



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

B.Ed. SYLLABUS 2019-21

Paper No	PAPER NAME	EXTERNAL	INTERNAL
			THEORY/PRACTICAL
SEMESTER I			
	THEORY		
Paper 1	Philosophical Perspectives of Education	80	20
Paper 2	Nai Talim: An Experiential Learning	80	20
Paper 3	Pedagogy Part I	80	20
	PRACTICUM		
	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
SEMESTER II			
	THEORY		
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
	PRACTICUM		
	Micro Teaching on Skills of Teaching Internship (Two weeks) School Experience a) Observation of School Documents b) Mentor's Report		50
SEMESTER III			
	THEORY		
Paper 8	Pedagogy Part II	80	20
Paper 9	Nai Talim: Skill Based Learning	80	20
	PRACTICUM		
	Internship (Eighteen Weeks)		100
	Reflective Diary & Supervisor's Assessment		50
SEMESTER IV			
	THEORY		
Paper 10	Gender, School and Society	80	20
Paper 11	Assessment in Learning	80	20
Paper 12	Elective II	80	20
	PRACTICUM		
	Training in Yoga and Sports & Games		50
	Psycho-Metric Assessment	50	
	Viva Voce on Teaching Experience	100	
	TOTAL	1110	240 + 350 = 590
	GRAND TOTAL	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

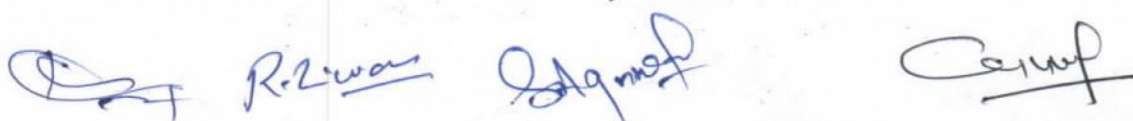
Note: "Subject" is compulsory to be present with the trainee during the annual Psychometric Practical Examination.

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 III)**PEDAGOGY (Part II)****PAPER VIII****PEDAGOGY HINDI** हिंदी भाषा शिक्षण**MARKS 80****इकाई – 6: भाषा-साहित्य और सौंदर्य – 1**

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

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

गतिविधि/पोर्टफोलियो**प्रशिक्षण के दौरान**

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

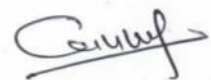
कक्षा शिक्षण के दौरान

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

इकाई – 7: भाषा साहित्य और सौंदर्य – 2

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





गतिविधि/पोर्टफोलियो

प्रशिक्षण के दौरान

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

कक्षा शिक्षण के दौरान

- बच्चों से एक ही विषय जैसे 'बादल' पर स्वतंत्र रूप से कुछ लिखने को कहें (कोई विधा न सुझाएँ).
- रचना को जानें और कक्षा विशेष को ध्यान में रखते हुए कक्षा प्रविधि तैयार करें (किसी एक रचना को सुनकर)

(क) एक रचना अनेक स्तर, अलग-अलग कक्षाओं में एक ही रचना को पढ़ाने से संबंधित)

(ख) एक रचना अनेक अर्थ (अलग-अलग नजरिये से एक ही रचना को पढ़ना)

(ग) एक रचना विभिन्न बच्चे (संदर्भ: चुनौतीपूर्ण बच्चे)

- कोई नाटक या उपन्यास पढ़वाने के बाद उसके पात्रों के रहन-सहन, बोली आदि की चर्चा कर समाज में इनमें आए बदलाव पर चर्चा करना, विभिन्न व्यवसाय तथा व्यवसाय से जुड़े लोगों, उनके कार्यों, समस्याओं पर बातचीत
- कक्षा छह हिंदी की पुस्तक में से झांसी की रानी कविता, नौकर (निबंध) पाठ के बाद -1857 के पहले, दौरान और बाद में घटी घटनाओं का टाइम लाइन (चार्ट) बनाना, गांधी जी के जीवन की महत्वपूर्ण घटनाओं का टाइम लाइन (चार्ट), गांधी जी द्वारा चलाए गए आंदोलनों का टाइम लाइन (चार्ट)

परियोजना कार्य

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

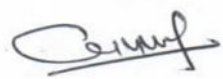
इकाई - 8: पाठ्यक्रम और पाठ्य-सामग्री का निर्माण और विश्लेषण

