

# Syllabus for Two-year Bachelor of Education

## B.Ed.



राष्ट्रीय शैक्षिक अनुसंधान और प्रशिक्षण परिषद्  
NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING

## PREFACE

Education reforms invariably accord highest priority to improve teacher effectiveness. It requires consistent upgradation of teacher-education programmes. Over the last two decades in India, the issue of curriculum renewal and extended duration of secondary stage teacher education has received serious attention. A perusal of the reports of various commissions and committees indicate the preference for longer duration of B.Ed. programme. It was also endorsed by the Hon'ble Supreme Court of India in its judgement on 15 June 1993. "The Teachers Training Institutes are meant to teach children of impressionable age and we cannot let loose on the innocent and unwary children the teachers who have not received proper and adequate training. True, they will be required to pass the examination but that may not be enough. Training for a certain minimum period in a properly organised training institute is essential before a teacher may be duly launched." The NCTE prepared the curriculum framework for teacher education in 1998 and for the first time made the recommendation for beginning a two-year B.Ed. programme to prepare quality teachers.

The NCERT in collaboration with NCTE developed four different syllabi for initiating this two-year B.Ed. programme in its four regional institutions in the year 1999. The experiences of running these courses for over nine years proved to be valuable indicators for the present exercise of preparing effective teachers who could cope with the emerging challenges in their professional careers. The student-teacher has to critically examine the conditions of the school, reflect and have the potential to perform the desired role even in conditions of scarcity and deficiency of various kinds which a large number of schools face in our country. A student-teacher has not only to reorganise his/her understanding of the subject specialisation learnt previously, but also has to be well-equipped with the essentials of pedagogy, competencies and skills required to create a conducive learning environment in schools for each and every learner.

Accordingly, the two-year B.Ed. course aims at a complete development of the student-teacher; particularly in knowledge and skills, in individual care of the learner and also in methods and evaluation designed to facilitate learning. This course is divided into two parts. It aims at developing understanding of and competence to render disciplinary knowledge into forms relevant to stage specific understanding of teaching-learning situation apprehended through intensive study of conceptual explanations, observation and analysis of live classroom situations as well as hand-on experiences and longer duration of field experience.

Interactive processes, i.e. group reflection, critical thinking and meaning-making have been encouraged. The maturity of student-teachers has been kept in mind while visualising modes of learning engagements; instead of continuous teacher monitoring, greater autonomy to learners has been given in accordance with andragogic principles of learning. The syllabus retains the essence of student-teachers being active participants



in the learning process and prepares the student-teachers for facing the emerging challenges resulting out of globalisation and its consequences.

The Council set up a Committee to reformulate the two-year B.Ed. programme under the Chairmanship of Professor M.S.Yadav. Several meetings were held at RIEs and NIE, involving faculty from RIEs, NIE and various other institutions and universities working in the concerned areas. Discussion and deliberations in these meetings helped in evolving this two-year B.Ed. programme corresponding to the emerging vision in teacher-education incorporating inputs as suggested in the *NCF-2005*. This syllabus became effective from 2008 in the RIEs. The syllabus could also be useful for other institutions who would like to adopt longer duration of teacher education programme.

The syllabus could not have been completed without the dedication of the drafting committee under the chairmanship of Professor M.S. Yadav and guidance of Professor Krishna Kumar, former *Director*, NCERT. The contribution of the drafting committee, review committee, Heads, faculty of NIE constituents and RIEs, eminent educationists and experts is duly acknowledged. It is hoped that this endeavour would result in bringing out the competency of teachers.

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# THE CONTEXT

## 1. PRESENT CONCERNS IN TEACHER-EDUCATION

**The National Curriculum Framework-2005** states that teacher-education programmes today train teachers to adjust to a system in which education is seen as the transmission of information. Attempts at curricular reform have not been adequately supported by teacher-education. Large-scale recruitment of para-teachers has diluted the identity of teaching as a profession. Major initiatives during the mid 1990s were focused on in-service training of teachers. This has accentuated the divide between pre-service and in-service teacher-education. Pre-primary, primary and secondary teachers continue to be isolated from centres of higher learning and their needs for professional development remain unaddressed. Existing teacher-education programmes neither accommodate the emerging ideas in context and pedagogy nor address the issue of linkages between school and society. There is little space for engagement with innovative educational experiments.

Experiences in the practice of teacher-education indicate that knowledge is treated as 'given', embedded in the curriculum and accepted without question. Curriculum, syllabi and textbooks are hardly critically examined by the student-teacher or the regular teacher. Language proficiency of the teacher needs to be enhanced, as the existing teacher-education programmes hardly recognise the centrality of language in the curriculum. It is assumed that link subjects are automatically formed during the programme. Most teacher-education programmes provide little scope for student-teachers to reflect on their experience and thus fail to empower teachers as agents of change.

### 1.1 Vision for Teacher-Education

Teacher-education must become more sensitive to the emerging demands of the school system. For this it must prepare the teacher for the role of being an:

- encouraging, supportive and humane facilitator in teaching-learning situation to enable learners (students) to discover their talents, realise their physical and intellectual potentialities to the fullest, and to develop character and desirable social and human values needed to function as responsible citizens; and
- active member of a group of persons who makes a conscious effort for

curricular renewal so that it is relevant to the changing societal needs and the personal needs of learners.

To be able to realise this vision, teacher-education must comprise the following features to enable student-teachers to

- understand the way learning occurs and to create plausible situations conducive to learning;
- view knowledge as personal experience constructed in the shared context of teaching–learning, rather than embedded in the external reality of textbooks;
- be sensitive to the social, professional and administrative contexts in which they need to operate;
- develop appropriate competencies to be able to not only seek the above-mentioned understanding in actual situations, but also to create them;
- attain a sound knowledge base and proficiency in language;
- identify their own personal expectations, perceptions of self, capacities and inclinations;
- consciously attempt to formulate one’s own professional orientation as a teacher in situation-specific contexts;
- view appraisal as a continuous educative process;
- develop an artistic and aesthetic sense in children through art education;
- address the learning needs of all children, including those who are marginalised and disabled;
- to pursue an integrated model of teacher-education for strengthening the professionalisation of teachers;
- develop the needed counselling skills and competencies to be a ‘facilitator’ for and ‘helper’ of children needing specific kinds of help in finding solutions for day-to-day problems related to educational, personal and social situations; and
- learn how to make productive work a pedagogic medium for acquiring knowledge in various subjects, developing values and learning multiple skills.

## 1.2 Major Shifts in Teacher-Education Programme

- Understanding that the learner needs to be given priority. The learner is seen as an active participant rather than a passive recipient in the process of learning, and his/her capabilities and potential are seen not as fixed but dynamic and capable of development through direct self-experience. The curriculum will be designed which provides opportunities to directly observe learners at play and work; assignments to help teachers understand learners’ questions and observations about natural and social phenomena; insights into children’s thinking and learning; and opportunities to listen to children with attention, humour and empathy.
- Learning should be appreciated as a participatory process that takes place in the shared social context of the learner’s immediate peers as well as the wider social community or the nation as a whole. Ideas



expressed by educational thinkers, such as Gandhi, Tagore, Sri Aurobindo, Gijubhai, J. Krishnamurty, Dewey and others are often studied in a piecemeal manner, without the necessary context and without concern about where these ideas emanated from. No wonder they are studied and memorised, but seldom applied, by the very same teacher educators who present these ideas to the student-teachers. The participatory process is a self-experience-based process in which the learner constructs his/her knowledge in his/her own ways through absorption, interaction, observation and reflection.

- The major shift is in the teacher's role where he/she assumes a centre-stage position as a source of knowledge, as custodian and manager of all teaching, learning processes, and executor of educational and administrative mandates given through curricula or circulars. His/her role needs to be shifted from being a source of knowledge to being a facilitator of transforming information into knowledge/wisdom, as a supporter in enhancing learning through multiple exposures, encouraging the learner to continuously achieve his/her educational goals.
- Another significant shift is in the concept of knowledge, wherein knowledge is to be taken as a continuum, as generated from experiences in the actual field through observation, verification, and so on. The knowledge component in teacher-education is derived from broader areas of the discipline of education, and it needs to be represented as such. It means that conscious efforts are needed to represent an explanation from the perspective of education rather than merely specifying theoretical ideas from related disciplines with 'implications for education'.
- Knowledge in teacher-education is multidisciplinary in nature within the context of education. In other words, conceptual inputs in teacher-education need to be articulated in such a manner that they describe and explain educational phenomena—actions, tasks, efforts, process, concepts and events.
- Such a teacher-education programme would provide adequate scope for viewing a theoretical understanding and its practical aspects in a more integrated manner rather than as two separate components. It enables the student-teacher and the teacher in the classroom to develop a critical sensitivity to field approaches. Thus, once tried out by self and others, it will lead to evolving one's own vision of an ideal setting for learning. Such teachers would be better equipped for creating a learning environment, would try to improve existing conditions rather than merely adjusting to them with the necessary technical know-how and confidence. Another major shift is in understanding the impact of the social context in educative processes.
- Learning is greatly influenced by the social environment/context from which learners and teachers emerge. The social climate of the school and the classroom exert a deep influence on the process of learning and education as a whole. Given this, there is a need to undertake a

major shift away from an overwhelming emphasis on the psychological characteristics of the individual learner to his/her social, cultural, economic and political context.

- Different contexts lead to differences in learning. Learning in school is influenced and enhanced by the wider social context outside the school.
- Teacher-education programmes need to provide the space for engagement with issues and concerns of contemporary Indian society, its pluralistic nature, and issues of identity, gender, equity, livelihood and poverty. This can help teachers in contextualising education and evolving a deeper understanding of the purpose of education and its relationship with society.
- The shift in performance appraisal in teacher-education programme from an annual affair to a continuous feature needs to be recognised. The teacher-educator evaluates the student-teacher's ability to cooperate and collaborate, investigate and integrate, and also appraises written and oral skills, originality in approach and presentation, and so on.
- Several kinds of appraisals take place in the form of self-appraisal, peer appraisal, teacher's feedback, and formal evaluation at the end of the year. All appraisals aim at improvement, understanding one's own strengths and weaknesses, understanding what has to be strengthened, and identifying the next goals in the learning process. The appraisal mostly will not be given in marks (quantitative), but on a scale (qualitative), where the student's achievement is evaluated as a continuum and he/she is placed according to his/her performance in various activities. In brief, the new vision of teacher-education will be more responsive to changes in the school system as it envisages a significant paradigm shift.
- Consciously attempt to formulate one's own professional orientation as a teacher in situation-specific contexts.
- View appraisal as a continuous educative process.

## **2. THE VISION OF SCHOOL: A DYNAMIC, ENABLING LEARNING ENVIRONMENT**

The changing reality of the school system and its emerging vision is another significant point to be kept in focus while reformulating teacher-education curriculum. Schools have evolved into a widespread network of institutions functioning at different stages of education. This network has grown into a full-fledged organisational arrangement replete with its interconnections and functional specifications. However, the explicit goal of value concerns are subdued due to the inevitable systemic features of its regulatory, streamlined functional details or 'norms' which at best become restrictive.

*The National Curriculum Framework-2005* visualises school as "an environment where children feel secure, where there is absence of fear, and which is governed by relationships of equality and equity...where children ask questions freely, engaging in a dialogue with teachers and peers, during the ongoing lesson". School is not merely a regulated,



organisational planning set up with organisational goals, but also a 'vibrant learning environment' in which learner participation is with involvement and willing effort rather than as a response to prescribed specifications.

School is a part of a larger social milieu, which in its wider sense is the Indian democracy with its values of equality, social justice and freedom. To be able to appropriately reflect these values of the larger 'environment', school has to continuously strive to evolve a conducive 'school culture'. All experiences within school in a totality enable learning, not merely the classroom interactions. Therefore, school has to provide opportunity to every learner for experiencing varied situations and learn in meaningful ways.

Every learner learns in unique ways and needs freedom to explore, and have a degree of flexibility in making one's own learning decisions. This process is facilitated by the teacher in enabling learner's to think and understand meanings. A vibrant school makes both teacher and learners feel comfortable and free to engage in probing on one's own venture to negotiate and utilise the resources available, without fear of being penalised in any way. It is not so much the variety and plentiful resource availability that really determines such an ethos of comfort and freedom in a school, as much as the attitude to learning. This is not to undermine the importance of resource availability; but more to underline that it is the manner in which teachers, learners and others in school and the resources interact that generates a particular 'culture' in the school—either fearful and restrictive, or chaotic and unorganised, or free, friendly and purposeful. In such situations, teachers 'facilitate' learning by learners and not merely prescribe ways to do so. A lot of diversity both in pedagogy and assessment of learning becomes necessary for teachers. Such a vision has made it essential that a definitive alteration is made in the school organisation for which teacher competence and attitude need to change.

### **3. CHANGING ROLE OF TEACHERS IN SUSTAINING AND TRANSFORMING EDUCATION**

The role of teachers appear to largely relate to day-to-day problems in the classroom and the attempts to deal with them. However, teachers have a significant role towards sustaining the education system and helping it to evolve and develop further. They actualise the development of knowledge, understanding, skill and competencies as well as value orientation in their students at each stage of education. Teachers at all stages have a role to play in actualising aims of education and making the education process effective. For example, curriculum formulation and its implementation at any stage require teachers to share a collective view of the various aspects of teaching, learning and what is educationally desirable. It is this that helps in ensuring connectivity among the various aspects of education, namely, vision of education, forms of knowledge across stages of education, and their utilisation towards individual and collective development. Teachers must also play a proactive part in the evolutionary process of education and its progressive development. That

is why, for authentic understanding of education, evolving progressive pedagogy needs to be identified and made an integral part of the professional roles of teachers while teaching different subjects and varied specialised areas. Thus, professional role of teachers and their engagement in academic pursuits are integrally related. This intrinsic relationship between academic pursuits of knowing, and the pedagogical process represents two major dimensions of education; one is about theoretical understanding of education and the other deals with action decisions and the process of knowledge creation. Both together have the potential to enable students proceed towards self-learning and independent thinking.

The teacher as a professional is required to develop his or her own understanding of these challenges. Also, this understanding should be based on authentic information, personal assessment and his/her own reflection. Therefore, the student-teachers should be oriented to seek their observational assessment based on action research and this will enrich their role competencies.

The existing conditions in schools do not manifest this perspective adequately. Therefore, teacher-education programmes have to define teachers' roles with reference to an emerging vision of school education. Existing conditions in schools will need to be critically viewed vis-a-vis aims of education, and teachers will need to be prepared such that they have the potential of transforming these conditions.

Towards this end the overall approach to reformulate a curriculum for teacher-education needs to keep in mind perspectives drawn from three broad kinds of considerations:

- Locating Teacher-Education in the Context of Education
- Nature of Knowledge Base in Education and Teacher-Education
- Emerging National Concerns Impacting Educational Practice

## **4. THE APPROACH TO REFORMULATION: A FEW BROAD CONSIDERATIONS**

### **4.1 Locating Teacher-Education in the Context of Education**

#### *4.1.1 Teacher-Education as a Significant Component of Education*

Teacher-education has emerged as an essential and significant component of education. At the present juncture, the emphasis on teacher-education has magnified as never before. It has to respond to the changing demands from the field of operation—the school—by orienting the current workforce of teachers to the emerging vision of schooling, as well as prepare the future cadre of well-informed, competent, dynamic teachers with a progressive attitude and orientation regarding educational and national development.

The present exercise maintains that teacher-education is a support component of the overall education system and so derives all its aspects in the educational perspective. As an entrant to educational profession, the teacher, apart from subject knowledge, needs a basic understanding of education and its components in order to function effectively.





Any attempt at reformulation of teacher-education curriculum has to take into consideration the persisting concern about the inadequate impact potential of the existing variety of teacher-education programmes, despite the earlier efforts at enhancing these.

The lacunae in teacher-education have brought to surface the need for a two-pronged effort in curricular reformulation. One, there is a need to explicitly accept a conceptual stance while evolving the curriculum which clearly situates teacher-education in educational perspective; and two, the need to initiate the entrant teachers to the infield conditions and develop their capability for discerning possible ways of quality improvements in the system, with adequate competence, understanding and motivation to meet the demands of their role. That is, the former pertains to the conceptual and operational connectivity with the larger educational reality and the latter to teacher-education as an area of professional preparation.

#### *4.1.2 Theoretical Perspective on Education and Teacher-Education*

For a basic conceptual understanding, education refers to individual's progressive development and refinement in his behavioural dimensions leading to cohesive social life and contribution to the community. Knowledge, skills, competencies and value orientation gained through schooling in terms of school subjects and other activities contribute to education of individuals in social and cultural contexts. In this sense, study of each subject and its pedagogical process contribute to education. It is essential for the teacher in any subject to recognise that alongside various dimensions of academic pursuits—namely, knowledge, skills and competence development—value orientation as well as their relationship with students contribute to education of individual learners. This needs to be reflected in teacher's professional abilities in terms of organising teaching-learning by using appropriate pedagogical arrangement to turn individual student's learning into worthwhile learning or education.

In fact, there is a need to recognise the fact that conceptual knowledge in education, particularly in teacher-education, has evolved from practice. The experience in teacher-education shows that there is a tendency to focus on teacher actions or the 'practice' component considering it to be more relevant, as teacher functioning is essentially 'action-oriented'. That perhaps is the reason that 'theoretical' inputs are perceived as being 'distant' and less relevant by the new entrants to the profession. Hence, a discrepancy between expectations of integrated understanding of theory and practice on the one hand, and on the other, the perceived relevance of only the practice, has created a theoretical clash. Such a conceptual clash has been addressed by more recent sociological theorisation, giving rise to progressive ideas like 'social sensitivity' and creation of new pedagogical concepts like 'critical pedagogy', aimed at promoting attributes, such as rational, critical thinking. Any renewed teacher-education curriculum must recognise that an understanding of such perspectives will contribute to enhanced quality in practice.

Since conceptualisation in education pertains to actions and processes, it may be seen differently from the 'theory' in other disciplines. It may be necessary to expose incumbents of teacher-education to more than one theoretical position as by their very nature, education in general and teacher-education in particular, is interdisciplinary and action related. Also, a teacher possibly may adopt any one or a combination of theoretical positions for oneself, according to one's inclinations and disposition; in fact, a teacher may alter one's theoretical stance according to the task at hand. For instance, value orientation, which is crucial to the vision of educational development, is basically a philosophical concept; and hence it cannot be treated in a singular manner. Instead, philosophical thinking will demand creation of newer interpretations, and professionals in teacher-education will have to own them. However, this individual position remains coherent with general philosophy of educational development. Therefore, teacher-education curriculum, even when it is visualised in the backdrop of a particular theoretical position, will have to acquaint its incumbents with other orientations too, stating them appropriately in this context.

#### 4.1.3 Normative and Evolutionary Character of Education: Some Implications

Another significant point that needs to be brought into focus is the very nature of education in the Indian development context. That is, education has come to be recognised as a very significant aspect of national development which not only has to be responsive and sensitive to the demands and pressures from other aspects of development but also contribute towards the 'desired directions' to be taken in future national development.

Responsiveness to the existing pressure points to the 'normative' side of current educational effort. That is, education is preparing individuals for 'given' conditions, which specify aims of what 'should be' in terms of what 'fits in' into the existing paradigm. In contrast, the future directions to be influenced by education point to a reality yet to be actualised. It is a vision, a wish for conditions that are considered 'good' or 'desirable' for our society at large. Education has such a dual responsibility in the national context and all its component dimensions contribute in various ways towards these.

As a result, the expectations from education keep evolving according to the level of advancement achieved in other fields and their resultant changing pressures and demands. It also necessitates alterations in the national 'vision' of future, of the stance the nation would aspire to actualise, which then becomes a pointer to educational actions. For instance, in the past, the primary goal of education was transmission of knowledge from the teacher to the student, which largely depended upon students' memory as the main mental attribute needed for learning. Ever since, however, the goal of education in India has undergone significant change. Education came to be viewed as an instrument for social, economic and political development leading to transformation of the Indian society. Consequently, the vision of education and nature of learning on the part of students has





been conceptualised very differently. At present, education is seen as a significant component for national development.

Renewal of vision of education would bring to the surface time and again certain changes in the education process. The changes may relate both to conceptual understanding and organisational specifications. These may present 'issues' to be faced and also certain problems to be solved. These may be intrinsic challenges in education. For seeking solutions to such challenges action research and innovative programmes may have to be carried out. Another set of challenges may be generated by the issues and problems arising out of the implementation of the changes required in education quality. These problems may largely be related to support systems of education, namely, teacher-education, evaluation and assessment, administration and planning, etc. In order to meet these challenges systemic reforms may be needed. That is, education requires continual appraisal, both academic and social; and renewal of its programmes and processes. In order to address this task the personnel involved in its support systems, including teacher-education, have to be well-versed in analytic reflective orientation, so that they might address issues and problems creatively and with insight. Towards this end, an on-going discourse created through research inputs and deliberations on these will help in making education process innovation-prone and responsive to emerging issues and concerns of education.

Besides, the emphasis to be given through the educational process has to be clear and dynamic enough to cater to the changing requirements of the work force both within and beyond the field of education. This makes curricular decision-making a very dynamic, vibrant and continuous process. The implication is that a similar feature must be shared by teacher-education.

## **4.2 Nature of Knowledge Base in Education and Teacher-Education**

### *4.2.1 Nature of Knowledge in Education*

The keypoint pertaining to the knowledge base in education brings into focus the relevance of representing the conceptual and practical inputs in teacher-education in the educational perspective. Knowledge in education pertains essentially to 'actions' and in this sense, its theoretical component is different from the other 'basic disciplines'. It comprises explication of how the educative process occurs under varying conditions; the way in which national aspirations get translated into educational goals, evolving pedagogy for various stages, knowledge development in other fields and how relevant curricular ramifications can be made in the various disciplines, and so on. Moreover, knowledge in education pertains essentially to how learning can be brought about in 'desired' ways by creating conducive conditions; what the conducive conditions are; ways of ascertaining the learning of 'desired' things, how to ascertain the quality of learning, who has learned what, how much and how well, and how adequately it matches the expectations or goals set; the organisational

arrangements that have evolved and their rationale, their connectivity with regard to their goals and their contributions to national development.

The knowledge base in education has evolved over time and has acquired recognisable form. Teacher-education curriculum thus has to enable student-teachers to understand education conceptually with its characterisation of an interdisciplinary area of study and to appreciate the role of teachers at all levels in actualising educational goals.

#### 4.2.2 Knowledge Base in Teacher-Education

In accordance with a progressive vision of education towards national development, the process of education needs to respond to socially sensitive issues, such as issues of social justice, secularism, cultural plurality, etc. The processes of education and the pedagogical approaches adopted are intended to be effective in this development. Operationally, it is the teachers' role to facilitate the process of education. This role of the teacher is professional in intent and action. Therefore, teacher has to be equipped with understanding of education as well as pedagogy in the social and cultural context. In this context the following points may be emphasised:

1. Reformulation of teacher-education programmes amounts to clearly identifying the aims of education and the perspective with which education process is created, sustained and continually evolved. Since teacher-education is a support system of education, teacher-education programmes have to draw their theoretical and conceptual bases from curricular orientations that represent changing social aspirations as well as lasting values. At the same time, it needs to be recognised that dynamic translation of the educational goals over time is a significant characteristic of education, and thus needs to be represented in the teacher-education curriculum.
2. Teacher-education seeks to draw theoretical knowledge from cognate disciplines like philosophy, psychology, sociology, political science and history. These are required to provide theoretical understanding of different aspects of education in their respective disciplinary perspective; and the expectation is that this will lead to a composite understanding of various educational processes and action decisions to be made therein. At present, however, this is attempted by drawing relevant 'implications' when teacher educators teach cognate disciplines separately as part of teacher-preparation programmes. In this approach, cognate disciplines are taught as 'liberal arts'. Such knowledge remains isolated and does not get integrated to obtain a composite understanding of education as a complete process.
3. Disciplinary knowledge inputs therefore need to be used for providing theoretical basis that can help in arriving at an understanding of education process – its aims and modalities—and enable student-teachers to reconstruct these in the context of the classroom and schooling as a whole. Doing so would result in their seeking general principles and guidelines which enable them to take action decisions in real teaching-learning situations. For this purpose, student-teachers



require an exposure to varied disciplinary knowledge inputs and opportunity for analysing them. Varied knowledge inputs need to be viewed together in different learning contexts and situations. This leads to discerning their specific relevance to actions and decisions in education and identifying connectivity between and among them. Thus the student-teacher has to be an active participant in seeking a theoretical base of education. This attempt requires suitably modified and freshly designed study material for student-teachers. In addition, there may be a need for creating more interactive situations for them to promote self-study, analysis, academic and operational connectivities, reflecting on their relevance to education, etc.

#### *4.2.3 Philosophical Base for Teacher-Education*

It is essential that there be a philosophical basis for understanding education, for the vision of education has several dimensions, both human and social. These are amenable to interpretation and reflection, and provide general principles and guidelines for educational development. Hence, this aspect should be embedded in the design of a teacher-education programme. Such a philosophical basis, however, cannot be drawn from one single school of thought of philosophy, like idealism, pragmatism, naturalism, realism, etc. It has to be sought from a general philosophy of socio-economic, political and cultural development, which demands a composite view of philosophical thoughts; this should help student-teachers in the understanding of varied aims of education and its process aspects. Such an understanding is required on the part of teachers to develop their own composite view, which they can utilise in their professional role for creating appropriate teaching-learning process for students. A more participative and interpretative approach to learning on the part of student-teachers would thus have to be promoted for enabling them to develop their own view about education and its development in social and cultural context.

This also implies that the knowledge inputs from other disciplines, such as psychology and sociology be soaked into general philosophy of education for authentic use in education process for themes like learning and pedagogical modalities. In this sense, philosophy of psychology and sociology; and philosophy of any knowledge area will be a useful coinage to help student-teachers appreciate the contribution of philosophical thoughts in the authentic understanding of education and its ramifications.

