



शहीद नंदकुमार पटेल विश्वविद्यालय रायगढ़ 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 एजुकेशन)
B.Ed. (Bachelor of Education)

First year

TWO-YEAR B.ED. PROGRAMME



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

(The revision is consequent upon NCTE Regulation 2014 as Notified on 28.11-2014 and published in Gazette of India on 01.12.2014 and shall be effective from the date of approval by the coordination committee and will supersede the repealed ordinance)



SHAHEED NANDKUMAR PATEL VISHWAVIDYALAYA, 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

- There shall be at least two hundred working days each year excluding the period of examination and admission.
- 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.
- The minimum attendance of student-teachers shall have to be 80% for all course work and practicum and 90% for school internship.

3. Intake, eligibility, Admission Procedure and Fees

3.1 Intake

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

3.2 Eligibility

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

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

3.3 Admission Procedure

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

3.4 Fees

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

4. Curriculum and Assessment

4.1 Curriculum

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

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

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

4.2 Assessment in the B.Ed. Programme

- i.** For each theory course, at least 20% shall be assigned for continuous internal assessment and 80% for external examination. Candidates must be internally assessed on the entire course of study and not only on the project/field work given to them as part of their units of study. The basis for assessment and criteria used ought to be transparent for students to benefit maximally out of professional feedback. students shall be given information about their grades/marks as part of professional feedback so that they get the opportunity to improve their performance.
- ii.** **B.Ed. First Year** – The examination shall 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 Years B.Ed. Course
SCHEME OF EVALUATION
B.Ed. – 1st Year**

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



Two Year B.Ed. Course

B.Ed. 1st Year

Learner Studies:

COURSE 001

CHILDHOOD AND GROWING UP

Max Marks: 100

Internal:20

External: 80

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

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

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

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

OBJECTIVES

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

CONTENT AREAS

Unit 1: Concept of childhood and adolescence:

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

Unit 2: Understanding the Development of the Learner

- i. Learner as a developing individual and psycho-social entity; stages of development; Developmental characteristics of a child and an adolescent: physical, cognitive, social, emotional, moral and language; their interrelationships
- ii. Theories of Development
 - o Piaget's theory of Cognitive Development
 - o Erikson's theory of Psychosocial Development
 - o Kohlberg's theory of Moral Development
 - o Gilligan's theory of Moral Development
- iii. Cross cultural differences in socialization of children and adolescents.

Unit 3: Adolescence and the Development of Identity:

- i. Adolescence in relation to stereotypes, gender identity
- ii. Adolescence with reference to economic change and urbanization;
- iii. Childhood and Adolescence in the eyes of law: property, marriage,labour, education
- iv. Adolescent issues & Role of the teacher : Peer Pressure, substance abuse, early exposure through media/ internet, conflicts, career orientation, adjustment.

- v. Facilitating holistic development: Implications for education (school, teacher, parents) with respect to the adolescence stage

Unit 4: Promoting Inclusive Education:

- i. Diversity in learning contexts – oversized classroom; language, ethnic and social diversities and different types of disadvantage that the children suffer.
- ii. Diversity in learning styles and learning needs
- iii. Children with special needs;
- iv. Understanding Inclusion.
- v. Critical analysis of their educational needs and how a teacher can create an inclusive environment in the classroom for all learners.

Unit 5: Methods of studying adolescents:

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

PRACTICUM

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

READINGS

1. Cultures Of Adolescence: Educationally Disadvantaged Young Women in An Urban Slum, MeenakshiThapan, Chopra, P. & Jeffrey P, Chapter 10, Educational Regimes in Contemporary India. Sage Publications, New Delhi, 2005.
2. Changing Childhoods in Industrial Chattisgarh, Jonathan Parry, Chapter 13, Chopra, P. & Jeffrey P, Educational Regimes in Contemporary India. Sage Publications, New Delhi, 2005

3. Adult-Child Continuity in India: Is Adolescence a Myth or an Emerging Reality, Saraswathi T.S., Culture, Socialization and Human Development, Sage Publications, New Delhi, 1999.
4. Childhood; what we need to know, Garbarina J., Childhood:1: 3-10, Munksgaard, Denmark, 1993.
5. Telling different tales: Possible childhoods in children's literature, Deepa Sreenivas Childhood 18(3) 316–332, Sage, 2011.
6. Living in the Shadow of my Disability: Anita Ghai, The Journal, Vol.I (I) June, 1999
7. Is there an Indian Childhood: Olga Nieuwenhuys, Childhood 2009 16: 147 <http://chd.sagepub.com/content/16/2/147>
8. Constructing and Reconstructing Childhood: Contemporary Issues in the Sociological Study of Childhood Edited by Allison James and Alan Prout, Falmer Press, London, 1997.
9. Childhood in a Globalising World Author(s): Krishna Kumar Source: Economic and Political Weekly, Vol. 41, No. 38 (Sep. 23-29, 2006), pp. 4030-4034 Published by: Economic and Political Weekly Stable URL: <http://www.jstor.org/stable/4418723>
10. The Human Life Cycle: The Traditional Hindu View and the Psychology of Erik Erikson Author(s): Sudhir Kakar Source: Philosophy East and West, Vol. 18, No. 3 (Jul., 1968), pp. 127-136 Published by: University of Hawai'i Press Stable URL: <http://www.jstor.org/stable/1398255>
11. Developments Child, Image, Nation, Erica Burman. Routledge, London, 2008.
12. Childhood and School in an Indian Village, Sarangapani Padma, Childhood Vol 10(4): 403–418, Sage, London, New Delhi 2003.



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

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

CONTEMPORARY STUDIES

Course 002

Contemporary Indian Society and Education

MAX MARKS – 100

INTERNAL – 20

EXTERNAL – 80

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

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

Section A: Understanding Contemporary Indian society

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

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

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

Objectives

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

Unit 1

Understanding diversity in Indian society with special reference to Chhattisgarh

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

- i. Diversity in this class room. Getting to know the diverse socio-cultural and linguistic background of fellow students. Getting to know about how they got themselves educated
- ii. How can a teacher use the social background of diverse students as a resource for teaching in the class room?
- iii. Children at risk educationally profiling communities of children who have not been integrated well into schooling – (non-enrolment, early dropout, low achievement).
- iv. Poverty and Education migrant works
- v. A. Migrant workers and education of migrant children
 Why and how large sections of the state population undertake seasonal and long term migrations in search of livelihood; their impact on their children and their education; measures taken by the government to address issues related to education of migrant children.

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

Unit 2

Sociological concepts relating to social stratification

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

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

Unit 3

Caste and education

The caste system would be introduced with its characteristic features of endogamy, cultural hierarchy. Changes happening in the caste system in the modern period will be studied. The role of education in

both reproducing and changing the caste system would also be studied. Special attention will be paid to the condition of Scheduled Castes and their access to education and experience of schooling.