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

पाठ्यचर्या और पाठ्यक्रम एक पाठ्य-सामग्री अनेक - पाठ्यचर्या, पाठ्यक्रम तथा पाठ्यपुस्तकों का संबंध, पाठ्यक्रम को बच्चों के अनुरूप ढालना (शिक्षण को स्कूल के बाहरी जीवन से जोड़ते हुए तथा रटत-प्रणाली

 R. L. L.

 S. S. S.

 S. S. S.

का निषेध करते हुए सामग्री चयन, गतिविधि और अभ्यास सामग्री का निर्माण), शोधकर्ता के रूप में शिक्षक (अलग-अलग बच्चों की आवश्यकताओं को ध्यान में रखते हुए)

गतिविधि/पोर्टफोलियो

प्रशिक्षण के दौरान

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

परियोजना कार्य

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

इकाई - 9: सहायक शिक्षण सामग्री

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

गतिविधि/पोर्टफोलियो प्रशिक्षण वेफ दौरान

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

कक्षा शिक्षण के दौरान

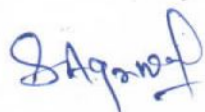
- चुनौतीपूर्ण बच्चों को ध्यान में रखते हुए दो सहायक शिक्षण सामग्री तैयार करना
- विद्यालयी अनुभव कार्यक्रम के दौरान विद्यार्थियों से हस्तलिखित पत्रिका का विकास या हस्तलिखित पत्रिका की रूपरेखा तैयार करवाना
- विद्यालयी अनुभव कार्यक्रम के दौरान विद्यार्थियों द्वारा हस्तलिखित समाचार-पत्र का विकास करवाना

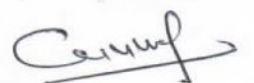
इकाई - 10: आकलन की भूमिका और महत्व

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

1. भाषा विकास की प्रगति का आकलन- सतत् और समग्र मूल्यांकन, स्वमूल्यांकन, आपसी मूल्यांकन, समूह







मूल्यांकन, पोर्टफोलियो

2. प्रश्नों का स्वरूप, प्रश्नों के आधार बिंदु – समस्या समाधान संबंधी प्रश्न, सृजनात्मक चिंतन वाले प्रश्न, समालोचनात्मक चिंतन वाले प्रश्न, कल्पनाशीलता को जीवित करने वाले प्रश्न, परिवेशीय सजगता वाले प्रश्न, गतिविधि और टास्क (खुले प्रश्न, बहुविकल्पी प्रश्न)
3. फीडबैक (विद्यार्थी, अभिभावक और अध्यापक और रिपोर्ट)

गतिविधि/पोर्टफोलियो

प्रशिक्षण के दौरान

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

कक्षा शिक्षण के दौरान

- (क) कक्षा छह के किसी बच्चे की प्रथम त्रैमासिक आकलन रिपोर्ट में दिए गए सुझावों का अध्ययन करना
- (ख) इन सुझावों का बच्चे के भाषायी विकास में इस्तेमाल करने के लिए युक्तियाँ सुझाना


परियोजना कार्य

- उच्च प्राथमिक स्तर पर आकलन एवं मूल्यांकन की मौजूदा प्रक्रिया पर रिपोर्ट तैयार करें
- एन सी ई आर टी द्वारा प्रकाशित आकलन स्रोत पुस्तिका भाषा हिंदी पढ़ें तथा इसमें आए आकलन संबंधी क्रियाकलापों को कक्षा 6 से 12 के अनुरूप विकसित करते हुए एक संक्षिप्त लेख लिखें

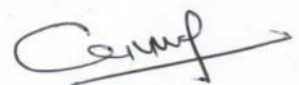
सीखने सिखाने की प्रक्रिया में अध्यापकों की भूमिका एक सहायक और मित्र की होगी। अध्यापकों के सामने यह चुनौती होगी कि वह हरेक विद्यार्थी से एक तरह की सृजनात्मक क्षमता (उनर भी) की अपेक्षा न करें)

नोट:

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

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PAPER VIII:**PEDAGOGY OF LANGUAGE (ENGLISH)****MARKS 80****Course Outline:****UNIT VI: LANGUAGE, LITERATURE AND AESTHETICS-I**

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

Activities

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

Teaching Practice

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

UNIT VII: LANGUAGE, LITERATURE AND AESTHETICS-II

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

Activities

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

Teaching Practice

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

- (a) Same pieces for different stages; (b) Understanding any creative piece at different levels; and

(c) Teaching the same piece to children with special needs.