### **4.3 Emerging National Concerns Impacting Educational Practice**

#### *4.3.1 Social and Cultural Dimensions*

In post-independent era, social and cultural dimensions of development in India through education have acquired great emphasis. In such envisioned role of education, concepts like 'social sensitivity', 'equity', 'equality', 'social justice', 'cultural ethos', have had to be revisited and newer meanings had to be given to them. This was necessitated for their inclusion in process aspects of education that is the curricular and

instructional dimensions. These newer notions in conceptualisation of education created significant space for academic disciplines, particularly those in liberal arts like sociology and political science. Theoretical inputs drawn from such disciplines, such as critical theory, human rights, peace, inter-dependence and co-operation, were considered relevant in education for broadening its theoretical premises and their comprehensive understanding. Such understanding of education is not confined to theoretical significance only, but it has influenced the practical aspects of education as well, both conceptually and operationally. For example, 'critical pedagogy' rather than the simple traditional term 'pedagogy'; teacher's proactive role towards social and civil behavioural change, social action as part of cultural education, to mention a few, introduced fresh orientation to educational substance for transformation of Indian society.

#### 4.3.2 *New Orientations to Learning: Advent of Constructivism*

One other development is pertinent to illustrate the point. As the vision of societal development widened, the approach to deal with its process also widened and became extended. Learning, being central to education, acquired much wider theoretical conceptualisation with a cognitive base. In this approach the role of learner and his/her own participation in learning became significant. This orientation to learning is commonly known as 'constructivism'. According to this orientation, the learner constructs knowledge for himself and gives meaning to this learning. This process of learning gets extended from classroom to other environments as well—family, community and social and cultural environment. The range of theories that go under the name of 'constructivism' do not provide replacements for particular methods of teaching as may be in practice; they mainly emphasise re-organisation of learning as a process and the learner's active role therein. It may be stressed here that 'construction of knowledge' by the learner as an idea originated long back. Tolman in 1947 claimed that learning occurred not through trial and error; it occurred by looking back and forth to get 'the lay of the land' in order to 'construct a solution'. Gradually, it evolved through time mainly through the work of cognitivists, such as Piaget, Vygotsky and Chomsky. Along the way, as Bruner maintains, during 1960s, the process of learning was being translated into the concepts of 'information processing', with no compulsion to elevate one kind of learning over another in terms of its 'basic' properties. This implies that varied theoretical orientations to learning are available to the student-teacher for reference, which one has to use after adequately processing these with one's own critical and imaginative ability to result in appropriate learning, in worthwhile learning. In this process, learner's role is central cognitively. This approach has been advocated by NCF-2005 for organising pedagogy in school in accordance with basic premises of constructivism.

#### 4.3.3 *Vision of Education as the Foundation*

It is pertinent to reiterate the need to reformulate epistemological position for determining the 'origin' and 'method' of conceptualising the nature of





knowledge in education. This may have to be drawn from ‘theoretical conceptualisation’ of education itself; the ‘vision of education development’ and value oriented pedagogical actions will be the main determinants of the content of education. While knowledge from other disciplines, such as philosophy, psychology and sociology are significantly relevant in building up the ‘theoretical explanations’ of education namely ‘vision’ and ‘process’, to label knowledge from these disciplines as ‘foundational’ is not appropriate to describe conceptualisation in education. Education in its theorisation and action (pedagogical) decisions takes help of knowledge in other development pursuits as well, such as medical science, management, technology, etc. Use of knowledge from other disciplines in developing educational theorisation and actions is based on educational theories; it is not foundational. In fact, the ‘vision of education’ stands at the foundation. In other words, conceptual explanations drawn from other disciplines get ‘rendered educationally’; in other words, they get situated in educational context through which they get connoted educationally. That is, as descriptions and explanations of educational actions and processes, these concepts acquire education specific meanings. Such descriptions and explanations comprise conceptual knowledge or ‘substance’ in education and cannot be merely foundational.

Knowledge in education and its understanding is as wide as education structures and perspectives. This provides a theoretical context for teacher development. As a professional, the teacher needs to recognise it, and develop one’s general understanding of education, in addition to specialised subject knowledge. This would enable the teacher as a practitioner to develop a personalised professional view of one’s pedagogical role.

## **5. THE FEATURES OF THE CURRICULUM FOR TEACHER-EDUCATION**

In its vision, a content and intended mode of operationalisation, the proposed curriculum framework attempts a significant departure from existing teacher- education curricula in the country. It is pertinent to outline its major features: the broad perspective, curriculum components, as well as the key points of departure envisaged.

### **5.1 Broad Perspective**

- 5.1.1 An overall ‘vision of educational development’ is the main source of conceptualisation of educational inputs in the curriculum framework. Education, being a human endeavour, is seen as a process of development of knowledge and values through the pedagogic and socialisation processes of organised schooling. With increasing contribution of the political process, there is an emerging orientation of the nation state towards an education, which is aimed at overall national development.
- 5.1.2 The Curriculum Framework contends that it is possible to trace a vision of education from the thoughts of individual thinkers, such as Rabindranath Tagore and M.K. Gandhi, as well as the basic

spirit of the freedom struggle reflected in the Constitution of India, and policy documents like the National Policy on Education. The 'vision' of educational development in the national context is a reflection of composite thoughts and therefore, it cannot be derived from one single 'school of thought' or an individual's thoughts. Further, it is imperative for those who participate in the process of education, like the teachers, to share in this composite vision and reflect it while shaping the pedagogical process.

- 5.1.3 Though the Curriculum Framework essentially focusses on secondary education, it is with recognition of the continuity in the three distinct stages of schooling, viz. middle, secondary and higher secondary. Also, attempt is made to address other issues such as: At what stage specialised and disciplinary knowledge would start? What changes in corresponding pedagogical process needs to be conceptualised? The course structure attempts to approach the problems of different groups of learners, keeping in mind diversity, social backwardness, abilities, multilingualism, and age.
- 5.1.4 The Curriculum Framework, in line with the broad considerations detailed earlier, contends that while theories of cognate disciplines are relevant to education in numerous ways, their appropriateness will get determined in the light of their contribution towards addressing issues and concerns of classroom and school. In view of this, the courses have been outlined in respect of the kinds of understandings that may be relevant to a school teacher, drawing from whichever cognate disciplines that are required, instead of stating them in different uni-disciplinary terminology. Therefore, the titles of the courses may sound somewhat different from the ones usually familiar in current teacher- education programmes.
- 5.1.5 As a professional preparation programme, the two years B.Ed. course has to provide adequate conceptual understanding and perceptiveness to the actual operational dimension of education. An attempt has been made to provide for both conceptual understanding and practical experiences in an interlinked manner in possibly every component of the curriculum.

## 5.2 Outline of the Curriculum Components

The Curriculum components have been visualised in three clusters indicated as Groups A, B and C, ending with a 'Final Reporting and Presentation'.

5.2.1 *Group A: Core Courses* are to provide a *conceptual and contextual understanding* of education and schooling drawn from cognate disciplines that is essential for a teacher.

The courses under Group A are

- Basics in Education;
- Learner and Learning;
- Schooling, Socialisation and Identity;
- Curriculum and School in India; and



- Vision of Education in India: Issues and Concerns

5.2.2 *Group B: Pedagogy Courses* represent essential *functional understandings and competencies* required in a teacher.

The courses under Group B are:

- Subject Knowledge and the Related Pedagogic Dimension;
- Assessment for Learning;
- Learning to Function as a Teacher.

5.2.3 *Group C: Developing Teacher Sensibilities* comprises a variety of experiences pertaining to certain aspects, which develop their sensibilities and equip teacher for effective functioning. They are:

#### SECTION I: EXPERIENCES FOR TEACHER ENRICHMENT

- Strengthening Language Proficiencies
- Use of ICT for Effective Learning
- Health and Physical Education
- Arts and Aesthetics
- Exploring Library and Other Learning Resources

#### SECTION II: EXPERIENCES FOR SOCIAL AND ENVIRONMENTAL SENSITIVITY

- Gender Issues in Education
- Education for Peace
- Issues of Conservation and Environmental Regeneration
- Addressing Special Needs in Classroom

#### 5.2.4 *Final Presentation*

Wherein each student-teacher is expected to consolidate and reflect upon all experiences during the programme in the form of a report, and make a final presentation.

While the above courses and experiences are distributed across three distinct groups, it is intended that they will mutually reinforce each other. In their cumulative engagement with them, the student-teachers will gain a composite understanding of education, as well as develop their proactive role as teachers.

### **5.3 Distribution of Courses and Experiences in Each**

The course and experiences with each of the Groups are detailed giving suggestive lists of *modes of learning engagement* as well as *modes of assessment*. Adequate flexibility is provided for teacher educators to vary both these appropriately, as needed. Emphasis is given to formative assessment by teacher educators, keeping in view the participative experiences as well as field-based activities indicated within the courses.

A couple of courses in Group B are stretched into Parts I and II in order to space out the learning load and make for easier internalisation; in such cases, Parts I and II are to be covered in two subsequent years. Group C courses are essentially meant for sensitising teacher-learners to specific dimensions of their development as teachers.

An additional feature considered very significant and included at the end is the 'Final presentation'. This is visualised essentially as an individual

reflection, introspection and reporting of one's experiences—the way they were perceived, their relevance, and the way in which these experiences “touched” and shaped oneself. The presentation by each student-teacher is to be made before the entire group along with the faculty and invited experts during the last week of the B.Ed. programme.

## **5.4 Variations in Modes of Learning Engagement Envisaged**

### *5.4.1 Overview*

Teacher educators need to be oriented towards visualising modes of learning engagement in flexible and diversified forms in accordance with the nature of understanding and competence, particular themes or substance lend themselves to. This means visualising teacher educator's work in terms of not only classroom lectures or, at best, lecture followed by some interactive sessions, but also in the form of other relevant activities, such as seminar, field observation, experimentation, self study, library work, small group explorations, project, compilation of resource materials, discussion, internet browsing, study of learning material, and any other ones that the teacher educator and the student-teachers find appropriate. This does not mean that lectures are not relevant, for these may be most appropriate for certain kinds of learning. At a given time, more than one mode also may be adopted by different learners.

### *5.4.2 Overall Intention of Modes of Learning Engagement*

- The Curriculum Framework is so designed that the student-teachers internalise the nature of education and pedagogic process through enriched experiences.
- The kinds of learning engagement suggested will contribute to reduction of the gap between theory and practice by dovetailing both appropriately.
- The Curriculum Framework emphasises the use of varied modes of learning engagement in accordance with the requirements.
- Interactive processes wherein group reflection, critical thinking and meaning making will be encouraged.
- In this respect, critical theory, critical pedagogy and critical thinking become very crucial theoretical inputs and are embedded implicitly in various courses.
- While visualising modes of learning engagement, the nature of student-teachers who are adults has been kept in mind. Instead of continuous teacher monitoring greater autonomy to learners has been recommended as more relevant and in accordance with the andragogic principles of learning.
- Multiple learning engagements visualised being more active/interactive, the course work is clearly not meant to be burdensome and ‘memory-based’, but challenging and engaging.

### *5.4.3 Some Specific Modes of Learning Engagement Envisaged*

- Overarching lectures-cum-discussion
- Use of narratives based on research and documentation





- Project reviews
- Case studies
- Use of video-clips and transcripts of classroom teaching
- Success stories/ innovations
- Observation in schools and other field sites
- Recording of observations and experiences
- Interviews with school personnel
- Panel or group discussion on issues
- Individual projects
- Journal writing
- Using library and ICT resources.

These are suggestive modes of learning engagement. Teacher educators will have to create, design and evolve different modes of learning engagement based on the course and suited to the needs of student teachers.

#### 5.4.4 Enhancement of Learning through School-based Experiences

Most courses require school experience for various purposes. Some significant aspects of these experiences are outlined:

- School visits and observations spread over the years, including
  - (i) observation visits
  - (ii) school attachment
  - (iii) longer duration attachment, along with mentoring
- School as a site for practical learning linked with theory
- Single school visit for carrying out tasks related to more than one course
- Exposure to variety of schools in order to understand larger systemic issues
- School-based experience to learn not only classroom pedagogy, but also learning to function as a teacher in the school environment.

### 5.5 Flexible, Dynamic Assessment of Learning

In order to meaningfully carry out the truly flexible, dynamic curricular engagement requirements, the Framework suggests appropriate, similar modes of assessment. It is contended that assessment has to be an integral part of and provide meaningful support to the learning process of learners and not a measure to estimate the 'outcome' or product of the process. Accordingly, the Framework views *assessment for learning* to be more appropriate than *assessment of learning*. The learning nature and quantum, the kinds of learner engagement as well as the learning targets will determine the assessment modes. Dynamism and flexibility in assessment procedure pertains to the modes, duration, time and sequence of assessment evolved according to the requirements of each course of study. This is in variance to the existing practice of a similar mode of assessment for all inputs with only variation between 'theory' and 'practice' on the one hand, and 'internal' and 'external' on the other.

Testing as a mode of assessment is accepted; while several other modes during the learning process both in the form of teacher evolved criteria

and self reporting by student-teachers have to be created by the teacher educators, e.g. level of initiative taken by the student-teacher and his/her participation in discussion, presentations based on readings and film reviews, reflective written assignments, notes from field observations/interviews and linking these with course themes, etc. However, these modes are indicative of possible ways of assessing rather than prescriptive listing. Teacher educators will have to evolve appropriate criteria and rating suited to the kinds of activities and experiences involved.

## 5.6 Some Organisational Requirements

5.6.1 Implementing the Curriculum Framework requires viewing the programme as a whole and not viewing each component separately. It is essential that the teacher educators work as a team and not as separate course teachers; this entails a refreshed view of working out details such as: teachers' work allocation, time scheduling for each course, and group as well as individualised activities.

5.6.2 The differentiated and diversified learning engagement modes to be effectively provided require a dynamic view of the total contact hours in the RIE every day. Time allocation every day will have to be made in accordance with the kind or kinds of learning activities undertaken by batches of learners. That is, some activities may require longer duration while others require less; some may need outdoor time for observation and other similar engagements while others may require classroom face-to-face interaction. For instance, self study and group discussions are widely suggested. These require longer stretches of time without which meaningful progress may not be possible.

Each working day will have seven periods of one hour each. It is recommended that these may be extended, whenever required, as in case of seminar or project presentations.

5.6.3 The RIE should cultivate and strengthen a working relationship with a variety of schools in its own local area (especially the 'demonstration multipurpose school' on Campus), apart from the schools in states of the region. The RIE will have to involve these schools in various aspects of the programme. Coordination in carrying out the programme is essential between the RIE and the practising schools.

## 5.7 Supports to be Developed

The curriculum framework pre-supposes an awareness of its basic premises in all those engaged in implementing it. A few essentials that need to be developed and evolved by the respective Regional Institutes of Education must include the following:

- Teacher educators to be oriented and given an opportunity to discuss its various dimensions.
- Teacher educators have to evolve differential criteria for assessment within each course in accordance with the nature of content and the modes of learning engagement suggested for it. It is recommended that





this task be done as a team by the teacher educators as in most courses they have to involve as a team.

## 6. ORGANISATIONAL DETAILS

### 6.1 Structure of the Suggested Curriculum (Both years)

Course/Paper	Hours per week	Hours per year	Total marks	Internal (Formative)	External (Summative)
<i>Group A: Core Courses</i>					
CC 1: Basics in Education	04	128	100	25	75
CC 2: Learner and Learning	04	128	100	25	75
CC 3: Schooling, Socialisation and Identity	04	128	100	25	75
CC 4: Curriculum and School	04	128	100	25	75
CC 5: Vision of Education in India Concerns and Issues	04	128	100	25	75
<i>Group B: Pedagogy Courses</i>					
PC 1(Part I): Subject Knowledge and the Related Pedagogic Dimensions (Subject: 1 Science–Biological/Physical/Maths/Social Sciences(SS)/Language-Hindi/English/ Urdu/Sanskrit/other region-specific lang.)	04	128	100	25	75
PC 1(Part II): Subject Knowledge and the Related Pedagogic Dimensions (Subject: 1 Science–Biological/Physical/Maths/Social Sciences(SS)/Language-Hindi/English/Urdu/Sanskrit/ other region-specific lang.)	03	96	100	25	75
PC 2(Part I): Subject Knowledge and the Related Pedagogic Dimensions (Subject: 1 Science–Biological/Physical/Maths/Social Sciences (SS)/Language-Hindi/English/Urdu/Sanskrit/other region-specific lang.)	04	128	100	25	75
PC 2 (Part II): Subject Knowledge and the Related Pedagogic Dimensions (Subject: 1 Science–Biological/Physical/Maths/ Social Sciences (SS)/Language-Hindi/English/Urdu/Sanskrit/ other region-specific lang.)	03	96	100	25	75
PC 3: Assessment for Learning (Part I)	03	96	75	15	60
PC 3: Assessment for Learning (Part II)	03	96	75	15	60
PC 4: Learning to Function as a Teacher	35 10 weeks	350	250	250	-

**Note:1.** Suitable Combinations of PC1 and PC2 Pedagogy Courses (Group B)

1. Will be offered by RIEs as per University requirement.

2. Each RIE will develop syllabi for the respective regional languages in tune with the suggested perspective.

<b>Group C: Developing Teacher Sensibilities</b>					
<i>Section I: Experiences for Teacher Enrichment</i>					
ETE 1: Strengthening Language Proficiency	02	64	50	50	-
ETE 2: Enriching Learning Through Information and Communication Technology	02	64	50	50	-
ETE 3: Health and Physical Education	04	128	50	50	-
ETE 4: Arts and Aesthetics	01	32	50	50	-
ETE 5: Exploring Library and other Learning Resources	01	32	50	50	-
<i>Section II: Experiences for Social and Environmental Sensitivity</i>					
SES 1: Gender Issues in Education	02	64	50	20	30
SES 2: Education for Peace	02	64	50	20	30
SES 3: Issues of Conservation and Environmental Regeneration	02	64	50	20	30
SES 4: Addressing Special Needs in Classroom	02	64	50	20	30
General orientation of student-teachers	04 days				
Reporting	One week	34	50	50	-
<b>Total</b>	<b>2240</b>	<b>2240</b>	<b>1800</b>	<b>885</b>	<b>915</b>

### Time Allocation

The course is visualised keeping the following time schedule

- Five days per week and 32 weeks per year
- Each period is of an hour and the classroom engagement is spread across 9.00 am to 5.10 pm with a break of 10 minutes each in the morning and afternoon sessions and 50 minutes for lunch.

### 6.2 Year-wise Distribution of Course

#### First Year

Course/Paper	Hours per week	Hours per year	Total marks	Internal (Formative)	External (Summative)
<i>Group A: Core Courses</i>					
CC 1: Basics in Education	04	128	100	25	75
CC 2: Learner and Learning	04	128	100	25	75
CC 3: Schooling, Socialisation and Identity	04	128	100	25	75
<i>Group B: Pedagogy Courses</i>					
PC 1: Subject Knowledge and the Related Pedagogic Dimensions (Part I) (Subject: 1 Science-	04	128	100	25	75



Biological/Physical /Maths/SS/ Language–Hindi/ English/Urdu/ Sanskrit/other region-specific lang.)					
PC 2: Subject Knowledge and the related Pedagogic Dimensions (Part I) including Understanding Teaching Learning Situations (Subject: 1 Science–Biological/ Physical /Maths/SS/Language- Hindi/ English/Urdu/Sanskrit/ other region-specific lang.)	04	128	100	25	75
PC 3: Assessment for Learning (Part I)	03	96	75	15	60
PC 4: Learning to Function as a Teacher	35 2 weeks	70	50	50	-
<b>Group C: Developing Teacher Sensibilities</b>					
<i>Section I: Experiences for Teacher Enrichment</i>					
ETE 1: Strengthening Language Proficiency	02	64	50	50	-
ETE 3: Health and Physical Education	02	64	25	25	-
ETE 5: Exploring Library and Other Learning Resources	01	32	50	50	-
<i>Section II: Experiences for Social and Environmental Sensitivity</i>					
SES 2: Education for Peace	02	64	50	20	30
SES 3: Issues of Conservation and Environmental Regeneration	02	64	50	20	30
General orientation of student- teachers	4 days	26 -			
<b>Total</b>		<b>1120</b>	<b>850</b>	<b>355</b>	<b>495</b>

### Second Year

Course/Paper	Hours per week	Hours per year	Total marks	Internal (Formative)	External (Summative)
<b>Group A: Core Courses</b>					
CC 4: Curriculum and School	04	128	100	25	75
CC 5: Vision of Education in India: Concerns and Issues	04	128	100	25	75
<b>Group B: Pedagogy Courses</b>					
PC 1: Subject Knowledge and the Related Pedagogic Dimensions (Part II)(Subject:1 Science– Biological/Physical/Maths/SS/ Language-Hindi/English/Urdu/	03	96	100	25	75

Sanskrit/other region-specific language)					
PC 2: Subject Knowledge and the Related Pedagogic Dimensions (Part II) (Subject:1 Science–Biological/Physical/Maths/SS/Language–Hindi, English/Urdu/Sanskrit/ other region-specific lang.)	03	96	100	25	75
PC 3: Assessment for Learning (Part II)	02	64	75	15	60
PC 4: Learning to Function as a Teacher	35	280	200	200	-
<b>Group C: Developing Teacher Sensibilities</b>					
<i>Section I: Experiences for Teacher Enrichment</i>					
ETE 2: Enriching Learning through Information and Communication Technology	02	64	50	50	-
ETE 3: Health and Physical Education	02	64	25	25	-
ETE 4: Arts and Aesthetics	01	32	50	50	-
<i>Section II: Experiences for Social and Environmental Sensitivity</i>					
SES 1: Gender Issues in Education	02	64	50	20	30
SES 4: Addressing Special Needs in Classroom	02	64	50	20	30
Reporting	5 8 days	40	50	50	-
<b>Total</b>	<b>95</b>	<b>1120</b>	<b>950</b>	<b>530</b>	<b>420</b>

## 7. THE CURRICULUM FRAMEWORK

The details of the curriculum framework along with the aim of the course, course outlines, modes of learning engagement as well as modes of assessment for each course are presented below.

### 7.1 Group A: Core Courses

Courses in Group A are intended to provide a conceptual understanding of relevant concepts and processes in teacher-education and also situate them in the broader perspective of education and development. Relevant knowledge from field as well as cognate disciplines are represented in the educational context which it is hoped, will prepare student-teachers to draw from them appropriately in a need-based manner later.

CC1 *Basics in Education* initiates student-teachers to a study and analysis of some significant concepts, theoretical formulations, and philosophical issues in a multidisciplinary way, mainly through study, analysis and reflection.



CC 2 *Learner and Learning* deals with individual development, nature and process of human learning, conceptual and theoretical variations available to teacher, and an understanding of how learning and cognition are closely interrelated throughout individual development process.

CC 3 *Schooling, Socialisation and Identity* enables an understanding and appreciation of the complex nature of interactions between and among the various forces and processes in the school and the social environment at large, which shape self concept, identity of oneself, be it of the teacher or the student. This leads to the realisation of the relevance of the 'school environment' and teachers' role in ensuring it is conducive to learner's development, as well as professional development of the teacher.

CC 4 *Curriculum and School* provides an understanding of the dynamics involved in aspects of curriculum development, the various levels at which it is differently visualised and how all of them are directed towards the same national educational goals, and also the technical details involved in respect of curriculum, the way school designs its operational curriculum within the larger national framework. The role of the teacher in visualising, implementing and reviewing curriculum is also highlighted.

CC 5 *Vision of Education in India: Concerns and Issues* provides an opportunity to understand, examine, analyse and reflect on vision of education as well as the cultural context within which education operates. This is done within the Indian context. Some significant concerns and issues that have determining impact on educational operations in India are brought into focus for study.

In accordance with the purpose of each course, its content, modes of learning engagement and assessment modes are suggested.

## **7.2 Group B: Pedagogy Courses**

Courses in Group B pertain mainly to enabling student-teachers become effective teachers. For this, a few preparatory aspects are necessary to help the student-teacher not only reorganise one's previous understanding of one's subject of specialisation but also become conversant with necessary competencies to visualise and create enabling learning situations for learners. Further, student-teacher has to try out evolving a few learning situations and carry them out both in simulated as well as real situations.

Courses in Group B are aimed at providing an understanding of the dynamics and complexities in teaching-learning situations, including familiarity with the basic terms and concepts, various alternatives possible, technical insights into putting curricular aspects in operation as well as various ways of assessing learning. In consonance with the overall framework, emphasis is laid on the constructivist views in all these dimensions, with appropriate exposure to other views, wherever necessary.

The four courses indicated as 'PC' are explained below:

### *7.2.1 Pedagogy Courses 1 and 2: Subject Knowledge and the Related Pedagogic Dimensions (Part I and Part II)*

Each Course is visualised in two parts, which are to be conducted in two successive years. The Units are organised in a form indicating the

continuity and sequence in which they are to be dealt with. Each institute will decide PC1 and PC2 courses as per the university requirement.

*PC1 and PC2: Subject Knowledge and the Related Pedagogic Dimension : Part I and Part II*

These courses intend to enable student-teachers to recognise the nature of knowledge in various subject areas (Science-Biological/Physical/Mathematics/Social Science/Languages–Hindi/English/Urdu/other region-specific languages), and pursue efforts to keep themselves abreast with advancements in their areas of specialisation. Each student-teacher will take up two subject areas of his/her own choice. In view of the requirement of actual hands on experiences, each of the courses is visualised in two Parts I and II — to be spread over two years. Part I will help in developing understanding of and competence to render disciplinary knowledge into forms relevant to stage specific objectives and their pedagogic requirements. Part II provides a comprehensive understanding of the teaching, learning situations, gained through intensive study of conceptual explanations, observation and analysis of real life classroom situations, simulations as well as on hand experiences. In order to provide adequate exposures and internalisation, the course is spread into two Parts–I and II, each to be dealt with in two consecutive years.