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

Unit 4

Tribes and Education

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

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

SECTION B:

POLICY FRAMEWORKS FOR PUBLIC EDUCATION IN INDIA

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

Objectives

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

Unit 5

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

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

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

Unit 6

Post-Independence history of Education 1947-2010

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

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

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

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

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

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

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

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

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

Practicum

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

Essential Readings

1. Position Paper of Focus Group on Education of SC and STs, NCERT
2. SC Dube, Indian Society (Also available in Hindi) NBT, Delhi
3. Russel&Hiralal, Tribes and Castes of CP & Berar
4. S. Thorat, Dalits in India, 2009
5. R Govinda, Who Goes To School? OUP, New Delhi, 2010
6. Danda, Ajit Kumar [edit.]. Chhattisgarh : An Area Study, Calcutta 1977. Anthropological Survey of India.
7. Tribal Situation in Northeast Surguja. Calcutta 1977. Anthropological Survey of India.

8. F. Haimendorf, Tribes in India, OUP
9. P. Veerbhadranaika, RevathiSampathKumaran, ShivaliTukdeoA.R.Vasavi 'The Education Question' from thePerspective of Adivasis: Conditions, Policies and Structures, NIAS, Bangalore 2011
10. The Social Context of Elementary Education in Rural India, AzimPremji Foundation, Bangalore, 2004
11. Praveen Jha, Whitherng commitments and Weakening Progress, State and Education in the Era of Neo liberal reforms, EPW, Aug 2005
12. Poverty and Social Exclusion in India, World Bank, 2011
13. GeethaNambissan, Exclusion and Discrimination in Schools: Experiences of Dalit Children, UNICEF, 2009
14. Sociology, NCERT Text books for class XI and XII
15. JP Naik& S Nurullah, A Students' History of Education in India, Macmillan (available in Hindi)
16. Education policy documents and Commission Reports:
Mudaliar Commission, Kothari Commission, National Commission on Teachers, Yashpal Commission, National Policy on Education 1965, 1988 & 1992

Films & Documentaries

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



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

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

COURSE 003

Perspectives in Education

MAX MARKS – 100

INTERNAL – 20

EXTERNAL – 80

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

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

reflect on their beliefs regarding education, and examine the role of historical and social factors, ideas and ideologies in shaping the aims and contours of school education.

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

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

Objectives of the course

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

Unit 1 Determining aims of education

a) Meaning of Education

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

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

b) Why do we need aims?

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

process of education or do aims also change and evolve along with the execution of the educational process?

Some broad norms for education in a democratic and secular society which strives for equity and justice will be worked out.

Unit 2. Understanding Educational thinkers

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

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

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

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

Special focus will be on the following thinkers:

- i. MK Gandhi,
- ii. Rabindranath Tagore,
- iii. J Krishnamurti,
- iv. Aurobindo Ghosh
- v. John Dewey
- vi. Swami Vivekananda,
- vii. Giju Bhai Badheka

UNIT 3: Fundamental Processes Shaping Social Context of Education

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

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

- b. Democratic processes and schooling: Concepts relating to democracy, public participation in

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

Unit 4 Critical perspectives on modern education

i. The promise of modern education

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

ii. Classroom processes

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

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

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

iv. Critical pedagogic traditions (Paulo Friere)

Unit 5 Aims of Education in key policy and curriculum documents

The aims of education as outlined in some of the important policy and curriculum documents of post-independence period.

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

Practicum

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

Essential readings

1. Position Paper on Aims of Education, NCERT, 2005
2. जॉनव्हाइट, राष्ट्रीय पाठ्यचर्या के उद्देश्यों का निर्धारण-शिक्षा विमर्श 2009
3. महात्मा गाँधी
4. मार्जरीसाईक्स, नईतालीम, सेवाग्राम
5. रवीन्द्रनाथ टैगोर, तोते की शिक्षा, मेरेसपनोंकास्कूल, शिक्षाशास्त्रीय रचनाएं
6. जे कृष्णमूर्ति,
7. जानडीवी, लोकतंत्र औरशिक्षा, ग्रंथशिल्पी,
8. कृष्णकुमार, क्या पढानाहै? -शैक्षणिक ज्ञान और वर्चस्व-से ग्रंथ शिल्पी,
9. पालोफेरा, उत्पीड़ितों का शिक्षा शास्त्र
10. जान होल्ड शिक्षा के बजाए, एकलव्य, भोपाल
11. इवान इलीच, पाठशाला भंग कर दो
12. JJ Rousseau, Emile
13. Christopher Winch and John Gingell ,Philosophy and Educational Policy (Routledge, 2004) chapter 1.
14. Palmer Joy, Fifty major Thinkers on Education from Confucius to Dewey, Routledge 2001.
15. Secondary Education Commission, (section on aims of education)
16. Kothari Commission Report (section on aims of education)
17. Curriculum for the Ten Year School – NCERT, 1975
18. National Policy on Education 1986
19. National Curriculum Framework 1988
20. National Curriculum Framework 2000
21. National Curriculum Framework 2005



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

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

पाठ्यक्रम 004

भाषा, शिक्षा और समाज

अंक - 50

आंतरिक - 10

बाह्य - 40

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

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

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

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

उद्देश्य

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

इकाई : 1 अवधारणा के निर्माण में भाषा की भूमिका

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

इकाई : 2 भाषाई विविधता और बहुभाषिकता

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

इकाई : 3 भाषा और सत्ता

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

गतिविधि

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

संदर्भ

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पाठ्यक्रम 005.1

हिन्दी का शिक्षण शास्त्र (प्रथम वर्ष)

अंक - 100

आंतरिक - 20

बाह्य - 80

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

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

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

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

इकाई 1 : भाषा का अर्थ, उत्पत्ति व प्रकृति

अमूमन भाषा को संप्रेषण का माध्यम कहकर परिभाषित किया जाता है लेकिन यह भाषा की बहुत ही सीमित परिकल्पना है। यह इकाई यह समझने में मदद करेगी कि भाषा क्या है और उसकी परिभाषा में क्या-क्या तत्व शामिल होंगे। विद्यार्थी—शिक्षक यह भी समझ पाएंगे कि भाषा की मूल प्रकृति वस्तुओं, संबंधों, भावनाओं

के लिए वाचिक प्रतीक गढ़ना है। साथ ही भाषा एक विषय के साथ साथ शिक्षण का माध्यम होने के नाते समझ और ज्ञान का माध्यम भी हैं। इनको सुनने, बोलने, पढ़ने, लिखने के साथ सोचने, विश्लेषण और तर्क करने सहित अन्य कई कौशलों के समूह के रूप में प्रस्तुत करना उपयोगी हो सकेगा।

क. भाषा की आवश्यकता क्यों?