Action Research

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

UNIT VIII: DEVELOPMENT AND ANALYSIS OF SYLLABUS AND TEXTUAL MATERIALS

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

Activities

- Do a comparative study of one textbook of English from any class (VI to VII) developed by any two states
- Prepare an outline for the development of the textbook for the same class for your state. Project
- Prepare a collection of poems and stories of your choice.

UNIT XI: TEACHING-LEARNING MATERIALS AND AIDS

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

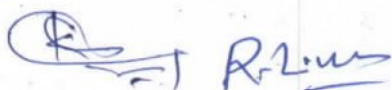
Activities

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

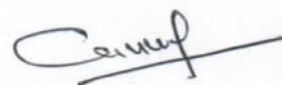
Project

Prepare an outline for a school magazine development

- The material for the school magazine based on your experiences during school experience practice (Handwritten)
- Review contemporary children's literature
- Review any two magazines for women.







UNIT X: ASSESSMENT-ITS ROLE AND IMPORTANCE

- Progress and assessment of development of language; Continuous and comprehensive evaluation; Techniques of evaluation—oral, written, portfolio; Cloze test, Self evaluation; Peer evaluation; Group evaluation.
- Typology of questions; Activities and tasks (open-ended questions, MCQ, true and false etc.) reflecting—Problem solving, creative and critical thinking, Enhancing imagination and environmental awareness.
- Feedback to students, parents and teachers.

Activities

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

Note

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

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

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PAPER VIII:**PEDAGOGY OF SOCIAL SCIENCES****MARKS 80****Course Outline:****UNIT VI: TEACHING-LEARNING OF HISTORY****Continuity and Change over Time and Historical Construction**

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

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

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

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

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

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

The Lateral Development of Different Skills

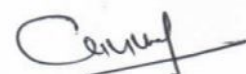
Observation of skills relating to primary and secondary data; Observing coins, inscriptions (if available), the material remains of the past and visuals; Helping children to read passages from primary sources; Thinking about what all these sources might or might not reveal Learning to analyse critically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

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

The Unit on Political Science deals with the broad themes of democracy, development, and

 R. L. Srinivas

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

What is Politics?

- ❖ Political Science: Nature and scope, key concepts, current trends Elements of State: Population, Territory, Government, and Sovereignty
- ❖ Forms of Government: Democratic (Liberal and Social), non-democratic, Rule of Law, Authority, Power, Legitimacy, Civil Society, Citizenship, Rights, separation of Powers, Organs of Government: Legislature, Executive, and Judiciary.
- ❖ Constitutional Vision for a Democratic India .The making of the Constitution of India
- ❖ Justice (with special reference to Social Justice and Empowerment) Liberty, Equality, Dignity, Socialism, Secularism (Relationship between State and Religion): Western and Indian Versions
- ❖ Fundamental Rights (Prohibition of discrimination; Rights of Dalits, Tribes, minorities [Religious/Linguistic], Women and Children, the Disabled)
- ❖ Directive Principles of State Policy (with special reference to welfare of the people) Fundamental Duties.

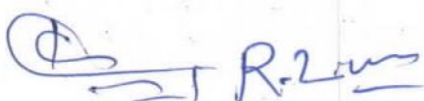
The Working of the Government

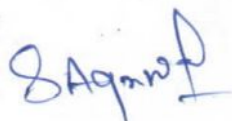
- ❖ Structures and Functions of the Government at different levels Union, State/UT, District and Local Bodies (Panchayats and Municipalities)
- ❖ Relationship among the three organs of the Government, Relationship between the three levels of the Government, Democratic decentralisation, citizen participation.
- ❖ Society and Political Processes, Elections, political parties, pressure groups
- ❖ Social movements: Dalit movement, Tribal movement, Women's movement, environmental movement; Role of media, Role of NGOs, RTI The above content may be used to understand the teaching-learning strategies and skill development in Political Science.