*7.2.2 PC 3: Assessment for Learning*

This course intends to lead to an understanding and appreciation of the relevance of assessment—the how and why of it, as well as develop necessary competence in evolving appropriate assessment modes in line with learning objectives. It also clarifies the significant shift in emphasis of the terms 'assessment for learning' as against 'assessment of learning'.

*7.2.3 PC 4: Learning to Function as a Teacher*

This course, as the title suggests, is visualised as essentially a school-based experiential learning for the student-teachers in not only aspects related to teaching, learning of their subject areas in the classroom, but also to gain insight and sensitivity into the holistic part played by teacher in sustaining and evolving school ethos. For this, it is visualised as a longer duration field experience supported by relevant interactive exposures within the school and the Institute.

### **7.3 Group C: Developing Teacher Sensibilities**

Apart from conceptual and practical learning gained through core courses and pedagogy courses, student-teachers need to develop other dimensions of their sensibilities. They need to experience and internalise the fact that the teacher is much more than someone who teaches a subject. The teacher is also potentially a participant in the wider education system and he/she may play a proactive role both in the community life of the school and also in the broader social context. In this sense he/she is capable of becoming an agent of social development, even of social transformation. In order to empower the student-teachers in these dimensions, it is necessary that





they are provided with a range of experiences that will cumulatively enrich them as well as develop their sensitivity.

Towards this broad goal, two sets of experiences are indicated within Section A and Section B.

### *7.3.1 Section A: Experiences for Teacher Enrichment*

This curriculum framework visualises and provides for a number of opportunities for developing varied competencies and sensibilities in student-teachers. In addition to those developed under Core Courses and Pedagogic Courses, this Section A visualises a set of experiences that will enhance the capacity of student-teachers in five essential dimensions:

- Effective and flexible use of language
- Awareness and effective use of ICT as a tool for learning
- Awareness of health and sports (including yoga and other physical activities)
- Aesthetic sensitivity and design sensibility
- Utilisation of library and other learning resources.

Each of these may be visualised and conducted as a well structured series of practical experiences, some of which may be dovetailed or interwoven with the core courses and/or pedagogy courses.

### *7.3.2 Section B: Experiences for Social and Environmental Sensitivity*

Teachers in schools encounter a wide range of socially-fraught and pedagogically complex situations as well as opportunities for bringing about attitudinal shifts in their students to a variety of social and environmental issues. Whereas, some of these aspects are embedded in their course, work and practical experiences, it is yet desirable that they choose to heighten their experience and understanding of some selected issues/ areas. This is best done through engagement with resource persons who are working in the area of student-teachers' concerns. By engaging in a series of such experiences it is hoped that student-teachers will develop a greater sensitivity to a range of social and environmental issues.

#### **Possible Themes**

Some suggested areas within which experiences have been designed are:

1. Gender Issues in School
2. Education for Peace (It will Include Caste and Communal Issues and Schooling and also Child Rights and Education)
3. Issues of Conservation and Environmental Regeneration
4. Addressing Special Needs in the Classroom.

# FIRST YEAR COURSES

## CORE COURSES

### CC 1: Basics in Education

Total Marks: 100

Contact Hours: 4 Hours per Week

Internal Assessment: 25

External Assessment: 75

#### Aim of the Course

This course aims to make student-teachers analyse and understand educational concepts, their premises and contexts that are unique to education. Through the process of inquiry, critical analysis and an intellectual discourse, it is hoped that the student-teachers will be able to understand and appreciate the nature and the purpose of education, their practical ramifications in the school context.

This course is visualised essentially to lead to an understanding of some relevant concepts and themes in education (which will also be helpful in understanding the other courses). The course outline is presented in a different form with intent. That is just to indicate that the main aim of the course is to provide opportunity for interactive and reflective modes of learning engagement. It purports to help student-teachers to not only understand the concepts through self-study but also 'reflect' on them. Therefore, instead of stating the concepts and ideas required for understanding the theme, certain questions are given as pointers while seeking sources of information. They are not 'sub-units' but mainly 'discussion triggers'. They are not separate fact-finding questions.

#### Course Outline

##### UNIT 1: EDUCATION NATURE AND PURPOSE

###### *Meaning and Nature of Education*

- What is education?
- Whether education is a natural or social process? Intentional or unintentional?
- What comprises education?
- Does education occur only in educational institutions? Where else?

###### *Processes and Modes of Education*

- Is education an activity/process?
- Through what modes does education take place?
- How education in schools is linked with outside school experiences?
- Why education, in the form of schooling, needs to be provided to all children?





### *Purpose of Education*

- Whether education is organised for:
  - individual development or social transformation?
  - providing knowledge or information?
- How worthwhile is education? Who decides it? For whom?
- Who is an educated person?

## **UNIT 2: KNOWLEDGE AND KNOWING**

### *Knowledge Meaning*

- What is knowledge?
- What is knowing? Can doing, thinking and feeling be discerned separately in knowing?
- Differentiate between information, knowledge, belief and truth.

### *Knowing Process*

- What are different ways of knowing?
- How knowledge can be constructed? What is involved in construction of knowledge?
- What are the relative roles of knower and the known in knowledge transmission and construction?

### *Facets of Knowledge*

- What are the different facets of knowledge and relationship, such as:
  - local and universal?
  - concrete and abstract?
  - theoretical and practical?
  - contextual and textual?
  - school and out of school?(With an emphasis on understanding special attributes of 'school knowledge.)
- What is the role of culture in knowing?
- How is knowledge rendered into action? How to reflect on knowledge?

## **UNIT 3: FORMS OF KNOWLEDGE AND ITS ORGANISATION IN SCHOOLS**

- Can we categorise knowledge? On what basis?
- What forms of knowledge are included in school education?
- On what basis are knowledge categories selected in school education?
- Who selects, legitimises, and organises categories of knowledge in schools? In what form?
- How does school knowledge get reflected in the form of curriculum, syllabus and textbooks?

## **UNIT 4: AUTONOMY OF TEACHER AND LEARNER**

### *Autonomy of Teacher*

- What is autonomy? Is autonomy and freedom the same?

- What is Teacher's autonomy?
- What is freedom of a teacher? Freedom in what sense? Why?
- How does teacher's autonomy help in enriching learning situations?
- Do autonomy and accountability go together?
- What are the hindering factors that affect teacher's autonomy?

#### *Autonomy of Learner*

- What is autonomy of learner?
- What are the restraints on learners in schools?
- Can learners be free from curriculum, textbooks, instruction, and discipline?
- Does learning take place if the learner is free from all constraints of the school?
- To what extent do individual autonomy and collective responsibility go together for teacher and learner?

### **UNIT 5: EDUCATION AND VALUES**

- What are values? Are they relative or absolute? Who creates values?
- Can humans be free of values?
- What are the values prevalent in contemporary society?
- What does it mean when one says, 'education is a normative endeavour'? How does this relate to value formation?
- What kinds of values education perpetuates?
- Do different school contexts have a differential impact on learners' value formation?
- Does education have the potential to contribute to transformation of values in society?
- How do group and social conflicts influence school system?
- How does the school system nurture a culture of peace?





## CC 2: Learner and Learning

Total Marks: 100  
Internal Assessment: 25  
External Assessment: 75

Contact Hours: 4 Hours per Week

### Aims of the Course

- To situate individual development in a socio-cultural context;
- To develop an understanding about the impact/influence of socio-cultural context in shaping human development, especially with respect to the Indian context;
- To acquire theoretical perspectives and develop an understanding of dimensions and stages of human development and developmental tasks;
- To understand a range of cognitive capacities and affective processes in human learners;
- To become aware of different contexts of learning and situate schools as a special environment for learning;
- To reflect on their own implicit understanding of the nature and kinds of learning;
- Gain an understanding of different theoretical perspectives on learning with a focus on cognitive views of learning as well as social-constructivist theories;
- Explore the possibilities of an understanding of processes in human cognition and meaning-making them as basis for designing learning environments and experiences at school; and
- Appreciate the critical role of learner's based on differences and contexts in making meanings, and hence draw out implications for schools and teachers.

### Course Outline

#### UNIT 1: LEARNER AS A DEVELOPING INDIVIDUAL

*Key cognitive and affective processes: perception, attention, memory, language, thinking, problem solving, emotions and motivation.*

- **Developmental Influences:** Development as a resultant of interactions between individual potential (innate, acquired) and external environment (physical, socio-cultural, ecological, economic and technological). Nature and nurture, continuity and discontinuity issues, growth and maturation.
- Implications for teachers to develop holistic understanding of the learner in context.  
(The focus is on understanding the key cognitive and affective processes influencing the development of the learner and their applications in classroom teaching. The innate and environmental influences shaping development would help foster an understanding of learner as a situated individual).

## UNIT 2: DEVELOPMENT AND LEARNING

- Meaning and principles of development, relationship between development and learning.
- Dimensions of individual development: physical, cognitive, language, affective, social and moral, their interrelationships and implications for teachers (relevant ideas of Piaget, Erikson and Kohlberg).
- Stages of development—developmental tasks with focus on processes growth and development across various stages from infancy to post-adolescence (special emphasis on concerns of adolescence).
- Meaning of 'cognition' and its role in learning.
- Socio-cultural factors influencing cognition and learning.
- Facilitating holistic development (for self and society).  
(The focus is on understanding the key concepts of development and cognition, different stages and dimensions of development and their applications in teaching-learning contexts).

## UNIT 3: THEORETICAL PERSPECTIVES ON LEARNING

- Implicit knowledge and beliefs about learning (demystifying misconceptions).
- Perspectives on human learning: Behaviourist (conditioning paradigm in brief), cognitivist, information-processing view, humanist, social-constructivist (drawing selectively on the ideas of Skinner, Piaget, Rogers, Vygotsky).
  - (i) Concepts and principles of each perspective and their applicability in different learning situations
  - (ii) Relevance and applicability of various theories of learning for different kinds of learning situations
  - (iii) Role of learner in various learning situations, as seen in different theoretical perspectives
  - (iv) Role of teacher in teaching-learning situations: a) transmitter of knowledge, b) model, c) facilitator, d) negotiator, e) co-learner.  
(The focus is on building understanding of different psychological perspectives of learning and helping student-teachers to learn to apply them in different learning situations).

## UNIT 4: LEARNING IN 'CONSTRUCTIVIST' PERSPECTIVE

- Distinctions between learning as 'construction of knowledge' and learning as 'transmission and reception of knowledge'.
- Social-constructivist perspective (also Bruner and Ausubel's perspective) and applications of Vygotsky's ideas in teaching.
- Understanding processes that facilitate 'construction of knowledge' :
  - (i) Experiential learning and reflection
  - (ii) Social mediation
  - (iii) Cognitive negotiability
  - (iv) Situated learning and cognitive apprenticeship
  - (v) Meta-cognition.

- Creating facilitative learning environments, teachers' attitudes, expectations – enhancing motivation, positive emotions, self-efficacy, collaborative and self regulated learning.  
(The focus is on learning as a constructive rather than a reproductive process. The learner- centred orientation has implications for understanding learning as contextual and self-regulated process and following suitable classroom practices).

#### **UNIT 5: INDIVIDUAL DIFFERENCES AMONG LEARNERS**

- Dimensions of differences in psychological attributes—cognitive abilities, interest, aptitude, creativity, personality, values.
- Understanding learners from multiple intelligences perspective with a focus on Gardner's theory of multiple intelligences. Implications for teaching-learning in the light of changing concept of intelligence, including emotional intelligence.
- Differences in learners based on predominant 'learning styles'.
- Differences in learners based on socio-cultural contexts: Impact of home languages of learners' and language of instruction, impact of differential 'cultural capital' of learners.
- Understanding differences based on a range of cognitive abilities— learning difficulties, slow learners and dyslexics, intellectual deficiency, intellectual giftedness. Implications for catering to individual variations in view of 'difference' rather than 'deficit' perspective.  
(The focus is on understanding the differential learning needs of the learners with regard to abilities, learning styles, language, socio-cultural differences/disadvantage, learning difficulties, and their implications for classroom practices and teaching).



## CC3: Schooling, Socialisation and Identity

Total Marks: 100

Contact Hours: 4 Hours per Week

Internal Assessment: 25

External Assessment: 75

### Aims of the Course

Through this course, the student-teachers will be able to:

- become aware of the processes of socialisation at home and school that act as shaping factors in identity formation of the school-going child (in Indian contexts);
- reflect critically on factors that shape identity formation and influence sense of self of the growing 'student' as well as 'teacher' in school as well as in out of school situations;
- begin to understand the processes that have shaped/continue to shape one's own sense of identity as 'student' and a 'person' located in multiple social contexts and roles;
- begin to become critically aware of 'self' and 'identity' and 'free' oneself through self-understanding, from tendencies that lead to crystallising and limiting of one's identity as a teacher and a human being; and
- reflect on one's aspirations and possibilities in order to develop a growing sense of agency as a 'teacher', a 'professional', as well as a 'human being'.

### Course Outline

#### UNIT 1: SOCIALISATION AND DEVELOPMENT OF SELF

- Understanding the nature and processes of socialisation
  - (i) At home: family as a social institution; parenting styles and their impact; transmission of parental expectations and values;
  - (ii) Socialisation and the community: neighbourhood, extended family, religious group and their socialisation functions; and
  - (iii) At school: impact of entry to school; school as a social institution; value-formation in the context of schooling.
- Various dimensions of self and the impact of socialisation on development of self.
- Understanding interface between home, community and school; inter-linkages within wider socio-cultural contexts.

#### UNIT 2: EMERGENCE OF 'PERSON' AND 'IDENTITY'

- Understanding 'identity formation'; emergence of multiple identities in the formation of a person placed in various social and institutional contexts; the need for inner coherence; managing 'conflicting' identities.
- Determinants of identity formation in individuals and groups: Social categories, such as caste, class, gender, religion, language and age.



- The influence of peer group to media messages, technology and globalisation on identity formation.

### **UNIT 3: SCHOOLING AND IDENTITY FORMATION: A CRITICAL STUDY**

- Schooling as a process of identity formation: ascribed, acquired and evolving.
- School as a site of identity formation in teacher and students: school culture and ethos, teaching-learning practices and teacher discourse in the classroom, evaluation practices; value system and 'hidden curriculum' in schools.
- Role of the school in developing national, secular and humanistic identities.

### **UNIT 4: COPING WITH SOCIAL COMPLEXITIES: ROLE OF EDUCATION**

- Expanding human activities and relations; increasing complexity, homogenisation of culture versus preservation of distinctive identities; competition, uncertainty and insecurities and the resultant identity conflicts.
- Assertion of identities, oppression, conflict and violence, hence, relevance of education for peace
- Constructive role of education and 'critical pedagogy' in moving towards peaceful living.

### **UNIT 5: EVOLVING AN 'IDENTITY' AS A TEACHER**

- The impact of one's own socialisation processes; awareness of one's own shifting identities as 'student', 'adult' and 'student-teacher', and influences that have acted/continue to act on oneself.
- Reflections on one's own aspirations and efforts in becoming a 'teacher'.
- Evolving an identity as a teacher, which is progressive and open to re-construction.
- Teacher's 'professional identity': What does it entail?



# PEDAGOGY COURSES

## Pedagogy of Mathematics

Total Marks: 100

Contact Hours: 4 Hours per Week

Internal Assessment: 25

External Assessment: 75

### Aims of the Course

After completion of course the students will be able to:

- develop insight into the meaning, nature, scope and objective of mathematics education;
- appreciate mathematics as a tool to engage the mind of every student;
- appreciate mathematics to strengthen the student's resource;
- appreciate the process of developing a concept;
- appreciate the role of mathematics in day-to-day life;
- learn important mathematics: mathematics is more than formulas and mechanical procedures;
- channelise, evaluate, explain and reconstruct their thinking;
- see mathematics as something to talk about, to communicate through, to discuss among themselves, to work together on;
- pose and solve meaningful problems;
- appreciate the importance of mathematics laboratory in learning mathematics;
- construct appropriate assessment tools for evaluating mathematics learning;
- develop ability to use the concepts for life skills;
- stimulate curiosity, creativity and inventiveness in mathematics;
- develop competencies for teaching-learning mathematics through various measures
- focus on understanding the nature of children's mathematical thinking through direct observations of children's thinking and learning processes; and
- examine the language of mathematics, engaging with research on children's learning in specific areas.

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### Course Outline

#### Part I

#### UNIT 1: NATURE AND SCOPE OF MATHEMATICS

Meaning and building blocks of mathematics, the nature of mathematical propositions, truth values, compound propositions; Truth tables; Open sentences; Truth sets; Venn diagram; logically valid conclusions; Use of quantifiers, implications - necessary and sufficient conditions; A mathematical theorem and its variants—converse, inverse and contra



positive, proofs and types of proofs, Difference between proof and verification; Deductive nature of mathematics; History of mathematics with special emphasis on teaching of mathematics, contribution of Indian mathematicians. Aesthetic sense in mathematics, three aesthetic experience variables identified by Birkhoff and their relation, coexistence of precision and beauty in mathematics; Scope of mathematics.

### **UNIT 2: EXPLORING LEARNERS**

Cultivating learner's sensitivity like intuition, encouraging learner for probing, raising queries, appreciating dialogue among peer-group, promoting the student's confidence (Carrying out examples from various mathematical content areas, such as Number Systems, Geometry, Sets, etc.).

### **UNIT 3: AIMS AND OBJECTIVES OF TEACHING SCHOOL MATHEMATICS**

Need for establishing general objectives for teaching mathematics; Study of the aims and general objectives of teaching mathematics vis-a-vis the objectives of school education; writing specific objectives and teaching points of various content areas in mathematics like Algebra, Geometry, Trigonometry, etc.

### **UNIT 4: SCHOOL MATHEMATICS CURRICULUM**

Objectives of curriculum, principles for designing curriculum, designing curriculum at different stages of schooling, Some highlights of curriculum like vision of school mathematics, main goal of mathematics education, core areas of concern in school mathematics, curricular choices at different stages of school mathematics education, construction of syllabi in various disciplines of mathematics, for example, Algebra, Geometry, etc.; Pedagogical analysis of various topics in mathematics at various level of schooling—Arithmetic (Development of Number Systems), Algebra, Trigonometry, Statistics and Probability, etc.

### **UNIT 5: APPROACHES AND STRATEGIES IN TEACHING AND LEARNING OF MATHEMATICAL CONCEPTS**

Nature of concepts, concept formation and concept assimilation, Moves in teaching a concept—defining, stating necessary and/or sufficient condition, giving examples accompanied by a reason. Comparing and contrasting; Giving counter examples; Non-examples; Planning and implementation of strategies in teaching a concept like teaching of algebra, geometry, trigonometry, mensuration, etc.; Problem posing and solving, discovering or exploring various options for solving the problems, formulation of conjecture and generalisations through several illustrations; Difference between teaching of mathematics and teaching of science.

## Pedagogy of Social Sciences

Total Marks: 100

Contact Hours: 4 Hours per Week

Internal Assessment: 25

External Assessment: 75

This course in the teaching of Social Sciences introduces student teachers to matters of both content and pedagogy. Some emphasis on content seems necessary in view of the fact that many student teachers may not be having sufficient exposure to four major disciplines of Social Sciences. In fact, the pedagogy of a field of enquiry cannot be separated from its content. This course will help student teachers understand key concepts of the various Social Sciences as well as related pedagogical issues. Furthermore, student teachers should be encouraged to see interconnections between the different Social Sciences, i.e. see Social Sciences as an integrated area of study.

Social and economic issues and the concerns of Indian society have been introduced through real-life situations and primary sources of information. *Student-teachers are encouraged to grasp concepts and to develop thinking skills.* That is why, in certain cases, Case Studies for the transaction of topics have been indicated.

### Aims of the Course

- To develop an understanding of the nature of Social Sciences, both of individual disciplines comprising Social Sciences, and also of Social Sciences as an integrated/ interdisciplinary area of study;
- to acquire a conceptual understanding of the processes of teaching and learning Social Sciences;
- to enable student teachers examine the prevailing pedagogical practices in classrooms critically and to reflect on the desired changes;
- to acquire basic knowledge and skills to analyse and transact the Social Sciences curriculum effectively following wide-ranging teaching-learning strategies in order to make it enjoyable and relevant for life;
- to sensitise and equip student teachers to handle social issues and concerns in a responsible manner, e.g., preservation of the environment, disaster management, promoting inclusive education, preventing social exclusion of children coming from socially and economically deprived backgrounds, and saving fast depleting natural resources (water, minerals, fossil fuels etc.).

### Course Outline

#### Part I

#### UNIT 1: SOCIAL SCIENCES AS AN INTEGRATING AREA OF STUDY: CONTEXT AND CONCERNS

- Distinguishing between Natural and Social Sciences: Major Social Sciences disciplines in Schools.
- What is 'social' about various Social Sciences?





- Uniqueness of disciplines vis-a-vis interdisciplinarity
- Linking child's natural curiosity with natural phenomena like weather, flora and fauna; spatial and temporal contexts; important social and economic issues and concerns of the present-day Indian society.
- Multiple perspectives/plurality of approaches for constructing explanations and arguments.

## **UNIT 2: TEACHING-LEARNING RESOURCES IN SOCIAL SCIENCES**

- People as resource: The significance of oral data.
- Types of Primary and Secondary Sources: Data from field, textual materials, journals, magazines, newspapers, etc.
- Using the library for secondary sources and reference material, such as dictionaries and encyclopaedias.
- Various teaching aids: Using atlas as a resource for Social Sciences; maps, globe, charts, models, graphs, visuals.
- Audio-visual aids, CD-Rom, multimedia, internet.

## **UNIT 3: SOCIAL SCIENCES CURRICULUM FOR SCHOOLS IN INDIA**

- Curriculum development process: National and State levels.
- Studying the Social Sciences syllabus - aims and objectives, content organisation and presentation of any State Board and CBSE for different stages of school education.

## **UNIT 4: TEACHING-LEARNING OF GEOGRAPHY—SPACE, RESOURCES AND DEVELOPMENT**

*Meaning, Nature and Scope of Geography: Current Trends*

*Teaching and Learning Major Themes and Key Concepts in Geography*

**LOCATION:** Absolute (Grid system of latitudes and longitudes) and relative location: two ways of describing the positions of places and people on the earth's surface. Differentiating between sites (location) and situation (place).

**PLACE:** Distinct physical and human characteristic of places that distinguish one from the other.

**HUMAN-ENVIRONMENT INTERACTIONS:** Distribution of resources; patterns of human activities reflecting modifications/adaptations to natural/physical settings based on the prevailing cultural values, economic and political circumstances and technological abilities (one case study each of primary, secondary, tertiary/quaternary activities may be taken up). Environmental degradation and its preservation; disasters and preparedness.

**MOVEMENTS:** Interdependence and interaction across space, migration of people, transport and communication; trade and commerce, patterns of centres, pathways and hinterlands.

**REGIONS:** Formation and change.

The above content may be used to understand teaching, learning strategies and skill development in Geography.

### *Developing Skills in Geography*

Observation, recording and interpretation of physical and social features and phenomena; Reading and interpreting geographical information through tables, figures, diagrams, photographs; Map reading and interpreting using scale (distance), direction, symbols, point, line and area; Visual-to-verbal and verbal-to-visual transformation leading to mental mapping; Identifying, constructing and asking geographical questions; Developing and gathering relevant information and data and analysing them to answer geographical questions and offering explanations and interpretations of their findings; applying acquired knowledge and skills for understanding the wider world and taking personal decisions; taking up activities to study environmental degradation in the local area and its preservation methods; studying any disaster involving all factors at the local/global levels.

### *Teaching Strategies in Geography*

Questioning; Collaborative strategies; Games, simulations and role plays; Values clarification; Problem-solving and decision-making.

**METHODS:** Interactive verbal learning; Experiential learning through activities, experiments; Investigative field visits based on students' own interests with teacher's support as facilitator; Engagement with 'places' at an emotional or sensory level using art, poetry and literature.

**TECHNIQUES:** Using textbooks and atlas as a part of oral lessons, non-oral working lessons; using medium and large scale maps; using pictures, photographs, satellite imageries and aerial photographs; using audio-visual aids, CDs, multimedia and internet; case study approach.

## **UNIT 5: TEACHING-LEARNING OF ECONOMICS: STATE, MARKET, AND DEVELOPMENT**

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As a branch of social science, economics is concerned with people. It studies how to provide them with means to realise their potential. This unit on economics deals with the broad themes of state, market, and development. Market and state are interrelated as instruments of development. The course endeavours to introduce the learners to key economic concepts and issues that affect their everyday lives.

*Meaning, Nature and Scope of Economics: Current Trends*

*Key Concepts in Economics*

Scarcity and choice, opportunity cost, productivity, demand, supply and market mechanism, Division of labour and specialisation.

*Classification of Economic System*

Capitalism, Socialism, mixed economy (case study: India)

*Developmental Issues in Economics*

Sustainable Development—economic growth and economic development—indicators of measuring the well-being of an economy; Gross Domestic Product; economic planning; Poverty; Food Security; Price rise; Role and functions of Money—formal and informal financial institutions and budget; Classification of Production Activities—primary, secondary and tertiary;





Economic Reforms and Globalisation (discuss these developmental issues with reference to India).

The above content may be used to understand the teaching, learning strategies and skill development in economics.

#### *Teaching-Learning Methods in Economics*

In addition to usual methods like lecture, discussion, storytelling, other methods like problem-solving, simulation games, use of media and technology, concept mapping, project and activities like field visits (e.g. visit to a construction site for data on wages and employment), collection of data from documents (e.g. Economic Survey, Five Year Plan), analysing and interpreting data (using simple tables, diagrams and graphs) can be undertaken. Self-study and collaborative learning activities should be encouraged.

#### *Teaching-Learning Materials*

Using textbook, analysis of news (Newspaper, TV, and Radio); documents (e.g. Economics Survey, Five Year Plan), Journals and News Magazines.