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

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

घ. भाषा के कार्य

गतिविधि

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

इकाई 2 : हिन्दी भाषा की संरचना

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

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

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

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

गतिविधि

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

इकाई 3 : भाषा अर्जन, सीखना व विकास

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

क. भाषा अर्जन का तात्पर्य

ख. सीखने व अर्जन में अंतर

ग. इंसान में भाषा अर्जन की जैविक अनुकूलता

घ. भाषा अर्जन में भाषाई परिवेश की महत्ता

ङ. भाषा सीखने में अर्जित भाषा की भूमिका

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

गतिविधि

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

इकाई 4 : हिन्दी के विविध रूप

हम जानते हैं कि हिन्दी के कई रूप हम उपयोग में लेते हैं। हर हिन्दी भाषी के हिन्दी के स्वरूप में पर्याप्त अंतर देखने को मिलता है। हमारी बातचीत व व्यवहार की हिन्दी तथा पाठ्यपुस्तकों में शामिल हिन्दी में भी काफी अंतर होता है। सामान्यतः पाठ्यपुस्तकों की परिष्कृत व मानक हिन्दी की ओर हमारा आग्रह होता है और हिन्दी के विविध स्वरूपों को हम नकार देते हैं। संविधान में हिन्दी के संबंध में प्रावधान धारा 343 व अनुसूची 8 में किए गए हैं। यह समझना जरूरी है कि क्या दोनों स्थानों पर एक ही हिन्दी है या अलग-अलग?

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

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

ग. पाठ्यपुस्तकों में शामिल हिन्दी के विविध रूपों को जानना

गतिविधि

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

इकाई 5 : हिन्दी की पाठ्यचर्या, पाठ्यक्रम व पाठ्यसामग्री

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

क. हिन्दी की पाठ्यचर्या का अर्थ व विश्लेषण

ख. हिन्दी के पाठ्यक्रम का अर्थ व विश्लेषण

ग. हिन्दी की पाठ्यसामग्री का अर्थ व विश्लेषण

घ. उपर्युक्त तीनों के आपसी अंतर्संबंध, क्रमबद्धता व क्रियान्वयन

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

गतिविधि

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

संदर्भ साहित्य हिन्दी

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

- 15ए भारत की राष्ट्रीय संस्कृति एस आबीद हुसैन नेशनल बुक ट्रस्ट नई दिल्ली 1998
16ए भारत का संविधान एस सी कश्यप नेशनल बुक ट्रस्ट 1995
17ए शिक्षा में बदलाव का सवाल-सामाजिक अनुभवों से नीति तक अनिल सदगोपाल ग्रंथ शिल्पी नई दिल्ली 2000

महत्वपूर्ण वेबसाइट:

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



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

Two Year B.Ed. Course

B.Ed. 1st Year

Pedagogy of Subject Area

COURSE 005.2

Pedagogy of Language – English (I)

MAX MARKS – 100

INTERNAL – 20

EXTERNAL – 80

Course Description

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

Objectives of the Course

The Course will enable student-teachers to

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

Unit 1: Nature and Structure of Language

- a. What is language? Why do we need language?
- b. Characteristics of language –Unlimited production Capacity, Displacement, Arbitrariness, arrangement of sounds to produce meaning, Socially-acquired
- c. Functions of language – thought, communication, interaction, social/cultural constructs, language and knowledge
- d. Rule bound system of language and grammatical elements – at the level of sounds, letters, words, meaning
 - Understand the rule-bound system of language with the help of English, Hindi and local languages

Unit 2: Language Acquisition, Learning and Development

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

Unit 3: Position of English In India

- a. Status of English as a language in present context in India- English in the Constitution; Historical background of English Language in India; English and Indian Languages; similar hegemony

created by Hindi with other Indian languages; English as a Link language for national (Inter-state) and international communication, as 'a window on the world' , as a library language , as a language for higher education, as a language of science and technology, a language of better opportunities, employability and upward mobility

- b. Challenges of teaching and learning English at Secondary Level in the Indian Context. Implications in classroom teaching and learning due to perceived hegemony of English language (as the Language of Social prestige, Social conflict, Disparity -rural and urban context in terms of input environment)

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

- a. Aims & Objectives of English Language Learning and Teaching
- b. Meaning and analysis of the curriculum of English
- c. Meaning and analysis of the syllabus of English
- d. Meaning and analysis of the teaching learning materials of English
- e. The mutual relationships among curriculum, syllabus and teaching learning materials, their appropriate order and implementation
- f. Preparation and use of the language teaching-learning materials to achieve the objectives of the curriculum

Unit 5: Developing English Language - 1

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

References

Agnihotri, R. K. and Khanna A. L. (eds) *English Grammar in Context*, Ratnasagar: Delhi, 1996.

Agnihotri, R. K. (2007). Towards a Pedagogical Paradigm Rooted in Multilinguality. *International Multilingual Research Journal*, Vol. (2), 1-10

Aitchison, J. (1979). *The Articulate Mammal: An introduction to Psycholinguistics*. Hutchinson & Co, London.

Aitchison, J. (2003). *Teach Yourself Linguistics*. Hodder & Stoughton Ltd, UK.

Brumfit, C. J. and J. T. Roberts. *Language and Language teaching*, Batsford Academic and Educational (H): London, 1983.

IGNOU, CTE-02. Certificate Programme in Teaching of English as a Second Language: *The Structure of English*, IGNOU: New Delhi, 1995

Pinker, S. (1994). *The Language Instinct*. London: Allen Lane.

Yule, G. (2006). *The Study of Language*. Cambridge University Press, India.



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

Two Year B.Ed. Course

B.Ed. 1st Year

Course 005.4

Pedagogy of Mathematics (Paper-I)

Vision of the syllabus

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

The current syllabus departs from the idea of teaching skills, methodologies or teaching techniques. It focuses on how to prepare teachers who can create an engaging mathematics classroom. For this purpose, we will revisit the foundational areas up to secondary mathematics along with their implications for pedagogy. This course encourages a prospective-teacher to participate in the processes

like problem-solving, problem-posing, mathematical communication and to appreciate child's diverse ways to learning mathematics. There is also an attempt to make a shift from assessment of learning to assessment for learning.

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

Objectives of the syllabus

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

Pedagogy of Mathematics (Paper – I)

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

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

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

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

Readings

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

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

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

- The role of school mathematics in society and status. The reason for people to be afraid and its distance from learners.
- Discussions on the aim and objectives of teaching and learning of mathematics given in NCF, SCF and Chhattisgarh textbooks.
- What are the specific areas of mathematics taught between 6 to 10
- Organisation of each of the areas and the sequence in which it is developed. Identifying the hierarchy of concepts
- analysing a few text book chapters and identifying the relationship with the specific objectives
- Relationship of mathematics to other subjects being learnt

Readings

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

Unit 3: Understanding Children's Learning of Mathematics

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

The themes in this unit could be

- What kind of knowledge all children have from their context?
- What are the diversities in mathematical experiences and learnings?