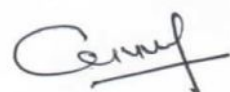
Teaching-learning Strategies

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

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







critically understand political concepts.

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

UNIT VIII: ASSESSMENT FOR LEARNING IN SOCIAL SCIENCES

Characteristics of Assessment in Social Sciences: Types of questions best suited for examining/assessing/understanding the different aspect of Social Sciences; Questions for testing quantitative skills, Questions for testing qualitative analysis; Open-ended questions .Open-book tests: Strengths and limitations ,Evaluating answers: What to look for? Assessing projects: What to look for? Continuous and Comprehensive Evaluation (CCE) in Social Sciences.

UNIT XI: ANALYSIS OF SOCIAL SCIENCES TEXTBOOKS AND QUESTION PAPERS

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

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

UNIT X: INTER-DISCIPLINARITY THROUGH PROJECTS AND FIELD VISITS

- Projects in Social Sciences should be selected keeping in view the interconnections between the various disciplines that constitute Social Sciences. The interrelationship among various aspect of Social Sciences may be visualised as follows:
- Geography and Economics: Transport and communication in a region – assessing current position with reference to development needs
- History and Political Science: Socio-political systems; Women's rights in society Economics and History: Agrarian change in India; Industrialisation in India
- History and Geography: Migration of people in a particular region— nature of migration, past and present trends Political Science and Geography: Sharing resources between regions/states and nations (e.g. water)
- Economics and Political Science: Family budget and impact of change in prices of essential commodities.
- These projects are just a few examples. Similar projects may be designed by student-teachers for better understanding of various issues.

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

 Dr. R. L. Misra

 Dr. Anand

 Dr. Anand

PAPER VIII:**PEDAGOGY OF MATHEMATICS****MARKS 80****Course Outline:****UNIT VI : PLANNING FOR TEACHING-LEARNING MATHEMATICS**

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

UNIT VII: LEARNING RESOURCES IN MATHEMATICS

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

UNIT VIII: ASSESSMENT AND EVALUATION

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

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

Assessment Framework:

Identifying and organising components for developing framework of question paper at different stages of learning; Framing questions based on concepts and sub concepts so as to encourage critical thinking, promote logical reasoning and to discourage mechanical manipulation and rote learning; Framing of open-ended questions providing the scope to learners to give responses in their own words; Framing of conceptual questions from simple questions.


UNIT IX: MATHEMATICS FOR ALL

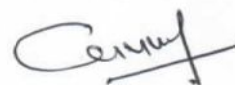
Identifying learners strength and weaknesses;Activities enriching mathematics learning – assisting learning, supplementary text material, summer programmes, correspondence course, mathematics club, contests and fairs,designing mathematics laboratory and its effective use, recreational activities—games,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

UNIT X: PROFESSIONAL DEVELOPMENT OF MATHEMATICS TEACHERS

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

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





PAPER VIII:**PEDAGOGY OF BIOLOGICAL SCIENCE**

MARKS 80

Course Outline:**UNIT VI: PLANNING FOR TEACHING-LEARNING OF BIOLOGICAL SCIENCE**

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

UNIT VII: LEARNING RESOURCES IN BIOLOGICAL SCIENCE

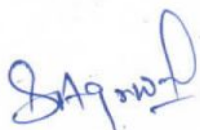
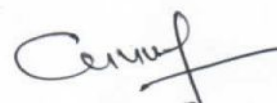
Identification and use of learning resources in biological science from immediate environmental, exploring alternative sources; Developing science kit and biological science laboratory; Designing biology laboratory; Planning and organising field observation; Collection of materials, etc.; Textbooks,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

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

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

UNIT IX: BIOLOGICAL SCIENCE – LIFELONG LEARNING

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

UNIT X: PROFESSIONAL DEVELOPMENT OF BIOLOGY TEACHER

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

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

PAPER VIII:

PEDAGOGY OF PHYSICAL SCIENCE

MARKS 80

Course Outline:

UNIT VI: LEARNING RESOURCES IN PHYSICAL SCIENCE

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


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

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

UNIT VIII: PLANNING FOR TEACHING-LEARNING OF PHYSICAL SCIENCE

Identification and organisation of concepts for teaching-learning of science/ physics and chemistry (on different topics, such as Motion, Work and Energy, Matter and their Measurements, Carbon and its Compounds, Periodic Properties of Elements, Atomic Structure, Dual Nature of Matter and Radiation, etc.) developing them; Identifying and designing

 R. Z. Hussain

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teaching-learning experiences; Organising activities, laboratory experiences, making groups; Planning ICT applications in learning science/physics and chemistry.