## Pedagogy of Biological Science

Total Marks: 100

Contact Hours: 4 Hours per Week

Internal Assessment: 25

External Assessment: 75

### Aims of the Course

After Completion of Course the Students will be able to:

- develop insight on the meaning and nature of biological science for determining aims and strategies of teaching-learning;
- appreciate that science is a dynamic and expanding body of knowledge;
- appreciate the fact that every child possesses curiosity about his/her natural surroundings;
- identify and relate everyday experiences with learning biological science;
- appreciate various approaches of teaching-learning of biological science;
- explore the process skill in science and role of laboratory in teaching-learning;
- use effectively different activities/experiments/demonstrations/laboratory experiences for teaching-learning of biological science;
- integrate the biological science knowledge with other school subjects;
- analyse the contents of biological science with respect to its branches, process skills, knowledge organisation and other critical issues;
- develop process-oriented objectives based on the content themes/units;
- identify the concepts of biological science that are alternatively conceptualised by teachers and students in general;
- explore different ways of creating learning situations for different concepts of biological science;
- formulate meaningful inquiry episodes, problem-solving situations, investigatory and discovery learning projects based on upper primary, secondary and higher secondary stages;
- facilitate development of scientific attitudes in learners;
- examine different pedagogical issues in learning biological science;
- construct appropriate assessment tools for evaluating learning of biological science;
- stimulate curiosity, inventiveness and creativity in biological science;
- develop ability to use biological science concepts for life skills; and
- develop competencies for teaching, learning of biological science through different measures.

### Course Outline

#### Part I

#### UNIT 1: NATURE AND SCOPE OF BIOLOGICAL SCIENCE

Science as a domain of enquiry, dynamic body of knowledge and as a process of constructing knowledge; Biological Science for environment and health, peace, equity; History of biological science, its nature and





knowledge of biological science independent of human application; Origin of life and evolution, biodiversity, observations and experiments in biological sciences; Interdisciplinary linkages, biological sciences and society.

### **UNIT 2: AIMS AND OBJECTIVES OF BIOLOGICAL SCIENCE**

Developing scientific attitude and scientific temper; Nurture the natural curiosity, aesthetic senses and creativity in biology; Acquire the skills to understand the methods and process that lead to exploration; Generalisation and validation of scientific knowledge in biological science; Relate biology education to environment (natural environment, artifacts and people) and appreciate the issues at the interface of science technology and society; Imbibe the values of honesty, integrity, cooperation, concern for life and preservation of environment; Solving problems of everyday life; Know the facts and principles of biology and its applications consistent with the stages of cognitive development of learners; Specific objective of different content areas in biology.

### **UNIT 3: EXPLORING LEARNERS**

Motivating learner to bring his/her previous knowledge in science/biology gained through classroom/environment/parents and peer group; Cultivating in teacher-learner the habit of listening to child; Generating discussion, involving learners in teaching-learning process, encouraging learners to raise questions, appreciating dialogue amongst peer groups, encouraging learners to collect materials from local resources and to develop/fabricate suitable activities in biological science (individual or group work); Role of learners in negotiating and mediating learning in biology.

### **UNIT 4: SCHOOL SCIENCE CURRICULUM (BIOLOGICAL SCIENCE)**

Trends in Science curriculum; Consideration in developing learner-centred curriculum in biology; Analysis of textbooks and biology syllabi of NCERT and States/UTs at upper primary, secondary and higher secondary stages; Analysis of other print and non-print materials in the area of biological science used in various states.

### **UNIT 5: APPROACHES AND STRATEGIES OF LEARNING BIOLOGICAL SCIENCE**

Pedagogical shift from science as fixed body of knowledge to process of constructing knowledge, scientific method - observation, enquiry, hypothesis, experimentation, data collection, generalisation (teacher-educator will illustrate taking examples from different stage-specific content areas keeping in mind the variation, e.g. structure and function, molecular aspects, interaction between living and non living, biodiversity, etc.); Communication in biological sciences; Problem solving, investigatory approach, concept mapping, collaborative learning, and experiential learning in biological science (teacher-learner will design learning experiences using each of these approaches); Facilitating learners for self-study.

## Pedagogy of Physical Science

Total Marks: 100

Contact Hours: 4 Hours per Week

Internal Assessment: 25

External Assessment: 75

### Aims of the Course

After Completion of Course the Students will be able to

- gain insight on the meaning and nature of physical science for determining aims and strategies of teaching-learning;
- appreciate that science is a dynamic and expanding body of knowledge;
- appreciate the fact that every child possesses curiosity about his/her natural surroundings;
- identify and relate everyday experiences with learning physical science;
- appreciate various approaches of teaching-learning of physical science;
- understand the process of science and role of laboratory in teaching-learning situations;
- use effectively different activities/demonstrations/laboratory experiences for teaching-learning of physical science;
- integrate in physical science knowledge with other school subjects;
- analyse the contents of physical science with respect to its branches, process skills, knowledge organisation and other critical issues;
- develop process-oriented objectives based on the content themes/units;
- identify the concepts of physical science that are alternatively conceptualised by teachers and students in general;
- explore different ways of creating learning situations in learning different concepts of physical science
- formulate meaningful enquiry episodes, problem-solving situations, investigatory and discovery learning projects based on upper primary, secondary and higher secondary school science/physics and chemistry
- facilitate development of scientific attitudes in learners;
- examine different pedagogical issues in learning physical science; and
- construct appropriate assessment tools for evaluating learning of physical science.

### Important

*Various Concepts of Pedagogy of Physical Science listed in Units 1 to 10 given below will be evolved around the concepts given at upper primary, secondary and higher secondary (Physics and Chemistry) Science syllabi.*

## Course Outline

### Part I

#### UNIT 1: NATURE OF SCIENCE

Science as a domain of enquiry, as a dynamic and expanding body of knowledge; Science as a process of constructing knowledge; Science as





interdisciplinary area of learning (Thermodynamics, Biomolecules, Surface Chemistry, etc.); Facts, concepts, principles, laws and theories—their characteristics in context of physical science (citing examples for each); Physical science for environment, health, peace, equity; Physical sciences and society; Contribution of eminent scientists—Isaac Newton, Dalton, Neils Bohr, De Broglie, J. C. Bose, C. V. Raman, Albert Einstein, etc.

### **UNIT 2: AIMS AND OBJECTIVES OF PHYSICAL SCIENCE**

Developing scientific attitude and scientific temper, Nurture the natural curiosity, aesthetic senses and creativity in Science (secondary stage)/ Physics and Chemistry (higher secondary stage); Acquire the skills to understand the method and process of science/physical science that lead to exploration, generation and validation of knowledge in science/physical science; Relate Science/Physics and Chemistry education to the environment (natural environment, artifacts and people) and appreciate the issues at the interface of science technology and society; Imbibe the values of honesty, integrity, cooperation, concern for life and preservation of environment, Solving problems of everyday life; Know the facts and principles of science/physics and chemistry and its applications consistent with the stages of cognitive development of learners, (e.g. Mechanics, Heat, Electricity, Magnetism, Light, Acid, Bases and Salts, Thermodynamics, Metallurgy, Physical and Chemical Changes, Nature and States of Matter, etc.); Specific objective of different content areas in science/physics and chemistry.

### **UNIT 3: EXPLORING LEARNERS**

Motivating learners to bring his/her previous knowledge gained in science/ physics and chemistry through classroom/environment/parents and peer group; Cultivating in teacher-learner the habit of listening to child; Generating discussion, involving learners in teaching-learning process; Encouraging learners to raise questions, appreciating dialogue amongst peer group; Encouraging learners to collect materials from local resources (soil, water, etc.) and to develop/fabricate suitable activities in science/ physics and chemistry (individual or group work); Role of learners in negotiating and mediating learning in science/physical science.

### **UNIT 4: SCHOOL SCIENCE CURRICULUM (PHYSICAL SCIENCE)**

Trends in Science curriculum; Consideration in developing learner-centred curriculum in physical science, Analysis of science/physics and chemistry syllabi and textbooks of NCERT and States (at upper primary, secondary and higher secondary stage); Analysis of other print and non-print materials used in various states in the area of physical science.

### **UNIT 5: APPROACHES AND STRATEGIES OF LEARNING PHYSICAL SCIENCE**

Pedagogical shift from science as fixed body of knowledge to process of constructing knowledge, scientific method—observation, enquiry, hypothesis, experimentation, data collection, generalisation (teacher-educator will illustrate each taking examples from specific contents of

science/physics and chemistry, such as Solutions, Colloids, Chemical Equilibrium, Electrochemistry, Mechanical and Thermal Properties of Matter, Reflection, Refraction, Wave Optics etc.); Communication in Science/Physical science, Problem solving, investigatory approach, concept mapping, collaborating learning and experiential learning in science/physics and chemistry (teacher-learner will design learning experiences using each of these approaches), facilitating learners for self-study.





## Pedagogy of Language (English)

Total Marks: 100

Contact Hours: 4 Hours per Week

Internal Assessment: 25

External Assessment: 75

School education and teacher-education share a symbiotic relationship. To have qualitative improvement in education, both teacher-education and school education need to mutually reinforce each other. NCF-2005 and the Right to Education Act, 2009 suggest a rethinking in the area of teacher-education as well. A need to review and redesign the B.Ed. Syllabus was felt as NCF-2005 expects the teacher to look at school education in a holistic manner. It advocates learner-centred learning rather than teacher-centred teaching. Teacher's attitude, aptitude and motivation play an important role because the teacher needs to engage with the learning process of the learner. Teacher as a facilitator helps learners construct their knowledge. The teacher should be able to participate meaningfully to transact the syllabus and textbooks effectively along with teaching-learning materials. Therefore, the teacher should be well-versed not only with the subject content but also with the pedagogy of learning.

### Aims of the Course

After completion of Course the student will be able to

- understand the different roles of language;
- understand the relation between literature and language;
- understand and appreciate different registers of language;
- develop creativity among learners;
- understand the role and importance of translation;
- examine authentic literary and non-literary texts and develop insight and appreciation;
- understand the use of language in context, such as grammar and vocabulary;
- develop activities and tasks for learners;
- understand the importance of home language and school language and the role of mother tongue in education;
- use multilingualism as a strategy in the classroom situation;
- develop an understanding of the nature of language system;
- understand about the teaching of poetry, prose and drama;
- identify methods, approaches and materials for teaching English at various levels in the Indian context;
- understand constructive approach to language teaching and learning;
- develop an insight into the symbiotic relationship between curriculum syllabus and textbooks;
- develop and use teaching aids in the classroom both print and audio-visual material, and ICT (internet and computer technology);
- understand the process of language assessment;

- understand need and functions of language lab;
- sensitise teacher-students about emerging issues, such as right to education for children, peace and environment education in context with language teaching; and
- familiarise students with our rich culture, heritage and aspects of our contemporary life.

Language classroom and texts have a lot of scope to make students sensitive towards surroundings, people and the nation.

## Course Outline

### Part I

#### (Unit 1-5)

#### UNIT 1: ROLE OF LANGUAGE

**1. LANGUAGE AND SOCIETY:** Language and Gender; Language and Identity; Language and Power; Language and Class (Society).

**2. LANGUAGE IN SCHOOL:** Home language and School language; Medium of understanding (child's own language); Centrality of language in learning; Language across the curriculum; Language and construction of knowledge; Difference between language as a school- subject and language as a means of learning and communication; Critical review of Medium of Instruction; Different school subjects as registers; Multilingual classrooms; Multicultural awareness and language teaching.

**3. CONSTITUTIONAL PROVISIONS AND POLICIES OF LANGUAGE EDUCATION:** Position of Languages in India; Articles 343-351, 350A; Kothari Commission (1964-66); NPE-1986; POA-1992; National Curriculum Framework-2005 (language education).

#### Activities

Discussion on

- Position paper on 'Teaching of English'
- Position paper on 'Teaching of Indian Languages'
- 'Multilingualism as a Resource'
- Analysis of advertisements aired on Radio/Television on the basis of language and gender.

Take a few passages from Science, Social Science and Maths textbooks of Classes VI to VII and analyse:

- How the different registers of language have been introduced?
- Does the language clearly convey the meaning of the topic being discussed?
- Is the language learner-friendly?
- Is the language too technical?
- Does it help in language learning?

Now write an analysis based on the above issues.

#### Project

- Prepare a report on the status of languages given in the Constitution of India and language policies given in Kothari Commission, NPE-





1986, and POA-1992.

- Visit five schools in the neighbourhood and prepare a report on the three language formula being implemented in the schools.

#### *Teaching Practice*

- Talk to the students and find out the different languages that they speak. Prepare a plan to use multilingualism as a strategy in the English classroom.
- On the basis of the English Textbooks (VI to XII) prepare a list of topics and activities given on: (i) Language and Gender (ii) Language and Peace. Write a report on their reflection in the textbooks.

## **UNIT 2: POSITION OF ENGLISH IN INDIA**

**ROLE OF ENGLISH LANGUAGE IN THE INDIAN CONTEXT:** English as a colonial language, English in Post-colonial times; English as a language of knowledge; Position of English as second language in India; English and Indian languages; English as a link language in global context; challenges of teaching and learning English.

#### *Activities*

- Discuss in groups how the role of English language has changed in the twenty-first century.
- Topic for Debate: Globalisation and English
- Discussion on the topic 'War Begins When Words Fail'
- Keeping in view the topics given in this unit, prepare a questionnaire. Interview ten people and write a report on 'English Language in India'.

#### *Project*

- Do a survey of five schools in your neighbourhood to find out
  1. Level of Introduction of English
  2. Materials (textbooks) used in the classroomPrepare a report on the challenges faced by the teachers and the learners in the teaching-learning process.

## **UNIT 3: AN OVERVIEW OF LANGUAGE TEACHING**

**1. DIFFERENT APPROACHES/THEORIES TO LANGUAGE LEARNING AND TEACHING (MT&SL)** Philosophical, social and psychological bases of approaches to Language acquisition and Language learning; inductive and deductive approach; whole language approach; constructive approach; multilingual approach to language teaching (John Dewey, Bruner, J. Piaget, L. Vygotsky, Chomsky, Krashen), and Indian thought on language teaching (Panini, Kamta Prasad, Kishori Das Vajpai etc.).

**2. A CRITICAL ANALYSIS OF THE EVALUATION OF LANGUAGE TEACHING METHODOLOGIES:** Grammar translation method, Direct method, Structural-situational method, Audio-lingual method, Natural method; Communicative approach, Total Physical Response, Thematic Approach (inter-disciplinary).

#### *Activities*

- Discussion on the topic 'Mother Tongue and Other Tongue'

### Project

- Do a comparative study of positive features and weaknesses of different approaches to language learning.

### Teaching Practice

Prepare four activities keeping in view 'Constructivism in a Language Classroom'.

## UNIT 4: NATURE OF LANGUAGE

**1. ASPECTS OF LINGUISTIC BEHAVIOUR:** Language as a rule-governed behaviour and linguistic variability; Pronunciation—linguistic diversity, its impact on English, pedagogical implication; Speech and writing.

**2. LINGUISTIC SYSTEM:** The organisation of sounds; The structure of sentences; The concept of Universal grammar; Nature and structure of meaning; Basic concept in phonology, morphology, syntax and semantics; Discourse.

### Activities

- Have a discussion on the topic 'Difference Between Spoken and Written Language'.

## UNIT 5: ACQUISITION OF LANGUAGE SKILLS

### 1. GRAMMAR IN CONTEXT; VOCABULARY IN CONTEXT

**2. ACQUISITION OF LANGUAGE SKILLS:** Listening, speaking, reading and writing.

- Listening and Speaking: Sub skills of listening; Tasks; Materials and resources for developing the listening and speaking skills: Storytelling, dialogues, situational conversations, role plays, simulations, speech, games and contexts, language laboratories, pictures, authentic materials and multimedia resources
- Reading: Sub skills of reading; Importance of understanding the development of reading skills; Reading aloud and silent reading; Extensive and intensive reading; Study skills, including using thesauruses, dictionary, encyclopedia, etc.
- Writing: Stages of writing; Process of writing; Formal and Informal writing, such as poetry, short story, letter, diary, notices, articles, reports, dialogue, speech, advertisement, etc; Reference skills; Study skills; Higher order skills.

### Activities

- Collect ten examples of Grammar in context from English Textbooks of Classes VI to VIII and have a group discussion.

### Teaching Practice

- Prepare activities for listening, speaking, reading and writing. (5 Each)
- Prepare three activities to develop the reading skills of Class VI students.

### Project

- Keeping in view the needs of the children with special needs prepare two activities for English teachers.





## हिंदी भाषा का शिक्षण

कुल अंक-100

शिक्षण समय-4 घंटे प्रति सप्ताह

आंतरिक मूल्यांकन-25

बाह्य मूल्यांकन-75

### एक परिचय

राष्ट्रीय पाठ्यचर्या की रूपरेखा 2005 अध्यापकों की भूमिका में एक बड़ी तब्दीली की माँग करती है। पाठ्यचर्या में अब तक अध्यापकों को ही ज्ञान के स्रोत के रूप में केन्द्रीय स्थान मिलता रहा है, वह सीखने-सिखाने की समूची प्रक्रिया के संरक्षक और प्रबंधक के रूप में मुख्य भूमिका निभाने का काम करते आए हैं। पर 2005 की स्कूली पाठ्यचर्या उनसे माँग करती है कि वे सूचनाओं के वितरक और ज्ञान के स्रोत बन कर न रहें बल्कि विद्यार्थियों द्वारा ज्ञान हासिल करने की प्रक्रिया में स्वयं को सहायक मानें। वे विद्यार्थियों को शिक्षा-प्रक्रिया में सक्रिय भागीदार के रूप में देखें और उनके सवालियों को सुनने और समझने की जरूरतों को समझें। इन सब तब्दीलियों को उनके व्यवहार का हिस्सा बनाने के लिए जरूरी है कि अध्यापक शिक्षा के पाठ्यक्रम में बदलाव आए। स्कूली व्यवस्था में बदलाव की पहल तभी संभव है जब इस व्यवस्था से जुड़े लोगों के दृष्टिकोण में परिवर्तन आए और अध्यापक की भूमिका इस व्यवस्था में सबसे महत्वपूर्ण है। इस दृष्टि से भाषा-शिक्षण का पाठ्यक्रम और भी महत्वपूर्ण हो जाता है क्योंकि भाषा पूरी शिक्षा की जमीन तैयार करती है जहाँ सिर्फ भाषा पढ़ना सीखना नहीं बल्कि भाषा के जरिये और विषयों में भी निपुणता हासिल करने की बात आती है। इसके साथ ही भाषा से जुड़े नए मुद्दे जैसे — बहुभाषिक कक्षा, समझ का माध्यम, शांति की शिक्षा में भाषा की भूमिका आदि की समझ अध्यापकों के लिए जरूरी है जो अध्यापक शिक्षा में व्यापक बदलाव की माँग करते हैं।

यह पाठ्यक्रम भाषा के नए सरोकारों और सीखने-सिखाने की नई दृष्टियों को ध्यान में रखकर तैयार किया गया है। हमें आशा है कि प्रशिक्षु अध्यापकों को इससे भाषा-शिक्षण की तैयारी में सहायता मिलेगी।

### हिंदी भाषा-शिक्षण का पाठ्यक्रम (दो वर्ष)

#### पाठ्यक्रम के विशेष उद्देश्य

- भाषा के अलग-अलग भूमिकाओं को जानना
- भाषा सीखने की सृजनात्मक प्रक्रिया को जानना
- भाषा के स्वरूप और व्यवस्था को समझना
- स्कूल की भाषा, बच्चों की भाषा और समझ के बीच के संबंध को जानना
- भाषा के संदर्भ में पढ़ने के अधिकार, शांति और पर्यावरण के प्रति सचेत होना
- भाषा सीखने के तरीके और प्रक्रिया को जानना और समझना
- पाठ्यचर्या, पाठ्यक्रम और पाठ्यपुस्तक का विश्लेषण कर कक्षा विशेष और बच्चों की समझ के अनुसार ढालना

- भाषा और साहित्य के संबंध को जानना
- हिंदी भाषा के विविध रूपों और अभिव्यक्तियों को जानना
- भावों और विचारों की स्वतंत्र अभिव्यक्ति करना
- भाषायी बारीकियों के प्रति संवेदनशील होना
- अनुवाद के महत्त्व और भूमिका को जानना
- विद्यार्थियों की सृजनात्मक क्षमता को पहचानना
- बच्चों के भाषायी विकास के प्रति समझ बनाना और उसे समुन्नत करने के लिए विद्यालय में तरह-तरह के मौके जुटाना
- भाषा के मूल्यांकन की प्रक्रिया को जानना
- साहित्यिक और गैर साहित्यिक मौलिक रचनाओं की समझ और सराहना
- भाषा सीखने-सिखाने के सृजनात्मक दृष्टिकोण को समझना

## भाग-एक ( इकाई 1-5 )

### इकाई - 1: भाषा की भूमिका

(बच्चा जब स्कूल आता है तो उसके पास भाषा का एक रूप मौजूद होता है। कक्षा में बच्चों की भाषा के इस रूप को सम्मान देने से उसका आत्मविश्वास बढ़ेगा, यह सीखने की बुनियाद है।)

- 1 **समाज में भाषा** - भाषा और लिंग; भाषा और सत्ता; भाषा और अस्मिता, भाषा और वर्ग
- 2 **विद्यालय में भाषा** - घर की भाषा और स्कूल की भाषा; समझ का माध्यम (बच्चे की भाषा); समूचे पाठ्यक्रम में भाषा; ज्ञान सृजन और भाषा; माध्यम भाषा: एक आलोचनात्मक दृष्टि; विषय के रूप में भाषा और माध्यम भाषा में अंतर; विविध भाषिक प्रयुक्तियाँ; बहुभाषिक कक्षा; शिक्षक-शिक्षार्थी संबंध के पहलू के रूप में भाषा
- 3 **संविधान और शिक्षा समितियों के रिपोर्ट में भाषा** - भाषाओं की स्थिति ( धारा 343-351, 3501); कोठारी कमीशन ( 64 से 66 ); राष्ट्रीय शिक्षा नीति -- 1986; पी.ओ. ए-1992, राष्ट्रीय पाठ्यचर्या - 2005 ( भाषा अध्ययन )

### गतिविधि/पोर्टफोलियो

#### प्रशिक्षण के दौरान

- छोटे समूह में बाँट कर भारतीय भाषाओं के लिए निर्मित पोजीशन पेपर का अध्ययन और उस पर चर्चा
- विज्ञान, समाज विज्ञान और गणित की कक्षा VI से VII की किताबों से कुछ अंश चुनकर निम्नलिखित बिंदुओं को ध्यान में रखते हुए विश्लेषण करिए-



- विभिन्न भाषिक प्रयुक्तियों को कैसे प्रस्तुत किया गया है।
- उस अंश में प्रयुक्त भाषा विषय संबंधी भाव स्पष्ट करने में कहाँ तक समर्थ है।
- बच्चे के स्तर के अनुरूप हैं?
- क्या इसमें तकनीकी भाषा का बहुत इस्तेमाल किया गया है ?
- क्या यह भाषा सीखने में सहायक है?

### कक्षा-शिक्षण के दौरान

- कक्षा-शिक्षण के दौरान बच्चों के परिवेश और उनकी भाषा के बारे में जानकारी प्राप्त करें और बहुभाषिकता को स्रोत के रूप में इस्तेमाल करते हुए हिंदी शिक्षण की एक कक्षा-प्रविधि तैयार करें

### परियोजना कार्य

- संविधान में भारतीय भाषाओं संबंधी अनुसंशाएँ तथा राष्ट्रीय शिक्षा नीति, पी.ओ.ए. द्वारा संस्तुत भाषा संबंधी सिफारिशों पर एक रिपोर्ट तैयार करना
- कक्षा छह से बारह तक के हिंदी की किताबों में लिंग और शांति संबंधी बिंदुओं की सूची तैयार कर उसके लिए कक्षा प्रविधि तैयार करना
- अपने आस-पास के पाँच स्कूलों का दौरा कर यह जानकारी प्राप्त करते हुए एक रिपोर्ट तैयार करें कि त्रिभाषा सूत्र की क्या स्थिति है?