- Mechanisms of learning and key aspects: learning in socio-cultural contexts individual learning, group learning
- understanding the development of certain concepts in children
- Analysing childrens' work and understanding the logic of their errors
- Understanding what does it mean to learn a mathematical idea?
- Equity issues: Beliefs about gender, caste, class, language and their connection to mathematics learning
- Understanding children with special needs and their mathematics abilities

Readings

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

Unit 4: Planning and Classroom Management

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

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

- c. Understanding syllabus, textbook and/to make a year plan, . Understand the units, chapters in each unit, their connections and flow. Developing Unit Plan.
- d. Making connections of the subject content with learners' prior knowledge and experiences. To identify key concepts and prerequisite of the topic. Designing tasks to understand, what do children know in a topic and what to discuss? And what they are expected to learn by the end of the year.
- e. Exploring different ways of creating different learning situations for different content areas.
- f. Examples of contexts which need to be adjusted according to the students Classroom organisation and management: develop strategies, tasks and use other resources to organize a mathematics classroom by giving due consideration to various forms of diversity which exist in the classroom.
 - Culture of mathematics classroom (Socio Mathematical norms Communication and use of language, nature of task and choice of examples)
 - Multi-lingual mathematics classrooms in the context of Chhattisgarh
 - What are the aspects of a engaging mathematics class-rooms

Support system

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

c) Use of computer teaching in mathematics

Readings

- Boaler, J & Humphreys, C (2005) *Connecting Mathematical Ideas: Middle School Cases of Teaching & Learning*. Heineman: Portsmouth.
- Lampert, Magdalene (2001). *Teaching problems and the problems of teaching*, New Haven: Yale University Press
- Stigler, J. W. and Hiebert, J. (1999) *The Teaching Gap: Best Ideas from the World's Teachers for Improving Education in the Classroom*, The Free Press.
- Yackel, E. and Cobb, P. (1996) *Sociomathematical norms, argumentation, and autonomy in mathematics*. *Journal for Research in Mathematics Education*, 22, 390-408.
- LMT-01 Block 2 Unit 5: Building Constructive Classrooms:
- LMT-01 Block 2, Unit 6: On Learning Mathematics
- Mathematics in Elementary Education: Diwan H K 2015
- g. AMT-01 Block 1 Unit -4 Classroom Practice
- LMT -01, Block 2 Encouraging learning in the classroom
- IGNOU ES 342

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

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

- g. Historical account of the development of number-systems
- h. Conceptual understanding of integers and operations on them. Exponential notion, meaning and law of exponents. Expressing number as a product of power of prime numbers.
- i. Children's understanding (reasoning patterns and misconceptions)
- j. Teacher's knowledge and challenges,

- k. Solving interesting problems based on these to develop a better understanding.
- l. Constructing engaging and inclusive class-rooms, exercises, problems, worksheets etc. for place value, exponents, divisibility rules.

Readings

- Dantzig, T. , & Mazur, J. (2005). *Number: The language of science*, New York: Pi Press
- Davis, P.J., & Hersh, R. (1982). *The mathematical experience*, Boston: Houghton Mifflin.
- Teaching Negative Numbers to school children-Jayashree Subramaniam(Ldwyh cPpksa dks _kkRed la;k,i i<+kuk^ &t;Jh lqHkzefu;k)
(http://www.eklavya.in/pdfs/Sandarbh/Sandarbh_52/44-5%20Negative%20Number.PDF)
- Vlassis, J. (2004). Making sense of the minus sign or becoming flexible in 'negativity'. *Learning and Instruction*, 14, 469-484.
- LMT-01 Block 5 Unit-16: Exploring Number System
- AMT-01 Block 3 Unit-9: Negative Numbers
- Shailesh Shirali; *The Role of Pattern and Play in its Teaching*; Learning Curve(2010)



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

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

Pedagogy of Subject Area

COURSE 005.5

Pedagogy of Science – 1

MAX MARKS – 100

INTERNAL – 20

EXTERNAL – 80

Objectives

To enable the student teacher to:

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

- Develop the ability to design, manage and assess appropriate teaching-learning experiences in the context of school science.

Unit – 1: Nature of Science and its knowledge

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

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

Suggested practicum/tasks:

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

Readings:

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

Unit -2: Perspectives on science and society

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

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

Suggested practicum/tasks:

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

Readings:

- Isaac Asimov. (1994). *Asimov's Chronology of Science & Discovery: Updated and illustrated*. Harper Collins
- A history of conceptual change research, *Threads and Fault lines*, Andrea A. diSessa (From TISS Material) *Cognition, Construction of Knowledge, and Teaching*, Ernst von Glasersfeld, *Synthese* 8-(1), 121-14 (special issue on education), 1989
- Science for all Americans Online www.project2061.org/publications/sfaa/online/sfaatoc.htm
- *Science and Human life* (1933), Harper and Brothers, Ayer Co. reprint: ISBN 0-8369-21615 (JBS Halden)
- *Science and everyday life* (1940) Macmillan, 1941 Penguin, Ayer Co. 1975 reprint: ISBN 0-405-06595-7 (JBS Halden)
- Raina, Dhruv (2006). *Towards a Global History of Science: The Relationship between Science, its History and Theory of History. Sites and Practices: An Exercise in Cultural Pedagogy* by Madhushree Dutta and Smriti Nevati (eds), Majlis: Mumbai, 2006. 232-242.
- Sinha, Ravi (2005). *Overcoming Ideology through Science. Proceedings of the International Seminar on Science Education*. Vidya Bhawan Education Resource Centre, Udaipur 2005.

- Examination the Enlightenment: the contribution of science education to culture, Michael Matthews. The Proceedings of the International Seminar on Science Education. Vidya Bhawan Education Resource Centre, Udaipur 2005, 4-8.

