indian Art
11	Mysteries of the Past;	Archeological Sites in India

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12	Niranjan Ghoshal	Name That Animal
13	Devi Prasad	Art: The Basis of Education

**Publications Division, Government of India**

1.	Vidya Daheja	Looking Again at Indian Art
2.		Panorama of Indian Painting
3.		Buddhist Sculptures and Monuments.
4.	A. Gosh	Ajanta murals
5.	Z.A. Desai	Mosques of India

NCERT: Raja Ravi Varma (Hindi)

**Lalit Kala Monographs**

**PAPER VII**

**CURRICULUM AND KNOWLEDGE**

**MARKS -80**

**Aims of the Course:**

**To enable the student-teacher to understand**

- 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.

**Course Outline:**

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

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

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

- b. The scope of curriculum:

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

- c. The context/cultural embeddedness of curriculum.

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

d. Types of curriculum:

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

**Unit II: Nature of Knowledge**

- a. Introduction to discussions about knowledge: What is knowledge? Knowledge as human endeavor: Curiosity, Practice and Dialogue. The nature of human curiosity, its limits; the complex interaction between knowledge and social practice; knowledge being formed through dialogues and shared with a larger community.
- b. Nature of disciplines/subjects and forms of inquiry in each.
- c. Sociology of knowledge: privileging of certain kinds of knowledge through curriculum and its impact upon unequal learning opportunities.

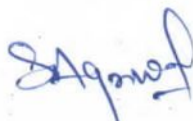
**Unit III: Moral Values**

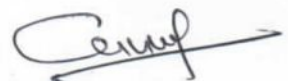
- a. Nature of value and morality: values are what make people consider life worthwhile. Values and morality involve choices which are arrived at by balancing diverse and often contradictory values. Even so, the choice made by one person may be very different from that made by another. Most educators agree that students need to engage seriously with the task of taking moral decisions, they also agree that preaching a set of values is tantamount to indoctrination at best or promoting hypocrisy at worst.
- b. Morality in a multi-cultural, multi religious and democratic society: different cultures/religions have different value systems and preferences. Can any one of them become the basis of moral education in schools? Can there be democratic norms of dialogue between different value systems
- c. Objectives of moral education: Is it to impart information about what is valuable or to train the student how to take moral decisions or is it to instill in the student a desire to be moral person? Should investigation into why it is difficult to be moral be a part of curriculum?

**Unit IV: Curriculum and Productive Work**

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

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lifelike contexts. The implication of its absence from curriculum.

### Unit V: Frameworks for Reviewing Curriculum Documents

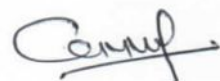
- Visioning human beings and just society.
- Visioning the role of students and teachers
- Visioning the nature of knowledge and learning
- Areas of study (subjects) and the objectives of learning them
- Visioning the role of assessment and evaluation in education
- Practicum
  - i. Conduct a collaborative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

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5. Position Paper, National Focus Group on Work and Education (NCERT, 2007)
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