### इकाई - 2: हिंदी भाषा की स्थिति और भूमिका

**हिंदी भाषा की भूमिका:** स्वतंत्रता से पहले और स्वतंत्रता के बाद हिंदी; हिंदी के विविध रूप; अंतर्राष्ट्रीय स्तर पर हिंदी; ज्ञान की भाषा के रूप में हिंदी; हिंदी पढ़ने-पढ़ाने की चुनौतियाँ।

### गतिविधि/पोर्टफोलियो

#### प्रशिक्षण के दौरान

- स्वातंत्र्योत्तर भारत में हिंदी की भूमिका पर समूह में चर्चा करें।
- जब शब्द नहीं रहते तब शस्त्र उठते हैं – विषय पर परिचर्चा का आयोजन

#### कक्षा-शिक्षण के दौरान

- चुने हुए कुछ कक्षाओं में बच्चों की भाषा का जायजा लेते हुए हिंदी के विविध रूपों पर एक रिपोर्ट तैयार करें।
- रोजमर्रा की जिंदगी में प्रयोग होने वाली कम से कम बीस क्रियाओं (जैसे – नहाना, आना, पकाना, जाना आदि) को कक्षा में मौजूद बच्चे किस-किस तरह से प्रयोग करते हैं – इस आधार पर सूची बनाएँ

## परियोजना कार्य

- इस इकाई में दिए गए विषयों को ध्यान में रखते हुए एक प्रश्नावली तैयार करें, दस व्यक्तियों का साक्षात्कार करें; इस साक्षात्कार के आधार पर हिंदी की स्थिति पर एक रिपोर्ट लिखें।
- हिंदी भाषा के विकास में क्षेत्रीय जनपदीय हिंदी की भूमिका पर आलेख पाठ करें। (हरेक विद्यार्थी अपने क्षेत्र विशेष को ध्यान में रखते हुए आलेख तैयार करें।)

## इकाई - 3: भाषा शिक्षण पर एक दृष्टि

(हिंदी में विज्ञान, गणित, समाज विज्ञान और कला सब कुछ है पर ये विषय स्वयं हिंदी या भाषा नहीं हैं।)

**भाषा सीखने सिखाने की विभिन्न दृष्टियाँ** - भाषा अर्जन और अधिगम का दार्शनिक, सामाजिक और मनोवैज्ञानिक आधार, समग्र भाषा दृष्टि, रचनात्मक दृष्टि, भाषा सीखने-सीखाने की बहुभाषिक दृष्टि आदि (जॉनडुई, ब्रूनर, जे. प्याजे, एल. वायगात्स्की, चॉम्स्की आदि) भारतीय भाषा दृष्टि (पाणिनी, कामता प्रसाद गुरु, किशोरी दास वाजपेयी आदि)।

**भाषा शिक्षण की प्रचलित विधियाँ/प्रणालियाँ और उनका विश्लेषण** - व्याकरण अनुवाद प्रणाली; प्रत्यक्ष प्रणाली, ढाँचागत प्रणाली, प्राकृतिक प्रणाली, उद्देश्यपरक (अन्तर्विषयक/अन्तर्नुशासनात्मक) संप्रेषणात्मक प्रणाली आदि।

## गतिविधि/पोर्टफोलियो

### प्रशिक्षण के दौरान

- 'मातृभाषा और अन्य भाषा' विषय पर छोटे समूह में चर्चा करें

### कक्षा शिक्षण के दौरान

- भाषा की कक्षा में रचनात्मक दृष्टिकोण को ध्यान में रखते हुए चार गतिविधियाँ तैयार करें।

## परियोजना कार्य

- विविध राजभाषा शिक्षा प्रणालियों का अध्ययन करते हुए उनका विश्लेषण कीजिए।

## इकाई - 4: भाषा का स्वरूप

(कोई व्याकरण भाषा की चाल को बदल नहीं सकता। भाषा लोक व्यवहार से परिचालित होती है।)

1. **भाषायी व्यवहार के विविध पक्ष**- नियमबद्ध व्यवस्था के रूप में भाषा; भाषायी परिवर्तनशीलता(उच्चारण के संदर्भ में); हिंदी की बोलियाँ; वाक् तथा लेखन।
2. **भाषायी व्यवस्थाएँ** - सार्वभौमिक व्याकरण की संकल्पना; अर्थ की प्रकृति तथा संरचना; वाक्य विज्ञान तथा अर्थ विज्ञान की मूलभूत संकल्पनाएँ; स्वनिम विज्ञान और रूप विज्ञान; (उपयुक्त उदाहरण देकर पढ़ाए जाएँगे)





## गतिविधि/पोर्टफोलियो

### प्रशिक्षण/कक्षा शिक्षण के दौरान

- 'लिखित और मौखिक भाषा में अंतर' विषय पर समूह में चर्चा करें

### इकाई -5: भाषायी दक्षताएँ

1. **संदर्भ में भाषा** - संदर्भ में व्याकरण और संदर्भ में शब्द
2. **भाषायी दक्षताएँ**- सुनना, बोलना, पढ़ना और लिखना
  - **सुनना और बोलना** - सुनने का कौशल, बोलने का लहजा- भाषाई विविधता और हिंदी पर इसका प्रभाव, पढ़ने-पढ़ाने पर इसका प्रभाव; सुनने और बोलने के कौशल विकास के स्रोत और सामग्री, रोलप्ले, कहानी सुनाना, परिस्थिति के अनुसार संवाद, भाषा लैब, मल्टीमीडिया तथा मौलिक सामग्री की सहायता से संप्रेषणात्मक वातावरण का निर्माण
  - **पढ़ना** - पढ़ने के कौशल; पढ़ने के कौशल विकास में समझ का महत्त्व, मौन और मुखर पठन, गहन-पठन, विस्तृत पठन, आलोचनात्मक पठन, पढ़ने के कौशल विकास में सृजनात्मक साहित्य (कहानी, कविता आदि) सहायक, थिसॉरस, शब्दकोश और इन्साइक्लोपीडिया का उपयोग/महत्त्व
  - लिखना** - लिखने के चरण; लेखन-प्रक्रिया, सृजनात्मक लेखन, औपचारिक और अनौपचारिक लेखन (कहानी, कविता, संवाद, डायरी, पत्र, रिपोर्ट, समाचार आदि)

## गतिविधि/पोर्टफोलियो

- सभी भाषायी कौशलों के सीखने से संबंधित 4-4 गतिविधियाँ तैयार करें और उनका कक्षा शिक्षण के दौरान प्रयोग करें
- पढ़ने के कौशल विकास को ध्यान में रखते हुए कक्षा छह हिंदी के विद्यार्थी के लिए तीन गतिविधियाँ तैयार करें और उनका कक्षा शिक्षण के दौरान प्रयोग करें
- सभी विद्यार्थी कक्षा छह से आठ के हिंदी पाठ्यपुस्तकों से संदर्भ में व्याकरण के दस नमूने इकट्ठा करें और उन पर समूह में चर्चा करें

## परियोजना कार्य

- सुनने और बोलने में असमर्थ बच्चों को ध्यान में रखते हुए हिंदी शिक्षण की दो गतिविधियाँ तैयार करें

भाषा के कौशलों को संपूर्णता में देखा जाना चाहिए और स्तर के अनुसार सभी कौशलों पर अलग-अलग भी बल दिया जाना चाहिए, जैसे पढ़ना - समझ कर पढ़ना, गहन-पठन, विस्तृत पठन, आलोचनात्मक पठन

## Pedagogy of Language (Urdu)

Total Marks: 100

Contact Hours: 4 Hours per Week

Internal Assessment: 25

External Assessment: 75

School education and teacher-education share a symbiotic relationship. To have qualitative improvement in education, both teacher-education and school education need to mutually reinforce each other. NCF-2005 and the Right to Education Act, 2009 suggest a rethinking in the area of teacher-education as well. A need to review and redesign the B.Ed. Syllabus was felt as NCF-2005 expects the teacher to look at school education in a holistic manner. It advocates learner-centred learning rather than teacher-centred teaching. Teacher's attitude, aptitude and motivation play an important role because the teacher needs to engage with the learning process of the learner. Teacher as a facilitator helps learners to construct their knowledge. The teacher should be able to participate meaningfully to transact the syllabus and textbooks effectively along with teaching-learning materials. Therefore, the teacher should be well-versed not only with the subject content but also with the pedagogy of learning.

### **Aims of the Course**

The objectives of the course will make the student-teachers able to

- understand the different roles of language;
- understand the relation between literature and language;
- understand and appreciate different registers of language;
- to be able to develop creativity among learners;
- understand role and importance of translation;
- to be able to examine authentic literary and non literary texts and develop insight and appreciation;
- understand the use of language in context, such as grammar and vocabulary;
- to be able to develop activities and tasks for learners;
- understand the importance of home language and school language and role of mother tongue in education;
- to be able to use multilingualism as a strategy in the classroom situation;
- develop an understanding of the nature of language system;
- understand about the teaching of poetry, prose and drama;
- identify methods, approaches and materials for teaching Urdu at different levels;
- understand constructive approach to language teaching and learning;
- develop an insight into the symbiotic relationship between curriculum syllabus and textbooks;
- develop and use teaching aids in the classroom both print and audio-visual material, and ICT (Internet and Computer Technology);





- understand the process of language assessment;
- familiarise students with our rich culture, heritage and aspects of our contemporary life. Language classroom and texts have a lot of scope to make students sensitive towards surroundings, people and the nation;
- understand need and function of language lab; and
- sensitise teacher students about emerging issues such as right to education for children, peace and environment education in context with language teaching.

## Course Outline

### Part I

#### (Unit 1–5)

#### UNIT 1: ROLE OF LANGUAGE

1. **LANGUAGE AND SOCIETY:** Language and gender; Language and identity; Language and power; Language and class (society).

2. **LANGUAGE IN SCHOOL:** Home language and the school language; Medium of understanding (child's own language); Centrality of language in learning; Language across the curriculum; Language and construction of knowledge; Difference between language as a school-subject and language as a means of learning and communication; critical view of medium of instruction; Different school subjects as registers; Multilingual classrooms; Multicultural awareness and language teaching

3. **CONSTITUTIONAL PROVISIONS AND POLICIES OF LANGUAGE EDUCATION:** Position of languages in India; Constitutional provisions and policies of language education (Articles 343, 351, 350A); Kothari Commission (1964-66); NPE-1986; POA-1992;

National Curriculum Framework-2005 (language education); Position of Urdu as first, second and third languages in India.

#### *Activities*

#### Discussion on

- Position paper on the Teaching of Indian Languages with special reference to Urdu
- 'Multilingualism as a Resource'
- Analysis of advertisements aired on Radio/Television on the basis of language and gender
- Take a few passages from science, social science and maths textbooks of Classes VI to VII and analyse:
  - (i) How the different registers of language have been introduced?
  - (ii) Does the language clearly convey the meaning of the topic being discussed?
  - (iii) Is the language learner-friendly?
  - (iv) Is the language too technical?
  - (v) Does it help in language learning?

Now write an analysis based on the above issues.

#### *Project*

- Prepare a report on the status of language given in the Constitution of India and language policies given in Kothari Commission, NPE-1986 and POA-1992
- Visit five schools in the neighbourhood and prepare a report on the three language formula being implemented in the schools.

#### *Teaching Practice*

- Talk to the students and find out the different languages that they speak. Prepare a plan to use multilingualism as a strategy in the Urdu classroom.
- On the basis of the Urdu textbooks (VI to XII), prepare a list of topics and activities given on
  - (i) Language and Gender
  - (ii) Language and Peace.

Write a report on their reflection in the textbooks.

## **UNIT 2: POSITION OF URDU LANGUAGE IN INDIA**

**ROLE OF URDU LANGUAGE IN INDIA:** Pre-and post-partition; Different forms of Urdu; Urdu as a language of knowledge; Urdu as first, second and third language; Urdu at International level; Challenges of teaching and learning Urdu

#### *Activities*

- Discuss in group on the role of Urdu language and its importance in free India.
- Discussion on the topic 'war begins when words fail'
- Keeping in view the children's language, prepare a report on different forms of Urdu
- Keeping in view the topics given in the Unit, prepare a questionnaire. Interview ten people and write a report on 'Position of Urdu language in India'
- Prepare a list of at least ten verbs used by classroom in different ways.

#### *Project*

- Do a survey of five schools in your neighbourhood to find out:
  - (i) Level of introduction of Urdu
  - (ii) Materials (Textbooks) used in the classroom
- Prepare a report on the challenges of Urdu as a medium of instruction.
- Prepare a report on the challenges of teaching-learning process.

## **UNIT 3: AN OVERVIEW OF LANGUAGE TEACHING**

**1. DIFFERENT APPROACHES/THEORIES TO LANGUAGE LEARNING AND TEACHING (MT&SL):** Philosophical, social and psychological bases of approaches to Language acquisition and Language learning; Inductive and deductive approach;





Whole language approach; constructive approach; Multilingual approach to language teaching (John Dewey, Bruner, J. Piaget, L. Vygotsky, Chomsky, Krashen), and Indian thought on language teaching (Panini, Kamta Prasad, Kishori Das Vajpai, etc.).

**2. A CRITICAL ANALYSIS OF THE EVALUATION OF LANGUAGE TEACHING METHODOLOGIES:** Grammar translation method; Direct method; Structural-Situational method; Audio-lingual method, Natural method; Communicative approach; Total physical response; Thematic approach (inter-disciplinary).

*Activities*

- Discussion on the topic 'Mother Tongue and Other Tongue'

*Project*

- Do a comparative study of positive features and weaknesses of different approaches to language learning.

*Teaching Practice*

- Prepare four activities keeping in view 'Constructivism in a Language Classroom'.

#### **UNIT 4: NATURE OF LANGUAGE**

**1. ASPECTS OF LINGUISTIC BEHAVIOUR:** Language as a rule-governed behaviour and linguistic variability; Pronunciation-linguistic diversity, its impact on Urdu pedagogical implication; Speech and writing.

**2. LINGUISTIC SYSTEM:** The organisation of sounds; The structure of sentences; The concept of universal grammar; Nature and structure of meaning; Basic concept in phonology, morphology, syntax and semantics; Discourse.

*Activities*

- Have a discussion on the topic 'difference between spoken and written language'.

#### **UNIT 5: ACQUISITION OF LANGUAGE SKILLS**

**1. GRAMMAR IN CONTEXT; VOCABULARY IN CONTEXT.**

**2. ACQUISITION OF LANGUAGE SKILLS:** Listening, speaking, reading and writing.

- Listening and Speaking: Sub skills of listening and speaking; Tasks; Materials and resources for developing the listening and speaking skills : Storytelling, dialogues, situational conversation, role plays, simulations, speech, games and contexts, language laboratories, pictures, authentic materials and multimedia resources.
- Reading: Sub skills of reading; Importance of development of reading skills; Reading aloud and silent reading; Extensive and intensive reading; Study skills, including using thesauruses, dictionary, encyclopedia, etc.
- Writing: Stages of writing; Process of writing; Formal and informal writing such as poetry, short story, letter, diary, notices, articles, reports, dialogue, speech, advertisement, etc; Reference skills; Higher order skills.

### *Activities*

- Collect ten examples of Grammar in context from Urdu textbooks of Classes VI to VIII and have a group discussion.

### *Teaching Practice*

- Prepare activities for listening, speaking, reading and writing. (5 Each)
- Prepare three activities to develop the reading skills of Class VI students.

### *Project*

- Keeping in view the needs of the children with special needs, prepare two activities for Urdu teachers.



## Pedagogy of Language (Sanskrit)

Total Marks: 100  
Internal Assessment: 25  
External Assessment: 75

Contact Hours: 4 Hours per Week

School education and teacher-education share a symbiotic relationship. To have qualitative improvement in education, both teacher-education and school education need to mutually reinforce each other. NCF-2005 and the Right to Education Act, 2009 suggest a rethinking in the area of teacher-education as well. A need to review and redesign the B.Ed. syllabus was felt as NCF-2005 expects the teacher to look at school education in a holistic manner. It advocates learner-centred learning rather than teacher-centred teaching. Teacher's attitude, aptitude and motivation play an important role because the teacher needs to engage with the learning process of the learner. Teacher as a facilitator to help learners construct their knowledge. The teacher should be able to participate meaningfully to transact the syllabus and textbooks effectively along with teaching-learning materials. Therefore, the teacher should be well-versed not only with the subject content but also with the pedagogy of learning.

### Aims of the Course

- To understand the different roles of language.
- To develop an understanding of the nature of language system.
- To understand the role and importance of Sanskrit and its cultural background.
- To be able to develop creativity among learners.
- To be able to know the place of Sanskrit in curriculum.
- To be able to examine authentic literary and non-literary texts in Sanskrit.
- To understand the use of language in context, such as grammar and vocabulary in context.
- To be able to develop activities and tasks for learners.
- To be able to practice the language teaching skills.
- To understand about the methods of teaching Sanskrit.
- To be able to use multilingualism as a strategy in the classroom situation.
- To understand and prepare various kinds of lesson plans.
- To understand the relationship between curriculum, syllabus and textbooks in Sanskrit.
- To appreciate the use of audio, audio-visual aids and ICT (Internet and Computer Technology).
- To understand the process of language assessment.
- To understand the need and function of language lab.

## Course Outline

### First Year

#### (Unit 1–5)

#### UNIT 1: ROLE OF LANGUAGE

##### 1. LANGUAGE AND SOCIETY

- Language and gender
- Language and identity
- Language and power.

##### 2. LANGUAGE IN SCHOOL

- Home language and the school language
- Centrality of language in learning
- Language across the curriculum
- Difference between language as a school subject and language as a means of learning and communication
- Multilingual classrooms.

##### 3. POSITION OF LANGUAGES IN INDIA

- Constitutional provisions and policies of language education (Articles 343-351, 350A)
- Kothari Commission (1964-66)
- NPE-1986; POA-1992
- National Curriculum Framework-2005 (language education); Position of Sanskrit.

#### *Activities*

##### Discussion on

- Position paper on the 'Teaching of Indian Languages'
- Multilingualism as a Resource
- Analysis of advertisements aired on Radio/Television on the basis of language and gender
- Take a few passages from Science, Social-science and Maths textbooks of Classes VI to VIII and analyse:
  - (i) How the different registers of language have been introduced?
  - (ii) Does the language clearly convey the meaning of the topic being discussed?
  - (iii) Is the language learner-friendly?
  - (iv) Is the language too technical?
  - (v) Does it help in language learning?

Now write an analysis based on the above issues.

#### *Project*

- Prepare a report on the status of language given in the Constitution of India and language policies given in Kothari Commission, NPE-1986 and POA-1992



- Visit five schools in the neighbourhood and prepare a report on the three language formula being implemented in the schools.

#### *Teaching Practice*

- Talk to the students and find out the different languages that they speak. Prepare a plan to use multilingualism as a strategy in the Sanskrit classroom
- On the basis of the Sanskrit textbooks (VI to XII), prepare a list of topics and activities given on: (i) Language and gender (ii) Language and peace and write a report on their reflection in the textbooks.

## Unit 2

### 1. IMPORTANCE OF SANSKRIT LANGUAGE

- Sanskrit language and literature
- Sanskrit language and Indian languages
- Socio-cultural importance of Sanskrit language
- Sanskrit as a modern Indian language
- Importance of teaching Sanskrit in India
- Problems related to Sanskrit teaching at school level.

#### *Activities*

##### Discussion on

- Position of Indian languages and Sanskrit
- Development of Sanskrit language
- Problems of teaching Sanskrit.

#### *Project*

- Do a survey of five schools in your neighbourhood to find out:
  - (i) Level of introduction of Sanskrit
  - (ii) Textbooks used in the classroom

Prepare a report on the challenges faced by the teachers and the learners in the teaching-learning process.

## Unit 3

### 1. AIMS AND OBJECTIVES OF SANSKRIT LANGUAGE TEACHING

- Aims and objectives of Sanskrit teaching at different levels (Primary, Secondary and Higher Secondary levels)
- Quality of Sanskrit teaching: Pre-class, in-class and after-class

### 2. CURRICULUM AND SANSKRIT LANGUAGE

- Place of Sanskrit at different levels of school education (Primary, Upper Primary, Secondary and Higher Secondary levels)
- Place of Sanskrit in three language formula and its objectives
- Place of Sanskrit at Sanskrit *pathshalas*
- Sanskrit Commission and Curriculum
- Sanskrit Curriculum and textbooks at school level.



### *Activities*

Discussion on

- Improvement of quality teaching at different levels
- Status of Sanskrit teaching at school level
- Three language formula and Sanskrit
- Sanskrit Commission report.

### *Project*

- Prepare a brief report on Sanskrit Commission
- Prepare a report on textbooks in Sanskrit at school level

## **UNIT 4: LANGUAGE TEACHING**

### **1. DIFFERENT PROCESS OF LANGUAGE LEARNING**

- John Dewey (Constructivism)
- J Piaget
- L Vygotsky
- Chomsky
- Krashen.

### **2. APPROACHES OF SANSKRIT LANGUAGE LEARNING**

- Direct Method
- Traditional Method
- Textbook Method
- Elective Method
- Communicative Approach
- Grammar Translation Method
- Inductive and Deductive Method.

### *Activities*

Discussion on

- Different methods of Sanskrit teaching at school level.

### *Project*

- Do a comparative study of positive features and weaknesses of different approaches to language learning.

### *Teaching Practice*

Prepare four activities keeping in view 'Constructivism in a Language Classroom'

## **UNIT 5: LANGUAGE TEACHING SKILLS**

1. **ASPECTS OF LINGUISTIC SYSTEM:** Language as a rule governed behaviour and linguistic variability.

2. **LINGUISTIC SYSTEM:** The organisation of sounds; The structure of sentences; The concept of universal grammar; Nature and structure of meaning; basic concept in phonology, syntax and semantics; Speech and writing; Discourse.

3. **GRAMMAR IN CONTEXT; VOCABULARY IN CONTEXT;**





**4. ACQUISITION OF LANGUAGE SKILLS:** Listening, speaking, reading and writing.

- Listening and Speaking: Sub skills of listening and speaking; Tasks; Materials and resources for developing the listening and speaking skills: storytelling, dialogues, situational conversations, role plays, simulations, speech, games and contexts, language laboratories, pictures, authentic materials and multimedia resources.
- Reading: Sub skill of reading; Importance of development of reading skills; Reading aloud and silent reading; Extensive and intensive reading; Study skills, including using thesauruses, dictionary, encyclopedia, etc.
- Writing: Sub skills of writing; Process of writing; Formal and informal writing, such as poetry, short story, letter, diary, notices, articles, reports, dialogue, speech, advertisement, etc. reference skills; Study skills; Higher order skills.

**5. UNDERSTANDING OF SKILLS**

**6. APPLICATION OF SKILLS**

**7. CO-CURRICULAR ACTIVITIES IN DEVELOPING LANGUAGE SKILLS:** Debate, Elocution, competition, *antyakshari*, language game, essay writing, seminar, story writing, *samasyapoorti*, singing, jokes, storytelling, exhibition, quiz and school magazine

*Activities*

- Collect ten examples of Grammar in context from Sanskrit textbooks of Classes VI to VIII and have a group discussion.
- Prepare activities for listening, speaking, reading and writing. (5 Each).
- Have a discussion on the topic 'difference between spoken and written language'.
- Prepare an outline to conduct District/State level Sanskrit competition for school students.

## PC 3: Assessment for Learning

### Part I

Total Marks: 75

Contact Hours: 3 Hours per Week

Internal Assessment: 15

External Assessment: 60

#### Aims of the Course

The course will enable student-teachers to

- gain a critical understanding of issues in assessment and evaluation (from a constructivist paradigm);
- become cognisant of key concepts, such as formative and summative assessment, evaluation and measurement, test, examination;
- be exposed to different kinds and forms of assessment that aid student learning;
- become the use of a wide range of assessment tools, and learn to select and construct these appropriately; and
- evolve realistic, comprehensive and dynamic assessment procedures that are able to keep the whole student in view;

#### Course Outline

##### UNIT 1: OVERVIEW OF ASSESSMENT AND EVALUATION

- Perspective on assessment and evaluation of learning in a constructivist paradigm
- Distinction between 'Assessment of Learning' and 'Assessment for Learning'
- Purposes of assessment in a 'constructivist' paradigm:
  - (i) To engage with learners' minds in order to further learning in various dimensions.
  - (ii) To promote development in cognitive, social and emotional aspects.
- Critical review of current evaluation practices and their assumptions about learning and development
- Clarifying the terms
  - (i) assessment, evaluation, test, examination, measurement
  - (ii) formative and summative evaluation
  - (iii) continuous and comprehensive assessment
  - (iv) grading.

##### UNIT 2: WHAT IS TO BE ASSESSED?

- Dimensions and levels of learning
- Retention/recall of facts and concepts; Application of specific skills
- Manipulating tools and symbols; Problem-solving; applying learning to diverse situations





- Meaning-making propensity; Abstraction of ideas from experiences; Seeing links and relationships; Inference; Analysis; Reflection
- Originality and initiative; Collaborative participation; Creativity; Flexibility
- Contexts of assessment
- Subject-related
- Person-related

### **UNIT 3: ASSESSMENT OF SUBJECT-BASED LEARNING**

- Enlarging notions of 'Subject-based Learning' in a constructivist perspective
- Assessment tools
- Kinds of tasks: projects, assignments, performances
- Kinds of tests and their constructions
- Observation of learning processes by self, by peers, by teacher
- Self-assessment and peer-assessment
- Constructing portfolios

Quantitative and qualitative aspects of assessment: Appropriate tools for each.

### **UNIT 4: TEACHER COMPETENCIES IN EVOLVING APPROPRIATE ASSESSMENT TOOLS**

- Visualising appropriate assessment tools for specific contexts, content, and student
- Formulating tasks and questions that engage the learner and demonstrate the process of thinking; Scope for original responses
- Evolving suitable criteria for assessment
- Organising and planning for student portfolios and developing rubrics for portfolio assessment
- Using assessment feedback for furthering learning.

### **UNIT 5: DATA ANALYSIS, FEEDBACK AND REPORTING**

- Statistical tools—Percentage, graphical representation, frequency distribution, central tendency, variation, normal distribution, percentile rank, correlation and their interpretation
- Feedback as an essential component of formative assessment
- Use of assessment for feedback; For taking pedagogic decisions
- Types of teacher feedback (written comments, oral); Peer feedback
- Place of marks, grades and qualitative descriptions
- Developing and maintaining a comprehensive learner profile
- Purposes of reporting: To communicate
- Progress and profile of learner
- Basis for further pedagogic decisions
- Reporting a consolidated learner profile.

## EXPERIENCE FOR TEACHER ENRICHMENT

### ETE 1: Strengthening Language Proficiency

Total Marks: 50  
(Internal Assessment)

Contact Hours: 2 Hours per Week

#### Aim of the Course

Language is the medium for comprehending ideas, for reflection and thinking, as well as for expression and communication. Enhancing one's facility in the language of instruction is thus a vital need of student-teachers, irrespective of the subject areas that they are going to teach. This course is visualised as a range of primarily text-based language activities, which will aid in strengthening the ability to 'read', 'think', 'discuss and communicate' as well as to 'write' in the language of instruction. It is likely that student teachers will begin the programme with different levels of language ability; hence group work that supports different levels of learning is envisaged as a central feature of this course. It is also intended that the student teachers will develop a taste for and abilities in reading and making meaning of different kinds of texts. They will also learn to engage with ideas and appreciate that different kinds of writing are used to communicate these ideas in different contexts. Overall, areas of language proficiency which are emphasised are those that will lay a foundation for their becoming self-learners, reflective and expressive teachers, and collaborative professionals.

#### Course outline

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#### UNIT 1: ENGAGING WITH NARRATIVE AND DESCRIPTIVE ACCOUNTS

The selected texts could include stories or chapters from fiction, dramatic incidents, vivid descriptive accounts, or even well-produced comic strip stories.