UNIT 3: Curriculum, syllabus and textbooks

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

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

Suggested practicum/tasks:

- ii. Critically analyse state science curriculum and discuss how it can be contextualised to the local environment
- jj. Critically analyse the science textbook of any class between VI and X; on the basis of this analysis, develop guidelines for textbook writers
- kk.** Guided reading of sections of the NCF 2005

Readings:

- Position Paper on Curriculum, syllabus and textbooks. NCERT 2005
- Varma, Vijaya S. (2005). The Basis for Curricular Choices in Science. Proceedings of the International Seminar on Science Education. VidyaBhawan Education Resource Centre, Udaipur 2005. 99-103.
- La Velle, L. B., McFarlance, A., Brawn, R. (2003). Knowledge transformation through ICT in science education: a case study in teacher-driven curriculum development – Case-study 1. British Journal of Educational Technology, 34, pp. 183-199
- Science teaching-constructing an alternative, H.K. Dewan, 2004

- Park, M., Park, D., Lee, R. E. (2009). A comparative analysis of earth science curriculum using inquiry methodology between Korean and U.S. textbooks. *Eurasia Journal of Mathematics, Science & Technology Education*, 5, pp. 395-411.
- Porter, A. (2004). Curriculum assessment. In: *Complementary Methods for Research in Education*. J. Green, G. Camilli, P. Elmore (Eds.) Washington DC: AERA. pp. 141-159.
- Porter, A.C., Smithson, J.L. (2001). Defining, developing and using curriculum indicators. CPRE Research Report Series RR-048. Consortium for Policy Research in Education. University of Pennsylvania. http://www.cpre.org/sites/default/files/researchreport/788_rr48.pdf
- Schmidt, W. H. (1992). TIMSS curriculum analysis: topic trace mapping. *Prospects*, XXII, pp. 83-90
- Vivayic and Project Lead the Way. How do you recognize a rigorous and relevant curriculum? A method for analyzing rigor and relevance in science and mathematics curricula. *Curricula Analysis Whitepaper*. http://www.vivayic.com/whitepapers/curricula_analysis.pdf
- How children learn: Consideration of designing a science curriculum. Proceedings of the International Seminar on Science Education. Vidya Bhawan Education Resource Centre, Udaipur 2005, 92-95

Unit 4: Understanding learners to develop a good science classroom

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

- m.** Diversity in the class –diversity among learners and diversity in thinking exhibited by children in acquiring the scientific concepts
- n.** Literature review and secondary data analysis to understand science learning of the learner. For example, intuitive perceptions and understanding of natural phenomenon-like force, motion, etc.
- o.** Qualitative and quantitative techniques to assess the learners understanding of science (like interview , questionnaire etc)
- p.** Developing democratic and interactive class
- q.** Developing scientific skills in the learner- observing, building hypothesis, recording data, organizing data, measurement , generalization, reading and following instructions, conducting experiments, observing and deducing patterns and relationships, categorizing, etc
- r.** Development of scientific communication skills- comprehend science text, reporting, expressing own ideas, etc
- s.** Equitable provisioning for science learning- providing access to resource material, identification of learning resource from immediate environment, science experiments, kits, , ICT-mediated learning, taking science outside the four walls of a room

Suggested practicum/tasks:

- t.** Student teachers document observations related to local flora and fauna, including local uses and any stories the community may have about them
- u.** Interview , questionnaire etc to be developed and used by student teachers among children in the neighbourhood

- v. Student teachers observe videos of science classes and discuss the elements of what appears to work and what does not
- w. Discussion around the contents of the unit anchored in a specific content area in school science
- x. Student teachers observe science classrooms and discuss the challenges a teacher faces in developing a good science class

Readings:

- Sadhna Saxena (2005). Constraints on Transforming Science Education. *Proceedings of the International Seminar on Science Education*. VidyaBhawan Education Resource Centre, Udaipur 2005.
- Varma, Vijaya S. (2004). How should physics be taught to facilitate understanding. 129-137. *Construction of Knowledge*. VidyaBhawan Education Resource Centre, Udaipur 2005.
- Children's science and its consequences in teaching, Gilbert, J.K, Osborne, R.J. *et al*, Science education, 1982,66(4):623-633
- The role of Students' Epistemological Knowledge in the Process of Conceptual Change in Science, John Leach and Jenny Lewis, University of Leeds, UK (From TISS Material)
- Bohlin, Roy M. 1998. The Affective Domain: A Model of Learner-Instruction Interactions. In *Proceedings Selected Research and Development Presentation at the National Convention of the Association for Educational Communications and Technology (AECT)* pp. 39-44.
- Kronholm, M. and J. Ramsey. 1991. Issues and analysis: A teaching strategy for the real world. *Science and Children*. October: 20-23.
- R Driver, A Squires, P Rushworth, V Wood-Robinson. (2002). *Making sense of secondary science: Research into children's ideas*. Routledge Press
- Rosalind Driver, John Leach, Robin Millar and Phil Scott. 1996. *Young's Peoples Images of Science*. Open University Press (January 1, 1996). ISBN-13: 978-0335193813 .
- M Buldu. (2006). Young children's perceptions of scientists: a preliminary study. *Educational Research*, 48 (1)
- M Monk. (2006). How science works; what do we now? *School Science Review*. 88 (322).
- D Mc Gregor. (2007). *Developing thinking, developing learning: a guide to thinking skills in education*. Open University Press (Maidenhead)
- New UNESCO source book for science teaching. (1973). UNESCO
- M Shyer, PS Adey. (1981). *Towards a science of science teaching*. Heinemann Educational (London)
- T Liverside, M Cochrane, B Kerfoot, J Thomas. (2009). *Teaching Science. Developing as a reflective secondary teacher*. Sage India

Unit 5: Teaching and learning of Science

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

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

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

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

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

Readings:

1. Berkley Physics course Vol. 1
2. Feynman lecture series (Volumes 1). Pearson.
3. D Sang. Teaching secondary physics. ASE (John Murray)
4. NCERT science textbooks (classes 6-10)
5. Motion and Force, Part 1- Motion, Module by Eklavya
6. Conceptual physics, Paul G. Hewitt, 10 th edition, Pearson, ISBN, 978-81-317-1553-6
7. Understanding Physics, Cummings, laws, redish, Cooney, Wiley India Pvt. Ltd. ISBN 81-265-0882-5
8. School Physics Nelkon
9. *Kaha bal Kya urja*, S. B. Velankar, Sandharbh, Jan-Feb, 1998, 9-16
10. *Urja hi he sab kuchh*, S. B. Velankar, Sandharbh, July-Oct, 1998, 93-100
11. *Kya humare vishwas Newton ko na mane*, Anita Rampal, Sandharbh, July-Oct, 1998, 28-36
12. JB Reece, LA Urry, ML Cain, SA Wasserman, PV Minorsky, RB Jackson. Campbell Biology. Benjamin Cummings

13. Articles from Sandarbh – Jeevshastra ke kucch bhram
14. On being right size, J.B.S. Halden (Arvind Gupta site)
15. Microbiology mane Bird watching, Milind Watav, Sandharbh, Nov-Dec, 1997, 5-10
16. Cell module, Eklavya
17. The lines of a cell, Notes of a biology watcher, Lewis Thomas (book),
18. Cell biology by Gerald Karp, John Wiley and Sons Inc
19. NCERT. Science text books (class 6th to 10th)



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

Two Year B.Ed. Course

B.Ed. 1st Year

Pedagogy of Subject Area

COURSE 005.6

Pedagogy of Social Science – I

MAX MARKS – 100

INTERNAL – 20

EXTERNAL – 80

Course Description

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

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

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

The main departure point of Social Sciences as a disciplinary area is the recognition of its subjective and normative character. The person who studies has a point of view and the people studied too have their own viewpoints all of them impact the study. Likewise our conception of what the society should be and

how it should change too plays an important role in our approach to studying society. Having recognized this subjective and normative dimension, Social Sciences nevertheless, seek to develop methods for a critical study of society and our own subjective views of society.