UNIT IX: PHYSICAL SCIENCE–LIFELONG LEARNING

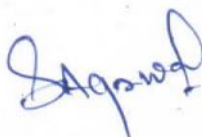
Every child has natural curiosity of observation and drawing conclusion; Identification and application of physical and chemical phenomenon in day-to-day life and human welfare, facilitating learning progress of learners with various needs in science/physics and chemistry; Ensuring equal partnership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

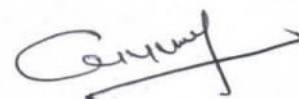
UNIT X: PROFESSIONAL DEVELOPMENT OF SCIENCE/PHYSICS/CHEMISTRY TEACHERS

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

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

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PAPER - IX

NAI TALIM: Skill Based Learning

MARK 80

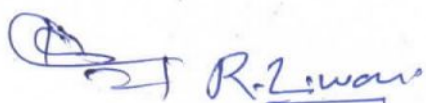
Aims of the Course:**To enable the student-teacher to understand**

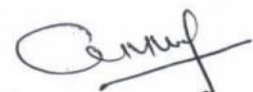
1. Understand the concept of local community engagement in teacher education
2. Understand the context of the child from various backgrounds & occupations.
3. Know the school education programs and policies which have local community engagement aspects.
4. Learn the process of connecting the text with the Child/learner within the local Context
5. Distinguish traditional from constructivist approaches of local community engagement
6. Train in usage of dialogic method of community engagement
7. Train in usage of organic intellectual approach for local community engagement
8. Experiential learning of best practices in community engagement
9. Participate effectively in the local community service
10. Develop insights and field realities on indignity and indigenous models.
11. Understand and practice models of Tagore, Gandhi, Shyama Prasad Mukkherji for rural reconstruction
12. Explore models of art, craft for entrepreneurship for self-reliance.
13. Understand various real, community stories of children, families.
14. Discover latent talents in the traditional occupations to promote them
15. Devise contextually suitable engagement activities.
16. Promote local occupations with literacy, technology integration and research to develop entrepreneurs

Unit I Teacher Autonomy and Accountability

Meaning of Autonomy

- Freedom vs. Autonomy
- Teacher Autonomy
- Characteristics of Teacher Autonomy
- Domains of Teacher Autonomy
- Arguments for Teacher Autonomy
- Factors Affecting Teacher Autonomy
- Ways to Develop Teacher Autonomy
- How Does Teacher Autonomy Help in Enriching Learning Situations
- Meaning of Accountability
- Meaning of Accountability
- Types and Functions of Accountability





Do Autonomy and Accountability Go Together?

Unit II Process and Modes of Education

- Education as an Activity or Process
- Process of Education
- Modes of Education: Informal, Formal, Non-formal, Face to Face and Distance Education
- Inclusiveness of School Education
- Need of School for all Children

Unit III Nai Talim and Personality Development

- Humanistic Approach to Education-
Education for Citizenship, Character building Values and Ethics
- Work, Play, Act, Craft, Theater, Music in School Curriculum and the Basis of creativity and social harmony. Its implication to development of Head, Heart and Hands
- Context, Concern and Issues-
Child work Vs Child Labor
Education and alienation

Unit IV Reflection in Curriculum and Pedagogical Practices

- Relevance of curriculum content to the lives of Children.
- Sensitization of student on global issues i.e., resource and technology availability, Inequity, Poverty, Climate Change, Global Warming, Value Crisis, Food and Energy Crisis.
- Education in nonviolent school/classroom environment, Implication of above Issues on curriculum and pedagogy.

Unit V Nai Talim and Field Engagement


- Community Service and its implication
- National Integration through Nai Talim
- Nai Talim & Value Education
- Disaster Management

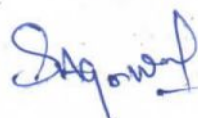
Practicum

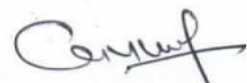
- Field Trip

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