##### *Suggested Activities*

- Reading for comprehending and visualising the account (individual plus group reading and discussion/explanation)
- Re-telling the account – in one's own words/from different points of view (taking turns in a smaller group)
- Narrating/describing a related account from one's life experience (in front of a smaller group)
- Discussion of characters and situations – sharing interpretations and points of view (in a smaller group)
- Writing based on the text, e.g. summary of a scene, extrapolation of story, converting a situation into a dialogue, etc. (individual task).

#### UNIT 2: ENGAGING WITH POPULAR SUBJECT-BASED EXPOSITORY WRITING

The selected texts could include articles, biographical writing, or extracts from popular non-fiction writing, with themes that are drawn from the





subject areas of the student teachers (various sciences, mathematics, history, geography, literature/language pieces)

For this Unit, the student-teachers should work in groups divided according to their subjects, within which different texts could be read by different pairs of student-teachers.

#### *Suggested Activities*

- Reading to extract overall meaning, information, subject knowledge (guided reading in pairs and simple note making)
- Identifying major concepts and ideas involved and making notes on these in some schematic form – flow diagram, tree diagram, mind map, etc. (guided working in pairs)
- Explaining the gist of the text/topic to others (in the larger subject group)
- Attending the writing style, subject-specific vocabulary and 'perspective' or 'reference frame' in which different topics are presented—this will vary across subjects and texts, and requires some interpretative skills for 'placing' the context of each text (group discussion and sharing)
- Writing a review or a summary of the text, with comments and opinions (individual task)

### **UNIT 3: ENGAGING WITH JOURNALISTIC WRITING**

The selected texts would include newspaper or magazine articles on topics of contemporary interest. Student-teachers can be grouped randomly for this Unit.

#### *Suggested Activities*

- Using reading strategies, such as scanning, skimming and reading for extracting information – as appropriate for initial reading of articles (guided individual task)
- Analysis of structure of the article, identifying sub-headings, key words, sequencing of ideas, use of concrete details, illustrations and/or statistical representations, etc. (guided working in pairs)
- Critical reading for attending 'framing' of the article, point(s) of view presented, possible biases or slants (small group discussion)
- Researching and writing articles on topics of local interest (working to produce a local interest magazine).

### **UNIT 4: ENGAGING WITH SUBJECT-RELATED REFERENCE BOOKS**

For this Unit, the student-teachers should work in groups divided according to their subjects. Within these groups, pairs of student-teachers would make a choice of a specific topic in their subject area which they could research from a set of available reference books. The focus of this Unit is, as much the learning of effective processes of reference research and its presentation, as the actual reading of the reference books themselves.

#### *Sequence of Activities*

- Selecting the topic for research and articulating some guiding questions

- Searching and locating relevant reference books (could be from a school library or the institute library)
- Scanning, skimming and extracting relevant information from the books by making notes
- Collating notes and organising information under various sub-headings
- Planning a presentation – with display and oral components
- Making presentations to whole subject group, fielding questions.

### **UNIT 5: ENGAGING WITH EDUCATIONAL WRITING**

Selected texts could be drawn from the wide range of popular educational writing in the form of well-written essays, extracts or chapters from authors who deal with themes from education, schooling, teaching or learning. The writings selected should present a definite point of view or argument about some aspects of the above themes. Student-teachers can be grouped randomly for this Unit.

#### *Suggested Activities*

- Reading for discerning the theme(s) and argument of the essay (guided reading- individually or in pairs)
- Analysing the structure of the argument—identifying main ideas, understanding topic sentences of paragraphs, supporting ideas and examples, terms used as connectors and transitions (guided small group discussion)
- Discussion of the theme, sharing responses and point(s) of view (small group discussion)
- Writing a response paper (individually or in pairs)
- Presentations of selected papers, questions and answers (large group).





## ETE 3: Health and Physical Education

### Part I

Total Marks: 25  
(Internal Assessment)

Contact hour: 2 hours per Week

It is well acknowledged that health is a multidimensional concept and is shaped by biological, physical, psychological, social, economic, cultural and political factors. This subject area adopts a holistic definition of health within which physical education and yoga contribute to the physical, social, emotional and mental aspects of a child's development. Given the multi-dimensional nature of health, there are many opportunities for cross-curricular learning and integration in other subject areas like science, social science and languages also. The subject has to focus on applied learning and therefore, innovative approaches need to be adopted for transaction of this area. The organisation of activities under this area should ensure a wide range of activities, so that each and every student and teacher can participate in them according to his/her interest and need. The syllabus, therefore, should focus on "what as a students, teacher I should learn and what should I expected that the children should learn and practise". This area, therefore, should focus on acquisition of habits of healthy living and participation in games, sports and athletics for maintenance of fitness.

#### **Aim of the Course**

The aim of teaching this area as a B.Ed. course may be perceived as an integrated and holistic understanding of health, diseases, physical fitness among children to promote health and well-being of children. Thus, the broader objective of learning of this area should enable the student-teachers to

- help them to understand the concept of holistic health, its various dimensions and determinants and the importance of sports and yoga for development of holistic health;
- develop positive attitude towards health as individual and be collectively responsible to achieve it;
- equip them to know their health status, identify health problems and be informed for taking remedial measures;
- make them aware about rules of safety in hazardous situation (illness, accident and injury) and equip them with first aid measures about common sickness and injuries;
- encourage them to learn and to form right habits about exercise, games and sports, sleep, rest and relaxation;
- sensitise, motivate and help them to acquire the skills for physical fitness, learn correct postural habits and activities for its development;
- create interest for the practice of yogasanas and meditations through which they learn the skills/art of self-control, concentration, peace

and relaxation to avoid ill effects of stress, strain and fatigue of routine life;

- help them to understand and develop skills to deal with psycho-social issues including those, related to process of growing up during adolescence, HIV/AIDS and substance abuse;
- understand various policies and programmes related to health, physical education and *yoga*; and
- help them to understand the process of assessment of health and physical fitness.

### Course Content

Given the applied nature of the course, the content of two-year B.Ed. programme should consist of both theory and practical. It should focus more on experiential learning. The syllabus is designed to understand the holistic view of health, physical education and *yoga* in theory and practice. The syllabus should also focus on the role of teachers to be more compassionate with students.

## Part I

### Theory

- Concept of health, importance, dimensions and determinants of health; Health needs of children and adolescents, including differently-abled children
- Understanding of the body system—skeleton, muscular, respiratory, circulatory and digestive in relation to health fitness, bones, muscles and joints, their functions, common injuries of bones, common health problems and diseases—its causes, prevention and cure, immunisation and first aid
- Food and nutrition, food habits, timing of food, nutrients and their functions, diversity of Indian food, seasonal foods and festivals, economics of food, preservation of food value during cooking, indigenous and modern ways to preserve food, shift in food practices and its globalisation, practices related to food hygiene, malnutrition, including obesity, food and waterborne and deficiency diseases and prevention
- Safety and security — disasters in and outside schools, ways of prevention, safety from snake and dog bites, animal attacks, prevention and treatment
- Physical fitness, strength, endurance and flexibility, its components, sports skills, indigenous and self-defence activities
- Games and sports — athletics (general physical fitness exercises), games (lead-up games, relays and major games) rhythmic activities, gymnastics and their impact on health
- *Yogic* practices — importance of *yoga*, *yogasanas*, *kriyas* and *pranayams*
- Role of institutions (school, family and sports), health services, policies and major health and physical education-related programmes, blood banks, role of media.



## ETE 5: Exploring Library and other Learning Resources

Total Marks: 50  
(Internal Assessment)

Contact Hours: 1 Hour per Week

### Aims of the Course

Student-teachers are expected to take some initiative in pursuing interests outside the formal course work from a range of available resources. Some of these resources are as follows:

- The institute library
- Websites on the internet
- Local events and facilities, as well as local issues (in the neighbourhood or town)
- Members of local community
- Visiting resource persons.

This component is aimed at developing a sense of initiative, imagination and discernment of learning potential of the resources available in their surroundings.

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### Course Outline

#### UNIT 1

Knowing your library  
Layout of the library  
Library policies  
Library procedures – cataloguing, locating a book/material in the library.  
*Library Management*

#### UNIT 2

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

#### UNIT 3

Types of books and other material used by different readers.  
Techniques of keeping these books and materials  
Dimensions of setting up of a school library.

#### UNIT 4

Locating information and using it for one's own career development  
Resources helpful in providing information for career development:  
newspaper, magazines, websites, learning guides, members of local community, resource persons.

## EXPERIENCES FOR SOCIAL AND ENVIRONMENTAL SENSITIVITY

### SES 2: Education for Peace

Total Marks: 50

Contact Hours: 2 Hours per Week

Internal Assessment: 20

External Assessment: 30

#### **Aim of the Course**

This course aims at broadening notions of student-teachers about peace and peace education, their relevance and connection to inner harmony as well as harmony in social relationships across individuals and groups, based on Constitutional values. The course also proposes to enable teachers for reflection on the attitudes that generate conflicts at personal and social levels and learning skills and strategies of resolving these conflicts. The contents also focus on strengthening self by continual reflection leading to reduction in stereotypes, and transcending barrier of identity and socialisation. Thus, transformed student-teachers will be enabled to orient curricular and educational processes, find creative alternatives which nurture and promote peace-building capabilities among students and counter the negative influence of media and local community to weed out negative effects by influencing parents, families, and local community.

The course transaction must include activities for experiential awareness of peace as a reality at personal and school levels modelled by teacher educators. It should enable them to develop attitudes and skills for resolving conflicts in creative manner and reflect on school, curricula, textbooks and pedagogical processes from peace perspective. The teacher educators must involve prospective teachers in understanding role of media and local community on them. Peaceful solutions to the real issues facing student-teachers may be discussed.

#### **Course Outline**

##### **UNIT 1: UNDERSTANDING PEACE AS A DYNAMIC SOCIAL REALITY**

- Awareness of relevance of peace
- Challenges to peace by increasing stresses, conflicts, crimes, terrorism, violence and wars resulting in poor quality of life. Awareness of choices in response to crises in personal, social and professional life
- Peace contexts; underlying assumptions, processes and imperatives
- Peace is a dynamic reality. It involves acknowledgement and redressal of the concerns of various groups and reconciliation of the conflicts, if any. The individuals, groups and societies have needs and concerns which are urgent. There is need for and their fulfillment. Negative peace is repression of these, while fulfillment builds peace within individuals as well as, in the society
- Peace values vis-à-vis Constitutional values: Importance of the





attitudes, beliefs and values of peace viz., compassion, cooperation, love, etc. that foster inner peace and Constitutional values of justice, equality, freedom, respect for differences and ecological resources that ensure peace in society

- Foundations of peace: Pre-requisites to peace in the society are compassionate and ethical decision-making and intercultural and cultural harmony, responsible citizenship, respect for secular and democratic ideals based on non-violence, respect for differences, e.g. socio-economic, gender, etc. life style in harmony with sustainable development
- Approaches to peace education
- Highlights of various philosophies of peace, Gandhi, Krishanmurthy, Aurobindo, Vivekananda, Rabindranath Tagore, Gijubhai Badheka, The Dalai Lama, initiatives at National and International levels.

## **UNIT 2: UNDERSTANDING CONFLICTS, UNDERLYING PERSONAL-SOCIAL PROCESSES AND MEDIATION, AND TRANSFORMATION OF CONFLICT**

- Nature of conflict – Incompatibility of needs, aspirations, desires and resulting conflicts at different levels in society: intrapersonal, interpersonal, organisational, interstate and global
- Understanding the role of social conditions and processes that sustain conflict: limited resources, poverty, political, economic, socio-cultural and ecological conditions, environmental resources viz., water, forests, energy, etc.
- Developing capabilities for mediation and conflict transformation
  - (i) Skills and strategies needed for conflict resolution
  - (ii) Listening to the conflicting parties
  - (iii) Awareness of own identity, cultural underpinning, and communication skills
  - (iv) Awareness of context of the conflict
  - (v) Commitment to mediate
  - (vi) Looking for alternative strategies and creative solutions to overcome/transform conflicts.

## **UNIT 3: EMPOWERMENT OF SELF THROUGH CRITICAL SELF REFLECTION**

- Awareness of the influence of social milieu on self
  - (i) Understanding adequate self as a product of positive experiences of caring, warmth and appreciation in the family, school, neighbourhood, etc. which promote healthy discipline, shunning violence
  - (ii) Negative experiences generate stress, anger aggression
  - (iii) Yoga, meditation, anger/stress management, as practices that restore positive physical health and attitudes
- Nurturing capabilities for critical self reflection; transcending past negative experiences, and developing skills of communication: listening to others, sharing feelings, descriptive non-judgemental feedback, empathising, trusting

- Increasing awareness of role of self in
  - (i) discipline, self management;
  - (ii) reducing prejudices, biases and stereotypes and building multicultural orientation;
  - (iii) nurturing ethical behaviour, positivity, non-violence, love and caring, compassion; and
  - (iv) habitual self reflection by using daily journal on experiences.

#### **UNIT 4: ORIENTING EDUCATION FOR PEACE BUILDING**

- Critical reflection on the curricular processes  
Awareness of opportunities inherent in curriculum for introducing
  - (i) healthy discipline practices in and outside classroom, for their fairness to different gender, caste and cultural groups, child rights/human rights, and ameliorative approach to discipline rather than punitive;
  - (ii) symbols, activities and other structures in the school that reflect a multi-cultural ambience; and
  - (iii) experiences of different cultural identities, issues, challenges, conflicts in the neighbourhood, or country and global levels with regard to resources, opportunities of poverty, level, political issues, etc.
- Critical pedagogy of peace education
  - (i) Challenging the traditional models of learning to constructivist approaches in teaching
  - (ii) Rethinking authority relations from democratic perspective: promoting dialoging, and, developing capabilities for decision-making
  - (iii) Understanding social justice in local context – its implications for beliefs, attitudes, and values and school/social practices and conflict resolution at all levels
  - (iv) Awareness of pedagogical skills and strategies for removing tensions, examination fear, stress, corporal punishment, violence and conflicts at school level
  - (v) Compassion, love and caring, mindfulness in all transaction of avoid hurt, humiliation, degrading over academic, personal, social and culture matters. Non-evaluative orientation empathetic founding academic and discipline problems
  - (vi) Becoming peace teacher–acquisition of relevant knowledge, attitudes, values and skills.
- Development of listening skills for dialogue – listening to verbal and non-verbal content of messages; Developing awareness of feelings and expressions in messages; Skills of questioning, paraphrasing and providing feedback that is, non judgemental, sensitivity to socio-economic, cultural, gender, caste differences; Skills of giving emotional support for encouraging, genuine appreciation and cooperation; Understanding importance of confidentiality of students' personal issues and problems that invite embarrassment or ridicule



- Pedagogical skills for orientation of subject content and teaching-learning experience in classroom for promoting peace
  - (i) Awareness of the epistemic connection of subject content with peace values, e.g. Language (effective communication), Science (objectivity, flexibility) Social Science (democratic ethos, Constitutional values, and multi-culturalism, conflicts, violence and warlinks with challenges to regional and local conflicts), Maths (precision)
  - (ii) Using textbook contents for highlighting values of peace, particularly anti- peace messages indirect or hidden
- Humanistic approach to evaluation
  - (i) Belief in worth of all pupils irrespective of academic talents
  - (ii) Adopt broad-based assessment taking in multiple talents, emphasise success rather than failure, enable enemy pupil to experience success in some area
- Becoming agency for peace in the school organisation and surrounding local community
  - (i) Awareness of cultural characteristics of the local community around school and quality of its linkages–parenting styles, disciplinary practices, economic conditions, linguistic background, domestic violence, attitudes toward education, etc.
  - (ii) Inspiring movements for health, yoga, effective parenting, and communication skill building, mediating conflicts in and around school
  - (iii) Awareness and orientation of students' attitudes towards balanced media exposure.

### **UNIT 5: EVALUATION OF THE PEACE-BUILDING PROCESSES**

Understanding importance of skills and strategies of assessment of the peace-building process in terms of attitudes, values, skills and strategies at school level-motivation and sustenance of efforts, sharing experiences towards peace building, reviewing strategies.

- Making assessment visible through objective indicators, planning and recording change in cultural ethos and individuals. Understanding motivation through sharing progress, influence of assessment
- Developing commitment and willingness for receiving feedback, and review of strategies
- Visible and objection indicators of peace process inherent in the cultural ethos of organisations, individuals, and ambience
- Identification of visible indicators inherent in the cultural ethos of the organisation could be non-authoritarian work culture marked by meetings, frequent discussions, analogue and reconciliation/non-exclusion of any group of students or teachers on the basis of opinions, caste, gender, education, socio-economic-cultural background etc. indicators, conflicts reconciled, divergent groups

involved in dialogue, heterogeneity of members on various boards, etc.

- Individual level indicator includes behaviours expressing inner peace and positive relationship, e.g. access and interaction of principal with teachers, access of teachers to students, perception of teachers/ principal as fair, etc.

#### *Practical Activities to be Taken-up in 20 Hours*

- Experiential learning sessions on yoga, meditation, communication skills, conflicts, their resolution, media influence, cooperative competitive strategies, use of meditation, art, drama, nature to experience harmony
- Reflective journal to record experiences of the day and reflections thereon during the training programme, sharing and discussing self-expression of change during the training
- Visits to organisations connected with peace and intercultural harmony, and aesthetic appreciation to experience peace as reality submission of reports on experiences
- Assignments on topics which require deep understanding and generating creative/alternative ideas to deal with issues and challenges to peace, few suggested topics and sharing in groups. Few suggested topics for assignments are as follows:
  - (i) Conflicts experienced at home/in family/ in society/ in school, etc.
  - (ii) Experiences of handling conflicts in a creative manner
  - (iii) Exploring possible strategies of resolving commonly-experienced conflicts
  - (iv) Healthy discipline among school children
  - (v) Identifying challenges of peace in school and dealing with one such challenge
  - (vi) Strategies of promoting healthy relationships on the job.
- Approaches to peace education – case studies of local and International
- Role plays to enact situations involving conflict, corporal punishment, discrimination, and domestic violence in day-to-day life
- Films clips displaying concerns of peace, good intercultural relationships, environmental presentation and other key ideas and discussions thereon, like -Doha Debates, Sadako, etc.
- Preparation of collages from newspapers, etc. to highlight issues and challenges to peace or positive response to them
- Developing an action plan for peace in school and local community
- Visiting websites on peace education to become familiar with National and International initiatives, approaches and strategies of peace, case studies of conflict in the region.

## SES 3: Issues of Conservation and Environmental Regeneration

Total Marks: 50

Contact Hours: 2 Hours per Week

Internal Assessment: 20

External Assessment: 30

### Aims of the Course

Conservation of environment and protection of wild life is one of the core areas of education as specified in the National Policy on Education (NPE-986). The NCF-2005 has been accepted by Central Advisory Board on Education (CABE) of Government of India. Therefore, the issues of conservation and environmental regeneration have been infused at appropriate places in all the textbooks developed by NCERT for Classes I to XII.

Since a course on 'Environmental Education' (syllabus developed and approved by the Hon'ble Supreme Court of India) is a compulsory paper at the undergraduate level. It is, therefore, expected that all students getting admission into the two-year B.Ed. course have requisite knowledge on environmental concerns and issues.

The syllabus for 'Issues of Conservation and Environmental Regeneration' aims at orienting student-teachers to analyse and understand environment concerns through the process of inquiry, critical analysis, intellectual discourse and essential projects.

### Course Outline

#### UNIT 1

- Importance of need and scope of environmental conservation and regeneration
- Structure and functions of different ecosystems
- India as a mega biodiversity Nation
- Role of individual in conservation of natural resources: water, energy and food
- Role of individual in prevention of pollution: air and water
- Equitable uses of resources for sustainable livelihoods
- Environmental legislation: awareness and issues involved in enforcement
- Role of information technology and media in environment and human health.

#### *Suggested Practicum*

The students on completion of each topic of Unit 1 will submit a small assignment in the form of an activity. This may include observation of important relevant days, preparation of bulletin board materials, wall games, crossword puzzles, worksheets etc. The class can also form an



environment club. The activity has to be on some local specific issue pertaining to the place of residence of the student.

## **UNIT 2**

- Community participation in natural resource management – water, forests, etc.
- Deforestation in the context of tribal life
- Sustainable land use management
- Traditional knowledge and biodiversity conservation
- Developmental projects, including Government initiatives and their impact on biodiversity conservation
- Issues involved in enforcement of environment legislations
- Role of media and ecotourism in creating environmental awareness
- Role of local bodies in environmental management
- Shifting cultivation and its impact on environment
- Change in forest cover over time.

## **UNIT 3**

- Consumerism and waste generation and its management
- Genetically-modified crops and food security
- Water consumption pattern in rural and urban settlement
- Ethno-botany and its role in the present day world
- Environmental degradation and its impact on the health of people
- Economic growth and sustainable consumption
- Organic farming
- Agricultural waste: Their impact and management
- Rain water harvesting and water resource management
- Biomedical waste management
- Changing patterns of energy and water consumption.

## **UNIT 4**

- Environmental conservation in the globalised world
- Alternative sources of energy
- Impact of natural-disaster/man-made disaster on environment
- Biological control for sustainable agriculture
- Heat production and green house gas emission
- Impact of industry/mining/transport on environment
- Sustainable use of forest produces.

## **UNIT 5**

- Role of women in conservation
- Female foeticide/infanticide and skewed sex ratio
- Development of slum area and their inhabitants
- Child mortality and maternal health
- HIV/AIDS, malaria-status, measures undertaken for their control/eradication.



### *Suggested Practicum*

From the wide range of topics suggested in Units 2, 3, 4 and 5, the student will be assigned one topic. The student will develop a seminar document, which will be submitted after the seminar. The seminar document will be evaluated by teacher educators.

## **GENERAL ORIENTATION OF STUDENT-TEACHERS**

The very beginning of student-teacher life in teacher-education institution need to have an exposure of the objectives and scope of the teaching profession they are entering; past contributions of the institution, they are going to be with for a couple of years; the role each member of the institution plays; the various constituents of the institution which will facilitate their stay and gain of experience in the institute; the ethos and environment of the institution where they will study and function as prospective teacher.

The modalities of orientation programme must include two-way interactive sessions with student-teacher providing them adequate opportunities for reflections; observation of various departments and on-site interaction with departmental staff (in small groups); conduct of self-introduction sessions involving all the faculty and student-teachers where area of interest and also their talent can be demonstrated; visit to a few schools (in small groups) to make student-teacher prepare and discuss their work-field where they will be responsible for 30-40 children in a class and 800-1000 in a school.

This orientation will be of four days and need to be planned well in advance by the institution. This will be mandatory for all the entrants.

# SECOND YEAR COURSES

## CORE COURSES

### CC4: Curriculum and School

Total Marks: 100  
Internal Assessment: 25  
External Assessment: 75

Contact Hours: 4 Hours per Week

#### Aims of the Course

The course intends to inform student-teachers that how curriculum-making plays a critical role in a heterogeneous and plural society like India. However, without a clear vision and understanding of curricular aims, schools tend to become rigid in their curricular practices, and uniformly-imposed processes, meanings and values. This negates the ideals that they are expected to actualise. Therefore, the course aims at enthusing student-teachers to infuse dynamism in interpreting and transacting curriculum in the school, so that it becomes culturally sensitive in selection of knowledge, symbols and values, and child-friendly in pedagogy. Student-teachers understand the evolving meanings of 'curriculum', when seen as a dynamic process. Within this broad field, conceptual linkages (and distinctions) between educational aims, curriculum framework, curriculum development, syllabus, teaching-learning materials, pedagogy as well as evaluation processes are recognised. The role of school organisation and culture, as well as of the teacher, in operationalising and developing a contextually responsive 'curriculum' and 'critical pedagogy' are explored. The scope for teachers to make curricular decisions, based on field realities is highlighted.

#### Course Outline

##### UNIT 1: CONCEPT OF CURRICULUM

- Understanding the meaning and nature of curriculum: Need for curriculum in schools
- Differentiating curriculum framework, curriculum and syllabus; their significance in school education
- Notion of the textbook
- Facets of curriculum: Core curriculum—significance in Indian context
- Meaning and concerns of 'hidden' curriculum
- Curriculum visualised at different levels: National-level; state-level; school-level; class-level and related issues (Connections, relations and differences)





## **UNIT 2: CURRICULUM DETERMINANTS AND CONSIDERATIONS**

- Broad determinants of curriculum making:  
(At the nation or state-wide level)
  - (i) social-political-cultural-geographical-economic diversity;
  - (ii) socio-political aspirations, including ideologies and educational vision;
  - (iii) economic necessities;
  - (iv) technological possibilities;
  - (v) cultural orientations;
  - (vi) national priorities;
  - (vii) system of governance and power relations; and
  - (viii) International contexts.
- Considerations in curriculum development:  
(At the level of the school)
  - (i) Forms of knowledge and its characterisation in different school subjects
  - (ii) Relevance and specificity of educational objectives for concerned level
  - (iii) Socio-cultural context of students – multi-cultural, multi-lingual aspects
  - (iv) Learner characteristics
  - (v) Teachers' experiences and concerns
  - (vi) Critical issues: Environmental concerns, gender differences, inclusiveness, value concerns and issues, social sensitivity.

## **UNIT 3: CURRICULUM DEVELOPMENT (AT SCHOOL LEVEL)**

- Understanding different approaches to curriculum development: Subject-centred; environmentalist (incorporating local concerns); behaviourist; competency-based (including 'minimum levels of learning'); learner-centred and constructivist.
- Process of curriculum making
  - (i) Formulating aims and objectives (based on overall curricular aims and syllabus)
  - (ii) Criteria for selecting knowledge and representing knowledge in the form of thematic questions in different subjects
  - (iii) Organising fundamental concepts and themes vertically across levels and integrating themes within (and across) different subjects
  - (iv) Selection and organisation of learning situations.