The nature of social sciences is defined by the living nature of the object of study. While investigating into the activities of a village or neighborhood for example, it is inevitable that the people being studied will also affect and shape the study. They will interpret the purpose and intent of the investigator and modulate their responses, thereby shaping the results. The investigator also needs to be culturally and ethically sensitive and responsible towards the people being studied. Besides, people belonging to different class, caste, gender, religion, and so on will respond differently to any situation. The investigator needs to assess social situations from the different perspectives and interests of the people involved. A view of the equal value of all human beings is necessary to be able to study social processes from the perspectives of different people. A view of what is good for society is also inherent in this endeavor. In this respect social sciences have a normative quality.

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

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

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

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

Objectives of the Course

The Course will enable student-teachers to

- Understand the nature of the social science
- Understand how children acquire their understanding of society and in what ways the teaching of social sciences can help them to review this understanding

- Explore effective ways of engaging with diverse kinds of students and help them to develop conceptual tools and knowledge necessary for a better understanding of society
- Understand the approaches to the teaching and learning of History and Geography

Unit 1: Nature and Methods of Social Science

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

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

Unit 2: Aims and Objectives of Social Science Teaching

- Changing Objectives of Social Science Teaching - early nineteenth century, during the colonial era, post-independence in India.
- Examine the history of social science teaching since the colonial times with a special emphasis on the contemporary period:
 - How can we orient the future citizens of the country for their role as active and conscious citizens of a democratic country?
 - Should we discuss social conflicts, problems etc. as a part of school education? If so how and to what purpose?
 - What role should the experiences of the students play in the teaching of social sciences?

Subjects like History and Geography and Civics have been taught since 19th century beginnings of mass schooling. The colonial rulers used the teaching of these subjects to legitimize British rule and also foster obedience among subject population. In the process they also used education to foster communal and casteist divisions in Indian society. In the Post-Independence period Social Sciences were singled out for fostering national integration, international understanding and mobilizing people around the tasks of national development. Subsequently in 1980s when these disciplines matured and Indian Social Scientists established for themselves an international standing, new possibilities in the teaching of these subjects were begun to be seen. National development of the previous decades had thrown up a number of critical problems relating to social disparities, marginalization of several communities, gender disparities, environmental degradation, identity politics, civil rights, civic participation in public policy making and

implementation, etc. Even as the social scientists sought to study these problems, these concerns also crept into the teaching of social sciences. This placed social science education at the heart of intense debates and the need arose to reconcile these within a larger framework of social science perspectives instead of promoting this or that view point. Similar trajectories of change can be seen in the teaching of Social Sciences in many other countries including United Kingdom, USA, Japan, South Africa etc.

Unit 3: Understanding learners

- Understanding student experience – bringing student resources, knowledge and experience into the social science classroom
- Understanding student diversity – encouraging multiple forms of expression in the classroom (discussion, debate, art, dramatization, making models etc.)
- Understanding students' interest/ability to connect to ideas from another time/space
- Awareness of cognitive challenges involved for students at the upper primary and secondary stages in learning social sciences

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

Unit 4: Teaching and Learning of History

20. Nature of History : idea of understanding social change and its impact over time, understanding changing interpretations of the past and interpreting evidence to understand the past
21. Some debates about the teaching of history:
 - t. Should history be taught from ancient period to modern period or should we start from the time closest to us and proceed to more distant past?
 - u. Should history be taught as a chronological flow of events or thematically, like history of food habits, or family lives, or political institutions?
 - v. Should history teaching focus on certain important issues or give an overview of everything?
22. Revisiting basic concepts / processes in history to
 - Get an idea of the basic concepts relating to that theme
 - How different historians have written differently about it (historiography study)
 - Familiarize themselves with the sources for the study of that theme

- Identify teaching resources (pictures, films, sources, books, internet resources, possible field visits)

Study following major themes from Indian history themes from the following:

- h.** Early Vedic and Later Vedic periods
- i.** Mauryan period
- j.** Mughal Empire
- k.** National Movement

Unit 5: Teaching and learning in Geography

l. Key debates in the teaching of Geography

- Is geography a science or a social science?
- Should one teach about the local environment first and then gradually move towards distant places or the other way round?
- Should 'physical geography' (study of land forms, vegetation, resources, climates, etc.) be taught independent of 'human geography' (how human beings use the environment and change it)?
- Should the teaching of geography be structured by the way the discipline looks at it (i.e. begin with solar system and then go on to the earth, its movements, seasons, climate belts etc.)
- Can Geography taught as an indoor subject or should it be taught through field based experiences?

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

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

- Different kinds of maps, globes
- Different traditions and practices of representing the physical and social spaces in art work, visuals, diagrams, maps and models.
- Factors affecting climate and impact of human interventions on climatic processes

- Historical development of man-nature interactions in different regions in India and the world
- Shaping of the earth by geological forces
- Environmental degradation, dangers, disasters and ways to combat these
- Migration and movements of people, reasons, processes and impact.

Practicum

ll. Field Trip (Historical Places)

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

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

Readings

- y.** 1. Batra, P. (ed.) (2010). *Social Science Learning in Schools: Perspective and Challenges*, New Delhi: Sage.
- z.** 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.
- aa.** Jain, M. (2005). Social Studies and Civics: Past and Present in the Curriculum,
- cc.** *Economic and Political Weekly*, 60(19), 1939-1942.
- dd.** Sunny, Yemuna. (2008). 'Experience and Science in Geography Education', *Economic and Political Weekly*, June 14, 2008, pp 45-49.
- ee.** Bose, Sukanya and Sardana, Arvind. (2008). 'Teaching Economics in Schools', *Economic and Political Weekly*, August 9, 2008, pp 54-60.
- ff.** Paliwal, Rashmi and Subramaniam, C.N. 'On Contextualization of Curriculum' Contemporary Education-dialogue,
- gg.** " " Learning Curve, APF, 200..
- hh.** NCERT, (2006). Position Paper National Focus Group on *Teaching of Social Sciences*. New Delhi: NCERT, 1-19.
- ii.** NCERT Social Science Textbooks for classes VI – XII, New Delhi: NCERT.
- jj.** *Social science Textbooks for classes VI – VIII*, Madhya Pradesh: Eklavya.
- kk.** John Dewey, School and Society, chapter on Social Science
- ll.** George, A. and Madan, A. (2009). *Teaching Social Science in Schools: NCERT's New Textbook Initiative*. New Delhi: Sage.
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- ss.** Carr, E. H. (1961). *What is History?* England: Penguin
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SHAHEED NANDKUMAR PATEL VISHWAVIDYALAYA, RAIGARH (C.G.)

Two Year B.Ed. Course

B.Ed. 1st Year

Teacher Enrichment

COURSE 006.1

Hindi/English Language Proficiency

MAX MARKS – 100

INTERNAL – 20

EXTERNAL – 80

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

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

The course will facilitate the process of responding to non-print inputs like conversations, media, drama etc. and attempt to develop the capacity of student teachers to facilitate such language activities. It will equip them to think together in a group with peers and create opportunities for sharing of diverse opinions, views and suggestions in verbal and written languages. It will help them to listen to students at the secondary level, reflect on their oral responses and understand the nature and level of their understanding. The course will provide an opportunity not only to learn to think together but also to examine and become aware of their own assumptions, biases and beliefs on various issues. The course will enable student-teachers to enhance their capacity to present ideas, engage in a dialogue, agreements and disagreements with a view point and build consensus.

Objectives:

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

Unit 1

How do we use language?

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

Unit 2

Consolidating reading comprehension

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

Unit 3

Critical Reading

- Reading different types of texts (narrative, expository, descriptive, argumentative) individually and in small group such as conversations, biographical, sketches, plays, essays, poems, screenplays, letters, reports, news reports, feature articles, reviews, notices, ads /matrimonial, brochures, policy documents, autobiographical narratives, field notes, ethnographies etc. and identifying their features
- Discuss different kind of strategies required for reading these texts, forming questions to think about while reading, discussion on nature of text and purpose of reading
- Reading for global and local comprehension
- Extrapolating the texts through making inferences, analysing, reflecting, Making and appraising arguments and interpretations, creating thoughtful arguments by making conjectures and offering justification for them
- Understanding the theoretical postulates of critical reading
- Understanding the process of critical reading

Activities:

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

Unit 4

Creative expression: Part one

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

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

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

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

Activities

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

Unit 5: Creative expression: Part two

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

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

Activities

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



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

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

Teacher Enrichment

COURSE 007.1

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

MAX MARKS – 80

INTERNAL – 40

EXTERNAL – 40

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

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

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

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

Objectives

- To learn to be self critical, questioning and reflective about one's thoughts, actions and reactions.
- To develop insight into the various dimensions of the self: emotions, stereotypes, prejudices, perceptions and assumption about and attitude towards people, children and social issues.
- To develop insight into children's ways of thinking and learning and to explore ways to bridge the gap between adult and child.
- To cultivate positive attitudes and sensitivity towards each other, towards children and education.
- To develop skills for effective communication and the capacity to listen, empathize and relate.
- To build a sense of awareness about the natural world and recognize harmony and beauty of the nature.

Design of the Course

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

Strand A

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

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

Strand B

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

Strand A

1. Journal Writing

Objectives

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

Mode of Transaction

- Each student-teacher should be asked to maintain a regular Journal, in which he/she may write: a) short reflective accounts of significant experiences b) observations of life situations that evoke questions and responses c) questions on education, learning or teaching that he/she is grappling with.
- The Journal should be periodically shared (once a fortnight is recommended) with a faculty mentor, who will read through it and offer brief comments, suggestions, or further questions for the student-teacher to reflect on.

Strand B

Workshop 1: A significant event or experience in life

Objectives

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

Suggested workshop themes

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

Workshop 2: My childhood

Objectives:

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

Suggested Themes:

- Articulating childhood memories and experiences;
- Recognizing major influences of different events on your childhood;

- Visualizing the limitations and potentials of one's own childhood;
- Listening to and empathizing with other childhood experiences and developing feeling of empathy.

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

Objectives

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

Suggested workshop themes

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

Workshop 4: *Mindfulness in the classroom*

Objectives

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

Suggested workshop themes

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

Workshop 5: *Understanding working in groups*

Objectives

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

Suggested workshop themes

- Exploring structural situations that promote competition or cooperation

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

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

Workshop 6: Viewing and analyzing film(s)

Objectives

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

Suggested workshop themes

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

Workshop 7: Celebration of an iconic cultural figure

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

Objectives

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

Suggested workshop themes

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

Workshop 8: Art in Education

Objectives:

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

Suggested workshop Themes:

- Opportunities to experiment and create pieces of art using different art forms – free-drawing, clay work, pottery, puppetry, dance, music, terracotta, origami, developing narratives in visuals, composition of an imagined situation, telling a story/or depicting a social problem through comic strips, creating a collage using images, bits cut out from old magazines, news paper etc.
- Reflection and discussion about their experience of creative expression.
- Understanding the importance of art education for themselves and children, understanding children's drawings, why adolescents give up drawing;
- Readings on art education.
(This workshop would require 2 days at a stretch or be broken up into two-three half day workshops so that the student-teachers can effectively experience the importance of art in education)
- Knowing about local art and craft forms: The diversity of India's art and craft at the local/regional level and its integration in the curriculum.

Workshop 9: Role Play and Creative Drama in Education

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

Objective:

- To help student-teachers to use drama processes to examine their present and to generate new knowledge, understanding and perceptions of the world and themselves in it.
 - To train, enhance some theatre skills that will later help them be creative and enlightened teachers.
 - To promote self-expression, sensitivity towards social issues and current events, imagination, curiosity, physical and mental balance, memory, feelings of togetherness, communication, creativity, art appreciation, and social awareness
 - To draw out and work with different faculties simultaneously i.e. physical, intuitive, emotional, sensual and mental through practical exercises.
 - Build imagination and concentration of the body and mind. Structured exercises for coordinating, enhancing and translating imagination into physical expression.
 - Learn to challenge and shift one's own attitude and standpoint as one learns to understand multiple perspectives to empathise.
 - Identify and develop one's own creative potential.
1. In drama exploration, the overall context presented to students is to understand life

and to learn from life. The mode is experiential. The exercises are structured by the teacher, but the experience and its outcome is generated by participants in the process. The experience and reflection on that, is the learning. However for this to happen it is mandatory that the exercises are planned and structured by the teacher and not offered as 'open improvisations'.

2. Encourage recognition of differences among people: caste, class, gender, religion, age, community, occupation, lifestyle, etc. and how these influence actions, decisions, and relationships of people. Learn to place oneself in a wider arena of these cross cutting currents. The self to be placed in the context of the other. "How should I look at the other? What does that reveal about me?" Go beyond the immediate and look at other groups and settings, e.g. rural, the disadvantaged and other cultural communities.