## **UNIT 4: SCHOOL: THE SITE OF CURRICULUM ENGAGEMENT**

- Role of school philosophy, administration (and organisation) in creating a context for development of curriculum
- Available infrastructure, curricular sites and resources (library, laboratory, school playground, neighbourhood, etc.)
- School culture, climate and environment as the context for teachers' work

- Construction of curriculum vis-a-vis teachers' role and support in 'transacting curriculum'; 'developing curriculum'; 'researching curriculum'
- Space for teacher as a critical pedagogue
- Role of external agencies in providing curriculum and pedagogic supports to teachers within schools – local, regional, national

#### **UNIT 5: CURRICULUM IMPLEMENTATION AND RENEWAL**

- Operationalising curriculum into learning situations
- Teachers' role in generating dynamic curricular experiences through
  - (i) flexible interpretation of curricular aims; and
  - (ii) contextualisation of learning;
  - (iii) varied learning experiences.
- Selection and development of learning resources (textbooks, teaching-learning materials and resources outside the school – local environment, community and media, etc.)
- Evolving assessment modes
- Appropriate reviewing and renewal of aims and processes.
- Process of curriculum evaluation and revision
  - (i) Need for a model of continual evaluation
  - (ii) Feedback from learners, teachers, community, and administrators
  - (iii) Observable incongruencies and correspondence between expectations and actual achievements



## CC5: Vision of Education in India Concerns and Issues

Total Marks: 100  
Internal Assessment: 25  
External Assessment: 75

Contact Hours: 4 Hours per Week

### Aim of the Course

The course is intended to enable the development of perspectives about vision of contemporary educational reality, its concerns and issues. Therefore, this course is called 'Seminar Course' which will be provided through deliberations, discussions, dialogues, reflections, library reading and presentations instead of the usual classroom lectures.

### Course Outline

#### UNIT 1: NORMATIVE VISION OF INDIAN EDUCATION

- Normative orientation of Indian education: A historical enquiry
- Constitutional provisions on education that reflect National ideals: Democracy, equality, liberty, secularism, and social justice
- India as an evolving Nation, State: Vision, Nature and Salient Features – Democratic and Secular polity, Federal structure: Implications for educational system
- Aims and purposes of education drawn from the normative vision

#### UNIT 2: VISION OF EDUCATION: FOUR INDIAN THINKERS

An overview of salient features of the 'philosophy and practice' of education advocated by the following thinkers :

- Rabindranath Tagore: Liberationist pedagogy
- M.K.Gandhi: Basic education or education for self-sufficiency
- Aurobindo Ghosh: Integral education
- J.Krishnamurthi: Education for individual and social transformation.

#### UNIT 3: CONTEMPORARY INDIAN SCHOOLING: CONCERNS AND ISSUES

- Universalisation of School Education  
Right to Education and Universal Access:
  - (i) Issues of a) Universal enrollment b) Universal retention c) Universal success
  - (ii) Issues of quality and equity.The above to be discussed with specific reference to physical, economic, social and cultural access, particularly to girl child and weaker sections as well as differently-abled children
- Equality of Educational Opportunity:
  - (i) Meaning of equality and constitutional provisions
  - (ii) Prevailing nature and forms of inequality, including dominant and minor groups and related issues



- (iii) Inequality in schooling: Public-private schools, rural-urban schools, single teachers' schools and many other forms of inequalities in school systems and the processes leading to disparities
- (iv) Differential quality in schooling: Variations in school quality
- Idea of 'common school' system
- Right to Education Bill and its provisions.

#### **UNIT 4: EDUCATION AND DEVELOPMENT: AN INTERFACE**

- Education for National development: Education Commission (1964-66)
- Emerging trends in the interface between
  - (i) political process and education;
  - (ii) economic developments and education; and
  - (iii) socio-cultural changes and education.

#### **UNIT 5: EMERGING GLOBAL CONCERNS AND EDUCATION**

- Education for Peace
  - (i) Issues of National and International conflicts, social injustice, communal conflict, individual alienation: A critical understanding
  - (ii) Pro-active role of individuals in making peace: A way of life.
- Education for Environmental Conservation
  - (i) Global environmental crises and local environmental issues: A coherent understanding
  - (ii) Urgency of action for environmental conservation and regeneration.





# PEDAGOGY COURSES

## Pedagogy of Mathematics

### Part II

Total Marks: 100

Contact Hours: 3 Hours per Week

Internal Assessment: 25

External Assessment: 75

#### **UNIT 6: PLANNING FOR TEACHING-LEARNING MATHEMATICS**

Selecting the content for instruction; Identifying concepts to be transacted at various level with special emphasis on content (Algebra, Geometry, Trigonometry, Coordinate Geometry, Statistics and Probability, etc.); Organisation of concepts for teaching-learning of mathematics.

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

#### **UNIT 7: LEARNING RESOURCES IN MATHEMATICS**

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

#### **UNIT 8: ASSESSMENT AND EVALUATION**

##### *Informal Creative Evaluation*

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

##### *Formal Ways of Evaluation*

Variety of assessment techniques and practices

Assessing Product Vs Process, Knowing Vs Doing

In practice of midterm/terminal examination, practising continuous and comprehensive evaluation to test regular programmes/achievements of learner.

##### *Assessment Framework*

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

responses in their own words; Framing of conceptual questions from simple questions.

### **UNIT 9: MATHEMATICS FOR ALL**

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

### **UNIT 10: PROFESSIONAL DEVELOPMENT OF MATHEMATICS TEACHERS**

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



# Pedagogy of Social Sciences

## Part II

Total Marks: 100

Contact Hours: 3 Hours per Week

Internal Assessment: 25

External Assessment: 75

### UNIT 6: TEACHING-LEARNING OF HISTORY

#### *Continuity and Change over Time and Historical Construction*

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

#### *Historical Methods*

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

#### *Social Formations in History*

- Different social formations in History and the periodisation of World History; The periodisation of Indian History: Ancient, medieval, modern and contemporary societies
- State-formation and different types of states in History
- Capitalism, democracy and citizenship (Case Studies: American Revolution/French Revolution)
- The varieties of socialism (Case Study: the erstwhile USSR and/or China and/or Cuba)
- Fascism and dictatorships (Case Study: Germany or Italy of the inter-war period).

#### *Select Issues of Social Change in Indian History*

- Culture, social stratification and social change in India; Caste and class in Indian society
  - Shared religious cultures and conflicts between religious communities in India
  - Gender differentials and how these cut across caste and class structures as well as religious communities. (Case Study: India)
- The above content may be used to understand the teaching, learning strategies and skill development in History.

#### *Pedagogical Concerns Regarding School History*

- Interactive, constructivist and critical pedagogies in History
- Going beyond the textbook; Getting children to craft little nuggets of History from primary sources



- Encouraging children to think from first principle in History.

#### *The Lateral Development of Different Skills*

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

### **UNIT 7: TEACHING-LEARNING OF POLITICAL SCIENCE DEMOCRACY, DEVELOPMENT, AND DIVERSITY**

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

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



Relationship among the three organs of the Government  
Relationship between the three levels of the Government  
Democratic decentralisation, citizen participation.

- Society and Political Processes  
Elections, political parties, pressure groups  
Social movements: *Dalit* movement, Tribal movement, Women's movement, environmental movement; Role of media, Role of NGOs, RTI  
The above content may be used to understand the teaching-learning strategies and skill development in Political Science.
- Teaching-learning Strategies  
The teaching-learning process needs to take into account the lived experiences of student-teachers. The issues in this Unit can be introduced by referring to the relevant items from daily newspapers (e.g. instances of violation and protection of human rights). The contents are to be transacted through participatory methods involving all participants. 'Learning by discussing' is to be followed as a regular practice in the classroom.  
Social inquiry approaches can be used in teaching, learning of Political Science. The student-teachers may be encouraged to observe actual functioning of the institutions of different local Government bodies in own district and prepare reports as group projects. They may also be encouraged to undertake field research, conduct in-depth interviews, and interpret field data and critically understand political concepts.
- Teaching-learning Materials: Constitution of India, atlas, political maps (World, Asia, India, States, Districts), globe, two daily newspapers, news magazines.

#### **UNIT 8: ASSESSMENT FOR LEARNING IN SOCIAL SCIENCES**

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

#### **UNIT 9: ANALYSIS OF SOCIAL SCIENCES TEXTBOOKS AND QUESTION PAPERS**

- Analysing textbooks in Social Sciences in the light of the syllabus and from the perspective of the child (Textbooks of the same class may be taken up for all subjects in Social Sciences)
- Analysing question papers of any State Board/CBSE and NCERT's textbooks in the light of the subject specific requirements in terms of understanding and skills.

## **UNIT 10: INTER-DISCIPLINARITY THROUGH PROJECTS AND FIELD VISITS**

Projects in Social Sciences should be selected keeping in view the interconnections between the various disciplines that constitute Social Sciences. The interrelationship among various aspect of Social Sciences may be visualised as follows:

- Geography and Economics: Transport and communication in a region – assessing current position with reference to development needs
- History and Political Science: Socio-political systems; Women's rights in society
- Economics and History: Agrarian change in India; Industrialisation in India
- History and Geography: Migration of people in a particular region— nature of migration, past and present trends
- Political Science and Geography: Sharing resources between regions/states and nations (e.g. water)
- Economics and Political Science: Family budget and impact of change in prices of essential commodities.

These projects are just a few examples. Similar projects may be designed by student-teachers for better understanding of various issues.





## Pedagogy of Biological Science

### Part II

Total Marks: 100

Contact Hours: 3 Hours per Week

Internal Assessment: 25

External Assessment: 75

#### **UNIT 6: PLANNING FOR TEACHING-LEARNING OF BIOLOGICAL SCIENCE**

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

#### **UNIT 7: LEARNING RESOURCES IN BIOLOGICAL SCIENCE**

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

#### **UNIT 8: TOOLS AND TECHNIQUES OF ASSESSMENT FOR LEARNING BIOLOGICAL SCIENCE**

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

#### **UNIT 9: BIOLOGICAL SCIENCE – LIFELONG LEARNING**

Nurturing natural curiosity of observation and drawing conclusion; Facilitating learning progress of learners with various needs in biology; Ensuring equal partnership of learners with special needs; Stimulating creativity and inventiveness in biology; Organising various curricular

activities, such as debate, discussion, drama, poster making on issues related to science/biology; Organising events on specific day, such as Earth Day, Environment Day, etc.; Planning and organising field experiences, Science club, Science exhibition; Nurturing creative talent at local level and exploring linkage with district/state/central agencies.

### **UNIT 10: PROFESSIONAL DEVELOPMENT OF BIOLOGY TEACHER**

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





## Pedagogy of Physical Science

### Part II

Total Marks: 100

Contact Hours: 3 Hours per Week

Internal Assessment: 25

External Assessment: 75

#### **UNIT 6: LEARNING RESOURCES IN PHYSICAL SCIENCE**

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

#### **UNIT 7: TOOLS AND TECHNIQUES OF ASSESSMENT FOR LEARNING PHYSICAL SCIENCE**

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

#### **UNIT 8: PLANNING FOR TEACHING-LEARNING OF PHYSICAL SCIENCE**

Identification and organisation of concepts for teaching-learning of science/physics and chemistry (on different topics, such as Motion, Work and Energy, Matter and their Measurements, Carbon and its Compounds, Periodic Properties of Elements, Atomic Structure, Dual Nature of Matter and Radiation, etc.) Determining acceptable evidences that show learners understanding; Instructional materials required for planning teaching-learning of science/physics and chemistry and learners' participation in

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

### **UNIT 9: PHYSICAL SCIENCE–LIFELONG LEARNING**

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

### **UNIT 10: PROFESSIONAL DEVELOPMENT OF SCIENCE/PHYSICS/CHEMISTRY TEACHERS**

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





## Pedagogy of Language (English)

### Part II (Units 6–10)

Total Marks: 100

Contact Hours: 3 Hours per Week

Internal Assessment: 25

External Assessment: 75

#### **UNIT 6: LANGUAGE, LITERATURE AND AESTHETICS–I**

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

##### *Activities*

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

##### *Teaching Practice*

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

#### **UNIT 7: LANGUAGE, LITERATURE AND AESTHETICS–II**

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

##### *Activities*

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

##### *Teaching Practice*

- Take any creative writing, e.g. a poem or a story and develop teaching

strategies to teach: (a) same pieces for different stages; (b) understanding any creative piece at different levels; and (c) teaching the same piece to children with special needs.

#### *Action Research*

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

### **UNIT 8: DEVELOPMENT AND ANALYSIS OF SYLLABUS AND TEXTUAL MATERIALS**

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

#### *Activities*

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

#### *Project*

- Prepare a collection of poems and stories of your choice.

### **UNIT 9: TEACHING-LEARNING MATERIALS AND AIDS**

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

#### *Activities*

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

#### *Project*

- Prepare an outline for a school magazine
- Develop the material for the school magazine based on your experiences during school experience practice (Handwritten)



- Review contemporary children’s literature
- Review any two magazines for women.

### **UNIT 10: ASSESSMENT—ITS ROLE AND IMPORTANCE**

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

#### *Activities*

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

#### *Note*

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



# हिंदी भाषा का शिक्षण

## भाग-दो

### ( इकाई 6-10 )

कुल अंक-100

शिक्षण समय-3 घंटे प्रति सप्ताह

आंतरिक मूल्यांकन-25

बाह्य मूल्यांकन-75

#### इकाई - 6: भाषा-साहित्य और सौंदर्य - 1

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

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

#### गतिविधि/पोर्टफोलियो

##### प्रशिक्षण के दौरान

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

##### कक्षा शिक्षण के दौरान

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

#### इकाई - 7: भाषा साहित्य और सौंदर्य - 2

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





## गतिविधि/पोर्टफोलियो

### प्रशिक्षण के दौरान

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

### कक्षा शिक्षण के दौरान

- बच्चों से एक ही विषय जैसे 'बादल' पर स्वतंत्र रूप से कुछ लिखने को कहें (कोई विधान सुझाएँ)
- रचना को जानें और कक्षा विशेष को ध्यान में रखते हुए कक्षा प्रविधि तैयार करें (किसी एक रचना को सुनकर)
  - (क) एक रचना अनेक स्तर (अलग-अलग कक्षाओं में एक ही रचना को पढ़ाने से संबंधित)
  - (ख) एक रचना अनेक अर्थ (अलग-अलग नजरिये से एक ही रचना को पढ़ना)
  - (ग) एक रचना विभिन्न बच्चे (संदर्भ: चुनौतीपूर्ण बच्चे)
- कोई नाटक या उपन्यास पढ़वाने के बाद उसके पात्रों के रहन-सहन, बोली आदि की चर्चा कर समाज में इनमें आए बदलाव पर चर्चा करना, विभिन्न व्यवसाय तथा व्यवसाय से जुड़े लोगों, उनके कार्यों, समस्याओं पर बातचीत
- कक्षा छह हिंदी की पुस्तक में से झांसी की रानी कविता, नौकर (निबंध) पाठ के बाद - 1857 के पहले, दौरान और बाद में घटी घटनाओं का टाइम लाइन (चार्ट) बनाना, गांधी जी के जीवन की महत्वपूर्ण घटनाओं का टाइम लाइन (चार्ट), गांधी जी द्वारा चलाए गए आंदोलनों का टाइम लाइन (चार्ट)

### परियोजना कार्य

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

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

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

**पाठ्यचर्या और पाठ्यक्रम एक पाठ्य-सामग्री अनेक** - पाठ्यचर्या, पाठ्यक्रम तथा पाठ्यपुस्तकों का संबंध; पाठ्यक्रम को बच्चों के अनुरूप ढालना (शिक्षण को स्कूल के बाहरी जीवन से जोड़ते हुए तथा रटत-प्रणाली का निषेध करते हुए सामग्री चयन, गतिविधि और अभ्यास सामग्री का निर्माण), शोधकर्ता के रूप में शिक्षक (अलग-अलग बच्चों की आवश्यकताओं को ध्यान में रखते हुए)

### गतिविधि/पोर्टफोलियो

#### प्रशिक्षण के दौरान

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

#### परियोजना कार्य

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

## इकाई - 9: सहायक शिक्षण सामग्री

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

### गतिविधि/पोर्टफोलियो

#### प्रशिक्षण के दौरान

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



## कक्षा शिक्षण के दौरान

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

## इकाई - 10: आकलन की भूमिका और महत्त्व

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

1. भाषा विकास की प्रगति का आकलन- सतत् और समग्र मूल्यांकन; स्वमूल्यांकन; आपसी मूल्यांकन; समूह मूल्यांकन, पोर्टफोलियो
2. प्रश्नों का स्वरूप; प्रश्नों के आधार बिंदु - समस्या समाधान संबंधी प्रश्न, सृजनात्मक चिंतन वाले प्रश्न, समालोचनात्मक चिंतन वाले प्रश्न, कल्पनाशीलता को जीवित करने वाले प्रश्न, परिवेशीय सजगता वाले प्रश्न; गतिविधि और टास्क (खुले प्रश्न, बहुविकल्पी प्रश्न)
3. फीडबैक (विद्यार्थी, अभिभावक और अध्यापक) और रिपोर्ट

## गतिविधि/पोर्टफोलियो

### प्रशिक्षण के दौरान

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

## कक्षा शिक्षण के दौरान

(क) कक्षा छह के किसी बच्चे की प्रथम त्रैमासिक आकलन रिपोर्ट में दिए गए सुझावों का अध्ययन करना

(ख) इन सुझावों का बच्चे के भाषायी विकास में इस्तेमाल करने के लिए युक्तियाँ सुझाना

## परियोजना कार्य

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

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

### नोट

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





## Pedagogy of Language (Urdu)

### Part II

Total Marks: 100

Contact Hours: 3 Hours per Week

Internal Assessment: 25

External Assessment: 75

#### UNIT 6: LANGUAGE, LITERATURE AND AESTHETICS-I

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

##### Activities

- Take three editorial pieces on the same topic from different newspapers. Have a discussion on their languages and presentations
- Take two translations of any piece of creative writing. Read these pieces and then translate the piece yourself
- Take any creative writing related to History, e.g. *Tahzeeb Kya Hai* and prepare a flow chart on the main events
- Review any story and have a discussion in groups
- Take any piece on Geography and prepare a teaching strategy for teaching any geographical phenomena, e.g. climate change, water.

##### Teaching Practice

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

#### UNIT 7: LANGUAGE, LITERATURE AND AESTHETICS-II

Teaching of Different Forms of Urdu Literature—Poetry, Prose, Drama

- Introduction of various literary forms of Urdu language
- Classical Urdu literature and modern Urdu literature
- Planning lessons in prose
- Planning lessons in poetry
- Drama at various school levels

##### Activities

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

##### Teaching Practice

- Take any creative writing, e.g. poem or story and develop teaching strategy to teach: (a) same pieces for different stages; (b)

understanding any creative piece at different levels; (c) teaching the same piece to children with special needs.

#### *Action Research*

- Identify and list language (Urdu) related errors common among students.
- Prepare a list of idioms and proverbs in Urdu
- Handling any creative piece in the classroom on the basis of (a) level of the students; (b) perspective
- Prepare an outline for action research on the basis of your experience of the difficulties faced during school experience programme.

### **UNIT 8: DEVELOPMENT AND ANALYSIS OF SYLLABUS AND TEXTUAL MATERIALS**

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

#### *Activities*

- Do a comparative study of one textbook of Urdu from any class (VI to VII) developed by any two states
- Prepare an outline for the development of the textbook for the same class for your state.

#### *Project*

- Prepare a collection of poems and stories of your choice.

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### **UNIT 9: TEACHING-LEARNING MATERIALS AND AIDS**

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

#### *Activities*

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

#### *Project*

- Prepare an outline of a school magazine
- Develop the material for school magazine based on your experiences during school experience practice
- Review contemporary children's literature
- Review any two magazines for women.





## UNIT 10: ASSESSMENT—ITS ROLE AND IMPORTANCE

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

### *Activities*

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

### *Note*

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

# Pedagogy of Language (Sanskrit)

## Part II (Unit 6–10)

Total Marks: 100

Contact Hours: 3 Hours per Week

Internal Assessment: 25

External Assessment: 75

### UNIT 6

#### 1. TEACHING OF DIFFERENT FORMS OF SANSKRIT LITERATURE

- Teaching of prose
- Teaching of poetry
- Teaching of pronunciation
- Teaching of grammar
- Teaching of fables
- Teaching of drama

#### *Activities*

- Discussion on the different presentations of teaching
- Take two translations of any piece of creative writing. Read these pieces and then translate the piece yourself in Sanskrit
- Collect interesting folktales in Sanskrit
- Collect magazines and newspapers in Sanskrit and have a discussion on their language and presentation.

#### *Action Research*

- Prepare an outline for action research on the basis of your experience of the difficulties faced during school experience programme
- Prepare the list of common errors in Sanskrit among students
- Interview any Sanskrit expert regarding Sanskrit teaching
- Prepare a newsletter in Sanskrit on the basis of your school experience programme.

### UNIT 7

#### 1. IMPORTANCE OF LESSON PLAN

- Lesson plan – Nature, objectives and needs
- Lesson plan of prose, poetry, drama, story, and grammar
- Types of lesson plans
- Micro Teaching – Nature, objectives, needs, merits, demerits
- Micro Teaching Skills – Introduction, questioning and blackboard writing.

#### *Activities*

- Discussion on the different types of lesson plans
- Prepare a lesson plan on one lesson and have a discussion on that.





## **UNIT 8: DEVELOPMENT AND ANALYSIS OF SYLLABUS AND TEXTUAL MATERIALS**

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

### *Activities*

- Do a comparative study of one textbook of Sanskrit from any class (VI to VII) developed by any two states
- Prepare an outline for the development of the textbook for the same class for your state
- Interview any member of the textbook development committee of Sanskrit textbooks (NCERT/SCERTs/Rashtriya Sanskrit Sansthan/Sanskrit Universities/State Boards).

### *Project*

- Prepare a collection of poems and stories in Sanskrit of your choice.

## **UNIT 9: TEACHING-LEARNING MATERIALS AND AIDS**

Print media, other reading materials, such as learner-chosen texts, magazines, newspapers, class libraries, etc. ICT, audio, video and audio-visual aids, films, language labs etc; Psychological perspectives of audio-visual aids

### *Activities*

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

### *Project*

- Prepare an outline of a school magazine in Sanskrit
- Develop the material for school magazine based on your experiences during school experience practice
- Review contemporary children's literature in Sanskrit
- Review any two Sanskrit magazines for women.

## **UNIT 10: ASSESSMENT – ITS ROLE AND IMPORTANCE**

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

### *Activities*

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





## PC 3 : Assessment for Learning

### Part II

Total Marks: 75

Contact Hours: 2 Hours per Week

Internal Assessment: 15

External Assessment: 60

#### **UNIT 6: EXAMINATION SYSTEM: A SOCIOLOGICAL AND PSYCHOLOGICAL ANALYSIS OF THE RELATED ISSUES**

- Examination for gradation
- Examination for social selection and placement
- Impact of the prevailing examination system on student learning and stakeholders
- Entrance tests and their influence on students and school system.

#### **UNIT 7: SCHOOL-BASED ASSESSMENT AND EVALUATION: POLICIES, PRACTICES AND POSSIBILITIES**

- Impact of examination-driven schooling
- On pedagogy: Content-confined, information focused testing; Memory-centric teaching and testing
- On school culture
- De-linking school-based assessment from examinations: Some possibilities and alternate practices.

#### **UNIT 8: EXAMINATION REFORM EFFORTS**

Examination reform efforts in India based on:

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

#### **UNIT 9: DIRECTIONS FOR EXAMINATION REFORM**

- Introducing flexibility in examination-taking requirements
- Improving quality and range of questions in exam papers
- Including school-based credits
- Alternative modes of certification
- Examination management
- Role of ICT in examination

## PC 4: Learning to Function as a Teacher

Total Marks: 250

Contact hours: 35 hours per week

First Year: 50 (Internal Assessment)

Second Year: 200 (Internal Assessment)

As the title suggests, in this component of the programme, the student-teachers are actually placed in a specific school for a duration of two and a half months, in two time slots. Initially, they will be attached to particular school for two weeks as 'school attachment'. This shorter period is to provide them adequate exposure to have a 'feel' of dealing with teaching-learning. A time gap after this school attachment will provide opportunity to student-teachers to share experiences, reflect, clarify several things with teacher educators and internalise. After about two weeks, they will go for 'school placement' of two months. During this period, their role in the school is something like an 'apprentice' and its specific contours need to be worked out by course faculty. They will be engaged in the school functioning in all its aspects.

In this course, the student-teachers will

- undertake responsibility for planning and implementation of learning situations for specific units of study, in the context of their school internship;
- reflect on their practice, and learn to adapt and modify their visualisation/implementation towards betterment of student learning;
- involve in various school activities and processes in order to gain a 'feel' of the multiple roles of a teacher and an understanding of the 'school culture'; and
- learn to reflect upon, consolidate and share their school experiences; and to recognise one's own development as a teacher.

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### (DURING TWO SUCCESSIVE PERIODS OF INTERNSHIP 2 WEEKS AND THEN 2 MONTHS)

#### Task Set 1

Visualising teaching-learning situations in one's subject in given school context involves

- preparing teaching-learning situations with the givens: school, class group, subject content, time duration (for single lessons as well as for two complete Units of study in one's chosen subject areas, if possible at two different class levels);
- visualising details of teaching-learning sequences, and learning path of students, keeping all considerations in view;
- implementation of teaching-learning plan in 'Classroom' learning environment as well as assessment of student learning;
- discussion, reflection, re-consideration and consolidation (after each engagement as well as end of Unit).



## **Task Set 2**

- Participating in various 'out of classroom activities' in school
- Organising events
- Study (and preparation) of school calendar, time table, assessment schedule
- Preparing a suggested comprehensive plan of action for some aspect of school improvement.

## **Modes of Learning Engagement**

This part of the course will be carried out as a part of the 'in-school' practice (internship in school); a mentor teacher, and supervising course instructor - when available - will guide and debrief the student teacher on a periodic basis.

Adequate classroom contact hours for subject-based teaching-learning will be undertaken in consultation with the school mentor.

A journal should be maintained by student teacher in which he/she records one's experiences, observations, and reflections.

The student-teacher shall also maintain a portfolio, including detailing of teaching-learning plans, resources used, assessment tools, student observations and records.

Student teachers function in liaison with the regular teachers in the school in all day-to-day functioning along with teaching-learning.

The Institute, in liaison with the schools, should prepare details of the school placement programme.

## **Modes of Assessment**

Formative Assessment: 250 Marks

In accordance with the field-based nature of the course, assessment should be made in terms of certain qualitative criteria and appropriately distributed across the various tasks carried out by student-teachers. The assessment will be entirely made on these for the total marks of 250.

## EXPERIENCE FOR TEACHER ENRICHMENT

### ETE 2: Enriching Learning through Information and Communication Technology

Total Marks: 50  
(Internal Assessment)

Contact Hours: 2 Hours per Week

#### Aims of the Course

This set of experiences is visualised with an assumption that many student-teachers will have a basic familiarity with computers, even if they do not have much hands-on- experience. It is intended to enable student-teachers to recognise, understand and appreciate ICT as an effective learning tool for learners and an enormous functional support to teachers.

#### UNIT 1: RELEVANCE OF ICT IN EDUCATION (RADIO, TELEVISION, COMPUTERS)

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

#### UNIT 2: VISUALISING LEARNING SITUATIONS USING AUDIO-VISUAL AND OTHER MEDIA

- Use of radio and audio medias: Script writing, storytelling, songs, etc.
- Use of television and video in education
- Use of newspaper in education.

#### UNIT 3: USE OF COMPUTERS IN SCHOOLS

- Functional knowledge of operating computers-on/off, word processing, use of power point, excel
- Computer as a learning tool
- Effective browsing of the internet for discerning and selecting relevant information
- Survey of educational sites based in India
- Downloading relevant material
- Cross collating knowledge from varied sources
- Competencies in developing original software.

#### UNIT 4: VISUALISING TECHNOLOGY-SUPPORTED LEARNING SITUATIONS

- Preparation of learning schemes
- Interactive use of audio-visual programme
- Developing PPT slide show for classroom use
- Use of available software or CDs with LCD projection for subject learning interactions
- Generating subject-related demonstrations using computer software
- Enabling students to plan and execute projects (using computer-based research)



- Engaging in professional self-development
- Collaborative learning tasks
- Interactive use of ICT: Participation in Yahoo groups, creation of 'blogs', etc.

**UNIT 5: INDIAN AND INTERNATIONAL EXPERIENCE IN ICT-AIDED LEARNING**

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



## ETE 3: Health and Physical Education

### Part II

Total Marks: 25

Contact Hours: 2 Hours per Week

Internal Marks: 25

- Human body; Growth and development of children at different ages, their needs and interests, psycho-social development; Physical, emotional and mental changes during adolescence; Concept of body image; Parent-peer-adolescent relationship; Sexual abuse; Myths and misconceptions regarding growing-up; Management of stress and strain and life skills
- Communicable and non-communicable diseases; Reproductive and sexual health, hygiene, RTI, STI, HIV/AIDS, responsible sexual behaviour, measures to prevent diseases transmission; Harmful effects of self-medication and patient's rights.
- Dietary requirements of human body with special emphasis on the nutritional needs according to age, sex, occupation, pregnancy and also with reference to sports-personship; Need for diet planning; Food and water; Safety and laws.
- Pollution—types, causes, influence of various types of pollution on human health and prevention; Proper sewerage disposal; Construction of compost and soak pit; Anti-mosquito and anti-rodent measures; Water conservation, seed banking, water management and re-cycling
- Occupational health hazards and its prevention; Commonly-abused substance and drugs and ways of prevention and inhabitation
- Fundamentals skills of games and sports; Sports for recreation and competition; Rules and regulations of sports; sports ethics; sports awards and scholarships, sports-personship
- Games and Sports—athletics, games, rhythmic activities and gymnastics
- Development of physical fitness; Postures; Importance of relaxation; Fitness tests; Resources and services for games and sports
- Yogic practices—importance of yoga, yogasanas, kriyas and pranayam
- Health and physical Education and its relationship with other subject areas like Science, Social Science and Languages.

#### *Practical*

Practical is relevant for both the years.

- Project on Health/Sports and Yoga, analysis of various textbooks from Health and Physical Education point of view
- Activities for development of physical fitness, i.e. strength, speed, endurance, flexibility and body composition (Fundamental Sports Skills ); Basics of track and field (100 mts., 200 mts., long jump, shot put, 4 50 mts. relay) Gymnastics; Any two team games (Kabaddi, Kho-Kho, Basketball, Cricket, Hockey, Volleyball and Football) or individual game





- Organisation of games and sports tournaments
- Learning and performing of basic yogic activities.

#### *Modes of Learning*

The content of this area should be meaningfully related to the student-teachers, environment and life. Activities which do not involve much cost or low cost activities may be identified because most of the schools cannot afford high cost facilities and equipments. Along with creating awareness about various health-related aspects, the focus of learning should be on developing positive attitudes and healthy habits and responsible behaviour towards health. The organisation of activities, particularly related to sports should ensure the participation of all students-teachers. However, at the same time an element of healthy competition to search talent may also be cautiously introduced. The following methods may be adopted:

- Interactive discussions, group-work, sharing of experiences, organising various activities, analysing various topics by using various charts, photographs and other materials on aspects of health-related issues.
- Demonstrations, observations, visit to places, preparing work-book and models.
- Organising school health check-ups, referral, practical classes of first-aid.
- Projects and assignments for individual learners as well as for group work and their record of activities.
- Guiding them in the organisation of games and sports and demonstration of yogic activities.

#### *Assessment*

The assessment in Health and Physical Education should be continuous and systematic and should measure all the multi-dimensional aspects of the student-teacher. Regular and objective assessment can also serve as a motivation to the student-teacher to make effort to improve his/her health and performance. Students-teachers should be assessed regarding knowledge, practices and skills based on observations, submission of projects and assignments, participation in various games and sports and physical fitness tests. Various fitness tests may also be used.

## ETE 4: Arts and Aesthetics

Contact Hour: 1 Hour per Week and One Week Workshop for Half-day

Total Marks: 50

Internal Assessment: 50

### Introduction

The need to integrate arts education in the formal schooling of our students is to retain our unique cultural identity in all its diversity and richness and encourage young students and creative minds to do the arts. An understanding of the arts will give our youth the ability to appreciate the richness and variety of artistic traditions as well as make them liberal, creative thinkers and good citizens of the Nation. Keeping in view some of these ideas, the National Curriculum Framework-2005, introduced arts education as a mainstream curricular area, which must be taught in every school as a compulsory subject (up to Class X) and facilities for the same may be provided in every school. Keeping this in view, it is all the more important that arts education is integrated in the school curriculum to provide an aesthetically viable atmosphere in schools encouraging creativity. For this, not only Art teachers but every teacher in the school system should be sensitised to understand and experience the use of Arts for holistic development of the learner, as a teacher as well as an individual.

### Aim of the Course

- Understanding basics of different Art forms – impact of Art forms on the human mind
- Enhance artistic and aesthetic sensibility among learners to enable them to respond to the beauty in different Art forms, through genuine exploration, experience and free expression
- Enhance skills for integrating different Art forms across school curriculum at secondary level
- Enhance awareness of the rich cultural heritage, artists and artisans.

### Course Outline

#### UNIT 1: VISUAL ARTS AND CRAFTS (PRACTICAL)

10 Marks

- Experimentation with different materials of Visual Art, such as pastel, poster, pen and ink, rangoli materials, clay, etc.
- Exploration and experimentation with different methods of Visual Arts like Painting, block printing, collage, clay modelling, paper cutting and folding, etc.
- Paper framing and display of Art works.





## **UNIT 2: PERFORMING ARTS: DANCE, MUSIC, THEATRE AND PUPPETRY (PRACTICAL)**

20 marks

- Listening/viewing and exploring Regional Art forms of music, dance, theatre and puppetry.
- Viewing/listening to live and recorded performances of Classical and Regional Art forms
- Participation and performance in any one of the Regional Arts forms keeping in mind the integrated approach
- Planning a stage-setting for a performance/presentation by the student-teacher.

## **UNIT 3: APPRECIATION OF ARTS (THEORY)**

10 Marks (Viva Voce)

- Meaning and concepts of Arts and aesthetics and its significance at secondary level of school education
- What is the difference between Education in Arts and Arts in Education
- Identification of different performing Art forms and artists ; dance, music and musical instrument, theatre, puppetry, etc. (based on a set of slides, selected for the purpose)
- Knowledge of Indian Craft Traditions and its relevance in education (based on a set of slides, selected for the purpose)
- Knowledge of Indian Contemporary Arts and Artists; Visual Arts (based on a set of slides, selected for the purpose)
- Indian festivals and its artistic significance.

### *Project Work (Units 1 and 2)*

10 Marks

Theme-based projects from any one of the curricular areas covering its social, economic, cultural and scientific aspects integrating various Arts and Craft forms; Textbook analysis to find scope to integrate Art forms either in the text or activities or exercises; Documentation of the processes of any one Art or Craft form with the pedagogical basis such as weaving or printing of textiles, making of musical instruments, folk performances in the community, etc. – how the artist design their products, manage their resources, including raw materials, its marketing, problems they face, to make them aware of these aspects of historical, social, economic, scientific and environmental concerns. Student-teacher should prepare at least ten lesson plans in their respective streams of subjects ( Science/Maths / Social Sciences/Languages etc.) while integrating different art forms

### *Workshop*

Two workshops of half a day each, of one week duration for working with artists/artisans to learn basics of Arts and Crafts and understand its

pedagogical significance. The Arts forms learnt during the course should be relevant to the student-teachers in their profession. Activities, such as drawing, and painting, rangoli, clay modelling, pottery, mixed collage, woodcraft, toy making, theatre, puppetry, dance, music, etc. region specific should be given more importance for making arts learner-centred. The focus of the workshops should be on how art forms can be used as tool/method of teaching-learning of Languages, Social Sciences, Mathematics and Sciences.

#### *Suggested Approach for Teaching-learning Process*

Every student-teacher must participate and practice different Art forms. They need to be encouraged to visit places of arts/see performances/exhibitions/art and craft fairs/local craft bazaars, etc. Artists and artisans may be invited for demonstrations and interactions from the community. Student-teachers should be encouraged to maintain their diary on art interactions to enhance their knowledge and awareness in this area. Student-teachers can also be motivated to interpret art works/commercials/events etc. to enhance their aesthetics sensibility.

A Resource Centre for Arts and Crafts should be a part of all the RIEs, where materials, including books, CDs, audio and video cassettes, films, software, props, art works of Regional and National level, books and journals must be displayed for the purpose of reference and continuous motivation.

Application of Arts and Aesthetics in day-to-day life, in the institute and in the community are some of the practical aspects, which needs to be taken care too. Student-teachers must organise and participate in the celebrations of festivals, functions, special days, etc.

#### *Modes of Assessment*

The complete course is of 50 marks. It is recommended that evaluation of this course should be done at both the levels; (i) Internal as well as (ii) External. *Practical Activities (Units 1 and 2 of 30 marks) in nature are more on the process than the product, hence need continuous and comprehensive evaluation(CCE). Therefore, recommended to be evaluated by the internals. The theory and project part ( Unit 3 and Project work of 20 marks) can be in viva-voce and in presentation mode therefore recommended to be evaluated by the externals.*

The engagement of student-teacher in the above set of experiences should be evaluated on continuous and comprehensive manner, based on (a) submission of work/project; (b) participation in the activities; (c) creative potential displayed; (d) application of aesthetic sensibility in campus events and in other course activities.



## EXPERIENCES FOR SOCIAL AND ENVIRONMENTAL SENSITIVITY

### SES 1: Gender Issues in Education

Total Marks: 50

Contact Hours: 2 Hours per Week

Internal Assessment: 20

External Assessment: 30

#### Aims of the Course

This course will enable the students to

- develop basic understanding and familiarity with key concepts—gender, gender bias, gender stereotype, empowerment, gender parity, equity and equality, patriarchy and feminism;
- understand the gradual paradigm shift from women's studies to gender studies and some important landmarks in connection with gender and education in the historical and contemporary period;
- learn about gender issues in school, curriculum, textual materials across disciplines, pedagogical processes and its intersection with class, caste, religion and region; and
- Understand how gender, power and sexuality relate to education (in terms of access, curriculum and pedagogy).

#### UNIT 1: GENDER ISSUES: KEY CONCEPTS

In this Unit the students will develop an understanding of some key concepts and terms and relate them with their context in understanding the power relations

1.1 Gender, sex, sexuality, patriarchy, masculinity and feminism

1.2 Gender bias, gender stereotyping, and empowerment

1.3 Equity and equality in relation with caste, class, religion, ethnicity, disability and region.

#### *Suggested Practicum*

- Preparation of project on key concepts and relating it with the social context of the pupil teacher
- Analysis of textual materials from the perspective of gender bias and stereotype
- Organising debates on equity and equality cutting across gender, class, caste, religion, ethnicity disability, and region.

#### UNIT 2: GENDER STUDIES: PARADIGM SHIFTS

In this Unit, the students will develop an understanding of the paradigm shift from women studies to gender studies, based on the historical backdrop. They would be able to construct critically the impact of policies, programmes and scheme for promotion of gender equality and empowerment.

2.1 Paradigm shift from women's studies to gender studies

2.2 Historical backdrop: Some landmarks from social reform movements

of the nineteenth and twentieth centuries with focus on women's experiences of education

### 2.3 Contemporary period: Recommendations of policy initiatives commissions and committees, schemes, programmes and plans.

#### *Suggested Practicum*

- Preparation of project on critical analysis of recommendations of commissions and policies on capacity building and empowerment of girls and women, how these initiatives have generated in the formation of women collectives and have helped in encouraging grassroots mobilisation of women, such as the *Mahila Samakhya* programmes
- Project on women role models in various fields with emphasis on women in unconventional roles.

### **UNIT 3: GENDER, POWER AND EDUCATION**

In this Unit, the students will develop an understanding of different theories on gender and education and relate it to power relations. The institutions involved in socialisation processes would be analysed to see how socialisation practices impact power relations and identity formation.

#### 3.1 Theories on Gender and Education: Application in the Indian Context

- Socialisation theory
- Gender difference
- Structural theory
- Deconstructive theory

#### 3.2 Gender Identities and Socialisation Practices in:

- Family
- Schools
- Other formal and informal organisation.

#### 3.3 Schooling of Girls:

Inequalities and resistances (issues of access, retention and exclusion).

#### *Suggested Practicum*

- Discussion on theories of gender and education with its application in the Indian context
- Project on analysing the institution of the family
  - (i) Marriage, reproduction
  - (ii) Sexual division of labour and resources
- Debates and discussions on violation of rights of girls and women
- Analysis of video clipping on portrayal of women
- Collection of folklores reflecting socialisation processes.

### **UNIT 4: GENDER ISSUES IN CURRICULUM**

Students will build on the previous two Units to understand how gender relates to education and schooling. In this Unit, the students will be able





to understand on how school as an institution addresses gender concerns in curriculum, textual materials and pedagogy. It will enable the student to draw linkages between life skills and sexuality.

- 4.1 Gender, culture and institution: Intersection of class, caste, religion and region
- 4.2 Curriculum and the gender question
- 4.3 Construction of gender in curriculum framework since Independence: An analysis
- 4.4 Gender and the hidden curriculum
- 4.5 Gender in text and context (textbooks' inter-sectionality with other disciplines, classroom processes, including pedagogy)
- 4.6 Teacher as an agent of change
- 4.7 Life skills and sexuality.

*Suggested Practicum*

- Preparation of indicators on participation of boys and girls in heterogeneous schools—public and private-aided and managed by religious denominations
- Preparation of tools to analyse reflection of gender in curriculum
- Preparation of checklist to map classroom processes in all types of schools
- Field visits to schools, to observe the schooling processes from a gender perspective.

**UNIT 5: GENDER, SEXUALITY, SEXUAL HARASSMENT AND ABUSE**

The Unit will enable students to apply the conceptual tools learnt regarding gender and sexuality to understand issues related to Sexual Harassment at the workplace and Child Sexual Abuse.

- 5.1 Linkages and differences between reproductive rights and sexual rights
- 5.2 Development of sexuality, including primary influences in the lives of children (such as gender, body image, role models)
- 5.3 Sites of conflict: Social and emotional
- 5.4 Understanding the importance of addressing sexual harassment in family, neighbourhood and other formal and informal institutions
- 5.5 Agencies perpetuating violence: Family, school, work place and media (print and electronic)
- 5.6 Institutions redressing sexual harassment and abuse.

*Suggested Practicum*

- Project on how students perceive sexuality and their own body images. It would also focus on how gender identities are formed
- Debate on how they perceive role models in their own lives
- Preparing analytical report on portrayal of women in print and electronic media.

## SES 4: Addressing Special Needs in the Classroom

Total Marks: 50

Contact Hours: 2 Hours per Week

Internal Assessment: 20

External Assessment: 30

### Aims of the Course

The students will be able to

- demonstrate knowledge of different perspectives in the area of education of children with disabilities;
- reformulate attitudes towards children with special needs;
- identify needs of children with diversities;
- plan need-based programmes for all children with varied abilities in the classroom;
- use human and material resources in the classroom;
- use specific strategies involving skills in teaching special needs children in inclusive classrooms;
- modify appropriate learner-friendly evaluation procedures;
- incorporate innovative practices to respond to education of children with special needs;
- contribute to the formulation of policy; and
- implement laws pertaining to education of children with special needs.

### Course Outline

#### UNIT 1: PARADIGMS IN EDUCATION OF CHILDREN WITH SPECIAL NEEDS

Historical perspectives and contemporary trends

Approaches of viewing disabilities: The charity model, the bio centric model, the functional model and the human rights model

Concept of special education, integrated education and inclusive education; Philosophy of inclusive education.

#### UNIT 2: LEGAL AND POLICY PERSPECTIVES

Important International Declarations/Conventions/Proclamations – Biwako Millennium Framework (BMF, 1993-2012); Recommendations of the Salamanca Statement and Framework of Action, 1994; Educational Provisions in the UN Convention on the Rights of Persons with Disabilities (UNCRPD), 2006;

Constitutional Provisions; The Persons with Disabilities (Equal Opportunities, Protection of Rights and Full Participation) Act, 1995 (PWD Act); The Rehabilitation Council of India Act, 1992 (RCI Act); and The National Trust for Welfare of Persons with Autism, Cerebral Palsy, Mental Retardation and Multiple Disabilities Act, 1999; RTE Act, 2009.

National Policy – Education of Students with Disabilities in the National Policy on Education, 1968, 1986, POA(1992); Education in the National Policy on Disability, 2006.

Programmes and Schemes of Education of Children with Disabilities:





Centrally- Sponsored Scheme for Integrated Education for the Disabled Children (IEDC), 1974; PIED (1986) and District Primary Education Programme (DPEP); Scheme for Inclusive Education for the Disabled Children (IEDC, 2000), Education of Special Focus Groups under the *Sarva Shiksha Abhiyan* (SSA, 2000); Goals and Strategies in the Comprehensive Action Plan for Including Children and Youth with Disabilities in Education, MHRD, 2005, Scheme of Inclusive Education for the Disabled at Secondary School (IEDSS, 2009).

Special Role of Institutions for the Education of Children with Disabilities–Rehabilitation Council of India, National Institutes of Different Disabilities, Composite Regional Centres (CRCs), District Disability Rehabilitation Centres (DDRCs); Structures like BRCs, CRCs under SSA, National Trust and NGOs.

### **UNIT 3: DEFINING SPECIAL NEEDS**

- Understanding diversities–concepts, characteristics, classification of children with diversities (Visual Impairment, Hearing Impairment, Specific Learning Difficulties, Locomotor and Neuromuscular Disorders, Mental Retardation, Autism, Leprosy Cured Persons, Mental Illness and Multiple Disabilities)
- Special needs in terms of the curriculum in the context of different disabilities and their learning styles
- Concept of an inclusive school – infrastructure and accessibility, human resources, attitudes to disability, whole school approach
- Community-based education.

### **UNIT 4: INCLUSIVE PRACTICES IN CLASSROOMS FOR ALL**

- School's readiness for addressing learning difficulties
- Assessment of children to know their profile
- Technological advancement and its application – ICT, adaptive and assistive devices, equipments and other technologies for different disabilities
- Classroom management and organisation
- Making learning more meaningful—Responding to special needs by developing strategies for differentiating content, curricular adaptations, lesson planning and TLM
- Pedagogical strategies to respond to individual needs of students: Cooperative learning strategies in the classroom, peer tutoring, social learning, buddy system, reflective teaching, multisensory teaching, etc.
- Supportive services required for meeting special needs in the classroom — special teacher, speech therapist, physiotherapist, occupational therapist, and counsellor
- Development and application of learner-friendly evaluation procedures; Different provisions for examination by CBSE and the board in their State
- Documentation, record keeping and maintenance.

## **UNIT 5: DEVELOPING SUPPORT NETWORKS**

- Addressing social climate of the classroom
- Child-to-child programme
- Developing partnerships in teaching: Teacher and special teacher; Teacher and co-teaching personnel; Parents as partners – developing positive relationships between school and home
- Involving community resources as source of support to teachers
- Involving external agencies for networking – setting up appropriate forms of communication with professionals and para professionals
- Liaising for reciprocal support of pre-school programmes, pre-vocational training programmes, social security, different provisions, concessions, etc.





## Final Presentation: Reporting, Consolidation and Reflection on the Programme

Total Marks: 50 (Internal Assessment)

Time: 1 Week

The purpose is to provide student-teachers an opportunity to take an overview of all experiences and learning in the two years, consolidate their understandings and 'construct' their own meanings in terms of 'What It Means to be a Teacher'.

Each student teacher will be expected to make

- (a) a written report of the above
- (b) a final presentation to the group.

### **A Note for Teacher Educators on the Nature of School-based Learning Experiences**

The role of teacher educator as expected to facilitate the process of student-teacher development has been viewed in terms of theoretical understanding of the pedagogical process and corresponding practice. This has also been conceptualised in relation to his/her proactive role, which leads learners towards acquiring vision of educational development. A few aspects of the programme have been cited here to bring the specificity in their role

This two-year programme envisages that student-teachers will need structured and graded learning experiences within school contexts. These experiences should not be limited to visits to a single school, nor are these experiences restricted to the practice teaching classes in their subject areas.

The experiences of student-teachers should thus cover a range of local schools and also a more extended attachment to a particular school in their home states.

The school-based learning experiences could be categorised into

- School-based observations
- Structured interactions within schools
- Planned teaching-learning situations within classrooms.

These 'real life' field observations and interactions may often form the basis for giving meaning to conceptual aspects of various courses, as well as developing their professional understanding and sensibility as teachers.

Such school-based experiences are indicated as part of the modes of learning engagement within the several of the course descriptions.

This will require teacher educators to meet periodically and coordinate the purposes of each school visit, so that multiple objectives are met with each visit.

Some Examples of School-based (or Field-based) Learning Experiences that are envisaged are listed below:

## Within Core Courses

### CC1: Basics in Education

#### *Knowledge and Knowing*

Observation of various contexts of knowledge transmission/construction— a school classroom, apprenticeship situation (workshop, car mechanic, etc), farming operations

#### *Autonomy of the Learner and Teacher*

School visit to understand 'Role-structure' in a variety of schools: group interviews to ascertain roles of administrators, teachers and students, and their location within the schooling system (in the context of 'autonomy' 'accountability' and 'decision-making')

### CC2: Learner and Learning

#### **UNIT 3: THEORETICAL PERSPECTIVES OF LEARNING**

Observation of classrooms as well as other learning situations in a range of schools – field notes and reflections/discussions to understand what children learn, how they learn (especially in group situations)

#### **UNIT 4: PROCESSES OF LEARNING IN 'CONSTRUCTIVIST PERSPECTIVE'**

Close observation of particular classrooms/school activities and analysing these (transcripts, video recording) through particular theoretical perspectives

#### **UNIT 5: UNDERSTANDING DIFFERENCES IN INDIVIDUAL LEARNERS**

Visits to different schools with learners from varied socio-cultural backgrounds: Observations of individual differences in learners (in different kinds of learning situations); Profiling specific learners; Sharing learner profiles from different schools

### CC3: Schooling, Socialisation and Identity

#### **UNIT 3: SCHOOLING AND IDENTITY FORMATION**

Interviews, observations, and reflection on school experience of students in terms of identity formation issues (along whichever dimensions are relevant to particular school contexts) – in a range of schools

### CC4: Curriculum School

#### **UNIT 4: SCHOOL: SITE FOR CURRICULUM ENGAGEMENT**

#### **UNIT 5: CURRICULUM IMPLEMENTATION AND RENEWAL**

Interaction with principal and teachers to become aware of the 'curriculum framing' process within the school; Study the available curriculum



documents and understand how the curriculum is interpreted by teachers in classrooms

Observe the kinds of curricular experiences a school provides apart from classroom teaching and discern their relevance to learner development. This could be supplemented with interactions with teachers and students.

### **Within Pedagogic Courses**

#### **Related to Attachments with Particular Schools**

Observation of different ways of organising learning situations in the school; critical appraisal of place of each of these in learners' learning and development; broad analyses of objectives of learning, processes and possible learning among students.

Detailed observation, recoding and transcription of a classroom teaching-learning episode; for analysis of 'objectives', 'teaching-learning processes'; when learning is successful; when learning breaks down, etc.

#### **PC4: Learning to Function as a Teacher**

This 'course' is to be conducted entirely within the school context where the student teacher is placed for an extended period (2 weeks + 2 months).

#### **CONCLUDING REMARKS**

It may be emphasised here that Section 4 provides a suggestive list of modes of learning engagement as well as modes of assessment. However, it may be noted that it has been done with adequate flexibility for teacher educators to vary both these appropriately, as needed.

This is attempted to provide flexible orientation to the student-teacher which he/she should use later as a teacher in an appropriate manner by making choices from varied modes available.

## NOTES