3. Ways of seeing situations, social structures and communities. To sharpen observation and to learn to continuously ask probing questions while investigating situations. Develop the capacity to look at same situation from different perspectives. Learning to recognise contradictions within situations with the aim of grasping a better understanding of the situation rather than wanting to look for solutions.

4. Finding connections between the particular and the universal. How larger processes and contexts play out in the specific context of daily life situations and vice versa. For instance, the case of a marginalised dalit woman seeking medical help is connected with the larger worlds of state responsibility and public health policy, prevailing gender relations, the judiciary, etc.

5. Change as a principle of life. Identifying it within drama work; the repercussions of change, who does it affect, why and how?

6. Learning to continuously reflect on and analyse classroom exploration and their connection with events and situations in world outside. Evaluating one's own and group's progress in class.

Mode of Transaction

- Games to help loosen up, sharpen reflexes, have fun while building imagination in different ways. Build imagination within games and exercises. Add conditions to games to draw together and harness different physical, emotional, mental faculties. Use theatrical exercises to awaken sensory awareness and transformation.
- Devise preparatory games and physical exercises to build imagination. Refine physical actions and integrate the physical with other faculties. Exercises in observation, communication, associative thinking; building situations with imaginary objects and people.
- Planned and structured drama exploration exercises designed to first experience and then, deepen social awareness of students. Some examples would include the use of an image (photo, painting) as a stimulus for exploration; still photographs of students themselves leading to tracking a line of thought about some issue.
- Participative learning using role play, hot seating, building stories/songs, making and analysing a 'character's' diary, personal belongings (objects) of characters.

- Make short plays that can be performed by student-teachers with aim to study school student's responses during school contact programmes.
- Help build a set of skills so the class can organize role plays as well as larger school play that is built on students creativity rather than following a given script.
- Orient student-teachers to important aspects of a play such as Costume design, stage design, stage preparation, organizing seating arrangements for the audience, organization of musical instruments, seating arrangements of the musicians, involvement of experts, knowledge and use of Chhattisgarh folk songs:.
- Knowledge of dance form used in the drama, the relevant costume, importance of rehearsal, venue of the dance performance to be in accordance with the dance form; knowledge and inclusion of Chhattisgarhi folk dances.
- Use of drama in the classroom: Tell stories using action, select stories and poems from text books and convert them into skits, conduct role-plays, discuss characters and situations in the play, select skits from other subjects.
- Encourage participation of children with special needs during creative activities especially during dramatic activities.

Seminar 1: *Glimpses of different childhoods in India*

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

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

Seminar 2: *Selection of short readings and dialogue*

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

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

Assessment:

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

Personal growth in terms of:-

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

Internal: This should be based on:

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

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

Resources

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

1. Poetry/songs by Kabir, Tagore, Nirala etc; Passages from Tulsī 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. 1st Year

COURSE 007.2

HEALTH AND WELL-BEING (THROUGH YOGA, COMMUNITY PRAYER AND OTHER PHYSICAL ACTIVITIES)

Internal Marks 20

Objectives:

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

Mode of Engagement:

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

- A cumulative exposure to yoga and its health benefits through regular yoga classes (daily)
- Time and facilities for playing an outdoor indoor sports and /or undertaking to go for regular PT
This is not intended to be a course for those who are going to become instructors in physical education or yoga and hence there is no need to introduce theoretical aspects of these activities.

Mode of Assessment:

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



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

Two Year B.Ed. Course

B.Ed. 1st Year

Part-III Engagement with the Field/Practicum

COURSE 008.1

SCHOOL EXPERIENCE AND COMMUNITY WORK

Internal: 60

External: 40

1. School Experience
2. Community work

School Experience:-

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

- Teaching skills(orientation & Demorestration)
 - Maxims
 - Classroom management
 - Needs of Diversity in classroom & its inclusion
 - Subject wise orientation of pedagogy
 - Orientation of other relevant topics
- (Record of orientation experience – to be prepared by all trainees)

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

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

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

Assigning mentors to trainees ratio 1:10

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

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

Step V

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

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

Marking scheme

School Principal 20 (Obs. & Unit play Exp.)

Mentor 40 (obs. unit play, Community Work)

External 40 (obs. unit play, Community Work)

Viva on the basis of 7 records

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

- (a) Tasks and Assignments that run through all the courses.
- (b) School Internship.
- (c) Courses on Enhancing Professional Capacities.

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

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

over mere access to ICTs. Courses that would focus on developing the professional and personal self of a teacher will be designed to integrate theoretical and practical components transacted through focused workshops with specific inputs on art, music and drama. These courses shall offer opportunities to study issues of identity, interpersonal relations adult-child gaps, personal and social constructs, schools as sites for struggle and social change; understanding and practicing yoga education, developing social sensitivity and the capacity to listen and emphasize.

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

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

Workshops designed to use creative drama as an extension of one's desire to look at oneself and the 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. The weightage of internal assessment for Engagement with the Field shall be 100 %. This curricular area of Engagement with the Field would serve as an important link between the other two broad areas and the field.

School Internship

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

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

Internship in school for a minimum duration 16 weeks for a two-year programme, this should include an initial phase of one week for observing a regular classroom with a regular teacher and would also include peer observations, teacher observations and faculty observations of practice teaching lessons.

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

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

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

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

Components	Transaction
Period of School Internship	<p>The Internship shall be conducted in two phase. The first year would include 4 weeks of orientation, of which one week is to be dedicated to classroom observations, one week for community experiences and two weeks for Unite Planning & Teaching in opted teaching subjects.</p> <p>Teaching during the second year of school internship would be spread over 16 (sixteen) weeks spread over secondary and/or senior secondary level. In the second year, Interns will be expected to be in school for 4 continuous days of a week. 2 days in a week shall be dedicated to planning, developing materials, reflective journal writing, interacting with faculty at the Institute, participating and organizing of school activities faculty shall provide feedback and mentor interns.</p>
Orientation to Internship	<p>The purpose of observations would be t understand the school in totality, its philosophy and aims, organization and management; understanding the life of a teacher: needs of the physical, mental, emotional development of children in the elementary and secondary levels; aspects of curriculum and its transaction; quality, transaction, structure, use and assessment of teaching –learning.</p> <p>Observations would include feedback from faculty, peers and regular teachers in the school.</p> <p>One faculty to support a maximum of 10 students in a school for feedback, support, guidance and assessment.</p>
Planning for teaching	<p>Interns would develop Unit Plans in the subject of the chosen pedagogy optional course with guidance from faculty.</p>
Unit planning	<p>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.</p>
Internship	<p>Interns would work as a regular teacher on a day to day basis.</p> <p>Preparing and transacting Unit plans in the opted subject.</p>

	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 interns 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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